

The Gateway Conversation

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The 2009 Report
to the Higher Learning
Commission



PREFACE: Welcome



Overview

The chair of Gateway Technical College's Board of Trustees and the college president welcome the Higher Learning Commission visiting team.

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Welcome from the Board Chair

As chairperson of the Gateway Technical College Board of Trustees, I am pleased to welcome you to our college community on behalf of my fellow board members. Our visiting consultant-evaluators from the Higher Learning Commission will find our college ready and eager to share our stories.

We appreciate the value that accreditation from the Higher Learning Commission brings to our college. Affirming the quality of our institution through peer-review gives our community confidence in the college, and the commission's advice for continuous improvement supports our commitment to be a cutting-edge institution. We value the direct benefits that accreditation brings to our students as well in terms of financial aid and transfer of credits.

Our board has been an active part of the self-study process that produced this document. Trustee Rebecca Vail has served on the project steering committee and kept us in touch with all the steps in this process. The board members have had the opportunity to review drafts of the self-study and offer our comments and suggestions. When the visiting team arrives in October 2009, we look forward to discussing how the college is meeting the accreditation criteria and to hearing the team's suggestions for improvement.

The self-study process has been rigorous and rewarding. Our employee committees have generated hundreds of pieces of evidence from documents and conversations with our community. In the hands of our editors, guided by our Steering Committee and our co-chairs, this evidence has been shaped into the document you are about to read. It is a thorough, accurate



Source: Gateway Technical College (graphic p_002)
Gateway Board of Trustees Chair Fred Burkhardt

evaluation of our college as it exists today, and we are proud to share it with you.

Gateway Technical College is a growing, changing institution, responsive to the needs of our many stakeholders. This direction is captured in the college's strategic plan, Vision 2012. Today the college is experiencing tremendous growth in enrollment due to the economic conditions in our community. We are reaching out to help displaced workers prepare for new, rewarding careers. We are using technology to connect with learners in new and exciting ways, such as video over IP and expanded internet instruction. We are also committed to the sustainability of our environment, so we are building programs to train students for green occupations and adopting environmentally friendly practices in our own operations. These are just a few of the many exciting strengths that instill pride in our college community. We look forward to sharing these and more with our visiting accreditors.

Welcome from the President

It is my pleasure to welcome you to Gateway Technical College and the communities we serve. Over the last three years, we have worked very hard to prepare for your visit. The Higher Learning Commission site visit is important

to the ongoing professional improvement of our college and our ability to serve the students in the most productive ways possible. Like every aspect of our community, Gateway has seen many changes over the years—advances in technology, changes in the employment base of our community, demographic impacts on programs and services, and facilities that support access and diversity. Each new challenge has brought about a new opportunity to grow and serve our communities' needs in a stronger way. With nearly 100 years of service from Gateway to our community, our constituents had a lot to say about our progress in preparation for this review.

Using the Appreciative Inquiry process, we were able to bring together hundreds of people from all aspects of our community to share their impressions and experiential stories about how Gateway has influenced their personal lives. Students, faculty, staff, administration, business leaders, and the community at large all had the opportunity to shape the story you are about to read. Without spoiling the ending, let me just say that I am very proud to serve as the president of Gateway Technical College. We have established a reputation of quality, trust, honesty, and integrity in all that we do. Our Vision 2012 agenda reflects our

cumulative goals of creating greater access to services, respecting the individual, sustaining our environment, creating a positive working and



Source: Gateway Technical College (graphic p_001)

Gateway President Bryan Albrecht

learning environment, and ensuring that everyone understands the power of a positive Gateway experience.

In reflecting on the growth of our college over the past ten years, one could point to many accomplishments. But none is more important than the increased academic success of our students. Graduation and job placement rates are the cornerstone for high academic success. Our faculty has risen to the challenge of a changing population with greater needs and expectations. Technology has pushed us to be more closely engaged with the business community and invest in new delivery models to stay competitive in the education market-place. Business partnerships have led us to think creatively about our present training and more importantly our future training. To stay current means we will continue to change as a college. This report is a slice of what makes Gateway a vital element to the economic stability of southeast Wisconsin. Under the leadership of our Board of Trustees, we will continue to flourish as we plan for the next century of service for the students and residents of Kenosha, Racine and Walworth counties.

Your insight into and reflection on our self study will serve as the cornerstone for future growth and improvement. We are glad to have you in our community and welcome your perspectives on what we call the “Gateway Experience.”

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INTRODUCTION: College Profile and Accreditation History



Overview

In the spring semester of the 2006–2007 academic year, Gateway Technical College’s President Bryan Albrecht announced to the college community that Gateway was beginning its self-study report for reaccreditation with the Higher Learning Commission (HLC). In his weekly message, President Albrecht explained,

The Gateway story is a wonderful story to tell, and you hold the key to developing the message that will set our standard for excellence today and in the future. In the tradition of demonstrating the excellence of our college, today we officially announce a comprehensive initiative to partner with the Higher Learning Commission (HLC) in conducting a self-study and third-party review of our programs and services with the goal of renewing our ten-year HLC accreditation in 2009.

The HLC last conducted a comprehensive review of Gateway Technical College in 2000, visiting Gateway in March of that year. As the HLC returns for a comprehensive visit in October 2009, Gateway, Wisconsin’s first technical college, is approaching its centennial anniversary. Since the last comprehensive visit, the college has changed in response to its constituencies’ needs.

In developing this self-study report to request reaccreditation, Gateway has had an opportunity to reflect on its constituencies’ changing needs, its responses to them, and other challenges identified by HLC visiting teams during the last decade.

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Refer to “Mission Documents” on page 255 to read the mission documents in their entirety and review their revision histories.

Gateway, one of 16 technical colleges in the Wisconsin Technical College System, had its beginnings in 1911.

Profile of Gateway Technical College

Having served its community since 1911, Gateway has always maintained, as its current College Mission Statement articulates, a tradition of collaborating “to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities.” (Refer to “Providing a Clear Mission for Gateway” on page 26 to read more about Gateway’s mission.) This tradition of collaboration is the foundation of the Gateway story—a story that includes a distinctive history, a uniquely located community, a diverse student population, and relevant educational programs and services.

Gateway and the Wisconsin Technical College System

Gateway Technical College is one of 16 technical colleges in the Wisconsin Technical College System (WTCS). Gateway’s tradition of working with the WTCS began in 1911 when Wisconsin became the first state in the United States to create a comprehensive, statewide vocational school system.

In that year, Governor McGovern responded to residents’ concern that only a small percentage of children who attended common school continued to high school. As a result, the state enacted legislation that set up a State Board of Industrial Education and that established an Assistant for Industrial Education in the State Superintendent’s office. This legislation also required the establishment of a local Board of Industrial Education in municipalities with populations of over 5,000 people and provided state aid for the schools that the boards would set up. These local boards were to maintain industrial, commercial, continuation, and evening schools.

The first school in this new system was the Racine Continuation School, established in 1911. In 1912, the Kenosha Continuation School was begun.

Also in 1912, the legislature, to conform to a provision of the Smith-Hughes Act, transferred administration and supervision of the vocational programs from the Superintendent of Public Instruction to a separate state board named the State Board of Vocational Education. This name was used until it was changed in 1937 to the Board of Vocational and Adult Education, reflecting an adjustment to the state board mission.

In 1946, the George-Barden Act was passed by the U.S. Congress, followed in 1956 by Title II of the act. These acts opened the additional vocational areas of distributive occupations and health care to the educational mission of state vocational schools. Following this act of Congress, the Kenosha school started a post-high school Licensed Practical Nursing (LPN) program in 1947, the first such program in Wisconsin.

Vocational education moved into the modern format in 1961. The state legislature authorized local boards to grant associate degrees in areas designated by the state board to students successfully completing two-year

technical level, postsecondary instruction. In 1965, the name of the board changed to the Wisconsin Board of Vocational, Technical, and Adult Education, reflecting the further expanded mission for the state's schools. Authorization was also given to organize the state into area districts.

The first two area districts, Kenosha and Wausau, formed in 1966. The entire state was incorporated into districts in 1971. In that year, the present Gateway district was formed, comprising Kenosha, Racine, and Walworth counties in the southeastern corner of the state.

In 1987, Gateway and other districts adopted a name change from "Technical Institutes" to "Technical Colleges" to better reflect the true mission of Wisconsin's Vocational, Technical, and Adult Education (VTAE) system. In 1994, state legislation changed the entire state system name to Wisconsin Technical College System (WTCS).

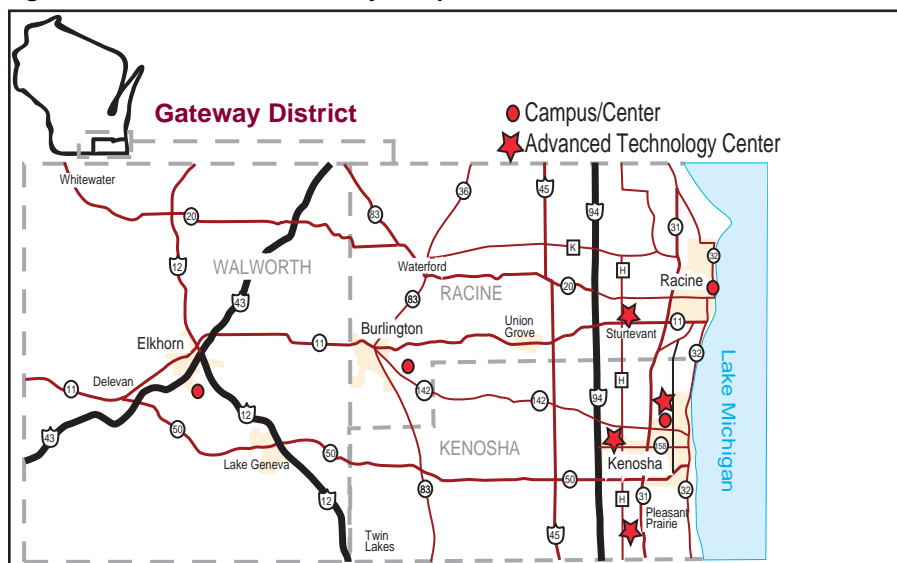
Gateway and Its Community

Today, Gateway continues to build a distinctive tradition in its southeastern Wisconsin community. Gateway's geographic location is one source of its distinctiveness. The three counties it serves are located just south of Wisconsin's largest city, Milwaukee, and just north of Chicago, Illinois.

Focusing on the residents in Kenosha, Racine, and Walworth counties, the college offers education, training, leadership, and technological resources from its campuses and centers as well as over the Internet.

Facilities. In the three counties, Gateway operates full-service campuses in the cities of Elkhorn, Kenosha, and Racine. See Figure I.1.

Figure I.1 Locations of Gateway campuses and centers



Source: Gateway Technical College (graphic I_001)

Gateway's district includes Kenosha, Racine, and Walworth counties in southeastern Wisconsin.

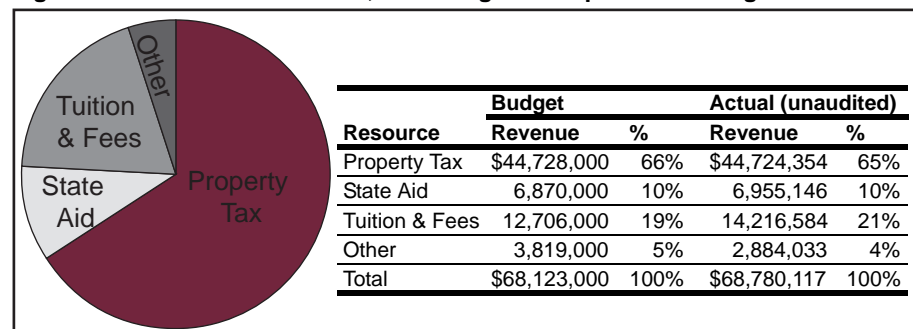
Each campus provides numerous classrooms, labs, and support services along with student meeting places, parking, and recreational areas. Each campus also has unique facilities to support its programs.

In addition to these three campuses, Gateway operates two centers in Burlington, a center at SC Johnson in Sturtevant, and four advanced technology centers: the LakeView Advanced Technology Center in Pleasant Prairie, the Center for Bioscience and Information Technology in Kenosha, the Center for Advanced Technology and Innovation (CATI) in Sturtevant, and the Horizon Center for Transportation Technology in Kenosha. Also, classroom space is rented at locations in secondary schools and community centers for various types of courses, including Adult and Continuing Education courses.

The greatest share of the college budget is supported by the local community.

Local Financial Support. Gateway is a taxpayer-supported institution with a total annual budget in 2008–2009 of \$108.9 million, of which \$68.1 million is for general operations. The greatest share of the general operations budget is supported by the local community. State aid, tuition and fees, and other revenue sources fund the remaining portion. See Figure I.2.

Figure I.2 Financial resources, FY 2009 general operations budget and actual



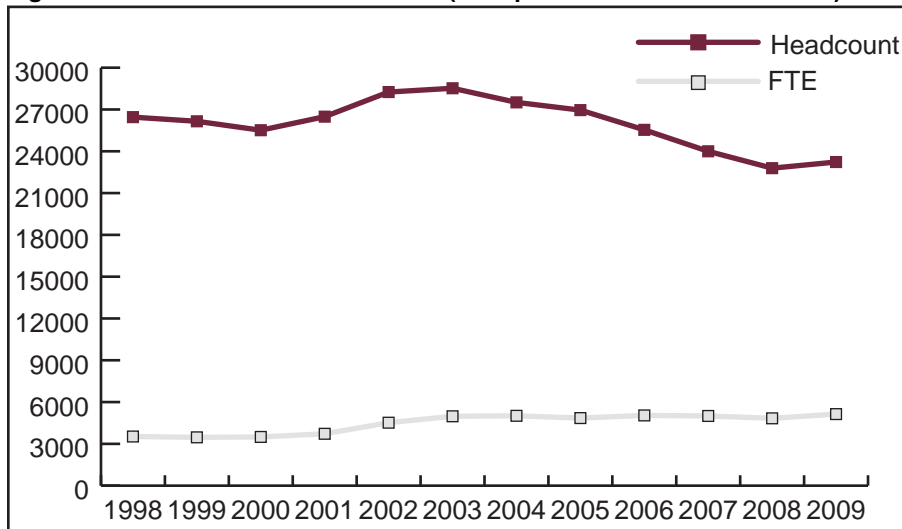
Source: 2008–2009 Budget (RR 2020) (graphic i_006)

In 2007–2008, 22,789 students (4,833 FTEs) attended Gateway.

Gateway's Student Population

In 2007–2008, 22,789 students (4,833 full-time equivalent students, or FTEs) attended Gateway. This enrollment was slightly lower than previous enrollments during the decade since Gateway's last self-study report. Enrollments during that decade fluctuated between approximately 23,000 and 29,000 students in unduplicated headcount and between approximately 3,500 students and 5,100 students in full-time equivalent students (FTEs). (Although final numbers were not available at the time of publication, 2008–2009 enrollments, particularly FTEs, increased significantly over enrollments in 2007–2008.) See Figure I.3 and Table I.1 for details on the college's enrollments during the last decade.

Figure I.3 Annual student enrollment (unduplicated headcount and FTE)



Source: Gateway Technical College (graphic i_002)

Table I.1 Annual student enrollments (unduplicated headcount and FTE)

| | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|-----------|---------|---------|-----------|---------|---------|----------|
| Headcount | 26,451 | 26,153 | 25,512 | 26,485 | 28,252 | 28,524 |
| FTE | 3,528 | 3,469 | 3,498 | 3,724 | 4,520 | 4,980 |
| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09* |
| Headcount | 27,511 | 26,955 | 25,539 | 23,999 | 22,789 | 23,229 |
| FTE | 5,015 | 4,851 | 5,042 | 5,003 | 4,833 | 5,137 |

Source: WTCS Client Report VE215305 (Gateway district) (RR i080)

* Numbers at the time of publication.

Despite the fluctuations in enrollment during the past decade, trends in the types of students, types of courses students take, and types of programs in which students enroll can be discerned. See Table I.2 to compare enrollment statistics from the previous self-study report with current enrollment statistics.

Table I.2 Enrollment statistics by category (unduplicated headcount and FTE)

| Category | 1997-1998 | | 2007-2008 | |
|--------------------|-----------|-------|-----------|-------|
| | Headcount | FTE | Headcount | FTE |
| Full-/Part-Time | | | | |
| full-time | 1.8% | 12.3% | 4.3% | 18.3% |
| part-time | 98.2% | 87.7% | 95.7% | 81.7% |
| Credit/Non-credit | | | | |
| credit | 21.1% | 75% | 34% | 80.2% |
| non-credit | 79.9% | 25% | 66% | 19.8% |
| Program Type | | | | |
| Associate degree | 7,330 | 2,165 | 9,087 | 3,477 |
| Technical diploma | 2,078 | 479 | 2,073 | 401 |
| ACE | 14,378 | 244 | 8,599 | 148 |
| Non-post-secondary | 6,740 | 639 | 6,456 | 807 |
| Community service | 37 | 1 | 0 | 0 |

Source: WTCS Client Report VE215305 (Gateway district) (RR i080)

Table I.2 clearly shows that most Gateway students attend college part time. The table also shows enrollment growth in associate degree programs and

Most Gateway students attend college part time.

Gateway's student body has increased in diversity over the past decade.

enrollment decreases in vocational adult and community service programs, many of which have been scaled back or eliminated over the past decade. Enrollment in non-postsecondary programs has remained relatively stable.

When demographic data from the 1997–1998 and 2007–2008 fiscal years are compared, an increase in the diversity of Gateway's student population over the past ten years also becomes apparent. See Table I.3.

Table I.3 Student demographic data (unduplicated headcount)

| Demographic | 1997–1998 | | 2007–2008 | |
|-----------------------------------|-----------|---------|-----------|---------|
| | Headcount | Percent | Headcount | Percent |
| Total (Unduplicated Headcount) | 26,451 | | 22,789 | |
| Age | | | | |
| Mean | 33.4 | | 31.2 | |
| Median | 32.0 | | 28.0 | |
| Modal | 18.0 | | 18.0 | |
| Sex | | | | |
| Female | 13,387 | 50.6% | 11,851 | 52.0% |
| Male | 13,064 | 49.4% | 10,773 | 47.3% |
| Unknown | 0 | | 165 | 0.7% |
| Race/Ethnicity | | | | |
| American Indian | 140 | 0.5% | 153 | 0.7% |
| Asian | 194 | 0.7% | 320 | 1.4% |
| Black | 1,997 | 7.5% | 2,782 | 12.2% |
| Hispanic | 1,882 | 7.1% | 3,365 | 14.8% |
| Pacific Islander | 0 | 0.0% | 0 | 0.0% |
| White | 21,683 | 82.0% | 15,772 | 69.2% |
| Unknown | 555 | 2.0% | 397 | 1.7% |
| Special Populations | | | | |
| Academically disadvantaged | 4,907 | 18.6% | 6,724 | 29.5% |
| Disabled | 853 | 3.2% | 937 | 4.1% |
| Displaced homemaker | 26 | trace | 54 | 0.2% |
| Economically disadvantaged | 848 | 3.2% | 2,440 | 10.7% |
| Incarcerated | 283 | 1.1% | 26 | trace |
| Limited English proficiency | 771 | 2.9% | 1,424 | 6.2% |
| Non-traditional occupation | 586 | 2.2% | 883 | 3.9% |
| Single parent | 789 | 3.0% | 2,833 | 12.4% |

Sources: WTCS Client Report VE215305 (Gateway district) (RR i080) and WTCS Client Report VE215310 (RR i110)

Education, Training, Leadership, and Technological Resources

In its mission, Gateway has committed to providing its constituencies opportunities to learn through studies in a number of programs, to develop specific skills through training, to benefit from the college's leadership initiatives, and to use technological resources that the college provides.

The college offers associate degrees, technical diplomas, General Studies courses, and other educational opportunities.

Education. To fulfill the commitment in its mission to provide education, Gateway offered 40 associate-degree level occupational programs, 21 technical diploma programs, 10 advanced technical certificates, and 51 internal certificates during the 2008–2009 school year. These programs and certificates help students enhance skills and promote career expansion and

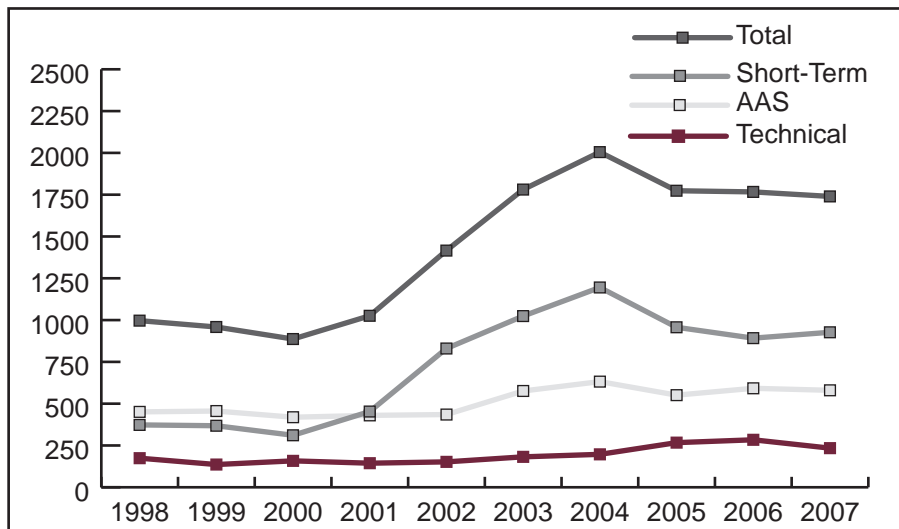
progression. Read the *2008–2010 College Catalog* (RR 1070) for a complete list of Gateway programs.

Gateway also offers General Studies courses. The college believes students need effective communication, mathematics, scientific thinking, and global social skills to succeed in their careers and life. The General Studies division serves thousands of students each year.

Upon successful completion of individual program requirements, students are awarded Associate of Applied Science degrees, technical diplomas, and advanced technical certificates. In addition, many certificates are issued to students who successfully complete a specified series of related courses within a program of study. During the past decade, the overall number of awarded degrees has increased, largely attributable to the increase in short-term technical diplomas awarded, particularly to nursing assistants. See Figure I.4 and Table I.4.

An “RR” indicates that an item, identified by the number after the “RR,” is in the resource room. A copy of the item will be available in Gateway’s resource room during the team’s visit. To view an electronic copy of the resource, click the icon in the PDF file on the CD-ROM that accompanied the paper copy of the report.

Figure I.4 Number of diplomas awarded annually



Source: Gateway Technical College (graphic i_003)

Table I.4 Number of diplomas awarded annually

| Degree | 1997–98 | 1998–99 | 1999–2000 | 2000–01 | 2001–02 | 2002–03 |
|------------------------|--------------|------------|------------|--------------|--------------|--------------|
| Associate | 451 | 456 | 419 | 430 | 435 | 576 |
| Technical (1 & 2 year) | 174 | 136 | 158 | 144 | 152 | 182 |
| Short-Term Technical | 375 | 370 | 313 | 455 | 832 | 1,026 |
| Total | 1,000 | 962 | 890 | 1,029 | 1,419 | 1,784 |

| Degree | 2003–04 | 2004–05 | 2005–06 | 2006–07 | 2007–08 |
|------------------------|--------------|--------------|--------------|--------------|--------------|
| Associate | 632 | 551 | 592 | 647 | 617 |
| Technical (1 & 2 year) | 197 | 267 | 284 | 271 | 237 |
| Short-Term Technical | 1,197 | 959 | 894 | 869 | 938 |
| Total | 2,008 | 1,777 | 1,770 | 1,787 | 1,792 |

Source: WTCS Fact Book (Fact 05, Gateway district) (RR 1090 and RR 1090a)

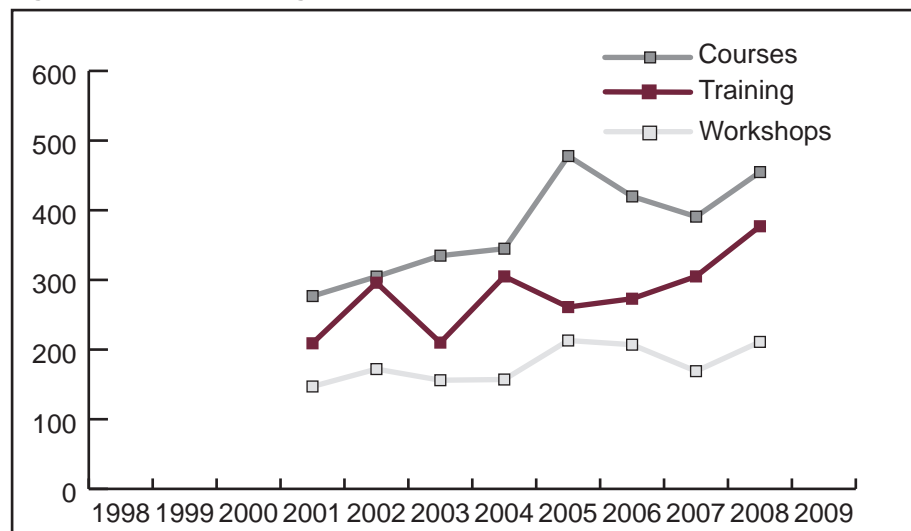
Besides the degree, diploma, and certificate programs, Gateway offers other programs of study. For example, 11 apprenticeship programs operate in

Gateway's Workforce and Economic Development Division (WEDD) trains increasing numbers of employees.

partnership with local unions and employers. Academic development courses, which include review courses, an adult high school program, and individual instruction through Adult Learning Centers, are also provided to enhance individuals' academic skills. In addition, a number of Adult and Continuing Education (ACE) non-credit classes, workshops, and seminars are offered to assist district residents in expanding and augmenting occupational skills or in improving their lives.

Training. To fulfill the commitment in its mission to provide training resources, Gateway's Workforce and Economic Development Division (WEDD) offers assessment, customized training, technical assistance, professional development workshops, and boot camps to train employees of organizations and businesses in the district. Since 2001, WEDD (identified as the Business and Industry Service Division prior to 2006) has increased the number of students it has engaged in training, workshops, and courses from 3,184 in 2001 to 4,442 in 2008. See Figure I.5 and Table I.5.

Figure I.5 WEDD training, workshops, and courses



Source: WEDD (graphic i_004)

Table I.5 WEDD training, workshops, and courses

| | 1997-98 | 1998-99 | 1999-2000 | 2000-01 | 2001-02 | 2002-03 |
|-----------|---------|---------|-----------|---------|---------|---------|
| Training | - | - | - | 209 | 296 | 210 |
| Workshops | - | - | - | 147 | 172 | 156 |
| Courses | - | - | - | 278 | 306 | 336 |
| | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | |
| Training | 305 | 261 | 273 | 305 | 377 | |
| Workshops | 157 | 213 | 207 | 169 | 211 | |
| Courses | 346 | 479 | 421 | 392 | 456 | |

Source: WEDD 8 Year Profit Loss Summary (RR 5450)

As Table I.5 indicates, WEDD continues to be a growing division at the college as community employers and workers seek innovative and flexible training opportunities.

Leadership. To fulfill the commitment in its mission to provide leadership, Gateway has formed a number of partnerships that identify and respond to educational and economic development opportunities. Leadership activities in the past decade include Gateway's following roles:

- one of the first technical colleges in Wisconsin to develop and deliver training in the boot camp format
- one of the first technical colleges in Wisconsin to develop advanced technology centers
- the first technical college in Wisconsin to use a three-semester calendar
- one of the two first technical colleges in Wisconsin to offer MSSC (Manufacturing Skill Standards Council) training and assessment
- the first organization in southeastern Wisconsin to offer occupational assessment

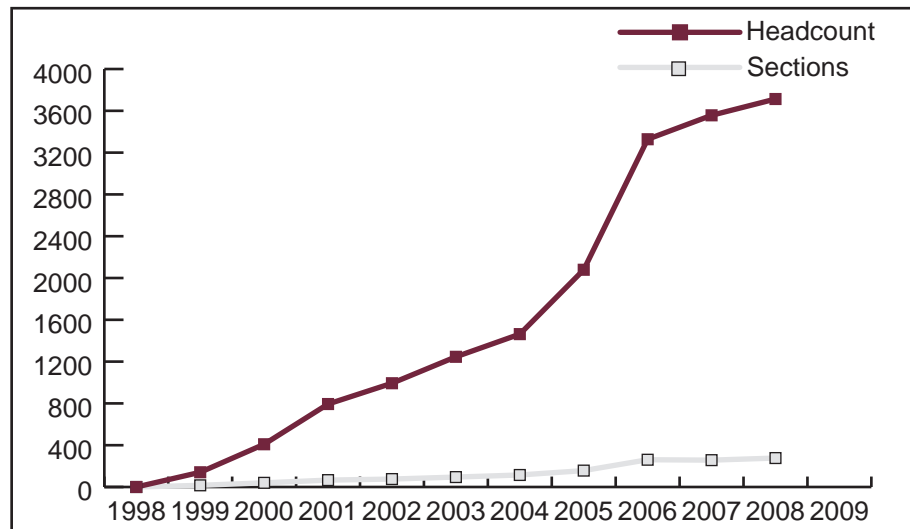
Technological Resources. To fulfill the commitment in its mission to provide technological resources, Gateway has upgraded its computer and network infrastructure as well as provided access to technological equipment in a number of programs. These upgrades directly benefit students as well as employers who use the technology for customized training options. Technological resources implemented in the last decade include the following:

- expansion of bandwidth, IP video capabilities, and wireless coverage throughout Gateway district buildings to facilitate access to network resources
- acquisition of technology for specific programs, including laptops for the Automotive Technology program, human patient simulator technology for the Nursing program, and CNC machines and programs for the CNC Production Technician program
- updates to classrooms, including recent software upgrades of standard software such as Microsoft Office® and updated SMART® Room technologies to aid instruction
- enhancements to online resources and instructional delivery technology, including the use of WebAdvisor®, Blackboard Academic Suite®, streaming video server, Respondus®, and learning objects from the Wisconsin Online Resource Center

Concurrent with Gateway's investments in technology has been the growth of enrollment in distance learning courses over the last decade. By 2007–2008, 277 course sections were offered online. See Figure I.6 and Table I.6.

Gateway has a history of educational innovation and leadership in Wisconsin.

Increased availability of technology has benefited both students and employers.

Figure I.6 Internet enrollment and course sections

Source: Gateway Technical College (graphic I_005)

Table I.6 Internet enrollment and course sections

| | 1997–98 | 1998–99 | 1999–2000 | 2000–01 | 2001–02 | 2002–03 |
|-----------|---------|---------|-----------|---------|---------|---------|
| Headcount | 0 | 141 | 409 | 794 | 993 | 1,246 |
| Sections | 0 | 16 | 40 | 66 | 76 | 95 |
| | 2003–04 | 2004–05 | 2005–06 | 2006–07 | 2007–08 | |
| Headcount | 1,463 | 2,079 | 3,328 | 3,557 | 3,713 | |
| Sections | 115 | 157 | 261 | 257 | 277 | |

Source: Internet statistics (RR i070)

Significant Changes (2000–Present)

Since 2000–2001, significant changes concerning mission and strategic planning, administration and governance, facility expansion and growth, institutional support, and student academic achievement have taken place at Gateway.

Mission and Strategic Planning

Revised mission documents and a new strategic plan focus Gateway's efforts.

- In 2001, four of the current mission documents (College Vision, College Mission Statement, College Purpose, and College Strategic Directions/Ends Statements) were adopted. (To read these documents, refer to “Mission Documents” on page 255.) All four documents were revised in 2004, and a fifth document, College Values, was adopted. The College Strategic Directions/Ends Statements were also revised in 2003, 2006, and 2008.
- In 2007, Gateway implemented its current strategic plan, Vision 2012, replacing the 2004 strategic plan. In 2009, Vision 2012's goals were updated, and strategies and measures for each goal were specified.

Administration and Governance

- In 2000, Gateway’s Board of Trustees adopted and implemented the Policy Governance® model of leadership.
- In 2006, President Bryan Albrecht replaced former President Sam Borden, Ph.D., who retired.
- In 2006, Gateway transitioned from a campus-based administrative structure to a centralized administrative structure. Elements of this transition include the appointment of Zina Haywood to the position of executive vice president/provost for academic and campus affairs, a position that replaces the vice president/provost position formerly existing at each campus. In addition, divisional deans were given responsibility for programs district wide.
- In 2006, Gateway formed the Workforce and Economic Development Division (WEDD), combining the Business and Industry Services Division (BISD) with the advanced technology centers.
- Beginning July 2009, dean positions were restructured: the college moved from having positions for eight deans and one associate dean, to employing five deans and four associate deans. (Refer to “Leaders” on page 46 for further details.)

The college has moved from a campus-based to a centralized, district-wide administrative structure.

Facility Expansion and Growth

- In 2003, Gateway opened the Center for Advanced Technology and Innovation (CATI) in Sturtevant.
- In 2004, Gateway opened the Center for Bioscience and Information Technology (formerly BioCATT) in Kenosha.
- In 2005, Gateway opened a new Burlington Center in Burlington.
- In 2007, Gateway remodeled the Aviation Center and reopened it as the Horizon Center for Transportation Technology in Kenosha.

New facilities offer increased educational opportunities to students.

Institutional Support

- In 2003, WebAdvisor was implemented to provide students, faculty, and staff a web interface with the college’s Datatel Colleague® system.
- In 2006, the Institutional Effectiveness (IE) division was formed to combine the resources for Student Learning with the resources for research, planning, and development.

Student Academic Achievement

- Through the 2000s, Gateway has increased program participation in student assessment. Since 2002, 100 percent of occupational programs and General Studies subject areas participated in student assessment, and in 2007, the college increased its commitment to assessment activities by replacing a part-time student assessment coordinator position with a full-

Off-campus offerings, online courses and programs, and international partnerships have expanded Gateway's reach.

Recent changes include increased General Studies requirements for associate degrees and a new three-semester calendar.

This HLC report aims to engage the entire college and its communities as it evaluates outcomes relative to HLC criteria.

time position and increasing the technical staff in the Institutional Effectiveness division.

- Through the 2000s, Gateway has worked with community organizations and businesses to offer classes and programs at a variety of off-campus locations in the district, and in 2001, it received approval from the HLC for its Open Learning Campus initiative.
- Through the 2000s, Gateway has increased its offerings of online courses, and in 2008, it received approval from the HLC to offer degrees for four programs entirely online.
- During the 2002–2003 academic year, Gateway began an international education relationship by hosting students from KSH, a two-year college in Hessen, Germany. Since then, international education programs have expanded, including partnerships with and study abroad opportunities with colleges in China, Germany, and Canada.
- During the 2007–2008 academic year, Gateway associate degree programs increased the number of General Studies credits required for students to graduate to 21 to align with WTCS requirements.
- During the 2008–2009 academic year, Gateway changed its calendar from a two-semester calendar (two 16-week semesters and two summer sessions) to a three-semester calendar (three 15-week semesters).

Development of the Self-study Report

Influencing Gateway's self-study report are the report's intended audiences, purposes, guiding philosophies, development process, and organization.

Audiences

Gateway's HLC Steering Committee recognized that the self-study report would be written for multiple audiences, including the following:

- the HLC, specifically the members of the evaluation team
- various internal and external constituencies interested in a comprehensive profile of Gateway, including employees, the board, students, alumni, advisory committee members, employers, and district residents

Purposes

Gateway's HLC Steering Committee agreed the purposes of the self-study would be as follows:

- The report would engage the entire college and its communities—faculty, staff, students, board members, and external stakeholders—in an ongoing conversation about the college's activities and HLC criteria. Successful engagement would include the following:

- create a greater awareness among college personnel of the variety of activities that occur throughout the college
- create appreciation within the college for value added by every employee's contributions
- assist all functional areas of the college in identifying their roles and contributions in support of HLC criteria
- The report would evaluate college-level outcomes relative to HLC criteria and show sufficient success and progress to maintain ten-year accreditation. Successful evaluation would, among other things, do the following:
 - identify challenges facing the college relative to the criteria, and spur development of short- and long-term solutions
 - expand HLC approval to offer additional instructional programs entirely online (Initial approval was received in spring 2008.)
- The report would document connections among current college initiatives and systems that support the overall college mission and strategy.
- The report would connect existing data systems to the self-study process, allowing the college to do the following:
 - identify any gaps in data collection and develop processes to obtain data
 - identify ongoing uses for data gathered through the self-study process to support other projects, such as grant applications
- The report would showcase the college's ability to use technology to communicate and support the self-study process.
- The report would recognize and celebrate with the college's internal and external constituencies, the accomplishments of individuals, and the college as a result of the self-study report and comprehensive visit.
- The report would sustain evaluation and communication strategies developed in the self-study process beyond the comprehensive visit.

Evaluation and communication fostered by the self-study should continue into the future.

Guiding Philosophies

Early in the self-study process, Gateway's HLC Core Team committed to creating an evaluative self-study report that used Appreciative Inquiry as part of the self-study process.

Recognizing the HLC expectation that self-study reports be evaluative, Gateway's commitment to an evaluative self-study report was logical. The college also believed that an evaluative self-study report provided an opportunity for a holistic review of the college and a better opportunity to accomplish the purposes established for the self-study report.

To help accomplish the purposes, the Core Team realized that it needed to engage Gateway's internal and external constituencies. Appreciative Inquiry conversations, used as one of the frameworks for gathering input, encouraged

Appreciative inquiry conversations—emphasizing the positive in order to move toward increasing success—were used in this self-study.

Gateway's process for the current self-study began in fall 2006 and continued until the HLC comprehensive visit in fall 2009.



Source: Gateway Technical College (graphic_i_008)

During the spring 2009 in-service, faculty and staff reviewed and discussed sections of the self-study report.

all constituencies to take an evaluative approach to the college in a safe environment.

Appreciative Inquiry brings stakeholders of an organization together to share their success stories surrounding a positive topic (what they are), to dream of their ideal future (what could be), and to redesign key elements of the organization (what should be) to make the dream a reality (what will be). Sharing success stories brings out the positive core that runs through moments of success. This positive core needs to be celebrated and sustained so the college can have more successes. The college uses this positive core to move toward the future it wants.

For details about Gateway's use of Appreciative Inquiry in its Community Conversations, read the *Community Conversations Report* (RR i010).

Process

In fall 2006, Gateway began its self-study process by assembling a Core Team to lead the self-study process. The college leadership appointed co-chairs: Pat Smoody (Administrative Assistant instructor) and John Thibodeau (associate vice president of student learning).

In spring 2007, the college leadership and the HLC co-chairs selected the Steering Committee. Members of the Steering Committee included a district board member; the college president; the executive vice president/provost; the

chairs of the Communications Committee, the Resource Room Committee, and each criterion committee; and a conversation leader for each of the college's three campuses. An email survey gathered initial input from staff and faculty, and asked for volunteers for committees. (Refer to "Participants in Gateway's HLC Project" on page 241 for details on committees.)

In fall 2007, criterion committees assembled volunteers and brainstormed ideas for evidence to support each criterion. Meanwhile, the Steering Committee and Communications Committee worked together to introduce the HLC self-study to the college community by giving a presentation about the criteria to the district board and organizing kick-off activities and a presentation by

Gateway's HLC liaison at the district in-service for faculty and staff.

In spring 2008, criterion committee participants contacted faculty and staff throughout the college to gather data and met multiple times a month to analyze evidence for each criterion. At the same time, the conversation

leaders used Appreciative Inquiry sessions to gather ideas and stories from students, staff, faculty, and community members about each of the criteria.

The editors used the evidence assembled throughout the spring to create an initial draft of the report during the summer of 2008. They also developed a style guide and worked with the Resource Room Committee to begin the assembly of evidence in the resource room.

Early in fall 2008, each criterion committee reviewed the initial draft for its criterion, added and deleted evidence as needed, verified and updated evidence, and provided further analysis so that the report could reflect the college's strengths and weaknesses. Committees also identified evidence gathered that validated the strengths emerging from the Appreciative Inquiry community conversations and that showed capacity to achieve the recommended future. The editors incorporated changes into a second draft. Later in fall 2008, the Steering Committee and the college's Executive Leadership Council (ELC) reviewed the entire self-study report and recommended changes.

In spring 2009, faculty and staff, as well as student leaders, were invited to comment on the report through in-service activities, targeted readings, various meetings, and open access to the entire report. Following revisions, the Steering Committee reviewed and approved the near-final draft of the report.

In summer 2009, evidence was updated and verified, and the Steering Committee approved the report for publication. Gateway then began the third-party comment process. Press releases were sent to media outlets in Gateway's three-county region. Notice was also placed on Gateway's website. A deadline was publicized for individuals to send comments to the HLC's Chicago office.

Copies of the final draft of the report were sent to the HLC visiting team in late summer 2009 before its comprehensive visit to Gateway in October 2009.

Organization of the Self-study Report

Following this introductory section, the self-study report is organized into a separate section for each of the five HLC criteria. Each criterion section provides evidence and analysis tied to commitments in the college's mission. The report's conclusion includes a summary of the college's findings and a formal request for continued accreditation. Appendices that follow the conclusion provide data referenced in the report, data requested in HLC guidelines, and data to support a request to offer additional degree programs entirely online.

The self-study report is distributed as a printed document and as a PDF file on a CD-ROM. The table of contents and index are designed to help readers of the printed copy locate sections and specific topics. These sections as well as bookmarks and the search feature help readers of the PDF file do the same.

This report addresses the five HLC criteria. Each criterion, and its relation to Gateway's mission, is discussed in a separate chapter.

Most resources cited in the report are electronically accessible.

All resources cited in the report will be available to the visiting HLC team in Gateway’s resource room. Each is labeled with a unique identifier to assist readers in locating the resource. To increase access to the resources before the visiting team arrives on campus, a CD-ROM containing the PDF file has links to electronic copies of many resources. See Figure I.7 for tips about navigating through Gateway’s self-study report and accessing resources.

Figure I.7 Navigation in the self-study report

The screenshot shows a page titled "The Gateway Conversation" with a sub-heading "Component 1a: Providing a Clear Mission for Gateway". The main heading is "Providing a Clear Mission for Gateway". The text consists of several paragraphs of placeholder text. Annotations include:

- A component heading identifies the start of each component.
- Summaries identify key ideas in each section.
- Cross-references link related data. In the PDF file, click a page to jump to it.
- Community Conversations provide data or a quote from Gateway's Community Conversation (RR i010) that relates to the text.
- The icon indicates a copy of the resource is available on the CD-ROM and in the resource room. Click the icon in the PDF file to open the copy of the resource on the CD-ROM.
- The icon indicates a copy of the resource will be available in the resource room during the team's visit; an electronic copy is not available.

Note: In Adobe™ Acrobat Reader™, set documents to open in new windows so that the self-study report remains open after you click to open a resource. To set this preference, first click Edit > Preferences to display the Preferences dialog box. Then, in the Categories box, click Documents. Finally, clear the check in the Open Cross-Document Links in Same Window box and click the OK button.

Source: Gateway Technical College (graphic_i_005)

Accreditation History

See Table I.7 for Gateway's accreditation history.

Table I.7 Gateway's accreditation history

| Date | Event |
|------------|--|
| Apr. 1967 | North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education voted to grant candidate status for accreditation to Kenosha Technical Institute (Kenosha and Elkhorn campuses) as an associate degree-granting institution. |
| Apr. 1970 | North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education voted to accredit Kenosha Technical Institute (Kenosha and Elkhorn campuses) as an associate degree-granting institution. The next review would be in ten years. |
| Apr. 1971 | North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education voted to grant candidate status for accreditation to Racine Technical Institute as an associate degree-granting institution. |
| Mar. 1974 | North Central Association of Colleges and Secondary Schools, Commission on Institutions of Higher Education voted to accredit Gateway Technical Institute–Racine campus as an associate degree-granting institution. The next review would be in five years. |
| June 1980 | The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools voted that accreditation be continued at the associate degree-granting level. Gateway Technical Institute was to be considered a single entity to include two units formerly holding separate accreditation status—Gateway Technical Institute–Kenosha and Elkhorn, and Gateway Technical Institute–Racine. The next review would be in ten years. |
| Aug. 1990 | The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools voted to continue the accreditation of Gateway Technical College. The next accreditation review would be in ten years. |
| Sept. 2000 | The Commission on Institutions of Higher Education, North Central Association of Colleges and Schools voted to continue the accreditation of Gateway Technical College. The next accreditation review would be during the 2009–2010 academic year. A focused visit was scheduled for the 2002–2003 academic year to revisit organizational structure, student assessment, General Studies, workforce diversity, and planning. |
| June 2001 | The Higher Learning Commission approved a change of status request allowing Gateway Technical College to offer complete degree programs at its SC Johnson Waxdale Manufacturing Site campus established by the Open Learning Campus and commended by the March 2000 team. |
| Feb. 2003 | After a focused visit, the Higher Learning Commission recommended the continued accreditation of Gateway Technical College. The next accreditation review would be in six years during the 2009–2010 academic year. A progress report was requested for 2005 to review progress on workforce diversity and planning initiatives. |
| Feb. 2006 | After a progress report, the Higher Learning Commission recommended the continued accreditation of Gateway Technical College. The next accreditation review would be during the 2009–2010 academic year. |
| July 2008 | The Higher Learning Commission approved a change of status request allowing Gateway Technical College to offer complete degree programs through online delivery in Accounting, Instructional Assistant, Supervisory Management, and Technical Communication. |

Gateway's accreditation with the HLC spans from 1967, when the college was first accredited, to 2008.

Since Gateway's reaccreditation visit in 2000, seven challenges for the college have been particularly highlighted. The college has worked to address each of the challenges.

Responses to HLC-identified Challenges (2000–Present)

In its *Report of a Visit to Gateway Technical College* (☞ RR i020), the 2000 NCA visiting team identified challenges for Gateway to address. During the last decade, Gateway has responded to the challenges. HLC visiting teams and staff have reviewed Gateway's progress toward the challenges during a focused visit in 2003, in a progress report in 2005, and during a focused visit in response to a request for an institutional change in 2007. As indicated in the HLC's report on its focused visit (☞ RR i020a), response to the progress report (☞ RR i020b), and response to Gateway's request for an institutional change (☞ RR i020c), Gateway's changes have already led to improvements at the college. Many challenges are ongoing, so the college continues to track and evaluate progress on these challenges.

Challenge 1: Organizational Structure

In 2000, the NCA visiting team explained, “A new organization structure has been implemented by the college. The team found it difficult to assess the effectiveness of the organization due to unclear reporting lines, lack of definition of duties, and lack of open discussion regarding the changes on the campus, all of which contribute to a general lack of understanding by employees.”

After a focused visit in 2003, the HLC visiting team delimited this challenge as the following:

- The matrix organizational structure is not well understood or accepted by many faculty and support staff.
- College employees are dissatisfied with a lack of communication and participation in decision-making.
- The multiple responsibilities of the deans may result in diminished effectiveness. Their job structure and responsibilities should be reviewed to ensure that they can give adequate attention to each facet of academic and student support functions.

The organizational structure has been refined and communication has increased.

Gateway Response. In 2006, the matrix organizational structure was replaced with a more traditional centralized structure with a single chief academic officer for the entire college and a single dean overseeing each academic division. The administration introduced and explained the new structure during campus meetings and a district in-service, and it published a complete set of organizational charts on the college intranet. Based on survey results, faculty and staff show a greater understanding and support for the current system.

The administration has also introduced new channels of communication with faculty, including quarterly meetings to increase communication among administration leaders, a weekly email by the college president to all staff and

faculty, and multiple newsletters. While climate survey results indicate greater satisfaction in the communication and decision-making at the college, faculty and staff satisfaction with communication and decision-making remains at relatively low levels when compared to satisfaction in other areas.

The college has monitored the effectiveness of the dean position. Associate deans, division chairs, and lead instructors now assist with the administrative responsibilities of the dean. The July 2009 dean reorganization aims to support deans, providing them with more time for visioning, comprehensive planning, and community involvement.

For details on the current organizational structure, refer to “Providing Governance and Leadership” on page 43.

Challenge 2: Assessment Plan of Student Learning

In 2000, the NCA visiting team explained, “The assessment plan of student academic achievement has been only partially implemented, with uneven progress among the program areas being assessed and the lack of feedback systems for improvement.”

After a focused visit in 2003, the HLC visiting team delimited this challenge as follows:

- While the college has made significant strides in the assessment of student outcomes, there is insufficient evidence that results have been used to improve student learning or that assessment has led to a culture of learning at the college.
- Although General Studies outcomes have been defined by the faculty, the outcomes need to be measured at the end of a program of study.

After a focused visit in 2007, the HLC visiting team observed the following:

Assessment of student learning at the college level is not yet well-developed. Although assessment is occurring at the course level, data is not collected in a consistent manner across multiple sections. In addition, the institution has not developed and implemented the requisite feedback loops that will strengthen the curriculum based on the results of assessments. The absence of feedback loops will make it difficult for the institution to make decisions relative to continuous improvement in curriculum.

Gateway Response. Gateway is moving toward a culture of learning through its increased emphasis on assessment. Securing greater faculty buy-in has been an important step. All occupational programs and General Studies departments submit their student learning assessment results annually and develop action plans to address any results that did not meet the standard they established. Faculty have assessed student learning above the course level and at the program level since the beginning of Gateway's student learning

The college has increased participation and implemented action plans in order to close the student assessment feedback loop.

process in the 1990s. Embedded assessment tasks within courses are one common tool, and all such tasks have a consistent rubric used across multiple sections for evaluation.

A number of improvements have encouraged faculty to close the feedback loop so that assessment results lead to improvements in student learning. First, refined forms and an improved review process emphasize the use of assessment results to improve learning. In 2007, the college added a requirement for programs to submit narrative follow-ups on action plans prior to taking subsequent measures of student learning. In 2008, the timeline for student learning assessment was aligned to the academic calendar; action plans are now established each October and annual accomplishments are reported each April. Second, investments in additional support staff and a data management system have enabled the college to provide greater assistance to faculty in assessment and to track assessment results with greater accuracy. As a result, the college can report that 60 percent of action plans proposed either a change in curriculum or in teaching strategies in 2006, 84 percent proposed action in these areas in 2007, and 80 percent proposed action in these areas in 2008.

The college has also worked to improve assessment of General Studies learning outcomes. These outcomes are measured within the General Studies curriculum. In addition, limited initiatives have taken place to more closely tie General Studies with occupational program assessment, including faculty collaboration in e-portfolio assessment.

For details on assessment processes, refer to “Stating and Assessing Clear Learning Outcomes” on page 112.

Challenge 3: General Studies

In 2000, the NCA visiting team explained, “The college lacks a clear and concise statement and guiding philosophy regarding general education. The college needs to re-examine the general education component in degree, certificate, and diploma curriculum consisting of 45 or more credit hours.”

After a focused visit in 2003, the HLC visiting team delimited this challenge as the following:

- While general education has been strengthened over the last two years, the accomplishments have not been well communicated. The definition of general education, the statement of general education centrality, and the general education outcomes should be published and promoted in the catalog and other college publications.
- General education learning outcomes for students should be measured at the end of a program of study.

Gateway Response. Gateway's statement on the centrality of general education appears as part of the College Purposes, one of the college's mission documents. The College Purposes, or a part of it, is included in college publications, including Gateway's catalog and website.

Besides the assessment strategies mentioned in response to the previous challenge, the college has also improved its assessment of General Studies by integrating the nine core abilities into the program learning outcome assessments that are measured at the end of the programs of study.

For details about General Studies and its assessment, refer to “Stating and Assessing Clear Learning Outcomes” on page 112 and “Acquiring a Breadth of Knowledge and Skills” on page 170.

Challenge 4: Staffing

In 2000, the NCA visiting team explained, “There still appears to be inadequate staffing in key areas, such as marketing, recruitment, and placement.”

Gateway Response. Since 2004, efficiencies in the college's print-shop operation have allowed the Marketing department to repurpose two positions, increasing staff expertise in media relations, writing, and promotion.

The college has created the position of Recruitment, Retention, and Counseling Assistant to increase its capacity to recruit and retain students.

The college has addressed the concern about placement services by doing the following: One counselor on each campus handles student employment services as a piece of his/her job, and one employee updates data on TechConnect, an employment data bank used by students seeking employment.

For details about the Community and Government Relations department and the Marketing department, refer to “Communication” on page 49. For details about recruitment, refer to “Student Success Services” on page 140.

Challenge 5: Diversity in Hiring Practices

In 2000, the NCA visiting team explained, “The team has noted no progress on the part of the college in addressing the need for greater diversity within its hiring practices. For example, the lack of women at the Vice President level as well as the small number of minorities at all levels of the organization is noticeable.”

After a focused visit in 2003, the HLC visiting team delimited this challenge as the following:

Gateway now widely publishes a statement on the centrality of General Studies and is moving toward formal core abilities assessment.

Increased and/or more focused staff positions have begun to address staffing challenges in marketing, recruitment, and placement.

- The college’s goal statements and key quality indicators should explicitly address diversity as a strategic initiative for the college.
- The college should develop clearly stated, written hiring policies and practices that ensure consistency across the college and promote diversity.
- The diversity of the college workforce, particularly the faculty, does not yet reflect the diversity of the student population or the local community.

After a progress report in 2005, the HLC staff concluded, “In these two reports, GTU [*sic*] has provided evidence of increased diversity in its workforce....GTU [*sic*] could also present at that time [2009–2010 comprehensive visit] its evaluation of its workforce diversity projections, initiatives, and initial results.”

In recent years, Gateway’s minority employment rate has exceeded the rate of minority employees in the district labor force.

Gateway Response. Gateway’s Affirmative Action officer monitors the college’s percentage of minority employees, and the college has set a goal that the overall percentage will be at least equal to the percentage of the district labor force. Progress toward this workforce diversity goal has been monitored annually. For each of the past three years, the college’s overall percentage of minority employees has exceeded the percentage of minority employees in the district labor force by 2 percent or more. The percentage of minority faculty also exceeds that of the district labor force. Also, at the vice president level, there are a female provost and two female vice presidents. In addition, recruitment and employment policies were adopted in 2004 and revised in 2005.

For details about diversity, refer to “Policies That Clarify Gateway’s Expectations about Diversity” on page 34 and “Personnel Planning” on page 75.

Challenge 6: Availability of Computers for Faculty Use

In 2000, the NCA visiting team explained, “While the current level of availability of computers for faculty use does presumably represent an improvement from the conditions of ten years ago, it is not at the level required for effective integration of technology into the instructional culture of the institution.”

By 2007, 90 percent of non-adjunct faculty had individual computers.

Gateway Response. Based on a 2007 inventory of faculty computer resources, 90 percent of district non-adjunct faculty have individually assigned laptops or desktop computers. High-speed broadband connection and wireless Internet access are available at all college locations to facilitate faculty use of computer resources. Each campus maintains a Staff Development Center where faculty can access specialized software and hardware.

For details about computer and technological resources, refer to “Technology Planning” on page 80 and “Technology Resources” on page 92.

Challenge 7: Institutional Planning

In 2000, the NCA visiting team explained, “Institutional planning is in the early stages of development and is difficult to assess. Planning efforts are not yet operational, but are quickly being developed. Formal linkages to resource allocation, broad-based methods of participation, and connection to board goals need to be developed.”

After a focused visit in 2003, the HLC visiting team delimited this challenge as following:

- The college has identified goal areas but lacks a comprehensive strategic plan linked to the college’s vision and mission and board goals. A strategic plan should be developed to drive operational planning and budgeting.
- Many faculty and support staff feel disconnected from the planning process.

After a progress report in 2005, the HLC staff concluded the following:

In these two reports, GTU [*sic*] has provided evidence...of broad representation and involvement in its strategic plan. Less clear was documentation of how the plan drives decision-making and budgeting. The evaluation team that visits the organization in 2009–2010 will observe a completed planning cycle and the initiation of a new planning cycle. The [college] will then be in a position to answer questions such as what was the organization’s evaluation of the plan and what modifications were made to the planning model?

Gateway Response. In 2007, Gateway launched a new strategic plan, Vision 2012. Each department established five-year goals and annual objectives, linked them to college strategic goals, and reported quarterly on progress. The initial departmental planning was completed after the fiscal 2008 budget was established, so existing funds were used for the first year’s plans. Beginning in 2008, budget officers have identified all funding requests related to Vision 2012 initiatives and used new Adaptive Planning[®] software in the budget process. The president periodically updates the Gateway Board of Trustees concerning Vision 2012, and the board takes action on whether or not the president is in compliance with the executive limitations from the board. They also review college financial reports quarterly.

For details about strategic planning, refer to “Plans for the Future” on page 71 and “Aligning Planning with Gateway’s Mission” on page 104.

Gateway’s new strategic plan, Vision 2012, establishes departmental goals that are tied to the budget process.

CRITERION 1: Mission and Integrity



Overview

A Story from Gateway’s Community Conversation: *“In the early 1980s, I worked at Gateway through a contract with the AFL-CIO. I was here at a time when many workers were losing their jobs because of plant shutdowns. I was very proud of the role Gateway played in assisting those workers.... Gateway became a dynamic force for bringing all segments of the community together including city, county, and state government. The end result was that workers had an opportunity to retrain, but also the community not only didn’t fall apart but thrived because of the collaborative efforts of all involved.”* — **Robert Wirch, Wisconsin State Senator**

Senator Wirch’s story recalls a number of commitments that Gateway made to its constituencies 20 years ago and fulfilled to better the community. Today, in economic times that are similarly challenging, Gateway remains committed to its constituencies, and its mission ensures that the college remains responsive to their changing needs.


This chapter provides evidence that Gateway, in fulfillment of the Higher Learning Commission’s first criterion, “operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”

| Evidence for... | Page... |
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Component 1a:

Gateway's mission documents clearly and publicly articulate Gateway's commitments.

Refer to "Mission Documents" on page 255 to read the mission documents in their entirety and review their revision histories.

An "RR" indicates an item, identified by the number after the "RR," is in the resource room. A copy of the item will be available in Gateway's resource room during the team's visit. To view an electronic copy of the resource, click the  icon in the PDF file on the CD-ROM that accompanies the paper copy of the report.

**Community Conversation**

"Gateway values relationships."

— Kenosha County Leaders' Conversation


Providing a Clear Mission for Gateway

Gateway has crafted its College Mission Statement as a single sentence: "We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities."


The mission statement is further elucidated by four other college documents. The five documents together make up Gateway's mission:

- College Vision
- College Mission Statement
- College Purposes
- College Strategic Directions/Ends Statements
- College Values

Gateway's current mission documents, with the exception of the College Values, were drafted during the Board of Trustees' January 2000 meeting, the same meeting at which the board voted to adopt the Policy Governance model. After seeking input from the college's constituencies about the documents, the board adopted the College Vision, College Mission Statement, College Purposes, and College Strategic Directions/Ends Statements in August 2000. In June 2004, the board reviewed and revised these four documents and added the College Values document.

These documents, with the exception of the College Values, are included as the final section of the *District Board Governance Policies* ( RR 1180). Since their creation, all of these documents have been reviewed regularly, revised carefully, and published widely to identify the college's constituencies, ensure the college's responsiveness to them, and reflect the college's commitments.

Responsiveness to Constituencies Recognized in the Mission

In the Community Conversations ( RR i010) that Gateway hosted during its self-study process, participants identified Gateway's ability to bring together its constituencies as a strength of the college. In crafting its mission, for instance, Gateway incorporated input from its constituencies by hosting open meetings throughout its district. Input from people who participated suggested that the college's mission should remain broad to enable the college to respond to the changing needs of its community.

It is important that Gateway's mission identifies the college's constituencies and their needs. Gateway recognizes its constituencies—including students, employers, and communities—based on their roles in relation to the college and envisions itself in roles that respond to its constituencies' needs. The College Vision's description of Gateway as a "community technical college"

provides insight into the college's various roles in responding to its constituencies' needs:

- a college providing higher education
- a technical college, one of 16 in Wisconsin helping residents respond to changing economic and workplace demands
- a community technical college engaging various communities, especially the southeastern Wisconsin community

College. Many constituencies rely on Gateway as a college to provide students with access to higher education. In response to this need, Gateway ensures that its mission indicates a commitment to providing quality higher education. While all of Gateway's mission documents emphasize education, academics, and training, Gateway clarifies at the beginning of its College Purposes that "we provide a program of technical and general education necessary for employment, citizenship, and personal development. We promote professional development and life-long learning." This opening passage highlights three important elements of Gateway's definition of education: general education, professional development, and life-long learning. Gateway is committed to quality education and ends its College Values with the value of "quality and excellence in education."

Constituencies also look to Gateway to recognize and support the growing diversity in its community, so another important commitment in Gateway's mission is a respect for diversity. Refer to "Recognizing and Serving a Diverse Community" on page 32 for details about Gateway's mission and diversity.

Perhaps most important, constituencies expect that Gateway, as an institute of higher education, commits itself to ensuring that students learn. Doing so involves ensuring that the college assesses learning and evaluates all services that contribute to student learning. In Gateway's College Strategic Directions/Ends Statements, the fourth ends statement encourages these reflective processes: "Gateway models integrity, social responsibility, and continuous improvement in its internal and external processes and relationships."

Technical College. Constituencies also rely on Gateway as a technical college. Gateway's mission compels the college to follow state law and to align the college with the mission and strategic directions of the Wisconsin



Source: Gateway Technical College (graphic 1_001)

In its mission, Gateway commits to quality and excellence in education. A Gateway instructor works with students in the nursing lab.

Gateway's mission is the foundation for the college's quality academics, diversity, and continuous improvement efforts.

Technical College System (WTCS). Wisconsin Statute 38.001 (☞ RR 1140) begins by defining the WTCS's mission and purpose:

The legislature finds it in the public interest to provide a system of technical colleges which enables eligible persons to acquire the occupational skills training necessary for full participation in the work force; which stresses job training and retraining; which recognizes the rapidly changing educational needs of residents to keep current with the demands of the work place and through its course offerings and programs facilitates educational options for residents; which fosters economic development; which provides education through associate degree programs and other programs below the baccalaureate level; which functions cooperatively with other educational institutions and other governmental bodies; and which provides services to all members of the public.

Elements of Wisconsin Statute 38 are embedded in Gateway's own mission. For instance, the first part of the statute calls for colleges to provide various types of education and training, and Gateway's College Mission Statement commits the college to provide "education, training, leadership, and technological resources." As another example, the statute requires that each technical college "recognizes the rapidly changing educational needs" and "fosters economic development," and Gateway's College Mission Statement guides Gateway "to ensure economic growth and viability" and "to meet the changing needs" of its constituencies. Finally, the statute requires that each college "functions cooperatively" and "provides services to all members of the public," and Gateway's College Mission Statement emphasizes that "We collaborate" and defines the public in roles as "students, employers, and communities."

Gateway collaborates with the WTCS and 15 other technical colleges in the state to serve residents in Wisconsin.

Gateway's mission also allows the college to respond to the strategic directions for technical colleges established by the WTCS board. For instance, in the WTCS 2005–07 Biennial Report (☞ RR 1010), the state board set three goals:

1. Respond rapidly to current, anticipated, emerging, and regional workforce needs.
2. Ensure the success of all learners.
3. Enhance seamless educational pathways.

Gateway's College Strategic Directions/Ends Statements, especially the first two ends statements, demonstrate Gateway's commitment to the WTCS goals. The first ends statement ensures that the college "assists in the preparation and transition of all learners," and the second ends statement ensures that the college "provides innovative and entrepreneurial programs and services that align with the educational, economic, and tri-county community needs." Both align Gateway's outcomes with the goals set by the

WTCS. Gateway’s mission recognizes that many of the college’s commitments result from its inclusion in the WTCS.

Community Technical College. In its College Vision, Gateway deliberately included “community” before “technical college,” reflecting the symbiotic relationship between the college and its community. Because Gateway recognizes its community by the roles residents play rather than by geographic location, the College Mission Statement ends by recognizing “students, employers, and communities” as those the college serves.

The College Strategic Directions/Ends Statements also recognize the community. While this document mentions “Southeastern Wisconsin” in the first sentence, it, too, recognizes the residents primarily by their roles and concerns. Programs and services for students are highlighted in the first two statements. Programs and services for employers and their employees are the focus of the second and third statements, and the “tri-county community” appears in the first three ends statements as well as the fifth.

In many ways, the Strategic Directions/Ends Statements are the most responsive sections of the mission. They have been reviewed and revised often so that the college can meet the “changing needs” mentioned in both the college and the WTCS missions. In these statements, the concerns of the community are addressed directly. One concern, for instance, is the need for Gateway to provide technical education to keep southeastern Wisconsin competitive in the changing global economy. In recent years, parts of southeastern Wisconsin, such as the city of Racine, have suffered job losses and high unemployment as manufacturing jobs have moved out of the region. Gateway’s first three statements address this concern for technical education. A second concern involves the need for the college and its board to be fiscally responsible with the resources of residents and the community. Residents in Gateway’s district have closely monitored the tax rates levied by the district board. The final three statements all commit the college to use resources in a “responsible manner.”

Revisions to the Mission to Ensure Its Appropriateness

Gateway believes that a mission is dynamic, so it has created processes to ensure that its mission redefines the commitments of the college as the college’s and its constituencies’ needs change. In the *District Board Governance Policies* (☞ RR 1180), policy 1.12 directs the board to review the mission documents annually.

Board members gather input from constituencies on the mission in their monthly Committee of the Whole meetings—meetings in which the board invites members of a specific community to discuss their needs and ideas for the college—and in monthly board meetings, which are open to the public and provide a forum for community comment.

Gateway’s mission recognizes communities, especially those in southeastern Wisconsin, as important constituencies.

Community Conversation

“Community members respect Gateway. I am proud to say I work here.”
— Sue Stokes-Nelson,
Special Needs Instructor

The effectiveness of Gateway’s revision process can be seen in the revisions that have taken place. After the formal adoption of the current mission documents on August 17, 2000, two reviews of all mission documents have occurred on November 15, 2001, and June 24, 2004. Additional reviews to the College Strategic Directions/Ends Statements occurred on November 20, 2003; September 21, 2006; and January 22, 2008.

The effectiveness of Gateway’s revision process can also be seen by reviewing changes to the mission documents since the 1999 self-study report. See Table 1.1 for a side-by-side comparison of the 1999 and 2009 College Mission Statement and College Vision.

Table 1.1 Comparison of versions of the mission statement and vision

| Documents | 1999 | 2009 |
|---------------------------|---|--|
| College Mission Statement | We deliver postsecondary occupational education that responds to the changing needs of students, employers, and communities in Southeastern Wisconsin. | We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities. |
| College Vision | We are the college that the Southeastern Wisconsin community thinks of first for technical achievement, occupational advancement, and personal success. | We are the community technical college of choice for academic achievement, occupational advancement, and personal development. |

Source: Target 2000: Gateway Technical College’s Self-Study Report (RR 1040) and District Board Governance Policies (RR 1180)

Gateway’s board has policies to review the mission annually and to ensure it is responsive to constituencies’ needs.

This quick comparison shows revisions that emphasize collaboration, clarify education and academics, and expand communities beyond southeastern Wisconsin. Other significant revisions to the mission documents since 1999 include the addition of a paragraph emphasizing general education in the College Purposes, the addition of the College Strategic Directions/Ends Statements, and the addition of the College Values. Revisions such as these have allowed the college to clarify how it will respond to its constituencies’ changing needs.

Publication of Gateway’s Mission

Just as Gateway has invested time and resources to craft and revise its mission, it has also invested time and resources to publish its mission so that its faculty, staff, and constituencies are aware of the college’s commitments.

To encourage faculty, staff, and student awareness of the mission, Gateway includes the mission, or parts of the mission, in publications given to people as they begin working or studying at the college. The mission is provided to new board members in the *District Board Governance Policies* (RR 1180). It is provided to new faculty in the *Faculty Handbook* (RR 1210). It is provided to new students in the *Student Handbook* (RR 1340) and 2008–

2010 College Catalog (▣ RR 1070). It is provided to new advisory committee members in the *Advisory Committee Handbook* (▣ RR 5010).

Gateway also publishes the mission in a variety of places and publications so that faculty, staff, students, and community members might encounter the mission in their daily interactions at the college. For instance, the Mission Statement appears on decals posted in each facility and on the “About Gateway” page of the Gateway website (<http://www.gtc.edu>), which also posts most other elements of the college mission. Reports for the community, such as the *2008–2009 Budget* (▣ RR 2020) and *2008 Comprehensive Annual Financial Report* (▣ RR 2010), also include the mission documents. See Table 1.2 for a summary of locations where the college mission documents are regularly published.

Gateway publishes its mission widely to internal and external constituencies.

Table 1.2 Publication of Gateway’s mission documents

| Mission Document | Locations Published |
|--|--|
| College Vision | <ul style="list-style-type: none"> • district board governance policies manual • student handbook • college catalog • Gateway website • budget document • advisory committee handbook |
| College Mission Statement | <ul style="list-style-type: none"> • district board governance policies manual • faculty handbook • student handbook • college catalog • facilities • Gateway website • budget document • comprehensive annual financial report • advisory committee handbook • press releases |
| College Purposes | <ul style="list-style-type: none"> • district board governance policies manual |
| College Strategic Directions/Ends Statements | <ul style="list-style-type: none"> • district board governance policies manual • faculty handbook • college catalog • Gateway website • advisory committee handbook |
| College Values | <ul style="list-style-type: none"> • college catalog • Gateway website • budget • comprehensive annual financial report • advisory committee handbook |

While publishing the mission in many locations has been a successful strategy for increasing mission visibility, this strategy also puts pressure on the college to ensure that the mission is published accurately in each location, and that any revisions are consistently updated. Overall, the college succeeds in publishing the mission accurately, and, while a few minor errors may be found, such discrepancies do not seem to distract from the understanding of the mission. When there are discrepancies in the wording of the mission, they

are usually caused by a lag between the revisions and publication updates, and they are generally corrected in the next round of publication.

Summary of Component 1a

Gateway has a clear mission and processes that allow it to revise and publish its mission in response to its constituencies' changing needs. Gateway's mission itself provides clarity for the college by identifying the college's constituencies (students, employers, and communities), responding to their needs (for example, needs for education and economic development), and articulating the college's commitments (for example, commitments to provide quality education, support diversity, and model continuous improvement).

Revisions to and publication of the mission both contribute to the college's ability to respond to its constituencies' needs. Gateway's board has adopted processes to seek input from the college's constituencies and review the mission regularly to ensure that the college has correctly identified those constituencies' needs and is meeting them. Also, the mission is published widely to ensure that internal and external constituencies have an opportunity to engage with the mission and understand the commitments the college has made to its constituencies.

Component 1b:

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

Recognizing and Serving a Diverse Community

One of the important commitments in Gateway's mission is the commitment to diversity. Gateway recognizes the importance of diversity to its constituencies and the greater society. Specifically, Gateway's mission addresses diversity in three locations:

- In the College Strategic Directions/Ends Statements, the first statement emphasizes that Gateway is for "all learners."
- In the College Purposes, the goal at the end of the final paragraph is that general education helps students to develop "global social skills."
- In the College Values, the first value is "diversity of individuals and perspectives."

While there are many reasons that the college values diversity, the mission underlies both the policies that provide clear expectations regarding diversity and the programs that ensure a diverse community at Gateway. As a result of these expectations and programs, members of the college community recognize the college's diversity as a strength.

Reasons for Gateway's Value of Diversity

It is not difficult for colleges such as Gateway to appreciate the impact of diversity in the greater society and to understand the need for its students to recognize and be prepared for diversity in the world. Books and scholarly

articles have chronicled the political, technological, and economic changes in recent decades that are encouraging more interaction between people of different cultures. Accreditation agencies such as the HLC have adopted position statements and encouraged members to consider carefully their approaches to diversity. Gateway recognizes the importance of diversity to the greater society; just as significantly, it also recognizes the importance of diversity to individuals in its own community and college.

Diversity in Southeastern Wisconsin. Serving the southeastern Wisconsin community, which is marked by cultural, economic, and ethnic diversity, Gateway recognizes the importance of diversity to its local constituencies. Various entities within the college monitor the demographic data in Gateway’s surrounding communities for a number of reasons. The District Board Appointment Committee notes in its minutes (☞ RR 1170) community demographic data, such as minorities constituting 14.7 percent of the total district population. State statutes require all Wisconsin technical colleges to have a representation plan for board membership, and such demographic data helps Gateway to fulfill the requirements of those statutes. The Affirmative Action officer also monitors the community demographics to complete reports such as the “Self Analysis of the Work Force and Goals Establishment” report identified in the *Affirmative Action Compliance Plan* (☞ RR 1120).

The U.S. Census Bureau provides an overview of the diversity of the tri-county area that Gateway serves. See Table 1.3.

