

Standard Eight

PHYSICAL RESOURCES

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

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

Descriptive Summary

The Educational Master Plan Task Force was formed in April 1997 to develop an educational and facilities master plan for the College. All campus constituency groups were represented on the task force. The *Educational Master Plan* was developed in December 1997, and, using this plan, the task force completed the College's facilities portion of the Educational and Facilities Master Plan in 1999. The completed plan was formally named *Master Plan 2000*. This plan projects to the year 2015, with a maximum population of 15,000 students. As of Spring 2000, Cuyamaca's student population is 7,415 full time and part time students.

Cuyamaca College consists of 165 acres of land, of which only 91.5 acres are considered usable as defined by the State. Much of the land is unusable due to steep hillsides, or land set aside for a permanent Wildlife Refuge Preserve. The site comprises a gently sloping bowl, or shallow valley, that is rimmed on the west by a steeper hillside backdrop. The developed portion of the property extends from the south and east property lines up to the edge of the hill-slopes.

Cuyamaca has 50 classrooms with an average capacity per classroom of 36.4 students. There are 5 classrooms that can accommodate over 50 students and one classroom that accommodates 80. Included in this classroom total are 5 rooms, with a 35-42 student capacity that are temporary buildings brought in to ease the overcrowding caused by rapid enrollment growth at the College. Cuyamaca College

also has two large space-consuming programs with its Horticulture and Automotive programs.

Since the last accreditation visit several new building projects were completed. Through a joint powers agreement with the Otay Water District, the "Water Conservation Garden" was completed and a grand opening ceremony was held in May 1999. The College utilizes the "garden's" meeting room due to lack of space on campus to meet. A large outdoor amphitheater was built to host water conservation events. The amphitheater may also be used by the College for large, group, outdoor events.

According to the present Facilities Master Plan, there are 24 future building projects to be completed by 2015. Projects scheduled for completion in the next 5 years are as follows:

- 2000 Student Services Center (A&R, Financial Aid/EOPS, Counseling, Cashier, Community Learning, Public Safety, Student Services Administration)
- 2001 Child Care Center
Remodel of "N" building (new math center)
Remodel of "A", "B", "C", "F" and "G" buildings
- 2002 Remodel P building
- 2003 Student Center (Bookstore, Health Office, Food Services)
- 2004 Science/Technology Mall

A new Student Services Center is slated to open November 2000. Several student services functions will be housed in the Center including Admissions and Records, Financial Aid, EOPS, CalWORKS, Community Learning, Campus Security, Cashier, Counseling, Transfer/Career/Job Placement, Assessment, High School and Community Outreach, and the College Information Center. As these services move out of their current buildings, more space will become available for classrooms.

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A new athletic area was completed in Spring 1997 that includes a fitness center, tennis courts, sand volleyball courts, state-of-the-art track, locker rooms with showers, and gymnasium. The fitness center is a state-of-the-art facility and serves over 1000 students and community members each semester.

In the Spring of 1999, the Tutoring Center relocated to one of the new portable buildings housed behind the Coyote's Den, which can accommodate about 20 students at a time for tutoring. In addition, there is a Math Tutoring Center, and a Writing Lab. The College has a small bookstore and a cafeteria, the Coyote's Den, with an outside patio seating area.

Currently the College has one biology lab, one physics lab and one chemistry lab. There is an open computer lab in the Library for student use that can seat 35 students at computers. There are also computer labs dedicated to mathematics classes, one for English classes, three dedicated to CIS, one for drafting and one for graphic design.

Analysis

With the increase in student growth, it is clear that the College's most pressing challenge is lack of space. This problem may be alleviated to some degree by the new buildings and remodeling projects that are a part of the *Master Plan 2000*. The current classroom space allocation meets the State standards. Results of the *Cuyamaca College Faculty Accreditation Survey, Spring 2000* indicated that 51% of faculty felt that classroom space was adequate to accommodate students; however, 40% reported that classroom space was not adequate. In addition, the number of large capacity classrooms (80 student capacity) has not increased since the last accreditation self study.

