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Transformative Organizational Change In A Community College Facilities Department

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Consultancy Project
Executive Summary

Organization: Gardner-Webb University School of Education

Project Title: TRANSFORMATIVE ORGANIZATIONAL CHANGE IN A COMMUNITY COLLEGE FACILITIES DEPARTMENT

Candidate: David L. Forester

Consultancy Coach: Dr. Dale Lamb

Defense Date: July 9, 2020

Authorized by: Dr. Michael Elam
President
Halifax Community College

Approval

This consultancy project was submitted by David L. Forester under the direction of the persons listed below. It was submitted to Gardner-Webb University School of Education and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Gardner-Webb University.

_____   _____

Dr. Dale Lamb, Faculty Advisor   Date
Gardner-Webb University

Dr. Michael Elam   7/2/2020
_____   _____
Dr. Michael Elam, Site Advisor   Date
President/CEO, Halifax Community College

Abstract

TRANSFORMATIVE ORGANIZATIONAL CHANGE IN COMMUNITY COLLEGE FACILITIES DEPARTMENT. Forester, David L., 2020: Consultancy Project, Gardner-Webb University.

Organizational change can be difficult and goals frequently are not met during times of change. The overriding theme of this Consultancy Project is the transformative leadership in an organizational change in a facilities department of a community college. Facilities departments have a myriad of challenges when attempting to be efficiency and effective in higher education along with working within budgetary resources provided.

Keywords: organizational change, reorganization, facilities master plan, administrative unit review

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1   Introduction

1.1   Project Purpose

The project purpose was to lead a successful organizational change to occur in the Facilities Department of the participating organization. This was addressed due to a Facilities Department which had difficulty staying within budget and was inefficient and ineffective overall in meeting its departmental mission as of the fall of 2017. This purpose was focused on the two fundamental goals which are keys to most transformations of (a) increase revenue/profits or decrease costs and (b) be more efficient or effective (*8 Steps to Accelerate Change in Your Organization,* 2018). In Phase I, this involved ending an outsourced contract for custodial, maintenance, and grounds. Hiring of new personnel occurred internally for custodial and maintenance positions to reduce costs. A new outsourced vendor for grounds was contracted. All of these efforts were to improve services provided to the campus as a whole while reducing costs at the same time. Additionally, in Phase I, an initial teamwork project in the Facilities Department occurred by renovation of a wing of one building to form a permanent location for an early college of high school students. In Phase II, organizational change occurred by accumulating more data to make better decisions after completing an Administrative Unit Review of the Facilities Department and a Facilities Maintenance Plan. Data were collected from students and team members of Facilities in survey format to determine success.

1.2   Associated Documents

The appendix contains the following documents:
A   Student Satisfaction Survey Data with Descriptive Statistics
B   Facilities Department Change Questionnaire
C   Facilities Maintenance Plan
D   Administrative Unit Program Review
E   Consultancy PowerPoint Presentation
F   Professional Literature Review

1.3   Project Plan Maintenance

This was a fluid process because transformative change did not occur quickly. The process of change started back in full beginning July 1, 2018 and continues forward daily through the spring of 2020. People involved in the change process included the college president regarding vision, goals, and budget considerations along with conversations regarding Board of Trustee action items. The president approved the transformative changes and in areas led the original vision to initiate the plan process. The president approved the overall plan for organizational change and was consulted regarding any issues in the continuation of the success of the transformative change. Another group involved in the transformative change process has been the Board of Trustees as they approve the contracts for vendors or the discontinuance of contracts. Additionally, they approve construction projects on campus, and they approve action items. The Institutional Effectiveness Department has been involved in this project by providing data from a Student Satisfaction Survey for 2017, 2018, and 2018 (Appendix A). Much data were gathered from the facilities director to continue to update the plan to allow for transformative change to occur. The facilities director has been involved in

aiding in transformative change occurring on a daily basis by moving the transformative change plan forward step by step. Detailed data are included in Section 6.1.

2 Project Scope

2.1 Outline of Partnering Organization's Objectives

2.1.1 Objectives

The project objectives included providing transformative organization change by (a) reorganizing the Facilities Department in the summer of 2018 to better align the budget to allow for capital outlay expenditures to occur, hire Facilities Department employees with better skill sets than the subcontractors, create a solid team who works collectively together to complete tasks at a high level, and provide measurable service increases; and (b) obtaining data to better assess the current state of the Facilities Department through the data obtained in the completion of a 2019-2020 Facilities Maintenance Plan (Appendix C) and the completion of the 2019-2020 Administrative Unit Program Review (Appendix D) to allow for future planning, including better resource allocation.

In 2017, there were issues regarding lack of adequate funds in annual county appropriations to allow for any funds to be used for capital outlay for campus infrastructure additions from county funds. In 2017, an unrealistic to maintain 40.3% of the overall county budget went to a comprehensive outsourced vendor for custodial, maintenance, and grounds. Only the Facilities Director from the comprehensive outsourced vendor had any industry certification in any area such as HVAC, electrical, or plumbing and that led to a lack of high quality maintenance responses to work requests. Other issues were that the contract stated the comprehensive independent contractor would not work off site, which was an issue, as classes were taught at three off-site locations which needed assistance. Another general issue was the comprehensive independent contractor not completing work orders successfully. A goal of transformative change was established with the assistance of the college president to control costs, improve the budget, improve services provided, and improve quality of staffing. At that time in 2017-2018, the Student Satisfaction Survey data for the Facilities Department showed there was a collection of qualitative data from the comments of students indicating they were not pleased overall with the services provided by Facilities on campus (Appendix A). The objectives regarding the reorganization of the Facilities Department for better service and improved budget and the completion of a milestone project of renovation of an Early College hallway for high school students to move on campus permanently were Phase I of this Consultancy Project.

The objectives in Phase II of this Consultancy Project were to continue transformational organizational change by gathering information to the benefit of the Facilities Department. This was completed through a Facilities Department Change Questionnaire (Attachment B) using Kotter's change model (*8 Steps to Accelerate Change in Your Organization,* 2018*)*. Additionally, information was gathered from the completion of a Facilities Maintenance Plan (Attachment D) and the creation of an Administrative Review Plan for the Facilities Department (Attachment E).

The function of the 2019-2020 Facilities Maintenance Plan was to consider how the Facilities Department serves the needs of the campus related to custodial, maintenance, grounds, and overall infrastructure of buildings to the benefit of the college as a whole and to better use and preserve tangible assets or monetary assets. It provided a measure of currency of the Facilities Department so needs were easily visible.

The statement of purpose of the Administrative Unit Review is to allow each administrative unit at the college to complete a self-evaluation and review of their achievements on a 3-year basis. The data gathered in the Administrative Unit Review assisted in self-improvement of the Facilities Department while at the same time providing an integral part of institutional planning. The goal of greater efficiency and effectiveness of each unit at the college is at the core of this review activity. This was a new initiative to better all service units at the college in the future. After considering sources from other higher education institutions that previously implemented administrative review, a template was created and feedback was gathered from a newly formed Administrative Unit Committee regarding a draft of that template. A final version of the template was decided upon by the committee, and the Facilities Department was the first unit to volunteer for evaluation in the fall of 2019. The completion of the Administrative Unit Review template and submission to the committee aided in synthesis of data related to the Facilities Department to better measure the currency of the department while aided in future planning of institutional effectiveness annual plans and budgeting requests. Those Administrative Unit Reviews assisted in the improvement of defining institutional effectiveness goals, evaluating current staffing and staffing needs, planning for equipment and technology needs, documenting budgeted long-term planning needs, completion of a SWOT analysis, and noting achievements completed. Additionally, this information assisted in bringing forward a more precise and defined document for short-term and long-term budget requests to local county sources of funds.

2.1.2 Success Criteria
The success of the transformative organizational change was measured in Phase I of this Consultancy Project by the reorganization being a successful completion of the three goals summarized as (a) reorganization of the Facilities Department to reduce costs and aid to be more efficient and effective and (2) completion of a milestone project for the Facilities Department of a remodel of a hallway for Early College high school students in which each full-time team member was involved to move high school students on campus permanently by August 2018.

The success criteria in Phase II are (a) completion of the 2019-2020 Facilities Maintenance Plan and (b) completion of the Administrative Unit Review Plan for 2019-2024 beginning in the fall of 2019 after providing a template to the Administrative Unit Review Committee to be used by the committee permanently with all service areas. Each of the success criteria for the partnering organization was 100% achieved.

2.1.3 Risks

The greatest risk was failure of the transformational organization change. There was a vision and desire from the president for transformational change to occur in the Facilities Department. Still, there was the looming risk that a transformational organizational change can be a failure. One of the largest reasons for failure can be employee resistance. Additionally, there was the risk that the personnel hired as new employees were not the right fit, and there was the risk that the vendor chosen for grounds would not successfully improve the campus grounds. There was the risk that the Facilities Department, including the newly hired facilities director, would not perform at a level to successfully make the August 2018 date for completion of the remodeling of the Early College hallway. Subcontracted vendors could not have provided workmanship to a high level in the construction involved in the remodeling project. Still, in reality, the largest risk to the efficiency and effectiveness of the Facilities Department was to continue with the status quo and make no change at all.

2.2 Outline of Student's Objectives

2.2.1 Objectives

The primary goal as a change agent was the transformation of the Facilities Department from an inefficient and ineffective department to one which is focused on being results oriented, providing better services, and doing so with more resources and better planning. During this process, goal setting and completion were important for transformation. The theories of organizational change developed by John Kotter were used as overriding concepts and sequential steps to be followed (*8 Steps to Accelerate Change in Your Organization*, 2018). Even though there are many different change models, Kotter's change model with the two fundamental goals underscored the transformations: (a) increase revenue/profits or decrease costs and (b) become more effective or efficient or both.

Responsibilities included completion of all of the objectives in Section 2.1.1 of (a) successfully reorganizing the Facilities Department, (b) successfully completing the Early College remodeling project, (c) successfully completing the 2019-2020 Facilities Maintenance Plan, and (d) successfully completing the 2019-2020 Administrative Unit Review Plan. Additional objectives were to increase the cumulative mean of the Student Satisfaction Survey by 0.1 when comparing 2017 data to 2019 data. Another objective was to receive a score of the cumulative mean of 3.5 on the Facilities Department Change Questionnaire from 2020. The final objective, but not last in importance, was the following of the Kotter change model during the transformation of the Facilities Department (*8 Steps to Accelerate Change in Your Organization*, 2018).

2.2.2 Success Criteria

The success criteria in Phase 1 for successfully reorganizing the Facilities Department was fluid and was measured by a number of factors including reducing costs and being more efficient while using the Facilities Department

Change Questionnaire with the full-time Facilities employees. In Phase 2, the successful completion of the Early College remodeling project was based on getting the students a permanent location in a hallway by August 2018 and the final completion of the project by December 2018. The successful completion the 2019-2020 Facilities Maintenance Plan was the criteria to submit to the president. The successful completion of the 2019-2020 Administrative Unit Review Plan was a combination of the creation of the template for the Administrative Unit Review Committee to use with all service areas and the completion of the Administrative Unit Review Plan for the Facilities Department. The criteria for the success of the Student Satisfaction Survey was a 0.1 increase in results when comparing the cumulative mean of all factors from 2017 to 2019 to indicate an improvement in service. The criteria of success for the Facilities Department Change Questionnaire in 2020 was to receive a cumulative mean of 3.5 from all full-time Facilities Department employees to indicate a high level of success in the transformational change using Kotter's change model (*8 Steps to Accelerate Change in Your Organization*, 2018).

2.2.3 Risks

The risk was that the criteria from Section 2.2.2 were not met. Not meeting the criteria from Section 2.2.2 would have led into greater financial difficulty and lack of efficiency and effectiveness. Each of the criteria was successfully met.

2.3 Definitive Scope Statement

Scope: Creation of a transformational organizational change in the Facilities Department by means of a restructuring of service providers with improvement of services given to clients with goals of increasing funding/reducing costs while being more efficient and effective along with accumulating greater data to determine the state of the department for short-term and long-term planning.

3   Deliverables

3.1   To Partnering Organization

Phase I Completion:
1. Restructuring change process to be completed by July 2018 with hiring, training, and effective workers in place to meet the mission and vision of the Facilities Department as a service department with successful communication to the president and Board of Trustees along with hiring of effective, cost efficient vendors for campus grounds.
2. The successful completion by August 2018 of the construction project to remodel a hallway for an Early College to move into with finishing touches completed by December 2018.

Phase II Completion:
1. Completion of (a) template for the new Administrative Unit Review Committee for to use as a final document for all service area evaluations and (b) a review process for Facilities Department by December 2019 for Administrative Unit Review Committee feedback to aid in measuring the currency of the Facilities Department and to aid in future planning for the Facilities Department and with a final report presented to the college president.
2. Completion of Facilities Maintenance Plan for the Facilities Department by December 2019 to aid in measuring department currency and aid in future planning and reported complete to president.

3.2   From Student
Overall, the deliverables for the student are the same as for the participating organization shown in Section 3.1 except for the two following items related to the Student Satisfaction Survey and the Facilities Department Change Questionnaire: (a) the deliverable of measuring the cumulative increase/decrease of the cumulative mean of the Student Satisfaction Survey to meet the goal of a 0.1 increase in results when comparing the cumulative mean of all factors from 2017 to 2019 to indicate an improvement in service; and (b) the deliverable of calculating the success for the Facilities Department Change Questionnaire in 2020 with a cumulative mean of 3.5 from all full-time Facilities Department employees.

4 Project Approach

4.1 Project Lifecycle Processes

Work was completed with guidance from the president and assistance from the Facilities Director after the goals for the project were refined and determined in a final state. The overall approach was that it was important to be flexible and be able to change project scope and mentality as the project scope changed. The requirements of documentation and approvals were captured during the process of Phase I. Phase I was more formal in nature due to the need to share documentation with boards, the school district, and county commissioners. There was integration in both Phase I parts and in both parts of Phase II for the betterment of both constituent parts. Review of movement towards successful completion on the life cycle of Phase I and Phase II was made and was vetted with the president. The Communication Plan describes the details of recorded communications that transpired. The Gantt Chart in Section 6.2 provides completed timeline data.

4.2 Project Management Processes

Performance information was documented as Phase I was completed as an operational product and a physical product. The results were shared with all interested persons described in the Communication Plan. Phase II was related to the accumulation of data regarding currency and was part of the Communication Plan also. Risk management of Phase I and Phase II was considered during the life cycle of the project and was modified as necessary to maximize end products, as it was important that the end products were as perfect as possible as funding associated with Phase I and II was being held accountable for success or failure.

4.3 Project Support Processes

The primary levels of support on a daily basis for project completion were the president and the Facilities Department due to their daily involvement. Additional support for survey information occurred from institutional effectiveness. The concepts from Kotter's change model (*8 Steps to Accelerate Change in Your Organization*, 2018) were applied to the project in a sequential nature as guiding principles, as the project morphed into a final version. Configuration management was altered with the assistance of the president to include definition and functionality. As the scope of the project was altered, the impact to the configuration was evaluated, approved, and finally documented. The consultancy coach was essential during project alteration.

4.4   Organization

The following organizational chart represents the flow related to the Facilities Department.

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                    │   Board of   │
                    │   Trustees   │
                    └──────┬───────┘
                    ┌──────┴───────┐
                    │  President   │
                    └──────┬───────┘
                    ┌──────┴───────┐
                    │  VP of Admin │
                    │   Services   │
                    └──────┬───────┘
              ┌────────────┴──────┐
              │    Facilities     │
              │    Director       │
              └────────────┬──────┘
   ┌──────────┬──────────┬──────────┬──────────┬──────────┐
┌──┴───┐  ┌───┴──┐  ┌────┴───┐  ┌───┴────┐  ┌──┴──────────┐
│Custodian│ │Custodian│ │Maintenance│ │Maintenance│ │Housekeeping│
│ (day)  │  │ (day)  │  │Technician I│ │Technician II│ │Supervisor │
└───────┘  └───────┘  └────────┘  └────────┘  └─────┬──────┘
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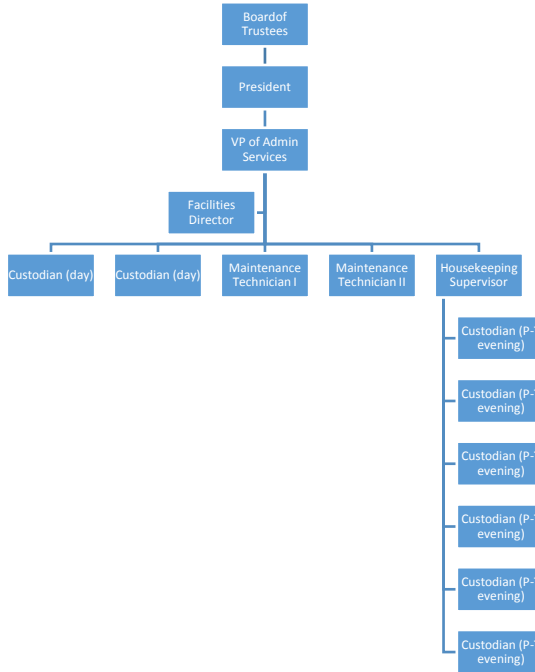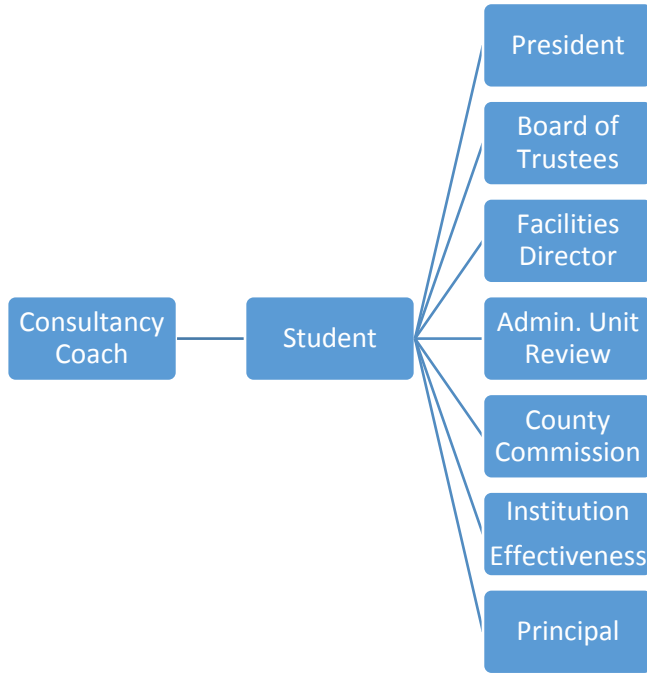
4.4.1 Project Team

In both Phase I and Phase II of the Consultancy Project, it was organized to be associating greatly with the president and the facilities director. Work was accomplished by Board of Trustee approval in Phase I where others were impacted also.

4.4.2 Mapping Between Organization and Student

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                                              ┌──────────────┐
                                              │  President   │
                                              └──────────────┘
                                              ┌──────────────┐
                                              │   Board of   │
                                              │   Trustees   │
                                              └──────────────┘
                                              ┌──────────────┐
                                              │  Facilities  │
                                              │   Director   │
 ┌──────────────┐      ┌──────────┐           ┌──────────────┐
 │ Consultancy  │──────│ Student  │───────────│ Admin. Unit  │
 │    Coach     │      └──────────┘           │    Review    │
 └──────────────┘                             └──────────────┘
                                              ┌──────────────┐
                                              │    County    │
                                              │  Commission  │
                                              └──────────────┘
                                              ┌──────────────┐
                                              │ Institution  │
                                              │Effectiveness │
                                              └──────────────┘
                                              ┌──────────────┐
                                              │  Principal   │
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5   Communications Plan

What?	Who?	When?	How?
Problems Identified	President/CEO Board of Trustees	Before Phase I	Meetings
Project Topic Approval	President	Before Phase I and before Phase II	Meetings
Identification of Evidence	Institutional Effectiveness, President, Board, Facilities Director, Bidding Vendors	Ongoing	Meetings
Draft of restructure, hallway remodel (Phase I)	President, Board, & County Commissioners	Before Phase I	Meetings
Draft of Administrative Unit Review, Facilities Maintenance Plan (Phase II)	President & Administrative Unit Review Committee	Before Phase II	Meetings
Student Satisfaction Surveys	Institutional Effectiveness,	Each fall semester	Emails
Progress Reports	President, Board, County Commissioners, Administrative Unit Review Committee	Ongoing	Meetings
Facilities Change Questionnaire	Facilities Department	During closing	Emails
Final Draft	President	During closing	Emails