Table 1.3 Census data about southeastern Wisconsin

| Populations | Kenosha County | Racine County | Walworth County | State of Wisconsin |
|--|----------------|---------------|-----------------|--------------------|
| Total Population, 2008 | 164,465 | 199,510 | 100,749 | 5,627,967 |
| Percent Change Since 2000 | 10.0% | 5.7% | 9.5% | 4.9% |
| Race/Ethnicity | | | | |
| American Indian | 0.4% | 0.5% | 0.3% | 0.9% |
| Asian | 1.4% | 0.9% | 0.9% | 2.0% |
| Black | 5.7% | 10.6% | 0.9% | 6.0% |
| Hispanic | 9.4% | 9.9% | 8.7% | 4.9% |
| Pacific Islander | trace | trace | trace | trace |
| White | 82.0% | 77.4% | 88.7% | 85.4% |
| Language other than English Spoken at Home | 9.7% | 8.4% | 9.0% | 7.3% |
| Persons Below Poverty Line | 11.8% | 9.2% | 9.6% | 10.8% |
| Median household income, 2007 | \$53,501 | \$52,272 | \$54,084 | \$50,567 |

Source: “State and County QuickFacts” (RR 1320)

Diversity at Gateway. Gateway also recognizes the importance of growing cultural, economic, ethnic, and religious diversity to its faculty, staff, and students. Gateway’s student population is increasing in its diversity, evident in demographic data such as age, sex, and race/ethnicity. In the last ten years,

The population in southeastern Wisconsin, Gateway’s district, has become increasingly diverse; in fact, it is marked by greater diversity than the overall state population.

During the last decade, Gateway's faculty, staff, and student populations have become increasingly diverse, reflecting the increasingly diverse population of the college's community.

reports show that students are younger, are more often female, and are increasingly Black or Hispanic.

In addition, Gateway recognizes that its student population is diverse in the types of learners being served. Special populations served, such as academically disadvantaged, economically disadvantaged, and limited English proficiency students, have been increasing.

Gateway monitors student demographics and special populations and reports the data to the WTCS. See Table I.3 on page 6 for data about student demographics and special populations in 1997–1998 compared to 2007–2008.

Drawn from a community marked by diverse populations, Gateway's faculty and staff mirror or exceed the diversity of the workforce found in the community. As part of its Affirmative Action plan, Gateway monitors the age, sex, and race/ethnicity of all its employees. See Table 1.4.

Table 1.4 Employee demographic data

| Demographic | 1997–1998 | | 2007–2008 | |
|-----------------------|-----------|---------|-----------|---------|
| | Count | Percent | Count | Percent |
| Age | | | | |
| 18–30 | 17 | 3% | 23 | 4% |
| 31–40 | 100 | 18% | 91 | 15% |
| 41–50 | 184 | 34% | 193 | 32% |
| 51–60 | 200 | 36% | 223 | 37% |
| 61–70 | 46 | 8% | 69 | 11% |
| 71 and over | 3 | 1% | 4 | 1% |
| Sex | | | | |
| female | 348 | 62% | 385 | 64% |
| male | 210 | 38% | 219 | 36% |
| Race/Ethnicity | | | | |
| American Indian | 6 | 1% | 4 | 1% |
| Asian | 8 | 1% | 12 | 2% |
| Black | 40 | 7% | 55 | 9% |
| Hispanic | 15 | 3% | 29 | 5% |
| Pacific Islander | 0 | 0% | 0 | 0% |
| White | 489 | 88% | 497 | 82% |
| Unknown | – | – | 7 | 1% |

Source: 1997–1998 (RR 1030b) & 2007–2008 (RR 1030) Affirmative Action Compliance Reports and Age Analysis (RR 1530)

As this table indicates, Gateway's staff has become more diverse over the past 10 years. One of the goals in Gateway's strategic plan, Vision 2012, is to "Model a positive, collaborative, and safe work environment." This goal encompasses the strategy of employing a diverse workforce and provides clear leadership in this direction.

Policies That Clarify Gateway's Expectations about Diversity

Gateway's diversity policies and procedures, which stem from the college's mission, set clear expectations for diversity. The board's Human



Community Conversation

"I am from Pakistan and have been in the United States for twenty years.

Coming from another country has helped me in teaching and learning."

*— Shahida Dar,
Microbiology Instructor*

Relationships policy (Executive Limitation 3.2) in the *District Board Governance Policies* (☐ RR 1180), begins as follows:

The President shall create and sustain an environment for learning, working, and teaching that supports the development and realization of human potential and promotes the College's core values. Treatment of and dealing with students, staff, and persons from the community, shall be humane, fair, and dignified.

The policy then defines executive limitations, including the fact that the president must comply with various state and federal statutes regarding diversity. Further, the board monitors the president's compliance with this policy, requiring updates during board meetings each year.

The president and administration's commitment to diversity is also evident. Policies and procedures that address diversity set clear expectations and establish procedures to enforce those expectations, thereby ensuring the dignity of all individuals. See Table 1.5 for policies that directly address diversity.

Policies, procedures, and plans illustrate that the board, administration, faculty, staff, and students recognize and support diversity at Gateway.

Table 1.5 Policies and procedures promoting diversity

| Policy | Title | Description |
|--------|---|--|
| H-110 | Affirmative Action/Equal Opportunity | explains the college's commitment and procedures to offer fair and impartial treatment of students, employees, and job applicants; states the college's commitment to comply with federal and state laws |
| H-120 | Affirmative Action Formal Complaint Procedure | documents the procedure that the Affirmative Action officer will follow to conduct a formal investigation of a complaint |
| H-130 | Harassment and Discrimination | explains Gateway's commitment and procedures for providing a work environment that is free of harassment and any form of harassing conduct |
| H-140 | Sexual Harassment Statement | explains Gateway's commitment and procedures for providing a work environment that is free of sexual harassment and any form of harassing conduct |
| H-150 | Reasonable Accommodations | explains Gateway's commitment and procedures for providing equal employment opportunities and services for persons with disabilities |
| J-170 | Student Religious Accommodations | explains Gateway's commitment and procedures for making reasonable accommodations for a student's religious beliefs |
| J-260 | Student Sexual Assault and Sexual Harassment | explains Gateway's commitment and procedures for providing a learning environment that is free of sexual harassment and any form of harassing conduct |
| J-200 | International Education | explains Gateway's commitment and procedures for providing international education opportunities to its students |
| J-210 | International Students | explains Gateway's commitment and procedures for admitting international students |

Source: *Administrative Procedures and College Practices Manual* (RR 1110)

In addition, there are a number of administrative policies and procedures that do not deal exclusively with diversity, but contain important components related to diversity. See Table 1.6.

Table 1.6 Policies with elements promoting diversity

| Policy | Title | Description |
|--------|----------------------------|--|
| I-110 | Employee Code of Conduct | includes a component prohibiting harassment |
| I-120 | Recruitment and Employment | includes a component to ensure an Affirmative Action representative is involved in all hires |
| J-100 | Student Complaints | documents the procedure for students to file formal written complaints, including those related to discrimination or harassment concerns |
| J-300 | Student Code of Conduct | includes a component prohibiting harassment |

Source: *Administrative Procedures and College Practices Manual* (RR 1110)

To ensure that the community understands Gateway’s commitment to diversity, the college disseminates the policies and procedures. They are collected in the *Administrative Procedures and College Practices Manual* (RR 1110), which is available to all faculty and staff on Gateway’s intranet. Many of the policies and procedures, especially those related to Affirmative Action and student concerns, are also available to staff, students, employers, and the community on the college’s website and in all major documents, including the *2008–2010 College Catalog* (RR 1070) and the *Student Handbook* (RR 1340).

The Affirmative Action officer tracks Affirmative Action complaints filed at the college. A review of the Affirmative Action complaints suggests that faculty, staff, and students are able to access policies, such as the Affirmative Action Formal Complaint Procedure (policy H-120), when needed. The low number of complaints also suggests that Gateway’s policies and procedures have, in general, created a culture that recognizes and respects diversity. See Table 1.7.

Table 1.7 Affirmative Action complaints

| | 2005–2006 | 2006–2007 | 2007–2008 | 2008–2009 |
|-----------|-----------|-----------|-----------|-----------|
| Employees | 2 | 1 | 7 | 0 |
| Students | 7 | 2 | 3 | 1 |
| Total | 9 | 3 | 10 | 1 |

Source: *AA/EEO Complaints Report* (RR 1060)

In addition to creating policies and procedures that ensure the respect for diversity promised in the mission, the college plans to promote diversity through implementation of its *Affirmative Action Compliance Plan* (RR 1120) and parts of its strategic plan, *Vision 2012* (RR 1370). Specifically, goals 6 and 8 of the strategic plan focus on “all learners” and encourage the development of multicultural activities. Refer to “Personnel Planning” on page 75 for details about Affirmative Action planning, and refer to “Strategic Plan” on page 72 for details about the college’s strategic planning.

Resources That Support and Promote Diversity

Having made a commitment to diversity in its mission, and having set clear policies concerning diversity, Gateway follows through by devoting staff and resources to ensure that diversity commitments are fulfilled.

In many ways, diversity permeates the Gateway environment. All departments and programs support it. For instance, publications for students such as *2008–2010 College Catalog* (▣ RR 1070) and reports to the community such as *2008–2009 Budget* (▣ RR 2020) show a sensitivity to Gateway’s diverse populations in their photographs and in the sections translated into Spanish. Also, departments that support student learning such as Student Services and the Academic Support Center frequently provide bilingual staff to assist students with limited English proficiency. Finally, academic programs work to ensure that their students meet all the core abilities, one of which includes a respect for diversity; associate degree students take a course providing multicultural perspectives.

The college has also developed major initiatives to support diversity. These include an Affirmative Action program in support of employee diversity and various programs in support of the special populations in the Gateway community.

Affirmative Action Program. Gateway has a history of encouraging diversity at the college through its Affirmative Action program. The college adopted policies and procedures to support Affirmative Action in the mid-1970s, and created an Affirmative Action officer in the late 1980s.

Today, Gateway remains committed, as stated in its *Affirmative Action Compliance Plan* (▣ RR 1120), to “developing, implementing, and monitoring a comprehensive affirmative action compliance program.” The past successes of Affirmative Action initiatives have enabled the college to distribute the responsibilities for diversity to various staff at the college instead of investing all responsibility in a single Affirmative Action officer. Staff now responsible for ensuring that diversity permeates the Gateway culture include the director of Human Resources, who monitors and reports employee and student diversity; the vice president of Student Success, who coordinates student recruitment and enrollment; and the Multicultural Program director, who organizes multicultural events for the college and coordinates minority student retention activities. Refer to “Personnel Planning” on page 75 for details about the Affirmative Action plan and its effectiveness.

Programs Supporting Student Diversity. As Table I.3 on page 6 of the Introduction indicates, the number of students identifying themselves as racial



Source: Gateway Technical College (graphic 1_002)

Gateway values diversity. Journalist Vivian King helps Gateway and its community remember Martin Luther King Jr. during the annual celebration hosted by the college.

Gateway ensures that diversity among its staff mirrors the diversity in the local workforce.

A number of programs support special populations and encourage diversity in the student body at the college.

or ethnic minorities or in a special populations category has increased over the last decade. Some of these increases are substantial. Gateway has a variety of programs that offer support and recognition to the growing number of students in diverse populations. See Table 1.8.

Table 1.8 Programs supporting student diversity

| Program | Population | Description | See page... |
|--------------------------------|-----------------------------|--|--------------------|
| Adult Basic Education (ABE) | Academically Disadvantaged | Gateway helps people develop basic education skills and those who want to earn an HSED or GED. | 171 |
| Adult High School | Academically Disadvantaged | Gateway helps people 18 and older attain their high school diplomas. | 171 |
| Dislocated Worker | Economically Disadvantaged | In collaboration with state and local workforce development agencies, Gateway offers Trade Adjustment Assistance (TAA) for retraining laid-off workers for new careers. Associate and technical programs as well as innovative training programs such as boot camps assist in retraining the economically disadvantaged. | 224 |
| Displaced Homemaker | Displaced Homemaker | Gateway provides direct assistance to help individuals formerly providing unpaid household services for family members to become self-sufficient. | 149 |
| English Language Learner (ELL) | Limited English Proficiency | Gateway provides free English language instruction to Wisconsin residents age 18 and older. | 171 |
| Multicultural | Racial and Ethnic | In collaboration with the WTCS, Gateway provides activities and services that help recruit minority students, transition them into Gateway courses and programs, retain them to graduation, and celebrate different cultures at Gateway. | 148 |
| Non-Traditional Occupation | Nontraditional Occupation | Gateway provides support for students entering a major that is a nontraditional occupation based on gender. | 149 |
| Racine Correctional Facility | Incarcerated | In collaboration with the Wisconsin Department of Corrections, Gateway provides curriculum for ABE and other courses that inmates can take on site. | 208 |
| Walworth County Jail | Incarcerated | Gateway offers GED classes that inmates can take on site. | 208 |
| Special Needs | Disabled | Gateway provides support services for students with special needs. | 146 |
| Student Employment Services | Economically Disadvantaged | Gateway helps people locate job opportunities and build job-seeking skills. | 224 |

Refer to “Diversity and a Gateway Education” on page 192 to read more about Gateway students’ experiences with diversity.

Perceptions of Diversity at Gateway

While it is important to have policies and programs that promote and support diversity, it is also important to monitor whether people perceive respect for diversity as permeating the college climate. Generally, as participants in the Community Conversations (▣ RR i010) suggested, Gateway’s diversity and multicultural activities are seen as contributing to a positive college climate.

The WTCS attests to the fact that Gateway is in compliance with all federal and state regulations pertaining to nondiscrimination. The WTCS has consistently approved of Gateway’s Affirmative Action and diversity activities. Each year, Gateway has received approval of its efforts in the WTCS’s annual reviews of Gateway’s Affirmative Action compliance reports. In a June 6, 2008, letter (▣ RR 1450), for instance, the WTCS “commend[s] Gateway” and offers “Kudos” for its Affirmative Action activities during the 2006–2007 fiscal year. After its November 2006 visit, the WTCS’s Equal Opportunity team identified two deficiencies (on which the college immediately took action), eight opportunities for improvement, and seven commendations in its Comprehensive Equal Opportunity On-site Review of Gateway (▣ RR 1460).

Another indication that diversity permeates the Gateway climate is that Gateway’s faculty and staff regard the college as supportive of diversity. In the 2004 (▣ RR 1280b), 2006 (▣ RR 1280), and 2008 (▣ RR 1280a) *Personal Assessment of the College Environment (PACE) Surveys*, faculty and staff were asked to rate items on a five-point satisfaction scale from a low of 1 to a high of 5. Responses to questions regarding staff and student diversity fell within the Consultative range (between 3 and 4); staff and student diversity were noted as two of the areas of excellence for the college in the 2006 and 2008 survey analyses. (Refer to “Surveys Measuring Perceptions of Effectiveness” on page 99 for an explanation of *PACE* scoring levels.)

Students have also consistently regarded the college as responsive to the needs of a diverse student population. On the Responsiveness to Diverse Populations scale in the 2003 (▣ RR 1260b), 2005 (▣ RR 1260a), and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, Gateway students and students at other community colleges expressed similar degrees of satisfaction with their institutions’ responsiveness to diverse populations.

Summary of Component 1b

Gateway recognizes the importance of diversity and encourages diversity to permeate the college environment. The board, administration, faculty, staff, and students recognize that the world is growing more diverse—as are the three counties in which the college operates.

The college has responded to the increasing diversity in its community by recognizing the importance of diversity in its mission, developing and following policies that promote diversity, and allocating resources to support

Community Conversation



“Anyone can access education here. Gateway is inclusive. I like knowing that what I do can be life-transforming for others.”
— Susan Roberts,
Director of Admissions,
Testing, and Enrollment

Surveys show that faculty, staff, and students perceive the diversity at Gateway as a strength.

Component 1c:

Understanding of and support for the mission pervade Gateway.

The college involves faculty, staff, and constituencies in the mission through interaction and education.

greater diversity in both the employee and student populations. Feedback from the Community Conversations and surveys suggests that faculty, staff, and the college's constituencies recognize and appreciate the diversity that permeates the college climate.

Understanding and Supporting the Mission

While the previous section shows that Gateway understands and supports diversity, one important commitment identified in its mission, Gateway's board, faculty, staff, and students generally understand and support all of the commitments identified in its mission. This support for the mission is possible because of the techniques the college uses to engage its employees and constituencies with the mission, and evidence of support for the mission can be witnessed through employees' perceptions and activities.

Engagement with the Mission

Gateway's board, administration, faculty, and staff have many opportunities to interact with the mission. The board's engagement with the mission is evident in its regular revisions of the mission and regular oversight of the college's efforts to fulfill the commitments stated in the mission. Each year, the board reviews the mission documents and receives at least one report for each of the strategic directions in its ends statements. The reports and the board's response are documented in the district board meeting minutes (e.g., *2008 District Board Meeting Minutes* [RR 1240a]). The board also integrates the intent of the mission in the president's annual goals so that the president focuses on the mission and is evaluated on its implementation during the annual review for the president.

Gateway uses multiple techniques to ensure that its faculty, staff, and constituencies interact with and understand the mission. One technique is to involve constituencies in the creation and revision of the mission. For instance, the October 2001 Committee of the Whole meeting included various constituencies as the board reviewed the mission documents. The revisions were approved at the November 15, 2001, board meeting. A second technique is to publish the Mission Statement at points of entry and in multiple documents. Refer to "Publication of Gateway's Mission" on page 30 for locations where Gateway publishes its mission documents.

A third technique is to engage faculty and staff with the mission as they become certified to work in the WTCS. Specifically, the first competency of the Technical and Adult Education in the WTCS course (RR 1500), a certification course required of teachers and academic administrators in Wisconsin Technical Colleges (Requirement 51), provides students with an opportunity to "interpret the mission of the Wisconsin Technical College System, your local technical college and the University of Wisconsin System as they relate to a philosophy of post-secondary education."

While these three techniques ensure that some interact with the mission and many are exposed to the mission, Gateway is experimenting with ways to increase the interaction with the mission. For instance, the Gateway Journey (▣ RR 1440), an orientation process for new employees implemented in fall 2008, has each new employee meet with the college president for a discussion of the college's mission as one of its required activities during the employee's first four months.

Perceptions of the Mission

Faculty and staff also express support for the mission. Not all faculty and staff could recite mission documents, but most perceive their activities as helping Gateway fulfill its mission. In the 2004 (▣ RR 1280b), 2006 (▣ RR 1280), and 2008 (▣ RR 1280a) *PACE Surveys*, faculty and staff responses to the question regarding whether their jobs support the mission consistently fell within the collaborative range (between 4 and 5), and the question had the highest favorable response rate of all survey questions in both 2006 and 2008.

The understanding and support of the mission by students is difficult to measure. While Gateway uses an annual graduate follow-up study to measure graduates' perceptions on their experience and the *Noel-Levitz Student Satisfaction Inventory* (▣ RR 1260) to measure current students' perceptions on a variety of topics, no questions on these surveys directly address the mission. However, student responses on surveys suggest that the commitments made in the mission, such as quality education and career preparation, are understood by students and fulfilled by the college. As reported in Table 4.8 on page 188, most graduates are satisfied with their training and Gateway experience. Gateway's ability to meet current student expectations is also consistently on par with that of other community colleges, according to the Institutional Summaries of the 2003 (▣ RR 1260b), 2005 (▣ RR 1260a), and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories*.

Activities That Support the Mission

The *PACE Survey* documents positive faculty and staff perceptions of the congruency of employee jobs with the mission, but what activities generate these responses? Two activities impact all faculty and staff, and both activities are good examples of how Gateway's mission is the basis of the college's actions: planning and budgeting.

One activity that promotes faculty and staff interaction with the mission is strategic planning. During the June 22, 2004, Board of Trustees meeting, administration summarized the connection between the strategic plan and mission documents: "Strategic planning is a tool to achieve our ends according to mission, toward vision, within our values, by way of our goals." During the June 22, 2004, and December 17, 2007, Board of Trustees meetings, the board reviewed and agreed that the two most recent strategic

Gateway employees perceive their work as helping the college to fulfill its mission.

Community Conversation 
"Gateway gives everybody a chance to find a job."
 — Kenosha County Leaders' Conversation

Strategic planning and budgeting, both of which are integrally tied to the college mission, are designed to engage faculty and staff.

plans were properly aligned with the mission documents as required in Executive Limitation 3.1(6)(a) in the *District Board Governance Policies* (RR 1180). The current strategic plan, Vision 2012, was developed and introduced to faculty and staff in 2007. Embedded in the introduction of the plan in the *Vision 2012: Achieving the Critical Degree of Success* brochure (RR 1370) is the college's vision of being "the community technical college of choice for academic achievement, occupational advancement, and personal development." Strategic planning is aligned with the mission and engages the board, administration, faculty, and staff.

Another activity that promotes faculty and staff interaction with the mission is the budgeting process. The strategic plan and the ends statements form the basis of the budgeting process, as described in the *2008–2009 Budget* (RR 2020). Faculty and staff give input as to their departments' needs. Budget officers then organize their requests and submit them to the Budget Council and Executive Leadership Council (ELC). One responsibility of these groups is to ensure that requests align with the strategic plan and mission. A budget is then presented to the district board for discussion and action.

Refer to "Aligning Planning with Gateway's Mission" on page 104 for further details about how the college mission aligns with strategic planning and budgeting.

Collaborations That Support the Mission

Another reason that faculty, staff, and students perceive themselves and Gateway as fulfilling Gateway's mission is that many departments align their activities with the goals and priorities of the mission and strategic plan. In 2007, for instance, each department aligned one or more of its goals with one of the nine goals of the Vision 2012 Strategic Plan, which is closely linked with the mission. Department goals were documented in the *Vision 2012 Summary Goals* report (RR 1380), and progress toward the goals was monitored.

Many faculty and staff are also active on a number of interdepartmental committees that demonstrate an understanding of and support for the various commitments in the mission. The following are some examples:

- The District Budget Council is composed of 19 Gateway administrators who ensure that the budget supports Vision 2012 and is balanced.
- The District Curriculum Committee includes administrators, faculty, and staff who ensure excellence in academics by reviewing new and changed curriculum.
- The Student Learning Committee includes administrators, faculty, and staff who promote continuous improvement by supporting and tracking the assessment plans and their results in the various academic programs.

Departmental goals and interdepartmental committee objectives frequently grow directly from the mission.

- The District Activities Advisory Board (DAAB) includes administrators, faculty, staff, and students who promote student learning and engagement by allocating funds in support of student activities and organizations.

Summary of Component 1c

Gateway's mission is pervasive not just in words but in action. Board members, administrators, faculty, staff, and students have multiple opportunities to engage with the mission.

Surveys of faculty, staff, and students indicate a perception that Gateway fulfills the commitments of its mission. Many faculty and staff consider their jobs and activities as congruent with the mission, and many activities and committees give board members, administrators, faculty, staff, and students opportunities to help fulfill the mission.

Providing Governance and Leadership

The governance and administrative structures at Gateway enable the college to fulfill the commitments promised in its mission. These structures are dynamic, allowing the college to respond to the needs of faculty, staff, students, and other constituencies as they work to fulfill the college's mission.

Governance

Gateway is governed under a shared governance system between the Wisconsin Technical College System (WTCS) board and the Gateway district board. The WTCS board provides governance for all 16 technical colleges in the state, and Gateway's district board engages Gateway's constituencies and provides governance for Gateway.

WTCS Board. As discussed on the Wisconsin Technical College System website ([WI RR 1400](#)), the WTCS board provides leadership for the state's 16 technical college districts by establishing policies and standards. It consists of thirteen members. Ten of the members are appointed by the governor and confirmed by the Wisconsin Senate to represent various state populations and state residents, and the three remaining members represent the State Superintendent of Public Instruction, Secretary of the Wisconsin Department of Workforce Development, and President of the University of Wisconsin System. The WTCS board employs a system president and staff. By state statute, the WTCS's responsibilities include the following:

- developing and implementing statewide initiatives, policies, and standards for the technical colleges
- coordinating and assessing educational programs (course approval, curriculum approval, program and service evaluation)

Component 1d:

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

Gateway is governed by the Wisconsin Technical College System board at the state level and the Gateway Board of Trustees at the local level.

- appropriating federal and state funds to the technical college districts
- providing financial management by maintaining uniform accounts and reporting systems
- defining certification requirements and ensuring certification compliance

Gateway District Board. While the WTCS board provides governance at the state level, each district's board, including Gateway's, provides local leadership. Gateway's board does so by engaging the college's constituencies, defining the college's mission, and monitoring the college's effectiveness in fulfilling its mission. Gateway is governed by a nine-member district board appointed by the county board chairs of Kenosha, Racine, and Walworth counties (the three counties that define its district). Members serve three-year terms with no term limits. Wisconsin Statute 38 (☞ [RR 1140](#)) requires that the board members include employers, employees, elected officials, a school district administrator, and members at large. The board must also reflect the district population in gender and ethnicity. To ensure qualified candidates, the WTCS has outlined the procedure for board appointments in chapter 2 of the *Wisconsin Administrative Code* for the Technical College System (☞ [RR 1390](#)). Appointments must be reviewed and approved by the WTCS.

The nine-member local board operates under the Policy Governance model.

The district board has full authority, within the limitations of federal and state laws, to lead the college in carrying out its mission. To govern the college, the board adopted in August 2000 a Policy Governance model of governing based on John Carver's theories. This model of governance had been proposed at the January 2000 board meeting (☞ [RR 1240i](#)). In preparation for the transition to Policy Governance, the board and administration studied Policy Governance and its implementation at other technical colleges, such as Fox Valley Technical College, Lakeshore Technical College, and North Central Technical College.

When it implemented the Policy Governance model, the board openly communicated the change and educated members of the community. The board has documented its policies in the *District Board Governance Policies* (☞ [RR 1180](#)) and published the document on the Gateway intranet site for all faculty and staff to review. It also sends select policies as well as a document explaining Policy Governance to applicants for the board in the Gateway board member application packet (☞ [RR 1220](#)).

One result of the transition to the Policy Governance has been that the board has greater opportunity to engage the college's community. The Committee of the Whole meetings are an example of the board engaging constituencies to learn from them about their needs and concerns.

The transition to Policy Governance has also resulted in more clearly defined board and administrative roles at the college. The board defined its responsibilities and roles, the board/staff relationship, the administration's responsibilities and limitations, and the college's ends. The *District Board*

Governance Policies (☞ RR 1180) documents these definitions. For instance, policy 1.5 defines the board members' responsibilities, and policy 2.1 defines the president's responsibilities.

As membership on the board has changed, the board has reflected on the Policy Governance model and its implementation at Gateway. During the March 2008 meeting, for example, board members discussed and approved (six in favor, two opposed, one absent) a resolution to reaffirm the board's commitment to using Policy Governance as its model of governance.

The Policy Governance model allows the board to engage the college community and focus the college on its ends. Instead of exerting its energy on the college's operations, the board exerts its energy in defining and monitoring the mission by assuming the six responsibilities listed in governance policy 1.3:

- Employ and supervise the College President.
- Annually approve and retain the services of external legal counsel.
- Approve and retain the services of financial auditor.
- Enact written governing policies which address ends..., executive limitations..., governance process..., and board/staff relationship....
- Monitor College effectiveness in meeting board policies on Ends.
- Assess President's performance through a formal review each May/June with respect to achievement of board policies on Ends and Executive Limitations, responsibilities in the President's position description, and President's annual goals and objectives as established by the board in consultation with the President.

Just as the Gateway board sets ends statements for the college, it has also recently adopted well-defined goals for itself:

- being visible and engaged with the community
- supporting and developing funding sources
- advocating for government policy direction and legislation
- monitoring board demonstration of Policy Governance
- developing an understanding of college initiatives



Source: Gateway Technical College (graphic 1_003)

Members of the community, Gateway's district board, and Gateway's administration attend a board meeting. Under Policy Governance, the board focuses on defining and monitoring the implementation of the college mission, and the administration focuses on planning and operations to implement it.

The Gateway administration provides leadership in the operational and strategic plans that allow the college to fulfill its mission.

College leaders have clearly defined responsibilities.



Community Conversation

“Gateway’s administration responds.”

— Jo Hart, Nursing Assistant Instructor

Specific activities to move the board toward these goals are delineated in the District Board Goals: 2008–2010 document (☞ [RR 1540](#)). They include increased participation in community events, meetings with citizen and governmental groups and with major employers, increased involvement with the District Boards Association, presentations about governance policies, informative sessions about Gateway programs, and more.

Administration

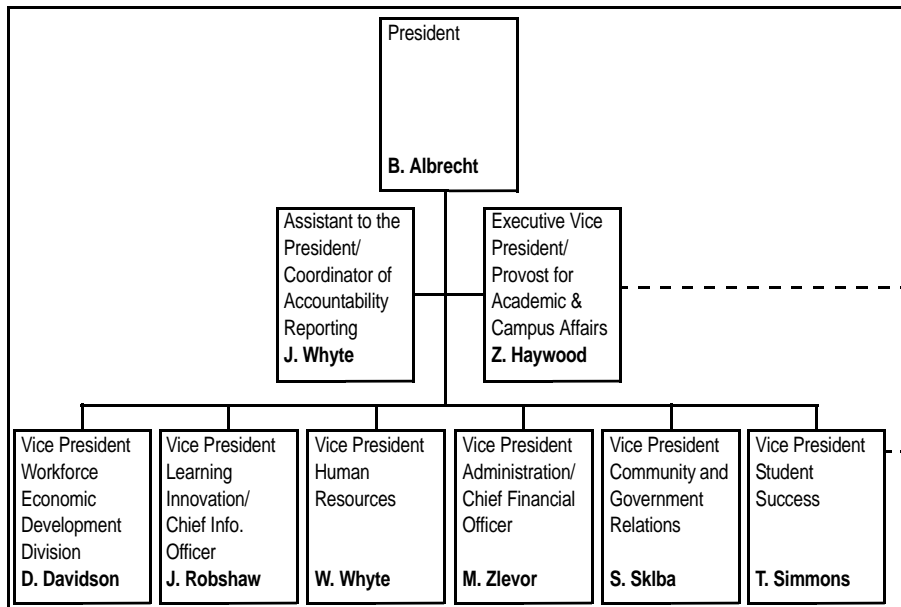
While Gateway’s board provides leadership in defining the college’s mission, its administration provides leadership in the operations that ultimately enable the college to fulfill its mission. Gateway is operated by the president, the executive vice president/provost for academic and campus affairs, the Executive Leadership Council (ELC), and the Deans’ Council. These leaders recognize that the characteristics of the administration—including its structure, leaders, communication, and collaboration—contribute to its effectiveness in carrying out the college’s operations and ensuring the congruency of the operations with the mission.

Leaders. Gateway’s administration is characterized by qualified leaders with clearly defined responsibilities. As noted in the *2008–2009 Budget* (☞ [RR 2020](#)), the administration under the leadership of the president is responsible for developing and implementing operational and strategic plans that allow the college to accomplish the ends statements set by the board, achieve the college’s mission, and move toward the college’s Vision 2012. The administration is led by four entities:

- **President.** Bryan D. Albrecht was appointed president of Gateway Technical College in January 2006. His responsibilities are identified in governance policy 2.1 in the *District Board Governance Policies* (☞ [RR 1180](#)). Prior to being named president of Gateway, Mr. Albrecht served as Gateway’s chief academic and operating officer and associate vice president for the Advanced Technology Centers. His career experience includes being state director for Career and Technical Education at the Wisconsin Department of Public Instruction, as well as a secondary education teacher and vocational education administrator.
- **Executive Vice President/Provost for Academic and Campus Affairs.** Zina Haywood was appointed executive vice president/provost in January 2006. She is responsible for oversight of all college campuses, program development, relationship building internally and externally with various communities, and strategic planning. Prior to being named to this position, Ms. Haywood served in a variety of positions at the college, including director of Financial Aid, vice president of Student Success, and vice president/provost of the Racine campus (and also the Kenosha campus on an interim basis). She previously held positions at Milwaukee Area Technical College, Oakland University, and the University of Michigan.

- Executive Leadership Council (ELC). The ELC, made up of the president and all vice presidents, works on college initiatives, planning, and operations. Each of the seven vice presidents on the council leads one or more organizational units. See Figure 1.1.

Figure 1.1 Executive Leadership Council structure



Source: Gateway Technical College (graphic 1_010)

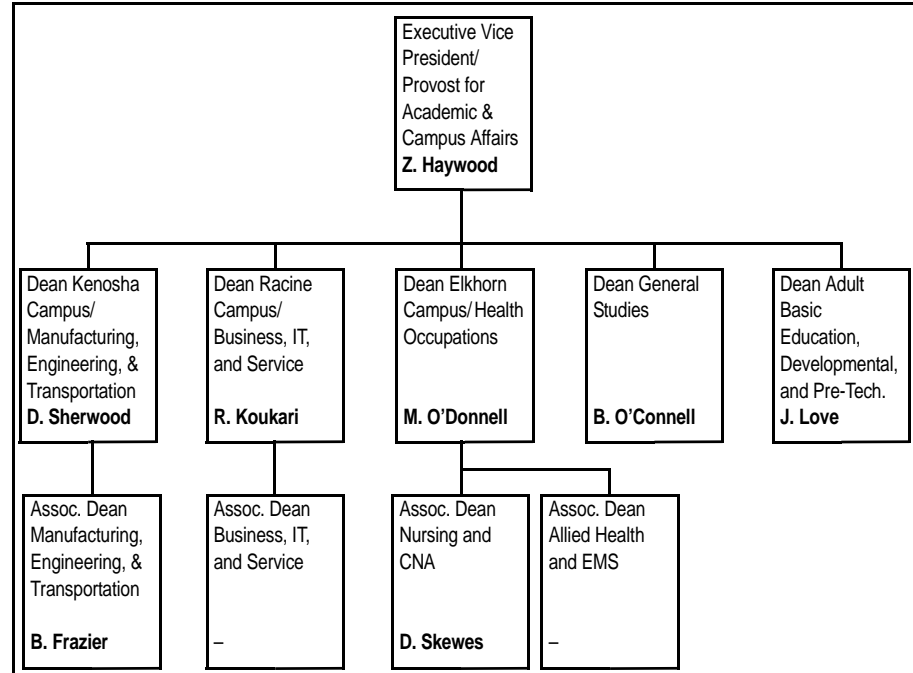
Read the *Organization Charts 2008–2009* (RR 1270) for a complete description of Gateway’s organizational leaders and structure.

- Deans’ Council. The Deans’ Council discusses academic programming and faculty issues, recommending policies to the provost and ELC. The Dean’s Council is made up of the five deans and four associate deans (see Figure 1.2) as well as four additional college leaders:
 - the college’s executive vice president/provost
 - the library manager
 - the executive director of the Workforce and Economic Development Division (WEDD)
 - the IT director

Divisional dean positions were restructured beginning July 1, 2009, in order to support work responsibilities for deans and give them more time for planning and community involvement. The college moved from having positions for eight deans and one associate dean, to employing five deans and four associate deans. The process involved replacing two vacant dean positions with three additional associate dean positions.

Associate deans assist the three deans holding dual responsibilities for campuses and academic divisions. See Figure 1.2 for the dean and associate dean organization structure.

Figure 1.2 Dean and associate dean positions



Source: Gateway Technical College (graphic 1_011)

Results from the *PACE Survey* show that faculty and staff perceive Gateway's leadership as moving in the right direction. Responses to custom questions on the 2008 (RR 1280a) *PACE Survey* suggest that the college is perceived as adequately achieving its ends statements and moving towards its vision; the 2004 (RR 1280b), 2006 (RR 1280), and 2008 (RR 1280a) *PACE Surveys* also show that faculty and staff perceive the college's actions as helping the college achieve its mission.

Gateway moved to a centralized organizational structure in 2006. District-wide management replaced site-based management.

Organizational Structure. A second characteristic of Gateway's administration is a new, centralized organizational structure. In 2006, President Albrecht reorganized Gateway to unify all the campuses and centers into a cohesive college. Prior to the reorganization, as reported in *Report for a Focus Visit* (RR i030), Gateway had a site-based management philosophy. The current district-wide management philosophy resulted in a new structure that is diagrammed in the *Organization Charts 2008–2009* (RR 1270).

The centralization was implemented to provide a number of benefits to the college and students, including increased consistency across campuses, better efficiency in operations, and increased focus on academic programs.

Consistency across campuses increased, to give one example, as the vice president/provost position at each campus was replaced by a single executive vice president/provost who oversees the deans of campus affairs. The deans of campus affairs serve as on-site supervisors/senior administrators for the campuses.

Improved efficiency can be seen, for instance, in the Student Success division where some background operations, formerly maintained separately on each campus, are now centralized. Refer to “Student Success Services” on page 140 for details about the reorganization of the Student Success division.

Finally, increased focus on academic programs was facilitated by the centralized structure, under which instructors in a single program that is spread across the district now report to a single dean, and the dean is able to concentrate efforts on that division, building knowledge about its programs. (Formerly, under the site-based management structure, instructors in multi-campus academic programs or divisions such as Accounting, Nursing, and General Studies reported separately by campus to deans attached to their campus, and deans on each campus were responsible for multiple academic programs.) Since divisions can be large, the administrative responsibilities of the dean are shared with division chairs, with lead instructors, and often with an associate dean. For instance, most course scheduling is completed by a division chair or lead instructor and approved by the dean.

The reorganization of the college was communicated to faculty and staff in several ways. As the reorganization began, the new organization structure was presented during campus and district in-services. In addition, the *2006 Annual Report* (▣ RR 1020) included information on the reorganization.

For a reorganization to be successful, it requires the support of faculty and staff. Survey data indicates tentative support for the reorganization. According to the 2004 (▣ RR 1280b), 2006 (▣ RR 1280), and 2008 (▣ RR 1280a) *PACE Surveys*, faculty and staff responses to questions regarding institutional structure improved slightly after the reorganization started in 2006, moving from the competitive range (between 2 and 3) to the consultative range (between 3 and 4), averaging 2.96 in 2004, 3.16 in 2006, and 3.10 in 2008.

Communication. A third characteristic of Gateway’s administration is the value placed on communicating effectively with various audiences. The administration has developed a number of channels to communicate with Gateway’s various internal and external groups:

- With the district board, the administration communicates with regular reports about the college and about the fulfillment of the board’s ends statements at board meetings.
- With faculty and staff, the administration communicates with a weekly email message from the president; *Smarties*, a monthly newsletter started to promote accomplishments during the HLC self-study; documented policies in the *Administrative Procedures and College Practices Manual* (▣ RR 1110); faculty and staff meetings on each campus; district in-services; and an intranet site (<http://intranet.gtc.edu>). In addition, administrative policy H-100, Open Door Communications, encourages

Community Conversation

“Our president promotes the good things that are happening at Gateway. He is very knowledgeable and makes me feel proud of the Gateway community.”

— Beverly Hansen,
Controller

individual faculty and staff to communicate any problems or concerns with supervisors, and the *PACE Survey*, conducted every two years, solicits feedback on overall college climate.

- With students, the administration communicates with articles by administration leaders in the *Gateway Gazette*, the student newspaper; publications such as the *Student Handbook* (▣ RR 1340); AlertMe, an emergency text message and email system; and a student section of the Gateway website (<http://www.gtc.edu>). Campus televisions communicate important dates and messages to students, and “Gateway Days,” held the first two days of the fall and spring semesters, are designed to provide students with guidance on finding their way to their classes and distributing important and useful information. In addition, the process for students to communicate problems or concerns is documented in administrative policy J-100, Student Complaints, and the *Noel-Levitz Student Satisfaction Inventory* is conducted every two years for feedback on the student experience at Gateway.
- With the surrounding community, the administration communicates through regular reports such as the *2008 Comprehensive Annual Financial Report* (▣ RR 2010); press releases (an average of three per week) to 48 area print and broadcast media outlets; legislative press releases; WGTD, Gateway’s public radio station; the president’s monthly radio show on WGTD; newsletters such as *Community Connection* (▣ RR 1420a) and *Gateway Good News* (▣ RR 1430); and the Gateway website (<http://www.gtc.edu>). In addition, representatives of the administration participate in Committee of the Whole meetings, program advisory meetings, and local community organization meetings (e.g., chambers of commerce throughout the district) to learn about the communities’ needs.

The administration places a high value on communicating clearly with various audiences.

The decision to reconfigure staffing in the Community and Government Relations department is one reason that Gateway is able to maintain all of these channels of communication. In 2004, the college created a full-time position for a marketing director, who has provided direction and enabled Gateway to collaborate with other WTCS technical colleges to develop marketing campaigns. Since 2004, efficiencies in the college’s print-shop operation have allowed the Marketing department to repurpose two positions, increasing staff expertise in media relations, writing, and promotion.

Gateway’s official marketing efforts increasingly employ electronic rather than print media, and focus on promoting career avenues over promoting the college per se. For many people, the initial formal contact with Gateway comes through the college website (<http://www.gtc.edu>). Redesigned in spring of 2008, the website provides a visually interesting and accessible portal for students and all stakeholders.

Despite the many channels of communication and increased staff, survey results indicate a degree of dissatisfaction with communication at the college. According to the 2004 (▣ RR 1280b), 2006 (▣ RR 1280), and 2008

(☒ RR 1280a) *PACE Surveys*, faculty and staff responses to questions regarding communication showed improvement, sometimes significant since 2004, but these questions also resulted in some of the lowest satisfaction scores on the survey and were identified as areas for improvement in the survey’s analysis, scoring in the competitive range (between 2 and 3) and the consultative range (between 3 and 4).

Student perceptions of communication are more difficult to measure. The survey that the college uses does not have a question directly addressing student satisfaction with communication at the college.

Effective and comprehensive communication at a large institution such as Gateway is an ongoing challenge. However, the administration continues its efforts to promote increased communication with the board, faculty, staff, students, and the community at large.

Collaboration. Ultimately, leadership is effective if it promotes collaborations that further Gateway’s mission, and the leaders, structures, and communication at Gateway often do just that. Collaborations can be observed in committees formed to work on ongoing projects and in processes set up to accomplish major initiatives.

A number of committees—for instance, the District Budget Council, campus planning teams, District Activities Advisory Board, District Curriculum Committee, and Student Learning Committee—exist to work on ongoing projects.

The District Budget Council, in particular, shows that all functions of the organization can collaborate to fulfill the commitments of the mission. In the College Strategic Directions/Ends Statements, ends statements 3 and 5 commit the college to an “efficient use of taxpayer dollars” and to acting in a “financially and socially responsible manner,” respectively. Part of this commitment involves preparing and following a budget. In policy 1.14, the board delegates to the president “the responsibility to prepare the annual budget, budget reports and detailed schedules as required by state statute and applicable rules.” In response to this delegation, the college president and the vice president of administration/chief financial officer formed the District Budget Council, composed of nineteen administrators who oversee the operating budgets.

This council ensures alignment of the budget to Vision 2012, balances the revenues and expenses of the college, and helps prepare the annual budgets. Meeting regularly throughout the year, the council also provides key monitoring reports that are shared with the district board and works closely with college leaders, organizational units, and academic programs to realize objectives set in the budget and to resolve issues. The council enables the college to allocate financial resources to operations that keep commitments

Ongoing collaboration on initiatives that promote the mission occurs in many forms throughout the college.

**Community Conversation**

"I see leadership in every department and collaboration taking place among the faculty."

— Ginger Karaway, ELL Instructor

promised in the mission. For an illustration of the budget process, see Figure 2.4 on page 107.

Another good example of collaboration can be seen in the processes set up to accomplish major initiatives, such as assessment, curriculum development, and strategic planning. In particular, the curriculum development process shows that all levels of the organization can collaborate to fulfill the commitments of the mission. In the College Strategic Directions/Ends Statements, ends statements 1 and 2 commit the college to “academic programs and services” and to “innovative and entrepreneurial programs and services,” respectively. While the board monitors and approves college curriculum, it delegates curriculum development to the administration and faculty. The administration coordinates curriculum development by documenting expectations and standards in policy A-112 in the *Administrative Procedures and College Practices Manual* (▣ RR 1110), by providing support through the Instructional Designer/Student Learning Coordinator position, and by securing funding for faculty curriculum development efforts. Faculty develop or adopt curriculum for courses within their disciplines; for new courses, the curriculum is reviewed by the District Curriculum Committee—composed of administrators, faculty, and staff—and approved by the Gateway board before being sent to the state. Refer to “Stating and Assessing Clear Learning Outcomes” on page 112 for details about curriculum development.

Survey data indicates that faculty and staff believe the Gateway climate supports collaboration. In the 2004 (▣ RR 1280b), 2006 (▣ RR 1280), and 2008 (▣ RR 1280a) *PACE Surveys*, faculty and staff responses to questions regarding teamwork remained within the consultative range (between 3 and 4), averaging 3.61 in 2004, 3.56 in 2006, and 3.47 in 2008.

Summary of Component 1d

Gateway’s governance and administrative structures enable the college to fulfill its mission. The college is governed indirectly by the WTCS board and directly by Gateway’s district board. Gateway’s district board has adopted the Policy Governance model of governance to delineate its responsibilities, clarify the college’s commitments, and monitor the college’s progress toward its commitments.

The administration recognizes its responsibility to lead the college in fulfilling the commitments of the mission. To fulfill this responsibility, the administration provides leadership, a centralized organizational structure, multiple communication channels, and opportunities to collaborate.

Maintaining Integrity at Gateway

Gateway's board, administration, faculty, staff, and students recognize the importance of maintaining and protecting the college's integrity. The importance of acting with integrity is recognized in the fourth ends statement in the College Strategic Directions/Ends Statements:

Gateway models integrity, social responsibility, and continuous improvement in its internal and external processes and relationships.

Certainly, there are multiple interpretations for the concept of integrity, and Gateway works to uphold and protect its integrity as it refers to these many interpretations, including the following:

- the congruence between the college's actions and its mission
- the practice of knowing and adhering to relevant laws and regulations
- the responsible use of community resources
- the fairness with which it interacts with faculty and staff
- the academic honesty expected of students, and the fairness with which it interacts with students
- the care with which it maintains, shares, and publishes information
- the reputation of the college

The importance of integrity is underscored by goal nine of Vision 2012: "Engage our community in advocacy and action." One of the strategies for reaching this goal is Gateway's "modeling of social responsibility, integrity, and transparency to the public."

Congruence of the College's Actions with Its Mission

First, Gateway works to uphold its integrity by ensuring its actions are congruent with its mission. Faculty and staff believe the college's actions align with the college's mission. In the 2004 (☐ RR 1280b), 2006 (☐ RR 1280), and 2008 (☐ RR 1280a) *PACE Surveys*, faculty and staff responses to the question regarding the congruence between the college's actions and its mission have consistently fallen within the consultative range (between 3 and 4), with a significantly higher score in 2006 and 2008 than in 2004.

The significant increase in the score between 2004 and 2006 can be partly attributed to clarifications about the college's plans for the Center for Advanced Technology and Innovation (CATI) and the Center for Bioscience and Information Technology. Built by the previous administration in the spirit of innovation to help fulfill the mission, the centers and the organizations that worked with Gateway to operate them created confusion and generated controversy with the college's internal and external constituencies, ultimately leading to the *Applied Technology Centers* audit (☐ RR 1130) conducted by the Wisconsin's Legislative Audit Bureau. (Note: While the State of

Component 1e:

Gateway upholds and protects its integrity.

Gateway works to ensure that college actions are congruent with the college mission.

Wisconsin uses the term “*applied* technology centers,” Gateway uses the term “*advanced* technology centers.”)

Gateway fully cooperated with the audit investigation. When the audit was released, Gateway’s board formed an ad hoc committee to review the state’s recommendations from the audit and agreed to comply with all the recommendations, as outlined in its letter responding to the Wisconsin Legislative Audit Bureau (☞ **RR 1470**). From these early Advanced Technology Center (ATC) initiatives, Gateway has learned that protecting its integrity and reputation requires open and clear communication about new initiatives and its relationships with partners. Learning this, Gateway has been able to improve these original ATCs and open new ATCs, such as the Horizon Center, with greater clarity and community support. Refer to “Advanced Technology Centers (ATCs)” on page 228 for details about the ATCs.

During the ATC controversy, and especially after it, faculty and staff have perceived the college as acting in congruence with its mission. There are multiple reasons that faculty and staff have this perception. First, many faculty and staff believe that their jobs are relevant to the college’s mission as documented in “Perceptions of the Mission” on page 41. Also, many understand that major initiatives, such as budgeting and strategic plans, are aligned with the mission as discussed in “Activities That Support the Mission” on page 41.

Adherence to Local, State, and Federal Laws

Gateway also upholds its integrity by carefully following all local, state, and federal laws. See Table 1.9 for college policies relating to legal obligations.

Local, state, and federal laws are carefully observed.

Table 1.9 Policies relating to legal obligations

| Policy | Title | Description |
|--------|---|--|
| H-180 | Cooperation with Law Enforcement Agencies | documents college procedures for working with law enforcement officials |
| F-100 | Public Records and Property | documents college procedures to comply with the Wisconsin Public Records and Property Law (Section 19.31–19.39) |
| H-110 | Affirmative Action/Equal Opportunity | documents college procedures to comply with various federal laws, such as Title VI and Title VII of the 1964 Civil Rights Act, the Age Discrimination in Employment Act, the Equal Pay Act, and the Americans with Disabilities Act. |

Source: *Administrative Procedures and College Practices Manual (RR 1110)*

When needed, Gateway consults outside legal counsel. In the early 2000s, Gateway used retainer agreements to ensure that it had access to outside legal counsel. Then, the *Use of Outside Legal Counsel* audit (☞ **RR 1360**) by Wisconsin’s Legislative Audit Bureau in 2005 identified Gateway’s legal costs as the second highest of the 16 technical colleges from 2001 to 2004 and advised that retainer agreements cost the college more than direct billings. Following the recommendations of the report, Gateway terminated its retainer

agreements and developed administrative policy I-265, Outside Legal Counsel, to refine guidelines for working with outside legal counsel and monitoring legal expenses.

Fiscal Accountability

Gateway diligently works to uphold its financial integrity. This care has resulted in the college maintaining an Aa1 rating from Moody's (☞ RR 1480, ☞ RR 1480a), the highest rating attainable given its location in southeastern Wisconsin. Gateway demonstrates fiscal diligence through compliance with legal requirements, annual audits and reports, and clearly documented procedures to ensure fair interactions with businesses and wise stewardship of taxpayer funds.

Compliance with Legal Requirements. Gateway's fiscal and capital resources comply with all legal requirements. Examples of legal compliance include the following:

- The district board authorizes an annual audit as required by Wisconsin Statute 38.12(5) (☞ RR 1140).
- The district board prepares its budget and submits it to the WTCS board as required by Wisconsin Statute 38.12(5m).
- The district sets its tuition and fees at the rates specified by the WTCS board as required by Wisconsin Statute 38.24.
- The district sets its tax levy for operations below the maximum 1.5 mill rate specified by Wisconsin Statute 38.16(1).
- The district follows policies and procedures dictated by the *Federal Student Aid Handbook* and/or *Blue Book* in its reception, disbursement, and tracking of financial aid data and money. In addition, the Financial Aid office and the Business office complete an annual reconciliation and are subject to the independent audit found in the comprehensive annual financial report (CAFR).

Financial Audits and Reports. Each year, the college publishes to the public a Comprehensive Annual Financial Report (CAFR). This report includes an external auditor's report indicating how the audit was conducted as well as an opinion by the auditor regarding the college's compliance and conformity with accounting principles generally accepted in the United States. The college has received unqualified and clean opinions every year from the independent auditor. Read the *2007 Comprehensive Annual Financial Report* (☞ RR 2010a) and *2008 Comprehensive Annual Financial Report* (☞ RR 2010) as examples.

As part of the WTCS's oversight and monitoring responsibilities, the CAFR is reviewed by a WTCS staff member, who submits a letter with comments, recommendations, and necessary changes (☞ RR 1410). The reviews have

Gateway's Comprehensive Annual Financial Report is available to the public.

resulted in only minor comments or minor changes. In addition, Gateway's CAFRs have repeatedly been recognized with a Certificate of Excellence in Financial Reporting from the Association of School Business Officials International.

Gateway also conducts a Single Audit Report in compliance with the Single Audit Act of 1984. See Table 1.10 for a summary of findings for recent fiscal years.

Table 1.10 Audit findings

| Year | Condition | Recommendation | Current Status |
|------|--|---|---|
| 2006 | Federal Family Education Loan Program— Student status changes were not reported in a timely manner for all students. | Student status change should be identified using an appropriate data source to ensure compliance of reporting student status changes within 30 days of the determination of the change or 60 days of a scheduled enrollment roster update report. | An examination of the First-of-Term, Mid-Term, and End-of-Term reports (by the National Student Clearinghouse) revealed that the data for withdrawn students needed to be reported from the "drop grade" field. A revised report was implemented beginning the 2006–2007 academic year. |
| | Student Financial Aid Cluster— Calculation of the refund amounts for unearned student financial aid was using a program period that differed from the academic calendar. | The refund calculations should be made on a program-specific basis. The academic term of each program should be determined and applied in making calculations for refunds of financial aid. | Gateway agreed that the academic term, not the first and last dates of months of the beginning and ending of terms, should be used in calculation of the earned and unearned portion of the aid amounts and the amount of refund due to the funding agency. |
| 2007 | No findings or questioned costs were identified. | | |
| 2008 | No findings or questioned costs were identified. | | |

Source: 2006 (RR 2130a), 2007 (RR 2130), and 2008 (RR 2130b) *Single Audit Reports*

Fiscal Management Procedures. A number of policies have been developed to manage fiscal activities fairly and cost-effectively. These policies provide procedures to deal with a variety of fiscal activities, ranging from disposal of college property to management of employee interactions with student loan providers. They are published in the *Administrative Procedures and College*

Practices Manual (☞ RR 1110), which is available to the college’s faculty and staff. See Table 1.11 for a list of policies.

Table 1.11 Policies promoting fiscal responsibility

| Policy | Title | Description |
|--------|--|--|
| C-100 | Disposal of College Property | directs college personnel concerning disposal of equipment and supplies that are no longer used |
| C-110 | Grant Management | directs college personnel concerning preparing grant applications and managing awarded grants |
| C-120 | District Travel | provides guidelines for transportation, lodging, and food when traveling on college business |
| C-130 | Procurement | provides guidelines for procuring items, including avoiding conflicts of interest, following competitive bidding requirements, and treating clients fairly |
| C-130a | Procurement of Equipment, Services, and Supplies | provides guidelines for procuring items that cost less than \$10,000 |
| C-130b | Purchasing Card | provides guidelines for the appropriate use of purchasing cards by college employees |
| C-140 | Depository and Investment of Funds | directs the college concerning the investment of funds in a sound and prudent manner |
| C-150 | Contracts for Service | describes the guidelines the college follows when creating contracts that provide for services to outside organizations |
| C-160 | District Relations with Private Sector on Goods and Services | provides guidelines to determine whether Gateway is offering appropriate goods and services to the public |
| C-170 | Safe-Deposit Box | provides guidelines concerning the storage of vital college records in a secure place |
| C-500 | Contract Review Procedures | provides guidelines for agreements for leasing, purchasing, and other such activities in which the college engages |
| J-217 | Institutional and Employee Relationships with Educational Loan Lenders | provides guidelines for the college and employees to follow in relationships with lenders so that Gateway can continue to provide students with objective information on loans |

Source: *Administrative Procedures and College Practices Manual* (RR 1110)

Clear policies govern fiscal activities.

Fair and Honest Relations with Employees

Gateway upholds its integrity in its relations with employees. The college maintains fair and honest relations with employees by defining their rights and responsibilities and maintaining a grievance policy for employees to use to express concerns.

First, the college negotiates collective bargaining agreements with three unions representing employees:

- AFSCME, the American Federation of State, County, and Municipal Employees, which represents clerical employees (☞ RR 1080)
- GESP, Gateway Educational Support Personnel, which represents technical, custodial, and maintenance staff (☞ RR 1090)

Collective bargaining agreements and a clear employee grievance policy ensure that Gateway treats employees with integrity.

- GTEA, Gateway Technical Education Association, which represents Gateway’s faculty, counselors, and professional non-faculty employees (☞ RR 1100)

These agreements contain negotiated rights and responsibilities for employees. The college defines additional rights and responsibilities for represented and non-represented employees in its *Administrative Procedures and College Practices Manual* (☞ RR 1110). Non-represented employees sign annual contracts (☞ RR 4040).

In addition, the college has an established grievance procedure for employees who feel unfairly treated. These procedures are documented in the collective bargaining agreements. Human Resources tracks grievances that have moved beyond the verbal step (step 2 of 5) and reports they have been fairly consistent in frequency. See Table 1.12.

Table 1.12 Employee grievances

| Grievance Status | 2005–2006 | 2006–2007 | 2007–2008 |
|------------------|-----------|-----------|-----------|
| Filed | 15 | 13 | 16 |
| Resolved | 14 | 6 | 11 |
| Withdrawn | 1 | 7 | 3 |
| Pending | 0 | 0 | 2 |

Source: Review of Executive Limitations Policies 3.2 and 3.3 (RR 1490)

The number of grievances has remained relatively stable and low because the unions and administration communicate regularly. GTEA/provost meetings are held regularly, and during these meetings union and administration officials can often address issues before they reach the level of grievance, clarify interpretations of the contract, share information about pending changes to administrative policies and procedures, and develop joint communications and training opportunities for faculty and staff.

Academic Honesty and Fairness

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 its code of conduct for students, policy J-300, in the *Administrative Procedures and College Practices Manual* (☞ RR 1110). To promote academic honesty, Gateway clearly prohibits dishonest activities, such as cheating and plagiarism, and publishes this policy in the *Student Handbook* (☞ RR 1340), the *Faculty Handbook* (☞ RR 1210), and the *College Catalog* (☞ RR 1070).

Gateway also believes that it is important to create a fair academic setting. Students who allege unfair or improper treatment by faculty or staff have a clear channel to have their concerns addressed. The college maintains a due process procedure for academic concerns (policy J-290). The policy is published in the *Student Handbook* (☞ RR 1340) and has been followed by students.

The students’ code of conduct promotes academic honesty, and the college maintains a due process procedure that allows students to present grievances.

Students have indicated satisfaction with the fair treatment and with the availability of channels to express complaints at Gateway. According to the 2003 (☐ RR 1260b), 2005 (☐ RR 1260a), and 2007 (☐ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, student scores on questions measuring satisfaction with fairness and access to channels to express complaints have remained relatively consistent and are similar to the level of satisfaction expressed by students at other community colleges.

Information Security, Openness, and Accuracy

Like any college, Gateway collects and publishes a great deal of information, so it has developed policies and procedures to maintain the integrity of its information. In doing so, Gateway works to ensure that private information is secured, public information is accessible, and all publications are accurate and available to those seeking them.

Gateway has developed policies and procedures to protect private information of students and employees. As documented in policies C-170 and J-280, Gateway believes that protecting private data involves securing it in a safe place and restricting access to the information. The college secures vital records in its safe-deposit box, to which only the district board secretary, college president, and vice president of Student Success have access. The college also protects student records and complies with the Family Educational Rights and Privacy Acts of 1974 (FERPA) by allowing only a student to have access to his/her own records. The Human Resources department secures employee records, and union contracts specify that an employee has access to his/her own records. In April 2009, Gateway adopted its Identity Theft Prevention Program, policy H-195 (☐ RR 1550), which is designed to detect, prevent, and mitigate identity theft.

Gateway also complies with the Wisconsin Public Records and Property Law and ensures that public records about the school's operations and affairs are accessible to the public. Gateway has developed policies F-100 and F-100a to document the college's commitment to open records and procedures for the public to request records. Open records policy includes informing the public of board meetings, opening the meetings, and publishing minutes of each meeting. In addition, the board has appointed the assistant to the president as the official legal custodian of records.

Further, Gateway creates a number of reports for the public and the WTCS. To ensure accurate information in these reports, departments are responsible for reports related to their subject matter. For instance, the Business office is responsible for budgets and financial reports, and Human Resources is responsible for reports on staffing and Affirmative Action. This strategy has resulted in accurate reports since experts are responsible for reports in their areas of expertise. However, it has also resulted in some inconsistencies. The appearance of publications can be different, college-wide information such as the College Strategic Directions/Ends Statements can be outdated, and the

Gateway works to ensure that private information is secured, public information is accessible, and all publications are accurate and available to those seeking them.

Community Conversation

*"Gateway is very accessible and transparent to everyone in the community."
— Kenosha County Leaders' Conversation*

reports can sometimes be hard to locate since there is not a central depository. Still, the college is able to deliver accurate information in its reports, and its Marketing department has established policies for publication consistency in its *District Identity Standards* manual (☞ RR 1190).

Many of Gateway's policies and procedures have resulted in the successful management of paper documents. Of course, in the last decade Gateway has increasingly relied on electronic resources. Most departments now archive information in digital formats. For instance, Institutional Effectiveness (IE) maintains curriculum and program effectiveness information in digital files, and the Business office and Student Services use ImageNow[®] software to scan and electronically file documents. Many college reports, including the budget and catalog, are published in a digital format and distributed through the college's website.

To ensure that digital information is secured as effectively as paper information, the Learning Innovation division has implemented multiple procedures including backing up all servers daily, keeping back-up data tapes at a remote site, and maintaining disaster recovery files at a remote site.

There is often variation in how departments organize and distribute digital information, and this variation can cause confusion and result in inefficiencies. For example, the IE division distributes digital files dealing with program effectiveness and curricula through both the Internet and college servers. Faculty and staff are sometimes confused as to where specific information is stored. As another example, many divisions in the college conduct external scanning, compiling data to better understand societal and economic trends that impact the college, but because there is no central depository for the findings, divisions may duplicate efforts. In order to better share information among divisions and enhance external scanning in the future, the IE division plans to develop and publish a formalized demographic profile for the college by July 2010.

To improve the organization and distribution of information, departments are increasingly providing more precise instructions to personnel who need to access digital files. For instance, in a recent update of the *Curriculum Process User's Guide* (☞ RR 3090), the IE division included file addresses and screen captures to identify and illustrate the location of digital curricula files that faculty need to access.

Perceptions of Gateway's Reputation

Reputation is, of course, closely related to integrity. Gateway works to maintain a strong reputation with students, staff, and the broader community in which it exists.

According to the 2003 (☞ RR 1260b), 2005 (☞ RR 1260a), and 2007 (☞ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, student perception of Gateway's reputation has remained relatively consistent, at slightly below

the level of satisfaction expressed by students at other community colleges. The marketing department has recently begun several initiatives to measure and build Gateway's reputation. First, in an effort to establish better communication channels with local media and organizations, it has added a marketing communication specialist to its staff. This person helps to coordinate the college's response to inquiries from the media and helps the college share its many positive activities with the local communities. Second, learning that other technical colleges in the state also wanted to improve student perceptions of their reputations, Gateway's Marketing department participated in WTCS Marketing Consortium. Among this consortium's efforts to improve the image of technical colleges have been a survey to understand the perceptions of parents (▣ RR 1510) and the "We Are Futuremakers" marketing campaign (▣ RR 1520).

Faculty and staff hold a mostly positive view of the college's reputation and of efforts like those described above to improve its image in the community. In the 2004 (▣ RR 1280b), 2006 (▣ RR 1280), and 2008 (▣ RR 1280a) *PACE Surveys*, responses to a custom question regarding the college's image scored in the consultative range (between 3 and 4), with a significantly higher score in 2008 than 2006.

Many of the details summarized later in this report (refer to, for example, "Understanding the Value of Gateway's Services," on page 230) attest to a positive perception of Gateway, both internally and externally.

Summary of Component 1e

Understanding that its constituencies may interpret "integrity" in various ways, Gateway works to uphold and protect its integrity for each of the possible interpretations.

Gateway's efforts to maintain integrity by adhering to legal requirements, by being fiscally responsible, by maintaining fair relations with employees, and by fostering a culture of academic honesty and fairness have been largely successful. Ensuring that actions are congruent with its mission, maintaining accurate and organized information structures, and creating a positive reputation in the community are areas the college has focused efforts to improve.

Gateway's marketing department has begun initiatives to measure and build the college's reputation.

Community Conversation



"I was selected to attend the League for Innovations conference in Boston several years ago, and was amazed when I realized the excellent reputation that Wisconsin has as a leader of education in the U.S., and that Gateway Technical College was recognized as a frontrunner by so many different attendees."
— Ginger Karaway, ELL Instructor

Findings

In studying its mission and integrity, Gateway has learned the following:

- Gateway has been successful in its efforts to create, revise, and publish a mission that recognizes the college's constituencies, is responsive to their needs, and clearly articulates the college's commitments to those constituencies.
- Gateway's mission recognizes the diversity of its constituencies and serves as the basis for the plans, policies, and procedures that the college follows to promote and support diversity. Resources support the diversity of faculty, staff, and student populations, and diversity permeates the college environment.
- The board, administration, faculty, staff, and students demonstrate through their actions that they understand and support the mission. Members of all of these groups have an opportunity to interact with the mission when they begin at the college, and they have the opportunity to participate in activities and groups that contribute to the fulfillment of the mission throughout their experience at the college.
- The district board provides leadership in governing the college and defining its mission. The administration recognizes that the fulfillment of the mission requires qualified leaders, clear organizational structure, open communication channels, and collaboration.
- The administration should continue to develop and use a wide variety of communication channels with and between staff and faculty.
- Gateway recognizes that its constituencies have multiple interpretations of the concept of integrity, and it works to uphold its integrity as it relates to the many interpretations.
- As more information is transferred to digital media, the college should continue to protect and organize its digital data. Possibilities include standardizing software resources between departments and developing policies that would allow easier access to information sought by multiple departments. The new Identity Theft Prevention Program is one important step in this direction.

CRITERION 2: Preparing for the Future



Overview

A Story from Gateway’s Community Conversation: *“By early 2004 it had become clear that Gateway needed more capacity in Burlington. The demand for EMS and other protective services training and the need to expand health programs in the Burlington area were strong. To meet that demand, we developed the partnerships that would allow Gateway to leverage the resources and expertise of others.... Professionals from different public and private entities and from across many disciplines became a team. From the first planning meetings through the opening in fall 2005, we challenged what the educators thought they knew about schools and what the designers and builders thought they knew about buildings. We asked, ‘What if?’”* — **Larry Paruszkiewicz, Director of Building and Technology Services, Elkhorn**

The planning that Larry Paruszkiewicz describes in his story illustrates Gateway collaborating with external partners and using innovative techniques to leverage resources and design an efficient, accessible Gateway facility in Burlington. It is just one example of the planning carried out at the college.

This chapter provides evidence that Gateway, in fulfillment of the Higher Learning Commission’s second criterion, ensures that its “allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”

| Evidence for... | Page... |
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Component 2a:


Gateway realistically prepares for a future shaped by multiple societal and economical trends.

Refer to “Mission Documents” on page 255 to read the mission documents in their entirety and review their revision histories.



Community Conversation

A strength of the college that participants identified was that Gateway’s planning is responsive to its constituencies’ needs.

An “RR” indicates an item, identified by the number after the “RR,” is in the resource room. A copy of the item will be available in Gateway’s resource room during the team’s visit. To view an electronic copy of the resource, click the  icon in the PDF file on the CD-ROM that accompanies the paper copy of the report.

Preparing for the Future

As discussed in Criterion 1, Gateway is committed to being responsive to its constituencies. In the first ends statement in the College Strategic Directions/ Ends Statements, for instance, Gateway makes the following commitment:


Gateway provides academic programs and services that meet the current and future postsecondary technical education needs of our tri-county community and assists in the preparation and transition of all learners.

In today’s constantly changing world, Gateway’s constituencies—students, employers, and communities—have different needs than they did ten years ago, and they will again have different needs five years from now. Gateway has developed the capacity and processes to identify and respond to these changing needs.

Part of responding to constituencies’ needs involves engaging and learning directly from them. Refer to “Learning from Constituencies” on page 200 for details about Gateway’s processes for learning directly from its students, employers, and communities. Responding to its constituencies’ constantly changing needs also requires intentional and focused external scanning to identify societal and economic trends, internal scanning to evaluate the impact of those trends on the college and its constituencies, and planning to determine clear goals for the college.

External Environmental Scanning

Gateway gathers data from a number of external sources in order to understand its constituencies and identify environmental factors that will affect them. In addition to a general consideration of population shifts, economic conditions, and changing workplace needs, the college has enlisted business, industry, workforce development, and education leaders from each of the district’s three counties to focus specifically on county needs.

Population Scanning. By monitoring state and federal government studies, Gateway has found that populations in the communities that it serves, which currently total approximately 465,000 residents, are growing. This finding helps the college prepare to serve its communities and students. According to *Wisconsin Population 2030* ( **RR 2300**), a 2004 Wisconsin government publication, population in the State of Wisconsin will increase by 19.6 percent between 2000 and 2030.

Total Racine County population is expected to grow by between 10 and 19.5 percent during those 30 years, while the city of Racine, Wisconsin’s fifth-largest city, is expected to decline from approximately 82,000 residents in 2000 to 76,000 by 2025, a 7 percent drop.

Kenosha and Walworth counties are both expected to be among the fastest-growing of Wisconsin’s 72 counties between 2000 and 2030: it is projected

that Kenosha County will grow by 32.5 percent (the fifth fastest county growth rate in the state), and Walworth County will grow by 28.1 percent (the seventh fastest in the state). Kenosha, Wisconsin's fourth-largest city, is expected to grow in population from approximately 90,000 to 111,000 over that same time period, an increase of 23 percent. Growth in both Kenosha and Walworth counties can be explained in large part by the movement of Chicago-area residents across the border. In fact, somewhere between 30 and 45 percent of Kenosha County residents presently work in Illinois.

Population growth in the Gateway district is not a new phenomenon. According to the U.S. Census Bureau, population in all three counties rose significantly between 1990 and 2000—Kenosha County by 16.7 percent, Racine by 7.9 percent, and Walworth by 25.0 percent. And, as reported in the WTCS District Population Estimates (▣ RR 2420), populations in all three counties continued to grow, though at a slower pace, between 2004 and 2008. Census figures in Table 1.3 on page 33 concur, showing a continued though slowing growth between 2000 and 2008—Kenosha County by 10.0 percent, Racine by 5.7 percent, and Walworth by 9.5 percent.

As it has grown, the district population has also become more ethnically diverse. For more information about the growing diversity of Gateway's constituents, refer to "Recognizing and Serving a Diverse Community" on page 32. Of particular note is the 33 percent growth in the Hispanic population in the district between 2000 and 2006. See Table 2.1.

Table 2.1 Hispanic population in Kenosha, Racine, Walworth counties

| County | 2000 | 2006 | Percent Change |
|----------|--------|--------|----------------|
| Kenosha | 10,757 | 14,880 | 38% |
| Racine | 14,990 | 18,818 | 25% |
| Walworth | 6,136 | 8,688 | 42% |
| Total | 31,883 | 42,386 | 33% |

Source: U.S. Census Bureau

Census figures in Table 1.3 on page 33 show Hispanic residents of Kenosha, Racine, and Walworth counties to make up 9.4 percent, 9.9 percent, and 8.7 percent of county populations, respectively, in 2008.

Growth in the minority population brings special responsibilities for Wisconsin's technical colleges. A 2007 study by the University of Wisconsin–Madison, "Wisconsin's Minority Population and the Race-Ethnic Diversity in the Recruiting Pool for UW-Madison Undergraduate Admissions" (▣ RR 2310), estimated that the number of minority high school graduates in Wisconsin would increase by 5.9 percent from 2006 to 2007, and by 6.3 percent between 2007 to 2008. However, only 856 of the minority graduates in 2008—9.3 percent of the total 9,241 minority graduates—would be prepared to enter a four-year university in Wisconsin. What about the other 8,385 students? The technical colleges are a good choice for many.

Gateway's external scanning indicates that its overall district population, as well as the population of ethnic minorities, is growing, so the college should plan for growth.

Students who do not graduate from high school can also turn to technical colleges for education, often beginning in an Adult Learning Center where they can study for a GED. The percentage of high school graduates is slightly lower in the Gateway district than the statewide percentage but higher than the national percentage. See Table 2.2.

Table 2.2 Percent of citizens over 25 with a high school diploma

| Location | Percent | Location | Percent |
|-----------------|---------|---------------|---------|
| Kenosha County | 83.5% | United States | 80.4% |
| Racine County | 82.9% | Wisconsin | 85.1% |
| Walworth County | 84.2% | | |

Source: "State and County QuickFacts" (RR 1320)

In general, studies of populations in the counties that Gateway serves indicate that the college should prepare for growth. Many of the plans described in "Plans for the Future" on page 71, therefore, assume and encourage college growth. For instance, Vision 2012, the college's strategic plan, projects substantial growth in student numbers (36,000 students totaling 6,000 FTEs) by 2012.

Economic Conditions Scanning. To understand the economic conditions that affect it and its constituencies, Gateway monitors a variety of reports on the southeastern Wisconsin economy. After reviewing data about unemployment and property values in the region, Gateway has concerns about the current economic climate.

According to Wisconsin's Department of Workforce Development, unemployment in southeastern Wisconsin has remained at a rate higher than that of the state and has risen dramatically in 2009. This trend can be seen by comparing the unemployment rate in March during the last three years. See Table 2.3.

Table 2.3 Unemployment rate in southeastern Wisconsin and Wisconsin

| Location | March 2007 | March 2008 | March 2009 |
|------------------------|------------|------------|------------|
| Southeastern Wisconsin | 5.8% | 5.3% | 10.4% |
| State of Wisconsin | 5.5% | 5.0% | 9.4% |

Source: Wisconsin Department of Workforce Development Unemployment Rate History (RR 2360)

Gateway's external scanning indicates that the local economy is slowing, and this will likely impact the college's revenues.

