

Standard IIIB: 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.

Introduction

From its inception, Santa Monica College has faced significant challenges stemming from the limitations of its physical plant. Throughout its 80-year history, these challenges have been successfully addressed through careful planning and management. Founded in 1929, the College initially occupied only three classrooms on the second floor of Santa Monica High School, employed eight faculty members and served 153 students. Three years later, the College moved to a brick building on the grounds of a local elementary school but a year later was physically evicted from that locale by the 1933 Long Beach earthquake (not the last time that a California temblor would transform the College). The College relocated to a city of tents constructed of wooden floors and canvas roofs, where students studied under the glaring sun in the summer and drenching rains in the winter. In fact, rainstorms were sometimes so severe that classes had to be cancelled. At that time, the College was affectionately referred to as Splinterville, and bungalows were eventually constructed to augment the tents.

In 1940, the Santa Monica Board of Education approved the purchase of a 16-acre site, which eventually became the main campus of the College. In 1948, Corsair Stadium was opened on Pearl Street, and in 1950, more than 20 years after the College's inauguration, ground was broken for a new campus. By the 1980s and 1990s, the main campus of the College, covering 38-acres along Pico Boulevard, was serving more than 20,000 students. Classroom space was and continues to be limited, exacerbated by aging and overburdened facilities that suffered permanent damage during the 1994 Northridge earthquake. Shortly after the earthquake, the College began intensive planning to address its facilities needs, reflected in the *Master Plan for Education* (1997), which defines the goals and objectives for the College and serves as a guiding principle for facilities planning with safe and sufficient physical resources to support programs and services as its focal point. The *Master Plan for Education* and the *Comprehensive Facility Master Plan* provide the template for development of the College's physical infrastructure.

More than 1,000 individuals, including college faculty, staff and students and members of the community, helped develop these documents by following a review process that included more than 35 public meetings and focus groups. The resulting *Comprehensive Facility Master Plan*, which includes a lengthy section on Design and Development Principles, supports the College's Mission, Vision, Values and Goals, specifically to preserve educational quality and to enhance student success. Clearly defined planning and development principles have kept the College's facility construction program on track and in place since the adoption of the *Comprehensive Facility Master Plan* in 1998.

As shown in the timeline (Figure IIIB-1), and to its credit, the College has brought the majority of the projects defined in these documents to fruition, a testament to careful and deliberate planning and the college community's commitment to fulfilling its mission. The careful planning is reflected in the multiple state and regional awards these projects have received, which include two prestigious California Construction Magazine Awards, for the Theatre Arts Building and the Performing Arts Center.

The *Comprehensive Facility Master Plan* has guided the College during earthquake recovery projects designed to retire and replace obsolete buildings. It has also served as a guide in the development of the College's telecommunications infrastructure and improvement of parking and traffic circulation.

The principles articulated in the plan have allowed the College to maintain open space and regulate density while achieving cost-savings through strategies such as grouping similar programs in close proximity to take advantage of shared facilities and equipment. For example, the Academy of Entertainment and Technology houses several related disciplines (Interior Architectural Design, Graphic Design, and Entertainment Technology) to take advantage of the synergy among the programs and the shared use of high-end computer equipment needed by each program. In addition, annual updates to the *Comprehensive Facility Master Plan* continue to guide the relationship of the main campus with its satellite facilities and advance college facilities as a community resource.

The implementation section of the original version of the 1998 *Comprehensive Facility Master Plan* recognized the then-current resources, primarily Federal Emergency Management Agency earthquake recovery funds, Proposition T funds (a 1992 bond measure), and state capital grants. However, the plan also addressed a significant number of unfunded capital needs, in anticipation

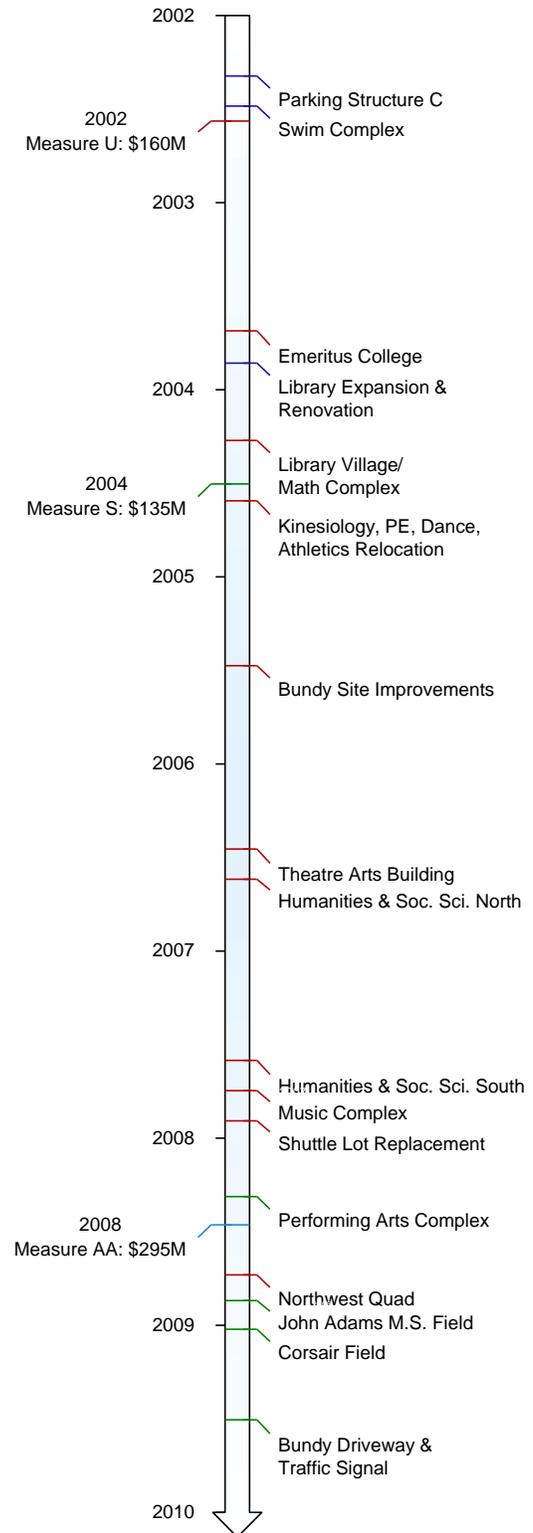


Figure IIIB-1: Facilities Projects Completed Since 2002

that future funding resources would become available. Fortunately, the College has been able to pass several subsequent bond measures (Measures U, S and, most recently, AA) that have made possible many projects including the acquisition of several new properties.

The facilities planning process has assisted the College in framing its online learning initiative as a means to expand student access without further straining the College's overburdened classroom



**Figure IIIB-2: The Santa Monica College Quad
(During and After Construction)**

and parking facilities. Another project developed through the planning process is the transportation partnership, “Any Line, Any Time,” among the College and the City of Santa Monica's Big Blue Bus, which allows students, faculty and staff to ride city buses for free.

