

## **CRITERION 4. INTEGRITY: TEACHING AND LEARNING: EVALUATION AND IMPROVEMENT**

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

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### **Core Component 4.A.**

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

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

GateWay Community College ensures high quality educational programs through participation in regular program review, seeking specialized accreditation, use of advisory boards for several career programs, and adherence to policies and practices that govern quality of outcomes.

#### **4.A.1.**

Prior to 20XX, instructional programs at GWCC participated in program review on a 5-year cycle and non-instructional programs in Student Affairs and Administrative Services participated in program review on a 3-year cycle. From 20XX-XX, MCCC required all colleges to participate in

a continuous improvement initiative, called Maricopa Priorities. During this time all colleges in MCCCCD chose to replace program review processes with this work. In January of 2018, GWCC initiated an updated program review process for the entire college on a 4-year review cycle. Program review is aligned with our annual operational goals and budget development processes to plan effectively for the next 4 years. Approximately 25% of the college participates in the annual program review process on a rotational basis including instructional (credit and clock hour), student and academic services, and operational services. In order to be responsive to community needs, Trade & Technical Training (clock hour) programs are reviewed every two years.

The Program Review process uses a structured template for each of three area types within the college to ensure complete and comparable information is gathered and considered. In order to ensure college-wide knowledge and understanding of linkages between program review, operational planning and budget development, programs under review present an executive summary of their findings in an open forum to GOT, the Program Review Committee and any interested employee. Comments, ideas, and suggestions are gathered via a Google form and shared with the program review participants after the presentation. 2019 is our second full year of the newly designed program review process.

#### **4.A.2. and 4.A.3.**

There are two MCCCCD policies which govern transfer students' college transcripts and their uses. Administrative Regulation 2.2.3.3 provides direction on use of transcripts for student admission into some programs, course requisites, and determination of academic standing. Official transcripts must be sent from the sending institution to the receiving institution's Admissions & Records office for evaluation. Governance of transfer credit and prior learning assessment is codified in Administrative Regulation 2.2.4. In order to ensure consistency across colleges and a high quality standard for evaluation of transfer credit, "conditions of transfer work" apply (A.R. 2.2.4.3). There are limits on the number and type of transfer credit awarded and used toward graduation at the receiving institution.

For Credit for Prior Learning in addition to transfer of courses, the District requires colleges to use one of the assessment methods endorsed by either Council for Adult and Experiential Learning (CAEL) or American Council on Education (ACE). GateWay provides a variety of options for Prior Learning Assessment credit through AP, CLEP, International Baccalaureate (IB), Cambridge International Examinations (CIE), DANTES/DSST, ACT Proficiency Exams and GED Exams. Equivalency charts are provided to students online so they can verify the type of credit they will receive based on the type of assessment used.

Upon review of GateWay's website, this type of information is not easily found. A transfer student would need to review the District's website to find this information. To ensure this information is available for student use, **a link will be included on the Admissions and Records page of the GateWay website.**

#### 4.A.4.

Through discipline-specific Instructional Councils (ICs) set up through District, expert faculty determine course prerequisites, competencies, and student learning outcomes for all shared courses across the ten MCCCDC community colleges. Decisions regarding courses are proposed to the District's Center for Curriculum and Transfer Articulation (CCTA) where the curriculum process is approved (or sent back for revisions) and then implemented. The CCTA website is extremely helpful in determining the history for every course offered at the colleges and approval/use status. In addition, GateWay has over 60 (?) college-specific programs where course, curriculum and program decisions are made at the college-level and then proposed to CCTA for approval and implementation.

GateWay places a high priority on student success, and thus, provides students access to multiple free learning resources housed in the Learning Center and Library. The Learning Center, staffed with 6 full-time employees and 10 part-time staff, is open almost 60 hours per week including 5 hours on Saturday. Tutoring services may include individual or small group tutoring offered by peer or professional tutors; workshops and Power Camps (funded by a Title V Grant) offered by professional tutors with bachelor's degrees and learning aids (videos, etc.). Learning Center employees collaborate with residential and adjunct faculty and instructors to address specific needs in targeted content area courses and to identify prospective peer tutors from among current, high-achieving students.

