



STATE CENTER COMMUNITY COLLEGE DISTRICT

2012 Districtwide Facilities Master Plan



September 4, 2012



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ACKNOWLEDGEMENTS

Facilities Master Plan

Letter from the Chancellor

Deborah G. Blue, Ph.D.

Chancellor, *State Center Community College District*



Chancellor's Letter
Facility Master Plan



State Center Community College District has a long history of providing outstanding educational programs and services for students in the Central Valley. With the passage of Measure E in 2002, the district has experienced incredible growth, marked by the restoration of the Old Administration Building at Fresno City College, construction of new dormitories at Reedley College, and expansion of the Willow International, Madera and Oakhurst Centers, to name a few. The new facilities and improvements to existing facilities are critical in creating learning environments that lead to student success. That is why you will find “student success” as a common thread throughout this districtwide facilities master plan.

Numerous individuals throughout the district and members of the community spent many hours providing valuable input, which has been incorporated in this new blueprint for the future of the district and the colleges and centers it encompasses. It is an ambitious plan that has been vetted through thoughtful, vigorous dialogue. What you will find as you read through this plan is a collaborative effort resulting in an exciting vision for how the district will continue to grow and evolve to better serve students and the community.

I want to thank the many faculty, staff, students, administrators, and community members for participating in the development of this plan. In addition, I would especially like to thank our Board of Trustees for providing the leadership and vision that will enable this plan to become a reality.

Deborah G. Blue, Ph.D.
Chancellor

Letter from the President

Tony Cantu

President, *Fresno City College*



Letter for Facilities Master Plan – Fresno City College

Fresno City College has been providing educational opportunities in the Central Valley since 1910. With the passage of Measure E in 2002, FCC was able to renovate the Old Administration Building providing additional classroom and office space to the campus. This project will be completed in the summer of 2012. Also during this past year, we spent time evaluating how we will address the continuous need for growth and improvement throughout the entire campus.

A committee of dedicated college students, staff, faculty, and administration participated in the development of the Facilities Master Plan with a vision of the college's future needs. The plan, based on the Educational Master Plan for Fresno City College, will serve as a road map for the next 25 years. At the same time, the plan gives us the flexibility to make adjustments as our needs change.

The plan will help us prioritize much needed improvements to existing facilities and possible new construction. It includes reconfiguring roads and walkways, addresses the need for more parking, and preserves "green" areas, which is consistent with our concerns for the campus environment.

I would like to thank all of you who helped formulate the plan by participating on the committee or attending the open forum where the plan was introduced to the college community. Your input and serious consideration have resulted in a plan that will guide us into the future and help us maximize our resources to better serve the needs of students and the college community.

Tony Cantu
Fresno City College President



Letter from the President



Michael White

Interim President, *Reedley College, Madera Community College Center, Oakhurst Campus*



995 North Reed Avenue, Reedley, CA 93654 Phone: 559-638-3641 FAX: 559-638-5040



Letter for Facility Master Plan – Reedley College

This Facility Master Plan is based upon the Educational Master Plan for Reedley College as it reflects the future educational programs, community needs, and facilities that will be required as the college continues to grow. The identification and prioritization of the future facilities outlined in the master plan was the result of a collaborative effort among Darden Architects consultants, faculty, staff, students, administrators, and community members. A series of meetings with the consultants and campus Facility Committee members were held during the fall 2011 and spring 2012 semesters resulting in a draft plan that was presented to the College Council. Also, a “Town Hall” meeting was held in May 2012 in which all interested stakeholders had an opportunity to address the draft plan. The draft master plan was presented to the SCCC Board of Trustees at its annual board retreat in April, with final approval given in August 2012.

I want to thank all of those individuals who were instrumental in the development of this important document as it is linked to the Educational Master Plan and district and campus strategic plans and prepares Reedley College for the future.

Michael White
Interim President, Reedley College, Madera Community College Center, Oakhurst Campus

Letter from the President



Deborah J. Ikeda

President, *Willow-International Community College Center*



Letter for Facility Master Plan – Willow International Community College Center

This Facility Master Plan is based upon the Educational Master Plan for the Willow International Community College Center as it reflects the future programs and facilities that will be designed and built as the center continues to grow and develop. The identification and prioritization of the future facilities outlined in the master plan was the result of a collaborative effort among Darden Architects consultants, faculty, staff, students, administrators, and community members. A series of meetings with the consultants and campus Facility Committee members were held during the fall 2011 and spring 2012 semesters resulting in a draft plan that was presented to the College Center Council. Also, a “Town Hall” meeting was held in May 2012 in which all interested stakeholders had an opportunity to address the draft plan. The draft master plan was presented to the SCCCD Board of Trustees at their annual board retreat in April, with final approval given in August 2012.

I want to thank all of those individuals who were instrumental in the development of this important document as it is linked to the Educational Master Plan and district and campus strategic plans as new state-of-the-art programs and facilities are completed at the Willow International Community College Center.

Deborah J. Ikeda
Campus President



Letter from the President



Michael White

Interim President, *Reedley College, Madera Community College Center, Oakhurst Campus*



Letter for Facility Master Plan – Madera Community College Center

This Facility Master Plan is based upon the Educational Master Plan for the Madera Community College Center as it reflects the future programs and facilities that will be designed and built as the center continues to grow and develop. The identification and prioritization of the future facilities outlined in the master plan was the result of a collaborative effort among Darden Architects consultants, faculty, staff, students, administrators, and community members. A series of meetings with the consultants and campus Facility Committee members were held during the fall 2011 and spring 2012 semesters resulting in a draft plan that was presented to the College Center Council. Also, a “Town Hall” meeting was held in May 2012 in which all interested stakeholders had an opportunity to address the draft plan. The draft master plan was presented to the SCCCD Board of Trustees at its annual board retreat in April, with final approval given in August 2012.

I want to thank all of those individuals who were instrumental in the development of this important document as it is linked to the Educational Master Plan and district and campus strategic plans as new state-of-the-art programs and facilities are completed at the Madera Community College Center.

Michael White
Interim President, Reedley College Madera Community College Center, Oakhurst Campus

Letter from the President

Michael White

Interim President, *Reedley College, Madera Community College Center, Oakhurst Campus*



Letter for Facility Master Plan – Oakhurst Campus

This Facility Master Plan is based upon the concept of building an educational facility at the Oakhurst campus which architecturally reflects the local environment along with addressing future community and regional needs. The design of the campus facility came as a result of a collaborative effort among Darden Architects consultants, faculty, staff, students, administrators, and community members. A series of meetings with the consultants and campus Facility Committee members were held during the fall 2011 and spring 2012 semesters resulting in a draft plan that was presented to the College Center Council. Also, a “Town Hall” meeting was held in May 2012 in which all interested stakeholders had an opportunity to address the draft plan. The draft master plan was presented to the SCCC Board of Trustees at its annual board retreat in April, with final approval given in August 2012.

I want to thank all of those individuals who were instrumental in the development of this conceptual plan which will become the basis for a future facility as the Oakhurst campus programs and services are developed.

Michael White
Interim President, Reedley College, Madera Community College Center, Oakhurst Campus

Facilities Master Planning Committees Structure

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

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

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



PLANNING COMMITTEE STRUCTURE

Chancellors' Cabinet Committee - represents the highest level of administrative leadership in the District.

This committee provided input on Macro issues in the District such as:

- Capacity of Campus Sites
- Budget Targets/Limits
- Delivery schedule
- Special facilities locations
- Districtwide facilities standards and goals
- Design & building aesthetic considerations
- Centralizing site support such as Security, Maintenance & Grounds
- Technology Master Plan

Strategic Planning Committee - This districtwide facilities committee, is most familiar with the districtwide physical improvements, and provided input, on planning, construction, funding and operational leadership. This committee deals with District -wide and site specific issues such as:

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

Site Facilities Sub-Committees – These site specific committees are most knowledgeable of their individual campus and operations. These committees consists of teaching faculty, department heads, maintenance and operations staff, administrative staff, students and the President of the college. This group addressed the site specific physical improvement needs of their individual campuses, respective to their educational goals, student needs and community wishes. This committee addressed site specific issues that exist on their campus and help set direction based on their goals for the campus such as:

- Provided input regarding physical improvement needs at their site.
- Provided valuable site specific input regarding campus operations.
- Site specific goal setting and needs input.
- Discussed changing aspects of the curriculum and how facility designs must respond to these changes.
- Discussed the philosophy of the individual departments and articulate the department goals.
- Articulated how physical improvements on their campus could respond to student needs and improve student performance and satisfaction.
- Discussed general requirements such as adjacencies and campus functionality.

Facilities Master Planning Committees Structure

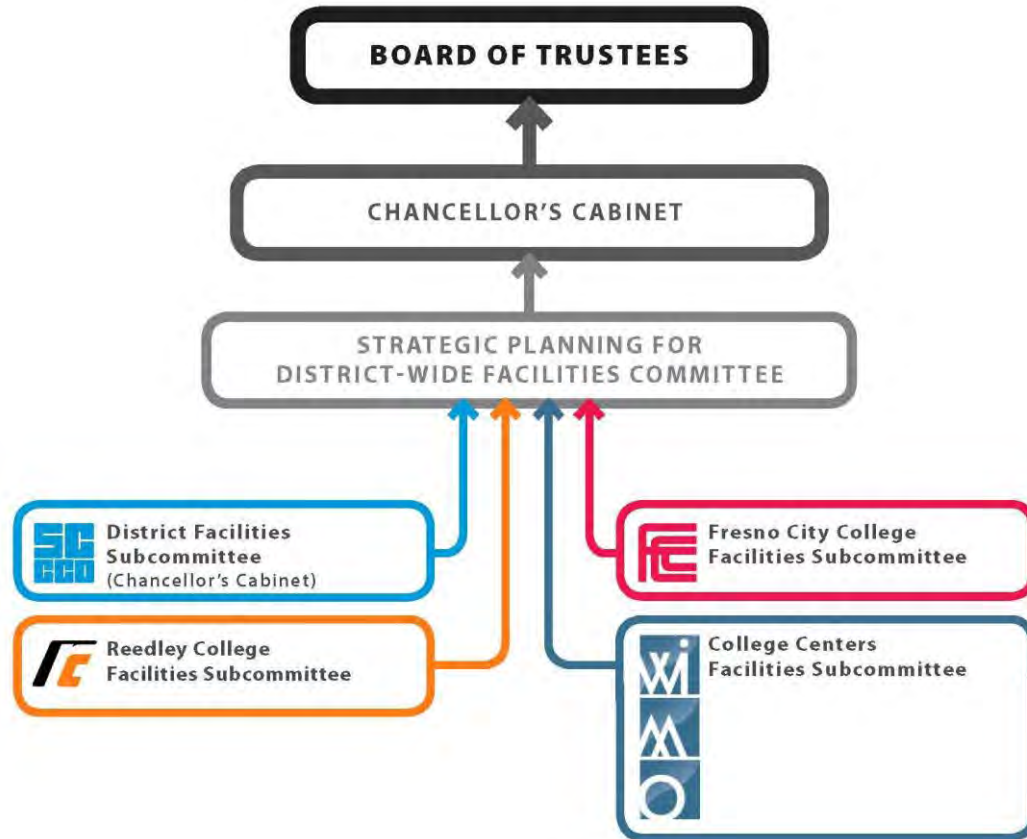
The planning process for the SCCC Districtwide Facilities Master Plan was highly participatory, engaging the many constituencies of the District. The Planning Team worked closely with multiple Planning Committees which included faculty, classified staff, administrators and students.

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

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

FACILITIES MASTER PLANNING ORGANIZATIONAL CHART

State Center Community College District



Facilities Master Planning - Key Participants

BOARD OF TRUSTEES

H. Ronald Feaver	President
William J. Smith	Vice President
Richard M. Caglia	Secretary
Isabel Barreras	Trustee
Ronald H. Nishinaka	Trustee
Patrick E. Patterson	Trustee
Dorothy "Dottie" Smith	Trustee

CHANCELLOR'S CABINET

Deborah G. Blue, Ph.D.	Chancellor
Ed Eng	Vice Chancellor Finance and Administration
Tony Cantu	President, Fresno City College
Dr. Mitjl Carvalho Capet	President, Reedley College
Dr. Terry Kershaw	President, Willow-International Community College Center
Robert Fox	Interim Associate Vice Chancellor for Workforce Development and Educational Services
Randy Rowe	Associate Vice Chancellor for Human Resources
Brian Speece	Associate Vice Chancellor for Business and Operations
Dr. Teresa Patterson	Executive Director for Public & Legislative Relations
Gurdeep Sihota-He'bert	Executive Director, Foundation
Greg Taylor	General Counsel

STRATEGIC PLANNING FOR DISTRICTWIDE FACILITIES COMMITTEE

Deborah Blue	Chancellor, District Office
Ed Eng	Vice Chancellor, District Office
Brian Speece	Assoc. Vice Chancellor, District Office
Kelly Fowler, Interim	VP, Instruction (FCC)
Marilyn Behringer	VP, Instruction (RC)
Deborah Ikeda	VP, Instruction (NC)
Cheryl Sullivan	VP, Business Services (FCC)
Donna Berry	VP, Business Services (RC)
Janell Mendoza	Assoc. Bus. Mgr. (NC)
Claudia Habib	Academic Senate (FCC)
Tom Mester	Academic Senate (NC)
Homer Green	Classified Senate (FCC)
Bill Turini	Academic Senate (RC)
Thomas Gaxiola	Academic Senate (FCC)
Lacy Barnes	Faculty Union
Melanie Highfill	Classified Senate (RC)
Donna Baker-Geidner	CSEA
Michael Bourbonnais	CSEA (1)
Ben Andersen	Student Rep (FCC), ASG President
Lorrie Hopper	Interim Assoc. Bus. Mgr. (NC) 10/11-4/12

FACILITIES SUBCOMMITTEES

Fresno City College - Facilities Subcommittee
 Reedley College - Facilities Subcommittee
 College Centers - Facilities Subcommittee
 District - Facilities Subcommittee

Facilities Master Planning - Key Participants

Facilities Subcommittees



Fresno City College - Facilities Subcommittee

Brian Speece	Assoc. Vice Chancellor, District Operations
Carey Dutcher	Applied Tech
Christine Miktarian	Manager of Construction
Claudia Habib	Faculty Academic Senate President
Cris Monahan Bremer	FCC-PIO
Doug Halderman	FCC-Applied Tech/Architecture
Homer Greene	Student Services
Janell Mendoza	FCC-VP Admin Services
Jessica Hau	Student Alumni
Jonathan Davey	FCC Social Sciences
Joseph Diebert	EH&S
Julie Dana	Music-FPCA
Ken Zamora	FCC-Architecture
Laura West	Faculty Art-Sculpture
Maria D. Coronel	Humanities
Paula Demanett	FCC-Library & Student Learning Support Services
Rafael Salazar	Adjunct Instructor Applied Tech
Raquel Ochs	Social Science-Child Development
Seth Yates	Chemistry Faculty
Shanna Ahrens	Classified Senate
Steve DaSilva	FCC-Greenhouse Technician
Susan Yates	Athletics
Tabitha Villalba	FCC Facilities Committee
Tony Cantu	President
Virginia Osborn	FCC-Biology Dept. Chair
Wendell Stephenson	Humanities

Reedley College - Facilities Subcommittee

Marilyn Behringer	V. P. of Instruction
Donna Berry	V.P. Administrative Services
Jim Burgess	Building Services Manager
David Clark	Dean of Instruction
Marcy Davidson	Child Development Instructor/Coordinator
Jan Decker	Dean of Instruction
Linda Dover	DSPS
Michelle Garcia	OAIII, V.P. Admin. Office
Donna Lee	Operations Assistant
David M. Lopes	Instructor, AGNR
Steve Maciel	DSPS
Christine Miktarian	Manager of Construction
David Nippoldt	ESL
Lois Paterno	Dental
Shelly Sorenson	Dental
Brain Speece	Assoc. Vice Chancellor, District Operations
Dustin Sperling	Agriculture Business
Michelle Stricker	Counseling
Paula Ramos	Classified/Dept. Secretary
Diana Tapia-Wright	Student Services
Michael White	Vice President of Student Services

College Centers - Facilities Subcommittee

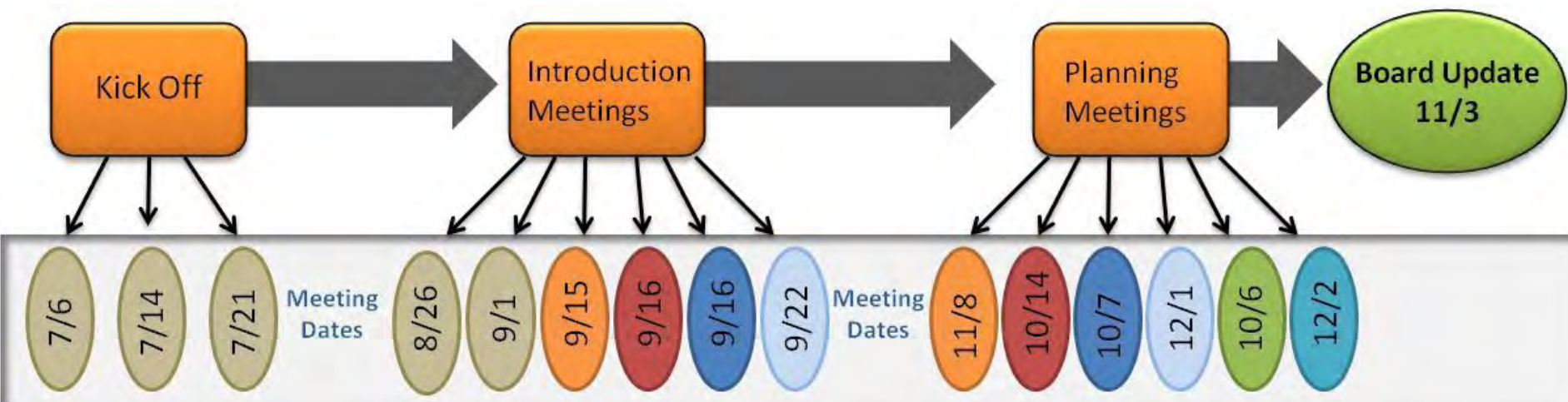
Becky Allen	Physical Education, Health
Brian Speece	Assoc. Vice Chancellor, District Operations.
Christine Miktarian	Manager of Construction
Dan Hoffman	Building Generalist
Deborah Ikeda	Vice President of Instruction & Student Services
Gary Sakaguchi	Director of Technology
Gracie Spear	Counselor
Harold Seymour	Faculty Psychology
Jim Druley	Philosophy
Kristen Mattox	Physical Education
Linda Little	Secretary to the College President
Lorrie Hopper	Assoc. Acting College Business Manager
Luis Melgoza	Student
Lynn Samuelian	Director of DSP&S
Sallie Turpen	Child Development
Terry Kershaw	President Willow-International College Center
Tina Luera	Child Development

District - Facilities Subcommittee

Brian Speece	Assoc. Vice Chancellor, District Operations.
Carl Simms	Director of Maintenance & Operations
Christine Miktarian	Manager of Construction
Glen Foth	Grounds Manager
Joe Callahan	Chief of Police
Richard Gaines	Police Lieutenant

