

## Standard III.B. Physical Resources

City College of San Francisco is committed to providing safe and functioning learning environment for all students regardless of location or mode of delivery. To guide institutional safety and maintenance, the College employs criteria and measures that are set in federal, state, and local laws and regulations. College policies and procedures also guide campus safety, security, access, and emergency preparedness.<sup>1</sup> Various local and state agencies inspect College facilities annually, including fire, hazardous materials, and backflow inspections to ensure College facilities are safely maintained. City College of San Francisco closely monitors facility utilization to guide and inform maintenance planning and improvement projects.

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

### III.B.1. Evidence of Meeting the Standard

The College assures safe and sufficient physical resources on 1.8 million gross square feet throughout San Francisco and conducts and maintains these resources to assure access, safety, security, and a healthful learning and working environment.<sup>2</sup>

Facility	Address	Acreage/Square Feet	Owned/Leased
<a href="#">Ocean Campus</a>	50 Phelan Ave	67.4 acres	Owned
<a href="#">Airport Center</a>	San Francisco Airport, Building 928	0.6 acres	Leased
<a href="#">Civic Center</a>	1170 Market St		Leased
<a href="#">Chinatown/North Beach Center</a>	808 Kearny	0.4 acres	Owned
<a href="#">Downtown Center</a>	88 Fourth Street	0.2 acres	Owned
<a href="#">John Adams Center</a>	1860 Hayes St	3.4 acres	Owned
<a href="#">Evans Center</a>	1400 Evans Ave	2.5 acres	Owned
<a href="#">Mission Center</a>	1125 Valencia St	81,447 square feet	Leased
<a href="#">Southeast Center</a>	1800 Oakdale Ave	9,162 square feet	Leased
<a href="#">District Business Office</a>	33 Gough St	1.1 acres	Owned

<sup>1</sup> [Board Policies and Administrative Procedures](#) (see especially Chapter 7)

<sup>2</sup> [Property appraisal](#)

**Safety: Resource Management and Maintenance.** The College assures all facilities are in safe operating condition in full support of the learning and working environment, and the custodial and maintenance staff at each location are dedicated to responding expediently to problems and continuous improvement measures. The Director of Facilities and Planning and the Supervisor of Buildings and Grounds meet regularly to coordinate, plan, and assure facility safety with ongoing analysis of functionality, safety, and security of existing facilities through the everyday processes of the Office of Facilities Planning and Construction as well as the Buildings and Grounds operations.

Providing a healthful learning environment requires participation of all facility users, and the online SchoolDude work order system as well as Program Review facilitate this participation.<sup>3</sup> Users of classrooms, student services, and office areas report everything from climate and pest control issues to ventilation and lighting.

Buildings and Grounds respond to work orders in a timely fashion based on safety prioritization and impact on delivery of instruction and student services. Staff follow up appropriately to ensure continued resolution.<sup>4</sup> Although the Buildings and Grounds Program Review requests more staff, the existing staff continues to keep up with the voluminous challenges of serving and maintaining all facilities.<sup>5</sup>

In the event of a facility emergency, College facilities personnel work with the Office of Risk Management and outside agencies as necessary to return sufficient access and control of physical resources to pre-emergency levels.

For example, in Spring 2016, failure of a backflow prevention device for the boiler system of the Wellness Center forced the shutdown of the domestic water supply and temporary closure of the building over concern for possible contamination. Upon closure of the building, Buildings and Grounds plumbers performed repairs to the backflow device while the Stationary Engineers drained and flushed the domestic water system. As a precautionary measure, the San Francisco Water Department requested an inspection and testing of the College's water supply system. Inspectors from the Department of Public Health took samples from several locations throughout the building. Test results showed that the water was clear and safe for public use and consumption, allowing the College to officially clear and open the building.

**Security: Access and Control.** City College of San Francisco is a safe and a secure place to work and study as guided by Board Policy 5.14 (Campus Security Policy), Goal 2 of the Education Master Plan, and onsite security personnel.<sup>6 7</sup> The San Francisco Community College

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<sup>3</sup> [SchoolDude](#)

<sup>4</sup> [Table displaying volume of work orders and closed percentage \(work orders resolved\)](#)

<sup>5</sup> [2015 Buildings and Grounds Program Review](#)

<sup>6</sup> [Board Policy 5.14 - Campus Security Policy](#)

<sup>7</sup> [EMP Website](#) See Goal 2, Transform and sustain College infrastructure. Strategic directions developed for this goal are to support and sustain College infrastructure through an actionable facilities plan, implementation and updating of the Technology Plan, addressing critical facilities needs, creation of clear procedures, and effective personnel planning.

District Police Department (SFCCDPD); the Office of Facilities, Planning and Construction; Buildings and Grounds; Participatory Governance committees; and the College Assessment, Intervention, and Response Team (CAIR) together enforce, assure, and continuously improve safe and secure access to, and control of, the learning and working environment.

