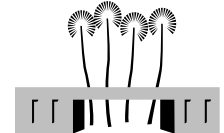


Chapter 7

Physical Resources



INTRODUCTION

Chandler-Gilbert Community College serves students at three locations in the southeast portion of Maricopa County (greater Phoenix area). The main campus is located on 120 acres at 2626 E. Pecos Road in Chandler. The initial construction, completed in summer 1987 consisted of two classroom/administrative buildings and a physical plant building. In January 1991 another classroom building (part of a future larger building) was added. Aviation, semiconductor manufacturing, fitness and some general studies courses are housed in three buildings at the Williams Education Center located at 6001 S. Power Road in Mesa. This is a shared facility with Mesa Community College and Arizona State University East on the former Williams Air Force Base. The Sun Lakes Education Center is in the planning stages and a classroom building will be located at Alma School and Riggs Roads in Chandler. All three locations are currently being remodeled or in the planning stages for additional space. An area map of the Southeast Valley showing the three CGCC locations is provided in Appendix 7-A.

The Self-Study Committee on Physical Resources reviewed numerous documents, including floor plans, maintenance programs, and capital expansion plans as part of its work. In addition, in the fall of 1995, the committee conducted a survey of employees and some students in regard to the physical resources of the college. Five hundred twenty-five (525) responses were tallied. Appendix 7 includes the survey as well as the complete survey results. The survey results as well as employee comments are available in the NCA resource room.

Chapter 7 evaluates Chandler-Gilbert Community College's allocation and organization of its physical resources to accomplish its mission, goals, and purpose relative to Criterion Two.

Criterion 2: The institution has effectively organized the human, financial, and physical resources necessary to accomplish its purpose.

MAIN CAMPUS

The main campus presently consists of four buildings and the Alternative High School totaling 76,598 square feet. A visual overview of the campus is presented in Appendix 7-B and additional campus data is in Appendix 7-C.

All rooms are accessible to physically challenged students and employees. Paved parking spaces provide for 700 vehicles including designated physically challenged spaces. Buildings A & B house nineteen (19) dedicated classrooms, administration and student services offices and facilities, faculty offices and support staff offices and facilities. Building C houses security, receiving, and maintenance offices and facilities. Building D houses six (6) dedicated classrooms and faculty offices.

Each classroom is connected to the telecommunications center and contains audiovisual equipment for use in classroom activities. Four classrooms are computer equipped and there is a multi-use computer information center. All classrooms, offices, and other facilities are located in close proximity to each other. Access to extended/distance learning is available.

Building A

Appendix 7-D reviews the functions, capacity and square footage of rooms in Building A.

The Chandler Room (A55) is used for a variety of functions such as dance, musical and theatrical productions, community meetings, campus meetings, workshops, registration, dining functions and classes. The Gilbert Room (A65) is mainly used as a classroom but is also used for meetings and student activities. The Dance Room (A1) is used for dance and aerobic classes. The Fitness Center (A2) can serve 700 students each semester and is open 87.5 hours per week. It contains a Universal Super Circuit System, Eagle strength training equipment, free standing weights, and a variety of aerobic training machines. The Administration area houses the offices of the President, Deans, and administrative assistants, mailroom, reception area, campus telephone switchboard, and a conference room. The Student Services area houses the offices and service areas for admissions and records, fiscal office, financial aid office, program advisors, and counseling. Faculty secretaries are housed in the A12-A43 hallway.

Building B

Appendix 7-E presents an overview of Building B showing capacity and square footage of each room.

The Learning Resource Center area houses the Library, central reprographics area, photography lab, and the office of the Dean of Students. The LRC Conference Room (B10) is used for meetings, student assessment, testing, teleconferences, and interactive video classes. It also has the locked storage area for campus software archives. The Library (B 1-9) has work and study areas, on-line catalog terminals, a microfiche terminal, books, periodicals, and software programs. There are no quiet study areas.

The Computer Information Center (B19) houses approximately 52 IBM-compatible and 41 Macintosh computers for student and employee use. Open partitioned areas are provided for computer services staff, student newspaper, and general faculty

offices. In addition to the general use computer lab, there are 4 computer classrooms. The DOS Lab I classroom (B24) houses 24 computer workstations. The Mac Lab I (B71) has 25 Macintosh computer workstations, DOS Lab II (B70) has 25 IBM-compatible computer workstations, and Power Mac Lab II (B72) has 17 Power PC computer workstations. B70 is used primarily by the Business/CIS faculty, B71 is used primarily by the English faculty, and B72 is used primarily by the Mathematics and Science faculty, although computer classrooms are occasionally scheduled for classes in other disciplines.

The science laboratories and preparation room contain safety devices for student and employee protection. These include fire extinguishers, eyewash stations, safety shower, UV goggle sterilizer, chemical spill kits, exhausted chemical storage cabinets, hazardous materials disposal containers, fume hoods, and Material Safety Data Sheets to comply with Occupational Safety and Health Administration (OSHA) recommendations.

