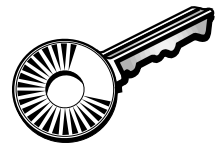


Chapter 9

Student and Administrative Services



INTRODUCTION

This chapter describes and evaluates the student and administrative services at Chandler-Gilbert Community College (CGCC). An overview of student services is followed by a brief description of each department and/or program within that area. This is followed by an overview of administrative services and a short description of the areas involved. The chapter concludes with a summary of the most significant strengths and challenges of these service areas. Criteria 3 and 4 are addressed within this chapter.

The evaluative process used by the Self-Study Committee on Student and Administrative Services included reviewing each department's year-end reports and future goals, conducting a student survey of services with more than 300 respondents, conducting an employee survey of services with 83 respondents, and reviewing a variety of institutional reports. Copies of the survey instruments are available in Appendix 9, as are the compiled survey results. Complete copies of the surveys and the compiled results along with all comments provided are available in the NCA resource room.

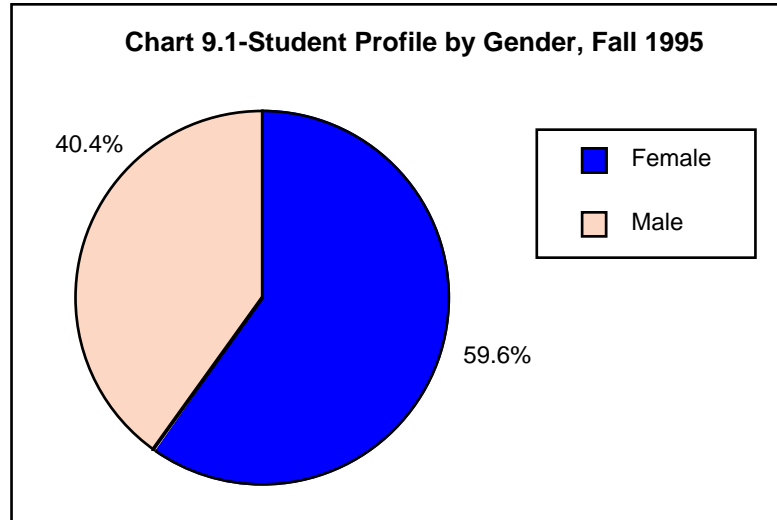
STUDENT PROFILE

The CGCC student population is uniquely diverse and a reflection of the multicultural, multi-aged, agrarian/industrial community our college serves. In any given class, there might be a young high school graduate, a migrant farm worker, a retired citizen, an employee from a high-tech microchip firm, a cowboy or cowgirl from a local ranch, a student who walks to the college from a nearby low-income federal housing project, a re-entry single parent, a Mormon student just returned from a mission, a local dairy worker, and a student from the neighboring Native American reservation.

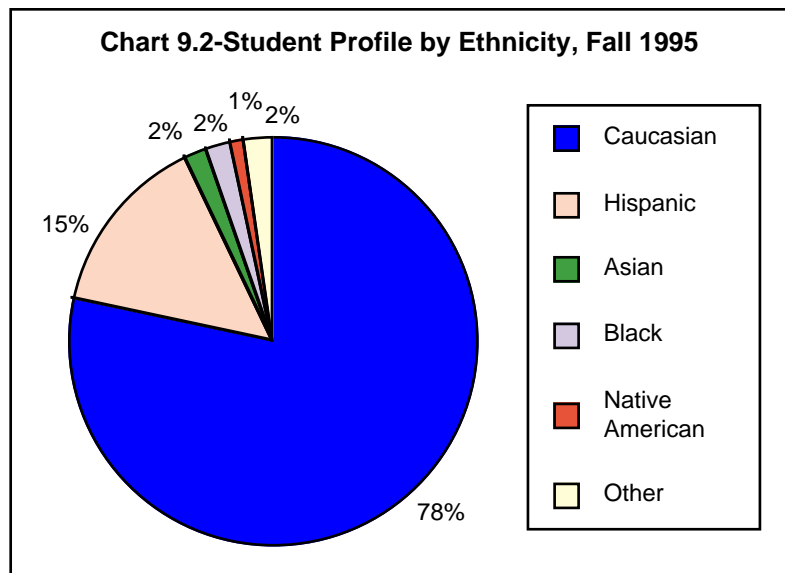
Criterion 3: The institution is accomplishing its educational and other purposes.

Criterion 4: The institution can continue to accomplish its purposes and strengthen its educational effectiveness.

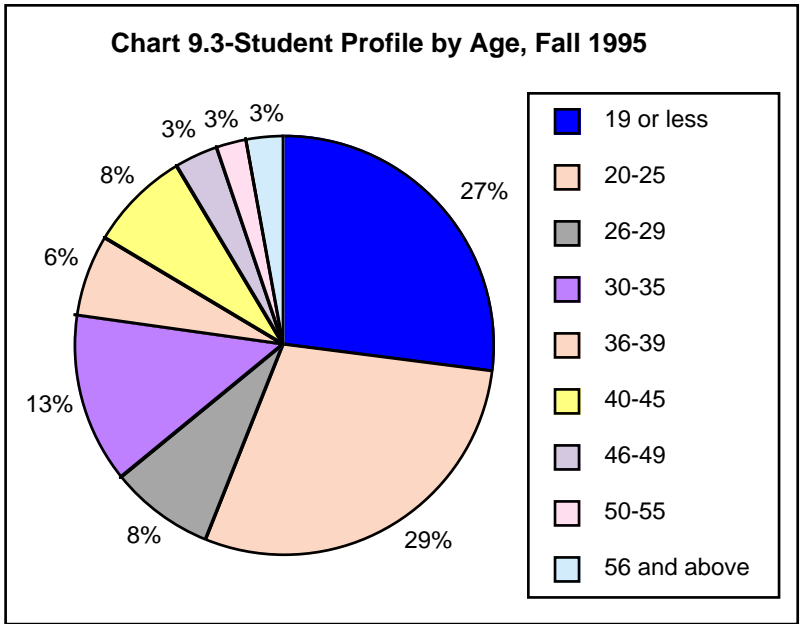
In the fall semester of 1995, there were 3,527 students enrolled on the 45th day of classes. Appendix 9-A provides student demographic profile data each semester from the fall of 1991 through the spring of 1996. The following series of charts presents a visual profile of our students for the fall semester of 1995.



