

CRITERION 3. INTEGRITY: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

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

Core Component 3.A.

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

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

The degree programs at Gateway Community College (GWCC) reflect the teaching and learning quality standards of an institution of higher learning that is committed to student success.

3.A.1.

GWCC's degree programs have established evaluative processes that ensure course content and subject matter are current. Program completion requires student performance levels that are appropriate to awarded degrees or certificates.

All of GWCC's associate degrees require a minimum of 60 credit hours. GWCC's certificate programs require credit completion consistent with knowledge required by the industry. All GWCC's degree or certificate requirements are outlined in the college catalog and on the GateWay Community College webpage. The purpose of each degree, specific program requirements, and course prerequisites are also included in the webpage. Many of the occupational programs at GWCC are structured so students can earn a certificate while working toward a degree.

GWCC has a large selection of academic, clock-hour, and occupational programs. These academic and technical programs are designed to meet the needs of our surrounding community. A wide variety of degrees and certifications in many healthcare industries are also offered at GWCC.

GWCC and Maricopa County Community College District (MCCCD) administration, faculty, and staff are responsible for maintaining the quality and currency of programs and course offerings through multiple processes at the college and district level. Discussed in the MCCCD Curriculum Procedures – Process Handbook, faculty have authority over course content and per the MCCCD Residential Faculty Policies (RFP), determine curriculum and relevant subject matter for courses. Faculty recommend appropriate pedagogy, choose textbooks, and other materials to maintain currency and standards of performance suited to teaching their subject area.

Individual program's faculty and staff at GWCC participate in a program review process that looks at enrollment trends, completion rates, credentials earned by students, and industry standards to ensure the relevancy and quality of program offerings. Course modifications go through a rigorous process that includes the GWCC Curriculum Office and designated content faculty members.

Proposals are then sent to one of MCCCD's discipline-specific Instructional Councils (ICs), comprised of faculty from all MCCCD colleges. ICs are charged with ensuring the quality, diversity, relevance, and transferability of courses and programs. The ICs determine if the instructional objectives of each course accurately reflect the most pertinent course content within the discipline. Curricular developments or modifications approved by the ICs are then submitted to the District Curriculum Committee, part of the MCCCD's Center for Curriculum Transfer and Articulation for review and implementation.

In addition to these standard procedures, additional measures exist to ensure the currency and quality of GWCC's programs and course offerings. Many programs have an active Community Advisory Council (CAC) that provides feedback on the curriculum from an industry perspective. Many adjunct faculty members are currently employed in their teaching field and share current, practical industry experience with students and fellow faculty. Students also provide useful feedback about program quality in course evaluations. These evaluations are reviewed by program faculty to assist in monitoring quality. Alumni surveys, sent to all degree and certificate recipients provide the college with information on individual career and educational statuses, and how well GWCC prepared them for current pursuits.

3.A.2.

GWCC offers undergraduate education at the associate degree and certificate levels. GWCC awards the following degrees: Associate in Arts (AA), Associate in Science (AS), Associate in Business (ABUS), as well as Associate in Applied Science (AAS). Additionally, GWCC offers an

Associate in General Studies (AGS) that is designed for students with flexible goals in education. During the 2016-2017 academic year, GWCC awarded XXXX Associate's degrees.

GWCC students seeking transfer to an Arizona university, can complete an Arizona General Education Curriculum (AGEC) certificate for university transfer. As one of the MCCCDColleges, GWCC partners with more than 40 institutions within and outside the state in formal articulation agreements. Primary among them are the agreements with Arizona's three public universities. The Maricopa-ASU Pathways Program (MAPP) provides guaranteed admission to Arizona State University (ASU) programs. The MAPP program has been recognized nationally as a model for moving students from a MCCCDCollege to ASU.

GWCC offers XXXXX certificate of completion (CCL) in occupational areas designed to meet current workforce needs. Need additional here.

All learning goals for GWCC's associate degree and certificate programs are clearly stated and differentiated from one another on GWCC's Academic Programs webpage, in the College Catalog, and through the MCCCDColleges/Degrees search engine.

3.A.3.