Today, the College's physical plant includes a 38-acre main campus and five satellite sites. The College continues to grow despite being landlocked in a densely populated, expensive area with high building density. To be brought fully into use,

every new facility requires a complicated, finely choreographed, and carefully timed plan that moves programs to temporary offices and classrooms while one building is demolished and another is constructed—a process that sometimes requires several programs or departments to temporarily relocate. Furthermore, the presence of construction zones often forces students and staff to negotiate a complicated labyrinth to safely traverse college sites as shown in the “before and after” pictures of the new Quad (Figure IIIB-2).

Even with these ongoing obstacles, students continue to attend the College to take advantage of its unmatched selection of instructional programs and services. In the 1980s and 1990s, the Collegewide Coordinating Council was the planning body responsible for developing planning recommendations. By the early 2000s, the process had largely broken down, as noted by the last accreditation team. A new planning body, the District Planning and Advisory Council (DPAC), accompanied by new

planning processes, was established to replace the Collegewide Coordinating Council. Abiding by the principles of participatory governance, DPAC effectively develops plans and provides recommendations to the Superintendent/President. DPAC and its subcommittees (described fully in Standard IV) provide the structure and processes for developing thoroughly deliberated recommendations that are based on input from the college community.

IIIB.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.*

IIIB.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.*

IIIB.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.*

IIIB.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 planning.*

Description—IIIB.1, IIIB.1(a), IIIB.2 and IIIB.2(b)

As shown in Figure IIIB-3, the Santa Monica Community College District operates a single college, Santa Monica College, within the district boundaries, which encompass the cities of Santa Monica and Malibu, portions of unincorporated Los Angeles County, and a single property within the city of Los Angeles annexed through agreement with the Los Angeles Community College District. The College attracts students from the surrounding areas of the greater Los Angeles basin, with most students residing within seven miles of the College in high-population communities.

The 38-acre main campus is located at 1900 Pico Boulevard in Santa Monica. The College also offers instruction at five nearby satellite sites: Bundy, Airport Arts, Performing Arts Center, Academy of Entertainment and Technology and Emeritus College.¹ Several administrative offices, including those of the Superintendent/President, are housed off-campus at 2714 Pico Boulevard, and the College operates a satellite parking facility, the Olympic Shuttle lot, as well as two parking structures on the main campus. Satellite sites comprise approximately 26 acres. Currently, the College has 33 buildings for a total of 1,044,547 gross square feet, of which 656,134 square feet are assignable (i.e., used for classrooms, offices, conference rooms,

laboratories, libraries and auditoriums). In contrast to older facilities, most of the newer buildings have been designed to use space far more efficiently than those they replaced.

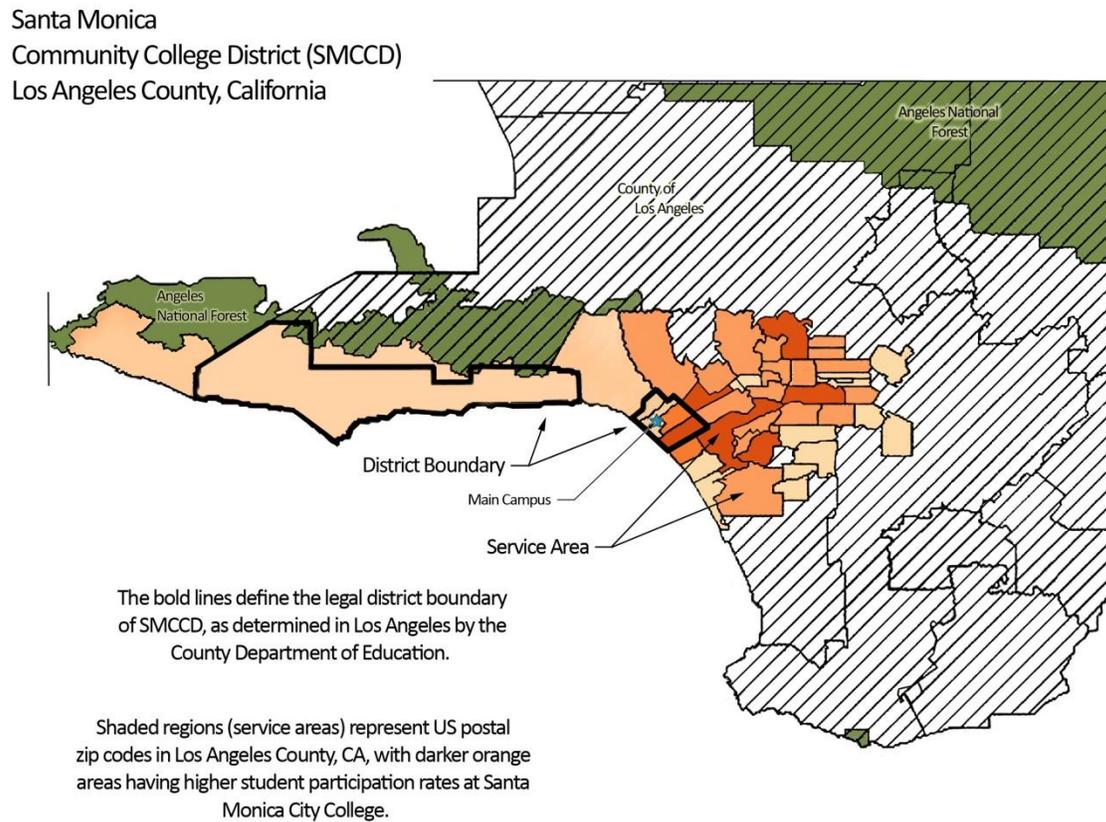


Figure IIIB-3: Santa Monica College District Boundaries

Though separated by short distances, the main campus and satellite sites operate as a single system. College shuttle buses and the “Any Line, Any Time” program (a joint venture between the College and the City of Santa Monica’s Big Blue Bus) allow students and staff to travel among campus sites free-of-charge throughout the day and evening.

Founded in 1929, Santa Monica College acquired the main campus site in the 1940s and began construction on it in the 1950s. The 1950 *Comprehensive Facility Master Plan* guided the first 10 years of college facility development, and the original buildings reflected the existing divisions, departments, and services of that period (e.g., Liberal Arts, Life Sciences, Speech Arts, Art and Music). The College’s career technical education programs, which had been housed at a separate location, moved to the main campus in the late 1960s. At that time, funding for construction of these facilities came from local sources, primarily bonds. The College had no formal process for facilities planning between the 1950s and 1998, and the passage of Proposition 13 in 1978 essentially eliminated local funding. Thus, facility development

throughout this period—which included the Business building, Library, parking structures and (now demolished) Amphitheater and Concert Hall—occurred *ad hoc* and was largely the result of targeted funding acquired from a variety of sources.

