Rancho Santiago Community College District
Sustainable RSCCD Committee

May 21, 2014
District Office
Decision Room - #340
3:00 – 4:00 p.m.

Agenda

1. Update on Sustainability Plan Development Process — Matsumoto/NAM
   a. Review of Goals
   b. Review of Survey
   c. Review of SAC Student Sustainability Suggestions
2. Update on Recycling Efforts — Morris/Iannaccone
3. Other

Next Meeting:
September 17, 2014
3:00 p.m.
District Office – Decision Room #340

Mission Statement

The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological, and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuit in a global community.

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing accessible, transferable, and engaging education to a diverse community.

Rancho Santiago CCD **DRAFT FOR REVIEW**
Sustainability Plan Goals
May 7, 2014

All goals to be consistent with Rancho Santiago CCD Educational and Facilities Master Plans and Board of Trustees Goals and Policies.

	Area of Sustainability	Established Goal
1	**Campus & Community Engagement**	Encourage participation in and awareness of sustainability issues through effective education and engagement. Publicize sustainability events and programs in campus media outlets and the District Sustainability website. Positively influence the campus community to embrace and champion sustainable behaviors at the campuses, the District office, in the community, and in their personal lives. Integrate sustainability into all facets of student life, including student government, clubs, and organizations. Identify campus community members who will be enthusiastic, involved, reasonable, and responsible to lead the campus in its sustainability efforts and to set the example for generations to come.
2	**Curriculum Development**	Promote student enrollment in courses with emphasis on sustainability. Creatively integrate sustainability into existing course curricula within and beyond the STEM field. Develop new curricula and career- oriented certificate and training programs with a focus on environmental sustainability and social responsibility.
3	**Facilities Design & Operation**	Construct all major capital projects and renovations to meet LEED Silver "equivalent" standard, with goals to reduce energy and water use, wastewater discharges, and sustainable landscaping practices. Employ energy and water use metering, monitoring, and building commissioning practices to maximize efficiency of building operations. Utilize utility "Savings by Design" programs and adopt integrated design standards for all projects. Train staff in efficient operations of campus facilities.

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4	**Energy**	Perform an energy use benchmarking study at both campuses (and the District Office?) by mid-2015. Based on the results, establish annual energy use reduction goals (minimum 5% below average for similar facilities) and plan appropriate energy efficiency, demand reduction, or clean self-generation measures to meet reduction goals by the end of 2015. Evaluate goals every year. Maximize use of Proposition 39 funding for the planning and implementation of energy projects. Explore the integration of workforce training and student learning into energy efficiency projects.
5	**Solid Waste Management**	Continue to implement the landfill diversion program, expand it to include all sectors of recycling and waste reduction to landfills. Work with local municipalities and waste disposal companies to expand recycling options. Comply with recycling program requirements of AB-341, and strive to meet the statewide landfill recycling goal of 75% by 2020.
6	**Water Management**	Perform a water use benchmarking study at both campuses (and the District Office?) by mid-2015. Based on the results, establish annual water use reduction goals (minimum 5% below average for similar facilities) and plan appropriate measures to meet reduction goals by the end of 2015. Evaluate goals every year. The District will strive to reduce water use as well as waste water discharges to both the sewer and storm water systems.
7	**Grounds & Landscape Management**	Sustainable landscaping practices not only conserve water, but can also contribute to achieving many other goals for sustainability. The District will employ the following sustainable landscaping strategies: landscape using native plants purchased locally; landscape for less to the landfill; nurture the soil; conserve water; conserve energy; protect water and air quality, and create and protect wildlife habitat.
8	**Sustainable Procurement**	Implement efforts to source campus food, materials, supplies, information technology, equipment, and

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		resources from organizations committed to social responsibility and environmental sustainability. Support local businesses and suppliers to the fullest extent practical. Procurement standards will be established by the end of 2015, reviewed bi-annually, and updated as necessary.
9	**Transportation**	Reduce the reliance of students, faculty and staff on single occupancy vehicle commutes by 5 percent within the next five years. Encourage the utilization of public transportation, carpooling, and bicycling to campus. Work with local municipalities and public transit agencies to improve access to efficient and affordable public transportation option to students, faculty, and staff.

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DRAFT Student & Faculty/Staff Survey Questions
RSCCD
May 14, 2014

Welcome to the Santiago Canyon College and Santa Ana College student sustainability survey!

