

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.

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.

Descriptive Summary

Santa Ana College is a part of the Rancho Santiago Community College District, and along with Centennial Education Center, the Orange County Sheriff's Regional Training Academy, the Fire Academy, and the Digital Media Center, the college serves over 28,000 credit and non-credit students per year ([IIIB-1](#)). The SAC campus currently encompasses 66.6 acres, with 503,380 assignable square feet ([IIIB-2](#)). SAC is RSCCD's oldest campus with the oldest existing building dating back to the 1940's, with the majority of the buildings built in the 1960's, 1970's, and mid- 2000's. Since the last Self Evaluation Report was submitted in 2008, SAC has continued construction on major projects throughout the SAC campus as a result of the district's \$337- million Measure E construction bond passed by the voters in 2002. SAC's original allocation was \$156.3 million, or 47 percent of the total bond allocation. In 2012, voters approved a second construction bond for SAC only, Measure Q, to fund implementation of the Facilities Master Plan ([IIIB-3](#), [IIIB-4](#), and [IIIB-5](#)).

In 2002, facilities planning was outlined and tied to criteria such as aging infrastructure/buildings and projected increase in student enrollment. The RSCCD Comprehensive Master Plan (CMP) was further updated in 2014 to include a strategic approach to campus growth and development to 2023 ([IIIB-6](#)). The SAC Facilities Master Plan was developed in 2004, updated in 2006 and 2011, and most recently in January, 2014. The SAC Facilities Master Plan evaluates existing conditions, enrollment trends, instructional programs, and support services, and the plan seeks to establish a foundation to guide future decision-making as it relates to renovation, new construction, and other development. It guides prioritization of projects with college goals and expectations and allows flexibility in execution of projects taking into consideration future changes in program needs and availability of funding. Voter approval of the general obligation bond initiatives for the RSCCD and SAC is evidence that the community supports the institutional planning to keep the college a vital community resource serving the needs of the community.

The four main documents that SAC/RSCCD uses to support and address its facilities needs are the Five-Year Construction Plan, the Scheduled Maintenance Program, the Facilities Condition Assessment and the Space Inventory Report ([IIIB-7](#), [IIIB-8](#), [IIIB-9](#), and [IIIB-10](#)). Each of these documents is generated annually based on college input into the California Community College's System's Office database, known as FUSION.

Development of the Five-Year Construction Plan is based on analyses of the existing facilities capacity to support enrollment forecasts. Capacity/load ratios are determined for each type of space found on campus and serve as the basis for potential capital outlay

funding and the approval of capital outlay requests. All facilities proposals must be in compliance with applicable building codes and must also be approved by the Division of the State Architect (DSA). These plans must be in compliance for fire/life safety, structural soundness, and accessibility (ADA). The Five-Year Construction Plan includes a list of new construction and renovation projects needed by the college. The funding of a project by the State is based on the availability of state matching funds which relies heavily on the passing of a state-wide educational facility bond. The last state-wide education construction bond approved by the voters was in 2006.

The Scheduled Maintenance Program is particularly important to the college due to the age of the existing facilities and infrastructure. The submission to the state is based on annual site inspections and working meetings between the district and college staff from which a list of the most needed repairs and replacements of both buildings and equipment are identified. In this report, items such as hazardous material removal, HVAC, plumbing, roofing, and ADA access needs are assessed. Each year, the list is reviewed and prioritized again as new items become potentially more urgent than they had appeared on the previous year's list. In recent years, the state has funded the top-ranked items. If there are major emergencies that appear during the year, the necessary repair or replacement is funded through the college's line-item budget for operations and maintenance or through another local revenue stream to cover the emergency. Therefore, some planned college facilities projects may not be fulfilled because of emergencies based on concerns for campus safety, structural soundness, or student access.

The Facilities Condition Assessment is based on a methodical review of the existing SAC facilities and identifies key components and systems such as foundation and waterproofing, heating, ventilation, and electrical, in order to define problems, develop cost estimates, and create plans for repairs. The information provides the basis for prioritization of facilities improvements.

The Space Inventory Report is developed by the district facilities staff. The Space Inventory Report is a result of experts examining the college's facilities and identifying the use and amount of assigned square footage utilized for all space types to serve as the basis for the evaluation of funding proposals and to ensure that the campus is developed and planned in the most efficient manner possible ([IIIB-10](#)).

