

Eastern Gateway Community College - OH

HLC ID 1554

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 11/9/2020

Mr. Michael Geoghegan
President

Karen Solomon
HLC Liaison

Pamela Monaco
Review Team Chair

Haseeb Ahmed
Team Member

Darcy Briggs
Team Member

Matt Fowler
Team Member

Jennifer Ivie
Team Member

Context and Nature of Review

Review Date

11/9/2020

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

- COVID-19 Response Form
- Multi-campus Review

Institutional Context

Eastern Gateway Community College (EGCC) has evolved since its founding in 1966 as Jefferson County Technical Institute. Early changes included name changes, including a change from a technical to a comprehensive community college in 1995. More recent changes expanded the College's footprint in the state of Ohio, first through service to additional counties, including Columbiana, Mahoning, and Trumbull, in addition to Jefferson County, and then more recently through the acquisition of a branch campus in 2016, in Youngstown, Ohio, approved by the Higher Learning Commission in 2018. The branch campus serves almost 900 students, in addition to the approximately 950 students served at the home campus in Steubenville. In the past four years, the campus has expanded substantially, from leased space to the purchase of two additional buildings. Although the president maintains an office at both campuses and the Board of Trustees alternates meetings between the two campuses, the Steubenville campus has its own administrative staff and faculty. The buildings include classrooms and labs. The Steubenville campus offers 43 certificates and degrees.

As with all colleges, EGCC has had to adapt to new educational and operational methods during the pandemic. As the College already was offering 80% of its curriculum online, the transition to offering all courses online was not a particular challenge to the college. Using Canvas, the College employed its online staff to assist with this transition. Currently, only courses that must meet to achieve the course learning outcomes, such as some lab courses, are physically meeting, but doing so with smaller class sizes and maintaining safety precautions: wearing masks, social

distancing, and entry protocols. The College also enacted a communication plan to provide updates to faculty, staff, and students and to keep with the commitment to transparency of the new president. Most staff can work from home, and meetings are held remotely to keep everyone engaged and informed. During the beginning of the pandemic, cabinet meetings were held daily; they have since returned to their normal cadence. Student needs can be attended to through online processes.

This four year visit review required a combination on ground and virtual visit. Following the HLC protocol, one team member physically visited the two physical campuses, and four other team members conducted the visit via Zoom. The team was pleased with the engagement with a diverse number of faculty, staff, students, and community members. As reported by the HLC team member on campus, the College follows the Covid-19 protocols and safety measures as documented in their transition plan and as available on the website.

This is a college that even before the pandemic was undergoing significant change. Most significant, however, has been the expansion of its online modality. A comparison of fall enrollment 2015 to fall 2020 , enrollment has grown by 1274%, or an additional 38,000 students. For the fall 2020 enrollment, only 5% of the students are associated with one of the two physical campuses. This expansion has been greatly enhanced by the various financial aid options, perhaps most importantly by the “free college” program. This program, offered to union members and their families employed in over thirty-five unions, provides limited or no out-of-pocket costs, other than books, to students in their online programs. For the fall 2020 semester, the College has requested permission from the State of Ohio to offer the EGCC Gateway Guarantee. Students will be responsible for the cost of books, but the College will use funding to cover the difference in tuition cost after FAFSA. The College offers developmental education through a non-credit Aspire program and provides dual credit instruction through the College Credit Plus program.

EGCC has experience other significant changes, in addition to its enrollment growth. In January 2020, the Board of Trustees removed the president from office, citing a dereliction of duties. Earlier in the academic year, the faculty had issued a vote of no confidence. The then-current chief financial officer, Michael Geoghegan, was asked to serve as interim president, and in July Dr. Geoghegan was named the College’s fifth president. A new VPAA also began at EGCC in 2020.

The College developed a new strategic plan in 2020 in consultation with the Balanced Scorecard Institute, a Strategy Management Group company, and identified four “pillars” or priorities: organizational excellence, learner centric, strategic planning, and program centric. From these priorities, strategic objectives and projects have been identified. Targets and assessment measures do not appear to have been fully determined at this point. The team is interested to learn how the college communities participated in this process and will be engaged going forward.

The expansion in online learning has led to an increase in the number of agreements with outside companies with whom Net Operating Income is shared. The online program or “initiative” was developed through a relationship with SRC. According to the contract provided by EGCC, SRC is a corporation that creates course content, provides market research for new programs, recruits students, provides student support services, and assists in finding adjuncts. The rapid growth of the online programs obligated the visiting team to explore the institution’s ability to provide the support and oversight to adequately serve students and provide students a high-quality learning experience. Thus, various sessions gathered insights and confirmation about adjunct hiring and training, advising, transfer credit policies and practices, assessment, and curriculum development.

At a time of national decline in college enrollments, the astronomical enrollment growth of over 1200% in five years merits a thorough understanding of the conditions that have contributed to this enrollment boom. The team is eager to learn from the various constituencies how this growth has impacted the College’s infrastructure and the people.

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 the required embedded report, but Team did consult the April 2020 Interim Report. The Team used the campus visit as an opportunity to determine whether the College has implemented an approach to gathering and using data, has improved its retention and persistence rates, and has aligned student success initiatives with the new strategic plan.

Interactions with Constituencies

Team Visit Attendance

Topic: EGCC HLC - Meet with President and AOL Attendees:

Senior Vice President of Academic Affairs

President

Topic: EGCC HLC - Operations During Covid-19 and the Transition Time: Attendees:

Senior Vice President of Youngstown Campus

Senior Vice President & Chief of Student Affairs

Vice President of Institutional Research, Effectiveness, and Planning

Executive Assistant to the President

Executive Director of Finance & Deputy CFO

Executive Director of Human Resources & Organizational Effectiveness

Senior Vice President of Workforce, Aspire, & Institutional Diversity

Executive Assistant to the VP Administration and Legal Affairs

Senior Vice President of Academic Affairs

President

Senior Vice President & Chief Operations Officer

Topic: EGCC HLC - Criteria One and Two Attendees:

Senior Vice President of Youngstown Campus

Senior Vice President & Chief of Student Affairs

Vice President of Institutional Research, Effectiveness, and Planning

Assistant Director of Human Resources

Assistant Professor

Executive Director of Human Resources & Organizational Effectiveness

Instructor

Senior Vice President of Workforce, Aspire, & Institutional Diversity

Dean of Academic Records

Associate Professor

Executive Assistant to the VP Administration and Legal Affairs

Onsite Behavioral Health Community Counselor

Adjunct Faculty

Senior Vice President & Chief Operations Officer

Topic: EGCC HLC - Union and Shared Governance Attendees:

Senior Vice President of Youngstown Campus

Professor

Accounting Manager

Senior Vice President & Chief of Student Affairs

Student Information Clerk

Interim Dean of Health, Science, & Public Service

Instructor (3)

Executive Director of Human Resources & Organizational Effectiveness

Senior Vice President of Workforce, Aspire, & Institutional Diversity

President

Senior Vice President of Academic Affairs

Senior Vice President & Chief Operations Officer

EGCC HLC - Criteria Three Time Attendees:

Administrative Assistant

Dean of Academics

Instructor (2)

Senior Vice President & Chief of Student Affairs

Assistant Director of Human Resources

Interim Dean of Health, Science, & Public Service

Senior Vice President of Academic Affairs

Executive Director of Human Resources & Organizational Effectiveness

Director of Enrollment Services & Bookstore

Dean of Academic Records

College Credit Plus Advisor

Director College Credit Plus

Dean of Academics

Interim Assistant Dean of Academics

Director, Articulation and Transfer

Associate Professor

Topic: EGCC HLC - Online Operations Attendees:

Senior Vice President & Chief of Student Affairs

HR Generalist

Assistant Director of Human Resources

Senior Vice President of Academic Affairs

Instructional Technology Specialist of Online Learning

Dean of Curriculum & Instruction

Senior Vice President & Chief Operations Officer

Topic: EGCC HLC - Open Faculty Time: Attendees:

Instructor (13)

Professor (2)

Interim Dean of Health, Science, & Public Service

Assistant Professor (4)

Associate Professor

Online Faculty (3)

Topic: EGCC HLC - Board of Trustees:

2 Members of the Board

Topic: EGCC HLC - Criteria Five Time: Attendees:

Senior Vice President of Youngstown Campus

Vice President of Institutional Research, Effectiveness, and Planning

Executive Director of Finance & Deputy CFO

President

Topic: EGCC HLC - Open Staff Attendees:

Director, Student Activities

Administrative Assistant, Dean of Academics

HR Specialist

Secretary, Workforce & Community Outreach

HR Generalist

Enrollment Specialist

Executive Assistant to the VPAA

Assistant Registrar

Executive Director of Grant Management & Student Success

HR Specialist Payroll

Manager Director, Articulation and Transfer College Credit Plus

Advisor

Dean of Health, Science, and Public Services

Student Information Clerk

Assistant Director of Human Resources

Topic: EGCC HLC - Open Community Time:

TPMA, Inc

Jefferson County Chamber of Commerce

Flying High Inc

Higher Ed Partner

Youngstown United Way

Regional Chamber of Commerce

Another business leader

Topic: EGCC HLC - End of Day Time: Attendees:

Senior Vice President of Academic Affairs

President

Topic: EGCC HLC - Youngstown Administration Attendees:

Director, Student Activities

Director, TRIO Student Support Services

Instructor (3)

Interim Assistant Dean of Academics

Director, Career Development

Senior Vice President of Youngstown Campus

Director, TRiO EOC

Interim Associate Degree Nursing Program Administrator

Topic: EGCC HLC - Assessment Attendees:

Administrative Assistant, Dean of Academics

Associate Professor (4)

Director, Library and Resources

Vice President of Institutional Research, Effectiveness, and Planning

Professor

Online Faculty

Executive Assistant to the VPAA

Interim Dean of Health, Science, & Public Service

Senior Vice President of Academic Affairs

Assistant Professor (2)

Instructor (10)

Dean of Academic Records

Director, Articulation and Transfer

Administrative Assistant, Dean of Health, Science and Public Services

Dean of Academics

Dean of Curriculum and Instruction

Professor--3

Interim Assistant Dean of Academics

Topic: EGCC HLC - Criteria Four Attendees:

Administrative Assistant, Dean of Academics

Director, Library and Resources Instructor

Senior Vice President & Chief of Student Affairs

Vice President of Institutional Research, Effectiveness, and Planning

Online Faculty

Executive Assistant to the VPAA

Interim Dean of Health, Science, & Public Service

Instructor (7)

Senior Vice President of Academic Affairs

Senior Vice President of Workforce, Aspire, & Institutional Diversity

Dean of Academic Records Director, Articulation and Transfer

Student Information Clerk

Associate Professor (3)

Administrative Assistant, Dean of Health, Science, and Public Services

Assistant Professor

Director College Credit Plus

Dean of Academics

Interim Assistant Dean of Academics

Director, Dean of Curriculum & Instruction

Professor--3

Tutor

Topic: EGCC HLC - Students Attendees:

Approximately 30 students

Topic: EGCC HLC - Technology and Infrastructure Attendees:

Senior Vice President & Chief Operations Officer

Senior Vice President & Chief of Student Affairs

Director of Enrollment Services & Bookstore (Employee of the SRC)

Dean of Academic Records President

Dean of Online Learning

Dean of Curriculum & Instruction

Senior Vice President of Youngstown Campus

Topic: EGCC HLC - Closing Meeting Attendees:

Senior Vice President of Academic Affairs

President

Additional Documents

- "Online and Out-of-State." <https://www.insidehighered.com/digital-learning/article/2019/06/26/ohio-community-college-raises-questions-enrolling-large-numbers>
- "Update: Eastern Gateway's rapid online growth leads to Ohio closing loophole in funding system." <https://www.wfnj.com/>.
- "Eastern Gateway President Ousted." <https://www.insidehighered.com/quicktakes/2020/01/16/eastern-gateway-college-president-ousted>.
- Policy 4-12 in the EGCC Policies found on the Board of Trustee portal that they gave us access to
- <https://egcc.edu/academics/general-information/institutional-effectiveness/>
- <https://egcc.edu/academics/programs/program-listing/>
- <https://egcc.edu/wp-content/uploads/2020/03/2020-2021-Catalog-and-Student-Handbook.pdf>
- <https://egcc.edu/disclosures/>

- <https://egcc.edu/wp-content/uploads/2019/10/2019-2020-FINAL-EGCC-College-Catalog-10-4-2019-1.pdf>
- https://nces.ed.gov/globallocator/col_info_popup.asp?ID=203331
- <https://egcc.edu/about-us/more-information/board-of-trustees/>
- Additional documents posted in the Addendum section of the Assurance System

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.

Rating

Met With Concerns

Rationale

Reflective of the enrollment changes Eastern Gateway Community College (EGCC) has experienced in recent years, the College reviewed and revised its current mission statement. The original revision process was led by the Board of Trustees' Governance and Personnel Committee, who developed the mission statement. The stakeholders of the College, including the Board, faculty and staff, students and community members, were invited to comment by way of a survey. Following a review of the comments, the mission statement was then approved by the Board in May 2014, concluding a two year process. Additional changes were recommended by faculty and staff, resulting in a slightly altered Mission Statement approved by the Board in November 2014. However, due to the substantial growth in enrollment, particularly outside Ohio, a new mission statement was revised in October 2018 and approved by the Board in November 2018. The new mission statement removed references to counties served and emphasized flexibility, innovation, quality, and affordability. Although this new mission statement expresses who Eastern Gateway is, it is not entirely clear, based on conversations held with faculty and staff during the virtual visit, how the campus engaged in the revision. The mission statement was also reviewed in 2020 as part of the strategic planning process with no additional changes.

