CRITERION 5. RESOURCES, PLANNING, AND INSTITUTIONAL EFFECTIVENESS

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

Core Component 5.A.

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

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

Argument

5.A.1.

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

Fiscal resources are allocated to GWCC from the MCCCD District Office. Revenue for MCCCD is generated from tuition and fees, property taxes, and other sources such as donations, grants facility rentals and general obligation bonds. The primary revenue source [insert percentage] is from property taxes.

The MCCCD general fund budget for fiscal year (FY) 2017-18 was $XXX billion. GWCC's allocation for FY 2017-18 was $XXX million. Allocations are based on a per full-time student equivalent (FTSE) rate of $2130 per FTSE. General fund budget supports general college operations including salaries, benefits, supplies, improvements and equipment.

GWCC sustains human resources and an infrastructure sufficient to support operations to deliver programs. The organization structure is divided into five major units: Academic Affairs, Student Affairs, Administrative Services, Institutional Effectiveness and Planning, and External Affairs and Workforce Development. Each of the units falls within the purview of an executive level leader, Vice President or Associate Vice President, and reports directly to the college president. Each unit contains a structure supporting the specific operations of the unit with a sufficient number and level of deans, directors, managers and staff. Currently, GWCC has a full time employee base of 104 residential faculty, XX clock hour instructors, and XX staff.

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

Staff replacements are considered for replacement or reallocation through a process facilitated by the Financial and Operational Oversight Team (FOOT). The requests are reviewed based on programmatic and operational need.   FOOT makes recommendations to the GWCC Executive Team (GET). Final decisions for replacement or reallocation fall within the purview of the college president.

Requests for new faculty, instructors and staff can be made through the annual budget development process.

GWCC sustains sufficient resources and infrastructure to operate and deliver programs at five locations. Identification of facility improvements and additions occurs through a variety of venues including the Master Planning Committee, operational planning process, and requests through supervisors.

The Master Planning Committee consists of faculty and staff across college departments and locations and focuses on long-range planning and short-range implementation of space needs. This team is currently limited in its work as the college develops the GWCC Academic Master Plan (AMP). Prior to the current work on this, GWCC has not had an AMP for the Master Planning Committee to use as a guide to decision-making.

GWCC sustains sufficient resources and infrastructure to support the technological needs of the institution. The Strategic Technology Plan 2016-2020, developed by the GateWay Investment Future Technology Committee (GIFT), provides guidance to the college regarding replacement and upgrading of technology across all locations. In this past year, a gap in the plan was identified in the plan as it pertains to replacement and upgrading of technology in support service

areas. The adjustment was made to assure a strong infrastructure that supports both the delivery of academic and support services.

General bonds awarded from district provide resources for facility development and renovation to support the delivery of programs. GWCC collaborated with the district office and follows a general bond project schedule.

5.A.2.

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

The Financial Advisory Team (FAT), comprised of faculty and staff across departments and locations, serves to develop a 5-year fiscal outlook to include guidance in the allocation of resources based on FTSE and revenue fluctuation. In accordance with this outlook, FAT provides a funding philosophy to initiate the operational planning and budget development annual process. The funding philosophy provides the institution with a percentage of the base budget that will be available for reallocation to programs and areas of need. The last three budget development cycles included reallocation of 25% (FY 2017-18), 15% (FY 2018-19) and 5% (FY 2019-20).

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

Most service departments are centralized and this is reflected in the college budget. To assure needs are being met at all locations, four of the GWCC sites are allocated an operations budget. A site budget manager is identified for each of these four sites. The fifth location, GateWay Surprise Training Center, is owned by the City of Surprise. A memorandum of understanding outlines the fiscal responsibilities each party.

5.A.3.

The goals aligned with the GWCC mission are realistic given the college's organization, resources and opportunities.

The college mission was developed through a college-wide process focused on developing a shared vision, mission, values and strategic direction. The mission clearly states why GWCC exists and six key strategic goals provide a plan for the college to accomplish this. These goals drive the GWCC operational planning and budget development processes. Strategies to

accomplish each goal are defined and metrics for measurement assist to identify need for additional resources.