The Student Life Center (B60) houses the office of the director, work areas for student government, service learning assistants, and student meeting and lounge space.

Building C

Appendix 7-F presents an overview of buildings C and D showing capacity and square footage of each room.

North of the physical plant building is an 8,564 square foot area used for heating and cooling units and for campus vehicle parking. Between building C and the Alternative High School trailer several storage containers are located.

Building D

Building D was built in 1990, as part of a future larger Learning Resources building planned for 1998. Currently, six additional classrooms and faculty offices are provided in this building. The physical plant was updated in 1995-1996, which included rebuilding two chillers and installation of a new computerized heating/ventilation/cooling control system for Building D.

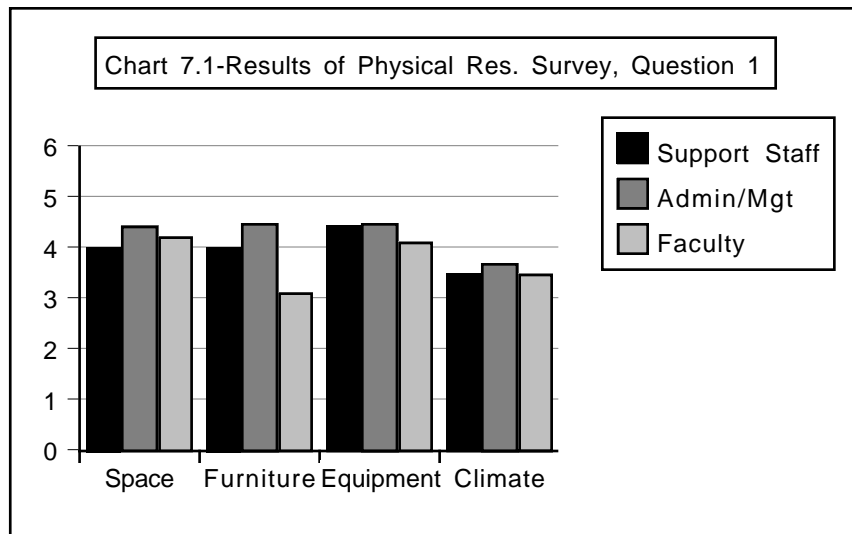
Chandler High School Alternative School Building

A joint venture between CGCC and the Chandler Unified School District that was initiated in fall 1989, the Chandler High Alternative School provides concurrent enrollment in high school and community college classes for high school students who are not in the traditional high school program. A portable building on the northeast corner of the campus owned by the Chandler Unified School District houses the Alternative School. Divided into two classrooms, the building occupies 1,680 square feet and has a capacity of 52. One classroom houses a forty-station WICAT computer lab and the other a traditional classroom with three staff workstations for the Alternative School staff. The Alternative School students use the CGCC cafeteria, restrooms, and other auxiliary facilities. CGCC schedules evening classes in the building.

The Self-Study Committee on Physical Resources studied a variety of reports about the physical resources of the college. In addition, they surveyed the employees, students, and community members. The survey was very extensive

with 525 respondents. Only small parts of the overall results will be presented as part of this chapter. Complete survey results, as well as all respondent comments, can be found in the NCA resource room.

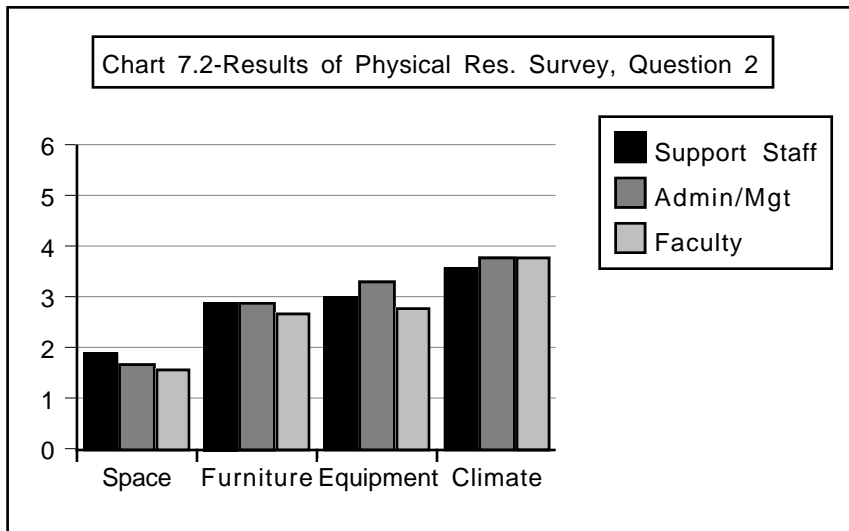
Regarding classroom spaces, the general sense was that existing spaces were adequate but that more space was needed. Faculty concerns about furniture seemed to be related to the cooperative learning and active learning initiatives in which many faculty are involved. There were requests for smaller, movable desks in most rooms allowing for many different small group arrangements for students. Also, faculty indicated that a more adequate system of classroom furniture repair needs to be implemented. Student scores were higher than employee scores for all classroom ratings indicating their general agreement that classroom spaces were adequate. The student average score for classroom space was 4.8, furniture was 4.7, equipment was 5.0, and climate was 4.7.



