Assurance Argument

Gateway Technical College - WI

Review date: 2/24/2020

Welcome!

It is with great anticipation that we welcome you to Gateway Technical College. The entire Gateway community has been preparing for your visit. We believe the Higher Learning Commission accreditation process provides a high impact methodology to strengthen our college programs and services as well as reinforces our commitment to student and staff success.

We value the unique educational journey that every student experiences while attending Gateway. It is through the work of our college faculty, staff, administration, board of trustees and community volunteers that we make life-changing educational opportunities a reality.

It is an honor to welcome you to our college and into our community. I am proud of all the criteria evidence that our team has prepared for your review, and together we look forward to your reflection of our continued progress toward upholding the commitment we have made to deliver industry-focused education that is flexible, accessible and affordable for our diverse community.

Bryan Albrecht, EdD
President/CEO

College Background

Gateway Technical College laid the cornerstone of career education when Racine Continuation School began classes Nov. 3, 1911, as the first compulsory, publicly-funded school in Wisconsin - and, in doing so, also became the first in America. Although Gateway wasn't named "Gateway" until 1972, it nevertheless has a history in southeast Wisconsin stretching back to the beginning of the 20th Century.

From its beginnings in Racine, Kenosha, and Walworth counties, Gateway's story maps the changes and shifts in education, labor, technology and commerce in Southeast Wisconsin. From its inception, Gateway has provided students with education and training to pave the way for their careers and their futures. Gateway education has been tailored to the needs of the industry of the day - addressing traditional as well as emerging, in-demand career fields. Gateway continues to serve its communities by supplying local industry with trained workers and residents with opportunities to gain solid paying careers and a pathway to further higher education and success.

Today, Gateway serves over 20,000 students each year in credit and non-credit programming, with a full-time equivalent population of 4500. Demographically, our students are 49% female and 35% racial/ethnic minorities; our average student age is 28 years old. Like most two-year colleges, we serve a predominantly part-time population balancing their education with work and family obligations. We were proud to celebrate with 1031 graduates of our associate degree and technical diploma programs in 2019 and award more than 750 short-term certificates in the same year.

Gateway's main campus in Kenosha, Wisconsin, is the center of administration for the college. The college operates two additional full-service locations in Racine and Elkhorn with complete instructional programs, student services, support services, and libraries. Four additional locations in the three-county area offer targeted program offerings. In Kenosha County, the Horizon Center houses transportation programming, and LakeView Technology Center focuses on manufacturing and IT. In Racine County, Gateway's S.C. Johnson iMET Center is the home of our integrated manufacturing and engineering education as well as manufacturing-related IT programming. The Burlington Center serves the central portion of our district and includes the HERO Center for protective services. Gateway's educational programs extend beyond our walls into numerous clinical sites, high schools, and community partner facilities throughout our service area.

Institutional Context

Gateway is one of 16 technical colleges in the Wisconsin Technical College System (WTCS). In Wisconsin, technical colleges are entirely separate and independent from the University of Wisconsin (UW) System. The 13-member WTCS Board is a coordinating and oversight body that establishes statewide policies and standards for educational programs and services provided by the 16 technical colleges and is responsible for administering state and federal aid to the colleges. Unlike the UW Board of Regents, the WTCS Board coordinates but does not govern the 16 colleges.

Governance of each technical college rests with its local Board of Trustees. In Wisconsin, technical college boards are appointed by local elected officials. The chairs of the county boards in each of Gateway's three counties form the selection committee that appoints our college trustees. Our appointed technical college boards have the authority to levy a local property tax for college operations and debt service. Local boards also hire and oversee the college president, among other duties.

Wisconsin does not have comprehensive community colleges like those found in many other states. The technical colleges offer associate of applied science degrees as their highest credential. The UW System offers the AA and AS degrees at their two-year campuses. Nevertheless, Gateway has many successful articulation agreements with colleges and universities for students to transfer credits after receiving their AAS degrees.

Preparation for Reaffirmation

Gateway began preparing for its reaffirmation visit in 2016 by forming its Assurance Team. This group represented the major departments where evidence documents would be found for the assurance argument. The team includes

- Anne Whynott, Associate Vice President of Research, Planning, and Development
- Jacqueline Morris, Vice President of Human Resources
- Kristin Gunia, Director of Marketing
- Kathy Nordhaus, former Dean of General Studies
- Kelly Bartlett, Assistant to the President
- Nancy Chapko, EdD, Instructional Strategist
- Sharon Johnson, Vice President of Finance and Administration
- Stacy Riley, Vice President of Student Services and Enrollment Management
- Tammi Summers, PhD, Dean of Learning Success
- John Thibodeau, PhD, Assistant Provost/VP of Institutional Effectiveness and Student Success
- Richard Barribeau, Technical Communications Instructor (assurance argument editor)

The team began its work by thoroughly studying the criteria for accreditation and identifying the evidence documents throughout the college that most clearly demonstrated compliance with each core component. Subteams of two or three team members worked with employees throughout the college to retrieve evidence documents and store them in a central repository. From those documents, the team constructed an outline of key points to be made about each of the core components. At this point, the team recruited an editor to write the text of the assurance argument and link the evidence documents in the online assurance system. The team continued to support the editor's work by locating additional evidence documents and information as needed.

Upon completion of the first draft, the assurance team thoroughly reviewed the argument and gave feedback to the editor. The next draft incorporated those comments and was shared widely within the college. The team identified target audiences for each core component and asked specific departments and individuals for feedback. Input from the Board of Trustees, the college administration, faculty, and staff was incorporated into the next version. Finally, the college asked two HLC peer reviewers from neighboring colleges to read and comment on the argument. Their input was used to finalize the argument before locking for our visiting team.

In addition to preparing the assurance argument, separate teams of employees worked on the federal compliance documentation and on communicating with the college about the upcoming visit. Our quality initiative--participation in the HLC Persistence and Completion Academy--deepened our understanding of our students' experiences and needs. Reaffirmation is always a significant institutional learning opportunity. We are excited to welcome our team of peer reviewers and eager to celebrate the excellence of our college community.

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

Introduction

In 2017, Gateway Technical College President and CEO Bryan Albrecht, Ed.D., announced in an email to the college's communities that Gateway had revised its mission. The revision of the 2000 to 2017 mission was not a change, but simplification and clarification. Specifically, the revision reduced from five to four the number of documents in the mission—vision, mission, values, and ends policy—and adopted a why-how-what relationship among these statements.

Pre- and post-revision, Gateway has attracted employees, faculty, and students whose labor aligns with its mission: "We deliver industry-focused education that is flexible, accessible, and affordable for our diverse community." Perhaps, *Graduate Follow-up Studies* best demonstrate this alignment: Over 1,700 students (2017, 2018) graduated from Gateway in recent years, and over 90 percent had attended with education and career goals (2017, 2018). Nearly 90 percent of graduates were employed within six months of graduation, and over 95 percent were satisfied with their Gateway education (2017, 2018).

1.A.1

As recounted in President Albrecht's email, Gateway involved "hundreds of community members and college associates" in its mission revision. This stakeholder involvement was part of a collaborative, deliberate review of the vision and mission. The review began in 2015 when the Gateway Board of Trustees revised the ends policy and continued in 2017 when the college reviewed its mission upon a board request. The board and college wanted to ensure the relevancy of the mission to the college's nature and culture now and in the future.

What Gateway learned about itself in the revision process and incorporated in its mission was its nature and culture as a college in the Wisconsin Technical College System (WTCS) in Southeastern

Wisconsin. As a college, Gateway developed a mission that aligned with the guiding values of the HLC and other higher education institutions. Its vision to "make life-changing educational opportunities a reality" suggests a focus on students, the public good, and the role of education in the changing world. Ultimately, this vision gives faculty and staff a purpose at Gateway.

As one of sixteen colleges in the WTCS, Gateway also aligned its mission with the WTCS mission, described in Chapter 38 of the Wisconsin State Statutes. Gateway's mission to "deliver industry-focused education" aligns with the state's concern that technical colleges provide "occupational skills," "job training," and "educational options." Many of its values also align with WTCS concerns that technical colleges respect diversity, provide innovations to help communities, and act ethically. Gateway faculty and staff approach their work based on the mission and values of the college.

Finally, Gateway committed in its mission to deliver the ends, or outcomes, that address the needs of its Southeastern Wisconsin community. Identified in the board's ends policy (Policy 4.1), these include the changing needs of students, businesses, taxpayers, families, and educational partners—constituencies identified by the board. Gateway trustees, faculty, and staff evaluate their work based on these ends.

Gateway's revised mission is descriptive of the college's nature and culture. Gateway used Simon Sinek's Golden Circle framework to articulate a clear purpose and attract people who share it. In the Gateway Golden Circle framework, the college clarified its purpose (why it exists) in its vision, its approach (how it works) in its mission and values, and its results (what it does) in its ends policy.

The Gateway board has affirmed that the revised mission accurately articulates the college's purpose. It unanimously approved the revised ends policy and mission statements during its November 2015 and August 2017 meetings, respectively. It also established Policy 3.10, which requires the president to operate with a strategic plan that includes the mission, vision, and values. Because the Vision 2021 strategic plan clearly aligns the mission and strategic goals, the board approved it in its August 2018 meeting.

1.A.2

Gateway's academic programs, student support services, and enrollment profile are consistent with its mission to provide "industry-focused education that is flexible, accessible, and affordable for our diverse community."

Gateway's academic offerings are flexible enough to meet the varied needs of students. For those seeking post-secondary education, Gateway's academic schools offer degrees and certificates, including 43 associate degree programs, 34 technical diploma programs, 2 advanced technical certificates, and 89 certificates of completion in 2019-2020. Career pathway maps identify entry and exit points in each program. The General Studies division offers general education courses required by these degrees as well as developmental courses for those not ready for college-level courses. The Pre-College division offers English language learner (ELL) and adult basic education (ABE) courses for those not yet ready for college. For those seeking workforce training, Gateway's Business and Workforce Solutions offers apprenticeship programs, boot camps, customized training, entrepreneur resources, and workshops.

Also, Gateway ensures that academic programs are accessible. Serving three counties in Southeastern Wisconsin, Gateway delivers education at its three campuses and six centers. Campuses include the Elkhorn Campus in Walworth County, Kenosha Campus in Kenosha County, and Racine Campus in Racine County. Centers include the Burlington Center, Health and Emergency Response Occupations (HERO) Center, Horizon Center for Transportation Technology, Inspire Center, Lakeview Advanced Technology Center, and SC Johnson iMET Center. In addition to its own facilities, Gateway provides customized training, clinical, and internship experiences at local employers. To accommodate busy schedules, Gateway uses multiple course delivery types, including online courses. In fact, Gateway offers 18 online programs.

Gateway takes care that academic programs are affordable. Set annually by the WTCS, the postsecondary tuition was $134.20 per credit for Wisconsin residents in 2018-2019. Gateway discloses tuition and fees on a Determine Cost web page, and it discloses course costs in the WebAdvisor/Self-Service course schedule. The Gateway Promise fills the gap between financial aid grants/scholarships and the cost of Gateway tuition and fees for low-income district high school graduates.

Gateway's Student Services and Enrollment Management (SSEM) and Learning Success (LS) divisions provide flexible, accessible, and affordable support for students. SSEM's services assist students with discovering Gateway opportunities, enrolling at Gateway, receiving financial support, managing academic and career progress, and supporting life activities. Many SSEM services span a student's academic career. For instance, student finance specialists can help students complete their initial FAFSA form during workshops, provide one-on-one assistance each semester, and provide GradReady financial literacy training to help manage personal finances and loan repayment after graduation. Meanwhile, LS's services help students succeed academically and socially by offering testing, student life, tutoring, and disability support services. Here too, many services span a student's academic career. For instance, testing services help place new students at appropriate levels and verify needed skills for certifications earned by graduating students.

SSEM and LS services are accessible on each Gateway campus and online. The Elkhorn, Kenosha, and Racine campuses host Student Services Centers. In addition, students can receive SSEM services online through Gateway's WebAdvisor/Self-Service student information system. Each campus also has a Learning Success Center to deliver LS services. Technologies like Brainfuse (online tutoring) and social media sites (e.g., Facebook, YouTube) deliver LS services and news to off-campus students.

Finally, SSEM and LS services help make a Gateway education affordable. SSEM services help students pay for college by offering flexible payment options and financial aid/scholarships. Most LS services and activities are available to students at a reduced cost or no cost beyond their tuition and fees.

Gateway's flexible, accessible, and affordable academic programs and student services attract and serve people throughout Southeastern Wisconsin as called for by its mission. In fact, the student population comes primarily from Gateway's three counties.

Table 1.A.1 Student Populations by County

Year	Kenosha	Racine	Walworth	Other/Unreported	Total
2016-2017	7,802	6,466	3,172	2,125	18,995

| 2017-2018 | 6,686 | 8,497 | 3,530 | 1,357 | 18,713 |

Source: *Annual Reports* ([2016-2017](#), [2017-2018](#))

The most recent WTCS data showed that student populations reflected the diversity of Gateway's communities as well. See Table 1.C.2 in Core Component 1.C.

1.A.3

Gateway's board's policies ([planning](#), [budgeting](#)) require the college to align the strategic plan and budgets with the [mission](#). Consequently, Gateway's strategic plans (e.g., [Vision 2021](#)) and budgets (e.g., [2019-2020](#)) have been aligned with its mission.

The [strategic plan](#) embraces the mission by identifying six Divers of Excellence critical to Gateway's success. Each [budget cycle](#) begins by identifying the strategic initiatives, and each budget (e.g., [2019-2020](#)) aligns funding with these six priorities. See Criterion 5.C.1 for details.

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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

Introduction

As described in the Gateway Golden Circle framework, Gateway's mission has clarified why the college exists in its vision, how it works in its mission and values, and what it does in its ends policy.

Just as Gateway deliberately invested time and resources to revise its mission, it has invested time and resources to publish its mission so that its employees and communities understand the nature and scope of its commitments to "industry-focused education."

1.B.1

To encourage employee and student awareness of the mission, Gateway includes the mission, or parts of the mission, in publications given to new employees and students. New board trustees encounter the ends policy in the Board Governance Policies Manual. New faculty and staff encounter the mission statements in the Employee Handbook, and they engage with them during the training activities in the Gateway Journey. New students encounter the mission statements in the Student Handbook and College Catalog. New program advisory committee members encounter them in the Advisory Committee Handbook.

Gateway also publishes the mission in a variety of places and publications so that faculty, staff, students, and community members encounter and engage with the mission during their daily activities. For instance, the vision appears on an accent wall in each facility and on the Gateway website. Strategic plans (Vision 3.2.1, Vision 2021) reference the mission statements. Reports for the community, such as the *Budgets* (2018-2019, 2019-2020) and *Comprehensive Annual Financial Report* (2018, 2019), also reference the mission.

1.B.2

Gateway's mission documents are current and explain the college's emphasis on the mission's various aspects—in particular, industry-focused education, training, and economic development.

The mission documents were revised in 2015 and 2017. Such revisions are driven by the board's Policy 3.10, which requires the college to operate with a strategic plan that includes the vision, mission, and values. Consequently, the board regularly reviews the college's fulfillment of this policy, and in doing so, the board and college review the mission, vision, and value statements.

The board also monitors the college's performance on the ends policy each year as required by Policy 2.4. In practice, the administration presents a policy governance monitoring report regarding the college's effectiveness in relation to one or more ends statements at each monthly board meeting. As examples, the board monitored ends statement 4 in February 2015, ends statement 3 in February 2016, and ends statement 1 in February 2017. These reviews ensure that Gateway maintains the proper emphasis on industry-focused education and economic development.

These reviews also help the board fulfill Policy 1.4, which requires that the board review all policies at least biennially. In practice, the board reviews policies annually as it monitors ends policies and executive limitations during monthly meetings. At the bottom of each policy (e.g., Policy 4.1), the board records the adoption, revision, and review dates.

1.B.3

Each ends statement identifies a constituent and then describes the nature and scope of Gateway's education and services for that constituent. For example, the first ends statement identifies students as the constituent and then describes the nature of a Gateway education as leading to a student's ability to "demonstrate knowledge and skills and self-confidence," and the scope as leading to "employability, career advancement, a global perspective, and lifelong learning."

The strategic plans (Vision 3.2.1, Vision 2021) and annual budgets (2018-2019, 2019-2020) direct and fund the college's operations, and they are aligned with the mission. This alignment is required by the board's Policy 3.4, which requires budgets to support the accomplishment of the board's ends policy, and Policy 3.10, which requires the strategic plan to align with the college's vision, mission, and values.

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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

Introduction

To "make life-changing educational opportunities a reality" in today's world, Gateway understands that it must respect and explore the diversity within its own "diverse community" and the world. Gateway's mission clearly acknowledges the importance of diversity:

- In its first value statement, Gateway respects the "diversity of individuals and perspectives."
- In its first ends statement, Gateway expects students to demonstrate a "global perspective."
- In its fifth ends statement, Gateway expects to collaborate with educational partners "locally, nationally, and internationally."

Two initiatives illustrate Gateway's work to fulfill its mission's diversity commitments. First, Gateway designs and executes five-year *Equal Opportunity/Affirmative Action (EOE/AA) Plans* (2015-2019, 2019-2024) to encourage student diversity, improve staff diversity, ensure non-discrimination, and celebrate diversity in its community.

Second, Gateway has collaborated with the Wisconsin Technical College System (WTCS) on diversity initiatives. It helped draft a diversity definition for the WTCS's Moving American Dreams to the American Reality and has adopted it in its own Data Dictionary: "Diversity encompasses an array of experience including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin. An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experience." It has also participated in WTCS studies, such as the System-wide Equity Report, and conducted its own Cultural Climate Survey.

1.C.1

Gateway's value of diversity affects all members of the college community. The board created Policy 3.2 to ensure that the college respects all individuals: "The President shall not cause or allow conditions, procedures, or decisions which are inhumane, unfair, or undignified in the college's relationships with students, employees, or members of the community."

In compliance with this policy, the administration has established policies and procedures ensuring the humanity, fair treatment, and dignity of all individuals.

Table 1.C.1: Diversity Policies and Procedures

Policy	Title	Description
A-112	Curriculum Development	includes a component requiring all associate degree programs to incorporate diversity education.
H-110	Equal Opportunity, Civil Rights, and Sexual Misconduct	explains Gateway's commitment and procedures to comply with laws and offer fair and impartial treatment of students, employees, and job applicants.
H-120	Resolution Procedure or Allegations of Harassment, Sexual Misconduct	explains Gateway's commitment to a harassment-free workplace and documents procedures to investigate complaints.
H-151	Closed Captioning	explains Gateway's commitment to closed captioning of its audiovisual materials to comply with the ADA.
H-155	College Accessibility	explains Gateway's commitment to ADA accessibility.
I-110	Employee Code of Conduct	includes a component prohibiting harassment.
I-120	Recruitment and Employment	includes a component to ensure an EOE/AA representative on all hiring committees.
J-100	Student Complaints	documents the procedure for students to file formal written complaints, including those related to discrimination or harassment concerns.
J-170	Student Religious Accommodations	explains Gateway's commitment and procedures for reasonable accommodations for a student's religious beliefs.
J-200	International Education	explains Gateway's commitment and procedures for international education opportunities.
J-210	International Students	explains Gateway's commitment and procedures for international students.
J-300	Student Code of Conduct	includes a component prohibiting harassment.
Source: Administrative Policy Book		

To ensure that the college community understands Gateway's commitment to diversity, the college widely disseminates the policies and procedures. They are collected in the *Administrative Policy Book*, which is available to all faculty and staff on Gateway's intranet. Many of the policies and procedures, especially those related to EOE/AA, are available to staff, students, and the community on the college's website and in all major publications, including the College Catalog, Employee Handbook, and the Student Handbook.

1.C.2

The Gateway community represents or exceeds the diversity of its surrounding communities and state. To respect, encourage, and monitor this diversity, Gateway has enacted the policies and

procedures in Criterion 1.C.1. These policies and procedures have resulted in activities that are helping to fulfill the commitment to diversity in Gateway's mission, congruent with diversity initiatives of major district employers (e.g., Advocate Aurora Healthcare, SC Johnson), and helpful to its diverse student population.

Table 1.C.2: Demographics for Gateway's Students, Counties, and State (2017-2018)

Demographics	Gateway	Kenosha	Racine	Walworth	Wisconsin
Population	20,509	169,290	196,584	103,718	5,813,568

Sex
  Female
  Male
  Unreported
	48.3%
	49.5%
	  2.2%
		50.5%
		49.5%
			50.5%
			49.5%
				50.1%
				49.9%
					50.2%
					49.8%

Race/Ethnicity
  American Indian
  Asian
  Black
  Hispanic
  Pacific Islander
  White
  Multi-ethnic
  Unreported
	0.5%
	1.2%
	10.1%
	17.2%
	*
	56.9%
	2.7%
	11.4%
		0.7%
		1.7%
		7.4%
		13.4%
		0.1%
		75.6%
		2.7%
		n/a
			0.7%
			1.4%
			12.0%
			13.4%
			0.1%
			71.7%
			2.5%
			n/a
				0.5%
				1.1%
				1.2%
				11.2%
				0.1%
				85.3%
				1.3%
				n/a
					1.2%
					3.0%
					6.7%
					6.9%
					0.1%
					81.1%
					2.0%
					n/a

Special Populations
  Academic disadv.
  Disabled
  Displaced homemaker
  Economic disadv.
  Incarcerated
  Limited English
  Non-traditional occ.
  Single parent
	8.7%
	4.0%
	*
	20.3%
	0.7%
	3.8%
	5.1%
	11.8%				

Source: *WTCS Fact Books* (2017-2018), *U.S. Census Bureau QuickFacts* (2018)

Diversity training is an activity that begins when faculty and staff arrive at the college and continues throughout their careers. During the Gateway Journey orientation program, new employees complete an activity to introduce the diversity and Title IX programs at Gateway. In addition, new faculty must complete the New Faculty Institute (NFI)—training for new faculty that includes the Embracing Diversity course—and demonstrate an understanding of diversity as one of the competencies in the Faculty Quality Assurance System (FQAS). Meanwhile, experienced faculty and staff attend diversity offerings and opportunities and Title IX training during the semester, in-services, and Employee Learning Day.

Students and staff explore diversity in the classroom. Diversity competencies are part of all Gateway

associate degree programs as required by Policy A-112, and some academic programs (e.g., English Language Learner and Adult Basic Education) are specifically designed to serve diverse populations. See Component 3.B.4 for details about diversity in academics.

Students and the Gateway community also explore diversity outside the classroom. First, Learning Success (LS) services help diverse populations. These range from Disability Support Services, which set up accommodation plans and assist students with disabilities, to Veterans Support Services, which help veterans with their benefits and transition to civilian academic life, to the Multicultural Program, which assists all students, including students of color, with their transition to college life. Second, LS leads diversity explorations and celebrations in the college community. These include a Multicultural Resource Center on each campus; diversity clubs, such as the Rainbow Alliance, Society of Women Engineers, and Student Veterans of America; and diversity activities, such as *Ouch! That Stereotype Hurts* training about confronting stereotypes, *Walk a Mile in My Shoes* presentations about living with disabilities, and *Getting Ahead* workshops about American economic classes.

Gateway promotes diversity and inclusion at the college and in surrounding communities. Its Community and Government Relations division communicates the college's commitment to diversity using many methods, including ADA/EO statements on college materials and marketing plans to attract diverse populations. The college also works hard to keep information accessible to all populations. It has performed Web Content Accessibility Guidelines (WCAG) audits on its website, deployed ALLY software to check accessibility in its Blackboard courses, added closed-captioning to its videos, and established accessibility guidelines. In addition, Gateway hosts community multicultural events, such as an annual Martin Luther King Jr. Celebration, and sponsors month-long celebrations of various diversity groups, such as Hispanic Heritage Month. Its Diversity 365 web page informs its own and surrounding communities about campus events celebrating diversity.

Gateway monitors diversity data, and its findings have mirrored those of the WTCS System-wide Equity Report. The college compiles an annual EOE/AA Compliance Report (e.g., 2018-2019), and it tracks allegations (2017-2018, 2018-2019). The college has remained in compliance with state EOE/AA requirements as the WTCS has acknowledged in compliance letters. Faculty and staff have recognized Gateway as a college respectful of diversity. According to the *PACE Survey* (2012), faculty and staff's satisfaction with diversity (#5, 18) was an area of top performance. Students also view Gateway as respectful of diversity. According to *Ruffalo Noel-Levitz Student Satisfaction Inventories* (2015, 2017), Gateway students rate Gateway at similar levels to those at other colleges on the Responsiveness to Diverse Populations scale (#81-85). The *Cultural Climate Survey Outcomes Report* (2019) concluded that faculty, staff, and students find the Gateway climate welcoming to diverse populations. Gateway understands the importance of diversity, respects its diverse community, and commits to continuous improvement efforts in diversity.

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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

Introduction

Since Gateway Technical College laid the cornerstone of career education as the Racine Continuation School in 1911, it has fulfilled a mission that commits it to the public good. This century-long commitment to the public good is referenced in President Albrecht's email notifying the college of the revised mission.

In fact, the second line of Chapter 38 of the Wisconsin Statutes announces that technical colleges are provided "in the public interest." The college's Ends Policy thus commits Gateway to serve its "tri-county community," specifically these constituencies: students, businesses, taxpayers, families, and educational partners.

1.D.1

Gateway's actions and decisions serve the public, not solely the college. Gateway provides educational resources and activities to its communities as well as undertaking major educational initiatives to support its constituencies. Students, businesses, taxpayers, families, and educational partners all benefit from these "industry-focused education" activities and initiatives.