EGCC's Vision Statement--Creating Opportunities/Changing Lives--reflect the College's emphasis on preparing students for transfer to a four-year degree or offering workforce development skills. The

College has articulation agreements with a number of colleges, participates in the Ohio Transfer Module, the Ohio Transfer Assurance Guide and the Career Transfer Assurance Guides, and works with businesses and industries to meet training needs. Its Free College Benefit provides a low or no-cost option for education for thousands of labor union members nationwide.

In addition to its Mission and Value Statements, EGCC endorses five Core Values: Opportunity, Affordability, Excellence, Learning, and Diversity. The Core Values were reviewed as part of the current strategic planning initiative to ensure the strategic plan reflects these values. The Team was able to confirm in meetings with faculty, staff, and students that the institution is guided by these values in program offerings, engagement with the local community, and commitment to accessible education.

In reviewing the Strategic Plan document, the Team noted that the currently approved mission statement--"Eastern Gateway Community College provides quality, flexible, innovative and affordable educational opportunities to serve our communities through helping students achieve success"--is not listed as the mission statement in the Strategic Plan document. Instead, the mission is listed as the vision, and the mission is instead listed as "Creating Opportunities – Changing Lives." The Team finds this a troubling error, one not caught by the many people who participated on some element of the Strategic Plan. In many respects, EGCC appears to be very much focused on "creating opportunities," as demonstrated by its focus on growing enrollment.

As the College has embraced online learning, the College has devoted resources to the expansion of services to all students. As part of the Ohio Library Network, students have access to databases for all Ohio colleges. The College has extended its hours of service to include access to advisors seven days a week, fourteen hours a day, and a robust TRiO Student Support Services program provides access and opportunity to students. Tutoring by an outside vendor is provided to all students as well as in person on both campuses. This was confirmed during the campus visit.

The Mission, Vision, and Values are published in the Course Catalog, and the Mission is published on the College's website under the "Who We Are" tab. As the strategic plan has just been completed, the College may have not yet posted the strategic plan on the website. Including this document on the website provides a clear map of the direction of the College for all potential and current stakeholders. The website includes a link to online programs, but a visitor would not surmise from the landing page the national reach, for which the College takes great pride. As noted earlier, and in fact throughout the Team's response, this and other inconsistencies are troubling.

The Team determined that Core Component 1A is met with concerns due to the inconsistency of mission statements among documents and lack of inclusive evidence of a deliberately shared process for the latest mission statement review.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

EGCC offers over thirty associate degrees and certificates through on-ground and online delivery modalities, in both sixteen-week and eight-week models. Through the four counties the College reaches through its campuses in Youngstown and Steubenville as well as its many high school partners, EGCC meets the needs of both urban and rural areas. In the meeting with the Board, the Team heard the commitment to supporting the efforts of transforming the "Valley of Steel" to the "Voltage Valley" through its work with new manufacturing companies. In the array of programs and certificates offered, EGCC assists students of all ages and backgrounds find opportunities "to step off of the floor and into the office," as shared by members of the staff. The College is active with Goodwill Industries, the Mahoning Valley Manufacturing Association, and the local chambers to continue to offer the education and training to meet local need. The College offers resources including a food pantry, an expungement clinic, and free dental care to those in need. Any charitable organization can work with the College to access the use of the facility at no charge. As the College's on-ground presence continues to become a smaller portion of its overall enrollment, EGCC will want to consider how it can continue to demonstrate its commitment to its local communities.

As EGCC continues to seek greater online growth, the College may wish to consider how it publicly demonstrates its commitment to the public good and its primary focus on providing a quality educational experience to all students. The new Strategic Plan, for example, lists twelve objectives, yet only three really focus on students: improve career readiness, improve student success, and improve student services. The outcomes listed focus on increased automation of services, more articulation agreements, continuous enrollment, and some outcomes that should be a given-- "Learners receive instruction in the classroom for degree-related skills." The College may wish to consider how to communicate its commitment to the shrinking on-ground and local student experience.

Core component 1. B is met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

EGCC reaches a national audience through its online presence as it brings students of diverse backgrounds into a shared learning experience. The Team met with students from as far away as California who were beginning their college career to a student returning to the classroom after earning a doctoral degree. In all interactions, people demonstrated respect and support for others. The College has an opportunity to use this moment in history to advance the commitment to equity, respect, and inclusion. 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. As the College continues to consider the limits of standardization of courses, it may want to engage in faculty and staff conversations about teaching and reacting to the historical moment.

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. Although EGCC offers a number of co-curricular opportunities for its on-ground students, few opportunities are offered to online students, which comprise the bulk of the student population. PTK appears to be a model for other co-curricular development, as it is a five-star chapter with 2,500 students and an upcoming online induction ceremony. Faculty, staff, and students spoke of the good work of this organization. The Team also heard about a recent online book club that provides the book, audio book, or pdf free to the participants. Unfortunately, only 25 students at a time can take advantage of this experience. The Team reviewed the recent survey to students about their interests in clubs and organizations, and many expressed interest in this type of activity. The choice of books and guided discussions with facilitators and peers provided students a safe place for deep discussions about current topics. The discussion with students during the virtual visit confirmed that students are hungry for connection and conversation. The College may wish to consider scaling up programs to engage a greater number of students in co-curricular activities. Tracking the students who participate in the co-curriculars to retention and persistence data would provide evidence of the various factors that keep students engaged and learning.

The team would be remiss if it did not highlight a practice that detracts from the College's commitment to inclusive and equitable treatment of diverse populations. Several meetings on campus confirmed that online students do not have to take placement exams, but on-campus students must do so, in both English and math. The effect of this policy is that two populations of students are not treated equally, and equal access to the same classes is not granted to all student population based on the same criteria. The effect of this policy is to create a barrier to a population EGCC states they are trying to reach—the underserved students in four counties in Ohio. Different admissions standards for a course is an equity and access issue.

Core Component 1C is met with concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Rationale

EGCC's mission has evolved to reflect the expanding focus of the College. The physical location of the College's presence in Youngstown and Steubenville demonstrates its commitment to an expanding service area in Ohio. Through the variety of academic offerings and student support services, EGCC demonstrates an awareness of the needs of its students and community. The opportunities afforded members of unions extends the reach of the College across the nation through its rapid growth in online learning. The Team cautions that good will and good work can be diminished when the College fails to notice and act upon inconsistencies, such as requirement for placement tests for on-ground students but not online students, and the failure to use the correct mission statement in all documents. It is not clear if the use of the vision statement as mission statement in the new strategic plan reflects yet another revision to the mission or is an editing error. As mission is a college's ethos, such an error provides an opportunity to ensure all stakeholders know and support the mission.

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.

Rating

Met With Concerns

Rationale

Since 2012 numerous policies, procedures, and guidelines governing ethical behavior have been reviewed, updated and/or adopted at EGCC. The Board of Trustees adopted policies regulating the actions of personnel in several areas of the institution, including the Board of Trustees, Administration, Academic Affairs, Student Services, Fiscal Affairs, Human Resources, Technology, and Community Relations. Additionally, the Governor of Ohio issued an executive order in 2019 designed to bolster ethical behavior and conduct for all state employees.

To operationalize these policies, procedures, and guidelines, EGCC indicates that all employees are required to sign an acknowledgement form, which serves to verify their understanding of the Governor's executive order. EGCC also indicates that every employee completed training provided by the Ohio Ethics Commission in Spring, 2020, and proof of completion of that training would be retained by the EGCC Human Resources Office. EGCC also indicates that every employee signs an acknowledgement form confirming their understanding of the Family Educational Rights and Privacy Act (FERPA), as it relates to their role as a college employee. Further trainings are provided to employees related to the Health Insurance Portability and Accountability Act (HIPAA), FERPA, and federal financial aid regulations, as deemed appropriate.

The Board of Trustees employs a committee structure that supports ethical and responsible behavior, particularly as it relates to fiscal matters. The Board has three standing committees related to fiscal affairs; the Building and Finance committee, the Audit committee, and the Compensation committee. The Student Success committee and the Governance and Personnel committee are the final two standing Board committees.

As documented and affirmed in interviews, EGCC employs an appropriate separation of responsibilities regarding mission statement development and revision. The institution develops the

mission statement and the Board approves the statement. Interviews with EGCC staff and members of the Board support the statements made in the Argument, that the institution operates with integrity in its financial, academic, human resources, and auxiliary functions.

A review of the EGCC policies indicate that they have an “Established Date” in 2013, which aligns with information contained in the Argument about when the policies were created. Further review reflects that almost all of the policies have not been reviewed or updated since 2013. A very small number have a “Revised Date” and only one has a “Revised Date” more recent than 2017. Policy 1-01: Mission and Goals was last updated in 2016 and contains outdated versions of the Mission, Vision, and Core Values. Additionally, the Policy Index identifies 7-15 as the Conflict of Interest policy and 7-16 as the Nepotism policy. In review of these policies, it was discovered that they are mislabeled; 7-15 is the Nepotism policy and 7-16 is the Conflict of Interest policy.

The Team is concerned that their requests for the following evidence to support the claims made in the Argument and in interviews were not provided as part of the Argument, and it took multiple follow-up requests before they were finally provided, after the visit was completed:

- A copy of the Ohio Ethics training proof of completion form for five employees from Spring, 2020
- A copy of the FERPA Acknowledgement form for five employees from Spring, 2020
- List of trainings held for employees in 2019/2020 regarding FERPA, HIPAA, and/or federal financial aid

The delayed response by the institution to provide the requested evidence made it challenging to confirm the information provided by the institution in the Argument. Additionally, the fact that very few of the institution policies have been updated since 2013 does not support the opening statement in the institution’s argument that institutional processes are reviewed and updated regularly to guarantee institutional integrity.

A review of EGCC materials and information identified that the mission, vision, and values presented in various places were not in alignment with each other. Conflict of interest, nepotism, and privacy of personnel information policies exist; however, as stated previously, the conflict of interest and nepotism policies are not numbered correctly, or are not listed in the Index correctly. Further, policies regarding recruitment and admissions, financial aid, and contracting could not be located in the EGCC Policy Manual.

Core Component 2A is met with concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

EGCC provides information to students and the public through several sources. The College maintains a website that contains information about the institution, academic programs offered, faculty and staff of the institution, accreditation, history, news and events, etc. Through the website, students and the public have access to the Catalog, which contains more detailed information about program offerings, some student policies, academic calendar, and course descriptions.

The current Catalog, as well as prior year catalogs, are available on the website. Once a catalog is published, EGCC has an effective process to capture and publish changed information. The Addendum template is clear and it captures appropriate information to document what has changed.

The mission of an institution is a key element from which the institution derives its purpose. The Mission, Vision, and Core Values of EGCC are documented in the catalog and on the website. Unfortunately, when comparing these three things in the catalog, in the EGCC Policy Manual, and on the college website (to include the Institutional Effectiveness webpage), they do not match. Similarly, accreditation information is listed in multiple places and there is inconsistency. Information about the accreditation of the institution is provided on the college website and in the catalog. Individual programs that possess accreditation are also listed on the website and in the catalog. However, the information about the Medical Assisting program differs. In the current catalog, this program is listed as being accredited by the Commission on Accreditation of Allied Health Education Programs; however, this information is not listed on the college website. Given the discrepancy, it is unclear if the Medical Assisting program indeed is accredited. Further, in Criteria 4.A., EGCC indicates that the Fire Science program possesses accreditation; however, that program accreditation is not identified on the website or the catalog. This conflicting information could impact an applicant's interest and confidence in the programs and could cause confusion among potential employers of the program's graduates.

In addition to program accreditation information, any program leading to licensure or certification is required to publish exam pass rates, if they are available to the institution. Three EGCC programs known to lead to licensure/certification are the Paramedic, Police Academy, and Nursing (ADN)

programs. The Paramedic program publishes NREMT pass rates on the program webpage. The Police Academy does not publish pass rates for the Ohio Peace Officer Training Commission (OPOTC) certification test. The Nursing (ADN) program does not publish pass rates for the National Council Licensure Examination for Registered nurses (NCLEX-RN).

Information regarding admission to the College is provided in the catalog; however, it is not clear. The opening statement in the Admissions section of the catalog states that EGCC “has an “open-door” admission policy meaning all applicants are granted acceptance” (p. 196). 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). These two statements conflict with each other.

In addition to information about admission to the institution, EGCC provides information about admission to specific programs. The program webpages seem to be the primary location to find program admission information. Some programs make the information very easy to find on the program webpage. As an example of easy- to- find admission information, the Nursing (ADN) program clearly lists the admission requirements on the main program webpage. Conversely, the Dental Assisting program maintains program admission requirements, but they are not listed on the main program webpage. To determine the Dental Assisting program admission requirements, someone must click on a separate link on the main program webpage. As a third example, the Respiratory Therapy program does not list the program admission requirements on the website at all; a note on the program webpage indicates that the program admission requirements are listed in the catalog.

