

Maricopa Community Colleges-GateWay Community College - AZ

HLC ID 1008

OPEN PATHWAY: Reaffirmation Review

Review Date: 12/2/2019

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Context and Nature of Review

Review Date

12/2/2019

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

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

The peer review team conducted a comprehensive Reaffirmation Review of GateWay Community College (GWCC) including a Federal Compliance Audit, and a visit to the Central City campus, a location that houses the majority of the clock hour technical programs. GWCC is a member of the Maricopa County Community College District (MCCCD), consisting of 10 colleges that serve nearly 200,000 students yearly. GateWay is located in the urban center of Phoenix, and offers nearly 160 programs and degrees in professional/occupational education, trade, technical training, and university transfer; including most of the career and technical programs for the district, serving nearly 8,000 students yearly. GWCC offers programs on four campuses within its district boundaries, including a large Early College High School.

In addition to the comprehensive reaffirmation visit, Team Chair Linduska conducted a 2.5 day additional visit at the District office to address a complaint filed with the Higher Learning Commission by the MCCCD Faculty Association.

Interactions with Constituencies

President

Program Review Committee: 10

Center for Teaching, Learning, Employee Development: 6

External Affairs/Development: 6

Faculty Senate:10

Strategic Planning Committee: 19

VP Administration Leadership Team: 8

Strategic Enrollment Management: 16

Financial Advisory Team: 13

VP Academic Affairs Strategic Academic Leadership team: 18

Credit Curriculum Committee: 16

Guided Pathways team: 20

Lunch with students: 18

eLearning Committee:

Early College/HS with Dual/College Bridge: 3

Student Affairs Leadership, Extended Enrollment and Student Services: 19

Learning Outcomes Assessment: 20

Trade and technical instructors: 18

Trade and Technical students: 9

Faculty open meeting: 64

Institutional Effectiveness/Research: 4

President's Cabinet: 13

Classified staff: 99

VP Student Affairs Leadership Team: 9

GWCC Partners/community members: 14

Lead Team/Assurance Argument: 5

Chancellor

District Leadership Team: 4

Exit report attendees: 14

Additional meetings at district office for extended visit (Linduska)

Chancellor

District Leadership Team: 3

Board members (individually) :7

Legal Counsel

FACT Team: 8

Faculty Executive Council: 3

District Presidents: 3

Additional Documents

There are no additional documents reviewed.

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

GateWay Community College's mission statement was developed using an annual planning and budgeting process that engages employees at all levels of the organization. In the spring of 2013, a college-wide process was initiated to review and revise the College's guiding vision, mission, values, strategic plan and operational goals. As reflected in the minutes of the Governing Board, the revised mission, vision and values statements were approved by the Board in 2016 and align with the MCCCDC mission and plan. The guiding mission documents are included on the College's home page and in marketing/promotional documents such as the Student Catalog.

Consistent with its mission, the College has numerous programs (such as Accelerated Learning Program in Composition, Power Math Camp, Gecko Gear Up, New Student Orientation, and Early Alert Program) to provide access and support to students transitioning to higher education. Listed on the website and in the College Student Catalog, a large number of academic programs are offered to students to meet the needs of the communities served. The College has been designated as an Hispanic-serving institution, and its enrollment consists predominantly of underrepresented minority students.

The College's planning and budget priorities are directly related to the College mission. (See response to Criterion 5C1.)

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

The GateWay Community College's mission, vision, goals, and values are widely disseminated in numerous public documents including through a link on the College's home page. Other examples of public documents containing the vision and mission include the strategic plan, Fast Facts Handbook, and Student Catalog. Interviews throughout the visit assured the team of the College faculty and staff understanding and commitment to the mission of GateWay CC..

Interviews with faculty and staff confirm that the mission documents are reviewed regularly in connection with the strategic planning process. The mission statement documents the academic programs and services emphasized by the College. Interviews with staff and administrators as well as the evidence provided in the assurance argument confirms that the guiding mission documents with goal statements are used to develop annual operational goals.

Gateway's mission documents consistently reflect the nature, scope, and intended constituents of its program and services as providing higher education for its diverse students and communities. Acknowledging that students are the primary reason the College exists, the values statement focuses on Learning, Diversity, Service, Teamwork, Integrity, and an Entrepreneurial Spirit. Interviews with the Governing Board, President, faculty, and various employee groups confirm the emphasis the College places on its diverse students and communities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

GWCC recognizes the diverse needs of its constituency. It provides educational opportunities for all constituents in the service area, regardless of age, race, economic status, or other limitations. In addition to traditional degree-seeking programs, certificate-seeking programs, and community education programs, the College provides an early college high school, and a children's learning center. GWCC also provides segment specific programming for veterans, Native American students, first-generation students, and most recently implemented a Global Education Center, which provides both assistance for foreign born students, and the opportunity for intercultural exchanges.

In addition to the programming identified in 1.C.1, GWCC requires continuing education of its faculty and staff. The district wide leadership academy includes classes that highlight working with diverse populations such as, "Knowing Ourselves and Others," "Recognizing Bias and its Consequences," and "Strengthening Maricopa through Action. Maximizing Our Strengths as an Inclusive Community (MOSAIC)." According to the provided link to the overview of the professional development classes, all offerings are designed to help new leaders understand how their actions affect others, particularly those who may be different than the leader. The classes, particularly MOSAIC, focus on strategies for inclusion.

The College provides opportunities for students to both know themselves and their community better. The college provides an annual event "Around the World in 90 Minutes" which exposes students, faculty, staff, and community members to food, music and culture of differing cultures. The College also features a Genocide Awareness Week highlighting the atrocities that can happen when a society fails to value its diversity. In addition, a review of the catalog shows that in order to graduate, a student must take 6 hours of "Awareness Courses," which expose the student to different cultures and different world views.

A review of the GWCC webpage section on student organizations shows a wide variety of opportunities for students to explore differing interests. The diversity of opportunity was also confirmed during a lunch with the students. The students spoke of how they view GWCC as 'home', a place where they can feel safe, cared for, and challenged to improve. Students spoke highly of faculty and staff, and reported specific examples of how faculty go out of their way to make sure students feel

included and succeed in their program of choice.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

The College enjoys a positive, symbiotic relationship with the community. The population surrounding the College is designated as low income and high risk. During a meeting with individuals representing some of the outreach programs of the College, one team member discovered that within the five mile area that encompasses the College there are roughly 60 different child care providers. Only five of these are designated by the state of Arizona as "High-Quality." Three of them are attached to shelters and other social programs, with only two open to the public. The College operates one of the two, demonstrating the value of the College in meeting the needs of its community.

GateWay Community College operates a free community health clinic, Healthcare United at Gateway (HUG) which provides services to students, faculty, staff and the community. The visiting team toured the facility, currently housed on the campus, but soon to be relocated to the 18th street campus to allow for greater access for the public and to the nearby hospital. The clinic offers such services as sonography, physical therapy and respiratory therapy. The clinic provides care for the community and provides clinic opportunities for students in health related programs.

The College participates in the economic health of the community, housing the district Small Business Development Center which offers advice and guidance for individuals who express a desire to start a business. In addition, the College is home to the Center for Entrepreneurial Innovation (CEI), a business incubator specifically for biotech startups. The CEI offers services as basic as office space or as complex as labs for testing and prototyping products. Businesses selected for inclusion in the incubator embark on a three to five year road map to bring their products to market. The visiting team learned during their tour of the facility that the CEI has provided support to new businesses in generating 87 million dollars in revenue and the creation of 570 new jobs in the last five years.

GateWay Community College is a public institution, and as such it has no outside financial

obligations or conflicts. As will be discussed further in section 5A, the institution has a very collaborative, inclusive, and student-centric budgeting process. While the institution offers service and opportunities to the public, a discussion with the Financial Advisory Team (FAT) revealed that the funding for these programs, such as the Health Clinic (HUG) and the Center for Entrepreneurship and Innovation are primarily funded through federal, state, and private gifts and grants.

The College maintains advisory boards for the occupational programs with members from the local industry who provide curriculum guidance and support for graduates. The occupational advisory committees meet at least once per year and discuss the needs and successes of the programs. In addition, the president convenes a community advisory group to provide guidance on how GWCC can best meet the needs of the community it serves. The president and several members of the leadership team are very active in the community, working with businesses, non-profits, other educational institutions, and other community leaders to ensure that GWCC is engaged in the community.

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's mission statement was developed using a process that was inclusive of all areas of the College, including students and community members. In the spring of 2013, a college-wide process was initiated to review and revise the College's vision, mission, values, strategic plan and operational goals. Approved by the Governing Board in 2016, the revised mission, vision and values statements align with the MCCCCD mission documents and are included on the College's home page and other public marketing/promotional documents. Consistent with its mission, the College has numerous programs to provide access and support to students transitioning to higher education. A large number of academic programs are offered to meet the needs of communities served. Designated as an Hispanic-serving institution, the enrollment consists predominantly of underrepresented minority students.

Examples of public documents containing the vision and mission statement include the strategic plan, Fast Facts Handbook, and Student Catalog. The mission documents are reviewed regularly in connection with the strategic planning process and consistently reflect the nature, scope, and intended constituents of its programs and services.

Recognizing the diverse needs of its constituency, GateWay provides opportunities for a vast array of individuals. Opportunities include degrees, certificates, community education, early college high school, and a children's learning center as well as programming for specific groups of students such as Native American, first-generation and international. Supporting the system's non-discrimination policy are multiple training opportunities focused on inclusion and working with diverse populations as well as events to highlight and celebrate diversity.

GWCC demonstrates its commitment to the public good through its services, partnerships, and strategic goals. In addition to regular college courses, the institution serves the community in numerous ways such as free health care services. Regular engagement with the community is provided through numerous advisory committees, which meet on a regular basis.