6   Work Plan

6.1   Work Breakdown Structure

Work Breakdown Structure and Goals			
Phase I: Restructuring	Develop plan for cost reduction of Facilities by bringing employees for custodial and maintenance in house	February 2018	Goal: Buy in of moving to end ineffective contract with comprehensive independent contractor for custodial, maintenance, and grounds
	Information gathering stage of restructuring savings with getting quotes for work from other vendors	March 2018	Goal: Gather comparative data from other vendors for similar services
	Action Item to Board to vote to not contract further with comprehensive independent contractor	March 2018	Goal: To end contract to lead to moving to bring custodial and maintenance in house with employees and outsource grounds
	Communication with comprehensive independent contractor of Board decision to end contract	March 2018	Goal: Communicate Board decision to end contract
	Meeting with independent contractor employees, supervisor, and President to inform of ending of the contract with independent contractor	May 2018	Goal: Communication with independent contract employees of upcoming open positions
	Bid for grounds	May 2018	Goal: Obtain Board approval for vendor to do grounds work
	Posting of full-time custodial and maintenance positions	May 2018	Goal: staffing of new Facilities team to begin in July 2018
	Board approval of vendor to complete grounds work	June 2018	Goal: Gain Board approval for new vendor to do groundwork with better service at less costs
	Hiring of Facilities Director	June 2018	Goal: Obtain leadership for new Facilities team on a daily basis
	Hiring of Full-Time Custodial Positions	July 2018	Goal: Obtain full-time day custodians services in new team
	Hire Full-Time Maintenance Technician	August 2018	Goal: Obtain full-time maintenance technician with

			specialty in HVAC to be on the team
Phase I: Early College Remodeling Project	Budget Request Letter	March 2018	Goal: Communicating with County Budget Office About Extra $200,000 request for Early College renovation
	Communication with Board on request for extra funds	April 2018	Goal: Plan for additional funding for Early College Renovation communicated with Board
	Communication with VP of Academics regarding Space Proposal	May 2018	Goal: Communicating in the planning state of moving faculty and staff out of a hallway to make room for an Early College
	Communicated to receive cost estimation for outsourced Facilities Director	May 2018	Goal: Receive estimated costs to remodel hallway
	Provided remodel cost estimation to President	May 2018	Goal: Communicating about the estimated cost of the project
	Met with County Commissioners to ask for $200,000 extra funds	May 2018	Goal: Petitioning extra funds to complete hallway remodel
	Met with Superintendent, Principal, and VP of Academics	May 2018	Goal: Refine plan of hallway remodel
	Communicated with IT about remodel needs	May 2018	Goal: Receive feedback from IT
	County Commissioners approval of special allocation	June 2018	Goal: Receive communication of extra $200,000
	Received refined Space Proposal from VP of Academics	June 2018	Goal: Clarity on goals of move out faculty
	Communication with County Facilities Director on move	June 2018	Goal: Clarity of specifics of move
	Early College Renovation & Move after conversation with Principal (Phase I)	June-August 2018	Goal: Renovate a hallway to move an Early College on campus and establish first success as a team
	Early College Renovation & Move after conversation with Principal (Phase II)	December 2018	Goal: Complete renovation of Early College hallway
Phase II: Determining currency &	Draft of template for Administrative Unit Review sent to President	September 2019	Goal: A review by the President of the template and approval to get moving

future (Administrative Unit Review Committee)			forward with the new Administrative Unit Review Committee meeting
	President approval of draft template for the Administrative Unit Review Committee	September 2019	Goal: Communication gives approval for bringing the template I created to the Administrative Unit Committee
	Draft template for the Administrative Unit Review Committee sent to Director of Institutional Research and QEP for review	September 2019	Goal: Vetting the template document with the Director of Institutional Research and QEP for review due to the documents tie into Institutional Effectiveness plans
	Receipt of review of the draft template of the Administrative Unit Review document by the Director of Institutional Research and QEP	September 2019	Goal: Review modifications noted and made before taking document to Administrative Unit Review Committee as a draft
	Email containing the Administrative Unit Review template sent to the co-chairs of the Administrative Unit Review Committee	September 2019	Goal: For the co-chairs to review the draft template of the Administrative Unit Review document before a called committee meeting
	Receipt from one co-chair of receipt of the draft template and intention to review and intent to contact committee members to meet	September 2019	Goal: Notification of intention to review and coordination of a future meeting from co-chair of review template
	Email from a co-chair of the Administrative Unit Review Committee to set up a meeting of the committee	October 2019	Goal: Communication provided about future meeting on October 3, 2019
	Meeting agenda sent out by co-chair along with list of service units	October 2019	Goal: Informing Committee member of agenda and service units
	Meeting of Administrative Unit Review Committee to review blank template and establish units to be reviewed and their schedule. The next meeting was scheduled November 14, 2019.	October 2019	Goal: I presented the template draft for service area reviews to the Committee with the Facilities Director for us to get feedback before volunteering for Facilities to be the first unit to be reviewed in the

			future. No changes to the template were made by the committee.
	Complete template for Facilities Department sent by email by me to Facilities Director for his review	November 2019	Goal: Obtain a review from Facilities Director of a completed Administrative Unit Review document
	Facilities Director made edits to the Administrative Unit Review document for Facilities in the area of long-term Institutional Effectiveness	November 2019	Goal: Reviewed document and made changes in the long-term area for Institutional Effectiveness by the Facilities Director
	Administrative Unit Review document for Facilities completed by me and sent to co-chair	November 2019	Goal: Provide document to co-chair to provide to the Committee before next meeting
	Administrative Unit Review document for Facilities sent to Committee by the co-chair	November 2019	Goal: Co-chair to provide Administrative Unit Review document for Facilities to Committee two days before meeting to review
	Administrative Unit Review document for Facilities presented by me to the Committee for approval	November 2019	Goal: Review of the document by the committee to make any changes needed. No changes were recommended.
Phase II: Determining currency & future Facilities Maintenance Plan	Email sent to President with overview of project and expected outcomes with comparison to another community college's Plan and blank template I created for review	October 2019	Goal: Make President knowledgeable about ideas for the completion of the Facilities Maintenance Plan
	Receipt of support on Facilities Maintenance Plan by the President (template created September 25, 2019)	October 2019	Goal: Communicated support to being the Facilities Maintenance Plan
	Sent draft via email of completed Facilities Maintenance Plan to Facilities Director	November 2019	Goal: Communicating with the Facilities Director that the Facilities Maintenance Plan is ready to be edited if needed
	Received email from Facilities Director of review of Facilities Maintenance Plan with	November 2019	Goal: Review by the Facilities Director of accuracy Section 5 and Section 7 of Plan with feedback

	Final version of Facilities Maintenance Plan sent to President	December 2019	Goal: Facilities Maintenance Plan sent to President for his review

6.2 Resources

The following Gantt chart shows the duration of each major project completed described in Section 7.
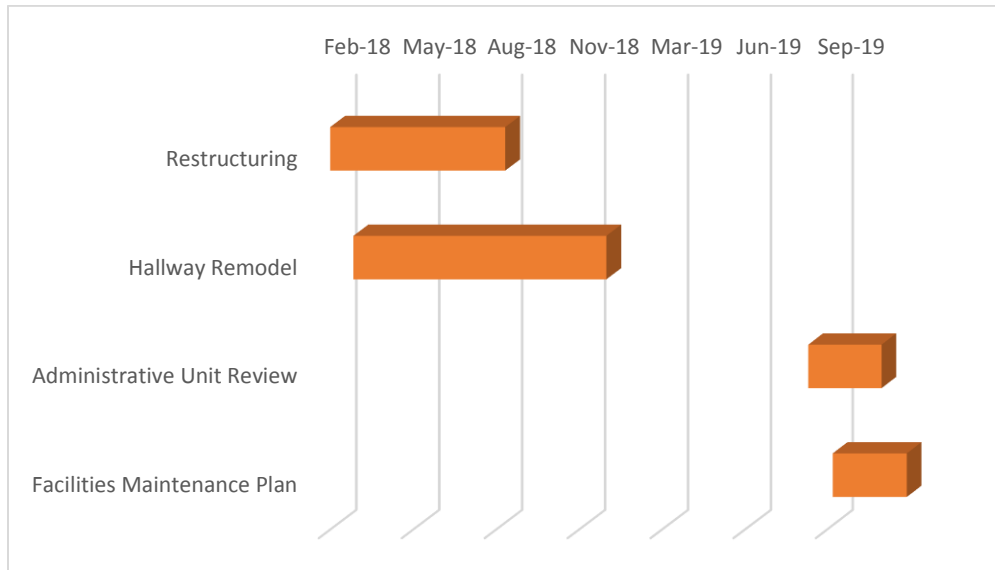
7   Milestones

Milestone Number	Title	Date of Completion
1	Statement of purpose Comprehensive problem statement	Summer 2018
2	Measurable project objectives Deliverables defined	Summer 2018
3	Define scope Define boundaries Impact to organization	Summer 2018
4	Summary of the benefits-specific and quantified	Summer 2018
5	Risk assessment by level	Fall 2018
6	Summary of key assumptions Summary of constraints	Spring 2019
7	Outline of project plan	Summer 2019
8	Financial budget to deliver	Summer 2019
9	Quality assurance plan	Fall 2019
10	Track and document plan performance	Spring 2020
11	Final product: executive summary and presentation	Summer 2020

8   Metrics and Results

The Student Satisfaction Survey information was collected for 2017, 2018, and 2019 from curriculum students on a Likert scale of 1-4 in the Institutional Effectiveness Department. The Student Satisfaction Survey data were used to determine if the reorganization that occurred produced meaningful gains in terms of services provided to students when comparing 2017 results to 2019 data. An internal goal was established of an increase of 0.10 in the mean from the quantitative portion of the Student Satisfaction Survey from 2017 to 2019. The mean of the quantitative portion of the Student Satisfaction Survey in 2017 was 3.51. The mean of the quantitative portion of the Student Satisfaction Survey in 2019 increased to 3.61. The change from the results before the restructuring in 2017 to post-restructure in 2019 increased by 0.10, showing that the impact of the changes in the Facilities Department had a measurable positive difference in the opinion of students. Therefore, the goal was met as the increase of exactly 0.10 occurred. Using a comparative of the mean of the 12 other service areas of the participating organization was considered as a comparative in terms of setting a quantified goal for an increase in the mean, as that mean was 3.646 in 2017. It was determined it would be too difficult to use that mean as a benchmark. This was due to the impact of external factors leading the Facilities Department to not be able to resolve the lack of funding to fix long-term infrastructure issues with HVAC and adequate water flow across campus along with a lack of funding to hire sufficient staff.

Additional questions were added due to this Consultancy Project to the Student Satisfaction Survey in 2019 to permit greater feedback to be obtained. They were

- Maintenance and grounds (253 responses): mean 3.65 and standard deviation 0.50.
- Outside appearance of buildings (253 responses): mean 3.64 and standard deviation 0.50.
- Availability of spaces for parking (253 responses): mean 3.58 and standard deviation 0.61.
- Appearance of the campus and grounds (253 responses): mean 3.65 and standard deviation 0.50.

The qualitative data accumulated in the Student Satisfaction Surveys were used on a yearly basis to correct issues on the campus as much as possible given budgetary constraints of campus infrastructure. Due to concerns about improving the overall service provided, there was an employee training manual developed and additional training from outside vendors provided regarding safety for Facilities Department employees.

A Facilities Department Change Questionnaire (Appendix B) was given to the full-time Facilities Department employees in spring of 2020, allowing them to reflect on the time since the summer of 2018 when the restructuring occurred. The questionnaire was structured with two questions for each of the eight steps in the Kotter change model (*8 Steps to Accelerate Change in Your Organization,* 2018). The results were calculated on a Likert scale of 1-4, with 4 being the best result. The mean of the survey was 3.36, and the standard deviation was 0.54. An internal goal before submission of the questionnaire was a cumulative for all five full-time employees who completed the questionnaire of 3.50. That internal goal was not met, as it fell 0.14 short. Greater opportunities for communicating goals and increasing training of employees of change initiatives can occur in the future. The Facilities Department Change Questionnaire was used to determine if the perception of the Facilities Department

had changed to believe they had morphed into an efficient and effective team that could succeed on challenging projects when given time and resources.

A number of parts of this project were 100% completed: (a) restructuring of the Facilities Department, (b) remodeling of the Early College hallway, (c) Administrative Unit Review template for overall College and Administrative Unit Review for the Facilities Department for 2019-2024, and (d) Facilities Maintenance Plan. The restructuring was used to reduce costs and cause the department to be more efficient and more effective. Training was provided to employees to aid them in bettering their skills.

The 8 Steps for Accelerating Change Model from Kotter was used in guiding the organizational change. The model is based on eight accelerators (steps): (a) create a sense of urgency, (b) build a guiding coalition, (c) form a strategic vision and initiatives, (d) enlist a volunteer army, (e) enable action by removing barriers, (f) generate short-term wins, (g) sustain acceleration, and (h) institute change (*8 Steps to Accelerate Change in Your Organization*, 2018).

An example of how Kotter's change theory was applied was in the infancy of the restructuring of the Facilities Department in the June 2018 to July 2018 time frame in Phase 1 (*8 Steps to Accelerate Change in Your Organization*, 2018*)*. In June 2018, the facilities director had just been hired and other full-time custodians and a maintenance technician were hired in July 2018. There was a plan that I aided to develop to move an Early College High School from an off-campus location to a permanent on-campus location of its own hallway. That involved a remodel of a hallway with new flooring, paint, mold remediation, a food serving space install, and a redesign including construction in two rooms. All of that had to be completed by the second week of August 2018. An example of how Kotter's theory of change was applied:

1. Urgency – big opportunity to move Early College students on campus to provide better support and normal on-campus college experience.
2. Build a Guiding Coalition – got internal college leadership on board with change plan, then built support from Board of Trustees, county commissioners, the superintendent, and principal.
3. Form a Strategic Vision and Initiatives – presented plan to college employees, Board of Trustees, and county commissioners for budgetary support.
4. Enlist a Volunteer Army – get local support of employees including those who can communicate with the public about how this vision benefits Early College students.
5. Enable Action by Removing Barriers – received financial support to complete project and hired new Facilities Department staff who could complete the remodeling project.
6. Generate Short-Term Wins – completed remodel project on time successfully and within budget.
7. Sustain Acceleration – president commended Facilities Department employees with Above and Beyond Award for success along with public accolades on campus for positive mentality to take on other projects.
8. Institute Change – Built cultural change by completing many other campus projects including campus improvements with new chillers, new boilers, and improved lighting *(8 Steps to Accelerate Change in Your Organization,* 2018).

An example of Kotter's change model is presented in detail (*8 Steps to Accelerate Change in Your Organization,* 2018). Similar detail could have been presented for the other significant organizational changes described in this Consultancy Project addition, but they have been left out for brevity. Other organizational changes used the ADKAR and Kurt Lewin's change model (Boca, 2013; Sarayreh et al., 2013).

9 Risks, Constraints, Assumptions

9.1 Risks

An initial risk in Phase I of the transformation of the Facilities Department could have been resistance to change from the Facilities Department employees. They were involved in projects that only fit the "Other duties as assigned" portion of their job descriptions at times, especially with the completion of the Early College remodeling project. Fortunately, the correct staff members were hired, and there was no known resistance. There were risks of resistance of faculty members who did not want to move their offices elsewhere on campus, but the president placed the move as a key initiative and there was no push back. There was risk that the Facilities Department as a team did not have the skill set to complete a complex project, but that was determined not to be the case. There was the risk that the appropriate subcontractors to complete work were procured, but the facilities director vetted the background of each selected vendor. A risk of a lack of funding was possible, but the county funds were appropriated and the superintendent and principal were in favor of the completion of the Early College remodeling project. A lack of support from the president and the board was possible, but that did not occur either. Too much resistance to change, a lack of partner support, a lack of funding, a lack of skill sets, and a lack of support by the president/board could have derailed the transformational organizational changes permanently, but none of that occurred.

The risks in Phase II were lessened due to Phase II having fewer external parties involved and approvals only needing to be obtained from the college president and the Administrative Unit Review Committee. There was a risk that not enough quality information could be gathered by the facilities director to aid in providing facts for the completion of the Facilities Maintenance Plan and the Administrative Unit Review. There was the risk that the newly formed Administrative Unit Review Committee would not accept the work completed in this Consultancy Project in establishing the template for use in that committee as a baseline document for all service areas on campus to use. One of the largest risks was that not enough appropriate information could be obtained, analyzed, and synthesized into new documents for the participating organization, including a template for the Administrative Unit Review Committee to review.

Research occurred to develop a template for the Administrative Unit Review Committee of the participating organization to evaluate. The template was developed after study of administrative unit review processes and documentation evaluated from other higher education institutions.

An evaluation of the Mt. San Jacinto College documentation for their Administrative Unit 3-Year Program Review occurred which included a summary of major objectives and institutional goals. The document from Mt. San Jacinto College included the following pertinent information:

The major objectives of Program Review are to:

- State program goals and align future goals with the college's mission and goals
- Collect and analyze data on key performance indicators, administrative unit outcomes, program activities and accomplishments
- Examine and document the effectiveness of administrative services
- Facilitate program improvement through analysis of student learning outcomes at the course, program, administrative and institutional level
- Aid in institutional planning and decision-making processes within the college structure
- To use program review data and goals as rationale for budget, staff, facilities, professional development, curriculum, and other planning decisions
- Comply with accreditation standards, Federal and State law, title 5, and other legal certification requirements." (Mt. San Jacinto College, 2011, p. 2)

Additionally, Mt. San Jacinto College wrapped into their review program institutional goals of including fiscally sound position along with systematic planning and assessment. The template for this consultancy relied on concepts from the Mt. San Jacinto College program review while excluding the focus on academics that Mt. San Jacinto College included in its process (Mt. San Jacinto College, 2011).

An example from Suffolk County Community College of their Administrative and Educational Support Unit Review occurred. Portions of the template from Suffolk County Community College were evaluated for their focus on mission, goals, and objectives. Mission, goals, and objectives were incorporated into this project along with a decision to include a SWOT analysis and staffing component in the template for the participating organization (Suffolk County Community College, n.d.)

An example of the Administrative Unit Program Review from Las Positas College (2019) was evaluated. Las Positas College included in their Administrative Unit Program Review a component of professional development in their template along with sections of technology and equipment needs, facility needs, and defined goals and objectives. Similar sections were included in the template for the participating organization (Las Positas College, 2018).

Riverside Community College District possessed a District Administrative Unit Program Review process which was evaluated with a focus on long-term planning needs in their review (Riverside Community College District, 2018). That concept was incorporated in the template for the participating organization.

San Diego Miramar College placed a focus on action plans and goals in their 2015-2016 Administrative Services Program Review process. That emphasis was incorporated in the creation of the template for the participating organization (San Diego Miramar College, 2016).

Otterbein University focused on including accomplishments in their Administrative Unit Assessment: A Campus-Wide Approach. It was determined that it would be a solid mechanism to document successes of the participating organization's unit and therefore that section was included in the template for the participating organization (Reichley, 2016).

Chaffey Community College placed an emphasis in their "A Guidebook to Student Learning Outcomes and Administrative Unit Outcomes" document on the impact of the institutional effectiveness office in their overall process written by Boyd and Vitzelio (n.d.). That information of which departments and other personnel on campus were impacted by Chaffey Community College's administrative unit review was considered in building of the template for the participating organization.

The development in Phase II of the Facilities Maintenance Plan occurred from evaluating the Facilities General Maintenance Plan of Central Virginia Community College (2017). No other sources were found for higher education institutions as a comparable (Central Virginia Community College, 2017). There was the risk that the information from Central Virginia Community College was not sufficient as a guide to provide a successful end product for the participating organization. No changes were made to the document first submitted to the president of the participating organization to approve the Facilities Maintenance Plan.

The template for the Administrative Unit Review Committee was determined to be sufficient with only minimal changes needed. There was no issue of gathering enough information in the Faculties Department to complete the Administrative Unit Review. Therefore, none of those potential risks described in Phase II ended up posing a real hindrance in completing this Consultancy Project.

9.2 Constraints
There were a number of constraints to be considered in this Consultancy Project.
- Gaining adequate support for change initiatives from the president and the Board of Trustees for change initiatives to occur as envisioned by the vice president of administrative services, as no major change occurs without their approval.
- A constraint in the Facilities Department is the lack of funding to serve the campus effectively. Even though the budget of the county increased over the time from 2017 to 2019, there were many more requests of funds compared to the appropriated funds received by the partnering organization.
- The potential burnout of the facilities director feeling overwhelmed with the needed amount of change in an antiquated 50-year-old campus and his lack of experience before being hired to move into that role in June 2017.

9.3 Assumptions
Assumptions included that the experienced executive leadership team involved in leading major changes previously at other community colleges would be able to bring the successful transformational change to fruition. A key assumption was in hiring quality personnel, as the people in the process are key to everything. An assumption

was that there was minimal push back for changes to occur from employees, including the Administrative Unit Review Committee and the Board of Trustees. A general belief was that all employees realized that change was necessary for better efficiency and effectiveness of the Facilities Department.

10 Financial Plan

In the transformation of the participating organization in Phase I, there were financial implications. An initial study was made in February 2018 which showed that 40.3% of the 2017-2018 county budget was going towards paying the comprehensive independent contractor for custodial, maintenance, and grounds. The remaining 59.7% of the budget was used to pay for campus security staffing, utilities, and insurance, leaving no funds for capital outlay needs on campus. This was prepared as part of this Consultancy Project and was shared in February 2018 with the college president to shed light on potential reductions in cost by hiring custodial and maintenance employees and finding a new vendor to outsource grounds. The estimated cost savings to the county budget were presented as $70,438.91 as a reduction of costs in the spring of 2018 after previously getting the president's approval in March 2018. The Board of Trustees approved the plan to move to a new independent contractor for grounds and to hire internally the custodial and maintenance functions to begin on July 1, 2018. Goals included hiring more skilled employees with certifications and those with can do attitudes, as there were complaints about previous services provided by the comprehensive independent contractor. A plan for the Facilities Staffing Plan for 2018-2019 in the form of an organization chart was as follows:
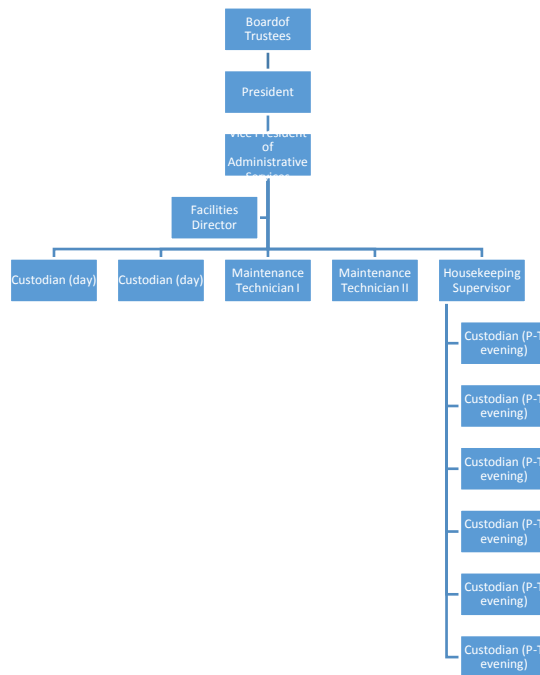
In Phase I, an extra allocation of county funds of $200,000 was received to complete the Early College renovation project of a hallway for a permanent location for Early College students on campus. These funds required future reporting back to the county commissioners of their use after the remodeling was complete.

In Phase II, there was no financial cost to prepare the Administrative Unit Review template and the Facilities Maintenance Plan. Those documents aided to determine the currency of the Facilities Department and complete a needs assessment. Based on the needs assessment, the budget request for capital outlay increased from $642,260 in 2019-2020 to $3,179,682 in

2020-2021 with an overall increase of $2,537,422. This increase was due to the determination of more needs after completing the Administrative Unit Review and Facilities Maintenance Plan. The short-term and long-term budgetary needs for the Facilities Department were included as part of the Administrative Unit Review completed for Facilities. The Board of Trustees was made aware of the additional capital outlay increase in the spring of 2020 compared to the amount requested for the 2019-2020 fiscal year. The budget was continually monitored for any issues by the vice president of administrative services for the Facilities Department. The budget for the Facilities Department was presented monthly for to the Board of Trustees with attendance in those meetings from the president and facilities director for all county funds.

11 Quality Assurance Plan

As a service area, the Facilities Department is associated with providing services. The Deming model of Plan-Do-Check-Act was implemented for developing a quality assurance plan in this Consultancy Project. The Plan step occurred when objectives related to the Facilities Department restructure were established with the assistance of the president and with board of trustees involvement in the spring of 2017. The Do step occurred when the president and board approved changing to hire custodial and maintenance positions internally and to outsource the landscaping and grounds work. The Check step was determined with the aid of Student Satisfaction Surveys completed in 2018 and 2019 after the transition occurred. There were increases in all categories in the quantitative data shown in the Student Satisfaction Surveys in 2019, but originally there were declines in 2018. This was attributed to students not feeling the effects of the improvement of services in the fall of 2018 when surveys were taken due to changes being implemented in 2017. The Act step occurred when negative comments from students regarding services in the Facilities Department led to the desire to improve performance post the initial feedback in the fall of 2017. A continuous check loop occurred when the Student Satisfaction Surveys were evaluated again in the fall of 2018 and 2019. In the fall of 2019, each of the criteria being measured increased from 2017. Qualitative data of negative comments increased by one, from six comments in 2017 to seven comments in 2019. Each year, qualitative data were analyzed; and attempts to resolve each of the negative comments occurred in 2017 and 2018. Some desired changes did not occur as of the most recent Student Satisfaction Survey results in 2019, due to overriding issues of lack of water flow with adequate volume and pressure causing issues in the dental and nursing program areas. That issue could not be resolved by the Facilities Department, due to a lack of funding to completely solve that problem.

