Standard III.B. Physical Resources

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 ensure the integrity and quality of its programs and services, regardless of location or means of delivery.

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

Descriptive Summary
SCC is the seventh oldest public community college in California and is currently providing instruction and support services/programs at four primary sites: the main campus, the Davis Outreach Center, the Downtown Outreach Center and the West Sacramento Outreach Center. In addition, courses are offered at the Sutter Health and Gateway Centers in Sacramento. The Main Campus encompasses approximately 73 acres and consists of 26 buildings of nearly 500,000 assignable square feet. This site includes the College’s oldest buildings, some dating back to 1928 and the Works Progress Administration (WPA) era.

The Davis Center, located at 1909 Galileo Court in Davis, California, encompasses 9,200 square feet of leased learning space, consisting of eight classrooms, one computer lab with over thirty workstations, a student lounge, and faculty offices. The Davis Center offers classes at Olsen Hall on the UCD campus and at other UCD facilities for the SCC/UCD Cooperative Program in English, Chemistry, and Mathematics. In addition, classes are taught at a number of other Davis offsite locations: the Howard Johnson’s Hotel, the Explorit Science Center, the Windmere Apartments, and two local high schools. In 2010, the College will break ground on a permanent home for the Davis Education Center, the first phase of which will be an $8.8M (million) state-of-the-art complex with 14,255 assignable square feet (ASF) located within the West Village Center at UCD. When completed, this Center will be the only community college Outreach Center permanently located on a UC Campus.

The West Sacramento Outreach Center, located at 1275 Halyard Drive in West Sacramento, California, is leased space consisting of three classrooms, a student lounge and study room, office space, and a 32-station computer lab. In addition to the Halyard Drive location, the West Sacramento Center also has responsibility for classes taught at other locations in West Sacramento, e.g., the West Sacramento Senior Center, Capitol Bowl, and, for advanced education classes during the day, River City High School.

The District is committed to maintaining high levels of accessibility, in the belief 85 percent of the people in the service area should live within five miles of a college campus. Given the landlocked configuration of the SCC main campus, ensuring such levels of access suggests that the majority of the College’s future growth and expansion will occur through its Outreach
Centers. In 2008, the College broke ground for the future, permanent home of the West Sacramento Education Center, the first phase of which will be a $10M state-of-the-art complex; it will be situated along a major rapid transit route at the center of the West Sacramento community.

The Downtown Outreach Center, a leased facility located at 1209 Fourth Street in Sacramento, California, consists of three classrooms, a computer lab, and administrative space. The Center offers classes at this primary location and has administrative responsibilities for classes taught at nine local high schools: McClatchy, St. Francis, Kennedy, Luther Burbank, Christian Brothers, Hiram Johnson, Main, West Campus, and the Met Sacramento High School. When the much larger, permanent center is established in 2010 in West Sacramento, the operations of the Downtown Outreach Center will be relocated and incorporated into the West Sacramento Education Center.

Self-Evaluation
SCC continues to provide highly functional physical resources in support of its overall mission. Since the last accreditation, the College has upgraded and modernized a number of its oldest structures. In 2003, the College completed a $2.48M modernization of the cafeteria building and, in 2005, a $4.1M modernization of the Technology building. In 2006, the Cosmetology building, which includes Graphic Communication, underwent a $2.89M renovation, and, in 2008, the North Gym experienced completion of a $7.3M modernization, including the construction of a new Pedestrian Mall and Walkway. Modernization projects continue at the main campus, with the Fine Arts building currently under construction, the Performing Arts building in the final stage of design, and planning beginning for the modernization of Hughes Stadium.

The ongoing commitment to ensure highly functional physical resources is also demonstrated through the upgrade and replacement of equipment in support of college programs and services. Since the last accreditation, for example, new exercise equipment and machines were purchased with Type II funds as part of the renovation of the North Gymnasium that was completed Fall 2008. Perkins IV Career Technical Education funds, formerly known as Vocational Technology Education Act funds, were used to replace equipment and network switches for computer labs in the vocational training areas of instruction.

Since the last accreditation, the College has begun distributing permanent allocations to the base operating budgets of various operational units, based on their equipment and other Maintenance of Effort (MOE) needs identified in the unit plans. This procedure represents a change from past practices, in that college planning efforts now precedes and drives budget allocation processes.

