Assurance Argument

Maricopa Community Colleges-GateWay Community College - AZ

Review date: 12/2/2019
1 - Mission

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

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

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

Argument

GateWay Community College (GWCC) is an urban community college with four sites and a student enrollment of approximately 8,066 annually in credit, non-credit, and clock-hour programs. Driven by the transformative and authentic leadership of current college President, Dr. Steven Gonzales, GWCC is committed to regular, collaborative, and inclusive review and revision of its guiding documents; including the institution’s mission, to sustain programs and services that meet the needs of students, community, industry, and business partners across Maricopa County and in some cases, the state of Arizona. Annually, the college engages employees in a planning and budget process driven by these guiding documents.

GWCC employs more than 600 full-time and part-time faculty and staff members and serves as one of the 10 colleges in the Maricopa County Community College District (MCCCD). GWCC has evolved to a comprehensive community college offering approximately 159 certificate and degree programs in professional/occupational education, trade, technical training, and university transfer. Additionally, the GateWay Early College High School (GWECHS) is located on the Washington Campus and provides a comprehensive high school program supplemented with college courses through concurrent enrollment.

In the summer of 2017, MCCCD Transformation was initiated as a system-wide student experience to meet the educational and employment needs of the community. Transformation efforts focus on new system-wide design principles that will support the implementation of Guided Pathways, enhancement of industry partnerships, and process improvement of enterprise performance. As one of the MCCCD colleges, GWCC is actively involved in aligning with the design principles to support Transformation.

1.A.1.

In the spring of 2013, President Gonzales called for a collaborative and college-wide process to review and revise the college primary guiding documents: vision, mission, values, strategic plan, and
operational goals. Reflective of a culture of shared leadership, the Strategic and Operational Planning Committee, consisting of 40 faculty, staff, and administrators across all areas, levels of the organization, and locations of the college, engaged in a collaborative and inclusive process resulting in a comprehensive New Day, New Approach Strategic Plan for 2016-2019. The plan includes the adoption of the MCCCD vision and mission, reaffirmation of the goals and values established in the 2011-2015 strategic plan, and current college operational goals. Operational goals are short term and updated annually as part of the annual college operational planning and budget development process to be detailed in 5.C.1. On June 28, 2016, the GWCC's mission, vision, and values were approved by the MCCCD Governing Board. Effective fall of 2019 the college established an institutional effectiveness council which will drive the strategic planning process.

1.A.2.

GWCC serves approximately 8,066 full and part-time students on an annual basis. The majority of students are part-time, underrepresented minorities. The average age is 27. GWCC is a Hispanic Serving Institution (HSI).

Stated in the college mission, the focus provides access to higher education for diverse students through a variety of learning programs and services. GWCC offers credit, certificate and degree programs, clock-hour certificate programs, non-credit training, continuing education, and community education programs. The comprehensive offerings of programs align with the mission of the college and meet the diverse learning needs of the students and communities in the GWCC service area, preparing students for transfer or entry into the workforce. GWCC program offerings are listed on the GWCC website and in the GWCC Student Catalog.

General Education and University Transfer

While nearly two-thirds of the programs GWCC offers are occupational or technical in nature, just over half the students at GWCC are enrolled in general education courses. With the assistance of two Title V Grants, GWCC has focused on building the general education offerings to meet the needs of students. Title V Grant (2009-2015) focused on strengthening developmental education offerings and support (addressed below). The current Title V Stay on TrAC Grant focuses on strengthening opportunities for students to transfer, articulate, and complete. Relevant results of the grant include 23 new 200 level courses that transfer to all three state university partners. This has strengthened the ability of students to complete the Arizona General Education Curriculum (AGEC), a set of 35 credits that transfer as a block satisfying general education requirements at Arizona State University (ASU), Northern Arizona University (NAU), and University of Arizona (UA) through a statewide articulation agreement. AGEC requirements and courses are stated in the GWCC Student Catalog.

In addition to AGEC, GWCC has multiple transfer agreements with all three state universities including Maricopa to ASU Pathways (MAPP), NAU (2NAU), and UA (UA Bridge). These articulation agreements allow students to identify a program of study early and take courses at GWCC the first two years and then transfer to a state university to complete a four-year degree. As part of MCCCD, GWCC students have access to a number of statewide transfer tools including the AzTransfer Course Equivalency Guide. The guide is the result of annual articulation meetings with community college and university partners. This tool allows students to check course equivalency and transfer options across all Arizona community colleges and state universities.

As part of MCCCD Transformation, GWCC supports the development and implementation of the Guided Pathways framework. A vital component to this framework is providing a clear pathway for
students to complete a program. All programs offered at GWCC are grouped into Fields of Interest, a collection of programs associated with like careers. In collaboration with all 10 MCCCD colleges, all programs are being mapped to define the courses and program learning outcomes. Mapping of transfer programs includes assurance of alignment to expected completion of the mapping of all programs by March 2020 to support implementation of the Guided Pathways framework for the fall 2020 semester.

**Developmental Education**

GWCC acknowledges a comprehensive definition of developmental education that includes instruction and support. The Developmental Education Redesign Implementation Team Committee consists of approximately 15 faculty and staff across various disciplines, academic, and student support departments. The committee assists in coordination of pre-college level coursework and support programming for students. This committee works in conjunction with the MCCCD Developmental Education Council and is aligned with the Developmental Education Design Principles supported by the MCCCD college presidents. Current work is aligned with MCCCD Transformation efforts in developmental education including multiple measures placement and the development of a suite of support to address the varying needs of students under-prepared for college level coursework. Additionally, design principles for Integrated Student Support have been developed and supported by MCCCD college presidents. The design principles provide the college with guidance to assure supports are provided for students at all levels of their experience.

GWCC provides comprehensive offerings for students placing below college level in composition, mathematics, and reading. Most notable are the Accelerated Learning Program (ALP) in composition and the Power Math Camp.

ALP at GWCC is a co-requisite model in which students placing into developmental level English (ENG 091) co-enroll in first-year composition. These students receive additional support. This program has resulted in an increase in successful completion in both first-year and second-year composition courses.

GWCC provides academic refresher sessions free of charge to students in several areas. Power Math Camp is a four-day math review session provided free to GWCC students that prepares students to be successful in math and in many cases, students who complete the Power Math Camp place into higher level mathematics courses. Other camp options include reading, technology, and science.

**Workforce Development**

Two-thirds of the programs offered by GWCC are occupational or technical in nature. To meet the needs of students and workforce partners, these programs are offered in a variety of formats including credit, clock-hour, and non-credit. Programs are offered through traditional classroom instruction, online learning options, and partnerships through apprenticeships, internships, and externships.

The GWCC Apprenticeship Department has been in existence since 1993 providing apprenticeship programming in collaboration with various business and industry partnerships. Currently, GWCC is providing six apprenticeship and training programs. In the spring of 2019, GWCC was awarded a grant of approximately $140,000 through the American Association of Community Colleges (AACC) to expand apprenticeship partnerships and programming. Efforts to accomplish the objectives of the grant began in the fall of 2019.

GWCC is best known for its comprehensive offerings in nursing and allied health. GWCC is the
largest provider of education for registered nurses and licensed practical nurses in Maricopa County. GWCC has Concurrent Enrollment Program (CEP) agreements with ASU, NAU, Grand Canyon University, Franklin Pierce University, Ottawa University, and Upper Iowa University; allowing students to start and complete course work for both an associate and a bachelor’s degree in nursing.

GWCC has 67 occupational, professional, technical programs and 26 clock-hour programs not offered at any other MCCCD college. Some of these programs are the only program offered in the state of Arizona and in some cases, the southwest region of the United States (US). Examples of these unique programs include Nuclear Medicine Technology and Water Technology. Program mapping supporting the Guided Pathways framework includes occupational, trade, and technical training programs. These programs are aligned closely with current industry and business partnerships.

**Student Development Services**

GWCC Student Affairs consistently supports the college mission both developmentally and academically at all four locations. The student success center provides guidance in the onboarding through group advising Gecko Gear Up and New Student Orientation. GWCC implements an Early Alert Program that allows for early identification and intervention of students experiencing challenges academically and otherwise. GWCC counseling department provides services supporting students through understanding and adjusting to college life and expectations, as well as providing referrals to behavioral and mental health services outside of the college. The GWCC Learning Center provides learning support through tutoring, workshops, and structured study groups. Additional opportunities for support are offered for targeted populations through the GWCC Veterans Center (established July 2015) and Global Education Center (GEC).

**Continuing and Community Education**

GWCC provides lifelong learning opportunities through formal continuing education programs and a newly formed, in fall 2018, Community Education Department (CED). The highest concentration of continuing education comes through the GWCC Allied Health and Nursing Departments. Programs provide health care professionals throughout Maricopa County an opportunity to enhance and retain credentials. The CED provides learning opportunities in fitness and dance, arts and crafts, money matters, and various personal enrichment classes across all GWCC locations.

**Civic Responsibility and Global Engagement**

GWCC is committed to providing opportunities for its students and communities to practice civic responsibility and to engage globally. As part of the Title V Stay on TrAC Grant, GWCC formalized the Service Learning and Civic Engagement (SLCE) Department. Programming supported by this department has grown so much that in fall 2018, GWCC committed to support a full-time coordinator for SLCE. The coordinator supports GWCC as an active partner in Campus Compact since 2015.

The GateWay Water Technology Program has sustained an ongoing relationship with Universidad de Guanajuato. Initially visitors from Guanajuato visited GWCC in 2013. This connection eventually resulted in a bi-directional collaboration in which students from Guanajuato took classes at GWCC and then GWCC students went to Guanajuato.

In fall 2017, GWCC initiated the GEC, a department dedicated to international education, study abroad programs, and English as a Second Language/English for Speakers of Other Languages.
(ESL/ESOL) programming. GWCC has offered two study abroad programs over the last 10 years (Prague and Japan/Korea).

1.A.3.

GWCC uses a collaborative and comprehensive operational planning and budget development process that is driven by the college strategic plan and annual institutional priorities to support the college mission. The process and evidence are detailed in Criterion 5.C.1.

In addition to an operational planning and budget development process that supports the college mission, GWCC actively seeks and secures external funding sources, such as partnerships and grants in alignment with the college mission; GWCC is currently administering two U.S. Department of Education (DOE) TriO grants. **Upward Bound** provides early college coursework and wrap around services to students currently enrolled in high school. **Student Support Services** provides college courses and wrap around services to existing college students. **Stay on TrAC**, focuses on the development and implementation of programming, academic support, and strengthening opportunities for students to complete coursework on a transfer pathway to a four-year college or university. **AZ RAMP Up**, a Trade Adjustment Assistance for Community College and Career Training Grant funded by DOE supported the development of advanced manufacturing and emerging technologies in alignment with a demand industry sector in Maricopa County. GWCC was awarded an **Apprenticeship Grant** through the AACC to develop and sustain partnerships with local industry to provide apprenticeship opportunities.

Through the work of GWCC External Affairs and Development Office, GWCC has been able to secure mini grants and in-kind donations to support occupational programs and partnerships. Through a grant from the **Arizona Diamondbacks Foundation**, GWCC acquired a van to provide mobile Healthcare United GateWay (HUG) services. HUG is a pro bono clinic providing healthcare services in sonography, physical therapy, and respiratory therapy. The clinic also serves as a clinical and lab site for the programs. The development office runs **GateWay Gives**, an annual fundraising campaign intended to raise funds to support student scholarships and programming supporting student success.

**Sources**

- AO_2014-2018 GW Power Math Camp overview and reports combined
- AO_2016-2019 GW Service Learning _ Civic Engagement reports combined
- AO_2017-2019 GW Developmental Education committee and RIT combined
- AO_2019 GW Community Education Workshops webpage
- AO_20190214 MCCCD Course Placement chart
- AO_20190723 MCCCD ISS Case for Change Outcomes KPIs
- AO_2019-2020 GW programs unique to GateWay
- AO_2019-2020 MCCCD Nursing and GW Allied Health information packet samples combined
- AO_AZ Transfer Course Equivalency Guide webpage combined
- AO_GW College Dev-Ed RIT and MCCCD Dev Ed Council Roles
- AO_GW List of Program Areas webpage
- AO_GW Nuclear Medicine Technology program webpage
- AO_GW Programs webpage
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

GWCC's mission is articulated publicly. The mission is visible and accessible to GWCC students, faculty, staff, and visitors electronically and in print through a variety of venues. The mission articulates the focus of the college as it relates to the nature and scope of its programs as well as its intended constituents.

1.B.1.

GWCC articulates its mission on its website and through a variety of public documents including the New Day, New Approach GateWay 2016-2019 Strategic Plan, Geckos Media Guide (specifically for students), GWCC Fast Facts Handbook, and GWCC Student Catalog. These institutional guiding documents are published on the GWCC website and are distributed to employees, students, stakeholders, and community members at GWCC events and advisory meetings. Additionally, program handbooks and publications include the mission, vision, goals, and values. These include but are not limited to the GateWay Children’s Learning Center Parent Handbook, academic program handbooks, marketing and media guides, and student recruitment and on-boarding guides.

1.B.2.

The current GWCC Strategic Plan is for 2016 through 2019 and represents vision, mission, values, and goals at the highest level of the organization. The document is reviewed annually and updated to reflect current operational goals.

Units and departments across the college use these guiding documents to develop goals specific to their area that support the college level goals through the college operational planning process. Some departments use the guiding documents to form their own mission statements, but this is not a consistent practice across the college. The webpage for the Center for Entrepreneurial Innovation outlines its mission supporting entrepreneurialism, a GWCC value and key component of GWCC's mission. GWCC demonstrates its commitment to serving the community through the existence of a children’s learning center.

1.B.3.
GWCC's vision, mission, values, and strategic goals reflect the nature, scope, and intended constituents of programs and services provided by the institution and are acknowledged by college employees and stakeholders as guiding documents. The institution’s values include learning, diversity, service, teamwork, integrity, and entrepreneurial spirit with each focusing on impact to students or community.

Sources

- AO_2016 GW Spring Fast Track Practical Nursing handbook
- AO_2016 GW Spring Fast Track Practical Nursing handbook (page number 4)
- M_2016-2017 GW Geckos Media Guide
- OD_2016-2017 GW Fast Facts handbook
- OD_2019-2020 GW college catalog
- OD_2019-2020 GW college catalog (page number 6)
- OD_GW CEI Mission Values webpage
- PD_2016-2019 GW Strategic Plan
- PD_2016-2019 GW Strategic Plan (page number 4)
- PD_2017-2020 GW Operational and Budget Planning Cycle combined
- PD_GW Vision Mission Goals _ Values webpage
- SS_2018 GW Childrens Learning Center Employee Handbook
- SS_2018 GW Childrens Learning Center Parent Handbook
1.C - Core Component 1.C

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

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

Argument

GWCC mission documents articulate the college’s commitment to supporting diversity in all forms. GWCC demonstrates its understanding of the relationship between its mission and the diverse society it serves and works to strengthen its commitment to diversity and inclusiveness through programs and activities for students, employees, and community members.

1.C.1.

GWCC specifically identifies a diverse community as its key constituent and stakeholder in its mission statement and includes diversity as a college value. GWCC is the only college in MCCCD that provides P-20 learning opportunities through preschool at the GateWay Children’s Learning Center, GWECHS, college certificate and degree programs, and on-site partnerships with state colleges. GWCC student demographics demonstrate its service to a diverse population in each of the P-20 learning experiences including the children’s learning center, GWECHS, GWCC classes and programs, and partnerships with university partners like the CEP for nursing.

GWCC acknowledges a comprehensive and inclusive definition of diversity including, but not limited to gender, age, ethnicity, and ability. The institution tracks and discloses enrollment, Pell recipients, retention, graduation, and transfer rates delineated by demographic. The institution strives to provide programming and services addressing the needs and educational goals of its diverse constituents.

GWCC provides early college opportunities to current high school students that may consider earning a college degree as an unattainable goal. Achieving a College Education (ACE) serves high school students that are typically first in their family to attend college, come from an underrepresented group, and experience economic hardship. ACE has been active at GWCC since spring 2003. Hoop of Learning, supported by MCCCD, has served Native American high school students and current college students since 1997.

Recognizing the diversity of the students who have served our country and are now pursuing training or education at GWCC, the institution has an established GWCC Veterans Center that provides wrap-around services supporting the transition to college and success in program of study. In fall 2017, GWCC established and now implements a GEC that provides assistance and support for students who were born outside of the US, as well as students who are interested in intercultural activities or studying outside of the US. Prior to the GEC, international students received assistance from a part-time staff member in conjunction with admissions and records staff.

1.C.2.
GWCC is committed to implementing various processes and activities supporting the institution’s commitment to its diverse community. As a part of MCCCD, GWCC acknowledges the MCCCD Diversity and Inclusiveness Statement and adheres to the Non-Discrimination Policy. As part of the MCCCD leadership foundations professional development, new leaders are required to complete Maximizing Our Strengths as an Inclusive Community (MOSAIC), a 24 hour series workshop focused on creating an inclusive environment for students and employees to thrive. Offered by the MCCCD, Safe Space is a seven hour workshop focused on providing education, increasing awareness and creating a safe environment for lesbian, gay, bisexual, transgender students, employees, and community members. MOSAIC and Safe Space are open to all employees.

As a HSI, GWCC continues to pursue and secure funding through DOE and other external funding agencies. Current Title V and TRiO grants support both high school and current college students of underrepresented populations to get started in college and complete a program of study. As part of MCCCD, GWCC delivers several courses with a focus on diversity or multicultural understanding. Complementing this coursework, the International Education Committee and SLCE collaborate to offer a number of opportunities for integration of multicultural experiences in teaching and learning at GWCC.

Since 2012, Around the World in 90 Minutes is an annual event intended to expose college community members to food, music, and aspects of various cultures from around the world. Genocide Awareness Week occurs annually, focusing on populations and cultures experiencing some form of genocide. Typically collaborating with another college and community partner, the events span over a week-long period and include guest speakers, panels, and a Human Library. GateWay to the Arts partners with local performing and creative arts groups and agencies to provide opportunities both on and off campus for students to be exposed to various art and cultural experiences such as silent movies, Phoenix Symphony performances, and visits to local museums. GWCC provides opportunities for students to engage in student organizations associated with a particular career or culture. Students are encouraged to initiate new clubs and take on leadership roles.

Sources

- AO_2019-2020 GW Cultural Diversity and Global Awareness designated courses
- AO_GW Service-Learning webpage
- AO_MCCCD and Arizona State University_CEP Nursing MOU
- EV_2012-2017 GW Around the World in 90 Minutes flyers
- EV_2013-2017 GW Genocide Awareness week flyers
- EV_2014-2019 GW Human Library data summary
- EV_2016-2019 GW GateWay to the Arts silent films flyers combined
- EV_2016-2019 GW GateWay to the Arts summary of events combined
- IR_2015-2019 MCCCD GW Student Profile Dashboard
- IR_2018 GW Summary Disclosures webpage
- OD_2017-2018 GW International Education Committee Year End report
- OD_GWECHS webpage
- OD_MCCCD Diversity Statement - Administration Maricopa Community Colleges
- P_MCCCD Administrative Regulations
- P_MCCCD Administrative Regulations (page number 194)
- SS_2019-2020 GW Student Clubs and Club Advisors combined
- SS_GW ACE Program webpage
- SS_GW Childrens Learning Center webpage
- SS_GW Global Education Center webpage
- SS_GW Hoop of Learning Program webpage
- SS_GW Veterans Services Program webpage
- TR_MCCCD MOSAIC overview Human Resources
- TR_MCCCD Safe Space I and II
1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

GWCC is committed to providing programming and services designed to serve the public good. Clearly stated in the institution’s vision, GWCC is “…a college for the community…”. The work of the college focuses on serving through educational programming and community engagement for internal and external stakeholders.

1.D.1.

GWCC demonstrates understanding of its obligation to the public good through its decisions and actions resulting in various services and partnerships to community stakeholders. Strategic goals provide the direction for the institution to base planning and resource allocation decisions.

Driven by Strategic Goal 4, “Enhance civic, social, and cultural engagement opportunities by serving as the community’s college,” this goal guides decisions related to planning and resource allocation. With support from the current Title V Stay on TrAC Grant for seed money, GWCC has committed to the establishment of the SLCE Department. During fall 2018, GWCC completed the hire of a full-time coordinator for SLCE. The institution recognizes the value added to both learning and the community through strong and meaningful service learning partnerships and experiences.


GWCC continues to seek partnerships and opportunities that serve the community, keeping in mind that educational responsibilities are top priority. The institution currently provides opportunities to serve the community through educational experiences outside of regular college courses in a variety of ways.

HUG provides free healthcare services for students, employees, and community members. Services available include diagnostic medical ultrasound, physical therapy, pulmonary rehabilitation maintenance (respiratory therapy), and weight loss management. While the primary purpose of HUG is to provide health care, it serves as a clinic and lab site supporting the health care programs offered at GWCC.

Discover Summer at GateWay, a college for kids experience, provides a variety of learning experiences for elementary and middle school children, exposing them to being on a college
campus. Community education opportunities have recently expanded offering short-term, affordable workshops and sessions in arts and crafts, beauty and wellness, fitness and dance, money matters, and personal enrichment. Coordinated through the GEC, non-credit ESL/ESOL classes meet a need for the many international students and community members in the GWCC service area. GWCC Career Services is open to all students, alumni, and community members to provide assistance in career assessment and planning, job search skills, and processes. In conjunction with career services and advisement, GWCC student success and retention sponsors an annual Transfer Fair and I Will Graduate event to encourage degree or certificate completion and transfer to a college or university. Finally, GWCC partners with local school districts to provide early college opportunities through dual enrollment. Courses are offered on high school campuses and taught by high school instructors that have met the MCCCD hiring qualifications for faculty.

1.D.3.

Engagement with external constituencies and community stakeholders provides the institution with information GWCC uses to inform decisions related to partnerships and programming to serve the community. To obtain this information, the college conducts various levels of advisory boards and councils.

The President’s Advisory Council consists of approximately 25 community and partner stakeholders across local businesses, industries, educational organizations, and public service entities. The college president meets with this advisory council once in the fall and once in the spring. Additionally, President Gonzales calls upon the advisory council periodically for feedback or input related to college-wide efforts.

Occupational programs offered at GWCC conduct regular advisory board meetings to obtain feedback on program effectiveness and to inform that curriculum is current in the field. The frequency varies from program to program, but occurs at least once an academic year for each program.

Beyond formal advisory meetings, GWCC stays connected with the community in general to provide and promote opportunities for service. Volunteerapalooza, an annual fair in which community service organizations are invited to share information about their organizations exposes students and employees to service opportunities in the GWCC community. Organized and sponsored by the GWCC Student Activities Management Council, Geckoland is an annual free spring celebration that opens the Washington Campus to the community to enjoy food, games, music, and activities for people of all ages. GWCC Student Life and Leadership Center sponsors family movie nights. Students, employees, and community members can come and enjoy children appropriate movies with their families.

Sources

- AO_2018-2019 GW Community Education enrollments
- AO_GW examples of Advisory Board minutes combined
- AO_GW HUG Clinic webpage
- EV_2014-2018 GW Volunteerapalooza event flyers combined
- EV_2015-2019 GW Family Movie Night flyers
- EV_2016-2019 GW I Will Graduate University Transfer Fair _ Geckoland
- IR_2008-2018 GW Dual Enrollment headcount
- OD_2012-2019 GW HUG clinic patients by semester and category
- OD_2014-2019 GW President Advisory Council agendas and members
- OD_2015-2019 GW Career Center Service 4 Year History
- OD_GW DISCOVER Summer Camp webpage
- OD_GW Service Learning Coordinator job description
- SS_GW Non-credit ESL classes webpage
- SS_GW Student Activities Management (SAM) webpage
1.S - Criterion 1 - Summary

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

Summary

GWCC's mission is clear, articulated publicly, and is used by the college to guide its operations. The development of the college mission is inclusive of internal and external constituencies. It is reviewed regularly and used to develop operational and strategic level plans. The mission meets the needs of service stakeholders and aligns with the MCCCD mission and strategic efforts. GWCC continues to engage in strategies to strengthen outcomes directly related to the college mission.

