Self-Study Report 2010
GateWay to the Future

For continued accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools

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GateWay Community College and the Maricopa County Community College District are EEO/AA Institutions.
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Executive Summary

Overview of GWCC

GateWay Community College (GWCC), one of the colleges in the Maricopa County Community College District (MCCCD), is a public institution of higher education located in east-central Phoenix. The college recently celebrated its 40th anniversary as a comprehensive community college providing educational opportunities to over 12,700 students.

The community immediately surrounding the college contains a mix of low-income urban housing, business and industry, and a large international airport. From this environment, GateWay has carved a niche by offering signature allied health programs and a large and high quality nursing program. In addition, the college offers much-in-demand business and industry training as well as state-of-the-art industrial technology training. The Arizona State University (ASU) main campus is within five miles of the college. Cooperative efforts with ASU have helped foster GateWay’s growing transfer programs. However, because of its unique programs, GateWay’s service area includes all of Maricopa County, instead of the usual six-mile radius service area traditional to other community colleges in the district.

The college is made up of three units: Academic Affairs, Student Affairs, and Administrative Services. GateWay has six instructional divisions as well as additional functional areas of instruction designed to meet the needs of students and the community. The instructional divisions include the Business and Information Technologies Division, Health Sciences Division, Industrial Technology Division, Liberal Arts Division, Math and Science Division, and the Nursing Division. Additionally, GWCC offers a variety of Construction Trades Apprenticeship programs.

Student Profile

GWCC students are diverse. Fifty-one percent of GWCC students are female. The breakdown of the ethnic diversity of students is as follows: 51% White, 25% Hispanic, 9% Black, 4% American Indian, 4% Asian/Pacific Islander, and 7% Other.

GateWay Community College recently received official designation as a Hispanic Serving Institution (HSI) and was awarded a $2.76 million Title V Grant.

The vast majority of GWCC students are part-time students. Only 13% of GWCC students take a full-time load of 12 credits or more. Approximately equal numbers of students take between 9-11.9 credits (13%) and between 0-2.9 credits (14%). The vast
Executive Summary

majority of students enroll in between 3-4.9 credits (41%), and between 6-8.9 credits (20%).

Trends indicate that GateWay's FTSE has increased while headcount decreased, which is indicative of students enrolling for more credit hours. The college has increased retention of continuing students while new student enrollment has decreased.

Employee Profile

Governing Board-approved employees include: 1 president, 86 residential faculty, 7 service faculty, 43 management and administrative employees (MAT), 77 professional staff (PSA), 14 maintenance and operations employees, 3 crafts employees, 3 college safety employees, and 3 athletic specialists. There are also 33 specially-funded employees including MAT, PSA, and faculty. Employee demographics include 67% White, 18% Hispanic, 9% African American, 3% Asian, and 2% American Indian.

Institutional Changes Since Last Self Study

Major changes since the last Self-Study include:

- Passage of a bond election in 2004
- Creation of GateWay Central (one stop student enrollment services)
- Recognition as a Hispanic-Serving Institution (HSI)
- Completion of the administrative/faculty wing
- Master planning for new facilities
- Development of new courses and programs
- Restructure of High School to Early College High School
- Addition of athletic programs
- Addition of high school bridge programs

Criterion 1

Mission and Integrity

GateWay Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
Executive Summary

Both Maricopa County Community College District and GateWay Community College have clearly and publicly articulated mission statements. The mission is linked to annual reports, budget requests, and program reviews. The college is committed to respecting diversity and maximizing the success of its diverse learners.

GWCC is governed through clear administrative structures that allow for shared governance. Many processes are in place to ensure employee input on major decision making efforts, yet while the institution works to move from a more consultative to a collaborative leadership style, communication can be viewed as both a strength and challenge.

**STRENGTHS**

- GWCC’s mission and vision are clearly communicated and provide a focus for the college.
- Through an active and ongoing strategic planning process, documents are updated regularly and the institution plans and evaluates efforts to carry out the mission.
- GWCC supports and embraces diversity.
- Collaborative and inclusive processes and activities are in place throughout the college.

**CHALLENGES**

- Recent Governing Board action and behavior has created an uncertain, fearful, and intimidating environment as evidenced by the board’s desire to change the mission, cut salaries and professional growth, ignore data and reports, and demonstrate lack of respect for employees.
- While shared governance structures are in place at the college, there is a perception by faculty that shared governance issues continue.
- Some employees feel overburdened by the number of college and district committees on which they are asked to serve.

**Criterion 2**

*Preparing for the Future*

GateWay Community College’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
Executive Summary

GateWay Community College prepares to meet the future through district- and college-level planning. The campus strategic goals align with the district strategic goals. The college has worked to align strategic planning, budget planning, master planning and technology planning with the college mission thus enhancing our ability to fulfill the mission. Continuous assessment and evaluation are integral components of GWCC’s planning process. The institution maintains a resource base that clearly supports and strengthens its educational programs and positions itself for the future. GWCC has expanded both its general academic as well as occupational and workforce development programs, becoming a more comprehensive community college.

While the state capital funding suspension is a concern, GWCC is fiscally healthy both in operational budget and capital budget. The 3.5% carry forward, along with a possible $500,000 for capital in addition to ongoing conservation of capital funds, has positioned the college to meet budgetary needs.

The strengths found in this criterion fall into the themes of working relationships, entrepreneurialism, partnerships, and assessment. The challenges are those of resources and communication—both common challenges to an academic institution.

**STRENGTHS**

- The college strategic plan and goals clearly link with MCCCd planning process.
- Leveraging of resources builds capacity for the college.
- The online capital/operational budget process has been user friendly and part of a committee-based decision process.
- The organization is committed to assessing institutional effectiveness and ensuring ongoing improvement.
- Utilizing state-of-the-art technology and well-maintained facilities, the college provides a safe, accessible learning, and working environment for students and employees.

**CHALLENGES**

- The college needs to continue to align all planning processes to include budget planning, strategic planning, master planning, and technology planning.
- District’s processes such as FTSE allocation, liberal approval of FMLA, and third-party billing create challenges for providing appropriate level of service at the college.
**Criterion 3**

*Student Learning and Effective Teaching*

GateWay Community College provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

GateWay Community College is an institution dedicated to excellence in teaching and learning. It has embedded within the college culture an institutional commitment to assessing and continuously improving student learning. Student academic achievement goals at the program level and the institutional level are clearly stated in the GWCC Assessment Plan. Programs undergo a comprehensive review on a five-year cycle. Advisory committees suggest program and course changes and upgrades to meet industry needs.

College learning resources strongly support student learning and effective teaching. GWCC has a history of strong educational support programs for both the traditional and the nontraditional student. The college is committed to the use of appropriate technology to support education from its wireless environment to its use of state-of-the-art technology in classroom and laboratory settings. The college has provided funding for faculty development; it has invested time and resources to assist all members of the college community in fostering an environment of sustainable student learning and excellence in teaching practices.

GWCC works to hire the best faculty and empower them to strive for innovative teaching modalities and the creation of dynamic learning environments; values lifelong learning by offering an extensive variety of professional growth opportunities; and supports student learning through a variety of initiatives structured to achieve student success. As an MCCCD college, methods of faculty evaluation are clearly articulated and curriculum is faculty driven. The themes of assessment and resources are both strengths and challenges. Providing both a quality education and student-focused support are strengths.

**STRENGTHS**

- GWCC demonstrates effective teaching and learning by hiring full-time and adjunct faculty who are highly qualified in their areas of expertise and with laboratory and simulation settings with state-of-the-art equipment.

- GWCC has integrated a culture of assessment into the college environment.

- GWCC has many support services available to students to help ensure the success of its diverse population.
Executive Summary

- Learning resources and professional growth opportunities are available and encouraged for all faculty and staff.

CHALLENGES
- Implementing changes based on assessment outcomes and involving adjunct faculty in the assessment process continue to be a challenge.
- Budget constraints have limited support services for students and training for employees.

Criterion 4

Acquisition, Discovery, and Application of Knowledge

GateWay Community College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

GateWay Community College strives to produce well-rounded life-long learners and is committed to providing a quality education by exposing students to a breadth of knowledge, encouraging critical thinking, and offering opportunities to expand horizons. GWCC demonstrates that it values a life of learning through the wide array of program options it provides for its students and community and through its strong occupational programs, continuing education, and workforce development training. Because each GWCC discipline has a representative on the relevant MCCCD Instructional Council, academic disciplines participate in the Arizona articulation taskforces, occupational programs are supported by strong advisory councils, and curricula is kept up-to-date and relevant.

The college demonstrates a commitment to ongoing assessment of its curricula to keep it relevant in a global, diverse, and technological society. All branches of the college (Academic Affairs, Administrative Services, and Student Affairs) ensure that each department within that branch conducts a program review.

The college provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly through both MCCCD and college processes and policies. MCCCD has numerous resources on workplace practices and behaviors. The college works to ensure academic integrity through its academic and student support programs.

Strengths fall into the themes of strong working relationships, quality education, assessment, and unique program offerings. A major challenge falls under the theme of competition from proprietary schools resulting in pressure to modify the academic integrity that GWCC values as a strong educational institution in the community.
STRENGTHS

• The college supports freedom of inquiry by its faculty, administration, staff, and students. It offers resources that provide information, answer questions, and allow for open discussion.

• Area employers and business leaders recognize GateWay Community College as a high-quality training center for their employees and an entity which provides economic development support for the region.

• The college secures objective perspectives of currency of curriculum and relevance to the industry through various methods and entities.

CHALLENGES

• The college continues to maintain academic integrity given increasing competition by other propriety schools offering similar programs in shorter time frames and using a variety of delivery methods.

• Due to budget cuts, the Governing Board has decreased funding for professional growth for 2009-10 with the level of future funding unknown.

Criterion 5

Engagement and Service

As called for by its mission, GateWay Community College identifies its constituencies and serves them in ways both value.

The mission of GateWay Community College includes goals that state that the college is committed to cultivating workforce development initiatives and partnerships, and that it strives to be advocates of community and civic engagement. To this end, the college utilizes effective methods to analyze needs and offers many services and programs designed to engage with its diverse constituencies. GateWay deeply values its community partnerships with both commercial and nonprofit organizations. The culture of GateWay embodies an ongoing commitment to excellent career preparation, business and industry training, and learning through service to the citizens of Maricopa County. GateWay Community College’s constituents value the services the institution provides as evidenced by the employment of its graduates; the involvement of its faculty, management, and staff in the community; and the active participation of its partners.

Strengths fall into the themes of strong working relationships and a student-centered focus. Challenges of this criterion fall into the themes of communication, resources, and obstacles resulting from district policy.
Executive Summary

STRENGTHS
• The college has established relationships and partnerships to meet needs of constituents as well as to build capacity and leverage resources.

• The employees are innovative and responsive to the various constituents of the college.

• Cultural events and community activities hosted on and off campus have engaged students, employees, and the community.

CHALLENGES
• The college needs to continue to develop and promote outreach activities including service learning and volunteerism to both the internal and external college community.

• Physical space for community activities and performance venues on campus are limited.

• Many initiatives are challenged and in some instances hindered by college and district systems, processes, and regulations.
Chapter 1

Introduction

Maricopa County, Maricopa County Community College District, GateWay Community College Overview
Maricopa County Community Profile

County Profile

GateWay Community College, one of the Maricopa County Community Colleges, is located in Maricopa County which is the largest county in Arizona, measuring 9,222 square miles. With almost 3.9 million people, it is home to over half of the state’s population. Maricopa County is one of the fastest growing counties in the United States, with a projected population of four million by the year 2010. The county is the base of growing high-tech industries, agricultural, manufacturing, tourism, and travel-related industries. The statewide unemployment rate was 9.2% as of July 2009.

AGE

According to the U.S. Census Bureau, the median age is 33.7 years. See pie chart below for population by age.

Source: U.S. Census Bureau, 2005-2007 American Community Survey
ETHNICITY

Ethnic minorities represent approximately 35% of the total population of Maricopa County, with Hispanics or Latinos representing 30% of the total population. See pie chart below for breakout by ethnicity.

Source: U.S. Census Bureau, 2005-2007 American Community Survey
EDUCATION

Approximately 59% of the residents of Maricopa County have, at a minimum, some college education. Thirty-five percent have completed an associate’s, bachelor’s, or graduate degree as shown in the pie chart below.

![Pie chart showing educational attainment in 2006 Maricopa County](chart.png)

Source: U.S. Census Bureau, 2005-2007 American Community Survey

ECONOMIC FORECASTS AND TRENDS

The national recession that began in December of 2007 appears to have reached its zenith in the second quarter of 2009. Arizona has been particularly hard hit. The recession in Arizona began earlier and recovery is expected to lag the nation by at least a quarter or two due to the lingering challenges of the real estate market and anticipated layoffs in the public sector. Statewide, unemployment has risen from 3.6% in June 2007 to 9.2% in July 2009. Arizona ranked 47th in employment growth among states in 2008. In 2006, it ranked 2nd in employment growth. The construction sector has been particularly hard hit, with employment down 39.4% in the two years between July 2007 and July 2009. Other sectors in decline during the same period include the information sector (down 7.9%) and the manufacturing sector (down 11.9%). Overall, a further 5.0% decline in employment is predicted statewide in 2009 and a 2.3% decline in 2010. It is anticipated it will take until 2013 for employment to recover to the statewide levels seen at the end of 2007—a six-year correction.
The unsettled economy and state budget concerns will reduce resources available to the Maricopa County Community College District (MCCCD). Home values, for example, were down 36.1% in the Greater Phoenix region between 2nd quarter 2008 and 2nd quarter 2009. The housing correction will lower home assessment values and reduce property tax collections which accounted for 57% of the revenue for MCCCD in 2007-2008. Long-term employment and population projections for the State of Arizona, however, remain fundamentally strong. The state’s population, currently 6.5 million, is expected to be 12.5 million by 2039. Employment will double as 2.8 million new jobs are added. An economic correction may signal opportunities for MCCCD, as displaced workers intent on re-careering or upgrading skills boost enrollment. District programs in growth industries such as healthcare, bioscience, education, advanced manufacturing, and “green collar” jobs are also expected to have a positive impact on enrollment, although MCCCD faces increasingly strong competition from Arizona State University and local private sector education providers.

Maricopa County Community College District Profile

GateWay Community College (GWCC) is part of the Maricopa County Community College District, a dynamic higher education system serving the educational needs of Maricopa County. Commonly referred to as the Maricopa Community Colleges, the organization consists of ten fully accredited colleges, two skill centers, and a number of learning centers. The district is governed by a locally elected five-member Governing Board and a Chancellor’s Executive Team. The executive team consists of the Chancellor, Vice Chancellors, College Presidents, District Faculty Senate President, and District Faculty Senate President-elect. The Maricopa Community Colleges serve the needs of almost 4 million residents with more than 250,000 full-time and part-time credit and non-credit students enrolling each year. The colleges and district office employ more than 4,400 board-approved full-time employees and 3,700 adjunct faculty members annually.

The colleges provide a full range of academic services including high-quality academic, career/technical, and personal interest programs. Students planning to transfer to a university may earn the 35-credit hour Arizona General Education Core (AGEC) or one of the following transfer degrees: Associate in Arts, Associate in Business, Associate in Science, and specialized degrees in Elementary Education and Fine Arts. Associate of Applied Science degrees are designed for students seeking technical expertise or upgrading of skills. Many of these degrees can be transferred into Bachelor of Applied Science degrees at several state universities or into the Bachelor of Health Sciences degree for selected allied health programs at Northern Arizona University. The district is the largest provider of workforce training in Arizona, with programs in such areas as healthcare, technology, business, construction, and more.

Combined, the Maricopa Community Colleges educate a diverse group of students, approximately 58% White, 19% Hispanic, 7% African American, 5% Asian, 3% Native
American, and 9% Other. Students range from 15 to 91 years of age, and more than half of the students are female.
(http://www.maricopa.edu/business/ir/trends/html/spring45_do.htm)

***GateWay Community College Profile***

Established in 1968, GateWay Community College is a public institution of higher education located on 31 acres in east-central Phoenix. The college recently celebrated its 40th anniversary as a comprehensive community college providing educational opportunities to over 12,700 students. (See College Catalog at http://www.gatewaycc.edu/catalog/.)

The community immediately surrounding the college, which historically contained a mix of low-income urban housing, business and industry, and a large international airport, is ever-changing.

There has been an increase in residential development as well as the addition of two new hotels—one directly across from the college. GateWay has carved a niche by offering signature allied health programs and a large and high-quality nursing program. In addition, the college offers much-in-demand business and industry training as well as state-of-the-art industrial technology training. GateWay is strategically located halfway between ASU’s Downtown and Tempe campuses and near the Phoenix Biomedical campus. Cooperative efforts with ASU have helped foster GateWay’s growing transfer programs. However, because of its unique programs, GateWay’s service area includes all of Maricopa County, instead of the usual six-mile radius service area traditional to other community colleges in the district.

**COLLEGE HISTORY**

GateWay Community College was established as Maricopa Technical College in September of 1968 and was located in downtown Phoenix. On July 30, 1971, Maricopa Technical College was accredited as an “operationally separate” associate-degree-granting college of the Maricopa County Junior College District—now known as the Maricopa County Community College District.

The 1980’s brought significant changes to GateWay. The first was the relocation of campus operations from First and Washington Streets to 40th and Washington Streets with the exception of the Mechanical Technology Center. The College shared the twenty-acre 40th and Washington site with the District Office. In 1989, the District Office relocated to its current location in Tempe. During this time, GateWay built a new facility to enable Mechanical Technology to relocate to the 40th Street campus and to house automotive programs.

College leadership changed as well during the 1980’s. In 1985, Myrna Harrison replaced Dr. Charles Green as President of the college. It was President Harrison's
vision to balance GateWay’s strong occupational offerings with an increased emphasis on
transfer education. The Maricopa Skill Center, which had previously been aligned with
Rio Salado College, was moved to Maricopa Technical College in November of 1985.

During President Harrison’s tenure, the institution’s name was changed from Maricopa
Technical Community College to GateWay Community College to better communicate
the comprehensive curricular offerings of the college and to reflect the physical location
in the GateWay corridor.

In December 1988, Dr. Phil Randolph replaced Myrna Harrison as President of
GateWay. The 1990s brought continued growth. In 1994, the district passed a $385
million bond issue of which GateWay received over $23 million to improve the site and
construct new buildings including a Physical Plant, Children’s Learning Center, and
Center for Health Careers Education.

The first charter high school in MCCCD was established on the GateWay Campus in
1995. In 1997, the GateWay Community High School received full accreditation from
the NCA Commission on Schools, based on qualitative standards for Optional and
Special Function Schools.

The Physical Plant and Children’s Learning Center were opened in August 1998,
and the Center for Health Careers Education opened in July 1999. Bond projects
also include extensive remodeling of the instructional, student services, and
administrative areas.

In February 1999, GateWay acquired 11 acres adjacent to the campus to expand
parking and accommodate future growth. In addition, the Governing Board-approved
plans for a new administrative/faculty wing to be built on the north face of the existing
Instructional Building to increase office space. That wing was completed in 2002.

In 2000, Dr. Randolph was asked to serve as the Interim Vice Chancellor of Human
Resources for Maricopa Community Colleges and was replaced on an interim basis
by Dr. Fred Gaudet. Dr. Gaudet served until March of 2002 when Dr. Eugene
Giovannini, GateWay’s current President, came to the campus. It is Dr. Giovannini’s
vision to expand GWCC’s presence in the community and expand entrepreneurial
resource development.

GateWay Community High School was restructured in 2004 as an Early College High
School, offering students the opportunity to earn both a high school diploma and take
college courses for college transfer or toward an occupational certificate and/or associate’s
degree.

Voters overwhelmingly approved a $951 million bond package in 2004 in support of the
Maricopa Community Colleges. GateWay’s allocation was approximately $63 million
in General Obligation (GO) bonds to build facilities to house instruction, library/computer commons, and student services.

In 2007, the college remodeled its enrollment services area into GateWay Central. Student services such as advisement, admission and records, placement assessment, financial aid, and the cashier’s office are co-located, and the staff are cross-trained to improve access and convenience for students.

In December of 2008, the city of Phoenix opened its light rail transit system. A major stop for the light rail is immediately in front of GateWay’s campus, improving the accessibility of the college for students across the Phoenix metro region.

In summary, GateWay Community College has undergone many changes from its beginnings as Maricopa Technical College. First chartered as an occupational college and enhanced with a solid transfer program, GateWay now offers a wide range of programs and services which are consistent with its mission and purposes.

**COLLEGE ORGANIZATIONAL STRUCTURE**

The College is made up of three units: Academic Affairs, Student Affairs, and Administrative Services. GateWay has six instructional divisions as well as additional functional areas of instruction designed to meet the needs of students and the community. The instructional divisions include:

**Business and Information Technologies Division**

The Business program offers the Associate in Business degree which is the statewide business transfer degree, in addition to other certificate and degree programs. An abundance of career opportunities are available in the business community, encompassing multiple levels of participation from owning a business to working within the corporate environment. The Realtime Reporting program offers both Realtime Reporting and Captioning certificate and degree programs. A wide array of computer courses—traditional, open-entry, and online courses—are offered by the Information Technology program as well as certificate and degree programs.

**Health Sciences Division**

The Health Sciences Division offers allied health certificates and/or AAS degree programs that are offered only by GWCC within the Maricopa District. In addition to gaining discipline-specific competencies, degree seeking health science students require a solid foundation in writing, mathematics, science, communication, and critical thinking. This is achieved by providing students with a comprehensive general education experience. Students must be able to demonstrate the ability to apply, analyze, synthesize, and evaluate what they learn in college to the real life clinical experience on a daily basis.
Chapter 1

Introduction

**Industrial Technology Division**

The Industrial Technology Division’s programs offer hands-on training, as well as marketable experiences in a real-world setting. Students can earn AAS degrees or certificates to prepare for the job market by working with state-of-the-art fabrication and electrical equipment, late-model and alternative fuel vehicles, or commercial and industrial facilities. The division integrates logic and critical thinking in all of the program courses, and students demonstrate these skills by completing in-class labs, writing research papers, and making group presentations to their class.

**Liberal Arts Division**

While offering courses for degree and transfer students, the Liberal Arts Division fosters lifelong learning through the development of language and thought and the exploration of ideas and fine arts in historical and global perspectives. It offers courses, programs, and opportunities to facilitate students’ academic, career, and personal goals. The division provides academic excellence in a student-centered, humanistic environment that empowers learners to embrace diversity, think critically, and engage civically.

**Math and Science Division**

The Math and Science Division offers a wide variety of courses to support the majority of occupational and academic degree programs offered at GateWay, as well as general education/university transfer courses leading to many four-year degree tracks. The math and science courses form an important foundation required for occupational programs. They strengthen the mathematical and scientific literacy skills of students resulting in better-educated citizens and members of the workforce.

**Nursing Division**

The Nursing Division offers program certification as a PN/Practical Nurse and/or AAS degrees as a RN/Registered Nurse. The responsibilities of students within both of these programs require the integration of general education competencies, knowledge, and skill sets within a lecture, lab, and clinical setting. Students must demonstrate their abilities to communicate effectively verbally, non-verbally, and in writing. GateWay’s Nursing program is the largest nursing program in the Maricopa district.

**OTHER INSTRUCTIONAL UNITS**

**Apprenticeship Programs**

The Apprenticeship program at GateWay connects students with 14 participating construction trades organizations. These programs are a combination of classroom training and paid on-the-job training. The duration of these programs is from three to five years in length. Many of the programs require the apprentices to take reading and math assessment tests. The partnerships provide apprentices with college credit for course work leading to a certificate of completion and a State-approved Journeyman Certificate in their trade which is recognized nationally as well as internationally. Upon
completion, apprentices can continue their education to pursue an Associate in Applied Science (AAS) degree. The AAS degree is transferable to ASU Polytechnic into the Bachelor of Applied Science degree program.

**Early College High School**

In 1995, GateWay Community High School was established on the GateWay campus—the first charter high school in the Maricopa County Community College District. The high school provided an accelerated, career-focused high school diploma program with available integration of community college coursework. Initially, the high school was quite successful, but by the early 2000s, the dropout rate was significant. The open-entry, open-exit format of the high school program was not working effectively for many students.

GateWay Community High School was restructured in 2004 as an Early College High School. It is a five-year model providing students with the opportunity to blend high school courses with college courses and graduate with a high school diploma as well as occupational certificate or associate’s degree, or earn a significant amount of college credits for transfer. The Early College High School provides learning assistance to students to support their success. (For more information, see Criterion 5b.)

**Maricopa Skill Center**

Established in 1964, the Maricopa Skill Center (MSC), a non-credit offsite division of GateWay, provides workforce development programs and occupational training to Valley residents. The Skill Center is FTSE generating on a clock-hour basis (640 clock hours of attendance by completers equals one Full-Time Student Equivalent).

All MSC programs are designed to ensure graduates of likely attainment of economic independence. MSC tracks graduate employment and compensation for a period of five years after a student’s completion of the program as part of determining program relevance. This is in keeping with MSC’s mission that “graduates will possess all the workplace skills necessary to achieve long-term economic independence.”

To develop all the workplace skills necessary, MSC relies heavily on workforce advisory boards and councils. Each year for each program area, MSC assembles industry boards of 15-35 industry leaders and expert workers to detail competencies and competency measurements as part of its program review cycles. These findings are used to ensure that MSC programs produce a high-performing workforce closely aligned with the needs of industry. Modeling the workforce, the Skill Center’s typical training schedule has been established at 25-40 hours per week. In addition to its 44 training programs, the Skill Center offers services to the public including printing services at the student press, manicures at the student-run salon, deli and butcher services at the student-run deli, and auto detailing at the student-run auto body shop.

The budget of the Skill Center is based on revenue generated from three sources: direct collection of tuition and fees, cost recovery of services (sale of goods and services,
rentals), and a MCCCD campus supplement. The Center also receives capital expenditure dollars which consist of a base amount supplemented by an amount determined by formula applied to all occupational FTSE.

The Maricopa Skill Center has experienced a number of challenges over the past few years including moving from a customer-driven organization to a student-centered, policy-driven organization as well as culture and climate issues. The Skill Center is restructuring in an effort to maximize student development and success, while retaining the unique mission of meeting the needs of the community for vocational training.

COLLEGE ENROLLMENT DATA

Over the last seven years, as shown in table and graph below, GateWay’s annual student headcount showed an overall decrease of 24% (from 16,688 to 12,726*) while FTSE experienced an increase of more than 6% over the same seven year period—indicative of fewer students taking more credit hours.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>16,688</td>
<td>15,948</td>
<td>16,038</td>
<td>16,063</td>
<td>15,633</td>
<td>14,350</td>
<td>12,726</td>
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</table>

*Source: Maricopa Trends (http://www.maricopa.edu/business/ir/trends/index.htm)

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<th></th>
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<tbody>
<tr>
<td>Total</td>
<td>3,440</td>
<td>3,703</td>
<td>3,728</td>
<td>3,846</td>
<td>3,805</td>
<td>3,667</td>
<td>3,661</td>
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</tbody>
</table>

*Source: Maricopa Trends (http://www.maricopa.edu/business/ir/trends/index.htm)

ANNUAL FTSE/HEADCOUNT COMPARISON
FTSE AND ENROLLMENT TRENDS

FTSE and Enrollment Trends data from 2008-09 indicate the following:

- GateWay’s fiscal year 2008-09 FTSE decreased by .4% when compared to 2007-08. (3,677 to 3,662) while college headcount decreased by 11% indicating that while enrollment has decreased, students are taking more credit hours.

- FTSE decreases occurred primarily in construction and apprenticeship trade programs and the Dual Enrollment program.

- Programs that experienced considerable FTSE increases include: Business Personal Computing (15%), Real Time Reporting (29%), Surgical Technology (19%), Manufacturing (13%), Nursing Continuing Education (9%).

- GateWay continues to see high enrollments in a number of areas including Nursing, Diagnostic Medical Imaging, English, Biology, and Math.

- The percentage of GateWay students attending full-time continues to climb, increasing from 9.5% in 2007-08 to 13% in 2008-09.

- Hispanic student headcount continues to account for just over 25% of the college population. GateWay Community College recently received official designation as a Hispanic Serving Institution (HSI) and was awarded a $2.76 million Title V Grant through the U.S. Department of Education.

- Alternative course delivery at GateWay has increased substantially over the last four years. Online and hybrid delivery has increased from eight courses in 2003-04 to more than 75 courses in 2006-07 to more than 200 courses in 2008-09. Each of the six College Instructional Divisions offers a selection of courses in either a hybrid or online format.

The college has increased retention of continuing students while new student enrollment has decreased. The percentage of full-time student enrollment as well as male student enrollments has increased. It is anticipated that enrollments will increase as a result of individuals retraining and re-careering. Fall 2009 FTSE is up 15% as compared to last year. See the Annual FTSE/Headcount Comparison on the previous page.
The FTSE generated for 2008-09 by each of the academic divisions, apprenticeship program, and the wellness classes is illustrated below in the pie chart:
### STUDENT DIVERSITY

As the following table illustrates, GWCC students are diverse. The vast majority of students take classes on a part-time basis, with only 13% enrolled for 12 credits or more. The ethnic diversity of the student population approximates the ethnic diversity in Maricopa County.

<table>
<thead>
<tr>
<th>Credit Hours Taken</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 or more</td>
<td>1051</td>
<td>930</td>
<td>843</td>
<td>773</td>
<td>907</td>
<td>14%</td>
<td>12%</td>
<td>11%</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>9 - 11.9</td>
<td>811</td>
<td>825</td>
<td>890</td>
<td>950</td>
<td>963</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>15%</td>
<td>14%</td>
</tr>
<tr>
<td>6 - 8.9</td>
<td>1424</td>
<td>1464</td>
<td>1371</td>
<td>1311</td>
<td>1455</td>
<td>19%</td>
<td>19%</td>
<td>18%</td>
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<td>20%</td>
</tr>
<tr>
<td>3 - 5.9</td>
<td>3059</td>
<td>3388</td>
<td>3324</td>
<td>2652</td>
<td>2883</td>
<td>40%</td>
<td>44%</td>
<td>44%</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>0 - 2.9</td>
<td>1210</td>
<td>1155</td>
<td>1071</td>
<td>727</td>
<td>896</td>
<td>16%</td>
<td>15%</td>
<td>14%</td>
<td>11%</td>
<td>13%</td>
</tr>
<tr>
<td>Total</td>
<td>7555</td>
<td>7762</td>
<td>7499</td>
<td>6413</td>
<td>7099</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>3250</td>
<td>3536</td>
<td>3519</td>
<td>2978</td>
<td>3289</td>
<td>43%</td>
<td>46%</td>
<td>47%</td>
<td>46%</td>
<td>46%</td>
</tr>
<tr>
<td>Female</td>
<td>4019</td>
<td>4105</td>
<td>3744</td>
<td>3321</td>
<td>3607</td>
<td>53%</td>
<td>53%</td>
<td>50%</td>
<td>52%</td>
<td>51%</td>
</tr>
<tr>
<td>Not Reported</td>
<td>286</td>
<td>121</td>
<td>236</td>
<td>114</td>
<td>203</td>
<td>4%</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>391</td>
<td>390</td>
<td>329</td>
<td>262</td>
<td>277</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Asian/Pacific Island</td>
<td>215</td>
<td>272</td>
<td>391</td>
<td>265</td>
<td>291</td>
<td>3%</td>
<td>4%</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Black</td>
<td>691</td>
<td>619</td>
<td>603</td>
<td>604</td>
<td>638</td>
<td>9%</td>
<td>8%</td>
<td>8%</td>
<td>9%</td>
<td>9%</td>
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<tr>
<td>Hispanic</td>
<td>1742</td>
<td>1937</td>
<td>1912</td>
<td>1655</td>
<td>1755</td>
<td>23%</td>
<td>25%</td>
<td>25%</td>
<td>26%</td>
<td>25%</td>
</tr>
<tr>
<td>White</td>
<td>3706</td>
<td>3855</td>
<td>3713</td>
<td>3414</td>
<td>3595</td>
<td>49%</td>
<td>50%</td>
<td>50%</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>Other</td>
<td>810</td>
<td>589</td>
<td>651</td>
<td>213</td>
<td>543</td>
<td>11%</td>
<td>8%</td>
<td>9%</td>
<td>3%</td>
<td>7%</td>
</tr>
</tbody>
</table>
Chapter 2

College Accreditation

GateWay Community College’s Accreditation
History, Current Process
ACCREDITATION HISTORY

GateWay Community College opened as Maricopa Technical College in 1968, and in 1971 was accredited as an official associate-degree-granting college by the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. Since then, there have been three comprehensive evaluation visits, the first in 1982 and subsequently in 1990 and 2000. GateWay is currently accredited and in good standing. A summary of the most recent Higher Learning Commission visit follows.

