

# Chapter 8

---

# Instructional Programs and Services



## INTRODUCTION

This chapter describes and evaluates the instructional programs and services of Chandler-Gilbert Community College (CGCC). An overview of the CGCC instructional program is followed by descriptions of the MCCC CD degree structure, CGCC degree and certificate programs, general education requirements, curriculum process and related information. The majority of the chapter is devoted to evaluative discussions of the CGCC curricular offerings, and of special academic programs. The chapter concludes with an evaluative description of seven instructional support services known collectively as Learning Resources, and with the instructional program's strengths and challenges.

The Self-Study Committee on Instructional Programs and Services designed and administered a survey of day and evening students in classes selected at random in an effort to evaluate CGCC's instructional programs and services. In addition, faculty and staff from the special programs and learning assistance services designed and administered their own individual surveys given to users of their services to be able to compare and evaluate data from both users and non-users of their services to determine future goals and plans. The committee also conducted a workshop for all faculty and staff on how to design and use assessment tools in an effort to promote continuous evaluation and improvement for all CGCC employees. Copies of *Classroom Assessment Techniques* (Cross and Angelo, 1993) are available to all faculty and staff who request one. In addition, the committee used data from a variety of resources and surveys administered for other institutional effectiveness purposes. Appendix 8 contains copies of the survey instruments and compiled results. The NCA Resource Room contains complete survey results, including student and employee comments.

**Criterion 3:** *The institution is accomplishing its educational and other purposes.*

**Criterion 4:** *The institution can continue to accomplish its purposes and strengthen its educational effectiveness.*

## **OVERVIEW**

CGCC's instructional programs and services include associate degree and certificate programs, courses to meet the general education requirements of transfer institutions; credit and non-credit courses for professional and personal development, and support services to improve student academic achievement.

As one of the Maricopa Community Colleges, CGCC benefits from a district-wide course bank, common degrees and a centralized system for curriculum approval and articulation with Arizona public and private colleges and universities. In addition, CGCC has the authority and flexibility to develop programs unique to the college or in response to community and student needs which may be duplicative of one or more of the other Maricopa college's programs.

The curriculum, its organization and development, is the responsibility of the Office of Instruction, headed by the Dean of Instruction and Associate Dean of Instruction, and supported by a Curriculum Technician and an Administrative Assistant. The course offerings of the college are organized into seven divisions, headed by elected division chairpersons: (1) Aviation, (2) Business and Computer Information Systems, (3) Communications and Fine Arts, (4) Counseling, (5) Languages and Humanities, (6) Science and Mathematics, (7) Social and Behavioral Sciences. Usually, curriculum is developed by a faculty member, with the advice and consent of the division chair and the Dean of Instruction. If appropriate, other faculty, the curriculum technician, an instructional designer, and community advisory committees are involved. Plans for the future directions of the curriculum, the Instructional Strategic Plan and division strategic plans guide new program and course development.

Special programs enhance the curriculum and often provide opportunities for co-curricular student activity.

The "hallmarks" of instruction at CGCC are "Collaboration, Quality, and Community." Emphasis is placed on learning and the strategies that enhance student success: active learning strategies, such as cooperative and service learning, and the use of technology. Faculty strive to increase students' critical thinking and personal development. CGCC faculty development programs prepare faculty and reinforce their skills in these areas.

The Student Learning Outcomes Assessment Committee coordinates and implements the assessment plan, oversees administration of the assessment instruments, reviews and reports data, and makes recommendations for continued success or improvement of instructional and assessment programs. It is expected that the assessment of student outcomes, the first full cycle of which was implemented in 1995-96, will result in continuous improvements to the curriculum and instruction. Chapter 11 addresses the student learning outcomes assessment program in detail.

Instructional services, including Learning Resources such as the library and learning assistance services, provide students access to support for academic success. At CGCC, the learning assistance services are organized, staffed, and managed by the faculty.

## **CHANDLER-GILBERT COMMUNITY COLLEGE DEGREES**

### **Associate of Arts**

The Associate of Arts (AA) degree is recommended for students who plan to complete lower division work toward selected baccalaureate programs. The 64 credits required for an AA degree include (a) 18 credits in a general education core; (b) a minimum of 28-29 additional credits distributed over six areas of general education courses, and (c) a minimum of 17-18 elective credits chosen from courses numbered 100 or above.

### **Associate of General Studies**

The Associate of General Studies (AGS) degree is recommended to students where university transfer may not be the goal. General Education requirements are similar to the AA with the exception of the Science and Mathematics area.

### **Associate of Applied Science**

The Associate of Applied Science (AAS) is recommended for students who wish to gain a depth of technical expertise by completing an MCCCDC occupational program. An AAS degree requires 64 or more credits numbered 100 or above and includes credits from the general education core and the general education distribution requirements.

CGCC offers the following Associate of Applied Science Degree Programs:

- Aircraft Construction Technology
- Airway Science Technology, Flight Emphasis
- Aircraft Maintenance Technology
- Aviation Electronics Maintenance Technology
- Accounting—Specialized Paraprofessional
- General Business
- Management
- Microcomputer Business Applications
- Early Childhood—Special Needs

### **Associate of Science in Business**

The Associate of Science in Business is a transfer partnership degree with Arizona State University. It allows students who graduate with the AS to transfer their entire program (65 credits) to the Arizona State University College of Business with no loss of credit.

### **Certificates of Completion**

CGCC has MCCCDC Governing Board approval to offer the following Certificates of Completion:

- Composite Technology
- Sheet Metal Structures Technology
- Flight Technology
- Airframe Maintenance
- Powerplant Maintenance
- Aircraft Maintenance Technology
- Avionics Technology
- Accounting

*GIR #2: It is a degree-granting institution.*

*GIR #14: Its degree programs are compatible with the institution's mission and are based on recognized fields of study at the higher education level.*

*GIR #15: Its degrees are appropriately named, following practices common to institutions of higher education in terms of both length and content of the programs.*

Management  
 Microcomputer Business Usage and Applications  
 Early Childhood Special Needs (Levels 1 and 2)

Aviation programs have been approved by the Federal Aviation Administration.

Graduation rates have increased steadily since the college started awarding degrees and certificates in 1989.

*GIR #12: It confers degrees.*

*GIR #13: It has degree programs in operation, with students enrolled in them.*

**Table 8.1-Degrees Awarded: By Year, Type, and Number**

<u>Year</u>	<u>Type of Degree</u>	<u># Awarded</u>	<u>Total</u>
1989	Associate of Arts	20	23
	Associate of General Studies	3	
1990	Associate of Arts	28	57
	Associate of General Studies	6	
	Associate of Applied Science	6	
	Certificate of Completion	17	
1991	Associate of Arts	48	131
	Associate of General Studies	14	
	Associate of Applied Science	5	
	Certificate of Completion	64	
1992	Associate of Arts	70	193
	Associate of General Studies	22	
	Associate of Applied Science	8	
	Certificate of Completion	93	
1993	Associate of Arts	71	176
	Associate of General Studies	15	
	Associate of Applied Science	14	
	Certificate of Completion	76	
1994	Associate of Arts	72	131
	Associate of General Studies	13	
	Associate of Applied Science	5	
	Certificate of Completion	41	
1995	Associate of Arts	92	171
	Associate of General Studies	19	
	Associate of Applied Science	6	
	Certificate of Completion	54	

**GENERAL EDUCATION**

All MCCCDC/CGCC degrees require students to complete general education courses to provide for the acquisition of the skills and knowledge every literate citizen possesses. General Education courses also enhance a student's major program of study. All CGCC Associate degree students must complete a series of

courses in English, Communication, Reading, Mathematics, and Computer Applications/Quantitative Reasoning, which are listed in the CGCC catalog. These courses provide students the opportunity to learn how different disciplines define, acquire, and organize knowledge and to provide skills useful for lifelong learning.

MCCCD/CGCC's general education requirements are based on those of the state universities, as our Associate of Arts degree is designed to be a transfer degree program. For example, Arizona State University, to which most of CGCC's students transfer, has general education requirements based on four principles. The first is the distinction between skill and knowledge—the instrumental skills by means of which knowledge is acquired and communicated. “Second is the distinction between skill in the use of language and skill in the use of figures—literacy and numeracy. Third is the conventional division of knowledge into the humanities, the social sciences, and the natural sciences. And fourth is the concept of the university graduate as a person who is not only prepared for advanced study or a particular profession, but also is amply prepared to lead a constructive and satisfying personal, social, and civic or political life. This principle implies a commonality of knowledge (that is, knowledge shared with others), skill in learning and in communicating with others, and a diversity of learning that frees the person to enjoy the diversity of human potentiality.” (ASU General Catalog, 1994-95/1995-96) In addition to the four principles, the general education program strives to provide students with “sustained experience in the acquisition of a skill or the mastery of a body of knowledge, the increasing importance of literacy and numeracy skills because of the rapid growth of modern knowledge, the utility of historical perspective, and the internationalization of modern life.” The five core areas of literacy and critical inquiry, numeracy, humanities and fine arts, social and behavioral sciences, and natural sciences provide training in basic academic skills and assure that students are introduced to the traditional branches of knowledge. The three awareness areas of cultural diversity in the United States, global awareness, and historical awareness contribute to the development of an international perspective, foster an understanding of current human events by study of the past, and promotes appreciation of cultural diversity within the contemporary United States.

CGCC offers sufficient courses to allow students to meet the MCCCD general education core and distribution requirements which in turn allows students to meet the various state university general education requirements.

Literacy is communicative competence in written and oral discourse, while critical inquiry is the gathering, interpretation, and evaluation of evidence. To ensure that our graduates have these skills, CGCC offers the traditional two semester sequence of English composition, as well as public speaking, technical writing, personal and exploratory writing, humanities, and philosophy/logic courses.

Numeracy requirements intend to ensure that students have skill in basic mathematics, can use mathematical analysis in their chosen fields, and can understand how computers can make mathematical analysis more powerful and efficient. In addition to a variety of math courses such as college algebra, trigonometry, calculus, and differential equations, CGCC offers statistics, computer literacy, and computer programming courses to meet numeracy requirements.

The humanities are concerned with questions of human existence and the universality of human life, questions of meaning and the nature of thinking and knowing, and

*GIR #16: Its undergraduate degree programs include a coherent general education requirement consistent with the institution's mission and designed to ensure breadth of knowledge and to promote intellectual inquiry.*

questions of moral, aesthetic, and other human values. The humanities investigate these questions in both the present and the past and make use of philosophy, foreign languages, communication studies, religious studies, literature, and fine arts. The fine arts constitute the artist's creative deliberation about reality, meaning, knowledge and values. CGCC's offerings in this general education area include art humanities, dance humanities, English humanities, general humanities, music humanities, philosophy and theater courses.

The social and behavioral sciences provide scientific methods of inquiry and empirical knowledge about human behavior, both within society and individually. The forms of study may be cultural, economic, geographic, historical, linguistic, political, psychological, or social. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a world of diminishing economic, linguistic, military, political, and social distance. CGCC offerings include anthropology, communications, economics, history, political science, psychology and sociology.