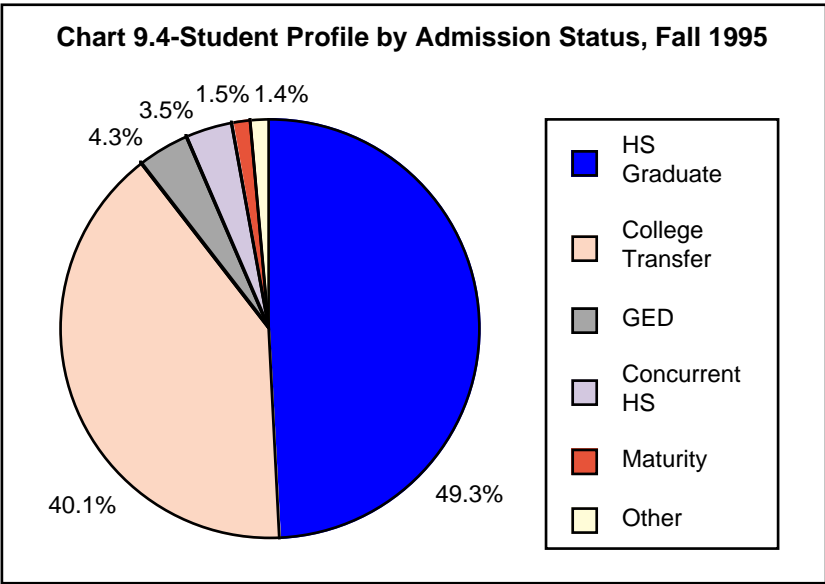
The gender profile has remained fairly constant for the past five years.



The most prominent change in the student ethnicity profile over the past five years is that Hispanic student enrollment has increased from 11% of the student body in the fall of 1991 to 15% of the student body in the fall of 1995.

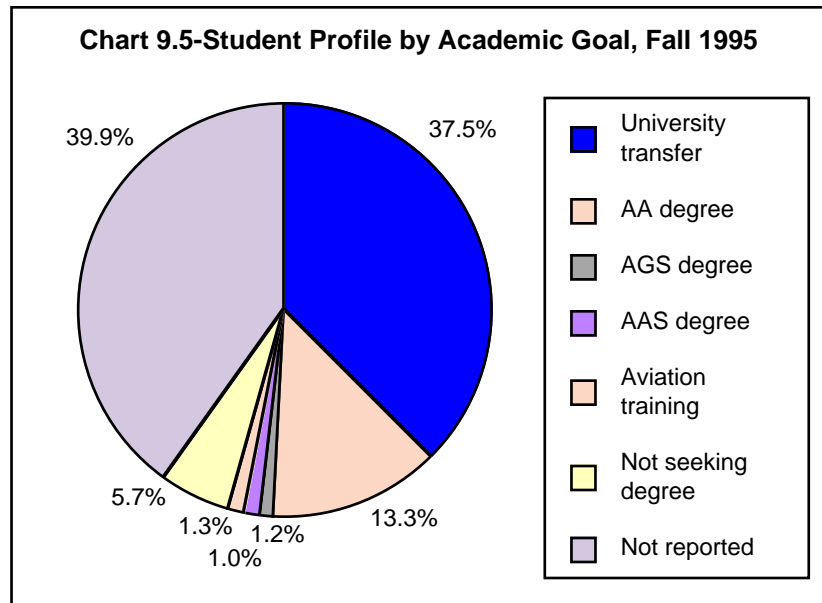


The average age of students is 28 years old, but there has been a steady rise in the percentage of students at the 19 and younger age range over the last five years.

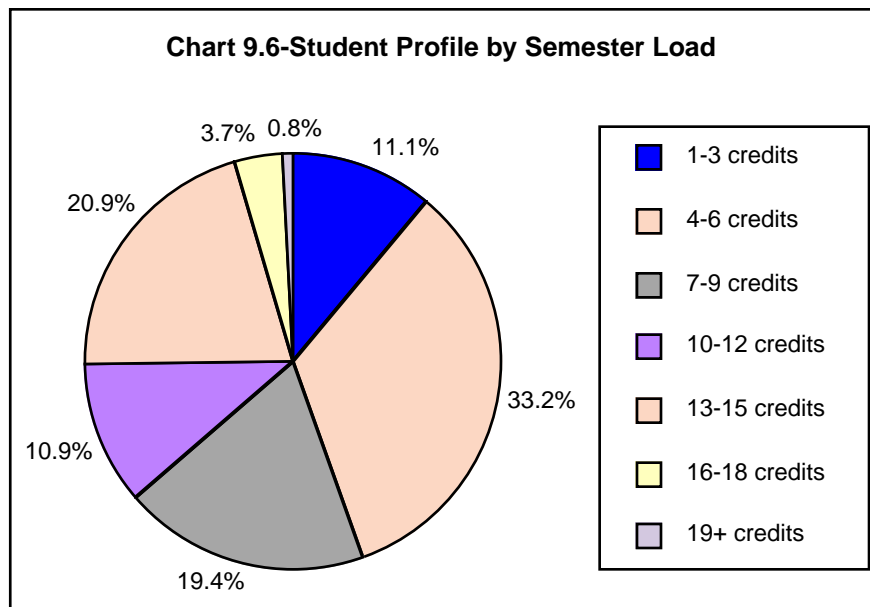


Admission status profiles have remained relatively constant over the past five years. Forty-eight percent of CGCC students are attending college for the first time.

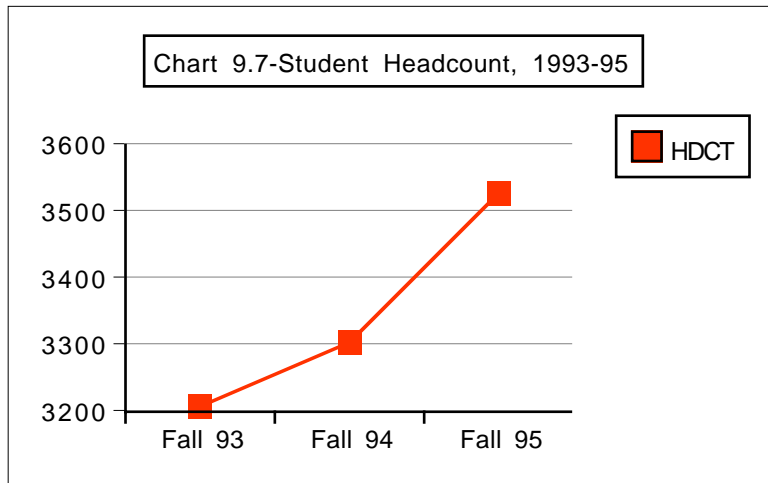
GIR #13: It has degree programs in operation, with students enrolled in them.



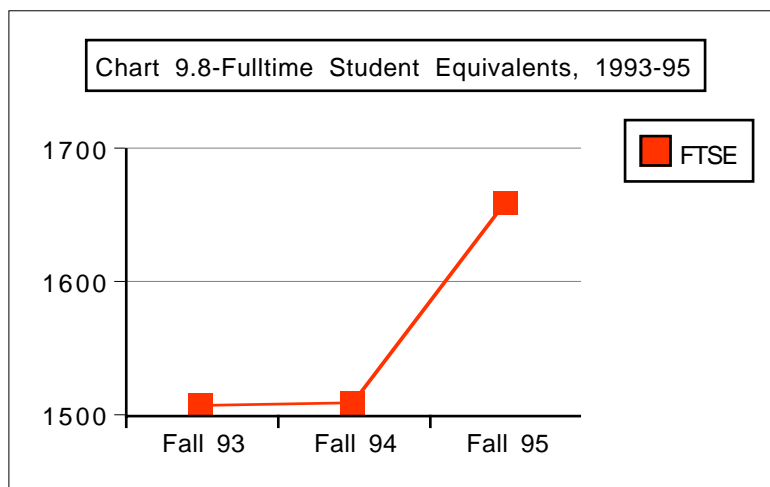
The large majority of Chandler-Gilbert students are “general studies” students; that is, they are either planning to transfer to a university, or they are earning an Associate of Arts degree (the transfer degree), or they are taking general studies courses without a specific transfer/degree objective and show up in profiles as “not reported.”



