

Maricopa Community Colleges-GateWay Community College - AZ

HLC ID 1008

OPEN PATHWAY: Mid-Cycle Review

Review Date: 10/2/2023

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Context and Nature of Review

Review Date

10/2/2023

Review Type:

Mid-Cycle Review

Scope of Review

- Mid-Cycle Review

There are no forms assigned.

Institutional Context

GateWay Community College (GWCC) has been accredited by HLC since 1971. GWCC is one of 10 colleges that form the Maricopa County Community College District. Although the district has uniform policies and procedures that impact all colleges, GWCC operates with its own administrative structure and budget. The college has been designated an Hispanic Serving Institution, with 46% of its students identifying as Hispanic. The college serves students at 6 locations, offering programs at the certificate (105), associate degree (41), and bachelor's degree (1) level. Fourteen programs hold specialized accreditation. The college has 387 FT employees of whom 107 are FT faculty. The college operates with a \$38.5 million budget, with just under 50% of those funds allocated to instruction. Salaries comprise the largest portion of the budget. The college has recently completed a strategic plan for 2022-24, and is in the process of aligning its work with the strategic planning efforts of the district.

Interactions with Constituencies

None

Additional Documents

The Team requested additional documentation related to faculty qualifications.

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

Rationale

GateWay Community College (GWCC) shares its mission and vision statement and core strategic priorities in their recent 2022-2024 Strategic Plan. The college's most recent strategic planning process reflects the work of multiple planning groups that culminated in the adoption of elements of these plans into a collective strategic plan for the college. The strategic priorities that emerged from the planning process were included in the new strategic plan and are: ensuring student success, cultivating learning excellence, promoting innovation, and creating a great place to work for all. The strategic planning process resulted in revisions to GateWay's vision and mission statements which appear on the college's website, Student Catalog, and in the published 2022-2024 Strategic Plan. GWCC is engaged in the alignment of its mission, vision, and values to the updated Maricopa County Community College District's (MCCCD) strategic priorities as evidenced by documented crosswalk of the mission, vision, and values of these entities.

GateWay's mission is to serve a diverse community through equitable, inclusive, and meaningful learning opportunities that prepare students to thrive in a global community. The mission frames the goals and priorities of the college's Academic Plan which reflects the strategic priorities to promote student success and learning excellence through quality programs and teaching practices that provide student-ready learning environments and equitable learning resources that support a diverse student population. As a Hispanic Serving Institution (HSI), the college received funds to support an early

alert system and faculty professional development to incorporate culturally relevant content and pedagogy to enhance scholarship and retention. The Center for Diversity, Equity and Inclusion articulates the core values of the college that are stated within the strategic plan and related planning documents.

GWCC has been accredited by the HLC since 1971 and according to the Institutional Status and Requirements Report, is currently authorized to offer 41 associate degrees, one (1) baccalaureate degree, and 105 certificates. GateWay offers credit and non-credit programs, including opportunities for business innovators and veterans which demonstrates their commitment to serving a diverse community to meet the educational needs of students and the broader economic community.

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

As an institution that is part of a public community college district, GateWay Community College (GWCC) is a public good and has no superordinate private interests that it must serve or financial returns for investors it must consider. Enriching the local community is a priority for the Maricopa colleges as illustrated by its mission statement, "The Maricopa Community Colleges ignite talent, transform lives, and enrich communities through teaching, learning and service."

GWCC can point to a number of activities that underscore its service to the public, particularly in relation to activities and resources offered to the public during the pandemic. The efforts to continue to provide educational experiences to children previously served in the Children's Learning Center are particularly laudable. In fact, the College has provided a number of no-cost activities that allow members of the community to take advantage of free educational opportunities, including the on-campus public library, public health events, and a pro bono healthcare clinic for those with limited access to care. Service to the public is abundantly evident in the many activities GWCC offers to the community.

While GWCC has developed some interesting revenue sources, primarily the "Enterprise Model", these are secondary to the priority of serving the institution's educational responsibilities. The fact that the bulk of the college's \$38.5 million operating budget is devoted to personnel speaks to the prioritization of educational resources. Just under 50% of General Fund Expenditures is devoted to Instruction, more than triple that of next closest category, and more than Academic Support, Student Services, Institutional Support, and Operations/Maintenance combined. This provides evidence for the prioritization of academic instruction at GWCC. While GWCC is exploring new revenue streams, the focus of the institution is not revenue generation, but serving the higher education needs of the surrounding area.

GWCC engages with external constituents through the President's Advisory Council, which consists of representatives from local businesses and industry partners. This Council meets several times each year, and serves a vital role in maintaining an avenue for collecting feedback from the community.

GWCC can also document the utilization of a number of advisory boards in health science and manufacturing related departments that provide vital feedback on the needs of employers and industry. GWCC does impressive work with St. Mary's Food Bank, which demonstrates not only the effort to meet community needs, but also the effort to help students understand the importance of community service as they engage with the Student Life and Leadership Department in these community service efforts.

Without question, GWCC can document regular, impactful activities that demonstrate the institution's commitment to the public good.

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

Rationale

GWCC supplied ample evidence that it encourages curricular and cocurricular activities that prepare students for informed citizenship and future success. Whether it be through clinical rotations, internships, their First Year Experience program, or their nine student learning outcomes, it is evident that the school is working toward developing informed students who are well prepared for the workforce. Examples that are to be commended include:

- The Work-Based Experience program.
- Volunteer opportunities with Feed My Starving Children and Code Red Water.
- The 40th Street Lecture series
- The GWCC Service Learning Program.
- The GateWay Academic Nexus Advancing Students program.
- The visiting artist series.