Courses in natural science help the student to develop an appreciation of the scope and limitations of scientific capability to contribute to the quality of society. Exposure to scientific phenomena in the laboratory is important in developing and understanding the concepts, principles, and vocabulary of science. Astronomy, biology, chemistry, geology, physical science, and physics courses are offered at CGCC.

Because every literate citizen should possess these skills and knowledge, in addition to including these general education requirements in the Associate of Arts degree, all CGCC Associate degree students must complete the series of courses in English, Communication, Reading, Mathematics, and Computer Applications/Quantitative Reasoning, which enables students to respond more fully and effectively to an increasingly complex world. General studies requirements are detailed in the college catalog. In addition, the Advisement Office has developed several additional handouts for students that identify those general education courses which will simultaneously meet CGCC's requirements while also providing the student with the courses needed for transfer into the programs offered at various state universities.

## **UNIVERSITY TRANSFER**

To facilitate the university transfer process within the state, the *Arizona Higher Education Course Equivalency Guide (CEG)* is published annually by the Arizona Commission for Post-secondary Education in conjunction with the Arizona Board of Regents and the State Board of Directors for Community Colleges in Arizona. The *CEG* establishes transfer equivalences between Arizona community college courses and the three state universities, which are determined by each state university after articulation with instructional council representatives from Arizona community colleges.

The articulation agreements between MCCC and Arizona colleges and universities are coordinated through the office of the MCCC Vice-Chancellor for Educational Development. A new, comprehensive articulation agreement between MCCC and the state universities was approved in March 1996.

The majority of students at CGCC plan to transfer to universities for professional preparation in many fields. A recent Arizona State University (ASU) report

indicates that in the fall of 1995, 11,210 students from MCCCCD transferred to ASU; 502 of these students were from CGCC. CGCC students transferred into the departments of architecture (5), business (78), education (98), engineering (80), fine arts (23), liberal arts (120), nursing (24), public programs (56), and social work (14). Sixty-five percent of upper division students who transfer to ASU have 24 or more hours from MCCCCD.

A follow-up ASU report indicates that fall 1994-spring 1995 students who had taken at least some courses at CGCC had an average first-semester GPA of 2.60, and a second-semester GPA of 2.69, and fall 1995 GPA of 2.71, a noticeable increase since 1989-90 when the student GPA average was 2.54 and 2.32 respectively. In the past, MCCCCD student transfers have been successful when compared to native ASU students (see Richardson, Jr., Richard C. and Doucette, Donald S., "Persistence Performance and Degree Achievement of Arizona Community College Transfers in Arizona's Public Universities," *Research Report*, Tempe: Department of Higher and Adult Education, ASU, 1980), and CGCC students also have been successful when compared to native ASU students.

The results of the 1995 CGCC *Graduates Survey* indicate that 56% of CGCC graduates were able to transfer all credits in general education courses and in courses that applied to their major field of study, a dramatic increase from 35% in 1991. Universities and colleges where CGCC graduates are enrolled include: Arizona State University, Northern Arizona University, University of Arizona, ASU West, University of Phoenix, Ottawa University, Grand Canyon University, ITT Technical Institute, San Juan College, Towson State University in Maryland, and Highland University in New Mexico.

## **MCCCCD AND CGCC CURRICULUM PROCESS**

Over the past 24 years, the MCCCCD has established a rigorous, coherent, and consistent district-wide curriculum that governs degree, transfer, and occupational programs, and general education requirements. With the exception of community and industry (IND) classes, a course must be approved by the MCCCCD Curriculum Committee and entered into the *MCCCCD Course Inventory Audit* before it can be scheduled on any MCCCCD campus. See the 1995-96 Curriculum Processing Calendar and Articulation Activities flowchart in the NCA Resource Room for further details.

### **Instructional Councils**

The district-wide instructional councils serve as a source of professional expertise and link the nine colleges and one center together in a supportive curriculum process. Each instructional council is made up of certified faculty members from a specific academic discipline or occupational area. Each college may appoint one faculty member to each instructional council. These councils establish hiring qualifications, review curriculum proposals for new, modified or deleted courses in their respective disciplines, and participate in the articulation process with the three state universities. CGCC faculty serve on each district instructional council for disciplines that correspond to the CGCC curriculum.

### **MCCCCD Curriculum Committee**

MCCCCD's four degrees, the Associate of Arts, the Associate of General Studies, the Associate of Applied Science, and the Associate of Science Degree in Business evolved under the direction of the MCCCCD Curriculum Committee. The committee

***GIR #11:** Its faculty has a significant role in developing and evaluating all of the institution's educational programs.*

is chaired by the Vice-Chancellor of Educational Development. The instructional deans and faculty representatives from each college make up the voting members of the committee. Instructional designers and other district technical staff assist the committee. The committee functions to ensure consistency in the MCCC CD curriculum and in the application of procedures and rules concerning curriculum throughout the district. The committee makes recommendations for changes in the associate degrees, graduation policies and general education requirements and continuously monitors articulation agreements with the University of Arizona (U of A), Arizona State University (ASU), and Northern Arizona University (NAU). The Dean of Instruction and a faculty member represent CGCC on the MCCC CD Curriculum Committee.

### **CGCC Curriculum Process**

As a member institution, CGCC follows the MCCC CD district-wide procedure for course and program development. Outlined in the *MCCC CD Curriculum Procedures Handbook*, the curriculum development process applies to seven areas of curriculum proposals: (a) new occupational program development, (b) occupational program modification, (c) occupational program deletion, (d) new course development, (e) experimental course development, (f) course modification, and (g) course deletion.

Proposals for curriculum development generally originate at the campus level. At CGCC, the proposal is developed between the initiator, the division chair and the Dean of Instruction. If appropriate, other faculty, the curriculum technician, an instructional designer, and community advisory committees are involved. This internal process emphasizes communication and consensus. The curriculum technician provides, reviews, and assembles all required forms and supporting materials for the curriculum proposal. After further review and revision by involved faculty, the Dean of Instruction submits the proposal to the appropriate instructional council for feedback and recommendations. It is then presented to the CGCC Curriculum Committee. If approved, the committee sends it to the MCCC CD Curriculum Committee. After committee review and acceptance, it is referred to the MCCC CD Governing Board for final approval. The course then is entered in the *MCCC CD Course Inventory Audit* and, if appropriate, in the *Master List of Occupational Programs*. The final referral is to the State Board of Directors for Community Colleges in Arizona.

The *MCCC CD Course Inventory Audit* lists courses that any MCCC CD college may offer without a curriculum proposal being sent through the curriculum process. The approved name, number, course description, pre/co-requisites, lecture and laboratory contact, credits course competencies and course outline must be followed.

The MCCC CD degree programs, transfer programs, and general educational requirements are outlined in the common pages of each MCCC CD college catalog. Each college includes their occupational programs. The first CGCC college catalog was published in fall 1991 and is updated on an annual basis.

### **ACADEMIC CALENDAR AND CLASS SCHEDULE**

The academic year consists of 16-week semesters in the fall and spring. In the summer, two five-week day sessions are held, with one eight-week evening session held concurrently with the day sessions. Year-round schedules are offered by both the aviation and SMT programs. In an effort to accommodate students, in addition to a comprehensive day schedule six days a week, there is a full complement of late

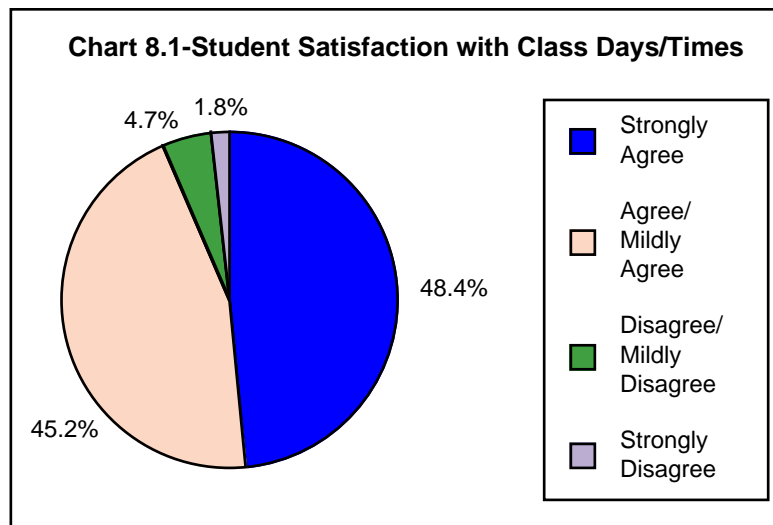
*GIR #22: Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements, ...*

afternoon and evening courses. Courses are also offered over the Video Conference Network (VCN).

Since 1991 a primary focus of faculty development has been on Cooperative Learning. As a result of this emphasis, in 1993, the faculty determined that longer class periods are preferable; therefore, starting in 1994, CGCC offers courses varying in length from 75 to 180 minutes, over a six-day week, rather than the traditional three day a week, 50 minute class periods. Classes meet on a Monday/Wednesday, Tuesday/Thursday, Friday/Saturday, Friday and Saturday, or one day a week format. (Exceptions are certain foreign language and math courses which meet four or five days a week.) In addition to accommodating better teaching practices, the new schedule has allowed the college to expand offerings and use classroom space more effectively.

At the same time we instituted the new schedule, the college established a "Community Hour" from 12:15 to 1:15 Monday through Friday, during which time classes are not generally offered, allowing for special events and opportunities for students to take advantage of college services, such as tutoring or cooperative study groups; meet with faculty, advisors, or counselors; and use the library and computer labs.

Students are overwhelmingly satisfied with the Monday/Wednesday, Tuesday/Thursday, Friday/Saturday class schedule, with 93% of survey respondents finding the schedule of classes convenient.



Instructional Programs and Services, Student Survey  
Question 1. The Monday/Wednesday, Tuesday/Thursday,  
Friday/Saturday class schedule is convenient for me.

Students are meeting with instructors and other students and using college services during community hour; however, only 27% of students are attending student organization meetings or participating in special events. Therefore, representatives from the Office of Student Life are planning to meet with faculty from each division in the fall of 1996 to coordinate special events that will support and enhance instruction and co-curricular activities during community hour.

Although 79% of students surveyed felt that the courses offered in the morning were adequate, and 74% felt that courses offered in the afternoon were adequate, only 61% felt that evening course offerings were adequate, and only 51% felt the Saturday offerings were adequate. Survey comments included: "More courses, please!" "There needs to be more sections offered." "Need more variety in evenings and on weekends." "There should be more classes at night. Let alone in general." Of those students who are co-enrolled at other colleges and universities, most said it was because the courses and programs they needed were not offered or available. Therefore, day, evening, and weekend course offerings will be expanded at the main campus and the Williams Education Center (WEC) in subsequent semesters.