This survey is being conducted by Sustainable RSCCD, a participatory governance committee responsible for raising awareness within the Rancho Santiago Community College District and making recommendations to the Chancellor concerning the conservation of resources and the implementation of sustainability practices that impact the district and community. We would like your input concerning the current status of sustainability at your campus and the areas you would like to see improved.

All feedback will be considered for the comprehensive, district-wide sustainability plan to be drafted in Fall 2014. The survey is entirely anonymous and should take no longer than 5 minutes to complete. Thank you for your time!

Ecological Sustainability can be defined as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." - United Nations Bruntland Commission Report, 1987

1. **Which college do you attend?**
    a. Santa Ana College
    b. Santiago Canyon College
    c. Both

2. **Overall, how would you rate the level of sustainability on campus?**
    a. Very Poor
    b. Poor
    c. Neutral
    d. Good
    e. Great

3. **How sustainable do you think campus is in each of the following areas?** (Very unsustainable/Not very sustainable/Neutral/Somewhat sustainable/Very Sustainable)

    a. **Campus & Community Involvement** *(i.e. sustainability events, partnerships with local community, volunteer days)*

b. **Sustainability within curriculum** *(i.e. more sustainability course options and career oriented programs)*
c. **Energy** *(conservation, efficiency, renewables)*
d. **Solid Waste Management** *(recycling, composting, reduction, reuse)*
e. **Facilities Design & Operation** *(i.e. "green" buildings)*
f. **Grounds & Landscape Management** *(i.e. native plant life, more trees, water use)*
g. **Sustainable Purchasing** *(i.e. organic and local food, products with recycled content)*
h. **Transportation** *(i.e. public transit, bike options)*
i. **Other-** *Please specify*

4. Which of the 3 following areas would you *most* like to see become more sustainable on campus?

a. **Campus & Community Involvement** *(i.e. sustainability events, partnerships with local community, volunteer days)*
b. **Sustainability within curriculum** *(i.e. more sustainability course options and career oriented programs)*
c. **Energy** *(conservation, efficiency, renewables)*
d. **Solid Waste Management** *(recycling, composting, reduction, reuse)*
e. **Facilities Design & Operation** *(i.e. "green" buildings)*
f. **Grounds & Landscape Management** *(i.e. native plant life, more trees, water use)*
g. **Sustainable Purchasing** *(i.e. organic and local food, products with recycled content)*
h. **Transportation** *(i.e. public transit, bike options)*
i. **Other-** *Please specify*

5. **What specific sustainability measures or programs would you like to see on campus?** Please list all ideas that come to mind (i.e. recycling/compost program, sustainability-oriented courses and career programs, water bottle filling stations, etc.)

6. **Are interested in finding out more about sustainability on campus and how to get involved?**

a. Yes
b. No

7. If you answered "yes" in Q6, please provide your name, phone numbers, and email information in the space provided below.

8. Any other suggestions, comments, or ideas?

Faculty/Staff/Administration - Specific Questions:

9. **Where do you work?**
    a. District Office
    b. Santa Ana College
    c. Santiago Canyon College
    d. Centennial Education Center
    e. Orange Education Center
    f. Other

10. **What best describes you?**
    a. Full-time faculty
    b. Part-time faculty
    c. Full-time classified
    d. Part-time classified
    e. Manager
    f. Administrator
    g. Other

11. **Do you integrate sustainability into your curriculum or promote sustainability within the classroom?**

    a. Yes
    b. No
    c. N/A

12. **If you answered "yes" to Q11, please elaborate in the space provided below.**

13. **Do you integrate sustainability into your administrative position and/or responsibilities? If yes, please elaborate.**

    a. Yes
    b. No
    c. N/A

14. **If you answered “yes” to Q12, please elaborate in the space provided below.**

15. **What could the administration, faculty, or classified staff do to help promote sustainability among students and around campus?**

16. **Would you like to be involved in a committee of students, faculty, classified staff, and administrators on campus to help make campus more sustainable?**

    a. Yes
    b. No

17. **If you answered “yes” to Q16, please provide your name, phone number, and email here.**

Student Sustainability Suggestions
Santa Ana College - Sustain-a-Palooza Event
4/23/2014