•••2000 Accreditation Visit

Following the 2000 accreditation visit, the HLC team noted three areas challenging GateWay Community College and required progress reports and a monitoring report as follows:

1. Many full-time and part-time faculty files were not complete and up-to-date. Missing information included official transcripts, Arizona Community College Teaching Certification, skill certification as required, and evaluation information. By summer 2000, both full-time and adjunct personnel files were complete and are currently maintained in central locations. In August of 2000, GateWay submitted a progress report describing the procedures and protocols put into effect by the college and the Maricopa County Community College District. The report was accepted by HLC in December 2000, with no follow-up reports required.

2. The HLC team also noted that the college lacked a comprehensive plan to assess student academic achievement with clearly defined objectives and timelines. Written procedures identifying who has responsibility for collecting, interpreting, and disseminating data and information for all general education competencies were needed as was a mechanism for linking information gathered to planning and budgeting at the unit level. In August 2001, GateWay submitted a report to HLC detailing its progress in these areas. The Plan to Assess Student Academic Achievement was described, and the report included a specific portion addressing institutional level general education outcomes with clearly defined objectives and timelines for assessment. This report was accepted by HLC in 2001, with no follow-up report required.

3. The 2000 visiting HLC team also requested a monitoring report on institutional planning by February 2003 stating, "GateWay's planning
goals, assumptions, and objectives need prioritized performance indicators, timelines, and implementation strategies compatible with the Maricopa District’s evolving Strategic Plan.” Subsequent to GateWay’s visit, the district refined its strategic planning process to which GateWay created direct linkages between the district’s strategic plan and the college’s strategic plan. GateWay submitted the monitoring report in February 2003. While HLC accepted the report, staff noted “GWCC lost two years of planning, development, and implementation during its presidential search….Therefore, GateWay Community College is requested to provide documentation of an implemented strategic plan in a progress report due on or before March 1, 2005.”

GateWay submitted the follow-up report to HLC which outlined how GateWay had formalized and implemented a strategic planning process. The college has successfully linked strategic planning to budget planning, engaged broad participation in the planning process, linked institutional strategic planning to district-wide strategic planning, and has provided for ongoing evaluation. The progress report was accepted by the Higher Learning Commission in June 2005, with no follow-up reports required.

Current Self-Study Process

The goals of the current Self-Study process are to:

- Achieve 10-year accreditation from the Higher Learning Commission of the North Central Association of Colleges and Schools without the requirement of progress reports, monitoring reports, or focus visits.

- Identify college strengths and challenges relative to the stated mission and purposes, while providing recommendations for ongoing improvement utilizing continuous feedback loops.

- Provide learning opportunities for future leaders relative to organizational development in order to advance the college.

- Encourage “Work as One”, a college-wide effort involving the internal and external communities in enhancing student success.

History of the Self-Study Process

In early spring of 2007, GateWay's President appointed Self-Study Tri-Chairs and accepted the recommendations of the President's Cabinet for formation of the HLC Steering Committee. The committee included faculty, staff, and administrators and held its first meeting in March of 2007.
A critical challenge for the committee was to make the process as inclusive as possible. To maximize involvement, all employees were asked to select one of six sub-committees on which to serve. The process afforded all employees the opportunity to participate and facilitate project communication. On January 4, 2008, an All-College meeting was held to officially kick-off the HLC Self-Study. (A list of HLC subcommittee members is available in the Resource Room.)

Self-Study Steering Committee Members:
- Jolyne Ghanatabadi – Tri-Chair, Vice President of Academic Affairs
- Sue Kater – Tri-Chair, Director of Planning, Research and Effectiveness and Acting Executive Director Maricopa Skill Center
- Geri Rasmussen – Tri-Chair, Faculty Emeritus, Liberal Arts
- Jim Baugh, Math Program Director/Faculty
- Martha Bergin, Communications Faculty
- Denise Bowman, Counselor/Faculty
- Don Campbell, MCCCD Governing Board Member
- José Candenedo, Director of Information Technology
- Helen Dow, Upward Bound Program Coordinator
- Eugene Giovannini, President
- Michele Hamm, MAT President
- Cathleen Hernandez, Coordinator of Institutional Research and Grants
- Linda Jensen, Dual Enrollment Coordinator
- Matthew Jolly, English Program Director/Faculty
- Don Keuth, President’s Advisory Council Chair
- Patty Kirchner, PSA President
- John Lampignano, Center for Teaching and Learning Director/Faculty
- Janet Langley, Vice President of Administrative Affairs
- Sharon Luczu, Faculty Senate Past President
- Dan Lufkin, Acting Associate Dean of Student Affairs
- Kelly McPhee, Coordinator of Enrollment Services
- Susan Mills, Art/Humanities Faculty
Chapter 2
College Accreditation

- Mike Murphy, Marketing Director
- Carolyn O’Connor, Acting Vice President Student Affairs
- Charlie Pour, Director Facilities
- Susie Pulido, Director of Institutional Advancement and Entrepreneurial Programs
- Luis Rivera, Associated Student Council President
- Toni Rodriguez, Respiratory Care Program Director/Faculty
- Margi Schultz, Nursing Program Director/Faculty
- Lisa Smith, Acting Principal GateWay Early College High School
- Annette Torrey, Accounting Faculty
- Kerry Vrabel, ESL Faculty
- Monica Wadsworth-Seibel, Faculty Senate President
- Peter Zawicki, Physical Therapy Assisting Program Director/Faculty
- Kathryn Kunath, Editor

Major Changes since the Last Self-Study

Major changes since the last Self-Study are explained in greater detail in the appropriate chapters, but are summarized below as a means of introduction:

- Passage of a bond election in 2004
- Creation of GateWay Central (one stop student enrollment services)
- Recognition as a Hispanic-Serving Institution (HSI)
- Completion of the Administrative/Faculty Wing
- Master planning for new facilities
- Development of new courses and programs
- Restructure of High School to Early College High School
- Addition of athletic programs
- Addition of high school bridge programs
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.
GateWay Community College, as part of the Maricopa County Community College District, has a mission and vision which are consistent with the district’s mission and vision while allowing GateWay to meet the needs of its unique constituencies. The Maricopa Community Colleges value the diverse richness all individuals bring to the teaching and learning process. The faculty, staff, and students are multi-cultural and multi-lingual. MCCCD and GateWay Community College are committed to respecting diversity and providing learning opportunities for all students.

***Core Component 1a***

*The organization’s mission documents are clear and articulate publicly the organization’s commitments.*

**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT VISION**

While currently under review by the Governing Board, the district’s vision reads, “A Community of Colleges…Colleges for the Community…working collectively and responsibly to meet the lifelong learning needs of our diverse students and communities.”

**MARICOPA COUNTY COMMUNITY COLLEGE DISTRICT MISSION**

The MCCCD mission statement reads as follows: The Maricopa Community Colleges provide access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement
GATEWAY’S MISSION DOCUMENTS

GateWay Community College’s mission and vision direct the development and evaluation of existing and future programs. The mission and vision provide a focus for all college functions, including institutional effectiveness, strategic planning, resource allocation, and staffing. GateWay’s mission documents are widely publicized via the catalog, schedules, web, student publications, and handouts for all employees.

The mission documents are evaluated annually as part of the strategic planning cycle, and most recently the mission statement was revised to reflect an emphasis on student development. In 2007, the college goals were edited from nine to the current five which are listed below.

Vision

GateWay seeks to develop opportunities that are innovative and responsive to the diverse learning needs of the changing community.

Mission

GateWay Community College, an institution of higher education, provides effective, accessible, and responsive educational services in a multi-cultural environment resulting in student development and success.

Goals

GateWay Community College, including the Maricopa Skill Center and GateWay Early College High School, in achieving the mission of the college, is committed to the following strategic goals:

Learning

We foster learning and provide learning opportunities throughout the college.

Student Access and Success

We continue to maximize opportunities to increase enrollment and student success.

Collaboration and Innovation

We promote and celebrate collaboration and innovation.

Community and Civic Engagement

We strive to be advocates of community and civic engagement.

Workforce Development and Partnerships

We affirm our commitment for cultivating workforce development initiatives and partnerships.
Values

**Students are the primary reason we exist.** We value our diverse learning community and respect our students for their life experiences and achievements, and we appreciate their contributions. For these reasons, GateWay is committed to the following values:

- Learning as a lifelong endeavor of growth and self-discovery.
- Diversity as a celebration of the unique richness that all individuals bring to our community and to the learning opportunity it provides.
- Service to students, to each other, and to the community.
- Teamwork as a commitment to working together toward student success.
- Integrity as an essential element in our learning environment. We strive to be honest, authentic, consistent, and respectful in our words and actions.
- Entrepreneurial Spirit as critical in accomplishing our mission and goals. Through calculated risk-taking, we see possibilities, not limitations.

Summary 1a

Both Maricopa County Community College District and GateWay Community College have clearly and publicly articulated mission statements.

Core Component 1b

*In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.*

**COMMITMENT TO DIVERSITY AT THE DISTRICT LEVEL**

With the 1994 creation of the Diversity Steering Committee, Maricopa Community Colleges recognized that a key aspect to success is the effective management of diversity and the intentional creation of inclusive environments for learning. This understanding is represented in Maricopa’s vision, mission, and values, in each of the college’s value statements, and in the Chancellor’s *Beyond Boundaries* vision for Maricopa. This commitment has been reflected institutionally through:

- The Governing Board’s Diversity Statement — “served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect.” (Governing Board Goal, 1995)
- Maricopa’s Vision, Mission and Values which describes Maricopa as, “A Community of Colleges…Colleges for the Community… working
collectively and responsibly to meet the life-long learning needs of our diverse students and communities.” (Maricopa Vision Statement, 2005)

• The Chancellor’s Beyond Boundaries initiatives which describes, “…a system of higher education that provides opportunity, encourages prosperity, promotes equity, and trains people for jobs regardless of their religion, color, race, country of origin, economic status, or social class.” (Beyond Boundaries, 2004)

• The vision, mission, and values statements of all ten colleges in the Maricopa system.

Maricopa’s efforts to create a quality diverse workforce are accomplished through collaborative efforts in marketing, communication, outreach, and training. Recruitment efforts include information for employees on districtwide retention and training activities. The district also supports the Faculty of Color Recruitment and Retention Committee (FCRRC) to promote recruiting, hiring, retaining, and advancing faculty of color and faculty who are committed to the diverse community college student population. The purpose of the Faculty Recruitment Office is to strategically plan and serve as a resource to improve and facilitate the outreach, recruitment, and retention efforts of the Maricopa Community Colleges in respect to faculty of color.

**Equal Employment Opportunity/Affirmative Action**

The vision of the MCCCD Equal Employment Opportunity/Affirmative Action (EEO/AA) Office is to maintain a harmonious work environment conducive to serving students, employees, and the community with equal and fair service to all. The EEO/AA Office monitors data regarding complaints, underutilization, and employee demographics.

**Diversity Infusion Program**

The Maricopa County Community College District Diversity Infusion Program enhances the ability of faculty to create a positive learning and teaching experience that includes increased awareness, understanding, appreciation, and respect for all people. The Diversity Infusion Program provides training to faculty on how to infuse diversity into the curriculum, resources, and student internships.

Maricopa Community Colleges’ support of districtwide interest groups reflects the organization’s commitment to employ and retain diverse personnel. Maricopa’s constituency groups serve on the Diversity Advisory Council and are consulted by the Chancellor in conjunction with the Chancellor’s Community Advisory Councils as community or institutional issues require. These interests groups include the Maricopa Association of Chicanos in Higher Ed; Maricopa Council on Black American Affairs; Gay, Lesbian, Bisexual & Transgender Association; United Tribal Employees’ Council;
Women's Leadership Group; and Asian Pacific Islander Association—to name a few. College employees actively participate in these various interest groups. (See http://www.maricopa.edu/diversity/.)

GATEWAY COMMUNITY COLLEGE'S COMMITMENT TO DIVERSITY

GateWay Community College values the individual and group differences of its learners and is committed to the diverse community of its constituencies. Through the variety of programs and campus activities offered on campus, GateWay Community College serves as a key resource to both its students and the greater community that it serves.

GateWay Community College recognizes the diversity of its students through the sponsorship of 22 student clubs and organizations. Some examples include the Black Student Union (BSU), Hispanic Student Organization (HSO), Inter-Tribal Club, GateWay's Women's Forum, Veterans Club, and Students with the Ability to Learn and Achieve (SALSA).

GateWay recognizes the diverse educational needs of its students. The Maricopa Skill Center, Early College High School, Learning Center, ESL Center, Disabled Student Services, PROSPER—a TRiO Student Support Services (SSS) project, and ABE Transition Center are a sample of programs which provide study and learning assistance to GateWay students. Because all students learn differently, academic support is provided in different modalities.

International Education Committee

GateWay's International Education Committee works closely with the International Student Office to promote international education on campus to students, faculty, staff, and administration, with the intent of increasing global awareness and understanding in a multicultural world. Eighteen countries were represented by international students during the 2008-09 academic year. In addition, the International Education Committee sponsored international students to participate in various events such as the 25th Annual Arizona Association of Chicanos in Higher Education Conference at ASU Polytechnic and the 2nd Annual Global Leadership Retreat. The committee financially supported F-1 students by providing wages to them as they worked on campus. Scholarship monies were made available to GateWay students participating in the Prague Study Abroad program during the summer of 2009.

College Bridge Programs

GateWay Community College continues to demonstrate its commitment to diversity through its support of bridge programs. Achieving a College Education (ACE), Upward Bound, and HOOP of Learning programs all provide college access to underrepresented youth in the community. Accredited by the North Central Association of Colleges and Schools, GateWay Early College High School offers students an opportunity to earn a high school diploma and an associate's degree or occupational certificate, at no cost, within five or fewer years of starting high school.
Summary 1b

GateWay Community College promotes diversity in its classrooms and throughout the programs offered on campus. GWCC values the diversity of its learners, other constituencies, and the greater society it serves. GateWay Community College is committed to maximizing the success of its diverse learners.

Core Component 1c

Understanding of and support for the mission pervade the organization.

COMMUNICATION

Information regarding the mission of the college is found in the College Catalog, Course Schedules, and Student Handbook. The intent is that employees, students, and the community understand the mission of GateWay Community College and that the documents provide a visible reminder of the values and goals that guide the college.

STRATEGIC PLANNING

Maricopa’s strategic planning process provides the framework to advance the districtwide mission, vision, and goals. This is accomplished by each of the colleges taking action to meet the needs of students and the internal and external communities. GateWay has, through a process of continuous improvement, formalized and implemented a strategic planning process. The college has successfully linked strategic planning to budget planning, engaged ongoing broad participation in the planning process, linked institutional strategic planning to districtwide strategic planning, and has provided for ongoing evaluation. Strategic decisions are based on the mission and vision. Further, all departments must align their mission and goals with those of the college. These alignments are documented and reviewed annually through the department annual reports. Budget requests are evaluated in terms of how they support the mission and goals of the institution. Through the program review process, each department and division in the college evaluates how it fulfills its particular mission, vision, and goals, derived from those of the college.

VALIDATION

GWCC has administered a student satisfaction survey through Noel-Levitz every second spring semester since 2002. The Research, Planning, and Effectiveness Office coordinates the administration of the survey, and results are shared with administration and the campus community through executive summary reports. The GateWay Community College mission statement identifies a variety of internal and external constituency groups. GWCC has a number of partnerships which provide support for the college’s mission statement. The college values clearly indicate students are the primary constituency group. In spring 2007, the Noel Levitz Student Satisfaction
Inventory described in Chapter 4 validated students’ overall satisfaction with GateWay Community College as above the normative mean.

Results from the Spring 2009 Noel Levitz Student Satisfaction Inventory indicate student satisfaction in several areas which validate and support the college’s mission statement. **These areas include the following:**

- Opportunity to experience intellectual growth.
- Assistance reaching educational goals.
- Effective support services.
- Secure campus environment.
- Accessible tutoring services.
- Positive and enjoyable experience provided by the campus.
- Welcoming culture for students on the campus.

To further enhance broad assessment of the campus community, the Planning, Research, and Effectiveness Office coordinated an Employee Climate Survey in 2006. The survey—a nationally normed survey—was conducted in collaboration with the National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. The Personal Assessment of the College Environment (PACE) Survey—with a 31% response rate, which is not enough to be statistically valid—provided data to assist campus leadership in promoting more open and constructive communication among all employee levels. Major strengths included the feeling of job relevance to the mission and the degree to which the institution educates students effectively and prepares students for a career. Major challenges included communication of information and the extent to which institutional teams use problem-solving techniques.

The results of the PACE Survey were shared with the Leadership Team, President’s Cabinet, and Strategic Planning Committee, and were made available on the college’s employee portal site for all employees to view. In addition, the Director of Planning, Research and Effectiveness met with each employee group in focus sessions to better understand the results of the survey and how to improve communication. Results indicated that employees were aware that financial reward for strong work production was not an option, but that they would appreciate ongoing, positive feedback for good work. This was relayed to and supported by college administration. GWCC has been engaged in a variety of ways to empower individuals. The Staff Development Committee has also had significant involvement in addressing employee morale. Dr. Beth Cabrerra, a consultant, was hired to provide empowerment training for MAT, PSA, Crafts & Safety, and M&O employees. (The results of the PACE Survey are available in the Resource Room.)
GateWay has continued to create a culture of collaboration and cooperation following the theme “Work as One.” Additionally, in an attempt to enhance communication, SharePoint was implemented as a method to share all end-of-the-year reports, allowing employees the opportunity to view and comment on college highlights. While the college continues to make improvements in communication, it recognizes that ongoing effort is required.

Summary 1c

Understanding of and support for the mission pervade GateWay Community College, as evidenced by its clear communication in various publications, the formalized strategic planning process, and its linkages to annual reports, budget requests, and program reviews.

Core Component 1d

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

STATEWIDE COMMUNITY COLLEGE LEADERSHIP

The higher education systems in Arizona are governed independently by sector. Additionally, there are coordinating entities with specific purposes representing particular stakeholders. Some of the primary coordinating and governing bodies affecting community colleges in the state are described below.

Arizona Association of District Governing Boards

The Arizona Association of District Governing Boards (AADGB) is a statewide coalition of community college governing board members comprised of one representative from each participating district from the ten accredited community college districts in the state. Their purpose is the advancement and betterment of community colleges in Arizona through the exchange of information among district governing boards.

Arizona Community College Presidents’ Council

The Arizona Community College Presidents’ Council (ACCPC) is a statewide partnership of the chief executive officers of each of the ten accredited community college districts in the state. ACCPC exists to strengthen and promote Arizona’s community colleges and address a range of issues of importance to community colleges including:

- Academic and student affairs.
- Workforce and economic development.
Arizona Community College Council

The Arizona Community College Council (ACCC), recently re-established by Governor Janice Brewer, is comprised of 18 members appointed by the governor, including the chief executive officers of each of the ten community college districts in the state, the provisional community college district, and the two Native American community colleges; two governing board members from community college districts; and three members representing business, industry and/or philanthropy.

The ACCC is charged with:

• Developing recommendations for the long-term coordination and governance of community colleges balanced with the role of the locally elected governing boards that recognize the need for system wide coordination.

• Proposing revisions to the community college funding formulas.

• Improving partnerships for transfer and articulation with Arizona Board of Regents (ABOR) to ensure that a greater number of community college credits count toward a bachelor’s degree.

• Establishing statewide goals and accountability/performance measures for community colleges.

• Establishing standards for statewide data exchange among all education entities, including a longitudinal data system.

DISTRICT GOVERNANCE

The Maricopa Community Colleges are guided by a five-member governing board, a chancellor, vice chancellors, and ten college presidents as shown on the organizational chart on the following page.
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Criterion 1
Governing Board

The Maricopa County Community College District Governing Board consists of five elected officials representing geographical districts within Maricopa County. (A county map showing the respective districts is available in the Resource Room.)

The Governing Board obtains its authority from the Arizona Revised Statutes, Section 15-1444. Governing Board members are subject to the provisions of the Arizona State Constitution and their own Code of Ethics. Board members meet on the fourth Tuesday of every month for a business meeting. Governing Board members are elected for staggered six-year terms and the current membership and their dates of service are shown below:

<table>
<thead>
<tr>
<th>Maricopa Community Colleges Board Members</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Colleen Clark</strong></td>
</tr>
<tr>
<td>Board President</td>
</tr>
<tr>
<td>Serves: District 1, including Mesa,</td>
</tr>
<tr>
<td>Chandler, and Gilbert</td>
</tr>
<tr>
<td>First Elected: 2006</td>
</tr>
<tr>
<td>Term Ends: 2012</td>
</tr>
<tr>
<td><strong>Randolph Lumm</strong></td>
</tr>
<tr>
<td>Board Secretary</td>
</tr>
<tr>
<td>Serves: District 4, including Glendale,</td>
</tr>
<tr>
<td>Peoria, and Surprise</td>
</tr>
<tr>
<td>First Elected: 2008</td>
</tr>
<tr>
<td>Term Ends: 2014</td>
</tr>
<tr>
<td><strong>Donald Campbell</strong></td>
</tr>
<tr>
<td>Board Member</td>
</tr>
<tr>
<td>Serves: District 5, including Phoenix,</td>
</tr>
<tr>
<td>Avondale, and Goodyear</td>
</tr>
<tr>
<td>First Elected: 1982</td>
</tr>
<tr>
<td>Term Ends: 2012</td>
</tr>
<tr>
<td><strong>Debra Pearson</strong></td>
</tr>
<tr>
<td>Board Member</td>
</tr>
<tr>
<td>Serves: District 3, including Northeast</td>
</tr>
<tr>
<td>Phoenix</td>
</tr>
<tr>
<td>First Elected: 2008</td>
</tr>
<tr>
<td>Term Ends: 2014</td>
</tr>
<tr>
<td><strong>Jerry Walker</strong></td>
</tr>
<tr>
<td>Board Member</td>
</tr>
<tr>
<td>Serves: District 1, including Mesa,</td>
</tr>
<tr>
<td>Scottsdale, and Fountain Hills</td>
</tr>
<tr>
<td>First Elected: 2004</td>
</tr>
<tr>
<td>Term Ends: 2010</td>
</tr>
</tbody>
</table>
Board Policies Regarding Governance

Governance policies adopted by the Governing Board address the following:

- **Outcomes**: Policies that determine benefits that will occur for the Board’s constituents. These are prioritized and reflected in the budget.

- **Governance Process**: Policies that clarify the Board’s own job and rules, including how it plans to connect with others.

- **Executive Duties and Responsibilities**: Policies that provide the prudent and ethical boundaries of acceptable Chancellor acts, practices, and circumstances.

- **Board-Staff Relationship**: Policies that describe the Board’s relationship and accountability linkage (generally through the Chancellor).

- **General**: Areas of administrative operation where the Board has elected to maintain ultimate authority.

- **Board Auxiliary**: Supplementary language that is related to the Board’s governing of discretionary rights.

- **Vision, Mission and Values**: Outlines the overall purpose of the Maricopa County Community College District and its role in the community.

On April 28, 2009, the Maricopa County Community College District Governing Board amended the Maricopa Governance Policy—Manner of Governing. This policy provides the Governing Board with the individual or collective opportunity to become involved in operational functions of the district and/or colleges. Since policy adoption, the Governing Board has both as individuals and as a collective body become involved in both district and college operations. Recent Governing Board action and behavior has created an uncertain, fearful, and intimidating environment as evidenced by the board’s desire to change the mission, cut salaries and professional growth, ignore data and reports, demonstrate lack of respect for employees in an attack on the culture and climate of the district. A complaint against the Governing Board was filed with HLC by employees of MCCCD regarding the Governing Board overstepping their role by acting as chief operating officer. As a result of the complaint, the Chancellor brought in a team of HLC consultants and retired Community College Trustees from the HLC/NCA region. (The report, “Consultants’ Report re: Governing Board” is available in the Resource Room).

THE CHANCELLOR’S AUTHORITY AND LEADERSHIP

The Chancellor, as chief executive officer, is accountable to the Governing Board acting as a body. According to Governing Board policy, all authority and accountability of staff is the responsibility of the Chancellor. The implementation of the administrative regulations and development of resulting procedures are delegated by the Chancellor to appropriate personnel. (Administrative regulations are published in the College Catalog and are available at http://www.maricopa.edu/publicstewardship/governance/adminregs/adminregs.php.)

Chancellor’s Executive Council

The Chancellor’s Executive Council (CEC) is composed of the Chancellor, Vice Chancellors, College Presidents, District Faculty Senate President, and District Faculty Senate President-Elect.

GATEWAY’S GOVERNANCE

GateWay has a shared governance process. The Leadership Team which meets weekly is composed of the college President, Vice Presidents, Deans, Faculty Senate President, and Directors of specific college functional areas, as shown on the organizational chart on the following page. The President’s Cabinet, an advisory committee made up of the administrative team, employee group presidents, and key functional group managers meets on a monthly basis and is an effective tool for college-wide information sharing. In addition, the Faculty Senate meets monthly, and the Faculty Senate President has regular meetings with the college President. (For complete organizational chart, see https://my.gatewaycc.edu/topics/orgchart/pages/default.aspx.)

Academic Division and Department Leadership

GateWay’s academic structure consists of six instructional faculty divisions and two service faculty departments. Chairs serve as leaders responsible for coordinating efforts to make sure that the goals of the college are met. Roles and responsibilities of the division and departmental chairs are articulated in the College Plan as well as in the chair selection process. All chairs with the exception of the Nursing division chair are elected by division faculty, serve two-year terms, and are eligible for unlimited re-election; the Nursing division chair serves a four-year term.

Shared Governance

The ultimate authority for all college decisions rests with the Governing Board who delegates authority to the Chancellor who in turn delegates authority to the college President. While shared governance structures are in place at the college, there is a perception by faculty that shared governance issues continue – particularly related to how and to what extent faculty input is valued including a lack of engaged discussion of rationale for significant actions. This suggests that collaborative decision-making needs improvement. Steps are being taken to address this issue, including increased communication from the President’s office, informal and formal employee meetings,
Chapter 3
Criterion 1

GATEWAY COMMUNITY COLLEGE ORGANIZATIONAL STRUCTURE

Eugene Giovannini
President

Susie Pulido
Director
Institutional Advancement & Entrepreneurial Programs

Sue Kater
Director
Institutional Planning, Research & Effectiveness

Janet Langley
Vice President
Administrative Services

Michael Glisson
Dean of Allied Health and Nursing

Gloria Salmer
Associate Dean of Academic Affairs

Jolyne Ghantabadi
Vice President Academic Affairs

Carolyn O'Connor
Vice President Academic Affairs

Activating Associate Dean

Dan Lufkin
Academic Affairs

Vacant
Administrative Assistant

Vacant
Director, Institutional Advancement & Entrepreneurial Programs

Sue Kater
Director, GateWay Early College High School

Lisa Smith
Acting Executive Director, Maricopa Skill Center

Micheal Glisson
Dean of Allied Health and Nursing

Gloria Stahmer
Associate Dean of Academic Affairs

Vacant
Administrative Assistant

Sue Kater
Acting Executive Director, GateWay Early College High School
on-line communications from the administrative team. A faculty representative sits on the Leadership Committee in which reports by the President and committee members are shared. **Other shared governance structures include:**

- Budget Committee is a cross-functional team with a faculty chair.
- Leadership Committee meets weekly and includes the Faculty Senate President.
- Faculty Senate meets bimonthly.
- Division Chair meetings include updates by representatives from different functional areas.
- Vice Presidents meet regularly with the President.
- President’s Cabinet meets monthly.
- Employee Groups meet regularly.
- College President meets regularly with employee groups and holds informal chats such as “Coffee with Gene.”
- Representatives from all employee groups participate in college master planning information and brainstorming sessions relative to the most effective use of bond monies in the planning and building of campus facilities.

However, according to the December 2006 Personal Assessment of the College Environment (PACE) survey, the management style of the institution is perceived as more consultative than collaborative, and the mean score for the degree to which the college uses shared governance processes is 2.69 on a 5 point scale. While it is clear that the college makes efforts in the area of soliciting input for major decisions, there is work to be done in moving from a consultative to a collaborative shared governance process in the area of the actual decision making and its communication. Valued input in the governance of the college can be ensured by employee group representation and participation in established governance structures, processes, and venues.

**Employee Groups**

The Maricopa Community Colleges have nine employee groups all of which are represented at GateWay. **They include:**

- Management, Administrative and Technical Staff (MAT)
- Residential Faculty (RFP)
- Adjunct Faculty
- Professional Staff (PSA)
Maintenance and Operations (M&O)
Public Safety
Crafts
Specially Funded (SF)
Skill Centers

Committee Participation by Employees

A strong effort is made to include representation by members of individual employee groups on committees whose outcomes could affect the respective employee group.

Some employees of the college express feeling burdened by the number of committees on which they are asked to serve. However, while some employees also serve on district committees including instructional councils, serve as club advisers, and/or serve as officers of their respective employee groups, in reality GateWay has 38 active college committees. The college at large believes there are advantages experienced when employees work collaboratively to accomplish goals as part of a shared governance process. The need for each college committee will continue to be evaluated on an ongoing basis. (A list of all college committees including district committees is available in the Resource Room.)

Faculty Association and College Plan

GateWay Community College Faculty Association is an integral part of the MCCCD Faculty Association and it is guided by an elected Faculty Senate of fifteen members. The Senate includes a president and president elect who serve for two years each and have a voting seat on the MCCCD Faculty Executive Council. Elected officers also include a treasurer and secretary who serve one-year terms.

The College Plan is a document that sets for the governance plan for residential faculty at GateWay Community College. The College Plan is a negotiated governance agreement between the Faculty Senate and the administration in accordance with the Residential Faculty Policies. (A copy of the College Plan and Residential Faculty Policies are available in the Resource Room.)

Strategic Planning Efforts

The strategic planning process at GWCC is co-chaired by the Director of Institutional Planning, Research, and Effectiveness and the Faculty Senate President. Meetings are held each semester and responsibilities are delegated to sub-committees for the updating of the goals and outcomes of the Strategic Planning Outcomes document. Strategic planning is described in greater detail in Criterion 2d. (The current Strategic Plan can be found in the Resource Room and accessed at http://www.gatewaycc.edu/about/researchplanning/strategicplan.aspx.)
Summary 1d

MCCCD and GateWay Community College each have a long history of shared governance. There is district and college support for effective leadership and collaborative processes that allow GateWay to fulfill its mission.

Core Component 1c

The organization upholds and protects its integrity.

BLUE RIBBON PANEL RECOMMENDATIONS

Chancellor Rufus Glasper appointed a Community Member Blue Ribbon Panel on Internal Controls for the Maricopa County Community College District on November 17, 2006, for the purpose of considering internal controls over select business operations. The panel recommended that the district develop and implement new administrative regulations to mitigate the occurrence of enrollment irregularities.