## **INSTRUCTIONAL PROGRAMS**

### **Curriculum Directions**

At the time of the last NCA Visitation, CGCC's curriculum was split approximately 80% general education courses and 20% occupational courses. To more effectively meet the comprehensive mission of the college, it was determined that the curriculum required more depth and variety which, in turn, would require the redistribution of resources. Equally important was the need to plan for additional facilities which, it was agreed, should be driven by the curriculum.

To meet this need, the Dean of Instruction and Division Chairs started work three years ago on a process of collecting and analyzing data to use as the basis for curriculum planning. This data included student choices regarding career and major; division plans; demographics and economic development plans for the service area communities; and national, state and local trends for career opportunities. The Dean and Chairs used this research to formulate a Ten-Year Curriculum Directions Overview (Appendix 8-A) which was reviewed by the faculty and staff in 1994 and approved by the President's Executive Council in 1995. Potential targets for curriculum directions and percentage of budget allocations were determined as follows:

Transfer	38%
Occupational	29%
Developmental	9%
Life Long Learning	19%
Research/Development	5%

These projections will help CGCC to develop new occupational programs, concentrate on particular degree programs, appropriate resources for developmental and life long learning programs, and provide resources for innovative programs.

The transfer degree majors which CGCC has decided to specialize in are education, liberal arts, communication, business, and social work. In fall 1996, the college will pilot transfer partnership agreements with Arizona State University in elementary education, psychology (College of Liberal Arts), social work, and business.

Occupational programs which CGCC has decided to emphasize are aviation, Semiconductor Manufacturing Technology (SMT), early childhood education, business, allied health, and resort/hotel management. Since CGCC's initial accreditation, new certificate and degree programs in aviation have been approved.

During the 1995-96 academic year, the SMT and Early Childhood, Special Needs programs were initiated. Plans call for the addition of aviation programs, revised business programs, and allied health and hotel management programs as resources allow, pending regular reviews of the curriculum planning.

The curriculum directions plan places greater emphasis on developmental courses by treating them as a unit, allowing for better tracking of students and curriculum revision. This category includes, reading, English as a Second Language, mathematics, and student success courses and seminars.

Fine arts, conversational languages, counseling, general non-credit, physical education, and Center for Computer Training courses, as well as specialized courses for industry, are included in the Life Long Learning category.

Documents more specifically describing the process of developing the Curriculum Directions Overview are available in the NCA Resource Room.

### **Strategic Plan for Instruction, 1996-2001**

Since the CGCC instructional program is the essential component of the college, it determines the thrust of all other programs and services. As the representatives of the instructional program, the division chairs, in consultation with division faculty members, and under the leadership of the Dean of Instruction, developed instructional goals for 1996-2001 to support the college and district strategic planning goals. These instructional goals will determine the allocation of instructional resources and will be the focus of division activities. In addition, these instructional goals will be the basis for the development of supportive goals in all CGCC programs and services in the future. See Appendix 8-B for the complete college Five-Year Strategic Plan for Instruction. Each division's strategic plan is available in the NCA Resource Room.

### **Instructional Divisions**

The course offerings of the college are organized into seven divisions, headed by division chairpersons: (1) Aviation, (2) Business and Computer Information Systems, (3) Communications and Fine Arts, (4) Counseling, (5) Languages and Humanities, (6) Science and Mathematics, (7) Social and Behavioral Sciences. The Faculty Association developed a process by which division chairs are elected by division faculty members. Elections are held every two years with staggered terms. Each chair is responsible for the day to day operation of the division's program. Duties include, but are not limited to, scheduling, staffing, textbook ordering, and faculty evaluation. The division chairs report to the Dean of Instruction. Faculty from each division meet regularly to evaluate, plan, and set goals for the division. The division chairs and the Dean of Instruction meet regularly to plan and coordinate instructional programs, class schedules, and academic support services.

In the fall of 1995 Chandler-Gilbert faculty included 44 residential and 148 adjunct faculty. The CGCC residential faculty in every division take on a variety of academic leadership responsibilities for developing, evaluating, and maintaining instructional programs within each division. Although every effort is made to involve adjunct faculty in the process whenever possible, many times it is difficult to do. Therefore, in order to continue to provide quality instructional programs and to expand programs for students as the college grows in the next ten years, there is an immediate need to increase the ratio of full-time to part-time faculty at CGCC.

*GIR #11: Its faculty has a significant role in developing and evaluating all of the institution's educational programs.*

Each of the seven divisions—Aviation, Business and Computer Information Systems, Communications and Fine Arts, Counseling, Languages and Humanities, Science and Mathematics, and Social and Behavioral Sciences—and the cross-divisional program (Semiconductor Manufacturing Technology) are profiled below.

### **Aviation Division**

**Organization and Faculty.** The Aviation Division is responsible for the Associate Degree and Certificate programs in aviation-related fields. The division consists of a division chair, three additional residential faculty, eight adjunct faculty, one tool room technician, one aircraft lab technician, and an administrative secretary. The Aviation Division shares a program advisor with other programs located at the Williams Education Center campus.

Prior to the summer of 1995, the aviation programs were housed in three leased facilities. With the relocation of the programs to the Williams Education Center, a permanent location was provided for the Aviation Division. Fall semester, 1995, the Aviation Division enrolled 153 headcount students earning 47.9 FTSE.

**Curriculum Highlights.** An articulation agreement for a 2+2 program in Aircraft Maintenance Technology with Chandler High School was approved in 1995 and the agreement will be in its first stage of implementation in the fall of 1996. Articulation agreements with South Mountain High School for 2+2 programs in Aircraft Maintenance Technology (AMT) and Aviation Flight Technology were approved in spring of 1996 and are expected to be in full operation by fall of 1998.

An articulation agreement with the University of North Dakota in Aviation Flight Technology is in progress. Currently, CGCC has two college transfer agreements in place with Parks College of St. Louis University and Embry-Riddle Aeronautical University in aviation related programs.

A full-time job developer will be hired in July, 1996, to provide assistance, including resume writing and interviewing techniques seminars. Job placement and assistance will play an important role in the overall success of the aviation program.

*In the last four years, at the National VICA Skills Olympics, CGCC aviation students have taken gold or silver medals every year.*

The CGCC AMT curriculum has demonstrated its quality in recent years as students have captured the Gold, Silver and Bronze medals in the last four VICA Skills Olympics state level competitions. At the national level, CGCC students have taken first the gold, then the silver, then gold, then silver again during the last four years. The national FAA testing center correlates and publishes all test results from FAA-approved technician schools on a quarterly basis. (A copy of the documentation can be found in the NCA Resource Room). The report shows the number and average score of tests taken nationally, and compares that with the results of individual schools. Individual schools then may compare their graduates' results with the national norm. CGCC's students have consistently scored at or above national norms on both the Airframe and Powerplant test sections for the past ten quarters reported, thus validating the quality of the curriculum.

The 10-member AMT Advisory Council includes representatives from local airlines, repair stations, fixed-base operators and other airline-related industries, as well as local government officials. A list of the AMT Advisory Council can be found in the NCA Resource Room.

## **Business and Computer Information Systems Division**

**Organization and Faculty.** The Business and Computer Information Systems Division is responsible for courses in the following disciplines: accounting (ACC), business and personal computers (BPC), computer information systems (CIS), general business (GBS), management (MGT), marketing (MKT), and office automation (OAS).

The division consists of five residential faculty, 17-20 part-time faculty, and an administrative secretary. One residential faculty serves as the elected chair.

In the fall semester, 1995, the division enrolled 1362 headcount students resulting in 151.5 FTSE.

**Curriculum Highlights.** The business curriculum includes transfer courses as well as courses needed for occupational training and job advancement. Faculty have worked with local chambers of commerce and businesses to meet their special educational needs by offering short-term courses and small business workshops.

In fall, 1994, the division officially started offering short-term computer classes through the Center for Computer Training. Short-term, credit classes are offered in current DOS-based and Windows-based software. Courses are offered in the following Windows software: Word 6.0, WordPerfect for Windows, Excel 5.0, Access 2.0, and Powerpoint. DOS-based courses include: DOS 6.22, WordPerfect 6.1, Lotus 1-2-3, version 4.0, and dBase IV, version 2.0.

The BPC and CIS computer-literacy courses account for most of the division's enrollment. Computer technology is incorporated in many other business courses. The accounting curriculum has been updated to better match what the universities are teaching. ACC111 is now taught strictly in groups in computer classrooms using a new highly interactive and comprehensive accounting software package developed by ASU's College of Business. More advanced accounting classes such as ACC230 and ACC240 also make use of computer software to complete class assignments. Statistics and Quantitative Methods in Business classes use Stat View and Excel to complete assignments. Many classes, such as Introduction to Business, Marketing and Management, include video instruction, and there are plans to integrate assignments using the Internet in the future. The division also offers a number of computer classes in an open-entry/open-exit (individualized) format in the Computer Information Center.

Among other activities, the division has an established Advisory Council to assist with curriculum directions and decisions. The Council is called upon to review proposed changes to existing business curriculum and to provide recommendations on new or modified degrees and certificates.

In fall, 1993, the Business/CIS Division also started offering a series of non-credit small business workshops in partnership with the Chambers of Commerce and the Small Business Resource Center in Chandler. Workshops were offered in business startup, business planning, marketing, and financing, in addition to several workshops on a variety of media topics. The workshops were well attended and attracted several people from the business community who would otherwise not have come to the college. This served as an excellent tool to assist local chambers of commerce in their economic development efforts, and it also served to strengthen the relationships the college enjoys with the local business community.

*Brenda Larson, CIS faculty, was recently honored by the Western Business Education Association for 25 years of excellence in business education.*

## **Communications and Fine Arts Division**

**Organization and Faculty.** The Communications and Fine Arts Division includes the visual arts, communication, music, dance, and theater disciplines.

The division consists of six residential faculty and 25 adjunct faculty and an administrative secretary. One faculty member serves as the elected chair. The residential faculty teach in the areas of dance, music, theater, speech communication and visual arts. In the fall, 1995, the division enrolled 1,007 students, resulting in 184.4 FTSE.

**Curriculum Highlights.** The division's faculty have supported, and incorporated, various campus instructional initiatives (technology, active learning, service learning, and outcomes assessment) into their courses wherever appropriate. Some visual art classes are taught using computer graphics programs. Communication, music, dance and theater classes routinely use video and/or audio feedback for the purposes of modeling, presentation, and evaluation. Music and dance classes use the Electronic Forum to elicit anonymous student feedback. The Dance Humanities class is sent, via the District's Video Conferencing Network, to Paradise Valley Community College each spring semester. Collaborative learning is used, to varying degrees, in nearly every class, whether taught by a full- or part-time instructor. Music performance classes, the Dance for Children classes and some public speaking classes use service learning opportunities to extend and apply classroom learning to the "real world." Outcomes assessment has been done routinely in dance performance classes for several years (competency development is traced by videotape assessment in every class meeting) and is being pursued in classes from other disciplines in the division.

