

Gateway Technical College - WI

HLC ID 1689

OPEN PATHWAY: Reaffirmation Review

Review Date: 2/24/2020

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Context and Nature of Review

Review Date

2/24/2020

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance (if applicable)
- On-site Visit
- Multi-campus Visit (if applicable)

There are no forms assigned.

Institutional Context

Gateway Technical College serves three counties in southeast Wisconsin: Kenosha, Racine, and Walworth. The college has three campuses, six centers, and 18 on-line programs. The student:faculty ratio is 12:1. The enrollment in 2018 was 18,713. The college is a mission driven organization; the college board, administration, faculty, staff, and students understand and support the mission - 'We deliver industry-focused education that is flexible, accessible, and affordable for our diverse community'.

The college has a rich history is developing and improving its student learning assessment practices and realizes it has an opportunity to assess other areas of the college in a dedicated manner. The college is generating enrollment and financial data and administers several surveys to students and staff and becoming more transparent with sharing results to impact process improvement.

The college service area has experienced growth in its industrial base and its diverse population. The college has made strides in addressing these growth areas and the impact they have on the organization through programming and partnerships.

Interactions with Constituencies

College President February 24, 8:30 - 9:00 (1)

College President and Executive Leadership Team February 24, 9:15 - 10:00 (10)

Forum I Criteria 1 & 2 February 24 10:15 - 11:30

Kenosha 36 (25 administrator, 2 faculty, 2 staff, 7 students)

Racine 8 (5 administrator, 3 students)

Elkhorn 9 (4 administrator, 4 faculty, 1 staff)

Total 53

Meet with Board of Trustees February 24, 12:00 - 1:30 (8)

Forum II Criterion 3 & 4 February 24 1:45 - 3:00

Kenosha 45 (24 administrator, 10 faculty, 10 staff, 1 student)

Racine 16 (9 administrator, 1 faculty, 5 staff, 1 student)

Elkhorn 14 (10 administrator, 4 faculty)

Total 75

Forum III Criterion 5 and the Future February 25 8:30 - 9:30

Kenosha 35 (25 administrator, 5 faculty, 5 staff)

Racine 9 (3 administrator, 2 faculty, 3 staff, 1 student)

Elkhorn 10 (5 administrator, 5 faculty)

Total 54

Faculty Forum February 25 9:45 - 10:45

Kenosha 20

Racine 5

Elkhorn 8

Total 33

College President, Executive Vice President, Assistant Provost/Accreditation Liaison Officer February 25 11:30 - 12:00 (3)

Additional Documents

None.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Rating

Met

Rationale

Gateway Technical College demonstrates its mission is broadly understood within the institution. Evidence of this understanding are details of the development, review, and adoption of the Vision 2021 strategic plan by the Gateway Board of Trustees at the August 16, 2018 regular board meeting. In 2017 Gateway President Albrecht initiated a review of the existing mission and related documents. This was not a new plan; "The revision of the 2000 to 2017 mission was not a change, but simplification and clarification." This revision used Simon Sinek's Golden Circle framework to articulate a clear purpose. "In the Gateway Golden Circle framework, the college clarified its purpose (why it exists) in its vision, its approach (how it works) in its mission and values, and its results (what it does) in its ends policy." The final result is a mission '*We deliver industry-focused education that is flexible, accessible, and affordable for our diverse community.*' that clearly articulates why Gateway exists and who it serves.

Gateway demonstrates that its mission guides its operations by offering 43 associate degree programs, 34 technical diploma programs, two advanced technical certificates, and 89 certificates of completion. Gateway makes these academic credentials available to 18,713 students (2018), in three counties in Southeastern Wisconsin (Walworth, Kenosha, and Racine) at its three campuses (Elkhorn, Kenosha, and Racine) and six centers (Burlington, Health and Emergency Response Occupations (HERO), Horizon Center for Transportation Technology, Inspire, Lakeview Advanced Technology, and SC Johnson iMET) and in 18 online programs. the Gateway Assurance Argument states "In the 2017-2018 academic year, there were 268 Gateway instructors and 280 adjunct instructors. Faculty assignments had Gateway instructors cover 72 percent of classes and adjunct instructors cover 28 percent of classes. The student-faculty ratio in program classes was 12:1."

An extensive tour of the Kenosha campus showed modern and up to date facilities optimized to serve

students. The simulation labs used in the medical fields, the industrial trade facilities, and horticultural resources available for students are all examples of the high-quality resources available to help students achieve their educational goals.

Gateway demonstrates that its mission guides budget and planning by application of policies which require the college to align the strategic plan and budgets with the mission. Gateway budget prioritization process focuses on six 'Divers of Excellence' found in the strategic plan. Each budget cycle identifies the strategic initiatives, and aligns funding with the six priorities.

The HLC visiting peer team heard from Gateway students, faculty, and staff at three open forums and in numerous individual conversations during the visit. The team heard examples of the college's ongoing efforts to align planning and budget decisions with the Gateway mission, strong understanding of the mission and its role in the community, as well as evidence of participation in the latest review and revision of the mission documents.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Rating

Met

Rationale

The Gateway mission "*We deliver industry-focused education that is flexible, accessible, and affordable for our diverse community.*" is clearly articulated publicly on the college website, in the catalog, the student handbook, and on signs across campus, as well as displayed on an accent wall in each facility. The mission identifies the college's purpose and its role in promoting student success, transfer programs, career training, continuing education, basic skills, and opportunities to improve the quality of life for the people of Walworth, Kenosha, and Racine counties, the state of Wisconsin, and the world.

Gateway's mission documents were revised by the college community from August 2017 to adoption by the Board of Trustees in August 2018. The Vision 2021 strategic plan demonstrates Gateway's commitment to industry-focused education, training, and economic development. The mission documents describe their constituency. One part of their College Ends Policy "identifies students as the constituent" and continues to describe that Gateway students will "demonstrate knowledge and skills and self-confidence," "leading to employability, career advancement, a global perspective, and lifelong learning."

In meetings on campus, faculty, staff, administrators, and board members were all well aware of the Gateway mission, knew where it could be found and, most importantly, understood their role in that mission. Everyone spoke positively about the opportunities the college offered, the importance of student success, and the myriad of opportunities the college offered. Repeatedly, they spoke of the college enriching the lives of the people and the community. When discussing their role in that process, they displayed pride in what they did whether it be the fiduciary responsibility of the Board of Trustees, the work of administrators, or the work of faculty and staff in promoting student success. Moreover the HLC visiting team had the opportunity to visit with several student ambassadors as they were guided to different campus locations and during a campus tour. These Gateway students exemplified a high degree of engagement with the mission and core values of Gateway Technical College as well as exuding a heartwarming and visible pride in their institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Rating

Met

Rationale

Gateway Technical College demonstrates understanding of the relationship between its mission and the diversity of society by referencing diversity in their mission documents. The college mission includes diversity in its' primary directional statement, "*We deliver industry-focused education that is flexible, accessible, and affordable for our diverse community.*" Gateway values include statements in support of "diversity of individuals and perspectives", "global perspective", and partnering "locally, nationally, and internationally".

Gateway diversity practices include new hire training on diversity and Title IX, student learning outcomes on diversity in all A.A.S. programs, and many co-curricular and out of class opportunities to explore diverse views and perspectives including student government, clubs and activities, as well as international travel opportunities.

It is clear Gateway students perceive their college as respectful of diversity. "According to *Ruffalo Noel-Levitz Student Satisfaction Inventories* (2015, 2017), Gateway students rate Gateway at similar levels to those at other colleges on the Responsiveness to Diverse Populations scale (#81-85). The *Cultural Climate Survey Outcomes Report* (2019) concluded that faculty, staff, and students find the Gateway climate welcoming to diverse populations."

During open forums and other conversations the HLC visiting peer team heard confirmation of the findings of these surveys. As an example, a student volunteered their personal story about first experiencing relationships with others of different backgrounds at Gateway and now embracing diversity and multiculturalism by serving on committees and club leadership. It is clear that the Gateway team is making efforts to make diversity, and attention to the role of the college in a multicultural world a reality.

