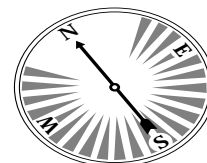


Chapter 3

Mission and Purposes



INTRODUCTION

This chapter examines the mission and purposes of the college relative to Evaluative Criterion One. An overview is presented, the revised mission statement is compared to other related mission statements, results of relevant survey questions are presented, and the goals are analyzed. The chapter concludes with a discussion of the strengths and concerns in this area.

The college mission statement has undergone revision by a Chandler-Gilbert Community College (CGCC) Mission and Goals Evaluation/Revision Team, with input from students, faculty, staff, and community members. The new mission and goals statement was completed in the spring of 1995, and approved at the November 28, 1995, meeting of the Maricopa County Community College District (MCCCD) Governing Board.

For the purposes of this Self-Study analysis, the revised mission statement was used since it was in effect at the time of the major Self-Study committee work.

OVERVIEW

Chandler-Gilbert Community College, founded in 1985, is one of ten community college campuses in the Maricopa County Community College District. It received its initial accreditation in February, 1992. The mission and purpose statements that CGCC was operating under for this initial accreditation were developed in fall, 1986, by a strategic planning committee led by Thomas V. Mecca, President, Institute for Future System Research and comprised of the newly hired CGCC faculty, staff, and administrators (North Central Self-Study Report, 1991). CGCC's initial mission and purpose was designed to provide CGCC with the direction to meet the needs of its service area. Known as the

Criterion 1: The institution has clear and publicly stated purposes consistent with its mission and appropriate to an institution of higher education.

Southeast Valley, CGCC's service area was principally an agrarian-based region of Maricopa County. It incorporated the communities of Chandler, Gilbert, Higley, Sun Lakes, Chandler Heights, Williams Air Force Base, Queen Creek, and portions of Tempe and Mesa.

Since the last NCA visit in 1991, the Southeast Valley has experienced tremendous growth and changes in economic patterns. No longer the farming community it once was, Chandler is currently not only the third fastest growing city of more than 100,000 people in the United States, but it has also become an industrial-based city, built upon the foundation of five major electronics firms: Motorola, INTEL, Bull Worldwide, Microchip Technology and Space Data Corporation. Due to an upsurge in housing developments, Gilbert's population has also risen dramatically, from 5,000 in 1984 to 50,000 in 1994, with an estimated 1,000 new residents moving into the town monthly. Demographic data provided by the Chambers of Commerce and the Maricopa Association of Governments is available in the NCA Resource Room.

The economic development which occurred in the Southeast Valley was mirrored in most of the other regions of Maricopa County. Due to this evolution in Maricopa County, significant changes have occurred in the demographic characteristics, educational needs, and values for the residents of these areas. As a result of these changes, MCCCCD revised its mission and purpose in 1994. As a college of the Maricopa County Community College District, CGCC needed to be aligned with and supportive of the District's mission and purpose as well as the educational needs of the Southeast Valley.

COMPARISON OF MISSION STATEMENTS

The State of Arizona Community Colleges Board of Directors mission statement is provided below, followed by the former and revised mission statements of the Maricopa Community College District. Finally, the former mission statement of Chandler-Gilbert Community College Center is provided, followed by the revised mission which was developed in the spring of 1995, approved by the President's Executive Council, and then approved by the MCCCCD Governing Board in the fall of 1995.

These statements are the core of each mission statement and may not include additional information about goals, purposes, and objectives. The core mission statements shown here reflect the intent and purpose of each mission. The full text of each mission statement is available in the resource room.

State of Arizona Community College Mission

The philosophy of the Arizona community college system is a reflection of the purpose of a free democratic society: government of, by, and for the people. This can best be achieved by an educated populace so that all may exercise intelligently and morally the rights, privileges and duties of self-government. This entails the affirmation that each individual has worth and dignity, must be afforded an opportunity to develop skills and talents, and must share the responsibilities of providing educational services with the community. Further, the philosophy recognizes that education is a vital lifelong process that, like the society to which it responds, is never static nor completely realized. Education in a democratic

society aims to equip all members with the knowledge and techniques necessary for coping with the economic, social, and political dynamics affecting not only the individual but also the community.

It is therefore appropriate that the individual, the community, and the state should share the financing and governance of the community college system. At the district level, fiscal and educational policy can be determined by local needs. At the state level, it is imperative to establish standards, and to assess and coordinate needs and services in the best interest of the state.