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

Question 1. Classrooms are adequate in regard to:
 Space (square footage, lighting, ...)
 Furniture, furnishings (desks, chairs, ...)
 Equipment (overhead projectors, white boards, ...)
 Climate (heating, cooling, ventilation)

The main concern regarding the library is lack of space--space to house collections, as well as study spaces. The committee felt that most of these concerns would be alleviated when the new library is completed and ready for use in the fall of 1998. The old facility is 2,100 square feet; the new facility will be 28,000 square feet. Like employees, students were predominantly concerned about lack of library space, but had higher ratings for library furniture, equipment, and climate.



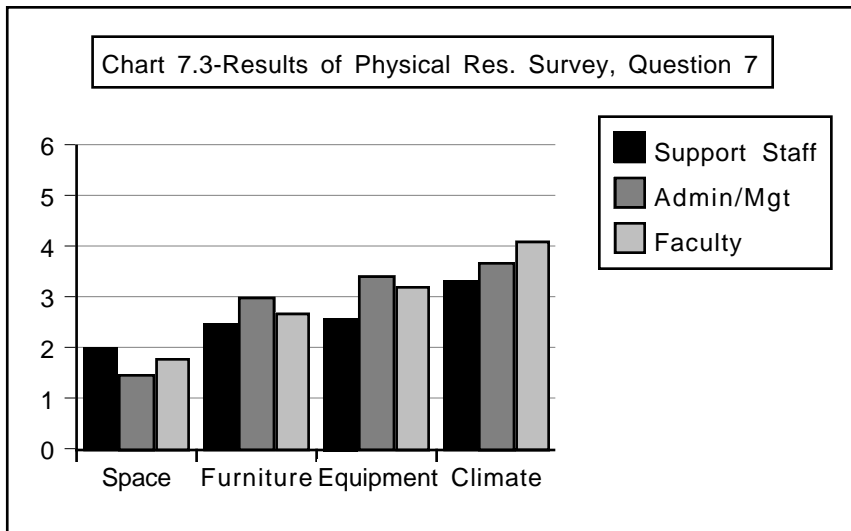
(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 2. Library and learning resources center
are adequate in regard to:
Space (square footage, lighting, ...)
Furniture, furnishings (desks, chairs, ...)
Equipment (overhead projectors, white boards, ...)
Climate (heating, cooling, ventilation)

Most other instructional spaces, including the computer lab, computer classrooms, science labs, and fitness center received adequate ratings on furniture, equipment, and climate. Again, there was concern regarding lack of space for each of these functions. The committee discussed the ratings but felt that the capital expansion program which includes a new classroom building and a new library will alleviate much of the problem.

Survey responses regarding the bookstore were of particular interest to the committee because the capital expansion program does not address it until the Student Center complex would be built. Survey results indicate serious concerns about the space in which the bookstore operates.

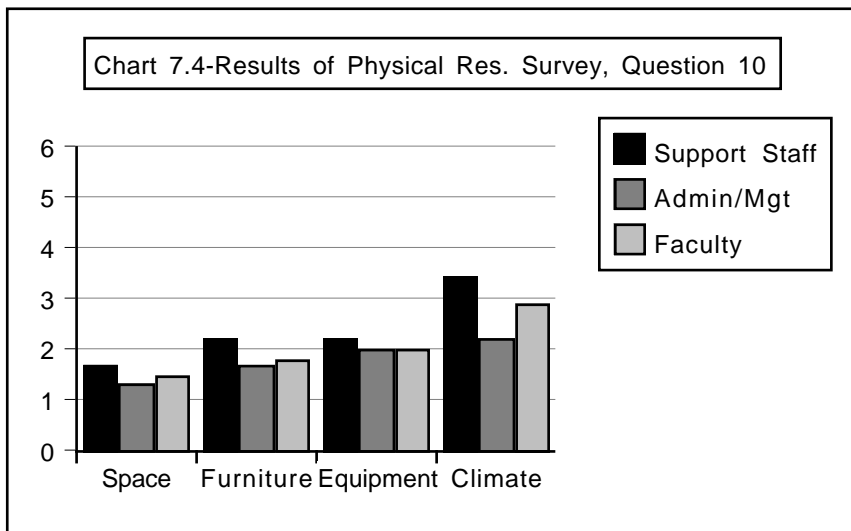
The bookstore space had the lowest survey score of all student space concerns. Thus, the Self-Study Committee recommended that the administration examine the space in which the bookstore exists and plan to expand bookstore space as quickly as possible. As a result of the recommendation, negotiations took place with Follett Stores during the spring of 1996. In their renewal contract for services effective July 1996, they have agreed to allocate \$65,000 to move the store to a modular building. This move, planned for the 1996-1997 year, will address the crowded bookstore issue.



