



Fresno City College



Clovis
Community
College



STATE CENTER COMMUNITY COLLEGE DISTRICT 2019-2030 Districtwide Facilities Master Plan Update

2019



Table of Contents



ACKNOWLEDGEMENTS

	<i>Page no.</i>
Letter from the Chancellor	5
Letters from the College Presidents	
<i>Fresno City College</i>	6
<i>Reedley College, Madera Center, Oakhurst Center</i>	7
<i>Clovis Community College</i>	8
<i>Madera and Oakhurst Community College Centers</i>	9
Facilities Master Planning Group Structure	11
Facility Master Planning—Key Participants	12
Meeting Dates	15
Planning Team	16

THE PROCESS

	<i>Page no.</i>
Bond Projects	31
Connection to the Educational Master Plan	32
Connection to the Constituents	34
Enrollment and Growth	36
Funding	45
<i>Local Bond</i>	
<i>Statewide Bond</i>	
<i>Student Assessments</i>	
<i>Public/Private Partnerships</i>	
Grants	
Facility Assessments	46

DISTRICTWIDE PLANNING RECOMMENDATIONS

History of the District	18	Sustainability and Energy Efficiency Goals and Concepts	48
District Strategic Plan	19	Modernization Standards	50
Facilities Master Plan Purpose, Process, and Goals	20	Accessibility Policy Goals	51
District Campuses		Technology Policy Goals	52
<i>Fresno City College</i>	21	Landscape and Irrigation Policy Goals	55
<i>West Fresno Campus</i>		Land Resource Utilization—Public Private Partnerships	56
<i>First Responder Campus</i>		Total Cost of Ownership	57
<i>Reedley College</i>	22	District/Campus Design Guidelines	66
<i>Madera Community College Center</i>		Student Support/Tutorial/Collaboration Spaces	68
<i>Oakhurst Community College Center</i>			
<i>Clovis Community College</i>	27		
<i>Herndon Campus</i>	28		
<i>District Office</i>	29		



Table of Contents

FACILITY MASTER PLANS

Fresno City College	<i>Page no.</i>
Mission Statement/Strategic Plan Goals	72
Master Plan Overview	73
Existing Campus Plan	86
2030 Master Plan	87
Long Range Master Plan	88
Circulation Diagram	89
Landscape Master Plan	90
Recommendations Projects/Priorities/Phasing	91
Master Planning Needs and Programs	92
West Fresno Campus	
Existing Career Technology Center	94
Master Plan Overview	95
First Responder Campus	
Master Plan Overview	98
Reedley College	
Mission Statement/Strategic Plan Goals	100
Master Plan Overview	101
Existing Campus Plan	114
2030 Master Plan	115
Long Range Master Plan	116
Circulation Diagram	117
Landscape Master Plan	118
Recommendations Projects/Priorities/Phasing	119
Farm Parcels	120
Neighborhood Zoning Plan	121

Madera Community College Center	<i>Page no.</i>
Mission Statement/Strategic Plan Goals	123
Master Plan Overview	124
Existing Campus Plan	130
2030 Master Plan	131
Long Range Master Plan	132
Circulation Diagram	133
Landscape Master Plan	134
Recommendations Projects/Priorities/Phasing	135
Neighborhood Zoning Plan	136
Oakhurst Campus	
Mission Statement/Strategic Plan Goals and Objectives	137
Existing Campus Plan	138
Master Plan	139
Clovis Community College	
Mission Statement/Strategic Plan Goals	143
Master Plan Overview	144
Existing Campus Plan	149
2030 Master Plan	150
Long Range Master Plan	151
Circulation Diagram	152
Landscape Master Plan	153
Recommendations Projects/Priorities/Phasing	154
Neighborhood Zoning Plan	155
Herndon Campus	
Master Plan Overview/Existing Campus	157

APPENDICES

	<i>Page no.</i>
A Facilities Assessment	159
Fresno City College	
Reedley College	
Clovis Community College	
Madera Community College Center	
B Parking Studies	16
Fresno City College	
Reedley College	
Clovis Community College	
Madera Community College Center	

Note: The full reports for Appendix A and B are available from the district.



ACKNOWLEDGEMENTS

Facilities Master Plan



Letter from the Chancellor



Dr. Paul Parnell

Chancellor, *State Center Community College District*



On behalf of the Board of Trustees, administration, faculty, staff and students, it gives me great pleasure to present the 2019-2030 State Center Community College District Facilities Plan. For more than a century, our colleges and centers have been providing outstanding educational programs and services for students in the Central Valley. Over the past few years, the District has experienced tremendous growth, now serving more than 67,000 students. This document has been developed with the input of all our stakeholders and provides a strategic framework for where we need to grow to better serve our students.

Our mission is to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness which will transform our region. The passage of our \$485 million facilities bond in 2016 is assisting in our ability to provide new and improved facilities to our growing District.

New bond projects that will provide state-of-the-art learning environments include a West Fresno campus, a First Responders campus, a permanent campus building in Oakhurst, a Center for Fine and Performing Arts in Reedley, an Applied Technology Building in Clovis, and a Center for Agriculture and Technology Building in Madera, to name a few.

I want to thank the many faculty, staff, students, administrators, and community members for participating in the development of this plan. In addition, I would especially like to thank our Board of Trustees for providing the leadership and vision to address the needs of the community we serve.

Dr. Paul Parnell
Chancellor, State Center Community College District



Letter from the College President



Dr. Carole Goldsmith
President, *Fresno City College*



Since 1910, Fresno City College, California's first community college, has been serving the higher education needs of Valley residents. Opening with only 20 students, Fresno City College has grown steadily over the past century and now serves over 35,000 students annually. Located in the heart of the city, Fresno City College occupies nearly 100 acres.

Fresno City College is the largest campus in the State Center Community College District. Our comprehensive instructional programs in numerous disciplines and career training programs continue to expand and meet the Valley's economic needs. With increasing enrollment growth, dynamic technology needs and constant workforce training requirements, it is essential to periodically evaluate what is needed to best meet the needs of our students and the community.

Fresno's tale of two cities is widely known. Equally understood is the role of education in changing the economic trajectory and improving the overall health of the valley. Over the last two years, the college has evaluated and reflected on our practices and educational programs to ensure they remain relevant and to evaluate future opportunities. This Facilities Master Plan is the culmination of the participation of the community and all college constituency groups.

Throughout the entirety of the college's history, the residents of Fresno have provided consistent, faithful, and unparalleled support. In 2016 the voters in the District demonstrated their support of higher education with the passage of a \$485 million-dollar general obligation bond for capital improvements. Additionally, the passage of a statewide bond has provided the College with the infusion of funding to allow the college to plan for additional new space as well as renovation of existing space. We have added much needed technology infrastructure, and we are finalizing plans for a state-of-the-art science and engineering building, new West Fresno Campus and First Responder Campus as well as a new Child Development Center.

The Facilities Master Plan creates a framework of systems to support current and future growth and campus improvement. It serves as a blueprint, bringing all district projects together to serve one vision. This Facilities Master Plan is intended to support student access and success, learning, and teaching. It aims to balance and support socialization and formal learning. It prioritizes student and staff safety while fostering environmental responsibility. It makes the highest and best use of existing facilities, builds upon current planning documents, and creates unique "places" within the environment. This is not a short-term document, but a plan for the future. The vision is one that goes through 2030. We are very excited about this innovative, creative, environmentally friendly, and service-oriented plan for the college.

The new SCCC Districtwide Facilities Master Plan is informed by our mission, vision and our core values, and serves as our guide to determine how facilities and infrastructure will need to grow and evolve to support the FCC Educational Master Plan. It is exciting to have been a part of developing this vision for the college, and even more thrilling to look forward to beginning the construction on what promises to be a gem for the San Joaquin Valley and the California Community College system.

Dr. Carole Goldsmith
President, Fresno City College



Letter from the College President



Dr. Jerry Buckley



To our community:

Reedley College is one of the oldest and most recognized rural community colleges in California, offering an award-winning agricultural program, critically important natural resources programs that help maintain the environmental balance within our local mountains and rivers, as well as a cutting-edge flight science program that helps train the next generation of commercial pilots. With an aging infrastructure, we look forward to introducing new and expanded facilities for our students over the next ten years to enhance learning and access to technology that will help better prepare the Central Valley's next generation workforce.

As a comprehensive college, we are equally excited to enhance education within the fine and performing arts with a state-of-the-art facility that will improve the college's ability to both convene community events, as well as share and celebrate our local cultures. As a community college, Reedley will continue to partner with our K-12 districts and four-year universities to enhance the educational attainment of our youth and upskill our existing workforce. Our commitment with local industries to help improve the economy of the Central Valley through education and prepare our students for careers in a competitive world-wide job market is a never-ending process that will benefit greatly from the modernization of our campus.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J.L. Buckley'.

Dr. Jerry L. Buckley
President , Reedley College





Letter from the College President



Dr. Lori Bennett

President, *Clovis Community College*



This Facility Master Plan was developed based upon the 2017-2027 Educational Master Plan for Clovis Community College and reflects the future programs and facilities that will be designed and built as the college, and the community it serves, continue to grow. The identification and prioritization of the future facilities outlined in the master plan was the result of a collaborative effort among Darden Architects consultants, faculty, staff, students, and administrators.

In February 2018, the college hosted an open meeting with the architects to discuss the future needs and goals of campus facilities. Based on feedback received, a proposed project list was developed. A town hall meeting was held in September 2018 to review and discuss. District representatives attended meetings of the college Environmental Health & Safety and Facilities committee throughout the 2018-2019 academic year to provide updates on the facilities master plan progress. In March 2019, a draft was forwarded to college constituents for final review and feedback. The draft master plan was presented to the SCCCD Board of Trustees at their November 2018 meeting.

I would like to thank the college for their hard work and collaboration throughout the development of this important document. As we plan for our future, we have remained committed to our core mission and values. The facilities proposed will support the college as it strives to Create Opportunities...One Student at a Time.

Dr. Lori Bennett
President
Clovis Community College



Letter from the Campus President



Ángel Reyna

President, *Madera and Oakhurst Community College Centers*



Madera Community College Center:

This Facility Master Plan is based upon the Educational Master Plan for Madera Community College Center as it reflects the future programs and facilities that will be designed and built as the center continues to grow and develop. The identification and prioritization of the future facilities outlined in the master plan was the result of a collaborative effort among Darden Architects consultants, faculty, staff, students, administrators, and community members. We are beginning to see the results of this dedicated work, with the opening of our state-of-the-art Center for Agriculture and Technology for the Spring 2020 semester, and continued progress and dialogue of our Academic Village II facility, which is scheduled for a Fall 2022 completion date.

On behalf of everyone at Madera Community College Center, I would like to extend my heartfelt thanks to the individuals who were instrumental in the development of this important document. Your vision is the blueprint for the future of our campus, which will be directly linked to student success as they enter the workforce.

Oakhurst Community College Center:

This Facility Master Plan is based upon the Educational Master Plan for Oakhurst Community College Center as it reflects the future programs and facilities that will be designed and built as the center continues to grow and develop. The identification and prioritization of the future facilities outlined in the master plan was the result of a collaborative effort among Darden Architects consultants, faculty, staff, students, administrators, and community members. We are beginning to see the results of this dedicated work, with the purchase of land and design plans for our permanent facility, which is scheduled to open in time for the Fall 2022 semester.

On behalf of everyone at Oakhurst Community College Center, I would like to extend my heartfelt thanks to the individuals who were instrumental in the development of this important document. Your vision is the blueprint for the future of our campus, which will be directly linked to student success as they enter the workforce.

Ángel Reyna
Campus President
Madera and Oakhurst Community College Centers



Facilities Master Planning Committees Structure

The master planning process required the engagement of staff, students, faculty, campus and district administration; as well as the chancellor, SCCCD Board of Trustees, and the community. The Facilities Master Planning Process is a complex process that necessitates numerous opportunities for college, district, and community voices and opinions to be expressed. Through multiple open forums and meetings, the various constituency groups provided input while incorporating appropriate checks and balances.

The final Master Plan is subject to review and ratification by the SCCCD Board of Trustees.



PLANNING COMMITTEE STRUCTURE

Chancellor's Cabinet Committee—This represents the highest level of administrative leadership in the district. This committee provided input on macro issues in the district such as:

- Capacity of campus sites
- Budget targets/limits
- Delivery schedule
- Special facilities locations
- Districtwide facilities standards and goals
- Design and building aesthetic considerations
- Centralizing site support such as security, maintenance and grounds
- Technology Master Plan

Districtwide Facilities & Safety Committee—This districtwide facilities committee is most familiar with the districtwide physical improvements and provided input on planning, construction, funding, and operational leadership. This committee deals with districtwide and site-specific issues such as:

- Security
- Facilities Needs and Planning
- Scheduled Maintenance Needs
- Space Utilization
- Facilities Master Plan

College and Campus Facilities Committees—These campus-specific committees are most knowledgeable of their individual campus and operations. These committees consist of faculty, department heads, maintenance and operations staff, administrative staff, students, and the president of the college. This group addressed the site-specific physical improvement needs of their individual campuses, respective to their educational goals, student needs, and community wishes. Each group addressed the unique physical improvement needs of their campus and helped set direction based on their goals for the campus, such as:

- Provided input regarding physical improvement needs at their site.
- Provided valuable site-specific input regarding campus operations.
- Provided input for site-specific needs.
- Discussed changing aspects of the curriculum and how facility designs must respond to these changes.
- The Colleges also held a number of open forums to further provide engagement opportunities for faculty and staff who were not involved in formal committees or planning groups.



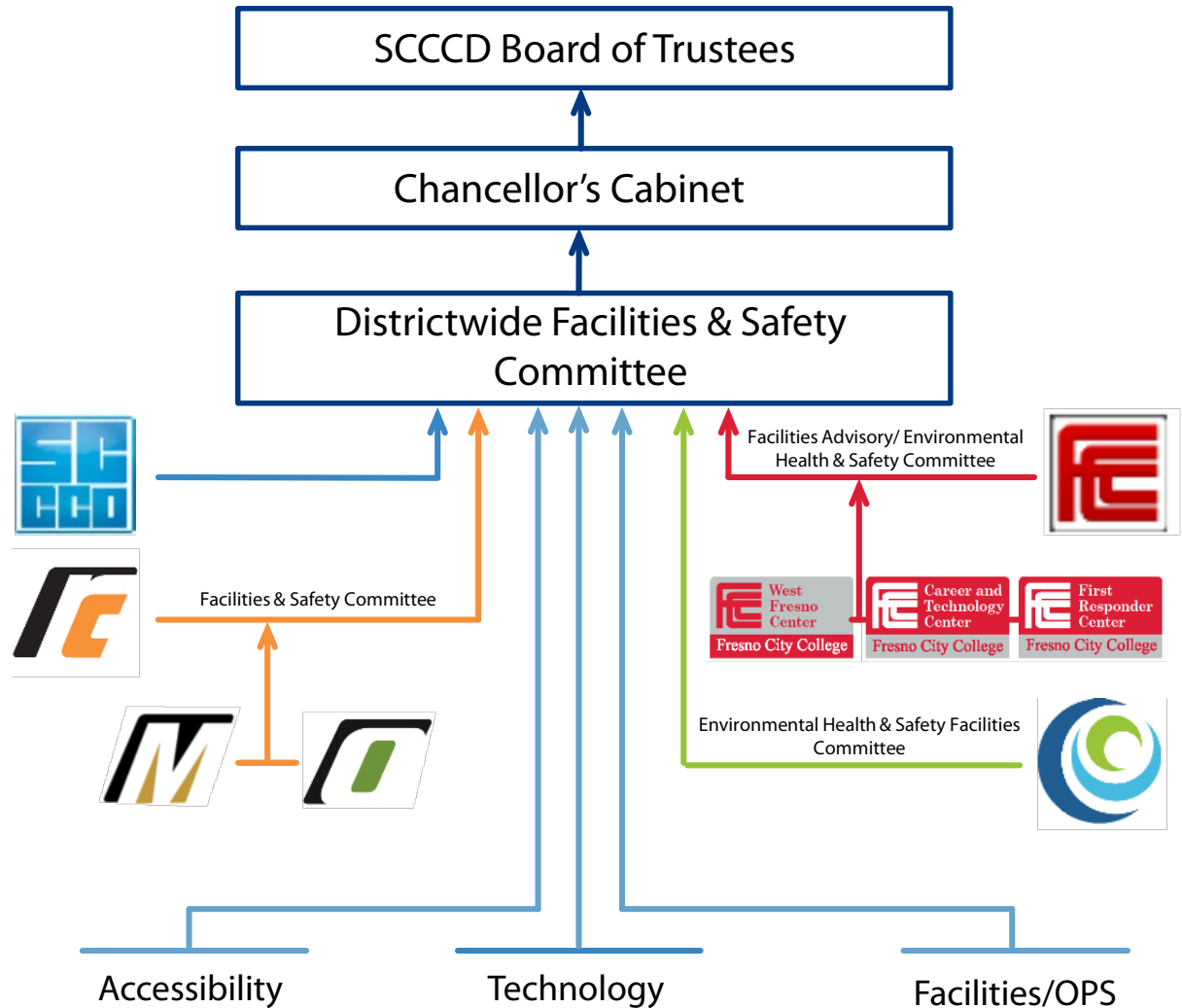
Facilities Master Planning Committees Structure



The planning process for the SCCC Districtwide Facilities Master Plan was highly participatory, engaging the many constituencies of the district. The Planning Team worked closely with multiple planning groups, which included faculty, classified staff, administrators, and students.

The planning groups had much to consider throughout the master planning process. A series of highly interactive meetings with each of the site planning groups, provided analysis of existing conditions, evaluation of a series of options, and decision-making, culminating in the development of the 2019 Districtwide Facilities Master Plan.

Additionally, presentations were held with the district administration, SCCC Board of Trustees, and the larger college community to provide opportunity for input and broaden the plan's perspective. The interactive planning process encouraged effective participation of numerous college stakeholders and led to recommendations that can be supported by the entire college community.





Facilities Master Planning—Key Participants



BOARD OF TRUSTEES

Deborah J. Ikeda,	President
Eric Payne,	Vice President
Annalisa Perea,	Secretary
Richard M. Caglia	Trustee
Magdalena Gomez	Trustee
Bobby Kahn,	Trustee
John Leal	Trustee
Ronald H. Nishinaka	Former Trustee
Miguel Arias	Former Trustee

CHANCELLOR'S CABINET

Dr. Paul Parnell	Chancellor
Cheryl Sullivan	Vice Chancellor, Finance and Administration
Dr. Carole Goldsmith	President, Fresno City College
Donna Berry	Interim President, Reedley College
Dr. Lori Bennett	President, Clovis Community College
Dr. Jerome Countee, Jr	Vice Chancellor, Ed Services and Institutional Effectiveness
Julianna Mosier	Vice Chancellor Human Resources
Christine Miktarian	Vice Chancellor, Operations and Information Systems
Lucy Ruiz	Executive Director for Public & Legislative Relations
Rico Guerrero	Executive Director, Foundation
Matthew Besmer	General Counsel

CAMPUS PLANNING GROUPS

Fresno City College
 Reedley College
 Clovis Community College
 Madera Community College Center
 District
 Technology
 Accessibility

DISTRICTWIDE FACILITIES & SAFETY COMMITTEE

Anne Adams	Executive Assistant to the Vice Chancellor
Becky Allen	Physical Education/Health Instructor, CCC
Cathy Ostos	Administrative Assistant, CCC
Cheryl Sullivan	Vice Chancellor of Finance and Administration
Chris Bosworth	Police Sergeant
Christine Miktarian	Vice Chancellor, Operations & Information Systems
Dan Hoffman	Building Generalist, CCC
Darin Soukup	Director, OCCC
Darren Cousineau	Director of Environmental Health and Risk Management
Donna Baker-Geidner	Micro Computer Resource Technician, RC
Donna Berry	Interim President RC
Dr. Paul Parnell	Chancellor
Elizabeth Tucker	Occupational Health & Safety Officer
George Cummings	Director of Facilities Planning & Construction
Gracie Spear	Counselor, MCCC
Dr. Carla Walter	Vice Chancellor of Administrative Services, FCC
Jose Flores	Chief of Police
Lacy Barnes	Psychology Instructor, MCCC
Linda Lyness	Accounting Technician I, FCC
Lorrie Hopper	Vice President, Administrative Services CCC
Michael Lynch	Custodian, RC
Ryan Blodgett	Counselor, FCC
Shannon Robertson	Director of Construction Services
Steve DaSilva	Greenhouse Technician, FCC
Tiffany Sarkisian	Communication Studies, CCC
Wendell Stephenson	Letters/Philosophy, FCC



Facilities Master Planning—Key Participants

Facilities Planning Groups



Fresno City College - Facilities Planning Group/Participants

Aaron Pankratz
 Alan Razee
 Alex Adams
 Alicia Cowan
 Amanda Henry
 Angel Van Gilder
 Barby Dinkie
 Becky Barabe
 Brandom Bascom
 Brian Speece
 Bruce Hill
 Bryan Lee
 Cam Olson
 Carole Goldsmith
 Casey Ballinger
 Catherine Uvarov
 Cheryl Sullivan
 Chris Khal
 Chris M. Bremer
 Chris Orr
 Christine Miktarian
 Christopher Bosworth
 Cindy Dunn
 Dale Putman
 Daniel Foglio
 Danila Castilo
 Dante Alvarado
 David Cowan
 David P. Balogh
 Debbie Nichols
 Deborah Lewis
 Dee Goshgarione
 Don Lopez
 Doug Rosendahl
 Eleanor Bruce
 Enrique Jarregui
 Ernie Martinez
 Estefana Antonio
 George Cummings
 Gretchen Ezaki
 Harry Zahlis
 Jacob McAfee
 Jennifer Johnson
 Jesus Reyes
 Jim Rooney
 Jodie Stockey
 Julie Lynes
 Julie Preston Smith
 Karla Kirk
 Keelin McCall

Instructor
 Instr., Comm. Arts
 Research Coordinator
 Office Assist. III FCC
 Chemistry Dept. Chair
 ASG Rep, DSPS, Veterans Dept. Sec.
 Dean of Applied Tech
 Music Instructor
 Assistant to Chancellor
 Instructor SOSCI
 HVAC Instructor
 Director of Athletics
 President FCC
 Track and Field
 Chemistry Instructor
 Administration
 Athletic Trainer
 Marketing Director
 Building Service Mgr.
 Vice Chancellor, Ops & IS
 Police Sergeant
 Coordinator
 AT/CTC instructor
 Man. Mech. Lab Tech
 Student
 IT Director
 Copy Center
 Physics Instructor
 Webmaster
 CDC Instructor/Coordinator
 Counselor
 VPI
 AT Instructor
 Acctg. Clerk III
 Coordinator
 Director of Student Activities
 Instructor/Coordinator CDC
 Dir of Facilities Planning & Const
 Nursing Instructor
 Technology Support Services
 Director Fire Academy
 Dean of Humanities
 Head Track and Field
 Director of Maintenance & Operations:
 DE Director & Instructor of Technology
 AT Counselor
 Counselor
 Instructor
 Admin. Asst. & VPSS

Keith Bergthold
 Ken Zamora
 Kenita Lee
 Kieran Roblee
 Kristie Andersen
 Lataria Hall
 Laurel Prysiazwy
 Leroy Bibb
 Lijuan Zhai
 LiLi Gao
 Lisa Charey
 Lorraine Smith
 Mack McCollough
 Maria Hernandez
 Mark Erickson
 Mark J. Minifi
 Marty Kamimoto
 Mary Beth Miller
 Mary Doyle
 Mary Smith
 ME Mericle
 Melinda Z. Brewer
 Melissa Flores
 Melissa Llanes
 Michael Chiconi
 Mike Gilbert
 Mike Henrie
 Mike Yelinkek
 Mikki Johnson
 Monica Cuevas
 Natalie Culver Dockins
 Nathae Clark
 Neil Vanderpool
 Oliver Germond
 Paul Keysaw
 Peter Cacossa
 Radney Murphy
 Ray Ramierez
 Rhonda Williams
 Ria Williams
 Ricco Guajardo
 Rick Santos
 Rick Stewart
 Robert Martinez
 Robin Torres
 Rodney Murphy
 Ron Cerkueira
 Ruthann Van Buren
 Sara Woody

Fresno Metro Ministry
 FCC Architecture Lead
 Adjunct Counselor
 APA- Volleyball Coach
 Sr. Administrative Services Technician
 VPSS
 Dean, Library
 District Operations SCCCD
 Director of Institutional Research
 Research Coordinator
 Coord. Health Services/Student Services
 APA-Dean
 CAM Program Instructor
 Instructor Automotive
 Industrial Maintenance Instructor
 EUPCS
 Auto Instructor/Coordintor
 Instructor- CD
 Mngr. PM & C Dept.
 College Nurse
 Dean of Social Services
 Faculty/FAC/EHS Com
 Student SVC Specialist
 Admin. Asst. to VP Admin Services
 Auto Instructor
 Coordinator- PA
 District Locksmith
 Director of Fin. Aid
 Dean of Students
 Director of Counseling
 Computer Support Tech
 Dean of FPACA
 Women's Soccer/P.E.
 Wrestling
 Fire Academy Coordinator
 Counselor/Coordinator
 Equity Coord.
 APA- Softball Coach
 Faculty-English
 Instructional Tech
 Instructor Linguistics/EMLS
 Biology Instructor
 AT Instructor
 Director, Admissions & Records
 Counselor/Coordinator
 CADD Instructor
 Office Assist.-CDC
 Copy Center FCC

Sean Henderson
 Sean Hoffman
 Seth Yates
 Shannon Robertson
 Shirley McManus
 Stephanie Crosby
 Stephanie Robinson
 Steve Dasilva
 Steven Caro
 Susan Johnson
 Sylvia A. Sanchez
 Sylvia Cuevas
 Tabitha Villalba
 Tammy Gallagher
 Teresa Campagna Bryant
 Terrance O'Neill
 Thom Gaxiola-Rowles
 Tim Hunter
 Tim Woods
 Tony Caviglia
 Trina Hughes
 Victor Yang
 Victoria Martinez
 Virginia Beamer
 Wesley Flowers
 Bill Blayney
 Christian Gonzalez
 Chuck Rayburn
 David Manion
 Dennis Wankentin
 G. Wankentin
 Gabriel Lozano
 Geri Bradley
 German Quinonez
 Ibba Clark
 James Carter
 Joe lapiokiro
 John Trotter
 John Zanoni
 Jose Leon-Barraza
 Keith Bergthold
 Kelsey Mcvey
 Luis Santana
 Margarita Guzman
 Nicolas Rayas
 Phil Pacella
 Ricky Reynaso
 Venise Curry

Dean of Student Services FCC
 Building Generalist
 Chemistry Instructor
 Director of Construction Services
 Dean of MSC
 DSPS Director
 Director of Nursing
 Biology—CSEA
 Adjunct Instructor
 Admin Secretary FCC Police Academy
 Office Assist. III
 Fin. Aid Manager
 WRC Coordinator
 ECE Associate
 Construction Services Coordinator
 Crim Instructor
 Director of EOPS/CARE/CAFYES
 CTC Automotive Instructor
 Dean of Business
 Head Football Coach
 Admin. Aide
 Counselor
 FCC Dual Enrollment
 Financial Aid
 Counselor
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community
 Community



Facilities Master Planning—Key Participants

Facilities Planning Groups



Reedley College - Facilities Planning Groups/Participants

Brian Speece
Carlo Fuentes
Christine Miktarian
Dale Van Dam
Darren Cousineau
David Clark
David Santesteban
Donna Berry
Dr Samuel Morgan
Eric Marty
Ernesto Duran
George Cummings
Gerardo Reyes
Glen R Foth
Jose Alunzar
Jose Flores
Kassandra Davis-Schmall
Kenneth Willet
Kent Kinney
Kevin Woodard
Kurt Piland
Leroy Bibb
Maria Ortiz
Mark Gomez
Michael Kaiser
Rebecca Snyder
Renee Craig-Marius
Rosemarie Elizorido
Samara Trimble
Shannon Robertson

Assistant to Chancellor
ASG/Student Representative
Vice Chancellor, Operations & IS
VPI
Dir. of Enviro. Health & Risk Mgt.
Dean of AG/NR
RC Director of Athletics
Interim President, RC
DSP&S
RC Football Coach
Student Representative
Dir of Facilities Planning & Const
ASG Senator/Student Rep.
Ground Services Manager
ASG/Student Representative
Chief of Police
RC-Administration Aide DIVC
Farm Production Supervisor
Instructor Forestry
RC AG/NR
Director of College Relations
Lead Maintenance, FCC
Faculty, RC
Student Representative
Reedley Building Services
Faculty/Academic Senate
RC VPS
Faculty/Biology
RCDSPS/Counseling
Dir. of Construction Services

Clovis Community College - Facilities Planning Groups/Participants

Adrian Datiles
Anthony Abbott
Austin Fite
Brian Speece
Brian Shamp
Cathy Ostos
Christine Miktarian
Colleen Brannon
Dan Hoffman
Dianna Whaley
Darren Cousineau
Elizabeth Tucker
Emily Wilson
Erica Joku
George Cummings
Glen Foth
Gurdeep Hebert
James Rooney
Jose Flores
John Forbes
Lorrie Hopper
Naomi Forey
Niko Shamlin
Orlando Ramirez
Shannon Robertson
Sergio Salinas
Vicki Cockrell

Inter-Club Council President/Senator
Physics Instructor
Instructional Lab Tech, Science
Assistant to Chancellor
Instructor
CCC Admin Services
Vice Chancellor, Operations & IS
CCC DSPS
Building Generalist, CCC
Counselor/Coordinator,
Director of Enviro. Health and Risk Mgt.
Occupational Health & Safety Officer
Instructional Lab Tech, Science
CCC Counseling
Dir of Facilities Planning & Const.
Ground Services Manager
Dean of Student Services
Director of Maintenance & Operations
Chief of Police
Dean of Instruction, STEM + Tech
VP Admin Services
Health Services Coordinator
Student Government Representative
Women's Soccer Coach
Director of Construction Services
Custodial Manager
Administrative Aide

Accessibility Planning Group

Stephanie Crosby
Colleen Brannon
Christine Miktarian
George Cummings
Brian Speece
Samuel Morgan

DSPS Dir., FCC
DSPS, CCC
Vice Chancellor, Operations & IS
Dir of Facilities Planning & Const.
Assistant to Chancellor
DSPS-RC

Madera/Oakhurst Centers- Facilities Planning Groups/Participants

Becky Xiong
Brett Hunst
Brian Speece
Carol Fernandez
Cheyenne Tex
Christine Miktarian
Claudia Habib
Darren Cousineau
Desy Ruiz
Donna Berry
Fernando Jimenez
Ganesan Srinivasan
George Cummings
Keisha Oliver
Leticia Canales
Shannon Robertson
Shelley Renberg RN
Tasha Rodriguez
Teresa Campaga Bryant
Todd Kandarian
Traci Menz
Yolanda Garcia

CA III/Classified Senator
Library Services Assistant
Asst Chancellor Cap Projects
LVN Coordinator
Student
Vice Chancellor, Operations & IS
Vice President, MC/OC
Dir of Enviro. Health and Risk Mgt.
Job Developer
Interim President, Reedley College
Lead Custodian
Dean of Instruction
Dir of Facilities Planning & Const.
Office Assistant SCCCD
Dean of Student Services
Director of Construction Services
Campus Nurse
Darden Architects
Construction Services Coord.
Mathematics Instructor
DSPS

Technology Planning Group

Brian Speece
Christine Miktarian
Dante Alvarado
Gary Sakaguchi
George Cummings
Harry Zahlis
John Forbes
Keith Johnson
Kevin Miller
Phil Howard
Scott Olds
Sean Martim
Teng Her

Asst Chancellor Cap Projects
Vice Chancellor, Operations & IS
Director IT
Director of Technology
Dir of Facilities Planning & Const.
Network Coordinator
Director of IT, Clovis CC
Lead Programmer
SR Systems & Admin Network
SCCCD
Director of IS
AV Maintenance Specialist
Network Coordinator, CCC



Facility Master Planning Meetings Dates



Initial Kick Off Meeting	12/19/17
Introduction Meetings	
Clovis Community College	1/17/18
Fresno City College	1/18/18
Reedley College	1/18/18
Madera/Oakhurst Community College Centers	1/18/18
Technology	3/2/18
Planning Meetings	
Clovis Community College	2/22/18, 5/10/18
Fresno City College	3/15/18, 3/21/18, 3/21/18, 3/27/18, 4/5/18, 4/5/18, 4/18/18, 10/4/18
Reedley College	2/20/18, 3/13/18, 4/10/18
Madera/Oakhurst Community College Centers	2/23/18, 3/16/18, 4/6/18
Technology	4/4/18
Internal Staff	4/19/18
Chancellor's Cabinet	5/7/19
Board Update	6/12/18, 11/5/19
Planning Meetings	
Clovis Community College Open Forum /Facility Committee	9/18/18, 9/18/19
Fresno City College Open Forum /Facility Committee	9/27/18, 9/27/18, 9/19/19
Reedley College Open Forum/Facility Committee	9/17/18, 9/19,19
Madera/Oakhurst Open Forum /Facility Committee	9/24/18, 9/19/19
Technology	6/27/18, 6/28/18, 10/2/18, 10/5/18
Internal Staff	6/3/18, 6/21/18, 7/4/18, 8/22/18, 9/19/18, 10/3/18,
Chancellor's Cabinet	8/27/18
Accessibility – DSPS	5/7/19, 5/22/18, 6/21/18
District Wide Safety and Planning Committee	8/21/18, 9/18/18, 9/17/19



Facilities Planning Team



DARDEN ARCHITECTS
Robert L. Petithomme, AIA, LEED AP

BLAIR CHURCH AND FLYNN
Civil Engineer

JLB Traffic
Transportation Consultant

TK1SC
Electrical and Telecommunications

ROBERT BORO
Landscape Architect





INTRODUCTION

Facilities Master Plan



History of the District

State Center Community College District (SCCCD) was formed in 1964 when it assumed control of Fresno City College and Reedley College. SCCCDC serves approximately 1 million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory, including most of Fresno and Madera counties and portions of Kings and Tulare counties. SCCCDC is governed by a seven-member SCCCDC Board of Trustees who represent seven trustee areas.

Fresno City College, established in 1910, enrolls in excess of 22,000₁ students, and offers more than 100 associate of arts and science degree programs and 60 certificate of achievement programs in vocational/occupational areas.

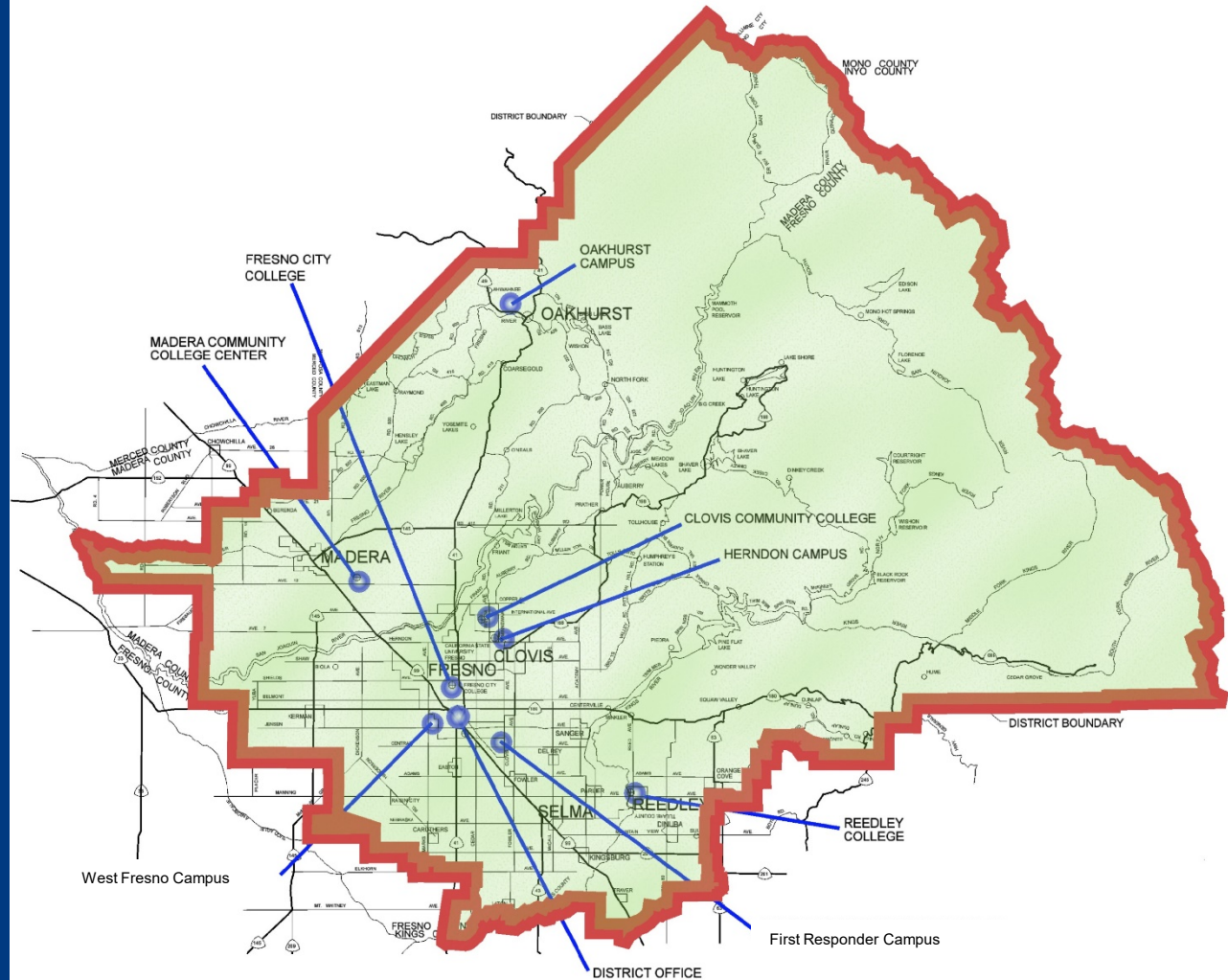
Reedley College, established in 1926, is located in Reedley (approximately 30 miles southeast of Fresno) and enrolls approximately 7,500₁ students in a variety of courses and degree programs in occupational education and the arts and sciences.

Clovis Community College, the 113th community college in California, was granted college status in June 2015 and enrolls approximately 7,800₁ students.

SCCCDC also operates three educational centers with a combined enrollment of approximately 5,600₁ students. Madera and Oakhurst Centers offer programs in general education for transfer and two-year degrees and are located in Madera and Oakhurst. Additionally, the district offers occupational and technical training at its Career and Technology Center as well as the Training Institute.

The district is in the process of developing three new College Centers: the West Fresno Campus, First Responder Campus, and Oakhurst Community College Center.

Both the West Fresno Campus (which will replace the current Career Technology Center) and the new Oakhurst campus will occupy larger sites allowing these two campuses to grow.





District Strategic Plan

MISSION

State Center Community College District (SCCCD) is committed to empowering our colleges in their efforts to promote exemplary educational opportunities and to provide safe, inclusive, and supportive learning environments leading to student success and global competitiveness, which will transform our region.

VISION

Empowering through Educational Excellence



CORE VALUES

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

COLLABORATION

We are committed to fostering a spirit of teamwork internally with our students, faculty, classified professionals, and administrators while expanding our external partnerships with education, industry, and our community.

INTEGRITY

We are accountable and transparent and adhere to the highest professional standards.

INNOVATION

We are committed to an educational environment promoting actions and processes that create new methods, ideas, or products.

INCLUSIVITY

We are committed to and intentional in creating an environment that cultivates, embraces, and celebrates diversity.





Facilities Master Plan Purpose, Process, and Goals

*“Vision without action is a dream.
Action without vision is simply
passing the time. Action with vision is
making a positive difference.”*

-Joel Barker,
Author, Independent Scholar, & Futurist

PURPOSE

The purpose of the Facilities Master Plan for State Center Community College District is to provide a guide for future development at each of the campuses in the district. The Facilities Master Plan was developed to respond to each of the district’s 2015-17 Educational Master Plans.

The Educational Master Plans provide a framework to guide the district and to support its mission by effectively allocating resources to meet the educational needs of the district. The goal of the Educational Master Plan is to assist the district in projecting the educational programs and support services needed through the year 2030.

The Facilities Master Plan provides a framework for the placement of future facilities, removal of existing facilities, the renovation of existing facilities, and various site improvements throughout the district. The Facilities Master Plan is a living document to be revisited as educational and student needs change. The drawings in the Master Plan and the schematic layouts are conceptual plans that identify the location and purpose of improvements. The final design of each site and project will occur as projects are funded and detailed programming and design occurs.

PROCESS

The planning process was highly participatory involving members of the many constituencies of the district. The planning team worked closely with multiple facilities planning groups, comprised of key faculty, staff, students, and administrators. The committees reviewed the analysis of existing conditions, analyzed the educational planning data, evaluated a series of development options, and made decisions that led to the development of the Facilities Master Plan recommendations.

The planning process included a series of facilities master planning meetings as well as open forums and discussions with the SCCCD Board of Trustees to broaden the plan’s perspective and to enhance the acceptance of proposed developments.

The process also included the analysis of the educational planning data included verifying the district’s current space inventory, projecting the effect of the district’s current 5-year plans, and projecting the future space needs of each campus. Each of the district’s campuses is unique in terms of its current status, projected growth, and diverse needs. The district’s campuses vary in development. They include fully developed college campuses, relativity new college centers, and three newly planned college centers.

GOALS

The facilities planning priorities were developed to include the following list of goals that focus on districtwide site and facilities issues:

- Address the needs identified in the Educational Master Plan Growth projections.
- Develop student learning support services for tutorial and quiet study areas, with counselors and advisors spread strategically throughout the campuses.
- Prioritize projects to support current and projected needs.
- Replace portable buildings with permanent facilities.
- Create flexible, interdisciplinary spaces to support a variety of activities.
- Develop campuses to promote collaboration between faculty, students, and staff.
- Develop sites and facilities to attract students.
- Develop student gathering areas (indoor and outdoor).
- Encourage students and community members to spend time on campus.
- Incorporate sustainable design principles in all development.
- Consider life-cycle costs and reduce maintenance needs.
- Address ADA issues and increase accessibility.
- Address districtwide technology standards.



District Campuses



Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

FRESNO CITY COLLEGE ¹

The year was 1910. The old Fresno Traction Company had just added two new trolley lines in downtown Fresno. J. C. Forkner was just beginning to plant the first trees in Fig Garden. And it hadn't been too long since Theodore Kearney had escorted Lilly Langtree to her performance at the city's old Barton Opera House.

1910 was also the year Fresno City College, California's first community college, was established, ultimately changing education in California.

The college's history began in 1907, when C. L. McLane, then superintendent of schools for the city of Fresno, recognized the need for college instruction for San Joaquin Valley students. Largely through McLane's efforts, Fresno Junior College was established. The first class consisted of 20 students and three instructors.

The campus was originally located at the former Fresno High School campus on O Street. In 1921, Fresno Junior College combined with the then Fresno Normal School, later Fresno State College and currently California State University, Fresno, to operate the junior college on the same campus as the four-year school. Fresno Junior College continued to grant associate degrees and offer a two-year curriculum, but its campus and staff were identical with those of the normal school.

In 1948, new laws permitted local school districts to operate junior colleges, and Fresno City College returned to the O Street campus, which it shared with Fresno Technical High School. By 1950, the technical high school program had been phased out and the district began looking for another campus. The junior college district completed negotiations for the purchase of the University Avenue site from Fresno State College. By 1956, Fresno City College had moved to University Avenue.