In addition, the Blue Ribbon Panel recommended mandatory Public Stewardship and Ethics training for all employees. All full-time and part-time board-approved employees including one-semester-only (OSO), one-year-only (OYO), Specially Funded, and Skill Center employees are required to participate in this training. The training is offered online for the convenience of employees. Employees are required to participate in training every three years following the initial training.

In response to an additional recommendation of the Blue Ribbon Panel, the Office of Public Stewardship provides an employee ombudsman where employees may seek informal, neutral, and confidential guidance on college/district-related concerns. Employment-related issues that are subject to established employee grievance processes are vetted through the grievance process mechanisms.

ADHERENCE TO FEDERAL, STATE, CITY AND DISTRICT LAWS AND REGULATIONS

GWCC, together with MCCCD, upholds and protects its integrity by following all applicable federal, state, local, and district regulations including the:

- Civil Rights Act
- Americans With Disabilities Act
- Age Discrimination in Employment Act
- Family Education Rights and Privacy Act
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- Family Medical Leave Act
- Occupational Safety and Health Administration Laws

The MCCCD Office of General Counsel provides advice and counsel on legal matters. An EEO/AA manager and staff reporting to the Vice Chancellor of Human Resources have specific responsibility for adherence to these laws.

GROUP POLICY MANUALS

District policy manuals are updated annually and establish the rights, responsibilities, employment conditions, compensation, grievance procedure, and hiring practices for each of the employee groups. A newly implemented mediation program added an informal layer to the employee grievance policies. (All policy manuals are available in the Resource Room and at http://www.maricopa.edu/hrweb/policy.php.)

BLUE BOOK

Each year, MCCCD publishes an updated Blue Book which addresses standards and policies applicable to all employees. Examples would be the standards for professional conduct and terms and conditions of employment that are based on federal statutes and are consistent across all employee groups. (http://www.maricopa.edu/legal/dp/bluebook.htm)

STUDENT HANDBOOK

All policies related to student rights are fully documented in the Student Handbook available throughout the college. Procedures are described for students who have grievances, complaints, appeals, and wish review of decisions regarding their academic progress. (http://www.gatewaycc.edu/catalog/)

FERPA

GWCC adheres to the Family Educational Rights and Privacy Act guidelines and mandates that all employees who have access to student information complete training on their responsibilities in this area. This training is provided electronically by the Director of Admissions, and participation is tracked to ensure full participation by all users.

RISK MANAGEMENT INVESTIGATIONS AND AUDITS

The establishment, implementation, and monitoring of specific college health and safety practices rests with the individual colleges. GWCC follows the codes and regulations specified by the Occupational Safety and Health Administration (OSHA), and a district OSHA team supports college activities in these areas. (http://www.maricopa.edu/mira/)
The Maricopa County Community College District encourages and supports the scholarly endeavors of students, faculty, and staff of the college. Pursuit of scholarly work and research will often involve the use of Human Subjects for data collection and analysis. MCCCD has an Institutional Review Board (IRB) to review Human Subjects research proposals to ensure that the rights and welfare of Human Subjects used in research studies by district personnel are protected. The IRB is made up of representatives from each of the colleges and the district office and meets monthly to review proposals. In addition, each college has a College Research Review Committee (CRRC) charged with evaluating human subjects research not requiring full board review. More information can be found at http://www.maricopa.edu/irb/.

The college has numerous contractual arrangements with external entities, and all contractual agreements require review by the Office of General Counsel and the approval of the Governing Board. Grant proposals are reviewed by the district Grants Office, approved by the Governing Board, and monitored for compliance by both the college and the district.

Services outsourced to private entities such as the bookstore (Follett), copying services (IKON), and food services (Aramark) are monitored for the quality of services and employee representatives serve on committees to evaluate service delivery.

Internal safeguards include:

- Segregation of duties is accomplished as functions involving the receipt, system posting, and reconciliation of assets are performed by personnel independent of each other.

- Availability of adequate funds is determined prior to purchase requests being approved. Prior to approving purchase requests, the availability of budget and if applicable, cash, is verified.

- Arizona Revised Statutes and District Procurement policies and procedures are adhered to regarding the purchase of goods and services.

- District and college oversight is exercised continuously to ensure revenue and expenditure reallocations and budget transfers are valid and adequately supported.

EXTERNAL ACCREDITATION AND REGULATORY AGENCIES

GateWay has been continuously accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. In its most recent accreditation process in 2000, GWCC was accredited for 10 years—the maximum award possible.
GateWay conducts itself in full compliance with all federal, state, and local regulatory agencies which govern conditions of employment, public education, and workplace safety.

EMPLOYEE AND STUDENT GRIEVANCE AND APPEALS PROCESSES

GateWay Community College has, as provided by Arizona State law and the Maricopa County Community College District, clearly stated policies in place to maintain a safe and welcoming environment. Specific policies concerning workplace violence prevention and sexual harassment are included in the student handbook, college catalog, in district policy manuals for all employee groups, and through administrative regulations. Employee policy manuals for each employee group detail grievance rights and appeal processes. (http://www.maricopa.edu/hrweb/policy.php)

MCCCD has in place clearly stated policy and due process in the case of student academic misconduct. The policy, which is published in the College Catalog and Student Handbook, addresses the topics of cheating, plagiarism, and excessive absences. The policy provides definitions of all academic misconduct terminology as well as detailing specific sanctions available for faculty use. According to the policy, “Students can appeal sanctions imposed for academic misconduct by following the instructional grievance process.” Both the misconduct policy and the instructional grievance process can be viewed in the Student Handbook. (http://www.gatewaycc.edu/catalog/)

Summary 1e

GateWay Community College and the MCCCD are governed through clear administrative structures that allow for shared governance and the appropriate delegation of authority.

Strengths

- GWCC’s mission and vision are clearly communicated and provide a focus for the college.
- Through an active and ongoing strategic planning process, documents are updated regularly and the institution plans and evaluates efforts to carry out the mission.
- GWCC supports and embraces diversity.
- Collaborative and inclusive processes and activities are in place throughout the college.
Challenges

- Recent Governing Board action and behavior has created an uncertain, fearful, and intimidating environment as evidenced by board desire to change the mission, cut salaries and professional growth, ignore data and reports, and demonstrate lack of respect for employees.

- While shared governance structures are in place at the college, there is a perception by faculty that shared governance issues continue.

- Some employees may feel overburdened by the number of college and district committees on which they are asked to serve.
Chapter 4

Criterion 2: Preparing for the Future

The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.
GateWay Community College prepares to meet the future through both district-level and college-level planning. The campus strategic goals align with the district strategic goals. The college continues to work to align all campus planning processes. The institution maintains a resource base that clearly supports and strengthens its educational programs and positions itself for the future. The college has expanded both its general academic as well as occupational and workforce development programs, becoming a more comprehensive community college. Continuous assessment and evaluation are integral components of GWCC’s planning process.

GateWay Community College uses assessment and evaluation to engage its constituents and encourage two-way communication. Over the last ten years, assessment and evaluation have become more systematic and directly linked to the mission and goals of the college and district. The starting point for evaluation of GWCC’s institutional effectiveness is the college mission and goals statements, which flow from the MCCCD’s mission and goals.

The strengths found in this criterion fall into the themes of working relationships, entrepreneurialism, partnerships, and assessment. The challenges are those of resources and communication—both common challenges to an academic institution. Additionally, the college is working to ensure alignment of all planning processes.

Core Component 2a

The organization realistically prepares for a future shaped by multiple societal and economic trends.

MCCCD PLANNING

The Maricopa County Community College District’s planning system coordinates districtwide operational plans to identify common efforts and highlight unique activities of the colleges. The district uses two types of planning—strategic and operational. College planning builds on the districtwide Strategic Plan and aligns its planning efforts with the vision, mission, goals, and values of the Maricopa Community Colleges.

COLLEGE PLANNING

GateWay Community College has a three-year strategic planning cycle. The process begins with internal and external environmental scanning and assessment of issues related to the mission and purpose of the college as well as identification of issues to be addressed through operational plans. Data sources include environmental scans, instructional advisory committees, program reviews, annual reports, strategic conversations, and student academic achievement data. Operational planning occurs at every level including instruction, student services, educational services, and administrative services.
The Strategic Plan is reviewed annually—evaluating objectives, outcomes, and areas of improvement. Resulting from the 2000 accreditation visit, implementation strategies for identified objectives are a part of the annual review and planning process and continue to evolve in order to achieve expected outcomes. Outside consultants from the Consortium for Community College Development were brought in to evaluate GateWay’s strategic horizon related to planning and the results were integrated into planning cycles.

GateWay Community College’s strategic goals align with the MCCCD’s strategic directions as evidenced on the table below.

<table>
<thead>
<tr>
<th>Strategic Goals &amp; Direction</th>
<th>MCCCD Strategic Direction</th>
<th>MCCCD Governing Board Goals</th>
<th>GWCC Strategic Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximize Access</td>
<td>Student Development Services — Students will be provided programs and services that further increase retention and support their learning, educational, and employment/career goals.</td>
<td>Student Access and Success: We continue to maximize opportunities to increase enrollment and student success.</td>
<td></td>
</tr>
<tr>
<td>Enhance Learning Environments and Delivery Options</td>
<td>Developmental Education – Students demonstrate competencies in below 100 level courses University Transfer Education and General Education – Students will demonstrate post-secondary competencies in communication, reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics. Students will experience a seamless transfer to baccalaureate degree granting institutions. Workforce Development – Colleges will collaborate with private, public, and community partners to identify and respond to recruitment, training, and educational needs.</td>
<td>Learning: We foster learning and provide learning opportunities throughout the College. Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships. Collaboration and Innovation: We promote and celebrate collaboration and innovation.</td>
<td></td>
</tr>
</tbody>
</table>
## Strategic Goals & Direction

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enhance Internal Collaboration and Increase External Partnerships</strong></td>
<td>Teacher Education – Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities. Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships. Collaboration and Innovation: We promote and celebrate collaboration and innovation. Community and Civic Engagement: We strive to be advocates of community and civic engagement.</td>
</tr>
<tr>
<td><strong>Pursue Revenue Sources and Promote Cost Effectiveness</strong></td>
<td>Collaboration and Innovation: We promote and celebrate collaboration and innovation. Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</td>
</tr>
<tr>
<td><strong>Recruit, Develop and Retain a Quality Diverse Workforce</strong></td>
<td>Workforce Development – Students will complete occupational programs or courses with skills sought by employers. Learning: We foster learning and provide learning opportunities throughout the College. Student Access and Success: We continue to maximize opportunities to increase enrollment and student success. Collaboration and Innovation: We promote and celebrate collaboration and innovation. Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</td>
</tr>
<tr>
<td><strong>Maintain a Strong Identity</strong></td>
<td>Diversity – Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person. Continuing/Community Education – Community members will be provided opportunities for personal interest and development to include forums, dialogs for balanced views of contemporary, civic, and public issues. Collaboration and Innovation: We promote and celebrate collaboration and innovation. Community and Civic Engagement: We strive to be advocates of community and civic engagement. Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</td>
</tr>
</tbody>
</table>
Chapter 4
Criterion 2

Internal Involvement in Planning

Internal involvement in the planning process consists of information garnered from college-wide strategic conversations, ongoing evaluative processes such as the annual reports, specialized accreditation reports, program reviews, college committees, administrative planning retreats, and employee group meetings. It is a goal of the college administration to have all faculty and as many staff as possible serve on at least one committee. Committees submit yearly reports to the President.

External Involvement in Planning

External involvement includes input from 23 instructional advisory committees and the President’s Advisory Committee that provide insight on the effectiveness of the college in meeting its goals. Instructional advisory committees play a significant role in providing feedback on curriculum, equipment purchases, employment outlook, and admissions criteria. The President’s Advisory Committee, which meets twice annually, consists of 40 community leaders from various industries including private foundations, community development, city government, and for-profit companies that have a vested interest in college programs and services. This feedback is critical to GWCC’s strategic planning process as instructional programs drive the mission of GateWay Community College.

BUDGET AND FINANCIAL PLANNING

GateWay, as do all of the Maricopa Community Colleges, operates on a July 1 through June 30 fiscal year. Financial planning for the following fiscal year starts in October and continues through March. Planning includes the evaluation of operational and capital budget requests. Each year requests for capital and operational purchases such as equipment, furniture, and software can be submitted electronically through the college online budget system. Reports are then generated and sent to the College Budget Committee for review. The College Budget Committee is chaired by a faculty member and includes representation from across the college. This committee makes recommendations to the President and Vice Presidents who then determine which requests will be approved. Due to the decline in state revenue, this process was suspended by the college for the 09-10 fiscal year.

Funding from the passage of a 2004 bond package for the Maricopa County Community College District as well as prudent management of fiscal resources have provided funding for capital purchases. The college’s base operating budget is adjusted annually through Enrollment Growth Funding—increases or decreases in Full-Time Student Equivalents (FTSE) from the current fiscal year as compared to the prior fiscal year. FTSE projections are done each fall and are based on five-year growth trends. These projections are used to determine potential Enrollment Growth Funding allocations that the colleges may receive from (or return to) the district. A decline in enrollment (FTSE) results in fewer financial resources than projected.
The suspension of the capital budget process and a growing need for additional revenue require more effective alignment of the budget and strategic planning processes at GWCC. Aligning these processes will help identify the best use of limited resources and areas where additional resources are needed. The Grants Office at GWCC plays an increasingly vital role in securing additional resources to support students, to secure and maintain training equipment, and to grow academic programs to address the needs of students and workforce demands.

**MASTER PLANNING**

GateWay has engaged in a master planning process that includes the 31-acre campus as a whole. The college has been engaged in attempting to develop public-private partnerships as part of master planning in an attempt to leverage vital land for future development as the college is landlocked. The land on which the college is located has increased significantly in value due to the redevelopment in the neighborhood and the onset of the new light rail system.

The redevelopment in the area coupled with the extremely high rates of construction inflation—much higher than what was built into the bond allocation budget—led the college to contract master planning consultant assistance to leverage bond funds to help ensure college capital space needs were met. Opportunities arose to include public-private partnerships in the planning mix which would enhance the college mission and create an opportunity to bring long-term revenue to the campus that would ensure future program and service sustainability. (New facilities, including a public-private partnership, are described in Core Component 2b).

District’s long-term planning included allocation of resources to each college for performing arts centers, but GateWay determined that a multipurpose revenue-generating conference center would be a better fit for the campus. The proposed conference center budget was comprised of both revenue and general obligation bonds. In order to conduct private revenue-generating activity in this facility, it was necessary for MCCCD to issue taxable bonds instead of the customary tax-free bonds. Due to budget cuts, it was determined in May 2009 that MCCCD could no longer issue taxable bonds on behalf of the college for this facility unless the college was willing to absorb the additional costs of the bonds. This was not feasible, so as a result, the current building plans do not include a multipurpose conference center with performing arts facilities. With an active attempt at bringing culture to the GWCC student body through efforts such as those by GateWay to the Arts, Honors, and International Education, the lack of adequate performance and meeting facilities has proven to be a challenge.

Campus and community involvement in the master planning process has occurred through multiple venues. A Master Planning Committee was convened, with multiple subcommittees developed throughout the process including involvement by the external community. Communication through “Coffee with the President,” campus-wide meetings, email updates, and an intranet web portal serve as mechanisms to ensure a consistent and constant flow of information.
Chapter 4
Criterion 2

ENROLLMENT MANAGEMENT PLANNING

The Enrollment Management Committee is responsible for reviewing and making recommendations regarding the Enrollment Management Plan for enrollment growth at GateWay. Over the past few years, the entire college has been engaged in a discussion on increasing enrollments. Ideas and suggestions were solicited by the Director of Institutional Research, a blog on GateWay’s employee portal was created, and the conversation was included in a college-wide Strategic Conversation. Overall enrollment statistics and results on Key Performance Indicators are updated annually.

Enrollment Key Performance Indicators (KPIs) for 2009-10:

• Increase FTSE enrollment by 1% over the previous year.
• Increase Hispanic student headcount from 25% to 27% over the next 3 years.
• Increase semester-to-semester persistence rate for full-time students by 2% over the next 3 years.
• Increase retention of full-time students by 2% and of part-time students (6 to 11.9 credit hours) by 3% from Fall 2009 to Fall 2010.
• Increase success rates of students in developmental education classes advancing to college courses by 3%.
• Increase the number of certificates and degrees being awarded by 2%.

(The Enrollment Management Plan is available in the Resource Room.)

TECHNOLOGY PLANNING

The college’s Technology Plan delineates replacement of equipment managed by the Information Technology Department. Computers are replaced every five years. Other equipment such as fax machines, projectors, document cameras, and scanners are replaced on an as-needed basis contingent upon the availability of funds. Computers that need to be replaced in fewer than five years and other technology-related equipment needs have been requested through the college capital budget process. Technology-related equipment needs are to be handled on a case-by-case basis until the funding issues can be resolved. To manage the college’s technology needs more closely, a technology maintenance plan and a comprehensive technology plan are being developed and will be incorporated into the college budget and strategic planning processes. MCCCD’s Information Technology Committee (ITC) has been formed to solicit multi-campus collaborative requests to procure large capital equipment not within the reach of the college budget.
Summary 2a

GateWay Community College effectively and realistically prepares for the future through internal and external planning (strategic planning, budget and financial planning, enrollment management, and technology planning) by aligning GWCC goals with MCCCD goals.

Core Component 2b

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

HUMAN RESOURCES

The fact that 84.8% of the General Fund budget is expended on salaries and benefits demonstrates the college's investment in its human resources. Over a ten-year period from 2001 to 2010, the number of full-time employees at the college has increased by 57 positions—from 202 to 259 employees. The number of full-time faculty positions increased by 27 positions during that same period. In addition, specially-funded faculty who are funded with grant monies are hired or renewed each year.

The Human Resources Office coordinates all hiring activities and assists in ensuring that the MCCCD hiring policies are followed. Hiring committee membership must have a balance of gender and ethnicity; every committee is required to have at a minimum one member representing a racial/ethnic minority group. Faculty committee membership generally ranges from six to eight employees, including an administrator.

The committees interview candidates identified through a systematic screening process and recommend finalists to be interviewed by the President who makes the final hiring decisions in collaboration with Vice Presidents and other appropriate individuals. The hiring process requires adherence to district policies which involve numerous approvals and stages. The process can be difficult and prolonged, especially for faculty positions. In addition, it is challenging to hire new full-time faculty in some occupational areas where the faculty salaries available, based upon the Maricopa Faculty Salary Scale, are not commensurate with what individuals could make working in their fields of specialization.

Furthermore, due to the limited number of new faculty positions allocated by the district each year for the past several years, the increase in the number of full-time faculty has not kept pace with the increase in enrollment, and reliance on adjunct faculty has risen considerably. In 2008-09, 51% of the total credit load was taught by full-time faculty excluding dual enrollment and apprenticeship enrollments. In the fall of 2008, over 300 adjunct faculty members taught classes at GWCC. Adjunct faculty are a valuable asset to the college, bringing a wealth of experience and expertise to the classroom. However, an appropriate balance of adjunct and residential faculty is important.
Another human resource challenge affecting the college is MCCCD’s interpretation and liberal use of the Family Medical Leave Act (FMLA) Act, which has led to understaffing in critical areas. When employees are out on FMLA for long periods of time and their positions remain unfilled, it causes significant challenges in trying to deliver the level of customer service to internal and external customers normally provided by the college.

**OUR EMPLOYEES: WHO WE ARE**

The backbone of GateWay’s services rests in the hands of the college’s dedicated and student-focused employees. The “Work as One” philosophy has allowed employees to position the college to improve services—both internally and externally. The ultimate goal of “Work as One” is to improve student success within an environment of mutual support and respect, with communication, connections, and collaboration across the college.

**Professional Growth**

Professional growth and development opportunities exist for all employee groups, but access to professional growth funding has been decreased for all employees by the Governing Board for the 2009-10 academic year. Historically, both the college and MCCCD have been committed to empowering employees to advance their professional skills. Orientations for every new full-time, board-approved employee are required to familiarize the new employee with the district and college culture, policies, and available benefits. A New Teacher Seminar is offered through the Center for Teaching and Learning (CTL) every fall semester for faculty. Other learning opportunities are offered through the CTL.

Until the 2009-10 academic year, MCCCD employee groups have been provided professional development funds, including adjunct faculty, which can be used for tuition, conference registration, travel fees, or training costs within an employee’s discipline. Upon degree completion, most employees are eligible to advance one step on the salary scale. Sabbaticals are offered to allow full-time board-approved employees time off to pursue further education. The district funds many other programs, such as Creative Pathways, Diversity Infusion, Women’s Leadership Group, the Maricopa Center for Learning and Instruction (MCLI) Learning Grants, apprenticeship, and renewal programs. Unfortunately, sabbaticals and summer project funding have been suspended for 2009-10.

(http://www.maricopa.edu/employeeresourceguide/programs/index.php)

**Active Retirement Program**

Active retirement is another option whereby an employee retiring from the Arizona State Retirement System can apply to return to work at the college in an assignment up to, but not exceeding 49% of a full-time position for a maximum of five years. Seasoned employees are retained in a part-time capacity, continuing their vital contributions to the college. The expenditure of funds by GWCC for active retirement allows for several employees to be actively involved during their retirement.
Employee Ethnicity

GateWay maintains a strong commitment to diversity in its hiring practices. Such diversity enriches the teaching and learning environment on campus and is reflective of the communities we serve. Such diversity is strengthened through a college culture of respect and tolerance, as well as protected through formal policies. See below for a table of GWCC employee demographics.

<table>
<thead>
<tr>
<th>GateWay Community College</th>
<th>White</th>
<th>African American</th>
<th>Hispanic</th>
<th>Asian</th>
<th>American Indian</th>
<th>Not Specified</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Specialists</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Non-Faculty</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Chancellor’s Executive Council (CEC)</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Crafts</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Faculty-Instructional (FAC)</td>
<td>72</td>
<td>7</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>86</td>
</tr>
<tr>
<td>Faculty - One Year Only (FAC)</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Faculty - Service (FAC)</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Maintenance &amp; Operations (M&amp;O)</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>14</td>
</tr>
<tr>
<td>Management/Administrative (MAT)</td>
<td>32</td>
<td>3</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Professional Staff (PSA)</td>
<td>41</td>
<td>7</td>
<td>22</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>77</td>
</tr>
<tr>
<td>College Safety</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Specially Funded Staff*</td>
<td>19</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td><strong>Total Employee Count</strong></td>
<td>185</td>
<td>26</td>
<td>51</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>276</td>
</tr>
<tr>
<td><strong>Percentage of Employees</strong></td>
<td>67%</td>
<td>9%</td>
<td>18%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Specially Funded Staff include employees from all policy groups, including faculty.

Partnerships

GateWay Community College has benefited greatly from its many partnerships. Johnson Controls Inc., Cisco Systems, Bashas’ Inc., Toyota, and Banner Health Systems are just some of the exemplary partners who provide facilities (both on and off campus), training, scholarships, equipment, and faculty to ensure a richer learning environment for students and provide a more highly trained workforce for the community.
OUR FACILITIES: WHERE WE LEARN AND WORK

GateWay Community College provides a safe learning environment with diverse learning spaces to foster teaching and learning. The college is an urban campus comprised of 31 acres located in a mixed commercial/residential community and the Maricopa Skill Center (MSC) located in an industrial area approximately five miles from campus. Currently there are eight buildings on the main campus. See table below for GWCC building size and age.

<table>
<thead>
<tr>
<th>Building</th>
<th>Size (sq. ft.)</th>
<th>Year Built</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main</td>
<td>124,918</td>
<td>1976</td>
</tr>
<tr>
<td>South</td>
<td>52,918</td>
<td>1976</td>
</tr>
<tr>
<td>AF Wing</td>
<td>16,950</td>
<td>2002</td>
</tr>
<tr>
<td>CHCE</td>
<td>77,864</td>
<td>1999</td>
</tr>
<tr>
<td>Automotive</td>
<td>15,236</td>
<td>1988</td>
</tr>
<tr>
<td>Facilities</td>
<td>6,859</td>
<td>1998</td>
</tr>
<tr>
<td>Child Care</td>
<td>3,734</td>
<td>1998</td>
</tr>
<tr>
<td>Security</td>
<td>1,332</td>
<td>1981</td>
</tr>
<tr>
<td>MSC</td>
<td>75,000</td>
<td>1989</td>
</tr>
</tbody>
</table>

GateWay Early College High School (grades 9-12) occupies 9,600 square feet of space on the second floor of the Main Instructional Building.

NEW BUILDINGS

In 2004, voters overwhelmingly approved a $951 million bond package in support of the Maricopa Community Colleges. GateWay Community College’s allocation is approximately $63 million in General Obligation bonds. An “Integrated Education Building” is being planned that will house classrooms and labs for math, science, and liberal arts; a library and computer commons; and a student services center with occupancy projected for 2012.

In 2009, the college received funding from the U.S. Department of Commerce (Economic Development Administration) which was combined with other funding sources such as funding from the City of Phoenix, General Obligation bonds, and other corporate donations to develop an Incubator. The purpose of the Incubator, a public-private partnership, is to house start-up companies in the emerging technology fields, to include bioscience. The Incubator has the opportunity to provide learning venues for students through internships and entrepreneurial education in collaboration with GateWay’s academic programs and faculty.
LIGHT RAIL

The City of Phoenix recently completed a 20-mile Metro light rail line that began service in December of 2008, with GateWay as one of the 28 stations along the route—the only community college on the line. A Park-and-Ride facility is located on campus. GateWay is near many bus routes and freeways, providing ready access to the college from throughout the Valley for its students.

ALTERNATIVE INSTRUCTIONAL DELIVERY

Classroom space is at a premium on campus. Expansion into alternative modes of instructional delivery in the online environment has allowed the college to reach beyond the brick and mortar walls of the traditional classroom. There are 155 online classes being offered in the Fall 2009 schedule—46 of which are also open entry/self-paced courses. There are an additional 29 hybrid courses scheduled.

REMODELING

Renovations to current facilities are ongoing and recent projects include:

- Closed Captioning Studio (program expansion)
- Library
- Classrooms
- Computer Commons
- Learning Center/ESL Center
- Information Technology Department
- GateWay Central (One-Stop Enrollment Center)
- Center for Workforce Transition

Public stewardship guides the college in its operations and planning to provide functional, safe, diverse learning environments. The facilities staff endeavors to provide a clean, safe, aesthetically pleasing environment on campus. Native desert vegetation and the campus recycling program are a few of the efforts to promote sustainability and environmental stewardship. The college plans call for designing new buildings to meet Leadership in Energy and Environmental Design (LEED) national standards at the Silver certification level.

PUBLIC SAFETY

The Public Safety Department provides services to the entire college community, including the protection of the college and students' personal property, traffic and
parking control, lost and found, and crime prevention. Although the certified officers are empowered with the authority to make arrests, Public Safety maintains a working relationship with the Phoenix Police Department for day-to-day security issues. A new comprehensive system of security cameras has been installed across the campus, both inside and outside of campus buildings, and the system is continuously monitored in the Public Safety Office. After-hours card key access was implemented during spring 2009.

Public Safety enforces regulations and communicates policies, procedures, statistics, and incidents to the college community through email updates. The department offers escorts to vehicles, assistance to motorists, and crime prevention activities. New security measures have been taken, including new security cameras, a campus alert system, and improved campus lighting. A high degree of safety is perceived by faculty and staff while on campus according to the Noel-Levitz and PACE surveys.

A recent Arizona state law was passed stipulating that an employer cannot prohibit a police officer from carrying a firearm. The Governing Board had to revise the existing policy to be compliant with state law. This has met with mixed response from the college community. In 2002, the District’s Governing Board voted against allowing certified officers to carry guns on duty. (See Chapter 8—Federal Compliance, Campus Crime Information, for the most recent crime statistics for GateWay.)

OUR FINANCIAL STEWARDSHIP

MCCCD uses the fund accounting financial structure to manage its resources and is guided by accounting principles as defined by the Government Accounting Standards Board (GASB). The adopted FY 09-10 budget for MCCCD is $1.47 billion which represents an increase of $46.3 million or 3.24% as compared to FY 08-09. (http://www.maricopa.edu/business/budget/fy10bgt/fy10adoptbgt.pdf)

Unrestricted General Fund (Fund 1)

Fund 1 is the main operating fund for the district. For FY 09-10, the district general fund amounts to $634,900,000. This includes college and district office operational funds including salaries and benefits of most faculty and staff, supplies and materials, fixed charges, communications and utilities, travel, and transfers.

Auxiliary Fund (Fund 2)

For the district, Fund 2 totals $126,400,000. This fund includes college activities (student government, athletics, various activities), and other auxiliary programs that includes scholarship support, non-credit programs that are generally self-supporting, and course fees. The college activities dollars will be folded into the Fund 1 accounts to better comply with GASB principles as of FY 09-10.
Restricted Fund (Fund 3)

The district’s Restricted Fund budget for FY 09-10 is $189,900,000. These funds are restricted in use, and often come from grants (e.g., Title V, Title III, Carl Perkins), contracts, student financial aid, and Proposition 301 (a state sales tax that supports workforce development programs).

Plant Fund (Fund 7)

The district’s capital fund totals $522,900,000 for FY 09-10. These funds are used for new construction, major remodeling, major maintenance, land purchases, and capital equipment. During FY 08-09, the legislature eliminated capital state aid; it may also be eliminated for subsequent years.

REVENUE SOURCES

MCCCD receives the majority of operating funds from three primary sources: property taxes (57.43%), student tuition and fees (28.11%), and the state of Arizona (8.05%). Other revenue sources include fund balance (5.94%) and miscellaneous transfers (4.8%). Shown on the next page are The Revenue Source Summary and The Expenditure Summary.
The significant increase in Tuition and Fees represents a merge of Fund 2 College Activities budget into Fund 1 to integrate Student Services budgets for better planning; and the proposed tuition and fee increase.

Notes: The percentages represent the percentage of the total budget for that specific year and may not add due to the rounding.

