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Fresno City College

West Fresno Center
Fresno City College

First Responder Center
Fresno City College

Career Technology Center

Reedley College

Madera Community College Center
Reedley College

Oakhurst Community College Center
Reedley College

Clovis Community College

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

2018

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

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ACKNOWLEDGEMENTS

Facilities Master Plan

Letter from the Chancellor

Dr. Paul Parnell

Chancellor, *State Center Community College District*

Chancellor's Letter
Facility Master Plan

To be Provided by Dr. Paul Parnell

Dr. Paul Parnell
Chancellor, State Center Community College District

Letter from the College President

Dr. Carole Goldsmith
President, *Fresno City College*

Letter for Facilities Master Plan – Fresno City College

To be Provided by Dr. Goldsmith

Dr. Carole Goldsmith
President, Fresno City College

Letter from the College President

Donna Berry
President, *Reedley College*

Letter for Facility Master Plan – Reedley College

To be Provided by Donna Berry

Donna Berry
Interim President, Reedley College

Letter from the College President

Dr. Lori Bennett
President, *Clovis Community College*

Letter for Facility Master Plan – Clovis Community College

To be Provided by Dr. Bennett

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, SCCCD Board of Trustees, and the community. The Facilities Master Planning Process is complex process that necessitates numerous opportunities for college, district, and community voices and opinions to be expressed. Through multiple open forums and meetings, the various constituency groups provided input while incorporating appropriate checks and balances.

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

PLANNING COMMITTEE STRUCTURE

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

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

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

- 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

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

- Provided input regarding physical improvement needs at their site.
- Provided valuable site-specific input regarding campus operations.
- Provided input for site-specific goal setting and needs.
- Discussed changing aspects of the curriculum and how facility designs must respond to these changes.
- Discussed the philosophy of the individual departments and articulated 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, campus functionality, and educational initiatives that may impact facilities needs.
- The Colleges also held a number of open forums to further provide engagement opportunities for faculty and staff who were not involved in formal committees and subcommittees.

Facilities Master Planning Committees Structure

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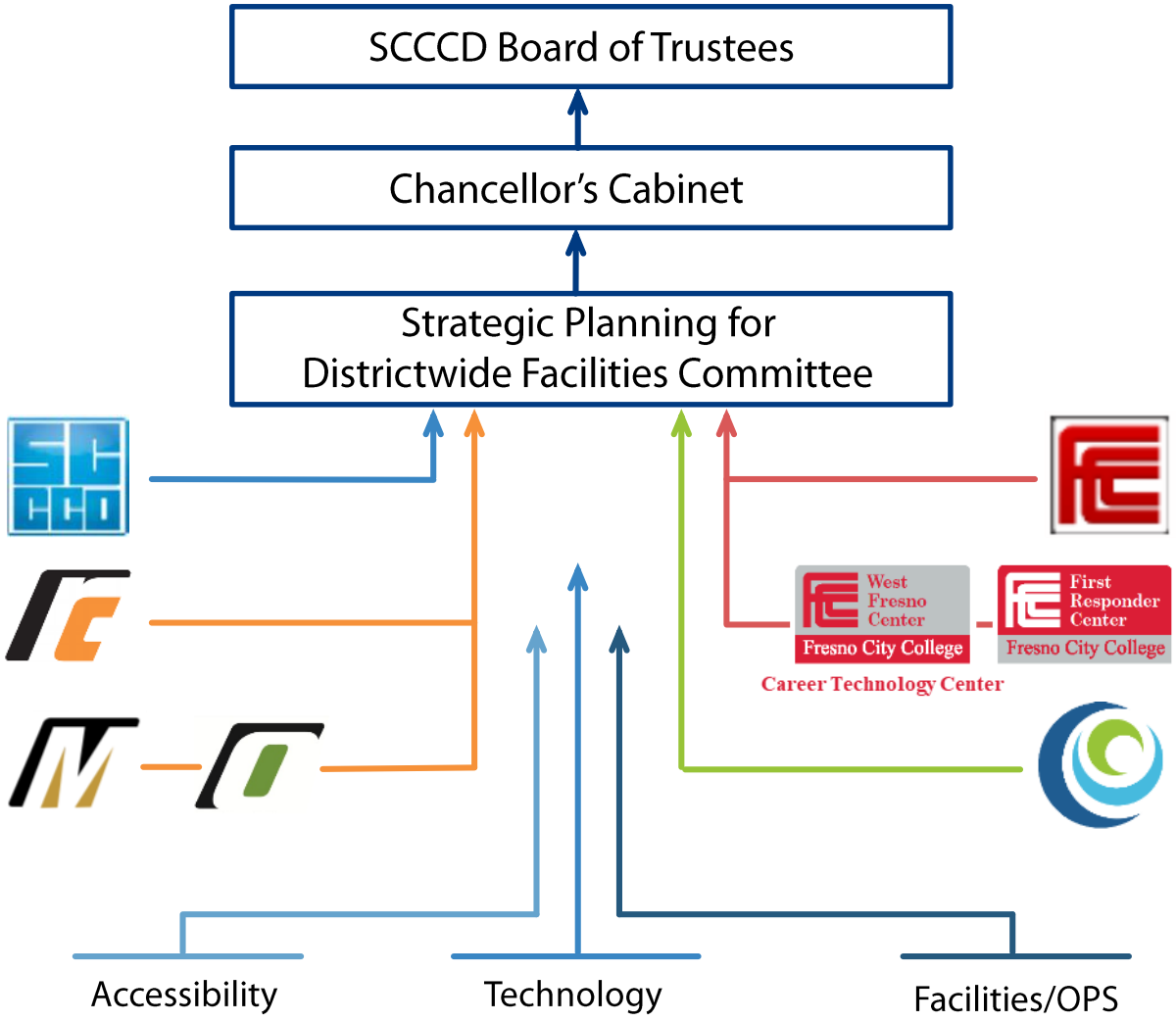
The planning process for the SCCCD Facilities Master Plan was highly participatory , engaging the many constituencies of the district. The Planning Team worked closely with multiple Planning Committees, which included faculty, classified staff, administrators, and students.

The planning committees had much to consider throughout the master planning process. A series of highly interactive meetings with each of the site facilities subcommittees, provided analysis of existing conditions, evaluation of a series of options, and decision-making, culminating in the development of the 2018 Districtwide Facilities Master Plan.

Additionally, presentations were held with the district administration, SCCCD 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

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

CHANCELLOR'S CABINET

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

FACILITIES SUBCOMMITTEES

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

DISTRICTWIDE FACILITIES & SAFETY COMMITTEE

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

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Facilities Master Planning—Key Participants

Facilities Subcommittees

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Fresno City College - Facilities Subcommittee/Participants

Aaron Pankratz	Instructor
Alan Razee	Instr., Comm. Arts
Alex Adams	Research Coordinator
Alicia Cowan	Office Assist. 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	Assistant to Chancellor
Bruce Hill	Instructor SOSCI
Bryan Lee	HVAC Instructor
Cam Olson	Director of Athletics
Carole Goldsmith	President FCC
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	Dir of Facilities Planning & Const
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	Director of Maintenance & Operations:
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	Admin. Asst. 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 Linguistics/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	Office Assist.-CDC
Sara Woody	Copy Center FCC
Sean Henderson	Dean of Student Services FCC
Sean Hoffman	Building Generalist
Seth Yates	Chemistry Instructor
Shannon Robertson	Director of Construction Services
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 Secretary FCC Police Academy
Sylvia A. Sanchez	Office Assist. III
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 Blayney	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
Keith Bergthold	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

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Facilities Subcommittees

Reedley College - Facilities Subcommittee/Participants

Brian Speece	Assistant to Chancellor
Carlo Fuentes	ASG/Student Representative
Christine Miktarian	Vice Chancellor, Operations & IS
Dale Van Dam	VPI
Darren Cousineau	Dir. of Enviro. Health & Safety
David Clark	Dean of AG/NR
David Santesteban	RC Director of Athetics
Donna Berry	Interim President, RC
Dr Samuel Morgan	DSP&S
Eric Marty	RC Football Coach
Ernesto Duran	Student Representative
George Cummings	Dir of Facilities Planning & Const
Gerardo Reyes	ASG Senator/Student Rep.
Glen R Foth	Ground Services Manager
Jose Alunzar	ASG/Student Representative
Jose Flores	Chief of Police
Kassandra Davis-Schmall	RC-Administration Aide DIVC
Kenneth Willet	Farm Production Supervisor
Kent Kinney	Instructor Forestry
Kevin Woodard	RC AG/NR
Kurt Piland	Director of College Relations
Leroy Bibb	Lead Maintenance, FCC
Maria Ortiz	Faculty, RC
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	Dir. of Construction Services

District -Facilities Subcommittee

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

Clovis Community College - Facilities Subcommittee/Participants

Anthony Abbott	Physics Instructor
Austin Fite	Instructional Lab Tech, Science
Brian Speece	Assistant to Chancellor
Brian Shamp1	Instructor
Cathy Ostos	CCC Admin Services
Christine Miktarian	Vice Chancellor, Operations & IS
Collen Brannen	CCC DSPS
Dan Hoffman	Building Generalist, CCC
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	Dir of Facilities Planning & Const.
Glen Foth	Ground Services Manager
Gurdeep Hebert	Director, Student Success
James Rooney	Director of Maintenance & Operations
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	Director of Construction Services
Sergio Salinas	Custodial Manager
Vicki Cockrell	Administrative Aide

Accessibility Subcommittee

Stephanie Crosby	DSPS Dir., FCC
Colleen Brannon	DSPS, CCC
Christine Miktarian	Vice Chancellor, Operations & IS
George Cummings	Dir of Facilities Planning & Const.
Brian Speece	Assistant to Chancellor
Samuel Morgan	DSPS-RC

Madera and Oakhurst Centers- Facilities Subcommittee/Participant

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	Vice President, MC/OC
Darren Cousineau	Dir of Enviro. Health & Safety
Desy Ruiz	Job Developer
Donna Berry	Interim President, Reedley College
Fernando Jimenez	Lead Custodian
Ganesan Srinivasan	Dean of Instruction
George Cummings	Dir of Facilities Planning & Const.
Keisha Oliver	Office Assistant SCCCD
Leticia Canales	Dean of Student Services
Shannon Robertson	Director of Construction Services
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 & IS
Dante Alvarado	Director IT
Gary Sakaguchi	Director of Technology
George Cummings	Dir of Facilities Planning & Const.
Harry Zalis	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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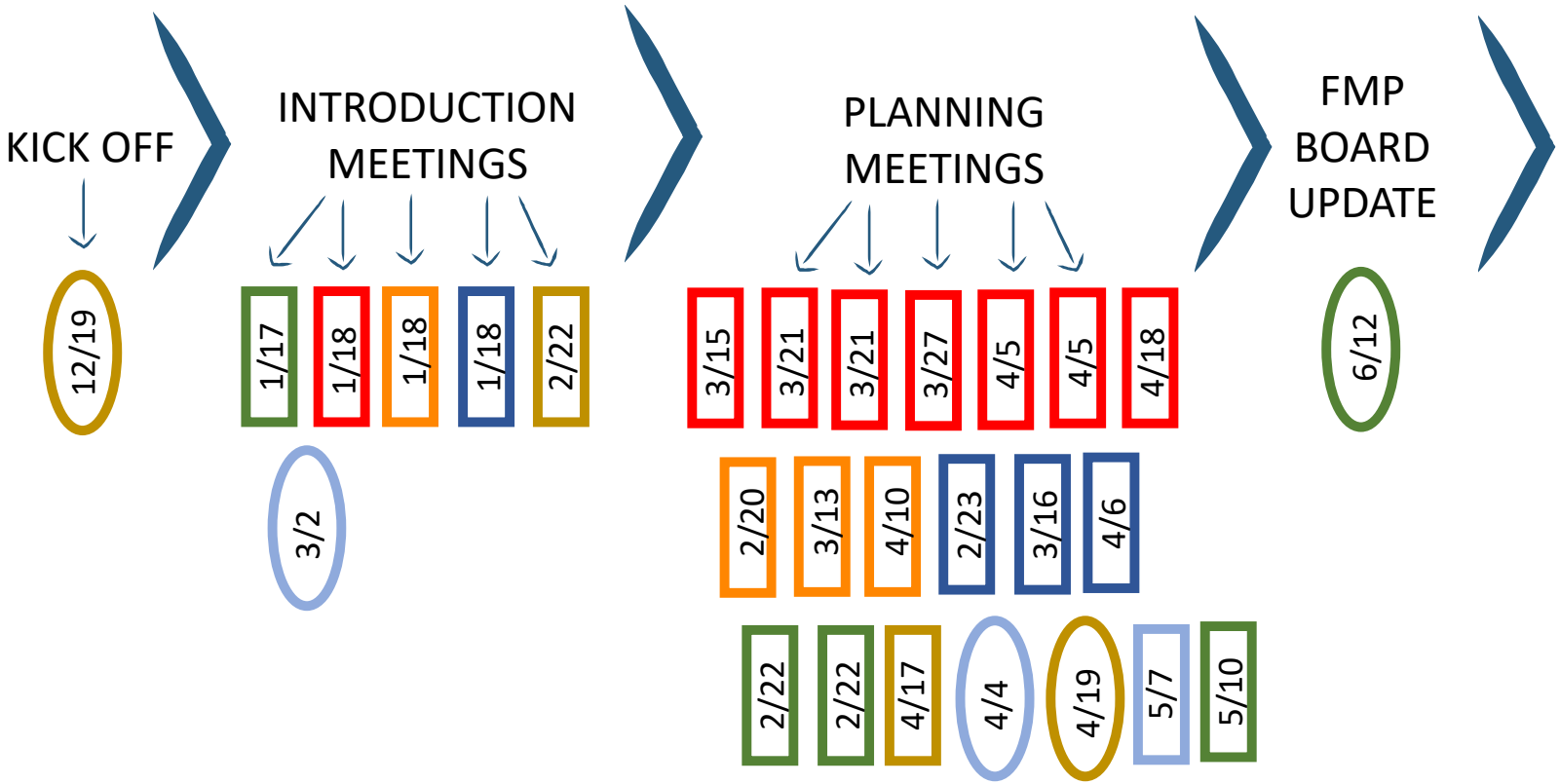

Meetings August 2018 – xxxx 2019

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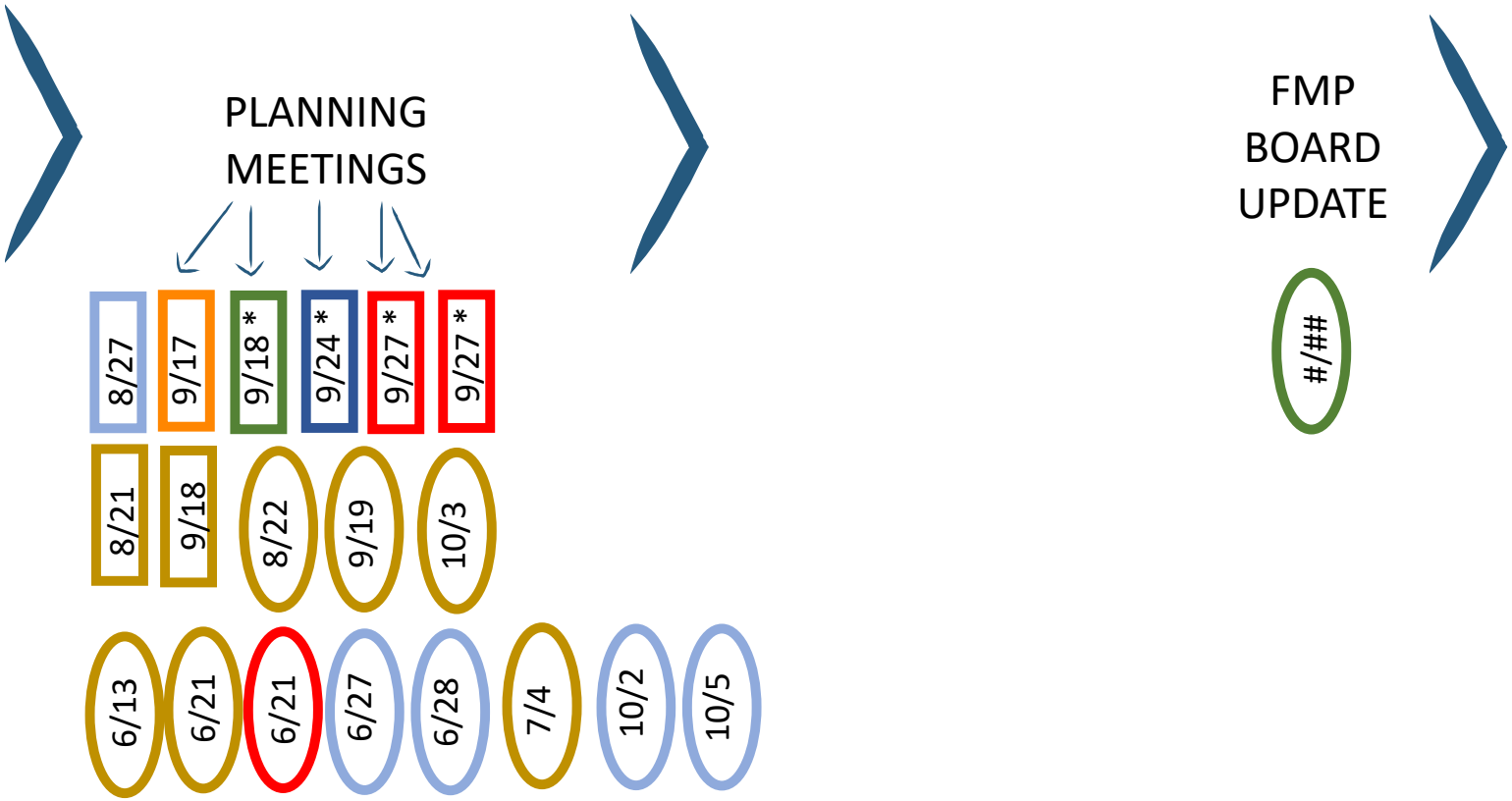

* Indicates Open Forum Meetings

Facilities Master Planning Team

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DARDEN ARCHITECTS
Robert L. Petithomme, AIA, LEED AP

BLAIR CHURCH AND FLYNN
Civil Engineer

JLB Traffic
Transportation Consultant

TK1SC
Electrical and Telecommunications

ROBERT BORO
Landscape Architect

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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 1 million people and 18 unified and high school districts in more than 5,500 square miles of urban and rural territory, including most of Fresno and Madera counties and portions of Kings and Tulare counties. SCCCD is governed by a seven-member SCCCD Board of Trustees who represent seven trustee areas.

Fresno City College, established in 1910, enrolls in excess of 22,000[1] students, and offers more than 100 associate of arts and science degree programs and 60 certificate of achievement programs in vocational/occupational areas.

Reedley College, established in 1926, is located in Reedley (approximately 30 miles southeast of Fresno) and enrolls approximately 7,500[1] students in a variety of courses and degree programs in occupational education and the arts and sciences.

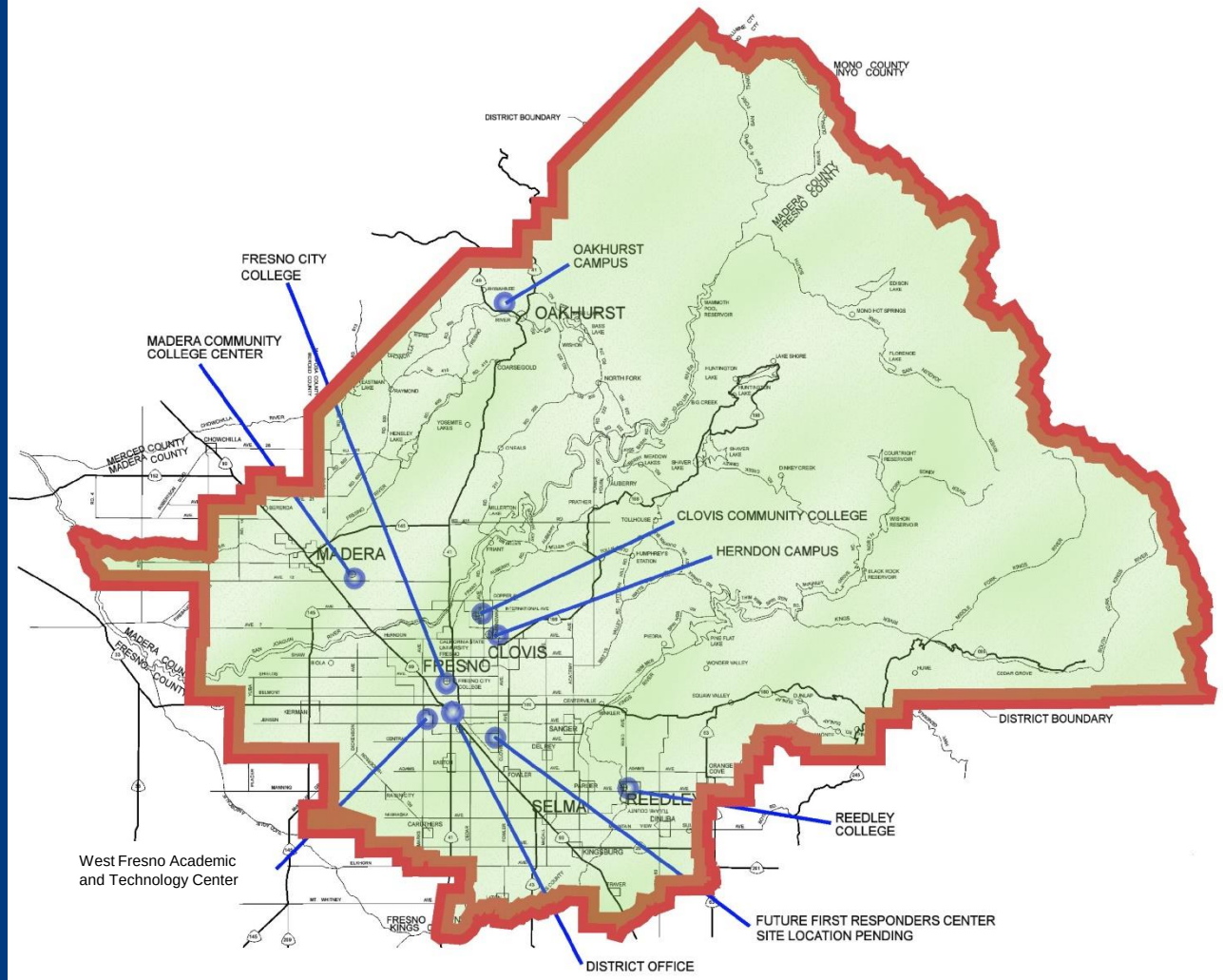
Clovis Community College, the 113th community college in California, was granted college status in June, 2015 and enrolls approximately 7,800[1] students.