Impetus for the adoption of a new *Comprehensive Facility Master Plan* in 1998 was provided by the introduction of preferential parking (i.e., parking limited to residents with permits) around the neighborhoods adjacent to the main campus, approval of library and science modernization projects through the 1992 bond measure, and recovery efforts in response to extensive damages caused by the 1994 Northridge earthquake.

The 1998 *Comprehensive Facility Master Plan* identified a number of facilities and infrastructure projects, all of which have been completed or are in-progress. These included replacement facilities for the swimming pool, a parking structure, the Science building, and the Liberal Arts building; expansion of the Library; construction of a central quad area that provides an interior corridor for the main campus; a consolidated Student Services and Administration building; underground parking; Pico Boulevard improvements; and several related projects. These are remarkable achievements that demonstrate the College’s ongoing commitment to sound planning and fulfillment of its plans.

The 1998 *Comprehensive Facility Master Plan* also included planning for future growth on the main campus. Subsequent to its adoption, the College has been able to reduce the density of buildings and people on the main campus and ease traffic congestion in the community, accomplished through the acquisition of the Academy of Entertainment and Technology and Bundy satellite sites, the rapid growth and increasing popularity of online learning, and recent college transportation initiatives such as the “Any Line, Any Time” free transit program, which has reduced the need for additional parking structures.

College facility planning has continued since 1998 with the annual Board of Trustees adoption of the Five-Year Capital Outlay Plan and the 2001, 2002, and 2003 facility assessments conducted by 3D/International (3D/I). The 3D/I surveys were particularly valuable as they assessed the life-expectancy of every building, identified the needs of every program, and helped to determine which projects should be pursued. The results of these assessments were eventually incorporated in the voter-approved bond measures in 2002 (Measure U for \$160 million), in 2004 (Measure S for \$135 million) and in 2008 (Measure AA for \$295 million). They have also been used in project submissions for state-funding consideration in various years with funding approved for projects completed in 1999 (the Science Building), 2003 (Library renovation and expansion) and 2007 (earthquake replacement of the Liberal Arts Building with the Humanities and Social Science Building South) and for two other projects, one currently under construction (the Student Services and Administration Building) and one in the planning stage (the replacement Mathematics and Science extension buildings).

The continuing activities of the DPAC Facilities Planning Subcommittee, a technical amendment to the 1998 *Comprehensive Facility Master Plan* added in 2001, and the Bundy site *Comprehensive Facility Master Plan*, added in 2007, have been informed by the 3D/I assessments as well.

The 1998 *Comprehensive Facility Master Plan* is a living document that supports overall institutional development and design principles such as balance of open space and density; a safe, vehicle-free interior for the main campus with areas that encourage student interaction; parking self-sufficiency for each site; free public transportation; and responsible use of resources and a landscape heritage, which includes saving trees whenever possible by relocating them to other areas of the College. Updates to the *Comprehensive Facility Master Plan* also outline the College's role as a community resource with accessible public amenities such as theaters, swimming pools and athletic facilities, and establish the college facilities as jewels in the community's crown of citywide resources.

Furthermore, the principles underlying the *Comprehensive Facility Master Plan* have been integrated with the College's Institutional Learning Outcomes, which state, in part, that students will learn to "take responsibility for their own impact on the earth by living a sustainable and ethical lifestyle" and "respect the inter-relatedness of the global human environment, engage with diverse peoples, and acknowledge the significance of their daily actions relative to broader issues and events."

These core values and clearly-defined planning and development principles have kept the college facility construction program on track since the adoption of the 1998 *Comprehensive Facility Master Plan*. The program has been conducted in three phases:

- **Phase I – Recovery**, funded primarily by Federal Emergency Management Agency funds, Measure U (2002), and student capital surcharge fees, has supported the earthquake recovery replacement projects including parking structures and the Science, Theatre Arts, Humanities and Social Sciences, and Student Services and Administration buildings. It has also supported the creation of new programs and the movement of existing programs to satellite locations at the Academy of Entertainment and Technology, Bundy and Emeritus College.
- **Phase II – Partnerships**, funded primarily by Measure S (2004), have supported the new Eli and Edythe Broad Stage in partnership with community users; athletic playing field improvements in joint use with the Santa Monica/Malibu Unified School District; a planned Early Childhood Development Lab in joint use with the City of Santa Monica and the RAND Corporation; and a planned new educational center in Malibu in a joint powers agreement with the City of Malibu.
- **Phase III – Modernization**, funded primarily by Measure AA (2008), supports replacement of the Mathematics building and construction of a new Science Extension building, replacement of the Health, Fitness, Dance, and Physical Education building, and the modernization of ESL and Photography academic facilities on the main campus. A new Career Opportunity and Career Advancement building on the Bundy site as well as a new media and technology-driven programs complex on the Academy of Entertainment and Technology site are also planned. These projects are designed to assist the College in preparing students for the jobs of the 21st century by providing improved facilities for the teaching of mathematics, science and technology.

Efforts to update the *Comprehensive Facility Master Plan* to incorporate the planned projects have been underway since Spring 2008. The DPAC Facilities Planning Subcommittee, the full DPAC body, and the Board of Trustees have participated in presentations as the updated plan is being drafted, and it is currently being circulated for community input and environmental clearance, with final adoption anticipated in Spring 2010.

Planning for the provision of safe and sufficient physical resources to support programs and services is encompassed within the *Master Plan for Education*, which defines the goals and objectives for the College and serves as a document of guiding principles for facilities planning. The *Comprehensive Facility Master Plan* focuses on facilities issues related to specific projects needed to meet the goals set in the *Master Plan for Education* annual updates and ensures that programs, services, and learning facilities are adequately provided for and maintained. Essentially, the master planning process drives the updates to the *Comprehensive Facility Master Plan*.

Updates to both the *Comprehensive Facility Master Plan* and the *Master Plan for Education* are integrally tied to instructional needs as demonstrated by facilities projects affecting nearly every discipline. Extraordinary efforts have been made to include input from impacted programs as buildings and facilities are constructed, renovated or upgraded. Program needs are just one aspect of facilities planning, but there are several avenues through which programs and departments can communicate needs and specify requests. Information may be sent directly to the area vice president, the Director of Facilities Planning, the DPAC Facilities Planning Subcommittee or described in the self-study report during program review.

Advisory board recommendations are considered in the planning of career technical education program facilities. Department-level analyses of program and infrastructure needs have accompanied the bond ballot measures and the state capital outlay proposals. In recent projects, this analysis resulted in planned program expansion and maximum facility usage attained by locating related programs and services in close proximity.

