

**STANDARD 3 B PHYSICAL RESOURCES  
DRAFT 10/31/2006**

*Standard III.B: Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

*Standard III.B.1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

*Standard III.B.1a: The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

**DESCRIPTIVE SUMMARY**

Cañada College is one of three colleges in the San Mateo County Community College District (SMCCCD). The facilities of the District are maintained following a stringent preventive maintenance program, and tracked using a computerized maintenance management system. Preventive maintenance activities are systems-focused: there are daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks associated with mechanical systems, electrical and illumination systems, fire and life safety systems, roofing and building envelope systems, elevators/dumbwaiters, interior wall/floor/ceiling systems, plumbing systems, etc. The District's preventive maintenance program ensures that its facilities are operating as required to support the programs and services of the Colleges.

Custodial services are perhaps the most visible outcome of facilities maintenance activities. Because the cleanliness of facilities is a highly noticeable indicator of facilities sufficiency, our Custodial Supervisors conduct formal monthly inspections of every facility, in addition to daily informal observations. The outcome of these inspections is to identify if the custodians have been provided the resources they need to maintain the facilities, if the end users of the facilities are exerting unreasonable wear and tear on the facilities, or if staffing issues are in need of attention.

Beginning in 2003-04 and continuing through 2005-06, program reviews of maintenance services were conducted. Our Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided great insight into our staffing levels relative to industry benchmarks. With the identification of relative staffing levels, facilities service levels have been qualified and quantified. The service levels have been published on the Facilities web site (<sup>1</sup>), and the Program Review findings have been presented to College constituent groups. As a result, there is a basis for rich and effective dialogue between those providing and receiving services, and services are tailored based

on College feedback and direction. Custodial Program Review briefings were provided to the College administration and managers, associated student organizations, District management staff, the Board of Trustees, as well as to the AFSCME bargaining unit leadership and to Facilities Department employees. Custodial Program Review findings (ii) are located on the Facilities Planning & Operations web site. Since the Grounds and Engineering Program Reviews were only recently completed, the findings have not yet been published nor have any presentations been made to the College constituents; those activities will occur in the near term.

The District's comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization. The comprehensive planning efforts begin at the facilities master planning stage, when campus-wide master planning outcomes identify broad goals and initiatives. Once any individual project is launched, the project architects/engineers/project managers and facilities planners meet early and often with the end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction documents phase that allows the project to be put out to bid in order for a contract to be awarded. End user participation scales back during the construction phase, when their designs are being built, but then their involvement ratchets up greatly toward the end of construction when furniture and equipment requirements are identified and procured.

Upgrades and replacements of facilities have been significant, due to the capital construction program. The passage of general obligation bond measure C in the amount of \$207 million in 2001 provided the majority of funding for the capital construction program. Other funding sources, including State Chancellor's Office Capital Outlay Program funds in the amount of \$51 million, State Chancellor's Office Scheduled Maintenance & Special Repairs Program funds in the amount of \$3 million, State Chancellor's Office Hazardous Substances Program funds in the amount of \$1 million, Certificates of Participation in the amount of \$30 million, grants and donations in the amount of \$1 million, and miscellaneous other minor funding sources have provided a total of \$300 million for the first phase of the capital construction program. The passage of general obligation bond measure A in the amount of \$468 million in 2005, along with State Capital Outlay funds anticipated in the amount of \$30 million, represent the bulk of funding for the second phase of the capital construction program (iii).

The following projects at Cañada College that have been completed, or are in progress, demonstrate the District's commitment to upgrading and replacing facilities that are aged and no longer support College programs and services adequately.

- New Construction of Library & Student Resource Center (Building 9)
- New Construction of University Center (Building 22)
- Building 3 Renovation Phase 1: Main & Flex Theaters
- Building 3 Renovation Phase 2: Fine Arts Classrooms
- Buildings 3, 8, 13 Office Renovations
- Building 13 Classroom Renovations
- Modernization of Science & Engineering Buildings 16/17/18

- Campuswide Classroom Technology Upgrades
- Hardscape & Landscape Upgrades at Southern Quadrangle and Building 22
- Campuswide Accessibility Upgrades
- Energy Efficiency & Utility Infrastructure Upgrades
- Campuswide Fire Alarm System Upgrade
- Campuswide Wayfinding Signage
- Central Quadrangle Renovation
- Bookstore Renovation
- New Digital Environmental Controls System
- New Electronic Access Controls System
- Parking Lot Asphalt Repairs
- Athletics Facilities Upgrades

