

III.B. PHYSICAL RESOURCES

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.

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.

III.B.1.a. 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

The facilities of the San Mateo County Community College District (SMCCCD), including those at Cañada College, are maintained following a stringent preventive maintenance program and tracked using a computerized maintenance management system. Preventive maintenance activities are systems-focused: daily, weekly, monthly, quarterly, semi-annual, and annual preventive maintenance tasks are 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, and so forth. The program ensures that the District's facilities are operating as required to support the programs and services of the Colleges.

By ensuring cleanliness, custodial services provide perhaps the most visible outcome of facilities maintenance activities. In addition to making daily informal observations Custodial Supervisors conduct formal monthly inspections of every facility to determine if they need to attend to staffing issues, if the custodians have been provided adequate resources, or if end-users are causing unreasonable wear and tear.

Beginning in 2003-04 and continuing through 2005-06, program reviews of maintenance services were conducted. The Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided insight into the College's staffing levels relative to industry benchmarks. With the identification of relative staffing levels, facilities service levels have been qualified, quantified, and published on the Facilities web site (ⁱ); 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 are located on the Facilities Planning & Operations web site (ⁱⁱ). Since the Grounds and Engineering Program Reviews were only recently completed, no findings have been published nor have any

presentations been made to the College constituents; these 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 goals and initiatives are identified. Once any individual project is launched, the project architects, engineers, managers and facilities planners meet early and often with 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, but then ratchets up greatly when furniture and equipment requirements are identified and procured.

Thanks to the capital construction program, facility upgrades and replacements have been significant. General obligation bond measure C of 2001 provided the majority of funding, in the amount of \$207 million, for the capital construction program. Other funding sources—including State Chancellor's Office Capital Outlay Program funds (\$51 million), State Chancellor's Office Scheduled Maintenance & Special Repairs Program funds (\$3 million), State Chancellor's Office Hazardous Substances Program funds (\$1 million), Certificates of Participation (\$30 million), grants and donations (\$1 million), and other minor sources—have provided a total of \$300 million for the first phase of the capital construction program. General obligation bond measure A of 2005 (\$468 million), along with anticipated State Capital Outlay funds (\$30 million), will provide 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 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
- Central Quadrangle Renovation
- Bookstore Renovation
- New Digital Environmental 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 commitment to maintaining the physical resources of the College at a level of quality that supports programs and services. In a recent survey of Cañada employees, 58-67% of the respondents moderately to strongly agreed that facilities were adequate for meeting employee needs and were adequately maintained (^{iv}). However, the 2002-2003 Custodial Program Review found that the College's current staffing level is insufficient for maintaining facilities at even a level 5 standard of cleanliness as defined by the Association of Higher Education Facilities Officers (^v). 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 effectiveness of the District's planning procedures for building and upgrading facilities is proven. 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 demonstrate how maintenance and investment in physical resources support our programs. Fixed seating has been replaced with user-configurable furniture, facilitating current pedagogical practices. The installation of LCD-projectors, computers, and internet access into the classroom enables faculty to take advantage of 21st century technology. Investments like these—along with the addition of a new library and learning center, science lab modernizations, new athletic facilities, and custodial, safety, signage, asphalt, and accessibility upgrades—provide the College with the capacity to achieve its mission and goals and show that maintaining the quality of physical resources is a priority for the College and District.

PLANNING AGENDA

Increase the level of custodial staffing.