The California Community College system has now grown to 115 colleges, enrolling approximately 2.1 million students. Fresno City College has built upon its rich history and gone on to pioneer many new developments in community college education. Thousands of local people have worked through the years to make Fresno City College a viable and strong educational institution.



¹ <https://www.fresnocitycollege.edu/about/campus-history.html>



District Campuses

Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

WEST FRESNO CAMPUS

The Career Technology Center (CTC) served the students of valley well for several decades. The CTC located on Annadale Avenue in Fresno and soon many of the CTC programs will be relocated to the new West Fresno Campus and to the First Responder Campus.

On February 6, 2018, the SCCCD Board of Trustees unanimously approved a purchase agreement for 13.51 acres of land at 2423 S. Walnut Avenue, Fresno. Later, on April 3, 2018, the SCCCD Board of Trustees unanimously approved a purchase agreement for an additional 26.06 acres located along the south side of Church Avenue between Walnut Avenue and Martin Luther King Jr. Boulevard, Fresno, for the development of the new West Fresno Campus, which will house many of the CTC programs in the first phase of building, the Academic Center and Advanced Transportation Technology Center. This new 39-acre campus would not be possible without the generous donation of land from Mr. Terance Frazier, the Shehadey family, and Mr. Sylvester Hall.

The first phase for establishing the new campus will consist of two initial buildings, an Academic Center and an Advanced Transportation Center.

The overall educational purpose of this campus is to provide our community with access to higher educational opportunities and advance the vision of the college to “transform lives through education”. The anticipated student stakeholders of this new campus will come from a variety of cultural and social-economic backgrounds all seeking educational opportunities in specific job training as well as to seek associate degree transfer. The West Fresno Campus will provide professional workforce training for: Associate Degree for Transfers in Public Health, and Social Justice as well as offer pathways in: Transfer, Pre-Nursing Programming, Medical Assisting, Automotive Technology, Performance Automotive, Collision Repair, Warehouse Distribution, and Welding.

In order to support the academic and Career Technical Educational, State Center Community College District has planned facilities that will adequately serve an enrollment of 1,000 students when the campus opens. The anticipated size of the first two, phase 1, buildings are 110,000 gross square feet (GSF).

The California Strategic Growth Council’s Transformative Climate Communities (TCC) funding will include \$16.5 million for the Fresno City College West Fresno Campus.

¹ The district will pursue the transfer of Center Status, from the Career Technology Center to the West Fresno Campus.





District Campuses



Fresno City College

West Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

FIRST RESPONDER CAMPUS

Facilities for Police and Fire Academies have been in the planning process since Measure E was passed in 2002 with \$30 million devoted to public safety buildings. Initially, a 120-acre site was purchased in the Southeast Growth Area (SEGA) to build a new Career Technical Center featuring Police and Fire Academies. Concept plans were developed for this site, but the project was suspended due to changes in the City of Fresno General Plan that resulted in the property no longer being a viable solution.

In 2016, Measure C was passed in part with the unwavering support of the Fresno and Madera Counties Police Chiefs Association. With the advent of the voter approved bond measure an additional \$15 million in funding for a First Responder training center was secured.

During the bond implementation planning process, it was evident that it would be advantageous to combine police, fire, corrections, EMT and paramedic programs into a First Responder Campus. Uniting the academies onto one campus will create an opportunity for programmatic synergy, shared spaces and more efficient space utilization. Through program meetings with first responder professionals, POST and Cal Fire, along with the FCC's police and fire academies', faculty, staff, and students, it was also determined that a minimum of 30 acres and approximately 40,000 square feet of academic space would be required to adequately house these academies and allow for sufficient outdoor training space.

Phase 1 is planned to include master planning for the campus, permanent facilities for the police and fire academies, locker rooms and showers, physical training areas, vehicle storage, a burn tower, a scenario village, simulation labs, and dedicated classroom space for police, fire and EMS programs. Another goal for Phase 1 planning is to incorporate discussions and planning with local municipalities regarding the need and possibility for joint-funding and joint-use space.

The district has acquired 40 acres at the corner of Willow and North Avenues for this center.





District Campuses



Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

REEDLEY COLLEGE

Reedley College is located in Reedley, California, approximately 30 miles southeast of Fresno in a rural, agricultural setting. The campus community enjoys the unique combination of urban appeal and rural values. Reedley is located in the central San Joaquin Valley area. It is between the state's coastal mountain ranges and the Sierra Nevada mountains. The valley floor is the richest intensive agricultural production area in the world. Reedley's economy is predominately based upon agricultural production and agriculturally oriented industries and leads the nation in the shipping of fresh fruit.

The college was established in May 1926, as Reedley Junior College and was housed at Reedley High School. In September 1956, the college moved to its present site, which currently encompasses 420 acres, including the college's 300-acre farm adjacent to the campus. In 1963, the college became a member of the State Center Community College District.





District Campuses

Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

MADERA COMMUNITY COLLEGE CENTER

State Center Community College District recognized the need to increase the educational and support services for residents in the northern portion of the district. In response to this need, the district assigned Reedley College the lead role in the development of what was previously known as the North Centers. The first center to open its doors in 1988 was the Madera Center.

The center was initially housed at Madera High School and in 1989 was moved to Madison Elementary School. In 1996, a site was selected within Madera County's Community College Specific Plan, an area south of the city of Madera. The Madera Community College Center is an integral part of Madera County's, Madera State Center Community College Specific Plan. This plan serves as a guide for the development of this 1,867-acre Plan Area. The plan area is located in the western portion of Madera County and also includes a portion of the city of Madera Planning Area.

The 125-acre site was master planned for an ultimate student population of 6,000 full-time enrolled students. It is anticipated that the Madera Community College Center will become the fourth accredited college in the district.

Madera Community College Center has applied for and is pursuing candidacy to become the next Community College in California.





District Campuses

Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

OAKHURST COMMUNITY COLLEGE CENTER

State Center Community College District opened a satellite campus of Reedley College in Oakhurst in the 1980s at Yosemite High School. In 1996, the center moved to its present 2.5-acre site at Highway 41 and Road 426. The center is housed in eight relocatable buildings in the heart of this Sierra foothill community adjacent to the Oakhurst branch of the Madera County Library.

The Oakhurst Community College Center (OCCC) offers students the opportunity to receive an affordable, quality college education right in their own community. The center serves Oakhurst, Mariposa County, Coarsegold, North Fork, and the surrounding communities with over 75 courses in a variety of study areas.

As the community has grown, so have the number of class sections offered at OCCC. Students now can earn an associate degree and earn most units required to transfer to a four-year college or university. To meet students' requests to complete degree requirements locally, more distance learning courses are available, including two-way interactive television delivery with CSUF and SCCC sites and online courses.

In March 2018, the SCCC Board of Trustees approved the purchase of 30.20 acres of property located on the west side of Westlake Drive, north of Highway 49 in Oakhurst. This will be the new site of the Oakhurst Community College Center.





District Campuses



Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College Center

Clovis Community College

Herndon Campus

District Office

CLOVIS COMMUNITY COLLEGE

In 2003, the SCCC Board of Trustees responded to the growth at their Clovis Center location by completing the acquisition of 110 acres to build an additional, permanent facility to serve the northeast Fresno and Clovis area.

The planning process of the Clovis Community College campus was conducted as a districtwide activity. The process caught the interest of a significant number of faculty, staff, and students who participated in lively discussions. After several meetings and some 40 variations of the original Site Utilization Plans, 100% agreement was reached. The Campus Plan is focused inward. The arrangement of major buildings and outdoor gathering spaces create an internal core that concentrates academic and social activity. The core creates a sense of community for the campus. The initial phase of the campus developed the Academic Center One Building, which follows this line of thought.

All campus functions were initially provided in Academic Center One. The initial phase also included the construction of the campus central plant, which was planned and designed to expand and serve the needs of the campus far into the future.

The next major phase of the campus brought on the second academic building. In addition, the campus boasts a state of the art child development center, funded jointly by Clovis Unified School District and the State Center Community College District.

In June 2015, Clovis Community College was granted college status by the Accrediting Commission for Community and Junior Colleges (ACCJC), and it became the third fully accredited college in State Center Community College District and the 113th community college in California.





District Campuses

Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College
Center

Clovis Community College

Herndon Campus

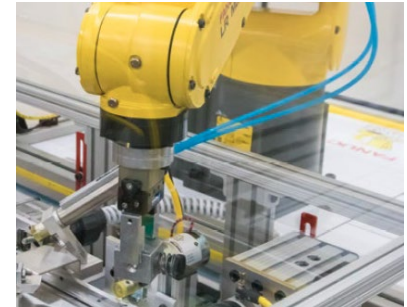
District Office

HERNDON CAMPUS

In 1992, the Herndon Campus was established when the district purchased the Herndon Avenue property and associated buildings. This site was previously owned and operated by a private college. In 2001, a rehabilitation project was undertaken to address seismic deficiencies in the building.

The campus currently houses various District Office functions as well as providing instructional space for the Clovis Community College, including the Mechatronics Program, which is offering students a chance to explore the realm of industrial automation.

Pending the completion of the Applied Technology Building, the Herndon Campus will be evaluated for potential sale.





District Campuses

Fresno City College

West Fresno Campus

First Responder Campus

Reedley College

Madera Community College Center

Oakhurst Community College
Center

Clovis Community College

Herndon Campus

District Office

DISTRICT OFFICE

The District Office and district operations have relocated from the Fresno City College campus. On Tuesday, March 6, 2018, the SCCC Board of Trustees unanimously approved a purchase agreement for the property at 1171 Fulton St, Fresno, which is to become the new District Office. The purchase also included a six-story, 600+ stall parking garage. The District Office and operations have been relocated to the old Guarantee Building in downtown Fresno.

The commission to design the building in 1920 was given to Architect Eugene Mathewson and Designer Robert Von Ezdorf, who specialized in high-rise office buildings. The neo-classical concrete building was finished in 1921 and remodeled later in Sullivan-esque style by Robert Stevens Associates.

The current District Office Building on the Fresno City College campus will be renovated and repurposed to provide facilities for various campus operations, district police and dispatch center, and other district functions, which are being displaced by the new Fresno City College Science Building.





THE PROCESS

Facilities Master Plan



Bond Projects



Our Community colleges ... putting the Valley to work.



MEASURE "C" PROJECTS

FRESNO CITY COLLEGE

- New Science Building
- Parking Structure and Expansion
- New West Fresno Campus
- First Responder Campus
- Math Science Modernization/2nd effects
- Fresno City College Planning

REEDLEY COLLEGE

- New Math Science Engineering Building
- Center for Fine and Performing Arts
- Ag Complex Modernization & Addition

MADERA COMMUNITY COLLEGE CENTER

- Center for Agriculture and Technology
- Academic Village Two

OAKHURST COMMUNITY COLLEGE CENTER

- Site Acquisition & Permanent Facilities

CLOVIS COMMUNITY COLLEGE

- Applied Technology Facilities

DISTRICTWIDE PROJECTS

- Technology Improvements
- Infrastructure Improvements
- Accessibility & ADA Improvements
- District Office Relocation

In June 2016, voters passed Measure C, a \$485 million bond measure for the district.

<http://bondmeasures.sccd.edu/index.html>



Connection to the Educational Master Plan

COMPLETION OF THE EDUCATIONAL MASTER PLANS

Fresno City College

Reedley College

Clovis Community College

REVIEW OF EDUCATIONAL MASTER PLANS WITH THE AUTHORS

ANALYSIS OF THE EDUCATIONAL MASTER PLANS

INITIAL FOCUS

How can the Facilities Master Plan assist the district in achieving its Strategic Plan goals and objectives

TOP ISSUES

Campus Safety

Parking/Transportation

College Strengths and Weaknesses

Most Common Perceptions

What Would Provide Positive Immediate Impact

SPACE AND GROWTH ANALYSIS



2015-2025 Educational Master Plan



Clovis Community College Educational Master Plan 2017-2027



Connection to the Educational Master Plan



CONNECTION TO THE EDUCATIONAL MASTER PLAN

The State Center Community College District has a rich cultural and ethnic diversity and serves a large and diverse geographic region. To assist in the delivery of their Educational Model, the district acknowledges the strong influence the physical environment has on learning and teaching. Thoughtful planning is necessary to identify the facility improvements that are necessary for the delivery of learning.

Between 2015 and 2017, the district's colleges worked to complete the Educational Master Plans for Fresno City College, Reedley College, and Clovis Community College. The information presented in these plans assisted the planning groups and the planning team in the development of Facility Master Plans that responded to the educational objectives of the district.

After reviewing the Educational Master Plans, the planning team met with the authors of the plans to gain a more complete understanding of the content. Each Educational Master Plan was studied in preparation for the initial meeting with the facility planning groups at each site. The initial focus was to gain an understanding from the campus planning groups as to how the Facilities Master Plan could assist the campus in achieving its strategic plan goals and objectives.

Top issues affecting the Facilities Master Plan were reviewed and discussed, including campus safety, transportation, strengths and weaknesses of the college, most common perceptions, what would provide positive immediate impact, and future instructional programs.

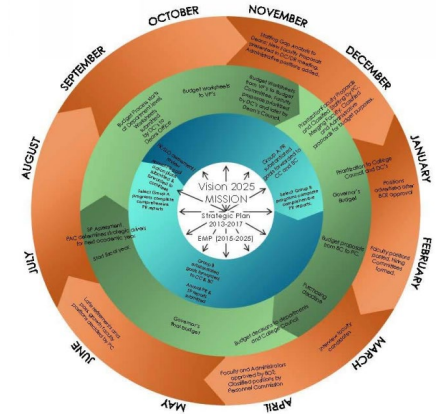
Analysis of the programs and space needs were considered; additionally, the assignable area that the campus would qualify for under Title 5 was analyzed based on the data provided in the plan and current database information available from the FUSION website.



Fresno City College Integrated Planning Process



Clovis Community College Integrated Planning Model



Reedley College Integrated Planning Cycle



Connection to the Constituents

The Planning Team worked closely with Facilities Master Planning Groups

Key Faculty—Staff— Students—Administrators—Community

Input from Facility Planning Groups

- Analysis of existing conditions
- Analysis of the educational planning data
- Evaluation of options
- Preparation of draft Master Plans

Draft Master Plan Presented to Open Forums

Additional Input

Draft Master Plan Presented to Chancellor's Cabinet

Additional Input

Draft Master Plan Presented to Administration

Additional Input

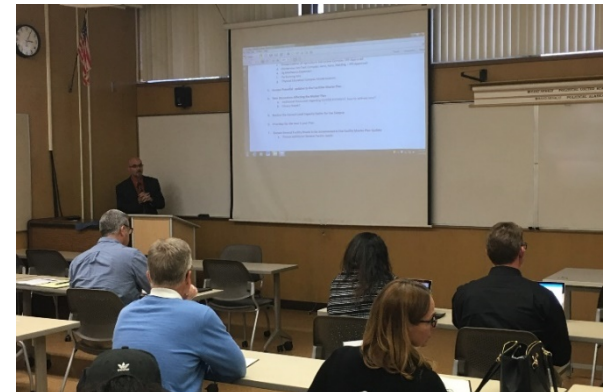
Draft Master Plan Presented to Facility Planning Groups

Recommended Project Priorities

Draft Master Plans Presented to the SCCCD Board of Trustees

Draft District Guidelines Presented to Facility Planning Groups

Draft District Guidelines Presented to Chancellor's Cabinet





Connection to the Constituents



CONNECTION TO THE CONSTITUENTS

The planning process was highly participatory, involving members of the many constituencies of the district. The planning team worked closely with multiple facilities master planning groups, comprised of key faculty, staff, students, and administrators. The committees reviewed the analysis of existing conditions, analyzed the educational planning data, evaluated a series of development options, and made decisions that led to the development of the Facilities Master Plan recommendations.

After a series of meetings with the college facilities planning groups, the information and input from the committee members along with the insights gained by the planning team, enabled preliminary drafts of each Master Plan to be prepared. The initial drafts were reviewed with the chancellor and the chancellor's cabinet, after which the draft master plans were presented to the college presidents. With input from the chancellor and the cabinet, as well as the college presidents, the planning team adjusted the plans and met with the president's advisory committee. Additional input was received and adjustments to the plan were discussed and incorporated. The planning team then prepared updated drafts for presentation to the site committees. While the planning team facilitated more than 50 meetings, the colleges also held numerous additional meetings.

Each Facilities Master Plan includes recommended modifications to each campus, including site improvements, modernization projects and potential new buildings. These recommendations were structured to address needs identified in the Educational Master Plans until the year 2030. The Master Plans also included a vision of each campus into the future, beyond the year 2030. Each Master Plan was presented to the facility planning groups. With the input and collaboration of the various constituents, campus needs and potential projects were prioritized by their importance relative to the needs of students and their ultimate success.

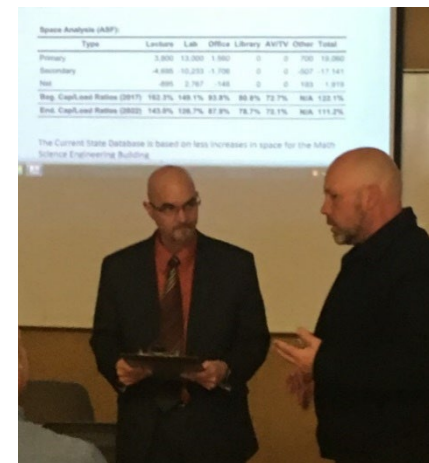
Meetings were also held with the Districtwide Facilities & Safety Committee. The committee was regularly updated on the progress of the Facilities Master Plan.

An update of the Facilities Master Plan was presented to the SCCC Board of Trustees on June 12, 2018, at the June Board of Trustees meeting.

A draft of the updated 2019 Facilities Master Plan was released for districtwide review and comment on February 7/2019

Presentations were made to the campuses and planning groups at open forum meetings as follows: Fresno City College on 9/27/18; Reedley College on 9/17/18; Clovis Community College on 9/18/18 and Madera Community College Center/Oakhurst Center on 9/24/18.

Updated 2019-203 Facilities Master Plan was presented to the SCCC Board of Trustees was on November 5, 2019.





Enrollment and Growth State Funding Eligibility



STATE FUNDING ELIGIBILITY

Space Category/Description	State Supportable	Potentially State Supportable	District Funded
100 CLASSROOM	X	-	-
210-230 LABORATORY	X	-	-
235-255 NON CLASS LABORATORY	X	-	-
300 OFFICE/CONFERENCE	X	-	-
400 LIBRARY	X	-	-
520-525 PHYS ED (INDOOR)	-	X	-
530-535 AV/TV	X	-	-
540-555 CLINIC/DEMONSTRATION	-	X	-
610-625 ASSEMBLY/EXHIBITION	-	X	-
630-635 FOOD SERVICE	-	-	X
650-655 LOUNGE/LOUNGE SERVICE	-	-	X
660-665 MERCHANDISING	-	-	X
670-690 MEETING/RECREATION	-	-	X
710-715 DATA PROCESSING/COMP	-	X	-
720-770 PHYSICAL PLANT	-	X	-
800 HEALTH SERVICES	-	X	-

State Supportable

The Assignable Square Footage (ASF) for these space categories is defined in Title 5 reference to the Board of Governor's Policy on Utilization and Space Standards. These space categories can qualify for state funding.

Potentially State Supportable

The Assignable Square Footage for these space categories are not defined in Title 5; the ASF is dependent on campus or program requirements. These space categories can, but do not always, qualify for state funding.

District Funded

The Assignable Square Footage for these space categories is dependent on campus or program requirements. These space categories do not qualify for state funding.



Enrollment and Growth

Districtwide

Annually, the **State Chancellor's Office generates a long-range forecast for growth of WSCH** (weekly student contact hours) and headcount. The forecast extends through the year 2025. The data are for fall semesters. The forecast for the State Center Community College District implies an annual growth rate of 1.24% for WSCH and 0.77% for student headcount.

CCCCO Long Range Enrollment Forecast 2017		
Term	Enrollment	WSCH
Fall 2017	40,710	419,643
Fall 2018	41,026	424,944
Fall 2019	41,345	430,306
Fall 2020	41,666	435,720
Fall 2021	41,990	441,198
Fall 2022	42,316	446,729
Fall 2023	42,645	452,325
Fall 2024	42,977	457,986
Fall 2025	43,311	461,544

Source: California Community Colleges Chancellor's Office Long Range Enrollment Forecast 2018

Glossary of Terms

Assignable Square Footage (ASF) – The area of spaces available for assignment to an occupant (excepting those spaces defined as circulation, custodial, mechanical and structural areas).

Capacity to Load Ratio (Cap/Load) – This is the ratio of space the College has divided by the space it needs (according to Title 5 space standards). A Cap/Load ratio above 100% means the College has a surplus of space in that category. A Cap/Load ratio below 100% indicates a need for more space. E.g., if the college has 120,000 ASF of classroom space and Title 5 Standards show that the College qualifies for 100,000 ASF, the Cap/Load ratio (HAVE ÷ NEED) = 120,000 ÷ 100,000 = 120%.

Classroom Space (also referred to as lecture space) – Rooms used for classes that do not require special purpose equipment for student use.

DGE (Day Graded Enrollment)

FTEF (Full-Time equivalent faculty) – Total full-time equivalents for all adjunct and full-time faculty. E.g., six adjunct faculty members, each teaching one-quarter of a full teaching load, is equal to 1.5 FTEF.

FTES (Full-Time equivalent students) – Total hours attended by one or more students, divided by 525. One FTES is equal to one student taking a course load of 15 units for two semesters.

Gross Square Footage (GSF) – The total square footage of a building, measured at the exterior of the walls, including all interior spaces.

Headcount – the number of individual people in a class or enrolled at the College

Instructional Media Space (also referred to as AV/TV space) - Rooms used for the production and distribution of audio/visual, radio and TV materials.

Laboratory Space – Rooms used primarily by regularly scheduled classes that require special-purpose equipment for student participation, experimentation, observation or practice in a field of study.

Library Space – Rooms used by individuals to study books or audio/visual materials. Rooms used to provide shelving for library or audio/visual materials. Rooms that support these uses, such as book processing rooms, circulation desk, etc.

Office Space – includes faculty, staff and administrator offices as well as all student services spaces (e.g., A&R, Financial Aid, etc.).

TOP Codes (Taxonomy of Programs) – A system of numerical codes used at the state level to collect and report information on programs and courses, in different colleges throughout the state, that have similar outcomes.

WSCH (weekly student contact hours) – The number of class contact hours a class is scheduled to meet times the number of students. E.g., if a class meets three hours per week, and has 30 students enrolled, that would generate 90 weekly student contact hours.



Enrollment and Growth

Districtwide

The District has created a growth model for the Long-Range Enrollment Forecast . This growth model allocates the enrollment growth among the colleges and educational centers. The WSCH projections are based on data provided by the District.

WSCH Projection SCCC				
Fall Semester	Clovis Community College	Fresno City College	Reedley College	Grand Total
Fall 2017	71,053	236,050	107,727	414,830
Fall 2018	75,309	249,576	111,305	436,189
Fall 2019	81,561	253,255	114,085	448,901
Fall 2020	88,332	256,988	116,936	462,255
Fall 2021	95,665	260,776	119,857	476,299
Fall 2022	103,608	264,620	122,851	491,079
Fall 2023	112,209	268,521	125,921	506,651
Fall 2024	121,525	272,479	129,067	523,071
Fall 2025	142,541	276,496	132,291	540,401
Fall 2026	142,541	280,572	135,596	558,708
Fall 2027	154,374	284,708	138,984	578,066
Fall 2028	167,191	288,904	142,456	598,551
Fall 2029	181,071	293,163	146,015	620,249
Annual growth rate (2013-2018)	8.3%	1.5%	2.5%	2.7%

2017-2018 Actual WSCH

2019-2029 Projected WSCH



Enrollment and Growth



SCCCD Projection of Future Space Needs

The tables on the following pages show the current space inventory, the pending projects for each campus, the qualification for space in 2029, and the net need or surplus of space. All the numbers (except percentages) are in assignable square feet (ASF). The qualification columns indicate the space that the college qualifies for according to Title 5 of the Education Code.

The forecast uses a 10-year time horizon (2029). It is not expected that the colleges will hit their WSCH targets exactly in that year. Rather, the space needs forecast shows how much space each campus will need when it reaches a certain level of WSCH. This might occur a couple of years before or after 2029.

These tables use the 2029 targets for WSCH shown earlier in this document on page 37.

The projections assume the following:

- FTEF will grow in proportion to WSCH and FTES, and
- Laboratory TOP Codes will not change dramatically

Data source:

The Facility Utilization Space Inventory Options Net project (FUSION) is a web-based project planning and management tool. Space needs are determined based on the enrollment data and current space inventory in the FUSION database.

Space Needs

Title 5 §57020-§57032 of the California Code provides formulae for each of the five key space categories to determine space needs. Those formulae are as follows:

Space Category	Title 5 Formula	
Lecture	42.9 ASF per 100 WSCH	
	47.3 ASF per 100 WSCH for colleges with WSCH below 140,000	
Laboratory	{Lab Factor‡} * 100 WSCH	
Office	140 ASF per FTEF	
Library	Base ASF Allowance	3,795 ASF
	ASF 1st 3,000 DGE	3.83 ASF
	ASF/3001-9,000 DGE	3.39 ASF
	ASF>9,000	2.94 ASF
AV/TV	Base ASF Allowance	3,500 ASF
	ASF 1st 3,000 DGE	1.50 ASF
	ASF/3001-9,000 DGE	0.75 ASF
	ASF>9,000	0.25 ASF
‡Lab Factors vary by TOP Code		



Enrollment and Growth Space Needs Forecast

Fresno City College

Fresno City College has **capacity to load ratios** higher than 100% in classroom and laboratory space. This means that the college has two areas that do not meet Title 5 enrollment expectations. The college will need to continue efforts to bring both areas under 100%. Taking growth into account as well as the five facilities projects currently listed on the Five-Year Capital Construction Plan, there will be a surplus of space in two of the five key space categories. However there will still be a significant need for additional space in the other categories. The Net Space Need projections are based on actual use as required by the California Community College Chancellors Office.

Fresno City College Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/Load Ratio (2021)	Space Qualification 2021	Projects in the 5-Year Plan Total ASF	Projected Space Qualification 2029	Net Space Needs (Surplus)
Classroom *	61,824	104%	59,463	18,721	59,654	(20,891)
Laboratory *	173,364	103%	167,858	59,826	170,438	(62,752)
Office *	79,066	82%	96,457	11,292	96,882	6,524
Library *	25,673	44%	58,951	14,517	62,446	22,256
AV/TV *	10,359	66%	15,794	1,600	16,049	4,090
Other	178,158	N/A	N/A	13,869	N/A	N/A
Total	528,444		398,523	119,825	405,469	(50,773)

*Note: Only spaces in the five categories identified with * affect Capacity/Load Ratios.*

Fresno City College Facilities Projects					
Space Category	New Science Building	Planning & Site Acquisition - First Responder Center	New Child Development Center	Modernize Art/Home Ec Building	Modernize Math Science
Classroom	13,200	7,000	0	33	-1512
Laboratory	43,500	24,900	2,600	597	-11771
Office	5,380	4,000	1,363	101	448
Library	550	3,000	0	0	10967
AV/TV	0	1,600	0	0	0
Other	2,370	3,100	7,262	-731	1868
Total ASF Increase	65,000	43,600	11,225	0	0

The figures in the chart above represent the change in Assignable Square Footage associated with the project, not the total Assignable Square Footage of the project

As new satellite campuses are developed and programs including auto/police/medical assisting move off the FCC main campus, the vacated space will allow the remaining programs to grow. It is also recommended that the campus convert spaces that are overbuilt, such as lab to other types of needed space such as library or tutorial use.

Data source: The Facility Utilization Space Inventory Options Net project (FUSION) is a web-based project planning and management tool. Space needs are determined based on the enrollment data and current space inventory in the FUSION database.



Enrollment and Growth Space Needs Forecast

Reedley College

Reedley College has **capacity to load ratios** higher than 100% in classroom and laboratory space. This means that the college has two areas that do not meet Title 5 enrollment expectations. The college will need to continue efforts to bring both areas under 100%. Taking growth into account as well as the seven facilities projects currently listed on the Five-Year Capital Construction Plan, there will be a surplus of space in two of the five key space categories. However there will still be a significant need for additional space in the other categories. The Net Space Need projections are based on actual use as required by the California Community College Chancellors Office.

Reedley College Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/Load Ratio (2021)	Space Qualification 2021	Projects in the 5-Year Plan Total ASF	Projected Space Qualification 2029	Net Space Needs (Surplus)
Classroom *	32,730	149%	21,931	-972	23,817	(7,941)
Laboratory *	92,841	133%	69,884	18,758	76,866	(34,733)
Office *	31,395	87%	36,261	2,600	37,682	3,687
Library *	18,410	74%	24,892	5,832	26,444	2,202
AV/TV *	4,295	71%	6,031	2,507	6,145	(657)
Other	146,454	N/A	N/A	30,602	N/A	N/A
Total	326,125		158,999	59,327	170,954	(37,442)

*Note: Only spaces in the five categories identified with * affect Capacity/Load Ratios.*

Reedley College Facilities Projects							
Space Category	Math Science and Engineering	Center for Fine and Performing Arts	Oakhurst Academic Building	New Child Development Center	Ag Mechanics Expansion Phase 1 and 2	Modernization of Agriculture Instruction Complex	Modernize Voc-Tech Complex: Aero, Auto, Welding
Classroom	190	0	572	0	0	-596	-1138
Laboratory	2,671	0	-238	1,040	12,679	-65	2671
Office	726	0	1,488	1,150	100	-1,075	211
Library	2,434	0	1,698	0	0	500	1200
AV/TV	0	0	2,507	0	0	0	0
Other	918	24,500	0	6,411	3,420	-3,631	-1016
Total ASF Increase	6,939	24,500	6,027	8,601	16,199	-4,867	1,928

The figures in the chart above represent the change in Assignable Square Footage associated with the project, not the total Assignable Square Footage of the project



Enrollment and Growth Space Needs Forecast

Clovis Community College

Clovis Community College has **capacity to load ratios** below 100% in all five of the key space categories. This means that the college needs additional space in every category (as per Title 5). Taking growth into account as well as the four facilities projects currently listed on the Five-Year Capital Construction Plan, there will be a surplus of space in two of the five key space categories. There will still be a need for additional office, library, and AV/TV space. The Net Space Need projections are based on actual use as required by the California Community College Chancellors Office.

Clovis Community College Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/Load Ratio (2021)	Space Qualification 2021	Projects in the 5-Year Plan Total ASF	Projected Space Qualification 2029	Net Space Needs (Surplus)
Classroom *	18,853	73%	26,001	19,200	27,671	(10,382)
Laboratory *	32,283	66%	48,817	54,600	73,409	(13,474)
Office *	18,198	64%	28,421	12,500	32,547	1,849
Library *	12,227	49%	24,892	11,800	26,713	2,686
AV/TV *	4,109	73%	5,664	1,600	5,799	90
Other	31,955	N/A	N/A	46,500	N/A	N/A
Total	117,625		133,795	146,200	166,139	(19,231)

*Note: Only spaces in the five categories identified with * affect Capacity/Load Ratios.*

Clovis Community College Facilities Projects				
Space Category	Applied Technology Phase 1	Applied Technology Phase 2	Physical Education Building	Applied Technology Phase 3
Classroom	5,700	3,500	0	10000
Laboratory	28,900	7,700	2,000	16000
Office	5,000	5,500	1,000	1000
Library	1,800	10,000	0	0
AV/TV	1,600	0	0	0
Other	1,450	2,100	36,100	6850
Total ASF Increase	44,450	28,800	39,100	33,850

The figures in the chart above represent the change in Assignable Square Footage associated with the project, not the total Assignable Square Footage of the project



Enrollment and Growth Space Needs Forecast

Madera Community College Center

Madera Community College Center has capacity to load ratios higher than 100% in classroom and laboratory space. This means that the college has two areas that do not meet Title 5 enrollment expectations. The college will need to continue efforts to bring both areas under 100%. Taking growth into account as well as the two facilities projects currently listed on the Five-Year Capital Construction Plan, there will be a surplus of space in three of the five key space categories. However there will still be a need for additional space in the other categories. The Net Space Need projections are based on actual use as required by the California Community College Chancellors Office.

Madera Community College Center Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/Load Ratio (2021)	Space Qualification 2021	Projects in the 5-Year Plan Total ASF	Projected Space Qualification 2029	Net Space Needs (Surplus)
Classroom *	14,196	161%	8,820	2,471	10,971	(5,696)
Laboratory *	26,380	144%	18,293	9,774	21,746	(14,408)
Office *	11,251	71%	15,950	4,413	16,310	646
Library *	3,786	24%	15,723	11,214	15,954	954
AV/TV *	1,369	33%	4,165	3,000	4,243	(126)
Other	28,962	N/A	N/A	4,143	N/A	N/A
Total	85,944		62,950	35,015	69,224	(18,630)

*Note: Only spaces in the five categories identified with * affect Capacity/Load Ratios.*

Madera Community College Center Facilities Projects		
Space Category	New Center for Ag and Technology	Academic Village Two
Classroom	1,362	1,109
Laboratory	4,895	4,879
Office	713	3,700
Library	0	11,214
AV/TV	0	3,000
Other	443	3,700
Total ASF Increase	7,413	27,602

The figures in the chart above represent the change in Assignable Square Footage associated with the project, not the total Assignable Square Footage of the project

11/5/19



Enrollment and Growth Space Needs Forecast

Career Technology Center Center

The Career and Technology Center has **capacity to load ratios** significantly higher than 100% in classroom and laboratory space. This means that the center has more space in these two categories than it needs (as per Title 5). The center, at its future planned location, is projected to grow dramatically in the next 10 years. FTES (and WSCH) is projected to more than double by 2029. Taking growth into account as well as the facilities project currently listed on the Five-Year Capital Construction Plan, there will be a surplus of space in one of the five key space categories there will still be a need for additional space in four of the five space categories. The Net Space Need projections are based on actual use as required by the California Community College Chancellors Office.

Career Technology Center Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/Load Ratio (2021)	Space Qualification 2021	Projects in the 5-Year Plan Total ASF	Projected Space Qualification 2029	Net Space Needs (Surplus)
Classroom *	2,819	569%	495	7,125	3,295	(6,649)
Laboratory *	22,581	216%	10,464	41,740	69,666	5,345
Office *	1,872	34%	5,440	2,095	13,191	9,224
Library *	0	0%	6,550	4,040	6,923	2,883
AV/TV *	0	0%	1,666	0	1,697	1,697
Other	8,006	N/A	N/A	-947	N/A	N/A
Total	35,278		24,616	54,053	94,772	12,500

*Note: Only spaces in the five categories identified with * affect Capacity/Load Ratios.*

The following programs will be moving to West Fresno Campus :

- Automotive Tech/GM
- Auto Mechanic/AMCTC (CTC)
- Auto Collision Repair Tech
- Auto Collision Repair/ACRCTC
- Warehouse Distribution/ITCTC
- Welding – WELD 2A/2B Only)

These programs currently account for approximately 356 FTES.

The following programs starting in the summer 2019, will generate additional FTES. These programs will be starting at their respective campus.

- Medium/Heavy Truck,
- AFV/BEV/EV
- Truck Driving

Many programs are impacted, with multiple students on waiting lists. The addition lab space provided at the new centers will enable these students to be accommodated.

It is anticipated that the Career Technical programs will increase by 20% to 25%. The additional FTES generated with the opening of new West Fresno Campus should significantly reduce the laboratory space surplus.

The fire academy currently located on the CTC campus will be relocating to the new First Responder Campus.

Career Technology Center Center Facilities Projects	
Space Category	New West Fresno Campus
Classroom	7,125
Laboratory	41,740
Office	2,095
Library	4,040
AV/TV	0
Other	-947
Total ASF Increase	54,053

It has long been recognized that the Career Technology Center is not currently being used to its capacity. The center is a dysfunctional site that is not close to public transportation, has no amenities, and was old when it was initially acquired. In its present state it cannot meet the career technical needs of the program. The challenges of the present site have been acknowledged and the decision has been made to move the Career Technology Center operations and programs to the new West Fresno Campus and new First Responder Campus.

The current enrollment data for West Fresno Campus does not account for programs at the Fresno City College campus that will be moving to the new center once the center is complete.

The figures in the chart above represent the change in Assignable Square Footage associated with the project, not the total Assignable Square Footage of the project



Funding

LOCAL BOND

In addition to funding projects that do not qualify for state funds, the district can leverage its local bond dollars to gain additional points toward improving the overall score for Final Project Proposals (FPP) submitted to the state for funding.

STATEWIDE BOND

A future statewide bond will likely be needed for the development of some of the projects described in the Facilities Master Plan.

In competition with the other districts in the state, the Facilities Master Plan recommends the following to maximize the potential for state funding:

- Develop the campuses to state standards by maintaining Capacity to Load Ratios (Cap/Load). Campuses with Capacity to Load Ratios exceeding 100% are generally not eligible for funding of growth projects.
- Reduce or eliminate inefficient space. This can include identifying underutilized space and modifying or repurposing the space to maximize its potential instructional use.
- It is recommended that the district prepare and submit Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) each year to the state chancellor's office for consideration.

PUBLIC/PRIVATE PARTNERSHIPS

To maximize the use and potential of the district assets, it is recommended that the district pursue a land asset analysis as further described in the section: Land Resource Utilization.

The district has been successful in obtaining grants for facility improvements and should continue to seek grant funding whenever possible. There are numerous Major Grants available through the Foundation for California Community College in three major areas which include the following:

Workforce Development

Air Quality Technician Training and Smog Check Referee Program
Career Pathway Internship Facilitation Service
Launch Path Work-based Learning Platform
Community College Linked Learning Initiative
Nursing Education Centralized Placement System, operating in 7 regions nationwide
Career Café Early Career Navigation Mobile Application
CCC National Science Foundation Partnership for Innovation Program

Student Success

Student Success Task Force
Step: Forward student priority registration awareness campaign and website
Capacity-Building for Student Success
Success Center for California Community Colleges
Leadership, Research, and Policy Development Center at UC Davis
California Colleges Guidance Initiative

Equity

California Community Colleges Student Mental Health Program
Youth Empowerment Strategies for Success Independent Living Program
Transition Age Foster Youth Program
California Connects, digital literacy program



Facility Assessments



FACILITY ASSESSMENTS

Community College Foundation

Once every three years, each Community College District in the state has a Facilities Condition Assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCDC was conducted in August 2015. The final report was updated in September 2015.

Facilities Planning Team

Between May and October 2018, the Facilities Planning Team walked the buildings at Fresno City College, Reedley College, Clovis Community College, and the Madera Community College Center.

The additional assessments by the planning team were intended to supplement the Foundation reports. These assessments included space inventory, room areas, audio/visual availability, and other data to assist the district's planning efforts.

Due to the size of the files reader can request data from the Facilities Planning Office.

1794 Room Data

assign District Name
1 State Center Community College District

Campus Name Fresno City College Campus Code 571 Verified

Build No 1 Abbrev HOAB Condition Satisfactory

ROOM NAME Building Name
HISTORIC OAB

Prefix Fusion Rm No Suffix Fusion Room No
110 A 110A

Plan Rm No Rm No on Bldg Status
110A 110A Active

Use Code 310-Office Use Observed

TOPICSS Code 0099-General Assignment Assignable SF 142 Width 10

Depth 13.6 Calculated Area 136 Occ Loading 100 Assignable Stations 2

Fire Code Occ Load 1 Program 11-General Academic Instruction Observed Stations 1

A/V Equip WhiteBoards No Seating Type Desks

CONDITION

Floor Finish Carpet Floor Condition 1

Wall Finish Paint Wall Condition 1

Ceiling Finish Paint Ceiling Condition 1

1 ___ New-New or like-new condition; no issues to report; no expected failures; Plan 8 to 10 Yrs. 2 ___ Good - Good condition; no reported issues or concerns; consider replacement 6 to 8 Yrs. 3 ___ Fair - Average wear for building age; not new but no issues to report; replace within 4 to 6 Yrs. 4 ___ Poor - Worn from use - at the end of expected lifecycle. Replace within 2 - 4 years. 5 ___ Critical - Extremely worn or damaged; replace in next 2 Yrs

Database developed by the facilities planning team utilized an Apple iPad to assist the team during the Space Inventory Assessment building room survey.



DISTRICTWIDE PLANNING RECOMMENDATIONS

Facilities Master Plan



Sustainability and Energy Efficiency Goals



Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. To pursue sustainability is to create and maintain the conditions under which humans and nature can exist in productive harmony to support present and future generations.

Sustainability is important to making sure that we have and will continue to have the water, materials, and resources to protect human health and our environment.

<http://www.epa.gov/sustainability/basicinfo.htm#sustainability>



SUSTAINABILITY POLICY

To the greatest extent feasible, State Center Community College District is committed to a policy of sustainable design, green building, and energy efficiency, as well as the reduction of pollution and greenhouse gases.

Facilities Master Planning is the first and most important step in sustainable development. By analyzing need and creating right-sized facilities, strategizing to maximize the existing facilities, and committing to enhance student experience, various facility options are evaluated, and ultimately, the most balanced use of space and facilities is determined. This significantly reduces the likelihood that buildings will need to be removed before the end of their life expectancy, and increases the utilization of each building during its life.

Next, the Facilities Master Plan provides guidelines supporting the sustainable commitment during design and construction phases. Each campus will evaluate its environmental concerns and apply a set of sustainable design principles to the design, construction, and commissioning of all Master Plan projects. The following principles shall serve as a guide in the development of a sustainable design approach:

- Minimize the negative long-term effect on the environment.
- Conserve natural resources; e.g. water, fossil fuels, and forests.
- Use recyclable/recycled materials.
- Maximize use of renewable resources; e.g. solar energy.
- Maximize energy efficiency and utilization.
- Provide for aggressive and thorough pursuit of rebates and incentives.
- Provide for improved indoor environmental quality.
 - Improve interior air quality and lighting
 - Mitigate noise factors
- Facilitate use of alternate forms of transportation.
 - Public transportation
 - Bicycles
 - Carpooling
 - Electric vehicles
- **In 2018, the district embarked on solar installation projects at Fresno City College, Reedley College, Clovis Community College, and Madera Community College Center. The installed system provide approximately 11.668 million kilowatt hours. The systems are designed to produce a maximum of 83% of the campuses' energy needs. ¹**

State Center Community College District is committed to the continued education of its students, staff, and faculty regarding sustainable principles and practices.

¹ Information obtained from <https://www.scccd.edu/news/2017/solar-project.html> and https://www.scccd.edu/_uploaded-files/documents/news/solar/2017-03-solar-presentation-final-board.pdf



Sustainability and Energy Efficiency Goals

Incorporate Sustainability Concepts into all modernization and new construction projects to the greatest extent feasible.

Water Efficient Landscaping

- Group plants according to their water needs.
- Use native and low-water-use plants.
- Evaluate the extent of turf area and consider sustainable alternatives.
- Use efficient irrigation systems.
- Schedule irrigation efficiently.
- Maintain healthy soil.
- Provide regular maintenance.

Cool Roof Systems

Reduce Light Pollution

- Use cutoff fixtures to minimize light into the night sky and neighboring property.

Energy Efficient Lighting

- Daylighting
- Daylight dimming systems
- Lighting control systems
- LED lighting

High Efficiency Glass

- High U value
- Low-E coatings
- Low solar heat gain coefficient

Energy Efficient Building Envelope

Net Zero – Solar Energy

“State Center Community College District is excited to bring renewable energy to our campuses, which will reduce our carbon footprint, provide clean and sustainable energy, and save the district money.”

