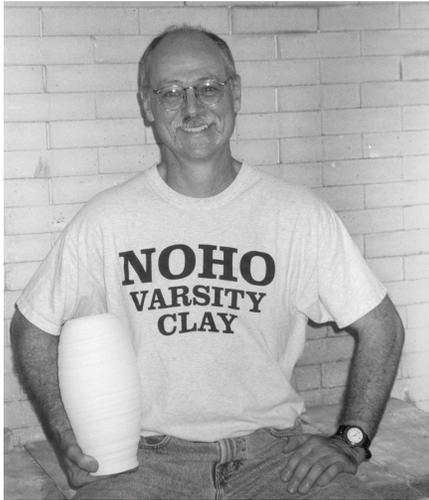


# Standard 8

## Physical Resources



### **GREG PRICE**     Age 49

Greg has been an art teacher with L.A. Unified School District for over 10 years. He has a B.F.A. from California College of Arts and Crafts and worked as Director of Admissions for the Art Center College of Design in Pasadena. Several years ago he realized that his teaching career could be advanced if he added ceramics to the list of subjects he was qualified to teach. He came to GCC to learn to work with clay. He was impressed by what he saw and learned, and credits Rob Kibler and Mark Poore with providing an incredible program. Greg says he continues to learn and push the limits of his creativity, sharing various aspects of the art with other classmates, and he still attends classes at GCC. He enjoys developing new glazes and techniques and shows his work professionally several times a year.

Greg currently heads the ceramics department at “The Highly Gifted Magnet School” at North Hollywood High School. Pumping new life into the program, he has initiated two special events for his students. His “No Ho Varsity Clay Team” competes annually in an Olympic-style event called “CSUN Clay Day.” He also organizes an annual show exhibiting his student’s work at North Hollywood Art Gallery. After taking several art history classes at GCC, Price now incorporates art history into his advanced classes, creating unusual projects to intrigue and stimulate his students’ creativity. He states that his passion for his art and his total enjoyment in the classroom would not have been possible without the incredible education he received at GCC. Price’s raku pottery was featured on the cover of GCC’s *Gateways* publication in spring/summer 2003. Additionally, his former students are now showing up in the GCC ceramics lab.



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## Standard 8 Committee

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## standard 8: Physical Resources

The institution has sufficient and appropriate physical resources to support its purposes and goals.

*8.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.*

### Description

Glendale Community College offers its programs, courses, and services at three primary locations in the community. The main campus consists of fifty-nine accessible acres on a hillside site. With only thirty-seven acres suitable for development (other than for roads or parking), the campus' compact layout poses serious space limitations while its sloped landscape presents major challenges for handicapped accessibility. Twenty-one permanent and fifteen "relocatable" buildings house the college's instructional, administrative, and student services programs within 566,194 gross square feet of space, much of it new or remodeled in the last dozen years. The Adult Community Training Center (ACTC) is a 35,635 gross square foot facility located in South Glendale. It houses classes and services for students enrolled in continuing education, non credit, and community services programs. Serving almost all of Southern California, the Professional Development Center (PDC) is a 10,734 square-foot building that once housed a bank and is located at the north end of the district in Montrose and accommodates the college's contract education programs.

Additionally, the college operates a field station in Bahia de Los Angeles in Baja California, Mexico. Named "Estacion del Mar Cortes," the station serves as headquarters for various field classes and excursions. The college also uses Glendale Unified School District classrooms, churches, parks, athletic fields and other community sites on an as-needed basis.

Projects completed since the last accreditation include:

- A 2,220 square foot addition to the Aviation Arts building which provided two additional classrooms
- The construction of the J.W. Smith Student Center and College Bookstore
- The remodel of the Sierra Madre building (formerly the Campus Center)
- The redesign and relandscaping of the Plaza Vaquero
- The Cimmarusti and Santa Barbara buildings added 16,000 square feet to the Science Center Complex and the remodel of the Camino Real and Arroyo Seco buildings (formerly Physics/Biology and Chemistry/Math)
- The expansion of the Life Fitness Center and addition of faculty offices in the Verdugo Gym
- The relocation of the former Human Resources Annex and its conversion to the Los Robles building
- The addition of five relocatable buildings
- The conversion of the former machine shop into two classrooms
- The conversion of a large lecture room (San Gabriel 205) into two classrooms
- The expansion of the central air conditioning plant to serve the Auditorium, the Administration Building, and the Science Center complex
- The addition of twenty-five parking spaces for the Science Center complex
- A classroom addition, workshop and garage extension, and replacement of outboard boat motors at the Baja field station