Because the communities in Arizona differ widely in demographic, economic, and geographical characteristics, the community colleges of Arizona must be permitted relative autonomy and a variety of curricula.

MCCCD Mission (Former)

The mission of the Maricopa Community Colleges is to create accessible, effective, and affordable environments for teaching and learning for the people of our communities in order that they may grow personally and become productive citizens in a changing and multicultural world.

MCCCD Mission (Revised, December 1994)

The Maricopa Community Colleges create and continuously improve affordable, accessible, and effective learning environments for the lifelong education needs of the diverse communities we serve.

CGCCC Mission (Former)

The mission of the Chandler-Gilbert Community College Center is to serve students and the community. The faculty, staff, and administration are committed to a partnership in learning with students and to creating an exciting and effective educational environment. At CGCCC, the aim is to provide innovative programs, quality instruction and lifelong learning opportunities to the residents of Chandler, Gilbert, and the surrounding communities. Academic and student support programs, community services, and facilities enhance the college center's philosophy of student success.

CGCC Mission (Revised in Spring 1995, approved by the Governing Board in Fall 1995)

Vision. Chandler-Gilbert Community College strives to be a dynamic learning community reflecting collaboration, diversity, and student success through quality, enthusiastic teaching, learning, and serving.

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
- Academic Support Services
- Student Support Services
- Continuing Education
- Community Education

***GIR #1:** It has a mission statement, formally adopted by the governing board and made public; declaring that it is an institution of higher education.*

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

***GIR #3:** It has legal authorization to grant its degrees, and it meets all the legal requirements to operate as an institution of higher education wherever it conducts its activities.*

Strategic Goals.

1. Provide quality educational programs, services and resources for the citizens of Chandler, Gilbert, Queen Creek, Higley, and the surrounding communities.
2. Offer developmental courses that will empower students to succeed in pursuing higher educational opportunities.
3. Support our community's economic development by providing educational programs to meet the specialized needs of business, industry, and the community.
4. Enable the institution to respond to the changing needs of today's educational programs, by providing technology for instruction and operations.
5. Enhance student success by providing quality student and academic support services.
6. Promote community service and student development opportunities.
7. Foster an environment that promotes the understanding, appreciation and acceptance of diversity.
8. Serve as a community resource for social and cultural interaction.

This new mission statement has been made public in a variety of ways. It is published in the catalog, class schedule and student handbook. It is printed on the back of employee business cards and copies have been framed and placed around the college campus.

MCCCD's as well as CGCC's mission and purposes were designed to meet this fundamental objective. S.V. Martorana, writing in the AACJC Journal, states a fundamental objective, which MCCCD's, as well as CGCC's mission and purposes, were designed to meet: "The emphasis on the purposes of community colleges changes from time to time, depending on the social, economic, political, and cultural condition of the land. The mission still stresses response to needs of the individual student, whether he or she is headed for advanced study or work or is in need of personal development. So the mission and purposes of the community college still holds firm to the opportunity to enhance the lives of the individual student and the quality of life in the larger community."

There is a high degree of correlation among the mission statements. Six specific components such as general education, college transfer, workforce development, basic academic skills, and support services are mentioned as priorities in each of the statements.

The mission statements also reflect the passage of time over a four decade period. The State of Arizona mission was developed during the 1960's. That statement

lays the foundation for a new community college system providing broad opportunities for higher education in response to the great demand created by an influx of baby boom generation students. The statement also reaffirms the value of an educated populace in a democratic system.

The former MCCCC mission statement is a product of the 1970's and reflects the need for affordable education and accessibility in a changing world. The term "multicultural" is used to describe the environment and reflects a new social awareness and commitment to equal opportunity.

The former CGCCC mission statement was developed in the mid-1980's around the time of CGCCC's 1985 opening. While it reaffirmed the commitment to excellence and accessibility, there is specific mention of "innovative programs, quality instruction, and lifelong learning opportunities." These ideas reflect the need to coordinate and facilitate the education process between and among institutions for the benefit of both the institutions and to better serve the student. In addition, technology is considered important in balance with personal development.

Finally, the newly approved CGCC mission statement reflects the 1990's focus on assessment and accountability. While once again affirming the need for effective and accessible programs, this statement provides for on-going evaluation and improvement to meet the diverse needs of students, businesses, and the community.