After projects are identified and included in bond measures, the lengthy facilities planning process begins. As construction projects are prioritized, specific input is solicited from the proposed occupants of the building and the facilities staff responsible for maintaining the buildings when the buildings are completed and become operational. The Facilities Department has developed standardized lists of materials, fixtures, and finishes to aid project architects and facilitate maintenance. Any unique requirements are communicated to the architect such as customized spaces and specialized equipment needed to support instruction; for example, raised flooring, 24-hour air conditioning requirements, or unique laboratory space. Indeed, faculty actively participated in the planning of the Theatre Arts, Humanities and Social Sciences, and Student Services and Administration buildings, the Performing Arts Center, the Music relocation to the Performing Arts Center, and the Health Sciences and Early Childhood Education/Education relocation to the Bundy site. Furthermore, faculty and staff work with planning consultants in the design phase, and representatives are invited to attend project meetings during construction, thus helping to ensure that instructional needs are met.

Occasionally in the past, programs have requested and received funding for equipment or facilities improvement without having considered the infrastructure necessary to support the acquired equipment or other improvements, which created new problems. To prevent this from occurring, the update process for the *Master Plan for Technology* requires that requests for improvements and/or new technology include an assessment of facilities and infrastructure needed to support the request. Requests for modifications to existing structures, change of use, or specific equipment are reviewed at several levels to ensure that matters of feasibility, health and safety, cost and appropriateness are adequately addressed.

Besides the *Comprehensive Facility Master Plan* and the bond process, programs and departments may make requests for smaller facilities improvements. These requests are submitted to the area vice presidents for approval and then discussed by senior staff, prioritized, and implemented as funding allows.

The program review process also provides information that is used in planning. All college programs and services are reviewed at least once every six years, and career technical education programs are reviewed every two years. Although the Academic Senate Joint Program Review Committee does not make specific facilities recommendations, year-end reports document concerns noted by each department under review and highlight overarching trends observed by the committee. These reports are forwarded to DPAC and other planning bodies to help inform the planning process.

Most funding available for facilities maintenance and improvement, including funding allocated to support the *Five Year Construction Plan* and hazard mitigation, entails specific guidelines and/or restrictions.ⁱⁱ The College regularly applies for scheduled maintenance funds from the state, earmarked for repairs to existing structures. The availability of these funds varies from year to year, and they carry guidelines for the types of projects that qualify. Moreover, awards of these funds require matching district funds. Each project submitted is rated against a state formula with available funding determining the number of projects funded. The College updates the list of projects to be submitted every year based on critical needs that arise, periodic facilities assessments and the ability of the District to meet the match requirements.

The California Community Colleges Chancellor's Office requires the College to update the space inventory each year. This document details the type of usage for every space in each building and becomes part of the justification for the *Five Year Construction Plan*. The state relies on these figures, along with projected enrollment growth, to develop capacity/load ratios that are considered in the prioritization of the projects selected by the state for funding.

Remarkably, through careful planning, flexibility, creativity, and a healthy symbiotic relationship with the community, the College has been able to maintain the principles and bring to fruition the goals outlined in the 1998 *Comprehensive Facility Master Plan*, in spite of what initially appeared to be insurmountable obstacles resulting from limited availability of college-owned or leased land. By working closely with the community and communicating instructional needs, the District has secured private funding and passed bond measures, making it possible to purchase nearby property, thus allowing for expansion. As a result, some programs and services

have moved off the main campus, lessening congestion on the main campus while continuing to fulfill the College's Mission, Vision, Values and Goals.

Since the last accreditation report, the following major construction projects and/or land acquisitions have been completed:

- ***Relocation Project*** – Since March 2004, with funds from Measure U, two facility relocation projects have been completed. The new Kinesiology, Dance, and Athletics faculty offices opened in July 2004, and a large temporary Mathematics Complex of faculty offices, classrooms, and laboratories opened in August 2004.
- ***Bundy Site West Building*** – With funds from Measure U, the 10.4-acre Bundy site was purchased and site improvements made, including a complete renovation to an existing four-story building. The site opened in Summer 2005, providing specialized classrooms and offices for the Education/Early Childhood Education, Health Sciences, and Continuing and Community Education departments.
- ***Main Campus Theatre Arts Building*** – In Fall 2006, a replacement Theatre Arts building, funded through Measure U, opened on the main campus.
- ***New Performing Arts Center and the Eli and Edythe Broad Stage*** – Using funds from Measures U and S, federal capital grants, and private sources, the renovation of the former Madison site building to house the Music Department was completed in Fall 2007, and the addition of a professional quality 541-seat theater was completed in Fall 2008.
- ***New Humanities and Social Sciences Building*** – With funds from the City of Santa Monica's Earthquake Recovery Redevelopment Project Area agency, state capital grants, Federal Emergency Management Agency, and Measure U, a 65,000-square-foot, Leadership in Energy and Environmental Design (LEED)-certified replacement for the Liberal Arts building opened in two phases, the first in Fall 2006 and the second in Fall 2007.
- ***New Olympic Shuttle Lot*** – When a leased, 400-space satellite parking lot at the Santa Monica Airport, in use since 1994, became unavailable, a replacement satellite shuttle lot was purchased and opened in Fall 2007 with funds from Measure S.
- ***New Main Campus Quad*** – With funds from Measure U, a new 3.5-acre open space opened in Fall 2008 on the main campus. The area features tree-lined walkways, areas for students to congregate, open space and two water features that use reclaimed water.
- ***All Weather Upgrades to Santa Monica College's Corsair Field and to the John Adams Middle School Joint Use Fields*** – Using funding from Measure S, artificial turf and new lighting were installed for two athletic fields, both of which opened in Fall 2008.
- ***New Lot 6 Parking*** – With funding from Measure U, in Winter 2009, a surface parking lot at 14th Street and Pico Boulevard opened to provide interim parking for

the main campus during the construction of the Student Services and Administration building and underground parking structure.

The following projects, all of which resulted from the master planning process, are currently in planning or under construction and have been submitted to the state in the *Five Year Construction Plan* and included in the College's bond programⁱⁱⁱ:

- ***College Infrastructure/Safety*** – Portions of the inadequate and obsolete infrastructure from 1952 still remain in use as the College moves forward with a host of construction projects. The project proposes to update the College's infrastructure for water, gas, sewer, electrical, fire, and security. The changes will be coordinated with construction activity in each area of the College and are supported through Bond Measures U, S and AA.
- ***Student Services and Administration Building*** – The Student Services portion of the building will centralize all student services operations, presently dispersed throughout the College and housed in temporary buildings, and will provide office and service space for more than 20 student services functions, thus providing a one-stop service delivery location. The new building will be located near the Pico Boulevard entrance to the main campus thereby providing immediate access for students and members of the college community. This proposed project also includes accommodation for underground parking for approximately 500 vehicles. Site preparation began in Winter 2009 and construction began in Fall 2009, made possible by the passage of Bond Measures U, S, and AA and state capital outlay.
- ***Pico Entrance*** – Supported by Bond Measures U and AA, planning began in Fall 2007 for a new entrance to the main campus intended to create a spectacular and identifiable face to the College. The entrance will consist of a pedestrian entry to the new quad, vehicle entry to underground parking in the new Student Services and Administration Building, and a transportation plaza for buses, taxis, and student drop-off.
- ***Letters and Science Demolition*** – Originally opened in 1952 as the college library, the Letters and Science building was remodeled in 1980 to house classrooms. The cost of bringing the structure up to current structural, safety, and technological requirements are too high to be feasible, thus leaving demolition, supported by Bond Measures U and AA, as the only viable option. Journalism, Media, and other technology-driven communication programs will be relocated to a planned building addition at the Academy of Entertainment and Technology site. A portion of the planned replacement Mathematics and Science Extension buildings will occupy the site.
- ***Replacement Mathematics and Science Extension Buildings*** – The Mathematics Department operates out of a temporary facility nearing the end of its lifecycle. The current facility also lacks adequate infrastructure to support modern classroom technology. Similarly, Earth Science Department disciplines currently operate in cramped spaces scattered about the College, and Life and Physical Sciences have already outgrown their relatively new building. For example, there are insufficient