Projects currently underway include:

- The expansion of the Culinary Arts facilities (Los Robles building)

- An upgrade of the HVAC system at the Adult Community Training Center

Projects expected to begin 2004 include:

- The construction of a three-story, 39,714 square foot building for the Allied Health, Aviation, and Facilities Management departments
- The development of an 850 space parking structure
- The renovation of the South Athletic Field to include a synthetic playing surface and an all-weather track

## Evaluation

The college has made significant strides in its efforts to provide physical resources to support its educational programs and services. The Facilities Master Plan (Ref. 8-1), which was originally adopted in 1992, laid out an aggressive plan to develop an attractive and accessible campus through new construction and the renovation of existing space. Most elements of the original plan have been implemented or are currently underway. In the past five years the college has added 3,175 square feet of classroom space; 19,558 square feet of lab space; provided new and expanded space for the assessment and disabled student service operations; and improved disabled access to college facilities. These campus improvements are in keeping with the 2002 Facilities Master Plan Update (Ref. 8-2).

In 2002 the college successfully passed a \$98 million bond measure (Measure G) to provide funding for the Facilities Master Plan. The current five-year plan calls for the construction of a new allied health facility, a new maintenance facility, a new student services building, new physical education classrooms and facilities, and the expansion of the Adult Community Training Center.

A survey of the college's budget managers and division chairpersons generated favorable comments about campus facilities overall (Ref. 8-3). However, the survey identified several concerns including the inadequacy of classroom space in aging relocatable buildings, a condition that particularly affects the Credit ESL program which has been assigned space in Verdugo Trailers 1 through 4. Lab facilities were

rated adequate or better by all instructional divisions except for ESL. In addition, storage and office space for the Credit ESL Division received inadequate ratings as did office and instructional space for the growing Culinary Arts and Hospitality program.

The survey also addressed the adequacy of facilities for support staff. In the Credit ESL Division there is a lack of storage space and work areas for student workers. The Health and Physical Education Division identified insufficient storage and laundry facilities as problem areas. Also, the college's maintenance and warehouse facilities are inadequate for the college's needs as they provide little storage and no workshop areas for maintenance staff. All other department chairpersons rated the facilities for support staff as adequate.

## Plan

The Facilities Master Plan addresses the most significant concerns that instructional division chairpersons expressed about the college's physical resources.

A modular building for Financial Aid has relieved congestion on the second floor of the San Rafael building. The college is expanding classroom space and full-time faculty office space for the Health and Physical Education Division. A shortage of available office space for part-time faculty and new tenure-track faculty will continue to pose problems, but this issue will be addressed in the plans for the new Allied Health and Physical Education facilities.

The Credit ESL Division has grown in response to community need. Therefore, the division needs to have adequate classroom space in a building that is conducive to learning as well as storage space adequate for a large academic division.



*8.2 The management, maintenance, and operation of physical facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.*

## Description

Under the supervision of the Vice President of Administrative Services, the Facilities Management

department is responsible for maintaining and operating the physical plant. Administered by the Director of Facilities, the department is comprised of four units: maintenance, operations (custodial and grounds), receiving, and facilities services (warehouse and vehicles). The maintenance unit has six FTE staff members and one supervisor; the operations unit has 30 FTE custodians divided into three shifts, 2.5 FTE gardeners, and one supervisor; the receiving and warehouse section has three FTE staff.

The Business Operations department, which also reports to the Vice President of Administrative Services, manages all capital construction and major renovation projects that are competitively bid.

## Evaluation

Although problem areas still exist, the college appears to have turned the corner in the ongoing struggle to maintain its facilities. The main campus continues to grapple with providing sufficient custodial services for a continually expanding campus, a challenge compounded by an increase in vandalism (especially graffiti). Recent additions of building space through new construction and renovation projects have placed increased demands on custodial resources at a time when the college is being forced to reduce its operating costs and services due to the state's fiscal crisis. However, campus grounds and buildings are well maintained and the college places a strong emphasis on providing students with a clean, comfortable, and attractive learning environment. Toward this end, funds have been allocated to paint classrooms and other facilities throughout campus in conjunction with the opening of new buildings.

The survey of instructional division chairpersons (Ref. 8-4) indicated that most respondents were satisfied with the maintenance of their instructional areas. However, several chairpersons identified recurring problems with the air conditioning in the Student Computer Center, the English Computer Lab, the Auditorium, and the Adult Community Training Center.