Therefore, while mission statements show correlation in many components, they each reflect priorities that have evolved over time and ultimately work to better serve our purpose of teaching and learning.

The NCA Self-Study Committee on Mission and Purpose has evaluated the mission of CGCC and believes that it is appropriate for a community college within the state of Arizona and is congruent with the mission of MCCCC.

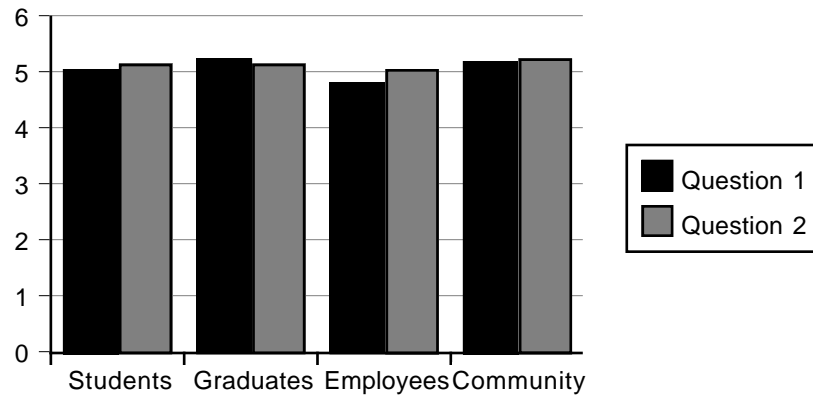
EVALUATION OF CGCC MISSION AND STRATEGIC GOALS

As part of its on-going institutional effectiveness program, CGCC conducts student, employee, graduate and community assessments. The Self-Study Committee on Mission and Purpose conducted additional surveys to determine the degree to which these constituencies feel the college is meeting its stated purposes. Appendix 3 contains the survey instruments as well as the compiled results of these surveys which included 135 full-time and part-time employee respondents, and 1118 student, graduate, and community respondents.

The charts below graphically depict some of the major results of the data gathered. Respondents were asked to identify their level of agreement/disagreement with each statement.

Student, graduate and community members were in agreement that the college provides quality, learner-centered, effective educational programs and services. Employees were more self-critical; each of their ratings was slightly lower than the student, graduate, and community responses.

Chart 3.1-Results of Mission and Goals Survey, Question 1 and 2

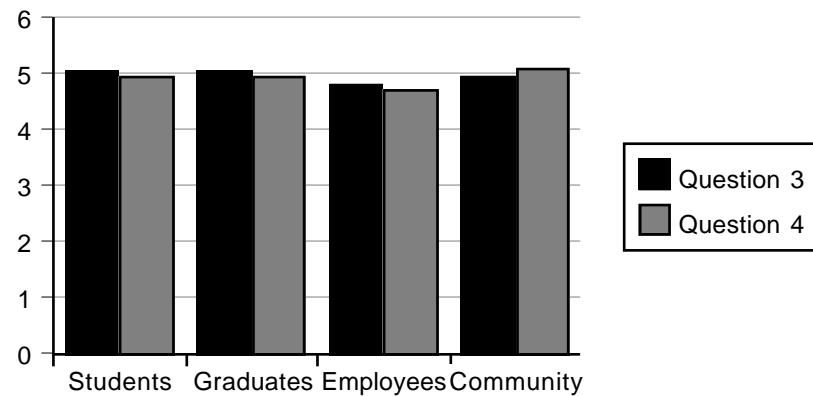


(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 1. CGCC provides quality life-long learning opportunities.
 Question 2. CGCC provides a learner-centered environment.

In general, survey responses to these statements as well as numerous comments provided on the surveys, indicate that the learner-centered environment and the quality of teaching and services is recognized as a real strength of the college. A number of comments indicate that the challenge will be in maintaining the learner-centered, small college atmosphere as the student population expands.