Information about some important policies could not be easily 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 without an available search box, it could be difficult to find information. It is important to note that, in the HLC Student Survey and in interviews with students, many comments were made regarding student dissatisfaction with the transfer credit policies and practices of the institution. Students expressed frustration that their prior college credits were not accepted in transfer. Some students expressed being told the College accepts transfer credit only to learn after enrolling in the program that courses, including basic general education credits, will not be accepted. Interviews with staff revealed that the decision was made by prior leadership to establish a 20 year limit on transfer credit; however, no-one could speak to the rationale of that time limit or the process used to determine it.

Several important pieces of information regarding instructors are to be readily available to the public, including a list of all instructors and their academic credentials. A common way for institutions to make this information available, is to place it on their website. A review of the EGCC website revealed that full-time faculty are listed in the Directory; however, online faculty, staff and adjunct are not listed. Further, the academic credentials of the full-time faculty were not listed in the Directory. EGCC historically included a Directory section in the Catalog that contained this information; however, starting with the 2019-2020 Catalog, that section was no longer included. While an institution is not required to publish this information in a specific location, it is important that EGCC be able to readily produce it. 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 from the College in a follow-up email 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.

Throughout the Argument, EGCC has highlighted the Free College Benefit program, yet information about this program is not available on the College website. In order to learn the details about this program, the Team conducted a web search and located an informational website that is external to EGCC. During interviews with EGCC staff, questions could not be answered about who provided the scholarship to cover any remaining balance a student in this program might have (after the application of federal financial aid funds and union tuition reimbursement funds). During one interview, when the question was posed by the Team, the guidance was to confer with the EGCC President for an answer to the question. The Team ultimately received an answer to the question and was informed that the amount not covered by financial aid or union reimbursements is treated as a "discount rate"; however, students nor the public would know to ask the president, nor typically have access to do so.

Long-term student success can be facilitated by effective onboarding processes and clear information in the admission and enrollment stages. Through the HLC Student Survey, students provided a positive rating regarding the clarity of information they received about the enrollment process. In that same survey, and in the interview with students, some students commented on how well-informed they have been about their program requirements; in particular, students in the Health Information Management (HIM) program described numerous ways that the program leadership engage them and keep them informed. In the same survey and student interviews, there was a common theme expressed by students (not in HIM courses) that they did not feel like they had adequate, clear, or accurate information when they were getting started. Part of their frustration stemmed from working with a different Enrollment Specialist each time they registered for classes. While the EGCC website indicates that students are assigned an Enrollment Specialist to work with them throughout their program, students were clearly stating that is not what is actually happening. As one student, hearing of the experience of the HIM program students, stated, "It's as if we attend two different colleges."

A core component to operating ethically and responsibly is that an institution presents itself clearly and completely to students and the public. There are significant concerns regarding the information being made available to the public. Numerous examples of missing, incomplete, and conflicting information have been provided by the Team as part of the review. While some of the items in these examples can be corrected easily, others seem to be deep-rooted and systemic.

Consequently, Core Component 2B is met with concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

The Board of Trustees of EGCC is an 11 member Board, the members of which are appointed by the Governor of Ohio. Bylaws for the Board of Trustees exist and contain information about officers, meetings, committees, meeting procedures, amendments, and emeritus status. An EGCC Policy Manual exists, and it is through these policies that the basic functions, roles, and responsibilities of the institution and the Board are documented. The Board contains officers 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.

Upon review of the evidence provided in the Argument, and through interviews with Board members, the Team has been able to confirm that the Board members indeed are aware of their role, and that the day-to-day management of the institution is the responsibility of institutional leadership. The Board understands their advisory role and obligation to preserve and enhance the institution through their work. Each Board meeting starts with a Declaration of Conflicts of Interest, which demonstrates the Board's commitment to ensuring a conflict of interest does not interfere with their effective decision-making.

Upon review of the EGCC Policy Manual, some discrepancies were identified. The EGCC Policy Manual Index lists Policy 7-15 Conflict of Interest and Policy 7-16 Nepotism; however, in reality, Policy 7-15 is Nepotism and 7-16 is Conflict of Interest. Finally, Policy 1-02 was last updated in 2016 and contains outdated information for the Mission, Vision, and Core Values.

Interviews with the two Board members who attended the meeting with the Team, seem to identify some disconnects between the Board and institution. Early and regularly during interviews with institutional leadership, an enrollment goal of 100,000 students by the year 2025 was communicated

to the Team. Further, review of Non-Financial Indicator letters from HLC dated 2015, 2017, 2018, and 2019 consistently identify enrollment growth of the institution, and ask the institution to address the rapid growth. The Team did not find evidence that these concerns were addressed. 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 EGC 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:

Enrollment Trend					
Location	Fall '16	Fall '17	Fall '18	Fall '19	Fall '20
CCP	833	956	1,085	1,292	1,358
Online	1,825	5,711	14,230	22,501	36,886
Steubenville	955	861	843	888	945
Youngstown	980	981	918	957	904
Grand Total	4,593	8,509	17,076	25,638	40,093

In the Argument, EGCC indicated that the Board attends HLC meetings. It is unclear if the Board is aware of prior concerns raised by HLC through the Non-Financial Indicators letters. Additionally, the Team is uncertain if the Board is knowledgeable of the HLC concept of Contractual Arrangements, which could be relevant to the contract EGCC currently has with the Student Resource Center (SRC).

EGCC states that Board members undergo regular training at various meetings, and include the annual retreat. A review of the provided 2019 Retreat agenda demonstrates that the meeting was primarily an update on various health indicators of the institution. There was time spent being trained on the Ohio Ethics Law. Registration confirmation was provided documenting that there was some Board presence at the following in 2019: Ohio Department of Higher Education meeting, the Trustees Conference, and the ACCT Leadership Congress. The conferences appear to be appropriate for Board members to attend and gain relevant information to their role. During the interview, the two Board members indicated that other Board members met with them when they first became a Board member, but there was not a formalized onboarding process or training program for new Board members. It would be beneficial to develop onboarding processes and training programs to orient and educate new Board members.

There does not seem to be a consistent mechanism for the Board to hear the student voice. Evidence submitted in the Argument does indicate that feedback from students, faculty, and staff was taken into consideration as the Board contemplated terminating the former President. Additionally, the Board appears to have relied heavily on input and information from staff when it supported the decisions to invest in technology infrastructure at the college. As the College considers the formation of a Student Government Association, it may wish to consider creating a student trustee position, quite common at other colleges and universities, including two-year colleges.

Overall, the decisions made by the Board appear to be those that will preserve and enhance the institution. The two Board members interviewed by the Team demonstrate a commitment to EGCC and the service and value they provide to the communities. It would serve the Board well to receive

more detailed training to increase their knowledge regarding the HLC Criteria for Accreditation and Assumed Practices. Additionally, the Board should review all of the previously received Non-Financial Indicator letters from HLC so they are aware of the concerns regarding substantial enrollment increases, adequate staffing by the institution, and graduation/persistence rates. Finally, given that the information contained in the EGCC Policy Manual provides guidance and direction for the Board, it is important that all discrepancies in the Policy Manual are addressed and corrected.

Core Component 2C is Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

Policies, committees, and regular meetings exist to support academic freedom and the freedom of expression at EGCC. Policy 4-02 exists to define Academic Freedom and Responsibility, as it relates to faculty. The Curriculum Committee serves as a deliberative and decision-making body to review and approve requests to create and/or change courses and programs. Several meeting opportunities exist allowing opportunities for open discussion and the exchange of information and ideas between executive leadership, staff, faculty, and students.

A core value of EGCC is Learning, which is articulated as, “We embrace lifelong learning as the key to future prosperity.” Policy 4-02 Academic Freedom and Responsibility was adopted in March, 2013 and last revised in July, 2013. This policy includes several key components associated with academic freedom, including faculty control of content delivery in the classroom, encouraging free discussion and inquiry between students and faculty, and the review of course and program content being under the prevue of the faculty.

While not provided as evidence for this Core Component, a summary document identifying the purpose and membership of the Curriculum Committee was provided for Core Component 2.E. Policy 4-05: Approval of Degrees and Degree Programs makes no reference to the existence or role of the EGCC Curriculum Committee. The Curriculum Committee document appears to be informal in nature, so it is recommended that the committee purpose, structure, voting membership, and non-voting membership, be adopted in a more formal document to ensure appropriate awareness and compliance.

Interviews with faculty reinforced their commitment to support student learning, in part through the free exchange of ideas in the courses. In numerous interactions, staff confirmed the existence of several forums that provided them with the opportunity to engage with institutional leadership. Students, through interviews and feedback surveys, commented that their instructors were sometimes not assigned by the first day of class, the instructors do not engage regularly in the course, and the instructors do not regularly respond in a timely manner. 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 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.

Core Component 2D is Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

EGCC policies, as documented in the catalog and in the Policy Manual, set standards for the acquisition, discovery, and application of knowledge. Policy 4-02 outlines the academic freedom and responsibilities of faculty at EGCC. Policy 4-05 articulates the process to approve degree programs. Policy 4-06 indicates that a Course Outline exists for every course and is updated appropriately when any changes are made to the course. Policy 4-12 addresses assessment of student learning.

The catalog includes Student Competency, Academic and Student Integrity, and Student Code of Conduct sections. The Student Competency section confirms that, in order to graduate, students must possess competency in the field. The section defines competency as the ability to apply knowledge and skills related to a particular occupation. This section also articulates the faculty responsibility to provide the instruction and support the student learning as it relates to the acquisition of the knowledge. The Academic and Student Integrity and Student Code of Conduct sections articulate the expectations and rules governing expected academic honesty and integrity and identify the sanctions associated with violations. The policy on academic integrity appears on the sample syllabi the Team reviewed, EGCC may wish to consider how it ensures the appropriate instruction to assist students in acting with academic integrity. Similarly, it would be beneficial to ensure that information and guidance regarding the Student Code of Conduct was proactively and effectively delivered to all students.

Many of these policies were provided as evidence of the responsible acquisition, discovery, and application of knowledge in the Argument. Review of the material and interviews with staff and faculty support the information contained in the Argument. While the institution does not have a research focus, the institution does have library resources available to students related to information acquisition. It is unclear how many students avail themselves of these resources. Further, in speaking with faculty and administration, it is not clear how all students are provided appropriate instruction in how to conduct academic research, use academic sources, and document sources.

Core Component 2E is Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Rationale

EGCC has structures in place that provide an available foundation for ethical and responsible conduct. Policies exist and address some key roles, responsibilities, and expectations for various members of the college community. The Board exhibits appropriate autonomy and leaves the day-to-day operations of the institution to EGCC leadership.

An examination of the evidence submitted in the Argument, interviews with stakeholders, a review of available information on the web, and an evaluation of the additional requested documents and information have identified a number of concerns. The concerns have common themes related to inconsistent and conflicting information, lack of transparency, and missing or unavailable information.

The concerns identified by the Team related to this criteria can be resolved. The core structures appear to be in place to support ethical and responsible conduct. It will just take institutional effort and commitment to address the concerns raised by the Team to utilize those structures and operate with full transparency to students and the public.

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).

Rating

Met

Rationale

Eastern Gateway Community College offers certificates and associate's degrees. The number of credit hours required for these programs is within the guidelines of accepted standards in higher education. According to the EGCC Catalog, students are required to hold a grade point average of 2.0 for graduation, and SAP requirements are clearly defined. An established curriculum approval process includes an active Curriculum and Instruction Committee on campus that approves all curricular changes. This committee has diverse membership with both faculty and staff membership, but only faculty have voting privileges for curriculum change or development.

All programs are annually assessed in accordance with College procedure and these programmatic assessments are documented and faculty attested to their use in continuous improvement. In addition, outside accreditation/oversight requires additional assessment of programs such as Paramedicine, Radiologic Technologies, Police Academy and Dental Assisting. Student learning outcomes at the course, program, and general education levels are clearly defined. Program and course outcomes are defined by faculty and approved by the Curriculum and Instruction Committee. Program outcomes are aligned with the Ohio Transfer Model (OTM) to ensure consistent course learning outcomes in courses offered across the state for seamless transfer of credits. The College has articulation agreements for certificate and degree programs with area high schools and baccalaureate degree granting institutions. The College offers programs at multiple locations using various modes of delivery. Programs offered by EGCC have consistent goals across all modes of delivery and locations. Program quality across modalities and location is ensured through in-service opportunities to all instructors including part-time. Faculty members are kept abreast of changes and updates through face-to-face meetings or web-conferencing. The quality of facilities, where programs are

offered, is ensured by allocating resources needed to provide the same experiences to learners across modalities.

Core Component 3A is Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Rationale

EGCC's general education program is consistent with the College mission and the Ohio Department of Higher Education (ODHE). In conjunction with The Ohio Transfer Model (OTM), the College participates in developing and updating mutually agreed upon learning outcomes to aid students in the transfer of credits across the state.

General education is integrated in all certificate and degree programs, where applicable. It is intended to enrich student skills and attitudes in the classroom and beyond. General education program outcomes are articulated in the course catalog, syllabus, and the website.

General education outcomes are assessed within programs of study and are reviewed by the Program Review Committee. The year-over-year review and reporting demonstrates and supports continuous improvement and analysis of the programmatic learning objectives.

The general education curriculum is designed for developing skills adaptable to changing environments through the synthesis of information. Programmatic outcomes are mapped to general education curriculum and an example provided how each outcome is linked to course outcomes. Listing all General Education outcomes on the master syllabus is a good practice.