Gateway educational resources and community events meaningfully engage its communities. Gateway owns and operates WGTD, which is part of Wisconsin Public Radio's NPR News and Classical Music Network. The station provides residents throughout Gateway's tri-county area with music, news, entertainment, sports, and reading services. Gateway also owns and rents facilities to community groups for meetings and public events. Gateway-sponsored community events engage Gateway's community members. Annual events include Earth Day (celebration of the environment) and Dr. Martin Luther King, Jr. Celebration.

In addition to sharing resources and events with the community, Gateway expends its resources on industry-focused educational initiatives to help its constituencies develop the economies of its tri-community area. Gateway administrators serve on economic development boards, and Gateway contributes its educational resources for economic development activities in the Kenosha

economic development plan, Racine economic development plan, and Southeastern Wisconsin economic development plan supported by Kenosha, Racine, Walworth, and other counties.

Gateway's contributions support both small and large businesses. Gateway's School of Business and Transportation supports entrepreneurs and small businesses with its programs, including the Small Business Entrepreneurship program. Gateway's Business and Workforce Solutions (BWS) division has also supported these businesses with business resources, such as the Growth Wheel, Fab Lab, and Launch Box.

BWS also supports established and large businesses with services and training: boot camps, which quickly train people with skills needed for high-demand occupations; customized training, which trains local organizations' employees; and apprenticeships, which combine classroom education and on-the-job training. One corporation with which Gateway has collaborated for workforce development is Foxconn, an Asian manufacturer opening its first North American plant in Racine County. The new plant is potentially the largest economic development investment in Wisconsin's history, at one time promising up to 13,000 new jobs and a $10 billion investment in Wisconsin. Gateway has hosted Foxconn officials in its facilities as they developed their plans, helped Foxconn hire and train new employees, and collaborated with Foxconn to develop curriculum and programs, like advanced manufacturing and supply chain management, needed to support the high-tech production.

Another initiative that supports multiple constituencies and demonstrates Gateway's commitment to the public good is the Impact program (called the Service-Learning Center until 2018). Started in 2010, this program has trained and supported faculty in offering service-learning opportunities, facilitated connections with community partners, and monitored service-learning activities. Service-learning "integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities." In 2010-2011, Gateway offered 21 students the opportunity to accumulate 577 service hours at 6 community partners throughout the Gateway district. In 2018-2019, Gateway had 46 courses offering 562 students the opportunity to accumulate 5,650 service hours at 99 community partners throughout the Gateway district and abroad. Gateway estimates that from 2010 to 2019, service-learning projects have saved its community approximately $1.3 million. The Civic Action Plan demonstrates Gateway's future commitment to service-learning and its community.

A final example of an initiative that demonstrates Gateway's commitment to the public good is the Sustainable Gateway program. In 2009, President Albrecht signed the American College and University Presidents' Climate Commitment, establishing Gateway's commitment to a more sustainable future. Gateway's sustainability efforts impact many areas ranging from energy and transportation use to buildings and grounds. The 2016 Sustainability Annual Report describes the results of sustainability efforts, including the Center for Sustainable Living, which provides an environmentally conscious place for learning and community activities; a Principles of Sustainability course, which teaches students about sustainable living; and community events, including Earth Day celebrations and a farmer's market.

1.D.2

As a community- and state-supported technical college, Gateway prioritizes its educational responsibilities before other responsibilities. It does not transfer funds to investors or a parent

organization. It is accountable to the constituencies in its ends policy, including taxpayers.

The board and administration fund only those resources and activities aligned with Gateway's mission to deliver "industry-focused education." They regularly monitor finances and disclose financial information to the public, presenting the college's projected income and expenditures in an annual *Budgets* (e.g., 2018-2019, 2019-2020) and actual income and expenditures in *Comprehensive Annual Financial Reports (CAFR)* (e.g., 2018, 2019).

Gateway's expenditures demonstrate its commitment to its educational mission. Its primary use of funds is for educational services, facilities, and equipment with the remainder servicing the college debt and funding enterprise activities.

Table 1.D.2 Educational Expenditures

Fiscal Year	Educational Expenditures	Budgeted Expenditures	Percent
2019	$135,172,057	$153,988,430	87.78%
2018	$129,906,062	$148,474,398	87.49%
2017	$125,598,763	$149,567,984	83.97%
Source: Actual Expenditures Summary			

1.D.3

In its ends policy, Gateway identifies its external constituencies. It engages them so that it is aware of their needs. Based on its resources and capacity, Gateway responds to these needs.

Fulfilling the needs of Gateway's first constituency—students—includes a number of formal interactions with prospective students and matriculated students to understand their needs. To gather information about prospective students for recruitment and enrollment efforts, the college and a consultant conducted surveys and focus groups of district high school students, new students, and community members. Results were compiled in the Student Communications Report and Program Demand Study, providing the foundation for the Strategic Enrollment Plan. For details on collecting information on matriculated students, see Component 5.B.2.

Fulfilling the needs of Gateway's second constituency—businesses—involves directly engaging them using a variety of techniques. Advisory committees are one technique. On advisory committees, business representatives engage faculty and administrators with advice and information that impact Gateway's course offerings, program curricula, and certificates. Some specific examples from the 2017-2018 advisory committee minutes include the Medical Assistant program expanding offerings to Kenosha due to demand for medical assistants at area Aurora and United hospitals, the Veterinary Sciences program requiring a Veterinary Medical Terminology course, and the IT-Software Developer program starting a Cloud Computing degree.

A second technique to engage businesses is the BWS division. Through the BWS division's surveys and interviews, businesses identify their training and consulting needs. As a result, the *WTCS Fact Book* (2017-2018) shows that BWS offered customized training to 7,952 employees and technical assistance to 84 businesses.

Fulfilling the needs of Gateway's third constituency—taxpayers—involves maintaining financial transparency and seeking feedback on budgets. Annually, Gateway publishes its *Budget* of planned income and expenses as well as a *CAFR* of its actual income and expenses. Financial information is available to its taxpayers, and Gateway has earned the Certificate of Achievement of Excellence in Financial Reporting for its *CAFRs* (e.g., 2018, 2019) from the Government Finance Officers Association.

In addition to financial reports, the board, as documented in its minutes each May, holds listening sessions for taxpayers before approving the college's budget. The results, reported for Gateway and other technical colleges in the *WTCS Fact Book* (2017-2018), show that Gateway has received needed funding and maintained tax levies in line with other technical colleges.

Fulfilling the needs of Gateway's fourth constituency—families—involves gathering information about the impact Gateway and its graduates have on their families and communities. To gather information on graduates, the college conducts an annual survey that collects data about graduates' satisfaction with their training and employment status. In the most recent *Graduate Follow-Up Surveys* (2017, 2018), 97+ percent of graduates were satisfied with their training, and 89+ percent of those available for employment had jobs. These results are segmented by program and reported as measures (17, 18, 20, 24) into the program data profiles (e.g., Accounting), which faculty consult when evaluating and improving programs.

To gather information about Gateway's impact on its communities, the college has had Economic Modeling Specialists International conduct economic impact studies (2014, 2018). Among the findings in 2014 were benefit-cost ratios of 7.5 for students, 4.2 for taxpayers, and 11.8 for the community. Among the findings in 2018 were benefit-cost ratios of 7.3 for students, 2.4 for taxpayers, and 11.5 for the community.

Fulfilling the needs of Gateway's final constituency—educational partners—involves collaborations with schools in the area and universities around the world. Gateway collaborates with PK-12 districts and schools in Southeastern Wisconsin to provide career information and educational opportunities to their students. Gateway leaders and college-access staff formally meet with school administrators during a biannual breakfast, with high school counselors during annual lunch and learns, and with career-and-technical educators during monthly Career and Technical Education Consortium meetings. These collaborations have yielded access to Gateway college credit for high school students through multiple credit-earning options and articulation agreements. The *WTCS Fact Book* (2017-2018) reports that 5,413 high school students earned 21,769 college credits at Gateway. Ultimately, 17 percent of high school graduates in Gateway's district attend Gateway according to the *K-12 College Access Annual Reports* (2017-2018, 2018-2019).

Gateway collaborates with colleges and universities to provide educational opportunities for Gateway students during and after graduation. These collaborations have yielded ongoing global partnerships with four international educational organizations and transfer agreements with forty-seven U.S. colleges and universities.

With all its identified constituencies, Gateway has developed relationships that help it understand and meet their needs.

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1.S - Criterion 1 - Summary

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

Summary

During its reaffirmation process, Gateway has detected a mission-tropism exhibited by the college similar to the heliotropism exhibited by some flowers. Its recent mission revision process was thorough and enlightened the college with a clear understanding of itself—its educational purpose with commitments to flexibility, accessibility, and affordability.

Students, faculty, staff, and community members have engaged with the mission through a Golden Circle framework. This framework transduces a vision for why the college exists, a mission and values about how it operates, and an ends policy about what it accomplishes into their energy and activity.

The college has grown and will continue to grow towards commitments made in its mission. One area of growth has been a recognition of and respect for diversity. College policies and practices encourage respect for and exploration of the diversity around the globe and in Southeastern Wisconsin. More growth is expected in this area to measure and encourage employee diversity.

Another area of growth has been a commitment to the public good. College policies and practices ensure the financing of educational priorities, sharing of educational resources, and implementing of educational initiatives that enhance the well-being and economy of Gateway's constituencies.

Before each day fades to black, Gateway has grown towards its mission, meeting Criterion 1.

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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

Introduction

Gateway Technical College is committed to operating with integrity. The commitment to integrity involves all of the following:

- Congruence between the college's actions and its mission.
- Governance focused on the welfare of the college and students.
- Adherence to applicable laws and regulations.
- Responsible use of intellectual and community resources.
- Fair interactions with employees and students.
- Security of students, employees, and information.

To promote integrity, the college has established policies that clarify ethical practices, trained its employees to follow such policies, and monitored compliance. Such efforts are expected at Gateway, which lists "honest and ethical behavior" as one of its values.

Governance

A commitment to integrity begins with the Gateway District Board of Trustees. It has approved the college's mission (see Component 1.A.1), and monthly it oversees the college's fulfillment of one or more ends statements as part of its policy governance model (see Component 2.C). Its oversight ensures that the college's plans and actions are congruent with the mission.

The board's focus on the mission is enabled by the commitments of its trustees to put the welfare of the public before their own interests and to follow all laws. In the *Board Governance Policies*, these commitments appear in Policy 1.13, a code of ethics; Policy 1.3, a description of board responsibilities; and Policies 1.5 to 1.16, descriptions of the roles of members and leaders. The *Board Operations Manual* also outlines board operational practices and statutory duties. In compliance with these policies and laws, each trustee annually files a signed code of ethics and statement of economic interest.

Administration

In Policies 3.1 to 3.10, the board has established executive limitations to ensure the integrity of the college president, administration, faculty, and staff. These executive limitations provide the foundation for the college's policies and practices, which are defined by the administration in the *Administrative Policy Book*.

Like the board, the college administration, faculty, and staff abide by ethical and legal standards. Policies ensure the college's compliance with federal, state, and local laws.

Table 2.A.1 Ethics and Legal Policies

Policy	Title
I-110	Employee Code of Conduct
F-100	Public Records and Property
H-110	Equal Opportunity, Civil Rights, and Sexual Misconduct (AA/EOE, ADA, Title IX)
H-180	Cooperation with Law Enforcement
J-280	Student Records (FERPA compliance)

In the *Employee Handbook*, the college publishes the code of ethics and all or parts of important policies for easy access by employees. In addition, it trains new faculty and staff during their Gateway Journey on laws, such as Title IX and FERPA.

Finance

Gateway works diligently to uphold its financial integrity. This diligence has resulted in the college maintaining an Aaa rating from Moody's Investors Services, the highest rating attainable given Gateway's location in Southeastern Wisconsin.

Gateway demonstrates its fiscal diligence through compliance with all state statutes, including these examples from Chapter 38 regarding finances:

- 38.12(5): Gateway's board authorizes an annual audit.
- 38.16: Gateway's board sets the tax levy for operations below the maximum.
- 38.24: Gateway's board sets the tuition and fees at the rates specified by the WTCS board.

Gateway also complies with federal, state, and institutional requirements in the receipt, disbursement, and reporting of financial aid data and money. Gateway students are eligible to receive aid from federal aid programs and veterans affairs benefits programs. Policies and procedures ensuring compliance are in the *Financial Aid Office Policies and Procedures Manual,* including those for compliance with FERPA, maintenance of institutional eligibility, determination of student eligibility, and verification of satisfactory academic progress.

Policies ensure that the Business Office, Financial Aid Office, and all divisions comply with statutory requirements and follow prudent financial practices. College-wide financial policies are in the *Administrative Policy Book*:

Table 2.A.2 Fiscal Policies

Section	Policies
C-Fiscal Management	C-110 through C-500 (19 policies)
H-Working and Learning Environment	H-190c, H-192, H-197
I-Payroll and Employee Benefits	I-135 through I-350 (9 policies)
J-Student Management	J-217, J-218, J-320

The Business Office follows the policies and procedures specified in the *WTCS Financial and Administrative Manual*, and the Financial Aid Office follows policies and procedures in the *Financial Aid Office Policies and Procedures Manual*.

The college and those departments with financial functions undergo regular audits. An independent audit (e.g., 2018, 2019) is published in the *Comprehensive Annual Financial Report (CAFR)*. The college has received unqualified and clean opinions (2010-2018) every year this decade. A WTCS administrator reviews each *CAFR* and submits a review letter (2010-2018). Only once in this decade have there been findings (2013), and Gateway implemented the corrective actions and has remained in compliance since 2013. In addition, Gateway's *CAFR*s have repeatedly been recognized with a Certificate of Excellence in Financial Reporting (e.g., 2018, 2019) from the Government Finance Officers Association.

A portion of Gateway's funding comes from federal and state grants. Gateway's Policy C-110 Grant Management sets requirements for developing, implementing, and reporting on grant projects. The Institutional Effectiveness division trains employees and managers working on grants and helps with reporting. Gateway also conducts an annual Single Audit Report (2010-2019) in compliance with the Single Audit Act of 1984. Only once in this decade have there been findings (2013), and Gateway returned to and remained in full compliance the next year.

Academics

Integrity is a foundation of academics at Gateway. "The District further believes that academic honesty and integrity are fundamental to the educational mission of this College," affirms the college in Policy J-300 Student Code of Conduct. To promote academic honesty, Gateway prohibits dishonest activities, such as cheating and plagiarism, and publishes the code of conduct in a *Student Handbook* section, on a website page, and in a standardized syllabus section.

Gateway also believes that integrity includes a fair and safe academic setting. The student due process rights, expressed in Policy J-101 Student Due Process Rights Academic Concerns, afford students, faculty, and the college fair and equal treatment. Students who allege unfair or improper grades or classroom policies can have their concerns addressed using this three-step procedure. The college publishes the student due process rights in a *Student Handbook* section and on a website page, and it tracks and resolves student complaints.

Finally, Gateway provides students with opportunities to study ethics. The Introduction to Ethics course concentrates on ethics. Many courses (e.g., Nursing Fundamentals, Writing Grant Proposals) incorporate discipline-specific ethics in a competency. Such courses have helped students

develop skills and knowledge for the Act Responsibly Core Ability and Professionalism Essential Career Competency.

Students have seen and practiced fairness and responsibility at Gateway. According to the *Ruffalo Noel Levitz Student Satisfaction Inventories* (2015, 2017), Gateway students are as satisfied as students at other colleges with the understanding (#23) and fairness (#29) of faculty. According to *Student Learning Reports* (e.g., 2018, 2019), over 90 percent of students have demonstrated competence in the Act Responsibly Core Ability.

Personnel

Gateway works to ensure integrity in relationships with its employees. One result is that employees have recognized the college as an overall good workplace. In every year except one since 2010, the college has been selected as one of Southeastern Wisconsin's top workplaces in the *Milwaukee Journal-Sentinel*'s Top 100 Workplaces list.

Earning this recognition begins with Gateway complying with all federal and state laws. Gateway promotes diversity and opportunities for all employees, following EOE/AA, ADA, and Title IX laws. (See Component 1.C for details.) Also, the college has followed FMLA and other Federal laws with employees and Wisconsin's bargaining laws with its GESP and GTEA unions.

The college maintains fair relations with employees by defining fair treatment, rights, and responsibilities.

Table 2.A.3 HR Policies

Section	Policies
H-Working and Learning Environment	H-100 through H-200 (26 policies)
I-Management Policies and Procedures	I-110 through I-350 (24 policies)

Policies are also published in the On the Job section of the *Employee Handbook*. Divisions and schools create and maintain guidelines for unique aspects of managing their staff and faculty assignments. Administrators use a variety of informal methods, including open-door communication and on-campus events (Provost, Human Resources), to engage employees and listen to their concerns. If informal methods fail to address employee concerns, the college provides a formal complaint procedure in Policy I-215 Complaint Resolution and in the Employee Handbook.

Evidence suggests that the college maintains integrity with its personnel. Regular board reviews and approvals (e.g., April 2017, April 2018) verify the college's compliance with Policy 3.2 (ensuring the college maintains humane, fair, and dignified relations) and Policy 3.3, (ensuring integrity in employment, compensation, and benefits). In addition, Gateway's director of compliance has tracked and resolved EOE/AA and Title IX complaints and run EOE/AA compliance reports. Finally, in the *Energage Workplace Surveys* (2016-2017, 2017-2018), employees agreed that their jobs met basic expectations and provided fair pay and benefits.

Auxiliary Functions

Auxiliary functions are also performed with integrity. Two important auxiliary functions that affect all other functions of the college are security and information management.

Gateway approaches security with integrity. Policies set expectations for safe campuses.

Table 2.A.4 Facility Policies

Section	Policies
E-Facilities Management	E-160 through E-200 (4 policies)
H-Working and Learning Environment	H-105, H-106, H-120

Two implementations of these policies are the Emergency Response Plans for the Burlington, Elkhorn, Kenosha, and Racine Campuses and the CARE (Communication, Awareness, Referral, and Evaluation) team. The plans provide protection to the lives, property, and operations of the college. The CARE team intervenes early when students, faculty, or staff submit incident reports about concerning behaviors.

The college sends immediate messages about hazardous incidents through its ALERT-ME system, reports recent incidents in its Daily Crime Log, and collects annual security information and crime data in compliance with the Clery Act in its *Annual Security Reports* (2017-2018, 2018-2019).

Gateway approaches information management using similar strategies as those of facilities management. These policies ensure information is preserved and protected.

Table 2.A.5 Information Policies

Section	Policies
H-Working and Learning Environment	H-188, H-190a, H-190d, H-192, H-195
J-Student Management	J-270, J-280

The college protects information by securing it in safe places, training staff, and restricting access to it, thus complying with laws like FERPA and HIPAA. The *Employee Handbook* discusses general guidelines to protect confidential information, and divisions that handle confidential information provide specific guidelines. As an example, the Financial Aid Office has a section on the confidentiality of student records in its manual. In addition, Gateway adopted an identity theft prevention program to detect, prevent, and mitigate identity theft.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

In fulfillment of its values, Gateway maintains "a positive climate for working and learning." It presents this climate clearly to students and the public. In comprehensive communications, such as the *College Catalog* and website, Gateway provides information about its programs, requirements, faculty/administration credentials, costs, control, and accreditation relationship. In narrowly focused materials and reports, Gateway ensures accurate information is provided. In all publications, it presents a brand that is aligned with its mission.

Gateway's *College Catalog* has traditionally presented comprehensive information about the college. It presents academic information, including the college's programs, admission requirements, and faculty/administration credentials. It also presents information about paying for college, taxpayer support, governing board, and accreditations. The *College Catalog* is on Gateway's website and in print. It is updated annually.

Gateway's website presents the most up-to-date, comprehensive information about the college. It presents academic, financial, and career information about its programs (e.g., Marketing, Nursing, Welding). The website also presents college costs. Tuition and fees are on the Determine Cost web page, and course costs are on the WebAdvisor/Self-Service course schedule. Before 2019, Gateway disclosed programs' costs in Cost Estimate brochures (e.g., 2018-2019) on the website, and since 2019, it has disclosed program costs on each program's web page (e.g., Nursing). Finally, the website presents college information. Its admission requirements, governance/leadership, faculty and staff directory, and accreditations are all available. Other requirements for students are posted in the Student Handbook (available on the website and in print). The website is updated regularly.

Many communications (e.g., Facebook posts, YouTube videos) with students and the public do not require comprehensive information; in these, Gateway still provides clear and accurate college information. College employees follow policies to publish information, including Policy E-140 Media/PR Responses, Policy H-185 Social Media, and Policy H-190b Digital Communications. The Marketing department's *Brand and Identity Standards Manual* explains strategies to implement these policies. They include social media guidelines, website standards, marketing and communications contacts, and editorial guidelines.

Further, Gateway reports clear, accurate information to its community, the state, and the federal government. To ensure accurate reports, it follows Policy D-100 State and Federal Reporting and assigns departments to reports related to their expertise. Some examples include the Business Office's responsibility for financial reports, Human Resources' responsibility for EOE/AA compliance reports, and Institutional Effectiveness' responsibility for IPEDS reports.

Gateway also complies with the Wisconsin Public Records and Property Law in Chapter 19 of the Wisconsin Statutes. Public records about the school's governance and operations are accessible to the

public. Gateway's Policy F-100 Public Records and Property and Policy F-100a Release of Public Records and Property document the college's commitment to maintain and release public records. These policies include procedures for informing the public of board meetings, holding open meetings, and publishing meeting minutes. The board has appointed the assistant to the president to fulfill these procedures and to act as the official legal custodian of records.

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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

Introduction

The Gateway District Board of Trustees is sufficiently autonomous to make decisions in the best interest of the college, its students, and its community while ensuring its own integrity. The composition of and appointments to Gateway's board adhere to Chapter 38 of the Wisconsin Statutes. The board is composed of nine trustees: two employers, two employees, one elected official, one school district administrator, and three trustees at large. Trustees reflect the district population in demographics. They are appointed by the county board chairs of Kenosha, Racine, and Walworth Counties, which compose Gateway's district. Trustees serve three-year terms with no term limits.

Since August 2000, the board has followed John Carver's Policy Governance model. It has set governance policies and ends that guide the college. It regularly reviews these, recording adoption, revisions, and reviews at the bottom of each policy (e.g., Policy 1.1). It has delegated college operations to the administration, faculty, and staff within a set of executive limitations, and it regularly monitors the college's progress towards fulfilling the ends and complying with the limitations. Thus, the college fulfills its value of "quality and excellence in education" through its compliance with board policies.

2.C.1

The district board has the authority, within the limitations of federal and state laws, to lead Gateway and set its priorities in carrying out its mission. These priorities to preserve and enhance the college are evident in its monthly deliberations.

According to Policy 1.12, board meetings follow a standard agenda. This agenda reflects the principles of Policy Governance and the college's governance practices. It includes operational agenda components and monitoring reports. The operational agenda components include action items for which a formal vote of the board is legally required and consent items for which the board

is accountable but for which responsibility has been delegated to the president. The monitoring reports include the board's review of the president's interpretations and progress on ends policies and compliance with the executive limitations.

The January 2017 meeting (agenda, minutes) serves as an example. During the operational agenda components, the board approved a $1.5 million promissory note to fund facility improvements, fulfilling its responsibility under statute 38.15, which requires a board resolution for capital expenditures over $1.5 million. It gave consent to the administration's financial, personnel, and academic activities, fulfilling its responsibilities under statutes 38.12, which outlines the board's duties, and 38.14, which outlines the board's powers. During the monitoring report, it approved the college's progress on fulfilling the third ends statement and complying with the general executive limitations.

In addition to these monthly responsibilities, the board is responsible for approving major initiatives that set the college's direction. During its November 2015 and August 2017 meetings, the board approved the college's mission. During its August 2018 meeting, it approved the college's strategic plan. Each May (e.g., 2017, 2018), it approves the college's budget.

2.C.2

In Carver's Policy Governance model, one of the core board products is "linkage to ownership," so Gateway's board finds it essential to maintain linkages to the college's constituencies, considering their reasonable and relevant interests during its deliberations.

Legal requirements and the Policy Governance model require trustees to engage with Gateway's constituencies. Wisconsin statutes (i.e., statute 38.08) require trustees to be representative of the college's community, and the Policy Governance model (e.g., Policy 1.3) has trustees focus on interacting with the college's constituencies. Trustees thus learn constituencies' needs for Gateway. In fact, the standard agenda for board meetings leaves times for trustees to report on their community activities. During the October 2016 meeting, for example, trustees reported on a superintendents' breakfast meeting, SEED accelerator meeting, and Association of Community College Trustees (ACCT) convention.

Monthly board meetings also provide an opportunity for the board to engage with constituencies. In following the Wisconsin Public Records and Property Law, Gateway notifies the public of board meetings, holds open meetings, and publishes meeting minutes. During each meeting, the standard agenda allows an opportunity for citizen comments. While citizens infrequently use this opportunity, a group of citizens did comment during the April 2017 meeting.

Since citizen comments are infrequent, the board employs other techniques to engage constituencies. It holds special meetings to gather input on significant decisions. For example, it holds a public budget hearing each May before approving the budget. It also holds meetings to gather input about significant initiatives. An example is an informational session held to discuss the planned EVOC (Emergency Vehicle Operations Course) track in March 2016. Finally, it hosts Committee of the Whole (CoW) meetings, to which it invites various constituencies. Examples in 2015 include CoW meetings with Gateway students (February), high school partners (May), Gateway staff (September), and Union Grove High School representatives (October). For details about interactions with internal constituencies, see Component 5.B.2.