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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

As a part of the Maricopa County Community College District (MCCCD), all operations and practices at GWCC are guided by Administrative Regulations, Governing Board Polices, and Personnel Policy Manuals. Discussions with the Vice President of Administrative Services at GWCC confirmed that policies and procedures for fiscal management and for the management of the auxiliary functions (bookstore, food services, events) are followed per the Administrative Regulations. Discussions with the MCCCD Chief Operating Officer and Chief Academic Officer confirmed that GateWay follows all district policies, and operates with the utmost integrity in all of its operations.

Academic integrity at GateWay is managed by the Vice President of Student Affairs and the Vice President of Academic Affairs. The district Administrative Regulations and the Residential Faculty Policy Manual provide specific guidance related to student conduct, academic misconduct, discrimination, and sexual harassment. When questioned about their understanding of policies and procedures surrounding student conduct, students responded that the policies were clearly outlined in several documents, and shared with them by faculty and staff.

A review of the GWCC Student Handbook confirmed that all policies that address student behavior are clearly presented to students. In a meeting with students, several confirmed that information regarding academic misconduct, complaint processes, and concerns related discipline are provided to students in a variety of modes, including through the Student Handbook, orientation sessions, and information provided on courses syllabi.

In September 2018, the Maricopa Faculty Association filed a complaint with the Higher Learning Commission alleging that the MCCCD board violates criteria for accreditation, specifically that individual board members do not follow policies and procedures that exemplify fair and ethical behavior. Specific evidence of actions by individual board members that compromise the ability of the board to render decisions that consider the best interests of students of the district is articulated in Core Component 2.C.

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 with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

The GWCC website is the primary source of information for both students and the public. A review of the college website confirms that information regarding enrollment, program requirements, tuition, financial aid, graduation requirements, and student activities are articulated. Those programs that hold specialized accreditation and the HLC accreditation information is clearly displayed on the GWCC accreditation webpage.

Students are provided information about programs and services through a variety of student services and departments at the College. These services include academic advising, a series of activities facilitated through the First Year Experience Coordinator and New Student Orientation. In the student sessions, several students shared that staff and faculty are especially helpful in answering questions about registration, financial aid, academic progress, and information specific to programs offered.

Faculty information is provided on each of the program pages on the website. Personnel information included an email address and phone number for all faculty and staff in each program, and in some cases, academic degrees awarded.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met With Concerns

Rationale

In September 2018, the Maricopa Faculty Association filed a complaint with the Higher Learning Commission alleging that MCCCCD violates some of the criteria for accreditation, primarily Criterion 2, and specifically Core Component 2C. The complaint included several specific concerns about the actions of the Governing Board. At the conclusion of the GateWay visit, the team chair spent additional days at the district office, interviewing individual board members, district administration, individual college presidents, the Maricopa faculty association leadership, and other relevant committees, and reviewing several hundred pages of documents.

In February 2018, the MCCCCD Governing Board oard passed a resolution immediately eliminating the Meet and Confer process and the Interest Based Negotiations Timeline and Process from the Residential Faculty Policies (RFP), a document that guided faculty policies related to compensation and hiring practices, employment conditions, conflict management, and residential faculty rights and responsibilities. The board directed the chancellor to create a new RFP, eliminating the meet and confer section. Several timelines were set and extended, and different structures were created to develop a new RFP. The most recent group charged with creating a new document is a Faculty Administration Collaboration Team (FACT). Interviews with FACT team members, other district and college administrators, and with board members, revealed that the board does not speak with a unified voice regarding their expectations for shared governance at MCCCCD. This lack of clarity of direction has created confusion, distrust of the motives of the board, and uncertainty about how to proceed with the creation of a new shared governance process. A common refrain among those interviewed was that until the board can clearly define their shared expectations for a manual that guides faculty policies, and consequently provides FACT clear direction, there is little faith that a new document that defines shared governance between faculty and administration and the board will be completed by 6/30/2020, and accepted by the board.

Interviews with board members, district administration, individual college administrators, faculty,

and staff, in addition to a review of emails among board members with district administration provide evidence that some board members engage in day-to-day management of the colleges. Several specific examples of this involvement were reported, and confirmed by emails, that board members attend district operational meetings, and regularly visit individual colleges to provide direction to faculty, staff, and administrators without consulting or informing the chancellor or presidents. Additionally specific instances were documented, in which board members inserted personal political views into discussions about campus specific cultural programs and activities, and suggested that programs be cancelled or amended.

Interviews with board members and district and college administrators, and a review of email correspondence provided evidence that some board members do not always consider the relevant interests of the institution in actions and decisions, nor do these actions reflect priorities to improve and enhance the institution. For example, in March 2017, an email was sent to members of the Arizona State legislature from a MCCCCD board member, opposing additional state funding for the district. This action contradicted the MCCCCD official funding position, and undermined significant work of the College to restore state funding to community colleges to provide programs and services to meet the needs of students and the communities in the MCCCCD district.

Interviews with board members, district and individual college administrators, and faculty and staff, as well as a review of emails between board members and the chancellor provide evidence that this board regularly disagrees on a common direction for the College, and that any continuity in policies guiding the College is jeopardized as a result of the ideological split on the board, and frequent changes in the board chair.

Interim Monitoring (if applicable)

The team acknowledges that this additional review was directed by the Commission as a result of concerns raised by the Maricopa Faculty Association, and that any recommendations for further monitoring become part of the GateWay Community College Reaffirmation Review final report. It is also understood that these concerns as outlined in Criterion 2C are beyond the responsibility and authority of GateWay Community College to resolve. Therefore, this team is recommending a monitoring report, prepared jointly by the MCCCCD Governing Board and the MCCCCD Chancellor, with support from others as necessary. The monitoring report shall address the concerns outlined in the evidence stated in Criterion 2C, and submitted to the GWCC president, and will be included in the institutional response to the Reaffirmation Review Final Report, submitted to the Higher Learning Commission.

Interim monitoring report, due December 3, 2021 that includes the following:

1. Evidence of a board document that provides a definition of and expectations for shared governance at MCCCCD. This document should include an explanation of the process used by the board to come to consensus on a definition and framework for shared governance, and evidence that the faculty, district, and individual college administrators provided input into the creation of this document. This framework should create a blueprint for collaboration in decision making related to faculty and staff participation in activities related to teaching and learning, student success, and other

areas of shared interest. This document should also include statements and policies that codify the decision making authority of the board, district administration, and faculty, and be shared throughout the district.

2. A written procedure that clearly outlines the protocol for board interactions with faculty, staff, students, and administrators at individual campuses and at the district office. This plan should be supported by MCCCCD Board Policy 3.0: Board-Staff Relations, Board Policy 4.2: Manner of Governing, and 4.10: Board Members Code of Conduct. The protocol for interacting with College constituencies must address the conflicts that have emerged as a result of individual board member interpretation of the 2/28/17 resolution that specifically 'authorizes everyone employed by the District to speak freely...to Board members individually...'. The procedure must address how the board solicits input from MCCCCD employees, how that input is shared, and how board members learn of operational decisions at the district and at each of the individual campuses.

2.D - Core Component 2.D

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

Rating

Met

Rationale

A review of the MCCCCD Common Pages and of the Student Catalog and Handbook provides evidence that the district has developed a policy related to freedom of expression. Conversations with faculty, staff, and students confirm that the policy is understood and followed at GWCC.

The GWCC Student Life and Leadership Center provides opportunities for students and others to speak freely about a variety of issues during regularly scheduled events. A review of several lectures offered through a GWCC lecture series revealed that lectures of such diverse topics as social change, evangelicalism, genocide, and other topics are offered and well attended by GWCC student, employees, and by community members.

The Residential Faculty Policy Manual addresses academic freedom, stating the 'Faculty are entitled to instructional freedom in discussion their subject matter with students, and they should exercise their best effort to ensure topics are relevant to teach their subject. Faculty will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy, textbooks, and other materials relevant to teach their subject'. Faculty at GWCC confirmed that academic freedom is respected and encouraged by administration.

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, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

GWCC adheres to the policies of MCCCCD related to integrity of research and scholarly practice. The district uses an Institutional Review Board (IRB) (Policy AR3.8) to review specific research projects by faculty and/or students. GWCC convenes a College Research Review Board to address campus specific research projects, and if projects required district IRB approval.

Through a review of the MCCCCD Student Code of Conduct, the Student Handbook, the GWCC website, several library resources, and course syllabi, evidence was provided that students are provided information regarding the ethical use of information resources, and policies on academic honesty and integrity. A section in the common syllabus template provides specific information about academic honesty and sanctions for violating that section of the Academic Misconduct policy.

Students reported that they know and understand the policies regarding academic integrity, and that support is provided through the campus library and individual faculty regarding the ethical use of information resources.

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

All operations and practices at GWCC are guided by Administrative Regulations, Governing Board Policies, and Personnel Policy Manuals. Policies and procedures for fiscal management and for the management of auxiliary functions are followed per the Administrative Regulations. Academic integrity is managed by the Vice President of Student Affairs and the Vice President of Academic Affairs, guided by the MCCCDC Administrative Regulations and the Residential Faculty Policy Manual.

Prospective and current students are provided information about programs and services virtually through several means, primarily the website. Students are also provided information in person through academic advising, a series of activities facilitated through the First Year Experience Coordinator, and New Student Orientation. Students reported that faculty and staff at GateWay are especially helpful in answering questions related to registration, financial aid, academic progress, and program specific information.

In September, 2018, the Maricopa Faculty Association filed a complaint with the HLC alleging that MCCCDC violates some of the criteria for accreditation, primarily Criterion 2, and specifically Core Component 2C. The complaint included several specific concerns about the actions of the Governing Board. After an additional 2.5 days of interviews and review of documents, this team recommends a monitoring report to address the board actions related to this complaint.