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

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

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

GWCC has seen a strong enrollment growth in online course offerings across the college. Faculty teaching online courses, have numerous opportunities through the GWCC Center for Teaching and Learning (CTL), which supports faculty teaching distance education. Numerous

trainings and support venues provided by the CTL can be found on their website. Also available through the CTL is the training and support for faculty seeking to earn the Quality Matters (QM) designation for their online or hybrid course. As part of the QM process, courses are peer reviewed by faculty to ensure course integrity and quality. The director of the college's Center for Teaching and Learning (CTL) is the chair of GWCC's e-Learning Committee. Established in XXXXXX, e-Learning supports both online instructors and students. This committee includes faculty representation from each division on campus. Also, MCCC'D's Maricopa Center for Learning and Instruction (MCLI) offers support for the "effective use of e-learning models and instructional technologies in teaching and learning through a number of offered workshops, seminars, trainings, and events."

GWCC also has practices in place to ensure its dual-credit course offerings are consistent with the college's quality standards and learning goals. All courses offered for dual-credit must first be approved by MCCC'D's Executive Vice Chancellor and Provost in consultation with the appropriate Instructional Council. All dual-credit instructors are observed by a member of the GWCC's residential faculty to verify course objectives are being met. Additionally, many departments provide trainings or orientations to meet the challenge of providing consistent quality and learning goals in dual-credit courses.

GWCC provides academic support services to both on-campus and remote learners. For example, the Learning Center provides one-on-one tutoring both in-person and online. The library provides comprehensive online resources, guides, and tutorials, as well as 24/7 "Ask a Librarian" services for all students, regardless of mode or location.

Finally, to help support students for the inevitable inconsistency of course delivery that comes with technical problems in online courses, 24/7 technical help is available for students studying online through GWCC's Canvas support.

Specific contractual or consortial arrangements ???

Core Component 3.B.

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
 4. The education offered by the institution recognizes the human and cultural diversity of the works in which students live and work.
 5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.
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Argument

All educational programs at GateWay Community College (GWCC) can demonstrate that intellectual inquiry is fundamental to their implementation. The college can validate that its degree and Arizona General Education Curriculum (AGEC) certificate programs aim for students to acquire, apply, and integrate broad learning and skills. Completion of educational programs at GWCC reflects a high quality education.

3.B.1.

GWCC's mission is to improve the quality of life in its communities by "providing access to higher education for diverse students and communities." GWCC, including the Maricopa Skills Center, and GateWay's Early College High School, is committed to provide access to high-quality education for all students. GWCC's general education program serves this mission well by ensuring students successfully complete coursework in all of the following categories: Fine Arts & Design, Social & Behavioral Sciences, Natural Sciences; Cultural Diversity in the US, and Global/Historical Awareness. The college has abundant educational offerings to meet these requirements. GWCC also provides students with a variety of ways to engage in intellectual inquiry and exposure to broad learning and skills.

GWCC's general education program is defined by the AGEC requirements, which consist of 35 required credits that satisfy general curriculum requirements; GWCC offers AGEC certificates of completion. Three different AGEC concentration options are available to students: SGEC-A, for students who wish to study liberal arts when they transfer to a university; AGEC-B, for students seeking university transfer to study business related fields; and AGEC-S, for students pursuing a degree for which rigorous math and science preparation is needed prior to transferring to an Arizona public university. Students are also given the option to attain a 60-credit Associate in General Studies (AGS) degree.

The requirements for GWCC's different associate's degree programs vary from program to program depending on the transfer and career goals of the student. However, GWCC's general education program fits all degree programs and guarantees that all approved courses will transfer to Arizona's public universities.

GWCC's Certificate of Completion (CCL) programs in occupational areas do not require general education due to their emphasis on occupational training and workforce specific skills.

3.B.2.

During GWCC's 2010 HLC visit, the college was cited for its inability to appropriately assess general education learning outcomes. In an effort to address this issue, GWCC participated in the XXXXX Assessment Academy (Dates?). The college developed and adopted the (Model?) of assessing general education. GWCC's GateWay Learning Outcomes (GLO) committee is responsible for assessing the college's general education program. Focus has been on two overarching student outcomes, "effective communication and ???," as they exist in Written, Oral and Visual (numerical?) forms.

GWCC has a well-organized website to guide students from application for admission through graduation. In addition, GWCC has a knowledgeable advisement division that assists students in course choice relative to their program of interest. Information packets, specific to individual programs are available to all students; as well as, the GWCC college catalog that defines all program requirements and individual course descriptions.

