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Reedley College

Clovis Community College

Madera Community College Center
Reedley College

Oakhurst Community College Center
Reedley College

Career and Technology Center
Fresno City College

First Responder Center
Fresno City College

West Fresno Center
Fresno City College

STATE CENTER COMMUNITY COLLEGE DISTRICT
2018-2030 Districtwide Facilities Master Plan Update

2018

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" H" Pavement Assessments – 7 year Maintenance

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Note: The full reports for Appendix B, C, D, F and H are included as a supplements to this document

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ACKNOWLEDGEMENTS

Facilities Master Plan

Letter from the Chancellor

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Dr. Paul Parnell

Chancellor, *State Center Community College District*

Chancellor's Letter
Facility Master Plan

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Dr. Paul Parnell
Chancellor, State Center Community College District

Letter from the President

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Dr. Carole Goldsmith

President, *Fresno City College*

Letter for Facilities Master Plan – Fresno City College

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Dr. Carole Goldsmith
Fresno City College President

Letter from the President

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Donna Berry
President, Reedley College

Reedley College

Letter for Facility Master Plan – Reedley College

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Donna Berry
Interim President, Reedley College

Letter from the President

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Dr. Lori Bennett
President, Clovis Community College

Clovis Community College

Letter for Facility Master Plan – Clovis Community College

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Dr. Lori Bennett
President, Clovis Community College

Facilities Master Planning Committees Structure

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The master planning process required the District to assist the Master Planning team with decisions important to the master planning process.

The planning process required the engagement of staff, students, faculty, campus and district administration; as well as the Chancellor and Board of Trustees and the Community. Throughout the process, the various constituency groups provided input while incorporating appropriate checks and balances.

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

PLANNING COMMITTEE STRUCTURE

Chancellors' Cabinet Committee - 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 & building aesthetic considerations
- Centralizing site support such as Security, Maintenance & Grounds
- Technology Master Plan

Strategic Planning 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 District-wide and site specific issues such as:

- Facility planning, design and construction oversight
- Maintenance and operations oversight
- Faculty Space Needs/Goals
- Funding analysis for proposed physical improvements
- Site special facility needs
- Site athletic facility needs
- Site technology infrastructure
- Parking needs
- Site security issues

Site Facilities Sub-Committees – These site specific committees are most knowledgeable of their individual campus and operations. These committees consists of teaching 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. This committee addressed site specific issues that exist on their campus and help 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.
- Site specific goal setting and needs input.
- Discussed changing aspects of the curriculum and how facility designs must respond to these changes.
- Discussed the philosophy of the individual departments and articulate the department goals.
- Articulated how physical improvements on their campus could respond to student needs and improve student performance and satisfaction.
- Discussed general requirements such as adjacencies and campus functionality.

Facilities Master Planning Committees Structure

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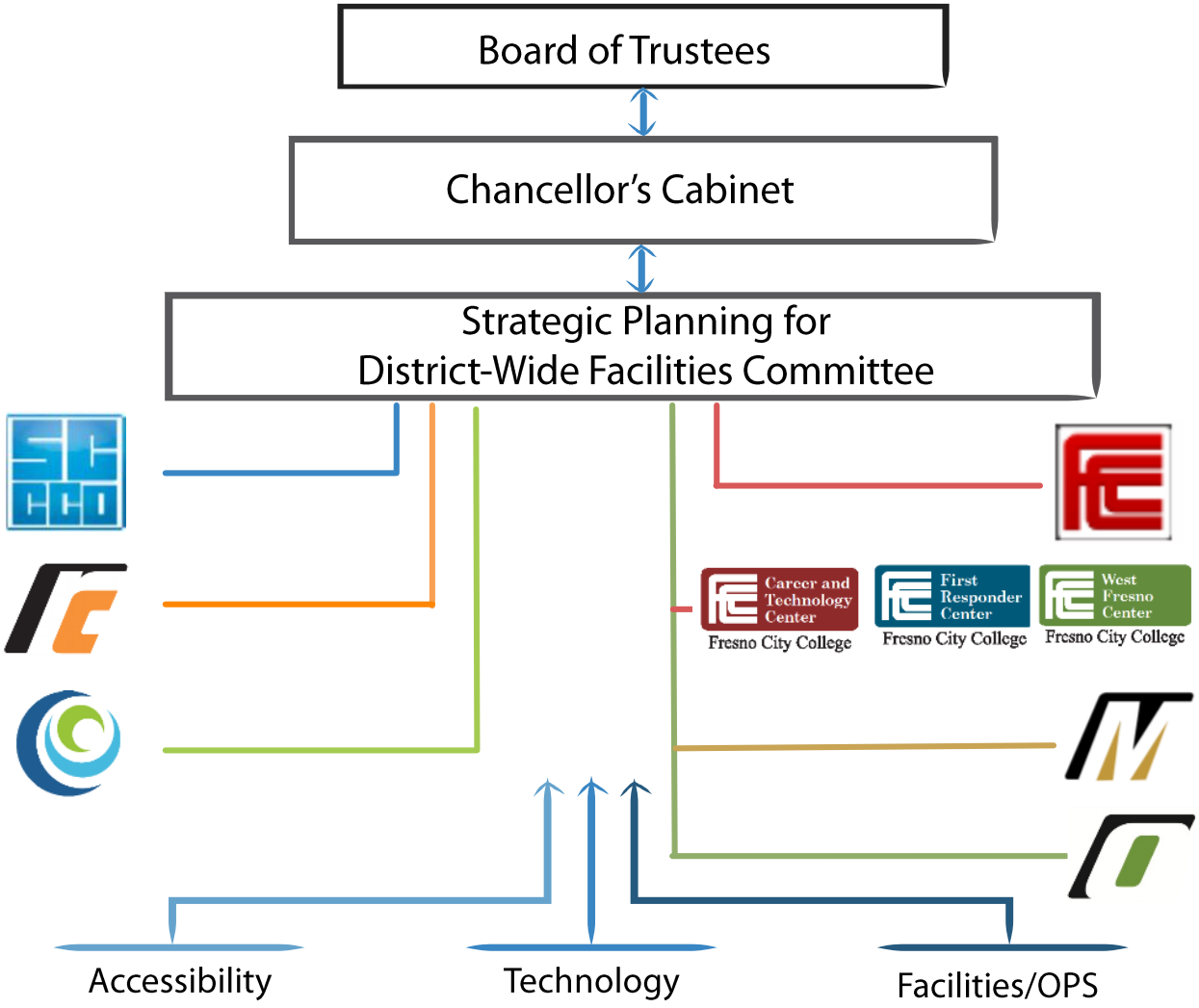
The planning process for the SCCCD Facilities Master Plan was highly participatory , engaging the many constituencies of the District. The Planning Team worked closely with multiple Planning Committees which included faculty, classified staff, administrators and students.

The Planning Committees had much to consider throughout the Master Planning process. Through a series of highly interactive meetings with each of the Site Facilities Sub-Committees, meetings which provided analysis of existing conditions, evaluation of a series of options and decision-making, culminated in the development of the 2012 Districtwide Facilities Master Plan.

Additionally, presentations were held with the District Administration, 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 will be supported by the entire college community.



Facilities Master Planning - Key Participants

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BOARD OF TRUSTEES

Bobby Kahn	President
Deborah J. Ikeda	Vice President
Richard M. Caglia	Secretary
Miguel Arias	Trustee
John Leal	Trustee
Ronald H. Nishinaka	Trustee
Eric Payne	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	Associate Vice Chancellor for Human Resources
Christine Miktarian	Vice Chancellor, Operations and Information Systems
Lucy Ruiz	Executive Director for Public & Legislative Relations
Rico Guerrero	Executive Director, Foundation
Eileen O'hare Anderson	Interim General Counsel

FACILITIES SUBCOMMITTEES

Fresno City College -	Facilities Subcommittee
Reedley College -	Facilities Subcommittee
Clovis Community College -	Facilities Subcommittee
Madera Community College Center -	Facilities Subcommittee
District -	Facilities Subcommittee
Technology -	Facilities Subcommittee
Accessibility -	Facilities Subcommittee

STRATEGIC PLANNING FOR DISTRICTWIDE FACILITIES COMMITTEE

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

Facilities Master Planning - Key Participants

Facilities Subcommittees

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Fresno City College - Facilities Subcommittee

Aaron Pankratz	Instructor
Alan Razee	Instr., Comm. Arts
Alex Adams	Research Coordinator
Alicia Cowan	O A III FCC
Amanda Henry	Chemistry Dept. Chair
Angel Van Gilder	ASG Rep, DSPS, Veterans
Barby Dinkie	Dept. Sec.
Becky Barabe	Dean of Applied Tech
Brandom Bascom	Music Instructor
Brian Speece	Asst. Chanc. Capl. Projects
Bruce Hill	Instructor SOSCI
Bryan Lee	HVAC Instructor
Cam Olson	Director of Athletics
Carole Goldsmith	President
Casey Ballinger	Track and Field
Catherine Uvaror	Chemistry Instructor
Cheryl Sullivan	Administration
Chris Khal	Athletic Trainer
Chris M. Bremer	Marketing Director
Chris Orr	Building Service Mgr.
Christine Miktarian	Vice Chancellor, Ops & IS
Christopher Bosworth	Police Sergeant
Cindy Dunn	Coordinator
Daniel Foglio	Man. Mech. Lab Tech
Danila Castilo	Student
Dante Alvarado	IT Director
David Cowan	Copy Center
David P. Balogh	Physics Instructor
Debbie Nichols	Webmaster
Deborah Lewis	CDC Instructor/Coordinator
Dee Goshgarione	Counselor
Don Lopez	VPI
Doug Rosendahl	AT Instructor
Eleanor Bruce	Acctg. Clerk III
Enrique Jarregui	Coordinator
Ernie Martinez	Director of Student Activities
Estefana Antonio	Instructor/Coordinator CDC
George Cummings	Facilities Planning
Gretchen Ezaki	Nursing Instructor
Harry Zahlis	Technology Support Services
Jacob McAfee	Director Fire Academy
Jennifer Johnson	Dean of Humanities
Jesus Reyes	Head Track and Field
Jim Rooney	Interim Director of Maint. & Op.
Jodie Stockey	DE Director & Instructor of Technology
Julie Lynes	AT Counselor
Julie Preston Smith	Counselor
Karla Kirk	Instructor
Keelin McCabe	Admin. Asst. & VPSS
Keith Bergthold	Fresno Metro Ministry
Ken Zamora	FCC Architecture Lead
Kenita Lee	Adjunct Counselor
Kieran Roblee	APA- Volleyball Coach
Lataria Hall	VPSS
Laurel Prysiazwy	Dean, Library
Leroy Bibb	District Operations SCCCD
Lijnan Zhai	Director of ZP
LiLi Gao	Research Coordinator
Lisa Charey	Coord. Health Services / Student Services
Lorraine Smith	APA-Dean
Mack McCollough	Cam Program Instructor
Maria Hernandez	Instructor Automotive
Mark Erickson	Industrial Maintence Instructor
Mark J. Minifi	EUPCS
Marty Kamimoto	Auto Instructor/Coordintor
Mary Beth Miller	Instructor- CD
Mary Doyle	Mngr. PM & C Dept.
Mary Smith	College Nurse
ME Mericle	Dean of Social Services
Melinda Z. Brewer	Faculty/FAC/EHS Com
Melissa Flores	Student SVC Specialist
Melissa Llanes	Administration Assistant to VP Admin Services
Michael Chiconi	Auto Instructor
Mike Gilbert	Chair, Biology Dept.
Mike Henrie	Coordinator- PA
Mike Yelinkek	District Locksmith
Mikki Johnson	Director of Fin. Aid
Monica Cuevas	Dean of Students
Natalie Culver Dockins	Director of Couseling
Nathae Clark	Computer Support Tech
Neil Vanderpool	Dean of FPCA
Oliver Germond	Women's Soccer / P.E.
Paul Keysaw	Wrestling
Peter Cacossa	Fire Academy Coordinator
Radney Murphy	Counselor/Coordinator
Ray Ramierez	Equity Coor.
Rhonda Williams	APA- Softball Coach
Ria Williams	Faculty-English
Ricco Guajardo	Instructional Tech
Rick Santos	Instructor Liguistics/EMLS
Rick Stewart	Biology Instructor
Robert Martinez	AT Instructor
Robin Torres	Director, Admissions & Records
Rodney Murphy	Counselor/Coordinator
Ron Cerkueira	CADD Instructor
Ruthann Van Buren	OA-CDC
Sara Woody	Copy Center FCC
Sean Henderson	Dean of Student Services FCC
Sean Hoffman	Building Generalist
Seth Yates	Chemistry Instructor
Shannon Robertson	Construction Services Manager
Shirley McManus	Dean of MSC
Stephanie Crosby	DSPS Director
Stephanie Robinson	Director of Nursing
Steve Dasilva	Biology - CSEA
Steven Caro	Adjunct Instructor
Susan Johnson	Admin Secertary FCC Police Academy
Sylvia A. Sanchez	OAIII
Sylvia Cuevas	Fin. Aid Manager
Tabitha Villalba	WRC Coordinator
Tammy Gallagher	ECE Associate
Teresa Campagna Bryant	Construction Services Coordinator
Terrance O'Neill	Crim Instructor
Thom Gaxiola-Rowles	Director of EOPS/CARE/CAFYES
Tim Hunter	CTC Automotive Instructor
Tim Woods	Dean of Business
Tony Caviglia	Head Football Coach
Trina Hughes	Admin. Aide
Victor Yang	Counselor
Victoria Martinez	FCC Dual Enrollment
Virginia Becumer	Financial Aid
Wesley Flowers	Counselor
Bill Blayoney	Community
Christian Gonzalez	Community
Chuck Rayburn	Community
David Manion	Community
Dennis Wankentin	Community
G. Wankentin	Community
Gabriel Lozano	Community
Geri Bradley	Community
German Quinonez	Community
Ibba Clark	Community
James Carter	Community
Joe Iapiokiro	Community
John Trotter	Community
John Zanoni	Community
Jose Leon-Barraza	Community
KeithBengthold	Community
Kelsey Mcvey	Community
Luis Santana	Community
Margarita Guzman	Community
Nicolas Rayas	Community
Phit Pacella	Community
Ricky Reynaso	Community
Venise Curry	Community

Facilities Master Planning - Key Participants

Facilities Subcommittees

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Reedley College - Facilities Subcommittee

Brian Speece	Assistant to Chancellor
Carlo Fuentes	ASG/Student Representative
Christine Miktarian	VC Operations & IS
Dale Van Dam	VPI
Darren Cousineau	SCCCD Env. Health
David Clark	Dean of AG/NR
David Santiestdoin	RC Director of Athetics
Donna Berry	RC
Dr Samuel Morgan	DSP&S
Eric Marty	RC Football Coach
Ernesto Duran	Student Representative
George Cummings	Facilities Planning
Gerardo Reyes	ASG Senator/Student Representative
Glen R Foth	District Grounds
Jose Alunzar	ASG/Student Representative
Jose Flores	Chief of Police
Kassandra Davis-Schmall	RC-Administration Aide DIVC
Kenneth Willet	Farm Production Supervisor
Kent Kinney	Instruction Forestry
Kevin Woodard	RC AG/NR
Kurt Piland	Director of College Relations
Leroy Bibb	SCCCD
Maria Ortiz	RC / Faculty
Mark Gomez	Student Representative
Michael Kaiser	Reedley Building Services
Rebecca Snyder	Faculty / Academic Senate
Renee Craig-Marius	RC VPS
Rosemarie Elizorido	Faculty / Biology
Samara Trimble	RCDSPS/Counseling
Shannon Robertson	SCCCD Const. Services Mgr.

District - Facilities Subcommittee

Brian Speece	Assistant to Chancellor,
Christine Miktarian	Vice Chancellor, Operations & IS
George Cummings	Facilities Planning

Clovis Community College

Anthony Abbott	Physics Instructor
Austin Fite	Instructional Lab Tech – Science
Brian Speece	DO
Brian Shamp1	Instructor
Cathy Ostos	CCC Admin Services
Christine Miktarian	Vice Chancellor, Operations & IS
Collen Brannen	CCC DSPS
Dan Hoffman	Building Generalist
Dianna Whaley	Counselor/Coordinator,
Darren Cousineau	Director of Enviro. Health & Safety
Elizabeth Tucker	Occupational Health & Safety Officer
Emily Wilson	Instructional Lab Tech –Science
Erica Joku	CCC Counseling
George Cummings	District Operations
Glen Foth	Ground Services Manager
Gurdeep Hebert	Director, Student Success,
James Rooney	Interim Director of M & O
Jose Flores	Chief of Police
John Forbes	Dean of Instruction, STEM + Tech
Lorrie Hopper	VP Admin Services
Naomi Forey	Health Services Coordinator
Niko Shamlin	Student Government Representative
Orlando Ramirez	Women's Soccer Coach
Shannon Robertson	Construction Services Manager
Sergio Salinas	Custodial Manager
Vicki Cockrell	Administrative Aide

Accessibility Subcommittee

Stephanie Crosby	*DSPS Dir., FCC*
Colleen Brannon	*Clovis CC, DSPS*
Christine Miktarian	*Vice Chanc., Operations & IS*
George Cummings	*Facilities*
Brian Speece	*Assistant to chancellor*
Samuel Morgan	*DSPS-RC*

Madera and Oakhurst Centers

Beeky Xiong	CA III/Classified Senator
Brett Hunst	Library Services Assistant
Brian Speeze	Asst Chancellor Cap Projects
Carol Fernandez	LVN Coordinator
Cheyenne Tex	Student
Christine Miktarian	Vice Chancellor, Operations & IS
Claudia Habib	VP MO
Darren Cousineau	OPPS/EHS
Desy Ruiz	Job Developer
Donna Berry	VPAS
Fernando Jimenez	Lead Custodian
Ganesan Srinivasan	Dean of Instruction
George Cummings	SCCCD Facilities
Keisha Oliver	SCCCD
Leticia Canales	Dean of Student Services
Shannon Robertson	Const. Serv. Mgr- SCCCD
Shelley Renberg RN	Campus Nurse
Tasha Rodriquez	Darden Architects
Teresa Campaga Bryant	Construction Services Coord.
Todd Kandarian	Mathematics Instructor
Traci Menz	DSPS
Yolanda Garcia	

Technology Subcommittee

Christine Miktarian	*Vice Chancellor, Operations & Information Systems*
Dante Alvarado	*Director IT*
Gary Sakaguchi	*Director of Technology*
George Cummings	*Facilities*
Harry Zahliv	*Network Coordinator*
John Forbes	*Director of IT- Clovis CC*
Keith Johnson	*Lead Programmer*
Kevin Miller	*SR Systems & Admin Network*
Phil Howard	*SCCCD*
Scott Olds	*Director of IS*
Sean Martim	*AV Maintenance Specialist*
Teng Her	*Network Coordinator- CCC*

Meetings Dec. 2017 – June 2018

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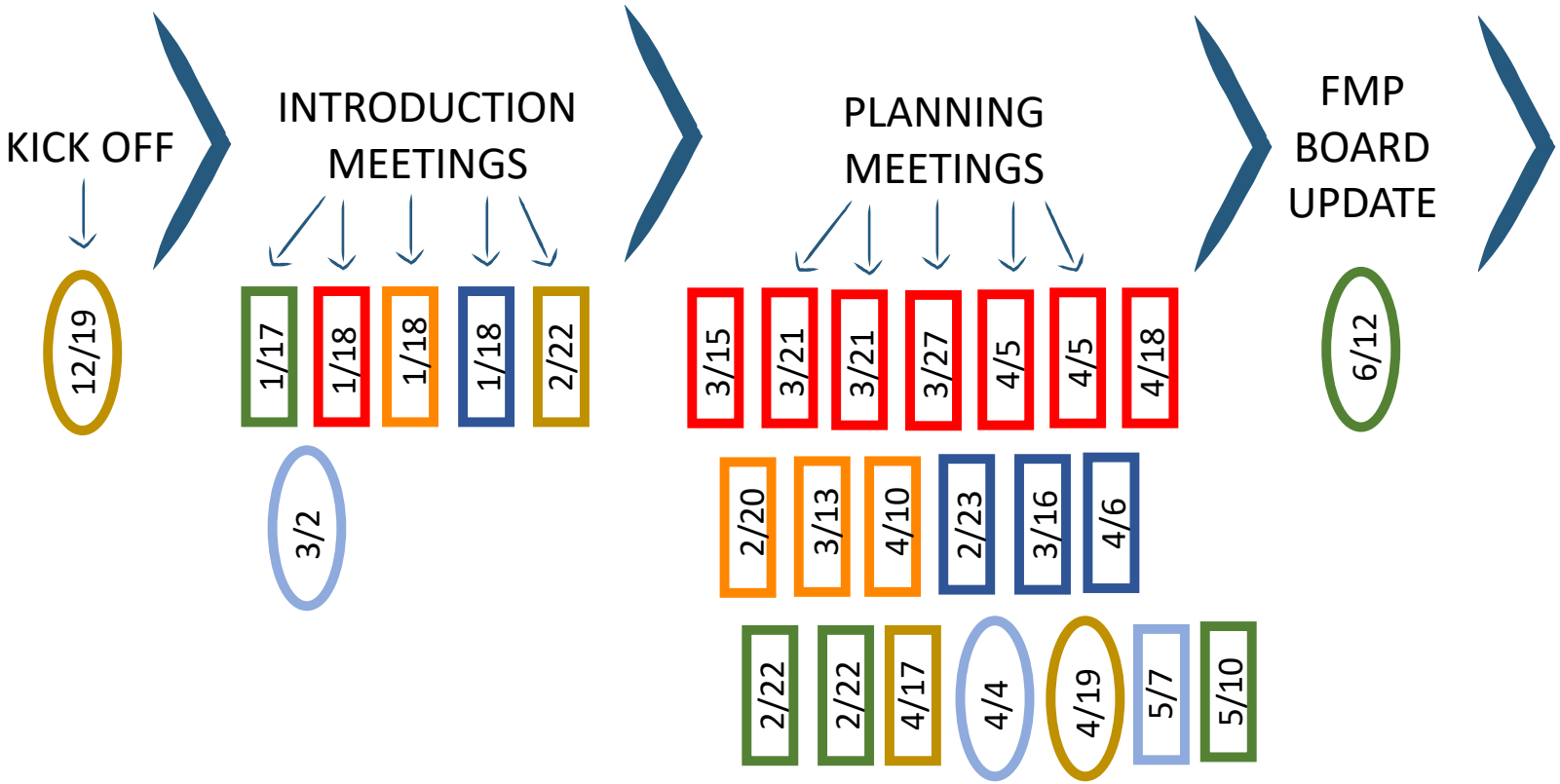

Meetings August 2018 – xxxx 2018

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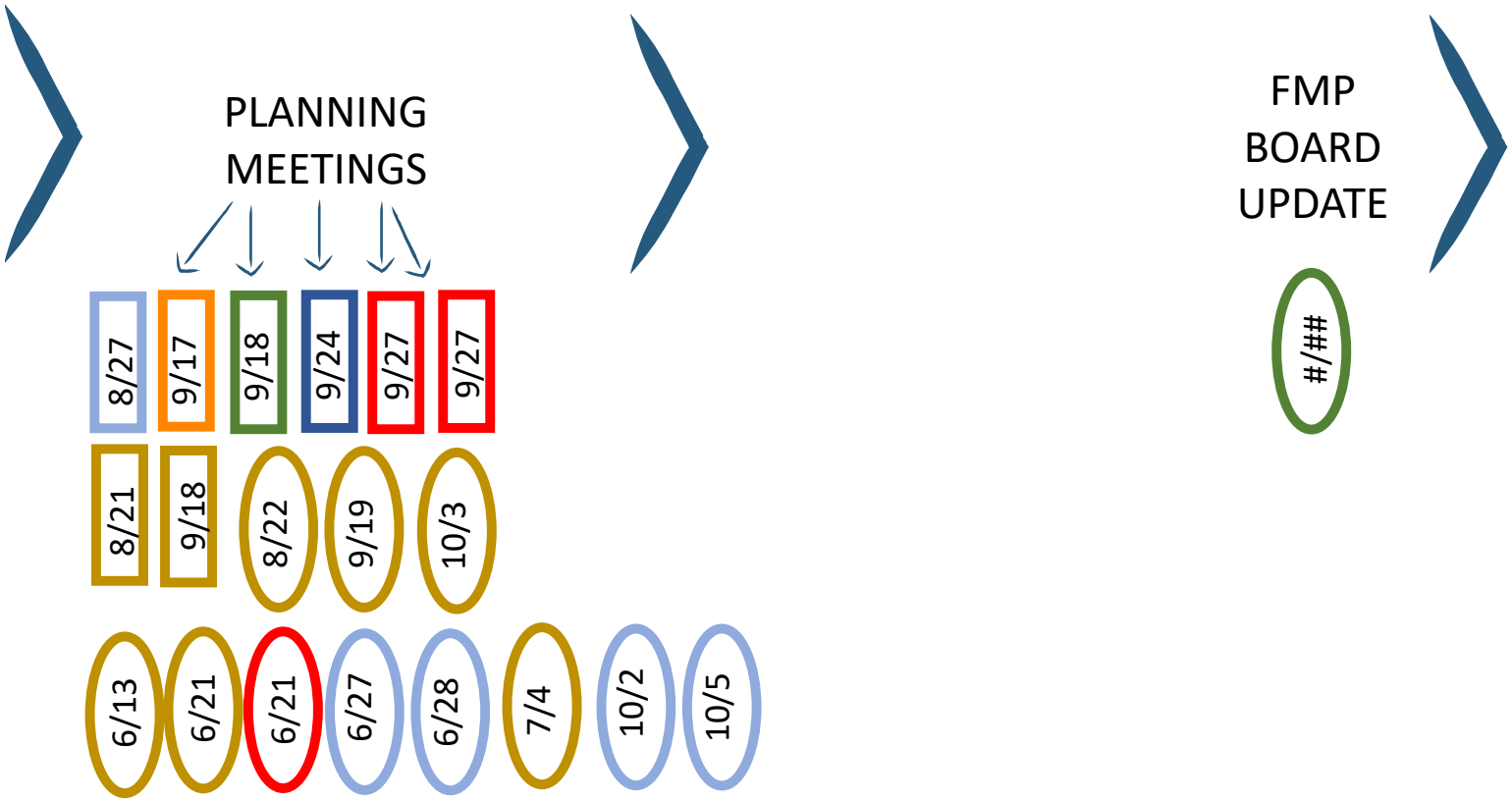

Facilities Master Planning Team

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DARDEN ARCHITECTS
Robert L. Petithomme, AIA, LEED AP
Martin E. Dietz, AIA, CCS, LEED AP

BLAIR CHURCH AND FLYNN
Civil Engineer

JLB Traffic
Transportation Consultant

TK1SC
Electrical and Telecommunications

ROBERT BORO
Landscape Architect

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INTRODUCTION

Facilities Master Plan

History of the District

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State Center Community College District (SCCCD) was formed in 1964 when it assumed control of Fresno City College and Reedley College. SCCCD serves approximately one 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. SCCCD is governed by a seven member Board of Trustees who represent seven trustee areas.

Fresno City College, established in 1910, enrolls in excess of 24,000 students, and offers more than 100 Associate of Arts and Science degree programs and 60 Certificate of Achievement programs in vocational/occupational areas.