SFCCDPD maintains and controls safety and security for students, faculty, staff, and visitors with 42 staff at eight of the ten locations: Ocean Campus, six of the Centers, and the District Administrative Services Office. (The San Francisco Police Department provides security at the Airport Center, Civic Center is a leased site and has its own security, and the U.S. Park Police provides security at the Fort Mason site.) SFCCDPD is a California Commission on Peace Officer Standards and Training (POST)-certified agency with highly trained officers and support personnel committed to the highest standards of professionalism and service.

Through regular participation in College activities, the College Chief of Police remains in tune with College needs related to security. He serves on District committees, including the Participatory Governance Council (PGC), and on the Administrators' Association Executive Council, where he keeps the College community updated on current security measures.<sup>8</sup> He also regularly participates in Chancellor's Cabinet discussions related to safety and security. Moreover, the SFCCDPD Chief and command staff meet with constituent groups, attend new employee trainings,<sup>9</sup> offer staff development sessions,<sup>10</sup> attend Department meetings upon request, and interact with both the Associated Students of Ocean Campus and the Associated Students Executive Board, which is made up of student representatives from each College Center.

The College posts crime reports as part of continuous safety and security improvement.<sup>11</sup> Annual security reports show that crime is relatively low and has been decreasing due to the efforts of the College Police.<sup>12</sup>

Annually, the official Clery Compliance Officer reviews all police reports, both from the San Francisco Police Department and its own reports, and compiles an Annual Campus Security Report.<sup>13</sup> The Chief of Police or command staff communicate findings to the Chancellor. Program Review serves as another venue for staff to communicate recommendations for improvements to operations. Staff also provide feedback through biannual meetings held on Flex Days, and ongoing assessments happen on a daily basis during the course of normal operations. The SFCCDPD website includes information about how employees or citizens can file compliments and complaints either by calling or completing a downloadable form.<sup>14</sup>

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<sup>8</sup> [November 19 PGC presentation on campus security measures](#)

<sup>9</sup> Chief attends new employee trainings: [August 8, 2016](#), see page 2, [August 7, 2014](#), see 3:30 - 3:50 pm

<sup>10</sup> [Screenshot of 1/15/16 Flex Day campus safety workshop](#) (Source: [Spring 2016 Flex Day Booklet](#))

<sup>11</sup> [Clery Report/Activity Log on CCSFPD website](#)

<sup>12</sup> [Annual Campus Security Report, 2015](#)

<sup>13</sup> [July 16, 2015 Clery Act Compliance Report to Participatory Governance Council](#)

<sup>14</sup> [Compliments and complaints website](#)

In addition, the College Assessment, Intervention and Response team (CAIR) promotes continued safe access. CAIR meets regularly and conducts trainings.<sup>15</sup> CAIR’s purpose is to:

- Improve communication across all groups to gather more accurate and detailed information about community members in distress
- Identify trends and concerns related to health, wellness, and safety across the CCSF campus community
- Identify and implement continuing education and training opportunities for the campus community (e.g., Supporting Students in Distress, Violent Intruder, Review of Policies and Procedures)
- Implement prevention and intervention strategies to promote health, wellness, and safety
- Work collectively to identify community members in distress and identify support, resources, and appropriate referrals<sup>16</sup>

Recent events at other colleges have brought campus safety to a heightened level of awareness, and City College of San Francisco is on the forefront to prevent such catastrophic events from occurring and mitigating the results, should such terrible events as violent intruders or national catastrophes occur at the College. The Department of Homeland Security video “Run, Hide, Fight” is available on the SFCCDPD website, and the District installed emergency door stops throughout all locations to provide lockdown protection in the event that doing so is necessary.<sup>17</sup> The College Police website also includes other emergency preparedness information, including emergency procedures and current safety information and training.<sup>18 19</sup>

The College has also updated its notification strategies. In the event of an emergency, CCSF utilizes “Regroup” to provide an Emergency/Important information “Mass Notification System” which uses text, email and voicemail for cell phone users.<sup>20</sup> Faculty, staff, and students are automatically enrolled in the system via information from Banner.

The College also purchased and maintains the 911Shield application for everyone’s use.<sup>21</sup> The application allows for quick and easy text and multimedia contact with safety forces, peer-to-peer safety sharing, safety escort requests, emergency procedures, and other features. This is a vital resource in communicating emergency matters, and the College is working with its Risk Services Coordinator to increase adoption of the platform by more users in addition to finding

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<sup>15</sup> [College Assessment, Intervention, and Response \(CAIR\) Team website](#)

<sup>16</sup> [CAIR website](#)

<sup>17</sup> [CCSFPD website](#)

<sup>18</sup> [Emergency procedures website](#)

<sup>19</sup> [CCSFPD website](#); see “Current Safety Information and Training”

<sup>20</sup> [CCSF Police Department website](#)

<sup>21</sup> [911 Shield Safety App](#)

more options that will increase active emergency resource and reporting to further improve continued safe and secure access to the learning environment.