2.C.3

The Gateway board preserves its independence from undue influence using multiple techniques, thus acting in the best interest of the college and its constituencies.

The first technique to ensure independent and ethical trustees is to appoint responsible individuals. The appointment process, required by Chapter 38 of the Wisconsin Statutes, requires that the college thoroughly vet board candidates. The process, described in the District Board Operations Manual, and consistent with Policy 100 in the *WTCS Policy Manual*, includes completion of an application, public disclosure of candidates, an opportunity for public comments, and a roll-call vote by the three county executives. The Wisconsin Technical College System (WTCS) must approve each appointment.

Orientations and ongoing development provide trustees with an understanding of the college, legal requirements, their roles, and their responsibilities. Specifically, the orientation process, outlined in the District Board Operations Manual, provides new trustees with informational resources, experiences with the college, and mentors. The ongoing development provides trustees with annual organizational meetings and retreats and ACCT and the WTCS District Board Association memberships.

An ongoing technique to ensure independent and ethical board trustees is the Policy Governance model. Trustees annually sign the code of ethics. It includes commitments to follow laws, act on behalf of the college, put the interests of the college's community first, create an open and respectful environment, avoid conflicts of interest, and submit an annual economic interest statement to the state. The Policy Governance model also requires the board to "function as a collective body," thus limiting the role of any single trustee and using the unity of control concept to communicate with the president.

A final technique involves the regular external reviews of the board required by the state statutes. The board complies with Chapter 19 of the Wisconsin Statutes, which requires ethical conduct— including annual statements of economic interests to disclose personal finances and avoid conflicts of interest—and open meetings. It also complies with Chapter 38, which requires annual reports and audits so that the public and WTCS can verify that the board's management of the college is in the best interest of the college and its constituencies. See Component 5.D.1 for a list of division and college reports.

2.C.4

The board delegates the day-to-day operations of Gateway to the administration, staff, and faculty. It devotes its energy to the responsibilities listed in Policy 1.3:

- Serving as the official governance link between the college and the community at large.
- Enacting written governing policies that address ends, executive limitations, governance processes, and board/staff relationships.
- Assuring successful organizational performance.

The board has delegated the college operations to the president in Policy 2.3. This delegation

established a relationship between the board and the president that lets the president and administration manage the college operations and lets the board maintain its accountability. The workings of this relationship are evident during board meetings. As indicated in the standard agenda, the president provides a monthly report of the college's activities in the president's report, requests approval for items for which the board is accountable in the operational agenda, and demonstrates compliance with ends statements and executive limitations in policy governance monitoring reports. The agenda and minutes for the February 2018 board meeting provide an example of the president and board engaging in a president's report, operational agenda, and monitoring report.

A similar relationship has been established between the administration and faculty to manage academic matters at the college. Faculty report to the administration, not the board. In Policy A-112 Curriculum, the faculty's responsibility for curriculum, classes, and assessment is defined. Its majority on the District Curriculum Committee shows its leadership on academics. In academic matters, the administration's responsibilities include supporting, overseeing, and evaluating faculty work. The board's duties include monitoring and approving new programs, staffing, and advisory committees as required by statute.

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2.D - Core Component 2.D

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

Argument

Introduction

A college that values "innovation and risk-taking" and "the diversity of individuals and perspectives" must support and encourage the freedom of expression and pursuit of truth in teaching and learning. In 2018, Gateway adopted Policy A-160 Freedom of Expression in Teaching and Learning to formalize its commitment to these universal academic values.

Teaching

Gateway's commitment to the freedom of expression and pursuit of truth in teaching is visible in the academic responsibilities that the college assigns to faculty and its support of faculty development.

Administrative Policy A-112 Curriculum Development explains, "Curriculum development is a faculty-driven process informed by the expertise of instructors, support staff, administrators, customers, and stakeholders of the college within the policies of the administration, who have final authority for determining the college curriculum." While recognizing the collaborative nature and pragmatic limitations of curriculum development, this policy gives faculty the freedom to modify academic programs, courses, and competencies. *Curriculum Modifications Reports* (e.g., 2018-2019, 2019-2020) show instructors' constant work on courses and programs. Also, individual faculty freely determine the instruction, including lesson plans and supplementary materials, used to teach the competencies in their classes.

In addition, the college supports the freedom of expression and pursuit of truth in teaching through training and development activities. As part of the Faculty Quality Assurance System (FQAS) (a WTCS system to ensure quality instruction), Gateway annually delivers FQAS courses on course design and teaching methods for faculty. In addition, the college supports the pursuit of truth for faculty and staff, as indicated in the *Employee Handbook*, through professional development and tuition reimbursement. Policy A-120 Copyright Materials encourages the development of scholarly and creative works and clarifies the faculty member's ownership rights to such works.

Learning

Since education involves both teaching and learning, Gateway's commitment to the freedom of expression and pursuit of truth in learning is equally important. By protecting learning opportunities for all and by encouraging explorative learning, the college honors these ideas for faculty, staff, and students. The Student Due Process Rights and Employee Complaint Resolution processes let

faculty, staff, and students have any concerns about violations of freedom of expression or hindrances to the pursuit of truth reviewed and addressed. Gateway tracks and resolves student complaints.

The college also supports academic freedom in its curriculum and college activities. Some programs (e.g., Accounting) have elective credits so that students can select courses of interest. Many programs provide clinical (2017-2018, 2018-2019), internship (2017-2018, 2018-2019), and service-learning (2017-2018, 2018-2019) opportunities so that students can learn in an environment in their chosen discipline. The college sponsors activities like the Provost Honors program, which supports student-instructor collaborations on in-depth research projects, and Inspiration Grants, which fund projects that advance learning and support the college's mission. It protects the rights and welfare of all research participants with Institutional Research Board reviews. Co-curricular clubs and international education let students explore local and international communities.

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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

Introduction

While Gateway's "innovation and risk-taking" value encourages the freedom of expression and pursuit of truth at the college, its "honest and ethical behavior" value ensures the responsible acquisition, discovery, and application of knowledge by its faculty, students, and staff.

Gateway's values serve as the foundation for policies and procedures that provide oversight and support for integrity in academic practices, ensure students are guided by ethical practices, and enforce guidelines for academic honesty and integrity.

2.E.1

Gateway provides oversight and support services to ensure the integrity of research and scholarly practice at the college. Codes of conduct (student, employee) require faculty, staff, and students to act with integrity while acquiring and disseminating knowledge. In acquiring knowledge, faculty and students abide by the fair use provisions of United States Copyright Act of 1976 and the TEACH Act of 2001. The college library assists faculty and students in understanding fair use and copyright laws of paper and digital materials. In disseminating knowledge to students, the college's policy is to provide "every student with the same high-quality educational experience at all Gateway locations." Policy A-110 Instructional Resources, Equipment, and Software provides procedures and resources to help faculty standardize these experiences across all course sections.

Faculty, staff, and students also act with integrity as they discover knowledge. Whether staff members are conducting research about the college, faculty members are conducting research in their disciplines, or students are learning to research in classes, the college requires all to conduct ethical research, ensuring the integrity of data and safety of participants. Policy B-100 Survey Administration Policy and Policy B-110 Research Policy clarify the college's expectations on surveys and research. They require that research involving humans be reviewed by Gateway's Institutional Review Board (IRB), whose biannual meetings (e.g., 2019) have included project reviews (e.g., 2019 projects), IRB process improvements (e.g., review forms), and training (IRB's Role).

The college also trains faculty in basic research and analysis methods in a Data and Evidence Analysis class. It supports employees attending conferences or classes to review established research

standards in their disciplines.

The college supports research through its Institutional Effectiveness (IE) division. IE takes responsibility for research conducted about the college, such as student demographics and satisfaction. It also assists others in conducting research at the college. In conducting research and reporting results, IE follows established standards so that data can be compared and interpreted. When using data internally, IE follows guidelines in its Data Dictionary. When reporting data to external agencies, IE follows those agencies' requirements, such as those for IPEDS and WTCS reporting.

Finally, faculty, staff, and students act with integrity as they apply knowledge, both at Gateway and at external locations. The application of knowledge is common and important at a technical college, so Gateway requires all to act with integrity during educational experiences such as labs, internships, and clinical practice. One element of integrity involves developing student competencies related to professional ethics. Examples include professional, safety, and sustainability standards for auto service fundamentals students; confidentiality and professional responsibilities for Biz internship students; and HIPAA and healthcare practices for nursing clinical practices students. Another element of integrity involves clarifying expectations so that Gateway understands its partners' needs and partners understand Gateway's capacity. Examples include the Automotive Request for Service form used for automotive technician labs, Biz Squad Project Request form used for business internships, and Clinical Affiliation Agreements form used for health clinical sites.

2.E.2

Gateway guides students in the ethical use of information resources. This guidance begins with the college informing students of ethical expectations. The Student Code of Conduct, published in the Student Handbook and on the website, explains the ethical use of information. The college also requires an academic honesty statement to be included on course syllabi and has incorporated it in the syllabus template. In addition, instructors have standardized expectations for courses (e.g., English Composition) at high risk of academic dishonesty.

The college educates students on both general and discipline-specific expectations for the ethical use of information sources. General Studies courses are one source for general guidance in the ethical use of resources. For instance, in English Composition, students develop competencies in investigating information resources and integrating research into their writing. Libraries also provide general guidance on the ethical use of information resources. Librarians give class presentations about researching with library resources as well as attributing information. Librarians also maintain the Citing Sources web pages with information about and tools to assist with attributions required by such style guides as APA and MLA. Program faculty members identify discipline-specific expectations for students in program courses. See Component 3.B.3 for details.

2.E.3

Gateway has and enforces policies on academic honesty and integrity. The college publishes its student code of conduct in its *Student Handbook* and on its website. The code includes a definition and examples of academic dishonesty, a description of the consequences, and an explanation of the

appeal process.

Instructors enforce Gateway's policies on academic honesty and integrity using technology and traditional vigilance for cheating during classes. For instance, instructors can use SafeAssign to educate students about proper citations and to check for plagiarism. In distance learning classes, instructors can use Respondus Monitor and Lockdown Browser to secure online exams and encourage honest efforts.

The college administration supports enforcement with a procedure to record and address academic integrity violations. Instructors report cases using the Incident and CARE Team Report Maxient web database. A dean then meets with the violator to discuss academic integrity, and the college maintains records so that it can address repeat violators. The adoption of this system in 2017 led to an initial increase in reported academic dishonesty cases, but numbers have leveled: 10 in 2016, 45 in 2017, 30 in 2018, and 27 in 2019.

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2.S - Criterion 2 - Summary

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

Summary

A gardener cultivates and prunes plant growth with tools to train and illuminate plants, and Gateway's board, administration, faculty, and staff operate and control college growth with policies and practices to promote and clarify Gateway's values.

Gateway has presented itself clearly to constituencies, updating policies and practices for the Information Age. In transitioning from page to screen, Gateway uses its website and social media to present timely and accurate information to the public about the college and its programs.

Following a Policy Governance model, Gateway's board has provided clear governance by leading with policies, defining the administration's role in operating the college, and monitoring college results. Open records enable public scrutiny and self-reflection, yielding continuous improvement in college governance.

Faculty and students have balanced academic freedoms and responsibilities in the pursuit of truth. Policies—including those for free expression, conduct codes, grievance procedures, information security, and research—provide clear and fair guidance. Maxient database records protect privacy and enable data views that encourage continuous improvement in college administration.

Clarity sows integrity. Gateway has ethical, responsible policies and practices, fulfilling its values and meeting Criterion 2.

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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

Introduction

Gateway's mission promises the delivery of "industry-focused education that is flexible, accessible, and affordable for our diverse community." Its six Vision 2021 drivers of excellence, including program and service excellence, focus the college on fulfilling this mission.

As a result, Gateway has offered 43 associate degree programs, 34 technical diploma programs, 2 advanced technical certificates, and 89 certificates of completion in 2019-2020. While the number of degrees, diplomas, and certificates will fluctuate from year to year, Gateway ensures that all of these provide students current knowledge and skills, college-level rigor, clear learning goals, and consistent learning experiences—no matter the delivery type and location.

3.A.1

Gateway's courses and programs are current and require students to perform at levels appropriate to the awarded associate degree, technical diploma, or certificate. Through well-developed systems and processes, Gateway creates, maintains, and improves the currency and rigor of its courses and programs.

Gateway enhances the quality of its educational offerings by employing the policies, procedures, and resources in its *Program Effectiveness/Curriculum Manual*. This manual is based on educational policies and procedures specified in the WTCS Educational Services Manual and Gateway's Administrative Policy Book. Gateway's manual includes policies and procedures for course modification and creation, program modification and creation, curriculum review, and Program Effectiveness (PE) (continuous improvement).

Individuals and committees—including program curriculum committees, program advisory committees, the District Curriculum Committee, and district board—responsible for the review and approval of curriculum are identified in the manual. Institutional Effectiveness (IE) staff—including an instructional strategist, program effectiveness specialist, and program information specialist—assist with the processes. The college has also provided release time or compensation to support PE coordinators, who coordinate program and curriculum reviews, modifications, and improvements as well as curriculum developers.

With the support of the college, faculty hold the responsibility for creating and modifying the program and course curricula. New programs have always been created by assessing need; documenting feasibility; developing curriculum; obtaining approvals from the district board, WTCS, and HLC; and implementing the programs. In 2017, the college reviewed and standardized its internal new program development process, clarifying needed information and assessment criteria. New courses have always been created by completing new course forms, gathering approvals, and completing WIDS (Worldwide Instructional Design System) documentation. WIDS documentation (e.g., Marketing Research) clarifies course descriptions, competencies, learning objectives, assessment strategies, and assessment criteria.

Once established, programs and courses are continuously improved by faculty and industry experts to maintain their currency and rigor. Program curriculum committees meet each semester to review and modify the course and program curricula. Each curriculum committee comprises one or more program instructors, one General Studies instructor, and one academic advisor. Minutes (e.g., fall 2018) document discussions. Also important, program advisory committees meet twice a year to have employees and employers with expertise their field advise programs on the current labor needs, future trends, and appropriateness of the program outcomes. Each program advisory committee comprises the program dean, PE coordinator, and at least nine advisors representing employers and employees in the college's three-county district. Minutes (e.g., fall 2017) document discussions.

In Gateway's PE process, these committees continuously improve their courses and programs. In fact, PE requires full curriculum reviews every three years, and it required full program quality reviews every five years until 2018 when it began to require program vitality reviews every three years. During curriculum reviews, program faculty members ensure the relevance and completeness of curriculum, verifying 20 curriculum components, including program outcomes and course competencies. For the results of curriculum reviews, see Component 4.A.4. During full quality or program vitality reviews, program curriculum committee members collaborate with program advisory committee members to evaluate and improve programs based on five indicators: (1) enrollment, (2) retention, (3) learning, (4) customer satisfaction, and (5) efficiency. For details and results of quality/vitality reviews, see Component 4.A.1.

Using these policies and processes, program committees have developed and maintained courses and programs that meet the academic currency and rigor required by external reviewers. The WTCS has reviewed evidence of student learning through the Technical Skills Attainment (TSA) initiative through most of the 2010s. Specifically, TSA requires each program to assess student achievement of industry-relevant program outcomes. See Component 4.A.6 for TSA details and results. Accrediting agencies also review evidence of academic currency and rigor. Gateway programs maintain specialized accreditation with ten accrediting agencies. See Component 4.A.5 for details.

Higher education institutions also recognize the currency and rigor in Gateway courses and programs through transfer agreements. Recognizing these elements in the General Studies courses at

Gateway and other WTCS colleges, the University of Wisconsin (UW) System has signed the Universal Transfer Credit Agreement to identify courses that transfer to each UW institution. Recognizing these elements in Gateway programs, dozens of colleges and universities have signed transfer agreements with Gateway to allow students to transfer their Gateway credits. Students can view these agreements using the Transfer to a Bachelor's web page.

Students also recognize that Gateway maintains current and rigorous courses and programs needed to prepare them for their futures. Some pursue more education through transfer agreements, yet the majority find employment within six months of graduation. The *Graduate Follow-up Studies* (2017, 2018) show that over 95 percent of Gateway graduates are satisfied with their education, and 89 percent found employment. Gateway maintains a Career Pathway Map of each program so that students understand the opportunities for careers and higher education.

Businesses and governments recognize that Gateway maintains current and rigorous courses and programs needed to prepare students for the workplace. Gateway programs prepare students for business needs by aligning curricula to the rigorous requirements of national industry and/or WTCS standards. Sixty-one percent of programs with available standards are currently aligned with them. Many programs also ensure curricula prepare students to earn industry certifications. Student success in passing these license and certification exams confirms Gateway graduates are ready for the workplace. See Component 4.A.6 for details. *WTCS Outcomes-Based Funding Reports* (2017-2018, 2018-2019) show Gateway performs well, earning 8.1 percent and 7.2 percent shares of available funding in 2016-2017 and 2017-2018. Grants and donations reflect business and government support of Gateway educational opportunities. The *Single Audit Reports* (2018, 2019) list the government grants, and the Gateway Foundation lists business donations and grants.

3.A.2

Whenever possible, Gateway programs (e.g., Accounting) offer students an opportunity to earn certificates, then technical diplomas, and finally associate degrees. The sequence of credentials motivates students, recognizes them for completed coursework, and provides future education or career options. To help students and other constituencies, like employers, understand the learning goals associated with each credential, Gateway articulates and differentiates learning goals for its certificate, technical diploma, and associate degree programs.

Policies ensure appropriate learning goals for courses and programs. Gateway and WTCS terminology for course learning goals is "competencies," and the terminology for program learning goals is "outcomes." The requirements for creating, modifying, and articulating course competencies and program outcomes in Gateway's *Program Effectiveness/Curriculum Manual* adhere to the course and program standards in the *WTCS Educational Services Manual*.

The courses that form certificates, technical diplomas, and associate degrees have clear competencies. As required by Policy A-112 Curriculum Development, these competencies are developed by faculty either at the state level (state-aligned curriculum) or at the local level (Gateway faculty-written curriculum). As required by Policy A-113 WIDS, course information is documented using WIDS. The information has a standardized format and includes the course information, Core Abilities, competencies, learning objectives, and performance standards (assessments and criteria). Course information and competencies are shared with faculty through the WIDS curriculum management system and with students through course syllabi. The Event Management course

outcome summary and syllabus are examples.

Collections of courses can form three types of academic certificates. First, certificates of completion (also called "internal certificates") are Gateway-approved certificates awarded to students completing a specified set of courses. Instructors design these certificates to encourage students to move through a program and to recognize a set of skills useful for employment. Gateway lists certificates of completion in the catalog and on the website. Certificate sheets (e.g., Administrator's Credential) identify the required courses. Second, pathway certificates are WTCS-approved certificates awarded to students completing the initial sequence of courses within a single program that can lead to employment. Gateway lists pathway certificates on program web pages (e.g., Hospitality Management) and pathway maps (e.g., Hospitality Management). Pathway certificate sheets (e.g., Hospitality Essentials) identify the required courses. Third, advanced technical certificates (ATC) are WTCS-approved certificates of no more than 12 credits that develop post-degree knowledge and skills helpful for advancement in an occupation. Gateway lists ATCs in the catalog and on the website. ATC sheets (e.g., Urban Farming) and web pages (e.g., Urban Farming) identify the required courses.

Gateway offers two types of degrees, which comply with WTCS requirements. First, technical diplomas are WTCS-approved programs that focus on hands-on learning of occupational skills. Coursework requires more in-class hours and fewer out-of-class hours. Diplomas can vary in length from less than a year (2-25 credits) to one-year (26-54 credits) to two-years (55-70 credits). Gateway lists technical diplomas in the catalog and on the website. Technical diploma curriculum sheets (e.g., Accounting Assistant) and web pages (e.g., Accounting Assistant) identify the required courses. Second, associate of applied science degrees are WTCS-approved two-year programs. Coursework includes general education (15+ credits) and technical (36+ credits) studies. These degrees total 60 to 64 credits (unless state-alignment requires more). Gateway lists associate degrees in the catalog and on the website. Associate degree curriculum sheets (e.g., Accounting) and web pages (e.g., Accounting) identify the required courses.

Gateway documents the learning in its courses and credentials. Competencies in course syllabi (e.g., Event Management) clarify the learning in courses, and outcomes on curriculum sheets (e.g., Hospitality Management) clarify the learning in diplomas and degrees. Educational pathway maps (e.g., Hospitality Management) identify the exit options in programs for educational and career opportunities. The Hospitality Management program, for instance, provides students three pathway options: the Hospitality Essentials pathway certificate (9 credits), the Foundations of Lodging and Hospitality Management technical diploma (24 credits), and the Hospitality Management associate degree (60-63 credits).

3.A.3

Gateway has offered ten delivery types and six dual-credit options for courses and programs in the 2010s. It balances the demands for flexible deliveries with those for quality education. It ensures that the quality and learning goals for every course and program are consistent across all delivery types and at all locations.

One strategy to ensure consistency and quality is the use of standardized content. All instructors who teach a course section teach the competencies documented in the WIDS course outcome summary (e.g., Writing Grant Proposals, Speech). Policy A-140 Online Learning requires these same

competencies to be taught in online courses. Syllabi (e.g., Writing Grant Proposals, Speech) show instructors in various course sections teach the same competencies. The standardized syllabi initiative in 2019-2020 has further ensured that instructors in each course section teach the same competencies (e.g., Writing Grant Proposals, Speech). The Transcripted Credit Request form requires high school teachers to agree to teach the same competencies in dual credit courses. Deans verify that instructors teach the required competencies during faculty and adjunct evaluations, and transcripted-credit liaisons verify that high school teachers teach the syllabi's competencies during observations.

A second strategy requires standardized textbooks, technology, hardware, and software in all course sections. The strategy is explained in Policy A-110 Instructional Resources, Equipment, and Software, and the college maintains a master list (e.g., 2018-2019, 2019-2020) of instructional resources for each course. The college equips the classrooms and labs used for instruction with the required resources. The college also requires each of the 1000+ online course sections to use the same learning management system: Blackboard. Deans can assign faculty to develop Blackboard course shells that undergo a quality review and are then copied into each course section to enhance consistency.

Another strategy to ensure consistency and quality is the use of qualified and trained instructors. All instructors who teach a course section must have the academic credentials consistent with HLC requirements, the work experience and certification required by the WTCS, and the training required by Gateway. See Component 3.C.2 for details.

A final strategy to ensure consistency and quality is the evaluation of programs. Program data profiles (e.g., Accounting) for the 18 online programs segment data by online and onsite students, allowing faculty to compare and improve program effectiveness in both delivery modes.

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3.B - Core Component 3.B

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

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

Argument

Introduction

At first glance, it might seem that Gateway programs need to provide students only with technical knowledge and skills to fulfill Gateway's mission to "deliver industry-focused education"; however, on a close look, it becomes clear that programs also need to engage students in the acquisition, application, and integration of broad learning and skills. This engagement is the primary objective of the six departments in the General Studies division and an objective of the programs in the four schools.

The college and local employers believe that the broad knowledge and skills incorporated into its curriculum develop a breadth of knowledge and skills that students need to navigate as confident employees in a global economy, act as responsible citizens in diverse communities, and continue as lifelong learners. Faculty and employers have indicated the value of general education during meetings (e.g., Business Advisory) and in employability essentials surveys (Employer and Faculty).

Gateway develops a breadth of knowledge and skills in students through multiple mechanisms, including General Studies courses, which develop general knowledge and skills in five academic subjects, and Core Abilities/Essential Career Competencies (ECCs), which develop general attitudes and skills deemed essential by the college. This commitment to a breadth of knowledge and skills has helped the college attract and develop the engaged employees and students identified in its Vision 2021 strategic plan and has yielded opportunities for them to contribute scholarly works of creativity and discovery in their disciplines.

3.B.1

General Studies courses are an integral part of a Gateway education. They give students knowledge and skills in communications, mathematics, natural sciences, social sciences, and world languages.

Gateway's General Studies division helps to fulfill the missions of the Wisconsin Technical College System (WTCS) and college. The Wisconsin statutes specifically require technical colleges to teach both professional/technical and general education courses in Statute 38.001(2)(a). Gateway's own mission also recognizes the importance of a blend of professional/technical and general education in its first ends statement, which balances the outcomes of "employability, career advancement" with a "global perspective and lifelong learning."

To develop the general education skills, knowledge, and attitudes in students, Gateway incorporates General Studies courses and Core Abilities/ECCs into its programs' curricula. The WTCS maintains a list of General Studies courses for WTCS colleges to offer, and Gateway has almost 70 active General Studies courses that it can offer. As discussed in the WTCS Educational Services Manual, these courses are standardized across the state, regularly reviewed, and updated as needed. The WebAdvisor/Self-Service course schedule (e.g., spring 2019) lists the communication (801), world language (802), mathematics (804), natural science (806), and social science (809) courses offered at Gateway each semester.

In addition, Gateway has identified knowledge and skills that students need to succeed in their careers and lives. Until 2019, these were expressed in nine Core Abilities, and in 2019, these were reviewed and restated in six ECCs:

Core Abilities	Essential Career Competencies (ECC)
- Act responsibly. - Communicate clearly and effectively. - Demonstrate essential computer skills. - Demonstrate essential mathematical skills. - Develop job-seeking skills. - Respect self and others as members of a diverse society. - Think critically and creatively. - Work cooperatively. - Value learning.	- Communication competence - Professionalism and career management. - Cultural competence - Critical thinking and problem solving - Teamwork and collaboration - Technology competence

Gateway instructors taught and assessed core abilities through the 2010s, and the transition plan ensures that they will teach and assess the ECCs in the future. See Component 4.B for details on assessment.

