



NEW DAY. NEW APPROACH.

STRATEGIC 2016 PLAN 2019



MARICOPA
COMMUNITY COLLEGES



GATEWAY
COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

INTRODUCTION

GateWay Community College, one of the 10 Maricopa Community Colleges, is a fully accredited public institution of higher education. Offering approximately 150 Certificate and Associate Degree programs in Professional/Occupational Education, Trade and Technical Training (formerly Maricopa Skill Center), and University Transfer. GateWay has emerged as a leading institution in meeting the needs of business and industry. GateWay was established as Maricopa Technical College in 1968. In 1987, the name changed to GateWay Community College to better convey the comprehensive curricular offerings of the college and to reflect the physical location change to 40th and Washington Streets in the GateWay corridor.

In 2016, the former Maricopa Skill Center, a division of GateWay Community College for 30 years, was fully integrated with GateWay, uniting the two under one name. The division continues to provide a variety of certificate programs, most of which may be completed in less than a year. In 2007, the division partnered with Western Maricopa Education Center (West-MEC) to offer cosmetology school for high school students that allow completion of their high school courses, while simultaneously training in the Cosmetology Certificate program. In 2013, the division expanded, opening the Northwest Campus to offer more workforce-driven, short-term certificate programs. In 2016, the name of the campus changed to Deer Valley Campus.

With a long history of providing responsive and flexible educational programming in Maricopa County, GateWay Community College is focused on strengthening the organization through integration of services to provide a seamless student experience as “One Organization – Three Sites”. Driven by the collective Mission, Vision, Goals and Values of the organization, our faculty and staff are committed to providing students with a quality education, while meeting the changing needs of their diverse community and industry partners.



PLANNING @ GATEWAY COMMUNITY COLLEGE

Strategic planning is a process to devise long-range strategy for an organization. Effective planning engages stakeholders at every level of the organization to define future direction, devise appropriate methods for measuring success, and determine allocation of resources within the organization.

In Spring 2015, GateWay Community College initiated a new strategic planning process. Planning at GateWay matched the strengths and distinctive characteristics of the college and its locations with the unique and emerging needs of its students and community. In 2015, using Appreciative Inquiry as its model, GateWay launched planning from a strengths-based approach. Administrators, faculty, and staff from all sites were engaged in a S.O.A.R. analysis process resulting in broad input related to the Strengths, Opportunities, Aspirations, and expected Results of the organization. Information from this process was summarized and categories were identified. These categories were used in the reaffirmation of college strategic goals and development of key strategies.

During the planning process, conversations with faculty, staff and students supported the need to align with the direction of the Maricopa County Community College District (MCCCD). The following are key results of the planning process:

- Adoption of a single strategic plan - One Organization - Three Sites.
- MCCCD Vision and Mission are adopted by GateWay Community College to align with “One Maricopa” philosophy.
- College strategic goals were cross-walked to MCCCD Core Planning Areas and MCCCD Governing Board Outcomes.
- MCCCD Governing Board Metrics were linked to college strategic goals.
- New operational planning process was devised to strengthen the use of evidence in measuring achievements and to link budget and resource allocation to college strategic goals and key strategies.



OUR VISION...

GateWay Community College—a college for the community—works collectively and responsibly to meet the life-long learning needs of our diverse students and community.

OUR MISSION...

GateWay Community College provides access to higher education for diverse students and communities. We focus on learning through:

- University Transfer Education
- General Education
- Developmental Education
- Workforce Development
- Student Development Services
- Continuing Education
- Community Education
- Civic Responsibility
- Global Engagement

OUR VALUES...

Students are the primary reason we exist. We value our diverse learning community and respect our students for their life experiences and their achievements, and we appreciate their contributions. For these reasons, GateWay is committed to the following values:

LEARNING

As a lifelong endeavor of growth and self-discovery.

DIVERSITY

As a celebration of the unique richness that all individuals bring to our community and to the learning opportunity it provides.

SERVICE

To students, to each other, and to the community.

TEAMWORK

As a commitment to working together toward student success.

INTEGRITY

As an essential element in our learning environment. We strive to be honest, authentic, consistent, and respectful in our words and actions.

ENTREPRENEURIAL SPIRIT

As critical in accomplishing our mission and goals. Through calculated risk-taking, we see possibilities . . . not limitations.

The Strategic Direction for GateWay Community College is built upon six key strategic goals. These goals, established as a result of the 2011-2015 strategic planning process, were reaffirmed through collective input from stakeholders across the organization.