MARICOPA COMMUNITY COLLEGES GENERAL OPERATING FUND 1

REVENUE SOURCE SUMMARY - FY 2009 VS. FY 2010

FY 2008-09  $600,390,296
FY 2009-10  $634,915,087

Fund Balance  3%  5.94%
Tuition & Fees  51.2%  35.9%
State Aid  25.20%  28.11%
Property Tax/SRP  9.91%  8.05%
Miscellaneous  4.94%  5.94%
Fees  12.6%  4.87%

FY 2008-2009  $660,036,977
FY 2009-2010  $634,915,087

58.68%  57.43%
5.74%  5.94%
### MARICOPA COMMUNITY COLLEGES GENERAL OPERATING FUND 1
### EXPENDITURE SUMMARY - FY 2009 VS. FY 2010

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2008-09</th>
<th>FY 2009-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Budgets</td>
<td>438,101,019</td>
<td>452,570,597</td>
</tr>
<tr>
<td>District Office</td>
<td>54,775,720</td>
<td>49,051,641</td>
</tr>
<tr>
<td>Supplements &amp; Professional Growth</td>
<td>36,706,279</td>
<td>47,616,578</td>
</tr>
<tr>
<td>Enrollment Growth</td>
<td>12,967,587</td>
<td>15,629,449</td>
</tr>
<tr>
<td>Carry Forward</td>
<td>22,679,008</td>
<td>27,685,923</td>
</tr>
<tr>
<td>Contingency &amp; Transfers</td>
<td>35,160,683</td>
<td>42,360,889</td>
</tr>
</tbody>
</table>

**Notes:** The percentages represent the percentage of the total budget for that specific year and may not add due to the rounding. Supplements and Professional Growth for FY 09-10 includes allocated new revenues, holdings for additional bond operating costs and new accounts moved from Fund 2 as part of the merge.
Property Tax

Property taxes are the dominant district revenue source, providing 57% of total revenue, and taxpayers have been consistently generous in supporting levy tax increases. The effect of the mortgage crisis and the expected drop in assessed property values may take a toll on the collection of property taxes for many years to come. See below for a table on property tax rates.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Primary</th>
<th>Secondary</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>$0.917</td>
<td>$0.1544</td>
<td>$1.1285</td>
</tr>
<tr>
<td>2001-01</td>
<td>0.9691</td>
<td>0.1503</td>
<td>1.1194</td>
</tr>
<tr>
<td>2001-02</td>
<td>0.9583</td>
<td>0.1524</td>
<td>1.1107</td>
</tr>
<tr>
<td>2002-03</td>
<td>0.9634</td>
<td>0.1493</td>
<td>1.1127</td>
</tr>
<tr>
<td>2003-04</td>
<td>0.9410</td>
<td>0.1375</td>
<td>1.0785</td>
</tr>
<tr>
<td>2004-05</td>
<td>0.9211</td>
<td>0.1161</td>
<td>1.0372</td>
</tr>
<tr>
<td>2005-06</td>
<td>0.8936</td>
<td>0.1379</td>
<td>1.0315</td>
</tr>
<tr>
<td>2006-07</td>
<td>0.8815</td>
<td>0.1831</td>
<td>1.0646</td>
</tr>
<tr>
<td>2007-08</td>
<td>0.8246</td>
<td>0.1514</td>
<td>0.9760</td>
</tr>
<tr>
<td>2008-09</td>
<td>0.7752</td>
<td>0.1634</td>
<td>0.9386</td>
</tr>
<tr>
<td>2009-10</td>
<td>0.7246</td>
<td>0.1598</td>
<td>0.8844</td>
</tr>
</tbody>
</table>
Tuition and Fees

With a $65 cost per credit hour for tuition in 2007-08 and an increase in tuition to $71 per credit hour in 2008-09, MCCCD remains competitive compared to the national average for community colleges and local universities (see the chart on the next two pages). Rate increases were based on the escalation of health and insurance costs and increases in state retirement contributions. Such increases have an impact on college affordability for students, especially in such economic times as exist now. The MCCCD Governing Board voted against a proposed tuition increase for 2009-10. Tuition rates have nearly doubled, with one-credit hour costing $40 in 1999-00 as compared to the current level of $71 per credit hour as shown on the following tables.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Current Unrestricted Fund 1</th>
<th>Current Auxiliary Fund 2</th>
<th>Combined Total</th>
<th>Cost Per Fulltime Student</th>
<th>Increase Dollars</th>
<th>Decrease Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>$28.00</td>
<td>$12.00</td>
<td>$40.00</td>
<td>$1,200.00</td>
<td>$60.00</td>
<td>5.26%</td>
</tr>
<tr>
<td>2000-01</td>
<td>28.50</td>
<td>12.50</td>
<td>41.00</td>
<td>1,230.00</td>
<td>30.00</td>
<td>2.50%</td>
</tr>
<tr>
<td>2001-02</td>
<td>30.50</td>
<td>12.50</td>
<td>43.00</td>
<td>1,290.00</td>
<td>60.00</td>
<td>4.88%</td>
</tr>
<tr>
<td>2002-03</td>
<td>33.50</td>
<td>12.50</td>
<td>46.00</td>
<td>1,380.00</td>
<td>90.00</td>
<td>6.98%</td>
</tr>
<tr>
<td>2003-04</td>
<td>38.50</td>
<td>12.50</td>
<td>51.00</td>
<td>1,530.00</td>
<td>150.00</td>
<td>10.87%</td>
</tr>
<tr>
<td>2004-05</td>
<td>53.50</td>
<td>(1) 1.50</td>
<td>55.00</td>
<td>1,650.00</td>
<td>120.00</td>
<td>7.84%</td>
</tr>
<tr>
<td>2005-06</td>
<td>58.50</td>
<td>1.50</td>
<td>60.00</td>
<td>1,800.00</td>
<td>150.00</td>
<td>9.09%</td>
</tr>
<tr>
<td>2006-07</td>
<td>63.50</td>
<td>1.50</td>
<td>65.00</td>
<td>1,950.00</td>
<td>150.00</td>
<td>8.33%</td>
</tr>
<tr>
<td>2007-08</td>
<td>63.50</td>
<td>1.50</td>
<td>65.00</td>
<td>1,950.00</td>
<td>-</td>
<td>0.00%</td>
</tr>
<tr>
<td>2008-09</td>
<td>69.00</td>
<td>2.00</td>
<td>71.00</td>
<td>2,130.00</td>
<td>180.00</td>
<td>9.23%</td>
</tr>
<tr>
<td>2009-10</td>
<td>69.00</td>
<td>2.00</td>
<td>71.00</td>
<td>2,130.00</td>
<td>-</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

(1) Starting in FY 05, $11 of the Student Activities Fee was combined with General Tuition.
<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Annual Cost</th>
<th>Percent Change</th>
<th>Annual Cost</th>
<th>Percent Change</th>
<th>Annual Cost</th>
<th>Percent Change</th>
<th>Annual Cost</th>
<th>Percent Change</th>
<th>Annual Cost</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1999-00</td>
<td>$1,399.00</td>
<td>4.35%</td>
<td>$1,238.00</td>
<td>5.26%</td>
<td>$1,200.00</td>
<td>5.31%</td>
<td>$1,200.00</td>
<td>5.65%</td>
<td>$1,200.00</td>
<td>5.26%</td>
</tr>
<tr>
<td>2000-01</td>
<td>1,548.00</td>
<td>3.53%</td>
<td>1,200.00</td>
<td>4.96%</td>
<td>1,200.00</td>
<td>4.35%</td>
<td>1,200.00</td>
<td>4.14%</td>
<td>1,200.00</td>
<td>4.88%</td>
</tr>
<tr>
<td>2001-02</td>
<td>1,399.00</td>
<td>7.97%</td>
<td>1,200.00</td>
<td>5.65%</td>
<td>1,200.00</td>
<td>5.31%</td>
<td>1,200.00</td>
<td>5.26%</td>
<td>1,200.00</td>
<td>4.96%</td>
</tr>
<tr>
<td>2002-03</td>
<td>1,200.00</td>
<td>10.87%</td>
<td>1,200.00</td>
<td>10.30%</td>
<td>1,200.00</td>
<td>10.58%</td>
<td>1,200.00</td>
<td>10.87%</td>
<td>1,200.00</td>
<td>10.87%</td>
</tr>
<tr>
<td>2003-04</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
<td>1,200.00</td>
<td>3.96%</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
</tr>
<tr>
<td>2004-05</td>
<td>1,200.00</td>
<td>7.70%</td>
<td>1,200.00</td>
<td>7.46%</td>
<td>1,200.00</td>
<td>7.14%</td>
<td>1,200.00</td>
<td>7.70%</td>
<td>1,200.00</td>
<td>7.70%</td>
</tr>
<tr>
<td>2005-06</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
<td>1,200.00</td>
<td>3.96%</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
</tr>
<tr>
<td>2006-07</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
<td>1,200.00</td>
<td>3.96%</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
</tr>
<tr>
<td>2007-08</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
<td>1,200.00</td>
<td>3.96%</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
</tr>
<tr>
<td>2008-09</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
<td>1,200.00</td>
<td>3.96%</td>
<td>1,200.00</td>
<td>3.90%</td>
<td>1,200.00</td>
<td>3.76%</td>
</tr>
</tbody>
</table>

**Note:** Includes board-approved tuition and fees charged April 1, 2009.
Chapter 4  Preparing for the Future

Maricopa Community Colleges Annual Tuition and Fee Comparison FY 1999-00 Through FY 2009-10

* For FY 08-09 Western Interstate Commission for Higher Education (WICHE) and National Averages are projected based on the prior year's percentage. For FY 09-10 ASU and MCCCD Tuition Rates are approved.

* For FY 09-10 ASU and MCCCD Tuition Rates are approved.
State Appropriation

State aid is based on a statutory formula related to enrollment levels and includes operational support and capital support. Originally, the state and the county were to pay 50% each. The state was never able to honor that commitment. Soon, the formula changed to include tuition, and now, state aid represents 8% of the MCCCD budget. Recent trends indicate the percentage of state aid will continue to decrease.

MCCCD Carry-Forward Program

GateWay participates in a district program that allows the college to carry forward into the next fiscal year up to 3.5% of its unexpended Fund 1 base budget. In addition, due to state capital being cut, the colleges now can carry up to $500,000 of unexpended Fund 1 dollars into capital. Such funds have been utilized to maximize financial resources as well as to pilot short-term initiatives.

Capital Allocations

Each year the district receives an allocation from the state for capital purchases. This allocation is shared among all the colleges, skill centers, and district office and is used to fund capital items such as equipment for classrooms, labs, offices, information technology support, etc.

For FY 09-10, the state has suspended the district’s capital allocation. This means the colleges will not receive a state aid capital allocation for next fiscal year, so the college will not be soliciting capital requests. This includes building and grounds projects. This decision was made with the knowledge that the college 2004 bond was spread over seven years which means fiscal year 2011 is the last year of funding of bond dollars for capital equipment. Emergencies regarding capital needs will be handled on a case-by-case basis.

Auditing of Budget – Memorandum of Understanding

Annual auditing for the district is handled by the Arizona State Office of the Auditor General. The auditors are not permitted to issue individual audit reports for the Maricopa County Community Colleges. In 1996, the North Central Association and MCCCD created a Memorandum of Understanding (MOU) to satisfy the need for an institutional external financial audit by a certified public accountant or a public agency at least every two years. The memorandum was updated to reflect that of the Higher Learning Commission (HLC). The memorandum addresses criteria related to resources, uses and assurances. It provides records that demonstrate efficient management of individual expenditure budgets consistent with maintaining the fiscal viability of the district, and demonstrates the integrity of the college and the district. (This memorandum of understanding can be viewed at http://www.maricopa.edu/academic/aaro/accreditation/studentassessment.html.)
The Financial Advisory Council (FAC) supervises and coordinates all district-wide budgeting processes. It is a recommending body to the Chancellor’s Executive Council (CEC) regarding budget matters. The CEC further recommends to the Chancellor, who presents the final recommendations regarding the budget, tuition, and fees to the Governing Board. Distribution of revenue to the colleges is formula-based, through the provision of Fund 1, Fund 2, and Fund 7 allocations.

The Vice-Chancellor of Business Affairs is the chief financial officer for the district and reports to the Chancellor. Centralized support and technical assistance is provided by the MCCCD business services division to all of the colleges. Such services include accounting, auditing, purchasing, surplus and auxiliary services, accounts payable, payroll, grants administration, and budgeting.

**COLLEGE FINANCIAL SYSTEMS**

Most of the college and district financial systems have been automated and upgraded to the current College Financial System (CFS), supported by a web-based reporting system, Web Financials. Real-time access to financial data is now readily available to all college fiscal managers.

The college has its own award-winning web-based planning and budgeting system serving as a tool for budget development which serves as a model for other MCCCD campuses. Budget requests are linked to the college and district strategic goals and objectives in the system. Each department inputs its budget needs and submits them for review. Requests are reviewed and prioritized by the financial committees on campus, and recommendations are made to the President. The President confers with the Vice Presidents to set the college budget for the upcoming year. Budget allocations are based on strategic planning goals that focus on the needs of students and the community.

As the table on the following page illustrates, the college operational budget has increased 88% over a ten-year period.
Chapter 4
Criterion 2
Allocations to instruction and academic support receive the largest portion of the GWCC budget. The college's commitment to teaching and learning is shown by the allocation of resources in Fund 1 to this area. See the following tables and pie charts.

### GateWay Expenditure Budget by Function FY 09-10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$16,133,668</td>
</tr>
<tr>
<td>Academic Support</td>
<td>$2,198,389</td>
</tr>
<tr>
<td>Administration</td>
<td>$1,614,236</td>
</tr>
<tr>
<td>Student Services</td>
<td>$4,170,202</td>
</tr>
<tr>
<td>Physical Plant</td>
<td>$2,363,698</td>
</tr>
<tr>
<td>General Institutional</td>
<td>$3,711,328</td>
</tr>
<tr>
<td>Public Service</td>
<td>$0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$30,191,521</strong></td>
</tr>
</tbody>
</table>

![GWCC Expenditure Budget by Functional Classification FY 09-10](image)
Personnel expenses account for the largest portion of costs to the college, including salaries, benefits, and contractual services as is demonstrated in the Expenditure Classification by Object Code.

### GateWay Expenditure Budget by Object Code FY 09-10

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries &amp; Wages</td>
<td>$19,710,963</td>
</tr>
<tr>
<td>Employee Benefits</td>
<td>$5,324,665</td>
</tr>
<tr>
<td>Contractual Services</td>
<td>$2,699,266</td>
</tr>
<tr>
<td>Supplies &amp; Materials</td>
<td>$522,266</td>
</tr>
<tr>
<td>Fixed Charges</td>
<td>$248,509</td>
</tr>
<tr>
<td>Communications &amp; Utilities</td>
<td>$832,720</td>
</tr>
<tr>
<td>Travel</td>
<td>$108,713</td>
</tr>
<tr>
<td>Miscellaneous &amp; Transfers</td>
<td>$743,858</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$30,191,521</strong></td>
</tr>
</tbody>
</table>

### GWCC Expenditure Budget by Object Code FY 09-10

- **Salaries & Wages**: 65.29%
- **Employee Benefits**: 2.46%
- **Contractual Services**: .36%
- **Supplies & Materials**: 1.73%
- **Fixed Charges**: 2.76%
- **Communications & Utilities**: .82%
- **Travel**: 8.94%
- **Miscellaneous & Transfers**: 17.64%
One of the fiscal challenges occurs in managing partnerships in third-party billing. Before the change to the new district Student Information System (SIS) in 2008, the GWCC Fiscal Office had responsibility for third-party billing for the college. Since the new SIS system was implemented, third-party billing has become the responsibility of the Accounting Office at the district. The outcome has been invoices that are difficult to interpret as well as understand and invoices not being sent in a timely manner. Discussions are being held to bring third-party billing back to the college. However, additional personnel will need to be hired to support this effort.

**GATEWAY’S EDUCATIONAL RESOURCES**

GateWay Community College has many educational resources available to support the teaching and learning endeavors of the college. The college technology infrastructure is ubiquitous, including mediated classrooms, computer labs, and wireless connectivity on campus. A redesign of the college website to utilize Web 2.0 functionalities and reach students in a more social online environment has been accomplished. The college Helpdesk assists both employees and students. Learning support services are extensive from the Learning Center’s free tutoring, to Disability Services, to the virtual and physical Library, to the Prosper/Trio programs, and to Student Life events. The Center for Teaching and Learning provides faculty support for teaching and learning, as well as providing many staff educational opportunities.

**Summary 2b**

While the state capital funding suspension is a concern, GWCC is fiscally healthy both in operational budget and capital budget. The 3.5% carry forward, a possible $500,000 for capital, in addition to ongoing conservation of capital funds, has positioned the college to meet budgetary needs.

**Core Component 2c**

The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness and clearly inform strategies for continuous improvement.

**COLLEGE-WIDE EVALUATION AND ASSESSMENT**

Evaluation and assessment processes at GWCC fall within two categories:

- Evaluation of Institutional Effectiveness
- Assessment of Student Learning

The college uses processes for collecting and reviewing evidence about institutional, programmatic, and departmental goals in evaluating institutional effectiveness. While
Chapter 4
Criterion 2

a subset of institutional effectiveness, the evaluation of student learning is a separate and distinct process which is utilized to improve teaching and learning. (See Criterion 3a for a full discussion on Student Outcomes Assessment.)

INSTITUTIONAL EFFECTIVENESS

GateWay Community College uses a variety of evaluation strategies to demonstrate institutional effectiveness which include: assessment of students, college employees, academic and workforce programs, services areas, graduates, and employers.

GWCC demonstrates both internal and external accountability. External accountability involves providing evidence to accrediting agencies, the district, and other external agencies that the college is meeting accreditation requirements and other outcomes measures of success. Internal accountability involves evaluating programs and services to aid in academic and administrative program evaluation. The Institutional Effectiveness Model used by the college is shown on the following page.

Because of the involvement of the Research Office in all levels of planning, the link between college planning and assessment and evaluation provides for a seamless feedback loop. In 2005, the college committed an additional part-time staff member to assist with implementation of measurement tools and analysis of data.

Benchmarks

The college uses performance indicators and target outcomes such as success and persistence rates to gauge institutional effectiveness in meeting its mission and goals. This data is shared with college leadership, managers, and faculty to use as a benchmark for future improvements.

In 2004, GWCC expanded its measurement of institutional effectiveness through participation in The National Community College Benchmark Project (NCCBP), which provides peer comparison on a number of key areas including credit course persistence rates for both college level and developmental level courses and college retention and success rates. The NCCBP results are shared with the Leadership Team, faculty leaders, and college committees and are utilized in planning and evaluation processes. With multiple years of data now available, the college has identified target measures based on the prior year results. (NCCBP information is available in the Resource Room.)

While communicated at some levels of the institution, the method with which data is shared and used to make improvements continues to be a challenge for the college. In 2008, the college implemented an internal SharePoint system which the Research Office has begun to use as a method of making data available to all members of the institution. Data is also available to the external community at https://my.gatewaycc.edu/sites/ir/default.aspx.
Chapter 4 • Preparing for the Future

INSTITUTIONAL EFFECTIVENESS MODEL

- GateWay to the Future
- Institution:
  - College Mission & Goals Statements
  - Program Review Every 3-5 Years
  - Strategic Planning Committee
- Defines:
  - Goal/Objectives/Outcomes
  - Administrative Services
  - Instruction
- Redefines:
  - Student Academic Achievement
  - Other Constituents
- Data for Evaluating Outcomes:
  - Students & Staff
  - Governing Board
  - Web
- Annual Report Process
- GateWay to the Future • 75
PROGRAM AND DEPARTMENT REVIEWS

All Instructional programs of the college have taken part in the Program Review Process since 1993. Every five years on a rotating schedule, all academic programs and disciplines take part in a comprehensive program review. The Vice President of Academic Affairs facilitates the process. Data from internal and external sources, specialized accreditation processes, advisory committees, student academic achievement outcomes, and institutional effectiveness outcomes are all utilized in the process.

The results of the program review provide an analysis of the program strengths, challenges, opportunities, threats, and an action plan to maintain the strengths, take advantage of the opportunities, and address the weaknesses and threats. Budget implications for each are detailed.

Student Affairs and Administrative Services programs also take part in the program review process on a three-year cycle. Consistent with the Instructional program review process, strengths, challenges, opportunities, and threats for each program of the college are evaluated on a longitudinal basis with an emphasis on continuous improvement. The Annual Report process of reviewing data on an annual basis provides the background for the more summative Program Review process. Program reviews are housed in the Library.

ANNUAL REPORTS

At the end of the academic year, each department and program completes an annual report, documenting progress toward college and program or department (if available) strategic goals, accomplishments, budget implications, and future issues. Annual reports are reviewed by the department, forwarded to the appropriate vice presidents, and utilized on an institutional level to support other accountability measures.

The assessment component linked to the annual reporting process requires program faculty to review student learning and assessment outcomes, report results, and identify plans for “closing the loop.” (See examples at https://my.gatewaycc.edu/academic%20affairs/pages/default.aspx.)

COLLEGE SURVEYS

Institutional effectiveness surveys are a consistent component of GWCC institutional evaluation and assessment process. Since its last accreditation, GWCC has expanded its efforts to improve institutional evaluation and assessment through the following surveys:

Graduate Survey

Over the past ten years, GateWay has moved the Graduate Survey from a paper and pencil/phone call process to an online survey. The previous process was labor intensive
and did not yield enough viable results to make the process effective. The results are being used to inform the strategic planning process. (Available in Resource Room)

**Employer Surveys**

The college does not do generalized employer surveys due to the overlap with other MCCCD colleges in students working in the community. A districtwide survey has been discussed in previous years, but FERPA and other confidentiality issues made the process ineffective. Discussions with employers also indicated that they often did not have the time to complete additional paperwork referencing students. Some GateWay programs work directly with employers who hire their students. Employer survey information is secured either formally or informally and becomes part of a continuous improvement process.

**Community College Survey of Student Engagement (CCSSE)**

In the spring of 2007, GWCC participated in the Community College Survey of Student Engagement (CCSSE). Beginning in 2007, administration of the CCSSE survey became a district-wide initiative in collaboration with the MCCCD Institutional Effectiveness offices at all MCCCD campuses. As a result of the district-wide effort, common questions were developed and are now asked through this survey at all campuses. The CCSSE survey provides GWCC with expanded access to a national cohort comparison as well as the opportunity to evaluate student engagement at the campus level and district level.

The results of the CCSSE have been used for discussion at the College Leadership Committee, with the Faculty Senate, in the Center for Teaching and Learning as a dialogue with faculty and employees, and will be corroborated with the results of the Noel-Levitz Student Satisfaction Survey to validate areas for improvement. The results have created important discussions among faculty about how to improve student engagement. The college also uses CCSSE to inform planning for improvement; for example, in the development of a Title V grant to improve student success. (https://my.gatewaycc.edu/sites/ir/default.aspx)

**Noel-Levitz Survey**

Results of the Noel-Levitz Student Satisfaction Surveys (see discussion in 1c) have been used as part of the Strategic Planning process and as part of the annual Leadership Retreat to identify particular issues for improvement. This information is shared with the President’s Advisory Council and external stakeholders who have a vested interest in the college. The college benchmarks itself against results from prior years for trend-analysis purposes. Changes that have taken place based on results of the most recent student satisfaction survey include the creation of a One Stop Enrollment Center with improved program advising and enrollment services. The college is also offering more hybrid and online courses to meet the needs of students for more flexible scheduling. (https://my.gatewaycc.edu/sites/ir/default.aspx)
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Criterion 2

Employee Climate Survey

To further enhance assessment of the campus community, the Research, Planning, and Effectiveness Office coordinated an Employee Climate Survey in 2006. The major strengths included the extent to which individuals feel their job is relevant to the institution’s mission, and GateWay’s ability to prepare students for a career. Major challenges included communication of information and the extent to which institutional teams use problem-solving techniques. (See PACE discussion in Criterion 1c.) The survey was scheduled to be repeated in 2008, but budget challenges necessitated a deferral.

Summary 2c

GWCC demonstrates effective and ongoing processes to assess and evaluate institutional effectiveness. It uses numerous benchmark instruments, student, graduate and employer surveys, program and department reviews, and annual reports to inform strategies for continuous improvement.

Core Component 2d

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

STRATEGIC PLANNING

GateWay Community College has worked consistently over the past ten years to create more effective and streamlined college planning processes. Driving the entire process are the Maricopa County Community College District Governing Board Goals and Strategic Initiatives, which were revised in 2002, and to which the GateWay vision, mission and goals are tied. Planning takes place through various processes at the college broadly divided into strategic planning, budget planning (both capital and operational), technology planning, and master planning.

Internal Involvement in Strategic Planning

In the area of strategic planning, a major review of college strategic goals takes place every three years to provide flexibility and change as needed. Annual reports created by all major divisions of the college, in addition to committee reports, provide input for changes at GateWay. The college administration also participates in an annual strategic planning retreat that reviews strategic directions for the district and keeps the college aligned with the district goals and initiatives. Strategic conversations including all employees are held at the college to create ongoing dialog with constituents on major issues involving either the district or the college. While some divisions have a division level strategic plan that is aligned with the college strategic plan, it might prove beneficial to encourage every division to develop one.
External Involvement in Strategic Planning

GateWay has a large number of advisory committees for many training programs that provide input in the college’s strategic planning processes. There are also very strong college partners, such as Toyota, Johnson Controls, and Banner Health (to name a few) that are influential in helping GateWay address its mission and goals. Industry leaders from the community are regularly invited to meetings at the college both to help GateWay keep a pulse on the needs of the community and to keep the community informed about the college and its directions. A President’s Advisory Council was formed in 2004 to create involvement and awareness in the community, which addressed a previously existing gap.

BUDGET PLANNING

GateWay has a collegial and transparent budget process, led by a committee with a faculty chair and representation from employee groups and the administration. The college is in the process of aligning operational allocations to new and high growth areas as part of a strategic alignment process which could also encompass strategic budget planning at the department and division level.

GateWay received an Innovation of the Year Award as part of the District Office Innovation of the Year program several years ago for the online capital budget process. All annual capital requests are required to provide linkages to the college and Governing Board Goals and Strategic Initiatives. After careful consideration, capital funds are awarded annually to requests that align with the college strategic goals.

INSTITUTIONAL ADVANCEMENT PLANNING

The Office of Institutional Advancement includes the functions of marketing, public relations, development, and works through a combination of media relations, mass market advertising, and direct advisement in high schools and workplaces.

Since GateWay offers many educational programs not taught at other Maricopa Colleges, the college reach extends well beyond the traditional surrounding community radius. This requires an investment of marketing budget in venues that reach the broadest possible audience during peak enrollment periods and year-round. GateWay approaches this challenge by using primarily radio, television, and web advertising channels. In August 2009, the College launched an entirely redeveloped web site to better feature educational programs and reach students through the latest popular social networking applications. The college has also begun using popular search engines like Google to drive traffic to the GateWay site and to obtain contact information for follow-up by our Outreach Center.

Recruiters visit top feeder schools throughout the academic year to advise students on options available at GateWay, and also to visit workplaces and community-based organizations to connect with adults seeking additional training and job skills.
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Criterion 2

MASTER PLANNING
Master Planning is discussed in Criterion 2a.

TECHNOLOGY PLANNING
Technology Planning is discussed in Criterion 2a.

GRANT PLANNING
GWCC currently has a half-time position dedicated to pursuing grant opportunities. The college works closely with the Grants Office at the district and adheres to district policies and guidelines when applying for federal, state, and private grants. GateWay was recently recognized as a Hispanic Serving Institution and was awarded a Title V grant in the amount of $2.76 million based on its designation as a HSI and the merits of the grant application.

GateWay’s Grants Office works with its Development Office to cultivate private grants. Planning is done annually to make decisions on appropriate and relevant grant opportunities. Although the college has continued to expand the number of grants both applied for and received, the challenge will be to balance the potentially smaller number of available grants and diminishing resources due to state and federal economic issues. (See grants awarded to GateWay in Resource Room.)

Summary 2d
GateWay Community College has worked to align strategic planning, budget planning, master planning and technology planning with the college mission thus enhancing the college’s ability to fulfill the mission.

Strengths
• College strategic plan and goals clearly link with the MCCCD planning process.
• Leveraging of resources builds capacity for the college.
• The online capital/operational budget process has been user friendly and part of a committee-based decision process.
• The organization is committed to assessing institutional effectiveness and ensuring ongoing improvement.
• Utilizing state-of-the-art technology and well-maintained facilities, the college provides a safe, accessible learning and working environment for students and employees.
Challenges

• The college needs to continue to align all planning processes to include budget planning, strategic planning, master planning, and technology planning.

• District processes such as FTSE allocation, liberal approval of FMLA, and third-party billing create challenges for providing appropriate level of service at the college.
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Criterion 3: Student Learning and Effective Teaching

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.
GateWay Community College is an institution dedicated to excellence in teaching and learning. It has embedded within the college culture an institutional commitment to assessing and continuously improving student learning and teaching. In a learner-centered culture such as GWCC, with the variety of programs that are offered, it is critical to state the learning outcomes clearly and in a variety of ways.

The Student Academic Achievement and Assessment Committee (SAAAC) at GWCC has stated its primary goal is to “Promote an environment of continuous improvement in teaching and learning by facilitating measurable and ongoing assessment in student academic achievement as an integral component of all educational offerings.”

To ensure that these goals are not only achieved but are viewed as a dynamic and evolving vision, the college provides extensive faculty development opportunities through the Center for Teaching and Learning (CTL). It has invested time and resources to assist all members of the college community in fostering an environment of sustainable student learning and excellence in teaching practices. Entrepreneurial ideas and creative innovations are encouraged, nurtured, and supported.

This chapter will provide evidence of a college dedicated to student success through a comprehensive process that involves all levels of assessment; strives to hire the best faculty and empower them to strive for innovative teaching modalities and the creation of dynamic learning environments; values lifelong learning by offering an extensive variety of professional growth opportunities; and supports student learning through a variety of initiatives structured to achieve student success. The themes of assessment and resources are both strengths and challenges. Additionally, providing both a quality education and student-focused support are strengths.

***Core Component 3a

*The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.*

**DISTRICT SUPPORT FOR CULTURE OF ASSESSMENT**

Student learning outcomes assessment has been supported at the District level by the District Students Academic Achievement Assessment Committee (DSAAAC). This committee has been composed of faculty assessment committee chairs and members from each of the Maricopa Community Colleges. This committee worked in conjunction with the Maricopa Center for Learning and Instruction (MCLI) to provide several workshops, dialogue days, and forums during the academic year.

According to DSAAAC, the purpose of assessment in the Maricopa Community Colleges is to “Improve teaching and student learning in support of the Governing Board’s goal of post-secondary competencies.”
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The key characteristics of assessment include the following:

- Owned and driven by faculty.
- Directed by local campuses.
- Involves multiple methods.
- Ensures an ongoing, sustainable process of review.
- Uses results to contribute to curriculum, budget, and planning.
- May be addressed on various levels (i.e., course, program, institutional).

All of the Maricopa Colleges have been actively engaged in assessment work since the early 1990s, deploying and sustaining plans for systematic assessment of postsecondary student competencies. These plans are integral to improving student learning and focus primarily on measures of specific student learning outcomes, which rely on integration into each college's processes for program reviews, department and college planning, and budgeting. As assessment has matured at each of the colleges, the role of the DSAAAC has changed. It will now be focused on planning one to two forums per year and compiling data/reports from the colleges for the Governing Board Monitoring Report.

**GWCC EDUCATIONAL PHILOSOPHY**

GateWay Community College’s educational philosophy is based on its mission, vision, goals, values, and District Governing Board Statements. **GateWay’s assessment process is guided by the following principles:**

- Assessment flows from the college mission, vision, goals, and board outcomes.
- Assessment follows the Student Academic Achievement and Assessment Plan.
- Assessment is faculty driven.
- Assessment is an institutional-level responsibility.
- Assessment involves multiple measures.
- Assessment provides the means for continuous improvement of teaching and learning.

**CAMPUS COMMUNITY ENGAGEMENT IN ASSESSMENT**

*Student Academic Achievement and Assessment Committee*

The SAAAC is very active and supports teaching and learning throughout the campus community and reviews on an ongoing basis the college Assessment Plan. The committee consists of faculty co-chairs, faculty representatives from each of
the instructional divisions, the director of the Center for Teaching and Learning, a counselor, a librarian, a representative from the Institutional Effectiveness Office, an adjunct faculty member, an advising representative, and the Vice President of Academic Affairs. The SAAAC strives to involve all members of the campus community in dialogues about how each makes a contribution to the teaching and learning environment at GWCC. This takes place through inservices offered by various personnel sharing best practices. In addition, *The Inquisitive Gecko*—an assessment newsletter—is distributed by e-mail to all employees twice a semester. In addition, there are breakout sessions, lunch and discuss sessions, and other activities in the CTL. (To view the Assessment Plan or *The Inquisitive Gecko*, see https://my.gatewaycc.edu/sites/saaac/default.aspx.)

**Course Level Assessment**

Assessment at the course level is the first link in the assessment chain at GWCC. Faculty ensure that the course level competencies are congruent with the established curriculum for the District. Course objectives, course outlines, and syllabi are reviewed by faculty and the faculty department or division chairperson to ascertain that these documents meet all requirements determined to be required elements by the District Curriculum Committee.