The Learning Center also houses the Online Writing Center where students submit papers electronically for feedback and assistance from professional tutor. In some cases, students use the Learning Center for access to computers, printers, and the internet. Finally, to ensure adequate access and to promote student support, Learning Center staff periodically travel to any of GateWay's other campus locations to serve students in classroom visits and upon specific request. For online students or those who cannot stay on campus to use these services, the Learning Center offers 24/7 online tutoring available through BrainFuse, a 3<sup>rd</sup> party tutoring vendor. Access to all services offered through the Learning Center are available on their webpage.

The Library is open to the general public as well as to GateWay students and employees. Staffed by three full-time librarians, two part-time librarians and 3 other full-time employees, the library is open approximately 53 hours per week. Users may find online resources available on the Library webpages in addition to 'Ask a Librarian' and several online databases. Through a District agreement aimed at addressing access, each of GateWay's other campus locations has access to the community college library closest to its location. Additionally, GateWay Library staff will rotate to other campus locations to provide services to students upon request. Despite the current hours of operation for the Library and Learning Center, we need to consider extending our hours to meet the needs of students earlier in the morning and later into the evening as we have a large percentage of part-time students who attend classes before or after work.

Similar to the Learning Center, Library employees collaborate with faculty to address specific needs to enhance courses and programs. Additionally, students often visit the Library as a way to address their own digital access issues through use of the computer lab, printers, and One-Button Studio (OBS). The OBS was implemented in 2017-18 and supported initially by Title V Grant funding to provide video and editing capability to students and employees. Library and Learning Center patron tracking is in place from a variety of measures to ensure optimal access and usage.

In several PTE programs, students have access to program-specific learning resources like clinical simulation labs (e.g., IV, VCE, Phantom labs), patient models and cadavers, and workforce equivalent workstations (e.g., HVAC, Machining, Automotive, RODI). Access to such supplemental learning is made available to students through their faculty and lab resource specialists. Other students may have access to learning resources like study table and peer tutoring offered to them as a member of a particular program (e.g., Athletics, TRIO Prosper, TRIO Upward Bound, ACE, HOOP of Learning, etc.).

In 2016, GW implemented the STAR Program, a type of supplemental instruction specifically for biology courses, where a peer attends the class and then hosts additional learning sessions for students after the regular class session. Successful Outcome data lead to expansion of the STAR program in spring 2019 to two math courses as well.

- (-) ensuring training of clinical preceptors
- \*\*Solicit feedback from recent accredited programs

[Does Early Alert belong here?]

GateWay ensures minimum faculty qualifications according to those set forth by the Higher Learning Commission for all its programs according to District's Strategic Staffing personnel oversight, practices, and resources available on associated webpages. Minimum requirements may vary according to academic (general education/transfer), occupational (PTE/CTE), trade (clock hour) and apprenticeship teaching assignments. Personnel files containing required documentation are kept by District HR for residential faculty and are located in GateWay's HR office for adjunct faculty, trade instructors and dual enrollment instructors.

GateWay ensures adequate professional development for probationary faculty through the Peer-Assisted Review (PAR) process. The PAR Coordinator works with all probationary faculty during their first 5 years of service. Probationary faculty participate in structured workshops in their first year and are evaluated by several peers and administrators in each year of their 5-year probationary status. Upon successful completion of year 5, probationary faculty are recognized as "board-approved" residential faculty.

Dual Enrollment instructors (i.e., those high school instructors who are qualified to teach college-level courses in the high schools) are subject to meeting the same minimum requirements as residential and adjunct faculty based on the discipline in which they teach. Residential faculty supervise and evaluate dual enrollment instructors to ensure quality courses

and learning outcomes similar to those offered on GateWay's campuses. Dual enrollment instructors are observed and evaluated by residential faculty at least once per year for each type of course they teach.