GWCC's general education program aligns with the Arizona General Education Curriculum (AGEC). GWCC'S curricular courses, co-curricular service areas, and programs, seek to demonstrate the purposes, content, and intended learning outcomes of GWCC's general education standards. GWCC assists students when they enter our institution on a well-defined path to entering a bachelor's degree at a state university.

3.B.3.

All GWCC degree programs involve students in the collection, analysis, and communication of information through essential aspects of the general education program, assessed through GLO. The goal of degree programs at GWCC is for students to master modes of inquiry; using creativity to achieve mastery and adapt to changing environments. Evidence to support these claims can be found in GWCC's model to assess student learning across the institution through ILO, PLO, and GLO. GWCC has advisory boards that guide each program based on industry input and requirements.

GWCC's occupational programs incorporate field experiences XXXXXXXX clinical experiences, XXXX and real-world work simulations to better prepare students as they exit the programs. These opportunities are included in course requirements, enhancing students' knowledge, skills, and overall preparation for careers after graduation.

Engagement pedagogies provide purposeful and relevant application of learning that requires active student involvement. Included in this are Service Learning projects locally and GWCC study abroad programs that are specifically designed to help students recognize the changing environments where their education can be applied and integrated.

3.B.4.

GWCC strives to ensure that students receiving their education at our institution, will not only experience the cultural diversity of the college's communities, but also gain exposure to the diversity of the human race in general. GWCC's argument for Core Component 1.C expands on the college's understanding of cultural diversity and explicitly addresses this in the college's mission documents; demonstrating how the college works to promote student awareness of and appreciation for diversity.

The MCCCCD offers multiple Study Abroad programs. Specifically, GWCC leads an opportunity for students to engage in a life-transforming educational experience through the Study Abroad in Prague program offered annually.

Public Lectures – Don Hall/Genocide Awareness Week/Native American Program/Student Clubs (Detail specifics here.)

The GWCC Global Education Center (GEC) is dedicated to assisting international students as they pursue their studies.(Expand here). GWCC residential faculty can engage in professional development opportunities through the cultural exchange program with Guanajuato, Mexico, during summer session.

GWCC serves a large Hispanic student population. GWCC is a designated Hispanic Serving Institution, receiving additional federal funding used to assist Hispanic students to successfully complete their education.

3.B.5.

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

MCCCCD supports GWCC faculty as they increase their knowledge or produce scholarship in their field through numerous professional development opportunities. District Faculty Professional Growth funds are apportioned to each college by a formula based on full-time equivalents (FTTE); and campus travel committees determine how to allocate its portion to faculty. The Maricopa Institute for Learning Research Fellowship (MILRF) is a year-long program for MCCCCD residential faculty who are interested in examining significant issues in their teaching fields. Faculty contribute to the scholarship of teaching and learning through classroom research projects.

GWCC supports an Honors Program for students to promote scholarly activities, increase skill and knowledge, above and beyond the classroom experience. This program, affords both

faculty and students the opportunities for research, scholarly writing, and professional presentations that extend beyond the classroom setting.

Creative GWCC students produce high-quality works of writing that are compiled annually in Gecko Journeys writing publication. Students and faculty alike express creativity, through the Art Center, where produced pieces are shared and displayed. Art of Merlot is another outlet where faculty participate in artistic expression in different mediums.

Many programs at GWCC offer internships and/or clinic based experiences that overall enhance and extend the student experience. Service Learning is a key component to the overall learning experience for GWCC students. Many disciplines engage in student learning projects that embed students in the community through a variety of experiences to enhance their understanding of the need and benefits of community volunteering.

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

CRITERION 3. INTEGRITY: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

Core Component 3.C.

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

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

Argument

The faculty and staff employed by GWCC are effective at providing high-quality programs and student services to ensure student success.

3.C.1.

GWCC serves the instructional needs of approximately 12,000 students through the work of 105 residential faculty and approximately XXXX adjunct faculty. Residential and adjunct faculty ratio guidelines help maintain a sufficient full-time work force. In addition, limits on teacher to student ratios ensure there are adequate numbers of full-time faculty. Limits on load help ensure that faculty have the time necessary to provide high-quality instruction, have time to meet with students, and for additional responsibilities for college committees and non-classroom roles.