Recognition and appreciation of human and cultural diversity is addressed through course work; the college catalog lists the EGCC Ohio Transfer Module Courses that incorporate diversity components and is consistent with the institutional mission and purpose statements. 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 on-ground student immersion. 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.

The College provides limited opportunities for faculty to engage in scholarly activities through professional development. Faculty and staff stated their budgets don't provide funding for professional development. The Team could not determine if professional development is provided through the contractual arrangement with SRC. Faculty and student participation in business and science projects for competitive statewide opportunities was widely recognized by faculty in sessions during the visit as a way the institution encourages scholarly activities.

Core Component 3B is Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Not Met

Rationale

EGCC requires by policy that all outcomes be listed on the course syllabus. In a review of a sample of course syllabi, and interviews with faculty it was clear this policy is widely followed across the institution. These same outcomes are listed in the TracDat system and can be seen in the College Catalog for each program. Furthermore, EGCC has a faculty led Curriculum and Instruction committee that reviews course changes and new course requests. With 93 percent of the fall 2020 courses being taught by part-time instructors, syllabi and course content are very rigid in an effort to ensure course expectations are being met.

While the course content and structure is being dictated by each department or Lead Faculty member, the institution lacks the documentation and established processes that are critical to an effective and meaningful plan of assessment of student learning. EGCC has a policy (4-12) on Student assessment, but has no corresponding procedure establishing a committee, department or person responsible for assessment within the institution. Examples of faculty position announcements and job descriptions don't mention assessment in the expectations of the position or as a job requirement. EGCC states in the assurance argument "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 is a forward looking statement and in interviews

with faculty and administration they acknowledged that no course level assessment was being captured at this time.

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 2020 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.

In interviews with faculty and staff, a faculty member indicated Lead Faculty were responsible for approval of online faculty after initial screening by the Dean of Online. In the assurance argument, EGCC doesn't include the Lead Faculty role in the hiring process. It was clear EGCC employees don't know or understand the process by which an adjunct faculty member might be hired. It was clear employees knew the credentialing requirements, but the lack of a procedure and a credentialing checklist or matrix for faculty left one in five full-time faculty files incomplete and 12 of 44 of the part-time faculty files sampled were also incomplete. In conversations with the CIO, it was indicated that Oracle Human Capital Management was implemented about 3 years ago to house all employee files and related documentation. It was unclear why there was such discrepancy in numbers of employees and the necessary documentation for their employment still.

To add to the confusion, EGCC has a Collaboration Agreement with Student Resource Center, LLC (SRC) dated June 30, 2017 that defines Controlled Activities SRC directly or indirectly shall perform. In section 2.3 (a) states that SRC will assist in the marketing *and development* of high quality online course and/or program offerings along with the necessary services in support of student success inclusive of addressing the development needs of some students. Section 2.3 (d) defines SRC Controlled Activities as providing professional development activities for full-time and adjunct faculty. Section 2.3 (e) defines SRC Controlled Activities as faculty development, academic support, mentoring and online tutoring. In interviews with administration it was noted that EGCC and SRC work in partnership for the student services functions with each entity employing half of the workers for those student services functions. The qualifications of the SRC employees providing student services functions remains unknown.

EGCC conducts faculty evaluations regularly. The full-time faculty evaluation form as agreed upon in the collective bargaining agreement provides for an evaluation of the faculty members performance in multiple areas and culminates with a quantifiable score. The adjunct faculty are evaluated by the Lead Faculty in a program or discipline. The adjunct faculty evaluation form mirrors that of the full-time faculty evaluation form. The online, adjunct-faculty evaluation form is vastly different than the two other forms being used to evaluate faculty. The main difference is it doesn't cover anything regarding the rigor of the course, assessment of the course or the delivery. The form is short and concise, but that may be of little benefit to the Lead Faculty who are responsible for submitting these for over 1,000 part-time faculty. The review of the course shells available to the Team supports the concern about rigor, quality, and consistency of delivery across all modalities. It was not apparent from the review of student interviews, for example, that the online courses are consistently more than correspondence courses. Although guidelines exist, little evidence could be found in the actual courses 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 and discussions with students did not provide evidence of this consistency. A Lead Faculty member responsible for scores of faculty, every eight weeks, will not have the capacity for the kind of quality check required to ensure consistency of quality delivery. Written expectations are important, but it is equally important to have a process for determining that the expectations are being met in the online courses. As the College thinks about the evaluation of faculty and courses, a clear, consistent process that can be deployed will be essential.

In interviews with faculty, they indicated professional development opportunities and funding was not existent at EGCC even though part of the full-time faculty evaluation form gave a 2X weighting for professional development. Interviews with staff also indicated a lack of professional development opportunities. The Team is also unsure if the staff hired by SRC are provided with the onboarding and ongoing training to provide standards of service the College may expect. 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."

Overall, the Team finds EGCC does not provide evidence of Assumed Practice D: Resources, Planning and Institutional Effectiveness. The Team believes that EGCC could improve the fourth element to this Assumed Practice (D4): "The institution maintains effective systems for collecting, analyzing, and using institutional information." Many of these inconsistencies could be more readily addressed, for example, if EGCC had the capacity to perform quality control reviews or collected and analyzed data systematically.

Core Component 3C is Not Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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).

Rating

Not Met

Rationale

EGCC provides student support services that include tutoring, advising, tech support and even a food pantry to handle food insecurity at two locations. EGCC also provides accommodations for special needs students in the areas of note taking, alternative test environment/method, adaptive computer technology, and interpreters. Student Support grants for EGCC students, such as a TRiO grant, offer services to disadvantaged, middle school, high school and college. On-campus students have access to all these services in person and online students have access online or via phone. Some of the differences are dramatic. The EGCC website directs students to these services and the appropriate location on campus. As an example, tutoring for math and writing both have room numbers and campus locations. Online students are directed through a link to online tutoring through a contractual arrangement. Both online and on-campus students had mixed reviews regarding the effectiveness of the tutoring services. EGCC has good DWF data and an active early alert system for their courses. EGCC lists student retention and completion as strategic goals for the institution, but no data-driven decisions on the effectiveness of tutoring or the early alert system existed. Furthermore, students are afforded little, or no, voice at the institution. 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. An end-of-course set of questions were provided as evidence by EGCC, but there was no evidence the survey had ever been administered or that data from that tool or any other student survey had been used to make data informed decisions.

The Student Satisfaction Survey conducted by the HLC included responses from about 5% of EGCC's student body. The mean scores for Academic Advising were the lowest in the survey. Several student comments continually pointed to the difficulty in "reaching a live person," "scattered enrollment processes," and "communication for online students is almost nonexistent." In interviews with students the one-hour time allotted was not enough to field their responses and frustrations with communication regarding the enrollment process, transfer of credits and

inconsistency of advising. There was no recognition of the survey by faculty and staff and no indication the data was being used in the decision making process within the organization. As noted above and in this example, colleges 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.

The enrollment process for on-campus students and online students isn't equitable. On-campus students are required to submit transcripts and have placement testing scores in place prior to academic advising. Online students confirmed in interviews and on the Student Survey that no placement tests are required (no preparatory courses exist online) and that they were advised prior to any transcript evaluation. Many students made reference to being placed in classes they were either unprepared to take, or that they were notified late in the term that their transfer credits weren't accepted. Many of these problems would be simple communications between a student and advisor, but the online student doesn't have an assigned advisor. The online student has a call center. EGCC's webpage for Academic Advising has four large buttons titled, Online, Steubenville, Youngstown and Union. Students clicking the Steubenville or Youngstown buttons are introduced to their advisors pictures and contact information. Online and Union students, after clicking on the appropriate button, are greeted by a calendar to schedule an appointment with an unknown advisor. EGCC's current arrangement with SRC has half of the student services staff supplied by EGCC and half supplied by SRC. The training, credentialing and academic background for SRC employees is unknown. The call center employees of SRC have relocated from Rhode Island to offices on the Steubenville campus for EGCC. Additionally, in a meeting with staff regarding technology and infrastructure, the CIO indicated the College had recently replaced Power Campus as their SIS so all advisors could see student files when fielding calls. It was clear in discussions with students their files are not being reviewed prior to their scheduled appointment, and many felt there was no time to discuss their individual situation in the 5 minutes they were given. The growth of the online program at EGCC has outstripped the support of the advising personnel. In interviews with staff it was indicated EGCC has 13-14 advisors and SRC employs another 30 advisors. EGCC's enrollment for the fall 2020 last eight-week session showed enrollment of 40,093 students. Each advisor for the fall semester had roughly 1,000 students to service.

Across the Steubenville and Youngstown campuses, the on-site reviewer noted a vibrant environment, attractive facilities, and designated areas to support learning. The EGCC library includes both print and electronic resources that are also accessible to online students. Students have access to individual and group tutoring and workshops. Students enrolled in online courses have access to tutoring through a contract service.

The College provides research opportunities and access to information resources through course work and library resources. Students are required to employ research strategies including locating, evaluating and synthesizing sources, and acceptable citations. Students have access to library and qualified staff to orient them to available resources and ethical use of resources. Library staff is available in person or through a chat function. The chat feature was found to be very responsive and helpful during the review process. Through the EGCC Library webpage students have access to video tutorials, research methodology and User Guides for Online Databases. Through the EGCC Library, as a part of the Oh-Tech consortium and Ohio Link students have access to 190 electronic databases.

Core Component 3D is Not Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The College offers liberal arts and science and technical programs on two campuses and online in all 50 states and Canada. Programs have learning outcomes at the program, course, and general education levels. Learning outcomes are consistent with the EGCC mission, but EGCC has no assessment process to assess course, general education, and programs learning outcomes using multiple means. Additionally, developing co-curricular activities that support general education outcomes and assessing student learning in those co-curricular outcomes using direct methods is necessary to supplement future indirect measurements with direct measurement, and provide an even more robust mechanism for identifying gaps and enhancing student learning.

EGCC cannot ensure the quality of faculty and staff. While personnel understand the requirements the institution simply does not have a rigorous process in place to ensure the hiring and placement of faculty and staff is appropriate. The College does not promote faculty and staff professional development for continuous improvement of teaching and learning through the allocation of its resources, and has no processes for making funds available for professional development.

Local students have access to learning resources including access to computer labs, free tutoring, food pantries, and counseling. Online students have access to free tutoring and counseling. 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. Although EGCC has hired additional enrollment specialists, members of the registrar's team, and financial aid specialists, it was not clear that a plan is in place to determine when additional hires are necessary to maintain or improve the student service experience. Through conversation with employees, employees were uncertain how many worked in their own units. The College may wish to consider devising a formula by which an increase in a certain number of students triggers the hiring of a certain number of staff in various positions.

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.

Rating

Not Met

Rationale

EGCC conducts annual program reviews for its programs. In 2019-2020, they reported having conducted 35 program reviews. During the visit, they indicated they will be conducting 37 program reviews this academic year. The 2019-2020 annual program reviews are documented in TracDat for most programs. They are completed by the program director, lead faculty, or dean. Program reviews examine data on enrollments, number of graduates, course success rates, fall-to-spring persistence, and fall-to-fall retention. Program reviews focus on anywhere from one year of data to a five-year average or trend. Additionally, program reviews outline the program learning outcomes and how they tie to the general education goals for the institution. After program reviews are submitted, they are reviewed by the Annual Program Review Committee using a rubric. They provide feedback to the program director (or equivalent) based on this rubric so that they may improve their program reviews. In this first year of this system (AY2019-2020), multiple programs were given extra time

after initial review to complete their APR fully. According to the minutes from the APR Committee meetings, program directors are allowed to be in the meeting while the committee discusses the reviews in case there are questions, but they may not influence the rubric scoring of the review. If the program review does not score high enough on the APR rubric, they then score it on a Sunset Rubric. In spring 2020, the Police Academy program received a low enough score to be required to complete the sunset rubric. However, though the program's score on the secondary rubric was also low, the committee determined that it was due to lack of documentation and they did not recommend sunsetting the program. Additionally, during this review period, a certificate program, Programmable Logic Controllers, was not reviewed due to lack of enrollment since 2018. It is unclear if the program was then considered for sunsetting. Other programs were not reviewed due to lack of proper review documentation being provided. Finally, institutional research at EGCC reported that nine programs have no full-time faculty employed. Thus, it is unclear how faculty would "participate substantially in... analysis of data and appropriate action on assessment of student learning and program completion" as expected in HLC Assumed Practice B.2.d.iv.

This was the first year for this process; previously, the College conducted program review on a three-year rotational basis. This change was the result of the findings of a non-financial indicator that the College did not employ enough full-time faculty to support the number of programs, and an "accelerated program review" model was employed, resulting in the elimination of eleven programs. It is unclear how these previous plans evolved into the current model of program reviews. In the committee's last meeting of spring 2020, they indicated some changes necessary to make the process more sustainable, including reassigned time for a faculty member to conduct a pre-review of submitted reviews to make sure they are complete. The institution might want to consider returning to a longer review cycle for its programs, given the demand this puts on an institution with limited full-time faculty. The Team notes that the concern of the lack of full-time faculty to carry out program review was documented in the 2016 Review of the Assurance Argument at that time. Another rationale for a rotational calendar of program review is to allow programs to review trend data over multiple years in terms of enrollments, graduation rates, persistence and retention rates, employment and transfer rates, etc. Additionally, the institution should consider including learning outcomes assessment data in their program reviews. While the learning outcomes for the program are listed, and tied to general education outcomes in narrative format, there are very few programs that discussed actual results and action plans due to whether or not the students were meeting the program learning outcomes.