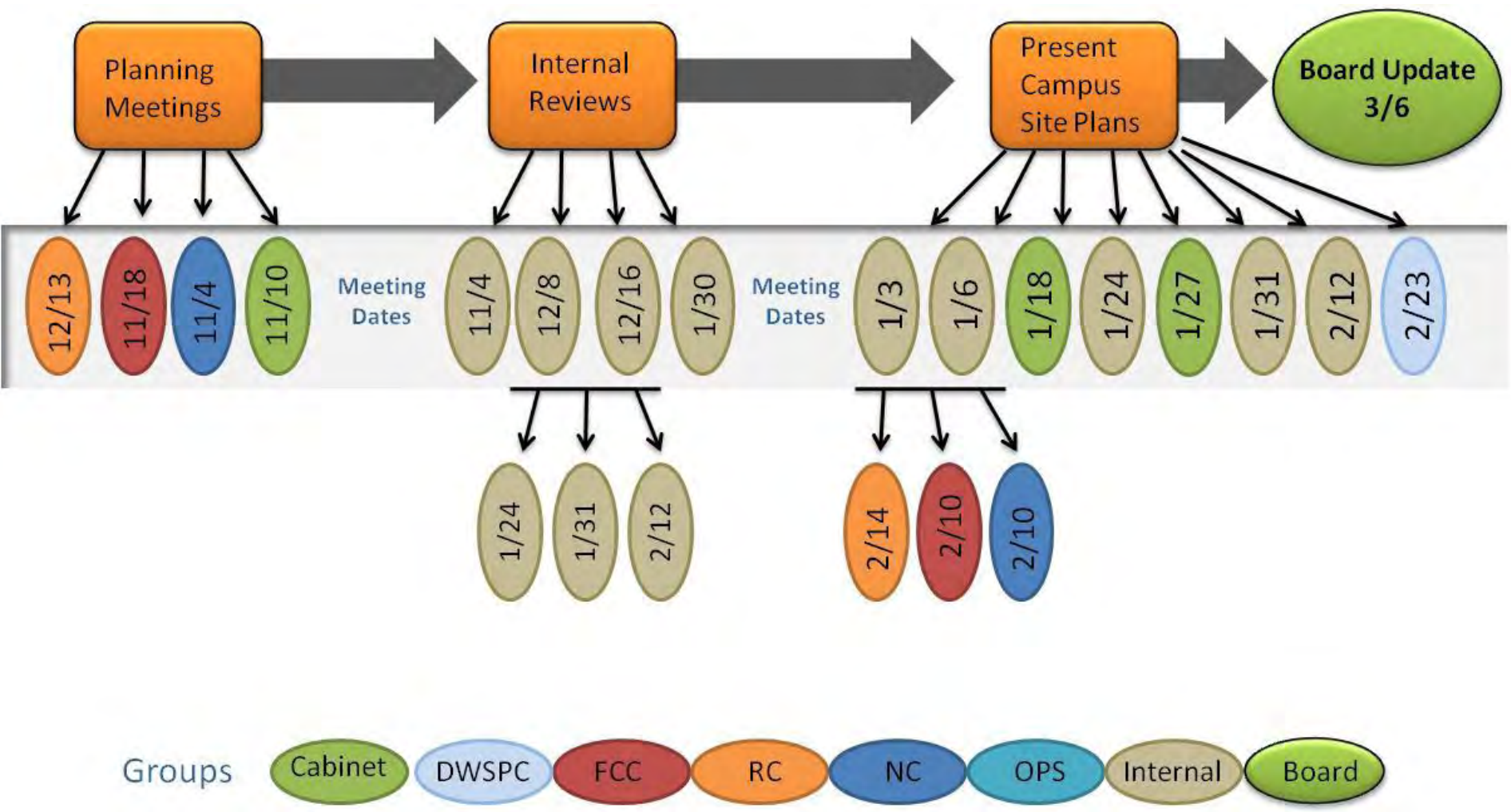
Meetings

July – November 2011



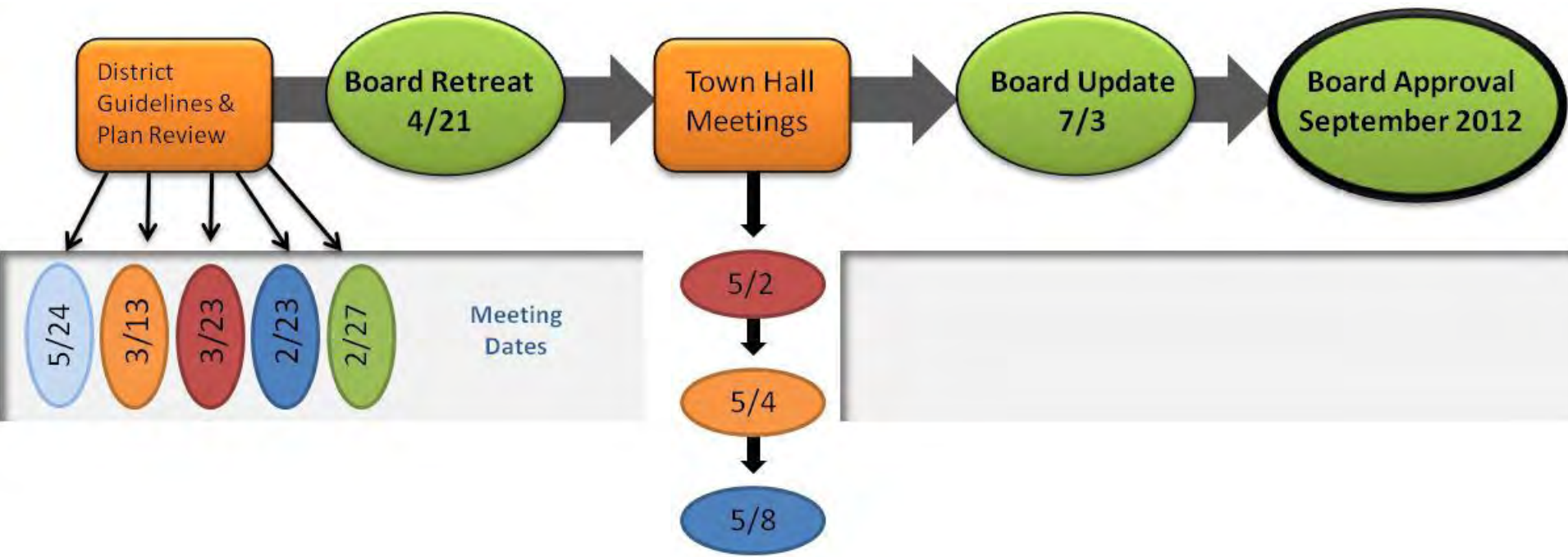
Meetings

November 2011 – March 2012



Meetings

March 2012 – July 2012



Facilities Master Planning Team

DARDEN ARCHITECTS

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

PAUL HALAJIAN ARCHITECT

Paul N. Halajian, AIA

BLAIR CHURCH AND FLYNN

Civil Engineer

TJKM

Transportation Consultant

LARS ANDERSON

ADA Survey

POWER AND COMMUNICATIONS ENGINEERING

Electrical and Telecommunications

ROBERT BORO

Landscape Architect



INTRODUCTION

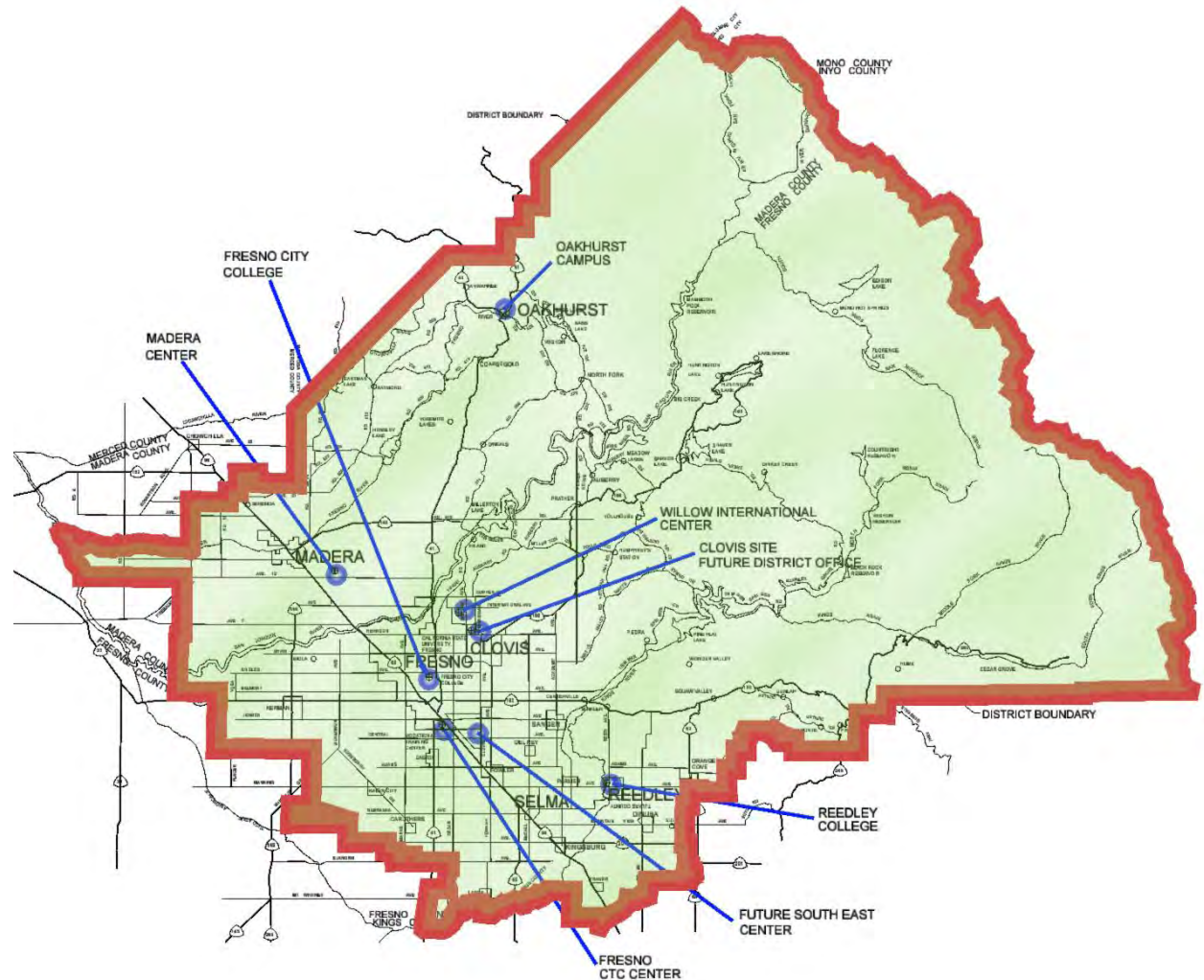
Facilities Master Plan

History of the District

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

Fresno City College, established in 1910, enrolls in excess of 24,000 students, and offers more than 100 Associate of Arts and Science degree programs and 60 Certificate of Achievement programs in vocational/occupational areas. Reedley College, established in 1926, is located in Reedley (approximately 25 miles southeast of Fresno) and enrolls approximately 7,000 students in a variety of courses and degree programs in occupational education and the arts and sciences. SCCCD operates three educational centers with a combined enrollment of approximately 8,000 students. College Centers, Willow-International, Madera, and Oakhurst, offer programs in general education for transfer and two-year degrees, and are located in Fresno, 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 currently awaiting state funding to augment Measure "E" bond funds to begin final design and construction of the proposed Southeast Center.



District Strategic Plan

MISSION

State Center Community College District is committed to student learning and success, while providing accessible, high quality, innovative educational programs and student support services to our diverse community by offering associate degrees, university transfer courses and career technical programs that meet the academic and workforce needs of the San Joaquin Valley and cultivate an educationally prepared citizenry.

VISION

State Center Community College District will demonstrate exemplary educational leadership to foster and cultivate a skilled workforce and educated citizenry who are well prepared professionally and personally to contribute to our community.



VALUES

State Center Community College District Values:

Excellence

So that every student will have the opportunity to benefit from an educational experience of the highest quality, we are committed to excellent teaching, learning, quality instruction, support services, and co-curricular activities.

Diversity

We are committed to cultivating a welcoming environment for all and we will promote and celebrate diversity in our student body, faculty, staff and administration.

Integrity

We will be accountable, honest, transparent and adhere to the highest professional standards to ensure that every student has the opportunity to receive an excellent education. We are committed to moving barriers to student success.

Continual Improvement:

We will continually evaluate our policies and practices to sustain and improve the quality of our programs and services. We will utilize effective planning procedures and commit to making decisions based upon the systematic use of relevant data.

Stewardship

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

Community

We value the community we serve and strive to work as a good neighbor, and partner with the people, businesses and organizations of the San Joaquin Valley.

Communication

We are committed to open communication among all members of the District, and with the external community of which we are an integral part. We will ensure freedom of speech, collaboration and mutual respect.



Facilities Master 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 is to provide a guide for future development at each of the six campuses in the District, the District Office, and District Operations. The Facilities Master Plan was developed to respond to each of the District’s 2009-2010 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 2025.

The Facilities Master Plan provides a ‘blueprint’ for the placement of future facilities, removal of existing facilities, the renovation of existing facilities, and various site improvements throughout the District. The drawings in the Master Plan and the schematic layouts are conceptual plans that identify the location and purpose of improvements. The final design of each site and project will occur as projects are funded and detailed programming and design occurs.

PROCESS

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

The planning process included a series of Facilities Master Planning Committee meetings as well as open forums and discussions with the Board of Trustees to broaden the Plan’s perspective and to enhance the acceptance of proposed developments.

The analysis of the educational planning data included verifying the 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 their current status, projected growth and diverse needs. The District’s campuses vary in development, they include fully developed College Campuses, relatively new College Centers, and a newly planned College Center.

GOALS

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

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

District Campuses

Fresno City College

Reedley College

Madera Center

Oakhurst Campus

Willow-International Center

Career and Technology Center

FRESNO CITY COLLEGE

Fresno City College was established in 1910 as California’s first community college and the second in the nation. The College was originally located at the former Fresno High School campus on “O” Street. In 1921, Fresno Junior College combined with what is now known as California State University Fresno to operate the junior college on the same campus as the four-year school. In 1948, new laws permitted the local school district to operate junior colleges and Fresno City College returned to its original “O Street” campus.

By 1956, the College moved locations once again after the District had negotiated the purchase of its current location on University Avenue from Fresno State College. The campus, rich in history, houses the “Old Administration Building” and Library. The “Old Administration Building” is listed in The National Register of Historic Places. The historical influence on the campus provides a unique and well established environment for students. The number of students and activities available on campus sets it apart from other community colleges and provides the feel of a viable and strong college campus. The urban campus currently serves more than 25,000 students. The College is commonly referred to as “Fresno City” and is located in the heart of Fresno, near the Tower District.

Fresno City College is part of the State Center Community College District which also includes Reedley College, Willow-International Community College Center, Madera Community College Center Centers and the Oakhurst Campus.



District Campuses

Fresno City College

Reedley College

Madera Center

Oakhurst Campus

Willow-International Center

Career and Technology Center

REEDLEY COLLEGE

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

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



District Campuses

Fresno City College

Reedley College

Madera Center

Oakhurst Campus

Willow-International Center

Career and Technology Center

MADERA COMMUNITY COLLEGE CENTER

The Madera Center Community College Master Plan was designed to facilitate student and faculty interaction. The major functional spaces are focused around a center core. Parking and vehicle circulation are maintained outside the campus core, yet still provide convenient access to the campus for students and faculty. While immediate, short-term needs could not be ignored, it was important for the Master Plan to have a long-term focus. A key aspect of the Master Plan was to development a guide for future decisions and allow flexibility to address changing needs. The immediate demands needed to be addressed without compromising the long-term goals. The initial Phase of the Campus consisted of number of modular classrooms situated around a central amphitheater, it also included a Student Service Building housing foodservice and bookstore. The Campus Central Plant was designed to accommodate the future growth of the Campus. The temporary modular classrooms will be replaced with permanent facilities as the campus grows and the Master Plan is realized.

Phase 1A of the Center, the 25,000 square-foot Administration Building, was conceived and designed to house classrooms, a 250-seat lecture hall, an admissions and registration area, faculty offices, administrative offices, and conference rooms.

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

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



District Campuses

Fresno City College

Reedley College

Madera Center

Oakhurst Campus

Willow-International Center

Career and Technology Center

OAKHURST CAMPUS

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

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

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



District Campuses

Fresno City College

Reedley College

Madera Center

Oakhurst Campus

Willow-International Center

Career and Technology Center

WILLOW-INTERNATIONAL COMMUNITY COLLEGE CENTER

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

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

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

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

The Willow-International Center is currently in the process of becoming the third college campus in the district, Clovis Community College.



District Campuses

Fresno City College

Reedley College

Madera Center

Oakhurst Campus

Willow-International Center

Career and Technology Center

CAREER AND TECHNOLOGY CENTER

Located off-site of the Fresno City College Campus, in an industrial area in southeast Fresno, (CTC) offers a learning environment for practical hands-on vocational training and education. The current facility will be relocated to the planned Southeast Center, which should greatly enhance the existing programs with modern amenities.

The Career & Technology Center works in partnership with the industry needs of the Valley. Programs are developed to meet the needs of employers. As a result, students are skilled and employable when they leave the Center. The Career & Technology Center provides skill-based learning to adult students with or without a high school diploma, and to students under 18 with a high school diploma or the equivalent



Existing Conditions

FACILITY CONDITION ASSESSMENT

Once every three years each Community College District in the state has a Facilities Condition Assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCDC was conducted in May of 2011. The final report was printed August 11, 2011.

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

Each deficiency is classified by its respective physical or operational function in the facility—Safety, Site, External Shell, Internal Shell, Heating, Cooling/Vent, Plumbing, Electrical, etc. Based on these classifications, the cost modeling for each correction of a component or system deficiency is taken from the nationally recognized construction estimating resource, R.S. Means.

Level 1 Assessment

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

Level 2 Assessment

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

Facility Condition Index (FCI)

The cost of all of a facility's deficiencies, versus the facility's replacement value, provides an approximate estimate of the facility's condition. In Fusion the FCI is determined by taking the Repair Costs (Material and Labor) and the Soft Costs and dividing the sum by the Estimated Replacement Cost. In discussing resulting FCI with the Foundation Assessors a building with an FCI of 0-50% is generally in Good Condition, an FCI of 50%-100% is generally in Fair Condition, and an FCI of 100% and above is considered to be in Poor Condition. Buildings in Fair condition should be considered for major modernization or renovation, whereas buildings in Poor condition should be considered for replacement.



Soft Costs include:

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

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

THE PROCESS

Facilities Master Plan

Past Accomplishments and Pending Projects



In November 2002, the constituents of the District approved Measure E, authorizing the District to issue \$161,000,000 in general obligations bonds. As of June 30, 2010, the District has issued \$131,000,000 of Measure E bonds.

MEASURE "E" PROJECTS

Completed

- Fresno City College LAN/WAN Phase III, IV, V
- Fresno City College Applied Technology
- Fresno City College Physical Performance Center
- Fresno City College Practice Court
- Fresno City College Student Services Modernization
- Fresno City College OAB Phase 1,2 and 4
- Reedley College Residence Hall
- Reedley College New Classroom Building
- Reedley College Old Residence Hall Demolition
- Willow-International Phase I – Offsite
- Willow-International Child Development Center
- Willow-International Phase I – Building
- Willow-International Phase I – Foodservice / Bookstore
- Willow-International Phase 2 – Parking
- Madera Health Fitness Center
- Madera Vocational Lab
- Oakhurst Portables
- Southeast Site Selection & Acquisition

Under construction or pending the start of construction

- Reedley College - Technology Infrastructure Modernization
- Willow-International Behymer Entrance
- Madera Foodservice Modernization

Awaiting Future State Funding

- Southeast Phase I – Career & Technology Center



Connection to the Educational Master Plan

COMPLETION OF THE EDUCATIONAL MASTER PLANS

- Fresno City College
- Reedley College
- College Centers

REVIEW OF EDUCATIONAL MASTER PLANS WITH THE AUTHORS

ANALYSIS OF THE EDUCATIONAL MASTER PLANS

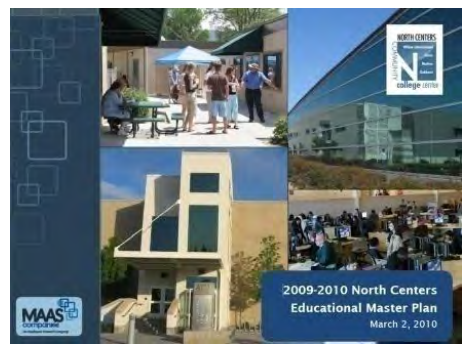
INITIAL FOCUS

How can the Facilities Master Plan assist the District in achieving its Strategic Plan Goals and Objectives

TOP ISSUES

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

SPACE AND GROWTH ANALYSIS



Connection to the Educational Master Plan

CONNECTION TO THE EDUCATIONAL MASTER PLAN

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

In March of 2010, the District completed the Educational Master Plans for Fresno City College, Reedley College, and the District's College Centers. 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.



Connection to the Constituents

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

Key Faculty - Staff - Students - Administrators

Input from Facility Sub-Committees

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

Draft Master Plan Presented to Chancellor's Cabinet

Additional Input

Draft Master Plan Presented to Administration

Additional Input

Draft Master Plan Presented to Sub-Committees

Recommended Project Priorities

Draft Master Plans Presented to the Board of Trustees

Draft District Guidelines Presented to Sub-Committees

Draft District Guidelines Presented to Chancellor's Cabinet



Connection to the Constituents

CONNECTION TO THE CONSTITUENTS

The planning process was highly participatory, involving the many constituencies of the District. The Master Planning Team worked closely with multiple Facilities Master Planning Sub-Committees, comprised of key faculty, staff, students, and administrators. The Committees reviewed the analysis of existing conditions, analyzed the educational planning data, evaluated a series of development options, and made decisions that led to the development of the Facilities Master Plan recommendations.

After a series of meetings with the Facilities Sub-Committees, the information and input from the committee members along with the insights gained by the Design Team, enabled preliminary drafts of each master plan to be prepared. The initial drafts were reviewed with the Chancellor and the Chancellor’s Cabinet, after which the draft master plans were presented to the College Presidents. With input from the Chancellor and the Cabinet, as well as the College Presidents, the Design Team adjusted the plans and met with the President’s Advisory Committee. Additional input was received and adjustments to the plan were discussed and incorporated. The Design Team then prepared updated drafts for presentation to the site committees.

Each Facilities Master Plan includes recommended modifications to each campus, including site improvements, modernization projects and potential new buildings. These recommendations were structured to address needs identified in the Educational Master Plans until the year 2025 . The Master Plans also included a vision of each Campus into the future, beyond the year 2025. Each Master Plan was presented to the Facility Sub-Committees. With the input and collaboration of the various constituents, campus needs and potential projects were prioritized by their importance relative to the needs of students and their ultimate success.

Meetings were also held with Strategic Planning for districtwide Facilities Committee. The committee was regularly updated on the progress of the Facilities Master Plan.

An update of the Facilities Master Plan was presented to the Board of Trustees on March 6, 2012 at Reedley College.

Presentation of the Final Draft to the Board of Trustees was on April 21, 2012 at the annual Board Retreat.

Presentations were made to the campuses and communities at town hall meetings as follows: Fresno City College on May 7, 2012; Reedley College on May 4, 2012; and Willow-International Center on May 8, 2012.



Enrollment and Growth

State Funding Eligibility

STATE FUNDING ELIGIBILITY

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

State Supportable

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

Potentially State Supportable

The Assignable Square Footage (ASF) for these Space Categories are not defined in Title 5, the ASF is dependent on campus or program requirements. These space categories can, but do not always, qualify for State Funding

District Funded

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

Enrollment and Growth

Current Space Analysis

FRESNO CITY COLLEGE SOUTHEAST CAMPUS

Space Category Description		Current Main Campus Inventory	Southeast Campus Proposed Area	OAB Phase II/IV (Updated to Fusion Values)	OAB Phase III	Manchester Previous Leased Space	Current Area	2025 Title 5 Qualif	Net Need
0	INACTIVE	54,441		(32,720)	(21,721)		0		0
100	CLASSROOM	59,400	4,504		4,414		68,318	100,523	32,205
210-230	LABORATORY	160,314	32,704	3,010	10,541		206,569	210,334	3,765
235-255	NON CLASS LABORATORY	395	0				395	3,135	2,740
300	OFFICE/CONFERENCE	63,349	8,395	9,521	4,028		85,293	89,024	3,731
400	LIBRARY- LRC	34,073	1,186				35,259	84,952	49,693
520-525	PHYS ED (INDOOR)*	65,451	0				65,451	65,541	90
530-535	AV/TV	9,577	863	3,861	1,703		16,004	18,500	2,496
540-555	CLINIC/DEMONSTRATION	5,130	120				5,250	30,222	24,972
570	ANIMAL QUARTERS	345					345	345	0
580-585	GREENHOUSE	1,282					1,282	1,930	648
590	OTHER	0					0		0
610-625	ASSEMBLY/EXHIBITION	22,324		7,332			29,656	33,002	3,346
630-635	FOOD SERVICE	18,228	2,000				20,228	19,801	(427)
650-655	LOUNGE/LOUNGE SERVICE	5,836	344		721		6,901	11,600	4,699
660-665	MERCHANDISING	10,709					10,709	23,611	12,902
670-690	MEETING/RECREATION	6,601	5,050	7,792	482		19,925	10,990	(8,935)
710-715	DATA PROCESSING/COMP	2,658	139	878	703		4,378	5,000	622
720-770	PHYSICAL PLANT	5,113	922	608			6,643	38,593	31,950
800	HEALTH SERVICES	1,135					1,135	1,200	65
900	TOILET/BATH	1,070	625				1,695	1,070	(625)
Total		527,431	56,852	33,002	22,592	0	585,436	749,373	163,937

Updated Educational Master Plan Current Inventory:
 Included OAB Phase III and IV
 Removed Lease space at Manchester

Enrollment and Growth

Current Space Analysis



REEDLEY COLLEGE

Space Category Description	Current Inventory Reedley	Current Inventory Oakhurst	Title 5 Qualification	Net Need	Fusion Child Dev Center	CDC Secondary (1)	Net Need Remaining
50 INACTIVE	3,797		0	(3,797)			(3,797)
100 CLASSROOM	27,535	4,453	34,170	6,635			6,635
210-230 LABORATORY	93,068	1,832	88,267	(4,801)	1,040		(5,841)
235-255 NON CLASS LABORATORY	71	0	859	788			788
300 OFFICE/CONFERENCE	28,109	443	27,400	(709)	1,790	(640)	(1,859)
400 LIBRARY	18,756		28,601	9,845			9,845
520-525 PHYS ED (INDOOR)	46,723	0	35,000	(11,723)			(11,723)
530-535 AV/TV	3,409	886	12,511	9,102			9,102
540-555 CLINIC/DEMONSTRATION	5,248		5,171	(77)	8,320	(2,835)	(5,562)
560 FIELD BUILDING	14,112		3,884	(10,228)			(10,228)
570 ANIMAL QUARTERS	3,600		854	(2,746)			(2,746)
580 GREENHOUSE	5,952		1,476	(4,476)			(4,476)
590 OTHER	891		0	(891)			(891)
610-625 ASSEMBLY/EXHIBITION	3,329		9,043	5,714			5,714
630-635 FOOD SERVICE	14,544		5,426	(9,118)	1,000	(95)	(10,023)
650-655 LOUNGE/LOUNGE SERVICE	1,923		4,590	2,667			2,667
660-665 MERCHANDISING	4,113		7,559	3,446			3,446
670-690 MEETING/RECREATION	3,061		3,011	(50)	375		(425)
710-715 DATA PROCESSING/COMP	266		5,000	4,734	75		4,659
720-770 PHYSICAL PLANT	13,967		15,536	1,569		(529)	2,098
800 HEALTH SERVICES	292		1,200	908	100		808
900 STUDENT HOUSING	21,164		21,164	0	0	0	0
Total	313,930	7,614	310,722	(3,208)	12,700	(4,099)	(11,809)

Enrollment and Growth

Current Space Analysis



MADERA COMMUNITY COLLEGE CENTER

Space Category / Description	Current Inventory	Title 5 Qualification	Net Need	Fusion Academic Facilities 2016-17	Net Need Remaining
0 INACTIVE	8,192	0	(8,192)		
100 CLASSROOM	11,505	14,763	3,258	3,600	(342)
210-230 LABORATORY	24,885	18,402	(6,483)	0	(6,483)
235-255 NON CLASS LABORATORY	391	466	0	0	0
300 OFFICE/CONFERENCE	8,406	10,860	2,454	3,000	(546)
400 LIBRARY	5,548	15,204	9,656	5,000	4,656
520-525 PHYS ED (INDOOR)	3,148	3,148	0	0	0
530-535 AV/TV	1,369	12,500	11,131	2,100	9,031
540-555 CLINIC/DEMONSTRATION	1,093	4,653	3,560	0	3,560
540-556 OTHER	651	0	(651)	0	(651)
610-625 ASSEMBLY/EXHIBITION	5,375	4,903	(472)	0	(472)
630-635 FOOD SERVICE	2,244	2,942	698	0	698
650-655 LOUNGE/LOUNGE SERVICE	626	1,819	1,193	0	1,193
660-665 MERCHANDISING	1,211	4,785	3,574	0	3,574
670-690 MEETING/RECREATION	2,726	1,633	(1,093)	1,200	(2,293)
710-715 DATA PROCESSING/COMP	88	5,000	4,912	1,200	(8,192)
720-770 PHYSICAL PLANT	9,231	5,383	(3,848)	0	(3,848)
800 HEALTH SERVICES	881	1,200	319	0	319
	87,570	107,661	20,016	16,100	3,916

Enrollment and Growth

Current Space Analysis



WILLOW-INTERNATIONAL COMMUNITY COLLEGE CENTER

Space Category / Description	Current Inventory Including Phase II	Clovis Center Reassigned to District Office	Current Inventory Without Clovis Center	Title 5 Qualification **	Net Need	Fusion Vocational Facilities 2016-17	Net Need Remaining
0 INACTIVE	10,995	10,995	0	0	0		
100 CLASSROOM	33,748	15,533	18,215	42,791	24,576	12,400	12,176
210-230 LABORATORY	40,692	1,128	39,564	45,401	5,837	11,000	(5,163)
235-255 NON CLASS LABORATORY	0	0	0	1,158	1,158	1,100	58
300 OFFICE/CONFERENCE	18,509	3,609	14,900	29,797	14,897	8,400	6,497
400 LIBRARY	11,631	0	11,631	36,011	24,380	2,440	21,940
520-525 PHYS ED (INDOOR)	5410	0	5,410	3,000	(2,410)		(2,410)
530-535 AV/TV	4,109	0	4,109	13,298	9,189		9,189
540-555 CLINIC/DEMONSTRATION	4,472	0	4,472	10,844	6,372	900	5,472
610-625 ASSEMBLY/EXHIBITION	3,504	0	3,504	12,193	8,689	900	7,789
630-635 FOOD SERVICE	2,816	0	2,816	7,316	4,500		4,500
650-655 LOUNGE/LOUNGE SERVICE	367	0	367	4,991	4,624		4,624
660-665 MERCHANDISING	2,804	0	2,804	9,670	6,866		6,866
670-690 MEETING/RECREATION	2,458	0	2,458	4,060	1,602	400	1,202
710-715 DATA PROCESSING/COMP	2,028	0	2,028	5,000	2,972	200	2,772
720-770 PHYSICAL PLANT	5,643	0	5,643	11,933	6,290		6,290
800 HEALTH SERVICES	316	0	316	1,200	884		884
	149,502		118,237	238,663	120,426	37,740	82,686

The 2008 Space Inventory included the Clovis Center which has been reassigned to non-instruction space

under the District Office, this loss of ASF has been accounted for in the Net Need

Enrollment and Growth

Current Space Analysis

DISTRICT OFFICE – DISTRICT OPERATIONS

Space Category / Description	Current Space Inventory	Assignable Area	Space Available at Site
District Office	11,513	-	
District Operations	2,153	-	
Capital Outlay	600	-	
Computer Training	886	-	
Police	1,790	-	
	16,942	-	
			20,696
Clovis Center 2-Story			12,447
Clovis Center 1 -Story			33,143
			1,485
Existing Portable			1,485
Existing Portable			2,970

Funding



LOCAL BOND

In addition to funding projects that do not qualify for state funds, the District can leverage their local bond dollars to gain additional points toward improving the overall score for FPP project proposals submitted to the state for funding.