Beyond the classroom, faculty accountability includes an additional 15 hours of professional responsibilities per week to determine grades and other assessments of student performance, consider appropriate pedagogy, select texts and other materials relevant to teaching their

subject. Faculty also assist on a variety of projects involved in the working of the college and maintain a minimum of five scheduled academic-support hours per week. Full-time residential faculty evaluate and improve their professional performance through Faculty Evaluation Plans, Individual Development Plans and participate in department, division, college, and/or MCCCDC activities. GWCC's faculty commitment is the source behind the effectiveness and high-quality of the college's academic programs.

3.C.2.

Hiring qualifications ensure appropriate credentials are held by all residential faculty in academic and occupational teaching fields. Hiring qualifications are established by the MCCCDC's ICs. The Instructional Councils (ICs) are comprised of faculty from all MCCCDC colleges, review faculty hiring qualifications and determine further discipline-specific coursework of applicants. These minimum qualifications apply whether the faculty hire is full-time, part-time, or dual credit.

GWCC has reviewed all faculty members' qualifications for compliance with HLC's Assumed Practices Faculty Qualifications guidelines; including all adjunct faculty members. All faculty must hold a relevant master's degree or higher in a discipline or subfield they are teaching or completed a master's degree in any field with a minimum of 18 graduate-level hours specific to the discipline or subfield they are teaching.

In addition, GWCC has many residential faculty and adjunct faculty members that have many years of teaching experience at our college, ensuring continuity of high-quality instruction.

3.C.3.

GWCC faculty are evaluated on a regular basis in accordance to the MCCCDC RFP, to ensure high-quality and effectiveness of all academic programs. New residential faculty are reviewed for a five-year probationary period utilizing the Peer Assistance and Review (PAR) process. This robust peer review process requires probationary faculty to create and document their instructional expertise, service to the college and community, and professional development in an Individual Development Plan (IDP). Probationary IDP performance and IDP's are reviewed and evaluated by the PAR Committee, comprised of both faculty and administration with recommendations forwarded to the college president related to each individual faculty member's probationary contract renewal status.

Upon appointive status, residential faculty are reviewed using the Faculty Evaluation Plan (FEP), which requires faculty to reflect upon their teaching performance and document continuous process improvement efforts. Faculty complete the FEP every third year, engaging in a peer-reviewed, self-reflective examination. Required areas of review include: teaching, learning, and service; course assessment and program development revision, and governance and committee participation at GWCC and district level. In addition, faculty choose two elective

areas for review, from professional development, acquisition of new skills, enhancement of diversity, or college-level assessment of learning outcomes.

Adjunct and/or dual-credit faculty are evaluated by individual program director or designee for the first three semesters of employment. The department chair or program director observes classes, evaluating classroom instruction and faculty performance; meeting with the instructor to discuss these reviews.

3.C.4.

All residential faculty have access to approximately \$3500.00 annually to attend academic conferences that support their professional development as well-informed and adept instructors. These national and international conference opportunities enhance instructors' currency in their fields and excellence in their classrooms. Additionally, GWCC's CTL offer professional development opportunities throughout the academic year that promote innovation and excellence in teaching. Staffed by a full-time director, a full-time learning facilitator and additional technology staff, the CTL offers syllabus templates, workshops, webinars, and one-on-one training/teaching tools for both face-to-face classroom and online instruction.

GWCC, along with MCCCCD, has allocated a reassignment of 9 load hours per semester for a Faculty Developer. This position provides support, training, and education in pedagogy to enhance and hone the teaching skills of faculty.

GWCC's residential and adjunct faculty receive professional growth opportunities and support through MCCCCD's Maricopa Center for Learning & Instruction (MCLI) which is dedicated to supporting and advancing teaching and learning. MCLI seeks to foster the instructional excellence and expertise of MCCCCD through district-wide groups who provide quality services, programs, and resources that advance student learning. Programs that MCLI supports include Faculty Development Committee, Maricopa Excellence in Teaching, International and Intercultural Education, and the Maricopa Institute for Learning Research Fellowships.

3.C.5.

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

Need to discuss Honors Program here.....

3.C.6.

Note: I need to meet with student services to complete this part.

CRITERION 3. INTEGRITY: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

Core Component 3.D.

The institution provides support for student learning and effective teaching.

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

Argument

GWCC learning resources strongly support student learning and effective teaching. Infrastructure and resources are provided for effective teaching; with targeted learning support services for the various populations served.

3.D.1.

