

Santa Barbara City College

District Sustainability Plan

September 2014



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Letter from the President

What does a sustainable campus look like for Santa Barbara City College?

This Sustainability Strategic Plan is our first formal effort to answer that question—to envision and articulate what sustainability means for our institution, our people, and our future. It summarizes the many initiatives we have worked hard to achieve and links our efforts back into the curriculum, using our college as a living laboratory.



Building the foundation of sustainability across our institution will be a collaborative and integrated decision-making process among students, faculty and staff. We are all responsible for the success of this Plan and the momentum needed to achieve the goals within. I encourage you all to review the Plan and discover the many ways you can embrace and encourage sustainability here at SBCC. Whatever your interest and expertise, your effort, support and involvement is critical to the Plan's success. Let's work together to decrease our environmental footprint, explore new avenues for learning and discovery and elevate our position as a leader in sustainability.

Lori Gaskin, Ph.D.
President

Our Mission

As a public community college dedicated to the success of each student...

*Santa Barbara City College provides students a diverse learning environment that inspires **curiosity and discovery**, promotes **global responsibility**, and fosters **opportunity** for all.*

District Vision

Santa Barbara City College (SBCC) is committed to creating a healthy environment through a holistic and integrated approach to implementing sustainability projects throughout the District, as is stated in our Educational Master Plan. As a comprehensive community college with a proven history of academic excellence, SBCC understands the need to develop a roadmap for continuous improvement for purposes of enhancing student health and experience, and encouraging a District transition toward sustainability.

SBCC is committed to formally and publicly identifying the College's sustainability agenda to provide a transparent vision of sustainability and a strategic framework for creating a sustainable and resilient campus. We recognize that to be resilient and sustainable we must address the environmental, social and economic challenges simultaneously. As an educational institution we feel that the creation of a more resilient and sustainable campus can be fully integrated into our curriculum and campus culture so as to better educate our students and prepare them for the challenges and opportunities in a rapidly changing world.

Our goal is to decrease our ecological footprint (or minimize our negative impacts on the environment), and make socially responsible decisions while maintaining or improving the quality of life and education at our college. We see this as an opportunity to make our college more resilient to inevitable change and better train our students for an evolving marketplace.



Background and Process

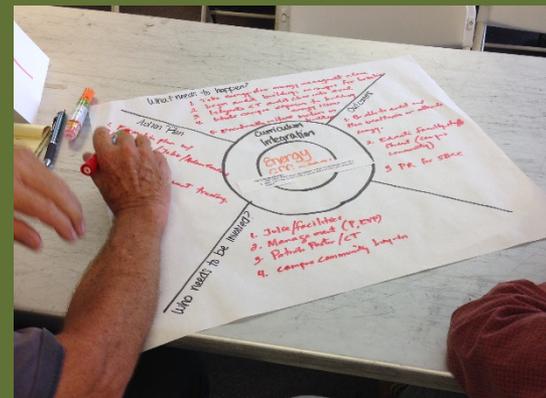
Development of the SBCC District Sustainability Plan involved active participation of students, faculty, staff, local municipalities, utility representatives, local environmental non-profit organizations, District contractors and SBCC ancillary support staff. To effectively capture all essential data for Plan development, the process included:

➔ District Interviews

Interviews with SBCC President, staff, students and faculty to learn about current District sustainability initiatives, understand current activities, accomplishments, goals, and strategies and begin to identify next steps for success.

➔ District Forums

District forums took place in October of 2013 in honor of AASHE Campus Sustainability Day and in April 2014 in honor of Earth Day. The forums introduced the District to sustainability benchmarks, encouraged brainstorming of District sustainability goals, and required active group participation through a series of development activities. With participation from over sixty (60) stakeholders representing a diverse group of backgrounds, departments, and experiences, the forums identified fourteen (14) agreed-upon goals for District sustainability in areas of Energy Efficiency, Waste Management, Water Consumption, Transportation, Food, District Outreach and District Culture.



Goals for Sustainability

The District maintains approximately 88 acres and over 700,000 square feet of building space. With this quantity of space, 261 full-time faculty, 537 adjunct faculty, 378 staff members, and the educating of over 19,000 full-time students and 12,000 noncredit students per year, SBCC recognized the need to sort and prioritize initiatives for sustainability throughout the District. Information from the interviews, data collection, and forum proceedings honed SBCC's vision for sustainability, set priorities and time lines, and are formally expressed in the following Plan. SBCC's vision of a sustainable and resilient campus is one that fully minimizes its environmental impact regenerating ecosystem function whenever possible, honors and strengthens a diverse and supportive community, makes economic decisions using a full and accurate accounting that includes environmental and social costs and benefits, and fully integrates the design and implementation of the plan into curriculum whenever possible.

Waste Management

- ➔ Reduce Waste by 25% by 2017
- ➔ Reduce Waste by 75% by 2020
- ➔ Achieve net zero waste District-wide by 2025

Energy Efficiency

- ➔ Install permanent metering (capturing both gas/electric) on all permanent buildings over 5,000 square feet
- ➔ Obtain Energy Star score of 75 or better by 2020 on all permanent buildings over 5,000 square feet
- ➔ Commit to exceeding Title 24-2013 by 10% on all new buildings and major renovations, and include LEED benchmarks in District Standards and Facilities Master Plan.