According to the California Public Utilities Commission, beginning in 2030, all new commercial buildings and major renovations of existing buildings should achieve zero net energy performance (onsite or offsite renewables) and support grid optimization. With the district’s investment in solar energy and commitment to continued sustainability, the district is striving to meet the 2030 goals.

Water Conserving Fixtures/Low Flow Devices

Low Emitting Materials

- Low VOC adhesives
- Low VOC sealants
- Low VOC paints
- Low VOC floor wall and ceiling systems

Waste Diversion

- Divert a minimum of 50% of construction waste.
- Develop systems for composting and other forms of greenwaste diversion.

Recycling

- Provide readily accessible receptacles consistent with campus policies.
- The district is committed to educate students and staff about recycling.

Alternative Transportation

- Improve bicycle storage.
- Encourage the use of carpooling and alternative-fuel/low-emission vehicles.
- Provide electric vehicle charging stations.



Alternative Energy Sources

- Photovoltaic panels
- Wind
- Geothermal
- Install controls and displays demonstrating energy production.

Energy Efficient Mechanical Systems

- System commissioning
- Energy management systems

Building Commissioning

Energy Audits

- Analysis of building and utility data
- Survey of operating conditions
- Evaluation of energy conservation measures
- Investigation of utility company incentives

Solar Control

- Building Orientation
- Shading Devices

Document and display sustainable concepts incorporated into projects





Modernization Standards

TEN AREAS OF EXAMINATION FOR MODERNIZATION PROJECTS:

1. **Student Collaboration**
2. **Education**
3. **Aesthetics**
4. **Accessibility**
5. **Code Requirements**
6. **Energy Conservation**
7. **Environmental**
8. **Maintenance**
9. **Technology**
10. **Occupational Health and Safety**

Education



Issues that have evolved out of the Educational Master Plan will be incorporated. Efforts will be made to improve the facilities and building systems to support curriculum delivery. Provide flexible spaces for future changes in education.

Provide Additional Student Support/Tutorial/Collaboration Spaces



Additional student support spaces will be included in each new project as new buildings are built, and existing buildings as they are modernized.

Student support and collaboration spaces will consist of formal and/or informal spaces where students can gather for study or tutorial sessions and have access to power and WiFi.

Accessibility



Existing facilities will be analyzed to determine modifications needed to allow the facility to meet current accessibility requirements and the requirements of the Americans with Disabilities Act. Existing facilities will be analyzed periodically and incorporated into the district's transition plan.

Aesthetics



Consider consistent architectural vocabulary based upon district campus design guidelines.

11/5/19



Code Requirements

Projects will be examined under current building safety and fire code requirements; recommendations will be made for incorporation into the projects.



Energy Conservation

Energy-saving changes will be reviewed and recommended for consideration. The existing building envelope and existing energy management plan will be reviewed for suggested improvements. Sustainable concepts will be reviewed and incorporated when appropriate.



Environmental

Determine whether environmental upgrades, such as new HVAC systems, electrical systems, etc., are necessary.



Maintenance

The entire facility will be examined for maintenance items that are in need of attention as a part of the modernization project.



Occupational Health and Safety

When evaluating proposed scope of work items, input from the district's Environmental Health Department will be reviewed, and removal included in the scope of the project will include but not be limited to asbestos, mold, and lead-based paint. Consider faculty and student safety and secure storage of hazardous materials in the design of facilities.



Technology

Implementation and integration of technology, communications, telephones, security, and data systems will be evaluated for the facility in the context of the districtwide technology plan, and upgrades shall be incorporated into the project.



Accessibility Policy Goals

State Center Community College District seeks to make all programs, services, and facilities accessible to people with disabilities.

State Center Community College District recognizes and supports the standards set forth in the Americans with Disabilities Act (ADA) and similar standards in the California Building Code, which are designed to eliminate discrimination against individuals with disabilities. Disabilities may include physical or mental impairments that substantially limit one or more of a person's major life activities, and that may require modifications to the facilities, programs, or services within the district.

State Center Community College District is committed to making its campuses and facilities accessible as required by applicable standards.

The District is committed to:

- Raising the level of awareness of accessibility issues on its campuses.
- Providing reasonable accommodation for people with special needs.
- Documenting accessibility issues.
- Systematically addressing issues involving accessibility.
- Involving faculty, staff, and students in planning efforts to identify, report, and assist the district in meeting its accessibility goals.
- **Developing a website link to facilitate the reporting of accessibility concerns.**

The district established a transition plan to systematically correct deficiencies and document corrections performed.

The Facilities Master Plan Update process included a review of the district's transition plan and the deficiencies that have been corrected since the initial ADA survey. College and district staff worked to develop priorities in the continued effort to correct deficiencies.

SUGGESTED STANDARDS

Multi-accommodation restrooms: The district would prefer that they be designed to eliminate doors to provide easier accessibility or provide a magnetic hold-open device if required by fire code.

Provide a panic button for alarm in elevators for deaf and non-speaking individuals.

Provide Evacu-Trac chairs at all stairways and provide regular training sessions on the proper usage of these devices.



Technology Policy Goals

IMPACT OF NEW TECHNOLOGIES AND METHODS IN EDUCATIONAL DELIVERY

The rapid development of new technologies has created the opportunity to revise, improve, and expand the learning environment for students. As a part of this facilities master planning process, the planning team will be seeking how SCCCD might provide better learning experiences for students through technological means. The learning environment has changed considerably in colleges over the past few years, and it is speculated that the classroom of the future will be much different from today's.

Laptop computers and new technology devices require network access. Every classroom and lab space should include a video monitor or projection TV unit and network access, plus computers, depending on the application and subject matter. As computers become more compact and lower in cost, students could be expected to purchase their own portable access devices. Thus the college will only need to provide network and internet access at each workstation or more via a wireless connection.

- Enhance the use of technology and maximize the resources to better serve the needs of the students and the college community.
- Establish a planning and implementation structure that improves the delivery of technology to all district facilities.
- Conduct an ongoing assessment and evaluation process to provide a basis for review and updating of goals, programs, and services served by technology.
- Effectively communicate to all constituents in the district the goals, activities, and accomplishments of the district related to technology.
- Enhance the use of technology to facilitate effective organizational operations and decision-making within the district.

The intent of the Facilities Master Plan related to technology, is to support the physical infrastructure within the district to support the technological facilities that support the staff and students. The district's *"District-Wide Technology 2019-2022 focuses on institutional effectiveness technology initiatives, whereas the campus plans focus more on educational excellence and community collaboration initiatives. Collectively, the technology plans will leverage technology to enable students to succeed and staff to be most productive in meeting the needs of students."*



Technology Policy Goals

Wireless Access

In the current market and for the near future (2-5 years), the capability of wireless devices to access network resources and the internet will not match the capabilities of wired devices. For data and video intensive and computationally complex applications, the fixed workstation setting will likely continue to be a favored venue. However, wireless technologies and personal data access (PDA) devices are rapidly becoming integral to the daily lives of students and staff, and this trend is expected to continue. To keep the campus learning environment vital and relevant, it is prudent to invest in staying abreast of the innovative ways students are using wireless technology in their daily lives to communicate with each other, access media, and express themselves. To that end, it is recommended that wireless access technology and infrastructure continue to be deployed in higher density and with greater multi-user and high bandwidth capability both inside major buildings and outdoor areas within the campus setting.

As wireless technology improves and becomes more widespread through the use of multiple types of mobile technology devices, these devices will be used more frequently and for longer periods by the students. Often, the batteries supporting these devices are not adequate to supply the power necessary for reliable use for the length of time students are on campus. In order to provide for access to the wireless networks and support other various student activities on personal mobile devices, it is recommended that adequate power infrastructure be provided that is accessible to students.

Security Systems

Campus and/or districtwide systems associated with security of people and property include:

- Intrusion detection
- Door access control
- Fire alarm
- Video surveillance
- Mass notification

Traditionally (and currently within the district) these systems are limited in deployment and are essentially stand-alone, legacy systems that utilize various proprietary network wiring and communications protocols. As such, each system has an associated administrative and maintenance cost that must be borne by the district maintenance and operations staff and typically involves several service vendors. New technology platforms have the ability to integrate these functions using fewer devices and simplified common technology platform(s). This approach promises to provide users and maintenance staff with fewer, simplified interfaces and can offer significant improvements in deployment and operational expenses.

Network Infrastructure Standards

Several key projects over the last decade have brought significant advances in the standardization of the primary data network infrastructure across the district. Fundamental to the success of these projects has been the ability to include district-owned documents into the construction specifications that consistently describe district standards for equipment, construction techniques, and performance testing. It is recommended that the refinement and expansion of these standards documents continue to include other systems such as security and building management, as these systems evolve into next-generation deployments.

Function-Specific Room Layouts

The application of technology for specific room functions can vary significantly, particularly in labs designed to accommodate specific disciplines such as photography, auto repair and chemistry. It is unlikely that a single set of specifications or exhibits can cover these applications. However, developing templates that describe typical requirements and general layout of commonly occurring spaces can be of benefit for staff and facility planners. It is recommended that the district develop standard technology deployment layouts for the following spaces:

- Classrooms
- Computer labs
- Private offices
- Meeting/conference rooms
- Distance learning rooms



Technology Policy Goals

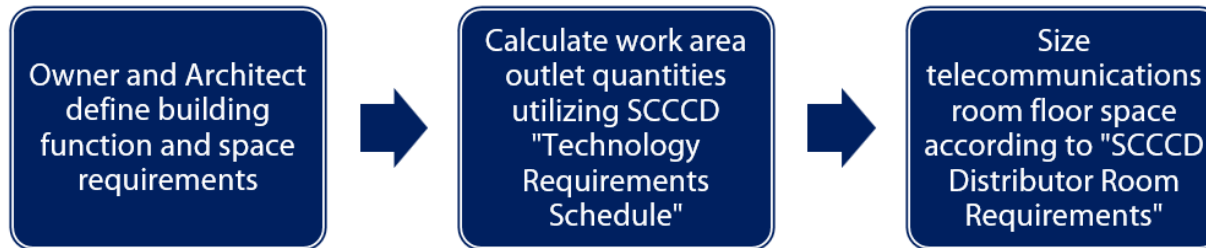
As higher education transforms and innovates teaching and learning, the design of academic buildings will also require spaces that are scalable and adaptable to evolving technology requirements. Space provisioning for technology in new buildings must be thoughtfully addressed at the beginning of the design process. The architectural programming phase is the best opportunity to introduce the unique and often stringent standards for technology rooms.

Architectural Programming for Technology Spaces

One of the top priorities for SCCCD, in terms of new building construction, is to design buildings that are flexible enough to accommodate shifting lecture classroom and science laboratory needs. SCCCD telecom room sizing should anticipate that a significant percentage of the classrooms in a new building could be converted to computer laboratory spaces at some point in the future.

The future conversion of classrooms to laboratories will require that designers anticipate the increased density of data outlets within the renovated space. Increased data outlets will drive the need for more conduit pathway to support new cable and additional space for new active electronics within the technology room. Increased power, UPS capacity, and environmental conditioning will also need to be addressed within the design.

The starting point for programming technology within new SCCCD buildings is defining the known requirements, such as the number of work area outlet cables that are necessary to support the planned spaces. This should be accomplished by establishing the function of each room and the quantity of work area outlets per room, based on the accepted SCCCD outlet configurations. Then, the aggregate number of cables per floor should be used to determine the size and quantity of distributor rooms.





Landscape/Irrigation Policy Goals

LANDSCAPE ARCHITECTURAL DESIGN CRITERIA

General

- Landscape architectural review criteria
- Sustainable/maintainable landscapes
- Environmental considerations
- Health and safety

Irrigation standards

- Design parameters
- District wide central control system
- System layout and design criteria
- Flow/system zones and exposure criteria
- District standard irrigation equipment

Planting standards

- General design
- Environmental considerations
- Sustainable planting design
- District standard plant material

Campus maintenance program staffing/management analysis

- General overview
- Industry standards for grounds maintenance
- Grounds staffing
- Grounds materials and equipment
- Maintenance program recommendations

Athletic fields maintenance program staffing/management analysis

- General overview
- Industry standards for grounds maintenance
- Athletic fields staffing
- Athletic fields materials and equipment
- Athletic fields maintenance program recommendations



Land Resource Utilization— Public Private Partnerships

Given the unique nature of each of the district's campuses and sites, the district is committed to undertaking a proactive approach to maximize the utilization of district-owned lands. Through a strategic land asset analysis, each of the district's properties should be evaluated according to its unique and relevant position to the district's Strategic Plan.

An understanding of the real estate market opportunities associated with the district's land assets and the educational direction of the district is a key step in identifying the potential for future public private partnerships.

The district may obtain the services of a consultant experienced in real estate consulting services to develop a complete assessment of their assets. The assessment should analyze the possible disposition of existing properties and consider their highest and best use, as well as potential acquisition of additional properties beneficial to the mission of the district. In the evaluation of the district's properties, consideration should be given to the potential sources of revenue generation to further the support of the district's mission.

The land asset analysis should consider the following:

- Review the district's Strategic Plan and the Strategic Plans of each campus.
- Review the districtwide Facilities Master Plan.
- Become familiar with the details of each property and gain an understanding of the public and private market potential at each site.
- Prepare an inventory of the district's land assets.
- Analyze current asset utilization including current leases and evaluation of the revenue generated and future potential.
- Prepare criteria to evaluate each site including property specific limitations related to governmental regulations.
- Obtain information regarding the market conditions of each property and establish a preliminary estimate of land values.
- Provide relevant examples of successful asset management activities of other educational institutions and potential public private partnerships.
- Prepare a report of the findings and establish recommendations to maximize the district's land assets.



Total Cost of Ownership

STAFFING RECOMMENDATIONS

During the development of the Facilities Master Plan Update, the level of staffing needs was researched, and current level of staffing of each campus identified. Recommended staffing levels were derived from various Association of Physical Plant Administrators (APPA) publications. The following pages compare the current staffing levels at each of the four campuses and compares them with the APPA recommended levels.

Staffing levels vary depending upon the level of service to be provided; the higher the level of service the greater the staffing level needed. The following pages also describe the various levels of service.

The recommended staffing needs for new buildings and new campuses is included to assist in determining the Total Cost of Ownership Model.

Public safety was also considered. Information from The Commission on Peace Officer Standards and Training, with relative data of employed full-time sworn, reserve, and dispatcher personnel was utilized to compare the staffing levels of public safety personnel across the reporting community college districts.

The district is working toward an APPA level of 2 for its facilities.

As new capital projects are constructed to meet the needs of the district, it is imperative that the cost of operating and maintaining those facilities – the total cost of ownership (TCO) – be considered.

Review and follow district Facilities Design Standards to ensure that new and renovated facilities are designed and constructed in accordance with the district's operational criteria.

Energy efficiency is of paramount importance, particularly in light of escalating energy costs. For new buildings in particular, energy efficiency should be a high priority design criterion.

Other facility design criteria should include architectural finishes that are functional, pleasing, durable, and easy to maintain, as well as environmentally friendly. Furniture should be selected in accordance with criteria that include comfort, ergonomics, durability, maintainability, and longevity.

The design of new systems and renovation of older mechanical, electrical, communications, building management controls, fire alarm systems, security systems, plumbing fixtures, etc., should be developed with existing campus wide systems in mind to ensure that maintenance staff have the training, knowledge, tools, and equipment to operate and maintain them in the most efficient and cost-saving manner.

In determining total cost of ownership, the following information should be prepared by the district, analyzed, and documented to develop the Total Cost of Ownership Model:

The Total Cost to Design and Build

- Hard and soft costs

The Total Cost to Maintain and Operate

- Routine maintenance
- Minor repairs
- Major modernizations, 5 to 25 years
- Preventive maintenance
- Custodial services
- Supplies
- Groundskeeping
- Waste management, including program-generated
- Utilities
- Technology
- Life cycle cost analysis

The Total Cost to Decommission Facility at the end of its useful life



Total Cost of Ownership APPA's Levels of Service

APPA's Levels of Service

Level	Maintenance	Custodial	Grounds
1	Showpiece Facility	Orderly Spotlessness	State of the Art
2	Comprehensive Stewardship	Orderly Tidiness	High Level
3	Managed Care	Casual Inattention	Moderate Level
4	Reactive Management	Moderate Dinginess	Moderately Low-Level
5	Crisis Response	Unkempt Neglect	Minimum Level



Total Cost of Ownership APPA's Levels of Service

MAINTENANCE

APPA Maintenance Standards				
	Level 1	Level 2	Level 3	Level 4
	Showpiece Facility	Comprehensive Stewardship	Managed Care	Reactive Management
Customer Service & Response Time	Able to respond to virtually any service, immediate response.	Response to most service needs, typically in a week.	Services available only by reducing maintenance, response times of one month or less.	Services available only by reducing maintenance, response times of one year or less.
Customer Satisfaction	Proud of facilities; have a high level of trust for the facilities organization.	Satisfied with facilities related services, usually complimentary of facilities staff.	Basic level of facilities care. Able to perform mission duties. Lack of pride in physical environment.	Generally critical of cost, responsiveness and quality of facilities services.
Maintenance Mix	All PM is scheduled and performed on time. Emergencies (e.g. power outages) are infrequent and handled efficiently	A well developed PM program; PM done less than defined schedule. Occasional emergency, caused by pump failures etc.	Reactive maintenance high due to systems failing. High number of emergencies causes reports to upper mgmt.	Worn-out systems require staff to be scheduled to react to failure. PM work consists of simple tasks done inconsistently.
Aesthetics, Interior	Like new finishes	Clean/crisp finishes	Average finishes	Dingy finishes
Aesthetics, Exterior	Window, doors, trim, exterior walls are like new	Watertight, good appearance of exterior cleaners	Minor leaks and blemishes average exterior appearance.	Somewhat drafty and leaky, rough looking exterior
Aesthetics, Lighting	Bright and clean, attractive lighting	Bright and clean, attractive lighting	Small percentage of lights out, generally well lit and clean.	Numerous lights out, missing diffusers, secondary areas dark.
Service Efficiency	Maintenance activities appear highly organized and focused. Service and maintenance calls are responded to immediately.	Maintenance activities appear organized with direction. Service and maintenance calls are responded to in a timely manner.	Maintenance activities appear to be somewhat organized, but remain people dependent. Service/ maintenance calls are sporadic without apparent cause.	Maintenance activities are somewhat chaotic and people dependent. Service/maintenance calls are typically not responded to in a timely manner.
Building Systems Reliability	Breakdown maintenance is rare and limited to vandalism and abuse repairs.	Breakdown maintenance is limited to system components short of MTBF.	Building and systems components periodically or often fail.	Systems unreliable. Constant need for repair. Backlog repair exceeds resources.



Total Cost of Ownership APPA's Levels of Service

CUSTODIAL

APPA Custodial Standards

Level 1	Level 2	Level 3	Level 4	Level 5
Orderly Spotlessness	Ordinary Tidiness	Casual Inattention	Moderate Dinginess	Unkempt Neglect
Floors and base moldings shine and/or are bright and clean; colors are fresh. All vertical and horizontal surfaces have a freshly cleaned or polished appearance and have no accumulation of dust, dirt, marks, streaks, smudges, or fingerprints. Washroom and shower tile and fixtures gleam and are odor-free; supplies are adequate.	Floors and base moldings shine and/or are bright and clean. There is no buildup in corners or along walls, but there can be up to two days' worth of dirt, dust, stains and streaks. All vertical and horizontal surfaces are clean, but marks, dust, smudges, and fingerprints are noticeable upon close observation.	Floors are swept or vacuumed dean, but upon dose observation there can be stains. A buildup of dirt and/or floor finish in corners and along walls can be seen. There are dull spots and/or matted carpet in walking lanes. There are streaks or splashes on base molding. All vertical and horizontal surfaces have obvious dust, dirt, marks, smudges, and fingerprints. Lamps all work and fixtures are clean.	Floors are swept or vacuumed clean, but are dull, dingy, and stained. There is an obvious buildup of dirt and/or floor finish in corners and along walls. There is a dull path and/or obviously matted carpet in the walking lanes. Base molding is dull and dingy with streaks or splashes. All vertical and horizontal surfaces have conspicuous dust, dirt, smudges, fingerprints, and marks.	Floors and carpets are dull, dirty, dingy, scuffed, and/or matted. There is a conspicuous buildup of old dirt and/or floor finish in corners and along walls. Base molding is dirty, stained, and streaked. Gum, stains, dirt, dust balls, and trash are broadcast. All vertical and horizontal surfaces have major accumulations of dust, dirt, smudges, and fingerprints, all of which will be difficult to remove. Lack of attention is obvious.
Annual cleaning of all blinds. Repairs completed with 24 hours. Special projects completed within 5 working days.	Cleaning of all blinds within 18 months. Repairs completed within 1 week. Special projects completed within 5 working days.	Cleaning of all blinds within 3 years. Repairs completed within 2 weeks. Special projects completed within 10 working days.	Cleaning of all blinds every 5 years. Repairs completed within three weeks. Special projects completed with one month.	No regular Blind cleaning Repairs done only as time permits. Special project work done only during semester breaks.
All work requests completed the same day. All light fixtures in working order. All academic, low voltage, HID and emergency lighting systems maintained on a timely basis.	75% of work requests completed same day. No more than 5% of all lights out at any given time.	50% of work request completed same day. No more than 10% of all lights out at any given time.	Lighting in academic buildings replaced on an "as needed" basis. Requests would be prioritized with most urgent requests completed within one week.	Maintain essential minimal lighting in academic buildings. Many lights will be out in areas and only replaced when absolutely necessary.



Total Cost of Ownership APPA's Levels of Service

GROUNDS

APPA Grounds Standards				
Level 1	Level 2	Level 3	Level 4	Level 5
State of the Art	High Level	Moderate Level	Moderately Low-Level	Minimum Level
Maintenance applied to a high-quality diverse landscape. Associated with high traffic urban areas, such as public squares, malls, government grounds, or college/university campuses.	Associated with well- developed public areas, malls, government grounds, or college/university campuses. Recommended level for most organizations.	Associated with locations that have moderate to low levels of development or visitation, or with operations that, because of budget restrictions, cannot afford a higher level of maintenance.	Associated with locations affected by budget restrictions that cannot afford a high level of maintenance.	Locations that have severe budget restrictions.



Total Cost of Ownership Staffing

STAFFING COMPARISON

	FCC 2017	RC 2017	CCC 2017	MC 2017
FTES ¹	17,202.00	5,136.00	4,716.00	2,032.00
Head count	33,737	10,184	9,827	4,822
Building (Gross Sq. ft.)	744,029.00	425,384.00	179,329.00	133,768.00
Approximate Campus Acreage	92.3	81.0	59.2	53.7
Maintenance Personnel	15.00	5.00	2.00	2.00
Custodial	40	13	7.5	4
Grounds	6.00	5.00	2.20	2.20
Police Officers	8	3	3	3
Building Square Feet / Maintenance Person	49,602	85,077	89,665	66,884
FCI ²	36.00	46.14	1.60	2.69
Present Level based on SF only	1.05	2.90	4.38	2.71
Present Level with FCI Factor	1.41	3.36	4.40	2.74
Desired Level	2.0	2.0	2.0	2.0
Additional Staff Recommended Level 2	-3.46	1.60	0.78	0.08
Additional Staff Recommended Level 3	-7.12	-0.50	-0.10	-0.58
Building Square Feet / Custodian	18,600.73	32,721.85	23,910.53	33,442.00
Approx. Present Level	2.0	3.5	2.9	3.5
Desired Level	2.00	2.00	2.00	2.00
Additional Staff Recommended Level 2	4.6	12.5	3.2	4.0
Additional Staff Recommended Level 3	-11.92	3.05	-0.73	1.05
Campus Acreage/Groundman	15.38	16.20	26.90	24.39
Approx. Present Level	3.1	3.2	4.2	4.1
Desired Level	2.00	2.00	2.00	2.00
Additional Staff Recommended Level 2	2.8	2.7	3.5	2.9
Additional Staff Recommended Level 3	0.61	0.80	2.04	1.64

Yellow highlight is desired level

APPA Custodial Standards

Cleaning Level	Sq. Ft per Staff
Level 1	8500
Level 2	16700
Level 3	26500
Level 4	39500
Level 5	45600

APPA Maintenance Standards

Maintenance Level	Sq. Ft per Staff
Level 1	47220
Level 2	64456
Level 3	94439
Level 4	118049
Level 5	236098

APPA Grounds Standards

Grounds Level	Acres per Staff			Recommended Acres per Staff Average
	Main Grounds	Open Area	Athletic	
Level 1	1.15	20.00	2.71	7.95
Level 2	2.30	25.00	4.09	10.46
Level 3	2.55	33.33	5.99	13.96
Level 4	5.74	50.00	11.52	22.42
Level 5	13.50	100.00	14.29	42.60

Refer to the previous pages for description of cleaning, maintenance, and grounds levels

- 1 Fulltime Enrolled Students (FTES)
- 2 Facility Condition Index (FCI)



Total Cost of Ownership Staffing

RECOMMENDED STAFFING FOR NEW BUILDINGS

Level 2		Square Feet of New Building		
Building Area		10,000	50,000	100,000
Maintenance (additional staff needed)	0.2	0.8	1.6	
Custodial (additional staff needed)	0.6	3.0	6.0	

Level 3		Square Feet of New Building		
Building Area		10,000	50,000	100,000
Maintenance (additional staff needed)	0.1	0.5	1.1	
Custodial (additional staff needed)	0.4	1.9	3.8	

Level 2 is the Desired Level

APPA Custodial Standards

Cleaning Level	Sq. Ft per Staff
Level 1	8500
Level 2	16700
Level 3	26500
Level 4	39500
Level 5	45600

APPA Maintenance Standards

Maintenance Level	Sq. Ft per Staff
Level 1	47220
Level 2	64456
Level 3	94439
Level 4	118049
Level 5	236098

RECOMMENDED STAFFING FOR NEW CAMPUS

Level 2		Acres of New Site		
Site Area		20.0	50.0	100.0
Grounds (additional staff needed)	1.9	4.8	9.6	

Level 3		Acres of New Site		
Site Area		20.0	50.0	100.0
Grounds (additional staff needed)	1.4	3.6	7.2	

APPA Grounds Standards

Grounds Level	Acres per Staff Main Grounds	Acres per Staff Open Area	Acres per Staff Athletic	Recommended
				Acres per Staff Average
Level 1	1.15	20.00	2.71	7.95
Level 2	2.30	25.00	4.09	10.46
Level 3	2.55	33.33	5.99	13.96
Level 4	5.74	50.00	11.52	22.42
Level 5	13.50	100.00	14.29	42.60



Total Cost of Ownership Staffing Public Safety

All College Districts

POLICE DEPARTMENT STAFFING COMPARISON BY COMMUNITY COLLEGE DISTRICTS WITH SWORN OFFICERS

AGENCY NAME	Sworn	Reserve	Dispatch	Total	UDHC ₁ Fall 2017	UDHC	UDHC ₁ Per Sworn	UDHC ₁ Per Reserve	UDHC ₁ Per Dispatch	UDHC ₁ Per total
EL CAMINO CCD PD	22	2	7	31	24349	22,932	1107	12175	3478	785
MARIN CCD PD	6	0	0	6	6896	6,316	1149			1149
CONTRA COSTA CCD PD	23	0	0	23	35273	35,122	1534			1534
NAPA VALLEY COLLEGE DPS	4	0	0	4	6326	6,166	1582			1582
VICTOR VALLEY COLLEGE PD	7	4	0	11	11621	11,337	1660	2905		1056
CERRITOS CCD PD	14	0	0	14	23681	21,887	1692			1692
CHAFFEY CCD PD	13	0	0	13	22903	21,842	1762			1762
MIRA COSTA CCD PD	9	0	4	13	16318	15,916	1813		4080	1255
SANTA MONICA CCD PD	17	0	6	23	31720	29,541	1866		5287	1379
RIVERSIDE CCD PD	21	5	0	26	40124	37,130	1911	8025		1543
SONOMA CO JR COLLEGE DIST PD	13	0	6	19	25521	26,019	1963		4254	1343
PALOMAR CCD PD	12	2	0	14	24579	24,483	2048	12290		1756
SAN DIEGO CCD PD	35	0	9	44	71936	74,131	2055		7993	1635
COLLEGE OF THE SEQUOIAS PD	6	2	0	8	12614	11,681	2102	6307		1577
YUBA COMMUNITY COLL DIST PD	4	0	0	4	8919	9,601	2230			2230
BUTTE CCD PD	5	0	0	5	11774	10,992	2355			2355
GLENDALE CCD PD	8	0	0	8	18847	17,741	2356			2356
STATE CENTER CCD PD	17	0	5	22	40710	41,603	2395		8142	1850
VENTURA CO CCD PD	14	0	0	14	34333	32,418	2452			2452
SAN JOSE/EVERGREEN CCD PD	7	5	0	12	18907	18,294	2701	3781		1576
SAN BERNARDINO CCD PD	7	0	1	8	19524	19,082	2789		19524	2441
FOOTHILL-DEANZA CCD PD	13	1	0	14	36299	31,833	2792	36299		2593
MERCED CCD PD	4	0	0	4	11556	11,651	2889			2889
LOS RIOS CCD PD	24	1	5	30	74011	69,847	3084	74011	14802	2467
PASADENA CITY CCD PD	9	0	6	15	30058	28,057	3340		5010	2004
OHLONE CCD PD	2	0	0	2	9056	8,119	4528			4528
ALLAN HANCOCK CCD PD	3	1	1	5	14070	13,934	4690	14070	14070	2814
COAST CCD PD	1	0	0	1	43768	43,066	43768			43768

Staffing Data as of 7/03/2018 - Source

Commission On Peace Officer Standards And Training

Current Employed Full-Time Sworn, Reserve & Dispatcher Personnel

All Past Participating Agencies

UDHC₁ DATA as of 11/15/18 - Source

California Community College Chancellor's Office

Management Information System Data Mart

1 Unduplicated Head Count

Average FTES Per Sworn Officers		3808		
Average FTES Per Reserve Officers			18874	
Average FTES Per Dispatchers				8664
Average FTES Per PD Staff				3442
SCCCD Levels Percentage Compared to Average		114%	0%	173%
				172%



Total Cost of Ownership Staffing Public Safety

Only Multi-Campus Districts

POLICE DEPARTMENT STAFFING COMPARISON BY COMMUNITY COLLEGE MULTI-CAMPUS DISTRICTS WITH SWORN OFFICERS

AGENCY NAME	Sworn	Reserve	Dispatch	Total	UDHC ₁ Fall 2017	UDHC ₁ Per Sworn	UDHC ₁ Per Reserve	UDHC ₁ Per Dispatch	UDHC ₁ Per total
MARIN CCD PD	6	0	0	6	6896	1149			1149
CONTRA COSTA CCD PD	23	0	0	23	35273	1534			1534
CHAFFEY CCD PD	13	0	0	13	22903	1762			1762
MIRA COSTA CCD PD	9	0	4	13	16318	1813		4080	1255
COLLEGE OF THE SEQUOIAS PD	6	2	0	8	12614	2102	6307		1577
YUBA COMMUNITY COLL DIST PD	4	0	0	4	8919	2230			2230
BUTTE CCD PD	5	0	0	5	11774	2355			2355
STATE CENTER CCD PD	17	0	5	22	40710	2395		8142	1850
FOOTHILL-DEANZA CCD PD	13	1	0	14	36299	2792	36299		2593
MERCED CCD PD	4	0	0	4	11556	2889			2889
LOS RIOS CCD PD	24	1	5	30	74011	3084	74011	14802	2467
OHLONE CCD PD	2	0	0	2	9056	4528			4528
COAST CCD PD	1	0	0	1	43768	43768			43768

Staffing Data as of 7/03/2018 - Source

Commission On Peace Officer Standards And Training

Current Employed Full-Time Sworn, Reserve & Dispatcher Personnel

All Post Participating Agencies

UDHC₁ DATA as of 11/15/18 - Source

California Community College Chancellor's Office

Management Information System Data Mart

1 Unduplicated Head Count

Average FTES Per Sworn Officers	2586			
Average FTES Per Reserve Officers		12957		
Average FTES Per Dispatchers			2702	
Average FTES Per PD Staff				2498

SCCCD Levels Percentage Compared to Average	108%	0%	33%	135%
---	------	----	-----	------



District Campus Design Guidelines

Community College Architecture

Community college architecture has certain defining characteristics. Some are shared with other forms of architecture, both educational and non-educational, while others are unique to community colleges. If properly addressed, they can help ensure a successful Facilities Master Plan design.

Identification

A campus architecture functions to identify the college to the area it serves. It should contain elements that are memorable and sufficiently distinctive so the public remembers it. It can also assist in locating the campus where it is close enough to be visible from major transportation routes.

Visual Appropriateness

A campus should be visually appropriate to the area it serves. It can reflect that area's architectural history, its industries, or its local materials. Community college architecture should seek to incorporate and express the prevailing and historical styles of the area it serves. The use of architectural forms and materials identifiable with the area visualizes the strong connection between campus and community. It also serves to establish a unique identity for the campus, which distinguishes it from other college campuses.

Environmental Appropriateness

Community college architecture should be shaped by environmental, climactic, geographic, and regulatory considerations. Materials should be appropriate to the intended use, and forms appropriate to function. While buildings are designed to satisfy the college's primary mission of education and cultural enhancement, they should also be configured to minimize use of natural resources such as energy and water. Design must always be configured for personal safety and security of property, as well as protection against the elements and natural calamities such as earthquakes.

Adaptability

Continuing changes in technology and delays in funding have begun to cause buildings, especially community college buildings, to become obsolete. As a result, buildings that reflect an open architecture to accommodate change are most desirable. Open frame structures, non-bearing partitions, removable ceilings, and accessible floors allow for changes such as space alterations and replacement of technology, which may become necessary in the future.

Timelessness

Community college architecture should be timeless. It should avoid the trendy or other stylistic extremes. Community college buildings must last for generations, and they should be designed for universal appeal and to bridge the periodic changes in public taste. Well-designed buildings that are authentic in material and form are by their nature timeless.

Consistency

Community college campuses should create a consistent architecture that will stand out against its diverse, often incongruent surroundings. campus buildings should be constructed using consistent materials and colors and appear with a vocabulary of building elements that hold the campus together aesthetically. Consistency, in and of itself, creates campus unity.



District Campus Design Guidelines

Variety

Community college campuses contain a wide variety of functions ranging from classrooms to entertainment, food service, physical education, and retail. These functions will tend to generate various design vocabulary. Forcing overly repetitive architecture would in a sense contradict the differing functions within the various buildings, and the result would be monotonous. The various functions can generate a variety of forms that can be “choreographed” into a composition that makes a campus more interesting than it might otherwise be. The choreography can and should result in a setting that goes beyond the sum of the parts; incorporation of open space and the careful development of landscaping are essential. Well-designed grouping of buildings can create a composition that is greater than the sum of the parts.

Construction budgets are another important determinant of architecture, especially that of community colleges. Community colleges, in terms of operation and budget, traditionally fall somewhere between the public higher education UC/CSU system and the public K-12 system. Operationally, they share much in common with the other higher education systems in terms of postsecondary education and extended hours, they are similar to K-12 schools in terms of student density loads. They handle a far greater number of students within a given amount of space and inherently handle a wider variety of services. These range from the traditional general education and workforce training to special remediation and outreach to targeted groups. This heavy student load necessitates a durable architecture that is long-lasting. The wide variety of services dictates an open architecture that is flexible and changeable.

The need for efficient and clearly identified pedestrian circulation, signage, and landscaping, as well as the need for open space and amenities, makes a campus functional as well as an attractive learning environment. The community college campuses of State Center Community College District represent their communities and build pride in the students who attend as well as the faculty and staff who work there.

Building Services Support

New and modernized projects shall include adequate dedicated space for Building Services, including dedicated yard space for dumpsters/compactor, recycling, cardboard baler, vehicle, supply and equipment storage. Custodial rooms shall be appropriately sized for the facility and be located on each building level.

Public Safety

“The mission of the State Center Community College District Police Department is to provide comprehensive law enforcement services that enhance the educational mission of the District and the colleges we serve..” To increase the presence and effectiveness of the district public safety officers, police substations shall be developed at each campus.



Student Learning Support and Collaboration Spaces

STUDENT SUPPORT/TUTORIAL/COLLABORATION SPACES

Additional Student Support/Tutorial/Collaboration Spaces are needed.

Additional student support spaces should be prioritized and included in each new project as new buildings are built and in existing buildings as they are modernized. Under AB 705, the inclusion of tutorial and similar student support spaces should be a priority at all the campuses.

These student support and collaboration spaces will consist of formal or informal spaces where students can gather for study or tutorial sessions and have access to power and WiFi.

The district and the colleges are currently in the process of updating their Technology Plans. These Technology Plans will complement the Facilities Master Plan and provide guidance for the future construction projects.





FACILITY MASTER PLANS

Facilities Master Plan



FRESNO CITY COLLEGE

Facilities Master Plan



WEST FRESNO CAMPUS

FIRST RESPONDER CAMPUS



FRESNO CITY COLLEGE

Mission Statement, Strategic Plan Goals



MISSION

As California's first community college, Fresno City College provides quality, innovative educational programs and support services directed toward the enhancement of student success, lifelong learning, and the economic, social, and cultural development of our students and region.

VISION

As educational leaders in the community, Fresno City College faculty, staff, and students will engage in a partnership to transform lives through education.

CORE VALUES

Growth

We are committed to sharing and exploring new ideas through collaboration, respect for diversity, promoting equity, and professional development.

Leadership

We are leaders in our community, dedicated to behaving ethically, committed to open communication, and good stewards of our resources.

Success

We champion excellence, quality, celebrating individual differences, and providing a positive and supportive environment for all.

Strategic Plan Goals

Goal One: Fresno City College will challenge students to reach their highest academic potential and facilitate processes that lead to successful completion of their educational objectives.

Goal Two: Fresno City College will strengthen partnerships to increase community engagement and support for meeting the educational needs of our region.

Goal Three: Fresno City College will maintain fiscal health, stability, and accountability through strategic integrated planning, resource allocation, and resource development.





FRESNO CITY COLLEGE

Master Plan Overview



HISTORY

Established in 1910, Fresno City College (FCC) was the first community college in California. The thriving campus is located on 99 acres with historic buildings and a diverse student population of more than 22,000 enrolled each semester. The college's history began in 1907 when C. L. McLane, then superintendent of schools for the city of Fresno, recognized the need for college instruction for San Joaquin Valley students. Largely through McLane's efforts, Fresno Junior College was established, changing education and transforming lives forever.

The Fresno Normal School was established in 1911 after a year of operation as a two-year junior college, graduating its first class in 1913. The Fresno Normal School held teacher preparatory classes at Fresno High School until the college campus was completed. The completion of the Fresno Normal School campus in 1921 was accompanied by the school's integration with the Fresno Junior College. To create a new identity, the united schools became the Fresno State Teachers College and went from a two-year vocational school to a four-year institution offering a bachelor's degree in teaching. The Fresno State Teachers College became Fresno State College in 1935 as the school continued to expand. Fresno State College grew from a teacher's college to a liberal arts university between 1935 and 1949. The school's enrollment ballooned by virtue of the free tuition offered through the 1944 GI Bill, encouraging returning veterans to attend Fresno State College. When the California State University system added Fresno State College to its rolls in 1946 and acquired the land for its current location on Shaw Avenue and Cedar Street, the old campus was given to the newly reorganized community college system. Fresno State College changed its name in 1972, when it became California State University, Fresno. Fresno Junior College moved onto this campus in 1947 from the downtown Fresno site. In 1948, new laws permitted local school districts to operate junior colleges, and Fresno City College returned to the O Street campus, which it shared with Fresno Technical High School. By 1950, the technical high school program had been phased out and the district began looking for another campus. The junior college district completed negotiations for the purchase of the University Avenue site from Fresno State College. By 1956, Fresno City College had moved to University Avenue. The four-year Fresno State College changed its name for the final time in 1972 when it became California State University, Fresno.

The California Community College system has now grown to 114 colleges, enrolling approximately 2.1 million students. Fresno City College has a historic legacy and has built upon achievements to pioneer numerous new developments in community college education. The name was changed from Fresno Junior College to Fresno City College on May 11, 1958.

COHESIVE ARCHITECTURAL CHARACTER

The architectural character that defines FCC and reinforces its sense of place is composed of two main themes:

- a. Historic architecture of the original structures—The Old Administration Building, Library, and Bookstore.
- b. Late modern architecture developed during the second wave of campus expansion that took place in the 1970s.

The Old Administration Building, Bookstore, and Library were two of the campus's original structures that remain today. Each is noteworthy not only because of the importance of its respective function in the life of the college, but because of its contribution to a rich architectural heritage that exists within the community. In the early 1960s the campus expanded to the north by the addition of the cafeteria (Bldg. 14) and Gymnasium (Bldg. 04).

Throughout the 1970s the campus Master Plan was expanded through the addition of a series of new academic and administrative buildings. During this period of architectural history, modern architecture was widely accepted as an appropriate expression for the architecture of academia. What is termed today as the "late modern" style was chosen for new buildings on the FCC campus. During the late modern period, the architecture of the past was viewed as largely unimportant and in opposition to the notion of progress. Furthermore, late modernism opposed anything nostalgic, ornamental, or traditional. Respect for a building's context was considered as sentimental and counter to forward cultural momentum, a sentiment not widely held today by the institution's thought leaders.



FRESNO CITY COLLEGE Master Plan Overview



Many of the functions originally housed in the Old Administration Building, OAB (Bldg. 01) have moved to newer, more functional and technologically capable facilities, and the OAB fell into disrepair. Citing seismic structural deficiencies, it was initially determined that the OAB would be too costly to repair and the decision was made to demolish the building and make way for more contemporary modern structures to meet the needs of the growing college. During the expansion period of the 1970s it was assumed that the OAB had outlived its useful life and the campus Master Plan was developed under the assumption that the building would be demolished to make way for updated facilities. As a result of this assumption, four buildings, Business Education, (Bldg. 29), Administration, (Bldg. 30), Student Services, (Bldg. 31), and Social Science, (Bldg. 32) were sited in extremely close proximity to the OAB based on the understanding that it would soon be removed to allow access and natural light to the new buildings.

In the subsequent decades there was a shift in the college and community mindset about the preservation of iconic buildings and culture legacy. In 2002, a local bond, Measure E, was passed by the voters of the district. As a result of this bond, the OAB has carefully been restored and now serves once again as a vibrant and iconic foundation of the college and the larger community. While the two most prominent historic campus buildings are the OAB and the Library (Bldg. 05), the Bookstore (Bldg. 07) is another early iconic building that remains in use. Designed in a Mediterranean style compatible with the character of the OAB and Library, the Bookstore remains a vital and functional part of the fabric of the campus. Today's Bookstore not only functions as the primary retail outlet for books and materials, it also houses Psych Services, Student Government Offices, The Rampage (the student-operated newspaper), TRIO programs and the Ram Pantry.

The late modern buildings are all designed with common composition, massing, materials, and colors and appear to have been designed to all match one another. Together, they are compatible with the architecture of the historic buildings and do not appear as divergent. The modern buildings together create a cohesive, almost mundane palate across the campus, with punctuation provided by the historic buildings. With essentially two different building styles represented on campus, the historic and the late modern, there is a clear distinction between the original campus buildings and the buildings from the campus expansion period of the 1970s that all work together to bring a blend of legacy and forward-thinking design.



