Our vision is that “Every Student Succeeds” and to accomplish this every single employee at Chandler-Gilbert Community College works to create conditions that foster, nurture, and increase student success. CGCC is a remarkable college and our strength lies in the commitment of our employees. I am so proud to share some of the amazing accomplishments of our outstanding faculty and dedicated staff members in this annual report.

From the time we opened our doors in 1985 to serve our communities of Chandler, Gilbert and Queen Creek, CGCC established a strong legacy of educational excellence to help students achieve their learning goals. This past year has been no exception. As you read and review the college’s accomplishments for 2012–2013, you’ll learn more about how we empower learners, inspire excellence and strengthen our communities.

Thank you for your support. Please know you have contributed to our success through your unwavering engagement with, commitment to, and passion for education. Together we strengthen and improve our communities; together we focus on our vision for student success.

Sincerely,

Linda Lujan, Ph.D., President

About Chandler-Gilbert Community College

With nearly 20,000 students across three locations, Chandler-Gilbert Community College is one of the fastest-growing Maricopa Community Colleges. CGCC offers 60 degree programs and certificates in some of today’s most in-demand career fields. Students can complete their studies and head directly into the workforce or transfer to a four-year university. Transfer partnerships with the three state universities as well as with many out-of-state universities make it easy and convenient for students to go to complete their bachelor’s degree. CGCC also offers a variety of alternative delivery courses including online and hybrid each semester. Whether they are on campus or online, classes are taught by award-winning, nationally recognized faculty who are focused on ensuring the success of our students.
At CGCC, we define student success in more than 19,000 different ways. Each student has a goal when they attend CGCC and we work to help them attain it. Below are a few ways we help students meet their goals.

GRADUATION RATES
More than 1,200 students graduated in May 2012. Of those, 35 percent had a grade point average of 3.5 or higher and 120 received multiple degrees or certificates. CGCC also graduated 24 students from its Law Enforcement Training Academy and 50 students who completed the nursing program.

UNIVERSITY TRANSFER RATES
723 (Fall 2011 figure) students transferred to one of the three state universities to continue their education. The grade point average of students in the first year after transferring to a university is 3.0.

AWARDS OF EXCELLENCE
The CGCC annual Evening of Excellence awards ceremony recognized 67 students for their outstanding efforts in academics and leadership.

SERVICE LEARNING
More than 3,200 students participated in service learning projects in 2012–2013, contributing more than 36,290 hours of service to approximately 300 community-based agencies and schools.

ARTISTS OF PROMISE
Seventeen students were selected from throughout Maricopa Community College District as 2013 Artists of Promise in art, creative writing, choreography and music.

AVNET TECH GAMES
Two student teams achieved first place in two different competitions — Green Video Competition and Design and Build a Digital Device — at the Spring 2013 Avnet Tech Games. More than 70 community colleges and local, national and international universities participated in the event.

PHI THETA KAPPA PARTICIPATION
More than 300 students joined Phi Theta Kappa last year, an international honors society that provides students with opportunities for leadership and training, encourages personal growth and recognizes and promotes academic achievement.

STUDENT GOVERNMENT
After studying various forms of student government in 2011–2012, students revised the constitution and elected officers to form the Associated Students of CGCC, which had not been in place since 2006. The group presented twice to the Maricopa Community Colleges Governing Board.

STUDENT CLUBS
Approximately 150 students are involved with 21 student clubs covering a wide range of interests, enabling them to engage with other students, gain leadership experience and work with campus staff and faculty.

SUPPORT WITH EDUCATION
During FY12–13, the Learning Center accommodated 43,072 student visits and 61,475 visit hours through drop-in, appointment, and online tutoring; workshops; and resources to support students in a wide range of courses.

Every student succeeds

STUDENTS GRADUATED: 1,200
MAY 2012
CGCC partners with many organizations to introduce younger students to the college experience.

In addition to service-learning programs with local schools, programs such as **Hermanas** brought nearly 400 junior high and high school Latinas to the CGCC campus to introduce them to careers in science, technology, engineering and math.