*Two CGCC vocal  
music students took  
1st and 3rd place at  
the 1996 MCCCC  
Outstanding  
Performers'  
Competition.*

Unlike other MCCCCD colleges, the disciplines of dance, theater, and music are combined into a single Department of Performing Arts which is responsible for numerous events each year, both on- and off-campus. As an extension of course work, the department collaborates on at least one major musical theater production each year. Other presentations include a major choir concert and a dance performance each semester. Five distinct performing groups including a concert choir, a smaller show choir, a "big band" jazz group, a small jazz combo and a dance performance group, offer serious students additional opportunities to perform. The performing groups are valued by the college as recruitment and public relations tools as they perform in area schools and in the community.

## **Counseling Division**

**Organization and Faculty.** The Counseling division is responsible for the Counseling and Personal Development (CPD) and Advancing Academic Achievement: Success Orientation Seminar (AAA150 and related modules) curriculums. The division consists of four residential faculty. Three residential faculty and eight adjunct faculty provide instruction for the division's curriculum.

One residential faculty serves as the elected chair and the division receives three-quarter time clerical support for both instructional and service counseling functions, as well as advisement functions. The division reports both to the Dean of Instruction and the Dean of Student Services. In the fall, 1995, the division enrolled 133 students, resulting in 32.5 FTSE.

**Curriculum Highlights.** Courses offered to meet the personal development needs of students include Career and Personal Development, Career Exploration, Relaxation Training, and Women in Transition. Courses offered to develop

student success skills include Success Orientation Seminar and related individualized modules of this course. The modules are Learning Strategies, College Coping Skills and Assessing Career Options.

Highlights include the targeting of some AAA150 sections to students who speak English as a Second Language (ESL); inclusion of the AAA150 course as part of an integrated learning block of courses that is being piloted for students at the developmental level in English and reading; and the piloting of a Career Exploration course in the weekend college schedule.

The division has provided supplemental support to the English 102 curriculum for the past year and a half. The English 102 curriculum has included a focus on career research. Counselors have provided support by administering and/or interpreting career interests inventories as requested by English faculty.

The counseling division strongly supports the campus initiatives of collaborative learning and service learning. The majority of residential and adjunct counseling faculty members have completed campus staff development training in collaborative learning which utilizes many of the same principles and methodologies traditionally practiced in group facilitation. Counselors have emphasized a facilitative instructional method and collaborative learning strategies in CPD courses.

The division also coordinates the presentation of sessions that are instructional in nature, but non-credit. These sessions are open to both campus and community members at no charge. Topics of personal development and skill building such as stress and time management, male-female communication, and gender differences are included with an emphasis on the developmental needs of reentry students.

Among other objectives, the division plans to strengthen support for student participation in CPD curriculum, especially the career development curriculum, in order to foster retention. Since research has shown that goal directedness is associated with persistence and achievement, it is a priority to direct students towards identifying a selected area of study, defining a career path and establishing a learning plan.

The division also plans to meet the increasing demands from changes and diversity in our student populations by furthering students' development of attitudes, behaviors and human relations skills that will lead to academic goal success. CPD curriculum such as CPD 096 Personal Success in College, CPD100 Orientation for Student Development, and CPD101 Personal Development, as well as, consultative and teamwork activities integrating these areas of development with courses in other disciplines are possible strategies for reaching these objectives.

### **Languages and Humanities Division**

**Organization and Faculty.** The Languages and Humanities Division includes the following disciplines: English (composition), English humanities (literature), English as a Second Language, Spanish, French, humanities, philosophy, and reading. In fall 1995 the division enrolled 1,879 students, generated 376.0 FTSE, and had a retention rate of 82%.

The division consists of nine residential faculty, 38 part-time faculty, and an administrative secretary. The residential faculty teach in the areas of English, English humanities, English as a Second Language, humanities, reading, and Spanish.

**Curriculum Highlights.** In the past five years the English curriculum has changed considerably. The course content for both first year English classes (ENG 101 and 102) is organized thematically, centering on the students' relationship to their community and also focusing on career exploration. Both courses fully integrate critical thinking, reading, speaking, and writing skills. Service learning is also an important element of the English curriculum. In most of the English 101 classes, students write one essay based on a service experience in the community, which is connected to readings and discussions on issues related to individuals, families, and nature. In about half of the sections of ENG 102, students write an essay for which they have completed primary research on a career or social problem in the community consisting of twenty hours of a service internship. Other ENG 102 sections do a global awareness research project as an alternative to the service, and a few sections allow the students to choose the service or global assignment. In fall 1994 the division created a writing center, staffed by residential and part-time English instructors, which has been quite successful. The writing course offerings have also been expanded to include Personal and Exploratory Writing and Creative Writing.

The English faculty are currently exploring various other changes for English, most notably, a holistic assessment of student writing for the purpose of program review. During the summer of 1996, randomly selected papers from all of the full- and part-time faculty's classes will be rated. Programmatic changes based on findings will be made according to how well course objectives are being met. The English faculty is upgrading the hardware and purchasing new software for our computer classroom (B71) which will allow on-line group editing, revising, and research.

Two years ago a member of the Languages and Humanities Division started a developmental block of courses. The first semester, students took a developmental English and a developmental reading course, which were team taught. Since then, a communications course and the Success Orientation Seminar course have been added, and math will be added next year. Students in the block have also been involved in a twenty-hour service learning project, and their academic success rate has been high.

Course offerings in Spanish have expanded over the last few years to include such classes as Spanish for Elementary School Teachers. A partnership between the non-credit office and the Spanish faculty has developed which has resulted in new non-credit courses to enhance the credit program. Examples include Spanish for Bank Employees and Spanish for Medical Personnel. Spanish for Travelers will be added this summer. The faculty believe that the non-credit classes encourage members of the community to continue their Spanish studies in our credit program. The foreign language faculty are also leading the efforts to develop a "Kids' College" on our campus during the summer. One of our Spanish faculty has taken groups of faculty and students on trips to Spain and Mexico.

The division has also expanded the humanities offerings and is coordinating them with the Communications and Fine Arts Division, which also offers humanities courses. This year HUM 103 and 104, Ideas and Values in the Humanities, was offered for the first time. These are four-credit courses, so they fulfill most students' humanities requirements for both the two-year and transfer four-year degrees, and they have been very well received by students. We offered a women's literature course for the first time in the spring of 1996 in addition to Introduction to Literature and Mythology.

Added to the philosophy offerings in fall 1993 was a course in logic; a religion course will be added spring 1997.

Other activities include internationalizing the curriculum. Four members of the division serve on the campus International Education Committee, and they have helped others to incorporate an international and multicultural perspective into all courses. The division is also involved in the new Semiconductor Manufacturing Technology program which includes Critical and Evaluative Reading, English, and philosophy courses.

### **Science and Mathematics Division**

**Organization and Faculty.** The Science and Mathematics Division is responsible for the following academic disciplines: astronomy, biology, chemistry, computer science, engineering, equine science, geology, mathematics, physical science, and physics.

The division consists of 11 residential faculty and 25 adjunct faculty, a full-time science lab technician, and an administrative secretary. One residential faculty serves as elected chair. The residential faculty teach in the areas of astronomy, biology, chemistry, computer science, mathematics, physical science, and physics. Engineering, geology and equine science courses are taught by adjunct faculty.

In the fall of 1995, the division enrolled 2,619 students, resulting in 475.1 FTSE.

**Curriculum Highlights.** The division offers a full undergraduate sequence of mathematics courses, from arithmetic through differential equations. Astronomy and physics classes are limited to introductory 100-level courses. The division offers a two-semester general chemistry sequence. The division plans to add additional science classes and is revising the mathematics curriculum to include applied mathematics, and to integrate computers into appropriate courses. Biology courses are offered for both majors and non-majors. Pre-professional students are able to complete three semesters of the undergraduate transfer biology sequence. Special activities include the Achievement in Mathematics, Engineering and Science (AIMES) program, the Mathematics and Science Weekend programs, and tutoring for school-age children.

Among other activities, the division plans to increase the use of technology in courses, investigate alternate delivery systems for mathematics courses, upgrade the equipment in the biology and electronics courses, and coordinate scheduling of block classes to maximize use of lab space.

We are addressing the needs of the diverse populations in our community in a number of ways. One is through the Achievement in Mathematics, Engineering and Science (AIMES) program, which is designed to increase opportunities for under-represented minority and female students in math and science fields. Furthermore, a three-year grant has been awarded by the National Science Foundation to one of our science instructors for providing hands-on experiences for secondary girls and undergraduate women, who are paired with scientists and engineers, who serve as their mentors.

### **Social and Behavioral Sciences Division**

**Organization and Faculty.** The Social and Behavioral Sciences Division includes the following academic disciplines: anthropology, child and family

studies, early childhood education, economics, education, food and nutrition, history, health/physical education/recreation, political science, psychology, and sociology. In the fall semester of 1995, the division enrolled 1,856 students and generated 338.1 FTSE.

The division consists of 4 residential faculty and 35 adjunct faculty. One residential faculty serves as the elected chair. The residential faculty teach in the areas of economics, history, psychology and sociology. An early childhood education faculty member will be added fall, 1996. Therefore, the remainder of the disciplines (5) are represented solely by adjunct faculty.

**Curriculum Highlights:** Since the NCA visit of 1991, the Social and Behavioral Sciences Division has made some changes in curriculum direction. The EMT program was eliminated in the spring semester of 1996 to avoid duplication of effort and resources due to the expansion of Mesa Community College's program at the Williams Education Center. In addition, all dance course work was moved to the Communications and Fine Arts Division, in order to facilitate program development in that area.

In the fall of 1995, this division began offering a degree and certificates in early childhood special needs. This program was developed in response to a request from Chandler and Gilbert Public Schools to provide a career development program for teacher aides in support of children with special needs. In addition, the program responds to community requests to provide continuing education for day care workers and preschool teachers, and, in particular, Head Start Programs.

The psychology curriculum has expanded to include a number of new offerings, including health psychology, statistics, and psychology of gender differences.

New recreation courses are being offered at both CGCC and Williams Education Center in response to student demand. Currently ASU cannot offer enough of these courses and welcomes CGCC's support of their program. The division is also piloting course work in food and nutrition which is required of students pursuing certification as diet aides for work in institutional settings like nursing homes, hospitals and child care agencies.

In the future, more education courses and social work courses will be added to the schedule in response to the curriculum directions set by the Academic Leadership Team. These directions have been established based on both a review of student majors and community demand.

The division is exploring the opportunities created with distance learning. For example, African-American History is being offered at Mesa Community College, but CGCC students can enroll in and participate in the class, without leaving our campus, using the Video Conference Network (VCN).