Appendix A

Student Satisfaction Survey Data with Descriptive Statistics

STUDENT SATISFACTION SURVEY QUESTIONS-BUILDINGS & GROUNDS-FALL 2017 (Quantitative)							
Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable/ Did Not Use	Mean	Standard Deviation
Cleanliness of classrooms (274 Responses)	149/54.38%	101/36.86%	9/3.28%	0/0.00%	15/5.47%	3.54	0.56
Cleanliness of hallways (274 Responses)	155/56.57%	103/37.59%	6/2.19%	0/0.00%	10/3.65%	3.56	0.54
Cleanliness of lobby/ lounge areas (274 Responses)	154/56.20%	92/33.58%	8/2.92%	1/0.36%	19/6.93%	3.56	0.58
Cleanliness of restrooms (274 Responses)	134/48.91%	94/34.31%	23/8.39%	7/2.55%	16/5.84%	3.38	0.76
Availability of toilet tissues in the restrooms (274 Responses)	143/52.19%	100/36.50%	13/4.74%	1/0.36%	17/6.20%	3.5	0.61
Availability of paper towels in restrooms (274 Responses)	151/55.11%	96/35.04%	11/4.01%	1/0.36%	15/5.47%	3.53	0.6
Outside lighting of campus (274 Responses)	147/53.65%	102/37.23%	6/2.19%	2/0.73%	17/6.20%	3.53	0.59
HCC provides an environment in which I can be proud (274 Responses)	147/53.65%	106/38.69%	9/3.28%	2/0.73%	10/3.65%	3.51	0.6
Availability of hand soap in restrooms (274 Responses)	143/52.19%	104/37.96%	10/3.65%	3/1.09%	14/5.11%	3.49	0.63
Campus grounds are	150/54.74%	103/37.59%	11/4.01%	1/0.36%	9/3.28%	3.52	0.6

free of litter & debris (274 Responses)						

STUDENT SATISFACTION SURVEY COMMENTS-BUILDINGS & GROUNDS-FALL 2017 (Qualitative)
Do you have any comments about your experience(s) at HCC or suggestion for improving our services for students?
All the computer input devices in classrooms need to be cleaned, some of them have been visibly dirty.
Make the bathrooms cleaner and sanitary for all people to use them. Also, smiles are not for sale, only free!
Water fountains needed in Library building.
The women's restroom needs covers for all toilet paper rolls. The paper towel dispenser did not work for 16 weeks and if someone came in and did not know if it worked they would close it and then no one would be able to get out any paper toilet
The water heater in the Wellness Center was broken for 2 months. The lighting around the track didn't work very well.
I would recommend more lighting for students who are attending night classes. Especially where the bushes are up against the building. You cannot see if someone is hiding behind them.

Student Satisfaction Survey Fall 2017 Descriptive Statistics	
Mean	3.511941448
Standard Error	0.011991069
Median	4
Mode	4
Standard Deviation	0.610956424
Sample Variance	0.373267751
Kurtosis	0.940812681
Skewness	-1.03994399
Range	3
Minimum	1
Maximum	4
Sum	9117
Count	2596

STUDENT SATISFACTION SURVEY QUESTIONS-BUILDINGS & GROUNDS-FALL 2018 (Quantitative)							
Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable/ Did Not Use	Mean	Standard Deviation
Cleanliness of classrooms. (218 Responses)	116/53.21%	74/33.94%	7/3.21%	0/0.00%	21/9.63%	3.55	0.57
Cleanliness of hallways (218 Responses)	111/50.92%	84/38.53%	5/2.29%	1/0.46%	17/7.80%	3.52	0.58
Cleanliness of lobby/lounge areas (218 Responses)	109/50.00%	79/36.24%	5/2.29%	2/0.92%	23/10.55%	3.51	0.6
Cleanliness of restrooms (218 Responses)	91/41.74%	80/36.70%	16/7.34%	10/4.59%	21/9.63%	3.28	0.82
Availability of toilet tissues in the restrooms (218 Responses)	97/44.50%	78/35.78%	14/6.42%	8/3.67%	21/9.63%	3.34	0.78
Availability of paper towels in restrooms (218 Responses)	96/44.04%	78/35.78%	14/6.42%	9/4.13%	21/9.63%	3.32	0.8
Outside lighting of campus (218 Responses)	107/49.08%	77/35.32%	6/2.75%	2/0.92%	26/11.93%	3.51	0.61
HCC provides an environment in which I can be proud (218 Responses)	110/50.46%	83/38.07%	5/2.29%	3/1.38%	17/7.80%	3.49	0.63
Availability of hand soap in restrooms (218 Responses)	101/46.33%	82/37.61%	9/4.13%	5/2.29%	21/9.63%	3.42	0.7
Campus grounds are free of litter & debris (218 Responses)	109/50.00%	86/39.45%	4/1.83%	2/0.92%	17/7.80%	3.5	0.59

STUDENT SATISFACTION SURVEY COMMENTS-BUILDINGS & GROUNDS-FALL 2018 (Qualitative)
Do you have any comments about your experience(s) at HCC or suggestion for improving our services for students?
I wish that the restrooms in the nursing department would be fixed. It is difficult for so many of us women to try and use it all at once when on break when we only get 10-15 minutes for one. I also would like to see a drink machine and snack machine be put on our floor as well. We have very long days there and it is hard for us to go up to the café in just a few minutes.
Very clean BUT NEEDS HEAT.

The restrooms in the dental hygiene building are disgusting. There are rarely any paper towels and the toilets are almost always not working. There are over 30 students in the building and sharing a bathroom is already tough, but it is even harder when the toilets are having issues most of the time. The bathroom also smells terrible.
The restrooms in the dental hygiene clinic for students are completely disgusting. The smell is horrible, and usually stuff is seeping out of the floor which is disgusting. One restroom for handicap doesn't work in the women's and has been that way for a year now, so we actually go to the men's if we have to!
The dental hygiene building girls restrooms needs to fix a toilet. It has a sign don't use since Jan 2018.

Student Satisfaction Survey Fall 2018 Descriptive Statistics	
Mean	3.444556962
Standard Error	0.015275202
Median	4
Mode	4
Standard Deviation	0.678844818
Sample Variance	0.460830287
Kurtosis	1.783093841
Skewness	-1.233142322
Range	3
Minimum	1
Maximum	4
Sum	6803
Count	1975

STUDENT SATISFACTION SURVEY QUESTIONS-BUILDINGS & GROUNDS-FALL 2019 (Quantitative)							
Question	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	Not Applicable/ Did Not Use	Mean	Standard Deviation
Cleanliness of classrooms (253 Responses)	145/57.31%	70/27.67%	1/0.40%	1/0.40%	36/14.23%	3.65	0.51
Cleanliness of hallways (253 Responses)	148/58.50%	78/30.83%	3/1.19%	2/0.79%	22/8.70%	3.61	0.56
Cleanliness of lobby/lounge areas (253 Responses)	150/59.29%	76/30.04%	5/1.98%	0/0.00%	22/8.70%	3.63	0.53
Cleanliness of restrooms (253 Responses)	130/51.38%	78/30.83%	14/5.53%	5/1.98%	26/10.28%	3.47	0.71
Availability of toilet tissues in the restrooms (253 Responses)	139/54.94%	80/31.62%	4/1.58%	1/0.40%	29/11.46%	3.59	0.55

Availability of paper towels in restrooms (253 Responses)	141/55.73%	80/31.62%	3/1.19%	2/0.79%	27/10.67%	3.59	0.57
Outside lighting of campus (253 Responses)	140/55.34%	75/29.64%	2/0.79%	3/1.19%	33/13.04%	3.6	0.58
HCC provides an environment in which I can be proud (253 Responses)	158/62.45%	73/28.85%	3/1.19%	1/0.40%	17/6.72%	3.65	0.53
Availability of hand soap in restrooms (253 Responses)	141/55.73%	78/30.83%	4/1.58%	3/1.19%	27/10.67%	3.58	0.6
Campus grounds are free of litter & debris (253 Responses)	153/60.47%	81/32.02%	3/1.19%	0/0.00%	16/6.32%	3.63	0.51
Maintenance and grounds (253 Responses)	155/61.26%	79/31.23%	2/0.79%	0/0.00%	17/6.72%	3.65	0.5
Outside appearance of buildings (253 Responses)	153/60.47%	82/32.41%	2/0.79%	0/0.00%	16/6.32%	3.64	0.5
Availability of spaces for parking (253 Responses)	150/59.29%	74/29.25%	9/3.56%	2/0.79%	18/7.11%	3.58	0.61
Appearance of the campus and grounds (253 Responses)	156/61.66%	80/31.62%	2/0.79%	0/0.00%	15/5.93%	3.65	0.5

STUDENT SATISFACTION SURVEY COMMENTS-BUILDINGS & GROUNDS-FALL 2019 (Qualitative)
Do you have any comments about your experience(s) at HCC or suggestion for improving our services for students?
Suggestions for Dental Clinic: - Plumbing issues bathrooms, water fountains, stinks, etc.
In the dental hygiene building, the women's bathroom always seems to have an issue with the toilets. The very first one leaks around the base and as the day goes on the water spreads across the floor of the other stalls. The big stall has an issue when flushing, we sometimes have to flush that toilet several times to make the loud noise it makes when being flushed to stop. Other than that the bathroom is always well stocked. The maintenance staff does a very good job keeping toilet tissue, paper towels, and soap stocked.
More chairs in the dental hygiene student lunch area. Dust, and clean clinic floors. the women's bathroom toilet leaks water on the entire floor.
In the summer the air conditioning could be turn down some more.

Parking needs to be sectioned off for buildings. Early college kids park in dental/nursing building parking lot and then walk across campus to their classes. It leaves very little parking for dental/nursing students who only use the one building.
Better temperature control in classrooms, usually too hot.
Some of your restrooms throughout the campus are not hygienic.

Student Satisfaction Survey Fall 2019 Descriptive Statistics	
Mean	3.608817138
Standard Error	0.009834469
Median	4
Mode	4
Standard Deviation	0.558143994
Sample Variance	0.311524718
Kurtosis	1.845088611
Skewness	-1.283200845
Range	3
Minimum	1
Maximum	4
Sum	11624
Count	3221

Appendix B

Facilities Department Change Questionnaire

FACILITIES DEPARTMENT CHANGE QUESTIONNAIRE				
	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The change efforts campus wide that the Facilities Department has made have caused a positive effect on HCC, including the completion of the County Early College Remodeling Project. **(Step 1: Creating a Sense of Urgency)**	O	O	O	O
2. HCC Facilities needed to change to improve our service delivery to the campus when transitioning from Piedmont Service Group. **(Step 1: Creating a Sense of Urgency)**	O	O	O	O
3. The leaders in my organization are helping to guide the change in the Facilities Department. **(Step 2: Build a Guiding Coalition)**	O	O	O	O
4. The leaders at HCC are "walking the walk" concerning leading change for the Facilities Department. **(Step 2: Build a Guiding Coalition)**	O	O	O	O
5. The vision with changes to the Facilities Department after transitioning away from Piedmont Service Group was explained to me clearly. **(Step 3: Form a Strategic Vision & Initiatives)**	O	O	O	O
6. Campus leadership explained to me how the Facilities Department could be better after transitioning away from Piedmont Service Group. **(Step 3: Form a Strategic Vision & Initiatives)**	O	O	O	O
7. Leadership at HCC frequently talked about the successful completion of the County Early College Remodeling Project as being important at the College. **(Step 4: Enlist a Volunteer Army)**	O	O	O	O
8. Most of my fellow team members in the Facilities Department are in favor of the ongoing changes to the campus wide Facilities at HCC, including the previous changes of moving away from Piedmont Service Group and the completion of the County Early College Remodeling Project. **(Step 4: Enlist a Volunteer Army)**	O	O	O	O
9. I believe the HCC Facilities Department team members have the right amount of time and resources to implement changes asked of us to	O	O	O	O

completing projects. **(Step 5: Enable Action by Removing Barriers)**				
10. There are other job duties and barriers which take me away from completing major Facilities projects, example: County Early College Remodeling Project. **(Step 5: Enable Action by Removing Barriers)**	O	O	O	O
11. I have been shown recognition by campus leaders, including the President, for major changes completed when working in the Facilities Department, such as my efforts with the completion of the County Early College Remodeling Project. **(Step 6: Generate short-term wins)**	O	O	O	O
12. Leaders encourage me to support team change initiatives in the Facilities Department. **(Step 6: Generate short-term wins)**	O	O	O	O
13. I was given feedback by leaders about my efforts in the completion of the County Early College Remodeling Project **(Step 7: Sustain acceleration)**	O	O	O	O
14. The Facilities Department successfully completed the County Early College Remodeling Project and so we feel like we can do anything ask of us on other projects **(Step 7: Sustain acceleration)**	O	O	O	O
15. Thinking about new ways to solve problems and complete projects has become part of who we are in the Facilities Department **(Step 8: Institute Change)**	O	O	O	O
16. The Facilities Department making positive changes on campus has become part of who we are in the Facilities Department **(Step 8: Institute Change)**	O	O	O	O

Question #	Respondent A	Respondent B	Respondent C	Respondent D	Respondent E	Mean	Standard Deviation
1	3	3	4	4	3	3.40	0.5477
2	3	3	4	4	3	3.40	0.5477
3	3	3	4	4	3	3.40	0.5477
4	3	3	3	4	3	3.20	0.4472
5	3	3	3	4	3	3.20	0.4472
6	3	3	4	4	3	3.40	0.5477

7	3	3	4	4	3	3.40	0.5477
8	3	3	4	4	3	3.40	0.5477
9	2	3	3	4	3	3.00	0.7071
10	4	3	4	4	3	3.60	0.5477
11	3	3	4	4	3	3.40	0.5477
12	3	3	4	4	3	3.40	0.5477
13	3	3	4	4	3	3.40	0.5477
14	3	3	4	4	3	3.40	0.5477
15	3	3	4	4	3	3.40	0.5477
16	3	3	4	4	3	3.40	0.5477
Cumulative						3.36	0.5451

Appendix C

Facilities Maintenance Plan

HALIFAX COMMUNITY COLLEGE
100 COLLEGE DRIVE
WELDON, NC 27890

FACILITIES MAINTENANCE PLAN

OFFICE OF THE VICE PRESIDENT OF ADMINISTRATIVE SERVICES
CREATED DECEMBER 2019

TABLE OF CONTENTS

FORWARD

The Office of the Vice President of Administrative Services is responsible for updating this Facilities Maintenance Plan after an annual review occurs. The function of this Facilities Maintenance Plan is consider how the Facilities Department serves the needs of the campus related to custodial, maintenance, grounds, and overall infrastructure of buildings to the benefit of the College as a whole and to better use and preserve tangible assets or monetary assets. The Facilities Department aids to serve the College and meet the College's mission of striving to meet the diverse needs of our community by providing high-quality, accessible, and affordable education, training and services for a rapidly changing and globally competitive marketplace.

SECTION 1: FACILITY MANAGEMENT MISSION, VISION, AND GOALS

Mission: The purpose of Facilities is to provide a functional, safe, and aesthetically pleasing campus and atmosphere for effective learning in an efficient manner.

Vision: Seeks to continuously improve daily operations, provide better customer service, improve stewardship of assets, maximize the use of limited funding to meet internal goals/objectives, and improve communication with employees, students, and the community.

Values: PATRIOTS!
Pride in the work we do
Accountable for our actions
Teamwork focused
Respectful of all
Integrity in doing what is right
Openness to new ideas
Trusted by all
Service at exceptional levels
Major Functions:
1. Provide daily custodial operations of the 7 buildings, classrooms, offices, stairways, laboratories, and corridors of the campus.
2. Provide facilities repairs during routine and special project work.
3. Perform preventative maintenance to be sure that systems are in proper working order and to increase the useful life of equipment and facilities.
4. Perform grounds upkeep to present the campus in all seasons of the year in an esthetically pleasing manner.

SECTION 2: FACILITY MAINTENANCE METHODS AND PROCEDURES
A. FACILITIES DEPARTMENT ORGANIZATIONAL STRUCTURE

The Facilities Department is led by the Facilities Director. Full-time employees who work in the Facilities Department include the Facilities Director, Custodial Supervisor, Maintenance Specialist, and two Custodians. The organization chart for the Facilities Department is:
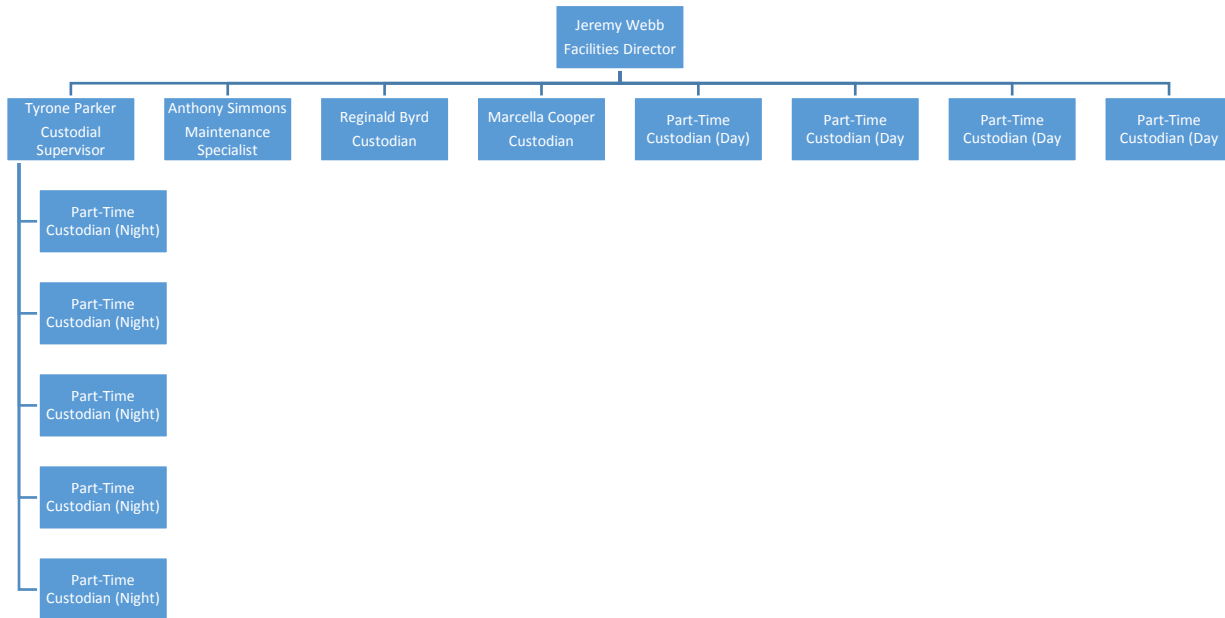
B. POSITION DESCRIPTIONS

Each of the position descriptions for the Facilities Department were updated in the hiring

process of bringing back employees to work in Facilities in July 2018. For many years before

2018 outsourcing of the custodian, maintenance, and grounds functions had occurred. The job

descriptions are all housed in the Human Resources office for employees who work in custodial

and maintenance functions.

Facilities Director
Reports to the Vice President of Administrative Services
Is responsible for all areas of the Facilities Department

Custodial Supervisor
Reports to the Facilities Director
Is responsible for evening custodial work and management of evening custodial crew along with
ordering custodial supplies

Maintenance Specialist

Reports to the Facilities Director
Is responsible for providing expertise in solving HVAC and other types of maintenance needs
<u>Custodians (F-T)</u>
Reports to the Facilities Director
Is responsible for campus aiding to keep the campus clean on a daily basis
<u>Custodians (P-T) (Day)</u>
Reports to the Facilities Director
Is responsible for cleaning the campus on a daily basis in the Centre and two Early Colleges on campus
<u>Custodians (P-T) (Night)</u>
Reports to the Custodial Supervisor
Are responsible for cleaning the campus on a daily basis

The administrative support for the Facilities Department occurs from the Administrative Assistant to the Vice President of Administrative Services.

The Facilities Director has evaluated the staffing and believes that for maximum efficiency that a plumber and two custodians should be added as full-time employees.

C. WORK ORDERS PROCEDURES, PRIORITIZING, AND SCHEDULING

<u>Work Order System</u>

Halifax Community College was accepting work order requests through a link of the College's independent contractor until July 2018. At July 2018 maintenance was no longer outsourced at the College. At the request of the Vice President of Administrative Services, the Information Systems Department set up a work order system where employees submit their work order requests through the College's intranet. This allows the Facilities Director to receive the work order requests and to prioritize the requests.

<u>Emergency Work Order Status</u>

Emergency work orders are taken by phone call or by use of the campus two way radio to the Facilities Director if not found by a team member of the Facilities Department. Emergency work orders are responded to immediately by the Facilities Department.

Normal Work Order Status

The requester of the service indicates the priority as high, medium, or low to identify to the Facilities Department the severity of the work at hand. Work is scheduled by the Facilities Department based on submitted priority and the difficulty of the work to be completed.

Level of Complexity

Work requests which are more complex may require that the Facilities Department contact an independent contractor to complete tasks due to special skill sets and/or equipment that the contractor possesses.

Renovations

Renovations are completed by the Facilities Department only after considering the scope of a project. Renovations may involve receiving more than one bid to complete a project for goods and/or services. The budget of the area making the request has to be approved for fulfilling the request for work by the area's Vice President, Vice President of Administrative Services, and College President if the work is significant. Renovations of paint where employees in the department decided that they want to paint have to be submitted to the Facilities Director and Vice President of Administrative Services to review before any paint project is started.

D. CONTRACTUAL AGREEMENTS & SERVICES RECEIVED

The College relies on independent contractors to provide specific services to the College to aid in campus beautification and remaining compliant with federal, state, and/or local regulations. The College contracts with the following vendors: (1) Grounds including cutting, debris removal, mulching, and weeding, (2) recycling/shredding of campus papers, (3) elevator maintenance, (4) fire hydrant testing, (5) fire alarm testing and service, (6) boiler inspections, (7) cleaning grease traps in the cafeterias on campus, (8) fire suppression equipment testing, repair,

and service and (9) safety inspections, OSHA required safety training, indoor air assessments, fume hood tests, and professional development training.

SECTION 3: FACILITY ASSET INVENTORY

Halifax Community College was established in 1967. The Halifax Community College is located on Highway 158 in Weldon, North Carolina. It is located less than a mile from Interstate 95. The campus consists of more than 271,467 square feet in its buildings. The College is in an ongoing construction project to build an Advanced Manufacturing & Corporate Training Center which will be completed in early 2021.