The average semester load is 6.64 credits per student, and 97% of our students are from Maricopa County. Just over half of the students primarily attend day classes (56%), while just under half primarily attend evening classes (44%).



Headcount and FTSE figures in Charts 9.7 and 9.8 are representative of students enrolled on the 45th day. As can be seen in the charts, both headcount and FTSE have increased as a result of new strategies such as the 6-day class schedule which is described in Chapter 8, and an increase in average class size.



Overall, the student profile has remained much the same since the last NCA visit, with the exception of average age which has decreased, the percentage of Hispanic students which has increased, and the number of graduates which has increased.

SERVICES OVERVIEW

In their last visit, the NCA team stated that student services maximized the use of limited space and employees to meet a wide variety of students' needs including the needs of evening students. Although space is still limited, employees have been added and services have been expanded. In addition, plans to expand the student services physical space have been approved for the fall of 1998, pending the movement of the learning resources departments into the new library building.

Responsibility for student services and administrative services is split between the Dean of Student Services, the Dean of Administrative Services, the Dean of Continuing Education, and the Associate Dean of Instruction. However, because these major service areas are so closely linked, the employees meet together for planning and evaluation purposes.

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

Student services, reporting to the Dean of Student Services, include:

- admissions, records and registration;
- assessment, recruitment and orientation;
- academic advisement;
- counseling;
- financial aid, scholarships, veteran services;
- student life, student leadership and student activities;
- special services;
- alternative school;
- telecommunications/media; and
- student information.

Administrative services, reporting to the Dean of Administrative Services include:

- fiscal operations;
- public relations/marketing;
- institutional research, grants and development;
- contractual services (bookstore, food service, reprographics); and
- switchboard and mailroom.

Administrative and student services, reporting to the Dean of Continuing Education are:

- maintenance and operations;
- public safety (security); and
- athletics.

Administrative computing reports to the Associate Dean of Instruction.

STUDENT SERVICES

Admissions, Records and Registration (ARR)

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

This office is the central recordkeeping area responsible for the functions of admissions, registration, records and graduation. Admissions policies and practices are well-documented and consistent with the goals of the college. These are outlined in Appendix 9-F. The recordkeeping function of ARR includes processing admissions forms, evaluating credits for prior learning, determining residency for tuition purposes, registering students for classes, processing class schedule changes, monitoring probation and suspension, preparing transcripts, processing records for graduation, and responding to requests for verification of enrollment. Students may register in person, by phone and/or through a computer-assisted procedure.

Registration is on-going during all months of the year. This office also manages the Student Information System (SIS), a computerized information system which facilitates the enrollment, advisement, and registration processes.

Accomplishments

Major accomplishments of the past couple of years include receiving approval from the Immigration and Naturalization Services to accept international students into the English as a Second Language Program; providing off-site enrollment to employees of various local businesses; developing ARR forms in Spanish; beginning enrollment services at the Williams Education Center; and providing an updated MAPS (Monitoring Academic Progress System) report to students with 41 or more credits.

Evaluation

Student survey respondents agreed that the ARR services, hours and staff were adequate to meet their needs (mean=5.02). Appendix 9-C summarizes the results of the ratings from the evaluative surveys conducted during the fall of 1995.

With projected enrollment increases, additional staff will be needed to maintain current services provided by this office. A larger facility will also be required to adequately accommodate both student traffic and employee work space. Plans for expansion of this office have been incorporated into the remodeling of building B.

Faculty and staff were also asked to evaluate the services of the ARR department. The results of the employee survey do not reflect how employees feel that students are served by these departments, but rather how employees are served by them. Employees indicated that services such as preparation of class rosters and development of student profiles were adequate, as were hours of operation and satisfaction with staff.

Future goals

The district-wide Apollo project will bring a new ARR system which should be more student-centered. CGCC's ARR department hopes to provide computer access and training to students for the purpose of monitoring their own registration, records, and academic progress processes. In addition, they will revise and reformat ARR forms to streamline processes. Increases in computer and telephone-access to ARR services and information will be available.

Assessment, Recruitment and Orientation (ARO)

This department provides college placement testing, an orientation program for new students and recruitment activities in both the local high schools and the community at large. Since the last NCA visit, these activities have shifted from the counseling department to this new department.

Accomplishments

Assessment

The ASSET test is used district-wide for initial assessment of students and recommendations for course placement. The total number of students tested in 95-96 was 1,735. In addition, we began testing sophomore and junior "at -risk" students at Chandler High School, in a collaborative effort to provide information to Chandler High School counselors for intervention purposes. ASSET testing was also provided to high school seniors on site at all area high schools.

Orientation

Approximately 100 students participated in the New Student Orientation in the fall of 1995. New student orientation is a new program developed within the last few years. The orientations are held each semester, and they are a collaborative effort presented by the Dean of Students Office, the Office of Student Life and student government representatives.

Recruitment

Recruitment efforts at CGCC are limited but effective. We concentrate on local high schools because our enrollment indicates almost 60% of CGCC students are under 25 years of age. In addition, we participate in the state High School Relations Council, and the Op Shop and Futures Expo high school recruitment events. Most of our time is invested building linkages with high school personnel to keep them updated on CGCC.

Evaluation

Assessment and Orientation

Students gave this area high ratings, although about 20% of the respondents indicated that they had no opinion or didn't know about these services. The committee discussed the evolution of the ARO office and decided that one of the changes that was most important was that a more thorough orientation was incorporated into the assessment program, that is, students who came for assessment received more information about the college as part of the planned use of the assessment time. The Self-Study Committee also felt that the development of a regular new student orientation program was commendable.

More than one-third of employees surveyed seemed unaware of ARO services or had no opinion about them. The other employees responded that services were adequate.

Future Goals

This department faces many challenges in the years ahead. Local schools are growing at an extraordinary rate. The visitation requests received and participation at various functions far exceeds staff capabilities at the present time. Our challenges will be to find effective ways to manage our recruitment efforts with limited staff and funds. The Apollo project will bring needed new equipment and new methods to assist our students. Our physical resources will change in the next five years. We will gain new office space and an assessment area.

Academic Advisement

The goals of advisement are to help students establish and pursue realistic academic paths which will help them reach their goals, to provide continuous advisement sessions to both evaluate students' progress and to recognize and avoid obstacles to success, and to give personal encouragement and support.

All CGCC students are encouraged to meet with an advisor to discuss educational planning. Some students are required to receive advisement such as continuing students registering for 12 credits, new or former students enrolling in 7 or more credits, and all students enrolling in reading, English, and mathematics courses which do not have course prerequisites. All financial aid recipients and veterans on restrictive status must also consult an advisor.