GWCC embraces its diverse population of students and aligns support services to meet the needs of all students. The college has a link for Future Students on its home page and GWCC's Welcome Future Student link for students seeking information. Easy to access college resources by category are available here, as well as online operators to address prospective students questions.

In 2013, MCCCCD adopted a protocol that mandates student success services for all new, full-time, degree or transfer-seeking students. The mandated steps include admission through Admission & Records, placement testing through the Testing Center, attending a New Student Orientation, and meeting with an advisor through the Academic and Career Advisement Center.

GWCC's New Student Orientation sessions are highly encouraged for all new students. GWCC provides New Student Orientation sessions specific to students who have completed programs such as Achieving a College Education (ACE), Hoop of Learning (HOOP), and Excel Program

(EXCEL), in an effort to help newly enrolled students connect to resources and provide important tools for navigating college successfully. In addition, participating in one of Gecko Gear Up (GGU) sessions allows students access to resources for choosing a plan of study, introduction to financial aid, access to academic advisement, and how to navigate the Student Center to enroll in classes.

3.D.2.

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

When students first enter GWCC, multiple measures are used to ensure correct course placement for students. Beginning spring semester 2019, students entering GWCC are able to utilize their high school GPA for placement in mathematics, writing, and reading classes. Research has shown grade-point average to be a strong predictor of student persistence, program completion, and overall college success. In addition, students are offered the ACCUPLACER's standardized placement tests in mathematics, writing skills, and reading to determine initial course placement. Placement testing is free and is provided through GWCC's Testing Center. Placement scores for "developmental" and "college-level" courses are prescribed by the respective discipline's IC's.

GWCC's developmental-level academic programs are innovative and successful in the way they offer preparatory instruction to under-prepared students. Developmental English offers courses in a variety of formats to best accommodate students. This includes innovations in delivery and instructional methodologies: acceleration, linked courses (ALP), and the use of contextualization. Math Modules for College Readiness has been offered at GWCC since XXXXX is designed to accelerate students' progress through developmental mathematics by shortening the amount of time or content of courses (acceleration approach). These developmental math modules target where students' skills are lacking and focuses instruction specifically on areas of need. Developmental reading offers both accelerated and contextualized courses; familiarizing students with the college-level reading they will encounter.

Additionally, students who place in one or more developmental courses are recommended to take CPD 150, college success course. CPD 150, a three-credit course taught by master's level counseling faculty, focuses on increasing student success through college orientation, personal growth, study skills development, and educational and career planning.

The effectiveness of GWCC's developmental education program is overseen by the Developmental Education Committee, comprised of administrators and faculty across disciplines and programs. The committee collects and interprets data related to developmental education and identifies and helps implement strategies to improve the success of GWCC's developmental-level students.

The GateWay Learning Center provides all students with learning support through a variety of venues. The Learning Center offers study skills strategy development, writing, reading, and math tutoring, as well as, program specific tutoring. For students unable to visit the on-campus location, Skype tutoring is also available.

3.D.3.

All students have access to academic advising through the Program Admissions Processes and career goals advisement in the Career Advisement Center. These two advising departments work closely with students to support students in their educational plans and career goals.

GWCC offers numerous program specific academic advising to meet the needs of students. First Year Experience (FYE) sets a foundation for incoming first-time college students to be successful in their academic career. Upward Bound program at GWCC, founded in 1999, is one of the TRiO programs offering academic, personal, and social support to high school students entering college. Veterans Services offers academic advising, scheduling, and program planning to all individuals using Veterans Educational Assistance program. GWCC is dedicated to providing military veterans with a quality education and was selected in 2013 as a Military Friendly School.

Adult Basic Education (ABE) Transition Program provides effective, accessible and responsive opportunities, and skills to help students pursue their goals. These services include English Language instruction and assist students as they transition from adult basic education to college courses. International Student Advising is provided through GateWay's Global Education Center (GEC) and provides assistance and support for students born outside of the United States or students interested in intercultural activities or studying in another country.

Automotive, Environmental, and Industrial Tech programs at GWCC offer program specific advising to students. Students are taught by seasoned professionals and are well-prepared to enter their desired field upon program completion. Advisors specific to Business and Business Information Technology help students pursue a career within a variety of program offerings. Students have a full array of certificate programs, Associate degrees, and transfer options to a state university. GWCC is known as a center for Healthcare and Nursing excellence. Healthcare and Nursing Advising provides students with career specific information within a variety of respective programs.