Water Consumption

- ➔ Decrease potable water usage by 50% (including indoor and outdoor water usage by an aggregate of 50%) by 2025

Transportation

- ➔ Reduce district single occupied vehicle commute by 25% by 2017

Food

- ➔ Increase non-salad bar vegetarian options to 30% of entrees in cafeteria and snack shops by 2016
- ➔ Provide at least two (2) non-salad vegetarian options on menus
- ➔ Promote and educate District community about local food production used within SBCC Food Services

Outreach and Implementation

- ➔ President Report (Hand board display and online) to include sustainability updates
- ➔ New Student Code to include signing of sustainability pledge
- ➔ Analyze and evaluate the inclusion of Institutional Student Learning Outcomes (ISLO) associated with Sustainability systems

GOALS

Action Roadmap and Success Plan

Goals for District sustainability, which were developed and approved as part of a collaborative, community-driven process, have been organized into short-term (0-3 years), intermediate (3-6 years), and long-term (6+ years) to provide the District with immediate successes, continued improvement, and long-term action.

Waste Management

SBCC's vision for improved waste management practices is to reduce generated waste District-wide and provide education of the importance of reducing, recycling, and reusing.

GOALS

- *Reduce Waste by 25% by 2017.*
- *Reduce Waste by 75% by 2020.*
- *Achieve Net-Zero Waste District-Wide by 2025.*

0-3 Year Success Plan

To be completed by the end of Fiscal Year 2017

| Action Roadmap | Indicators, Benchmarks, Tasks |
|--|---|
| <input type="checkbox"/> Develop a LEED-EB: O&M compliant Recycling Plan | ➔ Policy/Plan to include: <ul style="list-style-type: none"> ▪ Scope, Performance Metrics, Goals, Procedures and Strategies, Responsible Party, and Time period. ▪ Identified waste streams such as, but not limited to: cardboard, electronics, furniture, metals, plastics, and construction waste. ▪ Promotion of purchasing items that can be re-used, recycled or composted throughout District. ▪ Strategies for minimizing or eliminating waste from packing. ▪ Decrease resource use where possible including requirements to conduct all staff and faculty evaluations through paperless methods (See 3-6 Year Plan for paperless goals). |
| <input type="checkbox"/> Develop a LEED-EB: O&M compliant Purchasing Plan | ➔ Policy/Plan to include: <ul style="list-style-type: none"> ▪ Scope, Performance Metrics, Goals, Procedures and Strategies, Responsible Party, and Time period. ▪ Purchasing plan to include but not limited to: on-going consumables (low value purchases), electronics, furniture, batteries, and lamps. ▪ Promotion of purchasing items that can be re-used, recycled or composted throughout District. ▪ Decrease resource use where possible including requirements to conduct all staff and faculty evaluations through paperless methods (See 3-6 Year Plan for paperless goals). |

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| <input type="checkbox"/> Develop an education and outreach program for Waste Management and Purchasing plans and achievements | <ul style="list-style-type: none"> ➔ Utilize the following outlets: <ul style="list-style-type: none"> ▪ Social Media. ▪ District Departmental meetings. ▪ District-wide Symposiums. ▪ Students to encourage stakeholders and fellow students. ▪ Reporting current status and goals on website. |
| <input type="checkbox"/> Develop a task force to identify bin placement on all District Campuses | <ul style="list-style-type: none"> ➔ Place waste and recycling receptacles adjacent to each other with clear labeling of which materials go in which bin. ➔ Audit placement after 4 months to determine if locations are in the correct spot. |
| <input type="checkbox"/> Institutionalize a District-wide composting program | <ul style="list-style-type: none"> ➔ Collect 100% of all pre-consumer food scraps. ➔ Collect 25% of all post-consumer food scraps. |
| <input type="checkbox"/> Conduct a waste audit within the 2014/2015 academic year to establish District baseline | <ul style="list-style-type: none"> ➔ Issue a waste audit report to District with recommendations on achieving 25% reduction by 2017. ➔ Commit to conducting annual waste audits, evaluating results, and modifying operational practices based upon results. |
| <input type="checkbox"/> Providing training to students, staff, and faculty on District recycling and purchasing practices | <ul style="list-style-type: none"> ➔ Conduct training for students at new student orientation at the beginning of each school year. ➔ Conduct training for staff, faculty, students in key areas including: <ul style="list-style-type: none"> ▪ Food services. ▪ Bookstore. ▪ Student services. ▪ Offices. ▪ Other. |

| 3-6 Year Success Plan <i>To be completed by the end of Fiscal Year 2020</i> | |
|---|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Conduct a waste audit to establish current diversion rate | <ul style="list-style-type: none"> ➔ Issue a waste audit report to District with recommendations on achieving 75% reduction by 2020. <ul style="list-style-type: none"> ▪ Continue to conduct annual waste audits, evaluating results, and modifying operational practices based upon results. |

