

# Chapter 2

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# *Profile, History and Changes Since the Last Self-Study*



## **INTRODUCTION**

Chandler-Gilbert Community College (CGCC), a unit of the Maricopa County Community College District (MCCCD), was created in 1985 to serve educational needs of the rapidly growing population in the Southeast Valley of the Metropolitan Phoenix Area. Chandler-Gilbert began as an extension of Mesa Community College, but quickly grew into an independent college, receiving initial accreditation in 1992 from the North Central Association. CGCC has a main campus, as well as two extension sites, the Williams Education Center and the Sun Lakes Education Center.

## **PROFILE**

### **Community Profile**

Known as the Southeast Valley, CGCC's service area was until recent years principally an agrarian-based region of Maricopa County. It incorporated the communities of Chandler, Gilbert, Queen Creek, Higley, Sun Lakes, Chandler Heights, Williams Air Force Base, and portions of Tempe and Mesa. However, since CGCC's initial accreditation, unprecedented growth and economic development have occurred in the Southeast Valley.

Chandler, in particular, evolved from an agrarian to an industrial-based community anchored by five major electronic firms: Motorola, Intel, Bull Worldwide, Microchip Technology and Space Data Corporation. Chandler is now the seventh

largest city in Arizona with over 130,000 people in 1995, a 47% increase since 1990, and it is projected to reach 165,000 by the year 2000 as it continues to grow. Chandler currently ranks as the third fastest growing city of more than 100,000 people in the United States.

In the ten years between 1984 to 1994, Gilbert's population rose from 5,000 to over 50,000 inhabitants. The population in 1995 was 59,000, a 104% increase since 1990. The population projections through the next decade predict that the increase in the rate of growth will continue. Recent housing developments in the Southeast Valley have resulted in an estimated 1,000 new residents moving into Gilbert each month.

The demographics of Chandler and Gilbert are expected to continue to reflect a growing trend towards a youthful population with a median age of 27 years compared to the national median age of 32. The school districts within each of these communities continue to struggle to appropriate funds to build the schools necessary to accommodate the unprecedented rapid and continuous growth. Chandler Unified School District enrolled 14,939 students in the 1995-96 school year, a 41% increase since 1991-92. In 1995-96, 17,871 students were enrolled in the Gilbert Unified School District, a 52% increase since 1991-92. Plans are underway for the construction of a second high school to be built in Chandler and a third in Gilbert.

Substantial growth in the labor force is projected for both Chandler and Gilbert. The labor pool is broad-based and includes skilled and unskilled workers, clerical workers, and a solid mix of technical, managerial, and professional personnel.

In addition to the growing labor force, the retirement community of Sun Lakes has also grown and will continue to grow at a steady rate as the elderly continue to migrate to Arizona for retirement.

Appendix 2-A provides an environmental scan for the college for fall of 1995. Appendix 2-B includes the Southeast Valley Projected Population Growth through 2005. Appendix 2-C includes the enrollment figures for the Chandler and Gilbert Unified School Districts.

The excellent relationship CGCC enjoys with the citizens of its service area is facilitated by the President's Advisory Council, and the active involvement of its employees in the community.

### **College History and Profile**

In May, 1978, the *Long Range Master Plan for the Maricopa Community College District 1978-2000*, recommended the construction of three new MCCCD campuses, one of which was for the Southeast Valley of Metropolitan Phoenix. At that time, the proposed year for construction was projected to be 1995. The district purchased an 80-acre site on Pecos Road in Chandler, Arizona, in 1981. In 1983, leaders in the Chandler and Gilbert communities formed the Southeast Valley Task Force to provide support and recommendations for the new campus. In 1984, a successful \$90 million bond election provided \$5.4 million to begin construction of the new campus. In January, 1985, Arnette Ward, the Dean of Student Services at Mesa Community College, was named Provost of Chandler-Gilbert Education Center, which operated as an extension of Mesa Community College.