In addition to the above advising supports, individual departments have faculty participate in new student information sessions that occur within the first few weeks of the semester. Faculty offer advice and information to students who are transitioning into their respective programs of study.

3.D.4.

GWCC provides students and faculty with resources and infrastructure needed for highly effective teaching and learning. With XXXX classrooms, XXXX computer labs, XXXX science

laboratories, and XXXX special use classrooms. GateWay strives to maintain the most updated information and education technology in support of teaching and learning.

Updated fall 2018, all classrooms have whiteboards and are equipped with networked computers and pad cameras connected to overhead projectors. Laptop carts and other education technology are available for faculty to utilize in class, and multiple computer labs and study centers are located across campus. Free WiFi is offered to all GateWay students on campus and the GateWay Learning Center assists students with computer and software usage.

GWCC's library provides numerous resources for students and provides full-class instruction across disciplines. The library is open XXXX hours a week and comes equipped with a technology rich classroom, XX study rooms, XX flexible learning space, XX databases, XXXX e-books and XXXXXX volumes to expand faculty teaching options and enhance student learning opportunities. Library access is easy through the research link on the homepage, where guides for faculty, Citation guides, Bibliography guides, and Information Literacy guides are located. Student friendly library guides make it easy for students to locate information for research. Ask a Librarian 24/7 link, assists students with needed resources during evenings and weekends.

Several disciplines have additional labs that enhance the quality of teaching and learning across disciplines. The Art Lab has a new pottery area, as well as, XXXXXXXXX. Programs such as HVAC, Automotive, and Manufacturing all include state of the art labs that support learning. The Outdoor Amphitheatre supports a variety of classroom learning experiences in addition to community performances.

Health Care Program Labs include the Sim Labs in Nursing, Safe Patient Handling Lab, and a Cadaver Lab enhance the quality of teaching and learning in the programs offered. In addition, GWCC's Healthcare United at GateWay (HUG) Clinic provides an integrated learning experience for healthcare professional students to gain hands-on experience throughout their program and serves community needs on a pro-bono basis.

3.D.5.

Nothing noted for this area on spreadsheets. What needs to be included?

CRITERION 3. INTEGRITY: TEACHING AND LEARNING: QUALITY, RESOURCES, AND SUPPORT

Core Component 3.E.

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

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

Argument

Included in GWCC's mission is a focus on learning through community education, civic responsibility, and global engagement that will meet the life-long learning needs of our diverse students and community. This includes community engagement opportunities with service to others and entrepreneurship that impacts our community through economic and workforce development; providing an enriched educational environment.

3.E.1.

NOTE: Only thing listed on spreadsheet in this section was athletics. Could we include some specific coursework here – Public Speaking (COM225), Specific Service Projects in classes ??,

Athletics at GWCC include opportunities for participation in men's and women's soccer, baseball, and softball. The athletic program at GWCC strives to create an environment for student athletes to accomplish personal goals while working toward educational success. The program is dedicated to excellence, both on and off the field. Athletics is governed by the National Junior College Athletic Association (NJCAA) regulations.

3.E.2.

The claims GWCC makes about contributions to its students' educational experiences, and demonstrations of those claims, are presented in greater detail in Criterion 1. However, detailed below are GWCC's mission specific to community engagement, service learning, and economic development.

The Achieving a College Education program (ACE) offers community engagement with high school students from area school districts through culturally diverse activities with a focus of helping students make a smooth transition from high school to college. HOOP program offers a

bridge for Native American students to pursue a college degree. This program is designed to meet the academic and cultural needs of Native American students as they transition to college. T.E.C. for Girls program is offered through a partnership with Intel for elementary school girls to increase the number of under-represented females in STEM careers. TRiO SSS supports academic development, assisting students to successfully complete their post-secondary education. On the GWCC campus, Student Life and Leadership provides numerous leadership programs and opportunities. This includes conferences, workshops, and seminars that promote student leadership in the classroom and the community.

GateWay to the Arts brings a diverse lineup of performances to the GWCC campus each year for the enjoyment and cultural enrichment experience of our students. Community members and students enjoy a series of events that include the Phoenix Symphony String Quartet, acting workshops, classic silent films, and student and faculty art exhibits. Gecko Journeys annual creative writing ceremony is another community shared activity that students engage with to share their creative written pieces.