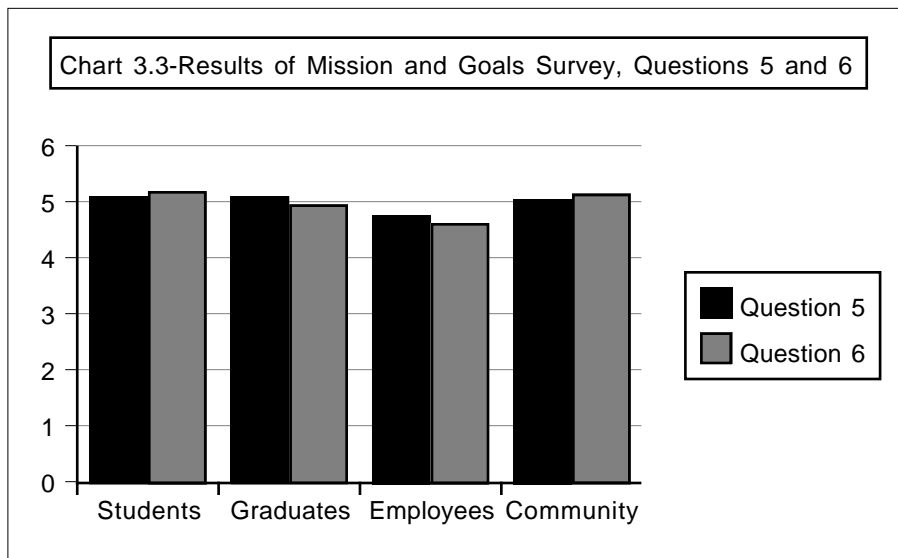
Chart 3.2-Results of Mission and Goals Survey, Questions 3 and 4



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 3. CGCC provides effective educational programs and activities.
 Question 4. CGCC provides accessible educational programs and activities.

The ratings for effective and accessible programs were high; however, there were numerous comments on the Mission and Goals Survey and on other surveys, which will be discussed later in this Self-Study Report, that indicate people like what is offered at CGCC, but want more. Many remarks mentioned the need to expand programs, course offerings, services, activities, and facilities.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 5. CGCC does an adequate job of serving our students.
 Question 6. CGCC does an adequate job of serving our communities.

Consistent with ratings on other survey questions, it is widely perceived that Chandler-Gilbert Community College is adequately serving its students and its communities. Complete survey results are available in Appendix 3.

For each strategic goal, an overview of how the college is doing in relation to the goal is provided below. In most cases, the programs, services, and issues described briefly here are described in more detail later in the Self-Study Report.

Strategic Goal #1: To provide quality educational programs, services and resources for the citizens of Chandler, Gilbert, Queen Creek, Higley, and the surrounding communities.

Educational Programs. Chandler-Gilbert Community College offers Certificates of Completion as well as four Associate Degrees, one of which is conferred on each student who has completed a program of study. These certificates and degrees are as follows:

- (1) Certificate of Completion (Career Program Specified);
- (2) Associate of Arts;
- (3) Associate of General Studies; and
- (4) Associate of Applied Science (Career Program Specified)
- (5) Associate of Science in Business

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

GIR #12: It confers degrees.

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

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.*

GIR #17: *It has admission policies and practices that are consistent with the institution's mission and appropriate to its educational programs.*

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

Students from Chandler-Gilbert Community College may transfer to various baccalaureate degree-granting institutions, including any of the Arizona public universities: Arizona State University (ASU), Northern Arizona University (NAU), the University of Arizona (UA), and many private universities and colleges. CGCC offers a broad selection of lower division (100 and 200 level) courses so that students can complete their General Studies requirements for their selected major at any of the state universities.

Although CGCC places great emphasis on awarding degrees and certificates, and on preparing students for transfer to other institutions, a significant number of students attend for their own professional or personal growth improvement.

CGCC provides lifelong learning in numerous ways including business and industry training, computer training, community education, fine and performing arts, and fitness and wellness programs. CGCC offers some customized curriculum and specially-designed classes to respond to the varied training needs of local business, industries, and governments. Since companies often require employees to have or acquire appropriate computing skills, short-term, hands-on classes are offered at convenient times through the Center for Computer Training. CGCC also currently offers credit courses in a variety of disciplines that are aimed at the lifelong learners. Examples would include flight school and computer training, as well as numerous courses in art and photography, Spanish, stress management, aerobics, creative writing, and horsemanship. Non-credit offerings in small business, computers, health, recreation and physical fitness are also popular.