In fall of 1985, ten years ahead of the Master Plan recommendation, the new educational center began offering classes in the remodeled facilities of the former Seton High School on Chandler Boulevard in Chandler while the new Pecos campus was under construction. In November, 1987, the MCCCCD Governing Board officially changed the name from the Chandler-Gilbert Education Center to Chandler-Gilbert Community College Center (CGCCC). In fall of 1987, CGCCC began offering classes on its new campus.

Also in 1990, the MCCCCD Governing Board approved the recommendations of the Mesa Community College and Chandler-Gilbert Community College Center's administrations to begin the process of becoming independently affiliated with the North Central Association of Colleges and Schools, Commission on Institutions of Higher Education. In 1990-91, the college pursued an extensive Self-Study process which ultimately led to an NCA Visitation in October of 1991, and formal approval as an independently affiliated college in February of 1992. Shortly thereafter, the MCCCCD Governing Board officially changed the institution's name to the Chandler-Gilbert Community College and named Arnette Ward President.

In the fall semester of 1995, there were 3527 students enrolled on the 45th day of classes for a Full-Time Student Equivalent (FTSE) of 1661. Four hundred and forty-one credit classes were taught by 44 residential faculty and 148 adjunct faculty. The NCA Basic Institutional Data Forms are located in Appendix 2-D.

**Student Profile Overview.** The student body is approximately 60% female and 40% male, with ethnicity and age profiles shown below.

<u>Ethnicity</u>	<u>Age</u>
78% Caucasian	27% 19 years or younger
15% Hispanic	37% 20-29
2% Asian	19% 30-39
2% Black	11% 40-49
1% Native American	6% 50 or older
2% Other	

Forty-eight percent of the students are attending CGCC for the first time. The large majority of students are here to take general studies courses. The average semester load is 6.64 credit hours. A complete student profile is provided in Chapter 9 with supplemental material in Appendix 9.

The most significant changes in the student profile are the growth in the number of full-time students and the growth in the number of younger students. In 1987, less than 7% of the student body was enrolled full-time (12 or more credits). In the fall of 1995, 25% of the students were enrolled full-time. Given our community profile, it is to be expected that the age group with the steadiest growth is that of students nineteen or younger. In the fall of 1987, they represented 13% of the enrollment compared to 27% in fall of 1995.

**Programs and Services Profile Overview.** CGCC offers four MCCCCD Governing Board approved degrees. The Associate of Arts (AA) is a transfer degree program, the Associate of General Studies (AGS), while requiring some transfer courses, is a terminal degree; the Associate of Applied Science (AAS) is an occupational degree; and the Associate of Science in Business (ASB) is a transfer partnership degree with Arizona State University.

The instructional program is supervised by the Dean of Instruction and organized into seven academic divisions: Aviation, Business and Computer Information Systems, Communications and Fine Arts, Counseling, Languages and Humanities, Science and Mathematics, and Social and Behavioral Science. Active learning strategies, such as cooperative learning and service learning, are hallmarks of the instructional program.

Learning resources include a library, writing center, math center, cooperative learning assistance program, and others. A broad array of student support services are offered, including financial aid, academic advisement, career counseling, and student activities, among others.

Complete information and evaluation of the instructional program and services, as well as student and administrative services is available in Chapters 8 and 9.

**Employee Profile Overview.** As of April, 1996, there were 93 full-time board-approved budgeted positions at CGCC, including 44 residential faculty, 26 professional staff, 4 maintenance and operations staff, 18 management/administrative/technical personnel, and 1 executive administrator, as well as 148 adjunct faculty. Similar to the student profile, the employee gender breakdown is approximately 60% female, 40% male. In regard to ethnicity, the employees are more diverse than the students served: 71% are Caucasian, 16% are Hispanic, 11% are Black, and 2% are Asian. A complete employee profile is available in Chapter 5.

The employees are hard-working, enthusiastic, and committed to student success.

## **SIGNIFICANT CHANGES IN THE INSTITUTION SINCE THE LAST REPORT**

Since the initial NCA visit in 1991, CGCC has experienced several significant changes which have affected college development. In the following section, the significant changes since the last NCA visit are discussed. Subsequent chapters will provide further details on these changes.