Laboratory space continues to be a problem at Cuyamaca. The science labs (Astronomy, Biology, Chemistry, Geography,

Physics) are inadequate to meet the needs of the programs. Consequently, fewer sections of classes are offered. One open computer lab was established in the Learning Resource Center (LRC) remodeled for student use, but according to lab technicians, students complain there are not enough computers available to do homework assignments.

The Music and Art departments are experiencing a severe space shortage. There are no choir, orchestra, jazz ensemble or performing arts courses offered because there is no place to practice. There is no art gallery. Currently, students display artwork inside the LRC. According to one painting instructor interviewed, the ceilings in the art painting studio are too low to accommodate the easels used by the students. A lecture hall with adequate projection facilities is also needed for the Art History classes.

Due to an increase in staff, new faculty offices were created by remodeling older buildings. The majority of faculty offices on the campus are 10'x10' with 2 faculty per office. There are however, 5 offices that are each shared by three faculty members. Such arrangements make for very crowded conditions and make consultations with students seeking help very difficult. The *Cuyamaca College Master Plan 2000* indicates that there is a severe shortage of office space. There are 7 new faculty hires anticipated for next year and finding space for the new hires will be a challenge. Fifty two percent of faculty and staff reported that their assigned workspace is adequate, however 39% disagreed with this statement. (Spring 2000 Faculty and Staff Accreditation Survey)

The LRC has been remodeled in several stages since 1997. Several programs and services were moved into the LRC, decreasing the space available for traditional library requirements. The LRC lost much of its study space to the English and Math labs that now reside on the second floor. A substantial increase in noise has become a

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problem in the LRC due to students coming in and out of the lab areas. LRC staff have indicated that students trying to study in the second floor study areas have lodged complaints about the noise levels.

Not only is lack of space an issue, but lack of storage space is also a challenge. The Warehouse has to turn down requests to store items for departments due to lack of space. The Operations Department, which stores tables and chairs for the College, has run out of space to store these items.

Plan

Cuyamaca College has begun to address the space problem. (Master Plan 2000, page 160) Twenty-four specific projects have been identified and prioritized which will help Cuyamaca College to successfully accommodate its growth.

Cuyamaca College will seek collaborative efforts with the private sector or community agencies to develop new facilities.

Cuyamaca College will continue to work towards resolving the space issues through the shared governance process.

- 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.***

Descriptive Summary

The management, maintenance, and operation of physical facilities at Cuyamaca College are shared by the Operations, Grounds and Maintenance Departments.

The Operations Department consists of a crew of eight full-time employees, scheduled on three rotating shifts. Duties include trash pick-up, floor, classroom and restroom cleaning, light replacement, meeting set-ups, furniture moves, and support of Outreach Program needs.

The Grounds Department consists of a crew of five full-time employees, with shifts staggered for six-day-per-week coverage. Duties include trimming, cutting, mowing, and raking, as well as, concrete work, exterior trash pick-up, lining of parking lots and insect and rodent control.

The 20.3 acre Physical Education (PE) facility has unique goals and management challenges. A PE Facilities Technician has been hired to maintain the gymnasium, fitness center, dance room and other PE facilities. The Operations Crew and the PE Facilities Technician assist each other as needed.

The outdoor Physical Education facility needs are handled by the Athletic Field Maintenance Worker. Responsibilities include maintenance of 10 acres of fields, courts, and track, along with parking lot and field lining. When additional support is needed, other grounds personnel assist.

The Maintenance Department, under the direction of the District Office, consists of four full-time employees, with shifts staggered for six days per week coverage. Duties include maintenance of air conditioning, electrical, plumbing, carpentry, painting, roofing, remodeling, and modifications and repairs of indoor and outdoor facilities. Other than air conditioning requests, all maintenance requests must have work orders submitted to the District Office.

Analysis

Results of the Cuyamaca College faculty, staff and student accreditation surveys of Spring 2000, were generally positive regarding the physical maintenance and the appearance of the campus. Over 70% of staff, 90% of the students, and 83% of faculty agreed that physical facilities were adequately maintained.