It is anticipated that dual enrollment offerings may decrease as the 2020 extended deadline for high school instructors to meet minimum college requirements nears. GateWay will need to re-evaluate the courses offered through dual enrollment in addition to the approach by which dual enrollment courses are offered to students.

- identify areas for improvement

#### 4.A.5.

Many of GateWay's Professional & Technical Education (credit-based) and Trade & Technical Training (clock hour based) programs maintain a high level of quality and connection to industry standards through their use of Advisory Councils and specialized accreditation through associated professional accrediting bodies. Programs with accreditation offer students advanced opportunity for seeking employment that requires certification or licensure through completion of an accredited program. GateWay has **XX** programs with specialized accreditation and **X** programs currently seeking accreditation.

#### 4.A.6.

Approximately 50% of GW credit-seeking students are enrolled in a transfer-related degree (Associate in Arts [AA], Associate in Science [AS], Associate in Business Transfer [ABUS], or Associate in Arts for Elementary Education [AAEE]) while the other 50% are enrolled in a PTE program leading to a Certificate of Completion (CCL) or Associate in Applied Science (AAS) degree. We also have approximately **XXX** annual student enrollments in our Trade & Technical Training programs (clock hour) intending to earn an industry-recognized credential. GateWay makes public its "Student Right to Know" information on the college website under its disclosure practice. *[Note: most recent PDF report and information on webpage does not match.]* The three-year graduation rate for full-time, credit-seeking students entering in Fall 2014 was 16%. The three-year transfer-out rate was 34%. **[Add evaluative statement here comparing GW rate to region, state, and/or national comparison rate]** The graduation **(or completion?)** rate for full-time, clock hour seeking students entering in FY 2014-15 was 51%; however, there is no transfer-out rate for this type of program. **[Add evaluative statement here comparing GW rate to some other rate if available.]**

- consider % of part-time students and time spent on wait list
- Add graduation rates (attrition?) for AAS degree-seeking students (cohorts)
- Add in graduation (raw #s) over a 3 to 5 year period to show trends

A significant number of GW students who earn a transfer-oriented degree (AA, AS, ABUS or AAEE) transfer to one of our state universities (e.g., ASU, UofA, or NAU) or Grand Canyon University. [add in number here] Through sharing of transfer student success data by these senior institutions, we know our transfer students perform well upon transfer. In some cases, GW transfer students out-perform native 4-year institution students.

GW attempts to track job placement rates for students seeking certificates, degrees, or credentials **leading directly to employment** in all program areas. We use a decentralized approach to tracking job placement rates where each program area uses their personal contacts with their student graduates to gather this information. This approach has yielded better response rates and information gathered than when we used our Career Services department to gather and track placement rates on behalf of each program. Job placement is generally self-reported by students approximately 6 months after program completion via a survey from the program leaders. In high-need areas (e.g., Nursing, Allied Health, Automotive), student response rates are generally higher and more positive than in other program areas. Tracking job placement rates continues to be an area of improvement for us.

- (+) PTA example (70% response rate for job placement survey)

In some trade industries, it is not uncommon for GW students to be hired upon completion of certain courses before earning a degree. While this is great for students' employment and our job placement rate, we also encourage students to continue in the sequence of courses leading to the completion of a CCL or degree so they have a sense of accomplishment as well.

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

- Include participation rates in internships, etc.? (at program-level; Year-Up)

#### **Core Component 4.B.**

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

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of learning outcomes that it claims for curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.

4. The institution's processes and methodologies to assess student learning reflect good practice including the substantial participation of faculty and other instructional staff members.
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## Argument

GateWay's faculty have been practicing informal assessment for decades. In accredited programs mostly in the Professional Technical Education division, formal assessment practices have been in place for years as well. However, it was determined in 20XX that GateWay needed guidance to ensure a culture of assessment was formed and practiced throughout the institution. Therefore, as a result of participating in HLC's Assessment Academy from 2014-19, GateWay Community College has dedicated time, personnel, and financial resources to improving student learning and educational achievement through ongoing assessment at the course, program, and institutional levels in our credit and clock hour programs. In addition, GWCC assesses co-curricular programs and services to ensure high-quality experiences for all constituents. Our college's collective assessment work from the past five years serves as our Quality Initiative under the Open Pathway for accreditation through the Higher Learning Commission.