### **Bond Elections and Current Capital Development Program**

In 1992, voters from Maricopa County were asked to approve a \$340 million general obligation bond to finance a proposed capital development plan for the district, from which CGCC was slated to receive \$30,352,050. Although residents in the CGCC service area voted to approve the bond, residents in other service areas of Maricopa County voted against the bond, which was defeated by a narrow margin. That bond proposal included funding for CGCC construction and renovation of five new buildings for the period of 1992-2002, including a library and learning resources center, a general purpose classroom and science lab building, a student center, a physical education/fitness facility, an aviation center, and other spaces for student activities. The defeat of the 1992 bond was a disappointing blow for the entire CGCC staff and the community, who had been waiting to expand since the main campus opened in 1987 with only buildings A and B on a mere \$5.4 million construction budget. Meanwhile the populations of Chandler and Gilbert continued to explode, and these communities and their school districts successfully passed school bond elections in an effort to meet their

growing educational needs. In 1993, Gilbert voters approved a \$103 million school bond, and in 1992, Chandler voters approved a \$35.7 million school bond and in 1995 an additional \$70 million school bond. In the meantime, Chandler-Gilbert Community College had to postpone plans for construction and expansion indefinitely until the next bond election. While the student populations in Chandler and Gilbert Unified School Districts increased approximately 45% between 1991-92 and 1995-96, the CGCC enrollment was able to increase by only 8% due to space constraints. Appendix 2-C compares Chandler and Gilbert School enrollment data to CGCC student enrollment figures.

Fortunately, in 1994, Maricopa County voters passed a \$376 million bond election for MCCCC. However, despite the continued and projected future growth within the surrounding communities and escalating construction costs, CGCC was authorized to use only \$21 million of the \$31 million allotment for building construction, to be distributed in phases over a seven year period. Nevertheless, the building projects now underway will help accommodate the steady, incremental growth that is anticipated at CGCC over the next five and ten year periods as our service communities expand. Forty additional acres have been purchased for projected needs as we continue to look to the future. Chapter 7 on Physical Resources details the current capital development expansion program underway.

### **Williams Education Center**

The closing of the Williams Air Force Base in Mesa opened new opportunities for CGCC. The *Williams Air Force Base Economic Reuse Plan* (August, 1992) provided initial direction for the establishment of a consortium-based campus, comprised of a variety of educational institutions, which would jointly develop and utilize a wide array of education, research, and training facilities (ERT), as well as take advantage of its close proximity to the new Williams Gateway Airport. The *Williams Education, Research, and Training Campus Master Plan* was initiated in May, 1994 to define and plan for a 753-acre, multi-institutional campus at the former Air Force Base.

The *Summary of the Williams Campus Master Plan* states, “The Williams Campus is anchored by Arizona State University, a major metropolitan research university offering services in association with one of the nation’s finest community college systems, the Maricopa Community College District, as well as other internationally respected education, research, and training institutions, including University of North Dakota Aerospace, Embry-Riddle Aeronautical University and United States Air Force Armstrong Laboratory.” Dr. Margaret Hogan, the Dean of Instruction, has been charged by President Arnette Ward with directing Chandler-Gilbert Community College’s programs at the Williams Education Center (WEC). Dr. Hogan also oversees Maricopa’s educational partnership with ASU East, which is working with CGCC as their primary community college partner because of our successes with collaborative learning, service learning, and the innovative six-day class schedule. ASU’s initial educational activities at WEC will focus on the Schools of Technology and Agribusiness. Chandler-Gilbert currently offers Aviation programs, the Semiconductor Manufacturing Technology (SMT) program, and general education courses at WEC.

Appendix 7-G provides an overview of the WEC facility.

## **Sun Lakes Education Center**

The Sun Lakes Education Center, planned as a college extension to serve the retirement community of Sun Lakes, is located on the northeast corner of the Alma School and Riggs Roads, in Chandler/Sun Lakes. Building construction is planned to be completed in the spring of 1997. The building will be 5,000 square feet and will be one of three buildings located on the 9.5 acre parcel. The major occupant of land space will be Chandler Regional Hospital, with which CGCC has developed a unique partnership to provide health and education services to the Sun Lakes community. The building will include three general instruction classrooms, a computer lab, a “gathering space,” and administrative offices. The SLEC Advisory Board's Curriculum Committee determines the course offerings, and at present only non-credit classes have been offered. However, by the fall of 1997, courses for credit will be offered as well.