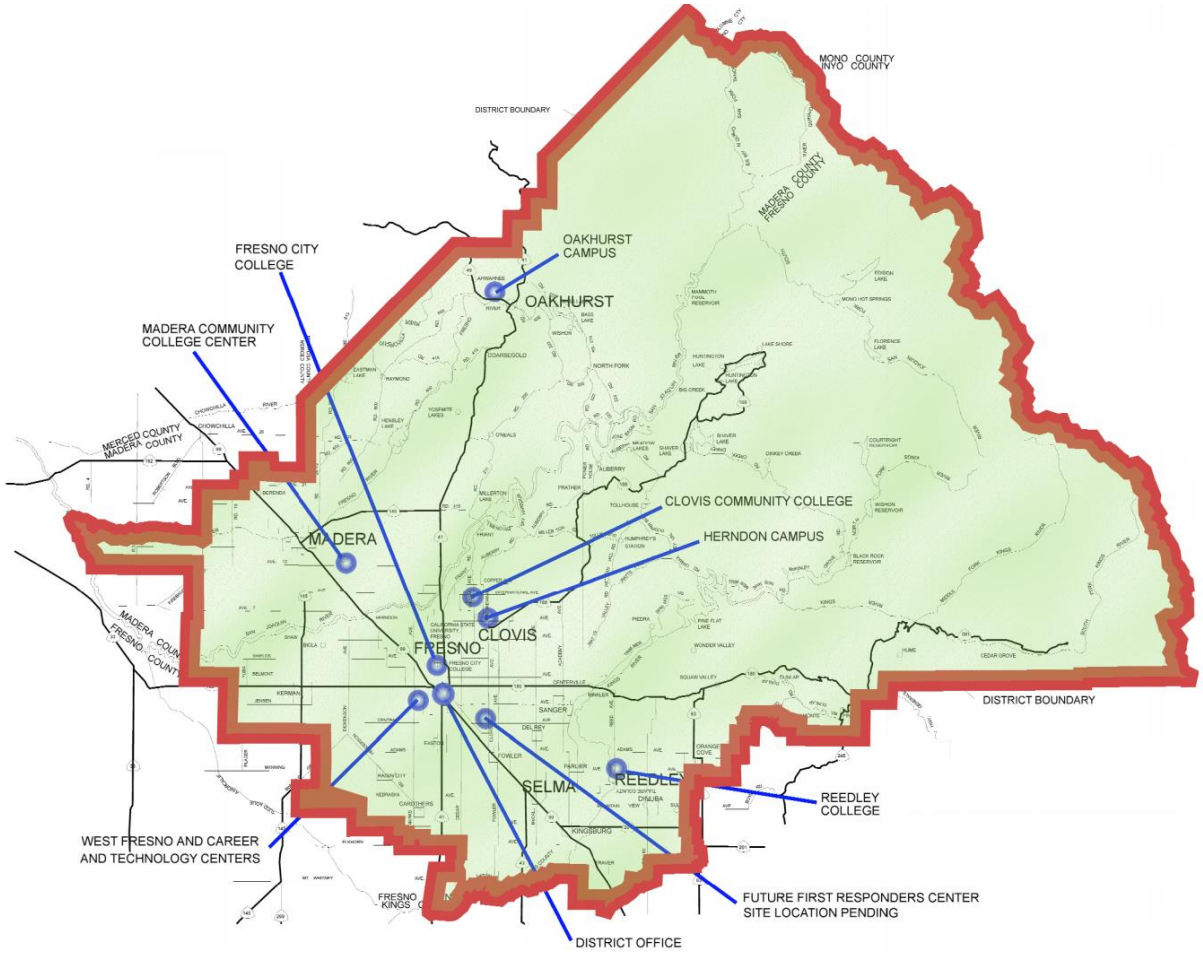
Reedley College, established in 1926, is located in Reedley (approximately 25 miles southeast of Fresno) and enrolls approximately 7,000 students in a variety of courses and degree programs in occupational education and the arts and sciences.

Clovis Community College, the 113th Community College in California was granted college status in June of 2015.

SCCCD also operates three educational centers with a combined enrollment of approximately 8,000 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 four new College Centers; the New Career and Technology Center, First Responder Center, the West Fresno Center and the New Oakhurst Center.

The New Career and Technology Center and the New Oakhurst Center will replace the current centers at new larger site allowing for growth and expansion



District Strategic Plan

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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
State Center Community College District Values:

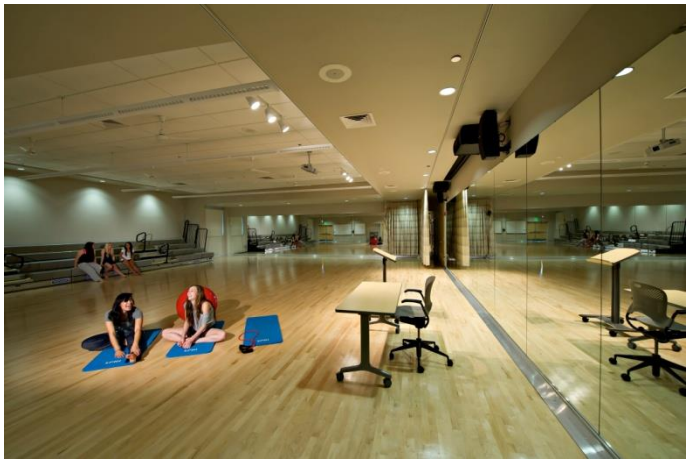
STEWARDSHIP
We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

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, 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 Purpose, Process and Goals

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"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 is to provide a guide for future development at each of the eight campuses in the District. The Facilities Master Plan was developed to respond to each of the District's 2015-2017 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 'blueprint' for the placement of future facilities, removal of existing facilities, the renovation of existing facilities, and various site improvements throughout the District. 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 the many constituencies of the District. The Master Planning Team worked closely with multiple Facilities Master Planning Committees, these committees were 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 Committee meetings as well as open forums and discussions with the Board of Trustees to broaden the Plan's perspective and to enhance the acceptance of proposed developments.

The analysis of the educational planning data included verifying the Districts 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 their 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 a newly planned College Center.

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 Tutorial, 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 (faculty, students & 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

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Fresno City College

- Reedley College
- Clovis Community College
- Madera Community College Center
- Oakhurst Community College Center
- Career and Technology Center
- First Responder Center
- West Fresno Center

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 109 campuses, enrolling approximately 1.5 million students. Fresno City College has built upon its rich history and gone on to pioneer many new developments in community college education. Thou-sands of local people have worked through the years to make Fresno City College a viable and strong educational institution.

Fresno City College is part of the State Center Community College District which also includes Reedley College , Clovis Community College, Madera Community College Center, the Oakhurst Community College Center, Career and Technology Center, First Responder Center, and the West Fresno Center

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

District Campuses

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- Fresno City College
- **Reedley College**
- Clovis Community College
- Madera Community College Center
- Oakhurst Community College Center
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- First Responder Center
- West Fresno Center

REEDLEY COLLEGE

Reedley College is located in Reedley, California, approximately 30 miles southeast of Fresno in a rural, agricultural setting. In this rural 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

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Established 1959

- Fresno City College
- Reedley College
- **Clovis Community College**
- Madera Community College Center
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- West Fresno Center

CLOVIS COMMUNITY COLLEGE

In 2003, the 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, the central plant was planned and designed to expand and serve the needs of the campus far into the future.

The second phase 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 ACCJC, and it became the third fully accredited college in State Center Community College District and the 113th community college in California.

District Campuses

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MADERA COMMUNITY COLLEGE CENTER

The Madera Center 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. 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 development 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 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 Center Community College included the first of two Academic buildings, Academic Village One. The series of two story buildings are connected with canopies and elevated passage ways. 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.

District Campuses

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OAKHURST COMMUNITY COLLEGE CENTER

State Center opened a satellite campus of Reedley College in Oakhurst in the 1980's 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 buildings in the heart of this Sierra foothill community adjacent to the Oakhurst branch of the Madera County Library

The Oakhurst Center of the State Center Community College District 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 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 SCCCD sites and online courses.

In March of 2018 the Board of Trustees of the State Center Community College District (SCCCD) 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

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Established 1959

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- First Responder Center
- West Fresno Center

CAREER AND TECHNOLOGY CENTER

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FIRST RESPONDER CENTER

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WEST FRESNO CENTER

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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 SCCCD was conducted in August of 2015. The final report was updated in September of 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 is 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 shorten 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 walkthrough of the facilities. The deficiencies are cataloged at every level, from the room level to system-wide and even campus wide-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

The Facility Condition Report, Executive Summary and Detailed Survey Reports are include in the Appendix to the SCCCD Facilities Master Plan

Space Inventory Assessment

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SPACE INVENTORY

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

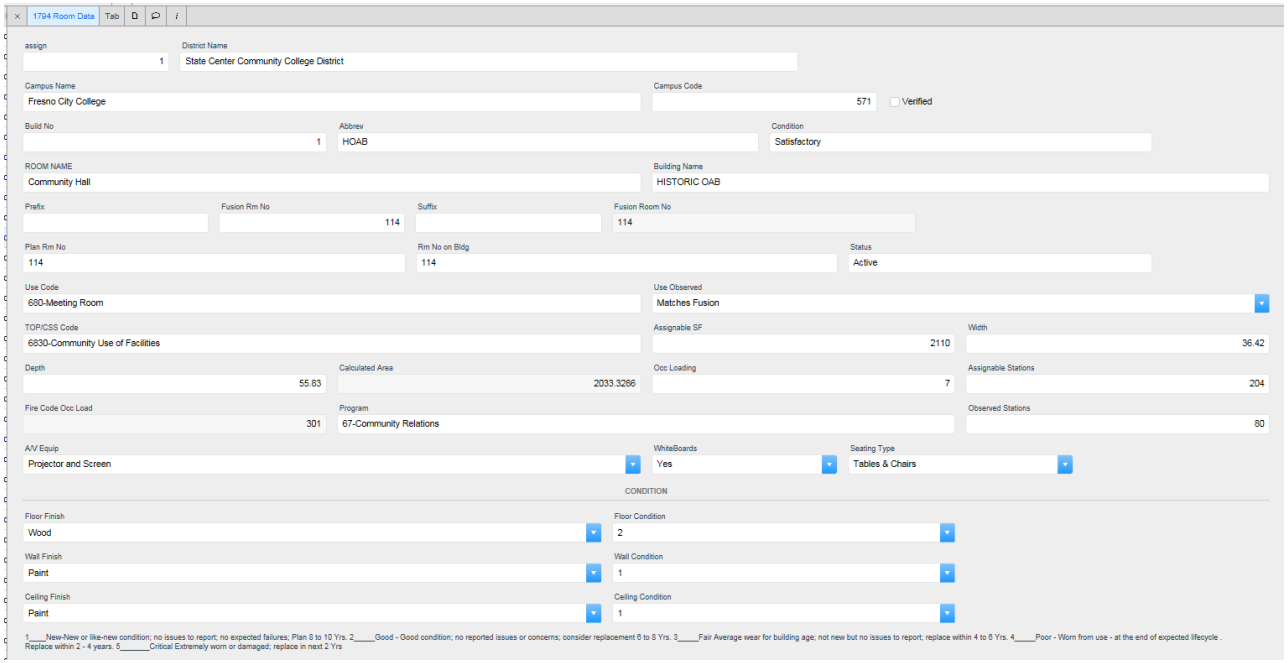
The primary objective of the Space Inventory Assessment was to verify the use of each space and compare the current use with the FUSION Space Inventory Database. The area of each assignable space was measure to verify the square footage of the space.

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, rooms numbers and square footages were noted and the FUSION database will 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 help assist the district in prioritizing buildings that should be scheduled for modernization. Results of the building walk is included in Appendix

In addition, Audio/Visual systems, whiteboards and type of seating was identified to assist the district's staff in the implementation of a new room scheduling system.



Database developed by the Facilities Master Plan Team utilized an Apple IPad to assist them during the Space Inventory Assessment building room survey

THE PROCESS

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Facilities Master Plan

Bond Projects

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In June 2016 voters passed Measure C, a $485 million bond measure for the District. The remaining $30 million of outstanding bonds from Measure E are awaiting matching funding from a state education facilities bond to complete the last bond project. State education facilities bonds are traditionally issued in even years. The next state education facility bond measure is on the November 2016 ballot.

MEASURE "C" PROJECTS

FRESNO CITY COLLEGE
- Math, Science & Engineering Building
- Parking Expansion
- Career & Technology Center
- First Responders Campus
- New West Fresno Campus

REEDLEY COLLEGE
- Life Science Building Modernization & Addition
- Ag Complex Modernization & Addition
- Fine & Performing Arts Center

MADERA COMMUNITY COLLEGE CENTER
- Academic Village Addition
- Center for Advanced Manufacturing Addition

OAKHURST COMMUNITY COLLEGE CENTER
- Site Acquisition & Permanent Facilities

CLOVIS COMMUNITY COLLEGE
- Applied Technology Facilities

DISTRICT-WIDE PROJECTS
- Technology Improvements
- Infrastructure Improvements
- Accessibility & ADA Improvements

Connection to the Educational Master Plan

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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
- Transportation
- College Strengths and Weaknesses
- Most Common Perceptions
- What would provide Positive Immediate Impact
- Future Program of Instruction

SPACE AND GROWTH ANALYSIS

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.

In 2015 and 2017, the District completed the Educational Master Plans for Fresno City College, Reedley College, and Clovis Community College. The information presented in these plans assisted the Planning Committees and the Master 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 Design 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 Committee at each site. The initial focus was to gain an understanding from the site committees as to how the Facilities Master Plan could assist the campus in achieving it's 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 Program of Instruction.

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.

Connection to the Constituents

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The Master Planning Team worked closely with Facilities Master Planning Sub Committees.

Key Faculty - Staff - Students - Administrators

Input from Facility Sub-Committees

Analysis of existing conditions
Analysis of the Educational Planning Data
Evaluation of options
Preparation of Draft Master Plans

Draft Master Plan Presented to Chancellor's Cabinet

Additional Input

Draft Master Plan Presented to Administration

Additional Input

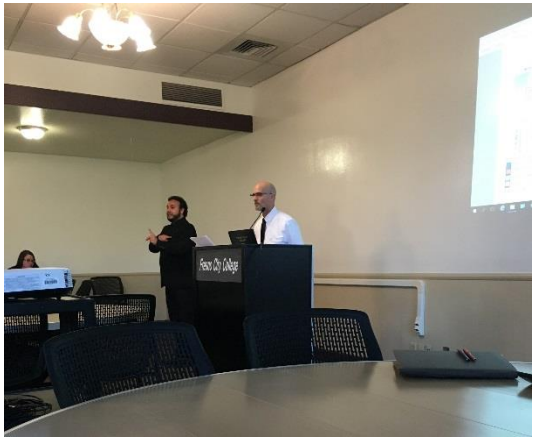
Draft Master Plan Presented to Sub-Committees

Recommended Project Priorities

Draft Master Plans Presented to the Board of Trustees

Draft District Guidelines Presented to Sub-Committees

Draft District Guidelines Presented to Chancellor's Cabinet



Connection to the Constituents

CONNECTION TO THE CONSTITUENTS

The planning process was highly participatory, involving the many constituencies of the District. The Master Planning Team worked closely with multiple Facilities Master Planning Sub-Committees, 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 Facilities Sub-Committees, the information and input from the committee members along with the insights gained by the Design 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 Design 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 Design Team then prepared updated drafts for presentation to the site committees.

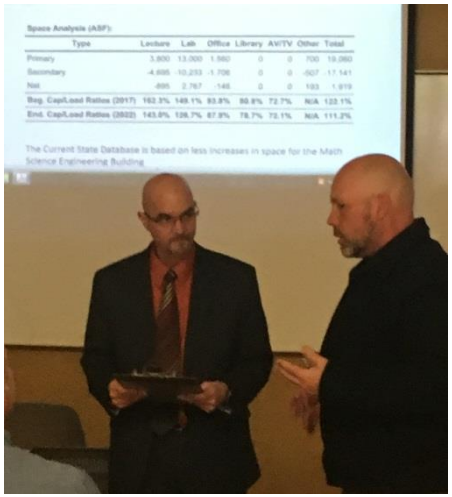
Each Facilities Master Plan includes recommended modifications to each campus, including site improvements, modernization projects and potential new buildings. These recommendations were structured to address needs identified in the Educational Master Plans until the year 2030 . The Master Plans also included a vision of each Campus into the future, beyond the year 2030. Each Master Plan was presented to the Facility Sub-Committees. 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 Strategic Planning for Districtwide Facilities 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 Board of Trustees on June 12, 2018 at the June Board of Trustees Meeting.

Presentation of the Final Draft to the Board of Trustees was on xxxxx, ## at the xxxxxxxxxxx.

Presentations were made to the campuses and communities at town hall meetings as follows: Fresno City College on xxxx; Reedley College on xxxxxxx; and Clovis Community College on xxxxxxx.



Enrollment and Growth
State Funding Eligibility

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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 (ASF) 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 (ASF) for these Space Categories is dependent on campus or program requirements. These space categories do not qualify for State Funding

Enrollment and Growth
State Funding Eligibility

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District Wide

CCCCO Long Range Enrollment Forecast 2017		
Term	Headcount	WSCH
Fall 2017	39,061	406,824
Fall 2018	39,323	414,179
Fall 2019	39,587	421,617
Fall 2020	39,853	429,139
Fall 2021	40,120	436,735
Fall 2022	40,389	444,415
Fall 2023	40,660	447,397
Fall 2024	40,933	450,401
Fall 2025	41,208	453,427

Source: California Community Colleges Chancellor's Office Long Range Enrollment Forecast 2017

WSCH Projection SCCCD						
Fall Semester	**Fresno City College**	**Reedley College**	**Career & Technology Center**	**Madera Community College Center**	**Clovis Community College**	**District Total**
Fall 2017	228,706	73,933	1,807	28,634	68,511	401,591
Fall 2018	230,693	74,537	2,246	29,397	71,433	408,306
Fall 2019	232,460	75,965	2,698	30,095	73,889	415,108
Fall 2020	233,781	77,308	3,165	30,805	76,928	421,987
Fall 2021	234,717	78,668	3,603	31,484	80,470	428,942
Fall 2022	235,427	80,045	6,103	32,175	82,225	435,975
Fall 2023	236,614	81,619	8,640	32,922	83,303	443,098
Fall 2024	237,051	82,321	8,794	33,348	84,910	446,424
Fall 2025	237,028	83,028	9,085	33,823	86,806	449,770
Fall 2026	237,449	83,787	9,153	34,212	88,636	453,237
Fall 2027	*238,441*	*84,960*	*10,961*	*34,895*	*91,209*	*460,466*
Fall 2028	*239,437*	*86,149*	*13,126*	*35,592*	*93,857*	*468,161*
Annual growth rate	**0.42%**	**1.40%**	**19.75%**	**2.00%**	**2.90%**	**1.35%**

Enrollment and Growth
State Funding Eligibility

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Fresno City College

Fresno City College Space Needs Forecast						
Space Category	**Inventory 2017**	**Cap/ Load Ratio**	**Space Qualification 2017**	**Projects on the 5-Year Plan***	**Space Qualification 2028**	**Net Space Needs (Surplus)**
Classroom	61,824	108%	57,244	6,357	60,774	(7,407)
Laboratory	173,364	113%	153,419	20,414	167,053	(26,725)
Office	79,066	88%	89,848	7,883	83,803	(3,146)
Library	25,673	47%	54,623	6,592	57,800	25,535
AV/TV	10,359	67%	15,461	2,619	16,360	3,382
Total	**350,286**		**370,596**	**43,865**	**385,790**	**(8,361)**

Fresno City College Facilities Projects					
Space Category	**Planning & Site Acquisition - Police and Fire Academies**	**New Child Development Center**	**Modernize Art/Home Ec Building**	**New West Fresno Campus - Site Acquisition & New Facilities**	**Replace Math Science Building**
Classroom	1,685	-	33	4,639	-
Laboratory	8,863	2,600	81	1,210	7,660
Office	3,668	1,363	101	2,332	419
Library	5,081	-	-	1,511	-
AV/TV	1,214	-	-	1,405	-
Total	20,511	3,963	215	11,097	8,079

Enrollment and Growth
State Funding Eligibility

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Reedley College

Reedley College Space Needs Forecast

Space Category	Inventory 2017	Cap/ Load Ratio	Space Qualification 2017	Projects on the 5-Year Plan*	Space Qualification 2018	Net Space Needs (Surplus)
Classroom	32,730	156%	20,981	(2,057)	24,959	(5,714)
Laboratory	92,841	143%	64,924	13,149	79,634	(26,356)
Office	30,544	90%	33,938	3,029	30,152	(3,421)
Library	18,882	82%	23,027	3,398	25,001	2,721
AV/TV	4,295	73%	5,884	2,507	6,388	(414)
Total	**179,292**		**148,753**	**20,026**	**166,134**	**(33,184)**

Reedley College Facilities Projects

Space Category	Math Science & Engineering Expansion	New Child Development Center	Oakhurst Academic Building I	Modernization of Agriculture Instruction Complex	Modernize Voc-Tech Complex: Aero, Auto, Welding	Ag Mechancis Expansion
Classroom	(895)	-	572	(596)	(1,138)	-
Laboratory	2,767	1,040	(238)	(65)	875	8,770
Office	(146)	1,150	1,488	106	211	220
Library	-	-	1,698	500	1,200	-
AV/TV	-	-	2,507	-	-	-
Total	**1,726**	**2,190**	**6,027**	**(55)**	**1,148**	**8,990**

Enrollment and Growth
State Funding Eligibility

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Clovis Community College

Clovis Community College Space Needs Forecast						
Space Category	**Inventory 2017**	**Cap/ Load Ratio**	**Space Qualification 2017**	**Projects on the 5-Year Plan***	**Space Qualification 2018**	**Net Space Needs (Surplus)**
Classroom	18,853	88%	21,424	15,700	25,022	(9,531)
Laboratory	32,283	89%	36,273	55,900	69,916	(18,267)
Office	18,198	73%	24,929	9,000	34,152	6,954
Library	12,227	56%	21,834	1,800	24,522	10,495
AV/TV	4,109	74%	5,553	1,600	6,236	527
Total	**85,670**		**110,012**	**84,000**	**159,848**	**(9,822)**

Clovis Community College Space Needs Forecast Facilities Projects				
Space Category	**Applied Technology Building, Phase 1**	**Applied Technology Building, Phase 2**	**Physical Education Building**	**Applied Technology Building - Phase 3**
Classroom	5,700	2,000	-	8,000
Laboratory	28,900	15,000	2,000	10,000
Office	5,000	2,000	1,000	1,000
Library	1,800	-	-	-
AV/TV	1,600	-	-	-
Total	**43,000**	**19,000**	**3,000**	**19,000**

Enrollment and Growth
State Funding Eligibility

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Madera Community College Center

Madera Community College Center Space Needs Forecast						
Space Category	**Inventory 2017**	**Cap/ Load Ratio**	**Space Qualification 2017**	**Projects on the 5-Year Plan***	**Space Qualification 2018**	**Net Space Needs (Surplus)**
Classroom	14,196	162%	8,763	1,109	10,750	(4,555)
Laboratory	26,380	149%	17,705	11,629	23,879	(14,130)
Office	11,251	82%	13,721	4,000	17,055	1,804
Library	3,786	21%	18,029	11,214	19,893	4,893
AV/TV	1,369	33%	4,148	3,000	4,578	209
Total	**56,982**		**62,365**	**30,952**	**76,155**	**(11,779)**

Madera Community College Center Space Needs Forecast Facilities Projects		
Space Category	**CAM expansion**	**Madera Academic Village Expansion**
Classroom	-	1,109
Laboratory	6,750	4,879
Office	300	3,700
Library	-	11,214
AV/TV	-	3,000
Total	**7,050**	**23,902**

Enrollment and Growth
State Funding Eligibility

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Career and Technology Center

Career and Technology Center Space Needs Forecast						
Space Category	**Inventory 2017**	**Cap/ Load Ratio**	**Space Qualification 2017**	**Projects on the 5-Year Plan***	**Space Qualification 2018**	**Net Space Needs (Surplus)**
Classroom	2,819	389%	725	(1,219)	5,264	3,664
Laboratory	22,581	205%	11,015	2,019	80,007	55,407
Office	1,872	59%	3,173	1,306	23,046	19,868
Library	-	0%	na	1,600	3,795	2,195
AV/TV	-	0%	na	1,600	3,500	1,900
Total	**27,272**		**14,913**	**5,306**	**115,611**	**83,033**

Career and Technology Center Space Needs Forecast Facilities Projects	
Space Category	**CTC Annadale Modernization**
Classroom	(1,219)
Laboratory	2,019
Office	1,306
Library	1,600
AV/TV	1,600
Total	**5,306**

Funding

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LOCAL BOND

In addition to funding projects that do not qualify for state funds, the District can leverage their local bond dollars to gain additional points toward improving the overall score for FPP project proposals 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
- Reduce or eliminate non-functional space
- It is recommended that the District prepare and submit IPP's and FPP's each year to the Chancellor's office for consideration.

STUDENT ASSESSMENTS

The District may consider possible student assessments for the funding of particular projects and conduct student surveys for potential interest.

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.

GRANTS

The District has been successful in obtaining grants for facility improvements and should continue to seek grant funding whenever possible.

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DISTRICT WIDE PLANNING RECOMMENDATIONS

Facilities Master Plan

Sustainability and Energy Efficiency Goals

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Sustainability is based on a unifying principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our natural environment. Sustainability creates and maintains the conditions under which humans and nature can exist in productive harmony, that permit fulfilling the social, economic and other requirements of 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 expectance, and increases the utilization of each building during their life.

Next, the Facilities Master Plan provides guidelines supporting the sustainable commitment during design and construction phases. Each campus will evaluate their 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, Madera Community College Center. The installed system provides approximately 11,668,000 KWh. 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 their students, staff and faculty regarding sustainable principals 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

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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 stainable alternatives
- Use efficient irrigation systems
- Schedule irrigation wisely
- 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

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 minimum of 50% of construction waste
- Develop systems for composting and other forms of green waste 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 conservations measures
- Investigation of utility company incentives

Solar Control
- Building Orientation
- Shading Devices

Document and display sustainable concepts incorporated into projects

Modernization Standards

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NINE AREAS OF EXAMINATION FOR MODERNIZATION PROJECTS:

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

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

Aesthetics
Consider consistent architectural vocabulary based upon district campus design guidelines.

Accessibility
Existing facilities shall be analyzed to determine modifications needed to allow the facility to meet current accessibility requirements and the requirements of the American Disabilities Act. Existing facilities shall be analyzed periodically and incorporated into the District's Transition Plan

Code Requirements
Project shall be examined under current building safety and fire code requirements; recommendations are made for incorporation into the project.

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

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

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

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

Occupational Health and Safety
When evaluating proposed scope of work items, input from the District's Environmental Health Department shall be reviewed; and removal included in the scope of the project shall 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

Provide Additional Student Support/Tutorial/Collaboration Spaces
Plan additional student support spaces Shall be included in each new project as new buildings are built, and existing buildings as they are modernized.

Student Support and Collaboration spaces shall consist of formal or Informal space where student can gather for Study or Tutorial sessions and have access to power and WIFI.

Accessibility Policy Goals

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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 which substantially limit one or more of a person's major life activities, and which may require modifications to the facilities, programs, or services of the College.

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

The District is committed to:

- Raising the level of awareness of accessibility issues on our campuses
- Providing reasonable accommodation for persons with special needs
- Documenting accessibility issues
- Systematically address issues involving accessibility
- Involving faculty, staff, and students in planning efforts to identify, report , and assist the District in meeting their accessibility goals
- **Develop 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 identified barriers that have been corrected since the deficiencies were identified and working with the District staff developed priorities in the continued effort to correct deficiencies

SUGGESTED STANDARDS

Multi-Accommodation restrooms, District would prefer that they be designed to eliminate doors to provide easier accessibility, provide magnetic hold open device if required by fire code.

Provide Panic Button for Alarm in elevators for Deaf and non-speaking individuals.

Provide Evacu-Trac chairs at all stairways

Technology Policy Goals

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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 we 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.

Lap-top 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 work station 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.

