Standard 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.

Evidence of Meeting the Standard

Primarily, the Educational Master Plan and the Facilities Master Plan inform the feasibility and effectiveness of Foothill College's physical resources in supporting institutional programs and services. Additionally, supporting information from Student Learning Outcomes (SLOs), the Planning and Resource Committee (PaRC), the Operations Planning Committee (OPC), and the Program Review Committee (PRC) is incorporated. Within the College curriculum, assessment of facilities extends to the course and program levels through the use of the SLO assessment model and the program review documents. The purpose of SLOs is to establish cyclical processes developed by Foothill faculty and staff to define and assess observable outcomes that demonstrate evidence of learning as a result of a specific course, program, or activity. An effective program review supports continuous quality improvement to enhance SLOs [III.B-45] and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection and to ensure that program planning is related to goals at the institutional and course levels.

In each of these assessment tools, faculty is asked to determine the effectiveness of facilities used to deliver instruction and to reflect on needs to improve the classroom experience. Programs and divisions use this data to determine funding needs for equipment and space. That information is forwarded to PaRC for approval, and then to the College president. Requests for facility improvements for instructional and non-instructional spaces are reviewed and prioritized by divisions using the program review process. OPC determines which source of funding is most appropriate to address the priorities, such as bond funding, career technical education funding, Plant Services budget, etc. If a request is urgent and is a health or safety issue, it is sent to the President's Cabinet for review and determination of immediate funding.

In the spring of 2016, the PRC [III.B-46] gave recommendations on providing critical tutoring services to students and options for supporting student engagement through a centralized meeting place. In the new PSEC building, open, flexible study spaces are located outside of faculty offices. Students are encouraged to use the space individually, or meet one-on-one, with a group, or with their instructor. Flexible furniture that can be reconfigured in minutes and a large glass board for capturing ideas promote planned or spontaneous interactive collaboration. The "one-size-does not-fit all" study space was carried over in the design and construction of the newly renovated Library and the Teaching and Learning Center (TLC). The library facility offers private rooms, group study rooms with multimedia, a quiet study area, computer access, and social interaction spaces. The TLC provides computer access and tutorial spaces (private or open). Many of Foothill's student community learning programs such as Pass The Torch, Puente, First Year Experience (FYE), and Umoja (African American Learning Community) utilize the space as well. The Facilities Master Plan focuses on campus connection opportunities, continued ADA compliance, as well as promoting gathering spaces for students to promote a sense of community. Further study will be required to ensure that long range plans support a campus culture that values ongoing improvement and stewardship of resources; developing, implementing and maintaining the physical campus; and emphasizing well-being, health, and comfort in facilities design, as stated in the Educational Master Plan [III.B.4].

Plant Services' primary process for evaluating facility use is the annual submission of the Five-Year Construction Plan to the State Chancellor's Office. This report includes numerous measures of facilities utilization and indicates how the College is using space—for example, adequately using

lecture space or requiring additional lecture space. The plan is evaluated from a global perspective and identifies areas of improvement. The report evaluates the efficiency of facility scheduling efforts by the College's scheduling office and includes an annual summary of current and proposed capital outlay projects established by the capacity-to-load ratio for five space categories: lecture, lab, office, audio-video/television, and library. The 2012-16 Facilities Master Plan [III.B.3] indicated that the College had adequate space for lecture, laboratory, and office spaces, but demonstrated additional need for library and audio-video/television facilities, which was addressed with Measure C bond funds. The recently updated 2016-22 Facilities Master Plan shows that lecture and office space are adequate, and with renovation and re-purposing could provide needed space for lab, instructional media, library, study, and tutorial spaces.

Bachelor's Degree

Facilities and Physical Resources
The District has passed two bond measures, which have funded state-of-the-art capital improvements, furniture, fixtures, and equipment for Foothill College's dental hygiene baccalaureate degree program. The College community takes great pride in showcasing dental hygiene, and visitors have come from all over the world to see the program's facilities. Operational funding has been stable during the most volatile economic times to ensure adequate supplies and timely replacement of equipment.