Appendix 7-I provides an overview of the Sun Lakes Education Center physical facilities.

## **New Class Schedule and Weekly Calendar**

As a result of the faculty development emphasis placed on Cooperative Learning since 1991, faculty identified a need to offer classes in longer 75 minute blocks twice a week over six days, Monday through Saturday, as opposed to 50 minute blocks three times a week, Monday through Friday. In addition, the six-day schedule would allow the college to expand the course offerings by better utilizing the limited classroom space. Therefore, since 1994, CGCC has offered day classes (with a few exceptions in foreign language and math) in Monday/Wednesday, Tuesday/Thursday, Friday/Saturday, and Friday and Saturday formats. Classes vary in length from 75 minutes to 180 minutes.

In addition, no classes are offered from 12:15 to 1:15 daily during “Community Hour” to accommodate special events and opportunities for students to meet and work with faculty and peers; to receive tutoring in math, writing, Spanish, and ESL; to meet with advisors and counselors; and to utilize other college services on campus, e.g. the library and computer labs.

## **Community Initiatives**

Since the last NCA visit, a number of programs have been implemented which have been built around unique community partnerships, for example the service learning program and the Southeast Valley Neighborhood Leadership College.

Chandler-Gilbert Community College began a service learning program in 1993 with support from a grant from the Campus Outreach Opportunity League (COOL). 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. 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. 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. More information about the service learning program is available in Chapter 8 and Appendix 8.

In an effort to help citizens gain the skills, information, and resources needed to run effective homeowner and neighborhood associations in the fastest growing communities in the state, CGCC created the Southeast Valley Neighborhood Leadership College in partnership with the Town of Gilbert, the Community Associations Institute, and the University of Arizona Extension Service. The Southeast Valley Neighborhood Leadership College now offers a series of classes and workshops for citizens to earn a certificate of completion in Neighborhood Leadership. Some topics include "ABC's of Homeowner Associations and Neighborhood Leaders," "Legal Aspects of Homeowners Associations," and "Citizen Participation in Public Policy."

### **Apollo Technology**

Apollo is a new district-wide technology project to develop and implement learner-centered, financial records, human resources, and electronic mail systems that will support effective teaching and learning throughout the Maricopa Community Colleges, both now and in the future. Some Apollo products are being used specifically for Maricopa, and some are prepackaged products acquired through Oracle Corporation or other vendors and customized to meet Maricopa's needs. Many Chandler-Gilbert employees have been involved with the design and implementation of the Apollo project at the college and district levels.

Oracle Government Financials (OGF) came on-line in July of 1996 and includes the General Ledger, Purchasing, Accounts Payable, and Fixed Assets. It will replace the current Financial Records System (FRS). The new Human Resources component is still under evaluation and will include Personnel Management, Payroll, and Flex Benefits. The Office Automation package includes electronic mail, time management, and document processing tools. Our current electronic mail system, or All-in-1 (A1) system, has provided some of these tools in the past.

A major component of the Apollo project is the Learner Centered Systems (LCS) which will include student records, registration, and a variety of new tools for students, faculty and staff. Currently, some of those functions are handled by the Student Information System (SIS), Monitoring Academic Progress (MAPS), and other related systems.

One of the major benefits of the Apollo project will be the purchase from a central district fund of a new high-level computer, that is both Apollo-capable and World Wide Web-capable, for each full-time employee.

### **RESPONSES TO THE 1991 NCA TEAM CONCERNS**

The *Report of a Visit to Chandler-Gilbert Community College* by the NCA Evaluation Team included several concerns which are listed below, followed by evidence of the progress that CGCC has made in addressing those concerns.