The District should 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.

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, therefore 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 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

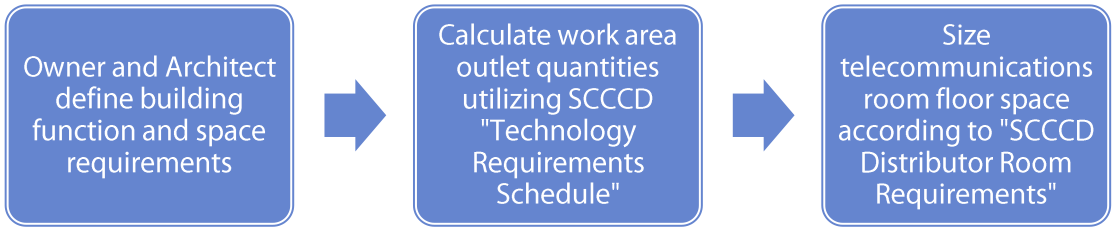
As higher education transforms and innovates teaching and learning, the design of academic buildings will also require spaces that are scalable and adaptable to evolving technology requirements. Space provisioning for technology in new buildings must be thoughtfully addressed at the beginning of the 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 Technology space programming must anticipate that at least **50%** of classrooms in a new building could be converted to 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

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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

Individual Campus Review / Assessment
- Fresno City College
- FCC Exhibit
- Reedley College
- Reedley Exhibit
- Clovis Community College
- Clovis Exhibit
- Madera Community College Center
- Madera Exhibit

Refer to Appendix F

Land Resource Utilization - Public Private Partnerships

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Given the unique nature of each of the District's campuses and sites, the District is committed to undertake 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 of the District's Strategic Plan and the Strategic Plans of each campus
- Review of 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 Districts' land assets

Total Cost of Ownership

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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.

Follow District Facilities Design Standards to ensure that new and renovated facilities are designed and constructed in accordance with the District's operational criteria. Refer to standards in Appendix C.

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 facilities 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 includes 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 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
- Grounds keeping
- 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
Staffing

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STAFFING COMPARISON

	FCC 2017	RC 2017	CCC 2017	MC 2017
FTES	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
Campus Acreage	92.3	81.0	59.2	53.7
Maintenance Personnel	15.00	5.00	1.00	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	179,329	66,884
FCI	36.00	46.14	1.60	2.69
Present Level based on SF only	1.05	2.90	4.76	2.71
Present Level with FCI Factor	**1.41**	**3.36**	**4.78**	**2.74**
Desired Level	2.0	2.0	2.0	2.0
Additional Staff Recommended Level 2	**-3.46**	**1.60**	**1.78**	**0.08**
Additional Staff Recommended Level 3	**-7.12**	**-0.50**	**0.90**	**-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**
Campus Acreage/Police Officer	**11.54**	**27.00**	**19.73**	**17.88**
FTES / Police Officer	**2,150.25**	**1,712.00**	**1,572.00**	**677.33**
Head Count / Police Officer	**4,217.13**	**3,394.67**	**3,275.67**	**1,607.33**

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 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

Staffing Levels derived from APPA publications

"APPA used to stand for the Association of Physical Plant Administrators in the late 1960's through the early 1990's. Today, the association is known as APPA: Leadership in Educational Facilities, and is most easily recognized and referred to as simply "APPA."

Total Cost of Ownership
Staffing

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RECOMMENDED STAFFING FOR NEW BUILDINGS

Level 2			
Per 10,000 SF of New Building	# of Addl Staff	50,000	100000
	10,000.0	**50,000.0**	**100,000.0**
Maintenance	0.2	0.8	1.6
Custodial	0.6	3.0	6.0

Level 3			
Per 10,000 SF of New Building	# of Addl Staff	50,000	100000
	10,000.0	**50,000.0**	**100,000.0**
Maintenance	0.1	0.5	1.1
Custodial	0.4	1.9	3.8

APPA Custodial Standards

Cleaning Level	Sq. Ft per Staff
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			
Per Acre of New Site	# of Addl Staff		
	20.0	**50.0**	**100.0**
Grounds	1.9	4.8	9.6

Level 3			
Per Acre of New Site	# of Addl Staff		
	20.0	**50.0**	**100.0**
Grounds	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
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Staffing Levels derived from APPA publications

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Total Cost of Ownership
Staffing Public Safety

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POLICE DEPARTMENT STAFFING COMPARISION BY COMMUNITY COLLEGE DISTRICT WITH SWORN OFFICERS

AGENCY NAME		Sworn	Reserve	Dispatch	Total		Credit FTES	Non Credit	Total	FTES Per Sworn	FTES Per Reserve	FTES Per Dispatch	FTES Per total
ALLAN HANCOCK CCD PD		3	1	1	5		9,136	918	10,054	3351	10054	10054	2011
BUTTE CCD PD		5	0	0	5		5,401	1,048	6,450	1290			1290
CERRITOS CCD PD		14	0	0	14		16,961	786	17,747	1268			1268
CHAFFEY CCD PD		13	0	0	13		16,430	386	16,817	1294			1294
COAST CCD PD		1	0	0	1		37,223	361	37,584	37584			37584
CONTRA COSTA CCD PD		23	0	0	23		30,007	149	30,156	1311			1311
EL CAMINO CCD PD		22	2	7	31		18,404	19	18,423	837	9212	2632	594
FOOTHILL-DEANZA CCD PD		13	1	0	14		29,378	521	29,899	2300	29899		2136
GLENDALE CCD PD		8	0	0	8		12,092	2,373	14,466	1808			1808
LOS RIOS CCD PD		24	1	5	30		52,113	60	52,174	2174	52174	10435	1739
MARIN CCD PD		6	0	0	6		3,443	273	3,716	619			619
MERCED CCD PD		4	0	0	4		8,840	871	9,711	2428			2428
MIRA COSTA CCD PD		9	0	4	13		10,832	725	11,557	1284		2889	889
NAPA VALLEY COLLEGE DPS		4	0	0	4		4,990	245	5,235	1309			1309
OHLONE CCD PD		2	0	0	2		8,505	0	8,505	4252			4252
PALOMAR CCD PD		12	2	0	14		18,672	674	19,346	1612	9673		1382
PASADENA CITY CCD PD		9	0	6	15		25,029	1,201	26,230	2914		4372	1749
RIVERSIDE CCD PD		21	5	0	26		31,039	75	31,115	1482	6223		1197
SAN BERNARDINO CCD PD		7	0	1	8		15,902	143	16,045	2292		16045	2006
SAN DIEGO CCD PD		35	0	9	44		35,964	9,024	44,988	1285		4999	1022
SAN JOSE/EVERGREEN CCD PD		7	5	0	12		12,607	182	12,789	1827	2558		1066
SANTA MONICA CCD PD		17	0	6	23		24,230	712	24,942	1467		4157	1084
COLLEGE OF THE SEQUOIAS PD		6	2	0	8		9,464	660	10,123	1687	5062		1265
SONOMA CO JR COLLEGE DIST PD		13	0	6	19		16,057	3,308	19,365	1490		3228	1019
STATE CENTER CCD PD		17	0	5	22		31,020	367	31,386	1846		6277	1427
VENTURA CO CCD PD		14	0	0	14		27,884	91	27,975	1998			1998
VICTOR VALLEY COLLEGE PD		7	4	0	11		9,323	46	9,370	1339	2342		852
YUBA COMMUNITY COLL DIST PD		4	0	0	4		7,044	182	7,226	1806			1806

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

Average FTES Per Sworn Officers	3077			
Average FTES Per Reserve Officers		14133		
Average FTES Per Dispatchers			6509	
Average FTES Per PD Staff				2800

FTES DATA as of 10/2/18 - Source
California Community College Chancellor's Office
Management Information System Data Mart

SCCCD Levels Percentage Compared to Average	167%	0%	104%	196%

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. And it 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 is most desirable. Open frame structures, non-bearing partitions, removable ceilings, and accessible floors allow for changes such as space alterations and replacement of technology that 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.

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 which 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. But 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, make a campus functional as well as an attractive learning environment. The Community College campuses of the State Center Community College District represent our community and build pride in the students that attend as well as the faculty and staff that work there.

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FACILITY MASTER PLANS

Facilities Master Plan

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FRESNO CITY COLLEGE

Facilities Master Plan

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CAREER AND TECHNOLOGY CENTER

FIRST RESPONDERS CENTER

WEST FRESNO CENTER

FRESNO CITY COLLEGE
Mission Statement Strategic Plan Goals and Objectives

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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 103 acres with historic buildings, and a diverse student population of more than 22,000 enrolled each academic year. 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 in California 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's campus was completed. The completion of the Fresno Normal School's 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 re-organized community college system. 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 115 campuses, enrolling approximately 1.5 million students. Fresno City College has built upon its rich history and gone on to pioneer many 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 ,the Library and the Bookstore
b. Late modern architecture developed during the second wave of campus expansion that took place in the 1970's

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

Throughout the 1970's 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.

FRESNO CITY COLLEGE
Master Plan Overview

Many of the functions housed in the Old Administration Building, OAB (bldg. 01) had moved to newer more functional facilities and the OAB building fell into disrepair. Citing seismic structural deficiencies, it was 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 1970's 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 (bldg. 29-Business Education, bldg. 30, Administration – bldg. 31-Student Services, bldg. 32-Social Science) 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 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 important part of the campus and the community. While the two most prominent historic campus buildings are the OAB and the Library (bldg. 05), the Bookstore (bldg. 07) is another early 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.

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 1970's.

WELL ORGANIZED CAMPUS PLAN

FCC has grown along two major campus axes; College Mall - a north/south axis, and University Mall an - 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 the 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 1990's which houses the Tutorial Center, Learning Resources Center 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. 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.

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 one hundred 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, retail, restaurants, coffee shops, automotive repair shops, and other services that support the myriad needs of the campus population occurs along Blackstone Avenue. 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 freeway 99 to the Airport and offers access to freeway 41. Easy access to FCC is provided by both McKinley Avenue and Blackstone. 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 neighbor 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 performing 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 States 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 Fieldhouse (bldg.33 &35) was built adjacent to the northeast corner of the stadium. The Fieldhouse has locker and training rooms, a weight room, classrooms and offices. 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 it's repair and restoration, including the superstructure, track, playing field and accessibility improvements.

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
FCC has two performance venues that serve both as instructional and entertainment venues. In 2002, a local bond measure (Measure E) was passed. One of the projects funded in the bond was to preserve and restore the OAB within which is 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.

The 450 seat Main Stage Theatre located in the Theatre Arts Building supports live theatre and fully staged dance productions of classic and contemporary dance works choreographed by faculty and students. These two performance spaces are available to the campus and 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 re-opened 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

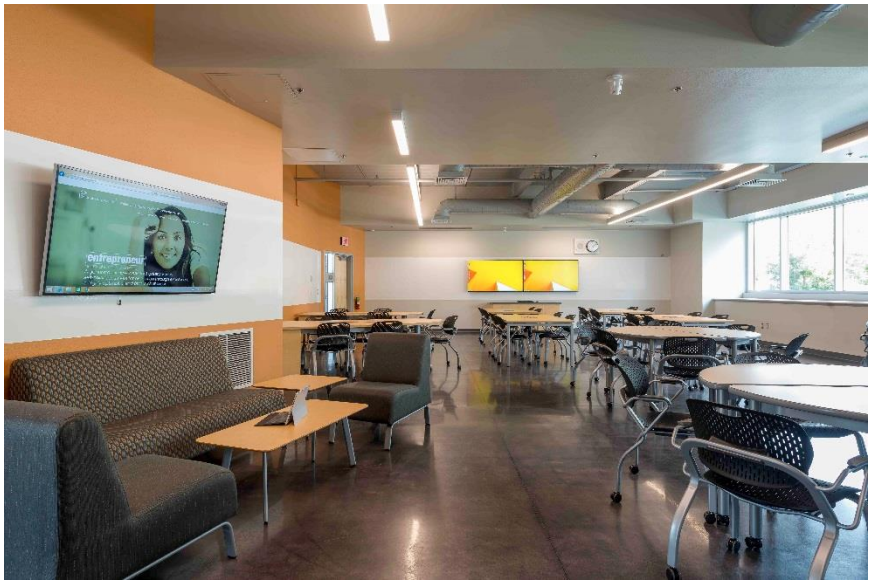
In 1931, Construction began on the Library and in September 1933, the Fresno State Teachers College Library was opened. Designed by the firm of Swartz and Ryland, the architectural design employs Roman arches, terra cotta tile roof and ornamental brickwork to create a solid example of the Romanesque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

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

STUDENT SUPPORT/TUTORIAL/COLLABORATION SPACES

Additional Student Support/Tutorial/Collaboration Spaces are needed
The Master Plan doesn't look at the detail of specific spaces, this concept will be emphasized and captured in the updated Narrative of the Master Plan. Additional student support spaces Shall be included in each new project as new buildings are built, and existing buildings as they are modernized.

These Student Support and Collaboration spaces would consist of formal or informal space where student can gather for Study or Tutorial sessions and have access to power and WIFI.



LACK OF STUDENT LIFE AMENITIES

Research based on observation and discussions with the Director and Executive Director of FCC Student Services Activities indicates that 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 text books, 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 close proximity to the proposed new Student Center expansion to the Cafeteria will create a lively center for student life.

To meet the needs of the student body for an enhanced college experience, the Master Plan proposes development of a more comprehensive Student Center 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 expressed the sense 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 5:00 p.m. have no access to food service other than vending machines. This lack of access to healthy 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 to that space for these serves be 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 Ave, following the installation of solar panel canopy on the McKinley it was determined the 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 Ave. the District is pursuing the possibility of acquiring additional Blackstone frontage.

With the proposed 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 building and provide additional opportunities for passenger drop-off, student gatherings, and increasing 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 at 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. Over time, multi-family residential properties to the north of campus have been acquired by State Center Community College District to facilitate campus expansion. This strategy was considered during preparation of the districtwide Master Plan however there are no available properties to add to the campus at this time.

FCC is now considered an inner city urban campus and as such expanding onto undeveloped land is no longer an option. With no additional land area on which to accommodate new buildings or additional parking, alternative development patterns must be considered if the campus population is to grow. To meet the needs of projected future growth of the campus, the Master Plan proposes to densify the campus by identifying single story structures in the academic core and either remove and replace them with multi story buildings or add 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 two options as potential solutions to the dilemma of the lack of parking, limited land area and a growing campus population:

OPTION 1: Cap growth based on available parking assuming an ideal ratio of cars per FTE. This alternative would lead to accommodating the increased student enrollment demand at other campuses in the district, primarily the new West Fresno Center.

OPTION 2: Construct additional surface parking on newly acquired land or construct a parking structure to increase parking capacity on the currently available land.

FRESNO CITY COLLEGE
Master Plan Overview

PROPOSED PARKING IMPROVEMENTS

Based on discussions at open forums and in facility committee meeting the Board of Trustees, Campus and the Community 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 Ave 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 impediments to overall 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 percent occupied. The parking study suggests that currently the campus has a shortage of 241 general stalls and that shortage is expected to increase to 321 stalls with the projected student enrollment in the year 2028. However, these figures are based on the effective capacity which is generally an occupancy rate of 95 percent, at which point a parking facility feels "full" to a user due to the delay in finding a vacant space. Therefore, it is recommended that parking demand not exceed 95 percent of the parking supply.

Additional research and review of other community college parking studies and recommendations suggests 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 base on an unduplicated headcount of 22,755. To achieve the recommended ration of 0.18 the number of stalls would need to increase 899 stalls from the current number of 3,197 for a recommend total of 4,096 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 80 additional stalls. The new Science Building is planned to have parking on the first level of the building providing approximately 60 stalls with an additional 100 stalls planned for the south side of the building. These potential improvements would add 240 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 200 stalls per level, the construction of a five story structure would provide an additional 800 stalls and combined with other proposed parking improvements this would increase the parking by 1040 stalls bring the total parking count to 4237 increasing the ratio to 0.186 exceeding the recommended ratio and allowing for additional student population growth.

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 as well. 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. With a campus population which 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 facility students or staff be transported to the campus through alternate means of travel such as UBER or LIFT.

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 in proximity 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 an 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” be allowed and that all-way STOP controls be implemented in order to promote pedestrian safety and minimize impacts to traffic operations.

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

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 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 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

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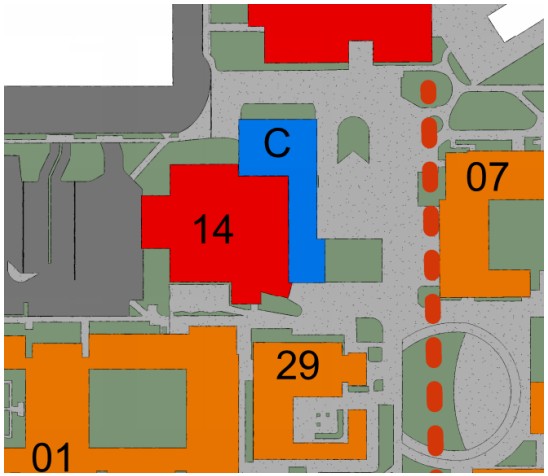
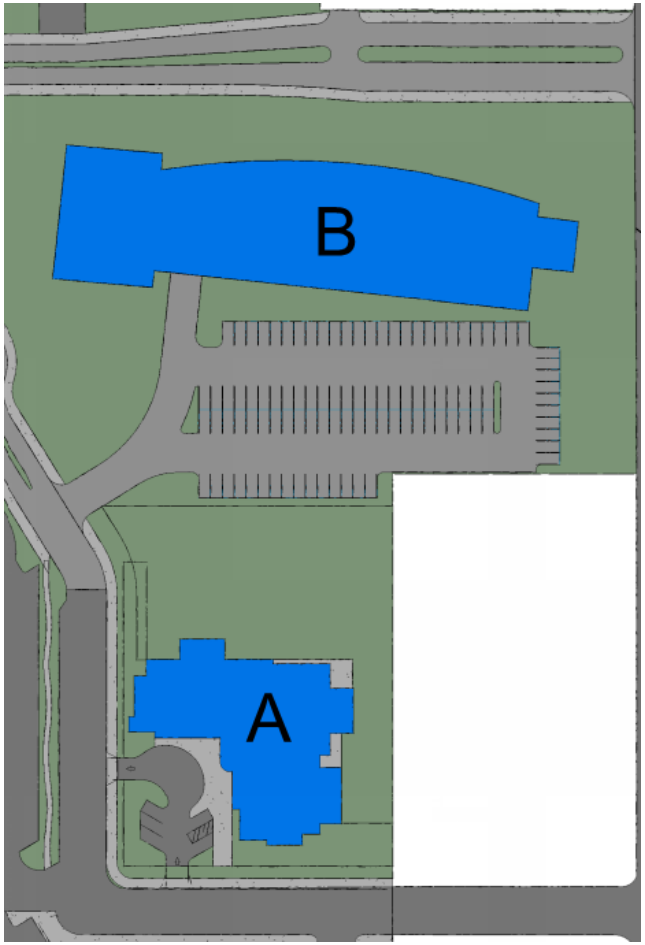
NEW BUILDING /ADDITIONS – 2030 MASTER PLAN PHASE

The 2030 Master Plan calls for a multi-story Student Center 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 and replace the existing buildings. The New Science Building indicated as Building B is also planned to be located north of the Child Development Building. During the planning of these building buffers between the children's play areas and parking to address and mitigate air quality at the Child Development Center



Proposed Student Center



Child Development Center
New Science Building

FRESNO CITY COLLEGE
Master Plan Overview

2030 MASTER PLAN PHASE - MODERNIZATION

The 2030 Master Plan identifies two new campus buildings. A new Child Development Center identified as Building A on the 2030 Master Plan, will replace the existing 32 year old temporary relocatable buildings that have been on the campus since 1986, and expand the outdoor play areas. The New Science Building, identified as Building B will provide new state of the art laboratory space to replace and address deficiencies in in the existing building, including, chemical storage, limited prep areas, inefficient layouts.

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.

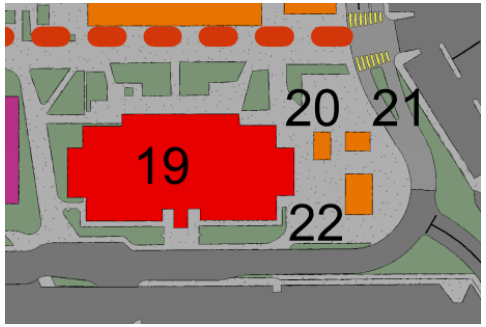
Math Science Building modernization will include a permanent home for the FUSD Design Science Middle College and conversion of the laboratory spaces to provide additional lecture and office space as well as additional student support, Tutorial, and collaboration space. The modernization will also address 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.

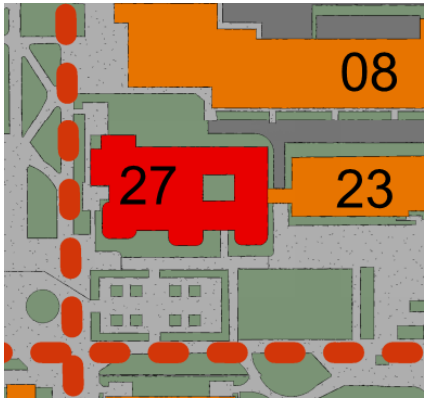
The Cafeteria modernization and Student Center expansion indicated as Building C on the 2030 Master Plan will focus primarily on accessibility, toilet room upgrades and improved student recreation and study areas currently housed in the cafeteria along with a consolidation of student activities. The 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 the gym flooring, additional accessibility upgrades, new shower/locker facilities and overall building system upgrades. Additionally, Title 9 issues related to gender inequity in athletics must be further analyzed and addressed during modernization.

The District Office functions currently housed in the building identified as Building H, on the 2030 Master Plan are moving to the recently purchased 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 underway to determine space needs and identify a new location to house these functions.



Math/Science Modernization



Art and Home Economics modernization

NEW BUILDING /ADDITIONS – LONG RANGE MASTER PLAN BUILD-OUT

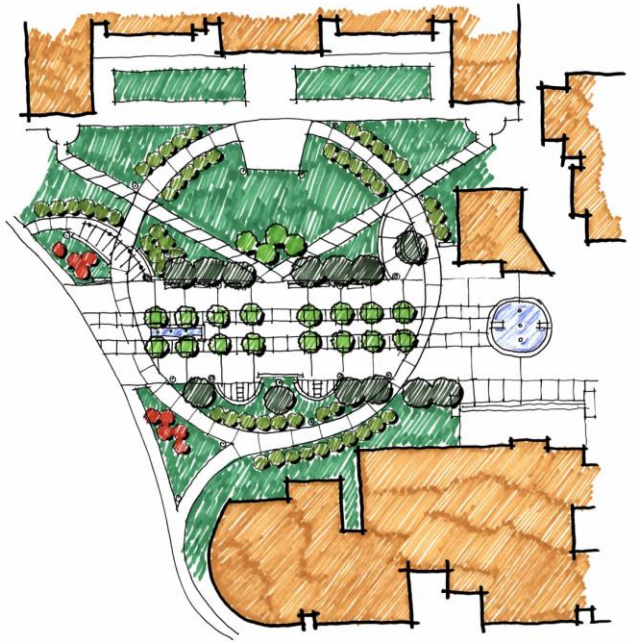
The Long Range Master Plan calls for a new building and modernization to existing buildings to meet the needs of campus growth at build-out.

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 new "front door" at the west termination of the University Mall 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 that 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 B 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.

It is the District's intent to pursue property acquisition along Blackstone Ave to expand the campus to provide the opportunity for additional Buildings and enhance the campus face along this major city thoroughfare.

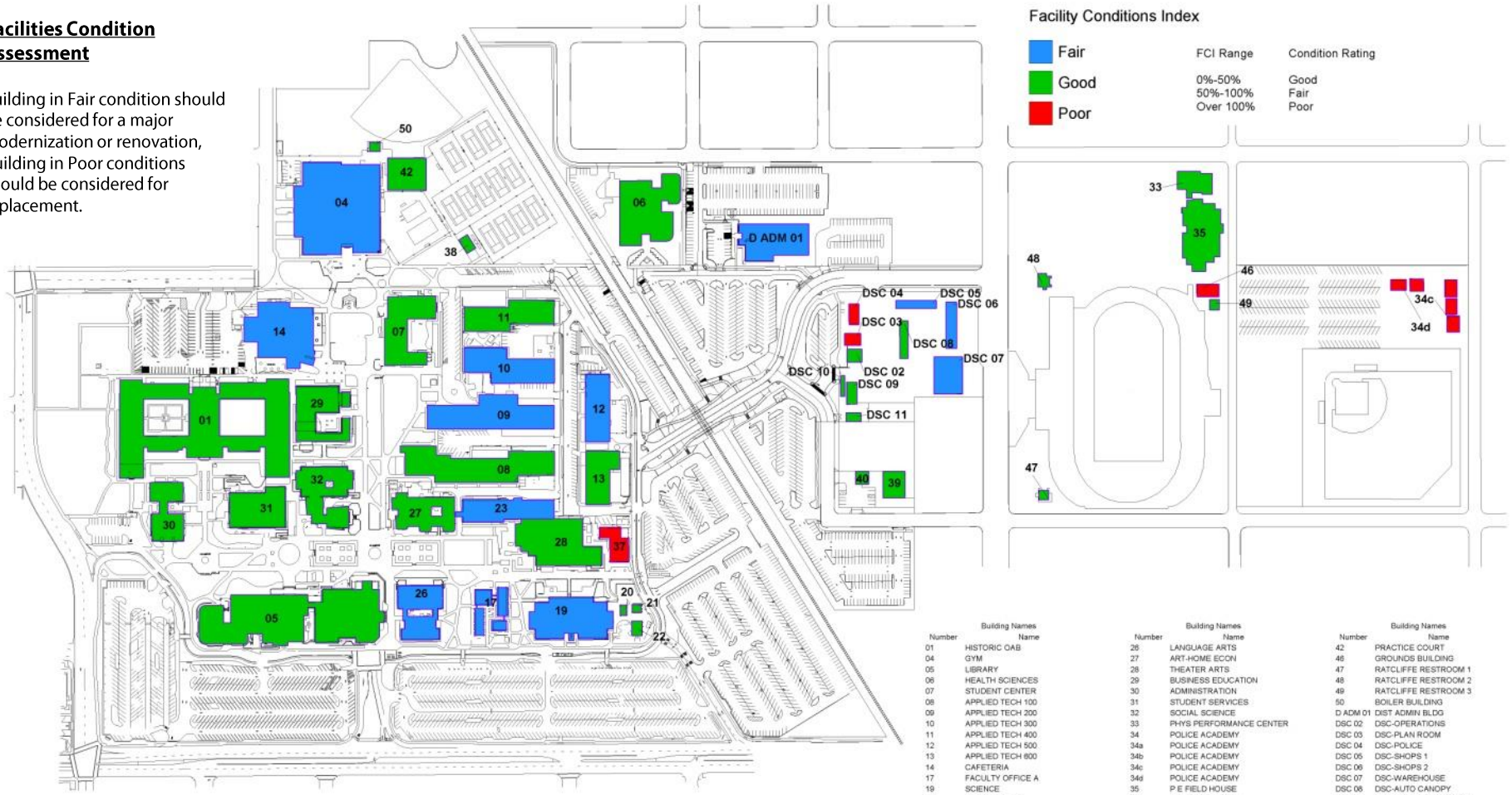


The West Glade

Existing Conditions

Facilities Condition Assessment

Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement.