1. **ACCESS**
Provide access to high-quality education for all students and strengthen educational pathways through increased educational and business partnerships.
2. **LEARNING**
Promote and support opportunities for learning and development.
3. **SUCCESS**
Increase the number of students who achieve their education or training goals, complete a degree or certificate, transfer to a university, and/or complete a workforce credential.
4. **COMMUNITY ENGAGEMENT**
Enhance civic, social and cultural engagement opportunities by serving as the community's college.
5. **ENTREPRENEURIALISM**
Expand and leverage resources that enhance the college's impact in the community through economic and workforce development.
6. **STEWARDSHIP**
Strategically leverage, grow, and utilize resources to ensure student success, responsible stewardship, and sustainability.

1. ACCESS

Provide access to high-quality education for all students and strengthen education pathways through increased education and business partnerships.

KEY STRATEGIES

- 1.1 Increase and strengthen programs that serve underserved populations.
- 1.2 Create opportunities to provide flexible schedules and modalities.
- 1.3 Increase enrollment in high school to college bridge programs.
- 1.4 Develop career and educational enrollment pipeline through programming for K-8 populations.
- 1.5 Develop consistent processes and practices for the First-Year Student Experience.



TARGETED GOVERNING BOARD METRICS & INSTITUTIONAL OUTCOMES

- FTSE Year-End Enrollment (GBO 1.A.9]
- Percent of full- and part-time students making satisfactory academic progress [GBO 1.A.5]
- Enrollment of underserved populations [GBO 4.A.2]
- Noel-Levitz Student Satisfaction Inventory
 - o Academic support services adequately meet the needs of student
 - o College shows concern for students as individuals
 - o College does whatever it can to help me reach my educational goals

2. LEARNING

Promote and support opportunities for learning and development.

KEY STRATEGIES

- 2.1 Provide employee professional development opportunities to promote student retention, effective teaching strategies and creativity in the learning environment.
- 2.2 Utilize technology equipped learning spaces to expand the use and variety of media in learning.
- 2.3 Promote the utilization of student support services to assist academic achievement.
- 2.4 Develop consistent assessment tools and procedures to measure student learning.
- 2.5 Increase student engagement by providing activities to enhance learning.
- 2.6 Provide opportunities for students and employees to develop as principle centered leaders..

TARGETED GOVERNING BOARD METRICS & INSTITUTIONAL OUTCOMES

- Fall-to-Fall Retention Rate [GBO 1.A.2]
- Percent of full-and part-time students making satisfactory academic progress within two years, as measured by the number of credits completed [GBO 1.A.5]
- Success rate in college-level math after completion of developmental math. [GBO 3.A.1]
- Success rate in college-level English after completion of developmental English [GBO 3.A.2]
- Success rate in college-level courses after completion of developmental reading. [GBO 3.A.3]
- Percentage of employees participating in training and professional development activities.

3.SUCCESS

Increase the number of students who achieve their education or training goals, complete a degree or certificate, transfer to a university, and/or complete a workforce credential.

KEY STRATEGIES

- 3.1 Increase the percentage of students in the Student Success Initiative who 1) complete course placement testing; 2) attend the new student orientation; and 3) meet with an academic advisor to create a Student Learning Plan
- 3.2 Establish partnerships with professional associations and industry and community organizations to facilitate learning and future employment
- 3.3 Develop programming and pathways to increase matriculation of enrolled students into college level courses.
- 3.4 Expand methods in which students new to GateWay access and engage in academic and/or career advising.
- 3.5 Increase the percentage of students attaining their specified educational and/or training goals.
- 3.6 Expand 200 level course offerings that satisfy AGEC requirements.
- 3.7 Implement strategies focused on supporting students through successful completion of 200 level courses.

TARGETED GOVERNING BOARD METRICS & INSTITUTIONAL OUTCOMES

- Number and percent of students who achieve their stated education or training goals. [GBO 1.A.7]
- Number of certificates and degrees awarded annually. [GBO 1.B.1]
- Percent of students with a degree intent who earned an associate degree. [GBO 1.B.2]
- Successful completion of Arizona General Education Curriculum (AGEC) courses. [GBO 1.C.1]
- Percentage of students transferring to baccalaureate-granting institutions. [GBO 1.C.ii]
- Graduation Rate. [GBO 2.B.1]
- Number of occupational program completers passing a licensing exam or earning an industry-recognized credential. [GBO 2.B.3]
- Number of students engaging in academic and/or career advising.
- Number of students matriculating from trade and technical training programs to college-level courses/programs.