The dental hygiene clinic, the classrooms assigned exclusively to the dental programs, and the laboratory area were remodeled in 2008 and 2009. Remodeling of the dental hygiene clinic involved replacement of all equipment and cabinets, new flooring, new delivery system, and installation of hardware and software for patient records and digital X-rays. A new suction system was recently installed this year. Remodeling of the classrooms and the laboratory area involved dividing the space into two classrooms, one for dental hygiene and the other for dental assisting. Measure C and E funds were allocated for these projects.

The dental program classrooms have a maximum capacity of 35. Classrooms have the following available: two overhead projectors, two projection screens, video visualizer, projection system for computer, VCR/DVD, and laser pointer.

The department monitors equipment, and the clinical, laboratory and classroom facilities for needed upgrades to keep current with dental technology and science. The department has been given funding through the program review and resource allocation process annually to update the facilities and dental-related technology such as digital radiographic equipment, electronic patient records, lasers, ultrasonic scalers, instruments for interim therapeutic restorations, new student chairs and desks, and improvements to classroom facilities. Student achievement and learning outcomes assessments are up-to-date. The dental hygiene program completes an annual program review examining both SLOs and achievement, as well as making resource requests. The Program Review Committee examines program review data as part of its integrated planning and resource allocation process [III.B-47, III.B-48, III.B-49].

Analysis and Evaluation

Foothill College meets the Standard. Evidence of the feasibility and effectiveness of physical resources in supporting institutional programs and services and the planning and evaluation of its facilities and equipment on a regular basis is illustrated in this section. Items identified in the past two Facilities Master Plans have come to fruition or are in the final stages of completion. Safer and more accessible vehicular and pedestrian paths have been created. Aging facilities have been upgraded with new infrastructure, utilities, finishes, and technology. The Physical Sciences and Engineering Center and the Sunnyvale Center have been built as state-of-the-art instructional spaces. Methods are in place to repair and maintain the campus infrastructure. The process is evident in furniture, and philosophies supporting different learning styles.

Standard 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.

Evidence of Meeting the Standard

To assure the lifelong feasibility of capital purchases, a total cost of ownership is used to support acquisition and planning decisions for a wide range of district and campus assets that contribute significant maintenance or operating costs.

"The total cost of ownership (TCO) is a dollar per square foot value ($/#) associated with a facility. It is a calculation of all facilities-specific costs (not including furnishings or non-facility specific equipment) divided by the estimated lifespan of the building (30-50 years) and the total gross area. Facilities specific costs include all construction, preservation, maintenance, and operations costs. TCO, therefore, includes the representation of the sum total of the present value of all direct, indirect, recurring, and non-recurring costs incurred or estimated to be incurred in the design, development, production, operation, and maintenance of a facility/structure/asset over its anticipated lifespan (inclusive of site/utilities, new construction deferred maintenance, preventive/routine maintenance, renovation, compliance, capital renewal and occupancy costs). Land values are specifically excluded." These costs can be broken down into three categories:

- **One-time development costs**
- **Annual recurring costs**
- **Periodic recapitalization costs**

In addition to the three main categories, the effects of sustainability policies and practices become a core issue in any new development project. The desire to include sustainable materials and change or revise policies may place additional demands upon the project and change potential programmatic requirements and the total cost of ownership.

After a capital project is approved, the District awards a contract to an architectural design firm. The firm takes four categories into consideration: performance, spatial requirements, educational requirements, and regulatory requirements. Building a new facility begins with developing programming data, a design schedule, and a preliminary cost estimate. Upon approval by the College, the next step is the three phases of construction design: schematic, design development, and construction documents. The schematic phase uses the programming data to begin laying out the building, focusing on proper adjacencies in a preliminary floor plan and the skeleton of the building. In the design development phase, approximately one-half of the overall design is completed. Floor plans are further advanced, and elevations, sections, and the building systems are developed. The final construction documents phase is used to provide details, complete the finishes, signage, etc., pulling the entire facility together and preparing the documents for bidding. At the end of each phase, participants have a chance to review and make comments, and a cost estimate is generated and reconciled focusing on the total cost of ownership. Final plans are presented to the Academic Senate, Building & Grounds Committee, Classified Senate, President's Cabinet, and Board of Trustees. Additionally, storyboards are often displayed in the Administration Building to share each phase of the process and current status of various projects with employees and campus visitors.