Building Names

Number	Name
01	HISTORIC OAB
04	GYM
05	LIBRARY
06	HEALTH SCIENCES
07	STUDENT CENTER
08	APPLIED TECH 100
09	APPLIED TECH 200
10	APPLIED TECH 300
11	APPLIED TECH 400
12	APPLIED TECH 500
13	APPLIED TECH 600
14	CAFETERIA
17	FACULTY OFFICE A
19	SCIENCE
20	ANIMAL HOUSE
21	GREENHOUSE PREP
22	GREENHOUSE
23	SPEECH-MUSIC

Building Names

Number	Name
26	LANGUAGE ARTS
27	ART-HOME ECON
28	THEATER ARTS
29	BUSINESS EDUCATION
30	ADMINISTRATION
31	STUDENT SERVICES
32	SOCIAL SCIENCE
33	PHYS PERFORMANCE CENTER
34	POLICE ACADEMY
34a	POLICE ACADEMY
34b	POLICE ACADEMY
34c	POLICE ACADEMY
34d	POLICE ACADEMY
35	P E FIELD HOUSE
37	UTILITY BUILDING
38	ATHLETIC TOILETS
39	CHILD DEV. LAB
40	CHILD DEV. LAB

Building Names

Number	Name
42	PRACTICE COURT
46	GROUNDS BUILDING
47	RATCLIFFE RESTROOM 1
48	RATCLIFFE RESTROOM 2
49	RATCLIFFE RESTROOM 3
50	BOILER BUILDING
D ADM 01	DIST ADMIN BLDG
DSC 02	DSC-OPERATIONS
DSC 03	DSC-PLAN ROOM
DSC 04	DSC-POLICE
DSC 05	DSC-SHOPS 1
DSC 06	DSC-SHOPS 2
DSC 07	DSC-WAREHOUSE
DSC 08	DSC-AUTO CANOPY
DSC 09	DSC-GROUNDS CANOPY
DSC 10	DSC-CAPITAL OUTLAY
DSC 11	DSC-COMPUTER TRAINING

FCC Current Site Plan

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Bldg No	Building Name
"DSC06	DSC Shops 2
'DADM01	District Admin Bldg.
'DSC02	District Operations
'DSC03	DSC Plan Room
'DSC04	DSC Police
'DSC05	DSC Shops 1
'DSC07	DSC Warehouse
'DSC08	DSC Auto Canopy
'DSC09	DSC Grounds Canopy
'DSC10	DSC Capital Outlay
'DSC11	DSC Computer Training
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

Bldg No	Building Name
19	Math/Science
20	Animal House
21	Greenhouse Prep
22	Greenhouse
23	Music/Speech
26	Language Arts
27	Art/Home ECON
28	Theater Arts
29	Business Education
30	Administration
31	Student Services
32	Social Science
34	Police Academy
35	P E FIELD HOUSE
37	T-600
38	Athletics R.R.
39	CHILD DEV LAB
40	CHILD DEV LAB 2
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

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

N

EXISTING SITE PLAN

FCC 2030 Master Plan

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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
20	Animal House
21	Greenhouse Prep
22	Greenhouse
23	Music/Speech
26	Language Arts
27	Art/Home ECON

BLDG NO	BUILDING NAME
28	Theater Arts
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
H	RE-PURPOSE DISTRICT ADMIN BUILDING

2030 FACILITIES MASTER PLAN

FCC Long Range Master Plan

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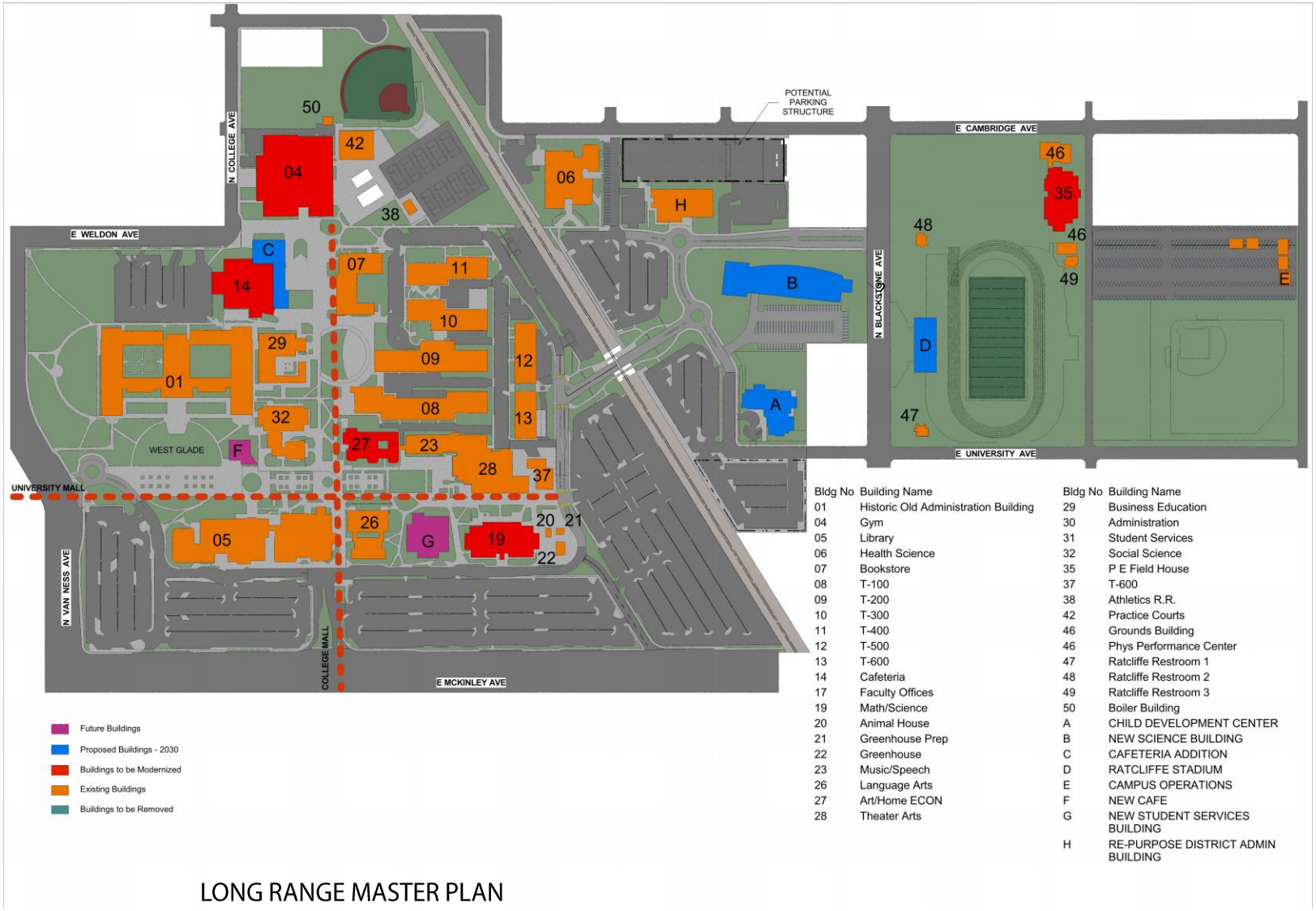

Bldg No	Building Name
01	Historic Old Administration Building
04	Gym
05	Library
06	Health Science
07	Bookstore
08	T-100
09	T-200
10	T-300
11	T-400
12	T-500
13	T-600
14	Cafeteria
17	Faculty Offices
19	Math/Science
20	Animal House
21	Greenhouse Prep
22	Greenhouse
23	Music/Speech
26	Language Arts
27	Art/Home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

LONG RANGE MASTER PLAN

Circulation Diagram

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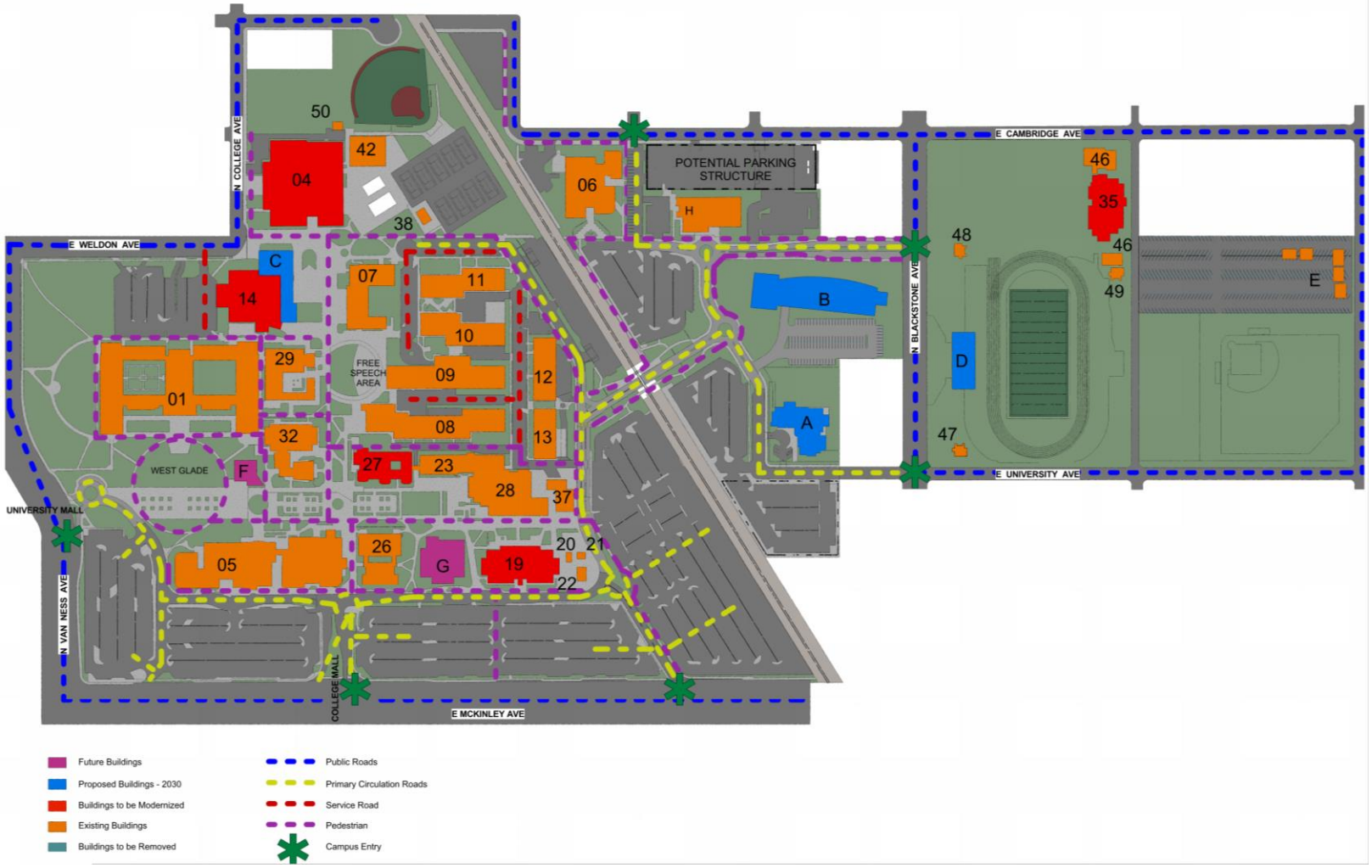

CIRCULATION DIAGRAM

Landscape Master Plan

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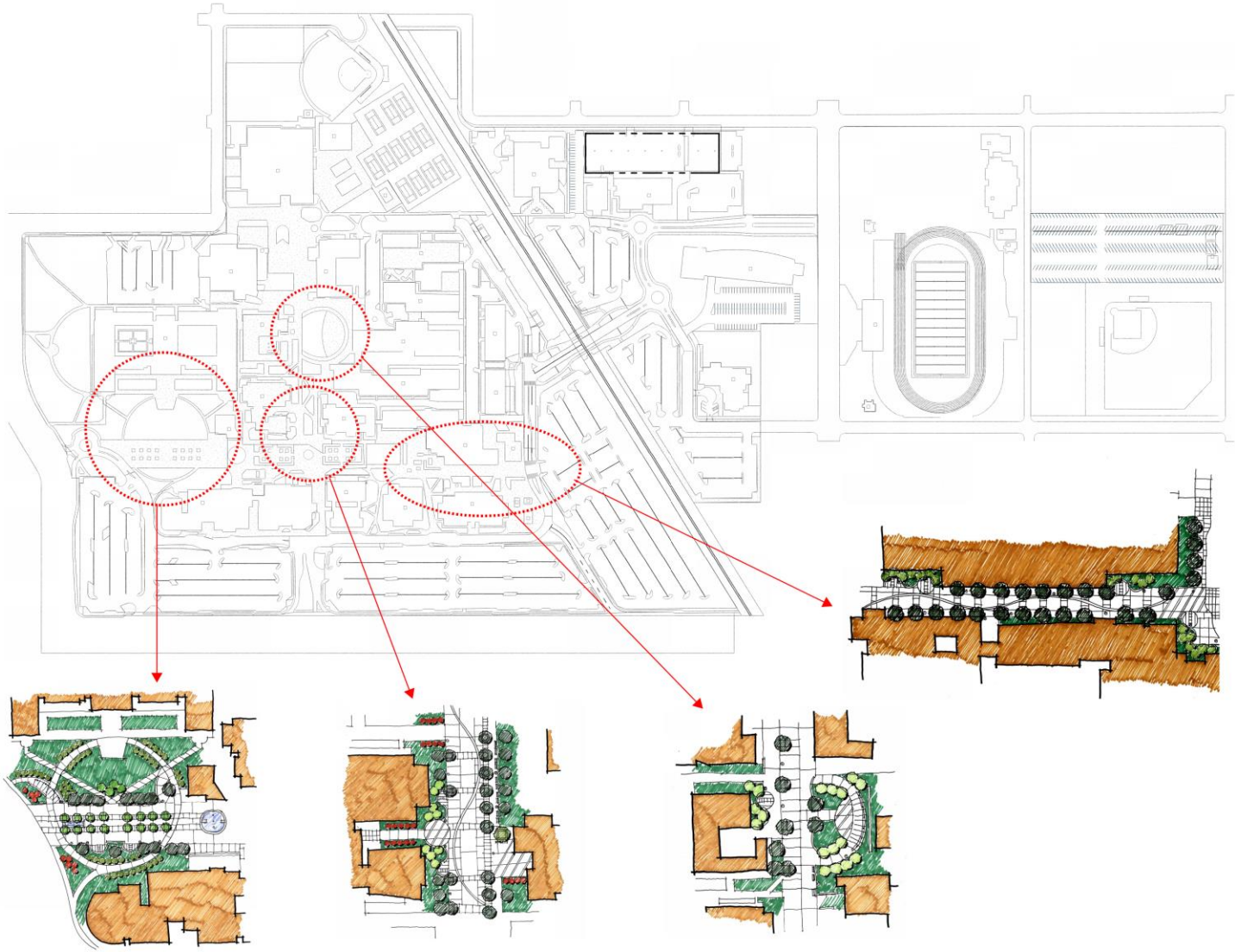

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Current Approved FPP
Child Development Center

Current Approved IPP
None

FUNDED PROJECTS

New Science Building
Parking Expansion
New West Fresno Center
New First Responders Center
New Career Technology Center

2030 PROPOSED PROJECTS

New Child Development Center
Math/Science Modernization
Art/Home Economics Modernization
Gym Modernization
Ratcliff Stadium Modernization
Cafeteria/Student Union - Addition/Modernization

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Fresno City College
Committee 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 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
Welcome Center

Prospective 2030 Master Plan Project Phasing

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CAREER AND TECHNOLOGY CENTER

Fresno City College

Facilities Master Plan

Career and Technology Center
Fresno City College

Existing Center

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

CAREER AND TECHNOLOGY CENTER
Master Plan Overview

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HISTORY

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MASTER PLANNING

Phase I

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CAREER AND TECHNOLOGY CENTER
Master Plan Overview

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MASTER PLAN ULTIMATE BUILD-OUT

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- Lorem Ipsum dolor sit 33,300 GSF
- Lorem Ipsum dolor sit 26,600 GSF
- Lorem Ipsum dolor sit 26,600 GSF
- Lorem Ipsum dolor sit 7,300 GSF
- Lorem Ipsum dolor sit 13,000 GSF
- Lorem Ipsum dolor sit GSF
- Lorem Ipsum dolor sit 46,000 GSF
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GEOGRAPHIC LOCATION

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PARKING

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Phase I Master Plan

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Long Range Master Plan

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Neighborhood Zoning Plan

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FIRST RESPONDER CENTER

Fresno City College

Facilities Master Plan

FIRST RESPONDER CENTER
Master Plan Overview

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darden architects
Established 1959

HISTORY

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First Responder Center
Fresno City College

MASTER PLANNING

Phase I

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Master Plan Overview

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FIRST RESPONDER CENTER

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WEST FRESNO CENTER

Fresno City College

Facilities Master Plan

West Fresno Center
Fresno City College

WEST FRESNO CENTER
Master Plan Overview

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HISTORY

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MASTER PLANNING

Phase I

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WEST FRESNO CENTER
Master Plan Overview

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MASTER PLAN ULTIMATE BUILD-OUT

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Phase I Master Plan

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WEST FRESNO CENTER

Neighborhood Zoning Plan

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REEDLEY COLLEGE

REEDLEY COLLEGE
Mission Statement Strategic Plan Goals

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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.

Reedley College

REEDLEY COLLEGE
Master Plan Overview

CENTERPIECE OF THE COMMUNITY

Reedley College was established in May, 1926, as Reedley Junior College, opening its doors on 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 of 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 sixty-four. 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.

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, 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).

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 most 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, 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, 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 fields and 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, the County Courthouse, 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 vary depending upon the campus context. Reedley College is a rural campus surrounded by bucolic farmland and is quite different in character than 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. Further 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 towards Bakersfield.

DORMITORIES

The new Residence Hall is located along the southern edge of the campus. The Residence Hall facility provides housing for 100 men and 40 women. One wing is for women and one wing is for men with a common recreation room, computer lab, and full kitchen for student use. If 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. Para-professional staff is available during the evenings and late night, 7 days a week. The office is located on the first floor of the complex.

Sequoia 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 activities, and swimming pool facilities. Leisure activities are planned by Sequoia Hall staff to provide relaxation and the opportunity for the residents to make new friends.

Residence Hall

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.

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. State-of-the-art 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 and become a Registered Dental Assistant (RDA).

Forestry
The Society of American Foresters recognized program housed at Reedley College 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.

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 provides an opportunity for those students who want to prepare for employment in the Machine Shop, Welding, Manufacturing or Fabrication industries. A two-year Machine Shop program provides students with an opportunity to earn an Associate Degree and/or Certificate of Achievement. The Machine Shop Program provides an opportunity for those students who want to prepare for employment in Machine Shop or Manufacturing related industries. A two-year Welding program provides students with an opportunity to earn an Associate Degree and/or Certificate of Achievement.

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 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 AED guidelines, factory-trained instructors will help you 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.

PARKING / TRAFFIC CONSTRAINTS

From on-site observations, discussions with the Reedley College Site Committee 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 LOS. However, as attendance at RCC 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.

Table IV: RCC - Existing Intersection LOS Results

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 Site Committee 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 has recently been enhanced following the completion of the new student activities center/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 recently completed Student Activities Center/Student Union has created a dynamic gathering space enhancing student life 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 "college 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 4-year college or university.

Reedley College struggles to throw off 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 has been observed that "if it feels like a college, students will behave like it's a college". 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 will get involved with the life of the college, are more likely to complete their studies, other students will consider Reedley College as an option for higher education, and students will adopt a greater sense of responsibility.

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 Site Committee cited a number of existing buildings that are deficient and impede the mission of the college.

The Administration Building (bldg. 01) serves as the colleges "front door" to many and is viewed by the Site Sub-Committee as a significant deficiency that must be addressed. As the front door, the building does not impart a sense of excellence and perpetuates the notion that Reedley College is a "high school with ashtrays". 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 campus wide 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 currently houses Business (bldg. 9), Home Economics (bldg. 13), Physical Science (bldg. 20), Social Science (bldg. 21), and Chemistry (bldg. 35). They presents 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 dysfunctional and inadequate plumbing system. Other deficiencies are small classrooms inadequate for current class sizes, failing HVAC system, 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 building.

The Shop Buildings include Aeronautics (bldg. 29), Mechanical Arts (bldg. 30), and Automotive Shops (bldg. 31). These buildings also exhibit failing HVAC systems, and are aging. 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 building 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 on-going basis. The 2030 Master Plan relocates this specialized program to New Math Science Building that will meet their current and future needs.

The Nursing program is presently housed off campus and uses a long term care facility as it site. The District pays rent for this off campus program The 2030 Master Plan relocates this specialized program to New Math Science Building that 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). An FFP has been approved for a new permanent structure.

A lack of shade structures and seating was also cited by the Site Committee as a campus wide deficiency that must be addressed in the campus master plan.

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 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 volumes of traffic relying on Reed Avenue.

The campus access points along Reed 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. New campus connection roads allowing access off Manning and Reed 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 parking convenience, safety and reduce congestion on Reed Avenue.

The reconfiguration of Parking Lot D along Reed 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. 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. 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. 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. They are currently at 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, President's Office, Social Science wing, Business wing, Physical Science wing, Home Economics wing, and Chemistry Lab wing. A cluster of new buildings identified on the 2030 Master Plan as Building B – Classroom/Administration, and on the Long Range Master Plan as Building C – Classrooms/ Labs and Building and Building D- Student Services 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 away from the high school look of the campus and 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 to 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.

Another component of the new "face" of Reedley College is a proposed addition to the existing Music Building (bldg. 18). This addition is envisioned as a flexible, multi-use performing arts venue that will benefit the academic mission of the college and offer a cultural amenity to the community. By locating this proposed venue at the front of the college accessible to Parking Lot D from Reed Avenue, this piece of the "new face" composition will complete the much needed image transformation for Reedley College.

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

A number of 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 permanent structure indicated as Building A - Science Addition, to be added to the existing permanent Life Science Building (bldg. 46) with modernization of the existing structure.

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

Math Science & Engineering

New Child Development Center

Modernization of Agriculture Instruction Complex

Modernize Vocational-Tech Complex: Aero, Auto, Welding

Ag Mechanics Expansion Phase 1

Agriculture Instruction Complex Expansion

Center for Fine Performing Arts Center

Ag Mechanics Phase 2

Physical Education Complex Modernization

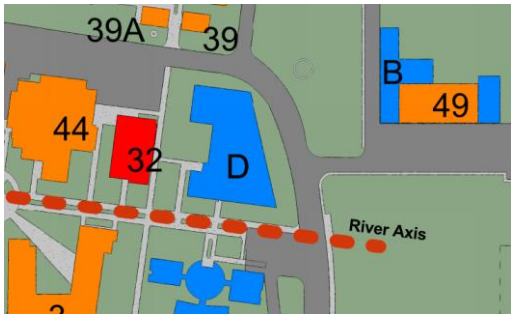
Proposed additions and modernizations outlined on the Long Range Master Plan include final demolition of the remaining wings of the original finger plan building to facilitate construction of Building C - New Classroom / Office.

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



Ag Facilities Complex / Forestry Center

Future Classroom Building
and Student Services

Themes and Priorities
Projects

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PARKING

Increase Parking
Improved Access

CIRCULATION

Connect Parking Lots
Reinforce Existing Campus Axes

IMAGE

Create Collegiate Atmosphere
Create New Campus Face

FACILITY NEEDS

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

Existing Conditions

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Facilities Condition Assessment

Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement.

Existing Campus

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Bldg No	Building Name
1	ADMINISTRATION
2	Presidents Office
3	Classroom Building
4	Life Sci Portable Sci Lab
5	Life Sci Portable Office
6	Life Sci Portable Classroom
7	Art
8	Student Services Annex
9	Business
10	Print Services
12	Gymnasium
13	Humanities
15	Student Personnel
16	Receiving
17	Mens PE
18	Music
19	PE Staf Offices
20	Physical Sciences
21	Social Science
22	Student Center
23	Womens' PE

Bldg No	Building Name
24	Bookstore
25	Cafeteria
26	Faculity Offices A
27	Instructional Services
28	Aero Run Up
29	Aeronautics
30	Mechanical Arts
31	Automotive
32	Agriculture Science
33	Orn Hort Head House
34	Dental Assisting
35	Chem Instr Lab
36	Utility Building
37	Residence Hall
38	Lath House
39	Green House
39A	Green House
41	C Annex
42	Learning Resource Ctr
43	Maintenance
44	Forest Eng
45	Forum Hall
46	Life Science

Bldg No	Building Name
47	District Storage
48	AG Storage
49	AG Mechanics
50	Animal Science
51	Ag Field House
52	Warehouse
55	Child Development Portable
56	Track & Field Shed
57	Handball Court
58	CI Computer Lab
59	Warehouse 2
60	Child Development Portable
62	Child Development Portable
63	Classroom Annex 1
64	Classroom Annex 2
65	Computer Lab Temp
66	Swine Lab
67	Swine Birthing Lab
68	Herdsman Quarters
69	Classroom
71	Residence Hall Stor
Z	Middle College

2030 Master Plan

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Bldg No	Building Name
1	ADMINISTRATION
2	Presidents Office
3	Classroom Building
4	Life Sci Portable Sci Lab
5	Life Sci Portable Office
6	Life Sci Portable Classroom
7	Art
8	Student Services Annex
9	Business
10	Print Services
12	Gymnasium
13	Humanities
15	Student Personnel
16	Receiving
17	Mens PE
18	Music
19	PE Staf Offices
20	Physical Sciences
21	Social Science
22	Student Center
23	Womens' PE
24	Bookstore
25	Cafeteria

Bldg No	Building Name
26	Faculity Offices A
27	Instructional Services
28	Aero Run Up
29	Aeronautics
30	Mechanical Arts
31	Automotive
32	Agriculture Science
33	Orn Hort Head House
34	Dental Assisting
35	Chem Instr Lab
36	Utility Building
37	Residence Hall
38	Lath House
39	Green House
39A	Green House
41	C Annex
42	Learning Resource Ctr
43	Maintenance
44	Forest Eng
45	Forum Hall
46	Life Science
47	District Storage
48	AG Storage
49	AG Mechanics
50	Animal Science
51	Ag Field House

Bldg No	Building Name
52	Warehouse
55	Child Development Portable
56	Track & Field Shed
57	Handball Court
58	CI Computer Lab
59	Warehouse 2
60	Child Development Portable
62	Child Development Portable
63	Classroom Annex 1
64	Classroom Annex 2
65	Computer Lab Temp
66	Swine Lab
67	Swine Birthing Lab
68	Herdsman Quarters
69	Classroom
71	Residence Hall Stor
A	New Math Science Building
B	AG Mechanics Expansion
C	Performing Arts Center
D	Agriculture Science Expansion
E	New Child Development Center
G	Administration Student Support
P	Women's Equestrian Facility
Z	Middle College