At the same time that the unemployment rate has risen, Gateway has experienced an increase in enrollment during the 2008–2009 academic year. This greater demand for Gateway services comes at a time when the growth of property tax revenues is likely to slow and state funding may drop. According to the Wisconsin Realtors Association's data tables (RR 2380), the median price for homes in Kenosha, Racine, and Walworth counties fell by 8.9 percent, 9.9 percent, and 18.6 percent, respectively, in the first quarter of 2009. With the State of Wisconsin facing a multi-billion dollar deficit, a decrease in state funding is also a possibility.

Workplace Needs Scanning. By studying the workplace needs in the communities that it serves, Gateway better understands how to prepare students for the workplace and how to serve employers.

Wisconsin's Department of Workforce Development provides statistics on the number of workers employed in various job sectors across the state. The largest job sector in southeastern Wisconsin has been and continues to be the manufacturing sector, but the economy is growing more diverse. See Table 2.4 for the jobs presently in southeastern Wisconsin.

Table 2.4 Southeastern Wisconsin jobs

| Job Sector | Percentage |
|---|------------|
| Manufacturing | 21% |
| Trade, transportation, and utilities | 15% |
| Professional and business services | 15% |
| Government | 15% |
| Education and health services | 13% |
| Leisure and hospitality | 11% |
| Construction, mining, and natural resources | 4% |
| Financial activities | 3% |
| Transportation, warehousing, and utilities | 3% |

Source: Wisconsin Department of Workforce Development Southeast Wisconsin Workforce Development Area (WDA) (RR 2370)

The college uses information from the Wisconsin Department of Workforce Development, county Workforce Development Centers, county economic development corporations, and area manufacturers and businesses in determining employment trends and needed training. In addition, Gateway uses an economic modeling database to match Gateway programs with job opportunities. Among programs currently under investigation are several that relate to health and transportation.

Another valuable source of information is the Wisconsin Technical College System (WTCS), which provides input and oversight to ensure that Gateway's offerings are efficient and up-to-date. Gateway employees frequently participate in statewide groups of their peers where information is exchanged and discussed. The WTCS *Fact Book* (RR 1200) and its *Statewide Environmental Scan Initiative* report (RR 5130) are examples. Each year, Gateway and the 15 other technical colleges report data on a range of topics to the WTCS in a standardized format. The WTCS compiles and publishes data on topics such as program enrollment. While care needs to be taken in comparing the data from technical colleges because of their different sizes and locations, the *Fact Book's* data allows technical colleges to compare how they and other technical colleges are addressing workplace needs. Meanwhile, WTCS reports such as the *Statewide Environmental Scan Initiative* help identify trends and their implications for technical colleges.

These are not the only resources, however, that Gateway uses to track workplace needs. In keeping with WTCS policy, each Gateway academic program has an advisory committee composed of a minimum of nine area

Gateway collaborates with local and state government agencies to identify the workplace needs in its district.

Using advisory committees, Gateway also collaborates with district employers and workers to identify specific education and training needs for each of its programs.



Source: Gateway Technical College (graphic 2_004)

Gateway works with government and business organizations to identify education and training needs. Manufacturing is the largest job sector in Gateway's district.

employers. Interested community members, students, faculty, and associated staff may also attend advisory committee meetings. Having direct advice from employers ensures relevant, up-to-date curriculum. Advisory committees provide input on industry workforce, technology, training, and certification trends. They give advice and recommendations to division deans and faculty, and they have a voice in approving curriculum changes. Gateway relies on consultation with advisory committees as it updates existing programs and plans new programs. For a complete explanation of the role of advisory committees, read the *Advisory Committee Handbook* (☞ RR 5010).

Advisory committees meet twice a year with program representatives (faculty and administrators). Beginning in the 2008–2009 academic year, as a result of the new emphasis on Career Clusters/Pathways promoted by the federal government, a cluster-level committee meeting was added. Federal and state career education programs categorize occupations into 16 broad categories, called clusters, which share a foundational body of knowledge and skills. Within each of the 16 clusters are subcategories, called pathways, which share a more advanced body of knowledge and skills. Every program at Gateway (and other WTCS colleges) is part of a pathway and a cluster.

At the cluster level, related programs' advisory committees meet together to discuss the overall direction of careers in their clusters. This approach also involves Gateway's PK-12 education partners, who are mandated to demonstrate a career cluster path leading from high school to associate's degrees and on to bachelor's degrees. Cluster-level committee meetings help Gateway's programs understand the preparation students receive at the secondary level, and they also allow business representatives to discuss issues common to multiple programs.

Given advisors' busy work schedules and their travel distances required to attend advisory committee meetings, some programs have found it challenging to fully involve all advisors. To maximize advisor participation, committees are encouraged to recruit new advisors to replace those who cannot attend regularly. The college has also instituted the following measures:

- In May 2006, over 300 advisory committee members were invited to attend either of two listening sessions—one in Elkhorn, one in Kenosha—designed to gather input from committee members on how the advisory committee process could be improved.
- Gateway developed and published the *Advisory Committee Handbook* (☞ RR 5010) to document the reasons for advisory committees, the responsibilities of the college and committee members, and the background of technical colleges.

- Templates for the agenda and meeting minutes have been developed to ensure topics such as activities in the program, industry trends and best practices, curriculum updates, and assessment trends are discussed and documented at meetings.

The Institutional Effectiveness (IE) division oversees advisory committee activity and maintains records of committee meetings in the form of meeting minutes (☐ RR 2030).

County-Based Scanning. Committees composed of business, industry, workforce development, and education leaders from each county (Kenosha, Racine, and Walworth) have been charged with identifying ways that Gateway can help its local communities. The Walworth County Education/ Training Study Committee reported findings in 2007; the Kenosha and Racine committees reported findings in spring 2009.

The Walworth County Study is presently moving into the implementation phase. The study suggests ways to better identify the current and future educational training needs of the citizens of the county, and ways to develop a plan to address those needs. Recommendations of the Walworth County Study focus on four areas: new programs, expansion of programs, partnerships in the communities, and response strategies to best meet needs. The study targets programming plans within four Career Pathways: health, construction, hotel/hospitality, and manufacturing. Other recommendations include strengthening the relationships between high schools and Gateway in building Career Pathways and increasing attention toward seamless educational relationships with the University of Wisconsin four- and two-year colleges.

Gateway is developing action plans, systems, budgets, and time lines that move these recommendations forward. Two new programs for the Elkhorn campus—Construction/Building Trades and Community Pharmacy Technician—have been developed as a direct result of this study.

Internal Environmental Scanning

Internal scanning, like external scanning, is vital as Gateway prepares for the future. It allows the college to better understand its current students and their needs. It also provides data for the college to evaluate its capacity and effectiveness in serving its constituencies. Gateway employs many methods of internal scanning including surveys, various data collection processes, and enterprise resource planning technology.

Surveys. Gateway uses multiple surveys to monitor how faculty, staff, and students perceive the college and its services. Among the surveys used are the following:

- The *Noel-Levitz Student Satisfaction Inventory* has been administered to a representative sampling of students every two years since 1995. These

Gateway collaborates with each of the counties in its district to identify current and future education and training needs.

Multiple surveys help Gateway gather feedback from its faculty, staff, and constituencies.

students include both day and evening students representing all campus locations. The survey is a standardized instrument that provides a valid and reliable measure of students' satisfaction and priorities in a number of areas for the college as a whole as well as for each campus. It also has national benchmarks that allow the college to compare its performance to a national norm base of two-year colleges. It is the college's primary means of gathering student satisfaction data. The 2007 *Noel-Levitz Student Satisfaction Inventory* (☐ RR 1260) was completed by 574 students.

- The *Personal Assessment of the College Environment (PACE) Survey* has been administered to all Gateway employees every two years since 2001. The *PACE Survey* reports employee satisfaction data related to the college climate, both for the college as a whole as well as for each campus. It is a nationally normed survey, allowing Gateway to analyze climate against a norm base of 45 community colleges from across North America. It is Gateway's primary means of gathering employee satisfaction data. The 2008 *PACE Survey* (☐ RR 1280) was administered to 586 employees; 364, or 62.1 percent, completed and returned the survey.
- The *Graduate Follow-up Survey* is administered every fall. Gateway surveys graduates from the previous academic year to obtain information about employment status, salary levels, job location, and satisfaction with training. This survey provides valuable information about the successes of Gateway's graduates. Data from the survey and graduate comments are used to improve Gateway's programs and services. In addition, this survey is an important source of information for current and prospective students, counselors, and employers. The 2008 *Graduate Follow-Up Survey* (☐ RR 4030) was mailed to 1,845 associate degree and technical diploma graduates. A total of 1,383 graduates responded to the survey for a response rate of 75 percent.

Data Collection. In addition to surveys, data is collected by many divisions at the college to evaluate the effectiveness of the college's services and the college's capacity to provide the services. The IE division, for instance, collects information on many aspects of the college, measuring performance against predetermined quality effectiveness measures at both institutional and program levels. College and state data informs formal program review, in which Gateway programs participate once every three years (refer to "Curriculum and Program Review" on page 183 for details). Student Learning data, gathered annually and examined longitudinally, informs teaching and learning improvements (refer to "Stating and Assessing Clear Learning Outcomes" on page 112 for details).

The Human Resources division collects data on employees, including data on employee certification, demographics, and job classification. In some cases, collecting additional personnel information would be helpful. For instance, there is no clear historical record in the district Human Resources office of how many faculty have taught in particular areas or of the percentage of

Departments such as Institutional Effectiveness and Human Resources collect data to help the college monitor and report its effectiveness.

instruction assigned to adjunct employees. (The district does tabulate “adjunct hours,” but this data combines hours taught by true adjunct faculty with those taught by permanent Gateway faculty taking on additional assignments voluntarily.)

The college collects data about itself to fulfill the requirements of many other reporting mechanisms, and the data ultimately inform college planning. Fiscal reports, used to monitor revenues and expenditures, are created weekly and monthly. Gateway collects a great deal of data in compliance with WTCS requirements. The college also collects data for purposes such as grant reporting and financial aid reporting, and it generates a daily enrollment report (expressed in FTEs), which is posted on Gateway’s intranet site.

Enterprise Resource Planning (ERP). Gateway uses Datatel’s Colleague for enterprise resource planning (technology to coordinate organizational data management across systems at the college). Data about students, employees, course schedules, financial aid, and payroll are accessible through Colleague, and a variety of standard or customized reports can be generated to help the college understand its capacity and effectiveness.

Colleague offers flexibility, allowing upgrades that can help departments complete their tasks more efficiently. To ensure that staff can take advantage of the flexibility and still continue to have access to data during upgrades, policies and procedures have been implemented to allow individual departments to request changes, to prioritize the requests, and to minimize disruptions as upgrades are implemented.

Plans for the Future

To coordinate the activities that enable Gateway to fulfill its mission and meet constituencies’ needs identified through scanning, the college administration, faculty, and staff develop strategic and operational plans. The “Budget Planning Process” section of the *2008–2009 Budget* (☞ RR 2020) defines these two types of plans as follows:

Strategic plans focus on the nature and direction of the college in response to its changing environment. They promote movement toward the college’s vision for its future and position it to achieve maximum success.

Operational plans focus on the on-going realization of the college’s mission. They promote continuous improvement and operational quality. Operational planning enables the college to maintain its strengths and remedy deficiencies in outcomes as identified by its continuous measurement quality indicators.

Planning processes are organized into an aligned model. Planning is carried out at three operational levels—college, organizational unit, and academic program—and then aligned to create district budgets. See Figure 2.1.

Gateway uses Datatel’s Colleague software to coordinate data management across systems at the college.

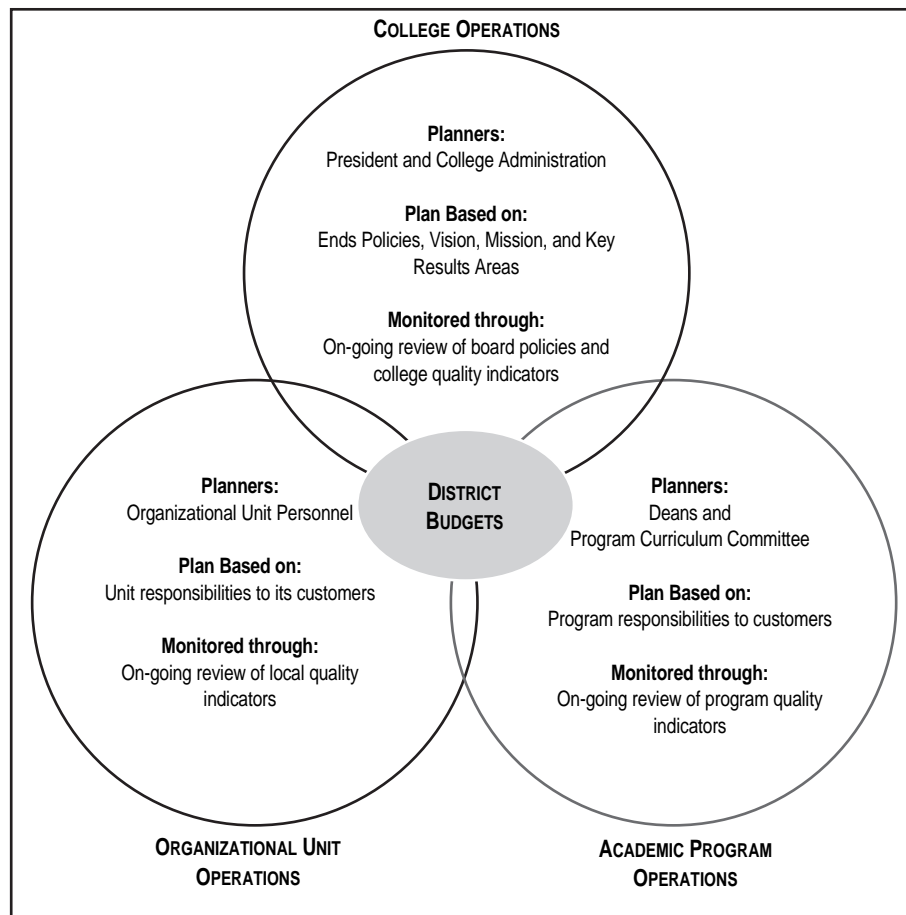
Community Conversation



“Gateway is always looking ahead to see what is on the horizon.”

— Pamela Martin, Financial Aid Technician

Figure 2.1 Alignment of planning processes



Source: Gateway Technical College (graphic 2_003)

A five-year strategic plan, an annual budget, and operational plans guide the college in preparing for the future. These plans help the college prepare for changes in personnel, academics, facilities, security, and technology.

After listening sessions with constituents and collaborating with faculty and staff, Gateway’s president introduced Vision 2012, the college’s strategic plan, in January of 2007.

Strategic Plan. Gateway’s strategic plan, Vision 2012, began with a series of district-wide listening sessions that President Albrecht conducted immediately after being appointed president in January 2006. These listening sessions clarified the needs of the college and were used to shape the goals of the strategic plan. In March 2006 President Albrecht released a position paper outlining the new vision and direction for the college. Throughout that first year, he met with the Gateway board, faculty, staff, and community members to refine the outcomes of the listening sessions, and in January of 2007 Vision 2012 was presented to the board and released to the community. The plan was described in a brochure, *Vision 2012: Achieving the Critical Degree of Success* (RR 1370). In January 2009, goals were updated, and strategies and measures for each goal were specified in *Vision 2012: Achieving the Critical Degree of Success/2009 Update* (RR 1370a).

Vision 2012 provides a framework for college growth and includes nine goals matched with a planning process that involves all college staff. See Table 2.5.

Table 2.5 Vision 2012 goals (2009 update)

| Goal | Strategies |
|--|---|
| 1 Model a positive, collaborative, and safe work environment. | <ul style="list-style-type: none"> • Diverse workforce • Professional and cultural learning opportunities • Safety and security in all aspects of work • Employee wellness • Fair compensation/benefits for all employees |
| 2 Position our college for program and continuous quality improvement. | <ul style="list-style-type: none"> • Accreditation, certifications, credentials • Programs that respond to changing community needs • Technology as a program growth strategy |
| 3 Demonstrate fiscal responsibility. | <ul style="list-style-type: none"> • Positive year-end balances and long-term reserves • Increased productivity and efficiency of programs • New funding opportunities • Sustainability and “green” strategies |
| 4 Deliver the “Gateway Experience.” | <ul style="list-style-type: none"> • Positive, professional customer service • Consistent, effective branding • Safe, consistent, professional-looking facilities and grounds |
| 5 Promote innovation through technology. | <ul style="list-style-type: none"> • Web-based services throughout the college • Expanded technology infrastructure • New instructional delivery technologies |
| 6 Increase pre-college opportunities for high school students. | <ul style="list-style-type: none"> • Uniform credit transfer process for all secondary school partners • Scholarship opportunities for high school students through the Gateway Foundation • Strengthened marketing and transition services for secondary partners |
| 7 Increase four-year college transfer opportunities. | <ul style="list-style-type: none"> • General Studies transfer agreements with UW colleges • Increased 2+2 occupational transfer between colleges and universities • Support of student and credit transfer opportunities |
| 8 Expand opportunities for under-prepared students. | <ul style="list-style-type: none"> • Increased alignment of underprepared students with college success services • Support of community-based education and training • Increased transition options for ELL, ABE, GED, HSED, and AHS students |
| 9 Engage our community through advocacy and action. | <ul style="list-style-type: none"> • Increased community investment through scholarship development • Increased legislative support through communication and collaboration • Use of business partnerships to strengthen program and community development • Modeling of social responsibility, integrity, and transparency to the public |

Source: *Vision 2012: Achieving the Critical Degree of Success /2009 Update (RR 1370a)*

College leadership, organizational units, and academic divisions are all required to have Vision 2012 plans in place. The process of moving the college toward Vision 2012 goals is coordinated by the IE division. Each division and department within the college writes its own Vision 2012 goals

that contribute to the overall goals, and faculty and staff workgroups develop strategies to achieve these departmental and divisional goals.

Gateway's Executive Leadership Council (ELC) reviews all plans, ensuring coordination among departments. The ELC also establishes annual Vision 2012 priorities, which are shared with staff as budget requests are prepared. Budget requests specifically identify items that are related to Vision 2012. This integration between strategic planning and budgeting ensures that the college's resources are focused on moving the college toward its vision; it also ensures the success of Vision 2012—and of Gateway itself.

It is important to ensure that all parts of the college are moving toward common goals and that progress toward those goals is being monitored. As discussed in “Challenge 7: Institutional Planning” on page 23, HLC visiting teams have identified a lack of functional strategic planning, as well as a lack of planning in general, as a challenge for Gateway in the past. Recognizing this challenge, the college wrote the *Gateway Technical College Strategic Plan 2004–2007* (☐ RR 2290), but because of leadership change, that plan was never fully distributed and was never implemented.

With Vision 2012, for the first time in many years, the college has an ongoing, publicly visible planning process with wide involvement. The college is in the early stages of this effort—results from the first year were available in July 2008—but strategic planning is headed in a positive direction.

Annual Budget. Gateway's budgeting process is in accordance with Wisconsin state statutes, WTCS administrative rules, and local district policy. Using the strategic plan as a foundation, the district budget identifies resources needed to achieve key objectives.

As explained in “Collaboration” on page 51, the college's 19-member Budget Council, made up of staff who manage operating budgets throughout the college, plays an integral role in the development of the budget and its alignment with the college's strategic plan. The Budget Council was created in response to the Vision 2012 goal of demonstrating fiscal responsibility; its mission statement charges the council “to maintain fiscal responsibility by meeting two major objectives: tie the annual budget to Vision 2012, and develop a balanced budget.” Alignment to Vision 2012 means that the budget supports the following:

- Program growth (automotive, alternative energy, ELL, business, health, collegiate high school, etc.)
- Technology (infrastructure, academic technology focus, mobile computing initiative, increased bandwidth, etc.)
- The Gateway Experience (facilities, professional development, partnerships, Walworth County initiative, etc.)

Gateway's budget process ensures that financial resources are allocated to programs and activities that support the college's strategic plan and mission.

An in-depth explanation of Gateway’s financial plan is contained in its annual budget produced at the beginning of each fiscal year and submitted to the WTCS, as required by the State of Wisconsin. The *2008–2009 Budget* (☞ RR 2020) was submitted in July 2008. Each of the 16 technical colleges in Wisconsin is required to submit budget plans to the WTCS, which maintains reports and statistics. Information is publicly accessible.

Personnel Planning. At the college level, Gateway’s Human Resources department maintains plans for the college’s Affirmative Action program as well as for the development of its administrative leadership.

Gateway has a five-year *Affirmative Action Compliance Plan* (☞ RR 1120) that sets goals for minority hiring throughout EEOC categories. While the overall district labor force will include an estimated 10.7 percent minorities by 2010, Gateway’s goal is to have a total of 18.3 percent of its workforce represented by minorities. As reported in the *2006–2007 Affirmative Action Compliance Report* (☞ RR 1030a), the Affirmative Action office uses a number of activities, including wide dissemination of EEO/AA information and recruitment at job fairs for minorities to achieve this goal. The college’s formal hiring process also facilitates the pursuit of a diverse workforce through requirements for the posting of positions and for the screening and selection of candidates. Read policies I-120 and H-110 in the *Administrative Procedures and College Practices Manual* (☞ RR 1110) for details.

In working toward its plan, the college has steadily increased the percentage of minority employees, with a total of 15.0 percent in 2005, 15.5 percent in 2006, 16.1 percent in 2007, and 16.6 percent in 2008. See Table 2.6 for the history of and goals for minority representation in Gateway’s workforce.

Table 2.6 Ethnicity in Gateway’s workforce

| Job Category | African American/Hispanic/Asian/Indian | | | | | Minority | | Goal (2010) | District Labor Force |
|----------------------|--|-----------|-----------|-----------|----------|-------------|--------------|--------------|----------------------|
| | White | Am | Hisp | Asian | Ind | Total Count | % | | |
| 1997–1998 | | | | | | | | | |
| Exec. Admin./Mgrs. | 46 | 4 | 0 | 0 | 1 | 5 | 9.8% | – | – |
| Faculty | 217 | 7 | 1 | 7 | 2 | 17 | 7.3% | – | – |
| Profess./Non-faculty | 38 | 1 | 1 | 0 | 0 | 2 | 5.0% | – | – |
| Clerical | 87 | 13 | 5 | 1 | 1 | 20 | 18.7% | – | – |
| Tech./Profess. | 78 | 9 | 5 | 0 | 2 | 16 | 17.0% | – | – |
| Service Maint. | 23 | 6 | 3 | 0 | 0 | 9 | 28.1% | – | – |
| Total | 489 | 40 | 15 | 8 | 6 | 69 | 12.4% | 17.1% | – |
| 2007–2008 | | | | | | | | | |
| Exec. Admin./Mgrs. | 49 | 4 | 0 | 0 | 0 | 4 | 7.5% | 16.1% | 6.4% |
| Faculty | 234 | 10 | 4 | 8 | 2 | 24 | 9.3% | 11.4% | 8.4% |
| Profess./Non-faculty | 26 | 4 | 3 | 1 | 0 | 8 | 23.5% | 23.8% | 7.3% |
| Clerical | 82 | 11 | 9 | 1 | 1 | 22 | 21.2% | 20.4% | 9.7% |
| Tech./Profess. | 75 | 17 | 7 | 2 | 2 | 28 | 27.2% | 24.8% | 6.5% |
| Service Maint. | 25 | 9 | 3 | 0 | 0 | 12 | 32.4% | 42.9% | 18.0% |
| Total | 491 | 52 | 26 | 12 | 5 | 98 | 16.6% | 18.3% | 10.7% |

Source: 1997–1998 (RR 1030b) and 2007–2008 (RR 1030) Affirmative Action Compliance Reports

As discussed in “Challenge 5: Diversity in Hiring Practices” on page 21, the underrepresentation of the female population at the executive administration/managerial level concerned the HLC during the 2000 accreditation visit. Gateway has addressed this concern. As of 2007, females made up 64 percent of Gateway’s workforce. Particularly notable are the 33 out of 54 (61 percent) female administrators and managers. See Table 2.7 for male/female statistics for all job categories.

Table 2.7 Gender of Gateway’s workforce

| Job Category | Total | Male | % Male | Female | % Female |
|------------------------|------------|------------|------------|------------|------------|
| 1997–1998 | | | | | |
| Exec. Admin./Mgrs. | 51 | 28 | 55% | 23 | 45% |
| Faculty | 234 | 101 | 43% | 133 | 57% |
| Profess./Non-faculty | 40 | 13 | 32% | 27 | 68% |
| Clerical | 107 | 5 | 5% | 102 | 95% |
| Technical/Professional | 94 | 37 | 39% | 57 | 61% |
| Service Maintenance | 32 | 26 | 81% | 6 | 19% |
| Total | 558 | 210 | 38% | 348 | 62% |
| 2007–2008 | | | | | |
| Exec. Admin./Mgrs. | 53 | 21 | 40% | 32 | 60% |
| Faculty | 258 | 109 | 42% | 149 | 58% |
| Profess./Non-faculty | 34 | 10 | 29% | 24 | 71% |
| Clerical | 104 | 1 | 1% | 103 | 99% |
| Technical/Professional | 103 | 41 | 37% | 65 | 63% |
| Service Maintenance | 37 | 30 | 92% | 3 | 8% |
| Total | 589 | 213 | 36% | 376 | 64% |

Source: 1997–1998 (RR 1030b) and 2007–2008 (RR 1030) Affirmative Action Compliance Reports

At a college-wide level, personnel planning ensures that Gateway employs a diverse staff and has effective leadership. Organizational units and academic programs plan for changes in staffing within departments and divisions.

The Human Resources department also maintains administrative leadership plans to identify and develop possible successors for current college leaders. Leadership plans are developed for the college’s vice presidents, associate vice presidents, and deans. They consist of three elements:

- The Harrison InnerView™—A written inventory measures 130 different traits focusing on performance factors and is followed by a phone conference where the results are reported back.
- A Planning Data Inventory—A summary of education and work experiences; professional memberships, training, and outside activities; and career interests is compiled.
- A Development Plan—Using the above as resources, development initiatives are defined along with expected outcomes and a time line on each activity.

The plan is then updated and tracked along with annual performance reviews.

Aside from Affirmative Action and administrative leadership development plans, personnel planning at Gateway is done largely at the academic program and operational unit level. Generally, deans and other supervisors are acquainted with employees they supervise and are aware of personnel needs. They make personnel recommendations as needs change.

There are, however, additional areas beyond Affirmative Action and leadership development in which college-level human resources planning would be beneficial. For example, development of a cost-benefit model for evaluating new position requests would guide individual departments that are experiencing growth. As another example, projecting potential retirement levels among employee groups would encourage divisions to plan for succession and cross-training on essential functions. The college should consider possible benefits of such planning and identify the resources that would be needed for such initiatives.

Academic Planning. Academic planning takes place at both the college level and the academic program level. At the college level, the administration ensures that Gateway has the capacity to meet the needs of students and the programs to educate the community.

The change in the academic calendar was made in an effort to meet student needs and increase college efficiency by offering programs year-round. In the summer of 2008, Gateway moved from a fall and spring semester schedule with two 6-week summer terms between semesters (the superspring and summer terms), to a three-semester calendar consisting of 15-week summer, fall, and spring terms—the first such schedule to be offered in the Wisconsin Technical College System.

Program curriculum committees can now recommend moving specific programs to a three-semester calendar. Faculty may also ask to teach on an alternative calendar of summer/fall semesters when sufficient workload is available. Although many programs presently offer courses all three terms, three complete programs (on-demand Accounting; Automotive Technology; and Air Conditioning, Heating, and Refrigeration Technology) currently run on official three-semester schedules, and five faculty members worked on alternative calendars in 2008–2009. More programs and faculty are likely to move in this direction in the future.

Academic planning at the college level also involves new-program development. Any new program start at Gateway follows a structured new-program development process overseen by the WTCS. The process ensures that the college has involved its constituencies in planning and that the need for the program has been substantiated.

New program ideas come into the college in a variety of ways: through advisory committees, business and industry requests, faculty involvement in professional organizations and/or the community, student requests, and so forth. Once a promising new program idea has been identified, a faculty member prepares a *Preliminary Program Investigation Report* (RR 2110) and submits it to the division dean for approval. This document is a preliminary look at what the program is, why it is needed, whether it is offered nearby already, and what resources would be required for its initiation. Upon the dean's recommendation, the preliminary investigation report is reviewed

Community Conversation

A strength of the college that participants identified was that Gateway's courses and programs are planned to meet community needs.

At a college-wide level, academic planning ensures that Gateway has the resources and programs needed by its constituencies.

by Gateway’s Executive Leadership Council (ELC). If approved, the WTCS new-program process, documented in *WTCS Educational Services Manual* (☞ [RR 2220](#)), is initiated. The WTCS program development process has five phases: indication of interest, scope, needs demonstration, program proposal, and program implementation.

The Gateway board and the WTCS board take action at phase two and phase four. An ad hoc advisory committee made up of potential employers for graduates of the program is established to provide input during the development process. The development process also includes a formal needs assessment survey through which demand for graduates and skill requirements are documented.

This rigorous program development process ensures that Gateway’s programs meet the needs of area employers. It also ensures that the college’s resources are invested in programs that are needed. At the same time, the process allows for new program ideas to come into the college via many different avenues.

New programs currently under investigation include Medical Language Interpreter, Diesel Technology, and Computer Game Animation and Programming.

Within individual academic programs, plans are developed to improve program efficiency and ensure student learning. For details on these planning processes, refer to “Program Effectiveness” on page 96 and “Program-level Learning Outcomes” on page 115.

Facilities Planning. Administrators, faculty, and organizational unit staff all participate in facilities planning, which is based on the third and fourth goals of Vision 2012, thus promoting the following:

- campuses, centers, and equipment that are responsive to constituencies’ needs
- green and fiscally-responsible energy policies

At the college level, Gateway’s Strategic Facilities Planning Team, made up of representatives from administration representing many areas of the college, is responsible for the annual development of a three-year facility plan. The team begins meeting in the spring of each year and crafts a proposal for the following three fiscal years. (Read the “Strategic Planning Committee Minutes, April 2008” [☞ [RR 2160](#)] to view minutes from such a meeting.)

As illustrated in the Facilities Planning Teams Flowchart (☞ [RR 2080](#)), five campus/center strategic planning committees (Kenosha, Racine, Elkhorn, Burlington, and the Advanced Technology Centers) provide input to the Strategic Facilities Planning Team. Each campus and center dean chairs the planning committee for his/her respective location. Committee members are drawn from local departments and disciplines: academic programs, Student Success, and support divisions including facilities management. The purpose

of each committee is to establish goals based on the projected academic program offerings at its campus or center. Project lists are proposed to the District Strategic Facilities Planning Team for inclusion and prioritization.

When the annual district facilities plan is complete, it is submitted to the Gateway board and the WTCS board for approvals. Once approved, the plan is made available. Read the *Strategic Facility Planning Guide 2008–2010* (▣ RR 2170) for an example. It explains specific needs for facilities improvement and estimated costs for the improvements, year by year.

Capital equipment planning is reviewed each year during the annual budget process. Programs and departments identify equipment needs, and Gateway's Executive Leadership Council (ELC) prioritizes capital purchasing based on borrowing resources and programming needs.

In recent years, Gateway's facilities planning has expanded beyond planning for buildings and equipment to include planning to ensure sustainable and efficient use of resources. Out of respect for the environment and concern over energy expenses, Gateway has established an official energy policy (▣ RR 2260) and has appointed an Energy Management Committee to assess and improve energy usage throughout its facilities. This committee also develops and implements procedures related to building sustainability.

The committee's action plan lists projects intended to reduce energy, operations, and maintenance costs while increasing student achievement, comfort, and sustainability district wide. Among the projects presently in development are lighting improvements; web-based building automation systems; high-efficiency motors; water conservation; hot water heater replacements; boiler replacements; and, for Kenosha, a geothermal initiative. Also, Gateway has begun using green products to maintain and clean its facilities and has contracted with a different refuse removal company mainly because of the firm's ability to provide improved recycling.

A complete list of projects and more about the energy reduction initiative are documented in the *Efficiency Report: Energy Management* (▣ RR 2070) and the Energy Policy presentation (▣ RR 2320) presented to the Gateway board on November 20, 2008. President Albrecht signed the American College and University Presidents Climate Commitment (▣ RR 2330) at the same board meeting.

Campus Security Planning. Gateway is committed to the safety and security of students, faculty, staff, and property. It has policies in place to address safety and security, and it has established a District Security Committee to monitor and improve these policies. After working with a professional consulting firm to assess security levels in 2007–2008, the college worked to implement and/or improve the following proactive safety measures:

Gateway's District Strategic Planning Team and teams at each campus and center ensure Gateway's facilities and capital equipment will meet the needs of its programs and constituencies.

In recent years, Gateway's facilities planning includes projects to enable the college to use energy more efficiently.

Security planning ensures the college has a safe and secure environment.

- developing and communicating emergency response plans (Read the *Kenosha Campus Emergency Response Plan* [RR 2250] for details.)
- creating a new role, a District Security Coordinator, to oversee security systems, procedures, and coordination with local protective service agencies
- establishing multiple emergency communications capabilities, including the AlertMe™ emergency notification system, which alerts subscribers with a text message or email in the event of a dangerous situation
- adopting a one-point digital surveillance system, with all campuses monitored from a single location

Continuous monitoring of security precautions, including annual safety inspections across the campuses, is a priority.

Technology Planning. Gateway’s technology infrastructure (including increased bandwidth, wireless connections, distance learning infrastructure, and server power) has grown through comprehensive planning at the institutional level. These areas are part of the Learning Innovation division (LID) at the college. This division plans for efficient use of centralized network resources and provides support for distance learning technologies in use at the college. College-wide planning ensures cost effectiveness of the resources to provide technology solutions in support of the academic mission of the college.

At the campus level, facilities directors and deans oversee most technology plans. Thus, many decisions concerning educational software as well as decisions about computer and other hardware purchases are controlled at the individual campuses. In 2009, the college formed a college-level technology standards committee in order to facilitate the interface of equipment and programs across the district and in order to take advantage of purchasing efficiencies resulting from bundled orders. The college is moving toward more collaboration and centralized control of campus-based hardware and software in the future.

Summary of Component 2A

Gateway gathers a great amount of data and has many good mechanisms in place for planning. Gateway has the capacity to scan externally to identify societal and economical trends that affect it and its constituencies. With the growth of the IE division, information is becoming increasingly centralized, accessible, and useful to the entire college. Continued growth in this trend—and involving more areas of the college—would be beneficial.

Gateway’s strategic and operational plans help the college manage its financial, human, academic, physical, and technological resources and respond to the needs of its constituencies. Vision 2012 began with a series of district-wide listening sessions and has identified nine goals to provide a

framework for the college's growth. The annual budget ensures funding for activities that are aligned with the Vision 2012 goals as well as for operations that help the college fulfill its mission.

Organizational unit and academic program plans are responsive to trends identified during external and internal scanning, resulting in plans for growth, greater diversity, and fiscal responsibility. Opportunities sometimes exist to better align planning at the college level with planning at the organizational unit and academic program levels. A long-standing example of the college aligning these different levels of planning effectively is the facilities planning shared by the district and the campus-level planning teams. The recent formation of a technology standards committee shows that the college recognizes benefits from a more structured and centralized college-level approach alongside the organization unit and academic program planning.

Supporting Programs and Plans with Resources

Gateway's planning centers around the generation, stewardship, and allocation of resources. These resources—financial, human, physical, and technological—are fundamental to the success of Gateway's mission. As a result, the mission itself includes a commitment that Gateway will use resources responsibly. This commitment is found in the fourth ends statement in the College Strategic Directions/Ends Statements:

Gateway provides a positive return on taxpayer investment by leveraging its core capabilities in a financially and socially responsible manner.

While the economic climate is a concern, Gateway has adequate resources to support its mission through programs and operations, and these resources are managed to maintain and strengthen programs and operations in the future.

Financial Resources

A healthy financial resource base enables Gateway to respond to many of the needs of its constituencies. Evidence of a healthy financial condition at the college includes the following:

- In January 2009, Moody's assigned Gateway an Aa1 bond rating. Moody's report (RR 1480a) observed, "Moody's believes the district's financial operations will remain sound due to prudent financial management, healthy reserves, rebounding enrollment, and strong tax base growth."
- For fiscal year 2008, the college ended with a \$384,000 surplus in the general fund, and for fiscal year 2009, it is expecting a \$740,000 surplus (see Table B.18 on page 253). These 2009 figures are preliminary and unaudited at the time of publication.
- During recent periods of strong tax base growth, the college's tax rate has decreased, leading to an increased taxing margin well below the taxing

Component 2b:

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

An Aa1 bond rating from Moody's, a fiscal year 2008 surplus, and low tax rate all indicate a healthy financial condition for Gateway.

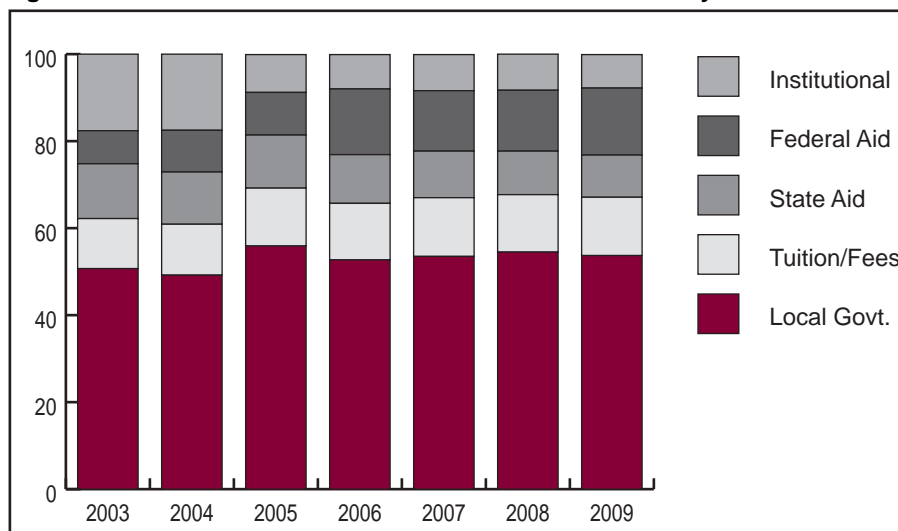
limitation of \$1.50 per \$1,000 valuation imposed by state statute. This margin, currently at 42 cents per \$1,000 valuation, provides additional financial flexibility to finance district operations, if needed.

The college’s financial resource base is attributable to sound budgeting practices and multiple revenue sources. As discussed in “Annual Budget” on page 74, Gateway uses strong budget development and management processes to plan annual budgets and monitor spending so that financial issues are identified and addressed promptly. The college also generates revenue from multiple sources, discussed below.

Overall Breakdown of Revenues. Gateway’s revenues cover operational costs, grow program offerings, and support the strategic goals of the college. Student enrollments are integral to budgeting; they affect the college’s revenues and expenditures. The college’s funding sources include revenues collected by local governments (property taxes), tuition and fees, state aid, federal and state grants, and other institutional revenue (revenues from contracted services, interest, etc.).

See Figure 2.2 and Table 2.8 for the percent of total revenue represented by each source, fiscal year 2003 through the fiscal year 2009 budget.

Figure 2.2 Percent of total revenues from combined funds by source



Source: Gateway Technical College (graphic 2_001)

Table 2.8 Percent of total revenues from combined funds by source

| Source | Actual FY 2003 | Actual FY 2004 | Actual FY 2005 | Actual FY 2006 | Actual FY 2007 | Actual FY 2008 | Budget FY 2009 |
|---------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Institutional | 17.6% | 17.5% | 8.7% | 7.9% | 8.3% | 8.3% | 7.7% |
| Federal aid | 7.6% | 9.6% | 9.8% | 15.1% | 13.9% | 14.0% | 15.4% |
| State aid | 12.6% | 12.0% | 12.2% | 11.2% | 10.7% | 10.0% | 9.7% |
| Tuition/fees | 11.5% | 11.7% | 13.3% | 13.0% | 13.5% | 13.2% | 13.4% |
| Local govt. | 50.7% | 49.2% | 55.9% | 52.7% | 53.5% | 54.5% | 53.7% |

Source: Gateway Business office

Each revenue source is explained in more detail in the following sections and in the *2008–2009 Budget* (▣ RR 2020).

Revenue from Local Government (Property Tax). Property taxes collected by local governments are Gateway’s most significant source of revenues. By state statute, Gateway cannot assess more than \$1.50 per \$1,000 of equalized valuation (the mill rate) for operational costs. There is no limit established for costs assessed for debt services.

From 2003 to 2008, the district’s tax base increased by an average rate of 8.5 percent per year. The increase in valuations in 2008, however, was only 3.1 percent, well below the increases experienced in the previous five years. This change was due to an overall economic slowdown and is in line with national trends with regard to home values.

Property values within the Gateway district rose dramatically over the past decade. In fiscal year 2007–2008 alone, valuations across the district went up an average of 7.3 percent (Kenosha County increased by 6.3 percent, Racine County by 5.2 percent, and Walworth County by 10.1 percent). As property values went up, the Gateway board worked to keep the mill rate low. See Table 2.9.

Table 2.9 Property tax/mill rate history for the Gateway district

| Fiscal Year | Equalized Valuation | Mill Rates | | | Percent Increase/Decrease |
|-------------|---------------------|-------------|---------|---------|---------------------------|
| | | Operational | Debt | Total | |
| 2003–04 | 29,223,903,873 | 1.30031 | 0.18266 | 1.48297 | -4.67% |
| 2004–05 | 32,011,436,858 | 1.23456 | 0.17253 | 1.40709 | -5.12% |
| 2005–06 | 35,561,553,706 | 1.16826 | 0.16169 | 1.32995 | -5.48% |
| 2006–07 | 39,735,348,517 | 1.08577 | 0.14974 | 1.23551 | -7.10% |
| 2007–08 | 42,651,718,457 | 1.05097 | 0.14654 | 1.19751 | -3.08% |
| 2008–09 | 43,959,586,231 | 1.07715 | 0.14931 | 1.22646 | 2.42% |

Source: Gateway Business office

Consequently, a taxpayer owning a \$100,000 house in 2008–2009 paid \$122.65 annual tax to support Gateway, while a taxpayer owning a \$100,000 house in 2000–2001 paid \$160.37. Of the 16 WTCS colleges, Gateway had the fifth lowest mill rate in 2007–2008.

Despite the decreasing mill rate, property tax revenues made up an increasing percentage of the college’s budget from 2003–2004 through 2008–2009 (see Table 2.10). As state aid to the college decreased, increased property holdings and growing property values within the district made up much of the difference.

Table 2.10 Property tax revenue as percent of general fund budget

| | Actual FY 2003 | Actual FY 2004 | Actual FY 2005 | Actual FY 2006 | Actual FY 2007 | Actual FY 2008 | Budget FY 2009 |
|--------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Property Tax | 63.5% | 62.3% | 63.7% | 64.1% | 64.2% | 65.6% | 65.7% |

Source: Gateway Business office

Throughout the past decade, Gateway has decreased the mill rate on local properties. Still, property tax revenues fund the majority of the college’s general fund budget.

Still, the 2009 property tax levy fell short of covering projected expenses by approximately \$1.27 million. To balance the fiscal year 2009 budget, the district cut spending in three areas: discretionary spending (curtailing some contracts, office supplies, and travel), staffing and support services (laying off some employees, holding vacancies, and restructuring counseling and support services), and low-producing programs (discontinuing Bioscience and E-Business).

Given the current economic climate, property values are likely to grow at a slower rate, or even decline, in the immediate future. Gateway's ability to sustain present levels of funding through property taxes—at least without increasing mill rates—is doubtful. The college will need to look to alternative revenue sources and increased borrowing for targeted, high-growth initiatives.

Revenue from Tuition and Fees. Tuition and fees are a second source of revenue for the college. Wisconsin Statute 38.24 (☞ [RR 1140](#)) requires the WTCS board to establish tuition and fees annually. The rate is set in March of each year and is effective beginning the summer session and through the following academic year. The college sets tuition and fees according to WTCS guidelines. The WTCS disseminates its guidelines for each fiscal year in an administrative bulletin (☞ [RR 2200](#)).

Student tuition and fees are authorized by the WTCS board to fund (in part or whole) direct instruction and activities offered as support services for direct instruction. Each year WTCS projects the statewide operational costs for the following year. The “WTCS Data Used for Program Fee Calculation Only” spreadsheet (☞ [RR 2210](#)) shows how those operational costs were determined for 2007–2008.

Tuition and fees increase hand-in-hand with the operational costs of colleges in the WTCS. Over the last nine years, on average, tuition for the degree- and diploma-level courses offered at Gateway has increased annually by an average of 5.64 percent.

Gateway's second source of revenue is the tuition and fees that it charges students. The WTCS sets the tuition and fee guidelines for all Wisconsin technical colleges.

As a part of the Wisconsin Technical College System, Gateway must comply with tuition and fee structures set by the WTCS board. However, not all fees are directed by the WTCS; some are developed at Gateway under general WTCS guidelines. For instance, the college instituted a security/technology fee in 2008 (3 percent, or an additional \$2.91 per credit for the 2008–2009 academic year). The “WTCS Program Fee Rates, 1975–76 through 2008–09” spreadsheet (☞ [RR 2230](#)), a program fee calculation survey, itemizes annual tuition and fees at Gateway from fiscal year 1975–76 through 2008–2009.

In 2008–2009, a student paid \$318.43 for a three-credit class that carried no added fees.

Challenging economic conditions are likely to have a positive impact on Gateway's enrollment as students look for affordable training. In past years,

enrollments have grown during economic downturns, bringing more tuition, fees, and financial aid to the college.

Revenue from State Aid. State aid is also available to help the college fund its operations. The formula for state aid is dictated by Wisconsin Statute 38.28 (☞ **RR 1140**). It is complex and dependent on many factors, some of which are out of Gateway's control. Factors taken into consideration include FTEs, aidable costs, and equalization values with other WTCS colleges. Because of state budget shortfalls, the Wisconsin State Legislature has not increased the total dollars available to the WTCS since 2001.

State aid to Gateway has declined over the last few years. It currently accounts for approximately 10 percent of the college's total operating revenue (down from approximately 15 percent in 2002–2003), but trends indicate further decline in state aid to Gateway and to all WTCS colleges. This decline is a cause of concern. In his March 22, 2007, testimony before Wisconsin's Joint Finance Committee, Dan Clancy, WTCS president and state director, testified as follows:

Historically, responsibility for funding the WTCS has been shared by the State, students, and local taxpayers. For almost 25 years, the State has relied upon the tax-base equalizing general aid formula to ensure that an adequate revenue base is available to fund technical education programs across the State. In recent years, stagnant state support for the WTCS has resulted in the funding of a disproportionate share of the System's budget with property tax revenue. In addition, for the first time ever, students are funding a greater share of WTCS costs than is the State.

If state aid continues to decline, the college will need to adjust funding carefully so as not to put too great a burden on students or local property owners.

Revenue from Grants. Grants support a wide variety of programs and services at Gateway and represent a significant portion of the college's funding (5.4 percent in 2007–2008). Through grant funding, the college is able to offer adult basic education (basic literacy; GED and high school equivalency diploma [HSED] instruction; and English Language Learner [ELL] instruction) at no cost to students other than fees for books and some tests. Grants also allow the college to support and retain students, implement new programs, and expand existing programs as need arises. Grants are a critical component in providing education, training, and economic development services.

Gateway has submitted a greater number of grant proposals since hiring a grant developer in 2003; however, due to general increased competition for grants, grant monies coming to the college have increased only slightly over the past decade.

Gateway's third source of revenue is state aid, which has been decreasing throughout the decade.

Gateway's fourth source of revenue is funding through grants. The college has hired a grant writer to pursue grants more aggressively.

Federal grants in 2008–2009 included the following:

- Perkins Vocational Education Act money for instructional improvement in nursing, new programming in Student Success, targeted retention efforts for students in nontraditional training, and tech prep (\$928,902 total)
- Adult Basic Education Act money for instruction in basic skills and assistance for English Language Learning students (\$602,150 total)
- Money for remedial education in Racine (\$124,948 total)

Federal agencies also supply grants for special projects. For instance, in 2007–2008, Gateway and the Kenosha Unified School District shared a \$100,000 grant from the U.S. Department of Transportation to support Gateway automotive instructors working with area high schools to connect math and science with the automotive industry. Also in 2007–2008, Gateway received \$210,000 from the U.S. Department of Health and Human Services to provide scholarships for disadvantaged students enrolled in health occupations programs.

State grants in 2008–2009 provided funding for a number of initiatives including basic literacy and GED/HSED instruction at community sites; additional clinical slots for nursing students; curriculum development, implementation, and instruction; assistance in the retention of minority students; technology development for instructional staff; on-site workplace instruction; workforce advanced training; and more (\$1,198,033 for these various initiatives). Specifics are included on the Special Revenue Projects reports for 2008–2009 (☞ [RR 2140](#)).

Gateway also receives grants through other sources. For instance, the Corporation for Public Broadcasting provided \$30,000 for Gateway's public radio station. As another example, the college received a \$10,000 AT&T Foundation grant in 2007–2008. This grant helped equip the new telecommunications lab at CATI. The college also received a \$25,000 grant in partnership with Workforce Development Centers and Society's Assets to train family caregivers through the Health Careers Division.

Grant funding is critical to some of Gateway's most innovative initiatives. For example, the CNC and welding boot camps (refer to "Boot Camps" on page 224) were funded in large part by a state grant that was part of Governor Jim Doyle's Emerging Industries Skills Partnership initiative. In 2008, Gateway also received a \$25,000 Grow Wisconsin state grant that was matched by \$25,000 contributions each from Snap-on, Kenosha County, and Gateway. This grant is being used to help train instructors, students, and automotive technicians already in the field to become certified automotive diagnostic technicians.

Refer to "Government Grants" on page 218 for details about Gateway's use of government grants to expand its capacity to serve its constituencies. Read the

Gateway Technical College Grants list (☞ RR 2430) for a comprehensive list of grants awarded for the 2008–2009 academic year.

Other Institutional Revenue. In addition to the previously discussed sources of revenue, Gateway receives income from contracted services, interest, and sales and rentals.

Wisconsin Statute 38.001(b) (☞ RR 1140) mandates that the WTCS “provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities.” This commitment is a priority at Gateway. Through the combined efforts of the Workforce and Economic Development Division (WEDD) and the Advanced Technology Centers (ATCs), Gateway offers many services for the business community.

Contracts for service represent a growing segment of Gateway’s budget. According to the Workforce and Economic Development Division Contract Listing as of June 30, 2008 (☞ RR 2190), WEDD contracts totaled \$1,529,250 for 2007–2008, and the 2008–2009 budget showed an increase of 17.6 percent beyond that. Refer to “Workforce and Economic Development Division” on page 202 for details of Gateway’s links to the community through WEDD.

In addition to contracts for service, two other categories of institutional revenue for Gateway are high school contracts (refer to “Agreements to Teach High School Students” on page 220) and miscellaneous revenue (largely from interest, sales, and rentals).

Cash Balance (Reserves). Gateway maintains reserve balances at levels to minimize the need for short-term borrowing and to offset possible fluctuations in state aid. Executive limitation 3.5(3), as spelled out in the *Administrative Procedures and College Practices Manual* (☞ RR 1110), requires that the college maintain operating fund balance reserves sufficient to provide for an average of two months’ operating expenses.

Expenditures. Gateway recognizes that its financial health is maintained not only by generating funds, but also by allocating funds prudently. The college’s mission documents and Vision 2012 goals clearly delineate objectives for every dollar the college spends. Gateway uses funding to provide education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities—and Gateway invests to encourage growth in all of those endeavors.

Personnel expenses—salaries and wages plus fringe benefits—account for approximately 85 percent of Gateway’s annual general fund expenses. For 2008–2009, 87 percent of salaries/wages went to permanent (full- and part-time) employees; 13 percent of salaries/wages went to adjunct instructors and

Gateway’s final source of revenue involves contracts with industry and local school districts for services and training.

Gateway allocates funds prudently. Personnel expenses, accounting for approximately 85 percent of the general fund expenses, are the greatest expenditure for the college.

casual employees. Salaries and wages increased over 2007–2008 due to three factors:

- Permanent employee wage increases averaged 3.4 percent for 2008–2009.
- Four new permanent positions were added.
- Adjunct instructor pay rates increased by nearly 10 percent (from \$31 per hour to \$34 per hour)—the first increase in six years.

Increases in fringe benefits reflect a 5.8 percent rise in health insurance rates and increases in other benefits as the salary base goes up.

Benefits account for an increasingly large percentage of the personnel budget. The amount spent for benefits equaled 48 percent of the amount spent for salaries in fiscal year 2008, as opposed to 31 percent of the amount spent for salaries in fiscal year 2000. Some savings, however, were realized in fiscal year 2008 when the college changed its health care plan and other details of benefit coverage.

In reaction to the increases in personnel expenses, the district board amended policy 3.4 in the *District Board Governance Policies* (☞ **RR 1180**) to direct the administration to develop budgets in which projected salary and benefit expenses are 83 percent +/- 2 percent of the total operating expenditures.

The college's debt service fund provides for long-term borrowing for both facilities and equipment. The Capital Projects Fund (not necessarily borrowed money) provides for the acquisition and improvement of sites, and for the acquisitions, construction, equipping, and renovation of buildings.

Expenditures are documented in the college's financial reports to its community. Prior to each fiscal year, the college publishes a budget to disclose expected expenditures. At the close of each fiscal year, the college publishes a Comprehensive Annual Financial Report (CAFR), which includes the findings of an independent auditor, disclosing actual expenditures. Read the *2007–2008 Budget* (☞ **RR 2020a**) and *2008 Comprehensive Annual Financial Report* (☞ **RR 2010**) for financial details about fiscal year 2008.

Foundation Resources

Gateway has many needs—including student scholarships, student emergency assistance, and the development of new programs and projects to advance Gateway's mission—that cannot be covered by student fees, tax revenues, and available grants. It was in recognition of this fact that the Gateway Technical College Foundation Inc. was established as a not-for-profit charitable organization in 1977. It is chartered with the State of Wisconsin as an entity separate from Gateway Technical College. It was organized for the purpose of supporting educational programs and opportunities at Gateway through private gifts and grants. The Foundation's tax exempt 501(c)(3) designation from the Internal Revenue Service assures donors that all gifts are tax

The Gateway Technical College Foundation was established in 1977 to solicit gifts on behalf of Gateway. With over 2 million dollars in assets, the Foundation supports students and academic activities at the college.

deductible. The Foundation actively solicits gifts by individuals, businesses, and corporations on behalf of Gateway Technical College.

The purposes of the Foundation read as follows:

Under the leadership of the Gateway Foundation Inc. board of directors, the Foundation will fulfill this mission by

- Fostering educational program opportunities for Gateway through grants, gifts, loans, and distributions or transfers.
- Seeking and securing donations for scholarships, grants, and loans for students.
- Seeking and securing gifts and grants to be used for specific programs and projects as well as awards to Gateway faculty and staff.
- Serving as financial manager of any gifts, bequests, devices, equipment, and benefits of trusts and properties to be used by Gateway.



Source: Gateway Technical College (graphic 2_006)

The Gateway Technical College Foundation has awarded over 2,500 scholarships. Gateway's executive vice president/provost awards a scholarship to a Gateway student at a Foundation ceremony.

In its thirty-plus years of existence, the Foundation has distributed over 2,500 student scholarships and numerous emergency grants. Refer to Table 5.2 on page 209 for details about recent Foundation grants and scholarships.

In addition to external fund raising, each year the Foundation sponsors an internal giving campaign aimed at faculty and staff as described in the *Caring to Give: 2007* brochure (☞ RR 2050). Thanks to strong growth in giving—both by community and business, as well as by faculty, staff, and retirees—the Foundation currently has assets in excess of \$2 million. Read the “Gateway Technical College Foundation Summary of Activities: Fiscal Year 2007–2008” (☞ RR 2090) for details.

Personnel Resources

Enrollment at Gateway grew by 38.16 percent between 2000 and 2008. During that same time period, the number of permanent employees grew by

5.38 percent, salaries grew by 42.91 percent, and benefits grew by 117.47 percent. See Table 2.11 for specific numbers.

Table 2.11 Enrollment and employee trends

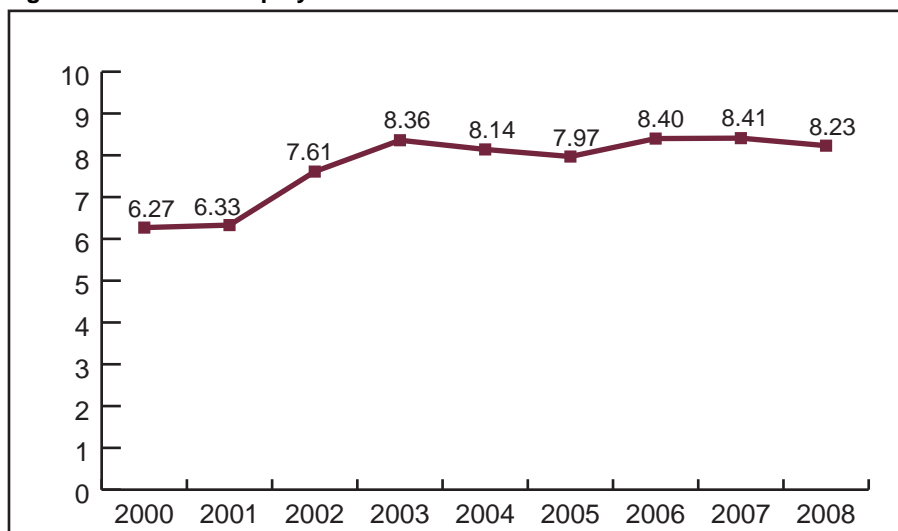
| | FY 2000 | FY 2006 | FY 2007 | FY 2008 | % Change, 2000–2008 |
|---------------------|----------|----------|----------|----------|---------------------|
| Enrollment (FTEs) | 3,498 | 5,042 | 5,003 | 4,833 | 38.2% |
| Employee Headcount* | 558 | 600 | 595 | 588 | 5.4% |
| Salaries (000's) | \$28,593 | \$38,996 | \$39,735 | \$40,862 | 42.9% |
| Benefits (000's) | \$ 8,956 | \$17,963 | \$19,953 | \$19,477 | 117.5% |

Source: Gateway Business office

* Includes permanent full- and part-time employees; excludes adjuncts.

Over the past decade, Gateway has worked to increase staffing efficiencies. In fiscal year 2000, there were 3,498 full-time equivalent (FTE) students served by 558 permanent employees—a ratio of 6.27 FTEs per employee; by 2008, there were 4,833 FTEs served by 588 permanent employees—a ratio of 8.23 FTEs per employee. See Figure 2.3 and Table 2.12 for the changes in the FTE-to-employee ratio through the past decade.

Figure 2.3 FTE-to-employee ratio



Source: Gateway Human Resources department (graphic 2_007)

Table 2.12 FTE-to-employee ratio

| | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 |
|-----------|-------|-------|-------|-------|-------|-------|
| FTEs | 3,498 | 3,724 | 4,520 | 4,980 | 5,015 | 4,851 |
| Employees | 558 | 588 | 594 | 596 | 616 | 609 |
| Ratio | 6.27 | 6.33 | 7.61 | 8.36 | 8.14 | 7.97 |
| | 2006 | 2007 | 2008 | | | |
| FTEs | 5,042 | 5,003 | 4,833 | | | |
| Employees | 600 | 595 | 588 | | | |
| Ratio | 8.40 | 8.41 | 8.23 | | | |

Source: Gateway Human Resources department

As Table 2.12 illustrates, there has been a 31 percent increase in the FTE-to-employee ratio between 2000 and 2008, some of which has resulted from efficiencies gained through technology. Table 2.12 also illustrates that the total number of Gateway employees grew by 5.38 percent between 2000 and 2008. See Table 2.13 for changes in employee count by each category at the college.

Table 2.13 Percent change in employee count by category

| Employee Category | Percent Change Between 2000 and 2008 |
|----------------------------|--------------------------------------|
| Administrative/Managerial | -15.38% |
| Faculty | 10.26% |
| Service/Maintenance | 19.35% |
| Secretarial/Clerical | - 1.90% |
| Technical/Paraprofessional | 9.57% |
| Total | 5.38% |

Source: Gateway Human Resources department

These changes may be explained as follows:

- The number of administrative and managerial positions were reduced as the college moved from a campus-based to a more centralized administration. This reduction is in keeping with trends across business and industry.
- Faculty numbers grew as the college grew. That growth is likely to continue, but not necessarily as fast as the growth in FTEs if the college is efficient with scheduling and the use of technology.
- Service and maintenance employees were added because the college added buildings and facilities. That growth is likely to slow down at this point.
- Secretarial/clerical positions have decreased in number while technical/paraprofessional positions have increased, largely due to increased use of technology. (In some instances job content changed and clerical positions were reclassified as technical.) This phenomenon, which is not unique to Gateway, is likely to continue.

Refer to “Permanent/Adjunct Faculty Balance” on page 127 for more about the balance of faculty to FTEs.

Facility Resources

Gateway owns or leases over 850,000 square feet of facility space located throughout Kenosha, Racine, and Walworth counties. The total value of district-owned facilities exceeds \$110 million. Facility space is distributed

Gateway's employee-to-FTE ratio has increased over the past decade. The college has added employees and processes to increase employee productivity.

Gateway's facilities support its current endeavors, and its facility planning identifies projects that will enable the college to grow in the future.

Gateway's investment in technology throughout the past decade has been significant.



Community Conversation

*"Gateway has state-of-the-art technology for students and members of the community to use."
— Natalie Bauman,
Computer Lab Technician*

among the three counties with the aim of minimizing student commutes. See Table 2.14 for square footage as of 2007 and assessed valuations as of 2005.

Table 2.14 Gateway facilities

| County | Square Footage | Assessed Value |
|-----------|----------------|----------------|
| Kenosha | 399,000 | \$48,466,316 |
| Racine | 318,000 | 44,960,618 |
| Walworth* | 141,000 | 14,682,089 |

Source: Strategic Facility Planning Guide 2008–2010 (RR 2170)

* Includes the Burlington Center, which is linked to the Elkhorn Campus

“Square Footage of District Facilities 2003–2007” (RR 2150) lists specific district facilities, 2003 through 2007. The *Strategic Facility Planning Guide 2008–2010* (RR 2170) lists the specific valuation of each facility.

The college has the capacity to build on open land on its Elkhorn and Kenosha campuses; its campus in downtown Racine has no vacant land for new construction. The college has the capacity to remodel all its facilities in response to expected growth and changes. Read the *Strategic Facility Planning Guide 2008–2010* (RR 2170) for details about improvements budgeted for the near term.

Technology Resources

Technology resources at Gateway are a considerable strength, enabling the college to fulfill its mission and Vision 2012 goals. There is substantial support for technology, including instructional technology (\$1,874,000 in 2007–2008). The college adequately funds software and infrastructure for online instruction. Between fiscal years 2003 and 2008, expenses for online software and associated support staff rose by over 41 percent. Increases included the hiring of a distance learning director in 2004, enhancing the course management system from 2005 to 2008, and adding a distance learning technician and an online faculty coordinator in 2007. In 2007, the distance learning director was promoted to chief information officer, another indicator of the college’s commitment to online learning.

Gateway has also made and continues to make significant investments in four categories of technology infrastructure:

- Increased bandwidth between Gateway facilities, which will meet the academic and operational needs of the college into the foreseeable future.
- Upgrades to the core and edge network infrastructure, which facilitate high-speed and secure voice, video, and data networks both on and between campuses.
- Implementation of 802.11 wireless networking, with a goal approaching 100 percent wireless coverage by 2011. (As of spring 2009, wireless coverage was at approximately 95 percent.)

- Increased server-based computing power to meet program needs, complemented by the virtually unlimited server space available through Blackboard Academic Suite, the course management software used for online and many face-to-face classes.

For further details about each of these areas, read “Recent Technology Infrastructure Upgrades, Fall 2008” (☞ [RR 2350](#)).

Summary of Component 2B

Gateway presently has adequate financial resources to support its programs and plans for the future, and these resources are managed appropriately and with an eye to the future. The college recognizes that the current difficult economic climate, which includes decreasing home prices, decreasing state aid, and increasing insurance premiums, presents cause for concern. Still, it has multiple sources of revenue and monitors its expenditures closely to ensure a balanced budget.

The college has also invested in adequate human, facility, and technology resources. Increases in personnel and in productivity have enabled the college to continue to serve its constituencies effectively with a higher FTE-to-employee ratio than a decade ago. The college also maintains adequate facilities in the three counties that it serves, and it systematically plans to ensure that facilities meet the college’s future needs. Increased support for technology resources is evident in the college’s investment in personnel, infrastructure, and instructional technology.

Assessing and Reporting Effectiveness

In the fourth ends statement in the College Strategic Directions/Ends Statements, Gateway makes a commitment that it will evaluate its processes and seek continuous improvements:

Gateway models integrity, social responsibility, and continuous improvement in its internal and external processes and relationships.

In fulfilling this commitment, how does Gateway determine when and whether the college is using its resources effectively—when and whether it is living up to its mission and Vision 2012? Because it is a complex institution, Gateway must evaluate and assess its effectiveness at many levels; must facilitate connections between evaluation/assessment efforts; and must tie such efforts to strategies for improvement, the budget, the strategic plan, and the mission of the college whenever possible. In addition, Gateway must make its findings known within and beyond the college.

Component 2c:

Gateway’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Gateway's Institutional Effectiveness (IE) division has helped the college gather and analyze data from its evaluation and assessment processes.

Institutional Evaluation and Assessment

The college collects a great deal of data in its efforts to evaluate and assess institutional performance. It is an ongoing challenge to connect all the collected data to meaningful institutional planning. The college has moved, however, to improve and adjust organizational structures and connections that will, in turn, engender authentic change based on institutional assessment results.

One key improvement happened in 2006 when Gateway President Albrecht created the Institutional Effectiveness (IE) division. This change in organizational structure brought together all of the evaluation and assessment functions of the college for the purpose of continuous improvement.

The IE division is headed by the associate vice president of Student Learning and the associate vice president of Research, Planning, and Development, who report directly to the executive vice president/provost. A total of seven staff members support these two branches. See Table 2.15 for the responsibilities of each branch.

Table 2.15 Responsibilities of the Institutional Effectiveness division

| Student Learning | Research, Planning, and Development |
|---|--|
| <ul style="list-style-type: none"> • assessment of student learning • curriculum maintenance and development/WIDS • employee learning • post-secondary articulation • program advisory committees • Quality Review of programs • regional accreditation • support for program accreditation • support for secondary articulation | <ul style="list-style-type: none"> • grant writing and grant management • institutional research • local quality planning • new program development • quality enhancement • strategic planning – Vision 2012 |

Source: Gateway Institutional Effectiveness division

Because of the establishment of the IE division, institutional effectiveness functions that had been dispersed across various divisions and departments in the college can now be coordinated. The college has staffed this new division by creating two associate vice-president positions that did not previously exist and by adding three new positions to the division between 2006 and 2008.

Using multiple evaluation and assessment processes, Gateway continually evaluates and improves its progress towards fulfilling the ends statements of its mission, its progress towards implementing its strategic plan, and its effectiveness in allocating various resources.

Board Updates. As a part of the Policy Governance model, the Gateway Technical College board of trustees has set forth ends statements for the college to achieve. The college administration provides a report to the board during most monthly meetings regarding the college's efforts to fulfill a

specific ends statement. These reports are the board's primary method for determining institutional effectiveness.

Ends statements are monitored on a rotating basis, with members of the ELC assigned to report on those pertaining to their areas of management. The progress reports are presented publicly at the board meetings, after which the board votes on whether to accept the report as reflecting sufficient progress toward an ends statement or to request follow-up information or more action.

During the May 2008 meeting (☞ RR 1240a), for instance, the vice president of Student Success shared graduation data, the graduate follow-up study, and student success stories to illustrate progress toward fulfilling Gateway's first ends statement:

Gateway provides academic programs and services that meet the current and future postsecondary technical education needs of our tri-county community and assists in the preparation and transition of all learners.

The board reviewed, discussed, and approved that the data provided reasonable proof that the ends statement was met.

Strategic Plan. As it has implemented Vision 2012, Gateway has also put in place evaluation processes so that college leadership and individual organizational units and academic divisions can monitor the effectiveness of the strategic plan and the initiatives to fulfill its goals. Divisions and departments develop measurable objectives annually, and the IE division collects quarterly updates on progress toward these objectives. The objectives and progress reports (☞ RR 2180) are posted in Blackboard and are accessible by all college staff.

The objectives and progress reports for the Business, IT, and Services division (☞ RR 2180a) provide an example of the data that was reported. One of the division's goals was to increase enrollments, and one method that it measured progress toward this goal was by encouraging programs like the Barber/Cosmetologist program to attract new students. Program faculty determined that offering a part-time evening program would attract students, and progress in developing this program moved from discussions of courses to offer in the evening (quarters 1 and 2), to determining the semester to start (quarter 3), to offering the first four courses in summer and fall 2008 (quarter 4).

Objectives and progress reports like those used by the Business, IT, and Services division helped the individual divisions track their progress toward fulfilling the goals of Vision 2012. These progress reports also helped the administration track the college's progress and make improvements. In reports to the board on Vision 2012 (☞ RR 2410a), the administration showed that all Vision 2012 goals were addressed by at least one division in the college, and examples of initiatives to help the college achieve each goal were clear. Data collected from progress reports helped the administration

Gateway's administration updates the district board on the college's efforts to fulfill the commitments of the ends statements.

Evaluation processes connected to Gateway's Vision 2012 have led to improvements in divisions' Vision 2012 initiatives as well as revisions to the strategic plan itself.

determine areas in the plan that needed greater clarity. When it released *Vision 2012: Achieving the Critical Degree of Success/2009 Update* (¶ RR 1370a), revisions included defining “Gateway Experience” and suggesting possible measures for each goal. Finally, by understanding current initiatives identified in the progress reports, the administration could identify priorities for the next year and share these with the college as the budgeting process began.

The evaluation process used to track the college’s progress in fulfilling its strategic plan has resulted in improvements to the plan itself as well as the college.

Independent Audits. An annual audit assures the college’s stakeholders that the college’s assets are safeguarded. State statutes require the annual audit by independent auditors who provide an opinion that Gateway’s financial statements fairly represent the financial position of the college. Gateway is responsible for ensuring that an adequate internal control process is in place. Through a single audit process (as documented in the *2008 Single Audit Report* (¶ RR 2130b)), the auditors determine the adequacy of the internal control structure and compliance with applicable laws and regulations. Such audits ensure accuracy in financial reporting.

In addition to providing an audit, the single audit process also provides recommendations. Each year, Gateway follows up on any recommendations, ensuring that the college is improving its control structure and is in compliance with applicable laws and regulations. For details on recommendations and Gateway’s responses, refer to Table 1.10 on page 56. For complete audits and their recommendations, read the 2006 (¶RR 2130a), 2007 (¶RR 2130), and 2008 (¶RR 2130b) *Single Audit Reports*.

Program Effectiveness. Each year, Gateway’s academic programs are evaluated on 25 program effectiveness measures, and results are used to guide continuous improvement. Comparative statistics rank program performance relative to divisions and the college as a whole. The *Program Performance Report* (¶ RR 2240) is produced with reports for individual programs, for programs by division, and for all programs at the college. This model is the basis of the continuous program improvement process, which includes ongoing review of curriculum, student learning, and program Quality Review.

The IE division gathers, organizes, and presents data to programs to give them a factual basis from which to institute program improvements. The comparative data provides a tool for academic leadership to evaluate the college’s strengths and weaknesses in terms of academic programming. For the 2007–2008 academic year, 57 programs were included in profile reporting. Performance scores were also aggregated by division. The following reports illustrate data generated by the process:

Gateway’s academic programs improve through their annual participation in Program Effectiveness.

- a sample Program Effectiveness Data Profile for the Nursing Assistant program from 2007 (▣ RR 4170)
- the Program Performance Reports for 2006–2007 (▣ RR 4190) and for 2007–2008 (▣ RR 4190a), giving standardized scores for each program’s five indicators of effectiveness and the weighted values assigned to each (Divisional Program Performance Reports, indicating each program’s performance score ranking from highest to lowest within each division, are included.)
- a Program Effectiveness Data Master for 2006–2007 (▣ RR 4160), including basic rates or percentages for several measures of effectiveness on each program

One of the goals of collecting program effectiveness data using this system is to provide clear data accompanied by clear criteria to inform academic planning at the college level. Based on performance report scores from 2006–2007, the college closed two low-performing programs: BioScience Technician and E-Business Programmer. Based on 2007–2008 scores, the college changed the staffing of two other programs.