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

Question 7. Bookstore is adequate in regard to:
 Space (square footage, lighting, ...)
 Furniture, furnishings (shelving, boards, ...)
 Equipment (telephone, cash registers, ...)
 Climate (heating, cooling, ventilation)

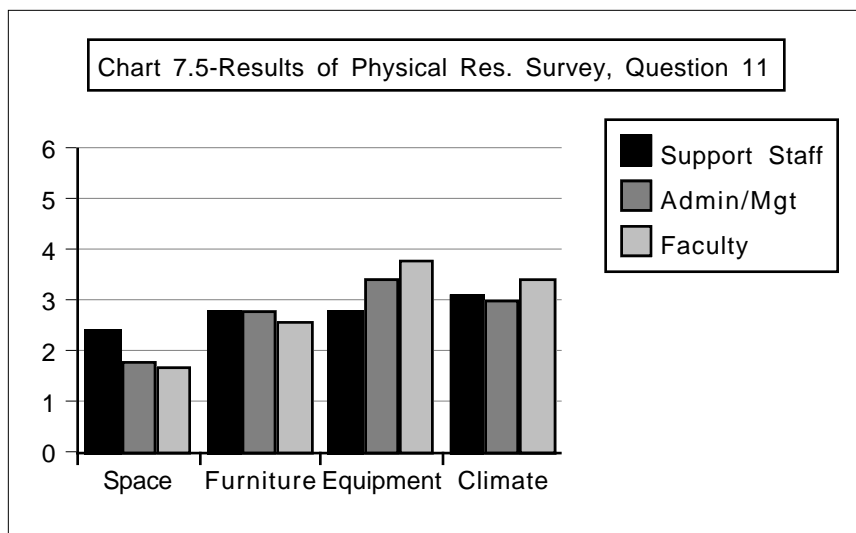
Study areas for students was another area in which ratings were very low. This appears to be related to the current library facility containing very few student study spaces. Some tables and chairs are available in the courtyard for student small groups meetings and for studying, but clearly most employees and students do not feel as though this need is being adequately met.



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

Question 10. Study areas are adequate in regard to:
 Space (square footage, lighting, ...)
 Furniture, furnishings (desks, chairs, ...)
 Equipment (audio-visual equipment, ...)
 Climate (heating, cooling, ventilation)

Many faculty and staff do not yet have standard professional offices; therefore the low survey ratings about offices was expected. Also, because employees within the Maricopa Colleges tend to compare themselves to one another, and most employees on other campuses have standard professional offices, lack of comparable office space at CGCC is a source of concern. It is common for CGCC faculty to share office spaces, or have cubicle spaces with partial room partitions, allowing little privacy for personal work or student consultation, and little security for tests, faculty records, and class materials. Although some support staff positions do not require private office space, there are some that do. Currently, most managers have private office space, but some are being housed in the computer lab and in other locations until the new buildings become available. Fortunately, provisions have been made in the new buildings for adequate employee office space.

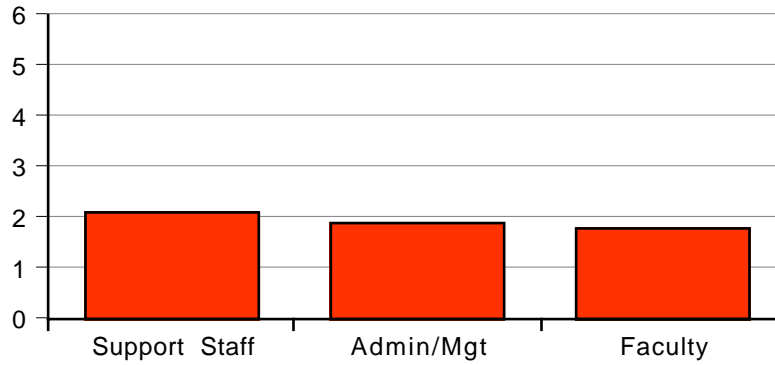


(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 11. Employee offices (faculty and staff) are adequate in regard to:
 Space (square footage, lighting, ...)
 Furniture, furnishings (desks, chairs, shelving, ...)
 Equipment (computers, telephones, ...)
 Climate (heating, cooling, ventilation)

Another facilities concern for employees was related to smaller spaces for informal meetings and gatherings. The capital expansion program will help address this concern in part, but future expansion phases will need to address this more adequately.

