

### 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

Over the past few years, the College has worked very hard to develop its planning processes. Integrating physical resource planning with institutional planning has been an important part of this effort.<sup>664</sup> The College is also working to more systematically assess the use of physical resources, and the lessons learned from building each building are used to plan improvements. However, according to the 2014 Accreditation Survey for Faculty, Staff, and Administrators, only 54 percent feel that physical resource planning is integrated with institutional planning.<sup>665</sup> As the College strengthens the integration of physical resource planning with institutional planning and makes assessment of its physical resource use systematic, there are some documents and entities that are particularly important. These include the Mission Statement and accompanying Vision Statement, Institutional Strategic Goals, Values Statement, and President's Goals<sup>666</sup>; the Institutional Planning and Budget model, the Educational Master Plan, the Facilities Master Plan (FMP), the Facilities Committee, the Resource Allocation Committee (RAC) and its Instructional Equipment Request Form, and the Program Review Committee.

The College has taken important steps related to the integration of planning processes. First, the Mission Statement was revised to be more precise and measurable and to more accurately reflect the role of community colleges in a changing society—it is more narrowly focused on workforce retraining, Career & Technical Education, and the needs of students planning to transfer.<sup>667</sup> This will affect physical resource planning in the future.

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<sup>664</sup> [Integrated Planning Committee Approved Charge and Membership, October 2013.](#)

<sup>665</sup> [2014 Accreditation Survey for Faculty, Classified Staff, and Administrators, page 5](#)

<sup>666</sup> [Mission Statement](#)

<sup>667</sup> [Mission Statement](#)

## Standard III: Resources

The College also designed a process for institutional planning, which it began to use in 2013. The Institutional Effectiveness Committee, with other College offices, created a planning cycle, called the Institutional Planning and Budget Model (IPBM) that they vetted with the whole campus community and continue to adjust.<sup>668</sup> Unfortunately, LPC and the District have been without a Board-approved educational master plan for four years. For a second time, the District has contracted a company to help complete an educational master plan and has overseen the bidding and contracting to avert problems. In fall 2014, the drafting process is going well, including focus groups that have discussed top priority facilities needs and major strengths in facilities. The 2003-2010 Educational Master Plan is also still a helpful guide, influencing the 2012 Facilities Master Plan in its anticipation of college growth and the need for sufficient physical resources to accommodate that growth.<sup>669</sup> Recent discussions of the Facilities Committee and the Space Allocation Task Force, the group charged with planning the new classroom Bldg 100, reveal that plans for the new building and other small projects are consistent with the Educational Master Plan's goals to add more classroom space, add more lab space, create flexible classrooms and meeting areas with collaborative work environments and breakout work spaces, provide computer access in many more classrooms, and provide infrastructure upgrades and more instructional space and study rooms in the library.<sup>670, 671</sup>

The aforementioned Facilities Master Plan (FMP) is the pivotal document for all facilities planning. In 2011-2012, District personnel and a consulting firm worked with the campus community to draft the FMP. Focus groups contributed information on their programs' needs and how the campus might logically evolve. The Facilities Committee is guided more by the FMP than by the IPBM, as the Facilities Committee does not have its own budget to support planning priorities.<sup>672</sup> However, the Facilities Committee liaises with the overseer of Measure B funding and the new building budget, and it considers the budgets of committees and programs, such as the Library, which have significant materials and facilities needs and will increasingly be supported out of the LPC general fund; the Resource Allocation Committee (RAC), which funds instructional equipment to occupy new and renovated facilities; and the Program Review Committee, which helps the College identify facilities needs.<sup>673</sup> The Facilities Committee sometimes discusses the work of these planning and allocation committees during its meetings but also becomes familiar with it through the College Council, which includes constituent representatives from across the campus. The College Council meets monthly to facilitate communication between the various committees and support the coordination of activities.<sup>674</sup> The Committee works with District bond management consultants to ensure that fiscal expertise is integrated into all planning and decisions made by the Committee.