WELL-ORGANIZED CAMPUS PLAN

FCC has grown along two major campus axes: College Mall (north/south axis), and University Mall (east/west axis) at a right angle to each other. The historic buildings (OAB and Library) are across from one another at the west termination of University Mall. Along this axis are major pedestrian circulation pathways, social areas, and a water feature that lies at the intersection of the two axes. The east termination of University Mall is ill-defined and circulation skirts around the Theater Arts Building (Bldg. 28) and along the Math/Science Building (Bldg. 19) before arriving at a poorly defined crosswalk at the heavily trafficked east perimeter road that leads to parking lots E and F.

The clarity of the College Mall axis within the campus remains intact; however, the southern end of the axis is blocked off from parking lots C and D by an addition to the Library constructed in the 1990s which houses the Tutorial Center, Learning Resources Center, Technology Services, and Assessment Center. The Library addition and parking lots cut off what could be a strong connection to the street. This lack of connection removes the campus from the community and confuses the integration of the college and the community along McKinley Avenue, a major route to and from campus. This situation has been further exacerbated by the addition of solar panels. While the advent of covered parking has been greatly appreciated by those escaping the Valley heat, and while the generation of clean energy is to be celebrated, the visual impact further removes the campus from the community. The Gymnasium, Practice Court (Bldg. 42), and other athletic facilities, including Softball Complex, Tennis Complex and Swimming Pool, are located at the northern termination of College Mall. The athletic facilities serve as a buffer between the campus and residential neighborhood across Yale Avenue to the north and has it been widely agreed upon to preserve that buffer moving forward. Additionally, the area west of the Old Administration Building, OAB (Bldg. 01), adjacent to Weldon and Maroa Avenues is to be preserved as open green space.

Over time, the axes have remained well-defined by the clear organization of buildings along the major circulation paths. Pedestrians are easily oriented within the context of the campus plan along the two malls. A variety of landscaped open spaces that support social interaction occurs within close proximity to the entry points to each building, creating a lively and inviting environment that supports student life.



FRESNO CITY COLLEGE

Master Plan Overview



GOOD GEOGRAPHIC LOCATION

During its formative years over 100 years ago, the location of what is now Fresno City College was on the northern edge of the city limits. Fortunately, as Fresno has grown over the past century, street and highway patterns have evolved in such a way that FCC remains easily accessed by car and mass transit.

FCC is located adjacent to Blackstone Avenue, a continuous strip of commercial development that extends from the city's center north to the expanding suburban edge. A range of uses that are compatible with the needs of a community college campus population, including a vibrant and historic Tower District that is home to many retail, restaurants, coffee shops, music clubs, automotive repair shops, and other services that support the myriad needs of the campus population. The Tower District is noteworthy because it has maintained a walkable, traditional neighborhood atmosphere that has become a model of neighborhood development throughout Fresno. This historic neighborhood is highly desirable to students looking for housing, nightlife, and a sense of community.

Blackstone Avenue separates the campus core from Ratcliffe Stadium and other athletic program facilities to the east, bounded by Blackstone Avenue, University Avenue and Cambridge Avenue. The separation obscures the relationship between the college and the stadium; however, the stadium is an icon within the community and is used by other institutions.

McKinley Avenue defines the southern boundary of the campus. McKinley connects Highway 99 to the airport and offers access to Highway 41. Easy access to FCC is provided by both McKinley Avenue and Blackstone Avenue. Van Ness Boulevard connects FCC to the Tower District to the south. The Tower District is noteworthy because it has maintained a walkable, traditional neighborhood atmosphere that has become a model of neighborhood development throughout Fresno. This historic neighborhood is highly desirable to students looking for housing, nightlife, and a sense of community.

The northern edge of the campus is bounded by residential zoning along Weldon Avenue, College Avenue, and Yale Avenue. These streets feature both single and multi-family residential development. The neighborhood character ranges from well-kept properties at the northwest to neglected yards closer to Blackstone on the east.

AMENITIES

Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. FCC has among its amenities an iconic stadium, a theatre arts center, a newly restored historic landmark (OAB), and a library that contribute to the colleges esteemed standing within the community.

Ratcliffe Stadium

Built during the United State's so-called "Golden Era of Sports," Ratcliffe Stadium was dedicated on October 9, 1926, and is located at the intersection of Blackstone and University avenues in the heart of Fresno. The stadium, originally known as Fresno State College Stadium and renamed for Fresno State's first football coach, Emory Ratcliffe in 1941, was expanded with a high-rise grandstand on the west side in 1942, boosting the seating capacity to 13,000. In 1976, a new Field House (Bldgs. 33 and 35) was built adjacent to the northeast corner of the stadium. The Field House has locker and training rooms, classrooms, and offices. A weight room facility, built under Measure E. The stadium superstructure is in need of seismic upgrades as well as ADA upgrades to improve accessibility of the facility. The Master Plan recommends a planning process be undertaken for the Ratcliffe Stadium to study the intended project scope and budgets necessary for its repair and restoration, including the superstructure, track, playing field, and accessibility improvements. A feasibility study is currently being undertaken to address the necessary Ratcliffe improvements and including the replacement of the existing field house and much needed upgrades to the Women's Softball area.

Ratcliffe Stadium has been the site for many memorable FCC and Fresno-area high school football games. It is also noted for being the place "Where World Records are Broken" in track and field, a reputation established when the stadium had a cinder track and hosted the West Coast Relays.

Performing Arts at FCC has two performance venues that serve both as instructional and entertainment venues. One of the projects funded in the in the 2002 Measure E bond was to preserve and restore the OAB which houses a 650-seat auditorium used for musical and other types of live performance. The auditorium was in a state of disrepair for decades and has recently resurfaced as both a campus and community amenity for the performing arts.

Built in the 1960's, the 450-seat Main Stage Theatre located in the Theatre Arts Building supports live theater and fully staged dance productions of classic and contemporary dance works choreographed by faculty and students. While Theatre Arts space is in need of cosmetic and technology upgrades, these two performance spaces are widely used by the college and enjoyed by the community as well.



FRESNO CITY COLLEGE Master Plan Overview



OLD ADMINISTRATION BUILDING

The Fresno City College Old Administration Building (OAB), located on the west side of the campus, is built of solid brick with tapestry veneer brick and mission clay roof tile. Decorative features of handmade hard-burned bricks include classic ornamentation at the main and secondary entrances, classic brick arches and stone balconies overlooking central courtyards, and lavish Moorish geometric details in brick on the east and west walls of the auditorium and above the arches of the covered walks around the perimeter of the courts.

After standing empty for many years and threatened with demolition, the building was restored and reopened in 2011. The OAB holds a position of unique historical and educational significance to the San Joaquin Valley. The OAB is an expansive building with two outdoor courtyards totaling over 100,000 square feet. The Old Administration Building is the only surviving structure remaining from the Fresno State Normal School, the first institution of higher education for the training of teachers in the San Joaquin Valley. The OAB is on the National Register of Historical Places.

LIBRARY

In 1931, construction began on the Library, and in September 1933, the Fresno State Teachers College Library opened. Designed by the firm of Swartz and Ryland, the architectural design employs Roman arches, terra cotta tile roof, and ornamental brickwork to create a solid example of the Romanesque style.

Constructed almost two decades after the Old Administration Building, the Library was intentionally designed to conform to the look of the Old Administration Building in an attempt to set the direction for the architectural character of the new campus.





FRESNO CITY COLLEGE

Master Plan Overview



LACK OF STUDENT LIFE AMENITIES

Services needed by students for social interaction, spaces conducive to casual interface, and activities that support student life and ultimately, student success, are currently lacking. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened college atmosphere on the FCC campus. Furthermore, it has been observed that when students are more engaged in clubs, programs, and other extra-curricular activities, it demystifies college and they are less likely to drop out.

Additional student activities and programs that will galvanize a stronger connection between students and the campus have been identified by staff as a critical need. It is thought that the existing recreation room in the cafeteria, if enhanced, could provide a significant revenue stream that could over time fund additional student services and improve overall quality. The recreation room is currently used by students who are interested in social interaction with other students to enhance their college experience. The space must provide the backdrop for the type of social interaction that transfer students will find in the university setting.

Student government offices are currently housed across from the cafeteria on the second floor of the bookstore. It was suggested that the student government offices should be co-located with an improved student activities area to encourage student involvement and make student government more visible to a larger cross-section of the student body. The bookstore is across the plaza from the cafeteria. There is ample space in the bookstore to merchandise the range of materials that students need to complete their course work, including textbooks, school supplies, clothing, and other items typically found in a college bookstore. The bookstore, housed in one of the early campus buildings, is well integrated along day-to-day student circulation patterns and its proximity to the proposed new student union expansion to the cafeteria will create a lively center for student life. The cafeteria was built in the 1960 to serve a student population a third of the current enrollment. The proposed new multi-story student union would be built for current enrollment and future student growth and use.

To meet the needs of the student body for an enhanced college experience, the Master Plan proposes development of a more comprehensive student union and an expansion to the cafeteria (Bldg. C on the 2030 Master Plan). It is envisioned that all student services could be housed in this multi-story addition. The cafeteria as a whole is slated for modernization in the 2030 Master Plan as well. This focus of the wide range of student life components in one structure will concentrate energy and excitement at the north end of the College Mall. Student Activities staff and students expressed that there is a direct connection between a thriving and dynamic student body and individual student academic success.

The geographic center of campus is marked by the intersection of the College Mall and the University Mall. Food carts provide the only food service opportunity in the area, and there are limited choices. The Master Plan proposes a stand-alone café at build-out to activate this area further. Additionally, students and faculty who are on campus after 5 p.m. have no access to food service other than vending machines. This lack of access to healthful food choices after hours is also viewed not only as an impediment to student success, but a flaw in the day-to-day experience of the college. It is envisioned that a new café could be serviced from the existing central kitchen currently located in the cafeteria.

It was stressed numerous times that the campus is lacking suitable spaces for Student Learning Support Services. The campus's desire is to provide space for these services located throughout the campus, they include tutorial, quiet study areas, counselors, and advisors.



FRESNO CITY COLLEGE

Master Plan Overview

CAMPUS ENTRY

The 2012 Master Plan proposed the development of a new campus face on McKinley Avenue. Following the installation of solar panel canopies on McKinley, it was determined to reconsider this and direct the campus focus toward the Blackstone Ave entrance. The new Science Building will begin the process of developing the new face of the Fresno City College campus. An enhanced, tree lined-entrance is planned. Various meetings were held regarding the Bond Measure Implementation Plan. Various key priorities were discussed, which include providing a stronger presence on Blackstone Avenue. The district is pursuing the possibility of acquiring additional properties near or along Blackstone Avenue to accommodate this future development.

With the planned new open space between the Old Administration Building and historic Library, the Master Plan proposes to improve and enhance the campus entry at Van Ness Ave, to take advantage of the visibility of these buildings and provide additional opportunities for passenger drop-off, student gatherings, and increase the green space on the campus.

LANDLOCKED

When the initial campus buildings were sited on what is now the FCC campus, McKinley Avenue was considered the outskirts of the city. As the residential neighborhoods and commercial districts surrounding the campus developed and matured, the campus has become landlocked, and expansion opportunities are limited.

FCC is now considered an inner-city urban college; expanding onto undeveloped land is no longer an option. Without additional undeveloped land area on which to accommodate new buildings or additional parking, alternative development patterns and vertical growth must be considered if the campus population is to continue to meet demands for growth from community and industry. To meet the needs of projected future growth of the college, the Master Plan proposes to densify the campus by identifying single-story structures in the academic core and either removing and replacing them with multi-story buildings or adding vertically to them.

PARKING

Another critical limitation of the landlocked nature of the FCC campus is the relationship between full-time enrollment (FTE) and parking. With limited land available, the district must consider the following options as potential solutions to the dilemma of the lack of parking, limited land area, and a growing campus population.

The recommendations include:

- Constructing additional surface parking on any newly acquired land.
- Constructing a parking structure to increase parking capacity on the currently available land.
- Reconfiguring existing surface parking to make it more efficient.

The lack of adequate parking has a negative impact on student success, being late for class or missing class altogether due to the time needed to find parking creates anxiety and stress that significantly affects student performance and can result in a student being dropped from a class. Instructors and staff are also faced with similar challenges, particularly those who need to leave the campus for meetings during the day, only to return to the campus face being late to class due to the lack of parking.



FRESNO CITY COLLEGE

Master Plan Overview



PROPOSED PARKING IMPROVEMENTS

Based on discussions at open forums and in facility planning group meetings, the campus, community, and the SCCCD Board of Trustees are in favor of constructing a parking structure. Additionally, from the information presented during the Bond Measure Implementation Planning meeting, it was discussed that a parking structure along Cambridge Avenue was acceptable. From on site observations, discussions with the FCC site committee and findings of a traffic study, it has been determined that lack of convenient parking and inefficient traffic patterns present significant and substantial impediments to overall college culture and student success, caused by frustration in finding parking and arriving late to class.

The parking study indicates a lack of adequate parking on the campus. Parking lots B, C, D, E/F, I, O, T, and V, which accommodate approximately 91 percent of the general public and metered parking stalls, were between 98% and 100% occupied.

Additional research and review of other community college parking studies and recommendations suggest a correlation between the campus population and the number of parking stalls available. The Institute of Transportation Engineers, Parking Generation, 4th Edition recommends a parking to student population of 0.18 stalls per student. The current ratio at Fresno City College is 0.14 based on an unduplicated fall 2018 headcount of 22,554. This is far below the recommended 0.18 ratio. To achieve the recommended ratio of 0.18, the number of stalls would need to increase by approximately 987 stalls from the current number of 3,197, for a recommended total of 4,184 stalls.

One of the most significant constraints on the FCC campus is not only the lack of convenient parking, but the distance from parking lots to the campus core. With the proposed expansion of the campus east of the railroad tracks, the 2030 Master Plan recommends the following strategies: The district has acquired several residential parcels north of the existing District Office. These parcels if developed for parking could add approximately 75 additional surface parking stalls. Additionally there is a potential to add approximately 100 additional surface stalls south of the new Science Building with net increase of 175 stalls.

As the proposed parking does not adequately address the parking shortage, the Master Plan recommends acquiring additional property to increase surface parking or the construction of a multi-level parking structure. The Master Plan indicates a potential parking structure north of the existing District Office. The dashed line depicts a parking structure with the capacity of approximately 190 stalls per level. The construction of a five-story structure could potentially provide an net additional 950 stalls, and combined with other proposed parking improvements this would increase the parking count by 1125 stalls, bring the total parking count to 4,422, increasing the ratio to 0.19, exceeding the recommended ratio, and allowing for additional student population growth.

Refer to Appendix B for research and analysis data



FRESNO CITY COLLEGE

Master Plan Overview



ROAD REALIGNMENTS

The Fresno City College campus population is diverse not only in respect to personal goals and expectations of the student body but in individual academic and social needs. In spite of the wide demographic representation on campus each day, reliance on the automobile as the primary means of transportation is common to all. A campus population that is at times over 22,000 moving through an inefficient roadway system that does not loop the campus in its entirety (and limits access to the campus and to on-campus parking lots dispersed primarily along the southern and eastern edges of campus) creating a formidable challenge. Students report lack of parking and time spent looking for parking as significant obstacles to meeting their educational goals. This is particularly problematic for working students who have limited time between work and school. Frustration with parking has led some to drop out and others to perform poorly due to tardiness.

To address a number of traffic problems, the Master Plan calls for the realignment of specific segments of existing roadways to create a smoother flow of traffic with less queuing at stop signs, better definition of entry points to campus and clearer delineation between the competing realms of the automobile and the pedestrian.

Through the use of strategically placed landscaping, fencing, and crosswalks, pedestrians will be directed to specific crossing points between the reconfigured Parking Lots A, C, D, and F and the new pedestrian promenade along the south side of the campus. Additional drop-off lanes will be created to facilitate students or staff being transported to the campus through alternate means of travel such as a shuttle, UBER, or LYFT.

Weldon Avenue connects the east side of the campus to Blackstone Avenue. Presently, Weldon Avenue bends at the entry to parking lots on the east side of the railroad tracks. West of the bend, the road is depressed under the railroad tracks, rises at a steep slope, and abruptly terminates at a T intersection that is close to Applied Technology 600 (Bldg. 13). The slope of the road caused by the underpass below the railroad tracks and distance to the T intersection, combined with the haphazard pedestrian crossings, make this road a challenge to navigate for both motorists and pedestrians. The Master Plan proposes to eliminate the bend and straighten Weldon Avenue, reconfigure the surrounding parking lots P, S, and R to capture additional parking stalls, and create a signal-controlled intersection at the western termination.

The parking study noted that access to the northern driveway to Parking Lot E/F was limited to right-in and right-out access only. It was recommended to close this driveway and install a new driveway to a point just north of the existing midblock crosswalk and southbound left turns into Parking Lot E/F, and all-way STOP controls be implemented in order to promote pedestrian safety and minimize impacts to traffic operations.

It is recommended that the District work with the City of Fresno the study the potential to install traffic signal along McKinley Avenue. This would potentially improve traffic flow on campus as well as improving safety for pedestrians crossing McKinley Avenue



FRESNO CITY COLLEGE Master Plan Overview



Table ii: Fresno City College Existing Conditions Intersection Level of Service (LOS)

ID	Intersection	Intersection Control	(7-9) AM Peak Hour		(4-6) PM Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Calaveras St / Weldon Ave	One-Way Stop	16.0	C	12.5	B
		Roundabout	7.0	A	6.5	A
2	Campus Dr / Weldon Ave	All-Way Stop	11.0	B	10.9	B
		Signalized	11.1	B	14.5	B
3	Campus Dr / Parking E/F Access	One-Way Stop	9.8	A	10.9	B
4	McKinley Ave / Campus Dr	One-Way Stop	10.7	B	10.6	B
5	McKinley Main St / Campus Dr	All-Way Stop	10.0	A	9.4	A

Note: LOS = Level of Service based on average delay on signalized intersections and All-Way STOP Controls
 LOS for two-way and one-way STOP controlled intersections are based on the worst approach/movement of the minor street.

At present, all study intersections operate at an acceptable Level of Service (LOS). However, it should be noted that access to the northern driveway to Parking Lot E/F was limited to right-in and right-out access only. This is currently achieved by the placement of cones and regulatory signage. Still, it is recommended that a narrow, raised median island with channelizers be installed and that the temporary cones be removed. Another alternative would be to consider closing this driveway and opening a new driveway to a point just north of the existing midblock crosswalk. In addition, it is recommended that all crosswalks within the FCC campus be upgraded to high-visibility crosswalks in an effort to improve pedestrian safety and promote walking to school.



FRESNO CITY COLLEGE Master Plan Overview



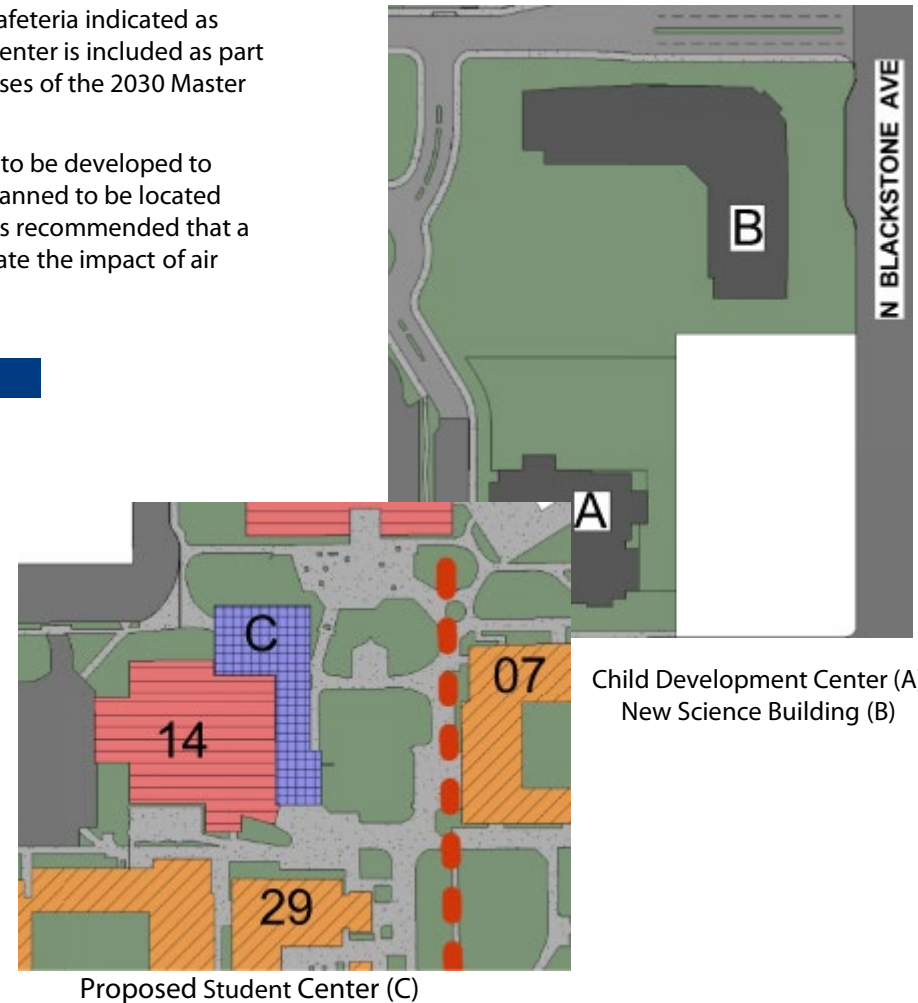
2030 MASTER PLAN PHASE - NEW BUILDING /ADDITIONS

The 2030 Master Plan calls for a multi-story Student Center, and an addition to the Cafeteria indicated as Building C on the 2030 Master Plan. A new student plaza fronting the new Student Center is included as part of this phase. The construction sequence of this project is less critical than other phases of the 2030 Master Plan implementation in terms of its relation to other secondary effects.

A new Child Development Center indicated as Building A on the 2030 Master Plan is to be developed to replace the existing buildings. The new Science Building indicated as Building B is planned to be located north of the Child Development Building. During the planning of these buildings, it is recommended that a buffer be created between the children's play areas and the vehicle parking to mitigate the impact of air pollution around the Child Development Center.

PARTNERSHIPS

Design Science Middle College High School (DSMCHS), part of Fresno Unified School District, is located adjacent to Fresno City College's (FCC) Ratcliffe Stadium and across the street from the main FCC campus. Recently recognized as a California Distinguished School in 2019, DSMCHS students are able to take advantage of college courses at FCC while simultaneously working on their high school diploma. DSMCHS opened its doors in 2005 with 50 students and has grown to approximately 283 students. In 2018, 100% of the graduating seniors had been accepted to four-year universities. In order to further its growth and success, DSMCHS is planning on expanding to multiple classroom spaces on the FCC campus, and eventually to occupy additional classrooms and offices in the New Science Building.



Child Development Center (A)
New Science Building (B)

Proposed Student Center (C)



FRESNO CITY COLLEGE Master Plan Overview



2030 MASTER PLAN PHASE – ADDITIONAL CONSIDERATIONS

Parking Structure

Studies have been undertaken for the plans and design of the parking structure, as well as maximizing existing parking lot spaces, and traffic flow.

Pedestrian Movement and Safety

It is recommended that as part of the planning for the parking structure, a detailed pedestrian study be performed to establish efficient and safe pedestrian routes between the east and west sides of the campus.

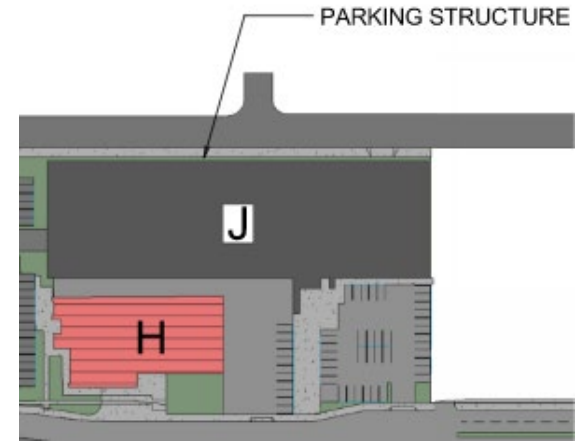
During the detailed planning and design of the roadway improvements, pedestrian safety will be a paramount consideration and will include the study and incorporation of various safety components. These may include improved crosswalk markings, flashing warning signs, in-roadway warning lights, and walk/don't walk signs at signal controlled intersections.

Phasing and Swing Space

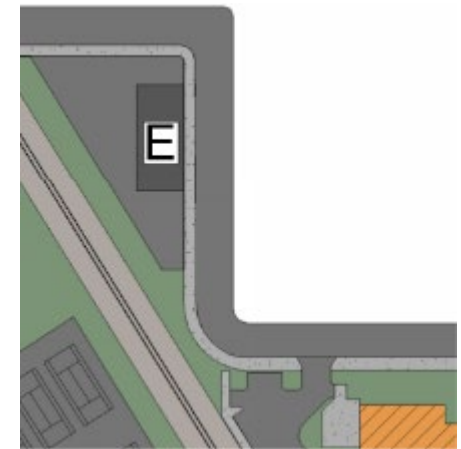
During the construction of the various modernization projects, including the existing Math/Science and Art/Home Economics buildings, swing space will be required to house the programs displaced by the renovations. Spaces in the Applied Technology Building, that will be vacated with the completion of the new West Fresno Campus, will be reconfigured to house these programs. Following the modernizations, the Applied Technology Building vacated space will be reconfigured to provide for the growing CTC programs on the Fresno City College campus.

Campus Maintenance, Operations, and Warehousing

Planning has begun for the relocation of the campus maintenance and operations facilities that will be displaced by the new science building. These facilities are planned to be located on the northeast side of the campus north of the Allied Health Building. Campus police and safety officers will be relocated to space in the existing District Office that has been vacated with the completion of the remodeling at the downtown Guarantee Building. The District warehouse operations have been relocated the downtown Guarantee Building and campus warehouse needs are being evaluated to determine space requirements and potential locations.



Parking Structure



Campus M & O Relocation



FRESNO CITY COLLEGE Master Plan Overview

2030 MASTER PLAN PHASE - MODERNIZATION

Five campus buildings have been identified for modernization in the 2030 Master Plan: Math/Science, Art/Home Economics, Cafeteria, Gymnasium complex, and Athletic Field House. The modernization of the Cafeteria also includes an expansion project and site improvements.

Math/Science Building (Bldg.19) modernization will include the conversion of the laboratory spaces to provide additional lecture and office space as well as additional student support, tutorial, and collaboration space. The modernization will also address accessibility and ongoing problems with the building's elevators.

Art and Home Economics modernization indicated as Building 27 on the 2030 Master Plan will address the fragmented nature of the building's layout and accessibility. It has been stated by faculty that rooms are too small for current teaching modalities. Aesthetic improvements have been cited as a deficiency as well. It has also been recommended that the college address the outdated term "Home Economics" in the naming of Building 27 on the 2030 Master Plan.

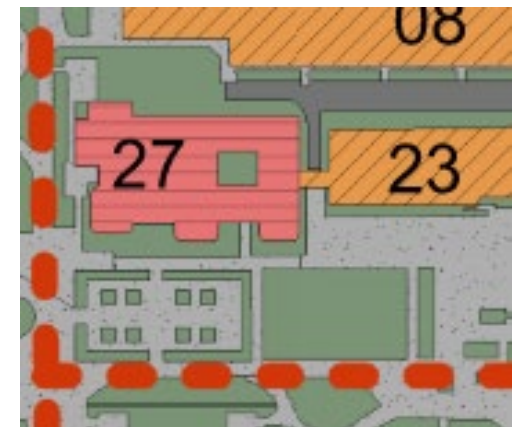
The Cafeteria modernization and Student Center expansion indicated as Building C on the 2030 Master Plan will focus primarily on accessibility, toilet room upgrades, and improved student recreation and study areas currently housed in the cafeteria along with a consolidation of student activities. The project will also address aesthetic improvements and replacement of equipment as determined at the time the project is funded.

The Gymnasium modernization indicated as Building 04 on the 2030 Master Plan will address additional accessibility upgrades, new shower/locker facilities, and overall building system upgrades. Additionally, Title IX issues related to gender inequity in athletics must be further analyzed and addressed during modernization.

The District Office functions previously housed in the building identified as Building H on the 2030 Master Plan have been moved to the recently renovated Guarantee Building in downtown Fresno. It is planned that this building will be renovated and repurposed. The campus maintenance operations currently located at the site of the new Science Building will be relocated. A project is under-way to determine space needs and identify a new location to house these functions.



Math/Science Modernization



Art and Home Economics modernization



FRESNO CITY COLLEGE Master Plan Overview

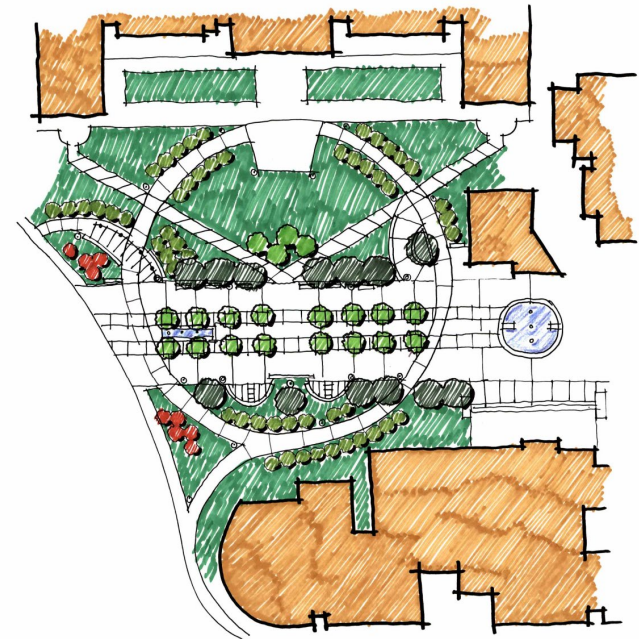
LONG RANGE MASTER PLAN BUILD - OUT NEW BUILDING /ADDITIONS

The Long Range Master Plan calls for a new building and modernization to existing buildings to meet the needs of campus growth at build-out.

To capitalize on the investment made into the restoration of the OAB, one of the most iconic buildings on campus, the Long Range Master Plan calls for the removal of the single story Administration Building (Bldg. 30) and the two-story Student Services Building (Bldg. 31). The resultant open space is proposed for development as a formal glade that will provide a dramatic backdrop for the OAB and Library. This symbolic new West Glade will provide a place for gatherings, ceremonies, and other activities that presently are not accommodated on campus.

A café indicated as Building F on the Long Range Master Plan is proposed to occupy the new West Glade, which will meet the food service needs of students and faculty at the south side of campus and provide a social amenity needed to activate the West Glade.

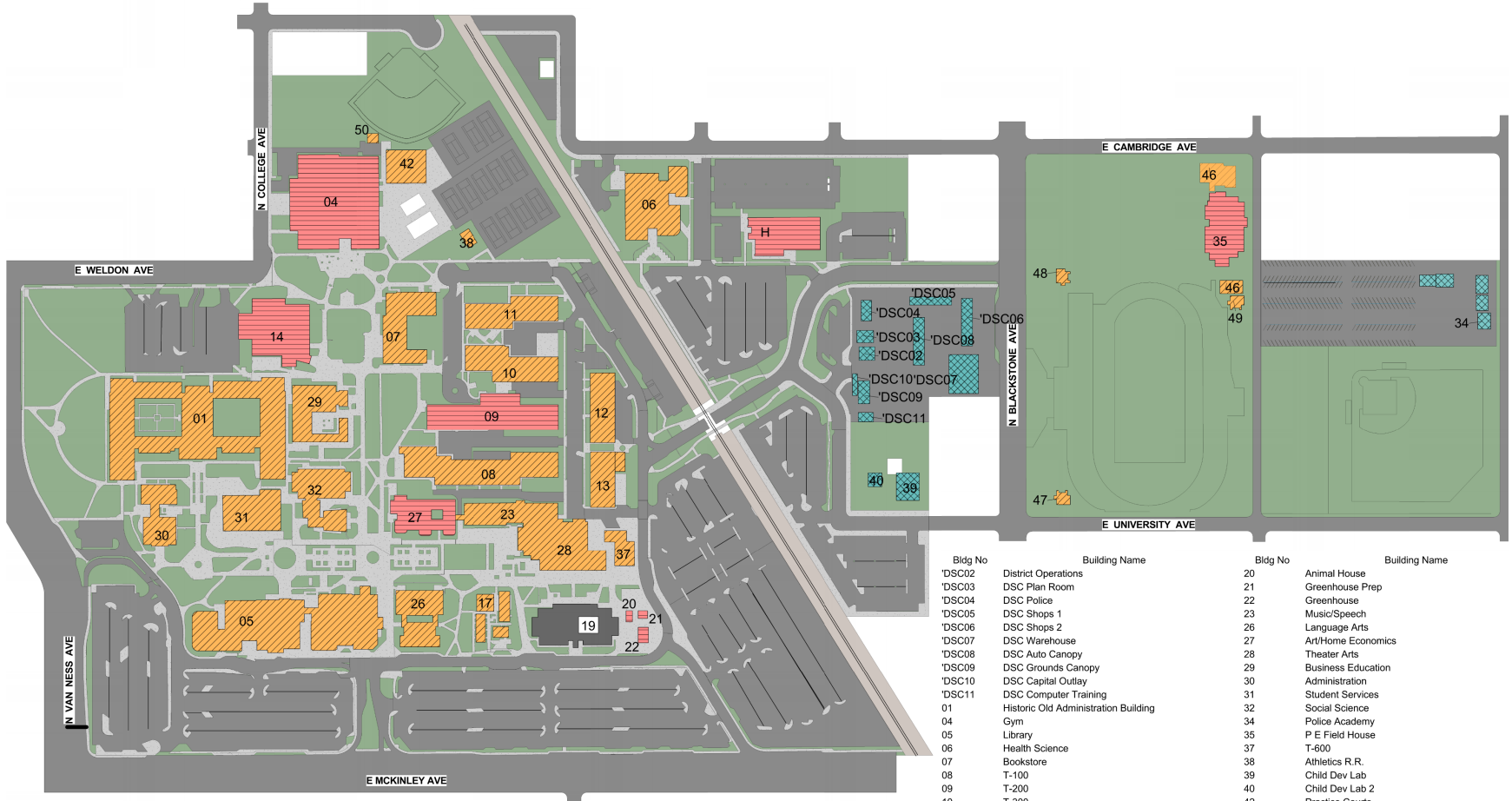
The uses and departments housed in the Administration Building and Student Services Building will be relocated to a proposed new Student Services Building. Displaced existing faculty offices will be relocated to their respective departments in the new classroom building additions and modernizations. Student Services functions displaced from the demolished building will be relocated to a new multi-story Student Services Building indicated as Building G on the Long Range Master Plan, which will replace a cluster of single-story wood framed offices on the same site along the south perimeter road to allow for the new multi-story Student Services Building. The new building will be sized to accommodate additional offices.



The West Glade



FRESNO CITY COLLEGE Existing Campus Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

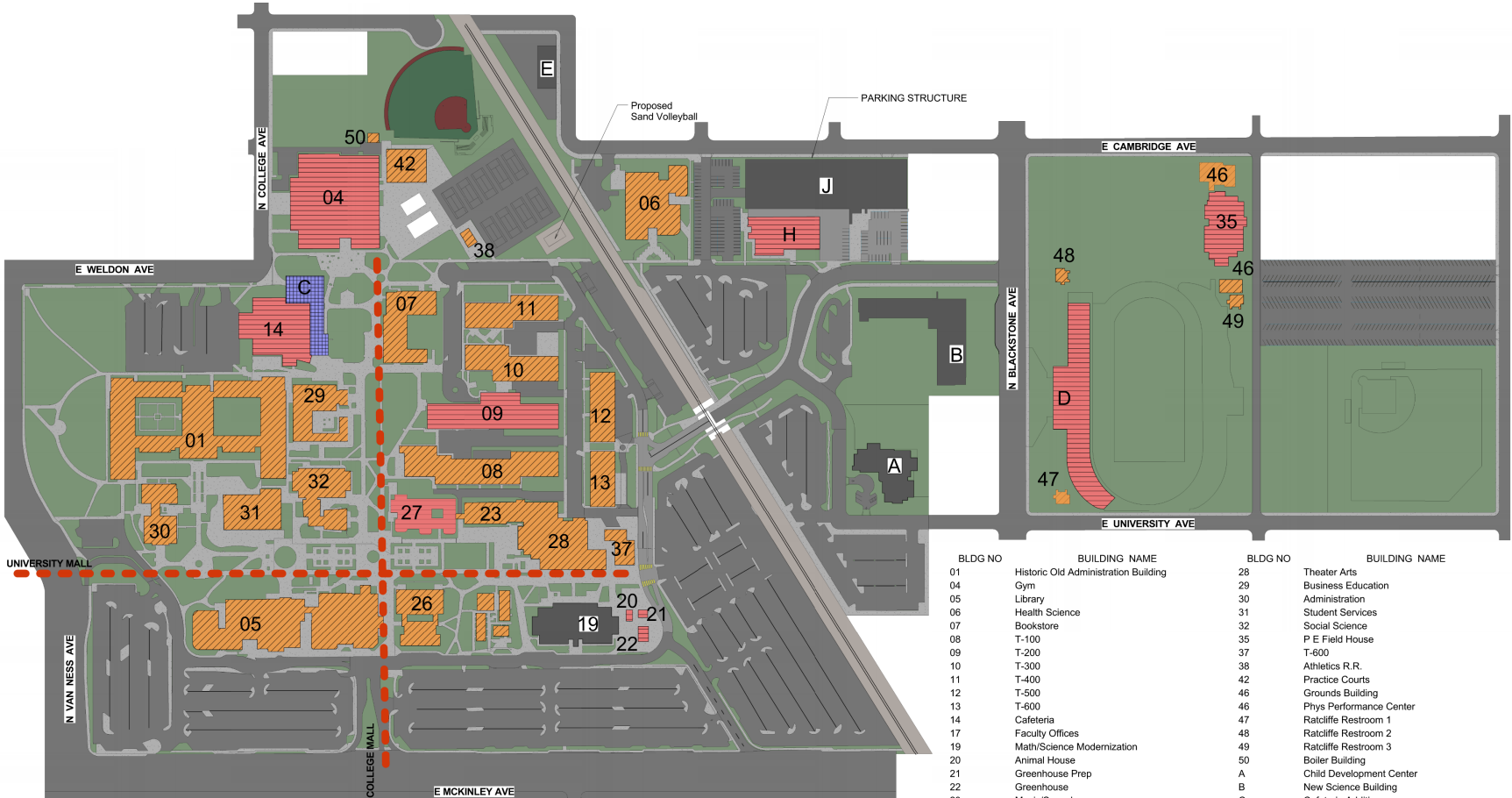
Bldg No	Building Name	Bldg No	Building Name
'DSC02	District Operations	20	Animal House
'DSC03	DSC Plan Room	21	Greenhouse Prep
'DSC04	DSC Police	22	Greenhouse
'DSC05	DSC Shops 1	23	Music/Speech
'DSC06	DSC Shops 2	26	Language Arts
'DSC07	DSC Warehouse	27	Art/Home Economics
'DSC08	DSC Auto Canopy	28	Theater Arts
'DSC09	DSC Grounds Canopy	29	Business Education
'DSC10	DSC Capital Outlay	30	Administration
'DSC11	DSC Computer Training	31	Student Services
01	Historic Old Administration Building	32	Social Science
04	Gym	34	Police Academy
05	Library	35	P E Field House
06	Health Science	37	T-600
07	Bookstore	38	Athletics R.R.
08	T-100	39	Child Dev Lab
09	T-200	40	Child Dev Lab 2
10	T-300	42	Practice Courts
11	T-400	46	Grounds Building
12	T-500	46	Phys Performance Center
13	T-600	47	Ratcliffe Restroom 1
14	Cafeteria	48	Ratcliffe Restroom 2
17	Faculty Offices	49	Ratcliffe Restroom 3
19	Math/Science Modernization	50	Boiler Building
		H	Re-Purpose District Admin Building



EXISTING CAMPUS PLAN



FRESNO CITY COLLEGE 2030 Master Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

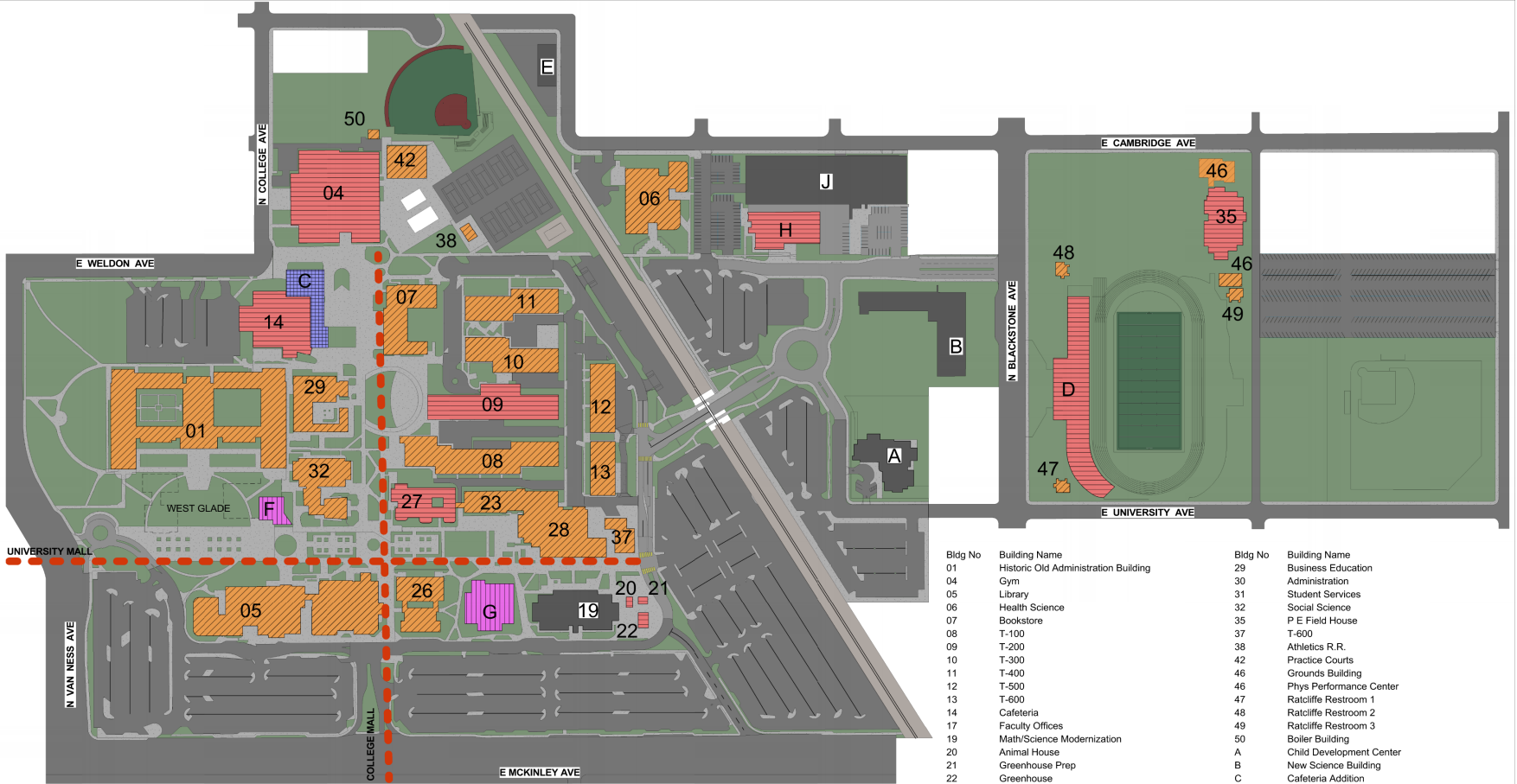
BLDG NO	BUILDING NAME	BLDG NO	BUILDING NAME
01	Historic Old Administration Building	28	Theater Arts
04	Gym	29	Business Education
05	Library	30	Administration
06	Health Science	31	Student Services
07	Bookstore	32	Social Science
08	T-100	35	P E Field House
09	T-200	37	T-600
10	T-300	38	Athletics R.R.
11	T-400	42	Practice Courts
12	T-500	46	Grounds Building
13	T-600	46	Phys Performance Center
14	Cafeteria	47	Ratcliffe Restroom 1
17	Faculty Offices	48	Ratcliffe Restroom 2
19	Math/Science Modernization	49	Ratcliffe Restroom 3
20	Animal House	50	Boiler Building
21	Greenhouse Prep	A	Child Development Center
22	Greenhouse	B	New Science Building
23	Music/Speech	C	Cafeteria Addition
26	Language Arts	D	Ratcliffe Stadium
27	Art/Home Economics	E	Campus Operations
		H	Re-Purpose District Admin Building
		J	Parking Structure