Faculty also expressed concerns about the campus' HVAC systems. A recent faculty survey (Ref. 8-4) revealed that sixty-three respondents (70 percent) considered the room temperature in their areas as

adequate while twenty-seven (30 percent) gave inadequate ratings. Offices on the third floor of the San Rafael building were considered too hot, while offices in the Adult Community Training Center and the Auditorium were rated either too hot or too cold. This inconsistency is due in part to varying building conditions and equipment. For example, room 204 of the Auditorium lacks adequate airflow because it has no windows while the absence of independent thermostat controls has led to ongoing "air conditioning wars" among staff in the Verdugo Gym trailers. Other concerns expressed by faculty included the difficulty of replacing keys (even though there is a locksmith on staff), and the condition of campus restrooms that are cleaned thoroughly in the evenings, but are inadequately maintained during the day.

## Plan

The college is addressing staff concerns about heating, air conditioning, and ventilation in two ways. First, the college has hired a maintenance supervisor with extensive HVAC experience who has made a positive impact on the maintenance and upkeep of these systems. Second, the Central Plant is currently being expanded to include a chiller whose capacity can be increased to provide cool air to multiple buildings. The expanded cooling capacity should address the climate condition in the San Rafael Building which has generated ongoing complaints, especially in relation to its instructional computer labs. In addition, the college's utility infrastructure upgrade project should ensure an appropriate supply of electrical power for all facilities.

The size of the custodial staff falls short of standards set by the California Association of School Business Offices (CASBO). Through their Campus Beautification Initiative, the ASGCC has been a positive addition to the college's efforts to maintain a clean, attractive campus. An aggressive campaign by the ASGCC and student organizations to reduce the level of trash generated by students during the day should help reduce the workload on the custodial staff.

The college will purchase a software package to address the issue of scheduled maintenance. A comprehensive preventive maintenance program will ensure the proper upkeep and functioning of the campus infrastructure.



*8.3 Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.*

## Description

The college's governance structure includes several committees that deal with the issues of access, safety, security, and a healthful environment. Access issues are addressed in the college's Facilities Master Plan (Ref. 8-1 and 8-2) and continually reviewed in the Campus Development Committee (which has a representative from the Center for Students with Disabilities). The Facilities Master Plan provides for a series of elevators, pedestrian bridges, and walkways that allow access to all topographic levels of the college. These systems are featured in the most recently completed construction projects such as the J.W. Smith Student Center (SC) which included ramps/walkways to provide continuous pedestrian access from Parking Lot A to the San Gabriel Building; the remodel of the Sierra Madre Building (SM) that added an elevator and ramps to connect Plaza Vaquero with the SC and SM buildings; and the re-landscaping and re-grading of Plaza Vaquero that eased disabled student access from the north campus through the central campus. A pedestrian bridge system also links the Administration Building with the new Cimmarusti Science Center, Camino Real, and Santa Barbara buildings.

Several more initiatives to improve disabled student access have been implemented since the 1998 accreditation report. Tactile vinyl strips have been installed at various points along main campus walkways to help visually impaired students navigate their way through high traffic areas. In addition, most buildings are now equipped with electronic doors that open at the touch of a button. Restrooms in all buildings are outfitted with Braille signage and wheelchair accessible stalls.

A "place of refuge" was built into the second floor of the Verdugo Gym that provides a sheltered space for students in wheelchairs along with a call button to

Campus Police for use during emergencies. Augmented hearing device jacks are being installed in the Auditorium Building and large classrooms in new buildings, all computer labs are equipped with adjustable computer tables, and classrooms are outfitted with adapted tables and chairs where needed. TTY devices (teletype writers) for deaf students are now available in the Admissions and Records and Financial Aid offices, and have been added to three public telephones on campus.

In addition, the Center for Students with Disabilities operates four trams to transport the physically disabled from 6:30 a.m. to 10:30 p.m. Monday through Thursday and from 6:30 a.m. to 5:00 p.m. on Fridays. Prior to the recent budget cuts, these trams operated until 10:30 p.m. on Friday nights. However, with the cutbacks in Friday evening classes, the trams were no longer needed. Tram service will resume when Friday evening classes are restored.

Employee and student health and safety issues are addressed through the Campus Safety Committee. This committee is responsible for mitigating safety hazards, earthquake preparedness, ergonomics, and occupational health issues (e.g. clean air and hazardous material handling). Permanent members of the committee include the College Police Chief, the Director of Facilities, and the Associate Dean of Health Services. The College Police Chief is designated as the disaster coordinator and has developed the appropriate State Emergency Management Systems (SEMS) plan (Ref. 8-5) in conjunction with the City of Glendale.