SCCCD also operates three educational centers with a combined enrollment of approximately 5,600[1] students. Madera and Oakhurst Centers offer programs in general education for transfer and two-year degrees, and are located in Madera and Oakhurst. Additionally, the district offers occupational and technical training at its Career and Technology Center as well as the Training Institute.

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

The New Career and Technology Center and the New Oakhurst Community College Center will replace the current centers at new larger sites, allowing for growth and expansion.

1 Fall 2017 Enrollment



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

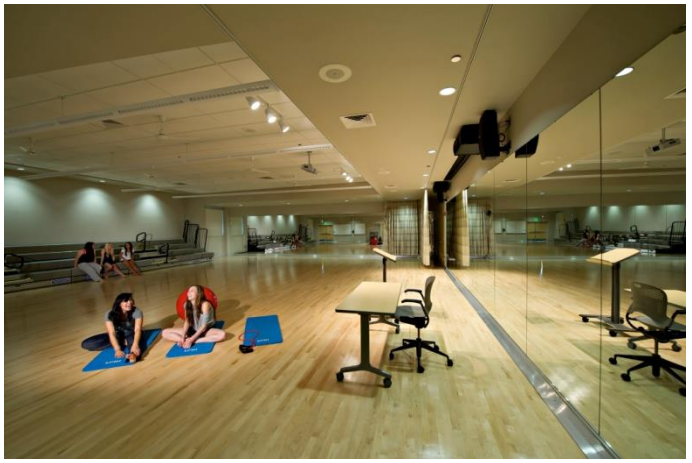
STEWARDSHIP
We are committed to the enhancement, preservation, conservation, and effective utilization of our resources.

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

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

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

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



Facilities Master Plan Purpose, Process, and Goals

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

-Joel Barker,
Author, Independent Scholar, & Futurist

PURPOSE

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

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

The Facilities Master Plan provides a 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, 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 SCCCD 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 district's current space inventory, projecting the effect of the district's current 5-year plans, and projecting the future space needs of each campus. Each of the district's campuses is unique in terms of its current status, projected growth, and diverse needs. The district's campuses vary in development. They include fully developed college campuses, relativity new college centers, and three newly planned college centers.

GOALS

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

- Address the needs identified in the Educational Master Plan Growth projections.
- Develop student learning support services 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, and staff).
- Develop sites and facilities to attract students.
- Develop student gathering areas (indoor and outdoor).
- Encourage students and community members to spend time on campus.
- Incorporate sustainable design principles in all development.
- Consider life-cycle costs and reduce maintenance needs.
- Address ADA issues and increase accessibility.
- Address districtwide technology standards.

District Campuses

FRESNO CITY COLLEGE [1]

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

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

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

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

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

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

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

District Campuses

WEST FRESNO ACADEMIC AND TECHNOLOGY CENTER

The Career Technology Center[1] is currently located on Annadale Avenue in Fresno and will be relocated to the new West Fresno Campus.

On February 6, 2018, the SCCCD Board of Trustees unanimously approved a purchase agreement for 13.51 acres of land at 2423 S. Walnut Avenue, Fresno, from TFS Investments, Inc. Later, on April 3, 2018, the SCCCD Board of Trustees unanimously approved a purchase agreement for an additional 26.06 acres located along the south side of Church Avenue between Walnut Avenue and Martin Luther King Jr. Boulevard, Fresno, for the development of the new West Fresno Academic and Technology Center. TFS Investments, the Shehadey family, and Sylvester Hall each donated a portion of land to the district.

This first phase for establishing the new campus will consist of an Academic Center and an Advanced Transportation Center.

The overall educational purpose of this campus is to provide a range of different higher educational opportunities to the community that it serves. The anticipated primary users of this facility will range from students seeking specific job training to students seeking degree plan course credits. This education and training will include professional workforce training for:

- Associate Degree for Transfer in Public Health
- Pre-Nursing Programming
- Associate Degree for Transfer in Social Justice
- Automotive Technology
- Automotive Engine Repair/Performance
- Automotive Collision Repair
- Warehouse Distribution
- Welding

In order to support these activities and programs, State Center Community College District anticipates an enrollment of 1,000 students when the campus opens. The anticipated size of the first two, phase 1, buildings as 110,000 gross square feet (GSF).

The California Strategic Growth Council's Transformative Climate Communities (TCC) funding will includes $16.5 million for the West Fresno Academic and Technology Center.

[1] The district will pursue the transfer of Center Status, from the Career Technology Center to the West Fresno Academic and Technology Center.

District Campuses

FIRST RESPONDER CENTER

Facilities for Police and Fire Academies have been in the planning process since Measure E was passed in 2002. Initially, a 120-acre site was purchased in the Southeast Growth Area (SEGA) to build a new Career Technical Center featuring Police and Fire Academies. Concept plans were developed for this site, but the project was postponed due to the property no longer being viable.

During this bond implementation planning process, it was evident that it would be advantageous to combine police, fire, and EMT programs into a First Responder Academy Campus. By combining the academies facilities, such as weight rooms, locker rooms, indoor/outdoor training areas, and general classrooms, the spaces can be shared. Through program meetings with the faculty and staff, it was also determined that approximately 30 acres would be required to adequately house these academies.

Phase 1 is planned to include master planning for the campus, permanent facilities for the police and fire academies, locker rooms and showers, general classrooms, physical training areas, vehicle storage, a burn tower, and a scenario village.

The district is in the process of pursuing and acquiring a suitable site for this facility in southeast Fresno.

District Campuses

- Fresno City College
  - West Fresno Academic and Technology Center
  - First Responder Center
- **Reedley College**
  - Madera Community College Center
  - Oakhurst Community College Center
- Clovis Community College
  - Herndon Campus
- District Office

REEDLEY COLLEGE

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

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

District Campuses

- Fresno City College
  - West Fresno Academic and Technology Center
  - First Responder Center
- Reedley College
- **Madera Community College Center**
  - Oakhurst Community College Center
- Clovis Community College
  - Herndon Campus
- District Office

MADERA COMMUNITY COLLEGE CENTER

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

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

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

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

District Campuses

- Fresno City College
  - West Fresno Academic and Technology Center
  - First Responder Center
- Reedley College
  - Madera Community College Center
  - **Oakhurst Community College Center**
- Clovis Community College
  - Herndon Campus
- District Office

OAKHURST COMMUNITY COLLEGE CENTER

State Center opened a satellite campus of Reedley College in Oakhurst in the 1980s at Yosemite High School. In 1996, the center moved to its present 2.5-acre site at Highway 41 and Road 426. The center is housed in eight 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 2018, the SCCCD Board of Trustees approved the purchase of 30.20 acres of property located on the west side of Westlake Drive, north of Highway 49 in Oakhurst. This will be the new site of the Oakhurst Community College Center.

District Campuses

CLOVIS COMMUNITY COLLEGE

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

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

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

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

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

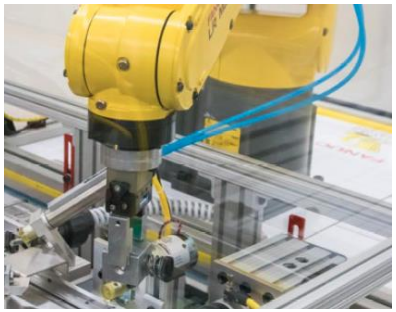
District Campuses

HERNDON CAMPUS

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

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

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



District Campuses

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- Fresno City College
  - West Fresno Academic and Technology Center
  - First Responder Center
- Reedley College
  - Madera Community College Center
  - Oakhurst Community College Center
- Clovis Community College
  - Herndon Campus
- **District Office**

DISTRICT OFFICE

The District Office and district operations are currently located on the Fresno City College campus. On Tuesday, March 6, 2018, the SCCCD Board of Trustees unanimously approved a purchase agreement for the property at 1171 Fulton St, Fresno, which is to become the new District Office. The purchase also included a six-story, 600-stall parking garage. The District Office and operations will be relocating to the old Guarantee Building in downtown Fresno.

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

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

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THE PROCESS

Facilities Master Plan

Bond Projects

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

MEASURE C

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.

MEASURE "C" PROJECTS

FRESNO CITY COLLEGE
- New Science Building
- Parking Expansion
- New West Fresno Academic and Technology Center
- First Responder Center
- Math Science Modernization/2nd effects
- Fresno City College Planning

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

MADERA COMMUNITY COLLEGE CENTER
- Academic Village Two
- Center for Agriculture and Technology

OAKHURST COMMUNITY COLLEGE CENTER
- Site Acquisition & Permanent Facilities

CLOVIS COMMUNITY COLLEGE
- Applied Technology Facilities

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

Connection to the Educational Master Plan

COMPLETION OF THE EDUCATIONAL MASTER PLANS

- Fresno City College
- Reedley College
- Clovis Community College

REVIEW OF EDUCATIONAL MASTER PLANS WITH THE AUTHORS

ANALYSIS OF THE EDUCATIONAL MASTER PLANS

INITIAL FOCUS

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

TOP ISSUES

- Campus Safety
- 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.

Between 2015 and 2017, the district's college's worked to complete the Educational Master Plans for Fresno City College, Reedley College, and Clovis Community College. The information presented in these plans assisted the planning 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 its strategic plan goals and objectives.

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

Fresno City College Integrated Planning Process

Clovis Community College Integrated Planning Model

Connection to the Constituents

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The Master Planning Team worked closely with Facilities Master Planning Subcommittees.
Key Faculty—Staff— Students—Administrators—Community

Input from Facility Subcommittees
Analysis of existing conditions
Analysis of the educational planning data
Evaluation of options
Preparation of draft Master Plans

Draft Master Plan Presented to Open Forums,
Additional Input

Draft Master Plan Presented to Chancellor's Cabinet
Additional Input

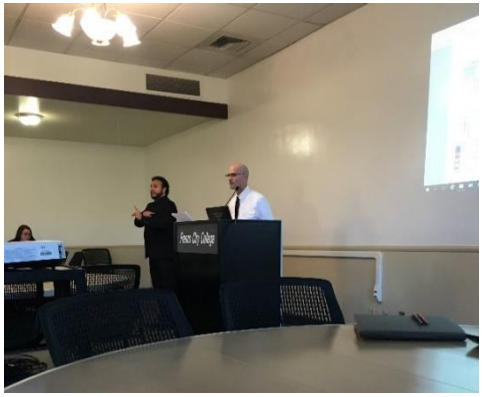
Draft Master Plan Presented to Administration
Additional Input

Draft Master Plan Presented to Subcommittees
Recommended Project Priorities

Draft Master Plans Presented to the SCCCD Board of Trustees

Draft District Guidelines Presented to Subcommittees

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 subcommittees, 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 subcommittees, 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. While the master planning team facilitated more than 50 meetings, the colleges also held numerous additional meetings.

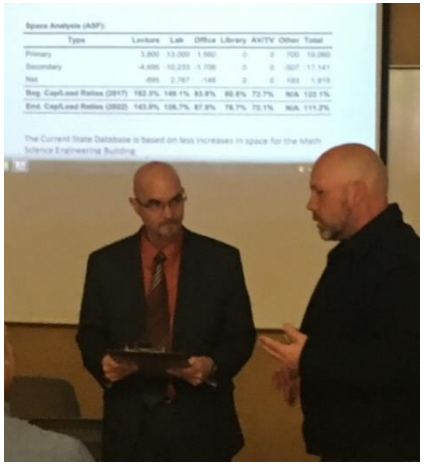
Each Facilities Master Plan includes recommended modifications to each campus, including site improvements, modernization projects and potential new buildings. These recommendations were structured to address needs identified in the Educational Master Plans until the year 2030. The Master Plans also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

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

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

Presentation of the Final Draft to the SCCCD 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 for these space categories are not defined in Title 5; the ASF is dependent on campus or program requirements. These space categories can, but do not always, qualify for state funding.

District Funded

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

Enrollment and Growth

Districtwide

Annually, the **State Chancellor's Office generates a long-range forecast for growth of WSCH** (weekly student contact hours) and headcount. The forecast extends through the year 2025. The data are for fall semesters. The forecast for the State Center Community College District implies an annual growth rate of 1.42% for WSCH and 0.67% for student headcount.

CCCCO Long Range Enrollment Forecast 2017		
Term	**Headcount**	**WSCH**
Fall 2017	39,786	401,590
Fall 2018	40,054	408,306
Fall 2019	40,355	415,108
Fall 2020	40,658	421,987
Fall 2021	40,963	428,943
Fall 2022	41,270	435,977
Fall 2023	41,580	443,099
Fall 2024	41,892	446,424
Fall 2025	42,206	449,770

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

Projected Annual Headcount	
Year	**Headcount**
2016-17	59,447
2017-18	63,252
2018-19	63,678
2019-20	64,157
2020-21	64,638
2021-22	65,123
2022-23	65,611
2023-24	66,104
2024-25	66,600
2025-26	67,099
2026-27	67,603
2027-28	68,105

Note: This projection assumes that annual headcount grows at the same rate as fall semester headcount.

Glossary of Terms

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

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

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

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

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

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

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

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

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

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

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

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

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

Enrollment and Growth

Districtwide

The district has created a growth model for the colleges based on this growth forecast. This growth model allocates the enrollment growth among the colleges and educational centers.

WSCH Projection SCCCD						
Fall Semester	**Clovis Community College**	**Fresno City College**	**Madera Community College Center**	**Reedley College**	**West Fresno Career Technology Center**	**Grand Total**
Fall 2017	68,511	228,706	28,633	73,933	1,807	401,590
Fall 2018	71,413	230,366	30,010	74,230	2,246	408,265
Fall 2019	73,889	231,962	30,593	75,965	2,698	415,107
Fall 2020	76,928	233,401	31,185	77,308	3,165	421,987
Fall 2021	80,470	234,417	31,785	78,668	3,603	428,943
Fall 2022	82,225	237,389	32,393	80,045	3,924	435,976
Fall 2023	83,303	240,957	33,011	81,619	4,209	443,099
Fall 2024	84,910	241,515	33,348	82,321	4,330	446,424
Fall 2025	86,806	241,616	33,823	83,028	4,498	449,771
Fall 2026	88,636	241,981	34,213	83,787	4,531	453,148
Fall 2027	90,970	243,447	34,764	84,968	4,879	459,029
Fall 2028	93,366	244,922	35,324	86,166	5,254	465,033
Annual growth rate	**2.63%**	**0.61%**	**1.61%**	**1.41%**	**7.69%**	**1.26%**

California Community Colleges Chancellor's Office Long Range Enrollment Forecast provides data for growth of WSCH (weekly student contact hours) and headcount.

Enrollment and Growth

SCCCD Projection of Future Space Needs

The following tables show the current space inventory, the pending projects for each campus, the qualification for space in 2028, and the net need or surplus of space. All the numbers (except percentages) are in assignable square feet (ASF). The qualification columns indicate the space that the college qualifies for according to Title 5 of the Education Code.

The forecast uses a 10-year time horizon (2028). It is not expected that the colleges will hit their WSCH targets exactly in that year. Rather, the space needs forecast shows how much space each campus will need when it reaches a certain level of WSCH. This might occur a couple of years before or after 2028.

These tables use the 2028 targets for WSCH shown earlier in this document on page 38.

The projections assume the following:

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

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

Space Needs

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

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

†*Lab Factors vary by TOP Code*

Enrollment and Growth Space Needs Forecast

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Fresno City College

Fresno City College has capacity to load ratios higher than 100% in classroom and laboratory space. This means that the college has more space in these two categories than it needs (as per Title 5). Taking growth into account as well as the four facilities projects currently listed on the Five-Year Capital Construction Plan, there will be surpluses in one of the five key space categories. There will still be a significant need for additional space in the other four categories.

Fresno City College Space Needs Forecast						
Space Category	Inventory 2018 (ASF)	Cap/ Load Ratio	Space Qualification 2019	Projects on the 5-Year Plan*	Space Qualification 2028	Net Space Needs (Surplus)
Classroom	61,824	99%	62,448	1,718	66,667	3,125
Laboratory	173,364	109%	159,050	19,204	172,951	(19,617)
Office	79,066	86%	91,937	5,551	97,440	12,823
Library	25,673	35%	73,351	5,081	74,921	44,167
AV/TV	10,359	53%	19,545	1,214	20,002	8,429
Total	**350,286**		**406,332**	**32,768**	**431,981**	**48,927**
Note: Only spaces in the five categories affecting Capacity/Load Ratios are listed.						

Fresno City College Facilities Projects				
Space Category	Planning & Site Acquisition - First Responder Center	New Child Development Center	Modernize Art/Home Ec Building	Modernize Math Science
Classroom	1,685	-	33	-
Laboratory	8,863	2,600	81	7,660
Office	3,668	1,363	101	419
Library	5,081	-	-	-
AV/TV	1,214	-	-	-
Total	20,511	3,963	215	8,079

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

Enrollment and Growth Space Needs Forecast

Reedley College

Reedley College has capacity to load ratios significantly higher than 100% in classroom and laboratory space. This means that the college has more space in these two categories than it needs (as per Title 5). Taking growth into account as well as the six facilities projects currently listed on the Five-Year Capital Construction Plan, there will be surpluses in two of the five key space categories. There will still be a need for some additional office, library, and AV/TV space.

Reedley College Space Needs Forecast

Space Category	Inventory 2018 (ASF)	Cap/ Load Ratio	Space Qualification 2019	Projects on the 5-Year Plan*	Space Qualification 2028	Net Space Needs (Surplus)
Classroom	32,730	159%	20,585	(5,724)	23,724	(3,282)
Laboratory	92,841	143%	64,924	16,148	76,319	(32,670)
Office	31,395	88%	35,676	3,598	39,721	4,728
Library	18,410	59%	31,203	3,950	33,150	10,790
AV/TV	4,295	57%	7,535	914	8,005	2,796
Total	179,671		159,923	18,886	180,919	(17,638)

Note: Only spaces in the five categories affecting Capacity/Load Ratios are listed.

Reedley College Space Needs Forecast Facilities Projects

Space Category	Math Science & Engineering Expansion	New Child Development Center	Elimination of Existing Oakhurst Campus	Oakhurst Academic Building I	Modernization of Agriculture Instruction Complex	Modernize Voc-Tech Complex: Aero, Auto, Welding	Ag Mechanics Expansion
Classroom	(895)	-	(4,895)	1,800	(596)	(1,138)	-
Laboratory	2,767	1,040	(1,389)	4,150	(65)	875	8,770
Office	(146)	1,150	(443)	2,500	106	211	220
Library	-	-		2,250	500	1,200	-
AV/TV	-	-	(886)	1,800	-	-	-
Total	1,726	2,190	(7,613)	12,500	(55)	1,148	8,990

Enrollment and Growth Space Needs Forecast

Clovis Community College

Clovis Community College has capacity to load ratios below 100% in all five of the key space categories. This means that the college needs additional space in every category (as per Title 5). Taking growth into account as well as the four facilities projects currently listed on the Five-Year Capital Construction Plan, there will be surpluses in two of the five key space categories. There will still be a need for additional office, library, and AV/TV space.

Clovis Community College Space Needs Forecast

Space Category	Inventory 2018 (ASF)	Cap/ Load Ratio	Space Qualification 2019	Projects on the 5-Year Plan*	Space Qualification 2028	Net Space Needs (Surplus)
Classroom	18,853	77%	24,484	15,700	27,402	(7,151)
Laboratory	32,283	81%	39,856	55,900	71,321	(16,862)
Office	18,198	70%	25,997	9,000	32,850	5,652
Library	12,227	41%	29,822	1,800	35,923	21,896
AV/TV	4,109	56%	7,338	1,600	9,680	3,971
Total	**85,670**		**127,497**	**84,000**	**177,176**	**7,506**
Note: Only spaces in the five categories affecting Capacity/Load Ratios are listed.						

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 Space Needs Forecast

Madera Community College Center

Madera Community College Center has capacity to load ratios higher than 100% in classroom and laboratory space. This means that the college has more space in these two categories than it needs (as per Title 5). Taking growth into account as well as the two facilities projects currently listed on the Five-Year Capital Construction Plan, there will be surpluses in two of the five key space categories. There will still be a need for additional office, library, and AV/TV space.

Madera Community College Center Space Needs Forecast

Space Category	Inventory 2018 (ASF)	Cap/ Load Ratio	Space Qualification 2019	Projects on the 5-Year Plan*	Space Qualification 2028	Net Space Needs (Surplus)
Classroom	14,196	156%	9,100	1,109	10,426	(4,879)
Laboratory	26,380	144%	18,319	11,629	22,351	(15,658)
Office	11,251	74%	15,204	4,000	17,555	2,304
Library	3,786	16%	23,663	11,214	25,528	10,528
AV/TV	1,369	26%	5,265	3,000	5,680	1,311
Total	**56,982**		**71,551**	**30,952**	**81,540**	**(6,394)**

Note: Only spaces in the five categories affecting Capacity/Load Ratios are listed.