- science laboratory classrooms to support students preparing to enter Allied Health programs. The new building will restore an instructional observatory and will provide a replacement planetarium to meet the increasing demands for course offerings and community educational programs. Program planning began in 2005 and the project is supported by Bond Measures U and AA and state capital outlay funds.
- ***New Media and Technology-Driven Programs Complex on the Academy of Entertainment and Technology Site*** – To improve training for new media and technology-driven career fields, Communication, Broadcasting, Journalism and other media-driven programs as well as radio station KCRW will be relocated to the Academy of Entertainment and Technology site. The programs are currently housed in 1950s-era buildings that cannot support the modern infrastructure necessary for digital and online programs. The new location is a site in the heart of Santa Monica’s media and entertainment district, where some of the College’s existing digital arts programs are already housed. The architectural design phase is underway, supported by Bond Measure AA and private sources.
 - ***Career Opportunity and Career Advancement Building*** – A new facility, supported by Bond Measures S and AA, is needed to support the College’s successful career technical education programs by providing modern classrooms adaptable to meet ongoing need.
 - ***Replacement Health, Fitness, Dance and Physical Education Building*** – Many of the components of the existing 1958 building, including the roof, concrete floors, restrooms, showers, and exhaust and electrical systems, are in poor condition. A replacement building, supported by Bond Measures S and AA, will provide additional indoor fitness training, equal support facilities for men and women, and needed facilities for the Dance Department. Architectural design for this project is underway.
 - ***Malibu Instructional Facility*** – In the 1970s and 1980s, Santa Monica College offered about 70 general education classes and several noncredit classes in Malibu, but today, the program is limited to a few classes offered as part of the Emeritus College, a noncredit program for older adults. Following the passage of Proposition 13 (1978) and the resultant loss of state funding, the Malibu program was reduced and availability of classroom sites severely impaired. The recommended site acquisition and facility in the Malibu Civic Center, supported by Bond Measure S, will provide a classroom facility for general education classes, Emeritus College classes and special interest classes.
 - ***Performing Arts Center East Wing Upgrade*** – The College proposes to repair the seismic deficiencies in the one-story east wing of the former Madison site building and add a second story to the wing. The project, supported by Bond Measure AA, will include renovation of an existing multipurpose room.
 - ***Bookstore Replacement*** – The existing bookstore, built in 1952, can no longer accommodate the requirements of the present student body. Therefore, the new main

campus gateway on Pico Boulevard, supported by Bond Measure AA, will include an enhanced bookstore and retail areas.

- ***Early Childhood Education Laboratory and Childcare Center*** – The College lacks a teaching laboratory facility in Early Childhood Education like those available at many other community colleges. This project provides for a combined childcare center to serve students who are parents of young children as well as community parents and an Early Childhood Development Laboratory where Early Childhood Education students can gain the workplace experience they need in a modern facility. The facility is being planned in a joint use partnership with the City of Santa Monica and the RAND Corporation and will be located within the City of Santa Monica’s Civic Center. Site and program planning began in 2005 and are ongoing, supported by Bond Measure S.
- ***ESL and Photography Academic Facilities Modernizations*** – Supported by Bond Measure AA, modernization of an existing building on the main campus, Drescher Hall, will enhance and update the building’s infrastructure, create a more accessible first floor and meet the educational needs of the English as a Second Language and Photography departments.
- ***Land Acquisition*** – Supported by Bond Measure AA, the College evaluates new property acquisitions on an ongoing basis.

While ongoing planning to meet instructional needs and reach stated goals necessitates the construction or renovation of brick and mortar buildings, the growth and development of distance learning must be factored in as well. Distance learning represents 12.5 percent of the College’s Full-Time Equivalent Students (FTES), providing an increasingly important tool for managing its physical resources.

The District continues to demonstrate its commitment to high-quality and accessible distance learning by providing the College with a course management system through its contract with eCollege, a third-party vendor responsible for providing comprehensive support to both students and faculty. The platform ensures that faculty-developed course content resides entirely on the eCollege servers, thus eliminating the need for on-site servers or support staff to manage this portion of the virtual college. Other responsibilities delegated to eCollege include providing 24/7 technical support to both students and faculty (averaging 250 contacts per month),^{iv} uploading and archiving course content, tracking and storing student work, maintaining records of activity, and maintaining system equipment and software and providing password protection for all online courses and materials.

Faculty who teach online have full access to eCollege’s iSupport team, which provides unlimited toll-free phone access and email support seven days a week for consultation on course development and assistance with instructional multimedia.^v Faculty teaching onground have access to learning features similar to those provided online in their course shells (provided via eCompanion) including email, a grade book, threaded discussions and document sharing to enhance instruction and more effectively communicate with their students.

Evaluation—IIIB.1, IIIB.1(a), IIIB.2 and IIIB.2(b)

The College's *Comprehensive Facility Master Plan* has been ambitious by any standards, especially given the limitations in staff size. Over the past ten years, the College has undergone a remarkable transformation. Despite the addition of satellite sites and facilities, the College remains integrated and cohesive, and students and staff are able to conveniently travel among sites. Since 1998, an impressive number of major facility projects have been completed, are underway or are being planned. That the projects meet community and local needs as well is evidenced by strong community support through the passage of Measure U in March 2002 (\$160 million approved by 70 percent of the voters), Measure S in November 2004 (\$135 million approved by 58 percent of the voters), and Measure AA in November 2008 (\$295 million approved by 62 percent of the voters). As a result of the scale of the projects incorporated into these bond measures, nearly every department and program will benefit, thus meeting the internal needs of the College.

Responding to recommendations made by its staff, the Facilities Department has extended the period of time that plans are available for review with architects. In addition, the various facilities area managers are required to review the plans with appropriate staff. The Facilities Department continues to expand its list of standardized materials, fixtures, and finishes to aid project architects and facilitate maintenance, a practice that reduces the cost of materials and the need for additional technician training.