In addition, a college reserve fund was established in the General Fund to address unexpected needs such as equipment replacement or repairs. Further, the Budget Committee is in the process of developing an inventory list for all major college equipment to be the starting point for the creation of a comprehensive replacement cycle program.

To ensure the effective utilization of all physical resources in a manner that maintains the quality of the College’s programs and services, the College has clearly defined planning systems.
Facilities planning, at both the main and outreach campuses, reflects a coordinated approach between the District and the College based upon an integrated set of planning processes. In 2004, in conjunction with the District Facilities Management (FM) Office, the College completed work on the Facilities Master Plan, which established the overall plan for the development of campus facilities in support of the College’s mission.

Planning begins with the development of the District’s Long Range Capital Needs Plan (LRCNP). The LRCNP reflects a collaboratively developed long-term vision for facilities growth, modernization, and renovation throughout the district based on enrollment forecasts, and facility assessments. The continuously updated LRCNP serves as the tool for implementing the SCC Master Plan for Student Success, Facilities Component. The LRCNP is dependent upon quantitative evaluation of existing space, the ability to serve students, and carefully documented projections of future needs.

SCC follows the Five-Year Construction Plan, which is developed as a shared responsibility between the College and the District. This plan represents the prioritization of new construction, modernization, renovation, and maintenance projects at SCC, as reflected in the Facilities Master Plan. The College annually updates the list of projects in the Capital Outlay Plan based on critical needs, periodic facilities assessments/audits, and the ability of the District to meet the College’s needs.

An essential element in the campuswide planning process is the focus on specific goals and objectives which are presented in annual unit plans and expanded during the program review process. Program planning through the Operational Planning Process (Unit Requests by Resource Type) is systematically conducted in the instructional, student services, and other support areas of the College to identify facilities and program needs.

Planning Agenda
None

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

Descriptive Summary
SCC is comprised of a diverse inventory of buildings at both the main campus and Outreach Centers. Some of the buildings date back to the early to mid-1900s and convey a strong sense of history and tradition. Many others represent 21st century innovation, having been recently constructed or modernized; others, including leased space at the Outreach Centers, serve to provide educational access to larger segments of the community. Many of these buildings are multi-level structures; others are single floor. Each of the multi-level structures contain elevators; all buildings are equipped with entrance ramps and electrical doors at key access points and traffic locations to comply with the Americans with Disabilities Act (ADA) requirements. All new construction on campus complies with the ADA and thus ensures equal access to facilities for all students. New construction plans are reviewed and approved by the Division of the State Architect to certify compliance.
While the benefits of a mature campus are many, they come at a considerable cost. Many main campus buildings were constructed prior to enactment of the ADA in 1990 and thus do not meet current ADA standards and regulations. The District Office therefore hired National Access Consultants, LLC, in 2003 to complete a comprehensive survey of all buildings on the main campus and to identify those areas that needed improvements. These changes have been integrated into a Transition and Interim Solutions Plan that was reviewed by the campus Disability Assessment Committee.

This Transition Plan is updated as changes occur to reflect improvements and completed items. It was also reviewed in 2007 as part of the categorical program review of SCC’s DSPS. Any complaints about ADA compliance or accessibility are usually managed by DSPS, the campus ADA officer, and by the Vice President of Administrative Services.

Physical access to the main campus has increased since the last accreditation, beginning with the 2003 completion of a light rail station on the east side of Hughes Stadium. As part of the Transportation Access and Parking Plan (TAP), the College completed, in 2007, the construction of a $28.3M multi-level parking facility and a $2.9M expansion of its staff parking lot, increasing available parking on the main campus by 864 parking spaces, a 29.1 percent increase. The campus now has 3,057 student spaces, 644 staff spaces, and 136 disabled and special use spaces.

In 1991, the District Office created the Illness and Injury Prevention Program (IIPP) to comply with SB198 and to address issues of job safety, the handling of hazardous materials, operation of heavy duty machinery, and fire and emergency action plans. The IIPP is located in Campus Operations, and, according to the LRCCD Safety Programs Binder, “All division offices should maintain a copy of the IIPP.” In addition, the District trains all new employees on health and safety concerns, on how to handle workplace violence, and sends yearly updates concerning safety guidelines.