2030 MASTER PLAN



FRESNO CITY COLLEGE Long Range Master Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

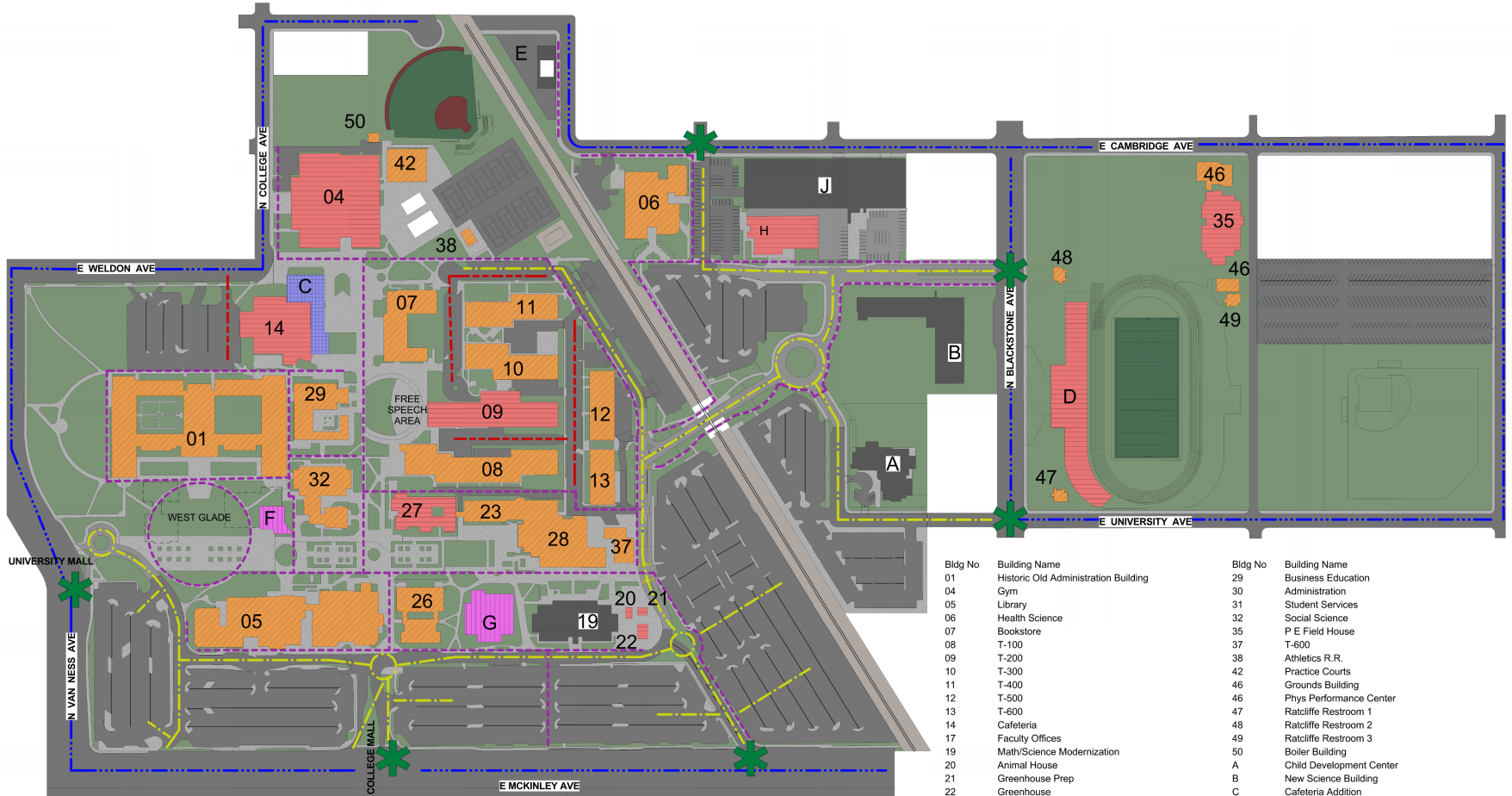
Bldg No	Building Name	Bldg No	Building Name
01	Historic Old Administration Building	29	Business Education
04	Gym	30	Administration
05	Library	31	Student Services
06	Health Science	32	Social Science
07	Bookstore	35	P E Field House
08	T-100	37	T-600
09	T-200	38	Athletics R.R.
10	T-300	42	Practice Courts
11	T-400	46	Grounds Building
12	T-500	46	Phys Performance Center
13	T-600	47	Ratcliffe Restroom 1
14	Cafeteria	48	Ratcliffe Restroom 2
17	Faculty Offices	49	Ratcliffe Restroom 3
19	Matt/Science Modernization	50	Boiler Building
20	Animal House	A	Child Development Center
21	Greenhouse Prep	B	New Science Building
22	Greenhouse	C	Cafeteria Addition
23	Music/Speech	D	Ratcliffe Stadium
26	Language Arts	E	Campus Operations
27	Art/Home Economics	F	New Cafe
28	Theater Arts	G	New Student Services Building
		H	Re-Purpose District Admin Building
		J	Parking Structure



LONG RANGE MASTER PLAN



FRESNO CITY COLLEGE Circulation Diagram



Bldg No	Building Name
01	Historic Old Administration Building
04	Gym
05	Library
06	Health Science
07	Bookstore
08	T-100
09	T-200
10	T-300
11	T-400
12	T-500
13	T-600
14	Cafeteria
17	Faculty Offices
19	Math/Science Modernization
20	Animal House
21	Greenhouse Prep
22	Greenhouse
23	Music/Speech
26	Language Arts
27	Art/Home Economics
28	Theater Arts

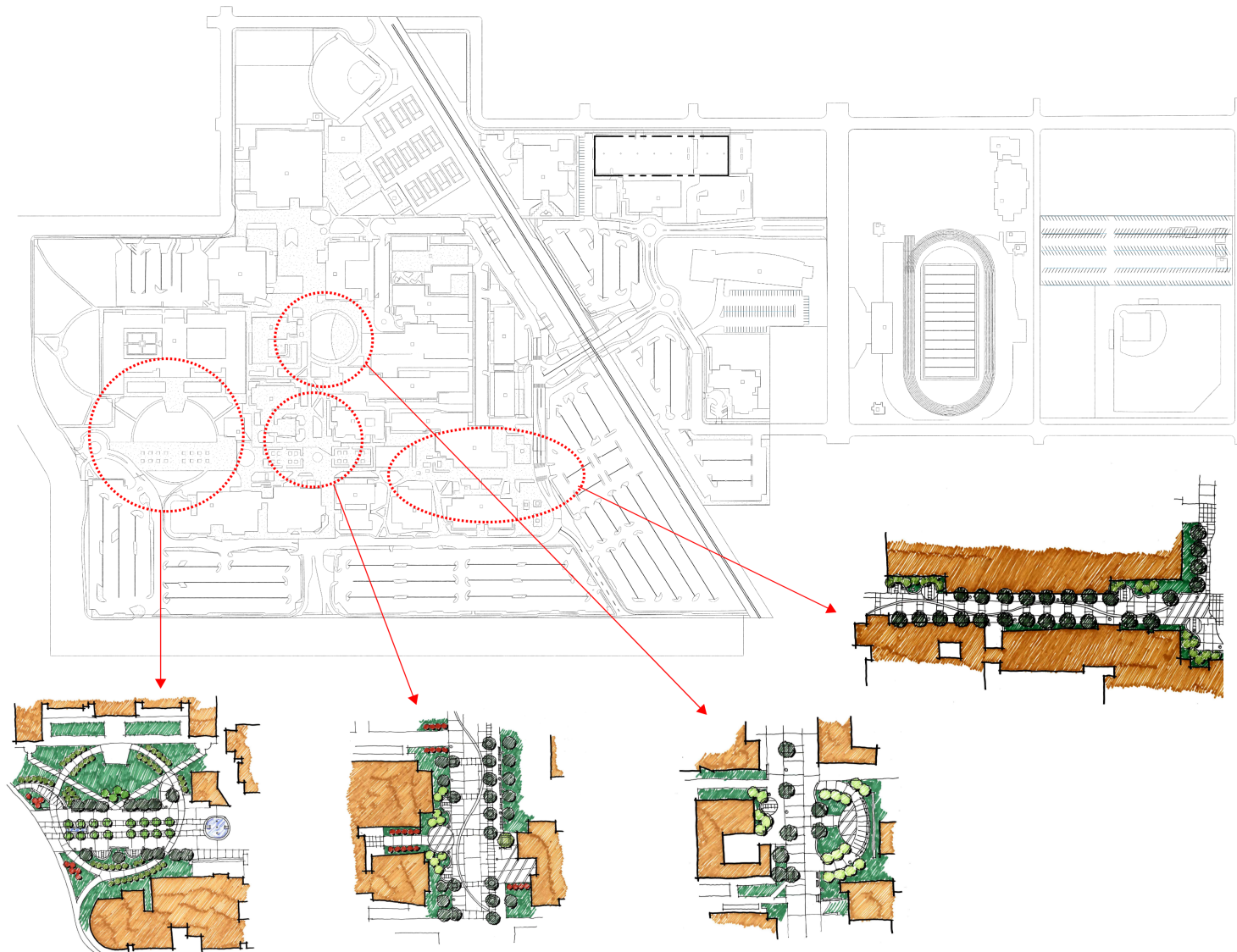
Bldg No	Building Name
29	Business Education
30	Administration
31	Student Services
32	Social Science
35	P E Field House
37	T-600
38	Athletics R.R.
42	Practice Courts
46	Grounds Building
46	Phys Performance Center
47	Ratcliffe Restroom 1
48	Ratcliffe Restroom 2
49	Ratcliffe Restroom 3
50	Boiler Building
A	Child Development Center
B	New Science Building
C	Cafeteria Addition
D	Ratcliffe Stadium
E	Campus Operations
F	New Cafe
G	New Student Services Building
H	Re-Purpose District Admin Building
J	Parking Structure

- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed
- Public Roads
- Primary Circulation Roads
- Service Road
- Pedestrian
- ✱ Campus Entry

CIRCULATION DIAGRAM



FRESNO CITY COLLEGE Landscape Master Plan





FRESNO CITY COLLEGE

Recommendations

Projects/ Priorities/ Phasing



Current Approved FPP
Child Development Center

Current Approved IPP
None

FUNDED PROJECTS

New Science Building
Parking Expansion
New West Fresno Campus
New First Responder Campus
Math/Science Modernization
New Child Development Center

2030 PROPOSED PROJECTS

Art/Home Economics Modernization
Gym Modernization
Ratcliff Stadium Modernization
Cafeteria/Student Union, Addition/Modernization

LONG RANGE PROPOSED PROJECTS

New Student Services Building
New Café



FRESNO CITY COLLEGE

Master Planning

Needs and Programs



Fresno City College
Planning Group
Recommended Needs and
Programs

Adjunct Faculty Collaboration Space
Bicycle Lanes
Bicycle Parking—Secured
Dedicated Museum Space
Event Center
Faculty and Staff Resource Center
Graduation Location
Institutional Effectiveness Office Space
Lactation Spaces
On-Campus Interfaith Prayer Space
On-Campus Safe Space
One Stop Student Center
Outdoor Auditorium
Outdoor Covered Space
Social Justice/Multi-Cultural Center
Storage Space – Departmental and Programs
Supplemental Instruction Space—Tutorial, Counseling, Study (refer to page 68)
Welcome Center



WEST FRESNO CAMPUS

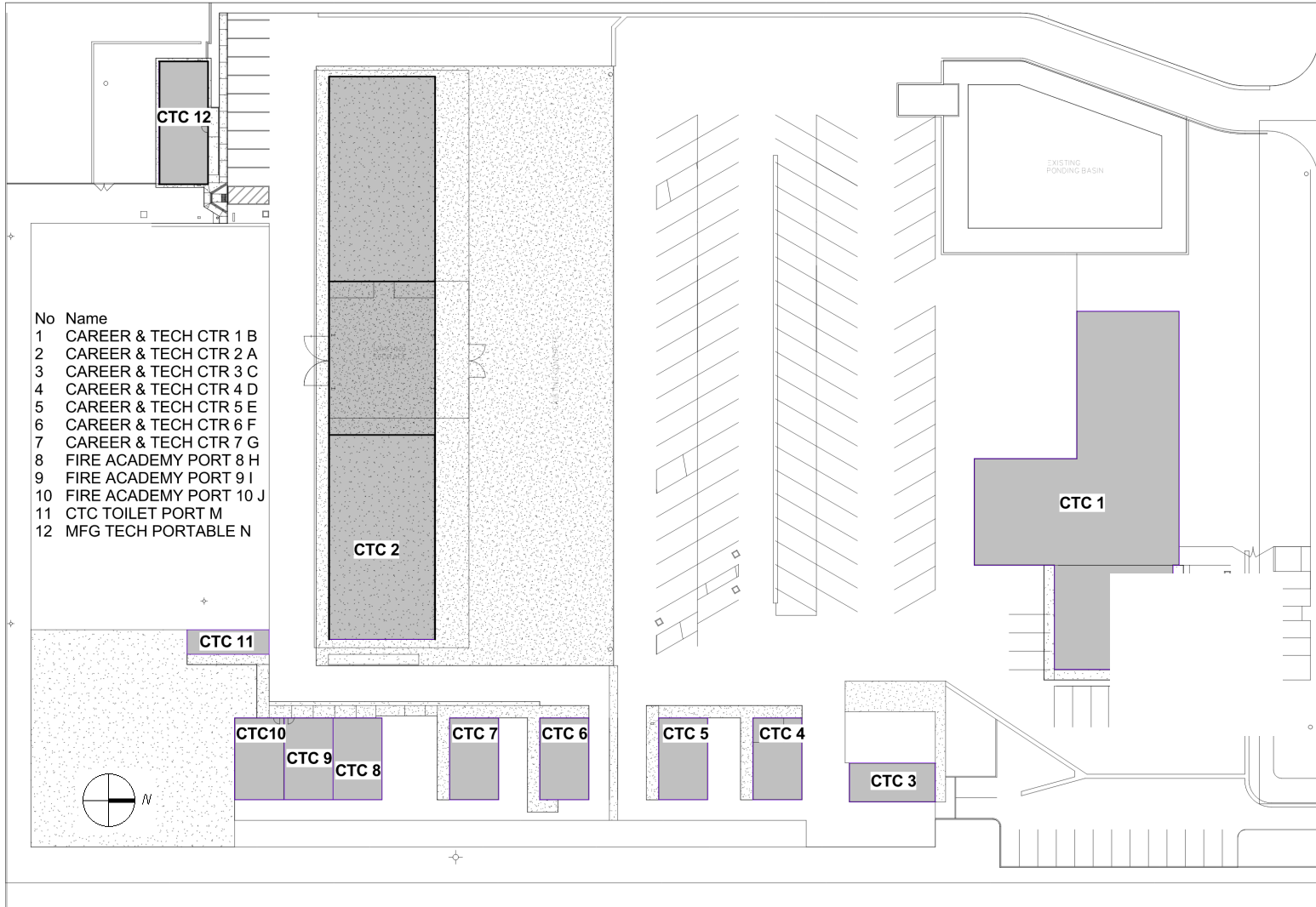
Fresno City College Facilities Master Plan



Career and Technology Center Existing Center

The existing Career Technology Center facilities will be relocated to the new West Fresno Campus

Pending the completion of the new West Fresno Campus, the existing Career Technology Center will be evaluated for potential sale.





WEST FRESNO CAMPUS Master Plan Overview

HISTORY

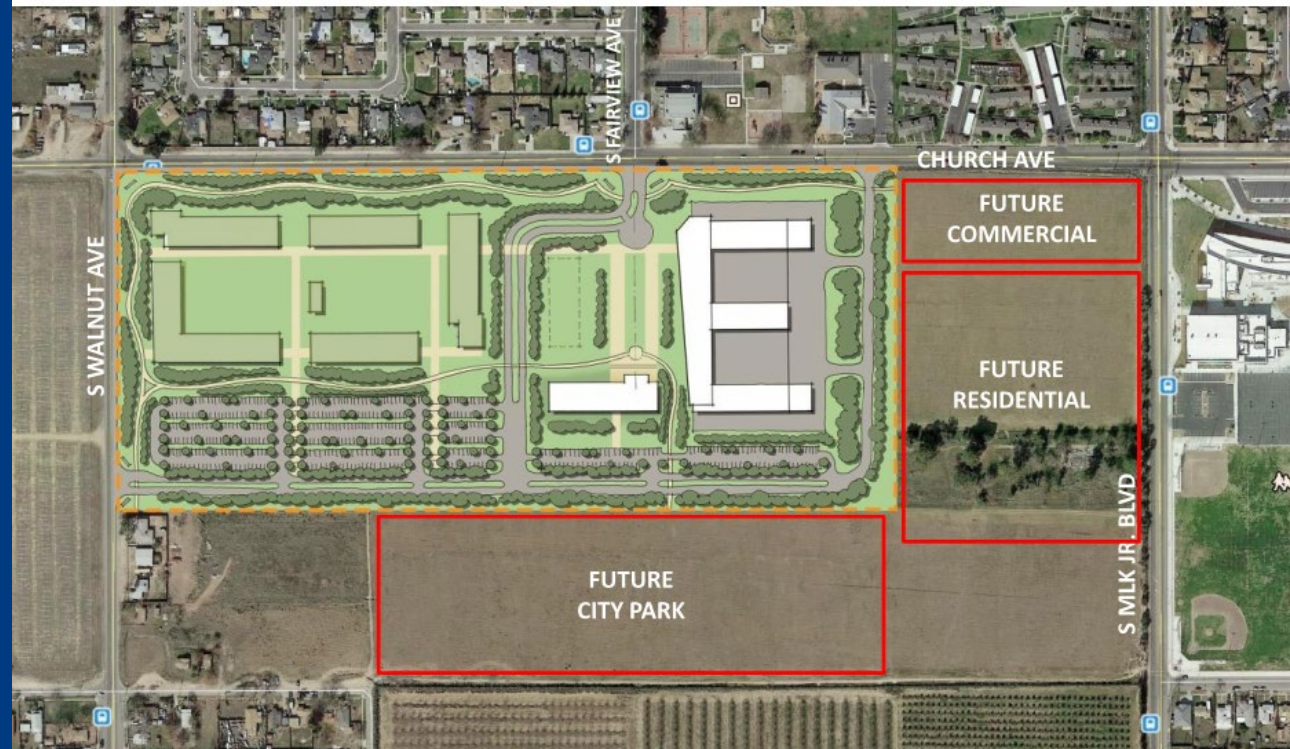
The Career Technology Center (CTC) currently located on Annadale Avenue in Fresno will be relocated to the new West Fresno Campus.

The new West Fresno Campus is programmed to include an Academic Center with common shared space, a campus center, learning resource/tutoring center, general education classrooms, and applied health components. The Career Technology Center will provide facilities for automotive technology, automotive mechanics, automotive collision/repair and welding.

The Career Technology Center has received state and national recognition as a model vocational education school excelling in community partnerships, competency-based education, and job placement. Open entry allows individual instruction with "senior" students mentoring new students.

The anticipated size of the first two, phase 1, buildings is 110,000 Gross Square Feet (GSF). The construction cost project budget for the Academic Center and the Advanced Transportation Center on the new West Fresno Campus is estimated at \$57,000,000. This amount is for hard construction costs only and does not include Furniture, Fixtures and Equipment (FFE). It does, however, include the construction cost for renovating the vacated educational spaces at the Fresno City College campus as well as the new campus site paving and infrastructure and landscaping that is not covered by the Transformative Climate Communities (TCC) grant funding. The California Strategic Growth Council's Transformative Climate Communities (TCC) funding will include \$16.5 million. The total project budget will approximate \$87 million.

MASTER PLAN

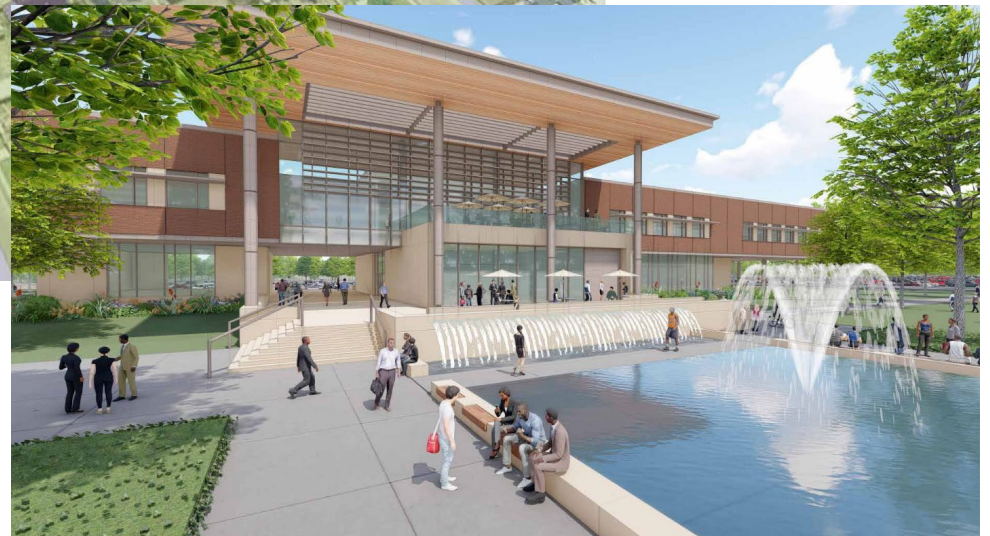




WEST FRESNO CAMPUS Master Plan Overview



Aerial View



Rendering



FIRST RESPONDER CAMPUS

**Fresno City College
Facilities Master Plan**



FIRST RESPONDER CAMPUS Master Plan Overview



HISTORY

Fresno City College's Police Academy was established to provide the training necessary for employment as a peace officer in California. The FCC Police Academy was one of the first college-based academies in the state of California. When the program began in the late 1960's, there were two basic academies and two advanced officer courses that trained approximately 125 students a year. Today FCC Police Academy trains over 1,000 students a year with five basic academies, over 65 advanced officer courses, probation courses, corrections, recertification courses, out-of-state waiver testing, dispatch training and the Robert Presley Institute of Criminal Investigation courses for newly assigned detectives/investigators.

This program is certified by the State of California via Peace Officers Standards and Training (POST). Since its inception, more than 6,000 cadets have been trained.

Fresno City College (FCC) Fire Academy was founded in 1992 by Mike Collins, retired battalion chief with the City of Fresno Fire Department.

The program is an accredited fire academy by the state of California and is also an Accredited Regional Training Program (ARTP) through the California State Fire Marshal's office. The Fire Academy became accredited in 2014 and completed its re-accreditation in 2017.

MASTER PLANNING

FIRST RESPONDER CAMPUS

During the bond implementation planning process, it was evident that it would be advantageous to combine police, fire, EMS, and corrections programs into a First Responder Campus. Combining the academies onto one campus provides an opportunity for shared spaces and more efficient space utilization. Through program meetings with the faculty and staff, it was also determined that a minimum of 30 acres and approximately 40,000 square feet of academic space would be required to adequately house these academies.

Phase 1 is planned to include master planning for the campus, permanent facilities for the police and fire academies, locker rooms and showers, physical training areas, vehicle storage, a burn tower, a scenario village and dedicated classroom space for police, fire and EMS programs

The district has acquired 40 acres at the corner of Willow and North Avenues for this center.



“The police academy is important to our community because we provide cadets to support our law enforcement/correctional training partners. All of our training is designed to ensure our communities have the best trained personnel to make our communities a safe place to live”. Gary Fief, Director of the FCC Police Academy.



REEDLEY COLLEGE



REEDLEY COLLEGE

Mission Statement Strategic Plan Goals



MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.



Strategic Plan Goals

- 1 *Excellence in Education*
- 2 *Institutional Effectiveness*
- 3 *Leadership in Higher Education and Community Collaboration*
- 4 *Accreditation of Madera Community College Center*

Values

STUDENT SUCCESS

We are committed to students' intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

INTEGRITY

We are accountable and transparent, and we adhere to the highest professional standards.
(from district Strategic Plan)

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.
(from district Strategic Plan)

INCLUSIVITY

We are committed to and intentional in creating an environment that cultivates, embraces, and celebrates diversity.
(from district Strategic Plan)

COLLABORATION

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.

The Oakhurst Community College Center is currently administered by Reedley College and shares Reedley College's Mission Statement, Strategic Plan Goals and Vision.



REEDLEY COLLEGE Master Plan Overview

CENTERPIECE OF THE COMMUNITY

Reedley College was established in May 1926 as Reedley Junior College, opening its doors in September 1926, with a total of 30 students and six course offerings. A separate building to house the junior college administration and provide additional classrooms was built in 1936 on the Reedley High School campus. By the late 1940s, plans were developed to build a separate campus for the college with its own identity. In September 1956, the college moved to its present site at Reed and Manning avenues, once part of the historic Thomas Law Reed Ranch. The campus now encompasses 420 acres, including a 300-acre farm adjacent to the main campus. In 1963, Reedley College joined the State Center Community College District, offering associate degree programs, the first two years of a transfer program, and short-term career training programs.

Both the college and community as a whole derive their sense of identity from pioneer Thomas Law Reed, who came to California in the summer of 1876. His apparent motivation in coming West was to investigate the prospects for farming. During the Civil War, Reed's two older brothers joined the Union Army and he himself enlisted in 1864. After the war, Reed began farming in Ohio and later looked to California for potential increased prosperity. Reed and his young family traveled to California in 1876. This trip revealed opportunities for farming in the Woodland area of Yolo County. While in Yolo County, the Reeds rented land and grew wheat and barley. Among those from whom he rented land were officers of the 76 Land and Water Company, the entity that was selling land and building an irrigation system for some 30,000 acres in southern Fresno County and northern Tulare County, east of the Kings River. Reed's landlords encouraged him to consider moving to the "76 Country" to farm. In March 1884, Reed made his move to what was then known as Smith's Ferry, Fresno County, to begin farming. Reed immediately went to work plowing and planting wheat seed on 200 acres of land. He returned to Yolo County in the summer to harvest his last crop there. Then, in the fall of 1884, the Reeds moved permanently to Fresno County. The Reed family established their residence in the old Smith's Ferry Hotel Building, near the present Olson Avenue Bridge over the Kings River. The ferry and hotel had ceased operating in about 1874. In 1886, he purchased over 1,200 acres, including the parcel that is now the Reedley College campus. The Reeds built a home on this property in the same year, and thus established what was to be their Home Ranch. In 1888, the Southern Pacific Railroad was building a branch line through the area heading south to Porterville. Reed deeded a half-interest in a 360-acre town site to the Pacific Improvement Company, a Southern Pacific subsidiary, and in return, they established a depot.

This new town needed a name, and the railroad determined that it should be Reedley. Soon, buildings and streets grew amid the wheat fields that paralleled the railroad tracks. Reed built and owned the town's first hotel, livery stable, and blacksmith shop. He donated land and helped establish the area's first school. T. L. Reed died in 1911 at the age of 64. His wife, Amantha, died five years later. Both are buried in the Reedley District Cemetery.



T. L. Reed home and ranch, on what is now the site of Reedley College, circa 1891. Photograph by C. C. Curtis



REEDLEY COLLEGE

Master Plan Overview

COHESIVE ARCHITECTURAL CHARACTER

A consistent and homogenous architectural character defines Reedley College. As the present campus has developed since the first buildings were constructed in 1956, a consistent look of plastered rectilinear buildings with accents of roman brick and flat roofs has been adopted. This expression has reinforced the identity of the campus as an approachable institution within the community. The consistent look of the buildings crosses beyond the boundaries of the campus and can be found at many area primary and secondary schools. While this consistent expression has demystified the college in this rural community, it has also relegated Reedley College to a roll of less importance than one would come to expect from an institution of higher education.

To embody the goals and aspirations of post-World War II academia, the original buildings were designed to embrace the tenets of modernism over historic styles or a specific regional vernacular. Catalogued as the International Style, the architectural expression adopted for Reedley College was in keeping with the then current trend for academic institutions. After World War II, the International Style matured as the preferred style for mid-century institutional buildings throughout North America. As buildings have been added to campus over the past decades, none have deviated from the established form, material, color or texture palate established by the original “Finger Wing Plan” buildings, (buildings 9,13,20, and 21)

WELL-ORGANIZED CAMPUS PLAN

The Reedley College campus plan is based on the concept of two nearly parallel axes extending from a central commons with buildings and open spaces along the axes and parking along the perimeter and athletic facilities and play fields at the far extent of the campus. As the campus has grown over the past half century, the organizational concept has remained intact. Because of this, adjacencies are logical, expansion can be accommodated without extensive demolition, and orientation within the context of the campus is legible – all characteristics of a sound campus plan.

The college has grown along two major campus axes, both oriented generally along a north/south alignment that connect the original College Commons on the south to a campus road at the north that divides the campus core from the campus farm. The College Commons is part of the original campus plan and remains intact serving well as the symbolic center of campus. The space is well proportioned for the current campus population and its proximity to the Cafeteria (Bldg. 25), Student Center (Bldg. 22), and Bookstore (Bldg. 24) make it a lively, active, and important space that supports the social aspect of student life.

Along these axes are major pedestrian circulation pathways, social areas, landscaping, and seating. The west axis (River Axis) is laid out on a bias that loosely parallels the Kings River, running along the western boundary of the campus. The east axis (Reed Axis) parallels Reed Avenue, the campus’s eastern boundary.

The clarity of the River Axis within the campus remains intact; however, the southern end of the axis is cut off from a large lawn area by a service road that leads from Reed Avenue and runs along the north and west edges of the campus to a termination at the rear service entrance of the bookstore. A series of early campus buildings occur along the west side of this axis, including Life Science (Bldg. 46), Aeronautics (Bldg. 29), Mechanical Arts (Bldg. 30), Automotive Shops (Bldg. 31), Computer Labs (Bldg. 58), Forestry Engineering (Bldg. 44), Ag Science (Bldg. 32), and Dental Assisting (Bldg. 34). The east side is defined by the Library (Bldg. 42), a temporary Computer Lab (Bldg. 65), and a courtyard that leads to a new Classroom Building (Bldg. 3). The character of the west side of the River Axis is well defined and the massing and siting of the buildings in relation to one another create a street wall. The well-ordered and proportioned street wall imparts a sense of enclosure and communicates the notion that this is the edge of campus. The eastern side of the River Axis is more open and porous and allows views across open spaces and between buildings to the other side of the campus, giving a more expansive sense to the overall campus from this vantage point. Straddling the service road that runs west of the River Axis are facilities for Agricultural Science (Bldg. 32) and Ornamental Horticulture (Bldg. 33), and at the north termination of the axis are the Child Development Center (Bldg. 55), and one of the Reedley College specialized programs, Dental Assisting (Bldg. 34).



REEDLEY COLLEGE Master Plan Overview

The Reed Axis is shorter in length and serves a much different functional purpose within the overall experience of the campus. It emanates from the Campus Commons and extends to the north. The northern termination is ill-defined by a planting circle that borders Parking Lot D. Along the west side of this axis are the Instructional Center (Bldg. 27), the Library (Bldg. 42), Classroom Annex (Bldg. 63), and the new Classroom Building (Bldg. 3). Only two buildings occur along the east side of this axis, the Art Building (Bldg. 7) and the Forum Hall (Bldg. 45). Large lawn areas that separate the campus core from Parking Lot D present themselves as potential building sites for future campus expansion but currently do not reinforce a strong campus presence along Reed Avenue. The Day Care Center (Bldg. 62) terminates the north extent of the east axis.

Athletic fields occur between the bluff of the Kings River and the southwest quadrant of the campus. Athletic venues include track and field, softball, baseball, and tennis. Situated between the athletic venues and the campus are physical education facilities, which include the main gymnasium (Bldg. 12), men's physical education (Bldg. 17), women's physical education (Bldg. 23), and offices for physical education (Bldg. 19).

One of the unique features of the Reedley College Plan is the existence of dormitories. Dormitories on a community college campus are not commonplace, however, this feature brings a characteristic found at four-year colleges and universities to Reedley College. The dorms are located at the far south side of the campus, separated from the campus core by Parking Lot B.

GOOD GEOGRAPHIC LOCATION

Reedley College occupies a prominent site in rural Fresno County. The site is easily accessed from two directions and is at the intersection of two highly used arteries. The Kings River is another significant feature of the campus environment.

Reed Avenue is a major north/south thoroughfare that connects the rural community of Reedley to State Route 180 to the north of the city and to a number of rural communities to the south. State Route 180 provides easy access to commuters coming from Fresno and other larger communities within the greater metropolitan area served by Reedley College. The rural communities of southern Fresno County rely on Reedley College for entertainment, and cultural and educational opportunities.

Manning Avenue connects Highway 99 to the campus from the west. Along Highway 99 are a number of towns and cities that rely on Reedley College for higher education. The campus can be accessed from all directions, and its location along the Kings River at the intersection of Manning Avenue and Reed Avenue affords easy access.

The automobile remains the primary means of transportation to the campus; however, bus service is provided to the campus by Dinuba Area Rapid Transit (DART) and the Fresno County Regional Transportation Authority (FCRTA). DART offers transportation services between the community of Dinuba to the south and Reedley College. Among other stops, the route includes the Dinuba Vocational Center, Sierra Kings Hospital, and shopping and recreational destinations. FCRTA provides connection to Reedley College and the communities of Orange Cove, Parlier, Sanger, and Fresno.

A trail on an existing railroad right-of-way terminates at the college. The Reedley Community Parkway is a multi-use trail for cyclists, pedestrians, in-line skaters and other non-motorized uses. The 2.6-mile path largely traverses Reedley's industrial part of town on the southeast. The trail extends out to encounter cultivated field. It was built next to existing tracks and provides an alternate route to access some of the city's busiest arterial streets. Connected by the trail are Reedley City Hall, downtown areas, Reedley College, Reedley High School, several elementary schools, and a park-and-ride. The trail ends at Kings River next to the Reedley College campus.



REEDLEY COLLEGE

Master Plan Overview



AMENITIES

Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. The nature of the campus amenities varies depending upon the campus context. Reedley College is a rural campus surrounded by bucolic farmland and is quite different in character from other more urban or suburban campuses. Reedley College has among its amenities access to the Kings River, dormitories, and a unique range of specialized programs that serve the career needs of the students within its service area.

RIVER FRONTAGE

The Kings River serves as a peaceful backdrop for the Reedley College campus. The identity of the entire region is tied to the important role played by the Kings River. The river is indelibly connected to the ecology, economy, and culture of southern Fresno County and the city of Reedley in particular. The college was renamed Kings River Community College in 1980. However, by popular demand, the name Reedley College was restored in July 1998.

The Kings River is a major river of south-central California. About 125 miles long, it drains an area of the high western Sierra Nevada and the Central Valley. A large alluvial fan has formed where the river's gradient decreases in the Central Valley, so the river divides into distributaries. Southern distributaries enter the basin surrounding Tulare Lake while northern distributaries join the San Joaquin River, eventually reaching San Francisco Bay via the Sacramento-San Joaquin River Delta.

The Kings River system is extensively dammed for flood control, irrigation, and power generation. The Pine Flat Dam, built in 1954, impounds the river near Piedra as it flows out of the foothills into the Central Valley. Other dams on tributaries form lakes such as Black Rock Reservoir, Wishon Reservoir and Courtright Reservoir. Wishon and Courtright form impoundments for the Helms Pumped Storage Plant, one of the largest pumped-storage stations in California, with a capacity of 1,212 megawatts. Farther downstream, the Friant-Kern Canal crosses the Kings River approximately 10 miles west of Pine Flat Dam, where water can be turned out into the Kings River through the Kings River Wasteway. The canal then continues southward toward Bakersfield.

DORMITORIES

The new Residence Hall is located along the southern edge of the campus. The Residence Hall facility provides housing for up to 100 men and 100 women with separate flooring accommodation. A common recreation room, computer lab, and full kitchen is available for student use. It offers comfortable double occupant rooms and inexpensive living in an environment conducive to learning and studying. Separate restroom and laundry facilities are provided on each floor.

The staff includes resident students who live in assigned rooms on each of the floors. Supervision is provided by professionals and student staff seven-days a week. The office is located on the first floor of the complex.

Residence Hall students and staff are concerned with creating and maintaining a good study environment within the hall. A 6-station computer lab is available to the residents. Residents have access to outdoor tennis, basketball, volleyball, racquetball, gymnasium. Weekly activities are planned by Residence Hall staff to promote leadership and the opportunity for the residents to make new friends.



Residence Hall



REEDLEY COLLEGE

Master Plan Overview

SPECIALIZED PROGRAMS

Responsive to the unique needs of rural, central California, Reedley College offers a number of specialized programs that focus on the demographic, cultural, and economic needs of the region. These specialized programs are tailored to specific demands of the marketplace for those who choose to pursue a certificate program as entry to the vocational career of their choice. In order to properly plan for the future of these growing programs, their programmatic needs must be identified and fully understood in terms of their respective mission and curriculum. A few of the specialized programs unique to Reedley College are outlined below.

Automotive Technician

The automotive service/technology department offers in-depth, state-of-the-art training in areas of specialization needed for a graduate to gain employment upon completion of the program and excel in their career. Reedley College students are in high demand, and job placement is a hallmark of the program. The number of technicians/mechanics needed nationwide has increased yearly. The program features modern equipment, industry-recommended courses, one-year certificate and two-year associate degree program options, and exceptional non-traditional opportunities for women.

Flight Science

Reedley College is the only community college in the state with a comprehensive program that incorporates professional pilot training, including ground school and flight lab courses. The Associate Degree in Flight Science is designed to provide students the knowledge, skills, become certified commercial airplane pilots and flight instructors. Students will complete academic, simulator, and flight courses taught within the guidelines of the Federal Aviation Administration.

Aircraft Mechanic

Reedley College offers a Federal Aviation Administration-(FAA) approved program for Aviation Maintenance Technician and certifies all aircraft mechanics. For an airframe or power plant license, the FAA requires graduation from an FAA-approved program such as the program offered at Reedley College. Students can earn an associate degree or a certificate. Graduates of the program are prepared to take the FAA exams required for certification. Facilities include a 22,000-square-foot laboratory with adjacent classrooms, a fleet of aircraft and helicopters, and a landing and takeoff access strip for flying aircraft in and out of the facility.

Dental Assisting

Reedley College offers an associate degree or a certificate of achievement in dental assisting. The Registered Dental Assistant Program at Reedley College started in 1958 and works closely with the dental community in the region to provide students with 170 hours of work experience in a dental office. The program is notable for providing affordable career entry by offering a 9-month certificate program with all courses approved by the Dental Board of California. The program addresses bio-dental sciences, dental specialties, radiology, pit and fissure sealants, and coronal polishing. The combination of laboratory, lectures, and clinic hours prepare students to take the state licensing examination to become a Registered Dental Assistant (RDA).

Forestry

Reedley College's forestry program prepares students for a career in Forestry and Natural Resources through a unique combination of hands-on classroom instruction and work experience. After completing one school year of preparatory classes, seasonal work experience is available with various forest and resource agencies, as well as private industry. The second year of study involves advanced training and a second season of full-time employment. An associate degree and transfer program to state colleges and universities is available. The program is recognized by the Society of American Foresters.

Manufacturing

Manufacturing is the second largest industry in the Central Valley. In recent years local manufacturing companies have experienced phenomenal growth. Reedley College offers a one-year program that provides students with an opportunity to earn a certificate of achievement in metal working. The metal working program prepares students for employment in machine shop, welding, manufacturing or fabrication industries. In the two-year machine shop program, students can earn an associate degree and/or certificate of achievement and prepare for employment in machine shops or manufacturing-related industries. Reedley College also offers a two year welding program in which students can earn an associate degree and/or certificate of achievement.

Partnerships

Reedley Middle College High School (RMCHS), part of Kings Canyon Unified School District (KCUSD), is currently housed on Reedley College's campus in various buildings. As a growing program, KCUSD is constructing new, permanent, buildings on the Reedley College campus. RMCHS students are granted early access to college through a dual enrollment program. Students concurrently complete coursework that earns college credit while earning their high school diploma, with a goal of preparing them for a career. These college credits can be put towards certificates, associates degrees, or general education credit for transferring to a post-secondary institution. RMCHS also offers emphasis in four areas of study: Agricultural Business, Business Administration, STEM for General Transfer, and General Transfer.



REEDLEY COLLEGE Master Plan Overview



SPECIALIZED PROGRAMS cont.

Mechanized Agriculture

The equipment service technician program at Reedley College is designed to meet industry-specific requirements. The program places 90% of graduates. The equipment service technician program is sponsored and supported by, the Quinn Company, the Caterpillar dealer for the Central Valley and Los Angeles areas. Students obtain hands-on experience working on Caterpillar engines, transmissions, hydraulic and electrical systems, and Caterpillar machines. Reedley College has state-of-the-art labs and diagnostic equipment patterned after dealer shops. Following Associated Equipment Distributors (AED) guidelines, factory-trained instructors help students develop the skills necessary for a job in the equipment industry.

Nursing Assistant

The Nursing Assistant Training (NAT) program is taught at a well-equipped retirement community that provides long-term care located 1.5 miles from Reedley College. After successful completion of the one semester of intensive theory and clinical practice, students are eligible to take the American Red Cross NAT Exam to become a Certified Nurse Assistant. A separate grant-funded NAT class is currently offered in the nearby community of Dinuba at the Dinuba Vocational Center. When completed, the new Math/Science Engineering Building will provide instructional space on the Reedley College campus for this program.

PARKING/TRAFFIC CONSTRAINTS

From on site observations, discussions with the Reedley College campus facility planning group and findings of a traffic study, it has been determined that lack of convenient parking and confusing traffic patterns present significant impediments to overall student success. Table IV summarizes the level of service for specific intersections at Reedley College under the existing conditions.

At present, all study intersections operate at an acceptable Level of Service (LOS). However, as attendance at RC increases it is likely that some traffic operational deficiencies will be observed at study intersection four (4) (Parking B Access and Manning Avenue). To improve traffic operations at this location, it is recommended that left turns out be prohibited. Other alternatives for consideration include the addition of a second driveway to the south along Manning Avenue and the construction of a connection between Parking Lot B and the existing campus aisle drive to the north.

ID	Intersection	Intersection Control	(7-9) AM Peak Hour		(2-4) PM Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Reed Ave / Parking D Access 1	One-Way Stop	28.6	D	21.9	C
2	Parking C Access / Parking D Access 2	One-Way Stop	9.0	A	9.1	A
3	Reed Ave / Parking D Access 2	One-Way Stop	14.8	B	15.4	C
4	Parking B Access / Manning Ave	One-Way Stop	22.8	C	19.5	C

Note: LOS = Level of Service based on average delay on signalized intersections and All-Way STOP Controls
 LOS for two-way and one-way STOP controlled intersections are based on the worst approach/movement of the minor street.