Informally, college facilities employees report any facility maintenance concerns. These issues are either handled internally by the maintenance and operations team utilizing an existing line item budget, or they are referred to the Scheduled Maintenance Special Repairs (SMSR) budget for a determination on how to be handled. The Facilities Committee is presented a regular Maintenance and Operations report during its monthly meeting. Preventative maintenance activities and planning has been added as a category to the report ([IIIB-11](#)). Work orders requested by faculty, staff, and students for ongoing maintenance of physical resources is managed through an online work order system ([IIIB-12](#)), and a procedure for custodial staff to notify supervisors of any observed maintenance needs is in place ([IIIB-13](#)).

New campus construction of buildings funded through Measure E and Measure Q identified in the SAC Facilities Master Plan ([IIIB-14](#)) has both DSA regular inspection and project Inspectors of Record, who inspect campus projects regularly to maintain compliance with all building codes and DSA focus on structural safety, access

compliance, fire, and life safety. There is a recently constructed Maintenance and Operations building at the SAC campus completed in 2008 (III B-15) as a component of the 2004 SAC Facilities Master Plan (III B-16). Maintenance and Operations needs at the college's other instructional locations are coordinated centrally out of the SAC Facilities Office utilizing SAC personnel. The college's facilities, which serve approximately 40,000 students and where many of the buildings are more than 60 years old, are extremely costly to repair and maintain. With the passage of the Measure E Bond in 2002 and the recent passage of Measure Q in 2012, the college has been able to upgrade many of the needed and expensive infrastructure repairs and replacements.

Distance Education

The sufficiency of the college's Distance Education program is evidenced by the annual Distance Education Student Survey, which indicates that 86 percent of DE students are using computers at home. There are sufficient computers available for student use at the Academic Computing Center, Nealley Library, and Learning Center. The computers are reviewed by each support area for currency of software. Distance Education works with ITS to assure recommended browser installations/levels for consistent student access to their coursework on Blackboard. Equipment needs for Distance Education are sufficient at the present time.

Self Evaluation

Santa Ana College meets this standard. The college has clearly connected its physical resources planning to its instructional and program needs as evidenced by the Five Year Construction Plan, the 2014 Facilities Master Plan update, the Scheduled Maintenance Program, the Facilities Condition Assessment, and the Space Inventory Report (III B-7, III B-14, III B-8, III B-9, and III B-10). Additionally, preventive and scheduled maintenance planning procedures have also clearly been adopted. Communication between the administration, faculty, and staff regarding physical resources issues has also increased considerably due to both Facilities Committee reports to College Council and campus-wide informational updates from the Vice President of Administrative Services.

Actionable Improvement Plans

A plan for institutional involvement of DE in the budget and planning process will be addressed and implemented in a more comprehensive manner by SACTAC as it now reports to the SAC Planning and Budget Committee. Planning will accommodate growth in the webcam/video requirement for students.

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

Many of Santa Ana College buildings are between 40 to 60 years old, making their replacement and renovation a high priority for both safety access reasons and teaching effectiveness. The college executes and implements projects that seek to maintain, modernize, upgrade, and/or replace physical resources according to priorities outlined in the Facilities Master Plan as well as those priorities outlined by the district's Physical Resources Committee (PRC) (III B-17) and college Facilities Committee. These plans and

the work of the PRC are updated and reviewed on a regular and ongoing basis at the SAC Facilities Committee ([IIIB-18](#)) to ensure that plans and projects are aligned with the programs and services of the college.

Program planning and design of capital projects is undertaken by professional consultants, architects, and engineers who also, when appropriate, evaluate existing systems and building performance. They also conduct life-cycle assessments to determine the feasibility of maintaining existing facilities. When necessary, replacements are made with like or new facilities and equipment. The current SAC Central Plant project, along with replacement of aging infrastructure, is an example of a capital project and investment that seeks to replace physical resources necessary and which is critical to the support and continued safe operations of the college. The district also partners with agencies such as the Gas Company and Southern California Edison through the California Community College/Investor Owned Utility Partnership Program (CCC/IOU) to propose projects and evaluate physical resources/buildings/systems/equipment on the campus that may be in need of renovation or replacement. These agencies assist in energy consumption reduction or address other sustainability practices.