EGCC has policies on how it transcripts transfer credits for incoming students. This policy is outlined in the student handbook. Many students indicated in the student survey and student session of the visit that attempting to transfer credits into EGCC is a very difficult process, and that many credits are not accepted. In the recent past, EGCC implemented a shelf-life policy on transfer credits. That is, transfer credits will only be accepted if they fall within a certain number of years prior to admission to EGCC. This shelf-life ranges from two years to 20 years depending on the type of course. During the visit, it was indicated that this policy was put into place by administration to make transcript processing of transfer credits easier. However, many students indicated this causing them to take classes that they had completed previously. Some of these students having already earned bachelor's and graduate-level degrees indicated having to take general education courses again. Thus, delaying their ability to graduate with a degree. It is unclear if any data was used in this decision making process, as it was indicated during the visit that the decision was made because it was hard for staff to evaluate older coursework for comparability to current curriculum. The institution should consider examining data as to retention, subsequent course success, program completion, etc., between those with older transfer credits versus those with newer transfer credits.

The institution should also make this policy clear on the public facing website, as students indicated not learning of this policy until it interfered with their ability to enroll in required courses. Additionally, multiple students indicated they had been told by enrollment specialists that the credits would transfer only to find out they did not. EGCC may wish to ensure students are fully aware that they may be enrolled in courses before transcript evaluation is concluded. EGCC should consider ensuring that all student-facing staff is educated on this policy.

EGCC accepts prior experiential learning for course credit as well. Students may apply to earn these credits from alternative learning experiences. And, if the credits can not be accepted as is, the students are able to enroll in a portfolio course (PLA100). All PLA credits are evaluated by EGCC staff and faculty.

EGCC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources. The only instance in which EGCC does not maintain authority over course learning outcomes is in the case of transfer courses. As with many states, Ohio has implemented common course learning outcomes for courses that are articulated to transfer to four-year institutions. EGCC ensures that all sections of the same course, whether online or face-to-face, taught by full-time or adjunct faculty, whether for regular college credit or dual enrollment credit, by requiring use of a master syllabus and standardized course shells in the learning management system (Canvas). Course syllabi and course shells are reviewed by lead faculty to ensure these policies are being followed by all instructors of the course. What is unclear is how faculty teaching these courses are credentialed. The hiring process for instructors teaching at EGCC, whether college level or teaching dual credit is the same. They must all complete the online application, be screened by Human Resources, and the dean, program director, or faculty lead. However, during the visit, it was indicated that there is no single documentation of what credentials are required to teach each class. Faculty leads over courses indicated that there are credential requirements and that they had control over those credential requirement decisions, but no documentation is apparent at either the department level, or in a centralized repository of any sort. EGCC needs to create a centralized credentialing matrix or equivalent. Additionally, upon review of personnel files, about 27% of the sample of part-time faculty files were missing credentialing documentation. One in the five sampled full-time faculty folders was also missing documentation. 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."

EGCC listed ten programs with specialized accreditation in their assurance argument. While the nursing program is under provisional accreditation with the national organization, it is accredited at the state level. Programs with specialized accreditation are identified on the EGCC website and in the current catalog; however, information in those two sources does not match regarding the Medical Assisting program. In the current catalog, this program is listed as being accredited by the Commission on Accreditation of Allied Health Education Programs; however, this information is absent on the website.

EGCC has data on the number of graduates by academic year, and the graduation rate by academic year of its 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." Some program reviews provided graduate numbers. And, some of the specially accredited programs

included employment after graduation data. The institution sent out a graduation survey in Spring of 2020 to alumni who had graduated from EGCC for the past three years. They had a 7.1% response rate. A presentation was created from this data, though it is unclear with whom this presentation was shared. During the visit, some faculty indicated that advisory boards for their programs, which included employers in the area, provided feedback on how graduates were doing. However, since the majority of students at EGCC are located outside of Ohio, these advisory boards can only provide information on local success, which is a small minority of their students. Beyond these examples, the institution provided no evidence in their assurance argument, nor during the site visit, indicating examining transfer or employment success of their graduates. The institution did administer an online alumni survey in Summer 2020 from which they created a presentation. However, no indication was made to how this data was used to make improvements at the institution. No evidence was provided that the institution looks at the success of their transfer students upon transferring to their partner four-year institutions. EGCC should begin to look at data at the institution level examining success (beyond self-report) of their graduates through employment and at their transfer-receiving institutions. Decisions regarding program improvement should be made by program faculty looking at graduation rates, equity gaps in graduation rates, employment rates and success, as well as transfer rates and success in alignment with HLC Assumed Practices B.2.a, B.2.d.iv, C.6, and C.7.

Core Component 4A is Not Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Not Met

Rationale

Currently, EGCC has stated outcomes for all programs. These outcomes are stated in the course catalog as well as the TracDat system. Though many of the outcomes listed as program learning outcomes would not be considered true learning outcomes--many of the outcomes listed by program are focused on the students graduating or passing a licensure exam, rather than being focused on the skills, knowledge, and attributes students will acquire through the program. Additionally, EGCC has stated four general education goals. These are listed on their website and each course syllabi. In the annual program reviews, faculty are expected to connect the program goals to these general education goals. Finally, all courses have listed outcomes on the standard course syllabi according to institutional policy. While the institution offers extra-curricular programs, staff indicated during the visit that they are working to turn those into co-curricular activities tied to the learning goals for the courses and programs. No co- or extra-curricular programming have stated learning outcomes currently.

EGCC has a policy (policy 4-12) on assessment for student learning that was put in place on March 6, 2013. The policy is very minimal and states that the president or designee "will establish procedures to administer this policy." However, the institution has no clearly defined policy or procedure outlining specific expectations and guidelines regarding learning outcomes assessment. Programs document limited assessment data in their annual program reviews, and the amount of assessment data available by program is inconsistent. The faculty do not uniformly document learning outcomes data at the course level, nor is there any indication of assessment of the institutional-level learning goals. A review of course syllabi indicate a lack of consistency; some faculty list course, program, and general education learning outcomes, some faculty list outcomes by chapters in the book, some list program outcomes, and other patterns exist. Finally, there is no evidence of co-curricular assessment. During the visit, a faculty member mentioned that some assessment work used to be completed at the institution prior to the departure of a particular administrator, but that the work has had fits and starts. This lack of assessment of student learning is in violation of HLC Assumed Practices B.2.d.iv and C.6.

EGCC has no person or committee whose primary responsibility is guidance, support, or review of assessment work. EGCC has nine programs without a full-time faculty member. So, while there is some assessment at the program level as demonstrated in the program reviews, it is unclear who is in charge of assessment for the programs without full-time faculty, in violation of Assumed Practice C.6. With the large numbers of adjunct faculty to the small number of full-time faculty, it is unclear the level of faculty buy-in and involvement in the assessment process. It is clear that some conversations around assessment work are occurring in pockets around the institution. For example, the teacher education program, which consists of one full-time faculty member and about 70 adjuncts, meets regularly and discusses assessment data among the faculty to come up with ideas to improve student performance.

Through review of the program review data available in TracDat, as well as through conversations with faculty at EGCC, it is unclear if any curriculum changes have been made as a result of learning outcomes assessment. There have been conversations about possible changes due to course completion and success rates. But, grades are not the same as learning outcomes assessment.

Finally, EGCC assessment work lacks the alignment of course-level learning goals to program-level learning goals to institutional-level learning goals. The Review of the 2016 Assurance Argument explicitly asked that 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 align course assessments with learning outcomes to make data pulling easier; however, no timeline was provided for this activity.

EGCC should consider putting together a committee on learning outcomes assessment, recognizing that the work being done in the program review committee is not the same as looking at learning outcomes assessment. As noted in the previous Assurance Argument, EGCC had convened a Committee for Assessment Progress (CAP). In 2017 the College submitted a 2017-2018 Assessment Plan, but a review of the plan suggests that the plan reports on a survey across seven categories, none of which focus on whether students are achieving the learning outcomes of their educational programs. As the College works to address assessment, it is essential to keep a focus on student learning. Additionally, EGCC should consider creating a position or committee in charge of assessment work, at least while building a strong infrastructure. All of these can help EGCC build an assessment program that reflects best practices and allows faculty to make curriculum and staff to make curricular and co-curricular decisions and action plans informed by data in alignment with Assumed Practices B.2.d.iv and C 6.

Core Component 4B is Not Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.)

Rating

Not Met

Rationale

EGCC monitors fall-to-spring persistence, spring-to-fall persistence, fall-to-fall retention, course completion, course withdrawal, and three- and five-year graduation rates. As previously indicated, the institution does not calculate a graduation rate for those that are not first-time, full-time students as expected by Assumed Practice C.7 given that this is a significant portion of the student population. According to their assurance argument, EGCC has incremental goals for increasing fall-to-spring persistence by 2% each year. They also indicate a long-term goal for the three-year graduation rate for first-time, full-time students of 35%. For Fall 2017, their first-time, full-time student graduation rate was just under 10%, though it was just over 15.5% for the previous year's cohort. They do not indicate how long term this goal is, just that it is a "stretch goal". Their new Balanced Strategic Plan indicates performance measures for the various strategic initiatives; however, no baseline or target data is provided in the strategic plan. Clear goals for enrollment were indicated (100,000 students by 2025) by college administration during the team visit, but no clear goals for retention and persistence were provided. Additionally, while data were provided looking at possible equity gaps for one academic year (2017-2018) were provided as evidence, given the large number of Black or African American and Hispanic/Latinx students no evidence was provided indicating the use of this data to make informed decisions regarding student support. The data provided shows clear equity gaps in success and persistence/retention between their white and non-white students. Thus, EGCC should consider examining these data more closely and over multiple years to inform the work of the student success initiative teams as well as the new strategic plan.

The goal of a 2% increase in persistence was communicated to the EGCC staff and faculty via the

First Friday meetings in spring of 2018. In this same meeting, the institution indicated a goal of reducing the transfer-out rate by 5% annually for their first-time, full-time students. (This is an interesting goal, in that most community colleges have transfer as part of the mission, and would want an increase in transfer for students in the transfer degree programs.) In the other First Friday examples provided, the only goals discussed were enrollment goals. But when asked about strategic goals for the institution, it was apparent in meeting with the Board of Trustees, the faculty, and other stakeholders that the primary focus of any strategic planning at the institution is around enrollments rather than outcome variables.

Data use for decision making was demonstrated at a minimal level at EGCC. Retention rates, graduation numbers, and course completion data are documented through the program review process. Some examples of data use for improvement include changing the time that the call desks close based on call volume, reviewing curriculum in courses with high enrollment and low course completion, and using course evaluation data to refine credential requirements for instructors in particular programs. It is unclear if data are used to inform policy and procedure development at the institutional or departmental level. The institution has only recently hired a VP for Institutional Effectiveness, Research, and Reporting. This person serves as the only IR person for the institution, which can dramatically limit the capabilities for using data to inform such decisions and improvements. Given the exponential growth of students, faculty, and staff at the institution, EGCC might consider hiring a small team of analysts who can go beyond compliance reporting to the state and federal government and begin looking at data to ensure students needs are being met, and that student outcome goals can be set and monitored more closely. This would also help the institution ensure they are able to maintain "effective systems for collecting, analyzing, and using institutional information," as stated in HLC Assumed Practice D.4.

These same concerns were voiced in the 2016 review of EGCC. Additionally, an interim report was required in this argument that at minimum was to include "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." While number two, comparison data over the years, was provided in this argument, no clear narrative on the systematic data collection and analysis at the institutional level was included. In the argument, they did provide a brief narrative on how academic programs examine data as part of their annual program review process. It should be noted that the systematic gathering and analysis student success data should not be limited to academic program reviews. Additionally, while this is addressed in another section, this data nor the student success initiatives were not related to strategic or enrollment planning in the narrative provided. In fact, no enrollment management plan was provided in the argument or during the visit, even though they have a very large enrollment goal. The new balanced strategic plan had some alignment to student success initiatives, but it was very limited. In summary, no improvements in use of data to improve student learning and other outcomes is apparent in this argument. Thus, it is necessary that EGCC fulfill the initial required interim reporting, and additionally that the institution be required to demonstrate clear goals for retention, graduation, and transfer, and how they are using data to improve institutional policies and procedures to benefit their students and help them reach their goals in alignment with HLC Assumed Practices C.7 and D.4.

Core Component 4C is Not Met.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

EGCC has begun an annual process for regular program reviews for its academic programs. This robust program review form covers many aspects covered in Criterion four. However, conducting annual reviews for all programs at this level might not be sustainable. Given the newness of this process, very little evidence was provided demonstrating action taken based on findings in these program reviews. Additionally, the institution does not conduct learning outcomes assessment consistently at the course, program, nor institution level. EGCC also does minimal data collection at the co-curricular level. (It should be noted that the example data provided in the addendum includes student contact information as well as student ID's.) No evidence was provided that the institution has used the data collected on the few co-curricular programs surveyed. 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 beyond self-report. With the tremendous growth that EGCC is experiencing, it is imperative that they begin conducting systematic, planned, regular institutional effectiveness studies to ensure that services, courses, and programs are serving this vast diversity of students from across the nation and beyond. And, the institution must begin making decisions informed by this systematic data gathering and analysis.