Sources

There are no sources.
2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

GateWay Community College (GWCC) is committed to operating with the utmost level of integrity across all functional areas. As part of the Maricopa County Community College District (MCCC), GWCC operations and practices are guided by district Administrative Regulations (AR), Governing Board Policies, and Personnel Policy Manuals. Embedded in these policies are clear expectations and processes for fair and ethical behavior on the part of the governing board, administration, faculty, and staff as they pertain specifically to financial, academic, personnel, and auxiliary functions. Procedures for review and revision are defined and managed through the MCCC Governing Board or Office of Public Stewardship. These policies are readily available and posted on the MCCC website.

Section one of the AR provides expectations, processes, and procedures for fiscal management of financial, facility, property, and travel functions, as well as the acceptance of gifts and unrelated compensation. At GWCC, these functions fall primarily within the purview of the Vice President of Administrative Services (VPAS). GWCC auxiliary functions include facilities, on campus dining, bookstore, and events. All auxiliary functions apply the same operational protocols as those established and maintained by the AR. Job aid documents and training are provided for system and process users. This ensures consistency in practice and the integrity of operational standards. The VPAS and administrative services staff provide all employees with guidance on processes in accordance with regulations. In addition to individual assistance, administrative services provide training and job aid documents for system and process users.

Expectations, processes, and procedures assuring the integrity of academic programs and fair and ethical treatment processes are contained primarily in Section two of the AR, Section three of the AR, and the Residential Faculty Policy (RFP) Manual. The GWCC Vice President of Academic Affairs (VPAA) and Vice President of Student Affairs (VPSA) are responsible for ensuring GWCC adheres to these regulations and ensures the rights of the students and employees are upheld at all times.

Section two of the AR provides expectations, processes, and procedures to ensure the ethical and fair treatment of students as they navigate admission, enrollment, and completion of their educational goals at GWCC. Inclusive of this set of regulations are processes and procedures related to student conduct, academic misconduct, academic grievances, discrimination, sexual harassment, veteran services, and students with disabilities. Academic (two) and student affairs (one) deans are engaged
in the processes and currently trained civil rights investigators. Regular and mandatory training is provided for faculty and staff related to these regulations.

Academic integrity is of prime importance at GWCC. The reporting of enrollment irregularities, as defined by AR3.7 is strictly enforced and monitored by the VPSA. Copyright regulations are communicated to faculty. Library faculty provide instruction regarding copyright laws and regulations to students upon request from faculty. Syllabus requirements are stated in AR3.6 and a syllabus template, developed by a cross functional group of faculty and staff, is available for faculty to use.

GWCC is committed to upholding the highest level of integrity in all regards related to hiring and maintaining ethical and fair behavior of all employees. Expectations, processes, and procedures related to hiring and management of personnel are clearly stated in the MCCCD Staff Policy Manual and the RFP. GWCC Human Resources (HR), which falls within the purview of the VPAS, works closely with the MCCCD HR and GWCC hiring manager to assure hiring processes are fair and ethical. Personnel decisions are guided by the MCCCD endorsed Equal Employment Opportunity principles assuring GWCC recruits and hires without discrimination on the basis of any protected class.

All GWCC employees are expected to adhere to the MCCCD Governing Board approved employment standards defined in AR6.7. The college provides professional development for managers and supervisors in understanding how to assist employees in understanding these expectations and holding them accountable. Supervisors are expected to conduct regular performance reviews and provide constructive feedback with an emphasis on development.

In addition to adhering to the employment standards for all MCCCD employees, GWCC faculty are also held to the expectations defined in the RFP. Specifically, Section H of the RFP describes the Professional Code of Ethics. This section of the RFP clearly states the expectation of fair and ethical behavior as it relates to responsibilities as teachers, colleagues, members of the academic institution, and members of the community. The VPAA is responsible for ensuring faculty adhere to the expectations and works collaboratively with the faculty senate leadership to find timely resolutions to issues that arise.

In addition to adhering to MCCCD regulations, guidelines, and expectations for fair and ethical behavior, GWCC engages in shared governance, engaging employees across all areas, levels, and locations of the college in a comprehensive committee structure resulting in an effective and inclusive decision-making model. The governance structure includes constituent groups organized by role at the college (faculty senate, student affairs leadership, GateWay Executive Team, etc.), by function (financial advisory team, program review, etc.), or by special interest/project (wellness, eLearning, campus beautification, etc.). The structure enables GWCC employees to provide input and feedback to inform decisions.

In 2015, GWCC developed college-wide workplace expectations to establish a common guide for engagement and behavior in the workplace. In Spring 2019 employees expressed an interest in revising the expectations. A task force developed, through a collaborative and inclusive process, Standards of Excellence which identify six key values that focus on effectively working together to support student success and development. The document pairs the values with the related minimum expectations for workplace behaviors for all GWCC employees.

GWCC fully supports professional development for all employees to strengthen understanding of
expectations and to assist in acquiring the skills to meet the requirements of the job. In addition to providing professional development through the Center for Teaching, Learning, and Employee Development, employees have access to district professional growth funds to attend workshops, seminars, training, and conferences external to GWCC and even MCCCD. Professional development is approved through both supervisor and other internal controls in adherence with district regulations.

In September of 2018, the Higher Learning Commission (HLC) received a [complaint from the MCCCD Faculty Association](#) that claimed MCCCD Governing Board acted without integrity and was out of compliance with Core Component 2.A. HLC summarized the claims in a [letter to MCCCD Chancellor](#) in October of 2018. After review of a response to the complaint submitted by MCCCD Chancellor, HLC determined that a special area of focus would be included in the GWCC Comprehensive Evaluation. The special area of focus would assess if the new structures put in place after the MCCCD Governing Board eliminated the faculty meet and confer process comply with Core Component 2.A.

MCCCD Governing Board recognizes its obligation to train new members and to ensure existing members keep in mind principles of law and good governance by which they must abide. In January 2017, members of the Governing Board [received training](#) in Arizona’s Open Meeting and Public Records Laws, Principles of MCCCD Governance, Policy Governance, Avoiding Conflicts of Interest, and the Board Members Code of Conduct. In February 2018, [additional training](#) included Open Meeting and Public Records Laws, Ethics and Good Governance. In response to concerns resulting in a special area of focus, the Governing Board received training twice. The first training occurred on [December 4, 2018](#), and was delivered by Dr. Charles R. Middleton, Senior Fellow of the Association of Governing Boards. This training focused on [building and sustaining an effective Board](#). Additional training took place on [May 20, 2019](#), with Dr. Barbara Gellman-Danley, HLC President. The training covered [The Legacy and Operations of an Effective Board](#). MCCCD recognizes the importance of ongoing training for Governing Board members to ensure they fulfill their responsibilities with integrity, fairness, and within the law. Ongoing and regular training will remain a part of annual activities.

**Sources**

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- OD_20181012 HLC letter to MCCCD Chancellor 2A
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- OD_GW Auxiliary Functions combined webpages
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- OD_GW Employee Standards of Excellence
- P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17
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• P_MCCCD Administrative Regulations (page number 39)
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• TR_2017-2018 GW Professional Development series for people leaders combined
• TR_20180220 GB Training agenda and presentations combined
• TR_20181204 GB Training Presentation from AGB
• TR_20190520 GB Training from HLC President Agenda
• TR_20190520 GB Training from HLC President Presentation
• TR_GW Business Services staff training materials
• TR_MCCCD and GW training for employees combined
• TR_MCCCD Technology Training Materials FMS job aids links
The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

**Argument**

GWCC is intentional about designing experiences and materials that presents itself clearly and completely to students and the public regarding vital information about programs, requirements, faculty, staff, costs, control, and accreditation relationships. Such information is presented through face-to-face experiences, hard copy print materials, and digitally via access online or electronic communication.

Students interested in program offerings at GWCC can access this information through the GWCC website, speaking with a career or academic advisor, or complete an inquiry card to be contacted by a student services specialist through the contact center. Additionally, students may be connected with a First Year Experience (FYE) peer mentor to obtain information related to academic programs and class offerings.

The college website and the college catalog contain information on how to enroll, program requirements, costs to students, and options to pay for tuition and fees associated with enrollment. The website delineates steps for future students and current students to learn about programs. Students are directed to program specific pages that provide program prerequisite information. Individual program information packets include course sequences, check sheets, information about program accreditation, costs, and gainful employment information. Tools to assist in determination of costs and fees are made available online, such as the Maricopa Tuition Cost Chart and the Net Price Calculator.

Various publications are available to students and community members regarding GWCC programs, students, and meaningful results such as student retention, graduation, and transfer rates. Individual programs publish program specific brochures and program handbooks that include program admission requirements, required courses, certification, and accreditation information.

Students are encouraged to visit GWCC campus sites to obtain information about programs and other relevant information. In person experiences are designed to provide students with meaningful information in selecting a program of study, getting enrolled in classes, and making arrangements for payment of tuition and fees. FYE peer mentors provide campus tours to allow prospective students to see firsthand the high quality learning spaces GWCC has to deliver effective learning opportunities to students.

GWCC recognizes the importance of a FYE for students. The FYE coordinator facilitates two formal intake and onboarding experiences. Gecko Gear Up (GGU), a group advisement and intake experience provides vital information and guides students through enrollment of first semester classes. New Student Orientation (NSO) provides information on connecting students to college resources that will assist with student success and development. GGU and NSO have evolved over time to provide the initial experiences for students. However, GWCC acknowledges the absence of a
comprehensive FYE for students. Now that the intake and onboarding programs are developed, formal FYE programming throughout a student’s first semester is being planned.

Academic and career advisers are trained regularly to stay abreast of academic programs, enrollment processes, transfer, and workforce opportunities. Students are encouraged through enrollment steps to meet with an academic adviser on a regular basis to assure they are taking the courses that will lead to timely completion of their program of study.

GWCC discloses program effectiveness and status updates at program advisory council meetings. Members of advisory councils consist of program faculty, administration, program students, alumni, and representatives from industry partners. Members are provided with information regarding the program and given an opportunity to provide feedback and input on program improvement.

Information regarding accreditation, both program level and institutional through HLC is provided on the GWCC Accreditation webpage. Links to the accrediting agencies are provided for students and community members wanting more information about the program or college accreditation process or status.

At the MCCCD level, industry collaboratives foster cross-college collaboration as MCCCD adopts Guided Pathways with data-driven, county-wide approaches to workforce development. In addition to significant industry partnerships, GWCC plays a distinctive role in Guided Pathways clock to credit hour mapping through unique clock-hour programming, such as Spanish medical interpreter, Ophthalmic medical assistant, and meat cutting.

Sources

- AO_GW examples of Advisory Board minutes combined
- AO_GW examples of Program Information Packets
- AO_GW examples of Program Student Handbooks
- AO_GW Sampling of Program Brochures
- FI_2019-2020 MCCCD Tuition cost chart
- OD_2019 GW Prospective Student Inquiries combined
- OD_GW Current Students webpage
- OD_GW Disclosures webpage
- OD_GW GateWay accreditation status webpage
- OD_GW GateWay Community College website
- OD_GW Welcome Future Student webpage
- OD_MCCCD Guided Pathways clock to credit hour mapping combined
- SS_GW Career Services webpage
- SS_GW New Student Prep Gecko Gear Up NSO webpage
- SS_GW New Student Prep Gecko Gear Up NSO webpage (page number 2)
- SS_GW Peer Mentor webpage
- SS_GW Schedule a Campus Tour webpage
- SS_GW Specialized Program Advising webpage
- SS_MCCCD GW Net Price Calculator
- TR_MCCCD Academic Advising Academy overview and modules
2.C - Core Component 2.C

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

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

Argument

As part of the MCCCD, GWCC is governed by the MCCCD Governing Board and acts autonomously in making decisions assuring the integrity of all colleges in MCCCD, including GWCC. In February of 2011, the MCCCD Governing Board adopted a revised set of Board Policies. Since then, various sections of this document have been amended, most recently with an amendment to 4.12 Governance Investment adopted at the March 27, 2018, board meeting. This amendment is aimed at ensuring the Governing Board “Will consciously invest in its ability to govern competently and wisely.”

The MCCCD Governance Framework Hierarchy specifies the Governing Board Policies include outcomes, chancellor limitations, board-staff relations, and governance process. The MCCCD Governing Board operates in compliance with the Governing Board Policies established in 2011 as amended, as well as Open Meeting Procedures stated in Arizona Revised Statute (ARS) 38-431. Meeting notices and agendas are posted for public access within timelines specified in the state statute. Minutes are available upon request from the district office. In 2018-2019, some constituents were dismayed by standing meeting times being changed from month to month; however, these moves were conducted in accordance with policy and statute. Under the current 2019-2020 Governing Board Chair, the meetings have returned to the expected predictable schedule.

In September of 2018, HLC received a complaint from the MCCCD Faculty Association that claimed MCCCD Governing Board failed to make decisions in the best interest of MCCCD and was out of compliance with Core Component 2.C. HLC summarized the claims in a letter to MCCCD Chancellor in October of 2018. After review of a response to the complaint submitted by MCCCD Chancellor, HLC determined that a special area of focus would be included in the GWCC Comprehensive Evaluation. The special area of focus would assess if the new structures put in place after the MCCCD Governing Board eliminated the faculty meet and confer process, comply with Core Component 2.C.

2.C.1.

Governing Board Policy well-defines a global ends statement recognizing MCCCD as an educational institution devoted to learning, which exists in order that the diverse communities served have
effective, innovative, learner-centered, flexible, and affordable life-long educational opportunities, with outcomes optimizing use of available resources. Outcomes defined in the Governing Board Policy include four priorities in alignment with MCCCD vision, mission, and values. These include university transfer, general education, workforce, economic development, developmental education, community development, and civic and global engagement.

Regularly scheduled deliberations are founded on the principles and outcomes defined in the Governing Board Policies. Agenda items and motions reflect the results of deliberations and decisions being made by the Governing Board. All elected members come to the board with distinct perspectives. While they may speak individually as elected officials, the board acts as a body to enhance the institution. This is most obvious in funding for transformation projects, IT enhancements, and GWCC specific projects such as 18th St. (St. Lukes), Makerspace, GateWay Early College High School, and grants (i.e., Title V, TRiO, etc.).

The September 2018 complaint from the MCCCD Faculty Association claimed the MCCCD Governing Board failed to prioritize the institution’s educational responsibilities. As part of the regular and ongoing training, in May 2019, the Governing Board completed a training that included the importance of having principles or rules of engagement to ensure the board understands the impact of its decisions and a review of its duty of care, loyalty, and obedience noted in the Association of Governing Boards of Universities and Colleges 2015 statement on Fiduciary Duties of Governing Board members. The Governing Board will continue to engage in regular training to ensure its deliberations reflect priorities to preserve and enhance the institution.

2.C.2.

The seven member MCCCD Governing Board consists of five members selected to represent a specific geographical region of Maricopa County. The remaining two are “at large members,” are tasked with representing the interests of all of Maricopa County. The revised set of Governing Board Policies published in 2011, were specifically to identify outcomes for the purpose of better serving and accountability to its constituencies. These constituencies include the people of Maricopa County, students, private and public sector employers, universities and other higher education partners, and primary and secondary schools.

In accordance with Arizona Open Meeting Law, the Governing Board provides opportunities during meetings for constituents to address the board during an official Governing Board meeting. Protocol for a constituent to address the board is published on the Governing Board webpage and explained at the time of the meeting prior to the citizen interim. Additionally, an email address to contact Governing Board members is provided on the Governing Board website.

Most recently, the Governing Board mandated a town hall format for gathering community feedback on key issues. On April 30, 2019, a town hall meeting was held on “The Future of Work.” Key stakeholders, thought leaders, and community members engaged in conversation related to workforce demands in the autonomous age to inform MCCCD strategic planning.

The process to understand interests from internal constituencies such as staff and faculty is through employee group structures that have varied over time. The change in structures are detailed in Criterion 5.B.2. and 5.B.3.

Currently, the Faculty Executive Council (FEC) serves as the primary constituency group to represent the interests of faculty in district level decisions and policy development. FEC consists of college
level faculty senate presidents and president-elects from each of the 10 MCCCD colleges. In July 2019, the Employee Groups Organizing Council had their initial meeting. This council is charged with making recommendations on the number and composition of employee groups, duties and responsibilities, and operational guidelines in accordance with the requirements set by the Governing Board.

In addition to the creation of constituency structures to serve as a venue for obtaining interests of internal constituency groups, the May 2019 Governing Board Training included best practices and productive strategies to involve both internal and external stakeholders.

2.C.3.

As an elected official, Governing Board members are committed to being available and open to listening to its constituents. The Governing Board policies provide clear guidance in Board Policy 4.10 as to the Board Members Code of Conduct. Specifically, Governing Board members are to operate independently of any relationship with community members, donors, or other elected officials. Additionally, the chancellor’s limitations places a high expectation of professional behavior and conduct regarding interactions with employees, students, and community members associated with all MCCCD colleges, including GWCC. Board members are also held accountable to the regulations addressing policy of accepting gifts and compensation as outlined in AR1.7 and AR1.18.

The September of 2018 complaint from the MCCCD Faculty Association claimed MCCCD Governing Board “made decisions based solely on personal viewpoints and/or political agendas” and was out of compliance with Core Component 2.C.3. Regular training for the Governing Board includes principles of MCCCD governance, policy governance, avoiding conflicts of interest, and the Governing Board Members Code of Conduct. Since the complaint, the Governing Board has participated in two trainings. The first, in December of 2018, focused on how to build and sustain an effective board. In May 2019, board training included strategies to identify and address external and internal influences.

2.C.4.

The MCCCD Governing Board delegates daily operational responsibilities to the Chancellor, who in turn delegates local operational responsibilities at each of the 10 MCCCD colleges to the respective college president. The Governing Board expects matters pertaining to teaching and learning be addressed by faculty. Board Policy 3.0 Board-Staff Relations clarifies that while the Governing Board sets performance metrics for MCCCD, it is the Chancellor that has authority to make decisions to operationalize efforts to address the performance metrics. Additionally, Board Policy 4.2 Manner of Governing, 4.7 Board Linkage With the Community, and 4.10 Board Members Code of Conduct explicitly defines expectations for behaviors and interactions with MCCCD constituents and employees.

Policies, structures, and processes exist and are implemented to support faculty authority of matters pertaining to teaching and learning. In February 2018, the Governing Board approved a resolution charging the Chancellor with overseeing a process to create a new Residential Faculty Policy (RFP) recognizing faculty contribution in the development of policies that pertain to the residential faculty’s essential mission of teaching and learning. RFP 2.7.3 and 3.1 specifically states that any committee or group influencing decisions related to an academic program must have faculty representation. At GWCC, voting members of the Curriculum Committee are all faculty. The college level curriculum process advances curriculum to the District Curriculum Committee which includes a Curriculum
Development Facilitator and administration from each college. Additionally, GWCC faculty serve on district Instructional Councils to manage curriculum across MCCCD.

GWCC Faculty Senate serves as the primary faculty governance team and promotes excellence in teaching and learning, serves on administrative committees, and participates in the formation and implementation of educational policies. The college relies on the faculty senate to drive the academic division and department structure and leadership selection process. Additionally, faculty senate leadership serves on all high level operational committees influencing decisions for budget development, staffing, and operational priorities, including but not limited to the GateWay Operational Team, Financial Advisory Team, and Strategic Academic Leadership Team.

Sources

- AO_20161206 GW Faculty Senate Constitution
- AO_2019-2020 GW Curriculum Committee members
- AO_2019-2020 MCCCD Curriculum Process
- AO_MCCCD Definition of Instructional Councils webpage
- EV_20190430 MCCCD Town Hall Invite
- OD_20141203 GW Financial Strategy Meeting Minutes FAT
- OD_2015 AGB statement on Fiduciary Duties of GB members
- OD_20170106 GB orientation training agenda and minutes combined
- OD_20170106 GB orientation training agenda and minutes combined (page number 4)
- OD_20170919 GW Strategic Academic Leadership Team mission notes
- OD_20180227 GB Resolution
- OD_20180830 GW Leadership Structure GET GOT GOOD
- OD_20180924 MCCCD HLC Complaint from faculty 2C
- OD_20180924 MCCCD HLC Complaint from faculty 2C1
- OD_20180924 MCCCD HLC Complaint from faculty 2C3
- OD_20181012 HLC letter to MCCCD Chancellor 2C
- OD_2019 MCCCD Employee Group Organizing Council emails combined
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- OD_GB - Chancellor Limitations
- OD_GB GateWay consent agenda items examples combined
- OD_GB Governing Board members webpage
- OD_GB MCCCD Governance Framework Heirarchy
- OD_GB Meeting Notices_Agendas_Minutes.pdf
- OD_GB Motions
- OD_GB Protocol to address Governing Board
- OD_MCCFA Faculty Executive Council webpage
- P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17
- P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17 (page number 13)
- P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17 (page number 18)
- P_20190423 MCCCD Governing Board Policies
- P_20190423 MCCCD Governing Board Policies (page number 10)
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- P_20190423 MCCCD Governing Board Policies (page number 22)
• P_Arizona Revised Statute 38_431
• P_MCCCDD Administrative Regulations
• P_MCCCDD Administrative Regulations (page number 7)
• P_MCCCDD Administrative Regulations (page number 34)
• TR_20181204 GB Training Presentation from AGB
• TR_20190520 GB Training from HLC President Agenda
• TR_20190520 GB Training from HLC President Presentation
2.D - Core Component 2.D

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

**Argument**

GWCC demonstrates its commitment to freedom of expression and academic freedom through policies and organizational and governance structures implemented to support both freedom of expression and academic freedom.

*Policy AR6.24* in the MCCCD Common Pages, which is included in the GWCC Student Catalog, provides students, employees, and community members with the district expectation of freedom of expression. Recognizing the primary purpose of GWCC is to provide educational opportunities, the policy provides guidelines for the use of GWCC premises for affiliated and non-affiliated users. Demonstrating understanding and commitment to freedom of expression, the policies state provisions for both planned and spontaneous expression.

Supported by the above mentioned policies, GWCC provides opportunity for freedom of expression through intentional events scheduled through the GWCC Student Life and Leadership Center and Service Learning and Civic Engagement (SLCE) Department.

Under the purview of student life and leadership, GWCC sponsors approximately 30 student clubs with area focuses including academic program or career, ethnicity, religion, gender, or other general interests. The college supports various club sponsored activities promoting learning and awareness of club areas of focus and priorities. Examples include a US Constitution Q & A with County Recorder Adrian Fontes, StoryTeller: Zarco Guerrero, and participation in AIDS Walk Arizona. With assistance from the SLCE, GWCC hosts multiple opportunities for guest speakers and events. Every two years, GWCC hosts a Human Library featuring “Human Books.” Human Books are ordinary people subjected to stereotyping and prejudice and are open and prepared to share their experiences. The library is open to students, employees, and community members. In conjunction with the Human Library, GWCC sponsors a Genocide Awareness week on an annual basis which includes a variety of presentations and learning experiences around one or more populations that have experienced genocide.

In the fall of 2017, GWCC initiated the 40th Street Lecture Series. Through an application and selection process, lectures covering a variety of topics are presented by GWCC faculty, one per semester. Recent lectures included Get Outside and Stay Alive: The Impact of Nature Deficit Disorder (spring 2017), The Moral Price for Religious Rights: Defining Evangelicalism in the Age of Trump (fall 2018), and The Revolution Will Not Be Televised: Stories from the Front Lines of Social Change (spring 2019).