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| <input type="checkbox"/> Pilot a zero waste event | <ul style="list-style-type: none"> ➔ Identify any currently scheduled District events that could integrate zero waste. ➔ Football games. ➔ Fundraisers. ➔ Evaluate overall feasibility for net zero waste goal. |
| <input type="checkbox"/> Implement “paperless campus” strategies where it would not negatively effect pedagogy or legal requirements of District, and in areas of low environmental impact | <ul style="list-style-type: none"> ➔ Select three (3) areas/departments within District operations to go paperless. ➔ Implement paperless activities for faculty and staff evaluations. <ul style="list-style-type: none"> ▪ Develop system that allows anonymity. ▪ Incentive students to complete evaluations. ➔ Work with IT on technology and system integration for achievement. ➔ Develop task force to determine roadmap for timeline and achievement milestones for achieving District-wide paperless goals. <ul style="list-style-type: none"> ▪ Initiative of President’. ▪ Initiative of College Planning Council. ▪ Administrative departments to assess digitally available solutions. |
| <input type="checkbox"/> Reduce E-Waste production | <ul style="list-style-type: none"> ➔ Continue to pass along no longer needed, working equipment to K-12 institutions. ➔ Decrease purchase of materials that create e-waste when possible. ➔ Properly dispose of all e-waste. ➔ Evaluate re-fresh cycle, determine what users need new equipment and what users can remain using the same equipment for further use without effecting productivity. ➔ Purchase electronics with environmental performance standards such as Energy Star and EPEAT standards. |
| <input type="checkbox"/> Institutionalize a District-wide composting program | <ul style="list-style-type: none"> ➔ Collect 75% of all pre-consumer food scraps and compost. ➔ Collect 75% of all post-consumer food scraps and compost. |
| <input type="checkbox"/> Provide training to students, staff, and faculty on District recycling and purchasing practices | <ul style="list-style-type: none"> ➔ Conduct training for students at new student orientation at the beginning of each school year. ➔ Conduct training for staff, faculty, students in key areas including: <ul style="list-style-type: none"> ▪ Food services. ▪ Bookstore. ▪ Student services. ▪ Offices. ▪ Classrooms/laboratories. |
| <input type="checkbox"/> Provide education and outreach program for Waste Management policies and achievements | <ul style="list-style-type: none"> ➔ Utilize the following outlets: <ul style="list-style-type: none"> ▪ Social media. ▪ District departmental meetings. ▪ District-wide symposiums. ➔ Students to encourage stakeholders and fellow students. |

| 6+ Year Success Plan <i>To be completed by the end of Fiscal Year 2025</i> | |
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| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Conduct a waste audit to establish current diversion rate | <ul style="list-style-type: none"> ➔ Issue a waste audit report to District with recommendations on achieving 75% reduction by 2020. ➔ Continue to conduct annual waste audits, evaluating results, and modifying operational practices based upon results. |
| <input type="checkbox"/> Institutionalize a District-wide composting program | <ul style="list-style-type: none"> ➔ Collect 100% of all pre-consumer food scraps and compost. ➔ Collect 100% of all post-consumer food scraps and compost. |
| <input type="checkbox"/> Mulch 100% of green waste on-site | <ul style="list-style-type: none"> ➔ Install landscaping that minimizes green waste. ➔ Use 100% of green waste on-site. |

Energy Efficiency

SBCC's vision for energy efficiency is to create and maintain better performing buildings through metering, measurement, and innovation.

- GOALS**
- *Install metering (for gas/electric) on all permanent buildings over 5,000 square feet. Energy Star score of 75 or better on all permanent buildings over 5,000 square feet.*
 - *Achieve Title 24-2013 by 10% on new buildings and major renovations.*
 - *Implement LEED Benchmarks in District Standards and Facilities Master Plan.*

| 0-3 Year Success Plan <i>To be completed by the end of Fiscal Year 2017</i> | |
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| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Develop an educational and outreach program to promote behavioral changes for energy reduction | <ul style="list-style-type: none"> ➔ Students assist in program research and development. ➔ Students provide education and outreach to District on program implementation. ➔ Students work with Facilities Management on best practices and coordinate program role out. ➔ Track progress and building performance data to show increase with student assistance. ➔ Potentially funded by the PowerSave Program. <ul style="list-style-type: none"> ▪ A program that funds students to perform energy efficiency projects. |
| <input type="checkbox"/> Evaluate the District's building inventory and prioritize installation of gas and electric meters. | <ul style="list-style-type: none"> ➔ Develop timeline for installation of gas/electric meters for district buildings. ➔ Program meters to feed directly into District's Building Automation System (BAS). ➔ Install meters and track monthly usage, at a minimum, trended data is preferred. |

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| <input type="checkbox"/> Perform basic energy audit on all buildings over 5,000 square feet with building meters | <ul style="list-style-type: none"> ➔ Utilize students from construction technology and other relevant disciplines for facilitation of energy audit. ➔ Develop a concise energy audit report with recommendations and next steps. Report to include: <ul style="list-style-type: none"> ▪ Year built, square footage, number of occupants (staff/students), operation hours, number of computers, percent heated, and percent cooled. ➔ Disciplines to develop a behavioral modification program for energy efficiency. Program to include training modules and outreach to entire District. ➔ Identify the low to no cost energy efficiency projects. ➔ Determine building Energy Utilization Index (EUI). |
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| 3-6 Year Success Plan <i>To be completed by the end of Fiscal Year 2020</i> | |
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| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Send SBCC staff/students to Energy Star Portfolio Manager training | <ul style="list-style-type: none"> ➔ Determine which staff to send to training. ➔ Training is free and located at the Energy Resource Center in Downey, California. |
| <input type="checkbox"/> Input building data into Energy Star Portfolio Manager | <ul style="list-style-type: none"> ➔ Input building attributes (from energy audit reports). ➔ Input one (1) year of gas and electricity data: <ul style="list-style-type: none"> ▪ Input after one (1) year has been compiled through metering. ▪ Meters should be programmed into Building Information Systems, so data is accessible. |
| <input type="checkbox"/> Prioritize buildings for energy efficiency projects | <ul style="list-style-type: none"> ➔ Prioritize building based upon Energy Star score, age of building, age of equipment, use type, and operational hours. ➔ Utilize the low to no cost findings from Energy Audits performed. |
| <input type="checkbox"/> Implement low- to no-cost projects on top four (4) prioritized buildings | <ul style="list-style-type: none"> ➔ Implement low hanging fruit energy efficiency projects identified in the energy audits. |
| <input type="checkbox"/> Achieve Energy Star score of 75 or higher on at least (3) District buildings by 2018 | <ul style="list-style-type: none"> ➔ Achieved through the completion of above noted action roadmaps. ➔ Prepare building for achievement of a LEED-EB: O&M certification. |