The Facilities Management unit is responsible for the ongoing management of the physical plant including grounds care, custodial care, and facilities maintenance. In addition to routine maintenance, the unit has performed targeted sanitizing and cleaning operations including air duct cleaning in most campus buildings along with air sample testing to ensure healthful air quality; specialized cleaning of the Duplicating unit to minimize employee exposure to toner and other printing chemicals; and mold abatement in the Child Development Center necessitated by water leaks.

An environmental study done in 2001-2002 resulted in a "deep cleaning" of the college library. The contractor noted that the fiberglass (commonly known as "cottage cheese") ceilings throughout the

public areas of the library could not be cleaned. The contractor suggested that the ceilings be replaced with a non-fiberglass material.

Campus security is the responsibility of the Glendale Community College Police Department (GCCPD). Headed by a full-time Chief of Police, the GCCPD law enforcement staff includes a full-time police sergeant, five full-time police officers, and eighteen student police cadets. Empowered by section 830.32 of the California Penal Code, GCCPD officers possess the same authority and adhere to the same state-mandated law enforcement standards that are required of state, county, and municipal police officers.

In order to increase the level of crime awareness and campus safety, GCCPD provides workshops for the campus community on topics including personal safety, vehicle and residential security, office and equipment security, and rape prevention. The Department distributes the GCCPD Annual Report and Crime Statistics, maintains an ongoing "rolling crime log," disseminates Community Crime Alert Bulletins, and publishes an annual crime statistics update (Ref. 8-6). Also, there are six emergency phones located on the main campus and in parking lots, campus lighting has been upgraded, and an evening safety escort service is available through the GCCPD for employees and students.

In addition to the GCCPD law enforcement operation, the college has comprehensive Standards of Student Conduct and disciplinary procedures in place to regulate student behavior (Ref. 8-7). As the administrator responsible for enforcing these standards, the Dean of Student Affairs works with GCCPD officers, faculty, and staff to address disruptive student behavior that occurs both inside and outside of the classroom. Most student conduct complaints are resolved through student disciplinary conferences with the Dean of Student Affairs. However, the Dean may also refer students to the Campus Judicial Board for formal disciplinary action that may include their suspension or expulsion from the college. Campus Judicial Board hearings typically involve students who have a history of disruptive behavior and those who commit acts that endanger the health and safety of the campus community. Since the 1998 accreditation report, the Campus Judicial Board has suspended or expelled twenty students for various violations of the Standards of Student Conduct.

The college has determined that all new buildings and future building renovations will use the sustainable building guidelines which were developed by the U.S. Green Building Council known as LEED (Leadership in Energy and Environmental Design) standards (Ref. 8 -8).

## Evaluation

Published by the Research and Planning Unit, the *Campus Views 2002* report on the results of the 2002 faculty/staff survey indicates a high level of employee satisfaction with facilities, maintenance, grounds care, and campus security (Ref. 8-9). "Grounds care on campus" was the highest rated item in the "working environment" section with more than 79% of all respondents giving a positive rating. "Security on campus" was also rated highly with 73% of those surveyed giving a positive rating. Respondents had differing views on the "condition of rest rooms on campus" with 51% rating them positively while 32% gave negative ratings. Ratings for "facilities for my department/work area" were similarly varied with responses ranging from 55% positive to 29% negative. Overall, the 2002 employee survey results showed positive improvements over the 1997 survey in the following working environment areas: "grounds care on campus," "custodial care on campus," "custodial care in my work area," "the maintenance of facilities in my department/area," "the facilities for my department/area," "the facilities for my division/unit," and the "condition of rest rooms on campus."

Also published by the Research and Planning Unit, "Student Views 2003" indicates a high level of student satisfaction with campus safety and college facilities (Ref. 8-10). Specifically, 79% of students surveyed rated "Safety on Campus" as "excellent" or "good." Additionally, 73% of those surveyed gave "excellent" or "good" ratings to "Facilities," an increase of 5% from 2001 and 4% from 2002 survey results in this category.

The college continues to actively monitor and respond to access, health, safety, and security concerns. Under the direction of the Associate Dean of Health Services, the college has developed and funded a plan to purchase ergonomically correct office equipment. The college has also hired a risk management consultant who is contracted to be on

campus twice each week to inspect the physical plant for safety hazards, and advise the college on health and safety matters as well as OSHA/CALOSHA regulations. Additionally, the college hired a consultant to work with GCCPD personnel to complete a disaster operations and procedure manual, and conduct disaster response training for key staff members (Ref. 8-11). Finally, the college has posted emergency evacuation instructions in all campus buildings.