The District’s IIPP is designed to prevent injuries, illnesses, and accidents in the workplace. The primary purpose of the program is to ensure the safety and health of the District’s employees and to provide a safe and healthful work environment. It is also designed to train all employees in safe and healthy work practices. The College has established procedures for faculty, staff, and students to follow in the event of an emergency. A flip chart displaying these Emergency Procedures is posted in each classroom and division and on the LRCCD Risk Management website. The same safety criteria, procedures, and policies are followed at the Davis Center and managed through the Operations Department and campus police.

Non-employee injuries are reported to the Campus Police, and a special non-employee accident form is filed with the District. Worker’s Compensation Claims are processed through an outside agency. The outside agency handles the documentation and reports the incident to the Vice President of Administration’s (VPA) Office and the District Business Services Office immediately after the report is made. If it is a safety issue that needs correction, the Operations Department performs any needed repairs at the incident site. The Operations Office also provides reports and updates to the VPA and the Business Services Office of the District.
The Campus Safety Committee is charged with promoting safety and emergency preparedness on campus. The committee reviews reports of accidents and injuries and makes recommendations “to mitigate adverse trends.” According to the Faculty Handbook of 2008, “All staff [members] are asked to assist with the security and care of physical facilities and equipment.” Equipment should be secured and facilities locked when college employees leave the premises. The IIPP includes a monthly property checklist to address loss prevention.

The Los Rios Community College Police Department (LRCCPD) is appointed to handle traffic, safety, and security concerns on all district campuses. At SCC, the police station is located in front of the parking garage near the light rail station. Crime Alert Bulletins are sent by e-mail to the campus community in a timely manner. Peace officers, campus patrol officers, and student patrol officers patrol the campus. Patrols of the buildings, property and parking lots are made 24 hours. Moreover, custodial and College Police staff regularly check the security of the buildings, and conduct intermittent patrols of the outreach campuses.

Emergency phones with blue lights are located throughout the campus; these phones may also be used for such non-emergency services as safety escorts, automotive jump-starts, and door unlocks. Emergencies at the outreach campuses are handled by the local police and reported to the LRCCPD. With the parking close to the buildings and the area well-lit at Outreach Centers, there is little need for escort services; however, staff members assist students if requested.

Self-Evaluation
SCC maintains a safe, healthy and accessible working and learning environment. The Transition and Interim Solutions Plan includes both temporary and permanent solutions to ensure safety and accessibility for all students. For the current fiscal year, the campus has allocated $40,000 to complete these repairs, for example, adjusting the height of doorway transition strips. Although this funding is not adequate to complete all the recommended improvements, the College attempts to budget an appropriate sum annually to continue these improvements.

In response to concerns about the number of disabled parking spaces on campus, the College has allocated 27 percent more parking spaces for drivers with disabilities than is mandated under California Disability Access Guide requirements.

According to the Fall 2008 Faculty-Staff Survey, over 80 percent of all respondents felt that the equipment provided or accessible to them is satisfactory for them to do their jobs, and 79.5 percent felt that their assigned workspaces are adequate to carry out their jobs. Of 320 respondents, 12.6 percent disagreed with the statement that the College has adequate physical accommodations for people with disabilities.

Based upon the LRCCD “How Are We Doing Employee Survey” (a District Survey) administered in Spring 2008, 75.5 percent of 485 SCC campus respondents felt positively about their personal safety. Of the 323 respondents to the Fall 2008 Faculty-Staff Survey, 81.5 percent felt safe on campus during the day and the evening.
Over the ten-year span covered by the Noel-Levitz survey, there was a 0.45 mean-level increase in satisfaction concerning “Safety & Security.” The primary increase in satisfaction related to parking lots being well-lit and secure (a 0.54 mean difference in satisfaction compared to the Spring 2004 survey) and to the adequacy of student parking spaces on campus (a 1.29 mean difference in satisfaction). This increase in satisfaction demonstrates the benefits of the completed TAP project.

According to the Spring 2008 District Survey, 84.6 percent of 486 SCC respondents felt safe from accidents at work, and 76.6 percent felt safe from health hazards at work.