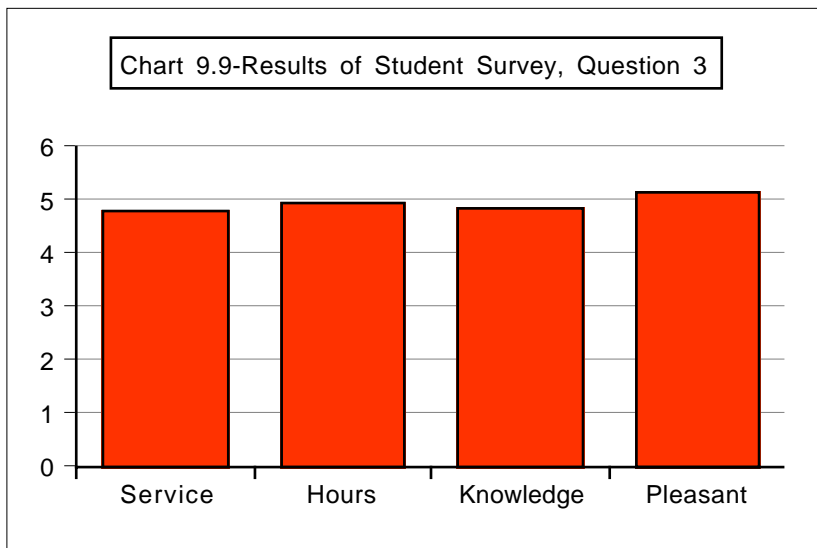
In January 1992, a faculty counselor was hired to coordinate advisement services and to implement the CGCC Advisement Model, a copy of which is available in the NCA resource room.

Accomplishments

Major accomplishments for this department include improved communication between the advisement department and CGCC's academic departments, as well as with other colleges and universities. In addition, advisement services are more accessible to students, and advisement materials have been simplified. This department has had to expand its services rapidly, in order to serve the increasing student population. As evidence of this, advisors held individual advisement sessions with almost 10,000 students during the 1994-95 academic year.

Evaluation

Academic advisement was rated highly by students, as illustrated in Chart 9.11. They agreed that there is an adequate range of services and hours of operation and that the staff is knowledgeable, competent, and polite.



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

3. Academic advisement (educational planning, class selection, etc.)
 - a. Adequate range of services
 - b. Adequate hours of operation
 - c. Staff is knowledgeable and competent
 - d. Staff is pleasant and polite

Future Goals

Advisement issues have become increasingly more complicated. CGCC students are transferring in larger numbers to a variety of four-year institutions, there are several new occupational programs, and the university programs are driving changes in CGCC programs. The department plans to design and implement an evaluation instrument for students and faculty, regarding advisement strengths and challenges. Training employees and students in the use of the new advisement

software, which is part of the district-wide Apollo project, will be a priority in the near future.

Counseling

The Counseling Division provides instruction, consultation and support services that promote academic success, personal development, self-direction and student leadership. Credit courses taught by the counselors vary each semester based upon student needs, but generally include career exploration, stress management, and other life skills topics. The following services are also provided by the counseling division: career and personal counseling and referral, if necessary; specialized counseling for the aviation programs; and the development of retention strategies and programs. One of the counselors coordinates the academic advisement services and all of the counselors also serve as advisors. In addition, counselors support high school recruitment and other student services functions.

Accomplishments

The Counseling Division has accomplished many objectives in the past few years. The department coordinated faculty training and curriculum for the Master Student classes (AAA150) and brought the course into the counseling division for supervision. Collaborative learning techniques were introduced in the CPD courses. In collaboration with English, counselors introduced, administered and interpreted a career inventory with English 102 classes involved in service learning. The department also assumed leadership in campus retention initiatives. In an effort to improve communication, the department expanded linkages with the library and other service areas. In the area of career counseling, appointment procedures were clarified, regular hours were maintained and the process was monitored. In the area of personal counseling, the department established specific connections to community resources for services related to mental health, housing and emergency resources. The counselors maintained regular hours for personal counseling as well as defined procedures for crisis intervention.

Evaluation

Personal Counseling

Approximately two-thirds of students respondents didn't know or have an opinion about personal counseling. Of the respondents who rated it, most agreed that services and hours were adequate and staff competent and pleasant. The mean was 5.0. Employees rated personal counseling only slightly lower with a mean of 4.8 with less than half rating this item.

Career Planning

The student response to the category of Career Planning with over half not knowing or having no opinion was a mean of 5.0. Employees responded with a mean of 5.0 with one-third giving no opinion or not knowing.

Future goals

The counselors are now embarked on a strategic planning process to clarify their mission and roles, identify areas of need they can effectively meet, and establish processes and procedures for daily operations and outline measures of evaluation. They recognize the lack of resources and other limitations and barriers towards the goals and objectives they are setting for the next three years. The lack of working space and consistency of secretarial support are two of the greatest hindrances at the present time.

The most critical need for the Counseling Division was the establishment of a permanent full-time secretarial position to support counseling functions. A permanent secretarial position was created in the 1995-96 budget.

The need for career counseling during peak periods in the summer needs further assessment. The counselors and advisors will continue to share limited work space until the remodeling process of the current capital development phase is completed. The division expects to acquire a more updated terminal for the DISCOVER software in the computer lab in 1996-97 as requested.

Financial Aid, Scholarships, Veteran Services

The financial aid office provides information to students about federal and campus-based financial assistance including grants, scholarships, loans, veteran's aid and campus employment. In addition, this office supports the processing and awarding of funds and monitors the academic progress of financial aid students.

Appendix 9-G contains the Distribution of Financial Aid Dollars for 1995-96.

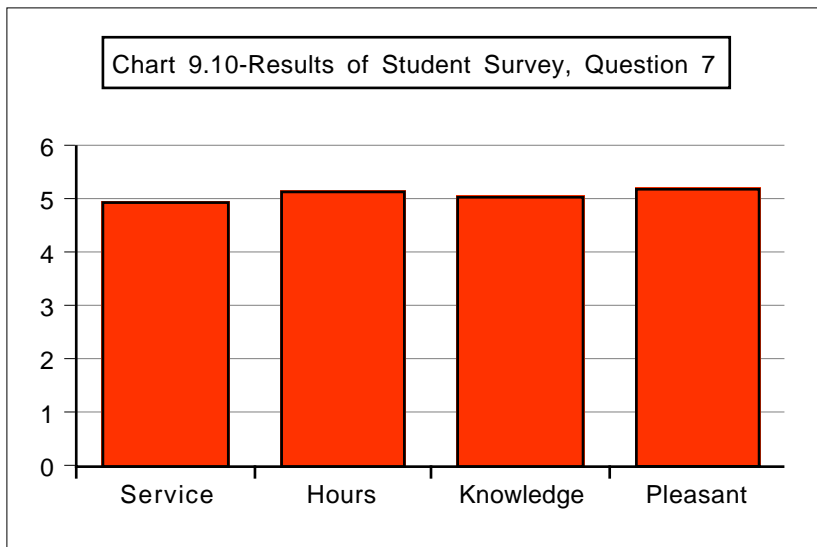
Accomplishments

Major accomplishments have been improving the application process, reorganizing staff duties in order to streamline student processing, implementing direct lending program, and utilizing new scholarship software.