It was noted that the library ceiling in the public areas of the College Library were a potential source of health problems for students and library staff and that the ceilings needed to be replaced with a non-fiberglass material.

## Plan

Although the college has taken positive steps to complete its disaster response and recovery procedures, further work is needed in this area. The existing plan that was developed in conjunction with the safety consultant is currently being re-evaluated. Once the plan is finalized, college personnel who have assigned roles in the plan should receive ongoing orientation and training. A thorough disaster preparedness plan is vital to the well-being of the campus community, and will enable the college to better respond to crisis situations.

Part of our overall campus emergency plan is to become an official Red Cross Disaster Center. The college is in the negotiation process with Red Cross officials. This step is being taken to better serve the entire Glendale community.

In May 2003, the college passed a resolution that all new construction and building renovation on campus would follow the sustainable building guidelines known as LEED standards. The college intends to follow these standards for both the design and construction of new campus building projects. It is hoped that by following these standards, the college will recoup its investment via energy savings. These standards are environmentally friendly and can reduce future energy and water use. These standards will also take into account the comfort and safety of students and staff while construction is ongoing.

The ceilings in the public areas of the College Library need to be replaced with a non-fiberglass material in

order to insure a healthy environment for all who use and work in the library.



*8.4 Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.*

## Description

Most classrooms and educational facilities are outfitted with adequate desks, chairs, dry marker boards, tools, supplies, machinery and other equipment to facilitate student learning. The college continues to make a concerted effort to upgrade instructional equipment, maintain a sufficient number of quality computers in instructional and tutorial labs, and install multi-media projectors in classrooms. Additionally, the construction of new facilities and the secondary effects related to these projects have enabled the college to upgrade furnishings in many classrooms and offices. The State of California has been the primary funding source for these efforts through its allocations for instructional equipment and new construction. Also, the college has allocated funds from its Unrestricted General Fund to support this initiative for the past several years.

The college maintains three vans for campus use and has a contract with Enterprise Rent-A-Car for all other off-campus transportation needs. Vehicles for on-campus use include electric powered trams that transport disabled students; and electric carts for Facilities Management, Cafeteria, and Information Technology staff.

The college has implemented a fixed asset inventory system. All equipment valued over \$500 is bar coded and entered into an inventory database. The IT Operations Unit keeps track of computer hardware and software, while the Shipping and Receiving department is responsible for the accounting of all other equipment.

College governance committees have developed various standards and processes for equipment selection for administrative and instructional programs. For example, the Campus-wide Computer Coordinating Committee developed standards for the selection of new computer hardware and software,

as well as a plan for upgrading existing computer equipment. Also, the Safety Committee has developed and implemented standards and procedures for the selection of ergonomically correct furniture.

## Evaluation

Through the expenditure of state funds and use of district fund balances, the college has continued to provide sufficient funding for instructional and administrative equipment. However, the continued reliance on these funding sources has resulted in periods of little or no funding for new equipment. The college is currently in the midst of one of these periods and the purchase of new and replacement equipment will be very limited for the foreseeable future.

When funds are available, the college has a well-defined and inclusive process for allocating instructional equipment and technology money. Instructional equipment is allocated through a process developed by the Instructional Division Chairs, and technology needs are funded through the Campus-wide Computer Coordinating Committee. The 2002 Faculty/Staff survey (Ref. 8-9) indicated that approximately 84 percent of faculty and staff believe there are adequate computers for instructional use, and approximately 85 percent of faculty and staff are satisfied with the equipment they need to perform their duties.

As was noted in the 1998 Accreditation Report, “greater effort needs to be made to allocate funds from the college operating budget for an ongoing program for replacing older furnishings and administrative equipment of a non-computer nature. The college has been unable to allocate any serious funding to this program from its operating budget. Moreover, because of a historical lack of a functioning fixed asset inventory system, there is no schedule for equipment replacement from which an annual budget can be developed.” This issue has been partially addressed through the establishment of a fixed asset inventory system, but for the most part the conditions have not changed since 1998.

## Plan

The college is aware that it still needs to formalize an equipment replacement program. With the recent

purchase of a new ERP administrative software system, the college will have the technological means to implement such a plan. However, ongoing funding constraints will make it difficult to replace equipment on a regular basis.