III.B.1.b. 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

The College and the District have a multitude of mechanisms that assure the accessibility, safety, security, and healthfulness of learning and working environments. Access for the disabled is a high priority. In 2004, an Americans with Disabilities Act (ADA) consultant was employed to update the District's architectural barriers database, which had not been updated since 1991, and to assist in developing an implementation plan for the 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 with 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 key in-house resource, providing 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 enhancement 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 designates a high level of importance to the safety of its facilities. The College's Safety Committee meets monthly to facilitate disaster preparedness activities, to review recent accident and injury incidents, to conduct safety inspections, and to promote safety on campus ^(vi). 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 serves as a forum for networking to promote best practices in campus safety. When accidents or injuries occur as a result of adverse facilities-related conditions, an incident report is prepared and distributed to the College Facilities Manager so that an investigation and remediation can be initiated. 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 the College's property and liability insurance provider, and an annual inspection by both the Woodside Fire Department and 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 support staff. 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 trade classifications, meets quarterly to review routine safety inspection reports and departmental industrial accident trends and to promote best safety practices.

The District's comprehensive capital construction program, whose purview spans from 2002 through 2012, presents unique safety challenges that have highlighted the need for enhanced safety planning. To qualify for a project, contractors must meet stringent criteria, three of which include having 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 in which the District carries the builder's risk insurance coverage, our underwriter sends inspectors out regularly to ensure that best safety practices are adhered to. 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 and 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 allows anyone from the College community to submit work requests, including requests for remediation of facilities with unsafe conditions ^(vii). Submitted work requests are triaged and dispatched, and safety related issues are given highest priority.

The District considers the security of its facilities to be of paramount importance. In 2004, a district-wide task force—which included faculty and staff, 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 involving 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 improved administrative processes for tracking key issuance and retrieval. The comprehensive solution is being implemented as part of the capital construction program.

The College offers courses at two off-site facilities: the Menlo Park Center and Coastside in Half Moon Bay. The 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 through the planning, design, and construction of new and renovated facilities. The District's Indoor Air Quality (IAQ) management program is comprised of 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, maintenance protocols that are aligned with best indoor air quality practices, and a website to educate visitors about IAQ in general and how concerns about IAQ are handled ^(viii). The preventive maintenance program ensures that air filters are replaced routinely, that lighting systems remain

operational, and that other activities are routinely performed to ensure safe and healthy indoor and outdoor facilities.

Many of the District's facilities design standards are based on criteria aimed to promote more healthful learning and working environments. For example, window treatments have been designed to minimize glare, reducing eye strain while still permitting view of the beautiful campus and surrounding areas outside. Interior lighting upgrades have been implemented that not only reduce energy consumption but also improve the quality of light within buildings. Flooring standards require the use of resilient material that reduce noise from foot traffic as well as the risk of leg strain, which faculty who stand while teaching can sustain. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more environmentally 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 effective decisions made during the planning, design and construction of new and renovated facilities.

SELF-EVALUATION

The District has made significant progress at improving ADA accessibility and assuring 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, 72% of the respondents moderately to strongly agreed that handicapped access on campus for employees is satisfactory (4).

The College is both proactive and responsive to safety issues. Its policies, training programs, and inspection cycles ensure the safety of employees and students, aimed 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 or emergency. 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, and fencing and crosswalk improvements from parking lot 3. These efforts have made significant progress in enhancing safety across campus. In fact, the recent employee survey 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, with its disaster preparedness, and with its security officers, confirming a general sense of safety on campus (4). However, there remains a significant gap between student expectations and satisfaction with campus security. Students expressed concern about the lighting and security of parking lots, pedestrian safety crossing the perimeter road from parking lot 5, and the outside emergency phone system ^(ix). These concerns are to be addressed in the 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.

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.

III.B.2.a. 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 the College's facilities condition in the State Chancellor's Office facilities deficiencies 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 support 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 current use. 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, including interviews of 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, identify options, ascertain the preferred solution, and decide upon an implementation strategy. The resulting 2001 Facilities Master Plan has been the basis of the first phase of our capital construction program (^x).

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. The 2006 Facilities Master Plan for the College has been recently completed and was presented to the Board of Trustees ^(xi). This plan incorporates subsequent planning efforts related to annual Five Year Capital Outlay Plan updates and new opportunities and solutions to unresolved issues or needs that have been identified ^(xii).