Faculty identify teaching modalities and evaluative measures that would be best to assess student learning in the course. Evaluative measures may include the use of a common final, embedded questions within quiz and final examinations, poster presentations, student portfolios, practicum evaluations, and capstone courses to name a few evaluative modalities.

Based on the findings from these evaluative assessments, faculty review and discuss the data collected and may make revisions in course content, delivery, or type of assessment utilized to improve student learning. One example of course level assessment occurred within the Nursing Division in 2005. It had been noted that nursing students were failing out of the program due to failure to pass a medication calculation test in three attempts. During the initial assessment and remediation phase, faculty requested that all students failing the math competency exams review what they missed and sit with either the faculty member or a tutor for remediation. One week was strongly recommended between retests to allow time for structured remediation and study. In 2007, the curriculum was revised and calculation testing was integrated into the curriculum.

Review of data revealed a need for more calculation instruction and in-depth focus on pediatric dose calculation along with nursing calculations in general. Faculty proposed the following assessment and remediation process for students in the next semester:

- One week remediation time between tests to be required.
- Additional math calculation tutoring to be offered during all phases of testing.
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- Nursing Calculations, a 0.5 credit course, to be offered at critical times during the semester for students to take the class and attend while in the process of taking the calculations exam.

- Math questions mirroring the calculations exam questions to be added to all nursing courses to keep the students actively practicing math skills.

The faculty continued to implement these course revisions with significant improvements in test results until the curriculum changed in 2007, and the calculation testing was integrated into the curriculum. This is only one example of closing the loop of the assessment cycle for course level assessment at GWCC.

Program Level Assessment

The GWCC Assessment Plan includes 1) formal assessment of program level outcomes for all programs at GWCC via a dynamic matrix assessment and 2) formal assessment of general education outcomes in all degree programs and all certificate programs of 45 credits or more via a rotating “cluster” assessment.

Facilitation of formal and standardized program level assessment was one of the first goals of the Student Academic Achievement and Assessment Committee (SAAAC). Program faculty throughout the college worked to develop matrices to delineate the learning outcomes of specific programs. The format provides for identifying student academic achievement outcomes, teaching strategies, courses where evaluated, and methods of evaluation, as well as an opportunity to review the impact of evaluation on delivery and changes made to teaching and/or teaching and learning. These matrices include a plan for closing the loop and continuous improvement at the program level. Summary data is infused into the Annual Report process for the improvement of teaching and learning.

Institutional Level Assessment – General Education Outcomes

The college uses the following MCCCD definition of General Education:

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students’ personal development by opening them to new directions, perspectives, and processes.

General education provides students with a broad educational experience for the acquisition of the core skills and knowledge of a literate citizen. The MCCCD Governing Board Outcomes state that students will demonstrate post-secondary competencies in communication (writing, reading, and oral communication),
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numeracy (mathematics), arts and humanities, scientific inquiry in the natural and social sciences, information literacy, problem solving and critical thinking, and cultural diversity. These outcomes form the basis of the GWCC General Education Assessment Plan which calls for assessing students in the second year of degree programs and certificate programs requiring 45 credits or more.

GWCC’s approach to institutional-level assessment of general education began in 1998 with assessments of selected outcomes—critical thinking, writing, and critical reading. Outcome definitions and rubrics were developed and samples of degree seeking students’ work were assessed. In subsequent years, other outcome areas were added. General education outcomes have been examined in some specific general education courses required for graduation, including courses in English, mathematics, and social sciences. In 2003-04, a major expansion of the assessment effort occurred when general education outcomes were added to program evaluation matrices in occupational programs. Another major change came when general education outcomes began being assessed in three multidisciplinary team clusters, each working at a different phase of a two-year cycle. A multidisciplinary team consists of at least one member in each of the general education areas to be assessed and at least one member in each of the program areas to be assessed. (https://my.gatewaycc.edu/sites/saaac/default.aspx)

General Education Clusters

- **Cluster A.** Reading, Writing, and Critical Thinking

- **Cluster B.** Math, Problem Solving, and Scientific Inquiry
  (Natural Sciences)

- **Cluster C.** Oral Communication, Arts and Humanities
  (includes diversity), and Scientific Inquiry
  (Science-includes diversity)

Two-Year Cycle

- **Year 1: Fall Planning** - During this semester, the General Education Assessment Coordinators together with the division chairs of the division(s) to be assessed, identifies the programs to be assessed, and identifies methods of assessment. He/she may also work with the multidisciplinary team to develop sample assessment prompts to be used by the identified programs.

- **Year 1: Spring Assessment** - During this semester, the multidisciplinary team uses the appropriate GWCC general education rubrics to assess a sample of 20% of the students in each of the identified programs. Results are summarized and suggestions for improvement are made to the Assessment Committee, the Center for Teaching and Learning, and the Academic Divisions of the college.
• Year 2: Closing the Loop - During Year 2, the multidisciplinary team works with the CTL to conduct workshops focused on the suggestions made as a result of assessment findings and the academic divisions involved implement improvements.

The launch of the revised General Education Assessment Plan reflects GWCC’s strong commitment to ensure students receive a quality education within an environment that emphasizes the core essentials of academic competency. Faculty coordinators are identified who receive reassigned time and report to the SAAAC faculty co-chairs. These coordinators work through the SAAAC who report directly to the Vice President of Academic Affairs. This coordination includes maintaining a consistent level of enthusiasm with faculty and ongoing documentation of assessment activities. The implementation of changes based on assessment outcomes and the need to include more adjunct faculty in the assessment process are additional goals.

Summary of 3a

GateWay Community College goals for assessment at the program level and the institutional level are clearly stated in the GWCC Assessment Plan. Programs undergo a comprehensive review on a five-year cycle. Advisory committees suggest program and course changes and upgrades to meet industry needs. The GWCC Student Academic Achievement and Assessment Committee oversees the development, revision, and implementation of the assessment matrices—with oversight by representatives from each department and ultimate review by the Vice President for Academic Affairs. General Education assessment occurs on an institutional level following a schedule and using multidisciplinary teams. It focuses on strategies to improve student outcomes based on assessment findings.

The GateWay CTL and the Maricopa Center for Learning and Instruction (MCLI) provide both campus and districtwide workshops, forums, and dialogue days to enhance assessment applications through best practice exchanges and direct training seminars.

•••Core Component 3b

The organization values and supports effective teaching.

FULL-TIME FACULTY HIRING PROCESS

District-level hiring guidelines have been established to standardize the hiring process and to ensure all applicants receive an equal opportunity for consideration. First, all interested individuals must submit an online application. Applicants must submit a resume with a cover letter specifying the position sought and detailing how the applicant’s education, training, and experience directly relate to the listed minimum/desired qualifications and job description. During the application phase of the hiring
process, all faculty applicants are required to complete the Course Completion Form (CCF) attached to the online application (in lieu of transcripts). If called for an interview, applicants must be prepared to bring a copy of unofficial transcripts to verify coursework.

After reviewing all applications, the hiring committee selects the applicants to be interviewed. During the first interview, the candidates are asked a series of questions to assess subject matter knowledge. The top candidates are then asked to perform a mini-teach to demonstrate their teaching ability. The college President conducts second interviews of acceptable candidates recommended by the hiring committee. The recommended applicant’s name is presented to the Maricopa Community College Governing Board for approval. The district conducts criminal background checks on all new employees. In addition, the district is required by Arizona law to participate in the Department of Homeland Security E-Verify program.

Although there are no state or county teaching requirements, the Maricopa Community Colleges have established minimum standards for faculty positions to ensure the most qualified individuals are in the classroom.

These requirements are as follows:

1. Academic teaching fields require at least one of the following from an accredited college or university.
   - Master’s degree in the teaching field
   - Master’s degree in any teaching field with 24 upper division and/or graduate semester hours in the teaching field
   - Master’s degree in any teaching field with 18 graduate semester hours in the teaching field

2. Occupational teaching fields require any one of the following from an accredited college or university:
   - The same qualifications as those listed for academic teaching fields
   - Bachelor’s degree plus three years work experience in field to be taught
   - Associate’s degree or 64 semester hours and 5 years work experience in the field

Many disciplines also have developed special qualifications through respective instructional councils. These qualifications can be seen at the Human Resources website. The complete application packet can be found at http://www.maricopa.edu/hrweb/faculty.php.
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All new faculty hires must complete the course EDU 250—Teaching and Learning in the Community College—or equivalent within two years of date of hire.

The Maricopa Community Colleges will actively recruit candidates in disciplines where there is underutilization identified in the Maricopa County Community College District (MCCCD) Affirmative Action Plan. Identified general disciplines at this time include the following: English/Humanities/Social Science, Math, Natural Science, and Nursing.

The goal of this strict hiring process is to place the most qualified faculty in the classroom to ensure effective teaching and learning. However, it is a very time-consuming process which sometimes results in the preferred candidate accepting a position with another organization or another Maricopa college before a job offer is made on behalf of GateWay.

**ADJUNCT FACULTY HIRING PROCESS**

Instructional divisions are responsible for hiring adjunct faculty to supplement the core of full-time, residential faculty. **Adjunct faculty members are selected by division chairs, program directors, and/or course coordinators, who follow the process below:**

- Request that interested applicants submit an application, a cover letter, transcripts, and references.
- Review the applicants’ paperwork.
- Conduct interviews with applicants.
- Checks references.
- Select most qualified applicant.
- Explain teaching responsibilities, college expectations for active and student-centered learning, assessment, and the use of technology to support instruction.

**CENTER FOR TEACHING AND LEARNING**

The GateWay Community College Center for Teaching and Learning (CTL) was created through the joint efforts of the GWCC administration and faculty leadership in 2003. The CTL has the chief responsibility for providing and coordinating professional development activities for faculty. Since its creation, the Center has provided faculty a wide array of inservices, workshops, lunch and discuss programs, technology training, and individualized support for the campus, Early College High School, and Maricopa Skill Center. Training and workshops are offered during the day, in the evening, and on some Saturdays to accommodate both full-time and adjunct faculty needs.
In 2003, 371 faculty, administrators, and managers participated in 42 events sponsored and co-sponsored by the CTL. From July 1, 2008 through June 30, 2009, there were 1,419 participants in CTL co-sponsored events.

The Director of the Center for Teaching and Learning, who provides leadership for the Center, is a faculty member with full reassigned time. The CTL staff also consists of a full-time Instructional Design Specialist and an Administrative Assistant. The CTL's physical resources includes a classroom for small group presentations and meetings, a computer room with four computer work stations, printers, and a Scantron scoring system.

Faculty Development Committee

The GWCC Faculty Development Committee serves as an advisory committee to the CTL in providing input and guidance to the nature and direction of professional development activities at the college. Each instructional division as well as the Counseling department and the Library are represented on the Faculty Development Committee. The Director of the CTL chairs this committee.

Great Teacher Program

The CTL has sponsored the Great Teacher Program since 2005 in which orientations, inservices in classroom methodology and techniques, and mentoring are provided for new residential, one-year-only, and specially-funded faculty. Feedback from past participants indicates that this program has made their transition to the college smoother, and new faculty feel better prepared for the classroom.

Master Teacher Seminar

GateWay and the CTL offer and facilitate the Master Teacher Seminar. Teachers from secondary and postsecondary learning institutions representing a variety of disciplines gather annually in Prescott, Arizona, for an exchange of learning, teaching, and educational philosophy. The discussion and activities focus on innovative teaching and addressing the challenges encountered by faculty. Although 35 is the preferred maximum participation, a total of 37 faculty participated this past summer. Over the past two years, MCLI has partnered in supporting the program which has enhanced its success.

Additional Faculty Development Activities

Other faculty development activities include collaboration with sister schools, webinars, and participation in professional organizations. Instructors are encouraged to participate in these activities and to join professional organizations, particularly national bodies representing their disciplines. Although the college does not reimburse faculty for professional organization fees, GateWay’s faculty belong to organizations and present at a wide variety of workshops and conferences.
The college’s operational budget has been reduced across the campus which has impacted the CTL. To continue to provide the various types of events, new budget sources must be secured. Further partnerships with other campuses and the MCLI may provide a partial solution to these budget concerns.

**FACULTY PROFESSIONAL GROWTH**

There are various Faculty Professional Growth programs. **Program areas include the following:**

**Salary Advancement**

Opportunities for horizontal advancement on the salary schedule include pathways for:

- Academic advancement for undergraduate and graduate coursework.
- Non-academic advancement for participation in activities outside of academic coursework.
- Sabbatical Leaves/Professional Leaves—in-depth opportunities for study, research, travel, suitable work experience, or other creative activities.
- Summer Projects—activities and experiences of professional knowledge and expertise that occur between the last day of accountability of the current academic year and before the first day of accountability for the next academic year.
- Registration Fees—reimbursement for fees associated with classes, conferences, workshops, or professional meetings that will increase knowledge or skills enhancing one's role at the college.
- Reimbursement of travel expenses for professional growth activities and the steps for obtaining Professional Unpaid Leave of Absences for extended time to conduct professional growth.

**Sabbatical Leaves**

A sabbatical leave provides faculty with an opportunity to broaden or deepen educational interests, to explore new areas, or examine instructional methods to enhance the mission of the college. A faculty member is eligible for a sabbatical leave every seven years. The application process is a competitive one awarded to eligible faculty on the strength of his/her application. Sabbatical funding is limited. Due to budget constraints, sabbatical leaves have been suspended for the 2009-10 and 2010-11 academic years.
Travel Funds

Travel Funds for conference and workshop attendance and presentations are available for faculty professional development. The funding of expenses to travel for the purpose of attending a conference, workshop, etc., is under the jurisdiction of each campus faculty travel committee. District Faculty Professional Growth funds are apportioned to each college by a formula based on full-time teaching equivalents (FTTE), and each campus travel committee determines how to allocate its portion to its faculty applicants. Funds are available on a fiscal year basis July 1 to June 30. The amount of funding available for faculty travel has been decreased for the 2009-10 academic year due to budget constraints.

Maricopa Center for Learning and Instruction

The District established the Maricopa Center for Learning and Instruction (MCLI) in 1983. The Center is dedicated to supporting and advancing teaching and learning by working collaboratively with faculty, administrators, and district-wide groups to provide quality services, programs, and resources.

Learning Grants

Maricopa County Community College District Learning Grants are opportunities for faculty to be provided the resources and time to create and explore new classroom innovations. Specifically, Learning Grants:

- Support innovative projects that are designed to improve, advance, and enrich student learning.
- Support projects on a one-time, one-year only basis.
- Are flexible and intended to support ideas and projects at the appropriate stage of development.

Qualifying proposals range from formative ideas that explore learning concepts to fully tested models ready to be adopted and disseminated. Each fall semester, faculty can apply for Learning Grants which are administered through the MCLI. Grant allocations range from $250 to $10,000 per project depending on project goals; types of activities and events proposed; resources required; degree of involvement of faculty, students, and administrators; and potential benefits to students.

Numerous faculty have received Learning Grants. Since the inception of the program in 2000, GateWay Community College faculty have been awarded 31 Learning Grants. (See Learning Grant Gallery at http://www.mcli.dist.maricopa.edu/learngrant/gallery.php.)
**District Dialogue Days**

MCCCD’s Dialogue Day offerings are opportunities for Maricopa faculty to come together and share ideas on how to enhance teaching and learning. Organized in a variety of modes, Dialogue Days range from simple roundtable discussions to more elaborate “mini” conferences with hands-on or breakout sessions. The key element is that the topics are suggested by faculty and are relevant to current needs of teaching and learning. Professional growth credit is available to faculty for participation in most Dialogue Days.

**INSTRUCTIONAL EVALUATION PROCESS**

**Faculty Probationary Status**

Newly hired residential faculty serve in a “probationary status” for five years. Classroom evaluations are conducted each semester during the first two probationary years and each year during the third through fifth probationary years by the Vice President of Academic Affairs or designee and by the division chair or designee. In addition, probationary faculty must complete a Faculty Evaluation Plan (FEP) each of the five years.

**Faculty Evaluation Plan**

As a result of changes in faculty instructional roles, responsibilities, and delivery systems, a District Faculty Association Evaluation Committee was formed to examine the evaluation process used by the Maricopa College faculty since 1986. In 2005-06, the Faculty Evaluation Plan was updated. The current FEP Subcommittee developed the updated Required, Elected, and Related areas to be assessed. Residential faculty, after the probationary status, must complete an FEP every three years, with probationary faculty completing an FEP each year.

The committee’s goal regarding the FEP is to move away from “traditional” means of faculty evaluation. Instead, they have concentrated on a process to assist faculty in their common mission to meet student needs. The committee recognized that most faculty continually seek to improve their effectiveness and this proposed system should support that effort. The FEP is also aligned with the MCCCD vision and mission.

To complete an FEP, the faculty member must engage in self-examination of the three required areas and at least two of the elective areas. The **required areas are as follows:**

- Teaching, Learning and/or Service
- Course Assessment and/or Program Development/Revision
- Governance and/or Committee Participation at the college and/or district levels
The elective areas are:

- Professional Development
- Acquisition of New Skills
- Enhancement of Diversity
- College Level Assessment of Learning Outcomes
- Service to the Community

(See FEP information at https://my.gatewaycc.edu/academic%20affairs/pages/default.aspx.)

**Adjunct Faculty Evaluations**

Adjunct faculty are evaluated the first three semesters that they teach for the college. They are evaluated by the division chair or program director using a standard, approved evaluation form. A meeting takes place between the evaluator and adjunct faculty member to discuss both positive observations and any areas of concern.

**Curriculum Development**

The development of curriculum is a dynamic, ongoing process. Each of the Maricopa colleges has identified a Curriculum Design Facilitator (CDF). In accordance to the district’s Instructional Council Handbook, this is a faculty position. GateWay has assigned a dedicated faculty member to this position and supports the position with reassigned time.

**District/College Curriculum Process**

Course and program development is conducted through dynamic and collaborative processes. The process includes ongoing team activities culminating in the review and approval of curriculum proposals. Well-defined processes include a Curriculum Procedures Handbook and curriculum development support resources at the college and district level. (See http://www.maricopa.edu/academic/ccta/.)

**New Programs**

When a new occupational program is being considered for development at GateWay, a Worksheet for Starting New Programs is completed by the division chair or program director. (See https://my.gatewaycc.edu/academic%20affairs/pages/default.aspx.) This worksheet requires a thorough analysis of the need for the program, the resources—human, fiscal, and physical—that will be needed to offer this program, how it will be marketed, etc. The completed worksheet is submitted to the Vice President of Academic Affairs for review and evaluation. The President has the final approval authority at the college level as to whether to move forward with an early alert for the program.
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An Early Alert is sent out by the occupational administrator of the college as a formal notification to other Maricopa colleges of the intent to develop a new occupational program.

The Early Alert contains information referencing the need for the program as identified by the community, labor market projection data, whether it is to be a certificate or degree program, etc. The college may offer the option for other colleges to join in the development of the program. Any questions or requests to share must be sent to the respective occupational dean within ten days of faculty accountability. If there are no objections to the early alert, the initiating college may begin the curriculum development process.

The development of curriculum occurs in stages. During the consultation and development stage, the course proposal is developed informally in consultation with the appropriate academic and/or occupational instructional faculty, administrators, and advisory committees. Throughout this stage, emphasis is placed on continual feedback among all concerned instructional personnel. The recommendation and approval stage of the curriculum development process is the formal part of the process that is initiated when the Vice President for Academic Affairs sends the recommended curriculum proposal to the appropriate district-wide Instructional Council(s).

Instructional Councils

The Maricopa Community Colleges have implemented instructional councils to improve communication and coordination among faculty from each of the colleges working in common discipline areas. The instructional councils recommend improvements to the teaching-learning process and the quality of the instructional program in their discipline areas. GateWay participates in the Maricopa District Instructional Councils with faculty representatives sitting on each instructional council that reviews the courses offered at GateWay and all other Maricopa colleges. These instructional councils evaluate and recommend curriculum changes as well as new course proposals proposed by faculty to the District Curriculum Committee for adoption by the colleges in the district.

Course Development

The course description communicates the content of a course, and it concisely identifies critical or key content areas that will be covered in the course. Course prerequisites, co-requisites, and/or equivalencies or experiences required for certain professions are identified. Course competencies are established to define the behavioral objectives that successful students will achieve while taking the course. The competencies are matched to a course outline, a formal outline that lists the major areas covered in the course with more specific subtopics listed as subheadings. The course outline is matched to the course competencies. Suggested University Equivalent(s)/General Education Value(s) are also identified.
When completed, the new course proposal is submitted to the Curriculum Design Facilitator for review and input to the District Curriculum Office for further processing leading to Governing Board action. The final role is played by the Articulation Task Forces who meet annually to discuss articulation issues. The discipline-specified task forces determine how course should transfer as well as the best lower division preparation for that specific discipline. Throughout the process, emphasis is placed on faculty involvement in course development. Although the curriculum development process is very inclusive and thorough, it is a lengthy process which presents challenges for the college when trying to be responsive to business and industry needs.

Summary of 3b

Clearly promoting effective teaching is an institution-wide endeavor. Through the CTL and MCLI, GateWay provides multiple opportunities for professional growth to enhance teaching and learning. As an MCCCD college, methods of faculty evaluation are clearly articulated and curriculum is faculty driven.

Core Component 3c

*The organization creates effective learning environments.*

**EDUCATIONAL SUPPORT PROGRAMS**

As it states in the GWCC Values Statement, “we value our diverse learning community”—GWCC’s commitment to meeting the diverse learning needs of our students is evidenced in the myriad of programs that operate to address specialized populations on campus. Through these programs, GWCC is able to foster an environment of support, inclusion, and respect.

**iStart Smart**

In 2006, the Maricopa District created a Student Success Pilot Project (SSPP). The purpose of the SSPP was to increase student success through higher rates of 1) retention, i.e. successful course completion, 2) persistence—semester to semester re-enrollment, and 3) student academic goal attainment. The results were very positive at campuses who implemented the pilot. For that reason, GateWay piloted an iStart Smart (iSS) program during the summer of 2009 and will fully institutionalize the program in the fall.

The composition of the GateWay cohort will be as follows:

- Students who are new to college.
- Students who are enrolled in 6 or more credits.
Students who intend to earn an associate degree or transfer to a four-year university.

Other colleges may require eligible students for the cohort to be enrolled in a minimum of 12 credit hours. However, since the majority of GateWay’s students attend college part time, GateWay decided to focus on students who are enrolled in 6 or more credits.

The iSS program prescribes the following four experiences for all students who have been identified as members of the cohort:

1. Participation in a comprehensive student orientation program prior to the beginning of the student’s first class.
2. Completion of placement testing in math, English, and reading.
3. Participation in academic advising before enrolling in any college course.
4. Enrollment in a college success course if a student places in one or more developmental classes.

The goals of the iSS program or measures of success are:

1. To increase the percentage of students who successfully complete a semester with grades of C or higher, including P grades as a measure of the total courses completed.
2. To increase the percentage of students who re-enroll from one semester to a subsequent semester.
3. To increase the percentage of students who successfully complete or earn a grade of C or higher in a college-level course after the completion of a developmental course or a sequence of developmental courses.
4. To increase the percentage of students who persist to their stated goal of degree or transfer.

This is a project of collaboration between the Student Affairs and Academic Affairs areas. The iSS committee consists of staff, faculty, the Vice President of Academic Affairs, and the Vice President of Student Affairs.

**POWER – People Open and Willing to Experience Renewal**

The POWER program is specifically designed for adults in transition and consists of two integrated courses: a Career Exploration course (CPD 150AC) paired with a beginning level computer course (CIS 105). Students are frequently awarded scholarships for their participation and are given individualized counseling and advising services.
PROSPER – Providing Resources and Opportunities to Students Pursuing Educational Rewards

Funded through a TRiO grant from the U.S. Department of Education, PROSPER offers free, individualized support/services/resources to low income, first generation and disabled students. These support/services/resources include: individual advising, academic tutoring, college success workshops and study halls, equipment and textbook checkout, financial aid assistance, merit grants, mentoring, campus visits and transfer assistance, career guidance and exposure, cultural experience, and a greater connection to the GWCC community on campus. The primary mission of the PROSPER program centers around recruitment, retention, graduation, and transfer. To that end, the program is continuously adopting methods to improve the TRiO Success Center and the services it provides in accordance with grant objectives. PROSPER serves annually over 160 students, with a wait list of 50 students or more.

English as a Second Language (ESL) Center

The ESL Center supports students who are not native speakers of English to improve their skills in reading, writing, and speaking English. The ESL Center provides access to computers and software, group or individual study/tutoring sessions, knowledge about college life and educational programs, advocacy, and assistance in developing/planning career goals. The ESL Center supports retention efforts by contacting students who are not continually enrolled and then helping students enroll for each upcoming semester.

Once students are enrolled, the ESL Center provides and/or facilitates access to academic advisement, financial aid services, career planning, personal counseling, and disability services. Through these efforts, the ESL Center provides guidance to students on ways to navigate through the college system and helps students understand what they need to do to make use of the resources of the college and how to be successful in this learning environment.

The ESL Center supports teaching in general at GWCC by assisting with communication between students, faculty, and other departments within the college. Further, the ESL Center provides leadership to the Hispanic Students Organization (HSO) which is an important college activity and leads students to effective networking.

Writing Center

GateWay’s Writing Center exists to enhance student learning, to provide support for faculty in all disciplines as they incorporate writing in their classes, to encourage effective uses of writing across disciplines, and to provide an environment where writers and writing can flourish. The Writing Center officially opened at the start of the fall 2009 semester. Full-time faculty currently provide a total of six hours per week of drop-in tutoring through the Learning Center. In its first year, the Center will also deliver faculty development workshops through the CTL, collaborate with faculty from different programs in order to develop discipline-specific style guides for student and
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faculty use, deliver workshops for tutors with an emphasis on the needs of writers at the developmental level, organize a student writing group, promote the Writing Center’s functions with signs, flyers, emails, and a web presence, and develop materials to be included in the orientation required of iStart Smart students.

**Hoop of Learning**

The Hoop of Learning program is designed to provide Native American high school students with a head start on college while still in high school. The Hoop of Learning program offers scholarships to pay for tuition, textbooks, registration costs/fees, supplies, lunch, and a monthly bus pass. Students also receive individualized advising and are assigned a peer mentor. Approximately 185 Native American students have participated in this program since 2001. (See further discussion on the Hoop Program in Criterion 5c.)

**International Education Program**

The International Education Program at GWCC works to recruit and admit students to the college from around the globe. During the 2008-09 academic year, GateWay Community College had approximately 50 international students studying on an F1 visa from over 18 countries. Once at GWCC, the International Education Program offers a litany of support and services for students such as: academic advising, assistance with and information on legal issues (i.e., F-1 visas), on-campus employment, adjustment to academic culture as well as U.S. culture (i.e., interpersonal communication and social norms), health and sex education, and general tips for success. Beyond support on campus, the International Education Program offers students referrals to outside resources. These referrals include information about housing/rental properties, where to go to get vaccinations required for health care programs, and contacts for the Social Security Administration to obtain security cards for approved employment.

In addition, F-1 students are required to enroll in the MCCC sponsored (via third-party insurance agency) health insurance program. International Education Program staff provide enrollment, orientation, and assistance in finding local health providers under the program for international students.

**Learning Communities**

GateWay Community College has been involved in Learning Communities since the mid-1990s. During this time period, the college has offered fully integrated communities, linked communities, and linked activities between courses (both within a division and across divisions). Many offerings have focused on the developmental education student with communities consisting of a developmental reading and a developmental writing course. Often, these communities included a content course such as communication, psychology, or a college success course. GWCC has offered learning communities at the college level such as First Year Composition I with Psychology, and First Year Composition II with Literature. GateWay has a strong interest in continuing these Learning Communities, as the current literature—especially in developmental
education—supports them as a retention and persistence tool. However, the new MCCCD Student Information System currently does not make it possible to link two or more courses for registration purposes that are part of a learning community. Thus for the 2008-09 and 2009-10 academic years, the college has not been able to offer these valuable learning communities as an option for students. Efforts will be made to correct this situation for the 2010-2011 school year.

**Shifting Student Expectations**

Over the past several years, the student population taking general studies courses has changed. With increased transfer opportunities to private and public universities and the addition of the student athletic program, GateWay has experienced an increase in student diversity within the classroom. While this classroom culture shift has been accepted by the faculty, there continues to be a need for ongoing inservices and information sessions on how to address the learning needs of the shifting student population entering college.

**TECHNOLOGY**

Though it can be challenging to keep up the seemingly exponential advancements in technology, GWCC prides itself in the efforts made in this arena. GWCC understands the importance of graduating students who are well-versed in the latest technology if they are to be competitive and successful in the world of work.

**Wireless Environment**

GateWay Community College has created a secure wireless environment that serves the campus community. This includes the Main Instructional Building (MA), the Center for Health Careers Education (CHCE), and the South Instructional Building (SO), all shaded areas and employee office areas. The secure access requires a unique user ID and password (MEID) to gain access to the wireless.

**Classroom Technology**

GWCC classrooms are equipped with state-of-the-art multi-media equipment and software designed to enhance teaching and learning. The mediated classrooms are controlled through the CyberVision Projector Control Interface software. This software allows instructors and students to operate a projection camera, a document camera, a VCR/DVD player, and to access the internet. Users can connect a laptop to the media center in each classroom or instructors can remote access their computer files in their respective offices. Within the Industrial Technology Division classrooms, instructors and students have access to electronic chalkboards.

GateWay has a variety of classroom technology and specialized labs available to improve student success. These labs include Nursing, Industrial Technology, Biology, Chemistry, Physics, Health Sciences, English as a Second Language, and Real-time Reporting/Captioning.
Technology Resources for Faculty and Students

E-Learning prepares students to meet the standards and expectations of today’s working world.

Blackboard Course Management System

The Blackboard Learning System™ is a family of software applications designed to enhance teaching and learning. The Blackboard Learning System helps instructors to build course materials online and engage with students in an interactive way. GWCC uses the Blackboard Learning System to:

- Create powerful learning content using a variety of Web-based tools.
- Encourage student interaction, small-group work, and peer knowledge training.
- Facilitate students or groups using engaging assignments that cause them to reflect.
- Enhance a student’s critical thinking skills using interactive tools.
- Leverage student participation, communication, and collaboration.
- Evaluate a student’s progress using a rich set of evaluation and assessment capabilities.

GWCC uses the Blackboard Academic Suite™ which is a comprehensive engagement and assessment tool. The college offers several courses online or in a hybrid format via the Blackboard Learning Management System.

Technical support for BlackBoard is provided through three levels or tiers of support. Training and pedagogical issues pertaining to the use of BlackBoard are provided by the Center for Teaching and Learning (CTL). An instructional designer in the CTL works with small groups and individual faculty to ensure that they use the various tools available in BlackBoard in an educationally sound manner.

With the frequent migration to more current versions of BlackBoard, training for faculty is ongoing and often requires that course content must be modified. Currently, Version 8.0 is being used in MCCCD. There are plans to migrate to a new version of BlackBoard each year for the next three years. This rapid shift in BlackBoard versions continues to stretch resources in the CTL for training and is stressful for faculty.
Additional E-Learning tools used by faculty and students include the following:

**I Clickers**

The I Clicker response system allows the instructor to receive immediate feedback from students, affording the opportunity for just-in-time adjustments of the class content as needed.

**Evolve Select**

Several programs are currently using or exploring the feasibility of using e-books as an addition or in place of regular textbooks for ease-of-use, search functions, portability, and to provide a lower cost for students.

**Wikis**

These easily editable web-pages can be shared with student groups and be a tool for expression of ideas, opinions, and sharing of valuable information. Digital materials can be stored for easy access to all.

**Blogs**

These web-pages are an enhanced version of a discussion forum, and can be shared with student groups, and be a tool for expression of ideas, opinions, and sharing of valuable information. While not as easily editable as wikis, digital materials can be stored for easy access to all.