Long Range Master Plan

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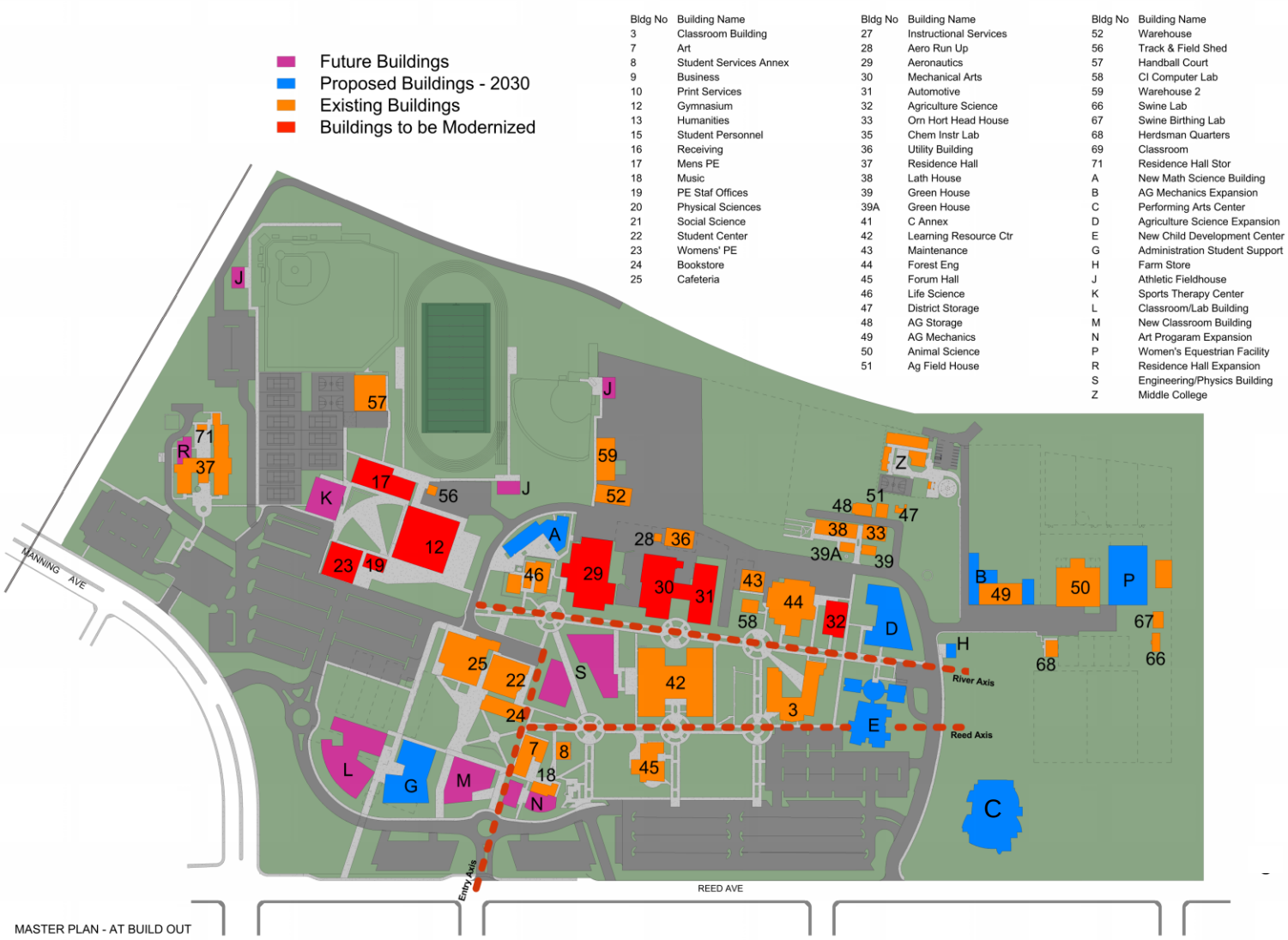

Bldg No	Building Name
3	Classroom Building
7	Art
8	Student Services Annex
9	Business
10	Print Services
12	Gymnasium
13	Humanities
15	Student Personnel
16	Receiving
17	Mens PE
18	Music
19	PE Staf Offices
20	Physical Sciences
21	Social Science
22	Student Center
23	Womens' PE
24	Bookstore
25	Cafeteria

Bldg No	Building Name
27	Instructional Services
28	Aero Run Up
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38	Lath House
39	Green House
39A	Green House
41	C Annex
42	Learning Resource Ctr
43	Maintenance
44	Forest Eng
45	Forum Hall
46	Life Science
47	District Storage
48	AG Storage
49	AG Mechanics
50	Animal Science
51	Ag Field House

Bldg No	Building Name
52	Warehouse
56	Track & Field Shed
57	Handball Court
58	CI Computer Lab
59	Warehouse 2
66	Swine Lab
67	Swine Birthing Lab
68	Herdsman Quarters
69	Classroom
71	Residence Hall Stor
A	New Math Science Building
B	AG Mechanics Expansion
C	Performing Arts Center
D	Agriculture Science Expansion
E	New Child Development Center
G	Administration Student Support
H	Farm Store
J	Athletic Fieldhouse
K	Sports Therapy Center
L	Classroom/Lab Building
M	New Classroom Building
N	Art Progaram Expansion
P	Women's Equestrian Facility
R	Residence Hall Expansion
S	Engineering/Physics Building
Z	Middle College

Circulation Diagram

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REEDLEY COLLEGE **LONG RANGE MASTER PLAN**

Landscape Master Plan

Committee Recommendations
Projects / Priorities / Phasing

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Current Approved FPP
Child Development Center

Pending IPP
Modernization of Agriculture Instruction Complex
Modernize Voc-Tech Complex: Aero, Auto, Welding

Phase I **Science Expansion**
Remove Science Portables
Addition to include:
- Science Labs
- Dental Labs / Classrooms
- Nursing Labs/Classrooms
- Large group instruction Classrooms

Modernize Science Classroom Wing and Life Science

Phase 2 **Agriculture Program**
Expansion/modernization
Modernize technology shops

Phase 3 **Parking Connectivity**
Demolish Social Science Wing
Construct Classroom/Office Building
Expand Parking

Beyond 2030

Remove 1952 Building Wings
New Classroom / Offices
Administration
Expand Parking

Student Services

Prospective 2030 Project Phasing

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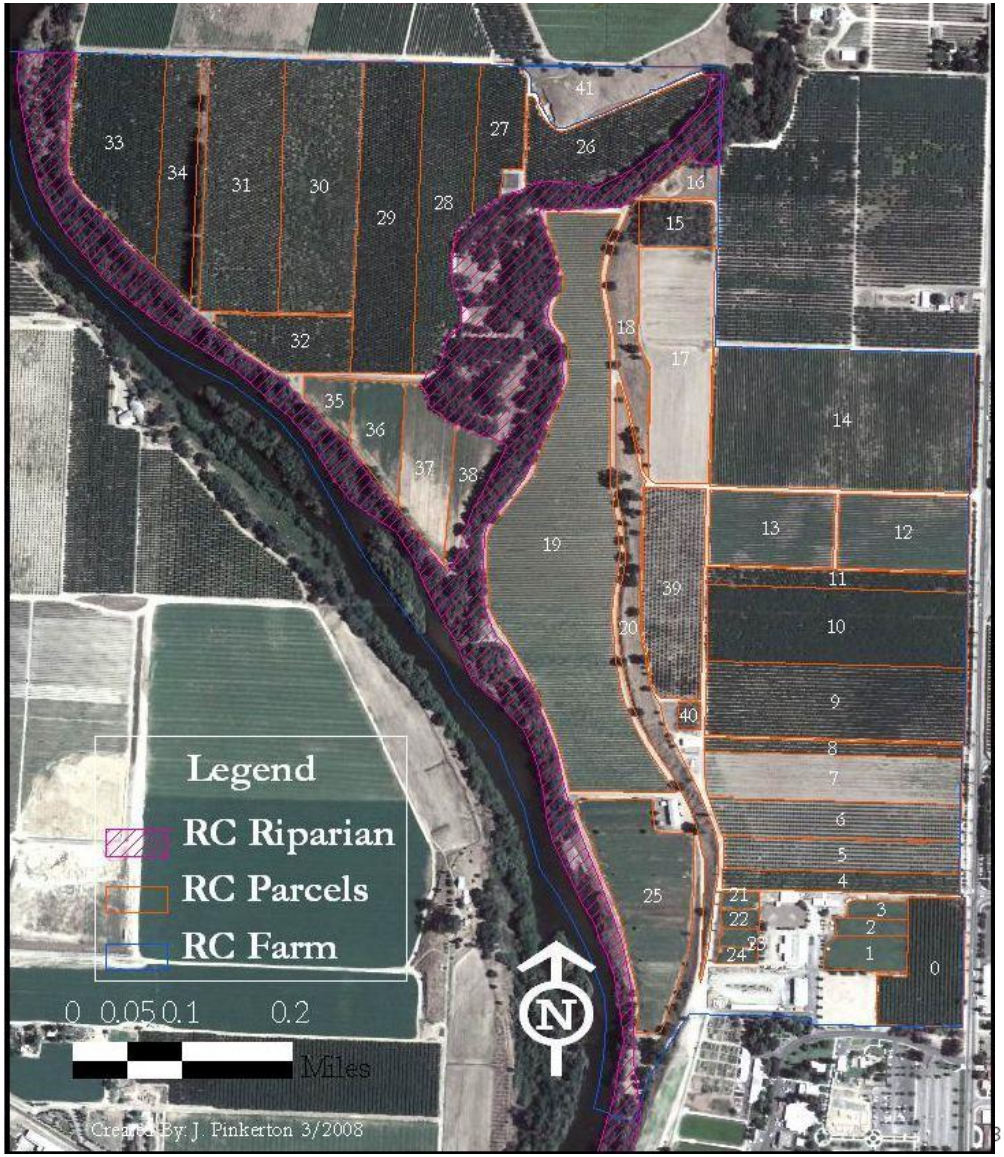
Farm Parcels



Neighborhood Zoning

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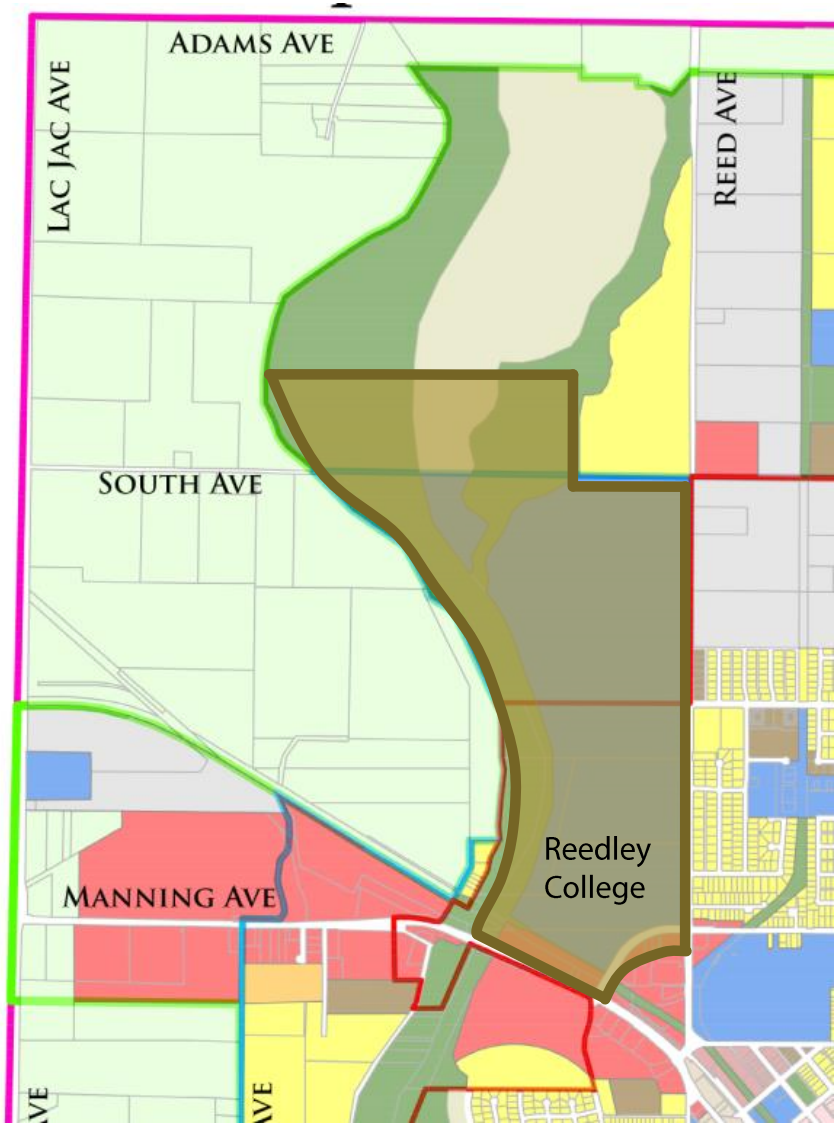

City of Reedley
General Plan Draft 2030

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

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CLOVIS COMMUNITY COLLEGE

Clovis Community College

CLOVIS COMMUNITY COLLEGE
Mission Statement Strategic Plan Goals and Objectives

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STRATEGIC PLAN GOALS

1. **ACCESS: Expand opportunities and remove access barriers**

2. **TEACHING & LEARNING: Promote excellence and opportunities**

3. **SUPPORTING STUDENT SUCCESS: Provide comprehensive services while promoting equity**

4. **COMMUNITY & PARTNERSHIPS: Strengthen and develop external relationship**

5. **RESOURCES AND FACILITIES: Expand and enhance the capacity of the colleges**

6. **INSTITUTIONAL EFFECTIVENESS: Strive for excellence in planning, governance, and communication**

Clovis Community College

CLOVIS COMMUNITY COLLEGE
Master Plan Overview

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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 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 Ave. The site is bound by International Ave, to the north, Behymer Ave to the south and Chestnut Ave to the west.

The master planning for the Clovis Community College campus was highly collaborative through a process which included a significant number of faculty, staff, administration, community members, and students participating in the planning process. The original master plan process included six different and distinct Site Utilization Plans, with the planning committee 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 academic 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.

Also completed in 2007, the Child Development Center 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 foodservice 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.

In June 2015, Clovis Community College was granted college status by the 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

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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 which 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 Ave, from the North at International Ave. from the east at Willow Ave as well as a master planned entrance from the west at Chestnut Ave,. 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 community wide bikeway trail system maintained by the City of Fresno and the City of Clovis.

CLOVIS COMMUNITY COLLEGE
Master Plan Overview

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GEOGRAPHIC LOCATION

Located in northeast Fresno it is directly adjacent to the City of Clovis as Willow Ave. is the boundary line between Fresno and Clovis. Currently the City of Clovis has plans to expand to the eastern border of the campus, which is identified as an Mixed Use/Business Campus.

AMENITIES

Community Presence

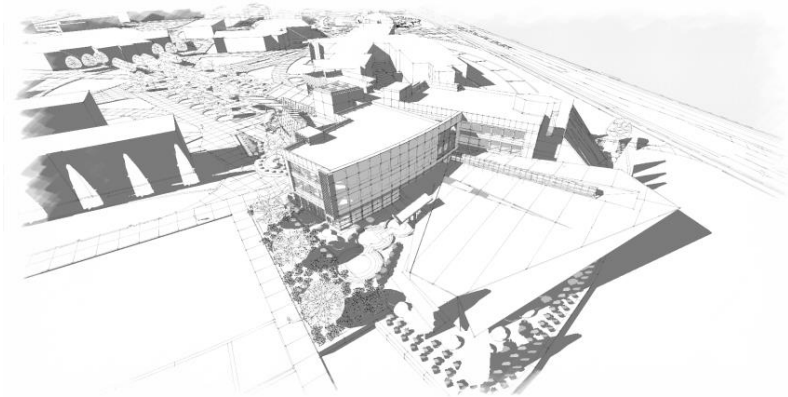
Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. The composition of the buildings forms and artistic integration of the building 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 a Vocational Career Technology building, consisting of laboratory space, classrooms and offices to meet the growing needs of the vocational program offerings. The Vocational Center Complex is planned in three phases, the initial phase has been approved by the State Chancellor's office and is currently awaiting state funding. Addition phases will be constructed as funding is available.

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, music and dance studios. Instructional spaces should also address sound, lighting and stage management type of programs.

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

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

Master Plan Ultimate Build-Out

The Master Plan Build-Out calls for two additional buildings. They include the following:

Student Services Building providing for the foodservice 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 and include softball and baseball venues.

In addition the Master Plan Build-Out includes additional maintenance and operation buildings to include on-site warehousing, maintenance and security. These buildings will be needed as the campus reaches it's 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 upon 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 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.

PARKING / TRAFFIC CONSTRAINTS

At present, all study intersections operate at an acceptable 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.

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.

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GROWTH - EXPANSION

Vocational – CTE

Library - Learning Resource Center

Athletics:

Soccer Fields
Develop Field House (Shower/Locker)

Gymnasium

Tennis Courts
Pools - 50 Meter - Diving/Water Polo

Performing Arts Building

Administration / Student Services

Existing Conditions

FACILITIES CONDITION ASSESSMENT

Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement.

Existing Campus Plan

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2030 Master Plan

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Long Range Master Plan

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LONG RANGE MASTER PLAN

Circulation Diagram

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CIRCULATION DIAGRAM

Landscape Master Plan

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Committee Recommendations
Projects / Priorities / Phasing

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Current Approved FPP

Applied Technology Building, Phase 1

Pending IPPs

Applied Technology Building, Phase 2
Physical Education Building

Phase I **Vocational – CTE**

Phase II ***Library - Learning Resource Center***

Phase III **Athletics:**
Soccer Fields
Develop Field House (Shower/Locker)

Phase IV **Gymnasium**
Tennis Courts
Pools - 50 Meter and Diving/Water Polo

Phase V **Performing Arts Building**

Phase VI **Administration / Student Services**

Neighborhood Zoning

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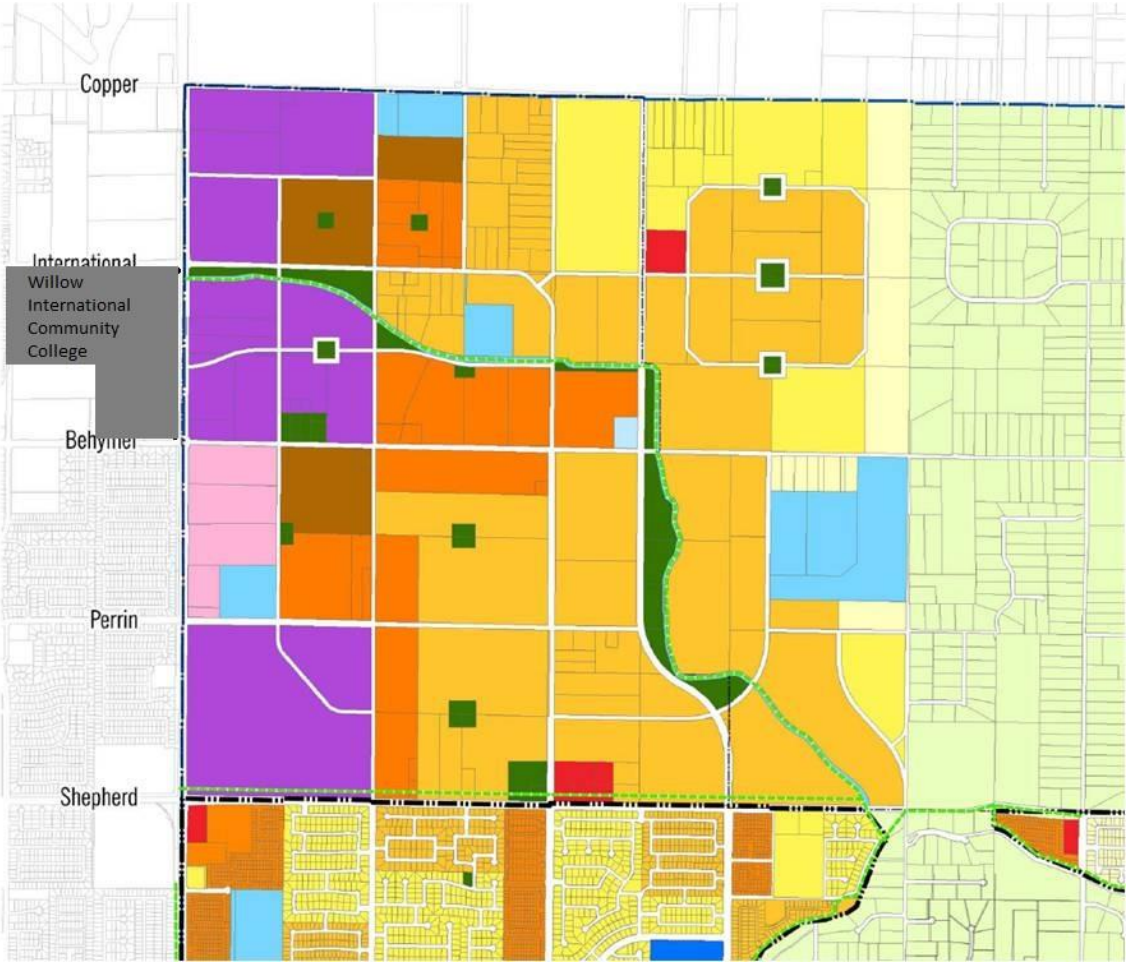

DRAFT LAND USE DIAGRAM

- 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

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MADERA CENTER

Facilities Master Plan

Madera Community College Center
Reedley College

MADERA COMMUNITY COLLEGE CENTER
Mission Statement - Strategic Plan Goals and Objectives

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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.

MADERA COMMUNITY COLLEGE CENTER
Master Plan Overview

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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 where it remained until August 1996. In 1996, a site was selected within Madera's Community College Specific Plan, an area south of the City of Madera. The Madera 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 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 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 Center Campus consisted of twenty-one 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 of 2000, followed by the completion and opening of Academic Village One in the spring of 2004.

In 2006, responding to the growing need for vocational training in the Madera area, the District embarked on the construction of the Center for Advanced Manufacturing. 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, compliment 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 of the site: this portion of the site 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 master plan indicates academic buildings sitting on a low plateau where they turn their back on the street and are clustered around and facing into 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.

A gently curved wall reaches out to invite students and visitors to the campus and draws them into the administration building entry. The campus' Administrative Offices overlook the campus entry, the community they serve, and the Sierras beyond. In the future these areas will house Admissions and Student Services and the large overhang will protect students in adverse weather.

The design for the campus created a contemporary architecture in a context which draws from the agricultural building which is found around it. It creates architecture which 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 which 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.

Administration Building

MADERA COMMUNITY COLLEGE CENTER
Master Plan Overview

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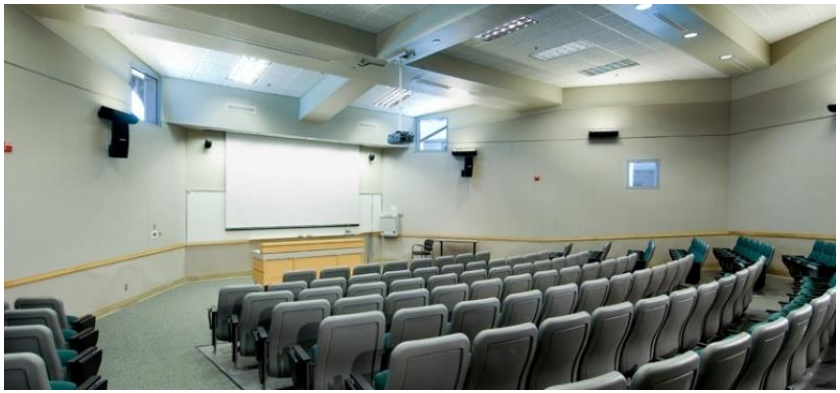
WELL ORGANIZED CAMPUS PLAN

The Madera 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 four feet above the 100 year flood plane. 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 over-looked. 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 Freeway 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 Freeway 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 solidify 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 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 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. Activities indicate that 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 Board finds and Declares that no subsequent EIR or Mitigated Negative Declaration shall be prepared for phase of the Madera 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 programs, they include the following:

The construction of Academic Village Two (Building 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 the support the campus growth

The expansion to the current Academic Village One (Building 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 Building 22) is currently sited to provide easy access from Road 30 and close 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 (Building 54) is currently under construction.

Building 52, will include Shipping, Receiving and Warehouse functions to serve the maintenance and operation needs of the campus.

The Athletic Field house (Building 65) is located to serve the athletic fields. A Soccer Field and Running Track is 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 (Building 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 Student Center (Building 42) that 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 Center (Building 63), a Gymnasium, Sports and a Fitness building, and Snack Bar (Buildings 61, 62, and 42) 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 upon 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 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

Master Garden

The Master Garden is not Madera CC 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 it's 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 Green Houses to accommodate future Plant Science classes.

PARKING / TRAFFIC CONSTRAINTS

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. 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: MCC - 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 has an ample supply of parking stalls.