The map of the campus is:
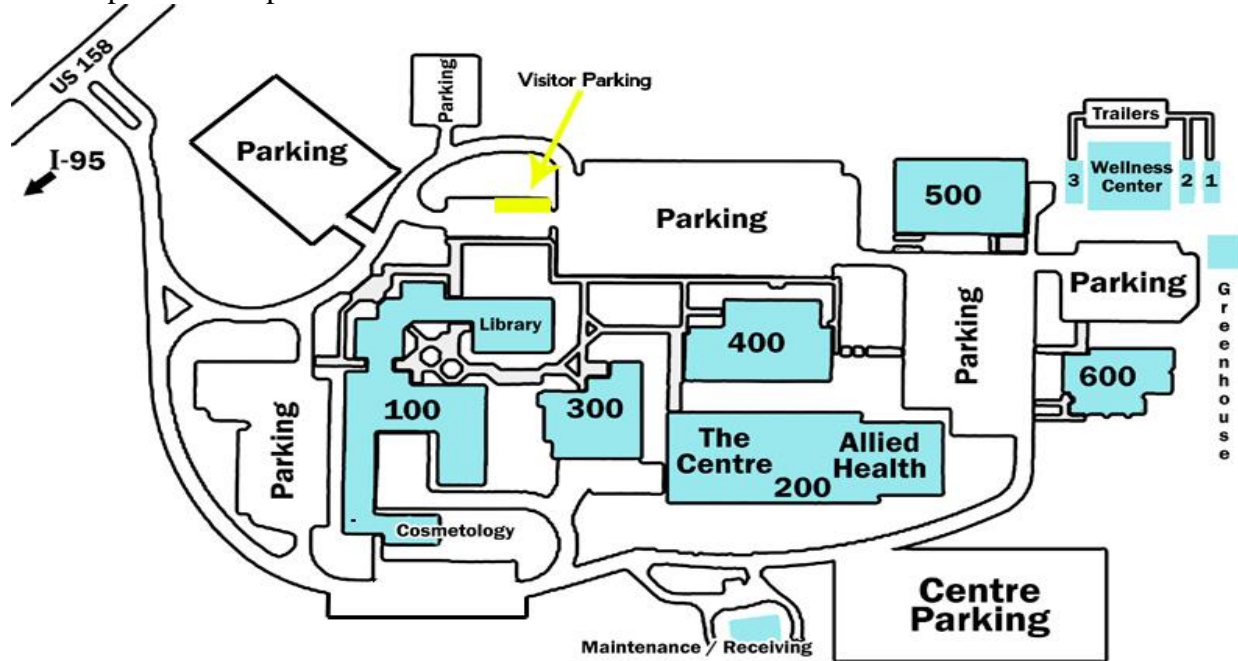
A. BUILDING PROFILE & EQUIPMENT LISTING

ON CAMPUS BUILIDNGS				
ON CAMPUS BUILDING NAME	BLDG. NO.	YEAR BUILT	SQUARE FOOTAGE	FUNCTION
Maintenance Shop	N/A	1977	4,817	Holds equipment & tools for maintenance

Vocational Shop	100	1979	4,070	Shop area for Automotive Technology & Welding Technology
Administration	100	1977	59,919	General Education, Business Administration, Medical Office Administration, Office Administration, Cosmetology, Halifax County Early College, Northampton County EARLY College President, Academics, Business Office, Institutional Effectiveness, Foundation, Resource Development, Public Relations
LEARNING RESOURCE CENTER	100	1977	12,649	Learning Resource Center
CONTINUING EDUCATION CENTER	400	1986	28,890	Continuing Education Administration, Small Business Center, Basic Law Enforcement
Students Development Center	300	1990	23,382	Cafeteria, Student Lounge, Bookstore, Admissions, Counseling, Financial Aid, Information Systems, Cashier, Human Resources, Registrar, Security
Science/Literacy	500	1994	25,224	Science, Medical Lab Tech/Phlebotomy, Early Childhood, Mathematics, Basic Skills
Daycare Center	600	1996	17,590	Roanoke Valley Early College, Day Care
Mobile Classroom #1	N/A	1999	828	Early College
Mobile Classroom #2	N/A	1999	828	Early College
Mobile Classroom #3	N/A	1999	828	Early College
Greenhouse	N/A	2000	4,032	Greenhouse
Centre	200	2003	80,886	Associate Degree Nursing, Practical Nursing, Dental Hygiene,
Wellness/Fitness Center	700	2004	6,825	Physical Education, Rural Health Group

Greenhouse Storage	N/A	2000	700	Storage for Greenhouse

OFF CAMPUS INSTRUCTIONA LOCATIONS				
OFF CAMPUS LOCATION	**ADDRESS**	**CITY**	**FUNCTION**	**SQUARE FEET**
Bryan Health and Rehabilitation Center	921 Jr. High School Road	Scotland Neck	Certified Nursing Assistant program taught in a wing of Center (former hospital)	1,102
Town of Enfield	200 Whitfield Street	Enfield	Continuing education classes	2,500
Scotland Neck Primary School	901 Jr. High School Road	Scotland Neck	Continuing education classes	2,066
Hollister Elementary School	37432 Highway 561	Hollister	Continuing education classes	1,022
Caledonia Correctional Institution	2787 Caledonia Drive	Halifax	Continuing education classes	11,000

The Facilities Department of Halifax Community College is not responsible to any upkeep to any facilities that is not located on the main campus in Weldon, North Carolina.

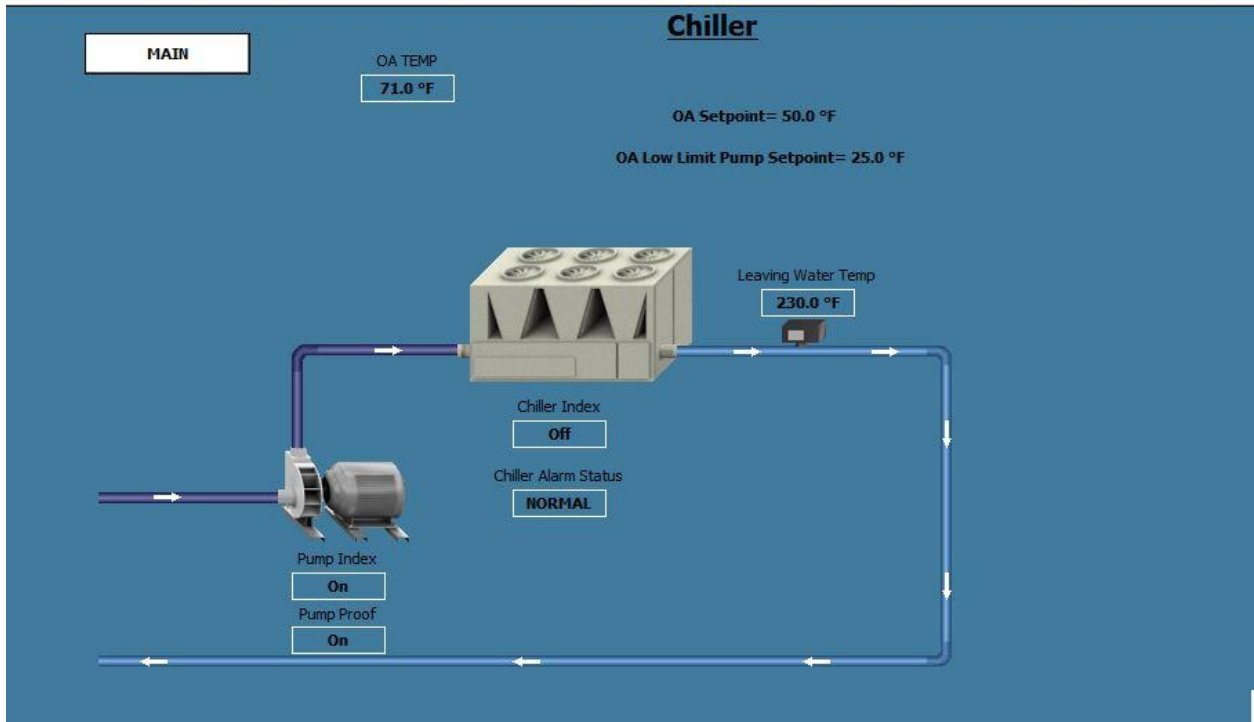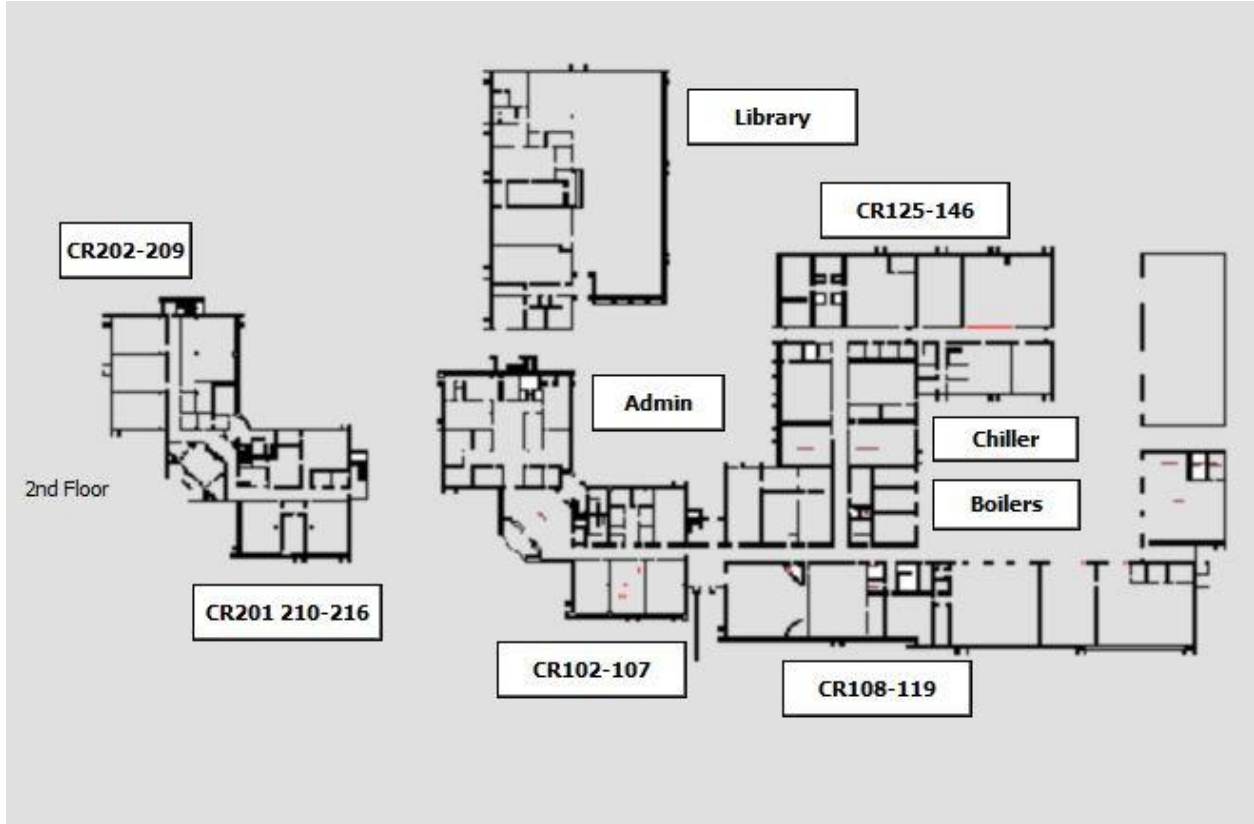| BUILDING NAME	HVAC SYSTEM	AUTOMATED CONTROL SYSTEM (YES OR NO)
100 Building-Administration	Variable Air Volume	Yes
100 Building-Library	Variable Air Volume & Package Unit	Yes
100 Building-Vocational	Package Units	No
200 Building	Variable Air Volume	Yes
300 Building	Boilers & Chillers	No
400 Building	Package Units	No
500 Building	Variable Air Volume	Yes
600 Building	Variable Air Volume	Yes
700 Building	Package Units	No
Maintenance Shop	Electric	No
Mobile Classrooms	Heat Pumps	No
Greenhouse	Electric	No

B. PREVENTATIVE MAINTENANCE & SERVICE FREQUENCIES

100 BUILDING-ADMINISTRATION		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**

50 VAV Boxes	Check Temperatures	Weekly
1 Heat Pump	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
4 AHU	Check belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
1 Chiller	Clean Coils	Semi-Annually
2 Boilers	Check Proper Operation	Weekly

100 BUILDING-LIBRARY		
EQUIPMENT NAME	TYPE OF PREVENTATIVE MAINTENANCE	FREQUENCY OF SERVICE
1 Package Unit	Check Temperatures	Weekly
	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually

100 BUILDING-VOCATIONAL		
EQUIPMENT NAME	TYPE OF PREVENTATIVE MAINTENANCE	FREQUENCY OF SERVICE
2 Package Units	Check Temperatures	Weekly
	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually

ENERGY CONTROLS SYSTEM PRINTOUTS FOR 100 BUILDING-printouts show inconsistent controls in the building along with a VAV system not correctly functioning in all rooms
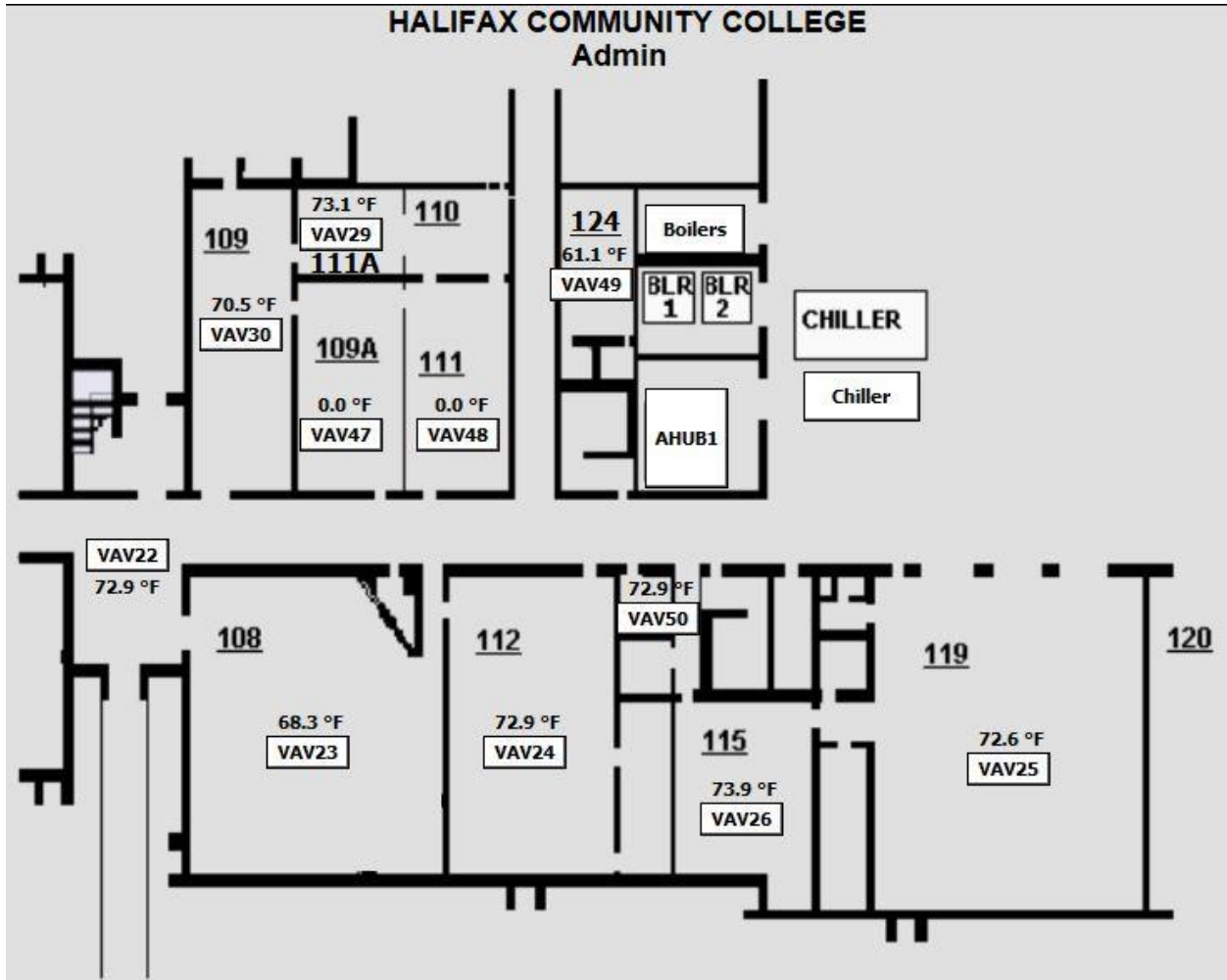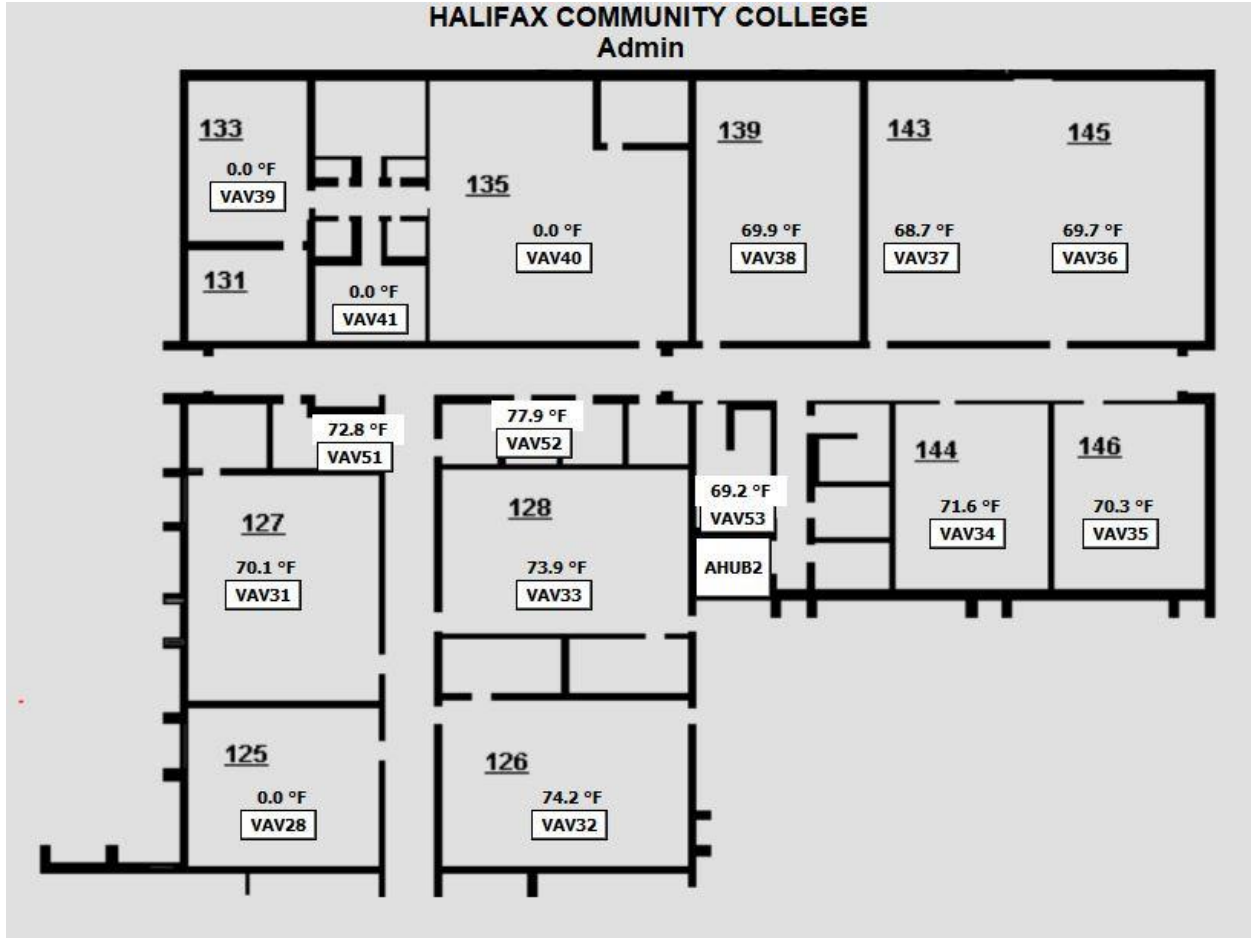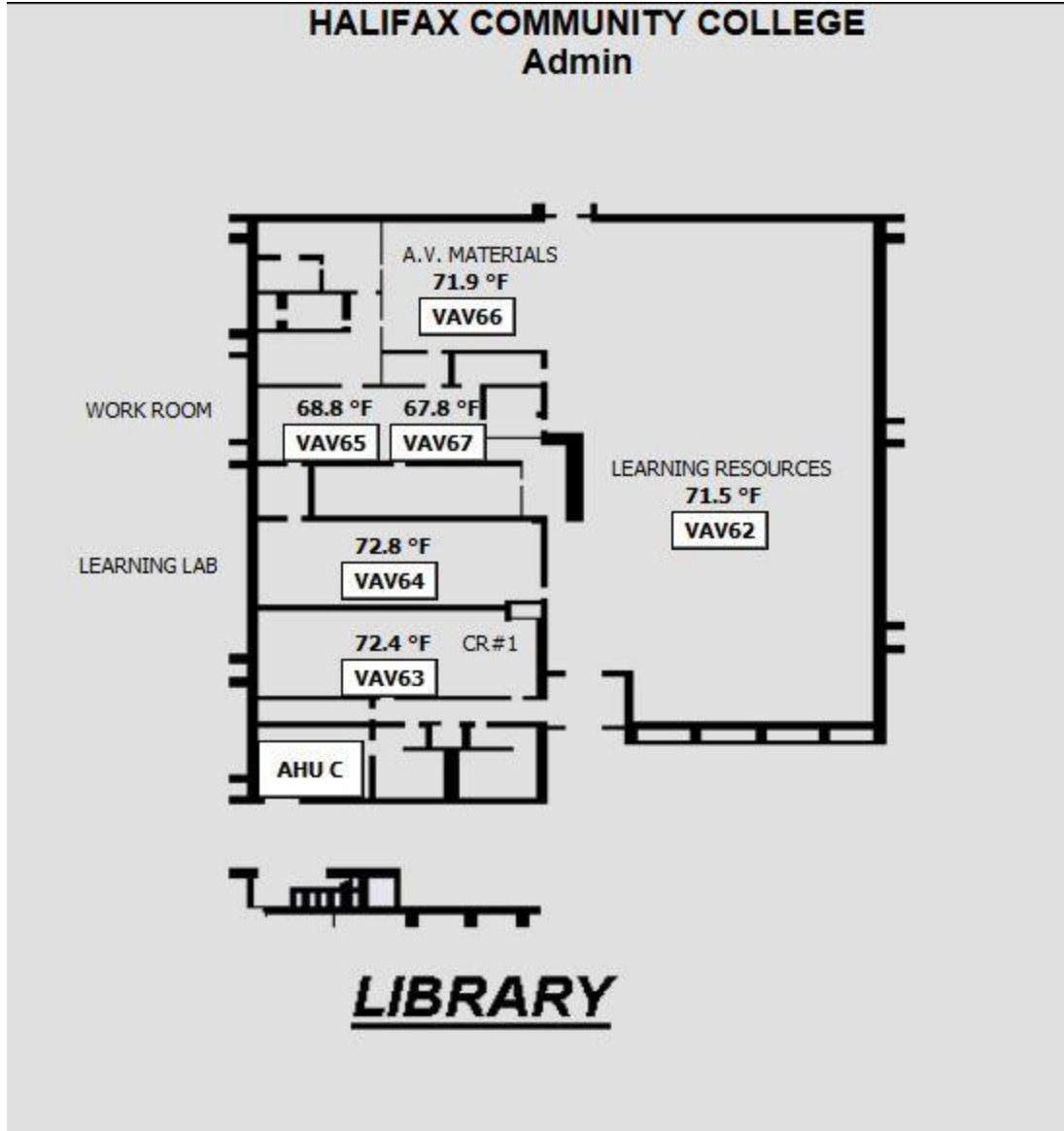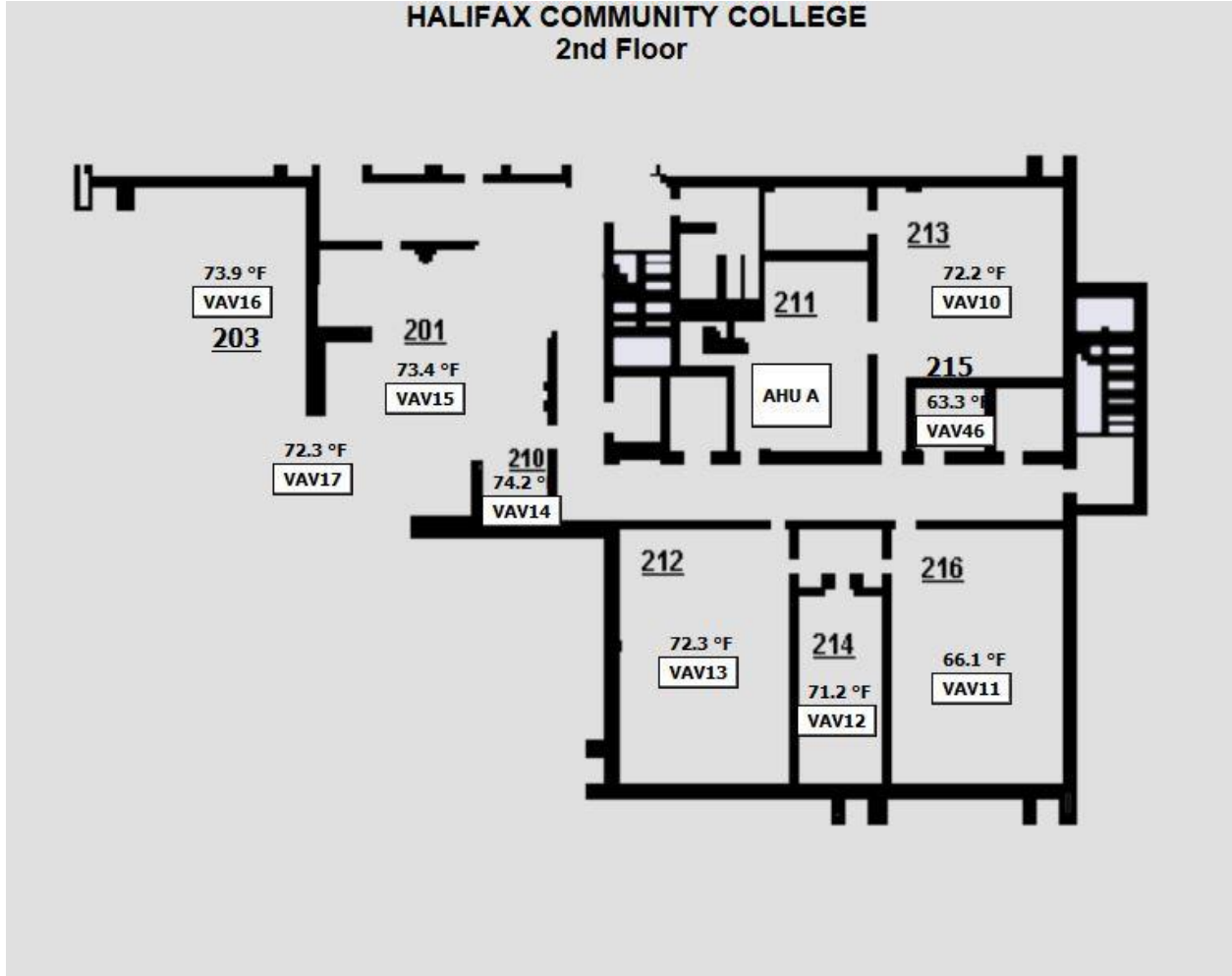
HALIFAX COMMUNITY COLLEGE
Admin