REEDLEY COLLEGE Master Plan Overview

IMAGE

From observations and discussions with the Reedley College facility planning group it has been determined that services needed by students for social interaction, spaces conducive to casual interface, and activities that support student life and, ultimately, student success, should continue to be a focus and have been enhanced following the completion of the Student Activities Center/Student Union. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened college atmosphere on the Reedley College campus. The Student Activities Center/Student Union has created a dynamic gathering space on the Reedley campus. Furthermore, it has been observed that many students served by Reedley College are the first generation in their family to attend college. To make a “student-ready community” it has been suggested that the image of the college and the way in which it is perceived as an institution must take this objective into consideration. Reedley College is a community asset and serves a diverse population that ranges from students who are unfamiliar with the rigors of academia to those with definitive career plans preparing to transfer to a four-year college or university.

Reedley College struggles to outgrow the perception of being an extension of high school. Many community colleges built in the same era face this challenge. The single-story modest architecture of the campus reinforces this perception. It is therefore suggested that the built environment of the campus must change from the appearance of a high school to that of a college. If the character of Reedley College is transformed to look more collegiate, it is reasoned that students that get involved with the life of the college, are more likely to complete their studies, adopt a greater sense of responsibility, and other students will consider Reedley College as an option for higher education.

In this rural community, the college is viewed as a cultural center. Lectures, exhibits, athletic events, performances, and seminars are hosted by the college. Deficiencies of the existing facilities limit the depth and range of opportunities to engage the public on campus. These non-curricular events that allow the public to experience the campus and take part in the life of the community are deeply needed to create a new image of the college as both the academic and social center of the community.

Additional student activities and programs that will galvanize a stronger connection between students and the campus have been identified by staff as a critical need. It is also recognized that some students are not interested in college life and are on campus to obtain what is necessary to meet their career goals only. To meet the needs of the student body for an enhanced college experience and the needs of the community for cultural engagement, the Master Plan proposes improvement in three key areas: development of enhanced cultural resources, improved architectural character to create an expression unique to Reedley College that draws from the current architectural precedents, and better access to the campus through road realignments and more efficient parking.



REEDLEY COLLEGE

Master Plan Overview

BUILDING DEFICIENCIES

The Reedley College facility planning group cited a number of existing buildings that are deficient and impede the mission of the college.

The Administration Building (Bldg. 01) serves as the college's front door to many and is viewed by the facility planning group as a significant deficiency that must be addressed. The Administration Building does not provide a good first impression for new students or students seeking information about the college. In its current condition, the building does not provide the necessary level of acoustic isolation needed for the confidential nature of discussions that take place in the building on a day-to-day basis and is poorly configured for its current use.

The Student Services Building (Bldg. 15) was noted as difficult for new students to find. Additionally, the design of the building is also viewed as lacking in terms of creating part of the campus's presentation to the community. Wayfinding was also indicated as a campuswide deficiency; however, given the vitally important function of the Student Services Building, the ability for students to easily locate this particular building and conduct the necessary business was noted as a significant deficiency.

The Finger Wing Plan buildings of the original campus structure include; Business (Bldg. 9), Home Economics (Bldg. 13), Physical Science (Bldg. 20), Social Science (Bldg. 21), and Chemistry (Bldg. 35). They present a number of challenges that call for their demolition and replacement with updated modern structures with the spaces, infrastructure, and character necessary to address the need of students today. Noted deficiencies include evidence of termites and a dysfunctional and inadequate plumbing system. Other deficiencies are small classrooms inadequate for current class sizes, failing HVAC systems, and single pane windows that do not provide either thermal or acoustical insulation. Furthermore, it was noted that there is a lack of large group instruction rooms on campus that can accommodate the needs of the programs currently housed in these buildings.

The Shop Buildings include Aeronautics (Bldg. 29), Mechanical Arts (Bldg. 30), and Automotive Shops (Bldg. 31). These buildings also exhibit failing HVAC systems. The programs housed in these buildings are among the specialized features of the offerings at Reedley College. To remain current and continue to offer high-level education, these buildings are slated for complete modernization in the 2030 Master Plan.

The Dental Assisting Building (Bldg. 34) is considered too small for this highly successful specialized program to grow. Maintenance staff cited ongoing upkeep and maintenance as concerns that tap limited resources on an ongoing basis. The 2030 Master Plan relocates this specialized program to the new Math Science Engineering Building, which will meet their current and future needs.

The nursing program is presently housed off campus and uses a long-term care facility as its site. The district pays rent for this off campus program. The 2030 Master Plan relocates this specialized program to the new Math Science Engineering Building, which will meet their current and future needs.

The Child Development Center is presently housed on campus in relocatable buildings at the far north end of the campus (Bldg. 62). Through the State Chancellor's office, a Final Project Proposal (FPP) has been approved for a new permanent structure.

A lack of shade structures and seating was also cited by the facility planning group as a campuswide deficiency that must be addressed in the campus master plan.



REEDLEY COLLEGE

Master Plan Overview



VEHICULAR CIRCULATION

Reed Avenue Realignment

Reed Avenue is a heavily used artery that provides access to the heart of the city of Reedley. Reed Avenue intersects Manning Avenue at the college and forms the eastern boundary of the campus. Residential subdivisions of single family residences occur across Reed Avenue from the campus. The city of Reedley has studied the flow of traffic along Reed Avenue and has concluded that Reed Avenue must be realigned to better accommodate the high volume of traffic relying on Reed Avenue.

The campus access points along Reed Avenue do not align with the residential streets on the opposite side of the street creating disruption to the smooth flow of traffic. To alleviate traffic congestion and confusion, a realignment of Reed Avenue has been proposed by the city of Reedley with input from State Center Community College District and Reedley College. The impact to the campus and final alignment remains under review; however, the Master Plan proposes to connect a reconfigured Parking Lot B along Manning Avenue with a reconfigured visitor Parking Lot C along Reed Avenue. New campus connection roads allowing access off Manning Avenue and Reed Avenue, respectively, will both be fitted with roundabouts at the two major entrances.

In a roundabout, road traffic must travel in one direction around a central island and priority is given to the circulating flow. Traffic signs usually direct the flow of traffic entering the circle to slow down and give the right of way. Statistically, roundabouts are safer for drivers and pedestrians than are intersections. Because low speeds are required for traffic entering roundabouts, they are usually used on limited-access roads. These improvements to Reed Avenue and the campus access points will also promote convenient parking, safety, and reduce congestion on Reed Avenue.

The reconfiguration of Parking Lot D along Reed Avenue will also include a proposed relocated connection to Reed Avenue at Kip Patrick Street. The existing vehicle entrance on the north end of the north parking lot will be replaced with a new entrance and exit aligning with Kip Patrick Street on the east side of Reed Avenue. This intersection may need to be signalized in the future. Discussions with city of Reedley concerning the final alignment, street pattern, and right-of way are ongoing and as of this writing have not been finalized.

On-Campus Roads and Parking Lots

The Reedley College campus population is diverse with respect to personal goals and expectations of the student body as well as individual academic and social needs. Students report lack of parking and excessive time spent searching for parking as a significant obstacle to meeting their educational goals. With a campus population of over 7,000, access to the campus, moving through an inefficient roadway system that does not loop the campus in its entirety, and access to on-campus parking lots dispersed primarily along the eastern edge of campus presents a daily and formidable challenge.

To address a number of traffic problems, the Master Plan calls for the realignment of specific segments of existing roadways to create a smoother flow of traffic with less queuing at stop signs, better definition of entry points to campus, and connection of all on-campus parking lots.

Currently, there are 1,492 parking stalls on the Reedley College campus. The 2030 Master Plan proposes the construction of a new main entrance and roundabout. The existing visitor lot (currently part of Lot C but not accessible from Lots B or D) will be replaced with two new visitor parking lots flanking each side of the new formal entrance. These new visitor lots will provide 34 stalls each, for a total of 64. The existing visitor lot has 73 stalls but is poorly configured and does not have any connection to other lots, which is inconvenient and forces vehicles that have not successfully found parking back onto Reed Avenue.

Additionally, parking improvements will include the addition of 150 parking spaces in Parking Lot B. At the completion of the 2030 Master Plan there will be a net overall parking capacity increase of 214 parking spaces, from 1,492 to 1,706. Research has found that the ideal parking ratio for a community college is 0.18 cars per school population—1706 total parking spaces divided by 0.18 stalls per student would yield a comfortable parking ratio for a total campus population of 9,477 including students, faculty, and employees. There are currently 7,161 students enrolled at Reedley College.



REEDLEY COLLEGE Master Plan Overview

NEW ENTRY AND CAMPUS IMAGE

One of the most formidable obstacles to the qualitative improvement of Reedley College is the character of the buildings on campus. With respect to the overall campus image, this is most critical for the buildings that face Reed Avenue, and in particular, the buildings that occur at the main entrance to the campus. The current entry buildings are some of the oldest and most heavily used buildings on campus. Many have outlived their useful life cycle, and while further additions and modernization could prolong their use, the goal of improving the college image would not be achieved.

The Master Plan therefore proposes changes not only to the buildings but to the site as well. A significant improvement will result from the realignment of the campus entrance road and construction of a formal roundabout, creating a bold, new front door to the campus. Additionally, the Master Plan proposes the phased demolition of the existing Administration Building (Bldg. 1), President's Office (Bldg. 2), Business (Bldg. 9), Humanities (Bldg. 13), Physical Science (Bldg. 20), Social Science (Bldg. 21), and Chemistry (Bldg. 35). A cluster of new buildings identified on the 2030 Master Plan as Building G – Administration/Student Support, and on the Long Range Master Plan as Building L – Classrooms/ Labs Building and Building new Classroom Building will together create a new front to the campus.

A more contemporary architectural expression is envisioned that will integrate many of the architectural motifs that presently exist on campus in an attempt to respect the history of the college while transforming its image. To move toward a more college-appropriate, contemporary atmosphere that will better equip students to meet the demands of the 21st century, a number of design guidelines are recommended. This will connect the new buildings with the history of the campus to reinforce a sense of place. Initial guidelines include the use of brick veneer similar to the existing brick, expansive covered walkways, planar plaster wall surfaces, and "human scale" building massing. It is further suggested that these new buildings be multi-story to more efficiently use the available land and create a more substantial, robust appearance than what can be achieved by single story buildings.

The Center for the Fine and Performing Arts will provide students with advanced tools to prepare them for a world where the performing arts intersects with technology. This proposed facility will meet modern-day curriculum demands and serve as a visual showcase of student and community work.

A statue of the college mascot, Clyde the Tiger, is presently sited east of the Administration Building (Bldg. 1) facing Reed Avenue at the main entrance to the campus. Clyde is a vital part of the Reedley community and the Master Plan proposes a new prominent location for Clyde at the new vehicular entrance that will reinforce the value of the college within the life of the community.



Proposed New Campus Entry



REEDLEY COLLEGE Master Plan Overview



BUILT ENVIRONMENT

Remove Relocatables

Several key programs are housed in aging relocatable structures across the campus. Phase 1 of the 2030 Master Plan calls for the removal of Portable Lab (Bldg. 4), Portable Office (Bldg. 5), and Portable Classroom (Bldg. 6), which serve as part of the Life Science complex. The 2030 Master Plan calls for consolidation of science portable classrooms and dental assistance programs into a new permanent structure indicated as Building A. The new Math Science Engineering Building will provide space for science, nursing, and dental programs. The building will also provide space for a larger Math Center to increase the number of students served by this highly utilized program.

Other relocatables to be removed and replaced with permanent structures include Classroom Annex 1 (Bldg. 63), Classroom Annex 2 (Bldg. 64), Computer Lab Temp. (Bldg. 65), and Office Relocatable (Bldg. 66). These are indicated to be removed in the 2030 Master plan.

PEDESTRIAN CIRCULATION

Interconnected Axes and the College Commons

The Master Plan proposes that both existing circulation axes be reinforced through the addition of sensitively designed seating and social spaces, landscaping that combines low maintenance with shade, and proper attention to building entries along their lengths. The River Axis is proposed to extend across the existing service road to connect with the expanded parking Lot B. This will provide students with more parking in proximity to the campus core, where it is most needed.

The two axes, the River Axis and the Reed Axis, presently do not converge. The 2030 Master Plan proposes the development of a third axis, the Entry Axis, to connect the River Axis and the Reed Axis by way of selective removal of a portion of the Bookstore blocking this new alignment. The Entry Axis will connect the College Commons with the new roundabout and drop-off at the east end and the Life Science Complex and modernized Technology Shops, indicated as Building H at the west end. By tying the circulation routes together, a complete circuit for pedestrians to navigate the campus will be created.



Interconnected Axes



REEDLEY COLLEGE Master Plan Overview



PEDESTRIAN CIRCULATION

Phasing

The 2030 Master Plan calls for the road realignments, parking lot reconfiguration, and a series of new buildings and modernizations.

Proposed 2030 improvements include the following:

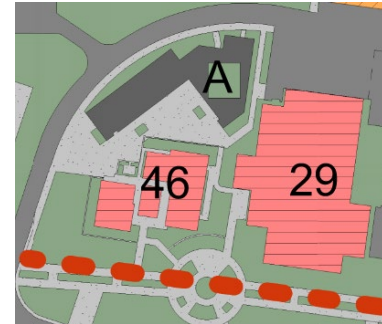
- Ag Mechanics Expansion Phase 1
- Ag Mechanics Phase 2
- Agriculture Instruction Complex Expansion
- Center for Fine Performing Arts Center
- Math Science Engineering Building
- Modernization of Agriculture Instruction Complex
- Modernize Vocational-Tech Complex: Aero, Auto, Welding
- New Child Development Center
- Physical Education Complex Modernization

Proposed additions and modernizations outlined on the Long Range Master Plan include final demolition of the remaining wings of the original Finger Wing Plan buildings to facilitate construction of Building C—New Classroom/Office.

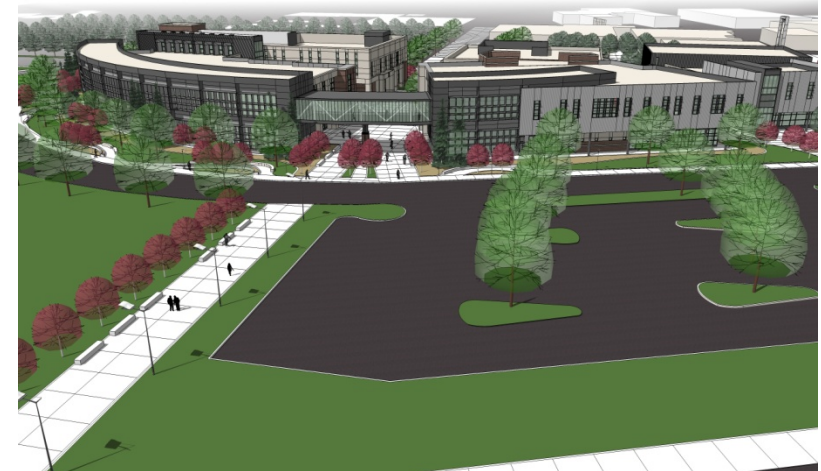
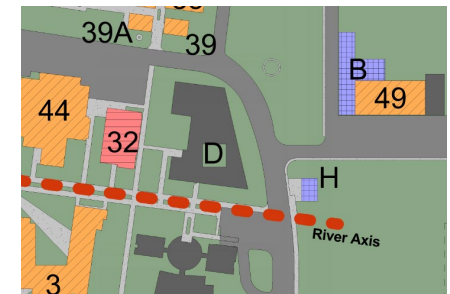
Demolition of the existing Student Services Building and construction of new Student Services facilities indicated as Building D will occur in the Long Range Master Plan phase.

Two athletic restroom/snack bars are proposed for construction at the existing baseball and softball complexes, respectively.

Other master planned buildings are proposed to accommodate future growth with the specific use of each to be determined in relation to that future growth and development of Reedley College.



Science Complex

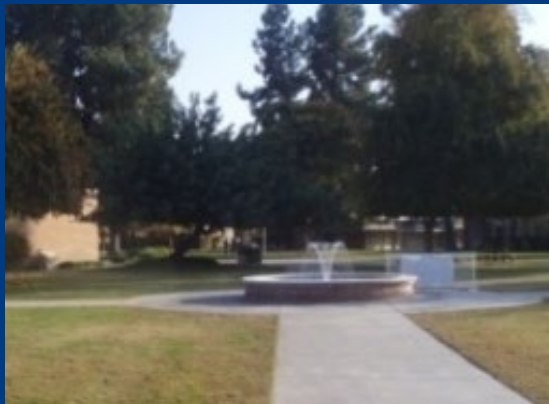


Future Classroom Building
and Student Services



REEDLEY COLLEGE

Master Plan Overview



PARKING

*Increase Parking
Improved Access*

CIRCULATION

*Connect Parking Lots
Reinforce Existing Campus Axes*

IMAGE

*Create Collegiate Atmosphere
Create New Campus Face*

FACILITY NEEDS

*Math Science Engineering Building
Ag/Tech Expansion Modernization
Student Gathering Spaces
Faculty Offices
Centralized Student Services
DSPS Center
New Child Development Center
Physical Education Modernization and Expansion
Women's Equestrian Facility*

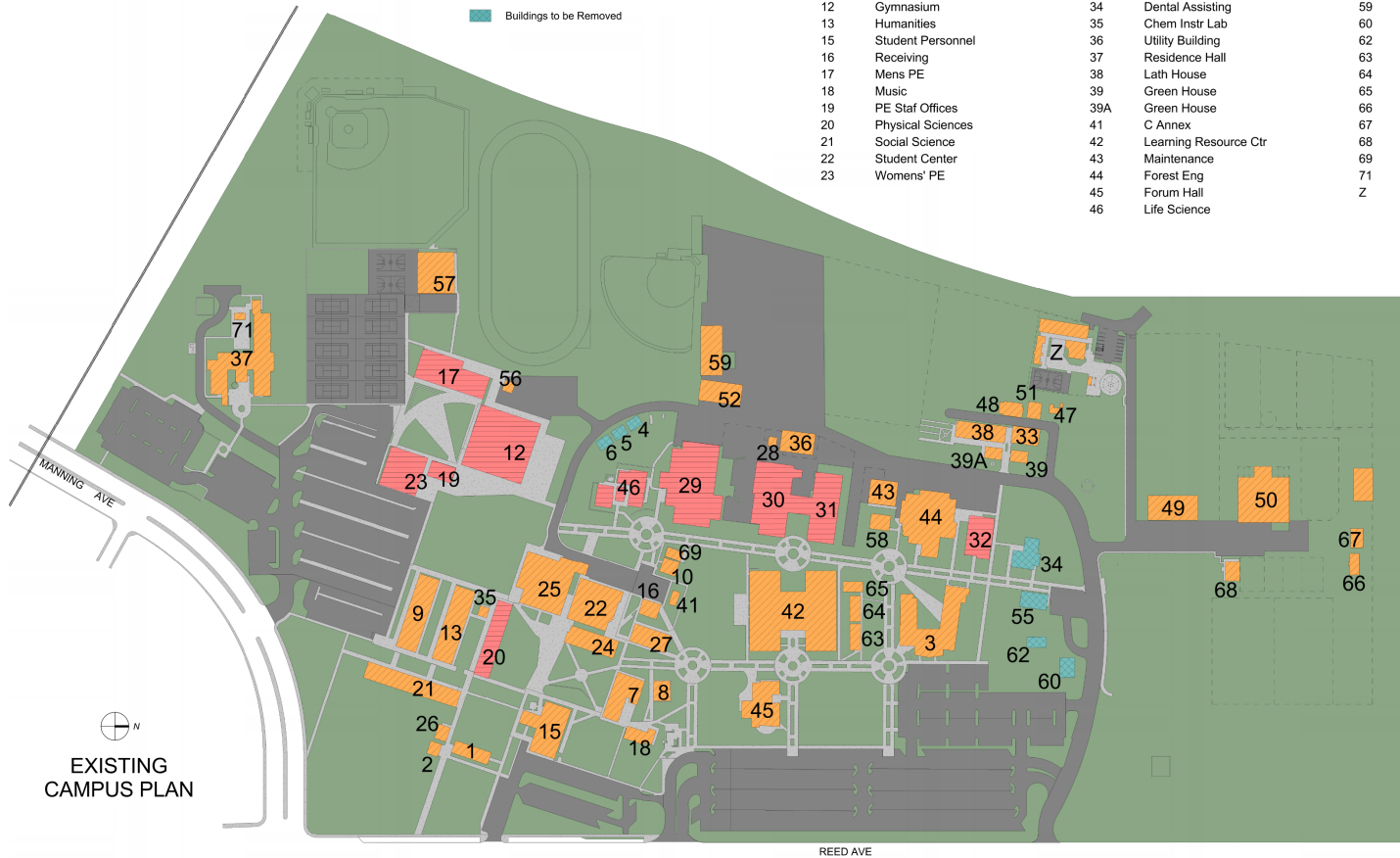


REEDLEY COLLEGE Existing Campus Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
1	Administration	24	Bookstore	47	District Storage
2	Presidents Office	25	Cafeteria	48	AG Storage
3	Classroom Building	26	Faculty Offices A	49	AG Mechanics
4	Life Sci Portable Sci Lab	27	Instructional Services	50	Animal Science
5	Life Sci Portable Office	28	Aero Run Up	51	Ag Field House
6	Life Sci Portable Classroom	29	Aeronautics	52	Warehouse
7	Art	30	Mechanical Arts	55	Child Development Portable
8	Student Services Annex	31	Automotive	56	Track & Field Shed
9	Business	32	Agriculture Science	57	Handball Court
10	Print Services	33	Orn Hort Head House	58	CI Computer Lab
12	Gymnasium	34	Dental Assisting	59	Warehouse 2
13	Humanities	35	Chem Instr Lab	60	Child Development Portable
15	Student Personnel	36	Utility Building	62	Child Development Portable
16	Receiving	37	Residence Hall	63	Classroom Annex 1
17	Mens PE	38	Lath House	64	Classroom Annex 2
18	Music	39	Green House	65	Computer Lab Temp
19	PE Staf Offices	39A	Green House	66	Swine Lab
20	Physical Sciences	41	C Annex	67	Swine Birthing Lab
21	Social Science	42	Learning Resource Ctr	68	Herdsmen Quarters
22	Student Center	43	Maintenance	69	Classroom
23	Womens' PE	44	Forest Eng	71	Residence Hall Stor
		45	Forum Hall	Z	Middle College
		46	Life Science		



EXISTING
CAMPUS PLAN



REEDLEY COLLEGE 2030 Master Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
1	Administration	26	Faculty Offices A	52	Warehouse
2	Presidents Office	27	Instructional Services	55	Child Development Portable
3	Classroom Building	28	Aero Run Up	56	Track & Field Shed
4	Life Sci Portable Sci Lab	29	Aeronautics	57	Handball Court
5	Life Sci Portable Office	30	Mechanical Arts	58	CI Computer Lab
6	Life Sci Portable Classroom	31	Automotive	59	Warehouse 2
7	Art	32	Agriculture Science	60	Child Development Portable
8	Student Services Annex	33	Orn Hort Head House	62	Child Development Portable
9	Business	34	Dental Assisting	63	Classroom Annex 1
10	Print Services	35	Chem Instr Lab	64	Classroom Annex 2
12	Gymnasium	36	Utility Building	65	Computer Lab Temp
13	Humanities	37	Residence Hall	66	Swine Lab
15	Student Personnel	38	Lath House	67	Swine Birthing Lab
16	Receiving	39	Green House	68	Herdsmen Quarters
17	Mens PE	39A	Green House	69	Classroom
18	Music	41	C Annex	71	Residence Hall Stor
19	PE Staf Offices	42	Learning Resource Ctr	A	New Math Science Building
20	Physical Sciences	43	Maintenance	B	AG Mechanics Expansion
21	Social Science	44	Forest Eng	C	Performing Arts Center
22	Student Center	45	Forum Hall	D	Agriculture Science Expansion
23	Womens' PE	46	Life Science	E	New Child Development Center
24	Bookstore	47	District Storage	G	Administration Student Support
25	Cafeteria	48	AG Storage	P	Women's Equestrian Facility
		49	AG Mechanics	Z	Middle College
		50	Animal Science		
		51	Ag Field House		



2030 MASTER PLAN

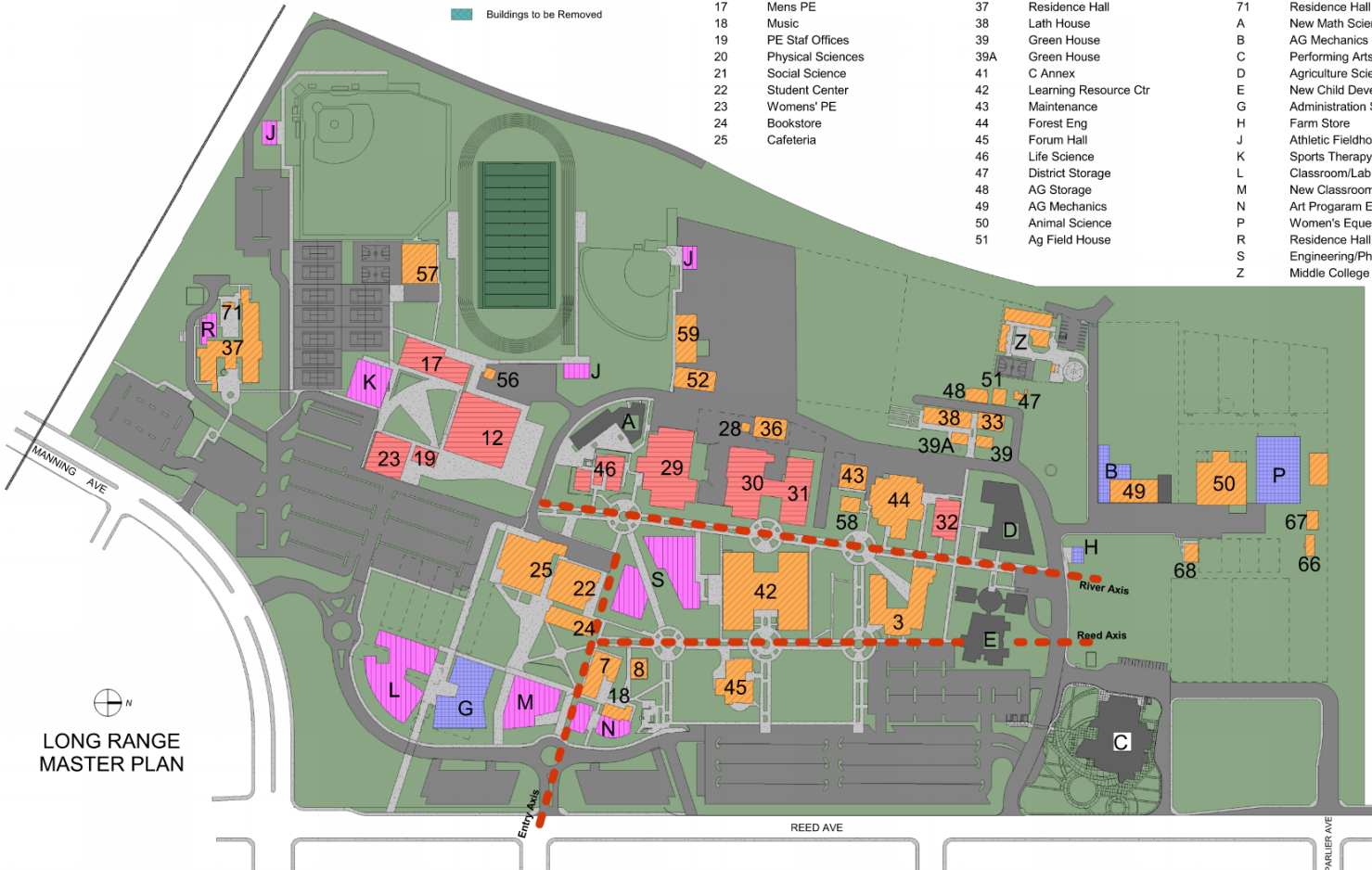


REEDLEY COLLEGE Long Range Master Plan



- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
3	Classroom Building	27	Instructional Services	52	Warehouse
7	Art	28	Aero Run Up	56	Track & Field Shed
8	Student Services Annex	29	Aeronautics	57	Handball Court
9	Business	30	Mechanical Arts	58	CI Computer Lab
10	Print Services	31	Automotive	59	Warehouse 2
12	Gymnasium	32	Agriculture Science	66	Swine Lab
13	Humanities	33	Orn Hort Head House	67	Swine Birthing Lab
15	Student Personnel	35	Chem Instr Lab	68	Herdsmen Quarters
16	Receiving	36	Utility Building	69	Classroom
17	Mens PE	37	Residence Hall	71	Residence Hall Stor
18	Music	38	Lath House	A	New Math Science Building
19	PE Staf Offices	39	Green House	B	AG Mechanics Expansion
20	Physical Sciences	39A	Green House	C	Performing Arts Center
21	Social Science	41	C Annex	D	Agriculture Science Expansion
22	Student Center	42	Learning Resource Ctr	E	New Child Development Center
23	Womens' PE	43	Maintenance	G	Administration Student Support
24	Bookstore	44	Forest Eng	H	Farm Store
25	Cafeteria	45	Forum Hall	J	Athletic Fieldhouse
		46	Life Science	K	Sports Therapy Center
		47	District Storage	L	Classroom/Lab Building
		48	AG Storage	M	New Classroom Building
		49	AG Mechanics	N	Art Program Expansion
		50	Animal Science	P	Womens' Equestrian Facility
		51	Ag Field House	R	Residence Hall Expansion
				S	Engineering/Physics Building
				Z	Middle College



LONG RANGE
MASTER PLAN



REEDLEY COLLEGE Circulation Diagram



Bldg No	Building Name	Bldg No	Building Name	Bldg No	Building Name
3	Classroom Building	27	Instructional Services	52	Warehouse
7	Art	28	Aero Run Up	56	Track & Field Shed
8	Student Services Annex	29	Aeronautics	57	Handball Court
9	Business	30	Mechanical Arts	58	CI Computer Lab
10	Print Services	31	Automotive	59	Warehouse 2
12	Gymnasium	32	Agriculture Science	66	Swine Lab
13	Humanities	33	Om Hort Head House	67	Swine Birthing Lab
15	Student Personnel	35	Chem Instr Lab	68	Herdsmen Quarters
16	Receiving	36	Utility Building	69	Classroom
17	Mens PE	37	Residence Hall	71	Residence Hall Stor
18	Music	38	Lath House	A	New Math Science Building
19	PE Staf Offices	39	Green House	B	AG Mechanics Expansion
20	Physical Sciences	39A	Green House	C	Performing Arts Center
21	Social Science	41	C Annex	D	Agriculture Science Expansion
22	Student Center	42	Learning Resource Ctr	E	New Child Development Center
23	Womens' PE	43	Maintenance	G	Administration Student Support
24	Bookstore	44	Forest Eng	H	Farm Store
25	Cafeteria	45	Forum Hall	J	Athletic Fieldhouse
		46	Life Science	K	Sports Therapy Center
		47	District Storage	L	Classroom/Lab Building
		48	AG Storage	M	New Classroom Building
		49	AG Mechanics	N	Art Program Expansion
		50	Animal Science	P	Women's Equestrian Facility
		51	Ag Field House	R	Residence Hall Expansion
				S	Engineering/Physics Building
				Z	Middle College

- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed



- Public Roads
 - Primary Circulation Roads
 - Service Road
 - Pedestrian
 - Campus Entry
- N
**CIRCULATION
DIAGRAM**



REEDLEY COLLEGE Landscape Master Plan

REEDLEY COLLEGE LONG RANGE MASTER PLAN *Landscape Master Plan*



LARGE EVENT SPACE

PEDESTRIAN GATHERING SPACE



REEDLEY COLLEGE

Recommendations

Projects/ Priorities/Phasing



Current Approved FPP

Child Development Center

Pending IPP

Modernization of Agriculture Instruction Complex

Modernize Voc-Tech Complex: Aero, Auto, Welding.

This project proposes the modernization of vocational and academic spaces in Aeronautics (Bldg. 29), Mechanical Arts (Bldg. 30), and Automotive Shops (Bldg. 31).

FUNDED PROJECTS

- New Math Science Engineering Building**
- Ag Complex Modernization and Addition**
- Center for Fine and Performing Arts**
- New Child Development Center**
- Ag Mechanics Expansion Phase 1**
- Life Science and Physical Science Modernization**

2030 PROPOSED PROJECTS

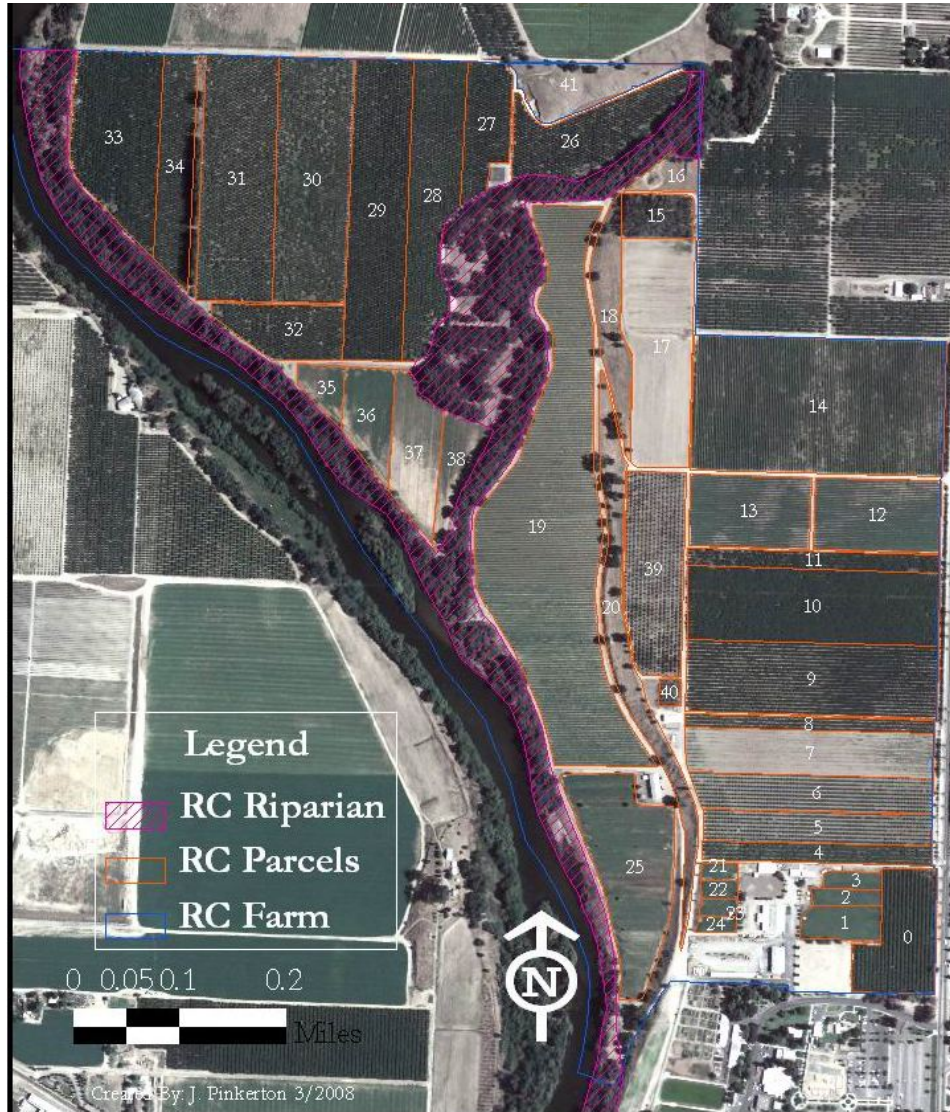
- Administration/Student Support Building**
- Ag Mechanics Expansion Phase 2**
- Modernization of Agriculture Instruction Complex**
- Modernize Voc-Tech Complex: Aero, Auto, Welding**
- Physical Education Complex Modernization**

LONG RANGE PROPOSED PROJECTS

- Classroom/Lab Building**
- Farm Store**
- Art Program Expansion**
- Women's Equestrian Facility**

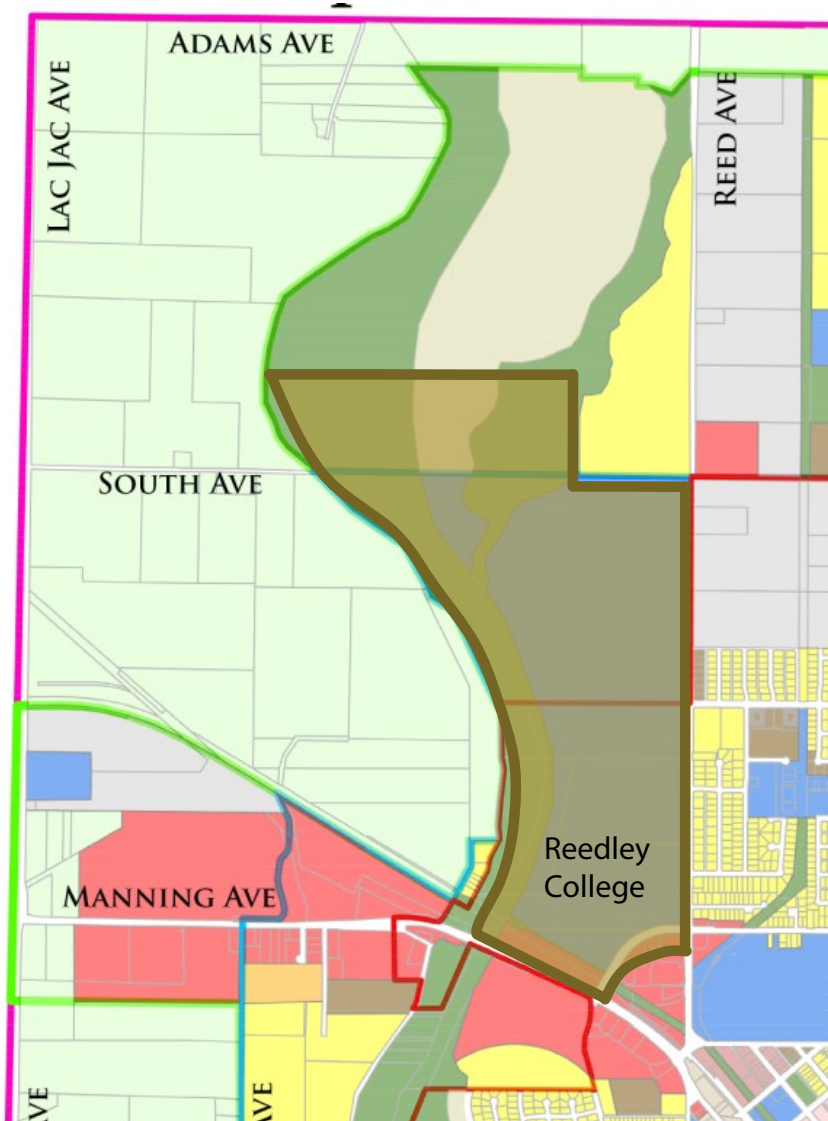


REEDLEY COLLEGE Farm Parcels





REEDLEY COLLEGE Neighborhood Zoning



City of Reedley General Plan Draft 2030

Residential

- Residential - Suburban
- Residential - Low
- Residential - Medium
- Residential - High

Other

- Open Space
- Public Institution/Facility
- Community Buffer
- Remainder of Study Area

Commercial

- Commercial - Central Downtown
- Commercial - Community
- Commercial - Neighborhood
- Commercial - Office
- Commercial - Service

Industrial

- Industrial - Light
- Industrial - Heavy

Borders

- City Limits
- Sphere of Influence
- Proposed Sphere of Influence
- Study Area



MADERA COMMUNITY COLLEGE CENTER

Facilities Master Plan



MADERA COMMUNITY COLLEGE CENTER

Mission Statement-Strategic Plan Goals



MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.

The Madera Community College Center is currently administered by Reedley College and shares Reedley College's Mission Statement, Strategic Plan Goals and Vision.



Strategic Plan Goals

- 1 *Excellence in Education*
- 2 *Institutional Effectiveness*
- 3 *Leadership in Higher Education and Community Collaboration*
- 4 *Accreditation of Madera Community College Center*

Values

STUDENT SUCCESS

We are committed to students' intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

INTEGRITY

We are accountable and transparent, and we adhere to the highest professional standards.
(from district Strategic Plan)

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.
(from district Strategic Plan)

INCLUSIVITY

We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity.
(from district Strategic Plan)

COLLABORATION

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.



MADERA COMMUNITY COLLEGE CENTER

Master Plan Overview

HISTORY

The State Center Community College District recognized the need to increase the educational and support services for residents in the northern portion of the district. In response to this need, the district assigned Reedley College the lead role in the development of what was previously known as the North Centers. The first center to open its doors in 1988 was the Madera Center.

The center was initially housed at Madera High School and in 1989 was moved to Madison Elementary School. In 1996, a site was selected within Madera's Community College Specific Plan, an area south of the city of Madera. The Madera Community College Center is an integral part of the Madera State Center Community College Specific Plan. This plan serves as a guide for the development of this 1,867-acre Plan Area. The Plan Area is located in the western portion of Madera County and includes a portion of the city of Madera Planning Area.

The 125-acre site was master planned for an ultimate student population of 6,000 full time enrolled students. It is anticipated that the Madera Community College Center will become the fourth accredited college in the district.

While immediate, short-term needs could not be ignored, it was important for the Master Plan to have a long-term focus. A key aspect of the Master Plan was to develop a guide for future decisions and allow flexibility to address changing needs. The immediate demands needed to be addressed without compromising the long-term goals.

The initial development of the Madera Community College Center campus consisted of 21 modular classrooms and a single larger building housing dining, foodservice, bookstore and other student services-related functions. The initial development was a temporary village, planned in concert with the campus Master Plan to serve the immediate needs of the students and the district.

As the campus population increased and the center outgrew their temporary facilities, the first permanent buildings were conceived. Phase One consisted of an Administration Building, Student Services Building, Library and a cluster of classroom and laboratory buildings that are a part of the master planned Academic Village One. Funding restraints required separating the project into two phases. Phase 1A would include the Administration Building, and Phase 1B would include the Academic Village One Buildings. The funding, design and construction process for Phase 1A culminated with the occupation of the first permanent building in August 2000, followed by the completion and opening of Academic Village One in the spring of 2004.

In 2006, responding to the growing need for career technical education training in the Madera area, the district embarked on the construction of the Center for Advanced Manufacturing (CAM). The CAM Building provides space for students to work hands-on in a machine and hydraulics shop, an electric shop, a mechanics shop, and a welding shop. These disciplines are all aspects of the new Maintenance Mechanic Program, which includes courses in welding, hydraulics, pneumatics, electrical motor control, and wiring. No matter its size, a campus needs to provide a basic, yet broad, complement of programs and services. At each phase of its growth, the facilities need to provide this wide range of services and, as growth dictates, be flexible enough to adapt to other functions. The Vocational Facility component of the master plan is ultimately planned for the northwest portion and was located some distance from the current developed campus and utility infrastructure. To overcome this, the CAM Building was constructed in the master planned location of the future campus plant operations and shops building. The building was planned and designed to be easily converted to this function as the campus grows and need for additional vocational facilities increases.

The Madera Community College Center is currently working toward accreditation to become the next Community College in California.