### ***SELF EVALUATION***

The District's preventative maintenance program, custodial inspections, and facilities/custodial program review demonstrate the District's intention to maintain the physical resources of the College at a level of quality that supports programs and services. To that end, in a recent survey of Cañada employees (<sup>iv</sup>), 58-67% of the respondents moderately to strongly agreed that facilities were adequate to meet employee needs and were adequately maintained. However, the 2002-2003 Custodial Program Review found that the College's current staffing level is insufficient to maintain facilities at even a level 5 standard of cleanliness as defined by the Association of Higher Education Facilities Officers (<sup>v</sup>). Consequently, the District has established a "SMCCCD" level of service to which it is held accountable (1). Given the degree of satisfaction found in the recent employee survey (4), the College's custodial staff is to be commended. Nonetheless, funding for adequate custodial staffing remains a challenge for the College especially in light of the additional and renovated facilities that will open soon.

The District's planning procedures for building and upgrading facilities is proven and effective. Consultation with end-users during the planning phase and again near the end of the project assures that the outcomes are consistent with original intentions and will be beneficial and effective in supporting instruction. Of the many renovations that have been completed, the improvements to the College's classrooms most visibly demonstrates how maintenance and investment in physical resources supports our programs. Fixed seating has been replaced with user-configurable furniture that facilitates current pedagogical practices. Installation of LCD-projectors, computers, and internet access into the classroom enables faculty to take advantage of 21<sup>st</sup> century technology and pedagogical methods. Investments like these, along with a new library, learning center, science lab modernizations, athletic facilities and the more mundane, but equally important custodial, safety, signage, asphalt and accessibility upgrades show that the College/District prioritizes the quality of its physical resources and provides the College the capability for achieving its mission and goals.

### ***PLANNING AGENDA***

Increase the level of custodial staffing.

***Standard III.B.1b: The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.***

### ***DESCRIPTIVE SUMMARY***

There are a myriad of mechanisms that assure the accessibility, safety, security and healthfulness of our learning and working environments. Access for our disabled community is a high priority of the District and Cañada College. In 2004, an Americans with Disabilities Act (ADA) consultant was engaged to update the District's architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for removal of all remaining architectural barriers that cause the campuses to be out of compliance with current ADA standards.

As part of the capital construction program, newly constructed facilities and existing facilities that are renovated are made compliant to ADA codes. In some instances, ADA codes are purposefully exceeded, in order to more fully make the District facilities accessible to our disabled community. The Disabled Students Programs and Services Department is a tremendous in-house resource to provide consultation on priorities, alternatives and temporary measures to ensure that disabled students, staff and visitors to the Colleges have access to programs and services, now and in the future. Accessibility improvements to Cañada College include: improvement and new construction of wheelchair ramps and handicapped parking spaces, tiered seating removal in building 17, and replacement of door knobs in renovated areas.

The College places a high level of importance on the safety of its facilities. The College's Safety Committee <sup>(vi)</sup> meets monthly to facilitate disaster preparedness activities, to review recent accident and injury incidents, to conduct safety inspections, and to promote safety on campus. Committee members represent all constituent groups at the College, including faculty, classified staff, students and administration. Members of the Committee also participate in the District's Safety Committee, which meets semi-annually. The District's Safety Committee reviews the progress made by the College safety committees, works toward consistency in disaster preparedness, and allows a venue for networking in order to promote best practices in campus safety. When accidents or injuries occur that are attributed to, or create facilities-related conditions, an incident report is prepared and distributed to the College Facilities Manager, so that an investigation and resolution of the condition is made. Additional activities and

procedures that demonstrate the College's commitment to safety include: a stringent safety training program for employees at highest risk for industrial accidents, a construction safety program, an annual safety inspection and resolution cycle with our property and liability insurance provider, an annual inspection by the Woodside Fire Department and by the San Mateo County department for hazardous waste management.

Because they perform strenuous daily activities, maintenance department personnel tend to have higher industrial injury rates than the instructional and other support staff that are employed by the College. The Facilities Department's weekly safety training program ensures that custodians, groundskeepers and maintenance engineers receive refresher training in the areas that most contribute to reductions in industrial injuries and illnesses. A District level Facilities Safety Task Force, comprised of maintenance personnel representing the different trades classifications, meets quarterly to review quarterly safety inspection reports, departmental industrial accident trends, and to promote best safety practices.