Evaluation

Student survey respondents agreed that the financial aid services, hours and staff were adequate to meet their needs.

In the spring of 1995, eight of the thirty scholarships for MCCCCD Hispanic students were won by CGCC students.



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

7. Financial Aid (federal grants and loans, scholarships, etc.)
 - a. Adequate range of services
 - b. Adequate hours of operation
 - c. Staff is knowledgeable and competent
 - d. Staff is pleasant and polite

The streamlining of the financial aid process and the availability of on-line processing has met with strong student approval.

Future goals

The financial aid office would like to continue to streamline the application process, as well as provide students with needed financial assistance. The Apollo Project will enhance the ability to process new applications. This office will actively pursue new loan and scholarship sources. It will also improve the means for publicizing funding sources.

Student Life

The Office of Student Life is responsible for planning and implementing student activities, supervising the Associated Students organization and student leadership programs, coordinating student clubs and organizations, assisting with the service learning program, and producing the student handbook. The office has been relocated since the last NCA visit and now includes significantly more room for student work and socializing. Appendix 9-H contains the 1995-96 calendar of activities which were coordinated by or supported by the Office of Student Life.

Accomplishments

The director coordinates a summer leadership retreat for the Associated Students Executive Council and an annual student life retreat for all interested students. This office also provides community placement of service learning students as well as assistance with service learning events such as Into the Streets and Generations Prom. In October 1995, the Associated Students of CGCC won the "Best School Brag Display" at the Association of College Unions-International Regional Conference held at Arizona State University.

In fall of 1995, the CGCC Associated Students' float won 1st place in the annual Gilbert Days Parade.

Student organizations continue to grow and become stronger at CGCC. The following list of student organizations have been active at CGCC over the past few years: Christians in Action, Latter Day Saint Student Organization, Sigma Delta Mu, Phi Theta Kappa, Future Teachers Association, Hispanic Student Organization, Association of African American Leaders, Performing Arts, and Vocational Industrial Clubs of America (VICA). There is a commitment to continue to expand and strengthen student organizations.

Evaluation

Based on survey results, the office of student life appears to be adequately meeting the needs of interested students. Furthermore, the surveys indicate that adequate support is provided for Associated Students and their activities. The student handbook provides useful information for students and was rated highly in the student survey.

The Self-Study Committee also felt that the emphasis on community-service oriented student leadership and involvement was appropriate and was perceived by students, employees, and community members as a strength.

Future Goals

Publication of events to increase student awareness and participation is one goal of this office. Another goal is to provide new types of activities in order to involve different segments of our student population.

Special Services

At the time of the last Self-Study, the Counseling Division provided services for special student populations. These services are currently provided by the Dean of Student Services Office. Special services for limited-English-proficient, developmental, and disabled students with an occupational goal are provided through very limited Carl Perkins funds.

Accomplishments

All services for special needs students are now coordinated by one office. During the 1995-96 year, approximately twenty students were referred for assistance. Individual plans were created to support academic success. Tutoring support and team meetings with faculty, and family members if appropriate, were held to define strategies for students. A referral list was created of local professionals who could do appropriate testing for undocumented learning disabilities issues. All students were informed about the American with Disabilities Act (ADA) in order to teach them how to continue gaining support. Students were also informed and referred to multiple educational possibilities that might provide needed additional support. Intake forms were created and files developed for this area.

Although we do not have the personnel to attend the district-level special services group meetings, CGCC receives their minutes and information. A district-wide effort is underway to streamline services and share resources.

An academic coach (learning facilitator) has been hired on a stipend to assist students with academic issues. This part-time faculty member works with the Dean to support special needs students.

Evaluation

The majority of students respondents didn't know or have an opinion about these services. Over half of the employees surveyed had no opinion or didn't know about these services. Forty-seven percent of employee respondents disagreed that there was an adequate range of services for special student populations.

Future

Next year, an evaluation form will be developed for students. Also, a support group will be explored. The new academic coach position will continue to be explored. The establishment of a special services department, and the hiring of a staff person with expertise in physical disabilities and learning disabilities is planned within the next five years.

Alternative School

The Chandler High Alternative School program is a cooperative educational venture between Chandler High School and CGCC. Its purpose is to provide students who have met with limited academic success in the regular high school program a "second chance" to gain credits and return to the regular program to earn a Chandler High School diploma, or earn a General Equivalency Diploma (GED). The program is staffed by two teachers, and a computer lab technician who are provided by the Chandler Unified School District. CGCC provides teaching and tutoring support.

The program is housed in a portable building provided by the Chandler Unified School District and located on the CGCC campus. The school district provides the

instructional materials; the college is responsible for the basic facilities and the maintenance and operations costs.

Accomplishments

For the 1995-96 school year, 127 students participated in the regular weekly session. In its previous six-year history, this program has had 685 students. During that time, 110 diplomas and 93 GEDs's have been awarded. More than 1098 Chandler High School credits have been awarded, and more than 595 college credits have been completed.

Additional program information is available in Appendix 9-I.

Telecommunications

Telecommunications and Media Services has contributed to the primary college mission by supporting academic programs in order to enhance student success. The department provides media and technology for students, instruction, and operations. Primary activities include the central distribution of electronic materials, the development and circulation of media materials, the delivery of audio-visual equipment, the production of classroom media materials, the maintenance and repair of equipment, and distance learning classes.

Accomplishments

The department's major achievements center on improving technology and delivering materials that are used in classrooms. Delivery systems have been improved and programming has been focused on classroom instruction. Distance learning courses, teleconferences, and production of original media materials have been major additions to the department's duties since the time of the last Self-Study.

Evaluation

Because the Telecommunications and Media Services area wanted evaluative information from faculty/staff and students, separate surveys were administered. The Telecommunications and Media Surveys student user and faculty/staff surveys, along with compiled results, are available in Appendices 9-J, 9-K, 9-L, and 9-M. Although faculty, staff and students are clearly satisfied with the services provided by Telecommunications and Media Services, survey results indicate an interest in expanding services to include videotape production and desktop presentation production. However, although the equipment is available to include these services, additional personnel would be necessary to accommodate this need.

Future

The physical space for this department will be expanding pending completion of the new library/learning resources building. Continuing to provide the level of service that students and instructors have come to expect, while the campus adds several more buildings, and off-site locations request media support, will be a challenge.

Student Information and Publications

A variety of student publications are available at Chandler-Gilbert including a catalog, a class schedule, and a student handbook. All publications list the mission of the college. The catalog contains information about educational programs and

degree requirements. The catalog and class schedule contain information about admissions policies and practices, and charges and refund policies. Academic and non-academic policies and procedures affecting students, information about learning resources and student services are available in the catalog and handbook, and the catalog also contains the academic credentials of the faculty and administrators.