Academic Village One



MADERA COMMUNITY COLLEGE CENTER

Master Plan Overview



COHESIVE ARCHITECTURAL CHARACTER

Master Planning

The Madera Community College Center Master Plan was designed to facilitate student and faculty interaction. The major functional spaces are focused around a center core. Parking and vehicle circulation are maintained outside the campus core, yet still provide convenient access to the campus for students and faculty. While immediate, short-term needs could not be ignored, it was important for the Master Plan to have a long-term focus. A key aspect of the Master Plan was to develop a guide for future decisions and allow flexibility to address changing needs. The immediate demands needed to be addressed without compromising the long-term goals.

The initial phase of the campus consisted of a number of modular classrooms situated around a central amphitheater. It also included a Student Service Building housing foodservice and bookstore. The campus central plant was designed to accommodate the future growth of the campus. The temporary modular classrooms will be replaced with permanent facilities as the campus grows and the Master Plan is realized. Phase 1A of the Center, the 25,000 square-foot Administration Building, was conceived and designed to house classrooms, a 250-seat lecture hall, an admissions and registration area, faculty offices, administrative offices, and conference rooms.

The second phase (Phase 1B) of the Madera Community College Center included the first of two Academic buildings, Academic Village One. The series of two-story buildings are connected with canopies and elevated passageways. These new buildings face inward, forming a series of exterior spaces that eventually come together in the central plaza.

With the completion of the Academic Village One Building, the Administration Building (Phase 1A) was adapted to new functions. It continues to fulfill its functional lead as the campus administration, as designated by the campus Master Plan.

The Master Plan indicates academic buildings sitting on a low plateau where they turn their back on the street and are clustered around and facing a central plaza. In contrast, the Administration Building reaches out from the campus plateau to catch the attention of the community as it drives past along Avenue 12. Its prominence on the site notifies every visitor to the site that this is the entry point.

The Administration Building's curved form creates a visual funnel and backdrop to the main entrance to the campus. The Administration Building houses general administrative services, library and learning resource center, media services, registration, counseling services, financial and institutional services, lecture hall, and conference rooms. The building is planned so that as the campus grows, functions such as library services will be moved to new facilities, and the space now occupied by library services will be replaced with more administrative functions.



Administration Building

The design for the campus created a contemporary architecture in a context that draws from the agricultural buildings which are found around it. It creates architecture that is rich, strong, progressive and historical. It creates a design vocabulary with great freedom in materials, texture, colors, and forms. The design qualities of this phase can be readily adapted to the variety of building types that will eventually be constructed on the site.

The valley farm setting inspired forms and materials. The design includes stainless steel roofs, concrete base and walls, and the mirrored curve of the entry facade not only reflects the farmland surrounding it, but also creates an inviting entry into the campus. The Administration Building is designed to be the cornerstone building of the campus. It projects from the campus much like a vessel, which can protect and steer one throughout their journey into the future.



MADERA COMMUNITY COLLEGE CENTER Master Plan Overview



WELL ORGANIZED CAMPUS PLAN

The Madera Community College Center Master Plan was designed to facilitate student and faculty interaction. The major functional spaces are focused around a center core. Parking and vehicle circulation are maintained outside the campus core, yet still provide convenient access to the campus for students and faculty.

Agriculture currently surrounds the site. The area is in transition into a more commercial and residential environment. The district wanted the design of the initial (Administration) building to be powerful and a visual impact to the community in order to create a strong attraction to the campus. The Administration and Academic Buildings are the beginning of a new campus, designed in concert with the Campus Master Plan. They are placed on a plateau 4 feet above the 100 year floodplain. The buildings are set back from busy Avenue 12. The Academic Buildings are clustered around a central plaza and grouped into two academic villages. The Administration Building reaches out toward the street and invites the community into the campus. It makes a strong architectural statement. The design communicates to all that pass by these facilities that the campus is a permanent and important component of the Madera community.

Academic Village One adds additional lecture classrooms, science classrooms, and faculty offices to the campus. With the additional academic spaces in this phase, classrooms in the Administration Building were remodeled and converted to provide additional administrative space and a larger library necessary to serve the needs of the growing campus.



Academic Village One Large Group Instruction

GEOGRAPHIC LOCATION

In addition to the functionality of the campus, the district’s priority was to establish a highly visible presence in the Madera community. The Madera community has long felt that educational opportunity in this area of the district had been overlooked. There is a large minority population in this portion of Madera County, and commuting to other centers within the district is difficult. With a population that does not have a history of pursuing higher education, it was important to the community leaders that the campus design create an environment where students would aspire to come and be a part of the educational experience.

The campus design was to have height, mass, and identity. It needed to be visible from Highway 99 and capture the attention of vehicular traffic on Avenue 12. The campus front is on Avenue 12. Avenue 12 is a major avenue connecting a large population base in east Fresno County with Highway 99 and Madera. This presents an opportunity to market and serve the commuter population. By its visual presence, it must beckon the people in the college’s enrollment area to take advantage of the educational opportunities offered there. There was a need to create an instant presence for the college in the Madera community.

AMENITIES

Community Presence

Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidifies the role and value of the college to its constituents. Although located in a rural region of Madera County, the design of the campus communicates to those in traffic, that pass by, that the campus is a permanent and important component of the Madera community. The composition of the buildings forms and the artistic integration of the building materials convey permanence and express the advanced technology of the college’s curriculum.



MADERA COMMUNITY COLLEGE CENTER

Master Plan Overview



Lack of Student Life Amenities

As the Madera Community College Center is remotely located from both the city of Madera and the city of Fresno, students tend to remain on the campus for longer periods of time. Services needed by students for social interaction, spaces conducive to casual interface, and activities that support student life and ultimately, student success, are currently lacking. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened college atmosphere on the Madera campus. Furthermore, it has been observed that when students are more engaged in clubs, programs, and other extra-curricular activities, it demystifies college, and they are less likely to drop out.

Additional student activities and programs that will galvanize a stronger connection between students and the campus have been identified by staff as a critical need. To meet the needs of the student body for an enhanced college experience, the Master Plan proposes development of a comprehensive Student Center.

Although open spaces exist on the campus, the addition of covered seating areas that are shaded in the summer and protected in the winter are needed.

Expansion Potential

The updated Master Plan provides buildings and facilities necessary to meet the projected growth in community and student populations.

The district is not occupying the northern portion of the site. This area is currently being farmed and will remain in agricultural production until the additional site area is needed for the expansion of the campus.

The site water and sewer utilities likely have capacity for the proposed 2030 expansions but were not originally sized for the ultimate build-out of the campus. Domestic and fire protection water needs are served by a well and storage tanks. The site is also served by a forced sewer main. The existing sewer and water systems will require further analysis to verify they are adequate for the proposed 2030 development.

With respect to the Environmental Impact Report (EIR) Resolution No. 00-118, the SCCC Board of Trustees finds and declares that no subsequent EIR or Mitigated Negative Declaration shall be prepared for phase of the Madera Community College Center project subsequent to Phase 1B unless required pursuant to State CEQA Guidelines Section 15162. On November 7, 1995, the Madera County Board of Supervisors adopted Resolution No. 95-290 certifying the State Center EIR. The district should consult with the lead agency to determine if the addition of the Child Development Center to the Master Plan constitutes a “substantial change” to the project.

The Central Plant Building has been designed to serve the campus needs in the ultimate build-out, with portions of the building currently being used for warehousing. This function will be relocated as additional equipment is added to complete the necessary utilities.



MADERA COMMUNITY COLLEGE CENTER

Master Plan Overview



PROPOSED MASTER PLAN

New Building /Additions – 2030 Master Plan Phase

The 2030 Master Plan calls for seven building-expansion projects identified to meet specific goals to improve student success as well as athletic facilities to serve the needs of the physical education program. They include the following:

The construction of Academic Village 2 (Bldg. 12) to expand the library and tutorial spaces, class labs for nursing and engineering, and additional offices. The construction of this building will free up space in the current administration building to house additional administrative staff necessary to support campus growth.

The expansion of the current Academic Village 1 (Bldg. 11a) to provide additional laboratory space to meet the future needs of both physical and life sciences, lecture, student collaboration spaces, and faculty offices.

A new Child Development Center (Bldg. 22) is currently sited to provide easy access from Road 30 and proximity to the campus core connecting the child care functions with the child development academic programs. Discussion is ongoing to consider locating the building closer to the campus central core.

Expansion of the vocational technology programs will be addressed with the development of the master planned vocational facilities identified as Building 21 in the 2030 Master Plan. The vocational facilities are sited in the northwest portion of the campus to facilitate the anticipated growth in vocational education and address the industrial nature of these programs.

The Center for Ag and Technology (Bldg.54) is currently under construction.

Warehouse/Shipping and Receiving (Bldg. 52) will include shipping, receiving, and warehouse functions to serve the maintenance and operation needs of the campus.

The Field House (Bldg. 65) is located to serve the athletic fields. A soccer field and running track are also planned.

Master Plan Ultimate Build-Out

The Master Plan build-out calls for six additional buildings. They include the following:

The construction of a Learning Resource Center (Bldg. 41). Once constructed the library and tutorial spaces in the Academic Center Two Building will be repurposed to provide additional lab, lecture, student collaboration, and office space.

The construction of the Cafeteria/Bookstore (Bldg. 42) will include food service, bookstore merchandising space, recreational facilities, meeting space for student government, and other amenities to solidify the requirements of an accredited college campus.

In addition, the Master Plan build-out provides for a Performing Arts Complex (Bldg. 63), a Gymnasium Shower/Locker Building and Snack Bar (Buildings 61, 62, and 43) forming a physical education complex necessary to complete this college campus.

Traffic and Parking

The Master Plan provides for approximately 1,637 parking stalls. Based on parking ratio recommended by the traffic consultant, the parking will serve approximately 9,000 staff, employees, and students at build-out.

At present, all study intersections operate at an acceptable Level of Service (LOS). However, assuming traffic along Avenue 12 increases by an average annual rate of 2.0 percent, the intersection of campus Main Street and Avenue 12 is projected to operate at an unacceptable LOS by the year 2028. Since the intersection is not projected to meet the peak hour signal warrant in the year 2028, signalization of this intersection is not recommended. However, to improve traffic operations at this location by the year 2028, it is recommended that the SCCC work with the county of Madera to install a single-lane roundabout.

Master Garden

The Master Garden is not a Madera Community College Center program; however, it has helped support programs on the campus such as agriculture and the new plant science class. The Master Garden will ultimately be relocated from its present location as the campus develops. The new Master Garden location will require proper utilities; power, water, etc. It is proposed to include space for future greenhouses to accommodate future plant science classes.



MADERA COMMUNITY COLLEGE CENTER Master Plan Overview



PARKING/TRAFFIC CONSTRAINTS

At present, all study intersections operate at an acceptable Level of Service (LOS). However, assuming traffic along Avenue 12 increases by an average annual rate of 2.0 percent, the intersection of campus main street and Avenue 12 is projected to operate at an unacceptable LOS by the year 2028. It is anticipated that the intersection will operate at LOS F with a delay of 55.1 seconds. For two-way and one-way stop-controlled intersections, the recorded delay is for the worst approach. In this case, the worst approach was that for the southbound movement. Since the intersection is not projected to meet the peak hour signal warrant in the year 2028, signalization of this intersection is not recommended. However, to improve traffic operations at this location by the year 2028, it is recommended that the SCCCD work with the county of Madera to install a single-lane roundabout.

Table III: Madera Community College Center - Existing Intersection LOS Results

ID	Intersection	Intersection Control	(7-9) AM Peak Hour		(4-6) PM Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Campus Main St / Parking Lot A Access	One-Way Stop	8.4	A	8.6	A
2	Campus Main St / Parking Lots B/C Access Road	Two-Way Stop	11.1	B	13.9	B
3	Campus Main St / Avenue 12	One-Way Stop	17.5	C	31.5	D

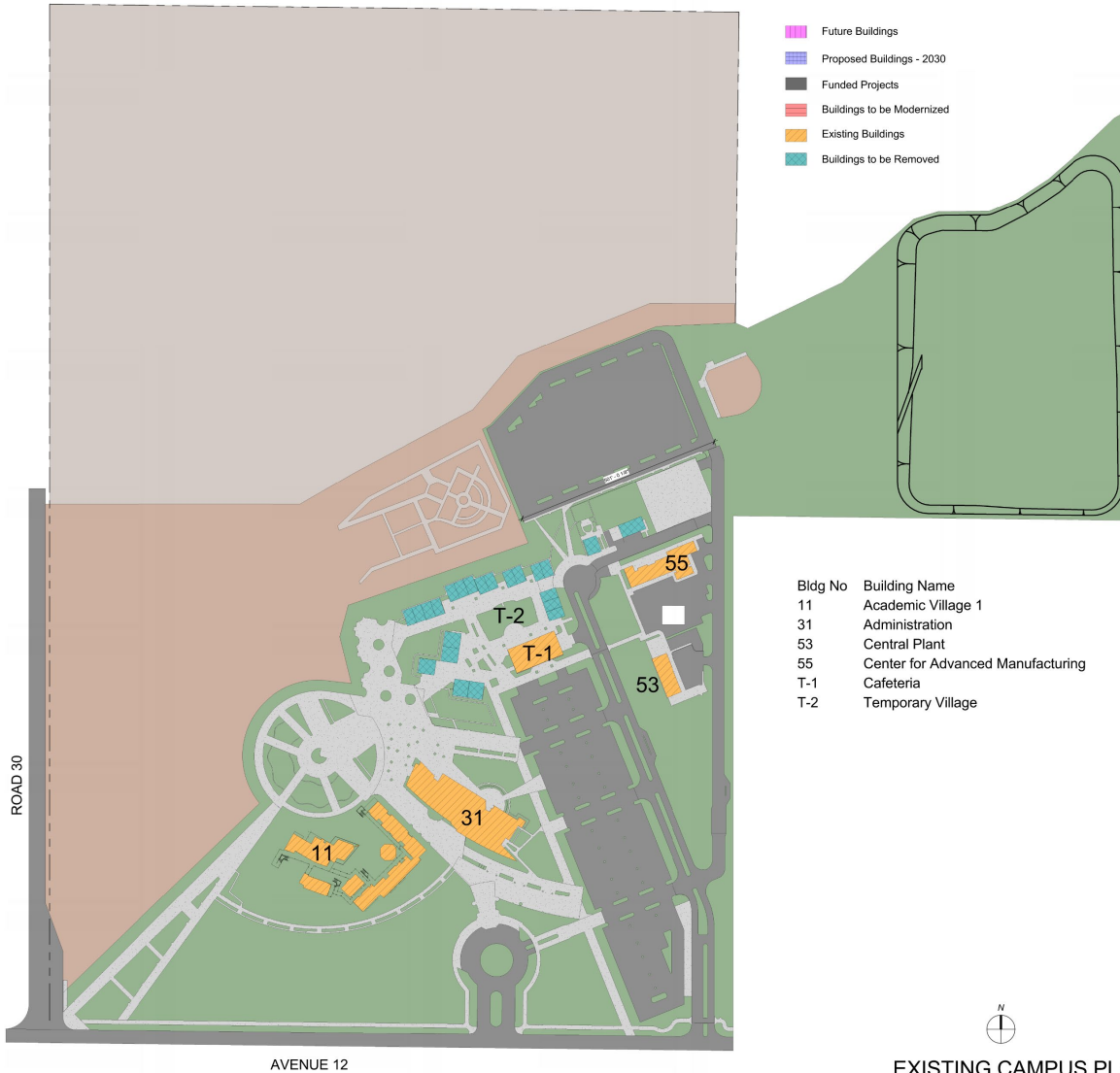
Note: LOS = Level of Service based on average delay on signalized intersections and All-Way STOP Controls
 LOS for two-way and one-way STOP controlled intersections are based on the worst approach/movement of the minor street.

Based on the parking demand observation and the current enrollment of 2,118 FTE students, Madera Community College Center has an ample supply of parking stalls.

Given the current parking demand and the projected FTE student enrollment at MCCC, it is anticipated that the MCCC campus will have sufficient parking supply to accommodate the projected FTE student enrollment in the year 2028.



MADERA COMMUNITY COLLEGE CENTER Existing Campus Plan



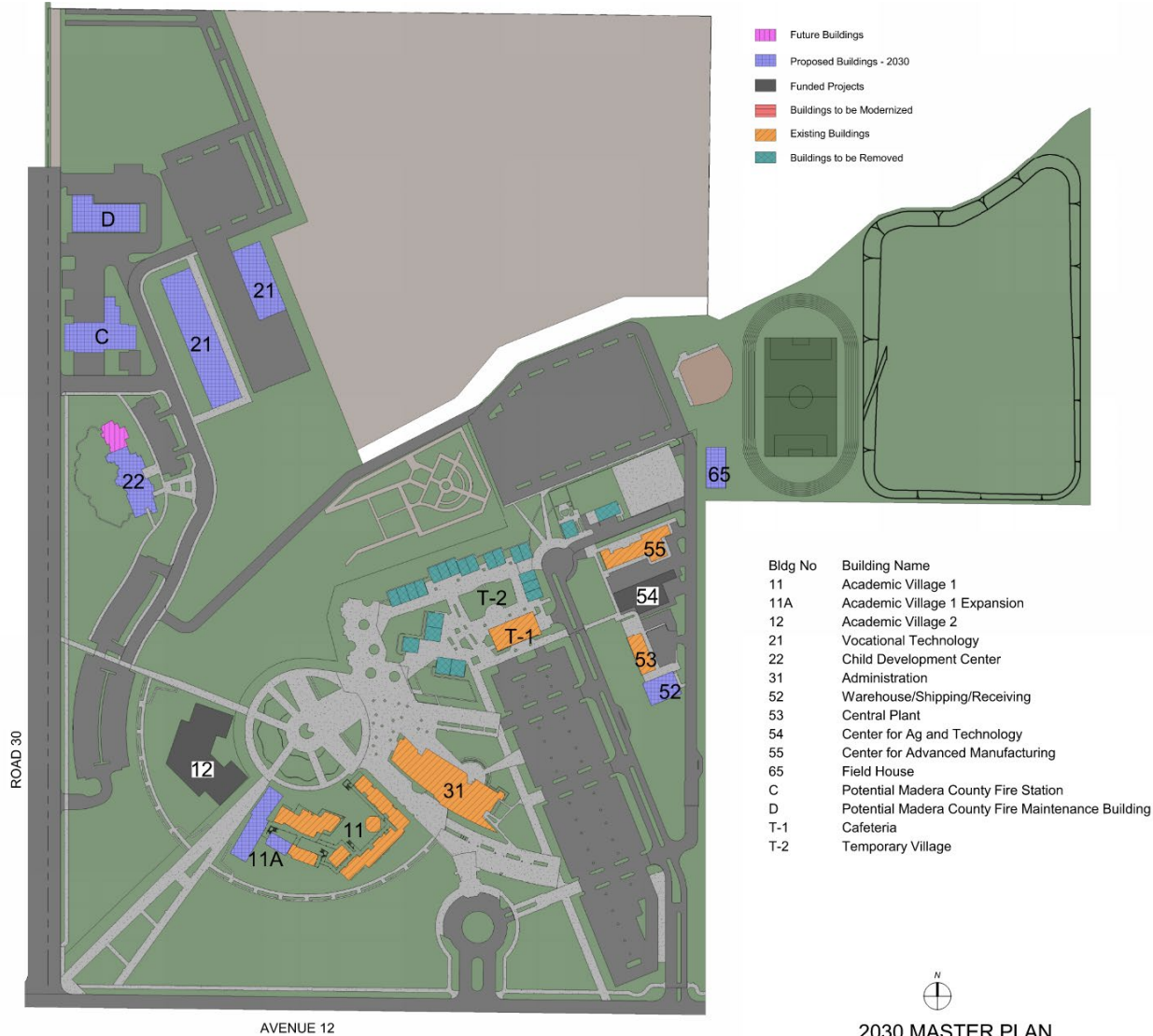
- Future Buildings
- Proposed Buildings - 2030
- Funded Projects
- Buildings to be Modernized
- Existing Buildings
- Buildings to be Removed

Bldg No	Building Name
11	Academic Village 1
31	Administration
53	Central Plant
55	Center for Advanced Manufacturing
T-1	Cafeteria
T-2	Temporary Village


 EXISTING CAMPUS PLAN

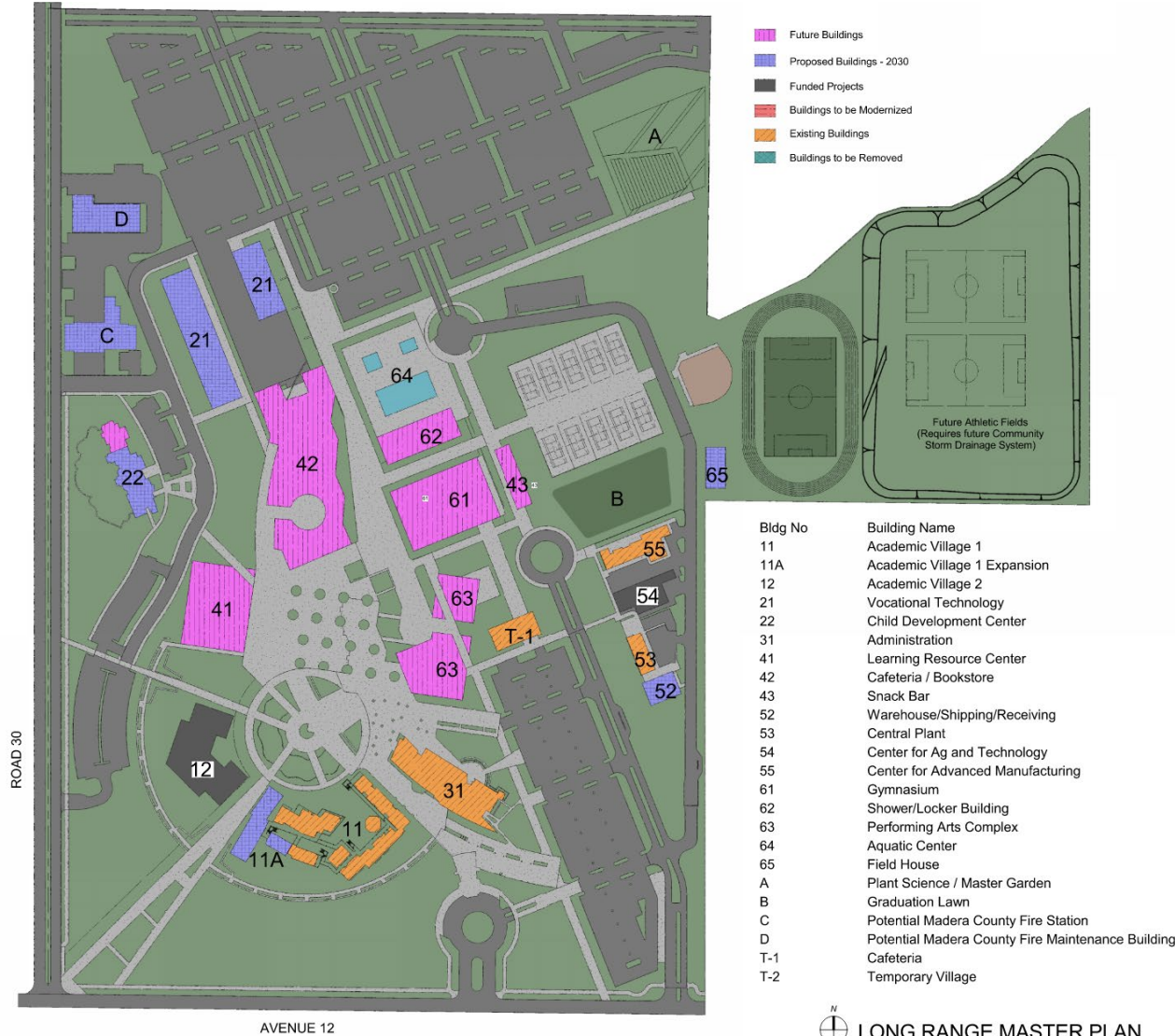


MADERA COMMUNITY COLLEGE CENTER 2030 Master Plan



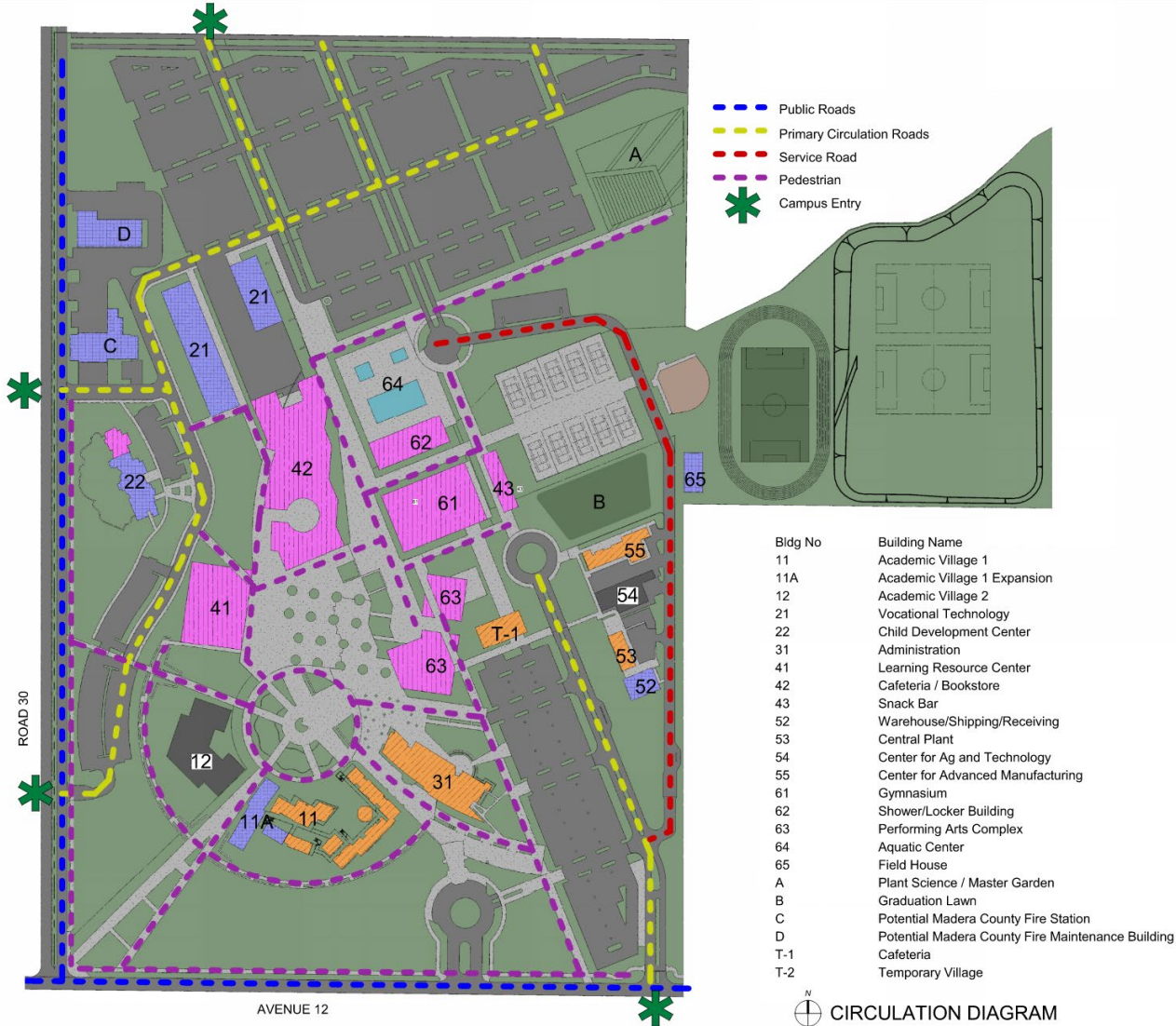


MADERA COMMUNITY COLLEGE CENTER Long Range Master Plan





MADERA COMMUNITY COLLEGE CENTER Circulation Plan





MADERA COMMUNITY COLLEGE CENTER Landscape Master Plan





MADERA COMMUNITY COLLEGE CENTER

Recommendations

Projects/ Priorities/Phasing



Current Approved FPP

None

Current Approved IPP

None

FUNDED PROJECTS

Academic Village Two
Center for Agriculture and Technology

2030 PROPOSED PROJECTS

Academic Village One Expansion
New Child Development Center
Vocational Technology Buildings
Warehouse/Shipping/Receiving

LONG RANGE PROPOSED PROJECTS

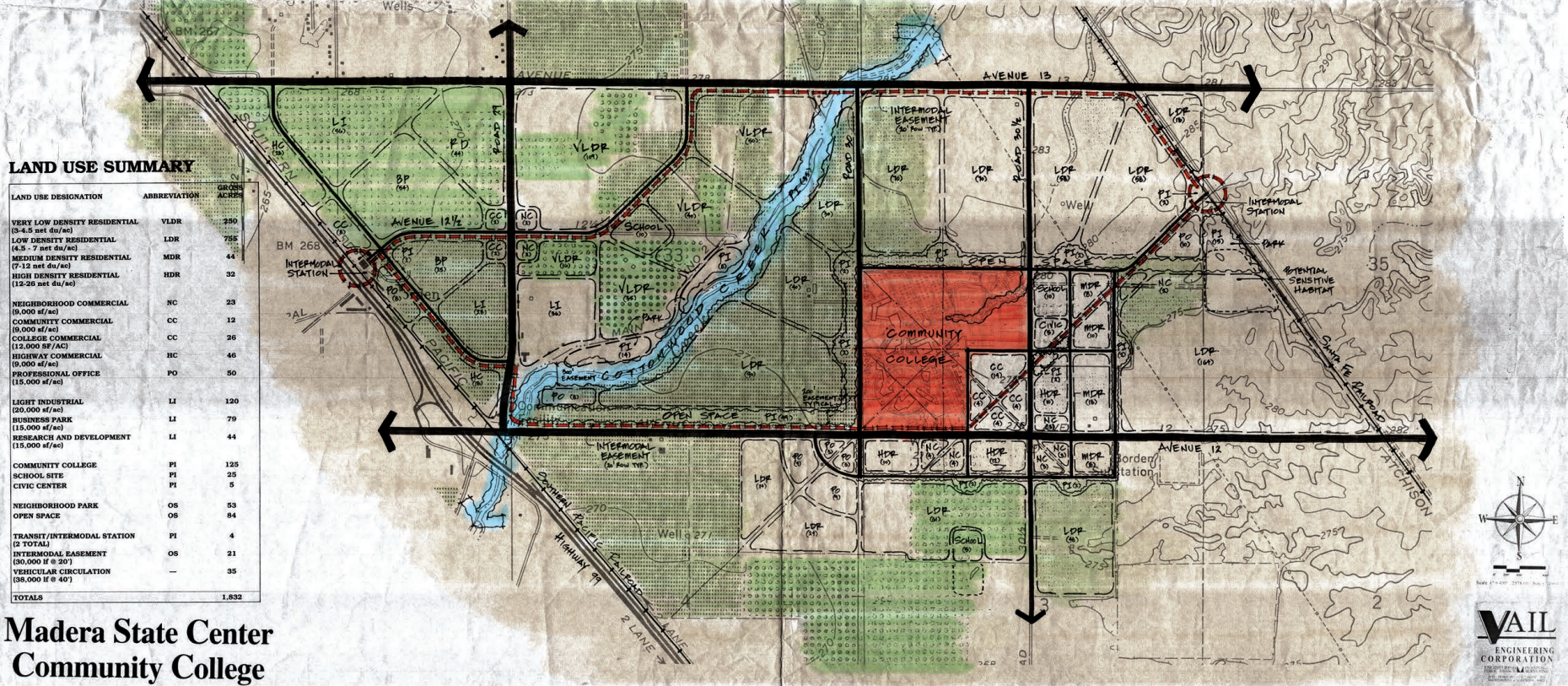
Cafeteria/Bookstore
Gymnasium/Shower Locker Buildings
Learning Resource Center
Performing Arts Building
Snack Bar



MADERA COMMUNITY COLLEGE CENTER Neighborhood Zoning Plan



Conceptual Land Use Plan



Madera State Center
Community College

Madera State Center Community College Specific Plan July 19, 1995



OAKHURST COMMUNITY COLLEGE CENTER

Facilities Master Plan



OAKHURST COMMUNITY COLLEGE CENTER

Mission Statement-Strategic Plan Goals



MISSION

Reedley College motivates and empowers students to be successful by providing high-quality, innovative educational opportunities. We inspire a passion for learning to meet the academic and workforce goals of our diverse communities. Our associate degree programs, career technical education, transfer level, and basic skills courses are offered in an accessible and safe learning environment.

VISION

As an exemplary educational institution, Reedley College cultivates professional, well-prepared individuals who will enrich our ever changing local, regional, and global communities.

The Oakhurst Community College Center is currently administered by Reedley College and shares Reedley College's Mission Statement, Strategic Plan Goals and Vision.



Strategic Plan Goals

- 1 *Excellence in Education*
- 2 *Institutional Effectiveness*
- 3 *Leadership in Higher Education and Community Collaboration*
- 4 *Accreditation of Madera Community College Center*

Values

STUDENT SUCCESS

We are committed to students' intellectual empowerment and the development of critical thinking. We are committed to support our students in their pursuit of individual academic, career, and personal goals.

INTEGRITY

We are accountable and transparent, and we adhere to the highest professional standards.
(from district Strategic Plan)

STEWARDSHIP

We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.
(from district Strategic Plan)

INCLUSIVITY

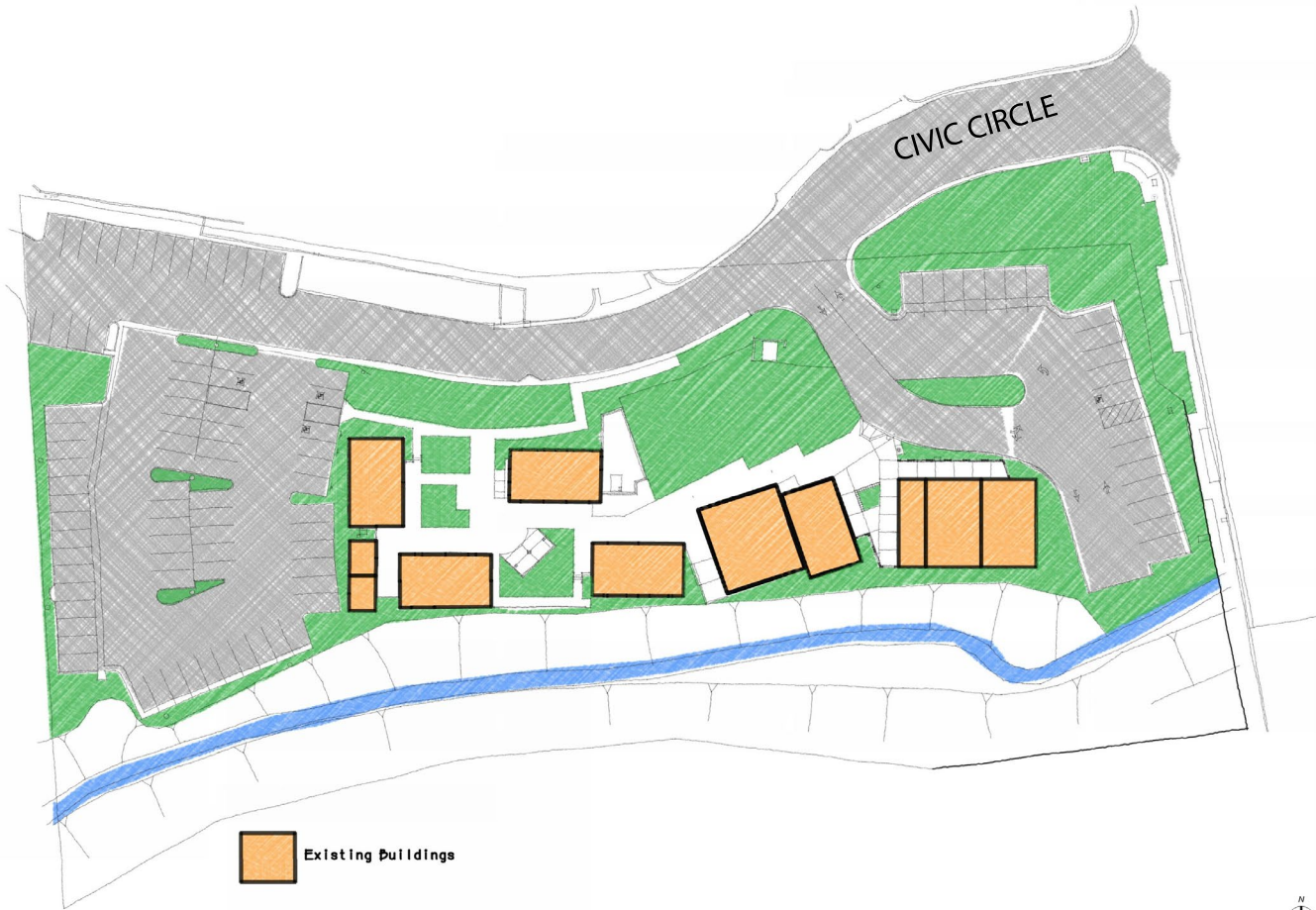
We are committed to and intentional in creating an environment that cultivates, embraces and celebrates diversity.
(from Strategic Plan)

COLLABORATION

We are committed to fostering a spirit of teamwork with our students, faculty, classified professionals, and administrators while expanding our partnerships with education, industry, and our communities.



OAKHURST COMMUNITY COLLEGE CENTER Existing Campus Plan



OAKHURST EXISTING SITE



OAKHURST COMMUNITY COLLEGE CENTER Master Plan

HISTORY

State Center Community College District Board of Trustees established centers in the district's northern area in an effort to increase the educational and student support services offered to the residents in that area. The SCCC Board of Trustees assigned Reedley College to assume the lead role in the development of the Madera and Oakhurst sites. Yosemite High School was the site for the first course offerings in Oakhurst, beginning in 1990.

The Oakhurst campus is made up of temporary relocatable modular buildings. In 1996, the Oakhurst Center was established with a few portables to provide basic education services to the constituents of northeastern Madera County. Over the years as the educational needs of an increasing mountain population have increased, portables have been added to the Oakhurst site to provide the most basic accommodations for education facilities needs. These temporary facilities were never intended to meet the long-term objectives of the Oakhurst campus.

As the community has grown, so have the number of class sections offered at the Oakhurst Center. Students now can earn an Associate Degree and earn most units required to transfer to a four-year college or university. To meet students' requests to complete degree requirements locally, more distance learning courses are available, including two way interactive television delivery with CSUF and SCCC sites and online courses.

In March of 2018, the SCCC Board of Trustees approved the purchase of 30.20 acres of property located on the west side of Westlake Drive, north of Highway 49 in Oakhurst. This will be the new site of the Oakhurst Community College Center.

MASTER PLAN



Phase 1 is planned to include student support spaces, collaboration areas, administration offices, a community/multi-purpose room, shared biology/chemistry lab, lab support space, a computer lab, and library/tutorial space, and general education classrooms that are equipped with distance learning infrastructure. The first phase is also programmed to include a museum that will showcase Oakhurst Center's robust taxidermy collection.

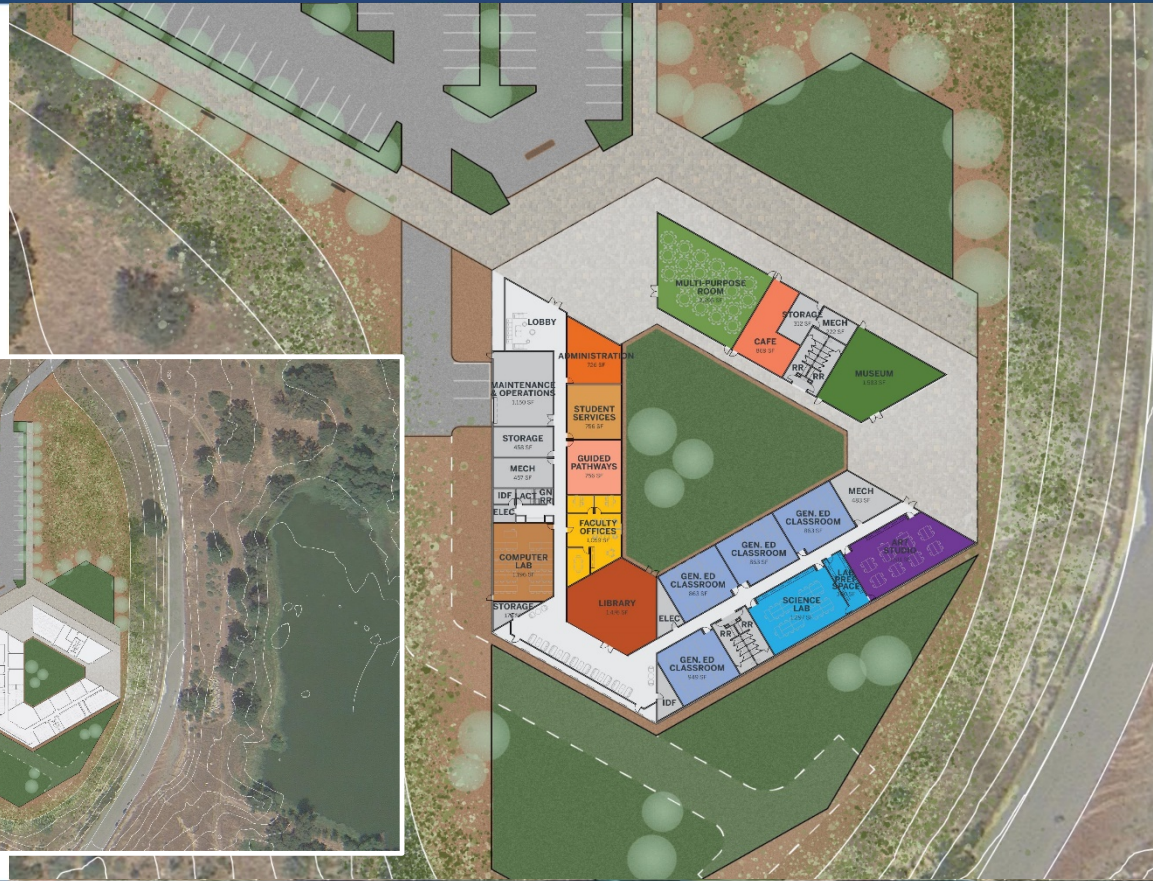


OAKHURST COMMUNITY COLLEGE CENTER Master Plan



OAKHURST COMMUNITY COLLEGE CENTER – NEW CAMPUS

- Acquired 30 acres off Highway 49 and Westlake Drive
- Paul Halajian Architects
- Working through Schematic Design phase



PAUL HALAJIAN ARCHITECTS





CLOVIS COMMUNITY COLLEGE

Facilities Master Plan



CLOVIS COMMUNITY COLLEGE

Mission Statement Strategic Plan Goals



MISSION

Creating Opportunities – One Student at a Time

We embrace diversity and serve all students of the community;

We believe education is based on integrity, generosity, and accountability;

We foster critical, creative, and engaged thinking;

We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;

We cultivate community partnerships to enhance student learning and success;

We engage in reflective, data driven cycles of research and innovation focused on learning and student outcomes.

VISION

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

Strategic Plan Goals

ACCESS

Expand opportunities and remove access barriers.

TEACHING & LEARNING

Promote excellence and opportunities.

SUPPORTING STUDENT SUCCESS

Provide comprehensive services while promoting equity.

COMMUNITY & PARTNERSHIPS

Strengthen and develop external relationships.

RESOURCES AND FACILITIES

Expand and enhance the capacity of the college.

INSTITUTIONAL EFFECTIVENESS

Strive for excellence in planning, governance, and communication.