4. COMMUNITY ENGAGEMENT

Enhance civic, social and cultural engagement opportunities by serving as the community's college.

KEY STRATEGIES

- 4.1 Establish a physical/virtual Community Engagement/Service Learning Office to develop and promote community engagement and activities.
- 4.2 Enhance support to faculty with the design and development of Service Learning/Community Engagement activities/programming.
- 4.3 Increase the number of civic, social and cultural events open to the community.
- 4.4 Increase the number of external agencies partnering in Service Learning projects.
- 4.5 Develop Community Learning Spaces on campus to support innovative community education opportunities.

TARGETED GOVERNING BOARD METRICS & INSTITUTIONAL OUTCOMES

- Number of programs, events and activities open to the community. [GBO 4.A.4]
- CCSSE results compared to the national mean for the following items
 - o How often students participate in a community-based project for a course
 - o Degree to which students are encouraged to perform community service
- Number of activities held on campus that address political or global subjects. [GBO 4.C.2]
- Number of students participating in service learning opportunities. [GBO 4.D.3]



5. ENTREPRENEURIALISM

Develop, expand and leverage resources that enhance the college's impact in the community through economic and workforce development.

KEY STRATEGIES

- 5.1 Obtain public/private grants that expand opportunities for college growth in the workforce development arena.
- 5.2 Develop revenue generating workshops/programs open to community members and small business entrepreneurs.
- 5.3 Establish a STEAM-focused Makerspace that provides a cross-disciplinary learning lab for students and an economic development resource for the community.
- 5.4 Establish Centers of Excellence in on-demand industries aligned with college programs.
- 5.5 Leverage organizational assets to establish and expand public-private partnerships.

TARGETED GOVERNING BOARD METRICS & INSTITUTIONAL OUTCOMES

- Enrollment in workforce courses. [GBO 2.A1]
- Percentage of the fastest growing/emerging occupations with corresponding college offering. [GBO 2.A.5]
- Number of public and private grants submitted and awarded annually.
- Number of continuing and new public/private partnerships annually.
- Number of revenue generating programs.
- Number of entrepreneurial courses/workshops open to community.



6. STEWARDSHIP

Strategically leverage, grow and use resources to ensure student success, responsible stewardship and sustainability.

KEY STRATEGIES

- 6.1 Expand the use of data to evaluate and assess academic and non-academic programs and services.
- 6.2 Increase external financial contributions to the college from public and private entities to maximize capital and operational resources.
- 6.3 Obtain public and private grant opportunities to support student academic initiatives.
- 6.4 Implement program review process for programs and services that develop, grow, and leverage educational opportunities and partnerships.
- 6.5 Create public stewardship program grounded in transparency, holistic decision making and inclusiveness.
- 6.6 Implement and engage in a continuous improvement operational planning process that drives a culture of evidence and excellence.

TARGETED GOVERNING BOARD METRICS & INSTITUTIONAL OUTCOMES

- Total monetary contributions resulting from public/private partnerships.
- Total monetary awards resulting from public and private grants.



ALIGNING STRATEGIC PLANNING WITH OPERATIONAL PLANNING AND RESOURCE ALLOCATION

GateWay’s Strategic Planning Process links long-term strategy to annual operational planning and resource allocation among four sites offering credit and non-credit/clock hour education. The Operational Planning (OP) Process consists of three levels of planning – Departmental/Dean; Executive; and Institutional [See Figure 1]. Plans are developed at the departmental/dean level and then become the framework for broader executive and institutional level planning.

The Operational Planning Process links department activities and resource allocation as future year plans are aligned with and link to the annual budget cycle [See Figure 2].