These programs afford students with opportunities to assume leadership roles, effect change in their communities, gain real world experience with local business partners, and build connections with potential employers throughout the region.

GWCC also supplied ample evidence in its assurance argument and evidence files that the institution is fostering a climate of respect amongst a diverse group of students, faculty, staff, administrators and the entire Maricopa County region. President Diaz recently formed a Student Advisory Council to hear concerns directly from the students about what they believe is going well, what is not going well, and how they recommend improving the college experience. In addition, as a Hispanic Serving Institution, GWCC has received Title V funds in the form of the ÉXITO grant that have been used to assess policies and practices that may be causing equity issues at the college and to provide diversity, equity, and inclusion-based student programming. GWCC has also worked with Native American groups through Tribal Land Acknowledgements in recognition that some of the land owned by the college was inhabited, and was perhaps stolen, from the original indigenous ancestors. It's clear that, to a great extent through curricular and cocurricular activities and other college-wide

initiatives, GWCC fosters a climate of success and respect for all persons regardless of background, ideas, and perspectives.

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

GateWay Community College (GWCC) has provided ample evidence that it meets Criterion 1. The mission and related plans are current. Work is underway to align the college with the Maricopa County Community College District's plans and priorities. The college offers credit and noncredit programs that are consistent with the mission. Programming is informed by interactions with advisory groups as well as with internal campus constituencies. The college is to be commended for the range of services and programming it provides to its communities. The college's programming and outreach demonstrate a keen awareness of multiculturalism and equity.

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

Rationale

The Board Governance policies identify the strategic priorities of the Maricopa County Community College District (MCCCD), which are documented in the recently approved systemwide 2023-2026 Strategic Plan Document. GateWay Community College (GWCC) describes their strategic planning process and provides documentation of its approval by the MCCCD Governing Board. With the subsequent revision to the MCCCD system-wide strategic priorities GWCC's Strategic Planning Council developed a crosswalk of the colleges updated mission, vision, values statements to that of the updated MCCCD's version.

GateWay's commitment to operational integrity is evident in the shared governance of the Financial Advisory Team (FAT) and the role this committee and others such as the Financial Operational Oversight Team (FOOT) have in advising the Executive team on fiscal matters. The Residential Faculty Agreement is a document between the MCCCD Governing Board and the system colleges, including GWCC, that outlines the roles and responsibilities of the MCCCD Faculty Association and sets expectations for Shared Governance among the participating entities.

GWCC has Human Resources policies and procedures for employees as documented in the Staff Policy Manual, thus articulating performance and employment standards for staff and faculty of the Maricopa community colleges. GWCC further demonstrates it operates with integrity with documented policies and procedures for financial reporting and acknowledges the need for additional resources to support Fiscal Services and budgeting processes.

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

Rationale

The GWCC website is the main source of public information. This includes sources like the college catalog, administrative regulations, affiliated accrediting bodies, program information, tuition and fees. GWCC keeps copies internally of all community partner documents, such as contracts, intergovernmental agreements or grants, to ensure transparency and accountability. Federal and state grants are maintained by the District office. Community use of GWCC facilities is documented through established rental agreement procedures. An Institutional Review Board, including faculty, provides approval and oversight of research involving students or employees. Educational opportunities, such as service-learning, internships and clinical experiences, have clear expectations and appropriate forms to ensure educational outcomes are achieved through these community partnerships.

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

Policy at GWCC requires Board members to participate in training, as set forth in the MCCCCD Board Members Code of Conduct. The Board has an onboarding process that includes a budget overview, a review of Board Policies, and an environmental scan, in addition to annual training activities for the entire Board. Regular Governing Board meetings and monitoring reports are the mechanism used to ensure that the Board meets its legal and fiduciary responsibilities. While Board minutes are not available to the public online, hard copies are made, bound, and available to the public in the Legal Library, which also allows the public to assess whether the board is meeting its responsibilities.

Board Policy 4.10 states that "Board Members must demonstrate unconflicted loyalty to the interests of the entire community of Maricopa County. This accountability supersedes any conflicting loyalty such as that to family members, the District's employees, advocacy or interest groups, membership on other boards or staffs, or any personal interests as a consumer of the District's services. Likewise, Board Members are elected to serve on a nonpartisan basis when serving as a steward on behalf of the college district." Thus, official Board policy places the priority to preserve and enhance the institution squarely above other considerations.

There was a requirement in the interim monitoring report to provide "evidence of a board document that provides a definition of and expectations for shared governance..." along with "a written procedure that clearly outlines the protocol for board interactions with faculty, staff, students, and administrators...". The Governing Board's "Shared Governance" document meets these requirements, and specifies the shared governance structure that clearly sets forth the roles of the Governing Board, administrators, and other constituents. Clearly, the expectations of the interim monitoring report have been met by this document.

As noted above, official policy as explicated in Board Policy 4.10 sets the boundaries that preserve the Board from undue influence from donors, elected officials, and other external parties. In addition, Governance Process 4.2 is clear and specific regarding the Board's responsibilities and "expectations for its own conduct". This includes safeguards that help dispel threats to GWCC's independence from undue influences.