The SAC Facilities Master Plan committee ([IIIB-19](#)) conducts analysis from an institutional perspective and makes recommendations to the college President, who makes final decisions and provides recommendations to Chancellor's Cabinet. The college utilizes the Facilities Committee ([IIIB-20](#)) in conjunction with consultants that possess expertise in the area of physical resource planning to provide a linear view of future campus construction activities.

Each college division and department evaluates its physical resources needs on an annual basis through its program review whereby deans, department heads and faculty, and the management team members provide primary input regarding the specific needs of individual programs and support services campus-wide via the Resource Allocation Request (RAR) process ([IB-43](#)). The department/division facilitates requests related to program review directly from the SAC RAR process, which is first prioritized at the department/division level, and then again at the vice president level, with the final prioritized list of campus facility resource allocation requests presented to the SAC Facilities Committee ([IIIB-20](#)). Priorities are posted on the Facilities Committee website ([IB-19](#)) to inform the campus community of all campus physical resource needs. Identifying available fiscal resources is the responsibility of the Vice President of Administrative Services and President's Cabinet in accordance with the Comprehensive Budget Calendar ([IIIB-21](#)).

The college produces a room allocation list, with allocation authority of campus classrooms and other building space assigned to appropriate college divisions. Scheduling of rooms is effectively maintained through a centralized system (AdAstra) and coordinated by the Facilities Coordinator. Master planning enrollment projections are developed based on internal and external scans of regional population trends and labor market studies. These projections are incorporated into the SAC Educational Master Plan, which serves as the basis for the SAC Facilities Master Plan and the projects identified for implementation. The college executes and implements facilities projects that seek to maintain, modernize, upgrade, and/or replace physical resources to support instructional and student support program needs. These follow the priorities outlined in the Facilities Master Plan as well as priorities outlined by the district's Physical Resources Committee

and college Facilities Committee. These plans and the work of the PRC are updated and reviewed on a regular and ongoing basis to ensure that plans and projects are aligned with the programs and services of the college.

The district oversees health and safety programs that identify hazards; establishes procedural requirements; and assigns responsibilities for the purpose of minimizing the risk of injury to students, employees, and other members of the campus community. The district Risk Management office, in consultation with campus management and staff, is responsible for developing these programs and maintaining copies in the various campus business offices. The district is also responsible for ensuring that supervisors are aware of and are implementing the programs relevant to the operations they oversee, with technical assistance provided by the district's Risk Management office. District Risk Management is responsible for notifying college supervisors of changes to programs when they occur ([IIIB-22](#)).

In 2012, the sustainable RSCCD Committee was launched to explore how the colleges and the district could evolve into a more sustainable institution. For two years, this district-level participatory governance committee has worked to identify a range of sustainable practices and activities for the entire district. These include incorporating green practices into construction projects; recycling efforts; reduction in water usage and plans for water retention projects at SAC; and Earth Day activities. A draft plan will be submitted to the Board of Trustees summer 2014 with implementation commencing August 2014 ([IIIB-23](#)).

Self Evaluation

Santa Ana College meets this standard. The college has undertaken a robust construction plan, both short-term and long-term, dating back to the initial passage of Measure E in 2002. The planning structure at SAC supports effective integration of facilities planning with the RSCCD Comprehensive Master Plan. Participatory governance committees of college stakeholders provide primary input for the specific needs of the college at the local level via the SAC Facilities Committee as well as the district Physical Resources Committee. The hiring of outside consultants as Facilities Master Planner and Comprehensive Master Planner, along with the support of district personnel, supports effective and efficient facilities planning through 2023. Bond Measures E and Q and the 2014 Facilities Master Plan ([IIIB-14](#)), in conjunction with the RSCCD Comprehensive Master Plan 2013-2023, are evidence of the college's commitment to upgrade, build, and maintain the immediate and future needs of its growing and diverse student population. The college's physical resource planning process, the 2014 Facilities Master Plan ([IIIB-14](#) and [IIIB-25](#)), and the voter-approved Bond Measure Q constitutes a high-quality model.