Responses were even more favorable regarding the landscaping and appearance of the grounds; over 90% of staff , 97% of

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students and 95% of faculty agreed that the landscape is adequately maintained.

In interviews with the Grounds Supervisor and Athletic Field Maintenance Worker, it was stated that the management system had improved, with far less red tape and improved communication channels, since Grounds Maintenance was placed under the jurisdiction of Cuyamaca College. The function had previously been under the jurisdiction of the District. This restructuring has resulted in a deeper commitment to the job by employees of the department. Much of the equipment necessary to accomplish the work is shared with the Ornamental Horticulture Department. The opinion of members of the Grounds department was that they had a good working relationship with the Ornamental Horticulture Department and that resources were adequate, but limited.

Grounds Department needs are mainly for additional personnel. They do feel that there is a need for 3 hourly employees during the year, and additional full-time personnel due to increased landscaping responsibilities as new buildings come on-line.

In an interview with the Operations Supervisor, he stated that, with Intersession classes and 6-day-a-week-classes now scheduled at the College, it has become very difficult to schedule large cleaning jobs, i.e., maintenance of the gym floor, stripping and waxing classroom floors, etc. Morale and communication have recently improved due to the hiring of a new supervisor and other personnel changes. Recycling demands due to AB 75 are taking up a lot of time. Space for storage is a problem, and storage and additional personnel will be needed as new buildings come on-line.

In an interview with a District Maintenance Senior worker, he indicated that problems in the department were due mainly to offsite supervision (by the District) of the Maintenance Department. Communication and the ability to efficiently handle the maintenance needs and problems are mired

in paperwork. The maintenance workers are not allowed to pick up materials from private vendors, resulting in a delivery fee being added to all orders. It was felt that, in many instances, the workers cannot do their job because their hands are tied since they cannot do anything without permission from the District office. It is believed by the workers that at least small maintenance issues should be handled at campus level. In addition, there will be a need for additional personnel as new buildings come on-line, and for a full-time employee for evening support.

Plan

1. A major issue in this area is the reporting structure between the College and the District Maintenance Department. The recent changes in the reporting structure of the Grounds Department have resulted in greater efficiency and increased employee morale, and it is believed that similar results would be obtained by making changes in the reporting structure of the Operations Department. At a minimum, Cuyamaca College would like to see College-assigned supervisors act as a link between individual campus maintenance needs and the District Maintenance Department. The Maintenance Supervisor would report directly to the Business Services Department at the College, allowing some level of autonomy in decision making to occur. The College will explore the viability of this change with the District.
2. Cuyamaca College currently has two approved positions in Operations: one full-time, and one 19-hour per-week employee. The College is advertising for both. As the new Student Services Center opens, the Department will request additional Grounds personnel to maintain the landscaping as it matures. When the Child Development Center opens, additional Operations personnel

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and one additional Grounds person will be requested.

3. Storage has become a vital need at Cuyamaca College. There is minimal space available for short-term or long-term storage. Efforts need to be made to find options that will provide that much needed space.
4. Increase support for grounds, maintenance and operations staff.
5. Maintain facilities and continue grounds projects to make the campus more inviting.
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.***

Descriptive Summary

The District supports Cuyamaca College through the Risk Management Department and Public Safety Department, which both work to monitor and patrol the campus for security and the safety of students, staff, and the facilities. To complement the Safety Program developed by Risk Management, all new employees are required to attend a staff development class on employee rights and responsibilities. At that time, a handbook, *Safety Tips*, is distributed to the new employee. The employee must acknowledge by signature that he/she has been informed of the appropriate safety procedures for the safety and security of staff members and students.

With the assistance of the District Risk Management Office and the Department of Public Safety, Cuyamaca College has developed guidelines to address the safety and security of the campus. At this time, emergency call boxes have been strategically placed on campus for use by faculty, staff, and students. Emergency

speed dialing has also been implemented on certain designated phones to increase the number of sites on campus from which Public Safety can be directly called. In addition, between one-half and one-third of the pay phones on campus have a special feature that allows a person to dial #1 and immediately be connected with the Public Safety Office. The call does not require a coin.