A receptionist at the front of the student services office provides a host of other information to current and prospective students. The *Spectrum*, the college newspaper produced by students, has been published occasionally for the past six years. Announcements of interest to students also “roll” across a student information bulletin board system via television monitors in classrooms and in hallways.

Accomplishments

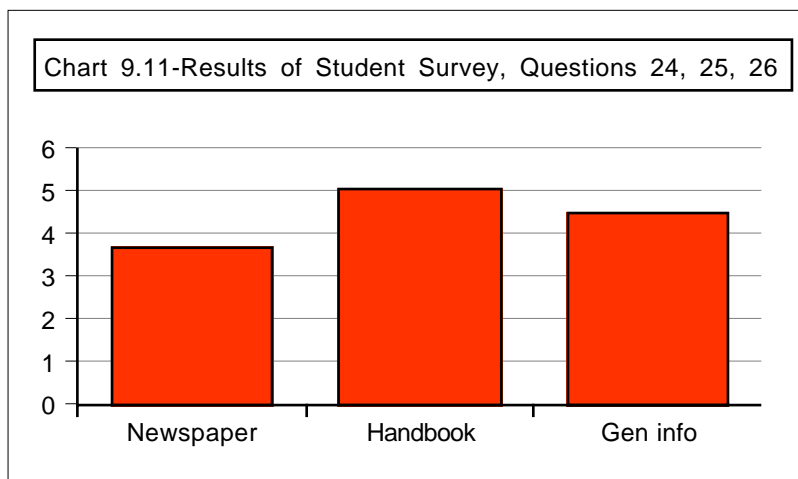
The catalog, class schedules, and handbook are reviewed by a variety of campus personnel to make certain they contain accurate information about the educational programs and services, as well as information on admission policies, tuition and fees, refund policies, and a variety of other useful information. With the help of the Art Department which provides graphic arts assistance, these are attractive, user-friendly publications.

Evaluation

The Self-Study Committee reviewed various student information documents, comparing them with similar documents from other local colleges. CGCC publications compare very favorably in terms of including complete information, using attractive designs, and being well-organized.

The student handbook received high ratings from students who responded to the survey; however, the student newspaper did not.

GIR #22: Its catalog or other official documents includes its mission statement along with accurate descriptions of its educational programs and degree requirements, its learning resources, its admissions policies and practices, its academic and non-academic policies and procedures directly affecting students, its charges and refund policies; and the academic credentials of its faculty and administrators.



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

- Question 24. The student newspaper, *Spectrum*, keeps students informed about on-going CGCC activities and issues.
- Question 25. The Student Handbook provides useful information regarding student services, policies, and procedures.
- Question 26. Students are provided with adequate information about programs and services offered at the college.

Future

A regular student newspaper or newsletter needs to be developed to keep students informed about college programs, services, and events.

Athletics

The college will begin its athletic program in 1998-99. This will allow the college two years to prepare for the playing of varsity sports. The team sports that have been recommended as start-up sports by a committee of community members and students are men's and women's cross country, men's and women's soccer, men's and women's tennis, men's golf, and women's volleyball. Future team sports that could be added are women's softball, men's baseball, and men's and women's basketball.

Dean of Students Office

Many services and special functions are coordinated within the Dean of Students Office. A variety of community events are coordinated by the Dean and her staff including the Futures Expo and the annual Dean's Community Breakfast. Also, the graduation ceremony is coordinated by this office. A new initiative, the Neighborhood Leadership College, which is coordinated by the Dean's office is described below. AA/EEOC/ADA (Affirmative Action, Equal Employment Opportunities Commission, Americans with Disabilities Act) issues for both students and employees are handled in this office. The Dean manages the Fund 2 budget, handles student discipline, and provides support for co-curricular projects such as service learning.

The Southeast Valley Neighborhood Leadership College. 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. This neighborhood 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 Homeowner Associations," and "Citizen Participation in Public Policy."

The Self-Study Committee discussed comments provided by students on the student survey. There were multiple suggestions but certain topics came up repeatedly and have been discussed with the Dean of Students. Athletics, job placement, and child care were programs/services which the college might consider offering in the future. Results of a recent graduate survey also indicated that job placement was a major concern for students.

ADMINISTRATIVE SERVICES

Maintenance and Operations

The Buildings and Grounds Department consists of one manager, one utility person, one full-time custodian, one part-time utility person, and two part-time custodians. The department is responsible for remodeling and maintenance projects, as well as regular maintenance and operation of buildings and equipment.

Accomplishments

Over the past year the Buildings and Grounds Department laid carpet in all classrooms and most offices, and they built a wall to separate the reprographics area (print shop) from the photo lab. The department also maintained an ongoing painting schedule.

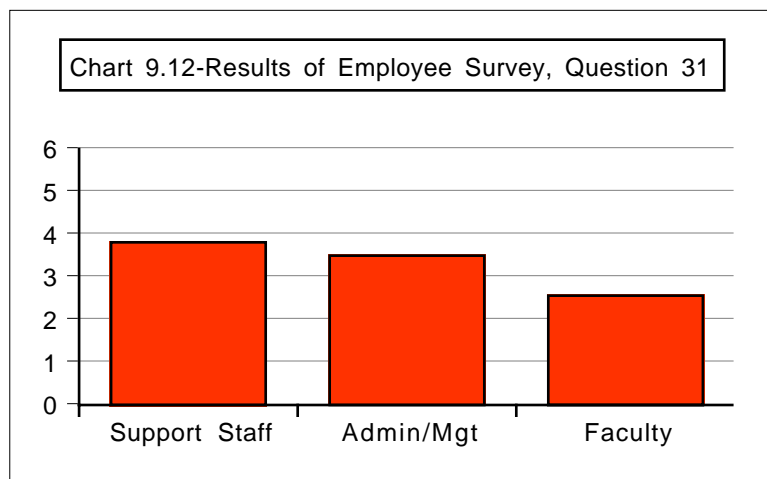
The Buildings and Grounds staff has been involved with developing the educational specifications for the new classroom building, learning resources center, student center, and physical plant, as well as plans for renovation of existing buildings.

The department has also worked on several energy conservation projects. In 1994-95, they changed all light fixtures to lower wattage bulbs, which not only saves power because of the lower wattage, but also keeps the buildings cooler.

Evaluation

This department also handles room arrangements for special events, and the faculty and staff surveys indicate that employees are somewhat satisfied with the efficiency of these arrangements. (Average score of 4.40 on a 1 to 6 scale for the special event process and 4.28 on efficiency of room set-ups.)

Despite the fact that the Physical Resources Self-Study Committee found that most employees were pleased with the maintenance of buildings, equipment and grounds, there is dissatisfaction with the process of repairing furniture and equipment as indicated in Chart 9.12. Overall assessment of maintenance and operations indicates staff and faculty mildly agree that services are adequate (average score of 4.52).



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

Question 31. The process for repair of furniture and equipment is handled efficiently and effectively.

Future Goals

Increasing employee satisfaction with maintenance and operations processes will be a major goal in the coming years. Another goal is to phase out the contractual custodial and grounds services by hiring employees to handle those functions.