Occupational programs offered at CGCC have several missions which range from preparing students for employment and upgrading students' existing job skills to assisting students in career changes. This may be accomplished through the two-year A.A.S. programs, certificate programs, or individual courses. Occupational degree programs are available in the fields of Aviation, Business, Early Childhood Education Special Needs and Semiconductor Manufacturing Technology (SMT). The Center for Computer Training offers a wide variety of computer training courses aimed at meeting the needs of students who need computer skills for current or future employment. The Counseling and Personal Development (CPD) program offers a series of classes designed to assist students making career choices. Focus is on an awareness of self in terms of educational opportunities and reasonable possibilities in the world of work.

Chapter 8 of this Self-Study Report provides a more detailed evaluation of CGCC's instructional programs.

Services. CGCC also offers a variety of educational services designed to support students as they contact the college, enroll, make decisions about programs and coursework, proceed through coursework, and transition to university or work. Admissions, registration, records, assessment, orientation, advisement, financial aid, and other student services are evaluated in Chapter 9. Academic support services such as the library, computer labs, writing center, tutoring, media, and others are evaluated in Chapter 8.

CGCC provides additional services to the community through a variety of special partnerships and collaborative projects. CGCC works in collaboration with the town of Gilbert to provide a Neighborhood College. This is a leadership training program for active volunteers in the community. The Achievement in Mathematics, Engineering and Science (AIMES) program is designed to increase opportunities

for under-represented minority and female students in the math and science fields. To counteract the dropout rate in local high schools, the Chandler High Alternative School was created as a joint venture between the Chandler Unified School District and CGCC. EVIN (East Valley Information Network) is a cooperative library information exchange program between CGCC and various public and high school libraries in the East Valley to maximize resource sharing so that clients at each library have access to an expanded and diversified base of materials. The East Valley Think Tank, a consortium of eleven educational institutions representing students from kindergarten through postgraduate level, was created to develop collaborative educational projects to serve students. CGCC is a member of the Educational, Research and Training Consortium (ERT) whose purpose is to plan with the Airport Authority for the redevelopment of Williams Air Force Base. CGCC and the University of North Dakota have established a Joint Flight Training Program at the Williams Gateway Airport in Mesa, Arizona and a joint program with Arizona State University-East is also being developed. One of the services resulting from this particular partnership is the availability of housing to CGCC students with preference given to those students enrolled in the degree programs at the Williams Campus.

Resources. CGCC's resources have also increased over the years, allowing the college to further expand and improve our programs and services. The facility is, in itself, a resource to the community and is often used to host community events. The original 80-acre site was purchased in 1981. The recent acquisition of an additional 40 acres in 1995 will allow traffic access to Frye and Gilbert Roads. When classes opened in the former Seton High School in 1985, it contained only five classrooms. When the college moved to its permanent location at Gilbert and Pecos Roads in 1987, the number of classrooms increased to seventeen. When the D Building was completed six additional classrooms were added. Eight classrooms are currently available at Williams Education Center (WEC) with more space projected with the opening of Building 481 in the fall of 1996 and the opening of Building 477 in the fall of 1998. The Sun Lakes Center will open in January, 1997, with three classrooms and one computer lab. The 1994 capital bond election provided \$31 million for land, building, and technology enhancements for CGCC. Details on the construction of the new classroom building, which will approximately double existing classroom space, and the new learning resource center are available in Chapter 7 on Physical Resources.

In addition to the facility itself being a resource to the community, the college provides services such as satellite downlinks and videoconferencing for local organizations. The library is available to community borrowers. The service learning and community service programs are a valuable resource to local non-profit agencies providing thousands of hours of service each year. The faculty and staff are often called upon as community resources, consultants and advisors on a variety of issues related to their content speciality or their administrative skills.

Strategic Goal #2: To offer developmental courses that will empower students to succeed in pursuing higher educational opportunities.

Chandler-Gilbert Community College attempts to fulfill this part of the institutional mission through developmental course offerings. Enrollment for these developmental courses is typically limited to 25 students (as opposed to 35 for most 100 level courses) so that the opportunity exists for more student-teacher interaction. The unofficial policy is to let these classes "make" even when enrollment is low,

in order to ensure that students have the opportunity to take developmental courses when needed.

CGCC offers a variety of developmental courses in reading, writing and mathematics to provide the necessary preparation for college success. Typically, these classes are numbered below 100 and thirty-five sections are listed in the fall 1996 class schedule.

Foundations for College Success is a block program which integrates developmental courses and counseling support that focus on the critical skills needed for college success. These courses are taught by a team of faculty, and offer students and instructors a tremendous opportunity to interact with each other and build a supportive learning community.