The District's comprehensive capital construction program, spanning from 2002 through 2012, presents particular safety challenges that have called for enhanced safety planning. Contractors are prequalified on a number of stringent criteria, three of which are a requirement for a favorable experience modification rating (an insurance industry rating that is an indicator of jobsite safety), an approved Illness and Injury Prevention Plan, and an acceptable safety logistics plan specific to the particular construction project. On construction projects where the District carries the builder's risk insurance coverage, our underwriter sends inspectors out regularly to ensure that best safety practices are being followed. Finally, construction inspectors hired by the District provide reports that include safety related concerns.

The District works closely with its property and liability insurance provider to conduct annual reviews of facilities condition risks. Annual physical surveys conducted by insurance inspectors, followed by deficiency reports, focus the District's remedial efforts on facilities safety conditions that present the highest risk to the safety of students, faculty, staff and visitors.

Finally, the online Facilities HelpCenter <sup>(vii)</sup> allows anyone from the College community to submit work requests, including requests for remediation of facilities with unsafe conditions. Submitted work requests are triaged and dispatched, and safety related issues are given highest priority.

The security of the District's facilities is of paramount importance. In 2004, a districtwide task force that included faculty and staff, along with representatives of the campus security, campus facilities, and information technology departments, administration, and industry experts studied the condition of College security systems and developed a comprehensive solution toward improvements. Those improvements include the introduction of an electronic access controls and monitoring system, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and modified

administrative processes to better track key issuance and retrieval. The comprehensive solution is being implemented as part of the capital construction program.

Cañada College offers courses at two off-site facilities: the Menlo Park Center, and Coastside in Half Moon Bay. Safety and security of these facilities is, by contract, the responsibility of the owners of those sites.

The assurance of healthful working and learning environments is achieved through maintenance activities of existing facilities, as well as in the planning, design and construction of new and renovated facilities. The District's Indoor Air Quality (IAQ) management program is comprised of a website (<sup>viii</sup>) to educate visitors about IAQ in general and how concerns about IAQ are handled, a written training program for Facilities Department staff covering how they directly and indirectly affect IAQ and how to take action responsibly in the event of an IAQ concern, and maintenance protocols that are aligned with best indoor air quality practices. The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain operational, and that other activities are consistently performed at recurring frequencies to ensure safe and healthy indoor and outdoor facilities.

Many of the District's facilities design standards are based on criteria that include the promotion of more healthful learning and working environments. For example, window treatments have been designed to reduce glare, reducing eye strain while still allowing visual connection to the beautiful views of the exterior campus and surrounding areas. Interior lighting upgrades have been implemented that not only reduce energy consumption, but also improve the quality of light inside our buildings. Resilient flooring standards call for a product with improved acoustic performance, reducing footfall noise disruption, and a more forgiving surface, reducing leg strain for faculty who stand while teaching. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more eco-friendly; as a result, custodial staff are not subjected to the use of harsh stripping and waxing chemicals used on traditional resilient flooring products. These are just a few examples of the effective decision making occurring during the planning, design and construction of new and renovated facilities.

### ***SELF EVALUATION***

The District has made significant progress at improving ADA accessibility and coming into compliance with current ADA standards. Significant renovation and new construction projects at Cañada abound with evidence of ADA compliance. In a recent survey of Cañada employees (4), 72% of the respondents moderately to strongly agreed that handicapped access on campus for employees is satisfactory.

The College is both proactive and responsive to safety issues. Its policies, training programs, and inspection cycles ensure the safety of employees and students and seeks to prevent injury, illness or incident. The College's Safety Committee recently designated

day and evening building captains and assistants who are responsible in case of disaster/emergencies. Evacuation plans have been posted. In April 2006, a campus-wide disaster drill was conducted and served to highlight opportunities for further planning and training. Additional safety measures recently implemented by the College include: improvement of walkways and outside staircases, replacement and modernization of outdoor lighting systems, fencing and crosswalk improvements from parking lot 3. These efforts have made significant progress to elevating the level of safety across campus. In fact, the recent employee survey (4) found that 57-85% of the respondents held a moderate to high level of satisfaction with the College's efforts in crime and accident prevention, disaster preparedness, security officers and overall feeling of safety on campus. However, there remains a significant gap between student expectations and satisfaction with campus security. Students expressed concern with the lighting and security of parking lots (<sup>ix</sup>). Additional safety issues that have been identified include: pedestrian safety crossing the perimeter road from parking lot 5 and inadequate outside emergency phone system. These concerns are to be addressed in the currently ongoing Facilities Master planning process.