Figure 1: Levels of Operational

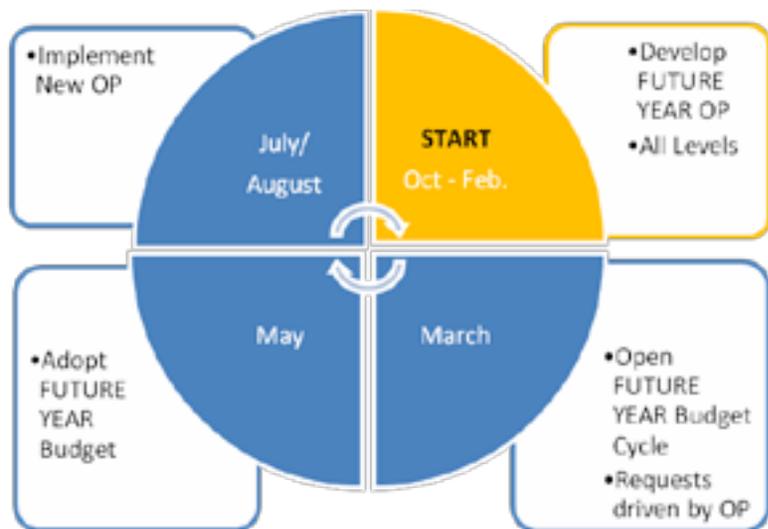


Figure 2: FUTURE Year Planning & Budget Cycle

The Operational Planning Process is designed to continuously assess activities at every level of the organization and revise as needed to ensure results drive actions that support student success. Results from operational plans will inform achievement of long-term goals and strategies. Each year, the GateWay Strategic and Operational Planning Council will review and recommend updates to the strategic plan.

GateWay Community College, in collaboration with students, faculty, staff and community stakeholders, has formalized and implemented a strategic planning process that is the foundation for developing a culture of evidence and excellence within the organization.

The college has successfully linked strategic planning to operational planning and budget planning, engaged ongoing broad participation in the planning process, linked institutional strategic planning to district-wide strategic planning, and has provided for ongoing evaluation and continuous improvement.

STRATEGIC AND OPERATIONAL PLANNING COMMITTEE

TONY ASTI, TRI-CHAIR

Vice President, Administrative Services

JIM BAUGH

Division Chair, Math & Science
Faculty, Math

CARL BLEVINS

M&O Employee President

ILENE BORZE, TRI-CHAIR

Faculty, Nursing

STACEY BOYD

Project Coordinator, GWECHS

JANEY BURI

PSA Employee President

JOSE CANDANEDO

Director, Information Technology

JENNIFER CONLEY

Student Services Specialist

ANALICIA DE ANDA

Library Information Technology Specialist

RAINIE DIONNE

Manager, Workforce Development

LINDSEY DIPPOLD

Adjunct Faculty Employee President

STEVEN GONZALES

College President

JONI GROVER

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KRISTIN GUBSER

Director, External Affairs & Community Development

CATHY HERNANDEZ, TRI-CHAIR

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MAT Employee President

EDWARD HOSKINS

Division Chair, Health Sciences
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CHRISTINE LAMBRAKIS

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ALAN LARSON

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ANDY LENARTZ

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KATHY LYNCH
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BRIAN RICE
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JAKE RIVERA
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SHANNON RUTH
Faculty, Math

KERRY SANDERSON
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RICARDO SOLIS
Dean, Professional/Technical Education

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MARIA WISE
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CJ WURSTER
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FRANK ZAMORA
Department Chair, Counseling
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2016-2017 OPERATIONAL GOALS

STUDENT ENROLLMENT, RETENTION & SUCCESS

1. Increase student enrollment by 4% as measured through
 - a. Credit/Non-credit headcount
 - b. Full-Time Student Equivalency (FTSE)
2. Increase AAS completion by 2%.
3. Increase transfer rate by 2%.
4. Increase AGEC completion by 2%.
5. Increase fall-to-fall retention by 4%.
6. Increase number of part-time students making satisfactory academic progress within 2 years by 2%.
7. Increase monetary and in-kind resources to the college by 4%.
8. Increase retention of students from high school programs into GateWay by 2%.

STUDENT ENGAGEMENT & LEARNING

9. Increase number of participants attending civic, social, and cultural events by 2%.
10. Increase number of students participating in service learning opportunities by 12%.
11. Increase number of civic, social, and cultural events on campus by 5%.

SET COLLEGE BASELINE

12. Evaluate the utilization of existing college partners and establish baseline metrics for growth.
13. Establish baseline of resources from agency partners that support student learning as measured through:
 - a. The number of existing agency partners
 - b. The number of students served
 - c. The associated dollar amount
14. Establish baseline for six month post-graduation employment numbers for students completing an occupational certificate/degree.
15. Establish baseline for alumni engagement through a minimum of three strategic touch-points.
16. Establish baseline of classroom use efficiency rate.
17. Establish baseline number for processes that undergo process improvement.
18. Establish baseline for diversity of faculty and staff reflective of college's student population.



GATEWAY COMMUNITY COLLEGE

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WASHINGTON CAMPUS
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CENTRAL CITY CAMPUS
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