In light of the ongoing and expected rapid change to the demographic makeup of the counties and communities Gateway serves, the college has an opportunity to continue and enhance its focus and priority for support of diversity and multicultural awareness in all college spaces and events.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Rating

Met

Rationale

Since 1911 Gateway Technical College (then known as Racine Continuation School) has served the public by providing accessible and affordable education leading to workforce training standards, certificates, and associates degrees in applied science. Gateway offers a variety of career and technical programs to promote economic development. Gateway is one of 16 colleges operating under the authority of the Wisconsin Technical College System (WTCS) as a public, not-for-profit institution.

As confirmed by discussions with students, trustees, faculty, and staff, Gateway's educational responsibilities are the core of its mission. GTC's budget records demonstrate a commitment to industry focused education by expending more than \$60 million annually in the instruction line (of \$122 million total expenditure in 2019). Its primary revenues derive from the state of Wisconsin, local county property taxes, and student tuition/fees at roughly one third from each source. The college has no stockholders, investors, or parent organization. The college is accountable to students, taxpayers, and the communities it serves.

Gateway is deeply connected to the local and regional community. The college actively engages with its external constituencies and service communities in a variety of ways including:

- operation of WGTD, part of Wisconsin Public Radio's NPR News and Classical Music Network
- renting facilities to community groups for meetings and public events
- sponsoring community events like Earth Day and Martin Luther King Day events
- college administrators serve on local economic development boards
- the college contributes resources for economic development activities in the Kenosha economic development plan, Racine economic development plan, and Southeastern Wisconsin economic development plan.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Rationale

Gateway Technical College demonstrates its mission is broadly understood within the institution. Evidence of this broad understanding are details of the development, review, and adoption of the Vision 2021 strategic plan by the Gateway Board of Trustees at the August 16, 2018 regular board meeting. The Gateway mission "*We deliver industry-focused education that is flexible, accessible, and affordable for our diverse community.*" is clearly articulated publicly on the college website, in the catalog, the student handbook, and on signs across campus, as well as displaying it on an accent wall in each facility. Gateway Technical College demonstrates understanding of the relationship between its mission and the diversity of society by referencing diversity in their mission documents. Gateway is deeply connected to the local and regional community. The college actively engages with its external constituencies and service communities in a variety of ways.

Rapid change to the demographic makeup of the counties and communities Gateway serves is expected. The college has an opportunity to continue and enhance its focus on diversity and multicultural awareness in all college spaces and events.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Rating

Met

Rationale

In its Assurance Argument and in discussions with the visiting team, Gateway Technical College provided evidence that it acts with integrity. Board action is guided by policy, while students and staff can find direction in the student and staff handbooks. Day to day operations at Gateway are driven by several policies and processes which guide actions and decisions of faculty and staff in a spirit of honesty and truthfulness. Gateway demonstrates it acts with integrity by operating under a comprehensive set of policies addressing conflict of interest, ethics, non-discrimination, anti-harassment, FERPA, anti-nepotism, intellectual property, Title IX and budgetary controls.

Gateway's external audits conducted annually have resulted in unqualified audit opinions since 2014. Issues highlighted in 2013 have been satisfactorily addressed.

Gateway applies complaint resolution policy and grievance policy for faculty, staff, and students in faculty, staff, and student handbooks. Student concerns and complaints are tracked and cases managed in a software based workflow and recording system (Maxient).

At open forums the visiting team heard many examples of Gateway's efforts to ensure integrity in its operations. For example, the human resources new hire approach focuses its process on elimination of bias, the president sends weekly messages to all employees to enhance transparency of decisions, and students are given full and complete due process when contesting grades. In addition the behavior intervention team (now known as CARE team) respond to concerns by following protocols to ensure due diligence in processing issues so investigations are conducted for necessary events and to that every report is taken seriously.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Rationale

Gateway Technical College demonstrates it acts with integrity by clearly and publicly describing its programs in print and digital catalogs, costs and fees in admission materials and a cost of attendance calculator, and accreditation relationships on its website.

Students and the public are provided information about the college on its website, the catalog, and the student handbook. There are numerous examples of the college's efforts to maintain transparency and communicate with students and the public. The marketing team works closely with all units across the institution to accurately represent the college to the many stakeholders it serves via multiple channels to maximize accurate messaging and information. Special attention is paid to all student recruitment and retention messaging to take full advantage of new media formats and platforms.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Rating

Met

Rationale

Agendas and minutes from the Gateway Technical College Board of Trustees' meetings and conversations with board members and college community provide evidence of the board's autonomy and integrity.

The nine member board is appointed by elected officials in the service district counties (Walworth, Kenosha, and Racine), with final approval by the Wisconsin Technical College Board. A tenth seat to the board is a student member selected by the Gateway United Student Government. Several of the board members have long tenure, bringing a depth of experience to the board's deliberations. The board operates under a set of policies, as well as guidelines from the the Wisconsin Technical College System. Board members referenced involvement with the national Association of Community College Trustees (ACCT). Appropriate policies are in place and followed to ensure ethical behavior, including required disclosure of potential or actual conflicts of interest.

In conversation with the Board it was clear they understood their role as a fiduciary one, rather than managerial, and they expressed their unanimous and enthusiastic confidence in the president, leadership team, faculty and staff of the college to provide quality education. Conversations with college staff indicated confidence in the board. No reference was made to any board actions that were inappropriate to the board's role in governance.

At open forums on the HLC criteria the visiting team heard many examples of Gateway's policy development process. One example shared involved adjustment of policy on student clubs from an administration based system of decision-making to a student-centered ownership model. The policy change took a year, including reviews of other colleges' policy, policy redrafting, and movement through Gateway's policy process to the executive leadership team and finally to the board for approval.

The board follows a monthly meeting schedule, with required annual budget, planning, and executive evaluation sessions. They follow a standing agenda that is publicly disseminated. Regular meetings are open to the public. Board minutes are available promptly on the college website following approval.

It was very clear during team interactions with the board that the current president is very well respected and trusted. Given the current success at Gateway, the dramatic economic opportunities coming to the college service, and the president's longer tenure, the board may think of undertaking a succession plan to best maintain the high standard of operation they currently enjoy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Rating

Met

Rationale

Gateway Technical College demonstrates it acts with integrity by supporting freedom of expression in *teaching* through policy on curriculum development and state system faculty development opportunities.

Gateway demonstrates it acts with integrity by supporting freedom of expression in *learning* through a student code of conduct found in the student handbook, which lays out guidelines for freedom of expression on campus balanced with responsible and civil behavior.

At open forums on the HLC criteria the visiting team heard examples of Gateway's approach to freedom of expression. Students expressed that many in-class group discussions which could include personal experiences, the instructor prepared the group by discussing confidentiality and respectful discussion expectations. A student noted "Gateway is looked at as a safe space". On the systems side, human resources attempts to screen and sort for faculty applicant strengths in innovative thinking and communication.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Rating

Met

Rationale

Gateway Technical College demonstrates it acts with integrity by application of a student honor code, an institutional review board, and training opportunities – for students and staff—on copyright, fair use, and plagiarism.

Students are guided in the ethical use of information resources through the student code of conduct and training offered through the library.

Gateway develops students' responsible research and use of intellectual property. Some examples include; training on professional, safety, and sustainability standards for auto service fundamentals students; confidentiality and professional responsibilities for Biz Squad internship students; and HIPAA and healthcare practices for nursing clinical practices students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Rationale

Gateway Technical College has developed a framework of policies to ensure integrity and ethical conduct in all college operations. The faculty oversee academic matters through curriculum and other academic committees. Likewise, the board acts responsibly. Board members clearly understand their role and separate themselves from day-to-day operations.

The college presents itself clearly and openly to all its constituents. Minutes reflecting board action are available publicly. Review of college documents and discussion with students, faculty and staff underscored the college's commitment to freedom of expression and the ethical use of research and resources as fitting the scope of their mission.

It is clear the current president is well respected and trusted by the board. It may be important for the board to consider succession planning to best maintain the high standard of operation they currently enjoy.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - 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 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).

Rating

Met

Rationale

Gateway uses a variety of means to ensure that programs are current and appropriate. The Program Effectiveness/Curriculum Manual outlines general processes for curriculum development, curriculum review, and assessment of program effectiveness. Each Program (district wide) has a curriculum committee that meets each semester to review and if necessary, modify course and program curriculum. Members of the curriculum committees include not only faculty from inside the department, but also faculty from outside the department and an advisor, serving a renewable three-year term and chaired by the program effectiveness coordinator (a faculty role). The visiting team verified this in discussions about Criterion 3. Additionally, program advisory committees meet twice a year to inform technical programs about industry needs, and although the advisory committees do not have the power to approve or disapprove curricular decisions, they are consulted on all matters relating to program content. The visiting team learned from discussions that advisory committees include not only local industry partners, but in many cases also include high school teachers specific to the curriculum, and transfer partners. The visiting team also verified that the curriculum committees use the feedback and ideas from the advisory committees to help make informed decisions about curriculum.

Gateway awards certificates, technical diplomas, and associate degrees. In many cases, the college has created stackable awards. When speaking with Gateway staff, the visiting team learned that being able to earn stackable awards or certificates is important for students who stop out of college to work, only to return to college later. Courses have specific competencies that were developed by faculty (some at the state level in accordance with the state-aligned curriculum, others by Gateway faculty). Gateway offers two types of specific degrees: Technical Diplomas and Associate of Applied Science.

The college has transfer agreements with the other Wisconsin Technical College System colleges and the University of Wisconsin.

Gateway uses standardized competencies for their courses regardless of delivery method or location, including dual credit courses. The college uses a system called the Worldwide Instructional Design System (WIDS) that outlines the approved course competencies. The college uses a standardized syllabus which further ensures that the course competencies are the same, regardless of course section, place, or delivery method. In dual credit courses (called transcribed credit courses) taught by high school teachers, some Gateway faculty are assigned the role of transcribed credit liaisons, and are responsible for annual teacher observations and verifying that the correct competencies are being taught. The visiting team was able to hear from the High School Partnerships Department and verified that Gateway is currently working with 14 public schools. Each high school teacher has an assigned faculty mentor (transcribed credit liaison) who is able to share curriculum and provide resources. The mentors visit the high school classes each semester to observe and ensure that the curriculum is in alignment with the courses taught at the college.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - 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 world 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.

Rating

Met

Rationale

Gateway's General Studies Division leads the general education program. In Wisconsin, technical colleges are required to teach both technical and general education courses. In 2019, the college reviewed its nine Core Abilities and restated them as six Essential Career Competencies (ECCs). General studies courses incorporate the Core Abilities/ECCs into their curriculum. Non-general studies courses identify and link the core abilities with course competencies. This is clear on Course Outcome Summaries provided as evidence, as well as through conversations with faculty, staff, and students.

Gateway, a member of the Wisconsin Technical College System (WTCS), uses the WTCS framework for general education. The number of required general education courses depends on the degree awarded. This is outlined in Appendix C of the Program Effectiveness/Curriculum Manual. The required general studies courses are listed on curriculum sheets found in the college catalog and online.

Because Gateway incorporates the Core Abilities/ECCs in their curriculum, every graduate has met the competencies at some point during their tenure. The competencies include such things as cultural competence, critical thinking and problem solving, teamwork and collaboration, communication, and more. The visiting team heard from faculty and staff that although there is not currently a spreadsheet that identifies where each student meets each Core Ability/ECC within their degree program, they are assured that they do address all of them by graduation. The college may want to

consider having the Core Abilities/ECCs mapped within each degree program to better demonstrate that each and every student is indeed meeting each of these competencies.

Gateway has several programs that actively address serving students with diverse needs, the Adult Basic Education program and the English Language Learner program for example. Since all programs address all the Core Abilities/ECCs, students develop abilities aimed to “respect self and others as members of a diverse society” (ECC #6). Many general studies courses have embedded diversity competencies into their courses. For example, “Demonstrate respect for the complex range of experiences among diverse people” is addressed in eight different courses, from Communications, to Economic, Ethics, Sociology, and more (Diversity Competencies in the General Studies Core Chart). In speaking with students who are ambassadors, it was clear to the visiting team that the college honors diversity by celebrating different cultures each month. The visiting team also viewed a display in the library depicting cultural clothing.

Faculty are encouraged to contribute to scholarly work and to develop professionally, in part, as a requirement to maintain teaching qualifications. Some examples provided in the Faculty Currency Guide include Literary Accomplishment, Educational Innovation, and Research and Development. Also, many faculty present at conferences to share their knowledge with others. The faculty scholarship survey outlines an impressive list of scholarly activities partaken by Gateway faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - 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 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.

Rating

Met

Rationale

Faculty roles at Gateway include student contact (teaching in classes, clinicals, labs, internships) and other professional duties (grading, travel, curriculum development, assessment, and others). Faculty may also receive special assignments such as division chairs, program effectiveness coordinators, and transcribed credit liaisons. When speaking with faculty, it was clear to the visiting team that the faculty value assessment processes and other professional duties such as serving on curriculum committees. However, it seems that the faculty role has been spread thin, with increasing assessment responsibilities and increasing responsibilities related to advising students. It is important to consider faculty load when increasing other faculty responsibilities.

Faculty are credentialed, with all faculty, including those in transcribed credit courses, holding the same required academic credentials. The visiting team reviewed random files from full-time, adjunct, and transcribed credit faculty in the human resources department. Findings support that faculty meet credentialing requirements. All faculty degrees are published in the catalog and website. It might be helpful to also include faculty field or discipline along with the published degree.

Full time faculty are evaluated regularly, during the first year, and then on a three-year rotation. Evaluations include class observations and student feedback (IDEA surveys). With this feedback in mind, the faculty create a faculty currency plan with their deans. Adjunct faculty are evaluated during their first year, and then again on a five year rotation. During the other years, faculty continue self-evaluation with IDEA surveys and follow-up on their currency plans. The visiting team heard from

the High School Partnerships Department that transcribed credit liaisons work with transcribed credit faculty to complete evaluations in order to ensure curricular alignment.

Gateway provides impressive resources to their faculty to help them be successful in the teaching role. The Gateway Journey helps faculty (and other employees) orient to the college. The New Faculty Institute is a three-year program to develop faculty competencies required by the WTCS within the Faculty Quality Assurance System (FAQS). Faculty are assigned a mentor during this time. The college has a policy that helps provide professional development funds. There is also a professional development day for all employees that provides a variety of development opportunities. There are also opportunities for sabbatical leave, and other training, both external and internal. Faculty and staff reported to the visiting team that they appreciate the strong support that the college provides for professional development.

Gateway faculty hold 150 office hours per year spread throughout their teaching semesters. Many serve as faculty advisors and also as student club advisors. Also working to promote student success, Gateway's Student Services and Enrollment Management (SSEM) and Learning Success (LS) staff provide numerous support services. Their credentials are clearly displayed within the college catalog and website. They also go through an extensive orientation and training to prepare them for their roles. Additionally, the visiting team heard that they also benefit from numerous professional development opportunities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - 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 for 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 institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Rating

Met

Rationale

Gateway provides student support services through their SSEM, their LS and their Foundation. The SSEM includes informational services such as financial aid, recruitment, and advising. The LS division includes support services such as student life, tutoring, disability support, and others. The Gateway Foundation focuses on financial assistance to students in the form of scholarships. The visiting team toured support areas at the Kenosha campus, including the testing center, equipped with an area for high-stakes exams. We also saw learning success coaches, student finance specialists, new student specialists, and strong support for students with disabilities. The tutoring area is open and supports numerous tutoring needs. We also toured the veteran lounge and the Multicultural Program office. It is clear that Gateway has a strong focus on student support. One student guide told the team that she had used all of the services and they helped her succeed in college.

Testing services provide placement for students so that they can be successful and well prepared. The college uses the Accuplacer Next Generation placement exam, and will be moving to a multiple measures placement which includes high school GPAs and prior college credit in the placement measures. The visiting team visited the testing area used for implementing the placement exams, which included up-to-date computer systems in a monitored area.

Students at Gateway have the opportunity to be served by both academic advisors and faculty advisors who work together to support students. The visiting team learned that this is a fairly new initiative aimed to dramatically decrease the advisor to student ratio (which it has). Students will begin with academic advisors, and then transition to a faculty advisor. The opportunity to increase student faculty relationships is noted, however, especially for general education faculty, the increased workload should be considered.

Gateway provides resources to students and faculty to promote learning. The college uses BlackBoard as their LMS. As a part of the faculty on-boarding process and faculty competencies required by the WTCS within the Faculty Quality Assurance System (FAQS), faculty take courses related to teaching online. When speaking with faculty, it was clear to the visiting team that the faculty appreciate the courses about teaching online, but in order to maintain current and effective, they could greatly benefit from ongoing, consistent support for teaching online courses, especially as online enrollment is increasing.

The college has three main libraries that include computer labs and study areas. Students from other Gateway locations may use any of the main libraries and may also access the online collection and resources. Other student support services travel to other locations, the team learned. For example, student government holds meetings via Zoom, and student life owns two vans to transport students as needed. Tutoring may also travel to other locations at set times or by appointment. Tutoring also can take place online. The visiting team toured classrooms and saw state-of-the art equipment in the form of simulation for nursing. We also saw refrigeration labs, a barber shop, dental assistance lab, nursing assistant, medical assistance labs, and more.

Students at Gateway are guided in the effective use of information and resources in several ways. Some general education courses (English Comp and Speech for example) provide library instruction and research information within their course curriculum. Some programs embed competencies within their programs. The libraries at Gateway also provide both scheduled orientations and one-on-one training and assistance to students. There are also online resources available to students to help them with research. For example, the library has subject guides to help students with specific discipline areas, and has online citation help for MLA and APA.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - 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.

Rating

Met

Rationale

Gateway has an active student life presence in the form of numerous student organizations and activities that support student professionalism and success. The college has active organizations to address the varied needs and interests of the students. Examples include program based professional organizations such as the Student Nurses Association and Robotic Welding clubs. Also, Gateway supports other clubs that address more broad interests, such as the International Club, Black Student Union, and Phi Theta Kappa. The visiting team spoke with several students who were members and officers in various clubs. Their stories made clear the positive impact of active participation in student life at Gateway as a means to help them change their lives for the better. Student Life is able to be present for all Gateway students, as they have vans to transport students to and from various sites, along with using Zoom meetings when needed. Students talked with the visiting team about study abroad opportunities, with one student sharing that she was soon going to Ukraine and another to Bali.

The mission of Gateway promises to provide education so that their students can get jobs. The visiting team heard this time and time again from staff, faculty, and students. It is clear that the college is highly connected with the communities it serves and works with local industries to educate their students for jobs that can provide a living wage and change their lives. The college helps promote this through service-learning projects such as Biz Squad. Other initiatives, such as boot camps, embedded certificates, and work with high schools also contribute to the broad impact of Gateway on the lives and careers of their communities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Rationale

It is clear that Gateway provides quality education, wherever and however its offerings are delivered. Faculty are qualified and provide education suited to the needs of their students, be it working with industry needs or providing general education. Curriculum committees work to keep courses current and applicable.

Gateway clearly uses Core Abilities/Essential Career Competencies threaded within curriculum of programs to ensure that all graduates receive deep and broad learning at the school. It may be useful for the college to be able to document the Core Abilities/ECCs mapped within each degree program to better demonstrate that each and every student is indeed meeting each of these competencies. Faculty model scholarship, with many presenting at conferences, participating in research, and authoring or reviewing articles/books.

Faculty and staff at Gateway are qualified and provide quality education and support to their students. Faculty and staff have easy access to an impressive amount of professional development and a comprehensive on boarding process. A new advising initiative aimed to dramatically decrease advisor to student ratios has been implemented recently and the college is currently reviewing the results. Although connecting faculty with students is a positive effort toward retention, it may be important to consider faculty load when increasing faculty responsibilities.

Gateway is unquestionably focused on student support and success. Student support services are plentiful and state-of-the art facilities provide quality learning spaces. The college uses Blackboard LMS. Greater ongoing and consistent support for online faculty is indicated, especially as online course offerings are increasing.

Clearly, the students at Gateway are benefitting from the quality teaching and resources provided by the college. Students repeatedly shared how their experiences at Gateway has changed their lives, and the faculty and staff are to be commended.

4 - 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.

4.A - 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 the 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 programs. It assures that its 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 (e.g., Peace Corps and Americorps).

Rating

Met

Rationale

Gateway evaluates the quality of its programs on an annual and multi-year basis. Each year Gateway evaluates program performance on locally developed indicators of program performance through an annual Program Effectiveness (PE) process. This includes creating an annual report compiled from the program effectiveness data profiles of all active programs for the year. Thirteen selected data elements are combined in weighted averages to create performance scores for (1) attracting and enrolling students, (2) retaining students, (3) facilitating student learning, (4) meeting customer needs, and (5) operating efficiently. From these five scores, an overall performance score is calculated. All programs are then ranked from highest to lowest performance scores. According to interviews with faculty and staff, programs that are ranked highest share best practices with other

programs and may utilize results to request additional funding or support. Programs that score the lowest develop actions in conjunction with their respective deans to improve. Changes are being conducted to better align outcomes of the PE process with the college student success framework and strategic plan.

Additionally all occupational programs conduct multi-year Full Quality Reviews (FQR)/Program Vitality Plans (PVP). The PVP process began in 2019 and employs a three-year program review cycle. The program review process requires programs to conduct a self-study utilizing quantitative criteria including: environmental scan data of the region, reflections on three-year average scores on program performance indicators at a local and district level, SOAR analysis on current progress and future opportunities, and an action plan consisting of three improvement activities to implement over the next PVP cycle.

A review of the evidence revealed program reviews are conducted by a cross-functional team consisting of a program effectiveness specialist, the program dean, all full-time faculty in the program, and a representative from the program advisory committee. Feedback on the program reviews are provided by the program effectiveness specialist, the program dean, and curriculum and advisor committees. Interviews with faculty and staff did not indicate a clear tie to strategic planning or the Gateway budget process, but strong evidence demonstrated changes to departments/programs based on feedback from program reviews.

Gateway and other colleges in the WTCS signed a Universal Transfer Credit agreement with the University of Wisconsin System and completed transfer agreements with other state colleges ensuring Gateway general education courses are transferable. Gateway students may evaluate the viability of their transfer courses via the Transfer Information System or the transfer website. Additionally, Gateway evaluates credit transcripts or awards through several mechanisms. For example, Gateway accepts credits earned through credit for prior learning assessments, military active duty experience, CLEP/AP, articulation agreements for high school dual enrollment courses, and third-party review of college-level credits earned by international students.

Gateway utilizes a multi-step process for approving new courses, prerequisites, course competencies, course modifications, and new programs. Evidence demonstrates Gateway exercises authority over program and course curriculum. Its instructors use a well-defined curriculum process to develop, implement, and review all aspects of their program curriculum, including the prerequisites that ensure students' preparedness and the competencies that clarify the course rigor. Curriculum changes are recorded and updated across the college by IE. The visiting team was impressed with the number of degrees/certificates with stackable credentials and programs that support industry certification or recertification (e.g. criminal justice, etc.)

Evidence demonstrates Gateway maintains authority over the qualifications of instructors that teach its courses, and all instructors, whether full-time, adjunct, or dual-credit, must meet these qualifications. Faculty qualifications align with or exceed those described for the career and technical education certificate and occupational associate degree programs in the HLC Guidelines. Gateway has identified the required experience and/or training credentials that instructors must meet. The Executive Vice President/Provost and the Vice President of Human Resources maintain a faculty qualifications master list with the specific requirements of each program resulting in a qualified and educated technical college faculty as verified by the visiting team.

Gateway provides every student with the same high-quality educational experience at all Gateway locations. In order to achieve this goal, textbooks and instructional materials, instructional

equipment, and computer hardware and software are selected on a district-wide basis. Resources including access to libraries, student services, learning success services, and technology are provided to any student taking a Gateway course. Additionally, by policy, courses are offered only if internal resources are available to students, whether on a Gateway campus, on the Internet, or at a local high school.

Evidence shows articulation agreements between secondary schools and technical colleges are determined by the WTCS. This provides sequences of courses offering skill attainment with unnecessary duplication. Articulation focuses on providing opportunities for high school students to take college level course work in order to get a head start on earning college credits while continuing to fulfill high school graduation requirements. The WTCS provides the guidelines for awarding of credits, transcript documentation, data reporting, costs, and transfer between technical colleges.

In an effort to ensure and improve the quality of its educational offerings, Gateway maintains specialized accreditation for some of its programs. Aeronautics, Medical Assistant, Dental Assistant, Nursing Assistant, Nursing, Paramedic Technician, and Veterinary Technician are examples of the twelve programs externally accredited.

Finally, Gateway provides a variety of options to survey its graduates. Between 2016 and 2018, 90% of respondents indicated they were employed within 6 months of graduation, 73% of students (3-year average) indicated that their jobs after graduation were directly related to their program/major, and 90% of students (3-year average) agreed or strongly agreed that Gateway prepared them for future employment. The response rate over this period was 83%, 80%, and 77% respectively.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - 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 the learning outcomes that it claims for its 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.

Rating

Met

Rationale

Gateway's vision states that it "makes life-changing educational opportunities a reality." Evidence suggests that Gateway faculty and staff in its four schools regularly assesses courses, programs, and co-curricular activities to ensure it is meeting the standard of its vision statement. This assessment includes the articulation of clear learning goals and the use of well-defined assessment processes.

The college supports best practices in assessment via the Student Learning Committee comprised of a cross-functional team of experts including occupational and general studies faculty, college staff, IE representatives, and academic deans. The committee meets twice per year, once in fall and once in spring, to review the following information: annual assessment results of each program, including the program's approach to improving the performance of outcomes not meeting the established criteria, College-level technical skill attainment progress and results, college-level direct assessment results of core abilities/essential career competencies, review of assessment plans for programs beginning the full curriculum review process, providing feedback of assessment approach strategies in fall and review of assessment performance in spring. Feedback from committee discussions is shared with program faculty and deans by the Instructional Design Strategist to ensure implementation of improvement strategies.

Specifically, faculty PE coordinators, supported by Institutional Effectiveness (IE) staff, coordinate assessment for all occupational and general studies programs. At the start of the academic year, instructors identify direct assessment tools/methods (e.g., capstone activities, exams, or portfolios) and set learning standards/criteria for each learning goal in student learning plans. Each program reviews and analyzes its past learning results, describes any trends observed, and identifies an action plan for the year to improve teaching and learning, with timelines and individual responsible for the action steps. Meetings with the faculty and the Student Learning Committee indicated a total of 59 annual work plans (100% of total required programs) were submitted documenting 113 action plans for improvement. For example, Nursing students did not meet a program learning outcome in 2016-

2017. The Nursing department responded with an action plan identifying three learning improvement activities in their 2017-2018 Annual Work Plan, reassessed learning, and documented student improvement the following year.

In addition to program-specific learning outcomes, Gateway has identified knowledge and skills that students need to succeed in their careers and lives. During the 2019-2020 academic year, Gateway transitioned from its former assessment of core abilities, which describe personal and interpersonal skills, to the assessment of the newly-developed essential career competencies (ECCs). The ECCs are directly assessed by all programs using a common scoring standard academic year as part of the annual student learning assessment process. These competencies reflect skills needed for success on the job. They characterize the manner in which an individual interacts in his or her relationship with others. The ECCs include: communication competence, professionalism and career management, cultural competence, critical thinking and problem solving, teamwork and collaboration, and Technology competence. College program instructors assess five to eight program learning outcomes and one or two Core Abilities/ECCs which rotate annually. General studies instructors assess program learning outcomes based on course competencies. Evidence shows a strong tradition of program-level assessment with the traditional career technical education programs of the college.

Gateway instructors and staff have collected and reported student learning data for college and general studies programs for over two decades and for pre-college and co-curricular programs over the past year. Gateway aligns its co-curricular assessment efforts with learning experiences that are expected to be significant and meaningful. The college utilizes the structure and standards provided by the Council for the Advancement of Standards in Higher Education (CAS) to organize its co-curricular assessments which are documented and reported using a form and process developed by Institutional Effectiveness. Evidence indicated initial assessment pilots are being expanded to include other co-curricular areas of the college. The college has an opportunity to continue to expand and refine its co-curricular assessment process.

Finally, conversations with faculty, staff, and students revealed a need for the college to consider the bandwidth of Gateway faculty in assessment activities given time commitments with other college initiatives (e.g. Faculty Advising, etc.). Additionally, other considerations include: assessment training for faculty and staff selected for the Student Learning Committee; additional assessment outlets for general education faculty outside the PE process; provide greater assessment support to programs with single or small faculty numbers; and greater input from faculty, staff, and deans in the selection of PE Coordinators.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - 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 analyzes 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 determination 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.)

Rating

Met

Rationale

During the 2010s, Gateway implemented several initiatives to improve retention, persistence, and completion (RPC) rates for its degree and certificate programs. It moved from broad experimentation in the early 2010s to focused and sustained initiatives in the mid-2010s to coordinated initiatives in the late 2010s by defining goals, analyzing data, improving RPC efforts, and following sound practices. Gateway recently selected four benchmark goals: Fall-to-Spring Program Retention (81.1%), Second-Year Program Retention (68.1%), Three-Year Graduation Rate (26.3%), and Six-Year Graduation Rate (31.6%). These new goals were an outcome of the Strategic Enrollment Management (SEM), HLC Persistence and Completion (P&C) Academy, and Guided Pathways 2.0 initiatives.

Gateway employs best practices in its collection, analysis and use of student success data. For example, the college created a data dictionary during the college's HLC P&C Academy to create reliable and valid RPC data. In doing so, Gateway aligned its definitions with those of the WTCS Perkins indicators and Guided Pathways key performance indicators (KPI). The college collects information on student RPC at the institutional level, within individual programs, and for specific courses. Faculty and staff collect and analyze the RPC data at the institutional, program, and course level. RPC data at the institutional level is reviewed via the IPEDS Data Feedback Reports, WTCS Perkins Indicator Reports, HLC P&C Results Report, and Guided Pathways Early Momentum KPIs Report. At the program and course levels the college reviews RPC data and develops actions plans through its PE process and through WTCS performance dashboards.

Recently, the college utilized RPC data to create student success champion training, an early alert

portal, a recommendation for the sustainability of RPC data, and a “Road to Success” framework to guide future RPC initiatives for the college. For example, Gateway developed a Guided Pathways 2.0 Plan supporting accelerated formats for mathematics and English developmental courses and guided pathways for occupational programs. Additionally, a faculty advising model was recently developed for students with at least 30 credit hours reducing the advising ratio from 1200 students per advisor to 630 students per advisor. Conversations with faculty and staff evidenced a need to consider providing additional training for general education faculty not tied to a specific program and consideration of bandwidth issues for faculty advising 20 - 40 students a semester.

Gateway has experienced tremendous growth in its underrepresented populations as students of color represent 40% of overall enrollment. In its Vision 2021 Strategic Plan, one of the drivers of excellence states the college intends to “create an equitable and inclusive campus climate.” While the college is gathering an enormous amount of data, it is not clear how they plan to incorporate strategies to address equity gaps in student retention, persistence, and completion. Additionally, the college may wish to consider utilizing data from its climate survey to gauge the pulse of the institution through the lens of its employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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.

Rationale

The college uses the results of program reviews to make program improvements; maintains specialized program accreditation, where appropriate; evaluates the success of its graduates; has identified learning goals for all of its courses and programs; assesses student learning on a regular basis; and uses the results of assessment to guide its efforts to improve student learning. Gateway also gives appropriate attention to retention, persistence, and completion rates and it uses this information to make improvements where warranted.

However, the team has also identified some opportunities for improvement. As evidenced by discussions about assessment during the campus visit, as well as statements in the Assurance Argument, the college should consider the bandwidth of Gateway faculty in assessment activities given time commitments with other college initiatives (e.g. Faculty Advising, etc.). Additionally, other considerations include: assessment training for faculty and staff selected for the Student Learning Committee; additional assessment outlets for general education faculty outside the PE process; provide greater assessment support to programs with single or small faculty numbers; greater input from faculty, staff, and deans in the selection of PE Coordinators; additional advisor training for general education faculty not tied to a specific program; and consideration of bandwidth issues for faculty advising 20 - 40 students a semester.

Additionally, Gateway has experienced tremendous growth in its underrepresented populations as students of color represent 40% of overall enrollment. In its Vision 2021 Strategic Plan, one of the drivers of excellence states the college intends to “create an equitable and inclusive campus climate.” While the college is gathering an enormous amount of data, it is not clear how they plan to incorporate strategies to address equity gaps in student retention, persistence, and completion. Additionally, the college may wish to consider utilizing data from its climate survey to gauge the pulse of the institution through the lens of its employees.

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.

5.A - 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 institution's 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.

Rating

Met

Rationale

During the tour of the main campus located in Kenosha, the visiting team observed that offices, classrooms, and other learning and meeting spaces are fully functioning, well maintained, and equipped with state-of-the-art technology. All experiential learning spaces (e.g., labs, patient evaluation rooms) feature specialized tools and equipment that are essential to the effective delivery of instruction. The campus offers a wide variety of support services, including career exploration services, academic and financial aid advising, as well as library and tutoring services. The Learning Success Center provides educational resources and ample study space including workstations and group study rooms. Students, faculty, and staff expressed a high level of satisfaction with the physical and technological infrastructure available at Gateway Technical College.

Gateway's revenue streams are equally divided as follows: state funding (1/3); local property taxes (1/3); student tuition, ancillary grants, private donations, and corporate contracts (1/3). Close to 90% of the college expenses are dedicated to instruction. As a result of a major capital project funded through the college's fund reserve, Gateway's Composite Financial Index (CFI) fell from 1.9 in 2018 to 1.0 in 2019. Despite a CFI being "in the zone", Gateway maintains an AAA bond

rating from Moody's and is confident that its next CFI will be back "above the zone" (the college already started "rebuilding" its fund reserve). Despite declining enrollment, Gateway has been able to increase its workforce while maintaining balanced budgets. After examination of various financial statements and conversations with both the Executive Leadership Team and the Board of Trustees, the visiting team concluded that Gateway Technical College has sufficient fiscal and human resources to carry out its mission.

Gateway has a well-established budgeting process allowing for the needs of students, faculty, and staff to be taken into consideration. Budget officers are provided with revenues and expenses assumptions and asked to align funding requests to the college's strategic priorities. Gateway staff commented that the budgeting process is both transparent and flexible. As evidenced by samples of board meeting minutes and conversations with board members, Gateway regularly involves its governing board in conversations regarding the strategic allocation of the college's fiscal, human, physical, and technological resources.

Gateway's overarching strategies appear realistic and appropriate to fulfill the college's mission to "deliver industry-focused education." The six "drivers of excellence" outlined in the Vision 2021 Strategic Plan strongly aligned with the college's guiding values. Divisional action plans are in place to execute the strategic plan and fulfill the board's end statements, namely, (1) student education, (2) workforce development and training, (3) tax dollar stewardship, (4) community prosperity, and (5) educational collaborations. Discussions with students, faculty, staff, and administrators demonstrated that the college has been successful at developing a mission-driven culture.

Board-approved policies and well-established procedures and processes ensure that Gateway faculty and staff are appropriately qualified and trained. Gateway's credentialing policies for instructional staff align with HLC's guidelines. All new employees are required to attend a robust onboarding and orientation program. A variety of professional development opportunities (internal or external) are made available to faculty and staff throughout the year. In addition, a system-wide Faculty Quality Assurance System (FQAS) has been developed to make sure faculty stay current in key areas including assessment, course design, or cultural diversity. All new faculty are required to complete the FQAS program during their first three years. Veteran faculty are required to complete one or more modules as part of their annual currency plan. Employees who seek to further their education can take advantage of a Tuition Assistance Program. Faculty and staff are regularly evaluated through a formal performance appraisal process. Responses to satisfaction surveys and interviews with faculty and staff provide additional evidence that Gateway values life-long learning and is committed to meeting the training needs of its workforce.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

The institution's governance and administrative structures 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.

Rating

Met

Rationale

Board minutes and discussions with board members provide clear evidence that the board is knowledgeable about the college. During board meetings, Gateway administrators share information on matters that impact the college's ability to achieve its strategic goals. Following a policy governance model, the board monitors progress toward its agreed-upon end statements, develops policies, provides effective oversight of the college's practices, approves all staffing decisions and planning documents (e.g. Facility Plan, Strategic Plan), and helps the college develop and strengthen partnerships with the college community (e.g. local employers, high schools). Board members expressed a sense of pride in serving on Gateway's governing board and praised the college president and his leadership team for their ability to respond quickly to challenges and opportunities.

Gateway faculty, staff, and students contribute to the college's ongoing continuous improvement efforts through participation in various standing committees and task forces. Students serving on the United Government Association are involved in planning cultural events and allocating resources to clubs and organizations. A current Gateway student recently joined the board as the inaugural student trustee. Other examples of well-established collaborative processes include the following: annual budgeting, strategic planning, and academic program review. However, the team did learn during interviews with faculty and through the review of third-party comments, that some faculty had concerns over Gateway's shared governance model. Some faculty reported not receiving information about existing committees (e.g. purpose, membership, accomplishments) while other commented about not being invited to participate in such committees. The college has an opportunity to enhance its shared governance model by making the committee structure, minutes, and participation more transparent.

Faculty, staff, and administrators who serve on the college's District Curriculum Committee assume primary responsibilities to review and approve substantial changes to curriculum. In addition, each program maintains a Program Curriculum Committee to act on a variety of program-specific

curriculum matters including course sequence, electives, and prerequisites. Each Program Curriculum Committee includes general studies and occupational faculty from within and outside the department as well as an academic advisor representing students' perspectives. Finally, Program Advisory Committees, comprising local employers and employees, provide advice to faculty and administrators to ensure continued alignment of curriculum with workforce needs. Interviews with faculty, staff, and administrators confirmed that the college has established a number of policies, processes, and procedures to ensure that Gateway's academic requirements conform Wisconsin Technical College System (WTCS) guidelines, industry standards, and general education core competencies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic 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 a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Rating

Met

Rationale

Gateway provided ample evidence that its planning and budgeting processes are strongly tied to its mission and strategic initiatives. Multiple planning documents - Facility plan; Technology plan; Enrollment Management Plan; Diversity, Equity, and Inclusion (DEI) Plan - have been developed to support the overarching mission of the college and complement the Vision 2021 Strategic Plan. Operational plans and progress reports are developed to document continuous improvement activities and needs for budget adjustments. Examples of initiatives completed in alignment with the college's drivers of excellence include the establishment of a DEI committee, the purchase of a scheduling and space management software program, the development of academic programs in response to workforce needs, increased outreach efforts targeting specific student populations (e.g., recent high school graduates, adults), the completion of major renovation and expansion projects, new collaborations with industry partners, the adoption of a more intrusive academic advising model, and the launch of an Early Alert program.

The college gathers a wide variety of data through well-established evaluation processes, including the ongoing assessment of student learning in both general studies and occupational programs, annual Program Effectiveness activities, and a multi-year comprehensive program review (Full Quality Review/Program Vitality). Reports and work/action plans include an opportunity to document additional equipment, staff, and other resources needed to implement the proposed improvements. Those documents serve as the basis for funding requests which, in turn, require requestors to connect improvement initiatives to the college's strategic priorities.

Gateway's current strategic plan (Vision 2021) results from an inclusive planning process that engaged the institution as a whole as well as external constituencies. Several surveys and listening sessions were conducted to identify the college's overarching priorities. In addition, the multiple operational planning processes encompass perspectives of many constituents. As mentioned above,

matters related to curriculum and academic requirements fall under the collective responsibility of several cross-functional committees (District Curriculum Committee, Program Curriculum Committee, Program Advisory Committees) bringing together the perspectives of internal and external constituent groups. During the visit the team heard many examples of successful collaborations between faculty, staff, administrators, and students. Such examples include gathering input from faculty prior to planning and implementing technology or facility upgrade projects or soliciting faculty to take part in the beta testing of the newly implemented early alert process. Students and administrators meet on a regular basis to share information, exchange ideas, and make recommendations for future improvement initiatives.

Since the 2009 Comprehensive Evaluation Visit, the college has been able to continue its improvement efforts in the pursuit of its mission despite significant fluctuations in state funding, local property tax level, economy, and enrollment. Interviews with the executive leadership and the local board confirm that the college (1) maintains a resource base that is sufficient to support its current operations and educational programs, (2) has a solid understanding of the challenges and opportunities looming ahead, and (3) has taken steps to continue to meet the evolving needs of its students and other constituents. Among the emerging factors Gateway is anticipating are the development of technologies impacting the current learning environment (e.g. virtual/augmented reality), an increased number of students coming from historically underserved populations, and major changes in workforce needs, in particular, in the advanced manufacturing/robotics, cybersecurity, and healthcare sectors. Gateway's above-cited planning documents integrate those emerging factors; numerous initiatives are currently underway to ensure that the College continues to thrive in this rapidly changing landscape. Those include the development of customized training programs and fast-track certificates, investment in data management and business intelligence tools, increased outreach efforts from the Foundation to decrease the cost of education (e.g. scholarships, private donations), and a variety of initiatives designed to boost enrollment, improve student outcomes, and reduce achievement gaps (e.g., multicultural events, early alert program, Gateway Promise, Adult Promise).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically 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.

Rating

Met

Rationale

Gateway provided numerous examples of reports and actions plans aimed at monitoring the performance of its operations as well as documenting accomplishments towards strategic initiatives. Examples of such reports include the following: Student Learning reports documenting assessment efforts, Program Performance reports capturing program review activities and needed follow-up action steps, Target of Excellence summary report describing improvement activities and performance in non-academic units, or Comprehensive Annual Financial reports. In addition, the college regularly seeks feedback from faculty, staff, and students through a combination of outsourced and in-house satisfaction surveys (e.g., Ruffalo Noel-Levitz Student Satisfaction Inventories, Emergence Workplace survey, Student Services survey, Graduate Follow-up survey). In the past few years, two consulting firms were hired to help the college identify strengths and opportunities for improvement in the areas of strategic enrollment management and cultural climate. The college provided compelling evidence that surveys results and recommendations from external experts are being used to prioritize and implement continuous improvement projects.

Since the 2009 HLC comprehensive visit, the institutional effectiveness division has made great strides in making accessible the data it gathers through the numerous feedback processes highlighted in the Assurance Argument. The team commends the college for using infographic and dashboards to assist end-users and external constituencies in interpreting and using data. While the college provided evidence that it is moving toward a culture of evidence-informed decision making, it has an opportunity to focus on how the data informs process improvement across the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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.

Rationale

Gateway has sufficient resources to support its current operations, continually improve the quality of its educational programs, and respond to future challenges and opportunities. Effective budgeting and monitoring practices are in place to ensure the long-term viability and sustainability of the college.

The board acts in the best interest of the college and provides oversight of the college's financial and academic policies and practices. Various structures – committees, task forces, project teams – provide faculty, staff, and students with multiple opportunities to engage in cross-functional collaborations. However, conversations with faculty revealed some concerns over the lack of transparency in the college's committee structure. The college has an opportunity to take steps to improve the effectiveness of its shared governance structure.

Gateway's current strategic plan (Vision 2021) was developed through a comprehensive and inclusive process. Numerous operational plans have been developed to ensure progress is being made toward the college's drivers of excellence. Evidence abounds to demonstrate that all areas of the college are participating in continuous quality improvement efforts.

Since 2009, Gateway has made strides toward building a culture of evidence-informed decision making. Across all divisions, performance indicators are used to measure the success of specific initiatives/operations and design strategies to further improve the college's overall effectiveness. The college has an opportunity to continue to focus on how the data informs process improvement across the institution.

FC - Federal Compliance

INSTITUTIONS

Download the Federal Compliance Filing Form and Federal Compliance Overview at hlcommission.org/federal-compliance. After completing the form, combine it with all required appendices into a single PDF file. Bookmark the appendices in the combined PDF. Upload the PDF here by clicking the Choose File button below. The Federal Compliance Filing must be uploaded prior to locking the Assurance Argument.

PEER REVIEWERS

Download the Federal Compliance Overview and Instructions for Peer Reviewers at hlcommission.org/federal-compliance. The institution's Federal Compliance Filing and supporting documentation are provided below.

Federal Compliance reviewer: Use the template provided in the Rationale section to enter the preliminary findings for each component of Federal Compliance. The findings should include one of the following conclusions for each component as well as a rationale that fully supports the conclusion:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.

If the reviewer recommends monitoring for any Federal Compliance component, provide that information in the Interim Monitoring section. Describe what improvement is needed as well as how HLC would determine the institution has resolved the issue. In the Rating field, select the drop-down option that reflects the reviewer's preliminary findings.

Notify the team chair when the draft evaluation is complete, no later than one week before the team's on-site visit.

Evaluation team: While conducting the visit, the peer review team determines whether the preliminary findings made by the Federal Compliance reviewer accurately represent the institution's compliance with all applicable requirements. If necessary, adjust the rating, preliminary findings and rationale provided by the Federal Compliance reviewer. All information in the rationale should explain the findings ultimately selected. Specific instructions addressed directly to the evaluation team by the Federal Compliance Reviewer should be removed. Ensure that one of the conclusions listed above is provided for each Federal Compliance component in the Rationale section.

If the team finds that there are substantive issues related to the institution's compliance with the Criteria for Accreditation, address those issues within the appropriate Core Component sections of the Review tab.

Rating

Does not require monitoring

Federal Compliance Filing Form

- Gateway_Technical_College_Federal_Compliance_Filing_2020

Rationale

1. ASSIGNMENT OF CREDITS, PROGRAM LENGTH AND TUITION

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The college follows its credit and program policies as represented in the course syllabi and review of programs. Syllabi representing the following course types were reviewed: lecture, blended, online, stacked, direct instruction, internship,(occupational experience) and blocked. The college bases its credit hours on the Wisconsin Technical College System guidelines. Standards for course work inside and outside of the classroom were provided and appear to be applied throughout the various modes of instruction. The policies and procedures reflect the needs of the technical programs offered by the college.

2. INSTITUTIONAL RECORDS OF STUDENT COMPLAINTS

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

Gateway has policies, procedures, and protections in place for student and employee complaints. Formal complaints are maintained for ten years. The complaint process is available to students in the course catalog and the student handbook. The college utilizes Maxient to record student complaints. The Dean of Campus Affairs on the Kenosha campus serves as the gatekeeper and forwards complaints to pertinent departments for resolution. In addition, the college has a student complaint kiosk outside of the Kenosha Library.

3. PUBLICATION OF TRANSFER POLICIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The college has transfer policies in place that align with standard practices across higher education institutions. Policies for transferring credits into and out of the college are clearly stated. These are available to students in the student handbook and on the GTC public website. The college hosts many general and program articulations that are linked to the respective programs, making this information easy for students to obtain.

4. PRACTICES FOR VERIFICATION OF STUDENT IDENTITY

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

The college requires a student user name and password, with security questions included, to protect the identity of students. Gateway has privacy and confidentiality policies in place to ensure student identity is maintained. The college makes all reasonable attempts to verify student identity. The college does not charge any additional fees.

5. TITLE IV PROGRAM RESPONSIBILITIES

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

No Commission action has been taken for the past three financial audit reviews. The college publishes its policies, procedures and incident reports on the public website in accordance with the Clery Act. Gateway publishes its student right to know on the college website and the student handbook. Information on satisfactory progress and its financial implications are accessed through the college website.

6. PUBLICATION OF STUDENT OUTCOME DATA

Conclusion (Choose one of the following statements and delete the other two.):

The institution meets HLC's requirements.

Rationale:

College-level student outcome data are available on the college website on the third click, however not accessible from the homepage. It is clear that the college embeds student learning outcomes by program in its program review process. However, program level outcomes are not accessible to consumers; the college has an opportunity to make this data readily accessible to the public.

7. STANDING WITH STATE AND OTHER ACCREDITING AGENCIES

Conclusion (Choose one of the following statements and delete the other two.):

Rationale:

The institution meets HLC's requirements.

Gateway has several programs accreditors. A review of the accreditors' websites and documentation from accreditors in the addendum indicates that all accreditations listed are in good standing. The list of program accreditation are on the public website and each program states its accreditation on the program site.

Business & Information Technology ACBSP

Nursing ACEN

Surgical Technology CAAHEP

Pharmacy Technology CAAHEP

Health Information Technology CAHIM

Physical Therapy Assistant CAPTE

Dental Assistant CODA

Aeronautics Pilot FAA

Medical Assistant MAERB

Nursing Assistant WDHS

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
FC	Federal Compliance	Does not require monitoring

Review Summary

Conclusion

Gateway Technical College is a mission driven organization which was evident in discussions with the college board, administration, staff, and students. The college has responded to its growth in diversity through programming and human resources. College administration realizes that this will be critical to continue and expand.

The college has a long history in their journey of assessment of student learning; the program review process is robust. GTC is venturing into assessing co-curricular activities and evidence shows that they are on their way to a successful program. The college is transitioning to a new advising system and realizes that work must continue to address all stakeholder's interest and investment in the process.

The college has an onboarding program that is highly regarded by faculty and staff and has an opportunity to make its committee structure more inclusive and transparent. The college is poised for the new century to deliver programs and services that meet the needs of its constituents.

It is the recommendation of the visiting team that Gateway Technical College is eligible to chose it's accreditation pathway. The college continues to take seriously processes and procedures which support its commitment to student learning and institutional effectiveness.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Eligible to choose

Federal Compliance

Does not require monitoring

No Interim Monitoring Recommended.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE: Gateway Technical College, WI
TYPE OF REVIEW: Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW: Visit to include a Federal Compliance Reviewer: Dr. Deb Loper
DATES OF REVIEW: 2/24/2020 - 2/25/2020

No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: no change

Degrees Awarded: Associates

Recommended Change: no change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2009 - 2010

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029-2030

Accreditation Stipulations

General:

Prior Commission approval is required for substantive change as stated in Commission policy.

Recommended Change: no change

Additional Location:

The institution has been approved for the Notification Program, allowing the institution to open new additional locations within the 19-state North Central region.

Recommended Change: no change



Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change:

Accreditation Events

Accreditation Pathway

Open Pathway

Recommended Change: Eligible to Choose

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: no change

Institutional Data

Educational Programs

Undergraduate

Certificate	125	_____
Associate Degrees	41	_____
Baccalaureate Degrees	0	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Kenosha Campus, 3520 30th Avenue, Kenosha, WI, 53144

Recommended Change: no change

Additional Locations



Institutional Status and Requirements Worksheet

Burlington Center, 496 McCanna Parkway, Burlington, WI, 53105 - Active

Elkhorn Campus, 400 County Road H, Elkhorn, WI, 53121 - Active

Horizon Center for Transportation Technology, 4940 88th Avenue, Kenosha, WI, 53144 - Active

LakeView Advanced Technology Center, 9449 - 88th Avenue , Pleasant Prairie, WI, 53158 - Active

Racine Campus, 1001 S. Main Street, Racine, WI, 53403 - Active

S.C. Johnson iMet Center, 2320 Renaissance Blvd, Sturtevant, WI, 53177 - Active

Recommended Change: no change

Correspondence Education

None

Recommended Change: no change

Distance Delivery

01.0601 - Applied Horticulture/Horticulture Operations, General, Certificate, Urban Farming

01.1103 - Horticultural Science, Certificate, Horticulture Therapy

10.0301 - Graphic Communications, General, Associate, Graphic Communications

10.0303 - Prepress/Desktop Publishing and Digital Imaging Design, Certificate, Desktop Publishing

10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects, Certificate, Computer Animation

11.0201 - Computer Programming/Programmer, General, Associate, IT Software Developer

11.0201 - Computer Programming/Programmer, General, Associate, IT-Programmer/Analyst

11.0801 - Web Page, Digital/Multimedia and Information Resources Design, Certificate, Graphic Communications Web Design

11.0899 - Computer Software and Media Applications, Other, Certificate, Social Media

11.0901 - Computer Systems Networking and Telecommunications, Associate, IT-Network Specialist

11.1003 - Computer and Information Systems Security/Information Assurance, Associate, IT Network Specialist - Security Analyst

11.1004 - Web/Multimedia Management and Webmaster, Associate, IT-Web Developer

11.1004 - Web/Multimedia Management and Webmaster, Certificate, IT Junior Web Developer

11.1006 - Computer Support Specialist, Associate, IT Computer Support Specialist

11.1006 - Computer Support Specialist, Certificate, IT Basic Computer Support Technician

13.0501 - Educational/Instructional Technology, Associate, Instructional Assistant

13.1210 - Early Childhood Education and Teaching, Certificate, Inclusion Credential

19.0203 - Consumer Merchandising/Retailing Management, Certificate, Store Management

23.1303 - Professional, Technical, Business, and Scientific Writing, Associate, Professional Communications

23.1303 - Professional, Technical, Business, and Scientific Writing, Certificate, Advanced Professional Communications

23.1303 - Professional, Technical, Business, and Scientific Writing, Certificate, Professional Communications Specialist



Institutional Status and Requirements Worksheet

- 24.01 - Liberal Arts and Sciences, General Studies and Humanities, Certificate, General Studies Transfer Certificate
- 44.0000 - Human Services, General, Certificate, Child Welfare Certificate
- 50.0406 - Commercial Photography, Certificate, Digital Photography
- 50.0408 - Interior Design, Certificate, History of Design and the Decorative Arts
- 51.00 - Health Services/Allied Health/Health Sciences, General, Certificate, Introduction to Health Occupations
- 51.0703 - Health Unit Coordinator/Ward Clerk, Certificate, Health Unit Coordinator
- 51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Medical Billings Clerk
- 51.08 - Allied Health and Medical Assisting Services, Certificate, Medical Assistant
- 51.1599 - Mental and Social Health Services and Allied Professions, Other, Associate, Human Services Associate
- 51.1599 - Mental and Social Health Services and Allied Professions, Other, Certificate, Alcohol & Other Drug Abuse
- 51.1599 - Mental and Social Health Services and Allied Professions, Other, Certificate, Aspects of Disabilities
- 51.3801 - Registered Nursing/Registered Nurse, Associate, Nursing
- 51.39 - Practical Nursing, Vocational Nursing and Nursing Assistants, Certificate, Practical Nursing
- 52.0201 - Business Administration and Management, General, Associate, Business Management
- 52.0201 - Business Administration and Management, General, Certificate, Leadership Management
- 52.0205 - Operations Management and Supervision, Associate, Supervisory Management
- 52.0205 - Operations Management and Supervision, Certificate, Human Resources Management
- 52.0205 - Operations Management and Supervision, Certificate, Supervisory and Business Management
- 52.0205 - Operations Management and Supervision, Certificate, Technical Supervisor
- 52.0301 - Accounting, Associate, Accounting
- 52.0301 - Accounting, Certificate, Advanced Income Tax Accounting
- 52.0301 - Accounting, Certificate, Small Business Accounting
- 52.0401 - Administrative Assistant and Secretarial Science, General, Associate, Administrative Professional
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Professional Advanced
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Professional Basics
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Professional Growth
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Administrative Professional Intermediate
- 52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Customer Service
- 52.0408 - General Office Occupations and Clerical Services, Certificate, Microcomputer Applications



Institutional Status and Requirements Worksheet

- 52.0408 - General Office Occupations and Clerical Services, Certificate, Office Assistant
- 52.0408 - General Office Occupations and Clerical Services, Certificate, Office Technology Advanced
- 52.0408 - General Office Occupations and Clerical Services, Certificate, Office Technology Basics
- 52.0408 - General Office Occupations and Clerical Services, Certificate, Office Technology Intermediate
- 52.0408 - General Office Occupations and Clerical Services, Certificate, Office Technology Professional Growth
- 52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Entrepreneurship
- 52.0703 - Small Business Administration/Management, Certificate, Small Business Entrepreneurship
- 52.0804 - Financial Planning and Services, Certificate, Financial Planning
- 52.14 - Marketing, Certificate, Sports and Event Marketing
- 52.1401 - Marketing/Marketing Management, General, Associate, Marketing - General
- 52.1401 - Marketing/Marketing Management, General, Associate, Marketing Communications
- 52.1401 - Marketing/Marketing Management, General, Associate, Marketing-Business to Business
- 52.1801 - Sales, Distribution, and Marketing Operations, General, Certificate, Marketing/Sales
- 52.1801 - Sales, Distribution, and Marketing Operations, General, Certificate, Professional Selling

Contractual Arrangements

None

Recommended Change: no change

Consortial Arrangements

None

Recommended Change: no change