#### **Concern 1-Outcomes Assessment Plan**

Concern 1: "The college needs to address more completely the NCA mandate on the assessment of student academic achievement by developing appropriate mechanisms and by coordinating the existing components into a comprehensive plan that is faculty generated and faculty driven; this coordinated plan needs to include a timetable for implementation and procedures for analyzing and evaluating the results for institutional improvement."

The NCA Student Learning Outcomes Assessment Committee was formed in fall, 1994, with representation from faculty, administration, and staff to ensure a faculty-driven assessment plan, administrative guidance and support services links. Two faculty members co-chair the committee, one as facilitator of group proceedings and spokesperson for the assessment plan; the other as writer/editor of committee reports and other documents. Standing members of the committee are: the Dean of Instruction (Chief Academic Officer), the manager from the Institutional Research Office, and a faculty representative from each academic division.

The assessment plan for instructional effectiveness, learning evaluation, and reporting which received NCA approval in 1995 includes three levels of evaluation. The Student Learning Outcomes Committee assumes responsibility for facilitation of the college level assessment measures and delegates facilitation of division level assessment to division chairs with support from division representatives on the committee. Faculty are responsible for assessment of the learning outcomes in their individual classes.

The pilot cycle of the assessment program took place in the spring of 1995. The first full cycle of implementation took place in the 1995-96 academic year. During the first full implementation year, five subcommittees were formed to address special outcomes-related tasks: measurement instruments, budget plans, data analysis, marketing, and reporting.

A complete report on the assessment process and products is in Chapter 10.

## **Concern 2-Educational Program Plans**

Concern 2: "As the college prepares to expand its current campus, it needs to plan the specific educational programs that will serve the needs of business, industry, and the individual student."

**Curriculum Directions.** As a direct result of this concern, the college began planning long-range for shaping the curriculum in specific directions. At the time of the last NCA Visitation, CGCC's curriculum was split with 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.

In the fall of 1993, the Dean of Instruction and the Division Chairs began a process of collecting and analyzing data which could be used to determine the future direction of the curriculum. Among the sources of data were faculty and division plans; national, state, and local trends for career opportunities in the next decade; CGCC student goals; demographic data and economic development plans of the community. This research resulted in the formulation of the Ten-Year Curriculum Directions Overview 1996-2006 (Appendix 8-A) which was reviewed by the faculty and staff, fall, 1994, and approved by the President's Executive Council, spring, 1995. Five major categories were identified and assigned potential percentages of the total curriculum as follows:

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

These categories and their assigned percentages of the curriculum will allow the college to develop new occupational programs, to focus more narrowly on transfer degree programs, and to allocate resources for developmental and life long learning programs. The Research and Development category allows the college to set aside resources for pilot programs and innovations.

Within the Transfer category, the college has elected to specialize in five majors: education, liberal arts, communication, social work, and business. This fall, 1996, transfer partnership agreements with Arizona State University will be piloted in elementary education, psychology (College of Liberal Arts), social work and business.

Within the Occupational category, emphasis will be given to aviation, Semi-conductor Manufacturing Technician (SMT), early childhood education, business, allied health and resort/hotel management. New certificate and degree programs in aviation have already been approved since the college's initial accreditation. The SMT and Early Childhood Education, Special Needs programs were begun during the 1995-96 academic year in response to requests from local schools and industry. Additional aviation programs, revised business programs, allied health and hotel management will be added in the future as resources allow.

The Developmental category includes mathematics, reading, and English, student success courses and seminars, and English as a Second Language. Although these courses are currently offered, they have never been treated as a unit which will afford improved tracking of students and curriculum revision.

The Life Long Learning category includes conversational languages, fine arts, general non-credit, the Center for Computer Training, counseling courses, specialized courses for industry, and physical education.

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.** Proceeding from the Ten-Year Curriculum Directions 1996-2006 and concurrent with their development, the Dean of Instruction and the Division Chairs began development of an instructional strategic plan in the fall of 1994. This plan, completed in 1995-96, and linked to the vision, mission, and goals of the college, identifies key result areas, objectives, activities, responsible agents and timelines. It serves as the focus of instructional division activities and will be the basis for the development of supportive goals in all CGCC programs and services in the future.