Chart 7.6-Results from Physical Res. Survey, Question 17

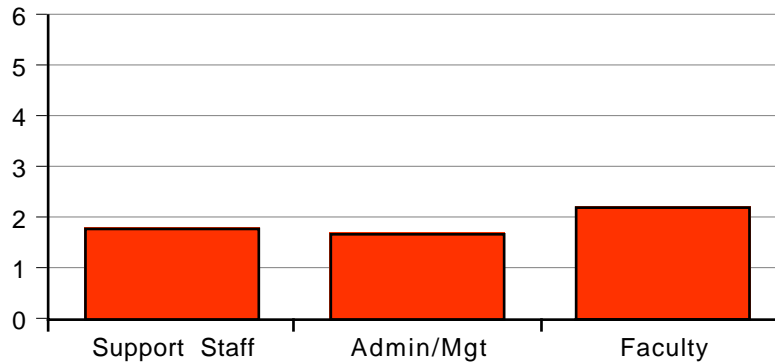


(6) Strongly Agree (5) Agree (4) Mildly Agree (3) Mildly Disagree (2) Disagree (1) Strongly Disagree

Question 17. Informal meeting, lounging areas for faculty and staff are adequate.

The other major concern of employees was the lack of closets and storerooms, places to store equipment and resources when not in use. Again, the Self-Study Committee believes that these concerns will be addressed in the capital expansion program.

Chart 7.7-Results from Physical Res. Survey, Question 58



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

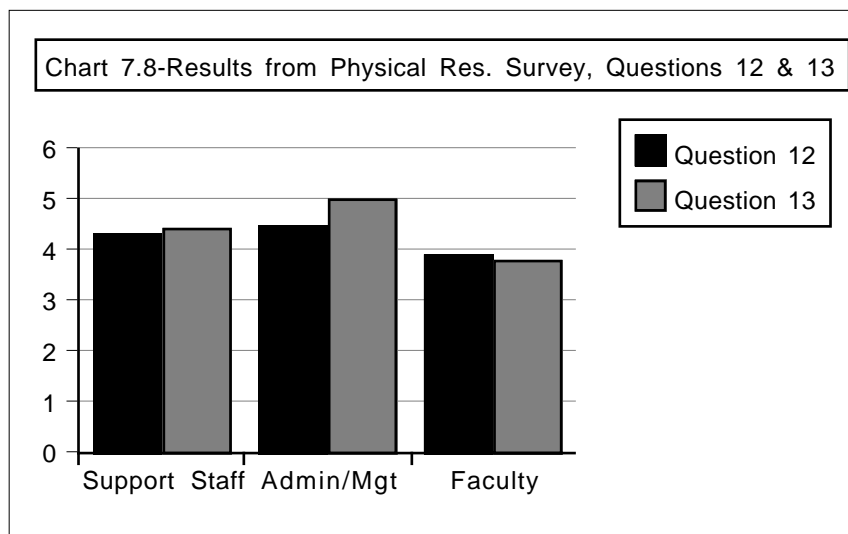
Question 58. Storage (closets, storerooms, ...) seems adequate.

In the previous Self-Study report, space for student service offices was a major concern. There has been little improvement in physical resources for those departments, but this did not surface as a major concern in the current Self-Study.

The Self-Study Committee believes that the capital expansion program will alleviate most of the concern. When the library and computer departments move into their new building, the student services departments will expand into what is now the south portion of building B. Funding has been set aside for the remodeling of this area to accommodate student services departments' specialized needs. Also, a new student center, although considerably downsized from original plans, is planned towards the end of the capital expansion program. The student center will provide offices for some student services departments, meeting space for student clubs and organizations, performance spaces, and general meeting and study spaces.

Survey results indicated that employees and students were in general agreement that main campus buildings and grounds are accessible to the physically-challenged, bathrooms are well-maintained, fire exits are well-marked, and locations are identified adequately.

Given that relief is in sight for classrooms, employee offices, library and other learning resource spaces, the Self-Study Committee's concerns regarding the main campus facility centered on the bookstore, study and meeting spaces for students, and meeting spaces (conference/meeting rooms, large group facilities) for employees and community members. There was agreement from employees and students alike that the existing buildings and grounds are well-utilized and well-maintained.



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

Question 12. Buildings are well maintained.

Question 13. Grounds are well maintained.

The slow rate at which campus expansion is taking place remains a concern. However, the 1994 bond passed, the capital expansion program is underway, and many of the immediate concerns will be addressed within the next 2-3 years.

WILLIAMS EDUCATION CENTER

The Williams Campus Master Plan was initiated in May of 1994 to plan for a 753-acre, multi-institutional campus at the former 4,042-acre Williams Air Force Base in Mesa, Arizona. Chandler-Gilbert Community College will provide three major programs at what is now called the Williams Education Center (WEC). The Aviation programs include aviation maintenance, flight, construction technology, and avionics technology. The Semiconductor Manufacturing Technology program is newly developed with support from the Intel Corporation. In conjunction with Arizona State University East (ASU-E), CGCC will offer the general education courses to support ASU-E's baccalaureate programs. In addition, to these major instructional programs, CGCC will provide a Fitness Center and a variety of recreation and athletic programs at WEC.