Another goal is to gather annual measurements that can be interpreted by the individual academic programs over time. Beginning with the 2008–2009 academic year, programs have chosen one or more annual areas of emphasis—something to improve—based on program effectiveness scores and their most recent quality review improvement plans. The programs analyze the data, provide an action plan to improve the scores, and follow up with the accomplishments from the action plan in their Program Effectiveness Work Plans. Examples include the following:

- In its work plan (▣ RR 2390), the Interior Design department focused on the indicator about attracting and enrolling students. Interior Design faculty planned to increase enrollment through faculty recruitment efforts at local high schools and the development of articulation agreements, when appropriate. The follow-up section lists the recruitment activities in which instructors participated and high schools with which articulation agreements have been developed or explored.
- In its work plan (▣ RR 2390a), the Physical Therapy department focused on the indicator about retaining students. Physical Therapy faculty planned to increase retention using techniques such as open labs, review sessions, and a part-time option for students struggling academically. The follow-up section explains that the department had limited success with the open labs and greater success with the reviews and part-time option.

Quality Review of Programs. Every five years, Gateway academic programs participate in a formal Quality Review (QR) process with the goal of improving teaching and learning. The QR process that Gateway uses is a WTCS system of self-evaluation: each program takes some kind of action each year, working on the area of emphasis chosen from program

The Quality Review process provides academic programs an opportunity to perform an in-depth review of their programs and to use the review's findings to improve.

effectiveness results, with the five-year review consisting of a more in-depth review. The Student Learning Committee oversees the QR process.

QR for programs was instituted at Gateway in 2004, and all but a few programs have participated in the five-year review.

The *Quality Review Workbook for Academic Programs* (☞ RR 4210) details QR for those who are going through the process. The QR process begins with two steps:

1. Identify indicators. The program identifies ideal quality outcomes and aligns them with overall quality indicators in place for the college.
2. Evaluate performance. Each indicator is evaluated using WTCS measures or Gateway's global data measures. Minimum and desired levels of performance (thresholds and targets) are established by WTCS or Gateway.

A QR team reviews performance results and then researches trends, environmental factors, and program elements in order to develop a QR Evaluation Report. In the four years that follow (prior to the next five-year review), the program submits annual program effectiveness work plans that show annual improvement activities and progress toward goals.

Human Service's Quality Review Program Evaluation Report (☞ RR 2400) illustrates how the QR review can help improve a program. The report identifies how future trends such as the availability of advanced degrees for the program's graduates and environmental trends such as high unemployment can impact a program. It also identifies best practices, such as the active Human Services club that is connected to the program, and challenges, such as the course completion rate. Actions to improve the course completion rate were proposed when the plan was first submitted and progress has been updated as the actions have been implemented.

Programs participate in full Quality Review once every five years and when they are closed or suspended. Refer to "Curriculum and Program Review" on page 183 for further details about the QR process.

Student Learning. Gateway programs have been formally assessing student learning for almost 15 years. Over that time, there have been challenges as well as marked improvements in the assessment process and in its use for improvement in learning.

Gateway's Student Learning process ensures that academic programs gather data to assess student learning. Using the data, programs then plan and implement improvements to better student learning.

Gateway's student assessment process has evolved to promote continuous improvement. The annual program assessment cycle requires faculty to identify learning outcomes, analyze learning successes and barriers, describe trends observed, look for ways to improve student learning or authentic assessment, and create plans for improvement. After plans are implemented, learning success is measured, and plans are adjusted accordingly.

Refer to “Assessment of Program-level Learning Outcomes” on page 118 for details about the processes used to assess Student Learning as well as the resulting improvements.

External Accreditation. Ten of Gateway’s programs are accredited by external accrediting agencies. Refer to Table 4.7 on page 186 for a list of these programs. External accreditation, of course, requires the programs to prepare reports demonstrating compliance with accreditation standards and make improvements based on the findings of accrediting agencies.

The Nursing program’s improvements after an accreditation evaluation by the National League for Nursing Accreditation Commission (NLNAC) provide an example of a program improving because of an external accrediting agency’s review. The NLNAC found that the Nursing program’s systematic evaluation plan (SEP) was insufficient.

In response, the Nursing program has improved both its documentation method and its SEP process. Documentation of Faculty Council has become more detailed. It has added details about the reported data, identified issues, plans for resolution, notation of responsible parties, and dates for reassessment of the possible solutions. This added detail better documents the program’s SEP process. Also, the program improved its SEP process. Previously, a faculty subcommittee was assigned to each standard, would report its findings to two faculty overseeing the process, and would share findings on an annual basis. Now, faculty subcommittees report their findings to the Faculty Council. Each month, one standard is reviewed, and faculty evaluate whether standards are being met at an acceptable level. If standards are not met, faculty develop plans for improvements and reevaluation.

Surveys Measuring Perceptions of Effectiveness. The results from the *Noel-Levitz Student Satisfaction Inventory* administered to students and the *PACE Survey* administered to employees give the college insight into student and employee perceptions. The results of these surveys are available to all Gateway staff via Gateway’s intranet site and are presented to the board, various college committees, and groups throughout the college.

Gateway has consistently scored well on the overall satisfaction of its students. In the summary items, students are asked whether Gateway has met



Source: Gateway Technical College (graphic 2_008)

Gateway programs, such as the Dental Assistant program, participate in external accreditation processes that help them evaluate themselves and implement improvement processes.

Gateway uses surveys to gauge student and employee satisfaction at the college. College initiatives support strengths identified by the surveys and target challenges as areas for improvement.

their expectations, whether they are satisfied with their experience at the college, and whether they would enroll again at Gateway. According to the student responses to these items in the 2003 (☐ RR 1260b), 2005 (☐ RR 1260a), and 2007 (☐ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, Gateway students express as much overall satisfaction with Gateway as students at other community colleges express with their colleges.

Data from specific scales and items within the *Noel-Levitz Student Satisfaction Inventories* help the college identify strengths and target areas needing improvement. While there is no formal process to use results in planning, examples of the college allocating resources to maintain strengths as well as to respond to challenges identified in the inventory are discussed in this self-study report. Refer to “Valuing and Supporting Effective Teaching” on page 125 for details about the college’s supporting quality instruction (a strength identified in the inventory), and refer to “Perceptions of Gateway’s Reputation” on page 60 for details about the college’s efforts to improve its reputation (a challenge identified in the inventory).

The *PACE Survey* of college employees categorizes employee perceptions of college climate in terms of four organizational systems:

- Collaborative (scores of 4.00–4.99)
- Consultative (scores of 3.00–3.99)
- Competitive (scores of 2.00–2.99)
- Coercive (scores of 1.00–1.99)

Overall scores of 3.37 from the 2008 *PACE Survey* (☐ RR 1280a) indicate a healthy campus climate at the consultative level. As far as individual category scores on the *PACE Survey*, Student Focus received the highest mean score (3.74), and Institutional Structure received the lowest mean score (3.10), but both fell within the consultative range. The *PACE Survey* defines consultative as follows:

- Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in decision-making.
- More decisions are made at the lower levels, and leaders consult with followers regarding decisions.
- Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.
- Influence is through the rewards process. Occasional punishment and some collaboration occur.

It is a strength to be in the consultative range, and the college’s overall mean score remained relatively stable between 2004 and 2008. Ideally, the college would be moving toward the collaborative level, a level in which leadership’s confidence in employees and employees’ involvement in decision-making would be increased, collaboration would be expanded across all levels, and

employees would participate fully in setting and appraising goals. Few colleges achieve a fully collaborative environment; nevertheless, a collaborative environment is a goal to which Gateway aspires.

To guide efforts toward moving to a collaborative climate, college leadership reviews data from specific categories and questions within the *PACE* to help the college identify strengths and target areas needing improvement. While there is no formal process to use results to develop plans to maintain strengths and improve weaknesses, the ELC's Vision 2012 goals, which emphasized more interaction and communication between college leaders with faculty and staff, provide a recent example of college leadership responding to survey results.

Reports of Effectiveness

Evaluation, assessment, and basic data collection at Gateway enable the college to comply with state and federal government requirements, remain accountable to its community, and generate internal college reports that improve programming and demonstrate value.

State and Federal Required Reports. In order to receive state and federal aid, the college must prepare and submit many reports. Some are mentioned below. For the complete list of required reports, along with dates due, read "Report Dates Subject to Withholding of State or Federal Aids for Fiscal Year 2008–2009" (☞ [RR 2280](#)).

Gateway has effective reporting systems in place for providing all data required by the WTCS and is in full compliance with all WTCS reporting requirements. Data is submitted to the following WTCS electronic data submission systems:

- Client Reporting (reporting of individual student records and grant data)
- UFFAS (financial accounting)
- Staff Accounting
- Contract Reporting (contracts for service)
- Cost Allocation
- Course Approval
- Program Curriculum
- Personnel Certification

All of the systems are interconnected at the state level and go through a WTCS auditing process. The college is required to reconcile any discrepancies within or between systems. Gateway maintains a full-time administrative position in the Information Systems department to manage these reporting systems. In addition, various administrative personnel

Gateway collects and reports data to comply with state and federal requirements.

throughout the college have responsibilities for compliance with these systems.

The WTCS reporting systems provide checks and balances between various areas of the college. For example, instructor certification is checked against course approval information, and pay records are checked against course offerings and student enrollments. Additionally, because all 16 WTCS institutions submit the same information through these systems, they are a source of data for benchmarking.

Gateway is also in full compliance with Integrated Postsecondary Education Data System (IPEDS) reporting requirements. These reports are mandatory for all institutions that participate or are applicants for participation in any federal financial assistance program authorized by Title IV of the Higher Education Act of 1965, as amended. The completion of the surveys is mandated by 20 U.S.C. 1094, section 487(a)(17).

Gateway annually completes the eight required IPEDS surveys (fall enrollment, finance, graduation rates, student financial aid, institutional characteristics, completions, 12-month enrollment, and human resources). The associate vice president of Research, Planning, and Development serves as the college's keyholder, ensuring that all reporting requirements are met. Each survey is assigned to an administrative staff member for completion. The college's data collection systems are set up and maintained to meet the reporting requirements.

Full compliance with federal reporting requirements ensures that the college is not fined and is able to continue participation in federal financial aid programs.

Gateway's reports to its community hold the college accountable to its constituencies.

Reports to the Gateway Community. Gateway publishes reports to its community to help its constituencies understand its operations and assure them that the college is safeguarding its assets. Community members can download reports such as the *Comprehensive Annual Financial Report* (CAFR) and *Economic Impact Report* from Gateway's website.

Gateway's CAFR includes the summary report of the annual audit, financial statements, and details concerning the college's finances. This report explains Gateway's financial condition and provides essential information for evaluating the ability of the college to meet its goals. Read the *2008 Comprehensive Annual Financial Report* (☞ RR 2010) as an example.

Gateway has also disseminated the findings of the *Economic Impact Report* (☞ RR 5040). In 2005, CCbenefits, Inc., a nationally acclaimed company providing economic impact analysis to community and technical colleges, analyzed Gateway's economic impact on the communities, taxpayers, and students of Racine, Walworth, and Kenosha counties. The *Economic Impact Report* (☞ RR 5040) tracked four types of benefits:

- regional economic benefits (contributions to local job and income formation)
- earnings captured by existing students
- social benefits
- the return to the taxpayers for their support of the college

The report concluded that Gateway is a sound investment for the community. Because of Gateway, the regional economy is stronger. In addition, the college returns far more to taxpayers than it costs, and the earning potential of students is measurably increased as a result of a Gateway education. The following examples highlight some of the estimated values of the college:

- Altogether, the Gateway Service Area economy owes roughly \$401.4 million of its labor and non-labor income to the past and present efforts of Gateway.
- For every credit earned by Gateway students, the state and local community will see social savings amounting to some \$17 per year, including savings associated with improved health, lower crime costs, and reduced welfare and unemployment.
- For every dollar appropriated by state and local government, taxpayers will see a cumulative return of \$1.24 over the next 36 years or so, or as long as the students are in the workforce.

Internal Monitoring Reports. The college uses monitoring reports to bring about improvement on many levels. For example, program evaluation and grant maintenance both rely heavily on these reports.

As a result of planning that grew out of Vision 2012, Gateway has begun using Program Effectiveness Data Profiles as part of program review. These reports quantify programs' ability to attract and enroll students, retain students, facilitate student learning, meet customer needs and expectations, and contribute to overall college efficiency. The reporting process is fully described in the *Program Effectiveness User's Guide* (RR 2120).

Perkins grants received by Gateway also rely heavily on a "report card" of specified measures. When the college doesn't meet these measures, as has happened lately with some student retention figures, an improvement plan is drawn up. None of this—the reporting or the planning—is possible without carefully collected data.

While much effort goes into collecting data to bring about academic programming enhancements, Gateway does not study supporting college operations (administrative and student support offices, for example) with similar energy. Collecting better data on such ancillary operations could be a goal for the future.

Data is collected for internal reports that help college leaders monitor the effectiveness of programs and grant initiatives.

Summary of Component 2C

Gateway gathers a great deal of data to assess its effectiveness, analyzes the data, and uses the data to support claims of effectiveness and plans for improvement. Effective evaluation and assessment processes are emerging to monitor the college's progress in fulfilling its mission, its progress in implementing its strategic plan, and its effectiveness in delivering services to its constituencies, especially its academic programs.

What makes these effective processes is that data either confirms progress or effectiveness or leads to change. Vision 2012 provides one mechanism that ensures data is gathered and used to plan future improvements. The Program Effectiveness, Quality Review, and Student Learning programs also have built-in checks to ensure that plans are based on data, plans are carried forward, the results of plans are evaluated, and modifications are made as a result—all with an eye to continuous improvement. The model guiding these programs needs to continue to spread to all areas of the college, many of which only loosely connect data collection, planning, and continuous improvement.

Component 2d:

All levels of planning align with Gateway's mission, thereby enhancing its capacity to fulfill that mission.

Aligning Planning with Gateway's Mission

Gateway's mission establishes the direction for all planning at Gateway. Planning and resource allocation may be judged by a single criterion: They are successful if they support Gateway's mission.

Gateway's Mission Statement reads, "We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities." Vision 2012, the driving force behind all the college's planning systems, is closely connected with this statement.

See Table 2.16 for links between Vision 2012 goals and Gateway’s Mission Statement.

Table 2.16 Links between Vision 2012 goals and the mission statement

| Vision 2012 Goals | Mission Components | | | | | |
|---|--------------------|--------------------------------------|--------------------------------|------------|-------------------------|---------------------|
| | Collaboration | Ensure economic growth and viability | Provide education and training | Leadership | Technological resources | Meet changing needs |
| Model a positive, collaborative, and safe work environment. | ✓ | | | ✓ | | |
| Position our college for program growth and continuous quality improvement. | ✓ | ✓ | | | ✓ | ✓ |
| Demonstrate fiscal responsibility. | | ✓ | | | | |
| Deliver the “Gateway Experience.” | | | ✓ | | ✓ | ✓ |
| Promote innovation through technology. | | ✓ | | | ✓ | ✓ |
| Provide pre-college opportunities for high school students. | | ✓ | ✓ | | | ✓ |
| Increase four-year college transfer opportunities. | | | ✓ | | | ✓ |
| Expand opportunities for under-prepared students. | | ✓ | ✓ | | | ✓ |
| Engage our community through advocacy and action. | ✓ | ✓ | ✓ | ✓ | | ✓ |

Source: Gateway Institutional Effectiveness division

Gateway’s Strategic Directions/Ends Statements read as follows:

1. Gateway provides academic programs and services that meet the current and future postsecondary technical education needs of our tri-county community and assists in the preparation and transition of all learners.
2. Gateway provides innovative and entrepreneurial programs and services that align with the educational, economic, and tri-county community needs for students’ regional and global competitiveness.
3. Gateway provides leadership in tri-county community and workforce development through collaborative partnerships with business, industry, labor, and community organizations to support economic development, keeping in mind the desire not to duplicate services for efficient use of taxpayer dollars.
4. Gateway models integrity, social responsibility, and continuous improvement in its internal and external processes and relationships.
5. Gateway provides a positive return on taxpayer investment by leveraging its core capabilities in a financially and sociably responsible manner.

The goals in Gateway’s Vision 2012 are congruent with Gateway’s Mission Statement and Strategic Directions/Ends Statements.

Vision 2012 is also closely linked with the ends statements. See Table 2.17 for links between Vision 2012 goals and Gateway’s Strategic Directions/Ends Statements.

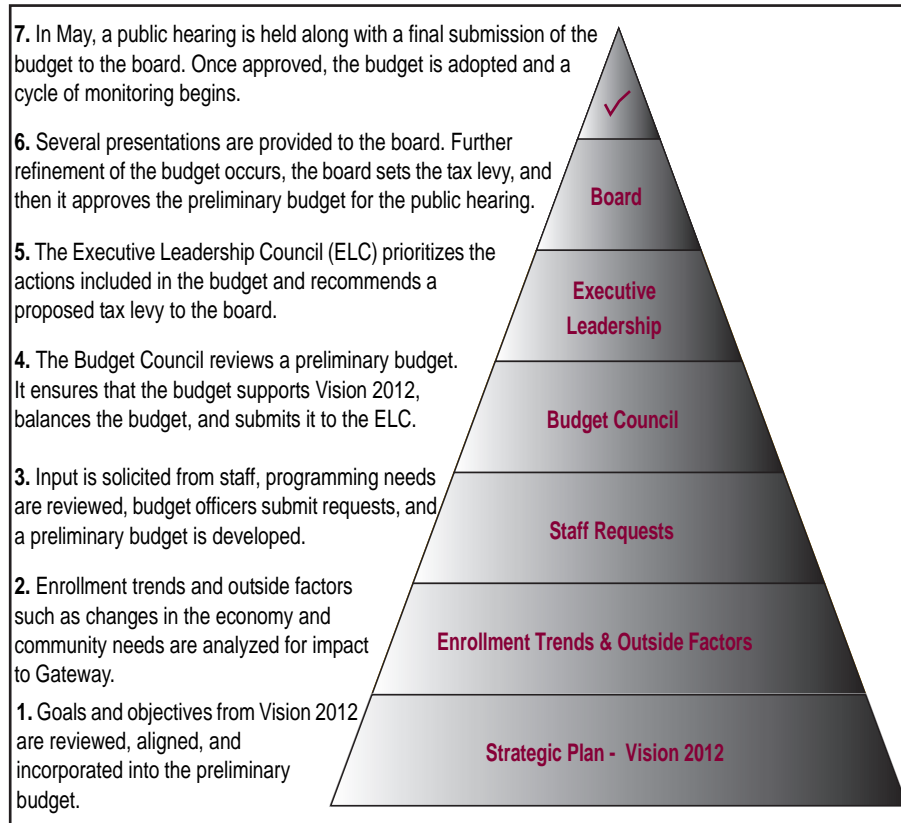
Table 2.17 Links between Vision 2012 goals and ends statements

| Vision 2012 Goals | Ends Statements | | | | |
|---|-----------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| Model a positive, collaborative, and safe work environment. | | | | ✓ | |
| Position our college for program growth and continuous quality improvement. | ✓ | ✓ | | | ✓ |
| Demonstrate fiscal responsibility. | ✓ | | ✓ | | ✓ |
| Deliver the “Gateway Experience.” | ✓ | | | | |
| Promote innovation through technology. | ✓ | ✓ | | | |
| Provide pre-college opportunities for high school students. | ✓ | | | | |
| Increase four-year college transfer opportunities. | ✓ | | | | |
| Expand opportunities for under-prepared students. | ✓ | | | | |
| Engage our community through advocacy and action. | | ✓ | ✓ | | |

Source: Gateway Institutional Effectiveness division

Vision 2012 planning at every level—from faculty and staff, through division and department heads, through the ELC, to the president—keeps the goals in mind. As strategies to achieve the goals are established, other planning systems at the college fall into line.

Gateway’s resource allocation is also tied to Vision 2012. Budget requests identify areas related to Vision 2012, and the Budget Council ensures that the budget supports Vision 2012. See Figure 2.4 for a summary.

Figure 2.4 Alignment of planning and budget process

Source: Gateway Technical College (graphic 2_002)

This intentional alignment of the college's mission and budgeting with Vision 2012 has resulted in progress in many areas. Some examples of recent improvements at the college sparked by Vision 2012, and the Vision 2012 goals to which each relates, are listed below:

- Customer service training for all employees (Goal #1: Model a positive, collaborative, and safe work environment.)
- The three-semester academic model; an integrated campus WEDD model (Goal #2: Position our college for program growth and continuous quality improvement.)
- The development of the Budget Council to guide decision making (Goal #3: Demonstrate fiscal responsibility.)
- Facility upgrades to reflect the "Gateway Experience" (Goal #4: Deliver the "Gateway Experience.")
- Increased technology availability and Internet class offerings (Goal #5: Promote innovation through technology.)
- A transcribed credit system with the K-12 schools (Goal #6: Increase pre-college opportunities for high school students.)

Vision 2012 serves as the basis for Gateway's budget decisions. Projects that help fulfill the goals of Vision 2012 are funded.

- The General Studies transfer agreement with UW-Parkside (Goal #7: Increase four-year college transfer opportunities.)
- Increased support for ABE/ELL (Goal #8: Expand opportunities for under-prepared students.)
- A doubling of community investment in the Gateway Foundation, establishment of an alumni association, and initiation of a global scholars program (Goal #9: Engage our community through advocacy and action.)

The goals of Vision 2012, drawn from the college's mission, have students, employers, and communities in mind—beneficiaries of education, training, leadership, and technological resources provided by Gateway.

Summary of Component 2D

Gateway targets its use of resources—people, facilities, and budget—to promote the goals of its mission. Changes made in recent years, many tied to Vision 2012, have strengthened Gateway's ability to fulfill the commitments it makes in its mission.

Findings

In studying its allocation of resources and its processes for evaluation and planning, Gateway has learned the following:

- Gateway’s environmental scanning and planning processes involve external partners, including the Wisconsin Technical College System, the Workforce Development Centers, advisory committee members from local employers, and others. These partnerships strengthen Gateway by giving it access to reliable data on its communities and by enabling the college to respond effectively to the needs of its constituencies.
- With Vision 2012, Gateway has begun to implement an effective strategic plan. The goals of the plan derived from a collaboration among the college’s constituencies, faculty, and staff. The intentional grassroots implementation of the plan allows for creativity, informed prioritization, and wide involvement. The evaluation process of Vision 2012 tracks improvements to the college resulting from the plan as well as provides data that the administration can use to improve the plan and prioritize the goals. The college is in the early stages of its strategic plan, but strategic planning is headed in a positive direction.
- As a multi-campus institution, Gateway is sometimes challenged in finding a balance between centralized operational planning at the college level and localized operational planning at the organizational unit and academic division level. Operational planning is effective at the college when it is proactive in responding to constituencies’ needs and enables collaboration between the college and local levels. Facilities planning has developed an effective balance between local initiatives and institutional oversight through intense coordination of efforts involving regular meetings and reports at all levels. Technology seems to be moving more toward this model, and other areas of planning could reap benefits by becoming more proactive and coordinating efforts between the college and local levels.
- Careful goal-setting in Gateway’s Affirmative Action planning has resulted in minority and female hiring that is at excellent levels across all job categories.
- Gateway has the financial, human, facility, and technological resources needed to fulfill its mission. Prudent management of these resources should enable the college to fulfill its mission in the future. The current economic climate is, however, a concern for Gateway. While depressed economic conditions are likely to have a positive impact on student enrollment—resulting in increased revenue from tuition, fees, and financial aid—the growth of property tax revenues is likely to slow, and state funding may drop. An additional concern is the continuing escalation of health care costs.
- Gateway’s institutional planning, assessment, and evaluation have been strengthened by the establishment of the Institutional Effectiveness

division in 2006, which brought together the evaluation and assessment functions of the college. The IE division has worked to link formerly separate systems (Student Learning, Program Review, and Quality Review, for example) as well as to consolidate and better interpret data, all with the underlying goal of continuous improvement.

- Gateway uses a number of evaluation and assessment processes to gather reliable evidence of effectiveness and to inform strategies for improvement. More formalized processes—such as financial audits, Program Effectiveness, Quality Review, and Student Learning—tend to have stronger mechanisms ensuring data inform planning. Other processes need improvement to strengthen the connections among data collection, evaluation, planning, and continuous improvement.
- Budgeting is grounded in Vision 2012, which, in turn, is grounded in the college mission. Gateway spends money to fulfill the commitments articulated in its mission.

CRITERION 3: Student Learning and Effective Teaching



Overview

A Story from Gateway’s Community Conversation: *“In the fall of 2006, a high school senior named Kevin enrolled in a welding class through the Youth Options program. Kevin has muscular dystrophy and is confined to a wheelchair. Muscular dystrophy also affects his hand and arm strength. We met with his instructor, Scott Rohde, to see how we could accommodate Kevin’s needs. Scott fabricated a work station and equipment for Kevin that made everything accessible so that he could weld successfully.... The Elkhorn Campus facility manager also ensured that other accommodations were made, such as automatic door openers. Kevin continued in the Welding program after graduating from high school. He completed the Welding program in the spring of 2008 and received a scholastic award for robotics.”* — **Pat Harkness, Special Needs Instructor**

Stories such as Pat Harkness’s story about Kevin are not unusual at Gateway. This is a college that focuses on students. Gateway’s assessment systems, instruction, support services, and facilities all promote student learning and effective teaching so that each student may experience the level of success that Kevin did.

This chapter provides evidence that Gateway, in fulfillment of the Higher Learning Commission’s third criterion, enables “student learning and teaching effectiveness that demonstrate it is fulfilling its educational mission.”


| Evidence for... | Page... |
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Component 3a:

Gateway's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Refer to "Mission Documents" on page 255 to read the mission documents in their entirety and review their revision histories.

Three factors that have led to clear learning outcomes are the use of the WIDS model to design curriculum, collaborations with WTCS schools to align curriculum, and the adoption of industry standards.

An "RR" indicates an item, identified by the number after the "RR," is in the resource room. A copy of the item will be available in Gateway's resource room during the team's visit. To view an electronic copy of the resource, click the  icon in the PDF file on the CD-ROM that accompanies the paper copy of the report.

Stating and Assessing Clear Learning Outcomes

The assessment of student learning helps Gateway fulfill two commitments made in its mission. In its College Values, it commits to "quality and excellence in education," and in its fourth ends statement in the College Strategic Directions/Ends Statements, it commits that it will evaluate its processes and seek continuous improvements:


Gateway models integrity, social responsibility, and continuous improvement in its internal and external processes and relationships.

To fulfill these commitments, Gateway's faculty and staff recognize that it is essential to be clear about what students should learn and to be vigilant in monitoring to what extent that learning takes place. Consequently, the college has also put in place processes to ensure the development, documentation, publication, and assessment of learning outcomes at the course, program, and institution levels.

Over the past ten years, Gateway has made strides in stating, documenting, and publishing clear learning outcomes for the education it provides. The improvements are related to three trends:

- the use of the Worldwide Instructional Design System (WIDS) curriculum model (formerly the Wisconsin Instructional Design System) and its acceptance by faculty
- the movement toward curriculum alignment of the 16 Wisconsin Technical College System (WTCS) colleges
- the intentional adoption of state, national, global, and/or industry standards as outcome models for all Gateway programs, wherever feasible

WIDS is a curriculum model that documents course curriculum and assessment components, and WIDS software enables the college to view these at the course, program, and institution levels. At this point, most of Gateway's courses conform to the WIDS curriculum model, and the curriculum is maintained within the WIDS database software.

The WTCS is beginning to align curriculum at the 16 Wisconsin technical colleges on both the course and program level. WTCS curriculum is also written using WIDS. The System-Wide Curriculum Guidelines for AAS/AAA Degrees policy ( RR 3300) issued by WTCS in 2005 notes the following advantages of common curriculum:

- Faculty gain increased access to best practices.
- Students can easily transfer credits.
- Employers have increased confidence that competencies are comparable.
- Statistics gathered across the state become more meaningful.
- Resources can be used more efficiently.
- New faculty orientation is simplified.

Presently, 15 Gateway programs—as well as adult basic education (ABE), English Language Learner (ELL) offerings, and many General Studies courses—use state-aligned curriculum. (For a detailed list, refer to “Development of Program-level Learning Outcomes” on page 116.)

All state-aligned program curricula are designed to educate students to meet external or industry standards. Moreover, Gateway strongly encourages all programs to adopt national, regional, or state standards of performance and standards recognized by professional occupational associations where such standards exist. As of March 2007, 62.5 percent of programs were aligned with such standards. This is an increase from 54.5 percent in 2006. Gateway’s goal is to have 90 percent of its programs aligned with external standards. The 37.5 percent nonaligned programs are currently working toward aligning with a national standard, choose to follow a state standard instead, or do not have a national standard within their occupational area. This goal is more thoroughly discussed under “External Standards and Accreditation” on page 185.

In addition to improvements in stating, documenting, and publishing clear learning outcomes, Gateway has also made great strides in assessing student learning at the course, program, and institutional levels.

Course-level Learning Outcomes

Course-level learning outcomes are developed either at the state level (state-aligned curriculum) or at the local level (Gateway faculty-written curriculum). Course information for credit courses is documented using WIDS software. Course outcomes are published to faculty through WIDS files and to students through syllabi, and they are assessed by individual faculty.

Development of Course-level Learning Outcomes. Gateway and the WTCS both use the WIDS model for curriculum development. WIDS course curriculum includes a course description as well as course-level learning outcomes defined using competencies, performance standards, and learning objectives:

- Competencies (behavioral statements of skills, knowledge, or attitudes a student must master to satisfactorily complete a course or program) are key to each course designed with WIDS. The WIDS model recommends three to six competencies per credit for a course, but that number may vary.
- Performance standards include the criteria for success (the threshold that must be met to prove mastery of a competency) and the conditions under which performance will be measured.
- Learning objectives are supporting skills, knowledge, or attitudes that lead to mastery of a competency. WIDS suggests two to ten learning objectives per competency.

Using the WIDS model, faculty design course-level outcomes with statements describing knowledge or skills the student will learn as well as performance standards to enable effective assessment.

Specific course information (learning activities, etc.) is developed at the campus or classroom level.

As noted above, the WTCS mandates the use of state-aligned curricula for some courses. These courses have standard course numbers, titles, descriptions, credits, competencies, performance standards, and learning objectives. Gateway determines the more specific aspects of campus- or classroom-level learning plans locally, sometimes using state-provided materials as resources (as has the Nursing program).

Whether at the state or the local level, curriculum development is a faculty-driven process informed by the expertise of instructors, administrators, support staff, and the college's constituencies. Advisory boards review course (and program) curriculum.

Documentation of Course-level Learning Outcomes. Gateway's policy A-113, published in the *Administrative Procedures and College Practices Manual* (☞ RR 1110), describes course documentation requirements. This policy is further explained in Appendix F of Gateway's *Curriculum Process User's Guide* (☞ RR 3090).

The college is working to have all course curriculum documented in WIDS. This documentation is mainly the responsibility of faculty. The WIDS curriculum model is taught in the WTCS Curriculum or Course Construction certification course (Requirement 50) (☞ RR 3480), and faculty may install and use WIDS software to create and refine curriculum. Two Institutional Effectiveness staff members—the instructional designer and the Program Effectiveness specialist—help faculty and staff use WIDS and the curriculum process.

Because faculty use the same software and follow the same curriculum process, Gateway credit courses are described in a standardized format that includes the course information, types of instruction, target population, formal course description, prerequisites (when applicable), external and/or industry standards (when applicable), exit learning outcomes (i.e., core abilities and program outcomes), competencies, learning objectives, and performance standards (criteria and conditions).

At this time, almost all courses have course descriptions and competencies documented in WIDS. Many courses are documented to the levels outlined in policy A-113. For examples of documented courses, read the WIDS files for the Computer Programming RPG/IV course (☞ RR 3080), Family Theory and Practice course (☞ RR 3080a), and the Technical Writing: Grant and Proposal Writing course (☞ RR 3080b).

Publication of Course-level Learning Outcomes. Course outcome summaries for state-aligned courses are available to faculty and staff online at the WTCS's Curriculum Bank (www.curriculumbank.org). Gateway's WIDS

Gateway is working to document learning outcomes and other information in WIDS files for all courses that it offers.

database of courses is stored on a district server accessible to all faculty and staff, and faculty are encouraged to begin course and syllabus development by accessing this database for a particular course. It has been a challenge to update course records quickly when courses are changed, but Gateway has recently added staff to the Institutional Effectiveness (IE) division, which should help solve this problem.

Since 1993–94, it has been Gateway’s policy that all course syllabi contain the 15 elements enumerated in Appendix F of the *Curriculum Process User’s Guide* (☞ RR 3090). Among those elements are the following:

- course description
- course competencies
- Gateway’s nine core abilities, with asterisks highlighting those core abilities promoted and assessed in the course

Students who are considering enrolling in a course generally have ready access to only the course description. Other detailed course information, including course competencies, is available to students through Gateway counselors.

Employers also can request course information, which can prove useful in making decisions concerning new hires and training upgrades.

Assessment of Course-level Learning Outcomes. In assessing student mastery of course competencies, Gateway faculty are encouraged to base their course grading policies on the performance standards in the WIDS database but may also make adjustments based on their professional judgment. Faculty have an opportunity to explore techniques for assessing student learning at the course level in the WTCS Educational Evaluation certification course (Requirement 54) (☞ RR 3470).

Gateway also encourages faculty to study evaluation techniques as part of their professional development. Some faculty, for instance, have participated in assessment activities at Alverno College, a leader in educational assessment, located close by in Milwaukee. Gateway faculty and staff have attended Alverno’s assessment institutes, including an annual week-long assessment session, as well as the Innovation and Inquiry for Student Learning conference, which assembled 24 two-year colleges from across the country to work on optimizing student learning. One result has been the increased use of rubrics for classroom assessment.

Program-level Learning Outcomes

Program-level learning outcomes are developed at the state level and/or at the local level. Program outcome information is documented using WIDS software, and published to faculty through WIDS files and to students through

Expected learning outcomes for a course are shared with faculty teaching the course and students taking the course.

Faculty use information in the WIDS files and professional judgment to assess student learning in courses.

Collaborations with other WTCS colleges and with constituencies help Gateway develop program-level learning outcomes that prepare students for employment, citizenship, and personal development.

curriculum sheets and catalog descriptions. Program learning outcomes are assessed through the Student Learning process.

Development of Program-level Learning Outcomes. Gateway’s programs seek to develop the knowledge and skills necessary for employment, citizenship, and personal development.

Currently, statewide WTCS curriculum is used for ABE, ELL, many General Studies courses, and the following Gateway programs:

- Criminal Justice-Law Enforcement
- Dental Assistant
- Early Childhood Education
- Emergency Medical Technician (3 diplomas)
- Fire Protection Technician
- Health Information Technology
- Health Unit Coordinator
- Medical Assistant
- Nursing
- Nursing Assistant
- Paramedic Technician
- Physical Therapist Assistant
- Radiography
- Supervisory Management
- Surgical Technology

Some state projects have developed lists of common competencies or curriculum that are not used statewide. For example, Gateway’s three electronics programs—Electrical Engineering Technology, EET-Biomedical Engineering Technology, and Electronic Technician—share a common set of core electronics courses that were developed by a statewide team.

Gateway participates in the state-level development, evaluation, and modification of program curricula by sending faculty to serve on program-specific development teams. A description of the WTCS program alignment process can be found in the *WTCS Alignment Processes* document (☞ [RR 3280](#)). State-aligned curriculum specifies program outcomes; Gateway, however, has options concerning credit configuration.

At the local level, program development is a faculty-driven process informed by the expertise of instructors, support staff, administrators, and the college’s constituencies such as program advisory committee members (refer to “Workplace Needs Scanning” on page 67 for details on program advisory committees). Gateway’s *Curriculum Process User’s Guide* (☞ [RR 3090](#)), which outlines the steps for developing a new program, points to the importance of matching program learning outcomes to needs identified in the labor market. It also states that “if national skill standards exist for the occupational area, the curriculum should be aligned with those standards.”

For student assessment purposes, each Gateway program lists learning outcomes. These learning outcomes, which reflect key concepts and skills students should have mastered by the end of the program, are determined by



Community Conversation

A strength of the college that participants identified was that faculty provide real-world experiences for their students.

state-aligned curricula (where it exists) or by members of the program's curriculum committee.

Documentation of Program-level Learning Outcomes. Each Gateway program documents expected program-level learning outcomes in its Student Learning Plan. All programs' 2008–2009 Student Learning Plans (☞ RR 3240) included the following elements that help define program learning outcomes and enable assessment of the outcomes:

- **Learning Outcomes.** Learning outcomes are broad learning objectives to be mastered by program students. They represent knowledge and skills students will use in their professions.
- **Related Core Abilities.** Each learning objective is associated with one or more of Gateway's nine core abilities.
- **Tools.** An explanation tells how the learning outcomes are assessed. Possibilities include projects, portfolios, and licensure exams. Student learning is measured near the end of the program sequence, if possible.
- **Criteria (Learning Standard).** An explanation defines what constitutes acceptable learning as well as clear criteria for how that learning is measured.

Gateway's student assessment process monitors student learning at the program level. Each program completes an annual Student Learning Plan and reports assessment results for each outcome. Program assessment measures are stored using TracDat[®] assessment management software, and program learning outcomes are stored in Student Learning Plan documents.

Program-level outcomes can also be included in the WIDS documentation for each program. As faculty have become more used to and proficient with WIDS, the WIDS documentation has improved. For example, the design summary for the new Building Trades-Carpentry program (☞ RR 3060) is complete and clear. The program-level information for other programs is not always as complete in WIDS.

Publication of Program-level Learning Outcomes. Learning outcomes for programs are listed on official program curriculum sheets, issued each March. These curriculum sheets are used by students, faculty, and staff to guide the academic careers of students. Besides listing a program's specific learning outcomes, each curriculum sheet also lists other elements related to the outcome of a program, including required courses, core abilities, graduation requirements, and suggested electives.

Curriculum sheets are available to the public through Gateway's web page (<http://www.gtc.edu>), Gateway's 2008–2010 College Catalog (☞ RR 1070), and Student Services offices.

Program-level learning outcomes and tools to assess them are contained in each program's student learning plan.

Gateway faculty, students, and other constituencies can access each program's learning outcomes on the college's website or in its catalog.

WIDS program-level curricula is available on a district server accessible to all Gateway personnel. Program assessments and outcomes are published on Blackboard in the Student Learning folder where they are available to all deans and faculty for viewing and download. Program assessment reports are also reviewed by program advisory committees.

Assessment of Program-level Learning Outcomes. Gateway is careful to develop, document, and publish program-level learning outcomes, but how does the college know whether those outcomes are accomplished? The formal Student Assessment process, instituted in 1995, has evolved to address that question. Student Assessment, now called “Student Learning,” focuses on students in the final semester of their program studies. (For assessment purposes, General Studies departments are also considered to be programs.)

In its last self-study report (RR i040) in 1999, Gateway reported that 47/56 (84 percent) of active programs and General Studies departments participated in the Student Learning Assessment process in 1998. As discussed in “Challenge 2: Assessment Plan of Student Learning” on page 19, the participation level and use of assessment results to improve learning were identified as challenges by the HLC visiting team.

Gateway has worked to increase participation by integrating Student Learning more fully into college processes; consequently, faculty have increasingly understood and adopted Student Learning Plans as integral to the learning cycle. Since 2002, the majority of active programs and General Studies departments have consistently participated in the process, at least to some extent. See Table 3.1 for a summary of participation in the Student Learning in recent years.

Table 3.1 Student Learning participation

| Programs... | 2006 | 2007 | 2008 |
|------------------------------|--------------|--------------|--------------|
| Participating in the process | 57/57 (100%) | 57/57 (100%) | 56/56 (100%) |
| Reporting results | 44/57 (77%) | 52/57 (91%) | 49/56 (88%) |

Source: 2006 (RR 3020b), 2007 (RR 3020a), and 2008 (RR 3020) Student Learning Reports

Table 3.1 indicates optimal participation in Student Learning has been difficult to maintain since not all programs complete the process and report results.

More programs participate in Student Learning in 2008 than in 1998, and improvements in student learning have resulted. The development of clear program-level learning outcomes (completed at the start of the process) and the implementation of changes prompted by assessment results (completed at the end of the process) can be credited with promoting improvements. Results

Gateway has made a number of improvements to its program-level assessment process (Student Learning). Improvements have resulted in greater faculty participation and the use of assessment results to improve learning in programs.

for Student Learning Plans indicate that students are often mastering the skills and knowledge defined in program-level learning outcomes. See Table 3.2.

Table 3.2 Student Learning Assessment Plan results

| Programs... | 2006 | 2007 | 2008 |
|-----------------------------------|------|------|------|
| Achieving 60% or more of measures | 93% | 71% | 68% |

Source: 2006 (RR 3020b), 2007 (RR 3020a), and 2008 (RR 3020) Student Learning Reports

The decrease in the number of programs achieving 60 percent or more of measures noted in Table 3.2 can be traced to a change in the measures used to collect data. Measures used in 2006 were different from measures used in 2007 and 2008, and this shift in measures makes it difficult to compare 2006 data with 2007 and 2008 data. In 2006, programs reported results on two measures for each of only three selected learning outcomes (a total of six measures), but in 2007 and 2008, programs reported results on a single measure for all five to eight learning outcomes identified (a total of five to eight measures).

As part of the Student Learning Assessment process, programs develop and evaluate action plans to address achievement shortcomings. These action plans place increased emphasis on how Student Learning results are used. An action plan is now required for any learning outcome whose results do not meet a learning standard. The plan analyzes shortcomings and names specific actions that will be taken as a result of the analysis. The plan also requires follow-up, and improvements resulting from changes are reported. Changes in teaching techniques and methods have been the most common refinements resulting from action plans thus far. See Table 3.3 for a summary of action plans created for 2006 through 2008.

Table 3.3 Program action plan initiatives by category

| Action Plan Category | 2006 | 2007 | 2008 |
|---|------|------|------|
| Change in curriculum | 40% | 32% | 13% |
| Change in teaching technique/method | 33% | 52% | 67% |
| Monitor and discuss trend | 27% | 12% | 13% |
| Change assessment plan, standard, or criteria | 27% | 12% | 13% |

Source: 2006 (RR 3020b), 2007 (RR 3020a), and 2008 (RR 3020) Student Learning Reports

Refer to “Formal Student Assessment” on page 190 for specific examples of improvements made as a result of action plans.

The increased participation and addition of feedback systems so that programs use results to improve student learning are attributable to changes implemented in the Student Learning Assessment process over the past decade. Some changes have clarified and facilitated the process for faculty:

- **Name Change.** In recognition of the true goal of student assessment, “Student Assessment” is now referred to as “Student Learning.”
- **Calendar Change.** The assessment calendar was changed beginning with the 2006–07 year. Previously, assessment was conducted on the calendar

year, with measures due in the spring and results in the fall. Assessment is now conducted on the academic year. The program assessment cycle begins in September when faculty receive work plan documents and review the results of the previous year's accomplishments. Faculty analyze learning successes and barriers, describe trends observed, and look for ways to improve student learning or authentic assessment as related to one or more of the learning outcomes. They then create plans for improvement that stipulate time lines and responsible parties. The program assessment cycle continues as students learn and are assessed. In April, programs report results in Student Learning plans to the IE division. Aligning assessment with the academic year feels more logical and allows assessment projects to be conducted without interruption.

- **Integration with Program and Curriculum Review.** As of fall 2008, Student Learning has become more clearly integrated with program review and with curriculum review. A single manual, the *Program Effectiveness User's Guide* (☞ RR 3310), combines a time line and instructions for the various processes.
- **Assessment Form Changes.** Assessment forms have been streamlined. The spring Student Learning Plan form (☞ RR 3240) now reports only learning outcomes, how the outcomes were assessed, and assessment results. The fall Program Effectiveness Work Plan (☞ RR 3430) combines Student Learning action plans with reports of program and curriculum initiatives.
- **Assessment Workload.** The college now assigns three workload points (3 percent of a full workload) per semester to an instructor in each program to facilitate the program's assessment process. Assigning workload recognizes that leading and documenting a program's assessment process takes time and resources. It has been challenging in some instances, however, to ensure that student assessment involves all program faculty working collaboratively rather than the student assessment facilitator working alone. Some programs may interpret the sole responsibility for the student assessment process as residing in the facilitator role. Administrators and faculty need to encourage broad faculty participation in structured assessment collaborations.
- **Standardization of Learning Outcomes Across Systems.** In the past, learning outcomes listed in program curricula did not always match learning outcomes listed on Student Assessment Plans. With the increased use of WIDS, however, the same program learning outcomes that are developed and documented in WIDS now guide program Student Learning Plans. These outcomes are also documented in TracDat and publicized on curriculum sheets.

Other changes have helped the college assist faculty with the Student Learning process and oversee the results of the process:

- **Assessment Plan Review Schedule.** Student Learning Plans are now available electronically. They are reviewed annually by the IE office. Advisory committees also review assessment plans and results annually.

As documented in Appendix A of the *2006 Student Learning Report* (☞ RR 3020b), one-third of the plans, on a rotating basis, are reviewed each year by the Student Learning Committee.

- **Budget and Staff Increases.** The program assessment budget has increased. Fiscal years 2006–2008 saw the budget move from \$95,000 (fiscal 2006), to \$132,000 (fiscal 2007), to \$147,000 (fiscal 2008). In 2007–2008 two part-time staff—the Student Assessment Coordinator (a faculty member on special assignment) and a technical support worker—were replaced by two full-time Institutional Effectiveness (IE) staff (one professional employee, half of whose duties involve coordinating Student Learning, and one technical employee dedicated to program assessment). With the increase in staff, the IE division can provide one-on-one coaching and workshops for Student Learning facilitators to help them with the Student Learning Assessment process.
- **Data Management Software.** The college now uses TracDat software to manage assessment data and store the data electronically.

Other changes have resulted as faculty and staff experimented with innovative techniques to assess student learning or with techniques to assess student learning in alternative delivery courses:

- **WorkKeys® Assessment.** ACT’s WorkKeys assessment for General Studies outcomes was administered semi-annually from spring 2002 through fall 2005, targeting students registered in fourth-semester courses of occupational programs. Gateway gave three sections of the test: Applied Mathematics, Writing, and Listening. Unfortunately, neither faculty nor students embraced this test as valuable. In November 2005 the assessment committee voted to stop using WorkKeys because of low student participation, little faculty use of WorkKeys results, and lack of employer familiarity with score interpretation.
- **E-Portfolio Initiative.** In an effort to provide flexible options for student assessment, Student Learning has piloted an e-portfolio project in several programs. Students create portfolios that they can present to advisory committees and/or use as they search for jobs. Each e-portfolio includes a General Studies component and requires input from General Studies faculty. (For example, Communications faculty serve on Graphics students’ portfolio evaluation teams, evaluating oral presentations, resumes, and/or project descriptions; Math faculty review equations used in Electrical Engineering and Electronic Technician portfolios; and Communications faculty review written material in Administrative Assistant students’ portfolios.) Each portfolio’s evaluation also draws on the expertise of business and industry professionals—advisory committee members and others. Read the *E-Portfolio Project Grid* (☞ RR 3100) for a summary of 2007 e-portfolio proposals and *E-Portfolio Projects Results: Spring 2008* (☞ RR 3320) for a progress report.

- Assessment of Alternative Delivery Programs. Currently, four Gateway programs have been approved to offer complete degree programs through online delivery. Faculty in these programs, as well as faculty in future programs that will offer complete degree programs online, are required by policy A-140 (☐ RR 3120) to sample both online and on-site student learning, report online and on-site student assessment results separately, and address any discrepancies that may result. The 2009 Student Learning Plans for the Accounting, Instructional Assistant, Supervisory Management, and Technical Communication programs report separate results for online and on-site students.

The changes listed above reflect an effort to improve program-level student assessment at Gateway. Many point to progress—although certainly there are still improvements to be made. All in all, the college is moving in the right direction.

The following resources provide details about the assessment process as well as reports and plans from recent years:

- For a summary of the Student Learning assessment process, read Gateway’s *Program Effectiveness User’s Guide* (☐ RR 3310).
- For Student Learning summary reports from 2006 through 2008, read the *Student Learning Plan Report* for 2006 (☐ RR 3020b), 2007 (☐ RR 3020a), and 2008 (☐ RR 3020).
- For a complete set of program Student Learning Plans, read the *Complete Student Learning Plans* collection for 2008 (☐ RR 3010).
- For a complete set of program Student Learning Plans histories, read the *Complete Student Learning Plans Histories* collection (☐ RR 3510).

Program outcomes are also assessed in Gateway’s Program Review process. Refer to “Assessing the Usefulness of Curricula” on page 182 for more about that process.

Institution-level Learning Outcomes (Core Abilities)

Of course, technical knowledge and skills are not all that a student needs to succeed in work and in life. Gateway’s list of core abilities enumerates other essential qualities. Core abilities, which are addressed across the institution, were developed by a Gateway task force and are documented and published throughout college processes. How core abilities are assessed is a challenging question, one upon which the college is presently focused.

Development of Institution-level Learning Outcomes. In 1999, Gateway established a core abilities task force that documented nine general skills and attitudes also necessary for success—skills and attitudes that all of Gateway’s graduates should possess:

- Act responsibly.

Gateway’s nine core abilities document the institution-level learning outcomes expected from all students.

- 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.

The task force worked from the combined brainstorming of the entire college community to develop this list. They then defined each ability in terms of observable performances and documented their definitions in the *Assessment Rubric for Core Abilities* (☞ RR 3050). All Gateway programs of 45 credits or more have identified the courses in which core abilities are demonstrated by successful completion of curricula.

Documentation of Institution-level Learning Outcomes. Gateway tracks where core abilities are addressed on the institutional, program, and course level:

- At the institutional level, the Program Core Abilities Grids document required courses for each program and identify core abilities targeted in each course. Codes indicate at what level each core ability is addressed: observable performance, direct connection, or indirect connection. These core abilities grids make up Appendix A of the *Final Report of the Core Abilities Task Force* (☞ RR 3130). They are also documented in WIDS.
- At the program level, Student Learning Plans link particular core abilities with particular program outcomes. Read the *2008 Completed Student Learning Plans* (☞ RR 3010) for examples.
- At the course level, each Gateway syllabus lists all nine core abilities and stars those core abilities addressed in the course. Links between core abilities and course competencies are officially documented in WIDS.

Publication of Institution-level Learning Outcomes. Core abilities are published throughout the college: in the *Student Handbook* (☞ RR 1340), on Gateway's web page, in the *2008–2010 College Catalog* (☞ RR 1070), on curriculum sheets, on syllabi, in WIDS course and program files, and on the adjunct faculty web page.

Assessment of Institution-level Learning Outcomes. While the nine core abilities are certainly assessed at Gateway—both formally and informally, directly and indirectly, within classes and within programs—structured, intentional evaluation of all the core abilities per se on an institution-wide basis has been a challenge.

The college ensures core abilities are addressed in courses throughout a student's academic career. The core abilities are published widely.

Currently, assessment of core abilities is embedded in the assessment of program outcomes and of course competencies. Each outcome and competency has associated, documented core abilities. The 2007–2008 student assessment cycle results provide an indication of mastery levels of the various core abilities: college-wide achievement of standards for program outcomes related to core abilities ranged from 67 percent (demonstrate essential mathematical skills) to 86 percent (respect self and others as members of a diverse society). See Table 3.4.

Table 3.4 Student learning standards related to core abilities

| Core Ability | Achievement of related learning standard |
|--|--|
| Act responsibly. | 76% |
| Communicate clearly and effectively. | 75% |
| Demonstrate essential computer skills. | 82% |
| Demonstrate essential mathematical skills. | 67% |
| Develop job-seeking skills. | 79% |
| Respect self and others as members of a diverse society. | 86% |
| Think critically and creatively. | 69% |
| Value learning. | 68% |
| Work cooperatively. | 80% |

Source: Embedded Core Ability Measures (RR 3490)

While such data is helpful, institution-wide assessment targeted on core abilities would provide even more useful information. Implementation of the WorkKeys test, which formally measured communications and math abilities, was a limited attempt to directly assess core abilities, but the college abandoned that effort in 2005. (Refer to “Assessment of Program-level Learning Outcomes” on page 118 for more information.)



Source: Gateway Technical College (graphic 3_001)

One of Gateway's core abilities is to work collaboratively. Gateway programs, such as Civil Engineering (pictured above), design assignments and activities to provide students opportunities to develop this skill.

The Core Abilities Assessment Taskforce was formed in spring 2008 to consider how core abilities expectations could be better described, clarified, and assessed. The task force has proposed linking direct core abilities assessment to the student assessment process already in place. Since the college is now familiar with student assessment, adding a core abilities component to it should prove less cumbersome than developing a new assessment process. The proposed direct assessment process will begin with the 2009–2010 year: Two specified core abilities will

be assessed across the college each year at the program level, with each program determining assessment tasks but the college providing a common rubric based on observable behaviors for each core ability. During 2008–

2009, rubrics for the first two core abilities to be assessed—job-seeking skills and computer skills—were created. During 2009–2010, those abilities will be assessed, and rubrics for the next two core abilities will be written. By 2013–2014 all of the core abilities will have been directly assessed, and the college will refine the plan before beginning the cycle anew.

In addition to direct assessment of core abilities, the task force has also recommended the use of surveys and questionnaires to gather indirect evidence concerning the attainment of core abilities. For the complete details, read the *Core Abilities Assessment Taskforce Recommendation* (▣ RR 3440).

Summary of Component 3a

In recent years, the college has made significant strides in developing, documenting, publishing, and assessing learning outcomes at the course and program levels, and it has made some progress at the institution level. Gateway’s improvement is often related to improved processes and increased connections with external sources.

At the course level, the use of the WIDS model has helped to clarify the competencies that students are to master in each course, and instructors assess student performance using information from the WIDS documentation and professional judgement.

At the program level, an improved student assessment program, the increased use of technology such as WIDS and TracDat, the adoption of state-aligned curricula, and the alignment with external standards each play a significant role in the improved clarification and assessment of program learning outcomes. While external collaboration has improved, challenges with internal collaboration remain as program assessment facilitators sometimes shoulder too much of the assessment workload, minimizing the engagement of other faculty.

At the institution level, the college has clear core abilities and has attempted to assess them in the past. A new core abilities assessment initiative spearheaded by the Core Abilities Assessment Taskforce holds promise for greater college-wide core abilities assessment.

Valuing and Supporting Effective Teaching

On both the 2005 (▣ RR 1260a) and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, student responses to questions measuring satisfaction with instruction topped the list of college strengths. Such findings—when students and other community members recognize the quality of instruction at Gateway—are an important confirmation that the college is fulfilling its educational mission.

The college has experimented and found it difficult to assess student learning of the core abilities. It is implementing new strategies to assess learning at the institution level in 2009–2010.

Component 3b:

Gateway values and supports effective teaching.



Community Conversation

Participants identified the quality of teaching provided by Gateway faculty as a strength of the college.

WTCS certification ensures that Gateway faculty have the professional experience and academic credentials to teach effectively.

The board, administration, faculty, and staff all value and support effective teaching. Faculty qualifications (evidenced by faculty certification and credentials), the permanent/adjunct faculty balance, administrative support for instruction, and professional development opportunities are factors that promote effective teaching at Gateway.

Faculty Certification

Following WTCS mandates, Gateway is careful to hire qualified, certifiable faculty and to make sure they maintain their certification. The college's certification officer is responsible for ensuring the integrity of employee certification.

As shown in the *WTCS Requirements for Certification Summary* (☞ **RR 3330**), required faculty qualifications vary by position. In addition to meeting the minimum WTCS requirements, full-time instructors in academic areas (Communication, Math, Natural Science, Social Science, ABE, English Language Learner, and Adult High School) must hold a Master's degree or higher in their areas of expertise. Adjunct faculty need a Bachelor's degree or higher with a minimum of 20 semester credits in their teaching area.

Gateway frequently hires occupational-area instructors who have been acknowledged for their excellence in business and industry. The WTCS certification code recognizes that business and industry faculty often gain valuable experience through occupational experience and therefore allows such faculty to enter teaching through non-academic routes. An instructor may replace academic training with occupational experience in a target job of the program in which he or she teaches. See Table 3.5 for a summary of the minimum requirements used to hire occupational faculty.

Table 3.5 WTCS certification requirements for occupational faculty

| Degree... plus | Work experience in target field |
|-----------------------|--|
| Bachelor | 4,000 hours |
| Associate | 8,000 hours |
| No degree | 14,000 hours |

Source: *WTCS Requirements for Certification* (RR 3330)

In fact, general work experience is viewed as so valuable that all WTCS full-time and adjunct faculty, even those teaching in academic subject areas, are required to have a minimum of 12 months of non-teaching work experience.

Another important part of certification is the emphasis on continued professional growth after obtaining employment. Within their first five years of teaching, permanent faculty are required to take (or show proof of having taken) five of seven required WTCS courses: Teaching Methods, Educational Psychology, Educational Evaluation, Guidance and Counseling, WTCS History, Course Construction, and Educational Diversity. At the end of seven years of teaching, they need to have taken all seven courses. Adjunct faculty are also required to take one course every two years in order to maintain

employability, taking at least six credits of coursework every five years and taking (or showing proof of having taken) all seven WTCS courses within fourteen years.

After obtaining the five-year certification, permanent and adjunct faculty must be recertified every five years thereafter. They have a number of options for continued professional growth including such activities as courses, workshops, occupational experience, and specialized industry training. (Six credit hours of appropriate academic coursework, for example, is sufficient to renew the certification.) Full details are included in the *Faculty Handbook* (☞ RR 1210).

The objectives of certification are explained in Gateway's *Five-Year Certification Renewal Plan* (☞ RR 5250):

- to stimulate professional growth of the staff
- to enhance the image of the college and district by encouraging staff to further extend their service to the community
- to ensure that staff members keep pace with ever-changing concepts, procedures, and practices in education and in their field of technical specialty
- to meet the requirements of Wisconsin Administrative Code TCS 3

Faculty Credentials

Of the 267 permanently employed teaching faculty at Gateway in the fall of 2008, 66.2 percent had a master's degree or higher. Of the 252 adjunct faculty teaching that same semester, 35.3 percent had a master's degree or higher. See Table 3.6 for details.

Table 3.6 Faculty by degree, fall 2008

| Degree | Permanent Faculty | | Adjunct Faculty | |
|--------------------|-------------------|---------|-----------------|---------|
| | Number | Percent | Number | Percent |
| No college degree* | 31 | 11.6% | 68 | 27.0% |
| Bachelor's degree | 59 | 22.1% | 95 | 37.7% |
| Master's degree | 167 | 62.5% | 82 | 32.5% |
| Doctorate | 10 | 3.7% | 7 | 2.8% |

Source: Gateway Human Resources department

* Refer to "Faculty Certification" on page 126 for an explanation of faculty with no college degree.

Permanent/Adjunct Faculty Balance

As illustrated in Figure 2.3 on page 90, Gateway's FTE-to-employee ratio increased by 31.26 percent between fiscal years 2000 and 2008. The FTE-to-permanent faculty ratio during that same time period increased by 25.28 percent, or by 3.78 FTEs per faculty member. The college employed 24 more permanent faculty in 2008 than in 2000; enrollment had grown by 1,335 FTEs during that same time period.

Gateway has increasingly relied on adjunct faculty to meet the needs of its growing student population.

Obviously, the increase in FTEs has not been matched by increased hiring of permanent faculty. The college adds permanent staff only in response to long-term enrollment trends to avoid layoffs from fluctuating enrollment.

Additional work has fallen to adjunct faculty and to permanent faculty who elect to teach overloads on an hourly basis. See Table 3.7 for details of the changes.

Table 3.7 Permanent/adjunct faculty balance

| | FY 2000 | FY 2006 | FY 2007 | FY 2008 | % Change, 2000–2008 |
|------------------------|---------|---------|---------|---------|------------------------|
| Enrollment (FTEs) | 3,498 | 5,042 | 5,003 | 4,833 | 38.16% |
| Permanent Faculty | 234 | 266 | 258 | 258 | 10.26% |
| FTEs/Permanent Faculty | 15.0 | 19.0 | 19.4 | 18.7 | 25.28% |
| Adjunct Hours* | 42,025 | 86,767 | 70,048 | 68,537 | 63.09% |

Source: Gateway Human Resources department

* Adjunct hours include true adjunct work as well as hourly work assigned to permanent faculty on an elective basis.

Support for Instruction

Instruction at a large institution like Gateway, of course, does not occur in a vacuum. Gateway instructors depend on well-designed, relevant curriculum (refer to “Usefulness of Curricula” on page 182 for information about curriculum decision making). They also rely on administrators and a prescribed administrative system in order to perform their jobs well. Permanent faculty rely on their union’s bargaining agreement to guarantee workloads at a level that allows for adequate attention to the preparation of instruction, evaluation of student learning, and success of each student. Adjunct faculty rely on accessible information and support.

Support from Administration. Each faculty member reports to and is supported by a division dean. A dean with instructors in more than one location travels among campuses according to a pre-published schedule, which allows an instructor to meet face-to-face with his or her dean locally. Deans are also available to faculty by telephone and email.

Details about administrative support for (and expectations of) faculty, including a list of dean program responsibilities, are included in the *2008–2009 Faculty Handbook* (☞ RR 1210).

Reasonable Workload. Support for instruction is a major topic of Gateway leadership-GTEA bargaining unit discussions and is reflected in efforts to create fair policies for faculty.

Full-time faculty teach an average of 17 lecture or discussion hours per week; in addition, they put in 3 to 5 office hours per week. (Student-contact requirements for faculty in lab, clinical, or other special settings vary.) All faculty are required to be available (“on call”) for a specified 35 hours per week and are expected to attend required meetings during that 35-hour time

Faculty are supervised by deans and teach a reasonable workload averaging 17 lecture or discussion hours per week.

frame; if an instructor must attend a meeting or other college activity outside his/her 35-hour work week, he or she is compensated for the extra time. For more details on instructor schedules, read Article V of the *GTEA Collective Bargaining Agreement* (☞ [RR 1100](#)).

The college limits enrollment in Internet sections to 17 students per section and in accelerated sections to 20 students per section unless an increase is mutually agreed upon by the instructor and the supervisor. Class size for face-to-face sections is determined by the division dean responsible. General Studies classes tend to have enrollment capped at between 24 and 35 students per section; occupational classes are frequently smaller.

The General College writing, reading, science, and college success classes—added in 2008 in response to the WTCS Prepared Learner initiative—have been capped at 20 students each. Pre-College Math and Pre-College Writing (a level below General College) are capped at 30 students each. For more on General College classes, refer to “Developmental and Remedial Courses” on page 172.

Instructors have some influence over their teaching assignments, including the ability to request specific teaching assignment preferences (honored when possible) and the prerogative to teach available unassigned classes if they choose.

Support for Adjunct Faculty. The college has been engaged in a concerted effort to improve adjunct faculty communication and support. Recent improvements include the following:

- An adjunct faculty website, housed on Blackboard, provides basic information, announcements, and links to helpful resources.
- Adjunct faculty are now required to obtain a Gateway email account and are added to the adjunct email group.
- The adjunct in-service, held at the beginning of the fall term, has been revamped to have adjunct faculty meet by department rather than by campus. This allows the in-service to be tailored to the teaching discipline. It also allows adjunct faculty to meet others teaching similar courses. A disadvantage, however, is that adjunct faculty no longer receive an orientation to their home campuses in this orientation.
- ABE/ELL adjunct faculty meet with full-time faculty at the beginning of each semester (to set up Blackboard, etc.) and at the end of each semester (to enter grades, etc.). This approach is being piloted and may be phased in to some other departments.

Gateway is making an effort to strengthen its connection to adjunct faculty.

Gateway has implemented improvements to build greater support for adjunct faculty. These improvements include an adjunct faculty website, email accounts for adjunct faculty, and department-based adjunct faculty in-services.

Support for Faculty Professional Development

Gateway is dedicated to supporting professional development of faculty. This support takes many forms, including district in-services, campus faculty/staff meetings, faculty mentoring, faculty professional development plans, formal student course evaluation, sabbaticals, instructional technology training, and the library's professional collection. (For professional development that is available to all employees, including attendance at conferences, refer to "Opportunities for Employee Development" on page 165.)

District In-Services. Each spring, a full-day district in-service, mandatory for all faculty, addresses topics related to teaching and learning. For example, the April 2008 district in-service addressed "Building Career Pathways for the Emerging Economy." In addition to presentations by outside experts, the in-service day frequently includes mini-sessions in which faculty learn from each other. The day also provides time for departmental meetings and faculty work on program assessment.



Source: Gateway Technical College (graphic 3_002)

Among the activities that Gateway provides to support effective teaching are in-services. Faculty and staff listen to a speaker at a recent in-service.

Each fall, a full-day district in-service, mandatory for all employees, addresses topics significant to the college as a whole. With the adoption of the three-semester calendar, a full-day summer in-service has also been added for faculty with a summer/fall schedule.

Campus Faculty/Staff Meetings. Burlington, Elkhorn, Kenosha, and Racine hold periodic faculty/staff meetings, typically once a month. In addition to campus updates and routine information, these meetings often include internal and/or external guest speakers.

Faculty Mentoring. Since 1998, all newly hired permanent faculty (as well as counselors, librarians, and other members of the GTEA bargaining unit) at Gateway have participated in a year-long formal mentoring program that pairs each protégé with an experienced faculty member for orientation, modeling, and coaching. Mentoring is also available on a voluntary basis to experienced faculty when they are assigned a new campus.

Mentors are chosen from experienced faculty. In a confidential environment, they share their knowledge and provide companionship, feedback, support, and assistance to help protégés refine present skills, learn new skills, and solve classroom- and student-related problems. The program has proved beneficial for both parties. The mentor has an opportunity to further develop

Faculty mentoring and Professional Development Plans (PDPs) are two programs that support the development of new faculty.

his/her own leadership, communication, and teaching skills by sharing them with the protégé; this often leads to renewed enthusiasm and a fresh point of view. In addition, service as a mentor may be used as a certification renewal activity. The protégé gains confidence as skills improve with the encouragement and guidance of the mentor. There is an opportunity to set and achieve goals through honest assessment and feedback. Friendship, recognition, and increased attention to instruction are mutual benefits. For more details, read Gateway's *Faculty Mentoring Handbook* (☞ RR 3110).

Faculty Professional Development Plans. For many years, Gateway's faculty evaluation centered around annual goals that each instructor set in three areas of professional growth: instructional service, institutional/community service, and professional development. Instructors met twice a year with their supervising deans to discuss these goals—once when the goals were set, once when the goals were accomplished. For a number of reasons, this procedure proved disappointing. Deans struggled to fit individualized goal discussions into their schedules, and faculty sometimes selected goals that had in practice already been accomplished. Many viewed the process as unproductive.

In 2004, a joint GTEA/management taskforce recommended that the faculty's annual goal setting be replaced by annual participation in Gateway's Professional Development Plan (PDP), then under development, for all GTEA members. However, having all 300 bargaining unit members go through the PDP each year would be prohibitively expensive. In addition, there were too few experienced instructors to cover all the PDP team positions.

Following the 2004–2005 piloting of Gateway's PDP for faculty, new permanent faculty (those in their three-year probationary period, and those who had not yet received their first five-year certification) were required to participate in a PDP following the initial year of faculty mentoring. More experienced faculty could voluntarily enter into a PDP. The idea was that a complete culture change would gradually occur as retirees left and new employees were hired; eventually all faculty would have gone through the PDP process and embraced it, and many would choose to continue with it annually beyond their probationary period.

The primary purpose of the PDP is to improve instruction and/or service to students. The program is intended to assist faculty in becoming the best instructors they can be.

The PDP is a peer-driven process. Faculty maintain an annual Professional/Personal Development Plan, which includes at least three developmental initiatives for each faculty member: a standards goal, a certification goal, and a learning goal. The *Standards for Instructor Development* (☞ RR 3400) guide the process. Each PDP participant has a PDP team of three individuals: usually the mentor, the dean, and another instructor in the participant's instructional area. Team members are responsible for monitoring the writing

and fulfillment of the instructor's developmental goals, visiting a class taught by the instructor, and having the instructor visit a class taught by him or her. For more details, read the *Faculty Development Plan Fact Sheet* (☞ RR 3350).

A steering committee administers the PDP program according to guidelines outlined in Appendix O of the *GTEA Collective Bargaining Agreement* (☞ RR 1100). Each campus has a PDP chair.

Currently, participation in the PDP program rarely expands beyond the instructors required to participate. Only a subset of Gateway's permanent faculty—those who are just beginning their careers at Gateway—participate in the PDP program in any academic year. Adjunct faculty are not included, and permanent faculty who have obtained their five-year certification generally choose not to maintain their peer team or submit annual plans. Instead, they focus their development efforts on maintaining their certifications and pursuing their personal development goals. In the future, the college hopes to expand the PDP model to include more categories of employees. Wider participation was part of the initial model and continues to be a goal.

Faculty Performance. Despite shifting the focus from performance evaluation to professional development, the college still addresses faculty performance based on observed or reported concerns or issues. The college is able to address unsatisfactory performance in a number of ways:

- All faculty are subject to an investigative procedure. The procedure is explained in Article V, Section 14, of the *GTEA Collective Bargaining Agreement* (☞ RR 1100) so that instructor rights concerning reporting, monitoring, and responding to an investigation are protected.
- Probationary instructors (instructors in their first three years) whose work is found to be unsatisfactory are subject to dismissal. This contract provision is explained in Article III, Section 3.B of the *GTEA Collective Bargaining Agreement* (☞ RR 1100).
- Adjunct faculty are hired only for the duration of their courses each semester. Adjunct faculty whose performance is unsatisfactory are not rehired.

By moving from traditional performance evaluations to a professional development model, the college has put its trust in the faculty to improve continuously without formal monitoring of development past their initial probation and certification period. This move has meant sacrificing the ability to collect firsthand knowledge concerning faculty strengths and weaknesses. In addition, many faculty members do not receive regular guidance or feedback unless they actively seek out a meeting with their dean. Supervisors have limited opportunities to notice and recognize hard work and creative excellence by permanent and adjunct faculty.

Gateway has shifted from performance evaluation to professional development in its evaluation of faculty. Faculty receive student feedback on courses through the SIR II surveys, but the college could add more feedback channels.

Scores on the 2008 *PACE Survey* (☐ RR 1280a) suggest that many Gateway employees would appreciate more feedback about their work. (It is not possible to break out only faculty perceptions from the ratings.) Employees rate the extent to which they receive timely and appropriate feedback for their work at the very low consultative level (refer to “Surveys Measuring Perceptions of Effectiveness” on page 99 for an explanation of “consultative”). These relatively low scores may be related to the heavy workload of many supervisors.

Formal Student Course Evaluation. Gateway instructors use ETS’s Student Instructional Report, or SIR II™, for student course evaluation. This instrument collects student perceptions on eight dimensions of college instruction: course organization and planning; faculty communication; faculty/student interaction; assignments, exams, and grading; instructional methods and materials; course outcomes; student effort and involvement; and course difficulty, workload, and pace.

Permanent faculty administer the SIR II to two course sections of their choice per year. Adjunct faculty administer the instrument to one course section each semester they teach.

SIR results are returned to faculty and collected by deans, but they are not used—and were never intended to be used—by the college to evaluate instructors. Their purpose is to give faculty feedback about student perceptions of teaching and learning in specific course sections. Only a few SIR questions relate directly to the instructor him/herself. SIR results tend to be returned to faculty after the term is finished so that the results can guide changes in future sections of the course.

Formal student evaluation of alternative delivery classes, apart from face-to-face classes, is a challenge that Gateway is just beginning to consider. In general, SIR’s are administered to face-to-face classes only. This and other factors have led to the college considering alternatives to the SIR II.

Sabbaticals. In accordance with the *GTEA Collective Bargaining Agreement* (☐ RR 1100), the Gateway board may award one-semester sabbaticals to as many as four permanent faculty per year. Faculty are eligible for this leave after six years of continuous service, and they receive six-tenths of their salary while on sabbatical. By and large, faculty do not take advantage of this opportunity. Only four faculty applied for sabbaticals from 1998 through 2008; three sabbaticals were granted during those ten years.

Instructional Technology Training. Gateway makes a great deal of technology available to faculty, including a state-of-the-art course management system, streaming video server technology, digital audio lectures downloaded to students’ MP3 players, digital video demonstrations playable on handheld gaming devices, and more. In addition, faculty can help students

Instructional technology training has increased over the past decade to help faculty incorporate technology into instruction.

create Wikis, blogs, and electronic portfolios. Recognizing that faculty cannot be expected to understand how to use all these technologies without support, encouragement, and training, Gateway provides one-on-one and small group technology assistance at the local level, as well as facilitating participation in technology conferences and training sessions.

Since 2007, much of this technology training has been funded through a WTCS faculty development grant, the Faculty Innovating with Technology (FIT) grant. The 2008 FIT project amounted to \$103,600—\$51,800 from the WTCS matched by \$51,800 from Gateway. The grant provides for 10 faculty members: one serves as project coordinator, and others provide support to colleagues on a one-to-one basis. They assist faculty in identifying, developing, and effectively using technology and applications in the delivery of instruction in both campus-based and online courses. The grant also provides for technology fellowships (through which faculty apply to be trained on new technology and in turn train others), attendance at a Wisconsin instructional technology conference, and three staff development centers (Elkhorn, Kenosha, Racine) to house technology that supports the training.

