

B **Physical Resources:** Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

B.1 The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

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

Description

Located on the San Francisco Peninsula in San Bruno, Skyline College primarily serves northern San Mateo County and residents drawn from the southern portion of San Francisco. Physical resources, which include a campus of 111-acres bounded by residential developments and the Golden Gate National Recreation Area, support student learning programs and services, as well as improve institutional effectiveness. Campus infrastructure include 11 buildings on the main campus, plus a facilities building, upgraded athletic facilities (comprised of a state-of-the-art baseball diamond, tennis courts and soccer field) and 13 parking lots for students and staff. These physical resources are sufficient to support the integrity and quality of the college's programs and services. Current plans are underway to address future needs as well.

San Mateo County Community College District's (SMCCCD) comprehensive facilities planning activities ensure that its physical resources are planned and constructed to ensure effective utilization at Skyline College. The comprehensive planning efforts begin at the facilities master planning stage, when campuswide master planning outcomes identify broad goals and initiatives. Once any individual project is launched, the project architects/engineers/project managers and facilities planners meet early and often with the Skyline College end users to identify the programmatic requirements of the project, develop schematic designs, and ultimately progress to the construction documents phase

that allows the project to be put out to bid in order for a contract to be awarded. Skyline College end-user participation scales back during the construction phase, when their designs are being built, but then their involvement ratchets up greatly toward the end of construction when furniture and equipment requirements are identified and procured.

Beginning in 2003-2004 and continuing through 2005-2006, program reviews of maintenance operations services were conducted. The Custodial Program Review, Grounds Program Review, and Engineering Program Review have provided great insight into staffing levels relative to industry benchmarks. With the identification of relative staffing levels, facilities service levels have been qualified and quantified. The service levels have been published on the Facilities website (IIB.1.a.1). Program-review findings have been presented to Skyline College constituency groups. Custodial Program Review briefings were provided to the Skyline College administration and managers, Associated Students, district management staff, and the Board of Trustees, as well as to the American Federation of State, County, and Municipal Employees bargaining unit leadership and to Facilities Department employees (IIB.1.a.2). The Grounds and Engineering program reviews were completed during the 2006-2007 academic year. The findings have not yet been published nor have any presentations been made to the Skyline College constituencies; those activities will occur in the near term.

SMCCCD and Skyline College's preventive maintenance program ensures that the facilities are operating as required to support the programs and services of Skyline College. The college is maintained following a stringent preventive maintenance program under the purview of Facilities, a district function, and tracked using a computerized maintenance-management system. Preventive-maintenance activities are systems-focused: there are daily, weekly, monthly, quarterly, semi-annual, and annual preventive-maintenance tasks associated with mechanical systems, electrical and illumination systems, fire and life safety systems, roofing and building envelope systems, elevators/dumbwaiters, interior wall/floor/ceiling systems, plumbing systems, etc.

Custodial services are perhaps the most visible outcome of facilities-maintenance activities. Because the cleanliness of facilities is a highly noticeable indicator of facilities sufficiency, Skyline College's Custodial Supervisor conducts formal monthly inspections of every facility, in addition to daily informal observations. The outcome of these inspections is to identify if the custodians have been provided the resources they need to maintain the facilities, if the end users of the facilities are exerting unreasonable wear and tear on the facilities, or if staffing issues are in need of attention.

Upgrades and replacements of facilities have been significant, due to the capital construction program. The passage of general obligation bond Measure C in the amount of \$207 million in 2001 provided the majority of funding for the capital construction program. Other funding sources, including State Chancellor's Office Capital Outlay Program funds in the amount of \$51 million, State Chancellor's Office Scheduled Maintenance and Special Repairs Program funds in the amount of \$3 million, State Chancellor's Office Hazardous Substances Program funds in the amount of \$1 million, Certificates of Participation in the amount of \$30 million, grants and donations in the

amount of \$1 million, and miscellaneous other minor funding sources have provided a total of \$300 million for the first phase of the capital construction program. The passage of general obligation bond Measure A in the amount of \$468 million in 2005, along with State Capital Outlay funds anticipated in the amount of \$30 million, represent the bulk of funding for the second phase of the capital construction program (IIIB.1.a.3).