**Wimba**

This application enables faculty and students to add voice to presentations, to make simple recordings that can just be used as learning resources, or to add voice to emails, or discussion boards (voice boards) with or without text.

**Teaching and Learning Technology Roundtable**

The mission of the Teaching and Learning Technology Roundtable (TLTR) is to act in an advisory capacity by linking groups in support of integration of technology into the teaching-learning process. The TLTR is comprised of faculty, administrators, and staff that investigate new instructional technologies. Recommendations from this committee have a major impact on future technology acquisitions and implementation strategies for the campus.

**Maricopa Learning Exchange (MLX)**

The MLX is an electronic warehouse of ideas, examples, and resources (represented as “packages”) that support student learning at the Maricopa Community Colleges. The MLX currently has an inventory of 1,633 “packages” in their warehouse of learning. These packages range from as small as a spreadsheet activity designed for a chemistry lab exercise to a complete faculty development program.
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Summary of 3c

GWCC successfully demonstrates commitment to creating effective learning environments. GWCC also has a history of strong educational support programs for both the traditional and the nontraditional student. The college is committed to the use of appropriate technology to support education from its wireless environment to its use of state-of-the-art technology in classroom and laboratory settings.

Core Component 3d

The organization’s learning resources support student learning and effective teaching.

LEARNING RESOURCES FOR STUDENTS

Learning Center

The Learning Center provides academic support services to all GateWay students. Its services include tutoring in content areas and study strategies, computer access in three labs, and the provision of learning resources such as books, references, handouts, educational software, and science models. It also supports teaching by collaborating with faculty to integrate study strategies into their content instruction, providing customized tutoring arrangements for certain courses, and responding to the unique learning needs of students. Learning Center tutors are undergraduate or graduate students, instructors, and professionals who have extensive course work and degrees in their respective disciplines. In individual appointments or in group settings, tutors offer students an opportunity to engage in dialogue, resolve and understand specific course concepts and information along with mastery of skills required for academic success. The Center offers three computer labs with 104 stationary computers in addition to 24 laptop computers available for student use in a wireless environment. Between July 1, 2008 and June 30, 2009, a total of 7,457 student visits for tutoring were recorded in the Learning Center.

The Learning Center uses an electronic system called TutorTrac to document student usage of the center. The data compiled in TutorTrac provides information on how many students have been served, when they have been served, and what services have been utilized. Additionally, the Center surveys students and faculty members at the end of each semester to measure how satisfied they are with the services of the center and to what extent they perceive these services have contributed to the academic success of their students. Based on the information obtained from TutorTrac and the surveys, it has improved its services. Such improvements can be exemplified in the addition of drop-in math tutoring, the modification in staffing, the acquisition of additional learning resources, and the expansion of operating hours. New software being tested such as Softgrid® will provide more comprehensive tracking of software utilization and enhanced maintenance and upgrading capability.
Budgetary reductions over the past two years have lead to an examination of services offered, hours, and staffing. To become more efficient, the Learning Center has implemented the following:

- Adjusted staffing patterns to provide tutoring and Learning Center access when student need is the greatest.
- Promoted group tutoring sessions so more students can gain support for common courses.
- Investigated online tutoring as an option for distance learning students.

The GWCC Learning Center supports a large number of educational software applications for student use. Tutorials, reviews, and drill-and-practice programs are available. Other educational software includes CD programs which students can check-out from the computer lab staff.

**Library**

The GateWay Library is a blend of traditional and virtual resources and services brought together in a learner-centered environment. Information literacy is central to student success and lifelong learning as information sources become even more diverse and expansive. Information access services and materials collections are core elements in providing responsive service and accessible resources.

The college Library comprises 9,600 square feet of the Main building on the far west end on the first floor. It houses the media, periodical and general book collections for use in a safe and secure environment. Alternative learning spaces; such as quiet study, collaborative work zones, two small study rooms, lounge areas, media viewing, and open computer access are available. The Library has 30 computers in the open computing area, plus wireless capabilities, allowing students to use their personal laptops, as well as to borrow one of ten loaner laptops for use anywhere in the Library. Instructional sessions are held either in the open computer area, or scheduled in a computer lab, or held in a classroom. The Library would benefit from a dedicated computer classroom for Library instruction.

E-resources are accessible from both on and off campus, with over 55 databases offered, including the online catalog, e-book collections, online encyclopedias, and aggregate databases of full text articles from newspapers, magazines and journals across the disciplines. Loaner laptops are available for in-Library use, along with the personal laptop connections over the campus wireless network. The Library has large display monitors to facilitate information literacy class instruction and has incorporated the use of I-Clickers for formative assessment. Video playback equipment is available for viewing videos in the Library. An “Ask A Librarian Chat Reference Service” is available on a 24-hour/7-day basis in conjunction with the other MCCC Libraries to assist students in their research.
Additionally, GWCC’s E-brary offers over 36,000 e-books in the Academic Complete collection. GWCC’s netLibrary offers 1,788 current e-books, plus over 3,400 additional titles in the public domain, which includes Cliff notes for literature. Finally, the Gale Virtual Reference Library, a small specialized collection of 43 reference titles, covers biography, crime, education, economics, history, law, politics, religion, psychology, sociology, and more.

Information Literacy is assessed with the Standardized Assessment of Information Literacy Skills (SAILS). In spring of 2008, Project SAILS was conducted with 258 students participating in an institutional assessment. The results are guiding both teaching faculty and librarians as to which information literacy skills need to be improved.

Staffing challenges exist in the Library to provide ongoing and new services. In addition, there is a continuing need for funding to sustain both print and online informational resources to build the collection in support of the curriculum as well as new programs and courses.

**Computer Commons/Labs**

Computer open lab environments exist at GWCC for student, faculty, and staff use. The Computer Commons is located in the Main Instructional Building and provides access to 50 computers. The other two computer labs are located in the Center for Health Careers Education and in the Learning Center.

These labs are used for scheduled classes, staff, and student training, open access time, or “drop-in” situations. Students can use these labs to complete class assignments, conduct research, complete tutorials, access BlackBoard courses, and access e-mail. Faculty utilize the computer labs for course activities, business and industry training, student testing, and research.

Since 2003, there has been a steady increase in the use of the three labs. During 2003-04, the three computer labs combined recorded 16,654 student visits. During 2008-09, requests rose to 45,746. This number represents duplicated headcount as the same student may visit the labs for different courses or computing needs on multiple occasions.

**Learning Spaces**

Learning spaces support teaching and learning in the following ways:

- The majority of classrooms are mediated with technology and internet services which allows for the presentation of materials in multiple modalities such as computer-based presentation, videos, etc.
• A majority of classrooms have furniture that is movable and the classrooms or Learning Center can be set up differently for various learning activities, student work groups, small group tutoring, and discussion.

• Laboratory spaces are available for students to learn and apply their learning with hands-on activities.

• Computer labs provide students areas to conduct research, work on projects, and work on online courses and collaboration.

• Field locations provide students with an opportunity to learn in real-world situations.

SPECIALIZED HEALTHCARE/SCIENCE LABS AND INSTRUCTIONAL AIDS

The Nursing, Health Science, and Science programs have acquired resources to enrich the learning experiences of their students. From instructional models to sophisticated patient simulators, GateWay students benefit from these resources to reinforce the understanding of fundamental principles and to apply critical thinking skills in solving complex clinical problems.

Patient Simulators

The GWCC Nursing and Respiratory Care programs have patient simulators which provide the technology for the creation of a wide variety of clinical scenarios for students to test clinical knowledge and skills. The Respiratory Care program has a patient simulator, the Nursing program has two adult simulators, one infant simulator, three vital sign simulators, and one vital sign baby simulator. The Respiratory Care Medi simulator is computer-based and is used for cardiovascular assessment, respiratory care procedure simulations, and drug administration. The Sim adults and baby devices are computerized simulators that permit dynamic shifts in clinical conditions and scenarios. The “Vital Sims” are not computer-based, but do provide task training in clinical assessment techniques. The Nursing program also has a “Noelle” birthing simulator. The Nursing simulation labs are being utilized an average of 12 hours per day. With dwindling clinical placement in health care facilities due to increased demand by the numerous health programs in Maricopa County, patient simulators provide a partial solution for students to sharpen their clinical skills prior to working with actual patients.

Computer Guided Intravenous (IV) Insertion Arms

IV simulation units provide a safe environment with minimal oversight required—unlike the “real world” which must be constantly and closely supervised—the IV simulation units are designed for student self-directed practice. The IV simulation stations use no consumables and deliver immediate evaluation and feedback of student performance. These IV simulators are useable at each level of nursing skill practice,
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including continuing education for licensed individuals. Students have reported feeling less anxiety when entering the live clinical environment and placing IVs in clinical patients.

**Virtual Clinical Excursions (VCE) (combined web and CD simulations)**

Virtual Clinical Excursions is a combination of a web-based and CD based simulations of patients with various medical diagnoses. Students have the opportunity to critically think about, plan, and virtually implement nursing care. This meets the needs of auditory, visual, and kinesthetic students.

**Phantoms**

Phantoms are anatomically correct devices used in medical imaging programs such as Medical Radiography, Nuclear Medicine, and Diagnostic Medical Ultrasound for students to practice procedures safely without exposing themselves or others to radiation. In the Medical Radiography program, there are various phantoms that students can expose with radiation to practice different procedures.

In Diagnostic Medical Ultrasound, there is a patient simulator device that mimics various pathologies that students can detect during clinical practice sessions.

The Nuclear Medicine program has devices that enable students to use radioisotopes during simulated procedures without risking themselves or others. The use of phantoms is vital to the success of the medical imaging programs. The use of imaging phantoms allows imaging students to acquire skills and practice techniques without the risk of added radiation exposure to patients. A comprehensive evaluation process in labs ensures that students have met minimum competency before performing similar procedures on actual patients.

**Models**

The life science and health programs possess various anatomy models. These models can be manipulated to expose deeper anatomy so that students can gain an in-depth view of how the body works. A set of anatomic models is also found in the GWCC Learning Center so that tutors can explain concepts and demonstrate anatomic relationships.

**Cadaver Program**

The cadaver program provides human cadavers for the study of anatomy and physiology. Currently, three cadavers and segmented specimens are kept in a secure environment that is only accessible by a small number of faculty. Faculty using cadavers must be trained with the safe handling of cadavers. Health programs utilizing the cadavers include Diagnostic Medical Imaging, Surgical Technology, Physical Therapy Assisting, and Respiratory Care. Student feedback in the Biology and Health Science programs utilizing the cadavers indicates that their use is highly effective in learning anatomical relationships and their function.
SPECIALIZED INDUSTRIAL TECHNOLOGY FACILITIES

HVAC Labs

The Heating Ventilation and Air Conditioning (HVAC) labs are comprised of four different sections including the Main Lab, Supermarket Lab, Central Plant Lab, and Electrical Lab.

These four labs represent the different aspects of HVAC technology used in industry today. Work in these labs is required for all students in the HVAC program. The HVAC lab is one of a kind in the country, and as a result, the Army Corps of Engineers contracts to use this lab three times a year. Due to the formation of partnerships and the more frequent use by students and outside users, the size of the lab is sometimes challenged to meet the demands for usage.

Machining Labs

The Machining Lab serves the Manufacturing and Industrial Design programs at the college. It is comprised of one main lab with a break out section for geometric tolerancing and inspection. This break out section includes three-dimensional printers for student use. In 1995, this lab started with only two computer numerical control (CNC) machines. Today the lab has ten CNC machines. This increase is due to the change in focus of programs at the college along with the change in workforce technology. As CNC has grown in the manufacturing workplace, this lab has grown to meet the changing demands of industry. All equipment in this lab is up-to-date by industry standards allowing students to be trained on full-sized production machines that are currently in use in the workplace.

Reverse Osmosis Deionization Lab (RODI)

The RODI Lab is the water treatment and chemistry lab for water analysis. This lab enables students in the Water Resource programs at the college to practice and perfect the process of reverse osmosis, which is used in all water processing procedures in the industry. In addition, this lab is used to practice the water deionization process most commonly used in manufacturing processes. The college, in partnership with the local pipelayers union, is in the process of adding new equipment to this lab to better prepare students for the demands of the workforce.

Automotive Labs

The Automotive Labs serve students in GateWay automotive programs. These labs have developed out of GateWay’s partnerships with Honda, Toyota, and Nissan. These partners have donated approximately 80 vehicles that are used for instruction and student practice. In conjunction with its partners, GateWay has installed approximately $400,000 worth of state-of-the-art equipment in these labs over the past three years. However, because of the influx of both day and night students into the automotive programs, these labs are scheduled beyond capacity and are now too small. In addition, the labs are occasionally filled with all-day Honda and Toyota corporate training classes,
which sometimes push GateWay students out of the labs and into the parking lots to work on vehicles. With four full-time faculty in the programs and an ever-increasing student population, demand for lab usage and equipment has exceeded capacity.

**Johnson Controls Institute**

GateWay established a long-standing partnership with the Johnson Controls Institute (JCI) in 1998. JCI is an organization which partners with engineering schools, technical colleges, and experts in the building environments industry to provide high-quality learning experiences that reflect not only where the industry is today, but where it is going tomorrow. The college offers two dedicated classrooms, a break-out area, and office space to JCI for corporate training. JCI also shares the Central Plant and Control Systems Labs with the college. This is an economic advantage for the college as JCI contributes more in equipment and in-kind donations to the college than the amount of rent it would provide for the space used. Other advantages of the college's formal partnership agreement with JCI include offering JCI courses to GateWay students and free training to GateWay faculty. This partnership has provided both GateWay and JCI with a method to meet needs that may not have been met otherwise.

**GATEWAY CENTRAL**

GateWay Central provides a single, convenient source for students to gain the tools and resources necessary to manage their educational experience. The process begins with the students obtaining a Maricopa Employee Identification number (MEID). All registration processes, course selection, and other student processes require the use of the MEID. Surveys indicate that students are happy with this centralized model.

**Advising**

The Advisement Office is located in the South Building at GateWay Central, but program advisers for healthcare programs have offices and advise students in the Center for Health Careers Education. Their mission is to provide services that enhance student access and success. This is accomplished through a broad range of instructional and support services to assist students in identifying, committing to, and attaining educational and career goals. GateWay advisors stress student development and empowerment during the advising process. Collaborating with other support service staff and faculty, members of the advising team conduct new student orientations each semester. Orientations are promoted through the GWCC website and the closed circuit kiosk.

**Assessment/Testing Center**

The Testing Center at GateWay Community College provides academic and vocational testing to help students accomplish their educational and career goals. The staff is committed to providing students with initial course placement tests to ensure proper course placement and an opportunity for academic success. Any student taking their first math, reading, or English course will take a placement test. If a student does not
have a high school diploma or GED and they are applying for federal financial aid, they are required to take the placement test. Students will be permitted one re-test in all subjects after a 24-hour waiting period and then may test once a year after that so long as they have not taken any of the courses.

**Counseling Services**

The GWCC counseling process involves the development of a unique, confidential helping relationship. The ultimate goal of a professional counselor is to promote the development of more effective and adaptive behavior. It is the counselor’s job at GateWay to make the student aware of possible alternatives and encourage him/her to take responsibility for taking action on one or more of those alternatives. Counseling provides a variety of services including individual change through counseling, consultation, coordination, and classroom instruction. Counselors collaborate with other staff as needed to help students reach their potential.

**Disability Services**

Disability Services helps students with disabilities become successful in college. The Coordinator assists students with realistic educational and career planning as well as the development of self-advocacy skills, while ensuring that they are connected to necessary resources such as student clubs, PROSPER, counseling, tutoring, note-takers, and interpreters. The Disability Office also works as a liaison between qualified students with a documented disability and their instructors to arrange reasonable accommodations.

There is an electronic database in place to document what services have been used and who has graduated. Using the information available in the database, the department has reinstated a progress report system to improve student retention. The progress report has allowed the department to communicate with faculty regarding students’ progress on a regular basis and make an intervention early on.

**Financial Assistance**

The Office of Student Financial Assistance (OSFA) administers all federal and state student financial aid programs as well as disbursing and monitoring foundation, institution and private grants and scholarships. The OSFA is an integral part of GateWay Central and serves students, families, and the community by providing financial aid information and resources to assist students in achieving their educational goals. The OSFA is committed to providing quality financial aid services to its customers while maintaining equality and accountability in the administration of public, institutional, and private financial aid funds.

**Scholarships**

Scholarships are coordinated through the Office of Student Financial Assistance. GateWay Community College staff and faculty work closely with the Maricopa Foundation to establish and provide scholarship funds to support student learning.
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Criterion 3

More than 55% of GWCC students enroll in programs in the Business and Information Technologies, Health Science, Nursing, or Industrial Technology divisions. As a result, many scholarships have an occupational focus. In 2007-08, GWCC awarded $1,078,400 in scholarships to 1,519 duplicated students. The OSFA maintains an electronic database of the scholarships available to GWCC students, the funding source, and type of support provided.

**Fiscal and Cashiers’ Office**

The Fiscal and Cashiers’ Office strives to support the teaching and learning environment at GateWay Community College by providing quality, accurate, and timely customer service to students while maintaining campus integrity. Services include the processing of students’ tuition and fee payments and refunds for those students who visit or call the Cashiers’ Office. Students who wish to make payments toward their education while attending classes are provided assistance in establishing a tuition payment plan. Financial aid refunds are also processed through the Fiscal and Cashiers’ Office for those students who qualify for federal or state financial support.

**ADDITIONAL CAMPUS RESOURCES**

**Intercollegiate Athletics**

GateWay sponsors numerous intercollegiate sports programs including men’s and women’s golf, cross country, and soccer. In addition, women’s softball and men’s baseball are now available.

Athletics began at GWCC in 2001 with 44 student athletes competing in men’s and women’s golf, cross country, and tennis. As of fall 2009, there are 140 student athletes. The impetus for adding athletics was a result of community support as well as contributing to the development of the college’s initiative to become more comprehensive.

Participation in these eight intercollegiate sports provides students with the opportunity to:

- Develop team, leadership, and life skills.
- Supplement funding for college through athletic scholarships.
- Participate in a competitive program in one of the top NJCAA Regions in the country.

**Helpdesk Support**

The GWCC Helpdesk is part of a districtwide support system provided for Maricopa Community College staff and students in the use of technology. Technical support for the district is defined by three tiers or levels.
Tier One services are provided by an external entity. PreceptIS is contracted by Maricopa Community Colleges to provide Helpdesk support for BlackBoard and My.Maricopa.edu. Hours of operation are 24 hours/7 days a week, 365 days a year. PreceptIS is the first point of contact for students, faculty, and staff for BlackBoard and My.Maricopa.edu issues. The majority of the inquires to Tier One are for BlackBoard support. The most frequent technology issues that are addressed are resetting student passwords, identifying user Maricopa Employee Identification Numbers (MEID), and specific questions on the functionality of BlackBoard. If a technology issue cannot be resolved at Tier One, it is escalated to Tier Two which is the GWCC Helpdesk. In the case of classroom emergencies, faculty and staff can call the GWCC Helpdesk directly. In most cases, the problem can be resolved at this point of service.

If a technology problem persists, it is escalated to Tier Three which is the Course Management System (CMS) team at district. Hours of operation are Monday through Friday from 8:00 am to 5:00 pm. There is also an emergency number which is monitored 24 hours/7 days a week.

GWCC Helpdesk support can also be obtained through an online Helpdesk request form. It is a web-based application that is found on the all of the classroom, staff, and faculty computers. A response or resolution of a concern typically occurs within 24 hours. A hot line is available for classroom emergencies or urgent matters. The Helpdesk line is monitored from 7:00 am to 7:30 pm, Monday through Thursday; 7:00 am to 5:00 pm on Friday; and 7:30 am to 4:00 pm on Saturday. Added demands on the GWCC Helpdesk have magnified staffing shortages. Additional staff is required to allow the Helpdesk to continue to support faculty and staff at a high level of efficiency.

**Bookstore**

The district/college contracts with Follett Higher Education Group to provide comprehensive bookstore services to GateWay students and employees. With the faculty’s assistance, the Bookstore makes every effort to have the necessary textbooks and learning supplies available for students in a timely manner. Additionally, in cooperation with the college Cashiers’ Office students are able to enjoy the convenience of electronic book vouchers which eliminates the need for paper vouchers to be signed by financial aid staff. Financial aid data by student is submitted electronically to the bookstore which is then used to track financial aid student purchases to ensure their financial aid disbursement is accurate.

The implementation of electronic book vouchers was a very positive approach to using technology to better serve students. Additionally, the implementation of the electronic book adoptions allowed the Bookstore to better track textbook adoption submissions to align more closely to the student’s need regarding their textbooks.

**Copying/Printing Services**

IKON Copy Center—an outsourced service—offers duplicating services to faculty, staff, and students at GateWay. The Copy Center offers a plethora of services that support
teaching and learning for faculty and staff by providing copies of materials that are utilized in the classroom, at workshops, meetings, and in-services.

In addition, the Copy Center assists faculty and staff on cost-effective copying strategies while improving the design and aesthetics of material utilized in the learning environment. Faculty and staff have reported that the Copy Center is very convenient and timesaving because copy requests can be sent digitally via email.

IKON Copy Center facilitates the interdepartmental mail delivery system to and from each campus. IKON Copy Center continues to provide efficient, cost-effective, quality service to faculty and staff.

**Food Services**

GateWay’s Gecko Café is serviced by Aramark Food Services to provide students, faculty, and staff a variety of breakfast, lunch, or dinner foods. The Café offers a full menu including hot and cold made-to-order selections as well as prepackaged foods. A wide selection of hot and cold beverage choices are also available. Aramark also services Java City, the coffee kiosk, offering gourmet coffee drinks, bagels, pastries, and other “grab-n-go” items. The Gecko Café, located in the Main Building, is open Monday through Thursday, 7:00 am to 7:30 pm and Friday, 7:00 am to 2:00 pm. Java City, located in the CHCE Building, is open Monday through Thursday, 8:00 am to 8:00 pm and Saturday 8:00 am to 1:00 pm.

**Summary 3d**

The GateWay Community College learning resources strongly support student learning and effective teaching. Student resources include a Learning Center which offers free tutoring and multiple other learning resources; a Library which offers instructional sessions and strong e-resources support in addition to its in-house resources; a Computer Commons for student use; and specialized health care, industrial technology, and science laboratories and instructional aids. Additionally, GateWay Central, advising, counseling, disability services, financial assistance, and the assessment/testing area all offer strong support for student learning.

**Strengths**

- GWCC demonstrates effective teaching and learning by hiring full-time and adjunct faculty who are highly qualified in their areas of expertise and with laboratory and simulation settings with state-of-the-art equipment.

- GWCC has integrated a culture of assessment into the college environment.

- GWCC has many support services available to students to help ensure the success of its diverse population.
• Learning resources and professional growth opportunities are available and encouraged for all faculty and staff.

Challenges
• Implementing changes based on assessment outcomes and involving adjunct faculty in the assessment process continue to be a challenge.
• Budget constraints have limited support services for students and training for employees.
Chapter 6

Criterion 4: Acquisition, Discovery and Application of Knowledge

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.
GateWay Community College strives to produce well-rounded life-long learners and is committed to providing a quality education by exposing students to a breadth of knowledge, encouraging critical thinking, and offering opportunities to expand horizons. It utilizes many methods to assess and maintain the relevance of the curricula in the contemporary society, and the college provides academic support to ensure the responsible application of knowledge.

Strengths fall into the themes of strong working relationships, quality education, assessment, and unique program offerings. A major challenge falls under the theme of competition from proprietary schools resulting in pressure to modify the academic integrity that GWCC values as a strong educational institution in the community.

**Core Component 4a**

*The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff that it values a life of learning.*

**MCCCD GOVERNING BOARD-APPROVED PROFESSIONAL DEVELOPMENT ACTIVITIES**

The mission documents, Board Policies, Strategic Plan, and the budget processes of GateWay Community College and the Maricopa County Community College District promote and support lifelong learning for students and employees. Both MCCCD and college financial resources have been available for professional growth, renewal, and leadership development opportunities for every employee group (with the exception of specially-funded employees) including support for professional training, conference travel, and registration. Due to budget constraints, funding has been decreased for the 2009-10 academic year.

Tuition waivers for all MCCCD board-approved employees are one of the major commitments to professional development and lifelong learning. These waivers allow employees and eligible dependents to take courses tuition free at any college within the district. Many employees take advantage of community college courses to build upon their existing personal and professional knowledge base or learn more about their subject area or a new field of interest. Specially-funded, one-year-only employees (OYO), adjunct faculty members, and active retirees are also eligible for tuition waivers although restrictions may apply. Each employee group has specified policies and procedures for applying for professional growth funds. These policies and procedures are stated in the employee group manuals. Employee groups offer partial tuition reimbursement for college classes taken outside MCCCD as well as fund activities focused on professional development.

Additionally, the district has supported a variety of opportunities for employees to work toward their professional and personal goals. These opportunities have been designed to provide employees with real-world learning experiences for the purpose of acquiring new
knowledge, skills, and abilities. (See Creative Pathways information at http://www.maricopa.edu/comm/pathways/.)

MCCCD has a Renewal Initiative program that is designed to support organizational learning and employee growth through employee designed projects. (http://www.maricopa.edu/renew/)

As employees complete specialized training, baccalaureate, and advanced degrees, they are able to move horizontally on the salary schedule. When approved by the MCCCD Governing Board, employees can earn additional salary, which provides a strong incentive for professional development.

GWCC faculty have availed themselves of many different professional development opportunities. They attend and present at professional conferences, publish, hold memberships in professional organizations, participate in college and district-sponsored programs, and complete sabbaticals. Faculty members are also encouraged to complete advanced degrees in their field and receive salary advancement for related coursework.

Sabbaticals, awarded and supported by the District, are an important aspect of professional growth for faculty, providing the time, resources, and opportunity to engage in intensive scholarly pursuits related to their academic discipline or to teaching and learning. Sabbaticals remain highly competitive; the number of sabbaticals awarded each year districtwide is dependent upon the funds allocated for expenditure, the number of applications, and the duration of the sabbaticals. Members of the Management, Administration and Technology (MAT), Professional Staff (PSA), and Maintenance and Operations (M&O) employee groups may also apply for paid educational leaves. Due to budget constraints, funding for sabbatical leaves or paid educational leaves has been suspended for the 2009-10 and 2010-11 academic years.

**COLLEGE PROFESSIONAL DEVELOPMENT ACTIVITIES**

GateWay provides opportunities for professional and personal growth by hosting educational workshops and events. The Center for Teaching and Learning (CTL) provides a forum for a variety of events presented throughout the year to GateWay employees. GateWay demonstrates its commitment through a variety of multicultural events geared toward a celebration of the diverse demographics of its students and its employees. Employees often serve the community and achieve accomplishments outside the college (holding state and national offices, serving on boards, etc.). While efforts are made to recognize employee accomplishments, the college would like to increase opportunities for recognition.

**FREEDOM OF INQUIRY**

High standards, integrity, and academic freedom are central to the college's educational tradition. Academic freedom to explore meaningful questions is a necessary
precondition to the college’s mission of educating students and advancing knowledge. Faculty policies clearly assert a faculty member’s right to academic freedom related to content and method of presentation in the classroom, appropriate textbooks, and determination of student grades.

The Residential Faculty Policies (RFP) states the following: “Faculty are entitled to freedom in the classroom in discussing their subject, and they should exercise their best effort to ensure topics are relevant to their subject. Faculty will determine curriculum and relevant subject matter for courses, recommend the appropriate pedagogy and textbooks, and other materials relevant to teaching their subject. Faculty shall maintain the right and responsibility to determine grades and other evaluations of student performance. Outside the classroom, when Faculty express themselves as citizens, they shall be free from institutional censorship or discipline. When acting as citizens, Faculty will exercise their best efforts to indicate that they are not speaking for the institution, and endeavor to conduct themselves as scholars and representatives of higher education.”

(references)

**RECOGNITION OF SUCCESSFUL LEARNING**

GateWay Community College publicly recognizes the educational successes of students. Student achievements are acknowledged through a number of annual college events. **Examples of student achievement recognition activities are as follows:**

- GWCC celebrates student achievements during the annual graduation and commencement exercises where students are recognized for their contributions to and demonstrated excellence in learning and service. Graduation is the most highly attended and ceremoniously rich of all formal college recognition events. The value placed on higher education is evident in that the entire administrative team, all residential faculty members, many adjunct faculty, and staff participate in the ceremony.

- The Nursing Department hosts five formal nurse pinning ceremonies per year for its program completers.

- The Academic Honors and Awards Banquet recognizes students for academic and civic excellence.

- The college’s Honors program fosters student inquiry, research, and discovery in various curricular activities and events. Students have the opportunity to work with faculty and enroll in special projects classes that allow the student to participate in independent research and related activities corresponding to their chosen discipline.

- The Liberal Arts Division hosts the annual Mindy Falnes Creative Writing, Fine Arts, and Honor Program Awards and Ceremony and publishes Gecko Journeys, a publication of student award-winning works.
The All-Arizona Academic Team honors Arizona community college students who are top scholars and participate in community service. Students selected receive a scholarship from GateWay and a full tuition waiver to the Arizona university of their choice courtesy of the Arizona Board of Regents. Recognized students are most often members of Phi Theta Kappa Society, the national community college honors organization. Two students from GateWay were selected for this honor for 2008-09.

Summary 4a

GateWay demonstrates that it values a life of learning through the wide array of program options it provides for its students and community. The administration, faculty, and staff are given numerous opportunities to attend internal and external professional development activities. Opportunities for students exist through numerous sources such as the Center for Student Life and the Honors program.

Core Component 4b

The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

GENERAL EDUCATION

As discussed in Criterion 3a, GateWay College uses the following MCCCD definition of General Education:

The general education core of the program of study for an associate degree or a certificate helps students develop a greater understanding of themselves, of their relationship with others, and of the richly diverse world in which they live. The general education experience provides students with opportunities to explore broad areas of commonly held knowledge and prepares them to contribute to society through personal, social, and professional interactions with others. General education fosters students' personal development by opening them to new directions, perspectives, and processes.

Through the MCCCD general education requirements, GateWay Community College is committed to helping students develop qualities and skills that will serve them throughout their lives. The general education experience at GateWay Community College is composed of specific elements across the curriculum designed to provide the learner with essential knowledge and skills. General education opportunities encourage students to:

- Build self-awareness, self-respect, and self-confidence.
• Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures.

• Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions.

• Access, evaluate, analyze, synthesize, and use information wisely.

• Communicate effectively personally, socially, and professionally.

• Think critically, make informed decisions, solve problems, and implement decisions.

• Consider the ethical implications of their choices.

• Value the learning process throughout their lives.

• Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future.

• Develop a personal sense of aesthetics.

• Use technological resources appropriately and productively.

• Work cooperatively and respectfully with others to serve their communities.

With the statement of value as common ground, the Arizona public community colleges and universities have agreed upon a common structure for a transfer general education curriculum called the Arizona General Education Curriculum (AGEC). This curriculum provides students attending any Arizona public community college with the opportunity to build a general education curriculum that is transferable upon completion to another Arizona public community college or university without loss of credit.

The Maricopa County Community College District Arizona General Education Curriculum (MCCCD AGEC) is a 35-38 semester-credit general education certificate that fulfills lower-division general education requirements for students planning to transfer to any Arizona public community college or university. For students planning to pursue an associate degree or transfer to an Arizona public community college or university, the AGEC-A is a component of the MCCCD Associate in Arts, the AGEC-B is a component of the MCCCD Associate in Business, and the AGEC-S is a component of the MCCCD Associate in Science.