Actionable Improvement Plans

None.

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

According to the SAC Budget Priorities for FY 2012-2013, FY 2013-2014, and FY 2014-2015, the “health and safety of the learning and working environment” is a top budget priority for budgeting purposes ([IIIB-26](#)).

Access

The district has an ADA transition plan survey related to the accessibility of buildings at the college. Over time, there have been updates to the survey and projects executed to comply with current regulations related to accessibility. All new capital projects require DSA approval and would ultimately comply with current accessibility requirements. There are several new projects currently underway and in design for the college that have and will address accessibility compliance such as the gymnasium, parking lot improvements, Dunlap Hall renovation, Planetarium renovation, as well as other future projects. The district is also concurrently in the process of updating the accessibility plan at the college to incorporate the new conditions at the campus given the multitude of new projects undertaken. This includes any outstanding accessibility compliance work that may be needed, although not tied to a specific capital project.

Fire and Life Safety

Any new capital facility project complies with the Division of the State Architect requirements for fire, life safety, and structural and accessibility compliance. Local fire authority review and other city reviews are undertaken as required for new capital facility projects. Contractual requirements for contractors requiring proper safety measures on job sites is mandated, as contractors must comply with Occupational Health and Safety standards and retain other agency oversight for permits such as Air Quality Management District (AQMD) and city permits for any off-site work adjacent to the property. Hazardous materials survey and abatement practices are undertaken and followed to ensure work is undertaken to protect workers and the safety of students and staff. Certified licensed consultants and contractors are required to follow industry standards and rules and regulations in assessment and abatement for such hazards. The college Facilities Department and Risk Management office maintains records of such Hazardous Materials Surveys and Abatement Reports for various projects. The district has an Owners Controlled Insurance Program for construction projects above \$5 million that has mandated safety programs to ensure safe practices are followed during the course of construction to protect workers, faculty, staff, and students. Routine visits to the construction sites are undertaken by third party insurance loss control personnel.

Security

Institutional safety at Santa Ana College is under the formal responsibility of the district’s Campus Safety detail, overseen by the RSCCD Vice Chancellor of Business Operations and Fiscal Services. The mission of the Safety and Security Department of RSCCD is to serve and protect the people and property at all district locations to ensure a safe and secure educational environment that encourages personal and intellectual growth. To accomplish this, the primary activity is to perform visible and continuous patrols of district properties so that officers are available to provide assistance to students, staff

members, and guests; to perform safety and security services; to detect and deter crime; and to preserve and protect district property ([IIIB-27](#) and [IIIB-28](#)). Each officer is expected to carry out the duties of his/her assignment with consideration, empathy, self-control, impartiality, and honesty, and without discrimination or prejudice.

SAC Campus Safety is a centralized unit with offices located at and officers assigned to the SAC campus as well as the Centennial Education Center. Currently the 24/7 dispatch center for the department is located at Santa Ana College. Jurisdiction of district Safety Officers is the boundary of the authority delegated from the Board of Trustees to perform their duties and responsibilities to provide safety and security services for the students, staff, and guests of the district. This jurisdiction is limited to real and personal property within the facilities of the district ([IIIB-29](#)).

Two lieutenants supervise the department personnel assigned to the colleges: one at Santa Ana College (SAC) and its centers and sites, and the other at Santiago Canyon College (SCC) and its centers and sites. Senior district safety officers/sergeants assist the lieutenants in leading the district safety officers assigned to their locations. The department deploys 18 permanent full-time and 20 permanent part-time district safety officers depending on the needs of the colleges and their centers and sites. The department also retains a number of substitute/short-term/hourly reserve officers to fill in when permanent officers are absent to work on holidays and to cover short-term security needs. Dispatch and support services are provided by a senior clerk/dispatcher at SAC. Student security aides are used to assist the department in patrolling the parking areas and with general office duties at SAC.

District safety officers are non-sworn and do not possess peace officer status or police authority but do employ a community style of policing within the college communities. District safety officers may make, or may assist others in making, private citizen's arrests pursuant to Section 837 of the penal code. District safety officers are authorized to enforce traffic and parking regulations on district campuses. They may issue citations for parking violations at Santa Ana College and other sites. The district safety department maintains a close working relationship with local police departments and other state and federal law enforcement agencies. Officers may detain offenders for local law enforcement officers. Local law enforcement agencies have primary responsibility for exercising police authority on college facilities.