Madera Community College Center Space Needs Forecast Facilities Projects

Space Category	CAT 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 Space Needs Forecast

West Fresno Academic and Technology Center

The Career and Technology Center has capacity to load ratios significantly higher than 100% in classroom and laboratory space. This means that the college has more space in these two categories than it needs (as per Title 5). The center is projected to grow dramatically in the next 10 years. FTES (and WSCH) is projected to more than double by 2028. Taking this growth into account as well as the one facilities project currently listed on the Five-Year Capital Construction Plan, there will still be a need for additional space in three of the five space categories.

West Fresno Career and Technology Center Space Needs Forecast

Space Category	Inventory 2018 (ASF)	Cap/ Load Ratio	Space Qualification 2019	Projects on the 5-Year Plan*	Space Qualification 2028	Net Space Needs (Surplus)
Classroom	2,819	745%	378	7,071	737	(9,153)
Laboratory	22,581	282%	8,007	43,529	15,598	(50,512)
Office	1,872	31%	6,039	1,713	11,760	8,175
Library	-	0%	na	2,900	3,795	895
AV/TV	-	0%	na	1,000	3,500	2,500
Total	27,272		14,425	56,213	35,391	(48,094)

Note: Only spaces in the five categories affecting Capacity/Load Ratios are listed.

West Fresno Career and Technology Center Space Needs Forecast Facilities Projects

Space Category	Elimination of Existing CTC	New West Fresno Campus - Site Acquisition & New Facilities
Classroom	(2,819)	9,890
Laboratory	(22,581)	66,110
Office	(1,872)	3,585
Library		2,900
AV/TV		1,000
Total	(27,272)	83,485

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

The following programs will be moving to this center:

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

These programs currently account for approximately 356 FTES.

The following programs will be starting in the summer 2019, generating additional FTES:

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

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

It is anticipated that the CTC programs will increase by 20% to 25%. The additional FTES generated with the opening of this center should significantly reduce the laboratory space surplus.

Funding

LOCAL BOND

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

STATEWIDE BOND

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

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

- Develop the campuses to state standards.
- Reduce or eliminate non-functional space.
- It is recommended that the district prepare and submit Initial Project Proposals (IPPs) and Final Project Proposals (FPPs) each year to the state chancellor's office for consideration.

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.

Facility Assessments

FACILITY ASSESSMENTS

Community College Foundation

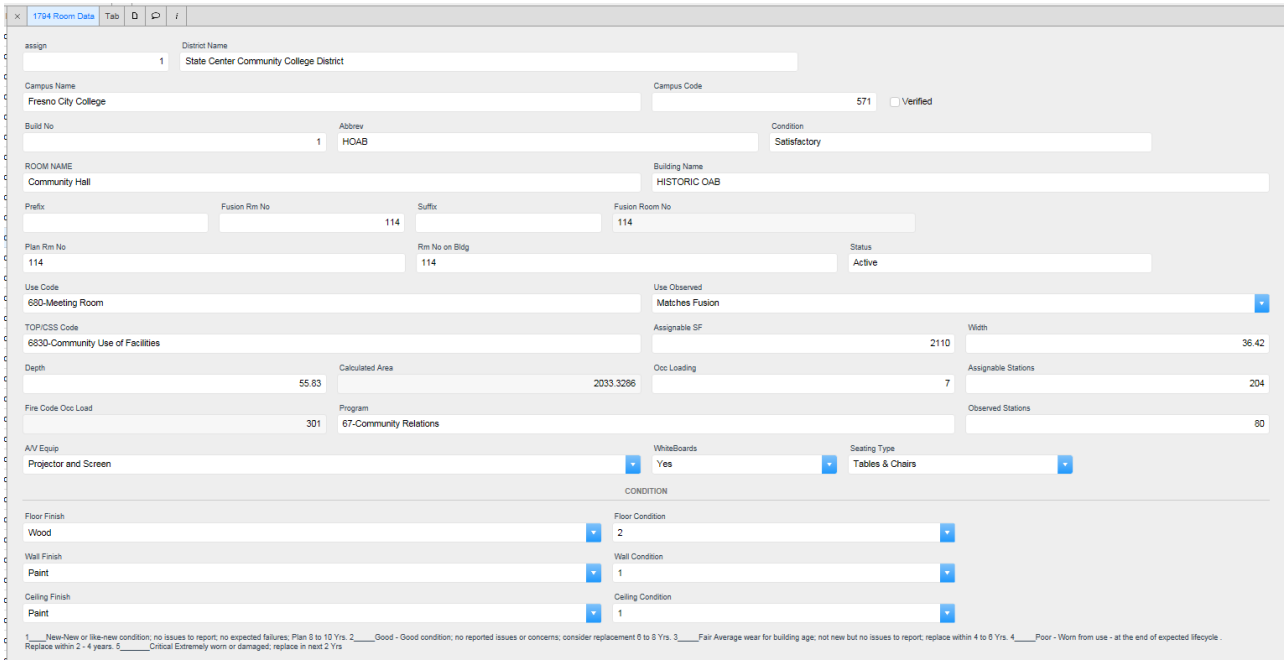
Once every three years, each Community College District in the state has a Facilities Condition Assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCD was conducted in August 2015. The final report was updated in September 2015.

Facilities Master Plan Team

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

Additional Information can be found in Appendix A.



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

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DISTRICTWIDE PLANNING RECOMMENDATIONS

Facilities Master Plan

Sustainability and Energy Efficiency Goals

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 expectancy, and increases the utilization of each building during its life.

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

- Minimize the negative long-term effect on the environment.
- Conserve natural resources; e.g. water, fossil fuels, and forests.
- Use recyclable/recycled materials.
- Maximize use of renewable resources; e.g. solar energy.
- Maximize energy efficiency and utilization.
- Provide for aggressive and thorough pursuit of rebates and incentives.
- Provide for improved indoor environmental quality.
  - Improve interior air quality and lighting
  - Mitigate noise factors
- Facilitate use of alternate forms of transportation.
  - Public transportation
  - Bicycles
  - Carpooling
  - Electric vehicles

- **In 2018, the district embarked on solar installation projects at Fresno City College, Reedley College, Clovis Community College, and Madera Community College Center. The installed system provide approximately 11.668 million kilowatt hours. The systems are designed to produce a maximum of 83% of the campuses' energy needs.** [1]

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

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

Sustainability and Energy Efficiency Goals

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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

Net Zero – Solar Energy

Water Conserving Fixtures/Low Flow Devices

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

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

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

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

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

Energy Efficient Mechanical Systems
- System commissioning
- Energy management systems

Building Commissioning

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

Solar Control
- Building Orientation
- Shading Devices

Document and display sustainable concepts incorporated into projects

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

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

Modernization Standards

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TEN AREAS OF EXAMINATION FOR MODERNIZATION PROJECTS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The District is committed to:

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

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

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

SUGGESTED STANDARDS

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

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

Provide Evacu-Trac chairs at all stairways.

Technology Policy Goals

IMPACT OF NEW TECHNOLOGIES AND METHODS IN EDUCATIONAL DELIVERY

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

Laptop computers and new technology devices require network access. Every classroom and lab space should include a video monitor or projection TV unit and network access, plus computers, depending on the application and subject matter. As computers become more compact and lower in cost, students could be expected to purchase their own portable access devices. Thus the college will only need to provide network and internet access at each 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.
- 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, the fixed workstation setting will likely continue to be a favored venue. However, wireless technologies and personal data access (PDA) devices are rapidly becoming integral to the daily lives of students and staff, and this trend is expected to continue. To keep the campus learning environment vital and relevant, it is prudent to invest in staying abreast of the innovative ways students are using wireless technology in their daily lives to communicate with each other, access media, and express themselves. To that end, it is recommended that wireless access technology and infrastructure continue to be deployed in higher density and with greater multi-user and high bandwidth capability both inside major buildings and outdoor areas within the campus setting.

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

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

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

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

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

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

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

Technology Policy Goals

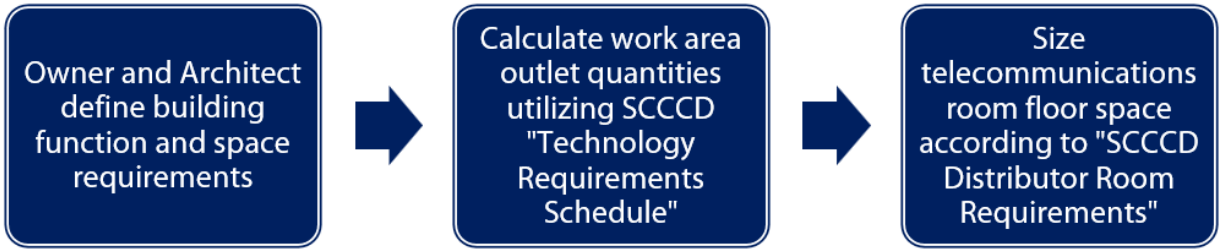
As higher education transforms and innovates teaching and learning, the design of academic buildings will also require spaces that are scalable and adaptable to evolving technology requirements. Space provisioning for technology in new buildings must be thoughtfully addressed at the beginning of the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

Architectural Programming for Technology Spaces

One of the top priorities for SCCCD, in terms of new building construction, is to design buildings that are flexible enough to accommodate shifting lecture classroom and science laboratory needs. SCCCD telecom room sizing should anticipate that 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 -Appendix F
- Reedley College
  - Reedley exhibit -Appendix F
- Clovis Community College
  - Clovis exhibit -Appendix F
- Madera Community College Center
  - Madera exhibit -Appendix F

Land Resource Utilization—Public Private Partnerships

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

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

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

The land asset analysis should consider the following:

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

Total Cost of Ownership

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STAFFING RECOMMENDATIONS

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

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

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

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

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

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

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

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

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

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

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

The Total Cost to Design and Build

- Hard and soft costs

The Total Cost to Maintain and Operate

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

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

Total Cost of Ownership
APPA's Levels of Service

APPA's Levels of Service

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

Staffing Levels and Levels of Service derived from APPA publications

Total Cost of Ownership
APPA's Levels of Service

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MAINTENANCE

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

Staffing Levels and Levels of Service derived from APPA publications

Total Cost of Ownership
APPA's Levels of Service

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CUSTODIAL

APPA Custodial Standards

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

Staffing Levels and Levels of Service derived from APPA publications

Total Cost of Ownership
APPA's Levels of Service

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GROUNDS

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

Staffing Levels and Levels of Service derived from APPA publications

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
Approximate Campus Acreage	92.3	81.0	59.2	53.7
Maintenance Personnel	15.00	5.00	2.00	2.00
Custodial	40	13	7.5	4
Grounds	6.00	5.00	2.20	2.20
Police Officers	8	3	3	3
Building Square Feet / Maintenance Person	49,602	85,077	89,665	66,884
FCI	36.00	46.14	1.60	2.69
Present Level based on SF only	1.05	2.90	4.38	2.71
Present Level with FCI Factor	**1.41**	**3.36**	**4.40**	**2.74**
Desired Level	2.0	2.0	2.0	2.0
Additional Staff Recommended Level 2	**-3.46**	**1.60**	**0.78**	**0.08**
Additional Staff Recommended Level 3	**-7.12**	**-0.50**	**-0.10**	**-0.58**
Building Square Feet / Custodian	**18,600.73**	**32,721.85**	**23,910.53**	**33,442.00**
Approx. Present Level	**2.0**	**3.5**	**2.9**	**3.5**
Desired Level	**2.00**	**2.00**	**2.00**	**2.00**
Additional Staff Recommended Level 2	**4.6**	**12.5**	**3.2**	**4.0**
Additional Staff Recommended Level 3	**-11.92**	**3.05**	**-0.73**	**1.05**
Campus Acreage/Groundman	**15.38**	**16.20**	**26.90**	**24.39**
Approx. Present Level	**3.1**	**3.2**	**4.2**	**4.1**
Desired Level	**2.00**	**2.00**	**2.00**	**2.00**
Additional Staff Recommended Level 2	**2.8**	**2.7**	**3.5**	**2.9**
Additional Staff Recommended Level 3	**0.61**	**0.80**	**2.04**	**1.64**

Yellow highlight is desired level

APPA Custodial Standards

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

APPA Maintenance Standards

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

APPA Grounds Standards

Grounds Level	Acres per Staff 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

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

Staffing Levels derived from APPA publications

Total Cost of Ownership
Staffing

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RECOMMENDED STAFFING FOR NEW BUILDINGS

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

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

Level 2 is the Desired Level

APPA Custodial Standards

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

APPA Maintenance Standards

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

RECOMMENDED STAFFING FOR NEW CAMPUS

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

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

APPA Grounds Standards

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

Staffing Levels derived from APPA publications

Total Cost of Ownership
Staffing Public Safety

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All College Districts

POLICE DEPARTMENT STAFFING COMPARISION BY COMMUNITY COLLEGE DISTRICTS WITH SWORN OFFICERS

AGENCY NAME	Sworn	Reserve	Dispatch	Total	UDHC$_1$ Fall 2017	UDHC	UDHC$_1$ Per Sworn	UDHC$_1$ Per Reserve	UDHC$_1$ Per Dispatch	UDHC$_1$ Per total
EL CAMINO CCD PD	22	2	7	31	24349	22,932	1107	12175	3478	785
MARIN CCD PD	6	0	0	6	6896	6,316	1149			1149
CONTRA COSTA CCD PD	23	0	0	23	35273	35,122	1534			1534
NAPA VALLEY COLLEGE DPS	4	0	0	4	6326	6,166	1582			1582
VICTOR VALLEY COLLEGE PD	7	4	0	11	11621	11,337	1660	2905		1056
CERRITOS CCD PD	14	0	0	14	23681	21,887	1692			1692
CHAFFEY CCD PD	13	0	0	13	22903	21,842	1762			1762
MIRA COSTA CCD PD	9	0	4	13	16318	15,916	1813		4080	1255
SANTA MONICA CCD PD	17	0	6	23	31720	29,541	1866		5287	1379
RIVERSIDE CCD PD	21	5	0	26	40124	37,130	1911	8025		1543
SONOMA CO JR COLLEGE DIST PD	13	0	6	19	25521	26,019	1963		4254	1343
PALOMAR CCD PD	12	2	0	14	24579	24,483	2048	12290		1756
SAN DIEGO CCD PD	35	0	9	44	71936	74,131	2055		7993	1635
COLLEGE OF THE SEQUOIAS PD	6	2	0	8	12614	11,681	2102	6307		1577
YUBA COMMUNITY COLL DIST PD	4	0	0	4	8919	9,601	2230			2230
BUTTE CCD PD	5	0	0	5	11774	10,992	2355			2355
GLENDALE CCD PD	8	0	0	8	18847	17,741	2356			2356
STATE CENTER CCD PD	17	0	5	22	40710	41,603	2395		8142	1850
VENTURA CO CCD PD	14	0	0	14	34333	32,418	2452			2452
SAN JOSE/EVERGREEN CCD PD	7	5	0	12	18907	18,294	2701	3781		1576
SAN BERNARDINO CCD PD	7	0	1	8	19524	19,082	2789		19524	2441
FOOTHILL-DEANZA CCD PD	13	1	0	14	36299	31,833	2792	36299		2593
MERCED CCD PD	4	0	0	4	11556	11,651	2889			2889
LOS RIOS CCD PD	24	1	5	30	74011	69,847	3084	74011	14802	2467
PASADENA CITY CCD PD	9	0	6	15	30058	28,057	3340		5010	2004
OHLONE CCD PD	2	0	0	2	9056	8,119	4528			4528
ALLAN HANCOCK CCD PD	3	1	1	5	14070	13,934	4690	14070	14070	2814
COAST CCD PD	1	0	0	1	43768	43,066	43768			43768

Staffing Data as of 7/03/2018 - Source

Commission On Peace Officer Standards And Training

Current Employed Full-Time Sworn, Reserve & Dispatcher Personnel

All Post Participating Agencies

UDHC$_1$ DATA as of 11/15/18 - Source

California Community College Chancellor's Office

Management Information System Data Mart

1 Unduplicated Head Count

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

Total Cost of Ownership
Staffing Public Safety

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Only Multi-Campus Districts

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

AGENCY NAME	Sworn	Reserve	Dispatch	Total		UDHC$_1$ Fall 2017	UDHC$_1$ Per Sworn	UDHC$_1$ Per Reserve	UDHC$_1$ Per Dispatch	UDHC$_1$ Per total
MARIN CCD PD	6	0	0	6		6896	1149			1149
CONTRA COSTA CCD PD	23	0	0	23		35273	1534			1534
CHAFFEY CCD PD	13	0	0	13		22903	1762			1762
MIRA COSTA CCD PD	9	0	4	13		16318	1813		4080	1255
COLLEGE OF THE SEQUOIAS PD	6	2	0	8		12614	2102	6307		1577
YUBA COMMUNITY COLL DIST PD	4	0	0	4		8919	2230			2230
BUTTE CCD PD	5	0	0	5		11774	2355			2355
STATE CENTER CCD PD	17	0	5	22		40710	2395		8142	1850
FOOTHILL-DEANZA CCD PD	13	1	0	14		36299	2792	36299		2593
MERCED CCD PD	4	0	0	4		11556	2889			2889
LOS RIOS CCD PD	24	1	5	30		74011	3084	74011	14802	2467
OHLONE CCD PD	2	0	0	2		9056	4528			4528
COAST CCD PD	1	0	0	1		43768	43768			43768

Staffing Data as of 7/03/2018 - Source
Commission On Peace Officer Standards And Training
Current Employed Full-Time Sworn, Reserve & Dispatcher Personnel
All Post Participating Agencies
UDHC$_1$ DATA as of 11/15/18 - Source
California Community College Chancellor's Office
Management Information System Data Mart
1 Unduplicated Head Count

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

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

District Campus Design Guidelines

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

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

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

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

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

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

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

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

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

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

Student Support/Tutorial/Collaboration Spaces

STUDENT SUPPORT/TUTORIAL/COLLABORATION SPACES

Additional Student Support/Tutorial/Collaboration Spaces are needed.

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

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

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FACILITY MASTER PLANS

Facilities Master Plan

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FRESNO CITY COLLEGE

Facilities Master Plan

WEST FRESNO ACADEMIC AND TECHNOLOGY CENTER

FIRST RESPONDER CENTER

FRESNO CITY COLLEGE
Mission Statement, Strategic Plan Goals

MISSION

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

VISION

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

CORE VALUES

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

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

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

Strategic Plan Goals

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

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

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

FRESNO CITY COLLEGE
Master Plan Overview

HISTORY

Established in 1910, Fresno City College (FCC) was the first community college in California. The thriving campus is located on 99 acres with historic buildings and a diverse student population of more than 22,000 enrolled each semester. The college's history began in 1907 when C. L. McLane, then superintendent of schools for the city of Fresno, recognized the need for college instruction for San Joaquin Valley students. Largely through McLane's efforts, Fresno Junior College was established, changing education 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 campus was completed. The completion of the Fresno Normal School campus in 1921 was accompanied by the schools 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 schools enrollment ballooned by virtue of the free tuition offered through the 1944 GI Bill, encouraging returning veterans to attend Fresno State College. When the California State University system added Fresno State College to its rolls in 1946 and acquired the land for its current location on Shaw Avenue and Cedar Street, the old campus was given to the newly reorganized community college system. Fresno 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 in 1972, when it became California State University, Fresno.

The California Community College system has now grown to 115 colleges, enrolling approximately 2.1 million students. Fresno City College has built upon its rich history and gone on to pioneer many new developments in community college education. The name was changed from Fresno Junior College to Fresno City College on May 11, 1958.

COHESIVE ARCHITECTURAL CHARACTER

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

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

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

Throughout the 1970s the campus Master Plan was expanded through the addition of a series of new academic and administrative buildings. During this period of architectural history, modern architecture was widely accepted as an appropriate expression for the architecture of academia. What is termed today as the "late modern" style was chosen for new buildings on the FCC campus. During the late modern period, the architecture of the past was viewed as largely unimportant and in opposition to the notion of progress. Furthermore, late modernism opposed anything nostalgic, ornamental, or traditional. Respect for a building's context was considered as sentimental and counter to forward cultural momentum.

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 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 1970s it was assumed that the OAB had outlived its useful life and the campus Master Plan was developed under the assumption that the building would be demolished to make way for updated facilities. As a result of this assumption, four buildings, Business Education, (Bldg. 29), Administration, (Bldg. 30), Student Services, (Bldg. 31), and Social Science, (Bldg. 32) were sited in extremely close proximity to the OAB based on the understanding that it would soon be removed to allow access and natural light to the new buildings.

In 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 1970s.

WELL-ORGANIZED CAMPUS PLAN

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

The clarity of the College Mall axis within the campus remains intact; however, the southern end of the axis is blocked off from parking lots C and D by an addition to the Library constructed in the 1990s which houses the Tutorial Center, Learning Resources Center, 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 100 years ago, the location of what is now Fresno City College was on the northern edge of the city limits. Fortunately, as Fresno has grown over the past century, street and highway patterns have evolved in such a way that FCC remains easily accessed by car and mass transit.

FCC is located adjacent to Blackstone Avenue, a continuous strip of commercial development that extends from the city's center north to the expanding suburban edge. A range of uses that are compatible with the needs of a community college campus population, including 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 Highway 99 to the airport and offers access to Highway 41. Easy access to FCC is provided by both McKinley Avenue and Blackstone Avenue. Van Ness Boulevard connects FCC to the Tower District to the south. The Tower District is noteworthy because it has maintained a walkable, traditional neighborhood atmosphere that has become a model of neighborhood development throughout Fresno. This historic neighborhood is highly desirable to students looking for housing, nightlife, and a sense of community.