**Maricopa-ASU Pathways Program (MAPP)**

Arizona State University and the Maricopa Community Colleges entered into a Memorandum of Understanding (MOU) in December 2008 outlining a general conceptual framework for improving and formalizing the transfer arrangement between the two institutions. The MAPP program will be developed and implemented beginning Fall 2009 and continuing thereafter consistent with need and demand.
The top 20 majors at ASU historically selected by Maricopa transfer students will be identified. MAPP will be marketed and promoted by both institutions as an excellent option for Maricopa students who are decided about a major of study, intend to transfer into a particular program at ASU, and commit to specific terms for MAPP completion.

These terms include:

- Working with Maricopa and ASU advisors to monitor progress on MAPP.
- Completing the coursework specified on the MAPP.
- Agreeing that specified types of student information may be shared between Maricopa and ASU.
- Completing the MAPP in a period not to exceed three years with a grade point average and other requirements specified on the MAPP.

The benefits to students include the following:

- Guaranteed admission to ASU degree program when a prescribed course sequence called a MAPP is followed.
- Tuition incentives such as a cap on tuition increases during enrollment at ASU.
- Specific scholarships available for meritorious MCCCD students who complete the appropriate transfer degree.
- Dedicated advisement by ASU Transfer Advisors who hold office hours at the Maricopa Community Colleges.

The goal of this program is to significantly increase the number of students who complete a community college degree, transfer and persist at ASU, and graduate with a bachelor’s degree.

(http://www.maricopa.edu/academic/ccta/curric/index.php)

**OCCUPATIONAL PROGRAMS**

Although a comprehensive community college, GateWay has been most widely known for its occupational programs. The college offers over 103 occupational certificate and Associate in Applied Science degree programs to prepare graduates to meet the needs for a trained workforce. GateWay offers over 46 signature programs not available at any colleges within the district. Upon completion of the nursing and many of the allied health programs, students are required to take a licensure exam in order to secure employment in the respective career area. Industry-certification exams are available for students at the end of other occupational programs such as the Cisco, manufacturing,
and automotive technology programs. For the spring of 2009, 57% of the college’s FTSE was occupational.

In addition to the General Education courses found in the degree requirements (and to certificate programs of 45 credits or more), the occupational programs also have general education requirements as related to the discipline. (See occupational certificate and degree programs in the College Catalog or at http://www.maricopa.edu/academic/ccta/curric/proggw.php.)

CONTINUING EDUCATION

Based on industry needs, many courses and programs are offered by the college to provide continuing education and business and industry training to individuals and employers in the Valley.

Allied Health Continuing Education

Allied Health Continuing Education strives to provide continuing education opportunities to the graduates of each of the health science disciplines that GateWay provides, to organize special events for healthcare professionals, and to respond to the emerging needs of the healthcare community. Diagnostic Medical Imaging continuing education is provided through the Magnetic Resonance (MR) and Computed Tomography (CT) programs. The courses are offered each semester and are attractive to graduates of the GWCC Medical Radiography and Nuclear Medicine programs. The CT courses have been in existence for four years and the MR program courses for three years. General education requirements are not integrated in a formal way into the curriculum of these classes; however, each course has writing assignments to support classroom learning.

Nursing Continuing Education (NCE)

The NCE offerings currently include 22 courses. The Nursing Program consistently offers RN and LPN refresher courses each semester with enrollments between 40 and 60 students. The program also offers classes in IV (Intravenous) PICC (peripherally inserted central catheters), pharmacology, Basic and Advanced Critical Care, Wilderness First Aid, School Nurse, and many one-day workshops related to nursing and allied health care. While all of the courses include reading, writing, critical thinking, and other general education components, these courses are considered, for the most part, post-graduate courses and do not have the more stringent general education components of the pre-licensure components. The students who populate these courses are the embodiment of life-long learners. Most of these students have completed one or more college degrees.

Business and Industry Training

The Business and Industry Training program offers an organization high quality training for its employees to increase company productivity. Training is provided at
Criterion 4

Chapter 6

the business site or on the GateWay campus. Training can be customized to meet the needs of the organization. Both credit and non-credit courses are available. A wide range of courses have been offered including workplace readiness skills, management skills, project management, business writing, computer training, ESL classes, facilitation training, and many more. GWCC has several partnerships for which employees of client organizations are pursuing certificate and/or degree programs. One example is the Retail Management certificate and degree program which has been extremely popular with grocery store chains in the Valley. GateWay has also partnered with the City of Tempe to offer an Associate in General Studies degree program for two cohorts of employees. The first cohort graduated in 2004, and the second cohort of 21 students graduated in May of 2008.

STUDENT LIFE AND LEADERSHIP

The Center for Student Life and Leadership

The Center for Student Life and Leadership (CSLL) provides a variety of experiential learning opportunities that support the teaching and learning environment. Opportunities include: leadership workshops, cultural events and performances, art shows, diversity workshops, and service learning projects.

Evidence supporting the CSLL's involvement with teaching and learning initiatives can be validated through collaboration with academic departments. For example, the CSLL co-sponsors art shows, cultural events, musical performances, and supports travel for students to attend academic conferences. Additionally, the CSLL works with academic divisions/programs to offer service learning projects which are built into the academic curricula. Data representing the success and use of CSLL programs can be found in the CSLL annual report which is posted at http://my.gatewaycc.edu/student%20affairs/pages/default.aspx. The annual report includes descriptions of services offered, number of events, activities, programs presented and the number of participants that utilized the services. The information is used to determine the effectiveness of the CSLL programs and is useful in determining future planning initiatives.

Office of Student Activities

The Office of Student Activities plans and coordinates a variety of social, cultural, and entertainment programs for the entire college community. Past activities have included Family Night, Registration Block Party, Multicultural Celebrations, Blood Drives, Lunchtime Melodies, International/Intercultural activities, Commencement, and the Honors & Awards Banquet. The Office also provides student leadership training programs throughout the year including retreats, workshops, and conferences.

Student Organizations

The student organizations at GateWay are created by students for students, and each is dedicated to some aspect of student leadership development, cultural enrichment, or
community service. Students may select from 22 student club/organizations with which to affiliate. (A list of student clubs can be found at http://www.gatewaycc.edu/life/clubs/.)

Campus Wellness

Campus Wellness is a collaborative effort of several campus departments and community organizations. It is an integral component of the Student Life program. It consists of health screenings, special events, speakers, and education. Wellness is approached as more than just physical health—the concept of wellness advocates a balanced approach to life. The wellness model includes seven dimensions: social, emotional, spiritual, environmental, intellectual, occupational, and physical. The college is lacking needed facilities for the Wellness and Athletic programs including showers and lockers.

HONORS PROGRAM/PHI THETA KAPPA

Historically, GWCC has offered an Honors Experience. This allowed students who met the MCCCD Honors criteria to work with a faculty member to turn a course into an honors course by completing a special project. Over the last two years, the Honors course offerings have expanded to include Special Projects Honors courses (298 courses) and Volunteer Service Honors courses (282 courses). A one-credit HUM 190 course based on the MCCCD Honors Forum has also been offered to students. This course consists of formal lectures delivered by internationally renowned scholars and social leaders followed by online or face-to-face critiques and discussion.

In the fall of 2005, the Honors Program enrolled a total of 56 students. Since that time, enrollment numbers have slowly increased. Currently, there are a total of 68 students for the fall of 2009.

While student numbers have increased slowly, GWCC Honors has markedly increased in scope. During this four-year period, program coordinators transitioned what had previously been an Honors Experience into a more fully developed Honors Program. Program graduation requirements were articulated to align with those used on campuses throughout MCCCD (completion of 15 Honors credit hours and a 3.25 GPA); the GWCC program produced its first three graduates in spring 2009. The one-credit HUM 190 courses are still offered, but a more rigorous three-credit option has been added. As of fall 2009, new Presidents’ Scholars are required to enroll in the three-credit course during their first semester at GateWay.

Summary 4b

GateWay Community College demonstrates that the acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs. It is committed to the general education skills of self and other awareness, a respect for diversity on the local and global level, the ability to think critically and communicate effectively and to integrate and connect ideas and events in a historical
perspective, and the skill to use technology appropriately and productively. It further demonstrates this commitment through its strong occupational programs, continuing education, and workforce development training. The Center for Student Life and Leadership, Intercollaborate Athletics, Campus Wellness, and the Honors Program further support student development of intellectual inquiry and breadth of knowledge and skill.

Core Component 4c

The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Program Review Process

As part of the institution's overall planning and assessment process, the Academic Affairs, Administrative Services, and Student Affairs Divisions are each charged with requiring program reviews for all instructional programs and departments within the divisions. As discussed in Chapter 4, departments within the Administrative Services and Student Affairs divisions are required to submit program reviews every three years. Each instructional program in the Academic Affairs division submits a program review every five years. These reviews discuss what has occurred during the review period; how the program/department supports students, college, and district strategic goals; and provide action plans for improvement.

Academic Affairs has been consistent in reviewing the educational programs with the resulting reports being archived in the Library. Administrative Services and Student Affairs divisions have recently re-established the program review process, and examples of the program review templates can be found in the Resource Room.

Currency and Relevancy of Courses and Programs

Advisory Committees

Each occupational program has an advisory committee comprised of local community and industry representatives. These bodies meet once or twice a year to review the program, give input to faculty regarding curriculum, and recommend the purchase of capital equipment of more than $5,000. The committee provides feedback as to the strengths, weaknesses, opportunities, and threats they perceive as external experts in the field. They provide insights on the impact of occupational programs in producing well qualified and skilled employees, and the committee ensures the curriculum is current and relevant. (Minutes of advisory committee meetings are available in the Resource Room.)

Community/Industry Partnerships

In addition to advisory committees, GateWay partners with various organizations to provide students with work experience and/or internships in their organizations.
Health care, building trades, manufacturing, and service industries partner with GateWay to provide students opportunities to apply principles and techniques acquired in the classroom. In addition, many partners donate funding, scholarships, and equipment to GateWay which helps the college to build capacity and leverage resources.

One partnership of note is Banner Health Systems, which has partnered with GateWay to increase the number of nurses serving the community. Banner Health provides financial resources to employ additional faculty to increase the number of students admitted to the nursing program. As of March 2009, there have been 362 students who have completed nursing training through the Banner Nurse Fellows partnership.

There are a significant number of partnerships and clinical affiliates that continue to be a valuable asset for the college and beneficial for the community. (A list of the industry partners and clinical affiliates can be found in the Resource Room.)

**Instructional Councils**

Instructional councils also play an active role in assessing the usefulness and relevancy of the curricula to students who will live and work in a global, diverse, and technological society. See Criterion 3b for discussion on role and responsibilities of instructional councils.

**Articulation Taskforce**

Four out of ten Arizona community college districts (two urban and two rural) and all three state universities have representatives on the Academic Program Articulation Steering Committee (APASC) which is the state-wide joint conference committee for articulation. The Center for Curriculum & Transfer Articulation (CCTA) is the district contact for articulation and transfer of courses and programs with other post-secondary institutions. GateWay participates in the articulation process through faculty and staff representation on various articulation taskforces (ATF) that review and make recommendations on the issues that arise in the common general education curriculum. In the Maricopa District, ATF members come from the ranks of Instructional Councils, Registration and Admissions offices, and representatives from the advising staff.

**External Accreditation/Certification**

GateWay provides high level technical training in a variety of program areas. Programs that are offered by the college which are nationally accredited or certified offer students increased program credibility because of the higher standards required to maintain accreditation/certification. In addition, successful completion of licensure/certification exams is either required for employment or dramatically increases opportunities to secure employment. (See Chapter 8—Federal Compliance under Professional Accreditation Agencies for a list of GWCC accredited/certificated programs.)
Summary 4c

GateWay Community College demonstrates a commitment to ongoing assessment of its curricula to keep it relevant in a global, diverse, and technological society. All branches of the college (Academic Affairs, Administrative Services, and Student Affairs) ensure that each department within that branch conducts a program review. Because each GWCC discipline has a representative on the relevant MCCCD Instructional Council, academic disciplines participate in the Arizona articulation taskforces, occupational programs are supported by strong advisory councils, and curricula is kept up-to-date and relevant.

Core Component 4d

The organization provides support to ensure that faculty, students and staff acquire, discover, and apply knowledge responsibly.

INTELLECTUAL PROPERTY

The District and College currently have standardized policies and courses in place that address intellectual property rights.

District Policies

MCCCD has established policies that addresses select practices and workplace behaviors. In 2007, the Chancellor appointed a committee to adopt policies regarding academic integrity and to design educational campaigns for faculty, staff, and students to raise awareness of the responsibility for academic integrity and stewardship.

A complete list of district policies can be found on the MCCCD Office of General Council website. Some of the district policies include:

- Employment and Hiring Issues/Intellectual Property
- Civil Rights
- The Blue Book—A resource guide that contains select policies and administrative regulations of the Maricopa County Community College District. (http://www.maricopa.edu/legal/dp/bluebook.htm)

College Policies

The college distributes policy information governing the behavior and practices of its students and faculty on the college website, college catalog and faculty handbooks. Policies specific to patent, copyright, and academic misconduct/dishonesty are outlined.

Student rights and responsibilities are reviewed regularly and published in the College Catalog/Student Handbook. These student policies include academic honesty,
plagiarism, sexual harassment, drug/alcohol use, and conduct. The information is available in printed and electronic materials. (http://www.gatewaycc.edu/catalog/)

**ACADEMIC INTEGRITY**

GateWay Community College affirms its commitment to the development of student skills and attitudes fundamental to the responsible use of knowledge as evidenced in its mission, goals, core values, general education goals, student handbooks, academic programs, and student support services. Many of the college's occupational programs incorporate discussions regarding ethical conduct and professional behavior.

GateWay Community College has had a Turnitin.com subscription since 2005. Turnitin.com is a web-based plagiarism detection application that is used by a significant number of faculty in numerous disciplines. Assessment results from Writing Across the Curriculum have indicated that appropriate citation of reference sources is an area for improvement. Over 50 faculty in various disciplines use Turnitin.com as a tool to inform and educate students about plagiarism. This has proven to be an effective method to educate students about the importance of proper referencing in their written work.

GateWay faces a challenge from the numerous private proprietary schools in the Valley with short-term, quick-in/quick-out programs. Their consumer-oriented approach creates expectations which, if met, would represent a threat to the academic integrity of GateWay's strong occupational and academic programs. GateWay Community College is committed to balancing the needs of students while maintaining academic standards.

**ACADEMIC AND STUDENT SUPPORT PROGRAMS**

GateWay Community College has a variety of student support programs which contribute to the skills and attitudes fundamental to the responsible use of knowledge.

**Career and Employment Center**

The Career and Employment Center assists students in clarifying goals and objectives that are related to their work values, abilities, needs, and interests. The Center recognizes that making realistic career choices and adaptations to job market demands and/or changing lifestyles is important to successful career development. Students may receive assistance with resume preparation, interviewing techniques, and other pre-employment skills.

**Center for Workforce Transition**

The Center for Workforce Transition works in conjunction with the Career and Employment Center. It provides the most current resources and individualized assistance in career and assessment planning, employment information services, workforce summits, employer contracts/resources, and internship opportunities. It addresses the greatest labor needs in the areas of healthcare, education, and social services. The initial concept for the Center was to generate community engagement
and work alternatives for the “baby boomer” generation although the Center welcomes all students, alumni, and community members.

POLICIES, PROCEDURES AND EFFECTIVE OVERSIGHT

To ensure ethical conduct, GateWay Community College provides guidelines in the Full-Time Faculty and Adjunct Faculty Handbook, College Catalog, Student Handbook, and in many course syllabi. Faculty submit course syllabi to the division chair or program director each semester, and they are kept on file in the division office. The college conducts informational meetings for faculty and staff on a variety of topics related to ethical conduct.

The district conducts annual reviews of district policies published in the college catalog and provides updates at faculty and staff development meetings on issues such as making copyright work for the library, cheating and plagiarism, using the internet, and copyright issues online.

The Student Handbook includes articles entitled, “Regulations Regarding the Use of Electronic Information Systems (Article III) and Regulations Concerning Student Behavior (Article IV).” Both of these articles address issues related to ethical conduct. The Student Plagiarism Form is used when an instructor has determined a student has intentionally or unintentionally committed plagiarism. This form outlines the disciplinary action that results with each type of plagiarism.

Summary 4d

GateWay Community College provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly through both MCCCD and college processes and policies. MCCCD has numerous resources on workplace practices and behaviors. The college works to ensure academic integrity through its academic and student support programs.

Strengths

• The college supports freedom of inquiry by its faculty, administration, staff, and students. It offers resources that provide information, answer questions, and allows for open discussion.

• Area employers and business leaders recognize GateWay Community College as a high-quality training center for their employees and an entity which provides economic development support for the region.

• The college secures objective perspectives of the currency of curriculum and relevance to the industry through various methods and entities.

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Challenges

- The college continues to maintain academic integrity given increasing competition by other propriety schools offering similar programs in shorter time frames and using a variety of delivery methods.

- Due to budget cuts, the Governing Board has decreased funding for professional growth, with the level of future funding unknown.
Chapter 7

Criterion 5: Engagement and Service

As called for by its mission, GateWay Community College identifies its constituencies and serves them in ways both value.
The mission of GateWay Community College provides for offering effective, accessible, and responsive educational services in a multicultural environment, resulting in student development and success. Relating to the mission, GateWay has developed five goals, two of which are:

- **Workforce Development and Partnerships:**
  We affirm our commitment to cultivating workforce development initiatives and partnerships.

- **Community and Civic Engagement:**
  We strive to be advocates of community and civic engagement.

To this end, the college utilizes effective methods to analyze needs and offers many services and programs designed to engage with its diverse constituencies. GateWay values its community partnerships with both commercial and nonprofit organizations. The culture of GateWay embodies an ongoing commitment to excellent career preparation, business and industry training, and learning through service to the citizens of Maricopa County.

Strengths fall into the themes of strong working relationships and a student-centered focus. Challenges of this criterion fall into the themes of communication, resources, and obstacles resulting from district policy.

### Core Component 5a

*GateWay learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.*

**ADVISORY COMMITTEES**

GateWay Community College learns from its constituencies through occupational program advisory committees. These committees keep the college in touch with its community of interest and facilitate analysis of the capacity to meet community needs.

GateWay has 23 advisory committees whose 828 members consult with programs as a group and on an individual basis. Committee members consist of professionals from the workforce as well as individuals with related interests capable of providing unique perspective. Advisory committees provide feedback on workforce needs, developments that will impact future graduates, changing technology, and program curriculum. In addition, they identify potential partnerships to help leverage the expense of providing training sites and equipment.

The membership of the college advisory committees reflects the vast diversity of our constituencies and includes individuals from 65 medical facilities, 72 businesses, 20
governmental agencies, 4 trade organizations, 4 educational institutions, and 2 public advocacy groups. Advisory Committees ensure that occupational programs meet workforce needs. (Copies of the Advisory Committee Membership List and Minutes of meetings are available in the Resource Room.)

**PROGRAM REVIEWS**

All occupational programs complete a program review every five years. The data for this report includes information from internal and external sources, specialized accreditation processes, advisory committee minutes, student achievement results, and institutional effectiveness. (See 4c for additional information.) College administration meets with every program to review the report and ensure program alignment with workforce needs. A similar review is conducted by the majority of health occupation program accreditation agencies. These reviews require programs to submit annual reports and undergo site visit evaluations per accreditation guidelines. All programs are in good standing with the accrediting agencies.

**COMMUNITY-BASED STUDIES**

GateWay also participates in community-based studies to assess needs. An example of such a study is one conducted by Battelle Memorial Institute through Maricopa Community Colleges, “Competing with Talent: High Technology Manufacturing’s Future in Greater Phoenix” in 2006. This study found that (a) there is a widening gap between skills needed and those actually possessed by workers; and (b) the role of the technician is changing. Technology is advancing, but how academic institutions view and educate technicians has not changed accordingly. GateWay is one of four Maricopa Community Colleges currently revising curriculum, curriculum delivery, and program marketing to target ways to improve in all of these areas. The Industrial Technology Division is revising curriculum to include new technologies such as hydrogen fuel cells, prosthetics, robotics, and is developing new core and special skills classes. Communication continues with stakeholders in the Maricopa Colleges system, the Skill Center, and industry about advancing technologies.

In addition to formal mechanisms of evaluation, GateWay maintains an informal and ongoing assessment of constituencies’ needs through unstructured discussion. Faculty attend professional and educational conferences, meet future partners, and set up meetings with agency representatives. In some cases, businesses self-identify and contact the college for more information related to potential partnerships.

**Summary 5a**

GateWay Community College learns from the constituencies it serves from its advisory committees and community-based studies. It analyzes its capacity to serve their needs and expectations from regular program reviews.
Core Component 5b

*GateWay has the capacity and commitment to engage with its identified constituencies and communities.*

GateWay has developed and fostered a multitude of programs to engage with constituencies and provide comprehensive services. Some of these programs have established budgets and staff. The college believes that the development and advancement of these programs will further the GWCC mission.

**CAREER & EMPLOYMENT SERVICES CENTER**

The Career & Employment Services Center is open to students, alumni, and the community. It offers resources and individualized assistance in career assessment and planning, resume and interview preparation, job search, employer contacts, and internships. Throughout the year, the Center holds several volunteer and service-learning fairs, hosting up to 40 community partners that link agencies, staff, faculty, students, and area residents with volunteer opportunities.

**CENTER FOR WORKFORCE TRANSITION**

A new initiative of the Career Center is The Center for Workforce Transition. This Center addresses the needs of boomer-aged (40 – 60 years) county residents who are currently, or will within the next decade, be retiring from traditional employment. Labor experts predict the retiring boomers will re-define traditional retirement and will venture into new lines of work. The Center works with employers and workers to create new transitional paths for retirees that match their skill sets with work assignments for both paid and nonpaid work in the area of health care, social services, and education. For example, the Caregiver Program is a certificate class that can be completed in 40 hours, preparing graduates to be employed as caregivers to patients with physical disabilities, dementia, and the developmentally disabled. Since its launch in December 2007, 996 boomer-aged workers contacted the Career Transition Center, of which 839 registered for services. Training was received by 438, including 160 trained through the Caregiver Program. A total of 48 boomers were placed in paid work, and 46 volunteered in the community.

**ENGLISH AS A SECOND LANGUAGE (ESL) CENTER**

In 2007, GateWay’s ESL Center opened, offering two primary services. First the Center offers English language learners assistance with testing, placement, registration, financial plans, PELL grants, and scholarships. Second, the Center works with students to plan beyond their ESL classes to explore career possibilities. While major ethnic communities served include monolingual Spanish speakers, as well as first and second generation Spanish speakers who may speak English but have a limited vocabulary (often known as “generation 1.5”), the Center also serves many other ethnic groups. The community
which surrounds GateWay includes immigrant and refugee populations from Mexico, Central America, South America, Somalia, the Sudan, Equatorial Guinea, and Burundi among others. A good example of partnership includes working with the Somali Association to teach a class for women who arrived in America from a different country of origin with little education. The ESL Center personnel act as a liaison for ESL students with various areas of the college such as the testing center, financial aid services, the registration process, cashiers, and the Learning Center. The ESL Center personnel also work with students in planning future courses of study in either the occupational or degree programs offered at GateWay. The college provides ESL classes on campus and in the community at Phoenix Job Corps, Literacy Volunteers, The Wilson Community Center, The Somali Association, Tempe Union High School Adult Basic Education program, American Cleaning Systems, Desert Plastics, Eagle Roofing, Bashas’ Inc., and Pro’s Ranch Markets.

**ADULT BASIC EDUCATION TRANSITION PROGRAM**

Because of the gap in educational services and the great need in the community, GateWay initiated the development of a systematic and comprehensive approach to offer access to higher education for adult basic education (ABE) students in 2004. The goal was to create a bridge that would enable the at-risk adult education population to realize educational and career success. The program would serve the students enrolled at six adult education providers in close proximity to the GateWay campus. Classes were established in spring of 2005 and have continued to date.

Students may take an initial course at the ABE center including visits to the college campus which give students an opportunity to become familiar with campus services and to obtain a college ID. Students are also encouraged to take classes on campus which involve them directly in college life.

The transition program includes visits by college representatives to the adult education classrooms, a connection to advisement, counseling, financial aid, developmental education classes, and special classes designed to help students learn study skills and adapt to college expectations.

In 2005, GateWay began offering college classes to students enrolled at Literacy Volunteers of Maricopa County (LVMC). GateWay was included in an Allied Health Incentive Grant awarded to LVMC and provides developmental courses and college success courses as well as allied health care classes to those students as of 2007.

GateWay established a partnership with Phoenix Job Corps in the spring of 2008. Classes are offered both at the Phoenix Job Corps site and at the college. GateWay continues to work closely with LVMC and Phoenix Job Corps offering classes and student support services. Since spring 2005, GateWay has offered 21 classes in the following areas of study: Mathematics, Computer Information Systems, Strategies for College Success, English, and English as a Second Language.
Chapter 7  Engagement and Service

CHILDREN’S LEARNING CENTER

GateWay’s Children’s Learning Center provides on-campus child care. It is licensed by the Arizona Department of Health Services, and it is Department of Economic Security authorized. Hours of operation include Monday through Friday from 6:30 am to 6:00 pm, and children between the ages of 2 through 12 are eligible to attend. Until recently, the Children’s Learning Center only provided child care for the children of GateWay students and Maricopa County Community College’s employees. Recently, it initiated an afterschool program for children from the surrounding community, offering affordable child care and homework assistance. Historically, the Children’s Learning Center has been subsidized by the college. By generating outside revenue from the community, it is taking a step toward becoming a self-sustaining program. Not only is the Center a valuable resource for the GateWay community, it also serves as a service-learning site for students from the GateWay Early College High School.

For the past three years, in partnership with the Resource Center Italiano and the Balsz Elementary School District, GateWay’s Children’s Center has hosted an annual cultural event. An Italian “Farmers Market” was held on campus this past spring and was attended by children from the Children’s Center, 385 kindergarten students from the Balsz District, and community members.

WELLNESS PROGRAM

The Wellness Program at GateWay is an integral component of student life and surrounding community. It advocates the importance of physical health and a balanced approach to life. The program strives for community involvement by reaching out to various philanthropic organizations like the American Heart Association, the Susan G. Komen Foundation, the American Lung Association, and the Southwest Autism Research and Resource Center. These strategic partnerships strengthen the community and empower students and faculty to make a difference. The program’s agenda garners community and campus support by implementing a diverse array of health screenings and educational programs. Some of the programs include educating the community on car seat safety with the Safe Kids Coalition and building awareness on the dangers and prevention of identity theft. The Wellness Program invites the public to the annual Wellness Fair to answer any health-related questions, which has been a great success by helping the community and collecting positive campus feedback. Overall, the program’s passion to increase education on a healthy lifestyle and focus on non-profit partnerships has built a positive and lasting impression.

SERVICE-LEARNING AND COMMUNITY SERVICE

A GateWay strategic goal is “Community and Civic Engagement: We strive to be advocates of community and civic engagement.”

At GateWay, service-learning develops both partnerships and civic engagement. In his book written in 2002, Institutionalizing Service-Learning in Higher Education, Andrew
Furco discussed the various categories experienced with service-learning in higher education. In general, GateWay is currently moving from Furco’s Stage 1 category, “Critical Mass Building,” to Stage 2, “Quality Building.” Beliefs by faculty that the pedagogy is time consuming, as well as the challenge of dealing with regulations imposed by MCCCD Risk Management, tend to slow adoption of service-learning.

Many GateWay faculty integrate service-learning, volunteerism, or community service into their course work. Both service-learning and volunteerism have value in fostering civic engagement. Reflection is an important criterion for distinguishing between “volunteerism” and “service-learning.” In service learning, students are asked to reflect on the significance of their service in terms of the curriculum, as well as about how students bring their higher learning and professional training to society at-large.

During the 2008-09 academic year, 272 students participated in service-learning as a required component of classes in Accounting, Anthropology, Biology, Psychology, Sociology, Social Work, Water Technology, Respiratory Therapy, and Nuclear Medicine Technology.

A community partner, Lindon Park Neighborhood Association, received a federal Technology Assistance Grant (TAG) from the Environmental Protection Agency in 2006, which enables them to involve community members in understanding and monitoring water pollution cleanup efforts related to brownfield areas close to both Lindon Park Neighborhood and GateWay Community College. A faculty member in Industrial Technology is working with a faculty member in Liberal Arts, through a federal ASSETS grant, to create a Geographic Information Systems (GIS) map resource where community members and organizations can store water well data. GIS maps are helpful as visual tools in organizing and making sense of the data, so that community discussions can be more effective. Service-learning students help to create the maps and attend community meetings. Innovative community partnerships offer unique learning opportunities for students, as well as meaningful and instrumental assistance in solving urgent community problems.

An example of an excellent Industrial Technology Division faculty/student volunteer project offered over the last nineteen years through HVAC is the spring evaporative cooler start-up project. Low income seniors with the Foundation for Senior Living are assisted by GateWay faculty and students with the maintenance and repair of their evaporative cooling units, providing a vital service to the community.

Both service learning and volunteerism are highly valued by the college, yet there seems to be a lack of communication related to these two important initiatives as to what they are and when activities have been conducted.
ATHLETICS OUTREACH

GateWay student athletes participate in multiple service-learning projects throughout the year. Service-learning projects include working with several partners that GateWay has amassed over the past seven years. For example, GateWay softball plays all home games and practices at Saint Agnes Elementary School. As part of the partnership, GateWay student athletes and coaches host several softball clinics for the students of Saint Agnes throughout the year. Another service learning project that has become common for all GateWay student athletes is the annual Volunteer Day. During Volunteer Day, student athletes go into the local community to help out at food banks or with social service agencies in an effort to give back to the community.

AMERICORPS

Another aspect of students learning through service is GateWay’s AmeriCorps program. Through Project Ayuda, GateWay is a sub-grantee of the Paradise Valley AmeriCorps program. Since the fall of 2006, GateWay has developed the highest student AmeriCorps enrollments in the MCCCD. In spring of 2008, the college enrolled 101 active AmeriCorps students. A total of 189 students participated in the program during the 2008-09 academic year. The AmeriCorps program allows students to bank funds for college in exchange for volunteer hours or clinical hours, and many of our health, nursing, and medical technology students participate.

PRAGUE STUDY ABROAD PROGRAM

GateWay and Mesa Community Colleges have developed a partnership with Prague College to offer summer courses in the Czech Republic. The program is titled, “Prague, City of 1,000 Spires—Education Abroad Czech Republic.” As travel and communication technologies increase the connectivity of living and doing business, the need to understand global opportunities and the global consequences of our actions also increases. Our partnership with Prague College began when several Maricopa faculty and administrators were invited to attend a summer program in Prague. Stemming from the work of the MCCCD International Education Office, the Prague opportunity remains available to students through the sponsorship of the colleges. Classes are taught by GateWay and Mesa faculty, while Prague College provides the rooms and computers. These courses offer students exposure to international travel, opportunities to have cultural experiences, and stimulates students’ curiosity. These experiences contribute to thinking critically and stimulating dialogic thinking in environments which show students unequivocally that not everyone sees things as they do.

HONORS FORUM LECTURES

As part of the MCCCD Honors Forum, and following the international PTK Honors topic and theme, MCCCD hosts an internationally renowned scholar or social leader each month to present at an evening event open to the community-at-large. All GWCC
honors students are encouraged to attend or view the videotape of the presentation. Students taking either the one-credit or the three-credit HUM 190 Honors Course (an interdisciplinary study of selected issues confronting the individual and society) use the presentations as vehicles for discussion and writing assignments.

Additionally, each college serves as a host campus to one of these speakers for a breakfast/luncheon visit. When GWCC hosts, the speaker gives a presentation and answers questions from the audience. Not limited to only Honors students, all GWCC students, faculty, and staff are invited to the presentation.