LOBBY

103B 103C

107

103A 103D 71.9 °F
VAV5

66.6 °F
VAV8

67.5 °F
VAV45

102 104 106

70.6 °F 70.5 °F 0.0 °F
VAV9 VAV7 VAV6

CLASSROOMS--FIRST FLOOR

HALIFAX COMMUNITY COLLEGE
Admin

HALIFAX COMMUNITY COLLEGE
Admin

HALIFAX COMMUNITY COLLEGE
Admin

A.V. MATERIALS
71.9 °F
VAV66

WORK ROOM   68.8 °F   67.8 °F
VAV65   VAV67

LEARNING RESOURCES
71.5 °F
VAV62

LEARNING LAB   72.8 °F
VAV64

72.4 °F   CR #1
VAV63

AHU C

LIBRARY

HALIFAX COMMUNITY COLLEGE
2nd Floor

HALIFAX COMMUNITY COLLEGE
2nd Floor

FAN BOX 28 ROOM 125

Main

Admin

Library

Max Cool CFM	Min Cool CFM	Min Heat CFM	Max Heat CFM
Setpoint 0.0 cfm	Setpoint 0.0 cfm	Setpoint 0.0 cfm	Setpoint 0.0 cfm

Desired CFM
0.0 cfm

Current CFM
0.0 cfm

DAMPER

Fan
Off

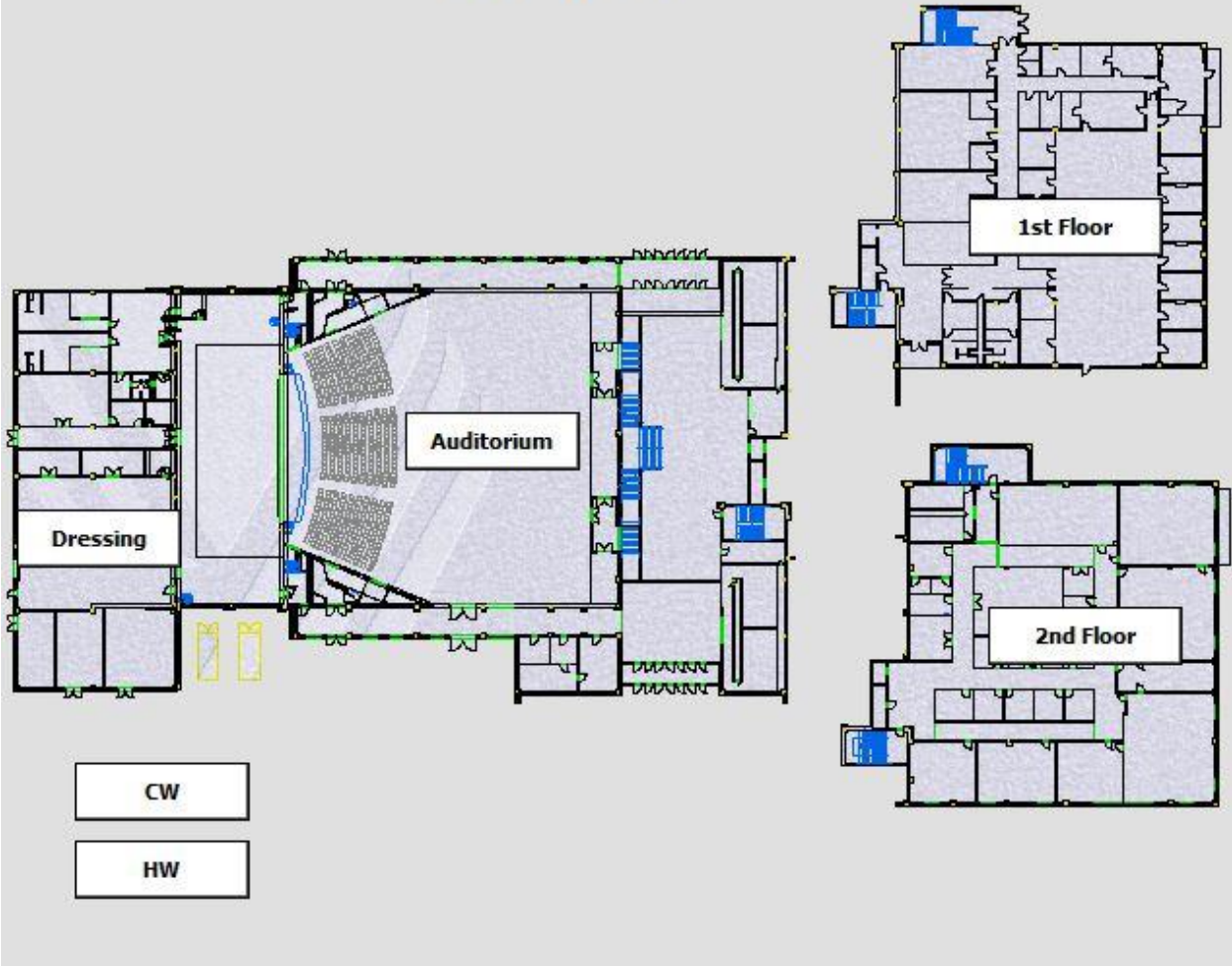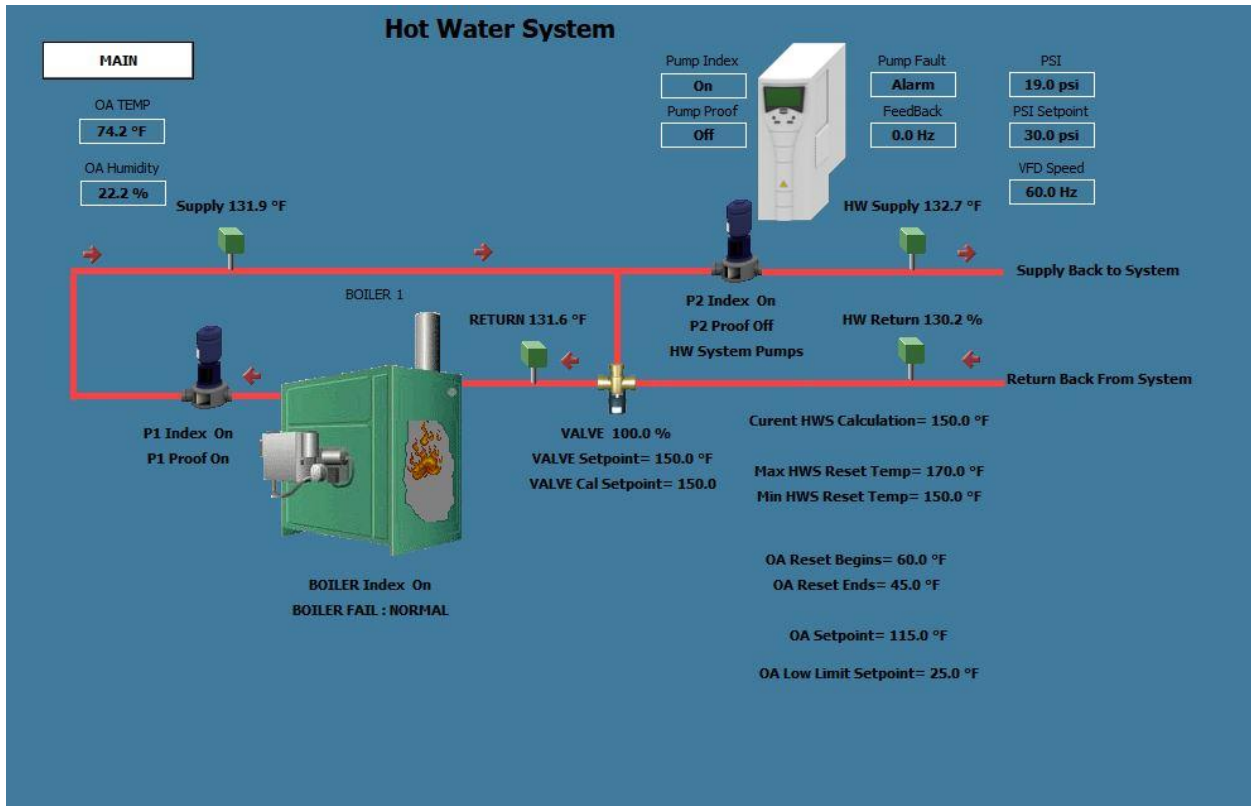HW Valve
Closed

Cool Setpoint	Heat Setpoint
0.0 °F	0.0 °F

0.0 °F

Space
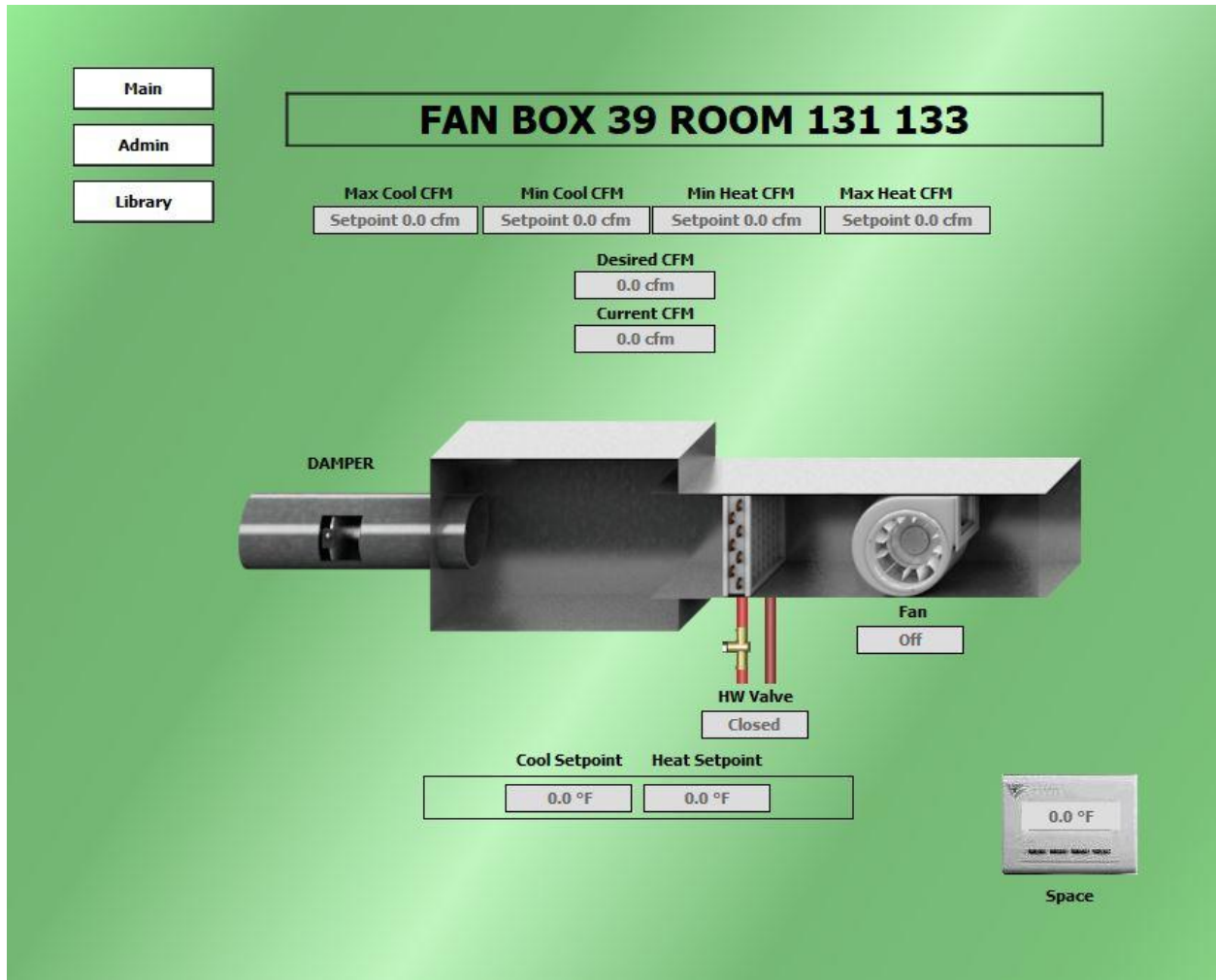
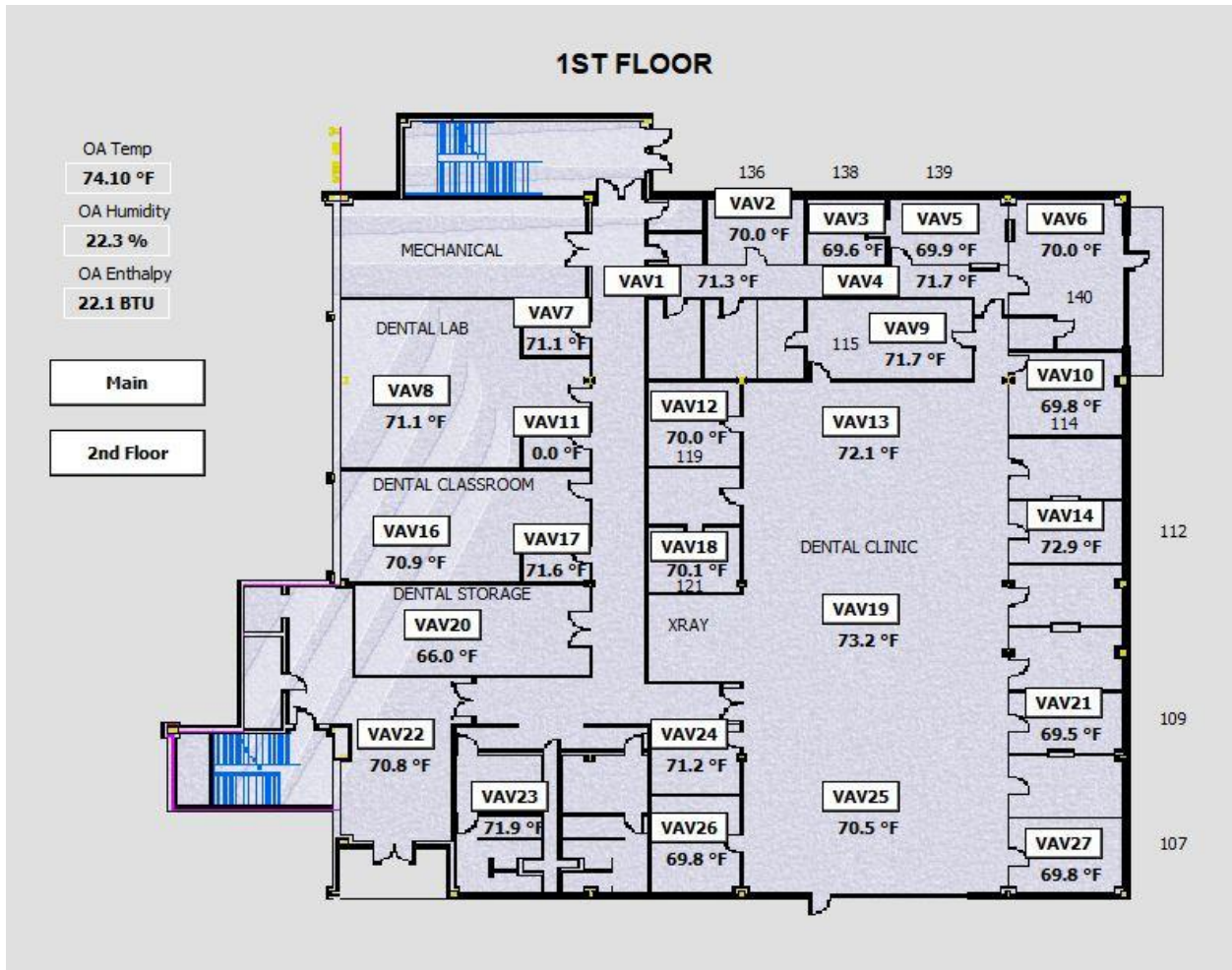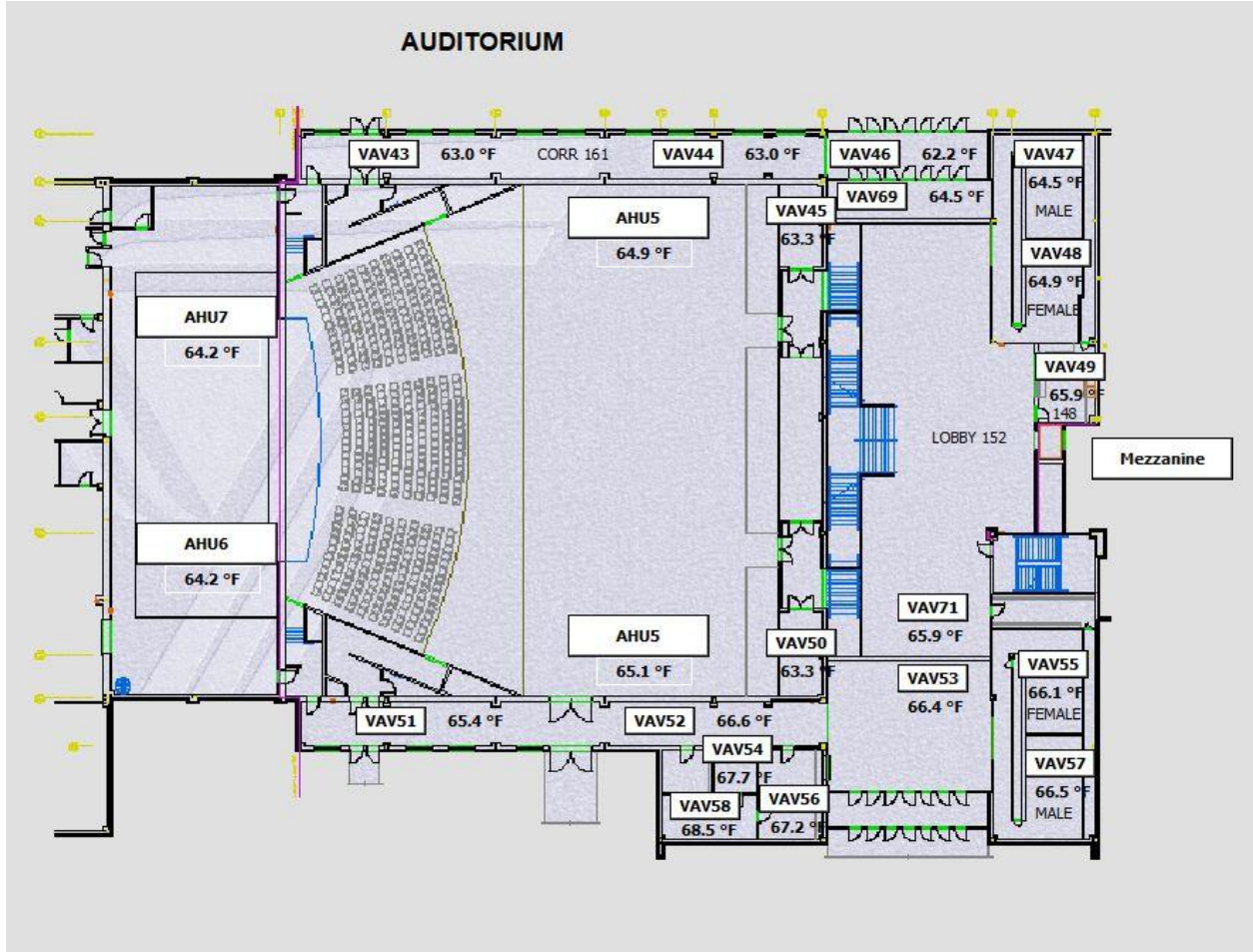| 200 BUILDING		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
72 VAV Boxes	Check Temperatures	Weekly
	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
9 AHU	Check belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
2 Chillers	Clean Coils	Semiannually
1 Boiler	Check Proper Operation	Weekly