The Residential Faculty Policy manual addresses academic freedom at MCCCDC; faculty members at GateWay confirmed that such freedom of expression in the classroom is respected and encouraged by administration. The GWCC Student Life and Leadership Center provides opportunities for students and others to speak freely about a variety of issues in the classroom and in regularly scheduled events.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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

The assurance argument documents, and meetings with GWCC administrators, faculty, students, community members, and MCCCD administration confirmed that courses and programs are current and require performance by students that is appropriate to the certificate or degree awarded. Associate degrees require a minimum of 60 credit hours and certificate programs have been designed according to industry standards. Specific information about each program is included in individual web pages, the Student Catalog and the Program and Career Guide booklet. Program quality is maintained by GWCC processes and the processes of the Maricopa County Community College District. While GWCC faculty have authority over course content, curriculum is guided by the MCCCD Curriculum Procedures Handbook, GWCC Curriculum Office, and MCCCD discipline-specific Instructional Councils comprised of faculty from all 10 Maricopa colleges. Occupational programs are guided by active advisory committees which provide feedback on curriculum, equipment, and employment needs.

According to the thorough and well-documented GWCC Institutional Assessment Handbook, program learning goals have been established for academic programs. Interviews with faculty and staff confirmed this process. Academic learning goals are available in links to degrees and certificates. When faculty were asked if changes had resulted in their programs as a result of the assessment of learning goals, there appeared to be general enthusiasm in describing the methods that are used to share knowledge gained and improvements implemented through the assessment process with the college community. However, learning outcomes for the general education program focused on courses required by the Arizona General Education Curriculum (AGEC) were not as readily accessible and available for students. It is recommended that the learning outcomes for the AGEC

are explained and publicized in a similar way as the Institutional Learning Outcomes.

The visiting team recognized that a variety of efforts were in place to ensure that program quality and learning goals are consistent through all modes of delivery and locations. The team reviewed personnel files to confirm that faculty qualifications are the same no matter the mode of delivery. A syllabus template ensures that all faculty, regardless of their classification as resident, adjunct, on-line, or dual credit are utilizing the same course competencies, methods of assessment, and policies.

On-line courses were reviewed by the team for quality and consistency, and the separate location for clock-hour programs was visited to confirm program quality. The GWCC Learning Outcomes Committee (GLO) focuses on ensuring that learning goals are met through all modes of delivery and locations. By providing professional development for faculty, quality and consistency are further enhanced by both the GWCC CTLED and the Maricopa Center for Learning and Instruction. The e-Learning Committee is focused on ensuring quality and consistency in on-line courses. Academic support is provided for both campus and on-line students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Rating

Met

Rationale

As a public community college in Arizona, general education at GateWay Community College is defined by the Arizona General Education Curriculum (AGEC). As detailed in the assurance argument, GWCC offers AGEC certificates of completion in three areas: AGEC-A for students planning to transfer to study liberal arts, AGEC-B for students planning to transfer to study business, and AGEC-S for students requiring rigorous mathematics and science before they transfer. The AGEC guarantees that all GWCC general education courses will transfer to all three Arizona public universities.

GWCC general education is aligned with the Arizona General Education Curriculum (AGEC). To ensure that its general education outcomes are articulated and assessed, the institution participated in the HLC Assessment Academy and established the Gateway Learning Outcomes (GLO) Committee. The College has identified three institutional Learning Outcomes that all students who complete a certificate or degree will be able to master: Effective Communication, Critical Thinking and Problem Solving, and Personal Responsibility and Civic Engagement. While these institutional Learning Outcomes are publicized in the GWCC Catalog and Student Handbook and are readily available for students, learning outcomes for the general education program focused on courses required by the AGEC were not as readily accessible and available for students. It is recommended that the learning outcomes for the AGEC are explained and publicized in a similar way as the Institutional Learning Outcomes.

The peer review team concluded that degree programs at GWCC "engage students in collecting, analyzing, and communicating information, in mastering modes of inquiry or creative work and in developing skills adaptable to changing environment" through a number of strategies. First, two of the three institutional learning outcomes focus on effective communication and critical thinking and problem solving. The general education program learning outcomes for degrees focus on communication and quantitative tools. Other general education outcomes focus on an understanding of the natural world, an awareness of cultural diversity, and a worldview that recognizes different global perspectives. Guided by the Gateway Learning Outcomes Committee, these various outcomes are assessed through the three-tiered assessment process of institutional outcomes, program outcomes, and course outcomes. This process was well documented in print materials and through conversations with faculty and staff. In addition, as documented in the assurance argument, each trade and technical training program has an active advisory committee that provides input on industry requirements for programs. The visiting team met with a number of advisory committee members who confirmed this process, as did faculty members.

In addition to the mission documents which clearly address diversity of students and the communities served by the College, the team was able to review other documents relating to diversity and to witness examples that the institution "recognizes the human and cultural diversity of the world in which students live and work." For example, according to the assurance argument, multiple study abroad programs have been provided to students as well as a program to make available to students discount tickets to various arts programs. The Global Education Center supports international students as well as the large refugee and immigrant populations at GWCC. As a Hispanic-serving institution, the College has received Title V funds that have supported enrollment of a diverse student body. Professional development opportunities have been provided to faculty, as documented elsewhere in this report. Further evidence of the success of these efforts came from the students themselves who stated to the team how much GWCC seemed "like home" to them. A small note: more attention could be paid to the dietary requirements of students from immigrant populations who may have restrictions against eating food typically served in the American diet. During the student/team luncheon, there appeared to be little that a few of the students could eat.

In addition to the sabbaticals available to all GWCC residential faculty, as one of the Maricopa County Community College District (MCCCD) colleges, GWCC faculty have opportunities through MCCCD to produce research and/or publish. As documented in the assurance argument, examples include the MCCCD Learning Grant projects and the Maricopa Institute for Learning Research Fellowship, a year-long program for faculty interested in examining issues in specific disciplines. Some GWCC faculty also pursue doctorates and publish work in their field. Examples of student scholarly works documented in the assurance argument include the GWCC honors program, the GECKO Journeys writing publication, and program internships or clinical experiences. Finally, students also have opportunities through Service Learning and Civic Engagement (SLCE) whose coordinator works with faculty to engage students in community projects.

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Rating

Met

Rationale

Four hundred and forty residential faculty, instructors, and adjuncts are employed at GWCC and the current fulltime to adjunct ratio is 56:44 as evidenced in the assurance argument. As stated in the Residential Faculty Policies, faculty determine curriculum and appropriate pedagogy. In addition, full time faculty teach an equivalent of ten classes a year and are accountable to meet an additional fifteen hours of professional hours of related responsibilities. Such responsibilities include, a minimum of five scheduled academic support hours, student grading, participation in service to the college on various committees, assessment of student learning, and professional development. Students reported to the team that faculty are very available, both during office hours, and after class. Faculty reported a clear understanding of the work load and other responsibilities as outlined in the Residential Faculty Policies.

Minimum qualifications for all instructors are defined on the Maricopa County Community College District website. While there is evidence that all instructors have been audited and verified in spring 2019 by HLC tri-chairs, HR specialists, and division chairs, some of the Faculty Minimum Qualifications Evaluation Forms linked to the assurance argument were not complete. In addition, a random sample of personnel files was reviewed by the visiting team at both the system office and on the campus of GateWay. While all the files reviewed verified that faculty met the minimum qualifications to teach, a few files seemed to lack evidence such as an official transcript or records of updated licensure. GWCC should make efforts to ensure all files are complete by the 4 year Mid-

Cycle review.

As stated in the Residential Faculty Policies, all faculty are evaluated according to the Maricopa County Community Colleges District policy. Probationary faculty participate in an annual peer review process for a period of five years documenting instructional expertise, service to the college and the community, and professional development. Once appointive status is reached, faculty participate in a peer reviewed, self-reflective examination of teaching performance and continuous process improvement efforts. Faculty members confirmed this practice and expressed appreciation for the written summary of their evaluation provided by academic administrators. The evaluation process was reported as very collaborative and focused on continuous improvement.

Adjunct and dual enrollment faculty are evaluated utilizing the GWCC Dual Enrollment Faculty Evaluation Form or the GWCC Adjunct Faculty Class Evaluation form linked to the assurance argument and evidenced in the review of files. Adjunct faculty are reviewed the first three semesters of employment and dual enrollment instructors are evaluated annually.

GWCC generously supports faculty professional development. According to the Maricopa County Community College webpage, faculty may receive up to \$3,500 annually for travel and registration fees for conferences or training opportunities. In addition, the Gateway Center for Teaching, Learning, and Employee Development (CTLED), provide numerous opportunities for faculty and all employees through workshops, webinars, one on one training, and other resources as evidenced in samples of training opportunities provided in the assurance argument.

GWCC faculty are required to hold a minimum of five scheduled academic support hours per week as listed in the Residential Faculty Policies. Also, as listed in the course syllabus template, faculty list their academic support hours, office location, the best way to contact the faculty member, and how long it will take for the faculty member to respond to online requests.

According to the MCCCDC Human Resources page, all staff members are qualified based on the HR checklist and hiring guide. GWCC provides numerous opportunities for training and professional development for non-faculty, as listed on the CTLED sample of training provided in the assurance argument. In addition, staff are eligible to receive numerous professional development opportunities listed in the Maricopa Community Colleges Employee Resource Guide.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

GWCC provides New Student Orientations for new students to work with an advisor and other staff through the academic and career services center. With the district-wide merge of student support services with Title V initiatives, additional programs, such as the Early Alert Process was developed to better clarify and support students who are struggling and at risk of losing financial aid. GWCC supports identified students in specialized programs before entering their first semester and continues that support during the transition from high school to college, such as Achieving College Education, Hoop of Learning, and the Excel Program. GWCC is implementing Guided Pathways, a district wide initiative aimed at providing a holistic learning experience designed to assist students reach their academic and career goals in a timely manner.