### 4.B.1.

GateWay Community College has supported assessment of student learning for decades beginning formally with the **Assessment Committee**. Over time, the name and focus of the committee has changed to reflect the work at hand. GateWay's Learning Outcomes (**GLO**) **Committee** was formed in 20XX in order to provide structured support to developing, assessing and tracking student learning at all levels of the college. This GLO committee has XX members representing all 9 academic divisions (PTE and Liberal Arts), adjunct faculty, trade and technical training programs (clock hour), and several student affairs and support areas within the college. It is led by 2 residential faculty and 1 administrator from Institutional Effectiveness. Each of two faculty chairs receives release time in fall and spring for three load hour equivalents to lead this work for the institution. The GLO Committee meets twice per month for 90 minutes to discuss progress made toward supporting faculty and staff with their assessment work. In addition, sub-committees meet outside of bi-weekly meetings to work on targeted aspects of our college's assessment work (e.g., Program-level Learning Outcomes [PLOs], Co-Curricular Assessment, marketing, Institutional-level Learning Outcomes, GLO Day). These sub-committee also share their progress with the entire GLO committee. Recently, GateWay created a new position, Assessment Coordinator, to provide more support to working with program areas needing assistance with this work. This person began in fall of 2018 with the charge of creating an Assessment Handbook that codifies our collective work and includes but is not limited to definitions of terms, processes, timelines, templates, and responsible parties.

- link to 6-month progress reports from QI

In 20XX, the GLO Committee worked with key stakeholders to develop GateWay's three institutional-level learning outcomes (ILOs). It is our expectation that any student who completes a certificate or degree at GWCC will have the knowledge and skills of these three critical areas. The initial work of GLO was aimed at creating the system and process by which the college would assess the ILOs. A rubric was developed for each ILO with multiple sub-parts to account for a wide-range of applications within our liberal arts, professional technical, and trades program areas. All three ILOs were piloted initially and are in full practice.

Faculty and instructors report ILO assessment outcomes within their program assessment plans and on an internal blog-like site called BEAM (Building Educational Assessment Measures). It is the intent of this site to provide an internal real-time location for faculty and staff to post their assessment findings that promotes online discussion of assessment practices while serving as a repository of individual assessment work. Additionally, GW has dedicated one day each spring to celebrate and share our assessment work with one another at GLO Day. Typically, representatives from all college divisions and departments attend either the morning or afternoon session to present, discuss, and learn about ILO and PLO work across the institution.

Finally, the GLO Committee provides oversight and support to each academic division and student affairs program or service area to ensure a **consistent** format is used to collect assessment data and outcomes. Through 2018-19, we used SharePoint and Google Sheets to capture and track this type of information; however, we recognized this product would not meet our needs into the foreseeable future. **Therefore, in spring of 2019**, we purchased a "warehouse" system (SPOL) by which all of our assessment data (e.g., plans, outcomes, changes to curriculum and pedagogy, etc.) is housed. SPOL has several modules including one specifically for assessment data storing and tracking.

**4.B.2. and 4.B.3.** *[We may be able to combine 4.B.2. through 4.B.4. as there is a lot of repetition of content.]*

Faculty and instructors assess student learning at **four** distinct levels. First, faculty and instructors assess student learning within their classes. They use data and information gathered to make changes to pedagogy, curriculum, and activities within their own classrooms (i.e., course sections) regularly. Faculty and instructors also assess student learning at the course-level where they meet with their peers who teach the same course(s) to discuss assessment methods. In some cases, like in Mathematics, faculty create common assessments to ensure similar outcomes are occurring across sections of the same course regardless of instructor variables. Assessment data are shared among divisional faculty and instructors in a variety of locations such as an online shared document or on SharePoint. Faculty and instructors discuss their findings and make adjustments where needed to improve student outcomes. Student learning is also assessed by faculty and instructors at the program-level (PLOs). This has been our main focus since 2016 when we realized that some PTE programs were assessing PLOs but most of our Liberal Arts & Sciences (i.e., transfer programs) and T&TT programs were not assessing at the PLO level. The GLO Committee has developed a structured process and common timeline for this work to be completed annually. PTE and T&TT programs are unique and complete this work at the program level. The Liberal Arts faculty worked