STATEWIDE BOND

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

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

- Develop the campuses to state standards
- Reduce or eliminate non-functional space
- It is recommended that the District prepare and submit IPP's and FPP's each year to the Chancellor's office for consideration.

STUDENT ASSESSMENTS

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

PUBLIC/PRIVATE PARTNERSHIPS

To maximize the use and potential of the District assets, it is recommended that the District pursue a Land Asset Analysis as further described in the section: Land Resource Utilization.

GRANTS

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

DISTRICTWIDE PLANNING RECOMMENDATIONS

Facilities Master Plan

Sustainability and Energy Efficiency Goals

REDUCE – REUSE - RECYCLE



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 their life.

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

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

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

Sustainability and Energy Concepts

REDUCE – REUSE - RECYCLE

Incorporate Sustainability Concepts into all Modernization and New Construction Projects to the greatest extent feasible.

Water Efficient Landscaping

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

Cool Roof Systems

Reduce Light Pollution

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

Energy Efficient Lighting

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

High Efficiency Glass

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

Energy Efficient Building Envelope

Water Conserving Fixtures / Low Flow Devices

Low Emitting Materials

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

Waste Diversion

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

Recycling

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

Alternative Transportation

- Improve bicycle storage
- Improve on-campus bus shelters
- Encourage the use of carpooling and alternative-fuel/low-emission vehicles
- Provide electric vehicle charging stations as reimbursement technology
- permits, provide conduit infrastructure for future stations



Alternative Energy Sources

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

Energy Efficient Mechanical Systems

- System commissioning
- Energy management systems

Building Commissioning

Energy Audits

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

Solar Control

- Building Orientation
- Shading Devices

Document and display sustainable concepts incorporated into projects



Modernization Standards

NINE AREAS OF EXAMINATION FOR MODERNIZATION PROJECTS:

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



Education
Issues which have evolved out of the Educational Master Plan shall be incorporated. Efforts shall be made to improve the facilities and building systems to support curriculum delivery.



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



Accessibility
Existing facilities shall be analyzed to determine modifications needed to allow the facility to meet current accessibility requirements and the requirements of the American Disabilities Act.



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



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



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



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



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



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

Accessibility Policy Goals



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

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

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

The District is committed to:

- Raising the level of awareness of accessibility issues on our campuses
- Providing reasonable accommodation for persons with special needs
- Documenting accessibility issues
- Systematically address issues involving accessibility
- Involving faculty, staff, and students in planning efforts to identify, report, and assist the District in meeting their accessibility goals

The Facilities Master Plan process included an analysis of accessibility compliance issues and recommended solutions to correct deficiencies.

The District will establish a Transition Plan to systematically correct deficiencies and document corrections performed.

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 we will be seeking how SCCCD might provide better learning experiences for students through technological means. The learning environment has changed considerably in colleges over the past few years and it is speculated that the classroom of the future will be much different from today's.

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

Enhance the use of technology and maximize the resources to better serve the needs of the students and the college community.

Establish a planning and implementation structure that improves the delivery of technology to all district facilities.

The District should conduct an ongoing assessment and evaluation process to provide a basis for review and updating of goals, programs, and services served by technology.

Effectively communicate to all constituents in the District the goals, activities, and accomplishments of the District related to technology.

Enhance the use of technology to facilitate effective organizational operations and decision-making within the District.

Technology Policy Goals



Wireless Access

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

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

Security systems

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

- Intrusion Detection
- Door Access Control
- Fire Alarm
- Video Surveillance
- Mass Notification

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

Network Infrastructure Standards

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

Function-Specific Room Layouts

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

- Classrooms
- Computer Labs
- Private offices
- Meeting/Conference Rooms
- Distance Learning Rooms

Landscape / Irrigation Policy Goals

LANDSCAPE ARCHITECTURAL DESIGN CRITERIA

General

- Landscape Architectural Mission and Objectives
- Space Allocation and Site Design
- Sustainable / Maintainable Facilities
- Environmental Considerations
- Health and Safety Criteria

Site Design

- Pedestrian Circulation
- People Spaces
- Parking Facilities
- Service Areas / Service Routes
- Architectural Features As Traffic Control
- Site Furnishings and Amenities

Irrigation Design

- Design Parameters
- Districtwide Central Control System
- System Layout and Design Criteria
- Flow / System Zones and Exposure Criteria
- Districtwide Irrigation Equipment Standards

Soil Preparation

- Existing Site Conditions
- Grading and Drainage
- Sustain / Support Plant Growth

Planting Design

- General Design Considerations
- Environmental Considerations
- Spatial Considerations
- Site Characteristics / Architectural Harmony
- Sustainable Planting Design
- Districtwide Plant Material Standards

Individual Campus Requirements

- Fresno City College
- Reedley College
- Willow-International Community College Center
- Madera Community College Center
- Oakhurst Campus
- Southeast Center
- Clovis Site

Refer to 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 undertake a proactive approach to maximize the utilization of District owned lands. Through a strategic land asset analysis, each of the District's properties should be evaluated according to its unique and relevant position to the District's Strategic Plan.

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

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

The land asset analysis should consider the following:

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

Total Cost of Ownership

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

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

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

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

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

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

The Total Cost to Design and Build

- Hard and Soft Costs

The Total Cost to Maintain and Operate

- Routine maintenance
- Minor repairs
- Major modernizations – 5 to 25 years
- Preventive maintenance
- Custodial services
- Supplies
- Grounds keeping
- Waste management including program generated
- Utilities
- Technology
- Life Cycle Cost Analysis

The Total Cost to Decommission Facility at the End of Its Useful Life

Campus Wayfinding Design Guidelines

The Sign and Wayfinding system in a College environment must support the full spectrum of user situations. From visits by out-of-towners, groups attending special events, prospective students visiting the campus, and current campus users; these groups need a navigation system with a clear hierarchy of messages that are integrated into the campus and community environment.

The Signage and Wayfinding system should function as a unifying element of the campus environment. It defines meeting destinations, building purposes, and recognition of accessible code compliance; all of which are part of the daily campus user experience.

The integration of a standard college sign system within the city fabric and campus environment results in a memorable visitor experience. A consistent system can capture the institution's unique sense of place and offer a branding opportunity.

Architectural signage strategy should complement the architectural style. The use of venerable materials is preferred for their longevity. Material selection would need to withstand both physical and climactic abuse.

- A campus-wide typeface should be adhered to.
- Architectural signage should be typical in size throughout all buildings.
- Architectural signage should be located in a prominent position at main entrances.
- Signage should be lighted to facilitate its role as a wayfinding device.
- Architectural signage should be clear, explicit, and conforming to defined architectural standards in colors, graphics and textures.
- Guidelines and minimum standards shall be established and approval granted in accordance with the process as defined in these guidelines.



Building Directional Signage



Automobile Directional Sign



Pedestrian Wayfinding Directory



Building Identification - Large

District Campus Design Guidelines



Community College Architecture

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

Identification

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

Visual Appropriateness

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

Environmental Appropriateness

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

Adaptability

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

Timelessness

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

Consistency

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

Variety

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

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

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

FACILITY MASTER PLANS

Facilities Master Plan

FRESNO CITY COLLEGE

Facilities Master Plan



Strategic Goals

FRESNO CITY COLLEGE Mission Statement Strategic Plan Goals and Objectives



MISSION

Fresno City College is a comprehensive community college offering innovative instructional programs in anticipation of and responsive to the life-long learning needs of our diverse population.

Fresno City College provides a wide variety of supportive services to assist our students in achieving their educational goals. Moreover, we are dedicated to working collaboratively with our community to enhance the economic and social development of the region.

Strategic Plan Goals

Goal One: FCC will effectively provide quality services to our community.

Goal Two: FCC will assist students toward successful completion of their educational objectives.

Goal Three: FCC will provide broad access to programs and services.

Goal Four: FCC will be a cohesive and supportive environment for its administrators, faculty, staff, and students.

Goal Five: FCC will partner with educational, business, and other local community organizations.

Goal Six: FCC will collaborate with SCCCD to create strategic alignments.



FRESNO CITY COLLEGE

Master Plan Overview



HISTORY

Established in 1910, Fresno City College (FCC) was the first community college in California. The thriving campus is located on 103 acres with historic buildings, and a diverse student population of more than 22,000 enrolled each academic year. The college's history began in 1907 when C. L. McLane, then Superintendent of Schools for the City of Fresno, recognized the need for college instruction for San Joaquin Valley students. Largely through McLane's efforts, Fresno Junior College was established changing education in California forever.

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

The California Community College system has now grown to 109 campuses, enrolling approximately 1.5 million students. Fresno City College has built upon its rich history and gone on to pioneer many new developments in community college education. The name was changed From Fresno Junior College to Fresno City College on May 11, 1958.

COHESIVE ARCHITECTURAL CHARACTER

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

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

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

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

FRESNO CITY COLLEGE

Master Plan Overview

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

In 2002 a local bond, Measure E, was passed by the voters of the district. As a result of this bond the OAB has carefully been restored and now serves once again as a vibrant and important part of the campus and the community. While the two most prominent historic campus buildings are the OAB and the Library (bldg. 05), the Bookstore (bldg. 07) is another early building that remains in use. Designed in a Mediterranean style compatible with the character of the OAB and Library, the Bookstore remains a vital and functional part of the fabric of the campus.

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



WELL ORGANIZED CAMPUS PLAN

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

The clarity of the College Mall axis within the campus remains intact, however the southern end of the axis is blocked off from parking lots C and D by an addition to the Library constructed in the 1990's which houses the Tutorial Center, Learning Resources Center and Assessment Center. The Library addition and parking lots cut off what could be a strong connection to the street. This lack of connection removes the campus from the community and confuses the integration of the college and the community along McKinley Avenue, a major route to and from campus. The Gymnasium, Practice Court (bldg. 42) and other athletic facilities including Softball Complex, Tennis Complex and Swimming Pool are located at the northern termination of College Mall. The athletic facilities serve as a buffer between the campus and residential neighborhood across Yale Avenue to the north.

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

FRESNO CITY COLLEGE

Master Plan Overview



GOOD GEOGRAPHIC LOCATION

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

FCC is located adjacent to Blackstone Avenue, a continuous strip of commercial development that extends from the city's center, north to the expanding suburban edge. A range of uses that are compatible with the needs of a community college campus population including, retail, restaurants, coffee shops, automotive repair shops, and other services that support the myriad needs of the campus population occurs along Blackstone Avenue. Blackstone Avenue separates the campus core from Ratcliffe Stadium and other athletic program facilities to the east bounded by Blackstone Avenue, University Avenue and Cambridge Avenue. The separation obscures the relationship between the college and the stadium, however, the stadium is an icon within the community and is used by other institutions.

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

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

AMENITIES

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

Ratcliffe Stadium

Built during the United States so-called "Golden Era of Sports," Ratcliffe Stadium was dedicated on October 9, 1926 and is located at the intersection of Blackstone and University Avenues in the heart of Fresno. The stadium, originally known as Fresno State College Stadium and renamed for Fresno State's first football coach, Emory Ratcliffe in 1941, was expanded with a high-rise grandstand on the west side in 1942, boosting the seating capacity to 13,000. In 1976, a new Fieldhouse (bldg.33 &35) was built adjacent to the northeast corner of the stadium. The Fieldhouse has locker and training rooms, a weight room, classrooms and offices. Aluminum seating in the stadium followed in the late 1970s as well as higher intensity lighting and new public restrooms. A separate weight training facility is located next to the Fieldhouse.

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

Performing Arts

FCC has two performance venues that serve both as instructional and entertainment venues. In 2002, a local bond measure (Measure E) was passed. One of the projects funded in the bond was to preserve and restore the OAB within which is a 650 seat auditorium used for musical and other types of live performance. The auditorium was in a state of disrepair for decades and has recently resurfaced as both a campus and community amenity for the performing arts.

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

FRESNO CITY COLLEGE

Master Plan Overview

OLD ADMINISTRATION BUILDING

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

After standing empty for many years and threatened with demolition, the building was restored and 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 was opened. Designed by the firm of Swartz and Ryland, the architectural design employs Roman arches, terra cotta tile roof and ornamental brickwork to create a solid example of the Romanesque style. Constructed almost two decades after the Administration Building, the Library was intentionally designed to conform to the look of the Administration Building in an attempt to set the direction for the architectural character of the new campus.

PARKING / TRAFFIC CONSTRAINTS

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. Table I summarizes the level of service for specific intersections at Fresno City College under the existing conditions.

At Fresno City College the intersection which currently exceeds acceptable level of service (LOS) thresholds is that of Campus Drive / Driveway 3. Options to improve the LOS at this intersection are the installation of all-way STOP's and a roundabout. In general a roundabout is preferred over the all-way STOP's as this measure would also improve the existing queuing problem between this intersection and the Campus Drive / Railroad Undercrossing intersection a few hundred feet to the north.



FRESNO CITY COLLEGE

Master Plan Overview

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

ID	Intersection	Intersection Control	A.M. Peak Hour		P.M. Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Driveway (Near University Avenue Alignment) / Van Ness Avenue	One-way STOP	13.1	B	14.9	B
2	McKinley Avenue / Van Ness Avenue	Signalized	14.1	B	14.4	B
3	McKinley Avenue / Driveway 1	One-way STOP	11.1	B	12.2	B
4	McKinley Avenue / Driveway 2	One-way STOP	11.7	B	13.0	B
5	McKinley Avenue / San Pablo Avenue	One-way STOP	17.3	C	12.1	B
6	McKinley Avenue / Driveway 3	Entry Only	0.0	A	0.0	A
7	Campus Drive / Driveway 2	All-way STOP	13.1	B	13.6	B
8	Campus Drive / Driveway 3	One-way STOP	50.4	F	24.8	C
9	Campus Drive / Railroad Undercrossing	All-way STOP	12.6	B	13.3	B

Notes: LOS = Level of Service of worst movement on OWSC and TWSC intersections, and average delay at AWSC and signalized intersections.

Parking generation for the Fresno City College typical operations were based on one existing observation conducted on Wednesday March 30, 2011. This existing observation included fourteen sweeps at one hour intervals starting with 7:00 a.m. and ending at 8:00 p.m. Based on this existing data there are 2,976 stalls of which Lot Q accounts for 237 stalls. Research has found that the ideal parking ratio for a community college campus is 0.18 stalls per school population. School population includes students, faculty, and employees. The traffic study found that the parking capacity at FCC is currently below the ideal supply.

The current enrollment at Fresno City College at this same time was 22,669; therefore, the number of available parking stalls was 0.131 stalls per student and this ratio does not account for restricted stalls (i.e. ADA, staff, motorcycle) which most students are not able to utilize.

FRESNO CITY COLLEGE

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For purposes of this study, the data between 8:00 a.m. and noon was utilized as parking demand after the noon hour drops. Based on this data, the typical non-event parking demand peaks at 10:00 a.m. with a maximum of 2,667 parked vehicles or 90 percent of the available stalls occupied. During the peak hour only 309 stalls are available and the majority of these are restricted stalls and 155 of these within Lot Q are 4,300 feet walk or approximately 15 to 25 minute walk from the center of campus (depending on the walking speed of each individual).

However, if Lot Q parking demand and availability is removed, the number of available stalls is 2,739 and its demand is 2,585, the equivalent of a 94 percent occupancy. Therefore during the peak hour only 154 stalls are available and the majority of these are restricted stalls (i.e. ADA, staff, motorcycle). It should also be noted that during the peak hour 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 parking supply exceed the parking demand by at least five percent.

LACK OF STUDENT LIFE AMENITIES

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

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

Student Government offices are currently housed across from the Cafeteria on the second floor of the Bookstore. It was suggested that the Student Government offices should be co-located with an improved Student Activities area to encourage student involvement and make student government more visible to a larger cross section of the student body. The Bookstore is across the plaza from the Cafeteria. There is ample space in the Bookstore to merchandise the range of materials that students need to complete their course work including text books, school supplies, clothing, and other items typically found in a college bookstore. The Bookstore, housed in one of the early campus buildings, is well integrated along day-to-day student circulation patterns and its close proximity to the proposed new Student Center expansion to the Cafeteria will create a lively center for student life.

To meet the needs of the student body for an enhanced college experience, the Master Plan proposes development of a more comprehensive Student Center and an expansion to the Cafeteria (bldg. M on the 2025 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 2025 Master Plan as well. This focus of the wide range of student life components in one structure will concentrate energy and excitement at the north end of the College Mall. Student Activities staff expressed the sense that there is a direct connection between a thriving and dynamic student body and individual student academic success. Given the varied demographics and academic goals that comprise the student body, the Student Activities staff has identified the need for creating a vibrant center that will enhance student success.

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The geographic center of campus is marked by the intersection of the College Mall and the University Mall. Food carts provide the only food service opportunity in the area and there are limited choices. The Master Plan proposes a stand-alone café at build-out to activate this area further. Additionally, students and faculty who are on campus after 5:00 p.m. have no access to food service other than vending machines. This lack of access to healthy food choices after hours is also viewed not only as an impediment to student success, but a flaw in the day-to-day experience of the college. It is envisioned that a new café could be serviced from the existing central kitchen currently located in the Cafeteria.

An existing fountain that occupies the intersection of the main campus axes marks the unofficial “free speech area” and is used often. The Master Plan suggests development of a new open space that could support this vital component of college life at a location away from classroom buildings and the Library. A location closer to the Cafeteria and proposed new Student Center has been identified as a location for a new Free Speech Area. The proposed location will more closely mirror the adjacencies found at major universities where indoor and outdoor social spaces are concentrated and interconnected. Improved social spaces will enrich the character of FCC and move to dispel the image of the college as an extension of high school and more closely resemble a robust academic setting.

The Student Services Staff suggested that students may be willing to accept an activity fee that would go toward funding an enhanced Student Center. This type of additional fee could be added to the individual student body card and purchased by students who are interested or declined by those who would not want access to the Student Center. Furthermore, it was suggested that the community would likely support the concept of new Student Center financially as well as alumni who would rally around the idea of “leaving a legacy”.

LANDLOCKED

When the initial campus buildings were sited on what is now the FCC campus, McKinley Avenue was considered at the outskirts of the city. As the residential neighborhoods and commercial districts surrounding the campus developed and matured, the campus has become landlocked and expansion opportunities are limited. Over time, multi-family residential properties to the north of campus have been acquired by State Center Community College District to facilitate campus expansion. This strategy was considered during preparation of the districtwide Master Plan however there are no available properties to add to the campus at this time.

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

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 limited land area and a growing campus population:

OPTION 1: Cap growth based on available parking assuming an ideal ratio of cars per FTE (see part 1.B.1). This alternative would lead to accommodating the increased student enrollment demand at other campuses in the district, primarily the new Southeast campus.

OPTION 2: Construct a parking structure to increase parking capacity on the currently available land.

The Master Plan indicates a parking structure on the foot print of Lots C and D. The dashed line outlines a single level of approximately 700 cars. Additional levels could be considered to further increase parking capacity. Strategies to fund the construction of a parking structure range from assessing a student fee for parking to entering into a public/private partnership with a properly selected parking vendor to fund and perhaps operate the proposed structure.

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ROAD REALIGNMENTS

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

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

The Master Plan calls for the phased relocation of the major east/west campus perimeter road along the south side of the academic buildings that front onto McKinley Avenue. When completed, this realignment will displace roughly one quarter of the cars in Lots A through D in an attempt to provide a broad pedestrian promenade along the south of the campus and create sites for additions to the Library, Language Arts Building, a new multi-story Student Services building to replace the single story Faculty Office Building A (bldg. 17) and an addition to the Math Science Building (bldg. "A" on the 2025 Master Plan). It is also recommended that a new utility trench be located below the new road realignment to serve the buildings along the southern boundary of the campus. 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 Library Addition, Language Arts Building Addition, new Student Services Building and Math Science Addition.

Weldon Avenue connects the east side of the campus to Blackstone Avenue. Presently, Weldon Avenue bends at the entry to parking lots on the east side of the railroad tracks. West of the bend, the road is depressed under the railroad tracks, rises at a steep slope and abruptly terminates at a "T" intersection that is close in proximity to Applied Technology 600 (bldg. 13). The slope of the road caused by the underpass below the railroad tracks and distance to the "T" intersection, combined with the haphazard pedestrian crossings make this road a challenge to navigate for both motorists and pedestrians. The Master Plan proposes to eliminate the bend and straighten Weldon Avenue, reconfigure the surrounding parking lots P, S and R to capture an additional 271 parking stalls, and create a roundabout at the western termination. To construct the roundabout and related drop off, Applied Technology 600 will have to be demolished and reconstructed in a new location (bldg. J on the 2025 Master Plan).

Another significant road realignment called for in the 2025 Master Plan creates a connection between the new Weldon roundabout and a proposed expansion of Parking Lot M to the north. Presently, Parking Lot M contains a total of 15 stalls but is proposed to increase to 515. Refer to Part 2.B.1 for further explanation of the proposed changes to parking lot M. This increase will respond to the need for additional parking directly adjacent to the campus core.

Lot G contains 69 stalls that relate primarily to the Applied Technology buildings. Opposite Lot G to the east and parallel to the railroad tracks is Lot F which contains another 244 stalls. Combined, there are 313 stalls in close proximity to the campus core along the campus side of the railroad tracks. The 2025 Master Plan calls for lot G to be reconfigured from a double loaded to a single loaded parking lot with a wider right-of-way to allow traffic to move freely to and from the new Weldon roundabout. This will allow for easy access to the new parking lot M farther to the north. In so doing, the existing portion of Lot F that occurs along the north of Weldon Avenue will be removed to make way for the relocation of Applied Technology 600 indicated as Bldg. "J" on the Master Plan (Phase 1C). The net result of this road realignment is additional parking along the north of the campus core, smoother traffic flow from Weldon Avenue by way of the new Weldon roundabout, a new building site for the relocated Applied Technology 600 building and an increase of 11 parking spaces between the reconfigured lots G and F.

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ROUNDABOUTS

The 2025 Master Plan proposes the addition of a traffic feature new to the FCC campus – the roundabout.

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.

The capacity of a roundabout varies based on the number of entry and circulating lanes and also on more subtle geometry elements including entry angle and lane width. Also, like other types of junctions, the operational performance of a roundabout depends heavily on the flow volumes from various approaches. A single-lane roundabout can be expected to handle approximately 20,000 to 26,000 vehicles per day, while a two-lane roundabout can be expected to handle 40,000 to 50,000 vehicles per day.

Under many traffic conditions, an un-signalized roundabout can operate with less delay to users than traffic signal control or all-way stop control. Unlike all-way stop intersections, a roundabout does not require a complete stop by all entering vehicles, which reduces both individual delay and delays resulting from vehicle queues. A roundabout can also operate much more efficiently than a signalized junction because drivers are able to proceed when traffic is clear without the delay incurred while waiting for the traffic signal to change.

Roundabouts can also reduce delays for pedestrians when compared to traffic signals, because pedestrians are able to cross during any safe gap rather than waiting for the traffic signal to provide the right-of-way to the pedestrian. During peak hours of congestion when large gaps are infrequent, the very slow speed of traffic entering and leaving the roundabout can compensate for the smaller gaps and facilitate pedestrian crossings.

Roundabouts are proposed at the following four locations at various phases of the overall Master Plan build-out:

Van Ness Avenue, Entrance – Long Range Master Plan

This roundabout will create a new “west front door” to the campus and will allow for better bus access, drop off, and easier campus entry and exit.

McKinley Avenue, College Mall Axis Termination – Long Range Master Plan

By adding a roundabout at this location combined with selective demolition and addition to the Library, a strong formal connection is made between the campus and McKinley Avenue, which will symbolically bring the campus to the street and allow for easier campus access, exit and drop-off.

McKinley Avenue, East Parking – 2025 Master Plan

This roundabout is combined with the first phase a road realignment of the main east/west perimeter road on the south side of campus, reconfiguration of parking lots, D, E, &F, and it creates easy entry and exit for a potential new parking structure that could occur on Lot E.