The Honors program has also sponsored campus performances from the Phoenix Symphony Orchestra as part of the Symphony Connections Program for the past four years. All GWCC staff, students, and faculty are invited to attend.

GATEWAY TO THE ARTS

GateWay to the Arts brings cultural events and performances onto the GateWay campus, offering students enriching cultural experiences. Since its inception from an MCCC D Learning Grant in the fall of 1999, this ten-year program has hosted nearly 60 events, and approximately 5,000 student and community members have attended programs created by community partners such as Desert Dance Theater, Phoenix Symphony, Arizona Theater Company, Southwest Shakespeare Company, the Heard Museum, and the Phoenix Art Museum. For the spring of 2010, music, dance, silent film, and theatre workshop events are planned.

Physical space for GateWay to the Arts is limited. There are almost no proper performance venues on campus. Current assembly rooms offer non-elevated performance spaces. Symphony concerts are limited and crowded due to the lack of space.

Summary 5b

GateWay Community College enjoys a wealth of community partnerships across the spectrum of private, governmental, educational, and nonprofit entities. Relationships with these groups are dynamic and productive.
Core Component 5c

*GateWay demonstrates its responsiveness to those constituencies that depend on it for service.*

**PARTNERSHIPS**

**Apprenticeship Program**

The Apprenticeship program, which generates approximately 16 percent of GateWay's FTSE, connects students with construction trades, allowing students an opportunity to earn a living and complete college credits that lead to certificate and degree programs at the same time. GateWay partners with 14 construction trades apprenticeship programs whose programs vary from three to five years in length. At the end of most of the apprenticeship programs, students receive a State approved Journeyman card which is recognized nationally. Apprenticeship programs are available for bricklayer and tile setters, carpenters, electricians, heat and frost insulators, ironworkers, millwrights, painters, pipefitters, masons, plumbers, and sheet-metal workers. A number of these programs partner with the college to offer such programs as the Future Builders Academy—a high school summer bridge program—and other events such as the ABA Electrical Apprenticeship Competition.

**Business and Industry Training**

GateWay is a premier source of employee training for business, industry, and governmental organizations. In addition to the occupational programs offered on campus, GateWay provides training through the Business Outreach Office.

The Business Outreach Program serves employees of area businesses and municipal entities, providing credit and non-credit instruction in everything from computer technology to leadership skills. Training formats are flexible and responsive to customers' needs. This program has established a strong partnership with three Valley grocery chains to provide retail management training for their employees. In addition, the program partners with the City of Phoenix and Glendale Community College to provide Workplace Readiness Skills training for clients of the Phoenix One Stops which are supported by Phoenix Workforce Connections.

**Banner Bilingual Nurse Fellows Program**

In 2002, Banner Health, Arizona's largest nonprofit health care provider, approached Maricopa County Community College District for help in meeting the critical workforce shortage of Spanish-speaking registered nurses in our local communities. The Bilingual Nurse Fellows Program (BNFP) is a unique collaboration of two Maricopa Community Colleges—GateWay Community College and South Mountain Community College—and Banner Health Systems working together to address a community need. The goal is to educate and graduate Spanish-speaking nurses in a career ladder program—from Nurse Assistant to Registered Nurse in three years.
The program began in 2003, and the first cohort of Registered Nurses graduated in 2006. To date, 168 students have completed the Nurse Assisting program; 169 students have completed the Practical Nursing program; 101 students have successfully earned their Registered Nursing Degrees; National Council Licensure Examination for Practical Nurses (NCLEX-PN) pass rate (to date) is 100%; National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rate (to date) is 96%—above the national average of 88.6%.

**Banner Health Nurse Fellows Program**

This partnership began at GateWay Community College in 2005. It is now a partnership between the Maricopa County Community College District and four community colleges including GWCC. The program is designed as a 16-month accelerated program offered twice per year at GateWay Community College. A part-time option, 24 months in length, is offered each July. Thirty participants per cohort are selected from the pool of MCCCD students who have already completed their academic requirements and have applied to the MCCCD Nursing Program. Banner Health pays for faculty, tuition, books, and fees directly to the college and its associated bookstore. Individuals selected to participate in the Banner Health Nurse Fellows Program will agree to work for Banner Health full-time as a registered nurse for a minimum of three years following graduation from nursing school. To date, there have been over 375 graduates from this partnership program and the National Council Licensure Examination for Registered Nurses (NCLEX-RN) pass rate is 97.4%, above the national average of 88.6%, and above the Arizona average pass rate of 89.7%.

**Radiation Therapy Partnership Program**

GateWay’s Radiation Therapy partnership is an example of a unique partnership in which resources are leveraged to address a growing need for competent radiation therapists in the Valley. Funding to support this program is provided by Arizona Oncology Services, Banner Health Systems, Catholic Healthcare West, Mayo Clinic Arizona, and the college. Students enrolled in the program are placed in clinical rotations at the funding partner facilities. Representatives from the funding partner organizations serve on the advisory committee and have a vested interest in the success of this program. The program has graduated 43 therapists since 2006. All of the graduates to date have successfully passed their licensure exams. This program has been a win-win for students, for sponsoring healthcare partners, for the college, and for the community.

**GATEWAY EARLY COLLEGE HIGH SCHOOL**

Located on the campus of GateWay Community College, the Early College High School provides students an opportunity to earn a high school diploma, an occupational certificate, an associate’s degree, or accumulate college transfer credits within five or fewer years. High school students are evaluated for readiness to take college classes through a number of assessment and evaluative measures. For those students assessed as college ready, entering freshman take high school courses along with two college electives. Each year, college classes are added, with the percentage increasing as the
students progress. In the senior year, heavy emphasis is placed on career development, including a required job internship.

The Arizona Instrument to Measure Standards (AIMS) is administered to the students in the sophomore year. The results compare cohort classes, not growth over time, so fluctuations are inevitable as the student test population changes from year to year. While the scores of students have dipped in reading, the reading scores remain above the average for the state of Arizona. This year the school implemented several programs to improve reading scores. The school will be using the Read 180 program as well as Galileo as diagnostic and intervention tools.

GateWay Early College High School averages 220-240 students annually with approximately 40-45 graduates each year. In the 2008-09 school year, Early College High School students earned 1,067 college credits.

The Early College High School has been selected for the Pathways to Higher Education Award sponsored by the Arizona Commission for Postsecondary Education to be presented in November for expanding access and increasing success in postsecondary education for its students.

GateWay Early College High School partners with GateWay Community College for administrative procedures, including procurement, payroll, benefits, and the hiring process. The high school also has a positive partnership with GateWay’s ACE program, since many students fit the ACE target market. Students who get involved in student life tend to continue at GateWay after high school. GateWay can create more connections for the Early College High School students by reaching out via student clubs, financial aid workshops, and presentations about transfer paths.

HIGH SCHOOL BRIDGE PROGRAMS

Dual Enrollment Program

GateWay also specializes in outreach programs for pre-college students. In addition to the Early College High School, GateWay has educational partnerships with 10 local school districts and several social service agencies that serve at-risk high school students. As part of the Dual Enrollment Program, GateWay works with high schools throughout the Valley to offer college credit for academic and occupational classes. Dual enrollment courses are held on high school campuses and are taught by high school instructors who have met community college hiring qualifications. During the 2008-09 school year, GateWay partnered with 37 high schools, serving 2,000 students who earned nearly 10,000 college credits. After spiking in 2005-06, dual enrollment registrations have been leveling off and the program has faced increased challenges, including tuition increases, more rigorous testing requirements, and required documentation of citizenship. In addition, curriculum changes in some occupational programs have eliminated opportunities for dual enrollment. As a result, most dual enrollment (88% in Fall 2008) now comes from liberal arts and math/science classes that will be used to

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fulfill general education requirements. One of the greatest challenges of the program is providing support to dual enrollment teachers.

**Achieving a College Education (ACE)**

Maricopa’s nationally-recognized Achieving a College Education (ACE) program targets at-risk high school students who traditionally would not consider going to college. Throughout the two years of the program, 60-80 students in GateWay’s ACE program meet on campus during summer sessions and every Saturday during fall and spring semesters, taking college credits in one of four career tracks: business, health, industrial design technology, and transfer/social work.

**TRiO/Upward Bound**

One of GateWay’s grant-funded programs is Upward Bound, part of the TRiO programs established by the federal government in 1965. Upward Bound is an academic and motivationally based program, designed to assist students with high school graduation and preparing students to enter and succeed in post-secondary education. The Upward Bound program at GateWay runs year round and provides free services to 60 qualified students from two Phoenix area high schools. During the academic year, students participate in after-school tutoring at least twice a week. This includes structured tutoring in math, science, and English, including homework assistance. Students also participate in after-school enrichment sessions once a week and a cultural enrichment and community service experience each semester. During the summer, students take six weeks of classes in mathematics, science, English composition and literature, foreign language, and technology.

**Hoop of Learning**

Hoop of Learning is a high school to college bridge program for Native American students in 9th-12th grade. Participants must be enrolled members of a federally/state recognized tribe. During the summer months, eligible students enroll in a healthcare class on the college campus in the morning and participate in an internship program at the Office of Native American Health Programs where they are assigned mentors and study areas such as: diabetes, dental, nursing, mental health/social services, alcohol/substance abuse, statistics, planning/engineering, maternal child health, medical records, and medical imaging. In addition, tours of organizations such as the Translational Genomics Research Institute (T-Gen), University of Arizona Medical School—Phoenix Campus, Midwestern University, Argosy University, and reservation health facilities are included.

**High School Summer Bridge Programs**

During the summer, GateWay offers a variety of programs for high school students to explore career opportunities and to transition from high school into a community college program of study. Participating students have the opportunity to earn college credit as well as to increase their awareness of the benefits of a college education. Summer programs are focused on areas such as automotive repair, business
entrepreneurship, construction trades, and healthcare. These programs were sponsored by Arizona Tech Prep, Arizona Builders Alliance, Workforce Investment Act, Legacy Foundation, and the City of Phoenix.

In addition, GateWay offered summer experiences for younger students in the Junior ACE and Future Scholars programs. Junior ACE targets students entering 7th and 8th grades, and provides a two-week seminar covering math, science, technology and college survival. Future Scholars was a career exploration program for 5th grade students from neighboring schools that has now been folded into the Junior ACE Program.

Summary 5c

GateWay demonstrates its responsiveness to its constituencies through business and industry training as well as through its vast array of partnerships and bridge programs.

While there have been some attempts to coordinate community outreach at the college, many departments express a desire for a more formalized mechanism to unify direction and prevent duplication of effort.

Core Component 5d

Internal and external constituencies value the services GateWay provides.

The fact that internal and external constituencies value the services provided by GateWay Community College is made evident by the continued success of the college. For over 40 years, GWCC has produced highly trained graduates to address the workforce needs in the Valley. Over the years the programs offered have changed, but GateWay graduates continue to be highly regarded and sought after as employees. In selected programs, program employer evaluations express a high level of satisfaction with graduates. Many of the occupational programs offered by GateWay are unique in the Maricopa County Community College District. The college’s reputation for quickly responding to community workforce needs with quality education at a reasonable cost makes GWCC a first choice for providing new and advanced occupational training.

The faculty and staff members are professional experts in their field. Many serve on state governance boards, hold state and national offices for their profession, and serve as consultants to their community of interest. In addition, faculty and administration serve on many district committees where they are highly regarded for their community connections, unique perspective, and work ethic. Large numbers of business, industry, and healthcare professionals are willing to spend significant time to participate on and support our 23 advisory committees.

Through various processes of internal and external evaluation, the college has kept pace with the needs of the college’s community of interest. GWCC produces graduates not only equipped to perform well on the job, but also sensitive to their civic and
community responsibility. The college is heavily dependent on its workforce and community partners. The college looks to the future, and seeks to strengthen those bonds in ways that will be of benefit to all.

Summary 5d

GateWay Community College’s constituents value the services the institution provides as evidenced by the employment of its graduates; the involvement of its faculty, management, and staff in the community; and the active participation of its partners.

Strengths

• The college has established relationships and partnerships to meet needs of constituents as well as to build capacity and leverage resources.

• The employees are innovative and responsive to the various constituents of the college.

• Cultural events and community activities hosted on and off campus have engaged students, employees, and the community.

Challenges

• The college needs to continue to develop and promote outreach activities including service learning and volunteerism to both the internal and external college community.

• Physical space for community activities and performance venues on campus are limited.

• Many initiatives are challenged and in some instances hindered by college and district systems, processes, and regulations.
GateWay Community College follows all federal and state regulations as well as MCCCD policies. The purpose of this chapter is to document evidence of federal compliance with the Higher Education Opportunity Act of 2008.
GateWay Community College (GWCC) follows all federal and state regulations as well as MCCCD policies. The purpose of this chapter is to document evidence of federal compliance with the Higher Education Opportunity Act of 2008.

**Credits, Program Length, and Tuition**

As part of the Maricopa County Community College District, GateWay's credits, program length, and tuition are based on districtwide standards. GateWay uses a semester system that consists of a 16-week fall and spring semester and summer sessions consisting of five, eight, or 10 weeks. Classes are identified as lecture, lab, or a combination of lecture and lab. Each credit hour assigned to a course is the equivalent of a 50-minute period. A standard three-credit hour class will meet for a total of 2,400 minutes (50 minutes x 3 credit hours x 16 weeks). Late start and short-term classes are available in a variety of lengths and at different start times, but all maintain the same class time per credit hour.

The program length varies with the type of certificate or degree. Associate degrees require a minimum of 60 credit hours. Program and certificate length and course requirements are clearly published in the College Catalog.

Tuition at GateWay is determined by the Governing Board and is consistent across all colleges in the district. Tuition is charged per credit hour and is based upon the student’s residency: in-county, out-of-county, and out-of-state. Out-of-county and out-of-state students are charged a higher tuition rate than in-county students. In 2007, Arizona voters approved Proposition 300, which mandated that all students enrolling in a higher education course must show proof of U.S. citizenship, or the student will be considered an unclassified student (out-of-county/out-of-state) and will be charged a higher rate.

Tuition and fees are prominently displayed in the College Catalog, Course Schedule, and on the college website. All students are charged a $15 registration fee per semester. Several courses have a “course fee” that has been approved by the MCCCD Governing Board which follows district established guidelines which requires fees to be used for the direct benefit of students in the course.

**Record of Student Complaints**

GateWay Community College responds to student complaints pursuant to the published policies and guidelines of the Maricopa County Community College District. The process for students to follow is found in the College Catalog, web pages, and Student Handbook.
Chapter 8
Federal Compliance

All complaints resulting from academic process issues are resolved through the faculty member, department chairperson, instructional deans or academic vice president following the Instructional Grievance Process (Administrative Regulation 2.3.5). An electronic log of all written complaints and resolutions is maintained by the Academic Affairs Office.

Student complaints that are of a non-academic nature, such as discrimination and sexual harassment, are addressed by the Vice President of Student Affairs. MCCCD has a non-discrimination policy (Administrative Regulation 2.4) as well as a sexual harassment policy (Administrative Regulation 2.4.4 and 5.1.8-17) which states “students who experience sexual harassment in the academic environment (by a faculty member, administrator, campus visitor, or other students) are urged to report such conduct to the Vice President of Student Affairs.” A student who feels that he or she has been treated unfairly or unjustly by any employee with regard to a non-instructional process such as a student or administrative services has the right to file a formal and written complaint to the Vice President of Student Affairs. The grievance process is a five-step process that follows a specific timeline as outlined in the MCCCD Governing Board Non-Instructional Grievance Process.

(http://www.gatewaycc.edu/catalog/gatewaycatalog.pdf#41)

The Student Affairs Office maintains an electronic log of written complaints and student misconduct cases as well as the resolution of each complaint.

Transfer Policies

In conjunction with the Maricopa Community Colleges, GateWay Community College is dedicated to creating transfer partnerships with four-year colleges and universities, as well as sister Maricopa Colleges. These partnerships are formalized through district-wide articulation agreements and are designed to help students make a smooth transition to a four-year institution. As referenced in GateWay’s 2009-2010 College Catalog (pp. 30-31), the list of institutions of higher education with which Maricopa has established an articulation agreement can be found at http://www.maricopa.edu/academic/ccct/a/artic/partner_list.php.

In conjunction with the Maricopa County Community College District, GateWay participates in the Arizona statewide transfer system. The http://www.aztransfer.com/transferguides website is the official source of information of the statewide articulation agreements between the Arizona public community colleges and universities. GateWay Community College discloses transfer policies via the college catalog, college website, college advisement visits, and advertised transfer sessions with participating institutions.
TRANSFER CREDIT

Students who have had official transcripts sent directly to the Admissions and Records Office/Office of Student Enrollment Services may be granted credit for college-level courses if:

• The coursework was completed at a regionally accredited institution. Regionally accredited institutions of higher education are those that are fully accredited by New England Association of Schools and Colleges, Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, and/or Western Association of Schools and Colleges. Courses from institutions that have earned candidate status from a regional accrediting association will be reviewed on a case-by-case basis.

• The student earned a grade of C (2.0 on a 4.0 scale) or higher. On an exception basis, P-grades may be allowed in the Arizona General Education Curriculum (AGEC) for credit transferred if documentation collected by the community college indicates that the P-grade issued was the only option for the student and the P-grade is a C or better. The P-grade exception does not apply to credits awarded by the AGEC granting/receiving institutions.

• A course that meets general education requirements at any Arizona public community college district or university will be accepted in transfer to meet comparable general education requirements at any of the Maricopa Community Colleges.

• Colleges provided the course was completed with a grade of C or better.

• Acceptance of courses that fulfill requirements other than general education is determined by individual Maricopa Community Colleges. Credits accepted in transfer do not necessarily apply to all certificates or degree programs.

• Credits from foreign institutions will be reviewed for acceptance. It is the student’s responsibility to have all such transcripts translated into English and evaluated by an International Student Evaluation Service before submitting them to the college.

• Maricopa has established articulation agreements with baccalaureate degree institutions to help facilitate transfer of credit.

•••Verification of Student Identity

GateWay offers selected courses in either a hybrid or online format using the course management system Blackboard. All students who access a course by Blackboard must
sign in using a Maricopa Enterprise Identification Documentation (MEID) account and password. In many of the courses, students come to the college campus to take exams.

**Title IV Program and Related Responsibilities**

GateWay Community College follows all federal and state regulations as well as MCCCD policies. GWCC is in compliance with all requirements of the Higher Education Reauthorization Act of 1998. The college demonstrates compliance by completing the PPA every five years. GWCC is currently working with the Department of Education to renew the PPA/ECAR. GWCC operates the federal aid programs with integrity by using information about students and financial aid responsibly. This is evidenced by yearly completion of the Fiscal Operations Report and Application to Participate (FISAP). The FISAP is the approved federal form used to report institution enrollment, student eligibility demographics and funding distributed to students from the Federal Supplemental Education Opportunity Grant, Federal Work-Study, Federal Perkins, Federal Pell Grant, state, and scholarship programs.

**FINANCIAL**

GWCC undergoes an annual audit of Financial Aid Office services, conducted by the State Office of the Auditor General. The most recent audit conducted in fall 2008 revealed two negative findings for the Maricopa County Community College District (MCCCD) due to the implementation of the new student information system. The first negative finding referenced 34C.F.R.§682.610 (c) (1) regarding the Administration and Fiscal requirements for Participating Schools for the timely transmission of Student Status Confirmation Reports (SSCR). The SSCR for the campuses were not provided to the Department of Education in a timely manner in 16 out of 103 instances. The second negative finding referenced 34C.F.R.§668.166 (a) and (b), regarding the disbursement to students of excess cash from federal programs within three days of disbursement. Corrective actions have been implemented at the district level as well as at GateWay to ensure these deficiencies have been addressed and will not occur again. There have been no limitations, restrictions, or termination measures taken regarding any Title IV federal aid programs at GWCC. Additionally, there have been no significant findings from financial audit reviews.

**STUDENT LOAN DEFAULT RATE**

GWCC Financial Aid Office regularly monitors the institution student loan default rate and has implemented loan counseling strategies that have reduced the overall Federal Family Educational Loan Program (FFELP) default rate from more than 19.3% in 1997 to the most recent default rate of 13.1% for the 2007 cohort. Institutional efforts to reduce student loan defaults include required loan entrance counseling for all borrowers every year prior to the certification process. Loan entrance counseling is available online through a web based product provided by United Student Aid Funds and precedes the student’s online promissory note. GateWay employs the USA Funds Debt Manager tool
as a means to notify students who are delinquent in their loan payments of the various
deferral and forbearance options they may qualify for as well as contact numbers they
may need to request additional assistance. The college also utilizes the National Student
Loan Data System to track loan indebtedness and to notify students when the aggregate
debt is close to or exceeds the amount available per federal regulations.

In addition, as an attempt to control student loan debt and to enforce governmental
Standards of Academic Progress, the college requires all students, who are applying for
federal aid and who have accrued more than $15,000 in student loan debt, to meet
with an Advisor and complete a detailed career path toward completion of their degree
or certificate. GateWay monitors their progress to ensure classes taken and successfully
completed are found in their given career path. The college makes every effort to meet
with students who have previously secured a significant amount of loans to educate them
about debt management and the consequences of default. In addition, disbursement of
FFELP and Perkins Loans is delayed to first-time, first-year borrowers, to 30 days after
the first day of the term. See table below for default rate.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Rate Type</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>OFFICIAL</td>
<td>13.1</td>
</tr>
<tr>
<td>2006</td>
<td>OFFICIAL</td>
<td>10</td>
</tr>
<tr>
<td>2005</td>
<td>OFFICIAL</td>
<td>8.8</td>
</tr>
<tr>
<td>2004</td>
<td>OFFICIAL</td>
<td>8.7</td>
</tr>
<tr>
<td>2003</td>
<td>OFFICIAL</td>
<td>5.4</td>
</tr>
<tr>
<td>2002</td>
<td>OFFICIAL</td>
<td>7.8</td>
</tr>
<tr>
<td>2001</td>
<td>OFFICIAL</td>
<td>10</td>
</tr>
</tbody>
</table>

It should be noted with regard to the Perkins Loans, the college has not awarded many
students in this program during the last several years due to the higher default rate
and limited funds to award. When funds are available, the college uses Perkins Loans
primarily in the summer when most students do not have any more eligibility for the
year in the FFEL program. The college has established a priority for nursing students as well as those in the teacher education program, both of which have loan cancellation provisions.

**CAMPUS CRIME INFORMATION**

The college's Public Safety Office keeps written records and web-logs of incident reports and complies with the Jeanne Cleary Disclosure of Campus Security Policy and Crime Statistics Act. Information is published annually in the Crime Awareness and College Safety brochure. The Public Safety Office annually updates and provides information regarding campus law enforcement, reporting of criminal activity, crime awareness and prevention, and campus crime statistics to all current students and employees and to any applicant for enrollment or employment upon request.

College crime statistics are available online and are reported on a calendar basis. The report is located at [http://www.gatewaycc.edu/Campus/Safety/](http://www.gatewaycc.edu/Campus/Safety/).

The most recent report indicates GateWay to be a safe campus as shown below:

<table>
<thead>
<tr>
<th>Violation</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder/non-negligent manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Negligent Manslaughter</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sex Offenses-Forcible</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Sex Offenses-Non-Forcible</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Robbery</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Aggravated Assault</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Burglary</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Motor Vehicle Theft</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Arson</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Illegal Weapons Possession</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Drug Law Violations</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Liquor Law Violations</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Satisfactory Academic Progress and Attendance Policies

GWCC follows the Satisfactory Academic Progress (SAP) standards established by MCCCD located at http://www.maricopa.edu/publicstewardship/governance/adminregs/appendices/S-5.php. Federal regulations (34CFR 668.32(f) and 668.34) require a student to move toward the completion of a degree or certificate within an eligible program when receiving financial aid. Specific requirements for academic progress for financial aid recipients are applied differently than Scholastic Standards. Federal regulations state that Academic Progress Standards must include a review of all periods of enrollment, regardless of whether or not aid was received. Students are required to complete their degree or certificate within a maximum timeframe of 1.5 times their program of study (as required by the federal government) as well as to maintain a minimum cumulative GPA of 2.0. The quantitative standard established requires students to complete two-thirds of all classes attempted. GWCC monitors SAP every semester and has an established student appeals process which includes a committee of diverse individuals that students can appeal to in the event their initial appeal is denied. All decisions made by the committee are final.

The Maricopa County Community College District Attendance Policy (Administrative Regulation 2.3.2) is found in the College Catalog on page 37. Attendance requirements are determined by course instructors and must be provided in writing to the students in the course syllabus.

Advertising and Recruitment Materials

The Institutional Advancement Office at GateWay Community College creates and disseminates information about the college to assist current and potential students to learn more about GWCC and the programs of study and its policies.

GateWay Community College accurately reports its HLC affiliation in official documents. The current catalog includes the following statement:

GateWay Community College is a Maricopa Community College, accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools (30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504, Tel# (800) 621-7440. http://www.ncahigherlearningcommission.org)

GateWay also prominently publishes college contact information in all pertinent documents, recruitment materials, and on the web site.

Program Professional Certification/Accreditation

GateWay has the following program certification/accreditations, and the programs are all in good standing:

- Air Conditioning and Refrigeration - A/C & Refrigeration Institute
Chapter 8
Federal Compliance

• Automotive - National Institute of Automotive Service Excellence (ASE/NATEF)
• Diagnostic Medical Ultrasound - Commission on Accreditation of Allied Health Education Programs (CAAHEP)
• Electroneurodiagnostics - Commission on Accreditation of Allied Health Education Programs (CAAHEP)
• Manufacturing - National Institute for Metalworking Skills (NIMS)
• Medical Radiography - Joint Review Committee on Education in Radiologic Technology (JRCERT)
• Nuclear Medicine - Joint Review Committee on Education in Nuclear Medical Technology (JRCNMT)
• Nursing - National League for Nursing Accrediting Commission and Arizona State Board of Nursing
• Surgical Technology - Commission on Accreditation of Allied Health Education Programs (CAAHEP)
• Physical Therapy Assisting - Commission on Accreditation in Physical Therapy Education (CAPTE)
• Radiation Therapy - Joint Review Committee on Education in Radiologic Technology (JRCERT)
• Realtime Reporting - National Court Reporter Association
• Respiratory Therapy - Commission on Accreditation of Allied Health Education Programs (CAAHEP)

PUBLIC NOTIFICATION OF COMPREHENSIVE EVALUATION VISIT AND THIRD PARTY COMMENTS

In preparation for the college’s upcoming HLC visit, display ads were placed in the following publications:

• Arizona Republic – October 2009
• La Voz (Hispanic weekly) – October 2009
Additionally, the college utilized its own communication outlets, including:

- Website – home page and news blog announcements;
- Electronic newsletter *Gecko Gazette* – feature article and display ads;
- Print newsletter *GateWay on the Move* – message from the President in fall edition distributed to alumni, community stakeholders, faculty and staff;
- News release distributed to local and state media.

(Copies of announcements are found in the Resource Room.)
Chapter 9

Summary and Request for Continued Accreditation

For continued accreditation by The Higher Learning Commission of the North Central Association of Colleges and Schools
SUMMARY AND REQUEST FOR CONTINUED ACCREDITATION

Reflections on the Self-Study

Every attempt was made to make the self-study process as inclusive as possible. To maximize involvement, all employees were asked to select one of six subcommittees on which to serve. The process was meant to give all employees the opportunity to participate and to facilitate project communication. From the earliest stages, an evaluative process was encouraged. After chapter drafts were submitted, the draft was put on the Employee Portal and all employees were encouraged to read and comment on the draft. Additionally, a series of college-wide strategic conversations were held focusing on the identified strengths and challenges in each. Revisions based on input were made and a near final draft was again put on the Employee Portal. Comments were accepted on the site, in person, or via email. In response to the comments, further revisions were made. The result of this effort to optimize input in both the descriptive and the evaluative processes is a document that attempts to be accurate and fair in identification of college strengths and challenges.

As would be expected with a truly introspective effort, this task has, at times been challenging. However, the results have given the college the opportunity for true growth as it looks at the results of this self-evaluation and looks to ways to continuously improve. While each criterion chapter evaluates according to the applicable components, several strengths and challenges stand out as thematic issues transcending the entire document.

GWCC STRENGTHS

- GWCC is student-focused.
- GWCC offers quality programs which are in high demand and valued by the community.
- GWCC has encouraged entrepreneurialism and partnerships.
- GWCC exhibits excellence in teaching and learning.
- GWCC has developed effective methods for assessment of student academic achievement.
- GWCC values diversity.
Chapter 9
Summary and Request for Continued Accreditation

GWCC CHALLENGES

- GWCC needs to develop more effective methods of internal communication.
- GWCC, like many institutions of higher education, is experiencing decreased funding that challenges the mission of the college.
- GWCC faces impediments due to adherence to MCCCD policy, governance, structure, and funding models.

METHODS USED TO ADDRESS GWCC CHALLENGES

One of the most positive outcomes of engaging in a self-study is the opportunity it affords to identify challenges and then work to address these challenges. Initiatives include:

GWCC needs to develop more effective methods of internal communication.

- A consultant was hired to provide Empowerment training for MAT, PSA, Crafts and Safety, and M&O employees.
- Increased venues for shared governance have been created, including the following:
  - The Faculty Senate and the college President are working to set up a consultative faculty group who will make themselves available for consultation on important issues and decisions.
  - There is an increased use of online communication tools.
- The need for each college committee will continue to be monitored on an ongoing basis.
- In 2008, the Research Office began to use the Employee Portal as a method of making data available to all members of the institution. Additionally, the Employee Portal now holds all end-of-year reports allowing employees and opportunity to view and comment on college highlights.

GWCC, like many institutions of higher education, is experiencing decreased funding that challenges the mission of the college.

- Prudent management of fiscal resources has provided funding for capital purchases. Efforts will continue to be made to more closely align the budget with the strategic planning process.
- The college successfully acquired over $11 million in external funding including a $2.76 million grant based on the newly acquired designation.
as a Hispanic Serving Institution (HSI) and the quality of the application. The college continues to actively pursue resource development opportunities.

• Recent trends indicate that State funding will continue to decrease; the college continues to look to partnerships and grants to enhance funding options.

• Because of limited programming staff, it has been difficult for the Research Office to pull critical data from the district databases. Through the availability of HSI funding, a full-time programmer will be acquired to assume this responsibility.

• Faculty development initiatives have included partnering with other campuses and with the Maricopa Center for Learning and Instruction (MCLI) to partially solve concerns resulting from decreased operational budget.

• Physical space continues to be limited. This need is being addressed through new building endeavors and increasing the offerings in hybrid and online courses.

GWCC faces impediments due to adherence to MCCC policy, governance, structure, and funding models.

• Because of the lengthy process involving hiring new employees, efforts have been made to begin the hiring process as early as possible. Since the Human Resources Office at district no longer does the initial screening of applicants, GWCC selection committees are required to screen for minimum qualifications.

• The Maricopa Faculty Salary Scale is not commensurate with what some occupational faculty could make in industry, thus the college relies on partnerships to help supplement some salaries.

• MCCC’s liberal use of FMLA has led to understaffing in critical areas. The college will continue to increase awareness and work closely with the district office to provide information regarding the problems this creates.

***Request for Continued Accreditation

Over the past two years GateWay Community College has conducted a comprehensive self-study for the purpose of institutional improvement and continued accreditation. Participation in this study was college-wide. All employees were asked to serve on committees to prepare the self-study and had several opportunities to review the self-study and make comments. There were strategic conversations as well as drafts posted on the Employee Portal where people could make comments.
This document and supporting materials demonstrates that GateWay Community College meets the five criteria for accreditation as outlined by the Higher Learning Commission.

GateWay Community College has had continuing accredited since 1971 by the Higher Learning Commission of the North Central Association of Colleges and Schools and formally requests ten years of continued accreditation.