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MCCCD VISION
A Community of Colleges...Colleges for the Community...working collectively and responsibly to meet the life-long learning needs of our diverse students and communities.

Chandler-Gilbert Community College

• Empowers Learners
• Inspires Excellence
• Strengthens Our Communities

Every Student Succeeds

MCCCD MISSION
The Maricopa County Community College District provide access to higher education for diverse students and communities. We focus on learning through: University Transfer Education, Continuing Education, General Education, Community Education, Developmental Education, Civic Responsibility, Workforce Development, Global Engagement and Student Development Services.

CGCC Mission
Chandler-Gilbert Community College serves students and its diverse communities by providing quality life-long learning opportunities in a learner-centered environment through effective, accessible educational programs and activities.

We fulfill this mission as an institution of higher education through:

• University Transfer Education
• General Education
• Developmental Education
• Workforce Development
• Student Development Services

• Continuing Education
• Community Education
• Civic Responsibility
• Global Engagement

MCCCD VALUES
Community. We value all people – our students, our employees, their families, and the communities in which they live and work. We value our global community of which we are an integral part.

Excellence. We value excellence and encourage our internal and external communities to strive for their academic, professional and personal best.
Honesty and integrity. We value academic and personal honesty and integrity and believe these elements are essential in our learning environment. We strive to treat each other with respect, civility and fairness.

Inclusiveness. We value inclusiveness and respect for one another. We believe that team work is critical, that each team member is important and we depend on each other to accomplish our mission.

Innovation. We value and embrace an innovative and risk-taking approach so that we remain at the forefront of global educational excellence.

Learning. We value lifelong learning opportunities that respond to the needs of our communities and are accessible, affordable, and of the highest quality. We encourage dialogue and the freedom to have an open exchange of ideas for the common good.

Responsibility. We value responsibility and believe that we are each accountable for our personal and professional actions. We are responsible for making our learning experiences significant and meaningful.

Stewardship. We value stewardship and honor the trust placed in us by the community. We are accountable to our communities for the efficient and effective use of resources as we prepare our students for their role as productive world citizens.

CGCC VALUES

At Chandler-Gilbert Community College our shared values form the keystone that upholds our fundamental work of Learning and Community Engagement. We strive to exemplify and instill these values in every aspect of our organization.

Learning
CGCC values critical inquiry and meaningful and relevant application of concepts. We advocate active engagement of students and employees in lifelong learning.

Community Engagement
CGCC values engagement in civic life, service to community, and promotion of democratic principles.

Excellence
CGCC employees are leaders in providing the highest quality learning and service both inside and outside the classroom.

Innovation
CGCC employees value an innovative, energetic, dynamic environment that encourages creativity and promotes systematic improvement.

Collaboration
CGCC encourages collegiality, teamwork, and cooperation between and among employees, students, and the community.

Communication
CGCC values a free exchange of ideas and encourages constructive conversations among employees, students, and the community.

Integrity
CGCC employees endeavor to be competent, responsible, reliable, honest, and ethical in both their personal and professional lives.

Diversity
CGCC strives to create an environment of inclusiveness, with equity and mutual respect for all.
CORE PLANNING AREAS

Both MCCCD and CGCC have identified Core Planning Areas. The college’s planning areas align with, and are complimentary to, the district’s planning areas. They provide further clarity as to how CGCC’s integrated planning aligns with the college, Governing Board, and district priorities. This table is not a cross-walk, but provides a visual reference to both.

MCCCD

Access to Learning - MCCCD provides access to learning opportunities for students and the community.

Pathways to Success - MCCCD builds educational and career pathways and supports student goal attainment.

Effective Learning and Teaching - MCCCD researches, assesses, and improves student learning and invests in strategies to improve organizational learning and effectiveness.

Organizational Integrity - MCCCD develops and strengthens policies and practices to guide the effective use of public resources.

CGCC

Chandler-Gilbert Community College utilizes integrated planning guided by Accountability, Success, Connections.

Accountability: We use resources effectively, make evidence-based decisions, and continuously improve.

Success: We advance the learning and development of our students, staff, institution, and community.

Connections: We collaborate to transform lives by serving our students and communities.

ASC: All students count. We succeed when our students succeed.

STRATEGIES

Both MCCCD and CGCC have identified strategies. The college’s strategies align with, and are complimentary to, the district’s strategies. For example, the “Front Door” aligns in a number of ways with the Seamless Student Experience. As strategies are accomplished or institutionalized, new ones will rise to take their place. This table is not a cross-walk, but provides a reference to both.

MCCD System-Level Strategies

System Level Strategies are the initiatives that advance the system as a whole. These strategies are overarching and impact the entire organization through collaborative and coordinated efforts.

ONE Maricopa

Colleges in MCCCD historically have met the needs of their communities through localized decisions about programs, services, and business processes. While this diversity makes the District stronger, it also can produce some inefficiencies and unintended barriers for students who may enroll in more than one college. ONE Maricopa seeks to maximize resources and effectiveness using system wide approaches to address common challenges, to foster increased partnerships among

CGCC College-Level Strategies

College Level Strategies are the initiatives that advance the college as a whole. These strategies are overarching and impact the entire organization through collaborative and coordinated efforts.