Weldon Avenue, Realigned Entrance – 2025 Master Plan

Both pedestrian and vehicular circulation are most congested at the current Weldon Avenue entrance to the campus and a proposed roundabout at the new alignment will allow for less congestion, safer pedestrian access from parking to the campus, construction of a designated drop-off lane that currently does not exist, better sense of entry, and smoother flow of traffic.

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CAMPUS ENTRY

The development of Fresno City College to date has followed many planning principals that apply to the design of shopping centers where the buildings are separated from the street by expansive surface parking. Needs of pedestrians, cyclists and the non-ambulatory are inadequately considered in the realm between the street and building entrance. As a result, the entry points to campus are not clearly marked at the street. Poor demarcation therefore decreases the presence and stature of the institution within the community and to those who rely on the institution to meet their goals.

A number of events happen at campus entry points - cars arrive on campus to either drop off and go or look for parking, buses drop off passengers, pedestrians leave the public right of way and move to the campus environment, and those not involved with the campus make a judgment about the value of the college by what they see from the street. Presently, there are four locations at which campus access and exit occur. All four are poorly marked and address vehicular access primarily with little attention paid to the other important issues related to how one arrives on campus.

To address this deficiency, the Master Plan proposes a number of strategies that will address the needs of cars, buses, pedestrians and the community. Four roundabouts have been proposed to mark in a bold and prominent way the formal campus entry point. Three of the four are considered “front doors” to the campus and one is conceived as a minor entry point or “side door” to the FCC campus. Refer to part 2.B.2 for a description of the proposed roundabouts. Two of the roundabouts are cited for construction in the Long Range Master Plan build-out phase: the Van Ness Avenue Entrance and the McKinley Avenue, College Mall Axis Termination, and two are indicated for the 2025 Master Plan phase: Weldon Avenue, Realigned Entrance and the McKinley Avenue, East Parking. All are considered “front doors” with the exception of the McKinley Avenue, East Parking which is considered less formal and prominent.

PROPOSED PARKING IMPROVEMENTS

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. In response to this issue that has been identified as a significant detriment to overall student success and greater connection to the community, the 2025 Master Plan recommends the following strategies:

Relocate the Softball and Tennis venues to underutilized Parking Lot Q east of Ratcliff Stadium and construct a new parking lot M of some 515 cars north of the Gymnasium (Phase IA). This will eliminate 237 cars that currently exist at Lot Q for a net increase of 278 cars while also providing additional student parking in a location more convenient to the campus core.

Realign Weldon Avenue, remove District Maintenance buildings and capture additional parking by reconfiguring parking Lots P, R and S (Phase 1B). Currently, Lot P contains 62 cars, Lot R contains 8 cars, and combined lot S contains 487 cars for a total parking count of 557 cars. The proposed realignment will provide 110 cars in Lot P, 196 cars in Lot R, and 552 cars in Lot S for a total of 829 cars. The result of the Weldon Avenue realignment, District Maintenance Building removal and reconfiguration of Parking Lots P, R and S is a net increase of 271 cars.



New Parking Lot M

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Reconfigure the surface parking layout at Lots E and F as outlined in the 2025 Master and construct a parking structure at parking lots E and F. Multiple levels could be constructed and it is estimated that approximately 700 cars could be added per level. The existing parking count for lots E and F combined is 615 cars. The configuration proposed in the 2025 Master Plan accommodates 753 cars for an overall increase of 138 cars.

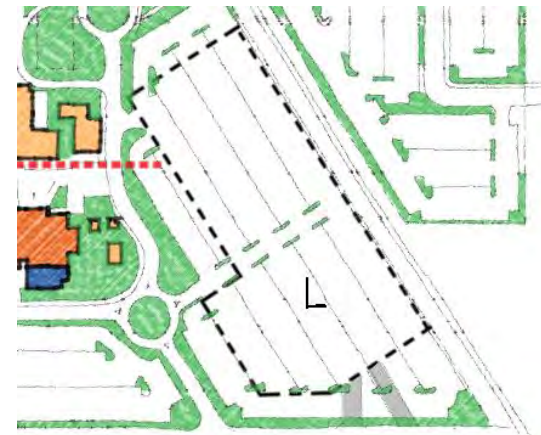
Realign in phases, the east/west road along the south perimeter of the campus to make way for a south pedestrian promenade and building expansions (Phase IIA). By shifting the roadway to the south Parking lots A, B, C and D will be impacted. The existing parking capacity for Lots A, B and C is 579 cars and the capacity of Lot D is 547 for a total count of 1,126 cars. The road realignment will accommodate 382 cars in Lots A, B and C and 296 cars in Lot D for a total parking capacity of 678. The net reduction in parking to make way for the south pedestrian promenade and needed building expansions is 448.

Given the remote location of Parking Lot Q (east of Ratcliffe Stadium) it has been excluded from the overall parking analysis outlined below. The total existing parking count on the FCC campus without Lot Q is 2,739 cars. With a total current campus population of approximately 22,000 the parking ratio is .131 cars per campus population. This is far less than the ideal ratio of .18 which renders an ideal parking capacity for a campus of this size of 3,960 cars and a current deficit of 1,221 cars.

The total parking count depicted on the 2025 Master Plan phase results in a net increase of approximately 840 cars above the existing count of 2,739 for a total count of 3,579. Using the parking ratio of .18 the 2025 Master Plan phase can support a total population of approximately 19,880. This calculation highlights that the deficiency in parking will continue through completion of the 2025 Master Plan phase which will provide 3,579 stalls. Assuming a total campus population of 22,000 there will be a deficit of 381 parking stalls.

It is anticipated that parking for a total of approximately 3,281 stalls can be achieved by the 2025 Long Range Master Plan at build-out. This reduction of 298 stalls from the 2025 Master Plan phase is due to the remaining portion of the east/west perimeter road realignment to complete the south pedestrian promenade and building expansions. At Master Plan build-out there will still be parking for 542 stalls more than what currently exists, however a deficit will remain relative to the ideal parking ratio. Using the ratio of .18 stalls per school population and a total parking count of 3,281 at build-out, the campus could support a total campus population of approximately 18,200. At the 2025 Master Plan build-out phase which will provide 3,281 parking stalls and assuming a 22,000 total campus population there will be a deficit of 679 parking stalls.

Assuming 700 stalls per level that can be added by a parking structure, the parking capacity can be increased significantly within the current boundaries of the campus.



Proposed Parking Structure

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NEW BUILDING /ADDITIONS – 2025 MASTER PLAN PHASE

The 2025 Master Plan calls for three building expansion projects to meet specific goals to improve student success. Two of the expansion projects coincide with road realignment projects that will be fully completed in the Long Range Master Plan phase. These expansions and road realignment projects must follow a logical sequence.

The relocation of the Softball and Tennis complexes (Phase IA) from their current locations north of the Gymnasium to a site east of Ratcliff Stadium must occur first. The relocation will require the abandonment of Effie Street. The vacated area north of the Gymnasium will be developed into parking lot M (Phase IB). Prior to commissioning as an in-use parking lot, the area could serve as a staging area for the placement of relocatable science laboratories. These temporary science laboratories will be occupied during the modernization and addition to the Math Science Building (Phase IIB).

Road realignment and parking lot reconfiguration projects that will occur during this phase include the proposed realignment of Weldon Avenue (Phase 1B), the reconfiguration of lots P, R and S (Phase 1B), construction of the Weldon Avenue roundabout (Phase ID), and development of a stronger pedestrian path that will connect the drop-off at the new Weldon Avenue Roundabout to the campus core between Applied Technology 100 and the Speech/Music Building (Phase ID). Reconfiguration of Lot G and realignment of the eastern perimeter road that will connect the Weldon Avenue roundabout to the new Lot M will also take place (Phase ID).

To facilitate proposed building expansions, a segment of the south perimeter road will be realigned and construction of the new utility trench and pedestrian promenade will take place (Phase IIA). An addition to the Math Science Building (Phase IIB) will address the need for additional laboratories and faculty offices. The McKinley Avenue, east roundabout relates to the realignment of the south perimeter road realignment associated with the Math Science Building addition phase. Additionally construction of this roundabout and the Weldon Avenue roundabout will trigger reconfiguration of Lots E and F. Should a parking structure be contemplated, it could be constructed as part of the Lot E & F and McKinley Avenue, east roundabout. This would minimize disruption to the campus and eliminate the need to construct new parking lots only to demolish them when the parking structure is constructed at a later date.



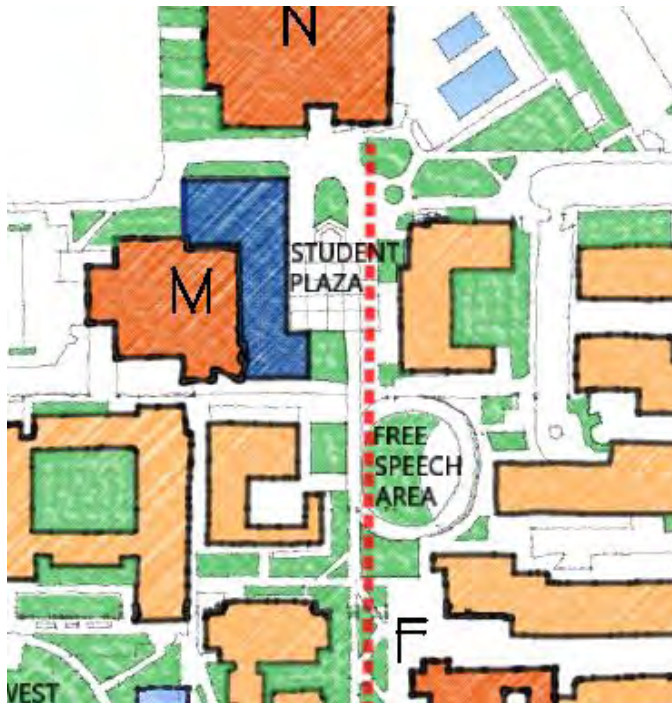
McKinley Ave
Pedestrian Promenade

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NEW BUILDING /ADDITIONS – 2025 MASTER PLAN PHASE

The 2025 Master Plan calls for a multi-story Student Center addition to the Cafeteria (Phase IV) indicated as Building M on the 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 2025 Master Plan implementation in terms of its relation to other secondary effects. The proposed location of the Free Speech Area is on the east side of the University Mall, to the south of the Bookstore, west of Applied Technology 200, and north of Applied Technology 100.



Proposed Student Center



A new Child Development Center indicated as Building R on the 2025 Master Plan is indicated on a site bounded by the new Softball complex east of Ratcliffe Stadium. Construction of this project can also be sequenced independent of other projects, however, it is tied to the reconfiguration of Lot R, the site of the current Child Development Center.

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MODERNIZATION – 2025 MASTER PLAN PHASE

Six campus buildings have been identified for modernization in the 2025 Master Plan: Math/Science, Art/Home Economics, Cafeteria, Gymnasium complex, District Office and Campus Maintenance Facilities. Of these six buildings, two are combined with expansion projects and/or site improvement projects.

Math Science Building modernization (Phase IIB) will modernize laboratory and lecture space and address deficiencies in chemical storage, limited prep areas, inefficient layouts, accessibility and ongoing problems with the building's elevators. The Building is indicated as Building A on the 2025 Master Plan. This modernization project is directly tied to an addition project and indirectly to specific road realignment and parking lot reconfiguration projects (Phase IIA).

Art and Home Economics modernization (Phase III) indicated as Building F on the 2025 Master Plan will address the fragmented nature for 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 F on the 2025 Master Plan.

The Cafeteria modernization and Student Center expansion (Phase IV) indicated as Building M on the 2025 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. A tour of the central kitchen found it to be in satisfactory condition. This modernization project is directly tied to a proposed multi-story Student Center addition along the north and east perimeters of the structure. There is an indirect connection between this modernization project and the construction of a proposed new Student Plaza and Free Speech area.

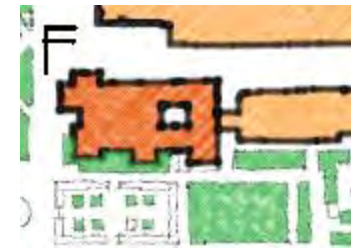
The Gymnasium (Phase IV) modernization indicated as Building N on the 2025 Master Plan will address the need for accessible bleachers, new gym floor, accessibility upgrades, new shower/locker facilities and overall building system upgrades. Additionally, Title 9 issues related to gender inequity in athletics must be further analyzed and addressed during modernization.

The District Office function indicated as Building K on the 2025 Master Plan is scheduled to be relocated to the Clovis Center (Phase VI). In its place, the building will be renovated subject to the requirements of a use to be determined.

The Campus Maintenance Facility (Phase VI) modernization indicated as Building H on the 2025 Campus Master Plan is currently composed of a number of structures that will no longer be needed as District Maintenance becomes more dispersed among the various campuses. The remaining structures indicated will service the FCC campus only and will undergo accessibility upgrades and other improvements needed to support their function. District Operations management and staff will be relocated to the Clovis Center



Math/Science Modernization-Addition



Art and Home Economics modernization

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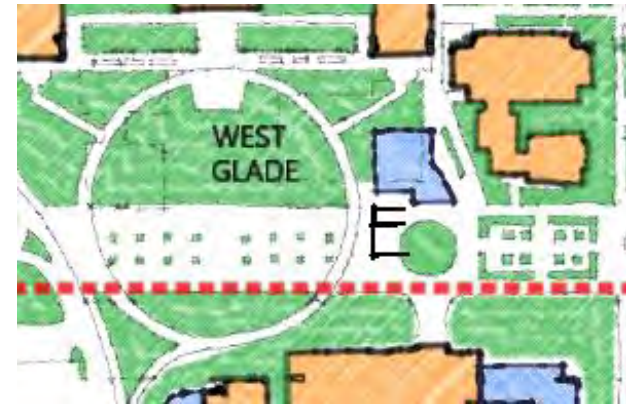
Master Plan Overview

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

The Long Range Master Plan Phase calls for a number of new buildings and additions 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 multi-story Student Services Building (bldg. 31). The resultant open space is proposed for development as a formal glade that will provide a dramatic backdrop for the OAB and Library. This symbolic new West Glade will provide a new “front door” at the west termination of the University Mall will provide a place for gatherings, ceremonies, and other activities that presently are not accommodated on campus. A café indicated as Building E on the Long Range Master Plan is proposed to occupy the new West Glade that will meet the food service needs of students and faculty at the south side of campus and provide a social amenity needed to activate the West Glade.

The uses and departments housed in the Administration Building will be relocated to a proposed addition to the Library and the 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.



The West Glade

Other additions include expansion to the Language Arts Building and the Library indicated as Buildings C and D respectively on the Long Range Master Plan.

The southernmost extent of the Language Arts Building is single story. It is envisioned that there will be no single story elements facing McKinley Avenue. The McKinley Avenue frontage is considered the “face” of the campus and it is therefore proposed that a multi-story addition replace the single story portion of the existing Language Arts Building (bldg. C) on the Long Range Master Plan.

The Library addition (bldg. D) on the Long Range Master Plan will provide increased space for collections, more seating and collaborative learning stations, replace outdated technology, and add computer terminals and computer labs, and address security deficiencies. As mentioned previously, a portion of the existing library will be demolished to connect the College Mall to McKinley Avenue.

The Long Range Master Plan also proposes the modernization of the Athletic Field House to include accessibility upgrades for code compliance.



Parking

- Parking Expansion*
- Relocation of Softball and Tennis*
- Relocation of Applied Tech*

Circulation

- Segregate Cars from Pedestrians*
- Create Drop-offs*
- Stronger Connections to Campus Core*
- Reinforce Existing Campus Axes*

Image

- Selective Removal of Buildings*
- Bring Campus to the Street*
- New Face along Campus Edge*
- Reinforce Collegiate Atmosphere*

Facility Needs

- Math/Science Addition/Modernization*
- Art/Home Economics Modernization*
- Gym Modernization*
- Cafeteria/Student Union Addition and Modernization*
- Modernization of Current District Operations*

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Existing Conditions

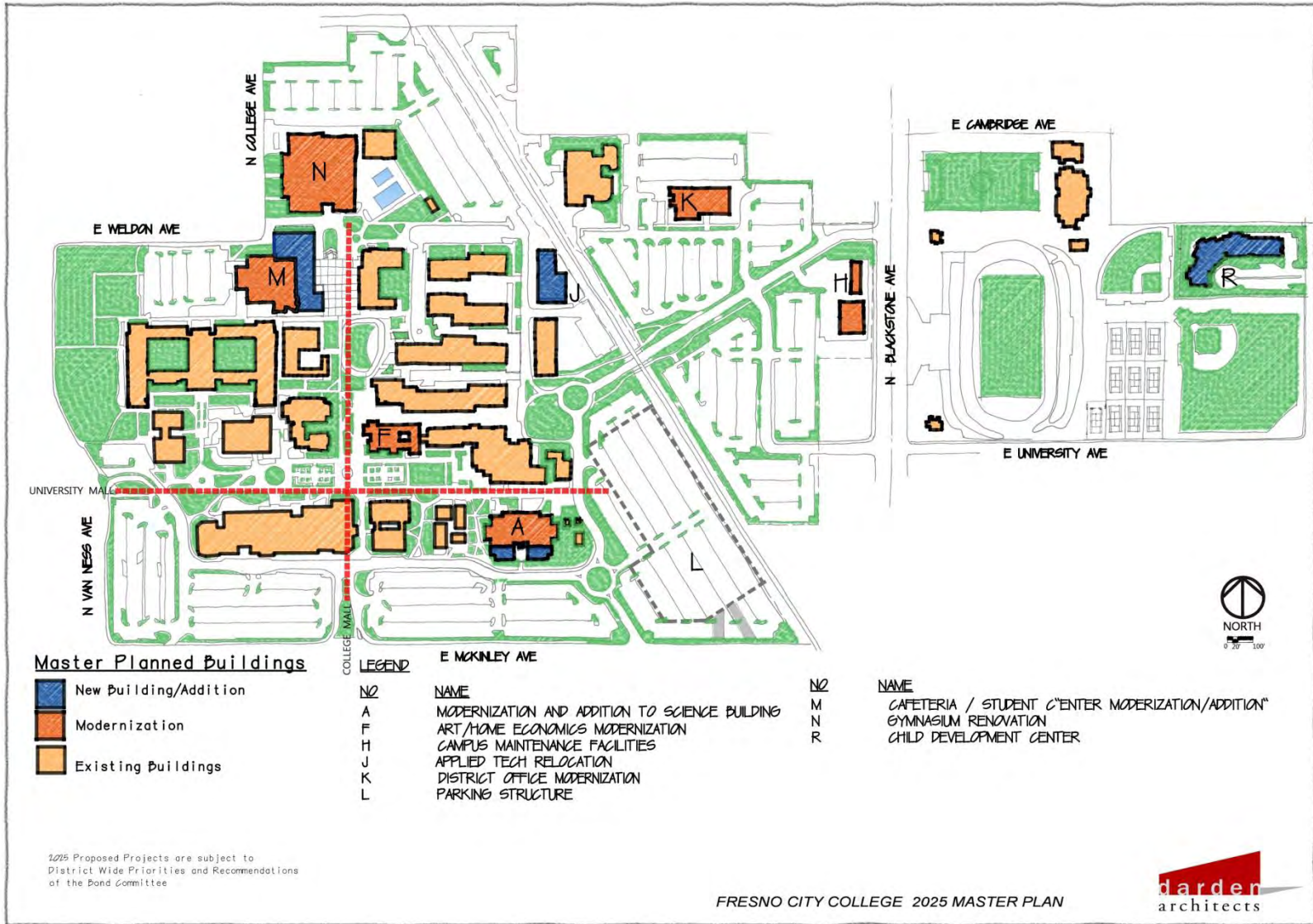
Facilities Condition Assessment

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



FRESNO CITY COLLEGE

2025 Master Plan



Master Planned Buildings

- New Building/Addition
- Modernization
- Existing Buildings

LEGEND

NO	NAME
A	MODERNIZATION AND ADDITION TO SCIENCE BUILDING
F	ART/HOME ECONOMICS MODERNIZATION
H	CAMPUS MAINTENANCE FACILITIES
J	APPLIED TECH RELOCATION
K	DISTRICT OFFICE MODERNIZATION
L	PARKING STRUCTURE

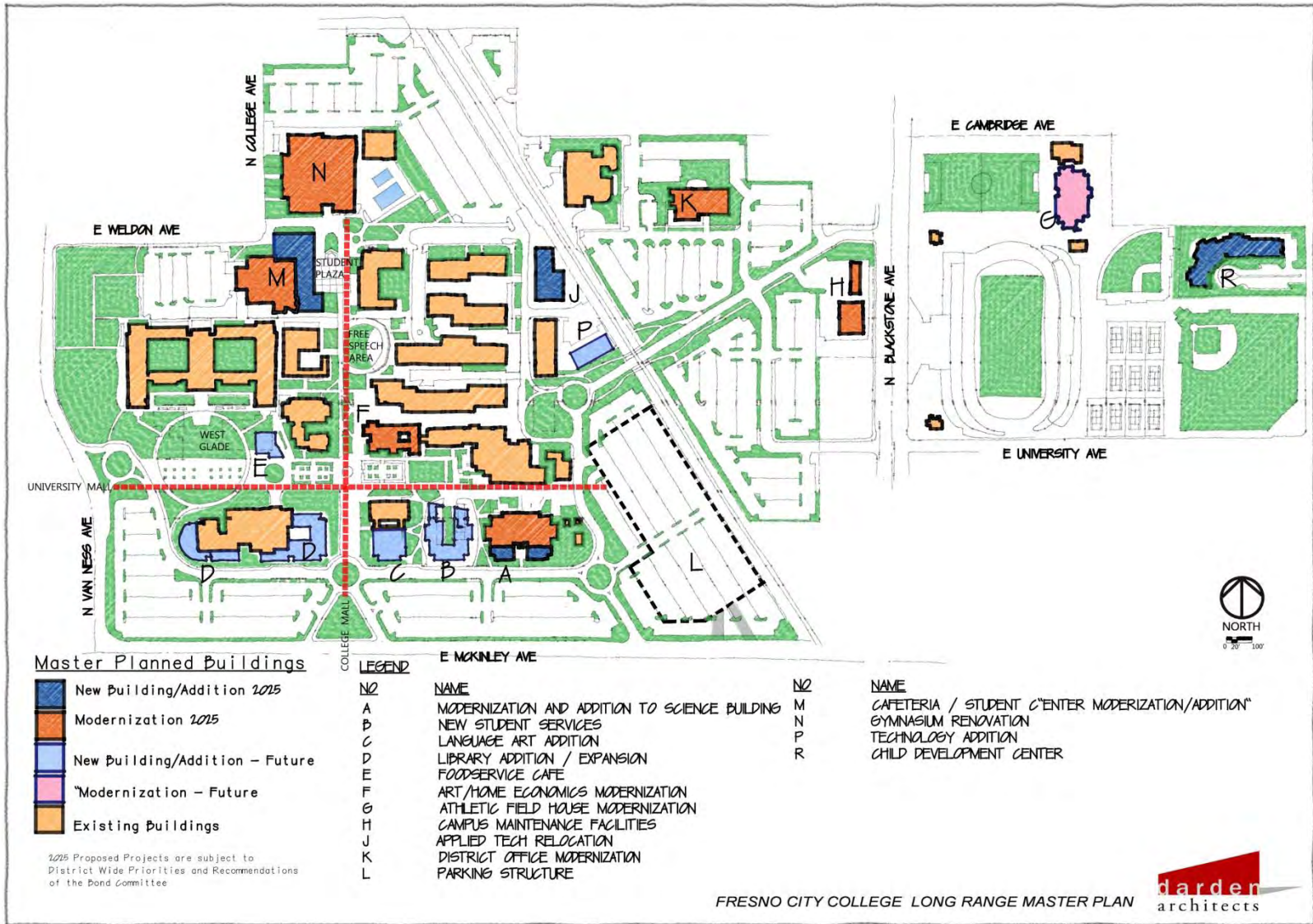
- NO
- M
- N
- R

NAME
CAFETERIA / STUDENT CENTER MODERNIZATION/ADDITION
GYMNASIUM RENOVATION
CHILD DEVELOPMENT CENTER

2025 Proposed Projects are subject to District Wide Priorities and Recommendations of the Bond Committee

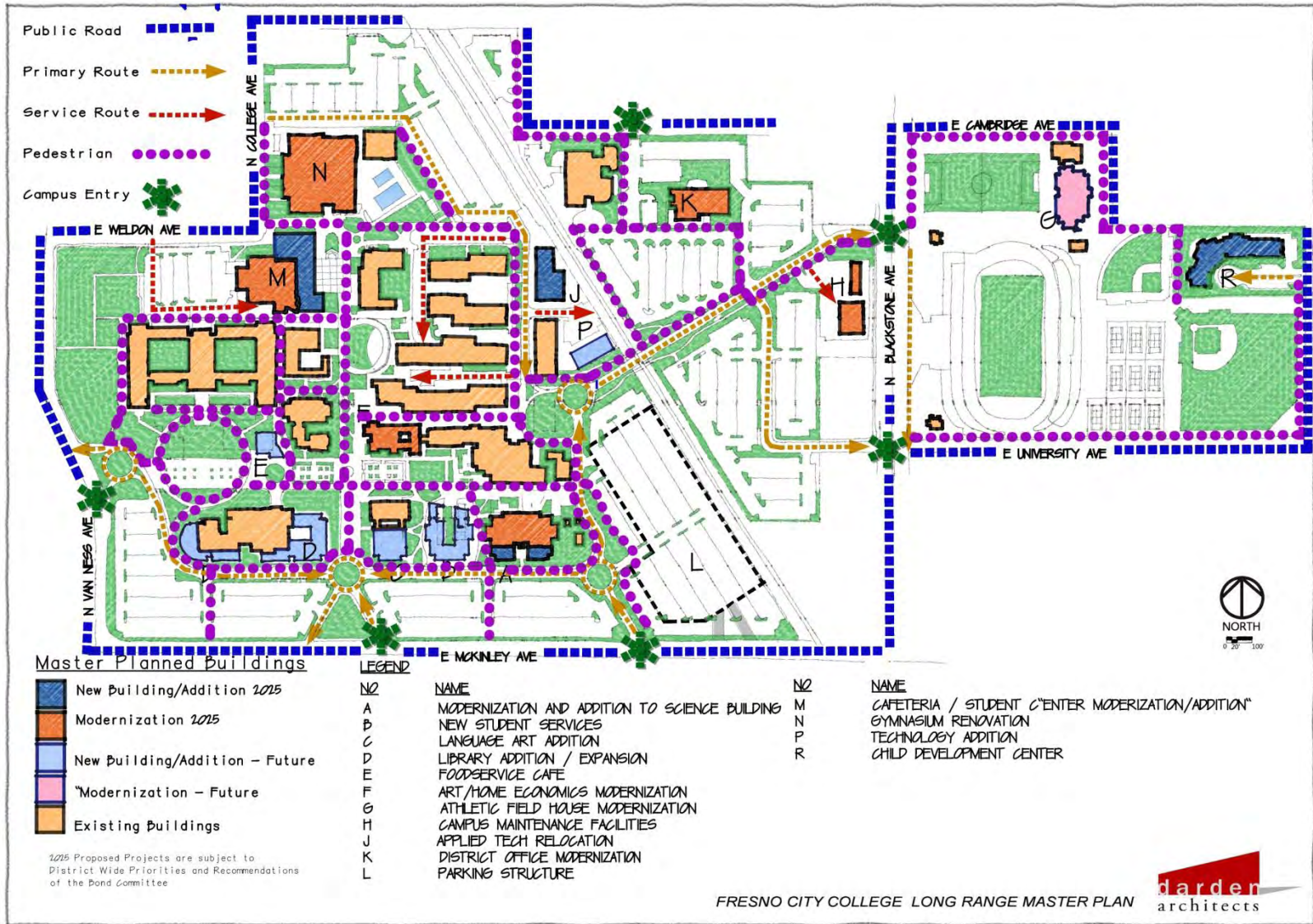
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Long Range Master Plan