Instructors incorporate General Studies courses and Core Abilities/ECCs into programs as required by college policies and student needs. The number of required General Studies credits depends on the type of degree. Policy A-112 Curriculum Development requires General Studies courses for all associate degrees and technical diplomas with 45 or more credits. The requirement of at least 15 General Studies credits (at least 6 communications, 3 mathematics or sciences, 3 social sciences, and 3 behavioral sciences) for associate degree programs is aligned with state requirements specified in

the WTCS rules and the Gateway curriculum requirements. In addition, programs need to ensure that students develop all nine Core Abilities/ECCs in their program curricula.

At the same time the General Studies division delivers courses that fulfill occupational programs' general education requirements, it serves as a bridge to the college for many underprepared students. Each semester, the WebAdvisor/Self-Service course schedule (e.g., spring 2019) offers remedial General College courses for writing (831), mathematics (834), and reading and study skills (838).

The General Studies division also serves as a bridge from Gateway to four-year colleges and careers. One of the benefits of using state-aligned general education curricula is that the WTCS has signed a universal credit-transfer agreement with the University of Wisconsin (UW) System to identify courses that transfer to UW institutions. Students can thus transfer Gateway General Studies courses to other WTCS and UW institutions. In addition, Gateway has signed transfer agreements (e.g., Mount Mary, UW-Parkside) that enable students to transfer collections of General Studies courses earned in certificates to four-year institutions. General Studies has also helped students improve their career prospects by offering Spanish proficiency certificates.

3.B.2

Gateway has predicated its commitment to general education on the WTCS framework. In the Role of General Education in AAA/AAS Degrees statement, the WTCS has clarified the framework of general education, insisting it should provide "a core of knowledge that imparts the common skills, intellectual concepts, and attitudes that every educated person should possess." Gateway has further clarified the purpose of general education in its General Education Philosophy in the *College Catalog*: "We believe students need general education skills in order to succeed in career and life... General education gives students effective communication, mathematics, scientific thinking, and global social skills." Gateway, in fact, has always required General Studies credits in its programs in Policy A-112 Curriculum Development. From 2010 to 2015, all associate degree programs had 18 General Studies credits; in 2016, a lower WTCS general education credit requirement and Gateway program credit reduction initiative meant some associate degrees now require 15 credits. Programs explained credit reduction decisions as part of the initiative.

Given the importance of general education, Gateway clearly lists the required General Studies courses for each program and the Core Abilities on each curriculum sheet published in the *College Catalog* and on the Gateway website. The Surgical Technology and Tool and Die Technician curriculum sheets are examples for an associate degree and technical diploma, respectively.

The college has adopted its General Studies courses from the WTCS standardized curricula and identified its own nine Core Abilities/six ECCs. The competencies for each General Studies course are defined in WIDS files for faculty and shared with students on course syllabi. The Speech course outcome summary and syllabi are examples. Core abilities are linked to program course competencies in WIDS files and shared with students on the course syllabi. The Event Management course outcome summary and syllabus are examples.

Both General Studies courses and Core Abilities/ECCs impart a broad knowledge and intellectual concepts to students and develop skills and attitudes that every college-educated person should possess. Gateway's list of General Studies courses includes courses covering broad knowledge and skills in communications, mathematics, natural sciences, social sciences, and world languages. The

knowledge and skills in these courses are used in every discipline. The lists of Core Abilities/ECCs contain broad knowledge and skills, and they identify the behaviors that indicate student learning of each. Until 2019, Core Abilities were taught and assessed by every program. In 2019, ECCs began replacing them.

3.B.3

Policy A-112 Curriculum Development requires each program to ensure students develop all Core Abilities/ECCs and requires General Studies courses for all associate degrees and some technical diplomas. In meeting these requirements, every Gateway program engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Both General Studies and program courses engage students in collecting, analyzing, and communicating qualitative and quantitative information. Among the Core Abilities/ECCs that this engagement develops are these: "Communicate clearly and effectively," "Communication Competence," and "Demonstrate essential math skills." Given the range of professions for which Gateway programs prepare students, information engagement can vary from a traditional research paper or speech using library resources to an interpretation of diesel engine data or customer data collected using industry-specific measuring tools. Examples of courses with competencies to develop these qualities are the Speech and Quantitative Reasoning courses in the General Studies division and the Marketing Research and Diesel Maintenance Fundamentals courses in the School of Business and Transportation.

Students also apply relevant modes of inquiry and/or creativity in their fields. Among the CoreAbilities/ECCs that these applications develop are the following: "Think critically and creatively," "Critical thinking and problem solving," and "Value learning." Often, a General Studies course provides the theory for practical applications in program courses. For example, the General Anatomy and Physiology course provides the knowledge needed for practical applications in the Nursing Fundamentals course.

Because Gateway is a technical college, learning frequently involves practical experiences, allowing for the practice of skills adaptable to changing environments. These practical experiences develop or apply most of the Core Abilities/ECCs. They typically occur after substantial classroom instruction allowing a student to synthesize all he/she has learned. Capstone courses (e.g., Accounting Portfolio Development), clinical experiences (e.g., Nursing Advanced Clinical Practice), field experiences (e.g., Human Services Field Experience II), internships (e.g., Biz Squad Internship), practica (e.g., Medical Assistant Practicum), and service-learning projects (e.g., Serving to Learn Locally, Serving to Learn Globally) are among these practical experiences.

3.B.4

Gateway demonstrates a commitment to diversity through its mission, policies, practices, and ongoing evaluation. (See Component 1.C for diversity details.) This commitment extends to the education offered to students, letting them explore the human and cultural diversity of the world in which they live and work.

Some programs are set up to serve students with diverse needs. For example, the Adult Basic Education program serves students who are academically disadvantaged, and the English Language Learner program serves students who speak limited English. See Component 3.D.2 for details.

All programs are required by Policy A-112 Curriculum Development to have students explore the diversity of their world and to develop the Core Abilities/ECCs including "Respect self and others as members of a diverse society" and "Cultural Competence." Students explore diversity either through a series of General Studies courses with embedded diversity competencies or through courses focused on diversity, such as the Introduction to Diversity Studies course.

Some programs also offer students an opportunity to explore diversity in their future careers. These programs embed diversity competencies within one or more program courses. Examples include the Early Childhood Education program, which embeds diversity competencies in courses like the Family and Community Relations course, and the Leadership Development program, which embeds diversity competencies in the Diversity and Change Management course. Programs have also designed international education opportunities, incorporating the competencies for global service-learning in the Serving to Learn Globally course or global enrichment in the Study Abroad Handbook. A sample global service-learning course involved the Dental, Nursing, and Veterinary Sciences programs, whose students and faculty traveled to Costa Rica and Nicaragua in 2016 to collaborate with the non-profit group VIDA in community building projects, mobile clinics, and service to communities in need.

Gateway has assessed student learning of all Core Abilities, including that of diversity. In the 2010s, 95 and 94 percent of students met the diversity requirements.

3.B.5

WTCS colleges tend to focus on the application of knowledge in various industries rather than on the discovery of knowledge. Still, Gateway staff, faculty, and students contribute scholarship, creative works, and the discoveries of knowledge to the college and their disciplines.

Gateway's administration encourages scholarly activities at the college. One way that the college encourages scholarly activities is through recognition. The FQAS Currency Guide lists professional presentations, literary accomplishments, and research as activities for Faculty Currency Plans, which are required to maintain an instructor's teaching qualifications. In addition, the college recognizes an outstanding expert and an outstanding innovator in its annual Employee Recognitions.

Gateway employees engage in scholarly pursuits within the college to encourage and recognize student scholarship and creativity. A program that began in 2014 to encourage students in scholarly activities beyond the classroom is the Provost Honors Program. In it, a faculty member and student collaborate on a semester-long pursuit of scholarship, creativity, or research. Other Gateway activities let students share creative works. Communications instructors annually release the Red Hawk Review, in which students publish their fiction, poetry, art, and photography. The Graphic Communications, Horticulture, and Interior Design instructors host annual design shows, in which students exhibit artwork, floral designs, and interior designs. Students are recognized for their scholarship with membership in Phi Theta Kappa, the academic honor society.

Many Gateway employees engage in scholarly pursuits. Their scholarship in the 2010s includes

authoring or reviewing articles/books, conducting scholarly research, delivering presentations at professionally reviewed conferences/websites, and exhibiting creative works. In an institution that does not require scholarly publication, students and faculty still research, review, write, publish, present, and exhibit.

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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

Introduction

In pursuit of its mission to "deliver industry-focused education," Gateway has attracted the faculty needed to develop and deliver academic programs and the staff needed to provide student services. Gateway uses processes and resources to recruit, evaluate, and develop the engaged faculty and staff that its Vision 2021 strategic plan identifies as necessary to fulfill the college mission.

During these processes, Gateway collects evidence that demonstrates the teaching effectiveness and professional knowledge of instructors. It also collects evidence that demonstrates the effectiveness of staff in delivering support services.

3.C.1

Gateway maintains sufficient numbers and continuity of faculty and staff members. In the 2017-2018 academic year, there were 268 Gateway instructors and 280 adjunct instructors. Faculty assignments had Gateway instructors cover 72 percent of classes and adjunct instructors cover 28 percent of classes. The student-faculty ratio in program classes was 12:1.

Full-time instructors divide their time between student contact and other professional duties, which are discussed in Appendix A of the *Employee Handbook*, department guidelines for each department, and Faculty Handbook. Annually, student contact requirements include teaching from 684 to 756 potential hours of instruction (p.h.i.) (one hour of a lecture class is equivalent to 18 p.h.i.) and 150 office hours (usually 5 per week).

Among the other professional duties are curriculum development, assessment, community relations, and committee work. Committee work involves oversight of curriculum, assessment, and academic credentials. At the college level, instructors serve with administrators and staff on the District Curriculum Committee (overseeing curriculum), FQAS committee (oversaw instructor qualifications), mentoring teams (overseeing new instructor development), and Student Learning Committee (overseeing assessment). Within academic departments, instructors serve on program curriculum committees (overseeing program curriculum, student learning, and academic credentials).

The college recognizes the importance of curriculum, student learning, and academic credentials by providing special assignments to instructors to coordinate each of these activities. Specifically, each department (or group of small departments) has a chairperson to review class schedules, assign classes to qualified instructors, and support qualified adjunct instructors. In addition, each department has the Program Effectiveness (PE) coordinator(s) to oversee the curriculum, Student Learning, and PE activities. Each department offering dual credit has the Transcripted Credit Liaison(s) to ensure the quality of teachers and instruction at high schools. Finally, instructors receive stipends to serve as mentors for new instructors.

3.C.2

Gateway has hired, evaluated, and trained qualified instructors. Recognizing that faculty qualifications should conform to the expectations of accrediting bodies, such as the HLC, the college has monitored the mid-2010s revisions in the HLC guidelines and implemented needed changes. One result was that Gateway defined needed qualifications in its 2017 Policy A-150 Instructor Qualifications. These qualifications include academic credentials, occupational experience, FQAS qualifications, and currency. All instructors (including Gateway, adjunct, and dual-credit) meet these qualifications.

Gateway faculty qualifications align with or exceed those described for the career and technical education certificate and occupational associate degree programs in the HLC Guidelines. In most occupational programs, instructors hold a bachelor's degree or higher. In the occupational programs in which bachelor's degrees are not required, Gateway has identified the required experience and/or training credentials that instructors must meet. In the General Studies division and some schools, like Health, instructors hold master's or higher degrees to facilitate course transferability or comply with program accrediting bodies. The Executive Vice President/Provost maintains a faculty qualifications master list with the specific requirements of each program. Gateway's efforts have resulted in a qualified and educated technical college faculty.

Table 3.C.2 Faculty Education Levels (2018-2019)

Faculty	Experience	Associate	Bachelor's	Master's	Doctorate
Gateway	25	9	42	134	25
Adjunct	66	80	168	142	21
Dual-credit	0	0	42	63	0
Source: Faculty Credentials: Gateway, Adjunct, Dual Credit					

Gateway uses a uniform recruitment and hiring process to ensure the college treats all candidates fairly and hires qualified Gateway and adjunct instructors for its divisions and schools. For details on the hiring process, see Component 5.A.4. Gateway requires that teachers of dual-credit courses have the same academic credentials as Gateway instructors in its agreements with high schools; however, high school teachers can use their state teaching licenses in place of FQAS qualifications. Their qualifications are verified using the dual credit instructor application and worksheet. When teaching a dual credit (called "transcripted credit" at Gateway) course, high school teachers are assigned a Gateway transcripted-credit faculty liaison. Liaisons provide instructional materials, training, and observations to ensure consistency and quality equivalent to Gateway instructors.

Credentials for all faculty are verified and published. Human Resources maintains a personnel folder for each Gateway instructor with evidence of the instructor's academic credentials, occupational experience, FQAS qualifications, and currency. The college lists full-time instructors' credentials in the College Catalog. Human Resources maintains a list of adjunct faculty and their credentials and a list of dual-credit faculty and their credentials.

3.C.3

Gateway not only maintains a sufficient quantity of qualified instructors but also uses performance evaluations to evaluate, provide feedback to, and develop instructors. Policy I-160 Initial Evaluation Period and Policy I-220 Performance Evaluations document the college's commitment to evaluating novice and veteran instructors regularly.

Gateway instructors undergo a full evaluation during their first year and then on a three-year rotation, and adjunct instructors undergo a full evaluation during their first year and on a five-year rotation. A full evaluation includes IDEA surveys with student feedback, class observations by the dean, and an adjunct evaluation or Gateway evaluation of teaching and professional criteria completed by the instructor and dean. In 2017, the college transitioned to the online forms in its NEOGOV (human resources) software.

During evaluations, instructors are rated on each criterion as strong, competent, marginal, or unsatisfactory. If all criteria are strong or competent, the instructor and dean set up a Faculty Currency Plan (FCP), using feedback to improve teaching and professional knowledge, and the three-year cycle repeats. If any criterion is marginal, an FCP and improvement plan are developed, and the dean conducts a targeted evaluation the following year. If any criterion is unsatisfactory, an FCP and improvement plan are developed, and the dean conducts a full evaluation until no unsatisfactory ratings are assigned.

During non-full-evaluation years, instructors remain engaged in evaluation through self-evaluations, their FCP Activity Reports, and IDEA surveys administered in two or more classes.

The faculty evaluation process has confirmed the quality of instructors. The average Gateway rating on the Excellence of Teacher question in the IDEA Survey Results has consistently been equal to or better than the rating at other colleges. On the *Ruffalo Noel-Levitz Student Satisfaction Inventories (RNL SSI)* (2015, 2017), Gateway students are as satisfied with the instructional effectiveness as students at other colleges.

3.C.4

Gateway develops instructors with the training and professional development needed to be current in their disciplines and adept in their teaching. This development begins when instructors join Gateway, and it continues through their careers.

Once instructors are hired, the college orients them to Gateway and their positions, teaches them needed instructional skills, and provides regular feedback through deans and mentors. The college requires new instructors to participate in the Gateway Journey (a three-year orientation program for all employees) and in the New Faculty Institute (NFI) (a three-year development program to teach the FQAS competencies to faculty). The NFI begins with a Launch Pad course to prepare new instructors for their first week of class. Then, they take FQAS courses, participate in mentoring, and receive evaluations to develop and demonstrate their mastery of the FQAS competencies.

After completing the NFI, Gateway instructors continually participate in professional development to enhance their skills and knowledge in their disciplines and in teaching. Instructors and deans set up and track individual professional development in FCPs (e.g., 2019 FCP). Gateway also provides and requires internal training. In addition to the training for college-wide initiatives and divisional training (see Component 5.A.4), instructors receive training and resources to support teaching. These opportunities include the start-of-semester Gateway faculty in-services (e.g., fall 2018); start-of-semester adjunct faculty in-services (e.g., fall 2018), which adjunct instructors must attend at least once per year; and the Creating Interactive Learning Environments course, which instructors must take before teaching online, blended, or alternative-delivery courses.

Gateway also encourages all employees, including instructors, to access external training and education. In Policy I-260 Professional Development Funds and in the *Employee Handbook*, opportunities for instructors beyond tuition reimbursement and external training (see Component 5.A.4) include unpaid professional/educational leave, sabbatical leave, paid professional development leave, occupational competency grant training, and professional society memberships.

Instructors use these professional development opportunities. Internal training is tracked in Gateway's Red Hawk Tech database. In 2018-2019, instructors received 18,949 hours of training, and in 2017-2018, instructors received 12,969 hours of training. Institutional Effectiveness tracks professional development funding. In 2018-2019, 18 instructors received $29,274 to support external training activities, and in 2017-2018, 17 instructors received $34,826 to support external training activities. The college also tracks instructor tuition reimbursements for college credits. In 2018-2019, 19 instructors earned 133.1 credits, and in 2017-2018, 27 instructors received 251.23 credits. Ultimately, 97 percent of full-time instructors and 100 percent of adjunct instructors have earned or are earning FQAS certification.

3.C.5

Students often have questions outside of class. Whether they have questions about course content, program requirements, or professional opportunities, instructors are accessible.

Gateway requires that instructors be available to students. In the *Employee Handbook*, the college requires Gateway instructors to have 150 office hours per year spread evenly among their two or three teaching semesters (e.g., fall 2019). These office hours, as well as contact information (office

location, telephone number, and email), are part of the syllabus requirements and the standardized syllabus. Adjunct instructors are required to provide their Gateway email.

Instructors respond to student inquiries beyond the required class and office hours. Many full-time instructors serve as faculty advisors to advise program students on their educational and career goals. Some instructors also serve as advisors to student clubs and organizations, and some instructors participate in the Provost's Honors Program.

Students have been satisfied with their access to instructors. On the *RNL SSI* (2015, 2017), Gateway students are significantly more satisfied with faculty availability outside of class (#61) than students at other colleges.

3.C.6

Staff members in Gateway's Student Services and Enrollment Management (SSEM) and Learning Success (LS) divisions provide student support services. SSEM has 97 employees, and LS has 42 employees. Gateway ensures that all in these divisions are appropriately qualified, trained, and supported in their professional development by following similar hiring, training, and professional development processes used with faculty and other employees.

As with faculty (See Component 3.C.2.) and other employees (See Component 5.A.4.), SSEM and LS employees are hired using a uniform recruitment and hiring process. A variety of SSEM and LS jobs are available, and all staff members meet the qualifications in the job descriptions.

Once SSEM and LS employees are hired, they are oriented to the college and their positions, serve initial evaluation periods, and receive regular feedback through annual performance evaluations. The employees filling instructional roles, such as learning success instructors and disability support instructors, follow the processes described in Component 3.C.4. The employees filling support positions, such as academic advisors and student finance specialists, follow the processes described in Component 5.A.4. Specialized training is provided in each department for the new employees to acquaint them with department policies, procedures, and technology. Training has included workshops (e.g., tutoring), checklists (e.g., Student Express Associate [SEA] checklist), intranet pages with common procedures (e.g., SEA intranet page), and documents (e.g., Financial Aid Manual). Part-time and student employees, like tutors, are trained as well.

SSEM and LS employees enhance their skills and learn new skills through ongoing professional development opportunities, including internal and external training and education. See Component 5.A.4.

Students have been satisfied with staff. In the *RNL SSI* (2015, 2017), Gateway students are significantly more satisfied with the staff's helpfulness (#27) than students at other colleges.

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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

Introduction

With a mission to provide "industry-focused education" comes a responsibility to support student learning and effective teaching. The third driver of excellence in Gateway's Vision 2021 strategic plan keeps the college focused on student-needed programs and services, thus helping students achieve their academic and career goals.

An array of programs and services support students on their educational journey. These services are "flexible, accessible, and affordable," aligning with the college's mission. (See Component 1.A.2.) These services are also responsive to the needs of a diverse student body, aligning with the college's values. (See Component 1.C.2.)

Meanwhile, infrastructure and training support faculty and staff who deliver the programs and services, enabling them to meet the student needs even with ever-changing technology, andragogy, and student populations.

3.D.1

Gateway collects information about students and their needs using a variety of mechanisms. See Components 1.D.3 and 5.C.3 for details. Based on its findings, it provides student support services suited to students' needs primarily through its Student Services and Enrollment Management (SSEM) division, Learning Success (LS) division, and Foundation.

The SSEM division focuses primarily on student support by delivering services such as recruitment, enrollment, financial aid, academic advising, and career counseling. SSEM staff members deliver these services directly to students at Student Services Centers at the Elkhorn, Kenosha, and Racine Campuses. They also increasingly deliver services to students through telephone calls, email,

and online technologies. Supporting these SSEM staff and students are SSEM processing departments, including the College Access, Financial Aid, Registrar, and Student Accounts offices.

SSEM addresses the informational needs of Gateway students. Prospective students receive assistance from the new student and dual credit specialists, including dual credit opportunities at district high schools, campus visits, and college materials. Current students have access to student services, including career counseling, enrollment assistance, veteran education benefits, financial aid support, and academic advising. Students and graduates have access to employment services, including career fairs, college transfer fairs, career preparation workshops, and TechConnect (an employment website).

The LS division focuses primarily on student support by offering activities to help students succeed academically and socially. LS support services include testing, student life, student support, personal counseling, tutoring, and disability support services. LS staff members deliver many services to students at Learning Success Centers (LSCs) on the Elkhorn, Kenosha, and Racine Campuses. In addition, they use campus and center facilities to engage campus students and online technologies to engage online students.

LS addresses the academic and personal needs of Gateway students. It has maintained specialists and set up programs for the following student populations: veterans (Veteran Support Services), students with multicultural backgrounds (Multicultural Program), students who need academic assistance (Tutoring), students studying in nontraditional occupations (NTO), students with disabilities (DSS, Deaf/Hard of Hearing, TAG), and students studying to reenter the workforce after years at home (Step UP). LS also runs workshop series to let students explore academic, career, and personal success concepts like CliftonStrengths and multiculturalism.

Finally, the Gateway Foundation focuses primarily on financial assistance to students and the college. Specifically, the Foundation's mission is "to support, promote, and facilitate the educational and cultural activities of Gateway Technical College."

The Foundation addresses students' financial needs. It provides scholarships and grants to students as well as capital and project support to student learning. According to *Gateway Annual Reports* (2016-2017, 2017-2018) the Foundation awarded scholarships to 224 students totaling $140,000 (2016-2017) and to 260 totaling $200,000 (2017-2018). In addition, it funded emergency grants to students and the Gateway Promise, which helps high school graduates from low-income households.

3.D.2

Open enrollment lets Gateway serve people with diverse learning experiences and abilities. This diversity ranges from students whose work experience allows them to test out of a course to students who are identified as academically underprepared to students who need English Language Learner (ELL) courses. (See Component 1.C.2 for statistics.) Gateway, therefore, assesses and places new students in appropriate courses and programs, and it provides learning support and preparatory instruction to address their varied academic needs.

Assessment plays a significant role in placing new Gateway students. Testing Services specialists are trained in proctoring best practices, including accommodations for students with special needs. They give placement exams to over 3,000 new students each year. In 2016, Gateway transitioned from the

Compass to the Accuplacer Next Generation placement exam to assess academic skills. (An ACT or SAT test can substitute for the Accuplacer.) Traditionally, assessment results have determined course placements, but Gateway will use multiple measures beginning in summer 2020.

Test results let Gateway place students into programs and classes for which they are prepared. Some students are not yet ready for college-level programs, and Gateway's Pre-College division helps them. The Adult Basic Education (ABE) program serves adults who have not yet completed high school. ABE instructors follow the ABE Manual to assess new students, design a personal educational plan (PEP) for each, and provide classes (e.g., communications, mathematics) and labs that help them earn their GEDs or HSEDs. The Adult High School (AHS) program serves students over 18 who want to attain their high school diploma. AHS instructors teach the 850-numbered courses, including English, social studies, mathematics, science, and physical education, needed for high school diplomas. The English Language Learner (ELL) program serves students who speak limited English. The ELL instructors follow the ELL Handbook to assess new students, design PEPs, teach classes at all ELL levels, and recognize student learning with certificates of progress or completion. The Multicultural Program offers ELL students additional assistance.

Some students are ready for most college courses yet need remediation in a subject or two. The General Studies division teaches the Foundations of Writing (851-756) course and General College courses (830s) for these students. See Component 3.B.1 for details.

Gateway has recognized the importance of remedial classes, but its research also suggested that these courses can delay or prevent degree completion. To help students remediate while they complete their degree requirements, the college has implemented new co-requisite remediation strategies. Mathematics instructors have established math pathways and developed accelerated learning plan (ALP) courses to help students in college-level mathematics courses. Communications instructors have established reading and writing pathways and developed ALP courses for college-level reading and writing courses. The Gateway Promise program requires participants to attend a Summer Scholars program, during which participants are tested and take readiness workshops to prepare them for college-level communications and mathematics courses.

Also to support students, Gateway offers tutoring services. Here too, Gateway has implemented strategies to engage students with tutors. Traditional face-to-face tutoring has been offered in each LSC. Virtual tutoring has been offered online using BrainFuse and Google Hangouts. In challenging courses and programs, Gateway has offered tutor-facilitated study groups and coaches to help students. See Component 3.D.4 for details about the student use of LS services like tutoring.

Finally, Disability Support Services (DSS) establishes accommodation plans to provide support services and reasonable accommodations for learners with documented disabilities. As needed, these students use note-takers, proctored exams, e-textbooks, and assistive technology. DSS data records show DSS helped 833 students in 2017 and 944 students in 2018.