Public Safety

The Public Safety Office strives to maintain a campus atmosphere that is conducive to learning and to provide information and resources to safeguard members of the college community against personal harm and property loss. The staff includes the chief, two full-time security officers and student officers. The Public Safety Office provides escorts to and from parking lots upon request, minor assistance to motorists with disabled vehicles, first aid, and a lost and found location.

Accomplishments

Informational pamphlets have been developed by this office and distributed to faculty, staff and students. Seminars on sexual abuse, first aid, and AIDS have been sponsored for the college at large, and training has been provided to all security staff in first aid, report writing, bomb threats, cardiopulmonary resuscitation (CPR), and self-defense. A weekly incident report is now published for the campus community in accordance with the Title II of Public Law 101-542, Right-to-Know, and Campus Security Act of 1990.

The Public Safety Office has also provided technical assistance and support for the development of the Williams Education Center.

Evaluation

The Public Safety Office received high ratings from students for their range of services, their hours of operation (24 hours a day), and their staff competence and disposition. Employees also agreed that the security staff provides adequate assistance in handling emergencies and meeting other needs.

Future

The department is currently planning for the expansion of the main campus with new facilities opening in 1998. Technology, lighting, general security measures, and additional staffing will be needed to continue efficient service to the campus. An OYO (one-year only) certified peace officer position will be added in the fall of 1996. Technical support and collaboration with the Williams Education Center will continue.

Cashier and Fiscal Office

The Fiscal Office consists of one fiscal officer, two fiscal technicians, and six part-time cashiers. The functions of the office include assisting with and monitoring campus budget, collecting accounts receivable, processing purchase documents, disbursing student receivables, receiving supplies and equipment, maintaining property control records, providing financial information and training, processing payroll documents, maintaining campus supply stands, and maintaining vehicle checkout records.

Accomplishments

The Fiscal Office has adopted a Total Quality Management approach to conducting business. They use feedback cards to assess customer satisfaction of every student who uses their services. The office has also made strides toward automating fiscal functions, including implementation of the Computer-Assisted Registration Line (CARL) phone registration system.

Evaluation

Faculty and staff are satisfied with cashier and fiscal office operations (average score of 4.95 on a 1 to 6 scale). Students also indicate a high degree of satisfaction with these services (average score of 5.17).

Future Goals

The Fiscal Office is also serving the college by becoming proficient in the new Apollo information databases and software systems, and they plan to provide training and support relating to fiscal procedures and the Oracle Government Financial (OGF) system.

Marketing and Public Relations

Public relations/marketing for the college is handled by one half-time staff employee with student assistance. This person coordinates promotional activities for courses and programs, as well as arranging for media coverage of campus events. A college marketing committee provides direction for marketing efforts, particularly in relation to the class schedule publications and distribution.

Accomplishments

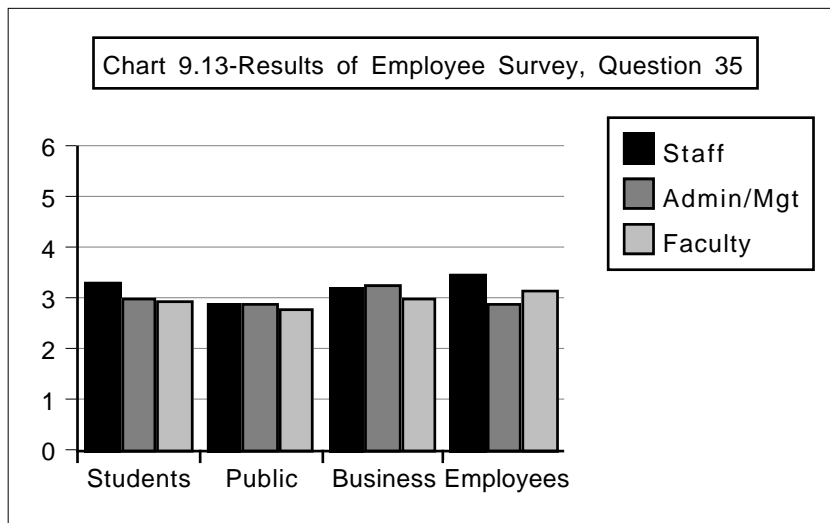
Over the past year the Public Relations person planned and organized campus events in celebration of the ten-year anniversary of the college. Also, produced were a variety of college program brochures and recruitment tools.

In preparation for fall semester 1995, the Marketing Committee, on which the public relations staff member serves, planned and organized an effective marketing campaign which dramatically increased CGCC's FTSE over the same period the year before.

Evaluation

Surveys indicate that students in general believe that the college effectively markets programs and services (average score 4.87 on scale of 1 to 6). Employees are not as satisfied with marketing efforts. Comments indicate that many opportunities for media releases or press coverage are overlooked, and effectiveness of the department could be increased considerably. However, it was also noted that, in addition to appropriate direction for the existing staff, an increase in the advertising budget and additional staffing are warranted.

*Eddie Basha,
Chandler
businessman, former
candidate for
Governor, and
current Chair of the
Arizona Board of
Regents, was the
keynote speaker at
CGCC's 10th
Anniversary
Celebration.*



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

35. CGCC effectively markets its programs and services to:
- prospective students
 - the general public
 - business and industry
 - internal employees

Future Goals

The lack of adequate service in the Public Relations area has been due in part to a lack of consistent staffing in the department. The person responsible for public relations and marketing was on a half-time professional staff contract during the timeline in which surveys were taken; improvement has been made in the staffing area as this person was awarded a full-time, board-approved professional staff position as of July, 1996. Also, a case for the dire need for increased funding for college marketing has been made in the budget development cycle and to the district office.

The Marketing and Public Relations staff will be meeting with faculty and staff across various divisions and departments to determine what can be done to support existing programs and services. Additionally, extensive marketing plans are being developed in preparation for increasing student enrollment pending completion of the new buildings.

Institutional Research/Grants and Resource Development

The Institutional Research Department consists of one institutional research specialist and one person who assists faculty and staff with grant development.

Accomplishments

Over the past year, this department has provided significant support for a number of groups involved in institutional research projects including the Student Learning Outcomes Assessment Committee, the Executive Team, the Academic Leadership Team, and the NCA Self-Study Steering Committee. Because of the cycle for strategic planning and institutional effectiveness, demands on this office have been significant during the past two years.

A Grants and Resource Development manager was transferred from student services in fiscal year 1995-96 and has become active in grants development, providing data and research support for a number of individuals who have successfully sought grants. A list of the grants awarded to CGCC during 1995-96 is available in Appendix 6-C.

Evaluation

Surveys indicate most faculty and staff are satisfied with institutional research (average score of 4.46 on scale of 1 to 6). There is less satisfaction with grants and resource development (average score of 3.81).

Future

The Institutional Research specialist will continue to provide extensive support for the Institutional Effectiveness Committee and the Student Learning Outcomes Assessment Committee, working closely with faculty and staff to generate data that can be used for making improvements in programs and services.

The Grants and Resource Development area will focus on becoming more aware of sources for external and internal funding and collaborating with faculty and staff on grants development.

CGCC science faculty, Robin McCord, has received more than \$750,000 in National Science Foundation grants.