While it is true that GWCC was subject to interim monitoring on this core component in 2019, it appears that the institution has rectified the issues that led to this. HLC staff responded to the 2022 Interim Report submitted by GWCC that "MCCCD is commended for its response to the area of focus as demonstrated by the planning and implementation of activities and initiatives designed to align the district's shared governance procedures with accepted good practices. The interim report provided clear, comprehensive descriptions of the activities and initiatives implemented to address the area of focus identified by the Team after the reaffirmation of accreditation visit." With the Shared Governance document, the institutions that comprise the Maricopa Community Colleges system have addressed the issues that led to the interim monitoring.

GWCC is in full compliance with Core Component 2.C. The Governing Board's "Shared Governance" document, along with Board policy 4.10.5, set expectations that focus the Board on higher level matters, prohibit interference in day-to-day management of the institution, and provide a mechanism to address Board members who appear to have violated policy in this regard.

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

GWCC fashioned their academic freedom policy from the four interrelated elements set forth by the American Association of University Professors. The college academic freedom policy is outlined in the GWCC Residential Faculty Agreement. Article 3.1 states, “Faculty are entitled to instructional freedom in discussing their subject with students and they should exercise their best effort to ensure topics are relevant to their subject.” Additionally, Article 5 of the GWCC Professional Code of Ethics, which was written by MCCCCD faculty, states that the primary responsibility of the faculty is to, “seek and state truth,” “encourage and protect the free pursuit of learning in their students,” and “defend the free inquiry of associates.” In addition, MCCCCD has a district-wide Committee on Academic Freedom, which has provided academic freedom training to all faculty, academic leaders, and presidents in the district. It’s also evident that faculty are expected to collaborate on methods of instruction, and if academic freedom issues arise from those collaborations, the Committee on Academic Freedom serves as a mediator during the dispute resolution process.

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

It is evident that GWCC and the entire MCCCCD district properly supports basic and applied research. The college district maintains an Institutional Review Board (IRB) made up of representatives from each of the 10 MCCCCD colleges. The IRB ensures compliance with federal guidelines regarding human subjects research and the entire IRB process for students, faculty, staff, and community members is spelled out on a publicly accessible website. Furthermore, faculty are supported in their research through grants and sabbaticals, including the Maricopa Institute for Learning Research Fellowship. The GWCC library, as well as faculty members, work to support students who are working on research projects through workshops and lectures focused on issues related to academic freedom, academic integrity, ethical research, and legal issues related to academic research. Lessons on research and academic integrity are provided across the curriculum and policies are outlined in the district Administrative Regulations and the Code of Student Conduct. Academic misconduct is tracked through Symplicity software.

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

Policies and procedures are in place at the college and district level to guide the behavior of the governing board, administration, faculty, and staff. The website serves as the primary repository of publicly available information about the college. The governing board receives training, meets regularly, and understands its role. Policies are in place to protect academic freedom, safeguard research, and promote appropriate conduct among students. Through its adherence to these policies and procedures, the college has demonstrated that it acts with integrity and its conduct meets the standard of Criterion 2.

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

GateWay Community College (GWCC) offers programs at multiple levels: the Certificate of Competency (CCT) for clock hour programs; Certificate of Completion (CCL) for credit hour programs; the Associate Degree [Associate of Arts (AA), Associate of Science (AS), Associate of Arts in Elementary Education (AAEE), Associate of Arts in Fine Arts (AAFA), Associate of Business (ABUS-GR), Associate of Applied Science (AAS)]; and the Bachelor of Applied Science. The BAS began in Fall 2023 and is offered in Nuclear Medicine Technology and Computed Tomography.

Review of evidence provided such as handbooks, policies, and syllabi indicates that the institution has a process in place to establish appropriate levels of academic rigor for its programs. Structures and processes ensure program currency and student performance requirements appropriate for the credential being earned. Most of the structure is established by the policies and offices of the Maricopa County Community College District. For example, there is a detailed policy for curriculum development and review. MCCCDC's Center for Curriculum and Transfer Articulation maintains a website that publishes all of the learning outcomes/course competencies for all courses district wide. Learning outcomes are articulated at the course, program, and institutional level.

The CCTA has also established Instructional Councils, which are discipline specific groups of faculty who review curriculum and related issues. The Councils serve as the primary mechanism for review. The Councils are mandated to review all pathways at least every 5 years.

These processes and syllabus templates ensure content is equivalent across modalities and locations.

Agreements are in place with participating school districts that provide for the equivalency of dual enrollment courses. Those courses in particular are subject to the oversight and review by experienced faculty.

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

GWCC offers their general education curriculum as a certificate program resulting in an Associate in Arts (AGEC-A), Associate in Business (AGEC-B) or Associate in Science (AGEC-S). The curriculum is based on the Arizona General Education Curriculum (AGEC) competencies needed to transfer to an Arizona university or college. These include intensive writing, critical thinking and cultural awareness components. Recently the AZTransfer steering committee voted to consolidate the three general education certificate pathways into one AGECEC, which will be effective for all district colleges no later than 2026-27. GWCC's updated mission statement reinforces the general education goals. Students are guided by their advisors, program requirements and transfer institutions to select appropriate courses to fulfill general education requirements.