GWCC provides academic support through numerous venues including the GateWay Learning Center by offering one-on-one, group and drop in sessions. In addition, online tutoring and an online Writing Center is available. Another service is the Study Techniques and Academic Review program which provides an embedded peer leader who facilitates content specific review session for students. In a meeting during the site visit, students made numerous positive comments regarding tutoring services and the center serving as a 'best friend' to students who seek academic support. Several students provided specific examples of support provided through programs at the college, and by individual faculty and student support staff.

The College has processes to direct incoming students to appropriate courses and programs based on the student's preparation. In 2019, the District changed initial course placement for students to allow high school GPA or ACT to determine placement in mathematics, reading, and writing classes. If such scores are not available, the Accuplacer is utilized as verified with support staff during the site visit. The College provides learning support through developmental education as needed for students

not placing into college level courses. The College has adopted several new strategies to meet developmental needs of students by placing students in college level English courses and adding an additional 3 credit support class to remediate deficiencies. Starting next year, Introductory Math courses will follow this same format as shared during a meeting with Student Affairs Leadership-Extended Enrollment and Student Services staff. Faculty and student services staff reported that because many of the new developmental education support services and programs are new, the College needs to track these new practices and processes using clear metrics to identify which strategies are most effective in helping students succeed. By the 4-year Mid-Cycle Review, clear outcomes of the new initiatives should be identified, and processes for placing students in appropriate classes should be practiced across the institution.

GWCC offers academic advising beginning with GateWay Gear-up and New Student Orientation which provides support in the exploration of educational and life goals, information on campus resources, the selection and sequencing of courses, and transfer options, according to the College's webpage on advising. Interactions with College staff and students confirmed that additional advising is provided by the Veterans Center, Athletics, TRiO services, as well as support by faculty to meet individual student needs.

The College provides students and faculty with the resources and infrastructure to support effective teaching and learning as evidenced by interactions with faculty, students, and staff, as well as observations made by the team during a campus tour. As of fall 2018, all classrooms have whiteboards and are equipped with networked computers. In addition, classrooms have pad cameras connected to overhead projectors. Computer labs, laptop carts and iPads are also available for faculty and students. The College offers a full-service library with education technology, study rooms, Wi-Fi, and numerous databases. During a campus tour, the team observed that the College has state of the art health labs supporting health related programs.

The College guides students in the effective use of research and information resources through the numerous services offered by the library such as guides for faculty, citation guides, bibliography guides and information literacy guides which can be found on the homepage of the library website. Also, many courses such as ENG 101 and ENG 102 focus on effective research as a course competency identified on the syllabi.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Rating

Met

Rationale

Students at GWCC are provided opportunities to experience a wide array of co-curricular offerings which are aligned with the mission of the College. Approximately 30 student clubs are sponsored by GWCC. Many of the clubs are related to the College's occupational programs whereas others demonstrate the College's commitment to diversity (Gay-Straight Alliance, Hispanic Student Organization, Inter-Tribal Club, and Muslim Student Organization). The College has a chapter of Phi Theta Kappa, the honor society for two-year colleges. In addition to athletics and student clubs, co-curricular leadership opportunities are provided to students. A summer Gateway Leadership Retreat is held for new student officers and student life and leadership staff. Other opportunities include student leadership programs throughout the year provided by both GWCC and MCCCDC, such as a week-long LeaderShape Institute for student leaders. Finally, Battle Marks, a unique Veterans' storytelling initiative started at GWCC during 2015. Shared on the Battle Marks website, GWCC students and spouses have produced videos that highlight the students' military service and family sacrifices.

Students confirmed their engagement and appreciation for the many co-curricular offerings at GWCC. The Director of Student Life acknowledged the role of assessment in ensuring that the offerings are contributing to the educational experience of students. The athletic department provided the team with a detailed outline of the assessment of success in the athletic programs. The College has clearly demonstrated that its co-curricular programs are suited to the institution's mission, and that programs and services are assessed to ensure that they are effectively meeting student needs.

In addition to the evidence provided in Criterion 1A2 regarding contributions to students' educational experience, GWCC provided evidence regarding its role in community engagement, service learning, and economic development. A number of special programs offer community engagement; one example is Achieving a College Education (ACE) which connects high school students from area school districts to GWCC. The focus is on helping students make a smooth transition from high school to the College. Supported by a Title V grant, the institution has an active Service Learning and Civic Engagement Department. In 2018-19 it was reported that more than 800 students participated in projects with an estimated economic impact in the community of more than \$100,000. Plans are to continue the work of the department after the grant has ended. The Clock-

hour programs provided at GWCC provide programs and certificates that are designed to specifically meet the needs of local industry. The content of these programs are guided by active advisory committees; both faculty and students reported that the program graduates are highly employable, and the programs meet the needs of employers both locally, and statewide. Finally, the Center for Entrepreneurial Innovation (CEI), a comprehensive business incubator, is an example of the institution participating in the economic development of the communities served. The CEI also provides a district-wide business pitch competition for MCCCCD students to start a business. Meetings with the Board of Governors and community leaders confirmed the importance of GWCC in the economic development of the communities served.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

The team concluded that the GWCC educational program is appropriate to higher education and that it has sufficient, qualified faculty and staff to offer and support effective, high quality teaching and learning and student services.

Courses and programs are current and require performance by students that is appropriate to the certificate or degree awarded. The Institutional Assessment Handbook describes the relatively new assessment program which is supported by faculty and staff. A variety of efforts are in place to ensure program quality and consistent learning goals, including the GWCC Learning Outcomes Committee (GLO) and e-Learning Committee.

Multiple pieces of evidence were provided to demonstrate that the educational program is appropriate to higher education. As a public community college in Arizona, general education is defined by the Arizona General Education Curriculum (AGEC) which guarantees that all GWCC general education courses will transfer to all three Arizona public universities. Institutional Learning Outcomes and program and course learning outcomes have been established. These outcomes and their assessment ensure that programs engage students in intellectual inquiry, in communicating information, and in developing skills adaptable to a changing environment. Moreover, there was ample evidence to support the institution's commitment to its diverse students and communities. Through professional development and sabbaticals, faculty are supported to engage in research and scholarly activities.

There are 440 residential faculty, instructors, and adjunct instructors at GWCC, and the current full-time to adjunct ratio is 56:44. There is evidence that faculty qualifications are audited and verified and that faculty are regularly evaluated. GWCC generously supports faculty professional development; opportunities are provided for faculty and all employees through workshops, webinars, and other resources.

Various processes and programs guide students to appropriate learning experiences. Examples are New Student Orientations, Early Alert Process, academic support through numerous venues, and academic advising. Resources and infrastructure support effective teaching and learning. Examples cited are classroom technology and state-of-the-art labs. Finally, library services as well as English 101 and English 102 focus on the effective use of research and information resources.

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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

Prior to 2012, GWCC participated in program review on a 5-year cycle for instructional programs as evidenced by two sample program reviews completed in 2012 included in the assurance argument. Non-instructional programs participated in program review on a 3-year cycle. In 2012, the District required all colleges to participate in a new initiative, Maricopa Priorities. Representative from teams from every college developed a list of 75 priority projects for analysis and implementation through 2017. As a result of this district-wide continuous improvement initiative, program review was suspended and a newly developed program review was initiated at GWCC in 2018.

A detailed structured template was developed for all program reviews and was included in the

assurance argument. Programs are expected to review progress annually, but complete the formal program review every 4 years and clock hour programs every 2 years. A four-year action plan that outlines operational goals provides for continuous improvement as a result of the program review. A schedule for all program reviews was provided for the next 4 years.

In conversations with members of the program review committee, faculty and staff value a unique aspect of the program review process that concludes with a presentation of the completed program review. Members of the GateWay community can submit comments, ideas, and suggestions to the presenters. Another aspect members shared as valuable is the requirement to include a comparison to a similar program in three other institutions. Administration and faculty alike lauded the success of the first year of this new process and the recognition of continuous monitoring as the process matures. Faculty and administrators reported that the new program review process was collaborative, engaging, and provided support for continuous program improvement.

The College evaluates all credit that it transcripts. The College provided a link to a seat time calculator to ensure federal compliance of instruction time. In addition to ensuring appropriate seat time, program directors and chairs create schedules each semester, ensure credit equivalencies, determine modes of instruction, and ensure prerequisites are established. In addition, the curriculum and scheduling office examines all processes as a backup review for regulatory compliance.

The MCCCDC requires colleges to use assessment methods for Prior Learning endorsed by the Council for Adult and Experiential Learning or the American Council on Education. GWCC provides a variety of options through AP, CLEP, International Baccalaureate, Cambridge International Examinations, DANES, ACT exams, and the GED. A link to the District webpage for equivalency charts was included in the assurance argument. The College also provided a link to the 3rd party evaluators used for courses earned in another country.

GWCC included in the Assurance Argument the District policies that govern the process to accept transfer credit. Official transcripts must be sent from the sending institution. The review of courses to be transferred, including approvals for course substitution, are reviewed by a faculty subject matter expert in collaboration with admissions and records.

As articulated in the evidence file and confirmed in meetings on campus with the Strategic Academic Leadership Team and the Credit Curriculum Committee, the Credit Curriculum Committee at GWCC, which is comprised of the faculty chairs (voting members) and Financial Aid, Advising, Library, Enrollment Management, and Administration (non-voting members), is the body charged with:

- Ensuring appropriate divisional placement of Associate Degree and/or Certificate courses and programs
- Ensuring that Associate Degree and/or Certificate courses and program proposals reflect appropriate development and documentation
- Reviewing existing Associate Degree and/or Certificate courses and programs
- Providing a forum for the exploration of anticipated curricular needs

Once proposals are vetted at the campus level, they are sent to the Instructional Councils created and led by the MCCCDC leadership team. These Councils are formed from faculty who are subject matter experts, and determine course competencies, prerequisites, and student learning outcomes for all shared courses across the 10 district colleges. Members of ICs also propose the types of learning resources needed for courses including access to equipment, laboratory experiences, and materials

needed. Decisions regarding courses are proposed to the MCCCDCenter for Curriculum and Transfer Articulation (CCTA), where the curriculum process is approved and then implemented. Through this shared governance committee, prerequisites for courses, rigor of courses, and expectations for student learning are reviewed as new curriculum is proposed or existing curriculum is revised. Further oversight of these areas is provided by the Program Review process.