Apart from the day-to-day safety issues, the department has overall responsibility for emergency planning throughout the district. The lieutenant at SAC works in conjunction with campus administrators and faculty to train the campus community for various emergency incidents and facilitate drills to practice responding to those incidents. Training is achieved in various ways, including Flex week training classes, annual earthquake drills, active shooter drills, incident command training, and exercises ([IIIA-97](#), [IIIB-30](#), and [IIIB-31](#)). In an attempt to reach as many of our community as possible, Campus Safety recently produced a video of the college's emergency procedures for the education of staff and students. This video is available on the website for students and staff to view. Faculty are also asked to show it to students during the first week of classes ([IIIB-32](#)).

The Director of District Safety and Security prepares an annual report of security including crime statistics in compliance with the Clery Act. The annual report includes

data gathered from college personnel and from local law enforcement agencies. Pursuant to the Clery Act, the district must report specific crime data every year and for the most current three year period. Annual crime statistics are available at the U.S. Department of Education Office of Postsecondary Education website. Copies of the annual report are distributed to all students and employees and are available for prospective students at the RSCCD, SAC, and SCC websites; the district safety and security office; and the campus safety and security offices. This report provides up-to-date information for students and staff about the campuses and policies to ensure the safety and security of the campus community.

Also as part of the Clery requirements, the district advises members of the campus community on a timely basis about campus crime and crime-related problems ([IIA-6](#)). Under circumstances where the students and staff may be at risk of imminent harm by an on-going criminal threat, either on or around our facilities, the district Safety Department and/or the site administrator will issue a campus-wide safety alert bulletin. Non-criminal threats to student and staff safety may also be distributed in this manner. This information is disseminated by email, by posted notices, and may also be announced in classrooms by faculty.

An additional tool to ensure the safety and security of staff, students, and premises is the Video Surveillance System. The system was installed across the district on all facilities to function as a continuous protection tool in the district's crime prevention program, with visible cameras located throughout district facilities. Although not continuously monitored, images are recorded and used for forensic purposes for alleged crimes or other violations of district regulations. This system has proved an invaluable tool in reassuring the campus community and identifying perpetrators of crimes, as well as hit and run drivers. It serves as evidence to support student discipline cases and other incidents when district regulations are violated ([IIIB-33](#)).

Environmental Health and Safety

The district's Risk Management office is responsible for the development and implementation of the Comprehensive Injury and Illness Prevention Program (IIPP) ([IIIB-34](#)), which incorporates programs and procedures designed to prevent injuries and minimize the impact of district/college operations on employees. The IIPP addresses all of the regulatory compliance for health and safety, including employee safety responsibilities; safe work practices; training; and accident reporting and investigation. One of the plan's requirements is to ensure scheduled periodic safety inspections are performed in compliance with regulatory requirements and to assist management staff in identifying unsafe or unhealthful conditions. Once a site inspection is completed, a report is generated that identifies facilities in need of repair or improvement. The report is provided to facilities personnel at the college who analyze the report and initiate work orders to correct deficiencies and help prevent injuries ([IIIB-35](#)). If a workplace injury does occur, an accident investigation is conducted, and any unsafe or unhealthy work conditions are corrected in a timely manner. Ergonomic evaluations are conducted on an as-needed basis by Risk Management to ensure work stations are set up properly and the right equipment is available to prevent injuries. Spot inspections are conducted throughout the year as generated from reported concerns, accident investigations, or for regulatory compliance (OSHA, EPA, DTSC, Local and State Fire Authority, AQMD, etc.)