GWCC is committed to providing student growth opportunities around human and cultural diversity both within its courses and outside of the classroom. Students must demonstrate competency in two general education areas: Cultural Diversity in the U.S. and Global Awareness (or Historical Awareness). In Fall, 2021, GWCC opened a new Center for Diversity, Equity and Inclusion, which provides students with a variety of opportunities, such as DEI-focused guest speakers and art exhibits of under-represented artists. Another program, GateWay Academic Nexus Advancing Students, focuses on leadership development for Latinx/o/a students.

Faculty contribute to scholarly and creative works through various avenues, including research, grants for innovation, professional development and publication. Students join faculty in scholarly contribution through research (Biology), as honors students (Phi Theta Kappa) and patient care

(Healthcare United at Gateway clinic).

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

Met

Rationale

GWCC, a Hispanic Serving Institution, makes every attempt to ensure that the overall composition of its faculty and staff reflects the human diversity as appropriate within its mission and for the constituencies it serves. It's clear through the mission, vision, goals, values, and various policies that the institution is committed to diversity and inclusion, equitable learning opportunities, access for all who want to engage with the college, and to building a service-centered environment. While approximately 70% of the faculty identify as White and 8% as Hispanic, as opposed to the almost 54% Hispanic student body, it is evident that the college works diligently to serve all students regardless of demographic factors. GWCC is working toward building a more inclusive environment for all students, faculty, and staff by providing professional development opportunities through the USC Race and Equity Center, Excelencia, and by including the Campus Statement on all job announcements.

GWCC has a large and stable faculty with 107 full time, residential instructors, most of whom (60%) have moved beyond their five-year probationary period. According to the Residential Faculty Agreement (Article 19.1), as well as the Peer Assistance and Review Process document, and evidence from the New Faculty Experience program, included in the probationary period is an annual comprehensive peer-assisted review process. The annual review includes an assessment process that

culminates in an annual Individual Development Plan (IDP). The provided IDP includes evaluations, notes from peer observations, student classroom evaluations and self-reflections around teaching, service, and professional growth. Non-probationary faculty are part of the provided Three-Year Faculty Evaluation Plan and clock hour instructors, dual credit instructors, and adjunct instructors are also regularly assessed through classroom observations and student evaluations.

The college also provides significant time for faculty members to engage in faculty supervision, program development, oversight of the curriculum, and peer and program assessment. Faculty leadership roles include Curriculum Development Facilitator, Peer-Assisted Review Coordinator, e-Learning Committee Coordinator, Faculty Developer, division chairs, program directors, clinical coordinators, and academic coordinators. The Residential Faculty Agreement (10.3.1) outlines the minimum qualifications for faculty members and a review of the provided GWCC faculty credentials spreadsheet from Spring 2023 found that the vast majority of faculty members are appropriately credentialed to teach in their respective disciplines. This also includes faculty who teach in dual enrollment programs.

GWCC also provides faculty with the appropriate resources to remain current in the disciplines and adept in their teaching roles. The district website outlines the policy which ensures that each residential faculty member receives \$3,500 in professional development funds to attend conferences or training. Annual professional development funding is also available to clock hour and adjunct faculty on a first-come, first-served basis and GWCC encourages clock hour faculty to be certified in their respective industries. The Faculty Developers through the Maricopa Center for Learning Innovation (MCLI), as evidenced through the position's job description and the MCLI website, also offers regular professional development throughout the college district for residential, clock hour, adjunct, and dual credit instructors. There were several examples of MCLI professional development opportunities included in the college's evidence file, but of note are the Communities of Practice (which includes monetary benefits for both residential and adjunct faculty), Open Classrooms Week, the Day of Learning, and the Educators' In-Service.

The Residential Faculty Agreement (5.3) outlines that faculty and dual enrollment instructors are expected to be available to students outside of class and also outlines the specific amount of time they are to be available. In addition to the traditional office hours for residential faculty, the college also provides shared office space for adjunct instructors throughout campus, and instructors may be contacted electronically through email or CANVAS. In addition, GWCC provides appropriate student support services and the college website was able to provide evidence that their student support staff members are appropriately qualified, trained, and supported in their professional development. The provided Classified Staff Professional Growth website shows that student support staff are provided with \$4,000 annually to be used for professional development. There are professional development mandates for some staff members involved with behavioral intervention teams, Title IX, or those working in Disability Resource Services. In addition, provided job announcements showed that appropriate minimum standards have been set for student support positions such as academic advisors, student services specialists, and student life professionals.

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

Met

Rationale

GWCC has a variety of services available to students in person and online. Enrollment services include recruitment, testing, call center, financial aid and early college outreach. Retention and student success services include veteran services, disability resource services, advising, early alert, transfer, student life and the center for diversity, equity and inclusion. In addition, student affairs supports athletics, the Children's Learning Center supports parents (students, employees and the public) and the student help desk supports all modalities of student learning. GWCC is aware of the students it supports and has adjusted their hours of operation for support services accordingly.

GWCC uses multiple measures to place students into appropriate courses. Information about placement and options (like Prior Learning Assessment and National Standard Exams) is available online. GWCC has established a First Year Experience comprised of a one credit or three credit course, both designed for student success in college. Gecko Gear Up is a new student orientation session designed to help prospective students through the enrollment process. Students have access to free tutoring through the Learning Center (in person), Brainfuse (virtual) and embedded tutoring in gateway courses. Counseling Services are available to students in person and virtual and include drop-in sessions with Dash, the GWCC therapy dog.