GWCC maintains the same requirements for dual credit offerings as on campus or distance learning in terms of faculty qualifications, rigor of courses, and expectations for student learning. Instructor qualifications are vetted through the Dual Enrollment Instructor Minimum Qualification Form, which can be found in the assurance argument and was referenced in the on-campus meeting with the GWCC dual enrollment and College Bridge Programs. A challenge still left to be fully address is the pending deadline in 2022 for dual credit faculty qualifications when the exemption expires. Though GWCC has worked to identify faculty that do not meet the HLC guidelines, there is not a systematic plan to address the identified gap in instructors. In addition to meeting the same qualifications, dual enrollment instructors are evaluated by Residential Faculty at least once a year to ensure quality course and learning outcomes across the offerings.

GWCC maintains accreditation for 21 of its programs through 14 specialized accrediting bodies. A sample of accredited programs includes:

- Associate of Applied Science in Nursing – Registered Nurse, The Maricopa Nursing Program at GateWay Community College is approved by the Arizona State Board of Nursing and accredited by the Accreditation Commission for Education in Nursing (ACEN).
- Nurse Assisting-The Nurse Assisting Program is approved by the Arizona State Board of Nursing
- Practical Nursing -The Practical Nursing Program is approved by the Arizona State Board of Nursing
- Diagnostic Medical Sonography -Commission on Accreditation of Allied Health Education Programs
- Electroneuro-diagnostic Technology -Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Education in Neurodiagnostic Technology
- Medical Assisting -Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Medical Assisting Education Review Board
- Medical Radiography -Joint Review Committee on Education in Radiologic Technology
- Nuclear Medicine Technology -Joint Review Committee on Education in Nuclear Medicine Technology
- Physical Therapist Assisting -Commission on Accreditation in Physical Therapy Education (CAPTE)
- Polysomnographic Technology-Commission on Accreditation of Allied Health Education Programs upon the recommendation of the Committee on Accreditation for Polysomnographic Technologist Education.
- Respiratory Care- Committee on Accreditation for Respiratory Care (CoARC)
- Surgical Technology-Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA).
- Air Conditioning/Refrigeration/Facilities- Partnership for Heating Ventilation Air-Conditioning Refrigeration Accreditation (PAHRA)
- Automotive Technology-National Institute for Automotive Service Excellence - Education

Foundation

Additionally, The Occupational Therapy Assistant program has applied for accreditation and has been granted Candidacy Status by the Accreditation Council for Occupational Therapy Education (ACOTE®), Accreditation Department. Evidence confirming the program accreditation can be found in the evidence file and on the GWCC website where the documentation is available for public review.

GateWay Community College uses several different methods to evaluate the success of its graduates. According to the Integrated Postsecondary Education Data System (IPEDS), the three-year graduation rate for first-time, full-time, degree or credit-seeking students was 16%. In addition to the IPEDS data, Gateway College utilizes benchmark and comparative data provided from the district level to measure the graduation rates and three-year transfer rates and compare. This data allows GWCC to compare their data to the other institutions within the district.

The majority of transfer students at GWCC attend one of three state universities: Arizona State University, University of Arizona, or Northern Arizona University, GWCC works with the partners to track student success through transfer to the four-year partners. GWCC Institutional Effectiveness leadership reported that the College has an opportunity to create more robust data points around transfer completion and to develop processes for regularly receiving transfer data from partner institutions. This information will allow GWCC to better track the success of its graduates upon matriculating to baccalaureate granting institutions, an additional set of data to assess student success in courses and programs at GWCC.

The College tracks exam licensure rates relative to statewide programs. These pass rates are used the primary indicator of student success. The Nursing program in 2018 had a first time NCLEX pass rate of 96% compared to the national average of 88.3%.

GWCC is poised to strengthen their connections between the institution and alumni through the newly created Alumni Office, designed to develop regular communication with GWCC graduates, and to share their success stories.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Rating

Met

Rationale

GateWay College has three Institutional Learning Outcomes (ILOs), developed from the work of the Gateway Learning Outcomes (GLO) Committee through an inclusive process with stakeholders. At the conclusion of any certificate or degree program students should be able to effectively use the following skills:

1. Effective Communication
 1. Emotional Intelligence
 2. Active Listening
 3. Written, Oral and Visual Modes
 4. Effective Use of Technology
 5. Collaboration Skills
2. Critical Thinking and Problem Solving
 1. Metacognition
 2. Decision Making
 3. Information Literacy
 4. Analytic Inquiry and Quantitative Reasoning
3. Personal Responsibility and Civic Engagement
 1. Diversity and Cultural Awareness
 2. Civic Identity
 3. Personal Growth

GWCC has established various avenues for the communication of student achievement of these outcomes including GLO Day. GLO Day was cited multiple times during the campus visit as an important mechanism for building a campus culture of assessment. In addition, three rubrics have been created for assessing the ILO's and subcomponents across liberal arts, professional, technical, and co-curricular areas. Programs at GWCC have mapped curriculum to the ILOs and specifies within each course whether the ILO is introduced, reinforced, or mastered. The results of ILO

assessment outcomes are reported as a part of the program assessment plans and are regularly shared with the campus community.

GWCC assess the achievement of students at various levels of learning, including course, program, and institutional level. The GLO Day, along with the annual Data Summit Day fosters authentic conversations regarding assessment and has led to meaningful assessment activities on campus. An important example of a collaborative culture of assessment cited by faculty during the campus visit was the creation of the 6 General Education Program Learning Outcomes (PLOs) developed by the liberal arts faculty across 3 academic units. At the Completion of the AA or AS students will be exposed to all 6 outcomes. These General Education PLOs map directly into the three ILOs, allowing programs to align the assessment of PLOs and ILOs. Members of the visiting team met with the GateWay Learning Outcome (GLO) Assessment Committee, who affirmed that faculty actively participate in this assessment work. The GLO committee expressed a great deal of confidence in the assessment framework that GWCC has developed to measure and improve student learning.

As with the GWCC academic departments, co-curricular and athletic programs use GateWay College's infrastructure including GLO and Institutional Effectiveness to engage in PLO planning and assessment. Co-curricular assessment is also conducted in this manner, with many non-academic departments participating in the four year Program Review cycle. Faculty, staff, and administration report that the culture of assessment at all levels of the student experience has developed with significant buy-in, and has resulted in course and program changes to better meet the needs of students. The challenge for GWCC is to build upon the framework and foundation to continue to grow their culture of assessment, to monitor the outcomes of the many new programs and processes to measure student success, and to implement strategies to improve student learning, and then share the results across the College.

The expectation that assessment results will be used to make changes is built into several of the processes involving assessment at GWCC. The annual reports produced by the Office of Institutional Effectiveness and Outcomes Assessment provide documentation that assessment results are used to make improvement plans at the ILO, PLO, and student services department levels. While participation rates vary by program, GateWay has developed tools such as the assessment scorecard to track progress in each unit in order to facilitate greater participation. Finally, GWCC provides significant support to help build assessment activities. One noteworthy program is the work of the Adjunct Assessment Academy. During the comprehensive visit, an adjunct faculty member indicated that she had taught as an adjunct at multiple MCCCDC campuses, and that GWCC was the only location at which there was significant support for adjunct faculty involvement in assessment.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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

GWCC has identified College wide goals for student retention and fall to spring and fall to fall persistence (GWCC uses fall to spring retention to describe persistence) during the annual operational planning process. During the goal setting process, GWCC's data are compared to MCCC and national benchmark data, which was included in the assurance argument. The current yearly retention goals are set at an improvement of 4% annually. The College provided examples of annual goals that are set at the program level based on external accreditation; examples of program specific retention and persistence goals included in the assurance argument included the Respiratory Care Program and the Medical Radiography Program.

Student retention and completion data are tracked and evaluated by the President's Cabinet as evidenced in agendas and minutes provided. The Institutional Effectiveness team developed dashboard metrics which can be accessed by any staff or faculty member. An example of the dashboard utilizing Tableau was provided in the assurance argument. Data is disaggregated by numerous variables, and provided in an easily accessible format. GWCC has participated in the National Community College Benchmarking Project since 2007, and uses data from comparable community colleges to set institutional retention and persistence goals.

As a Hispanic Serving Institution, GWCC tracks retention and completion data by race and ethnicity. The President's Cabinet reviews this data quarterly as evidenced on the proposed annual agenda calendar included in the assurance argument. Retention and Completion data is also analyzed through program review, Title V grant reports, external accreditation reporting, and program advisory boards as evidenced by reports and minutes provided.

In an effort to demonstrate that faculty and staff use data to inform improvements to courses and programs, GWCC recently purchased SPOL, a comprehensive program to track planning, budgeting, assessment, and continuous improvement. In addition, the President's Cabinet is in the process of implementing Four Disciplines of Execution (4DX) as the operational planning structure that utilizes data in planning. The President's Cabinet described this process and the training that is underway to implement 4DX. As stated in other sections, GWCC is commended for adopting new programs and processes, and need to stay vigilant in monitoring and documenting effectiveness and success. The College will have several years worth of data by the 4-Year Mid-Cycle Review process, and will have the ability to identify and document those new structures, processes, and policies that positively impact student success at GWCC.