### **Semiconductor Manufacturing Technology Program**

**Organization and Faculty.** During the fall of 1994, Intel Corporation approached CGCC and requested that the college establish a technician training program. Intel is building a large semiconductor manufacturing facility in Chandler and will need 2,500 trained technicians. Motorola, Microchip, and other semiconductor companies

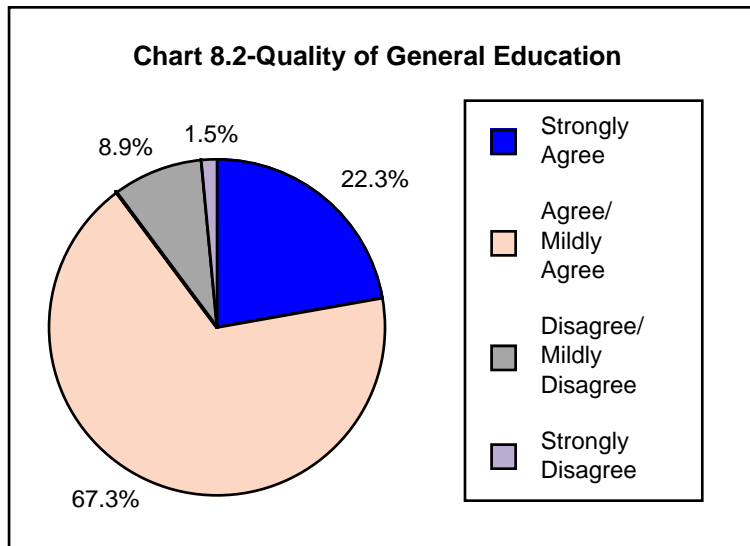
*SMT program graduates can expect to earn \$25,000 to \$50,000 annually at local high tech firms.*

are also expanding their Phoenix-area operations. It is estimated that there will be a local need for 7,000 trained technicians by the year 2000. With limited space, equipment, and budgets, CGCC decided to create a cross-disciplinary Associate of Arts Semiconductor Manufacturing Technology (SMT) degree to meet the industry demand.

A faculty Program Coordinator was appointed in the spring of 1995. The Program Coordinator visited other SMT programs, worked at Intel during the last two summers, attended two National Science Foundation (NSF) Semiconductor Education conferences, was an active member of the East Valley School to Work Initiative manufacturing cluster and the Semiconductor Industry/Education Partnership, and collaborated with CGCC and Arizona State University faculty to design the program. CGCC students also participated in summer internships at Intel in 1996. The SMT program began spring 1996 and there are 18 students currently enrolled. The program is composed of 20 courses, 10 technical and 10 non-technical. Courses are taught by CGCC faculty from various divisions.

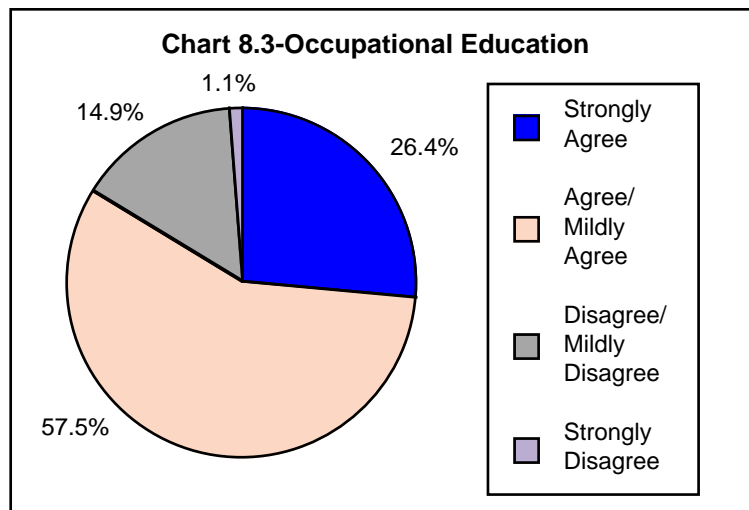
### Student Satisfaction with the Instructional Program

According to students surveyed in the spring of 1996, 89% felt that their general education courses were providing them quality preparation for transfer to a four-year college or university.



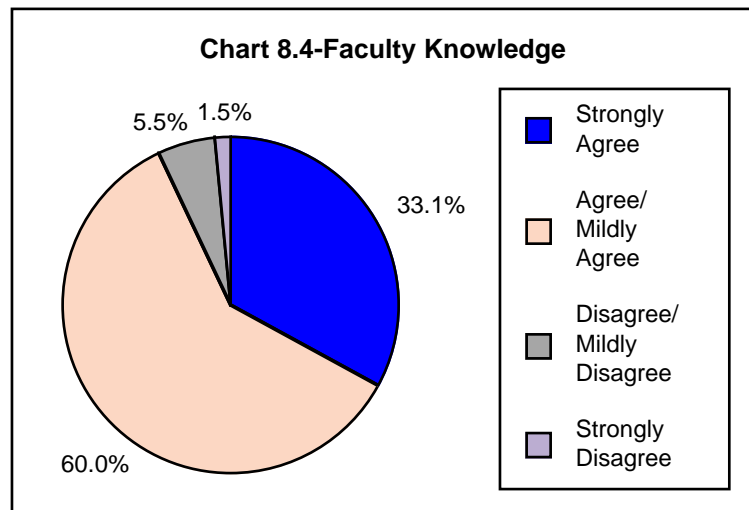
Instructional Programs and Services, Student Survey Question 6. These courses provide quality preparation for 4-year college and universities courses.

Of those students surveyed who were taking courses in occupational programs, 83% felt satisfied with the quality of preparation they were receiving for their occupational needs.



Instructional Programs and Services, Student Survey  
Question 7. These courses provide quality preparation  
for your occupational needs.

Of those students surveyed, 93% agreed that CGCC faculty have a thorough knowledge of the subjects they teach.



Instructional Programs and Services, Student Survey  
Question 16. CGCC faculty have a thorough knowledge  
of the subjects they teach.

The majority of CGCC graduates also felt satisfied with the quality of education they received. In a 1995 survey of CGCC graduates, 79% rated their college training as helpful to their employment. In a 1995 survey of the employers of CGCC graduates, 100% of those surveyed rated their employees' performance on the job very good or good. Graduate and employer survey instruments and compiled results will be available in the NCA Resource Room.

## **SPECIAL PROGRAMS**

### **Fitness Center**

The Fitness Center offers a fitness program for individuals 16 years of age or older and of all levels of ability. It is offered as a 2-credit (PED115) or non-credit course each semester. Enrollment for non-credit mini-sessions and a year-round session are also available. The cost per semester for credit and non-credit sections is \$88 which includes a \$20 “user’s fee” in addition to the regular fees for tuition (\$34 per credit).

Average enrollment for credit and non-credit sections per semester is 600-650 students. Continuing and new Fitness Center students enrolled for credit make up approximately 50% of the total enrollment for the spring and fall semesters. The remaining students are registered for non-credit sections. This includes a large senior’s section, many of whom have been referred to CGCC’s Fitness Center by their physicians and hospital-based cardiac rehabilitation programs.

The Fitness Center is staffed with part-time faculty instructors at all times who provide the necessary attention and expertise required for safe and effective exercise sessions. The facility has an extensive selection of state-of-the-art cardiovascular and strength training equipment. Exercise equipment specifically designed for the physically challenged is also available. It is open Monday through Thursday (5:30am-10pm), Friday (5:30am-7:30pm), and Saturday (7:30am-1pm). During holidays and semester breaks it is open limited hours.

New members are required to attend an orientation which includes a health assessment and instruction on proper usage of the equipment. During the orientation, as well as anytime throughout the semester, instructors will design or revise personalized workout programs for members.

Students receiving credit are graded based on three criteria; attendance, consistency, and an additional assignment (i.e., attending two “Wellness Breakouts” or completing a computerized dietary analysis). Students taking PED115 may workout in the Fitness Center anytime during its open hours to earn hours of attendance, and must attend a minimum of two times per week to meet their consistency requirement. Options for earning extra credit hours are also available.

Free additional educational programs and services which are available include:

- Wellness Lecture (“Breakout” Series)
- Body Composition Analysis
- Computerized Dietary Analysis
- Dietary Counseling by a Registered Dietitian on Staff
- Blood Pressure Screening
- Wellness Videos and Free Literature
- Fitness Incentive Contests
- Locker Rooms, Showers, and Workout Towels

The Fitness Center has also set up a variety of recreational non-credit courses for students and the community to enroll in for a separate fee. These courses include Golf, Karate, Hiking, Fly Fishing, Rock Climbing, Aerobics, and Country Western Dance.

Ninety-eight percent of fitness center users report that adequate equipment is provided, while 100% are satisfied with the assistance they receive from staff.

*CGCC's service learning program received the 1995 Innovation of the Year Award from the Maricopa Community College District, in conjunction with the League for Innovation.*

Thirty-nine percent of the users are community members who enroll only for Fitness Center use and take no other classes. Ninety-nine percent of those surveyed work out two to five times per week for 30 to 60 minutes which is the standard recommended for general health benefits. The Fitness Center survey instrument and results are available in Appendix 8-E and 8-F.

Beginning in the spring of 1996, Williams Education Center will be offering courses through CGCC. These include the Fitness Center (credit and non-credit) and other physical education classes. The Fitness Center Coordinators of the two facilities are working to complement their courses and work together in the future planning and development of their physical education, recreation, wellness, and sports programs.

### **Service Learning**

Service learning combines community service with academic instruction, focusing on critical thinking and problem solving, values clarification, social and personal development, and civic and community responsibility.

Chandler-Gilbert Community College began a service learning program in 1993 with support from a grant from the Campus Outreach Opportunity League (COOL). In our pilot ENG 102 course, twenty-two students served a total of 440 hours of service while they researched and wrote about social problems in their community.

Three years later, service learning has been integrated into a variety of courses including biology, mathematics, dance, education, English composition, management, music, and sociology. Faculty and students have embraced the concept because it helps to make learning relevant and meaningful. In some classes, students have a service learning experience of approximately 4-6 hours as part of instruction on a particular topic. In other classes, the service is interwoven with course assignments and reflections throughout the entire semester (for 20+ hours of service). Each instructor develops appropriate readings, reflections and writing assignments, and facilitates class discussions after service experiences. The program involves approximately 25 faculty and more than 600 students each semester, while providing roughly 12,000 hours of community service at over 100 agencies each year.

A service learning leadership team comprised of administrators, faculty and student services staff oversees the program. The unique collaboration of instruction and service staff, in partnership with the community, has drawn national attention to the program.

### **Program Highlights: Service Learning Milestones and Special Recognitions**

- CGCC was among seven other colleges including, the University of Notre Dame and the University of Michigan, to receive a national grant from the Campus Outreach Opportunity League (COOL).
- Our program was presented at the Colloquium on National and Community Service, the American Association of Higher Education conference, the Campus Compact National Center for Community Colleges Conference, the national COOL conference, the American Association of Community Colleges national service learning mentoring project training, and other meetings at the request of these organizations.

- CGCC's service learning program received the Innovation of the Year Award from the Maricopa Community College District, in conjunction with the League for Innovation.
- A videotape, "A Commitment to Service," was produced for use on campus, in class and at faculty/staff workshops. Copies are being sold nationally for \$15.
- A book of student writing and photography, Unspoken, was edited and produced. Copies are being sold nationally for \$15.
- A home page and web pages were developed for the World Wide Web with support from the Maricopa Center for Learning and Instruction (<http://www.mcli.dist.maricopa.edu/sl/cgcc/>).
- CGCC's definition for service learning was adopted by the American Association of Community Colleges Service Learning Clearinghouse. Other CGCC materials are made available through this clearinghouse.