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<sup>668</sup> [Integrated Planning, Budget, and Assessment Process](#)

<sup>669</sup> [Educational Master Plan, Las Positas College 2003-2010, page 12](#)

<sup>670</sup> [Educational Master Plan, Las Positas College 2003-2010, pages 24, 35, 38, 45](#)

<sup>671</sup> [Library program review 2011-2012, page 13](#)

<sup>672</sup> [Facilities Planning](#)

<sup>673</sup> [Program Review 2013](#)

<sup>674</sup> [College Council](#)

Currently, RAC focuses on approving instructional equipment requests. Once new equipment is put into use, RAC is now requiring requestors to report on the status of their purchase and whether it met their programs' needs. This is an important component of assessing equipment's effective use.

The Program Review Committee also has an important part in the College's facilities planning. In recent years it has designed a process that uses data analysis to capture in accessible formats what each program needs. In fall 2013, the Program Review Update (PPU) included a section on facilities planning.<sup>675</sup> The form asked review authors to consider data on student success and enrollment trends and to evaluate the implications of this data for facilities and equipment needs. This section of the program review was reflected in the deans' program review and Vice President for Academic Services' summaries, and that information flowed to the President and has influenced the work of the Space Allocation Task Force, the task force charged with planning with the bridge architect for a new classroom building.<sup>676</sup> In the fall of 2014, the PPU again asked for information on renovations or upgrades of existing facilities or new facilities, upgrades of existing equipment, and the purchase of new equipment and supplies.<sup>677</sup>

The effectiveness of physical resource use has been overseen by the Facilities Committee. Various stakeholders on campus have used the Small Projects Request Form, renamed Facilities Fund Request in the spring of 2014, to request upgrades and repairs to campus facilities to be funded by Measure B bond money. The intent was to use bond money to fund projects that wouldn't ordinarily be handled by Instructional Technology, the M & O work order process, or RAC and did not need Department of State Architect approval. As described earlier, the Committee devised a rubric in the spring of 2014 to assess which projects to fund first, went to the divisions for feedback, ranked the projects, and directed the commencement of work. Assuming the bond money will be exhausted by the completion of these projects, the Committee will work with the new VP of Administrative Services to survey the work of M&O and prioritize deferred maintenance projects in 2014-2015.

Effective physical resources planning is also assessed through the Accreditation Surveys. The 2014 Accreditation Survey for staff gauges how staff feel about the effectiveness of physical resources in questions related to whether classroom facilities are adequate (70 percent strongly agree or agree), work and study environments are efficient (73 percent strongly agree or agree) conference rooms available on campus are sufficient (69 percent strongly agree or agree), and whether storage space is adequate (only 48 percent strongly agree or agree). These numbers indicate that a majority feel the College's physical resources are sufficient, given some areas for potential improvement.

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<sup>675</sup> [Program Review Template](#)

<sup>676</sup> [Summary for Arts, Letters, and Social Sciences](#)

<sup>677</sup> [Instructional Program Planning Update Form](#)

## Standard III: Resources

The Facilities Deficiency Database is another important way in which the effectiveness of LPC's physical resources is evaluated to provide information for further improvements. This database is generated from data on the current use of facilities, the observations of shortfalls of current facilities planning, and projected facilities needs. On-the-ground observation of all Las Positas facilities is done yearly. Data thus generated are input into the Prolog management system. The analysis of this data evaluates current facilities needs. This information is communicated to RAC, the Facilities Committee, and the other entities responsible for facilities planning, maintenance, and evaluation.

In addition to these assessments of effective use, the campus is piloting additional assessments to create a more direct feedback loop on specific buildings. For example, there is a review process for LEED certification, which surveys a building's occupants for comfort and studies its energy efficiency. Also, the District and Steinberg Architects initiated a survey for the users of the new Student Services/Administration Building to gauge how effectively the space is being used and how it might be improved. RAC has started asking successful Instructional Equipment requestors to report on the effective use of their new equipment.

### Self-Evaluation

The College partially meets the standard as evidenced by the discussion of physical resource planning at many levels of institutional and committee planning. The College does not yet systematically assess the effective use of physical resources and use the results as a basis for improvement, but it has done so in some cases.

### Action Plan

Upon its completion, use the new educational master plan with other institutional documents, such as the mission statement, for further integrating physical resource with institutional planning. Develop processes for institutional assessment that include the regular gathering and analysis of information on physical resource use, and integrate findings to the College's planning activities.

### Continuous Improvement Plan

None.