**Destination College** introduced 140 sixth-grade students from Chandler Unified School District to a variety of careers as well as hands-on science and engineering projects during a three-week summer program on the Pecos campus.

**Excellence in mathematics** hosted 400 junior high and high school students participating in a math competition that helps support the efforts of local schools in motivating and encouraging today’s youth to be successful in mathematics.

**Achieving a College Education (ACE)** reaches out to high school students to increase the success rate of first-generation, under-represented, financially disadvantaged college-bound students. ACE aids the students in their successful completion of high school and assists them with a smooth transition into higher education. This year, 273 students participated in this two-year, scholarship-based college preparation program.

**Early Outreach**

**Empowering learners**

**STUDENT POPULATION**

In November 2012, Community College Week named Chandler-Gilbert Community College as the fastest growing community college of colleges with more than 10,000 students. From fall 2010 to fall 2011, CGCC’s enrollment increased 9.3 percent, totaling 19,611 students overall in 2011–2012.

For 2012–2013, CGCC’s enrollment of 19,791 represented a 0.9% increase from the prior year. A significant portion of that growth came from the dual enrollment program, which experienced a 20.5 percent increase over the previous year to total 3,538 students, or 24.1 percent of the student population.

**AGED**

- 19–29 years: 46%
- 30–39 years: 25.6%
- 20–24 years: 20%
- 50–59 years: 8.1%
- 25–29 years: 7.9%
- 60+ years: 0.7%

**ETHNICITY**

- Hispanic: 17.9%
- Asian/Pacific Islander: 6.4%
- White: 54.9%
- Other or Unknown: 11.2%
- Black: 4.7%
- American Indian/Alaskan Native: 1.9%

**GENDER**

- MALE: 53%
- FEMALE: 46%

**ENROLLMENT**

- FULL-TIME: 69.3%
- PART-TIME: 30.7%
awards

2013 president's higher education community service honor roll
Chandler-Gilbert Community College was named to the 2013 President's Higher Education Community Service Honor Roll. This is the seventh consecutive year the college has received this designation, which is the highest honor a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. This year, our program engaged more than 3,200 students and contributed more than 36,290 hours of service to approximately 200 community-based agencies and schools.

Faculty and staff excellence awards
Faculty and staff are recognized locally and nationally for their commitment to service and education. Below are some of this year's award recipients:
- Carol Edwards, student-learning facilitator, 2012 Ross Taylor/Glenn Gilbert national Leadership in Mathematics Award from the National Council of Supervisors of Mathematics
- English faculty Miguel Fernandez and Linda Heartquist, Gilbert Community Excellence Awards
- Nancy Foote, adjunct science faculty, Teacher of the Year from the Arizona Science Teacher Association
- English faculty Heather Horn and Maria Wise, dean of arts and sciences, 2012 John and Suzanne Riosheche Excellence Award from the League of Innovation
- Billie Larkin, adjunct faculty Teacher of the Year from the Tempe Diablos 2013 Excellence in Education Award
- Nicole Lavorier, Debra Nolen and Sandra Roth, Outstanding Adjunct Faculty Member, MCCCD Adjunct Faculty Association
- Melissa Riddlebaugh, mathematics faculty, Educator of the Year Honoree from the Si Se Puede Foundation
- Sam Stork, adjunct psychology faculty, Distinguished Service Award, Child Protective Services
- Diane Travers, division chair of communication and fine arts, Martin Luther King Jr. Diversity Award
- Frank Wilson, division chair of mathematics and mathematics faculty Scott Adamson, and Trey Cox, Most Promising new College Textbook Award from the Text and Academic Authors Association

fellowships and grants
Chandler-Gilbert Community College received a $2 million grant from the U.S. Department of Labor in October 2012 to revise and expand the Electrical Utility Technology program and to develop a science, technology, engineering and math (STEM) pipeline of graduates prepared for local jobs. The funds are part of a $13.5 million grant awarded to the Arizona Sun Corridor Get Into Energy Consortium, comprised of five Arizona community colleges, under the Trade Adjustment Assistance Community College and Career Training initiative in an effort to develop programs to help fulfill the state’s energy industry workforce needs.