English as a Second Language (ESL) courses are designed to help foreign speakers from a variety of countries learn English by emphasizing four basic skill areas: listening, speaking, reading, and writing.

Strategic Goal #3: To support our community's economic development by providing educational programs to meet the specialized needs of business, industry, and the community.

Chandler-Gilbert Community College has committed itself to offering courses and degrees which meet the needs of community employers. Both the content covered and the teaching methodologies, such as cooperative learning and service learning, support this goal. In the 1995 graduate survey, 70% of the respondents indicated that the courses they took were helpful or very helpful to their current employment. Forty-four percent of the 1995 respondents indicated their CGCC classes had been very helpful or helpful in obtaining a new job or changing employment, and another 45% indicated that the classes were very helpful or helpful in advancing to a new position within their organization.

CGCC has formed several partnerships with industries which have resulted in the development of programs at CGCC. America West Airlines was instrumental in the development of the CGCC Aviation program and both America West and Southwest Airlines have plants in the Phoenix area. The Aviation Division has provided a variety of specialized training courses in partnership with industry employers. The Early Childhood Special Needs program is a joint effort with area Headstart programs, day care centers, and the local public schools. The Semiconductor Manufacturing Technology (SMT) Program is a collaborative endeavor by Intel and CGCC. The Center for Computer Training offers cost-effective microcomputer training to business owners and managers who want to update their computer skills.

Strategic Goal 4: To enable the institution to respond to the changing needs of today's educational programs, by providing technology for instruction and operations.

The Instructional Support Services (ISS) department is charged with responding to the college's instructional technology needs with support and direction provided by the Instructional Computing Committee (ICC). The Technical Support Services (TSS) department is charged with responding to the college's operational technology needs with support and direction from the Administrative Technology Committee (ATC). The college has a Computer Information Center (CIC) which serves as an

open lab for all students, as well as four additional computer classrooms on the main campus. The Aviation and Semiconductor Manufacturing Technology Programs at the Williams Education Center require a variety of highly technological courses for their certificate or degree programs. Plans have been made to include additional computer classrooms and labs. CGCC's Sun Lakes location will also include a computer classroom. The capital expansion program on the main campus has significant technology components.

The CIC facility and satellite labs provide electronic mail and computer conferencing to students in selected classes through a link establishing Arizona State University (ASU) and the district-wide bulletin board system, Electronic Forum. Individual Internet access is also available.

The CGCC library offers computer access to CGCC's holdings, the MCCCDC library and media centers, East Valley Information Network (EVIN), Internet, and Arizona State University on-line catalogs. The Telecommunications/Media Center provides complete electronic/telecommunication services such as video production, video distribution, and audio cassette duplication. The Telecommunications/Media Center also operates a 25-channel campus cable network broadcasting satellite, bulletin board, laser disc, film, videotape, and other programming to monitors located in each classroom and at other on-campus locations. Selected classes are delivered from MCCCDC colleges via the MCCCDC video conference network (VCN) and distributed to the classroom via the campus cable network.

Each office and classroom is wired for voice, video, and data access. Information about the district-wide bulletin board system, electronic forum, electronic mail, Internet access, two-way videoconferencing, computer with CD-ROM, Web sites, printing, audiovisual, and training resources will be available in the resource room.

Strategic Goal #5: To enhance student success by providing quality student and academic support services.

The Math Intensive Care Unit, Writing Center, and Cooperative Study Groups provide academic support to students. One-on-one tutoring and small group assistance are available in the Math Intensive Care Unit and the Writing Center. A coordinator for the Cooperative Study Groups program provides assistance in forming and monitoring facilitated outside-of-class study groups. Individualized tutoring is provided whenever a need is determined. Ongoing tutoring is provided for students in Spanish and ESL classes. The Counseling Division participates in the Foundations for College Success block program to provide additional support for developmental students as well as offering career exploration courses and success orientation seminars for all students. The library, media center, and computer labs provide extensive collections for academic support as well as extensive assistance to students. Evaluations of each of these academic services is provided in Chapter 8 on Instructional Programs and Services.

The Student Services Division provides a wide range of student services including recruitment, orientation, assessment, admissions, advisement, registration, records, financial aid, student activities, counseling, career planning, and others. Chapter 9 on Student and Administrative Services includes the results of the evaluation efforts for each of these services.