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

AMENITIES

Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. FCC has among its amenities an iconic stadium, a 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 State's so-called "Golden Era of Sports," Ratcliffe Stadium was dedicated on October 9, 1926, and is located at the intersection of Blackstone and University avenues in the heart of Fresno. The stadium, originally known as Fresno State College Stadium and renamed for Fresno State's first football coach, Emory Ratcliffe in 1941, was expanded with a high-rise grandstand on the west side in 1942, boosting the seating capacity to 13,000. In 1976, a new Field House (Bldgs. 33 and 35) was built adjacent to the northeast corner of the stadium. The Field House has locker and training rooms, 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 its 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 E was passed. One of the projects funded in the bond was to preserve and restore the OAB which houses a 650-seat auditorium used for musical and other types of live performance. The auditorium was in a state of disrepair for decades and has recently resurfaced as both a campus and community amenity for the performing arts.

The 450-seat Main Stage Theatre located in the Theatre Arts Building supports live theater and fully staged dance productions of classic and contemporary dance works choreographed by faculty and students. 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 reopened in 2011. The OAB holds a position of unique historical and educational significance to the San Joaquin Valley. The OAB is an expansive building with two outdoor courtyards totaling over 100,000 square feet. The Old Administration Building is the only surviving structure remaining from the Fresno State Normal School, the first institution of higher education for the training of teachers in the San Joaquin Valley. The OAB is on the National Register of Historical Places.

LIBRARY

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

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

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 textbooks, school supplies, clothing, and other items typically found in a college bookstore. The bookstore, housed in one of the early campus buildings, is well integrated along day-to-day student circulation patterns and its proximity to the proposed new student 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 that there is a direct connection between a thriving and dynamic student body and individual student academic success.

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

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

FRESNO CITY COLLEGE
Master Plan Overview

CAMPUS ENTRY

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

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

LANDLOCKED

When the initial campus buildings were sited on what is now the FCC campus, McKinley Avenue was considered the outskirts of the city. As the residential neighborhoods and commercial districts surrounding the campus developed and matured, the campus has become landlocked, and expansion opportunities are limited. Over time, some 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, until additional properties are acquired, this will not be reflected in the Facilities Master Plan.

FCC is now considered an inner-city urban campus; expanding onto undeveloped land is no longer an option. Without 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 removing and replacing them with multi-story buildings or adding vertically to them.

PARKING

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

The recommendations include:

- Constructing additional surface parking on newly acquired land.
- Constructing a parking structure to increase parking capacity on the currently available land.

PROPOSED PARKING IMPROVEMENTS

Based on discussions at open forums and in facility committee meetings, the campus, community, and the SCCCD Board of Trustees are in favor of constructing a parking structure. Additionally, from the information presented during the Bond Measure Implementation Planning meeting, it was discussed that a parking structure along Cambridge Avenue was acceptable. From on site observations, discussions with the FCC site committee and findings of a traffic study, it has been determined that lack of convenient parking and inefficient traffic patterns present significant 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% occupied.

Additional research and review of other community college parking studies and recommendations suggest a correlation between the campus population and the number of parking stalls available. The Institute of Transportation Engineers, Parking Generation, 4th Edition recommends a parking to student population of 0.18 stalls per student. The current ratio at Fresno City College is 0.14 based on an unduplicated fall 2018 headcount of 22,554. This is far below the recommended 0.18 ratio. To achieve the recommended ratio of 0.18, the number of stalls would need to increase by approximately 863 stalls from the current number of 3,197, for a recommended total of 4,060 stalls.

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

As the proposed parking does not adequately address the parking shortage, the Master Plan recommends acquiring additional property to increase surface parking or the construction of a multi-level parking structure. The Master Plan indicates a potential parking structure north of the existing District Office. The dashed line depicts a parking structure with the capacity of approximately 190 stalls per level. The construction of a five-story structure could potentially provide an additional 760 stalls, and combined with other proposed parking improvements this would increase the parking count by 935 stalls, bring the total parking count to 4,132, increasing the ratio to 0.183, exceeding the recommended ratio, and allowing for additional student population growth.

Refer to Appendix B for research and analysis data

ROAD REALIGNMENTS

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

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

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

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

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

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

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

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

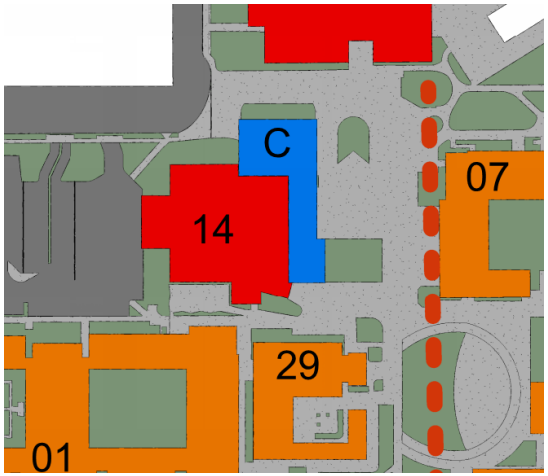
At present, all study intersections operate at an acceptable Level of Service (LOS). However, it should be noted that access to the northern driveway to Parking Lot E/F was limited to right-in and right-out access only. This is currently achieved by the placement of cones and regulatory signage. Still,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

FRESNO CITY COLLEGE
Master Plan Overview

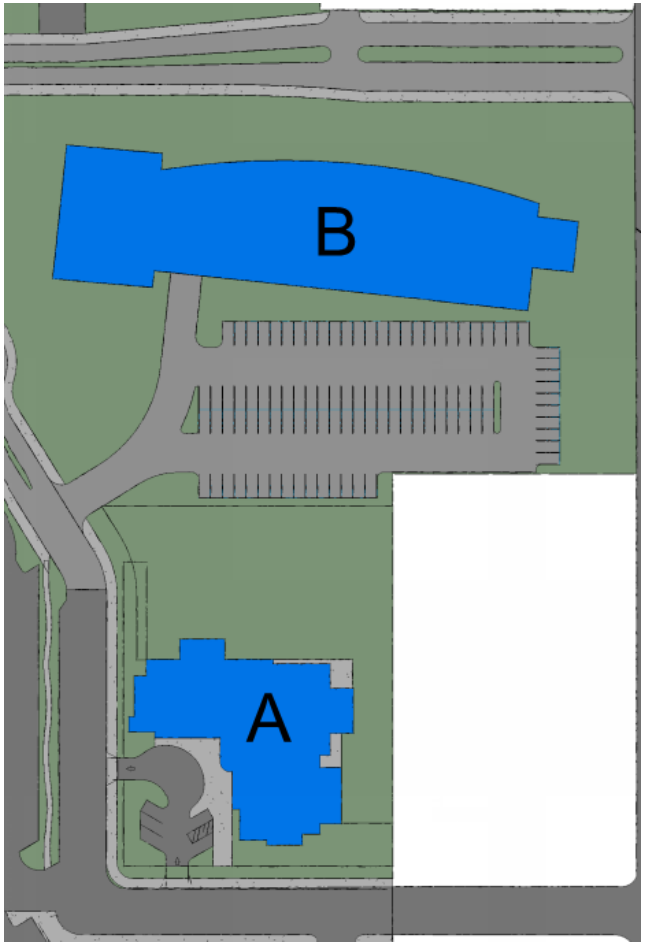
2030 MASTER PLAN PHASE - NEW BUILDING /ADDITIONS

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

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



Proposed Student Center (C)



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

FRESNO CITY COLLEGE
Master Plan Overview

2030 MASTER PLAN PHASE - MODERNIZATION

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

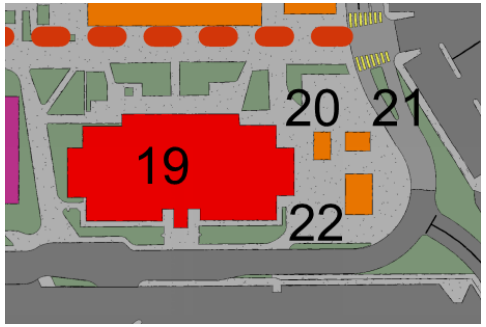
Math Science Building modernization will include the conversion of the laboratory spaces to provide additional lecture and office space as well as additional student support, tutorial, and collaboration space. The modernization will also address accessibility and ongoing problems with the building's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

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

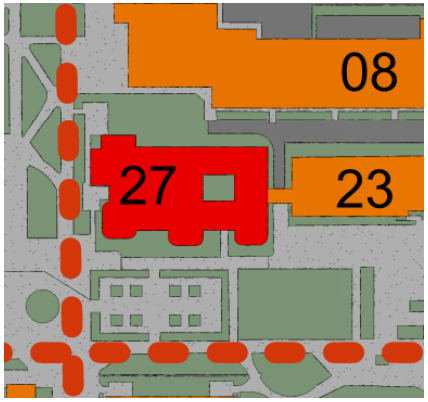
The Cafeteria modernization and Student Center expansion indicated as Building C on the 2030 Master Plan will focus primarily on accessibility, toilet room upgrades, and improved student recreation and study areas currently housed in the cafeteria along with a consolidation of student activities. The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

The Gymnasium modernization indicated as Building 04 on the 2030 Master Plan will address 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 under-way to determine space needs and identify a new location to house these functions.



Math/Science Modernization



Art and Home Economics modernization

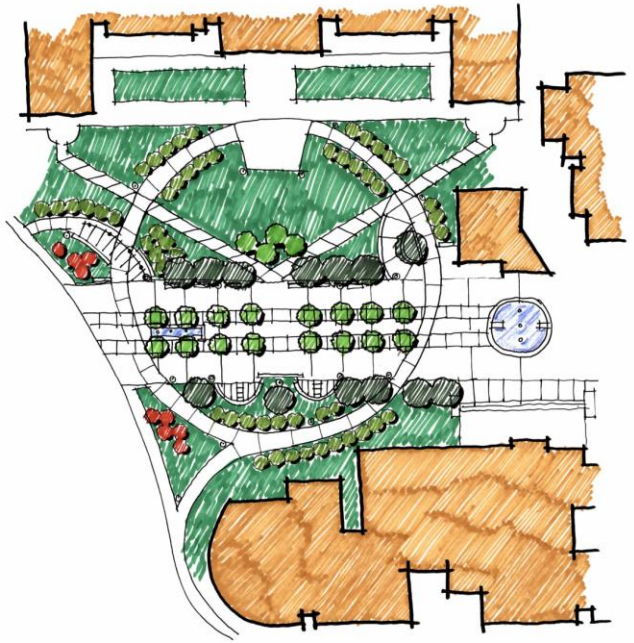
LONG RANGE MASTER PLAN BUILD - OUT NEW BUILDING /ADDITIONS

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

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

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

The uses and departments housed in the Administration Building and Student Services Building will be relocated to a proposed new Student Services Building. Displaced existing faculty offices will be relocated to their respective departments in the new classroom building additions and modernizations. Student Services functions displaced from the demolished building will be relocated to a new multi-story Student Services Building indicated as Building 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.



The West Glade

FRESNO CITY COLLEGE
Existing Conditions

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Facilities Condition Assessment

Buildings in fair condition should be considered for a major modernization or renovation; buildings in poor condition should be considered for replacement.

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

FACILITIES CONDITION SITE PLAN

FRESNO CITY COLLEGE
Current Site Plan

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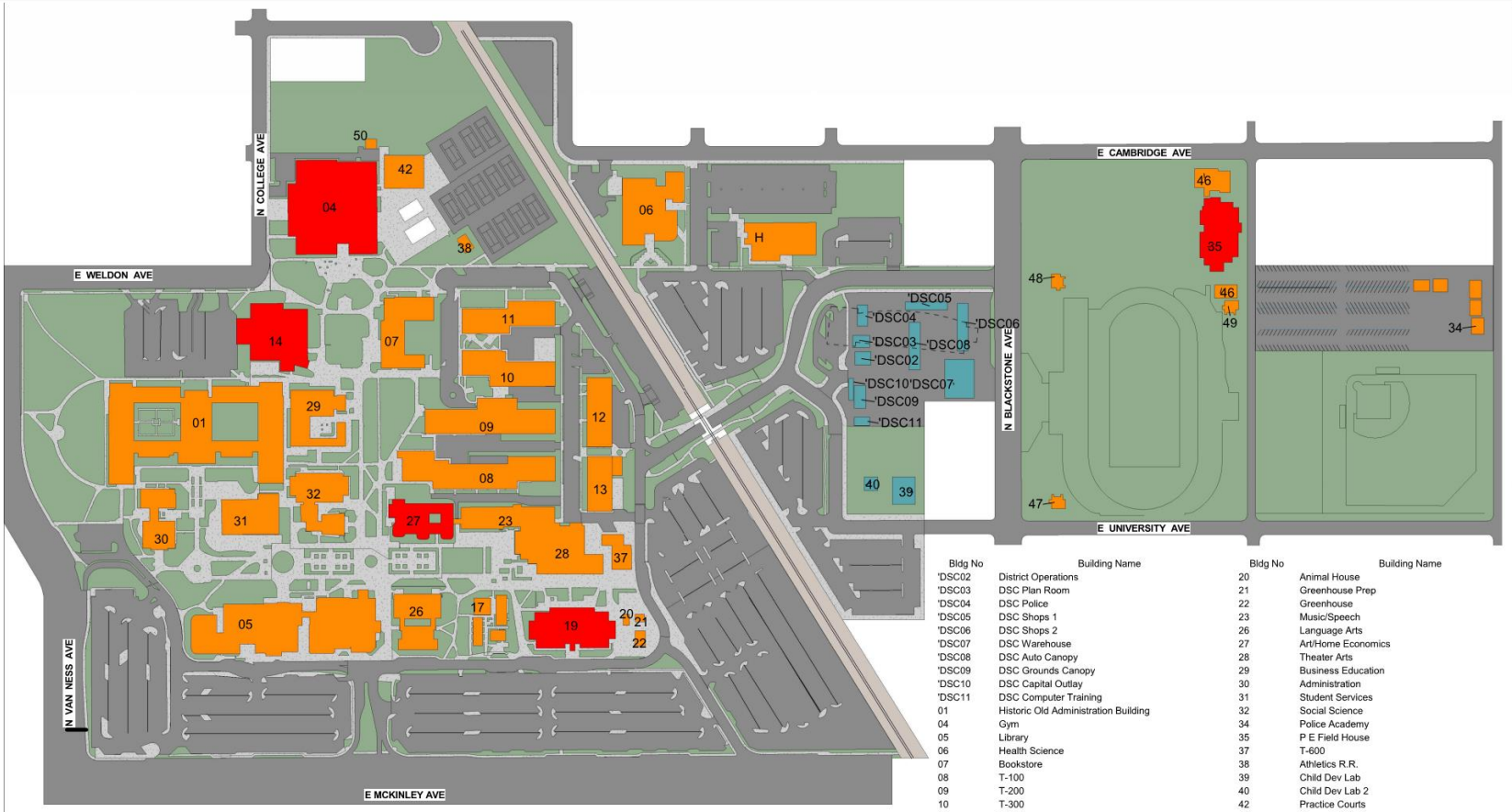

Bldg No	Building Name
'DSC02	District Operations
'DSC03	DSC Plan Room
'DSC04	DSC Police
'DSC05	DSC Shops 1
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'DSC07	DSC Warehouse
'DSC08	DSC Auto Canopy
'DSC09	DSC Grounds Canopy
'DSC10	DSC Capital Outlay
'DSC11	DSC Computer Training
01	Historic Old 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
19	Math/Science

Bldg No	Building Name
20	Animal House
21	Greenhouse Prep
22	Greenhouse
23	Music/Speech
26	Language Arts
27	Art/Home Economics
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
H	Re-Purpose District Admin Builing

EXISTING SITE PLAN

FRESNO CITY COLLEGE
2030 Master Plan

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

2030 FACILITIES MASTER PLAN

FRESNO CITY COLLEGE
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
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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 Builing

FRESNO CITY COLLEGE
Circulation Diagram

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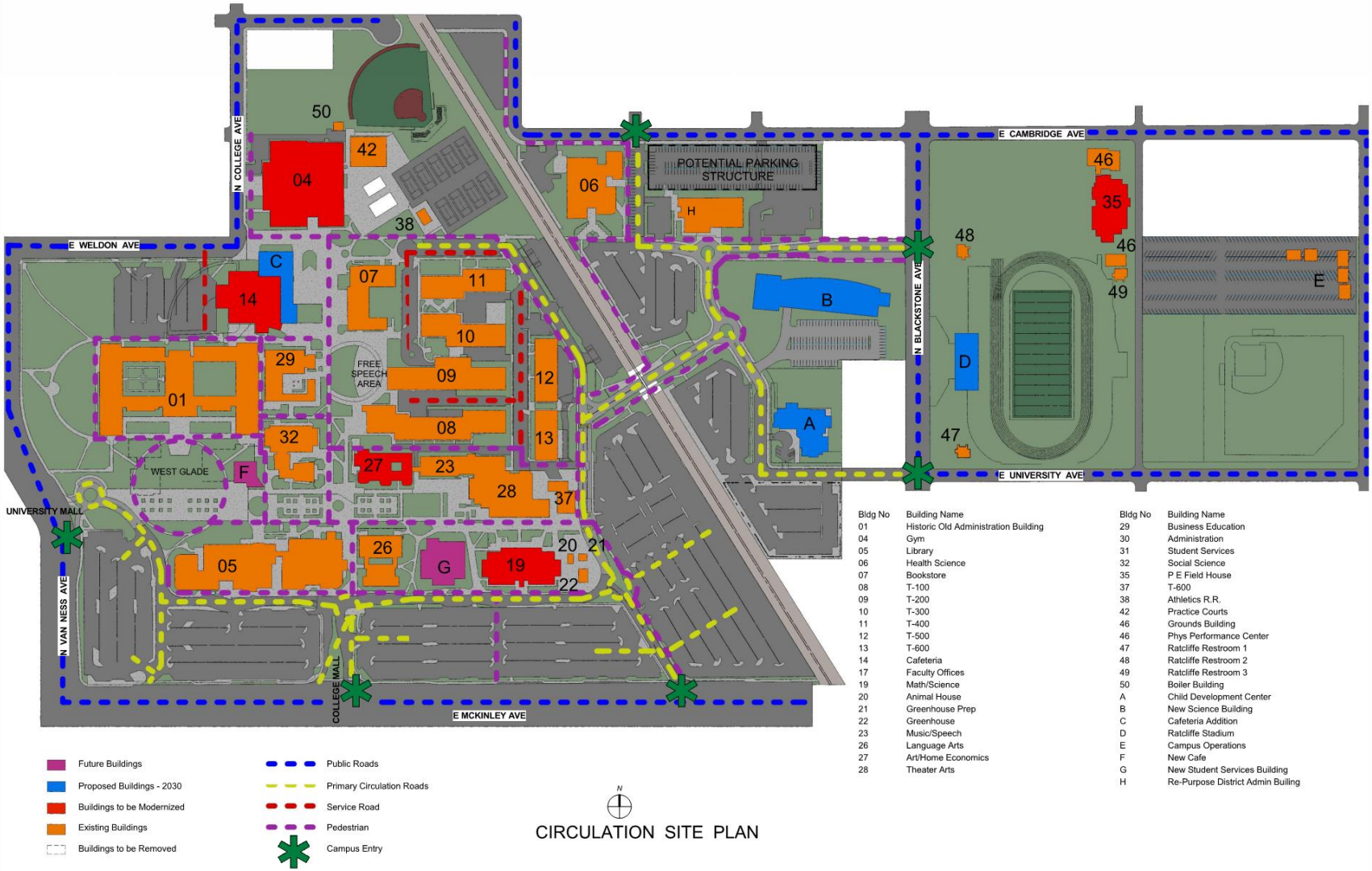

Bldg No	Building Name
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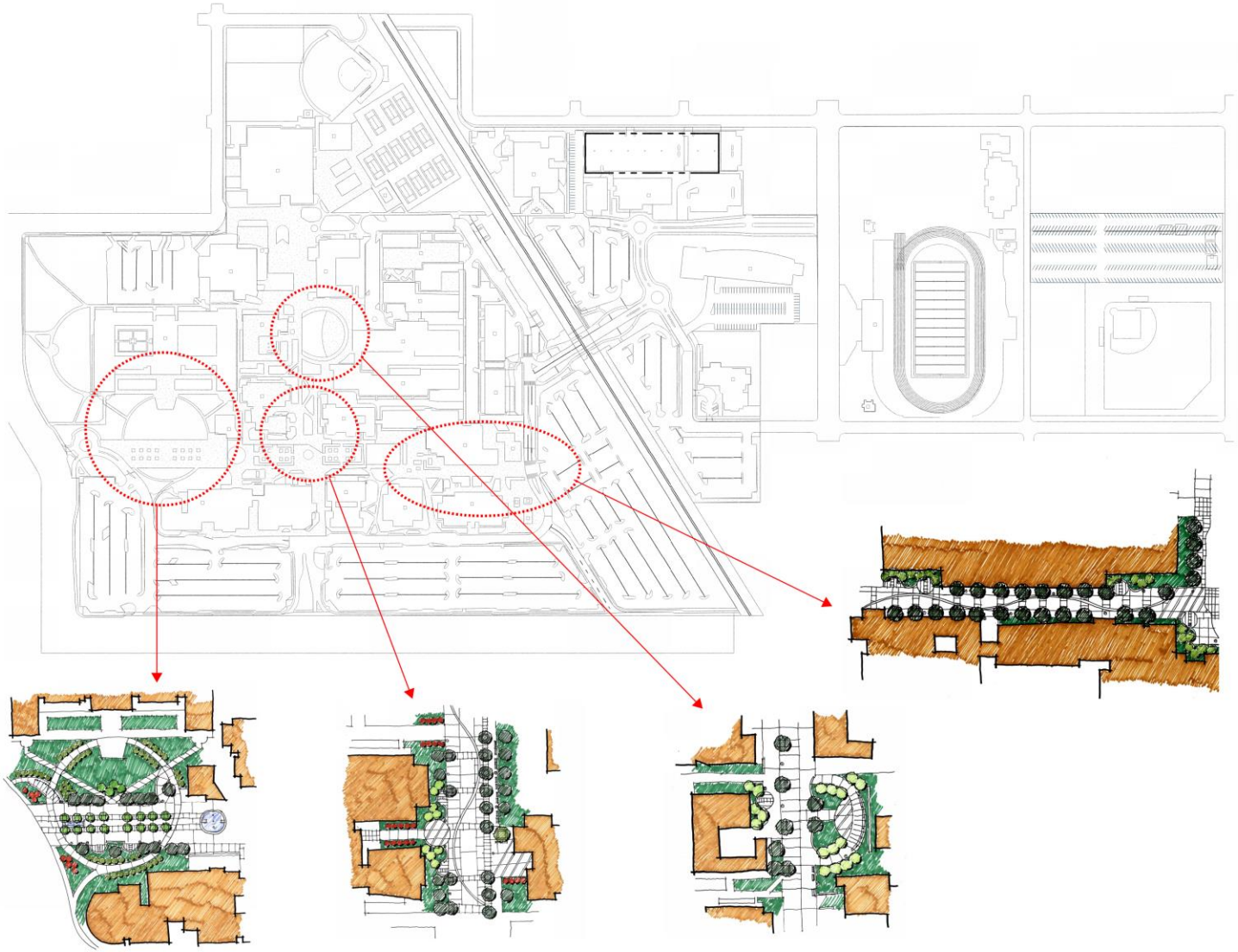
G	New Student Services Building
H	Re-Purpose District Admin Builing