**Access: Americans with Disabilities Act.** The College is in full compliance with the Americans with Disabilities Act (ADA) of 1990. The District ADA Compliance Officer ensures the accessibility of College facilities and handles questions or concerns regarding accessibility of facilities. An online Access Guide provides accessibility information for all College locations.<sup>22</sup> To ensure that construction projects comply with the applicable codes, the Division of the State Architect reviews applicable documents to assure compliance with structural, life safety, and accessibility requirements (per ADA).

**Sufficiency: Resource Planning and Review.** The College plans, provides for, and reviews physical resource needs throughout the District in order to assure a healthful learning and working environment. When considering new projects, the College assesses deferred maintenance needs, growth forecasts for disciplines, degree tracks, and other demographic metrics and staffing limitations and needs. The College bases prioritization upon enrollment data and trends, student demographic data, Program Review, the Five-Year Capital Outlay Plan, the Facilities Master Plan, and architectural and engineering reports.

The Capital Projects Planning Committee (CPPC) establishes priorities and rankings of the Program Review facilities-related requests.<sup>23</sup> Working with the Office of Facilities, Planning and Construction, as well as with the Office of Research and Planning, the CPPC adopts recommended criteria for evaluation of different categories of requests, such as capital projects, renovations, equipment, ADA requirements, or life/safety issues. The Participatory Governance Council then reviews these established priorities and forwards recommendations to the Chancellor.

Guided by the Education Master Plan, the Facilities Master Plan (FMP) details and plans for sufficiency of physical resources across the College.<sup>24</sup> In January 2015, the College began the process of revising its 10-year Facilities Master Plan. The goal of the new FMP will be to provide a roadmap for facilities development in order to support the goals and strategies of the College's Education Master Plan, the goals of which include: advancing student achievement in meeting educational goals, transforming and sustaining campus infrastructure, and providing new and expanded opportunities for organizational development and effective innovation.

The Facilities Master Plan will:

- Provide a strategy for facilities improvement, renovation, replacement, and new construction over the next 10 years.

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<sup>22</sup> [Online Access Guide](#)

<sup>23</sup> [CPPC Program Review rankings](#)

<sup>24</sup> [Integrated Planning Cycle; Facilities Master Plan](#)

- Build a 21st century community college that meets the needs of students today and into the future.
- Develop facilities to anticipate the needs of students and faculty for the 21st Century.
- Modernize CCSF facilities in order to serve the city of San Francisco for the next 10 years and beyond.
- As an urban college with multiple campuses, include the community in the decision-making process.

A working group (the CPPC along a few additional resource members) is guiding the development of the Facilities Master Plan in a process that is comprehensive, actionable, participatory, and transparent. This group is an advisory committee made up of faculty, administrative officials and students. The working group is following a process that includes several phases:

- Needs – Analyze existing facilities and identify needs
- Options – Consider a variety of options based on these needs
- Recommendation – Develop a recommended solution to address the needs

Community and College constituent groups receive encouragement to follow the progress on the development of the FMP and can sign up to receive email updates as the work group achieves milestones and holds events. Broad communication and participation are one of the core tenants in the development process.

The College expects the FMP to be complete by February 2017, and continuous improvement shall continue as a vital aspect of the FMP for the betterment of the learning and working environment. The FMP is covered in detail in later sections of Standard III.B.

The College is also currently reviewing its facilities sufficiency by updating its Space Inventory, pursuant to Education Code Section 81821(e) (“An annual inventory of all facilities of the district using standard definitions, forms and instructions adopted by the Board of Governors”).<sup>25</sup> The Space Inventory database identifies quantitative data and provides a room summary for each building in order to provide the District with a means to examine utilization of all facilities and the planning for, allocation of, and additions to the annually updated Five-Year Capital Outlay Plan.<sup>26</sup> The most recent property appraisal gives a good overview of District property and is a firm foundation for the Space Inventory.<sup>27</sup> The College is in the process of updating the property appraisal in Summer 2016.

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<sup>25</sup> [2014 Space Inventory](#)

<sup>26</sup> [July 2015 Capital Outlay Board Resolution; Five-Year Capital Outlay Plan 2015/2016](#)

<sup>27</sup> [Property appraisal](#)

**Distance Education.** The College also considers distance education in physical resource needs assessments. To do so, the College researches, analyzes, and plans for these needs utilizing workgroups and cooperation within the Educational Technology Department and the Information Technology Services Department in addition to the Education Master Plan, Technology Plan, Participatory Governance committee processes, and the Program Review process.<sup>28</sup> To evaluate effectiveness of distance education-related equipment and facilities, the College uses the following:

- Funding and managing the delivery and support of all online classes is the responsibility of the Educational Technology Department, whose chair participates in Program Review, through which equipment and other resource requests are made.
- The Distance Learning Advisory Committee is comprised of representatives from Academic Affairs, Student Development, and Information Technology Services who collaborate on best ways to serve distance learning students.
- Information Technology Services supports distance learning by maintaining educational and administrative technology, and providing technical expertise and services to improve productivity, effectiveness, and efficiencies.