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

Overall, student surveys indicate that the quality and quantity of support services provided at CGCC are adequate, with the exception of a need to improve services for special needs students.

Strategic Goal #6: To promote community service and student development opportunities.

CGCC is nationally recognized for its community service and service-learning programs which provide students with opportunities for growth and development while providing needed services to local communities. The Student Life Office works collaboratively with the faculty to coordinate these service programs. In addition, the Office of Student Life furnishes many other avenues for students to enhance their classroom experiences with co-curricular activities. Opportunities exist for involvement in leadership development, student government, cultural events, student organizations, and a variety of special events.

There are also other opportunities for student involvement in the college community. The Performing Arts Department involves students in music, theater and dance groups and performances. The Honors Program supports academically talented students with programs aimed at fostering deeper critical thinking skills through reading, writing, and discussion with faculty, other honors students, and guest speakers. The Counseling Division offers a variety of special activities designed to assist students with personal development. Their brown-bag lunch series for re-entry students has included workshops on time management, career planning, and stress reduction. The non-credit program offers special interest courses in topics as diverse as dog obedience, personal finance, gardening, and small business management. A variety of fitness and wellness activities are offered through the fitness centers on the main campus and at the Williams Education Center. Intramural sports such as volleyball, racquetball and bowling are available to interested students. Currently a committee is investigating the future of intercollegiate athletics at Chandler-Gilbert.

Many departments on campus employ students through work-study programs or regular budgets, and provide job training and experience.

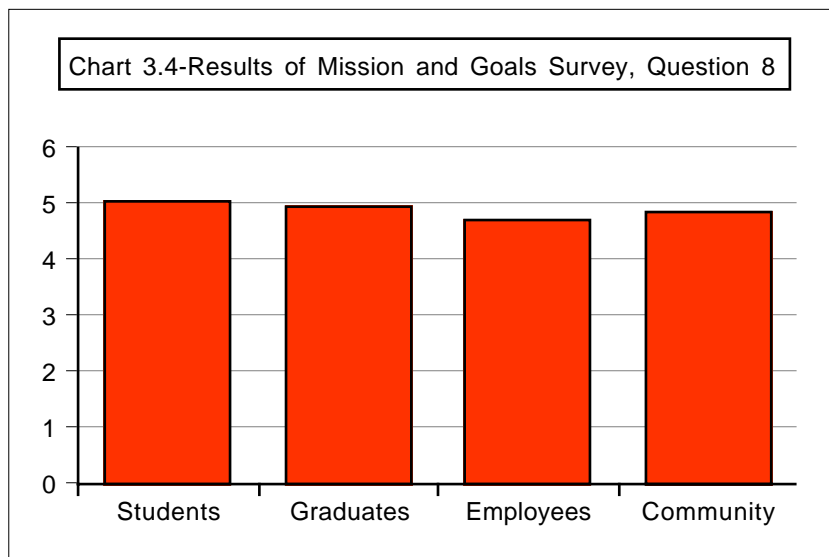
Chapter 9 provides additional details about the array of community service and student development programs available. Given the lack of a student center, athletic facilities, a performing arts center, and other physical resources that are available on many local college campuses, the student development opportunities are surprisingly abundant at CGCC.

Strategic Goal #7: To foster an environment that promotes the understanding, appreciation, and acceptance of diversity.

President Arnette Ward has provided strong leadership towards this strategic goal. She has formed two college committees to help address issues related to creating a campus environment that promotes acceptance and understanding of diversity. The Cultural Diversity Committee is charged with addressing issues such as affirmative hiring, staff development for working with diverse student and community populations, evaluation of college efforts towards this goal, and more. The International Education Committee is charged with addressing efforts to internationalize the curriculum. In addition to helping faculty develop curriculum materials, they sponsor Cultural Awareness Week which includes Foreign Language Night. Both committees are composed of faculty, staff, and managers.

The Office of Student Life, in conjunction with student organizations and/or other college departments, coordinates a number of annual events and activities that promote the understanding of diversity. These include Native American Week, Black History Week, the Polynesian Luau, Womens' History Month, and Cinco de Mayo. Student organizations on campus include the Eagle Feather Club, the Hispanic Student Organization, the Association of African-American Leaders, and International/Intercultural Exchange Club. Leadership training for student government, student organizations, and other interested students includes workshops and seminars on diversity issues.