District Risk Management and district Campus Security are also part of the Health, Emergency Preparedness, Safety and Security Task Force (HEPSS) (IIIB-36). This is a college-centered committee that meets monthly to discuss safety and security issues at the campus and to determine plans of action to resolve any issues. One area of responsibility for the committee is Emergency Preparedness. CEC also has a safety committee. The committee reviews emergency supplies and communications equipment and noted deficiencies. An emergency trailer was purchased and stocked with supplies. Numerous two-way radios were purchased, and a radio communication repeater was upgraded to improve the college's preparedness to a disaster. Regular campus evacuation drills are conducted twice annually at all the college sites, in addition to regular Emergency Management Team trainings and practical experiential training (IIIB-30). With the trainings, the college also utilizes and publicizes the use of a safety video (IIIB-32), which is placed on the front page of the intranet for easy campus community reference. This allows for critical procedural information relevant to the SAC campus for students, faculty, and staff.

SAC includes a safety training and orientation in every "Flex Week" professional development offering (IIIA-97) that allows all faculty and staff to engage in the discussion of campus emergencies that may take place while on campus.

Campus Perception

Regarding the safety and security of the college working and learning environment, a campus-wide survey was sent out to the campus community in fall 2013 to gather data related to certain aspects of campus life. Seventy-eight percent of the respondents either "strongly agreed" or "agreed" that the SAC grounds were maintained in a safe and secure manner, with ten percent of the respondents "neutral" and one percent "didn't know." Regarding the safety and security of their own workspace, 78 percent of the respondents either "strongly agreed" or "agreed" that their workspace was safe and secure, with 13 percent of the respondents "neutral" on the topic.

Self Evaluation

Santa Ana College meets this standard. At SAC, the health and safety of the learning and working environment is a top priority (IIIB-26). As aging facilities are renovated and plans approved by DSA, SAC continues to transition to a state of complete ADA accessibility. DSA ensures that all renovation/construction plans conform to all safety and ADA standards. Safety for all students, faculty, and staff is regularly discussed, and concerns are addressed in the HEPSS Committee (IIIB-37). HEPSS reports are regularly provided at the Facilities Committee meetings (IIIB-20). Recommendations may be made to College Council from the Facilities Committee. Earthquake/fire evacuation drills are held once per semester (IIIB-38) to ensure that all students, faculty, and staff are ready for an emergency. Construction contractor safety is a priority as indicated by contractual requirements for contractors requiring proper safety measures on job sites. On site, the district campus safety officers monitor activities on campus by performing continuous patrols and through the use of a campus-wide video surveillance system. Officers also provide a range of safety services to students, faculty, and staff. All students, faculty, and staff are encouraged to participate in the *AlertU* program to facilitate campus-wide dissemination of emergency/safety information. SAC assures that physical resources at all locations where it offers courses, programs, and services are

constructed and maintained to ensure access; safety and security; and a healthful learning and working environment.

Actionable Improvement Plans

The district/college will research emergency notification tools that allow for a more robust communication delivery to a greater number of students, faculty, and staff.

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.

Descriptive Summary

Santa Ana College evaluates and assesses the use of its facilities through analysis of facility use, review and planning, and the Facilities department's Annual Evaluation of Preventive Maintenance for equipment and buildings. SAC's facility usage review and planning includes a yearly Space Inventory Report, in which the District Planning office prepares a report on what classrooms, labs, and other types of student instructional rooms are available and utilized for instruction at SAC. The SAC Room Allocation List ([IIIB-39](#)) is also produced each year. Each SAC division office has been assigned specific classrooms and labs for instruction, and each division develops a plan for classroom and lab utilization for each semester. Any regular classroom that has not been assigned a specific hour becomes open to assignment to any division. However, all labs must have clearance/approval from the divisions they are aligned with prior to scheduling to another division.

Datatel, which interfaces with the AdAstra online schedule reporting system, is utilized. The AdAstra Online Room Use Reporting System ([IIIB-40](#)) has the schedules of all the divisions' classrooms, labs, and other types of student instructional rooms. The SAC Facilities Coordinator consults the AdAstra schedule in assigning these rooms for special event use by divisions or other SAC groups ([IIIB-41](#)). The SAC Facilities Coordinator also assigns these rooms and other SAC rooms for Community Services classes and community groups.

Another way SAC plans and evaluates its facilities and equipment on a regular basis is through the Facilities department's Annual Evaluation of Preventive Maintenance for equipment and buildings ([IIIB-42](#)). The Facilities department annually consults with expert contractors and consultants regarding manufacturers' recommended preventive maintenance programs for specific SAC mechanical and HVAC equipment for the efficient and effective use of the equipment. An annual plan for preventive maintenance for equipment is developed and budgeted for, and the corresponding service is accomplished and documented.