The College keeps up with the developing and evolving physical resource needs in spite of recent enrollment-related financial challenges. Regular resource needs assessments and reviews at all levels of the College help to maintain support, integrity, and quality of the learning environment. The May 2016 Facilities Master Plan College-wide survey shows positive feedback and even more positive responses over previous periods regarding physical resource management and improvement.<sup>29</sup>

### **III.B.1. Analysis and Evaluation**

The District assures safe and sufficient physical resources throughout the District and conducts and maintains these resources to assure access, safety, security, and a healthful learning and working environment at all CCSF locations. All facilities are in safe operating condition in full support of the learning and working environment, and the custodial and maintenance staff at each location are dedicated to expedient response(s) to problems and continuous improvement measures.

Processes that assure safe and sufficient physical resources are integrated into the Education Master Plan, the Facilities Master Plan, and the Five-Year Capital Outlay Plan, and needs assessments of each individual academic and administrative unit are carried out through Program Review, thus assuring sufficient feedback loops for the efficient management and improvement of facilities.

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<sup>28</sup> [2015-2017 Technology Plan](#)

<sup>29</sup> [FMP Website](#)

The College fully assesses the priorities of the District's needs, and fulfills those needs to support classroom instruction and student services at all locations. All locations and distance education are included in the process, thus integrating all programs and services into the District's plans. In addition, security is maintained by onsite security personnel, and Buildings and Grounds and the Office of Facilities, Planning and Construction maintain program and service operational continuity. With online requests and speedy repairs, Buildings and Grounds helps to assure access, safety, and security in a healthful learning and working environment.

Since the 2015 Restoration Evaluation Team report, the College has improved the maintenance of its facilities utilizing feedback loops. As described above, workgroups and committees work together with leadership to continuously evaluate and improve processes related to maintenance, repairs, and equipment replacement. User surveys and Participatory Governance meetings are now regularly utilized to incorporate thorough feedback loops into the processes for physical resource management and improvement. See also the Continuing Quality section in III.B.2. The recent Facilities Master Plan College-wide survey shows positive feedback and even more positive responses over previous periods.

The College is in full compliance with the Americans with Disabilities Act of 1990. The District ADA Compliance Officer ensures the accessibility of College facilities, and handles questions or concerns regarding accessibility of facilities.

**Conclusion.** The College meets Standard III.B.1.

**III.B.2.** *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

### **III.B.2. Evidence of Meeting the Standard**

The College plans, acquires or builds, maintains, and upgrades or replaces its physical resources to assure effective utilization and continuity of programs and services. The Director of Buildings and Grounds and Associate Vice Chancellor of Facilities and Planning, under the direction of the Vice Chancellor of Finance and Administration, provide administrative oversight of the College's physical resources. The Board of Trustees has the following policies on physical facilities and planning:

- Board Policy 7.34 (Site Acquisition)<sup>30</sup>
- Board Policy 7.35 (Capital Construction)<sup>31</sup>

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<sup>30</sup> [Board of Trustees Policy BP 7.34, Site Acquisition](#)

<sup>31</sup> [Board of Trustees Policy BP 7.35 Capital Construction](#)

**Effective Utilization.** The College assures effective utilization of physical resources through its integrated planning cycle. Assessment, planning, and budgeting within the cycle assure that programs and services receive support to maintain continuous quality, and that the College effectively utilizes physical resources.<sup>32</sup>

Long-range assessments occur during ongoing evaluation of the EMP, FMP, Five-Year Capital Outlay Plan, and Program Reviews. All of these plans involve, at some level, a long-range estimate of the number of students who can be served and space needed for programs, departments, divisions, and buildings. Other assessment tools include daily and periodic inspections and evaluations. Custodians and maintenance personnel perform routine inspections as part of daily tasks and routines. The College reviews scheduled maintenance plans annually and assesses and prioritizes needs.