together across general education disciplines to determine six program-level outcomes and an overall assessment plan for our two main transfer degrees (AA and AS). PLO assessment is completed two ways. First, general education courses with significant sophomore-level student enrollment are selected to be used for cross-disciplinary assessment that aligns to any of the 6 PLOs. Second, any PLO may be paired with ILO #1 (Effective Communication) where students in select classes are asked to complete an anonymous writing prompt during class for the purposes of PLO assessment. Faculty from both LAS and PTE areas in addition to T&TT instructors gather in spring for an “assessment evaluation” day where they read and evaluate student writing from that year’s prompt according to an established rubric. Outcomes are discussed by a cross-functional team of faculty to determine if outcomes are acceptable or whether changes in pedagogy, curriculum and/or assessment activities need to be changed.

Finally, the institution has developed a plan for assessing our ILOs. Through curriculum mapping from courses to ILOs completed by faculty and instructors, GW has a thorough picture of where, when and how our students are introduced to, receive reinforcement of and master such knowledge and skills over their programs of study. The internal BEAM site is used to collect and share outcomes from disciplines and service areas at the college to promote continued discussion around improvement as a result of assessment. The use of BEAM by faculty, adjunct and staff members has been slow to catch on. However, when we discuss the need for BEAM, it is determined that GW employees desire this type of electronic shared board. Encouraging faculty and staff to post their assessment findings (especially those related to ILOs) will continue to be a focus of the GLO Committee.

Finally, GW has implemented an intentional plan by which co-curricular areas of the college participate in assessment at two distinct levels: program-level learning outcomes and service area outcomes. Program leads have an assessment coach from the GLO Committee who assists by providing an outsider’s perspective to that program area. With additional support from the program lead’s supervisor, PLOs and SAOs are defined, assessed, tracked and improved upon based on data and information gathered throughout the assessment cycle. GLO Day 2019 **will be (was)** especially significant as our co-curricular areas **will be (were)** able to report out on their first cycle of assessment through “closing the loop.” Feedback from our HLC Assessment Academy **coaches (?) has been (was)** overwhelmingly positive with respect to our PLO work across academic and co-curricular programs.

#### **4.B.4**

The development of a GW Assessment Handbook reflects good assessment practice and serves as a guide for all instructional and co-curricular areas expected to participate in ongoing assessment. Our overall assessment participation rates are impressive yet some programs are farther along than others with creating a culture of assessment that includes regular reporting and making changes based on findings. The GLO Committee and Assessment Coordinator will continue to provide individualized support to such programs in order to allow those that are further ahead to continue to make good progress. Similarly, our co-curricular assessment work is relatively new and will continue to be supported by the GLO Committee and Assessment

Coordinator for the foreseeable future. Again, feedback from our HLC Assessment Academy experience was supportive of our efforts and work completed within a 5-year time period.

One of the areas in which GW is particularly proud is our intentional effort to include adjunct faculty in formal assessment work. Since 2016 we have hosted an annual Adjunct Assessment Academy where up to 20 adjunct faculty from diverse content areas participate in a 6-month academy focused on providing support to assess ILOs within the courses they teach. Selected adjunct attend a monthly 2-hour session hosted by two residential faculty from our GLO Committee where they learn about GW's ILO assessment efforts and hear from other faculty who have completed this type of work. During the fall, adjunct determine how they will execute planned assessment work in the following spring. Then, during GLO Day (and other opportunities that arise) these adjunct share their work with their peers. Adjunct faculty are provided a stipend as a token of appreciation for completion of academy expectations and deliverables. Finally, any interested adjunct are invited to participate in divisional PLO assessment work as schedules and availability allows.