Because the College is committed to maintaining its current level of services, buildings and facilities are not kept offline for an extended period of time. This, however, requires that planning and implementation be carefully orchestrated so as to cause minimal disruption. In this, the College has succeeded admirably, especially given the limited amount of land available. To facilitate movement of programs, departments and college services, loss and gain charts, developed since the last accreditation, are used to track the impact of construction. For example, the construction of the Student Services and Administration building dislocated several departments and offices: the Music Department was relocated to the Performing Arts Center, the Events Office was moved to a temporary facility, and International Education was provided with a temporary structure installed adjacent to the Counseling Complex.

In addition to relocating departments and services, constant construction and renovation on the main campus have increased noise levels and impeded pedestrian flow, sometimes causing areas of the College to resemble a demilitarized zone. However, given the vast number of major projects that have been undertaken and the existing building density, the Facilities Department, through its careful scheduling, timely announcements, and temporary signage, has succeeded in minimizing disruption and confusion and maintaining circulation. As a result, no services or programs have been interrupted, and the college community overall has viewed the inconveniences as transitory and thus has remained in good spirits throughout, further evidence of its support and commitment to completion of these projects.

Plan—IIIB.1, IIIB.1(a), IIIB.2 and IIIB.2(b)

None

IIIB.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.*

Description—IIIB.1(b)

In recent years, the College has placed high priority on the incorporation of sustainable, environmentally responsible building concepts in new construction projects and on developing and maintaining a successful recycling program. The College has hired a Project Manager, Sustainability Coordination. In partnership with the City of Santa Monica, the College maintains the Center for Environmental and Urban Studies, where students and community members learn about conservation, drought-tolerant gardening and other sustainable practices. Solar panels and more energy-efficient lighting fixtures and controls are being installed throughout the College, efforts that have received strong support from the community, students, and faculty. In 2008, the Superintendent/President signed the American College and University Presidents' Climate Commitment. Indeed, the College's commitment to environmentally sound principles is built into its Institutional Learning Outcomes, which state that students will learn to "take responsibility for their own impact on the earth by living a sustainable and ethical life style."

The College is at the forefront of the movement towards sustainability, with the Facilities Management and Facilities Planning departments lending strong leadership to this effort. The Facilities Management Department is responsible for renovating and maintaining the physical resources of the College and for supervising all of the College's recycling programs. Divided into four service areas—Construction, Maintenance, Custodial, Grounds and Recycling—the primary goal of the Facilities Management Department is to provide a safe, healthy, accessible, and aesthetically pleasing learning and working environment while meeting instructional and institutional goals. A separate department, Facilities Planning, collaborates closely with the Facilities Management Department.

Budget cuts in 2003-2004 and the subsequent reduction in staff required the Facilities Management Department to streamline its efforts to ensure that all facilities and grounds were adequately maintained and continued to maintain the College's standards for ensuring a safe, accessible learning and working environment. For example, custodial operations implemented a change from individual cleaning assignments to team cleaning of all college facilities, which allowed for adequate cleaning coverage by fewer staff. To focus on daily restroom servicing at all sites, the day and swing shifts rescheduled furniture and equipment moves and event set-ups to one day per week, Friday, when student traffic on the main campus and at satellite sites is at its lowest level.

Similarly, Grounds Landscape Maintenance was restructured to focus more on maintenance and cleanup of college grounds and less on new planting and aesthetics of green landscapes. The Grounds staff is responsible for maintaining the landscape, parking lots and athletic fields on the main campus and the satellite sites. Over time, the growing student population on the main campus has impacted Grounds services. Due to the lack of open space on the main campus,

students tend to congregate in specific areas, making it difficult to keep these areas free of litter and preventing the growth of grass. Even with the addition of the new quad, the sheer number of students congregating on a relatively confined area results in landscaping and grounds maintenance challenges. In addition, the Grounds staff has had to respond and adapt to the continual construction, which often causes damage to landscaping and irrigation pipes.

The College has also taken the lead in developing a healthier campus. In 2007, after a majority vote by students demanding a smoke-free campus, the Board of Trustees, with the support of faculty and staff, passed a smoke-free campus policy. Compliance with and enforcement of the policy, however, have proven more controversial. While smoking is no longer permitted on college sites, specific areas have been designated for smokers, who also gather along the periphery of the college sites. Consequently, buildings adjacent to the designated smoking areas and near campus perimeters continue to experience the effects of secondhand smoke. In lieu of fining smokers, an educational approach has been adopted, and banners have been prominently posted and flyers distributed advertising the dangers of smoking. Nevertheless, the College continues to grapple with how best to enforce the non-smoking policy.

The Grounds staff oversees a popular and highly successful recycling program. In 2009, the College was recognized by the City of Santa Monica with an award for Excellence in Stewardship of the Environment for recycling, vermiculture (i.e., worm composting) and the Big Blue Bus “Any Line, Any Time” program. The College now exceeds all state standards and is a leader in the recycling of solid waste. In addition to purchasing recycled paper and paper products when possible, the College was one of the first to install a Vermitech machine, which uses worms to naturally recycle food waste, cardboard and brown paper towels, transforming the waste into high-nutrient fertilizer.

In addition, the College is incorporating sustainable, environmentally responsible building concepts in new construction projects. Beginning with Humanities and Social Sciences, all of the College’s new building projects are or will be LEED-certified. LEED is an independently monitored nationwide certification process that provides a complete framework for assessing building performance and meeting sustainability goals. Based on well-founded scientific standards, LEED emphasizes state-of-the-art strategies for sustainable site development, water savings, energy efficiency, materials selection, and indoor environmental quality.

The College is committed to finding cost-effective, environmentally responsible options whenever possible and, to this end, works closely with contractors and vendors to support its fourth Institutional Learning Outcome which states that “Santa Monica College students will assume responsibility for their own impact on the earth by living a sustainable and ethical life style.” Contractors recycle up to 90 percent of construction waste, and vendors employ more environmentally-friendly packaging and containers in the products that they sell. The College recycles printer toner and ink cartridges and uses environmentally safe products in cleaning and maintaining its buildings.

Access is ensured through compliance with the requirements of the Americans with Disabilities Act. All new and remodeled college facilities meet or exceed Americans with Disability Act standards and building codes. Under federal law, the College is required to maintain a transition

plan of its physical access and self-evaluation of its program access. Two older buildings with limited accessibility, Liberal Arts and Letters and Science, are scheduled for demolition to make way for the construction of the new Mathematics and Science Extension buildings. In the interim, classes in which students with disabilities are enrolled are reassigned to accessible facilities.

The College's ongoing maintenance program ensures the safety and security of all college facilities and a healthful working environment. While the College recognizes that older facilities may not meet the most current construction standards and code requirements, safety remains a priority and safety-related issues are dealt with immediately by the maintenance staff. Upgrades are implemented as funds, provided for through the state scheduled maintenance program, become available. Completed projects include re-roofing and replacement of heating and air conditioning units and water and sewer lines.