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.

Rating

Met With Concerns

Rationale

EGCC has appropriate administrative structures in place to facilitate the institution fulfilling its mission, to include opportunities for open communication between leadership, staff, faculty, and students. The communication between administration, faculty, and staff is improving as reflected in the monthly First Friday campus open sessions with the College President and President of the Collective Bargaining Unit. There are various committees such as a Labor Management Committee, Long Distance Learning Committee, Safety & Security Committee, Curriculum Committee, Academic Program Review Committee, and Diversity-Morale-Engagement Committee have the potential to provide a platform for shared governance. While increased opportunities for communication and having open communication are important, communication is not shared governance. Shared governance is a highly collaborative process and exists when faculty and staff are meaningfully involved in decision-making and planning, and where certain groups are afforded the freedom and responsibility for the decisions made regarding particular topics/issues.

A Curriculum Committee exists at EGCC and while the document describing the committee lacks some structure regarding the official scope and purpose of the committee, the voting membership appears to be limited to those faculty on the committee, which indeed places decisions regarding the courses and programs to be offered at EGCC, in the hands of the faculty. Similarly, the Annual Program Review committee as described in the Annual Program Review Handbook, appears to be a body established with the appropriate input and decision-making authority regarding the review

process and decisions about the viability of academic programs at EGCC. If both of these bodies indeed take appropriate action as a result of their review, they would be examples of structures that support shared governance.

EGCC indicates that shared governance is also evident by the existence of the Labor Management Committee; Diversity, Morale and Engagement committee; and Safety and Security committee. Documents identifying the purpose, structure, and composition of these committees were not provided by EGCC. Interviews with staff identified the function of the Labor Management committee, as one that attempted to resolve issues before they rose to the level of a grievance; the committee was not described as a decision-making body. Information about role and responsibilities of the other committees was not provided, so the Team cannot ascertain if they indeed are evidence of shared governance.

Aside from the Curriculum Committee and Annual Program Review committee, information obtained through a review of the evidence, additional materials provided by EGCC, and interviews with staff and faculty, do not yield additional evidence that faculty committees, student committees, and staff committees exist, and have substantial input in decision-making appropriate for their areas of expertise. The team found evidence of some involvement but not necessarily active engagement by primary stakeholder groups except students in the decision-making process through planning, policies and procedures. EGCC has indicated that the process to establish a Student Senate is underway. Information obtained from interviews with the Board, faculty, and staff indicate that direct student input in decision-making processes and situations is minimal. Establishing a Student Senate as a way of gathering and including the student voice in decisions directly impacting students will be an important step toward establishing shared governance at the institution, as long as it is implemented as a model that is appropriate for the student population they serve. Although as noted there is evidence of shared governance, the College is not consistently able to provide evidence of the engagement of various stakeholders in decision making processes.

Policies exist to delineate the decision-making areas of responsibility of the Board. The Board is aware of their advisory role and leave the daily operation of the institution, to the appropriate leadership at the institution. EGCC Policy 2-06 clearly articulates the Board's responsibilities, which include reviewing and acting on financial matters (including approving the annual budget of the institution), appointment and dismissal of personnel at the vice president level and higher, appointing a president of the institution, and collaborate with the institution president to create a strategic plan that advances the mission of the institution. The Board fulfilled its responsibility regarding personnel actions when, at the January 15, 2020 meeting, the EGCC President and Chief of Staff were placed on leave. Evidence also exists to support the Board upholding its financial oversight responsibilities when the Board approved expenditures related to technology infrastructure investments and the purchase of buildings at the Youngstown campus that were previously leased. A review of the 2020 Board meeting minutes identified a FY21 budget presentation to the Board at the May 13, 2020 meeting.

Investments in technology systems will make better quality data available for the institution to utilize when making decisions. With the current limited staffing levels of the Institutional Research office, data analysis could be a challenge for EGCC. The institution has indicated that the reliability of data has been a challenge in the past, and they are seeking to ensure system and data integrity moving forward.

EGCC has indicated that changes were made regarding tuition charges for the summer and fall semesters, and the model utilized for delivery of developmental education coursework, based on the

analysis of student data. The desire to make college more affordable and to increase student access to college-level coursework is admirable. From the evidence available, it is unclear how the Summer Guarantee program was implemented based on data analysis. The Gateway Guarantee was another example provided by EGCC of how data was utilized to make informed decisions. This waiver of tuition in the Fall, 2020 semester was based on the increased enrollment EGCC realized as a result of implementing the Summer Guarantee program. Aside from the increase in enrollment, it is unclear what other student success data was considered as part of the decision to seek the tuition waiver. Further, apart from the waiver of tuition, there is no mention of other supports and services that were considered, developed, or implemented, as a result of the data analysis.

During interviews with staff and faculty, examples where data was not utilized in decision-making processes were identified. In interviews with students, and as reflected on the HLC Student Survey, a number of concerns were raised regarding EGCC's transfer credit acceptance practices. Students expressed frustration that their credits were not accepted in transfer. Interviews with staff revealed that the decision to establish an age limit of 20 years on transfer credits was adopted by EGCC some time ago. When asked what data was used as part of that decision, responses indicated that the decision pre-dated them and they were not aware of any data that was utilized. Similarly, as discussed in more detail in Criterion 3, effective and consistent assessment of student learning at the course, program, and institutional level is not occurring. This absence of assessment is significant because truly informed decision-making regarding the supports, services, courses, programs, facilities, and staffing of an institution, which are all designed to best serve the institution and its constituents, is rooted in data derived from assessment activities.

EGCC is aware of the improvements needed to their assessment practices. Implementing effective, sustained, college-wide assessment of student learning will go a long way toward truly utilizing data in a meaningful way to make effective decisions for the institution. In interviews, members of EGCC leadership expressed an interest in participating in the HLC Assessment Academy, and the Team appreciates that interest. Further, formalizing standing committees in some effective way, and ensuring that the structure, purpose, and composition of the committee indeed align with true shared governance, will continue the efforts that seem to be underway at the institution to ensure productive working relationships between groups, focused on the goal of fulfilling the mission of the institution.

Core Component 5A is met with concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

The budget for EGCC is inclusive and transparent. The budgeting process is a bottom up process whereby faculty and staff said they submitted a budget through the chain of command departmentally. The CFO at EGCC has worked to build individual budgets. This process didn't exist before 2015 when the current president was hired as the CFO and began the process. With the transition of the current president from CFO, he has hired a CFO that has taken the institutional budgeting process he started and continued it. Staff reported variances to the previous year's budget were required to have explanation and were considered by Cabinet for funding changes. The rollout of Oracle Budget and Planning on campus has given individuals and departments the ability to see their budgets in real time. The administrative team is forecasting cash out 6 months and a year in advance to aid in the planning process. The Board of Trustees Minutes show consistent presentation and review of the institutional budget.

The mission of EGCC has been an evolving statement as it has changed three times in the past eight years. In its latest iteration adopted in November 2018, the college dropped the reference to its four-county service area. Any explicit reference to the engagement with educational and community partners and serving the citizens of Columbiana, Jefferson, Mahoning, and Trumbull counties has been deleted. The latest iteration more effectively includes the goals and strategic planning objectives that move EGCC from a small two-year community college to a global online provider of education and training. A "Collaborative Agreement" with Student Resource Center, LLC has been developed. The result of this "partnership" pursuit is a publicly funded community college with approximately 90% online student enrollment that has increased by 68.8% per year since Fall 2018. The online students reside in 50 states and three Canadian provinces. In the midst of this evolution of a state supported community college into a global online two-year institution, as enrollments have increased from 4,593 to 40,093 through a "Free College Benefit program offered nationwide and in Canada, the finances of EGCC have improved as well. From 2018 to 2019 revenues increased \$15.6m from \$33m to \$48.6m and the net position of the college increased \$5,556,702 from \$(1,6880,889) to

\$3,875,813.

The challenge facing EGCC is the enormous increase in enrollment is requiring an entity to completely renovate its education model, from a regionally serving community college in Ohio to a national online institution. This can be seen in the increase in operational expenditures. In the last two years alone, EGCC has increased total operating expenses by \$18,369,219 (74%) from \$24,696,174 to \$43,065,393. Spending on Institutional Support increased \$11,327,161 (180%) from 2018 to 2019. This created an Operating loss of \$29,208,911 before non-operating revenue. The Free College Benefit program saw enrollment growth of 68.8% per year and only created operating revenue growth of \$1,310,269. The increased operating costs of the enrollment growth are only offset by the state and federal grants the institution receives. Federal Grants and Contracts and State Subsidy grew by \$18.4 million and \$1.5 million, respectively, between 2018-2019 and 2019-2020. The College's allocation of Ohio State Share of Instruction (SSI) increased by \$1.27 million (19.8 percent) in fiscal year 2017, \$1.06 million (13.8 percent) in fiscal year 2018, \$775 thousand in Fiscal Year 2019 and \$2.01 million or 21.2% projected for fiscal year 2020. The challenge for EGCC in this model is to attract the necessary mix of students in each eight-week cohort that qualify for federal and state grants. Even if EGCC can balance the courses to cover the unit cost of the course the strategic goal of moving to an enrollment of 100,000 by 2025 puts needed investment into the infrastructure in arrears. 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 \$14.3m) necessary to make those expenditures before the semester in which the growth in enrollment occurs. As will be noted again below, planning for growth goes beyond a focus on enrollment numbers and must consider of how to serve this increased population.

The College must have realistic resource acquisition and deployment strategies to provide, sustain, and improve quality education through a sustainable business focused on providing high-quality degree programs for all teaching and learning delivery modes. EGCC appears to have 63 full-time faculty (65 referred in the assurance argument and 60 listed on the EGCC website) and between 1,300-1,490 part-time faculty members, not including the 234 administrators/staff who are teaching classes part-time, to provide instruction to 40,093 (11,080 FTE) students in at least 30 academic programs. However, a review of faculty folders and the many conversations held with campus representative indicate no faculty qualification credentialing system is in place.

Core Component 5B is met with concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Rationale

Like most colleges and universities, EGCC has put resources into enrollment growth. In order to better serve its four-county region, the College made a permanent investment in Youngstown with the purchase of a physical space and has appropriately provided dedicated administrators, staff, and faculty to this location. Far greater has been the investment in its online enrollment. Through its relationship with the Student Resource Center, the College has signed a revenue sharing agreement that has provided the College with marketing support, student recruitment, online program development, and other assistance in order to quickly gain a national market. This market share goal has been achieved, and EGCC endeavors to continue to grow this market. Although the resources have been appropriated for this market development, the Team shares a concern that EGCC has not demonstrated a consistent ability to devote the resources required to support this ever-growing student population. As noted throughout this response, the College has failed to demonstrate the appropriate faculty and staff hiring and development to serve this population. The student-faculty ratio continues to grow, nine programs lack a faculty lead, too few faculty are responsible for the supervision of ever-growing adjuncts, and despite the reliance on additional enrollment specialists by SRC, at a rate of twice as many as those employed by the College, students express frustration with the quality of the advising. Students in both the campus visit and through the Student Survey expressed frustration at the unevenness of the quality of the instruction. Despite the claim of using a common syllabus template, it is evident that little oversight is provided to ensure standard features, such as policies on withdrawal or academic integrity or instructor expectations, are included. Given the few full-time faculty and the hundreds of course sections, this lack of quality control is not surprising. Of concern is that these very issues were noted in the Review of the 2016 Assurance Argument. As EGCC continues to grow its student population, it must carefully and thoughtfully

invest in the human resources required to achieve high quality student services and instruction.

As the College has grown rapidly, the ability to appropriately invest both time and resources in assessment of its operations appears to lag. As noted in Criteria 4, the College has not yet developed a culture of assessment—of student learning, of co-curriculars, and of its operations. For example, the College does not provide evidence that it has in place the process by which to determine the efficacy of its dual classification of enrollment specialists. Likewise, no evidence was provided to indicate an assessment of on-ground vs. online tutoring. These examples provide suggestions about the myriad forms of assessment the College may wish to consider to determine how best to invest resources to serve future students. As EGCC devotes resources to meet the goal of 100,000 students within five years, the College must carefully anticipate the investment in faculty and student support prior to reaching enrollment goals to ensure a quality experience for faculty, staff, and students.

The budget process starts at the department level. Departments must justify any changes to the current year budget, and these proposals are submitted to and reviewed by cabinet. As noted in 5B, the college under the previous CFO (who is the current president) implemented the process for individual budgets and an opportunity for greater inclusion in the process. Less clear is the process for the review and decision of these departmental budgets. It is presumed that budget requests are approved and submitted through the appropriate cabinet member, who has some degree of vetting before bringing to the full cabinet. It is not clear if departments are expected to tie requests to the strategic plan, nor is it clear how cabinet determines the priorities for approval. How are departments informed of decisions? Does the entire college community receive a status on the upcoming budget proposal before it goes to the Board of Trustees? Individuals and departments may continue to feel more invested in the process if they have a clear understanding of the expectations and process for decision making.

EGCC has strategically invested in the transition to the Cloud for its operations. The College has recently deployed a new Learning Management System (LMS), Enterprise Resource Planning (ERP), Human Capital Management (HCM), Student Information System (SIS), and Oracle Analytics Cloud (OAC). These investments in technology will enable EGCC to implement a systematic planning process to optimize resource allocation that advances the institutional mission and strategic priorities once the critical assessment data collection takes place. The systemic planned approach to the institutionalization of a culture of assessment and data driven decision-making needs to be a high priority prior to approaching the systematization of an integrated planning.