3.D.3

In 2019-2020, Gateway has 16 academic advisors and a student-advisor ratio of 643:1. They agree with Sue Ohrablo, who posits, "Students who feel cared about, feel connected to an institution, understand their purpose, and have clear academic and career goals are more apt to persist in their academic endeavors." So, they try to engage students in academic advising by

introducing academic advising in the *Student Handbook* and by connecting with students at three contact points.

Beginning in 2017, the college implemented a new academic advising model to enhance student success and program completion. It encourages students who are new or in the first year of their programs to meet with an SSEM academic advisor. At approximately halfway through their programs, SSEM advisors connect students with faculty advisors, with whom they will meet until their graduation.

SSEM academic advisors incubate student persistence beginning when students enroll at Gateway. Academic advisors reach out to students using face-to-face meetings at various locations and times, online technology, and phone calls. They connect students to Gateway resources and student life. They help students understand their rights and responsibilities to guide decision making and problem resolution at the college and in life. They explain academic information such as program requirements, course sequencing, and the effective use of tools. They assist students in creating academic plans, which give them a path from admissions to graduation.

At the halfway point, faculty advisors, with the assistance of training, academic advisors' tips, and advising resources, continue the outreach to students, reinforce students' connections to Gateway resources, and identify career resources and networks. Meanwhile, the model continues deliberate connections and interventions with academic advisors to support student success. They monitor student progress, connecting with students who veer off their academic plan and assisting students with their career and academic transitions after graduation.

An important resource accessed by students, academic advisors, and faculty advisors on Gateway's website is My Gateway. It provides access to Gateway tools, including the Blackboard learning management system, Gateway Gmail, and the WebAdvisor/Self-Service student information system. The WebAdvisor/Self-Service student menu lets students monitor and manage their information, including financial information, financial aid, placement test scores, class registration, academic plans, academic progress, and graduation applications. Its faculty menu lets academic and faculty advisors monitor their advisees' progress with up-to-date information, record and share advising notes, and complete administrative tasks such as graduation reviews and faculty consent requests.

Improving student satisfaction on the Academic Advising/Counseling scale on *Ruffalo Noel-Levitz Student Satisfaction Inventories* (*RNL SSI*) (2007, 2015, 2017) suggests academic advising is better meeting student and program needs.

3.D.4

Gateway's three campuses and six centers house libraries, student resources, and scientific/occupational laboratories. In addition, the college maintains internship/clinical practice sites at remote locations as well as technology used at its facilities and remote locations. Gateway provides students and instructors the infrastructure and resources necessary to support effective teaching and learning.

Libraries. Gateway's Elkhorn, Kenosha, and Racine libraries offer resources and services to support instructors and students. The facilities include computer labs, media rooms, study areas, meeting

rooms, and book stacks. Together, they hold a collection of 29,172 physical items, including books, DVDs, periodicals, and equipment. In addition to physical items, the libraries subscribe to 57 online periodical databases, 8,976 ebooks, and 34,113 on-demand films. Instructors and students at the campuses, centers, and online all have access to the library collection in the libraries or from the Library web page.

Gateway employs five full-time MLS-degreed librarians (one administrator, three librarians, one technician), four full-time library technicians, four part-time library assistants, and seven part-time adjunct librarians. The librarians run a variety of programs and services for patrons, including circulation and collection development. They circulate materials from Gateway, intercampus loans, and interlibrary loans; in addition, they have arranged reciprocal borrowing agreements with local public and college libraries. They also assist and train library patrons in group and one-on-one instructional sessions at the library, via telephone, and through online technologies.

Table 3.D.4.1 Library Usage

Service	2017-2018	2018-2019
Materials checkout	10,141	9,023
Gate count	89,273	82,099
Database searches	469,654	425,095
Instructional sessions	169	134
Source: Library Statistics		

The libraries also support instructors with resources and services. They maintain a collection of 772 titles about teaching and learning. They collaborate with instructors during curriculum reviews to ensure that the library collections meet program needs, and they support instructors as they develop information literacy in students by providing customized instruction and subject guides.

Students indicate satisfaction with the libraries. On *RNL SSI* (2015, 2017), Gateway students have been as satisfied with libraries (#14, 26) as students at other colleges.

Student Services. Gateway campuses have areas for student services, including admissions, registration, and advising. On the Elkhorn, Kenosha, and Racine Campuses, the Student Services Centers (SSC) provide waiting areas, private offices, and computers for students to register for classes, seek academic advice, and address financial matters. At the Burlington and SC Johnson iMET Centers, video kiosks connect students to SSEM contacts. The SSCs on all campuses have been renovated within the last decade.

SSEM staff members work out of these areas. They meet with on-campus students and contact off-campus students using various technology. See Components 3.D.1 and 3.D.3 for details about the services and technology with which SSEM staff support students.

Table 3.D.4.2 SSC Usage

Service	2017-2018	2018-2019
Elkhorn	5,311	3,778

Kenosha	15,801	11,435
Racine	13,790	10,900
Source: SSC Visitation Data		

While SSEM resources and services are primarily focused on students, they also support instructors and effective teaching. Among the SSEM resources to support instructors are training and resources for faculty advising and the WebAdvisor/Self-Service student information system, which provides advising information, course rosters, and grading tools.

Investments in SSEM are yielding positive results. Students have expressed improving satisfaction with SSEM resources and services since Gateway's 2009 accreditation review and the resulting student services reorganization. Responding to the Student Services Survey since 2015, over 97 percent of students have indicated satisfaction with the service, duration, and respectfulness of staff during visits. On the *RNL SSI*, Gateway students have been as satisfied with admission/financial aid (2015, 2017) as students at other colleges. They have been less satisfied with registration effectiveness (2007, 2015, 2017) and academic advising/counseling (2007, 2015, 2017) than students at other colleges, but their satisfaction has increased since 2007. Gateway continues to improve these areas by implementing a proactive advising model and faculty advising. See Component 3.D.3 for details.

Learning Success. Supporting learning and social activities, the Learning Success Centers (LSC) on the Elkhorn, Kenosha, and Racine Campuses provide study areas, private offices, computers, and adaptive technologies for students to study, receive tutoring, take proctored tests, or meet with LS staff. LSCs house support services for students with disabilities. In addition, the campuses and centers provide common areas for eating and socializing, multicultural centers for meetings, and offices for the United Student Government. LSCs and multicultural centers on all campuses have been renovated within the last decade.

LS staff work out of the LSCs. They meet with on-campus students and reach out to off-campus students. See Components 3.D.1 and 3.D.2 for details about the services and technology with which LS staff support students and student learning.

Table 3.D.4.2 Student LSC Visits

Location	2016-2017	2017-2018
Elkhorn	2,934	3,610
Kenosha	7,951	7,413
Racine	9,225	8,179
Source: LSC Visitation Data		

While LS resources and services are primarily focused on students, they also support instructors and effective teaching. Among the LS resources to support instructors are accommodation plans for students with disabilities and closed captioning support.

Students are satisfied with LS resources and services. Responding to the Learning Success Survey since 2015, over 99 percent of students have indicated satisfaction with the greeting, service,

time, and respectfulness of staff during visits. On the *RNL SSI*, students have been as satisfied with academic services (2015, 2017) and campus climate (2015, 2017) as students at other colleges.

Laboratories. All campuses and centers have laboratories for scientific inquiry and/or occupational practice. Some types of laboratories are common across facilities. For example, computer labs are available at all facilities, and science labs are available on every campus. Other types vary by facility depending on academic programs. For example, the Inspire Center maintains labs for the health professions, and the Horizon Center maintains labs for the transportation professions.

Table 3.D.4.3 Laboratories

Location	Laboratories
Burlington	6
Elkhorn	19
HERO	6
Horizon	9
Inspire	6
Kenosha	27
Lakeview	5
Racine	19
SC Johnson iMET	14
Source: Laboratories List	

During classes, faculty guide students through labs. During open labs, a variety of Gateway personnel, including faculty, lab technicians, and work-study students, monitor laboratories. For example, three-full time lab technicians (one on each campus) maintain the science labs, and two registered nurses with simulation credentials manage the patient simulator labs.

Students are satisfied with the laboratories. On the *RNL SSI* (2015, 2017), they have been as satisfied with Gateway lab equipment/facilities (#42) as students at other colleges.

Off-Campus Learning Experiences. Students in many programs apply their skills in actual workplaces under the review of employers and instructors through apprenticeship, clinical, internship, international, and service-learning experiences. Instructors in the School of Health maintain relationships with dozens of health organizations for clinical practice sites, and faculty in other schools maintain relationships with dozens of organizations for internship sites. In addition, Gateway has partnered with international institutions for global exchanges, and it has worked with community partners for local and global service-learning projects.

Instructors and staff coordinate these off-campus experiences. Instructors teach the clinical practice and internship courses, and the college assigns PHI based on the *Employee Handbook*. In addition, the college has four career and employment services staff to help students find internships, an international education coordinator to help run international experiences, and an Impact Program coordinator to help run service-learning projects.

Table 3.D.4.4 Off-Campus Learning

Experience	2017-2018	2018-2019
Clinical Practices - Participants - Courses	920 19	915 19
Internships - Participants - Courses	431 27	547 34
International - Participants - Sites	37 5	38 3
Service-Learning - Participants - Community Partners	596 98	562 99
Sources: *Clinical Report* (2017-2018, 2018-2019) *International Education Summary* (2012-2019), *Internship Report* (2017-2018, 2018-2019), *Service-Learning Annual Reports* (2017-2018, 2018-2019)		

Students have benefited from these learning experiences. In the *RNL SSI* (2015, 2017), Gateway students have been as satisfied with internships/practical experiences (#9) as students at other colleges.

Technology. Gateway provides smart technology needed to support teaching and learning in its facilities and in remote connections. Technology is integrated into classes, supporting traditional, online, ITV, and IP video course deliveries as well as the college's VANguard initiative. Examples include multimedia classrooms, a learning management system (LMS) for online courses, computer classrooms, and digital transmission technologies. Technology also supports scholarly activities outside the classroom. Examples include faculty computers, student computer labs, Google resources (Gmail, calendars, drive), WiFi systems on all campuses, virtual private network (VPN) services, and network security systems. In addition, programs integrate discipline-specific technology ranging from the Adobe Creative Cloud in Graphic Communications to patient simulators in Nursing to CNC machines in Computer Numerical Control. Finally, assistive technology is used in Disability Support Services to support students with special needs.

The Learning Innovation division (LID) staff and program instructors provide the resources, support, and instruction needed to apply and familiarize students with college and discipline-specific technologies. LID installs and maintains the needed classroom technology (e.g., multimedia rooms) and the Blackboard learning management system (LMS). It supports students with Tech Central—technical support by email, phone, and kiosks throughout the district. It identifies student discounts that increase access to affordable hardware and software. Meanwhile, instructors provide textbooks, videos, and lessons to teach students the technology in their disciplines.

Table 3.D.4.5 Technology

Technology	2018-2019 Data

Assistive - Technologies - Users	20 87
Blackboard - Courses - Users	1,535 140,072
Classrooms - Computer - Multimedia	92 155
Network - Availability - Transferred data - Unique clients	99.9% 144.66TB 62,435
Sources: Assistive Technology List, Blackboard Data, Technology Network Reliability and Data, Technology Plan	

The college and LID also support instructors in accordance with Gateway's technology policies (See Component 5.A.1 for details.). LID provides help to instructors through Tech Central. It maintains a faculty support website that has been accessed by over 3,000 visitors. An instructional technologist has provided one-on-one training to hundreds of employees.

Students and faculty have been satisfied with technical resources and support. Enrollments in online courses have increased. On the *RNL SSI* (2015, 2017), Gateway students have been more satisfied with computer labs (#34) than students at other colleges. On technical support surveys, students and faculty express 99 percent satisfaction.

3.D.5

Gateway is committed to the ethical use of information and to the development of information literacy in its students. See Components 2.E.2 and 3.B.3, respectively. Information literacy includes the ability to gather, evaluate, and use information. Gateway, therefore, provides students guidance, both within and outside courses, in the effective use of research and information resources.

In General Studies and program courses, students learn about and practice using research and information resources. Gateway's English Composition I course provides research and general library instruction to associate degree students, and its Speech and Technical Reporting courses apply information literacy to presentations and workplace writing. Meanwhile many programs have courses that engage students with discipline-specific information resources, laboratory methods, and/or research tools. Programs often embed competencies in multiple courses and sometimes create courses devoted to research. At a technical college like Gateway, research and information resources vary greatly; for example, students in Marketing Research use surveys, observations, experiments, and marketing literature, while students in Diesel Maintenance Fundamentals learn safety practices and use of precision measuring tools and electronic service manuals.

Outside of courses, students receive support in the libraries. Librarians provide orientations (169 in

2017-2018 and 134 in 2018-2019 based on [statistics](#)), one-on-one training, and online resources that help students [find](#) and [cite](#) sources.

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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

Introduction

Gateway's Vision 2021 strategic plan identifies student engagement as a driver of excellence, and Gateway recognizes that it must engage students inside and outside the classroom. So, even as a non-residential college, Gateway has fostered professional inquiry, creativity, and responsibility through student life organizations. It has also developed co-curricular initiatives to engage its students and constituencies.

These organizations and initiatives help Gateway fulfill its mission to "deliver industry-focused education," connecting knowledgeable, skilled students to the needs of its community.

3.E.1

Gateway offers student life organizations and activities to engage students. Funding for these comes from student activity fees and has been disbursed through the District Activities Advisory Board (DAAB) until 2017 and then through the Student Activities Funding Committee (SAFC) of United Student Government (USG). Two full-time student life coordinators have worked with the SAFC and USG to administer funds and support clubs. Clubs use funds to cover activities and operational costs. The student activities expenditures were $939,885 in 2017–2018 and $732,603 in 2018–2019. These organizations and activities are suited to Gateway's mission and contribute to the educational experience of its students by engaging students with professional networks and by contributing to the college and local communities' quality of life.

Of the 40 organizations, 22 are associated with academic programs. The organizations travel to a variety of professional events—including competitions like the DECA State Championship, conferences like GLOW and NCORE, and field trips like the Chicago Hair Show—so that students can learn, practice, and showcase skills and knowledge as well as network with professionals in their career fields.

Organization communications and activities enhance the quality of life of students and community members. Each month, the *Gateway Source* (e.g., June 2019) newsletter and social media (e.g., Facebook, YouTube) share information about the college and student events. Each semester, there are activities for students. Some examples include college success seminars, Dress For Success, and

student leadership conferences. Each year, organizations sponsor activities to engage their members and local communities. Some examples include the Chair-ity Auction (hosted by the ASID organization to raise funds for a local charity and its club) and the Walk of Fame dance (hosted by the Human Services club for adults with disabilities).

3.E.2

Gateway has promised in its mission and earned a reputation for its commitments to the career development of its students and the economic development of its community. It thus monitors and demonstrates its commitment to these economic activities.

Gateway's commitment to teaching the professional skills and knowledge needed for a variety of professional careers has already been demonstrated in other components. This commitment includes the development and teaching of professional curriculum, the employment of qualified faculty, the maintenance of professional equipment and facilities, the evaluation of programs, and the assessment of student learning. See Components 3.A, 3.C, 4.A, and 4.B for details.

Gateway's commitment to the economic development of its communities has also already been demonstrated in other components. These commitments include economic development activities and business-college collaborations. See Components 1.D.1 and 5.C.5 for details.

These commitments also yielded innovative initiatives to connect the symbiotic needs of career-seeking students and skilled-employee-seeking organizations. Examples include the following:

- Biz Squad - a class in which students apply their knowledge and skills on a multidisciplinary consulting team to plan and implement projects for local businesses and organizations.
- Boot Camps - a fast-track opportunity for unemployed workers to train in a manufacturing or industrial trade in which local employers have identified a shortage of workers.
- BWS Courses and Certificates - courses and certificates offered by the Business and Workforce Solutions (BWS) division to train district employees and employers to meet urgent, documented employer needs.
- Industrial Design Fab Lab - a computer-controlled-tools workspace that introduces Gateway students as well as K-12 students to STEM-related projects and careers and that lets businesses and inventors manufacture prototypes of new ideas.
- IT Academies - a collaboration with district high schools to give high school students a pathway to high demand IT careers by letting them earn transcripted credits in high school and then enrolling them in IT programs at Gateway.

Participation in the Biz Squad (2016-2019), Boot Camps (2015-2018), BWS workshops (2014-2019), Industrial Design Fab Lab (2012-2019), and IT Academies (2015-2016, 2016-2017) suggests these initiatives have engaged dozens of students and organizations. Evidence of Gateway's broader impact on student careers and economic development appears in employer testimonials, annual *Graduate Follow-Up Studies* (2017, 2018), and economic impact studies (2014, 2018).

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3.S - Criterion 3 - Summary

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

Summary

Gateway "delivers industry-focused education" that meets the rigorous demands of students, higher education institutions, the WTCS, and employers. Simultaneously, it supports learning with "flexible, accessible, and affordable" resources. In balancing rigor and support, Gateway has grown towards its mission during the 2010s and met Criterion 3.

Wherever students may roam—campus classrooms, Blackboard LMS shells, dual credit classrooms—they encounter a rigorous Gateway education. They learn industry-focused skills and knowledge in academic disciplines. They gain a breadth of knowledge through General Studies courses and Core Abilities/Essential Career Competencies. They engage with faculty and staff who hold qualifications expected by the WTCS and accrediting bodies. They engage with the latest technology and participate in internships. They engage in scholarship and with diverse peoples. They engage in co-curricular activities to prepare for careers and support their communities.

Students also encounter supportive Gateway resources. Gateway program faculty engage students in hands-on learning. Gateway General Studies faculty guide students through ALP pathways. Gateway SSEM staff advise students on academics and finances. Gateway LS staff support students with academic and social services. The Gateway Foundation funds student scholarships and grants. Gateway librarians provide information resources and literacy. Gateway student life coordinators offer activities and groups for all students. Gateway BWS staff train incumbent workers.

Students learning at Gateway are not unlike the human eye reading a sentence. The rigor of reading or learning requires saccades through a sentence or curriculum, yet practice and support ultimately construct knowledge.

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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

Introduction

Gateway's vision promises its constituencies that the college will "make life-changing educational opportunities a reality." Such a vision mandates not only that the college offer the educational programs and services described in Criterion 3, but also that the college collect and analyze evidence to demonstrate its growth toward its vision. Its Vision 2021 strategic plan uses this evidence to monitor progress and grow towards the four middle drivers of excellence.

Gateway values "quality and excellence in education." It recognizes that the changing needs of constituencies, such as students and area employers, require changes at the college. Thus, it maintains evidence-based processes to measure program effectiveness, student learning, and retention. Ultimately, programs, learning, and retention have improved through decisions supported by evidence from these processes.

4.A.1

Gateway regularly evaluates the quality of the programs in its four schools, General Studies division, and Pre-College division. These evaluations follow clearly defined processes.

College and General Studies Programs. All occupational programs in the college's schools undergo two types of evaluation: annual Program Effectiveness (PE) activities and multi-year Full Quality Reviews (FQR)/Program Vitality Plans (PVP). Before the PE cycle starts each year, Institutional Effectiveness (IE) prepares Program Data Profiles that contain indicators and measures. Using these profiles, IE compiles an annual *Program Performance Report* (e.g., 2016-2018, 2017-2019) to compare and rank programs. For programs in FQR/PV needing more data and benchmarks, IE can generate WTCS Program Performance Dashboard Reports (e.g., Nursing) using WTCS resources to compare Gateway programs to peer programs at other WTCS colleges.

During the annual PE activity cycle, program instructors perform four steps: (1) review their program data profiles, the previous year's annual work plan, and the current FQR plan; (2) create a work plan for the current year; (3) implement the plan; and (4) report the results at the end of the year. In the Annual PE Work Plans, instructors document their efforts to improve program quality, student learning, and curriculum. The Accounting Annual PE Work Plan (2017-2018) is an example.

In addition, programs have undergone FQRs every five years. During FQR, program instructors and external reviewers have performed similar steps to those in the PE reviews; however, greater effort and depth are involved in each step: (1) research and review external factors and occupational trends; (2) create a five-year FQR plan for program improvements; (3) implement a part of the plan each of the five years; and (4) review results in the Annual PE Work Plan and at the end of five years. The FQRs identify program strengths and weaknesses. The Human Services FQR Plan (2014-2019) shows an example.

In 2019, Gateway replaced FQRs with PVPs. A comparison of FQR and PVP identifies a few differences, including three-year instead of five-year cycles; January instead of September starts; and greater definition in the research, plans, and expected results.

General Studies programs have also participated in the PE process. They use the same process as occupational programs, but they focus only on improving student learning and reviewing curriculum since they do not offer independent degrees. The Communications Annual PE Work Plan (2017-2018) is an example.

The FQR Summary (2013-2018) shows program participation rates of 88 percent or higher, faculty/staff participation of 57 or more, and improvement activities focusing on all indicators.

Pre-College Programs. Before 2018, the Adult Basic Education (ABE) and English Language Learner (ELL) programs reviewed their programs to ensure compliance with WTCS and Adult Education and Family Literacy Act (AEFLA) requirements. These reviews yielded many improvements. For example, pre-college programs collaborated with local organizations on literacy grants. The ELL program implemented a managed orientation and registration system so that students would start instruction at the beginning of the semester and learn in cohorts. The ABE program developed a competencies-based 5.09 HSED program that allows students who struggle with standardized tests to earn their HSED by demonstrating competencies in Gateway ABE classes

and labs.

In 2019-2020, the WTCS introduced two types of evaluation for WTCS Pre-College programs: four-year self-assessment surveys and annual self-assessment summaries. The WTCS has identified six self-assessment categories and 29 measures in the *WTCS ABE ELL Administrators Manual*.

During the four-year self-assessment surveys, college cross-functional teams rank their Pre-College programs' performance on each measure on a five-point scale, ranging from Not Occurring to At Scale. They explain their progress on achieving each measure and indicate their plans to improve on each measure over the next four years. The information is recorded on the self-assessment survey forms.

Based on their surveys, Pre-College programs develop annual self-assessment summaries on which they select two to three focus areas. They then develop goals and action plans for improvement in each focus area during the year. After implementing the plans, they report the results at the end of the year using the self-assessment summary forms.

4.A.2

Gateway acknowledges that students may have prior learning and work experiences equivalent to college courses in Policy J-220 Granting of Advanced Standing Credit. To recognize previous learning while maintaining the quality and excellence of its programs' curricula, Gateway or responsible third parties evaluate all transferred credit using fair and valid mechanisms.

Gateway awards students entering from high schools credit for college-level learning using two mechanisms. First, it awards credits for successful efforts on college-level examinations such as AP, CLEP, and DSST. Second, it awards credits for the successful completion of articulated/dual-credit high school courses. Requirements for college-level examinations and articulation are explained in the *Student Handbook*, and a list of articulation agreements is maintained on Gateway's website.

Veterans and military personnel can have college-level military experience and training recognized as college credit. A Joint Services Transcript is evaluated by a Transfer Credit Specialist using the American Council on Education guidelines. Gateway maintains a military equivalency database of military courses equivalent to Gateway courses, and the military transcript evaluation is explained in the *Student Handbook*.

International students are informed of the possibility of having their college-level credits from abroad recognized at Gateway in the application packet. Specifically, Gateway awards college credits based on a review of their transcripts by Educational Credentials Evaluators (an organization with expertise identifying the equivalent US and foreign educational credentials).

For students with learning or work experience not covered by the preceding mechanisms, Gateway maintains Credit for Prior Learning (CFPL) assessments. Instructors and deans collaborate with the prior learning and degree completion coordinator to develop CFPL assessments for eligible courses. The CFPL assessment list indicates that programs use examinations, portfolios, or demonstrations of skills and knowledge to determine whether students have mastery of course competencies. Students are informed of CFPL assessments in the *Student Handbook*.

4.A.3

In addition to the transfer-credit mechanisms in Component 4.A.2, transfer students from accredited postsecondary institutions can have their prior college-level learning recognized. Policy J-221 Transfer Credit ensures the quality of the credit Gateway accepts from transfer students.

Credit transfers from UW institutions and WTCS colleges are awarded based on the Universal Undergraduate Credit Transfer Agreement or other articulation agreements, and students can use the Transfer Information System web database to identify equivalent courses. Credit transfers from other institutions are awarded based on a Transfer Credit Specialist's review of students' official college transcripts following the standards and procedures in Policy J-221 Transfer Credit, and students learn about transferring credits from another institution in the *Student Handbook*.

4.A.4

Gateway employs four strategies to balance flexibility and quality in education. With these strategies, the college retains authority over all aspects of the curriculum, learning resources, faculty qualifications, and student learning. It has authority over these aspects when offering dual credit through any of the options to earn college credit in high school and in articulation agreements. By exercising authority over these aspects, Gateway is confident that every course for which students earn Gateway credit is a quality college-level course.

Gateway exercises authority over program and course curriculum. Its instructors use a well-defined curriculum process to develop, implement, and review all aspects of their program curriculum, including the prerequisites that ensure students' preparedness and the competencies that clarify the course rigor. (See Component 3.A for details on the curriculum process.) Curriculum changes are recorded and updated across the college by IE. Its *Curriculum Modifications Reports* summarize the changes to programs (2018-2019, 2019-2020) and courses (2018-2019, 2019-2020). Because of the clarity of the course competencies, the involvement of instructors in writing them, and the requirement to teach them in Policy A-140 Online Learning and the Transcripted Credit Request form, all instructors of a Gateway course, including high school teachers of dual-credit courses, teach the same competencies, ensuring equivalent learning outcomes.