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

MADERA COMMUNITY COLLEGE CENTER
Priority Projects

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2030 GROWTH - EXPANSION

Academic Village Two

Academic Village One Expansion

Child Development Center

Athletic Field House Soccer Field and Track

Vocational Buildings

Existing Conditions

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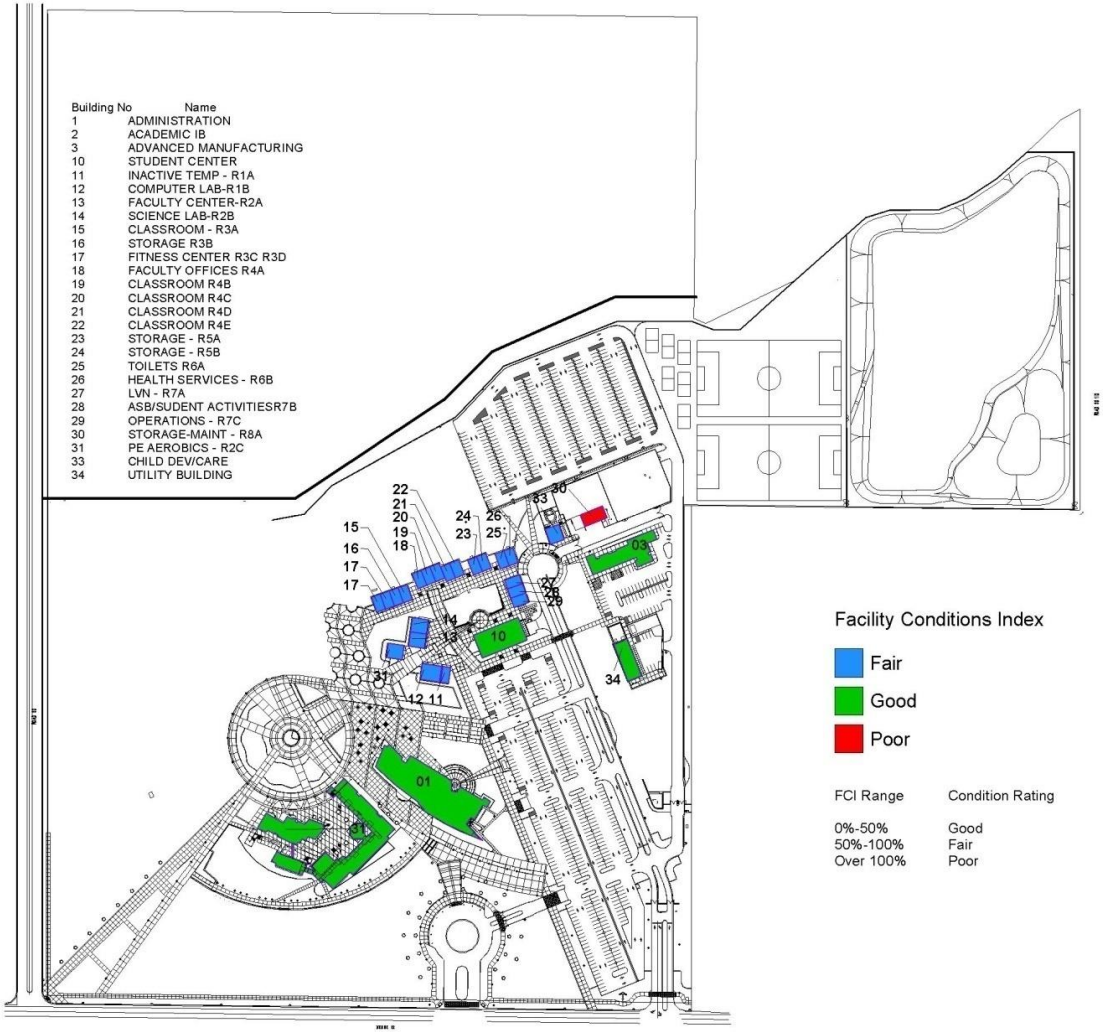
FACILITIES CONDITION ASSESSMENT

Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement



Existing Campus

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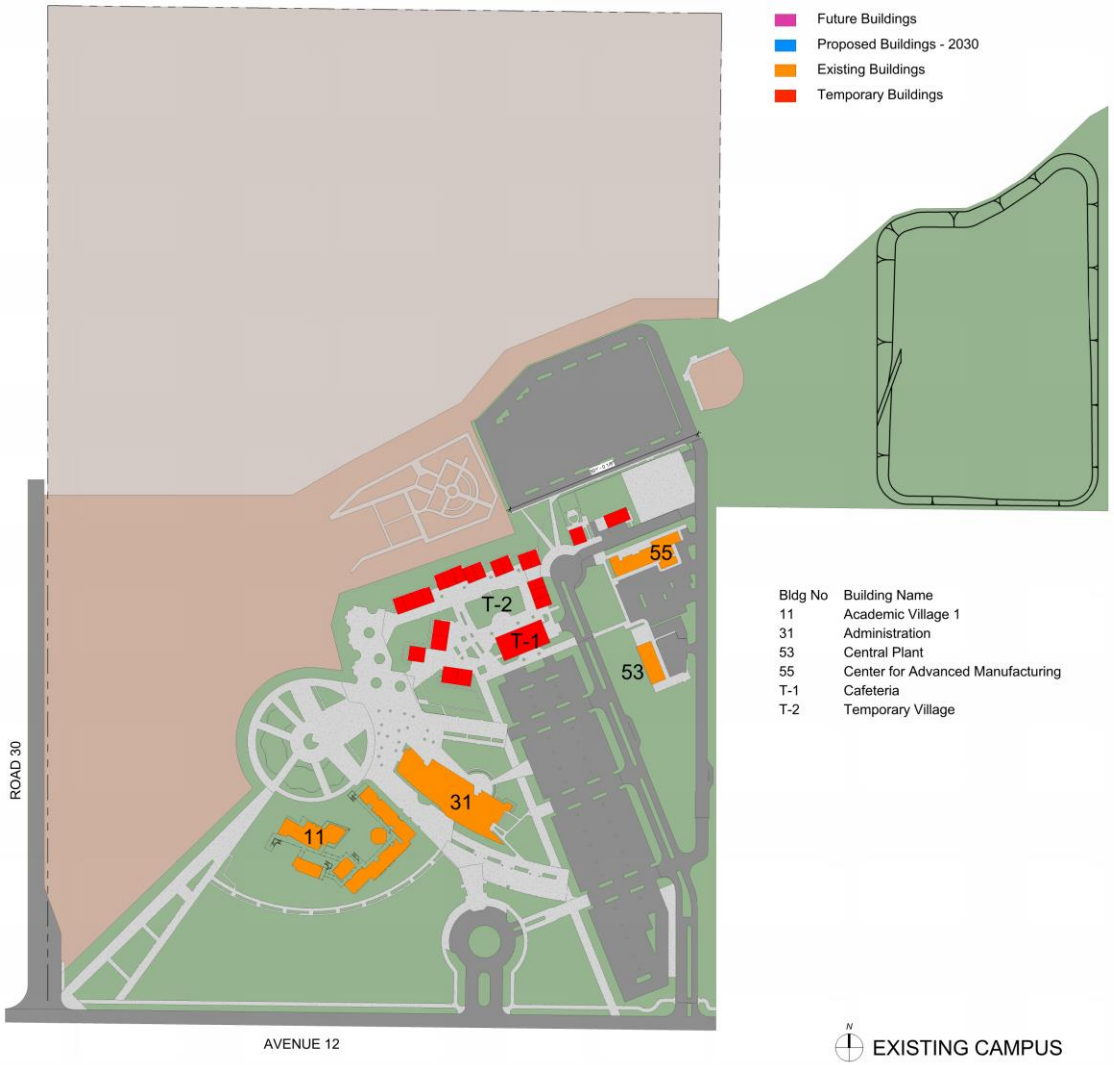

Bldg No	Building Name
11	Academic Village 1
31	Administration
53	Central Plant
55	Center for Advanced Manufacturing
T-1	Cafeteria
T-2	Temporary Village

EXISTING CAMPUS

2030 Master Plan

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Bldg No	Building Name
11	Academic Village 1
11A	Academic Village 1 Expansion
12	Academic Village 2
21	Vocational Technology
22	Child Development Center
31	Administration
52	Warehouse/Shipping/Receiving
53	Central Plant
54	Center for Ag and Technology
55	Center for Advanced Manufacturing
65	Field House
T-1	Cafeteria
T-2	Temporary Village

Long Range Master Plan

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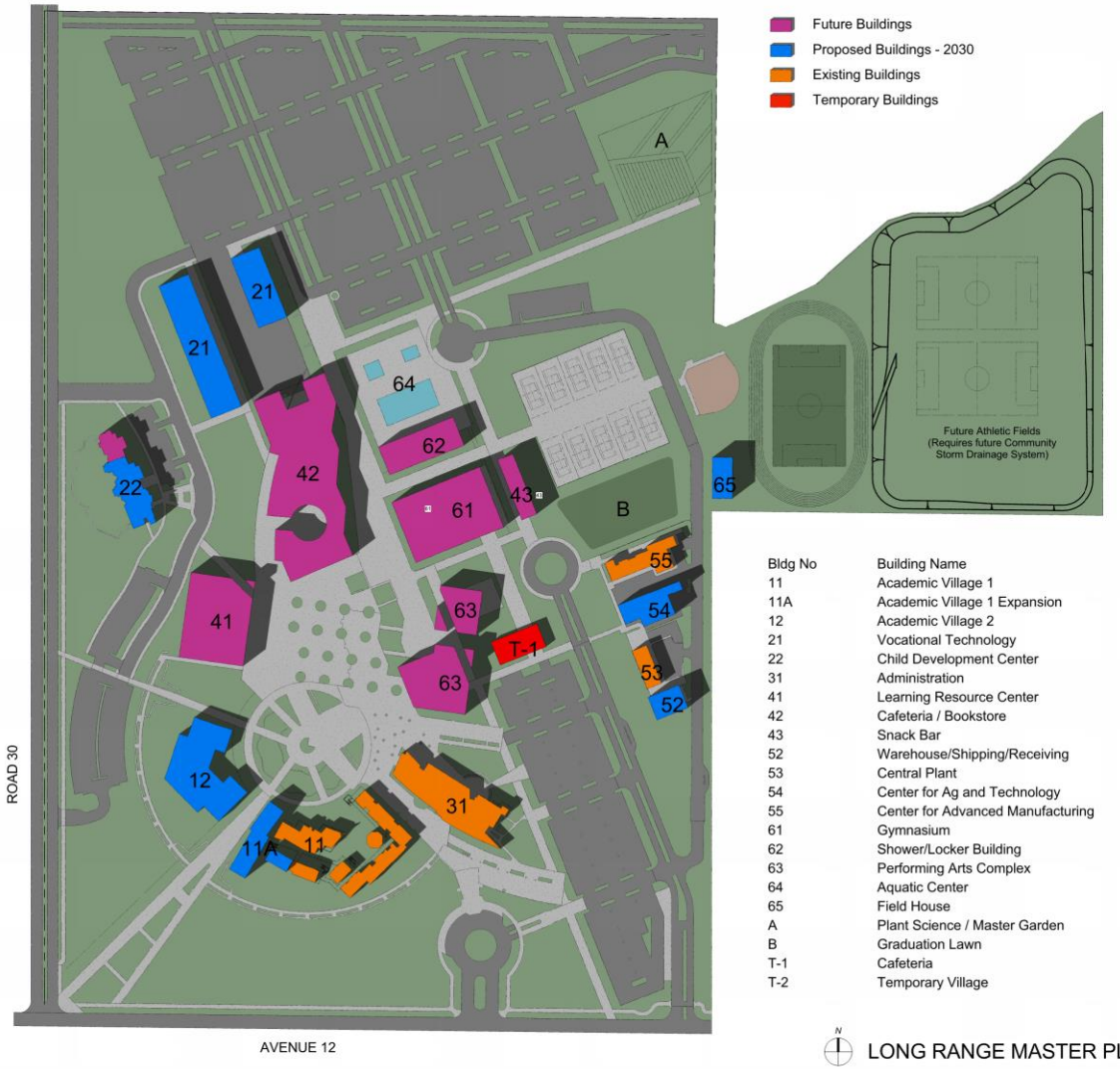

Bldg No	Building Name
11	Academic Village 1
11A	Academic Village 1 Expansion
12	Academic Village 2
21	Vocational Technology
22	Child Development Center
31	Administration
41	Learning Resource Center
42	Cafeteria / Bookstore
43	Snack Bar
52	Warehouse/Shipping/Receiving
53	Central Plant
54	Center for Ag and Technology
55	Center for Advanced Manufacturing
61	Gymnasium
62	Shower/Locker Building
63	Performing Arts Complex
64	Aquatic Center
65	Field House
A	Plant Science / Master Garden
B	Graduation Lawn
T-1	Cafeteria
T-2	Temporary Village

N

LONG RANGE MASTER PLAN

Circulation Plan

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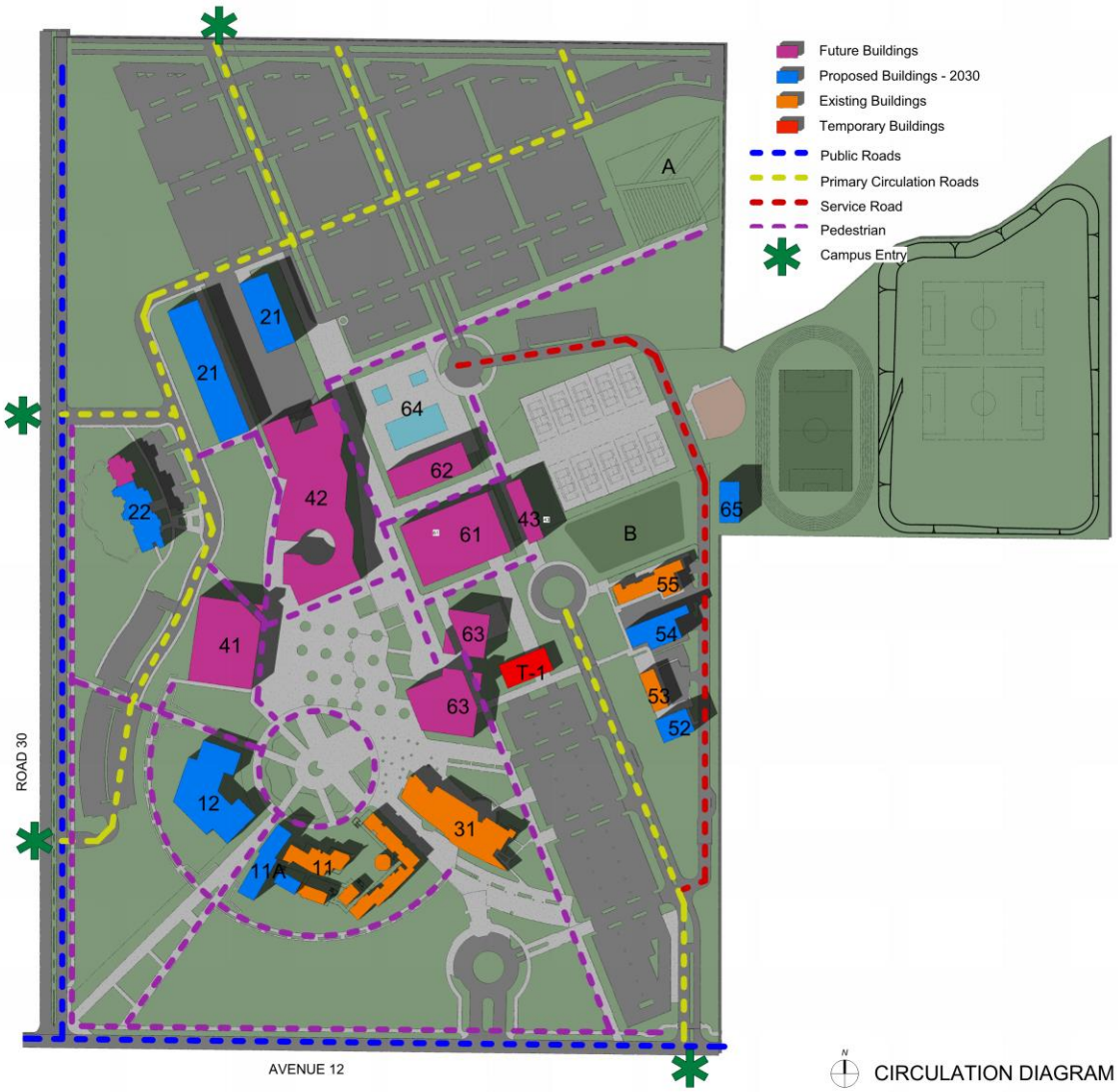

CIRCULATION DIAGRAM

Landscape Master Plan

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Committee Recommendations
Projects / Priorities / Phasing

DRAFT

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Current Approved FPP
None

Current Approved IPP
None

Phase I Academic Village Two
- LVN –Nursing Labs
- Offices
- Classrooms
- Large Group Instruction
- Library/Tutorial

Phase II Child Development Center

Phase III Modernize Portables

Phase IV Vocational Buildings

Phase V Athletic Fields

Phase VI Academic Village One Expansion

Prospective 2030 Project Phasing

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Neighborhood Zoning Plan

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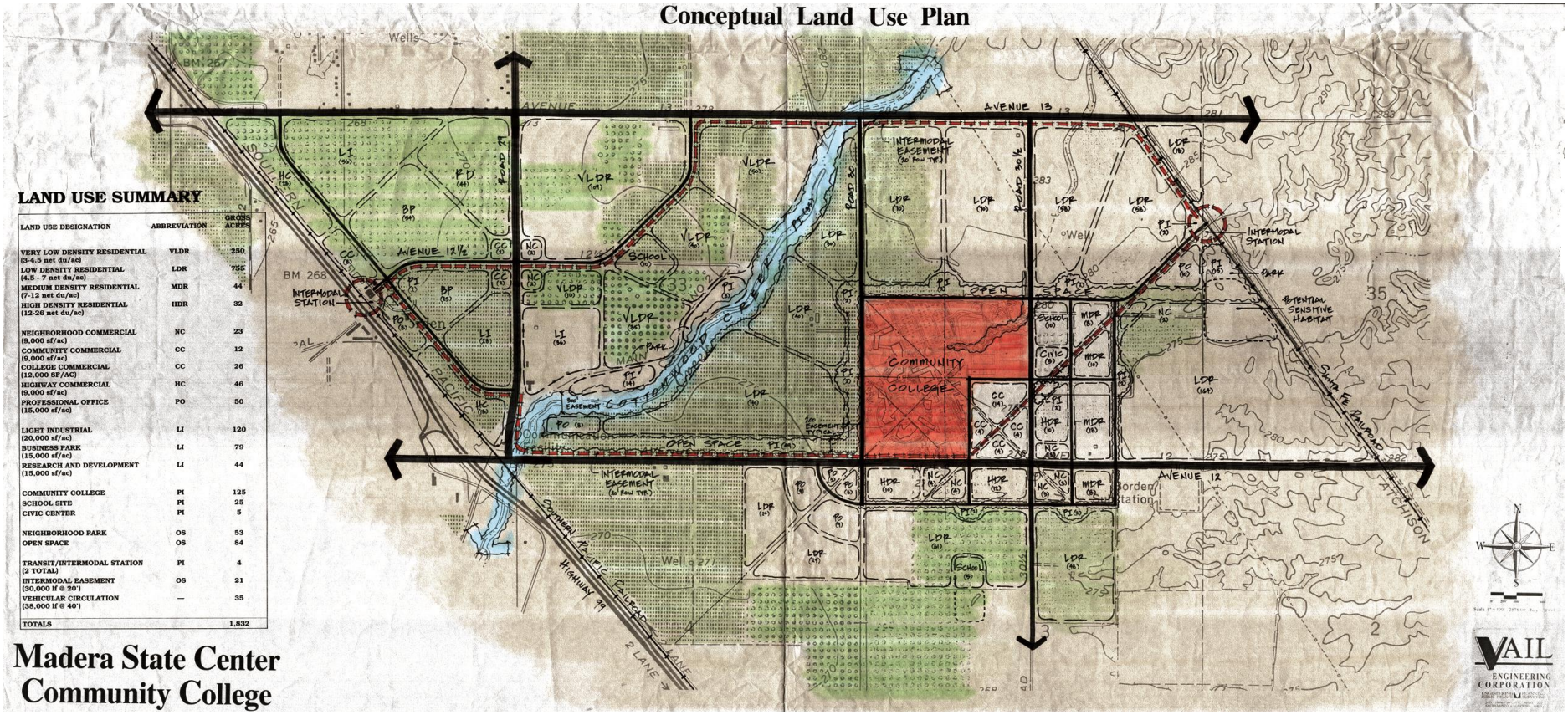

LAND USE SUMMARY

LAND USE DESIGNATION	ABBREVIATION	GROSS ACRES
VERY LOW DENSITY RESIDENTIAL (3-4.5 net du/ac)	VLDR	250
LOW DENSITY RESIDENTIAL (4.5 - 7 net du/ac)	LDR	755
MEDIUM DENSITY RESIDENTIAL (7-12 net du/ac)	MDR	44
HIGH DENSITY RESIDENTIAL (12-26 net du/ac)	HDR	32
NEIGHBORHOOD COMMERCIAL (9,000 sf/ac)	NC	23
COMMUNITY COMMERCIAL (9,000 sf/ac)	CC	12
COLLEGE COMMERCIAL (12,000 SF/AC)	CC	26
HIGHWAY COMMERCIAL (9,000 sf/ac)	HC	46
PROFESSIONAL OFFICE (15,000 sf/ac)	PO	50
LIGHT INDUSTRIAL (20,000 sf/ac)	LI	120
BUSINESS PARK (15,000 sf/ac)	LI	79
RESEARCH AND DEVELOPMENT (15,000 sf/ac)	LI	44
COMMUNITY COLLEGE	PI	125
SCHOOL SITE	PI	25
CIVIC CENTER	PI	5
NEIGHBORHOOD PARK	OS	53
OPEN SPACE	OS	84
TRANSIT/INTERMODAL STATION (2 TOTAL)	PI	4
INTERMODAL EASEMENT (30,000 lf @ 20')	OS	21
VEHICULAR CIRCULATION (38,000 lf @ 40')	—	35
TOTALS		1,832

Madera State Center Community College

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OAKHURST CENTER

Facilities Master Plan

Oakhurst Community College Center
Reedley College

OAKHURST CENTER
Mission Statement - Strategic Plan Goals and Objectives

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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.

Oakhurst Community College Center
Reedley College

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.

OAKHURST CENTER
Master Plan Overview

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HISTORY

The State Center Community College District 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 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.

The Oakhurst Campus site is unique. It is perfectly located to serve the area's population demographic from its central location near the junction of Highway 41, and Road 426. The site is beautiful! If developed properly, the campus can take advantage of views of Oak Creek that runs along the southern boundary of the property, and the site's sloping topography can be an enhancing component of design. The Master Plan for the Oakhurst Campus retains the existing points of access to the site from Highway 41 and from Road 426, and locates the new campus building along a uniform topographic grade overlooking Oak Creek. This plan minimizes site development costs and takes advantage of the site's inherent aesthetic advantages, while mitigating further environmental concerns and government interventions.

The Oakhurst Campus is not of sufficient size to generate the necessary 1000 FTES needed to reach the level for center status, therefore it is anticipated that the Oakhurst Campus will remain an outreach campus connected with Reedley College. The space inventory of Oakhurst is currently classified under Reedley College.

MASTER PLANNING

The Facility Master Plan for the Oakhurst Campus is currently under development

COMMUNITY PRESENCE

PARKING

OAKHURST CENTER
Master Plan Overview

Development of a New Campus

Existing Conditions

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FACILITIES CONDITION ASSESSMENT

Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement

Existing Campus

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Committee Recommendations
Projects / Priorities / Phasing

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Current Approved FPP/IPP

None

Campus Does not have Center Status

Text here

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HERNDON CAMPUS

Facilities Master Plan

FUTURE OF THE HERNDON CAMPUS

To Be Determined

Existing Campus Plan

FACILITIES CONDITION ASSESSMENT

Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement.

Master Plan

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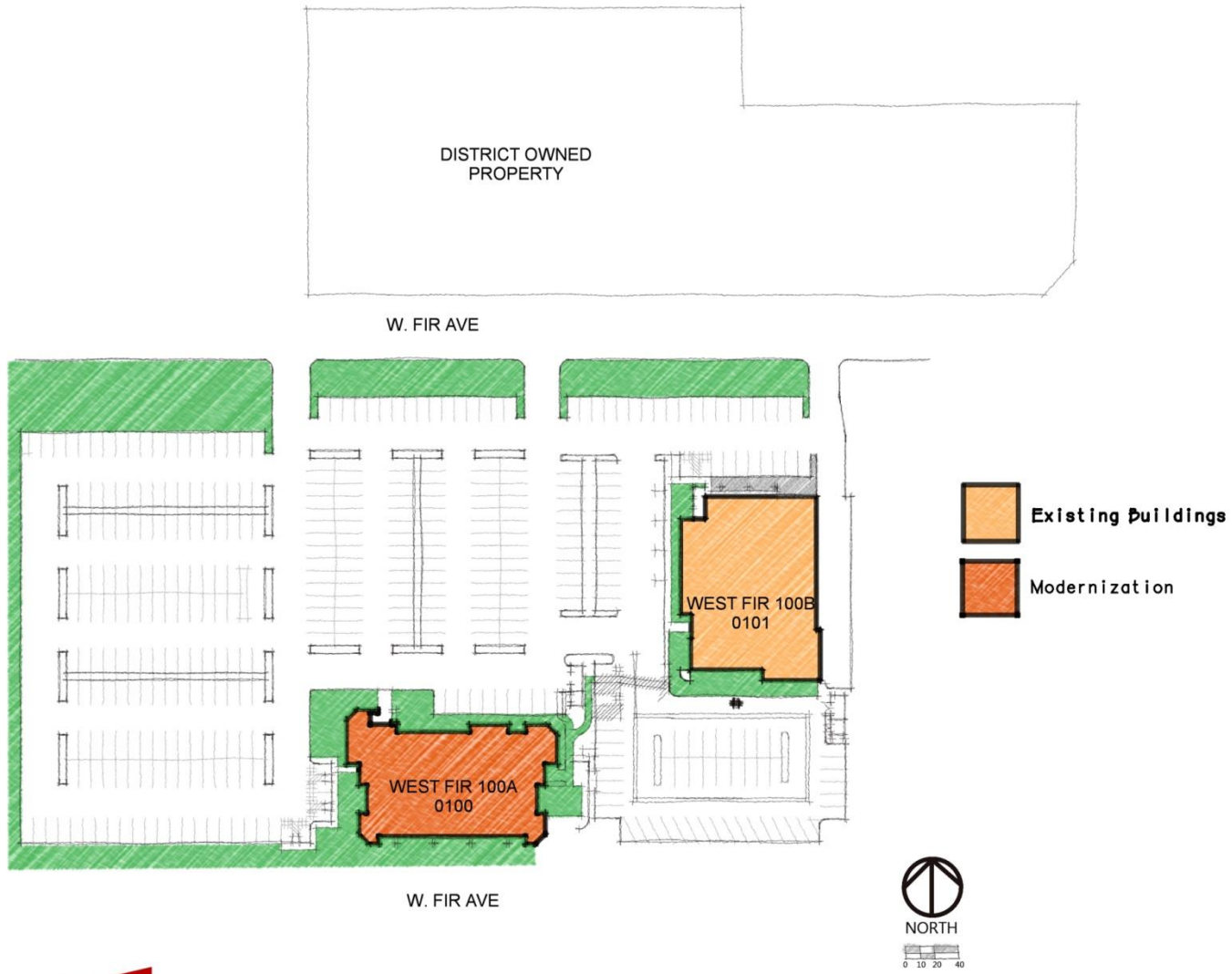

DISTRICT OFFICE MASTER PLAN

APPENDICES

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Facilities Master Plan

APPENDIX A
FACILITIES ASSESSMENT

FACILITY CONDITION ASSESSMENT

Background

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 SCCCD was conducted in May of 2011. The final report was printed August 11, 2011.

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 is 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 shorten 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 walkthrough of the facilities. The deficiencies are cataloged at every level, from the room level to system-wide and even campus wide, 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)

Cost of all of a facility's deficiencies versus the facility's replacement value, will provide 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%-75% is generally in Fair Condition, and an FCI of 76% and above is considered to be in Poor Condition. Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions 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

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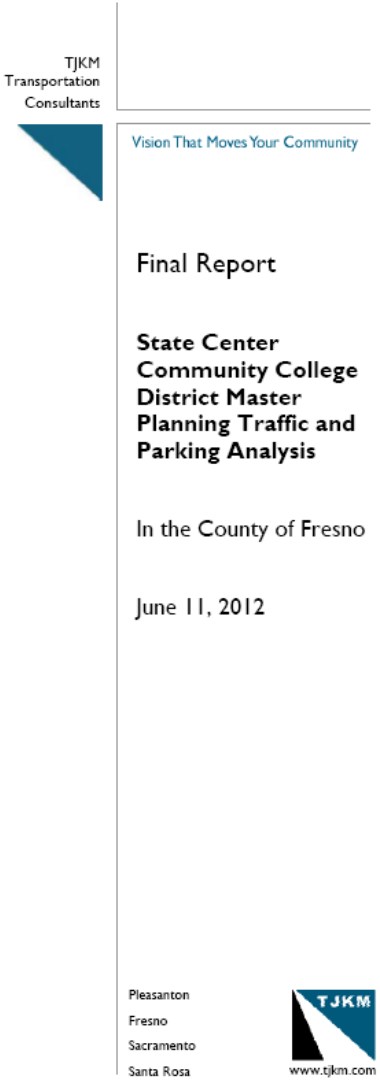

Parking and Traffic Studies were conducted by TJKM Transportation Consultant to provide recommendations for the development of the Master Plans of Fresno City College and Reedley College. The complete report is included as a supplement to this document the conclusions and recommendations are as follows:

Fresno City College

- During the peak hour, parking on Lots C and D, which accommodate a large portion of general parking stalls, are 99 and 98 percent occupied, respectively. This level of parking occupancy tends to increase traffic congestion onsite and offsite as students are forced to roam around campus parking lots to find an available unrestricted parking stall. Therefore, it is recommended that additional parking supply be added so that it exceeds demand by at least five percent.
- To improve the LOS (level of service) at the intersection of Campus Drive / Driveway 3, a one-lane roundabout is recommended.
- While the intersection of Campus Drive and Railroad Undercrossing is operating at an acceptable LOS, queuing at this intersection is not good. To improve operations at this location it is recommended that a dedicated northbound right turn lane be added and that the angle of the intersection be modified so that the east leg intersects Campus Drive as
- close as possible to 90 degrees.
- It is recommended that the SCCCD work with FAX to improve headways of the existing transit routes serving Fresno City College.
- The installation of additional covered bus shelters and the planting of trees (for shade) should be considered to help promote transit use.

Reedley College

- To improve the LOS at the intersection of Manning Avenue / Driveway, it is recommended that left turns out be prohibited. Other improvements which could improve operations are the addition of second driveway to the south along Manning Avenue and/or the construction of a connection between Lot B and the existing campus aisle drive to the north.
- Additional parking supply studies which include data on type of stall used should be conducted.
- The existing one day parking permit dispensers should be upgraded as these tend to malfunction periodically.
- An additional three parking observations for 10:30 a.m., 11:30 a.m., and 12:30 p.m. should be completed to determine the actual peak parking demand at Reedley College.
- It is recommended that the SCCCD work with the respective transit authorities to improve headways of the existing transit routes serving Reedley College.
- he installation of covered bus shelters and the planting of trees (for shade) should be considered to help promote transit use.