During the spring of 1996, the divisions began to develop their plans. See Appendix 8-B for the Five-year Working Strategic Plan for Instruction, 1996-2001. A draft copy of each division's strategic plan is available in the NCA Resource Room.

In addition to the work on curriculum directions and strategic planning, several programs have been developed since the time of the last NCA visit which specifically serve the needs of business and industry.

**Business Programs.** The Center for Computer Training, which opened in fall, 1994, has had registrations of more than 1500 students. The Center was created to address the growing, and mostly unmet needs of local businesses for computer training.

The Small Business Workshop Series is a non-credit program aimed at the local small business market. Topics include starting a business, business planning, marketing, and financing. The workshops are well-attended and fully supported by the Chandler and Gilbert Chambers of Commerce.

The Corporate Training program includes contracts with local industry and organizations. Management and leadership training is offered for City of Chandler employees. Preliminary discussions are underway with Sylvan Learning Centers to offer computer training and other educational programs to the Gila River Indian Community. An ISO9000 Corporate Training program is currently being discussed.

**Aviation Programs.** The Aviation Division has been redesigning its maintenance training and flight training curriculum to meet industry requests and needs. In Aircraft Construction Technology there is a dual training program where a student can specialize in one or more areas (two certificates and one degree). The first part of a dual track training program is in place for the Avionics Support Technician program (two certificates and one degree). Pending FAA approval, there is an articulated agreement with Embry-Riddle Aeronautical University in Airway Science Maintenance Technology. Additionally, there is a partnership with the University of North Dakota (one certificate and one degree) for flight training.

The Aviation Division has developed specialized training programs for Allied Signal, Dynair Corporation, Orbital Science, and McDonald Douglas Helicopter. Currently they are also working on plans for specialized programs for the Kuwaiti Air Force, Saudi Airline, and Tokyo Airlines.

**Early Childhood Special Needs Program.** Dr. Al Brown has worked for the last two years developing the Early Childhood Special Needs program in conjunction with community partners. Dr. Brown says, "Special needs children are those who have been identified as having a disability or are at risk for developmental delays."

Several influences created the need for an Early Childhood Special Needs program. An increasing number of infants and young children are being identified as developmentally disabled. Federal legislation mandates that state and local school districts provide special educational services for young children. Gilbert and Chandler Unified School Districts have expressed interest in this program for their classroom classified staff. Head Start programs are mandated to include special needs children but lack adequately trained personnel. Community for-profit and non-profit care and education providers have expressed interest in staff having early childhood special needs training.

The goal of the Early Childhood Special Needs program is to develop paraprofessionals who have a good understanding of child growth and development,

have positive interactions with children on a daily basis, recognize the importance and implications of the family on a child's growth and development, and are capable of working with all children in inclusive environments that value emotional, physical, and cultural diversity.

Two certificate levels lead to an Associate of Applied Science Degree in Early Childhood Special Needs. Certificate and degree recipients might expect to find jobs with titles such as Special Needs Teacher Assistant, Early Interventionist, Early Childhood Specialist, Teacher Assistant, and Child Development Specialist.

**Semiconductor Manufacturing Technology.** Intel Corporation is currently building the world's largest semiconductor manufacturing facility a few miles from CGCC. With the help of semiconductor companies such as Intel, as well as colleges such as Albuquerque's Technical Vocational Institute, CGCC created an Associate of Arts degree which will prepare graduates to work at Intel and other high-tech manufacturing facilities as Semiconductor Manufacturing Technicians (SMT).

SMTs are a relatively new type of worker. Formerly, semiconductor companies hired Equipment Technicians (ETs) to maintain the equipment, Process Technicians (PTs) to maintain the manufacturing process, and Operators to push buttons and let ETs and PTs know if anything went wrong. SMTs do Operator-type work, but they also integrate ET and PT activities into their work. SMTs have the training to do basic preventative maintenance on equipment and do first-order troubleshooting on equipment and processes. Graduates of CGCC's SMT course of study will have a strong math, science, and communication background and will, therefore, be well-prepared to advance to ET and PT positions with minimal training.