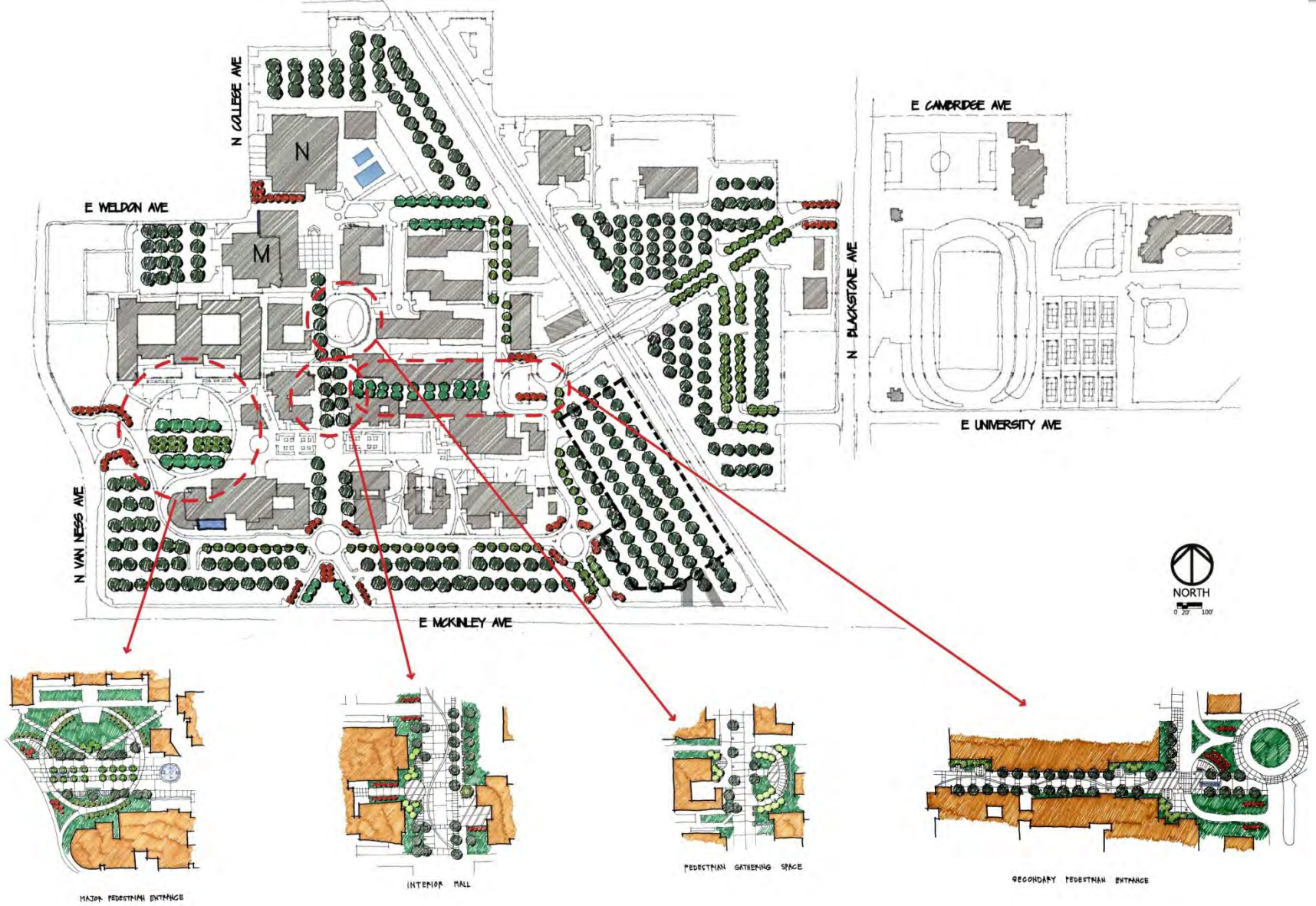
FRESNO CITY COLLEGE

Circulation Diagram



FRESNO CITY COLLEGE

Long Range Landscape Master Plan



Current Approved FPP

Child Development Center

Current Approved IPP

None

Phase I Parking and Circulation

- Construct New Softball Stadium
- Construct New Tennis Courts
- Demolish Existing Softball and Tennis Courts
- Construct New Building T-600
- Demolish Building T-600
- Construct New Parking Lots North

Phase II Math/Science Addition/Modernization

- Relocate Utilities South of Math Science
- Modify South Parking Lot and South East Campus Entry
- Provide Interim Housing - Temporary Classroom/Lab Buildings in the North Parking Lot and temporary relocation of Higher Level Science Classes to Willow / Madera / Reedley
- Complete Modernization/Addition Project

Phase III Art/Home Economics Modernization

- Phased Interior Modernization

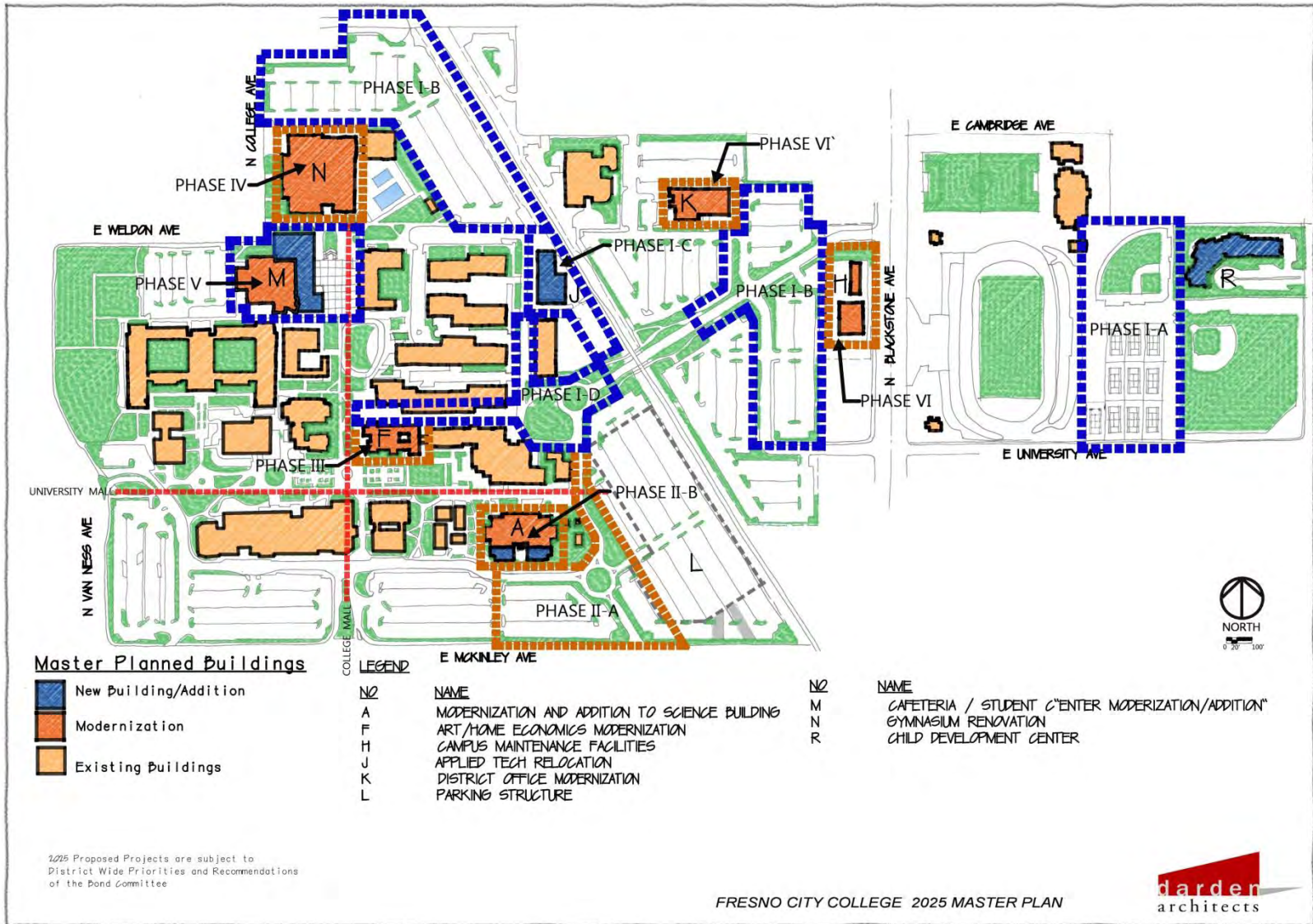
Phase IV Gym Modernization

Phase V Cafeteria/Student Union Addition/Modernization

Phase VI Modernization of Current District Office/Operations

FRESNO CITY COLLEGE

Prospective 2025 Master Plan Project Phasing



REEDLEY COLLEGE

Facilities Master Plan

MISSION

The mission of Reedley College is to offer an accessible, student centered educational environment which provides high quality learning opportunities essential in meeting challenges of a diverse, global community.

Strategic Plan Goals

Strategic Direction 1 - Public and Private Partnerships; Reedley College strengthens the community through building partnerships.

Strategic Direction 2 - Enhancing the College Climate and Integrating with the Community; Reedley College values growth in collegiality, diversity, personal development, open access and campus safety.

Strategic Direction 3 - Teaching and Learning Excellence; Reedley College provides innovative learning opportunities.

Strategic Direction 4 – Student Services; Reedley College supports students' personal growth and lifelong educational development.

Strategic Direction 5 - Planning and Assessment; Reedley College systematically collects and analyzes data for the purpose of improving institutional effectiveness.

Strategic Direction 6 – Information Technology; Reedley College embraces and employs current technology leading to the success of the students, staff and the College.

Strategic Direction 7 - Infrastructure; Reedley College utilizes human, physical and fiscal resources efficiently and effectively to meet the current and future operational needs of the College.

REEDLEY COLLEGE

Master Plan Overview

CENTERPIECE OF THE COMMUNITY

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

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

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



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

REEDLEY COLLEGE

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COHESIVE ARCHITECTURAL CHARACTER

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

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

WELL ORGANIZED CAMPUS PLAN

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

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

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

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

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

Athletic fields occur between the bluff of the Kings River and the southwest quadrant of the campus. Athletic venues include Track and Field, Softball, Baseball, and Tennis. Situated between the athletic venues and the campus are Physical Education facilities which include the main Gymnasium (bldg. 12), Men's Physical Education (bldg. 17), Women's Physical Education (bldg. 23) and offices for Physical Education (bldg. 19).

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

GOOD GEOGRAPHIC LOCATION

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

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

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

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

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

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AMENITIES

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

RIVER FRONTAGE

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

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

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

DORMITORIES

The new Residence Hall is located along the southern edge of the campus. The Residence Hall facility provides housing for 100 men and 40 women. One wing is for women and one wing is for men with a common recreation room, computer lab, and full kitchen for student use. It offers comfortable double occupant rooms and inexpensive living in an environment conducive to learning and studying. Separate restroom and laundry facilities are provided on each floor.

The staff includes resident students who live in assigned rooms on each of the floors. Para-professional staff is available during the evenings and late night, 7 days a week. The office is located on the first floor of the complex.

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



Residence Hall

REEDLEY COLLEGE

Master Plan Overview



SPECIALIZED PROGRAMS

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

Automotive Technician

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

Aircraft Mechanic

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

Dental Assisting

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

Forestry

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

Manufacturing

Manufacturing is the second largest industry in the Central Valley. In recent years local manufacturing companies have experienced phenomenal growth. Reedley College offers a one year program that provides students with an opportunity to earn a Certificate of Achievement in metal working. The Metal Working program provides an opportunity for those students who want to prepare for employment in the Machine Shop, Welding, Manufacturing or Fabrication industries. A two-year Machine Shop program provides students with an opportunity to earn an Associate Degree and/or Certificate of Achievement. The Machine Shop Program provides an opportunity for those students who want to prepare for employment in Machine Shop or Manufacturing related industries. A two-year Welding program provides students with an opportunity to earn an Associate Degree and/or Certificate of Achievement.

REEDLEY COLLEGE

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SPECIALIZED PROGRAMS cont.

Mechanized Agriculture

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

Nursing Assistant

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

PARKING / TRAFFIC CONSTRAINTS

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

At Reedley College the intersection which currently exceeds acceptable Level of Service (LOS) thresholds is that of Manning Avenue / Driveway which is the only access point to the resident halls and lots A and B. Options to improve the LOS at this intersection are the installation of all-way STOPs, installation of a traffic signal, the development of an additional 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 northwest. In general the construction of an additional driveway and the connection of Lot B and the existing campus aisle drive to the northwest are preferred over the installation of All-way STOPs or signalization of the intersection.

Table II: Reedley College Existing Conditions Intersection Level of Service

ID	Intersection	Intersection Control	A.M. Peak Hour		P.M. Peak Hour	
			Average Delay (sec/veh)	LOS	Average Delay (sec/veh)	LOS
1	Reed Main Entrance / Reed Main Exit / Southbound Parking Aisle	One-way STOP	9.1	A	9.6	A
2	Reed Main Entrance / Southbound Parking Aisle Return / Northbound Parking Aisle	Two-way STOP	2.1	A	6.9	A
3	Main Drive from Lot D / Lot C Staff Only Exit	One-way STOP	8.8	A	9.4	A
4	Main Drive to Lot D and Reed Avenue	One-way STOP	17.3	C	16.4	C
5	Manning Avenue / Driveway	One-way STOP	>120	F	49.5	E

Notes: LOS = Level of Service of worst movement on OWSC and TWSC intersections, and average delay at AWSC and signalized intersections.

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Parking generation for the Reedley College typical operations were based on one existing observation conducted on Wednesday March 30, 2011. This one observation included three sweeps at one-hour intervals starting at 7:30 a.m. and ending at 9:30 a.m.. Based on these three sweeps it is possible that the actual peak parking demand was not observed and therefore an additional three parking observations are recommended (10:30 a.m., 11:30 a.m., and 12:30 p.m.). Based on this data there are 1,528 stalls of which the unpaved lot accounts for 110 stalls. The current enrollment at Reedley College in early September was 6,822; the number of available parking stalls is 0.224 stalls per student. However, if the unpaved lot is excluded, the number of available stalls is 1,418 leaving a parking supply of 0.208. It should be noted that these ratios do not account for restricted stalls, (i.e. ADA, staff, motorcycle, resident) which most students are not able to utilize.

If the unpaved Lot Q is opened, the number of available stalls is 1,528 and with its demand at 1,266 the parking occupancy is at 89 percent. Therefore during the 9:30 a.m. hour only 152 stalls are available and the majority of these are restricted stalls (i.e. ADA, staff, and motorcycle, resident). It should also be noted that during the 9:30 a.m. hour Lot D which accommodates most of the general parking stalls is 98 percent occupied. This level of parking occupancy tend to increase traffic congestion on and offsite as students are forced to roam around campus parking lots to find an available unrestricted parking stall. This is especially true as the existing one day parking permit dispensers have been observed not working both times observations were conducted. It is also recommended that the existing one-day parking dispensers be upgraded as on two separate occasions when observations were made at Reedley College, at least one of these dispensers was found to be nonfunctional.

IMAGE

From observations and discussions with the Reedley College Site Committee it has been determined that services needed by students for social interaction, spaces conducive to casual interface, and activities that support student life and ultimately, student success, should continue to be a focus and has recently been enhanced following the completion of the new student activities center/union. It was determined that amenities that support and enhance student life are needed to engage students and engender a heightened "college atmosphere" on the Reedley College campus. The recently completed Student Activities Center/Student Union has created a dynamic gathering space enhancing student life on the Reedley campus. Furthermore, it has been observed that many students served by Reedley College are the first generation in their family to attend college. To make a "college ready community" it has been suggested that the image of the college and the way in which it is perceived as an institution must take this objective into consideration. Reedley College is a community asset and serves a diverse population that ranges from students who are unfamiliar with the rigors of academia to those with definitive career plans preparing to transfer to a 4-year college or university.

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

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

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

REEDLEY COLLEGE

Master Plan Overview



BUILDING DEFICIENCIES

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

The Administration Building (bldg. 01) serves as the colleges “front door” to many and is viewed by the Site Sub-Committee as a significant deficiency that must be addressed. As the front door, the building does not impart a sense of excellence and perpetuates the notion that Reedley College is a “high school with ashtrays”. The Administration Building does not provide a good “first impression” for new students or students seeking information about the college. In its current condition, the building does not provide the necessary level of acoustic isolation needed for the confidential nature of discussions that take place in the building on a day-to-day basis and is poorly configured for its current use.

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

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

The Shop Buildings include Aeronautics (bldg. 29), Mechanical Arts (bldg. 30), and Automotive Shops (bldg. 31). These buildings also exhibit failing HVAC systems, and are aging. The programs housed in these buildings are among the specialized features of the offerings at Reedley College. To remain current and continue to offer high level education, these building are slated for complete modernization in the 2025 Master Plan.

The Dental Assisting Building (bldg. 34) is considered too small for this highly successful specialized program to grow. Maintenance staff cited ongoing upkeep and maintenance as concerns that tap limited resources on an on-going basis. The 2025 Master Plan proposes relocation of this specialized program to new facilities that will meet their current and future needs.

The Nursing program is presently housed off campus and uses a long term care facility as it site. The District pays rent for this off campus program. The college desires to move the program to the campus in new state-of-the art facilities that will allow this certificate program to operate from campus. This will allow for all allied health programs to be consolidated into one on campus facility.

The Child Development Center is presently housed on campus in relocatable buildings at the far north end of the campus (bldg. 62). An FFP has been approved for a new permanent structure.

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

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VEHICULAR CIRCULATION

Reed Avenue Realignment

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

The campus access points along Reed do not align with the residential streets on the opposite side of the street creating disruption to the smooth flow of traffic. To alleviate traffic congestion and confusion, a realignment of Reed Avenue has been proposed by the City of Reedley with input from State Center Community College District and Reedley College. The impact to the campus and final alignment remains under review, however, the Master Plan proposes to connect a reconfigured Parking Lot B along Manning Avenue with a reconfigured visitor Parking Lot C along Reed. New campus connection roads allowing access off Manning and Reed respectively will both be fitted with roundabouts at the two major entrances. In a roundabout, road traffic must travel in one direction around a central island and priority is given to the circulating flow. Traffic signs usually direct the flow of traffic entering the circle to slow down and give the right of way. Statistically, roundabouts are safer for drivers and pedestrians than are intersections. Because low speeds are required for traffic entering roundabouts they are usually used on limited-access roads. These improvements to Reed Avenue and the campus access points will also promote parking convenience, safety and reduce congestion on Reed Avenue.

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

On-Campus Roads and Parking Lots

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

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

Currently there are 1,418 parking stalls on the Reedley campus if unpaved parking areas are not included. Phase 1 of the 2025 Master Plan proposes a new parking lot on the west side of the campus at the approximate location of the existing unpaved lot near the softball field. This will provide 158 additional stalls bringing the campus total to 1576. The 2025 Master Plan proposes in Phase III 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, Phase III parking improvements will include the addition of 150 parking spaces in Parking Lot B. At the completion of the 2025 Master Plan there will be a net overall parking capacity increase of 299 parking spaces from 1,418 to 1,717. Research has found that the ideal parking ratio for a community college is 0.18 cars per school population - 1717 total parking spaces divided by 0.18 stalls per student would yield a comfortable parking ratio for a total campus population of 9,538 including students, faculty, and employees. They are currently at 6,822 students enrolled at Reedley College

REEDLEY COLLEGE

Master Plan Overview

NEW ENTRY AND CAMPUS IMAGE

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

The Master Plan therefore proposes changes not only to the buildings but to the site as well. A significant improvement will result from the realignment of the campus entrance road and construction of a formal roundabout creating a bold, new “front door” to the campus. Additionally the Master Plan proposes the phased demolition of the existing Administration Building, President’s Office, Social Science wing, Business wing, Physical Science wing, Home Economics wing, and Chemistry Lab wing. A cluster of new buildings identified on the 2025 Master Plan as Building B – Classroom/Administration, and on the Long Range Master Plan as Building C – Classrooms/ Labs and Building and Building D- Student Services will together create a new front to the campus.

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

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

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



Proposed New Campus Entry

REEDLEY COLLEGE

Master Plan Overview

BUILT ENVIRONMENT

Remove Relocatables

A number of key programs are housed in aging relocatable structures across the campus. Phase 1 of the 2025 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 2025 Master Plan calls for consolidation of science portable classrooms and Dental Assistance programs into a permanent structure indicated as Building A - Science Addition, to be added to the existing permanent Life Science Building (bldg. 46) with modernization of the existing structure.

Other relocatables to be removed and replaced with permanent structures include Classroom Annex 1 (bldg. 63), Classroom Annex 2 (bldg. 64), and Computer Lab Temp. (bldg. 65) and Office Relocatable (bldg. 66). These are indicated to be removed in the 2025 Maser plan.

PEDESTRIAN CIRCULATION

Interconnected Axes and the College Commons

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

The two axes - the River Axis and the Reed Axis - presently do not converge. The 2025 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.



REEDLEY COLLEGE

Master Plan Overview

PEDESTRIAN CIRCULATION

Phasing

The 2025 Master plan calls for the road realignments, parking lot reconfiguration and a series of new buildings and modernizations.

Phase 1 calls for removal of relocatables followed by addition and modernization to the Life Science complex indicated as Building A - Science Addition.

Phase IIA adds classroom and lab space to the existing Dental Assisting Building. The Dental Assisting program will be relocated to the new Life Science Addition and space will be added to Building F in the 2025 Master Plan to create an expanded Ag Facilities Complex / Forestry Center.

Phase IIB indicated as Building H on the 2025 Master Plan calls for the modernization of the existing Aeronautics Building and Mechanical Arts Building.

Phase III involves the Reed Avenue Realignment and new campus entry and roundabout, demolition of specific wings of the original campus finger plan building, partial expansion of Parking Lot B and construction of a new Classroom/ Office Building indicated as Building B on the 2025 Master Plan.

Other features of the 2025 Master Plan are a currently approved FPP for Building E – Child Development, located at the north end of the campus and an approved IPP for a Physical Education Complex modernization indicated as Building J.

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

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

Two Athletic Restroom/snack bars are proposed for construction at the existing Baseball and Softball complexes respectively.