Projects completed to date, or in progress, demonstrate SMCCCD and Skyline College's commitment to upgrading and replacing facilities that are aged and no longer support Skyline College programs and services adequately.

They include:

- New construction of Student and Community Center and Science Annex (buildings 6 & 7A)
- Modernization and seismic upgrade of building 8
- Modernization and seismic upgrade of building 3
- Modernization of building 2 (2nd floor and partial 1st floor)
- Modernization and seismic upgrade of building 7
- Temporary academic space for programs displaced during construction
- Classroom renovations in building 1
- Energy efficiency and utility infrastructure upgrades
- Building 5 HVAC mechanical upgrades
- Roofing replacements of buildings 1, 9 and 10
- Exterior painting of buildings 1, 2, 5, Childcare Center, and portable classrooms
- New electronic access controls system
- Parking and roadway improvements and repairs
- New digital environmental controls system
- Athletics facilities upgrades

These initiatives, activities, processes, mechanisms, programs and protocols demonstrate how Skyline College 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.

Self-Evaluation

The college meets the standard. The above initiatives, activities, processes, mechanisms, programs and protocols demonstrate how 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. Also, as a result of Custodial, Grounds and Engineering program reviews, there is a basis for rich and effective dialogue between those providing and receiving services, and services are tailored based on Skyline College feedback and direction.

Providing sufficient instructional support and facilities is a continuing challenge for Skyline College. Access—particularly for disabled students—advances in technology,

aging buildings and deteriorating infrastructure are all a concern; budget constraints add to the challenge.

District funding for Facilities staffing is currently based on total assignable square footage rather than on total actual square footage of the institution, resulting in inadequate staffing. Cleanliness service levels are currently below the satisfactory rating due to lack of available staffing. On a scale of 1-10, Skyline rates a 7, below acceptable levels.

Planning Agenda

- Explore with the district changing the Facilities funding allocation model to provide more staffing.

Evidence

IIIB.1.a.1	Facilities, maintenance, operations service levels	http://www.smccd.net/accounts/facilities/maintoperation/Service_Levels.html
IIIB.1.a.2	Custodial Program Review 2003	http://www.smccd.net/accounts/facilities/maintoperation/Custodial%20Program%20Review.html
IIIB.1.a.3	Facilities Capital Improvement Funding Sources	http://www.smccd.net/accounts/facilities/planconstruct/capitalimprovefund.html

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

Description

A myriad of mechanisms assure the accessibility, safety, security and healthfulness of the college’s learning and working environments. Access for the disabled community is a high priority of San Mateo County Community College District (SMCCCD) and Skyline College. In 2004, an Americans with Disabilities Act (ADA) consultant was engaged to update the college’s architectural barriers database, which had not been updated since 1991, and assist in developing an implementation plan for removal of all remaining architectural barriers that cause the campus to be out of compliance with current ADA standards.

As part of the capital construction program, newly constructed facilities and existing facilities that are renovated are made compliant to ADA codes. In some instances, ADA codes are purposely exceeded, in order to more fully make Skyline College facilities accessible to its disabled community. Disabled Students Program and Services provides consultation on priorities, alternatives and temporary measures to ensure that disabled students, staff and visitors to Skyline College have access to programs and services, now and in the future.

The college also places a high level of attention on the safety of its facilities. Activities that demonstrate this commitment to safety include regular meetings of the Skyline

College and SMCCCD safety committees, a reporting process for accidents or injuries, a stringent safety training program for employees at highest risk for industrial accidents, a construction safety program, and an annual safety inspection and resolution cycle with the college's property and liability insurance provider. In addition, concerns about campus security needs related to lighting, emergency phones, emergency announcement systems, and parking lot safety have also recently been raised and are being referred to through the facilities master planning process.