The “Front Door”

As the number and variety of students selecting CGCC continues to increase, the college has an opportunity to improve the “Front Door” experience in order to increase student persistence, completion, and success. CGCC’s “Front Door” will welcome students and provide experiences, in and out of the classroom, that increase their opportunity to succeed. Identify short-term operational improvements and develop a long-term strategy for improving the “Front Door” of all areas at CGCC. The college launched the “Front Door” Task Force.
Maricopa Colleges, and to reduce duplication of services and programs. The Chancellor has provided leadership by promoting the philosophy of “ONE Maricopa.”

http://www.maricopa.edu/chancellor/onemaricopa.php

The Seamless Student Experience
The seamless student experience (SSE) provides students a single point of access and a uniform process for admissions, registration, financial aid, and related student services across all of MCCCD colleges. SSE will allow students to seamlessly move from one MCCCD college to another without repeating or duplicating the processes to be admitted or to receive financial aid. Students will have a single academic transcript containing a record of all credits earned at MCCCD colleges. From a service point of view, students would access the “One Maricopa” student information system (online or in person) just once with the information applicable at any of the colleges universally.

The Developmental Education Initiative
By leveraging strategies and innovations developed at the colleges, MCCCD will improve developmental education outcomes, close achievement gaps, and address student access to college-level courses and programs of study. Governing Board outcomes explicitly seek increases in the successful completion of developmental math, English, and reading courses, and progression to college-level courses. Students from all races, ethnicities, and socioeconomic strata are expected to perform comparably in developmental courses and beyond. Developmental course access and success will be enhanced by offering a variety of instructional modalities including online, hybrid, accelerated, and modularized approaches.

The Completion Agenda
MCCCD is committed to increase the number of students completing associate degrees, certificates, and/or successful transfer to one of Arizona’s public or private universities by 50 percent by the year 2020. Attaining this goal will contribute to Arizona’s economic recovery as well as increase the quality of life for a more educated workforce. The Completion Agenda is aligned with the state and national movements toward greater accountably and productivity in higher education.

in fall 2010. The Task Force provided a set of multi-year recommendations and action items in December 2010 that have begun to shape everything from facilities design to adjunct faculty orientation.

eLearning
CGCC reached a juncture in its history where the growth of eLearning (web-enhanced, hybrid/blended, and online) outpaced the college’s systems and processes. We have moved beyond the “early adopter” stage and are now ready to develop 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. CGCC’s eLearning experiences for students will be of same high quality as all other CGCC courses and services; will utilize active, engaged learning strategies; and will 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
The goal of this strategy is not merely to measure student success and organizational effectiveness, but to identify both input and output measures and routinely use data and information to inform college decisions. It also involves changes for the purpose of improving student outcomes as identified through governing board 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 programs and units. During 2011-12, a Task Force has been developing standards and criteria for use in program/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. During the 2012-13 academic year, programs will be provided appropriate data elements and asked to qualitatively and quantitatively evaluate their program. The results will be used to determine what support and resources are needed by programs/units.
The Maricopa goals are presented in the Governing Board Completion Statement

http://www.maricopa.edu/gvbd/message.php

This initiative aligns with the Arizona Board of Regents 2020 Completion Goals.

**MCCCD PLANNING DEFINITIONS**

**Strategic planning** – a visionary process resulting in major, long-range, and far-reaching goals for the future to advance the college/district office/system-wide goals for service to students and the community. Strategic plans provide the foundation for operational planning in the form of policies, procedures, and strategies for obtaining and using resources to achieve those directions.

**Operational planning (action planning)** – detailed, short-term statements about what is to be done, who is to do it, and how it is to be done.

**Integrated Planning** – is the linking of vision, priorities, people, and the physical institution in a flexible system of evaluation, decision-making and action. It shapes and guides the entire organization as it evolves over time and within its community. (Society for College and University Planning).

**Integrated Planning**

CGCC recognized the need to better integrate its many planning activities within its Integrated Planning Process in order to best utilize resources, reduce duplication of effort, focus energy on the things that matter most, and ensure linkages between district and college vision, mission, values, goals, and core planning areas. In preparation for development of the 2012 Strategic Plan, the college contracted with the Society of College and University Planning (SCUP) to train a broad base of employees in the basics of strategic and integrated planning.

The outgrowth of that training is the current strategic planning process as well as a growing understanding of the importance of Integrated Planning in the life of the college where learning, fiscal, facilities, technology, and other organization plans, while developed separately, are linked in support of progress towards college strategies.

Integrated planning was completed in the 2013-2014 academic year. Five strategic plans were created and combined to form the [Strategic Planning Summary, Oct. 2013 (Appendix A)](http://www.maricopa.edu/gvbd/message.php). The Strategic Planning Summary highlights the goals and priorities of the college. The individual plans included in the Strategic Planning Summary are the Strategic Learning Plan (SLP), Strategic Enrollment Management Plan (SEM), Strategic Facilities Plan (SFP), Strategic Advancement Plan (SAP) and Strategic Technology Plan (STP).

The Strategic Planning Summary also identifies alignment between each priority and three additional guiding strategic plans: the [Maricopa County Community College District Strategic Planning Goals 2012-2016](http://www.maricopa.edu/gvbd/message.php), the CGCC Strategic Plan 2012-2015 and the [Higher Learning Commission’s Open Pathway Criteria for accreditation (Appendix B)](http://www.maricopa.edu/gvbd/message.php). Linkages were also made between the priorities of the five strategic plans.
CGCC 2011-2012 STRATEGIC PLANNING COMMITTEE

Jill Anderson, Co-Chair
Jacalyn Askin, Co-Chair
John Schroeder, Co-Chair
Lynda Anderson
Ben Archer
Brent Bartel
Brad Bates
Michael Berry
Jesus Chaidez Hernandez
Romana Carpio
Robert Contreras
Carol Crane
Kathy Crossley
Mary Day
Kim DeHaan
Jim Dusek
Matt Fisher
Mary Frederick
Heather Frengley
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Heather Horn
Annie Jimenez
Trina Larson
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Maria Reyes
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Ruth Romano
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David Weaver
Maria Wise
Theresa Wong