To reduce or eliminate the potential of concealed hazards on the campus, the College has recently retrofitted the night lighting system. Additionally, a new lighting system was installed in the new parking area located on the west side of the campus.

Specific safety concerns are addressed through the Safety Committee. This committee, which meets on a monthly basis, focuses not only on the matter of personal safety, but on the identification and removal of potential safety hazards. Student behavior is of concern to all staff members and is addressed by this committee and the Vice President of Student Development and Services. Procedures for dealing with disruptive students have been adopted by the Vice President of Student Services, under the direction of Risk Management and Public Safety.

The College also gives attention and emphasis to health issues, barrier free access and environmental standards related to hazardous materials and waste. These issues are handled within the departments of Public Safety, Maintenance, Risk Management, the Parking Advisory Committee, or they are presented to the Director of College Business Services. There are special storage facilities for hazardous materials and hazardous waste management. The Risk Management Department also provides safety and emergency preparedness training.

The Risk Management Department monitors the work environment for proper handling and disposal of hazardous substances in

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order to protect personnel, property, and the environment. Equipment conditions and procedures are also evaluated and updated to prevent accidents and injuries. The College has an Emergency Preparedness Plan. Two training programs have been held to train administration and staff in the implementation of the program.

Access and barrier free issues are addressed, in part, by the Americans with Disabilities Act Committee. Other parts are taken care of by Maintenance in the planning, design and construction phase of new facilities and remodels.

Analysis

Cuyamaca College's greatest access problem is associated with the terrain of the campus. The sloping topography of the site (nearly 40 feet higher at the Academic Core than at the outlying areas) requires the use of ramps to move from one area of the campus to another. The ramps, in general, are too steep for most wheelchair users.

Such a layout would probably never be attempted with today's regulations under the Americans with Disabilities Act; it is likely that the main buildings would be placed on the more level lower campus. The site poses problems not only for the disabled, but also for the elderly and those who cannot walk long distances or have difficulty walking uphill. The DSP&S (Disabled Students Programs and Services) Department provides transportation for those students with mobility needs, especially where the terrain is uneven.

Access to some campus buildings poses another problem for the disabled person. The only two-story building on campus (presently) is the new Learning and Resource Center (LRC), and since it was built recently, it already has elevators and other built-in accommodations for the disabled. The remaining buildings are one story and are, for the most part, accessible, although the entrances and exits remain a dilemma for many "mobility disabled" students. This is especially a problem in the

DSP&S area, where students in wheelchairs cannot access the office without assistance because there are no automatic doors. Automatic doors have been installed in many of the high traffic areas such as the Learning Resources Center, Admissions and Records Office, Coyote's Den, and the Bookstore. The new One Stop Center will also be built with automatic doors. The DSP&S Office reports that almost all of the classroom doors have been fitted with a lever handle, replacing the less effective round doorknob.

Much of the office space in the current buildings is crowded and access again becomes a problem for the disabled student, as well as for the average student. The bathrooms seem to present hazards for disabled students who use scooters (not enough room to maneuver and safety issues when entering the doorway). The Bookstore aisles are also inaccessible to persons in wheelchairs.

Some of the classrooms are too crowded for wheelchairs. The current push is for 42 chairs in each standard size classroom and a wheelchair can only come into the classroom when the desks are moved.

In the LRC, there has been a complaint that desks are sometimes blocking the library elevator.

Cuyamaca College is currently out of compliance with the California Building Code's rule that of the existing 1,329 parking stalls, there must be 24 disabled parking stalls. We have only 17 disabled parking stalls at this time. Five of the six handicapped parking lots are in desirable locations that have buildings close by and at the same elevation. The least desirable disabled parking lot is located at the lower end of campus near the main parking lot, where there is a significant elevation gain to most of the buildings.

Besides needing more handicapped parking lots, the general student population is experiencing a shortage of parking spaces.

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In the *Cuyamaca College Student Accreditation Survey, Spring of 2000*, 51% of the students agreed that there are adequate parking spaces, while 24% were neutral, and 26% disagreed. In the same survey, staff parking was assessed and 46% felt parking to be adequate, 15% were neutral, and 39% disagreed. These numbers indicate that there is a need for more parking spaces for both students and staff.