Note:

The complete Report is included as a supplement to this document

Facility Master Plan Parking Research

Community College Parking Research Data

	Total Enrollment	No. of Stalls	Current Ratio Stalls per Student	Current Shortage at .18 Ratio (1)	Recommend Number of Stalls
FCC	22755	3197	0.14	899	4096
CCC	7982	1752	0.22	(3)	(3)
MCC	3949	814	0.21	(3)	(3)
RC	7161	1492	0.21	(3)	(3)
(2) Saddleback College	26,680	4,030	0.15		
(2) Irvine Valley College	14,410	2,812	0.20		
(2) Orange Coast College	24,750	4,390	0.18		
(2) Santa Ana Community College	22,000	3,929	0.18		
(2) Santiago Canyon College	13,000	2,600	0.20		
Average			0.19		

(1) Source for Ratio .18 vehicles per student population - Institute of Transportation Engineers

(2) Comparative data from other Community Colleges

(3) Campus currently exceeds the recommended Ratio

(1) https://www2.palomar.edu/pages/propm/files/2016/03/Appendix-H-Parking-Memo.pdf
(2) https://www.socccd.edu/board/highlights/documents/4.2SOCCCDParkingStudyPresentation8.22.16.pdf

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
Unduplicated Head Count (UDHC)	7982										
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)		0.22									
Total General Parking Ratio (UDHC)		0.19									
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
Unduplicated Head Count (UDHC)	22,755										
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									

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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
Unduplicated Head Count (UDHC)	3949										
	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)	0.21									
	Total General Parking Ratio (UDHC)	0.18									
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		6	1117	36	67	210	52	3	0	1	1492
Unduplicated Head Count (UDHC)	7161										
	Onsite Percent of Total	0%	74.9%	2.4%	4.5%	14.1%	3.5%	0.2%	0.0%	0.1%	
	Total Parking Ratio	0.21									
	Total General Parking Ratio	0.16									
Staff FTE / Ratio Staff to Student	439	9%									

			General	Meter	Resident	Staff	ADA	Other			Total
Parking Demand Thursday November 17, 2011 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									

APPENDIX C
FACILITIES STANDARDS

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DISTRICT STANDARD SPECIFICATIONS

024919 - SELECTIVE DEMOLITION
033510 - POLISHED CONCRETE FINISHING
061000 - ROUGH CARPENTRY
064123 - MODULAR CASEWORK
071850 - VAPOR-ALKALINITY CONTROL
072100 – INSULATION
075113 - BUILT-UP ROOFING
076000 - SHEET METAL
079200 - SEALANTS
087000 HARDWARE:
092216 - METAL FRAMING
092400 - CEMENT PLASTER
092900 - GYPSUM BOARD
096510 - RESILIENT BASE AND ACCESSORIES
096510 - RESILIENT BASE AND ACCESSORIES
096519 - RESILIENT TILE
099100 – PAINTING
102113 - TOILET PARTITIONS
102813 - TOILET ACCESSORIES
104400 - FIRE PROTECTION SPECIALTIES
122413.01 – SHADES

Low Voltage Standard Specifications
Refer to Appendix D

DISTRICT REQUIRED SYSTEM PARAMETERS

MECHANICAL

ELECTRICAL
FIRE ALARM

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MATERIAL AND COLOR STANDARDS

FCC Campus Standards
Color Schedule

REEDLEY Campus Standards
Color Schedule

CC Campus Standards
Color Schedule

MADERA Campus Standards
Color Schedule

Project: Fresno City College Campus Standards
Client: State Center Community College District
Location: Fresno, CA

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INTERIOR COLOR SCHEDULE

MATERIAL	MANUFACTURER	REF #	DESCRIPTION
TILE			
Ceramic Wall Tile			
Color 1	Dal-Tile	0135	Almond
Unless Otherwise Noted. 3"x6" Tiles installed Brick-Joint.			
Grout to be Custom Building Products, #333 Alabaster.			
Mosaic Floor Tile			
Color 1	Dal-Tile	D335	Almond
Unless Otherwise Noted			
Color 2	Dal-Tile	D161	Urban Putty
Color 3	Dal-Tile	D144	Artisan Brown
Refer to ID-1 for Typical Tile Pattern. Grout to be Custom Building Products, #127 Antique Linen.			

APPENDIX D
TECHNOLOGY STANDARDS

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EXECUTIVE SUMMARY

ARCHITECTURAL

ARCHITECTURAL (continued)

APPENDIX D
TECHNOLOGY STANDARDS

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ELECTRICAL

4.1 General Power Requirements
4.2 Telecommunication Room Power Requirements
4.2.1 General
4.3 Electromagnetic Interference
4.4 Generator/Ups
4.5 Grounding
4.6 Raised Floor Bonding And Grounding
4.7 Terminal Board
4.8 Communication Pathways
4.9 Fire Stop Penetrations
4.10 Communication Outlets
4.10.1 Communication Outlets
4.10.2 Outlet Location Considerations
4.10.3 Outlet Boxes
4.11 Floor Boxes
4.12 Wireless Access Points (WAP) And Projector Support
4.13 Communication/Power Raceways
4.14 Floor Poke-Throughs
4.15 Building Rooftops
4.16 Inside Conduits (General)
4.17 Communications Cable Tray
4.18 Communications J-Hooks
4.19 Pull Boxes
4.20 Underground Conduits
4.21 Equipment Specifications

MECHANICAL (Hvac)

5.1 General
5.2 Thermal Dissipation
5.3 Coordination With Maintenance And Operations

CIVIL (Outside Plant)

6.1 General
6.2 Underground Conduits
6.3 Conduits/Duct Banks
6.4 Communication Maintenance Holes/ Hand-Holes Sizes
6.5 Communication Maintenance Holes/ Hand-Holes Locations

APPENDIX D
TECHNOLOGY STANDARDS

TELECOMMUNICATION

7.1 Telecommunication Consultant
7.2 SCCCD Product Standards
7.3 Outside Plant
7.3.1 OSP Design Activities
7.3.2 Outside Plant Fiber Optic Cables
7.3.3 Tube Cabling
7.3.4 OSP Fiber Optic Cable Sizing
7.3.5 General Installation Guidelines For Optical Fiber Cables
7.3.6 Copper Outside Plant Cables
7.3.7 General Installation Guidelines For Copper Cables
7.3.8 Copper Protection
7.4 Riser Segment
7.4.1 Fiber Optic Riser Cable
7.4.2 Riser Tube Cable
7.4.3 Copper Riser Cable
7.4.4 Coaxial Riser Cable
7.5 Optical Fiber Terminations
7.5.1 Fiber Patch Panels
7.5.2 Optical Fiber Connectors
7.6 Copper Punch Down Blocks
7.7 Horizontal Station Cable
7.8 Voice/Data Jacks
7.9 Work Area Outlets
7.10 Outlet Distribution
7.11 Faceplates
7.12 Copper Patch Panels
7.13 Grounding And Bonding
7.14 Rack/Cabinet Layout (Elevation)

TELECOMMUNICATION (continued)

7.15 Floor Mounted Racks
7.16 Floor Mounted Cabinets
7.17 Cable Wire Management
7.18 Cable Runway
7.19 Cable Pathways
7.20 Cable Installation Methods
7.21 Fiber Optic Cable Testing And Test Results
7.22 Backbone Copper Cable Testing And Test Results
7.23 UTP Horizontal Cable Testing And Test Results
7.24 Cable Testing Validation
7.25 Identification And Labeling
7.26 Role Of District IS
7.27 Inspection
8. Codes, Standards And References
9. Sample Specifications

APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

ROOM FUNCTION AND TECHNOLOGY SPACE PROGRAMMING

Designers should take a holistic approach to the overlapping technology needs of higher education spaces within new SCCCD buildings. Learning and admin spaces should be designed with enough technological infrastructure to support the needs of students, professors, administrators, managers, and educational technologist throughout the life of the building.

The table below defines the basic room types by: function, #students, square footage, room dimensions, min work area outlet requirements (per space), and calculated minimum work area outlets if the space were to be converted into a laboratory in the future.

Room Function	# of Students / Stations / FTEs	Calculated Square Ft.	Calculated Room Dimensions	Base Work Area Outlets (# of cables)	Classroom to Laboratory Conversion Factor (Base Work area Outlet Cables + Additional Laboratory Cables)
Small Classroom	12	240	15 X 15	26	38
Medium Classroom	20	400	20 X 20	26	46
Large Classroom	45	900	30 X 30	26	71
Class Laboratory	24	1248	35 X 35	26	
Office	2	104	10 X 10	6	
Small Conference Room	6	180	13 X 13	24	
Med Conference Room	12	360	19 X 19	24	
Large Conference Room	20	600	24 X 24	24	

APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

IT ROOM PROGRAMMING CALCULATOR

LOW VOLTAGE CALC SHEET

PROJECT INFORMATION

Project Name

	Small Classrooms (240 Sqf.)	Medium Classrooms (400 sqf.)	Large Classrooms (900 sqf.)	Teaching Laboratory (1248 sqf.)	Offices (104 sqf.)	Small Conference Room (180 sqf.)	Medium Conference Room (360 sqf.)	Large Conference Room (600 sqf.)	TOTAL
Sqf.	350	500	900	1,200					2,950
Occupancy	14	30	60	30					134
Wall Drops (# of cables)	24	24	36	36	0	0	0	0	120
Device Drops (# of cables)	14	14	14	14	4	4	6	6	76
Future Conversion Drops	14	30	60						104

FLOOR	NUMBER OIF ROOMS									IDF Qty	Max Equipment Outlets Served		Typical Dimensions (ft)
	Small Classrooms (240 Sqf.)	Medium Classrooms (400 sqf.)	Large Classrooms (900 sqf.)	Teaching Laboratory (1248 sqf.)	Offices (104 sqf.)	Small Conference Room (180 sqf.)	Medium Conference Room (360 sqf.)	Large Conference Room (600 sqf.)	TOTAL				
FIRST FLOOR			6	6	1				13	1	0	100	10 x 10
SECOND FLOOR		3	10	8					21	2	101	500	10 x 12
THIRD FLOOR					3	1		2	6	3	501	700	10 x 15
									0	4	701	1500	15 x 15
									0	5	1501	2000	20 x 20
									0				
									0				
									0				
									0				
									0				
									0				
									0				
									0				
									0				

View Calculations

FIRST FLOOR	Small Classrooms (240 Sqf.)	Medium Classrooms (400 sqf.)	Large Classrooms (900 sqf.)	Teaching Laboratory (1248 sqf.)	Offices (104 sqf.)	Small Conference Room (180 sqf.)	Medium Conference Room (360 sqf.)	Large Conference Room (600 sqf.)	TOTAL	IDF SIZE	NO. IDFS PER FLOOR
Number of Rooms	0	0	6	6	1	0	0	0	13	15 x 15	1
Total Room Type Sqf.	0	0	5,400	7,200	0	0	0	0	12,600		
Total Device Drops	0	0	300	300	4	0	0	0	604		
Total Future Expansion Drops	0	0	180				0	0	180		
Total # of Room Drops	0	0	480	300	4	0	0	0	784		
CALCULATED IDF DROPS									784		

SECOND FLOOR	Small Classrooms (240 Sqf.)	Medium Classrooms (400 sqf.)	Large Classrooms (900 sqf.)	Teaching Laboratory (1248 sqf.)	Offices (104 sqf.)	Small Conference Room (180 sqf.)	Medium Conference Room (360 sqf.)	Large Conference Room (600 sqf.)	TOTAL	IDF SIZE	NO. IDFS PER FLOOR
Number of Rooms	0	3	10	8	0	0	0	0	21	10 x 15	2
Total Room Type Sqf.	0	1,500	9,000	9,600	0	0	0	0	20,100		
Total Device Drops	0	114	500	400	0	0	0	0	1,014		
Total Future Expansion Drops	0	45	300				0	0	345		
Total # of Room Drops	0	159	800	400	0	0	0	0	1,359		
CALCULATED IDF DROPS									680		

THIRD FLOOR	Small Classrooms (240 Sqf.)	Medium Classrooms (400 sqf.)	Large Classrooms (900 sqf.)	Teaching Laboratory (1248 sqf.)	Offices (104 sqf.)	Small Conference Room (180 sqf.)	Medium Conference Room (360 sqf.)	Large Conference Room (600 sqf.)	TOTAL	IDF SIZE	NO. IDFS PER FLOOR
Number of Rooms	0	0	0	0	3	1	0	2	6	10 x 10	1
Total Room Type Sqf.	0	0	0	0	0	0	0	0	0		
Total Device Drops	0	0	0	0	12	4	0	12	28		
Total Future Expansion Drops	0	0	0				0	0	0		
Total # of Room Drops	0	0	0	0	12	4	0	12	28		
CALCULATED IDF DROPS									28		

APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

ROOM OUTLET DISTRIBUTION

ROOM TYPES	OUTLET TYPES
Single Person Office2	Two (2) **standard** outlets on two separate walls to maximize flexibility in placing desks and furniture.
Cubicle/Partitioned Office	One (1) **standard** outlet per cubicle in modular furniture communications raceway/trough as available. Outlet provisioned with fittings to hold jacks securely. One (1) additional **standard** outlet for each four cubicles for support of fax/shared printers, etc.
Conference room (variable size)	One (1) **AV-C (6)** outlet on front wall by "whiteboard" or digital presentation screen One (1) **standard** outlet every ten feet of wall within three feet of electrical outlets, minimum one outlet per wall.
Instructional Classroom	One (2) **standard** outlets at instructor's podium. One (1) **standard** outlet every ten feet of wall within three feet of electrical outlets, minimum one outlet per wall. One (1) **standard** outlet centered in ceiling by location for ceiling projector. One (1) **VoIP wall phone** outlet at main entrance to classroom, for wall-mount telephone. One (1) **WAP** outlet at ceiling near projector. Where classrooms contain network-attached electronic whiteboards, add one data cable routed in wall as needed to whiteboard location.
Work/Prep room	One (1) **VoIP wall phone** outlet at room entrance. Multiple **standard** outlets distributed every six feet above counter top. One (1) **standard** outlet at photocopier location.
Storage Rooms3	One (1) **standard** outlet at room entrance.
Maintenance Room	One (1) **standard** outlet at room entrance. Multiple voice/data cables to system controllers that have modem or Ethernet connection requirements. If an office/desk for maintenance personnel are included in the maintenance room, add: One **standard** outlet for every desk location.

APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

ROOM OUTLET DISTRIBUTION CONT…

ROOM TYPES	OUTLET TYPES
Rooftops	One (1) **standard** outlet in weatherproof box. Multiple voice/data cables to rooftop HVAC, security devices, or mass notification devices routed in conduit with weatherproofing.
Building Exterior (Security, PA, WAP)	Two (2) **standard** outlet in weatherproof box, mounted to min. 4 corners of building at height to be specified by architect.
Emergency Phones (corridors, elevators, foyers, parking lots, bus stops)	One (1) **standard** outlet or cable with custom termination located at every location as required by security plan. OSP cable required for all below grade or routing to building exterior.

APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

WIRELESS ACCESS POINTS (WAP)

Per ANSI/TIA 4966 WAP Density for Educational Facilities should be designed using the following:

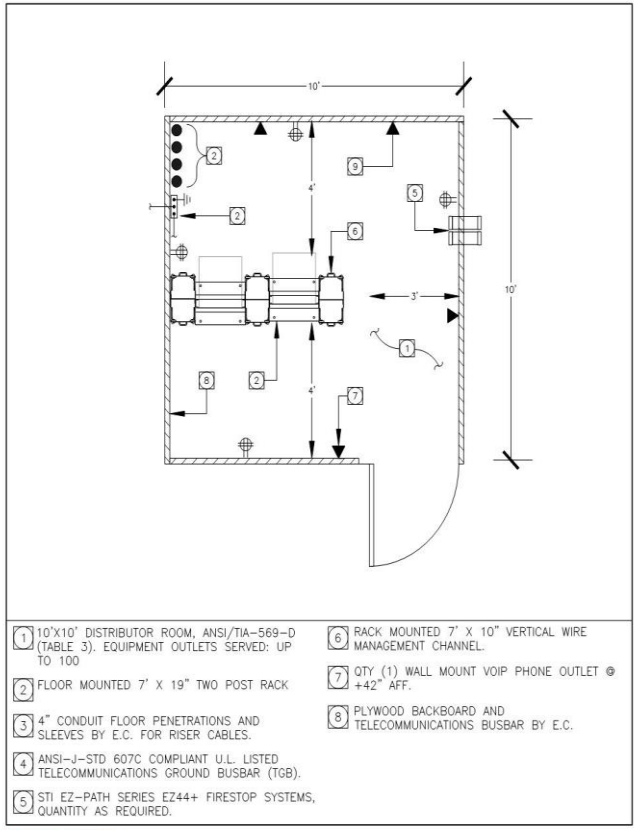
- Typical buildings – One WAP per 230 m^2 (2500 $ft.^2$).
- Places of Assembly – (e.g., large classrooms, cafeterias, gymnasiums) – estimate the number of access points based on expected occupancy. See table below:

Table 2 - ANSI/TIA – 4966 (11.3 Density) - WAP density for places of assembly

Expected Occupancy	Number of WAPs
Up to 125	1 WAP per 25 People
126 – 200	9
201 – 300	14
301 – 400	18
401 – 500	21

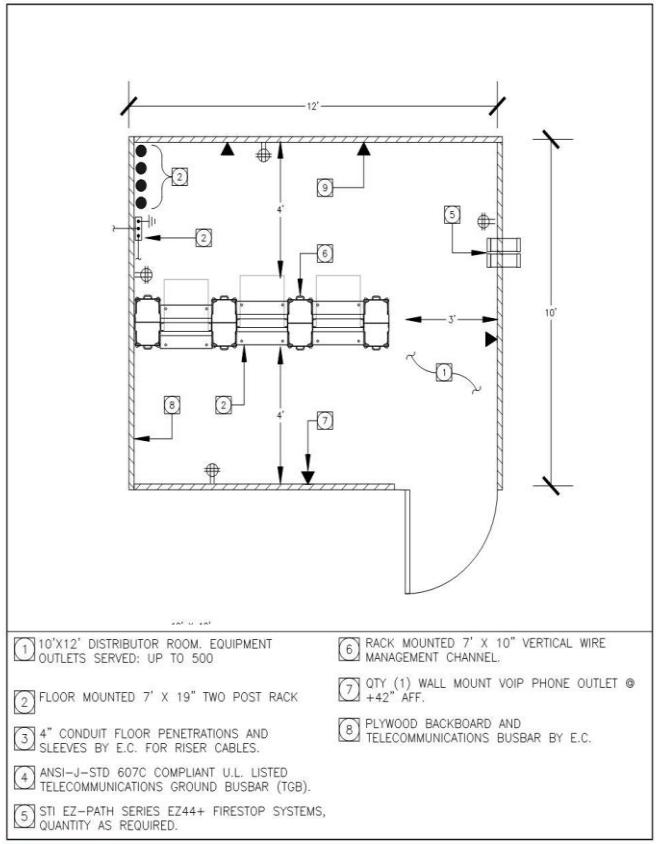
APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

SCCCD – EXAMPLE IT ROOM LAYOUTS



1. 10'X10' DISTRIBUTOR ROOM, ANSI/TIA-569-D (TABLE 3). EQUIPMENT OUTLETS SERVED: UP TO 100
2. FLOOR MOUNTED 7' X 19" TWO POST RACK
3. 4" CONDUIT FLOOR PENETRATIONS AND SLEEVES BY E.C. FOR RISER CABLES.
4. ANSI-J-STD 607C COMPLIANT U.L. LISTED TELECOMMUNICATIONS GROUND BUSBAR (TGB).
5. STI EZ-PATH SERIES EZ44+ FIRESTOP SYSTEMS, QUANTITY AS REQUIRED.
6. RACK MOUNTED 7' X 10" VERTICAL WIRE MANAGEMENT CHANNEL.
7. QTY (1) WALL MOUNT VOIP PHONE OUTLET @ +42" AFF.
8. PLYWOOD BACKBOARD AND TELECOMMUNICATIONS BUSBAR BY E.C.

Drawing Title: 10'X10' DISTRIBUTOR ROOM Project Name: SCCCD DESIGN GUIDELINES Scale: N.T.S. Date: DATE	PAGE # OF #

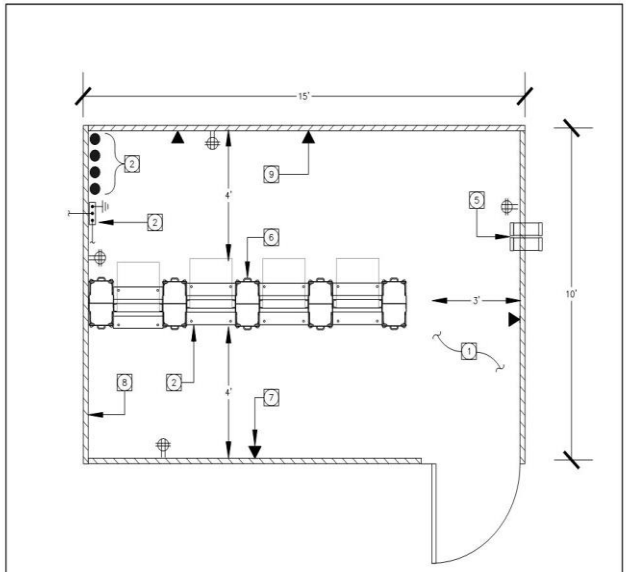


1. 10'X12' DISTRIBUTOR ROOM. EQUIPMENT OUTLETS SERVED: UP TO 500
2. FLOOR MOUNTED 7' X 19" TWO POST RACK
3. 4" CONDUIT FLOOR PENETRATIONS AND SLEEVES BY E.C. FOR RISER CABLES.
4. ANSI-J-STD 607C COMPLIANT U.L. LISTED TELECOMMUNICATIONS GROUND BUSBAR (TGB).
5. STI EZ-PATH SERIES EZ44+ FIRESTOP SYSTEMS, QUANTITY AS REQUIRED.
6. RACK MOUNTED 7' X 10" VERTICAL WIRE MANAGEMENT CHANNEL.
7. QTY (1) WALL MOUNT VOIP PHONE OUTLET @ +42" AFF.
8. PLYWOOD BACKBOARD AND TELECOMMUNICATIONS BUSBAR BY E.C.

Drawing Title: 10'X'12 DISTRIBUTOR ROOM Project Name: SCCCD DESIGN GUIDELINES Scale: SCALE Date: DATE	PAGE # OF #

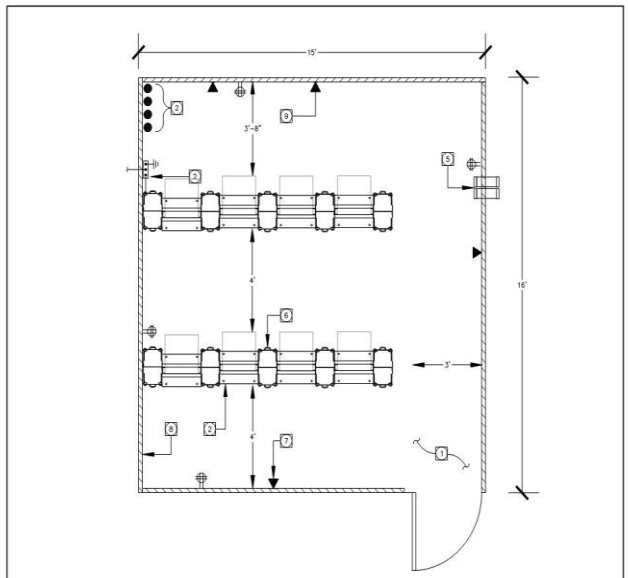
APPENDIX E
TECHNOLOGY STANDARDS INFRASTRUCTURE

SCCCD – EXAMPLE IT ROOM LAYOUTS CONT….



1. 10'X15' DISTRIBUTOR ROOM, ANSI/TIA-569-D (TABLE 3). EQUIPMENT OUTLETS SERVED: UP TO 700
2. FLOOR MOUNTED 7' X 19" TWO POST RACK
3. 4" CONDUIT FLOOR PENETRATIONS AND SLEEVES BY E.C. FOR RISER CABLES.
4. ANSI-J-STD 607C COMPLIANT U.L. LISTED TELECOMMUNICATIONS GROUND BUSBAR (TGB).
5. STI EZ-PATH SERIES EZ44+ FIRESTOP SYSTEMS, QUANTITY AS REQUIRED.
6. RACK MOUNTED 7' X 10" VERTICAL WIRE MANAGEMENT CHANNEL.
7. QTY (1) WALL MOUNT VOIP PHONE OUTLET @ +42" AFF.
8. PLYWOOD BACKBOARD AND TELECOMMUNICATIONS BUSBAR BY E.C.

Drawing Title: 10'X15' DISTRIBUTOR ROOM Project Name: SCCCD DESIGN GUIDELINES Scale: SCALE Date: DATE	PAGE # OF #



1. 15'X16' DISTRIBUTOR ROOM. EQUIPMENT OUTLETS SERVED: UP TO 1,500
2. FLOOR MOUNTED 7' X 19" TWO POST RACK
3. 4" CONDUIT FLOOR PENETRATIONS AND SLEEVES BY E.C. FOR RISER CABLES.
4. ANSI-J-STD 607C COMPLIANT U.L. LISTED TELECOMMUNICATIONS GROUND BUSBAR (TGB).
5. STI EZ-PATH SERIES EZ44+ FIRESTOP SYSTEMS, QUANTITY AS REQUIRED.
6. RACK MOUNTED 7' X 10" VERTICAL WIRE MANAGEMENT CHANNEL.
7. QTY (1) WALL MOUNT VOIP PHONE OUTLET @ +42" AFF.
8. PLYWOOD BACKBOARD AND TELECOMMUNICATIONS BUSBAR BY E.C.

Drawing Title: 15'X'16' DISTRIBUTOR ROOM Project Name: SCCCD DESIGN GUIDELINES Scale: SCALE Date: DATE	PAGE # OF #

APPENDIX F
Landscape Facilities Review And Recommendations

DRAFT

darden architects
Established 1959

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APPENDIX F
Landscape Facilities Review And Recommendations

1.0 General

1.1 Landscape Review Criteria

Review focus of the Districts existing landscape shall center on sustainable and maintainable landscapes. Addressing aspects of environmentally friendly practices comfort, scale, and safety while providing an interesting and pleasant educational opportunity.
It is with this direction in hand that the following design criteria have been developed.

1.2 Sustainable / Maintainable Facilities

With the current status of the Districts resources it is imperative the landscape space / site design be sustainable in nature. Thereby allowing the landscape installation to realize full potential. Sustainable landscape space and design is low consumption of labor and materials to maintain the site and landscape improvements in a healthy and flourishing condition all year long. In other words the site design, landscape spaces, plant material selection, irrigation system design and other elements need to combine to act as a whole unit allowing the District to mitigate excessive expenditure of resources.

1.3 Environmental Considerations

Wide temperature variations from winter to summer and low rainfall amounts dictate design that is environmentally sensitive. The need for accommodating outdoor use of space in differing climatic conditions, shelter from heat and rain should be entertained. Exterior spaces for potential outdoor classrooms, public speech areas, outdoor dining areas, large scale gatherings and smaller seating areas need a comfortable environment to be successful. The landscape design working with the site design shall provide for shade, shelter, screening, wind control, noise attenuation, enclosure, etc. that all together create a comfortable inviting and appealing experience.