FRESNO CITY COLLEGE
Landscape Master Plan



FRESNO CITY COLLEGE
Committee Recommendations
Projects/ Priorities/ Phasing

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Current Approved FPP
Child Development Center

Current Approved IPP
None

FUNDED PROJECTS

New Science Building
Parking Expansion
New West Fresno Academic and Technology Center
New First Responder 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

LONG RANGE PROPOSED PROJECTS

New Café
New Student Services Building

FRESNO CITY COLLEGE
Master Planning
Needs and Programs

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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 Interfaith Prayer Space
On-Campus Safe Space
One Stop Student Center
Outdoor Auditorium
Outdoor Covered Space
Social Justice/Multi-Cultural Center
Storage Space – Departmental and Programs
Supplemental Instruction Space—Tutorial, Counseling, Study
Welcome Center

DRAFT

WEST FRESNO ACADEMIC AND TECHNOLOGY CENTER

Fresno City College

Facilities Master Plan

Career and Technology Center
Existing Center

DRAFT

darden architects
Established 1959

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

No.	Name
1	Career Tech Ctr 1B
2	Career Tech Ctr 2A
3	Career Tech Ctr 3C
4	Career Tech Ctr 4D
5	Career Tech Ctr 5E
6	Career Tech Ctr 6F
7	Career Tech Ctr 7G
8	Fire Academy Port 8H
9	Fire Academy Port 9I
10	Fire Academy Port 10J
11	CTC Toilet Port M
12	MFG Tech Portable N

Facility Conditions Index

- Good
- Fair
- Poor

FCI Range Rating	Condition
0%-50%	Good
50%-100%	Fair
Over 100%	Poor

WEST FRESNO ACADEMIC AND TECHNOLOGY CENTER
Master Plan Overview

DRAFT

darden architects
Established 1959

HISTORY

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

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

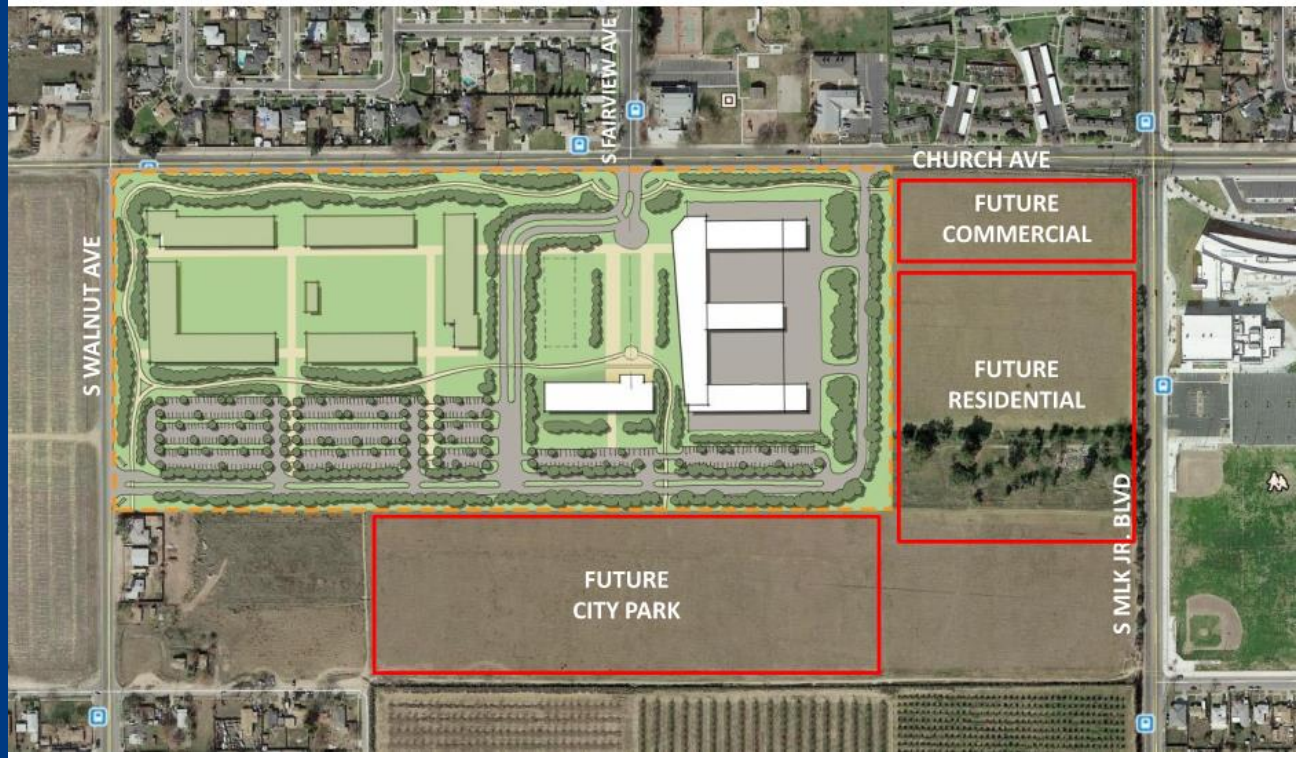
The Career Technology Center has received state and national recognition as a model vocational education school excelling in community partnerships, competency-based education, and job placement. Open entry allows individual instruction with "senior" students mentoring new students.

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

MASTER PLAN

SMPBK

WEST FRESNO ACADEMIC AND TECHNOLOGY CENTER



DRAFT

FIRST RESPONDER CENTER

Fresno City College

Facilities Master Plan

FIRST RESPONDER CENTER
Master Plan Overview

HISTORY

Fresno City College's Police Academy was established to provide the training necessary for employment as a peace officer in California. The FCC Police Academy was one of the first college-based academies in the state of California. When the program began in 1973, two basic academies and two advanced officer courses that trained approximately 125 students a year were provided. Today the academy provides five basic academies, over 65 advanced officer courses, probations courses, recertification courses, out-of-state waiver testing, and Robert Presley Institute of Criminal Investigation courses for newly assigned detective/investigators and dispatch training

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

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

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

MASTER PLANNING

FIRST RESPONDER CENTER

During this bond implementation planning process, it was evident that it would be advantageous to combine police, fire and EMT programs into a First Responder Academy Campus. By combining the academies facilities, such as weight rooms, locker rooms, indoor/outdoor training areas, and general classrooms, the spaces can be shared. Through program meetings with the faculty and staff, it was also determined that approximately 30 acres would be required to adequately house these academies.

Phase 1 is planned to include master planning for the campus, permanent facilities for the police and fire academies, locker rooms and showers, general classrooms, physical training areas, vehicle storage, a burn tower, and a scenario village..

The district is in the process of pursuing and acquiring a suitable site for this facility in southeast Fresno.

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

DRAFT

REEDLEY COLLEGE

REEDLEY COLLEGE
Mission Statement Strategic Plan Goals

MISSION

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

VISION

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

Strategic Plan Goals

1 *Excellence in Education*

2 *Institutional Effectiveness*

3 *Leadership in Higher Education and Community Collaboration*

4 *Accreditation of Madera Community College Center*

Values

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

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

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

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

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

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

REEDLEY COLLEGE
Master Plan Overview

CENTERPIECE OF THE COMMUNITY

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

Both the college and community as a whole derive their sense of identity from pioneer Thomas Law Reed, who came to California in the summer of 1876. His apparent motivation in coming West was to investigate the prospects for farming. During the Civil War, Reed's two older brothers joined the Union Army and he himself enlisted in 1864. After the war, Reed began farming in Ohio and later looked to California for potential increased prosperity. Reed and his young family traveled to California in 1876. This trip revealed opportunities for farming in the Woodland area of Yolo County. While in Yolo County, the Reeds rented land and grew wheat and barley. Among those from whom he rented land were officers of the 76 Land and Water Company, the entity that was selling land and building an irrigation system for some 30,000 acres in southern Fresno County and northern Tulare County, east of the Kings River. Reed's landlords encouraged him to consider moving to the "76 Country" to farm. In March1884, 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 areas first school. T. L. Reed died in 1911 at the age of 64. His wife, Amantha, died five years later. Both are buried in the Reedley District Cemetery.

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

REEDLEY COLLEGE
Master Plan Overview

COHESIVE ARCHITECTURAL CHARACTER

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

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

WELL-ORGANIZED CAMPUS PLAN

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

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

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

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

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

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

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

GOOD GEOGRAPHIC LOCATION

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

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

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

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

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

REEDLEY COLLEGE
Master Plan Overview

AMENITIES

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

RIVER FRONTAGE

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

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

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

DORMITORIES

The Residence Hall is located along the southern edge of the campus. The Residence Hall facility provides housing for 100 men and 100 women. The first floor houses men, while the second floor houses women. There is a common recreation room, computer lab, and full kitchen for student use. The Residence Hall offers comfortable, double occupancy rooms in an economical living environment conducive to learning and studying. Restrooms and laundry facilities are provided on each floor.

The staff includes resident students who live in assigned rooms on each of the floors. Staff is available in the evening and late at night, seven days a week.

Residence Hall students and staff strive to create and maintain a good study environment within the facility. Six-stations computer stations are available for the residents. Recreational facilities are also available to the residents, with access to outdoor tennis, basketball, volleyball, racquetball, gymnasium activities, and swimming pool facilities.

The Residence Hall staff plan leisure activities to provide relaxation and the opportunity for the residents to interact and 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. Facilities include a 22,000-square-foot laboratory with adjacent classrooms, a fleet of aircraft and helicopters, and a landing and takeoff access strip for flying aircraft in and out of the facility.

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

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

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

SPECIALIZED PROGRAMS cont.

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

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

PARKING/TRAFFIC CONSTRAINTS

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

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

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

REEDLEY COLLEGE
Master Plan Overview

IMAGE

From observations and discussions with the Reedley College 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 have recently been enhanced following the completion of the Student Activities Center/Student Union. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened college atmosphere on the Reedley College campus. The Student Activities Center/Student Union has created a dynamic gathering space on the Reedley campus. Furthermore, it has been observed that many students served by Reedley College are the first generation in their family to attend college. To make a "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 four-year college or university.

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

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

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

REEDLEY COLLEGE
Master Plan Overview

BUILDING DEFICIENCIES

The Reedley College 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 college's front door to many and is viewed by the site subcommittee 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 campuswide deficiency; however, given the vitally important function of the Student Services Building, the ability for students to easily locate this particular building and conduct the necessary business was noted as a significant deficiency.

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

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

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

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

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

A lack of shade structures and seating was also cited by the site committee as a campuswide 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 Avenue from the campus. The city of Reedley has studied the flow of traffic along Reed Avenue and has concluded that Reed Avenue must be realigned to better accommodate the high volume of traffic relying on Reed Avenue.

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

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

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

On-Campus Roads and Parking Lots

The Reedley College campus population is diverse with respect to personal goals and expectations of the student body as well as individual academic and social needs. 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 College campus. The 2030 Master Plan proposes the construction of a new main entrance and roundabout. The existing visitor lot (currently part of Lot C but not accessible from Lots B or D) will be replaced with two new visitor parking lots flanking each side of the new formal entrance. These new visitor lots will provide 34 stalls each, for a total of 64. The existing visitor lot has 73 stalls but is poorly configured and does not have any connection to other lots, which is inconvenient and forces vehicles that have not successfully found parking back onto Reed Avenue.

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

REEDLEY COLLEGE
Master Plan Overview

NEW ENTRY AND CAMPUS IMAGE

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

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

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

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

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

Proposed New Campus Entry

REEDLEY COLLEGE
Master Plan Overview

BUILT ENVIRONMENT

Remove Relocatables

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

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

PEDESTRIAN CIRCULATION

Interconnected Axes and the College Commons

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

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

Interconnected Axes

REEDLEY COLLEGE
Master Plan Overview

PEDESTRIAN CIRCULATION

Phasing

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

Proposed 2030 improvements include the following:

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

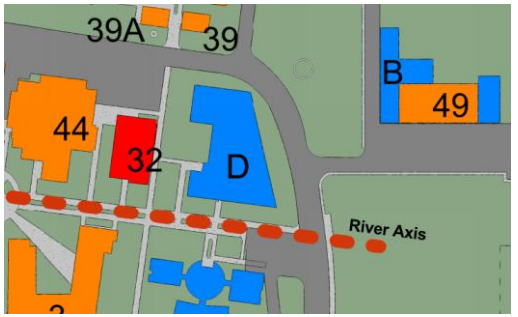
Proposed additions and modernizations outlined on the Long Range Master Plan include final demolition of the remaining wings of the original Finger Wing Plan buildings to facilitate construction of Building C—New Classroom/Office.

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

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

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

Science Complex



Ag Facilities Complex/Forestry Center

Future Classroom Building
and Student Services

REEDLEY COLLEGE
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

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

REEDLEY COLLEGE
Existing Conditions

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Facilities Condition Assessment

Buildings in fair condition should be considered for a major modernization or renovation; buildings in poor condition should be considered for replacement.

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

REEDLEY COLLEGE
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
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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
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43	Maintenance
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51	Ag Field House
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56	Track & Field Shed
57	Handball Court
58	CI Computer Lab
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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

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REEDLEY COLLEGE MASTER PLAN

EXISTING CONDITIONS

S-01
11/8/11

REEDLEY 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
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21	Social Science
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23	Womens' PE
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25	Cafeteria

Bldg No	Building Name
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38	Lath House
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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

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REEDLEY COLLEGE MASTER PLAN

2030 MASTER PLAN

S-02
11/8/11

REEDLEY COLLEGE
Long Range Master Plan

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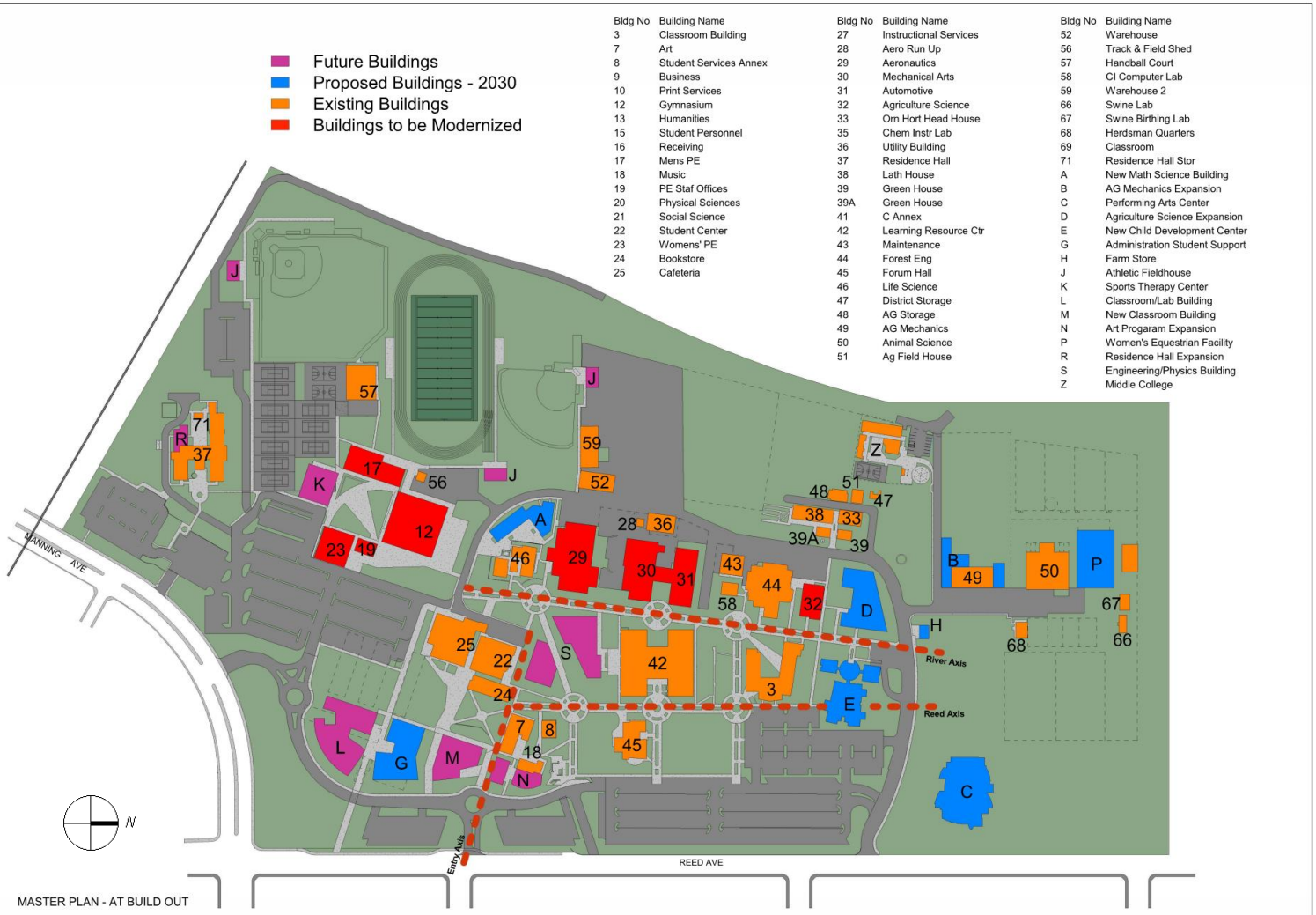

Bldg No	Building Name
3	Classroom Building
7	Art
8	Student Services Annex
9	Business
10	Print Services
12	Gymnasium
13	Humanities
15	Student Personnel
16	Receiving
17	Mens PE
18	Music
19	PE Staf Offices
20	Physical Sciences
21	Social Science
22	Student Center
23	Womens' PE
24	Bookstore
25	Cafeteria

Bldg No	Building Name
27	Instructional Services
28	Aero Run Up
29	Aeronautics
30	Mechanical Arts
31	Automotive
32	Agriculture Science
33	Orn Hort Head House
35	Chem Instr Lab
36	Utility Building
37	Residence Hall
38	Lath House
39	Green House
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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

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REEDLEY COLLEGE MASTER PLAN

Long Range Master Plan

S-03
11/8/11

REEDLEY COLLEGE
Circulation Diagram

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REEDLEY COLLEGE **LONG RANGE MASTER PLAN**

Landscape Master Plan

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

FUNDED PROJECTS

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

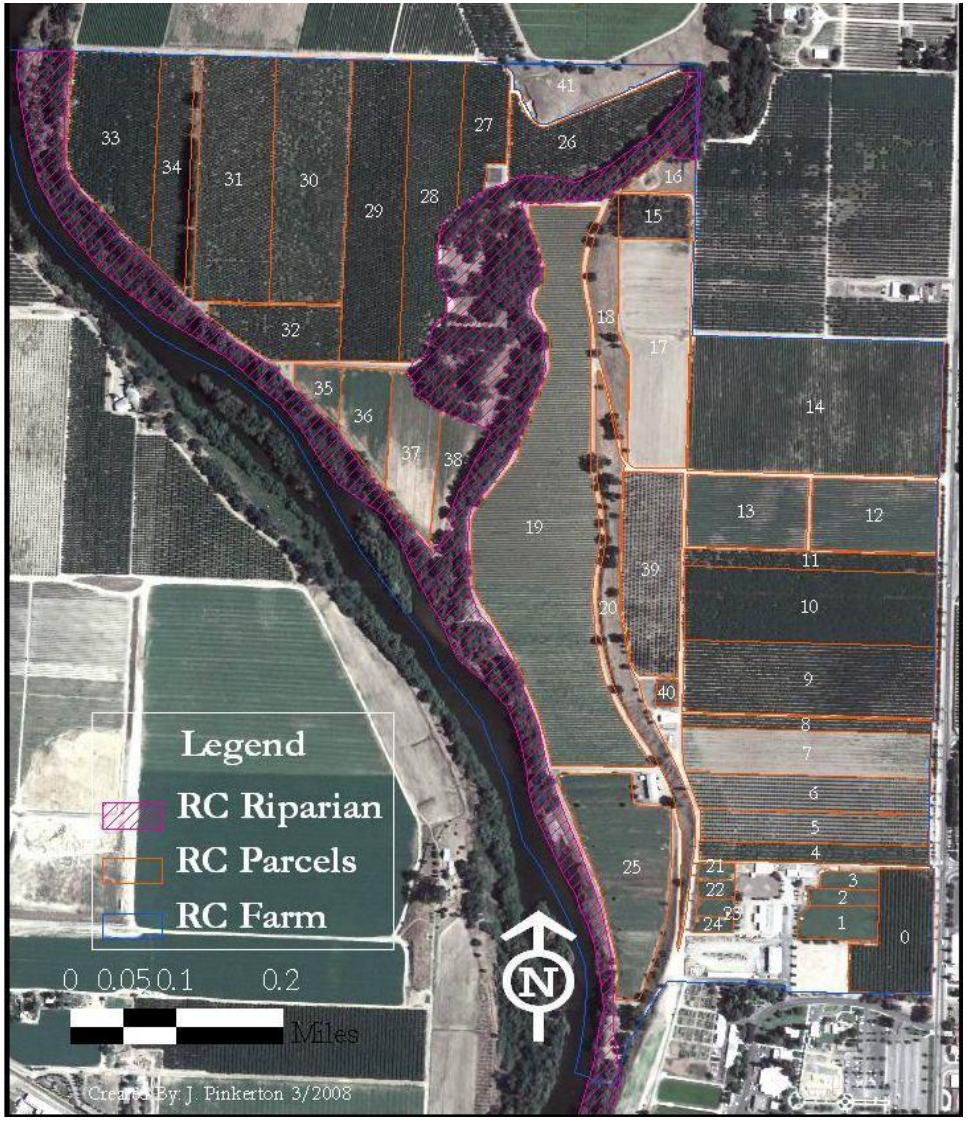
2030 PROPOSED PROJECTS

New Child Development Center
Administration/Student Support Building
Modernization of Agriculture Instruction Complex
Modernize Voc-Tech Complex: Aero, Auto, Welding
Physical Education Complex Modernization