The Skyline College Health and Safety Committee meets quarterly to facilitate disaster preparedness activities, review recent accident and injury incidents, conduct safety inspections, and promote safety on campus. Safety committee members represent all constituency groups at Skyline College, including administrators, faculty, staff, and students. Members of the College Health and Safety Committee comprise the districtwide safety committee, which meets semi-annually. The districtwide safety committee reviews the progress made by the three college' safety committees, works toward consistency in disaster preparedness, and allows a venue for networking in order to promote best practices in campus safety.

When accidents or injuries occur that are attributed to or create facilities-related conditions, an incident report is prepared and distributed to the Facilities Manager, so that an investigation and resolution of the condition is made (IIB.1.b.1).

Because they perform strenuous daily activities, maintenance-department personnel tend to have higher industrial-injury rates than the instructional and other support staff that are employed by Skyline College (IIB.1.b.2). The Facilities Department's weekly safety training program ensures that custodians, groundskeepers and maintenance engineers receive refresher training in the areas that most contribute to reductions in industrial injuries and illnesses. A Facilities Safety Task Force, comprised of maintenance personnel representing the different trades classifications, meets quarterly to review quarterly safety inspection reports and departmental industrial accident trends, and promote best safety practices.

SMCCCD's comprehensive capital construction program, spanning from 2002 through 2012, presents particular safety challenges that have called for enhanced safety planning at Skyline College. Contractors are prequalified on a number of stringent criteria, three of which are a requirement for a favorable experience modification rating (an insurance industry rating that is an indicator of job-site safety), an approved Illness and Injury Prevention Plan, and an acceptable safety logistics plan specific to the particular construction project. On construction projects where SMCCCD carries the builder's risk insurance coverage, the college's underwriter sends inspectors out regularly to ensure that best safety practices are being followed. Finally, construction inspectors hired by SMCCCD provide reports that include safety related concerns.

SMCCCD and Skyline College work closely with the property and liability insurance provider to conduct annual reviews of facilities condition risks. Annual physical surveys conducted by insurance inspectors, followed by deficiency reports, focus SMCCCD and

Skyline College’s remedial efforts on facilities safety conditions that present the highest risk to the safety of students, faculty, staff and visitors.

Finally, the online Facilities HelpCenter allows anyone from within the Skyline College community to submit work requests, including requests for remediation of facilities with unsafe conditions. Submitted work requests are triaged and dispatched, and safety related issues are given highest priority. Links to the Facilities HelpCenter can be found at either <http://www.smccd.net/accounts/facilities/> or <http://www.smccd.net/accounts/portal/> .

The security of Skyline College facilities is of paramount importance. In 2004, a districtwide task force that included faculty and staff, along with representatives of campus security, campus facilities, and information technology departments, administration, and industry experts, studied the condition of Skyline College security systems and developed a comprehensive solution toward improvements. Those improvements include the introduction of an electronic access controls and monitoring system, the continued use of traditional mechanical locks enhanced by the use of proprietary keys, and modified administrative processes to better track key issuance and retrieval. The comprehensive solution is being implemented as part of the capital construction program.

The assurance of healthful working and learning environments is achieved through maintenance activities of existing facilities, as well as in the planning, design and construction of new and renovated facilities. SMCCCD and Skyline College’s indoor air quality (IAQ) management program is comprised of a website to educate visitors about IAQ in general and how concerns about IAQ are handled, a written training program for Facilities Department staff covering how they directly and indirectly affect IAQ and how to take action responsibly in the event of an IAQ concern, and maintenance protocols that are aligned with best indoor air quality practices (IIIB.1.b.3). The college’s preventive maintenance program ensures that air filters are replaced routinely, lighting systems remain operational, and other activities are consistently performed at recurring frequencies to ensure safe and healthy indoor and outdoor facilities.