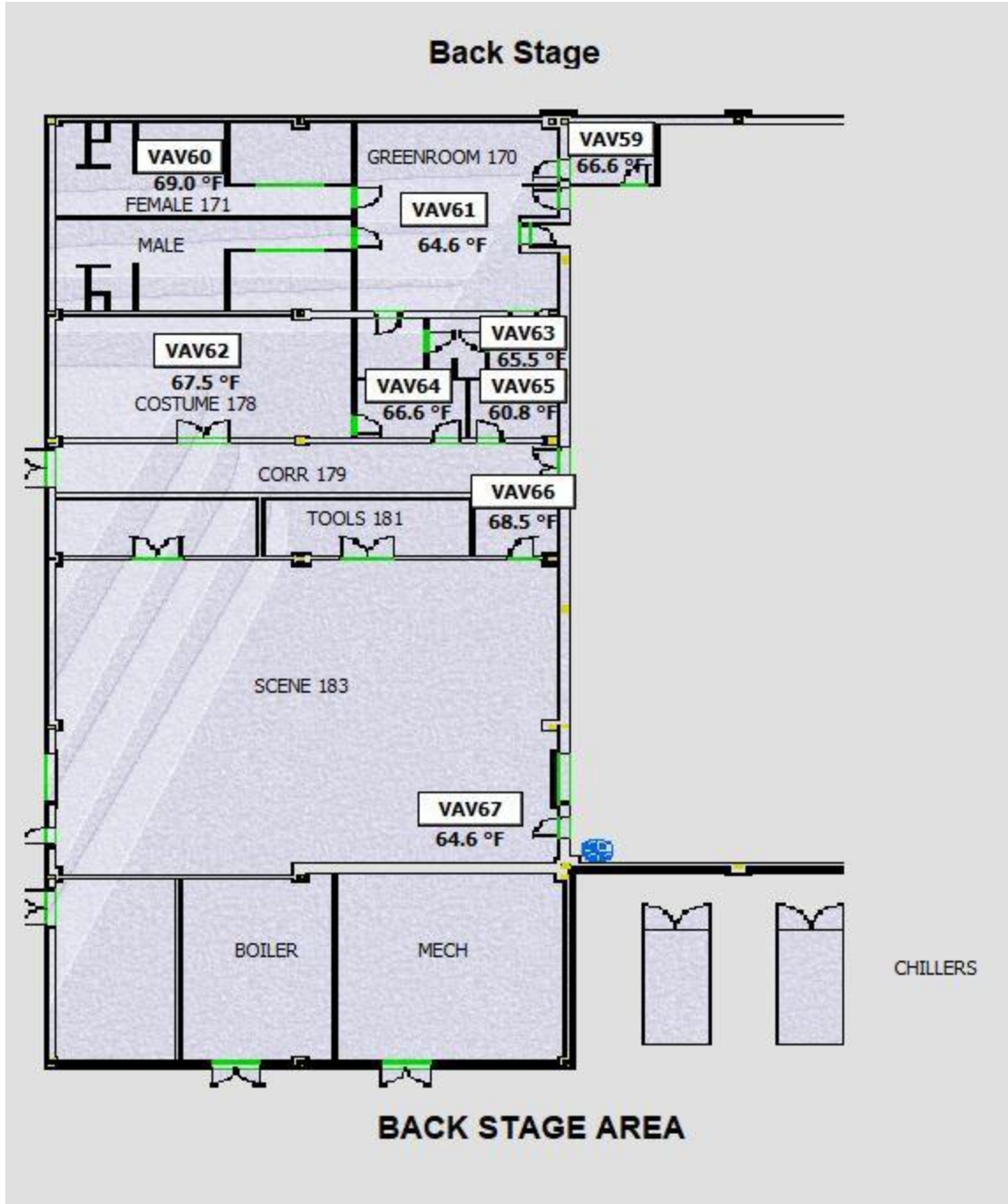**ENERGY CONTROLS SYSTEM PRINTOUTS FOR 200 BUILDING**

HALIFAX COMMUNITY COLLEGE
BUILDING 200

Chiller System

MAIN

Pump 5 Index
On

Pump Proof
On

Pump Fault
Normal

FeedBack
40.4 %

PSI
10.0 psi

PSI Setpoint
10.0 psi

VFD Speed
37.9 %

Bldg Return Water Temp
50.7 °F

CHW Return

Chiller 1 Index
Off

Chiller Supply Setpoint
44.0 °F

Chiller Alarm Status
NORMAL

CHW Supply

Bldg Supply Water Temp
45.3 °F

Pump 3 Proof
On

Entering Water Temp
46.9 °F

Leaving Water Temp
46.6 °F

Pump 4 Proof
On

Entering Water Temp
47.2 °F

Leaving Water Temp
43.5 °F

OA TEMP
74.2 °F

OA Humidity
21.9 %

Chiller 2 Index
On

Chiller Supply Setpoint
44.0 °F

OA Setpoint= 60.0 °F

OA Low Limit Pump Setpoint= 33.0 °F

Chiller Alarm Status
NORMAL

Envirocon
252-291-4618

Hot Water System

MAIN

OA TEMP
74.2 °F

OA Humidity
22.2 %

Supply 131.9 °F

Pump Index
On

Pump Proof
Off

Pump Fault
Alarm

FeedBack
0.0 Hz

PSI
19.0 psi

PSI Setpoint
30.0 psi

VFD Speed
60.0 Hz

HW Supply 132.7 °F

Supply Back to System

BOILER 1

RETURN 131.6 °F

P2 Index On
P2 Proof Off
HW System Pumps

HW Return 130.2 %

Return Back From System

P1 Index On
P1 Proof On

VALVE 100.0 %
VALVE Setpoint= 150.0 °F
VALVE Cal Setpoint= 150.0

BOILER Index On
BOILER FAIL : NORMAL

Curent HWS Calculation= 150.0 °F

Max HWS Reset Temp= 170.0 °F
Min HWS Reset Temp= 150.0 °F

OA Reset Begins= 60.0 °F
OA Reset Ends= 45.0 °F

OA Setpoint= 115.0 °F

OA Low Limit Setpoint= 25.0 °F

Back Stage

BACK STAGE AREA

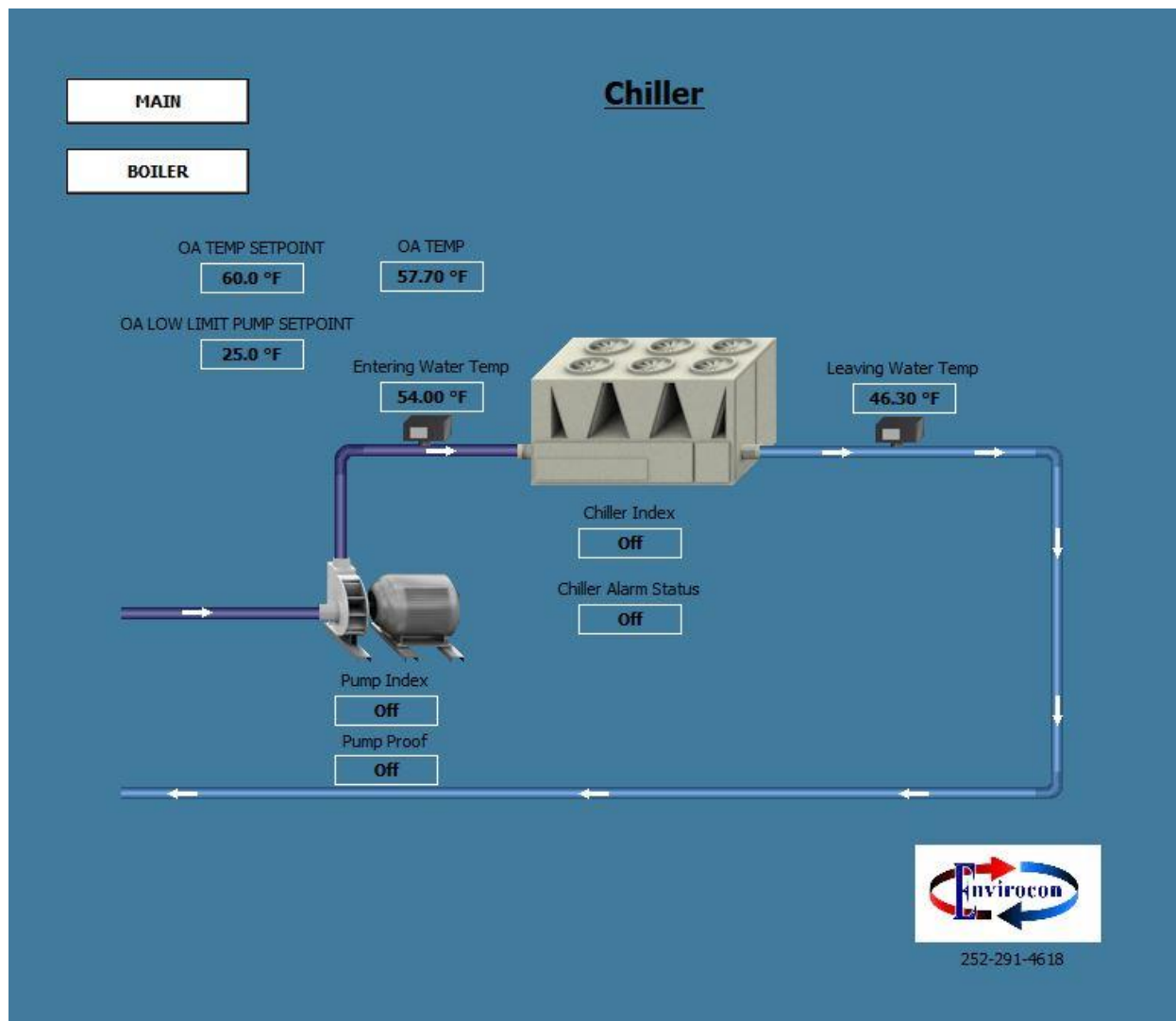| 300 BUILDING		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
9 AHU	Check Temperatures	Weekly
	Check belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
2 Chillers	Clean Coils	Semiannually
1 Boiler	Check Proper Operation	Weekly

NO ENERGY CONTROLS SYSTEM PRINTOUTS FOR 300 BUILDING-no automated control system exists for the 300 Building

400 BUILDING		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
11 Rooftop Package Units	Check Temperatures	Weekly
	Check Belt	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually

NO ENERGY CONTROLS SYSTEM PRINTOUTS FOR 400 BUILDING-no automated control system exists for the 400 Building

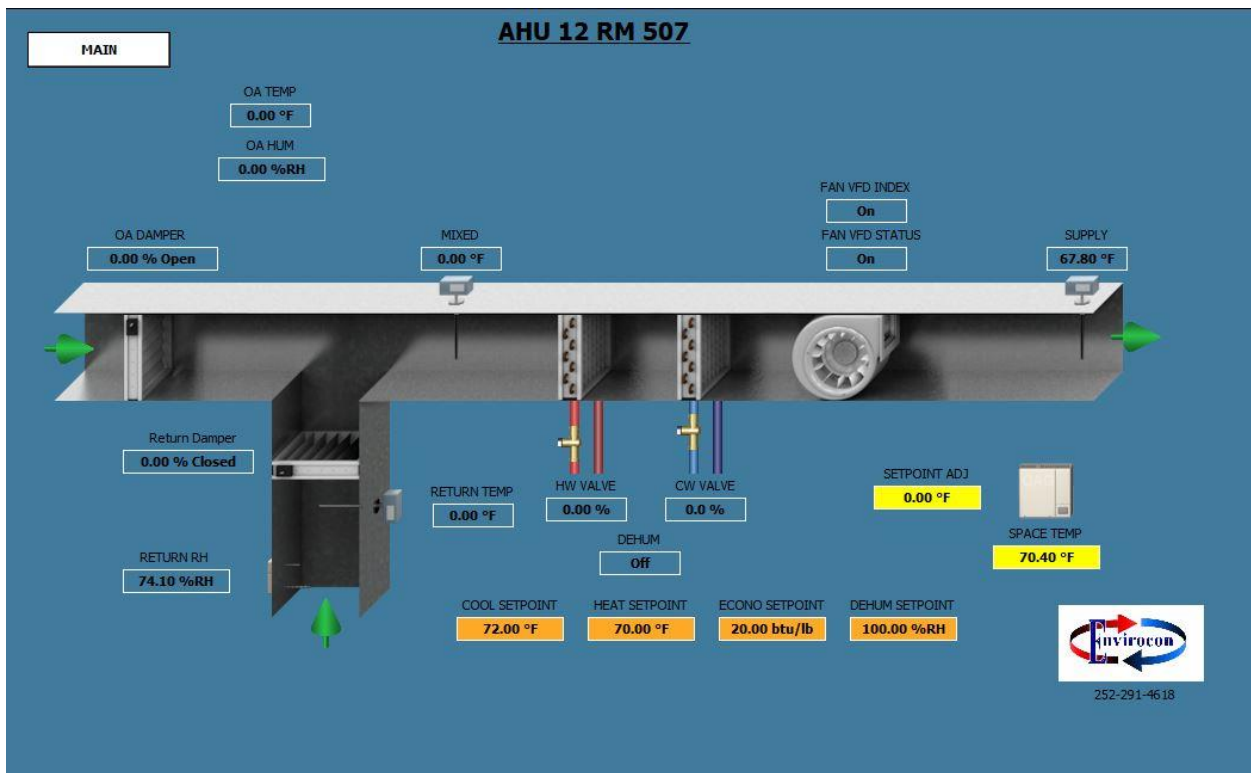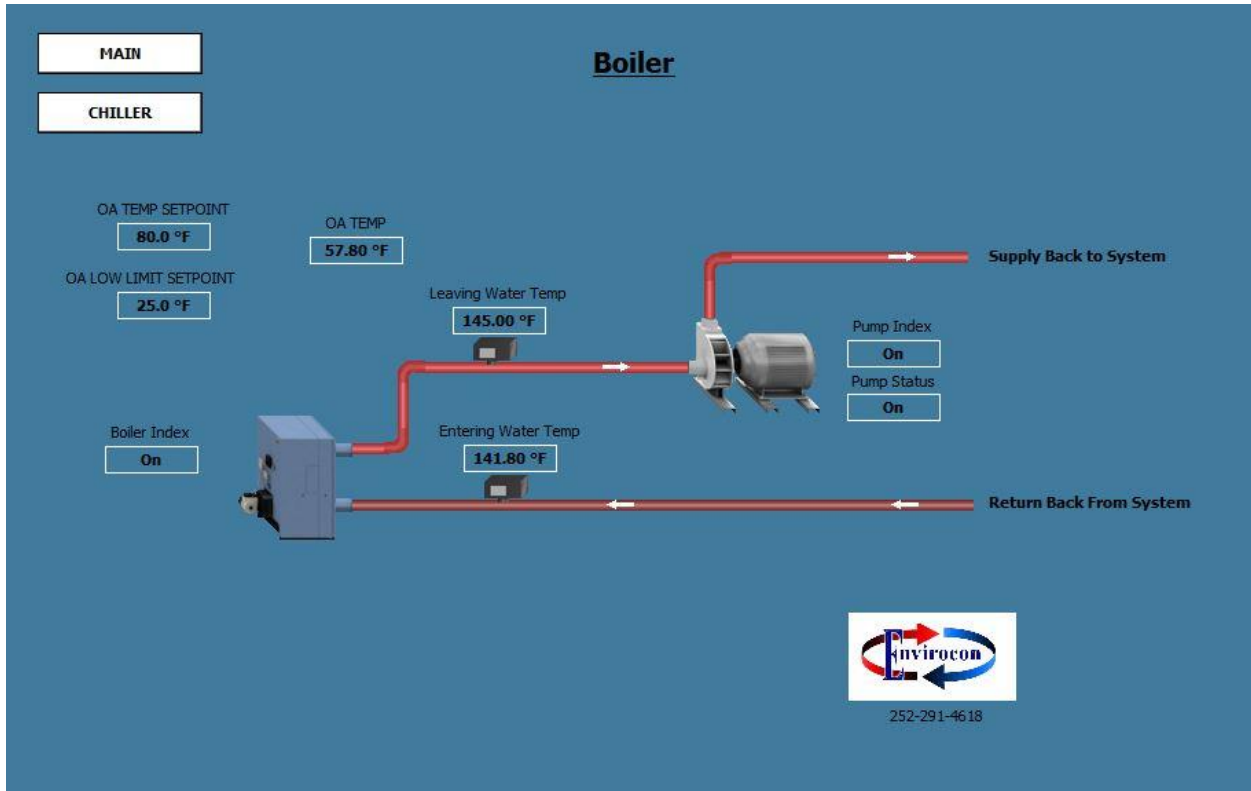| 500 BUILDING		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
18 AHU	Check Temperatures	Weekly
	Check Belt	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually
1 Chiller	Clean Coils	Semiannually
1 Boiler	Check Proper Operation	Weekly

ENERGY CONTROLS SYSTEM PRINTOUTS FOR 500 BUILDING

HALIFAX COMMUNITY COLLEGE
Building 500

Chiller

MAIN

BOILER

OA TEMP SETPOINT
60.0 °F

OA TEMP
57.70 °F

OA LOW LIMIT PUMP SETPOINT
25.0 °F

Entering Water Temp
54.00 °F

Leaving Water Temp
46.30 °F

Chiller Index
Off

Chiller Alarm Status
Off

Pump Index
Off

Pump Proof
Off

252-291-4618

Boiler

| MAIN |
| CHILLER |

OA TEMP SETPOINT
80.0 °F

OA TEMP
57.80 °F

Supply Back to System

OA LOW LIMIT SETPOINT
25.0 °F

Leaving Water Temp
145.00 °F

Pump Index
On

Pump Status
On

Boiler Index
On

Entering Water Temp
141.80 °F

Return Back From System

Envirocon
252-291-4618

AHU 12 RM 507

| MAIN |

OA TEMP
0.00 °F

OA HUM
0.00 %RH

FAN VFD INDEX
On

OA DAMPER
0.00 % Open

MIXED
0.00 °F

FAN VFD STATUS
On

SUPPLY
67.80 °F

Return Damper
0.00 % Closed

RETURN TEMP
0.00 °F

HW VALVE
0.00 %

CW VALVE
0.0 %

SETPOINT ADJ
0.00 °F

SPACE TEMP
70.40 °F

RETURN RH
74.10 %RH

DEHUM
Off

COOL SETPOINT	HEAT SETPOINT	ECONO SETPOINT	DEHUM SETPOINT
72.00 °F	**70.00 °F**	**20.00 btu/lb**	**100.00 %RH**

Envirocon
252-291-4618

600 BUILDING

EQUIPMENT NAME	TYPE OF PREVENTATIVE MAINTENANCE	FREQUENCY OF SERVICE
17 AHU	Check Temperatures	Weekly
	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually
1 Chiller	Clean Coils	Semiannually
1 Boiler	Check Proper Operation	Weekly