LONG RANGE PROPOSED PROJECTS

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

REEDLEY COLLEGE
Farm Parcels



REEDLEY COLLEGE
Neighborhood Zoning

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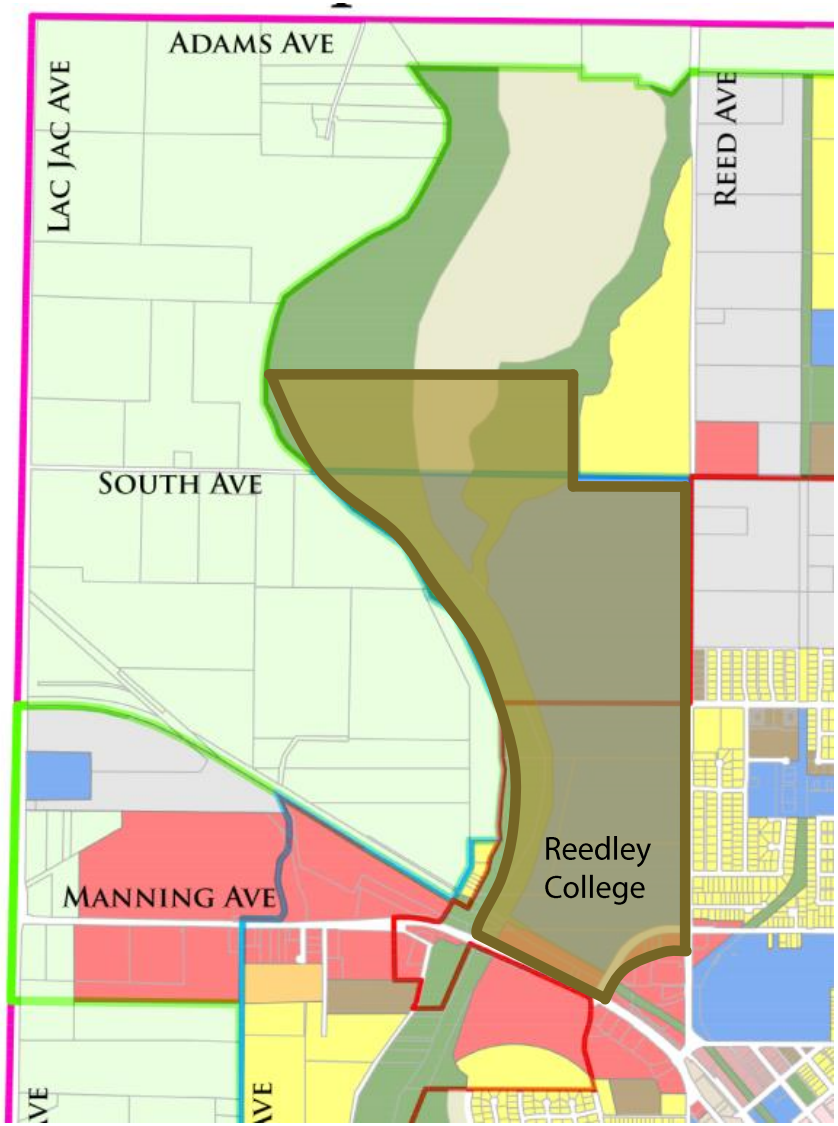

City of Reedley
General Plan Draft 2030

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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MADERA COMMUNITY COLLEGE CENTER

Facilities Master Plan

MADERA COMMUNITY COLLEGE CENTER
Mission Statement-Strategic Plan Goals

MISSION

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

VISION

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

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

Madera 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.

MADERA COMMUNITY COLLEGE CENTER
Master Plan Overview

HISTORY

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

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

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

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

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

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

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

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

Academic Village One

MADERA COMMUNITY COLLEGE CENTER
Master Plan Overview

COHESIVE ARCHITECTURAL CHARACTER

Master Planning

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

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

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

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

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

Administration Building

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

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

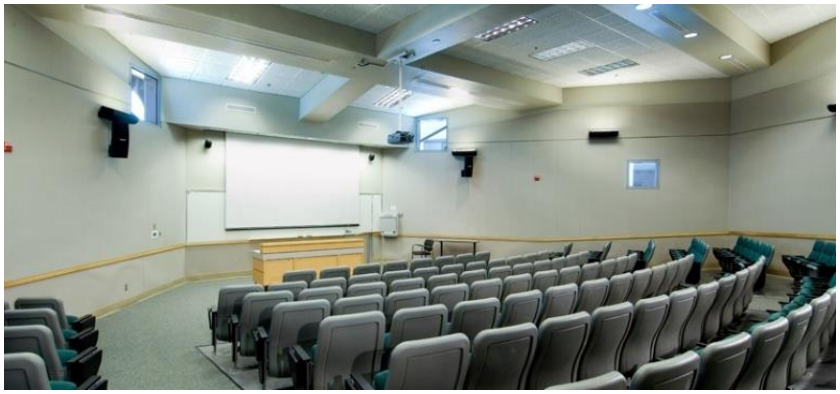
MADERA COMMUNITY COLLEGE CENTER
Master Plan Overview

WELL ORGANIZED CAMPUS PLAN

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

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

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



Academic Village One Large Group Instruction

GEOGRAPHIC LOCATION

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

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

AMENITIES

Community Presence

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

Lack of Student Life Amenities

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

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

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

Expansion Potential

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

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

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

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

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

MADERA COMMUNITY COLLEGE CENTER
Master Plan Overview

PROPOSED MASTER PLAN

New Building /Additions – 2030 Master Plan Phase

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

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

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

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

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

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

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

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

Master Plan Ultimate Build-Out

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

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

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

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

Traffic and Parking

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

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

Master Garden

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

PARKING/TRAFFIC CONSTRAINTS

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

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

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

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

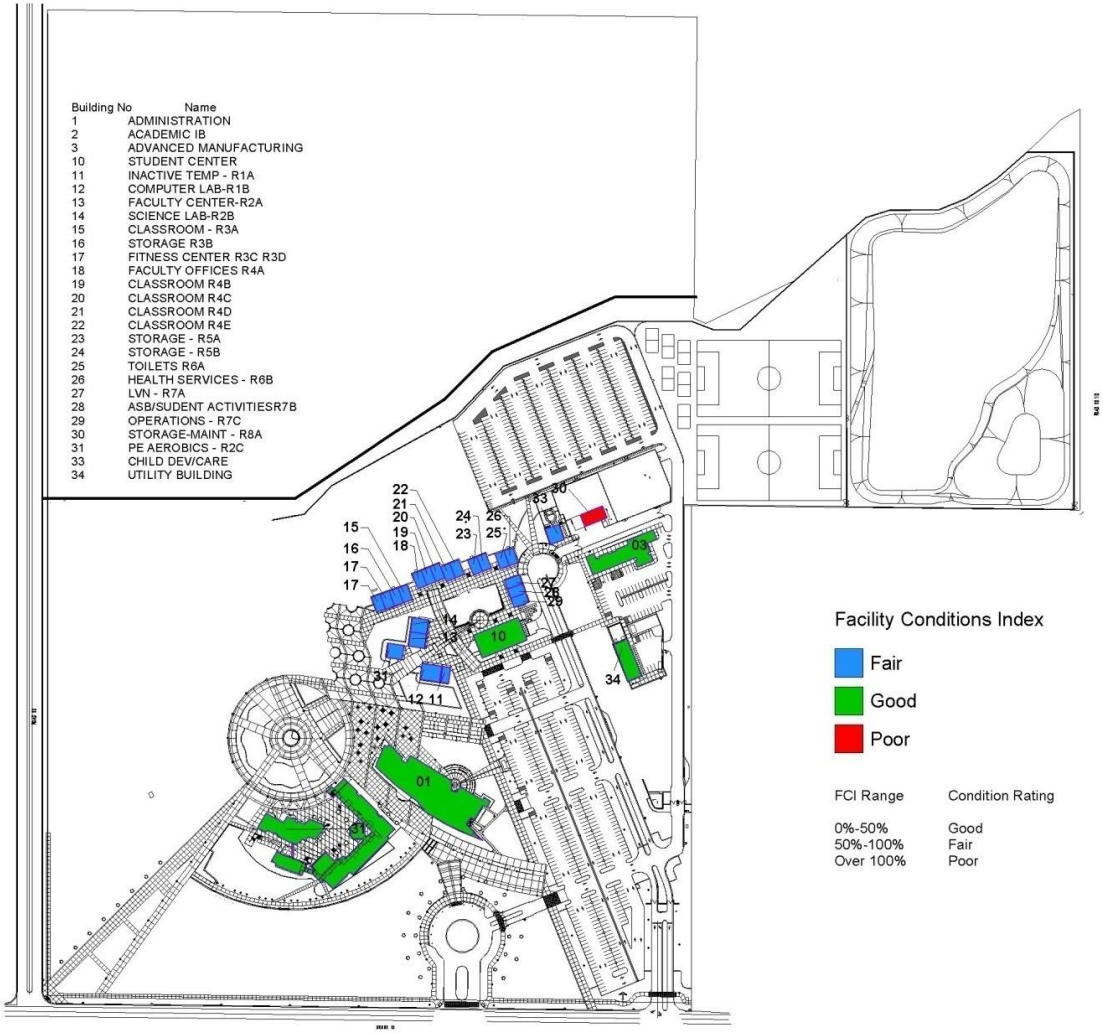
Based on the parking demand observation and the current enrollment of 2,118 FTE students, Madera Community College Center has an ample supply of parking stalls.

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

MADERA COMMUNITY COLLEGE CENTER
Existing Conditions

FACILITIES CONDITION ASSESSMENT

Buildings in fair condition should be considered for a major modernization or renovation; buildings in poor condition should be considered for replacement.



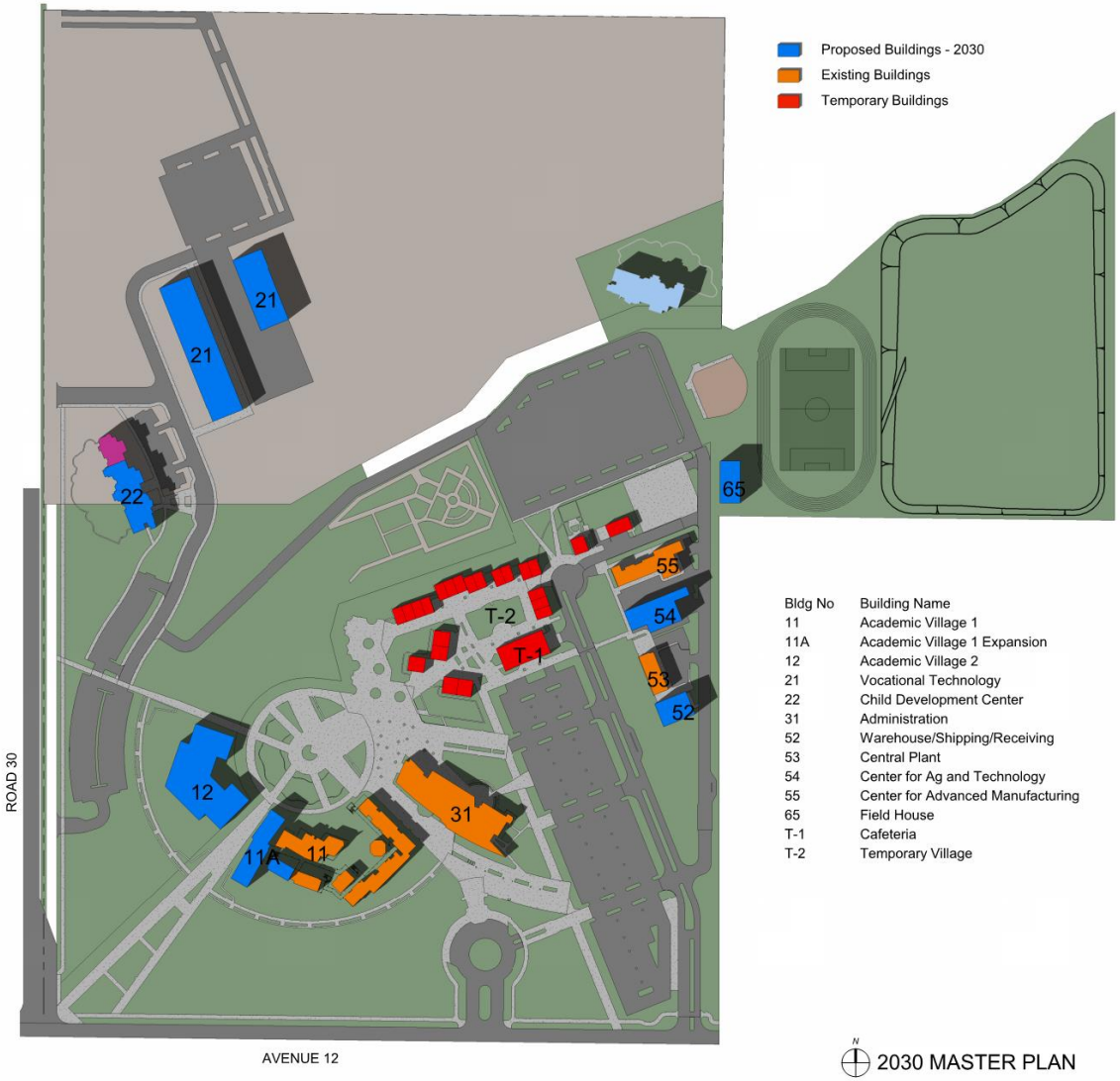
MADERA COMMUNITY COLLEGE CENTER
Existing Campus

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

MADERA COMMUNITY COLLEGE CENTER
2030 Master Plan

DRAFT

darden architects
Established 1959



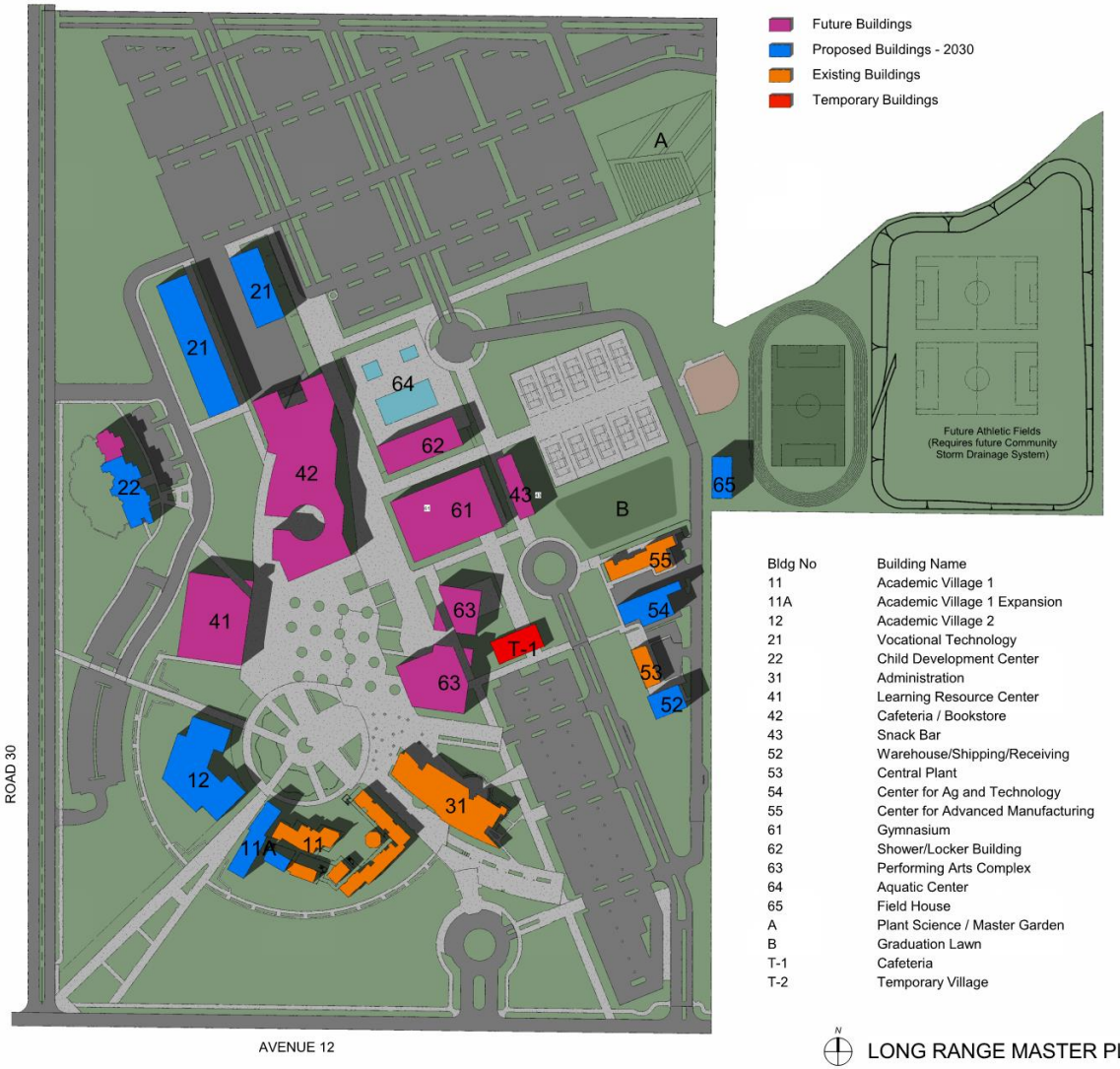
Bldg No	Building Name
11	Academic Village 1
11A	Academic Village 1 Expansion
12	Academic Village 2
21	Vocational Technology
22	Child Development Center
31	Administration
52	Warehouse/Shipping/Receiving
53	Central Plant
54	Center for Ag and Technology
55	Center for Advanced Manufacturing
65	Field House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

N
2030 MASTER PLAN

MADERA COMMUNITY COLLEGE CENTER
Long Range Master Plan

DRAFT

darden architects
Established 1959



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

LONG RANGE MASTER PLAN

MADERA COMMUNITY COLLEGE CENTER
Circulation Plan

DRAFT

darden architects
Established 1959

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

CIRCULATION DIAGRAM

MADERA COMMUNITY COLLEGE CENTER
Landscape Master Plan

DRAFT

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Established 1959

MADERA COMMUNITY COLLEGE CENTER
Committee Recommendations
Projects/ Priorities/Phasing

DRAFT

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Current Approved FPP
None

Current Approved IPP
None

FUNDED PROJECTS

Academic Village Two
Center for Agriculture and Technology

2030 PROPOSED PROJECTS

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

LONG RANGE PROPOSED PROJECTS

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

MADERA COMMUNITY COLLEGE CENTER
Neighborhood Zoning Plan

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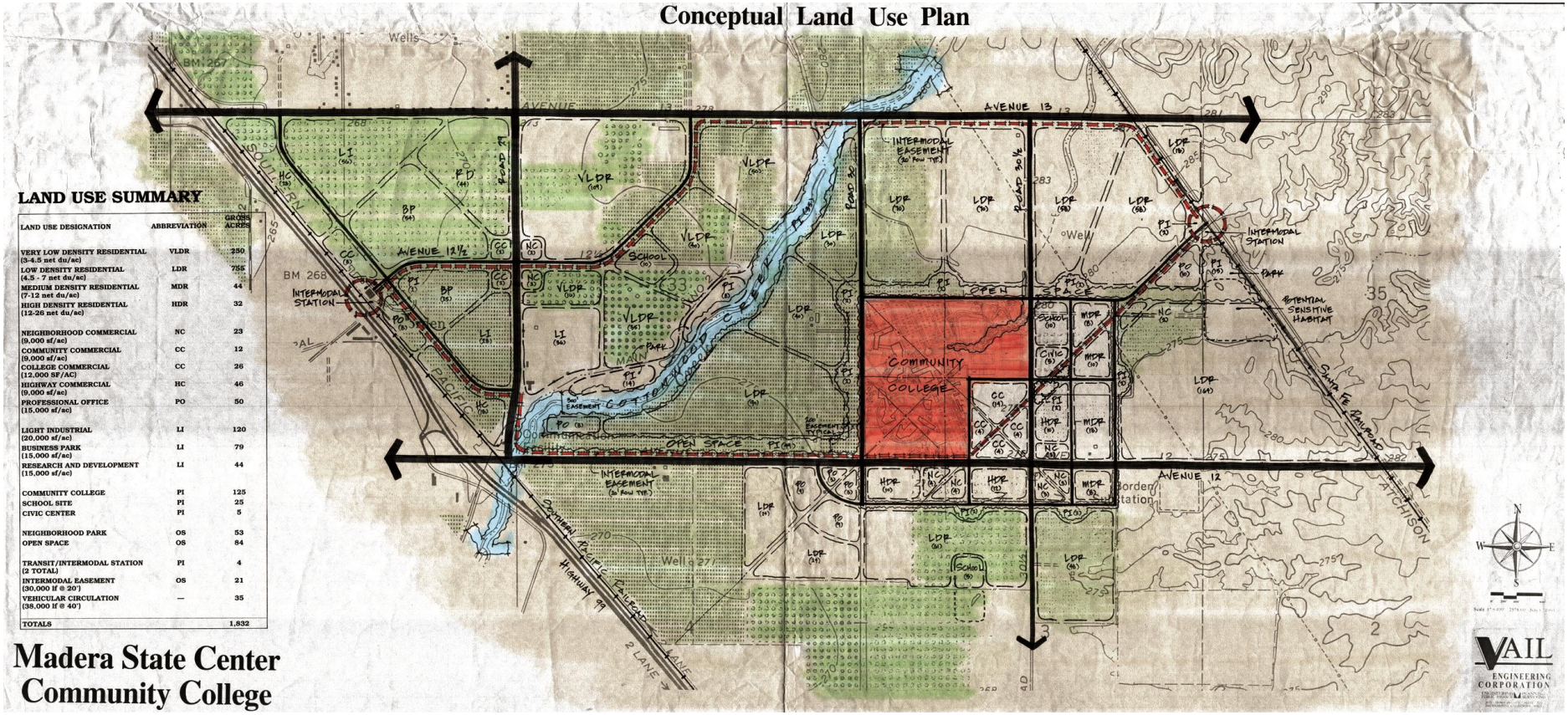
darden architects
Established 1959