Another example of utilizing data to make improvements was provided in documentation for the Title V grant to increase college funding for service learning based on the success through the grant funding.

It is clear that methods for collecting and analyzing data for retention, persistence, and completion are based on best practices. GWCC benefits from resources from the District, such as the MCCCDC Institutional Effectiveness Council, the MCCCDC data warehouse systems, the Institutional Research Information System, and the Data Cookbook as evidenced in links provided in the assurance argument. Finally, GWCC provided a schedule posted on the Gateway Analytics webpage that details the timetable to review data that meets the needs of College constituents.

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

GateWay Community College has developed a robust Program Review process that aligns to the institution's mission and strategic goals. This process requires programs to report on a variety of data points, including objectives and goals for the program, quality improvements, cost effectiveness, enrollment, success rates, outcome assessment, and a variety of other indicators of program quality.

GWCC has clear, explicit, publicly available policies and processes surrounding the acceptance of credit from other institutions to ensure appropriate decisions that ensure the quality of the credits it accepts in transfer. GateWay College's Curriculum Committee oversees the approval of new curriculum and the revision of existing curriculum, providing institutional control of prerequisites for courses and expectations for student learning.

Institutional Learning Outcomes have been developed that all certificate and degree program graduates are expected to master by the end of their program of study, and a comprehensive curriculum map identifies where in the curriculum these outcomes are introduced, practiced, or reinforced. Additionally, Program Learning Outcomes, and Course Outcomes are identified, mapped, and measured during the assessment cycle. Each year GWCC also offers a day-long GLO Day and Data Day for faculty and staff participants. GWCC is honest and realistic about their assessment journey, and has identified where there is need for continued improvement. Through this identification GWCC has an opportunity to set higher targets for participation for those that are in the early stages in the assessment journey with support from the master practitioners at the College.

Through extensive interviews with faculty, staff, students, administrators, community members, and the Governing Board and by examining the robust documentation in the assurance argument, it is clear that GateWay College takes responsibility for the quality of its educational programs, learning environments, and support services, and measures their effectiveness through an assessment process designed to feed assessment results directly into improvement plans. GWCC is commended on adopting new programs and processes, and the team encourages the institution to stay vigilant in monitoring effectiveness and success.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Rating

Met

Rationale

GWCC has a robust strategic technology plan (provided in the evidence file in the assurance argument) that schedules and details the upgrades and replacements of existing technology resources. By the end of the current budget cycle, the technology refresh cycle will be in place to ensure all technology is replaced within a 5 year cycle. In addition, the College has formed a cross-functional committee tasked with ensuring that the technology is both innovative and relevant.

The GWCC main campus is centrally located between downtown Phoenix and downtown Tempe, and has additional locations within close proximity to the many industries and services in the area. The light rail system is located on the edge of the campus, providing easy access for students to get to campus. The College is also currently renovating a facility near a local hospital, and is creating an inviting "Makerspace" to engage both students and community members in creating new programs and services to meet community needs.

The College is funded by MCCCCD, with funds allocated based upon enrollment. In times of declining enrollment, the College has augmented dwindling revenues by aggressively pursuing and gaining private and federal grants. GateWay is the only college within the 10 college Maricopa Community College District with two Title V grants, which provide programs and services to support the Hispanic population in its service area.

The institution allocates resources through a series of collaborative cross-functional teams. The visiting team members met with both the Administrative team and the members of the Fiscal Advisory Team (FAT) to discuss the allocation of resources. Budget requests are submitted to the Financial and Operations Oversight Team (FOOT) using a form that requires a justification for the request and identification of the operational goals that will be positively impacted if the request is granted. Because the FOOT is made up of individuals holding varying positions throughout the campus, each request is examined from multiple perspectives. The FOOT prioritizes the requests and then recommends funding to the GWCC Executive Team. The Executive Team reviews each funding request submitted, and if necessary, gathers further documentation before making final decisions. All involved in the resource allocation process reported that it was a transparent process that allows for input from a variety of individuals and departments.

The Administrative team indicated that ancillary services such as the bookstore and food service are contracted to outside vendors. Food service tends to operate at a loss, but the loss is offset by vending revenue. The bookstore is operated through a relationship with Follett. According to FAT members, external community service programs such as the Health Clinic (HUG) and the Center for Entrepreneurial Innovation (CEI) are funded predominately through state and private grants and gifts.

GWCC's mission statement, which can be found on its website, details its diverse constituencies, including both traditional and non-traditional students seeking academic credentials, individuals seeking work force credentials, and individuals requiring additional preparation to enter college. During the visit, the team met with members of many different constituencies (full-time students, part-time students, local employers, and community members) and confirmed that the institution is meeting community needs through meeting workforce needs of local industry, and offering short-term company specific training when necessary.

The institution has clearly defined qualifications for all positions based upon district descriptions. The faculty qualifications are aligned with the Higher Learning Commission (HLC) Assumed Practice B.2.A. Staff positions were scrutinized, district wide, by an outside source in February of 2018, and the resulting position and salary structure provided continuity throughout the district of both qualifications and compensation. Examples of the new job descriptions and the revised salary structure were provided to the visiting team in the evidence file. Personnel files were examined by the visiting team, and although some documentation was missing from some of the files, the essential information was included. By the mid cycle review, it is expected that the College will include any information that is lacking from personnel files.

All adjunct faculty are required to take a course called EDU250, "Teaching in the Community College." An examination of the adjunct personnel files indicated that the College is tracking when the adjunct faculty member takes the class.

Faculty and staff at the institution are provided with funds to keep their skills current. During a meeting with the members of the GWCC Executive Team, the members indicated that the district provides funds to employees to attend conferences or to use toward tuition in another institution. In

addition the College has a pool of funds through the Carl Perkins grant and the GWCC president also earmarks fund to be used for faculty and staff development.

The institution has a clearly defined, year-long budgeting process, including timelines and individual and group responsibilities. The College provided a visio document in the evidence file visually representing the process. The process includes two different but related cross-functional teams. The FOOT (Financial and Operational Oversight Team) deals with the more detailed budget requests. The requests use a prescribed form justifying the request, and aligns the request with attainment of one or more identified operating goals. The FOOT prioritizes the requests. The FAT (Fiscal Advisory Team) takes a higher level approach to the budget providing philosophy oversight for the yearly budget. Because the two teams involved in the budgeting process are cross functional, the budget and expenditures are viewed from multiple perspectives. Individuals that spoke with the visiting team expressed that Administrative Services staff were approachable, and spent time with new and existing budget managers, ensuring that they understood their budgets and knew how to read the reports provided to them in order to monitor the status of their budgets.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Rating

Met

Rationale

The MCCCDC Governing Board is knowledgeable about the programs and services offered at GWCC. During the site visit Board members articulated knowledge and understanding of GWCC's mission, vision, and values. The board reported an understanding of the important partnerships GWCC has in the community and the important role the college plays in filling the county workforce development needs. Board members reported active participation in local, state, and national trustee organizations including the Association of Community College Trustees. As explained in the evidence file and articulated in the meeting the Governing Board reviews and approves the district budget, which includes the GWCC budget annually, in accordance to state law.

GWCC employs a comprehensive schema of cross-functional teams or committees that work in collaboration to set policies, allocate resources and recommend strategic focus for the institution. Lists of the teams and committees were provided to the team prior to the visit via the evidence file. The team met with several of the cross functional teams, and all reported a clear understanding of their role, the relationship to other teams, and the importance of strong communication among the groups.

One advantage of the cross-functional team structure is that it allows for a pathway to groom future institutional leaders. For example, in one session, a visiting team member was told that the president-elect of the faculty senate serves in that office for two years. The individual who serves as president-elect of the faculty senate also serves on the FOOT which, as mentioned in 5A, prioritizes budget requests from throughout the campus to provide recommendations to the Executive Team. This two year term on the FOOT gives the president-elect valuable experience and perspectives to prepare him or her to become the Co-Chair of the FAT when he or she becomes the president of the faculty senate.

Strong collaboration was a refrain that was echoed by faculty, staff, and administration throughout

the visit to GWCC. Though academic requirements, policies and procedures are set as a result of college and district collaboration, GateWay has developed a local climate of collaboration and shared governance that has fostered a strong sense of home on the campus for both students and employees. In a forum one staff member commented that she felt they all were “embraced as some who can make a difference, and an understanding that everyone impacts students”. The newly launched program review process is an example of how the College uses a team of employees from all sectors of the college to develop a process that has been embraced with enthusiasm and pride. Additionally, campus stakeholders are engaged in the Annual Operational and Budget Development. GWCC fosters strong a culture of collaboration and engagement that includes faculty, staff, and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

The GWCC budget process is a well-established, yearlong planning cycle with clearly defined time lines and responsibilities. The College included a graphic of the process in the evidence file that outlines the variety of committees and individuals that provide input into the budget. The team met with several of the committees that participate in the budgeting process: Financial and Operational Oversight Team (FOOT), Financial Advisory Team (FAT), and the Executive Team; all could accurately describe the collaborative process to determine the yearly budget.

All budget requests are submitted to the FOOT, and are required to include a detailed description of the requested expenditures that specifically align with one of the goals from the strategic plan. The FOOT is a cross-divisional committee with a variety of stakeholders holding seats on the committee. The FOOT prioritizes the requests using an established rubric, scoring each request based upon alignment of the request with the strategic plan, and the impact to the College if the request is not fulfilled. The visiting team was provided with the rubric and with many examples of previously submitted requests. Once prioritized, the FOOT forwards its recommendation to the Executive Team.

All areas of the college have been encouraged to engage in program reviews. As a step toward this goal, the Institutional Effectiveness division has offered training in the form of workshops, as well as one on one meetings with the divisions to demonstrate how data can be used to identify areas to improve student outcomes.