EGCC has recently developed a new strategic plan that is in the process of being implemented. The company, Balanced Scorecard Institute, worked with campus leaders on the development of the new five-year plan. The development of this plan appears to be a layered approach, resulting in the development of the “house,” as described in the strategic plan document. Although the plan was informed by a SWOT and environmental scan, it is not clear how faculty, staff, students, and community were engaged in the development of the plan. The plan details the theme team members (26 college employees) and objective owners (46 college employees), but it is not clear how many people were engaged in the actual development of the plan vs. the execution of the plan. It is also not clear how the College ensured diversity in terms of roles at the College. Similarly, the Team verified the good relationships between community-based organizations, businesses, high schools, and the College, but it is not clear the extent to which these external stakeholders participate in planning sessions. Early plans, for example, mentioned 100 community members whose survey responses were considered in the development of the plan. More documentation of this type of participation of both internal and external stakeholders would clarify the topic. Participation in all levels of planning

provides a powerful example of shared governance at its best. The Team would recommend that the good work on the Strategic Plan be continued with other types of strategic plans, such as an enrollment management plan and an assessment plan.

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. EGCC has added over 300 adjunct instructors and 25 full-time faculty to teach the additional sections of courses being offered as a result of the significant enrollment increase, but the same action to increasing staff across student service areas has not occurred. The feedback provided to the Team by the students highlight some positive things about the institution; particularly regarding the Health Information Management (HIM) program, but they also expressed some concerns and frustrations. Some of the frustrations were related to a lack of responsiveness of some support service staff, including enrollment specialists and financial aid staff. EGCC has indicated that additional staffing has been added to the Financial Aid office; however, those staff were at the manager-level and seemed to have a focus of increasing efficiency of operations and not providing direct service to students. With the current staffing levels in those offices providing direct services to students, the Team questions if the institution indeed has the capacity to adequately serve the current volume of students.

Aside from student frustration with their difficulty reaching staff in certain offices, which could point to an inadequate number of staff to serve students, there is also the issue of capacity as it relates to knowledge. With student enrollment from all 50 states and some Canadian provinces, staff providing career services are challenged to have adequate awareness of the industries in every state and province containing their students. EGCC has articulated that additional staffing to serve the continued enrollments may be needed in Career Development. Additional staffing would undoubtedly be beneficial, but increasing other resources that would allow the Career Development staff to provide relevant and appropriate information and guidance regarding specific career and industry opportunities in their area, no matter where they live, would be valuable. Continuing the investment in areas such as Human Resources and Institutional Research will allow the College to move beyond a culture of compliance and to grow the benefits of these and other offices to the entire College.

EGCC's institutional planning demonstrates awareness of evolving external factors, such as technological advancements, demographic shifts, globalization, the emerging economy and state funding challenges. 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. The College has done an effective job in addressing the shifting economic structure of the Rust Belt manufacturing economy and has developed workforce development partnerships with the new economy emerging employers in the Voltage Valley. It plays an active role in initiatives such as Lordstown Motors Corporation's Endurance electric-driven pickup truck production and \$2.3 billion electric vehicle battery plants in Lordstown by General Motors and LG Chem that encourage energy-related economic development in the Mahoning Valley. EGCC partners with Mercy Health, Salem Regional Medical Center and Southwoods to stay on the cutting edge of healthcare education.

EGCC's ambitious plans have largely been realized through the focus on growing online enrollments for a national audience. As has been noted in 5B, this approach has provided greater cash flow to the institution. The College has invested heavily in systems to better support online students and a

distributed workforce. The investment in Canvas instead of Blackboard allowed the College to reinvest savings into other support systems. The transition to the Cloud reflects appropriate planning and action for a primarily online College. However, the College has not been as proactive in the other investments that provide the evidence of a commitment to systematically improve outcomes. Evidence is lacking in how the institution determines that processes and investments function as anticipated. For example, how will the College determine that Canvas is the appropriate platform for the future? How will EGCC determine that the new phone system has contributed to better outcomes? As noted throughout this response, the establishment of a culture of assessment will benefit all aspects of the College.

Core Component 5C is met with concerns.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rationale

The sustainability of institutional super normal enrollment growth rate primarily driven by rapidly expanding online offerings beyond its four county service region has forced the issue of sufficiency of resources, structures, processes and planning to the forefront that compromised the positioning of EGCC to effectively fulfil its mission and advance its values, enhance the quality of its educational offerings, and respond to emerging challenges and opportunities. The shortcomings in the established formal collaborative processes that empower and engage its stakeholders to the fulfillment of the institutional mission, the lack of mobilization and deployment of necessary resource base in consonant with its hyper growth, the inadequacy of realistic planning that maintains and strengthen the quality of educational offerings, and the absence of a systematic and integrated planning that engages all its major stakeholders while linking assessment, evaluations, planning and budgeting have led the overall institution to non-compliance of Criteria for Accreditation.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met With Concerns
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met With Concerns
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met With Concerns
2.B	Core Component 2.B	Met With Concerns
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Not Met
3.D	Core Component 3.D	Not Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Not Met
4.B	Core Component 4.B	Not Met
4.C	Core Component 4.C	Not Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met With Concerns
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met With Concerns
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

The Team would like to thank the faculty, staff, administration, and students for their robust participation in the virtual/on campus Review. The Review occurred during the midst of a pandemic when most operations are remote, but the entire campus community made themselves available and responded to the many requests for additional evidence.

Eastern Gateway Community College (EGCC) has experienced substantial change in the past five years. Since fall 2016, the institution has grown from a total student population of 4,593 to 40,093, with most of the growth occurring in online enrollments, which grew from 1,825 to 38,886 students. This growth alone would warrant a careful review of the infrastructure of an institution, from the financial resources to the human capital required to serve these students. However, additional events heighten the need for deliberative review: the College has achieved this enrollment growth through an arrangement with an outside company, the Student Resource Center, LLC, and the College has had substantial leadership change, including the termination of the President and his chief of staff, resulting in a new executive team. The Team applauds the smooth transition to new leadership, and faculty and staff expressed confidence in this new leadership. We recognize that the new administration has not been in place for yet a year, but the Team does not have confidence that at this point EGCC is offering a high quality educational experience to all students, and that faculty and staff are consistently able to educate and serve students reflective of the institution's mission, vision, and values. Each of the Criteria and Core Components provide the evidence to support this conclusion, but the following must be noted:

- Throughout the Assurance Argument, limited evidence has been provided to demonstrate the institution's capacity to meet core components.
- Inconsistencies in knowledge of core facts of the institution, such as the general number of adjuncts on staff or the number of enrollment specialists
- Lack of documentation of consistent hiring practices and credentialing of faculty and staff
- Evidence that committees and structures exist in name on paper, but limited evidence of processes and deliberations.
- Lack of evidence that staff hired by SRC receives the same training and professional development as on-campus staff
- Inequitable enrollment processes for on-campus and online students
- Students in person and through the student survey expressed dissatisfaction with the quality of advising
- Students express frustration with inconsistencies in word and action with respect to acceptance of transfer credit
- Inadequate response to the required embedded report on retention, persistence, and success.
- Inadequate evidence of an assessment culture, particularly noting the lack of data collection for both curricular and co-curricular activities
- Lack of evidence of determination of student satisfaction and success upon graduation or transfer
- Limited evidence of data driven decisions, other than with respect to increasing enrollments
- Lack of evidence of faculty engagement with students in online courses
- Inadequate number of full-time faculty to support the current student population and to assure high quality instruction
- Inadequate number of advisors/enrollment specialists to support the current student population
- Lack of evidence of adequate faculty training and support for excellence in online learning
- Consideration by state legislators to change the state's funding formula, the State Share of Instruction (SSI)

fund to prevent EGCC and other colleges from using state funds to support the enrollment of out of state students.

These examples represent the reasons the Team determined that EGCC fails to meet the Criteria for Accreditation and Assumed Practices. In particular, the Team notes the following Core Components and aligned Assumed Practices that are not met thus Criterion Three and Four are not met. Additional Core Components are met with concerns and Criterion One, Two and Five are then met, but with concerns.

Not Met

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services. This aligns with **Assumed Practices D: Resources, Planning, and Institutional Effectiveness-4:** The institution maintains effective systems for collecting, analyzing, and using institutional information.

Core Component 3.D: The institution provides support for student learning and resources for effective teaching. This aligns with **Assumed Practices D: Resources, Planning, and Institutional Effectiveness-4:** The institution maintains effective systems for collecting, analyzing, and using institutional information.

Core Component 4.A: The institution ensures the quality of its educational offerings. This aligns with **Assumed Practices 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; **B.2.d.i:** Faculty participate substantially in analysis of data and appropriate action on assessment of student learning and program completion; **C.6:** Institutional data on assessment of student learning are accurate and address the full range of students who enroll; and **C.7:** Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.

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. This aligns with **Assumed Practices A: Integrity: Ethical and Responsible Conduct-6:** The institution assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

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. This aligns with **Assumed Practices B.2.d.iv:** Faculty participate substantially in analysis of data and appropriate action on assessment of student learning and program completion and **C.6:** Institutional data on assessment of student learning are accurate and address the full range of students who enroll.

Met with Concerns

Core Component 1.A: The institution's mission is articulated publicly and operationalized throughout the institution.

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.

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.

Core Component 2.B: The institution presents itself clearly and completely to its students and to the public.

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.

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.

Core Component 5.C: The institution engages in systematic and integrated planning and improvement.

After consideration, the Team found these concerns require Eastern Gateway Community College to devote time and resources to take corrective action. As the College works to address these concerns, the College should be placed on probation.

At the time of the probation evaluation, the institution should be able to demonstrate the following:

Not Met

Core Component 3.C:

- The establishment of an assessment committee that will be responsible for the development of an assessment plan for student learning outcomes at both the curricular and co-curricular level. The assessment committee should be included as a key component of a larger focus on establishing a culture of assessment. Evidence of a culture of assessment can be demonstrated through the development of a clear and detailed assessment plan that includes course, program, and institutional learning outcomes assessment at curricular and co-curricular levels. 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 quality review plan for ensuring adherence to guidelines before classes begin and before midterm of the semester. This would include both a review of syllabi for adherence to standard, required information, and it would include a process by which online course review includes documentation that expectations as listed in the online guidelines are being met.
- 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 documented review of the process for all adjunct faculty, including online, to ensure that the expectations of rigor and contributions to the assessment work are clear and equitable.

Core Component 3.D:

- The development of a student support plan that details expectations for how all students, online and on ground, will be afforded equal access to advising, to tutoring, to disability access, to financial aid assistance, and other services afforded to any population of students. Early College students should also be considered in this student support plan. This plan should also indicate how the effectiveness of the plan itself will be assessed.
- Evidence of the consideration of a student senate or student government association, to include the voice of the student in the deliberation
- A documented review of the enrollment process, to include evidence of equitable requirements for all students, regardless of modality.
- Evidence of standard training guidelines for all people performing the same function, whether working with

on ground or online students.

Core Component 4.A:

- Development of an academic program review process that reflects the ability of full-time faculty to implement and maintain a process, based on the number of faculty and students served by the program. The program review process should indicate the roles of the various parties involved, including institutional research and faculty, and should indicate how assessment work is included in the program review. The program review process should also indicate the steps for determining the decision to sunset a program.
- 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.
- The development of a plan to determine the satisfaction and success of all graduates, regardless of location and modality of learning.

Core Component 4. B:

- The development of the assessment plan and committee as detailed previously in Core Component 3C.

Core Component 4. C:

- Evidence of data informed decisions throughout the campus, particularly through the development of an enrollment management plan. Such a plan will indicate not only how the College anticipates reaching 100,000 enrollments within five years, but also does so by also indicating the goals for all student population groups to include, fall-to-spring persistence, spring-to-fall persistence, fall-to-fall retention, course completion, course withdrawal, and three- and five-year graduation rates. In particular, this plan would also calculate a graduation rate for those that are not first-time, full-time students. This enrollment management plan should include benchmarks and targets for retention, completion, graduation, and transfer goals for the differing student populations and indicate how components of the campus will be supported to achieve these goals.
- Completion of the requirement from earlier monitoring reports, to include "a description of the relation between the institution's student success initiatives and the College's strategic and/or enrollment plans."

Met with Concerns

Core Component 1.A:

- Ensure that all College documents, including the strategic plan, the website, college catalogs, marketing material, etc., contain the current mission statement in exactly the same language.

Core Component 1.C:

- Determine and adhere to the same admission standards for all students entering the same program, regardless of modality of learning.
- The policy on placement tests will be uniform and published publicly.

Core Component 2.A:

- Review all policies in the EGCC Policy Manual and ensure they are current and accurate.
- Ensure Policy 1-01 has the correct and current Mission, Vision, and Values listed.
- Ensure all employee files are current and contain all required information and documents

Core Component 2.B:

- Align the Mission / Vision / Values in all places.
- Ensure the accreditation status of all programs is accurately reflected in all locations; specifically, the catalog and the website.
- Ensure all program admission requirements are clearly documented.
- Update Directory or include in the College Catalog, as was the previous practice, a list of full-time faculty to include the academic credential.
- Maintain an accurate and comprehensive list of all part-time adjunct instructors..
- Provide transparent and thorough information regarding the Free College Benefit program. The information should include complete and thorough cost information..
- Review the HLC Student Survey responses regarding onboarding challenges encountered by students and make changes to improve the process. Specifically, areas of focus should be around transfer credit acceptance, enrollment process, and course and schedule guidance.
- Update webpage language to ensure it accurately represents the practice of student advising.