ENERGY CONTROLS SYSTEM PRINTOUTS FOR 600 BUILDING
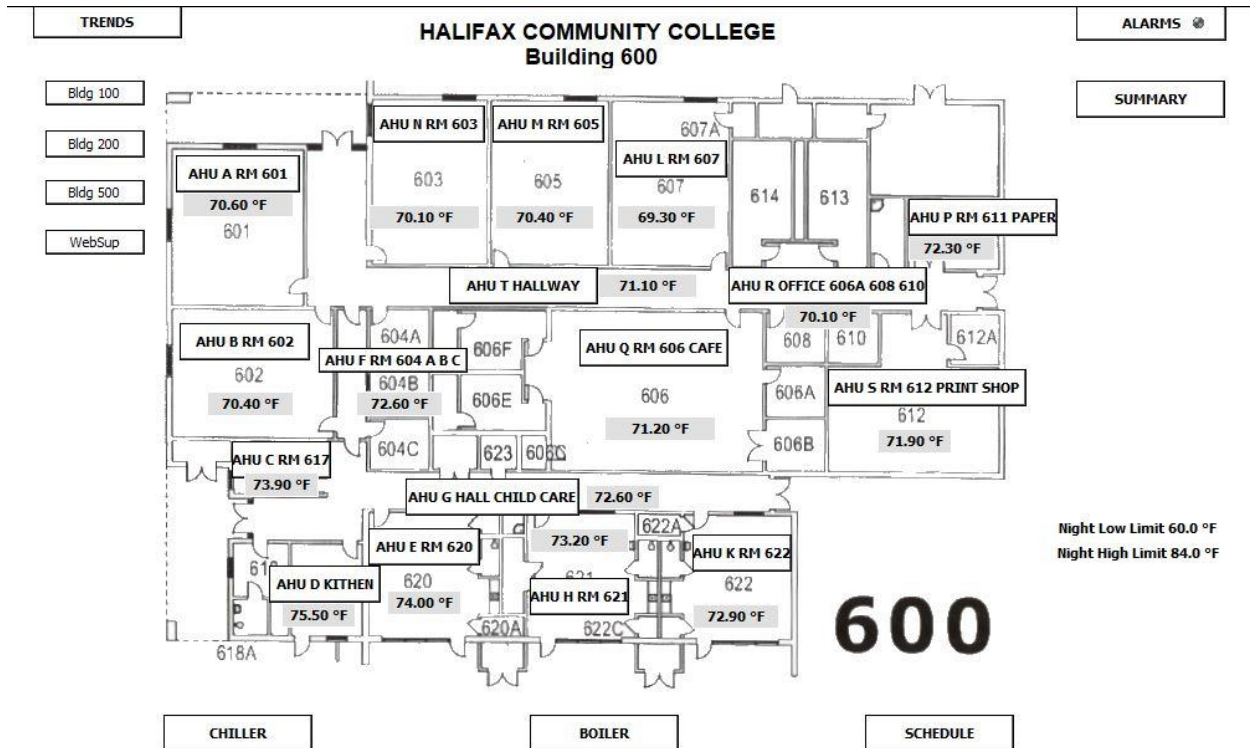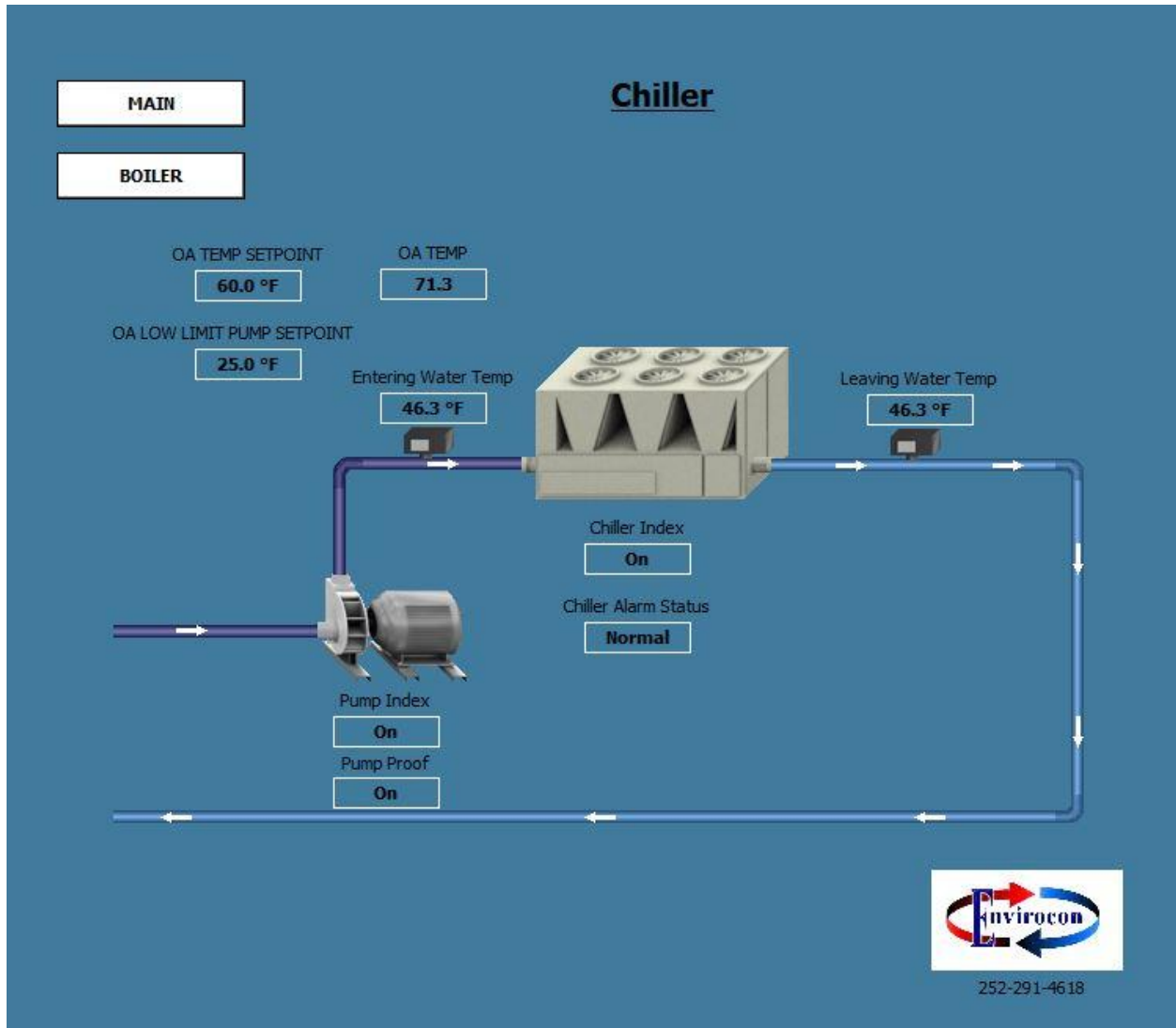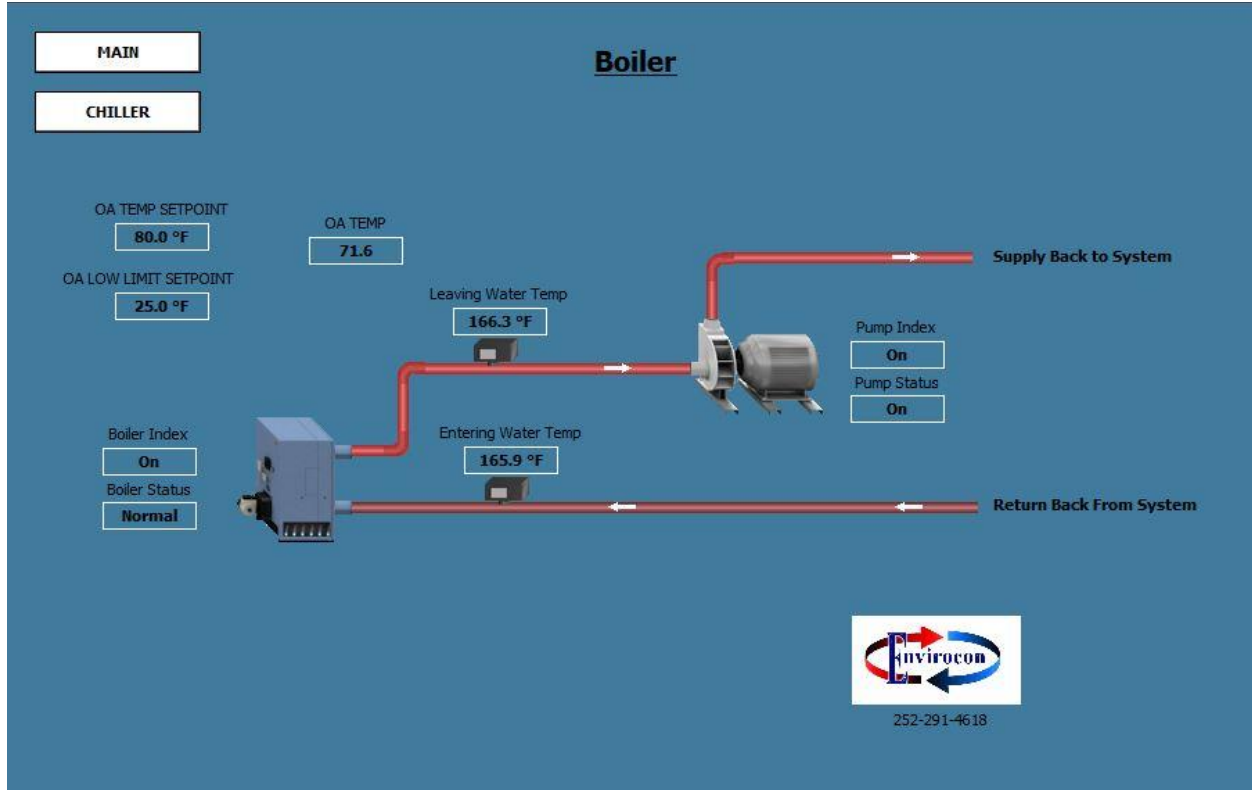
700 BUILDING		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
3 Split Systems	Check Temperatures	Weekly
1 Package Unit	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually

NO ENERGY CONTROLS SYSTEM PRINTOUTS FOR 700 BUILDING-no automated control system exists for the 700 Building

MAINTENANCE SHOP		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
1 Wall Mounted Air Conditioner	Check Temperatures	Weekly
1 Floor Heater	Check Parts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly

NO ENERGY CONTROLS SYSTEM PRINTOUTS FOR MAINTENANCE SHOP-no automated control system exists for the Maintenance Shop

MOBILE CLASSROOMS		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
3 Wall Mounted Heat Pumps	Check Temperatures	Weekly
	Check Belts	Quarterly
	Check Electrical Components	Quarterly
	Check Filters/Change if needed	Quarterly
	Clean Coils	Semiannually

NO ENERGY CONTROLS SYSTEM PRINTOUTS FOR MOBILE CLASSROOMS-no automated control system exists for the mobile classrooms

GREENHOUSE		
EQUIPMENT NAME	**TYPE OF PREVENTATIVE MAINTENANCE**	**FREQUENCY OF SERVICE**
1 Wall Mounted Air Conditioner	Check Temperatures	As Requested
1 Heater	Check Belts	As Requested
	Check Electrical Components	As Requested
	Check Filters/Change if needed	As Requested
	Clean Coils	As Requested

NO ENERGY CONTROLS SYSTEM PRINTOUTS FOR GREENHOUSE-no automated control system exists for the Greenhouse

The greenhouse HVAC is not operational at the time of this document. There had been

many years of no use of that facility. A project to make it completely operational as a greenhouse

with functional HVAC has been planned.

SECTION 4: CUSTODIAL MAINTENANCE

The employees of the Facilities Department provide custodial services on campus. This

was a change which occurred in July 2018 to provide the College greater service while being

more cost efficient. For many years before July 2018 the College outsourced custodial functions

to an independent contractor.

A. IN-HOUSE SERVICE

The full-time custodians begin working in the first shift at 6:00 a.m. with two custodians

completing early morning tasks. The majority of the custodial work on campus occurs in the

second shift. The Custodial Supervisor is a full-time employee who works with the evening part-time custodial crew to clean at night until 10:00 p.m.

B. LEVEL OF SERVICE

The level of service is to provide the College with a medium standard of cleaning conditions on the campus. Additional service beyond the College's Facilities Department is provided to the Centre when it has non-College related events. Those non-College related events are serviced by part-time employees who work with the Centre Manager to provide services typically at nights or on weekends.

C. SPECIFICATIONS

The custodial services which are provided to the campus include emptying trashcans, vacuuming classrooms and offices, cleaning bathrooms, cleaning exit/entrance door locks, turning off lights, dusting, moping/vacuuming floors, cleaning student desks/tables, classroom cleaning and office cleaning.

D. TASKS AND FREQUENCIES

Item	M	TU	W	TH	F
Emptying trashcans-daily	√	√	√	√	√
Vacuuming classrooms and offices-daily	√	√	√	√	√
Sweeping all tile floors-daily	√	√	√	√	√
Checking and replacing supplies in bathrooms-daily	√	√	√	√	√
Cleaning the bathroom sinks, toilets, urinals, counters, walls, stalls, dispensers, mirrors, bathroom doorknobs-daily	√	√	√	√	√
All exit/entrance doors locked-daily	√	√	√	√	√
Turn off all lights-daily	√	√	√	√	√
Dusting shelves, filing cabinets, copiers, computer terminals, bookcases, window ledges, etc. -Mondays	√				
Moping the floors/vacuuming floors-Tuesdays & Thursdays		√		√	
Cleaning tops of student desks, tables-Wednesdays			√		

Cleaning classroom doors, doorknobs, windows, light switches-Fridays					√

Note: No cleaning material, product, or equipment is to be used that damages the surfaces of the College. Materials Safety Data Sheets are available for all products used by the Facilities Department. Products must meet OSHA and EPA Standards.

E. KEYS AND SECURITY PROCEDURES

Keys are issued to new employees at the discretion of their supervisor. Keys are issued to Maintenance Department employees who work as full-time employees. Keys are not issued to part-time employees. Keys are collected from full-time employees by the Administrative Assistant to the Vice President of Administrative Services at the time of check out a day before employment ends.

While carrying College keys, it is the responsibility of the employee to provide maximum security of these keys. Loaning of College keys to other persons, such as non-employees, is prohibited. College keys that are lost, damaged, or stolen must be reported immediately to the supervisor or the Manager of the department.

SECTION 5: VEHICLE MAINTENANCE

The College maintains vehicles from two sources: (1) Motor Fleet Management and (2) the College.

A. MOTOR FLEET MANAGEMENT VEHICLES MAINTENANCE & SERVICE FREQUENCY

The Motor Fleet Vehicles include a vehicle assigned to the College President and other vehicles available to all other employees. These vehicles are used to bring employees to and from meetings in-state and occasionally out-of-state. There are three Motor Fleet Vehicles available on a regular basis to all employees and Chevrolet Impala used by the President primarily as means of ground transportation.

The maintenance of the Motor Fleet Vehicles is the responsibility of the College. The frequency of maintenance is determined by automated notifications from North Carolina Motor Fleet Management. The College brings the Motor Fleet Vehicles to local service providers of maintenance which have already been approved by North Carolina Motor Fleet Vehicles Management.

B. MOTOR FLEET MANAGEMENT VEHICLE INVENTORY
2016 Dodge Grand Caravan #1
2016 Dodge Grand Caravan #2
2016 Chevrolet Impala
2018 Ford Focus

C. COLLEGE VEHICLES MAINTENANCE & SERVICE FREQUENCY

The Facilities Department had used the three older vehicles of the 1987 Chevrolet truck, 1997 Ford truck, and 1997 Dodge van for many years. During the time of the outsourcing of maintenance duties on campus to an independent contractor those vehicles were not serviced on a regular basis. When the outsourcing ended in July 2018 those vehicles had not been serviced on a regular basis and were in need of service. The 1987 Chevrolet truck, 1997 Ford truck, and 1997 Dodge van are all on a regular maintenance schedule of quarterly being evaluated every 5,000 miles or 5 months. A 2009 Ford F-250 was purchased in 2019 from another State agency of North Carolina to provide a better quality vehicle and provide greater towing capacity when needed. It is on the same schedule of every 5,000 miles or 5 months to service.

Additionally, the College's utility vehicles had not been serviced on a regular basis during the period of outsourcing. The 2003 golf cart and the 1990 John Deere Gator have been serviced in 2019. The 1992 Toyota Forklift has been put on a maintenance schedule also. The 2018 Bobcat was purchased new in 2018 and has had no service yet, but it will receive it at the planned factory service amount of 50 hours. The College is trying to find resources to replace the

golf cart and the John Deere Gator due to their age. The oil and fluids are checked for each of the

vehicles daily before use.

D. COLLEGE VEHICLES INVENTORY
1987 Chevrolet 1 Ton Flatbed Truck
1997 Ford Ranger
1997 Dodge Van
2009 Ford F-250

E. COLLEGE UTILITY VEHICLES INVENTORY
2003 Golf Cart
1990 John Deere Gator
1992 Toyota Forklift
2018 Bobcat 3650

SECTION 6: FIRE PROTECTION AND UTILITIES

A. FIRE EXTINGUISHERS
It is important that the College's fire extinguishers function correctly.

Fire extinguisher inspections include the following:

Check to verify that the extinguisher is in the proper location and has no obstructions to access or visibility.

Verify that the extinguisher is fully charged as indicated by the needle pointing to the green area.

Verify that the extinguisher pin is in place and that the retaining seal is intact.

Inspect the extinguisher for blockage or sign of damage to the nozzle and hose.

Determine the extinguisher is at its correct weight by hefting or weighing with the correct weight is listed on the side of the extinguisher.

Inspect for damage, rust, dents on the body of the extinguishers.

Provide an inspection signature of the month and year that the inspection was completed on the tag.

Fire extinguishers are serviced each year by Halls Fire Service. Halls prepares a Fire and

Safety Inspection report of the campus each year. Any deficiency which is determined to exist is

worked to remedied immediately by the Facilities Department. Extinguishers which are determined to be defective are taken out of service and are replaced by other fire extinguishers.

B. KITCHEN SUPPRESSION SYSTEM

The range in the cafeteria is tested semi-annually by Williams Fire and Safety in accordance with adopted editions of NFPA 17, 17A, 96 and the manufacturer's manual. The College responds immediately for any items on the vendor's System Report that don't pass inspection or are an issue per the contractor.

C. FIRE HYDRANTS

Fire hydrant inspections and maintenance is performed by the Weldon Fire Department. The inspections occur on an annual basis.

D. HVAC FIRE & DETECTION SYSTEM

Williams Fire and Safety tests for the HVAC Fire and Detection system semi-annual when they are on campus to complete the test of the Kitchen Suppression System. The College responds immediately for any items that don't pass inspection or are an issue per the contractor.

E. LIGHTING

Lighting on campus is evaluated on a weekly basis by the Facilities Department. Lights in the parking lots which need repairs or replacement are evaluated to repair. In 2018 all of the lights in the parking lots and walkways on campus were replaced with LED lights. The College has identified addition lighting issues in the posts or in the electrical in the ground and has reached to an electrician to resolve all such issue in 2019.

The emergency lighting is evaluated on campus on a monthly basis by the Facilities Department. Emergency lighting which needs repairs or needs to be replaced is noted. The Facilities Department plans to make a request for funds to replace the Emergency Lighting System in the FY 20-21 budget requests due to the lack of functionality of the system. The Exit

lighting for emergencies is in place but many of the additional emergency lights and fixtures are

not working correctly and are very old.

SECTION 7: EXTERIOR BUILDING AND GROUNDS MAINTENANCE

A. LANDSCAPING AND GROUNDS MAINTENANCE

The Facilities Department cleans the grounds daily for debris, sticks, and other unwanted

items. The landscaping and grounds work of cutting the grass, mulching plants, spraying for

weeds, etc. is completed by an outside vendor.

B. PARKING LOT MAINTENANCE

Daily cleaning of the parking lots on campus occur. Any repairs in the parking lot areas

are completed by Facilities Department personnel as needed.

C. ROOF MAINTENANCE

The roofs at the College have a variety of ages in need of repair or replacement. Re-

coating of roofs have taking place in the following years:

2012-100 Building
2013-100 Building
2014-100 Building
2015-200 Building & 600 Building
2016-300 Building & 400 Building & 600 Building

When any major damage occurs the College reaches out to the installer if still under

warranty or reaches out other certified roof contractors to resolve roofing issues.

To aid in determining the full status of all roofs on campus the College has plans in 2019

with a roof inspection using drones with infrared capacities.

D. MASONRY/STRUCTURAL MAINTENANCE

Monthly visual Inspections occur by Facilities personnel. Any minor issues which can be

resolved by the Facilities Department are resolved promptly. Any major issues are evaluated with the assistance of experts from outside of the College for remedy.

E. SNOW/ICE REMOVAL PROCEDURES

Parking lots are pre-treated by employees of the Facilities Department. The parking lots are cleared by an outside vendor when needed due to snow/ice. The sidewalks and entrances pre-treated and cleared by the Facilities Department.

ACKNOWLEDGEMENT

Gratitude for much of the data to complete this Facilities Maintenance Plan was provided by the facilities director. The facilities director provided all of the HVAC visual reports in creation of this document using reports from HVAC software.

Appendix D

Administrative Unit Program Review

HALIFAX COMMUNITY COLLEGE

2019-2020 ADMINISTRATIVE UNIT PROGRAM REVIEW
UNIT: FACILITIES

EVALUATION DATE: 11/14/2019

Administrative Unit Review Team Committee
Co-Chair: Tara Keeter
Co-Chair: Dawn Veliky

Table of Contents

1. STATEMENT OF PURPOSE

The purpose of this Administrative Unit Program Review is to allow each administrative unit at HCC to complete a self-evaluation and review of their achievements on a three year basis. The data gathered will assist in self-improvement of each administrative unit while at the same time providing an integral part of institutional planning. The goal of greater efficiency and effectiveness of each unit at Halifax Community College is at the core of this review activity.

2. INSTRUCTIONS

This Administrative Unit Program Review covers the timeframe of the 2019-2020 academic year.

Please provide data related to the 2019-2020 academic year while considering questions that focus on anticipating future needs.

3. MISSION

Current unit mission:

> The purpose of Facilities is to provide a functional, safe, and aesthetically pleasing campus and atmosphere for effective learning in an efficient manner.

Halifax Community College Mission:

> HCC strives to meet the diverse needs of our community by providing high-quality, accessible, and affordable education, training and services for a rapidly changing and globally competitive marketplace.

4. VISION

Current Unit Vision:

Seeks to continuously improve daily operations, provide better customer service, improve stewardship of assets, maximize the use of limited funding to meet internal goals/objectives, and improve communication with employees, students, and the community.

Halifax Community College Vision:

Halifax Community College Vision: HCC will continue to be a catalyst for educational, cultural and economic progress in the Roanoke Valley by anticipating and responding to the needs of an evolving global community.

5. VALUES

Current Unit Values:

PATRIOTS!
Pride in the work we do
Accountable for our actions
Teamwork focused
Respectful of all
Integrity in doing what is right
Openness to new ideas
Trusted by all
Service at exceptional levels

Halifax Community College Values:

Halifax Community College Values:
Integrity: We uphold the ethical standards of truth, humility, respect and fairness to all people.

Service: We actively support serving our community through our participation and collaboration in meaningful activities.

Continuous Learning: We value the process of teaching and life-long learning by maintaining a culture of excellence in a student-centered environment.

Collaboration: We promote the combined efforts of all stakeholders in accomplishing our common goals by fostering open communication and strengthening our partnerships.

Accessibility: We provide pathways and support to all who seek educational opportunities, personal enrichment and a higher quality of life.

Innovation: We embrace new and creative approaches to improve the quality of education and services for our community.

Diversity: We believe an appreciation of differences adds to the richness of our students, our learning environment and our community.

Accountability: We take responsibility for continuous quality improvement, student success and focused outcomes, serving the expressed needs of our community.

6. MAJOR FUNCTIONS OF ADMINISTRATIVE UNIT

1. Provide daily custodial operations of the 7 buildings, classrooms, offices, stairways, laboratories, and corridors of the campus.
2. Provide facilities repairs during routine and special project work.

3. Perform preventative maintenance to be sure that systems are in proper working order and to increase the useful life of equipment and facilities.
4. Perform grounds upkeep to present the campus in all seasons of the year in an esthetically pleasing manner.