A second cycle of planning occurs at the unit level of programs and services on an annual basis that links the Board of Trustees annual goals, College Priorities, and institutional plans, with unit-level Program Review, Student Learning Outcome (SLO) assessments and resource requests.<sup>33 34 35 36 37</sup>

In addition to the integrated planning cycle, Participatory Governance is a mechanism through which faculty, staff, students, and administration are able to consider the physical resource needs of programs and services.<sup>38</sup> The Capital Projects Planning Committee (CPPC), co-chaired by the Associate Vice Chancellor of Facilities and Planning, is tasked with establishing priorities and rankings of Program Review facilities-related requests, serves as a work group of the 2016 Facilities Master Plan that is under development, and recently became a standing committee of the Participatory Governance Council.<sup>39 40 41</sup>

**Continuing Quality.** The College maintains its physical resources to assure quality and maintain consistency in support of program and services. The College uses equipment replacement scheduling, Program Reviews, and Buildings and Grounds requests to evaluate and provide these needs.

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<sup>32</sup> [Integrated Planning Cycle](#)

<sup>33</sup> [2015 Buildings and Grounds Program Review](#)

<sup>34</sup> [2014 Buildings and Grounds Program Review](#)

<sup>35</sup> [2015 Program Review Repository](#)

<sup>36</sup> [2014 or Earlier Program Review Repository](#)

<sup>37</sup> [2015-2016 Board of Trustees Goals and College Priorities](#)

<sup>38</sup> [Board of Trustees Policy BP 2.07 on Participatory Governance](#)

<sup>39</sup> [Capital Projects Planning Committee \(CPPC\)](#)

<sup>40</sup> [2016 Facilities Master Plan](#)

<sup>41</sup> [FMP Work Group](#)

Subject matter experts at the unit level identify equipment replacement needs and communicates those needs through Program Review.<sup>42 43</sup>

Departments and offices request Buildings and Grounds maintenance services through SchoolDude, the online maintenance request and management system.<sup>44 45</sup>

Participatory Governance processes provide students, faculty, staff, and administrators with a means by which recommendations are made to the Chancellor pertaining to institutional priorities, policies, planning, and budget development as it relates to physical resources.<sup>46 47 48</sup>

The College evaluation, planning, and maintenance cycle, as improved in the last few years, has been very successful at supporting programs and services. For example, in 2014, Health Information Technology (HIT) made a request through the Program Review process to convert classrooms to computer labs. HIT justified the request by stating that Electronic Medical Records and computer applications were the health industry standard and had replaced paper-based medical records in the workplace. Through Participatory Governance processes, the Office of Academic Affairs gave this request a high priority. A Perkins CTEA Proposal was then made, and, upon award, the Board of Trustees approved funding for a low voltage wiring project for the John Adams Center HIT Computer Lab. In the spring of 2015, five HIT classes were scheduled in the upgraded classrooms. Open lab hours were established for students to practice the use of electronic medical records applications. In 2015, in its Resource Linked Progress Report, HIT reported a 760 percent increase in instructional equipment (from 5 to 38 computer work stations), and the elimination of wait time for students to access computers and HIT computer applications.<sup>49 50 51</sup>

**Distance Education.** The College provides for the special physical resource needs of distance education, and special committees work together to provide for program and service continuity. Funding and managing the delivery and support of all online classes is the responsibility of the Educational Technology Department whose chairperson participates in Program Review through which equipment and other resource requests are made.<sup>52 53</sup>

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<sup>42</sup> [Program Review Resource Request guidelines](#)

<sup>43</sup> [Program Review equipment request](#)

<sup>44</sup> [Buildings and Grounds - Sample Work Order](#)

<sup>45</sup> [Buildings and Grounds - Maintenance Management System Manual](#)

<sup>46</sup> [Participatory Governance Council Operational Guidelines](#)

<sup>47</sup> [Participatory Governance - Planning Committee Description and Purpose](#)

<sup>48</sup> [Capital Projects Planning Committee](#)

<sup>49</sup> [2013 Health Care Technology Department \(Health Information Technology Program\) Program Review and Resource Requests](#)

<sup>50</sup> [2014 Capital Outlay Resolution No. 141218-VII-A-239](#)

<sup>51</sup> [2015 Health Information Technology Program Review - Resource Linked Progress](#)

<sup>52</sup> [Educational Technology Department](#)

<sup>53</sup> [Educational Technology Department's Fall 2015 Program Review](#)

The Academic Senate's Distance Learning Advisory Committee (DLAC) comprises representatives from Academic Affairs, Student Services, and Information Technology Services who collaborate on best ways to serve distance learning students.<sup>54 55</sup> The Teaching and Learning with Technology Roundtable (TLTR) fosters communication among faculty about appropriate uses of technology in the learning and teaching processes.<sup>56</sup> The Roundtable also recommends policies and procedures for the use of technology in instructional support and student services with the goals of promoting successful learning and student achievement.