Many of Skyline College’s facilities design standards are based on criteria that include the promotion of more healthful learning and working environments. For example, window treatments have been designed to reduce glare, reducing eye strain while still allowing visual connection to the beautiful views of the exterior campus and surrounding areas. Interior lighting upgrades have been implemented that not only reduce energy consumption, but also improve the quality of light inside the college’s buildings. Resilient flooring standards call for a product with improved acoustic performance, reducing footfall noise disruption, and a more forgiving surface, reducing leg strain for faculty who stand while teaching. In addition, this product has a factory-applied finish that protects the underlying layers, making maintenance of the floor less expensive and more eco-friendly; as a result, custodial staff are not subjected to the use of harsh stripping and waxing chemicals used on traditional resilient flooring products. In fall 2006, concerns were raised about the safety of building 7 because three faculty members in the last 10 years had been diagnosed with brain tumors—one a glioblastoma and the

other two acoustic neuromas. The college commissioned an Occupational and Environmental Health Report, which included toxicology and epidemiological components. The report concluded, “All available information in this situation suggests that there is no workplace-related factor that could account for the tumors reported among occupants in this building.” This information was given to the college community in a series of emails and the report itself has been made broadly available (IIIB.1.b.4). Skyline College recognizes that smoking on campus is a public health issue. Student and employee surveys were conducted in spring 2006 as part of Skyline College’s Accreditation Self Study, revealing overwhelming support to reduce exposure to environmental smoke on campus. In addition, a campuswide open forum was held on this issue in April 2006. The adequacy of smoking restrictions on campus had one of the largest gaps on the survey and numerous comments indicated dissatisfaction with the amount of smoking on campus. Many students believed there has been too much smoking on campus and that it was not only a health risk to those who did not smoke but made for an unpleasant environment. The pervasiveness of smoking on campus likely has had an impact on people’s perception of the cleanliness of the campus. Numerous comments mentioned the need for a no-smoking policy or smoking restrictions on campus with effective enforcement (IIIB.1.b.5-6).

The campus has been trying to address the issue in hopes of decreasing the health risks to members of its community. The Health and Safety Committee recently identified smoking areas which are well away from entrances to buildings and clear of main pathways throughout the college. These sites were approved through the shared-governance process, and the new policy was implemented in January 2006 (IIIB.1.b.7).

Self Evaluation

The college meets this standard. The college has a number of processes and protocols to measure and ensure that Skyline College’s physical resources are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. Effective decision making guides the planning, design and construction of new and renovated facilities. The college continues to evaluate the effectiveness of the designated smoking areas and modify the policy as necessary. The college is not yet where it wants to be in regards to campus security.

Planning Agenda

- Incorporate campus security needs related to lighting, emergency phones, emergency announcement systems, and parking lot safety in the facilities master planning process.

Evidence

IIIB.1.b.1	Facilities related incident report	Hard copy only
IIIB.1.b.2	Maintenance department personnel industrial injury rates	Hard copy only
IIIB.1.b.3	Maintenance and Operations	http://www.smccd.net/accounts/facilities/maintopera

	website	tion/default.html
IIIB.1.b.4	Skyline College building 7 Occupational and Environmental Health Report Dec. 13, 2006	Hard copy only
IIIB.1.b.5	Student Campus Climate Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/Noel%20Levit%20-%20Spring%202006/Comprehensive%20Summary%20Student%20Survey.pdf
IIIB.1.b.6	Employee Voice Survey	http://www.smccd.edu/accounts/skypro/Surveys%20&%20Focus%20Group%20Studies/employee_voice_2006_survey_exec_sum.pdf
IIIB.1.b.7	Student handbook: designated smoking areas	http://skylinecollege.edu/sts/handbook/nodrugs.html

B.2 To assure the feasibility and effectiveness of physical resources in support 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.

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

Description

Long-range capital planning at San Mateo County Community College District (SMCCCD) and Skyline College takes the form of facilities master planning, regular updates of Skyline College’s facilities condition deficiencies information into the California Community College Chancellor’s Office database, as well as annual updates of the five-year construction plan. SMCCCD and Skyline College’s facilities master planning cycles have occurred in 1997, 2001 and 2006. The facilities master planning initiatives always begin with a review of the Education Master Plan and/or educational strategic plans in place, to ensure that physical resources are in support of institutional goals.