Equipment is a planned component of all new construction or renovation. There is an element for "fixed equipment" as part of the construction/renovation. Movable equipment and furnishings are also addressed in this process.

Throughout the year, the SAC custodial and maintenance teams evaluate the maintenance condition of buildings as they clean. They report any observed maintenance issues to the

custodial supervisor or the lead custodian. The custodial supervisor and lead custodian fill out work orders in the online system, and they are assigned and completed by maintenance personnel. SAC staff are encouraged to report these issues using the online work order system.

The Facilities committee is the participatory governance committee at SAC responsible for “identifying and prioritizing capital projects including scheduled maintenance projects. It serves as an information and exchange body on facilities projects that are in construction or that are being planned” (IB-19). The Facilities committee is also the arena for dialogue related to the condition of campus facilities, the need for special repairs related to health and safety, and the manner in which facilities are utilized (IB-19).

The district undertakes a facility inventory assessment to validate the data in the State FUSION system for the college. As part of the assessment, spaces are identified and utilization is verified. This assessment assists in developing and confirming recommendations for space needs and continued use by programs. It also identifies other future needs by the college which may influence capital planning. In addition, the inventory assessment and FUSION system is a tool that assists the district and college to properly plan the most optimal use of facilities.

Distance Education

Proctoring of DE courses is accomplished through the instructor directly, the SAC Testing Center, or by a proctor that meets the DE test proctor requirements (IIIB-24).

The following is an excerpt from the Santa Ana College Online course Test Proctoring Form:

The following two approved proctor options are preferred by Santa Ana College.

1. A university, college or community college testing center proctor. If the university, college or community college has a test center, students are expected to have their exams proctored there.
2. Professional testing center proctor

If no university, college, community college, or professional test center is available, a proctor may be selected from the list below.

1. An educational administrator at a university, college, or community college which does not have a testing center
2. For personnel of the armed forces, any commissioned or non-commissioned officer of higher rank than the student, an education officer or specialist, or base librarian
3. Librarian at a public library

Upon receipt of the form, the DE office contacts the proctor and verifies via website access the validity of the institution and uses alternate means, other than the phone number provided, to contact the proctor for verification and approval.

Self Evaluation

Santa Ana College meets this standard. The college evaluates and plans its facilities and equipment on a regular basis, using a variety of data and assessment from multiple

internal and external sources. The district and college employ a year-round, ongoing program of monitoring building utilization ([IIIB-10](#)), using established state measures such as capacity load to review campus building utilization. Outside consultants with expertise in these areas are brought in to assess functionality and serviceability of the physical resources. Preventive maintenance schedules are developed and budgeted for, and regular communication via the Facilities committee provides feedback from the campus community on the condition of campus buildings. The collegial participation continues to be part of the planning process via deans, department heads, faculty, staff, and the SAC Facilities Committee.

Actionable Improvement Plans

Greater efficiency will be realized in scheduling preventative maintenance and in work order accountability when an automated system can be procured to tie the two together. The goal is to purchase/implement a system that ties directly to the State's FUSION system, to assess facility condition and age of mechanical systems and combine scheduling preventative maintenance, resource allocation and inventory control. A system such as this is currently on the 2014-15 RAR for the Facilities department.

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

The 2004 Facilities Master Plan (FMP) ([IIIB-16](#)) was developed to provide a long-range capital facilities plan articulating a method to meet all of the needs for instruction and services while taking into account the projected future growth in enrollment. The FMP, including the subsequent updates, serves as the basis for decision-making relative to facility needs and financing, both now and for the future. The purpose of the plan is to determine the amount and type of space needed for the academic program of instruction and support services through the year 2020. The plan was based on the current and projected academic program of instruction offered at the college. The RSCCD Comprehensive Master Plan document includes the Facilities Master Plan ([IIIB-6](#)). The facilities master planning process was undertaken through a highly participatory process and included a series of interactive meetings with the Santa Ana College Master Plan Committee and college forums. The 2014 Facilities Master Plan Update ([IIIB-14](#)) provided an update to the 2011 FMP to take into account modifications that the college intended to make related to campus project sequencing, scope, new property acquisition, and available local and state funding opportunities.