Information Technology Services (ITS) supports distance learning by maintaining educational and administrative technology and by providing technical expertise and services to improve productivity, effectiveness, and efficiencies.<sup>57 58</sup>

The Information Technology Advisory Committee (ITAC) advises the ITS Department, the CCSF administration, and the Board of Trustees on decisions regarding information technology, and draws input from all College constituencies on IT decisions that affect them, in order to ensure that the College makes the best possible decisions.<sup>59 60</sup>

Informed and guided by major planning documents such as the Education Master Plan and Technology Plan, Participatory Governance committee processes, Academic Senate committees, and Program Review of the Educational Technology Department and Information Technology Services, the College assures the quality of distance education, evaluates its effectiveness, and assesses the needs of its programs and services.

### **III.B.2. Analysis and Evaluation**

The College relies on an Integrated Planning Cycle to assure that it effectively utilizes its physical resources. Program Review enables programs and services to assess the quality of equipment and buildings, and request upgrades or replacements of physical resources. The College uses the Education Master Plan and other major planning documents, as informed by Program Review and guided by the College Mission, to prioritize and provide for physical resource needs to sustain and the integrity and quality of programs and services.

The College maintains its physical resources to assure quality and maintain consistency in support of program and services. Programs and services request Buildings and Grounds maintenance services through SchoolDude, the online maintenance request and management system. The College evaluation, planning, and maintenance cycle, as improved in the last few years, has been very successful at supporting programs and services. The College provides for

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<sup>54</sup> [Distance Learning Advisory Committee \(DLAC\)](#)

<sup>55</sup> [Distance Learning Advisory Committee Minutes](#)

<sup>56</sup> [Teaching and Learning with Technology Roundtable \(TLTR\)](#)

<sup>57</sup> [Information Technology Services \(ITS\)](#)

<sup>58</sup> [2015 Information Technology Services \(ITS\) Program Review; 2014 Information Technology Services \(ITS\) Program Review](#)

<sup>59</sup> [Information Technology Advisory Committee \(ITAC\)](#)

<sup>60</sup> [Information Technology Advisory Committee Minutes](#)

the special physical resource needs of distance education, and special committees work together to provide for program and service continuity.

The Director of Buildings and Grounds, Director of Facilities Planning, and Associate Vice Chancellor of Facilities Planning and Construction, under the direction of the Vice Chancellor of Finance and Administration, provide administrative oversight of the College's physical resources.

**Conclusion.** The College meets Standard III.B.2.

**III.B.3.** *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.3. Evidence of Meeting the Standard**

The College assures feasibility and effectiveness of its physical resources in support of programs and services with regular evaluation and planning of facilities and equipment.

**Systematic Resource Planning.** The Education Master Plan, Facilities Master Plan (currently in process of being revised), Five-Year Capital Outlay Plan, Total Cost of Ownership - Facilities Management Standard Volume 1, and the Technology Plan fully inform physical resource decision making, which results in a systematic assessment of physical resources and a results-driven method of continuous improvement.<sup>61</sup> Long-range projections, estimates of the number of students who can be accommodated, and space requirements in existing or planned buildings guide effective resource distribution.

**Data-Driven Evaluation.** Data drive College evaluation and planning related to physical resources, thereby assuring feasibility and effectiveness of physical resource utilization. The College tracks the use of classrooms, vacancy rates, fill rates, and equipment located in each facility through Banner. These data, as well as feedback from constituent groups (i.e., CPPC and Academic Senate), drive decision making. For example, in Spring 2015, the College started a smart classroom project. The primary goal of this project is to update, modernize, renovate instructional classrooms and equip them with instructional technology equipment based upon specifications approved by ITAC. Based upon identified funding, the College upgraded 75 classrooms. Data from Banner and feedback from user groups such the Academic Senate informed the selection of classrooms.<sup>62</sup>

**Constituent Participation.** Constituent and leadership participation in physical resource planning and evaluation helps ensure the integrity and quality of programs and services at all

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<sup>61</sup> [Total Cost of Ownership - Facilities Management Standard Volume 1](#)

<sup>62</sup> [Smart Classroom Project Charter - 3/13/15](#); [Smart Classroom Project PGC - 10/15/15](#); [Smart Classroom Technology Standards](#)

locations. The Capital Projects and Planning Committee (CPPC), the Planning Committee, the Participatory Governance Council, the Academic Senate, the Classified Senate, and other groups and committees meet regularly to address various aspects of facilities and equipment usage. Requests related to facilities modifications are routed through the College's Program Review process and, if funded, are facilitated, managed, and completed by the Facilities Planning and Construction Office and Buildings and Grounds. Before each major renovation project begins, a taskforce comprised of user groups, the Facilities Planning and Construction Office, Buildings and Grounds, and any outside consultants (e.g., architects, engineers, or specialty trade experts) help inform, plan, and guide the renovation/remodel to ensure that it meets all users' needs.