Topic	Suggestion	Count	Total
Waste	School-wide recyling program, recyling cans next to all trash cans and in every classroom, on campus recycling center	15	**26**
	Trash cans by parking lots	1	
	Eliminate usage of plastic bags on campus (ie college stores)	1	
	Compost program	5	
	Hold reoccuring volunteer days focused on restoring/ cleaning up local environment/ trash pick-up on campus	2	
	More cigarette trash disposal	1	
	Solar powered trash compactors	1	
Water	Conserve water in school experiments, like chemistry labs (dry labs instead)	2	**25**
	Provide filtered water (hot and cold) for drinking and instant food; more water fountains	12	
	Waterless urinals	1	
	Reclaimed water for irrigation and toilets	2	
	Hand sensored faucets; Eliminate water flowing unnecessarily	2	
	More efficient restrooms	3	
	Establish culture of water conservation by educating campus community	1	
	Water wise landscaping	2	
Energy	Renewable energy generation on campus	7	**21**
	Solar powered outlets	1	
	Energy efficient lighting, more natural light	5	
	Raise AC set points (often too cold in buildings), thermally efficient buildings, solar powered AC, turn off AC during winter	6	
	Turn off computers at night	1	
	Outfit gym with equipment to harness Kinetic Energy	1	
Transportation	Carpool program- created/ facilitied within the classroom; reward those who carpool	4	**15**
	Fuel-efficient maintanence/ campus vehicles	1	
	Better public transit to and from campus / Student pass program / College Shuttle Bus	5	
	More parking so you don't waste gas going around the lot several times	3	
	Better bike racks, conducive to safer bike locking	1	
	Outfit parking with equipment to harness kinetic energy	1	
Landscaping	Plant more trees and flowers; campus tree-planting project	7	**14**
	More gardens like Coastkeepers, student gardens, organic gardens	3	
	Shaded outdoor study area	1	
	More native California plants on campus/ desert landscaping	2	
	Campus/ community garden; harvest fruit and vegetables	1	
Curriculum/ Student Involvement	More sustainability lectures and classes/ regular documentary screenings - knowledge and awareness are going to be the largest contributing factors to the sustainability of our planet	2	**10**
	Hold student events such as green day, hiking trips, ocean clean ups	3	
	Sustainability reward program - honor/ celebrate those who are making a difference!	1	
	Paperless classes : Do not require students to print notes/ capacity to submit more homework online	3	
	Contribute to the local community through course projects or field trips/ volunteer days	1	
Procurement (Food and Products)	Organic/ healthier food options on campus	6	**16**
	Re-evaluate/ eliminate contracts with Pepsi/Sysco	1	
	Host farmer's market on campus	1	
	Recycled/ hemp product options	1	
	Community engagement through purchasing / Sustainable purchasing	2	
	Recycled toilet paper and paper towels (from recycled materials)	2	
	Used materials repurposing	1	
	Reduce use of plastic containers	1	
	No flyers! Use a screen or teleprompter attached to smart code reader for flyer download	1	
		Total	**127**

SECTION 5.

MEASURE AND REPORT PERFORMANCE

As with any successful program, the ongoing progress and performance of sustainability plan activities will be ***monitored and compared to goals and criteria***. This will require continuous participation of the Sustainability Committee, and other participants in the process. To communicate results and ensure transparency and accountability, the ***results of the Sustainability Plan activities will be communicated to the larger campus community on a regular basis***.

The following section describes the process for measuring and reporting sustainability activities and achievements.

5.1 MEASURING PERFORMANCE

In order to monitor Citrus College's progress towards its sustainability goals, the Campus Sustainability Committee plans to collect information on the following key metrics at regular intervals as described below. Metrics for progress measurement will be tied to the criteria defined for each goal established in Section 3 of the Sustainability Plan.

Goal Number	Area of Sustainability	Performance Metric	Measurement Frequency
1	**Economic Return on Investment**	Evaluate the return on investment of capital improvements in sustainability based on life-cycle Net Present Value (NPV). For each proposed capital improvement project, the college will perform a Net Present Value calculation that accounts for initial costs, any financing costs, cost savings, appropriate discount rate, and effective life of improvement. Projects with a positive NPV will be given priority for implementation.	With each proposed Capital Improvement Project
2	**Energy Efficiency**	Reduce overall campus energy consumption by 6 percent within two years. Monitor total annual electricity and natural gas at the college master meters. Establish a baseline from 2012 usage. Establish new reduction goals after two years based on planned activities and additional opportunities.	Establish baseline with 2012 usage. Monitor annually.