The college's "total cost of ownership" model currently includes the cost for the purchase, preventive and routine maintenance, replacement, parts, electrical components, permits, and staff for any new capital endeavor.

Self Evaluation

The achievement of a comprehensive Facilities Master Plan, and the evident diligence undertaken to update the FMP is evidence of a solid long-range capital planning process. The passage of Measure E in 2002 and Measure Q in 2012 ensures ample funding to construct and modernize campus facilities to accommodate technology and address sustainability as the college improves the aesthetics of the campus ([IIIB-6](#), p.4.5).

Actionable Improvement Plans

One area of long-range planning that needs to be addressed more effectively is the issue of “total cost of ownership” and how this affects the decision-making process. This needs to be more formalized in the planning, scope development, and budgeting process for capital improvements at the college. Total cost of ownership is a measurable outcome in the Facilities Program Review documents for 2014-15 ([IIIB-43](#)).

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 SAC Facilities committee is a constituent-based participatory governance body made up of faculty, students, classified, and administrative staff that guides the planning of campus development ([IIB-34](#)). The committee reports to College Council and disseminates information to constituency groups on campus ([IIIA-155](#)). The 2014 Facilities Master Plan and its preceding editions rely on the analysis of the existing program of instruction, the current level of space demand, and the existing degree of space utilization ([IIIB-14](#)).

Prior to final adoption of the current 2014 Facilities Master Plan, numerous campus-wide meetings were held by the college President to share information and receive input from faculty, staff, and students concerning the plan ([IIIA-51](#)). SAC ensures integration between physical resource planning and institutional planning by basing its long-range capital planning on the academic program of instruction. As the program of instruction changes, so do the decisions related to campus physical plant improvements.

In order to ensure that facilities decisions are developed based on program review and institutional need, SAC has implemented a “ground up approach.” Facilities needs are identified at the departmental level first by faculty and classified employees within that department. Needed facilities or improvements that would aid in the achievement of intended outcomes are outlined by using the SAC Resource Allocation Request (RAR) form ([IIIA-158](#)). This form is submitted to the division dean. The dean collates all the departmental resource allocation requests, and then through meeting and dialogue with department chairs, prioritizes for the whole division. This is passed forward to the Vice Presidents of Academic Affairs and Administrative Services as well as the Facilities committee. Resource Allocation Requests are prioritized based on budget priority and strategic planning, available funding, and impact on campus community as a whole ([IB-43](#)).

“Capital Equipment” in the RSCCD is any item over \$1000 that goes into the district’s inventory list. Decisions regarding capital equipment purchases are first made via the college’s resource allocation request process, usually initiated by the dean or director to the area vice president.

Typically academic requests are initiated by the department chair and then go to the division dean and the Vice President of Academic Affairs. All the requests for a division are first prioritized by the dean, then the vice presidents of all the areas, who prioritize all of the requests from their respective areas. The vice presidents then take all of their

requests to President's Cabinet to be prioritized once again in relation to available resources and other campus requests and needs. The Board of Trustees approves the purchase orders. Evidence of this process can be found in the SAC 2013-14 Budget Manual ([IIIB-44](#)).

The college measures the effective use of physical facilities through program review and the Facilities Master Plan. Analysis of programs and services in relation to existing conditions of facilities that require focus and attention are identified. Meetings and tours of facilities have been conducted with the planning consultant team to evaluate facilities and program needs. The results of this analysis were the basis of specific sections of the Facilities Master Plan recommendations.

AdAstra is the software that is used to reserve and coordinate the usage of space. Reports on occupancy and utilization are generated and reviewed by administration to assess the effective use of physical resources.

Self Evaluation

Santa Ana College meets this standard. Physical resources planning is integrated with institutional planning in a participatory governance model that starts with faculty and staff identifying needs that are tied directly to area program review documents. These needs are requested through the Resource Allocation Request (RAR) process. RAR's are first prioritized at the department/division level and then by administration. Requests are reviewed by the Facilities Committee with potential funding sources identified by the Vice President of Administrative Services and President's Cabinet.

Actionable Improvement Plans

None.