GWCC has 13 academic advisors who are available in person and virtually to their assigned students. Virtual Information sessions are held for nursing and other programs on a regular basis. Two staff members offer career advising and utilize Career Coach (an online assessment tool) and Maricopa Pipeline AZ (online information about careers).

With support from the Information Technology (IT) department, faculty have laptops, smart classrooms and some hyflex rooms. Radiologic Technology and Autobody Repair use virtual reality/augmented reality technology. IT staff support students with laptop checkout and a help desk located in the Learning Center.

The Library has extensive resources available to students and faculty: digital and physical books, journals, computers, study spaces and a teaching lab with 40 desktops. The Library offers library instruction for classes in various modalities and offers a Library Orientation Canvas Module for faculty to add their courses. Library staffing is sufficient to enable 55 open hours per week.

GWCC labs are sufficiently outfitted with specific equipment for each program to meet teaching and learning expectations. These labs include science, art, health programs, welding, HVAC, meat cutting and automotive technician. GWCC rents space in the community to support student athletes. Students and employees have monthly free membership access to the Phoenix Forge, a makerspace that provides access to 3D printers and industrial sewing machines along with spaces dedicated to woodworking, welding and metal working.

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

GWCC has provided ample evidence to demonstrate that the quality of the education it provides meets the standards of Criterion 3. GWCC offers programs at the certificate (105), associate degree (41), and bachelor's degree (1) level. A well developed process exists for curriculum development and review, ensuring that learning outcomes are appropriate for the program levels. The general education outcomes and diversity and multiculturalism are accomplished in multiple ways.

Policies are followed to ensure the faculty and staff are highly qualified and trained. Funding is available for individual professional development; on campus training events are frequent. The college offers its students a wide array of support services including advising, tutoring, and counseling. Services as well as classes are available in in-person and online modalities.

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

Met

Rationale

GWCC has a documented program review framework that follows a four-year review cycle for all credit and non-credit hour programs and includes non-instructional programs. The current review process was updated in 2018 and is guided by the Program Review Committee's charter to oversee and support the program review process. Documentation of the program review findings shared at a college open forum indicates that the academic programs use key data to evaluate student outcomes and identify areas for improvement. The program evaluation findings also are integrated into the budget process. Similarly, non-instructional programs incorporate operational data and a SWOT analysis into their findings and improvement plans.

As of 2023, the program review process includes a mid-cycle review process which aligns with the four-year review cycle to monitor the program quality, demand, and curriculum alignment to

specialized accreditation. An example of specialized review was provided for the Radiography program.

GWCC's Enrollment Services Office reviews and evaluates transfer credit in accordance with the MCCCDC Transfer Credit and Prior Learning Assessment Policy 2.2.4, and articulates transfer credits that meet the standards of the Council for Higher Education Accreditation (CHEA) or the U.S. Department of Education.

The GWCC website identifies transfer options for students under the MCCCDC articulation agreements with transfer partners, and students can use the Course Equivalency Guide to determine transfer course equivalences with other institutions. Only courses with a grade of "C" or better are transferable. GWCC's Office of Institutional Effectiveness site links to student data published on the public Maricopa Analytics Tableau site which shares student enrollment and transfer information.

GWCC exercises authority over its courses and expectations for student learning as evident by the college's faculty representation on the Maricopa County Community College Instructional Councils (IC), and their role in setting course competencies, prerequisites, and student learning outcomes. The Curriculum Development Coordinator for GWCC supports college faculty engagement in the collaborative MCCCDC curriculum lifecycle process conducted by the IC.

The IC articulates the minimum faculty qualifications for all MCCCDC colleges. Faculty credentials are verified by the MCCCDC HR office where residential faculty files are maintained. GWCC's Dual Enrollment and adjunct faculty qualifications are maintained by GWCC's HR and divisional offices. As documented in criterion 3A, dual enrollment agreements between the MCCCDC and the local school districts guide the expectations for dual enrollment courses and faculty credential expectations at the participating high schools. Dual credit courses are equivalent in college courses and evaluated and approved by GWCC's Dual Enrollment Committee and follow the course outline, syllabi and grading standards as courses taught at the college.

GWCC shares its HLC accreditation status on its public website and reports having 14 specialized accreditations in Diagnostic Medical Sonography, Electroneuro-diagnostic Technology, Medical Assisting, Medical Radiography, Nuclear Medicine, Physical Therapist Assisting, Polysomnographic Technology, Occupational Therapy Assistant, Respiratory Care, Surgical Technology, Nursing, Nursing Assistant and Practical Nursing, and Automotive Technology.

The success of GWCC's graduates is evaluated through a variety of metrics including graduation, transfer rates and degrees conferred, job placements in related programs, and pass rates of students completing specialized accreditation programs.

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

Met

Rationale

GWCC's Learning Outcomes Assessment Handbook lists the following steps in the Assessment Process:

1. Establish Learning Goals
2. Provide Learning Opportunities
3. Assess Student Learning
4. Use the Results

In 2022-23 these were adopted into a three step cycle of Strategize, Assess and Implement. These steps are formally applied to institution's three Institutional Learning Outcomes (ILOs), Effective Communication, Critical Thinking and Problem Solving, and Personal Responsibility and Civic Engagement, as well as to the Program Learning Outcomes (PLOs) for each program. All academic degree and certificate programs have PLOs, and separate PLOs are assessed for General Education. In addition, co-curricular activities (defined as "as any experience that results in significant learning outside of the classroom") have Student Learning Outcomes (SLOs) that are also assessed .