Public transportation enters from the west entrance to the College, continuing on a one-way road to a bus stop along one side of the green, making a sharp left turn and returning to Jamacha Road by way of a road near the auto shop building. This road is very narrow and the route requires difficult turns. There is no waiting area and insufficient lighting at the current bus stop.

Cuyamaca College does not have a well-defined network of pedestrian walks and gathering places. The present network is either asphalt pathways or service drives that double as pedestrian paths. It can be dangerous walking from the parking lots up to the main campus. There are insufficient sidewalks for these pedestrians in some areas on campus. There is insufficient lighting along the road that goes behind the LRC, past the Gym, and up to the upper Staff parking lot and at night this poses a severe hazard to students walking along this road.

A single narrow walk transects the central green and serves as the most direct access from the student parking areas to the existing academic core buildings on the upper side of the campus. Congestion may occur at the narrow flight of steps, especially when students leave and arrive on campus.

The pleasant walk that one now enjoys through the central green will become longer as newer, more distant parking is constructed and getting to class on time will become a greater challenge.

Another problem is the south roadway that separates the Vocational Core and the green, which has no marked crossing points for pedestrian walkways. Pedestrians are obscured by parallel-parked cars and by the fact that the road is fairly heavily used by the public transit busses and unrestricted private vehicle travel. This south roadway creates a dangerous intersection for pedestrians.

On the issue of safety, one look at the crime statistics for Cuyamaca Community College for the past three years gives evidence that the campus is indeed very safe. (Campus Safety Brochure – 2000, in Public Safety folder in LRC). In an interview with the Chief of Police of the District on January 19, 2001, the Chief made mention of the fact that, in his experience working with several community colleges, Cuyamaca was indeed very safe. He noted that Cuyamaca is very good about taking safety issues into account as they continue to expand and build out their campus facilities. During instruction hours there is always an officer on duty who is experienced in CPR and Advanced First Aid. In addition, acting as the ears and eyes of the officer, are several uniformed security officers who are visible throughout the campus and parking areas. With the completion of the One Stop Center, the Public Safety Department will have permanent office space on the campus that will greatly increase their effectiveness.

According to the Cuyamaca College Faculty and Staff accreditation surveys, the great majority of faculty and staff, over 97%, state that they feel safe during daylight hours while on campus. Ninety-two percent of students agreed that they feel safe during the day on campus. During the evening hours, the feelings of safety decrease. About 65% of the staff and students on campus during the evening stated that they feel safe, while 80% of the faculty felt safe. This is an area of concern that may partially be due to the level of lighting on the campus. Survey results show that only about 59% of faculty, staff, and students feel that there is adequate lighting on the campus. Another concern brought up by the

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Chief of Police in an interview was the lack of emergency phones in all classrooms for use by faculty and staff in emergency situations.

The addition of pay phones on campus that have the #1 feature, which immediately calls the Public Safety Office, are a great thing to have on campus. However, the Chair of the Standard Eight Committee went around and tested 4 of the pay phones on campus and found that they were not marked clearly. The system worked great, but the sign was placed on the building above the phone and not on the phone itself. It may be that we have this great feature, but very few people know about it.

To prepare for and anticipate crisis situations and emergencies, a Campus Crisis Intervention Task Force has been formed at Cuyamaca College that meets on a regular basis. One of the tasks they just completed was a review of the crisis response procedures on campus. As a result, they have created a new poster that clearly delineates the procedures for responses to various types of crisis situations. (See the Public Safety file in the LRC). These posters will be posted in every classroom and office throughout the campus. The Public Safety Office also has a variety of brochures and booklets that are made available to faculty, staff, and students to help increase the probability that the campus of Cuyamaca College will be a safe, secure, and healthful environment for all. How to best get them into the hands of those who could benefit from them is a question that needs to be explored.

Plan

1. Cuyamaca College will provide local system phones in each classroom for emergency use.
2. Cuyamaca College will implement recommendations from the Effective Communications Work Group to ensure constant and accurate dissemination of

information. (Including information on public safety and crisis response).