Gateway also exercises authority over learning resources, both external and internal to courses, needed to learn a subject and complete a course successfully. External resources include libraries, student services, learning success services, and technology. (See Component 3.D.4 for details on these resources). Internal resources include textbooks, technology, and software used in courses, and Policy A-110 Instructional Resources, Equipment, and Software requires standardized resources in all sections of a course. Any student taking a Gateway course has access to the external resources, and, by policy, courses are offered only if internal resources are available to students, whether on a Gateway campus, on the Internet, or at a local high school.

Gateway maintains authority over the qualifications of instructors that teach its courses, and all instructors, whether full-time, adjunct, or dual-credit, must meet these qualifications. (See Component 3.C.2 for details on instructor qualifications.)

Finally, Gateway maintains authority over the expectations for student learning assessment, including program participation, learning standards, and learning results. (See Component 4.B.1 for details on assessment.) *Student Learning Reports* ([2018](#), [2019](#)) show that 99 and 100 percent of programs have participated in student learning assessment, and 99 and 90 percent have reported results. Student learning assessments focus on students' achievement of program outcomes. To ensure students transferring in transcripted credit will meet program outcomes, faculty and high school teachers are informed of their responsibility ([Faculty](#), [Teachers](#)) to teach 100 percent of Gateway's course competencies, and Gateway deans' evaluations ([adjunct](#), [Gateway](#)) and transcripted credit liaisons' [instructional observations](#) verify the use of the required Gateway resources, including syllabus with competencies. Liaisons' observations ([2018-2019](#)) indicated that 95 percent of dual-credit teachers used these in 2018-2019. Those teachers not using them made corrections or were not recommended for renewal.

4.A.5

It is important to maintain high standards that ensure students are qualified and prepared for careers or future education upon graduation. Accredited programs ensure their quality and enhance their credibility through accreditation self-studies (e.g, [ACBSP](#), [Nursing](#)) and accreditations (e.g., [Surgical Technician](#), [Veterinary Technician](#)).

Table 4.A.5 Accredited Programs

Program (Accrediting Body)	Program (Accrediting Body)
- Aeronautics (Federal Aviation Administration) - Business and Information Technology divisions (Accreditation Council for Business Schools and Programs) - Dental Assistant (Commission on Dental Accreditation) - Health Information Technology (Commission on Accreditation for Health Informatics and Information Management Education) - The Medical Assistant (Commission on Accreditation of Allied Health Education Programs) - Nursing (Accreditation Commission for Education in Nursing)	- Nursing Assistant (Wisconsin Department of Health and Family Services) - Paramedic Technician (Commission on Accreditation of Allied Health Education Programs) - Physical Therapist Assistant (Commission on Accreditation in Physical Therapy Education of American Physical Therapy Association) - Surgical Technology (Commission on Accreditation of Allied Health Education Programs) - Pharmacy Technician (Accreditation Commission of the American Society of Health-System Pharmacists/Accreditation Council for Pharmacy Education) - Veterinary Technician (Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association)

Gateway publishes details about its accreditations in its College Catalog and on its website. Program accreditations are identified on the bottom of program web pages (e.g., Nursing, Marketing).

4.A.6

Graduate Follow-Up Studies (2017, 2018) indicate that most students attend Gateway with career-related goals. Consequently, Gateway follows the success of its graduates to determine how effectively it has helped them meet their goals.

Just before students graduate, Gateway programs have measured students' readiness for their professions. In some programs, students have taken licensure exams, and programs have monitored results. Across Gateway programs, 75 to 100 percent of students have passed their licensure or certification exams from 2013-2014 to 2018-2019. In all programs, the WTCS has required assessments to measure graduating students' technical skill attainment as part of Perkins Accountability. Programs have been assigned a WTCS-approved or third-party assessment. Recent *WTCS Perkins Indicator Reports* (2018, 2019) show that 74 and 75 percent of Gateway students have demonstrated technical skill attainment.

Approximately six months after students graduate each year, Gateway surveys them with a system-wide survey required by WTCS to determine their employment outcomes. It reports the results for the whole college and individual programs.

Table 4.A.6 Graduate Follow-Up Study Results

Year	Graduates	Response	Satisfaction	Employment	Related Employment	Average Wage
2016	1,772	1,469	98%	91%	73%	$18.72
2017	1,725	1,386	97%	89%	64%	$17.55
2018	1,708	851	98%	90%	82%	$19.14
Sources: *Graduate Follow-Up Studies* (2016, 2017, 2018)						

The college also participates in a required WTCS employer follow-up survey; however, the response rate has been too low to use as reliable evidence. Employer feedback collected through advisory committees and testimonials has been positive.

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4.B - Core Component 4.B

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

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

Argument

Introduction

The assessment of student learning (SL) is important to Gateway because it marks progress in the college's promise of "life-changing educational opportunities"—the essence of its vision and the third driver of excellence in its Vision 2021 strategic plan.

Gateway began its SL assessment process for its academic programs in 1995. Since then, it has improved the process by clarifying it, increasing participation in it, using its results to improve learning, and applying best practices to it. Gateway began the assessment of co-curricular programs in 2017. Like the SL assessment process, this process has been improved during subsequent years.

4.B.1

Students have acknowledged that Gateway provides clear learning goals and that they indeed learn. On the *Ruffalo Noel-Levitz Student Satisfaction Inventories* (2015, 2017), Gateway students are as satisfied with the clarity and reasonableness of program requirements (#66) and their intellectual growth (#70) as students at other colleges.

Gateway was not surprised by these survey results. Faculty and staff in its four schools, General Studies division, Pre-College division, and co-curricular programs have been assessing student learning. This assessment includes the articulation of clear learning goals and the use of well-defined assessment processes. Instructors and staff use processes that share the following steps:

1. Identify learning goals to assess, analyze existing evidence, and set goals.
2. Design plans to assess learning.
3. Conduct the assessments and collect data.
4. Report and interpret the results.
5. Use the results to determine improvements in the following year.

Learning goals and process details may vary by the division, but all processes are cyclical to ensure that evidence informs SL improvements.

College and General Studies Programs. Faculty PE coordinators, supported by Institutional Effectiveness (IE) staff, coordinate assessment for all occupational and General Studies programs. They follow the SL assessment process in the *Program Effectiveness/Curriculum Manual*.

This assessment process is facilitated by articulating clear learning goals: competencies for courses (See Component 3.A.2 for details.), outcomes for programs (See Component 3.A.2 for details.), and Core Abilities/Essential Career Competencies (ECCS) for the college (See Component 3.B.1 for details.). Program Information reports (2018-2019, 2019-2020) show that Wisconsin Technical College System (WTCS) education directors have approved the curriculum for Gateway degrees and pathway certificates. At the start of the academic year, instructors identify direct assessment tools/methods (e.g., capstone activities, exams, or portfolios) and set learning standards/criteria for each learning goal in SL Plans.

As a college program example, Accounting instructors reviewed the previous year's results and identified seven program outcomes (2016-2017) and two Core Abilities (2016-2017) to assess in their SL Plan. After setting criteria and selecting assessment methods, instructors conducted the assessments and collected the results. Accounting students did not meet the criteria for the first and third outcomes, so instructors developed action plans to improve learning for these outcomes in Accounting's Annual PE Work Plan (2017-2018). Learning on these outcomes improved during 2017-2018 as indicated in the results for the outcomes in the SL Plan (2017-2018).

As a General Studies program example, Communications instructors identified six outcomes to assess in their SL Plan (2017-2018). After setting criteria and selecting assessment methods, instructors conducted the assessments and collected the results (e.g., English Composition report). Students did not meet the criteria for the second, third, and fifth outcomes, so Communications instructors developed action plans to improve learning for these outcomes in their Annual PE Work Plan (2017-2018). Learning improved on all three outcomes during 2018-2019, as indicated in the results for the outcomes in the SL Plan (2018-2019), and work continues to improve student learning, especially on the third and fifth outcomes in the PE Work Plan (2019-2020).

SL Reports (2018, 2019) indicate that 100 percent of programs have participated in the assessment process in recent years.

Pre-College Programs. Faculty department chairs coordinate assessment in the Adult Basic Education (ABE) and English Language Learner (ELL) programs. They have followed the assessment process in the *WTCS ABE/ELL Administrators Manual*, which aligns with assessments required by the Adult Education and Family Literacy Act (AEFLA) grants and High School Equivalent Diploma (HSED) 5.09 plans.

Learning goals for these divisions are based on the Test of Adult Basic Education (TABE). ABE students take the Test of Adult Basic Education (TABE), and ELL students take the TABE CLAS E. Programs try to have all students take these tests at the start at defined intervals of instruction. As students learn, their test scores improve, indicating measurable gains and advancing them through the programs. Pre-college programs work toward the expected level of performance for participation achievement and measurable gains set by the WTCS.

For example, ABE and ELL instructors reviewed WTCS expectations, the previous year's data, and the current year's data to determine their goals and scheduling priorities. At the start of instruction and the defined intervals, ABE instructors gave students the TABE and recorded students' results

on digital ledger cards, and ELL Instructors gave students the TABE CLAS E and recorded students' results on assessment cards. The results were aggregated and reported to the WTCS following guidelines for the state client reporting and national reporting systems. The final results appeared in Gateway's WTCS scorecards (2017, 2018) and were used as evidence for the plan (2016, 2017, 2018) and grant (2018-2019) renewals.

In 2018-2019, the ABE and ELL programs assessed learning to demonstrate compliance with grant requirements.

Co-Curricular Programs. Co-curricular staff members coordinate assessment in departments whose activities involve learning. They follow the co-curriculum assessment process in the *Program Effectiveness/Curriculum Manual*.

Three learning/development outcomes have been identified for each co-curricular program and related to the CAS domains and Gateway Core Abilities/ECCs. Co-curricular staff members write outcomes, assess learning, and report results.

For example, librarians identified three outcomes for students using library services in their plan (2017-2018). During 2017-2018, they conducted the assessments and reported the results. Finally, they reflect on the results to improve learning in the following year's plan (2018-2019).

In 2018, three co-curricular programs piloted the assessment process. During 2019, ten programs were trained, and eight drafted plans. In 2020, the college expects twelve co-curricular programs to participate in the process.

4.B.2

With clear learning goals and well-defined assessment processes, instructors and staff have collected and reported SL data for college and General Studies programs for two decades and for pre-college and co-curricular programs for a year. The data, recorded in plans, have enabled the college to assess the achievement of the learning outcomes for its curricular and co-curricular programs.

College and General Studies Programs. College program instructors assess five to eight program learning outcomes based on program outcomes and one or two Core Abilities/ECCs, which rotate annually. General Studies instructors assess program learning outcomes based on course competencies. Programs document the following about their assessment activities in SL Plans: (1) the assessed competencies, outcomes, and/or Core Abilities/ECCs; (2) the course in which they are assessed; (3) the assessment activity; (4) the assessment criteria and standards; and (5) the results.

During the academic year, instructors conduct assessments. (See Component 4.B.1 for details.) At the end of the academic year, they report the number and percentage of students who were assessed and the number and percentage of students who have met the assessment criterion for each outcome. They then determine if these results met the established learning standards. The first outcomes of the Accounting and Communications SL Plans are examples.

The *SL Reports* (2018, 2019) show that 90 percent of programs reported results and 77 percent achieved at least 60 percent of their measures in 2018 and that 100 percent of programs reported results and 84 percent achieved at least 60 percent of their measures in 2019. The *SL Reports* (2018, 2019) also show that at least 80 percent of students have completed the assessments for

Core Abilities throughout the decade.

Pre-College Programs. ABE instructors test students on reading, language, and math using versions of the TABE; ELL instructors test students in reading, listening, and writing using versions of the TABE CLAS E. On [digital ledger](#) and [assessment](#) cards, instructors document the following: (1) student information, demographics, and goals; (2) entry scores; (3) exit scores; and (4) education plans for the next semester.

Instructors test and record TABE results for individuals at the start and designated intervals of instruction each semester. The Pre-College division defines the start and intervals of instruction for the [ABE](#) and [ELL](#) programs. The college compiles data from all the cards and reports it to the WTCS, which then compiles WTCS data for scorecards and in grants.

The annual WTCS scorecards show a combined ABE/ELL pretest and posttest participation rates ([2017](#), [2018](#)) of 72.6 and 60.1 percent. The WTCS expected performance levels were not identified for 2017 and were 67 percent in 2018. (See Component 4.B.3 for improvements.) The scorecards also show the combined ABE/ELL measurable skill gain rates ([2017](#), [2018](#)) of 47.7 and 51.3 percent. These rates exceeded the WTCS expected performance level of 43 and 44 percent. Scorecards segment data by ABE and ELL programs as well as functioning levels, so instructors can target improvements to specific programs and functioning levels.

Co-Curricular Programs. Co-curricular staff members assess three learning and development outcomes. In Assessment Plans, they record (1) SL experiences with identified CAS Domains and Dimensions, learning development outcomes, and Core Abilities/ECCs; (2) assessment conditions, activities, and standards; (3) results; and (4) reflections on results.

By the start of the academic year, staff members identify the student experience and assessment. At the end of the academic year, they collect and reflect on the assessment results. The first outcome of the [Libraries](#) plan is an example.

The plans ([Libraries](#), [TAG](#), [Tutoring](#)) show that 100 percent of programs reported results and 100 percent met at least 60 percent of their assessment targets in the pilot year.

4.B.3

Gateway recognizes that SL results should not only be compiled into reports but also lead to improvements. The college and programs analyze the results to identify needs, design action plans, and track improvements.

College and General Studies Programs. In the *Program Effectiveness/Curriculum Manual*, the college encourages programs to use [results](#) to improve learning. Specifically, it encourages programs to analyze results while developing their Annual PE Work Plans. It also has them develop action plans to improve learning for any outcomes not meeting assessment criteria, or, if the criteria for all outcomes have been met, for the lowest-performing outcome.

As an example, Nursing students did not meet the criteria for the first outcome in the Nursing SL Plan ([2016-2017](#)). The Nursing instructors responded with an action plan, identifying three learning improvement activities for this outcome in their Annual Work Plan ([2017-2018](#)). Then, they implemented the activities and re-assessed learning at year's end. The results in the Nursing SL Plan

(2017-2018) showed improvements on this outcome.

The *SL Reports* (2018, 2019) categorize programs' action plans into four categories (curriculum changes, instruction changes, continued monitoring, and assessment plan changes). The reports (2018, 2019) also provide summaries of each program's plans, testifying to the annual improvements to SL in all programs.

Pre-College Programs. The WTCS explains that the context for assessment for Pre-College programs at Gateway and other WTCS colleges is to improve learning.

Assessment results determine whether individual students advance through the program levels. In ABE, the WTCS requires the use of TABE scores to determine if students advance education functioning levels in a core subject area. In ELL, it requires the use of TABE CLAS E scores to determine if students advance language levels.

Assessment results also lead to program improvements. In response to low participation rates on WTCS report cards, the program chairs have developed standard operating procedures (ABE, ELL) to ensure the TABE tests are given and recorded. Instructors have also collaborated with other WTCS colleges to clarify curricula for ABE courses (communications, mathematics) and ELL levels. Finally, instructors have adopted standardized educational resources and software (ABE, ELL).

Co-Curricular Programs. Three co-curricular programs piloted the assessment process in 2017-2018. Co-curricular assessment outcomes will be measured annually and used to refine co-curricular activities to ensure learning and development outcomes are met.

During the initial years, programs have learned the process and gathered benchmark data. The full implementation of the assessment process will begin in 2020. Programs will record results in December 2019 and use them in their 2020 plans.

4.B.4

Gateway has expended considerable resources to create a culture of continuous improvement, and its SL processes and methodologies play an essential role in this culture. They reflect good practice, including the substantial participation of instructors and other instructional staff.

One assessment practice is that instructors, academic advisors, IE staff, and deans collaborate in the SL process. They serve on college committees, such as the District Curriculum Committee, which reviews major curriculum modifications, and the SL Committee, which reviews SL Plans. They also serve on program curriculum committees, which develop, implement, monitor, and approve SL Plans. Those instructors who do not serve on committees still support assessment and improvement processes by collecting assessment data and implementing improvement plans in their classrooms.

Another assessment practice is that Gateway has supported the SL and PE processes with resources. The IE division includes a staff member to support the SL process, another to support the PE process, and a third to collect and present PE data. Also, the college gives release time from teaching requirements to the PE coordinator in each department. In addition to supporting the processes with staff, the college supports the process with technology. The web-based Worldwide Instructional Design System (WIDS) curriculum management system provides a structure and resources for the design of competencies and outcomes, and SL Plans hosted on Google Drive provide structure and

resources for the SL processes. The college has also purchased technology to support programs' SL improvements. For instance, it purchased Education Assessment Corporation software so that instructors can evaluate test results for validity and trends.

A third assessment practice is to ensure all instructors have training in assessment and evaluation practices. New instructors take the Assessment and Data and Evidence Analysis courses as part of their Faculty Quality Assurance System (FQAS) certification. (See Component 3.C.4 for FQAS details.) IE staff members provide annual workshops to review the PE and SL processes with PE coordinators, and they hold one-on-one meetings to help instructors with the processes.

A fourth assessment practice is documentation of SL and PE policies and procedures. The Program Effectiveness/Curriculum Manual describes the policies, procedures, and resources. DCC minutes (e.g., fall 2018), SLC minutes (e.g., fall 2018), and program curriculum committee minutes (e.g., fall 2018) capture collaborative efforts and decisions. IE records activities in annual reports, such as the *Curriculum Modification Reports* (2018-2019, 2019-2020) and the *Student Learning Reports* (2018, 2019).

A fifth assessment practice is the alignment of Gateway curriculum and assessment to those at other WTCS colleges or those recommended by professional organizations. Instructors in state-aligned programs have helped design and then implemented standardized course and program curricula. All programs offered at Gateway and at least one other WTCS college have designed and used state-aligned program outcomes for assessment as part of the Technical Skill Attainment (TSA) process. When possible, programs (e.g., Nursing) have adopted professional licensure tests as part of their assessment processes. Using WTCS and professional assessments allows for valid testing of student career readiness, benchmarking of results, and the sharing of best practices. Co-curricular programs have based their assessments on assessment practices advocated by the nationally-recognized Council for the Advancement of Standards (CAS) in Higher Education.

A final assessment practice is a commitment to continuous improvement in the assessment process. Among the improvements in the last decade, IE staff have aligned assessment processes to the academic year, converted paper to electronic forms for recordkeeping, and made data more accessible and understandable using the intranet and software like Tableau (a data analytics/visualization application).

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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

Introduction

Gateway knows that community college students face challenges and opportunities that can prevent them from completing courses and degrees. Nevertheless, it believes that the "life-changing educational opportunities" promised in its vision will attract and retain students, so it encourages and tracks student retention, persistence, and completion (RPC), recognizing RPC as an indicator of the college's growth towards its vision. In fact, Gateway's Vision 2021 strategic plan's second driver of excellence focuses the college on RPC.

During the 2010s, Gateway implemented initiatives to improve RPC rates for its degree and certificate programs. It moved from broad experimentation in the early 2010s to focused and sustained initiatives in the mid-2010s to coordinated initiatives in the late 2010s. By defining goals, analyzing data, improving RPC efforts, and following sound practices, Gateway has attained many of its targeted RPC rates (T=Target) during the late 2010s.

4.C.1

RPC initiatives during the 2010s have helped Gateway learn what helps students persist. These initiatives have also let the college collect data so that it can set ambitious, yet attainable RPC goals that are appropriate to its mission, students, and programs.

Prior to 2017, Gateway's RPC goals were those needed for compliance with its Perkins grants. Gateway tracked and reported RPC of student cohorts using Perkins indicators 2P (credential attainment) and 3P (retention/transfer). Its goals were the three-year completion, three-year retention/transfer, and combined retention/transfer and completion rates.

While it continues to monitor these Perkins indicators, Gateway selected three new goals in 2017: year-to-year retention, three-year graduation rate, and six-year graduation rate. These new goals were an outcome of the Strategic Enrollment Management (SEM), HLC Persistence and Completion (P&C) Academy, and Guided Pathways 2.0 initiatives. These goals better aligned with the college's SEM initiative and Vision 2021 strategic plan, tracked the RPC rates of a larger number of students, and accounted for Gateway's high number of part-time students. Using SEM research and the early momentum KPIs provided by Guided Pathways, Gateway has developed ambitious, yet attainable goals.

Table 4.C.1 RPC Goals

Goal	2017-2018	2018-2019	2019-2020
Fall-to-Spring Program Retention	80.1%	80.6%	81.1%
Year-to-Year Retention	67.1%	67.6%	68.1%
Three-Year Graduation Rate	25.3%	25.8%	26.3%
Six-Year Graduation Rate	30.6%	31.1%	31.6%
Source: RPC Goals Summary			

The coordination of multiple college-wide initiatives will help Gateway students achieve these RPC goals. Specifically, the second driver of Vision 2021 has focused all employees on RPC, and the SEM and Guided Pathways 2.0 initiatives provide strategies and tactics to attain these goals.

4.C.2

Gateway collects information on student RPC at the college, within individual programs, and for specific courses. Faculty and staff analyze the information as part of state and federal reporting requirements, retention initiatives, and the Program Effectiveness (PE) process.

At the institutional level, Gateway collects and reports RPC data to fulfill government requirements and as part of its retention initiatives. It collects and reports the RPC data as required in the *IPEDS Data Feedback Reports* (2017, 2018) and in the *WTCS Perkins Indicators Reports* (2018, 2019). Such reporting not only meets government requirements for grants, such as the Carl D. Perkins Career and Technical Education Act, it also provides an opportunity for Gateway to compare its RPC levels to those of its peers using IPEDS cohort data (2017, 2018) *and* WTCS college data (2018, 2019). Gateway retention rates tend to be higher than those of its cohorts, and its completion rates tend to be lower.

Gateway also collects and analyzes RPC data as part of its retention initiatives. Its HLC P&C Results Report identified seven elements in which Gateway uses RPC data and best practices. Its SEM Enrollments Goals Report analyzed RPC data for the college and its divisions in order to set attainable RPC goals for its enrollment/retention plan. Its Guided Pathways Early Momentum KPIs Report identified key RPC performance indicators on which Gateway should focus.

At the program level, the college collects and reports RPC data as part of its PE process and WTCS requirements. As part of the PE process, program instructors review PE Data Profiles, which include retention (indicators 8-12) and completion (indicator 17) data, and analyze the data to

determine action items for their Annual PE Work Plans. Since 2013-2014, all programs have developed action items to retain students and support the college's retention efforts. Since 2017-2018, the WTCS has provided performance dashboards so that Gateway programs can compare their results to those of peers at other WTCS colleges. The Nursing PE Data Profile, Annual PE Work Plan, and WTCS dashboard show examples of retention data and analysis. ABE/ELL instructors review pretest-to-posttest retention (2017, 2018) as part of their assessment process.

At the course level, Gateway has also collected and reported RPC data as part of its retention initiatives and WTCS requirements. Gateway's HLC academy team determined that the college could use DFW data to track the completion of individual courses. Its Guided Pathways team reviewed data related to the first-year completion of math and English courses and identified a correlation between the completion of these courses and the completion of college. In addition, course completion rates are reported to the WTCS. Faculty and staff can access the data in WTCS dashboards (e.g., Graphics, Nursing).

4.C.3

Gateway has collected and shared RPC data with faculty and staff throughout the decade. Based on their analysis of the data, they have commenced, continued, and canceled RPC activities.

The college has responded to RPC data with institutional improvements. Among the RPC initiatives between 2010 and 2016 were the reinstitution of midterm grades, implementation of academic planning software, and training of faculty advisers.

Three recent initiatives continue implementing RPC improvements:

- SEM - The *SEM Enrollment Plan* presented prevention, intervention, and recovery tactics. Its retention committee's activities have included student success champion training and an early alert portal.
- HLC P&C Academy - The *Results Report* explained the sustainability of data collection, data use, and retention effort coordination from this project. Specifically, this committee has created the Data Dictionary and Road to Student Success framework to guide future RPC initiatives.
- Guided Pathways - The *AACC Pathways 2.0 Plan* identified strategies for the General Studies programs to use math and communications accelerated learning plan (ALP) pathways to encourage faster completion of these requirements and for occupational programs to provide guided pathways through their programs. This committee has implemented and sustained these strategies following a timeline.

In addition, academic programs have responded to RPC data with improvements to programs and to courses. All programs have implemented retention activities to address the data in their PE Profiles. In Annual PE Work Plans, they identify retain students action items that improve retention through the use of advising, pathways, pedagogy, research, student support, student engagement, and employer/community connections.

4.C.4

Gateway's continued participation in retention initiatives, such as the HLC P&C Academy and Guided Pathways, attests to the college's commitment to retention. From these initiatives, Gateway has learned and implemented good practices that are improving student RPC.

One good RPC practice is the definition of reliable and valid RPC data. During its HLC P&C Academy, Gateway developed a Data Dictionary. In doing so, Gateway aligned its definitions with those of the WTCS Perkins indicators and Guided Pathways key performance indicators (KPI).

Another good RPC practice is the accurate collection and reporting of student RPC data. Gateway has triangulated data from multiple systems and follows their guidelines (WTCS, Pathways, IPEDS). These guidelines ensure good practices are employed in collecting and reporting data, and WTCS Perkins Indicators Reports (2018, 2019), Pathways reports (2017), and IPEDS Feedback Reports (2017, 2018) allow valid comparisons of Gateway and cohort RPC data.