In July 2001, the Board of Trustees adopted a Facilities Master Plan that represented the culmination of eight months of work, including a complete physical analysis of the condition of existing facilities, plus an iterative consultation process with Skyline College constituency groups. The physical analysis was multifaceted. It included a facilities audit that identified rough order of magnitude costs to renovate existing facilities based on existing utilization. A comprehensive energy analysis identified energy-conservation measures that could be undertaken to improve energy efficiency, reduce operational

costs, and improve environmental quality. A review of maintenance and repair activities, together with interviews with maintenance staff and end users, identified areas of particular concern in terms of deferred maintenance at Skyline College. Master-planning architects were engaged to lead Skyline College through a series of meetings that served to identify physical campus planning goals and issues, develop options, ascertain the preferred solution, and identify an implementation strategy. The resulting 2001 Facilities Master Plan has been the basis of the first phase of the college's capital construction program (IIB.2.a.1).

In January 2006, the Board of Trustees commissioned an update of the Facilities Master Plan. Given the passage in November 2005 of the district's general obligation bond Measure A and other changes that have occurred since 2001, an updated Facilities Master Plan is required to inform decision making related to the next phase of planning and construction. At Skyline College, elements of the 2001 Facilities Master Plan have been implemented. Subsequent planning efforts related to annual Five-Year Capital Outlay Plan updates have occurred and will be incorporated into an updated comprehensive Facilities Master Plan, along with the identification of new opportunities and solutions to unresolved issues or needs. The annexation of the Pacific Heights Middle School has offered needed swing space during the new construction and renovation of existing buildings. The 2006 Facilities Master Plan was completed in July/August 2006 (IIB.2.a.2).

In 2003, SMCCCD engaged a consultant to conduct a physical survey of all three campuses. The survey information was entered into the California Community College Chancellor's Office facilities deficiencies database. This powerful database allows facilities planners at the district and state levels to create reports on facilities condition indices, plan projects, maintain a space inventory, and track state funding on approved projects. In December 2005, a re-survey of Skyline College was conducted in order to update the information contained in the facilities deficiencies database.

Every year, SMCCCD submits a five-year construction plan to the California Community College Chancellor's Office for funding consideration in the Capital Outlay Program. This plan is developed by the Facilities Planning Department, in consultation with Skyline College and district administration and as approved by the Board of Trustees. Initial project proposals for state funding, final project proposals, and a comprehensive detailing of planned projects (be they locally or state funded) are shown in priority and sequence in the five-year construction plan. The plan takes into account an important criterion for campus facilities planning: capacity to load ratios. The capacity to load ratio is a comparison of the square footage a college has in relation to the square footage the college's enrollment indicates it needs. Capacity to load ratios are measured for different categories of space, including lecture, laboratory, office, library, and audio/visual support spaces (IIB.2.a.3).

As the capital construction program provides opportunities to construct campuses whose facilities meet the needs of Skyline College, the cost of operating and maintaining those facilities—the total cost of ownership (TCO)—is considered. SMCCCD and Skyline

College has several mechanisms by which to ensure that TCO is taken into account. Facilities design standards have been developed to ensure that new and renovated facilities are designed and constructed in accordance with SMCCCD operational criteria. For example, energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency is a high priority design criterion. Skyline College’s new Student and Community Center (building 6) is one example of an energy efficiency success story: the designers were asked to make the building as energy efficient as reasonably possible, and by harvesting daylight, using occupancy sensors, digital building controls, efficient mechanical and illumination systems, high reflectivity architectural finishes, a cool roofing system and high efficiency glazing, the building is calculated to be 42 percent more energy efficient than required by California’s stringent building code requirements. Other SMCCCD facilities design criteria include but are not limited to architectural finishes that are functional, pleasing, durable and maintainable, as well as environmentally friendly furniture selected in accordance with criteria that includes comfort, ergonomics, durability, maintainability, and longevity. Further, the design of new systems (mechanical, electrical, communications, building management controls, fire alarm, security systems, plumbing fixtures, etc.) with existing campuswide systems in mind ensure that maintenance staff have the knowledge, tools and equipment to operate and maintain them (IIIB.2.a.4).

Self-Evaluation

The college meets this standard. Long-range capital planning, in the form of facilities master planning, annual updates of the five-year construction plan, utilization of the information about the condition of facilities contained in the facilities deficiencies database, as well as TCO analyses and the development of design standards, allow for informed decision making that results in the facilities of SMCCCD supporting the institutional goals of Skyline College.