ILOs are assessed on a three-year cycle, using rubrics that have been developed for each ILO. Because PLOs and SLOs are aligned with ILOs, in the year that an ILO is assessed, all connected PLOs and SLOs are also assessed in that year. Thus, GWCC has a systematized, formalized, regular schedule for the assessment of learning outcomes at the institutional, program, and co-curricular levels.

Per the Assessment Handbook, "At the beginning of each academic year, all academic disciplines and co-curricular areas will...confirm learning outcomes...review assessment maps, cycles, and plans and update as necessary...complete actions and documentation based on identified phase(s) of their current assessment cycle". Built into GWCC's assessment processes is an annual review of what outcomes need to be assessed that is inclusive of all academic and co-curricular departments.

Departments complete detailed Assessment Plan templates, which list PLOs and SLOs, connect them to ILOs, specify what terms the PLOs and SLOs will be assessed in, describe assessment tools, list actual assessment results, and document changes made since the last assessment. These Assessment Plan templates serve to comprehensively document work that is done assessing PLOs and SLOs, as well as use of assessment results.

Assessment of all Learning Outcomes is overseen by the GateWay Learning Outcomes (GLO) Committee, a ten-member cross functional group that oversees five assessment communities. Each assessment community has a lead that is tasked with explaining the purpose of assessment, positively influencing and leading the work, establishing a meeting structure, and updating the Assessment Progress Dashboard for their area.

GWCC is candid in noting that "assessment participation rates vary by program" and that "some programs are further along than others in the assessment loop" than others, but is taking steps to identify and address departments where assessment is not currently progressing through the assessment process on schedule. Tools for tracking progress are being utilized, and training will be provided for those departments that are in need of it. GWCC will want to be able to document that departments that are lagging in assessment work have been brought up to speed for its next Comprehensive Evaluation, and will need to be able to demonstrate that all academic and cocurricular departments have completed multiple assessment cycles.

That said, GWCC has robust, detailed, well-defined structures that support assessment of learning outcomes, which involves all academic and co-curricular departments and a high level of involvement from a variety of GWCC personnel. The alignment between different levels of learning outcomes at GWCC is impressive, as is the level of detail in the assessment processes that have been developed. GWCC can document use of assessment to improve student learning in its Assessment Plan templates. Without question, the processes GWCC has developed reflect good practice, and demonstrate compliance with Core Component 4.B.

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

Met

Rationale

Using the Four Disciplines of Execution (4DX) operational planning framework, GWCC identifies goals for student retention (Fall to Fall and Fall to Spring) and completion. GWCC uses Fall to Spring re-enrollment in lieu of "persistence". The annual goal review allows the college to review institutional, district and national data in order to adjust goal, if necessary, to realistic, yet still ambitious levels. Using this process, the 2023-2024 goals were adjusted to:

-increase credential awards: 5% (was 10%)

-increase enrollment: 3% (was 8%)

-increase retention: 3% (was 8%)

GWCC recognizes the need to collect data, set goals and develop improvement strategies for clock hour programs. Since 2018, data collected includes headcount, continuing students, exiting students and completing students.

GWCC's Institutional Research department provides easy to use data dashboards for all faculty and staff that support the program review process. Using this data helps the institution make decisions in an effort to improve programs. Dashboard examples were provided from Nursing, Air Conditioning/Refrigeration/Facilities and Diagnostic Medical Sonography. Other data sources available to GWCC are the getData website, which provides district-wide data, and more recently, the Postsecondary Data Partnership, which provides a variety of student performance metrics.

In 2020, GWCC adopted the 4DX model as their planning structure. Department and individual goals and lead measures are developed around the institutional wildly important goals (WIGS). Since 2019, GWCC has held an annual data symposium, which includes presentations on how data has helped to make improvements at GWCC, along with training to make data use accessible to all faculty and staff. Evidence from the Fall 2022 data symposium included examples of using data to sharpen marketing campaigns to increase enrollment, align academic strategies to WIGs and identifying equity gaps with strategies to close them. Aligning to the GWCC mission, the disaggregation of student success data culminated in the Equity Dashboard. This tool includes data on enrollment, course success rates, completion ratio and retention, which can be filtered by age, gender, race/ethnicity, Pell eligibility, full/part time student, first generation status and dual enrollment status.

Since 2022, GWCC collects, analyzes and reports retention and completion data following best practices of IPEDS and Postsecondary Data Partnership (PDP) standards. Prior to that, GWCC reported data using the Voluntary Framework of Accountability (VFA) and the National Community College Benchmark Project. GWCC works closely with the MCCCDC and district IR directors to ensure consistency and reliability of data across all 10 community colleges.

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

GWCC reviews all of its programs on a four year cycle and maintains specialized accreditation for 14 programs. Credit for prior learning and transfer courses is awarded by policy. On a regular schedule, GWCC assesses 3 institutional learning outcomes, program learning outcomes for all programs and general education, and co-curricular student learning outcomes. A comprehensive committee structure oversees this work and follows accepted assessment practices. GWCC tracks the retention, persistence and completion rates of its students, again utilizing good practice. To ensure equity, data is also disaggregated. Institutional Research provides dashboards as well as data symposiums that highlight changes made through use of data. GWCC has presented ample evidence that it takes its responsibility to deliver quality education seriously, thereby meeting the requirements of Criterion 4.