Appendix 7-G contains an overview of the Williams Education Center Master Plan. Chandler-Gilbert's existing facilities at this site are buildings 410, 477, 481, and 470, details of which are provided in Appendix 7-H.

Building 410 is approximately 92,000 square feet and currently houses the Aviation programs, Semiconductor Manufacturing Technology program, and some general education classes offered by CGCC. Portions of this building are shared with the University of North Dakota in support of the joint flight programs. This building has eight classrooms, an electronics lab, an administrative area, and faculty offices.

The central training laboratory houses the training area for the Aircraft Maintenance Technology (AMT), Aircraft Flight Technology (AET), Aircraft Construction Technology (ACT), and Avionics Technology (AVT) programs. There are dedicated areas for aircraft assembly, inspection, rigging, wood/fabric/dope fabrication and/or repair, advanced composite fabrication and/or repair, aircraft painting techniques, fluid carrying line and system fabrication and/or repair, engine maintenance and/or repair for both turbine and reciprocating engine, propeller and associated component repairs, sheet metal construction and repair areas, as well as individual small component repair and overhaul areas. This area is supported by the Tool Room which also maintains the micro-fiche and micro-film readers and printers. An outdoor compound allows for the running of three aircraft engines and associated activities.

An aircraft hangar, located on the Williams Gateway Airport portion of the closed base, is leased for use by the Aviation program. The hangar is located 150 yards from building 410 and is used to house the aircraft necessary for the flight program and provide maintenance training areas.

As of spring 1996, fitness classes and physical fitness training facilities are offered at WEC. Building 470 is a Physical Education Center which includes a basketball court, weight rooms, workout rooms, locker rooms and showers, racquetball courts, and classrooms. Outside, adjacent to the building, are volleyball courts and other playing fields.

Plans are underway for the remodeling of Building 477 as a science building. It will house four laboratories, a preparation area, student study area, and faculty offices. This building is anticipated to begin occupancy for classes in the fall of 1998.

The general education building, 481, is being remodeled to support 6 general education classrooms starting in the fall of 1996.

The Self-Study Committee on Physical Resources included a representative from the Williams Education Center who helped ensure that adequate feedback was received from WEC employees and students about the facility. For classrooms and lab facilities in building 410, which was the only WEC building in use at the time of the fall 1995 survey, employees and students agreed that space, furniture and equipment was adequate. Ratings for climate (heating, cooling, ventilation) were lower than other ratings and should be investigated further by WEC maintenance and operations staff.

The Self-Study Steering Committee sponsored a forum about WEC in the spring of 1996 for CGCC main campus employees. Employees boarded a bus and toured the WEC facility. The Dean and Associate Dean of Instruction provided “window-tour” explanations of programs and buildings. At Buildings 410 and 470, a walking tour was provided by CGCC faculty and staff located at WEC. Participant evaluations of the Self-Study forum are available in the NCA resource room. The general sense is that the WEC facility offers space for CGCC programs to grow and serves the needs of the local community. There was pride expressed that Chandler-Gilbert was the MCCCDC college chosen to partner with ASU-E, and also chosen by the MCCCDC administration to be Maricopa’s “voice” at WEC with the many other partners in the consortium.

SUN LAKES EDUCATION CENTER

The Sun Lakes Education Center (SLEC), planned as a college extension to serve the retirement community of Sun Lakes and the surrounding communities including Ocotillo, will be located on the northeast corner of the Alma School and Riggs Roads, in Chandler/Sun Lakes. 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. Building construction is planned to be completed in the spring of 1997.

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

TECHNOLOGY

Employees and students make significant use of technological resources at MCCCDC and Chandler-Gilbert Community College. The Technical Support Services staff and the Instructional Support Services staff provide purchasing, networking, maintenance, training, and other support services related to computers and telephones. The Telecommunications/Media staff provides support regarding a variety of audio and visual equipment and services.

The main computer for administrative use is a Digital VAX 6410. Student records are kept on this machine using Information Associates Student Information System (SIS) software. Electronic communication at the college and throughout the Maricopa district is facilitated by Digital Equipment’s All-in-One (A-1)

integrated system for electronic mail, calendar, and office functions. All full-time employees have an electronic mail account, as do some part-time employees.

In addition to the VAX, CGCC provides full-time employees with a desktop computer and a standard employee software package consisting of word processing, database, spreadsheet, graphics, and communication software. Employees can choose either a Macintosh or IBM microcomputer.

For student use, there is a main computer lab facility (B19) and four computer classrooms (B24, B70, B71 and B72). The main lab contains Macintosh and IBM microcomputers, printers, scanners, and copiers. One classroom contains IBM-compatible 486 machines, one classroom contains IBM-compatible Pentium machines, and two classrooms contain Power Macintosh equipment. Between the various student facilities there are 83 Macintosh computers and 105 IBM-compatible machines.