Copies of the service learning program overview, the videotape, book, student reflection papers, community agency notebook, student placement and tracking forms, course syllabi and assignments, pictures, and other information will be available in the Resource Room. See Appendix 8-G for further description of the Service Learning program.

### **Achievement in Mathematics, Engineering, and Science (AIMES)**

Begun in 1989, the AIMES program at CGCC has recruited and financially supported at-risk, female and ethnic minority students interested in math, science, engineering and technological careers. AIMES, a scholarship incentive program, is a partnership between CGCC and the Chandler and Gilbert School Districts. AIMES has successfully kept participating at-risk students in high school, with a graduation rate of 81%, compared to less than 50% in their peer groups, and has provided a \$1000 annual scholarship to eligible students at CGCC. AIMES demands a strongly academic educational plan, with math and lab sciences required each semester. The students must also take the elective AIMES class each year. This class provides access to supplemental tutoring, including computer tutorials and graphing calculators, career exploration, study skills, special science and engineering projects, mentoring from the business community, field trips, and orientation to the culture and rewards of higher education. Recognizing that academic success is partially dependent on affective factors, such as self-confidence, motivation and emotional stability, this program is based on a pragmatic system of building academic skills together with self-esteem. Outcomes of the program to date have shown an increase in high school grade point averages, from 2.2-3.1, a decrease in gang involvement, a greater awareness of the possibilities available to at-risk students and a greater interest in math and science based careers. There are currently 125 students in the high school portion of the CGCC AIMES program.

There have been 53 AIMES graduates from the three high schools partnered with the AIMES program. Of those, 43 have received scholarships at CGCC, eight entered the military or went to a four year university, and two did not continue in school after high school. Of the 43 scholarship students, 33 are still in school or have graduated. Two of the AIMES students are in the Honors program at CGCC,

and one was recently inducted into Phi Theta Kappa, an international honor society. The overall GPA of current AIMEs students at CGCC is 2.8.

With two proposed new high schools in the participating districts, and the possibility of expansion to the Queen Creek District, CGCC may be doubling the AIMEs program in the near future. We would like to provide scholarships for up to 50 students a year, but we have had to limit our enrollment due to lack of funding. AIMEs scholarships are currently funded through the Maricopa Community Colleges Foundation, with donations from the Allied-Signal Corporation, and through the Coyote Fund with contributions from faculty, staff and the community, including the Felix Awards. CGCC AIMEs was also awarded At-Risk funding from the district budget this year. CGCC employs one part-time faculty coordinator for the AIMEs program.

Table 8.2 shows the growth in enrollment of AIMEs students at both CGCC and Chandler and Gilbert's high schools.

**Table 8.2-Number of Students Enrolled in AIMEs, 1991-96**

<u>Year</u>	<u>HS Students</u>	<u>CGCC Students</u>
1991-92	48	3
1992-93	94	6
1993-94	82	9
1994-95	102	16
1995-96	125	19

### **Community and Industry Courses**

The Dean of Instruction, the academic leadership team and faculty have actively sought to work with community groups and local business and industry to meet their specialized instruction needs. Non-credit courses that have been offered on campus through the MCC Community Services Department, through the Rio Salado Community College Community Services Department, or by CGCC, include Culinary Heart's Kitchen, Introduction to Backpacking, Fitness Center, Aerobic Dance, Computer Applications (MacWrite, MS Word, MS Works, WordPerfect, WordStar, MacPaint, Lotus 123, Super Calc IV), Introduction to Mountaineering, Adult Basic Education, High School Diploma Equivalency (GED), Bookkeeping and Taxes for Small Business, Starting and Operating a Small Business, How to Buy a House, How to Sell Your Home, Personal Finance Planning, Dog Obedience, Interior Design for Homemakers, The Total Look Image, Biofeedback Training, Calligraphy, Floral Design, Terrific Holiday Decorations, Financial Planning for Women, Strategic Planning for Small Business, Photography, and Telecommunication Production.

Additionally, CGCC credit courses have been taught for the cities of Chandler and Mesa, and the town of Gilbert, for Intel corporation, for Chandler Regional Hospital, and for Queen Creek School District. The Business Division continues to offer management and leadership classes to city employees through the Chandler Management Association. The division, in partnership with local chambers of commerce and the City of Chandler, also created the Small Business Success Workshop Series in fall, 1993. The division offers a number of non-credit

classes aimed at the small business owner, or those individuals who want to own their own business. Classes offered include Guide to Starting a Business, Business Planning, Marketing for Small Business, Financing a Small Business, in addition to a variety of courses/workshops on media related topics. Other courses offered by various divisions have dealt with the following subjects: supervisory skills, interpersonal relationships, management principles, fire science supervision, technical writing, Spanish for law enforcement officers, introductory German, Spanish for medical personnel, technical writing for firefighters, freshman English, and introductory mathematics. Working with Mesa Southwest Museum, the campus has offered a variety of presentations and lecture series on special topics.

### **Honors Program**

The Honors Program was established to provide students with the opportunity to excel both individually and academically in challenging and rewarding educational experiences. The program is open to full- or part-time students, who maintain a 3.25 cumulative grade point average or better. Honors students have the opportunity to enroll in special honors sections of academic courses. They also have the opportunity for international study in Mexico. Students in the Honors Program receive a fee waiver based upon total credits enrolled in each semester. Each student must enroll in a one-credit humanities class, Honors Forum (HUM190), that focuses on contemporary social issues, and can be repeated for credit. Honors Forum sections are offered both day and evening. The course curriculum consists of lectures, local and national guest speakers, and a final project addressing a district-wide honors theme. Students who have completed five hours of honors credits in at least three disciplines and have a GPA of 3.50 or higher will graduate with honors from the program.

The core of students in the Honors Program are Presidential Scholars, who are recent high school graduates in the upper 15% of their class. Through a district-wide program, these students receive a \$500 scholarship for four consecutive semesters. To maintain their eligibility, Presidential Scholars must enroll in 12 or more credits each semester and maintain a 3.25 grade point average.

The Honors program is led by a faculty coordinator and a honors program assistant who oversee the program and articulate it with the honors program at other MCCCDC colleges and Arizona universities and colleges. In 1994-95, approximately twenty faculty developed enrichment modules for honors students in their courses.

To complement the Honors Program, the CGCC Chapter of Phi Theta Kappa, the international honor society for Alpha Sigma Nu, two year-colleges, was chartered in fall 1990. For 1994-1995, there were over eighty members, many of whom were also members of the Honors Program. Thus, the honors students form a cohesive academic and social community on campus. Table 8.3 shows the increase in student enrollments in the Honors Program, 1993-1995.

**Table 8.3-Presidential Scholars and Honors Enrollments, 1993-1996**

<u>Year</u>	<u>Presidential Scholars Enrollments</u>	<u>Honors Enrollments</u>
1993-94	42	27
1994-95	52	51
1995-96	61	26

## Developmental Education

**Courses.** CGCC offers courses for under prepared students who need to improve basic writing, reading, speaking, math, or study skills. The purpose of these classes is to prepare students for success in college-level (100-level and above) courses. In addition to English as a Second Language courses, the following developmental courses are available for students to prepare for college-level courses: Basic Writing Skills (ENG061), Review of English Fundamentals (ENG071), Arithmetic Review (MAT055), Algebra Anxiety Avoidance (MAT078), Introductory Algebra (MAT077), Reading Improvement (RDG081), and College Reading Skills I (RDG091). Foundations for College Success is an integrated program of developmental English, reading, student success, and communication classes that focuses on the critical skills needed for college success. These courses are taught by a team of faculty, and offer students and instructors the opportunity to interact and build a supportive learning community. Plans are underway to add math to the developmental block in the fall of 1996.

**Assessment.** Under prepared students are identified through the CGCC assessment process. MCCCDC requires that all students who wish to take any English, mathematics, or reading course, or register for more than seven credits, take the ACT ASSET assessment tests. The scores determine recommended placement for English, mathematics, and reading courses. CGCC adheres to this district procedure. A fuller discussion of assessment and orientation services is presented in Chapter 9, "Student and Administrative Services."

Table 8.4 shows the percentage of students who tested into precollege-level (below 100-level) courses by discipline, in fall 1994 and 1995. In fall 1994, 82% of the students scored into precollege-level math classes, a number that decreased to 74% in fall 1995. The percentage of students who tested into precollege-level English classes also decreased by 4% from 31% in fall 1994 to 28% in fall 1995. However, the percentage of students who were assessed into precollege-level reading classes increased by 2% from 33% to 35%.

Table 8.4 shows the assessment level of CGCC students for the fall of 1994 and 1995.

**Table 8.4-Assessment: Mathematics, English and Reading, Fall 1994-95**

<u>Discipline</u>	<u>Assessment Level</u>	<u>Fall '94</u>	<u>Fall '95</u>
Mathematics	College-level	205 (18%)	307 (26%)
	Precollege-level	860 (82%)	869 (74%)
English	College-level	681 (69%)	728 (72%)
	Precollege-level	304 (31%)	293 (28%)
Reading	College-level	676 (67%)	691 (65%)
	Precollege-level	340 (33%)	371 (35%)

Source: CGCC ASSET Database and SIS Database Transcript Screen.

The assessment information is used for planning and developing the schedule of classes and course offerings.

Eighty percent of students enrolled in ENG061 successfully transferred into subsequent English courses and received a grade of “C” or better. Although only 40% of students who completed MAT055 successfully transferred into subsequent courses and received a “C” or better, 69% of students from MAT124 successfully transferred into subsequent courses.

**English as a Second Language (ESL).** As the name indicates, the English as a Second Language curriculum is designed for nonnative speakers who wish to improve their English skills. Speaking, writing and reading skills are all emphasized. The ESL program includes the following courses: Presentational Speaking (COM125); Aural Comprehension for ESL I to IV (ENG008AA, ENG008AB, ENG008AC, ENG008AD); English as a Second Language I to IV, Conversational and Writing Skills (ENG009, ENG010, ENG011, ENG012); English for Speakers of Other Languages, College-level Writing Skills (ENG107, ENG108); and Reading English as a Second Language (RDG011).

Forty-eight percent of the ESL students who began in the lowest developmental ESL English course ENG008 in 1993 went on to complete additional ESL English courses with a grade of “C” or better. Of those students enrolled in ESL courses in the fall of 1995, 81% completed the course with a grade of “C” or better.

Because of our proximity to Mexico, a large percentage of our ESL students are Spanish speakers. The college, and the Hispanic students themselves, have benefited from the many events we have held celebrating their culture, in particular music and dancing performances in the college courtyard. In addition to the events which take place throughout each semester, every spring the college sponsors a major celebration of world cultures, Cultural Awareness Week, involving many of our ESL students in planning and performing.