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| <input type="checkbox"/> Increase District's renewable on-site power by 15% | <ul style="list-style-type: none"> ➔ Determine appropriate PV installation locations throughout District. ➔ Work closely with SBCC Foundation and other organizations for funding addition onsite renewable energy projects. |
| <input type="checkbox"/> Install efficient roofing on all new construction and renovation projects | <ul style="list-style-type: none"> ➔ Install one of or a combination of the following on all new and retrofit roof projects: <ul style="list-style-type: none"> ▪ Install white roofing (SRI 82 or better on ≤2:12). ▪ Photovoltaic panels. ▪ Green roof. |
| <input type="checkbox"/> Achieve 10% better than Title 24-2013 on all new construction and major renovation projects | <ul style="list-style-type: none"> ➔ Apply for Savings by Design incentives for all major renovations (lighting/HVAC upgrades) and new construction. ➔ Achieve LEED Silver or higher on all major renovation and/or new construction projects through LEED-NC. ➔ Register for LEED-EB: O&M to validate building efficiencies implemented during renovation/construction. |
| <input type="checkbox"/> Become a Tree Campus USA | <ul style="list-style-type: none"> ➔ Grounds Manager to map out landscape and tree installation to become a Tree Campus USA site. ➔ Coordinate Tree planting ceremonies to promote this milestone. ➔ Identify strategic placement of trees to reduce building energy costs through passive strategies. ➔ Identify strategic selection of trees to reduce impact on water use. ➔ Develop plan with PR department that will include and invite the greater community to be involved with various key sustainability initiatives and achievements, including tree planting, solar installation, and other accomplished goals within plan. |

| 6+ Year Success Plan <i>To be completed by the end of Fiscal Year 2025</i> | |
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| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Use BIM (Building Information Modeling) on all new buildings over 10,000 square feet | <ul style="list-style-type: none"> ➔ BIM is a process involving the generation and management of digital representations of physical and functional characteristics of places. |
| <input type="checkbox"/> Become a demonstration site for energy efficiency, renewable energy, and low carbon technologies | <ul style="list-style-type: none"> ➔ 30% kBtu of renewable energy for entire District with total site energy use to be from renewable sources. ➔ Research emerging technologies and pilot them throughout District as demonstration projects. |

Water Consumption

SBCC's vision for water consumption is to conserve indoor and outdoor water use, reduce the use of potable water, and promote smarter use of water.

GOALS

- Reduce water usage by 35% by 2017.
- Reduce potable water usage by 50% by 2020.

0-3 Year Success Plan

To be completed by the end of Fiscal Year 2017

| Action Roadmap | Indicators, Benchmarks, Tasks |
|---|---|
| <input type="checkbox"/> Perform a District-wide assessment to understand water usage (reduce overall water usage by 35% over the 2014 baseline by 2017) | <ul style="list-style-type: none"> ➔ Research and quantify water usage activities for food services, shower facilities, gymnasiums, science labs, restrooms, and irrigation systems. ➔ Audit to be performed by Water Audit class in Fall 2014. ➔ Conduct water audit of all interior plumbing fixtures. ➔ Collect and analyze water bills. ➔ Identify areas where irrigation may not be necessary (i.e. xeriscaping/established landscape). ➔ Perform second audit in Fall 2017 to identify 35% reduction over 2014 baseline after action roadmap is achieved. |
| <input type="checkbox"/> Perform restroom fixture audit and identify areas of improvement for indoor water use | <ul style="list-style-type: none"> ➔ Upgrade all fixtures to meet US EPA Water Sense plumbing fixtures (www.epa.gov/watersense). ➔ Research rebates, bond money, and grants for water saving projects for indoor water use. |
| <input type="checkbox"/> Develop LEED-EB: O&M compliant Water Economic Efficiency Policy | <ul style="list-style-type: none"> ➔ Policy/Plan to include: <ul style="list-style-type: none"> ▪ Scope, performance metrics, goals, procedures and strategies, responsible party, and time period. ▪ Identified water fixtures/practices to be implemented when replacement/change is needed. ▪ Require low-water use landscape/xeriscaping for all new building projects. |
| <input type="checkbox"/> Complete research for water improvement additions/modifications for outdoor water use applications | <ul style="list-style-type: none"> ➔ Evaluate water saving devices for outdoor applications and analyze savings. ➔ Install native plants with an ROI of ten (10) years or less. ➔ Evaluate feasibility of cisterns/rainwater capture for non-potable water uses, including geologic study involving students. ➔ Research rebates, bond money, and grants for water saving projects for outdoor water use. ➔ Identify opportunities for gray water/reclaimed water use. |