Similar to how the College developed the 2004 Facilities Master Plan, the completion of the revised FMP will include broad participation and dialogue to assist with identifying the programmatic needs and requirements as the College moves forward. Through competitive bid, the College selected tBP/Architecture, Inc. to provide professional facility master planning services. The scope of tBP's work includes the assessment of current facility conditions; current facility utilization; current facility needs based upon programmatic requirements; feedback from meetings and focus groups comprised of students, faculty, staff, administrators, and community members; and enrollment projections. All this will inform the creation of the College's updated ten-year Facilities Master Plan.

**Ongoing Analysis of Needs.** Custodians and Buildings and Grounds staff perform routine and recurring inspections as part of their daily duties. The College reviews the Scheduled Maintenance Plan annually and bases prioritization decisions on both assessment needs and the age of equipment and facilities. The Buildings and Grounds Department maintains this plan, which represents identified needs based upon information collected during annual inspections and maintenance of existing facilities and equipment along with identified needs from users and stakeholders.

**Continuous Improvement.** The College continuously improves feasibility and effectiveness of equipment and facility utilization with routine inspections, program review, and committee reviews. Custodians and maintenance employees perform routine maintenance inspections during their daily duties, and these guide improvements. Departments provide facilities needs and feedback through SchoolDude, the College's internal work order system, and equipment requests through Program Review, the established planning and resource request mechanism. Furthermore, CPPC members, using a created rubric, review, assesses, and prioritize Program Review requests.

The College also regularly uses the results of various planning and evaluation tools to improve facilities and equipment utilization and prioritizes needs on various levels. Items deemed to be health and life safety items are immediately addressed. The College prioritizes large capital construction and modernization projects using the EMP and the FMP as guides.

Program Reviews include facilities and equipment needs that departments and programs identify.

### **III.B.3. Analysis and Evaluation**

City College of San Francisco regularly employs a number of evaluation mechanisms to assess the effectiveness of its physical resources in supporting the institution's programs and services. The College uses the following to continuously improve its physical resources:

- The Education Master Plan;
- The Facilities Master Plan that supports the EMP and is created through a collaborative and inclusive process ensuring programmatic requirements are identified and included;
- Collaboration and constructive dialogue between various participatory governance committees as well as constituent groups;
- Detailed computerized systems such as Banner and SchoolDude that provide data to inform decision making;
- Ongoing maintenance inspections; and
- Input from all departments through the established work order system and Program Reviews.

Through these mechanisms, the College continuously improves the feasibility and its effectiveness of equipment and facility utilization.

**Conclusion.** The College meets Standard III.B.3.

**III.B.4.** *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

### **III.B.4. Evidence of Meeting the Standard**

The College's long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Capital Plans Process.** The College follows an institutional-level process for long-range capital plans to achieve its goals. Long-range plans focus on developing institutional goals and objectives to serve the needs and demographics of the College's student population, and the Education Master Plan integrates that planning into all aspects of College operations.<sup>63</sup> The Education Master Plan and the College's Mission Statement drive all long-range capital projects. Participatory Governance assures that long-range capital projects are linked to institutional

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<sup>63</sup> [Education Master Plan](#); [Facilities Master Plan](#)

planning. Consistent with Board Policy 7.35 (Capital Construction), the College uses its Facilities Master Plan, Five-Year Capital Outlay Plan, and Program Reviews as bases for medium- and long- range capital outlay planning. These documents detail how the College ensures it will maintain its facilities on an ongoing basis.

The 2001 Bond (\$195 million), 2005 Bond (\$246 million) and an additional \$185 million secured by the District in state capital outlay funding provided much of the resources necessary to fund most of the capital outlay projects identified in the 2004 Facilities Master Plan. It was during this period that the District began to increase measures to reduce the Total Cost of Ownership by emphasizing energy efficiencies and sustainability in planning for both new and rehabilitation and modernization projects.

For example, the District's 2004 ten-year Facilities Master Plan was a very broad-based, systematic analysis that addressed all District facilities. This plan was intended to address institutional needs including those articulated in the 2001 bond measure, such as projected enrollment growth, access and traffic concerns, aging facilities, and State budget cuts, and to recommend projects necessary to meet the District's needs through the year 2015-16.<sup>64</sup> Consistent with the College's long-range capital planning process, the College identified available funds, supplemented by anticipated state capital outlay to complete slated projects in the District's 2004 ten-year Facilities Master Plan.

The CCSF Facilities Planning and Construction Office prepares and submits annual updates with the Five-Year Capital Outlay Plan to the State Chancellor using the state's FUSION program. The annual update process of the Five Year Capital Outlay Plan provided Facilities Planning and Construction staff with the means to track schedule, scope, and budget impacts on Master Plan projects as well as the means to make adjustments in response to input from the College's planning team.

Project funding sources to date have included the 2001 and 2005 General Obligation Bonds, California Community Colleges Capital Outlay funding, California Colleges Local Assistance funding (coming to a close), and Proposition 39 California Clean Energy Jobs Act (annual funding).