CGCC has an Ethernet backbone running to all of the buildings at the main campus, allowing access to not only the VAX computer at Chandler-Gilbert but also to any of the district's computers, as well as to various networks such as the internet. The library uses the district-wide area network to connect to the library automation system located at the district offices and to access the internet. In the fiscal office, staff members utilize the network to access financial information from the district office.

A local area network with multiple servers are available to faculty and staff to obtain access to print services, file servers, and other shared resources.

For college-wide and inter-college communication, CGCC utilizes NEAX 2400 IMS phone switching equipment. This digital phone system has many features such as voice mail, 5-digit dialing, and digital displays. All colleges are linked via digital microwave equipment for voice, data, and video capability. This network also provides videoconferencing services throughout the district. The Video Conferencing Network (VCN) allows the transmission and reception of live interactive meetings, conferences and classes.

A broadband video distribution system delivers 25 video channels throughout the college. The broadband system allows the college to originate classes onto the VCN, receive microwave signals from Arizona State University (ASU), downlink satellite signals, provide open and closed captioning to classrooms (for hearing impaired students), and run a student information bulletin board.

Apollo

Apollo is the MCCCCD project to develop and implement learner-centered, financial records, human resources, and electronic mail systems that will support effective teaching and learning within the Maricopa Community Colleges, both now and in the future. These Apollo products may be developed specifically for Maricopa, or may be prepackaged products acquired through Oracle Corporation or other vendors and customized to meet Maricopa's needs.

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 FRS (Financial Records System). The new Human Resources component is still under evaluation and will include Personnel Management,

John Schroeder, CGCC aviation faculty, has been selected to help lead the district-wide Apollo Project.

Payroll, and Flex Benefits. The Office Automation package includes electronic mail, time management, and document processing tools. Our current 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.

Many Chandler-Gilbert employees have been involved with the Apollo process at the college and district levels. One of the major benefits of the Apollo project will be the purchase of a new high-level computer, that is both Apollo-capable and World Wide Web-capable, for each full-time employee financed through the 1994 capital development program.

ACADEMIC RESOURCES AND EQUIPMENT

Most classrooms are equipped with television monitors/receivers and video playback systems which allow television, satellite, videotapes and other visual material to be shown. An overhead projector is also located in each classroom. Any additional instructional presentation resources are provided to faculty upon request. Classroom A78 is equipped for both video transmission and reception. Conference Room B10 has facilities for interactive videoconferencing. Computer classrooms were previously described.

There are two fully-equipped science laboratories, one for Chemistry and Biology classes and the other for Physical Sciences, Biology and Geology, as well as a preparation room for equipment storage. Additional laboratories will be located at the WEC in Building 477 for classes as of fall of 1998.

BUILDING UTILIZATION

CGCC makes very efficient use of its limited space with approximately 93% of the classroom space used for instruction on a daily basis. This is a significant increase in building utilization for classroom instruction, reported at 80% during in the 1991 Self-Study Report. When available, classroom space is used for collaborative study groups, assessment and orientation activities, and meetings.

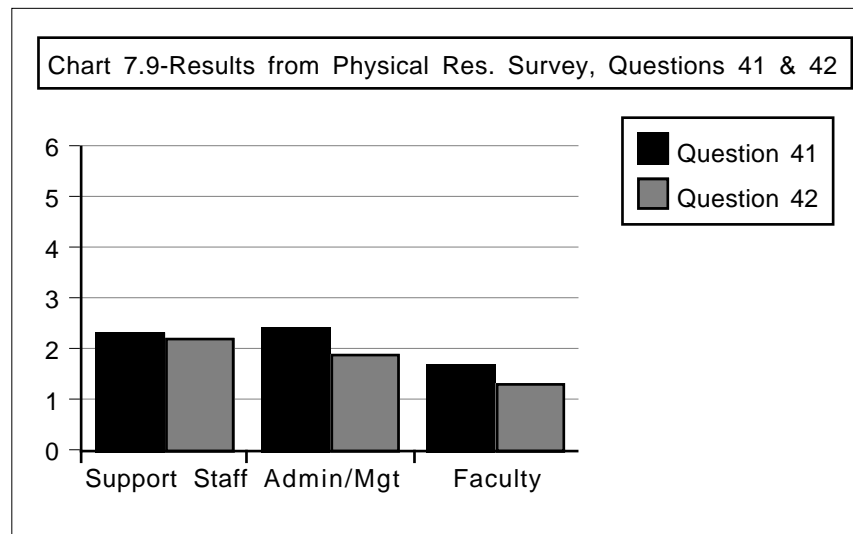
The Self-Study Committee interviewed the administrative support staff who have responsibility for scheduling rooms for classes, meetings and other activities. They indicated frustration at the difficulty in meeting requests from faculty and staff. Often meetings are scheduled into administrators' offices when they are away from campus, because no other rooms are available.

Feedback to the Self-Study Committee from the Faculty Office Committee indicated that there is dissatisfaction among faculty who do not yet have a private office in which to meet with students or secure tests and other materials. In some cases, offices that were intended to house one person, now house two.