Examples of how the FIT project has been used thus far include the following:

- provided one-on-one assistance in learning new technology and preparation of course materials. Example technologies include screen-capture software, digital audio and video creation, interactive digital course content, use of learning objects, and more
- trained faculty to use the Blackboard Academic Suite and other software for Internet course delivery and as an enhancement to traditional instruction
- presented techniques and methodologies to enable faculty to transition traditionally delivered courses into online formats that accommodate various student learning styles
- enhanced faculty skills in the use of application software packages for coursework preparation and presentations
- taught faculty how to use the features of digital cameras and scanning equipment to create multimedia course content
- purchased video and sound-capturing equipment for preparation of classroom and online materials (network-available, CD, and DVD)
- provided access to computer-based training for faculty who wish to expand software skills independently

In 2007–2008, 318 faculty members (191 unduplicated headcount) received training through FIT. The 2007–2008 Year-End FIT Report ([RR 3500](#)) provides details. With more technology being incorporated into the classroom each semester and with more classes being offered online, the FIT grant provides vital support to Gateway's faculty.

Library Professional Collection. Gateway’s campus libraries (Elkhorn, Kenosha, Racine) each maintain a collection of professional resources for faculty and staff. This collection is continually updated based on requests. See Table 3.8 for acquisition and circulation details.

Table 3.8 Additions to and circulation of professional library collection

| Professional Collection Items | 2005–2006 | 2006–2007 | 2007–2008 |
|-------------------------------|-----------|-----------|-----------|
| Added | 228 | 281 | 241 |
| Circulated | 368 | 274 | 204 |

Source: Gateway Learning Resource Centers

Usage of the professional collection, although consistent, is not exemplary. Other than a few popular items, the collection is mainly used by faculty who are taking certification courses since it includes materials that support projects required for the classes. The slight decrease in the use of print materials for this collection mirrors that of the library’s entire collection. As patrons seek to fill their information needs with online resources, the library has diverted budget monies to add online resources to meet those needs.

Individual departments also receive professional publications and journals, and the college provides an institutional campus-wide subscription to the *Chronicle of Higher Education* online, which can be accessed from any computer using Gateway’s Internet connection. In addition, Gateway’s faculty have access to many professional journals through the library’s databases.

Summary of Component 3b

Teaching is supported at Gateway. Gateway places a high priority on instruction, and the professional growth of faculty is highly valued as is evidenced by the many support mechanisms, including district in-services, mentoring programs, Professional Development Plans (PDPs), and instructional technology training. Increased support for both newly hired permanent faculty and adjunct faculty is an area of growth over the past few years.

The faculty mentoring and PDP process have much to recommend them; however, there is a concern that faculty not involved in the PDP process receive little specific feedback on their teaching. The college should expand the PDP model or develop separate models to give more faculty the opportunity to receive peer and/or supervisor feedback on their development. Gateway should also consider whether a professional development model is feasible for adjunct faculty or whether a traditional performance evaluation model should be instated for adjuncts.

Component 3c:

Gateway creates effective learning environments.

Gateway students have the option to attend traditional classes at campuses and centers throughout Gateway's district or to take distance learning classes using the Internet and other technologies. Students have increasingly been taking advantage of distance learning opportunities.

Creating Effective Learning Environments

A commitment that Gateway makes in its mission is that it will provide education and services to all learners. This commitment is stated clearly in Gateway's first ends statement in the College Strategic Directions/Ends Statements:

Gateway provides academic programs and services that meet the current and future postsecondary technical education needs of our tri-county community and assists in the preparation and transition of all learners.

To serve all learners, Gateway recognizes that it must be flexible in providing learning environments and that it must provide services to assist a diverse student population. Learning environments for Gateway students are both physical and virtual, and course scheduling seeks to provide classes at times that busy students can attend. Student services, academic support services, and support services for special student populations all lay the foundation for effective learning as well as student retention, a key indicator of efficacy.

Physical Facilities

Gateway's main campuses are located in Elkhorn, Kenosha, and Racine. In addition, the college has a number of teaching centers—substantial facilities that are not recognized as campuses by the WTCS. Refer to “Facilities” on page 3 for a list of these centers.

Gateway's *2008 Underwriting Detail Report* (☐ RR 3030) lists details concerning all present Gateway buildings. The *Strategic Facility Planning Guide 2008–2010* (☐ RR 2170) lays out plans for building improvements. For more on facilities planning, refer to “Facilities Planning” on page 78.

Distance Learning

Gateway's technological infrastructure supports learning at the college. Plans for this infrastructure are discussed in “Technology Planning” on page 80.

Classes offered online at Gateway must follow procedures outlined in policy A-140, Gateway's online learning policy (☐ RR 3120). This policy lays out information concerning definitions of “online”; when a course should be offered online; and procedures governing curriculum development, faculty training, student success and feedback, and Student Learning Plans as related to online classes.

As of summer 2008, four associate degree programs—Accounting, Instructional Assistant, Supervisory Management, and Technical Communication—were approved by the Higher Learning Commission to be offered completely online. The online Accounting program is now offered year round as an “on demand” program; new students may begin every two weeks.

In the two years between 2005–2006 and 2007–2008, FTE enrollment in classes offered online increased by over 12 percent. See Table 3.9 for the college’s Internet section count, including online full-time equivalent enrollments and headcount, across these years.

Table 3.9 Internet sections and enrollment

| | 2005–2006 | 2006–2007 | 2007–2008 |
|-----------|-----------|-----------|-----------|
| Sections | 261 | 257 | 277 |
| FTEs | 287 | 287 | 326 |
| Headcount | 3,328 | 3,557 | 3,713 |

Source: Internet Statistics (RR i070)

Gateway’s course management software is Blackboard Academic Suite, Release 8, which is accessed through the homepage of the college’s website. Blackboard is used for Gateway’s online courses and is also available for face-to-face courses. Using Blackboard, Gateway instructors can provide learning aids including syllabi, handouts, assignments, interactive discussion boards, chat rooms, document exchange, and online tests. Blackboard also includes a grade book function.

Before taking an online course, students may take the online READI™ assessment to determine their strengths and weaknesses (individual attributes, learning styles, technical competency, reading ability, and typing speed) for distance learning.

Students can access online help for using Blackboard through the “Student Support” tab at the top of the Blackboard screen. There they have access to live or offline messaging (live help is generally available weekdays), and they can download the Blackboard student manual as well as videos and how-to’s addressing frequently asked questions.

Faculty have support through Blackboard’s “Faculty Support” tab, which links to Blackboard demos and best practices, Wisc-Online’s library of learning objects (electronic lessons developed by WTCS instructors specifically for WTCS courses), and Gateway information including announcements of current technology training opportunities.

With improving software, and with more technologically savvy users each year, Blackboard has become a convenient and effective learning aid at Gateway.

Other distance learning modalities used by Gateway include interactive television (ITV) courses, video over internet protocol (IP) courses, and telecourses and videocourses:

- ITV courses allow students to participate with classmates and their instructor at other campuses over a two-way television network that includes audio. Multiple sites can be linked in this way, offering flexible alternatives for students. For instructional purposes, ITV is frequently used for classes taught through the Southeastern Wisconsin Instructional

Community Conversation



A strength of the college that participants identified was that faculty customize teaching through the use of technology and recognition of special needs and learning styles.

Network Group (SWING), which links Gateway faculty to local high school students. (Refer to “Communities Supporting Distance Learning” on page 217 for more detail on SWING.) It is also used to link small numbers of students from various locations within Gateway in order to assemble enough students to form a class. Gateway has ITV-equipped classrooms in Burlington, Elkhorn, Kenosha, and Racine.

- Video over IP courses use state-of-the-art technology that enables live video and audio between multiple sites using the Internet. Gateway offers some of its courses through IP, particularly classes taught through the Engineering department.
- Telecourses and videocourses offered at Gateway are commercially available courses that are augmented and customized by Gateway faculty. Students check out course tapes from a campus library or rent the entire video library for the course from a campus bookstore for a nominal fee. These courses range from Selling Principles to Medical Terminology.

While the use of telecourses and videocourses is decreasing, ITV and video over IP use has been growing at the college. See Table 3.10.

Table 3.10 ITV and video over IP sections and enrollment

| | 2005–2006 | 2006–2007 | 2007–2008 |
|-----------|-----------|-----------|-----------|
| Sections | 39 | 44 | 78 |
| FTEs | 32 | 44 | 52 |
| Headcount | 365 | 472 | 617 |

Source: Gateway Learning Innovation division

Course Scheduling

The chief consideration in building course schedules is the ability of students to attend and to learn within program structures. Faculty availability is another consideration.

By and large, Gateway courses are scheduled by faculty serving as department chairs and/or lead instructors, who work closely under division deans. Department chairs and lead instructors are intimately connected to the programs for which they schedule; they know the courses, the faculty, and the students.

Approximately one week before the beginning of each semester, administration representatives, department chairs, and lead instructors meet to consider cancellation of sections with insufficient enrollment. Having all responsible parties together at one table allows discussion concerning extenuating circumstances, and sometimes classes are run even with low enrollment as a result of reasons presented in these discussions. In other instances, class capacity is increased, or sections are reconfigured as directed study, stacked classes, or independent study in order to allow classes to run with low student enrollment. Students are contacted immediately following any cancellation of classes in which they are enrolled.

Because of students' busy schedules, course scheduling has been a challenge at Gateway. The college has tried to minimize cancellations, offer more distance learning opportunities, and schedule courses at convenient times for students.

See Table 3.11 for a summary of class cancellations for the fall term, 2006 through 2008. During this time, the college has made a concerted and successful effort to decrease the percentage of course sections canceled.

Table 3.11 Results of fall-term run/cancel meetings

| | August 15, 2006 | August 14, 2007 | August 25, 2008 |
|--------------------|-----------------|-----------------|-----------------|
| Total Sections | 2,413 | 2,403 | 2,449 |
| Sections Canceled | 86 (3.5%) | 69 (2.9%) | 50 (2.0%) |
| Capacity Increased | 10 | 3 | 1 |
| Directed Study | 4 | 8 | 8 |
| Stacked | 3 | 8 | 9 |
| Independent Study | 1 | 2 | 2 |

Source: Gateway Institutional Effectiveness division

Despite efforts to schedule classes at times convenient to students, there is some student dissatisfaction with scheduled course offerings and times. Both the 2005 (☐ RR 1260a) and 2007 (☐ RR 1260) *Noel-Levitz Student Satisfaction Inventories* showed student satisfaction with class scheduling at Gateway to be significantly below the average for national community colleges. In fact, the two greatest challenges for the college identified in the inventories' Strategic Planning Overview for both years related to scheduling.

Gateway students are busy: many work one or more jobs, and many are responsible for children. This is the main reason scheduling is such a challenge. According to the 2007 *Noel-Levitz Student Satisfaction Inventory* (☐ RR 1260), 39 percent of Gateway students work full-time in addition to attending school. (It is not unusual for students to both work full-time and attend school full-time.) Another 39 percent work part-time. Only 19 percent of Gateway students do not work.

Several changes underway may help: the increasing number of online offerings (refer to "Distance Learning" on page 136), the increasing number of blended offerings, and the prescribed hourly class schedule (☐ RR 3150) instituted fall 2008, which designates specific start/stop times for classes. The prescribed times eliminate some scheduling overlaps that previously resulted from more arbitrary scheduling.

For the sake of the entire institution, Gateway seeks to maximize course efficiency. That is, it seeks to fill the greatest possible percentage of classroom seats available. Gateway's Deans' Council has set a threshold of 50 percent and a target of 89.18 percent seat utilization for course efficiency within each program. In the 2006–2007 academic year, 91.22 percent of Gateway programs met the threshold, and 10.57 percent of programs met the target according to Gateway's 2007 Scorecard for Seat Utilization by Program (☐ RR 3270).

Student Success Services

Gateway's Student Success Services are vital to the success of Gateway students. In its mission statement, the department clarifies how it can help students:

The Office of Student Success's roles are to help students realize their educational goals and feel good about learning by working to remove barriers (institutional or cultural); student advocacy; direct service; collaboration with campus administration; aggressive recruitment and retention strategies; and developing campus activities, all in creative and innovative ways.

Gateway's Student Success division recently reorganized. A task force focused on four ways to improve the division.

The college has been working to improve student services. In 2004 Gateway's Student Services Reorganization Task Force was formed. This task force examined Student Services, focusing on the following questions:

- How can Student Services best use technology to empower students and staff?
- How can Student Services communicate in such a way that stakeholders understand its mission and appropriately use its services?
- How can Student Services maintain the focus on students, keeping them at the forefront of decision-making and planning?
- How can Student Services redefine roles, processes, and departmental structure in order to deliver student services effectively?

Task force recommendations were adopted in 2005. The *Student Services Reorganization Task Force: Proceedings Report and Recommendations Summary* (☞ RR 3360) outlines these recommendations and includes organizational charts. The reorganization was completed in 2007, and the following significant changes have resulted:

- The front line position now combines registration, cashier, and student support duties (including financial aid support) into an Enrollment Support Associate (ESA) position.
- A Bursar's office was created.
- A new Recruitment, Retention, and Counseling Assistant (RRCA) position was created.
- Some administrative functions were centralized.
- Student Services facilities were remodeled.
- Regular training for Student Services staff was instituted.
- The line of supervision was clarified.
- A Gateway Experience orientation for students was developed.

These changes have resulted in greater student satisfaction with student services in some areas. For instance, student satisfaction on the Admissions and Financial Aid scale in the 2007 (☞ RR 1260) *Noel-Levitz Student*

Satisfaction Inventory is significantly higher than it was in the 2003 (▣ RR 1260b) *Noel-Levitz Student Satisfaction Inventory*. Still, the following challenges remain:

- Student perceptions of basic Student Services functions—academic advising and counseling, financial aid, and registration effectiveness—have fallen below the average for national community colleges as measured in the 2003 (▣ RR 1260b), 2005 (▣ RR 1260a), and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories*. In 2007 four Noel-Levitz scales (Academic Advising and Counseling, Admissions and Financial Aid, Registration Effectiveness, and Concern for the Individual) showed statistically significant negatives for Gateway when compared with average scores for other community colleges. All related to Student Services.
- The ESA position has the advantage of combining a number of functions—helping a student to work through admissions, registration, financial aid, and payment at a single stop—yet lengthy sessions at a window to cover all those functions can result in long lines of waiting students during busy times.
- In 2008–2009, staffing was reduced by two counselors and two RRCAs as a result of a reallocation of resources.
- The Gateway Experience student orientation has not yet been implemented.

Student Services staffing numbers have remained relatively constant over the past few years. As of 2008, Student Services employed 63 staff and 5 administrators; in 2003, Student Services employed 65 staff and 4 administrators. (FTE enrollment was also essentially the same in those two years.)

A good-faith effort has been made to improve Student Services, and the college recognizes that there is still work to do. With the reorganization, Student Services now encourages students to use online services when a counselor's services are not needed, and staff functions have been redefined to better use the technology resources. Still, Student Services needs to continue to implement improvements, carefully assessing the value each brings to students, and needs to continue to monitor staffing requirements to ensure students receive effective academic advising and counseling, financial aid assistance, and registration assistance.

Academic Advising and Counseling. Both Student Services counselors and Gateway program faculty play a role in student academic advising, and the roles are described for students in the *Student Handbook* (▣ RR 1340) and in the *2008–2010 College Catalog* (▣ RR 1070). Counselors work most directly with students who have remedial requirements and who are in the beginning stages of their academic careers (having completed fewer than 12 credits). Counselors help to guide students toward appropriate programs, and each

The reorganization has resulted in the greater use of technology that allows students to help themselves. Improvements and staffing levels are being monitored for their impact on students.

Both counselors and faculty provide academic advising and counseling. The college is discussing ways to clarify the role of each in the academic advising process.

counselor has specific program responsibilities. They also assist students in identifying barriers to their development and help them understand their responsibilities as a student. They make referrals to outside agencies and therapists when warranted. They listen to and help students make informed decisions; these decisions often enable them to persist and graduate.

Counselors are available at the three main campuses and the Burlington Center. Counselors are also available for cybercounseling sessions, which started in spring 2008. Cybercounseling allows students to participate in a counseling appointment without actually having to be on campus at the time of the session.

Program faculty serve informally as advisors to continuing students enrolled in diploma and associate degree programs. Faculty advisors help students plan course schedules during Academic Advising Days prior to the beginning of each registration period. Before Academic Advising Days, faculty advisors receive “Instructions for Faculty Student Advisement” (☞ RR 3410) as well as a list of designated advisement registration dates (☞ RR 3420).

The *Noel-Levitz Student Satisfaction Inventory* for 2007 (☞ RR 1260) suggests that students are dissatisfied with many aspects of advising and counseling. Each of the seven questions relating to this area received a statistically significant negative score. Three of the questions (“My academic advisor is knowledgeable about my program requirements,” “My academic advisor is approachable,” and “My academic advisor is concerned about my success as an individual”) were listed as particular challenges in Noel-Levitz’s Strategic Planning Overview.

The interpretation of these survey results is complicated by the fact that the Noel-Levitz does not separate Student Services counselor advising from faculty advising. However, the results do point to a concern, and it is likely that both student services counseling and faculty advising are at fault. There are two possible factors:

- Fewer counselors are serving a greater number of students and have concurrently been given responsibility for an increasing number of program areas.
- Faculty advising is an informal process at Gateway: it is not required of any instructor and is not consistently implemented across all programs at the college.

Gateway is aware of the need to improve academic advising.

Placement Testing. Any student enrolling in one of Gateway’s postsecondary education programs must either take a placement test—ACT’s ASSET® or COMPASS®—or provide assurance of academic success through ACT or SAT scores, or college transcripts. Gateway provides testing centers in Burlington, Elkhorn, Kenosha, and Racine where students can take placement

Placement testing ensures students have the skills to succeed in the classes in which they enroll.

tests. The centers also provide the following testing services for students: GED/HSED (high school equivalency diploma), Adult High School Proficiency, advanced standing, and keyboarding assessments.

While the ASSET and COMPASS are helpful in placing students into classes, they are not perfect. The writing section of these tests, for instance, does not include an essay component. Gateway's Communications department instituted a course-end writing assessment in 2008 (refer to "General Studies Assessment" on page 175); aggregated data from this assessment compared with placement test writing scores may prove helpful in understanding whether an essay placement test is necessary. ASSET and COMPASS also measure reading and math skills, but they offer little help with placing students in science classes. Partly to make up for this deficiency, as well as to validate that students have other basic skills firmly in place, Gateway's Nursing department now requires students entering nursing clinicals to take the Test of Essential Academic Skills (TEAS™).

Financial Aid. Gateway's Financial Aid office, centrally located in the Kenosha Administration Center, has the following mission:

To insure access to higher education by awarding financial aid according to federal guidelines to students who do not have the family resources. In a timely manner, review student applications, process awards and disbursements of financial aid according to federal, state, and institutional guidelines. Counsel students on the types of financial aid available, loan counseling/debt management, academic support, budget counseling and referrals to other sources of funds. Disseminate financial aid application information to students, parents, agencies, and community-based organizations.

To disseminate financial aid information, the Financial Aid office has done presentations throughout the district for Workforce Development Centers, high schools, community-based organizations, college fairs, high school counselors, and so forth. The department hosts College Goal Sunday at the Racine and Kenosha campuses and targets outreach to first-generation college students by contacting Hispanic churches, Spanish centers, and Boys & Girls Clubs.

The Financial Aid office has incorporated technology to help review, process, and disburse financial aid. Through the Gateway website, the department provides information and links concerning financial aid. These links include a link, which students are encouraged to use, to the online Free Application for Federal Student Aid (FAFSA). Gateway began offering the Gateway Plus card, which allows students to access financial aid through electronic transfer, in 2008.

With the increased financial aid documentation online and with the automation of the financial aid process, Gateway eliminated dedicated

The Financial Aid department has used technology to distribute information, expedite the application process, and disburse funds. Surveys suggest students sometimes seek more financial aid counseling.

financial aid counselors during its student services reorganization. When students request personal assistance with financial aid, it is provided by Enrollment Support Associates (ESAs) (who also have responsibilities for registration and general student support functions) and Financial Aid office staff.

Student responses to one question on the *Noel-Levitz Student Satisfaction Inventory* (RR 1260)—“Financial aid counselors are helpful”—point to low satisfaction with the helpfulness of financial aid counselors. This satisfaction has increased slightly from 2003 to 2007 but is still a significant negative. The college continues to monitor its processes and student satisfaction in this area.

Registration and WebAdvisor. Gateway offers two ways to register for classes: students may come to a campus Student Services area, or they may register for classes online using the WebAdvisor interface.

The online accessibility afforded by WebAdvisor has enhanced the convenience and efficiency of more than just registration. Anyone with access to the Web can use WebAdvisor to search for courses, including course schedules, enrollment information, and currently assigned faculty. Students can use WebAdvisor to register for classes, view their grades online, retrieve transcripts and graduation audit reports, review financial aid documents and make payments, and more. Faculty and staff use WebAdvisor to review and print class rosters, drop students, enter grades, access student contact information, and more.

Registration has also effectively used technology to assist students. With WebAdvisor, students can review semester schedules and register themselves.

Student dissatisfaction with registration as measured on the *Noel-Levitz Student Satisfaction Inventory* is related to dissatisfaction with course scheduling (refer to “Course Scheduling” on page 138), an area that is out of the control of Student Services. It is, however, also related to the perceived “helpfulness” of registration personnel.

Student perceptions of registration procedures—including the ability to add or drop classes, available registration hours, and billing policies—are very similar to student perceptions of such procedures at other two-year colleges, according to the *Noel-Levitz Student Satisfaction Inventory*.

Academic Support Services

Students seeking academic assistance outside of the classroom are satisfied with the additional help provided by faculty and the Academic Support Centers (ASCs).

As students take classes at Gateway, they sometimes request or require assistance with academic work outside the classroom. Faculty and the Academic Support Centers provide additional academic support that helps students succeed at Gateway.

Faculty Assistance. It is not uncommon for faculty to provide additional academic assistance to students outside of class. Faculty can meet with individual students before class, after class, and during office hours. Usually, faculty have up to five office hours per week on no fewer than three different

days. The number of hours, however, can vary depending on the faculty member's total number of contact hours with students.

In the 2005 (▣ RR 1260a) and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, students noted the availability of instructors after class and during office hours as a strength.

Academic Support Centers. Academic Support Centers, located on the Elkhorn, Kenosha, and Racine campuses, provide free one-on-one and small group tutoring for students enrolled in Gateway courses. The centers also offer study skills workshops, learning styles evaluation, and study resources.

Across the district, 4.5 permanent and 7 adjunct faculty are employed by the Academic Support Centers. Assistance is available to students during day and evening hours, with the faculty and student tutors providing academic support for most subject areas.

Students use Academic Support services to gain comprehension of concepts and procedures; to improve exam preparation, writing abilities, and study strategies; and to gain confidence in using various computer software, including Blackboard. The centers see many repeat customers.

Gateway's Academic Support Centers serve hundreds of students each academic year. See Table 3.12.

Table 3.12 Number of students served by Academic Support Centers

| Campus | 1999–2000 | 2005–2006 | 2006–2007 | 2007–2008 |
|---------|-----------|-----------|-----------|-----------|
| Elkhorn | 551 | 451 | 336 | 275 |
| Kenosha | 634 | 1,252 | 543 | 492 |
| Racine | 557 | 602 | 613 | 448 |
| Total | 1,742 | 2,287 | 1,492 | 1,215 |

Source: Gateway Academic Support Centers

There are several reasons for the recent decrease in the number of students served at the Academic Support Centers. The drop in students served at the Kenosha center between the 2005–2006 and 2006–2007 academic years is attributable to the discontinuation of make-up testing at that location in 2006–2007. The decrease at all centers between 2006–2007 and 2007–2008 is a result of greater numbers of students taking Internet courses. As noted in “Distance Learning” on page 136, the number of Internet classes offered at Gateway is growing, and many students who access classes online do not come to campus for in-person tutoring. Online academic support is a challenge the college is beginning to address formally. For instance, the Elkhorn campus began offering online tutoring to accounting students in spring 2008. Also, the Kenosha campus Academic Support Center piloted online support for English Composition I in spring 2009, but student participation was minimal. Functional academic support for online students is a goal for the future.

Increased Academic Support for online students is an important goal for the future.

Support Services for Special Student Populations

Many students who attend Gateway are considered to be disadvantaged. For example, of the 24,544 students at Gateway in 2007, 1,049 students with disabilities were served. In addition, 6,978 academically disadvantaged students and 3,361 economically disadvantaged students were served. In all, 46 percent of Gateway's students fell into one of these categories.

It is especially critical that Gateway support students with such special challenges. Many of Gateway's Adult High School students fall into this category, as do students using the Special Needs Centers, Multicultural Program, and Displaced Homemaker Project. Through these programs, the college's commitment to student success is particularly evident. All focus on students with special challenges.

Adult High School. Gateway's Adult High School (AHS) helps people 18 years or older attain their high school diplomas. Many of Gateway's AHS students are legally classified as "at risk." This classification indicates that they are at least a year behind their graduating class but under 21 years of age. Of 350 AHS students who came to Gateway from the Racine Unified School District in fall of 2008, for instance, approximately 65 percent were classified as at risk. Under Wisconsin's 118.15(1) statute, local school districts must pay for tuition and books for these students. For details, refer to "Agreements to Teach High School Students" on page 220.

Special Needs. In accordance with Section 504 of the U.S. Vocational Rehabilitation Act, and supported by a Carl D. Perkins IV grant from the federal government, Special Needs services at Gateway provide a full range of support services and reasonable accommodations at the request of learners with documented disabilities to give them equal access to learning opportunities. These services support Special Needs students in developing independence and self-reliance within the Gateway campus community. Gateway's intent is to provide equal access to programs and facilities.

Special Needs Centers are located on the Elkhorn, Kenosha, and Racine campuses, with limited services also available in Burlington. The centers support individuals with widely varying abilities to see, hear, speak, move, read, write, attend, organize, engage, and remember. Learners using these centers are encouraged to set goals, which range from improving a single skill (reading, math, keyboarding, etc.) to completing an associate degree program. Staff work closely with program faculty and the Academic Support Centers, as well as with community agencies (e.g., the Department of Vocational Rehabilitation) that send clients to Gateway for training. For each Special Needs student, staff can design helpful instructional materials and activities and provide on-campus alternative technology/adaptive equipment to reasonably accommodate identified needs.

Gateway's Special Needs Centers provide a range of support services to help students develop independence and succeed at Gateway.

Gateway's Special Needs population has grown substantially in the past decade. See Table 3.13 for the number of Special Needs students served by each campus in recent years.

Table 3.13 Number of students served by Special Needs Centers

| Campus | 2000–2001 | 2005–2006 | 2006–2007 | 2007–2008 |
|----------|-----------|-----------|-----------|-----------|
| Elkhorn* | 283 | 396 | 444 | 393 |
| Kenosha | 444 | 872 | 878 | 739 |
| Racine | 329 | 797 | 847 | 763 |
| Total | 1,056 | 2,065 | 2,169 | 1,895 |

Source: Gateway Special Needs Centers

* Elkhorn numbers include counts for students served at the Burlington Center.

Students served in 2007–2008 belonged to the following Special Needs categories: learning disabled, multiple handicap, emotionally disturbed, orthopedic impairment, other impairment, cognitively disabled, Deaf, brain trauma, visual impairment, hard of hearing, autistic, speech impairment, and other disabled.

Although Gateway is ranked in the middle of the 16 WTCS districts when it comes to Special Needs student headcount, the nature of student disabilities has been challenging. Gateway holds the following rankings:

- first among WTCS colleges in the number of students who are either Deaf or multi-handicapped
- second among WTCS colleges in the number of students who are emotionally disturbed.

Of all the categories of disabilities, these three arguably require the most intensive, time-consuming support from faculty. And the number of these especially challenged students continues to grow: students with multiple handicaps, for example, have increased from 27 percent to 42 percent of the Special Needs population in the past five years.

The Elkhorn, Kenosha, and Racine campuses each have two full-time Special Needs faculty. In addition, one full-time faculty member and one full-time technical specialist in Deaf services serve the district.

Until 2004, Special Needs faculty were given overtime contracts to deal with increasing numbers of Special Needs students. In 2004, overtime was eliminated and three part-time Special Needs paraprofessional positions (one per campus) were created. In fall of 2008, all three paraprofessionals were laid off. Limited funds were made available to hire adjunct Special Needs faculty instead, and limited adjunct hours were budgeted for the Burlington Center, the Horizon Center, and CATI.

In general, faculty now serve more Special Needs students, many with challenging disabilities. In addition, as the college has added the summer semester and outlying facilities, services to Special Needs students have not increased accordingly.

Gateway's Multicultural Program helps to recruit and retain minority students. It also provides programs and celebrations about different cultures.



Community Conversation

*"The cultural programming I do is designed to create and improve cultural awareness and acceptance. From the various forms of feedback I have received over the years, I have found that students, staff, and community members continue to be extremely receptive and value the programming."
— Janet Days,
Multicultural Program Coordinator*

Multicultural Program. Established in the 2001–2002 academic year, the Multicultural Program (☐ RR 1250) states a clear mission: it “provides leadership that creates a respectfully inclusive environment and enriching learning experience that supports underrepresented minority students in pursuit of educational achievement and career success.” Coordinated by a full-time staff member, the program provides services that include minority student recruitment, retention, transition assistance, leadership development, and multicultural programming:

- Recruitment includes targeting pre-college and college-bound high school students, juniors and seniors in alternative high school programs, and 118.15(1) (at-risk) program students.
- Retention efforts involve individual action plans, peer mentoring, financial resources, and career development activities. The Multicultural Program also offers an Early Alert system that advises minority students of their academic performance at mid term. Faculty complete an Early Alert Academic Performance Appraisal (☐ RR 3380) for each student in the multicultural program, and these reports, which include information on a student’s attendance and grades, are then shared with the student.
- Leadership development encourages participation in student clubs and conferences, college activities, community engagement, and workshops specifically for minority students.
- Cultural programming provides awareness and acceptance of and respect for different cultures and individual differences.

The program also provides information to students about scholarship opportunities.

Funded in part by a WTCS Minority Student Participation and Retention grant, the Multicultural Program tracks and annually reports the number of students that it serves to the WTCS. See Table 3.14 for the number of participants.

Table 3.14 Participants in the Multicultural Program

| | 2005–2006 | 2006–2007 | 2007–2008 |
|--------------------|-----------|-----------|-----------|
| Projected | 125 | 210 | 210 |
| Enrolled | 157 | 221 | 179 |
| Served | 157 | 221 | 183 |
| Completing Course* | 149 | 198 | 170 |

Source: 2005–2006 (RR 1040b), 2006–2007 (RR 1040a), & 2007–2008 (RR 1040) Minority Student Success Project Grant Reports

* Number of enrolled students who completed at least one Gateway course.

In addition to serving minority students, the Multicultural Program engages the entire Gateway community in heritage celebrations, including annual celebrations of African American, Asian American, Latin American, and Native American cultures. Overall, the Multicultural Program has promoted greater diversity at Gateway.

Displaced Homemaker Project/NTO Program. Support services are also available through the Displaced Homemaker Project and the Nontraditional Occupation (NTO) Program, each of which is grant funded and serves a small number of Gateway students.

Gateway's Displaced Homemaker Project provides direct assistance to individuals who have worked in the home for a substantial number of years, providing unpaid assistance to family members, and are now returning to school. Services provided include case management, peer support, instructional workshops, career planning, and job search assistance.

Gateway's Nontraditional Occupation Program provides specialized guidance and support to students enrolled in programs preparing them for occupations in which 75 percent or more of workers are typically not of their gender. This support includes participation in the Early Alert program.

Student Success and Retention

An indication of the effectiveness of Gateway in providing flexibility in its learning environments and providing services to assist a diverse student population is the success and retention of its students. Gateway tracks student success and retention using data about course completion rates, grade point averages, and retention of students between semesters.

Gateway tracks student success in courses and student retention between semesters.

Course Completion. The college monitors the percentage of students who complete each class with passing grades. From 2004–2005 to 2006–2007, successful course completion ranged from 83 to 85 percent. See Table 3.15.

Table 3.15 Percentage of students successfully completing courses

| | 2004–2005 | 2005–2006 | 2006–2007 |
|-------------------|-----------|-----------|-----------|
| Course completion | 85% | 83% | 84% |

Source: Gateway Institutional Effectiveness division

Gateway also monitors student course completion according to location. This ranged between 81 and 96 percent in 2007–2008. See Table 3.16.

Table 3.16 Course completion by location

| Location | 2006 | | 2007 | | 2008 | |
|----------------------|---------------|-----------------|---------------|-----------------|---------------|-----------------|
| | Student count | Percent passing | Student count | Percent passing | Student count | Percent passing |
| Aviation center | 310 | 91% | 5 | 60% | 0 | - |
| Burlington center | 2,586 | 91% | 2,893 | 90% | 2,667 | 90% |
| Elkhorn campus | 6,188 | 87% | 4,623 | 84% | 5,167 | 85% |
| Kenosha campus | 14,550 | 83% | 12,878 | 81% | 14,593 | 81% |
| Off campus | 1,777 | 93% | 1,371 | 90% | 1,520 | 96% |
| Racine campus | 14,041 | 82% | 11,219 | 81% | 12,211 | 83% |
| No location assigned | 3,324 | 86% | 7,447 | 82% | 9,036 | 81% |
| Total | 42,776 | 84% | 40,436 | 83% | 45,194 | 83% |

Source: Course Retention Reports (RR 3520)

Grade Point Average. Another indicator of student success is grade point average across programs. In 2007–2008, 79 percent of students who had declared majors in Gateway programs maintained an average grade point average (GPA) of 2.0 or better; 53 percent maintained a GPA of 3.0 or better. Within programs, the percentage of students maintaining a 2.0 or better ranged from 38 percent to 99 percent, according to the Program Effectiveness Grade Spreadsheet (☞ RR 3190).

Retention. Gateway’s goal is that each spring at least 60 percent of its non-graduating students from the previous fall will re-enroll, and that each fall at least 60 percent of its non-graduating students from the previous spring will re-enroll. Re-enrollment from fall to spring has consistently met this goal, but re-enrollment from spring to fall has consistently fallen short of expectations. See Table 3.17.

Table 3.17 Percentage of students who re-enroll

| Semester | 2006 | 2007 | 2008 |
|----------|-------|-------|-------|
| Fall | 58.1% | 59.4% | 56.7% |
| Spring | 66.0% | 65.5% | 67.0% |

Source: Gateway Institutional Effectiveness division

The college’s three-semester approach, begun in the 2008–2009 school year, may help. With expanded offerings during the summer, some students who would otherwise have fallen away between spring and fall may remain engaged. Enrollments during the first 15-week summer semester (2008) indicate that indeed many students want to attend year-round; moreover, the summer 2008 semester attracted students who did not attend during the fall or spring terms. (Of the 5,502 students enrolled in summer classes in 2008, 48 percent [2,624] were not enrolled in either the 2007–2008 fall or spring semesters.) Compared to the six-week summer semester of 2007, there was a 95 percent increase in student headcount and a 224 percent increase in FTEs. Not only did the number of students double—students also, on average, took more credits.

For more information on the three-semester calendar, refer to “Academic Planning” on page 77.

Summary of Component 3c

Gateway’s physical and technological resources provide a strong foundation for a sound learning environment. Students have flexibility in taking courses at campuses throughout the district or online. Faculty and staff also try to accommodate busy students by scheduling courses at convenient times and minimizing course cancellations; still, students express frustration at course schedules.

Students also have a wealth of people-oriented support—including Academic Support, Student Services, the Adult Learning Centers, and Special Needs. In

some instances, these support services have struggled to keep up with growth and changes at the college. In light of the *Noel-Levitz Student Satisfaction Inventory* results, Student Services needs to continue to reevaluate its services to determine how best to serve students. Also, the college needs to examine the accessibility level and staffing of Academic Support and Special Needs services, particularly for online students and students attending outlying centers.

By and large, however, Gateway's many support services provide valuable—sometimes life-changing—aid to students. For many Gateway students, it is these services that make success possible.

Providing Supportive Learning Resources

A focus on clear learning outcomes, on effective teaching, and on effective learning environments takes Gateway a long way toward living up to its commitment to provide “quality and excellence in education.” Support for learning and teaching provided by the library, technology, and laboratories is also critical.

Library

Gateway's library offers a wide array of services to meet the needs of both campus and distance education students and faculty.

The library's collection of 76,210 volumes includes books, CD-ROMs, computer software, DVDs, electronic books, periodicals, and videocassettes. Materials used for program research and general reference are constantly monitored for new editions and updates. Acquisition decisions are guided by the library's Collection Development policy (☞ RR 3070). Orders are placed following the Selecting/Submitting Orders for Materials for Library Purchase guidelines (☞ RR 3210) and coded using the library's program codes list (☞ RR 3180). Something unique that Gateway libraries have traditionally done, and that other WTCS libraries have adopted, is the use of a program code to designate materials added in supplemental support of programs; this practice makes it easy to produce comprehensive lists of materials for program evaluation/accreditation and for collection development purposes.

In addition to physical resources, the library subscribes to many databases. Read the *Gateway Library Databases Fall 2008* report (☞ RR 3390) for a list of these databases.

Funds available for materials purchase (audiovisual, books, computer software, periodicals), electronic resources (database and ebook purchase), and other materials that are used to meet student library needs (paper, toner, supplies, etc.) increased from \$37.71 per FTE in 2005–2006 to \$40.49 per FTE in 2007–2008. At this time, funds are sufficient to meet patron needs.

Component 3d:

Gateway's learning resources support student learning and effective teaching.

Gateway's library supports students and faculty with a collection of over 76,000 physical items, electronic resources, collaborations with other libraries, and professional staff.

The Kenosha campus library, 12,060 square feet, was remodeled in 2001. The facility includes a computer lab for library instruction and independent study, a media room for audiovisual equipment use, and a quiet study room as well as stack, reading, and study areas.

The Racine campus library, 7,500 square feet, was also recently remodeled, with the improved facility opening in January 2007. It includes 34 public-access computer terminals, a quiet study room, a media room for audiovisual equipment use, and a computer lab for library instruction and independent study.

The Elkhorn library, 2,872 square feet, opened in 1992. The facility includes 11 public-access computer terminals, media equipment for audiovisual materials, and an area for independent study. Some furniture updates were made in 2002 to accommodate more public-access computers.

All three libraries are open liberal weekday hours, including evenings. Libraries in Kenosha and Racine are also open Saturday mornings.

Patrons can receive assistance in the use of all library services from professional and paraprofessional staff via telephone, email, and an online reference service, in addition to help provided in person at the libraries. General library instruction classes are provided to most associate degree students through Gateway's English Composition I course. Other library instruction programs are provided upon request of faculty.

The library's web page, accessible from Gateway's homepage, provides clear links to databases, helpful tutorials, and other useful information. The library maintains a comprehensive list of the library services offered to faculty, "Library Services for Instructors" (☞ [RR 3160](#)), which is also available through the library website.

Each library provides intercampus loans of materials on a daily basis. Interlibrary loan services are also available to obtain materials from other libraries. Van delivery services between Gateway and other libraries in the area and state are provided by the Kenosha County Library System.

Agreements between the Gateway Technical College Library; the public libraries in Kenosha, Racine, and Walworth counties; and the Carthage College Library in Kenosha provide for reciprocal borrowing privileges to holders of library cards. Access and borrowing with permission exists between Gateway and members of the Library Council of Metropolitan Milwaukee, which includes Marquette University and the Milwaukee Public Library. Reciprocal interlibrary loan agreements exist between Gateway and the libraries of the University of Wisconsin–Parkside in Kenosha, the University of Wisconsin–Whitewater, and All Saints Medical Center in Racine. In addition, as a member of the WISPALS Library Consortium, consisting of nine Wisconsin technical college districts with 30 library sites, Gateway users can access the collections of each WISPALS site through the

Gateway Online Catalog. Reciprocal library loan agreements exist among member colleges. Electronic request for materials is available at the state level through the Wisconsin Reference and Loan Library and on the national level through the OCLC interlibrary loan system.

Wisconsin administrative code dictates that the person in charge of library services at a WTCS college be a WTCS-certified librarian. Gateway goes beyond this minimum requirement by providing an MLS-degreed librarian at each campus library during nearly all hours of operation. In all, Gateway employs five full-time MLS-degreed librarians on the library staff (one administrator, three faculty, one technician) as well as four other full-time library technicians, four part-time library assistants, and seven part-time certifiable adjunct librarians. Three staff members (two full-time, one part-time) are bilingual, a bonus in meeting the diverse needs of Gateway's student population. Adequate library staff is available in Kenosha and Racine; the Elkhorn librarian has only part-time assistance from work-study students during daytime hours.

Library services and resources are increasingly moving online, and the complicated nature of the online library necessitates more orientation and other interaction with library staff. Usage statistics at Gateway's libraries show a trend toward decreasing circulation of print materials balanced by a trend toward increasing database usage. Library usage overall has risen. See Table 3.18 for details.

Table 3.18 Use of library services

| Service | 2005–2006 | 2006–2007 | 2007–2008 |
|---------------------------|-----------|-----------|-----------|
| Print materials check out | 25,875 | 23,320 | 24,166 |
| Database searches | 181,115 | 189,796 | 233,665 |
| Library gate count | 126,717 | * | 138,955 |

Source: Gateway Learning Resource Centers

* Statistics not complete because of Racine library remodeling project.

It should be noted that students at Burlington, CATI, and the Horizon Center have little if any access to a physical library. However, students appear satisfied with library resources at Gateway. Students taking the 2007 *Noel-Levitz Student Satisfaction Inventory* (RR 1260) identified the library and its resources as a strength of Gateway.

Technology

The technology Gateway provides for faculty and students supports teaching and learning by being both up-to-date and available. Refer to “Technology Planning” on page 80 for details about the college's general technology infrastructure planning and upgrades.

Gateway's standard for the currency of software in use calls for 98 percent to be within one generation of the newest software version. At the end of 2007,

Technology at Gateway includes a reliable infrastructure, up-to-date software, and accessibility to computers by faculty and students.

100 percent of operating systems and software had met this standard. This software includes server operating systems as well as server software.

Gateway's standard for the currency of staff and instructional computer hardware calls for 99 percent to be less than five years old. Because of some aging network equipment—particularly core network switches and some network routers—this standard was not met by the end of 2007: 99 percent of staff and instructional computer hardware was less than five years old, but only 93 percent of total infrastructure hardware was less than five years old (28 percent of network equipment exceeded five years of age).

Gateway monitors the availability of infrastructure—servers, software such as Exchange and Blackboard, and network equipment—by tabulating the results of surveys taken by information technology staff on all campuses. In 2007, infrastructure systems were available 99.948 percent of the time, based on 24/7 coverage. The results meet the college's standard for infrastructure availability, which is set at 99.9 percent.

Most permanent faculty members are issued a computer for school use, complete with all necessary software. There are 26.5 computer technicians at the college who service faculty computers and troubleshoot computer and network problems as they arise. Permanent faculty may also obtain “work at home” software at no charge, to be used for work purposes only. Both permanent and adjunct faculty are eligible for software discounts on a wide array of common software through the Wisconsin Integrated Software Catalog.

Laboratories

Gateway has many laboratories where students can support, experience, and practice what they are learning.



Source: Gateway Technical College (graphic 3_003)

A number of labs give students hands-on experience in their fields. Above, students and their instructor work in the telecommunications lab.

Open computer labs for general student use are available at all campuses, all centers, and some outlying facilities. Many of these labs are staffed with lab technicians available to assist faculty and students. Both the 2005 (☐ RR 1260a) and 2007 (☐ RR 1260) *Noel-Levitz Student Satisfaction Inventory* showed adequate, accessible computer labs to be one of Gateway's strengths. In fact, Gateway ranked significantly higher than the national average in students' satisfaction with computer labs and equipment in the 2007 survey.

Several of Gateway's instructional facilities—the automotive and aviation facilities at the Horizon Center and the

horticulture building at the Kenosha Campus—are themselves dedicated laboratories. Many other laboratories are placed in conjunction with the programs they support. Read “Gateway Instructional Laboratories” (☞ [RR 3450](#)) for a list of Gateway’s labs and their locations.

Gateway is able to offer excellent hands-on experience partly because of equipment and monetary donations received from businesses, organizations, and individuals. These donations, along with the college’s capital equipment expenditures, help to meet the needs for equipment used in student learning. The Gateway Foundation maintains an inventory of all gifts received. The *Gifts Received for the Benefit of Gateway Technical College* report (☞ [RR 3140](#)) details over \$2 million in gifts for fiscal years 2002–2006. Gateway’s laboratories and their equipment are a strength of the college.

Summary of Component 3d

Gateway’s learning resources—libraries, technology, and laboratories—provide excellent support for both students and faculty. They are a strength of the college.

Findings

In studying its student learning and teaching effectiveness, Gateway has learned the following:

- Processes related to the development, documentation, publication, and assessment of learning outcomes have been refined as the college has embraced WIDS, adopted WTCS curricula, and collaborated with external accrediting agencies and professional organizations. Increasing collaboration with external accrediting agencies and with the WTCS has led to clear and standardized learning outcomes in courses and programs.
- Student assessment at the program level is increasingly integrated with other college processes, including budgeting, curriculum review, and program review. Emphasis has shifted from a focus on the reporting of data to a focus on action prompted by assessment results. Improved data management allows for meaningful interpretation of student assessment results.
- Despite improvements in student assessment, challenges remain. The first challenge is to ensure that assessment of learning accounts for all students, including those enrolled in online and other alternative delivery classes. The 2008–2009 assessment plans began to do this. A second challenge has been providing a mechanism for the intentional assessment of the college’s nine core abilities as students complete programs of study. A new core abilities assessment initiative holds promise for college-wide core abilities assessment linked to program-level student assessment. A final challenge is to ensure that student assessment involves all program faculty working collaboratively rather than the student assessment facilitator working alone. Administrators and faculty need to encourage broad faculty participation in structured assessment collaborations.
- Students have identified teaching as a strength of the college, and the college supports effective teaching by maintaining qualified and certifiable faculty, supporting faculty with reasonable workloads, and providing professional development opportunities.
- The mentoring of first-year faculty and the Professional Development Plan (PDP) of new faculty have led to effective collaboration that supports effective teaching. Such professional growth of permanent faculty is valued, and new initiatives to support adjunct faculty are helpful. However, faculty, learning support staff, and adjunct faculty currently receive little direct feedback from supervisors on work performance.
- The reorganization of student services has led to improvements—most notably, a greater use of technology. Cybercounseling, online financial aid forms, and WebAdvisor are all technologies that give students access to information and the ability to conduct student service functions independently of counselors when desired.
- Student frustrations over course scheduling and academic advising are a continuing challenge. In response to student concerns about scheduling,

the college has successfully reduced the number of sections canceled at the beginning of a term and implemented more distance education opportunities to minimize scheduling conflicts. In response to student concerns about academic advising, the college is discussing ways to clarify the advising services provided by counselors and faculty.

- The organization and staffing in some areas of Student Services are a concern in light of increasing demand for services and recent surges in enrollment. In addition, the college should examine the level of Academic Support and Special Needs services available to students, in particular those taking courses online or at outlying centers.
- Gateway's library, technology, and laboratories effectively support student learning and faculty teaching.



CRITERION 4: Acquisition, Discovery, and Application of Knowledge



Overview

A Story from Gateway’s Community Conversation: *“I am a product of Gateway. I started over 20 years ago in the Adult Learning Center. I was married with children at that time, and I received my Adult High School diploma from the Racine Campus. From there, I completed my associate degree in Supervisory Management and went on for a four-year teaching degree from Concordia University. During my educational pursuits, I continued to receive help and support from Gateway’s Adult Learning Center faculty; Fawn Funderberg played a huge role in where I am now. I currently work at Gateway as an adjunct instructor and am a full-time teacher with the Kenosha Unified School District, preparing students for the GED in Spanish.”* — **Maria Godina, Adjunct Instructor**

Maria Godina’s story exemplifies the role that Gateway plays in students’ lives as they acquire, discover, and apply knowledge. Carefully designed programs and caring faculty and staff foster learning that can lead to personal depth, fulfilling life work, financial viability, and responsible citizenship. At all levels of the college, learning is central.

This chapter provides evidence that Gateway, in fulfillment of the Higher Learning Commission’s fourth criterion, “promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”

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| Component 4c: Assessing the Usefulness of Curricula | 182 |
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Component 4a:

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

Refer to “Mission Documents” on page 255 to read the mission documents in their entirety and review their revision histories.

Gateway’s value of a life of learning is based in its mission.

Valuing a Life of Learning

Learning doesn’t stop with the completion of a course, graduation from a program, or acquisition of a job. This is true for Gateway’s students; it is also true for Gateway’s board, administration, faculty, and staff. Throughout the college, Gateway strives to model and nurture habits of curiosity, learning, and self-improvement.

Learning is an important commitment that Gateway makes to its constituencies in its mission, and the college fulfills this commitment by making learning accessible to students, by providing professional development for all employees, by encouraging scholarly pursuits, and by publicly recognizing learning-related excellence.

Gateway’s Mission and the Life of Learning

Through its mission documents, Gateway emphasizes the value it places on a life of learning that is adaptable to today’s—and tomorrow’s—world.

Gateway’s College Purposes begin with two brief phrases: “Education for work. Education for life.” They go on to give the overall purpose of students’ education at Gateway:

We provide a program of technical and general education necessary for employment, citizenship, and personal development. We promote professional development and life-long learning.

They explain what that means for students training for careers in the twenty-first century:

We provide technical education and training to enhance skills and promote career expansion and progression by responding quickly and effectively to the changing requirements of the working environments within the global community.

They also explain what that means for General Studies:

We believe students need general education skills in order to succeed in career and life. Recognizing this fundamental importance, the College requires general education coursework in all programs of forty-five (45) credits or more. General education gives students effective communication, mathematics, scientific thinking and global social skills.

The College Vision—which highlights academic achievement, occupational advancement, and personal development—and the College Ends Statements—which commit the college to the preparation and transition of the learners, and the modeling of integrity, social responsibility, and continuous improvement by the college—echo the life-of-learning theme.

Student Access to Learning

Education at Gateway is both affordable and accessible to many students. This availability of education is one way Gateway demonstrates that it values a life of learning.

Affordability. Cost can play a significant role in determining whether education is available to students. Both the Wisconsin Technical College System (WTCS) and Gateway endeavor to make college as affordable as possible for students.

Gateway tuition is set by the WTCS board. Over the past nine years tuition for the degree- and diploma-level courses has increased annually by an average of 5.64 percent. In 2008–2009, tuition per credit hour was set at \$97.05 for in-state students in degree, diploma, and certificate programs; out-of state students paid \$594.25 per credit hour. With added local fees, in-state Gateway students paid \$106.14 per credit. (Refer to “Revenue from Tuition and Fees” on page 84 for details about tuition and fees.)

Financial aid is also key. In 2007–2008, almost 40 percent of Gateway students received financial aid, and this aid totaled approximately \$13 million. In 2008–2009, there was a 16 percent increase in financial aid applicants over the previous year, and a 7 percent increase in awards. (Refer to “Financial Aid” on page 143 for details about the promotion and support for financial aid.)

Scholarships are another important source of support for Gateway students. In 2007–2008, students reported receiving at least 107 non-Foundation scholarships amounting to \$152,574 and 98 Gateway Foundation-sponsored scholarships amounting to \$42,700. Foundation fundraising has been re-energized in conjunction with Vision 2012; community support has doubled and new opportunities to support students have been created. For example, the President’s Opportunity Scholarships, first offered by the Foundation for 2009–2010, offer \$300 scholarships to one student from each high school in the Gateway district. Read the President’s Opportunity Scholarship flyer (📄 RR 4150) for details.

Wisconsin students seeking basic or remedial education pay little or nothing to attend Gateway. Adult basic education (ABE) and English Language Learner (ELL) students attend Gateway for free. Adult high school students pay an average of \$4 per course, and students taking remedial (pre-technical or pre-college) courses pay under \$20 per course. Required books or fees (such as class textbooks or GED testing fees) are additional.

Accessibility to Various Populations. Ensuring the availability of educational opportunity for all students is another way that Gateway promotes a life of learning for its students. Gateway maintains an open-door admissions policy. The college helps each student determine an appropriate starting point,

Low tuition, financial aid, and scholarships at Gateway make college affordable for all students.

An “RR” indicates an item, identified by the number after the “RR,” is in the resource room. A copy of the item will be available in Gateway’s resource room during the team’s visit. To view an electronic copy of the resource, click the 📄 icon in the PDF file on the CD-ROM that accompanies the paper copy of the report.

Gateway serves students of all ages, from high school to senior citizens. Transfer agreements and outreach efforts to its community help all students realize Gateway can serve them.

be that at the basic-skill level or at the program level. Promotional and informational materials for students reflect diversity (age, race, gender) as a way of showing that learning for all is valued.

Students at the pre-college level are served by Gateway's Adult Learning Centers (which provide adult basic education, including GED/HSED preparation, and English Language Learner instruction) and Gateway's Adult High School program as well as by developmental and remedial general education courses.

At the diploma and degree level, even high school students can take courses at Gateway under two state-sponsored programs. Youth Options allows high school juniors or seniors to earn college credit at institutions of higher education, and the 118.15(1) program permits at-risk youth to attend Gateway. Under these programs, the high school—not the student—pays for the eligible Gateway courses. (Refer to “Agreements to Teach High School Students” on page 220 for details.)

In addition, some district high schools participate in the Southeastern Wisconsin Instructional Network Group (SWING) consortium, which provides access to some Gateway courses to high school students over an interactive television network. (Refer to “Communities Supporting Distance Learning” on page 217 for details.) Also, many of Gateway's Certified Nursing Assistant (CNA) students participate in the CNA program while still enrolled in high school.

At the other end of the age spectrum, Wisconsin residents 60 years or older may audit technical diploma or associate degree courses at Gateway (taking the courses without credit) tuition-free if there is space available. These students are responsible for paying fees and purchasing textbooks and supplies required for the course. In 2007–2008, 60 seniors audited a total of 89 credit course sections.

Transfer and articulation agreements also increase accessibility for students. Gateway has worked diligently to forge both articulation agreements with high school districts and transfer agreements with other institutions of higher learning. To promote such opportunities, the college has hosted credit transfer fairs at all three campuses, providing information for students transferring between high school and Gateway or between Gateway and four-year institutions. Nineteen four-year colleges participated in 2008, and college representatives were available to both day and night students. Refer to “Responding to Students' Needs” on page 220 for details about credit transfer and more initiatives sponsored by the college to make learning accessible.

The college also reaches out to the general public to increase awareness of learning opportunities and career paths. For example, middle and high school students are invited to attend summer Pre-College Camps taught by Gateway instructors (refer to “Summer Pre-College Camps” on page 207 for more information), and to participate in annual Tech Expo events, which have

brought hundreds of students onto the Elkhorn campus each semester and are expanding to include Kenosha and Racine in 2009–2010 (refer to “Recruitment” on page 207 to read more information). The Engineering division hosts an annual robotic challenge for middle and high school students, and it also invites the public to an annual Pinewood Derby event where teams of engineering students create racing cars. A limited selection of Adult Continuing Education (ACE) classes, such as “The Art of Welding,” are open to the community. These and many other offerings at Gateway reach out to the public with learning opportunities.

Employee Development

Gateway also demonstrates that it values a life of learning by supporting the efforts of all employees to engage in continuous learning and to pursue professional and personal improvement. See Table 4.1 for a summary of professional development opportunities for four categories of Gateway employees.

Table 4.1 Professional development opportunities at Gateway

| Opportunity | Administration | Professional | Technical | Clerical |
|---|----------------|--------------|-----------|----------|
| Mentoring (first year of employment for faculty) | | ✓ | | |
| PDP (second and third years of employment for faculty) | | ✓ | | |
| Tuition reimbursement* | ✓ | ✓ | ✓ | ✓ |
| State-called meetings | ✓ | ✓ | ✓ | ✓ |
| Gateway Association for Career and Technical Education (GACTE) membership | ✓ | ✓ | ✓ | ✓ |
| Program-specific conferences | ✓ | ✓ | ✓ | |
| Customer Service Training (Noel-Levitz) | ✓ | ✓ | ✓ | ✓ |

Source: Gateway Institutional Effectiveness division

* Professional employees who receive salary advancement for earned credits do not receive tuition reimbursement.

Gateway employees appear to be increasingly satisfied with the availability of employee development activities. When asked in the *Personal Assessment of the College Environment (PACE) Survey* whether professional development and training opportunities are available at Gateway, employees who responded rated the availability of professional development within the consultative range in both 2006 (■ RR 1280) and 2008 (■ RR 1280a). The 2006 mean score was 3.34; the 2008 mean score rose to 3.67.

When asked in the *PACE Survey* whether they had participated in a college-funded training activity or course during the previous year, 53 percent of those responding said “yes” in 2006 (■ RR 1280) and 67 percent said “yes” in 2008 (■ RR 1280a).

Community Conversation

Participants identified Gateway’s support for its people’s development and recognition of their accomplishments as a strength of the college.

Gateway provides many professional development opportunities for all its employees. Employees indicate satisfaction with the opportunities and participate in them.

The Institutional Effectiveness division has overseen employee development since 2006. It sets employee development goals and monitors spending and activities related to employee development.

Employee Development Oversight. Oversight of employee professional development moved to Gateway’s Institutional Effectiveness (IE) division in 2006. An Employee Development Steering Committee now helps plan the annual Employee Professional Development Day, coordinate new-employee orientation activities, and implement training programs (e.g., a Customer Service training program).

A subcommittee of the Employee Development Steering Committee, consisting of a faculty member from each campus working with the associate vice president of Student Learning, oversees the allocation of professional development travel funds to faculty and staff in the GTEA bargaining unit. (In the past, these funds were distributed on a first-come/first-served basis.)

IE has drawn up nine goals for employee development. By 2008 the college had made progress toward five of the goals:

- establish an Employee Development Steering Committee
- develop and maintain a matrix of training and professional development opportunities
- establish academy programs within professional development for specialized purposes (The Teach Tech program, which trains faculty in the use of online course tools, was established in 2007–2008.)
- coordinate professional development budgets and improve documentation of professional development expenditures for quality enhancement
- continuously evaluate the effectiveness of planning, implementation, and delivery of employee development programs

Four other goals remain:

- establish a regular schedule for training and professional development and an ongoing calendar that includes district- and department-level training
- establish a record-keeping system for employee development participation
- expand recognition for employees who complete development activities
- use technology wherever feasible to standardize, manage, and deliver employee development activities

For more details about the IE employee development goals, read the “Employee Development Goals Matrix” (☞ [RR 4090](#)).

Employee development provides opportunities and support for all Gateway employees to meet the following individual goals:

- learn basic information to become oriented to the institution and connect with the internal and external Gateway community
- develop knowledge and skills needed to perform jobs effectively
- meet external certification and regulatory requirements

- continually improve job-related skills, knowledge, and attitudes to add value for customers and the college and to prepare for advancement opportunities within the college
- grow professionally and personally as a member of the Gateway community

The Inventory of Employee Development matrix (☞ RR 4130) lists these five goals and shows specific training and professional development opportunities for each (including some future goals) within six categories of employees: GTEA certified, GTEA non-certified, clerical, technical, certified and non-certified administrative, and adjunct faculty.

The total professional development budget has fluctuated over the past three years. In fiscal year 2006, it was \$210,000; in 2007, it was \$242,000; and in 2008, it was \$222,000. The expenses covered by the professional development budget include in-services, Professional Development Plan (PDP) stipends, mentor stipends, training, and tuition reimbursement.

In addition to staff and administrative expenses, Gateway’s district professional development budget is used to fund speakers for the annual Employee Professional Development Day and registration and travel expenses for attendance at various conferences. Campus-based professional development, such as staff development centers, are separately funded, as are Student Success in-services.

Opportunities for Employee Development. A number of professional development opportunities apply to all employees, and specific opportunities are available for non-faculty employees. (Refer to “Support for Faculty Professional Development” on page 130 for details on faculty professional development.)

The Gateway Journey (☞ RR 1440)—a year-long employee orientation program for all newly hired permanent employees to learn about all aspects of the college—was instituted in 2008. Supervisors work with new employees in three stages: orienting them to their immediate work area and department within the first 30 days, orienting them to their campus and division within 120 days, and orienting them to the entire college within the first year.

All employees are scheduled to participate in customer service training. Recognizing that friendly service retains students, Gateway instituted customer service training in the 2007–2008 academic year. Customer service curricula specific to the higher education environment, the Noel-Levitz Connections series, is being used. The college is well on the way to its goal that all employees receive the customer service training by 2010.

All employees attend the Employee Professional Development Day, which focuses on higher education issues. Spring and summer all-day in-services, which also focus on education-related subjects, are held for faculty and staff

The board, administration, faculty, and staff all participate in professional development opportunities. Some opportunities are targeted at all employees, such as the Employee Professional Development Day. Others are targeted at groups of employees, such as retreats for the board and administration.

in the GTEA bargaining unit. Adjunct faculty may also attend these in-services. A separate evening in-service for adjunct faculty is held at least once a year, and adjuncts receive a stipend for attending.

Professional development is also important for the Gateway Board of Trustees and Gateway's administration. The Gateway board goes on retreat twice each year to consider college-related issues. Gateway's Executive Leadership Council (ELC) goes on retreat once a year. Administrative personnel attend quarterly in-services.

Two employees who demonstrate promise as college leaders are selected each year to attend the Wisconsin Leadership Development Institute (WLDI), a one-year leadership development program sponsored by the WTCS. Seventeen Gateway employees have graduated from WLDI to date.

Leadership Racine and Leadership Kenosha are year-long community leadership training programs. Over the years, Gateway has tried to send a member of the administration, faculty, or staff through each program annually.

Administration, technical employees, clerical employees, and 52-week professional employees are eligible to receive tuition reimbursement after six months of Gateway employment. Tuition is reimbursed at 80 percent of the University of Wisconsin-Parkside campus's undergraduate tuition rate (or at 100 percent for Gateway courses) for a maximum of 12 credits per year. Courses and workshops must be approved by an employee's supervisor and the associate vice president of Student Learning. Read the "Summary of Tuition Reimbursement" ([☞ RR 4220](#)) for details about this program.

Tuition reimbursement funds come out of the district professional development budget. See Table 4.2 for a summary of tuition reimbursement expenditures since 2005–2006.

Table 4.2 Tuition reimbursement expenditures

| Tuition Reimbursement | 2005–2006 | 2006–2007 | 2007–2008 |
|------------------------------|------------------|------------------|------------------|
| Budget | \$44,000 | \$44,000 | \$44,000 |
| Actual | \$54,241 | \$39,861 | \$45,991 |

Source: Gateway Institutional Effectiveness division

See Table 4.3 for recent tuition reimbursement funds by employee categories.

Table 4.3 Tuition reimbursement usage by employee category

| Employee Category | 2006–2007 | | 2007–2008 | |
|--------------------------|-------------------|-------------------|-------------------|-------------------|
| | # of users | % of funds | # of users | % of funds |
| Administration | 7 | 16% | 8 | 31% |
| Clerical | 18 | 48% | 22 | 44% |
| Technical | 19 | 35% | 17 | 24% |
| Professional | 1 | 1% | 4 | 4% |
| Total | 45 | | 51 | |

Source: Gateway Institutional Effectiveness Division

Table 4.2 and Table 4.3 indicate that employees who qualify for tuition reimbursement do take advantage of this benefit. Gateway also regularly budgets for faculty and staff to attend the following conferences:

- Association for Career and Technical Education (both the national and state conferences)
- Higher Learning Commission Annual Meeting
- League for Innovation in the Community College (both the Innovations Conference and the Conference on Information Technology)
- National Institute for Staff and Organizational Development (NISOD)
- Wisconsin Great Support Staff Retreat
- Wisconsin Great Teachers Retreat
- Wisconsin Leadership Development Institute

Employees who are interested in attending other conferences may request funding from their department or the district professional development budget.

Gateway's Healthcare Benefits Committee works to promote healthy living by educating employees about wellness and promoting health-related programs. All Gateway employees and their spouses are encouraged to take part in Gateway's wellness initiatives, including flu shots, on-site health screenings and mammograms, an incentive-based health improvement program (Aurora Smart Rewards), and more. When asked in the *PACE Survey* whether they had participated in a college-sponsored wellness activity during the previous year, 72 percent of those responding said "yes" in 2006 (☐ RR 1280) and 64 percent said "yes" in 2008 (☐ RR 1280a).

The WPCore, a word processing support group comprised of approximately 35 Gateway faculty and staff, meets quarterly. The group began as a support group for WordPerfect® users; over the years, it has transitioned into a support group for users of many different software programs. Members share tips and techniques for basic through advanced software applications. Members also receive a newsletter and attend annual mini-workshops.

Many other professional development opportunities are available to employees, including technology workshops and courses. (Refer to "Instructional Technology Training" on page 133 to read more.)

Scholarly Activities by Employees

A number of Gateway employees demonstrate that they value a life of learning by engaging in scholarly pursuits, including writing or reviewing books, writing articles, doing scholarly research, and delivering presentations at conferences. Faculty are rewarded for these scholarly activities by earning credit hours toward recertification, but many employees (including faculty) engage in scholarly activities simply because they care about learning.

In spring 2008, all Gateway employees were surveyed concerning their participation in scholarly activities outside of Gateway. Of the approximately 600 employees surveyed, 99 responded. Of those 99, 48 were professional employees, 20 were from administration, 6 were technical employees, 4 were clerical employees, 3 were adjunct faculty, 1 was a casual employee, and 17 failed to identify their employee category. See Table 4.4 for a summary of results from the survey.

Table 4.4 Scholarly activity by Gateway employees spring 2008

| Question | Yes |
|--|-----|
| Since 2000, have you reviewed a textbook or article in your content area of expertise? | 10 |
| Since 2000, have you conducted one or more professional presentations external to the college? | 35 |
| Since 2000, have you written/published any professional books or articles? | 9 |

Source: Criterion 4 committee survey

Faculty and staff exhibit a wide variety of scholarly interests.

Textbooks or articles reviewed addressed a variety of subjects: disease, drawing, healthcare technology, interpersonal communication, programming, psychotherapy, software, speaking, and more. Professional presentations, books, and articles also covered a wide range of topics—from avoiding collisions, to preparing parents for kindergarten, to writing. Read the Scholarly Activity Report (☞ RR 4240) for a partial list of presentation, article, and book topics and titles reported in this survey.

The results of this survey suggest that in an institution that doesn't require external scholarly research, Gateway employees still research, review, write, publish, and present.



Source: Gateway Technical College (graphic 4_001)

Gateway recognizes and celebrates the efforts of individuals and groups. The college, for instance, holds an annual ceremony to celebrate its star ambassador. Gateway officials honor Walter Murphy in 2009 (shown above).

Public Recognition of Learning

In many ways, Gateway recognizes the acquisition, discovery, and application of knowledge as well as the efforts of faculty and staff to support learning. Such public recognition properly lifts up accomplishments, celebrating the efforts of individuals and groups as well as adding validity to assertions that Gateway promotes learning and that Gateway's students reap success.

Regular public recognition is awarded to students through the Dean's List, recognition ceremonies, and various awards, and to employees through awards, grants, and special professional development

opportunities. See Table 4.5 for a summary of recognition efforts at Gateway for students, staff, faculty, and administration.

Table 4.5 Public recognition of learning by recipient category

| Activity | Students | Staff | Faculty | Admin. |
|---|----------|-------|---------|--------|
| Dean's List | ✓ | | | |
| Graduation/completion ceremonies | ✓ | | | |
| Star Ambassador award | ✓ | | | |
| Scholastic award ceremony | ✓ | | | |
| Scholarship presentation event | ✓ | | | |
| Student club competition awards | ✓ | | | |
| Human Services Student of the Month | ✓ | | | |
| Distinguished Alumni (student) | ✓ | | | |
| MLK humanitarian awards, students | ✓ | | | |
| President's Excellence Award, annual | | | | ✓ |
| President's Pyramid Award, quarterly | | | | ✓ |
| Employee awards | | ✓ | ✓ | ✓ |
| Foundation Inspiration Grants | ✓ | ✓ | ✓ | |
| NISOD–National Institute for Staff and Organizational Development Award | | ✓ | ✓ | ✓ |
| WLDI–Wisconsin Leadership Development Institute–(professional development area) | | ✓ | ✓ | ✓ |

Source: Gateway president's office

Some notable student and employee recognition efforts include the following:

- Gateway's dean's list recognizes student academic achievement. It is distributed to local newspapers for publication following each semester.
- Each May, students with the highest grade point averages in their programs are honored at scholastic awards ceremonies on each campus. These formal ceremonies include remarks by administrators as well as faculty representing the programs. Family and friends are encouraged to attend, programs are printed, and a formal setting is prepared.
- At the end of each semester, associate degree Nursing students who are successfully completing their program are honored in pinning ceremonies. Families, faculty, and staff are present. The pinning ceremony is separate from graduation, following tradition in the profession of nursing.
- Graduation or completion ceremonies honor degree and diploma recipients as well as graduates of Adult High School and those who complete the GED or HSED, boot camps, and various levels of ELL training.
- Gateway's engineering-related programs sponsor an annual Project Lead the Way (PLTW) Engineering Design and Development presentation. (PLTW is a nationwide program that allows students to earn college credit while still in high school, getting a taste for the engineering field and preparing them for an engineering career.) For the final presentation,

Community Conversation

"There is nothing like the sight of seeing them [Nursing students] standing there in their whites beaming with pride as their friend or family member puts that pin on them for the first time."
— Diane Skewes, Nursing Instructor

students research a problem and solve it using the engineering method. The project includes patent searches, project management, manufacture of a prototype, and product testing, all of which are on display at the tradeshow-like PLTW presentations.

- Gateway’s graphics program hosts an annual district-wide design show, which rotates among campuses and is judged by experts from area businesses. For approximately a week, student graphic arts are displayed for all to admire. Students from Gateway’s Culinary Arts program provide refreshments for the formal opening reception.
- Work of Gateway’s Horticulture and Interior Design graduates is featured in an annual design show at the Kenosha campus. The show features floral and landscape design as well as interior design. It runs for two days, with industry representatives attending a special reception on the second day.
- Outstanding employee awards recognize administrative, clerical, technical, and non-faculty professional employees each year for such qualities as innovation and working well with students and staff.
- The President’s Faculty Excellence Award is presented annually to one faculty member each from the Elkhorn/Burlington, Kenosha, and Racine campuses in recognition of quality teaching. The recipients of this award attend the annual NISOD Faculty International Conference. The award is described more fully on the President’s Faculty Excellence Award nomination form (☞ RR 4250).

Summary of Component 4a

Both Gateway’s mission and its actions indicate that the college values a life of learning. The college makes learning affordable and accessible to a broad range of students. It makes professional development accessible to the board, administration, faculty, and staff. Employees actively participate in a variety of professional development opportunities as well as scholarly activities.

In addition, the college recognizes and celebrates effective learning and scholarly achievements through a variety of activities.

Component 4b:

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

Acquiring a Breadth of Knowledge and Skills

An educated person knows how to think critically, to communicate, to navigate a technological and diverse world—and to do all of this in a responsible manner. An educated person also knows how to continue learning after the final day of class or the graduation ceremony.

The College Purposes of Gateway’s mission clearly point to this “education for work/education for life” approach. Students need a broad education, and Gateway provides this on multiple levels:

- For students not yet able to enroll in college-level courses, Gateway offerings include Adult High School (AHS), adult basic education (ABE), English Language Learner (ELL) offerings, and developmental/remedial courses.
- For students enrolled in college-level courses, Gateway provides direct instruction of general skills through General Studies classes.
- For all students, Gateway nurtures the development of core abilities (general attitudes and skills that the college believes will help students succeed in careers and life) throughout their education at the college.

Breadth of knowledge and skills at Gateway entails providing programs to enhance basic skills at many levels; incorporating a strong General Studies component into curricula; addressing core abilities throughout the curricula; and promoting intellectual inquiry in a broad range of curricular, co-curricular, and extracurricular activities.

Basic Education

Gateway helps students at various stages to acquire the knowledge and skills they need for advancing in education and life. Offerings for students below college level—AHS, ABE, ELL—as well as offerings at the college developmental and remedial levels enhance students' basic education.

Adult High School. Gateway's Adult High School (AHS) program is designed for people 18 years and older who want to attain high school diplomas. Public school districts in Kenosha, Racine, and Walworth counties cooperate in this program. It is possible to earn credit through proficiency testing and by evaluation of prior life/work experiences. In 2007–2008, Gateway had 709 Adult High School students and 236 graduates.

AHS classes are largely taught in the same facilities, or on the same campuses, as other programs at Gateway, with the goal of integrating the students into the rest of the college. Students are encouraged to incorporate Gateway associate degree or technical diploma classes into their adult high school program when appropriate, earning college credit and getting a taste of college life. AHS student learning is assessed at the course level.

Adult Learning Centers. Gateway has Adult Learning Centers in Burlington, Elkhorn, Kenosha, and Racine. These centers provide classes and individualized instruction for adult basic education (ABE) students (including GED and HSED preparation), and English Language Learners (ELL). They also provide academic preparation for entry into technical programs. Academic counseling services are provided. In addition, Gateway offers ABE and ELL programming at off-campus sites such as county Workforce Development Centers, workplaces, churches, and jails. Gateway partners with Kenosha Unified School District to offer ELL and literacy services through the Even Start program.