**Planning Agenda**
None

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

**Standard 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 the basis for improvement.

**Descriptive Summary**
The College and District have developed and utilized a variety of methods to ensure the feasibility and effectiveness of physical resources to support institutional programs, services, and institutional effectiveness.

Equipment needs and their related replacement cycles are determined departmentally and vary depending on the type of equipment needed. For new courses or programs, the Course Outline and the Program Outline Proposal require sections to list needed equipment. The program review and the unit planning processes are aligned to ensure that all equipment needs are included in the budget proposal. A summary of the unit plan, after it has been prioritized by each department and then each area (Instructional, Administrative, or Student Services), is reviewed by the Budget Committee. The Dean of IT and the Director of Operations also submit their expenditure needs to the Budget Committee. To come to a final recommendation, the Budget Committee holds hearings in early spring at which operating units present their financial requests, answer questions, or include any needs that may have arisen since the unit planning process began. The Committee then ranks and tallies the proposals and re-ranks them again after more discussion. Once the Committee has determined the final ranking, it forwards recommendations to the President of the College for final action.

Federal grant resources, specifically Perkins IV Career Technical Education funds, are also utilized for purchasing equipment and supplies for vocational programs. Resources are allocated
based on the number of dependent and/or disadvantaged students in the College and distributed
to the divisions for instructional equipment and supply purchases. All equipment purchases
made from this type of funding must meet specific guidelines and must pertain directly to the
students. The College also accepts business donations of equipment for vocational programs.

The College has developed a reserve fund to be used for a variety of unexpected needs, including
failures in critical equipment systems. To receive funding, the department with an unexpected
need may submit a request through the VPA. The request is then reviewed and awarded or
disapproved by a Budget sub-committee.

To ensure the feasibility and effectiveness of physical resources in support of its programs and
services, the College has developed a number of decision support tools associated with long-
range capital planning. These tools include facilities master planning, annual updates of the
Five-year Construction Plan, review of the facilities deficiency database, Facility Resource
Allocation Plan, and the development of design standards.

The VPA supervises the Director of Operations and oversees all aspects of the physical facilities.
The Director of Operations, in concert with FM, conducts numerous meetings with the end-users
of proposed new facilities, the most crucial meeting is the one that occurs once the architect has
been hired. The Director of Operations coordinates and ensures all parties invested in a project
have the opportunity to participate in plan development. These meetings normally include the
FM project manager, the Division Dean/manager, Department Chairs, appropriate faculty
members, classified staff, and other administrative personnel. In addition, the Campus
Development Committee is given monthly updates on on-going construction projects to keep the
campus community apprised of the College’s construction program. The SCC Executive
Council is updated at least annually on planned construction projects.

The campus Operations Division provides leadership, coordination, and support of these
processes by ensuring that the condition and appearance of the physical resources reflect the
goals and methods of these programs and services.

Facilities planning and assessment are part of an ongoing, collaborative process between the
District and the College. The District utilizes Capacity Load Ratios (CLRs) and the Facilities
Condition Assessment to identify, estimate, and project the size, type, location, and cost of
needed construction, remodel, or modernization projects. The CLRs are outlined in the Five-
Year Construction Plan and updated annually by the District. These CLRs determine a point
system that is strictly adhered to in determining project eligibility, funding, and prioritization.
The Facilities Condition Assessment (FCA) is also prepared and maintained by the District. The
FCA assesses the condition of all building systems and components at the District, colleges, and
Outreach Centers, provides a complete listing of all deficiencies (e.g., needed building repairs) in
the building systems and components, and identifies associated repair costs. Facilities condition
assessments are done approximately every two years and are managed by the State Chancellor's
Office through the Foundation for Community Colleges. The facilities condition assessment is
used to develop Facilities Condition Indexes. A Facilities Condition Index (FCI) is the cost to
repair a building’s deficiencies divided by the replacement value of the facility. This provides an
approximate estimate of the facility's condition that is used to prioritize projects. While not the
sole objective criteria for evaluating a building’s eligibility or competitiveness for modernization state funding, the FCI is a useful value to include in the narrative portion of a modernization proposal to the state. This data, along with the building’s age, program needs, and Capacity Load Ratios form the basis of the state’s decision to fund projects for the College.