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 Specific Plan July 19, 1995

DRAFT

OAKHURST COMMUNITY COLLEGE CENTER

Facilities Master Plan

OAKHURST COMMUNITY COLLEGE CENTER
Mission Statement-Strategic Plan Goals

MISSION

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

VISION

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

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

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 Strategic Plan)

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

OAKHURST COMMUNITY COLLEGE CENTER
Existing Campus

OAKHURST EXISTING SITE

OAKHURST COMMUNITY COLLEGE CENTER
Master Plan

DRAFT

darden architects
Established 1959

HISTORY

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

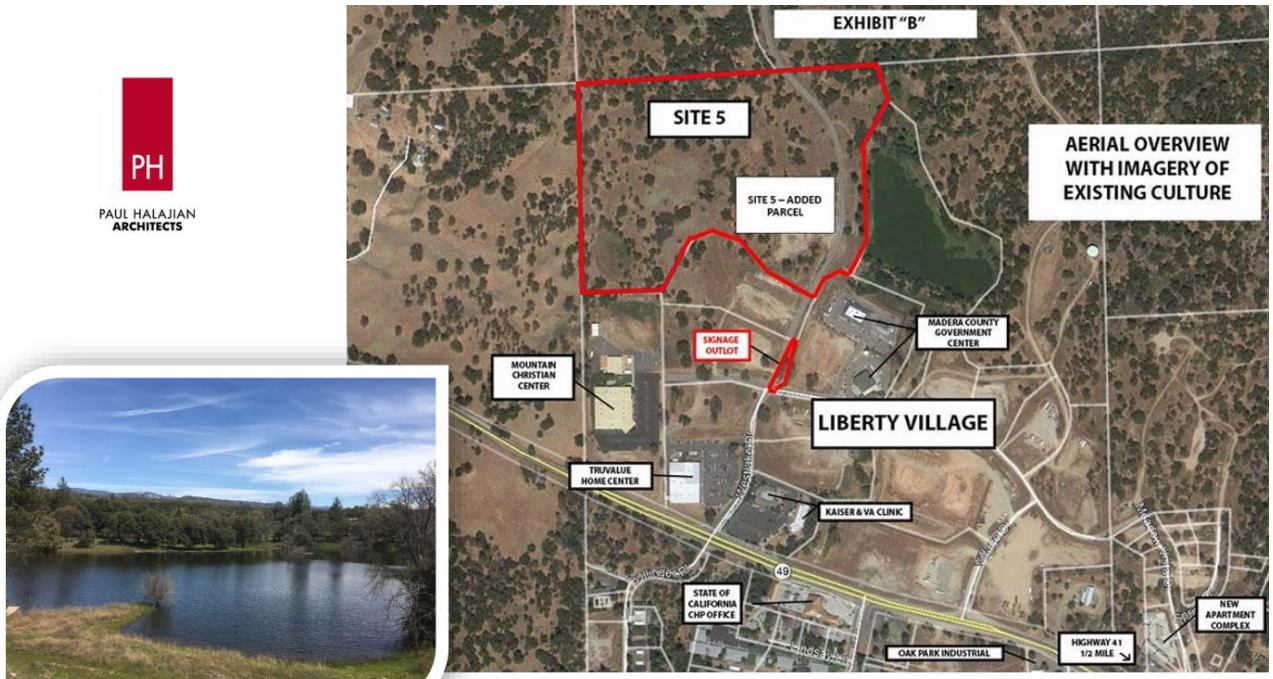
The Oakhurst campus is made up of temporary relocatable modular buildings. In 1996, the Oakhurst Center was established with a few portables to provide basic education services to the constituents of northeastern Madera County. Over the years as the educational needs of an increasing mountain population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

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

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

MASTER PLAN

PH
PAUL HALAJIAN
ARCHITECTS



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

DRAFT

CLOVIS COMMUNITY COLLEGE

Facilities Master Plan

CLOVIS COMMUNITY COLLEGE
Mission Statement Strategic Plan Goals

MISSION

Creating Opportunities – One Student at a Time

We embrace diversity and serve all students of the community;

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

We foster critical, creative, and engaged thinking;

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

We cultivate community partnerships to enhance student learning and success;

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

VISION

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

Strategic Plan Goals

ACCESS
Expand opportunities and remove access barriers.

TEACHING & LEARNING
Promote excellence and opportunities.

SUPPORTING STUDENT SUCCESS
Provide comprehensive services while promoting equity.

COMMUNITY & PARTNERSHIPS
Strengthen and develop external relationships.

RESOURCES AND FACILITIES
Expand and enhance the capacity of the college.

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

CLOVIS COMMUNITY COLLEGE
Master Plan Overview

HISTORY

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

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

The master planning for the Clovis Community College campus was highly collaborative through a process that included a significant number of faculty, staff, administration, community members, and students participating. The original Master Plan process included six different and distinct site utilization plans, with the 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.

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

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

Completed in 2010, Academic Center Two reinforces the central student plaza, providing a visual link between the two major academic buildings and enhancing the student and faculty interaction potential.

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

CLOVIS COMMUNITY COLLEGE
Master Plan Overview

COHESIVE ARCHITECTURAL CHARACTER

Master Planning

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

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

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

WELL ORGANIZED CAMPUS PLAN

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

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

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

CLOVIS COMMUNITY COLLEGE
Master Plan Overview

GEOGRAPHIC LOCATION

Located in northeast Fresno, Clovis CC is directly adjacent to the city of Clovis, with Willow Avenue as 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 a Mixed Use/Business campus.

AMENITIES

Community Presence

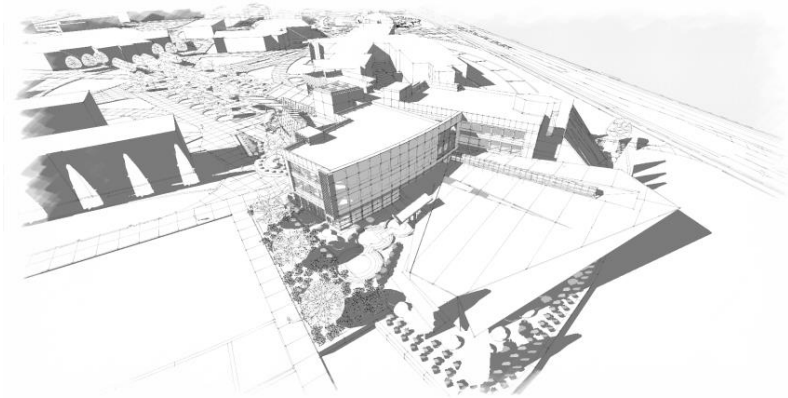
Colleges are often known by the way in which students and the community interact with the campus as a cultural institution. It is the range of amenities that solidify the role and value of the college to its constituents. The composition of the buildings forms and artistic integration of the building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

Expansion Potential

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

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

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



Proposed Library-Learning Resource Center

PROPOSED ADDITIONS MASTER PLAN

New Building /Additions – 2030 Master Plan

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

The 2030 Master Plan calls for construction of an Applied Technology Building, consisting of laboratory space, classrooms, and offices, to meet the growing needs of the vocational program offerings. The Applied Technology 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 Library Resource Center (LRC) and a Student Services/Administration Building. With the construction of the LRC, the library and tutorial spaces in Academic Center Two can be repurposed to expand lab, lecture, and office space.

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

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

Master Plan Ultimate Build-Out

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

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

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

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

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

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

Parking and Traffic

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

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

PARKING/TRAFFIC CONSTRAINTS

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

Table I: CCC - Existing Intersection LOS Results

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

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

Clovis Community College has an ample supply of parking stalls.

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

CLOVIS COMMUNITY COLLEGE
Existing Conditions

FACILITIES CONDITION ASSESSMENT

Buildings in fair condition should be considered for a major modernization or renovation; buildings in poor condition should be considered for replacement.

CLOVIS COMMUNITY COLLEGE
Existing Campus Plan

DRAFT

darden architects
Established 1959

EXISTING CAMPUS

CLOVIS COMMUNITY COLLEGE
2030 Master Plan

DRAFT

darden architects
Established 1959

Bldg No	Building Name
11	Academic Center 1
12	Academic Center 2
21	Child Development Center
22	Classrooms / Labs
23	Vocational Labs
41	Bookstore Cafeteria
42	Learning Resource Center
51	Maintenance/Security
53	Central Plant
61	Gymnasium
62	Performing Arts
63	Shower / Locker
64	Pool Complex

2030 MASTER PLAN

CLOVIS COMMUNITY COLLEGE
Long Range Master Plan

DRAFT

darden architects
Established 1959

CLOVIS COMMUNITY COLLEGE
Circulation Diagram

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CIRCULATION DIAGRAM

CLOVIS COMMUNITY COLLEGE
Landscape Master Plan

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CLOVIS COMMUNITY COLLEGE
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

FUNDED PROJECTS

Applied Technology Facilities

2030 PROPOSED PROJECTS

Gymnasium/Field House (Shower/Locker)
Library-Learning Resource Center
Maintenance/Security Building
Performing Arts Building
Pool Complex-50 Meter and Diving/Water Polo
Soccer Field/Track
Tennis Courts

LONG RANGE PROPOSED PROJECTS

Administration/Student Services
Bookstore/Cafeteria
Warehouse

CLOVIS COMMUNITY COLLEGE
Neighborhood Zoning

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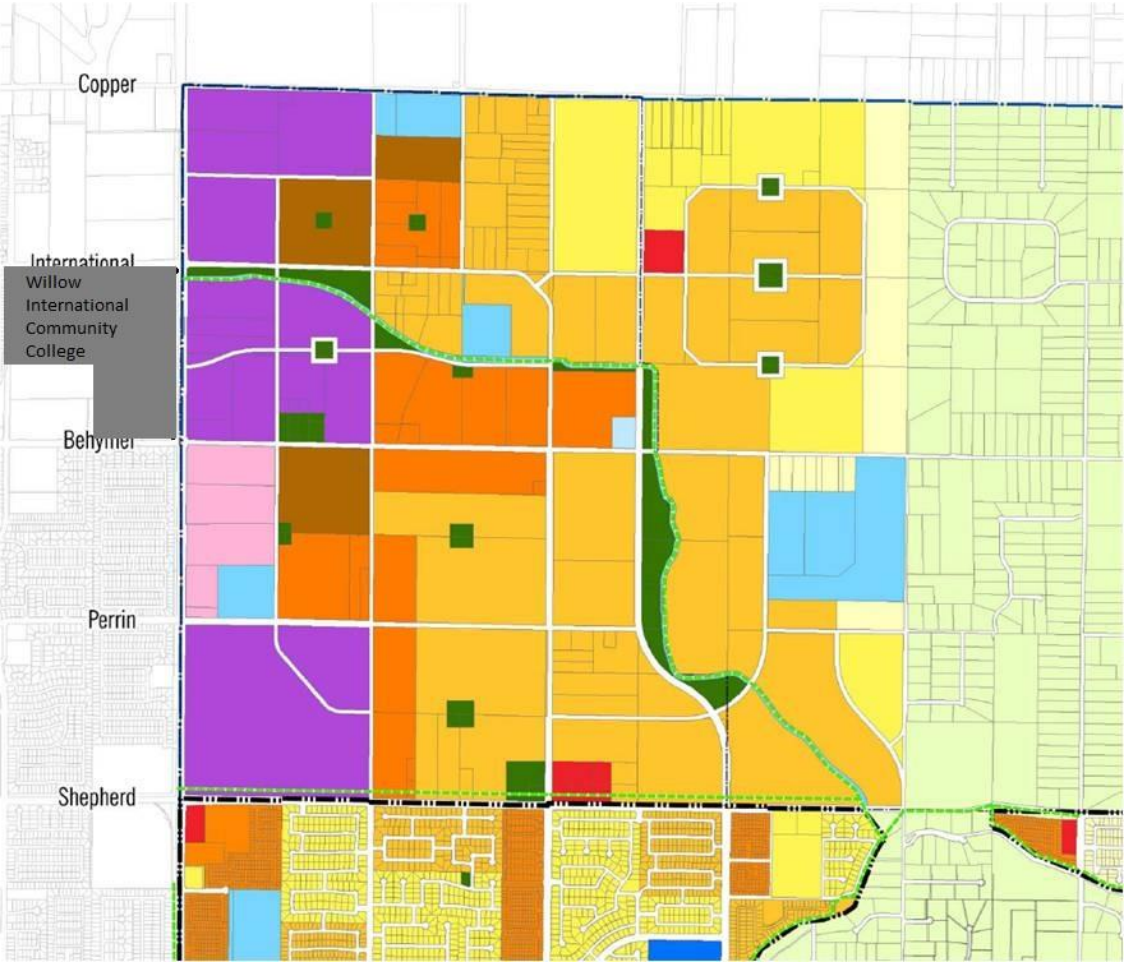


DRAFT LAND USE DIAGRAM

- 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

DRAFT

HERNDON CAMPUS

Facilities Master Plan

HERNDON CAMPUS
Master Plan Overview

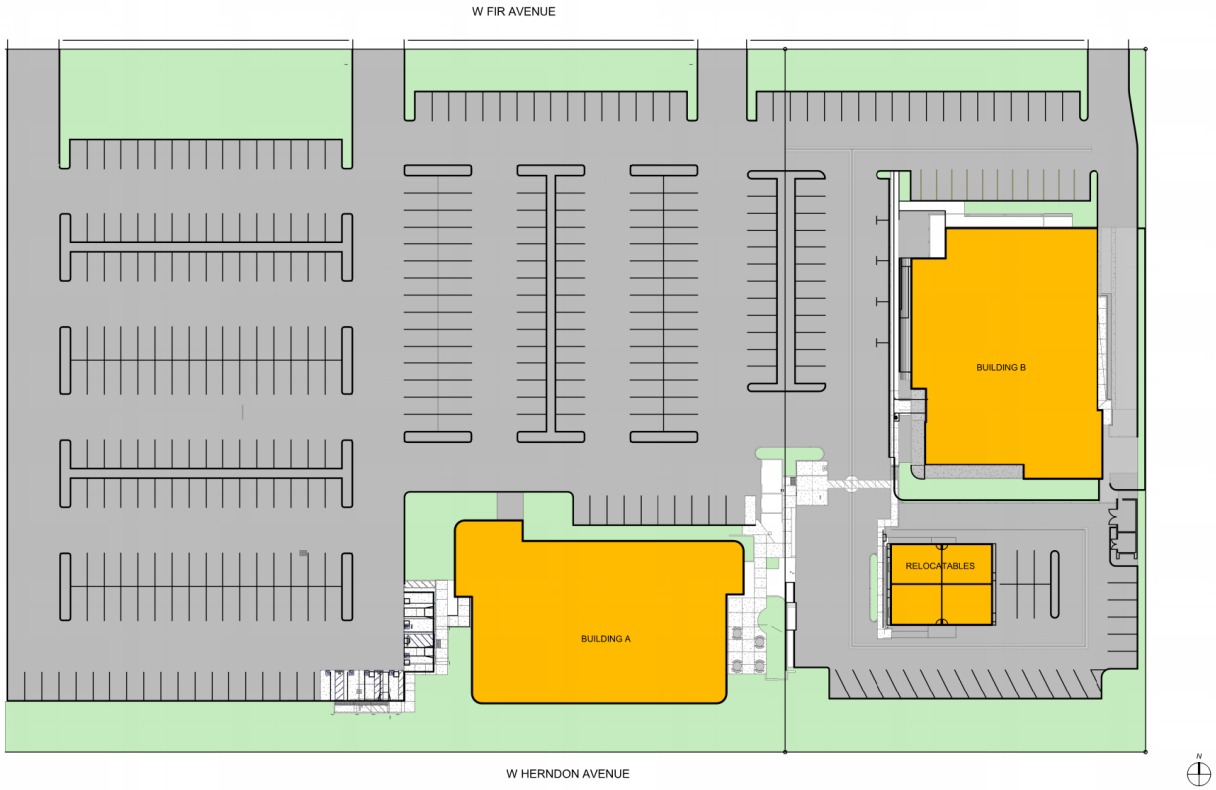
HERNDON CAMPUS

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

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

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

EXISTING CAMPUS



HERNDON CAMPUS
EXISTING CAMPUS SITE

01
11/19/18

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darden architects
Established 1959

APPENDICES

Facilities Master Plan

APPENDIX A
Facility Assessments

MASTER PLAN ASSESSMENTS

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

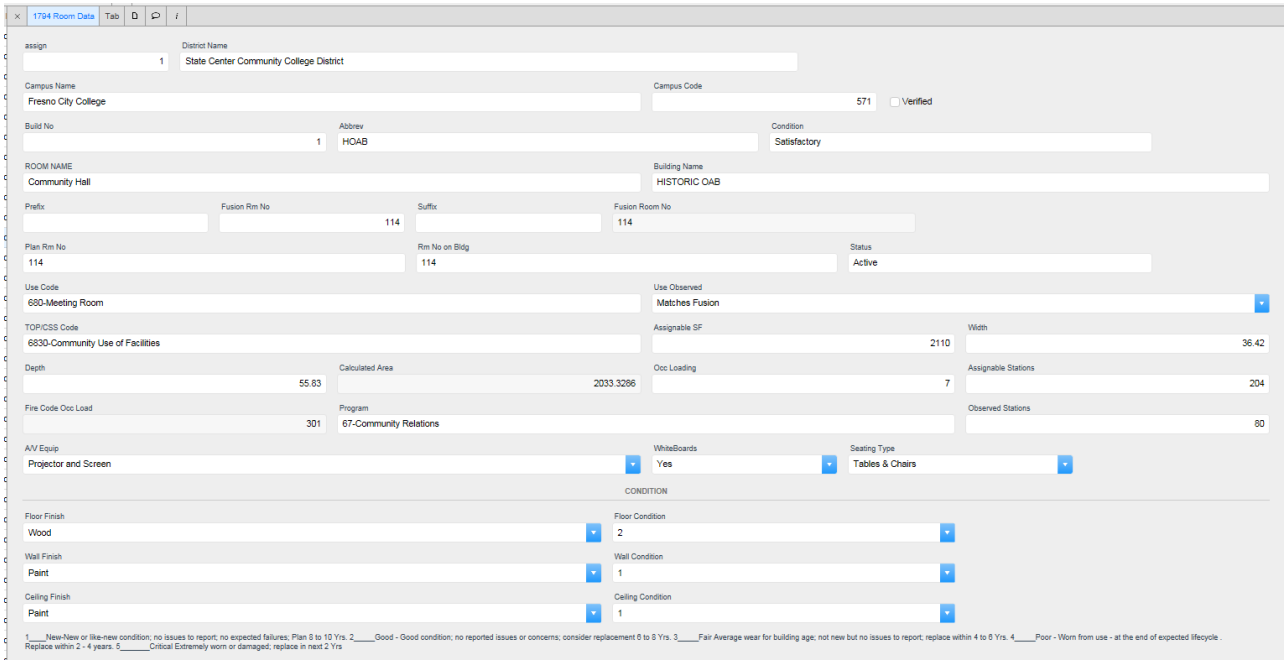
The primary objective of the Space Inventory Assessment was to verify the use of each space and compare the current use with the FUSION Space Inventory Database. The area of each assignable space was measured to verify the square footage of the space.

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

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

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

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



Database developed by the Facilities Master Plan team utilized an Apple IPad to for assistance during the Space Inventory Assessment building room survey.