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| <input type="checkbox"/> Develop an education and outreach program for water efficiency plans and achievements | <ul style="list-style-type: none"> ➔ Utilize the following outlets: <ul style="list-style-type: none"> ▪ Social media. ▪ District departmental meetings. ▪ District-wide symposiums. <ul style="list-style-type: none"> ➔ Students to encourage stakeholders and fellow students. ➔ Make continuous recommendations of methods for reducing potable water usage. ➔ Show connection between water and energy (4-13 KWh per 1,000 gallons) and water and food (www.waterfootprint.org). |
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| 3-6 Year Success Plan <i>To be completed by the end of Fiscal Year 2020</i> | |
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| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Perform water assessment/audit | <ul style="list-style-type: none"> ➔ Based upon results, identify action plan for making improvements for water reduction. ➔ Commit to performing water audits each year to monitor reduction percentages. ➔ Perform audit in Fall 2020 to identify 50% reduction over 2014 baseline after action roadmap is achieved. |
| <input type="checkbox"/> Pursue cistern/rainwater strategies | <ul style="list-style-type: none"> ➔ Identify where to locate. ➔ Identify how to integrate system. |
| <input type="checkbox"/> Identify and remove all under-utilized turf areas | <ul style="list-style-type: none"> ➔ Replace removed turf with low-water use landscapes and/or xeriscaping. ➔ Replace at least 60% of current turf area with native landscape. ➔ Realize dollar savings on turf maintenance through removal strategies-use students to calculate costs and evaluate methods/strategies. |
| <input type="checkbox"/> Continue education and outreach program for water efficiency policies and achievements (revise and update) | <ul style="list-style-type: none"> ➔ Utilize the following outlets: <ul style="list-style-type: none"> ▪ Social media. ▪ District departmental meetings. ▪ District-wide symposiums. <ul style="list-style-type: none"> ➔ Students to encourage stakeholders and fellow students. ➔ Make continuous recommendations of methods for reducing potable water usage. |

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| <input type="checkbox"/> Become a Tree Campus USA | <ul style="list-style-type: none"> ➔ Grounds Manager to map out landscape and tree installation to become a Tree Campus USA site. ➔ Coordinate Tree planting ceremonies to promote this milestone. ➔ Identify strategic placement of trees to reduce building energy costs through passive strategies. ➔ Identify strategic selection of trees to reduce impact on water use. ➔ Develop plan with PR department that will include and invite the greater community to be involved with various key sustainability initiatives and achievements, including tree planting, solar installation, and other accomplished goals within plan. |
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| 6+ Year Success Plan <i>To be completed by the end of Fiscal Year 2025</i> | |
|--|--|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Perform water assessment/audit | <ul style="list-style-type: none"> ➔ Decrease water use by 65% compared to 2014. ➔ Based upon results, identify action plan for making improvements for water reduction. ➔ Determine next step water efficiency projects and outline a plan of action including associated costs. |

Transportation

SBCC’s vision for transportation is to reduce single occupied vehicle use, promote alternative transportation methods, and improve commuter accessibility.

- GOALS**
- *Reduce District single occupied vehicle (SOV) commute by 25% by 2017.*

| 0-3 Year Success Plan <i>To be completed by the end of Fiscal Year 2017</i> | |
|---|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Incentivize pricing for employee parking permits | <ul style="list-style-type: none"> ➔ Implement a parking cash-out policy to reduce demand on parking, and generate revenue to support staff to manage TDM programs. ➔ The parking cash-out policy incentivizes commuters to shift to a mode other than SOV commuting by offering the cash value of the parking space to those who forgo a long-term permit. |

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| <input type="checkbox"/> Install secured bike storage and improve overall bike strategies | <ul style="list-style-type: none"> ➔ Work with City of Santa Barbara on improved bicycle access to the SBCC main campus (long-term strategy, but start it now). ➔ Install more secured bike parking around the district to increase bike riding to and from SBCC facilities. ➔ Provide maps of safe bike routes to and from the various campuses, provide these maps on SBCC website. ➔ Develop a bike lending area for staff, students, and faculty to use the bikes for brief off campus appointments. Mark bikes with SBCC logos to help reinforce the idea that bicycling is an encouraged mode of transportation at SBCC. ➔ Provide a District bike center, which would include secured bike parking, shower facilities, lockers to store gear, and a bike repair shop. Fund this facility by having a paid membership. ➔ Locate bike center at Sports Pavilion on Shoreline and Loma Alta Drive, due to existing showering facilities. |
| <input type="checkbox"/> Increase bus ridership | <ul style="list-style-type: none"> ➔ Study and develop an ongoing plan to ensure optimal bus schedule for SBCC students. ➔ Identify key areas where students live to ensure bus service to those populations. ➔ Improve bus/bike combination system. ➔ Work with MTD on education and outreach. ➔ Work with MTD on frequency and routes. |

| 3+ Year Success Plan <i>To be completed by the end of Fiscal Year 2025</i> | |
|---|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Develop incentive program to encourage staff to shift modes | <ul style="list-style-type: none"> ➔ The incentive program can be funded out of the parking fund, which will have a revenue stream from the student and staff parking permit sales. ➔ The program can be implemented and managed by the Commute Options Coordinator and any student workers. ➔ Program could include free daily parking passes for those who give up a long-term parking permit, raffle drawings, discounted transit passes, discounted car rentals, direct monetary payments, or coupons for bicycles. See the Appendix for full matrix of TDM incentive ideas. |
| <input type="checkbox"/> Provide student housing on or near District sites | <ul style="list-style-type: none"> ➔ The land used around the District sites are key to encouraging long-term mode shift away from single-occupancy vehicles. ➔ If students were able to live on or adjacent to District sites, that would greatly improve access to the educational opportunities available and simultaneously reduce the demand for parking. ➔ Pursue on- or off-District affordable student housing as a transportation demand management strategy. |