Gateway's commitment to providing students with a breadth of knowledge is evident in basic education offerings, the emphasis on General Studies knowledge and skills in college-level courses, and the core abilities.

Gateway's Adult High School program helped 236 adults earn a high school diploma in 2007–2008.

ABE and ELL student numbers have remained relatively steady in recent years. In 1999–2000, Gateway served 4,328 ABE students and 1,322 ELL students. By 2007–2008, Gateway served 3,889 ABE students and 1,305 ELL students. See Table 4.6.

Table 4.6 Enrollment of ABE and ELL students by term

| | 2005–2006 | 2006–2007 | 2007–2008 |
|--------|-----------|-----------|-----------|
| ABE | | | |
| Summer | 1,122 | 999 | 1,479 |
| Fall | 8,439 | 7,218 | 7,912 |
| Spring | 8,944 | 8,870 | 7,644 |
| ELL | | | |
| Summer | 280 | 221 | 260 |
| Fall | 3,257 | 2,688 | 3,348 |
| Spring | 3,119 | 3,329 | 2,872 |

Source: WTCS Client Reporting Records

Students in the Adult Learning Centers are assessed multiple times each year to measure their progress in mastering concepts and skills as part of the state’s ABE/ELL curriculum model.

Gateway’s ABE/ELL programs have been commended by the WTCS.

Gateway underwent a WTCS on-site review of ABE/ELL programs in April 2008 and was commended in many areas, including program leadership and staff; a focus on student retention (resulting in one of the highest retention records in the state); excellent rapport between students and instructors; up-to-date instructional materials and technology; supportive professional development for staff; and coordination with General Studies, occupational programs, and Student Services.

There were also recommendations for improvements. The report identified needs for improved consistency in orientation and assessment, expanded and consistent personalized education program (PEP) forms, more space (including increased quiet space for student testing and interviews), increased hours of service, increased coordination between ABE/ELL instructors and occupational program instructors, consistent use of mandatory state-aligned curriculum, and reassignment of Kenosha and Racine counselors to work specifically with ABE and ELL students.

For the complete review, read the *ABE/ELL Program On-Site Review, April 15–17, 2008* (☞ [RR 3370](#)).

Gateway’s response to the review proposes specific improvements related to each recommendation. For the complete response, read the *ABE/ELL Response to WTCS Recommendations* (☞ [RR 3460](#)). Gateway submits annual updates of progress to the WTCS.

Developmental and Remedial Courses. For students who would like to pursue a diploma or degree from Gateway but whose placement test scores in writing, reading, and/or mathematics show deficiencies, Gateway offers developmental and remedial courses at three levels. Beginning in 2008,

enrollment in developmental and remedial courses became mandatory based on placement test scores.

Pre-technical courses (developmental math, reading, and writing) are offered for students who need to strengthen basic skills before being admitted to a program. Pre-college courses (remedial math and writing) are offered for students who are able to enter programs but still need to strengthen skills. For both pre-technical and pre-college courses, students are charged only a nominal fee plus the cost of books.

An additional level of remedial courses, called General College, was recently initiated across the WTCS system to further improve learner preparedness. General College courses are designed to bridge the skill and knowledge gap between pre-college courses and General Studies requirements. Gateway began offering the state-aligned General College courses in spring 2008 for students in associate degree programs.

The following General College courses are offered:

- College Success (required of students who place into two or more other General College classes)
- Introduction to College Chemistry (precedes General Chemistry)
- Introduction to College Writing (precedes English Composition I)
- Introduction to Reading and Study Skills (precedes associate degree social science courses)

Two General College math courses (Math Fundamentals and Basic Algebra) are in developmental stages at the state level.

Gateway is just beginning to gather and analyze data concerning the effectiveness of General College classes.

General Studies

The General Studies division at Gateway has four departments: Communications, Mathematics, Natural Sciences, and Social Sciences. Gateway's stated purpose for general education reads as follows:

Gateway Technical College believes students need general education skills in order to succeed in careers and life. Recognizing this fundamental importance, the college requires general education coursework in all associate degree programs in order to give students effective communication, mathematical, scientific thinking, and global social skills.

Each General Studies department also has a purpose statement that describes and guides its operations. Read "General Studies Department Program Purpose Statements" (☞ RR 4200) for the specific statements.

As discussed in "Challenge 3: General Studies" on page 20, previous HLC visiting teams identified the publication of the General Studies definition and

Gateway offers three levels of developmental and remedial courses: pre-technical, pre-college, and General College.

Gateway's mission states the college's belief in the importance of general education. Associate degree programs require 21 credits of General Studies, and many technical diploma programs require credits of General Studies.

outcomes as well as the assessment of general education skills as a challenge. The addition of the above paragraph to the College Purposes and its wide publication have eased the first concern. Gateway has worked to provide greater clarity on the integration of General Studies courses into program curricula and has attempted to assess General Studies knowledge and skills both as students take General Studies courses and as they complete their program studies.

General Studies Within Occupational Programs. General Studies courses play a significant role in Gateway's degree programs. In the 2007–2008 academic year, all associate degree programs began to require at least 21 credits of General Studies as part of a WTCS initiative: 6 communication (written and oral) credits, 3 social science, 3 behavioral science, 3 math or natural science, and 6 additional credits of each program's choice. At least 3 of the required credits must relate to cultural diversity. These 21 credits must be selected from the WTCS General Education System Courses list

([RR 4230](#)). Gateway faculty have aligned the curriculum for each of these courses taught at Gateway with that developed by the WTCS. Gateway program and General Studies faculty together determined which courses of the 64 WTCS courses to offer at Gateway. The college presently offers 33 of the listed courses, and the courses required by each program are documented in the *2008–2010 College Catalog* ([RR 1070](#)).

Many technical diploma programs also require credits of General Studies. At the technical diploma level, Gateway offers two communications, three math, and one social science course. Technical diploma programs of 45 or more credits are required by Gateway policy to include 12 credits of General Studies. (Currently, Gateway has no active technical diploma programs for 45 or



Source: Gateway Technical College (graphic 4_002)

General Studies courses are an important part of occupational program curricula. Most degree programs require a combination of communication, math, natural science (shown above), and social science courses.

more credits.) Technical diploma programs of fewer than 45 credits are encouraged, but not required, to include a General Studies component. Decisions concerning which courses are required, if any, are made by each program curriculum committee and documented in the *2008–2010 College Catalog* ([RR 1070](#)).

The General Studies division has also developed and taught courses that fulfill technical studies requirements in some programs. These courses may or may not be part of the state-approved course list. Course offerings are necessarily limited, however, by the challenge of including all program requirements plus General Studies within a two-year or limited-term program.

It is clear that General Studies courses are an important part of most occupational program curricula. In addition, of course, many occupational skills courses include the application of general skills such as writing, speaking, mathematics, science, and interpersonal communication. One goal for the college is to increase collaboration between General Studies and occupational program faculty as they teach and assess such skills. There are many opportunities for such interface to occur. For example, because learning in science courses heavily affects performance in clinical settings and health courses, increased collaboration between Gateway's health programs and the Natural Sciences department would be helpful. Additional collaboration of this nature—tying General Studies to program instruction, as well as program instruction to General Studies—has the potential to strengthen both areas.

General Studies Assessment. Gateway recognizes that the General Studies knowledge and skills can be assessed at several points. General Studies faculty assess learning as students take General Studies courses, and General Studies and program faculty are starting collaborations to assess learning as students near the end of their occupational programs.

The first point at which the assessment of General Studies knowledge and skills occurs is while students are taking General Studies courses. General Studies departments function as programs within the Student Learning process, using the same assessment procedures and filling out the same Student Learning Plan forms that programs use. Refer to “Assessment of Program-level Learning Outcomes” on page 118 for details. For General Studies, this process tends to be course-specific.

One faculty member in each General Studies department serves as student assessment facilitator for the department, coordinating assessment activities. General Studies faculty discuss assessment design and the use of assessment results for their respective departments at meetings held during the spring and fall district in-services although time constraints often limit this discussion.

Assessment results reported in the 2007 and/or 2008 Student Learning Plans led departments to propose the following actions:

- The Math department emphasized to all instructors the importance of spending more time on area and measurement.
- The Social Sciences department, determining that a standardized test they were using was not measuring what they wanted, moved to align learning outcomes with state and national competencies in social sciences.
- The Natural Sciences department developed a well-defined rubric for student presentations and scheduled a librarian to speak to students about finding resources and citing sources.
- The Communications department determined to overhaul their entire assessment process.

General Studies faculty collaborate to assess student learning of General Studies knowledge and skills as students take courses.

Beginning in fall 2008, the Communications department instituted a district-wide assessment of student writing at the end of English Composition I, the writing course required of all associate degree graduates. Every student completing the course must write a standardized, timed essay during a final course session. A representative sampling of the essays is then read and rated by several English Composition I instructors, including an adjunct instructor. Resulting data captures writing scores of face-to-face and various alternative delivery sections discretely. Read “An Assessment Plan for Communications” (RR 4270) for details about the rationale, guidelines, framework, and process of the new Communications assessment; read “Instructions for Faculty Administering the Assessment Exercise” (RR 4260) for details about the in-class assignment; and read “Communications Assessment Results” (RR 4300) for the initial results.

Data collected from this assessment should prove invaluable in improving teaching, particularly as trends are observed over time. Because the assessment looks at student writing from classrooms across the college, it has already encouraged faculty communication about teaching and assessment. Furthermore, the mechanism that has been developed for the English Composition I assessment translates easily for use with other department classes; there is a schedule for assessing one additional Communications class each year (both English Composition I and the General College writing class will be assessed in fall 2009). It also opens the door to many ideas for coordination of assessment—perhaps leading to coordination of instruction—with program faculty.

General Studies and program faculty have begun to collaborate to assess General Studies skills and knowledge as students near graduation.

A second point at which the assessment of General Studies knowledge and skills occurs is as students near the end of their occupational programs. General Studies and program faculty have worked together on assessment in several projects. In December 2005, a General Studies assessment subcommittee piloted collaborative assessment linking General Studies and program faculty. Two collaborations were set up: Math with Engineering, and Communications with Interior Design. Math faculty collaborated with Engineering faculty to incorporate terminology and math problems from Gateway’s three engineering disciplines—civil, electrical, and mechanical—into math classes and assessment. Communications faculty collaborated with Interior Design faculty to develop a rubric for assessing résumés written in a fourth-semester internship course.

In spring of 2008 the Science and Nursing faculties worked jointly on a plan to use the Test of Essential Academic Skills (TEAS) for Nursing students before they enter the clinical phase of their program. TEAS will assess levels of general education including science, an area not included in Gateway’s placement testing.

The recently piloted e-portfolio initiative (refer to “Assessment of Program-level Learning Outcomes” on page 118 for details) holds some promise for integrating General Studies and program assessment at a capstone level. Some

best practices have emerged, and some programs will continue with portfolio assessment.

Core Abilities

Gateway's nine core abilities are general attitudes and skills that the college believes will help students succeed in careers and life. They are taught throughout Gateway's curricula as documented in Appendix A of the *Final Report of the Core Abilities Task Force* (☞ RR 3130). The core abilities include the following:

- 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.

Initially, to assess these core abilities, the college administered three sections of ACT's WorkKeys assessment—Applied Mathematics, Writing, and Listening—to students registered in fourth-semester courses of occupational programs from 2002 to 2005. The test was administered on a voluntary basis: faculty were encouraged, but not required, to set aside class time for the test; students were also encouraged to take the test individually. However, the college abandoned this effort in 2005 due largely to low faculty and student participation; an additional factor was the lack of employer familiarity with the interpretation of WorkKeys scores.

In its current effort to assess core abilities, the college has embedded core ability assessment within the assessment of program learning outcomes. Each program learning outcome has one or more associated core abilities, and the achievement of the program learning outcome implies the achievement of the associated core abilities. Refer to Table 3.4 on page 124 for 2007–2008 assessment results.

New efforts underway to assess the core abilities, which also target students at the end of their course of studies, are described under “Institution-level Learning Outcomes (Core Abilities)” on page 122. These efforts hold promise for intentional assessment of general skills at the program level. They are being phased in slowly, beginning in 2009–2010. Core abilities will be assessed on a rotating basis, with the first cycle completed by 2013–2014.

Core abilities, taught throughout a student's experience at the college, also provide a way to assess general education knowledge and skills.

Intellectual Inquiry

Gateway aims to nurture intellectual inquiry—including curiosity, critical and creative thinking, the ability to explore and integrate, and the willingness to approach life from various frames of reference.

For students, such inquiry is nurtured in courses, where they are encouraged to think, write, research, create, and synthesize knowledge. It is further developed through the practical, hands-on experiences that are a critical element in many Gateway programs as well as through the many extracurricular activities the college makes available.

Gateway employees also engage in and model intellectual inquiry through various scholastic activities in which they voluntarily engage.

Intellectual Inquiry Within Courses and Programs. Just by requiring General Studies, Gateway is setting the stage for intellectual inquiry. General Studies courses like Sociology, Psychology, Oral/Interpersonal Communications, Chemistry, and Economics open students' minds to new concepts. Technical college students enrolled in such courses may be formally exposed to the subjects for the first—possibly the only—time in their lives. As they study such subjects, their perspectives broaden, and frequently they surprise themselves by making connections between their courses.

The research project is a classic exercise in intellectual inquiry: a student independently searches disparate sources, integrates ideas, and reaches conclusions. Gateway's associate degree students gain research and citation skills through one or more mandatory research projects in English Composition I, a required course. Similar projects are required in Speech and Written Communication II. Other General Studies and occupational program courses also include research elements.

Because Gateway is a technical college, intellectual inquiry frequently takes a practical form, resulting in usable products or real-life experiences. The most significant of these products or experiences fall near the end of a program of study when all that a student has learned can be pulled together. Portfolios, capstone courses, and internships or other experiences with community partners fall into this category. Such hands-on learning experiences encourage students to synthesize learning from various courses as well as to ask new questions and forge new understandings.

Portfolios help students to synthesize learning, reaching a higher level of understanding by gathering their best work into a single volume. A number of Gateway's programs, including Technical Communication, Graphics, Business Management, and Early Childhood Education, have made use of portfolios for years. Area employers provide feedback on the portfolios (and sometimes hire Gateway students because of their portfolios).

A number of Gateway programs encourage intellectual inquiry as students near completion of their degrees. Portfolios, capstone courses, and internships all provide opportunities for students to apply knowledge and skills learned throughout their studies at Gateway.

Capstone courses, included in many of Gateway's associate degree programs, also promote synthesis and inquiry. Examples include the following:

- In the Human Services program, Field Experience II is a seminar in which students discuss their experiences in field experiences or internships. The students engage in problem solving, explore relevant social issues, and provide support to each other. Topics such as clinical supervision and ethical behavior are explored in depth, and speakers from colleges and universities offering bachelor degrees present options for students who wish to continue their education.
- In the Technical Communication program, Technical Writing: Manual Production requires students to utilize all the skills they have learned throughout their program to produce two technical manuals with minimal direct supervision by instructors, working under conditions they are likely to experience in the profession.
- In the Automotive Technology program, Auto Service Simulation classes allow students to perform acquired skills in a simulated shop environment where they work on actual vehicles brought in by customers. During the course, students each spend one day acting as the parts department manager, issuing tools and ordering parts and supplies. They spend another day acting as the service manager, creating repair orders, writing estimates, scheduling jobs, and handling customer relations.

Like the Automotive Technology program, many programs at Gateway are taught on-site at the college in simulated (or actual) workplaces. Culinary Arts, Early Childhood Education, Horticulture, Nursing, Certified Nursing Assistant, and Aeronautics are examples. Read "Gateway Instructional Laboratories" ([☞ RR 3450](#)) for a list of such labs.

Many programs also require internships, clinicals, or other experiences that take advantage of partnerships with community entities. Such partnerships build on theoretical ideas discussed in the classroom and pose real-life challenges.

Some recent internships included collaborations with the following businesses and organizations:

- First United Day Care (Early Childhood Education)
- Johnson Outdoors (Information Technology)
- Paul Schwartz Nursery (Horticulture)
- Caledonia Fire Department (Fire Science)
- Hope House (Human Services)

Gateway has also established many relationships with health organizations to place students in the Health Occupations division at clinical sites.

**Community
Conversation** 
*Participants identified
learning that extended
beyond Gateway's walls as a
strength of the college.*

Students who participate in Gateway courses and programs are likely to be challenged on many fronts to grow as thinkers, which will serve them well in college, on the job, and in life in general.

Extracurricular Activities. Gateway fosters inquiry, creativity, and social responsibility through many extracurricular activities available throughout the college including speaker forums, student clubs, and a student-focused newspaper.

Gateway-sponsored speaker forums for business development are often open not only to students and Gateway employees but also to the community at large. Notable examples include the following:

- The Elkhorn campus of Gateway cooperates with the Walworth County Economic Development Association (WCEDA) to present a monthly Lunch and Learn program addressing business topics.
- A Brown Bag Series of programs aimed at the business entrepreneur is held at CATI.
- The annual Horizon Center speaker series, Business Smarts, while aimed particularly at automotive students, is open to all. Topics focus on personal finance and business ownership/operation.
- A speaker series for small businesses with the Business, IT, and Services division is periodically held. The spring 2008 series presented e-business workshops; the spring 2009 series focused on strategic development of small businesses.
- A six-part Green Business Practices Seminar was held at CATI in 2008–2009.

A variety of extracurricular activities, including seminars, clubs, and field trips, encourage Gateway faculty, staff, and students to apply their knowledge and skills in environments outside the traditional classroom.

Gateway currently sponsors 42 academic and non-academic student clubs and organizations, allowing students to broaden their knowledge in ways that are not possible in a traditional classroom setting. Clubs improve recruitment and retention of students, provide new environments to apply skills and knowledge learned in the classroom, and provide opportunities to fulfill civic and community responsibilities. Read the *District Activities Advisory Board Manual* (☞ RR 4070) for a complete list of clubs.

Funding for student clubs and activities comes from student activities fees and is administered through the District Activities Advisory Board (DAAB). Fundable activities include, but are not limited to, student government, student club activities, Student Success activities, cultural activities, and the student newspaper. Funds cover activity costs, club operational costs, and advisor honorariums. The DAAB budget for the academic year 2007–2008 was approximately \$472,000, up from \$402,000 in 2006–2007 and \$339,000 in 2005–2006. Examples of the types of activities funded include the following:

- an Interior Design class field trip to the Chicago Merchandise Mart to visit the Dream Home show
- a Gateway Gifts student field trip to the Chicago Merchandise Mart to purchase merchandise for their student-operated store
- the International Club field trip to the Chicago Museum of Science and Industry as an English-language-building activity
- the Kosmetique club field trip to the America’s Beauty Show in Chicago to view trends and products
- the Racine Accounting Club field trip to the Chicago Mercantile Exchange
- activities surrounding Constitution Day coordinated by the Gateway libraries
- attendance at various state leadership conferences and competitions to increase student leadership skills, organization management, and technical training

Field trips, conferences, and competitions have frequently given Gateway students the opportunity to learn as well as apply skills and knowledge.

Examples include the following:

- Members of the Elkhorn chapter of the Business Professionals of America (BPA) have traveled to destinations including Orlando, Florida, and Reno, Nevada, for national competitions. In 2009, they hosted the state competition, which brought together over 130 participants and advisors.
- The Kenosha campus Gateway Marketing Management Association (GMMA) participates each year in Delta Epsilon Chi regional, state, and international conferences. Advisors work individually with students to guide their preparation for these conferences. The effort shows: At the state level, Gateway has been recognized as the “Chapter of the Year” for seven out of the last ten years (1999–2008). At the international level, Gateway students—competing against 1,200 two-year and four-year college/university students in 20 events—came away from the 2008 conference with five first-place honors, three second-place honors, and four third-place honors.
- Twenty-six members of Gateway’s Association of Information Technology Professionals (AITP) attended the AITP conference in Memphis, Tennessee, in March 2008 and together received more awards and recognition than students from any other participating two-year or four-year colleges. Students used the knowledge they had learned at Gateway to win, place, and show in events including database design, network design, data center management, and PC troubleshooting.
- The International Club, based at the Burlington Center, traveled to Washington, D.C., in 2007 using DAAB funds and a Gateway Foundation Inspiration Grant. This “Understanding Democracy” trip introduced 27 Gateway ELL students, including some new immigrants, to the center of American government. Students toured the Capitol, the Pentagon, and

Arlington Cemetery. They also met personally with Wisconsin Congressman Paul Ryan to discuss issues concerning technical education and ELL student life. Some of these students went on to complete their U.S. citizenship and become new American citizens.

Also funded by the DAAB budget, Gateway's monthly district-wide student newspaper, the *Gateway Gazette*, provides helpful and entertaining information to Gateway students, faculty, and staff. The *Gazette* includes student-written articles, information on current Gateway events, and general student information such as descriptions of club activities, and registration and financial aid information.

Summary of Component 4b

Gateway demonstrates that the acquisition of a breadth of knowledge and skills is integral to its educational programs by offering education to all students and by incorporating General Studies knowledge and skills throughout its curricula. In keeping with its open-door admissions policy, Gateway welcomes a wide variety of students and provides basic, developmental, and remedial education for those who need it.

For occupational program students, required General Studies courses contribute to a broad knowledge base. Gateway is encouraging innovation in the assessment of General Studies, which will lead to continuous improvement in student learning; further collaboration between General Studies and program faculty could also contribute to the continuous improvement.

Intellectual inquiry at the college is promoted within courses and programs and through a wide range of co-curricular and extracurricular activities. Application-driven learning opportunities—including capstone courses, laboratory experiences, internships, and clinicals—are a strength of Gateway occupational programs.

Component 4c:

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

Assessing the Usefulness of Curricula

When educating students for the twenty-first century, a college must be vigilant about keeping its curricula up-to-date. This requires having processes in place that effectively evaluate the usefulness and relevance of curricula as well as assess student learning. It also requires integrating an increasingly global perspective, embracing diversity, and infusing up-to-date technology throughout offerings.

Usefulness of Curricula

Gateway has regular processes in place to review curricula for usefulness. These processes include reviewing curricula and programs regularly, offering funding for improvements, aligning programs with external standards and

accreditations, and promoting collaborations between program faculty and local businesses and groups.

Curriculum and Program Review. Gateway’s mission—to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities—determines the overall content of Gateway’s curriculum. The college values keeping its curriculum current with the technology, concepts, and practices that are found in today’s workplace as it prepares learners for entry-level employment, advancement, and life-long learning. This requires both consistency and flexibility.

As discussed in “Program-level Learning Outcomes” on page 115, Gateway increasingly uses state-aligned curricula at the course and program level. This WTCS curricula is developed collaboratively by instructors from across the state and is monitored for currency by the WTCS. It cannot be altered by local districts, including Gateway. The WTCS is in the process of developing a process to assess and enhance state-aligned curricula. This process will involve faculty from all WTCS colleges in evaluating the curricula and implementing improvements.

Whether or not state-aligned curriculum is used, Gateway has local mechanisms in place that ensure continuous assessment and review of curriculum. These include formal curriculum and program review, the use of program advisory committees, ties to external accreditation agencies, and systems for gathering community input (including the input of employers and graduates). The *Curriculum Process User’s Guide* (☞ RR 3090) is a clear source of information about all aspects of the curriculum system. Gateway faculty are generally involved at every level of curriculum modification, even with changes proposed to state-aligned curriculum.

Major local curriculum decisions are handled at one (or both) of two levels at Gateway:

- The District Curriculum Committee—made up of faculty, support staff, and administrative representatives—deals with the overall structure and requirements for curriculum, reviewing and approving new curricula for proposed programs and major curriculum modifications for existing programs.
- Program curriculum committees, specific to each program, review and approve most changes to program curricula (courses required, course sequence, course competencies, course hours and credit values, electives and prerequisites, advanced standing procedures, etc.). These committees are made up of program instructors drawn from each campus where a program is offered; a General Studies instructor and a program counselor also sit on each committee. Program curriculum committees consult with advisory committees before making curriculum changes.

External collaborations with the WTCS, Gateway curriculum committees, and formal curriculum and program review processes all ensure that program curriculum is current and effective in providing the knowledge and skills that students need.

Maintaining curriculum documentation, including program-level and course-level changes, is a responsibility of the Institutional Effectiveness division.

Each program is on a three-year cycle of review that is listed on the Curriculum Review Schedule sheet (☞ RR 4020). In a program's review years, program curriculum committees review competencies, performance standards, learning objectives, requisites, core ability integration, course substitutions, and advanced standing mechanisms for every program course. As a result of this scheduled review, there are frequent changes to program offerings and curricula. These changes are brought about to better meet the needs of Gateway's changing community and are tracked on the Curriculum Modifications list (☞ RR 4010).

As explained under "Program Effectiveness" on page 96, each academic year Gateway's IE division compiles a *Program Effectiveness Report* (☞ RR 2240), a data profile collecting information on 25 program effectiveness measures for all occupational programs. The IE division submits this data to the WTCS, and WTCS then generates program profiles—scorecards that include thresholds, targets, and actual scores for each college indicator along with ten additional data measures determined by the WTCS. These scorecards are used for both annual monitoring and full review. The program effectiveness scorecard is distributed to each program's curriculum/quality committee during the Program Effectiveness process.

As explained under "Quality Review of Programs" on page 97, every five years academic programs at Gateway participate in a full Quality Review (QR) process with the goal of improving teaching and learning. This process is fully explained in the *Program Effectiveness User's Guide* (☞ RR 2120). The QR process Gateway uses was adopted in 2004 and modified in 2008. It uses a WTCS system of self-evaluation based on principles of continuous quality improvement: each program selects an area to improve based on program effectiveness results, plans at least one improvement, implements the plan, and reports the results each year. At the five-year mark, there is a more in-depth review.

For an active program, a QR team prepares a research plan that addresses future trends and external environmental factors affecting the program, areas for improvement, and research activities (including deadlines, responsible parties, and resources required). Members of a program's QR team include the division dean, the curriculum committee, an advisory committee member (generally an employer within the occupational field), and one or more experts in areas to be addressed.

After conducting research, the team writes a final plan that analyzes future trends and external environmental factors. It also identifies program strengths and challenges based on scorecard results. The plan then discusses research results, identifying the root causes of poor performances, and proposes solutions. A program begins implementing improvement activities

immediately upon acceptance of its plan by the Student Learning Committee. In the four years that follow (prior to the next five-year review), the program submits annual monitoring reports that update progress toward goals.

Advisory committee members play a key role in ensuring the currency and relevance of curriculum throughout these processes. Because they are employed in the occupations that Gateway teaches, or employ those who are, they supply an on-the-ground perspective concerning both the current state and future trends of industry and occupations. For more details about the role of advisory committee members, refer to “Workplace Needs Scanning” on page 67.

Program Improvement Fund Grants. In order to maintain or improve program quality, Gateway programs may apply for Program Improvement Fund (PIF) grants. First consideration is given to activities outlined in approved Quality Review Program Improvement Plans. Programs that have not yet performed a full review under the QR process are also eligible for funding if the proposed activities are directly related to improving areas evaluated during the QR process.

PIF grants provide faculty with an opportunity to become actively involved in the betterment of their programs. A program may receive from \$500 to \$10,000 for research and/or development of innovative and sustainable activities through a PIF grant. Approvals are subject to guidelines outlined in the Program Improvement Fund Grant Guidelines (☞ RR 3200).

External Standards and Accreditation. Gateway has set a goal of having 90 percent of occupational programs align their curricula with national skill standards where available or assess student performance using third-party assessments based on national skill-standards.

The college is gradually moving toward fulfilling this goal: 54.5 percent of programs were aligned with national standards in 2006–2007, and 65.2 percent were aligned in 2007–2008. In 2007–2008, only 11 occupational programs did not have national-standard alignment as a goal: 3 of those used WTCS-aligned curriculum instead, and 8 did not have a relevant set of national standards to use.

Programs and the national standards with which they are aligned are documented in the National Standards Goal Chart—March 2007 (☞ RR 4140). Some examples are the following:

- Accounting—Accredited Business Accountant
- Automated Manufacturing Technology—Manufacturing Skill Standards Council
- CNC Production Technician—National Machining Standards
- Culinary Arts—National Restaurant Association

PIF grants can provide from \$500 to \$10,000 to programs so that they can make improvements identified in the QR process.

In 2007–2008, 65.2 percent of Gateway programs aligned their program curricula to national standards. Aligning to national standards helps Gateway faculty ensure that their program curricula will be useful to students and their future employers.

- Dental Assistant—American Dental Association
- Health Unit Coordinator—National Association of Health Unit Coordinators

In addition to the many programs using national curricula and exams, nine of Gateway's programs are fully accredited by external agencies and must comply with accreditation standards of those agencies. See Table 4.7.

Table 4.7 Gateway programs accredited by external agencies

| Program | Accrediting Agency |
|--------------------------------|--|
| Aeronautics and Pilot Training | Federal Aviation Administration |
| Associate Degree Nursing | National League for Nursing Accrediting Commission, Inc. |
| Automotive Technician | National Institute for Automotive Service Excellence, National Automotive Technicians Education Foundation |
| Dental Assistant | Commission on Dental Accreditation |
| Health Information Technology | Commission on Accreditation for Health Informatics and Information Management Education |
| Medical Assistant | Commission of Allied Health Education and Programs |
| Nursing Assistant | Wisconsin Department of Health and Family Services |
| Physical Therapist Assistant | Commission on Accreditation in Physical Therapy Education |
| Surgical Technology | Commission on Accreditation of Allied Health Education Programs |

Source: Gateway Institutional Effectiveness division

Gateway is proud of its programs' increasing alignment with national standards. Such alignment helps to ensure the continued currency and relevance of curricula. It also helps students obtain licensure, certification, and employment. For example, in the Surgical Technology program, students are eligible to take their national certification exam only because Gateway's program is accredited through the National Board of Surgical Technology and Surgical Assisting (NBSTSA); with certification in hand, all 2007 graduates were employed within three months of graduation, and all received favorable reports from employers concerning their occupational skills.

Faculty Placement in Business and Industry. Two unique programs, the Occupational Competency Grant and the Summer Educator Externship program, place Gateway faculty within business or industry for practical, hands-on experiences. This is yet another way that the college keeps curriculum current and relevant.

The Occupational Competency Grant for faculty development is a WTCS grant that provides technical college full-time instructors with temporary paid work experience in business and industry in order to refresh and update their

Faculty can participate in externships at local businesses and organizations to learn about the knowledge and skills required in the workplace.

skills. Forty-one Gateway instructors participated between 2000–2001 and 2007–2008.

Industries benefit from the Occupational Competency Grant because they can share their skill needs with the instructors. Instructors, programs, and students also benefit, as shown by the following examples:

- Quality Assurance instructor John Stewart worked at Poclairn Hydraulics in Sturtevant, Wisconsin, under an Occupational Competency Grant throughout the spring 2006 semester. Gateway had recently incorporated advanced CNC measurement equipment and software into the Quality Assurance curriculum, so he joined Poclairn employees who used equipment with the same software. He gained hands-on experience and improved his ability to structure classroom activities that mimicked real-world applications.
- Electronics instructor Randal Reusser worked at a Lynch Diversified Vehicles (LDV) production facility in Burlington, Wisconsin, under an Occupational Competency Grant for one week in June 2007. Working with an LDV expert, he gained hands-on experience wiring and connecting an advanced telecommunications system into a vehicle. This experience now enriches telecommunications classes at Gateway.

The Summer Educator Externship program, offered through the Gateway Technical College Tech Prep/School-to-Careers Consortium, also provides hands-on experience with local businesses. The program is open to full-time instructors, counselors, and administrators who work with secondary and technical college students. Participating educators receive stipends paid for through the Tech-Prep portion of the Perkins grant. The externship is designed to increase educator awareness of business needs, providing a minimum of 32 hours of firsthand experiences to faculty, while also enhancing the business community's understanding of education. Partnerships developed between educators and businesses help connect the classroom to the world of work. Gateway faculty participation in this program has declined in recent years—down to approximately one instructor each year.

PK-16 Summer Institute. The PK-16 Summer Institute (☞ RR 5420) brings teams and individuals from public schools together with Gateway instructors and business partners to work on self-selected projects for the purpose of improving student learning. Projects emphasize the development of career and technical education. In 2008, 15 Gateway instructors joined 64 high school teachers and 9 business personnel for the program. Refer to “Career Pathways” on page 226 for details about this program.

This collaboration with PK-12 schools supports the currency and relevancy of middle and high school offerings, connecting them with business/industry and college expectations.

Student Learning in Programs

Do Gateway students gain the skills and knowledge they need from their programs? Does their learning serve them well in their careers—and in life? The college and its constituencies continually ask these questions.

Answers can be found in results of surveys that gauge student and employee perceptions of learning, in student performance on external licensing and certification exams, and in the findings of Student Learning Plans for the programs. Results point to successful student learning, with deliberate initiation of improvements when achievement falls short of expectations.

Perceptions of Learning Effectiveness. Survey results provide useful information about perceptions of the success of Gateway’s programs and instruction. For example, the *2008 Graduate Follow-up Survey* (☞ RR 4030), mailed to 1,845 associate degree and technical diploma graduates, and to which 75 percent of recipients responded, found the following:

- 96 percent of graduates were satisfied with their Gateway training.
- 90 percent had jobs within six months of graduation.
- 68 percent were employed within their field of training.
- The average full-time wage was \$16.36 per hour.

The average full-time wage of Gateway graduates increased between 2006 and 2008, and a high percentage of graduates were employed within six months of graduation. In addition, graduates were very satisfied with the training they had received at Gateway. See Table 4.8.

Table 4.8 Graduate Follow-up Survey results

| | 2006 | 2007 | 2008 |
|---|---------|---------|---------|
| Number of students surveyed | 1,745 | 1,795 | 1,845 |
| Response rate | 80% | 77% | 75% |
| Satisfied with Gateway training | 96% | 95% | 96% |
| Have jobs within six months of graduation | 91% | 92% | 90% |
| Are employed in field of training | 66% | 67% | 68% |
| Average full-time hourly wage | \$15.51 | \$16.04 | \$16.36 |

Source: 2006 (RR 4030b), 2007 (RR 4030a), and 2008 (RR 4030) *Graduate Follow-up Surveys*

Two-thirds of graduates report working in fields related to their degree. The other one-third includes graduates who had double-majors and may be working in their second field, graduates who could not find a job in fields related to their degree, and graduates who chose to remain in their current field of work because of higher pay or job satisfaction.

The *Noel-Levitz Student Satisfaction Inventory* also gives an indication of whether Gateway students received the education they wanted. When students were asked in 2007 whether they would enroll at Gateway again, given the opportunity, 37 percent said “definitely yes,” 35 percent said “probably yes,” only 4 percent said “probably not,” and only 1 percent said “definitely not.”

Surveys measuring graduate activities, current student satisfaction, and Gateway faculty and staff perceptions all suggest that the college effectively trains and educates students.

Concerning instructional effectiveness in general, students responding to the 2005 (▣ RR 1260a) and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories* rated instruction as a strength, and Gateway classes were perceived as having a slightly more practical/applied nature (a subset of instructional effectiveness) than do classes in community colleges across the country.

PACE survey results in both 2006 (▣ RR 1280) and 2008 (▣ RR 1280a) show that Gateway employees believe students are learning. The following three statements ranked in the top 4 mean scores (out of 46) in both 2006 and 2008:

- The extent to which this institution prepares students for a career.
- The extent to which this institution prepares students for further learning.
- The extent to which students receive an excellent education at this institution.

Based on survey results, students and staff perceive student learning to be a college strength.

Licensing and Certification Exams. The results of licensing and certification exams that Gateway students take as a result of program alignment with external agencies provide additional valid information to students, employers, instructors, and the college about teaching and learning at Gateway. The results listed below give examples.

- The Health Information Technology (HIT) program has been tracking graduate performance on the American Health Information Management Association (AHIMA) National Certification Exam since 2002. From 2002 to 2006, 100 percent of the graduates passed the exam, scoring above the national mean every year.
- The Physical Therapy Assistant program has been tracking graduate scores on the American Physical Therapy Association (APTA) licensing exam since 2004. Again, the program has a perfect record to date: 100 percent of graduates have both passed the exam and scored above the national average.
- Students who graduate from the Radiography program take the American Registry of Radiologic Technologists (ARRT) registry exam for Wisconsin. Since the program is new to Gateway, it has only 2007 results. In 2007, eight Gateway graduates took the exam, receiving a mean score of 82.8 (as opposed to the national mean of 84.7), and 100 percent of Gateway graduates passed (as opposed to 90.8 percent of national candidates).
- Associate-degree nursing (ADN) students take the National Council of State Boards of Nursing exam (the NCLEX) as their licensure exam. While Gateway students in past years tended to beat or match national and state scores on the NCLEX, their scores relative to national and state averages slipped in 2006 following the adoption of the state-aligned nursing

By participating in licensing and certification exams, a number of Gateway programs can verify that their students are learning and prepared for their future careers.

curriculum. The nursing faculty, believing that it is important to at least match state and national scores, reacted quickly by adding two prerequisites to the core nursing courses: the General Anatomy and Physiology course (no longer allowing these courses to be taken along with core courses) and a passing score on the TEAS test, which measures general education levels including science (previously, students had not been tested before entering core nursing courses). A one-credit math course and a one-credit science course were developed for students who needed remediation to pass the TEAS test. In addition, four one-credit Nursing courses were developed to provide extra assistance to students with the challenging content in Nursing courses.

- The Emergency Medical Technician (EMT) program at Gateway uses National Department of Transportation curriculum. Students in the 2007–2008 basic program exceeded national scores on their final certification exam by 1 to 2 percent; students in the paramedic program exceeded national scores by 16 to 26 percent.

Gateway has been very pleased with results of licensing and certification exams tied to external accrediting agencies. These scores provide an excellent check on whether Gateway students are learning.

Formal Student Assessment. Gateway employs the Student Learning Assessment process to assess student learning outcomes at the program level. (Refer to “Assessment of Program-level Learning Outcomes” on page 118 for details about the process.) Through this process, programs are continuously challenged to improve student learning. This is especially true when learning falls short of standards set by the programs. Careful tracking of action plan follow-up, begun in 2007–2008, has already shown important gains. Four examples of improvement in student learning follow:

- The Human Services program failed to meet its standard on a measure of ethical and legal behavior in spring 2007. As a result, faculty began including a focus on dual relationships and professional boundaries, using case studies, in all field experience classes. In addition, videos, role plays, and case studies were added to several other classes. In spring 2008, student learning showed marked improvement; the standard was met.
- The Technical Communications program failed to meet the standard on a measure rating sentence skills within a completed portfolio in spring 2007. As a result, students were advised to take the Edit and Proofreading course early in their coursework, curriculum was adjusted to emphasize the importance of turning in correct finished assignments, and students with weak editing skills were encouraged to work with a tutor at the Academic Support Center. By spring 2008, students had exceeded expectations for the editing standard.
- Practical Nursing students, on average, scored 7 percent below the national pass rate on their licensing exam in spring 2007. In response, faculty encouraged students to take a licensure exam review course and made

In the Student Learning process, Gateway programs assess the degree to which students attain expected program learning outcomes.

Results indicate most measures are met. When measures are not met, program faculty develop, implement, and monitor improvement plans to improve learning.

practice exams available that would familiarize students with computerized testing. In spring 2008, Gateway Practical Nursing students scored just a half percent below the national pass rate.

- The Welding Maintenance and Fabrication program’s standard for the proper adjustment of welding machines at various amperages using various filler metals states that 90 percent of students will demonstrate such adjustment. After only 80 percent of students did so in spring 2007, the program began requiring regular quizzes of this skill. By spring 2008, 90 percent of students met the standard.

For a set of completed Student Learning plans from all programs—including learning outcomes, learning standards, action plans, and follow-up—read the *2008 Complete Student Learning Plans collection* (📁 RR 3010).

Education for a Global, Diverse, and Technological Society

Cognizant of the realities of a shrinking world, Gateway strives to incorporate a global perspective, embrace diversity, and integrate technology throughout the curriculum.

Global Emphasis and a Gateway Education. Gateway is making a strong commitment to global initiatives. Administrative policy encourages the college to provide opportunities for students and staff to gain international experience and requires that every program at Gateway progress toward inclusion of an international component. (Read policy J-200, International Education, in the *Administrative Procedures and College Practices Manual* [📁 RR 1110].) An International Education Advisory Committee, with members drawn from across the district, coordinates efforts.

Much of Gateway’s excitement over global education began as a result of student and faculty exchanges in 2003 with Kaufmännische Schulen, Hanau (KSH), a two-year college in Hessen, Germany. Since the beginning of this ongoing exchange, Gateway has hosted 42 students from Germany (through spring 2008). Gateway students and staff have also visited Germany:

- Five IT students and an instructor joined German students in Hessen to create a website for future communications between Gateway and KSH (spring 2007).
- Six marketing students from KSH visited Gateway (fall 2007) and, in turn, hosted Gateway students in Germany (spring 2008).
- Four interior design students and an instructor attended an interior design market in Cologne, Germany, and then traveled to Hessen where the German and American students jointly created and posted a survey of interior design buying trends to be conducted in each country (spring 2008).

Gateway has encouraged students to gain international experience through international exchange programs.

- Six Hessen students visited Gateway (fall 2008) and, in turn, hosted Gateway students in Germany to work on a joint international accounting program (spring 2009).

Students who wish to take part in the KSH-Gateway exchange must interview and complete an internship.

In summer 2008, a delegation of Gateway employees joined other WTCS representatives to visit China, where they toured American companies doing business in China and visited four colleges. A partnership was formed between Gateway and a Chinese college, IVE, leading to an exchange between engineering programs in which Gateway and Chinese faculty will give online guest lectures to each other's schools in real time.

Gateway hosted a Fulbright scholar from Turkey in 2008, and faculty have made exploratory trips to and connections in Poland and Nicaragua.

In fall 2009, Gateway will host a Congress-Bundestag (exchange) student from Germany for the semester.

Study abroad programs with Canada, Germany, and China involving Gateway students from Engineering, IT, Marketing, Business Management, Graphics, and Technical Communications are planned for the 2009–2010 academic year.

It is clear that Gateway supports students and faculty as they explore the possibility of international exchanges. An international education project course has been offered for this purpose for several summers. Because of Gateway's strong relationship with Germany, students and faculty attending this class study German language and culture.

In addition, small numbers of faculty and staff have participated in a WTCS-endorsed Summer Institute for International Education for many years. This institute has emphasized infusing the technical college curriculum with global issues and ideas.

Diversity and a Gateway Education. One of Gateway's core abilities is "Respect self and others as members of a diverse society." Among the skills and attitudes implied in this quality are

- communicating in a culturally sensitive manner
- acting with a sense of equity
- working well with individuals and groups from diverse backgrounds
- valuing individual and cultural difference

Course offerings include a focus on diversity. State-aligned programs at Gateway must include a three-credit course that focuses on multicultural issues. The college has two courses that meet this requirement (Introduction to Sociology; Race, Ethnic, and Diversity Studies); programs choose one or

Gateway's curricula and Multicultural Program encourage and promote a recognition of and respect for diversity.

both as part of their curriculum. In addition, some General Studies courses have strong diversity components, and a preponderance of courses across the college address diversity to some extent, as shown on the course-core ability grid in the *Final Report of the Core Abilities Task Force* (RR 3130).

Gateway's Multicultural Program, discussed in "Multicultural Program" on page 148, is yet another way Gateway recognizes and celebrates diversity. This program supports minority students who come to Gateway and sponsors many heritage celebrations on campus, as well as the annual Dr. Martin Luther King Jr. celebration, a well-attended community event that includes the presentation of humanitarian awards.

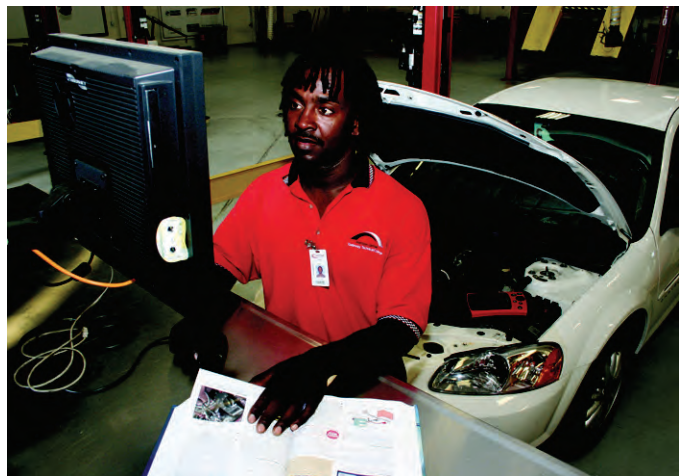
Appreciation for diversity grows through both education and experience. In addition to the emphasis on diversity found in curriculum and special programming, Gateway students experience diversity in race, culture, age, abilities, learning styles, and more each time they come to school since the students and staff they encounter are themselves diverse.

Technology and a Gateway Education. Another of Gateway's core abilities reads, "Demonstrate essential computer skills." This core ability requires that graduates have mastered the use of basic hardware and software, the Internet, email, and basic occupational software. Again, most Gateway classes address this core ability; relationships are indexed in Appendix A of the *Final Report of the Core Abilities Task Force* (RR 3130).

Gateway's curriculum policy mandates that all associate degree programs at Gateway include competencies that develop computer literacy.

Gateway classes increasingly employ web-based resources, including Blackboard, to distribute course documents, provide a forum for discussions, offer access to presentations, and so forth. Additionally, students access the library's databases online to conduct required research. And many programs, of course, make use of sophisticated, occupation-specific technology.

In addition, most—if not all—of the many hands-on learning opportunities afforded to Gateway students, including internships and clinicals, capstone courses and portfolios, require the use of up-to-date technology.



Source: Gateway Technical College (graphic 4_003)

Technology plays a role in many of the programs offered at Gateway. Pictured above, a student in the Automotive Technician program uses a computer to help diagnose and repair a vehicle.

Summary of Component 4c

Gateway is vigilant in maintaining useful curricula. Among the processes that it uses to maintain curriculum are curriculum committees, program and curriculum reviews, external standards and accreditation, and faculty externships in local businesses and organizations. These processes and partnerships are working well, allowing the college to monitor curriculum effectiveness, improve curriculum as needed, and learn from outside partners.

Using the Student Learning Assessment process, faculty measure the degree to which program students learn the knowledge and skills identified in the curriculum. Generally, student learning meets expected levels, and when it does not, faculty develop and implement plans to improve learning.

Finally, Gateway's curricula encourage students to gain international experience, to recognize and respect diversity, and to learn and use technology appropriate to their fields. In the last decade, Gateway has collaborated with colleges around the globe in international exchanges. It has added a diversity requirement to associate-degree programs and implemented the Multicultural Program. It has increased access as well as the use of technology throughout the college.

Component 4d:

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

Using Knowledge Responsibly

Gateway's mission recognizes that the college must provide a supportive environment for acquiring knowledge, discovering knowledge, and applying knowledge in an ethical, responsible manner. One of the college's values is "honest and ethical behavior."

Such a value compels the college to ensure that knowledge is acquired, discovered, and applied in a responsible manner. Gateway is obligated to this responsible approach to learning not only to fulfill a commitment to its constituencies—students, employers, and communities—but also to fulfill a commitment to society at large. The college has, therefore, developed policies and programs that ensure the responsible use of knowledge by the college and by its students.

Responsible Use of Knowledge by the College

Gateway ensures that faculty, staff, and students use and manage data responsibly. This includes data that it collects concerning students and employees, data that is developed to support education, and data, such as copyrighted material, that is used for teaching and learning.

One obligation of the college is to ensure the responsible use of the data that it collects about students and employees. For details about how Gateway accomplishes this, refer to "Information Security, Openness, and Accuracy" on page 59.

Gateway has also established formal policies concerning the responsible use of knowledge that go beyond data management. See Table 4.9 for a summary of these policies.

Table 4.9 Policies promoting the responsible use of knowledge

| Policy | Title | Description |
|--------|---|---|
| A-112 | Curriculum Development | sets rigorous curriculum standards while recognizing the needs and/or input of all constituencies. Faculty receive financial support for curriculum development. |
| A-120 | Copyright Materials | assigns full ownership of copyrightable works created by Gateway employees to the employees except where the development of such works required significant use of college personnel or facilities. Intellectual property language related specifically to curriculum development has also been negotiated into the faculty bargaining agreement. |
| B-100 | Designing and Conducting Surveys | designates Gateway's Institutional Effectiveness division as the clearing house for all college surveys. The associate vice president of Research, Planning, and Development must approve surveys before they are implemented and must receive all survey results. |
| H-190 | Computer, Networking, and Information Resources | governs the use of Gateway computers, computer networks, email, Internet services, and related computer equipment and services. Gateway's computer network identifies and stops certain Internet traffic, such as music downloading and similar sharing programs. |
| J-150 | Usage of Copyrighted Computer Resources | affirms Gateway's adherence to computer software laws as applicable to both employees and students. |

Source: *Administrative Procedures and College Practices Manual* (RR 1110)

Concerning copyright in general, the college officially provides employees with information about copyright compliance through two sources:

- A link on the library website under “Resources for Instructors” summarizes pertinent information from the U.S. Copyright Act of 1976 (for copyrighted print material) and the TEACH Act (for copyrighted materials that might be used in distance learning).
- Signs summarizing copyright law are posted at many copy machines.

Laws governing copyright are both important and complicated, and digital media makes them increasingly so. An appropriate goal for the college would be to better educate faculty and all employees (including adjunct faculty) about copyright. Such education could include an explanation of copyright in the faculty handbook, a clear and accessible information page about copyright on Gateway's intranet, and workshops or forums on copyright law.

Gateway has policies to protect private information about students and employees, clarify ownership of information developed at the college, and ensure copyrighted materials are used appropriately.

Gateway defines student responsibilities in a student code of conduct that addresses academic honesty and student responsibility.

Responsible Use of Knowledge by Students

While attending Gateway, students grow in their responsible approach to acquiring, discovering, and applying knowledge. The college's first core abilities statement—"Act responsibly"—incorporates a recognition that such an approach is critical.

Gateway students are expected to behave in a way that promotes ethical learning. The "Student Rights and Responsibilities" section of Gateway's *Student Handbook* (☞ RR 1340) states, "As a Gateway Technical College student, you should be aware of and accept responsibility as an active, contributing member of the College." Responsibilities involved include academic responsibilities and conduct.

The handbook states the following concerning student academic responsibilities:

Students are responsible for their own learning and development. They have a responsibility to be active learners by attending class, completing class and laboratory assignments, and preparing in advance for the scheduled class session.

The Student Code of Conduct states, "The District further believes that academic honesty and integrity are fundamental to the educational mission of this College" and that "Gateway Technical College students may be subject to discipline, including suspension or expulsion, for the following offense: Dishonesty, which includes, but is not limited to, knowingly furnishing false information to the College, plagiarism, or any form of cheating."

In addition, the "Student Services and Student Activities" section of the handbook contains a warning about illegally copying software ("reproducing software without authorization violates U.S. copyright laws") and states that Gateway's computing resources may not be used for "unauthorized copying or transmission of copyright-protected materials."

Gateway's library provides orientations that underscore the definition of and ethics surrounding plagiarism. Classes involving research projects do the same. Many instructors add statements on their syllabi regarding the seriousness of and consequences for plagiarism.

In their process of acquiring, discovering, and applying knowledge, many of Gateway's students move out into the community. Refer to "Intellectual Inquiry Within Courses and Programs" on page 178 for details about such experiences. Class preparation for internships, clinicals, and other practical experiences generally focuses on the role and function of the professional, documentation and confidentiality requirements, and attention to ethics within the profession. Health students receive training in HIPPA privacy regulation, Interpreter Technician students are familiarized with professional conduct as described by national professional organizations of interpreters for the Deaf, and so forth. Students are carefully prepared. As an example of the scope of

such preparation, read the excerpt from the *Surgical Technology Handbook* (▣ RR 4280).

Students participating in internships, clinicals, and practicums do so under program-specific codes of conduct that stipulate ethical behaviors required. As an example, read the “Law Enforcement Code of Ethics” (▣ RR 4290), which must be signed by students entering Gateway’s Law Enforcement Academy. Gateway as an institution is also careful to approach internships, clinicals, and practicums in a professional manner. For example, the dean of the Health Occupations division and representatives from a health occupation clinical site develop and sign affiliation agreements (▣ RR 5230) that define the responsibilities of Gateway, the affiliated organization, students, and faculty.

In many instances, Gateway classes and student clubs use the knowledge they have gained to respond to needs within and beyond the college. Psychology classes at the Elkhorn campus, for example, include a service-learning component in which students participate in projects such as collecting clothing or Christmas gifts for the needy, or supporting a local animal shelter. Career-technical student organizations, as well, frequently combine learning with service. The Racine campus Delta Epsilon Chi (DEX) chapter, for instance, uses proceeds from its Campus Oasis snack shop to fund several Gateway scholarships and to support charities. (The club supported both the Make-a-Wish Foundation and a local Army National Guard company in 2007–2008.) For more information service learning at Gateway, refer to “Student Service to Communities” on page 216.

These are just a few examples of the many ways Gateway classes and student clubs use learning for social good.

Summary of Component 4d

Gateway has procedures in place to ensure responsible acquisition, discovery, and application of knowledge. These encompass college policies covering curriculum development, the use of surveys, the use of computers and networks, and the adherence to copyright laws covering software. (One future goal of the college might be to increase efforts at educating employees about copyright law in general.)

Furthermore, Gateway students approach their learning experiences with integrity. Student responsibilities toward learning are clearly delineated throughout the college. Students who engage in practical experiences such as internships and clinicals invariably do so under professional codes of conduct. Gateway classes and student clubs frequently reach out to surrounding communities in a socially responsible manner.

Gateway’s students demonstrate social responsibility in a number of class and club projects.

Findings

In studying its promotion of a life of learning, Gateway has learned the following:

- Gateway strives to make learning accessible to and successful for all. The college provides learning opportunities to many and varied students. The diverse student body is made up of those who are working at basic levels through those who are excelling in associate degree programs. It includes diverse age, cultural, and economic groups.
- Gateway provides learning opportunities for all of its employees. The college is working to refine aspects of employee development, including scheduling, record-keeping, and increased delivery through technology.
- An element of general education runs through all of Gateway's occupational programs of significant length. Basic education offerings, General Studies courses, and core abilities are enriching students' occupational skills, increasing students' capacity to participate productively in society, and providing depth to students' personal lives.
- The General Studies departments are making improvements in district-wide and largely course-based assessment; however, assessment of general education knowledge and skills at the end of occupational programs remains a challenge. The e-portfolio and other collaborative efforts have attempted to address this challenge with some success.
- Gateway's learning is strong in real-life experiences and applications. Capstone courses, portfolios, internships, clinicals, practicums, field trips, and extracurricular activities are significant elements in student learning.
- The college is strongly connected to the community, state, nation, and world through many avenues, including external standards, national certification and licensing, state-aligned curricula and oversight, advisory committees, affiliations with professional organizations, student practicums and internships, student field trips, international education, and more.
- The college supports learning innovation prompted by assessment results—whether those results be from state licensure exams, local Student Learning Plans, or WTCS initiatives. Examples of improvements include the Nursing program's tightening of requirements for students entering nursing core courses; the Communications department's requirement of a standard, graded essay across the college at the end of English Composition I; and the General College initiative, which added a layer of remedial courses just below associate-degree level General Studies.
- Gateway has policies in place to ensure the responsible acquisition, discovery, and application of knowledge. A goal for the future could be to improve employee understanding of copyright laws.

CRITERION 5: Engagement and Service



Overview

A Story from Gateway’s Community Conversation: *“Approximately five years ago, the college began work on the concept of developing a district transportation center to house all the transportation programs. Snap-on was approached as being a partner in the project, and they indicated an interest.... Gateway and Snap-on staff worked together to develop a new program for Snap-on to certify technicians in the usage of advanced diagnostic equipment. The Horizon Center became the first in the nation Snap-on site, and our instructors were the first Snap-on certified technicians/trainers. The partnership between the college and Snap-on has served as the model for the development of similar types of program improvements in the college.”* — **Dennis Sherwood, Dean of Campus Affairs-Kenosha/Dean of Manufacturing, Engineering, and Transportation**

Dennis Sherwood’s story of Gateway’s partnership with Snap-on (a manufacturer of professional-quality tools) to develop the Horizon Center for Transportation Technology serves as an example of Gateway’s engagement with its constituencies.

This chapter provides evidence that Gateway, in fulfillment of the Higher Learning Commission’s fifth criterion, “identifies its constituencies and serves them in ways both value.”

| Evidence for... | Page... |
|--|------------|
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| Component 5b: Having the Capacity to Serve Constituencies | 206 |
| Component 5c: Responding to Constituencies | 220 |
| Component 5d: Understanding the Value of Gateway’s Services | 230 |
| Findings | 237 |

Component 5a:

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

Refer to “Mission Documents” on page 255 to read the mission documents in their entirety and review their revision histories.

Gateway uses both formal and informal means to learn what students need.

Learning from Constituencies

Gateway’s Mission Statement—“We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities”—identifies students, employers, and communities as the constituencies that the college serves. The needs of these constituencies shape the college. (For further details, turn to “Responsiveness to Constituencies Recognized in the Mission” on page 26.)

To engage and serve these constituencies in the many ways called for by its mission, Gateway actively cultivates relationships that mutually benefit it and its constituencies. (President Albrecht, for instance, serves on 31 different local, state, industry, or community advisory boards.) Sometimes, Gateway initiates relationships with constituencies, and other times, a relationship develops after a constituent approaches Gateway with a need. No matter how relationships begin, Gateway recognizes that it must understand its constituencies and learn from them.

Recognizing the importance of understanding its constituencies’ needs and analyzing its capacity to meet those needs, the college employs a variety of techniques to engage and learn from the students, employers, and communities it serves.

Learning from Students

Students are the first constituency listed in Gateway’s mission. Interactions with students, both formal and informal, help Gateway to understand student needs so that it can plan to meet those needs. Formal techniques to learn from students throughout their experience at the college are described below.

Prospective Students. Before they even enroll at Gateway, the college can learn from potential students how to better market its programs. The Marketing and Communication department has conducted surveys and focus groups of district high school students and new Gateway students to determine how to best communicate with them. Results have helped the college select billboards, radio stations, and television stations for advertising through traditional media outlets. Results have also identified locations on the Internet, such as social networking sites, for advertising, as well as new technology for the college to incorporate on its own website.

Current Students. Gateway begins to learn from its current students as they register for classes. Student applications solicit information about demographics and special populations. Using the data, the college can, for instance, set up and staff support services for students. Refer to “Support Services for Special Student Populations” on page 146 for details about some support services at Gateway.

Gateway also monitors the perceptions of current students by administering the *Noel-Levitz Student Satisfaction Inventory* every other year. The results of the survey identify areas of strength and areas in need of improvement so that the college can plan to maintain its strengths and improve on its challenges. Refer to “Surveys Measuring Perceptions of Effectiveness” on page 99 for further information about student perceptions.

Other means of learning from current students include the Educational Testing Service’s (ETS’s) Student Instructional Report (SIR II), which collects student feedback on teaching and courses; campus Student Government Associations, which represent students in college affairs and promote organized social, cultural/educational, and recreational activities; and the District Activities Advisory Board (DAAB), which oversees the disbursement of funds derived from student activity fees and includes three student representatives.

Learning from students continues after they graduate. Six months after students graduate, they are asked to fill out Gateway’s *Graduate Follow-Up Survey*, which collects data about graduates’ employment status. Refer to Table 4.8 on page 188 for results from the survey and Gateway’s analysis of those results.

By collecting data as students begin, continue, and finish their education at Gateway, the college is able to learn from students about their needs so that it can focus resources on improving its ability to educate students.

Learning from Employers

Employers are the second constituency listed in Gateway’s mission. In order to best fulfill employer needs, Gateway gathers information directly from employers through several means:

- program advisory committees, through which employers provide feedback to Gateway program faculty and administrators
- faculty externship and certification opportunities that allow faculty to interact with employers
- the Workforce and Economic Development Division’s multiple efforts to identify employers’ needs


Program Advisory Committees. Since many graduates from Gateway’s occupational programs work for area employers after graduation, each occupational program’s advisory committee includes local employers who can provide expertise about industry trends and training needs. Refer to “Workplace Needs Scanning” on page 67 for details about advisory committees.

Instructors from many programs could point to helpful advice from advisory members that has been integrated into a program’s curriculum. For instance,

Students complete surveys, give feedback about courses, and provide employment information after graduating.


Community Conversation

“Feedback from our advisory committee and clinical sites enables the Physical Therapist Assistant faculty to meet community needs.”
— Peggy Thomas, Physical Therapist Assistant Instructor

An “RR” indicates an item, identified by the number after the “RR,” is in the resource room. A copy of the item will be available in Gateway’s resource room during the team’s visit. To view an electronic copy of the resource, click the  icon in the PDF file on the CD-ROM that accompanies the paper copy of the report.



Faculty externships provide opportunities for occupational experience and consulting.


WEDD facilitates useful and relevant training, initiatives, and partnerships to help businesses and organizations.

Radiography’s fall 2007 meeting minutes ( RR 5180) show the advisory committee’s recommendation to add a medical terminology class to the curriculum, discussion of a proposed state license for radiography technologists, discussions about incorporating computed tomography (CT) technology into the program, and suggestions to ensure the quality of student interns.

The program advisory committees are an effective channel that Gateway uses to engage and learn from employers and employees in its community.

Faculty Fellowships and Certification Opportunities. Gateway faculty can learn from businesses or organizations by participating in the Summer Educator Externship program, in the Occupational Competency Grant program, or in a number of certification activities.

The Summer Educator Externship ( RR 5240) and Occupational Competency Grant ( RR 5500) programs encourage educators and industry to develop experiences in which participants can learn from each other and educators can identify skills that their students need to learn to be competitive in their careers. Refer to “Faculty Placement in Business and Industry” on page 186 for details about these programs.

Every five years, Gateway instructors need to earn six credits to renew their certification for teaching in the Wisconsin Technical College System (WTCS). Occupational experience and consulting are two activities that qualify toward credits, as described in the *Five-Year Certification Renewal Plan* ( RR 5250).

Workforce and Economic Development Division. Gateway’s Workforce and Economic Development Division (WEDD) provides another channel that the college uses to learn from employers in its district. WEDD works to provide training, initiatives, and partnerships to help businesses and organizations in southeastern Wisconsin remain economically competitive.

WEDD uses a variety of techniques to ensure that the training and services it offers are useful and relevant to businesses and organizations. These techniques include the following:

- the annual *WEDD Impact Evaluation Survey*, which is sent to all clients during each fiscal year and typically completed and returned by approximately 20 to 30 percent of clients
- direct conversations with employers about their needs
- referrals from workforce and economic development partners regarding the training needs of employers
- occupational grants that allow faculty to work with specific employers and develop customized instructional content

Learning from Communities

The third constituency identified in Gateway’s mission is the broadest: communities. This constituency comprises various levels of educational institutions; government agencies; and cultural, professional, and economic organizations that Gateway serves.

Gateway’s commitment to engaging and learning from community constituencies is exemplified by the district Board of Trustee’s Committee of the Whole. The Committee of the Whole Topics and Attendees document (☞ **RR 5190**) shows that the board has engaged many community constituencies to help it govern the college, learning from them and analyzing capacity to meet their needs. Further board efforts to engage with the community, including additional meetings and individual board member participation in community events, are part of the newly adopted District Board Goals: 2008–2010 document (☞ **RR 1540**).

At the program and individual employee levels, there are many additional connections to Gateway’s communities.

PK-16 Educational Communities. Gateway students come to college from a variety of educational backgrounds; some have recently graduated from high school while others seek a change from a four-year college. Students later leave Gateway, moving on to a variety of next steps, including employment and transfer to four-year colleges. Because Gateway’s students originate from many different schools and have many different goals, Gateway believes that it is important to engage with PK-12 schools and districts in its southeastern Wisconsin community, with other technical colleges, and with other institutions of higher learning. Through such engagement, Gateway learns how to best prepare for incoming students as well as how to best equip Gateway students for further education. A full-time director of PK-16 relations provides district leadership for all PK-16 initiatives.

Gateway has developed relationships with PK-12 schools and districts through a number of means. Interactions include visits to schools by Gateway counselors or faculty to participate in career preparation activities. They also include activities set up by Gateway to engage PK-12 students such as Career Pathways Day for local high school students, in which the students come on campus and sample various career areas; or the Sumo Bot competition for aspiring engineers held annually at the Center for Advanced Technology and



Source: Gateway Technical College (graphic 5_004)

Gateway works with PK-12 school districts to develop transitions between high school and Gateway. Above, a high school student works with a Gateway instructor at the LakeView Advanced Technology Center.

Community Conversation

“Gateway has strong bonds with Burlington High School. Students participating in the CNA [Certified Nursing Assistant] program through Gateway while still enrolled at BHS is an example of this.”

— Donna Kuzniar, Research Specialist

Innovation (CATI), in which middle and high school students compete to design robots.

Perhaps the interaction that has allowed Gateway to learn the most about how it can serve the PK-12 schools and districts in southeastern Wisconsin is membership in the grant-funded Tech Prep Consortium. The consortium is made up of over 20 PK-12 school districts in southeastern Wisconsin, Gateway, the University of Wisconsin–Parkside, the University of Wisconsin–Whitewater, and local business organizations. As described in its *Report of Directional Planning Meeting* document (☐ RR 5110), the consortium’s mission is to enhance high school students’ technical and academic skills, and it has adopted four principles:

1. Technical education is a viable choice for all students.
2. All students have a career plan when leaving high school.
3. Technical education and core content areas are highly integrated.
4. Building partnerships is the operating practice for promoting technical education.

The Tech Prep Consortium brings together PK-12 districts with Gateway, the University of Wisconsin, and local businesses.

The consortium has also identified forces that help and hinder the fulfillment of the four principles. In response, Gateway has begun to analyze its capacity to implement programs such as Career Pathways that address the four principles and has collaborated with local school districts to develop Career Pathway plans of study such as the *Plan for Health Sciences: Therapeutic Services* (☐ RR 5080). Gateway’s spring 2008 district in-service (☐ RR 5200) for faculty and staff focused on Career Pathways and Gateway’s relationships with PK-12 schools. (Refer to “Career Pathways” on page 226 for a more detailed explanation of Career Pathways connections with school districts.)

The involvement of the local four-year colleges in the consortium is also significant. Since many Career Pathways require education beyond the technical college, more students will ultimately transfer from Gateway to four-year colleges such as Carthage (in Kenosha) and colleges in the University of Wisconsin system. The Career Pathways are one way for Gateway to understand expectations that four-year colleges hold for Gateway graduates.

Gateway works closely with the economic development agencies in Kenosha, Racine, and Walworth counties.

Economic Development Communities. Gateway maintains close relationships with the Kenosha Area Business Alliance (KABA), Racine Area Manufacturers and Commerce (RAMAC), Racine County Economic Development Corporation (RCEDC), and Walworth County Economic Development Alliance (WCEDA). Representatives from these economic development agencies speak for industry at meetings focused on logistics, supply chain for renewable energy, and other topics that Gateway is exploring, and the agencies market Gateway offerings and events to their members. Gateway is a full member on the WCEDA board of directors, and

WCEDA's executive vice president serves on Gateway's Board of Trustees. Through this close relationship, WCEDA and the Elkhorn campus have jointly applied for and been awarded grants to promote entrepreneurship and to study the feasibility of a business incubator at the Elkhorn campus.

Each county development agency has created an economic development plan:

- *Kenosha County Comprehensive Economic Development Strategy Report* (☞ RR 5070), completed February 2007
- *Racine County Strategic Economic Development Plan 3.0* (☞ RR 5090), completed November 2005
- *Walworth County Economic Analysis* (☞ RR 5140), completed April, 2002

These plans highlight higher education and technical training opportunities provided by Gateway and other colleges as a strength and encourage Gateway to partner with the counties in meeting workforce goals. For example, the Racine County plan identifies Gateway as a partner in addressing four of its eight identified challenges, including helping “to create an entrepreneurial culture in Racine County” and to improve education and workforce training opportunities by partnering with K-12 school districts and offering education opportunities outside of traditional institutions.

The Kenosha County Economic Summit, a specially called meeting of over 200 community leaders held in 2007, also requested that Gateway and other southeastern Wisconsin colleges look at ways for “meeting employer training needs in a non-traditional way” in its plan, *Focus Group Follow-up Report* (☞ RR 5050).

In addition to county economic development plans, committees of business, industry, workforce development, and education leaders from each county have been charged with writing reports about how Gateway specifically can support local communities (refer to “County-Based Scanning” on page 69). The Walworth County Education/Training Study Committee reported findings in 2007, and the Kenosha and Racine committees finalized their findings in spring 2009.

Workforce Development Agencies. Since Gateway and the three counties' Workforce Development Centers share the mission of improved employment conditions, it is natural that Gateway and these agencies collaborate and learn from each other to promote workforce development in southeastern Wisconsin.

Southeastern Wisconsin Workforce Development Area #1 includes Kenosha, Racine, and Walworth counties. Its *Southeastern Wisconsin Workforce Development Area #1 Workforce Plan* (☞ RR 5120) identifies the area's labor market needs, sets workforce development goals, and identifies service providers. From the workforce development agencies, the college can connect with clients who need training or education. For instance, the agencies

Workforce Development Centers and Gateway collaborate to support and promote the district workforce.



Community Conversation

“Gateway works with the Literacy Council in the local area to help provide education and opportunities that students need.”

— Gerry Millette, Adult Learning Center Instructor

provide information about Gateway’s Displaced Homemaker program to displaced homemakers seeking assistance, and they refer clients with low academic skills or minimal computer skills to Gateway’s Adult Basic Education (ABE) program and computer courses. The agencies also identify Gateway as a choice for worker retraining for those qualifying for federal Trade Adjustment Assistance (TAA) funding and maintain a list of Gateway programs that meet the high-wage training goal in which the displaced workers are encouraged to enroll.

Local Community Organizations. Gateway also learns about the needs of specific communities through local organizations. For example, Gateway’s board invites local organizations to participate in Committee of the Whole meetings, representatives of various communities speak at district board meetings, and Gateway’s board members intentionally participate in community events. In addition, Gateway leaders, faculty, and staff serve on boards and committees for local organizations. Among the community organizations whose members include Gateway personnel are various chambers of commerce in the district, the county economic development agencies, and the Wisconsin Automobile and Truck Dealers Foundation. Through these many associations, and more, Gateway gains valuable insight about the communities it serves.

Summary of Component 5a

Using a variety of methods, Gateway makes a concerted effort to learn from its students, employers, and communities. By engaging each of these constituencies, the college gains insight into perceptions, expectations, and needs. It is then able to evaluate its capacity to adequately serve each constituency.

Component 5b:

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

Having the Capacity to Serve Constituencies

Gateway is fortunate to have the commitment and resources to meet many of its constituents’ needs through a number of programs, services, and activities that engage students, employers, and communities.

Capacity and Commitment to Engage Students

Gateway has both the capacity and the commitment to expand access to higher education—engaging prospective students, current students, and graduates. In addition to the resources, curricula, services, and learning opportunities that have already been explored in Criteria 2, 3, and 4, there are further ways that the college reaches out to students including summer pre-college camps, recruitment activities, community outreach, Foundation scholarships and emergency fund grants, and a newly formed alumni association.

Summer Pre-College Camps. During the summer semester, Gateway commits space, resources, and faculty to help prepare young learners and prospective Gateway students for college. Middle and high school students are invited to participate in pre-college camps. These camps are funded through department budgets and marketed through the PK-16 office budget.

Gateway instructors design the pre-college camps to introduce youth to the latest in technology and help them understand how technology can lead to both fun and a career. For instance, in the 2008 summer camps (☞ RR 5020), an instructor in the Electronic Engineering department taught an Exploring Lego Robotics camp; an instructor in the Graphic Design department taught an Animation camp; and an instructor in the Information Technology department taught a Game Makers camp. See Table 5.1 for the numbers of courses and participants during the most recent summers.

Table 5.1 Summer camp participation

| | 2005–2006 | 2006–2007 | 2007–2008 |
|----------|-----------|-----------|-----------|
| Courses | 4 | 5 | 5 |
| Students | 75 | 44 | 88 |

Source: PK-16 Relations office

These classes have each been taught by a Gateway instructor working on his/her own; due to the age of the participants, available back-up adult supervision would be ideal. All in all, however, the summer camps have worked well, heightening awareness of Gateway and of the value of technical careers to youth in the district.

Recruitment. Gateway recruits students through counselors and faculty who engage PK-12 districts' personnel and students. In addition, a Recruitment, Retention, and Counseling Assistant (RRCA) organizes and participates in campus and community recruitment efforts and makes sure that high school counselors and students, and GED graduates, have information about Gateway.

Various events invite potential students onto campus. Most notably, the Elkhorn campus has hosted annual Middle School and High School Tech Expos, which allow hundreds of students, bussed in from many schools, to attend workshops with Gateway faculty during their school day, sampling up to four program areas in workshops led by Gateway faculty. Beginning fall 2009, the High School Tech Expo has been renamed "Career Pathways Day," and high school Career Pathways Days will be held annually or semi-annually at all three campuses, not just at Elkhorn.