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

Strategic Goal #2 is the goal of "Learning." Core to the mission, GWCC strives to promote and support opportunities for learning and development. GWCC enforces mandatory placement testing and provides Gecko Gear Up (GGU), an onboarding, new student orientation (NSO) and advisement. Effective Fall 2017, transfer degree seeking students new to college are required to attend NSO and GGU or advisement. GWCC expanded this requirement to new student seeking any degree, transfer or occupational, in Spring 2019. GWCC leverages the All Employee Meeting and the Day of Learning to provide professional development opportunities focused on the student experience. Under the leadership of the GateWay Learning Outcomes (GLO) committee, assessment of learning occurs at the course, program and institutional level. Creation of the Office of Service Learning and Civic Engagement has resulted in a significant increase in student engagement outside of the classroom. GWCC measures progress of this goal by tracking retention, percent of students making satisfactory academic progress, success in college level courses, and percentage of employees participating in professional development.

Strategic Goal #3 is the goal of "Success." Students come to GWCC for a variety of reasons thus making the goal of "Success" our greatest and broadest challenge. For the purpose of this goal, success ranges from a single course completion through program completion, transfer and entry into the workforce. In addition to GGU, NSO and advisement, GWCC offers a student success course, Strategies for College Success (CPD 150). Students placing into one or more pre-college level courses are required to take that course. The course is open for all students to take. Students enrolled in clock hour programs are required to take Essential Elements (ESP 110), a student success experience focused on onboarding students in the trade and technical programs. GWCC measures progress of this goal by tracking students that attain their stated educational goal, degrees and certificates awarded, successful completion of the AGEC, transfer rate, graduation rate, licensure or industry-recognized credential earned and students matriculating from trade and technical training programs to college-level courses.

Strategic Goal #4 is the goal of "Community Engagement." As the community's college, GWCC strives to enhance civic, social and cultural engagement opportunities for students and community members. As part of the current Title V grant, GWCC has developed and

institutionalized the Office of Service Learning and Civic Engagement. GWCC measures progress of this goal by tracking number of programs, events, and activities open to the community, number of activities held on campus that address political or global subjects, number of students participating in service learning opportunities, and several items on the CCSSE.

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

Strategic Goal #6 is the goal of "Stewardship." GWCC strives to leverage, grow and utilize resources to ensure student success, responsible stewardship and sustainability. In FY 2018-19, GWCC initiated a revised Program Review process with a focus on alignment to other assessment and process improvement activities at the college such as operational planning, learning outcomes assessment and accreditation. As described in section 5.A.2, GWCC develops an annual budget philosophy that leverages existing resources to allocate to areas of greatest need. The college's signature fundraiser, Runway to Success, is currently in its third year and provides fiscal resources focused on programming supporting student success. The current Title V grant includes an objective to create and sustain an endowment fund that is matched by the grant. The Runway to Success has been identified as the key fundraiser to support the endowment. GWCC measures progress of this goal by tracking monetary contributions and awards from public and private donations and grant awards.

5.A.4.

GWCC staff and faculty are qualified and appropriately trained. Procedures and standards for hiring of all employees are set by MCCCD Human Resources (HR). Effective July 2017 (check date), MCCCD implemented a district wide classification and compensation structure for non-faculty employees. This includes well-defined positions, essential functions and minimum qualifications. Faculty qualifications are in alignment with HLC Assumed Practice B.2.A. This includes residential and adjunct faculty. Dual enrollment instructors teaching college level courses satisfy minimum qualifications prior to the current HLC Assumed Practice B.2.A per agreement with HLC until September, 2020. At that time, dual enrollment instructors teaching college level courses will be required to meet the qualifications stated in the current Assumed Practice B.2.A.

The hiring process is initiated by the development of a Search Plan by the hiring manager with guidance from GWCC HR. Key steps in the process include convening of a search team,

screening of applicants, interviewing, recommendation of preferred candidate to MCCCD HR. Micro-teaching is required for all faculty hiring practices. Finalization of hiring process is conducted by MCCCD HR.

All new employees attend a MCCCD orientation. In addition, new employees at GWCC attend a GWCC orientation focused on GWCC history, structure, processes and workplace expectations. Onboarding experiences vary between staff and faculty. Staff engage in onboarding activities guided by their immediate supervisor.

All new employees are subject to probationary periods. Probationary periods vary between staff and faculty. During probationary periods, new employees are required to attend experiences or training such as the Faculty First Year Experience and New People Leader's training. Training on MCCCD processes and systems are provided as deemed necessary for each position. Annual performance reviews are conducted with identification of performance improvement goals as an expected outcome.