The aforementioned activities, processes and protocols ensure that the District's physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

### ***PLANNING AGENDA***

None at this time.

***Standard III.B.2: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.***

***Standard III.B.2a: Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.***

### ***DESCRIPTIVE SUMMARY***

Long-range capital planning at the College takes the form of facilities master planning, regular updates of our College's facilities condition deficiencies information into the State Chancellor's Office database, as well as annual updates of the Five Year Construction Plan. The District's facilities master planning cycles have occurred in 1997, 2001 and 2006. The facilities master planning initiatives always begin with a review of the educational master plans and/or educational strategic plans in place, to ensure that physical resources are in support of institutional goals.

In July 2001, the Board of Trustees adopted a Facilities Master Plan that represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with College constituent groups. The physical analysis was multi-faceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on existing utilization. A comprehensive energy analysis identified energy conservation measures that could be undertaken to improve energy efficiency, reduce operational costs, and improve environmental quality. A review of maintenance and repair activities, together with interviews with maintenance staff and end users, identified areas of particular concern in terms of deferred maintenance. Master planning architects were engaged to lead the Colleges through a series of meetings that served to identify physical campus planning goals and issues, develop options, ascertain the preferred solution, and identify an implementation strategy. The resulting 2001 Facilities Master Plan (<sup>x</sup>) has been the basis of the first phase of our capital construction program.

In January 2006, the Board of Trustees commissioned an update of the Facilities Master Plan. Given the passage in November 2005 of the District's general obligation bond Measure A and other changes that have occurred since 2001, an updated Facilities Master Plan is required to inform decision-making related to the next phase of planning and construction. At each of our Colleges, elements of the 2001 Facilities Master Plan have been implemented. Subsequent planning efforts related to annual Five Year Capital Outlay Plan updates have occurred and will be incorporated into an updated comprehensive facilities master plan, along with the identification of new opportunities and solutions to unresolved issues or needs (<sup>xi</sup>). This 2006 Facilities Master Plan is expected to be completed in July/August 2006.

In 2003, the District engaged a consultant to conduct a physical survey of our three campuses. The survey information was entered into the State Chancellor's Office facilities deficiencies database. This powerful database allows facilities planners at the District and State levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track State funding on approved projects. In December 2005, a re-survey of the campuses was conducted in order to update the information contained in the facilities deficiencies database.

Every year, the District submits a five year construction plan to the State Chancellor's Office for funding consideration in the Capital Outlay Program (<sup>xii</sup>). This plan is developed by the Facilities Planning Department, in consultation with College and District administration and as approved by the Board of Trustees. Initial project proposals for State funding, final project proposals, and a comprehensive detailing of planned projects (be they locally or State funded) are shown in priority and sequence in the five year construction plan. The plan takes into account an important criterion for campus facilities planning: capacity to load ratios. The capacity to load ratio is a comparison of the square footage a College has in relation to the square footage the College's enrollment indicates it needs. Capacity to load ratios are measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces.



As the capital construction program provides opportunities to construct campuses whose facilities meet the needs of the Colleges, it is imperative that the cost of operating and maintaining those facilities – the total cost of ownership (TCO) – be considered. The District has several mechanisms by which to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with the District’s operational criteria (<sup>xiii</sup>). For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Other District facilities design criteria include but are not limited to architectural finishes that are functional, pleasing, durable and maintainable, as well as environmentally friendly, furniture that has been selected in accordance with criteria that includes comfort, ergonomics, durability, maintainability, and longevity, and the design of new systems (mechanical, electrical, communications, building management controls, fire alarm, security systems, plumbing fixtures, etc.) with existing campuswide systems in mind to ensure that maintenance staff have the knowledge, tools and equipment to operate and maintain them.

### ***SELF EVALUATION***

Long range capital planning, in the form of facilities master planning, annual updates of the five year construction plan, utilization of the information about the condition of facilities contained in the facilities deficiencies database, as well as TCO analyses and the development of design standards, allow for informed decision making that results in the facilities of the District supporting the institutional goals of the Colleges.