3. The College will increase the visibility of the #1 signs on pay phones with this feature, and educate the faculty, staff, and students of their availability.
 4. Develop an implementation plan, including timelines, to achieve ADA accessibility in compliance with self-study and Disabled Student Programs & Services review recommendations.
 5. More “desirable” disabled parking stalls will be designed into the new building plans as the campus grows. In the meantime, we need to find seven more disabled parking stalls immediately to be in compliance with the California Building Code.
- 4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs and services of the institution.**

Descriptive Summary

Cuyamaca College selects equipment through requests by individual academic departments. Annually, each department identifies the equipment needed to fulfill the departmental Academic Master Plan. Computer technology needs identified through this process are forwarded to the Instructional Technology Committee for review.

Requests for equipment to support student services and business functions are made through the Vice President, Student Development and Services and the Director of College Business Services. Once needs are identified and prioritized by the Innovation and Planning Council the Campus Budget Committee recommends which requests will be funded.

College or District employees maintain equipment used in classrooms and College

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offices. The Senior Electronics Technician is responsible for projectors, televisions, VCR's and other similar types of equipment. The Instructional Computer Facilities Supervisor and the Network/Computer Equipment Technician, with the assistance of District Information Systems staff, are responsible for the maintenance of computer and network equipment. The Operations and Maintenance Departments are charged with the upkeep of non-electronic equipment; white boards, chairs, desks, etc.

The District tracks equipment by placing an inventory "GC" number on items with a cost in excess of \$500. The inventory list is updated through the purchasing function and is maintained by the District.

Requests for replacement of equipment due to obsolescence are processed in the same way as new acquisitions, through departments and the budgeting process. Requests to replace broken or damaged classroom equipment that cannot be repaired are made through the appropriate college administrator.

Analysis

The systematic procedures that the College has implemented for selecting, maintaining, inventorying, and replacing equipment appears to be working very well. Committees composed of faculty, staff, administrators, and often students make prioritization decisions regarding equipment requests according to well-defined plans and guidelines that reflect the core values and future goals of the College. Newer faculty and staff may not be sure how requests are to be made for new equipment or for repairs on older equipment, when they first arrive at Cuyamaca College. However, new faculty and staff orientation meetings are available as staff development activities, and individual departments are responsible for mentoring new staff to ensure that they will learn how to correctly request new equipment or repairs.

With the exponential growth in use of technology throughout our campus, and our campus' value of learning for the future, it is not surprising that there are some concerns expressed in the area of maintenance and replacement of our growing technological infrastructure. Just over 60% of faculty and staff agreed with the statement that they were satisfied with the support and maintenance of computer hardware on campus, while a little over 20% of the faculty and staff disagreed with this statement (Cuyamaca College Faculty and Staff Accreditation Survey, Spring 2000). Recognizing these technological challenges, the Instructional Technology Committee has stated in its *College Technology Plan, Phase V, 2000 – 2001*, "The number of computers and other technology has increased dramatically on campus over the past several years, while the number of technical support staff added has lagged behind. This is an absolutely critical component to the successful integration of technology into the instructional process." (College Technology Plan, Phase V, 2000 – 2001, page 3).

Another concern is with the rapid rate of change of technology and how to remain state-of-the-art in this area. In the *College Technology Plan* it is recognized that educational technology in the 21st Century is indispensable to instruction, and also that what is state-of-the-art today will be obsolete within 3-4 years. It also states that our investments in technology have also mandated a corresponding commitment to maintain that technology through regularly scheduled upgrades. The Policies & Procedures Subcommittee of the Instructional Technology Committee has drafted a plan advocating a three-year replacement cycle for computers in full-time faculty offices. The need to upgrade faculty and staff computers was highlighted in the *Cuyamaca College Faculty and Staff Accreditation Surveys, Spring 2000*, where about 20% of our current faculty and staff disagreed that their computers are adequate to meet the needs of their work function. The Instructional Technology Committee

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has also recommended that all computer labs on campus be replaced every four years to keep current with the changes and improvements in this important area of technology. (College Technology Plan, Phase V, 2000 – 2001, page 2).