CLOVIS COMMUNITY COLLEGE

Master Plan Overview



HISTORY

In 1992, the Clovis site was established when the district purchased the Herndon Avenue property and associated buildings. This site was previously owned and operated by a private college. In 2001, a rehabilitation project was undertaken to address seismic deficiencies in the building.

After much discussion among leaders from the State Center Community College District and responding to the tremendous growth in northeast Fresno and Clovis areas, the SCCC Board of Trustees approved the purchase of a new community college center site in northeast Fresno. In 2003, the district completed the acquisition of 110 acres located on Willow Avenue. The site is bound by International Avenue to the north, Behymer Avenue to the south, and Chestnut Avenue to the west.

The master planning for the Clovis Community College campus was highly collaborative through a process that included a significant number of faculty, staff, administration, community members, and students participating. The original Master Plan process included six different and distinct site utilization plans, with the facility planning group eliminating some options and requesting variations of others. After several meetings and multiple variations of the original site utilization plans, 100% agreement was reached with a key element for consensus being the balancing of both regular classroom and career technical program facilities with student services facilities that would address the growth of the campus during the next decade. Another major consideration was the ability to build a high-tech facility that would incorporate smart classrooms and campus facilities, along with consideration for a sustainable and green oriented facility.

The first building to be constructed on the site was Academic Center One. Academic Center One was completed, and classes began in 2007. All campus functions were initially provided in Academic Center One (business and financial services, library, counseling, faculty offices, administration, classrooms, laboratories, and students services). The initial phase also included a central plant facility. The central plant has been sized to address the heating and cooling needs of the campus through build-out.

The Child Development Center was also completed in 2007. It was a collaborative effort between the district and Clovis Unified School District. It is located on the north side of the campus across the street from the Clovis North Education Center. The building is located within the Master Plan on one of the main pedestrian walkways as part of the Master Plan pedestrian circuit. The Child Development Center is sited in such a way as to be the final element on the pedestrian axis.

In April 2008, a temporary building which contains a food service facility and bookstore was completed. This temporary building will be replaced by the Student Services/Food Court Building in the future.

Completed in 2010, Academic Center Two reinforces the central student plaza, providing a visual link between the two major academic buildings and enhancing the student and faculty interaction potential. This facility added 80,000 square feet of instructional and support service space. It includes student services, classrooms, science labs, conference rooms, a large-group lecture hall, and offices.



In June 2015, Clovis Community College was granted college status by the Accrediting Commission for Community and Junior Colleges (ACCJC), and it became the third fully accredited college in State Center Community College District and the 113th community college in California.



CLOVIS COMMUNITY COLLEGE

Master Plan Overview



COHESIVE ARCHITECTURAL CHARACTER

Master Planning

The Master Plan is focused inward, with the arrangement of major buildings and outdoor gathering spaces designed to create an internal core that concentrates academic and social activity, with the result being a sense of community for the campus. The college is a pedestrian-oriented campus, with the plaza at the north end of the Academic Center One Building, reinforcing the design philosophy of creating outdoor environments that emphasize student community.

The design of the campus creates contemporary architecture that is rich, strong, and progressive. It creates a design vocabulary with great freedom in materials, texture, colors, and forms. The main building entrances are identifiable by their unique architectural markers designed to create visual landmarks to the pedestrians and motorists as they pass by along the busy Willow Avenue.

The Library-Learning Resource Center Building has been planned for the northeast corner of the campus. The building will be the cornerstone of the campus, highly visible from the major intersection of Willow and International avenues. The building will reinforce the visibility of the campus and provide excellent views of the Sierra Nevada mountains. This building will complete the northeast termination of the student plaza.



WELL ORGANIZED CAMPUS PLAN

The Clovis Community College Master Plan was designed to facilitate student and faculty interaction. The major functional spaces are focused around a center core. Parking and vehicle circulation are maintained outside the campus core yet still provide convenient access to the campus for students and faculty.

The campus has been designed to maximize access onto the campus. With major entrances located from all directions, access is provided on the south from Behymer Avenue, from the north at International Avenue, from the east at Willow Avenue, as well as a master planned entrance from the west at Chestnut Avenue. The internal vehicular circulation includes strategically placed roundabouts intended to ease traffic congestion and provide free-flowing movement within the campus.

The east side of the campus features a community trail, providing both pedestrians and bicycles easy access to the campus. The trail is part of the interconnected communitywide bikeway trail system maintained by the cities of Fresno and Clovis.



CLOVIS COMMUNITY COLLEGE Master Plan Overview



GEOGRAPHIC LOCATION

Located in northeast Fresno, Clovis Community College is directly adjacent to the city of Clovis, with Willow Avenue as boundary line between Fresno and Clovis. Currently the city of Clovis is widening Willow International to support the plans to expand to the eastern border of the campus, which is identified as a Mixed Use/Business campus.

AMENITIES

Community Presence

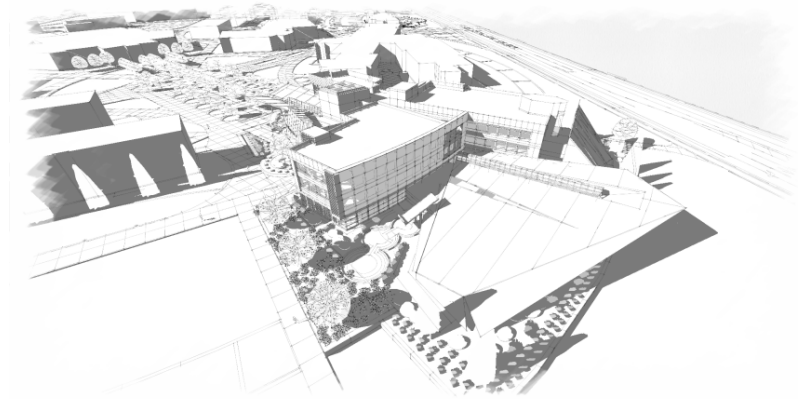
Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. The composition of the buildings forms and artistic integration of the building materials convey permanence and express the advanced technology of the college's curriculum.

Expansion Potential

The updated Master Plan provides buildings and facilities necessary to meet the projected growth in community and student populations.

The site water and sewer utilities have been designed to address the needs of the campus through final build-out.

The Central Plant Building has been designed to serve the campus needs in the ultimate build-out. Portions of the building are currently being used for warehousing. This function will be relocated as additional equipment is added to complete the necessary utility expansion.



Proposed Library-Learning Resource Center



CLOVIS COMMUNITY COLLEGE

Master Plan Overview



PROPOSED ADDITIONS MASTER PLAN

New Building/Additions – 2030 Master Plan

The 2030 Master Plan calls for five building expansion projects identified to meet specific goals to improve student success as well as athletic facilities to serve the needs of the physical education programs.

The 2030 Master Plan calls for construction of an Applied Technology Building, consisting of laboratory space, classrooms, and offices, to meet the growing needs of the career technical education program offerings. The Applied Technology Complex is planned in three phases. The initial phase has been approved by the state chancellor's office and has been approved for state funding. Addition phases will be constructed as funding is available.

The 2030 Master Plan also plans for the construction of a Library Resource Center (LRC) and a Student Services/Administration Building. With the construction of the LRC, the library and tutorial spaces in Academic Center Two can be repurposed to expand lab, lecture, and office space.

The 2030 Master Plan includes physical education facilities that are necessary for the expansion of the physical education department. The plan includes soccer fields, a track, and a field house with shower and locker facilities. Additional physical education facilities including a gymnasium, tennis courts, and a swimming complex are planned. The soccer field and track should be designed to include space for bleachers.

The 2030 Master Plan also plans for the construction of a Performing Arts Building to serve the visual arts. The building is planned to include a theater and lobby, classrooms, offices, and music and dance studios. Instructional spaces should also address sound, lighting, and stage management programs.

Master Plan Ultimate Build-Out

The Master Plan build-out calls for additional buildings. They include the following:

Student Services Building will provide for the food service needs as well as a Student Union and recreation facilities to enhance student life and student interaction at the campus.

Additional classroom space and laboratory spaces are planned to meet the academic needs for the campus when the completed Master Plan is realized.

The construction of the Student Services/Administration Building will house administrative functions currently housed in Academic Center One and Academic Center Two and allow for the expansion of lab, lecture, and office space.

Additional physical education facilities are planned, including softball and baseball venues.

In addition, the Master Plan build-out includes additional maintenance and operations buildings to include on-site warehousing, maintenance, and security. These buildings will be needed as the campus reaches its ultimate capacity and the completion of the Central Plant displaces the maintenance and warehousing needs it currently serves.

Parking and Traffic

The Master Plan provides for approximately 3,900 parking stalls. Based on parking ratio recommended by the traffic consultant, the parking would serve approximately 20,000 staff, employees and students at build-out.

At present, all study intersections operate at an acceptable Level of Service (LOS). However, as attendance at CCC increases, it is likely that some traffic operational deficiencies will be observed at study intersection one (1) (Parking G/H Access and International Avenue Access). To improve traffic operations at this location, it is recommended that the access driveway to Parking Lot J be aligned with the access to parking lots H and G across the street. Furthermore, it is recommended that a second access point to Parking Lot J be added to align itself with the second southernmost east-west parking aisle.



CLOVIS COMMUNITY COLLEGE

Master Plan Overview



PARKING/TRAFFIC CONSTRAINTS

At present, all study intersections operate at an acceptable Level of Service (LOS). However, as attendance at CCC increases it is likely that some traffic operational deficiencies will be observed at study intersection one (1) (Parking G/H Access and International Avenue Access). To improve traffic operations at this location, it is recommended that the access driveway to Parking Lot J be aligned with the access to parking lots H and G across the street. Furthermore, it is recommended that a second access point to Parking Lot J be added to align itself with the second southernmost east-west parking aisle.

Table I: CCC - Existing Intersection LOS Results

ID	Intersection	Intersection Control	(7-9) AM Peak Hour		(4-6) PM Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Parking G/H Access / International Main St Access	One-Way Stop	8.7	A	8.9	A
2	Behymer Main St Access / Parking M1 Access	One-Way Stop	9.5	A	8.9	A
3	Behymer Main St Access / Parking B/C Access	All-Way Stop	8.5	A	7.7	A

Note: LOS = Level of Service based on average delay on signalized intersections and All-Way STOP Controls
 LOS for two-way and one-way STOP controlled intersections are based on the worst approach/movement of the minor street.

Clovis Community College has an ample supply of parking stalls.

Given the current parking demand and the projected FTE student enrollment at CCC, it is anticipated that the CCC campus will have sufficient parking supply to accommodate the projected FTE student enrollment in the year 2028.

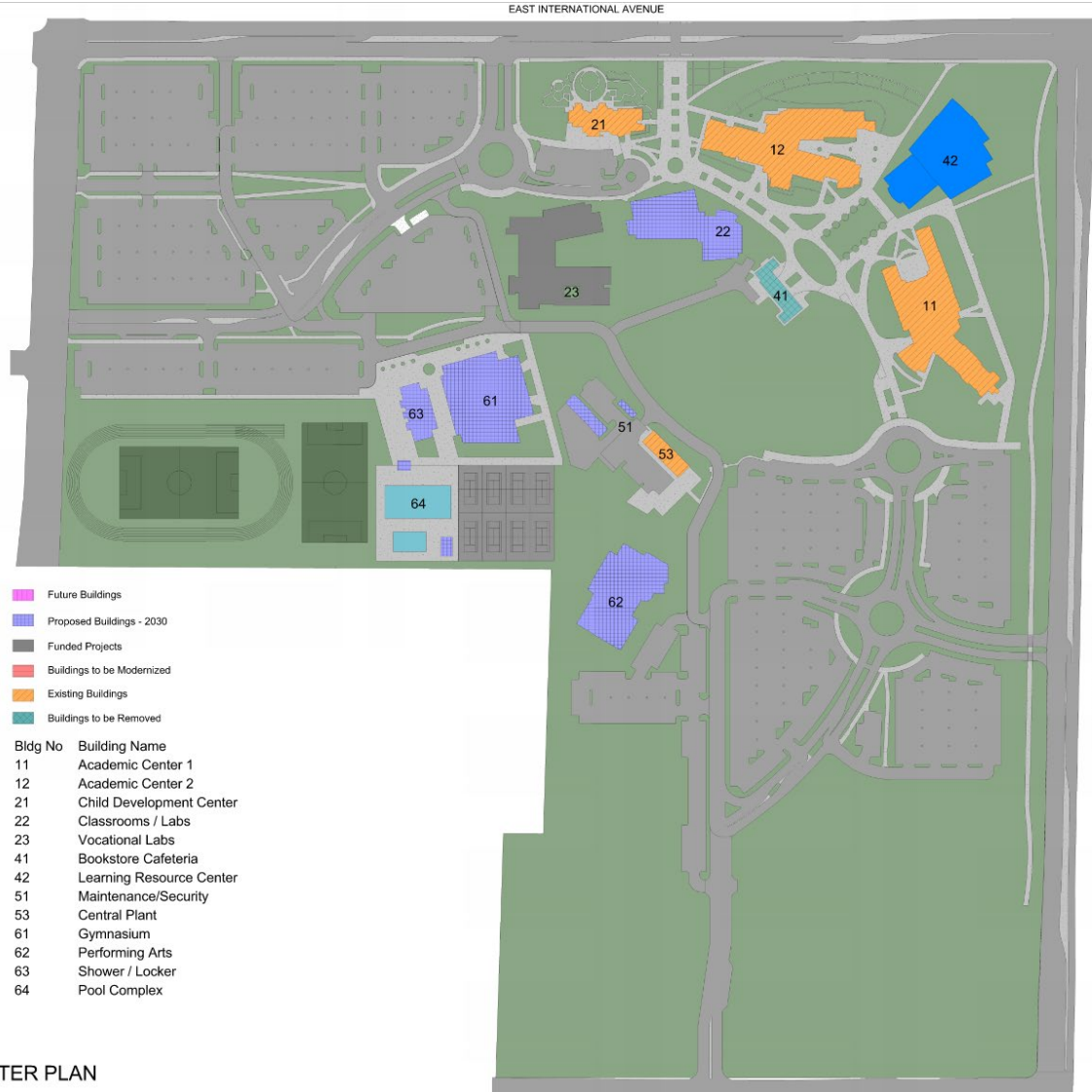


CLOVIS COMMUNITY COLLEGE Existing Campus Plan





CLOVIS COMMUNITY COLLEGE 2030 Master Plan



2030 MASTER PLAN



CLOVIS COMMUNITY COLLEGE Long Range Master Plan



- Future Buildings
 - Proposed Buildings - 2030
 - Funded Projects
 - Buildings to be Modernized
 - Existing Buildings
 - Buildings to be Removed
- | Bldg No | Building Name |
|---------|-------------------------------|
| 11 | Academic Center 1 |
| 12 | Academic Center 2 |
| 21 | Child Development Center |
| 22 | Classrooms / Labs |
| 23 | Vocational Labs |
| 24 | Future Expansion |
| 31 | Administration |
| 41 | Bookstore Cafeteria |
| 41 | Student Services / Food Court |
| 42 | Learning Resource Center |
| 51 | Maintenance/Security |
| 53 | Central Plant |
| 54 | Warehouse |
| 61 | Gymnasium |
| 62 | Performing Arts |
| 63 | Shower / Locker |
| 64 | Pool Complex |



LONG RANGE MASTER PLAN



CLOVIS COMMUNITY COLLEGE Circulation Diagram



CIRCULATION DIAGRAM



CLOVIS COMMUNITY COLLEGE Landscape Master Plan





CLOVIS COMMUNITY COLLEGE

Recommendations

Projects/ Priorities/Phasing



Current Approved FPP

Applied Technology Building, Phase 1

Pending IPPs

Applied Technology Building, Phase 2
Physical Education Building

FUNDED PROJECTS

Applied Technology Phase I

2030 PROPOSED PROJECTS

Applied Technology Phase 2 & 3

Soccer Field/Track

Library Resource Center

Gymnasium & Field House

Maintenance/Security

Performing Arts

LONG RANGE PROPOSED PROJECTS

Student Services/Administration

Bookstore/Cafeteria (Student Union)

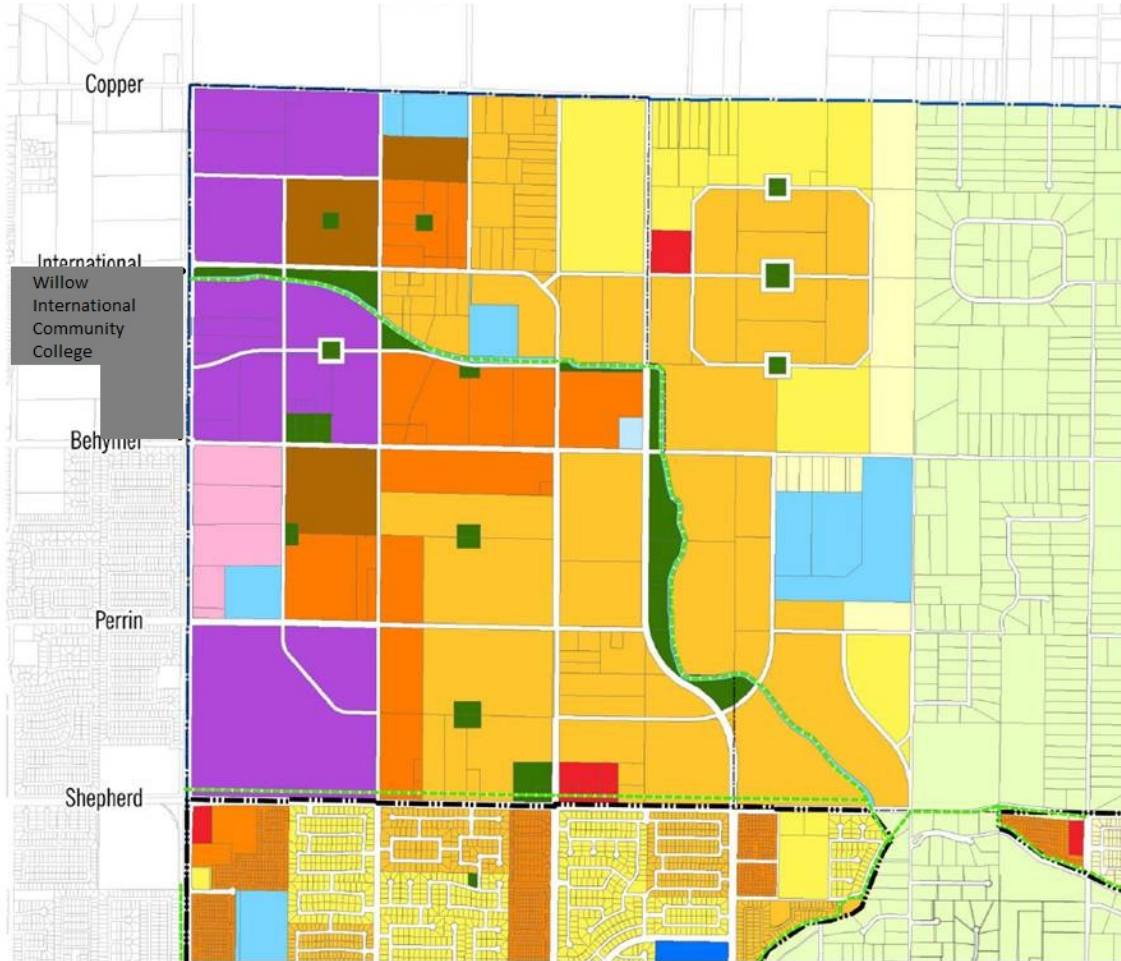
Warehouse/Shipping & Receiving

Tennis Courts

Pool Complex



CLOVIS COMMUNITY COLLEGE Neighborhood Zoning



DRAFT LAND USE DIAGRAM

- AG, Agriculture (1 DU/20 Ac)
- RR, Rural Residential
- VL, Very Low Density Residential (0.6-2.0 DU/Ac)
- L, Low Density Residential (2.1-4.0 DU/Ac)
- M, Medium Density Residential (4.1-7.0 DU/Ac)
- MH, Medium High Density Residential (7.1-15.0 DU/Ac)
- H, High Density Residential (15.1-25.0 DU/Ac)
- VH, Very High Density Residential (25.1-43.0 DU/Ac)
- MU, Mixed Use/Business Campus
- C, Commercial
- O, Office
- I, Industrial
- OS, Open Space
- PK, Park
- P, Public Facilities/Quasi-Public Facilities
- S, School
- W, Water Basin/Canal
- City Boundary
- Sphere of Influence
- Project Area
- Off-Street Existing and Proposed Bike Path

City of Clovis Draft General Plan 1-9-2012



HERNDON CAMPUS

Facilities Master Plan



HERNDON CAMPUS Master Plan Overview

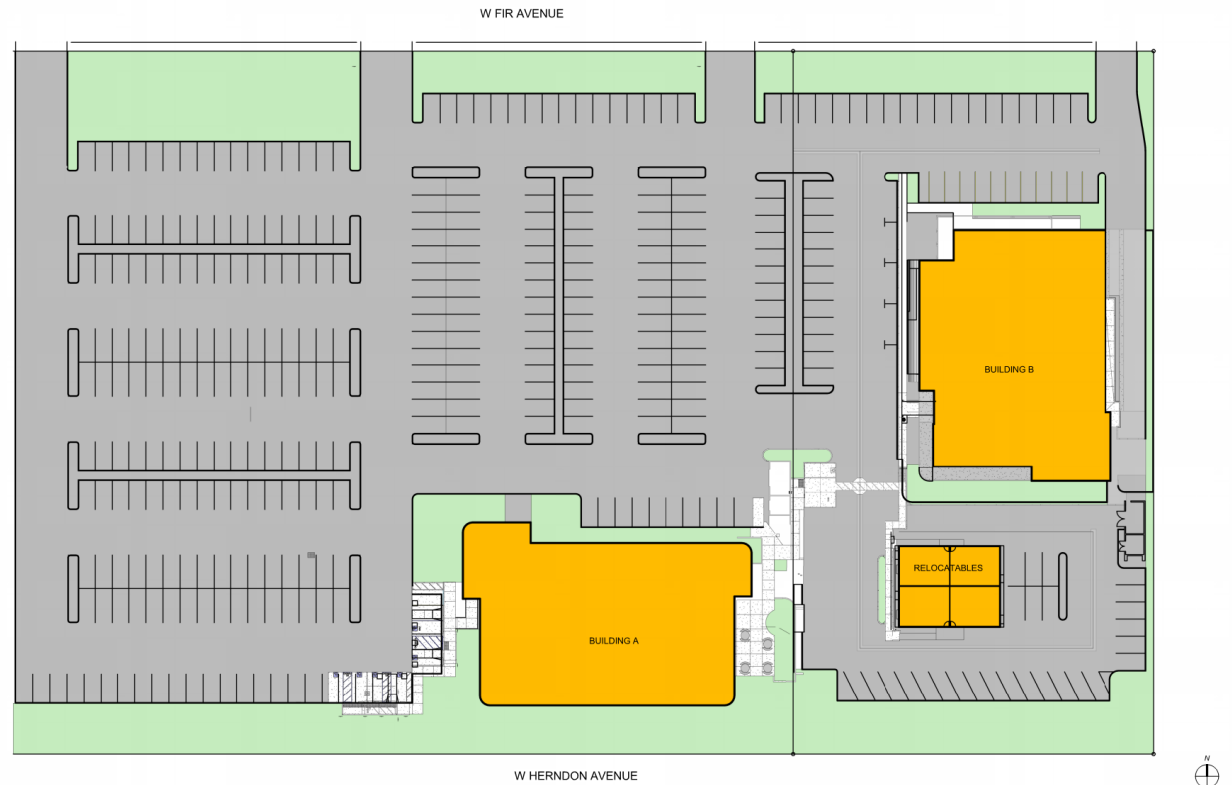
HERNDON CAMPUS

In 1992, the Herndon campus was established when the district purchased the Herndon Avenue property and associated buildings. This site was previously owned and operated by a private college. In 2001, a rehabilitation project was undertaken to address seismic deficiencies in the building.

The campus currently houses various District Office functions as well as providing instructional space for Clovis Community College, including the Mechatronics Program, which is offering students a chance to explore the realm of industrial automation.

Pending the completion of the Applied Technology Building, the Herndon campus will be evaluated for potential sale.

EXISTING CAMPUS





APPENDICES

Facilities Master Plan



APPENDIX A Facility Assessments



MASTER PLAN ASSESSMENTS

Between May and October 2018, the Facilities Planning Team walked the buildings at Fresno City College, Reedley College, Clovis Community College, and the Madera Community College Center.

The primary objective of the Space Inventory Assessment was to verify the use of each space and compare the current use with the FUSION Space Inventory Database. The area of each assignable space was measured to verify the square footage of the space.

The state database building plans were reviewed during the building walks to compare the FUSION room numbers, building plan room numbers, and the actual room number at the building.

Discrepancies in room use, room numbers, and square footages were noted and the FUSION database was updated to reflect actual conditions.

During the building walks the finish conditions of the floors, walls, and ceilings were assessed and assigned a point value to augment the state's facility assessment and to assist the district in prioritizing buildings that should be scheduled for modernization. Results of the building walks are included in a supplement to the Facilities Master Plan.

In addition, audio/visual systems, white boards and type of seating were identified to assist the district's staff in the implementation of a new room-scheduling system.

1 ____ New or like-new condition; no issues to report; no expected failures; Plan 8 to 10 Yrs. 2 ____ Good - Good condition; no reported issues or concerns; consider replacement 6 to 8 Yrs. 3 ____ Fair Average wear for building age; not new but no issues to report; replace within 4 to 6 Yrs. 4 ____ Floor - Worn from use - at the end of expected lifecycle. Replace within 2 - 4 years. 5 ____ Critical Extremely worn or damaged; replace in next 2 Yrs.

Database developed by the Facilities Planning Team utilized an Apple iPad to for assistance during the Space Inventory Assessment building room survey.



APPENDIX A

Facility Condition Assessments

Existing Conditions

FACILITY CONDITION ASSESSMENT

Once every three years each community college district in the state has a facilities condition assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCDC was conducted in August 2015. The final report was updated in September 2015.

The primary objective of the facility assessment is to conduct an inspection of each campus or facility and document physical or operational deficiencies for each building. An average life and costs of replacement are estimated based on the date of the construction or the last documented renovation of the building system. The information generated by the life cycle cost model, and modified by the site assessment, is used by the assessment team to calculate the repair and replacement cost of the particular facility.

Each deficiency is classified by its respective physical or operational function in the facility; safety, site, external shell, internal shell, heating, cooling/vent, plumbing, electrical, etc. Based on these classifications, the cost modeling for each correction of a component or system deficiency is taken from the nationally recognized construction estimating resource, R.S. Means.

Level 1 Assessment

A Level 1 (L-1) is a quick assessment based on a visual inspection of facilities and a review of the as-built drawings and other documents. The first phase of a L-1 evaluation is to develop mathematical cost models of all facilities. The facilities are then inspected to validate the data in the cost models. This is done because occasionally a modeled component shows it to be expired but it was actually replaced and not documented or the useful life should be shortened or lengthened. Finally, the facilities are walked to identify obvious deficiencies that are out of sequence with the component's useful life (i.e. roof leaks in a new roof, broken windows, unconditioned air in a particular room, etc.).

Level 2 Assessment

A Level 2 (L-2) assessment is a detailed visual inspection of facilities. It is a thorough and complete inspection that categorizes and logs every deficiency over a certain amount, typically \$500. The first phase of a L-2 involves a complete walk-through of the facilities. The deficiencies are catalogued at every level, from the room level to systemwide and even campuswide deficiencies. Corrections for these deficiencies are determined and priced, and estimates are generated. With this data, the assessors then enter the cost modeling data for every major building system, including exactly where the component is in its life cycle.

Facility Condition Index (FCI)

The cost of all of a facility's deficiencies versus the facility's replacement value provides an approximate estimate of the facility's condition. In FUSION the FCI is determined by taking the repair costs (material and labor) and the soft costs and dividing the sum by the estimated replacement cost. In discussing resulting FCI with the foundation assessors a building with an FCI of 0-50% is generally in good condition, an FCI of 50%-100% is generally in fair condition, and an FCI of 100% and above is considered to be in poor condition. buildings in fair condition should be considered for major modernization or renovation; whereas buildings in poor condition should be considered for replacement.



Soft Costs include

- A/E Fees
- GC General Conditions
- GC Overhead & Profit
- Subcontractor General Conditions
- Subcontractor Overhead & Profit
- Material Testing
- Geology Testing
- Hazmat Testing
- Legal Review
- Advertisement
- Project Management
- Site Acquisition
- Permits
- Moveable Equipment
- Bond Issuance Costs
- Interest Income
- Escalation
- Design Consultants
- Food Consultants, etc.
- Client's Administrative Fees
- Design Contingency
- Construction Contingency
- Temporary Relocation and Housing
- Moving
- Furniture, Fixtures, and Equipment

Note:

The complete Assessment Report is available from the state chancellor's office



APPENDIX B PARKING AND TRAFFIC STUDY



Traffic and Parking Analysis Report

State Center Community College District Master Plan Update

In the Counties of Fresno and Madera, California

Prepared for:

Darden Architects, Inc.
6790 North West Avenue
Fresno, CA 93711

October 4, 2018

Project No. 009-012



Traffic Engineering, Transportation Planning, & Parking Solutions
1300 E. Shaw Ave., Ste. 103
Fresno, CA 93710
Phone: (559) 570-8991
www.JLBtraffic.com

Parking and traffic studies were conducted by TJKM Transportation Consultant to provide recommendations for the development of the Master Plans of Fresno City College, Reedley College, Clovis Community College, and Madera Community College Center. The studies were conducted between April 26, 2018 and May 8, 2018 at the Clovis, Madera and Reedley campuses and on September 5, 2018 at the Fresno City campus. The complete report is included as a supplement to this document. Some of the conclusions and recommendations are as follows:

Fresno City College

- At present, all study intersections operate at an acceptable LOS. However, it should be noted that access to the northern driveway to parking lot "E/F" was limited to right-in and right-out access only. This is currently achieved by the placement of cones and regulatory signage. However, it is recommended that a narrow raised median island with channelizers be installed and that the temporary cones be removed. Another alternative would consider closing this driveway and opening a new driveway to a point just north of the existing midblock crosswalk.
- If the northern driveway is relocated to a point just north of the existing midblock crosswalk, it is recommended that southbound left-turns into parking lot "E/F" be allowed and that all-way STOP controls be implemented in order to promote pedestrian safety and minimize impacts to traffic operations.

Reedley College

- While, all study intersections operate at an acceptable LOS, it is recommended that left-turns out be prohibited at the intersection of parking lot "B" access driveway and Manning Avenue. Other alternatives for consideration include the addition of a second driveway to the south along Manning Avenue and the construction of a connection between parking lot "B" and the existing campus aisle.
- It is recommended that SCCCD work with the respective transit authorities to improve headways of the existing transit routes serving the Reedley Community College campus. Furthermore, it is recommended that additional covered bus shelters and trees (for shade) be added along Manning Avenue to help promote transit use.

Clovis Community College

- Although all study intersections operate at an acceptable LOS, it is recommended that the access driveway to parking lot "J" be aligned with the access to parking lots "H" and "G" across the street to improve traffic operations.
- It is also recommended that a second access point to parking lot "J" be added to align itself with the second southernmost east-west parking aisle.
- At present, there is one transit route that serves Clovis Community College.

Madera Community College Center

- At present, all study intersections operate at an acceptable LOS. However, assuming traffic along Avenue 12 increases by an average annual rate of 2.0 percent, the intersection of Campus Main Street and Avenue 12 is projected to operate at an unacceptable LOS by the year 2028. Since the intersection is not projected to meet the peak hour signal warrant in the year 2028, signalization of this intersection is not recommended. However, to improve traffic operations at this location by the year 2028, it is recommended that the SCCCD work with the County of Madera to install a single-lane roundabout.

Note:

The complete report is included as a supplement to this document.



APPENDIX B PARKING AND TRAFFIC STUDY

Facility Master Plan Parking Recommendations

The district requested parking data from other community colleges throughout the state and received input from 16 districts. This information was used to do a comparative analysis of the parking ratio of Unduplicated Head Count (UDHC) relative to the number of parking stalls in each of the respective districts. The data indicate that the ratio of stalls per UDHC ranges between 0.09 and 0.39 stalls per UDHC. (Refer to Figure B-1)

The 2012 FMP recommended a ratio of 0.18 stalls per student population. This ratio was adopted from the Institute of Transportation Engineers publication, Parking Generation 4th Edition, Chart of "Average Peak Period Parking Demand vs. School Population On a Weekday".

At FCC the recommended parking ratio is 0.18 based on the following:

FCC is an urban campus with available, consistent public transportation. At present, there are five FAX (Fresno Area Express) transit routes, FAX routes 1 Q, 20, 28, 39 and 45, operate in the vicinity of the Fresno City College. The internal survey conducted by SCCCD indicates a higher number of students/staff utilizing public transportation or other means to travel to the campus, rather than driving alone. The survey also indicates that students and staff expressed a higher level of disagreement about how easy or convenient it is to find parking at FCC. (Refer to Figure B-2 and B-3)

At all other campuses, the district should strive for 0.23 stalls per UDHC.

Figure B-2 and B-3 show the type and total number of parking stalls at each campus and compare the differences between the 2011 parking survey and the 2018 parking survey at Fresno City College and Reedley College. Parking surveys were not conducted at Clovis or Madera in 2011.

It is recommended as new facilities are added to the campuses; available parking should be increased proportionate to the anticipated increase in student enrollment. An analysis of the Gross Building area to number of parking stall shows FCC with a ratio of 5.5 stalls per 1,000 square feet of gross area and the other campuses show an average ratio of 6.6 stalls per 1,000 square feet of gross area. As a rule of thumb, it is recommended that for each 1,000 square feet of gross area added to the campus, five new parking stalls should be added at FCC and six stalls added at each of the other campuses.

In addition to the available campus parking, Fresno City College, Reedley College and Clovis Community College utilize temporary parking lots. FCC uses the grass field north of the Gym, Reedley uses Redeemer's Church, and Clovis uses a temporary lot established during the solar project work.



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Parking Research

Community College Parking Research Data						
	Enrollment Spring 2018 (3) (5)	No. of Stalls	Current Ratio Stalls per School Population	Current Shortage at .18 Ratio (1)	Current Shortage at .23 Ratio	
SCCCD (4)	39587	7255	0.18			
FCC	22214	3197	0.13	802		
CCC	7579	1752	0.23	-388	-9	
MCC	3508	814	0.23	-183	-7	
RC	6286	1492	0.24	-361	-46	
(2) Orange Coast College	22,089	4,390	0.20			
(2) Santa Ana Community College	22,000	3,929	0.18			
(2) Santiago Canyon College	13,000	2,600	0.20			
(2) Cabrillo College	11,669	3,748	0.32			
(2) Citrus College 1-17-15	13,346	3,236	0.24			
(2) Foothill De Anza	36,299	9,058	0.25			
(2) Imperial Valley College	8,684	1,963	0.23			
(2) Laney College	10,850	950	0.09			
(2) Long Beach CC District Wide	25,823	6,902	0.27			
(2) Los Rios 8-23-17	74,011	18,979	0.26			
(2) Mt San Antonio College	37,864	8,907	0.24			
(2) Mt. San Jacinto	16,838	3,029	0.18			
(2) Palo Verde	4,032	457	0.11			
(2) San Bernardino CCD	13,396	4,461	0.33			
(2) San Diego CCD	71,936	7,890	0.11			
(2) San Mateo District Wide	24,133	7,032	0.29			
(2) South Orange County	40,759	7,130	0.17			
(2) Saddleback	25882	4,229	0.16			
(2) Santa Clarita CC	20,489	5,956	0.29			
(2) Santa Rosa	25,521	3,844	0.15			
(2) Siskiyou	3,345	813	0.24			
(2) West Valley Mission	14,657	5,560	0.38			
Average Ratio			0.23			
(1)	Source for Ratio .18 vehicles per Total School Population - Institute of Transportation Engineers https://www2.palomar.edu/pages/proprm/files/2016/03/Appendix-H-Parking-Memo.pdf					
(2)	Data provided by various Districts Via Listserv (Note: These number do not include staff and faculty which would effectively decrease the average ratio)					
(3)	https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx http://employeeedata.cccco.edu/headcount_by_college_18.pdf					
(4)	Excludes FCC/CTC and Oakhurst enrollment, also excludes off-campus classes and online students					
(5)	SCCCD Includes Faculty and Staff at each Campus for Total School Population - based on Spring 2019 enrollments					

Figure B-1



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Campus Parking Comparisons

Clovis CC Parking Demand Tuesday May 8, 2018											
		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Visitor	Total
Total without On Street Parking		0	1505	15	0	180	46	4	2	0	1752
Total School Population	7579										
Unduplicated Head Count (UDHC) Spring 2019 (1)	6950										
Employee Head Count per CCC Chancellors Office	629										
Onsite Percent of Total		0%	85.9%	0.9%	0.0%	10.3%	2.6%	0.2%	0.1%	0.0%	
Total Parking Ratio (UDHC)		0.23									
Total General Parking Ratio (UDHC)		0.20									
Staff FTE / Ratio Staff to Student	308	6%									
No Parking study done in 2011/2012	2011 Total Stalls										1694
Fresno CC Demand Wednesday, September 5, 2018											
		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Other Reserved	Total
Total without On Street Parking		0	2304	84	0	638	101	53	15	2	3197
Total School Population	22214										
Unduplicated Head Count (UDHC) Spring 2019 (1)	19213										
Employee Head Count per CCC Chancellors Office	3001										
Onsite Percent of Total		0%	72.1%	2.6%	0.0%	20.0%	3.2%	1.7%	0.5%	0.1%	
Total Parking Ratio (UDHC)		0.14									
Total General Parking Ratio (UDHC)		0.10									
Staff FTE / Ratio Staff to Student	1241	8%									
Parking Demand Wednesday March 30, 2011											
Unduplicated Head Count	22,699		2283	95	0	456	114			28	2976
Onsite Percent of Total			76.7%	3.2%	0.0%	15.3%	3.8%			0.9%	
Total Parking Ratio (UDHC)		0.13									
Total General Parking Ratio (UDHC)		0.10									

(1) Includes On-Campus students and Staff, excluding Off-site Classes and Online students

Figure B-2



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Campus Parking Comparisons

Madera CC Parking Demand Thursday May 3, 2018		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Visitor	Total
Total without On Street Parking		0	727	6	0	42	17	8	14	0	814
Total School Population	3508										
Unduplicated Head Count (UDHC) Spring 2019 (1)	3179										
Employee Head Count per CCC Chancellors Office	329										
Onsite Percent of Total		0%	89.3%	0.7%	0.0%	5.2%	2.1%	1.0%	1.7%	0.0%	
Total Parking Ratio (UDHC)		0.23									
Total General Parking Ratio (UDHC)		0.21									
Staff FTE / Ratio Staff to Student	149	7%									
No Parking study done in 2011/2012	2011 Total Stalls										718
Reedley CC Parking Demand Thursday April 26, 2018		On Street	General	Meter	Resident	Staff	ADA	Motorcycle	Time Restricted	Visitor	Total
Total without On Street Parking		0	1117	36	67	210	52	3	0	1	1492
Total School Population	6286										
Unduplicated Head Count (UDHC) Spring 2019 (1)	5049										
Employee Head Count per CCC Chancellors Office	1237										
Onsite Percent of Total		0%	74.9%	2.4%	4.5%	14.1%	3.5%	0.2%	0.0%	0.1%	
Total Parking Ratio		0.30									
Total General Parking Ratio		0.22									
Staff FTE / Ratio Staff to Student	439	9%									
Parking Demand Thursday November 17, 2011			General	Meter	Resident	Staff	ADA	Other			Total
TOTAL			1167	39	14	231	44	33			1528
Unduplicated Head Count	6822										
Onsite Percent of Total			76.4%	2.6%	0.9%	15.1%	2.9%	2.2%			
Total Parking Ratio		0.22									
Total General Parking Ratio		0.17									

(1) Includes On-Campus students and Staff, excluding Off-site Classes and Online students

Figure B-3



APPENDIX B PARKING AND TRAFFIC STUDY

Facility Master Plan Campus Parking Survey Data

Districtwide Transit Survey

Drive Alone vs Other Modes

Students	FCC		Reed		Mad		Clovis	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	2269		668		267		645	
Drive Alone	1943	85.5%	597	89.2%	237	88.8%	597	92.6%
Carpool	121	5.3%	35	5.2%	16	6.0%	23	3.6%
Dropped Off	101	4.4%	15	2.2%	6	2.2%	17	2.6%
Transit	56	2.5%	10	1.5%	4	1.5%	1	0.2%
Walk	22	1.0%	7	1.0%	0	0.0%	4	0.6%
Uber/Lyft/Taxi	8	0.4%	0	0.0%	1	0.4%	0	0.0%
Bike	7	0.3%	2	0.3%	1	0.4%	1	0.2%
Other	5	0.2%	1	0.1%	2	0.7%	2	0.3%
Park and Ride	5	0.2%	1	0.1%	0	0.0%	0	0.0%
Volt (Kerman)	1	0.0%	0	0.0%	0	0.0%	0	0.0%
	2269	100%	668	100%	267	100%	645	100%

Staff	FCC		Reed		Mad		Clovis	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
	456		145		59		127	
Drive Alone	409	89.7%	138	95.2%	58	98.3%	124	97.6%
Carpool	19	4.2%	1	0.7%	0	0.0%	2	1.6%
Dropped Off	7	1.5%	1	0.7%	1	1.7%	1	0.8%
Transit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Walk	11	2.4%	2	1.4%	0	0.0%	0	0.0%
Uber/Lyft/Taxi	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bike	8	1.8%	2	1.4%	0	0.0%	0	0.0%
Other	2	0.4%	1	0.7%	0	0.0%	0	0.0%
Park and Ride	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Volt (Kerman)	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	456	100%	145	100%	59	100%	127	100%

Figure B-4

11/5/19



APPENDIX B PARKING AND TRAFFIC STUDY



Facility Master Plan Campus Parking Survey Data

Districtwide Transit Survey

Drive Alone vs Other Modes

Student/Staff	FCC		Reedley		Madera		Clovis	
	2725		813		326		772	
Drive Alone	2352	86.3%	735	90.4%	295	90.5%	721	93.4%
Carpool	140	5.1%	36	4.4%	16	4.9%	25	3.2%
Dropped Off	108	4.0%	16	2.0%	7	2.1%	18	2.3%
Transit	56	2.1%	10	1.2%	4	1.2%	1	0.1%
Walk	33	1.2%	9	1.1%	0	0.0%	4	0.5%
Uber/Lyft/Taxi	8	0.3%	0	0.0%	1	0.3%	0	0.0%
Bike	15	0.6%	4	0.5%	1	0.3%	1	0.1%
Other	7	0.3%	2	0.2%	2	0.6%	2	0.3%
Park and Ride	5	0.2%	1	0.1%	0	0.0%	0	0.0%
Volt (Kerman)	1	0.0%	0	0.0%	0	0.0%	0	0.0%
	2725	100%	813	100%	326	100%	772	100%

Easy to find parking

Student/Staff	It is easy and convenient to find a parking space										
	Strongly Agree		Agree		Neither		Disagree		Strongly Disagree		Total
FCC	88	3.5%	217	8.5%	356	14.0%	774	30.4%	1112	43.7%	2547
Reedley	37	4.9%	152	20.3%	156	20.9%	220	29.4%	183	24.5%	748
Madera	46	15.4%	102	34.1%	61	20.4%	57	19.1%	33	11.0%	299
Clovis	91	12.8%	247	34.6%	149	20.9%	154	21.6%	72	10.1%	713

Figure B-5