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| <input type="checkbox"/> Encourage retail and services to locate on District | <ul style="list-style-type: none"> ➔ Encourage the development of mixed-use facilities on or directly adjacent to District to help reduce the demand for parking. ➔ On-District retail opportunities like dry cleaning, grocery stores, a post office, and banks would eliminate many commuters' need for a car to complete these additional trips. Instead, they could reach these destinations by walking or biking. ➔ Services like daycare, in particular, could make an enormous difference in not only the number of single occupancy trips taken by students, faculty and staff, but also in the overall quality of life experienced by working parents and students with children. |
| <input type="checkbox"/> Work with the City of Santa Barbara to improve bicycle access to District sites | <ul style="list-style-type: none"> ➔ Projects that would greatly improve bicycle access to District include: completing the gap in bicycle lanes on Cliff Drive between Loma Alta Drive and Castillo Drive, installing way-finding signage between downtown Santa Barbara and SBCC, and enhancing the safety at crossings and under overpasses. |
| <input type="checkbox"/> Work at the state level to address the law which caps parking prices for students | <ul style="list-style-type: none"> ➔ Sections 76360 and 76361 of the California Education Code cap the price of parking and the price of combined costs for parking and transit services. This law does not allow for inflation-based adjustments or adjustments based on the demand for services or the value of land. It only permits an increase in the cap based on the construction of new parking facilities, but not in order to provide or subsidize other modes of transportation. ➔ Substantively increase students' access to modes that are inherently less expensive than driving a single-occupancy vehicle. ➔ Increasing the price of parking can discourage excessive single-occupancy vehicle use, provide more opportunities to find parking for those who truly do need to drive to campus, and provide a revenue stream to subsidize alternate modes such as providing free transit passes, implementing a bike-share system, or developing a District-run shuttle system. ➔ Advocate on the state level that inflexibly capping the price of student parking inhibits the college's ability to provide consistent access to opportunities that achieve the college's mission. |

Food

SBCC's vision for food is to utilize local, organic food sources, create menu options for all food preferences, and educate the District about how to prepare more sustainable food.

GOALS

- *Increase non-salad bar vegetarian options to 30% of entrees in cafeteria and snack shops by 2016.*
- *Provide at least two (2) non-salad vegetarian options on menus.*
- *Promote and educate District community about local food production use within SBCC food services.*

0-3 Year Success Plan

To be completed by the end of Fiscal Year 2017

| Action Roadmap | Indicators, Benchmarks, Tasks |
|--|---|
| <input type="checkbox"/> Create a centralized kitchen within District with a local food focus | <ul style="list-style-type: none"> ➔ Develop a marketing plan around the sustainable attributes of this new program/kitchen. ➔ Provide information on the challenges, successes, and costs to educate the District on sustainable/local food. ➔ Develop a taskforce that involves students, representatives from SBCC's Culinary Arts Department, and local farmers/farms. ➔ Local farm to table restaurants and food service distributors to assist and pilot programs. |
| <input type="checkbox"/> Research and design new main vegetarian options | <ul style="list-style-type: none"> ➔ Options to be provided at JSB and GDR. ➔ Develop a focus group of vegetarian representatives and determine what vegetarian menu items would thrive at SBCC sites. ➔ Work with local farms and develop partnership for sourcing local fruits and vegetables to make new and improved vegetarian options. ➔ Work with farms to educate SBCC on seasonal items that can be purchased at the local farmers market. |
| <input type="checkbox"/> Install and manage a permaculture garden on main Campus (providing full time manager position is in place) | <ul style="list-style-type: none"> ➔ Provide education and career development opportunities through engagement of 1,000 students in courses, internships, events and volunteerism. ➔ Enhance the leadership, image, and visibility of the college on a global scale with a minimum of 25 media placements and applications for awards. ➔ Address the water crisis by reducing potable water use in the garden by at least 20% as compared to turf grass. ➔ Grown a minimum of 1,000 pounds of fruits and vegetables for use by the District Culinary Department and Dining Services. ➔ Engage 500 community members to participate in volunteerism, visits, and garden events including a design charrette for the garden. ➔ Attract at least \$60,000 in fundraising through grants and donations. |

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| <input type="checkbox"/> Research, experiment, and educate the District about the environmental impacts on food production | <ul style="list-style-type: none"> ➔ Research and experiment with low environmental and social impact food. ➔ Research and experiment with converting waste materials in food production systems-i.e. coffee grounds to mushrooms. ➔ Calculate District food footprint and determine goals/methods for reducing impacts. |
| <input type="checkbox"/> Develop an education and outreach program about District-wide sustainable food initiatives | <ul style="list-style-type: none"> ➔ Provide signage at all food locations identifying local, organic ingredients as well as vegan and gluten-free options. ➔ Provide education to SBCC Food Services on sustainable food systems and sustainable food service options. <ul style="list-style-type: none"> ▪ Tour MarBorg Industries recycling center to view waste streams produced by food services and how they are handled. ▪ Tour local organic farms to learn the impact of purchasing and using locally-grown and organic foods. ➔ Participate in community events relating to food choices and Food Services activities. ➔ Provide signage and education of sustainable food and ingredient choices used by SBCC Food Services to student and visitor communities. |

| 3-6 Year Success Plan <i>To be completed by the end of Fiscal Year 2018</i> | |
|---|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Create established food gardens with compost systems | <ul style="list-style-type: none"> ➔ Develop a taskforce to identify location of food garden, what to plant, and where the food ends up. ➔ Taskforce to research and investigate possible grant opportunities for funding. ➔ Develop a funding stream to fund staff, student interns, and maintenance cost. ➔ Grow herbs near District center to use in prepared food options. |
| <input type="checkbox"/> Register with Real Food Challenge | <ul style="list-style-type: none"> ➔ Join the movement of the Real Food Challenge in order to create a healthy, fair, and green food system. ➔ Contact Regional Field Organizer. ➔ Develop a task force to initiate a District Real Food Campaign with goals for campaign and organization, key stakeholders, students, and timeline. ➔ Meet with District Dining and Culinary Department to discuss campaign. ➔ Reach out to Mayor and local businesses that would be interested and that could support the Campaign. |