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



Science Complex



Ag Facilities Complex / Forestry Center



Future Classroom Building
and Student Services



PARKING

*Increase Parking
Improved Access*

CIRCULATION

*Connect Parking Lots
Reinforce Existing Campus Axes*

IMAGE

*Create Collegiate Atmosphere
Create New Campus Face*

FACILITY NEEDS

*Science Expansion
Ag / Tech Expansion Modernization
Improve Classroom Functionality
Classroom / Offices*

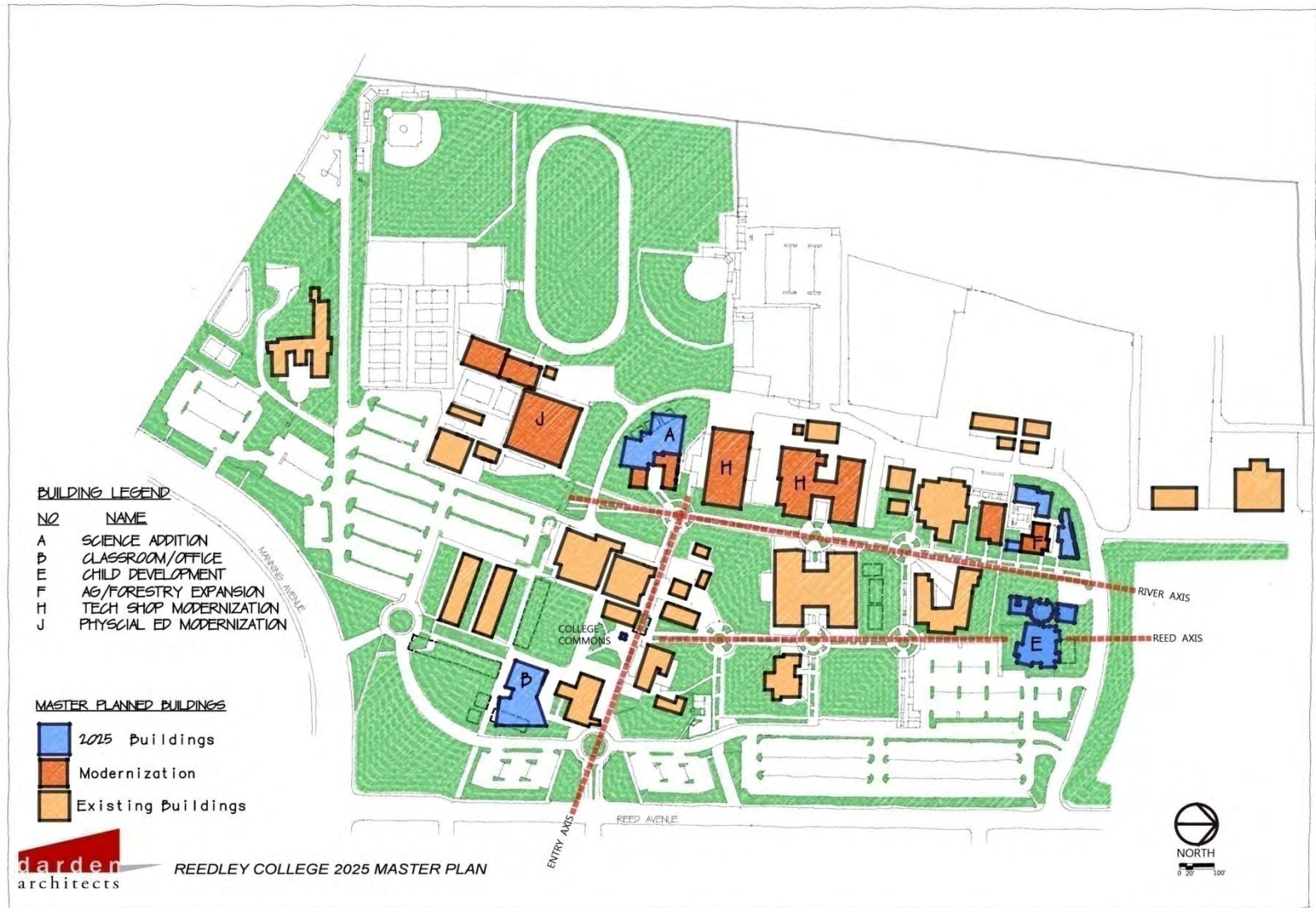
REEDLEY COLLEGE

Existing Conditions

Facilities Condition Assessment

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





REEDLEY COLLEGE

Long Range Master Plan



REEDLEY COLLEGE

Long Range Landscape Master Plan






REEDLEY COLLEGE LONG RANGE MASTER PLAN

Landscape Master Plan



LARGE EVENT SPACE





PEDESTRIAN GATHERING SPACE

- Public Road 
- Primary Route 
- Service Route 
- Pedestrian 
- Campus Entry 

BUILDING LEGEND

NO	NAME
A	SCIENCE ADDITION
B	CLASSROOM / ADMIN
C	CLASSROOM / LABS
D	STUDENT SERVICES
E	CHILD DEVELOPMENT
F	AG/FORESTRY EXPANSION
G	ATHLETIC FIELD HOUSE
H	TECH SHOP MODERNIZATION
J	PHYSICAL ED MODERNIZATION

MASTER PLANNED BUILDINGS

-  2015 Buildings
-  Modernization
-  Master Planned Buildings
-  Existing Buildings



VEHICLE CIRCULATION



Current Approved FPP

Child Development Center

Current Approved IPP

Physical Education Complex
Modernization

Phase I Science Expansion

Remove Science Portables

Addition to include:

Science Labs

Dental Labs / Classrooms

Nursing Labs/Classrooms

Large group instruction Classrooms

Demolish Science Classroom Wing

Phase II Agriculture Program

Expansion/modernization

Modernize technology shops

Phase III Parking Connectivity

Demolish Social Science Wing

Construct Classroom/Office Building

Expand Parking

Beyond 2025

Phase IV Remove 1952 Building Wings

New Classroom / Offices

Administration

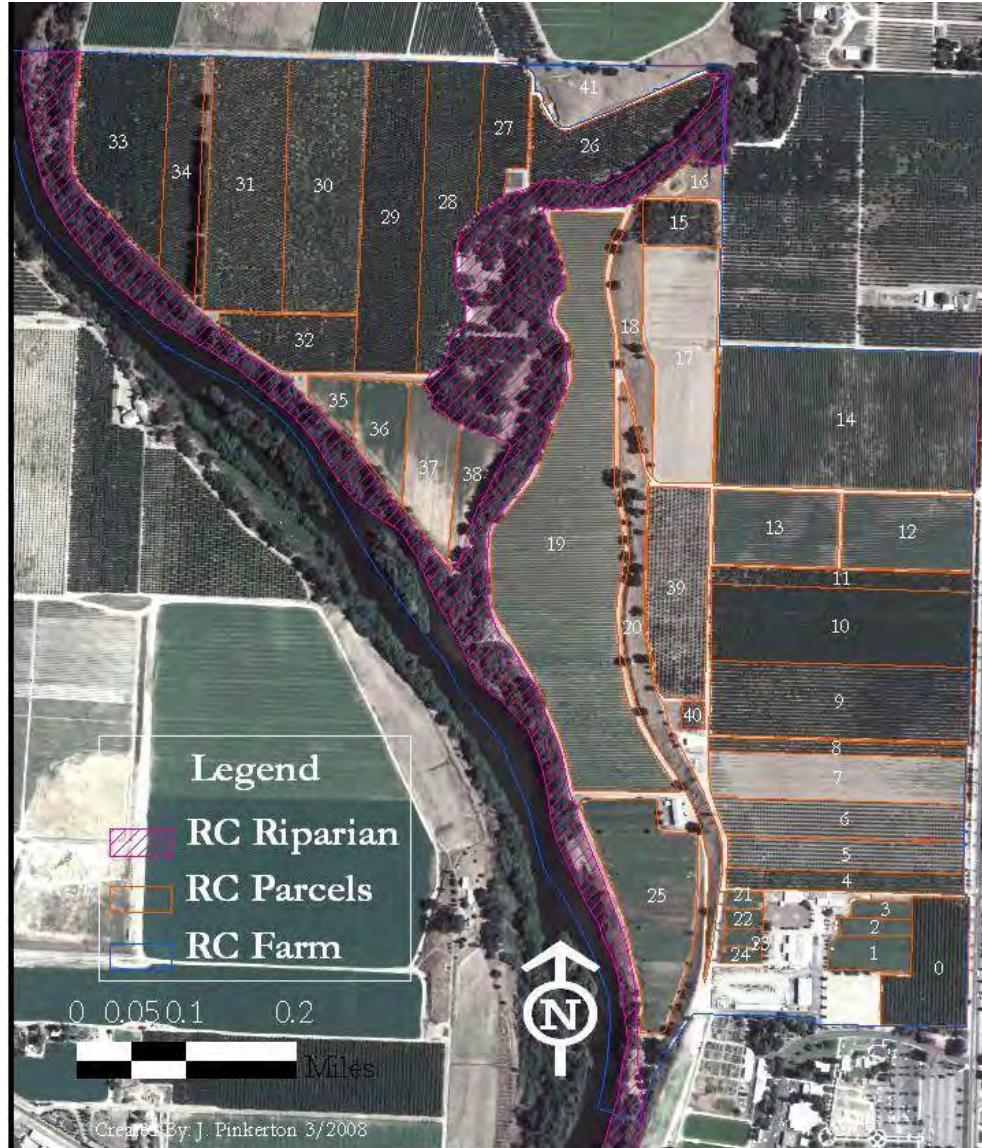
Expand Parking

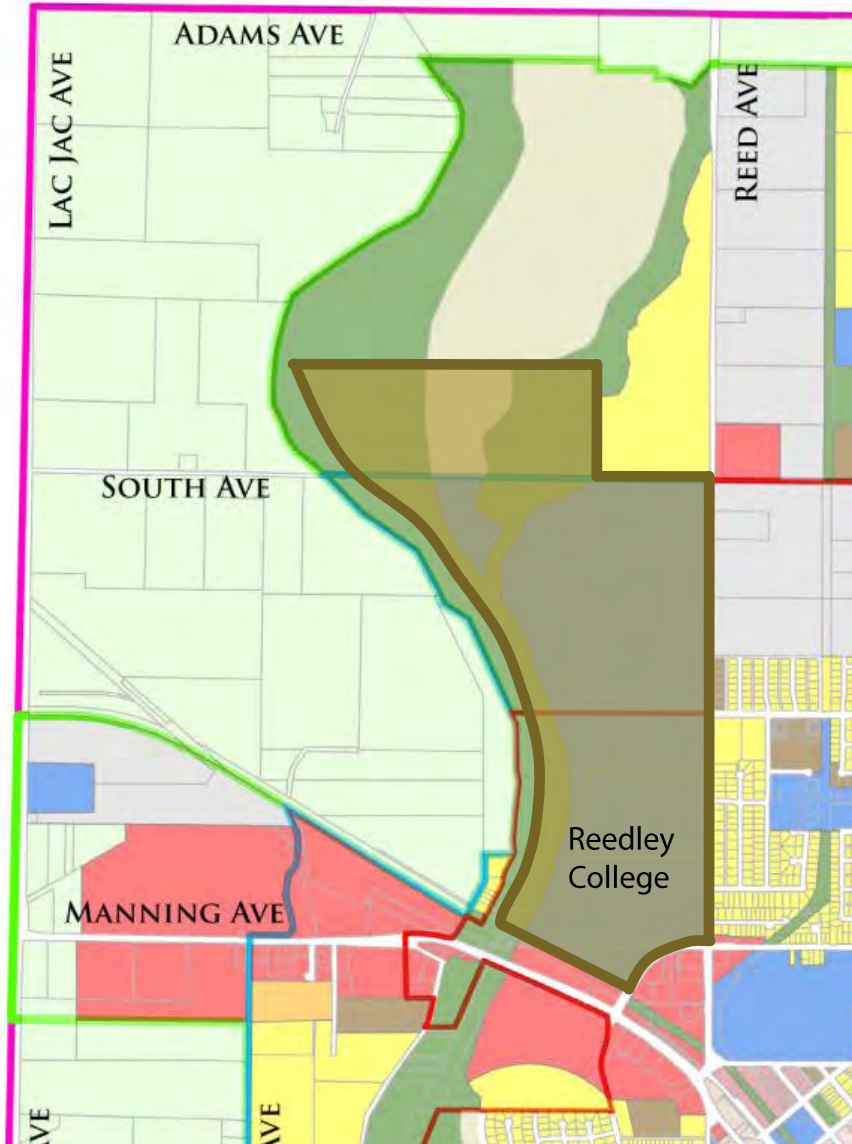
Phase V Student Services

REEDLEY COLLEGE

Prospective 2025 Master Plan Project Phasing















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

WILLOW-INTERNATIONAL COMMUNITY COLLEGE CENTER

Facilities Master Plan



Strategic Goals

WILLOW-INTERNATIONAL COMMUNITY COLLEGE CENTER Mission Statement Strategic Plan Goals and Objectives



MISSION

The mission of the Willow-International Community College Center is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.



STRATEGIC PLAN GOALS

Strategic Area One

Excellence in Teaching and Learning; Improving the educational programs and services that lead to increased student achievement and learning.

Strategic Area Two

Access, Awareness and Success; Initiating strategies that focus on the areas of student recruitment, enrollment and retention/completion. Creating an environment that supports an awareness and understanding of diversity for all students who can benefit from the Center's programs and services.

Strategic Area Three

Resource Optimization; Maximizing the human, physical and fiscal resources in an effort to better serve the students and college communities.

Strategic Area Four

Institutional Awareness and Communication; Creating a process that leads to increased collaboration and open communication, both internally and externally.

Strategic Area Five

Workforce Readiness and Partnerships; Using a well defined plan, increase the scope and breadth of career technical programs through strong partnerships with the local educational and community based agencies.

Strategic Area Six

Initial Accreditation Process for Candidacy; Begin the process of moving the Willow-International Center to full college status by 2012 or sooner.

WILLOW-INTERNATIONAL 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 Board of Trustees approved the purchase of a new community college center site in northeast Fresno. In 2003, the District completed the acquisition of 110 acres located on Willow Ave. The site is bound by International Ave, to the north, Behymer Ave to the south and Chestnut Ave to the west.

The master planning for the Willow-International Center campus was highly collaborative through a process which included a significant number of faculty, staff, administration, community members, and students participating in the planning process. The original master plan process included six different and distinct Site Utilization Plans, with the planning committee eliminating some options and requesting variations of others. After several meetings and multiple variations of the original Site Utilization Plans, 100% agreement was reached with a key element for consensus being the balancing of both academic and career technical program facilities with student services facilities that would address the growth of the campus during the next decade. Another major consideration was the ability to build a high tech facility that would incorporate “smart” classrooms and campus facilities, along with consideration for a sustainable and “green” oriented facility.

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

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

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

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



WILLOW-INTERNATIONAL 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 center is a pedestrian oriented campus, with the plaza at the north end of the Academic Center One building reinforcing the design philosophy of creating outdoor environments that emphasize student community.

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

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



WELL ORGANIZED CAMPUS PLAN

The Willow-International 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.

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

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

WILLOW-INTERNATIONAL COMMUNITY COLLEGE

Master Plan Overview

GEOGRAPHIC LOCATION

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

AMENITIES

Community Presence

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

Expansion Potential

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

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

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



WILLOW-INTERNATIONAL COMMUNITY COLLEGE

Master Plan Overview

PROPOSED ADDITIONS MASTER PLAN

New Building /Additions – 2025 Master Plan Phase

The 2025 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 2025 Master Plan calls for construction of a Vocational Career Technology building, consisting of laboratory space, classrooms and offices to meet the growing needs of the vocational program offerings.

The 2025 Master Plan also plans for the construction of a Performing Arts Building to serve the visual arts . The building is planned to include a theater and lobby, classrooms, offices, music and dance studios. Instructional spaces should also address sound, lighting and stage management type of programs.

The 2025 Master Plan includes physical education facilities that are necessary for the expansion of the physical education department; the plan includes soccer fields and a field house with shower and locker facilities. Additional physical education facilities including a gymnasium, tennis courts and a swimming complex are included.

The 2025 Master Plan also plans for the construction of a Library Resource Center and a Student Services/Administration Building.

Master Plan Ultimate Build-Out

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

Student Services Building providing for the foodservice needs as well as a Student Union and recreation facilities to enhance student life and student interaction at the campus.

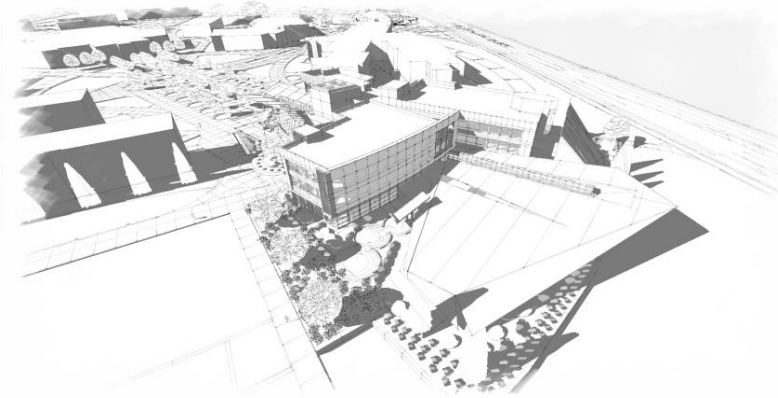
Additional classroom space and laboratory spaces are planned to meet the academic needs for the campus when the completed Master Plan is realized.

Additional physical education facilities are planned and include softball and baseball venues.

In addition the Master Plan Build-Out includes additional maintenance and operation buildings to include on-site warehousing, maintenance and security. These buildings will be needed as the campus reaches it's ultimate capacity and the completion of the central plant displaces the maintenance and warehousing needs it currently serves.

Parking

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



Proposed Library-Learning Resource Center



GROWTH - EXPANSION

Vocational – CTE

Athletics:

- Soccer Fields
- Develop Field House (Shower/Locker)

Performing Arts Building

Gymnasium

- Tennis Courts
- Pools - 50 Meter - Diving/Water Polo

Library - Learning Resource Center

Administration / Student Services

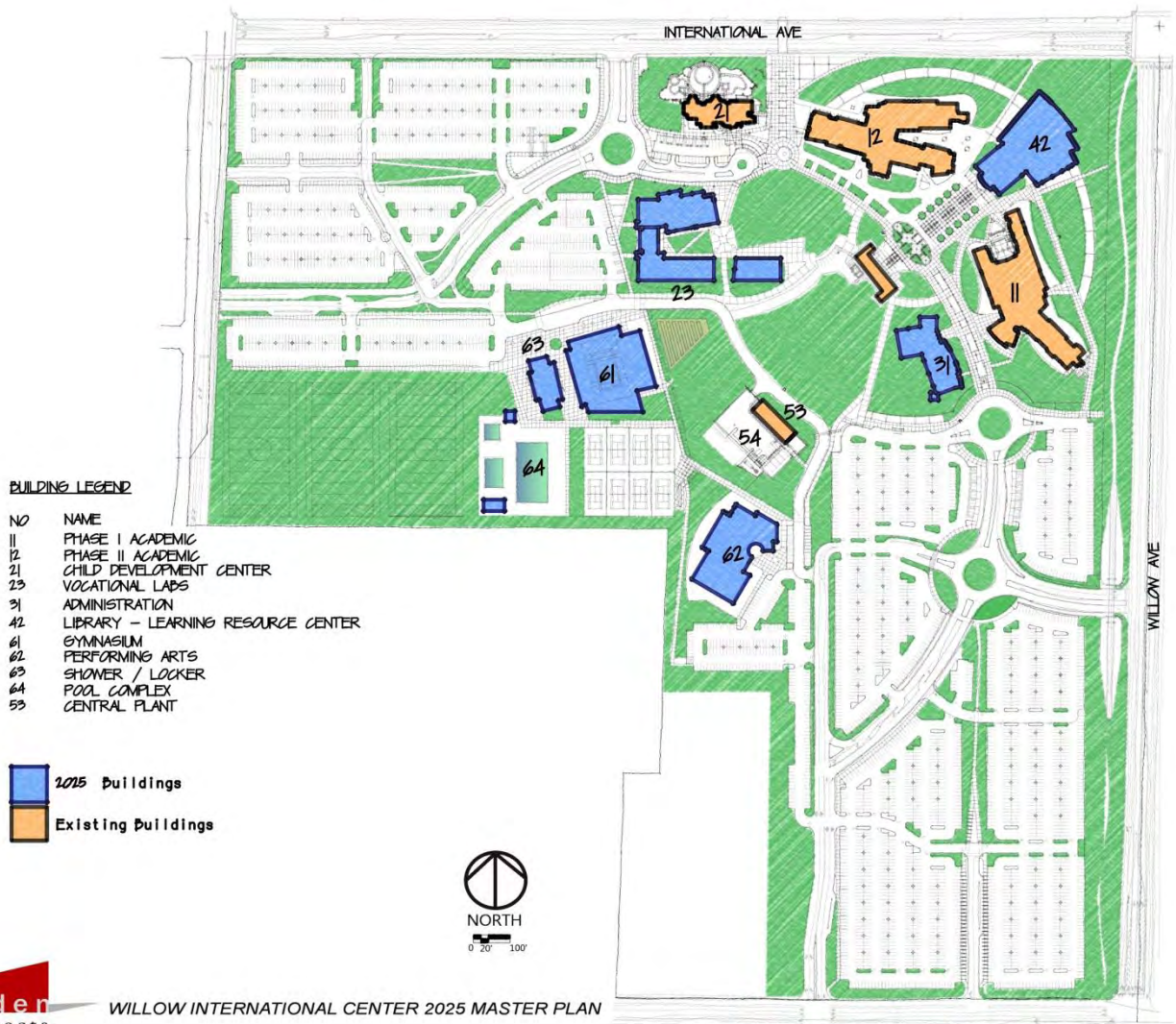
FACILITIES CONDITION ASSESSMENT

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



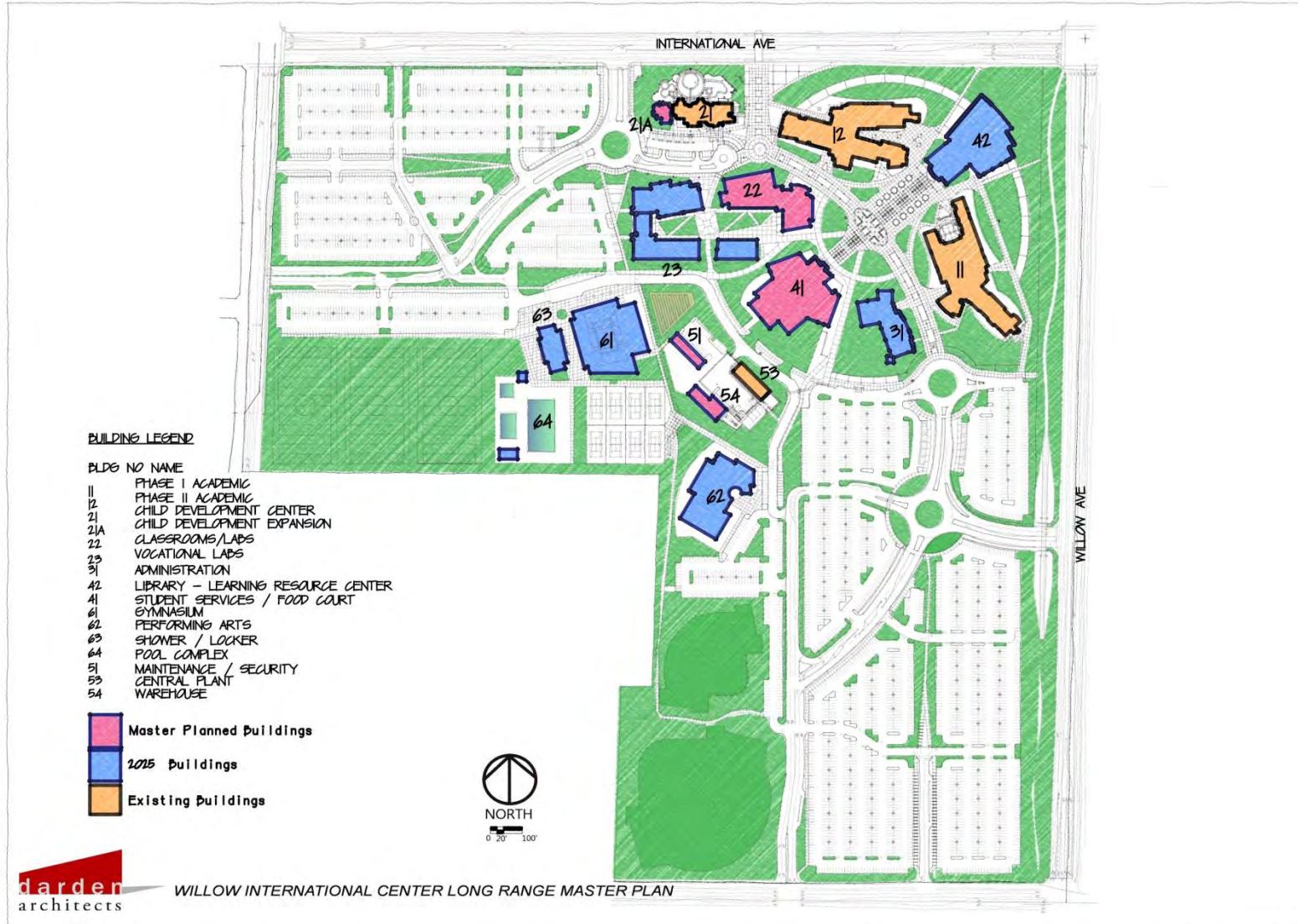
WILLOW- INTERNATIONAL COMMUNITY COLLEGE CENTER