With the data definitions and valid, reliable data, Gateway has also applied good practices in data use and analysis. RPC data have been reviewed at the start of initiatives (e.g., SEM, Pathways 2017) to understand strengths/weaknesses and set goals. RPC data can be reviewed regularly using Pathways updates (e.g., 2019), PE profiles, and intranet dashboards to segment data and track progress during initiatives. At the end of initiatives, RPC data will be reviewed to evaluate results. The college has added a research analyst position and data governance committee to help with these data-driven processes.

A final good RPC practice is the engagement of employees throughout the college in RPC initiatives. Initiative teams (HLC P&C, SEM, Pathways) comprise members of the board, administration, faculty, and staff. Instructors in all schools and divisions have developed and implemented initiatives (e.g., pathways, student success champions). The board has monitored and approved the college's progress on such initiatives (e.g., SEM Report, Approval).

Ultimately, the definition, collection, and analysis of RPC information by Gateway faculty and staff have resulted in improving RPC rates. Still, Gateway continues to improve its RPC efforts. Recently, these improvements focused on coordination and communication. The Road to Student Success framework has coordinated the institutional initiatives with the program efforts. The SEM Retention team has coordinated efforts and minimized duplications by including leaders of the various initiatives in regular meetings. Since 2016-2017, college committees have sent SEM/RPC communications to engage faculty and staff in SEM/RPC activities, and in 2018-2019 the SEM Retention team focused all of them on the same RPC goals for the first time.

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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

Gateway has processes to evaluate program effectiveness (PE); assess student learning (SL); and measure student retention, persistence, and completion (RPC). With these processes, Gateway tracks growth towards its vision and meets Criterion 4.

These processes encourage faculty, staff, and administrators to connect results and continuous improvement efforts. Data in PE profiles, SL plans, and RPC dashboards inform continuous improvement decisions. In programs, such decisions include improved pedagogy and advising. At the college level, such decisions include the Strategic Enrollment Management and Guided Pathways initiatives to enroll, retain, and graduate more students.

Neuroscientists have found that it is not neuron growth but synaptic connections that signify learning; analogously, Gateway has found that it is not data growth but data connections that promote continuous improvement. Gateway's continuous improvement has helped it maintain quality PE, SL, and RPC processes in the 2010s, and continuous improvement will nurture quality processes as we turn the page to a new decade.

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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

Introduction

In 2018, Gateway Technical College President and CEO Bryan Albrecht announced in an email to the college's communities that the Board of Trustees had approved the college's most recent strategic plan. Echoing the college's vision, President Albrecht explained that the strategic plan would "align and advance our efforts as we continue to make life-changing educational opportunities a reality for our students."

Strategic plans like Vision 2021 have guided Gateway's efforts to employ its resources to fulfill its mission, improve its educational programs, and respond to current and future challenges and opportunities.

5.A.1

Gateway maintains a presence and offers educational opportunities primarily in Kenosha, Racine, and Walworth Counties in Southeastern Wisconsin. It also offers educational opportunities online. It has sufficient fiscal, human, facility, and technological resources to support its operations and educational programs.

Fiscal Resources. Gateway's Business Office creates responsible budgets and exercises sound financial management following requirements in Chapter 65 of Wisconsin Statutes, the WTCS Financial and Administrative Manual, and board policies. Doing so ensures adequate financial resources for the college.

Gateway has always maintained diversified revenue streams (e.g., 2018, 2019): in 2019, revenues included state aid (31.6%), local property taxes (28.0%), grants (22.2%), tuition and fees (8.7%), contracts (4.3%), and auxiliary/miscellaneous income (1.2%). The college's operating expenses (e.g., 2018, 2019) have typically included instruction (49.1%), student services (25.0%), general institutional expenses (9.3%), physical plant operation (7.4%), depreciation (7.5%), instructional resources (1.0%), auxiliary services (0.4%), and public services (0.3%).

Even with the volatility in state aid, property tax levy, GASB requirements, and enrollment during the last decade, the college has maintained balanced budgets and financial stability. It has maintained a healthy net position from 2010 to 2019. Moody's Investors Services has recognized Gateway with an Aaa rating.

Human Resources. Gateway's Human Resources division oversees a staff of 623 Gateway and 359 adjunct/contract employees. It fills positions only after considering enrollments, college resources, managers' personnel justifications, and board policies. The procedure for filling positions is described in Policy I-120 Recruitment and Employment.

In 2019, Gateway had 623 employees, including 92 administrators, 76 clerical personnel, 6 counselors, 273 faculty members, 40 service personnel, and 136 technical personnel. The college used 263 adjunct instructors and 96 casual staff. The organization chart illustrates the divisions and schools that support college operations and education.

During the 2010s, Gateway has maintained a student-to-employee ratio between 7:1 and 10:1 and a student-to-faculty ratio between 16:1 and 22:1. It adds permanent employees only in response to sustained enrollment growth in order to avoid layoffs. Additional work has fallen to temporary staff, adjunct faculty, and permanent faculty who elect to teach overloads for hourly pay. This strategy has seemed to satisfy students. On the *Ruffalo Noel-Levitz Student Satisfaction Inventories (RNL SSI)* (2015, 2017), Gateway students are as satisfied with the availability and services of administrators (#57), faculty (#61, 69), and support staff (#50, 55) as students at other colleges.

Physical Infrastructure. Gateway's Facilities and Security division maintains the college's current facilities and plans future expansions. Policy E-150 District Buildings and Facilities requires that facilities support educational programs and services for district residents, and Policy E-152 Energy requires the college to operate facilities in an efficient, responsible, and sustainable manner. The *Strategic Facility Planning Guides* (2016-2018, 2018-2020) describe the maintenance, renovations, and expansions of facilities planned every three years. During its June 2017 meeting, the board approved the current 2020 plan.

Gateway maintains three campuses and six centers in the three counties where it operates. The current facilities comprise 782,535 square feet at a value of $158.4 million. Current facilities include space for cafeterias, classrooms, labs, libraries, maintenance activities, offices, study spaces, and technological resources.

Gateway facilities have complied with its policies. Its students have indicated that the college has sufficient facilities and equipment for their educational programs. On the *RNL*

SSI (2015, 2017), Gateway students are as satisfied with safety (#31), labs (#34, 42), and maintenance (#68) of facilities as students at other colleges. Room utilization reports (2010, 2018) demonstrate the increasingly efficient use of space with the college increasing its utilization percentage from 13 percent in 2010 to 32 percent in 2018. The *Sustainable Gateway Report* (2016) demonstrates the results of operating facilities using environmentally responsible and sustainable practices.

Technological Infrastructure. Gateway's Learning Innovation Division (LID) plans for future technology, maintains the needed technology, and provides technical support to students and employees. An achievement of LID in the 2010s has been developing policies to deal with technology and the changes it spurs. These include Policy H-190 Computer, Networking, and Information Resources, Policy H-190a LID Information Security and Confidentiality, Policy H-190b Digital Communications, and Policy H-190c Technology Procurement. Future policies under consideration are identified in LID's *Technology Plan* (2021). This plan also identifies future technology initiatives and their impact in five focus areas: (1) academic innovation and excellence, (2) data initiatives, (3) security and risk mitigation, (4) technology modernization and efficiency, and (5) user accessibility.

LID deploys approximately fifteen defined technologies and services to support the college's strategic goals and operations. It maintains over 8,000 technological devices, including approximately 2,500 computers and 1,000 smart devices. It maintains approximately 35 standard software applications and dozens of division-specific software applications. It maintains network infrastructure, including a wireless network serving approximately 4,700 users daily, a 500 Mbps Internet connection, and a wide area network. It maintains approximately 100 physical, 250 virtual, and 20 Software-as-a-Service servers. It provides 24/7 Tech Central technical support, responding to over 10,000 technical support tickets. In addition, it maintains the technology that supports learning and teaching. (See Component 3.D.4 for details.)

The college community has sufficient access to technology. LID analytics show that networks and infrastructure are available over 99 percent of the year. On the *RNL SSI* (2015, 2017), Gateway students identified the computer labs (#34) and lab technology (#42) as strengths. Technical support surveys show a 99 percent satisfaction rate. The *CIO Business Vision Survey of Stakeholder Satisfaction with IT* (2018) indicates an average 86 percent satisfaction rate—a rate in the top 16 percent of firms.

5.A.2

Gateway's budget allocation process ensures its fiscal resources support its educational mission. (See Component 1.D.2 for details about the percentage allocated to support education.)

The use of resources for educational purposes is consistent with Gateway's mission to deliver "industry-focused education" and with Vision 2021 strategic plan to fulfill this mission. Prudent funding of educational purposes is required by its board's Policy 3.4, which requires budgets to align with the strategic plan and the ends policy.

The administration's budgeting process begins by aligning funding to the strategic initiatives. Its Adaptive Insights software tracks the relation of requests to the Vision 2021 strategies.

In compliance with the WTCS budget guidelines, Gateway *Budgets* explain the policies behind the

financial costs (e.g., 2019-2020), present financial plans for revenues and expenses (e.g., 2019-2020), describe the college's operations (e.g., 2019-2020), and communicate the college's budgeting process (e.g., 2019-2020).

The board regularly monitors finances for compliance with its policies as well as compliance with federal and state laws. In December 2017, for example, it reviewed finances as part of its operational agenda and policy governance monitoring. The college's financial statements (e.g., 2018, 2019) and audits (e.g., 2018, 2019) are disclosed to the public in the *Comprehensive Annual Financial Reports (CAFR)*.

5.A.3

The ends policy in Gateway's mission identifies five ends statements—or results—towards which the college works: (1) student education, (2) workforce development and training, (3) tax dollar stewardship, (4) community prosperity, and (5) educational collaborations. In developing these ends statements, Gateway's board has set realistic expectations in light of Gateway's organization, resources, and opportunities.

Gateway has organized its divisions or departments so that they are responsible to help the college address at least one of its ends statements. For instance, academic divisions/schools are responsible for education; the Businesses and Workforce division, workforce training; Business Office, financial stewardship; Executive Leadership, community prosperity; and Student Services and Enrollment Management (SSEM), educational collaborations. Although a division may have the responsibility for an ends statement, it would be an oversimplification to suggest a single division addresses completely or focuses entirely on a single ends statement. For instance, academic divisions/schools are helped by the Institutional Effectiveness, Learning Innovation, Learning Success, and other divisions in educating students. At the same time, the academic divisions/schools help accomplish the other ends statements, such as workforce development and educational collaborations, by educating students for future careers and college opportunities.

Gateway has sufficient resources to deploy towards all of its ends statements. (See Component 5.A.1 for details on resources.) One effort to help address the fifth ends statement (educational collaborations), for example, involves opportunities for high school students to earn college credit while in high school. Gateway deploys financial resources to offset millions of dollars in tuition (2017-2018, 2018-2019) of high school students. It deploys SSEM staff to coordinate articulation/dual-credit agreements with high school teachers and it deploys instructors as liaisons for high school teachers teaching dual-credit courses. It uses classrooms when high school students use options like Start College Now to attend campus classes. It uses technology, such as the VANguard teleconferencing system and Blackboard learning management system, when high school students attend distance learning classes.

Gateway has opportunities to engage its constituencies and progress towards its ends statements. (See Components 1.D.3 and 5.B.2 for engagement details about external and internal constituencies, respectively.) Economic development committees and advisory committees have helped Gateway identify opportunities to collaborate with employers and progress towards fulfilling its second and fourth ends statements. Its collaboration with Foxconn, a large electronics manufacturer locating a facility in the Gateway district, is an example. True also, its budgeting process has helped Gateway identify opportunities to steward taxpayer resources prudently and progress toward fulfilling its third

ends statement. Its *Budgets* ([2019-2020](#)) have implemented mill rates below the average for WTCS colleges.

Each month, the Gateway District Board reviews the college's progress towards at least one ends statement. In 2018, for example, it reviewed ends statement 1 ([January](#), [June](#), [August](#)), 2 ([February](#), [September](#)) 3 ([March](#), [November](#)), 4 ([April](#)), and 5 ([May](#), [October](#)). In addition, economic impact studies have consistently demonstrated positive impacts of Gateway's work on constituencies as the college works towards ends statement 1 ([2014](#), [2018](#)), 2 ([2014](#), [2018](#)), 3 ([2014](#), [2018](#)), 4 ([2014](#), [2018](#)), and 5 (not applicable).

5.A.4

In January 2019, Gateway's [employee headcount](#) included 623 employees and 359 adjunct/casual employees. All are qualified and trained. The college has attracted, evaluated, and trained these employees through well-defined processes. (See Components 3.C.2, 3.C.4, and 3.C.6 for details on faculty and support-services staff.)

Gateway uses a uniform recruitment and hiring process to ensure that it treats candidates fairly and hires qualified employees. [Policy I-120 Recruitment and Employment](#) explains the steps in this process. They include identifying the need for staff in a position, recruiting possible candidates, screening applicants against predefined qualifications, verifying a selected applicant's background, and offering the position to the verified applicant. To ensure compliance with the policy, a Human Resources (HR) representative serves on all hiring teams, and HR maintains position descriptions listing qualifications and complying with [Policy I-130 Position Descriptions](#). In 2017, HR started using NEOGOV software to recruit candidates and screen applicants.

Once employees are hired, they are oriented to the college and their positions, serve initial evaluation periods, and receive regular feedback through annual performance evaluations. The college follows an [onboarding checklist](#) to prepare for new employees. It also requires new employees to participate in the [Gateway Journey](#) orientation program. New employees have a 180-day initial evaluation period to give them the opportunity to demonstrate their capabilities, work habits, and overall performance at a satisfactory level. This initial evaluation period is described in detail in [Policy I-160 Initial Evaluation Period](#).

At the end of the initial period, the employee receives an [initial evaluation](#). In 2017, the college transitioned to an [online form](#) in its NEOGOV (human resources) software. After this evaluation, employees receive annual performance evaluations. The process and criteria are described in [Policy I-220 Performance Evaluations](#) and the performance [evaluation form](#). These evaluations have also transitioned to [online forms](#) in NEOGOV.

Gateway employees enhance their skills and learn new skills through ongoing professional development opportunities, including internal and external training and education. Divisions develop and deliver internal training needed by employees during in-services. The college provides training for college-wide initiatives through the annual employee learning day, workshops, and online training. One example is the college's [CliftonStrengths College Commitment](#) initiative, which provided the CliftonStrengths [assessment](#) and [training](#) to all employees. Other examples include Title IX training ([2017-2018](#), [2018-2019](#)) and safety awareness/crime prevention training ([2017-2018](#), [2018-2019](#)). The college also encourages employees to access external training and education with

financial support. [Policy I-260 Professional Development Funds](#) clarifies the qualifications and process for distributing funding for state and national training, conferences, web courses, and workshops. The *Employee Handbook* clarifies the qualifications and process to access [tuition reimbursement](#) for courses at Gateway and other universities.

Employees use professional development opportunities. Internal [training](#) is tracked in Gateway's Red Hawk Tech database. In 2018-2019, 359 employees received 5,836 hours of training, and in 2017-2018, employees received 5,465 hours of training. Institutional Effectiveness (IE) tracks [professional development funding](#). In 2018-2019, 17 employees received $18,623 to support external training activities, and in 2017-2018, 10 employees received $9,474 to support external training activities. IE tracks employee [tuition reimbursements](#) for college credits. In 2018-2019, 38 staff members received 198 credits, and in 2017-2018, 60 staff members earned 601.65 credits. (See Component 3.C.4 for data on the faculty.)

Surveys suggest employees are satisfied with professional development and qualified for their positions. Employees express satisfaction with the training needed for their careers in the *Energage Workplace Survey* ([2016-2017,](#) [2017-2018](#)). Gateway students have identified staff helpfulness and care as strengths. On the *RNL SSI* ([2015,](#) [2017](#)), Gateway students are significantly more satisfied with staff (#27) than students at other colleges.

5.A.5

Gateway has a well-developed budget cycle and financial controls. Its *Budgets* (e.g., [2018-2019,](#) [2019-2020](#)) comply with [Chapter 38](#) and [Chapter 65](#) of the Wisconsin Statutes as well as with [Policy 3.4](#) and [Policy 3.5](#) in the *Board Governance Policies*. Its accounting, fiscal reporting, and general financial management systems comply with requirements in the [WTCS Financial and Administrative Manual](#).

Complying with WTCS [budget](#) requirements, Gateway has used and improved its [budget cycle](#) through the decades. It is developed according to a [calendar](#). The budget process begins in November with the Executive Leadership Council (ELC) setting [parameters](#) for requests. It leaves time for requests from staff, reviews by the ELC, preliminary reviews by the board, a public hearing, and final approval by the board. It ends with the submission of the budget to the WTCS by July 1. Improvements to the budget process in the 2010s include [meetings](#) between budget directors and department managers, the use of [Adaptive Insights](#) software to develop budget iterations and track budget requests, and [checklists](#) to remind managers of their responsibilities.

Once budgets are implemented, Gateway follows the WTCS Uniform Financial Fund Accounting System ([UFFAS](#)) to record and control finances. The UFFAS applies the Governmental Accounting Standards Board ([GASB](#)) pronouncements and standards.

Managers have access to monthly budget exceeded reports (e.g., [September 2018](#)) and monthly budget vs. actual reports (e.g., [June 2018](#)). The ELC reviews quarterly reports (e.g., [January 2019](#)) comparing actual to budgeted expenses. The board oversees college finances using a monthly dashboard (e.g., [May 2017](#)) and financial statements (e.g., [February 2018](#)) comparing actual to budgeted expenses.

Gateway has always been transparent in its budget plans and controls. Each year, the administration

updates board members with monitoring reports (e.g., April 2018) as the budget is developed. The budgeting process includes a public hearing (e.g., May 9, 2018) before board approval (e.g., May 17, 2018). The college publishes annual *Budgets* (2018-2019, 2019-2020) with projected financial information and a budgeting process description. It publishes annual CAFRs (e.g., 2018, 2019) reviewing actual financial information and budget implementation. In compliance with WTCS audit requirements, independent auditors and WTCS administrators review Gateway finances, presenting independent audits (2010-2018), single audits (2010-2019), and WTCS reviews (2010-2018). Auditors have rendered clean opinions and approvals every year except 2013. Gateway took corrective action in 2013 and has remained in compliance ever since.

Ultimately, the college's care in financial matters helps it fulfill its commitment to taxpayers made in the third ends statement. Each year, the board monitors progress toward this end. In 2017, for example, it approved financial matters in the January, May, and December meetings.

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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

Introduction

Gateway's governance and administrative structures promote effective leadership and support collaborative processes that enable the college to grow towards its mission and fulfill its Vision 2021 strategic plan.

Gateway's policy governance structure is based on John Carver's Policy Governance model. (See Component 2.C for details.) This model, with customization to adhere to state statutes and district needs, has resulted in an accountable and responsible board.

5.B.1

Gateway's Board of Trustees remains knowledgeable about the college, provides oversight of the college's financial and academic policies and practices, and meets its legal and fiduciary responsibilities.

Two policies ensure a knowledgeable board. Policy 1.5 requires members to maintain knowledge of Gateway's community and its needs, organization and operations, and initiatives. To support that requirement, Policy 3.7 mandates that "[t]he President shall not cause or allow the Board to be uninformed or inadequately supported in its work."

The activities of the board and administration adhere to these policies. Orientations and ongoing development provide the basic knowledge needed to serve on the board. (See Component 2.C.3.) Further, all trustees receive the communications identified in the *District Board Operations Manual*. These include monthly meeting agendas and president's reports (e.g., February 2018 agenda and president's report).

Such information allows trustees to oversee Gateway's finances and academics. In Policy 2.3, the board delegates to the president the day-to-day operations of the college; however, in Policy 2.4, the board retains oversight over the college to ensure the president complies with its policies and

executive limitations.

In its standard agenda for monthly meetings, the board sets times for oversight and regularly uses three monitoring strategies: internal reports from the president, external reports from experts such as financial auditors, and direct inspections. For example, in January 2017 (minutes, president's report, agenda), the board monitored progress on its ends policy 3 (a positive ROI for taxpayers) by reviewing the *Comprehensive Annual Financial Report* (2017) with Gateway's Senior Vice President of Operations and an independent auditor. It also evaluated the president's compliance with executive limitation 3.1 (prohibition of unlawful, unethical, or imprudent activity). In February 2017 (minutes, president's report, agenda), the board monitored progress on the ends policy 1 (student learning) by hosting a Committee of the Whole meeting with a high school partner. It also evaluated the president's compliance with the executive limitation 3.7 (ensuring the board is informed and supported).

Board trustees are positioned to meet their legal and fiduciary responsibilities. Chapter 38 of the Wisconsin Statutes identifies these duties, and the *District Board Operations Manual* summarizes these statutory duties. In Policy 1.1, the board commits to govern in compliance "with all applicable state statute and federal law as well as administrative codes, rules, or regulations set forth by agencies with recognized authority over specific college activities."

To meet these legal and fiduciary responsibilities, the board has structured its meetings to include operational agenda components to record its votes. See Component 2.C.1 for details on its standard agenda and example meeting minutes.

5.B.2

Gateway has policies and procedures to engage its internal constituencies—administration, faculty, staff, and students—in the college's governance. The board's commitment to consider diverse viewpoints in governance is expressed in Policy 3.7, in which it requires the president to gather "as many internal and external points of view, issues, and options as needed to fully inform the Board's work."

The board and administration have set up the standard agenda to gather diverse viewpoints and engage internal constituencies using multiple strategies. Examples of internal constituencies presenting their viewpoints are documented in meeting minutes and president's reports. In April 2017, for example, the Citizen Comments included students and alumni comments on the Land Surveying program. In May 2017, the Committee of the Whole included staff, faculty, and student presentations about their service-learning experiences. In January 2016, the president's report shared information about students, faculty, and staff, including enrollment news, student survey data, and new faculty survey data. In January 2016, the ends statement monitoring report discussed faculty, student, and employer experiences in the telecommunication boot camps. In October 2019, the board added Policy 1.16 to add a non-voting student trustee.

The board and administration engage internal constituencies when designing strategic plans. The board established Policy 3.10 to ensure that Gateway operates with a strategic plan. When creating the strategic plan, the administration gathers information from staff, students, and the community. Strategic priorities surveys (2011, 2018) engaged hundreds of faculty, staff, and students during the creation of Vision 3.2.1 and Vision 2021 strategic plans. The board also reviews staff and

student efforts during its monitoring of the college's progress on the strategic plan. Examples include the Committees of the Whole in the January 2016 and December 2016 meetings and the approval of compliance in the December 2016 monitoring report.

The board and administration engage internal constituencies when drafting annual budgets. The board established Policy 3.4 to ensure the college operates with a budget. Employee requests and information, executive leadership reviews, and board reviews are all part of the budgeting process. Before approving the final annual budget, the board holds a public budget hearing (e.g., May 2017) to gather input from external and internal constituencies.

When making major changes to governance, the board engages the administration, staff, students, and the community. During 2015, the board set up an ad hoc committee to review and improve its governance policies. Its meetings were open to the public, and its meeting minutes show that trustees worked with the administration to revise and clarify policies. In 2017, when the college revised its vision and mission, the review included the participation of hundreds of students, instructors, and staff in surveys and meetings. See Component 1.A.1 for details.

The administration engages internal constituencies when designing operational plans. The college collects student demographic and special populations information using admission applications, measures satisfaction with teaching and courses using IDEA SRI Diagnostic Surveys, and measures satisfaction with the college services using Ruffalo Noel Levitz Student Satisfaction Inventories (RNL SSI). The college has measured employee satisfaction and climate with biennial PACE Surveys until 2012 and with annual Energage Surveys beginning in 2009 to present. Results are used to improve student services, teaching, and college operations. For example, the college started midterm grades to respond to students' low satisfaction with notifications of academic progress (# 65) in the *RNL SSIs* (2007, 2017).

Finally, the administration engages employees and students regularly during normal operations. As an example, the Executive Leadership Council (ELC) and United Student Government (USG) leaders hold biannual meetings (2018-2019). Administrators hold on-campus events (Budget, HR, Provost) to meet with individual employees each semester.

The college regularly seeks feedback on its strengths and weaknesses in engaging internal constituencies. The board provides feedback to the administration annually as it reviews its compliance with Policy 3.7. In the February 2017 meeting, the board agreed that the administration provided sufficient information from internal and external constituencies for it to govern. In *Energage Surveys*, employees were neutral about the effectiveness of the college and senior managers (2016-2017, 2017-2018), yet they agreed that their direct managers were effective and supportive (2016-2017, 2017-2018). On the *RNL SSI* (2015, 2017), Gateway students were as satisfied with the campus climate—including their access to faculty, staff, and administrators (#2, 27, 57)—as students at other colleges.

5.B.3

Gateway records its requirements, policies, and processes in the Administrative Policy Book. The administration, faculty, staff, and students all contribute to the development and implementation of the requirements, policies, and processes using the college's organizational hierarchy, standing committees, and ad hoc committees.

Like any college, Gateway organizes its divisions and schools into a hierarchy to address the academic, financial, personnel, and auxiliary functions needed to fulfill its mission. The college's organizational chart identifies the divisions and schools, their leaders, and their faculty and/or staff.

College policies and procedures require contributions from administrators, faculty, staff, and students across divisions or schools, so the college maintains standing committees. Gateway has standing committees to address academic concerns. Within academic departments, program curriculum committees develop and assess curriculum annually and review and plan Program Vitality improvements triennially. Meanwhile, at the institutional level, the District Curriculum Committee and Student Learning Committee oversee the curriculum and assessment, respectively. Standing committees sometimes bring together administrators from multiple divisions and schools. The ELC includes the division vice presidents, and the Deans Council includes the deans from all schools and divisions and directors from supporting divisions. Gateway has established organizations to represent students. The USG functions as the "coordinating unit for the college and the students" and oversees the disbursement of student activity fees.