### **Faculty Development**

Under the direction of the Dean of Instruction cooperative learning has been an on-going faculty development initiative since 1991. Extensive semester long training has been available to all faculty, both residential and adjunct, every semester. Faculty from the Gilbert Unified School District have participated in the CGCC training as well. The faculty and administration continue to place a strong emphasis on cooperative learning and other active learning strategies to improve student achievement, retention, critical thinking, and personal development.

In addition, faculty have been offered training in other important instructional initiatives on campus, including service learning, learning communities, critical thinking, assessment and classroom research techniques, multi-cultural awareness, writing across the curriculum, and computer applications.

In the summer of 1996, CGCC became a satellite sight of ASU’s Greater Phoenix Area Writing Project. Faculty from all divisions were involved in a month long intensive training in using writing, reading, and speaking to promote and enhance critical thinking and personal development in all subject areas. Training in portfolio assessment was a key component of the summer Writing Project, which was identified as a need from a staff development survey administered during the 1995-96 academic year.

*A number of CGCC ESL students have gone on to universities to complete additional degrees and to professional careers. Several have gone into the teaching field; in fact, one of our former ESL students finished her M.A. degree and now teaches Spanish at CGCC.*

Faculty surveyed were also interested in on-going computer training in Apollo, Internet, Powerpoint, and other desktop publishing and software applications.

The MCCCCD offers a variety of faculty development opportunities in addition to the Chandler-Gilbert campus based initiatives. Some annual events sponsored by the Maricopa Center for Learning and Instruction include the Faculty Convocation, the Student Success Conference, the Cooperative Learning Conference, Ocotillo Committees and Retreat, and a variety of subject area and thematic Dialogue Days that bring faculty together district-wide for articulation and training. Every effort is made to include both residential and adjunct faculty in faculty development programs both on campus and at the district level. District funds are available for faculty to participate in other professional conferences and workshops as well. Paid sabbatical leave is also available to full-time MCCCCD faculty.

## **LEARNING RESOURCES**

*GIR #18: It provides its students access to those learning resources and support services requisite for its degree programs.*

Since 1992, the Academic Leadership Team (ALT) made up of division chairs, deans, and the library coordinator, have been working to restructure and expand the learning resources in an effort to strengthen services for students in pursuit of their educational goals. Presently, these resources include the library, the Computer Information Center (CIC) and other computer based classrooms dedicated to specific programs, the Writing Center, the Math Intensive Care Unit, and the Cooperative Learning Assistance Service (CLAS)

### **Library**

The library is staffed by two faculty librarians, and two full-time library assistants. Three part-time librarians and student aides complete the library staff. This staff provides over 64 hours of service per week to the community.

The library's service philosophy is based upon the belief that the library is an integral part of the instructional program and that information literacy skills must be interwoven across the curriculum in every discipline. Faculty librarians work in collaboration with classroom faculty to plan activities to meet students' general and discipline specific informational needs. Classroom faculty also are the major selectors of materials purchased by the library. This approach reinforces the library functioning as the informational laboratory for the sciences as well as the liberal arts. Additionally, the library offers an active program of general orientations and course-specific instruction necessary for class assignments which encompass information literacy skills.

Since its inception, the philosophy of the CGCC library has been to share resources with other MCCCCD libraries, and as much as possible, not to duplicate holdings already owned by MCCCCD libraries. This is achieved by cooperative collection development, the use of the MCCCCD WAN to provide access to CD ROM resources, and a district-wide delivery service. However, the library has developed a small eclectic print collection to meet specific class assignments. If adequate funding is provided, a more comprehensive curriculum-based collection is planned for the new library/LRC building planned to open in the fall of 1998.

The library is designed to be the center for the electronic reception and distribution of information. Although physically small, the library's "electronic tentacles" reach out through the Internet and electronic resources to access needed information. The CGCC library LAN provides full-text of the *Arizona Republic*, *Contemporary*

*Authors, McGill's Survey of Science, and Ethnic News watch.* The expansion of the CGCC library LAN in the fall of 1996 will allow a total of 20 CD-based information resources to be available.

The centerpiece of library information is the centralized Data Research Associates (DRA) MCCCCD Libraries and Media Centers automated library system, which provides access to materials owned by all ten MCCCCD colleges. The comprehensive automated MCCCCD Library System includes: on-line ordering, cataloging, circulation, inter-library loan, and serials control. The on-line public access catalog (OPAC) provides on campus and dial-in access to the library database. Additionally, several dedicated workstations provide student access to Internet-World Wide Web information using Netscape.

OPAC provides access to all MCCCCD holdings including books, audiovisual materials, microcomputer software, and periodicals. It also provides access to the library catalogs of Arizona State University, Maricopa County, and the Scottsdale and Phoenix Public Libraries. The OPAC menu also provides access to a gopher access to the Internet and Info-Trac 2000 which is an index and full-text of over 1,500 academic periodicals.

The inter-library loan program is effective, particularly for materials supplied by MCCCCD and EVIN (East Valley Information Network) libraries. Materials requested from those libraries are usually available within five days. If a rush request is noted, periodical requests are usually delivered by telefacsimile the same or next day.

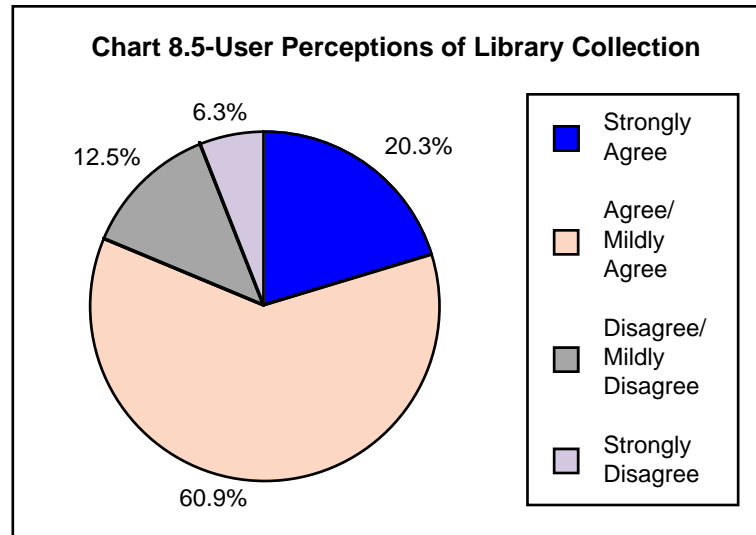
Most inter-library loan materials are of an academic nature and those not owned by MCCCCD libraries are usually provided by academic OCLC members. Delivery from these information providers takes longer, often several weeks. The significant drop in inter-library loan requests in 1995-96 coincides with the initial year of the Info-Trac 2000 full-text index. Info-Trac 2000 is a full-text provider service for approximately one-third of the 1,500 periodicals it indexes. A laser printer workstation for Info-Trac 2000 provides instant copies of periodical articles identified on a particular subject.

Appendix 8-H shows the number of library transactions, other services, holdings, and budget per year from fall, 1992 through spring, 1996.

As noted previously, the on-line acquisitions system is used for all books, periodicals, and videos. The receiving, cataloging, and processing of all materials is done at the centralized MCCCCD Library Technical Services, where materials are entered into the database. Final processing of books and media is done at the CGCC Library. Space was obtained last year at the Williams Educational Center to store books. This space will provide storage for several thousand books.

Appendices 8-I and 8-J contain the library user survey and the compiled results. Appendices 8-C and 8-D contain the data from students who said they did not use the library or use it less than 3 hours per semester. Of the students surveyed who use the library, 81% strongly agreed that the library has an adequate collection, such as books, magazines, and reference materials available in paper or by electronic access. However, of surveyed nonusers of the library twenty-five percent responded that they use a different library. This in part comes from an often held misconception that larger is better, which is not necessarily true with the electronic teaching library. Nevertheless, we anxiously look forward to moving

into our new facility of 28,000 square feet in the fall of 1998 which will allow us to expand and improve materials services.



Library User Survey

Question 1. In regard to the library, there is an adequate collection.

### **Instructional Computing**

The instructional computing facilities at CGCC consist of DOS Lab I, DOS Lab II, Mac Lab I, Power Mac Lab II and the Computer Information Center (CIC).

**DOS Lab I**, located in room B24 at the east end of the CIC, supports Business Division classes in Business and Personal Computers (BPC) and Computer Information Systems (CIS). Also supported in this lab are Math/Science Division classes in programming, and engineering. The lab has 24 Pentium machines networked to an Ethernet and two Hewlett Packard laser printers. The classroom also is equipped with a projection system that supports an additional instructor station and a Macintosh workstation used primarily for presentations.

**DOS Lab II**, also known as The Center for Computer Training (CCT), began in the spring of 1994 to support the needs of business and the local community with special training needs and short term classes. Located in room B70, this classroom lab consists of 25, 486 Rycom computers with VGA monitors and an instructor station. The lab is networked to the rest of the campus via Ethernet, and to two Hewlett Packard laser and three ink-jet printers.

The **Mac Lab I**, also known as the Writing Center, is located in classroom B71 and consists of 25 Macintosh Power PC 7200 computers and an instructor station. The instructor's station uses a Kodak Data Show to project its monitor up to an overhead screen. Primary use of the lab is to support English 101 and 102 students in writing and research. The lab also supports Art and Business/CIS classes. Networking consists of AppleTalk and links the computers to the two Apple

LaserWriters and the rest of the campus. Using Mac Lab computers, students can access both the campus On-Line Public Access Catalog library system (OPAC) and the Internet, in addition to all other class related programs and activities. The Mac Lab, having been redesigned and upgraded in the summer of 1996, is waiting for a new overhead projection system to complement instruction.

The **Power Mac Lab II**, located in classroom B72, supports the unique needs of math and science classes. Computers consist of 17 Power PC 7100's. The instructor station utilizes an overhead projection system. Typical uses of the lab support simulation, presentation and problem solving. Lab design allows for collaborative learning and grouping of students in clusters of three. These computers also support computer graphic arts classes.

The **Computer Information Center (CIC)** is located in B19 and is a large 5,000 square foot general purpose open lab designed to support all instruction, offering students a place to do their assignments using computer technology.