**Total Cost of Ownership (TCO).** The College assesses the total cost of ownership of new and existing facilities and equipment in order to align long-range planning with institutional goals. This incorporation of TCO with institutional planning guides planning integration and allows for data-based decision making for resource allocation and project prioritization. The College defines TCO as a plan whereby the College is better able to effectively utilize resources to insure a healthy, comfortable and sustainable learning environment.<sup>65</sup> For new facilities, all as-built drawing and building operational manuals are provided to Facilities Planning and Buildings and Grounds personnel. These documents outline various elements that should be considered in the

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<sup>64</sup> [City and County of San Francisco Voter Information Pamphlet and Sample Ballot](#), November 6, 2001

<sup>65</sup> [Total Cost of Ownership -Facilities Management Standard Volume 1](#)

total cost of ownership (i.e., items needed to maintain a building once it is completed). Other Total Cost of Ownership elements include staff and personnel salaries, purchases and maintenance of equipment, supplies, and projected utility costs.

The College uses TCO to improve efficiency of operations and facilities maintenance by striving to reduce the cost of ownership where possible and in compliance with Board Policy 7.22 (Environmental Policies and District Activities).<sup>66</sup> Successful activities have included making the building interiors more maintenance friendly and easier to maintain, automating HVAC and irrigation systems to use less water, and helping staff to be more efficient through the use of technology where appropriate.

**Goal Alignment.** The College’s planning process, and specifically the Facilities Master Plan, ensures that capital projects effectively support the institution’s goals. The Facilities Master Plan incorporates total cost of ownership that begins at the programming stage and continues throughout the entire life cycles of new and renovated buildings, and this ensures that facilities will continue to support the learning and working environment in the long run.

To provide professional facilities planning expertise, the College retained the planning firm tBP to assist in preparing the next ten-year Facilities Master Plan. The FMP workgroup and tBP are evaluating the data and assumptions of the 2004 FMP to maintain continuity and to determine direction for the College and Centers’ facilities. To provide internal stakeholders and the broader community updates on the FMP process, the College has created a website that contains the project overview, scope and goals; project timelines; and resource materials containing qualitative and quantitative data coming from or out of the FMP process.<sup>67</sup>

**Distance Education.** Long-range capital plans support improvement goals and reflect projections related to equipment needed for distance education. The College’s Capital Projects and Planning Committee serves as a conduit for a wide variety of proposals related to physical resources, including equipment for distance education. The committee’s charge is to review and prioritize overall facility needs recommended through Program Review by all constituents, including the Information Technology Services and Education Technology departments, which oversee distance education.

The CPPC also reviews and prioritizes all department and divisional requests for modifications or alterations to existing office and classroom space, including those related to distance education. The CPPC members are appointees from all constituent groups including students, faculty, staff, and administration. This wide representation ensures facilities decisions are part of Participatory Governance and support institutional needs and plans for improvements. Considerations for distance education will be part of the new Facilities Master Plan. In Spring

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<sup>66</sup> [Board Policy 7.22 \(Environmental Policies and District Activities\)](#)

<sup>67</sup> [Facilities Master Plan website](#)

2016, the CPPC reviewed, prioritized, and approved facilities and equipment requests, including requests related to distance education, from the 2015-16 Program Review cycle.

#### **III.B.4. Analysis and Evaluation**

City College has developed a number of long-range capital plans that support the institution's mission and programmatic needs. Long-range plans focus on developing institutional goals and objectives to serve the needs and demographics of the student population, and the Education Master Plan integrates that planning into all aspects of College operations. CCSF's Facilities Planning and Construction staff prepares and submits annual updates with the Five-Year Capital Outlay Plan to the State Chancellor using the state's FUSION program.

The core plans include the Education Master Plan, Technology Plan, and Program Reviews. Based upon these plans, the College develops and implements capital projects, and the planning for each facility includes the development of necessary needs outlining the total cost of ownership. The College's planning process, and specifically the Facilities Master Plan, ensures that capital projects effectively support the institution's goals and meeting the College's mission. At the same time, the College continuously improves the efficiency of the operation and maintenance of the facilities in order to reduce annual operational costs in consideration of the total cost of ownership and in support of the mission of the College. The incorporation of total cost of ownership with institutional planning guides planning integration and allows for data-based decision making for resource allocation and project prioritization.

Long-range capital plans support improvement goals and reflect projections related to equipment needed for Distance Education. The Capital Projects and Planning Committee reviews and prioritizes all department and divisional requests for modifications or alterations to existing office and classroom space, including anything related to distance education.

**Conclusion.** The College meets Standard III.B.4.

#### **Standard III.B. Changes and Plans Arising out of the Self Evaluation Process**

The College has no changes or plans to report for Standard III.B. beyond those that are part of the College's regular quality improvement cycles.