Planning Agenda

None.

Evidence

IIIB.2.a.1	2001 Facilities Master Plan	http://www.smccd.net/accounts/facilities/planconstruct/Downloads/20010101MasterPlan.pdf
IIIB.2.a.2	2006 Facilities Master Plan	http://www.smccd.net/accounts/facilities/planconstruct/MasterPlan_final_report_081406.pdf
IIIB.2.a.3	SMCCCD and Skyline College’s participation in the state Chancellor’s Office Capital Outlay Program	http://www.smccd.net/accounts/facilities/planconstruct/Cap_Outlay.html
IIIB.2.a.4	SMCCCD and Skyline College facilities design standards	http://www.smccd.net/accounts/facilities/planconstruct/SMCCCD_Facilities_Design_Standards.htm

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 a basis for improvement.

Description

Institutional planning precedes, indeed it drives, physical resource planning. The facilities master planning initiatives undertaken by San Mateo County Community College District (SMCCCD) in 1997, 2001 and 2006 have been preceded by a review of the education master plans and/or educational strategic plans in place.

Physical resource planning at the facilities master planning level is a highly participative and iterative process. Skyline College administration, constituency groups, as well as district facilities planners, the Chancellor and the Board of Trustees collaborate to ensure that facilities support educational and other strategic goals. Annual updates of the five-year construction plan are also inclusive efforts involving Skyline College administration, end-user groups, facilities planners, district executives and the Board of Trustees. Project-level programming and planning, review of design documents, and selection of furniture, fixtures and equipment is based on input from Skyline College administration and end users. District facilities planners meet weekly with the Skyline College President's Cabinet to review and strategize on facilities planning issues. These interactions ensure that physical resource planning is integrated with institutional planning. Program review-identified needs are channeled into physical resource and institutional planning as well.

In fall 2005, the Facilities HelpCenter was launched. The Facilities HelpCenter is an online service request application that allows customers to place a service request online and receive status reports on the resolution and completion of their issue. The HelpCenter is a sub-module of the computerized maintenance management system, and the system also includes a module for preventive maintenance activities. Upon completion of a customer-triggered work order, the system automatically sends a short customer satisfaction survey that solicits feedback about the timeliness of resolution of the work order, whether the resolution was satisfactory, and information about the responder. The results of the HelpCenter customer satisfaction survey are reviewed monthly by the Facilities Manager, in order to ascertain the satisfaction level for submitted work orders in the current period against previous periods, to reinforce the maintenance staff's behaviors that resulted in good feedback, and to seek improvement in areas in which feedback was unsatisfactory (IIIB.2.b.1-2).

Prior to 2002, the Facilities Department did not have a website. The website was launched in 2002, with daily updating. The site allows Skyline College and its communities to easily obtain information and stay abreast of information related to facilities maintenance and operations as well as the capital construction program (IIIB.2.b.2).

SMCCCD and Skyline College’s capital construction program has resulted in the addition of new buildings in the space inventory which must be maintained. The College Budget Committee developed a resource allocation model with a mechanism that increases (and decreases) annual maintenance budgets to reflect additions and deletions from the space that needs to be maintained. This resource allocation model is scheduled to be effective fiscal year 2006-2007, and it appropriately aligns fiscal resources with physical resources.

The program-review mechanism also assesses how effective the institution’s use of physical resources is, with results of the program review being used as a basis for improvement.

Self Evaluation

The college meets this standard. The Facilities Master Plan process, which engages constituencies at both the college and district levels, successfully ensures that physical resource planning is integrated with institutional planning. The Facilities HelpCenter, Facilities Satisfaction Customer Survey and program review all aid SMCCCD and Skyline College in systematically assessing the effective use of physical resources and using the results of these evaluations as a basis for improvement.

Planning Agenda

None.

Evidence

IIIB.2.b.1	SMCCCD portal website	http://www.smccd.net/accounts/portal/
IIIB.2.b.2	Facilities website	http://www.smccd.net/accounts/facilities/