| 6+ Year Success Plan <i>To be completed by the end of Fiscal Year 2020</i> | |
|---|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Achieve sustainable purchases of at least 25% of total combined food and beverage purchases (by cost) by 2020 | ➔ Sustainable purchases to meet the following criteria: <ul style="list-style-type: none"> ▪ Labeled USDA organic, www.ams.usda.gov/nop ▪ Food Alliance Certified, www.foodalliance.org ▪ Rainforest Alliance Certified, www.rainforest-alliance.org ▪ Protected Harvested Certified, www.protectedharvest.org ▪ Fair Trade Certified, www.fairtrade.net ▪ Marine Stewardship Council's Blue Eco-label, www.msc.org ▪ Marine Stewardship Certification with Monterey Bay Aquarium, www.seafoodwatch.org ▪ Purchases are produced within a 100 mile radius of site. |
| <input type="checkbox"/> Become the healthiest Community College in California through provided foods and education programs | ➔ Apply for grant money or donations to subsidize costs associated with organic, local, and certified products. ➔ Hire additional staff for more efficient food preparation. ➔ Research other community colleges and stay ahead of the curve. |

Outreach and Implementation

SBCC's vision for outreach and implementation is to encourage a District-wide culture of student leadership, community, and knowledge of creating a more sustainable world.

- GOALS**
- *Develop a new student code to include signing of sustainability pledge.*
 - *Showcase President's Report District-wide (Hard board display and online).*
 - *Analyze and evaluate the inclusion of Institutional Student Learning Outcomes (ISLO) associated with sustainability initiatives.*

| 0-3 Year Success Plan <i>To be completed by the end of Fiscal Year 2017</i> | |
|---|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Develop New Student Sustainable Citizen Code | ➔ Develop a sustainability pledge for students to sign to commit to partaking in the District's sustainability goals. ➔ Educate incoming international students through their orientation and student outreach coordinators. |
| <input type="checkbox"/> Develop sustainability website | ➔ Website to provide information on current sustainability projects, practices, and accomplishments. ➔ Establish online application process for students to sign up for District sustainability internships. |

| | |
|---|---|
| <input type="checkbox"/> Establish Living Lab Curriculum (for-credit class) | <ul style="list-style-type: none"> ➔ Develop a new class or component of existing class to perform District audits, analyze data, and then use this data to promote sustainability activities for the District. |
| <input type="checkbox"/> Evaluate the inclusion of ISLO's associated with sustainability initiatives | <ul style="list-style-type: none"> ➔ Research and analyze how ISLO's can be integrated with regard to sustainability achievements and implementation. ➔ Identify existing courses with sustainability as an ISLO. |

| 3-6 Year Success Plan <i>To be completed by the end of Fiscal Year 2020</i> | |
|--|---|
| Action Roadmap | Indicators, Benchmarks, Tasks |
| <input type="checkbox"/> Develop a phone application for SBCC District community to download and access sustainability plan performance data. | <ul style="list-style-type: none"> ➔ Strategically install LED screens in prominent areas of District prompting District activities, sustainability, and the phone application. ➔ Phone app would provide District data and District announcements and highlight plan goals, accomplishments, current projects and upcoming events. |
| <input type="checkbox"/> Develop business plan for student Lifestyle Repair Shop | <ul style="list-style-type: none"> ➔ Work with District Facilities and Planning Departments on allocated space for repair shop. ➔ Shop to be student funded and operated. ➔ Facility will provide tools to fix bikes, computers, etc. ➔ Handyman items to fix items instead of throw away and buy new. ➔ Promotes waste reduction and saves money to rent vs. buying tools. <ul style="list-style-type: none"> ▪ Students to develop a business plan on how to fund and grow. ▪ Identify ways to bring in revenue. ▪ Identify cost to build or rent a facility on District site. ▪ Possible partnership with BiCi Centro. |

Benchmarking and Progress Monitoring

SBCC is committed to the implementation of each goal with the active support and participation of District stakeholder groups, academic integration, and community partnerships, and will create resilient policies, initiatives, and practices that can be replicated District wide. In order to effectively implement and monitor each goal, the District will maintain data collection of sustainability indicators to meet performance benchmarks, which provides understanding of work that needs to be done, current progress, and relationship with the District's economy, environment, and culture.

With clarity and vision, SBCC will capture indicator data for the following identified benchmarks and metrics:

| SBCC Sustainability Benchmarks and Metrics for Success | |
|---|---|
| Waste Management | <ul style="list-style-type: none"> ➔ Total lbs. of waste per FTES ➔ Total lbs. of recycling per FTES ➔ Total lbs. of composting FTES |
| Energy Efficiency | <ul style="list-style-type: none"> ➔ Energy Star Portfolio Manager ➔ Percentage of generated and/or purchased renewable energy |
| Water Consumption | <ul style="list-style-type: none"> ➔ Number of buildings with EPA Water Sense Standards installed ➔ Water Consumption per SF and per FTES (District-wide and per Building) ➔ Percent of Storm water run-off reduction |
| Transportation | <ul style="list-style-type: none"> ➔ Percent of commuters commuting to District in a non-single-occupied vehicle |
| Food | <ul style="list-style-type: none"> ➔ Percentage of sustainable food/beverage purchases ➔ Overall ecological and water footprint of food systems |
| Outreach and Implementation | <ul style="list-style-type: none"> ➔ Number of signatories of the New Student Sustainable Citizen Code per year ➔ Number of sustainability focused classes ➔ Number of sustainability internships offered through the District ➔ FTE student participation in sustainability initiatives ➔ FTE staff participation in sustainability initiatives |
| District-wide Sustainability | <ul style="list-style-type: none"> ➔ Number of LEED Buildings ➔ Number of sustainable milestones/goals achieved for District |

Each benchmark allows the District to track continuous improvements over time and provides the District stakeholders with the information and ability to make well-informed decisions about sustainability efforts District-wide. Our efforts will not be limited to those activities that have benchmarks, for example some decisions may be based on our experience and knowledge with regard to improving student success, morale, and community connections.