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

Rationale

The Governing Board of the Maricopa County Community College District (MCCCD) serves the interests of the Maricopa Community Colleges through a collaborative process and a commitment to shared governance as reflected in the vision, mission, values, and strategies set forth in the Board policies.

MCCCD's Shared Governance Blueprint that resulted from a complaint by the College Faculty Association to the HLC in 2018, reaffirms the seven-member governing board's commitment to the principles of shared governance and an inclusive decision-making process among the board, GWCC administration and faculty. The assurance argument provides evidence that the MCCCD governing board is proactive in their role to review and make governing decisions on behalf of GWCC and the other colleges in the district. At GWCC, the Shared Governance committee structure document identifies the committees that are part of shared governance and the role of college councils, formal and operational committees, and the executive team that collectively serve to conduct the strategic, operational, and administrative functions of the college. The Strategy Planning Council was launched in 2022 to promote a culture of data informed decision making linking the various planning groups across the college including the Strategic Enrollment Management, Academic Plan, Marketing Plan, Social Justice and Equity Plan, Well-Being Plan, and future plans in development.

The institution collects and shares data through the GateWay Analytics dashboard. Detailed

information on student demographics, student success, enrollment trends, diversity, equity and inclusion metrics and program utilization are available in these dashboards. The college reportedly uses this information in a variety of areas including program review, strategic enrollment management, and in managing the profile of program offerings to align with the labor market demand for programs and employment in the district.

Additional data collection instruments are administered by GWCC to attain student input on their college experiences and well-being and this information is incorporated into campus resources for student support services. GWCC's Student Activities Management Council serves as a communication channel between student groups on campus and the college's leadership team in support of inclusive decision-making.

MCCCD's Curriculum Handbook provides the framework for GWCC's academic requirements and policies as articulated in the MCCCD Curriculum Lifecycle. GWCC's faculty are actively involved in the curriculum management process at the college level through their involvement with the Instructional Councils (IC). Faculty are also engaged with assessment of learning outcomes through their participation on the GateWay Learning Outcomes (GLO) Committee and the Faculty Senate Committee.

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

Rationale

The infrastructure and staff are sufficient to support the college's operations. GWCC operates its programs at 6 locations and 8 offsite locations with a staff of 387 FT employees, including 107 FT faculty. The college utilizes a fairly typical organizational structure with four major units: academic affairs, student affairs, administrative services, and institutional effectiveness and workforce strategies. The MCCCDC sets classifications and compensation for staff and a well established hiring process is in place. GWCC is rightly proud of its status as a Community College of Well-being. New employees attend an orientation and training on processes and systems relevant to the position, mostly through the district's Employee Learn Center. GWCC's CTLED, with a director and 4 staff, focuses primarily on faculty development, but also conducts employee engagement activities. The employee performance system has been in flux. In Fall 2022 GWCC introduced its own process, and in Fall 2023 a district-wide process was put in place.

The mission revision for the 2022-24 period identified 4 strategic priorities: student success, learning excellence, innovation, and great place to work. The evidence provided by the college described a number of initiatives and activities related to each priority that are realistic for GWCC. GWCC is very cognizant of its role as the workforce college in the MCCCDC; the entrepreneurial mindset evidenced by the Phoenix Forge makerspace and the safe patient handling lab indicate that the innovation strategic priority in particular is well-aligned with the college's resources and opportunities.

The protocols and processes for budgeting and monitoring have been developed at the District level and are implemented at GWCC by the VP of Administrative Services. The budget process begins in October and culminates in March with the submission of GWCC's budget to the District. Budget managers are provided with a variety of reports and tools for monitoring their fiscal responsibilities.

In FY23, GWCC operated with a \$38.6 million budget; \$17.7 million is allocated for instruction with another \$3 million for academic support. Across the board, 88% of the budget is allocated for salaries

and benefits. Property taxes account for 73% of district revenues; a per credit hour increase of \$12 was the first tuition increase in 10 years. Each of GWCC's locations has its own designated operational budget. During the COVID period, GWCC received more than \$20 million in relief funding. These funds were used for technology infrastructure improvements, among other things. There has been some decline in enrollment over the last couple years, with related decreases in funding. However, it appears that the college is adapting and the situation is starting to reverse.

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

Rationale

From the materials provided, it is somewhat difficult to establish the relationship between resource allocation and mission and priorities. It is true that the mission, vision, and values for the Maricopa system are provided in the FY 2023-24 Adopted Budget, but there is not a strong connection to goals in the budgetary information provided throughout the rest of the document. While the provided materials hint at a connection, the available documentation does not draw strong, explicit connections between the way resources are allocated in the Maricopa System in general - and GWCC specifically - and mission and priorities. It is true that because GWCC is a college located within a larger system funding is not as directly controlled by the college as it is in other institutions, but the college is strongly advised to make sure funding and other resource allocation activities clearly document how decisions are driven by mission and priorities. It is clear that the college has a mission, and it is clear that the college has Wildly Important Goals (WIGs) - what is less clear is the role that the mission and the WIGs play in how resources are allocated. A review of the FY23-24 Adopted Budget for the Maricopa system provides evidence that resources are allocated in alignment with mission and priorities, but GWCC may want to build structures into its budgeting processes that more clearly and obviously delineate the connection between resource allocation and mission and priorities.