GWCC recognizes the absence of a process and method of identifying all the various events on all site locations. An event coordinator was hired in the fall of 2018 to address this. This individual serves as a point of contact but the college still lacks a single place to list events. Consideration is being given to a webpage and college event calendar.
Academic freedom is clearly addressed in Section 3.1 of the RFP. “Faculty are entitled to instructional freedom in discussing their subject with students and they should exercise their best effort to ensure topics are relevant to their subject.” Additionally, Section H – Professional Code of Ethics in the RFP, written by MCCCDD faculty and fully endorsed by district and college administration, clearly describes the primary responsibility of faculty to “seek and state truth,” “encourage and protect the free pursuit of learning in their students,” and “defend the free inquiry of associates.” Through regular meetings, GWCC faculty and administration collaborate to ensure full understanding and application of the code of ethics.

GWCC Faculty Senate advocates and supports academic freedom and the pursuit of truth in teaching and learning. Specifically stated as faculty senate purposes are “protect and preserve academic freedom,” and “provide an open forum for the free discussion of academic and professional issues.” Additionally, the Adjunct Faculty Handbook includes statements supporting academic freedom.

Sources

- AO_20161206 GW Faculty Senate Constitution
- AO_20161206 GW Faculty Senate Constitution (page number 6)
- EV_2013-2017 GW Genocide Awareness week flyers
- EV_2014-2019 GW Human Library data summary
- EV_2017-2019 GW 40th St. Lecture Series combined
- EV_GW Aids Walk
- EV_GW Constitution Day
- EV_GW Events Calendar webpage
- EV_GW Storyteller Zarco Guerrero
- P_2017-2018 MCCCDD Residential faculty policies for posting 8-18-17
- P_2017-2018 MCCCDD Residential faculty policies for posting 8-18-17 (page number 18)
- P_2017-2018 MCCCDD Residential faculty policies for posting 8-18-17 (page number 102)
- P_MCCCDD Adjunct Faculty Handbook
- P_MCCCDD Adjunct Faculty Handbook (page number 10)
- P_MCCCDD Administrative Regulations
- P_MCCCDD Administrative Regulations (page number 93)
- P_MCCCDD Administrative Regulations (page number 97)
- P_MCCCDD Administrative Regulations (page number 234)
- SS_GW Student Life Leadership webpage
- SS_GW Student Organizations list webpage
2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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

Argument

Scholarship at GWCC, for both employees and students, meets high standards of integrity set by MCCCD policy. These policies guide the ethical and responsible acquisition, discovery, and application of knowledge.

2.E.1.

Research and scholarly practice at GWCC are guided by policies and experiences ensuring integrity. Research conducted by faculty, staff, and external researchers must comply with AR3.8 – MCCCD Institutional Review Board (IRB). Each of the 10 colleges in MCCCD has a College Research Review Committee (CRRC). The chair of each CRRC serves on the MCCCD level IRB. Per the MCCCD IRB Handbook, all research conducted at GWCC must receive approval from the VPAA prior to submission to the college and district IRB. The IRB assures all research complies with federal guidelines for human subjects research.

Research by faculty is encouraged and supported through grants and sabbatical experiences. The Maricopa Center for Learning and Instruction (MCLI) Horizon Grants provides opportunity for faculty and staff to apply for grants to conduct special projects and research advancing the instructional mission of the institution. Faculty conducting research through a MCLI Horizon Grant are still held to procedures mandated through the IRB.

MCCCD faculty are afforded opportunities to apply for a sabbatical every seven years of service as a residential faculty member. The MCLI oversees the process for sabbatical application. The MCCCD Sabbatical Review Committee reviews applications and makes recommendations to the Provost. This review committee is comprised of two faculty members from each college and two VPAAs from across the district. Sabbaticals can be approved for one semester or one year. Again, any research conducted as part of a sabbatical is subject to procedures mandated through the IRB.

Faculty at GWCC are encouraged to implement research experiences for their students as part of the learning experience in class. The GWCC Honors Program requires honors projects as part of the requirement to receive honors designation upon graduation.

Policies and practices are in place and supported by district regulations to uphold the utmost standard of student scholastic performance. AR2.3 – Scholastic Standards describes policies related to academic load, attendance, grades, and graduation/completion requirements. To provide some consistency in the enforcement of high scholastic standards for students, GWCC provides faculty
with a standard syllabus template that include required elements complying with the district expectations stated in AR3.6 – Distribution of Course Syllabus.

2.E.2.

GWCC provides students with guidance in the ethical use of information through formal instruction, supplemental instruction, and adherence to MCCCD policy.

**AR3.2 – Copyright Regulations** state explicitly the expectations of all employees to adhere to the provisions of the U.S. Copyright Law (Title 17, United States Code Section 101 et seq.). This information is provided to students through formal and supplemental instructional experiences. GWCC Library service faculty provide information literacy instruction to students through formal and informal learning experiences. Faculty in other disciplines collaborate with library service faculty to schedule classes specific to a research project for that class. Students are provided with customized information literacy instruction. Library service faculty also provide free workshops on various topics related to information literacy. These workshops are open to all students. Students attending as part of a class or attending a workshop receive information literacy tools such as citation guide, database tutorial, information literacy resources, and library use guidelines.

Appropriate use of technology is also an expectation of employees and students. Technology resource standards are clearly stated in AR4.4 – Technology Resource Standards. Students are aware of these standards. Failure to adhere to these standards is considered a violation of the MCCCD Student Conduct Code and could result in disciplinary action.

2.E.3.

Expectations for academic honesty and integrity are communicated to students in the student handbook and class syllabi. **AR2.3.11 – Academic Misconduct** clearly defines academic misconduct to include, but not limited to cheating in any form, plagiarism, and any behavior disruptive to the learning environment. Per the policy, students found in violation of academic misconduct are subject to academic consequences, disciplinary sanctions, or a combination of both. Appeal process for academic consequences is defined in AR2.3.5 and Appendix S-6 – Instructional Grievance Process and is managed through academic affairs. Appeal processes for disciplinary sanctions are defined in AR2.5 – Student Rights and Responsibilities and is managed through student affairs.

In addition to the AR, faculty include information about academic honesty and integrity in the class syllabus and program handbooks and information packets. A section on academic honesty and integrity are contained in the GWCC standard syllabus template. Given the multiple occupational programs at GWCC, information regarding academic honesty and integrity is included in program handbooks.

**Sources**

- AO_2019 GW Syllabus templates
- AO_2019 GW Syllabus templates (page number 11)
- AO_GW examples of Program Student Handbooks
- AO_GW Library citation guide
- AO_GW Library database tutorials
- AO_GW Library info literacy
2.S - Criterion 2 - Summary

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

Summary

GWCC acts with integrity and has processes and procedures in place to ensure conduct is ethical and responsible. As a MCCCD college, GWCC follows processes and procedures in alignment with the MCCCD AR regarding its financial, academic, personnel, and auxiliary functions. Professional development is provided both at the college and district levels for all employees to ensure understanding of the AR and related processes. GWCC has a set of employee expectations (Standards of Excellence) guiding the college to work together to support student success and development.

GWCC implements shared governance through a comprehensive committee structure that is reviewed and revised on a regular basis. Employees across all units and employee groups are represented on various committees resulting in an inclusive decision-making model.

GWCC recognizes the importance of presenting itself clearly to all stakeholders. The college recognizes the challenge of keeping information accurate on multiple websites, publications, and in person experiences and is committed to employing practices of regular review and revision.

In September 2018, HLC received a complaint from the MCCCD Faculty Association claiming the Governing Board acted without integrity and was out of compliance with Criterion 2. The Board recognizes the importance of training new members and has engaged in periodic training over time as new members begin service. This remains part of a special area of focus during the GWCC accreditation site visit.

Sources

There are no sources.
3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

The degree programs at Gateway Community College (GWCC) reflect the teaching and learning quality standards of an institution of higher learning that is committed to student success. GWCC programs have established evaluative processes that ensure course content and subject matter are current and appropriate for all certificate, clock-hour, and degree programs. Program completion requires student performance levels that are appropriate to awarded degrees or certificates. Learning goals are differentiated between certificate and degree programs, with a focus of high quality and consistent learning goals across all modes of delivery.


All of GWCC’s associate degrees require a minimum of 60 credit hours. GWCC certificate programs require credit completion consistent with knowledge required by the industry. Strict accrediting agency standards are adhered to for occupational programs. All GWCC degree, clock-hour, and certificate requirements are outlined in the student catalog and on GWCC webpages. The purpose of each degree, specific program requirements, and course prerequisites are also included in both the individual webpages and student catalog. Many of the occupational programs at GWCC are structured so students can earn a certificate while working toward a degree.

GWCC has a large selection of academic programs, as well as occupational credit and clock-hour programs. These academic, professional, trade, and technical training programs are designed to meet the needs of the surrounding community. A wide variety of degrees and certificates in many healthcare professions are offered at GWCC.

During spring 2019, the Maricopa County Community College District (MCCCD) organized nine Fields of Interest (FOI) in an effort to help students clarify the career path they are interested in pursuing. GWCC assists students as they explore the degree and certificate options available. Each FOI has a community of faculty, staff, and students that share information with perspective students...
in an effort to assist and encourage students to find success.

GWCC and the MCCCD administration, faculty, and staff are responsible for maintaining the quality and currency of programs and course offerings through multiple processes at both the college and district levels. Discussed in the MCCCD Curriculum Procedures Handbook and the MCCCD Residential Faculty Policies (RFP), faculty have authority over course content and determine curriculum and relevant subject matter for courses. Faculty recommend appropriate pedagogy, choose textbooks, and other materials to maintain currency and standards of performance suited to teaching specific subject areas.

Faculty and staff for the academic programs at GWCC engage in a program review process on a four-year cycle. Trade and technical training programs complete program review on a two-year cycle. This process looks at enrollment trends, course success rates, credentials earned by students, and industry standards to ensure the relevancy and quality of program offerings. All course modifications go through a rigorous process that first includes the GWCC Curriculum Office and designated content faculty members. This process ensures that course subject matter is current and program completion requires student performance appropriate to awarded degrees or certificates.

Next, curriculum proposals are sent to one of MCCCD discipline-specific Instructional Councils (ICs). These district level committees are comprised of discipline specific faculty from all 10 MCCCD colleges. ICs are charged with ensuring the quality, diversity, relevance, and transferability of courses and programs. The ICs determine if the course competencies for each course accurately reflect the most pertinent course content within the discipline. Curricular changes or modifications approved by the ICs are then submitted to the District Curriculum Committee, part of the MCCCD Center for Curriculum Transfer and Articulation (CCTA), for review and implementation. This process ensures academic rigor and consistency across courses and programs. Program review process is detailed in Criterion 4.A.1.

In addition to these standard procedures, additional measures exist to ensure the currency and quality of GWCC programs and course offerings. Many programs have active advisory councils and boards that provide feedback on the curriculum and equipment from an industry perspective. Many adjunct faculty members are currently employed in their teaching field and share current, practical industry experience with students and fellow faculty. Students also provide useful feedback regarding program quality in course and program evaluations. These evaluations are reviewed by program faculty and instructors to assist in monitoring quality. Specific programs, both degree and certificate, have students complete surveys that provide the college with information on individual career and educational status and how well GWCC prepared students for current pursuits. GWCC continues to improve methods to obtain this data, because once students leave GWCC, accurate contact information is difficult to maintain.


GWCC offers undergraduate education at the associate degree and certificate levels. GWCC awards the following degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Business (ABUS), Associate in Art Elementary Education (AAEE), as well as Associate in Applied Science (AAS). Additionally, GWCC offers an Associate in General Studies (AGS) that is designed for students with flexible goals in education. Students also have the option to complete an Arizona General Education Curriculum (AGEC) certificate, a set of 35 credits for university transfer that satisfies general education requirements. During the 2017-2018 academic year, GWCC awarded 818 associate degrees and AGEC certificates of completion.
As one of the MCCCD colleges, GWCC partners with more than 40 institutions within and outside the state in formal articulation agreements. GWCC students seeking transfer to any of Arizona's three state universities can complete an Arizona AGEC certificate for university transfer that satisfies general education requirements. Primary among these agreements are Arizona’s three public universities. Maricopa to Arizona State University (ASU) Pathways Program (MAPP), Northern Arizona University (2NAU), and University of Arizona (UA Bridge). The MCCCD/ASU MAPP program has been recognized nationally as a model for moving students from a MCCCD college to ASU.

GWCC offers 51 associate degrees, 80 Certificate of Completion (CCL), and 28 Certificate of Competency (CCT) in professional, trade, and technical areas designed to meet current workforce needs. GWCC associate degrees and certificate programs are clearly stated and differentiated from one another on GWCC program webpages, in the student catalog, and through the MCCCD Programs/Degrees search engine.

3.A.3.

GWCC recognizes the extreme challenges that exist with maintaining consistent excellence across all modes and locations of instructional delivery. Multiple efforts are in place to ensure that the college successfully maintains the high quality standards of its programs, and that learning goals are met, regardless of how students encounter their program coursework.

GWCC offers face-to-face courses on campus, through dual enrollment at their partner high schools, and at other locations through apprenticeships and internships. The college also offers hybrid and online courses. Faculty qualifications to teach are the same regardless of the mode of delivery or location. This includes dual enrollment instructors, who must submit their resume and transcripts for review and verification by faculty department chairs. To assist new residential faculty, instructors, and adjunct faculty GWCC provides a syllabus template to facilitate a consistent approach to identifying course competencies, methods of assessment, and important college and district policies.

All GWCC courses have standard course competencies that express course objectives. Faculty have the freedom to approach the course competencies in a variety of ways; as long as competencies are addressed and assessed. GateWay Learning Outcomes (GLO) Committee includes faculty, instructors, and staff that work across GWCC programs to ensure learning objectives are met. All GWCC courses, regardless of mode or location, are reviewed by faculty department chairs and appropriate program coordinators for consistency in quality. Additional assessment and evaluation of learning outcomes are detailed in Criterion 4.B.1.

A recommendation from the 2010 HLC reaffirmation of accreditation visit prompted a change in leadership in the GWCC Center for Teaching, Learning, and Employee Development (CTLED). Previously, the CTLED was the Center for Teaching and Learning and focused on faculty and instructor professional development. Leadership was provided by a GWCC faculty member. This leadership role has been changed to a classified employee position that now provides professional development to meet the needs of all GWCC employees.

GWCC has experienced consistent enrollment growth in online course offerings across the college over the past several years. Faculty and instructors teaching online or hybrid courses have professional development opportunities through the CTLED. For the past few years, the director of the CTLED co-chaired the eLearning Committee at GWCC. Beginning fall 2019, the instructional designer from the CTLED will co-chair the eLearning Committee. This committee is comprised of
faculty and instructors from each division who teach in the online or hybrid environment. The eLearning Committee is formalizing GWCC's processes and procedures (2018-2019) for all online and hybrid courses. This process will include training for all faculty and instructors teaching online or hybrid courses to ensure consistency across program delivery. Also, MCCCD Maricopa Center for Learning and Instruction (MCLI) offers additional support for the use of eLearning models and instructional technologies in teaching and learning through a number of offered workshops and seminars. Numerous additional professional development opportunities for all faculty, instructors, and staff are provided by CTLED and MCLI.

GWCC has practices in place to ensure its dual enrollment course offerings are consistent with the college’s quality standards and course competencies. All courses offered for dual enrollment must first be approved by MCCCD Executive Vice Chancellor and Provost in consultation with the appropriate IC. Additionally, per state statute, residential faculty from GWCC provide supervision for dual enrollment instructors. **Dual enrollment instructors are observed** annually by residential faculty to verify course objectives are being met. Currently, GWCC does not provide targeted professional development for dual enrollment instructors.

GWCC provides academic support services to both on-campus and remote learners. For example, the GateWay Learning Center (GWLC) provides one-on-one tutoring both in-person and through Brainfuse, an online tutoring service. The GWCC Library provides comprehensive online resources, guides, and tutorials, as well as 24/7 “Ask a Librarian” services for all students, regardless of delivery mode or location. Finally, to help support students as they address the inconsistency of course delivery that comes with technical problems in online courses, [24/7 technical help](#) is available for students studying online through GWCC Canvas support. GWCC acknowledges there are students that encounter some technology concerns. To address this concern, funding was provided (2019-2020) to design and implement a student technology help desk through the GWLC.

Currently, GWCC does not have any contractual or consortial agreements.

**Sources**

- AO_2019 GW Program Review Process
- AO_2019 GW Syllabus templates
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- AO_GW Library webpage
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- AO_GW Survey Class Evaluation for Students
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- OD_MCCCD Fields of Interest webpage
- OD_MCCCD MCLI webpage
- P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17
- P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17 (page number 18)
- SO_2018 GW Respiratory Care Program Graduate Survey
- SO_GW Gateway Learning Outcomes (GLO) - Home
- SS_GW Brainfuse Information Sheet
- SS_GW Learning Center webpage

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

Argument

All educational programs at GWCC can demonstrate that intellectual inquiry is fundamental to their implementation. The college can validate that its degrees and AGEC certificate aim for students to acquire, apply, and integrate broad learning and skills. Completion of educational programs at GWCC reflects a high quality education for students with an understanding and appreciation for diversity.

3.B.1.

GWCC mission is to improve the quality of life in its communities by “providing access to higher education for diverse students and communities.” GWCC is committed to providing access to high-quality education for all students equivalent to the first two years of education (freshman and sophomore level courses). GWCC general education program serves this mission by ensuring students that complete a degree or AGEC certificate successfully complete coursework in several distributed categories.

GWCC general education program is defined by the AGEC requirements, which consist of 35 required credits that satisfy general curriculum requirements; GWCC offers AGEC certificates of completion. Three different AGEC concentration options are available to students: AGEC-A, for students who wish to study liberal arts when they transfer to a university, AGEC-B, for students seeking university transfer to study business related fields, and AGEC-S, for students pursuing a degree for which rigorous math and science preparation is needed prior to transferring to an Arizona public university. Students are also given the option to attain a 60-credit AGS degree. All AGS degree and AGEC certificates include courses completed in the following categories: First Year Composition [FYC], Literacy and Critical Inquiry [L], Mathematical Studies [MA/CS], Social-Behavioral Sciences [SB], Humanities, Design, and Fine Arts [HU], and Natural Science [SQ/SG].
The college has abundant educational offerings to meet these requirements. GWCC also provides students with a variety of ways to engage in intellectual inquiry and exposure to broad learning and skills. These include student learning opportunities through service learning, GateWay to the Arts, and 40th Street Lectures. Students must satisfy two Awareness areas: Cultural Diversity in U.S. and either Global Awareness or Historical Awareness. However, the AGEC-S does not require the CS designation.

The requirements for GWCC associate degree programs vary from program to program. However, GWCC general education program guarantees that all approved courses will transfer to all three Arizona public universities. GWCC CCL programs in occupational areas may not require general education due to the emphasis on professional, trade, and technical specific skills. However, many do require at least one course in writing and may include prerequisite courses in science or math in order to take courses in the discipline.

3.B.2.

The 2010 Higher Learning Commission (HLC) reaffirmation of accreditation visit determined that GWCC needed guidance to ensure assessment was formed and practiced throughout the institution. In an effort to address this issue, GWCC participated in the HLC Assessment Academy from 2014-2019. Participation in this academy supported GWCC as it developed and adopted a model for assessing student learning outcomes at the program and institutional levels. The GateWay Learning Outcomes (GLO) Committee, has cross-functional and diverse members representing areas from academic affairs, student affairs, and institutional effectiveness. This committee provides support in developing, assessing, and tracking student learning at all levels of the college. The college has identified three Institutional Learning Outcomes (ILOs) that all students who complete a certificate or degree will be able to do by taking courses and programs at GWCC: Effective Communication, Critical Thinking and Problem Solving, and Personal Responsibility and Civic Engagement. These are the essential skills and abilities that GWCC believes all students should possess regardless of field of study. Additional details regarding assessment can be found in Criterion 4.B.1.

GWCC general education program aligns with the AGEC. GWCC curricular courses, co-curricular service areas, and programs seek to demonstrate the purposes, content, and intended learning outcomes of GWCC general education standards. GWCC assists students when they enter the institution to be on a well-defined path to pursue a bachelor’s degree program at a state university.

3.B.3.

All GWCC degree programs involve students in the collection, analysis, and communication of information through essential aspects of the general education program, assessed through GLO. The goal of the transfer degree programs at GWCC is for students to develop skills in the three ILO areas listed in 3.B.2. in addition to gaining knowledge and skills in six general education cognate areas. These mirror groupings of the required distributive course areas listed in 3.B.1. Evidence to support these claims can be found in GWCC’s model to assess student learning across the institution. GWCC has advisory boards that guide each associate of applied science degree program, including CCLs, based on industry input and requirements. This is also true for CCTs in the trade and technical training division.

Many of GWCC professional, trade, and technical training programs incorporate field experiences, clinical experiences, apprenticeships, and real-world work simulations to better prepare students as they exit the programs. These opportunities are included in course requirements, enhancing students’
application and knowledge of skills and overall preparation for careers after completion.

Engagement pedagogies provide purposeful and relevant application of learning that requires active student involvement. Included in this are service learning and civic engagement projects. GWCC has also offered study abroad programs to Prague and Japan that are specifically designed to help students recognize the changing environments where their education can be applied and integrated. In 2018, due in part to declining student enrollment, GWCC discontinued offering study abroad programs as the lead college within MCCCD and instead partnered with two sister colleges to offer the Prague and Japan programs. A GWCC business faculty member taught as an adjunct in the Japan study abroad program during summer session 2019. A faculty member from GWCC offered a course for the Prague program during summer 2019; however, it did not take place due to low enrollment. GWCC students are invited to consider participating in both study abroad programs in addition to any other such programs offered by sister colleges. This collaboration and partnership within the MCCCD allows all interested students to have this type of experience regardless of their “home” college.


GWCC strives to ensure that students educated at GWCC will not only experience the cultural diversity of the college’s communities, but also gain exposure to the diversity of the human race in general. Criterion 1.C.2. details the college’s understanding of cultural diversity and explicitly addresses this in the college’s mission documents, demonstrating how the college works to promote student awareness of and appreciation for diversity.

MCCCD offers multiple study abroad programs. Specifically, GWCC led an opportunity for students to engage in a life-transforming educational experience through study abroad in Prague program. This initiative, directed by a faculty member from the GWCC art department from 2009-2018, was a two-week immersion program that included students taking four to five content area courses in Art History, Psychology of Religion, Political Ideologies, Introduction to the Holocaust, and Introduction to Cinema. This program served over 400 students over the past 10 years.

GateWay to the Arts started at GWCC in 1999 and works closely with local arts partners to make available discount tickets to events at the Phoenix Arts Museum, The Heard Museum (Native American), Arizona Theater Company, silent films at the Orpheum Theater, and Ballet Arizona. On campus, GateWay to the Arts has provided over 200 performances; working closely with campus wide programs from the GWCC Library, Honors Program, Phi Theta Kappa Honors Program, International Education, and the Student Life and Leadership Center to provide diverse culture and art experiences for students and the surrounding community.

The GWCC Global Education Center (GEC), initiated fall 2017, is dedicated to serving the needs of international students as they pursue their studies. To support the large refugee and immigrant populations at GWCC, non-credit classes were established during spring 2017 by the English as a Second Language (ESL) Innovation Grant. The GEC combines the previous International Education Center and ESL support staff in one location to better serve the needs of all students attending GWCC from other countries.

GWCC is a Hispanic Serving Institution. Current Title V funds help support students of underrepresented populations to be successful in pursuing a college education. GWCC also supports diversity opportunities for residential faculty through professional development opportunities such as the cultural exchange program with Guanajuato, Mexico, during summer session. Additional
programs and support focused on diversity are discussed in detail in Criterion 1.C.2.