Goal Number	Area of Sustainability	Performance Metric	Measurement Frequency
3	**The Built Environment**	Construct all major capital projects to meet LEED Silver "equivalent" standard, with goals to reduce energy and water use, wastewater discharges, and sustainable landscaping practices. Require this standard with all design and construction contracts. Require project architect to complete LEED checklist that demonstrates Silver rating and to verify that selected measures are implemented. This requirement does not mandate registration or project certification by the USGBC or LEED, but uses that process as an "equivalent" self-certification of projects.	With each major Capital Improvement Project
4	**Technology Utilization**	Continue to take advantage of new technologies in all areas of waste reduction, energy usage and sustainable culture. The Citrus College Sustainability Committee will review new technology options for campus construction projects, operations and maintenance as it relates to sustainability. The staff will enlist assistance for this effort from SCE and SCG and the CCC/IOU Energy Efficiency Partnership.	Initial evaluation in 2013. Review annually.
5	**Leadership and Champions**	Identify campus community members who will be enthusiastic, involved, reasonable, and responsible to lead the campus in its sustainability efforts and to set the example for generations to come. This will be accomplished by establishing the Citrus College Sustainability Committee as a permanent sub-committee of the Physical Resources Committee and by actively recruiting interested and motivated students, faculty, and staff into its membership.	Ongoing
6	**Solid Waste Management**	Continue to improve the recycling program, expand it to include all sectors of recycling and waste reduction to landfills, comply with recycling program requirements of AB-341, and strive to meet the statewide landfill diversion goal of 75 percent by 2020. Establish 2012 as a baseline year for diversion measurement, and monitor annually to achieve goal by 2020.	Baseline measurement at end of 2012. Monitor annually until 2020.

The following are examples of performance metrics that can be evaluated to measure campus progress:

- ***Energy reduction:*** Monthly electricity and gas usage for the entire campus and individually metered buildings, if installed.
- ***Water reduction:*** Monthly water use for the entire campus and individually metered buildings, if installed.
- ***Waste diversion and reduction:*** Weight or container counts of waste hauled, recyclables processed, food waste reduced, and boxes of paper delivered.
- ***Transportation:*** VMTs for faculty and student commutes, number of faculty or students riding public transit, number of faculty or students carpooling or ridesharing.
- ***Greenhouse gas emissions reduction:*** Metric tons (tonnes) of carbon dioxide equivalent (CO_2e) reduced.
- ***Curriculum and Student Development:*** Number of sustainability focused courses offered, sustainability certification programs, number of students actively involved in sustainability activities on campus, or number of students enrolled in sustainability curricula.

Performance metrics should be tied to the goals and criteria established in Section 5 of the plan. Since activity on campus can change from year to year, Districts may find it useful to normalize metrics to give a more accurate picture on campus. Those collecting the information and analyzing the District's progress may choose to normalize their measurements by considering the following factors that may affect performance:

- Building gross square footage
- Number of students
- Number of students and employees
- Number of school days or work days
- Annual cooling degree days or heating degree days

It is also beneficial to measure any direct cost savings experienced by the District as a result of sustainability projects. For example, in addition to operational and maintenance cost savings from reducing energy and water use, the District should capture savings from Air District fines or waste hauler costs that are reduced, or if the District was able to avoid building a new parking structure.

Ultimately, the purpose of measuring progress is to compare the District's progress to the interim and long term goals established. Districts should analyze how they are doing on their path to sustainability and evaluate their performance against their goals, use this to plan for the following year's activities, and make adjustments as needed.

9.1.2 SUSTAINABILITY RATING AND RANKING SYSTEMS

In addition to comparing the District's progress with its own goals and expectations, there are also nationally recognized rating and ranking systems that can help higher education institutions compare how they are performing with other colleges and universities.

Sustainability Template Plan
Implementation Programs and Plans Checklist

District: Citrus CCD
Campus: Citrus College
Project: Programs & Plans Checklist v3
Date: 6/21/2012

Back to Summary Tab

Priority Implementation Plans Indicated Below

Section 7.1 MANAGEMENT AND ORGANIZATIONAL STRUCTURE								
Section	**Selected Program or Project**	Action Items/Notes	Priority (select)	Status (select)	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To
7.1.2.3	Appoint a Campus Sustainability Committee		High	Complete		5		
7.1.2.5	Employ Sustainability Professionals, as required		Low	In-Process		5	Ongoing	V.P. Finance & Administrative Services
7.1.2.7	Integrate Sustainability Planning into Campus Master Plan		High	In-Process		1,3,11	Short Term	V.P. Finance & Administrative Services