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

5.A.5

GWCC has a well-defined process for budgeting and monitoring expenses.

As part of MCCCD, GWCC follows protocols and processes established at the district level. The district budget cycle calendar is determined by district and communicated to college leadership. MCCCD posts public notifications regarding budget development and approval per state statutory requirements. GWCC, along with the other nine MCCCD colleges and the district office submit budgets to the office of the Chief Operating Officer. [Not sure what process occurs at district to finalize budget. Need from Tony Asti]. Budget is finalized.

Oversight of the GWCC budget falls within purview of the Vice President of Administrative Services. As described in Section 5.A.2., GWCC engages in an annual budget development process. The budget process is initiated in August and results in a budget submitted to MCCCD office in March. Budget managers monitor expenses and balances through the MCCCD Financial Management System (FMS) and customized reports through the Gecko Portal, the GWCC intranet. Effective Fall 2018, budget managers are asked to review quarterly reports and account for over- or under-spending of the current budget.

Core Component 5.B.

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies – including its governing board, administration, faculty, staff, and students – in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1.

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

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

The MCCCD Governing Board conduct regular meetings twice a month on the second and fourth Tuesdays focused on providing oversight of district and college financial and academic policies. Pursuant to A.R.S. 38-4301.02, all notices and agenda o meetings of the MCCCD Governing Board are posted online and on the wall outside of the Governing Board Room located at the MCCCD District Support Services Center at 2411 West 14th Street, Tempe, AZ.

A process defines a timeframe for creating the meeting agendas. Governing Board members receive information in advance of the agenda items. While some flexibility exists for the construction of the agenda, there are standing category items to assure time is allotted for relevant financial and academic policies, practices, requested action and updates. Action items are organized by functional area (i.e., Academic Affairs, Business Services, Human Resources, etc.). Updates are regularly provided by students, faculty, and administration across the colleges. Additionally, the Chancellor and Governing Board members also have opportunity to provide

updates on relevant activities. All college presidents, including GWCC President and members of the Chancellor's Executive Council (CEC) attend the Governing Board Meetings. The meetings serve as a forum for presentation, discussion, and adoptions of proposed additions or changes to policies related to tuition and fees, curriculum modifications, construction projects, property tax increases and budget. Governing Board meetings are video recorded and available for public viewing on the Governing Board website.

Pursuant to A.R.S. 15-1444, The Governing Board reviews the GWCC budget at the start of the fiscal year. Expenditures and remaining budget are audited by the State of Arizona Attorney General at the end of the fiscal year.

5.B.2.

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

[Defer to district to advise on draft of district level governance]

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

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

The final category consists of Leadership Teams defined by unit and level in the organization. The GateWay President fosters a Levels of Leadership model to fully engage college wide stakeholders in the decision-making process. The GateWay Executive Team (GET) is led by the college president and consists of his direct reports. This team makes final decisions on recemendations regarding budget, personnel, and institutional priorities. The GateWay Operational Team (GOT) consists of members of GET, deans, directors, Faculty Senate President and President-Elect, and the Faculty Chair of Chairs. In addition to submitting recommendations to GET, this team makes decisions on college level operational activities. The GateWay Observe, Organize, and Deliver (GOOD) team is the largest with representation across

all college areas and locations. This team provides feedback and input to inform GOT and GET in final decisions related to operational and strategic directions of the college.

Committee charters, agendas, and meeting notes are posted on the GateWay Committees sharepoint page. Most are open to all GateWay employees for viewing.

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

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

5.B.3.

Academic requirements, policy, and processes are set as a result of college and district collaboration and shared governance involving administration, faculty, staff and students. As noted in Core Components 3.X and 4.X, the curriculum process is driven and owned by faculty at both the local and college levels.

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

The GWCC Faculty Senate is responsible for the development of the College Plan, a document developed by the college Residential Faculty and approved by the College President that describes, but is not limited to, the selection, evaluation, duties, and responsibilities of the Department/Division Chair, and the duties and responsibilities of the Occupational Program Director.