Other on-campus recruitment events include the Health Career Fair (refer to "TechConnect and Job Fairs" on page 224); the annual College Goal Sunday, designed to help low-income and first-generation college families apply for financial aid; and various middle school outreach events.

Pre-College summer camps introduce secondary students to technical careers and the technical college.

Recruitment activities take place at secondary schools, at Gateway campuses, and online.

The college has also increased the use of technology in recruiting students, including instituting a virtual open house before each fall and spring semester. Visitors to the virtual open house can view documents and videos about Gateway and its programs, chat online with faculty and counselors, and download forms relating to admissions and financial aid. In another example of the use of technology to connect with potential students, the engineering programs now maintain a presence in the virtual Second Life environment. Also, a virtual tour of the college is under development for the college website.

Beginning spring 2009, a new half-time marketing position focuses specifically on communicating with high school students. Part of the scope of this position is to foster student blogs and to establish an official Gateway presence on social media outlets such as YouTube.

Another new recruitment tool is the President's Opportunity Scholarship, first offered for the 2009–2010 academic year. One \$300 Gateway scholarship is available to a student at each high school in the Gateway district. Read the President's Opportunity Scholarship flyer (☞ [RR 4150](#)) for details.

Finally, various formal agreements with high schools and high school students bring high school students to Gateway facilities for credit classes, or bring Gateway credit classes to high school students. Examples include the Walworth County Alternative High School, Youth Options, the 38.14(3) and 118.15(1) agreements, and the LakeView Technology Academy. Such interaction between high school students and Gateway also serves as a recruiting tool. Refer to "Agreements to Teach High School Students" on page 220 and "Advanced Technology Centers (ATCs)" on page 228 for further information about such endeavors.

Gateway partners with local schools and organizations to provide educational opportunities.



Community Conversation

"Delavan-Darien High School and Gateway offered a business class to Hispanic students; some of those students later came to Gateway."

— Ken Haling, Accounting Instructor

Community Outreach. Gateway's commitment to serving students in its district extends beyond its campuses. Such community outreach often involves collaboration with local schools and organizations and allows Gateway to provide education and workforce preparation to community residents who might be uncomfortable in or unable to come to a college campus. In particular, Gateway's adult basic education (ABE) and English Language Learner (ELL) programs have participated in a number of outreach activities throughout the three counties. Such programs have helped residents develop English language skills, earn their General Education Diploma (GED) or High School Equivalency Diploma (HSED), develop computer skills, and learn career-seeking skills. Some example community outreach activities include the following:

- In Walworth County, Gateway has partnered with the Whitewater Unified School District and the United Methodist Church in Delavan to provide ELL classes. Gateway provides the instructor and materials, and the partners provide the facilities.

- In Kenosha County, Gateway has partnered with the EvenStart Family Literacy program to provide ELL/GED education. In Kenosha, ABE and ELL classes are available at the Edward Bain School of Language and Art and at the Apostolic Assembly.
- In Racine, Gateway provides ABE and ELL courses at the Dr. Martin Luther King Jr. Community Center and Dr. Bryant Center. ELL courses are also provided at five elementary schools.
- At the Racine Correctional Institute and Racine County Jail, Gateway offers ABE and ELL classes as well as the opportunity to earn certificates in business applications and culinary arts. In 2007, for example, Gateway offered 36 classes attended by 181 students.
- At the Walworth County Jail, Gateway offers GED classes. In 2008–2009, 76 Walworth County Jail inmates completed the GED.

Community outreach programs allow Gateway to serve hundreds of residents who may never come to a campus.

Foundation Scholarships and Emergency Fund Grants. The Gateway Technical College Foundation Inc., with a goal of making a Gateway education affordable for students, distributes scholarships and emergency fund grants. See Table 5.2 for the Foundation scholarships and emergency fund grants awarded during the past three years.

Table 5.2 Foundation scholarships and grants

| Awards | 2006–07 | 2007–08 | 2008–09 |
|-----------------------|----------|-----------|-----------|
| Scholarships | | | |
| Number of students | 110 | 98 | 121 |
| Average award | \$ 400 | \$ 436 | \$ 416 |
| Total | \$44,000 | \$ 42,700 | \$ 50,400 |
| Emergency Fund Grants | | | |
| Number of students | 100 | 102 | 78 |
| Total | \$ 6,210 | \$ 8,550 | \$ 4,560 |

Source: Gateway Technical College Foundation, Inc.

For more information about Foundation scholarships, refer to “Affordability” on page 161.

Alumni Association. Founded in 2007, the Gateway Technical College Alumni Association (☎ RR 5280) has begun to extend the college’s commitment and capacity to engage its graduates. The alumni association exists to strengthen the connection among Gateway alumni and between alumni and current students to benefit the college’s educational mission. There are two levels of membership:

- Graduate—for those who have graduated with an associate degree or technical diploma
- Collegiate—for anyone who has attended Gateway, including former students, current students, staff, and faculty

The Gateway Foundation, distributes scholarships and emergency grants.

Gateway’s alumni association was founded in 2007.



Community Conversation

*“You don’t go to Gateway.
Gateway comes to you.”*

— *Claudia Grace, Learning Consultant, SC Johnson*

Gateway’s Assessment Center administers nationally recognized tests for employers and individuals.

As of summer 2009, the alumni association has 160 members and has elected its officers. As a new organization, the alumni association has so far just begun to engage the community, but future networking and mentoring possibilities are promising.

Capacity and Commitment to Engage Employers

Gateway’s capacity and commitment to engage employers are perhaps best exemplified by WEDD. As discussed in “Workforce and Economic Development Division” on page 202, this division uses a number of techniques to learn from local employers. In responding to these employers’ needs for training, education, and resources that will help them compete in the global market, WEDD often simultaneously responds to the needs of economic development and workforce development communities.

Devoting staff and resources to train and provide services, WEDD can assess employee skills and tailor employee education to meet employers’ needs. Gateway’s Assessment Center, Gateway courses at employer sites, and customized training all fall under the WEDD division.

Assessment Center. Gateway’s capacity and commitment to engage employers begins with its ability to help employers identify the training needs of their employees. Using a variety of standardized tests, such as ACT WorkKeys, National Occupational Competency Testing Institute (NOCTI) assessments, and Microsoft Office Specialist Certification, Gateway’s Assessment Center ([RR 5270](#)) allows employers and individuals to assess the following:

- basic skills
- job-specific skills
- employability/promotability skills
- technology-specific skills

In fiscal year 2008, Gateway’s Assessment Center completed 834 assessments.

Employers make use of the Assessment Center both to identify skill gaps in incumbent workers, thereby targeting limited training dollars, and to screen potential employees.

The Assessment Center has also helped employers by providing evidence that Gateway students whom they consider hiring have developed skills to be successful in their careers. For instance, students in the boot camps (refer to “Boot Camps” on page 224) are assessed prior to entering the program and at the end of the program to measure their progress. A number of programs at Gateway also include assessment as part of their Student Learning Plans: the CNC Production Technician program uses the NOCTI Precision Machining assessment, the Graphic Technologies Designer program uses the NOCTI

Advertising and Design assessment, and the Automated Manufacturing Systems Technician uses Manufacturing Skills Standard Council (MSSC) assessments.

Education Opportunities at Local Organizations. Gateway’s capacity and commitment to engage employers also includes the classes, certificates, and programs offered on-site at workplaces throughout the district. Often, Gateway provides workers with convenient access to education and training by conducting classes at their businesses or organizations.

SC Johnson, the company site with the most educational offerings through Gateway, hosts a fully accredited Gateway campus at its Waxdale manufacturing site in Sturtevant. The program provides training to accommodate all shifts, concentrating curriculum on areas of greatest relevance to the company, and students seeking degrees participate in Gateway’s Student Learning assessment. The collaboration between SC Johnson and Gateway has resulted in hundreds of SC Johnson employees taking classes. See Table 5.3 for offerings and enrollment at the Waxdale manufacturing site during three recent years.

Table 5.3 Enrollment at the Waxdale manufacturing site

| | 2005–2006 | 2006–2007 | 2007–2008 |
|-----------|-----------|-----------|-----------|
| Sections | 76 | 76 | 84 |
| FTEs | 35 | 16 | 23 |
| Headcount | 418 | 308 | 433 |

Source: SC Johnson enrollment comparisons (RR 5460)

InSinkErator in Racine is another company that offers on-site education to its employees through Gateway. In 1990, InSinkErator opened an on-site learning center staffed with Gateway personnel. Initially, the learning center was funded with a state grant and focused on helping employees with basic reading and math skills. When the grant expired, InSinkErator self-funded the learning center itself because of its value, and the learning center has been extended to offer credited Gateway courses. Steve Muller, Human Resources director at InSinkErator, estimates that approximately 950 employees have taken classes through this learning center since 1990.

Small and midsize businesses also take advantage of Gateway education opportunities sponsored by local organizations. For example, workers from a number of companies take supervision, human resources, and quality specialist courses offered at KABA and/or RAMAC and taught by Gateway faculty.

Education opportunities offered by Gateway at local organizations have engaged hundreds of southeastern Wisconsin employees in higher education.

Customized Training and Services. Finally, Gateway demonstrates that the college has the capacity to engage employers by providing flexible,

Workers can take Gateway classes on-site at companies such as SC Johnson and InSinkErator.

The Workforce and Economic Development Division (WEDD) facilitates customized training for district employers.

customized training options and working with employers to secure funding for training.

By offering flexible training opportunities, WEDD is able to fulfill a wide variety of needs of organizations. For example, WEDD's *Workshop Report* (RR 5160) for fiscal year 2007 indicates that WEDD offered 134 professional development workshops in that year. The variety of times and locations demonstrates Gateway's commitment to the needs of local organizations. WEDD-sponsored workshops and customized training held at and/or for local companies are increasingly in demand, and an increasing number of students are consequently served. See Table 5.4 for details.

Table 5.4 WEDD employer clients and students

| | 2005–2006 | 2006–2007 | 2007–2008 |
|------------------|-----------|-----------|-----------|
| Companies | | | |
| Total | 273 | 305 | 377 |
| Unduplicated | 125 | 164 | 113 |
| Students | | | |
| Headcount | 3,469 | 3,100 | 4,442 |
| FTEs | 85 | 118 | 175 |

Source: WEDD 8 Year Profit Loss Summary (RR 5450)

WEDD's commitment to helping organizations train employees and remain economically competitive includes its efforts to secure funding to subsidize training for organizations. WEDD, with the help of other divisions at Gateway, works to secure WTCS Workforce Advancement Training (WAT) grants for training opportunities that organizations may not otherwise be able to afford. See Table 5.5 for a summary of recent WAT grant funding.

Table 5.5 WAT grants

| | 2006 | 2007 | 2008 | 2009 (unaudited) |
|-------------------|-----------|-----------|-----------|------------------|
| Total Cost | \$ 72,508 | \$ 99,272 | \$110,800 | \$225,787 |
| Grant Amount | \$ 54,381 | \$ 74,455 | \$ 83,100 | \$186,992 |
| Cost to Companies | \$ 18,127 | \$ 24,817 | \$ 27,700 | \$ 38,795 |

Source: 2006–2008 (RR 5440) and 2009 (RR 5440) Workforce Advancement Training Grants Summaries

Examples of Gateway training in 2008–2009 funded through WAT grants include advanced Certified Nursing Assistant training for Aurora Health Care, and advanced leadership training, American Production Inventory Control Society (APICS) training, and lean manufacturing training for Pioneer Products in Racine.

Due to increased demand for WEDD services, meeting employer requests has sometimes been challenging. Even though WEDD enlists the entire college faculty as resources, it has been difficult at times for WEDD leaders to identify in a timely manner appropriate instructors to meet a client's request.

In response to this challenge, leaders of WEDD and other divisions have worked to improve the college's capacity to meet employer's needs for training and services. During the spring 2009 semester, the vice president of

WEDD met with faculty and staff to share two new processes. The first process (▣ RR 5480) clarified how WEDD would respond to employers' requests for training or service, and the second process (▣ RR 5490) outlined the procedure for faculty and staff to follow when collaborating directly with employers. The college is currently monitoring the effectiveness of these new processes.

Capacity and Commitment to Engage Communities

Gateway is committed to serving many communities, and it works to ensure that it has the capacity required to engage these communities. Such capacity includes, among other resources, physical facilities (physical space and equipment, libraries, a public radio station); expenditures of time, effort, and energy (community events, student service); professional connections and expertise (participation in professional and distance learning organizations); and funding (Foundation grants and the procurement of government grants).

Facility Rentals and Leases. One way that Gateway engages its communities is through its facilities. (Refer to “Facility Resources” on page 91 for details about Gateway facilities.) The college has a number of facilities available for use by businesses and community groups, including classrooms, conference rooms, computer labs, auditoriums, and student commons. Equipment, services, supplies, and catering are also available at some locations. Groups can access descriptions, costs, and services provided by the available facilities as well as the Contract for Use of Gateway Facility application (▣ RR 5290) on the Facility Information page (▣ RR 5300) on Gateway's website. More than 170 contracts were written for community use of facilities in 2008.

Gateway also enters into long-term leases with groups to use its facilities. Long-term tenants, for example, include the following:

- Cardinal Stritch University and National Louis University rent space for degree programs at the Kenosha Campus.
- Every Child's Place daycare rents space through the Gateway Technical College Foundation Inc. at the Center for Bioscience and Information Technology.
- Upper Iowa University rents space for recruiting offices and courses on the Racine and Elkhorn campuses.

Libraries. Gateway libraries, in addition to serving college faculty, staff, and students, have the capacity to provide library services to local residents, businesses, and the greater community by participating in interlibrary loan (ILL). Since 1998, Gateway libraries have served 1,727 ILL patrons, 19

Gateway rents and leases facilities, equipment, and services to educational institutions, businesses, and other entities.

Gateway libraries extend services to local residents, businesses, and the greater community.

business patrons, and 1,050 tri-county resident patrons. See Table 5.6 for a comparison of interlibrary loan usage.

Table 5.6 Interlibrary loan usage

| Items | 1998–1999 | 2006–2007 |
|---------------------|-----------|-----------|
| Loaned by Gateway | 1,263 | 914 |
| Borrowed by Gateway | 515 | 163 |

Source: Gateway Technical College library

ILL usage has declined in the past ten years for a number of reasons. First, in 2000, Gateway discontinued lending large numbers of video tapes to businesses and organizations. Also, when WISCAT ILL (the state's interlibrary loan system) transitioned to its latest version in 2006, a number of users dropped the system and no longer borrowed materials from Gateway. Still, Gateway loans more materials than the college borrows, and the libraries demonstrate a capacity to serve local residents as well as people around the world through ILL.

WGTD. A third resource that provides Gateway with capacity to serve communities is WGTD 91.1 FM. Gateway owns and operates this public radio station, which is part of Wisconsin Public Radio's NPR News and Classical Music Network. The station broadcasts from the Center for Bioscience and Information Technology. The radio station's programming and services have included the following:



Source: Gateway Technical College (graphic 5_002)

Gateway's WGTD, a public radio station, broadcasts classical music, locally produced shows, and nationally produced shows throughout the counties in Gateway's district.

- locally produced shows such as *The Morning Show*, *Breakfast Bytes*, *Education Matters*, and *Community Matters*
- nationally produced shows such as *Fresh Air* and *To the Best of Our Knowledge*
- Gateway Radio Reading Service (programming on a sub-carrier frequency), which provides programming to visually impaired and physically challenged residents
- Gateway SportsWeb, which offers play-by-play coverage of local high school and college games

Arbitron, a national radio ratings agency, estimates the total number of listeners for the station to be in the range of 6,500 to 14,000. This large range can be attributed to the relatively small sample size Arbitron uses in

the local market. During the first six months of 2008, the station's website logged approximately 5,000 unique visitors (not including Gateway computers) and 3,100 repeat visitors.

Community Events. As mentioned under “Extracurricular Activities” on page 180, Gateway also has the capacity to hold a number of educational, cultural, and social events that can appeal to its communities. These events often make connections among Gateway’s constituencies, allowing students and community members to interact and learn from each other. Examples of annual educational and social events include the following:

- **Brown Bag Lecture Series.** Gateway invites the community to presentations over the lunch hour. The fall 2008 sessions at CATI, for instance, focused on a variety of marketing approaches and mediums to assist entrepreneurs in building and strengthening their customer base. (For descriptions of additional speakers series open to the public, refer to “Extracurricular Activities” on page 180.)
- **Health Career Day.** This event brings together health care providers with health care students and people considering a career in the health care profession.
- **Sumo Bot Competition.** Dozens of robotics teams from secondary schools in Gateway’s district design and enter their robots in multiple competitions, including a design portfolio (poster and oral presentation), a time trial, a timed task course, and a sumo wrestling event.
- **Earth Day.** Gateway joins area organizations to sponsor an Earth Day celebration at the Kenosha campus, which includes workshops and learning activities. The highlight of the 2009 Earth Day was the drilling of a well for a geothermal demonstration project at the Horticulture Center.
- **Chair-ity Auction.** The Interior Design program sponsors this event to raise funds for local charities by auctioning whimsical and colorful chairs designed by Interior Design students.
- **Graphic Design Show.** The Graphic Design Technologies program hosts this event each spring to showcase and recognize student work.
- **WinterGreen Conference.** The Horticulture program hosts this conference each winter to provide information on horticulture and landscape topics so that landscape professionals as well as community members can prepare for spring landscaping projects.

Examples of annual cultural events include the following:

- **Deaf Culture Day.** The Gateway Interpreter Technician program and Silent Connection, Gateway’s Deaf and hard of hearing organization, sponsor an event to honor the diversity within the Deaf community.
- **Ethnic Celebrations.** Throughout the academic year, the Multicultural program sponsors ethnic celebrations, including those for African American, Asian American, Hispanic, and Native American cultures, that enable community members to enjoy entertainment, food, and traditions.
- **Martin Luther King Jr. Celebration.** Each year, Gateway sponsors a celebration on Martin Luther King Jr. Day for community members to gather and celebrate King’s life. The event typically features a keynote

The community is invited to a variety of educational, cultural, and social events.

speaker, inspirational messages, readings, music, and recognition of community members who contribute to their community.

In addition, Gateway participates in or sponsors a number of other community events. Some examples include the following:

- **Dragon Boat Race.** Gateway sponsors a team of faculty, staff, and students in Racine’s annual dragon boat race on Lake Michigan.
- **Racine and Kenosha Literacy Councils’ Spelling Bees.** Gateway sponsors teams of employees to compete in each spelling bee, an offshoot of the close professional relationship between ABE, ELL, and the literacy councils.
- **Sustainability Conference.** Gateway, the Association of Career and Technical Education (ACTE), and Siemens Building Technologies Inc. sponsored this two-day event in May 2008. It provided educators and facilities managers an opportunity to discuss such issues as how schools can become “green” and how to develop curriculum that addresses green and sustainable buildings.

Many student projects and events serve the broader community.

Student Service to Communities. Gateway’s capacity and commitment to serve communities is evident in the activities of students as they take classes and participate in student organizations and clubs.

Instructors ensure that curricula prepare students for their careers, and one teaching method used in many classes and programs is the application of knowledge and skills to service-learning projects that provide students an opportunity to engage with local communities. Examples include the following:

- Students in the Information Technology program used a class project that was funded by an Inspiration grant to repair computers at local not-for-profit organizations.
- Students and faculty in the Dental Assistant program collaborated with local dentists to provide free dental exams for children in the Kenosha Head Start program and the Kenosha Boys & Girls Club.
- Students in the Nursing and Medical Assistant programs give free blood pressure screenings to other students, staff, and community members to encourage heart health.
- Students in the Culinary Arts program provide breakfast, lunch, and formal dinners to students, faculty, staff, and the local community.
- Students in the Graphic Design and Interior Design programs created murals for Every Child’s Place daycare.

Many student clubs and organizations also provide opportunities for students to engage and serve local communities, holding fundraisers and drives, participating in community events, and donating time and talents. Examples



Community Conversation

“The nursing staff find creative ways to partner our services to our diverse community. One instructor takes students to community programs like Second Touch, giving economically disadvantaged people the opportunity to receive free health care and advice.”
— Diane Skewes, Nursing Instructor

of activities that have engaged students with communities include the following:

- Barber/Cosmetology Club participated in the Locks of Love program.
- Horticulture Club hosts a community greenhouse.
- Human Services Club has held an annual dance for adults with disabilities.
- Physical Therapy Association provided massages to participants in the Relay for Life event.

Gateway's faculty, staff, and students seek opportunities for students to engage with the community. These opportunities illustrate the college's efforts to serve its multiple constituencies by connecting them to each other and allow Gateway students to apply their knowledge and skills to help the community.

Communities Supporting Distance Learning. In the last decade as Gateway has developed the capacity to increase distance learning opportunities for its constituencies, it has participated in communities that provide resources and support for the technologies that enable distance learning. This participation helps Gateway ensure that it has the ability, knowledge, and resources to serve its constituencies using new technology.

Communities that have helped Gateway use technology to connect with its constituencies include the following:

- The eTech College (☐ RR 5350) supported WTCS technical colleges as they developed online courses, shared technical resources, exchanged best practices, and marketed courses to potential students throughout the state. As its colleges had become proficient in online education, however, the WTCS discontinued this effort in 2009.
- The Southeastern Wisconsin Instructional Network Group (SWING) consortium (☐ RR 5410) of public and private schools specializes in providing instructional opportunities to its members. Gateway acts as the fiscal agent for this group and provides access to some Gateway courses to members over the SWING ITV network.

Communities that help Gateway identify best practices and share the costs of new technology include the following:

- The Connect Consortium, WTCS technical colleges that have pooled resources to purchase licensing and provide server hosting for the Adobe® Connect®, enables web-conferencing options for meetings and instruction.
- The Wisconsin Blackboard User Group (WIBUG) shares best practices with members using the Blackboard system to provide Internet courses.
- The Wisconsin Technical College Network (WTCN) provides training and best practices to WTCS technical colleges committed to distance learning through technologies such as ITV, IP video, and desktop video.

Gateway participates in communities that support its efforts to provide distance learning.

Many Gateway employees participate in educational and professional organizations.

Professional Organizations. Gateway also builds its capacity to serve its constituencies by participating in professional organizations. As described on the Accreditation and Memberships sections of the *2008–2010 College Catalog* (▣ RR 1070), Gateway administrators, faculty, and staff hold memberships in a number of educational and professional organizations. Memberships in organizations such as the National Business Incubation Association and the National Coalition of Advanced Technology Centers, for example, provide access to ideas and support for Gateway programs as they engage employers, workforce development agencies, and economic development organizations.

Gateway Foundation Inspiration Grants. Since 2006, the Gateway Technical College Foundation has sponsored an Inspiration Grant program to support student, faculty, or staff projects that support Gateway’s mission or advocacy. Many of the Inspiration Grants awarded to date have connected Gateway to a broader community.

In 2008, for instance, Inspiration Grants funded the following projects:

- the start-up of an online community that allows students to store personal Web sites on a server provided by the grant
- the marketing of a distance learning diabetes education course aimed at professionals
- the collaboration of Gateway engineering and information technology students with Canadian college students
- a program to offer two additional pre-college courses deemed to be the most beneficial to those incarcerated at the Kenosha County Jail
- a program to enhance Gateway’s international exchange program with webcam technology
- a Gateway Science Day to introduce high school and college students to biotechnology through a hands-on laboratory-based scientific process

For a detailed list of 2006 Inspiration Grant projects, read the Inspiration Grant Recommendations (▣ RR 4120).

Foundation Inspiration Grants fund unique projects that support Gateway’s mission.

Government Grants. Gateway also has the commitment and capacity to engage government agencies in order to better fund the college’s service to its constituencies. Gateway’s Institutional Effectiveness division collaborates with other divisions to identify and apply for possible funding. Recent grants awarded to the college have increased the college’s capacity to serve students, employers, and communities. Examples include the following:

- In 2005, the U.S. Department of Labor awarded Gateway a \$900,000 Upgrading the Nation’s Automotive Programs grant to support the Horizon Center for Transportation Technology.

Government grants extend Gateway’s ability to serve its constituencies.

- In 2005, the U.S. Department of Health and Human Services awarded Gateway funds to provide scholarships for economically disadvantaged students in the college's associate degree nursing program. The grant, which has been renewed every year since, amounted to \$210,603 in 2008–2009.
- In 2008, the Wisconsin Department of Workforce Development awarded the Southeastern Wisconsin Workforce Development Board a \$100,000 grant to help fund the training of 50 displaced workers in Gateway's CNC boot camp.
- In 2008, the Regional Workforce Alliance (RWA) of southeastern Wisconsin awarded Gateway and its partners two Workforce Innovation in Regional Economic Development (WIRED) grants funded by the U.S. Department of Labor: a \$94,185 grant to fund the start up of a new industrial machine repair boot camp, and a \$35,000 grant to partner with Sustainable Solutions Inc. (a company located at CATI) and launch the exploratory phase of an IT Architecture and Modeling talent program.
- In April 2009, the National Science Foundation (NSF) awarded Gateway and its partners a \$141,063 grant to develop curriculum and provide advanced instructor training for a program in geexchange (geothermal) drilling.

Read the Gateway Technical College Grants list ([📄 RR 2430](#)) for a comprehensive list of grants awarded for the 2008–2009 academic year.

Summary of Component 5b

Gateway has demonstrated a capacity and a commitment to engage each of the constituencies identified in its mission: students, employers, and communities.

Gateway has resources, services, and learning opportunities to engage its students as they consider attending Gateway, as they pursue their education at the college, and after they graduate. Gateway also has resources, services, and training to engage employers. The college's Workforce and Economic Development Division, in particular, is devoted to helping employers assess current skills of their employees, providing on-site education for the employer, and providing customized training to its employees. When WEDD found its capacity to be challenged, it developed processes to address capacity issues. And finally, Gateway has the capacity to engage and serve the many communities identified in its mission. Resources that allow the college to reach out to its local community at events and activities also allow Gateway to create connections among its constituencies.

Gateway is committed to building technological capacity, engaging professional organizations, and seeking grants; all can ultimately help it better serve the constituencies identified in its mission.

Component 5c:

Gateway demonstrates its responsiveness to those constituencies that depend on its service.

Gateway teaches high school students through the 118.15(1) agreement, Youth Options program, 38.14(3) agreement, and Elkhorn Alternative High School.

Responding to Constituencies

In its college mission, Gateway makes a commitment to “meet the changing needs of students, employers, and communities.”

While the first component in this criterion discussed Gateway’s efforts to learn from its constituencies and the second component discussed Gateway’s capacity to meet constituency needs, this component focuses on Gateway’s response, identifying a number of innovative programs and partnerships that the college has undertaken to meet student, employer, and community needs.

Responding to Students’ Needs

Gateway has developed programs and partnerships to respond to the needs of prospective and current students. Criteria 3 and 4 have already explored Gateway’s responses to students’ needs for learning and other services. This section focuses on how Gateway responds by connections to external entities through high school programs for prospective students; articulation agreements, advanced placement, and reciprocity opportunities for students entering the college; and transfer agreements and career services for students eager to continue their education or enter the workforce after completing their studies at Gateway.

Agreements to Teach High School Students. Gateway partners with local school districts to teach high school students under three State of Wisconsin provisions—Wisconsin Statute 118.15(1), the Youth Options program, and Wisconsin Statute 38.14(3)—as well as through the alternative high school offered in Elkhorn.

State Statute 118.15(1) mandates that Gateway provide programs and services for compulsory-attendance, at-risk high school students. Gateway offers these students an opportunity to earn their high school diplomas or HSEDs in preparation for college, and local school districts pay the tuition. To earn the 17-credit Adult High School diploma offered by Gateway, students must have successfully completed the state-required classes, and at least one-half credit must have been completed at Gateway.

Approximately 12 local school districts contract with Gateway through the 118.15(1) agreement. The school district with the largest participation in the program, with 188 students enrolled in fall 2008, is the Racine Unified School District (RUSD). RUSD students attend courses on Gateway’s Racine campus, and a full-time RUSD counselor is based on the Racine campus to assist them. The RUSD counselor estimates that approximately one-third of these students complete high school degrees.

All 118.15(1) students, whether they complete their high school degrees or not, are exposed to Gateway’s resources. Some graduates continue at Gateway to earn an associate’s degree, and drop-outs are aware of the adult high school resources should they choose to return at a later time. Students

attending Gateway under the 118.15(1) agreement also have the option of participating in Youth Options.

Through the Youth Options program, Gateway offers high school students an opportunity to start earning college credit while still in high school. Youth Options is a state-wide program that allows eligible high school juniors and seniors to enroll in college-level courses at Wisconsin colleges, simultaneously earning credit toward a high school diploma and a college degree. Local school districts pay the tuition. High school students enrolled in Gateway's hotel/hospitality "academy" at the Grand Geneva Resort in Lake Geneva take their Gateway courses through Youth Options, as do many high school students who choose courses on an individual basis.

The Youth Options program allows Gateway and the local school districts to respond to high school students' needs in several ways. First, students are able to take Gateway courses in subjects that their local school districts do not offer. In addition, students benefit by earning college credits before high school graduation. See Table 5.7 for the number of local high school students who have enrolled in Gateway's Youth Options program in recent years.

Table 5.7 Youth Options enrollment at Gateway

| Year | 2005–2006 | 2006–2007 | 2007–2008 |
|---------------------|-----------|-----------|-----------|
| Headcount | 572 | 647 | 334 |
| Courses Enrolled In | 1,016 | 1,171 | 497 |
| Credits Earned | 3,029 | 3,288 | 1,423 |

Source: 2005–2006 (RR 5510b), 2006–2007 (RR 5510a), and 2007–2008 (RR 5510) WTCS Client Report VE216695A

Table 5.7 shows that enrollment in Gateway's Youth Options program declined during 2007–2008. This decrease is attributable to the recent increase in the use of 38.14(3) contracts, rather than the Youth Options program, to offer education to high schools.

Under 38.14(3) contracts, local school districts contract with Gateway to offer technical college courses to high school students, age 16 or over, within the school day. These courses are open only to students within the high school's district, and students passing them earn dual high school/Gateway credit. Nursing assistant and electronics courses are among those offered under this agreement.

Gateway began teaching courses to high school students under 38.14(3) contracts in late spring 2007. Since that time, the number of contracts per year has increased steadily. See Table 5.8.

Table 5.8 38.14(3) high school contract enrollment

| Year | 2006–2007 | 2007–2008 | 2008–2009 |
|---------------------|-----------|-----------|-----------|
| Headcount | 40 | 788 | 1,022 |
| Courses Enrolled In | 3 | 51 | 88 |
| FTEs | 5.33 | 78.17 | 91.89 |

Source: WEDD division

Community Conversation

"Gateway faculty take the time to work with secondary partners."

— Steve Durkin, Counselor

Articulation agreements with local high schools and an advanced standing option allow for recognition of prior learning.

Finally, Walworth County's Alternative High School, which began in 1990 as a way to provide students with a second chance, is the product of a unique partnership including five area high schools and Gateway. The high school is housed in a building on the Elkhorn campus, and many of the students at the Alternative High School also take classes at Gateway. The school has become a model and receives visitors regularly from around the state.

Articulation Agreements and Advanced Standing. To respond to the need of new students to have prior learning recognized by the college, Gateway has both articulation agreements with local high schools and an advanced standing option.

Through articulation agreements, Gateway credit is awarded to local high school students who have successfully completed specified high school courses. Gateway explains its philosophy about articulation and identifies articulation agreements with approximately twenty schools districts in its *2008–2009 Course Transfer Guide* (☞ RR 5310). Gateway has also published the *Earn College Credit in High School* brochure (☞ RR 5320) to identify classes in articulation agreements for students.

Gateway does not track the number of students earning credits through articulation agreements or the number of credits awarded. Doing so would allow the college to better evaluate the effectiveness of the agreements.

Gateway also recognizes and validates prior learning through the advanced standing option. This option exists for students who have extensive work experience in a discipline or extensive course work that is not covered by an articulation agreement. Advanced standing credit can be earned through Gateway testing, College Level Examination Program (CLEP) scores, military transcript evaluation, foreign transcript evaluation, portfolio work, and interviews with instructors. See Table 5.9 for the number of students successfully completing the advanced standing option and the number of credits they have earned through advanced standing in recent years.

Table 5.9 Advanced standing students and credits

| | 2005–2006 | 2006–2007 | 2007–2008 |
|----------|-----------|-----------|-----------|
| Students | 188 | 225 | 202 |
| Credits | 1,220 | 1,340 | 1,273 |

Source: Advanced standing counselor

Data in Table 5.9 shows that students have consistently used the advanced standing option to have their previous learning recognized.

Reciprocity agreements increase affordability for out-of-state students.

Reciprocity Agreements. Reciprocity agreements into which Wisconsin and Gateway have entered respond to the need for affordable education for out-of-state students. Three such agreements apply:

- Wisconsin has a reciprocal agreement with Minnesota. Individuals from Minnesota who wish to attend Gateway may do so at in-state tuition rates.
- Illinois residents employed in Wisconsin, with the approval of their employer, may take courses at Gateway at the Wisconsin tuition rate.
- Through an agreement between Gateway and three Illinois colleges (College of Lake County, McHenry Community College, and Rock Valley Community College), students may be able to attend approved programs in a neighboring state at the in-state tuition rate.

Transfer Agreements with Colleges and Universities. To help respond to the needs of students who want to continue their education after finishing studies at Gateway, Gateway has signed transfer/articulation agreements with close to 40 four-year colleges and universities. These agreements are documented in Gateway's *Transfer Guide* (☞ RR 5360).

A number of Gateway departments have also set up 2+2 articulation agreements that allow students to complete an associate degree at Gateway and transfer to a four-year college with junior standing. Example agreements include the following:

- The Electrical Engineering program has agreements with Marquette University and Milwaukee School of Engineering (MSOE).
- The Hotel/Hospitality Management program has agreements with UW–Stout and George Williams College (Aurora University).
- The Technical Communications program has agreements with UW–Stout and MSOE.

In addition, the General Studies division has a 1+3 agreement with UW–Parkside that enables students to transfer one year of approved General Studies courses taken at Gateway to UW–Parkside.

Student testimonials confirm the benefits of such agreements. For example, the comments of Walter Edwards, a Gateway graduate and field service engineer at GE Healthcare, indicates that he valued the articulation program:

The articulation program between [Gateway] and MSOE was a benefit financially for me because I'm a father who worked and supported my family while striving to attain a higher education, which is financially challenging. Being able to offset some of the cost of a four-year degree at an exceptional learning institution was of high priority for me. [Gateway's] Electrical Engineering Technology program prepared me academically for the course work at MSOE and the support and relationships that have been formed during and after my time at [Gateway] and MSOE are priceless.

Aside from student testimonials, however, Gateway does not have a method to track Gateway graduates who use articulation or transfer agreements to enroll in four-year colleges. To better evaluate the value of these agreements,

A number of agreements facilitate the transfer of Gateway credits to four-year institutions.

Job seekers and employers can connect through an online job board and job fairs.



Community Conversation

“There were over 800 attendees at the 2009 job fair in Elkhorn. That’s an excellent example of Gateway meeting the needs of the community.”

— Jeanne Owen, Facility Management Representative

Gateway’s Institutional Effectiveness division is investigating ways to track Gateway graduate enrollments at four-year colleges.

TechConnect and Job Fairs. Gateway’s Student Success division helps students develop job-seeking skills and connect with job opportunities. One method that Gateway uses to connect students seeking employment with employers is TechConnect (☞ [RR 5260](#)). TechConnect is a statewide job board that employers can use to post positions. The positions are arranged in a number of ways, including by educational program. Students also have the opportunity to connect with potential employers by posting their resumes on TechConnect.

Gateway also hosts and participates in a number of job fairs that provide career information. For instance, Gateway hosts an annual Health Care Employer’s Day that provides information about careers in the health care industry, information about educational opportunities in health care careers, and recruitment opportunities for employers seeking to fill open positions. In 2008, approximately 250 people attended the fairs at which approximately 30 health care providers from southeastern Wisconsin and northern Illinois set up booths.

For many years, the Elkhorn campus and the Walworth County Job Center have jointly hosted a job fair in the spring. The 2009 job fair served 840 job seekers, including many Gateway students, and 24 employers.

Responding to Employers’ Needs

Gateway has also created partnerships and programs to respond to the needs of employers, its second constituency. Of course, because such partnerships often target employee skills and knowledge, they concurrently help Gateway’s other constituencies, including students, economic development communities, and workforce development communities. Boot camps, training provided by Gateway’s WEDD division, and innovative BIZ Squads provide three examples of Gateway’s responsiveness to employers.

Boot Camps. In response to requests from employers (as well as economic development and workforce development organizations) for innovative training and education opportunities, Gateway has developed and implemented computer numerical control (CNC) boot camps (☞ [RR 5030](#)) and welding boot camps (☞ [RR 5150](#)). The boot camps are fourteen- and eight-week certificate programs, respectively. They represent partnerships in which each entity involved plays a vital role:

- Gateway provides expertise in assessment, curriculum development, and education delivery.

- The Kenosha and Racine Workforce Development Centers provide connections with individuals looking for employment, expertise in coaching and job-searching skills, and contacts with area employers.
- Employers have needs for trained CNC operators and welders and have been able to support the program financially and with donated equipment.

Gateway, the workforce development agencies, employers, and students have been satisfied with the outcome of the boot camps. As of 2007, 86 percent of those who enrolled in the seven CNC boot camps completed the program, and 74 percent of those who completed are employed in positions using CNC skills. As of 2007, 83 percent of those who enrolled in the three welding boot camps completed the program, and 60 percent of those who completed are employed in positions using welding skills.

In spring 2009, Gateway also offered a machine repair boot camp that ran for 19 weeks at the Racine campus. This camp taught the essentials of industrial mechanical maintenance. It was developed by Gateway in conjunction with area employers and funded through a Department of Labor WIRED grant.

WEDD Workshops. As discussed in “Workforce and Economic Development Division” on page 202, WEDD uses a variety of techniques to identify customized training needs of employers, and its training offerings demonstrate that WEDD responds to those employers’ needs as well as the needs of the southeastern Wisconsin community. Among many examples of WEDD’s responsiveness to constituencies’ needs are recent workshops on occupational Spanish, lean manufacturing techniques, green business practices, and Microsoft software programs.

Over 100 workshops are offered by WEDD in a typical year. For complete lists of these workshops from recent years, read WEDD’s *Workshop Report* for fiscal years 2007 (☞ RR 5160), 2008 (☞ RR 5160a), and 2009 (☞ RR 5160b).

BIZ Squads. In 2008–2009, Gateway’s business-related programs began offering business-development services to industries in Racine County. Small groups of advanced-level students, called BIZ Squads, work with Gateway faculty to solve challenges in marketing, supervisory management, information technology, accounting, graphic communications, and more. Projects are customized to meet the specific needs of each business. Examples of project deliverables include the development of five-year plans, business



Source: Gateway Technical College (graphic 5_003)

Boot camps provide intensive training for industry-specific employment. A student in the welding boot camp practices welding techniques.

BIZ Squads connect problem-solving teams of Gateway students with employers.

expansion or consolidation plans, and new products or services. This new program has the potential to greatly benefit both students and employers. It supports the businesses in the community while simultaneously offering “real-world,” challenging experiences to students. Read the BIZ Squad brochure (📄 RR 5540) for further details.

Responding to Communities’ Needs

Gateway has also responded to the needs of its communities, its third constituency, with innovative partnerships and programs. Analysis that considered county economic reports, for example, led to partnerships with local school districts, the creation of new course offerings to support entrepreneurship, services at Gateway’s advanced technology centers (ATCs) to support new businesses, and much more—including the establishment of the WEDD division itself in 2006.

Because communities include students and employers, responding to community needs, in a broad sense, benefits all of Gateway’s constituencies. Programs such as the four-year-old kindergarten, Career Pathways, the law enforcement academy, protective services training, and Gateway’s ATCs all have benefits that reach beyond their targeted communities.

Four-Year-Old Kindergarten. In 2006, Gateway and the Racine Unified School District (RUSD) established a partnership to respond to the Racine community’s need for four-year-old kindergarten. Gateway’s Early Childhood Lab contracted with the Racine Unified School District (RUSD) to provide four-year-old kindergarten. In the 2006–2007 and 2007–2008 academic years, 17 and 19 students enrolled in this program, respectively.

This contract responded to RUSD’s need for a site in which four-year-old kindergarten could be offered. The contract also responded to the needs of Gateway students in the Early Childhood Education program, who could serve their field experience in the lab.

Career Pathways. As explained in “PK-16 Educational Communities” on page 203, Career Pathways is a strategy used by the Tech Prep Consortium to provide educators with an organizing tool for curriculum, and students with a more relevant context for learning and obtaining the necessary knowledge and skills for the twenty-first century.

By partnering with local school districts, Gateway assists high schools with identifying and developing Career Pathway programs of study for their students that address the workforce needs of the local economy. Through individual meetings, joint in-service opportunities, workshops, and the PK-16 Summer Institute (refer to “PK-16 Summer Institute” below), Gateway faculty have worked with high schools on their programs of study. The Tech Prep Consortium’s Programs of Study report (📄 RR 5530) delineates the

Gateway partners with the Racine Unified School District to offer four-year-old kindergarten.

progress (completed, in the developmental stage, or identified) of 14 area school districts in their Career Pathway development. Gateway programs are linked to each of the career clusters and pathways listed.

Many of the consortium high schools have formatted their career planning and course guides around the 16 career clusters, identifying articulated courses with the Gateway logo. Two examples are the *Badger High School 2009–2010 Career Planning and Course Guide* (☞ RR 5330) and the *Wilmot Union High School 2009–2010 Career Planning and Course Guide* (☞ RR 5580). As of spring 2009, Badger and Wilmot have each identified over 25 completed programs of study that lead directly to Gateway programs.

Because the Career Pathways program is new, its success is difficult to measure at this time. Still, Gateway recognizes the promise of this collaboration and will continue to work with high school districts to achieve results.

PK-16 Summer Institute. In another initiative to connect with local secondary schools, Gateway has hosted a PK-16 Summer Institute (☞ RR 5420) for middle and high school teachers each summer since 2006. The workshop brings teachers together as teams, or individually, to work on integrated and applied curriculum projects. A Tech Prep grant has funded the training, and teachers who attend can earn college credit through the University of Wisconsin–Whitewater.

In 2007–2008, Gateway publicized the PK-16 Summer Institute to its faculty and the business community, providing another opportunity for collaborations among PK-12 district teachers, Gateway instructors, and community leaders. See Table 5.10 for details about Summer Institute participation.

Table 5.10 Summer Institute participation

| Participants | 2005–2006 | 2006–2007 | 2007–2008 |
|----------------------|-----------|-----------|-----------|
| High School Teachers | 29 | 32 | 64 |
| Gateway Instructors | 0 | 0 | 15 |
| Business Personnel | 0 | 0 | 9 |

Source: PK-16 Relations office

Law Enforcement Academy and Protective Services Training. Gateway’s law enforcement academy, opened February 2008, provides another example of collaboration with local communities that meets the educational and training needs of multiple constituencies. The academy serves the needs of local police and sheriff departments as well as the educational needs of Gateway’s students in the Criminal Justice program.

Through local law enforcement agencies represented on the Criminal Justice program’s advisory committee, Gateway learned about the need for a local academy and agreed to purchase the equipment required to start the academy. Local agencies have pledged to provide further equipment and to send their

Through the Tech Prep Consortium, Gateway and local school districts identify Career Pathways.

Gateway provides training that supports local law enforcement agencies, fire departments, and emergency medical responders.



Community Conversation

“Gateway’s Fire Science department demonstrates teamwork and community involvement. Many of the instructors are members of community fire departments.”

— Gateway Fire Science Instructors

officers for training at the academy. In “Gateway to Open Police Academy” published in the *Gateway Good News* newsletter (☞ RR 1430a), Kenosha County Sheriff David Beth expressed excitement that the academy could save his department money and facilitate the training process for recruits: “We’re excited to no end that Gateway is holding the academy.... The officers who will be doing the training will be local and aware of any situations locally and how departments work together.”

Gateway also responds to the training needs of local law enforcement agencies, fire departments, and emergency medical technicians by offering training and in-services through a collaboration between Gateway’s WEDD and Protective Services division. See Table 5.11 for data on in-services and training provided in 2007–2008.

Table 5.11 2007–2008 Protective Service training

| Service | Classes | Students |
|-----------------|---------|----------|
| EMT | 47 | 2,763 |
| Fire | 109 | 1,742 |
| Law Enforcement | 55 | 1,000 |

Source: Protective Services division

Advanced Technology Centers (ATCs). Gateway’s four ATCs—created and partially funded through a variety of partnerships with businesses and school districts—were developed in response to community organizations’ review of economic development and employment trends. While many offerings at the ATCs are associated to some degree with Gateway’s academic programs, the ATCs were created to enable greater flexibility in offering customized training, assessments, workshops, public presentations, and other services to continuing professionals and the business community.

Each of the ATCs provides education, training, leadership, and technological resources in one or more employment areas experiencing high job growth or rapidly changing technology requiring frequent training upgrades. The four centers have responded to the communities’ needs as follows:

- The Center for Bioscience and Information Technology was created in response to local communities’ needs for education and training in the bioscience production industry and the information technology industry. Partners include Kenosha County and KABA. The center houses biology labs, chemistry labs, information technology labs, an Assessment Center, conferencing facilities, and WGTD (Gateway’s public radio station). It serves as a location for courses supporting information technology and health career students and for professional development workshops. The Assessment Center (refer to “Assessment Center” on page 210) serves students as well as business and industry participants through its various assessment tools. For further details about this center’s activities and results, see Gateway’s *ATC Annual Report: The Center for Bioscience and Information Technology* for 2007 (☞ RR 5550a) and 2008 (☞ RR 5550).

- The Center for Advanced Technology and Innovation (CATI) was created in response to local communities' needs for business incubation, business development, and integrated educational programming. It houses Gateway's business incubation and development center, engineering programs, and a telecommunication training center, in addition to offices of the Racine County Economic Development Center (RCEDC), CATI Inc., and the Racine/Kenosha Small Business Development Center. The business incubation center represents a partnership between Gateway, CATI Inc., RCEDC, the Racine County Workforce Development Center, and the Small Business Development Center. (One success story is the expansion of Alliance Enterprises of SE Wisconsin, LLC, a research facility that is developing a process for removing cholesterol from milk products.)

The Engineering program's location at CATI allows faculty and students to efficiently collaborate with the business incubator tenants on projects. The Engineering department also hosts local, statewide, and regional competitions in robotics and other engineering areas. CATI's third entity, the Belden Regional Training Center, is the result of a partnership with Belden Inc., a manufacturer of telecommunication cabling, where training is offered in planning, designing, and installing structured cabling systems.

For further details about this center's activities and results, see Gateway's *ATC Annual Report: The Center for Advanced Technology and Innovation (CATI)* for 2007 (☞ RR 5560a) and for 2008 (☞ RR 5560).

- The Horizon Center for Transportation Technology was created in response to local communities' need for education and training in automotive and aviation technologies. This ATC was developed through a partnership with Snap-on, the Wisconsin Automobile and Truck Dealers Association, the Kenosha Unified School District, and local and state workforce and economic development partners. The center houses resources for the NATEF-certified automotive programs, an auto diagnostics certification program, and aeronautics-pilot training. It offers training and education to high school students, college students, and career professionals. In fact, Gateway faculty and staff collaborated with Snap-on employees to develop the first Snap-on Diagnostic Technician Certification Center at the Horizon Center. Diesel certification and torque certification have also been jointly developed with Snap-on and other colleges across the country that are members of the Snap-on S-TECH college network. For further details about this center's activities and results, see the *Horizon Center 2007–2008 Community Progress Report* (☞ RR 5570).
- The LakeView Advanced Technology Center (LATC) was created in response to communities' needs for better training in manufacturing technology and for better training of high school students. Gateway, the Kenosha Unified School District, KABA, and Kenosha County provide oversight for the ATC through an executive committee. The center houses the Lakeview Technology Academy high school as well as Gateway's

Four advanced technology centers (ATCs) provide education, training, leadership, and technological resources.

automated manufacturing, engineering, and information technology programs. Scheduling, planning, and budget responsibilities are shared between the school district and Gateway. During the morning, Gateway partners with the school district to provide dual-enrollment courses to high school students, allowing high school students to earn 18 to 21 college credits prior to graduation from high school. In the late afternoon and evening, Gateway uses the facility to offer courses in automated manufacturing, computer aided drafting, and programming for manufacturing and degree-seeking adult students.

Summary of Component 5c

Gateway has responded to its constituencies' needs by developing innovative programs and forming partnerships.

Gateway responds to the needs of prospective students and new students. By partnering with school districts, Gateway responds to its students' learning needs through programs that provide high school students access to higher education and agreements to recognize their prior learning. By partnering with communities that neighbor its district and state to form reciprocity agreements, Gateway responds to its students' needs for affordable access to higher education. By partnering with four-year institutions to create transfer agreements, Gateway responds to its students' needs for lifelong learning.

Gateway also responds to the needs of employers. Boot camps and WEDD training both respond to needs of employers and communities for specialized training to keep employers competitive and develop workers' skills.

Finally, Gateway responds to the needs of its communities. Gateway's partnerships with school districts have provided learning opportunities for young children as well as learning plans for older children to follow. Gateway's academies and training for community protective service agencies help these professionals keep their communities safe. Gateway's ATCs use partnerships with employers and communities to offer training focused on growing technologies and incubation programs to promote new businesses.

Component 5d:

Internal and external constituencies value the services Gateway provides.

Understanding the Value of Gateway's Services

In its mission, Gateway commits to serving its constituencies by providing education, training, leadership, and technological resources. That its internal and external constituencies value Gateway's services is demonstrated by its constituencies' requests for these services as well as by the feedback that Gateway receives from surveys, focus groups, and interviews.

Value Indicated by Students

Gateway monitors whether students value their overall educational experience at Gateway as well as how much students value specific services the college provides. Enrollment statistics, student survey data, and student testimonials help Gateway understand the degree to which students value the services the college provides.

The number of students who enroll at Gateway suggests that students living in Gateway's district value a Gateway education. Within three years of graduating, approximately one-quarter of high school graduates in Gateway's district enroll at Gateway. See Table 5.12.

Approximately one-quarter of in-district high school graduates enroll at Gateway within three years of graduating.

Table 5.12 District high school graduates enrolling at Gateway

| Year of Graduation | Total District Grads | District Grads | | Total State Grads | State Grads | |
|--------------------|----------------------|-----------------------------------|-----------------------------|-------------------|-----------------------------|-----------------------------|
| | | District Grads Who Attend Gateway | Who Attend Any WTCS College | | Who Attend Any WTCS College | Who Attend Any WTCS College |
| 2003 | 4,885 | | | 63,326 | | |
| Directly | | 902 (19%) | 1,125 (23%) | | 15,270 (24%) | |
| 1 year out | | 447 (9%) | 601 (12%) | | 7,231 (11%) | |
| 2 years out | | 267 (6%) | 398 (8%) | | 4,880 (8%) | |
| Total | | 1,616 (33%) | 2,124 (43%) | | 27,381 (43%) | |
| 2004 | 5,075 | | | 66,641 | | |
| Directly | | 902 (18%) | 1,108 (22%) | | 14,314 (22%) | |
| 1 year out | | 409 (8%) | 548 (11%) | | 6,975 (11%) | |
| 2 years out | | 144 (3%) | 247 (5%) | | 4,084 (6%) | |
| Total | | 1,455 (29%) | 1,903 (38%) | | 25,373 (38%) | |
| 2005 | 5,258 | | | 66,891 | | |
| Directly | | 849 (16%) | 1,067 (20%) | | 14,016 (21%) | |
| 1 year out | | 283 (5%) | 408 (8%) | | 5,858 (9%) | |
| 2 years out | | 116 (2%) | 218 (4%) | | 3,864 (6%) | |
| Total | | 1,248 (24%) | 1,693 (32%) | | 23,738 (35%) | |
| 2006 | 5,057 | | | 63,919 | | |
| Directly | | 611 (12%) | 775 (16%) | | 12,494 (20%) | |
| 1 year out | | 241 (5%) | 360 (7%) | | 5,692 (9%) | |
| Total | | 852 (17%) | 1,135 (22%) | | 18,186 (28%) | |
| 2007 | 5,026 | | | 64,907 | | |
| Directly | | 583 (12%) | 754 (15%) | | 12,219 (19%) | |

Sources: PK-16 Relations office (RR 5430 and RR 5430a)

Still, as can be seen from the data in Table 5.12, high-school-to-technical-college enrollment has been decreasing both at Gateway and across the WTCS system. Strengthening this enrollment is a priority for the college. The Vision 2012 goal of increasing precollege opportunities for high school students includes strategies of developing a uniform credit transfer process for all secondary partners; providing scholarship opportunities for high school students; and strengthening marketing, recruitment, and transition services for secondary school partners who request them. To read about recruitment activities targeted at high school students, refer to "Recruitment" on page 207.

Once students begin taking classes at Gateway, the college tracks the value that they place on services, education, and training by administering surveys. As mentioned in “Current Students” on page 200, the college uses the *Noel-Levitz Student Satisfaction Inventory* to learn from current students and *Graduate Follow-up Survey* to learn from recent graduates. The satisfaction of current students with many services provided by the college has been documented throughout Criterion 3 and Criterion 4. According to the summaries in the 2003 (▣ RR 1260b), 2005 (▣ RR 1260a), and 2007 (▣ RR 1260) *Noel-Levitz Student Satisfaction Inventories*, Gateway students express as much satisfaction with their education as do students at other community colleges. The satisfaction of recent graduates with their training (see Table 4.8 on page 188) is high: each year between 2006 and 2008, 95 to 96 percent of graduates reported satisfaction with their training.

Testimonials from students and graduates also indicate that they value their Gateway education and training. Student testimonials regarding specialized training such as the boot camps have been featured in the *Gateway Good News* newsletter (▣ RR 1430a) and local newspaper articles like “Changed Lives” (▣ RR 5020). On the Gateway website (<http://www.gtc.edu>), most programs post student and graduate testimonials or a career video that includes testimonials. Whether students pursued a career in their chosen profession or further education, their testimonials reflect confidence that Gateway prepared them for their futures. For example, Vito Antonacci, a graduate of Gateway’s Air Conditioning, Heating, and Refrigeration Technology program, observed that he was prepared for his work as a building engineer: “Those classes prepared you most because instructors used components and parts already used in the field. The instructors are great, especially since they’ve worked in the field. It’s not just theory—when they talk about it, they actually did it.” As another example, Betty Majeski, a graduate of Gateway’s Accounting program, commented that Gateway prepared her to continue her education: “One professor—a CPA with a major accounting firm—said, ‘I’d take students from Gateway anytime, if they’re all like you.’ That was a real compliment to me and to Gateway.”

Value Indicated by Employers

Gateway’s WEDD also monitors whether employers and other clients value the training and services they provide. Conducting impact surveys, monitoring repeat clients, and examining employer requests for training all provide useful information.

Each year, WEDD requests that its clients complete its Impact Evaluation Survey evaluating the training or services that the college provided. For the 2006, 2007, and 2008 surveys, the response rate has been 33, 29, and 22

*Employers value the training
their employees receive
through WEDD.*

percent, respectively. Overall, WEDD found that employers were very satisfied with the training that their employees received. See Table 5.13.

Table 5.13 WEDD Impact Evaluation Survey results

| Survey Question | Satisfaction | | |
|---|--------------|-------------|--------------|
| | 2006 | 2007 | 2008 |
| How satisfied are you with the types of training offered through the Workforce and Economic Development Division? | 51/53 (96%) | 37/38 (97%) | 38/40 (95%) |
| The training provided a good return on investment. | – | 36/38 (94%) | 29/31 (94%) |
| I would send additional employees for training. | – | 37/38 (97%) | 25/29 (86%) |
| Overall, I feel that the training session was beneficial. | – | 37/38 (97%) | 31/31 (100%) |

Source: 2006 (RR 5060b), 2007 (RR 5060a), and 2008 (RR 5060) WEDD Impact Evaluation Surveys

Following up on the third question in the above table, WEDD maintains a list of repeat customers (▣ RR 5380). Between 2000–2008, 203 employers have contracted with WEDD for customized training or attended WEDD professional development workshops in multiple fiscal years. WEDD considers the willingness of employers to send employees for additional training an important indicator of the value of its training.

Another indicator that employers and others value the training and services offered by the college is that they request that Gateway expand its training and service offerings. For example, after noticing that Gateway's CNC boot camps were graduating qualified CNC operators after intensive training, employers in welding and other industries requested that the college offer boot camps providing training for other professions. Gateway has offered a number of welding boot camps, and an industrial machine repair boot camp was launched in spring 2009.

Overall, WEDD uses a number of methods to track the value that its clients place on its training and services, and these methods indicate that clients indeed value WEDD's services.

Value Indicated by Communities

Finally, Gateway monitors whether various communities value the education, training, technical, and leadership resources the college provides. Because of the number and nature of the services that Gateway provides the community, it can be difficult at times to collect data that indicates how much value communities place on specific services. Still, invitations to participate in community development activities and testimonials from community leaders suggest that communities do value Gateway's services.

The value of Gateway to the PK-16 community, economic development communities, and workforce development communities is suggested in participation data, invitations for partnerships, and testimonials. There is an

Community Conversation

"Gateway is sensitive. It evaluates community, business, industry, and student needs and designs curricula accordingly, in a timely manner."

— Kenosha Area Business Leaders

Testimonials and participation rates in Gateway activities attest to Gateway's value to its communities.

opportunity for the college to further quantify its value to some of these communities by incorporating approaches similar to WEDD's Impact Evaluation Survey. For instance, an annual impact survey of PK-12 school districts the college serves could provide data that enables Gateway to be more responsive to their changing needs.

Still, evidence indicates that Gateway's responses to communities' needs are valued. For instance, participation has been increasing at Gateway's PK-16 Summer Institute (see Table 5.10 on page 227), and data in annual reports for the Advanced Technology Centers (ATCs) indicates that communities are using those facilities and resources.

Also, invitations for Gateway to participate in economic and workforce development activities reflect the college's value as a partner. As discussed in "Learning from Communities" on page 203, Gateway representatives sit on many workforce and economic development boards, and the college is often asked to contribute services and resources in the various development plans.

Recent economic conditions have made Gateway's participation especially significant. One example is the leadership Gateway's president has provided by serving as a member of a special task force appointed by the mayor of Kenosha to examine and position the Kenosha Chrysler engine plant for retraining approximately 800 dislocated workers. This task force included local, state, and national government officials as well as the Chrysler and Fiat companies. Similarities to the story told by Wisconsin Senator Robert Wirth

(refer to page 25) about Gateway's role in seeing the community through plant shut-downs in the 1980s underscore the value that Gateway offers its communities.



Source: Gateway Technical College (graphic 5_001)

Gateway and the Southeastern Wisconsin Workforce Development Board collaborate on many projects. Here, they receive a grant from Wisconsin Secretary of Workforce Development Roberta Gassman for workforce training.

Another testimonial that speaks to Gateway's vital role in its economic and workforce development communities appeared in "Racine County to Study Work Force" (☞ RR 5390), a *Milwaukee Journal-Sentinel* article from 2007: Racine County Executive Bill McReynolds noted the benefits of Gateway to the workforce and economic development in Racine County, stating, "I believe that the one institution that can have the greatest influence on us is Gateway Technical College."

While announcing a Grow grant (☞ RR 5520) that would fund a collaboration between Gateway and the Southeastern Wisconsin

Workforce Development agency in support of the CNC boot camps, Wisconsin's Department of Workforce Development Secretary Roberta

Gassman also pointed to the value of such partnerships: “This workforce training initiative we are launching today will provide CNC operation and set-up training for at least 50 entry-level workers, dislocated workers and incumbent workers to help them boost their skills and step up the career ladder to meet the needs of area employers.”

At the same time that the college is providing services to PK-16, economic development, and workforce development communities, it is also serving many other communities with resources, events, and activities sponsored by various programs and student organizations. The responsibility for monitoring the value of these events and activities falls to the programs and student organizations, who use various evaluation methods. Generally, student organizations track attendance or conduct informal evaluations such as testimonials to judge the value of an event. In most cases, the organizations themselves determine whether an event will continue; however, a report is required for organizations wishing to reapply for funding an event through a Gateway Foundation Inspiration grant (refer to “Gateway Foundation Inspiration Grants” on page 218 to read more about this grant).

Testimonials indicate that local communities also value the resources and services that Gateway provides. A 2008 thank-you note from Kevin Bush, Chief of Training in the Racine Fire Department, provides a concluding example of how Gateway’s services are appreciated by local employees and employers:

Good morning to all,

I wish to express my sincere thanks and appreciation for the assistance that Gateway Technical College provided this weekend regarding our firefighter line of duty death seminar. The seminar featured District Chief John Sullivan of the Worchester, Massachusetts Fire Department as well as Battalion Chief Don Phillips of the Green Bay Fire Department. They spoke with great openness and honesty on line of duty deaths which occurred within their respective departments. Since this type of firefighter death in the United States numbers over 100 each year, the topic has great importance as you may imagine. A total of 108 fire service personnel attended.

The Great Lakes room was the perfect venue and many positive comments were heard regarding that. The technology in the room operated without fail. Faye Miller and her culinary staff and students served an outstanding meal for lunch. Attendees were very pleased with the quality and quantity of lunch. Facilities personnel provided the garage area so the Racine Fire Department could park two Engine companies inside the building as these members attended the seminar. This is critical in the cold weather as Engine companies carry water that would freeze if they are parked outdoors.

We are proud to showcase our local technical college to fire service professionals who visit Racine.

Best regards,
Kevin Bush
Chief of Training
Racine Fire Department

Summary of Component 5d

Gateway's constituencies value the services that Gateway provides. Enrollment, survey results, and testimonials all suggest that students value a Gateway education. Meanwhile, employers' value of Gateway's training and resources is suggested by the satisfaction indicated in surveys and the repeated use and request for services. While it is sometimes difficult to measure the many communities' value of Gateway, their use of Gateway's services, requests to partner with the college, and testimonials confirm that the education, training, leadership, and technological resources the college provides are valued.

Findings

In studying its engagement with its constituencies and the ways that it serves them, Gateway has learned the following:

- Gateway has been successful in engaging and learning from its constituencies—students, employers, and communities. The college engages prospective students, active students, and recent graduates so that it can learn how to best serve them. It engages employers both to learn what they expect students from the college’s occupational programs to know and to learn what training they need for current employees. It engages PK-16 educational communities, economic development communities, workforce development communities, and other local communities in order to learn their needs.
- As the college learns from its constituencies about their needs, it analyzes its capacity to serve its various constituencies. While it is fortunate to have the capacity to meet many of its constituencies’ needs, the college should continue to develop and monitor processes that ensure it has and can identify resources to meet its constituencies’ needs in a timely manner.
- The college is responsive to its students’ needs for mobility. It responds by offering the Youth Options program and programs through the 118.15(1) and 38.14(3) agreements that provide high school students access to higher education. Gateway students can also use articulation agreements or advanced standing to have prior learning recognized by Gateway, and they can take advantage of transfer agreements when continuing their education at four-year colleges.
- While Gateway has created transfer agreements with four-year colleges, it needs to ensure that these agreements are clearly communicated to students and that it tracks students’ use of the different agreements.
- The college has responded to the needs for training workers and developing economic opportunities in its district with innovative programs such as the SC Johnson Waxdale campus and the Advanced Technology Centers. Such initiatives demonstrate the college’s willingness to form partnerships that benefit its partners, its constituencies, and itself.
- Matching a trend seen across the state at WTCS colleges, high school students have lately been less likely to attend Gateway within their first three years of high school graduation. In response, Gateway has targeted marketing initiatives and is increasing ties to PK-12 schools. Working within the Tech Prep Consortium, Gateway is also involved in Career Pathways initiatives that may eventually increase high school transfer.
- Gateway’s constituencies value Gateway’s services; this is evident in their use of the services, their satisfaction expressed on a number of surveys, and their comments and testimonials.

Vertical line separator

CONCLUSION: Formal Requests



Overview

This conclusion formally requests continued accreditation for Gateway Technical College as well as approval to add new online programs.

| Section... | Page... |
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| Formal Request for Continued Accreditation | 239 |
| Formal Request for Approval of Additional Online Programs | 239 |

Formal Request for Continued Accreditation

Gateway Technical College respectfully requests continued accreditation by The Higher Learning Commission (HLC), a Commission of the North Central Association of Colleges and Schools, for a period of ten years.

While conducting its self-study, Gateway has concluded that it meets the HLC's five criteria and has identified its strengths, concerns, and challenges related to these criteria. See Table C.1 for the page on which to read findings for each criterion.

Table C.1 Index of findings for each criterion

| Findings for criterion | Page... |
|------------------------|---------|
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| 5 | 237 |

Formal Request for Approval of Additional Online Programs

Gateway Technical College respectfully requests approval by The Higher Learning Commission (HLC), a Commission of the North Central Association of Colleges and Schools, to offer two additional programs—Graphic Communications and IT–Web Developer/Administrator—as online (Internet-based) programs.

For details about this request for an institutional change, refer to “Appendix E: Request for Institutional Change–New Online Programs” on page 269.

APPENDIX A: Participants in Gateway's HLC Project



Overview

Gateway Technical College appreciates the time and commitment of the following people to the HLC self-study process.

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| Criteria Committee Members | 242 |
| Other Committee Members | 244 |

Steering Committee Members

| Name | Self-Study Role |
|-------------------|--|
| Bryan Albrecht | College President |
| Richard Barribeau | Editor |
| Soheila Brouk | Conversation Leader |
| Deborah Davidson | Criterion 5 Chair |
| Robert Domes | Resource Room Chair |
| Robert Formanek | Conversation Leader |
| Zina Haywood | Executive Vice President/Provost for Academic and Campus Affairs |
| Kathy Henning | Editor |
| Jayne Herring | Communications Chair |
| Meg Hunter | Criterion 3 Chair |
| Cyndean Jennings | Conversation Leader |
| Grace Kragness | Criterion 4 Chair |
| Pat Smoody | Self-Study Co-Chair |
| John Thibodeau | Self-Study Co-Chair |
| Rebecca Vail | District Board Member |
| Anne Whynott | Criterion 2 Chair |
| Julie Whyte | Criterion 1 Chair |
| Marylin Wikner | Administrative Assistant |

Criteria Committee Members

Criterion 1 Committee

| Name | Title |
|-------------------|--|
| Julie Whyte | Assistant to President/Coordinator of Accountability Reporting |
| Susan Debe | Assistant to CFO |
| Theresa Gogola | Counselor |
| Doris Groom | Instructor |
| Barbara Henken | Director of Human Resources-Employee Relations |
| Mary Ann Kolis | Instructor |
| Mary Koster | Advanced Standing Counselor |
| Raymond Koukari | Associate Dean |
| Kathleen Laybourn | Adjunct Instructor |
| Terry Simmons | Vice President of Student Success |

Criterion 2 Committee

| Name | Title |
|---------------------|--|
| Anne Whynott | Associate Vice President of Research, Planning, and Development |
| Beverly Hansen | Controller |
| Edward Knudson | Executive Director of Workforce Economic Development Division |
| Debbie Miller | Director of Human Resources, Employment, Compensation, and Benefits |
| Larry Paruszkiewicz | Director of Building and Technology Services, Elkhorn and Burlington |
| Tina Schmitz | Director of Budget and Internal Audit |
| John Stewart | Instructor |
| Syed Saad Yousuf | Instructor |
| Mark Zlevor | CFO and Vice President/Administration |

Criterion 3 Committee

| Name | Title |
|-------------------|---|
| Meg Hunter | Instructor |
| Ardis Burke | Instructor |
| Nancy Chapko | Instructional Designer/Student Learning Coordinator |
| Gary Flynn | Learning Resource Manager |
| Ann Henderson | Dean of Racine Campus Affairs |
| Jeffrey Johnson | Research Specialist |
| Vanessa Kramasz | Instructor |
| Tedd Lupella | Instructor |
| Robert Meuret | Instructor |
| Judith Olmsted | Instructor |
| Craig Schambow | Instructor |
| Donald Zakutansky | Instructor |

Criterion 4 Committee

| Name | Title |
|--------------------|---|
| Grace Kragness | Dean of Business, IT, and Service/Elkhorn Campus Affairs |
| Jill Fall | Instructor |
| Patricia Jansky | Campus Program Associate |
| Bernard O'Connell | Dean of General Studies |
| Randal Reusser | Instructor |
| Jeffrey Robshaw | Vice President of Learning Innovation/Chief Information Officer |
| Katherine Saunders | Program Effectiveness Specialist |
| Linda Spaulding | Instructor |
| Sandra Weber | Instructor |
| Fadi Zaher | Instructor |

Criterion 5 Committee

| Name | Title |
|--------------------|--|
| Deborah Davidson | Vice President of Workforce Economic Development Division |
| Julie Dresen | Grant Development Specialist |
| Gerald Fox | Instructor |
| Claudia Grace | Learning Consultant at SC Johnson |
| Laura Knudson | Instructor |
| Donna Kuzniar | Research Specialist |
| Diane Labanowsky | Instructor |
| Jacqueline Love | Dean of Protective Services and Hospitality Division/Burlington Campus |
| Pamela See | Instructor |
| Stephanie Sklba | Vice President of Community and Government Relations |
| Sandra Thurmond | Workforce Economic Development Division Associate |
| Rosemary VanTreeck | Instructor |
| Kenneth Vetovec | Foundation Development Director |
| Susan Walther | Administrative Assistant |
| William Whyte | Vice President of Human Resources |

Other Committee Members

Communication Committee

| Name | Title |
|------------------|---|
| Jayne Herring | Director of Marketing and Communications |
| Lee Colony | Marketing Communication Specialist |
| Sandra Gray | Graphic Designer |
| Kristin Gunia | Marketing Specialist |
| Reyna Ibarra | Divisional General Studies Associate |
| David Cole | General Manager of WGTD |
| Gregory Lebrick | Student Communication Specialist |
| Kathryn Nordhaus | Instructor |
| Patricia Repka | Assistant to the Executive Vice President/Provost for Academic and Campus Affairs |
| Denise Schneider | Administrative Assistant, Office of the President |
| Mark Stevens | Shipping and Receiving Technician |
| James Wells | Technical Specialist |

Conversation Committee

| Name | Title |
|------------------|--|
| John Thibodeau | Associate Vice President of Student Learning |
| Sohelia Brouk | Instructor |
| Bob Formanek | Instructor |
| Cyndean Jennings | Counselor |

Resource Room Committee

| Name | Title |
|-------------------|--|
| Robert Domes | Learning Resource Technician |
| Vickie Adams | Campus Affairs Associate |
| Marvin Campbell | Computer Lab Technician |
| Suzanna Elrod | Instructor |
| Paulette Jenrette | Assistant to the Vice President of Human Resources |
| Tom Kressin | Instructor |
| Barbara Micheln | Instructor |
| Jim Schneider | Conference Center Manager |

APPENDIX B: Institutional Snapshot



Overview

The data sets in this appendix provide an overview of Gateway Technical College's overall scope and the nature of its operations.

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Student Demography Headcounts

Gateway offers technical diplomas and associate degrees. Its students are all classified as undergraduate students.

Enrollments by Class Levels

Table B.1 Enrollments by class levels

| Class Level | Fall Semester 2007 | Fall Semester 2008 |
|-------------|--------------------|--------------------|
| Freshman | 3,759 | 3,662 |
| Sophomore | 2,176 | 2,391 |
| Special* | 5,295 | 5,103 |

* Special students include ABE, GED, HSED, adult high school students, and non-degree seeking students.