1.4 Health and Safety Criteria

Large mature evergreen and deciduous trees are common on the Fresno City College, Reedley College and Madera Campuses. With this comes along the need to manage the aging landscape. Many trees exhibit risk to the school population for one reason or another. Some trees have large surface roots that are buckling pavement and invading lawn spaces creating trip and fall hazards. Other trees are planted in tight spaces and have out grown the area leaving the potential for tipping over from wind and a trip condition in the surrounding paving. There are some specimens that have dense tree canopies and heavy limbs. The likelihood of branch drop is evident. Care must be taken to manage the existing landscape at each site. Tree preservation shall be first and foremost. All effort shall be made to retain healthy trees and landscape. If hazardous conditions are apparent removal of trees and landscape is acceptable.

APPENDIX F
Landscape Facilities Review And Recommendations

2.0 Irrigation Standards

2.1 Design Parameters

The design of the irrigation system shall be such that at any time of the calendar year the system will deliver an even, balanced and regulated distribution of water to the landscape. Generally, the designer shall anticipate the scenario of providing two inches of precipitation per week to the landscape in the months of July and August. This scenario is based upon typical weather cycles of the Fresno area and relative evapotranspiration rates. Design of the system shall also consider site solar exposure, soil type, slopes, wind and the District's allowable water window. The irrigation system designed for any given area or site, regardless of size, shall be capable of providing the required amount of precipitation within the District's water window. The system shall operate five days per week from 9:00 P.M. to 6:00 A.M.

2.2 District Wide Central Control System

The District utilizes a central control system for their irrigation systems. Not all of the District facilities are currently linked to the central control system. Ultimately all irrigation of the District grounds will be part of the central control system. Each new site and modification to existing sites shall incorporate components to provide communication and control of the system through the District's central control computer. Maxicom Central Control by Rainbird has been selected as the District's preferred system. Communication options vary from campus to campus. The best option for this path of communication shall be reviewed with each project to determine which suits the situation best.

2.3 System Layout and Design Criteria

The basic design premise of providing an irrigation system that is efficient and operates within the water window stipulated must translate directly to the system layout. The layout shall recognize water coefficients for each individual irrigation head proposed for the site. All heads shall be spaced evenly to provide head to head coverage for both turf and shrub areas. In addition, where the planting design proposes the installation of large plant material, back up heads shall be designed in to the system. This will account for the potential of planting blocking the distribution of water. Also, all new trees proposed for the school shall have a separate bubbler that is installed in a deep water pipe. This will allow the system to provide supplemental water to the trees if needed. Irrigation heads selected for the site shall be suited for the space intended as well as plant material proposed. A conservative approach shall be adopted where the right head for the space is one that will provide an even distribution of water over the entire zone area. Irregular shaped areas shall not have mixed head types.

2.4 Flow / System Zones and Exposure Criteria

Once the system head layout has been completed, the designer shall then consider how the site, buildings, use areas, solar orientation and proposed plant material will affect the next stage of design. Individual valves zones will need to be developed. The valve zones must respond to the area of the site so that ultimately each singular turf of shrub area receives the amount of water required for healthy plant growth without adversely affecting other areas of the site. The valve zones shall take into account all of the elements surrounding the zone. Eastern exposure shrub areas should not be piped to run with western exposure shrub areas, etc. Doing so will attribute undue maintenance and difficulty in balancing water supply to the area. The designer shall realize that this exercise is critical to the success of the overall image of the school as well as sustainability. The designer shall also take into account the ultimate flow of the system with regard to the water window. In order to keep watering within the desired window, multiple valve zones that are similar in exposure and plant material will have to be activated at the same time. For this to be successful the supply line must be correctly sized so that flow in the pipe does not exceed five feet per second to provide the required gallons per minute to each valve zone.

2.5 District Standard Irrigation Equipment

The following is a listing of District standard irrigation equipment

Rotor Head:	Rainbird 6504 Falcon, Rainbird 5004
Spray Head:	Rainbird, 1804, 1806, 1812 – PRS – Sam with U series nozzles
Dripline:	Toro, DL 2000 RGP
Control Valve:	Rainbird PEB
Quick Coupler:	Rainbird 44RC
Gate Valve:	Nibco F-619-RW-SON
Master Valve:	Bermad 710
Flow Sensor:	Data Industrial
Backflow Preventor:	Febco 880V
Booster Pump:	Watertronics
Controller:	Rainbird, Maxicom CCU and ESP Controller

APPENDIX F
Landscape Facilities Review And Recommendations

3.0 Planting Standards

3.1 General Design

Plants selected for use shall reflect the environment of the space, projected use of the surrounding space, available water, require little pruning and provide for a visual appeal. The District has finite maintenance resources, detailed intricate planting designs are most likely more than the District can handle.

3.2 Environmental Considerations

Plant material selected for the site shall be carefully chosen so that the plant will fulfill natural growth habits without expenditure of excessive care. Consider reflective heat, glare off of ground surfaces, dense shade, full sun exposure, slope, wind and drainage. The existing landscape will also impact plant selection, shade and roots from existing trees must be reviewed to ensure the understory planting is successful.

3.3 Sustainable Planting Design

The planting shall be made up of shrubs, ground cover and trees which are normally long lived, need minimal corrective pruning, do not require shearing to form the appropriate look and demand any special time consuming attention. Plants selected shall be hardy to the central valley climate, be well suited to the sites soil conditions and designed with the architecture, traffic flows and environmental conditions of the landscape space in mind. Shrubs and trees with growth habits that will overwhelm a small landscape space are inappropriate. Rule of thumb for planting design is right plant for the right place leading to a sustainable design.

The following is a listing of preferred plant material. The list is not intended to be all inclusive of plants that may be utilized, other plant types should be considered.

PLANT MATERIAL LIST

Evergreen Trees

CEDRUS atlantica 'Glauca' / Blue Atlas Cedar
CEDRUS deodara / Deodar Cedar
CINNAMOMUM camphora / Camphor Tree
LAURUS nobilis / Grecian Bay
PINUS pinea / Italian Stone Pine
QUERCUS ilex / Holly Oak
QUERCUS suber / Cork Oak
QUERCUS wislizenii / Interior Live Oak

Deciduous Trees

ACER rubrum 'October Glory' / Scarlet Maple
CERCIS canadensis 'Oklahoma' / Redbud
CERCIDIUM 'Desert Museum' / Palo Verde
GINKGO biloba 'Autumn Gold'/ Maidenhair Tree
KOELREUTERIA bipinnata / Chinese Flame Tree
LAGERSTROEMIA hybrid / Crape Myrtle
PISTACIA chinensis 'Keith Davey' / Chinese Pistache
PLATANUS acerifolia / London Plane Tree
QUERCUS douglasii / Blue Oak
QUERCUS coccinea / Scarlet Oak
QUERCUS lobata / Valley Oak
SOPHORA japonica / Japanese Scholar Tree
ULMUS parvifolia / Chinese Elm
ZELKOVA serrata 'Village Green' / Saw Leaf Zelkova

APPENDIX F
Landscape Facilities Review And Recommendations

3.0 Planting Standards

Shrubs

ACHILLEA millefolium 'Rosa' / Yarrow
AGAVE 'Sharkskin' / Sharkskin Agave
ARCTOSTAPHYLOS 'Howard McMinn' / NCN
ARTEMISIA x 'Powis Castle' / Wormwood
BERBERIS thunbergii 'Rose Glow' / Japanese Barberry
BUDDLEJA davidii / Butterfly Bush
CALLISTEMON viminalis 'Little John' / Dwarf Bottlebrush
CALAMAGROSTIS acutiflora 'Karl Foerster' / Feather Reed Grass
CISTUS purpureus / Orchid Rockrose
COTONEASTER lacteus / Parney Cotoneaster
ELYMUS arenarius / Blue Lyme Grass
GARDENIA jasminoides / Gardenia
GAURA lindheimeri 'Siskiyou Pink' / Gaura
GREVILLEA x noelii / Grevillea
HEMEROCALLIS hybrids / Daylily
HESPERALOE parviflora / Red Yucca
HETEROMELES arbutifolia / Toyon
KNIPHOFIA uvaria / Red Hot Poker
LAVANDULA stoechas 'Otto Quast' / Lavander
LEUCOPHYLLUM frutescens 'Green Cloud' / Texas Ranger
LIRIOPE muscari 'Big Blue' / Lily Turf
LOROPETALUM chinense 'Razzleberry' / Razzle Berry
MISCANTHUS sinensis / Silver Grass
MORAEA bicolor / Fortnight Lily
MUHLENBERGIA capilaris 'Regal Mist' / Pink Muhly
MYRTUS communis 'Compacta' / Myrtle
NANDINA domestica 'Fire Power' / Heavenly Bamboo
NEPTA x fassenni 'Walker's Low' / Catmint

Shrubs (cont)

NESSALLA tenuissama / Mexican Feather
OLEA europea 'Little Ollie' / Dwarf Olive
PENNISETUM setaceum 'Rubrum' / Fountain Grass
PLUMBAGO auriculata / Cape Plumbago
RAPHIOLEPIS indica / India Hawthorn
SALVIA x 'Bee's Bliss' / Sage
SALVIA gregii / Autumn Sage
SALVIA leucanthas / Mexican Sage
SPIRAEA japonica / Red Spiraea
SPIRAEA vanhouttei / Bridal Wreath Spiraea
TEUCRIUM fruiticans / Bush Germander
TULBAGHIA violacea / Society Garlic
VIBURNUM tinus 'Spring Bouquet'/ Laurestinus
XYLOSMA congestum 'Compacta' / Shiny Xylosma
YUCCA filamentosa 'Bright Edge' / Adam's needle

Groundcover

APTENIA cordifolia 'Red Apple' / Aptenia
ARCTOSTAPHYLOS X 'Emerald Carpet' / Manzanita
BACCHARIS pilularis 'Twin Peaks' / Coyote Brush
CISTUS pulverulentus 'Sunset' / Rockrose
COTONEASTER dammerii 'Coral Beauty' / Cotoneaster
LANTANA montevedensis / Trailing Lantana
MYOPORUM parvifolium / Sandelwood
ROSA x 'Flower Carpet' / Flower Carpet Rose
ROSMARINUS officinalis 'Collingwood Ingram' / Rosemary
SEDUM x 'Autumn Joy' / Stonecrop

Turf Grass

General Turf Area - 'Celebration' variety of Hybrid Bermuda grass
Athletic Field Turf Area – 'Celebration' variety of Hybrid Bermuda grass, Football, Soccer and Baseball Fields over seeded annually with 'Futura 3000' Perennial Rye grass

APPENDIX F
Landscape Facilities Review And Recommendations

4.0 Campus Maintenance Program Staffing / Management Analysis

4.1 General Overview

The content of this analysis is derived from general information provided by APPA Physical Plant Operators Guideline Manual for Grounds. The guideline is an accepted format for determining staffing, materials, equipment and miscellaneous items necessary for successful grounds maintenance programs at educational facilities. The campus analysis attempts to guide future maintenance at all the district campus sites. Maintenance requirements for all sites are very similar, comments and observations within are attributable to all of the district grounds.

4.2 Industry Standards for Grounds Maintenance

As previously indicated the APPA guidelines define budgets, staffing, materials and equipment allowances for grounds maintenance. The analysis is based upon these accepted standards and have been verified by cross comparison to grounds maintenance at California State University, Fresno.

Listed below are budget, staffing and equipment that should be achieved to give the grounds a level 2 image of landscape.

Annual overall maintenance budget	- $ 9,000 per acre of landscape
Annual materials budget	- $ 2,400 per acre of landscape
Annual tree maintenance budget	- $ 800 per acre of landscape
Maintenance staffing	- Eight acres of landscape per staff member
Maintenance equipment	Parking Lot Sweeper, (3) Twelve Foot Gang Mower, (4) 72" Deck mower, Slit Seeder, Flail Mower, Turf Aerator, Fertilizer Spreader – Tractor Pull, (3) Tractors with Turf Tires, Sand Spreader – Tractor Pull, (3) Walk Behind Mowers, (3) Edgers, Hedge Trimmers, Blowers, Miscellaneous Hand Held Equipment

4.3 Grounds Staffing

There are a couple of methods utilized to distribute personnel resources for grounds management. The first being the broadcast method. This method rotates personnel throughout the grounds to help keep the worker mindset fresh. Adding variety to the daily tasks will encourage critical thinking and foster problem solving. It is essential to maintaining interest and avoiding complacency in the work force. Energy and productivity levels decline when there is a lack of stimulus or challenge. Rotating grounds personnel throughout the district and assigning changing tasks will keep the work force engaged and fresh. The end result is that the staff will then be familiar with all the grounds and related intricacies thereby establishing versatility. Broad cast approach uses teams. The mow crew moves throughout the site, the irrigation crew does the same and so on. Then they move on to another area. This broadcast approach avoids duplication of efforts and efficiently uses labor and equipment resources, nurtures cooperation and allows personnel to respond to problems.

The zone method of staffing is based upon the personal pride concept. People tend to care more for things they are personally responsible for. For example, a grounds worker who operates the same mower every day will likely take better care of it. The condition of a piece of equipment can often reveal attention to detail and alert supervisors to the operators work habit. On the other hand, the problem of poorly maintained can develop if the equipment is operated by different people. Tracking oil level, blade sharpness, etc. tends to be more prominent. As with equipment, with responsibility for a specific area can create a sense of ownership and develop teamwork. Often people are more interested and perform well if they own areas to take care of. A zone approach assigns a supervisor and a specific crew to a particular area of grounds. They perform all the tasks within the zone, mowing, weed control, irrigation repair, tree pruning. This in turn requires that all the workers are versatile and are able to perform all the tasks required within the zone. The whole organization benefits by people evolving to solve any problem, meet any challenge and fill any void. Careful thought must be given to lines drawn in a zone approach. People can become territorial and create boundaries which in turn will not suit the end product.
Either the zone approach or broadcast approach are suitable to the district grounds. Management preference is deemed acceptable in this case. A six month trial period for each approach should be tested to ensure maximum efficiency is achieved.
As indicated earlier in the report the grounds workers should be charged with eight (8) acres of landscape to maintain. Staffing levels should be reviewed to support this ratio.

APPENDIX F
Landscape Facilities Review And Recommendations

4.0 Campus Maintenance Program Staffing / Management Analysis

4.4 Grounds Material and Equipment

Sustainability is the ultimate goal for all landscape management. Options for selecting materials, fuels and equipment have become viable in recent years. Alternative fuels sources that eliminate greenhouse gas production should be considered for the maintenance equipment. Electric vehicles and equipment are readily available and should be pursued as a viable product. Green fuels such as compressed natural gas, propane and biodiesel are alternatives to gasoline powered equipment. The use of alternative fuels will greatly improve the District carbon footprint leading to enhanced air quality on and around the District sites. Equipment for mowing, aeration, fertilizer spreading, herbicide application, etc. is essential to smoothly functioning maintenance. Investment in new equipment is warranted to ensure that dollars spent maintaining grounds are completely effective. Labor hours can be reduced by the addition of equipment that offer time savings features. A program for review of equipment to evaluate efficiencies, repairs needed over time, longevity and useful life should be developed and utilized annually. Budgets can then be adjusted as needed to account for potential equipment purchases.

4.5 Maintenance Program Recommendations

Observation of the district grounds found that general maintenance practices in use are satisfying the demand to a level 3 image and in some cases a level 4 image. Unfortunately these levels are in the lower image scale and do not reflect the best for the district. General maintenance practices and budgets in place should be modified to add equipment, money and staff to meet the level indicated in section 4.2. Without the staff, budget and equipment modified as indicated change in the district grounds image will not occur.

Weed control to provide a clean consistent image of the grounds will go a long way toward improving the look and atmosphere of the district sites. Pre-emergent herbicides are the first line of defense toward this end. Pre-emergent herbicide applied twice a year to turf and shrub areas will eliminate 80-90% of annual weeds. Thus freeing up labor hours to pursue other tasks. From there post emergent herbicides can remove the remaining weeds.

Turf areas need twice a year aeration to combat compaction and heavy soils. Flail mowing of turf areas to scalp down to ¼" high is recommended to rejuvenate the turf and mow out broadleaf grasses. This should be done in March on a semi-annual basis or as considered needed. Regular turf fertilization will enhance the grounds immensely. Healthy vigorous turf tends to choke out weeds and stand up to high foot traffic at district sites.

Shrub and ground cover areas in many areas of the district sites need replanting. Hedging and shearing of plants is also prevalent. Concentrated effort to replant barren areas and removing out of scale size shrubs that need constant hedging should be a priority. The replanting of water wise plants appropriate for the space will enhance the district sites. Where foot traffic will ultimately trample planting consideration should be given to placing decomposed granite surfacing or wood top dress mulch. Both of these will provide a finished look and suppress weeds while allowing air and water exchange to the soil.

Trees at the district sites are in varying states of maturity. Trees on the Fresno City College campus are midway through their life cycle if not more. A rule to remember for tree maintenance is visit the tree on five year intervals to ensure structural or cultural conditions are corrected. Pruning and thinning on a five year cycle is generally accepted for ornamental trees. Tree care and management is often a cumbersome task for facilities. Expense for annual tree trimming, thinning, replacement and pesticide applications should be included in the annual maintenance budget. A tree service should be contracted with the district so that maximum value for the work can be attained. Outside contractors have the equipment and insurance in place to do the work efficiently. This allows the grounds crew to complete the required daily task of maintenance without any impact to schedule.

APPENDIX F
Landscape Facilities Review And Recommendations

5.0 Athletic Fields Maintenance Program Staffing / Management

5.1 General Overview

The content of this analysis for the athletic fields is derived from general information provided by APPA Physical Plant Operators Guideline Manual for Grounds. The guideline is an accepted format for determining staffing, materials, equipment and miscellaneous items necessary for successful grounds maintenance programs at educational facilities. The athletic field's analysis attempts to guide future maintenance at all the district campus sites. Maintenance requirements for all sites are very similar, comments and observations within are attributable to all of the district athletic facilities.

5.2 Industry Standards for Grounds Maintenance

As previously indicated the APPA guidelines define budgets, staffing, materials and equipment allowances for grounds maintenance. The analysis is based upon these accepted standards and have been verified by cross comparison to grounds maintenance at California State University, Fresno. Refer to section 4.2.

5.3 Athletic Fields Staffing

The staffing requirements and approach for labor use as described in section 4.2 and 4.3 apply to the athletic field's maintenance. However athletic field maintenance tends to require more specialty knowledge and an attention to detail. For the acreage of athletic fields in the district a minimum of three grounds workers dedicated to athletic fields is required. Four dedicated grounds workers for athletics is preferable. Two for Fresno City College and two for Reedley College is recommended. Given the frequency of use at the athletic fields for competition and practice dedicated personnel is warranted. The dedicated workers will provide a product acceptable for collegiate competition and can be responsive to problems specific to play field management.

5.4 Athletic Fields Material and Equipment

Equipment requirements for mowing, aeration, fertilizer spreading, herbicide application, etc. are similar to those described in section 4.2. Equipment types specific to large turf areas are more appropriate for servicing the athletic fields. Labor hours can be reduced by the addition of equipment that offer features focused on large turf areas. Tractor pulled spreaders, aerators and gang mowers are appropriate for use. A program for review of equipment to evaluate efficiencies, repairs needed over time, longevity and useful life should be developed and utilized annually. Similarly materials to foster healthy turf growth must be considered. The budget for material to sustain the turf in athletic / competition fields should hover around $200,000 annually. The materials budget should include quarterly soils testing and analysis in order to address specific conditions. This will take the guess work out of decision making and materials purchasing. This is a very useful tool and should not be overlooked. Budgets should be adjusted as needed to account for potential material and equipment purchases.

5.5 Athletic Fields Maintenance Program Recommendations

The greatest enemy to sustainable turf is heavy use. The District athletic fields due to area available are subject to this issue. Currently overlap of sports on the athletic fields complicates the ability of grounds to manage the facilities. Turf grass needs time to respond to care given. If time for turf regeneration is not built into use activities the turf will suffer and the product will be less than desirable. Acknowledgment of this condition must be a priority. Rotation of sports team activities around the usable athletic fields will allow grounds to aerate, fertilize, over seed and provide herbicide weed control on a consistent basis. In the long run allowing all the turf to become healthy and playable. Logistics required to rectify this condition are a challenge and in most cases changing the existing culture will be disruptive. This is an important issue, if the turf is used too frequently it will be unlikely to have a consistently playable stand of turf. Compaction of soil and uneven grade conditions are a result from overuse. A continuing program to combat compaction will help with the athletic use management. Aeration should be provided three (3) times a year and flail mowing with sandy loam fill placed in low areas to adjust uneven grade conditions should occur once a year. Budgets to allow for soils analysis, chemicals for weed control and fertilization, over seeding, aeration, playfield leveling, etc. are crucial for the success of the athletic fields. The budget amount stated previously in this document must be planned to accommodate the preferred result. Maintenance program issues identified in section 4.5 also apply to the athletic fields. Pre-emergent and post emergent herbicides, flail mowing, turf leveling, etc. shall be consistently implemented to foster the playfields.

APPENDIX F
Landscape Facilities Review And Recommendations

6.0 Individual Campus Review and Assessment Analysis

6.1 Fresno City College

6.2 FCC Exhibit
Refer to attached exhibit in the Appendix

6.3 Reedley College

6.4 Reedley Exhibit
Refer to attached exhibit in the Appendix

6.5 Clovis Community College

6.6 Clovis Exhibit
Refer to attached exhibit in the Appendix

6.7 Madera Community College Center

6.8 Madera Exhibit
Refer to attached exhibit in the Appendix

APPENDIX G
ADA DATABASE

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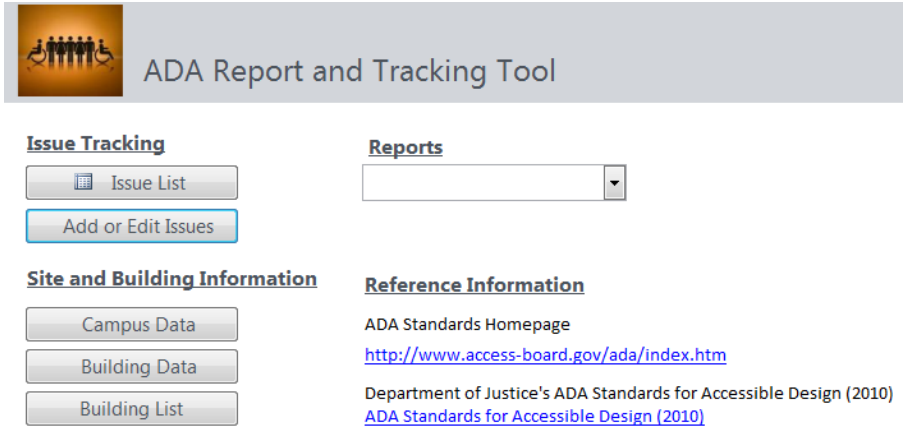
Established 1959

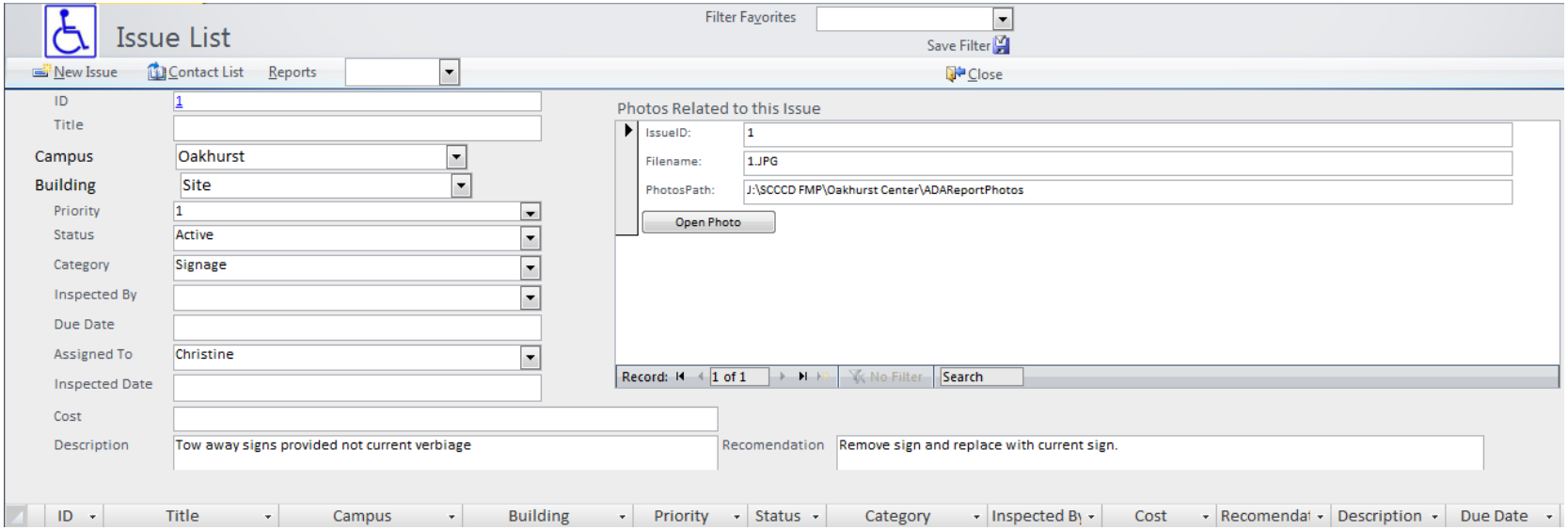
The ADA Assessment Database established the District's Transition Plan to identify needed accessibility improvements and provide a systematic approach to correcting the known deficiencies.

The District has updated the database as Accessibly Improvement Projects were undertaken and has made progress in eliminating many of the barriers.

The Accessibility Subcommittee held numerous meetings to discuss project and priorities. It was determined that Restrooms pose the most obstacles and should be the initial focus for ADA Improvements.

Through the Measure C funding it is anticipated that most of the restrooms will be modified to remove ADA obstacles





APPENDIX H
Pavement Assessments – 7 year Maintenance

Refer to the attached Appendix H -

STATE CENTER COMMUNITY COLLEGE DISTRICT
Pavement Conditions Study
And Rehabilitation Analysis

Prepared by Blair Church and Flynn – Consulting Engineers

SUMMARY

The firm of Blair, Church & Flynn Consulting Engineers was retained by the State Center Community College District to evaluate the condition of existing asphalt concrete paved surfaces on the various college campuses and make recommendations for pavement rehabilitation work that will ensure a long pavement life.

The pavement at each of the District's parking lots, roadways and adjacent paved areas were visually inspected and documented as to the existing pavement conditions, ADA accessibility violations, and any other notable issues observed for each area. Pavement conditions varied from excellent to extremely distressed. Typical pavement faults included weathering and raveling, depressions, edge cracking, longitudinal and transverse cracking, pot holes and alligator cracking. Appropriate corrective measures were determined for each of the pavement faults observed and corresponding cost estimates for such corrections were made.

The District presently has approximately 3,700,000 square feet (84.9 Acres) of asphaltic concrete pavement surfacing to maintain. The total current cost for all pavement rehabilitation and accessibility renovations on the District's campuses is estimated to be approximately $8,180,000. With this work being conducted over a seven-year period, an annual expenditure of roughly $1,170,000 is required. This estimated annual cost is based on the year the maintenance for each area is performed and a projected annual inflation factor. This expenditure would result in all of the District's existing pavement areas being relatively free of major stressed or failed areas.

After completion of the maintenance, repairs and replacement outlined in the initial Seven-Year Plan, the District should be able to provide for annual pavement repairs, maintenance, sealing and striping on a seven-year rotational plan at an estimated annual cost of $430,000 (in 2018 dollars). Faithful execution of this plan will insure that the District maximizes the life of their pavement areas while minimizing long-term pavement maintenance costs.

APPENDIX I
Total Cost of Ownership

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Established 1959

SUMMARY

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