The District and the College are committed to building and remodeling facilities and upgrading technology to support the college mission. New facilities are constructed with state funding, including State Capital Outlay Funds and/or Capital Project Type II Funds. Once facility projects planned for the next five years are identified, prioritized, and have funding sources determined, they are included in the Capital Outlay Planning document, referred to as the Five-Year Construction Plan. To accommodate future enrollment growth, the current Capital Outlay Plan includes the planned addition of approximately 15,000 ASF at the main campus as well as three-phase facility expansions at the new West Sacramento and Davis Educational Centers, which total an additional 115,000 ASF.

The College and District directs facility designers to consider the total cost of ownership (TCO) when integrating new construction and/or renovation into the existing facility operating systems in order to keep costs down. LRCCD makes sure that the TCO is taken into account by the inclusion of design criteria for architectural finishes, mechanical systems, and fixture and furniture into the larger College and District inventory of all facilities, equipment, and associated systems.

When estimated costs exceed available budget, the College initiates a “Value Engineering” process. Value Engineering is yet another means to ensure that facilities serve the needs of the College, particularly when budget shortfalls threaten the intent of the building.

Self-Evaluation
Facility and Equipment planning and evaluation are conducted on a regular basis. The District begins the planning process with a Five-Year Capital Outlay Plan. In conjunction with the District, the College identifies new construction and renovations through the SCC Strategic Planning System, the Master Plan for Student Success: Facilities Component, and the Operational Planning Process. The TCO methodology will continue to be utilized in making decisions about new construction and renovation; and CLRs and Facilities Condition Index (FCI) will be used to determine project eligibility, funding, and prioritization.

The College provides fully functional physical resources to support its program and services. The CLR for lecture, lab, and offices have been calculated for 2009-2010 through 2015-2016 based on the 2010-2011 Five-Year Construction Plan. The composite numbers for 2009-2010 are the following: Lecture, 106 percent; Lab, 87 percent; and Office, 93 percent. For 2015-2016, the CLR is the following: for Lecture, 80 percent; for Lab, 77 percent; and for Office, 89 percent. The “Capacity Load Ratio” is based on statewide enrollment projections. “Capacity” refers to the physical space available; “Load” refers to enrollment. For example, the Capacity Load Ratio for Lecture is 106 percent for 2009-2010 and 80 percent for 2015-2016. For 2009-2010, the College’s physical space is more than adequate for the projected enrollment. However, for 2015-2016, the same physical space will not meet the enrollment growth of the college. The Capital Load Ratio for Lecture in 2015-2016 is less than 106 percent; it is projected to be 80 percent.
The College integrates physical resource planning into its overall institutional planning processes. In addition to having the Resource Management & Capital Outlay Plan as a part of the Strategic Master Plan, the College has linked departmental physical resource needs to the individual unit-planning process through the Facilities Resource Allocation Plan. Unit plans describe the manner in which each department views the future of its program and provides the means for communicating facility-related requests. The Campus Development Committee reviews the campus-wide list of facility-related requests to develop prioritized recommendations which is then submitted to the Budget Committee. The Budget Committee integrates these facility priorities into a collegewide resource priority recommendation which is submitted to the College President for review and action.

Based upon the Fall 2008 Faculty-Staff Survey of 323 respondents, 56.1 percent agreed that student-learning needs are central to the planning, development, and design of new facilities. The statement, “opportunity to participate in the governance process with regards to college facilities, including my work environment,” had a 67.8 percent positive response of the 323 respondents.

This same survey also suggests the College could improve the dissemination of information pertaining to its facility planning processes. Survey data show that 40.4% felt that the planning and resource allocation process for facilities was clearly defined, while 43.2% reported not knowing about this process.

Although faculty and staff agreed that they had an opportunity to participate in the governance process regarding the design of new/renovated college facilities, no structured processes are currently in place for evaluating the effectiveness of this participation in the final design, subsequent to project completion. Minutes of all meetings with the end-users are then recorded by the Architect/Planner and are available through their office or the assigned District Planner.

Planning Agenda
See Planning Agenda for I.A.3

By Spring 2010, the Director of Operations in conjunction with the Campus Development Committee will conduct an evaluation of the facilities planning process from the start of a project to its conclusion with special focus on the on-going communication between all parties in the process including end-users. The result of this evaluation will inform future major facilities projects.