A review of the main campus by the Committee indicated that in many instances, spaces that were once attractive, have become less so, because of additional partitioning or placement of staff and equipment in hallways. The central

courtyard is increasingly used for events and activities that in earlier years could be scheduled into the Chandler or Gilbert rooms. Use of the courtyard is not, in itself, a problem except that it infringes upon the students and adjunct faculty who use the available outdoor tables and chairs as a place to work and meet. For some events, there is no current indoor space large enough to accommodate the number of participants, thus forcing them to become outdoor events. Again, use of outdoor spaces is not, in itself, a problem, but there are challenges related to setups for furniture and media needs, as well as weather conditions.

The Self-Study Committee on Physical Resources believes that the dissatisfaction expressed by faculty, staff, and students about lack of physical space stems in part from the fact that they visit other Maricopa Colleges with fewer students or comparable numbers of students where the overcrowding is not as evident. Chart 7.9 shows survey results that support the Self-Study Committee's conclusions.



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

Question 41. CGCC's physical resources are adequate to meet the needs of our students, faculty, and staff.

Question 42. Compared to other Maricopa colleges, CGCC's physical resources seem adequate.

CAPITAL EXPANSION PROGRAM

In November 1994, the voters of Maricopa County approved a bond for the Maricopa Community College District. Thirty-one million dollars of the \$386 million dollars is designated for CGCC and \$4 million is designated for WEC. This expansion program, which is outlined in Appendix 7-J, includes:

- (1) a new classroom building,
- (2) the build-out of building D to become the Learning Resource/Library,
- (3) an upgrade of the physical plant facilities,
- (4) part of the Student Center, and
- (5) some funds to remodel existing buildings.

The new classroom building is scheduled for occupancy for classes in the Fall 1998 as is Building D (the library) and physical plant. A portion of the Student Center will be available by the end of the bond period and is scheduled for occupancy for the year 2000. This construction will accommodate a doubling in student numbers and double the instructional space on the main campus.

The remodeling construction at the Williams Educational Center is being financed by the State of Arizona and other MCCCDC funds, as well as the 1994 bond election.

The construction of the Sun Lakes Educational Center was also part of the 1994 bond. This was approved for \$500,000 and occupancy is expected for January 1997.

COLLEGE MAINTENANCE

College maintenance includes routine, preventative and major maintenance. Routine maintenance is the daily maintenance performed on a continuous basis, such as replacing the light bulbs, and touch-up painting. Preventative maintenance includes scheduled inspection and repair of major and minor components so that the facility and all its parts will continue to perform as designed, such as inspections of fire sprinkler equipment. Major maintenance encompasses the extensive repair, rebuilding, or replacement of major components such as roofs, parking lots, or chillers.

In accordance with MCCCDC policy, CGCC has developed a five-year preventative maintenance schedule. This preventative maintenance plan calls for yearly inspection of everything from chillers to carpets to doors. The major maintenance schedule calls for the repair/replacement of such items as the heating/cooling system and parking lots. A copy of the detailed maintenance plan can be found in the NCA resource room.

Contractual help provides some of the buildings and grounds routine maintenance, resulting in a substantial savings to the college. Janitorial services and grounds maintenance services are contracted; both services are supervised by the Director of Buildings and Grounds.

As of January 1996, the Dean of Continuing Education has had responsibility for maintenance and operations, under the direct supervision of the Director of Buildings and Grounds.

SUMMARY

The college facilities are well maintained and provide an attractive, distinctive image. Available space is being well-utilized. Technology is constantly being updated.

The concerns regarding limited facilities are currently being addressed by building construction. There is still concern that the approved capital expansion program is not adequate given the projected population growth of the southeast valley. Fortunately, employees are maximizing the use of existing facilities.

Chart 7.10-Results from Physical Res. Survey, Question 48



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

Question 48. Employees try to maximize the use of physical resources.

Strengths

- The 1994 bond election passed and campus expansion is underway.
- Existing facilities are well-utilized.
- The appearance of existing facilities is attractive.
- Technology resources exceed those of most colleges.
- The Williams and Sun Lakes Education Centers will provide space to meet the needs of certain populations within the community, thus relieving the main campus pressure for space.
- MCCCDC has a major computing initiative, the Apollo Project, which will provide for upgrading employee desktop computers and will improve services to students.

Challenges

- The college's ability to meet increasing needs for classes is limited by the current physical resources.
- Student concerns about bookstore space have been addressed in part, but will need to be reevaluated in the coming years.
- Employee office space is inadequate; some managers, most faculty, and most staff are not housed in private or secured office spaces.

- The library space remains currently inadequate for the numbers of students we serve and the library resources are limited, but these concerns should be addressed in the near future through the building of a new library facility.
- Additional student study spaces, meeting spaces for students and employees, storage, and space for community activities need to be addressed within the capital development program.