Cañada College is currently in the process of implementing many of the recommendations of the 2001 Facilities Master Plan. A new library, learning center, and student services building (Building 9) is under construction and renovation of existing buildings and improvements to campus are ongoing. The University Center has been developed and is offering several key programs to the community. These are evidence that the institution is improving itself by adhering to its long-range planning. The College is currently conducting open meetings with the campus community to identify and prioritize concerns for the development of the 2006 Master Plan.

***(In the last accreditation report, it was noted that facilities rental income should be used to support facilities services. Was this addressed in the mid-term report? Has this been resolved?)***

### ***PLANNING AGENDA***

None at this time.

***Standard III.B2b: Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as a basis for improvement.***

### ***DESCRIPTIVE SUMMARY***

Institutional planning precedes, indeed it drives, physical resource planning. The facilities master planning initiatives undertaken by SMCCCD in 1997, 2001 and 2006 have been preceded by a review of the Facilities Master Plan and/or Strategic Plan in place.

Resource planning brings together all areas and levels of the institution to find the best use of our physical resources. The Facilities Master Plan level planning is a highly participative and iterative process. College administration, faculty and classified staff work with District facilities planners, the Chancellor and Board of Trustees to ensure that we have the proper facilities to support the educational goals of the institution. Annual updates of the five-year construction plan are also inclusive efforts involving all levels from the end user groups to the Board of Trustees. Project-level programming and planning, review of design documents, and selection of furniture, fixtures and equipment is based on input from professional consultants and end users. District facilities planners meet monthly with the College president's cabinet to review and strategize on facilities planning issues. These interactions ensure that physical resource planning is integrated with institutional planning.

The Facilities Help Center was launched in fall 2005. It is a web based service request application that allows customers to place a service request on-line. Once a request has been initiated the user is able to review status reports showing how close to completion it is. The Help Center is a sub-module of the computerized maintenance management system, which also includes a module for preventive maintenance. Upon completion of a customer-triggered work order, the system automatically sends a short customer satisfaction survey that solicits feedback about the timeliness of resolution of the work order, whether the resolution was satisfactory, and for information about the responder. The results of the Help Center customer satisfaction survey are reviewed monthly by the College Facilities Managers. The satisfaction level for the current period is compared against previous periods, to reinforce the maintenance staff's behaviors that resulted in good feedback, and to seek improvement in areas in which feedback was unsatisfactory. The Facilities Help Center can be accessed via the web at (7). On a monthly basis, Facilities Managers invite a targeted segment of their customer base to complete a Facilities Customer Satisfaction Survey at (<sup>xiv</sup>). Results of the surveys are reviewed each month by the Facilities Department to improve the quality of services provided.

Prior to 2002, the Facilities Department did not have a web site. Since the web site (7) was launched it has been maintained and updated on a daily basis. The site allows the College communities to easily obtain information and to stay abreast of reports related to facilities maintenance and operations as well as the capital construction program. The site is quite robust, and continues to be reviewed and improved.

The District's capital construction program has resulted in the addition of new buildings whose interiors must be cleaned and maintained. The Budget and Finance Committee has developed a resource allocation model with a mechanism that increases (and decreases) annual maintenance budgets to reflect the changes in the amount of space that needs to be maintained. This resource allocation model, which keeps fiscal resources in line with physical resources, is scheduled to go into final operation in the fiscal year 2006-07.

Cañada College ensures that its facilities are sufficient and adequate to meet educational programming needs. This is accomplished through use of enrollment reports, retention and success data, information from the community high schools, industry and our students. This information is reported in the Comprehensive Program Reviews of each division which are evaluated by Academic Senate. Analysis of instructional equipment is conducted on an annual basis by the academic departments. Users identify, prioritize and justify needed equipment. These requests are evaluated by the Instruction and Student Services Council (ISSC) which consists of all deans and the vice presidents. Evaluative criteria include the impact on education and student enrollment trends for each division.

With the construction of new buildings at Cañada College comes the release of existing space for alternate programming needs. An FPP proposal was submitted to the State requesting funds for renovation and new construction of space in buildings 5, 6 and 8 that will no longer being used in the current way. The college administration identified possible uses that would have a high probably of securing funding.