2025 Master Plan



WILLOW- INTERNATIONAL COMMUNITY COLLEGE CENTER

Long Range Master Plan



WILLOW- INTERNATIONAL COMMUNITY COLLEGE CENTER

Long Range Landscape Master Plan



**Committee Recommendations
Projects / Priorities / Phasing**



Current Approved FPP
None

Current Approved IPP
None

Phase I Vocational – CTE

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

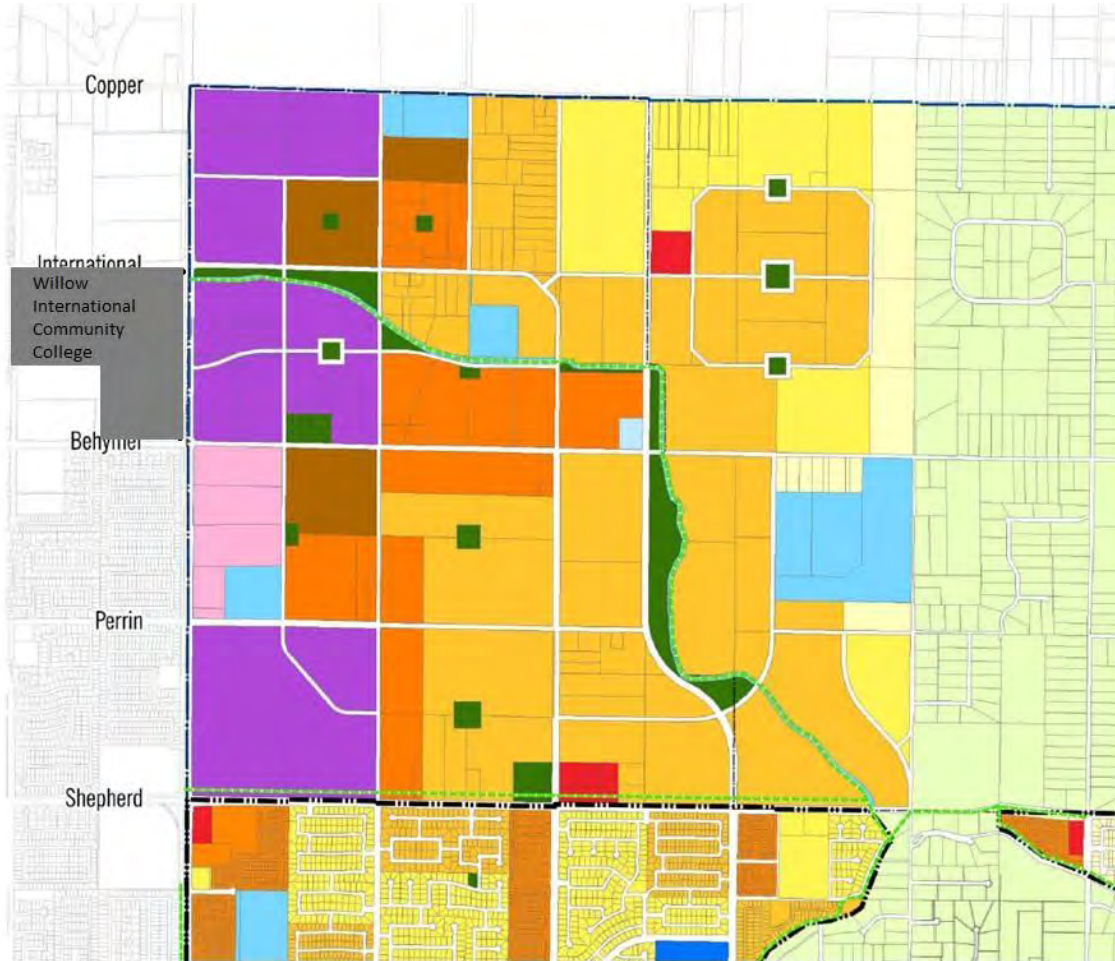
Phase III Performing Arts Building

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

Phase V Library - Learning Resource Center

Phase VI Administration / Student Services





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

MADERA CENTER

Facilities Master Plan



Strategic Goals

MADERA COMMUNITY COLLEGE CENTER

Mission Statement

Strategic Plan Goals and Objectives



MISSION

The mission of the Madera Community College Center is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.



Strategic Plan Goals

Strategic Area One

Excellence in Teaching and Learning; Improving the educational programs and services that lead to increased student achievement and learning.

Strategic Area Two

Access, Awareness and Success; Initiating strategies that focus on the areas of student recruitment, enrollment and retention/completion. Creating an environment that supports an awareness and understanding of diversity for all students who can benefit from the Center's programs and services.

Strategic Area Three

Resource Optimization; Maximizing the human, physical and fiscal resources in an effort to better serve the students and college communities.

Strategic Area Four

Institutional Awareness and Communication; Creating a process that leads to increased collaboration and open communication, both internally and externally.

Strategic Area Five

Workforce Readiness and Partnerships; Using a well defined plan, increase the scope and breadth of career technical programs through strong partnerships with the local educational and community based agencies.

MADERA 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 where it remained until August 1996. In 1996, a site was selected within Madera's Community College Specific Plan, an area south of the City of Madera. The Madera Center is an integral part of the Madera State Center Community College Specific Plan. This plan serves as a guide for the development of this 1,867-acre Plan Area. The Plan Area is located in the western portion of Madera County and also includes a portion of the City of Madera Planning Area.

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

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

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

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

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



Academic Village One

MADERA CENTER Master Plan Overview

COHESIVE ARCHITECTURAL CHARACTER

Master Planning

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

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

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

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

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



Administration Building

MADERA CENTER Master Plan Overview

WELL ORGANIZED CAMPUS PLAN

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

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

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



Academic Village One Large Group Instruction

GEOGRAPHIC LOCATION

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

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

AMENITIES

Community Presence

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

MADERA CENTER

Master Plan Overview



Lack of Student Life Amenities

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

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

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

Expansion Potential

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

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

The site water and sewer utilities likely have capacity for the proposed 2025 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 2025 development.

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

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

MADERA CENTER

Master Plan Overview

PROPOSED ADDITIONS MASTER PLAN

New building /Additions – 2025 Master Plan Phase

The 2025 Master Plan calls for four 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 2025 Master Plan calls for an expansion to the current Academic Village One building to provide additional laboratory space to meet the growing needs of the nursing program, additional office space, library tutorial, and distance learning spaces.

A new Child Development Center has been included and is indicated as Building 22 on the 2025 Master Plan, and is sited to provide easy access from Road 30 and close proximity to the campus core connecting the child care functions with the child development academic programs.

The needed expansion of the vocational technology programs will be addressed with the development of the master planned vocational facilities identified as Building 21 in the 2025 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 2025 Master Plan also calls for the construction of the second academic building, Academic Village Two. This building will provide additional faculty offices, classroom and audio/visual spaces.

The 2025 Master Plan also anticipates the need to modernize the initial phase of modular classrooms to meet the academic needs prior to their removal as the final build-out of the campus is realized.

Master Plan Ultimate Build-Out

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

The construction of a Learning Resource Center Building; when complete this building will free up space in the current Administration Building to house additional administrative staff necessary to the support the campus growth.

The construction of the Student Center that will include food service, bookstore merchandising space, recreational facilities, meeting space for student government, and other amenities to solidify the requirements of an accredited college campus.

In addition, the Master Plan Build-Out provides for a Performing Arts Center, a Gymnasium, Sports and a Fitness building complex which are needed to complete this college campus.

Parking

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



Academic Village One Expansion

MADERA CENTER

Themes and Priorities Projects

GROWTH - EXPANSION

Academic Village One Expansion

LVN Labs and Offices for Nurses

Child Development Center

Modernize Portables

Vocational Buildings

Athletic Fields

Academic Village Two

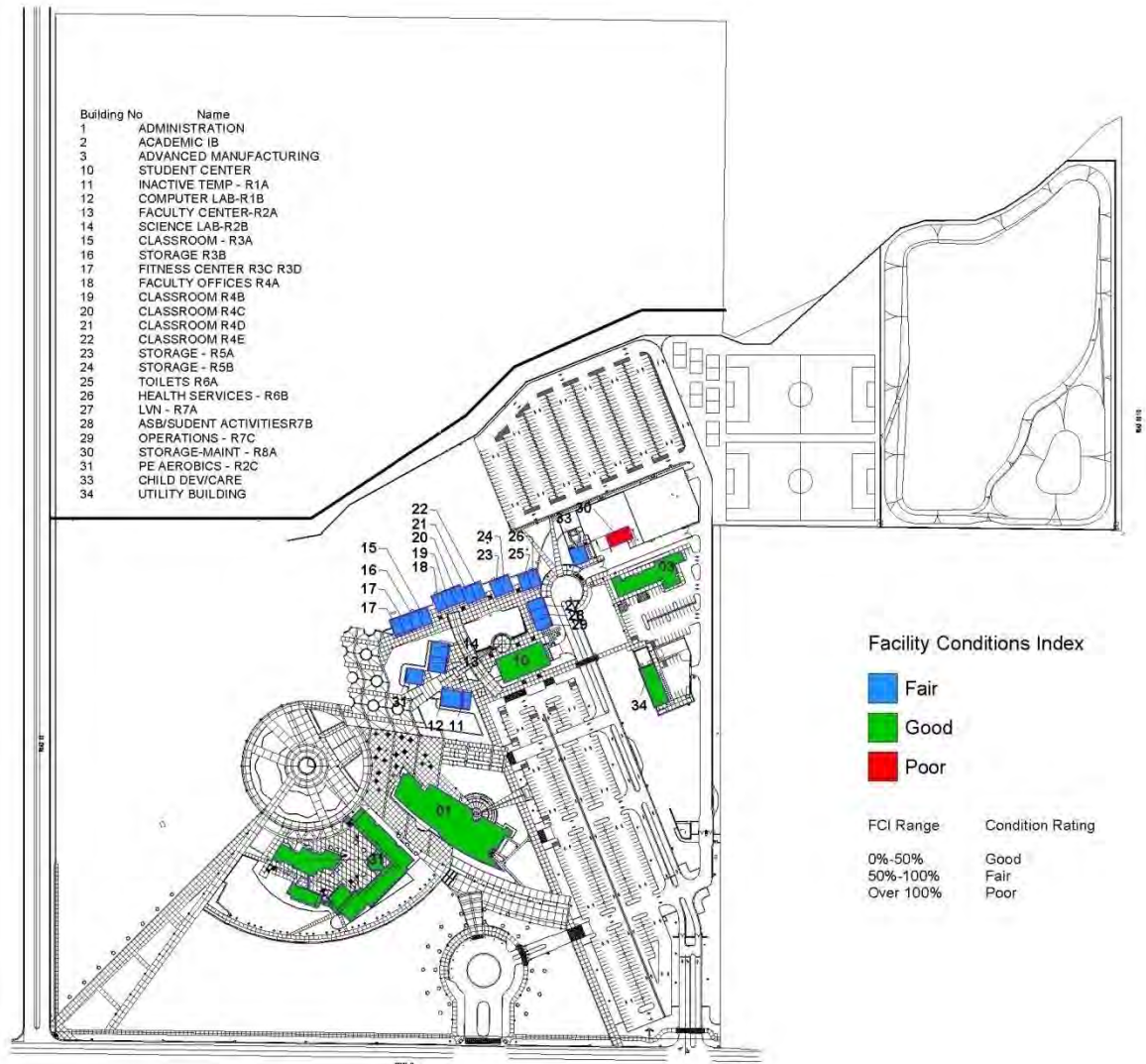


MADERA CENTER

Existing Conditions

FACILITIES CONDITION ASSESSMENT

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



MADERA CENTER

2025 Master Plan



MADERA CENTER

Long Range Master Plan



MADERA CENTER

Long Range Landscape Master Plan



MADERA CENTER

Committee Recommendations Projects / Priorities / Phasing



Current Approved FPP

None

Current Approved IPP

None

Phase I Academic Village One Expansion

LVN –Nursing Labs

Offices

Classrooms

Large Group Instruction

Library/Tutorial

Phase II Child Development Center

Phase III Modernize Portables

Phase IV Vocational Buildings

Phase V Athletic Fields

Phase VI Academic Village Two

MADERA CENTER

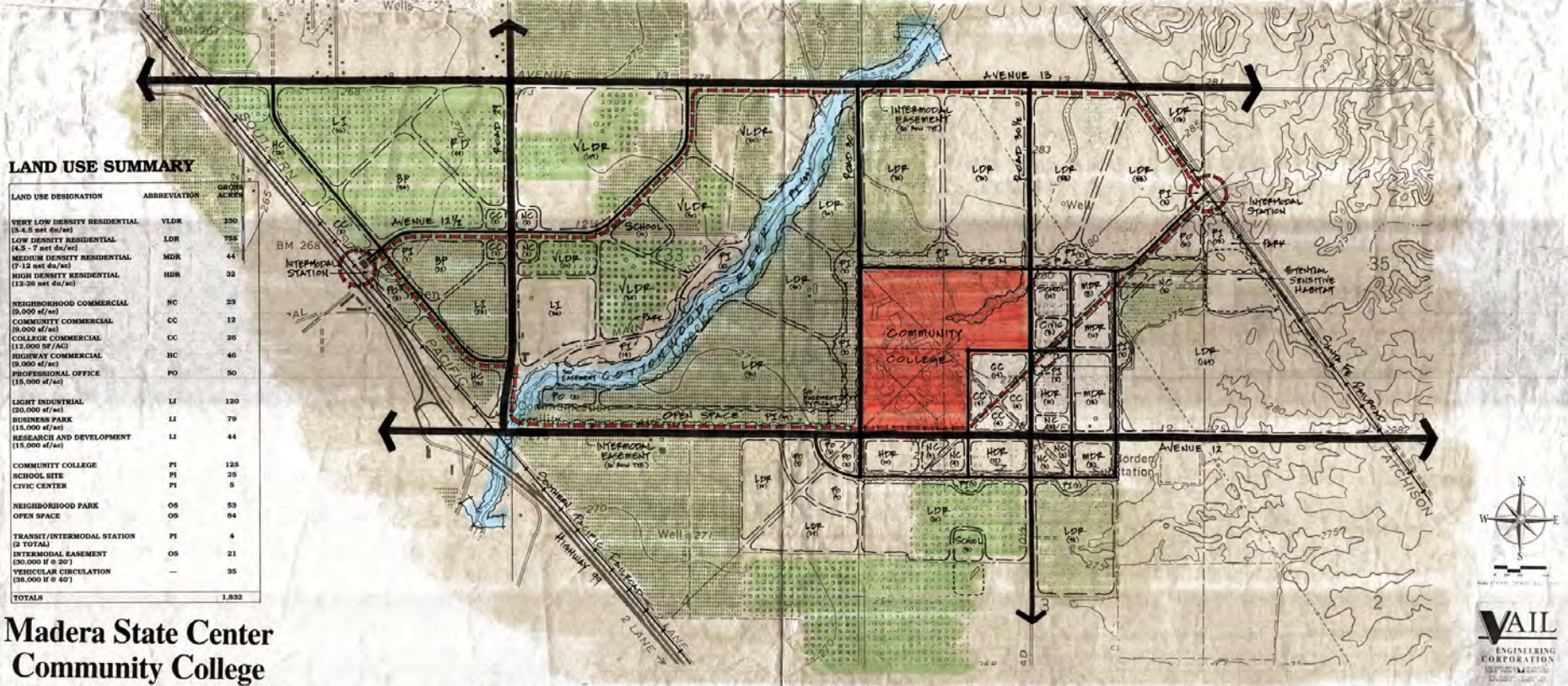
Prospective 2025 Master Plan Project Phasing



MADERA CENTER

Neighborhood Zoning Plan

Conceptual Land Use Plan



LAND USE SUMMARY

LAND USE DESIGNATION	ABBREVIATION	SQUARE ACRES
VERY LOW DENSITY RESIDENTIAL (3-4.5 net du/ac)	VLDR	230
LOW DENSITY RESIDENTIAL (4.5 - 7 net du/ac)	LDR	756
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
COLLEGE 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	130
BUSINESS PARK (15,000 sf/ac)	LI	79
RESEARCH AND DEVELOPMENT (15,000 sf/ac)	LI	44
COMMUNITY COLLEGE	FI	125
SCHOOL SITE	FI	25
CIVIC CENTER	FI	5
NEIGHBORHOOD PARK	OS	53
OPEN SPACE	OS	54
TRANSIT/INTERMODAL STATION (2 TOTAL)	FI	4
INTERMODAL EASEMENT (20,000 sf @ .207)	OS	21
VEHICULAR CIRCULATION (38,000 lf @ .407)	-	35
TOTALS		1,832

**Madera State Center
Community College**



OAKHURST CAMPUS

Facilities Master Plan



Strategic Goals

OAKHURST CAMPUS Mission Statement Strategic Plan Goals and Objectives



MISSION

The mission of the Oakhurst Campus is to provide affordable and comprehensive educational opportunities to a diverse population of students who seek opportunities for basic skills development, associate degrees, certificates, transfer, and lifelong learning that will enable them to become engaged participants in local and global communities. Student success will be measured through a continuous improvement process with an emphasis on student learning outcomes.

STRATEGIC PLAN GOALS

Strategic Area One

Excellence in Teaching and Learning; Improving the educational programs and services that lead to increased student achievement and learning.

Strategic Area Two

Access, Awareness and Success; Initiating strategies that focus on the areas of student recruitment, enrollment and retention/completion. Creating an environment that supports an awareness and understanding of diversity for all students who can benefit from the Center's programs and services.

Strategic Area Three

Resource Optimization; Maximizing the human, physical and fiscal resources in an effort to better serve the students and college communities.

Strategic Area Four

Institutional Awareness and Communication; Creating a process that leads to increased collaboration and open communication, both internally and externally.

Strategic Area Five

Workforce Readiness and Partnerships; Using a well defined plan, increase the scope and breadth of career technical programs through strong partnerships with the local educational and community based agencies.



OAKHURST CAMPUS

Master Plan Overview

HISTORY

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

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

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

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

MASTER PLANNING

The proposed new campus building will be a two-story structure to maximize use of the limited area of the site. The plan and design evolve from the assets that are natural to the site.

The buildings are designed linear, and oriented to the site to take advantage of the views and topography, as well as designed to emphasize the natural beauty of the creek. The design expresses the "special character" of a center for education and learning in a mountain community.

When approaching the main entrance and Administration from the north, visitors are connected visually through the "entry portal" to the creek. Pedestrian circulation pathways are planned to enhance access, to provide an overlook of the creek, and provide small areas for lecture and students. There is even a deck outside of the Community Room that is large enough for community gatherings overlooking the creek. The Library, Food Services, and Classrooms are also oriented with views of the creek.

When fully developed, and with landscaping complete, the campus planning and design will be readily distinguishable as an exceptional adaptation of a very unique site. It will maximize use of a limited site and provide expanded education resources at a location that is perfect to serve this unique population.

COMMUNITY PRESENCE

The Oakhurst Campus of the State Center Community College District offers students the opportunity to receive an affordable, quality college education in their own community. The Campus serves Oakhurst, Mariposa County, Coarsegold, North Fork and the surrounding communities with over 75 courses in a variety of study areas. Students attending the Oakhurst Campus can take courses that are connected to campuses at the Willow-International or Madera Centers through distance learning classrooms. Additional facilities include classrooms, biology/chemistry lab, computer labs and offices.

PARKING

The Master Plan provides for approximately 97 parking stalls.

OAKHURST CAMPUS

Themes and Priorities Projects



PERMANENT FACILITIES

Remove Portable Buildings

Construct Permanent Building

Community Space, Conference, Retreat



OAKHURST CAMPUS

Existing Conditions

FACILITIES CONDITION ASSESSMENT

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

BUILDING LEGEND

BLDG NO	NAME
R1	ADMINISTRATION
R2	CLASSROOM
R3	CLASSROOM
R4	A / V SERVICES
R5	LAB - BIOLOGY
R6	CLASSROOM
R7	CLASSROOM
R8	CLASSROOM

Facility Conditions Index



Good



OAKHURST CAMPUS

Existing Campus



OAKHURST CAMPUS

Long Range Master Plan

darden
architects
Established 1959



OakhurstCenter
State Center Community
College District
Site Plan | Perspectives

Current Approved FPP/IPP

None
Campus Does not have Center Status

PHASE I PERMANENT BUILDING

Office	1900 sf
Classroom	5000 sf
AV/TV Distance Learning	3400sf
Lab	1600 sf
<u>Library/Tutorial – Community</u>	<u>1700 sf</u>
Gross Area Proposed	15,000 sf

SOUTH EAST CENTER

Facilities Master Plan



SOUTHEAST CENTER

Master Plan Overview



HISTORY

In November 2004 the Board of Trustees approved the present site for the new Southeast Center. In April of 2007 the District took ownership of the property when escrow closed. The Final Project Proposal - FPP for the Southeast Center project has been approved by the State Chancellor's Office. The District has secured funding for their local contribution through Measure "E" and is awaiting funding from the state to complete the initial phase of the campus.

MASTER PLANNING

Phase I

The Phase I of the Southeast Center provides academic and administrative facilities necessary to accommodate the initial needs of the newest college center. Phase I will include the construction of the following buildings:

Building 100 is an 18,000 GSF structure that will relocate various programs from the Career Technology Center, they include Diesel Technology, Industrial Technology and Transportation and Materials Moving programs.

An associated support Building including a Vehicle Storage Building, Fire Tower and yards is included to serve the Police and Fire Academy programs.

Building 200 is an 4,600 GSF Classroom Building which includes four general classrooms.

Building 300 a 15,000 GSF building will house the Fire and Police Academy and includes Class Labs, Lab Service and Administrative Offices for the Fire and Police Academy. The Police Academy is currently located on the Fresno City College Campus and the Fire Academy is currently located at the Career Technology Center site. Both of these programs will relocate to the new Southeast Campus when constructed.

Building 400 is a multi-functional building. As is typical for a new college center all the functional spaces needed to support the student's needs must be provided. This building will house the administrative offices including Student Personnel, Financial Aid, Counseling, Instructional Support and Health Services. In addition, this building contains the Learning Resource Center, Media Services, Faculty Offices and General Classrooms. Building 400 will become the future Humanities Building as the campus grows and additional function-specific buildings are constructed to serve the various needs of the campus.

SOUTHEAST CENTER

Master Plan Overview



MASTER PLAN ULTIMATE BUILD-OUT

The Master Plan Build-Out includes numerous additional buildings including the following:

- Math Science Engineering 33,300 GSF
- Social Sciences 33,300 GSF
- Academic Building 26,600 GSF
- Business 26,600 GSF
- Health Sciences 7,300 GSF
- Lecture Hall 13,000 GSF
- Child Care 8,600 GSF
- Learning resource Center/Administration 46,000 GSF
- Student Services 13,300 GSF
- Student Center 34,000 GSF
- Fitness/P.E. Center 42,600 GSF
- Expansion to Police and Fire Academy and Career Technology

GEOGRAPHIC LOCATION

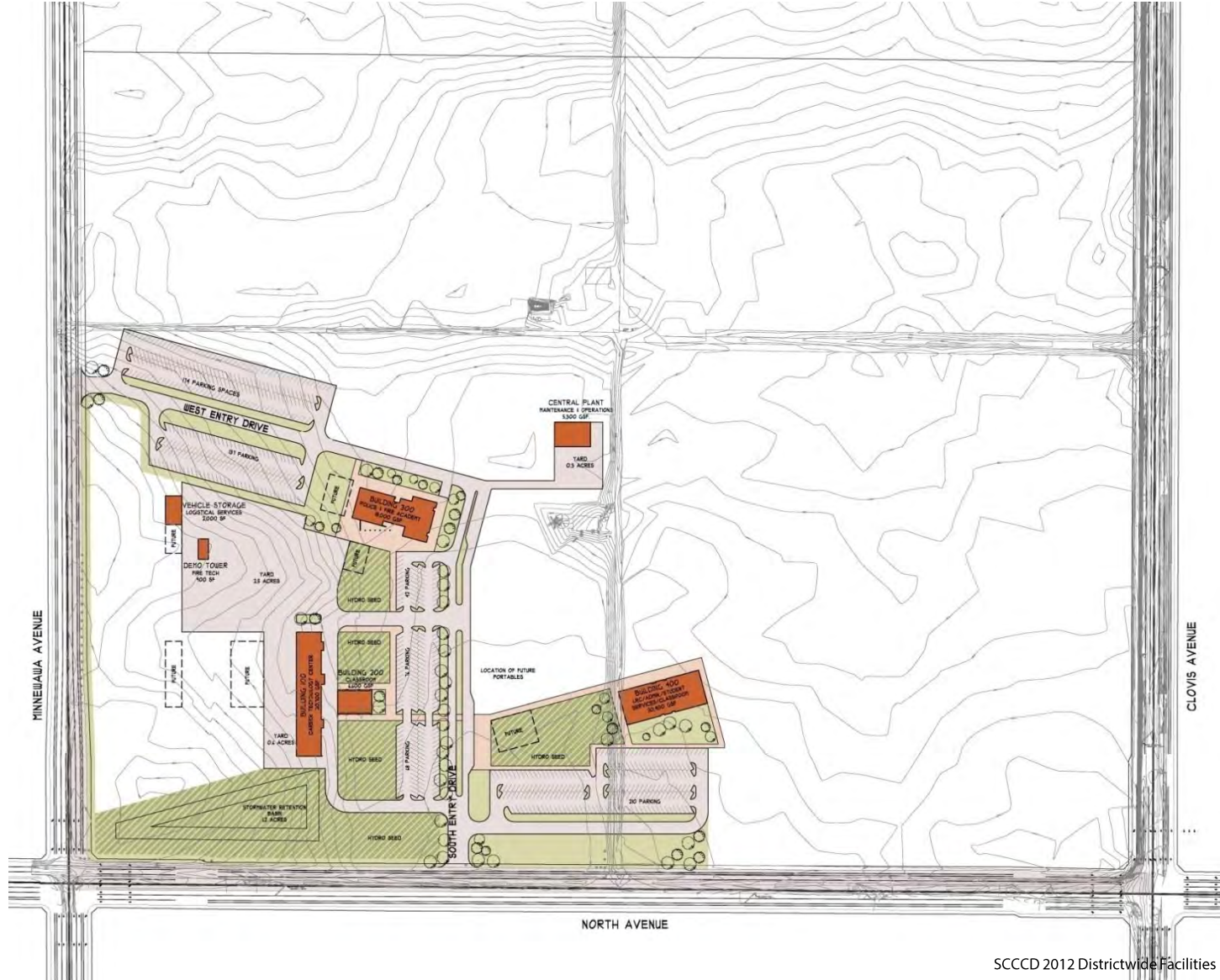
The Southeast Campus is located in Southeast Fresno in what is known as the Southeast Growth Area. The 9,000 acre Southeast Growth Area sits on the eastern edge of the present Fresno City limits. The Southeast Growth Area is a result of numerous meetings and workshops that involved input from more than 3,000 stakeholders and is framed within three interrelated goals: fiscal sustainability, environmental sustainability and community sustainability. The Master Plan for the Southeast center was developed to embody the concept of sustainability, with a focus on "A Green Campus".