Section 7.2 ENERGY EFFICIENCY								
Section	**Selected Program or Project**	Action Items/Notes	Priority (select)	Status (select)	Cost ($)	Associated GOAL(s)	Target Completion Date	Assigned To
7.2.2.1	Set Energy Efficiency Goals		High	Planned		2	Short Term	Director of Facilities & Construction
7.2.2.2	Evaluate Mechanisms for the Implementation of Energy Efficiency Projects		High	In-Process		2	Short Term	Director of Facilities & Construction
7.2.2.3	Conduct Facility Prioritization Survey		High	In-Process		2	Short Term	Director of Facilities & Construction
7.2.2.4	Conduct Comprehensive Facility Energy Audits		High	In-Process		2	Short Term	Director of Facilities & Construction
7.2.2.5	Implement New and Existing Audit Recommendations		Med	In-Process		2	Medium to Long Term	Director of Facilities & Construction
7.2.2.8	Identify and Take Advantage of Grant and Incentive Programs		High	In-Process		2	Ongoing	Director of Facilities & Construction
7.2.2.9.2	Efficient Lighting and Lighting Controls		High	In-Process		2	Short Term	Director of Facilities & Construction
7.2.2.9.3	Install Energy Efficient HVAC Systems			Complete		2		
7.2.3.1	Construct Chilled Water Central Plant			Complete		2		
7.2.3.2	Cool Roofing							

sections. The user simply needs to type in the project name in one of the blank lines and check the box, and the new project will be included in both the Summary and Output tabs.

A navigation arrow below the tasks allows users to easily return to the Summary tab. Once a user repeats the process of selecting tasks to implement, the user navigates to the Output tab, and with macros enabled, runs the Summary Report by selecting the button at top right. Each of the tasks the college has selected to implement will appear on the Output tab, along with additional action planning fields for the user to input task details as follows:

Field	Action Required
Action Items/Notes	Enter a brief description of the task(s) to be performed to implement the selected policy or other clarifying notes
Priority	Select High, Medium, or Low priority from the dropdown list
Status	Select Planned, In-Process, or Complete from the dropdown list
Linked to	Identify linked or dependent projects in the Action Plan
Cost ($)	Enter an estimate of the in-house or contracted costs in labor and materials
Associated GOAL(s)	List the associated Goal number that the project is intended to satisfy as defined in Section 5.
Target Completion Date	Enter the date that the policy's implementation is expected to be complete
Assigned To	Enter the name of the individual (or position) responsible for implementing the selected policy. This person may assign others to the role. However, the primary responsibility for the policy rests with this person
Email address	Enter the email address for the person referenced above in the "Assigned To" field

Users may also choose to select programs or projects that have already been accomplished on campus to show past achievements. This Checklist should be used to manage the Sustainability Plan Implementation, and should be updated regularly to track progress.

The Implementation Programs and Plans Checklist will help quantify how robust the campus Sustainability Plan is. The Tool will track programs and projects selected, as well as those completed, and compare them against all available projects. This will also assist in the evaluation of project progress for reporting purposes.

Districts are encouraged to "think outside the box" for innovative ways to improve their sustainability and avoid being constrained to only the projects mentioned in this template.

The Implementation Programs and Plans Checklist can be found in Appendix E.

Rancho Santiago CCD
Sustainability Plan – Next Steps and Timing
May 21, 2014

Task No.	Task Description	By when	Responsible
1	Review and Approval of Goals	5/21 SRC Meeting	SRC
2	Review and Adopt SAC Student Sustainability Suggestions	5/21 SRC Meeting	SRC
3	Review and Release Survey (require responses by 6/15)	5/21 SRC Meeting	SRC – NAM assist
4	Identify additional Programs or Projects to be included into Draft Plan (Section 7 Items)	June SRC Meeting	SRC
5	Prepare Programs and Plans Checklist (Section 8 - Create an Action Plan)	Draft by June SRC Meeting	NAM
6	Develop Performance Metrics and Measurement Frequency for Goals (Section 9 – Measure and Report Performance)	Draft by June SRC Meeting	NAM
7	Prepare Working Draft Sustainability Plan Ver. 2 for review	Draft by June SRC Meeting	NAM
8	Review, Modify, and Approve Draft Sustainability Plan	June – September 2014 (may require sub-committee meetings and conference calls)	SRC and other stakeholders
9	Finalize Plan based on review and comments	September	NAM