Engineering faculty Bassam Matar helped secure two national Science Foundation grants including a second four-year scholarship, $2 million grant from the U.S. Department of Labor to provide 22 scholarships each semester to students and a three-year grant to update digital courses. The second grant is shared among Chandler-Gilbert Community College, Drake College, University of New Mexico and Michigan Technological University.

arts
CGCC’s performing arts program is one of the most highly recognized among the Maricopa Community Colleges. Three musicals, two theater productions, four dance concerts and two choral concerts drew nearly 3,400 patrons to the Arnette Scott Ward Performing Arts Center. Free vocal and instrumental concerts and recitals attracted another 2,100.

The Vocal Jazz Ensemble, Jazz Combo, Jazz Band, Concert Band and Concert Choir participated in several on- and off-campus events including the Southeast Valley Performing Arts League, Chandler Jazz Festival, Chandler Sister City’s Concert, LDS Temple Holiday Concert and the CGCC Commencement Ceremony.

athletics
CGCC student athletes maintained a strong tradition of academic excellence during rigorous study, practice and game schedules. Nineteen student athletes received the National Junior College Athletic Association (NJCAA) Student-Athlete Awards for academic achievement in 2012–2013 (previously known as NJCAA Academic All-American honors). Students must maintain a 3.60 grade point average (on a 4.00 scale) for 45 semester hours to qualify.

Fellows and Grant

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Six of CGCC’s nine athletic teams made NJCAA All-Academic Teams (formerly known as NJCAA Academic All American Team) by maintaining a team GPA of 3.0 or better. They are:

- Women’s Soccer
- Men’s Soccer
- Women’s Basketball
- Women’s Golf
- Women’s Softball
- Women’s Volleyball

Twenty-seven athletes transferred to 22 universities ranging from Arizona State University to Cornell and from the Air Force Academy to the University of Dallas.

In Region 1 Championship play this year, men’s soccer placed third (marking five consecutive playoffs), women’s soccer took sixth (six consecutive playoffs), and men’s golf placed fourth.

CGCC IS A LEARNING COLLEGE

CGCC is a learning-centered college, defined by the League for Innovation as a college that focuses on “learning first” for students throughout their college experience.

Rather than focusing upon how well an instructor delivers knowledge, a learning college encourages instructors to become facilitators, designing rich learning environments in which students become active learners. Discussion, community involvement and collaborative projects encourage student engagement.

GUIDING PRINCIPLES A LEARNING COLLEGE: Establishing an assessment framework

- The college creates substantive change in individual learners.
- The college engages learners in the learning process as full partners who must assume primary responsibility for their own choices.
- The college creates and offers as many options for learning as possible.
- The college assists learners to form and participate in collaborative learning opportunities.
- The college defines the roles of learning facilitators in response to the needs of the learners.
- All college employees identify their role in supporting learning.

Chandler-Gilbert Community College is a part of the Maricopa Community College District and follows Generally Accepted Accounting Principles of the United States as set forth in the Governmental Accounting Standards Board Codification and as applicable.

Strengthening our communities

STEWARDING PUBLIC DOLLARS (FINANCIALS)

Chandler-Gilbert Community College is supported by a combination of funds from local property taxes, student tuition, State of Arizona and other external revenue sources. Chandler-Gilbert Community College is a part of the Maricopa Community College District and follows Generally Accepted Accounting Principles of the United States as set forth in the Governmental Accounting Standards Board Codification and as applicable.

BUDGET BY OBJECT – ALL FUNDS FY12-13 Adopted Budget

<table>
<thead>
<tr>
<th>Category</th>
<th>Adopted Budget</th>
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<tbody>
<tr>
<td>Salaries and Wages</td>
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<tr>
<td>Employee Benefits</td>
<td>$8,402,536</td>
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<tr>
<td>Contract Service</td>
<td>$2,142,199</td>
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<tr>
<td>Supplies &amp; Materials</td>
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<tr>
<td>Fixed Charges</td>
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<td>Travel</td>
<td>$402,303</td>
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<td>Misc &amp; Transfers</td>
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<td>Student Benefits</td>
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<tr>
<td>Tuition</td>
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<td>Administration</td>
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<td>Support (PSA)</td>
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<td>Auxiliary Fund Total</td>
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BUDGET BY OBJECT – ALL FUNDS FY13-14 Adopted Budget