In addition to the scheduled maintenance program, the College has participated in state programs to remove hazardous substances, such as asbestos, from buildings. The larger items that the College cannot fund with its maintenance budget are placed on the *Five-Year Plan for Scheduled Maintenance*, which is filed every year with the state. Funds are allocated year-to-year based upon the state budget and thus may vary significantly. Unfortunately, in recent years, funding for scheduled maintenance has been reduced, and the impact of personnel cuts has stretched the limits of the maintenance staff, sometimes allowing only for emergency repairs. Despite these limitations, the College has optimized its level of scheduled maintenance.

The College also provides and maintains a safe learning and working environment for its students and employees through its own dedicated police department of trained professionals. The mission of the Santa Monica College Police Department is to enforce applicable federal, state, county, municipal and district rules and regulations governing the use of all college buildings and grounds to protect life and property while delivering the highest quality of service to the college community. By operating and maintaining community-oriented procedures, the College Police Department provides law enforcement, crime prevention, investigations, security, and parking and traffic enforcement to the College and to the adjacent community when needed.

The College Police Department is a California Police Officer Standards and Training certified agency and adheres to regulations and training requirements set forth by the state. Pursuant to California Penal Code 830.32a and California *Education Code* 72330, college police officers have peace officer authority, and they receive the same training as municipal police officers and deputy sheriffs. College police officers are responsible for investigating and deterring crimes on and around district properties, and they work closely with local law enforcement agencies with dual jurisdiction and authority for criminal matters and emergency response situations that require additional resources such as the City of Santa Monica Police and Fire and Los Angeles City Police and Fire services.

The College's sites are protected 24/7 by police patrol units in police automobiles, in electric carts, on motorcycles, on bicycles, and on foot. In addition, the dispatch center visually monitors and reports any activated fire and intrusion alarms to the proper responders such as local police and fire departments.

Parking enforcement officers augment the sworn police officers, records clerks and police dispatchers employed by the College. The parking enforcement officers are stationed at or periodically visit all college sites during operational hours. The parking enforcement officers assist students, staff, faculty and visitors; issue parking citations; report hazardous conditions and safety concerns; escort students to their vehicles; assist in locating lost vehicles; direct traffic; perform traffic control at campus events or during emergencies; and collect parking fees in visitor parking lots. These officers are now more easily identified as security personnel by their new professional uniforms. The College Police Department also employs several part-time student workers, who function as police aides and student escorts, accompanying students and staff to their cars during later evening hours. With the exception of records personnel, all College Police Department employees are provided police radios for direct contact with the dispatch center.

Satellite sites receive the same level of police services, and all college employees are encouraged to report safety-related problems. Police and parking enforcement officers report any unusual or safety-related concerns directly to the dispatch center or to a supervisor. In addition, the College Police Department and the Risk Manager conduct random emergency and evacuation drills of all college buildings to ensure that the college community is cognizant of emergency-response procedures.

The College continually upgrades technology hardware, policies, and practices to enhance security. The Records Information Management System, a computer-aided dispatch operating system, and record-keeping have been upgraded and converted to a paperless filing system, and five marked police units have been upgraded with mobile digital computers. In addition, the College Police Department maintains a website that provides students and staff with information such as crime trends and awareness bulletins.^{vi} A Closed Circuit Television system, equipped with over 200 cameras, is currently being upgraded to allow dispatchers to monitor various areas of the College's sites and provide information to first-responders. Because all college employees are required to be fingerprinted prior to employment, the College Police Department purchased a live scan fingerprinting system to facilitate the process.

Newer buildings have been designed to include emergency phones in all classrooms, integrated keyless entry systems, and security cameras. The College issues keys to staff on a need-only basis, and all college-issued keys and electronic access cards are first approved by the appropriate department chair or manager, the college Chief of Police and the college locksmith, who maintains the key records and management system. When employees separate from the District, they are required to return their keys to the College Police Department.

Along with the College Police Department's focus on crime prevention, the College has taken a proactive stance towards maximizing public safety in other ways. The Safety Committee, a collaborative standing committee consisting of two faculty members, two classified employees, two managers, a representative from the College Police Department, and the College's Risk Manager, meets monthly to discuss safety concerns. One result of the work of this committee has been the development of a safety training program for classified employees within the Operations Department. Another example of this committee's work is the response to the tragic events of 2003 at the Santa Monica Farmer's Market, when a motorist unintentionally plowed

into a crowd of pedestrians. Immediately following this incident, bollards were installed to protect entry points around the perimeter of the main campus and at strategic points on satellite sites to help prevent a similar disaster from occurring at the College.

In 2008, partly in response to concerns raised over the College's possible response to an incident similar to that which occurred at Virginia Tech, a mass notification system—an upgrade of ConnectEd, the communication system already in place—was implemented to advise students and staff of current or pending emergency situations. Additional emergency telephones with direct access to the dispatch center have been installed in the new quad area. Further, the College recently hardwired an emergency generator and is in the process of training personnel to activate and direct operations from the Emergency Operations Center located in the staff computer laboratory, and a backup Emergency Operations Center was hardwired for the College Police Department headquarters. The College is currently in the process of meeting state-mandated emergency operations procedures and training all its employees as emergency responders.

In 2008, the Crisis Prevention Team, whose members include experts from the Counseling Department, the Health Services Center, the Office of Human Resources, Psychological Services, Student Services, and Student Life as well as the Ombudsperson and the Chief of Police, was formed to prevent crisis situations from developing and to ensure a safe and healthy environment. The team's advice is sought on matters such as threats, assaults and other violence, uncivil classroom behavior and discipline problems, weapons possession, family and domestic difficulties, alcohol and drug abuse, and psychological disorders. In addition to providing consultation to the college community on matters related to individual students or specific incidents, the team conducts educational workshops for faculty and staff on crisis prevention and effective intervention strategies.

Evaluation—IIIB.1(b)

Despite recent staffing and budget cuts that have impacted the Facilities Department, the College remains firmly committed to providing and maintaining access to safe and clean facilities through its master planning process, the facilities planning process, and its day-to-day response to problems that occur. Although some regular maintenance has had to be postponed, repairs or replacements are scheduled based on priority, available staff, and funding. Prolonged vacancy of key positions has delayed the normal, regularly scheduled inspection and repair process, but the College is currently recruiting and filling several of these positions, and custodial and maintenance staffing levels are increasing.

The College's custodial services have noticeably improved since the last accreditation self-study, partially in response to feedback gathered at an institutional flex day activity during which college cleanliness was identified by the college community as a major concern and one that could and should be immediately addressed. Additional staff has been hired, and developing a team cleaning approach has resulted in improved restroom cleanliness. On average, each night shift custodian is responsible for cleaning 18,000 to 25,000 square feet, which includes stairwells, hallways and outside covered areas, and each day shift and swing shift custodian is responsible for 5,000 to 7,000 square feet.