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 follow-up 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 ^(xiii). This plan is developed by the Facilities Planning Department, in consultation with the 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 listed 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 and is 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 through 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 ^(xiv). 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 call for, among other things, architectural finishes that are functional, pleasing, durable, and maintainable as well as environmentally friendly; furniture that meets standards of comfort, ergonomics, durability, maintainability, and longevity; and the design of new systems (mechanical, electrical, and so forth) with existing campus-wide 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, 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.

PLANNING AGENDA

None at this time.

III.B.2.b. 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 and indeed drives physical resource planning. The facilities master planning initiatives undertaken by SMCCCD in 1997, 2001, and 2006 were 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. Development of the Facilities Master Plan is a highly participative and iterative process. College administration, faculty and classified staff work with District facilities planners, the Chancellor, and the 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 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 online. 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 both the responder and the timeliness and quality of the work order's resolution. 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 identify maintenance staff behaviors that warrant reinforcement as well as areas for improvement. The Facilities Help Center can be accessed via the web ^(xv).

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 adjusts 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 adequate to meet educational programming needs. This is accomplished through the use of enrollment reports, retention and success data, and information from 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 needs is conducted on an annual basis by the academic departments. Users develop, prioritize, and justify equipment proposals. 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 proposed items will have on education and trends in student enrollment 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, which will no longer being used as they are currently. The college administration identified possible uses that would have a high probably of securing funding.

The establishment of a University Center (UC) at the College is a notable example of how physical resource assessment is integrated with institutional planning. The College recognized that many of its facilities were underutilized during afternoon hours and that access to four-year and graduate programs was limited for the College's under-represented student populations and Silicon Valley technical workers. The UC offers programs that are either in high-demand or provide career advancement opportunities ^(xvi). The development of UC programs follows a *Planning Matrix* ^(xvii) and *Partnership Guide* ^(xviii) and occurs in consultation with the Planning and Budget Committee and the

College Council. These processes ensure that the programs complement the College, do not have a negative financial impact on the College, and do not conflict with the facilities needs of the greater College. For example, agreements specify that UC classes are held primarily in the afternoons and evening so that during the mornings there are sufficient numbers of existing classrooms and labs to meet non-University Center programming needs. Facility programming is a highly consultative process involving the UC Project Director, UC liaisons, the Dean of University Center/Academic Support Services, and the Vice President of Instruction.

The Nursing Program is an exception. Being built on a partnership between San Francisco State University, Sequoia Healthcare District, Sequoia Hospital, and the College, when it needed an additional lab to meet its program needs, it did not follow typical programming model of UC courses. The Sequoia Healthcare District, through a grant to San Francisco State University, paid for renovation of a lab on-site at Cañada College. The lab, which is a state-of-the-art facility, is also available for use by the College's Medical Assisting program.

SELF-EVALUATION

The College, in cooperation with the 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 that 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 and to monitor the impact of the capital construction program on daily activities. The Center also gets feedback 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 first university centers in the nation. 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 and 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 campus has also made grant applications stronger, bringing additional resources to the campus.

PLANNING AGENDA

None at this time.

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- i 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/capitalimprovefund.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
 - x <http://www.smccd.net/accounts/facilities/planconstruct/Downloads/20010101MasterPlan.pdf>
 - xi http://www.smccd.edu/accounts/smccd/boardoftrustees/board_minutes_details.asp?ID=149
 - xii <http://www.smccd.net/accounts/facilities/planconstruct/masterplan.html>
 - xiii http://www.smccd.net/accounts/facilities/planconstruct/Cap_Outlay.html
 - xiv http://www.smccd.net/accounts/facilities/planconstruct/SMCCCD_Facilities_Design_Standards.htm
 - xv <http://smcwebtest.smccd.net/accounts/millera/FPOSurvey.tp4>

^{xvi} Resource binder, page 4

^{xvii} [UC evidence for Standard 3.doc](#)

^{xviii} [UCMatrix of Tasks.doc](#)