3.B.5.

GWCC residential faculty and instructors are not required to produce original research or publish works as part of their terms of employment. Nevertheless, many faculty and instructors contribute to the discovery of knowledge by taking part in MCCCD Learning Grant projects through the MCLI, summer projects, and sabbaticals designed to improve the college’s educational programs and promote its mission. In addition, some of GWCC faculty members and instructors pursue doctoral study and author scholarly publications enhancing the integrity of the instructional programs they serve.

MCCCD supports GWCC faculty and instructors as they increase their knowledge or produce scholarship in their field through numerous professional development opportunities. District faculty professional growth funds are apportioned to each college by a formula based on full-time teaching equivalents. A campus travel committee determines how to allocate its portion to faculty and instructors. The Maricopa Institute for Learning Research Fellowship (MILRF) is a year-long program for MCCCD residential faculty who are interested in examining significant issues in their teaching fields.

GWCC supports an honors program for students to promote scholarly activities and increase student’s research skills and knowledge above and beyond the classroom experience. This program affords both faculty and students' opportunities for research, scholarly writing, and professional presentations that extend beyond the classroom setting.

GWCC students produce high-quality works of writing that are compiled during spring semester annually in Gecko Journeys writing publication. Production of this publication dates back to April 2002. Students are encouraged by faculty to submit original creative works of poetry, nonfiction, and fiction for consideration every October and March. GWCC English faculty review and rank all submissions. Students winning first through third place are recognized and invited to share their piece of writing at the writing awards ceremony held each semester.

Many programs at GWCC offer internships or clinic based experiences that overall enhance and extend the student experience. Service Learning and Civic Engagement (SLCE) is a key component to the overall learning experience for GWCC students. The SLCE coordinator works with faculty to engage students in learning projects throughout the community. Students, with the support of faculty across disciplines, develop and implement projects within the community through a variety of experiences to enhance their understanding of the needs and benefits of community volunteering.

Finally, faculty have an opportunity to research topics of interest and share findings through presentations at the 40th Street Lecture and GWCC CTLED.

Sources

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- AO_2019 GW Faculty Summer Project combined
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• AO_2019-2020 MCCCD Associate General Studies degree
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• AO_GW examples of Program Information Packets
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• AO_GW Service-Learning webpage
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• AO_MCCCD AGEC program description webpage
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• EV_2016-2019 GW GateWay to the Arts sampling of events combined
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• OD_2009-2020 MCCCD GWCC Horizon and Learning Grant Awards
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• SS_GW Global Education Center Open House
3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

GWCC has sufficient numbers of residential faculty, instructors, adjunct faculty, and support staff to provide high-quality programs and student services to ensure student success. All instructional and support staff are well-qualified and evaluated on a regular cycle that aligns with the policies and procedures of the MCCCD. GWCC supports faculty and staff with numerous professional development opportunities.

3.C.1.

GWCC serves the instructional needs of approximately 8,066 students through the work of approximately 440 residential faculty, instructors, and adjunct faculty. Residential faculty, instructors, and adjunct faculty ratio guidelines help to maintain a sufficient full-time work force. As of fall 2019, the residential to adjunct faculty teaching load ratio is 56:44. Limits on load help ensure faculty and instructors have the time necessary to provide high-quality instruction, time to meet with students, and time for additional responsibilities for college committees and non-classroom roles.

Beyond the classroom, faculty accountability includes an additional 15 hours of professional responsibilities per week to determine grades and other assessments of student performance, consider appropriate pedagogy, select texts, and other materials relevant to teaching their subject. Faculty also assist on various projects across the college and maintain a minimum of five scheduled academic support hours per week for individual work with students. Full-time residential faculty evaluate and improve their professional performance through Faculty Evaluation Plan (FEP) or Individual Development Plan (IDP) and participate in department, division, college, and MCCCD MCLI activities. GWCC faculty commitment is the source behind the effectiveness and high-quality of the college’s academic programs.
3.C.2.

Hiring qualifications ensure appropriate credentials are held by all faculty and instructors in academic, professional, trade, and technical teaching fields. Hiring qualifications are established by the MCCCD ICs. These ICs, comprised of faculty from all 10 MCCCD colleges, review faculty hiring qualifications and determine further discipline-specific coursework of applicants. When hiring new residential faculty, instructors, and adjunct faculty, division chairs and the appropriate program director review applicants qualifications for compliance. Minimum qualifications apply regardless if the faculty hire is full-time, part-time, or dual enrollment. Hiring qualifications for clock-hour programs ensure appropriate credentials are held by all program instructors. During 2015 the MCCCD ICs reviewed minimum qualifications for individual disciplines. Minimum qualifications were adjusted as deemed necessary by ICs to ensure the hiring of high quality residential faculty, instructors, and adjunct faculty. All current residential faculty, instructors, and adjunct faculty files were reviewed at that point to ensure all met the minimum qualifications. Per HLC guidelines, all residential faculty, instructors, and adjunct faculty files were reviewed again during spring semester 2019 to make sure all minimum qualifications are held by current teaching faculty and instructors.

GWCC has reviewed all faculty and instructor files for qualifications and compliance with HLC’s Assumed Practices Faculty Qualifications Guidelines. The process included HLC tri-chairs, Human Resources (HR) specialists, and division chairs reviewing individual files of residential faculty, instructors, adjunct faculty, and dual enrollment instructors for compliance. All faculty and instructors must hold a relevant master’s degree or higher in a discipline or sub-field they are teaching or completed a master’s degree in any field with a minimum of 18 graduate-level hours specific to the discipline or sub-field they are teaching.

3.C.3.

GWCC faculty are evaluated according to district policy in the MCCCD RFP to ensure high-quality and effective teaching. Newly hired residential faculty are reviewed for a five-year probationary period utilizing the Peer Assistance and Review process. This robust peer review process requires probationary faculty create and document instructional expertise, service to the college and community, and professional development in an IDP. Probationary faculty performance and IDPs are reviewed and evaluated by the PAR Committee, comprised of both faculty and administration; recommendations related to each individual faculty member’s probationary contract renewal status are then forwarded to the college president.

Upon appointive status, residential faculty are reviewed using the FEP, which requires faculty to reflect upon their teaching performance and document continuous process improvement efforts. Faculty complete the FEP every third year, engaging in a peer-reviewed, self-reflective examination. Required areas of review include: teaching, learning, and service, course assessment and program development revision, and governance and committee participation at GWCC and MCCCD. In addition, faculty choose two elective areas for review from professional development, acquisition of new skills, enhancement of diversity, or college-level assessment of learning outcomes.

Adjunct faculty and dual enrollment instructors are evaluated by individual program director or designee. The template used for adjunct faculty and dual enrollment evaluation may vary from program to program, but all adjunct faculty and dual enrollment instructors are reviewed according to the state statute. Adjunct faculty are evaluated the first three consecutive semesters they are employed by GWCC. Dual enrollment instructors are evaluated annually. The department chair or
program director observes classes, evaluates classroom instruction and faculty performance, and then meets with the adjunct faculty or dual enrollment instructor to discuss the review. These evaluation and review session documents are included in adjunct faculty and dual enrollment instructors’ professional files that are kept in the GWCC HR.


GWCC and the MCCCD support ongoing professional development for all faculty and instructors. All full-time residential faculty and instructors are allocated adequate funding annually to enhance and support professional development.

All residential faculty and instructors have access to approximately $3500 annually to attend academic conferences that support professional development as well-informed and adept instructors. These national and international conference opportunities enhance instructors’ expertise. Additionally, GWCC CTLED offers professional development opportunities throughout the academic year that promote innovation and excellence in teaching. Staffed by a full-time director, an instructional designers, two training and development consultants, and support staff, the CTLED offers syllabus templates, workshops, webinars, and one-on-one training and teaching tools for face-to-face classroom, hybrid, and online instruction. These professional development opportunities are available for all residential faculty, instructors, adjunct faculty, and dual enrollment instructors.

GWCC has allocated a reassignment of nine-load hours per semester for a faculty developer. This position provides support, training, and education in pedagogy to enhance and hone the teaching skills of faculty and instructors. The faculty developer plans, facilitates, and assesses a variety of professional development opportunities and events for residential faculty, instructors, and adjunct faculty.

GWCC residential faculty, instructors, and adjunct faculty receive professional growth opportunities and support through MCCCD MCLI which is dedicated to supporting and advancing teaching and learning. MCLI seeks to foster the instructional excellence and expertise of MCCCD through district-wide groups that provide quality services, programs, and resources to advance student learning. Some examples of programs that MCLI supports include Faculty Development Committee, Maricopa Excellence in Teaching, International and Intercultural Education, and the MILRF.

3.C.5.

GWCC faculty and instructors are highly accessible for student engagement and inquiry. Students work closely with faculty and instructors in a variety of formats to enhance learning. Per the RFP all GWCC residential faculty are required to hold a minimum of five scheduled academic support hours weekly to meet with students. Faculty post the times and locations of scheduled support hours outside their office doors, on course syllabi, and online through Canvas so that they are publicly accessible to students. Students are not limited to class time and office hours to access their instructors. All residential faculty, instructors, and adjunct faculty can be reached through voicemail, have physical mailboxes on campus, and Google Apps.

Adjunct faculty are not required to hold academic support hours, however, many do. Space is provided in the CTLED area for adjunct faculty to meet with students and many divisions also have a designated office area within residential faculty offices where adjunct faculty and instructors can meet one-on-one with students.

The professional and support staff in GWCC Student Affairs are well qualified and participate in ongoing professional development opportunities. Hiring standards for all positions are aligned with the qualifications established by MCCCD HR. Candidates are reviewed and go through a competitive interview process.

Staff are cross-trained and meet regularly to expand members’ expertise and knowledge of their own and other areas within student support services. The student affairs division has regular retreats and meetings for professional development. GWCC Financial Aid Office, staffed with both a director and assistant director, receive regular training on the most up-to-date financial aid regulations to ensure the department operates according to the most current regulations. GWCC academic advisers participate in regular training so their service to students is based on the most current information available. Gecko Gear-Up (GGU) at GWCC hold pre-enrollment sessions to assist students new to college. GGU has a full-time coordinator that is well-trained in enrollment services, including advising and customer services. The coordinator provides professional development to peer mentors who assist first-year college students when enrolling at GWCC.

All full-time student affairs staff at GWCC receive professional and personal development benefits through MCCCD. The district’s employee resource guide provides a brief description of specific programs, along with the contact information and website address for each program. Several opportunities currently identified within the guide relate to leadership development, technology training, MCCCD tuition reimbursement, and access to professional growth funding to attend conferences, pursue additional education, and engage in employee learning opportunities.

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• P_2017-2018 MCCCD Residential faculty policies for posting 8-18-17 (page number 52)
• SS_2016-2019 GW Student Affairs retreats combined
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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

GWCC has adequate resources that support student learning and effective teaching. Infrastructure and resources are provided for effective teaching, with targeted learning support services for the various populations served.


GWCC embraces its diverse population of students and aligns services to meet the needs of all students. Approximately 64% of the student body at GWCC are from underrepresented populations. The college has a link on its homepage for current and future students seeking information. Easy to access college resources by category are available here, as well as an online chat to address prospective students’ questions. The mission of academic affairs and student affairs is to enrich the student experience by fostering learning and personal development by providing for and responding to students’ needs. These offices work together to assist students as they learn how to be a successful student, help students as they engage with faculty and staff to ensure support as needed to complete educational goals, and connect students to resources available for overall success.

In 2008, MCCCD adopted a protocol that mandated support services for all new, full-time, degree, or transfer-seeking students. Included in this protocol were mandated steps to assist students when entering college. These steps include meeting with admissions and records, placement testing through the testing center, attending a New Student Orientation (NSO), and meeting with an adviser through the academic and career services center. Students testing into one or more developmental-level courses are advised to enroll in the course(s) within the first two semesters and are required to successfully complete a college success course CPD150. CPD 150, a three-credit course taught by master’s level counseling faculty, focuses on increasing student success through college orientation, personal growth, study skills development, and educational and career planning. Given the limited number of full-time qualified counseling faculty available, GWCC was not able to enforce this mandate. (Beginning fall 2020, the MCCCD mandate will be lifted.) During 2009-2014 student support efforts merged with Title V initiatives and developed additional support programs; one such program was EAP, which allows for early identification and intervention of students experiencing
challenges academically or otherwise. GWCC has sustained and grown the EAP.

GWCC NSO sessions are highly encouraged for all new students. GWCC provides NSO sessions specific for students who have completed programs such as Achieving a College Education (ACE), Hoop of Learning (HOL), and Excel Program (EXCEL), in an effort to help newly enrolled students connect to resources and provide important tools for navigating college successfully. In addition, participating in one of GGU sessions allows students access to resources for choosing a plan of study, introduction to financial aid, access to academic advisement, and how to navigate the student center to enroll in classes. The GWCC Veterans Center provides NSO sessions focused on the needs of veteran students.

As previously detailed in Criterion 1.A.2., during summer 2017, MCCCD initiated a system-wide transformation of the student experience to meet the educational and employment needs of the community. Transformation efforts focus on new system-wide design principles that support the implementation of Guided Pathways, enhancement of industry partnerships, and process improvement of enterprise performance. As one of the MCCCD colleges, GWCC is actively involved in aligning with the design principles to support the system-wide transformation.


GWCC has processes and procedures in place that assist students when entering college courses and programs to ensure success. These processes provide underprepared students with instruction and the learning support necessary for college-level achievement. All entering students have access to admissions processes, which share guidelines for enrollment.

Recently, MCCCD made a district-wide change regarding the use of multiple measures for initial student course placement. Beginning spring 2019, students entering GWCC are able to use high school GPA or ACT scores to determine initial placement in mathematics, reading, and writing classes. In addition, students are offered the Accuplacer standardized placement tests in mathematics, reading skills, and writing skills to determine course placement if GPA or ACT scores are unavailable. Placement testing is free and is provided through GWCC Testing Center. Students now have the option to use GPA, ACT, or Accuplacer test scores when determining course placement. Placement scores are prescribed by the respective discipline ICs.

GWCC developmental-level academic programs are innovative and successful in the way they offer preparatory instruction to underprepared students. Developmental English offers courses in a variety of formats to best accommodate students. This includes innovations in delivery and instructional methodologies. Accelerated Learning Program links foundational English courses (ENG091 and ENG101) in an effort to decrease the amount of time students are enrolled in developmental-level courses. GWCC offers a variety of instructional camps to assist underprepared students. Power Math Camp was first offered during January 2013 at GWCC. Face-to-face Power Math Camp is offered three times per year, with an online version available to students at any time. This refresher course helps students review essential math skills in an effort to increase math placement scores. Reading Boot Camp has been offered at GWCC since spring 2017 and Writing Boot Camp initiated during spring 2018. These boot camps offer students the opportunity to review reading and writing skills, retake the Accuplacer placement test, and adjust initial course placement. Developmental reading and writing courses are offered both in accelerated and contextualized format, preparing students for the college-level reading, writing, and research they will encounter in future coursework.

Most recently, the effectiveness of GWCC developmental education program is overseen by MCCCD
Developmental Education Redesign Implementation Team (DevEdRIT) and the GWCC Developmental Education Committee. DevEdRIT has implemented developmental design principles that support and guide decision-making for developmental coursework at GWCC. The GWCC Developmental Education Committee is comprised of administrators and faculty college wide. This committee collects data related to developmental education course offerings, takes part in cross-discipline discussions, and identifies and implements strategies to improve the success of GWCC developmental-level students.

GWLC provides academic support through a variety of venues for all GWCC students. GWLC offers tutoring in study skills development, as well as in general education and occupational program courses. Tutors engage students in dialogue to help them resolve learning obstacles, understand specific course content, and master the skills required for academic success. Both individual appointments or small group settings are available and this allows tutors to respond to the unique learning needs of each student. GWLC also houses the Study Techniques and Academic Review (STAR) program (modeled after the International Center for Supplemental Instruction and funded by the Title V Grant 2015-2020) that involves a trained peer leader, selected by faculty, who attends class and then facilitates content specific review sessions for students. These review sessions have shown to increase overall student success in the participating courses. STAR has been implemented in two sections of BIO160 since spring 2017 and has since been offered in multiple sections of BIO201, BIO202, and CHM130 courses. Since spring 2017 when STAR launched, the program has served 384 individual students. In addition, GWLC provides embedded tutors on an as-needed basis by faculty request. Faculty from math, science, and English courses have utilized this service. GWLC also supports teaching by collaborating with faculty to integrate study strategies into content instruction and provide customized arrangements for individual courses. Along with the onsite tutoring services, GWLC offers Brainfuse, an online tutoring program available to all students 24/7 for all academic disciplines.


All students have access to academic advising through program admissions processes and career guidance that is offered through career services. These two departments work closely with student services to support students in their educational plans and career goals.

GWCC student support services provide academic advising services to meet the needs of all students. The student success center provides guidance in the onboarding through group advising GGU and NSO. First Year Experience sets a foundation for incoming first-time college students to be successful in their academic career. Upward Bound program at GWCC, founded in 1999, is one of the TRiO programs offering academic, personal, and social support to high school students entering college. The GWCC Veterans Center offers academic advising, scheduling, and program planning to all individuals using Veterans Educational Assistance Program. GWCC is dedicated to providing military veterans with a quality education and was selected in 2013 as a Military Friendly School. Again, GWCC implements the EAP (detailed in 3.D.1.) that allows for early identification and intervention of students experiencing academic and personal challenges.

GWCC provides ESL instruction and assists students as they transition from ABE to college courses. International student advising is provided through GWCC GEC and provides assistance and support for students born outside the US or students interested in intercultural activities or studying abroad.

Automotive, environmental, and industrial tech programs at GWCC have faculty that assist in advising. Students are taught by seasoned professionals and are well-prepared to enter their desired
field upon program completion. Advisers specific to business and business information technology assist students as they pursue a career within a variety of program offerings. Students have a full array of certificate programs, associate degrees, and transfer options to a state university. GWCC is recognized for its healthcare and nursing programs. Healthcare and nursing advisers provide students with career specific information within a variety of respective programs. Nursing advisers conduct information sessions weekly to assist students interested in pursuing nursing careers.

In addition to the support listed above for advising, individual departments have faculty participate in new student information sessions that occur within the first few weeks of the semester. Faculty, on a volunteer basis, offer advice and information to students who are transitioning into respective programs.


GWCC provides students and faculty with the resources and infrastructure needed for highly effective teaching and learning. The college strives to maintain the most updated information and education technology in support of teaching and learning. Updated fall 2018, all classrooms have whiteboards and are equipped with networked computers and pad cameras connected to overhead projectors. Laptop carts, iPads, and other education technology are available for faculty to utilize in classrooms and multiple computer labs and study centers located across campus are also available for instruction. Free WiFi is offered to all GWCC students on campus.

The GWCC 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 library is open 53 hours per week and comes equipped with a technology-rich classroom, seven study rooms, and flexible learning space that includes a One-Button Studio for recording and multimedia use. In addition the library has approximately 30 WiFi Hotspots available for students to check out and use at home that were purchased through the Library Services and Technology Grant. The GWCC Library includes over 100 databases, 500,000 ebooks, and 40,000 local print volumes to expand faculty teaching options and enhance student learning opportunities. Library access is easy through the research link on the homepage, where guides for faculty, citation guides, bibliography guides, and information literacy guides are located. Student friendly library guides make it easy for students to locate information for research. “Ask A Librarian Chat Reference Service” is available 24/7 in conjunction with the ten libraries across the MCCCD to assist students conducting research during evenings and weekends.

Several disciplines offer additional opportunities that enhance the quality of teaching and learning. The newly constructed art lab in the Integrated Education Building has a new pottery area. Programs such as HVAC, automotive, and manufacturing all include state of the art labs that support learning. The outdoor amphitheater supports a variety of classroom learning experiences in addition to community performances throughout the year.

Many of the programs at GWCC have discipline specific labs. Health care labs include the Sim Labs in nursing, Safe Patient Handling Lab, and a Cadaver Lab. In addition, GWCC Healthcare United at GateWay provides an integrated learning experience for healthcare students at GWCC to gain hands-on experience throughout their programs and serves community needs on a pro-bono basis.

As detailed in Criterion 2.E.2., GWCC offers students guidance in the ethical use of information sources through the GWCC Library, discipline specific coursework, and academic support centers. The college guides students in the effective use of research and information sources.

Access to the GWCC Library is easy through the research link on the homepage, where citation guides, bibliography guides, and information literacy guides are located. The GWCC Library staff conducts full-class instruction sessions, as requested by various discipline faculty to help support students in research and correct use of information sources. Library staff also are available during library hours to assist students conducting research and the effective use of information resources.

Many courses also provide GWCC students with guidance in research and effective use of information sources. First year composition courses (ENG101 and ENG102) have this objective as one of their primary goals. The English division demonstrates proper use of research and information sources in its scholarly journal of student composition, The Gecko Journeys, compiled annually.

GWLC offers free tutoring for all students. In addition to providing tutoring in general education and occupational content areas, GWLC Writing Center assists students with a wide variety of writing needs across the curriculum. Three full-time staff members and well-trained part-time writing tutors guide students through general research and documentation processes in academic writing. Tutoring is available in one-on-one, small group, online, and drop-in settings. In addition, piloted during spring 2019 semester, GWLC offers Brainfuse, an online writing center and academic tutoring service that is available in most discipline area subjects 24/7 for all students to use. A link on the GWLC website directs students to this support.

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• SS_GW First Year Experience webpage
• SS_GW Gecko Gear Up content
• SS_GW Global Education Center webpage
• SS_GW Healthcare Nursing Advising webpage
• SS_GW Hoop of Learning Program webpage
• SS_GW Learning Center webpage
• SS_GW LIFT Program- Excel webpage
• SS_GW New Student Prep Gecko Gear Up NSO webpage
• SS_GW New Student Veterans Orientation
• SS_GW Placement Test webpage
• SS_GW Specialized Program Advising webpage
• SS_GW TRiO Upward Bound webpage
• SS_GW Veterans Services Program webpage
• SS_MCCCD Enrollment Steps guide
3.E - Core Component 3.E

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

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

Argument

Included in GWCC mission is a focus on learning through community education, civic responsibility, and global engagement that will meet the life-long learning needs of our diverse students and community. GWCC provides students with innovative and creative opportunities to learn and achieve through a variety of enriched educational learning experiences both inside and outside the classroom setting.

3.E.1.

GWCC defines co-curricular as experiences that result in significant learning outside of the classroom. GWCC has a variety of co-curricular clubs and activities that impact students' overall educational experience. Students at GWCC experience significant learning both inside and outside the classroom setting through a variety of opportunities.

Athletic Programs at GWCC include opportunities for participation in men’s and women’s soccer, baseball, and softball. The athletic programs at GWCC strive to create an environment for student athletes to accomplish personal goals, while working toward educational success. The athletic department aims to help students grow not only as athletes, but as students and individuals. Enriched educational experiences linked to GLO are implemented throughout athletic programs. Athletic programs are dedicated to excellence and leadership both on and off the field. Athletics at GWCC are governed by the National Junior College Athletic Association regulations.

iStart Smart, part of the MCCCD student success initiative 2008, included a set of mandated steps in an effort to support student success. Students new to college, degree or transfer seeking, and who placed at the developmental-level in math, reading, or writing were required to meet with an adviser, attend NSO, and take CPD150. Beginning fall 2012, iStart Smart students were paired with peer mentors through “LINC” (Lead-Inspire-Navigate-Connect). Peer mentors supported, guided, and assisted students in overcoming some of the obstacles or hurdles that often hinder success and persistence for college students. Although this mandate will be lifted (fall 2020), the EAP (detailed in 3.D.1.) at GWCC college was formulated during this time period and is still sustainable today.