Contractual Services

Food Services

Food Service is provided by Restaura, a subsidiary of the Dial Corporation. Hours of operation are 6:30 a.m. through 8:00 p.m. Monday through Thursday and 6:30 a.m. to 2:00 p.m. Fridays. Restaura also provides catering services for campus activities.

Evaluation

Faculty and staff rate food services an average score of 4.74, and students rate this service an average score of 4.80.

Bookstore

Follett College Stores, Inc. operates the campus bookstore, offering students all textbooks and most supplies for their classes. Regular hours of operation are 8:00 a.m. to 1:00 p.m. Monday through Friday and 5:00 p.m. to 8:00 p.m. Monday through Thursday. The bookstore provides extended hours during periods of heavy registration. Other services provided by the bookstore include ordering instructional materials for faculty.

Evaluation

Faculty and staff are generally pleased with bookstore services, as indicated by a score of 4.86. Students also indicate satisfaction with the bookstore services; their average score is 5.01. Student concerns about bookstore space are addressed in Chapter 7 on Physical Resources.

Copy Center

Infincom provides copy services for CGCC employees. The copy center has one high-volume copy machine and one convenience copier. The center handles most copying needs of faculty and staff. Eight convenience copiers are scattered around the main campus and two at the Williams Education Center. Infincom also supplies paper for the copiers and laser printers around campus. Pay copy machines for students' use are located in the library and computer center. During the 1995-96 year, the Copy Center made 3,117,005 copies.

Evaluation

Faculty and staff rate copy services high: an average score of 5.26. Students mildly agree that copy machines around campus are adequate with an average score 4.59.

In general, the Self-Study Committee felt that the use of contractual services is a cost-effective and efficient way of meeting the needs of employees and students.

Switchboard and Mailroom

The college switchboard is open from 7:30am until 9:00pm, Monday through Thursday, and until 5pm on Friday. It is physically located in the administration building. The switchboard staff directs calls, serves as the receptionist desk for the administration office, and supports the distribution of mail and information to employee mailboxes.

Visit CGCC on the
World-Wide Web
(www.cgc.maricopa.edu).

Evaluation

Faculty and staff are pleased with the switchboard: 5.13 average score for answering incoming calls pleasantly and politely and 4.86 for directing incoming calls to the right place. Mail is apparently handled efficiently: average score is 4.88. A score of 5.05 indicates that materials are distributed efficiently.

Administrative Computing

Administrative computing is handled by the Technical Support Services Department. Staff for this department includes the coordinator of computer services, two computer operators, and one computer maintenance technician.

Accomplishments

The department has accomplished a number of their goals over the past few years, including the establishment of a two computer classrooms, DOS Lab II and the Power Mac Lab II, both of which required complete renovation of existing classroom space, including power, network, and furniture design. In addition, the computers and furniture in Mac Lab I will be upgraded and rearranged in the summer of 1996. They have established a World Wide Web server and standard home page for the college. They have developed a software distribution tool called "EAST" (Employee Activated Software Installer) to enable individual employees to update software tools over the network.

Evaluation

The faculty and staff are generally pleased with Administrative Computing services: 4.04 score for range of services, 4.14 for staff knowledge and competence, and 4.44 for staff demeanor. The satisfaction level is lower for hours of operation with an average score of 3.96. Additional information about faculty and staff feedback on computer equipment and services is available in Appendix 8-N.

Future Goals

Three issues are driving plans for future directions: Apollo Project (see Chapter 7), the internet, and infrastructure. Specific plans include enhancing the campus network to integrate voice, video, data, and imaging services; developing and enhancing technologies which facilitate proactive desktop management, electronic software distribution, and management of software license agreements; establishing alliances within the Maricopa County Community College District to maximize resources; and establishing a skills development plan.

Dean of Administrative Services Office

The Office of the Dean of Administrative Services is responsible for a number of functions. Examples are the personnel function; institutional effectiveness; funding; capital development campaign communication; information services such as mailroom, switchboard and college information; fundraising; legislative relations; and special projects.

A part of the Dean's time is spent with students and/or family members in person or on the phone dealing with any problems with the administrative services or auxiliary services. The Dean serves as a resource to the Associated Students of CGCC, participates in campus activities and events, and has served as club advisor and mentor.

A variety of issues relating to contracted services have been handled by the Dean's office, including copyright laws, rising book prices, increasing paper costs, food service and prices, vending machine products, copy services for students, supplies for restrooms, and landscaping.

SUMMARY

The college is committed to providing services that afford all students the opportunity to succeed. It is clear from evaluating the data that students are very satisfied with the services that are available and the staff which provide those services. Within MCCCCD, because our students are often co-enrolled at one another's colleges, we compare levels of student satisfaction with programs and services. Our fall 1995 student services survey asked students to rate, "Compared to other Maricopa Colleges, the staff in these service areas are competent and helpful in meeting student needs." On a 6-point scale with 6 being the strongest level of agreement, students rated CGCC with a 5.19 average score.

Efforts have been made to address issues for at-risk students including increasing scholarship availability, improving advisement and recruitment, and providing more college materials in Spanish. Enhancing access to education and the building of a diverse educational community have been, and will continue to be, a priority.

Administrative services provide support for faculty and staff, who in turn provide support for students. Most administrative services are functioning well, although some departments will want to look at improving their levels of employee satisfaction. Those departments have dealt with an extraordinary number of special issues in the past few years including increasing enrollments, the bond election, the capital expansion program, the expansion to Williams Education Center, and changes in administrative structure.

Resources are limited for student and administrative services, but those resources that are available are effectively allocated to support students and the faculty and staff who serve the students.

Strengths

- The college has a strong commitment to student success. Implementation of campus-wide retention strategies, development of master student classes, and other strategies have been successfully initiated.
- Efforts have been made to increase access and support for at-risk students. More student information has been available in Spanish, and financial aid opportunities are increasing.
- There has been strong emphasis on thorough and accurate academic advisement.
- The introduction of an orientation program for new students is commendable.
- Streamlined, on-line financial aid services have received strong approval from students.

- The focus of the Office of Student Life on community-service activities and student leadership is appropriate.
- Contractual services are an efficient means of meeting the needs of a small college.
- Employees in frequent contact with the students and the public are ranked highly in terms of both attitude and competence.
- Various student service departments work in close coordination to insure that programs, procedures, and hours of service are consistent and meet student needs.

Challenges

- Staffing is limited in most departments which in turn limits the hours of operation and the range of services that can be provided. The college cannot rely on part-time staff for some functions, such as recruitment and marketing, that need expansion .
- Publication of a student newspaper or newsletter needs to be resumed. With the changes pending for expansion of programs and services, and relocation of offices as new buildings become available, it will be even more crucial to keep students well informed.
- Support for disabled students, both those with physical disabilities and those with learning disabilities, needs to be increased.
- Public relations and marketing efforts need improvement and appropriate financing.
- The process for repair of office and classroom furniture and equipment needs improvement, with an emphasis on improving customer orientation and response time.
- Job placement services, especially for occupational program students, need to be offered in the near future.