Core Component 5.A:

- Implement shared governance structures to ensure that the appropriate groups at the institution have the decision-making responsibility regarding the topics/issues appropriate to their areas of expertise.
- Implement the student governance model that works best of the population of students at the College and utilize that body to give the students a voice in institutional planning and decision-making.
- Implement effective data analysis to support institutional planning and decision-making.
- Implement effective assessment across the institution, to include instructional (General Education, Course, and Program), co-curricular, and operational.

Core Component 5.B:

- Review the current budgeting model to build a greater asset reserve in order to fund the expenditures for ensuring high quality instruction and student experiences prior to continued surges in enrollment
- Develop a resource and deployment plan that outlines the steps to maintain a sustainable business model while providing high-quality educational experiences for all faculty and students.

Core Component 5.C:

- Complete an enrollment management plan that articulates the scaled plan for strategic hiring plans to continue to offer the services and support required for the increasing population.
- Document the execution of the Strategic Plan, to include evidence of the engagement of the entire College community.
- Development of 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.

Overall Recommendations

Criteria For Accreditation

Not Met

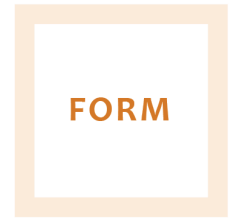
Sanctions Recommendation

Probation

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Eastern Gateway Community College

Name and Address of Branch Campus: 4000 Sunset Blvd, Steubenville, OH 43952

Date and Duration of Visit: Monday, November 9, 2020, 8:30 AM to 5:30 PM

Reviewer: Haseeb Ahmed

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Steubenville campus is the main campus of the public community college which serves concentrated (degree seekers), committed (certificate seekers), casual (course takers), and continuing (reskilling or upskilling) learners from the four county service areas of north eastern Ohio (Columbiana, Jefferson, Mahoning and Trumbull). The college also attracts a fairly large number of high school students taking credit bearing college courses under the Ohio's College Credit Plus Program. It prepares students to immediately enter the vocations, transfer to a four-year college, upgrade skills for current occupations, and career change or career advancement. The campus was established in 1968 as Jefferson Technical Institute which went through a name change to Jefferson Technical College in 1977. The campus water tower still bears this name although it is currently called Eastern Gateway Community College. The campus went through several phases of construction that was financed through a locally funded levy and it allowed the development of the current college with approximately 160,000 square feet of classrooms, laboratories, lounges, and offices as well as outdoor facilities. Pugliese Center for Training houses the main administrative operations of the college. The college plays a critical role in the workforce development and training in addition to providing community outreach to serve the diverse population of a regional economy that has been hit hard with the decline of manufacturing.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

As the home to the main campus operations, the Pugliese Center houses most members of President's Cabinet including the President, Senior Vice President & Chief Operations Officer, Senior Vice President of Academic Affairs, and Senior Vice President & Chief Student Affairs

Officer. The six Board of Trustees meetings are rotated between the Steubenville and Youngstown campuses throughout the year. The Business Office, Human Resources, Enrollment Management, Financial Aid, Career Development, and TRIO Program offices which include TRIO Educational Opportunity Centers (TRIO EOC), TRIO Student Support Services (TRIO SSS), and TRIO Upward Bound (TRIO UB) are located on the Jefferson County Campus.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

EGCC has recently completed renovation of the old computer wing and relocated departments to the Gator Center that houses one stop shop encompassing critical student success functional areas such first time campus tours, financial aid, placement testing, guidance counseling, tutoring and bookstore.

The College has deployed new Learning Management System (LMS), Customer Relations Management (CRM) System, Student Information System (SIS), Oracle HCM (Human Capital Management), ERP (Enterprise Resource Planning) and Budgeting and Planning systems. The classrooms, library, Biology and Nursing laboratory facilities, and administrative offices such as TRIO seem adequate to support its educational programs.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Currently, over 40,000 students and 37 degree programs are supported by 63 full-time faculty members.

The review of personnel files in the Human Resources indicate absence of any systematic processes for credentialing of faculty members. A significant number (12 out of 44 part-time and 3 out of 7 full-time) faculty folders found to be empty during randomly selected review process at human resources.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A visit to the TRIO office found fully operational TRIO Educational Opportunity Centers (TRIO EOC), TRIO Student Support Services (TRIO SSS), and TRIO Upward Bound (TRIO UB). An interview with the Library Director confirmed availability of library resources such as books, study areas, data bases, and electronic resources for students.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The college website (www.egsu.edu), college catalog, and student handbook provide necessary information on academic programs offered by the college. COVID-19 situation did not allow verification of consistency regarding curricular expectations, performance of instructional duties, availability of faculty to students, attention to student concerns, or faculty orientation/professional development opportunities. The evidence for faculty training on ethics conducted by the Ohio Ethics Commission and FERPA was found.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

There was no evidence of a sustaining assessment of student learning found during the visit. Some faculty appears to be confused about the difference between test/grading and learning assessment. The systematic process for evaluation of operations appeared to be missing. Academic programs are currently being reviewed and this process seemed to be emerging.

The Youngstown campus of EGCC is led by a Senior Vice President who serve in the President’s Cabinet that allows of institution wide integration of assessment and evaluation.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A college Strategic Plan and Technology Plan was found to be in place. The Youngstown campus operations of the college is well integrated with the Steubenville main campus in providing educational services to an urban community.



Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select “Final Reports” from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution’s permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team’s deliberations.

For each review category, provide 2–3 evidence statements that make clear the team’s findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)
- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

Report Template

Name of Institution: Eastern Gateway Community College

Name and Address of Branch Campus: 101 East Federal Street, Youngstown, OH 44503

Date and Duration of Visit: Tuesday, November 10, 2020, 8:30 AM to 12:30 PM

Reviewer: Haseeb Ahmed

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Youngstown campus of EGCC is a primarily seated urban campus that consists of Thomas Humphires Hall at 101 E. Federal Street, the Health and Workforce Development Center at 101 E. Boardman Street and its student services center at 139 E. Boardman Street.

The campus has formed numerous partnerships with area entities that include the Mahoning Valley Manufacturing Coalition for apprenticeship training, as well as Nordson Xaloy Inc., Goodwill Industries, the Mahoning-Youngstown Community Action Partnership, Thomas P. Miller & Associates and the Community Literacy Workforce and Cultural Center in Campbell. Among the offerings regarding the partnerships is a work-advance program in which students who are unemployed or underemployed can get paid while being trained for a career.

EGCC entered into a Collaboration Agreement with Higher Education Partners, LLC on May 1, 2012, with an initial term of 20 years to assist in the expansion of the college's academic and degree program offerings to the Valley Center campus in Youngstown, Ohio. HEP was responsible for, without reimbursement from the College, the costs and expenses related to any construction, renovation, equipment, and repairs required to be made to the Facility in order for the Facility to be used for its intended educational purposes. In FY 2020 the agreement with HEP was terminated with the payment of \$810,564 to settle prior liabilities.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The campus is led by a senior vice president who serves in the EGCC President's cabinet and President maintains a weekly schedule in his office on the campus location. The EGCC Board of Trustees also has representation from this campus community. There is a separate campus enrollment personnel available to serve the Youngstown campus. The campus facilities include student support services, bookstore, classrooms, laboratories, registrar's office, computer labs, and a library.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

There are campus security, parking, café, administrative offices, classrooms and faculty offices available at the Youngstown campus. The branch campus maintains adequate technology services including necessary internet band with. Even though seventy miles separate the locations from the main campus, state-of-the-art video-conferencing equipment is available and used to conduct various meetings and collaborations between faculty and administrators.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

There are necessary faculty and staff dedicated to meet the educational service requirements of on-campus classes offered by the Youngstown branch of the college. The student pool of this branch campus is mostly derived from the members of underrepresented community who may need some specific level of support that the staff can provide at this branch level. Some faculty members and staff commute between the two campuses to provide their professional services.

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

Being a primarily seated campus, the college provides necessary student access to admissions, registration & student records, academic advising, tutorial services, and student life supports.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution’s capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The compact campus setting facilitates conducive learning environment between students and faculty. Some administrators and staffs serve as part-time faculty to teach courses in the branch campus.

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution’s processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

There is no culture of assessment established on this campus. Student outcomes are measured at course completion, persistence, retention, and graduation levels without measuring course level learning outcomes. Rigor and program quality may be compromised with such a focus on macro indicators at the cost micro components of learning.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution’s planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

- The evidence indicates that the institution fulfills the expectations of the category.
- The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

An annual institution wide academic program review of each degree program has been launched which may not be a sustainable practice on the long run. There is no evidence of benchmarking or operational effectiveness data collection was noticed during the campus visit. The Youngstown branch campus may be insulated to a certain degree as the impact of exponential online

enrollment growth without deployment of necessary and sufficient level of resource deployment is currently throttling the campus operations of registration, financial aid, tutorial services, and career services. Youngstown campus maintains a strong community outreach programs and its programmatic planning may be more dictated by the local workforce skill gaps status.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Eastern Gateway Community College, OH
TYPE OF REVIEW:	Standard Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>Year 4 Comprehensive Visit. A multi-campus visit will take place in conjunction with the comprehensive visit. The following campuses will be visited: EGCC - Valley Center: 101 Federal Street Youngstown, OH 44503.</p> <p>Will include an embedded report on retention, persistence and completion. 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.</p> <p>Embedded monitoring is to be addressed by the institution in the applicable core components of its Assurance Argument. The review team is to ascertain whether the institution has satisfactorily addressed the monitoring issue(s) and will document its findings in the conclusion section of the team report.</p> <p>Due to the COVID-19 pandemic, only the following will travel to campus: Haseeb Ahmed. The rest of the team will conduct the evaluation remotely.</p>
DATES OF REVIEW:	11/9/2020 - 11/10/2020
<input type="checkbox"/> No Change in Institutional Status and Requirements	

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2016 - 2017



Institutional Status and Requirements Worksheet

Year of Next Reaffirmation of Accreditation: 2026 - 2027

Recommended Change: TBD due to Probation recommendation

Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

Recommended Change:

Additional Location:

Prior HLC approval required.

Recommended Change:

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: TBD due to Probation recommendation

Upcoming Events

Comprehensive Evaluation: 2026 - 2027

Recommended Change: TBD due to Probation recommendation

Monitoring

Upcoming Events

None

Recommended Change:



Institutional Status and Requirements Worksheet

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	15	_____
Associate Degrees	34	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Eastern Gateway Community College - Valley Center, 101 Federal Street, Youngstown, OH, 44503

Recommended Change:

Additional Locations

Choffin Career Center, 200 E. Wood Street, Youngstown, OH, 44555 - Active

IBEW-Local 246, 626 North 4th Street, Steubenville, OH, 43952 - Active

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

11.0101 - Computer and Information Sciences, General, Certificate, CISCO

11.0201 - Computer Programming/Programmer, General, Certificate, Computer Software Engineering Tech

13.1015 - Education/Teaching of Individuals in Early Childhood Special Education Programs, Associate, Teacher Education-Intervention SP

13.1203 - Junior High/Intermediate/Middle School Education and Teaching, Associate, Teacher Education Middle Childhood

13.1209 - Kindergarten/Preschool Education and Teaching, Associate, Teacher Education -



Institutional Status and Requirements Worksheet

Early Childhood

- 14.1401 - Environmental/Environmental Health Engineering, Associate, AAS Environmental Science
- 15.1202 - Computer Technology/Computer Systems Technology, Certificate, Computer Service
- 22.0302 - Legal Assistant/Paralegal, Associate, Paralegal
- 24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, AS - General Biological Sciences Transfer
- 24.0102 - General Studies, Associate, ATS- Technical Studies
- 24.0103 - Humanities/Humanistic Studies, Associate, AA General
- 24.0103 - Humanities/Humanistic Studies, Associate, AIS-General
- 24.0103 - Humanities/Humanistic Studies, Associate, AS General
- 43.0102 - Corrections, Associate, AAS Corrections
- 43.0107 - Criminal Justice/Police Science, Associate, Law Enforcement
- 51.0601 - Dental Assisting/Assistant, Certificate, Dental Assistant
- 51.0714 - Medical Insurance Specialist/Medical Biller, Associate, Health Information Management
- 51.0714 - Medical Insurance Specialist/Medical Biller, Associate, Medical Coding Specialist
- 51.0801 - Medical/Clinical Assistant, Associate, Medical Assisting
- 51.0808 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant, Associate,
- 51.1509 - Genetic Counseling/Counselor, Associate, Patient Home Navigator
- 51.3803 - Adult Health Nurse/Nursing, Associate, Nursing
- 52.0201 - Business Administration and Management, General, Associate, AAB Business Management
- 52.0301 - Accounting, Associate, AAB Accounting
- 52.0402 - Executive Assistant/Executive Secretary, Associate, AAB Administrative Assistant
- 52.0402 - Executive Assistant/Executive Secretary, Certificate, Administrative Assistant
- 52.1201 - Management Information Systems, General, Associate, Internet and Interactive Digital Media Design

Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