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BUDGET POSITIONS FULL-TIME EQUIVALENT (FTE) FY13-14 Adopted Budget

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<td>Custodians/grounds</td>
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<td>Support (PSA)</td>
<td>11.8</td>
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<td>Total</td>
<td>318.5</td>
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Using integrated planning in its 2012–2015 strategic plan, Chandler-Gilbert Community College identified five strategies in alignment with the 2012–2016 Maricopa County Community College District Strategic Planning Goals that, as completed, advance the college and district in its service to students and the community.

**THE “FRONT DOOR”**
As the number of students selecting CGCC continues to rise, the college has an opportunity to improve the “Front Door” experience in order to increase student persistence, completion, and success. The college launched the “Front Door” Task force in fall 2010, which provided a set of multi-year recommendations and action items in December 2010 that have shaped everything from facilities design to adjunct faculty orientation. The building of the Coyote Center is one outcome of this strategy.

**ELEARNING**
CGCC is developing a comprehensive eLearning strategy that focuses on continued expansion of quality learning experiences and support services for students as well as comprehensive support for eLearning faculty and staff. Student eLearning experiences will be of same high quality as all other CGCC courses and services; utilize active, engaged learning strategies; and expand options and alternatives for students. With the launch of the eLearning Task Force in fall 2010, a series of multi-year recommendations and action items have begun to shape the format and structure of everything from course development strategies to student orientation to online tutoring opportunities for students.

**CORE INDICATORS OF STUDENT SUCCESS AND ORGANIZATIONAL EFFECTIVENESS**
This strategy goes beyond the measurement of student success and organizational effectiveness, to identifying both input and output measures. Data and information are routinely used to inform college decisions and make systematic changes for the purpose of improving student outcomes, accreditation standards, and other accountability measures.

**PROGRAM REVIEW AND RESOURCE UTILIZATION**
CGCC is committed to improving the process for making data-informed decisions about its programs and units. During 2011–2012, a task force developed standards and criteria for use in program and unit evaluation. The college has committed to a college-wide program review model that will look at: 1) baseline program indicators, 2) quality assurance indicators, and 3) quality improvement indicators for both academic programs and service units.
COYOTE CENTER GROUND BREAKING
CGCC broke ground on the new Coyote Center in March 2012. The 74,859-square-foot facility is among only a few in the nation to blend athletics and academics with enrollment and student services, contributing to the success of every student attending the campus. During the groundbreaking ceremony, President Linda Lujan commented, “It may take a village to raise a child, but it also takes a community to raise a building.” She was referring not only to the many individuals and companies essential to the building’s design and construction but to the surrounding community’s backing of the construction of the building through their approval of the 2004 bond measure, which covers $28.6 million of the projected $30.8 million budget.

GRAND OPENING OF THE ENVIRONMENTAL TECHNOLOGY CENTER
In October, CGCC celebrated the grand opening of CGCC’s Environmental Technology Center (ETC) on the north end of the Pecos campus. The two-acre living laboratory features a 1,200-square-foot ramada with solar panels and energy-monitoring devices surrounded by community gardens. Initially conceived in 2006 by ETC coordinator and philosophy faculty Darien Ripple, the ETC facilitates the integration of global learning and sustainability concepts across the college. It also assists in the creation of service learning and experiential learning projects to increase awareness and understanding of global issues related to sustainability.

Building our community
Salt River Project donated the construction of a ramada as well as the installation of solar panels for the ramada’s rooftop, which can generate up to 13-kilowatts of energy. In addition, SRP donated a data acquisition system that provides the campus access to all generation information.

NEW APPLIED TECHNOLOGY LAB
The Williams Campus opened the Applied Technology Lab this spring. The lab is a 10-acre property at the corner of South Sossaman Road and South Avery Street. The homes and open space are being jointly used by the Law Enforcement Training Academy, Fire Science, and Electric Utility Technology for workforce-training purposes. This area may entail other future programming opportunities for workforce development.