GWCC practices and procedures not mandated by district policy and procedure result from the collaborative work of GWCC shared governance structure. The Program Review process was developed by a team of employees across all locations and employee groups and has just

completed its first cycle. GateWay Learning Outcomes Assessment has developed an assessment plan encompassing assessment of learning outcomes at the course, program and institutional levels. The GWCC Operational Planning & Budget Development process is revised annually and engages every level of college in the process. The Team for Improve Processes (TIP) undertakes processes for improvement that are identified by the college community. Recent work of TIP has improved the Student Scholarship Selection process, Healthcare Programs Safety & Health background check process, and the Student Complaint Process.

Core Component 5.C.

The institution engages in systemic and integrated planning

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

Argument

5.C.1.

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

Locally, GWCC implements an annual budget development process. Requests for new funds or reallocation must be aligned with the college strategic goals and institutional priorities. Requests are initiated at the budget manager level and vetted up through supervisors and unit leaders prior to being submitted to FOOT. FOOT reviews for alignment to strategic goals and institutional priorities and submits a ranked list of recommended allocations to the GateWay Executive team.

5.C.2.

GWCC continues to revise assessment, evaluation, planning and budgeting processes to align. The major processes driving operational and strategic decisions include operational planning (annual), budget development (annual), assessment of learning outcomes (annual) and program review (every four years). In Fall of 2018, GWCC initiated a revised program review process. All instructional programs and service and support departments are required to complete

program reviews on a four-year cycle. Instructional programs are provided enrollment trends and relevant workforce and economic development information through Economic Modeling Specialists Inc. (EMSI). Service and support programs collect user satisfaction data. All programs are asked identify and assess current resources and effectiveness. The outcome of the program review is the identification of strengths and opportunities that inform goals for improvement. Operational plans in subsequent years are to align with the goals identified in the program review. Additionally, leadership reviews the program reviews to inform decision making in setting priorities and allocating funds in the budget development process.

5.C.3.

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

The annual operational planning processes starts at the department or division level and flows up through the organizational level. All department and unit level operational plans inform the college level operational plan vetted by leadership groups including Strategic Academic Leadership Team (SALT), Student Affairs Leadership, Administrative Services Council, GOT and GateWay Observe Organize & Deliver (GOOD).

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

5.C.4.

GWCC Institutional plans anticipate possible impact of fluctuations in the institution's sources of revenue. The Financial Advisory Team (FAT), comprised of faculty and staff across departments and locations, serves to develop a 5-year fiscal outlook to include guidance in the allocation of resources based on FTSE and revenue fluctuation. In accordance with this outlook, FAT provides a funding philosophy to initiate the operational planning and budget development annual process.

For the first time ever, GWCC is in process of developing an Academic Master Plan (AMP). Guided by the college mission and strategic plan, a team of faculty and instructor leads will use information gathered from internal and external stakeholders to develop a plan that will inform the development and/or revision of facilities, technology, and other integrated plans.

5.C.5.

GWCC considers emerging factors, such as technology and demographic shifts in its planning. Reports and analytics from district and GWCC Institutional Research and Planning are provided to inform planning and decision making.

The GWCC office of Institutional Research and Planning has developed a GWCC Analytics website that provides access to enrollment, student success, and demographic trend data. Additionally, GWCC uses reports from Economic Modeling Specialists Inc. (EMSI) to obtain local workforce development trends and projections. These reports are used to inform Program Review and other programmatic decisions.

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

Core Component 5.D.

The institution works systemically to improve its performance.

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

Argument

5.D.1.

The College has an institutional effectiveness department along with several committees dedicated to ensure that we are learning and improving from our operational experience. We implement a strategic plan to ensure that we document evidence of performance in our operations. GWCC tracks operational progress through operational goal and strategic direction metrics. Operational goal metrics are reviewed annually and may be adjusted based on adjustment of annual operational goals. Strategic goal metrics are adjusted in alignment with the strategic planning process that occurs every three to five years.

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

5.D.2.

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

Since the last HLC accreditation self-study, the college has addressed several gaps.

The CEI building has been built as a resource to the community, offering assistance to entrepreneurs and innovative individuals across our community in support of workforce development. The department of Student Success & Retention was developed and coordinates new student onboarding and current student retention programs. Guided by the HLC Assessment Academy framework, GWCC has developed and is currently implementing an assessment plan

encompassing assessment of student learning outcomes at the course, program and institutional level.