While all renovated and new buildings comply with accessibility standards set forth in the Americans with Disabilities Act, a few older buildings such as Liberal Arts and Letters and Science house some classrooms that are inaccessible to individuals with disabilities, and adjustments are made accordingly (including relocating the entire class to an accessible room or building). Other older buildings such as Drescher Hall suffer from acoustical problems that compromise the quality of the learning environment. Under the *Master Plan for Education*, the Liberal Arts and Letters and Science buildings will be demolished, and Drescher Hall and the multipurpose room at the Performing Arts Center will be renovated, all part of the Measure AA Bond program.

The College has maintained a safe learning environment through its preventative, proactive, and educational approach to safety and through the outstanding efforts of the College Police Department, the addition of updated security technology, the work of the Safety Committee and the dedication of the Crisis Prevention Team. However, one ongoing concern persists regarding the lack of continuity in ensuring that employees who separate from the District return their keys, a problem exacerbated by the large numbers and turnover of part-time and temporary faculty and staff.

Plan—IIIB.1(b)

- The College will develop ongoing evaluation plans to assess the safety of the learning environment.
- The College will develop and implement new follow-up measures to ensure that keys are returned by all employees separating from the District.

IIIB.2(a) Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Description—IIIB.2(a)

The College's long-range capital planning program consists of: the *Comprehensive Facility Master Plan*, facilities condition assessment, and the *Five Year Construction Plan*. In addition, the *Master Plan for Technology* evaluates the condition of technology equipment and infrastructure.

The *Five Year Construction Plan*, a report filed annually with the state, helps determine the level of state funding received for capital projects. The plan lists construction projects planned for the future and fully describes how existing and projected facilities will be used. The report relies on current and projected enrollment data as well as the College's current facility space inventory to plan facilities to accommodate future enrollment growth. Part of the plan, the facility condition assessment, provides a survey of major maintenance and facility replacement needs, and compares the cost of repairing and maintaining an existing facility to the cost of new construction.

The College has been successful in developing a variety of funding sources for facilities improvements including federal grants, federal disaster relief funds, state capital outlay funds, local earthquake relief funds, local bonds, and local fundraising. From 1992 through 2002, the College expended over \$75 million on construction projects, and from 2003 through 2008, the College expended about \$230 million on construction projects and land acquisition. Continuing to move forward, the College has secured and is planning about \$480 million in additional improvements.

All bonds-related activity is monitored by a Citizens' Bond Oversight Committee, comprising members of the College and the community, appointed by the Board of Trustees. Membership includes:

- one representative of the local business community,
- one person active in a senior citizens' organization,
- one person active in a *bona fide* taxpayers' organization,
- one student who is both currently enrolled in the District and active in an organization, such as student government, who may, at the discretion of the Board, serve for up to six months following graduation,
- one person active in the support and organization of the District, such as a member of one of its advisory councils or the District Foundation, and
- additional appointees as selected by the Board of Trustees to represent the communities of Santa Monica and Malibu.

According to its bylaws, the Citizens' Bond Oversight Committee meets four times per year and is responsible for reviewing quarterly expenditure reports produced by the District to ensure that bond proceeds are expended only for the purposes set forth in the ballot measure; that no bond proceeds are used for any teacher or administrative salaries or other operating expenses; and that bond proceeds are maximized.^{vii} The Committee summarizes its activity in an annual report.^{viii}

Evaluation—IIIB.2(a)

The College makes long-range capital improvement plans through its master planning processes. These processes include not only soliciting input from the internal Santa Monica College community detailed previously, but also conducting extensive outreach and engagement with the greater District community. For example, after the acquisition of what is now known as the Bundy site, the College held numerous outreach meetings with the local community. These meetings attracted large attendance and influenced many of the parking and access decisions for the site. These were followed by Environmental Impact Review community meetings regarding future plans for the site. Community outreach and environmental impact meetings were similarly held during planning for the new Student Services and Administration building.

The College's serious and in-depth engagement with the community in facilities planning has had a significant and positive effect on relations with the surrounding communities for all the sites and in generating support for three bond measures in recent years. At one point the College

surveyed over 5,000 residents to determine their priorities regarding traffic and circulation issues. The results of these surveys served as a catalyst for the “Any Line, Any Time” agreement with the Big Blue Bus and the continued strategy of employing shuttle buses connecting the satellite sites to the main campus.

Focus groups, used to engage the community, have aided the planning for several bond measures and have provided important feedback on the public’s opinion of the College and the financing of major construction projects needed for the College.

Funding sources from all levels of government, local to federal, have enabled the College to support ambitious construction plans that require the coordination of multiple revenue streams in single projects. While this makes ambitious projects possible, it also causes delays and complicates project scheduling, which, in the short term, have caused frustration and misunderstandings within the college community; however, in the long term, the resulting projects have proven enormously beneficial to the College. For example, expansion of the Library, originally planned on a smaller scale and funded by Proposition T, was postponed due to the Northridge earthquake and other circumstances and was re-planned once additional Federal Emergency Management Agency funds became available. Completed ten years after the initial planning, the resulting facility is far superior to that of the original design, but the prolonged period between planning and completion created legitimate frustration and uncertainty over whether or not it would ever be finished.

Despite a grim state budget, most of its current proposed construction projects can proceed through bond funding.

As effective as the planning and securing of funding for new construction have been, staffing and maintenance of the new structures must be supported out of current district revenues. Although the College is supposed to receive additional state growth funds to support new construction after completion, such funding is often cut or reduced from the state budget. Budgetary uncertainty necessitates that the College perform a delicate balancing act. While the College is in need of new and increased facilities, the College must also determine how best to maintain new and expanded facilities within existing budgets. In a period of retrenchment, funding uncertainty makes planning a formidable task. Moreover, when the budget improves, there will be increased pressure to replace recently lost staff positions.

Plan—IIIB.2(a)

- The College will establish priorities in planning for maintenance needs and appropriate staffing to meet maintenance requirements of new buildings as they are occupied and become operational.

Selected Standard IIIB References

- ⁱ Santa Monica College District Map: <http://www.smc.edu/apps/comm.asp?Q=195>
- ⁱⁱ Five Year Construction Plan: http://www.smc.edu/Projects/253/Five_Year_Construction_Plan_2009.pdf
- ⁱⁱⁱ Bond-funded Project Status: <http://smcbondprogram.com/>
- ^{iv} 24/7/365 help desk for distance education students, faculty and support staff: helpdesk@smconline.org
- ^v eCollege's iSupport team: isupport@smconline.org
- ^{vi} Santa Monica College Police Department website: <http://www.smc.edu/apps/Comm.asp?Q=173>
- ^{vii} Citizens' Bond Oversight Committee Bylaws:
http://www.smc.edu/measure_u/oversight/bylawsdoc.html
- ^{viii} Citizens' Bond Oversight Committee Annual Reports: <http://smcbondprogram.com/category/oversight-committee-details/committee-reports>