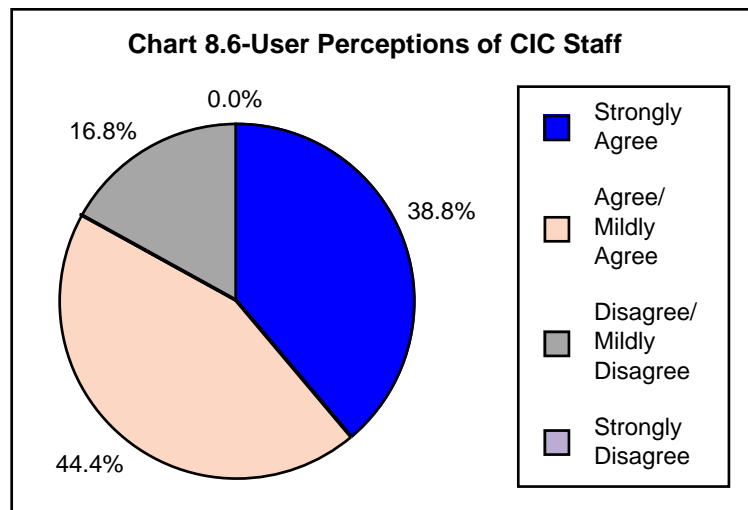
CIC hardware consists of 41 Macintosh computers consisting of LC's, IISi's, Centris and Power PC. IBM compatible hardware consists of 55 computers including 386, 486 and Pentiums networked to 11 laser and ink-jet printers. The lab also provides scanners, color printers, a digitizing camera and CD-ROMs and headphones to support the needs of faculty and students. The CIC also hosts the Discovery System, operated by the counseling division, a self prompting program designed to aid students in identifying vocational and educational needs and resources.

In the summer of 1994, organizational changes in the CIC were implemented. Among the changes was an alignment of the CIC with the faculty's Instructional Computing Committee (ICC). This alignment created a new working relationship. The ICC, representing the instructional needs of the faculty, became an unofficial board of governors for the Computer Information Center. This alignment better guarantees that the goals of the lab are compatible with the goals of instruction. Additional materials about the Instructional Computing Committee are available in the NCA Resource Room.

An expansion of student services has been implemented. Included are electronic mail and Internet training (free to all students) in the fall of 1996, free workshops to students in Internet navigation, home page creation, and basic word processing. Additional workshops will be offered on a regular basis as needs are identified.

Appendices 8-K, 8-L, 8-M, and 8-N contain survey instruments and compiled results for both student and employee feedback on computer services and equipment.

Although most student respondents surveyed in spring, 1996, found the CIC instructional technicians helpful, respondents also noted the need for additional instructional technicians, extended hours in the mornings and on weekends, and more upgraded computers. During the summer of 1996, 22 new Pentiums have been added to the CIC Lab, and the hours of operation have been extended; however, additional units and upgrades are still needed.



Computer Information Center User Survey  
Question 6. At the Computer Information Center,  
the staff is knowledgeable and competent.

The spring, 1996, survey of faculty and staff on computer equipment and services indicates the majority of respondents want training and guidance in how to make better use of technology in the classroom, training in desktop publishing and presentation, and training in the use of the World Wide Web. Desktop publishing and presentation will be offered for the first time during the fall of 1996 and will become a regular offering in our staff development series. Faculty have identified the need for an instructional computing leader to help faculty continue to integrate more technology across the curriculum.

### **Writing Center**

The Writing Center in B71 was established the fall of 1994 to aid students who want writing assistance. Students can drop in for extra help with any writing assignment or to improve their writing skills. They may be referred by an instructor to handle specific problems. The Writing Center is staffed by English faculty tutors, and is open during the Community Hour 12:15-1:15 Monday-Thursday, and 8:00-12:00 on Friday and Saturday. English faculty are available to work with students on their essays, research papers and other writing assignments for any class taken at the college. Housed in the college's Mac Lab, students can use the lab's computers for their word processing. Software for skills practice in grammar and mechanics is also provided. The instructors are available to help the students with their word processing and grammar/mechanics software needs.

An English faculty member coordinates the Writing Center. The coordinator is also available to do brief writing presentations when requested by other faculty on the research writing process, and the MLA and APA documentation styles. Currently, materials are being developed for those instructors who teach in disciplines other than English and require a research paper.

Ninety-nine percent of those students surveyed who used the Writing Center were satisfied with the help they received. Of those surveyed who do not use the Writing Center, 53% do not feel the need, 20% do not have the time, and 13% did not know

about the service. Increased efforts will be made in fall of 1996 to improve student awareness of the services provided by the Writing Center. Appendices 8-O and 8-P contain survey instruments and compiled results.

### **Math Intensive Care Unit (MICU)**

The Math Intensive Care Unit was established in the fall of 1994, to handle the tutoring needs of students in the math/science division. A coordinator hires student and faculty tutors, and full-time faculty volunteer in the MICU each week. The MICU is open at Community Hour, and on Friday and Saturday from 10:00-2:00. Evening hours have also been available. The division chair is currently coordinating the MICU.

There is always more of a demand for tutors than can be satisfied. The MICU survey in 1995 reported that students would like the tutoring services open 24 hours a day, seven days a week. A phone-in service to answer homework questions was also requested. We do not have the rooms or the human resources necessary to provide that extensive of a program as yet.

In 1996, of those students surveyed who do not use the MICU, 49% said they did not feel the need of extra help at this time, 13% did not have time to use the service, and 6% said they could not attend the times offered. A large percentage, 26%, either did not know about the service or did not know where it was located. Possibly these were students who did not have a math class, since a great deal of advertising is done in each math classroom.

The user surveys again showed that students appreciate this free service and get excellent service from the tutors. However, they again asked for more hours of service. They would prefer a 24 hour service or phone line. The most often used time was Community Hour, 12:15-1:15 daily, 82%, and Saturday, 11%. Ninety-eight percent of the students overwhelmingly agreed that the service was beneficial.

A room dedicated to tutoring, available at all hours the school is open would be beneficial to the MICU. This is being planned for in the future building program.

Appendices 8-Q and 8-R contain survey instruments and compiled results.

### **Cooperative Learning Assistance Service (CLAS)**

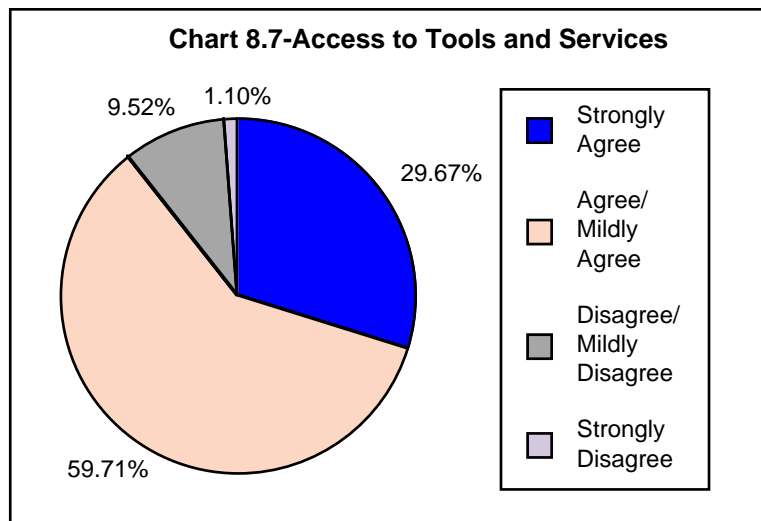
The Cooperative Learning Assistance Service supports any students who wish to enhance their study skills and content knowledge in a particular subject area. Cooperative study groups, consisting of three to four students and a trained, paid facilitator, meet on campus once or twice a week to study and tutor one another. Students are grouped by subject, level, and, whenever possible, by section. The program is administered by an adjunct faculty member.

In an effort to increase participation in CLAS in 1996-97, the program director will try to expand times and dates available to accommodate those students surveyed who felt that they did not have the time to fit participation into their schedule.

### **Student Evaluation of Learning Resources**

Ninety-nine percent of the students surveyed, felt that they had access to the tools and services needed to be successful in their courses, evidence that CGCC learning resources are providing effective support to the instructional programs.

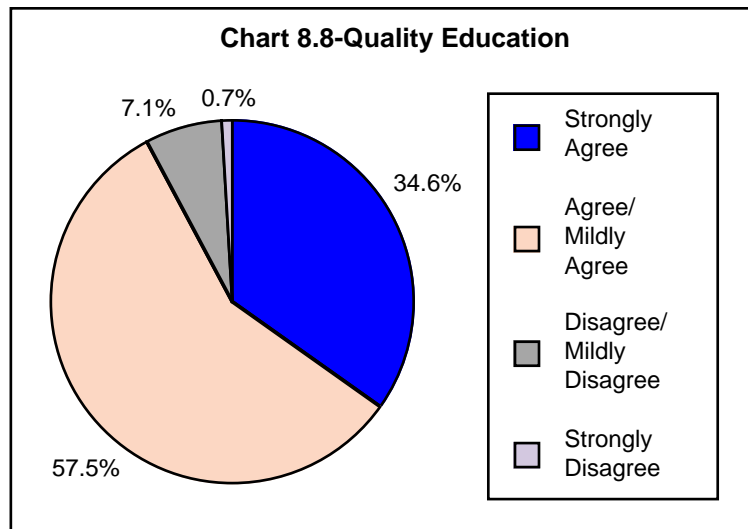
*GIR #18: It provides its students access to those learning resources and support services requisite for its degree programs.*



Instructional Programs and Services, Student Survey  
Question 18. At CGCC, I feel like I have access to the tools and services needed to be successful in my courses.

**SUMMARY**

Overall, students are satisfied with the quality of instructional programs, the services, and the faculty and staff at CGCC. Ninety-three percent of the students surveyed felt that they were receiving a quality education at Chandler-Gilbert Community College.



Instructional Programs and Services, Student Survey  
Question 19. I am receiving a quality education at CGCC.

The general studies courses and degrees, the occupational degree and certificate programs, and the non-credit special interest offerings are broad and meet the needs of students despite the space, staff, and budget limitations. The administration provides on-going support of faculty professional development activities to ensure

quality instruction for students. Strategic planning for instructional programs in each division is underway as the campus prepares for the long awaited growth and expansion that will come with new buildings at Pecos and at Williams. Chandler-Gilbert faculty and staff in learning resource services and special support programs are encouraged to use on-going assessment techniques to evaluate, plan, and strengthen the quality of instruction.

### **Strengths**

- CGCC faculty and staff provide quality educational programs and instruction.
- Faculty use active learning strategies, including cooperative learning and service learning.
- Staff in special academic programs and learning resources are considered to be both pleasant and competent by students.
- Graduates are well prepared for continuing higher education and indicate satisfaction with their academic preparation for their occupational needs.
- CGCC has a strong transfer program, while becoming more comprehensive in other areas, including occupational and developmental offerings.
- Considering space constraints, the instructional offerings are surprisingly broad and meet the needs of students.
- Faculty are actively involved in developing instructional programs to better meet the needs of the community.
- Students are overwhelmingly satisfied with the Monday/Wednesday, Tuesday/Thursday, Friday and Saturday class schedule, with 93% of survey respondents finding the schedule of classes convenient.

### **Challenges**

- Although the users of instructional support services are generally pleased with them, many students are not using them. Efforts need to be made to expand student utilization of certain learning resources and services to improve student success and retention.
- Additional sections of currently offered courses and more variety of courses need to be offered during the evening and Saturday schedules to meet student needs.
- CGCC needs to increase its ratio of full-time to part-time faculty to provide the academic leadership necessary to broaden and implement new course offerings and programs as the campus grows and expands.
- CGCC needs to offer on-going computer training for all faculty and support staff to meet their technological needs.

|