11 7. GOALS/OBJECTIVES

INSTITIONAL EFFECTIVENESS GOALS/OBJECTIVES THIS YEAR'S GOALS

Unit/Prgm Goal	Inst. Obj.	FY 19-20 Priority	Intended Outcome	Criteria for Success	Assessment Tools	Resources /Cost	Assessment Results/Outcomes	Use of Results
Replacement of control system in 100 Building for HVAC	6.5	1	To improve the ability to control the HVAC system in the 100 Building	The ability of the Facilities Director to control the entire 100 Building HVAC settings by laptop	Invoice showing completion of work	$196,500		
Chillers in 300 Building replaced	6	2	To improve cooling in the 300 Building	Better cooling in the 300 Building on a regular basis	Invoice showing completion of work	$142,500		
Water pressure	6	3	Improve water pressure to buildings across campus	The improvement of the water pressure to buildings across campus by vendor	Invoice showing completion of work	$400,000		
Natural gas project	6.5	4	To connect natural gas to the 300 Building and 200 Building to their own meters to provide better natural gas service to the campus through Connect NC Bond funds and allow for expansion to new building	New connection of natural gas causes better natural gas flows on a consistent basis on campus	Invoice showing completion of work	$34,000		

Security doors Connect NC Bonds	6.5	5	Replace exterior doors with security doors to allow lock down to occur	The replacement of doors with security doors by vendor	Invoice showing completion of work	$200,000		
500 Air Handlers	6.5	6	Improved airflow in the 500 Building	Measurably improved airflow with ability to control temperature and humidity by Facilities Director	Invoice showing completion of work	$341,392		
Evaluate 500 Building for structural issue repairs	6	7	An evaluation of the need for structural repairs to the 500 Bldg.	Evaluation for needed repairs for the 500 Building foundation created by vendor	Report for vendor regarding structural issues	$30,000		
Cosmetology HVAC	6	8	Repair airflow in the Cosmetology building	The repair of the airflow to the Cosmetology Building by a vendor	Invoice showing completion of work	$250,000		
Bathrooms renovation in library, 300, & 500 Buildings	6.5	9	To upgrade bathrooms in the library, 300, & 500 Buildings	Use of the upgraded bathrooms by students & employees	Invoice showing completion of work	$400,000		
Flooring & painting	6.5	10	To improve the campus tile and paint by	Replacing tile/carpet with tile causes more aesthetically appealing campus	Invoice showing completion of work	$600,000		
Courtyard sidewalk	6	11	Repair the sidewalk in the courtyard	The repair of the sidewalk in the courtyard by a vendor	Invoice showing completion of work	$15,000		
Facilities Maintenance Plan	6.2	12	Create a Facilities Maintenance Plan	The creation of a Facilities Maintenance Plan	The creation of the Facilities	$0		

Unit/Prgm Goal	Inst. Obj.	FY 18-19 Priority	Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
					by the VP of Admin Services & Facilities Director	Maintenance Plan			
Continue to improve professional development of employees	6	13	Continue to improve skill set of Facilities employees with professional development	The attendance of professional development events by Facilities employees	Certificates or evidence of attendance by employees	$1,500		
Surplus old assets	6	14	To improve campus by surplussing old assets	To clean up the campus including the Maintenance Shop and in other storage areas by surplussing assets	Paperwork showing that assets have been surplussed	$2,000		
Improve golf cart fleet (3)	6	15	To improve transportation on campus by employees	The purchase of new golf carts to replace the old ones	Paperwork showing that purchase has occurred	$24,000		
Purchase hand tools	6	16	To improve resources to Facilities team to work on campus projects	The purchase of new tools as resources	Paperwork showing that purchase has occurred	$5,000		

INSTITIONAL EFFECTIVENESS GOALS/OBJECTIVES LAST YEAR'S GOALS

Unit/Prgm Goal	Inst. Obj.	FY 18-19 Priority	Intended Outcome	Criteria for Success	Assessment Tools	Resources/Cost	Assessment Results/Outcomes	Use of Results
The bringing in house of employees as opposed to working under	6	1	To staff facilities with employees to provide better service at less cost.	The staffing of the members of facilities.	Staff members under contract as facilities team members.	$425,514	The reduction of the overall cost of the combination of the payroll for facilities for the year along with the cost of the outsourced yard care	100% complete. Desire to save $95,741 and provide better service across

a vendor with a contract.							compared to last year's outsourced contract to a vendor for all phases of facilities.	the campus. Employees hired by July 2018.
Improving the yard care service by outsourcing the yard care.	6	2	The improvement of the yard care on campus.	Survey results showing that the yard care has improved.	Survey.	$40,000	The survey results showing that the yard care has improved on campus in terms of beautification.	100% complete. Contract in place in July 2018 to improve campus lawn care.
The set up of a space in the 100 Building for the County Early College to successfully be taught on campus.	6	3	The painting and flooring changes in the 100 Building along with adding a commercial kitchen to allow high school students to be on the HCC campus all day.	The use of the classrooms and commercial kitchen on a daily basis by the County Early College students.	The open house that occurred indicating that classrooms were ready to be used by students in the fall 2018 semester.	$200,000	NHEC students are able to arrive on campus and take classes without leaving the campus providing greater stability with less travel time.	100% complete. Success in bring the NHEC on campus all day serves as a model of how to service high school students. Completed by June 2019.
The installation of boilers to improve heating in the 100, 300, 500 & 600 Buildings.	6.5	4	The improvement of classroom environment in the 100, 300, 500, & 600 Buildings.	Effective heating in the 100, 300, 500, & 600 Buildings.	Inspection report passed for new boilers.	$153,726	More consistent heating occurring with less breakdowns.	100% complete. More consistent heating in the 100, 300, 500, & 600 Buildings. Completed by February 2019.
The installation of chillers to improve	6.5	5	The improvement of classroom environment in	Effective cooling in the	Inspection report passed	$127,839	More consistent cooling occurring with less breakdowns.	100% complete. More consistent

cooling in the 500 & 600 Buildings			the 500 & 600 Buildings.	500 & 600 Buildings.	for new chillers.			cooling in the 500 & 600 Buildings. Completed by February 2019.

8. ADMINISTRATIVE UNIT ASSESSMENT VIA STUDENT SURVEY
PROGRAM ASSESSMENT INFORMATION FROM FALL 2018 STUDENT SURVEY

IMPORTANT FEEDBACK GATHERED FROM STUDENT SURVEY	ACTION ITEMS FOR CONTINOUS IMPROVEMENT	ACTION ITEM PLAN
Cleanliness of classrooms highest rating at 3.55 mean	Continued focus on area	None
Cleanliness of restrooms lowest rating at 3.28 mean	Greater focus on restrooms	Establish checklist of daily bathroom cleaning to be submitted to Facilities Director
Outside lighting of campus mean 3.51	Short-term work was done in 18-19 to replace old bulbs. Long-term goal is to replace the posts and repair underground wiring	In 18-19 all bulbs in campus outdoor lighting were changed to LED and results showed improvement

9. STAFFING

CURRENT STAFFING PROFILE

POSITION	LAST THREE YEARS STAFFING			ANTCIPATED STAFFING NEEDS	
	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
ADMINISTRATION	0*	0*	1	1	1
SUPERVISORY	0	0	1	1	1
FULL-TIME STAFF	0	0	4	4	10
PART-TIME STAFF	0	0	8	8	8
TOTAL FULL-TIME EQUIVALENT STAFF	0	0	10	10	14

* Outsourced staffing

STAFFING NEEDS

LIST ANTICIPATED STAFFING NEEDS FOR ACADEMIC YEAR 19-20	NEW (N) OR REPLACEMENT (R)	ESTIMATED TOTAL PERSONNEL COST (INCLUDE BENEFITS)	IE GOALS /OBJECTIVES NUMBER
REASON:			
REASON:			
REASON:			
TOTAL:			

10. PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT NEEDS FOR 19-20	NUMBER REQUESTED	TOTAL COST	IE GOALS /OBJECTIVES NUMBER
ACCFO Conference-J. Webb	1	$1,400	12
ACCFO District Meeting-J. Webb	1	$100	12
Blood Borne Pathogens-entire staff	10	$0	12
OSHA 10 training-entire staff	10	$0	12
		$0	
TOTAL		$1,500	

11. FACILITIES

FACILITIES NEEDS

FACILITIES NEEDS AND REASON	NEW (N) OR REPLACEMENT (R)	TOTAL COST (IF KNOWN OR CAN BE ESTIMATED)	IE GOALS /OBJECTIVES NUMBER
REASON:			
TOTAL			

12. TECHNOLOGY AND EQUIPMENT

TECHNOLOGY AND EQUIPMENT NEEDS

TECHNOLOGY & EQUIPMENT NEEDS AND REASON FOR 19-20	NEW (N) OR REPLACEMENT (R)	TOTAL COST (IF KNOWN OR CAN BE ESTIMATED)	IE GOALS /OBJECTIVES NUMBER
REASON: IMPROVE GOLF CART FLEET (3)	R	$24,000	14
REASON:			
REASON:			
REASON:			
REAON:			
TOTAL		$24,000	

13. OTHER NEEDS

OTHER NEEDS THAT DO NOT FIT ELSEWHERE	NEW (N) OR REPLACEMENT (R)	TOTAL COST (IF KNOWN OR CAN BE ESTIMATED)	IE GOALS /OBJECTIVES NUMBER
REASON:		$	
REASON:		$	
REASON:		$	
TOTAL		$ 0	

14. LONG-TERM PLANNING

LONG-TERM PLANNING DESCRIPTION OF ITEMS 2-3 YEARS INTO THE FUTURE	FISCAL YEAR REQUESTED	NUMBER REQUESTED	TOTAL COST (ESTIMATED)
Replacement of old air handlers in the 100 Building. Reason: Over 20 years old and inefficient	20-21	5	$400,000
Improve outside lighting by replacing poles and underground wiring. Reason: Over 30 years old and inefficient	20-21	165	$500,000
Improve inside lighting by replacing interior lighting with LED lights. Reason: malfunction now.	20-21	MULTIPLE	$500,000
Improve roofing by replacing roofing campus wide. Reason: leaks in roofing	20-26	7	$1,800,000
Replace control system and VAV boxes in energy system. Reason: Lack of controllable airflow in HVAC system.	20-26	7	$1,200,000
Replace old plumbing in the 100, 300, & 400 Buildings. Reason: Corroded piping across campus causing pressure and water issues.	21-22	3	$2,000,000
Repair parking lots with reseal and restripe across campus. Reason: cracks in surface and faded lines.	21-26	7	$300,000
Update carpet/paint in the Board Room & Admin offices. Reason: trip hazard of old carpeting and lack of visual appeal.	20-21	1	$40,000
Chiller replacement in 100 Building Reason: improved cooling of the 100 Building.	20-21	1	$195,000
3 General maintenance technicians to resolve campus maintenance issues. Reason: need for more personnel to complete on campus tasks.	20-21	3	$180,000
1 Plumber to resolve campus basic plumbing issues. Reason: need for expertise in plumbing on campus.	20-21	1	$70,000
2 Full-time custodians to improve campus cleaning.	20-21	2	$70,000

Reason: need for improved cleaning on campus.			
New Maintenance Shop & Warehouse due to old shop and no warehouse for shipping/receiving. Reason: Very old shed for maintenance is old and space does not function well for needs.	21-22	1	$1,000,000
Improved vehicle fleet (3). Reason: vehicles for county employees are decades old.	21-24	3	$120,000
Purchase articulated lift. Reason: to be able to reach and change out lighting on campus and in Centre	21-22	1	$70,000
Replacement forklift to move items on campus. Reason: old forklift is in need of replacement.	21-22	1	$50,000
Purchase general hand tools. Reason: lack of tools to perform work.	20-21	MULTIPLE	$10,000

15. SWOT ANALYSIS
(STRENGTHS/WEAKNESSES/OPPORTUNITIES/THREATS)
WHAT ARE THE UNIT'S STRENGTHS?

Knowledge of newly hired staff including the Facilities Director.
Can do attitude to work to roll up sleeves and get projects completed.
Service minded attitude of employees.
Experienced full-time custodial staff.

WHAT ARE THE UNIT'S WEAKNESSES?

Facilities Director and HVAC Specialists had their first year of experience working in the community college system in 2018-2019.
Lack of funding from appropriations were much lower than were requested in the budgeting process leading into the 2019-2020 fiscal year county budget.
A campus with many short-term and long-term infrastructure issues which have not been resolved for decades.

WHAT ARE THE UNIT'S OPPORTUNITIES?

Opportunities to better the campus by completing Connect NC Bond projects in FY 19-20 to help resolve infrastructure issues.
To make county commissioners more aware of defined needs at HCC campus regarding Facilities.
Continued growth of Facilities team as it has been in place only starting in the 2018-2019 fiscal year.

WHAT ARE THE UNIT'S THREATS?

Lack of funding from counties in the service area to allow the staff to complete more projects of need on campus.

16. ACHIEVEMENT

MAJOR ACCOMPLISHMENTS HONORS, AWARDS, MILESTONES OVER LAST THREE YEARS

Improved service and reduced budget costs by moving away from outsourced vendor for custodial, maintenance, and grounds services.

Completion of Connect NC Bond project to add boilers in the 100, 300, 500, & 600 Buildings.

Completion of Connect NC Bond project to add chillers in the 500 & 600 Buildings.

Successful transition of Northampton County Early College into a wing of the 100 Building.

Successful transition to a new outsourced provider of campus grounds.

Submitted by: *David L. Forester*

Date submitted: November 14, 2020

Appendix E

Consultancy Project PowerPoint Format

Executive Summary PowerPoint Presentation Slide Format
Slide 1: Background
Slide 2: Purpose
Slide 3: Literature Review and Other Sources
Slide 4: Scope
Slide 5: Approach
Slide 6: Activities and Action Plan
Slide 7: Activities and Action Plan (Gantt Chart)
Slide 8: Risks/Constraints
Slide 9: Quality Assurance Plan
Slide 10: Outcome Data Realized
Slide 11: Reflection
Slide 12: Areas for Future Study

Appendix F

Professional Literature Review

The most significant challenge in the partnering organization was related to organizational change after a restructuring of the Facilities Department. The articles in this professional literature review are sorted into two themes: (a) organizational change strategy, success, and resistance; and (b) comparison and contrast of organization change models. In completing this professional literature review, the focus remained associated with the two fundamental goals to most transformations of (a) increase revenue/profits or decrease costs and (b) be more efficient or effective (*8 Steps to Accelerate Change in Your Organization,* 2018).

Organizational Change Strategy, Success, and Resistance

Kotter and Schlesinger (1979) stated, there "is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle, than to initiate a new order of things" (p. 2). Kotter and Schlesinger pointed out that few organizational changes actually are considered to be complete failures. Alternatively, only a few tend to be entirely successful. Strong leadership with strategy is very important when it comes to making a successful organizational change. LaClair and Rao (2002) studied change programs at 40 for-profit organizations. The results showed that 58% of the for-profit organizations did not meet their targets, and 20% achieved only a third or less of the value expected from the change initiative. The other 42% of the for-profit organizations met their expected goals or exceeded them. Some organizations had gains as much as 200-300%. The for-profit companies who achieved the lowest gains in terms of returns also had poor change-management capabilities, and companies that gained big returns

had strong leaders. Leadership capabilities are essential when implementing success change initiatives.

A common concern within organizational change models is employee resistance to organizational change. Kotter and Schlesinger (1979) pointed out that human resistance to the change initiative often occurs and that change initiatives would be more successful if leaders considered in a systematic manner the resistance from employees before initiating the change. Kotter and Schlesinger stated that managers should consider employee reactions and the four most common reasons people resist: (a) a desire not to lose something of value, (b) do not understand all aspects of the change, (c) a true belief that the change is not good for the organization, and (d) an aversion to change. Of course, employee reactions can be positive also to change initiatives. Kotter and Schlesinger pointed out that the speed of the change initiative from the leader on a strategic continuum determines much in the process. Leaders desiring fast results have clearly planned visions, little involvement of others, and attempt to overcome any resistance from employees. Leaders desiring slower results from a change initiative do not have clearly determined objectives from the start, receive a large time commitment from other employees in the effort, and attempt to minimize any resistance from other employees. Schein and Schein (2017) wrote that resistance for change is important to consider when initiating a change and that it can result from a number of reasons. Those include the following employee fears: (a) loss of power or position, (b) temporary incompetence, (c) punishment for incompetence, (d) loss of personal identity, and (e) loss of group membership. The result can be either (a) denial of the change; (b) scapegoating, passing the buck, or dodging; or (c) maneuvering or bargaining. Schein and Schein make a

concerted effort to indicate to leaders to consider the anxiety of change to employees, as they are real emotions and can impact successful change.

Comparison and Contrast of Organizational Change Models

Does it matter what type of change model is selected for organizational change? What role does the leader have in the change process? Strategic leaders need to help employees prepare for the change to occur by helping them obtain new skills and capabilities, respecting the emotional state of employees during a change, and working with employees in different ways for successful change to occur (Hughes et al., 2014). For effective leadership to occur, there is a clear connection between the challenge and change and there is a clear connection between the challenge and being an effective leader (Kouzes & Posner, 2017). Therefore, effective leadership is essential in a successful change process and in the selection of the appropriate organizational change model. Three popular organizational change models were examined in this Consultancy Project and in the Calder (2013) article: ADKAR developed by Jeff Hiatt, Kurt Lewin's change model, and Kotter's change model (*8 Steps to Accelerate Change in Your Organization*, 2018*)*.

ADKAR is an abbreviation for (a) awareness, (b) desire, (c) knowledge, (d) ability, and (e) reinforcement, according to Calder (2013). Awareness is what needs to change and why is it important that change occurs. Desire is the motivation to make the change in a goal being met, while considering that resistance from others may occur. Knowledge is the set of information that the change agent possesses to bring the change to fruition. Ability refers to the ability of the change agent to implement the desired change. Reinforcement is that the change sticks as a successful outcome and becomes

part of the culture of the organization. The ADKAR change method focuses on changing one person, the individual; but the model can be used on a larger scale for a macro change to occur.

Calder (2013) explained that Kurt Lewin's change model is based on a three step approach of (a) unfreezing, (b) changing, and (c) refreezing. The model focuses on driving forces desiring change to occur and restraining forces that do not desire change to occur. The unfreezing stage occurs first when driving forces are greater than restraining forces and, in that way, motivation to change exceeds the desire not to change. The change can meet employee resistance in this first stage according to Lewin. Employee resistance can be reduced through open communication with employees, increasing training for greater knowledge and skills, employee involvement for feedback in the change process, stress management of employees, negotiation with employees to persuade them to get on board with change, and coercion to either change or no longer be employed. Changing is the stage when the actual change occurs. Refreezing is when the change is reinforced and feedback is given to those involved in the change to allow them to know about the success of the change.

Kotter developed an updated eight steps for organizational change (*8 Steps to Accelerate Change in Your Organization,* 2018). Kotter's change model was developed with a large focus on upper-level management serving as change agents. Kotter's sequential, updated eight steps are (a) create a sense of urgency, (b) build a guiding coalition, (c) form a strategic vision and initiatives, (d) enlist a volunteer army, (e) enable action by removing barriers, (f) generate short-term wins, (g) sustain acceleration, and (h) institute change. Kotter's eight steps can be summarized as follows. Create a sense of

urgency is where a big opportunity that would ignite the hearts and minds of employees is encountered. Building a guiding coalition consists of different people from different hierarchies in the organization getting involvement. Form a strategic vision and initiatives allows leadership to explain how the future will be different for employees than the present. Enlist a volunteer army is a change of a large scale that occurs only with a large number of employees behind the vision and initiative. Enable action by removing barriers is a step where leaders remove inefficient processes to get real results. Generate short-term wins occurs when leaders communicate frequently about wins and create meaning for employees to allow the belief that the success can be replicated or adapted to future efforts. Sustain acceleration is for the team to press harder after the first success so they can build on it for momentum to occur and to revisit the sense of urgency as the first step. Institute change is a step to define and communicate connections between behaviors and what caused successful change initiatives to set the seeds for repeated successes.

Which model is best? It depends. Calder (2013) stated those who desire a simple organizational change model may choose Lewin's model. Those who desire more detail to the process should like the Kotter model best with eight steps to provide more structure. Due to Lewin's model being so simple, it is more open for change to the benefit of the leader so they can facilitate change in extremely complex situations. Calder stated that there is much overlap between the ADKAR model and Lewin's model when the resistance reduction tactics are included in the following manner: Lewin's unfreezing is equal in the methodology to ADKAR to awareness, desire, and knowledge. Changing for Lewin is equal to ability for ADKAR. Finally, refreezing for Lewin is synonymous with reinforcement for ADKAR. Additionally, it is pointed out that Kotter's eight steps for

organizational change are comparable to Lewin's model in that unfreezing is similar to the first four steps for Kotter. Kotter's model can be driven with few executives leading the change. The change model from ADKAR stated that "for a group or organization to change, all the individuals within that group must change … we must first understand how to affect change one person at a time" (*The Prosci ADKAR Model*, n.d., p. 4).

Kotter has updated his model with new terminology of the steps compared to his original change model (*8 Steps to Accelerate Change in Your Organization*, 2018). Kotter has expressed that it is ongoing and dynamic in nature due to an ever-changing world and business environment. Beginners may want to use the ADKAR model because each change step is clearly defined (*The Prosci ADKAR Model*, n.d.). Kotter's model focuses on senior executives leading the change process (Calder, 2013). Primarily due to those factors along with the successes it has had with the business environment, the model from Kotter was implemented with the partnering organization. Kotter's model was the preferred change model to use with the partnering organization because those making changes were experienced executives who needed no guidance on implementing change. Lewin's model describes overcoming resistance to change; but due to the experience of the leadership team leading the change, that information was already possessed by the leaders.

Kotter's change theory has shown that it can be used successfully for changes in for-profit entities with Hong Kong Broadband Network (Li, 2018). In the Hong Kong Broadband Network case, an addition principle of the hand was added to the already established principles of the head and the heart. The hand was viewed as being associated with doing, while head is associated with thoughts/strategy development, and the heart is

associated with feeling of engagement and commitment. The heart is appealing to want to, the head to ought to, and the hand to how to (Li, 2018).

The importance of the connection to the heart has been emphasized by Maxwell (2007) when stating, "You (the leader) can't move people to action unless you first move them with emotion…. The heart comes before the hand" (p. 115). There was a focus of the change agents to make sure those employees involved in the changes had full understanding and value of the change initiatives at the partnering organization. The 8-step method of change formulated by Kotter has been implemented additionally with nonprofits as has occurred in this Consultancy Project with higher education (Richesin, 2011).

Transformational changes were made to the Facilities Department of the partnering organization. After considering different organizational change models developed by Lewin, Hiatt, and Kotter, the model from Kotter was chosen as the preferred method based on the skill set of those employees leading the changes (*8 Steps to Accelerate Change in Your Organization,* 2018). There is variety and yet at the same time similarity between the different organizational change models of Lewin, Hiatt, and Kotter. The change model from Kotter led the changes to focus on (a) reducing costs and better aligning limited resources to the budget and (b) being more efficient and effective as described in Kotter's change model (*8 Steps to Accelerate Change in Your Organization*, 2018).

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