Student and District Engagement



This Plan is a living laboratory. As technology, goals, and curriculum are developed, this Plan should evolve with them. Each goal and milestone needs the support of the entire District including staff, faculty, administrative support, ancillary support, and most of all, students. Get involved, take action, and make change to create a healthier and more resource-efficient campus.

Reporting and Outreach

To effectively communicate the development of this Plan and report on findings, research, and results, a listserv (sbcc-sustainability@sbcc.edu) was created and has allowed for communication and collaboration of stakeholders, students, faculty, community members, and consultants. It has encouraged participation and interest of District stakeholders and groups that represent a broader audience and experience. Until a website is developed or better method of communication is identified, the listserv can remain a framework for providing Plan updates, District achievements, and demonstration projects. Creating and fostering awareness of District goals and achievements will result in success for this Plan and will encourage new goals, aggressive milestones, and ultimately, meet and exceed SBCC's vision for sustainability.

Recommendations

One of the key recommendations for the implementation of this Plan and goals is to strategize which groups and personnel will lead, coordinate, and inspire. The following are several methods for implementing the Plan and fostering continued success in sustainability throughout the District.

Sustainability Coordinator

A full-time position to oversee implementation of Sustainability Plan and assist with coordinating projects and benchmarking, and seeks funding opportunities such as rebates, grants, and incentive money. The Sustainability Coordinator would oversee responsibilities required for each identified category within this Plan, and either be tasked with identified responsibilities or coordinate additional positions to lead the efforts. This includes the responsibilities of a Commute Options Coordinator. A full-time Commute Options Coordinator can help implement programs and projects to reduce dependence on single-occupancy auto trips. This will ensure the ongoing success of transportation demand management projects and programs.

All Hands Meeting

In order to keep the District apprised and participating in sustainability activities at SBCC, provide updates and trainings at all hands meeting for each new semester. This keeps collaboration amongst Departments and buy-in from the entire District.

Committee/Taskforces

Develop a dynamic committee consisting of staff, students, faculty, and community members to oversee the implementation of Plan goals, projects, and events. The committee's role will be to prioritize projects, seek grant/funding opportunities, and promote Plan District-wide.

Paid Student Internships

During the District Forums for Plan development, it was stated numerous times from faculty and students to have sustainability internships (that are either paid or for-credit) to provide students with experience in the field of sustainability have the opportunity to make change on throughout the District, and to accomplish tasks outlined in this Plan. Funding to pay students could come from donations through the Foundation and would be part of

the priorities dictated by the President. SBCC Faculty members would serve as mentors to the students interning and would provide guidance on providing the goals, scope, and deliverables.

Incentives

For cultural change throughout the District, provide incentives for improved resource efficiency. Suggestions include making copies more expensive to reduce unneeded print outs and encourage digital options.

Funding Opportunities

Research and identify local, state, and government funding opportunities to support sustainability initiatives and programs throughout the District. Coordinate with SBCC Foundation on any opportunities available that are in alignment with sustainability achievements and vision.

Website

A designated sustainability website provides information and updates on sustainability, including building performance data, operational plans, tools and guidance, and other resources for the entire District to access. The website can serve as an augmentation of the listserv and provide information of upcoming activities of interest to the District. The website will allow SBCC and the community to become involved, and get educated and excited about SBCC sustainability.

Approach and Opportunities

There are many opportunities to maintain a holistic and integrated approach to plan implementation. As examples and top priorities of SBCC, food, transportation, and water have many advantages that affect concerns beyond the District community. As a necessity, food takes a significant toll on the environment. Many of our current food choices are unhealthy for us, both in their manufacturing processes and in the ingredients used. SBCC can simultaneously improve the quality of the food offered (and Food Services has already begun this process), decrease the environmental impact, and provide a rich educational opportunity for students. Students can research food choices and provide necessary data to Food Services, survey student opinion, and experiment

with new food options. For example, a student intern could experiment with the use of coffee grounds to grow edible mushrooms simultaneously diverting a waste stream from our coffee usage and creating a very valuable product for food services (current project). Students could research and suggest food items that are a lower environmental impact, survey student opinion on any possible increase in cost, and provide data to food services to make an informed decision knowing the support and willingness of the clients.

Transportation is the greatest challenge at SBCC due to the large commuter population, limited parking spaces, and driving culture of Southern California. The challenge of finding a parking place plagues students and staff, decreases morale, harms our relations with neighbors, adds to traffic, and prevents students' access to education. The driving of our District population is also the single largest environmental impact. Decreasing the use of single occupancy vehicles would improve access to education and address our largest contribution to pollution, but will require creativity, investment, and a large scale change in culture. There is no greater opportunity for students to tackle a complex, real, and valuable issue.

Water has always been and will increasingly be a limited and valuable resource in our area. How much we use and for what purpose will need to be constantly analyzed and adjusted. Water is associated with the food we eat, the landscaping we plant, and the day-to-day needs of the District population. Investigating and researching solutions will decrease our demand, and our overhead. Students working to develop strategies will be able to take this experience with them throughout the Western U.S. and anywhere else water is a challenge. Put simply, addressing water in our region is a lifelong career opportunity for many.

Concluding Remarks

SBCC offers many opportunities to get involved, take action, and improve the District community. Together as team, differences can be made and challenges overcome. As a living document, this Plan will remain ever evolving and be reflective of current goals and future vision of SBCC.