## Core Component 4.C.

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

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

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### Argument

GateWay Community College defines student retention two ways: fall to spring re-enrollment (one-term retention) and fall to fall continuous re-enrollment (one-year retention). We do not officially use the term "persistence" as a way to show student progress; although when used informally it general means fall to spring re-enrollment by the same student. Finally, we define student completion as the act of completing all requirements leading to a certificate, degree, or program of study (trade and technical training program). Completion is tracked as "on-time," within 150% of on-time, and within 300% of on-time.

**4.C.1. and 4.C.2.** *[We may be able to combine 4.C.1. through 4.C.2. as there is repetition of content.]*

GateWay has set overall (aggregate) retention and completion goals for our students that are ambitious and attainable. [Add evaluative statement re: goals compared to performance for GW compared to nation here.] Through the Institutional Effectiveness Office, we track these goals in aggregate and by type of program enrolled recognizing there could be significant differences in achievement for cohort-based programs than others. For example, in 2017 our aggregate student fall-to-spring retention rate was XX% compared to XX% for nursing program students. In addition, our aggregate student fall-to-fall retention rate was XX% compared to XX% for those same nursing students. We tend to see a similar outcome when comparing completion rates for our aggregate students (XX% within 150% time) compared to program-specific students (XX% within 150% time). Annual key performance metrics are set,

tracked, and evaluated by GateWay's Operational Team (GOT -- GW's version of president's cabinet). Related discussions occur regularly during divisional meetings in Academic and Student Affairs as President Gonzales reminds employees that retention, completion and student success is everyone's business. Our Institutional Effectiveness Office has developed "dashboard" metrics that make accessible the performance information to any college employee via their login and password. Data can be filtered by numerous variables that allow for tailored reports that can address specific interests and needs for any particular work unit. This flexibility is especially important for use with Advisory Boards where a limited focus on programs of study under their purview is the goal.

#### **4.C.3.**

GateWay uses student success information at the course, program and institutional levels to make decisions that increase enrollment and improve retention and completion rates. This type of information is used within program review as well. In addition, accredited programs must report on this type of data including changes made to the program based on this data according to their accreditation cycle. GateWay was awarded a Department of Education Title V Grant in 20XX where our focus was helping students to stay on TRAC - **T**ransfer, **R**etention and **C**ompletion - in order to increase students' time to complete and improve graduation rates. In many of our PTE programs that are either informally or formally cohort-based programs, the retention and completion rates are often significantly above the national average in their fields.

Beginning in 2018-19, the Manager of Institutional Effectiveness worked with the Dean of Liberal Arts & Learning Support and associated faculty to draft a data brief style report that focused on one specific course/program area. The initial report was compiled with Biology faculty who helped to design the report to meet their needs. There are four other data briefs in various stages of design: English, Reading, Math and Personal Development. We expect to update these reports annually so faculty who teach in "gateway" areas have accessible and meaningful data available to them to have important discussions leading to changes in pedagogy and practice.

Additionally, GW uses data and analyses to inform non-instructional programs and practices. This occurs mostly through program review and via our GLO Assessment Committee work.

- Reverse Transfer program/participation (see information from Rose Rojas)

#### **4.C.4.**

**[Need IR/IE to review this section and add to it; it's incomplete.]**

GateWay's Institutional Effectiveness Office provides consistent and reliable data to all GW constituents via a "dashboard" that resides on the college's internal Sharepoint site. The dashboard is created using raw data pulled from the District and college databases. There are several standard indicator dashboards provided where each data set allows the user the opportunity to tailor the information based on a particular field. These data and information

are login and password protected for employees only. In addition, an employee may submit a data request to GW's Institutional Effectiveness Office to request a special data report be compiled for their unique needs. Finally, the GLO Committee provides some oversight to academic, occupational, trade and student service areas regarding data sets and analysis of said data.