The University Center (UC) was established to provide educational opportunities that members of our College and community might not otherwise have. UC programs are intended to deliver "high-demand, transfer and employment areas to increase the number of college graduates, to improve access to four-year and graduate programs for under-represented student populations and to provide career advancement opportunities for working students and Silicon Valley technical workers who need more accessible programs." <sup>(xv)</sup> UC programs are selected by the appropriateness of fit for the needs of the College and the community. Planning is driven by assessment of programs that have potential to increase transfer and employment opportunities for the College and community. A *Planning Matrix* <sup>(xvi)</sup> and *Partnership Guide* <sup>(xvii)</sup> are used to outline planning steps in detail and to ensure that UC programs do not conflict with classroom/lab needs of the greater College and that there is not a negative financial impact on the College. Plans for additional programs are shared and discussed with Planning and Budget and the College Council so that the College is aware of and supportive of University Center programs. To insure that the programs complement the College, agreements specify that UC classes are to be held primarily in the afternoon and evenings so there are sufficient numbers of existing classrooms/labs to meet programming needs. The Project Director through consultation with UC liaisons and Dean of University Center/Academic Support Services coordinate programming facility needs. The process is overseen by the Vice President of Instruction.

One notable exception to the typical programming model of UC courses is the Nursing Program. The Nursing Program, which is a partnership between San Francisco State

University, Sequoia Healthcare District, and the College, needed an additional lab to meet its program needs; consequently, the Sequoia Healthcare District, through a grant to San Francisco State University, paid for a lab on-site at Cañada College. The lab, which is a state-of-the-art facility, is available to the College's Medical Assisting program for their use.

### ***SELF EVALUATION***

The College in cooperation with our district systematically assesses the effective use of physical resources and uses the results as a basis for improvement. The cooperation between all levels of the institution ensures the proper equipment, resources, and funding are available for each program. The college community has worked together to find the most effective uses for our building improvements and new buildings. Once the plans are put into effect, periodic reviews ensure they are successfully carried out.

The Facilities Help Center web site allows all faculty and staff to initiate and follow maintenance and repair work orders as well as to monitor the impact of the capital construction program on daily activities. It also gets feed back from end users to improve the work of the maintenance staff.

To keep up with new construction the Budget and Finance Committee has developed a resource allocation model that keeps budgets aligned with the amount of space that needs to be maintained. An FPP proposal has been submitted to the State requesting funds for renovation of existing space freed up by the new buildings.

The Cañada University Center is a model for the state and was one of the initial university centers nationwide. It works to provide a framework for pursuing partnerships with other institutions. The *Planning Matrix* and the *Partnership Guide* are used to outline planning steps in detail and to insure that UC programs do not conflict with classroom/lab needs of the greater College and that there is not a negative financial impact on the College. Plans for additional programs are shared and discussed with Planning and Budget and the College Council so that the College is aware of and supportive of University Center programs. The presence of the University Center programs on our campus has also made grant applications stronger, bringing additional resources to the campus.

### ***PLANNING AGENDA***

None at this time.

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<sup>i</sup> [http://www.smccd.net/accounts/facilities/maintoperation/Service\\_Levels.html](http://www.smccd.net/accounts/facilities/maintoperation/Service_Levels.html)

ii

<http://www.smccd.net/accounts/facilities/maintoperation/Custodial%20Program%20Review.html>

iii <http://www.smccd.net/accounts/facilities/planconstruct/capitalimprovementfund.html>

iv <http://www.canadacollege.edu/inside/institutional-reports/employee-survey-10-06.pdf>

v

<http://www.smccd.net/accounts/facilities/maintoperation/APPA%20Cleaning%20Levels.pdf>

vi <http://canadacollege.edu/inside/safety/index.html>

vii <http://www.smccd.net/accounts/facilities/>

viii <http://www.smccd.net/accounts/facilities/maintoperation/default.html>

ix Noel-Levitz student satisfaction survey 2006

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<http://www.smccd.net/accounts/facilities/planconstruct/Downloads/20010101MasterPlan.pdf>

xi <http://www.smccd.net/accounts/facilities/planconstruct/masterplan.html>

xii [http://www.smccd.net/accounts/facilities/planconstruct/Cap\\_Outlay.html](http://www.smccd.net/accounts/facilities/planconstruct/Cap_Outlay.html)

xiii

[http://www.smccd.net/accounts/facilities/planconstruct/SMCCCD\\_Facilities\\_Design\\_Standards.htm](http://www.smccd.net/accounts/facilities/planconstruct/SMCCCD_Facilities_Design_Standards.htm)

xiv <http://smcwebtest.smccd.net/accounts/millera/FPOSurvey.tp4>

xv Resource binder, page 4

xvi [UC evidence for Standard 3.doc](#)

xvii [UCMatrix of Tasks.doc](#)