GWCC Student Life and Leadership Center provides numerous student leadership programs and opportunities throughout the year. Students are encouraged to participate in local, regional, and national student leadership conferences and workshops. GateWay Leadership Retreat is held in the summer for all new executive student officers and student life and leadership staff, and is designed to strengthen the leadership, life, and wellness skills of students. In addition, MCCCD student
leadership workshops are offered each fall for student leaders. LeaderShape Institute, offered by the MCCCD, is a week-long program designed to inspire, develop, and support individuals committed to lead with integrity.

Also under the purview of the GWCC Student Life and Leadership Center, GWCC sponsors approximately 30 student clubs that include a focus on academic program or career, ethnicity, religion, gender or general interests. The college supports various club sponsored activities throughout the year, promoting learning and awareness of the club(s) focus and priorities. For example, Association of Respiratory Care Students is a club designed to help integrate students into social and campus activities, organize projects and events pertaining to Pulmonary health and well-being; fostering fellowship among respiratory care and other students on campus.

Battle Marks, a veteran’s storytelling initiative at GWCC started during fall semester 2015. This initiative is focused on honoring veterans and their spouses, their service, and the impact that education has had on their lives. Battle Marks highlights the stories behind some of the tattoos of GWCC students and spouses as they relate to military service and the sacrifices families make. GWCC students and spouses produce videos that are shared on the Battle Mark website that depict the magnitude of the personal sacrifices these students have made and continue to make as they serve our country. GWCC secured district funding to produce the first four videos and has recorded four additional stories that represent unique veteran and family experiences. GWCC Veterans Taskforce is currently strategizing ways to fund the editing of these four videos and launch the next round of the veteran storytelling project.

3.E.2.

The claims GWCC makes regarding contributions to its students’ educational experiences, and demonstrations of those claims, are presented in greater detail in Criterion 1.A.2. However, detailed below are student educational experiences specific to community engagement, service learning, and economic development three key aspects of GWCC mission.

ACE offers community engagement with high school students from area school districts through culturally diverse activities with a focus on helping students make a smooth transition from high school to college. HOL program offers a bridge for Native American students to pursue a college degree. This program is designed to meet the academic and cultural needs of Native American students as they transition to college. TRiO SSS supports academic development, assisting students to successfully complete their post-secondary education.

In 2017, the T.E.C. is for Girls program was offered through a partnership with Intel for elementary school girls. T.E.C. is for Girls program is focused on increasing the number of underrepresented female students choosing to go to college by inspiring them to pursue a technology, engineering, or computer science education and envision future careers in a technical field.

GLOden Gate Bridge was piloted at GWCC during fall semester 2018. Students in two CPD150 classes completed assignments that included in-depth research outside of the classroom setting, based on individual career choice. After choosing a career, students learned the classroom and academic requirements needed for the career and the overall financial cost of pursuing the chosen career. Students first made a career choice and worked with (career services) to more fully understand and determine what type of employment or career opportunities are available within the field. Next, students created an academic plan working with (academic advising) to determine required coursework. Finally, students researched and learned the overall cost (financial aid) that would be
required. An additional civic engagement and service learning requirement was added that also aligns with the GWCC ILO: Personal Responsibility and Civic Engagement. Students, through various service learning activities, saw both personal and community benefits linked to a chosen profession. Starting fall 2019, GLOden Gate Bridge has expanded to five additional sections of CPD150 as a requirement in the course.

GateWay to the Arts brings a diverse lineup of performances to the GWCC campus each year for the enjoyment and cultural enrichment experience of students. Community members, along with students, enjoy a series of events that include the Desert Dance Theater, musical theater workshop, and classic silent films.

Gecko Journeys annual creative writing ceremony is another community shared activity for students to share creative written pieces. GWCC students produce high-quality works of writing that are compiled during spring semester annually in Gecko Journeys writing publication. Production of this publication dates back to April 2002. Students are encouraged by faculty to submit original creative works of poetry, nonfiction, and fiction for consideration every October and March. GWCC English faculty review and rank all submissions. Students winning first through third place are recognized and invited to share their piece of writing at the creative writing ceremony.

GWCC has established itself as a college of the community through its SLCE Department. Activities combine meaningful service to the community with classroom instruction and reflection to encourage students to make strong connections between their academic and career goals and real-world challenges. In 2018-2019 more than 800 students participated in SLCE projects in more than 20 different subject areas. GWCC students have contributed thousands of volunteer hours to the surrounding community at an economic impact of more than $100,000 each year. Additionally, college research has shown that service learning students retain at just over 6% higher than students enrolled in similar classes without a service learning component.

The Center for Entrepreneurial Innovation (CEI) at GWCC is a comprehensive business incubator providing support to Arizona startup businesses. CEI client companies represent a wide range of industries including emerging technologies, software development, bio-science, and renewable energy. CEI helps companies improve profitability and assists businesses committed to creating jobs in Arizona. The "Big Pitch" is a district wide contest led by the CEI for MCCCD students to start and grow businesses. This student led business competition showcases the entrepreneurial opportunities available to community college students.

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- SS_2019 GW NSO Presentation
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- SS_GW Hoop of Learning Program webpage
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3.S - Criterion 3 - Summary

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

Summary

GWCC has sufficient resources, including faculty, instructors, and support staff to provide high-quality programs. GWCC has a large selection of academic programs, as well as occupational credit and clock-hour programs designed to meet the needs of the surrounding community. These programs are delivered in a variety of formats that ensures access and high-quality education for all students. GWCC provides an enriched educational environment for students that includes numerous opportunities for students to participate in community engagement and service learning to enhance student's overall educational experience.

GWCC continues to improve institution and program assessment practices by providing support in developing, assessing, and tracking student learning at all levels of the college. The GLO Committee will continue to provide college-wide support for assessment and program improvement.

Sources

There are no sources.
4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

GateWay Community College (GWCC) is a unique community college due to the variety of programs offered that include credit (both transfer and non-transfer oriented), non-credit, continuing education, and clock-hour programs (not considered credit or non-credit). GWCC ensures high quality education through participation in regular program review, seeking specialized accreditation where possible, use of advisory boards for career programs to ensure alignment with industry expectations, and adherence to district and college policies and practices that govern quality of outcomes. Success of program completers is evaluated in a variety of ways, including student and employer surveys, reports from transfer institutions, and students’ participation rates in various post-collegiate programs.


Prior to 2012, instructional programs at GWCC participated in program review on a five-year cycle and non-instructional programs in student affairs and administrative services participated in program
review on a three-year cycle. From 2012-2017, Maricopa County Community College District (MCCCD) required all colleges to participate in a continuous improvement initiative, called Maricopa Priorities. Maricopa Priorities was a system-wide self-assessment initiative that included every program, Career and Technical Education (CTE), Professional Technical Education (PTE), and academic prefix. Maricopa Priorities became the program review initiative as it analyzed similar program data from a district-wide perspective. Representative teams from across all 10 MCCCD colleges developed a list of over 75 prioritized projects that resulted from this analysis and were implemented during 2014-2016. Projects were grouped and numbered and also given a short description that served as a title (SS-SA10: Investigate outsourcing study abroad programs; SS-AS1: Develop and implement a sustainable model for custodial services and groundskeeping; AP-8: Develop an instructional master plan to drive integrated planning efforts; SS-AA5: Improve student access to tutoring services; CTE-3: Pursue regionalization of medical/health programming and coursework). The efforts and outcomes of Maricopa Priorities concluded in August 2017. During this time period all colleges in MCCCD suspended formal program review processes with this related work.

Two examples of district-wide projects that resulted from Maricopa Priorities are “implement centralized shared services/resources for marketing and public relations support” (SS-03) and “require structured faculty development for all new faculty” (SS-AA6). Centralized marketing was initially implemented as a way to leverage media purchases on behalf of all 10 colleges and one district (One Maricopa). After a few years of this practice, marketing has changed again to one of a combined model where MCCCD creates branding materials and makes larger market purchases and the colleges have local control to market the unique programs and services offered. New faculty orientation was developed and implemented across the MCCCD as a remedy for findings related to Maricopa Priorities work that unveiled new faculty needed consistent onboarding and messaging to ensure a successful start. In both examples, the outcomes show that “program areas” were reviewed and improvements made as a result of the review which is also the goal of program review.

As a result of the conclusion of Maricopa Priorities, GWCC then VPASA (this position was combined at the time and is now split into two Vice President Academic Affairs (VPAA) and Vice President of Student Affairs (VPSA) positions) charged both academic and student affairs deans to redesign GWCC program review process for implementation. In January 2018, GWCC initiated an updated and robust program review process for the entire college on a four-year review cycle. Approximately 25% of the college participates in the annual program review process on a rotational basis including instructional (credit and clock-hour), student and academic services, and operational services. In order to be responsive to community needs, Trade and Technical Training (T&TT) clock-hour programs are reviewed every two years.

The program review process uses a structured template that addresses the needs for each of five areas within the college (academic affairs, student affairs, operational services, external affairs, institutional effectiveness) to ensure complete and comparable information is gathered and considered. In order to ensure college-wide knowledge and understanding of linkages between program review, operational planning, and budget development, programs under review present an executive summary of findings in an open forum that has included the GateWay Operational Team (GOT), program review committee, and any interested employees. Comments, ideas, and suggestions are gathered from program review presentation attendees via a Google form and shared with the program review presenters after the presentation. Programs are expected to review progress annually, although the formal program review process only occurs every fourth (or second) year. The annual cycle beginning in 2019 is the second full-year of the newly designed program review process.
which continues to be evaluated from year to year.

To ensure appropriate alignment of annual work, program review occurs on a calendar year cycle that is consistent with the annual operational goals and budget development processes to plan effectively for the next four years. Units under review begin in January of their assigned year and complete program review by the end of September of that calendar year. This is the same time the entire college is asked to begin planning for the following year’s operational goals and budget development requests. Program review requires authors to develop a four-year action plan that outlines the operational goals for the next four years. Similarly, there is a section of the program review that asks authors to determine costs and project expenses over the four-year action plan. This is a new element of the program review process; GWCC will continue to monitor and revise as needed.


GWCC evaluates all the credits and courses offered and transcripts them for students from a compliance perspective. Adequate seat time, credit equivalencies, modes of instruction, and prerequisites are all reviewed and monitored by the curriculum and scheduling office once schedules are created and set by the program directors and chairs. This process allows for checks and balances between two separate entities at the college to govern regulatory compliance of the structure for courses.

Discussions with students who wish to transfer courses into GWCC occurs initially in the advising center with collaboration between admissions and records and a Subject Matter Expert (SME), usually a faculty member from the division or department. In some cases, institutions have predetermined course equivalencies where credit is received for a particular MCCCD recognized course as an automatic process. However, if courses taken elsewhere are requested to be transferred to GWCC to be used as a substitution for another course, the SME is consulted by advising for review and approval. Approvals for course substitutions are processed manually or using Dynamic Forms.

When considering credit for prior learning in addition to transfer of courses from other institutions, MCCCD requires colleges use one of the assessment methods endorsed by either Council for Adult and Experiential Learning or American Council on Education. GWCC provides a variety of options for Prior Learning Assessment (PLA) credit through Advanced Placement, College Level Examination Program, International Baccalaureate, Cambridge International Examinations, DANTES Subject Standardized Tests, American College Testing exams, and General Education Development exams. Equivalency charts are provided to students online so they can verify the type of credit they will receive based on the type of assessment used.

GWCC policies governing PLA are the same as the MCCCD policies and can be found on the “common pages” of the catalog. The common pages are those Administrative Regulations (AR) that are dictated by the MCCCD for each of the 10 colleges to adhere. However, upon review of GWCC website, this information is not easily found. A transfer student would need to review the MCCCD website to find this information. To ensure this information is available for student use, a link has been added on the admissions and records page of the GWCC website.

Finally, GWCC provides equivalency credit for courses earned in another country through an approved third-party evaluator. Per the common pages in the catalog, “College-level courses completed outside the United States and recorded on official transcripts will be evaluated for transfer credit, provided that the institution where the courses were taken is accredited by the Ministry of
Education in that country. It is the student’s responsibility to submit all foreign and international transcripts to an international credential evaluator to be translated into English, evaluated on a course-by-course basis, and sent directly to the receiving colleges.” The admissions and records office at GWCC explains to students that they need to submit their official foreign academic record (in the native language), officially certified word-for-word English translation (if the native language academic records are not issued in English), and official course by course evaluation from an approved third-party credential evaluation agency.


There are two MCCCD policies which govern transfer students’ college transcript uses. AR2.2.3.3 provides GWCC direction on the use of transcripts for student admission into some programs, course requisites, and determination of academic standing. Official transcripts must be sent from the sending institution to the receiving institutional office of admissions and records for evaluation. Governance of transfer credit and prior learning assessment is codified in AR2.2.4. In order to ensure consistency across colleges and a high-quality standard for evaluation of transfer credit, “conditions of transfer credit” apply AR2.2.4.3. This regulation, listed on the MCCCD website, informs employees and students of the ways in which transfer credit can and cannot be used. There are limits on the number and type of transfer credit awarded and used toward graduation at the receiving institution.


Through discipline-specific Instructional Councils (ICs) set up by MCCCD, faculty considered SMEs determine course competencies, prerequisites, and student learning outcomes for all shared courses across the 10 district colleges. Members of ICs also propose the types of learning resources needed for courses including access to equipment, laboratory experiences, and materials needed. Decisions regarding courses are proposed to the MCCCD Center for Curriculum and Transfer Articulation (CCTA), where the curriculum process is approved (or sent back for revisions) and then implemented. The CCTA website is extremely helpful in determining the history for every course offered at the colleges and approval or use status. In addition, GWCC has over 150 college-specific programs where course, curriculum, and program decisions are made at the college-level and then proposed to CCTA for approval and implementation.

GWCC hires expert faculty and ensures minimum faculty qualifications according to those set forth by the Higher Learning Commission (HLC) for all its programs and according to MCCCD strategic staffing personnel oversight, practices, and resources available on associated webpages. Minimum requirements may vary according to academic (general education/transfer), occupational (CTE/PTE), trade (clock-hour), and apprenticeship teaching assignments. Personnel files containing required documentation are maintained by MCCCD Human Resources (HR) for residential faculty and instructors. Personnel files for adjunct faculty and dual enrollment instructors are located in GWCC HR office. Residential and adjunct faculty files were informally audited by select GWCC staff for compliance during summer 2019. While all files included Higher Learning Commission (HLC) required documents, some files did not include all the required MCCCD documents or required verification. The most highly cited deficiency was proof of completion of EDU250 (Teaching in the Community College) within two years of hire. Staff requested and collected missing documentation where it existed and informed others that completing EDU250 was still outstanding. Moving forward, HR will inform chairs and supervisors of residential and adjunct faculty who have not yet completed EDU250 within one year of hire providing an additional year to complete this course.
GWCC ensures adequate professional development for probationary faculty through the Peer-Assisted Review process as described in the Residential Faculty Policies and college plan. Upon successful completion of year five, probationary faculty are recognized as “board-approved,” or appointive residential faculty.

Dual enrollment instructors (contingent workers qualified to teach college-level courses at high schools) are subject to meeting the same minimum requirements as residential and adjunct faculty based on the discipline in which they teach. Residential faculty supervise and evaluate dual enrollment instructors to ensure quality courses and learning outcomes similar to those offered on GWCC locations. Dual enrollment instructors are observed and evaluated by residential faculty at least once per year for each type of course they teach.

It is anticipated that dual enrollment offerings may decrease as the 2022 extended deadline for high school instructors to meet minimum college teaching requirements nears. For those dual enrollment instructors who already meet the criteria, no action is expected. However, for the dual enrollment instructors who are either on an educational plan or have chosen not to seek additional education, GWCC anticipates difficulty in offering the same number of courses in some disciplines. GWCC will need to re-evaluate the courses offered through dual enrollment in addition to the approach by which dual enrollment courses are offered to students.

Finally, GWCC employs industry experts (formerly adjunct faculty, now called contingent workers) as instructors for apprenticeship programs. Qualifications and evaluations for contingent workers are the same as those for dual enrollment instructors. GWCC Manager of Apprenticeships works with HR and industry partners to document and onboard new instructors. Generally, apprenticeship instructors are evaluated by a SME who is also a residential or adjunct faculty member. Over the past few years, evaluation practices have been inconsistent. The college is currently investigating ways to ensure consistency in future practice.


Many of GWCC PTE (credit-hour based) and T&TT (clock-hour based) programs maintain a high level of quality and connection to industry standards through the use of advisory councils and specialized accreditation associated with professional accrediting bodies. Programs with accreditation offer students advanced opportunity for seeking employment that requires certification or license through completion of an accredited program. GWCC has 15 programs with specialized accreditation and one new program (occupational therapy assistant) that just received notification from the Accreditation Council for Occupational Therapy Education, that step two of the initial accreditation process may begin. GWCC notifies the public about the status of HLC accreditation and the specialized accreditation of such programs on the GWCC website.

Beginning 2018, GWCC Institutional Effectiveness (IE) implemented a structured and consistent Community Advisory Council (CAC) feedback survey which assists in evaluating the currency and relevance of program curriculum in addition to the level of preparedness of graduates as they enter the workforce. Approximately 95% of advisory councils have been surveyed to date. It is an expectation that program managers and chairs will review survey outcomes with IE to leverage the usage of CAC, the feedback received, and make recommendations to courses, programs, and students’ success.

GWCC assures that graduates are ready for either transfer to advanced study or employment depending on the type of program. Approximately one-third of GWCC credit seeking students earn a transfer related degree (Associate in Arts [AA], Associate in Science [AS], Associate in Business Transfer [ABUS], or Associate in Arts for Elementary Education [AAEE]) while the other two-thirds are enrolled in a program leading to a Certificate of Completion (CCL) or Associate in Applied Science (AAS) degree. GWCC also has approximately 800 annual students enrolled in T&T programs (clock-hour) intending to earn an industry recognized credential through a seat-hour based program. While not currently in place, GWCC is working with the Guided Pathways mapping teams to create seamless student pathways from clock-hour programs to credit-hour programs within disciplines where industry credentials align.

GWCC makes public its student consumer information on the college website under its disclosure practice. According to the Integrated Postsecondary Education Data System (IPEDS), the three-year graduation rate for first-time, full-time, degree or credit-seeking students entering in fall 2014 was 16%. There was a slight decline in fall 2015 with a 14% three-year graduation rate. GWCC graduation rate has been lower than all of MCCCD at 18% and all public two-year community colleges at 26%. In addition, many programs are considered three-quarter time (not full-time) and therefore, are not included in these metrics defined by IPEDS. However, while the goal is to increase completion across all types of certificates and degrees, allied health and nursing programs have graduation rates of 80% or higher. Increasing completion and graduation among GWCC students is an ongoing goal for the college.

According to Governing Board key metrics, the three-year transfer rate to four-year institutions is 6% at GWCC compared to 14% for the MCCCD. The six-year transfer rate is 14% for GWCC compared to 26% for the MCCCD. Many of the programs offered through the AAS pathway are not intended for transfer, impacting the overall transfer rate, as most of these students intend to enter the workforce upon program completion. However, there are several transfer options for graduates of AAS degree programs that may be more attractive after some initial work experience.

Part-time students comprise approximately 76% of the total student body at GWCC. Student status is a factor that impacts student completion and transfer rates, as full-time students generally outperform part-time students on every success measure. Many students spend considerable time waiting for admission to a number of specialized programs with limited admission offered at GWCC. During this time, some students continue to take prerequisite courses while other students stop-out and wait for the program start date.

The majority of GWCC students who earn a transfer degree (AA, AS, ABUS or AAEE) transfer to one of the three state universities (Arizona State University, University of Arizona, or Northern Arizona University) or Grand Canyon University. Through sharing of transfer student success data by these senior institutions, students from GWCC that transfer to a state university perform well at the next level. It is important for GWCC to keep track of how students perform at four-year institutions as successful transfer to a bachelor’s degree completion is part of the community college mission.

The completion rate for full-time, clock-hour seeking students entering in FY 2015-2016 was 53% - significantly higher than the rate for credit-seeking students. This is likely due to the mandatory attendance policy for clock-hour programs including minimum seat time. There is no transfer-out rate for this type of program since GWCC has the only clock-hour program in the area.

GWCC attempts to track job placement rates for students seeking certificates, degrees, or credentials
leading directly to employment in all program areas. GWCC uses a decentralized approach to tracking job placement rates where individual program areas use personal contacts with student graduates to gather this information. The Electroencephalogram (EEG) and Polysomnography (PSG) program director has almost 100% response rate from recent graduates regarding places of employment. This high response rate is based on the relationship developed between the students, instructor, and program director and how the students care about the program continuation. This approach has yielded better response rates and information gathered than using career services to gather and track placement rates on behalf of each program. Job placement is generally self-reported by students approximately six months after program completion via a survey from the program leaders. In high-need areas (nursing, allied health), student response rates are generally higher and more positive than in other program areas. For example, Nuclear Medicine Program has a 92% five-year average from the job placement survey each year. Tracking job placement rates continues to be an area of improvement for GWCC as maintaining accurate student contact information is challenging even for those faculty with whom students were connected during their PTE or T&TT program of study.

Students enrolled in programs leading to advanced certification through examination are tracked by GWCC as well. Generally, the “pass rate” of students in such programs is a top indicator of the success of the program and student. Nursing is an example of a program that maintains a pass rate yield and score that is significantly higher than the national average.

GWCC has a partnership with a privately-funded program, Year Up. In this program, 100% of student participants complete a three-month internship leading to a CCL in business operations, programming, or cyber security. GWCC staff work collaboratively with Year Up staff to secure and approve the internship sites and opportunities for students. Completion of an internship often leads to a job offer which is a positive outcome for this unique program.

Finally, in 2017-2018 GWCC developed an alumni office as part of the development office to strengthen the connection between the college and its graduates. A quarterly newsletter is developed and sent to graduates highlighting accomplishments of GWCC students. In 2019, the alumni office sponsored Gradfest, an event hosted at two GWCC locations, to celebrate those who completed their educational goals. While both events were successful, the planning team is already working on changes for Gradfest 2020 to ensure larger numbers of student participants. Finally, the alumni office continues to examine ways in which they can connect with graduates once they leave GWCC.

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• PD_2019-2020 GW Operational _ Budget Planning Cycle
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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

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

Argument

GWCC faculty and instructors have been engaged in formative and summative assessment for decades, including but not limited to providing feedback to students on assignments, quizzes, tests, oral presentations, and group projects. In accredited programs, mostly in the PTE division, formal assessment practices across courses and programs have been in place for years as well. However, it was determined in early 2010 after GWCC’s HLC reaffirmation of accreditation visit, GWCC needed guidance to ensure a “culture of assessment” was formed and practiced throughout the institution. The need for a college-wide concerted effort was reinforced in 2013 when a new inquisitive president asked, “How do we know that our students are learning what we expect them to learn?” This question resulted in GWCC’s participation in HLC Assessment Academy from 2014-2019 which also served as our Quality Initiative under the Open Pathway for accreditation through HLC. GWCC dedicated time, personnel, and financial resources to improving student learning and educational achievement through ongoing assessment at the course, program, and institutional levels in our credit and clock-hour programs. In addition, GWCC began to assess co-curricular programs and services to ensure high-quality experiences for all constituents outside of the classroom as well.

4.B.1.