*8.5 Physical resource planning and evaluation support institutional goals and are linked to their institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.*

## Description

Developed through the campus governance process, the college has a well-defined physical resource planning and evaluation process. Planning begins with the Campus Development Committee and may also be conducted through ad hoc work groups (e.g. the Science Building Remodel Task Force) that are established to collaborate with the college’s architect to plan and design new facilities. Recommendations from the Campus Development Committee are forwarded to the Administrative Affairs Committee for preliminary approval, and to the Budget Review Committee when funding is required from the Unrestricted General Fund. The Campus Executive Committee then reviews and approves the recommendations and sends them to the Board of Trustees for final adoption. When necessary, Campus Development Committee recommendations are sent to the Student Affairs Committee, Academic Affairs Committee, or Instructional Division Chairs for input or endorsement.

In 1992, the college developed a Facilities Master Plan (Ref. 8-1), which guides all construction activities. This plan was revised in 2002 (Ref. 8-2) and all remaining building projects will be funded through Measure G, a \$98 million bond approved by the voters in 2002. Proposals for the remodel of facilities are not tied to the Facilities Master Plan, but must be approved through the governance process.

There is no direct link between the Facilities Master Plan and the Educational Master Plan that was established Fall 1997 (Ref. 8-12), and the latter plan does not identify facilities needs. The Educational

Master Plan is currently undergoing a revision and the new draft, which will be finalized in fall 2003, includes one goal related to facilities planning: the expansion of services to the community through the Adult and Community Training Center (ACTC) located in south Glendale.

## Evaluation

The 1992 Facilities Master Plan was developed prior to the completion of the 1997 Educational Master Plan. The college updated the facilities plan in 2001 in order to place a construction bond measure on the March 2002 ballot. With the exception of the ACTC expansion, the revised Facilities Master Plan is not directly tied to the Educational Master Plan. Nonetheless, the District manages to meet the instructional and student services facilities needs through extensive collaboration between facilities planners, instructional and student services administrators, the use of program review documents, and ongoing review by the Campus Development Committee. The recent remodel of Music Department facilities is an example of how the program review process led to facilities improvements.

However, some faculty and administrators continue to express concern that in the absence of an established educational master plan, the Facilities Master Plan drives instructional priorities. This is an ongoing issue (also noted in the 1998 Accreditation Report) that can only be resolved with the finalization of an educational master plan that identifies and addresses specific facilities needs for instructional and student services programs.

In the 2002 faculty/staff survey reported on in the Campus Views report, sixty-nine percent of employees surveyed felt they had adequate input into decisions regarding facilities remodeling (Ref. 8-9). A follow-up survey of administrators and division chairs (Ref. 8-13) reported that eleven out of seventeen respondents (65 percent) answered “no” to the following question: “Do you think the current process for facilities planning is tied to our educational master plan?” There is a general perception that the facilities planning process is not tied to an educational master plan, but rather is tailored to the specific needs of individual departments.

The same administrator/division chair survey revealed that fourteen of eighteen respondents (78 percent) were satisfied with the process for allocating funds for the remodel or renovation of facilities. Another response in the same survey indicated that staff who are involved in facilities planning and those who have benefited from recent projects are generally satisfied with the process (Ref. 8-13). However, those surveyed also noted the lack of connection between the Educational and Facilities Master Plans.

## Plan

With the passage of Measure G (Ref. 8-14), the college now has the resources to make a major effort to fully implement the Facilities Master Plan. However, the plan does not clearly identify the specific nature of the buildings to be constructed. For example, the proposed Student Services/Classroom building will allow for the consolidation of most student services programs in one facility, but the plan does not define the types of classrooms the facility will include or how any vacated space will be utilized. A revised Educational Master Plan should define how this new space is to be used.

## References

- 8-1 1991 Facilities Master Plan
- 8-2 2002 Facilities Master Plan Update
- 8-3 Survey of Budget Managers and Division Chairs Regarding Campus Facilities
- 8-4 Survey of Instructional Division Chairs
- 8-5 State Emergency Management Systems (SEMS) plan
- 8-6 Annual Crime Statistics Report
- 8-7 Standards of Student Conduct
- 8-8 Resolution on Sustainable Buildable Construction (LEED Certification)
- 8-9 Campus Views 2002
- 8-10 Student Views 2002
- 8-11 Disaster Operations and Procedures Manual
- 8-12 Educational Master Plan
- 8-13 Survey of Administrators and Division Chairs Regarding Facilities Remodeling
- 8-14 Measure G Project List and Sample Ballot Form