College hiring practices have resulted in the hiring of a faculty and staff that is diverse in ethnicity, gender, age, and nationality.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 8. CGCC supports and promotes the understanding, appreciation, and acceptance of diversity.

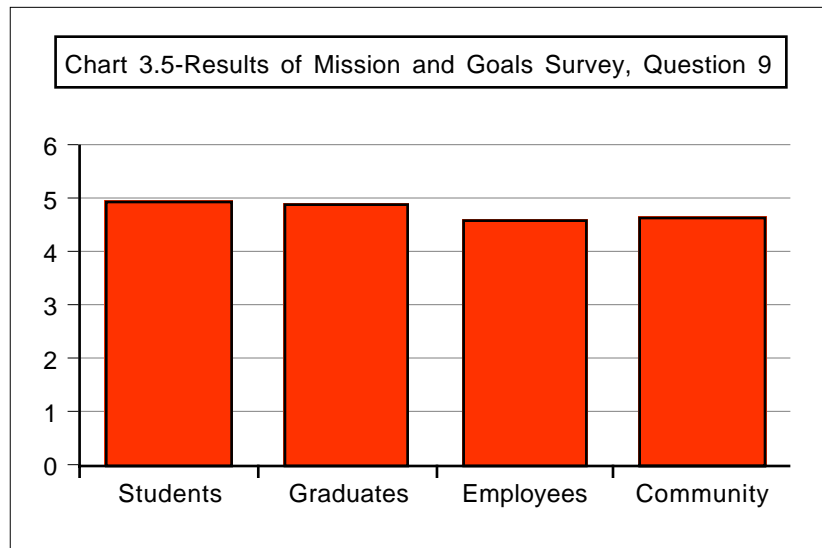
Despite relatively high survey results, the Self-Study Committee on Mission and Goals believes that more could be done to support this agenda. The Cultural Diversity Committee is in its formative stages and hopefully will become more proactive in providing staff development activities and guidance to faculty and staff. College recruitment efforts in the Hispanic, Black and Native American communities could be more extensive. More could be done within existing courses and by way of new course offerings to promote the understanding and acceptance of diversity.

This issue is addressed further in Chapter 12 on Integrity.

Strategic Goal #8: To serve as a community resource for social and cultural interaction

The CGCC physical facility is often used as a community resource for social and cultural events sponsored by various community groups. Northern Arizona

University and the Gilbert Unified School District use CGCC classrooms when they are available. Local churches have used classrooms and the larger meeting rooms on Sundays. In addition, CGCC provides a number of social and cultural programs and events which are open to the public. These include community dances, dance concerts, a Native American Powwow, musical concerts, art festivals, theatrical productions, lectures, videoconferences, and guest speakers.



(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 9. CGCC serves as a community resource for social and cultural interaction.

More will be accomplished toward this strategic goal when the student center and performing arts buildings are built. In the meantime, the college can continue to inform the community about the availability of resources, and that the faculty and staff can be valuable resources in facilitating and supporting various community interactions.

SUMMARY

The Self-Study Committee on Mission and Goals has determined that the process by which the current mission and goals were revised adequately involved various college constituencies in the development process. Furthermore, CGCC has taken adequate measures to keep the public informed about its mission and goals through the catalog, class schedule, student handbook, and other publications. Institutional constituencies understand the stated purposes of the college and have been involved in the evaluation process indicating that the college is making decisions appropriate to the stated mission and goals. Constituency evaluations indicate strong student and community support for the college, and indicate that the mission and goals of the college are being adequately fulfilled.

Strengths

- College mission and goals are consistent with those of the State Board of Community Colleges in Arizona and the Maricopa County Community College District.
- The mission and goals are reviewed and revised periodically as part of the strategic planning process that provides focus and direction for college development.
- CGCC employees understand and are committed to the CGCC mission and goals.
- CGCC provides a learner-centered environment that promotes student success.
- The college has a positive relationship with the local community.
- Students, graduates, employees and community members believe that the college is fulfilling its mission and goals.

Challenges

- Meeting the needs of the communities we serve will be more difficult given extremely rapid growth and change within the community population.
- The small college atmosphere and learner-centered environment will become more difficult to maintain as the student population expands.
- A more concerted effort should be made to further develop appreciation and acceptance of diversity reflected in the communities we serve.

REFERENCE

Martorana, S. V. (1989, August/September). Reflection on a movement. AACJC Journal, 42-48.