CGCC's SMT program contains several university transfer courses in writing, speaking, mathematics, chemistry, and physics. It includes courses in gender and intercultural communications as well as courses in ethics and logic. It is an extensive (69 credit), intensive (4-5 hours per day), rigorous (8-week blocks), year-round (five 8-week blocks per year), two-year program which will prepare students to work in the fast-paced, high-tech world of semiconductors in the 21st century. Since this is an Associate of Arts degree, courses are transferable to Arizona universities to promote continuing education at the bachelor-degree level with a minimum of delay, and the program has been carefully articulated with the Engineering Department at Arizona State University.

To meet the transfer needs of the universities and the employment needs of industry, most of the courses in the SMT program are specially designed. For example, the chemistry courses will include photolithography topics, and physics courses will include plasma topics in addition to traditional curriculum. Therefore, similar courses taken at another place and/or time do not automatically satisfy the program requirements. Students with previous credit in any of the program courses must see an advisor. CGCC does have the resources to help students get the additional semiconductor skills and knowledge.

Intel is providing ten scholarships to students enrolled in this program—information is available from the Financial Aid Office. Acceptance into the program is on a first-come, first-served basis.

### **Concern 3-Space Concerns**

Concern 3: “More space is needed in many areas, especially student services, tutoring, the Learning Resource Center, and faculty offices.”

Until a successful bond election could be passed that would allow us to construct new buildings, additional space was rented at Chandler Regional Airport and Air Park to expand the aviation programs and to offer additional general education courses.

The new six-day class schedule has allowed us to squeeze more classes and learning assistance opportunities into existing classroom space. During community hour (12:15-1:15 pm) and on Fridays and Saturdays, study groups and tutoring programs make use of classroom space.

There have been several changes in the student services space since the last NCA visit, but no great relief in terms of space needs. The office of the Dean of Student Services which was previously located in the A building near the Admissions and Records Office has been moved to the B building near Telecommunications. One of the counselors has moved into the Dean’s former office, so that now all counselors have private offices for student consultation. The area where the Dean’s administrative assistant once worked has created one additional meeting area for advisement.

The financial aid department has partitioned part of the student services area hallway to provide temporary offices for the technicians and student workers. The Admissions and Records area has been reconfigured to make better use of the floor space and to allow expansion of the orientation and assessment office.

The Office of Student Life has been moved into a larger space. The floor space includes an office for the Director of Student Life, the service learning program specialist, and office workers. The Associated Students have desks and cabinets in a partitioned area. Students have a mini-lounge and meeting area in the open floor area.

Expansion of current library space, as well as the new library construction, is addressed in concern #5 and in Chapter 7 on Physical Resources.

There is faculty office space available at Williams Education Center, and, because of the space shortage, faculty members who take a leave or a sabbatical are graciously allowing others to use their office spaces, even when there is no full-time temporary person filling their position. All-in-all, we still lack an adequate number of private, secured offices for faculty.

The successful 1994 capital bond election included funding for the building of several main campus buildings and the Sun Lakes Education Center (SLEC), and for renovations of buildings at the Williams Education Center (WEC). After the successful election, educational specifications were developed for three buildings on the main campus (the classroom/lab complex, the Learning Resources Center/Library, and the expanded Physical Plant area); the education center for the retirement community of Sun Lakes; and the WEC campus renovation projects. The main campus building projects will add more than 100,000 square feet, and the

additional classrooms will allow us to serve 7,500 students, an increase of 4,000 students. It will also help alleviate space problems for many service area employees and provide additional faculty offices.

The slow rate at which the campus growth and expansion has taken place has been a disappointment to the staff and community since the failed bond election in 1992, and it remains a concern as we struggle to catch up to the rapid rate of growth and expansion in surrounding communities. However, the 1994 bond passed, the capital expansion program has gotten underway, and many of the immediate concerns will be addressed within the next two to three years.

#### **Concern 4-Post Tenure Evaluation**

Concern 4: “The existing post-tenure evaluation procedures need to be revised to provide mechanisms for feedback, improvement, and reevaluation as appropriate.”