APPENDIX A
Facility Condition Assessments
Existing Conditions

FACILITY CONDITION ASSESSMENT

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

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

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

Level 1 Assessment

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

Level 2 Assessment

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

Facility Condition Index (FCI)

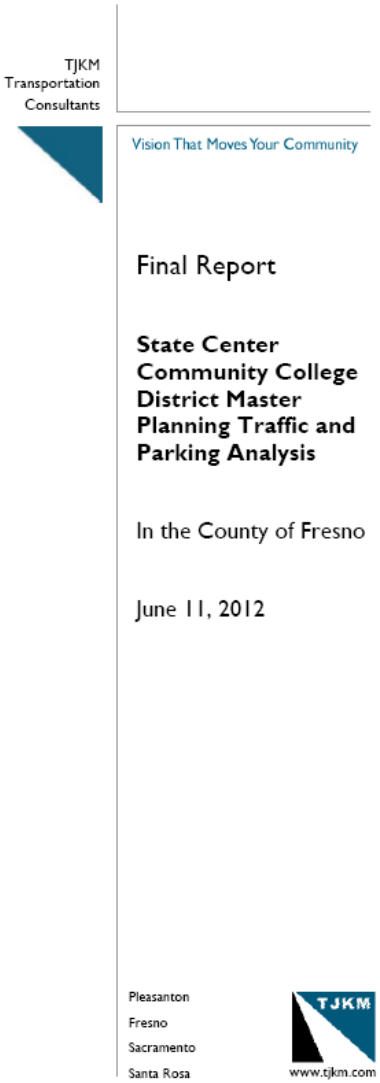
The cost of all of a facility's deficiencies versus the facilitys replacement value provides an approximate estimate of the facility's condition. In Fusion the FCI is determined by taking the repair costs (material and labor) and the soft costs and dividing the sum by the estimated replacement cost.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

Soft Costs include

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

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

APPENDIX B
PARKING AND TRAFFIC STUDY



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 5 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 that could improve operations are the addition of a 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 that 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.
- The 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 Recommendations

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

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

At FCC the recommended parking ratio is 0.18 based on the following:
FCC is an urban campus with available, consistent public transportation. At present, there are five FAX transit routes, FAX routes 1 Q, 20, 28, 39 and 45, operate in the vicinity of the Fresno City College. The internal survey conducted by SCCCD indicates a higher number of students/staff utilizing public transportation or other means to travel to the campus, rather than driving alone. The survey also indicates that students and staff expressed a higher level of disagreement about how easy or convenient it is to find parking at FCC. *(Refer to Figure B-2 and B-3)*

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

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

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

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

Facility Master Plan Parking Research

Community College Parking Research Data

	Enrollment Spring 2017 (3)	No. of Stalls	Current Ratio Stalls per Student	Current Shortage at .18 Ratio (1)	Current Shortage at .23 Ratio
SCCCD (5)	41721	7255	0.17		
FCC	22554	3197	0.14	863	
CCC (4)	7540	1752	0.23	-395	-17.8
MCC	3674	814	0.22	-153	31.02
RC	7953	1492	0.19	-60	337.19
(2) Orange Coast College	22,089	4,390	0.20		
(2) Santa Ana Community College	22,000	3,929	0.18		
(2) Santiago Canyon College	13,000	2,600	0.20		
(2) Cabrillo College	11,669	3,748	0.32		
(2) Citrus College 1-17-15	13,346	3,236	0.24		
(2) Foothill De Anza	36,299	9,058	0.25		
(2) Imperial Valley College	8,684	1,963	0.23		
(2) Laney College	10,850	950	0.09		
(2) Long Beach CC Distirict Wide	25,823	6,902	0.27		
(2) Los Rios 8-23-17	74,011	18,979	0.26		
(2) Mt San Antoino College	37,864	8,907	0.24		
(2) Mt. San Jacinto	16,838	3,029	0.18		
(2) Palo Verde	4,032	457	0.11		
(2) San Bernardino CCD	13,396	4,461	0.33		
(2) San Diego CCD	71,936	7,890	0.11		
(2) San Mateo Distirct Wide	24,133	7,032	0.29		
(2) South Orange County	40,759	7,130	0.17		
(2) Saddleback	25882	4,229	0.16		
(2) Santa Clarita CC	20,489	5,956	0.29		
(2) Santa Rosa	25,521	3,844	0.15		
(2) Siskiyous	3,345	813	0.24		
(2) West Valley Mission	14,657	5,560	0.38		
Average Ratio			**0.23**		

(1) Source for Ratio .18 vehicles per student population - Institute of Transportation Engineers
https://www2.palomar.edu/pages/propm/files/2016/03/Appendix-H-Parking-Memo.pdf
(2) Data provided by various Districts Via Listserv
(3) https://datamart.cccco.edu/Students/Student_Term_Annual_Count.aspx
(4) Fall 2017 enrollment data
(5) Excludes FCC/CTC and Oakhurst enrollment

Figure B-1

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 StreetParking		0	1505	15	0	180	46	4	2	0	1752
Unduplicated Head Count (UDHC) Fall 2018	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 StreetParking		0	2304	84	0	638	101	53	15	2	3197
Unduplicated Head Count (UDHC) Fall 2018	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									

Figure B-2

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 StreetParking		0	727	6	0	42	17	8	14	0	814
Unduplicated Head Count (UDHC) Fall 2018	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 StreetParking		6	1117	36	67	210	52	3	0	1	1492
Unduplicated Head Count (UDHC) Fall 2018	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%									
Parking Demand Thursday November 17, 2011			General	Meter	Resident	Staff	ADA	Other			Total
TOTAL			1167	39	14	231	44	33			1528
Unduplicated Head Count	6822										
Onsite Percent of Total			76.4%	2.6%	0.9%	15.1%	2.9%	2.2%			
Total Parking Ratio		0.22									
Total General Parking Ratio		0.17									

Figure B-3

Facility Master Plan Campus Parking Survey Data

Districtwide Transit Survey

Drive Alone vs Other Modes

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

	FCC		Reedley		Madera		Clovis	
Staff	456		145		59		127	
Drive Alone	409	89.7%	138	95.2%	58	98.3%	124	97.6%
Carpool	19	4.2%	1	0.7%	0	0.0%	2	1.6%
Dropped Off	7	1.5%	1	0.7%	1	1.7%	1	0.8%
Transit	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Walk	11	2.4%	2	1.4%	0	0.0%	0	0.0%
Uber/Lyft/Taxi	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bike	8	1.8%	2	1.4%	0	0.0%	0	0.0%
Other	2	0.4%	1	0.7%	0	0.0%	0	0.0%
Park and Ride	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Volt (Kerman)	0	0.0%	0	0.0%		0.0%	0	0.0%
	456	100.0%	145	100.0%	59	100.0%	127	100.0%

Figure B-4

Facility Master Plan Campus Parking Survey Data

Districtwide Transit Survey

Drive Alone vs Other Modes

	FCC		Reedley		Madera		Clovis	
Student/Staff	2725		813		326		772	
Drive Alone	2352	86.3%	735	90.4%	295	90.5%	721	93.4%
Carpool	140	5.1%	36	4.4%	16	4.9%	25	3.2%
Dropped Off	108	4.0%	16	2.0%	7	2.1%	18	2.3%
Transit	56	2.1%	10	1.2%	4	1.2%	1	0.1%
Walk	33	1.2%	9	1.1%	0	0.0%	4	0.5%
Uber/Lyft/Taxi	8	0.3%	0	0.0%	1	0.3%	0	0.0%
Bike	15	0.6%	4	0.5%	1	0.3%	1	0.1%
Other	7	0.3%	2	0.2%	2	0.6%	2	0.3%
Park and Ride	5	0.2%	1	0.1%	0	0.0%	0	0.0%
Volt (Kerman)	1	0.0%	0	0.0%	0	0.0%	0	0.0%
	2725	100.0%	813	100.0%	326	100.0%	772	100.0%

Easy to find parking

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

Figure B-5

APPENDIX C
FACILITIES STANDARDS

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-SHADES

Low Voltage Standard Specifications
Refer to Appendix D

DISTRICT REQUIRED SYSTEM PARAMETERS

MECHANICAL

ELECTRICAL
FIRE ALARM

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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INTERIORS
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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

EXECUTIVE SUMMARY

ARCHITECTURAL

ARCHITECTURAL (continued)

APPENDIX D
TECHNOLOGY STANDARDS

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APPENDIX D
TECHNOLOGY STANDARDS

TELECOMMUNICATION

TELECOMMUNICATION (continued)

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 administrative spaces should be designed with enough technological infrastructure to support the needs of students, professors, administrators, managers, and educational technologists, throughout the life of the building.

The table below defines the basic room types by: function, number of students, square footage, room dimensions, minimum 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	

IT ROOM PROGRAMMING CALCULATOR

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.	240	400	900	1,248					2,788
Occupancy	14	30	60	30					134
Wall Drops (# of cables)	12	24	36	36	0	0	0	0	108
Device Drops (# of cables)					4	4	6	6	20
Future Conversion Drops	14	30	60						104

FLOOR	NUMBER OF ROOMS											
	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 Qty	Max Equipment Outlets Served		Typical Dimensions (ft)
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	10 x 15	1
Total Room Type Sqf.	0	0	5,400	7,488	0	0	0	0	12,888		
Total Device Drops	0	0	216	216	4	0	0	0	436		
Total Future Expansion Drops	0	0	180				0	0	180		
Total # of Room Drops	0	0	396	216	4	0	0	0	616		
CALCULATED IDF DROPS									616		

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	1,200	9,000	9,984	0	0	0	0	20,184		
Total Device Drops	0	72	360	288	0	0	0	0	720		
Total Future Expansion Drops	0	45	300				0	0	345		
Total # of Room Drops	0	117	660	288	0	0	0	0	1,065		
CALCULATED IDF DROPS									533		

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		

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 6 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 is included in the maintenance room, add: One **standard** outlet for every desk location.

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 a minimum of four corners of each 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.

WIRELESS ACCESS POINTS (WAP)

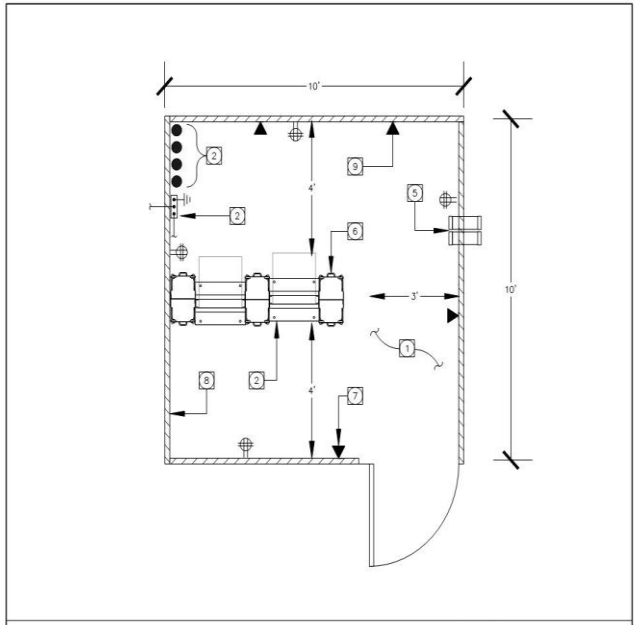
Per ANSI/TIA 4966 WAP Density for Educational Facilities should be designed using the following:

- 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

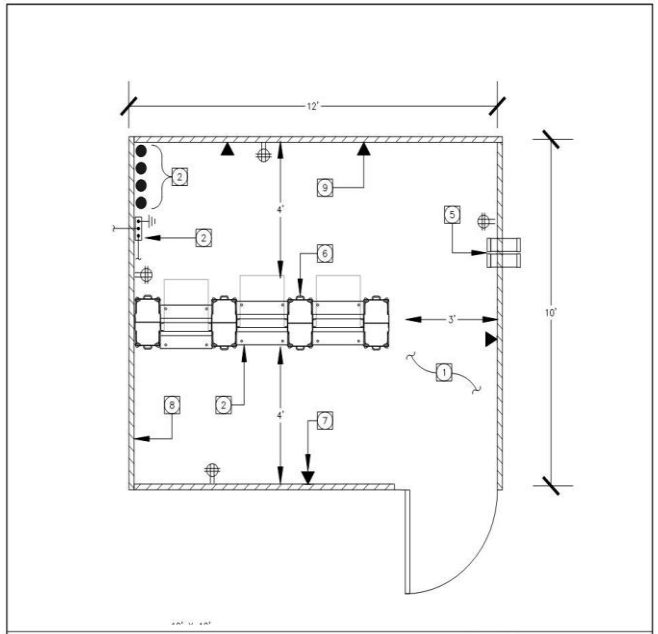
Expected Occupancy	Number of WAPs
Up to 125	1 WAP per 25 People
126 – 200	9
201 – 300	14
301 – 400	18
401 – 500	21

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.

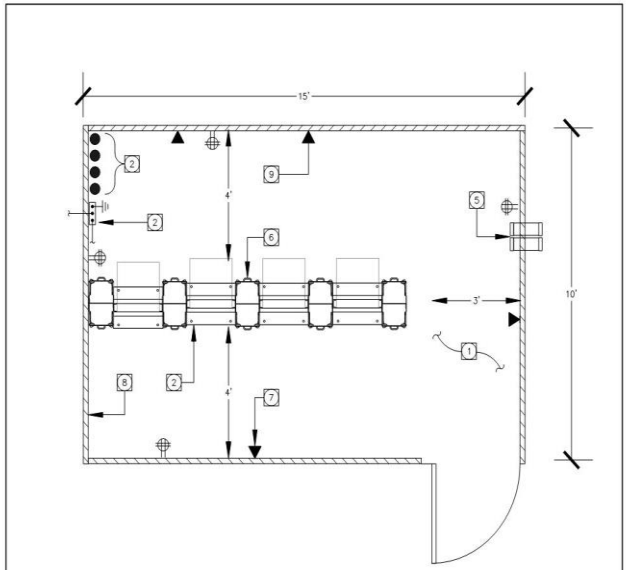
Drawing Title: 10'X10' DISTRIBUTOR ROOM	
Project Name: SCCCD DESIGN GUIDELINES	
Scale: N.T.S.	PAGE # OF #
Date: DATE	



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.

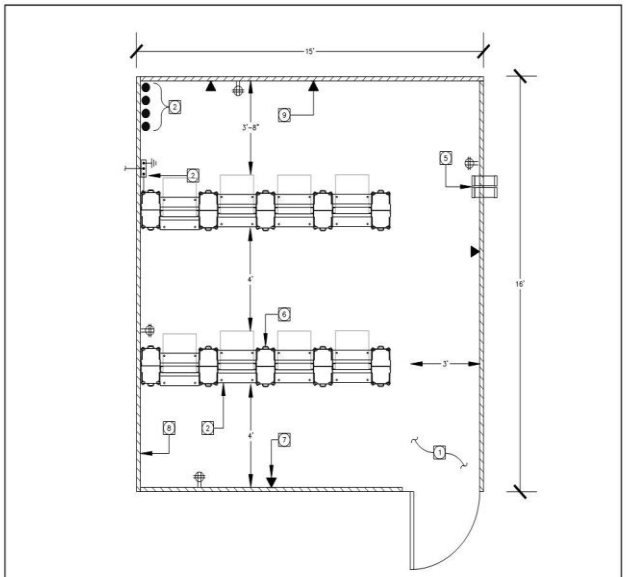
Drawing Title: 10'X'12 DISTRIBUTOR ROOM	
Project Name: SCCCD DESIGN GUIDELINES	
Scale: SCALE	PAGE # OF #
Date: DATE	

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

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APPENDIX F
Landscape Facilities Review And Recommendations

1.0 General

1.1 Landscape Review Criteria

Review focus of the district's existing landscape will 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 district's 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, and 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 should provide for shade, shelter, screening, wind control, noise attenuation, enclosure, etc., which 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 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 outgrown 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.

2.0 Irrigation Standards

2.1 Design Parameters

The design of the irrigation system will 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 will anticipate the scenario of providing 2 inches of precipitation per week to the landscape in the months of July and August. This scenario is based on typical weather cycles of the Fresno area and relative evapotranspiration rates. Design of the system will 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, will be capable of providing the required amount of precipitation within the district's water window. The system will operate five days per week from 9 p.m to 6 a.m.

2.2 Districtwide Central Control System

The district utilizes a central control system for its 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 will 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 will 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 will recognize water coefficients for each individual irrigation head proposed for the site. All heads will 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 will be designed in to the system. This will account for the potential of plants blocking the distribution of water. Also, all new trees proposed for the school will 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 will be suited for the space intended as well as plant material proposed. A conservative approach will 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 will not have mixed head types.

2.4 Flow/System Zones and Exposure Criteria

Once the system head layout has been completed, the designer shall 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 or shrub area receives the amount of water required for healthy plant growth without adversely affecting other areas of the site. The valve zones will 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 will realize that this exercise is critical to the success of the overall image of the school as well as sustainability. The designer will 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 5 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 Preventer:	Febco 880V
Booster Pump:	Watertronics
Controller:	Rainbird, Maxicom CCU and ESP Controller

3.0 Planting Standards

3.1 General Design

Plants selected for use will reflect the environment of the space and 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 will be carefully chosen so that the plant will fulfill natural growth habits without expenditure of excessive care. Consider reflective heat, glare off 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 will be made up of shrubs, ground cover and trees that are normally long lived, need minimal corrective pruning, do not require shearing to form the appropriate look or demand any special time consuming attention. Plants selected will 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 the 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

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 Walkers 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 Bees 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 overseeded 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 on 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 workforce. 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 workforce engaged and fresh. The end result is that the staff will be familiar with all the grounds and related intricacies, thereby establishing versatility. Broadcast 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 on the personal pride concept. People tend to care more for things they are personally responsible for. For example, a groundsworker 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 operator's work habit. On the other hand, the problem of poor maintenance can develop if the equipment is operated by different people. The tracking of oil level, blade sharpness, etc., tends to be more prominent. As with equipment, 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 groundsworkers should be charged with eight acres of landscape to maintain. Staffing levels should be reviewed to support this ratio.

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 fuel 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 offers time saving 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% to 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 inch 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 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 waterwise 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.

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 on 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 sections 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 groundsworkers 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 playfield 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 offers 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, overseed 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 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, overseeding, 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. ,should 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

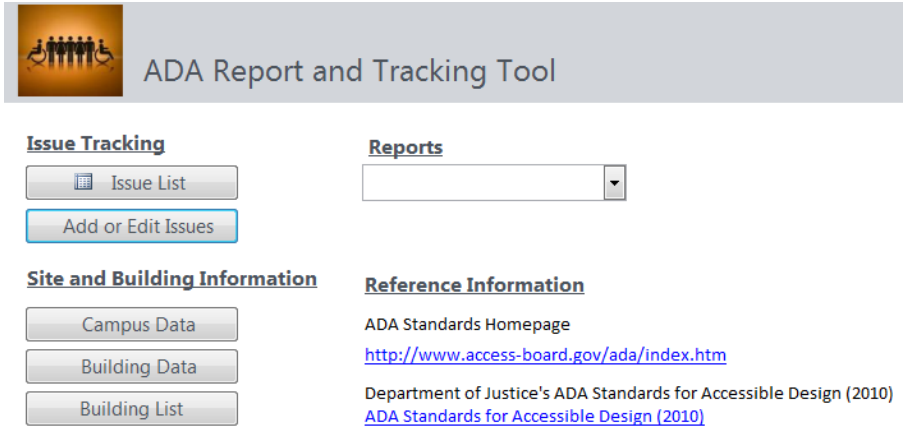
APPENDIX G
ADA DATABASE

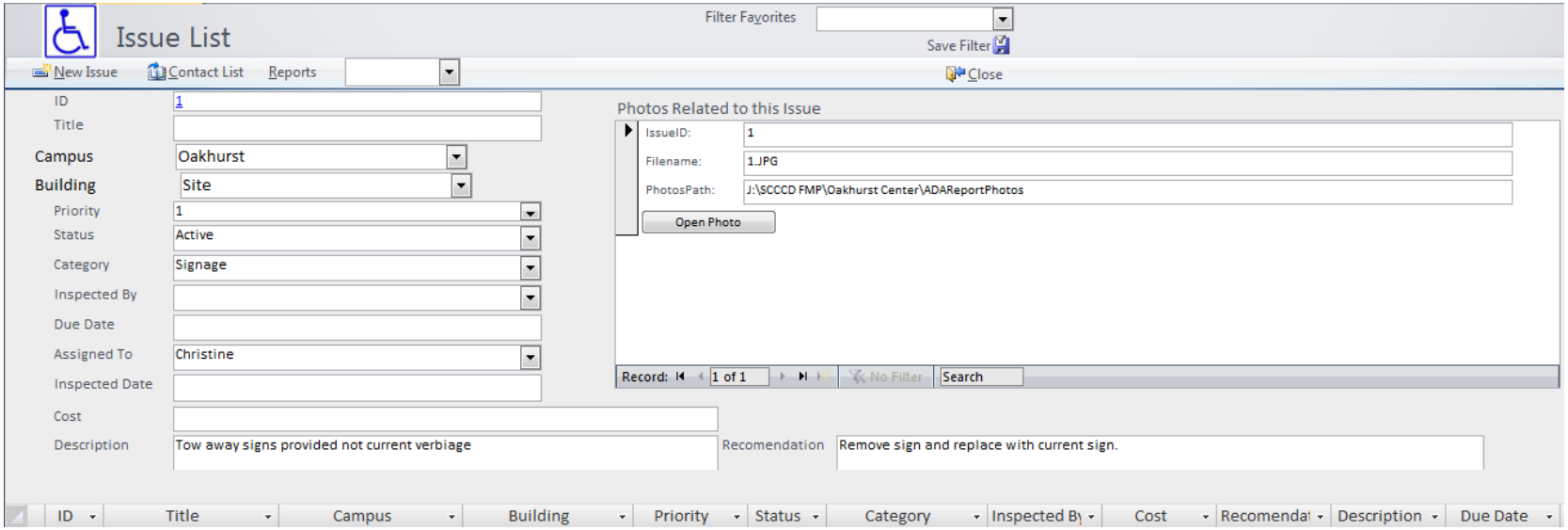
The ADA Assessment Database established the district's transition plan to identify needed accessibility improvements and provide a systematic approach to correcting the known deficiencies.

The district has updated the database as accessibility 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 sestrooms 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 3.7 million 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 $8.18 million. With this work being conducted over a seven-year period, an annual expenditure of roughly $1.17 million 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 ensure that the district maximizes the life of its pavement areas while minimizing long-term pavement maintenance costs.