Plan

1. The College, through the leadership of the Instructional Technology Committee, will work toward increasing the level of support and maintenance needed in our growing technological infrastructure.
2. The College, through the leadership of the Instructional Technology Committee, will work towards timely technology upgrades and replacements in all areas of the College.
3. The College will continue to use the shared governance approach to prioritize technology and other equipment needs through recommendations of the Academic Master Plan and Instructional Technology Committees.
5. ***Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.***

Descriptive Summary

To ensure the College has sufficient and appropriate physical resources to support its purposes and goals, both are linked to the District and College Strategic Plans. The current District plan, *The Grossmont-Cuyamaca Community College District District-wide Strategic Plan for 2000-2010*, lays out the foundation for the facilities and academic (educational) master plans. The facilities planning process at Cuyamaca College is now based on *the Master Plan 2000*, which is reviewed and revised on an annual basis by the Facilities Committee.

The projected sequence for new construction and remodeling are outlined in *Master Plan 2000*. The projects included in the current plan are Parking Lot Phase 1, Student Services Center (providing the following student services; Admissions and Records, Financial Aid, EOP&S, TANF, CalWorks, Community Learning, Campus Security, Counseling, Cashier, High School and Community Outreach, Transfer/Career/Placement Center, Assessment, and a College Information Center) and a Child Development Center. All of these projects are currently under construction. The remodel of the A, B, C, F, G, N & LRC buildings are slated for 2001. The faculty and staff are involved in all of these areas on a shared governance basis through the Innovation and Planning Council and the Facilities Committee, chaired by the Cuyamaca College President.

The *Academic Master Plan (AMP)* provides the road map for all future planning and development. Included with the *AMP* is the *Technology Plan* that is a planning tool for all computer-related technology needs for programs and courses. The plan is reviewed and updated yearly. The *AMP* also addresses institutional-related services that take into account constraints as defined by state laws and regulations, financial support and program cost, present facility limitations, and political realities.

The *Master Plan 2000* is based on the Educational Master Plan. Within the *Master Plan 2000* is a physical site plan that is used to guide growth and change of the campus. While programs can change, physical capabilities to accommodate these changes are slow, often under-funded and must meet State standards and building codes.

Analysis

The *Master Plan 2000* was developed and new buildings were requested based on a projected increase in enrollment at Cuyamaca College. Over the 4-year period from 1995 – 1999 there has been a

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significant increase in student enrollment by 40% according to head count.

With the increase in enrollment, it was necessary to provide parking for those attending. The parking phase expansion of adding lots D and E over the last 2 years has brought the existing parking space to support 6,755 students at a 5:1 parking ratio. Another 2,000 spaces will need to be added to accommodate the projected enrollment of 15,000. This will be accomplished once Parking Lots A, B, and C are phased in as enrollment increases over the next few years.

The Student Services Center, near the Rancho San Diego entrance off Fury Lane, is currently under construction. It was slated to have a November 2000, opening but this deadline is not being met due to delays. More than likely it will be completed in the Spring or Summer of 2001.

The groundbreaking and start of construction of the Child Development Center is under way as of October 2000. It is scheduled to be completed by July 2001.

Currently, in the *Master Plan 2000*, it was noted that the Open Computing Lab is overcrowded and will need to be expanded in 1999. Plans are currently in the making to provide this extension. Library utilization is being temporarily cut to provide another 25 computers and other resources to meet student demand and needs. Expected completion will be for the beginning of Spring Semester 2001.

Remodel of the A, C, F, G, N and LRC buildings are slated for Spring 2001, with a projected completion date of Fall 2001. The remodel of the B building is scheduled for the Summer of 2001, with a completion date of Fall 2001.

Plan

1. The College will continue using its shared governance approach to plan for

and meet the needs of our growing student and faculty population.

2. Optimize access to computers, printers and ancillary equipment for all students, faculty and staff.
3. Fund Educational & Facilities priorities by using the Master Plan 2000 for future building needs to create capacity for growth.