Plant Services is highly involved in the programming and design of facilities. Several of the key crew members (electrician, plumber, HVAC technicians) reviewed drawings and provided comments. Approximately four years ago, Plant Services took a "hands-off" approach with the anticipation of having the design professionals handle all of the design and being responsible for the commissioning (facilities operating as designed and intended). This was necessitated due to budget constraints.

The Citizen's Bond Oversight Committee (CBOC) provides oversight for bond spending. The committee meets four times a year and receives regular reports on all bond-related projects; ensures that the bond projects reflect the community's input and needs; advises on and helps implement public engagement strategies; and acts as a key communicator to constituencies, communities, businesses, and civic organizations. The committee's annual report states "financial and performance audits found that the district is in full compliance."

The final major bond construction project, the new District office building, will be built in 2017-18 in parking lot 7. The process and procedures followed in previous projects continue to be followed to meet regulatory compliance and to ensure design integrity and fiduciary responsibility.

Analysis and Evaluation

Foothill College meets the Standard. The CBOC's report is just one of the measurements demonstrating that the College supports and has implemented its institutional goals and plans for the total cost of ownership of its new facilities and equipment.

Standard III.B Evidence List

III.B-1 FHDA District Website: Bond Measures (Measure C and Measure E)

III.B-2 2016 Facilities Master Plan

III.B-3 Educational and Strategic Master Plan

III.B-4 Foothill College Sustainability Master Plan

III.B-5 Technology Master Plan

III.B-6 Board Policies 3200 Facilities Philosophy & Priorities Statement

III.B-7 California Environmental Quality Act (CEQA) Requirements

III.B-8 Environmental Impact Report(s)

III.B-9 Accreditation Report 2011 Substantive Change Proposal, Page 3

III.B-10 Facilities Planning Manual for the California Community Colleges

III.B-11 Building Summary Report

III.B-12 A Five-Year Construction Plan

III.B-13 Community College District Facilities, Operations & Construction Management Department, Mission Statement

III.B-14 Operations & Construction Management Organization Chart

III.B-15 Work Order System

III.B-16 Injury and Illness Prevention Plan

III.B-17 District's Hazardous Materials Business Plan (HMMP) - Uploaded to California Environmental Reporting System

III.B-18 Hazardous Materials Awareness and Certification

III.B.19 PSME Classroom Rules

III.B-20 Education Technology Advisory Committee (ETAC)

III.B-21 Operations Planning Committee (OPC) Minutes

III.B-22 Planning and Resource Committee Meeting (PaRC) Website and Minutes

III.B-23 Technology Committee Webpage

III.B.24 StateUniversity.com Top 500 Ranked Colleges – Highest Safest Community Colleges

III.B-25 Campus Map: Gender-Neutral Restroom Locations

III.B-26 CLERY Report

III.B-27 Title IX Regulations

III.B-28 Campus Non-Smoking Policy

III.B-29 National Incident Management System (NIMS)

III.B-30 Standardized Emergency Management System (SEMS)

III.B-31 Planning and Resource Committee (PaRC) Meeting Minutes, Feb. 3, 2016

III.B-32 Space Inventory Report

III.B-33 Report 17

III.B-34 Room Detail Report

III.B-35 FHDA Facilities Documents

III.B-36 Measure C Citizens' Bond Oversight Committee Website

III.B-37 Measure C Citizens' Bond Oversight Committee Report

III.B-38 *San Jose Mercury News*, Monday Jan. 11, 2016

III.B-39 List of On and Off Campus Locations

III.B-40 California Uniform Public Construction Cost Accounting Act (UPCCAA) – Aug. 2016

III.B-41 Operations Planning Committee

III.B-42 FHDA District Board Policy 3214: Environmentally Sustainable

III.B-43 Sustainability Committee Meeting Minutes

III.B-44 Sustainability Report Card

III.B-45 Student Learning Outcomes

III.B-46 Program Review Committee

III.B-47 Comprehensive Program Review Dental Hygiene

III.B-48 Program Review Data: Dental Hygiene

III.B-49 Dental Hygiene Program Report