In terms of linking processes for assessment of student learning, evaluation of operations, and planning and budgeting, GWCC can point to the Gateway Academic Plan (GAP) 2022-2025. In the GAP document, planning is guided by three goals: program quality, effective pedagogy, and learning support. Each department develops action items related explicitly to each of these goals which are clearly laid out in the GAP document, and at the end of each semester, chairs/directors work with

their areas to record status updates for each action item. The GAP document very clearly demonstrates the connections at GWCC between planning, evaluation of operations, and assessment of student learning.

Planning processes at GWCC appear to encompass the institution as a whole. The Gateway Academic Plan (GAP) involves all academic departments. The GWCC Strategy Planning Council includes a broad array of internal constituents, including faculty leaders, representatives from Institutional Effectiveness, and Plan Owners from Strategic Enrollment Management, Student Engagement & Retention, Well-Being & Engagement, Marketing & PR, Human Resources, Business Services, IT, and Facilities. External constituents are involved in planning processes through their input in department Advisory Boards, although GWCC may want to consider building input from external constituents into higher level planning processes, rather than relying on feedback to bubble up from departmental Advisory Board meetings. To the extent that external members of the President's Advisory Council provide input that helps drive resource allocation decisions, this should be captured in budget allocation process documentation.

The FY23-24 Adopted Budget for the Maricopa system provides a general overview of the state of finances for the colleges in the system, and provides evidence that "the District evaluates the ability to sustain approved initiatives in the future." The budget is based on assumptions and projections regarding property tax levy revenue, enrollment, General Fund expenditure growth, planned overall budget increases or reductions, and takes into consideration revenue from other sources. This provides evidence of planning on the basis of a sound understanding of current capacity, and factors that might impact that capacity in the future.

Other external factors are also taken into consideration in building the budget. For example, in the FY23-24 Adopted Budget the impact of future state appropriations and future revenue from Proposition 301 and Proposition 207 were discussed. The potential impact of these kinds of factors, and other external factors, are discussed as part of the resource allocation process in this document.

Implementation of plans for systematic improvement is documented in the Strategic Planning Council updates that are provided on a quarterly basis. In these updates progress, highlights, and updates from various Plan Owners are provided.

GWCC is in full compliance with Core Component 5.C.

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

Through its structures and planning, GWCC meets the requirements of Criterion 5. As part of the Maricopa Community College District, GWCC conforms to the District's policies and procedures to ensure that its resources support and strengthen its programs. GWCC has a college-wide committee structure that allows the voices of multiple constituents to be heard in shared governance. The college's \$38.5 million operating budget and current infrastructure and personnel are sufficient to offer quality programming. The college utilizes data to inform and align its planning processes, including academics, assessment, enrollment management, and the overall strategic initiatives.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
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	Met
3.D	Core Component 3.D	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Based on its evaluation of the Assurance Arguments and the supporting evidence files, the Review Team recommends that GWCC meets HLC's five criteria for accreditation.

GateWay Community College (GWCC) has a clear mission that guides its operations. The mission and related plans are current. Work is underway to align the college with the Maricopa County Community College District's plans and priorities. The college offers credit and noncredit programs that are consistent with the mission. Programming is informed by interactions with advisory groups as well as with internal campus constituencies. The college is to be commended for the range of services and programming it provides to its communities. The college's programming and outreach demonstrate a keen awareness of multiculturalism and equity.

The college demonstrates that it acts with integrity. Policies and procedures are in place at the college and district level to guide the behavior of the governing board, administration, faculty, and staff. The website serves as the primary repository of publicly available information about the college. The governing board receives training, meets regularly, and understands its role. Policies are in place to protect academic freedom, safeguard research, and promote appropriate conduct among students.

GWCC provides quality education in multiple locations and modalities. GWCC offers programs at the certificate (105), associate degree (41), and bachelor's degree (1) level. A well developed process exists for curriculum development and review, ensuring that learning outcomes are appropriate for the program levels. The general education outcomes and diversity and multiculturalism are accomplished in multiple ways. Policies are followed to ensure the faculty and staff are highly qualified and trained. Funding is available for individual professional development; on campus training events are frequent. The college offers its students a wide array of support services including advising, tutoring, and counseling. Services as well as classes are available in in-person and online modalities.

GWCC demonstrates responsibility for the quality of its programs and evaluates their effectiveness. GWCC reviews all of its programs on a four-year cycle and maintains specialized accreditation for 14 programs. Credit for prior learning and transfer courses is awarded by policy. On a regular schedule, GWCC assesses 3 institutional learning outcomes, program learning outcomes for all programs and general education, and co-curricular student learning outcomes. A comprehensive committee structure oversees this work and follows accepted assessment practices. GWCC tracks the retention, persistence and completion rates of its students, again utilizing good practice. To ensure equity, data is also disaggregated. Institutional Effectiveness provides dashboards as well as data symposiums that highlight changes made through use of data.

GWCC has sufficient resources, structures, processes and planning to fulfill its mission now and in the future. As part of the Maricopa Community College District, GWCC conforms to the District's policies and procedures to ensure that its resources support and strengthen its programs. GWCC has a college-wide committee structure that allows the voices of multiple constituents to be heard in shared governance. The college's \$38.5 million operating budget and current infrastructure and personnel are sufficient to offer quality programming. The college utilizes data to inform and align its planning processes, including academics, assessment, enrollment management, and the overall strategic planning process.

Overall Recommendations

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Not Applicable to This Review

No Interim Monitoring Recommended.