Enrollments by Degree-Seeking Status

Table B.2 Enrollments by degree-seeking status

| Status | Fall 2007 | Fall 2008 |
|---------------------------------|-----------|-----------|
| Total Degree-Seeking | 6,133 | 6,053 |
| Gender | | |
| Female | 4,014 | 3,926 |
| Male | 2,119 | 2,127 |
| Race/Ethnicity | | |
| Nonresident alien | 0 | 0 |
| Race and ethnicity unknown | 75 | 51 |
| Hispanic of any race | 513 | 548 |
| American Indian | 33 | 38 |
| Asian/Pacific Islander | 85 | 92 |
| Black, non-Hispanic | 712 | 759 |
| White | 4,715 | 4,565 |
| Total Non-Degree-Seeking | 1,453 | 1,166 |
| Gender | | |
| Female | 686 | 555 |
| Male | 767 | 611 |
| Race/Ethnicity | | |
| Nonresident alien | 0 | 0 |
| Race and ethnicity unknown | 48 | 28 |
| Hispanic of any race | 142 | 100 |
| American Indian | 14 | 3 |
| Asian/Pacific Islander | 22 | 16 |
| Black, non-Hispanic | 124 | 57 |
| White | 1,103 | 962 |

Age Range

Table B.3 Age range

| Age Range* | Fall 2007 | Fall 2008 |
|--------------|-----------|-----------|
| 24 and under | 1,074 | 1,168 |
| 25 and older | 541 | 656 |

* Source: IPEDS, full-time students only

Residency Status

Table B.4 Residency status

| Class Level | Fall 2007 | Fall 2008 |
|-----------------------|-----------|-----------|
| In-state resident | 6,978 | 6,761 |
| Out-of-state resident | 70 | 45 |
| Non-US resident | 0 | 0 |

Student Recruitment and Admissions

Applications, Acceptances, and Matriculations

Table B.5 Applications, acceptances, and matriculations

| Class Level | Fall 2007 | Fall 2008 |
|------------------------|-----------|-----------|
| Freshman | | |
| Applications | 7,086 | 7,575 |
| Acceptances | 5,618 | 5,643 |
| Matriculations | 3,981 | 4,066 |
| Undergraduate Transfer | | |
| Applications | 1,138 | 964 |
| Acceptances | 1,022 | 895 |
| Matriculations | 797 | 723 |

Standardized Test Scores

Table B.6 Standardized test scores

| Test* | Fall 2007 | Fall 2008 |
|-----------------------|-----------|-----------|
| Mean Compass Score | | |
| Reading | 77.4 | 78.1 |
| Writing | 58.5 | 59.2 |
| Math | 46.3 | 45.7 |
| Mean Asset Score | | |
| Reading | 36.6 | 35.0 |
| Writing | 35.9 | 34.5 |
| Math | 36.9 | 35.5 |
| Mean ACT Score | | |
| Reading | 19.9 | 19.2 |
| Writing | 18.6 | 18.0 |
| Math | 19.2 | 18.8 |
| Mean Accuplacer Score | | |
| Reading | 82.2 | 80.1 |
| Writing | 87.9 | 81.9 |
| Math | 78.8 | 73.2 |
| Mean SAT Score | | |
| Reading | 530.0 | 580.0 |
| Writing | 537.5 | 515.0 |
| Math | 425.0 | 485.0 |

* Tests are listed in order of frequency of use.

Financial Assistance for Students

Applications for Financial Aid

Table B.7 Applications for financial aid

| Category | Fall 2007 | Fall 2008 |
|---|-----------|-----------|
| Percentage of students applying for aid | 77% | 98% |

Financial Assistance, Degree-Seeking Students

Table B.8 Financial assistance, degree-seeking students

| Category | Fall 2007 | Fall 2008 |
|--|-----------|-----------|
| Total number of students receiving assistance | 3,470 | 4,004 |
| Percentage of students receiving assistance | 59% | 66% |
| Percentage of total enrollment receiving each category of assistance | | |
| Loans | 39% | 58% |
| Work study | 5% | 6% |
| Scholarships/grants | 44% | 49% |
| Academic-based/merit-based scholarships | 1% | 1% |

Tuition Discount Rate

Table B.9 Tuition discount rate

| Class Level | Fall 2007 | Fall 2008 |
|---|-------------|-------------|
| I = Institutional financial aid dollars awarded for tuition | \$6,431,571 | \$8,368,945 |
| P = Payments of tuition expected of students and their external aid | \$2,463,642 | \$3,303,471 |
| Total discount rate percentage | 72% | 72% |
| TDR = I/(I + P) | | |

Student Retention and Program Productivity

Returning Full-Time Students

Table B.10 Returning full-time students

| Category | Entering in Fall 2007 | Returning in Fall 2008 | Percentage |
|---|-----------------------|------------------------|------------|
| Total | 454 | 278 | 61% |
| Race/Ethnicity | | | |
| Nonresident alien | 0 | 0 | – |
| Race and ethnicity unknown | 4 | 2 | 50% |
| Hispanic of any race | 29 | 14 | 48% |
| American Indian or Alaska Native | 2 | 1 | 50% |
| Asian | 4 | 3 | 75% |
| Black or African American | 35 | 15 | 43% |
| Native Hawaiian or Other Pacific Islander | 0 | 0 | – |
| White | 379 | 242 | 64% |
| Two or more races | 1 | 1 | 100% |

Students Earning Graduate and Professional Degrees

This category does not apply to Gateway.

Graduates by Program

Table B.11 Graduates by program

| Program (CIP Codes) | Fall 2007 Graduates | Fall 2008 Graduates |
|---|---------------------|---------------------|
| Agriculture/Natural Resources (1,3) | 18 | 23 |
| Architecture/Engineering/Engineering Technology (4,14,15) | 54 | 66 |
| Biological & Physical Science (26, 40, 41) | 5 | 7 |
| Business (52) | 156 | 149 |
| Communications/Communication Technology/Fine Arts (9, 10, 50) | 51 | 32 |
| Education/Library Science (13, 21, 25) | 26 | 25 |
| Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54) | 11 | 8 |
| Health (51) | 1,380 | 1,269 |
| Law (22) | 0 | 0 |
| Mathematics/Computer Science (11, 27) | 70 | 66 |
| Military Technology/Protective Services (29, 43) | 90 | 65 |
| Personal Services/Consumer Services/Fitness (12, 19, 31) | 75 | 60 |
| Psychology/Social Sciences & Services (42, 44, 45) | 0 | 0 |
| Trades/Production/Transportation Health (46, 47, 48, 49) | 72 | 86 |

Licensure and Certification Examination Results

Table B.12 Licensure and certification examination results

| Discipline | Test | Pass Rate, 2008 |
|--|---|--|
| Barber/ Cosmetologist | Wisconsin State Board Barber/ Cosmetology Practitioner Licensure Examination | 95% |
| Emergency Medical Technician | National Registry Certification Exam | <u>EMT Basic</u> : 71% <u>EMT Intermediate</u> : 100% <u>EMT Paramedic</u> : 72% |
| | Wisconsin State Certification Exam | <u>EMT Intermediate Technician</u> : 93% |
| Fire Protection Technician | Wisconsin Firefighter 1 Exam | <u>Firefighter 1</u> : 66.5% |
| | Wisconsin Firefighter 2 Exam | <u>Firefighter 2</u> : 86% |
| | Wisconsin Fire Inspector Exam | <u>Fire Inspector</u> : 69% |
| Health Information Technology (HIT) | American Health Information Management Association (AHIMA) National Certification Exam | 100% |
| Medical Assistant | American Association of Medical Assistant (AAMA) Exam | 86% |
| Nursing (ADN) | National Council State Boards of Nursing exam (NCLEX) | 87.5% |
| Nursing Assistant | Wisconsin Nursing Assistant Competency Test | 96% written test 90% skills test |
| Physical Therapist Assistant | American Physical Therapy Association (APTA) licensing exam | 100% |
| Radiography | American Registry of Radiologic Technologists (ARRT) registry exam, Wisconsin | 90% |

Faculty Demography

Faculty Headcount by Degree Level

Table B.13 Faculty headcount by degree level

| Degree Level | Full-Time* | Part-Time* |
|--------------------|------------|------------|
| Doctorate | 10 | 7 |
| Master's | 167 | 82 |
| Bachelor's | 59 | 95 |
| Associate | 0 | 0 |
| No college degree† | 31 | 68 |

* Faculty who teach in more than one area are counted multiple times.

† Refer to "Faculty Certification" on page 126 for an explanation of faculty with no college degree.

Faculty Headcount by Category

Table B.14 Faculty headcount by category

| Category | Full-Time | Part-Time* |
|---|-----------|------------|
| Race/Ethnicity | | |
| Nonresident alien | 0 | 0 |
| Race and ethnicity unknown | 0 | 0 |
| Hispanic of any race | 4 | 17 |
| American Indian or Alaska Native | 2 | 2 |
| Asian | 8 | 1 |
| Black or African American | 10 | 14 |
| Native Hawaiian or Other Pacific Islander | 0 | 0 |
| White | 234 | 435 |
| Two or more races | – | – |
| Gender | | |
| Female | 149 | 218 |
| Male | 109 | 217 |
| Rank | | |
| Probationary instructor | 37 | – |
| Instructor | 229 | 435 |

* Part-time numbers include all adjunct faculty who worked during 2008–2009, regardless of the number of hours worked. They do not include permanent faculty who took on extra assignments.

Faculty Headcount by Program

Table B.15 Faculty headcount by program

| Program (CIP Codes) | Full-Time | Part-Time |
|---|-----------|-----------|
| Agriculture/Natural Resources (1,3) | 2 | 2 |
| Architecture/Engineering/Engineering Technology (4,14,15) | 17 | 6 |
| Biological & Physical Science (26, 40, 41) | 12 | 4 |
| Business (52) | 31 | 11 |
| Communications/Communication Technology/Fine Arts (9, 10, 25, 50) | 25 | 23 |
| Education/Library Science (13, 21, 25) | 2 | 5 |
| Humanities/Interdisciplinary (5, 16, 23, 24, 30, 38, 39, 54) | 2 | 5 |
| Health (51) | 62 | 57 |
| Law (22) | 0 | 0 |
| Mathematics/Computer Science (11, 27) | 23 | 14 |
| Military Technology/Protective Services (29, 43) | 6 | 17 |
| Personal Services/Consumer Services/Fitness (12, 19, 31) | 6 | 1 |
| Psychology/Social Sciences & Services (42, 44, 45) | 9 | 17 |
| Trades/Production/Transportation Health (46, 47, 48, 49) | 20 | 1 |

Instructional Resources and Information Technology

Table B.16 Instructional resources and information technology

| Resource | Technology Available Across District |
|---|--|
| Academic Support Centers (3) | 36 computers, 3 printers, 1 scanner <i>Use monitored by staff and sign-in</i> |
| Adult Learning Center and ELL Labs (6) | 116 computers, 7 printers <i>Use monitored by staff and sign-in</i> |
| Computer labs (Open) (4) | 108 computers, 13 printers, 8 scanners <i>Use monitored by room schedule, some sign-in</i> |
| Health labs (9) | 87 computers, 10 printers, 1 scanner <i>Use monitored by room schedule</i> |
| ITV rooms (4) (ITV room in Burlington doubles as a computer lab) | 23 computers, 2 printers <i>Use monitored by room schedule</i> |
| Library (3) | 95 computers, 10 printers, 2 scanners <i>Use monitored by library staff</i> |
| Mobile computer lab (1) | 18 computers <i>Use monitored by reservation</i> |
| Science labs (9) | 21 computers, 4 printers <i>Use monitored by room schedule</i> |
| SMART board/Sympodium rooms (73) | 54 computers, 7 printers <i>Use monitored by room schedule</i> |
| Special Needs Centers (3) | 26 computers, 8 printers, 2 scanners <i>Use monitored by staff and sign-in</i> |
| Staff Innovation Centers (3) | 41 computers, 6 printers, 2 scanners, 1 fax, 1 disc duplicator, 2 VCR-DVD converters <i>Use not monitored or monitored by sign-in</i> |
| Wireless networks | Monitored by reports generated through Cisco Wireless Control System (WCS) <i>Read "Monitoring Reports: Gateway's Wireless Networks (RR a110) for monitoring details.</i> |

Financial Data

Actual Unrestricted Revenues - General Fund (budgetary basis)

Table B.17 Actual unrestricted revenues - general fund

| Operating Revenues | 2008 | Unaudited 2009 |
|---------------------------------------|--------------|---------------------------|
| Local government - tax levy | \$42,305,738 | \$44,724,354 |
| State revenue | 6,693,488 | 6,955,146 |
| Federal revenue | 33,263 | 13,010 |
| Tuition and fees | 11,715,853 | 14,216,584 |
| Investment/interest revenue | 341,733 | 84,484 |
| Contracts for services revenue | 2,526,471 | 2,053,234 |
| Miscellaneous - institutional revenue | 884,453 | 733,305 |
| Total operating revenues | \$64,500,999 | \$68,780,117 |

Actual Unrestricted Expenses - General Fund (budgetary basis)

Table B.18 Actual unrestricted expenses - general fund

| Operating Expenses | 2008 | Unaudited 2009 |
|--------------------------------|---------------|---------------------------|
| Instruction | \$43,917,879 | \$46,337,421 |
| Instructional resources | 1,012,521 | 1,063,825 |
| Student services | 6,690,499 | 6,968,695 |
| General institutional | 6,143,702 | 6,555,830 |
| Physical plant | 6,352,858 | 7,114,247 |
| Total operating expenses | \$ 64,117,459 | \$68,040,018 |
| Revenues over (under) expenses | \$ 383,540 | \$ 740,099 |

APPENDIX C: Mission Documents



Overview

Gateway Technical College articulates its mission through a number of documents, including statements of vision, mission, purpose, strategic direction, and values. The first four documents are collected in the *District Board Governance Policies* (RR 1180).

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| College Mission Statement | 255 |
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| College Values | 257 |

College Vision

We are the community technical college of choice for academic achievement, occupational advancement, and personal development.

- Source: Ends Policy 4.1
- Adopted: August 17, 2000
- Reviewed: November 15, 2001, and June 22, 2004

College Mission Statement

We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities.

- Source: Ends Policy 4.2
- Adopted: August 17, 2000
- Reviewed: November 15, 2001, and June 22, 2004

College Purposes

Education for work. Education for life.

We provide a program of technical and general education necessary for employment, citizenship, and personal development. We promote professional development and life-long learning.

We provide technical education and training to enhance skills and promote career expansion and progression by responding quickly and effectively to the changing requirements of the working environments within the global community.

We believe students need general education skills in order to succeed in career and life. Recognizing this fundamental importance, the College requires general education coursework in all programs of forty-five (45) credits or more. General education gives students effective communication, mathematics, scientific thinking and global social skills.

- Source: Ends Policy 4.3
- Adopted: August 17, 2000
- Reviewed: November 15, 2001, and June 22, 2004

College Strategic Directions/Ends Statements

Gateway Technical College is a key academic enterprise that serves Southeastern Wisconsin. By engaging in innovative higher education and technical training programs, as well as a variety of community partnerships, the tri-county community will utilize Gateway as a premiere resource for workforce education.

- 1. Gateway provides** academic programs and services that meet the current and future postsecondary technical education needs of our tri-county community and assists in the preparation and transition of all learners.
- 2. Gateway provides** innovative and entrepreneurial programs and services that align with the educational, economic, and tri-county community needs for students' regional and global competitiveness.
- 3. Gateway provides** leadership in tri-county community and workforce development through collaborative partnerships with business, industry, labor, and community organizations to support economic development, keeping in mind the desire not to duplicate services for efficient use of taxpayer dollars.
- 4. Gateway models** integrity, social responsibility, and continuous improvement in its internal and external processes and relationships.

5. Gateway provides a positive return on taxpayer investment by leveraging its core capabilities in a financially and socially responsible manner.

- Source: Ends Policy 4.4
- Adopted: August 17, 2000
- Reviewed: November 15, 2001; November 20, 2003; June 22, 2004; September 21, 2006; and January 22, 2008

College Values

At Gateway, we value:

- diversity of individuals and perspectives.
- a positive climate for working and learning.
- innovation and risk-taking.
- honest and ethical behavior.
- quality and excellence in education.
 - Source: Gateway district board meeting minutes
 - Adopted: June 22, 2004
 - Reviewed: None



APPENDIX D: Glossary



Overview

The glossary includes explanations for common abbreviations and acronyms at Gateway as well as definitions of key terms.

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| U, V, W, X, Y, Z | 266 |

A, B, C, D

AAA. Associate of Applied Arts degree

AAS. Associate of Applied Science degree

ABE. Adult Basic Education

Academic Support Centers (ASC). Facilities that provide one-on-one and small-group tutoring free of charge to students enrolled in Gateway classes

ACE. Adult continuing education; non-credit courses that contribute to basic education, citizenship, and community safety for the general public or that have a definite vocational/technical objective and are designed to either provide future employment or upgrade individuals in their present occupations

ACTE. Association of Career and Technical Education

ADN. Associate degree nursing

Advisory Committees. Committees that bring local employers together with Gateway program personnel to provide expertise concerning industry trends and training needs

Adult Learning Centers. Facilities that provide adult basic education free of charge to students working on basic skills, GED/HSED completion, and the English language

AFSCME. American Federation of State, County, and Municipal Employees; Gateway’s clerical staff bargaining unit

AHS. Adult High School

AITP. Association of Information Technology Professionals (student club)

Appreciative Inquiry. A framework for studying organizational success in order to create more success

ASSET. Student placement test (paper and pencil) from ACT

Associate Degree Program. Program developed to assist persons preparing for, or advancing in, an occupation and designed to reflect statewide competency requirements for a target job(s) that define the occupational program (Associate degrees contain between 60 and 70 credits, including at least 21 credits of WTCS-approved general studies courses.)

ATCs. Applied Technology Centers (State of Wisconsin term) or Advanced Technology Centers (Gateway term)

Blackboard (Bb). Course-management software used at Gateway

BPA. Business Professionals of America (student club)

Budget Council. Committee that oversees the college budget, made up of 19 staff who manage various operating budgets throughout the college

CAFR. Comprehensive Annual Financial Report

Career Cluster. A grouping of occupations used as an organizing tool for curriculum and instruction

Career Pathway. An articulated sequence of rigorous academic and career-related courses, commencing in ninth grade and leading to an associate degree and/or an industry-recognized certificate or licensure and/or a baccalaureate degree and beyond (sometimes referred to as a “program of study”)

CATI. Center for Advanced Technology and Innovation

Centers. Substantial educational facilities—Burlington Center, LakeView Advanced Technology Center (Pleasant Prairie), the Center for Bioscience and Information Technology (Kenosha), the Center for Advanced Technology and Innovation (CATI, Sturtevant), and the Horizon Center for Transportation Technology (Kenosha)—not recognized as “campuses” by the WTCS

Committee of the Whole. One vehicle used by the Gateway Board of Trustees to meet its Policy 1.2, “Governing Philosophy,” specifically item 4: “Seek input from various stakeholders including staff, students, alumni, employers, and other community members on Board policies on Ends.”

Community Conversations. A series of Appreciative Inquiry events held with the Gateway community to identify successes and the ideal future that the community desires from Gateway

COMPASS. Student placement test (computerized) from ACT

Core Abilities. Nine general attitudes and skills necessary for success, which all Gateway graduates should possess

DAAB. District Activities Advisory Board, the board that oversees funding for student clubs and activities

Deans’ Council. Administrative committee made up of the executive vice president/provost, college deans and associate deans, and directors of some supporting functions

District Curriculum Committee. Committee that oversees overall structure and requirements for curriculum

District Security Committee. Committee that oversees safety and security at the college

E, F, G, H

Early Alert System. Academic advising system that advises minority and nontraditional occupation students of their academic performance at midterm

EET. Electrical Engineering Technology

ELC. Executive Leadership Council; administrative committee made up of Gateway's president and vice presidents

ELL. English Language Learner

EMS. Emergency Medical Services

EMT. Emergency Medical Technician

Energy Management Committee. Committee charged with assessing and improving college energy efficiency

ESA. Enrollment Support Associate, the front-line Student Services position that combines registration, cashier duties, financial aid, and other student support functions

Facilities Planning Team. Committee responsible for the annual development of a three-year facilities plan, made up of administrators from many areas of the college

FIT Grant. Faculty Innovating with Technology grant, which supports peer assistance with technology, technology fellowships and conference attendance, and staff development centers

Foundation. See *Gateway Technical College Foundation, Inc.* (below).

FTE. Full-time equivalent (student)

Gateway Technical College Foundation, Inc. An entity separate from the college that supports education programs and opportunities at Gateway through private gifts and grants

GED. General Educational Development tests that measure high school proficiency level

General College. An upper level of remedial courses initiated by the WTCS to improve learner preparedness for associate degree courses, first offered at Gateway in spring 2008

General Studies. Gateway's general education division, encompassing the Communications, Mathematics, Natural Science, and Social Science departments

GESP. Gateway Educational Support Professionals; Gateway’s technical, custodial, and maintenance staff bargaining unit

GMMA. Gateway Marketing Management Association (student club)

GPA. Grade point average

GTEA. Gateway Technical Education Association; Gateway’s faculty, counselor, and professional non-faculty bargaining unit

HLC. The Higher Learning Commission, Gateway’s chief accrediting body

HSED. High School Equivalency Diploma, a Wisconsin diploma generally obtained by passing the GED test plus completing additional coursework (civic literacy and employability skills classes)

HIT. Health Information Technology program

I, J, K, L

IE. Institutional Effectiveness division

ILL. Interlibrary loan

IPEDS. Integrated Postsecondary Education Data System, the federal system of gathering standardized data from institutions of higher education that receive federal student financial assistance authorized by Title IV

KABA. Kenosha Area Business Alliance

KSH. Kaufmännische Schulen, Hanau, a two-year college in Hessen, Germany, with which Gateway has a partnership

LATC. LakeView Advanced Technology Center, a facility that focuses on training in automated manufacturing, engineering, and information technology, providing a high school academy in the daytime and Gateway degree, diploma, and certificate programs in the afternoons and evenings

M, N, O, P

MSOE. Milwaukee School of Engineering

Multicultural Program. A program that supports underrepresented minority students in their pursuit of educational achievement and career success

NCA. North Central Association of Colleges and Universities; HLC is one branch of NCA

Noel-Levitz Student Satisfaction Inventory. Inventory administered to a sampling of approximately 1,000 students every two years

PACE. *Personal Assessment of the College Environment*, administered to all Gateway employees every two years

PDP. A peer-driven faculty-development process involving goal-setting and observations

PIF Grants. Program Improvement Funds grants, available to programs for research and/or development of innovative and sustainable activities to maintain or improve program quality (tied to the Quality Review process)

PK-16 Summer Institute. Summer program that brings together Gateway faculty, PK-12 personnel, and business representatives to improve student learning in career and technical education

Policy Governance. The leadership paradigm created by Dr. John Carver and adopted by Gateway's Board of Trustees in 2000; a Policy Governance board facilitates the accomplishment of purposes (or "ends"), allowing organization staff to choose the means to those ends so long as the means fall within prudent and ethical standards pre-established by the board, and allowing the board to "focus on the larger issues, to delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization; to truly lead its organization."¹

Program Curriculum Committees. Committees specific to each program that review and approve most changes to program curricula

PE. Program effectiveness (see *Program Effectiveness Profile* on next page)

1. John Carver and Miriam Carver. "The Policy Governance Model," *PolicyGovernance.com*, December 30, 2008, <http://www.carvergovernance.com/model.htm>.

Program Effectiveness Profile. An annual report that gathers program data

Q, R, S, T


QR. Quality Review (see *Quality Review of Programs* below)

Quality Review of Programs. Formal, in-depth review in which each Gateway program participates every five years

RAMAC. Racine Area Manufacturers and Commerce

RCEDC. Racine County Economic Development Corporation

READI. Assessment instrument used to determine a student's readiness to take an online course

RR. Resource room; used in this report together with identifying numbers for documents that support the report (e.g.,  RR 1070)

RRCA. Recruitment, Retention, and Counseling Assistant

RUSD. Racine Unified School District

SIR II. Educational Testing Service's "Student Instructional Report," used at Gateway for student course evaluation

Special Needs Centers. Facilities that provide educational support services and reasonable accommodations at the request of Gateway students with documented disabilities

Student Learning. Gateway's student assessment process, overseen by the Student Learning Committee

Student Services. Department within the Student Success division that provides counseling, admission, and enrollment services

Student Success Division. Division that houses all student-support functions, including Student Services, PK-16 programming, Student Activities, Displaced Homemaker Program, Multicultural Program, Nontraditional Student Program, and Carl Perkins-funded programs

Summer Educator Externship Program. Summer program that provides Gateway faculty with hands-on experience in local businesses

SWING. Southeastern Wisconsin Educational Network Group, a consortium that provides access to some Gateway classes to high school students over an interactive television network

TAA. Trade Adjustment Assistance, a U.S. Department of Labor program that provides services and benefits to workers who have lost their jobs

TEAS. ATI's Test of Essential Academic Skills, required of students before entering Gateway's nursing clinicals

TechConnect. A Wisconsin statewide online job board where employers can post positions

Technical Diploma Program. Program based on local needs of business and industry and consisting of 2 to 70 technical credits; Gateway's technical diplomas can be completed in one year or less.

TracDat. Software used by Gateway to manage and interpret assessment data

U, V, W, X, Y, Z

UW. University of Wisconsin

Vision 2012. College strategic plan, adopted January 2007

Vocational Adult. See *ACE*.

WAT Grants. Workforce Advancement Training grants provided by the WTCS for training opportunities that organizations may not otherwise be able to afford

WCEDA. Walworth County Economic Development Alliance

WEDD. Workforce and Economic Development Division

WGTD. Gateway's public radio station

WIDS. Worldwide Instructional Design System (formerly the Wisconsin Instructional Design System), the curriculum design system used by Gateway

Wisconsin Statute 38.14(3). A State of Wisconsin law allowing technical colleges to provide training for the benefit of specific organizations under contract with those organizations; Gateway provides customized training to businesses and government entities under this statute, as well as offering technical college courses at area high schools.

Wisconsin Statute 118.15(1). A State of Wisconsin law allowing high school students age 16 or over to attend a technical college in lieu of compulsory high school attendance with the permission of his or her parent or guardian

WLDI. The Wisconsin Leadership Development Institute, a one-year leadership development program for employees, sponsored by the WTCS

Workforce Development Centers. State-funded centers that provide services such as job-search training and connections with local employers

WP Core. A word-processing support group for Gateway faculty and staff

WTCS. Wisconsin Technical College System

Youth Options Program. A State of Wisconsin program that allows eligible high school juniors and seniors to enroll in college-level courses at Wisconsin technical colleges and to earn credit toward a high school diploma and a college degree simultaneously; local school districts pay the tuition.

APPENDIX E: Request for Institutional Change—New Online Programs



Overview

This appendix provides evidence for Gateway Technical College's request to offer its Associate of Applied Science degrees in Graphic Communications and IT–Web Developer/Administrator as online (Internet-based) programs.

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Proposed Change

Gateway Technical College requests Higher Learning Commission (HLC) approval to offer its Associate of Applied Science degrees in Graphic Communications and IT–Web Developer/Administrator as online (Internet-based) programs. These two programs will bring the total online programs to six.

By offering fully online versions of these programs, learners will be able to complete all program requirements on their own schedule. Both programs include a significant number of nontraditional students.

Both programs have a technical focus and involve skills that are well suited to online e-learners. In addition, online courses in these programs will address the needs of working students through the added flexibility that online courses provide.

Implementing online versions of these current Gateway programs will generate additional enrollment for the college and, consequently, increase student fee revenue and enrollment-based state aid.

Question 1

What change is being proposed?

State the specific change that is proposed.

State the expected outcomes of this proposed change (for example, enrollment growth, enhanced services, financial growth).

Project the impact of this proposed change on the organization's current mission, the numbers and types of students to be served, and the breadth of educational offerings.

Identify from this list the Commission's policy/policies relevant to this change.

Question 2

What factors led the organization to undertake the proposed change?

Describe the relationship between the proposed change and ongoing planning.

Gateway's Board of Trustees has as one of its five Ends Policies a commitment to innovation: “Gateway provides innovative and entrepreneurial programs and services that align with the educational, economic, and community needs for students' regional and global competitiveness.”

To accomplish the ends set by the board, the college pursues this mission: “We collaborate to ensure economic growth and viability by providing education, training, leadership, and technological resources to meet the changing needs of students, employers, and communities.”

Offering these two programs online fits with the college's mission to meet the changing educational needs of students, employers, and communities to ensure their economic growth and viability. Gateway has served the needs of adult and nontraditional learners since 1911.

The increased flexibility of online instruction will enable more learners to fit their studies into their individual work and family schedules. More incumbent workers will be able to take this program when it is offered online.

This request is relevant to the Commission's educational offering policy (I.C.2.b.).

Academic Planning for Online Programming

Graphic Communications

Graphic Communications Program History. The college's curriculum planning process originates at the program level. The Graphic Communications program's request for approval of fully online delivery is the culmination of a gradual movement into online offerings as part of their overall program plans. Perceived demand from students resulted in Graphic Communications courses being developed for online delivery.

Graphic Communications courses were offered online initially through the creation of a website and a discussion board tool called WebBoard. With the college commitment to Blackboard, all courses were designed using Blackboard to facilitate course development.

Graphic Communications Program Current Planning. All faculty in the Graphic Communications program design online courses around a common Blackboard (Bb) shell that has been agreed upon as a department. All Bb shells have the same organizational structure, which mirrors the design process: research, discover, practice, and create. This allows students to experience a similar look and feel each time they take a Graphic Communications course online. In addition, face-to-face Graphic

Communications courses, which are delivered on the Racine and Elkhorn campuses, also use the Blackboard system and shell to organize courses.

The development of the Graphic Communications program online has been part of the division's Vision 2012 strategic plan for two years. All faculty participated in the design of a common shell. In addition, each faculty member has identified one or two courses he or she will specialize in teaching online.

Under the guidance of the program dean and the department, the faculty agreed unanimously to create a model for online delivery. They agreed on an accelerated model with courses being offered every seven weeks. Students will take courses one or two at a time for an accelerated completion. In addition, the Graphic Communications faculty created its own quality checklist, so all online classes will be of similar quality. The goal is to create a course that has the same level of interactivity as face-to-face courses.

During the summer of 2008, a faculty template for all Graphic Communications online courses was developed, and the department agreed unanimously to follow the template when developing and delivering online courses. All faculty have met the college's requirements for teaching online courses and have significant Blackboard experience.

The Graphic Communications program currently offers most courses online and offers all courses in a traditional format on campus. The online program is not intended to replace the face-to-face program; rather, it is intended to meet the needs of a very different audience than the department's current students. The online program is targeted to full-time working professionals who are seeking a fast-paced learning environment. It would also meet the needs of face-to-face students who "job out" of the program but still want to finish their degrees. The Graphic Communications faculty believe it is important to meet the needs of these two very different audiences.

IT–Web Developer/Administrator

IT–Web Developer/ Administrator Program History. The IT–Web Developer/Administrator program was developed in 2003 as a traditional on-campus program. As technology such as WebBoard became available, Gateway began offering individual IT–Web Developer/Administrator classes online during the fall 2003 semester. Gateway adopted the Blackboard course management system, which provides a comprehensive set of tools for educators and students for the online learning environment.

The perceived demand from students for online classes and the adoption of Blackboard as an online learning environment led to further development of online classes for the IT–Web Developer/Administrator program. In 2007, an administrative decision was made to offer all third- and fourth-semester IT–Web Developer/Administrator program courses online. Since that time, IT–

Web Developer/Administrator students have been able to take most of their required courses online. In the current IT–Web Developer/Administrator program, only two of the program-specific courses are not being offered online.

IT–Web Developer/Administrator Program Current Planning. All IT–Web Developer/Administrator faculty are qualified to teach online and have significant Blackboard experience and technical online skills. IT–Web Developer/Administrator faculty deliver all of their online courses using Blackboard.

To prepare to bring the IT–Web Developer/Administrator program online, two IT–Web Developer/Administrator instructors participated in the 2008 Best Practices Conference. The conference focused on new online technology innovations and how to employ them to engage the customer, as well as content management and delivery of content to hand-held devices. In 2008, another IT–Web Developer/Administrator instructor attended the twenty-fourth annual Conference on Distance Teaching and Learning. This conference highlighted distance learning technologies and how to employ them in the classroom. In addition, one of the IT–Web Developer/Administrator instructors in 2008 completed the course “Teaching Online and Cyber Ethics.” Strategies for engaging students online, monitoring online group work, and using participation rubrics for assessing online students were the focus of this course.

The development of the IT–Web Developer/Administrator program online has been part of the division's Vision 2012 plan for two years. Under the guidance of its dean, the department has unanimously agreed to create a model for the online web delivery. The IT–Web Developer/Administrator instructors and curriculum committee agreed on a program calendar that will start in the fall semester and run four consecutive semesters. This will enable students to graduate in 17 months. A three-year plan for students who will not attend year round has also been developed.

Three IT–Web Developer/Administrator instructors will be dedicated to cover all of the online courses offered for the program. In summer of 2009, a common Blackboard source shell will be developed by the dedicated program faculty members. This shell will be used when setting up all IT–Web Developer/Administrator program online classes. This will provide a common organizational structure for the students enrolled in these classes. Podcasts will be developed by the IT–Web Developer/Administrator faculty to provide the online student with lectures for each of these classes. Web-based technologies will be employed to provide the student with a hands-on, interactive learning environment.

The IT–Web Developer/Administrator program currently offers all but two courses online and offers all courses in a traditional format on campus. The online program is intended to meet the needs of students who desire the

flexibility of the online environment, but the program will strive to also provide the quality of face-to-face classes. If approved by the HLC, the online IT–Web Developer/Administrator program will replace the current traditional on-site offering beginning in fall 2010.

Assessment of Student Learning

Graphic Communications. The Graphic Communications program's four-part organizational structure revolves around the design process: research, discover, practice, and create. One of the most important components of the design process is critique from peers and the instructor. To include critique online, students use the wiki tool to post their thumbnails (research and discover), roughs (practice), and finals (create). Through each step in the process, students receive feedback and incorporate the feedback into the next phase. Online students use discussion boards, wikis, and web 2.0 tools including Flickr to post their final designs.

In the fall of 2007, the Graphic Communications department joined a college-wide portfolio pilot project. The project was a natural fit for the department because all Graphic Communications students create a portfolio in a capstone course, Exit Strategies. Read the spring 2009 E-Portfolio Review (☞ RR a010) for details about the portfolio project. After the first year, the department unanimously decided to adopt Coroflot as the portfolio tool of choice for face-to-face and online students.

The adoption of the electronic portfolio for all Graphic Communications students also provides all students with an opportunity to get feedback from external assessors. During Exit Strategies, the Graphic Communications program has industry professionals provide students with evaluations of their portfolios. Since the portfolio is electronic, it allows the department to tap into business professionals who may be unable to come to campus to view a student's portfolio. The electronic portfolio gives students more flexibility to share their portfolios with employers.

As another global measure used for this program, students take the NOCTI test, a third-party occupational competency assessment. Students consistently score at or above entry-level on this exam.

The goal is to create online courses that have the same level of interactivity that a face-to-face course might have.

IT–Web Developer/Administrator. The IT–Web Developer/Administrator program currently uses multiple assessment methods in its courses, including traditional tests administered through Blackboard as well as project and portfolio-based assessment of students' hands-on work.

Describe the needs analysis related to this proposed change.

Discovery of Need

Graphic Communications and IT–Web Developer/Administrator. The Graphic Communications and IT–Web Developer/Administrator programs determined the need for distance delivery of their curricula through student demand for flexibility. In addition, faculty believe that the college can expand enrollment through online delivery.

The department agrees its target market is not current students, although they may take any online course that falls in the traditional sequence. The online market is working professionals who want an accelerated format and wish to complete their degree in two years. These students may or may not reside in the Gateway district.

Online programs in both disciplines meet requirements outlined in policy A-140, Gateway’s Online Learning policy (☐ RR 3120), adopted in 2006, which includes the decision criteria for moving to online delivery. Decisions are based on the following criteria:

- Offering must be consistent with district strategic goals for instruction.
- Offering must be part of a documented overall divisional and/or departmental plan for instructional delivery.
- Offering must have a defined target audience of learners.
- Resources identified as necessary to online offering must be within the available human and financial resources of the district.
- Program faculty must have input in the planning and decision process.

Involvement of Key Constituencies

Describe the involvement of various constituencies in developing this proposed change.

In general, the proposal to move into distance education in a specific program may come from faculty or administration, or may be suggested by employers through the program advisory committee. Student input may also lead to consideration of distance delivery.

Faculty in the Graphic Communications and IT–Web Developer/Administrator programs initiated the requests to complete a fully online mode of delivery for these programs. Online offerings in these programs have been popular thus far.

Program advisory committees made up of employers and employees in these professions have been involved in the ongoing development of online courses, leading to the fully online offerings. Advisory committees offer the industry perspective and support the flexibility that online delivery offers their workforce.

Gateway's Learning Innovation division has worked with faculty, Student Services, and administration to develop the technical and service infrastructure to support a fully online delivery of these programs.

Approvals

As stated in policy A-140, Gateway's Online Learning policy (▣ RR 3120), “the decision to offer a course online will be made by the division dean, following a recommendation from the program curriculum committee. The decision to offer an entire program online will be made by the executive vice president/provost following a recommendation from the division dean and program curriculum committee.”

The Graphic Communications program followed these procedures by first documenting its decision in a proposal (▣ RR a020) for an online program and then receiving official approval (▣ RR a040) for its proposed online program.

The IT–Web Developer/Administrator program followed these procedures as well by first documenting its decision in a proposal (▣ RR a030) for an online program and then receiving official approval (▣ RR a050) for its proposed online program.

The college maintains WTCS approval to offer these programs, and curriculum follows approved WTCS standards. The WTCS does not require separate approval for online delivery of programs.

Commission-identified Challenges

In its *Report of a Visit to Gateway Technical College* (▣ RR i020), the 2000 NCA visiting team noted that faculty and staff indicated a need for more technology-based staff development activities and that the availability of computers for faculty was “not at the level required for effective integration of technology into the instructional culture of the institution.” Both technology and training are essential for the success of online programming.

Since 2000, the college has increased its training for faculty on the use of Microsoft Outlook, Blackboard, Colleague and WebAdvisor, and instructional technology. Each campus has designated faculty to assist other faculty in technology usage. The Faculty Innovating with Technology (FIT) project offers one-to-one assistance to faculty working with technology. Each campus maintains a staff development center and offers workshops related to instructional technology. The FIT project also offers workshops in technologies/techniques and maintains a website of resources, as does the Distance Learning department. Tutorials and handouts are available in PDF,

Question 3

What necessary approvals have been obtained to implement the proposed change?

Identify the internal approvals required, and provide documentation confirming these actions.

Identify the external approvals required, and provide documentation confirming these actions.

Question 4

What impact might the proposed change have on challenges identified by the Commission as part of or subsequent to the last comprehensive visit?

Identify challenges directly related to the proposed change.

Describe how the organization has addressed the challenge(s).

Word, and PowerPoint files, demonstrating the most popular educational technologies. All resources are available to part-time faculty as well.

As part of its Vision 2012 strategic plan, the college will create a more formal professional development track that will include in-depth training in Blackboard, online pedagogy, and instructional technology. Participants will also attend technology conferences and complete individual projects exploring the application of technology to their teaching.

Based on a 2007 inventory of faculty computer resources, 90 percent of district faculty have individually assigned laptops or desktop computers. High-speed broadband connection and wireless internet access are available at all college locations to facilitate faculty use of online resources.

In 2007, the HLC focus visit team expressed concerns about comprehensive planning and assessment of student learning relative to online program offerings. The college submitted a progress report (RR i120) on March 15, 2009, detailing its response to those concerns. (See “Question 6” on page 281 for details.)

Question 5

What are the organization's plans to implement and sustain the proposed change?

Describe the involvement of appropriately credentialed faculty and experienced staff necessary to accomplish the proposed change (curriculum development and oversight, evaluation of instruction, and assessment of learning outcomes).

Implementation

Faculty involvement

Gateway faculty are involved in the instructional design process from the beginning. As a program's advisory committee brings up changes in the program area or as instructors become aware of changes through their professional contacts, from their professional organizations, or from professional literature, the faculty propose changes in curriculum.

All faculty are required to complete WTCS certification courses in curriculum design, instructional methods, and testing and evaluation to support both traditional and online delivery of instruction.

Faculty receive additional professional development in instructional design and online course delivery. They are encouraged to seek further professional development opportunities in these areas.

Online courses must meet a list of standards based on minimum requirements developed by the WTCS eTech consortium; Gateway standards exceed those required by eTech. Courses are evaluated by the Distance Learning department prior to their first offering.

In programs with a significant number of online courses, training or experience with online instruction is a required qualification for hire. The college desires experience with Blackboard.

In staffing traditional programs, training or experience with online instruction and/or other forms of alternative delivery is listed as a desired qualification.

A faculty coordinator of online learning assists faculty to develop and deliver online instruction.

Administrative Functions

The executive vice president/provost of academic and campus affairs provides overall leadership for both traditional and online programs and courses. The college's division of Institutional Effectiveness leads the evaluation of programs and the assessment of Student Learning outcomes for traditional and online programs.

Divisional deans are accountable for maintaining the overall quality of instruction, which includes appropriately assigning faculty to online sections per the *GTEA Collective Bargaining Agreement* (☞ [RR 1100](#)):

Teachers may submit a notice of preference for an online course to their supervisor. In assigning teaching duties, consideration is given to teachers who have expressed their preferences. Consideration is also given to the competence of the teacher; his/her experience in other fields as a teacher, program requirements, student needs, availability of teachers, teacher interest, times of course, location of course, past courses taught by the teacher.

Teachers (full-time and adjunct) must be trained in the online delivery method prior to teaching an online course or have previously taught in the online delivery method. A teacher may take training concurrently with an online teaching assignment in order to maintain a full workload. The District offers required alternative delivery training on an ongoing semester basis. Adjunct faculty are also invited to attend.

The library manager works with the Distance Learning department to ensure that the college's copyright resource site and online instructor training materials are up-to-date. Instructors are responsible for compliance with copyright law.

The vice president of Student Success leads the design and delivery of student support services for online learners.

The vice president of Learning Innovation/chief information officer leads the college's technology planning in order to sustain and grow the infrastructure for online program delivery.

Gateway Technical College was a member of a WTCS consortium called eTech from eTech's inception in 1999 until its discontinuation in 2009. Collaborating with the 16 Wisconsin technical colleges, Gateway participated in shared curriculum development for online courses and programs.

Describe the administrative structure (accountability processes, leadership roles) necessary to support this proposed change.

Describe how the organization will make learning resources and support services available to students (student support services, library resources, academic advising, and financial aid counseling).

The college is actively looking for other courses and/or online training opportunities that will meet students' needs for flexible, cost-effective learning.

Student Support Services

Students can apply to Gateway through the online state application, which is then sent to on Gateway for processing. The college is developing the capability for students to apply and be accepted through its online systems.

Required placement testing must be done on campus unless students have previous college tests or coursework to substitute.

Once students are accepted, they can access other student services through the college's website and WebAdvisor. Gateway students can complete all financial aid documents online through the FAFSA website or Gateway Technical College's website.

Through WebAdvisor (an internet-based interface to Gateway's Datatel student management system), active students can complete the following tasks:

- search and register for classes
- retrieve grade reports, transcripts, and graduation audit reports
- review financial aid documents and make payments
- find student identification numbers
- change password, address, phone number, and email address

Student, faculty, and staff use of Gateway's WebAdvisor grows each semester. The WebAdvisor team continually increases the number of menu items and functions available. The team is currently working on the admission and application menu.

Gateway provides academic advising services through its program counselors. Currently, students are able to email counselors and receive an email response. Additionally the Gateway Technical College website is set up to provide all program information and counselor contact information including email addresses. The college is investigating the development of a more structured cybercounseling program.

Gateway has an online interactive student orientation attached to the Gateway website. Gateway's online orientation has two components. The first component, the public online orientation, was made available to all students in June 2009. The second component, an online course called "My Gateway Orientation," is being piloted with the Nursing program in the summer and fall of 2009.

The public orientation is available from the Gateway website. Students have access to an interactive site that introduces Registration, Student Services,

Admissions, Financial Aid, Academic Support, and online services. Students also have access to a library of how-to demonstrations for various academic and technology services.

My Gateway Orientation, the online orientation course for online students, includes a learning style assessment, a computer literacy assessment, the basic functions of the learning management system, and strategies for successful online learning.

Student orientations are held each year on all campuses in August.

Library Resources

Distance and online learners have access to a multitude of services and resources available online through the college's library homepage at www.gtc.edu/library and through the library tab within Gateway's Blackboard system.

For an overview of library services and resources, students can review the presentation at the library homepage called, “How Do I?” which answers many of the common questions related to library services.

In addition, students may access SearchPath, an online tutorial about basic information literacy and research skills, through a link on the library homepage. SearchPath can be used by traditional and online students interested in picking up strategies to improve their research skills.

The tutorial is organized into six modules:

1. Starting Smart—an overview to various types of sources of information
2. Choosing a Topic—tips on broadening and narrowing a topic, and search concepts
3. Using the Catalog—live practice searches in the GTC online catalog
4. Finding Articles—practice searches in the periodical abstracts databases
5. Using the Web—a comparative evaluation of web sources
6. Citing Sources—information on citing sources, plagiarism, and copyright

Each SearchPath module takes about 15 minutes to complete and can be finished in sequential order or as an independent unit. A short quiz at the end of each module tests student knowledge retention and provides immediate feedback. Instructors interested in using all or portions of SearchPath as a class assignment can ask students to print or email quiz results as proof of completion of each module.

Gateway Technical College libraries subscribe to a variety of vendor services, providing full-text access to more than 5,000 periodicals and other reference sources supporting the various programs offered. These vendor services

include two electronic book services: Stat!Ref, which provides online access to many respected reference sources in the Nursing and Allied Health disciplines; and Safari Electronic Books, which provides online access to more than 1,200 books by respected publishers supporting various fields such as business, graphic communications, information technology, office technology, applied sciences, and more. Through Grolier Encyclopedias, the college provides online access to encyclopedias in English and Spanish along with dictionaries and atlases. User guides to all of the college's databases and subscription services are available online.

Specially selected resources for remote users are found under “Electronic Resources.” This section of the library homepage includes links to free web resources to assist students in preparing and writing research papers and documenting their sources.

All students have 24-hour access to materials placed on reserve electronically by their instructors, either through the content system of Blackboard or the library's electronic reserve system. Other materials physically located in the college's libraries may be ordered via interlibrary loan service through local libraries. Electronic document delivery of materials is available within the guidelines of copyright law.

Finally, all users have access to online reference assistance via the “Ask A Librarian” link on the library homepage, or via telephone by calling any campus library.

Academic Support Services

The college's academic support centers provide free tutoring for all Gateway students. Academic support instructors have piloted online tutoring/feedback for writing students. Other online collaboration tools are being explored as possible venues for student tutoring as well.

Technology Support

Gateway's Blackboard infrastructure is a state-of-the-art dual application server/single database server configuration. The hardware, maintenance, support, and backup operations are hosted by Blackboard Inc. as an application service provider. Information regarding upgrades, planned outages, etc., is communicated to all Gateway Blackboard users via announcements posted on the main login page of the service as well as via email messages to all users.

Blackboard ASP services use a state-of-the-art authentication system and segment Gateway's data from other institutions' data at a secured data center with ongoing backup and physical as well as logical security measures to protect student identity and personal information.

Technical assistance and support for students and faculty are provided through both web-based “self-help” options and personal support by Gateway staff via telephone or web-based chat. The Blackboard system contains a Student Support area and a Faculty Support area where self-help information and contact information for live help and web-based chat help are located.

Technical support services include password reset assistance, troubleshooting for connection issues, test-taking troubleshooting, browser issue diagnosis, and end-user assistance to support users of various Blackboard functions.

Students learn to use Blackboard effectively through web-based demonstrations on a variety of topics, including logging in and main functionality, which are available on Blackboard. Orientation materials are also provided in classes using the Blackboard system.

Financial Resources

The budgeting process at Gateway takes into account changes planned for the following fiscal year, including changes in course offerings; the college's strategic planning looks further ahead than that. The projected costs of distance education are presented to both the Executive Leadership Council and the Board of Trustees for approval during budget development. These then become part of the ongoing budgeting process.

Currently, Gateway does not differentiate between on-campus and online classes when projecting revenues and expenses. The WTCS requires all districts to collect a \$10 per credit technology fee for online courses, which the district retains to offset additional delivery costs.

Gateway has adequate resources and technical capabilities to handle a substantial increase in the number of online students. Gateway also has investigated the financial implications of adding servers, bandwidth, and Blackboard fees for additional students and has determined that the revenue generated from enrollment increases would adequately offset additional costs.

Timeline

Upon receiving HLC approval, Gateway plans to offer the entire Graphic Communications degree and the IT–Web Developer/Administrator degree fully online beginning in fall 2010.

Online Program Evaluation

Gateway's Program Effectiveness (PE) process requires all programs to annually monitor their performance on quality indicators, program learning outcomes, and curriculum relevance. Formal program evaluation is required through a full Quality Review once every five years as part of the Wisconsin Technical College System's Quality Review process.

Specify the timeline used to implement the proposed change.

Question 6

What are the organization's strategies to evaluate the proposed change?

Describe the measures the organization will use to document the achievement of its expected outcomes.

Quality Review (QR) is a WTCS process in which colleges evaluate their performance on locally developed and statewide indicators of program performance. The study of best practices and challenges culminates in an improvement plan for the program. Each year, programs receive data on their local indicators of program effectiveness, which are the college-level measures used for the WTCS Quality Review.

Gateway's local indicators of program effectiveness were developed by identifying the primary responsibilities of an academic program, why each is important, and the customers it serves. See Table E.1.

Table E.1 Local indicators of Program Effectiveness

| What are the programs' primary responsibilities? | Why is this an important responsibility? | Who is the customer? |
|---|---|--|
| Attract and enroll students | Students must enroll so the college can produce trained graduates. | Students |
| Retain students | Students must stay in the program to receive the full benefit of instruction. | Students |
| Facilitate student learning | Student learning is necessary for success upon completion of a program. | Students |
| Meet customer needs and expectations | Satisfied students and employers of graduates improve future enrollments. | Students, employers, taxpayers, other institutions |
| Contribute to overall college efficiency | Efficient college operations make the most responsible use of stakeholders' investment. | Students, employers, taxpayers |

Each responsibility or indicator is linked with observable behaviors that can be measured for each program. One or more concrete data measures for each behavior are identified, and the data collection process is established.

Data quantifying the observable behaviors is provided to each program annually. Data elements were suggested by faculty and deans during previous reviews of the QR process. Read the March 15, 2009, progress report ([RR i120](#)) for a sample data profile.

Once every five years, each program conducts an in-depth evaluation by researching future occupational trends, environmental factors influencing the program, best practices supporting one high-performing PE indicator, and root causes for one low-performing PE indicator. The program then develops an improvement plan.

Each year, programs review their annual PE data relative to their most recent improvement plan and document improvement activities for the academic year. This allows programs to make adjustments to their improvement plans based on changes in the annual data. Accomplishments relative to the improvement plans are reported in the spring of each academic year.

Online Program Evaluation

Using the definition of an online student developed by the college, the Institutional Effectiveness division will provide programs with an additional comparison data profile for online and on-site students for most of the indicators on the regular PE data profile. See Table E.2.

Table E.2 PE data profile

| PE Indicator | Data Comparison |
|----------------------------------|--|
| Attract and Enroll Students | Number of new online students versus number of new on-site students based on credits completed during report year |
| | Number of recent high school graduates among new online students versus among new on-site students based on credits completed during report year. |
| | Number of online program majors versus number of on-site program majors based on credits completed during report year |
| | FTE enrollment in online sections versus on-site sections of technical studies core classes |
| | Unduplicated headcount in online sections versus on-site sections of technical studies core classes |
| Retain Students | Completion rate for all students in online sections versus on-site sections of technical studies core courses |
| | Completion rate for program majors in online sections versus on-site sections of technical studies core courses |
| | Completion rate for program majors in online sections versus on-site sections of general studies core courses |
| | Number of online majors versus on-site majors taking required courses in two consecutive terms, based on credits completed during the report year |
| | Number of online majors versus on-site majors with one technical studies core course in a previous term, based on credits completed during the report year |
| Facilitate Student Learning | Distribution of program grade point averages for online majors versus on-site majors based on all program credits completed |
| | Number of online students versus on-site students with all tech specific core courses complete, based on all program credits completed |
| | Number of online graduates versus on-site graduates based on all program credits completed |
| | Percent of online graduates versus on-site graduates who report related employment on the graduate follow-up survey |
| Meet Customer Needs | Percent of online graduates versus on-site graduates who report satisfaction with their education on the graduate follow-up survey |
| | Average graduate wage reported by online graduates versus on-site graduates on the graduate follow-up survey |
| Contribute to College Efficiency | Percent of section capacity filled for online sections versus on-site sections of technical studies core courses |
| | Ratio of full-time equivalent students to full-time equivalent faculty in online sections versus on-site sections of technical studies core courses |

Describe how the assessment of student learning is integrated into the assessment program.

Programs will be expected to develop improvement strategies to address indicators where online performance and on-site performance are substantially different. Read the March 15, 2009, progress report (☞ RR i120) for a sample comparison data report.

Modifying the existing program evaluation model to highlight online performance rather than developing a separate set of evaluation criteria maintains consistency and focus on a single set of indicators for all college programs.

College-level Evaluation of Online Performance

In addition to the individual program evaluation process, the college monitors overall enrollment, pass rates, and drop rates for online course sections. The Distance Learning Committee monitors the data.

Assessment of Online Student Learning

All occupational programs and General Studies departments participate in the annual assessment of Student Learning.

The Student Learning assessment cycle begins in September when program faculty review the results of previous years' assessment activities. In response to lower-than-expected learning results, planned actions to improve student learning are documented on an annual work plan. The program assessment cycle continues as students learn and are assessed. In April, program faculty are asked to describe the assessment tasks, criteria, and most recent assessment results associated with the learning outcomes they have chosen to address within the cycle. This information is documented on the Student Learning Plan.

Each program curriculum committee selects the Student Learning objectives to assess at the program level. This facilitates analysis across a program. Learning objectives are the intended outcome of the learning experience and represent skills learners will use occupationally outside the classroom. Learning objectives must be both observable and measurable. They are documented on curriculum sheets as program outcomes.

The program curriculum committee also identifies either a common assessment task that all students in the program will complete or a common rubric that can be used on similar assessment tasks embedded in various program courses.

Each program curriculum committee determines the level of performance expected from learners on the assessment task. The learning standard reflects what employers expect from Gateway graduates in terms of knowledge and skills. These are stated in terms of the entire group of learners being assessed for the program and state how many (percentage) will perform how well on the tool.

Learners in the program are assessed each year using the selected task. Results indicating what percentage of learners achieved the established standard are then reported. Rather than reporting “standard met” or “standard not met,” programs are asked to report the actual percentage for the group. Because different tasks have different timelines, programs are asked to submit their most recent results by April 15 and to provide an update if available before September 1.

At the beginning of the next academic year, each program reviews and analyzes its past learning results, describes any trends observed, and identifies an action plan for the year to improve teaching and learning, providing timelines and naming the individual responsible for the action steps. Results of the action plans are reported each April along with the next set of results.

Assessment of Online Student Learning

All programs are required to include students in online course sections in their regular assessment of Student Learning activities. Embedded assessment tasks and rubrics used in on-site sections must also be used in online sections, and results for all program students are combined. Read policy A-140, Gateway’s online learning policy ([RR 3120](#)) for details.

Beginning in April 2009, faculty are required to maintain a roster of individual Student Learning results on performance assessment tasks. For fully online programs, faculty compare the names on their rosters with a list of online and on-site students in their program. The online student designation is based on all program credits taken by the student at the time of assessment; the cut-off for the online designation is 75 percent of credits taken online. Online programs report group results for online students, on-site students, and all students combined.

Online programs will be expected to develop an action plan to address any substantial differences between online and on-site student learning results. The first plans to include such action steps will be written in October 2009.

Online Student Satisfaction

Gateway has used the SIR II student course evaluation tool from Educational Testing Service; however, the college is exploring a change to the IDEA Student Rating of Instruction system from the IDEA Center at Kansas State University. A pilot administration of the IDEA survey in online and on-site classes took place in spring 2009.

Permanent faculty are required to administer student course evaluations to two sections each semester for their first three years of employment. Starting in year four, they administer evaluations to two sections per year. Sections are chosen by the faculty based on their desire for feedback on a particular course. Adjunct faculty are required to administer evaluations to one section per semester.

Once the college has determined its student course evaluation instrument, an electronic version will be implemented in the Blackboard learning management system. (Both SIR II and IDEA have such components.) All online instructors will be required to administer student course evaluations to all sections taught online. Data from these evaluations will be reviewed at the college level by the Distance Learning Committee.

Gateway does not use student course evaluations in any administrative evaluation of individual faculty. Student course evaluations are viewed as a feedback mechanism between students and faculty, and the faculty are responsible for incorporating student feedback into their plans for professional growth.

APPENDIX F: Federal Compliance



Overview

This appendix demonstrates Gateway Technical College's adherence to the Higher Learning Commission's Federal Compliance expectations.

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Title IV and Related Information

The college is authorized to participate in the following federal financial aid programs:

- Pell Grant
- PLUS Loan
- Stafford Loan
- Supplemental Educational Opportunity Grant (SEOG)
- Work Study

In 2007, 2,422 borrowers borrowed a total of \$10,923,220.98 through the federal financial aid programs, and in 2008, 3,492 borrowers borrowed a total of \$14,613,537.30.

Compliance with the Higher Education Reauthorization Act

In compliance with HLC policy 1.6, Gateway complies fully with the requirements of the Higher Education Reauthorization Act. This compliance includes the following:

- reporting default rates
- complying with Title IV mandated requirements
- offering documents relevant to Title IV compliance for inspection

Default Rate and Reduction Plan. The Financial Aid office administers and processes Title IV financial aid at Gateway. In doing so, it monitors default rates and proactively implements default reduction plans. The Gateway Cohort Default Rate History Comparison (RR a090) indicates that

Gateway's default rates have been higher than the national average of all institutions but lower than the national average of two-year public institutions. See Table F.1 for Gateway's recent default rates.

Table F.1 Title IV default rates

| | 2004 | 2005 | 2006 | 2007 |
|-----------------------|------|------|------|------|
| Gateway Default Rate* | 6.8% | 6.7% | 6.7% | 5.8% |

Source: Gateway Cohort Default Rate History List (RR a100)

* Default rates for 2004, 2005, and 2006 are official. Default rate for 2007 is draft.

Gateway maintains a default reduction plan as a proactive measure. It consists of the following procedures:

- The Financial Aid office has instituted a new loan policy for the 2009–2010 academic year. Knowing what a student owes is an important part of managing student loans. When a student reaches a loan debt balance that exceeds 50 percent of the dependent undergraduate aggregate allowable amount, additional counseling will occur before the office will certify further loans.
- On a monthly basis, the college mails letters to delinquent borrowers encouraging them to seek out a forbearance or make payment arrangements.

The findings of audits of Gateway's financial aid program demonstrate that the college is in compliance with government requirements or the college implements corrective action to be in compliance. The 2006 audit showed that Gateway had used an incorrect term start date to calculate return of Title IV funds. Corrective action was to recalculate with the correct date. The dollar amount was immaterial, and no sanctions were handed down. The 2007 and 2008 audits reported no significant findings. Refer to Table 1.10 on page 56 for details.

Compliance with Title IV Mandates. Gateway is in compliance with Title IV mandates. These mandates include the following:

- Student Right-to-Know and Campus Security Act. As noted in the *Student Handbook* (RR 1340), Gateway collects and discloses information about graduation rates as well as campus crime and security. Throughout the year, Gateway's Institutional Effectiveness division collects and reports data to the Integrated Postsecondary Education Data System (IPEDS) of the National Center for Education Statistics. IPEDS reports include graduation rates. Graduation and completion rate data can be accessed by students and potential students upon request.

Gateway has policies that encourage complete and timely reporting of all crimes to the college and to appropriate law enforcement agencies. The college tests emergency response and evacuation procedures annually.

Campus crime and security information is disclosed on the college website.

- **Data Privacy.** Gateway Technical College complies with the provisions of FERPA. Data privacy policies are published widely for faculty, staff, and students in publications such as the *Faculty Handbook* (▣ RR 1210), *Administrative Procedures and College Practices Manual* (▣ RR 1110), and *Student Handbook* (▣ RR 1340), and on the college website.
- **Affirmative Action/Equal Opportunity Employment.** Gateway complies with all state and federal regulations concerning nondiscrimination and equal opportunity for employment. Nondiscrimination and other employment policies (Affirmative Action, FMLA, and ADA) are published widely for faculty, staff, and students in publications such as the *Administrative Procedures and College Practices Manual* (▣ RR 1110) and *Student Handbook* (▣ RR 1340), and on the college website.
- **Drug-Free Workplace and Drug and Alcohol Abuse Prevention.** Gateway is established as a drug-free workplace. Drug-free workplace policies are published widely for faculty, staff, and students in publications such as the *Administrative Procedures and College Practices Manual* (▣ RR 1110) and the *Student Handbook* (▣ RR 1340), and on the college website.

Gateway also certifies that it has adopted and implemented a program to prevent drug and alcohol abuse by its students. The college has a drug-abuse prevention program in operation that is accessible to any officer, employee, or student at the school.

Documents Related to Title IV Compliance. The following documents will be made available to the HLC visiting team during its visit:

- correspondences from the U.S. Department of Education (USDE) related to Gateway's Title IV participation and eligibility (▣ RR a130)
- Program Participation Agreement (PPA) (▣ RR a140)
- Eligibility and Certification Approval Report (ECAR) (▣ RR a120)
- samples of mandated consumer information (▣ RR a150)

Transfer Information

In fulfillment of HLC policy 3.8, Gateway ensures the following:

- The college has created policies related to transfers and reviewed them for clarity.
- The college includes in its transfer policies the criteria regarding the transfer of credit earned at another institution.
- The college discloses its transfer policies to appropriate internal and external constituencies.

Policies Related to Transfers. Gateway has created and reviewed transfer policies that provide students with an opportunity to have their previous learning recognized at Gateway. Gateway recognizes student learning may take place in variety of communities, so its policies provide clear guidelines about the criteria that the college uses in deciding whether to award credits for learning that was recognized by another institution of higher education, by college level examinations, by military evaluation, and by high schools with articulation agreements. Students whose previous learning is not recognized by any of these may use Gateway’s advanced standing program to earn credits for previous learning.

Statement of Criteria. Gateway’s transfer policies include a statement of criteria regarding transfer of credit earned at another institution. The policies, and the statements of criteria, read as follows:

Transfer Credits from Another Institution

A student must be accepted to a postsecondary program at Gateway Technical College before transfer credits are awarded. Gateway Technical College must have official transcripts from all former institutions on file before transfer credits are awarded. Credits are accepted only from accredited institutions. A minimum grade of C is required for courses to be accepted in transfer. Courses with a grade of C- or below will not be accepted. A counselor will evaluate the transcripts. The Student Services counselors work with course instructors, academic deans, and the Advanced Standing counselor to determine course transfer credit.

College Level Examination

Credit will be granted for passing College Level Examination Program (CLEP) exams, either the General Exams or the Subject Exams.

Military Evaluation

Credit is granted upon review of an “Official Military Transcript.” Transcript should be submitted to the Advanced Standing Counselor. Evaluation is accomplished by using the American Council on Education (ACE) Guidelines and referral to specific departments when deemed necessary.

Tech Prep and Articulation for High School Students

Through an agreement with area high schools, Gateway awards credits for certain approved courses taken at the high school level. Students must enroll in Gateway Technical College within 27 months of high school graduation and have earned a B or better in the high school course. It is also possible for qualified high school students to enroll in a higher level Gateway course with the consent of the program advisor. High school

students should speak with their guidance counselors regarding these opportunities.

Each of Gateway's transfer policies thus clarifies the following requirements for the transfer of credit: the requirements (for instance, accreditation of an institution) regarding the source of the credits, the responsibility of the Gateway student to submit official documentation, and a satisfactory performance.

Disclosure of Transfer Policies. Gateway publishes policies related to transfers and its advanced standing program in the *Student Handbook* (☞ RR 1340) and in the *2008–2010 College Catalog* (☞ RR 1070).

Verification of Student Identity in Distance Education

In fulfillment of HLC policy 3.9, Gateway ensures the following:

- The college is clear about the courses and programs that it offers using distance delivery.
- The college currently has mechanisms to verify the identity of students in distance education courses and programs.
- The college has plans to improve these verification mechanisms.

Distance Courses and Programs. Distance learning opportunities at Gateway include online, interactive television (ITV), and video over IP video courses. For details about these methods and their use at Gateway, refer to “Distance Learning” on page 136.

Current Verification Mechanisms. Gateway faculty and staff use the Blackboard online system to deliver online courses and verify students' identities. The Blackboard online system uses a unique account for each student, and it is password protected. Students are expected to regularly change their passwords and not share those authentication credentials with others.

Gateway faculty and staff follow the same procedures as traditional classroom instructors in verifying students' identities in ITV and video over IP courses.

Plans to Improve Verification Mechanisms. Gateway is aware of the need to monitor and improve its verification mechanisms as technology improves. Vice President of Learning Innovation and Chief Information Officer Jeff Robshaw explains: “As improved authentication and verification procedures become mainstream, Gateway will explore and implement the best solution for our instructional delivery methods.”

Credits, Program Length, and Tuition

In fulfillment of HLC policy 3.10, Gateway ensures the following:

- Semester credit hours follow practices common to institutes of higher education.
- The length of its programs are in accordance with expectations for similar programs at other accredited institutions.
- Program-specific tuition is justified.

Semester Credit Hours. Gateway uses semester credit hours as the basic measure of learning experiences for all credit courses. Fall, spring, and summer semesters are each 15 weeks long, and courses are assigned academic credit based on total contact hours and the method of instruction.

Gateway follows Wisconsin Technical College System (WTCS) requirements in setting contact hours for courses. These requirements are discussed in standard 9.10.1 of the *WTCS Educational Services Manual* (☞ RR 2220) and in Administrative Bulletin 99-14 (☞ RR a060).

Program Length. Gateway programs are comparable in length to programs at other institutions of higher education.

Gateway follows WTCS requirements in setting the length of its programs. These requirements are discussed in standards in section 2 of the *WTCS Educational Services Manual* (☞ RR 2220).

To ensure that programs comply with the standards, Gateway's District Curriculum Committee and Board of Trustees review new programs as well as changes to existing programs.

Tuition. The total cost of tuition and fees for a program offered at Gateway may vary based on the courses that compose the program and the school year in which courses are taken. The total cost of tuition and fees for a program is determined by the number of courses in the program, number of credits for the courses, academic level of the courses, state tuition and material rates for courses, and other district and/or state regulations.

The rates for a course's tuition and material component fees are based on state-mandated rates for technical colleges. An annual WTCS administrative bulletin (☞ RR 2200) sets tuition and fees. A course's tuition and fees are then calculated based on the following:

- Tuition is equivalent to the state-mandated rate multiplied by the number of credits for the course.

- Material fees are set according to the state-defined institutional area and state fee category to be charged. This rate is multiplied by the number of credits for the course.
- An activity fee and parking and technology fee approved by the district board are applied to all postsecondary-level courses.

In compliance with state regulations, additional district course fees may be assessed for certain items. Examples of compliant items include books, uniforms, flight time fees, and tool/toolbox costs.

Gateway ensures that all district fees are justified and comply with state regulations. A request for an additional fee is processed through the Bursar's office. The bursar determines whether a requested fee is within state regulations. Requested fees that comply with state regulations must then be approved by the college's Executive Leadership Council (ELC) and the Board of Trustees. A list of district fees (☞ **RR a070**) is maintained by the college.

The total cost of a course is available to students in the master class schedule and on WebAdvisor. Each year, Gateway also publishes a Cost Estimate brochure (☞ **RR a080**) that helps students estimate the total cost associated with completing a program.

Public Disclosure

In fulfillment of HLC policy 12.2, Gateway ensures the following:

- The college has processes to ensure the accuracy and completeness of information that it publishes.
- The college has processes to ensure fairness and accuracy in its advertising and recruitment materials.
- The college maintains policies ensuring oversight of third-party contractors who assist the college with advertising and marketing.
- The college maintains policies to disclose its status with the HLC.

Accuracy and Completeness of Information. The directors of Student Services and the vice president of Student Success have the ultimate responsibility for ensuring the accuracy and completeness of information that the college disseminates. Prior to publication, the relevant sections of publications are distributed to the directors for their review, edits, and approval. The directors are also responsible for ensuring that their sections of the website are kept up-to-date.

Policies Ensuring Fairness and Accuracy in Materials. Gateway's Marketing department ensures that diversity is reflected in the representations of the college, release forms are signed, copyrights are not infringed, and reviews of materials are completed prior to publication. The Marketing department also ensures that curriculum-related information is not published

on the website before it has gone through Gateway’s curriculum approval process.

Policies Ensuring Oversight of Third-Party Contractors. When using third-party contractors, Gateway creates all materials and pays only for space and time. The Marketing department manages vendors who are carriers of what the college designs and develops. These vendors include printers and advertising outlets like newspaper, radio, cable TV, and billboard companies.

Policies to Disclose the College’s Status with the HLC. The college publishes its affiliation with the HLC on its website and in publications such as the *2008–2010 College Catalog* (☞ RR 1070) and *Student Handbook* (☞ RR 1340). In the catalog and on the website, the college includes the commission’s address and toll-free telephone number, but not the URL for its website. In the handbook, the college includes only the commission’s URL. Future updates to the catalog, handbook, and website will include the HLC’s local number (replacing its toll-free number), its address, and the URL for its website.

Federal Compliance Visits to Off-campus Locations

The HLC recognizes Gateway as having four campuses and four sites. See Table F.2.

Table F.2 Gateway campuses and sites

| Campuses | Sites |
|------------|--|
| Burlington | Center for Advanced Technology and Innovation (CATI) |
| Elkhorn | Horizon Center for Transportation Technology |
| Kenosha | LakeView Advanced Technology Center (LATC) |
| Racine | SC Johnson Waxdale Manufacturing site |

In May 2009, Gateway submitted a request to add a site at Wilmot High School.

HLC visiting teams have visited all Gateway campuses as well as the Horizon Center and SC Johnson Waxdale Manufacturing site. Arrangements will be made to revisit, as requested, all campuses and sites including CATI, LATC, and Wilmot High School.

Third-party Comment

The week of August 2, 2009, Gateway placed notices throughout southeastern Wisconsin seeking comments from the public about the college. The college placed a notice on its website as well as in community papers: *Kenosha News*, *Racine Journal-Times*, *Labor Paper*, and *Community Shopper*.

That same week, the college issued a press release to the following media outlets:

- Burlington Standard-Press
- Delavan Enterprise
- Elkhorn Independent
- Janesville Gazette
- Kenosha News
- Labor Paper
- Lake Geneva Regional News
- Milwaukee Journal-Sentinel
- Racine Insider
- Racine Journal-Times
- Racine Post
- The Beacon
- Walworth County Sunday
- Waterford Post
- Westine Report
- WestoftheI
- Whitewater Review
- WRJN
- WGTD
- WLIP

Gateway disseminated the following third-party notice through the media outlets:

Gateway Technical College is seeking comments from the public about the College in preparation for its periodic evaluation by its regional accrediting agency. The College will undergo a comprehensive evaluation visit October 26–28, 2009, by a team representing The Higher Learning Commission of the North Central Association of Colleges and Schools. Gateway has been accredited by the Commission since 1967. The team will review the institution's ongoing ability to meet the Commission's Criteria for Accreditation.

The public is invited to submit comments regarding the college to the following address:

Public Comments on Gateway Technical College
The Higher Learning Commission
30 North LaSalle Street, Suite 2400
Chicago, IL 60602

Comments must address substantive matters related to the quality of the institution or its academic programs. Comments must be in writing and signed. Please include your name, address, and telephone number with your comment. Comments will not be treated as confidential.

All comments must be received by October 9, 2009.

Information on Student Complaints

Gateway provides opportunities for students to bring concerns to the administration's attention through formal processes. The college maintains a log of these concerns in the office of the executive vice president/provost for academic and campus affairs.

The *Student Handbook* (☞ RR 1340) and the *2008–2010 College Catalog* (☞ RR 1070) explain the formal processes that student may use to submit their concerns. Harassment and discrimination concerns are submitted through the process outlined in administrative policy H-130. Academic and nonacademic concerns are submitted through the process outlined in the Student Due Process Rights procedure.

Gateway's process to record student concerns is described in policy J-100 in the *Administrative Procedures and College Practices Manual* (☞ RR 1110). The policy calls for the individual who receives a formal written student complaint to maintain a record of the complaint, documenting the following:

- date of submission
- nature of complaint
- steps taken by the college to resolve the complaint
- the college's final decision

Upon request, individuals submit summaries of the complaints that they collected to the executive vice president/provost so that they may be recorded in the log. The executive vice president/provost reviews the log on a periodic basis to identify patterns. See Table F.3 for complaints compiled in the log for 2008 and 2009.

Table F.3 Student complaint list

| Report Date | Incident Date | Summary of Issue/Complaint | Summary of Resolution | Resolution Date | Resolved By |
|-------------|---------------|--|--|-----------------|------------------|
| 3.21.2009 | Spring 2009 | Graduation issue related to credit transfer | Retake course or Advanced Standing test. | Pending | Dean |
| 3.10.2009 | Spring 2008 | Appeal of grade | Instructor agreed to change grade. | 4.6.2009 | Exec. VP/Provost |
| 2.26.2009 | Jan. 2009 | Bypass program pre-requisite | Request was denied. | 3.12. 2009 | Exec. VP/Provost |
| 1.2009 | Fall 2008 | Appeal of grade | Request was denied. | 1.29.2009. | Exec. VP/Provost |
| 10.13.2008 | Oct. 7, 2008 | Bypass program pre-requisite | Request was denied. | 11.6.2009 | Exec. VP/Provost |
| 6.23.2008 | May 15, 2008 | Student felt rights had been violated. | Request was denied. | 7.15.2009 | Exec. VP/Provost |
| 4.15.2008 | Spring 2008 | Requested refund of tuition and fees for classes | Request was denied. | 4.22.2009 | Exec. VP/Provost |

Source: Office of the executive vice president/provost for academic & campus affairs

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