Evaluation is standardized for all Maricopa Community Colleges. The Dean of Instruction is responsible for handling all full-time faculty evaluations. CGCC faculty on probationary status (those who have not attained appointive status) are evaluated each year for the first six years of employment. Each classroom visit by the Dean and the Division Chair is followed by an evaluative conference, during which time feedback on performance and suggestions for improvement are provided. Probationary status faculty are also evaluated by students each year over the six-year probationary period. Appointive status faculty are evaluated every third year. Provisions for unsatisfactory evaluations are clearly stated in the Residential Faculty Policy Manual.

CGCC has a faculty representative on a MCCCDCD committee which is developing a new post-tenure evaluation process. CGCC faculty seem open to changes and improvement in the process. In fact, in the spring of 1996, one of our appointive (tenured) faculty participated in the pilot evaluation system prepared by the district committee, for which she prepared a teaching portfolio and took part in peer evaluations, as well as discussions about enhancing her teaching with her Dean and Division Chair.

#### **Concern 5-Library**

Concern 5: “The limited space and the limited college holdings in the Learning Resource Center are incompatible with the college’s emphasis on the Associate of Arts transfer degree.”

The current library has expanded its floor space to include room B9 and 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 (local area network) provides full-text of the *Arizona Republic*, *Contemporary Authors*, *McGill’s Survey of Science*, and *Ethnic Newswatch*. 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) MCCCDCD Libraries and Media Centers automated library system, which

provides access to materials owned by all ten MCCCDC colleges. The comprehensive automated MCCCDC Library System includes: online ordering, cataloging, circulation, inter-library loan, and serials control. The online 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 MCCCDC holdings, including books, audiovisual materials, microcomputer software, and periodicals. It also provides access to the library catalogs of Arizona State University, Maricopa County, Scottsdale Public, and the 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 to over 1,500 academic periodicals.

As part of this Self-Study, the Committee on Instructional Programs and Services conducted student and staff surveys. 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 students who do not use 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 eagerly 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 services.

The construction of the new Learning Resource Center building begins in less than one year. The new LRC will include 28,000 net square feet of space.

In preparation for the move to a much larger library facility, the budget committee has doubled the campus budget allocation for library books. The new LRC building will include spaces for learning assistance, administrative and instructional computing, and other functions, as well as library space.

### **Concern 6- Over-reliance on Part-time/Adjunct Faculty**

Concern 6: "The current instructional program relies too heavily on part-time/adjunct faculty."

In 1990-91, at the time of the last Self-Study, there were 35 full-time faculty members at CGCC. The 1995-96 figures show that there are 44 full-time faculty, and three additional faculty positions are being added in the summer of 1996. The increase to 44 full-time faculty represents a 26% increase from the time of the last Self-Study.

In 1995-96, in addition to 44 full-time faculty, CGCC had 148 part-time faculty; thus approximately 23% of CGCC's faculty members are full-time. Chandler-Gilbert falls below the district ratio of full-time to part-time faculty members, but surpasses the national ratio for two-year colleges. A March/April 1994 issue of *Academe* reported that only 7.6% of faculty at two-year institutions are full-time.

CGCC acknowledges the need to continue to improve our ratio of full-time to part-time faculty over the next 10 years in order to provide the necessary instructional

leadership for the college. Currently, budget constraints make it difficult to avoid heavy reliance on part-time faculty, but every effort is being made to channel any additional budget allocations into full-time faculty positions.

## **SUMMARY**

As a campus we have worked diligently to address the concerns of the 1991 NCA team and to improve and expand in many additional areas at CGCC. Although the defeat of the 1992 capital bond election was a major disappointment to our campus and surrounding communities, since passing the 1994 bond we enthusiastically look forward to the expansion of facilities and programs as our student population grows over the next decade. A pervasive belief at CGCC is that our college should grow, not just for the sake of becoming larger, but in direct response to the needs of our dynamic and diverse service area, and in close collaboration with the various constituents in our community. Since the CGCC service area encompasses the fastest growing segment of the Phoenix Metropolitan Area, thoughtful strategic planning is underway in order to continue to provide CGCC students quality educational programs in the future.

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