In September, the College presented its first Annual Data summit. The event shared data that the Institutional Effectiveness can provide, and also provided the opportunity for departments across the College to showcase data driven decision making that impacts student success. The event was a success, and there are plans to continue the summit to continue to engage the entire College in the use of data for decision making.

GWCC has a robust governance committee structure with memberships on the committees based upon position rather than on the individuals. The College provided documentation of the variety of College-wide planning processes and the responsibilities assigned, as well as lists of committees and the positions assigned to those committees.

In prior years, operational goals were set by the individual programs and divisions, and included in broader College-wide goals. This process, while inclusive, was also quite cumbersome, with a large number of goals, resulting in many of the goals not being fully operationalized. To address this, the College is embracing the 4 Disciplines of Execution (4DX) as planning framework, which will focus on one or two “Wildly Important Goals.” In order to ensure the inclusion of the entire campus, the cross functional leadership committees have input in the goal creation.

GWCC has multiple advisory committees populated with external stakeholders to ensure that the College has programs and technologies needed to produce the next generation of industry leaders. While each workforce development program has its own advisory committee, the president also has an advisory committee comprised of industry leaders throughout the community. During a breakfast with the President’s Advisory Council, the visiting team heard numerous examples of how industry valued the graduates of GWCC, and the willingness of the College to provide the programs necessary for economic growth. In addition to the various advisory committees and councils, the College also has contracted with Economic Modeling Specialists, Inc. (EMSI), to provide workforce and economic development trend information. Using this information, the College is able to adjust to the changing workforce needs of the community.

Another cross-functional committee, the GateWay Investment Future Technology Committee (GIFT) is provides leadership to ensure that the College has adequate technology, with the ability to grow and adapt. To that end, GIFT developed the Strategic Technology Plan 2016-2021 with specific goals and metrics to set the College on a 5 year refresh plan with an eye to the future and a provision to include emerging cutting edge technologies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Rating

Met

Rationale

The Office of Institutional Effectiveness, in collaboration with several committees on campus, works to align evidence of performance with that of strategic directions and metrics set by the MCCCCD Governing Board. Furthermore, GateWay Community College applies an assortment of direct and indirect methods to document performance including focus groups, various national resources (CCSSE and Noel Levitz SSI) and the National Community College Benchmark Project. These tools help provided GateWay with data for informed decision making and improvements.

Comments from all levels of faculty and staff indicate performance data are used to learn from operational experiences and employees apply that learning to improve effectiveness and sustainability. GWCC practices transparency to both internal and external constituents through the Office of Institutional Effectiveness, the unit charged with the distribution of performance results, such as posting performance results on a dashboard accessed through the college intranet. This dashboard provides the college with data to inform decisions and planning. Additionally, the Annual Data Summit Day is an important mechanism for sharing and interpreting data. In a session during the site visit, a faculty member articulated that the Annual Data Summit, is an “opportunity to demystify the data and better understand what is happening in all areas of the college”. In addition, there are multiple cross-functional committees at the college who serve to develop a culture of assessment on campus. GateWay Community College has worked diligently to address gaps in the previous self-study and the investment in the HLC Assessment Academy provided the structure to support buy-in to assessment at all levels of the College to improve student academic achievement and success.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Rationale

Evidence found within the assurance argument and throughout the campus visit indicates GateWay College has continued to engage its constituents in systematic and integrated planning. Planning and budgeting are closely connected to GWCC's mission and priorities expressed within its current Strategic Plan. The strategic planning process described expresses broad inclusivity of both internal and external communities, including students as key stakeholders. GWCC has made great efforts in recent years to reinforce its shared governance model. College committees include full and part-time employee, and constituency group representation.

GWCC has demonstrated the ability to systematically improve its performance as evidenced through the growing culture of assessment on campus. This is a direct response to the most recent HLC self-study and the challenge set forth by President Gonzales. By fostering a culture of data and informed, collaborative decision making, GWCC is prepared to provide its students quality programs and services that deliver proven outcomes.

FC - Federal Compliance

Rating

Does not require monitoring

Federal Compliance Filing Form

- 2019_GWCC_final_FCFI_including_appendix_A

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

GateWay Community College (GWCC) refers to the Maricopa County Community Colleges District's (MCCCD) umbrella definition of credit hour. The MCCCD definition encompasses all types of courses and delivery modalities. Although the length of any individual class may vary, the baseline fifteen week semester conforms to commonly accepted practice in higher education.

MCCCD new course development standards require that courses be assigned credit hours and the number of 50-minute periods (i.e. contact hours) per week during a standard 16-week semester. The form used for approving new courses detailed instructions for assigning credit hours within the institutional credit hour definition. These instructions include variations from the usual credit-period ratios for cooperative education, allied health practicums, clock hour equivalents to meet state or national agency program requirements, and field study courses. Course modifications follow the same review and approval process as do proposals for new courses. The new course and course modification processes require multiple reviews by different groups and individuals. For face-to-face courses, the Academic Scheduling Offices verifies that seat times are consistent with credit hour assignment before classes are scheduled. The team noted a discrepancy between the credit hour definition's use of a fifteen week semester as a scheduling frame, and the new course development standard's use of a sixteen week semester.

A review of 31 syllabi indicated that GWCC courses appear to be in compliance with the credit hour policy. However, it was noted that there were some inconsistencies in the course competencies (i.e., course level learning outcomes) between/among delivery modalities of the same course. In one case the difference was large (5 course competencies vs. 21 course competencies), but in others the variations were small.

The team also noted variation in the non-template content of syllabi. In some syllabi, the expectations for student engagement were clear while in others they were absent. In a couple of cases the expectations for student engagement were confusing in that expectations for engagement in face-to-face courses were included in on-line syllabi with no explanation of how these expectations would translate to the on-line environment. Also, in some cases the course content and schedule were missing from syllabi, but in other cases it was spelled out in detail. This is an issue the institution may want to address to assure clear faculty and student expectations across the institution. While GateWay does meet this criteria, there remains some sloppiness in consistency of syllabi development across programs and modalities of instruction. GateWay is encouraged to address these inconsistencies in syllabi development prior to the Mid-Cycle Review.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements

Rationale:

GWCC maintains a centralized student complaint web page titled *Student Resolution Center*. The page includes easy-to-navigate links to various processes for students to report, and the institution to respond, to student concerns. For Instructional grievances, students are directed to the Maricopa Community Colleges Instructional Grievance Process. The Instructional Grievance Policy and Procedure has clear deadlines for reporting and resolving complaints. A link to the Instructional Grievance Policy is provided in the Student Handbook.

Embedded within this process, students are directed to Discrimination Complaint Procedures if they feel that a perceived instructional grievance has its basis in discrimination. However, no link to this process is given within this policy. The link to DISCRIMINATION COMPLAINT PROCEDURES FOR STUDENTS on page 45 of the catalog does not take the reader to the process.

For Non-Instructional Student Complaints, there is a link to the Maricopa Community Colleges Non-Instructional Complaint Resolution process. Like the Instructional Grievance Process, the process is clear and reasonable deadlines for reporting and resolution are included. However, on page 45 of the Catalog (i.e., the Student Handbook section), the link *2.3.12 NON-INSTRUCTIONAL COMPLAINT RESOLUTION PROCESS* takes the reader to the Instructional Grievance Process page.

The Student Handbook section of the Catalog provides a link to the Sexual Harassment Policy for Students. The policy includes several mechanisms for reporting incidents. There is also a clear process for resolution. Maricopa Community College Administrative regulation 5.1.12 also addresses student reporting and investigation of sexual harassment or assault. It was noted that course syllabi also have information on Title IX reporting.

GWCC's *Student Resolution Center* also has links to state agencies in Arizona, Texas and Washington as well as to the Higher Learning Commission where students may report complaints externally.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

GWCC maintains a University Transfer page. The page includes a link to Arizona's General Education Curriculum (AGEC) which facilitates transfer to Arizona State University, the University of Arizona and Northern Arizona University. The state program is clearly explained. The transfer page also has a link to Maricopa County Community College District's (MCCCD) Transfer Credit and Prior Learning Assessment Policy.

The articulation arrangements on the website are unclear. There is a page titled *Transfer Pathways and Partners* <https://www.maricopa.edu/degrees-certificates/transfer/pathways-partners> that indicates that there are "special transfer agreements" that facilitate seamless transfer. This would seem to imply that there are articulation agreements, but that term is not used and no specifics regarding these arrangements (i.e., courses that would transfer) are provided on this page. Realizing that the Pathways and Partners program is fairly new, the team encourages GateWay and MCCCD to review the method in which information is presented, so that it is easily understood by students.

Also on the Transfer Page is a link titled *Transfer Articulation*. This link takes the reader to a page titled *Center for Curriculum & Transfer Articulation*. There are several links on this page, none of which takes the reader to a list of institutions with which GWCC has articulation agreements. The information on the *Transfer Partners* page does not list university partners nor institutions with which the institution has articulation agreements.

The transfer policies were difficult to find and read on the MCCCD website; the Student Services office explained that because the policies are quite comprehensive and detailed, it takes some effort to provide information in a easily accessible manner. The College may want to explore strategies to help students more easily find the policies.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

During the admissions process students must present documentation of identity. Maricopa Community Colleges has a list of documentation that is acceptable to verify identification for purposes of lawful presence, identification authentication, and testing. A unique ID is issued to each student to access secure online systems. The learning management system requires a unique login and password. Proctored exams require the use of this login and password along with photo identification.

To maximize student privacy, identity authentication may be completed in person or through a secure

portal. There is no additional fee for proctored exams.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements

Rationale:

GWCC participates in Title IV Federal Financial Aid programs. Its eligibility to participate was recertified 2/16/16 and the current Program Participation Agreement expires on 12/31/21. There have been no U.S. Department of Education reviews since at least October 2008. While there have been no Department reviews, and hence no findings. Likewise, the Department has not commented on the institution's financial ratios.