In addition to standing committees, the college has set up ad hoc committees for administrators, faculty, staff, and students to respond to institutional and divisional concerns during the 2010s. Examples of college ad hoc committees include the following: In 2011, the college set up a Transition team to transition the college from collective bargaining agreements to *Employee Handbook* guidelines when the state law changed. In 2015, the college set up a Scheduling committee to move the college from manual scheduling by department chairs to automated scheduling by Infosilem software. Examples of division ad hoc committees include the following: Accreditation committees (e.g., Business, Nursing) compile evidence and reports to earn and maintain program accreditations. Annually, department committees meet with deans to develop departmental guidelines (e.g., 2019-2020).

The college regularly seeks feedback on the effectiveness of its structures. In *Energage Workplace Surveys* (2016-2017, 2017-2018), employees were neutral about collaboration within and among departments. On the *RNL SSI* (2015, 2017), Gateway students were as satisfied with service excellence—including channels for information and complaints (#63, 67)—as students at other colleges.

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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

Introduction

Gateway engages in systematic and integrated planning, using both strategic and operational plans. These plans help Gateway grow towards its "life-changing educational opportunities" vision and fulfill Policy 3.10, in which the District Board requires the college to operate with a strategic plan that aligns with the college's mission.

A college-level strategic plan, like the current Vision 2021, thus defines the nature and direction of the college every three to five years. College-level and division-level operational plans realize the college's mission and enable continuous improvement. The college has always described its planning philosophy and the relation between operational and strategic plans in its annual *Budgets* (2018-2019, 2019-2020).

5.C.1

Gateway allocates resources in alignment with its mission and Vision 2021 strategic plan priorities. Its financial, human, facility, and technological resources all help the college fulfill its mission to "deliver industry-focused education."

Gateway's allocation of financial resources is consistent with its strategic priorities. Supervisors identify the connection between the Vision 2021 strategies and their requests in the budget request form. As a result, the *Budget* (e.g., 2018-2019, 2019-2020) has allocated most funds to provide educational staff, programs, equipment, and facilities during each 2010s. Actual expenditures show that the college used 88 percent of funds on education in 2018-2019.

Gateway's allocation of human resources is also consistent with its strategic priorities. Supervisors clarify the contribution of new employees in fulfilling the mission in the Benefits section of the Personnel Justification form. Employees and supervisors reflect on their contributions to the

fulfillment of the mission as they review such criteria as continuous improvement and educational excellence during employee and faculty evaluations. *Energage Surveys* (2016-2017, 2017-2018) show that employees and faculty feel they are part of something meaningful.

Gateway's allocation of facility resources is also defined by the college's strategic priorities. The *Strategic Facility Planning Guides* (2016-2018, 2018-2020) have always been developed "to meet the goals and priorities as set forth in the College Strategic Plan." An example is the SC Johnson iMET Center expansion to increase classroom and lab space for engineering and manufacturing programs. These spaces will enhance student engagement (e.g., Industry 4.0 technology), program excellence (e.g., Advanced Manufacturing), and employer connections (e.g., Foxconn). Gateway employees' requests for capital equipment and capital improvements also require descriptions and justifications, and college leaders fund the requests based on their contribution to fulfilling the college's strategic priorities.

Finally, Gateway's allocation of technological resources aligns with the college's mission and strategic priorities. The Learning and Innovation Division (LID) clarifies the alignment in its *Technology Plan* (2018-2021). The ratings of over 80 percent on overall metrics in the *CIO Business Vision Survey of Stakeholder Satisfaction with IT* (2018) suggest LID is effectively executing on business projects and strategically using analytics and customer technology.

5.C.2

Gateway has developed a number of evidence-based continuous improvement processes. These processes link the collection and analysis of performance data from student learning assessments and operation evaluations to the decisions in academic and operational plans and budgets.

Each year, academic programs create Annual Program Effectiveness (PE) Work Plans as part of the PE process. (See Component 4.A.1 for details.) In these plans, faculty members identify the resources, staff, and time needed to implement improvements. Deans approve the plans and incorporate these costs into their division budgets. The Accounting Annual PE Work Plan (e.g., 2017-2018) is an example.

Prior to 2018, non-academic departments used resources on the Organizational Excellence web pages to improve processes and structures. In 2018, they started creating Target of Excellence (ToE) plans. In ToE plans (e.g., Budget and Purchasing), departments identify improvement opportunities, needed resources, staff, and time. Supervisors incorporate the costs of resources into their department budgets. (See Component 5.D.2 for ToE plan details.)

While Annual PE Work Plans and ToE plans link program and department evaluation/improvements to budgets, divisions' Vision 2021 action plans link strategic planning to the budget. In Vision 2021 action plans, divisions (e.g., Academic and Campus Affairs) identify their annual objectives; link them to the strategic plan; and identify the needed human, operational, and capital resources. Divisional vice presidents incorporate the costs of resources into their divisional budgets.

Work plans, ToE plans, and action plans are the basis for many budget requests. On the budget request, capital equipment, and capital improvement forms, managers can justify their requests and identify their connections to continuous improvement and college strategies.

5.C.3

The strategic and operational planning processes consider the perspectives of internal and external constituencies. These processes incorporate the evidence collected about and from internal (see Component 5.B.2) and external (see Component 1.D.3) constituencies identified in its ends policy. The resulting plans guide individual departments and the college as a whole.

In setting up strategic plans that guide the college as a whole, Gateway's goals have always been to align the plan with its mission, respond to performance data about its academic and operations divisions, and respond to the needs of constituencies. A variety of tools are used to identify the internal and external constituencies' needs. For Vision 3.2.1, the college used a strategic priorities survey, listening sessions, and an environmental scan. For Vision 2021, the college used student, employee, and community strategic priorities surveys. Strategic plan implementation teams in 2012 and 2018 identified and oversaw tactics to achieve each of the strategic directions. The 2018 team, for example, monitors progress with an annual report (2018-2019), summarizing activities and measures.

To improve specific functions that impact the college as a whole, Gateway has developed operational plans. Similar to the strategic plan, these plans take account of the perspectives of internal and external constituent groups. The Strategic Enrollment Management (SEM) initiative is an example of a college-wide plan used to improve enrollments through effective and efficient recruitment and retention. In developing it, the college and its consultant researched internal and external constituent groups' perspectives on Gateway's competition, customer service, enrollments, online presence, programs, and student communications.

Regular operational planning also reviews the perspectives of internal and external constituencies. The college's five-year *Equal Opportunity/Affirmative Action Plans* (2015-2019, 2019-2024) review the demographics of staff, students, and the community to set goals for a diverse workforce and college community. Further, the *Strategic Facilities Planning Guides* (2015-2018, 2018-2020) account for the needs of internal and external constituencies. The facilities team tracks requests from staff and faculty and balances those requests with the perspectives, resources, and needs of the community. Example projects include the CNC expansion in Elkhorn (2015-2016), the Nursing simulator lab remodel (2017-2018) in Kenosha, and the SC Johnson iMet expansion (2018-2019) in Racine.

Even though they focus on the work of individual departments, operational plans often consider the perspectives of internal and external constituent groups served by these departments. Every three to five years, academic departments develop Full Quality Review/Program Vitality plans. During the planning process, instructors conduct background research of external factors and occupational trends, incorporate feedback from advisory committee members, and review program performance data. See Component 4.A.1 for details.

5.C.4

While gathering evidence about and from its internal and external constituencies helps Gateway understand their needs, its sound budgeting and financial management practices (see Component

5.A.5) provide Gateway with an understanding of its current capacity and let it adjust to revenue fluctuations.

Gateway has a diversified revenue base, and it recognizes that fluctuations in sources of revenue are inevitable. During the 2010s, sources have indeed fluctuated.

Table 5.C.4 Statement of Revenues ($000) for 2010 and 2019

Source	2010	2019
State appropriations	$ 7,518,927 [07.0%]	$39,333,811 [31.6%]
Local property tax	$56,248,873 [51.9%]	$34,852,092 [28.0%]
Grants	$28,858,982 [26.1%]	$27,578,849 [22.2%]
Tuition and fees	$11,602,472 [10.7%]	$10,831,143 [08.7%]
Contracts	$ 1,924,763 [01.8%]	$ 5,334,506 [04.3%]
Auxiliary/miscellaneous	$ 1,972,711 [01.8%]	$ 1,459,121 [01.2%]
Comprehensive Annual Financial Reports (*CAFR*) (2010 [$] [%], 2019 [$] [%])		

Gateway's diversified revenue base has helped the college respond to the many factors that contributed to fluctuations in revenue. Changes in state law have been one factor. They have limited the local property tax levies and shifted a greater percentage of funding to the state. They have also changed funding levels and collective bargaining, at times presenting less overall funding but allowing greater flexibility in salaries, benefits, and staffing.

Improvements in the economy have been another factor that impacts funding. The improvements resulted in more employment opportunities for district residents and less tuition and fees funding for the college as the demand for career education has fallen. However, the improved economy has provided more opportunities for Gateway to contract with businesses to provide training and services.

Population changes have presented a third factor for funding fluctuations. The population has increased in the district, and it has become more diverse and older. While the number of high school graduates (the largest segment of the Gateway student body) has increased in recent years, it has not returned to the 2008 levels, resulting in declines in student enrollments. Still, the growth in population and construction has presented the college with a greater number of prospective students and a broader tax base. The college has documented the fluctuations in funding in its *CAFR*s. For example, recent *CAFR*s (e.g., 2018, 2019) have discussed the improving economy's impact on enrollments.

In addition to its diversified revenue base, Gateway's budgets use careful external and internal research to set conservative revenue assumptions and accurate expenditure parameters, ensuring the college ends the year with balanced budgets or surpluses. Disclosed in each *Budget* (e.g., 2018-2019, 2019-2020), the conservative budget assumptions include projecting the enrollment at the same level as the previous year, working with local government bodies to estimate accurately the property tax levy, working with the state to determine state funding levels, and working with the Wisconsin Technical College System to determine tuition levels. Based on the research, the ELC distributes expenditure parameters (e.g., 2019-2020) to budget managers so that they develop budgets within the college's capacity. Perhaps, the best evidence of the effectiveness of this

strategy is the maintenance of the college's healthy net position from 2010 to 2019.

5.C.5

Using research about and from its internal and external constituent groups in its strategic and operational plans helps Gateway anticipate emerging factors that the college and its constituencies need to address. In the past decade, these factors have often involved technological advances, demographic shifts, globalization's effects, environmental sustainability, and data usage.

The local economy is one area in which Gateway finds the confluence of these factors. Gateway's strategic plans (Vision 3.2.1, Vision 2021) have prioritized collaborations with industry and the alignment of student learning with industry needs. Advice from Advisory Committees (see Component 3.A.1), memberships in professional societies (see Component 3.C.4), and participation on economic development teams (see Component 1.D.1) have helped the college see that factory automation, a generation of retiring tradespeople, globalization, green technologies, and data-driven facilities like those of Foxconn and Amazon are changing manufacturing and supply chains, important segments of the Southeastern Wisconsin economy.

In response, the academic and facilities plans have identified specific tactics to educate the workforce for industry 4.0 (manufacturing processes that use automation and data). One tactic was the 2018 academic and campus affairs realignment, including the placement of manufacturing, engineering, and IT programs into a single MEIT division. Another tactic has been the development of new programs, such as Advanced Manufacturing Technology and Supply Chain Management, which combine the courses of the various business, manufacturing, engineering, and IT programs in ways to match industry needs. A third tactic is the S.C. Johnson iMet Center expansion to provide facilities needed to train the students in these new programs. A fourth tactic is to adopt shared programs with other WTCS colleges so that Gateway students can learn skills needed by district employers in existing WTCS programs (e.g., Respiratory Therapy).

A second area in which Gateway finds the confluence of many of these factors has been student learning. Strategic plans have always prioritized academic program and service excellence. Professional development opportunities (see Component 3.C.4), research conducted in Full Quality/Program Vitality plans (see Component 4.A.1), and feedback from student surveys (see Component 5.B.2) have helped academic departments identify the importance of educational experiences incorporating pathways for high school students, popular technology, industry tools and software, green practices, authentic professional environments, and global experiences.

In response, academic programs have planned and implemented innovative learning experiences for students. One program exemplifying this innovation is the Graphic Communications program. It has incorporated transcripted-credit classes for high school students, LinkedIn Learning/Lynda.com videos to supplement textbooks, Adobe Creative Cloud software to teach industry software, real-world service-learning design projects to use green publishing strategies and promote sustainability, graphic design portfolios and shows to prepare students for design careers, and international study opportunities to encourage global interactions.

A third area in which the confluence of these factors has emerged has been student recruitment. Gateway's strategic plans have kept the college focused on enrollments, so the declines in the mid-2010s led to evaluations of Gateway's efforts to attract and retain students. These include marketing

analyses of potential student populations, reviews of student use of technology, and focus groups on the college (see Component 5.C.3).

The college has responded to the findings with the Strategic Enrollment Management (SEM) initiative. It has developed a marketing campaigns plan and an enrollment plan. In its first year, it implemented marketing tactics that include brand messaging training to present a consistent message and a SEM toolkit to help faculty and staff recruit new students. It has implemented retention tactics including an early alert portal that sends at-risk students standardized messages and a student success champions program that gives instructors best practices to retain students.

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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

Introduction

Gateway works systematically to provide "life-changing educational opportunities" as expressed in its vision, and both strategic plans (Vision 3.2.1, Vision 2021) have focused the college on improving quality. It is through continuous improvement efforts that the college grows toward its vision and fulfills its strategic plans.

While all divisions are responsible for continuous improvement efforts, the college established an Institutional Effectiveness (IE) division in 2006 to coordinate these efforts. IE gathers data, shares the data with faculty and staff, tracks improvement plans and activities, and coordinates inter-division efforts. It reports on the activities and results to the college, district board, and regulatory agencies.

5.D.1

Gateway's continuous improvement processes are evidence-based. (See Component 5.C.3 for details on evidence collection.) Therefore, the college—as well as each of its divisions—develops and documents evidence of the performance of its operations. This evidence is shared with the district board, reported to oversight agencies, and used by the college and its divisions to make improvements.

Academic divisions and schools review and improve program effectiveness annually using the Program Effectiveness (PE) processes. (See Component 4.A.1 for details.)

The Business and Workforce Solutions (BWS) division tracks the performance of its various types of training and business solutions. For its workshops, it tracks enrollments (2014-2019) and collects participant feedback. For its training at local employers, it tracks annual grant awards and employee and business outcomes produced by those awards (e.g., WAT Grant Report).

The Community and Government Relations division reviews the effectiveness of marketing and public relations efforts using metrics. Print advertising and public relations campaigns are tracked using impressions, mentions, and results. For instance, an integrated marketing campaign in 2016 used billboards, direct mail, and digital ads to drive people to enroll for classes on the website. A website analysis after the campaign measured its effectiveness. Digital advertising and social media campaigns are tracked through online analytics. For instance, the effectiveness of Facebook, Google, and Instagram ads were compared in a marketing campaign review.

The IE division not only collects performance data from other divisions; it also records and reviews such data about employee, department, and college improvement efforts. IE records a variety of employee learning activities using the Red Hawk Tech database. The data are summarized in the *Employee Learning Annual Reports* (2014-2015, 2015-2016). IE also collects the Student Learning Plans, Annual Work Plans, and Full Quality Review Plans of academic departments. *Student Learning Reports* (2018, 2019) and *Program Performance Reports* (2016-2018, 2017-2019) present the data about assessment results and program performance. IE also records the excellence plans from operational units. The *ToE Summary* (2018-2019) records their annual improvement activities and performance.

The Learning Innovation Division (LID) tracks computer and software resources, network performance, technical support services, and online student learning. LID keeps inventories of computer hardware and software. It tracks internet usage, reliability, and problems using Masergy software. It tracks network usage, reliability, and problems using Cacti, MERAKI, and Nagios software. It tracks the number of requests, response time, effectiveness, and satisfaction of technical support using its TechCentral database. It records usage and engagement on the Blackboard learning system using insight and annual reports.

The Learning Success (LS) division collects evidence of the use, effectiveness, and satisfaction with LS assistance and activities. For instance, LS departments record the use of placement exams, tutoring sessions, disability support services, and student-life activities. Since 2015, the division has captured student satisfaction using Learning Success surveys and reviewed the results regularly. In 2017, LS departments began to assess learning in co-curricular activities. See Component 4.B for details. LS departments have always reviewed the results of relevant scales (e.g., Campus Climate) and questions (e.g., #1) in *Ruffalo Noel-Levitz Student Satisfaction Inventories* (*RNL SSI*) (2015, 2017) to measure student satisfaction.

The Operations divisions, including the Business Office, Facilities and Security, and Human Resources, provide evidence of the college's performance related to finances, facilities, security, and staffing. The Business Office tracks and reports financial data in reports, including *Budgets* (2018-2019, 2019-2020) and *Comprehensive Annual Financial Reports* (*CAFR*) (2018, 2019). Audits and comparisons against other WTCS colleges provide financial benchmarks. The Facilities and Security division records and reviews data about the college's facilities, including available space and value, in the *Strategic Facilities Planning Guide* (2016-2018, 2018-2021) and energy consumption in the Sustainable Gateway Report. It follows state guidelines and the U.S. Green Building Council's Leadership in Energy and Environmental Design (LEED) Silver standard for building maintenance and energy use. It also records and reviews college security data in its Maxient Database and reports incidents in the daily crime log (e.g., January-March 2018) and *Annual Security Reports* (2017-2018, 2018-2019). Human Resources records and reviews the college's employee data and payroll using Ellucian Colleague (its enterprise resource planning [ERP] software). Data on staffing from Colleague are used in annual EEO/AA compliance reports (2018-2019) and plans (2015-2019, 2019-2024). Human Resources also maintains personnel folders with employee information and performance evaluations.

The Student Services and Enrollment Management (SSEM) division documents evidence of the use of, the effectiveness of, and the satisfaction with student services. The college's student information system (SIS) and customer relationship management (CRM) technologies allow the division to collect and analyze enrollment data and staff communications with students so that it can align available resources and improve communications. Students and SSEM staff can also record academic

progress in the SIS. Since 2015, the division has captured student satisfaction using Student Services surveys and reviewed the results regularly. It also reviews the results of relevant scales (e.g., Admissions and Financial Aid) and questions (e.g., #7) in *RNL SSI* (2015, 2017) to measure student satisfaction.

In addition to efforts of the individual divisions to collect evidence of their performance, the college collects evidence of its performance as a whole. The college surveys students biennially using the RNL SSI and reviews *RNL SSI Reports* (2015, 2017). It surveys graduates annually using the Graduate Follow-up Study survey and publishes *Graduate Follow-up Surveys* (2017, 2018). It surveys staff annually using the Energage Workplace Survey and reviews *Energage Workplace Survey Reports* (2016-2017, 2017-2018). The college as a whole can see satisfaction levels, and individual divisions can extract satisfaction levels related to their service areas.

The college and its divisions are rich with data and use the data to document their performance. In addition to the reports discussed earlier, some examples include the following: The Operations and SSEM divisions provide monthly dashboard reports (e.g., May 2017) with enrollment, financial, and staffing information to the district board. The Business Office provides financial data for external auditors, government agencies, and the public to verify the college's finances in the *Single Audit Reports* (2010-2019). IE shares Gateway data with WTCS for *WTCS Fact Books* (2017-2018) and with federal agencies for *IPEDS Data Feedback Reports* (2017, 2018).

5.D.2

A commitment to continuous improvement and a data-rich environment allow Gateway to analyze data to identify needs for and track the effectiveness of improvement efforts. Throughout the 2010s, continuous improvement efforts, enhanced by formal training and experience, have improved Gateway's effectiveness, capabilities, and sustainability.

Prior to 2012, formal continuous improvement efforts focused on academic programs. Their Program Effectiveness (PE) efforts have evolved and continue to the present day. Programs analyze evidence and plan improvements in Full Quality Review/Program Vitality plans; then, they implement the improvements, track their efforts, and record results in their Annual Work plans. See Component 4.A.1 for details.

In 2012, Gateway implemented the first of two formal training projects to improve data analysis and continuous improvement. Gateway and other WTCS colleges recognized the emerging importance of data-based decisions in education, so the WTCS required instructors to demonstrate data and evidence analysis skills in the Data and Evidence Analysis course as part of their Faculty Quality Assurance System (FQAS). Veteran and novice instructors have been meeting this and other FQAS requirements.

Also in 2012, Gateway extended continuous improvement beyond academic programs by undertaking the SSEM division restructuring initiative to improve the effectiveness of its operations. As summarized in the *Progress Report to the HLC*, Gateway responded to an HLC charge to improve the delivery of student services. It began the improvement process by analyzing and measuring such elements as HLC feedback from the 2009 reaccreditation visit, student feedback in *RNL SSI Reports*, and consultant feedback. It planned the improvements with recommendations for a clear division mission, physical space reorganization, and staffing reorganization. The next step

implemented those recommendations. Since implementation, it has monitored and evaluated the results, measuring student satisfaction with post-visit surveys (2015-2018) and measuring student satisfaction with admissions/financial aid (2007, 2017), advising (2007, 2017), campus support (2007, 2017), and registration (2007, 2017) on the *RNL SSI*. The results of the survey and *RNL SSI* show that satisfaction levels have improved. Still, the satisfaction level with advising has lagged that of other colleges, so Gateway is implementing further advising improvements. In 2017, it implemented a proactive advising model and faculty advising, lowering the advisor-to-student ratio and encouraging transactional-relational student services.

In 2013, Gateway established the Office of Quality Systems (renamed the Office of Organizational Excellence in 2018) in the IE division to improve the college's capabilities. It implemented the second of two formal training projects, training all employees in Lean and Six Sigma principles. Over 600 employees have participated in White Belt training, 24 employees have undergone Green Belt training, and 4 employees have undergone Black Belt training. The Office of Quality Systems ran 19 improvement projects (quality projects and Kaizens) that integrated Lean's efficiency improvement and Six Sigma's variation reduction power. These projects applied advanced Lean Six Sigma (LSS) belt training and the LSS Define-Measure-Analyze-Improve-Control approach to improving the college's services. An example improvement project is the program petitioning project, which improved the program petitioning capabilities by streamlining requirements, automating the process, and increasing transparency for all participants.

In 2016, Gateway began the Strategic Enrollment Management (SEM) initiative—a continuous improvement initiative to enhance the college's sustainability by increasing student enrollments. When the college leadership saw a trend of enrollment declines, it consulted with SEM Works and CCI Research Inc. to define strategies to increase enrollment. The college and its consultant measured a variety of factors during background planning, including competitors, customer service, program demand, student communications, and website/social media presence. Their analysis of the evidence led to realistic enrollment goals. Gateway implemented four strategies: CRM communications, student retention, program marketing, and strategic enrollment intelligence. Control of these strategies includes key performance indicators (KPI), tactics, leaders, and effectiveness measures. While the SEM plan is too new to evaluate fully, the college has set up SEM dashboards to measure its progress, periodically report results to the Board of Trustees (e.g., August 2018 Presentation, Approval), and measures enrollments daily (e.g., January 7, 2019).

In 2018, Gateway applied what it learned from the Lean Six Sigma and SEM initiatives in the co-curricular program assessment and Target of Excellence (ToE) initiatives. These initiatives have standardized and monitored continuous improvement efforts through the college's operational and student support departments. (See Component 4.B for details on co-curricular assessment.) Prior to the ToEs project, departments like the Business Office only had self-directed continuous improvement initiatives as described in the *Budget* (2017, 2018). At the ToE initiative's launch, IE provided definitions, training, ideas, and plan templates and then operational departments developed their ToEs. The Budget and Purchasing ToE and Payroll ToE are examples. They include unit descriptions, improvement targets/results, and reflections on improvement opportunities. During 2018-2019, departments developed over 100 ToEs.

Gateway's continuous improvement initiatives have resulted in improvements within departments and across the college, growing Gateway towards its mission during the 2010s.

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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

Each spring, a gardener's mind's eye must envision a garden in bloom to motivate the needed work, trust, and patience; each semester, Gateway employees share a vision of "life-changing educational opportunities" to motivate their work, plans, and improvements.

Gateway works hard to maintain needed fiscal, human, facility, and technology resources; to provide the governance and administrative structures that enable leadership and collaboration; to integrate strategic and operational plans that direct the college's growth; and to encourage continuous improvement throughout the college.

So far, conservative practices in financial management, human resources, and budgeting afford the college these resources. Gateway has begun more systematic, disciplined plans, like Vision 2021 and the Strategic Enrollment Management (SEM) plan, to sustain these resources in the future. Gateway is learning to incorporate diverse ideas from internal and external constituencies in such plans.

Fortunately, Gateway has already learned to trust continuous improvement efforts. The success of academic programs' efforts fuels co-curricular and operational departments' efforts. Although just springing up, these new efforts are already improving the college's effectiveness and capabilities, likely taking root for the 2020s.

In working to fulfill its vision, Gateway secures sufficient resources, plans for growth and challenges, and improves educational opportunities, meeting Criterion 5.

Ultimately, Gateway has grown towards its mission during the 2010s. It has the vision to continue to grow in the 2020s. Its growth and vision have helped it meet the HLC's five criteria. It thus requests reaffirmation of its accreditation.

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