Gateway Learning Outcomes (GLO) Committee was restructured in 2014 in order to provide structured support to developing, assessing, and tracking student learning at all levels of the college. This GLO Committee has approximately 15 members representing all 10 academic divisions (PTE and liberal arts), adjunct faculty, T&TT (clock-hour) programs, and several student affairs and support areas within the college. Until spring 2019, it was led by two residential faculty and one administrator from IE. Each of two faculty chairs received release time in fall and spring for three load-hour equivalents to lead this work for the institution. Beginning in fall 2019, GLO is chaired by one residential faculty and one administrator both being supported by the assessment coordinator. The GLO Committee meets twice per month for 90 minutes to discuss progress made toward supporting faculty and staff with assessment work. In addition, sub-committees meet outside of bi-monthly meetings to work on targeted aspects of the college’s assessment work (Program Learning Outcomes [PLOs], co-curricular assessment, internal sharing of best practices and related work, Institutional Learning Outcomes [ILOs], and GLO Day). GWCC has dedicated one day each spring to celebrate and share this assessment work at GLO Day. Typically, representatives from all college
divisions and departments attend either a morning or afternoon session to present, discuss, and learn about PLO and ILO work across the institution.

In 2014-2015, the GLO Committee worked with key stakeholders to develop three GWCC ILOs: 1. Effective Communication 2. Critical Thinking and Problem Solving and 3. Personal Responsibility and Civic Engagement. It is an expectation that any student who completes a certificate or degree at GWCC will have the requisite knowledge and skills of these three critical areas. These clearly stated learning goals are communicated to students in the student catalog, on the college website, and on course syllabi. The initial work of GLO was aimed at creating the system and process by which the college would assess ILOs across all courses and programs. A rubric was developed for each ILO with multiple sub-parts to account for a wide-range of applications within liberal arts, professional, technical, trades, and co-curricular program areas. The use of the three rubrics was piloted initially by various GLO Committee members and are now being utilized by any and all faculty, instructors, and staff to assess these ILOs across a variety of courses and programs.

Faculty and instructors report ILO assessment outcomes within program assessment plans and are encouraged to share with peers on an internal blog-like site called Building Educational Assessment Measures (BEAM). It was the intent of this site to provide an internal location for faculty and staff to post assessment findings that promote online discussion of assessment practices while serving as a repository of individual assessment work. BEAM was created to allow online, easily accessible reporting and sharing of best practices among faculty. However, to date, it has not been fully realized in the manner in which it was envisioned. There are a small number of projects reported with limited analysis that complete the assessment cycle (define, assess, analyze, and improve).

The GLO Committee provides guidance and support to each academic division and student affairs program or service area to ensure a consistent format is used to collect assessment data and outcomes. Through 2018-2019, GWCC used Google Sheets to capture and track this type of information; however, it was determined that these products would not meet data needs into the foreseeable future. Therefore, during spring 2019, a “warehouse” system was purchased, Strategic Planning Online, LLC (SPOL) by which all assessment data (plans, outcomes, changes to curriculum and pedagogy, etc.) will be housed. SPOL has several modules including one specifically for assessment data storing and tracking. It is becoming obvious that with the eventual full implementation of SPOL and build out of an assessment SharePoint site, BEAM may no longer be needed to easily share assessment results across programs and disciplines.

In order to provide more effective processes and support to faculty and staff, GWCC created a new position, assessment coordinator. The new coordinator began in fall 2018 with the charge of creating an assessment handbook that codifies the collective work and includes, but is not limited to definitions of terms, processes, timelines, templates, and responsible parties. This handbook serves as an effective practice that ensures everyone understands the common vocabulary and assessment processes, expectations and timelines, and is a national best practice that GWCC now has in place.

Finally, in June 2019, GWCC completed its five-year participation in HLC Assessment Academy which chronicles the college’s collective work toward creating a culture of assessment at all levels. On September 2, 2019, GWCC received the quality initiative final report and recommendations from peer reviewers, Margaret Swanson and Susan Hatfield, that validated “genuine effort” and dedication to creating a strong culture of assessment at GWCC. Reviewers noted the completion of the assessment academy and the amount of work completed as a result of that participation. GWCC will continue to work with faculty and staff who are late adopters of this important work plus support faculty and staff who are exemplars of this work.

Faculty and instructors assess student learning at four distinct levels. First, faculty and instructors use assessment data and analyses to make changes to pedagogy, curriculum, and activities within their classrooms (class-level assessment) and do so regularly without formal documentation. Second, faculty and instructors also assess student learning for a course (course-level learning outcomes or competencies) where they meet with peers who teach the same course(s) to discuss assessment methodology and results. In some disciplines like mathematics, faculty create and utilize common assessments to ensure similar outcomes occur across sections of the same course regardless of instructor and other variables. For example, GWCC math faculty (including adjuncts) use a common final for college algebra. After each semester the faculty perform a statistical item-by-item analysis that is shared with all instructors from that semester. Faculty review the data, meet together (sometimes via email), and make changes to the course for the next term based on previous students’ performance. Most recently, the outcome of the final exam item analysis resulted in tracking changes to the course competencies. Discussions resulted in agreement from all faculty to focus more time on topics where students did not do as well on test items. In this case, the assessment loop was closed by faculty changing pedagogy (more time spent on teaching). This will be re-evaluated once the common final is administered again the following term.

GWCC biology faculty have been working together to improve student outcomes on two anatomy related courses (BIO156 and BIO160). After reviewing non-pass and failure (DFWI) rates, it was determined that some students were not prepared for the rigor of these courses despite meeting the prerequisites. Therefore, through the Title V Stay on Trac Grant, the Study Techniques and Academic Review (STAR) was implemented as a form of supplemental instruction to help students who needed more time to comprehend the concepts. Biology faculty work with student facilitators to ensure what they are teaching is reinforced through supplemental instruction. Student outcome data indicates the success of the STAR program over the past several semesters. While there has been some improvement, this work prompted one biology faculty member to dig deeper into the educational preparedness of students in BIO160. The faculty member wanted to know why students were struggling more in the hybrid section of the course. Several issues were identified and strategies were implemented to assist these students with gaps in their knowledge. The faculty member will continue to follow these students through fall 2019 to determine which interventions worked.

Third, student learning is also assessed by faculty and instructors using PLOs. This has been the main focus for the GLO Committee since 2015 when it was determined some PTE programs were assessing PLOs but most liberal arts and sciences (transfer programs) and T&T programs were not assessing at the PLO level. In fact, in some areas, PLOs had not been defined; therefore, assessment was not occurring at this level. The GLO Committee developed and implemented a structured process and common timeline for this work to be completed annually. Several PTE and T&T programs have completed a cycle of assessment in 2018-19.

In fall 2018, liberal arts faculty worked together for the first time across general education disciplines including three different academic divisions, to determine six PLOs and an overall assessment plan for the two main transfer degrees (AA and AS). General education PLO assessment has a two-step process. First, general education courses with significant sophomore-level student enrollment are selected to be used for cross-disciplinary assessment that aligns to any of the six PLOs. Consequently, the college’s ILOs are included as part of the six PLOs for transfer degree attainment. Therefore, when faculty assess general education PLOs, they may also be assessing one of the three ILOs.

Next, faculty determine how to assess and which single PLO or multiple PLOs they are going to
include for that cycle. For example, during spring 2019 faculty selected PLO number one: Communication (Clearly articulates ideas in oral, visual, or written formats.) and PLO number six: Global Perspectives (Develop a worldview or sense of aesthetics that recognizes different global perspectives in an historical context.) for the same assessment instrument. Students in select classes were asked to complete an anonymous writing prompt during class for the purpose of PLO assessment. Using a predetermined rubric, faculty from various liberal arts disciplines (mostly those who had participated in the administration of the writing prompt in their own classes) gathered in spring for an “assessment evaluation” day. Faculty blindly read and scored student writing samples. Each sample was read and scored by two different faculty. Students’ writing samples provided evidence of their ability to write clearly and effectively in addition to providing evidence of their ability to think globally with a developed sense of the world.

Two weeks later, assessment outcomes tallied by IE staff were discussed and analyzed by a cross-functional team of faculty to determine if outcomes were acceptable or whether changes in pedagogy, curriculum, or assessment activities needed to be implemented. Some of the observations made revealed some issues with administration of the writing prompt while others indicated some inter-rater reliability instability. However, the best outcome was that approximately 15 residential faculty discussed two of the six PLOs for general education together; making a determination of their level of satisfaction with students’ aggregate performance. Most faculty agreed the writing by sophomore-level students was in alignment with their expectations for almost completing an associate degree. However, there was greater disparity in professional judgment on students’ ability to think globally. The data did reveal to some extent the more credit hours students had earned, the more likely they were to have a higher writing and global thinking score as a result of the writing sample.

This was GWCC’s first attempt at assessing PLOs for general education or transfer degrees jointly. Faculty are currently reviewing the plan, based on the results of the first assessment outcomes. GWCC is excited by the progress made in developing a general education assessment plan and implementing the first phase of a three-year rotating plan where outcomes inform approximately 50% of faculty who teach general education courses.

Through the work of GLO, the institution has developed a systematic plan for assessing the fourth-level of ILOs. Through curriculum mapping from courses to ILOs completed by faculty and instructors, GWCC has a thorough picture of where, when, and how students are introduced to, receive reinforcement of, and master such knowledge and skills over their programs of study. The internal BEAM site is used to collect and share outcomes from disciplines and service areas at the college to promote continued discussion around improvement as a result of assessment. The use of BEAM by faculty, adjunct, and staff members has been slow to catch on. However, when discussed, the need for BEAM was determined by employees to be a desired type of electronic shared board. Encouraging faculty and staff to post assessment findings (especially those related to ILOs) will continue to be a focus of the GLO Committee, although the place where the information is shared will likely change to SPOL upon full implementation.

GWCC has implemented an intentional plan by which co-curricular areas of the college participate in assessment of PLOs. Summer of assessment was launched in 2018 where program leads had an assessment coach from the GLO Committee who assisted them by providing an outsider’s perspective to that program area. With additional support from the program lead’s supervisor, PLOs have been defined, assessed, tracked, and improved upon based on data and information gathered throughout the assessment cycle. For example, in spring 2019, the career center assessed one of their PLOs that aligns with GWCC ILO number one: Effective Communication. While the outcomes were
generally positive, the team identified two opportunities for improvement that they expect will make the experience more clear. Service learning has identified PLOs and developed an assessment plan for their outcomes and assesses the program via an annual end-of-year grant report and through individual projects. One of the most recent service learning projects included some of GWCC athletes who participated in a one-day volunteer excursion (as part of an alternative spring break program). The assessment asked students to reflect on their level of personal responsibility upon participating in one of three nature-related events. Results showed that students’ sense of personal responsibility did increase upon participation. However, the leaders of the evaluation identified several ways in which they could improve the experience for students as a result of the full assessment cycle.

Finally, the GWCC Athletic Program has engaged in PLO planning and assessment. The athletic director has worked with GWCC IE to test SPOL as a place to upload assessment data that can be exported as a report. In fact, the experience was so positive for the athletic director, he was highlighted in one of the GWCC data videos. The athletic director is now working with his coaching staff to continue assessing elements of their program, leading to positive changes in outcomes.

Feedback from the HLC Assessment Academy coaches was overwhelmingly positive with respect to the PLO work completed across academic and co-curricular programs. In June 2019, GWCC sent a team of five people to the HLC Assessment Academy wrap-up session and developed a continuation plan to ensure the college can support all programs in this work. Upon further review, it was determined that some GWCC faculty and instructors are not ready to complete the assessment loop on their own. For those who still need support, the GLO Committee will continue to lead assessment efforts to ensure a consistent culture of assessment is achieved at GWCC.


Over the past several years, the GLO Committee has provided professional development to faculty, instructors, and staff on best practices in assessment for student learning culminating in the development of a GWCC Assessment Handbook (detailed in 4.B.1.). This handbook serves as a guide for all instructional and co-curricular areas expected to participate in ongoing assessment. The GLO Committee, in concert with the VPSA and department leaders, determined which co-curricular areas would be included in this work. There are 14 co-curricular areas. Four are linked to academic support functions including honors program, learning center, library, and service learning. The other 10 come from student affairs and include academic advising, admissions, athletics, career services, early alert, early outreach programs, financial aid, recruitment, student life, and veterans services. All of these areas provide students an opportunity for interaction at a transformational level, not only as a transaction. This was the primary factor for determining inclusion in assessment practices.

Assessment participation rates vary by program. Some programs are further along than others by way of closing the assessment loop (reporting assessment outcomes, analyzing data, and making changes based on findings). After 2018-2019, approximately 50% of the PTE areas (15 out of 30) had defined PLOs and developed assessment plans. Approximately 66% of those with plans (10 out of 15) completed the entire assessment cycle. All of the liberal arts areas (4 out of 4) are engaged in PLO assessment, as these classes are either required or serve as electives on a transferable degree. Representative faculty from these four liberal arts division (general education areas) are working as one large group. They have identified six PLOs for the AA and AS (transfer) degrees with plans to assess two PLOs each per year on a three-year cycle. Also, 100% of the T&T programs have PLOs identified (24 programs) where all programs have assessment plans in various stages of development. It is expected that by October 2020, all PTE and T&T programs will have completed the first
assessment cycle.

In order to better track overall progress across all academic and co-curricular programs, IE developed a color coded assessment scorecard to track progress across seven different assessment tasks. It was shared at the GLO Committee in August 2019. Many faculty and instructors stated how much they liked knowing which programs have completed which tasks along the assessment cycle. Faculty and instructors characterized the scorecard as a way to hold them accountable.

GWCC is proud of the work of faculty, instructors, and staff, yet realizes there is still work to do. The GLO Committee and assessment coordinator will continue to provide individualized support to such programs in order to allow those that are further ahead to continue to make good progress. Similarly, co-curricular assessment work is relatively new and will continue to be supported by the GLO Committee and assessment coordinator for the foreseeable future. In the spirit of true assessment, beginning in fall 2019, the GLO Committee designed a new structure and agenda for bi-weekly meetings in addition to implementing a sub-committee structure for addressing the core work more effectively than last year’s structure. Again, feedback from the HLC Assessment Academy experience supported the efforts and work completed within a five-year time period.

Another area in which GWCC is particularly proud is the intentional effort to include adjunct faculty in formal assessment work. Since 2016, GWCC has hosted an annual Adjunct Assessment Academy where up to 20 adjunct faculty from diverse content areas participate in a six-month academy focused on providing support to assess ILOs within the courses they teach. Selected adjunct attend professional development sessions that meet three times for two-hours hosted by two residential faculty from the GLO Committee. Adjunct faculty learn about GWCC ILO assessment efforts and learn from other faculty who have completed this type of work. During the fall semester experience, adjunct faculty determine how they will execute planned assessment work the following spring. Then, during GLO Day (and other opportunities that arise) adjuncts who participated in the academy share assessment work with peers. Adjunct faculty are provided a stipend as a token of appreciation for completion of academy expectations and deliverables. Any interested adjunct faculty are invited to participate in divisional PLO assessment work as schedules and availability allows. Finally, as a testament to GWCC’s dedication to including adjunct faculty in assessment work, the Adjunct Assessment Academy was honored in two ways. First, the program was identified by HLC scholar, Susan Hatfield, as an exemplary program. GWCC shared the Adjunct Assessment Academy at the midpoint session of the academy and at the HLC annual meeting in April 2018. Second, the program was selected as the recipient of the MCCCD Innovation of the Year Award in 2019. The team was honored at a reception hosted by the Chancellor and select MCCCD Governing Board members.

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- AO_GW BEAM Assessment Website frontpage
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- AO_GW Curriculum Maps in Google Sheets Combined
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- EV_2018-2019 MCCCD Innovation of the Year
- IR_2015-2018 GW Biology Course Success Rates
- IR_2019 GW Data Summit PowerPoint Deck
- IR_2019 GW Data Summit PowerPoint Deck (page number 45)
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- OD_GW Assessment Coordinator job description
- SO_2014 GW HLC Assessment Academy Application
- SO_2016-2017 GW College Algebra Common Test Combined
- SO_2017 GW BEAM Blog Posts Combined
- SO_2017-2019 GW STAR program results combined
- SO_2018 GW General Education Early Assessment Plan
- SO_2018 GW Summer of Assessment PLO creation multiple depts
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- SO_2018 GW Summer of Assessment Stu Svcs _ Learning Support PLO COACHES
- SO_2018-2019 GW Athletics SPOL Report
- SO_2018-2019 GW Co-Curricular Learning Outcomes PLO Examples Combined
- SO_2018-2019 GW Curriculum Maps New Format Combined
- SO_2018-2019 GW General Education Assessment Plan Combined
- SO_2018-2019 GW General Education Assessment Plan Combined (page number 2)
- SO_2018-2019 GW General Education Assessment Plan Combined (page number 5)
- SO_2018-2019 GW General Education Assessment Plan Combined (page number 6)
- SO_2018-2019 GW Programmatic Assessment Scorecard Combined
- SO_2018-2019 GW Programmatic Assessment Scorecard Combined (page number 3)
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- SO_2018-2019 GW PTE and TTT PLO Assessment SPOL Reports Combined
- SO_2018-2019 GW Service Learning Assessment Plan
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- SO_2018-2019 GW SLCE Alternative Spring Break Combined
- SO_2019 GW General Education Assessment Results Presentation
- SO_2019 GW General Education Assessment Results Presentation (page number 20)
- SO_2019 GW HLC Assessment Academy Final Results Report
- SO_2019 GW HLC Assessment Academy Final Results Report (page number 3)
- SO_2019 GW HLC Assessment Academy Final Results Report (page number 5)
- SO_GW Analysis of Common Math Final
- SO_GW Career Services Program Level Outcome assessment results
- SO_GW Gateway Learning Outcomes (GLO) - Home
- SO_GW ILO Assessment at Classroom Level Combined
- SO_GW Institutional Learning Outcomes rubrics combined
- SO_GW Summer of Assessment Final HLC Presentation
- TR_2016-2019 GW Adjunct Assessment Academy Advertisements and Participants Combined
- TR_2016-2019 GW Adjunct Assessment Academy Examples Combined
- TR_2018 GW Adjunct ILO Pilot Initiative Summary
4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

MCCCD and GWCC define student retention two ways: fall-to-spring re-enrollment (one-term retention) and fall-to-fall continuous re-enrollment (one-year retention). GWCC does not use the term “persistence” as a key performance metric although it is recognized that peers across the country may use this term to denote fall-to-spring re-enrollment. Finally, GWCC defines student completion as the act of completing all requirements leading to a CCL or degree (AA/AS/AAS/ABUS/AAEE). Unique to GWCC, clock-hour students can also earn a Certificate of Competency (CCT) in one of 28 different T&TT programs which is the terminal completion for clock-hour programs. Completion is tracked as “on-time” when a student completes within 150% of on-time (two years for full-time students) and within 300% of on-time for both credit and clock-hour students.

4.C.1.

GWCC has identified college-wide goals for student retention (fall-to-spring and fall-to-fall) and completion at the aggregate level through the annual operational planning process. During the goal-setting process, GWCC's most recent rates are reviewed in comparison to all MCCCD data and national benchmark data that inform the discussion and decisions made each year by GOT. Goals for clock-hour programs have not historically been set at the institutional level because of challenges in obtaining reliable clock-hour data. In 2018, GWCC IE began to develop an internal system by which they could pull some clock-hour data for enrollment tracking purposes. GWCC has made a request to MCCCD to help build a data system that can track clock-hour variables with accuracy.

The operational goals for 2018-2019 initially included increasing retention by 10% year-over-year. During the goal development stage of this process, members of GOT determined this goal was too ambitious and instead decided that increasing retention by 4% year-over-year was more realistic. Given GWCC's retention rates are considerably lower than MCCCD and the national two-year...
college level, increasing retention by 4% is ambitious yet attainable and achievement of this goal will get GWCC more aligned with outcomes across the MCCCD.

Some annual goals are also defined at the program level and may be dictated by an external accrediting body to which a program reports. For example, the respiratory care program director sets student retention and completion goals at a threshold of at least 70% year to year retention and 70% completion. In addition, student program satisfaction and certification pass rates are set at an 80% threshold. These rates are aligned with those set by the Commission on Accreditation for Respiratory Care (CoARC). From 2015-2018, all thresholds were met or surpassed except for one in 2018 (on time completion). The program director has addressed this anomaly in her report. Similarly, diagnostic medical imaging has set student completion goals at a threshold of 65% based on their accrediting body, the Joint Review Committee on Education in Radiologic Technology. In 2017, GWCC Medical Radiography students completed at 81% on time, far-exceeding the accreditation threshold. In both cases, these programs set high standards for retention and completion as compared to aggregate student outcomes. However, students meet or exceed these goals annually, making them both ambitious and attainable for the specific fields.

4.C.2.

Annual key performance metrics including student retention and completion are tracked and evaluated by GOT. IE has developed “dashboard” metrics using Tableau that make performance data accessible to any college employee via their login and password. Employees have access to “self-service” dashboards that provide access to key data aimed at supporting institutional decision-making and continuous quality improvement. There are several standard indicator dashboards which allow custom filtering to tailor the information for the end user. There also exists a shared service model implemented among the MCCCD IE and the 10 colleges where assistance with some data collection and tracking is provided by the district.

From fall 2013 to fall 2017, 64% to 66% of GWCC students have been retained from fall-to-spring where 42% to 47% have been retained from fall-to-fall. This is a 2% increase or more over four years which is less than the stated goal (4% year-over-year). However, student retention is trending in the desired direction which is generally positive. On the Tableau dashboard, data is disaggregated by several variables including credit load, age, status, class level, race or ethnicity, gender, first generation status, and PELL recipient which allows for rich discussion and analyses of subsets of students based on similar profiles.

Additionally, GWCC has participated in the National Community College Benchmarking Project (NCCBP) since 2007. Over the past four years, several of the 18 tracking indicators have significantly increased. GWCC will continue to discuss these metrics and put effort toward positive change. In fact, new in fall 2019, was a data symposium hosted by IE leaders in conjunction with select faculty and staff. During this symposium, the college heard from faculty and staff who have implemented an assessment regarding a course, program, or initiative that informed follow up action. GWCC expects this to be an annual event that engages the greater college community in a meaningful way focusing on closing the loop on the assessment cycle (plan, assess, analyze, and improve).

As a Hispanic Serving Institution (HSI), it is important for GWCC to disaggregate retention and completion data by race or ethnicity to track how Hispanic students perform compared to other non-Hispanic students. From fall 2015 to fall 2017, fall to spring retention rates for Hispanic students remained relatively stable for both full-time and part-time students at 82% and 62% respectively.
These data indicate Hispanic students perform about the same as all students (aggregated) and are retained at a slightly lower percentage than white students (87% and 60%) and slightly higher than black students (76% and 57%). The same proportionate performance level holds true for fall-to-spring retention. When analyzing course completion data (grades earned of A, B, or C) by race or ethnicity, full-time Hispanic students perform slightly lower than white and Asian students but slightly higher than black and American Indian students. Part-time Hispanic students outperform black students but not American Indian students; however, both white and Asian part-time students perform best. The college recognizes that analyzing student success data more regularly is critical to our mission. GOT includes quarterly review of this data on their annual calendar.

Further, through the program review process, each program must include analysis of key student performance indicators including retention and completion data by course and program as appropriate. As can be seen from the program review prepared by the Arts, Humanities, Social and Behavioral Sciences division, faculty reported on data relevant to courses and programs offered. In addition, the program review completed for the ABUS (transfer) degree program also highlights data and some analysis. Also, the GateWay Learning Center (GWLC) worked with IE to design and execute an effectiveness study which showed positive results for course success in English and the sciences when students visited the GWLC more than five times in a semester. The results were inconclusive for math course performance based on the number of visits. Finally, through the current Title V Stay on TRaC Grant, each work unit responsible for any set of objectives within the grant perform quarterly data analysis and report on the outcomes at the work group monthly meetings. Grant employees constantly tweak what they do in order to increase student success connected to the grant. For example, the success of the STAR program resulted in adding more sections and courses.

After students complete accredited programs, students are eligible to take certification or licensure examinations that also track students’ pass rates (a proxy of program completion). GWCC nursing students have high first-time pass rates for the National Council Licensure Examine. In 2018, registered nursing students passed at a rate of 96% (up from 92% the previous year). Faculty from the nursing division review this information annually and make changes to teaching practices based on students’ pass rates.

Additionally, programs with advisory councils engage council members in annual review of program and student outcome data. PSG program advisory council most recently met in May 2019 where student performance data was shared and discussed in detail. Student enrollment, completion, and job placements were key discussion topics as advisory council members are highly vested in the outcome of GWCC students in the field upon completion. The program director for PSG obtains a high response rate (66% to 100% depending on the year) from student completers once they enter the workforce. It appears all former students who respond are working in the field at the time of the survey.

A factor that impacts student retention and completion is performance in individual courses. In 2018 IE worked with the dean of liberal arts, learning support, and associated faculty to draft a data report that focused on one “gateway” general education course (highly enrolled by first-year students). The initial report was compiled with biology faculty at a meeting where they helped to design the report to meet department needs. A similar data brief was designed for chemistry faculty. In fall of 2019, faculty will be addressing what they can do to improve student outcomes in chemistry classes with the lowest success rates. There are three other data briefs in various stages of design: English, reading, and math. Biology faculty link information from this initial report to assessment of student learning outcomes from the same courses. Ultimately, faculty will be making changes in pedagogy
and assessment activities to address the courses where students have less than 70% success rates (earned grades of A, B, or C). As detailed in 4.B.2., a biology faculty member referenced this data in a conversation with the VPAA at the beginning of fall 2019. It was noted that when considering the students who did not perform well in BIO160, 20% of the students had a Grade Point Average (GPA) of over 2.0 and many had a GPA of less than 1.0. Based on these findings, an additional supplemental instruction peer tutor has been added as a way to try to improve student success in BIO160.

4.C.3.

Generally speaking, GWCC knows faculty and staff use data to inform decisions to make improvements to courses, programs, and processes. However, there is not a universal way by which department and division employees codify and track what they have decided to change as a result of data analysis. In this vein, GWCC has purchased SPOL to assist with capturing the data, decisions, and improvements made across the college. SPOL will be used for operational planning, budget development, and assessment of student learning. Further, GOT has decided to implement the Four discipines of Execution (4DX) as the operational planning structure moving into 2020 in order to focus attention on one or two wildly important goals instead of 10-15, as historically done. Between 4DX and SPOL, GWCC anticipates a more focused and data-informed process moving forward that will help track and codify data analyses and actions leading to improvements for transparency and efficiency purposes.

GWCC uses student success information at the course, program, and institutional levels to make decisions that increase enrollment and improve retention and completion rates. Accredited programs must report this type of data including changes made to the program. For example, in respiratory care faculty use student success information to make decisions regarding admission practices, courses, clinical, and assessments. It was noted in the most recent CoARC report that while students were able to pass the certification examination above the threshold, the first-time pass rate was not at the level desired. Therefore, it was decided to add another exam in the last semester and incorporate patient scenarios in all semesters in an effort to increase the first-time pass rate. Also, a few years ago this program had both chemistry and mathematics courses listed as co-requisites to the program. However, faculty determined that students were not performing as well in the program and decided to move chemistry and mathematics out of the program sequence and now are prerequisites. Since then, student success indicators have increased in the respiratory care program. Similarly, the radiologic technology program shares outcome data with its advisory council each semester and makes changes that are warranted by the data and approved or desired by the industry partners serving on the advisory council.

As detailed in Criterion 1.A.2., GWCC was awarded a Department of Education Title V Grant in 2015 with the focus of helping students Stay on TRAC (Transfer, Retention and Completion) in order to decrease students’ time to complete and improve graduation rates. After the third-year, it was evident the impact some programs had on student retention and transfer. For example, students who participate in service learning have a 5%-7% higher fall-to-fall retention rate than students who do not participate in service learning. Additionally, there has been a significant increase in the number of faculty who include a service learning experience in classes resulting in more GWCC students engaging in this experience. Due to the overall success of service learning, the college has provided additional funding for this program to ensure the program continues even when the grant ends.

One additional success of this grant is the increase in 200-level course offerings to ensure GWCC
transfer students can take the courses they need for their intended major at GWCC. While anecdotal, the addition of higher-level math, science, and humanities courses has resulted in meeting students’ transfer goals. GWCC will continue to track this work to ensure that transfer students complete their degrees at GWCC and transfer successfully in their chosen fields of study.

In an attempt to improve enrollment, retention, and completion college-wide efforts that positively impact retention were recently discussed at GOT via an enrollment task force where efforts were vetted and scaled up where appropriate. An example of this occurred in spring 2019 when GWCC provided additional resources to two specialty programs (EXCEL and ACE) that have consistent high student retention and completion rates. Both programs were provided more funding so they can enroll more students into their high-touch, high-support programs. It is predicted that the expansion of these programs will increase the college’s overall retention by 0.50%.


GWCC processes and methodologies for collecting, analyzing, and reporting fall-to-spring and fall-to-fall retention and completion data follow best practices in accordance with higher education standards (IPEDS and NCCBP). GWCC IE office is adequately staffed with three full-time, experienced research professionals. Their effort leverages expertise throughout MCCCD through a variety of opportunities, including the MCCCD IE Council (an executive council that includes IE representatives from each of the 10 colleges), the MCCCD IE shared services model, and professional communities (Tableau users group, All IR council).

GWCC IE professionals utilize a variety of MCCCD resources to ensure valid and reliable reporting. First, MCCCD maintains data warehouse systems, Institutional Research Information System (IRIS), and IRIS Lite and MINT for IE professionals across MCCCD which ensure standardization and consistent reporting of data at various standard snapshots (beginning of term, census data, end of term). Secondly, the MCCCD IE Council created a task force to govern and standardize the definitions and methodologies that all 10 colleges use. IE professionals now have access to the “Data Cookbook” which established a data governance workflow and provides IE professionals and end users with standard technical and operational definitions. Finally, MCCCD IE compiles and reports IPEDS data, as required by the MCCCD, including GWCC. GWCC IE works closely with MCCCD IE professionals to ensure that data is reported accurately. Through this collaboration, GWCC IE professionals have opportunities to ensure consistency and reliability among standards at MCCCD and at GWCC.

GWCC IE has established a schedule that is posted to the “GateWay Analytics” webpage, which ensures that IE is systematically providing relevant and current data that meet the needs of our college constituents. Each semester, IE reviews the calendar and makes adjustments that better address the timely release of reports. GWCC IE provides the reports in a variety of formats, including visual, graphical, and tabular that meet the needs of various users. Information is disaggregated to provide a lens that is relevant to stakeholders by providing information at multiple levels (institutional, department, course, section). Through all of these practices, GWCC demonstrates its ongoing commitment to continuous quality improvement.

Sources

- AO_2016-2019 GW 200 Level classes funded by Title V
• SO_2018-2019 GW Chemistry Data Brief
• SO_2018-2019 GW SLCE 4th Year Report
• SO_2018-2019 GW SLCE 4th Year Report (page number 1)
• SO_2018-2019 GW SLCE 4th Year Report (page number 5)
**4.S - Criterion 4 - Summary**

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

**Summary**

GWCC provides high quality educational programs (including credit, non-credit, clock, and continuing education) at four distinct locations throughout Phoenix. One of GWCC's greatest strengths is the diverse career programs with external accreditation. These ensure the ability to meet industry workforce needs. GWCC has a robust program review process that includes approximately 25% of the college's overall programs annually. Improvements are needed in the area of supervision of both dual enrollment instructors and contingent workers (apprenticeship instructors). Plans are being developed to address these concerns.

GWCC students are supported by a variety of support services housed in academic and student affairs. These co-curricular programs have embraced assessment and are assisting in creating a culture of assessment throughout the college. Clock-hour program instructors have started the assessment journey, but there is still work to be done. Some programs have identified learning outcomes but have not yet developed and implemented assessment plans. The GLO Committee will continue to support faculty and instructors who teach in programs where the full assessment cycle is not yet completed.

GWCC has always had rich data sets that track and support the college's work. The institution is moving from being minimally data-informed to completely data-driven whereby all key decisions are based on the data at hand. One area of need is the ability to track students who have completed their education and move into the workforce or transfer. Work across the college in this area needs to be scaled up in order to capitalize on the benefit for students.

**Sources**

*There are no sources.*
5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

GateWay Community College (GWCC) has a sufficient resource base for current educational program offerings and plans for future challenges and opportunities that will further enhance the college as a high-quality educational institution. Human, fiscal, physical, and technological resources are allocated through priority driven processes and managed through well defined procedures.

5.A.1.

GWCC has sufficient resources and infrastructure to support operations designed to deliver programs in person, online, across six locations, and various partner sites.

Fiscal resources are allocated to GWCC from the Maricopa County Community College District (MCCCD) office. Revenue for MCCCD is generated from tuition and fees, property taxes, and other sources such as donations, grants, facility rentals, and general obligation bonds. The primary revenue source 62.4% is from property taxes. Property tax revenue consists of two levies. The primary levy supports annual operating expenses. The secondary levy pays off general obligation bond debt. Tax revenue for 2019-2020 is $17.3 million, which includes an increase to the primary levy by 1%, GWCC experienced an increase of $990,235.00.

In 2004, Maricopa county taxpayers approved a General Obligation Bond (GOB) to allow the district to sell bonds totaling $959,000,000 to replace outdated buildings, support facility renovation, update
information technology systems, and purchase new equipment to support occupational education programs. GWCC’s portion of the 2004 GOB was $92.2 million. As of June 30, 2019, GWCC and MCCCD have exhausted the majority of the funds generated from the 2004 GOB. Major projects completed with these funds included a remodel of the Maricopa Skill Center (currently GateWay-Central City), update of the college central plant, purchase and upgrade of Information Technology equipment across all locations, and the construction of the Integrated Education Building (IEB). A certified Leed Gold building, the IEB integrates mediated classrooms with life and physical science labs, a campus library, learning center, one-stop-shop for student services, and a multipurpose classroom for performing arts and large events serving the college, MCCCD, and community. In 2018, MCCCD contracted with Sightlines, LLC to complete an in-depth facility analysis to identify the deferred and preventative maintenance items that are needed. An outcome of this project was a framework for allocation of funds to support the deferred and preventative maintenance at all MCCCD colleges. GWCC is currently using the report to identify priorities.

The MCCCD general fund budget for Fiscal Year (FY) 2019-2020 was approximately $749 million. GWCC allocation for FY 2019-2020 was $37.4 million. These allocations are relatively stable as the current district funding model is designed to support existing operations with adjustments to the annual allocation for changes in Full-Time Student Equivalent (FTSE). The current allocation is based on a rate of $2130 per FTSE. The college identifies resources in a three-year plan to offset negative fluctuations in FTSE. General fund budget supports general college operations including salaries, benefits, supplies, improvements, and equipment.

As part of the MCCCD, GWCC operations are supported by district-wide systems including Financial Management System (FMS), Human Capital Management (HCM), and Student Information System all delivered through a PeopleSoft platform. A February 2018 upgrade to HCM resulted in over and underpayments to faculty. A reconciliation team consisting of five HR and Business Services employees was created in Human Resources (HR) to review and recalculate faculty assignments. Many discrepancies were resolved within the next six months. Underpayments to faculty were sent to payroll every two weeks. The reconciliation and payroll teams worked with each faculty to structure repayments in the case of over payments. Between November 2018 and January 2019, significant system changes were implemented including full integration between SIS and HCM correcting system errors. The number of discrepancies in pay decreased. MCCCD contracted consultants to continue system improvements.

GWCC sustains HR and an infrastructure sufficient to support operations to deliver programs. The organization structure is divided into five major units: academic affairs, student affairs, administrative services, institutional effectiveness and planning, and external affairs/workforce strategies. Each of the units falls within the purview of an executive level leader, vice president, associate vice president, or executive director and reports to the college president. The principal to the GateWay Early College High School, a comprehensive charter high school, also reports to the president. Each unit contains a structure supporting the specific operations of the unit with a sufficient number and level of deans, directors, managers, and staff. For pay period ending August 30, 2019, GWCC had 339 full-time employees.

GWCC recognizes there are issues with the hiring process. Primarily, the length of time it takes to hire someone appears to be much longer than it should be. At GWCC, it takes an average of 67 days for time-to-hire compared to MCCCD average of 48 days or other industry standards such as Jobvite and Glassdoor. Some of the processes are controlled by the MCCCD HR Department and therefore are out of GWCC's control. GWCC is in the process of identifying what can be controlled at the
college level and attempting to improve the service and process.

Faculty and instructors are primarily responsible for the delivery of instruction at all locations. They are supported by administrative support specialists and provided leadership by faculty chairs, program directors/managers, and deans. Faculty vacancies are considered for replacement or reallocation through a process facilitated by the Faculty Staffing Advisory Committee and driven by programmatic needs. Institutional Effectiveness (IE) provides the Faculty Staffing Advisory Committee with an annual faculty staffing report. This report provides the committee with trend data for all credit academic programs and is used to inform decisions related to faculty vacancy replacement or reallocation. Replacement for instructors follows the process for all staff replacements.

In the 2017-2018 academic year, staff replacements were taken into consideration through a process facilitated by the Financial and Operational Oversight Team (FOOT). Requests were reviewed based on programmatic and operational needs. FOOT would make recommendations to the GWCC Executive Team which was referred to as (GET) at that time. While an inclusive process, it proved to be cumbersome and time intensive creating a barrier to filling vacant positions in a timely manner. In the fall of 2018, FOOT was removed from the process. Requests to fill vacancies are brought to the executive team by one of the members. Final decisions for replacement or reallocation fall within the purview of the college president. Requests for new faculty, instructors, and staff can be made through the annual budget development process.

GWCC sustains sufficient resources and infrastructure to operate and deliver programs at four primary locations: Washington, Central City, Deer Valley, and Southwest Skill Center. The college has 15 approved offsite locations where academic programming is offered; the majority of the locations align with apprenticeship partnership programs. In partnership with the Osborn School District, from fall of 2016 through summer of 2019, GWCC provided services through a children’s learning center location at the Montecito Community School. The partnership dissolved in June of 2019 due to lack of need. Identification of facility improvements and additions occurs through a variety of venues including the GWCC Master Planning Committee, operational planning process, and requests through supervisors.

GWCC Master Planning Committee consists of faculty and staff across college departments and locations and focuses on long-range planning and short-range implementation of space needs. This team is currently not meeting as the college develops the GWCC Academic Master Plan (AMP). Previously, GWCC did not have an AMP for the Master Planning Committee to use as a guide for decision-making. The GWCC AMP is scheduled to be completed in the fall of 2019. At that time, the Master Planning Committee will reconvene, review, and adjust its purpose and start its work guided by the AMP.

GWCC sustains sufficient resources and infrastructure to support the technological needs of the institution. The Strategic Technology Plan 2016-2021, developed by the GateWay Investment Future Technology (GIFT) Committee, provides guidance to the college regarding replacement and upgrading of technology across all locations. In this past year, a gap was identified in the plan as it pertains to replacement and upgrading of technology in support service areas. The adjustment was made to assure a strong infrastructure that supports both the delivery of academic and support services.

Employees required to work across multiple locations are provided with laptops as their primary computer to assure ability to work at any location. While this is primarily for employees that serve in
managerial or supervisory roles, all employees are afforded this option if their work necessitates it.

5.A.2.

GWCC implements shared governance and annual processes to assure allocation of resources support the mission and strategic direction of the institution.

The Financial Advisory Team (FAT), comprised of faculty and staff across departments and locations, serves to develop a three-year fiscal outlook to include guidance in the allocation of resources based on FTSE and revenue fluctuation. In accordance with this outlook, FAT provides a funding philosophy to initiate the operational planning and budget development annual process. The funding philosophy provides the institution with a percentage of the base budget that will be available for allocation to programs and areas of need. The last three budget development cycles included reallocation of 25% (FY 2017-2018), 15% (FY 2018-2019), and 5% (FY 2019-2020).

Operational planning is the first step for budget managers. These plans must align with the GWCC Strategic Plan and Institutional Priorities. Requests for additional funds to support the operational plans are made through a budget request. All operational and capital budget requests are reviewed by FOOT. Technology budget requests are reviewed by GIFT to assure alignment with the strategic technology plan. Recommendations in rank order are provided to the GateWay Executive Team (GET) for final approval of allocations. Given consistent decline in enrollment over the last few years, reallocation dollars resulting from the funding philosophy have been used to fund requests deemed highest priority to attain the goals noted in the strategic plan and institutional priorities. This philosophy has also allowed GWCC to have a better understanding of the core needs of areas across the college.

To ensure needs are being met at all locations; the four primary GWCC locations are allocated an operations budget. GWCC has two new locations opening in the near future. GWCC at 18th Street, tentatively scheduled to open in February 2020, will deliver several health care (credit and clock-hour) nursing programs. In June of 2020, the Healthcare United GateWay (HUG) Clinic will be relocated from the Washington Campus to 18th Street. Additionally, GWCC is the lead on the development of a Makerspace in downtown Phoenix that will serve all MCCCD colleges. The Makerspace is scheduled to open in June of 2020. GWCC has 15 off-site locations. Contractual agreements outline the fiscal responsibilities of these partnerships.

5.A.3.

The goals aligned with the GWCC mission are realistic given the college’s organization, resources, and opportunities. Funding is allocated to support activities and efforts to attain these goals. The college mission was developed through a college-wide process focused on developing a shared vision, mission, values, and strategic direction. The mission clearly states why GWCC exists and six key strategic goals provide a plan for the college to accomplish this. These goals drive the GWCC operational planning and budget development processes. Strategies to accomplish each goal are defined and metrics for measurement assist to identify need for additional resources.

Strategic Goal #1 is the goal of “Access.” Given the nature of GWCC programs, the college strives to provide learning opportunities across various occupational and transfer programs in the immediate service area and throughout Maricopa County. In addition to providing access to education, strong partnerships with state universities, business, and industry provide students with access to continuing education and entry into the workforce. GWCC has strong partnerships with local high school
districts and provides access to general education courses and occupational programs through dual enrollment. As part of MCCCD, GWCC provides courses satisfying the Arizona General Education Curriculum (AGEC); creating a pathway to transfer. GWCC measures progress of this goal by tracking FTSE, percent of students making satisfactory academic progress, enrollment of underrepresented populations, and several items for the Noel-Levitz Student Satisfaction Inventory (SSI).

Strategic Goal #2 is the goal of “Learning.” Core to the college mission, GWCC strives to promote and support opportunities for learning and development. GWCC provides placement testing and Gecko Gear Up (GGU), an onboarding experience, New Student Orientation (NSO), and advisement. Effective fall 2017, transfer degree seeking students new to college are required to attend NSO, GGU, and advisement. GWCC expanded this requirement to new students seeking any degree, transfer, or occupational in spring 2019. Clock-hour programs incorporate an essential skills class (ESP110) to assure students receive appropriate on-boarding to their training program. Effective July 1, 2019, the essential skills curriculum will be incorporated within the content courses of the clock-hour programs.

GWCC All Employee Meeting and Day of Learning provides professional development opportunities focused on the student experience. Under the leadership of the GateWay Learning Outcomes (GLO) Committee, assessment of learning occurs at the course, program, and institutional level. More details regarding GLO assessment are in Criterion 4.B.2. Creation of the GWCC Service Learning and Civic Engagement (SLCE) Department has resulted in a significant increase in student engagement outside of the classroom. GWCC measures progress of this goal by tracking employees participating in professional development, retention, percent of students making satisfactory academic progress, and success in college level courses.

Strategic Goal #3 is the goal of “Success.” Students come to GWCC for a variety of reasons thus making the goal of “Success” our greatest and broadest challenge. For the purpose of this goal, success ranges from a single course completion through program completion, transfer, or entry into the workforce. In the 2008-2009 academic year, MCCCD initiated iStartSmart, a student success initiative mandating various experiences designed to support the success of students. These experiences include course placement assessment, academic advising, and NSO. In addition to GGU, NSO, and advisement, GWCC offers a student success course, Strategies for College Success (CPD150). As part of iStartSmart, students placing into one or more pre-college level courses were required to take CPD150. The course is open for all students to take. Students enrolled in clock-hour programs are required to take Tools for Industry Success (ESP110), a student success experience focused on onboarding students in the trade and technical programs. No Opportunity Wasted is a retention effort for students no longer eligible for financial aid as they do not meet satisfactory academic progress. The students are assigned an academic advisor and counselor and provided a scholarship to assist with tuition. Early Alert System is another way GWCC supports student success. This early intervention program (faculty and instructors submit names of students they have identified) helps support students struggling with personal or academic concerns that might otherwise hinder student success. GWCC measures progress of this goal by tracking student degrees and certificates awarded, successful completion of the AGEC, transfer rate, graduation rate, and licensure or industry-recognized credential earned. Advancement with MCCCD Transformation efforts are supporting the ongoing mandatory student success experiences.

Strategic Goal #4 is the goal of “Community Engagement.” As the community’s college, GWCC strives to enhance civic, social, and cultural engagement opportunities for students and community
members. As part of the current Title V Grant, GWCC has developed and institutionalized the SLCE department. GWCC measures progress of this goal by tracking the number of programs, events, and activities open to the community, the number of activities held on campus that address political or global subjects, number of students participating in service learning opportunities, and several items on the Community College Survey of Student Engagement (CCSSE).

Strategic Goal #5 is the goal of “Entrepreneurialism.” GWCC strives to expand and leverage resources that enhance the college’s impact in the community through economic and workforce development. Accomplishments in alignment with identified key strategies include the development of a community education program in fall 2018, partnership with City of Surprise to provide training and educational programming in water technology and occupational health and safety, continued growth of the GateWay Center for Entrepreneurial Innovation (CFI), and initial work on development of a MakerSpace scheduled to open June 2020. GWCC measures progress on this goal by tracking enrollment in workforce development, fastest growing or emerging occupations in Maricopa County, public and private grants awarded, new and continuing partnerships, revenue generating programs, and entrepreneurial courses or programs.

Strategic Goal #6 is the goal of “Stewardship.” GWCC strives to leverage, grow, and utilize resources to ensure student success, responsible stewardship, and sustainability. In FY 2017-2018, GWCC initiated a revised program review process with a focus on alignment to other assessment and process improvement activities at the college such as operational planning, learning outcomes assessment, and accreditation. As detailed in section 5.A.2., GWCC develops an annual budget philosophy that leverages existing resources to allocate to areas of greatest need. The college’s signature fundraiser, Runway to Success, is currently in its third year and provides fiscal resources focused on programming supporting student success. Additionally, GWCC Learn More/Live Better - changed to GateWay Gives in 2015 - supports student scholarships and support programs. This annual campaign raised approximately $20,000 per year. The current Title V Grant includes an objective to create and sustain an endowment fund that is matched by the grant. Runway to Success has been identified as the key fundraiser to support the endowment. GWCC measures progress of this goal by tracking monetary contributions and awards from public and private donations and grant awards.

5.A.4.

GWCC staff and faculty are qualified and appropriately trained. Procedures and standards for hiring of all employees are set by MCCCD HR. In February 2018, the MCCCD Governing Board recommended and approved a district-wide classification and compensation structure for non-faculty employees. This resulted in a finite set of well-defined positions according to broader definitions. MCCCD moved from an internally focused, step-based compensation system to one based on the external job market. Positions are now compensated based on salary ranges developed by utilizing fair market value for similar positions in the greater metropolitan area. Salary placement for new employees is based on an evaluation of budget, internal equity, education, experience, and job preparedness.

The implementation of the new class and compensation structure has presented some challenges related to salary equity. During the second quarter of 2019 a salary equity review focused on employees who fell below the midpoint salary range. These employees’ salaries were evaluated to ensure an employee’s salary was within equitable range among internal peers. The board authorized $2.8 million in the 2020 fiscal year budget to address any inequities in gender or ethnicity and for those who were at the lowest end of the salary scale. Approximately 30% of MCCCD employees were
identified as needing a pay adjustment.

**Faculty qualifications** are in alignment with the Higher Learning Commission (HLC) Assumed Practice B.2.A. This includes residential and adjunct faculty. Dual enrollment instructors teaching college-level courses satisfy minimum qualifications prior to the current HLC Assumed Practice B.2.A., per agreement with HLC until September 2022. At that time, dual enrollment instructors teaching college level courses will be required to meet the qualifications stated in the current HLC Assumed Practice B.2.A.

The hiring process is initiated by the development of a search plan by the hiring manager with guidance from GWCC HR. **Key steps** in the process include convening a search team, screening of applicants, interviewing, and recommendation of preferred candidate to MCCCD HR. Micro-teaching is required for all faculty hiring positions. Finalization of the hiring process is conducted by MCCCD HR, in collaboration with GWCC HR.

All new employees attend a **MCCCD orientation**. In addition, new employees at GWCC attend a **cultural orientation** focused on GWCC history, structure, processes, and workplace expectations. **Onboarding** experiences vary between staff and faculty. Staff engage in onboarding activities guided by their immediate supervisor. Effective fall 2019, GWCC adopted **standards of excellence** to support our character in action efforts guiding GWCC to be the first Community College of Well-Being. The standards of excellence are a set of expectations guiding our actions with each other, our students, and our community.

All new employees are subject to probationary periods. Probationary periods vary between staff and faculty. During probationary periods, new employees are required to attend experiences or training such as the **Faculty First Year Experience** and **New People Leader training**. Training on MCCCD processes and systems are provided as deemed necessary for each position. Annual **performance reviews** are conducted with **identification of performance improvement goals** as an expected outcome. Implementation of HCM, the MCCCD online HR management system, has resulted in some delay of regular and consistent performance evaluations. Managers at GWCC are using **different assessment tools** to conduct performance evaluations.

Ongoing professional development and training, mandated and optional, is provided to all employees through the **Employee Learn Center**. Additionally, MCCCD employees have access to **funds for professional development and/or training opportunities**. The amount typically covers at least one conference or training and varies per employee group and year. Limited funding is also available to adjunct faculty.

GWCC has a **Center for Teaching, Learning, and Employee Development (CTLED)**. This department is staffed with a director and four staff members. Along with HR and the business services department, the CTLED implements a **business partner model** to provide service to all areas and locations of the college.

5.A.5.

As part of MCCCD, GWCC follows protocols and processes established at the MCCCD level. The **district budget cycle** calendar is determined by district and communicated to college leadership. MCCCD posts public notifications regarding budget development and approval per **state statutory requirements**. GWCC, along with the other nine MCCCD colleges and the district office, submit budgets to the Chief Operating Officer, who **leads a process** to finalize the budget for the district.
Oversight of the GWCC budget falls within the purview of the Vice President of Administrative Services (VPAS). As detailed in 5.A.2., GWCC engages in an annual budget development process. The budget process is initiated in August and results in a budget submitted to the MCCCD in March. Budget managers monitor expenses and balances through the MCCCD FMS and customized reports through Gecko Portal, the GWCC intranet. Effective fall 2018, budget managers are asked to review quarterly reports and account for over-spending or under-spending of the current budget.

GWCC burn reports (reports estimating expenses and revenues) are updated every two weeks and reviewed monthly by the Vice President Administrative Services (VPAS). A focus is placed on monitoring salary/benefit expenses as it represent more than 82% of the budget. Extended locations are reviewed to compare expenses and revenue to budgeted amounts. Auxiliary accounts are monitored periodically to ensure accounts have funding necessary to meet needs. While burn reports have been available to all budget managers since July 2017, GWCC recognizes professional development is needed to support budget managers in the active monitoring of their budgets. Effective fall 2019, executive team members are including burn report review and monitoring during one-on-one and unit leadership meetings as appropriate.

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5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

The MCCCD Governing Board and GWCC administration work collaboratively to provide the leadership necessary for the college to fulfill its mission. Guided by MCCCD Governance Policies and Arizona Revised Statutes (A.R.S.), the board is knowledgeable and provides policy to engage constituents in shared governance.

In September of 2018, HLC received a complaint from the MCCCD Faculty Association that claimed MCCCD Governing Board refused to engage in collaborative practices and failed to follow established procedures, especially regarding public input and transparency, thus being out of compliance with Core Component 5.B. HLC summarized the claims in a letter to MCCCD Chancellor in October of 2018. After review of a response to the complaint submitted by MCCCD Chancellor, HLC determined that a special area focus would be included in GWCC HLC Comprehensive Evaluation. The special area of focus would assess if the new structures, put in place after the MCCCD Governing Board eliminated the faculty meet and confer process, comply with Core Component 5.B.

5.B.1.

The MCCCD Governing Board is knowledgeable about GWCC, provides oversight of the institution’s financial and academic policies and practices, and meets its legal and fiduciary responsibilities.

Discussed in detail under Criterion 2.C., the MCCCD Governing Board governs the MCCCD system under the policies and administrative regulations comprising Maricopa Governance and A.R.S. The Governing Board identifies outcomes to better serve the people of Maricopa County, students, private and public sector employers, universities, and primary and secondary schools. Within the context of these outcomes, the Governing Board makes itself knowledgeable about GWCC.

The MCCCD Governing Board conducts regular meetings twice a month on the second and fourth Tuesdays focused on providing oversight of district and college financial and academic policies. Pursuant to A.R.S. 38-4301.02, all notices and agendas of meetings of the MCCCD Governing Board are posted online and on the wall outside of the Governing Board Room located at the MCCCD
Support Services Center at 2411 West 14th Street, Tempe, AZ. On the third Tuesday of the month, the Governing Board meets to review that month’s proposed agenda and supporting materials; board members examine the documents and ask questions for clarification of the regular monthly meeting. On the fourth Tuesday of the month, the Governing Board conducts its regular monthly meeting.

A process defines a time frame for creating the meeting agendas. Governing Board members receive information in advance regarding agenda items. While some flexibility exists for the construction of the agenda, there are standing category items to assure time is allotted for relevant financial and academic policies, practices, requested action, and updates. Action items are organized by functional area (academic affairs, business services, human resources, etc.). Updates are regularly provided by students, faculty, and administration across the colleges. Additionally, the MCCCD Chancellor and Governing Board members also have the opportunity to provide updates on relevant activities. All college presidents, including GWCC's president and other members of the Chancellor’s Executive Council attend the Governing Board meetings. The meetings serve as a forum for presentations, discussions, and adoptions of proposed additions or changes to policies related to tuition and fees, curriculum modifications, construction projects, property tax increases, and budget. Governing Board meetings are video recorded and available for public viewing on the Governing Board website.

Pursuant to A.R.S. 15-1444, the Governing Board reviews and approves the district budget, which includes the GWCC budget annually in June. Expenditures and remaining budget are audited by the State of Arizona Attorney General at the end of the fiscal year.

The September 2018 complaint from the MCCCD Faculty Association, claimed the MCCCD Governing Board failed to understand the impact of board decisions on colleges and did not fulfill its fiduciary role. As part of the regular and ongoing training in May 2019, the Governing Board completed a training that included the importance of having principles or rules of engagement to ensure the board understands the impact of its decisions and a review of its duty of care, loyalty, and obedience noted in the Association of Governing Boards of Universities and Colleges 2015 statement on Fiduciary Duties of Governing Board Members. The Governing Board will continue to engage in regular training to ensure its deliberations reflect priorities to preserve and enhance the institution.

5.B.2.

Given GWCC is part of the MCCCD system, policies and procedures to engage internal constituencies – including the governing board, administration, faculty, staff, and students – in the institution’s governance occurs at the district and local college level.

For decades, the MCCCD Governing Board engaged in Collaborative Policy Development (CPD) with classified staff and meet and confer practices with faculty through a shared governance structure across the colleges and district office. The MCCCD Governing Board ended these practices in the resolutions dated September 18, 2017 (classified staff), regarding staff organization policies was followed by the resolution dated February 27, 2018 (faculty).

In April 2015, the Governing Board approved the collapsing of five non-faculty employee groups into one, classified staff, all within a single Staff Policy Manual. A district level constituency group, Classified Staff Council (CSC), was established to represent the interests of classified staff in district level decisions and policy development. In September of 2017, the Governing Board approved a resolution to remove the CPD process and dissolve CSC. In spring 2019, MCCCD administration contracted with Collaborative Brain Trust Consultancy to provide staff the support needed to reestablish some form of staff organization. In July 2019, the Employee Groups Organizing Council
had their initial meeting. This council is charged with making recommendations on the number and composition of employee groups, duties and responsibilities, and operational guidelines in accordance with the requirements set by the Governing Board.

The Faculty Executive Council (FEC), consists of college level faculty senate presidents and president-elects from each of the 10 MCCCD colleges, including GWCC. FEC serves as the primary constituency group to represent the interests of faculty in district level decisions and policy development. In February of 2018, the Governing Board approved a resolution to terminate the meet and confer as defined in the Residential Faculty Policy (RFP) Definitions 1.2, a collaborative process to revise and develop faculty policy and RFP 7.6, Interest Based Negation. In the same resolution, the current RFP was extended to October 2018 and the MCCCD Chancellor was charged with overseeing a new RFP manual.

The MCCCD Chancellor initiated a task force in March 2018 to develop a faculty policy development process and in January 2019, the Governing Board rescinded the resolutions, extended the current RFP to July 2020, and initiated the Faculty Administration Collaboration Team (FACT), reinstating the FEC as the official representative body for residential faculty and acknowledging the Adjunct Faculty Association’s role in shared governance. Originally, FACT was composed of two residential faculty members, two adjunct faculty members, two administrators (the Provost and a college president), and tasked with reviewing current residential and adjunct faculty agreements and practices with the perspective of improving student success. The team has now revised membership to include three administrators (two college presidents and a college Vice President of Academic Affairs (VPAA).

Importantly, the preamble of the January 22, 2019, resolution reiterated the Governing Board’s commitment to operating within the parameters set forth in its own policy governing the collective board and individual board member behavior.

At the college level, GWCC has a robust shared governance committee structure supported by a process that empowers decision-making at the appropriate level. The committee structure at GWCC exists to promote participative governance and collaborative management of specific college initiatives and processes. Faculty, students, staff, and administrators serve on committees in order to share ideas and opinions from a variety of perspectives. The identified structure is intended to align committees with the mission of the college and district. Each member of the college community can identify existing committees, recommend a new committee, and/or volunteer to serve on a committee.

There are four general committee categories. Task-forces are short-term in nature and convened to address a specific issue. Members are selected based on an expertise or function they serve which is related to the identified issue. Appointive committees are established by the college leadership to address an ongoing function within the organization. Members are appointed, by college leadership, based upon their role or function served within the organization. Volunteer committees are established to progress a long-term goal or initiative of the organization. Members can be appointed based on their role or function within the organization, as well as volunteer for vacant committee seats.

The final category consists of leadership teams defined by unit and level in the organization. Effective July 2015, GWCC President Gonzales led an effort to develop and implement a levels of leadership model to fully engage college-wide stakeholders in the decision-making process. GET, led by the college president, consisted of most of the president’s direct reports. This team makes final decisions on recommendations regarding budget, personnel, and institutional priorities. The
GateWay Operational Team (GOT) consisted of members of GET, deans, directors, faculty senate president, and the faculty chair of chairs. In addition to submitting recommendations to GET, this team made decisions on college-level operational activities. The GateWay Observe, Organize, and Deliver (GOOD) team was the largest with representation across all college areas and locations. This team provides feedback and input to inform GOT and GET in final decisions related to the operational and strategic direction of the college.

In June and July of 2019, the president led a process to review and appropriately revise the levels of leadership to assure the model was meeting the needs of the institution with appropriate shared governance. The review resulted in some changes to GET and GOT, with name changes to Executive Team and President’s Cabinet respectively. Charters were developed for non-leadership teams which included a purpose statement, objectives, expectations, and team composition. Vital to shared governance, bi-directional communication was emphasized in both charters. The decision was made to continue with GOOD unchanged at this time, leveraging this leadership team for the strategic planning process.

Committee charters, agendas, and meeting notes are posted on the college’s intranet site, Gecko Portal, under the “Committees” page. Most are open to all GWCC employees for viewing.

GWCC leadership engages fully with faculty in the shared governance process. The faculty senate exists at GWCC to serve as the exclusive representative of the GWCC faculty for the college administration in academic and professional matters and policy development. Faculty senate advise the college president on matters of importance to the college and faculty, promote communication, collaboration, and education among the faculty and between the faculty and other groups. They maintain and promote the standards and ideals of the profession, serve as the voice of the faculty in shared governance, select representatives to serve on administrative councils and on coordinating committees of the faculties of the college and district. Faculty senate also protect and preserve academic freedom, participate in the formation and implementation of educational policies for the college and the district, as well as provide an open forum for the free discussion of academic and professional issues. The faculty senate president and president-elect meet twice a month with the college president and VPAA to discuss college operations, institutional priorities, and issues.

The Student Activities Management Council serves as a communication link between students and the administration, voicing concerns and ideas relative to student success including academic, political, and community issues.

5.B.3.

Academic requirements, policies, and processes are set as a result of college and district collaboration and shared governance involving administration, faculty, staff, and students. As detailed in Criteria 3.A.1. and 4.A.4., the curriculum process is driven and owned by faculty at both the college and MCCCD levels.

Policies governing academic requirements are consistent across all MCCCD colleges and are found in the MCCCD Common Pages. Revisions to the academic requirements are addressed through Common Pages Committee and a district-wide committee comprised of faculty, staff, and administrators.

The GWCC Faculty Senate is responsible for the development of the college plan, a document developed by the college residential faculty and approved by the college president that describes, but
is not limited to the selection, evaluation, duties, and responsibilities of the department/division chair, and the duties and responsibilities of the occupational program director.

GWCC practices and procedures not mandated by district policy, result from the collaborative work of GWCC shared governance structure. The program review process was developed by a team of employees across all locations and employee groups and has just completed its first cycle. GLO has developed an assessment plan encompassing assessment of learning outcomes at the course, program, and institutional levels. The GWCC Operational Planning and Budget Development process is revised annually and engages every level of the college in the process. The Team for Improving Processes (TIP), comprised of cross-functional faculty and staff training in process mapping and lean methodologies, undertakes processes for improvement that are identified by the college community. Recent work by TIP developed plans to improve several processes (student scholarship selection process, healthcare programs safety and health background check process, student complaint process). The college recognizes the improved processes have not yet been fully implemented. TIP is currently developing new strategies for the accountability of implementation.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

GWCC strives to improve its system for integrating all constituent groups in planning for future challenges and opportunities. Planning is aligned with the mission and college and district level priorities. Planning includes linkage of college level processes for assessment of student learning, evaluation of operations, and budget development.

5.C.1.

GWCC implements an annual budget development process that is linked directly to its mission and priorities. Budget development occurs at the district and local (college) levels. Annually, the district provides an opportunity for system colleges, including GWCC, to request additional funds to support one-time expenditures, short-term expenditures, or permanent increases to the college general fund. The college must provide justification of alignment with MCCCD strategic directions and stated priorities. A similar process exists for the request of funds to purchase capital items.

Locally, GWCC implements an annual budget development process. Requests for new funds or reallocation must be aligned with the college strategic goals and institutional priorities. Requests are initiated at the budget manager level and vetted up through supervisors and unit leaders prior to being submitted to FOOT. FOOT reviews for alignment to strategic goals and institutional priorities, scores each request based on a rubric and submits a ranked list of recommended allocations to GET. GET makes the final decision related to budget allocations and shares with the college community via leadership meetings and the college intranet, Gecko Portal.

5.C.2.

GWCC continues to revise assessment, evaluation, planning, and budgeting processes to align. The major processes driving operational and strategic decisions include operational planning (annual), budget development (annual), assessment of learning outcomes (annual), and program review (every four years). Linkage of assessment of student learning and program review are detailed in Criteria 4.A. and 4.B. During fall of 2018, GWCC initiated a revised program review process. All credit instructional programs and service and support departments are required to complete program
reviews on a four-year cycle. Clock-hour programs complete reviews on a two-year cycle to ensure programs are responsive to industry needs. Instructional programs are provided enrollment trends and relevant workforce and economic development information through Economic Modeling Specialists Inc. (EMSI). Service and support programs collect user satisfaction data. All programs are asked to identify and assess current resources and effectiveness. The outcome of the program review is the identification of strengths and opportunities that inform goals for improvement. Operational plans in subsequent years are to align with the goals identified in the program review and inform budget development requests for subsequent years. Leadership reviews the program reviews to inform decision-making in setting priorities and allocating funds in the budget development process.

5.C.3.

Planning at GWCC is a comprehensive and inclusive process that considers internal and external constituents. All planning at GWCC is guided by the GWCC Strategic Plan 2016-2019. The college engages in a strategic planning process every three to five years. Periodic reviews are conducted by GOT consisting of the college president, vice presidents, deans, directors, and faculty leadership. This team tracks progress on the college level for operational goals, community and business needs, and district directions that might deem revisions to the strategic plan.

The annual operational planning process starts at the department or division level and flows up to the organizational level. All department and unit level operational plans inform the college level operational plan vetted by leadership groups including Strategic Academic Leadership Team (SALT), student affairs leadership, administrative services council, GOT, and GOOD. Plans are published on the college intranet, Gecko Portal, for all employees to access.

In the summer of 2019, the president of the college led a review and appropriate revision of the operational planning process that evolved over the previous five years. It was determined that GWCC was in need of a planning process that provided more focus and direction. In August of 2019, the college adopted a new planning process framework, 4DX, based on the work of Franklin Covey in “The 4 Disciplines of Execution.” Also during the summer of 2019, the college president lead a review of the levels of leadership structure and revised membership and charge to position the college in the leadership of the new operational planning framework.

GWCC engages external constituents in the form of advisory councils. Occupational programs conduct advisory council meetings to obtain feedback to inform program revision and planning. The college president hosts a President’s Advisory Council meeting two to three times annually.

5.C.4.

GWCC institutional plans anticipate possible impact of fluctuations in the institution’s sources of revenue. FAT, comprised of faculty and staff across departments and locations, serves to develop a three-year fiscal outlook to include guidance in the allocation of resources based on FTSE and revenue fluctuation. In accordance with this outlook, FAT provides a funding philosophy to initiate the operational planning and budget development annual process.

For the first time ever, GWCC is in the process of developing an AMP. Guided by the college mission and strategic plan, a team of faculty and instructor leads use information gathered from internal and external stakeholders to develop a plan that will inform the development and/or revision of facilities, technology, and other integrated plans. The draft of the AMP was finalized in the summer of 2019 and will be vetted at the start of the fall 2019 semester.
5.C.5.

GWCC considers emerging factors, such as technology and demographic shifts in its planning. Reports and analytics from MCCCD and GWCC Institutional Effectiveness (IE) Departments are provided to inform planning and decision-making.

GWCC IE has developed an analytics website that provides access to enrollment, student success, and demographic trend data. Additionally, GWCC uses reports from EMSI to obtain local workforce development trends and projections. These reports are used to inform program review and other programmatic decisions.

GWCC also depends on the MCCCD Workforce Development Office to provide workforce and economic development data.

Sources

- AO_GW examples of Advisory Board minutes combined
- EV_2019 GW Data Summit
- FI_2019-2020 GW Budget Requests reviewed by FOOT combined
- FI_GW Fiscal Outlook examples combined
- IR_2017-2019 GW Class Capacity Reports combined
- IR_2018 GW Internal Customer Satisfaction Survey results combined
- IR_2019 GW MET Economic Modeling report
- IR_2019 GW NUC Economic Modeling report
- IR_GW Community Characteristics zip code Dashboard
- M_Book Summary The 4 Disciplines of Execution
- OD_2014-2019 GW President Advisory Council agendas and members
- OD_2018 GW Program Review report samples combined.pdf
- OD_2019 GW Environmental Scan from Emsi
- OD_2019 GW Impact Study fact sheet and executive summary combined
- OD_GW Center for Entrepreneurial Innovation - webpage
- OD_GW Institutional Effectiveness Grants Management - Home
- PD_2016-2019 GW Strategic Plan
- PD_2016-2019 GW Strategic Plan (page number 12)
- PD_2019-2020 GW Operational _ Budget Planning Cycle
- PD_2019-2022 GW Academic Master Plan
- SO_2018-2019 MCCCD Strategic Directions Dashboards
- SS_GW Student Success Services webpage
5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

GWCC has a system in place to measure and analyze its performance, utilizing this information to improve as an institution of higher learning. IE maintains a dashboard accessed through the college intranet, Gecko Portal, providing the college with data to inform decisions and planning.

5.D.1.

GWCC IE along with several committees, are dedicated to ensure GWCC is learning and improving from the operational experience. GWCC implemented a strategic plan to ensure documentation of evidence of performance in operations. GWCC tracks operational progress through operational goal and strategic direction metrics. Operational goal metrics are reviewed annually and may be adjusted based on adjustment of annual operational goals. Strategic goal metrics are adjusted in alignment with the strategic planning process that occurs every three to five years.

GWCC documents performance on strategic directions and metrics set by the MCCCD Governing Board. Each of these metrics is aligned with GWCC strategic goals. GWCC participates in several national surveys including CCSSE, Survey of Entering Student Engagement, and the Noel-Levitz SSI on regular cycles in conjunction with all MCCCD colleges. Additionally, GWCC participates in the National Community College Benchmark Project.

5.D.2.

By the use of committees and self study the college evaluates and learns from its operational experience in order to apply what it has learned to improve college effectiveness. The strategic plan clearly identifies future goals.

Since the last HLC accreditation self-study, the college has addressed several gaps. The CEI building has been built as a resource to the community; offering assistance to entrepreneurs and innovative individuals across the community in support of workforce development. The department of student success and retention was developed and coordinates new student onboarding and current student retention programs. Guided by the HLC Assessment Academy framework, GWCC has developed and is currently implementing an assessment plan encompassing assessment of student learning outcomes at the course, program, and institutional level.

Sources

- EV_2019 GW Data Summit
• OD_2019-2020 GW Institutional Assessment Handbook
• OD_GW Center for Entrepreneurial Innovation - webpage
• OD_GW Institutional Effectiveness Grants Management - Home
• SO_2018-2019 MCCCD Strategic Directions Dashboards
• SS_GW Student Success Services webpage
5.S - Criterion 5 - Summary

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

Summary

GWCC employs a practice of ongoing review and revision to ensure its resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, respond to future challenges and opportunities, and plan for the future.

Fiscal resources are allocated to GWCC from the MCCCD. GWCC utilizes its shared governance system to engage in an annual budget development process to ensure appropriate allocation of fiscal resources to operations across all areas of the college to support the mission. GWCC collaborates with college employees, district colleagues, and community partners in the development of strategic goals and the work associated with attaining them.

The strategic goals are used to inform budget development. GWCC is organized to maximize the efficiency of operations and empower individual units to focus efforts on teaching, learning, and support. Faculty and staff are qualified and engaged in onboarding and ongoing professional development to ensure they are equipped to do their work.

As part of the MCCCD, GWCC operations are supported by district-wide systems for student information, human resources, and business services. Integration of these systems has caused some challenges with calculation of pay and continue to be improved. In the last few years, MCCCD completed a classification and compensation study, resulting in a more finite and well defined set of job descriptions and a switch to a salary range schedule. Most recently, MCCCD conducted a salary equity process resulting in adjustments to salaries of employees across the system.

In September 2018, HLC received a complaint from MCCCD Faculty Association claiming the Governing Board refused to engage in collaborative practices and failed to follow established procedures, especially regarding public input and transparency. A special area of focus remains a part of GWCC accreditation site visit.

Sources

There are no sources.