In 2016, 2017 and 2018 A-133 audits found that enrollment status changes were not always accurate and reported in a timely manner by MCCCCD to the National Student Loan Data System (NSLDS). Since this issue has been noted in three consecutive audits, it raises a concern that MCCCCD has been insufficiently attentive to meeting its reporting obligations. The 2017 audit also found that MCCCCD did not always obtain required verification documentation from financial aid students. While there was no indication that any of the enrollment changes were students at GateWay Community College (they had been given no names by the district), the team recommends that the Mid-cycle Review Team examine the MCCCCD audits from 2019 through the date of the review to ensure that the District is timely in reporting information the NSLDS and US Department of Education.

The 2019 Security Report is easily located on the website. Data are dis-aggregated by GWCC location. GWCC discloses athletic participation rates dis-aggregated by gender, ethnicity and sport. The institution includes a link to the Equity in Athletics Data Analysis site of the U.S. Department of Education.

GWCC has Standards of Satisfactory Academic Progress for both its credit and clock hour programs.

A new SAP process is scheduled to go into effect spring term, 2020; the Mid-cycle review team should review the implementation of the policy to ensure that it has been effectively operationalized across the MCCCCD.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

GWCC publishes institutional level graduation and transfer-out rates stratified by ethnicity. It

publishes the same institutional level data for the sub-population of student athletes. In addition, enrollment, completion, withdrawal, and success rates are published by discipline. GWCC also publishes the 5-year number of graduates at the program level with the average time to program completion.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The accreditation link on the home page goes only to HLC accreditation. However, accreditation status is included on program web pages. Accreditation is not listed in the Table of Contents or in the Index of the Catalog. In the catalog, accreditation status for some programs was missing from program descriptions. GWCC should attend to making accreditation information more easily accessible in this vital institutional document.

Interim Monitoring (if applicable)

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.D	Core Component 1.D	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 With Concerns
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.E	Core Component 3.E	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	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Interim Report(s) Required

Due Date

12/3/2021

Report Focus

1. Evidence of a board document that provides a definition of and expectations for shared governance at MCCCCD. The document should include an explanation of the process uses by the board to come to consensus on a definition and framework for shared governance, and evidence that faculty, district, and individual college administrators provided input into the creation of the document. This framework should create a blueprint for collaboration in decision making related to faculty and staff participation in activities related to teaching and learning, student success, and other areas of shared interest. This document should include statements and policies that codify decision making authority of the board, district administration, and faculty.

2. A procedure that outlines the protocol for board interactions with faculty, staff, students, and administrators at individual campuses and at the district office. This procedure should be supported by MCCCCD Board Policy 3.): Board-Staff Relations, Board Policy 4.2: Manner of Governing, and Board Policy 4.10: Board Members Code Of Conduct. The protocol for interacting with College constituencies must address the conflicts that have emerged as a result of individual board member interpretation of the 2/28/17 resolution that specifically 'authorizes everyone employed by the District to speak freely... to Board members individually...' The procedure must address how the board solicits input from MCCCCD employees, how that input is shared, and how board members learn of operational decisions at the district and the individual colleges.

Conclusion

GateWay Community College serves a diverse student population in central Phoenix, an area of the city that includes a significant industry presence as well as a number of healthcare providers and service industries. The mix of programs at GWCC is critical to the region, and the GWCC leadership team is actively involved in the community, ensuring that student access to programs and services is provided, and that the programs delivered meet the employment needs of the communities served. The programs and services at GWCC are developed and offered through a strong structure of collaboration and shared governance among administration, staff, faculty, and students. This structure supports innovation at all levels of the institution, and has resulted in several new programs and services that support student success. The new program review process and the assessment program are designed to document and share quality programs and student learning. The clock hour programs are closely tied to industry needs. New initiatives in the student affairs division provide a strong safety net to students who need additional support for success. Accountability and clear measures of success are built into the decision-making process, which will ensure that those programs that positively impact students will be well resourced.

The Commission requested that this visit include a review of a complaint by the MCCCCD Faculty Association related to actions of the MCCCCD Governing Board. Additional time at the end of the visit was allocated to conduct interviews and review documents related to this complaint, including an assessment of Board dynamics by other entities, and training provided to the Board by external organizations. The team concluded that despite individual

efforts by all board members to make decisions in the best interests of MCCCCD, significant evidence was provided that the Board does not speak with a unified voice to the 10 colleges in the district or to the community, nor does it articulate a clear direction for the future of the district. This has resulted in mixed messages to constituents, lack of trust in the Board, and concern about the long-term goals of MCCCCD. Understanding that the dynamics of the Board and the district office are in a state of flux for a variety of reasons, the team recommends that the Board provide a sense of consistency and continuity to the district through completion of the processes outlined in an interim report, due December 2021.

Overall Recommendations

Criteria For Accreditation

Met With Concerns

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring



Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Maricopa Community Colleges-GateWay Community College, AZ
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	<p>The institution was granted an extension until September 1, 2022 to become compliant to the faculty qualification requirement. HLC will review that the institution is in compliance with the faculty qualification requirement at the comprehensive evaluation following the extension date.</p> <p>Team to review a special area of focus: how the new structures put into place after the MCCC Board eliminated the faculty meet and confer process comply with HLC standards. The new structures include the district-wide Faculty Academic Senate, the Ad Hoc Task Force, and the Employee Policy Development Process. The team will focus on MCCC's compliance with the following Criteria for Accreditation:</p> <ul style="list-style-type: none"> • Criterion Two, Core Component 2.A: The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty and staff; • Criterion Two, Core Component 2.C: The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity; and, • Criterion Five, Core Component 5.B: The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission. <p>Visit to include a Federal Compliance Reviewer: Dr. Larry Grieshaber</p>
DATES OF REVIEW:	12/2/2019 - 12/3/2019

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change:

Institutional Status and Requirements Worksheet

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

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: No Change

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the 19-state North Central region.

Recommended Change: No 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: No Change

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: Eligible to Choose

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Due 12/3/2021 A monitoring report that provides 1) evidence of a board document that provides a definition of and expectations for shared governance at MCCCDC, and 2) A procedure that outlines the protocol for board interactions with faculty, staff, students, and administrators at individual campuses and at the district office.

Institutional Status and Requirements Worksheet

Institutional Data

Educational Programs		Recommended Change:
Undergraduate		
Certificate	94	_____
Associate Degrees	50	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

None

Recommended Change:

Additional Locations

- Arizona Millwright, 4547 W. McDowell Rd., Phoenix, AZ, 850354159 - Active
- City of Surprise GateWay Training Center, 11401 N. 136th Avenue, Surprise, AZ, 85374 - Active
- Crestview Preparatory, 2616 E. Greenway Road, Phoenix, AZ, 85382 - Active
- East Valley Institute of Technology (EVIT), 1601 W. Main Street, Mesa, AZ, 85201 - Active
- Electric League of Arizona, 2702 N. 3rd Street, 2020, Phoenix, AZ, 85034 - Active
- Field Ironworkers Apprenticeship, 1910 N. 15th Avenue, Tucson, AZ, 85703 - Active
- Field Ironworkers Apprenticeship, 330 E. Maricopa Freeway, Phoenix, AZ, 85004 - Active
- Finishing Trades Institute of Arizona, 210 N. 24th Street, Phoenix, AZ, 85034 - Active
- GateWay Community College - Central City Campus, 1245 E. Buckeye Road, Phoenix, AZ, 85034 - Active
- GateWay Community College - Deer Valley Campus, 2931 W. Bell Road, Phoenix, AZ, 85023 - Active
- GateWay Community College at 18th Street, 555 N. 18th Street, Phoenix, AZ, 85006 - Active
- Heat & Frost Insulators, 2601 E. Monroe Street, Phoenix, AZ, 85034 - Active
- Interstate Mechanical Corporation (IMCOR), 1841 E. Washington Street, Phoenix, AZ, 85034 - Active
- Maricopa County Risk Management , 222 N. Central Avenue, Phoenix, AZ, 85004 - Active
- Phoenix Electrical, 1520 E. Indianola Avenue, Phoenix, AZ, 85014 - Active
- Southwest Carpenters Training Fund, 4547 W. McDowell , Phoenix, AZ, 85035 - Active
- Southwest Skill Center, 3000 N.. Dysart Road, Avondale, AZ, 85392 - Active

Institutional Status and Requirements Worksheet

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

- 15.0506 - Water Quality and Wastewater Treatment Management and Recycling Technology/Technician, Associate, AAS Water Resources Technologies
 - 15.0506 - Water Quality and Wastewater Treatment Management and Recycling Technology/Technician, Certificate, Wastewater Treatment
 - 15.0506 - Water Quality and Wastewater Treatment Management and Recycling Technology/Technician, Certificate, Water Resources Technologies: Hydrologic Studies
 - 15.0506 - Water Quality and Wastewater Treatment Management and Recycling Technology/Technician, Certificate, Water Treatment
 - 15.0701 - Occupational Safety and Health Technology/Technician, Associate, Occupational Safety and Health Technology
 - 15.0701 - Occupational Safety and Health Technology/Technician, Certificate, Occupational Safety and Health Technology
 - 51.0708 - Medical Transcription/Transcriptionist, Associate, AAS
 - 51.0708 - Medical Transcription/Transcriptionist, Certificate, Medical Transcription
 - 51.1005 - Clinical Laboratory Science/Medical Technology/Technologist, Certificate, Clinical Research Associate
 - 51.1005 - Clinical Laboratory Science/Medical Technology/Technologist, Certificate, Clinical Research Coordinating
 - 51.3812 - Perioperative/Operating Room and Surgical Nurse/Nursing, Certificate, Perioperative Nursing
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Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

None

Recommended Change:
