



STRATEGIC PLAN

2007-2010

“Work As One”

February 2010

Dr. Eugene Giovannini, President
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Introduction

GateWay Community College, one of the ten Maricopa Community Colleges, is a fully accredited public institution of higher education. Offering over 100 Certificate and Associate Degree programs in the areas of Business and Information Technology, Health, Industrial Technology, and University Transfer, GateWay has emerged as a leading institution in meeting the needs of business and industry.

GateWay was established as Maricopa Technical College in 1968. In 1987, the name changed to GateWay Community College to better convey the comprehensive curricular offerings of the College and to reflect the physical location change to 40th and Washington Streets in the GateWay corridor.

Currently, GateWay enrolls over 16,000 students, annually, and continuously provides high quality education, student services, and career training through innovation and state-of-the-art technology. Current priorities for GateWay are to continue to address the needs of the healthcare and technology industries, while expanding general education programs, in an environment where employees “Work as One” for student success.

Purpose of Strategic Planning

The purpose of strategic planning is to evaluate and create a niche in the environment in which the organization can successfully compete and improve its performance through alignment of goals and objectives and prioritization of resource allocation.

Strategic planning at GateWay is the process of matching the strengths and distinctive characteristics of the College with the unique and emerging needs of its students and the community. An essential component of GateWay Community College's ongoing efforts to work with businesses and community leaders is to identify educational and training needs. The following strategic issues have surfaced, and are targeted, as being significantly important to the future of GateWay:

Included in GateWay’s strategic plan are concrete areas in which the College will grow, with increased enrollment due to the following:

- Population growth
- The positioning of the light rail station on campus
- The expansion of general education offerings and expanded partnerships
- Strengthened ties with Arizona State University
- The addition of future programs as they are dictated by the demands of business and industry

GateWay is responsibly planning to meet the continuously changing needs and incredible growth of our community and workforce through our unrelenting pursuit to provide accessible and affordable education for all.

Background on Planning in Maricopa

The Maricopa County Community College District Strategic Planning Process

For Maricopa, the strategic planning process provides the framework to advance the district’s mission, vision and goals; this is accomplished by each of the colleges/units specifically taking action to better meet the needs of students and the internal and external communities.

MCCCD utilizes two types of planning: *strategic and operational*.

Strategic planning is a visionary process that results in major, long-range and far-reaching strategic directions or goals for the future; with the purpose of advancing the individual college and District-office goals to ensure service to students and the community. As a result of Maricopa-wide strategic planning the District has developed six strategic directions (*Pages 8 & 9 – Chart 1, Column 1*) for use in college and unit planning. Each of the ten colleges determines its own strategic goals that advance district-wide strategic initiatives.

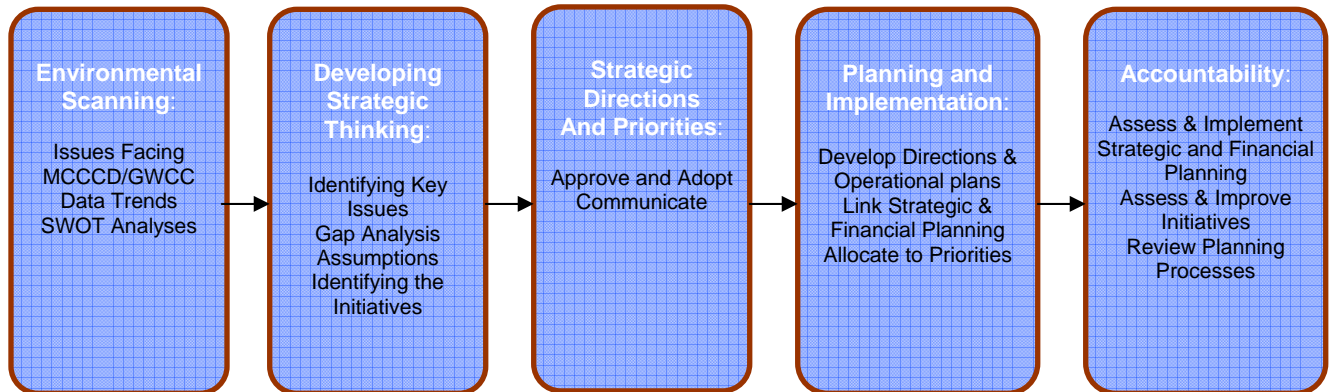
Operational planning (action planning) develops detailed, short-term statements to identify what is to be done, who is to do it, and how it is to be done. These plans implement the outcomes of the strategic planning process.

Strategic planning occurs on all three levels but development of operational plans tends to be focused at the college/unit and departmental levels. The three levels are shown in the following table and examples of specific responsibilities are identified:

Strategy	Job titles	General Responsibilities	Examples of Responsibilities
District-wide	Governing Board/Chief Exec./Exec. Leadership/Advisory Councils (e.g. CEC)	Financial performance and achievement of non-financial goals. Set objectives and formulate strategies.	Recommendations on the district-wide budget, recommendations on district-wide strategic directions and priorities
Colleges/units	Presidents or Vice Chancellors/Exec. Leadership/college Advisory Councils	Translate district-wide directions into concrete objectives	Operational plan development, budget requests, college/unit budget development
Departmental Chairs/Managers	Managers of functional areas	First and second line managers within a unit	Operational plan development, budget requests, dept. budget development

Steps in Strategic Planning

The graphic below shows the steps in the planning cycle. Environmental scanning and developing strategic thinking about this data and trends lead to the development of overall strategic directions and priorities. For GateWay, environmental scanning and developing strategic thinking led to the adoption of the goals and objectives used to focus operational planning. Operational planning occurs in the planning and implementation phase: operational plans are developed and implemented. Data on the outcomes of implementation (accountability) are used to support planning activities.



MCCC/D Strategic Planning Handbook

GateWay Community College Strategic Planning Process

Planning Cycle and Process

Within the planning cycle the College establishes long-term (three-year) goals which are evaluated an annual (short-term) basis. The following steps in the planning process ensure broad participation and oversight of the campus plan, in concert with district-wide planning:

- 1) Summer: GateWay's Administrative Team reviews outcomes of strategic goals assessment
- 2) Summer: Administrative Team drafts potential new goals and objectives based on goals assessment
- 3) Fall: Draft goals presented to Strategic Planning Committee for review and comment
- 4) Fall: Draft goals communicated electronically and via campus-wide strategic conversations for review and comment
- 5) Fall: Draft goals finalized by Strategic Planning Committee and approved via vote for implementation
- 6) College plan submitted to District linking college/unit plans to Board goals and strategic directions. Submit to the District office via the budget server
- 7) District Strategic Planning Retreat – Multi-Year Planning & Review of Strategic Directions
- 8) District update of strategic plan for presentation to the Governing Board
- 9) Fall/Spring: Collect annual data on strategic goals and objectives for review at Administrative Planning Retreat.

In addition to these steps in the planning process, the participation of external constituency groups was dramatically increased to advise the planning process. These include a President's Advisory Council (*Appendix A-2*), instructional program advisory councils (*Appendix A-3*), and community listening sessions.

Planning and Relation to Resource Allocation

The budget and planning process invites broad participation through the Budget and Finance Committee (*Appendix A-4*), the Technology Users Group (*Appendix A-4*) and the Leadership Council. GateWay resources not only advance strategic planning directions but also support operational planning. Part of the annual budget process is determining the cost of the operational commitments and whether or not they still exist as priorities and determining how these needs balance against needs coming from strategic planning efforts.

At every level of the budget planning process there is a consistent link to the GateWay Strategic Goals and MCCC'D Governing Board Goals (*Pages 8 & 9 – Chart 1, Column 2 and 3*). Each budget request must identify the anticipated outcomes as well as the goal(s) that the request supports. (*Appendix A-5*) This information is then considered during committee discussions and utilized in determining annual budgeting priorities.

Not all planning requires additional funding. Some plans require a reallocation of resources, new processes or procedures. In some cases, strategic planning efforts may result in a recommendation to allocate fewer resources to particular efforts. Effective planning looks at all possibilities in attempting to achieve desired outcomes.

Evaluation and Continuous Improvement

GateWay's Administrative Team in cooperation with the Strategic Planning Committee (*Appendix A-1*) has responsibility for oversight of the overall process, and is charged with reviewing and revising both the process and the plan on an annual basis. GateWay follows a comprehensive process which supports evaluation of strategic planning and allows for continuous improvement. The College has an annual report process whereby each program and department evaluates its accomplishments of goals and objectives and documents the results and future issues for consideration. The department and program level goals tie directly to the institutional goals. In addition, every five-years each program and department undergo a rigorous program review which further supports continuous improvement through modification of goals, objectives, and action plans. Both the annual report and program review is submitted in May of the year completed.

The strategic goals at the institutional level are evaluated each summer as part of the planning process in order to inform the Administrative team during their fall retreat as the cycle continues each year. The process impacts the planning process at the institution level as well as the District level through the following process:

- Administrative Team reviews outcomes of strategic goals assessment for prior year
- Administrative Team drafts potential new goals and objectives based on goals assessment
- Draft goals presented to Strategic Planning Committee

- Draft goals communicated electronically and via campus-wide strategic conversations for feedback
- Goals finalized and formally approved by Strategic Planning Committee
- College plan submitted to District linking college/unit plans to Board goals and strategic directions
- District update of strategic plan for presentation to the Governing Board

In summary, GateWay has, through a process of continuous improvement initiated by the self-study process, formalized and implemented a strategic planning process. The College has successfully linked strategic planning to budget planning, engaged ongoing broad participation in the planning process, linked institutional strategic planning to district-wide strategic planning, and has provided for ongoing evaluation.

GATEWAY COMMUNITY COLLEGE

Vision

GateWay Community College seeks to develop opportunities that are innovative and responsive to the diverse learning needs of our changing community.

Mission

GateWay Community College, an institution of higher education, provides effective, accessible, and responsive educational services in a multicultural environment resulting in student development and success.

Goals

GateWay Community College, including the Maricopa Skill Center and GateWay Early College High School, in achieving the mission of the College, is committed to the following strategic goals and objectives:

Learning

We foster learning and provide learning opportunities throughout the College.

Student Access and Success

We continue to maximize opportunities to increase enrollment and student success.

Collaboration and Innovation

We promote and celebrate collaboration and innovation.

Community and Civic Engagement

We strive to be advocates of community and civic engagement.

Workforce Development and Partnerships

We affirm our commitment to cultivating workforce development initiatives and partnerships.

Values

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

Learning

as a lifelong endeavor of growth and self-discovery.

Diversity

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

Service

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

Teamwork

as a commitment to working together toward student success.

Integrity

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

Entrepreneurial Spirit

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

GATEWAY COMMUNITY COLLEGE
Strategic Planning 2007-2010 (Chart 1)

MCCCD Strategic Direction	MCCCD Governing Board Goals	GWCC Strategic Goals
Maximize Access	Student Development Services – Students will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.	Student Access and Success: We continue to maximize opportunities to increase enrollment and student success.
Enhance Learning Environments and Delivery Options	<p>Developmental Education – Students demonstrate competencies in below 100 level courses</p> <p>University Transfer Education and General Education – Students will demonstrate post-secondary competencies in communication, reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics.</p> <p>Students will experience a seamless transfer to baccalaureate degree granting institutions.</p> <p>Workforce Development – Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training, and educational needs.</p>	<p>Learning: We foster learning and provide learning opportunities throughout the College.</p> <p>Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</p> <p>Collaboration and Innovation: We promote and celebrate collaboration and innovation.</p>
Enhance Internal Collaboration and Increase External Partnerships	Teacher Education – Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.	<p>Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</p> <p>Collaboration and Innovation: We promote and celebrate collaboration and innovation.</p> <p>Community and Civic Engagement: We strive to be advocates of community and civic engagement.</p>

Strategic Planning 2007-2010 (Chart 1)
GateWay Community College
Strategic Plan Outcomes 2009-2010

MCCCD Strategic Direction	MCCCD Governing Board Goals	GWCC Strategic Goals
<p>Pursue Revenue Sources and Promote Cost Effectiveness</p>		<p>Collaboration and Innovation: We promote and celebrate collaboration and innovation.</p> <p>Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</p>
<p>Recruit, Develop and Retain a Quality Diverse Workforce</p>	<p>Workforce Development – Students will complete occupational programs or courses with skills sought by employers.</p>	<p>Learning: We foster learning and provide learning opportunities throughout the College.</p> <p>Student Access and Success: We continue to maximize opportunities to increase enrollment and student success.</p> <p>Collaboration and Innovation: We promote and celebrate collaboration and innovation.</p> <p>Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</p>
<p>Maintain a Strong Identity</p>	<p>Diversity – Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.</p> <p>Continuing/Community Education – Community members will be provided opportunities for personal interest and development to include forums, dialogs for balanced views of contemporary, civic, and public issues.</p>	<p>Collaboration and Innovation: We promote and celebrate collaboration and innovation.</p> <p>Community and Civic Engagement: We strive to be advocates of community and civic engagement.</p> <p>Workforce Development and Partnerships: We affirm our commitment to cultivating workforce development initiatives and partnerships.</p>

Strategic Goal	Strategic Planning Objectives	Expected Outcomes	Actual Outcomes 2008-2009	Areas for Improvement 2009-2010
1. Learning: We foster learning and provide learning opportunities throughout the College	Expand the variety of alternative delivery methods throughout the curriculum	Identify curriculums that are best suited for hybrid/online learning and increase by 5% the number and variety of courses that are offered via these methods.	Alternative Delivery courses: Fall 2008: Hybrid courses – 24; Online courses – 152. Spring 2009: Hybrid courses – 29; Online courses – 193. Online course offering have increased by 23%.	<ul style="list-style-type: none"> • Improve orientation packet and online training module for online classes. • Work with marketing to develop marketing plan for online and hybrid classes. • Revise the online student evaluation form.
	Continue to assess and enhance student academic achievement across the college	Increase assessment of general education outcomes in all degree and certificate programs of 45 credits or more and include such assessment in the annual faculty report.	<ul style="list-style-type: none"> ▪ Rollout and implementation of general education cluster assessments ▪ Multi-disciplinary team conducted general education cluster assessments in oral communication, arts, humanities, social behavioral skills, writing and critical thinking ▪ Assessment committee outlined plan for general education assessment of mathematics, problem solving and natural science at the discipline level in the Business and Information Technology division ▪ Ongoing revision of program/assessment matrices based on 08-09 assessment results 	Continue to improve intervention strategies to increase student academic success based on assessment findings.
	Develop an instrument to assess outcomes of academic support systems on student success.	Obtain baseline measurements using new tool to assess academic support systems.	Student Affairs departments fully implemented Program Review process based on National Standards and identified learning outcomes	Integration of outcomes assessment into College's overall assessment plan and communicate results college-wide.
	Expand and enhance developmental education	Establish an integrated and comprehensive developmental education program to increase student retention and success in developmental education courses.	<p>Implemented developmental education committee and established mission and goals.</p> <p>Planned and submitted successful Title V grant proposal with a focus on Developmental Education and success into college-level courses.</p>	

Strategic Goal	Strategic Planning Objectives	Expected Outcomes	Actual Outcomes 2008-2009	Areas for Improvement 2009-2010
1. Learning	Provide professional development opportunities for all employees	Evaluate current and anticipated offerings to determine if increases in offerings are needed in same or new areas.	Offered 111 faculty and staff professional development opportunities at GWCC 62 wellness workshops offered by GWCC Student Affairs implemented in-house training program for staff	Decreased professional growth funding has negatively impacted this objective. The CTL continues to explore opportunities for partnerships to leverage professional growth for employees.
	Analyze faculty and collegewide student academic achievement data to assess student learning, student success, and student outcomes. Implement student outcomes, assessment plan for 08-09.	Annual review of all programs and anticipated outcomes to detail assessment and necessary revisions to enhance student academic achievement.	Annual report template revised to be more reflective of strategic plan and to link annual results to SP goals and objectives. Program assessment matrices included as part of the annual report process Multi-disciplinary team conducted general education assessment and analysis	GateWay needs to continue to document outcomes, implement changes based on assessment, and involve more adjunct faculty in the assessment process.
2. Student Access and Success: We continue to maximize opportunities to increase enrollment and student success.	Develop Program Review that assesses the learning outcomes as established within the units of Student Affairs.	Program Review will identify Student Outcomes and areas of Strength, weaknesses, opportunities and threats (SWOT).	iStartSmart expanded from pilot stage to offering full services to both FT and PT students – 300 students in combined cohort Designed and implemented online orientation Developed AAA and CPD hybrid class	
	Continue tracking students through the Student Success Program (iStartSmart) Program which includes mandatory assessment, orientation, advising, CPD or AAA class and placement for new to college full-time and part-time (6 hours or more) students	*Percentage of first time to college students (6 credits or more degree seeking) completing placement testing will increase by 4%. *Percentage of student participating in college orientation will increase by 10%. *40% of First time college students will meet with an advisor and establish a learning plan.		

Strategic Goal	Strategic Planning Objectives	Expected Outcomes	Actual Outcomes 2008-2009	Areas for Improvement 2009-2010
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2. Student Access and Success: We continue to maximize opportunities to increase enrollment and student success.	Strengthen the use of Electronic Early Alert System (EEAS) to assist with Student retention. Tie EEAS services in the outcomes established within the Title V virtual success center.	Increase the use of EEAS by 3% over 2009-2010.	Use of EEAS services has increased by 20%	
	Increase the number of certificates, degrees, and transfer students being awarded.	Increase enrollment of transfer students and awarding of certificates and degrees by 3%.	2006-07 awarded 885 certificates and 434 degrees; 2007-08 awarded 1,011 certificates and 567 degrees; 2008-09 awarded 859 certificates and 560 degrees	Continue to communicate the benefits of degree completion to students via Enrollment Management Committee.
	Increase success rates of students in developmental education classes advancing to college classes.	Increase the retention rate by 2% over the next year.	Developmental Education: Retention rate: 2006: Math, 68%, Writing, 68%; 2007 Math, 67%, Writing, 71%; 2008: Math 77%, Writing 80%; 2009: Math 71%, Writing 77% Success rate 2006: Math, 51%, Writing, 61%; 2007 Math, 47%, Writing, 58%; 2008: Math 52%, Writing 68%; 2009: Math 47%, Writing 64% Movement to college-level courses: 2006: Math, 71%, Writing, 71%; 2007 Math, 72%, Writing, 70%; 2008: Math 68%, Writing 79%; 2009: Math 61%, Writing 81%	Improve success rates in math and writing courses, as well as movement to college-level courses for developmental math students.
	Increase overall FTSE enrollment over 2009-2010 figures. (EM KPI)	Increase overall FTSE enrollment by 5% during 2009-2010	2006-07 FTSE - 3,805; 2007-08 FTSE – 3,677; 2008-09 FTSE – 3,662	
	Increase Hispanic and other minority student population headcount over the next three years. (EM KPI)	Increase Hispanic student headcount over the next three years by 2%.	Hispanic headcount Fall 45th Day 2006 – 2,012 (26%), 2007 – 1,723 (25%), 2008 - 1821 (27%); 2009 – 2,099 (27%) *GWCC achieved Title V – HSI designation	
	Increase retention of full-time and part-time students from Fall 2009 to Fall 2010.	Increase retention of full-time students by 2% and of part-time students (6 to 11.9 credit hours) by 3% from Fall 2009 to Fall 2010.	Student Retention: Fall 2005 to Spring 2006 *FT – 85%, PT – 58%; Fall 2006 to Spring 2007 *FT – 86%, PT – 56%; Fall 2007 to Spring 2008 *FT – 85%, PT – 54% Fall 2008 to Spring 2009 *FT – 86%, PT – 55%	Implement processes to continue to improve retention as part of Enrollment Management plan.
	Strategic Goal	Strategic Planning Objectives	Expected Outcomes	Actual Outcomes 2008-2009

3. Collaboration and Innovation: We promote and celebrate collaboration and innovation.	Identify and secure entrepreneurial initiatives with both internal and external community and public partners.	Grow college Annual Campaign for both internal and external audiences by 5%	2008-09 Annual Campaign \$15,376 (\$13,276 internal and \$2,100 external) 44% internal employee participation (111 of 252 employees) with average gift being \$120 per person. 2009-2010 internal campaign results were: \$14,191 raised with a 54% employee participation and an average gift of \$111 per employee. External campaign results available April 2010.	
		Develop and secure new public/private partnership opportunities.	Secured a public/private partnership involving City of Phoenix, EDA, and Blue Cross/Blue Shield in support of Incubator facility.	New partnership activities are growing with emphasis now on a greater presence at the City of Phoenix
		Develop and implement an Entrepreneurial Center	New for 2009-10	
4. Community and Civic Engagement: We strive to be advocates of community and civic engagement.	Maintain current community collaborations and partnerships that include: Elementary and secondary schools, post-secondary institutions, social service agencies, business and industry, churches and agencies of local government.	Maintain current partnerships and identify new collaborations, partnerships i.e. dual enrollment, apprenticeships, early college high school.	* Youth outreach campus programs collaborated to create comprehensive DISCOVER Summer Program Series and "Phase II" Internship Academy for prior-year participants. UMOM, Wilson and Balsz School Districts, PUHSC, Tempe HSD, Mesa HSD, Arizona Diamondbacks, Native American Health Services, Legacy Foundation, Chicanos por la Causa. Resource Center Italiano – Farmers Market for 385 kindergarteners from Balsz, Dual Enrollment with 37 high schools, 2,000 students, Phx. Baptist Church, Arizona Builder's Alliance, City of Phoenix.	
	Expand community collaborations and partnerships that include: Elementary and secondary schools, post-secondary institutions, social service agencies, business and industry, churches and agencies of local government.	Identify and expand community partnerships by seeking out 10 new opportunities.	*3 new partners in the Children's Learning Center with Jobs for Arizona Graduates, Maricopa Workforce Connections, and First Things First. *New partnership with the Mexican Consulate to recruit and retain Hispanic students. *New Workforce Development partnerships include Bashas' and Pro's Ranch Market. *Partnership with City of Phx. and Discovery Triangle NGO focusing on neighborhood revitalization.	*Seek out additional community partnerships to support new programs such as Robotics Camp. *Enhance partnerships with the universities through outreach programs for a seamless transition from GWCC to baccalaureate degrees.

Strategic Goal	Strategic Planning Objectives	Expected Outcomes	Actual Outcomes 2008-2009	Areas for Improvement 2009-2010
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4. Community and Civic Engagement: We strive to be advocates of community and civic engagement.	Increase student involvement in service learning opportunities.	Identify all service learning programs and increase student involvement by 1%.	*272 students participated in service-learning as a required component to an academic class (67% increase from 07-08).	While participation is good, the college could more effectively communicate service learning and volunteerism activities and results.
		Increase number of students involved in AmeriCorp by 7%.	*101 students participated in AmeriCorps in -07-08. 189 student participated in 08-09, which is an increase of 87%.	
	Increase college and community participation in civic engagement, service, citizenship, and leadership opportunities.	Identify the number of faculty and staff who participate in civic engagement activities in the community and create a baseline for growth.	*In 08-09, 25 employees or 9% of faculty and staff reported volunteering in the community at 59 different organizations.	Increased promotion and participation in leadership opportunities such as Talent Management.
5. Workforce Development and Partnerships: We affirm our commitment for cultivating workforce development initiatives and partnerships.	Expand workforce development training and services through increased flexibility and responsiveness.	Increase number of organizations served by 3%	Partnered with 57 organizations in 08/09 to provide workforce development training services.	
		Increase in number of students served by 5%	A total of 4,894 individuals received workforce development training through partnerships.	Need to create evaluation processes for programs and services.
	Expand the leveraging of resources both internally and externally to better serve our partners and grow our partner base.	Increase partnerships by 3% in which resources are leveraged		

Strategic Planning Resources and Links

Environmental Scan 2006

<http://www.pc.maricopa.edu/Administration/IAP/Reports/EnvironmentalScan06.pdf>

MCCCD Strategic Planning Handbook 2007-2008

http://www.maricopa.edu/business/ir/strat_plan/StratPlanning%20Handbook%2007-08%20Final.pdf

College Strategic Planning Documents 2003-2006

http://www.maricopa.edu/business/ir/strategic_planning_documents2006.php

Strategic Planning Resources

<http://www.maricopa.edu/stratplan/resources.htm>

APPENDIX
“A”

GateWay Community College
Strategic Planning
2007-2010

APPENDIX A-1
GateWay Community College
Strategic Planning Committee

Jose Candanedo

Director College Technology

Martin Franco

Electrician
President, Crafts Employee Group

Jim Crimando

Chair, Math & Science
Science Faculty

Pat Edgar

Chair, Business/Information Technology
Court Reporting Faculty

Jolyne Ghanatabadi

Vice President Academic Affairs

Eugene Giovannini

President

Micheal Glisson

Dean, Allied Health & Nursing

Kristen Gubser

Associate Director, Development
President, MAT Employee Group

Cathy Hernandez

Coordinator Institutional Research/Grants Dev.

Edward Hoskins

Chair, Health Science Division
Respiratory Therapy Faculty

Sue Kater, Tri-Chair

Director, Research and Planning

Patricia Kirchner

Student Services Specialist
President, PSA Employee Group

John Lampignano

Director, Center Teaching and Learning

Janet Langley, Tri-Chair

Vice President, Administrative Services

Dan Lufkin

Interim Associate Dean, Student Services

Kathy Lynch

Director, College Library

Mike Murphy

Director, Marketing & PR

Carolyn O'Connor

Interim Vice President, Student Affairs

Clyde Perry

Chair, Industrial Technology
HVAC Faculty

Charlie Poure

Director, Facilities Planning

Susie Pulido

Director, Institutional Advancement &
Entrepreneurial Development

Margi Schultz

Director, Nursing Department
Nursing Faculty

Gloria Stahmer

Associate Dean Academic Affairs

Monica Wadsworth, Tri-Chair

Health Science Faculty
President, Faculty Senate

Frank Zamora

Department Chair, Counseling

Student Representation

Associated Student Council President

APPENDIX A-2
GateWay Community College
President's Advisory Council Members - 2009

Sharon Beardsley
Banner Good Samaritan

Philip Blair
Van Buren Civic Association

Ron Busby
Black Chamber of Commerce

Carol Clements
Sky Harbor International Airport

Sharon Colleran
Arizona Tooling & Machining Association

Doug Edgelow
Equus Development Corporation

Michael Gausden
Hunt Construction Group

Wulf Grote
Valley Metro Rail

MaryAnn Guerra
Translational Genomics Research Institute

Mernoy Harrison
Arizona State University

Monique Heiser
Covance

Don Henninger
The Business Journal

Rob Hooley
Greater Phoenix Economic Council

Michael Johnson
City of Phoenix Councilmember

Paul Johnson
Old World Communities

Sandra Johnson

Flinn Foundation

Paul Katsenes
City of Phoenix/Community Ec. Dev.

Don Keuth
Phoenix Community Alliance

Bob King
Arizona Community Alliance

Paul Luna
Helios Education Foundation

Don Maxwell
City of Phoenix/Community Ec. Dev.

Dan Murphy
Sky Harbor International Airport

Mike McAfee
Arizona Automobile Dealers Association

Mark Mintor
Arizona Builders Alliance

John Rivers
Arizona Hospital & Healthcare Association

Rick Simonetta
Valley Metro

Greg Stanton
City of Phoenix Councilmember

Larry Volkmar
Banner Good Samaritan

Jerry Wissink
Legacy Foundation

Ed Zuercher
City of Phoenix

APPENDIX A-3
GateWay Community College
Instructional Advisory Councils

Air Conditioning, Refrigeration, and Facilities
Automotive Technology
Business/Management
Clinical Research Coordinating
Diagnostic Medical Imaging
 Medical Radiography
 Ultrasound
 Nuclear Medicine
Health Services Management
Health Unit Coordinator
Honda
Information Security Technology
Information Technology
Manufacturing Technology
Materials Management
Medical Transcription
Nursing
Occupational Safety and Health Technicians
Perioperative Nursing/Surgical Technology/Hospital Central Services
Physical Therapist Assistant
Toyota T-Ten
Realtime Reporting
Respiratory Care
Water Resource Technology
Western Apprenticeship Coordinators Association (WACA)

APPENDIX A-4
GateWay Community College
Budget Process Team

Budget and Finance Committee

Pat Edgar
Faculty

Jolyne Ghanatabadi
Vice President Academic Affairs

Kristen Gubser
Associate Director, Development

Julie Hancock
PSA President

Edward Hoskins, Chair
Faculty

Sue Kater
Director Research and Planning

Janet Langley
Vice President Administrative Services

Dan Lufkin
Acting Associate Dean, Student Affairs

Steve May
Faculty

Annette Torrey
Faculty

Monica Wadsworth
Faculty Senate President

Peter Zawicki
Faculty

Sample Budget Request Form

[Home](#) | [Make a Request](#) | [My Requests](#) | [My Accounts](#) | [Management Tools](#) | [Sign-off wolfe](#)

ABPS 2005/2006

Budget Request Form

Requests of this type are not currently being accepted, except from Budget Team members.

If you have questions, contact [Mark Velarde](#) (602-286-8327)

Unit Making Request

Division Making Request

Department Making Request

Program type

 Existing program New program

Includes new positions?

 No Yes

Briefly summarize request

(150 character limit)

Non-position items needed

(Temporary wages, equipment repair, supplies, capital, etc. Dollars will be rounded.)



For each item you wish to add, you must click the "Add item to this request" link below.

Item description

Item cost

\$

[Add item to this request](#)

Item description	Cost
No items have been added	

1) Explain the expected outcome(s) should this request be funded

(2000 character limit)

2) GateWay Strategic Goals

Enhance Teaching & Learning

Expand General Education Offerings

Ensure Program Offerings Meet the Changing Needs of the Community

Expand and Enhance Community Linkages and Partnerships

Promote a Service-Oriented Culture

Integrate Major Planning Functions of the College

Implement Enrollment Management Initiatives

Develop and Implement Institutional Advancement Initiatives

Support District Initiatives

3) Governing Board Goals

Maricopa Community Colleges will have collaborative partnerships and programs with elementary schools and high schools and other higher education institutions to increase the number of students that matriculate to the college level.

Maricopa Community Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.

Maricopa County Community Colleges will collaborate with private, public, and community partners to identify and respond to recruitment, training, and education needs.

Provide accessibility to college facilities and services as appropriate (libraries; recreational/athletic facilities; arts programs; internet/technological delivery; courses of an avocational nature to include leisure, wellness, and specialized training).

Provide forums and dialogs for balanced views of contemporary, civic, and public issues.

Students will be provided programs and services that support their personal growth and citizenship development.

Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person.

Students will complete occupational programs or courses with skills sought by themselves or employers.

Students will demonstrate competencies in courses below 100 level (reading, mathematics, English) that prepare them for success in college level courses.

Students will demonstrate post-secondary competencies in communication (writing, speaking, listening), reading, the humanities, science, critical

Students who transfer to a baccalaureate degree granting institution will be prepared to successfully attain their educational goals.

Students will be provided programs and services that further increase retention and support their learning, educational, and employment/career goals.

thinking, problem solving, computer and information literacy, and mathematics.

Students will experience a seamless transfer to baccalaureate degree granting institutions.

Students will successfully complete certificate and associate degree programs.

APPENDIX
“B”

GateWay Community College
Strategic Planning
2003-2006

Goals, Objectives
& Outcomes

GATEWAY COMMUNITY COLLEGE

Vision

GateWay Community College seeks to develop opportunities that are innovative and responsive to the diverse learning needs of our changing community.

Mission

GateWay Community College, an institution of higher education, provides effective, accessible, and responsive educational services in a multicultural environment resulting in student success and customer satisfaction.

Goals

GateWay Community college, including the Maricopa Skill Center and GateWay early college High School, as part of achieving the mission of the College, are committed to the following organizational goals and objectives:

- Enhance teaching and learning.
- Expand general education and occupational program offerings to meet the changing needs of the community.
- Expand and enhance community linkages and partnerships.
- Improve internal and external communication processes.
- Implement enrollment management initiatives.
- Develop and implement institutional advancement initiatives.
- Promote a service-oriented culture.
- Strategically and inclusively master plan campus facilities, programs and systems.
- Support district initiatives.

Values

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

Learning

as a lifelong endeavor of growth and self-discovery.

Diversity

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

Service

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

Teamwork

as a commitment to working together toward student success.

Integrity

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

Entrepreneurial Spirit

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

2005-2006 STRATEGIC GOALS SUMMARY OUTCOMES

During the 2005-2006 academic year GateWay made excellent progress in accomplishing objectives related to the 2003-2006 strategic goals

ENHANCE TEACHING AND LEARNING

- Ongoing support for the Faculty Peer Support Program (PSP): New faculty are assigned an experienced faculty to serve as a resource during their initial semester
- Continuation of the Great Teacher Program - 14 faculty participated in frequent in-services and training focused on improving teaching and learning
- Implemented “Essentials of Teaching” Workshop designed to provide adjunct and residential faculty insights on syllabus design, classroom assessments, and lesson planning
- Received Renewal Funds to provide faculty with training in development and implementation of Hybrid Courses
- GateWay faculty participated in the highly successful Arizona Master Teacher Seminar

EXPAND GENERAL EDUCATION AND OCCUPATIONAL PROGRAM OFFERINGS TO MEET THE CHANGING NEEDS OF THE COMMUNITY

- The ESL/ABE Transition Center was opened Early program results include an increase of 200 students enrolled in summer classes over last year
- New Biotechnology courses started to support the ATP in Molecular Biosciences
- Implemented and/or expanded offerings of online, hybrid and web enhanced courses
- Developed Environmental Science Technician program for biotech industry
- Nursing developed blended and distance courses to meet student demand
- Physical Therapist Assistant program developed a distance education program The program combines on-line lecture classes with on campus lab classes

EXPAND AND ENHANCE COMMUNITY LINKAGES AND PARTNERSHIPS

- Future Scholars Program in partnership with Balsz Elementary School District – 30 fifth grade students participated in a one-week program to learn about college
- Expanded dual enrollment partnerships into 7 new high schools and maintained partnership at 27 local high schools
- Over 2,000 high school students attended AZ Construction Career Days
- Secured external funding support for scholarships programs and Summer Youth Entrepreneurial Program in excess of \$30,000
- Increased monetary contributions from private sources by 45%
- Career Concepts for Youth – a Partnership with Creighton School District – hosted 90 ninth graders for a college awareness field trip
- High School summer bridge programs include Automotive Repair Camp; Future Builders Academy; Health Careers Camp and Hoop of Learning – hosted more than 180 students

PROMOTE A SERVICE-ORIENTED CULTURE

- Physical Therapy Assistant program faculty, students, and graduates participated in health career fairs, career exploration days and the Special Olympics
- Child Care staff raised more than \$1,000 for the Child Care Scholarship fund to benefit parents in need of assistance
- Nuclear medicine student club conducted a clothing drive for a homeless shelter and a food drive for St Mary’s food bank; hosted a golf tournament to raise scholarship funds, and volunteered at Project Cure
- GWCC nursing students participated in the Disaster Drill sponsored by Scottsdale Healthcare and Banner Health

IMPROVE INTERNAL AND EXTERNAL COMMUNICATION PROCESSES

- GateWay Geckos Toastmasters club achieved “President’s Distinguished Club” status by achieving educational goals Only 19% of the clubs throughout the world achieve this distinction

- Established quarterly direct mail communication program to 2,500 external college contacts
- Increased communication through media: 85 distinct news articles in 13 print publications; 7 broadcast news stories; and 5 features on MCTV

IMPLEMENT ENROLLMENT MANAGEMENT INITIATIVES

- Implemented a follow-up system to communicate via phone and/or email with all prospective students
- Implemented the “First Year Experience” Learning Communities

STRATEGICALLY AND INCLUSIVELY MASTER PLAN CAMPUS FACILITIES, PROGRAMS AND SYSTEMS

- Conducted a capital campaign feasibility study that involved 40 interviews with corporate CEOs, corporate business partners, and community leaders
- Worked with City of Phoenix for light rail and campus development efforts in order to enhance downtown educational opportunities

DEVELOP AND IMPLEMENT INSTITUTIONAL ADVANCEMENT INITIATIVES

- Instituted ongoing outreach meetings with community, including business and industry leaders, community liaisons, educational leaders, neighborhood partners to cultivate relationships and opportunities for the college
- Engaged consultants in development research focused on leveraging conference center development

SUPPORT DISTRICT INITIATIVES

- Created ongoing support for the diversity initiative via the Counseling Department and campus Cultural Diversity Committee Multiple workshops were held on issues such as stereotyping, tolerance, and awareness
- Supported the ACE Program with career paths for students in nursing, business, and industrial technology GateWay’s 69 students have earned a total of 894 college credits and have an overall GPA of 3.0
- Leveraging college development projects through collaborative partnerships

GATEWAY COMMUNITY COLLEGE
Strategic Planning 2003-2006

MCCCD Strategic Direction	MCCCD Governing Board Goals	GWCC Strategic Goals
Pursue Revenue Sources and Promote Cost Effectiveness		Strategically and Inclusively Master Plan Campus Facilities, Programs and Systems
Recruit, Develop and Retain a Quality Diverse Workforce	Workforce Development – Student will complete occupational programs or courses with skills sought by employers.	Implement Enrollment Management Initiatives Develop and Implement Institutional Advancement Initiatives
Maintain a Strong Identity	Diversity – Students will be served by faculty and staff who reflect the communities we serve and who create an environment of equity and mutual respect of each person. Continuing/Community Education – Community members will be provided opportunities for personal interest and development to include forums, dialogs for balanced views of contemporary, civic, and public issues.	Expand and Enhance Community Linkages and Partnerships Develop and Implement Institutional Advancement Initiatives

GATEWAY COMMUNITY COLLEGE
Strategic Planning 2003-2006

MCCCD Strategic Direction	MCCCD Governing Board Goals	GWCC Strategic Goals
Maximize Access	Student Development Services – Student will be provided programs and services that further increase retention and support their learning, educational and employment/career goals.	Promote a Service-Oriented Culture Support District Initiatives
Enhance Learning Environments and Delivery Options	Developmental Education – Students demonstrate competencies in below 100 level courses University Transfer Education and General Education – Students will demonstrate post-secondary competencies in communication, reading, the humanities, science, critical thinking, problem solving, computer and information literacy, and mathematics. Students will experience a seamless transfer to baccalaureate degree granting institutions. Workforce Development – Colleges will collaborate with private, public and community partners to identify and respond to recruitment, training, and educational needs.	Enhance Teaching and Learning Expand General Education and Occupational Program Offerings to Meet the Changing Needs of the Community
Enhance Internal Collaboration and Increase External Partnerships	Teacher Education – Colleges will work with community partners to develop programs and services to recruit and prepare students to become preK-12 teachers to serve our communities.	Expand and Enhance Community Linkages and Partnerships Promote and Service-Oriented Culture Improve Internal and External Communication Processes Develop and Implement Institutional Advancement Initiatives

APPENDIX
“C”

GateWay Community College

Executive Summary
Objectives & Outcomes
2006-2008

2007-2008

Strategic Goal	Strategic Planning Objectives	Expected Outcomes	Actual Outcomes 2007-2008	Areas for Improvement 2008-2009
1. Learning: We foster learning and provide learning opportunities throughout the College	Expand the variety of alternative delivery methods throughout the curriculum	Identify curriculums that are best suited for hybrid/online learning and increase by 5% the number and variety of courses that are offered via these methods.	<ul style="list-style-type: none"> • Fall 2007 – offered 76 hybrid and 135 online classes. Spring 2008 – offered 83 hybrid and 145 online classes. This is a 30% increase in hybrid and a 2% increase in online offerings from 2006 – 2007. • Development of more online general education courses. 	<ul style="list-style-type: none"> • Improve orientation packet and online training module for online classes. • Work with marketing to develop marketing plan for online and hybrid classes. • Revise the online student evaluation form.
	Continue to assess and enhance student academic achievement across the college	Increase assessment of general education outcomes in all degree and certificate programs of 45 credits or more and include such assessment in the annual faculty report.	<ul style="list-style-type: none"> • Revised and expanded plan to assess general education at institutional level for all degree/certificate programs of 45 credit hours or more, including a timeline through 2008. • Identified a coordinator for assessment of general education at the institutional level. This person also sits on the SAAAC Committee 	Continue to improve intervention strategies to increase student academic success based on assessment findings.
	Develop an instrument to assess outcomes of academic support systems on student success.	Obtain baseline measurements using new tool to assess academic support systems.	<ul style="list-style-type: none"> • Increased tutoring options: group, drop-in math, and online writing options. • Worked with faculty to develop study strategy instruction within content materials. 	<ul style="list-style-type: none"> • Continue various tutoring options initiated in 2007-2008. • Refine use of student-use data available to increase and enhance services to students.
	Expand and enhance developmental education	Identify and pilot methods to increase student retention and success in developmental education courses. Review PVCCs model for day/evening and specific courses.	<ul style="list-style-type: none"> • Developed and implemented reading comprehension mixed media class. • Expanded developmental education classes for agencies offering ABE and GED instruction. • Created a Developmental Education Committee to establish an integrated and comprehensive developmental education program. 	<ul style="list-style-type: none"> • Initiate mandatory placement tests for “new to college” students enrolled in 6 or more credit hours. • Continue work with outside federal and state agencies to expand developmental classes for the ABE/GED students. • Begin committee work to create a framework for a comprehensive developmental education program.

1. Learning	Provide professional development opportunities for all employees	Evaluate current and anticipated offerings to determine if increases in offerings are needed in same or new areas.	<ul style="list-style-type: none"> • Offered 78 faculty professional development opportunities at GWCC. • 61 professional growth opportunities were sponsored by GWCC and offered to professional staff through district or specific national organizations. • 108 wellness workshops were offered by GWCC. 	<ul style="list-style-type: none"> • Further training and more in-depth training is needed on software usage. • Develop partnership with sister colleges to provide cross-college faculty development opportunities. • Continue to offer training on the New Student System to all employees.
2. Student Access and Success: We continue to maximize opportunities to increase enrollment and student success.	Analyze faculty and collegewide student academic achievement data to assess student learning, student success, and student outcomes. Implement student outcomes, assessment plan for 08-09.	Annual review of all programs and anticipated outcomes to detail assessment and necessary revisions to enhance student academic achievement.	*Re-implemented program reviews for all student and administrative service areas to be conducted every third year. * Ongoing development and revision to program matrices conducted by each instructional program annually and reflected in College Annual Reports	
	Refine iStartSmart Program including mandatory assessment, orientation, advising, and placement for new students in general education courses taking 6 or more credit hours	Establish baseline measurements and identify those students required to complete the program.	New - Collecting baseline data 2008-09.	
	Increase awareness and use of the Electronic Early Alert System (EEAS) to provide a "safety net" for at-risk students.	Enhance the information provided to faculty. Increase the use of EEAS by 3% over 2007-2008.	New - Collecting baseline data 2008-09.	
	Increase the number of transfer students and certificates and degrees being awarded. (EM KPI)	Increase enrollment of transfer students and awarding of certificates and degrees by 2%.	*2006-07 awarded 885 certificates, 434 degrees; 2007-08 awarded 1,011 certificates and 567 degrees.	

2. Student Access and Success:	Increase success rates of students in developmental education classes advancing to college classes. (EM KPI)	Increase the retention rate by 2% over the next year.	*Dev. ed. retention rate 2005: Math, 67%, Writing, 73%; 2006: Math, 78%, Writing, 79%; Success rate 2005: Math, 45%, Writing, 61%; 2006: Math, 55%, Writing, 66%. Movement to college-level courses 2005: Math, 31%, Writing, 48%; 2006: Math, 30%, Writing, 51%	Improve success rates in math and writing courses, as well as movement to college-level courses for developmental math students.
	Increase overall FTSE enrollment over 2007-2008 figures. (EM KPI)	Increase overall FTSE enrollment by 1% during 2007-2008.	2006-07 FTSE - 3,805; 2007-08 FTSE - 3519	
	Increase Hispanic student headcount over the next three years. (EM KPI)	Increase Hispanic student headcount over the next three years by 25%.	Hispanic headcount Fall 45th Day 2006 - 2012 (26%), 2007 - 1723 (25%), 2008 - 1821 (27%)	
	Increase retention of full-time and part-time students from Fall 2008 to Fall 2009. (EM KPI)	Increase retention of full-time students by 2% and of part-time students (6 to 11.9 credit hours) by 3% from Fall 2007 to Fall 2008. (EM KPI)	Fall 2005 to Spring 2006 FT retention - 85%; Fall 2006 to Spring 2007 FT retention - 86%; Fall 2007 to Spring 2008 - 83%	
3. Collaboration and Innovation: We promote and celebrate collaboration and innovation.	Identify and secure entrepreneurial initiatives with both internal and external community and public partners.	Implement a capital campaign for bioscience.	*Bioscience capital campaign underway - received \$800,000 from City of Phoenix. Raised \$10,000 Blue Cross/Blue Shield and a finalist for \$3million from EDA	
		Develop and execute a college Annual Campaign for both internal and external audiences	New - Collecting baseline data 2008-09.	
		Develop and secure new public/private partnership opportunities.	Public private partnerships continue to be pursued.	
	Develop opportunities and activities that encourage and foster innovation among employees.	Implement ongoing empowerment initiatives across the college.	*MAT employees attended empowerment training 5/07; PSA, M & O, Safety and Crafts attended empowerment training on 2/08	Continued follow up needed with linkages to college-wide initiatives; establish ongoing funds for staff development initiatives; Initiatives need to be linked to staff development implementation for outcome reporting.

3. Collaboration and Innovation:		Create a process to continuously collect, evaluate, and implement innovative ideas.	New - Collecting baseline data 2008-09.	
		Develop Employee Recognition program.	New - Collecting baseline data 2008-09.	
4. Community and Civic Engagement: We strive to be advocates of community and civic engagement.	Maintain current community collaborations and partnerships that include: Elementary and secondary schools, post-secondary institutions, social service agencies, business and industry, churches and agencies of local government.	Enhance current partnerships and identify new collaborations/partnerships i.e. dual enrollment, apprenticeships, early college high school.	*Created advisory board for Boomer Transition Center which includes elementary schools, charter schools, social service agencies, business & industry representatives, and governmental agencies. *Elementary Schools: Future Scholars for 5th graders, Day of the Egg for 400 kindergarteners from Balsz, Members of Wilson School Distr. Coalition *Secondary Schools: Dual Enrollment with 33 high schools, 2034 students, 10 summer bridge programs for 326 students representing 20 high schools *Local Government: City of Tempe-cohort AGS Degree, City of Phoenix-Entrepreneurship Program and Healthcare Program, Incumbent Worker and Soft Skills training *Workforce Transition Center-partnered with 30 different organizations in designing workforce transition center *Direct Caregiver Program-collaborated with DES Division of Aging & Adult Services, Foundation for Senior Living, etc.*Churches-met with Valley Interfaith Project to explore partnering opportunities in healthcare and construction trades.	*Good momentum on forming partnerships, are there efficiencies to be gained in processes overall in outreach areas?

4. Community and Civic Engagement	Expand community collaborations and partnerships that include: Elementary and secondary schools, post-secondary institutions, social service agencies, business and industry, churches and agencies of local government.	Identify and expand community partnerships by 1%.	Children's Learning Center developed partnerships with Wilson, Crockett and Children's First Academy school district to develop an after school program for elementary students, currently have 15 children enrolled. Developed junior ACE Program, enrolled 25 students in summer bridge program. Expanded the Care Giver Program into the Faith Based Community, offered one class with 15 students, several more classes are in the planning stage including one for the Hispanic community	Lack of facilities and resources limit opportunities in this area. However, the support of external grants allowed for some growth in this area
	Increase student involvement in service learning opportunities.	Identify all service learning programs and increase student involvement by 1%.	*Received continued funding \$10,000 from Community College National Center for Community Engagement - Learn and Serve grant. * AmeriCorps funding through PVCC \$3,000.	Work with student government to increase opportunities for service learning partnerships.
		Increase number of students involved in AmeriCorp.	*163 students participated in service-learning as a required component to an academic class *Service Learning program enrolled 101 active AmeriCorps students in Spring 2008 and 132 in Fall 2008.	
Increase college and community participation in civic engagement, service, citizenship, and leadership opportunities.	Increase number of faculty who incorporate service learning in their curriculum by using the resources established in Office of Service Learning in Career Center.	* 12 faculty utilize service-learning as a class component in 2007-08		

4. Community and Civic Engagement	Expand and align GateWay's services to include K-12 population	Increase number of outreach programs by 1%	*Identified coordinator to develop comprehensive Early Outreach Model, align existing programs and plan for expansion *Children's Learning Center developed partnerships with Wilson, Crockett and Children's First Academy school district to develop an after school program for elementary students, currently have 15 children enrolled. *Developed junior ACE Program, enrolled 25 students in summer bridge program.	Limited resources might impede this initiative
5. Workforce Development and Partnerships: We affirm our commitment for cultivating workforce development initiatives and partnerships.	Expand workforce development training and services through increased flexibility and responsiveness.	Increase number of organizations served by 3%	Partnered with 54 organizations in 07/08 to provide workforce development training services.	Need to explore non-credit options more thoroughly.
		Increase in number of students served by 5%	A total of 4,894 individuals received workforce development training through partnerships.	Review evaluation of programs and services.
	Expand the leveraging of resources both internally and externally to better serve our partners and grow our partner base.	Increase partnerships by 3% in which resources are leveraged	New - Collecting baseline data 2008-09.	*Outcome needs to be better defined

2006-2007

Strategic Planning - Objectives	Expected Outcomes	Actual Outcomes 2006-2007
Expand, explore and implement a variety of instructional delivery systems, i.e. learning communities, online, hybrids, writing across the curriculum	Increased number of variety of instructional delivery systems	❖ Fall '05 offered 8 hybrid sections, 117 internet sections. ❖ Fall '06 offered 44 hybrid sections, 138 internet sections
Maintain and expand general education assessment of student learning across the college in second year programs	Increased number of assessments at second year level	❖ Updated assessment plan. ❖ Assessed Science general education outcomes ❖ All college programs finalized assessment matrices to facilitate the measurement of general education outcomes across the curriculum.
Create learning environments conducive to student learning, i.e. classroom setup, flexible furniture, student areas	Increased number of classrooms with flexible furniture and number of informal student areas	❖ Updated 4 computer labs, 11 classrooms, and the library with flexible furniture and improved student spaces
Explore mandatory assessment, orientation, and placement of full-time students and mandatory portfolios for graduation	Phased in: Increased number of first-time, full-time students mandatorily placed	❖ Piloted with PVCC Spring 2007. In pilot neither assessment nor placement were mandatory. Issue with lack of mandatory orientation – students were not automatically enrolled in NC500 [will review for improvement]. Pilot was successful in enrolling students in a student success course (CPD150).
Explore the development of student portfolios	Pilot student portfolios in 1 program in 07/08. Expand to other programs in subsequent years.	❖ Scheduled for 2007-08
Provide professional development opportunities for all employees	Increase the number of professional development offerings and number in attendance over the previous year	❖ MAT employees attended empowerment training 5/07 ❖ Arizona Master Teacher increased to 29 participants in 2007 from 14 in 2004 ❖ Lunch & Learn sessions in Center for Teaching & Learning open to all employees

Enhance academic support systems	Increased student satisfaction measured by student satisfaction surveys	❖Noel Levitz Student Satisfaction Survey Spring 2007 ❖Plan for CCSSE in Spring 2008
Increase FTSE enrollment with emphasis on increasing Hispanic, ESL, and transfer populations	Increase enrollment by 1% per year	❖Hispanic enrollment at 45th Day: Fall 05: 1,986 (25.3%); Fall 06: 2012 (26.2%). ❖ESL FTSE: 234 Fall 05; 307 Fall 06. ❖Transfer students: 510 Fall 05; 389 Fall 06 – a 1% decline over 05.
Increase semester-to-semester persistence rates for full-time students	Increase persistence rates by 5% over the next 3 years	❖Fall 2005 to Spring 2006 FT retention 85% ❖Fall 2006 to Spring 2007 FT retention 86%
Increase success rates of students in developmental education classes advancing to college classes	Increase success rates by developmental ed. students by 3% over the next 3 years	❖Dev. Ed. retention rate 2005: Math, 67%, Writing, 73%; 2006: Math, 78%, Writing, 79%; Success rate 2005: Math, 45%, Writing, 61%; 2006: Math, 55%, Writing, 66%. Movement to college-level courses 2005: Math, 31%, Writing, 48%; 2006: Math, 30%, Writing, 51%
Increase the number of certificates and degrees being awarded	Increase the number of degrees and certificates awarded by 5% over 2006 rates over the next 3 years	❖2005-06 awarded 891 certificates, 484 degrees (8.6% of total 1,375 headcount); 2006-07 awarded 885 certificates, 434 degrees (8.4% of 1,319 total headcount)
Increase entrepreneurial efforts with GateWay's external community and public partners	Implement a capital campaign for bioscience.	❖Bioscience capital campaign underway; awarded \$800,000 from City of Phx for bioscience incubator, made numerous other proposals to foundations
	Increase by 30% number of participants at "Friend-raising" events.	❖55 attendees at donor lunches and Caffeine with Gene events.
	Create new public/private partnership opportunities.	❖5 PPP actively being pursued.
Create an environment and strengthen efforts to foster innovation among employees	Implement empowerment training across the college.	❖MAT employees, Division Chairs, Employee Group Presidents attended empowerment training. Other employee groups to attend training offered in spring 2008.

Celebrate internal innovation achievements through recognition	Through focus groups, identify recognitions which are meaningful to employees.	❖ Scheduled meetings with employee groups to identify recognitions which are meaningful.
	Expand communication of employee recognition through Employee Portal and other venues.	❖ Increased communication of employee recognition via portal and email
Form an extended collaboration that includes elementary and secondary schools, post-secondary institutions, social service agencies, business and industry, churches and agencies of local government	Expand community collaborations through creation of new partnerships	<ul style="list-style-type: none"> ❖ Created advisory board for Boomer Transition Center which includes elementary schools, charter schools, social service agencies, business & industry representatives, and governmental agencies. ❖ Elementary Schools: Future Scholars for 5th graders, Day of the Egg for 400 kindergarteners from Balsz, Members of Wilson School Distr. Coalition ❖ Secondary Schools: Dual Enrollment with 33 high schools, 2034 students, 10 summer bridge programs for 326 students representing 20 high schools ❖ Local Government: City of Tempe-cohort AGS Degree, City of Phoenix-Entrepreneurship Program and Healthcare Program, Incumbent Worker and Soft Skills training ❖ Workforce Transition Center-partnered with 30 different organizations in designing workforce transition center ❖ Direct Caregiver Program-collaborated with DES Division of Aging & Adult Services, Foundation for Senior Living, etc. ❖ Met with Valley Interfaith Project to explore partnering opportunities in healthcare and construction trades.
Increase college and community participation in civic engagement, service, citizenship, and leadership opportunities	Increase public events in new facilities for students and the community	❖ Community forum – hosted Marc Freedman, CEO and founder of Civic Ventures, and leading authority on Baby Boomers
Maintain and expand community collaborations.	Increase partnerships in the arts and international education.	❖ Working with Universidad Tecnologica de Hermosillo as part of Hands Across the Border partnership.
Deliver responsive workforce development training	Increase the number of organizations served by 3% over previous year.	❖ 13 new partners in 2006-07
	Increase the number of students served by 5% over the previous year.	❖ Unable to track 2006-07, changed division codes to enable tracking for 2007-08

Expand the leveraging of resources both internally and externally to better serve our partners and grow our partner base	Increase resource leveraging by 3% over the previous year.	❖ More than \$3,500,000 raised through grants & development activities to support new programs, staffing and student services initiatives.
Increase collaboration between the College and Skill Center to more effectively address the workforce development needs of our community	Increase the number of joint ventures between the College and Skill Center to address workforce development needs by 3% over the previous year.	❖ Created new communication measures between MSC and College to facilitate the referral of partners between the Skill Center and College to address all levels of workforce development.