PARKING

The Master Plan provides for approximately 1,950 parking stalls. Based upon parking ratio recommended by the traffic consultant, the parking will serve approximately 10,000 staff, employees and students at build-out.

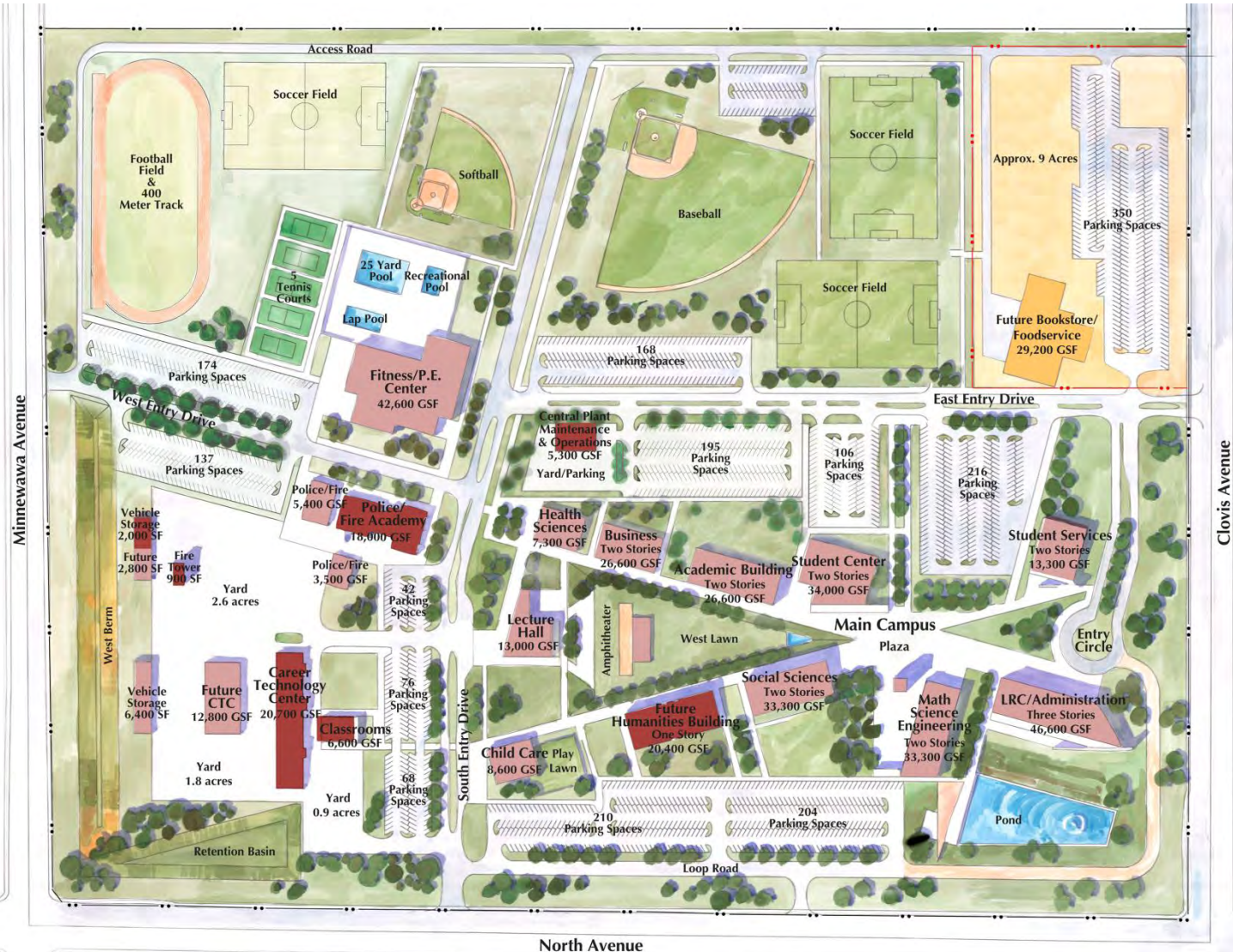
SOUTH EAST CENTER

Phase I Master Plan



SOUTH EAST CENTER

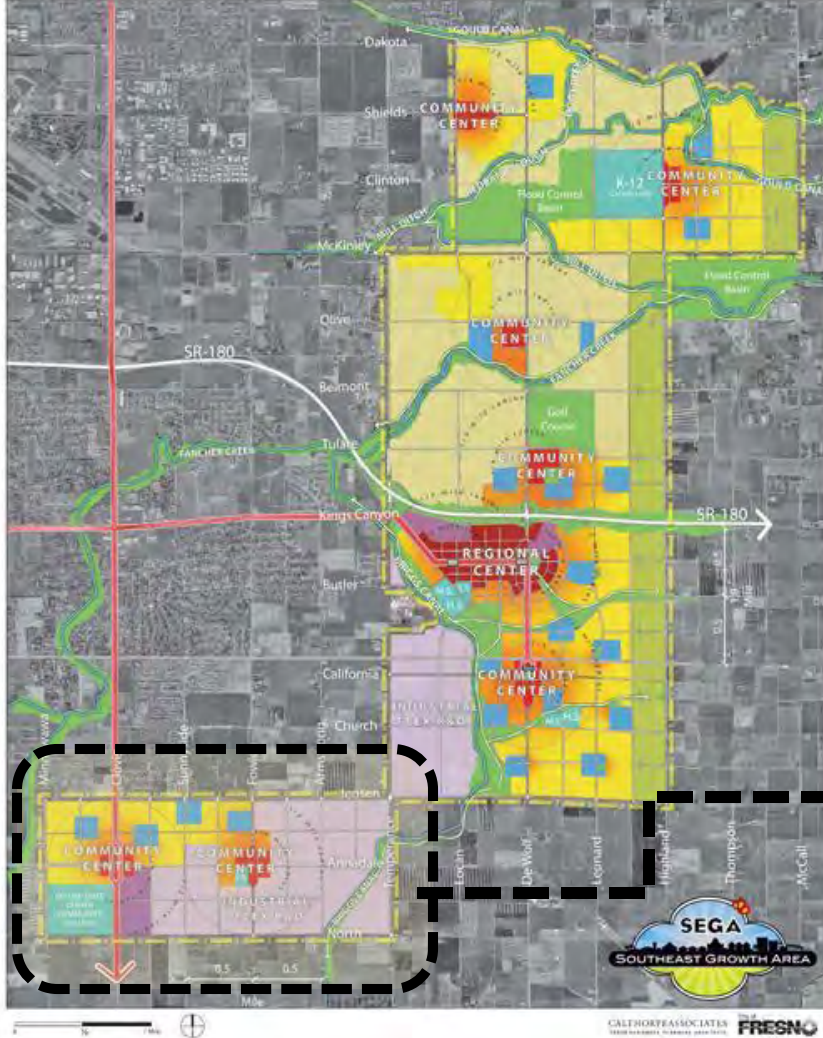
Long Range Master Plan















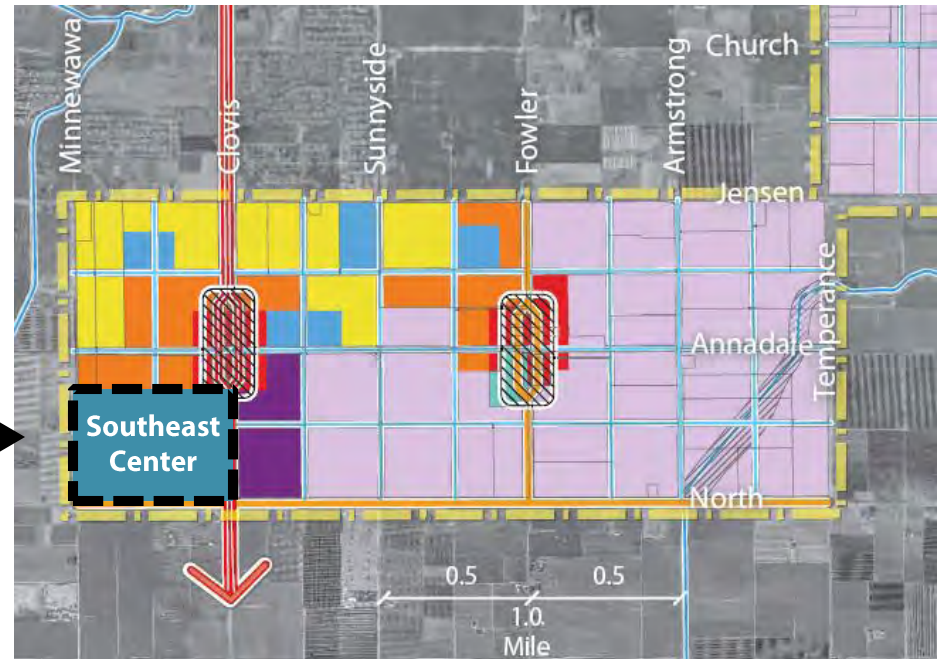
SOUTH EAST CENTER

Neighborhood Zoning Plan

SEGA Illustrative Plan



- | | | | |
|---|---------------------|---|-----------------------------------|
|  | Regional Center |  | Mixed Residential |
|  | Community Center |  | Neighborhood Residential |
|  | Neighborhood Center |  | Rural Residential |
|  | Office Center |  | Rural Cluster Residential |
|  | Flex R&D |  | Park/Open Space/
Flood Control |
|  | Institutional* |  | Waterway |



CLOVIS SITE

Facilities Master Plan



RELOCATE DISTRICTWIDE FACILITIES

Relocate District Office

Relocate District Operations

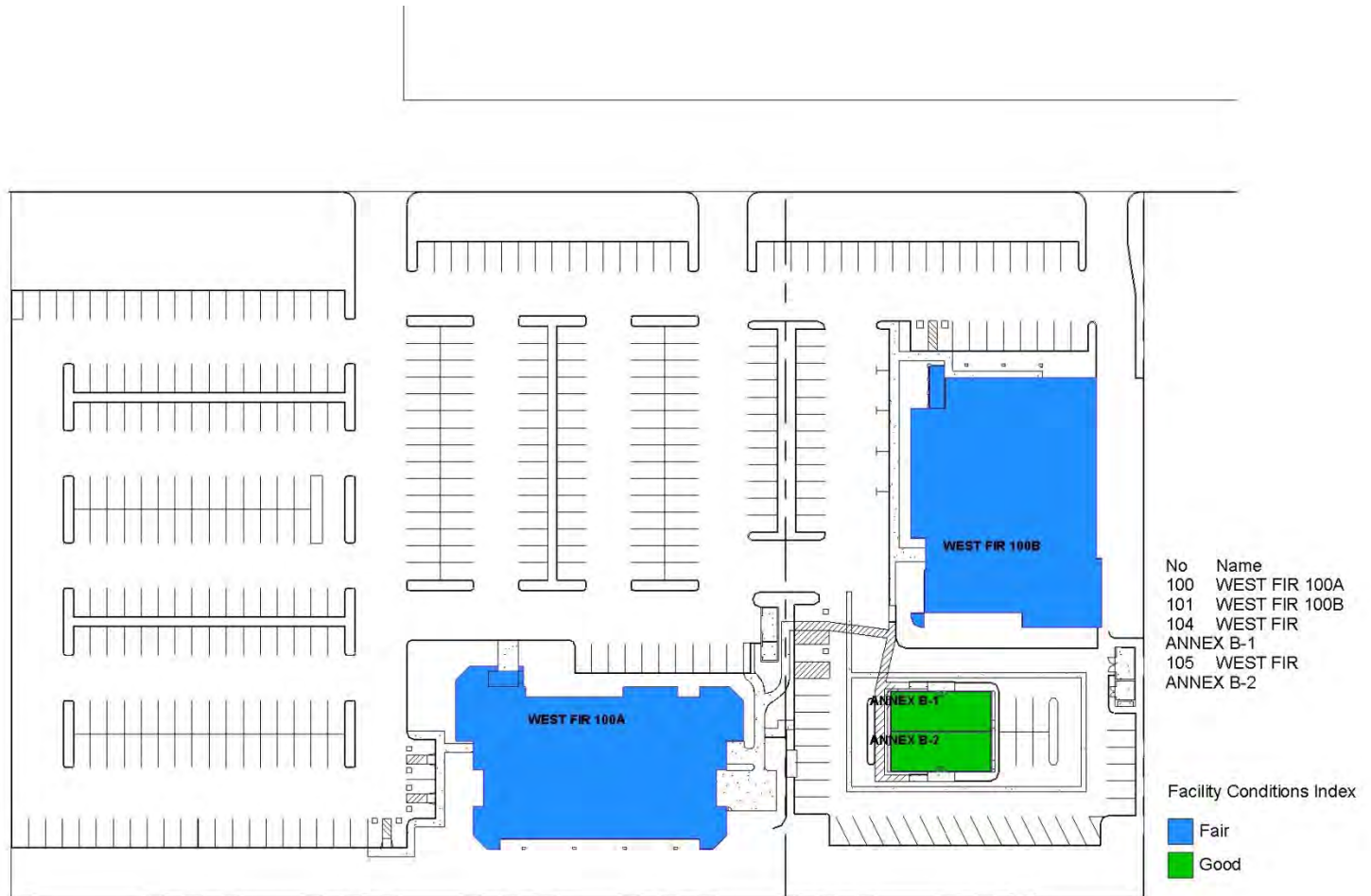
Increase available land at FCC

CLOVIS SITE

Existing Conditions

FACILITIES CONDITION ASSESSMENT

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



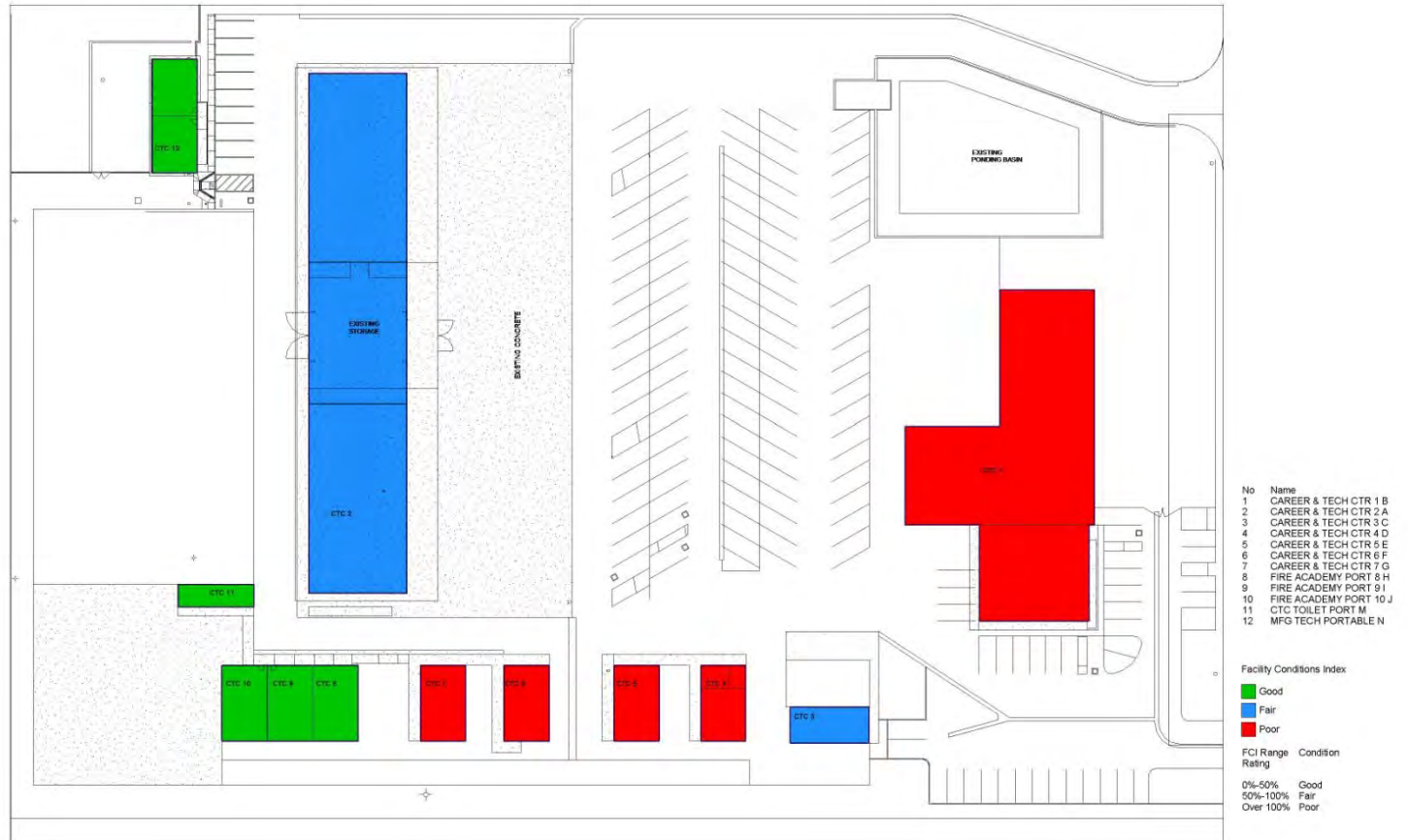


CAREER TECHNOLOGY CENTER

Facilities Master Plan

FACILITIES CONDITION ASSESSMENT

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



Themes and Priorities Projects



REPLACE FACILITY

Relocate programs to the new Southeast Center

APPENDICES

Facilities Master Plan

APPENDIX A

FACILITIES ASSESSMENT



FACILITY CONDITION ASSESSMENT

Background

Once every three years each Community College District in the state has a Facilities Condition Assessment conducted by the Foundation for California Community Colleges. The most recent assessment for SCCCD was conducted in May of 2011. The final report was printed August 11, 2011.

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

Each deficiency is classified by its respective physical or operational function in the facility—Safety, Site, External Shell, Internal Shell, Heating, Cooling/Vent, Plumbing, Electrical, etc. Based on these classifications, the cost modeling for each correction of a component or system deficiency is taken from the nationally recognized construction estimating resource, R.S. Means.

Level 1 Assessment

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

Level 2 Assessment

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

Facility Condition Index (FCI)

Cost of all of a facility's deficiencies versus the facility's replacement value, will provide an approximate estimate of the facility's condition. In Fusion the FCI is determined by taking the Repair Costs (Material and Labor) and the Soft Costs and dividing the sum by the Estimated Replacement Cost. In discussing resulting FCI with the Foundation Assessors a building with an FCI of 0-50% is generally in Good Condition, an FCI of 50%-75% is generally in Fair Condition, and an FCI of 76% and above is considered to be in Poor Condition. Building in Fair condition should be considered for a major modernization or renovation, building in Poor conditions should be considered for replacement.

Soft Costs include:

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

Note:

The complete Assessment Report is included as a supplement to this document

APPENDIX B

TRAFFIC AND PARKING STUDIES

Vision That Moves Your Community.

Final Report

State Center Community College District Master Planning Traffic and Parking Analysis

In the County of Fresno

June 11, 2012

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

Fresno City College

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

Reedley College

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

Note:

The complete Report is included as a supplement to this document

APPENDIX C

FACILITIES STANDARDS

DIVISION 3 - CONCRETE

CAST-IN-PLACE CONCRETE:

Slab On Grade in Accordance with American Concrete Institute Guide for Concrete Slabs that Receive moisture-Sensitive Flooring Materials

DIVISION 5 - METALS

RAILING SYSTEMS

Interior Handrails – Stainless Steel
Exterior Railing – Galvanized or Stainless Steel

DIVISION 6 - WOOD, PLASTICS AND COMPOSITES

MODULAR CASEWORK

In accordance with Woodwork Institute, Architectural Woodwork Standards

DIVISION 8 - OPENINGS

DOORS

Exterior Doors – Aluminum Storefront or Hollow
Metal
Interior Doors – Prefinished Wood Doors

HARDWARE

Continuous Hinges at Exterior Doors
Keying – SCHLAGE “Everest Primus”
Lockset – SCHLAGE “D” Series
Exit Devices – Von Duprin 99 Series with removable mullion at double doors
Closers – LCN 4000 Series

GLASS

Exterior Glass, high performance dual glaze glass with Low E coating

DIVISION 9 -FINISHES

CARPET

Lees Commercial Carpet - “Faculty IV”

DIVISION 10 - SPECIALITIES

TOILET PARTITIONS

Solid Plastic Toilet Partitions fabricated from High Density Polyethylene (HDPE) resins

TOILET ACCESSORIES

Paper Towel Dispensers - FT. JAMES Model #FTJ 585-53
-Restrooms, Classroom Sinks and Janitor Closet
Hand Dryers – high efficiency
Toilet Tissue Dispensers
-Non-Accessible Stalls - FT. JAMES Model #FTJ 582-50
-Twin – 9” Rolls
Liquid Soap Dispensers – Bag-In-Box Sky Dispenser
-All lavatories and sinks
Sanitary Napkin Dispenser
-At each Multi-Accommodation womens restroom
Sanitary Napkin Disposal
At each women’s stall
Mop Holder
At each janitor closet
Mirror – ¼” tempered glass
At each lavatory

APPENDIX C

FACILITIES STANDARDS



DIVISION 12 – FURNISHINGS

SHADES

MECHOSHADE SYSTEMS, INC. Roller Shades

DIVISION 22 – PLUMBING

Mop Sinks

At each janitor closet

Water Closets

Wall Mounted

DIVISION 23 – HVAC

Energy Management System

Comply with District Standards

DIVISION 26 – ELECTRICAL

Site Lighting

Metal Halide

Interior Lighting

Fluorescent T-8 or T-5

LED

DIVISION 27 – COMMUNICATIONS

(Refer to Technology Standards)

Network Infrastructure

Function-Specific Room Layouts

DIVISION 28 – ELECTRONIC SAFETY AND SECURITY

(Refer to Technology Standards)

Door Access Control

Fire Alarm

Video Surveillance

Mass Notification

DIVISION 32 – EXTERIOR IMPROVEMENTS

Landscape - (Refer to Landscape and Irrigation Standards)

APPENDIX D

TECHNOLOGY STANDARDS BUILDING SYSTEMS

BUILDING SYSTEMS

Building Automation and Energy Management
Fire Alarm
Access Control
Intrusion Detection

FUNDAMENTAL CONCEPTS OF SYSTEMS

A brief overview of the fundamental concepts that form these systems:

Sensing

Sensors are the common basic building block of each system under consideration. Sensors can be as basic as a magnetic switch attached to a door or as complex as an ionizing smoke detector. Of fundamental importance when designing a system is what sensors to place, where to place them and what information you are asking the sensor to provide. The term “basic sensors” refers generally to a single function sensor that activates an internal switch (on/off, open/close) to signal a change. A common example is a pressure switch, which is a simply a spring loaded diaphragm that pushes one circuit contact against another (“closes” the switch) when enough pressure is applied to one side of the diaphragm. The term “smart sensor” is typically used to describe a more complex sensor that may contain a processing circuit (a “chip”) and outputs digital data.

Collection of sensor data

Sensor data must be gathered. For the systems under consideration, by far the most common data gathering method is to connect all sensors to an electrical communications circuit. Sensor communications protocols (rules that describe what the electrical signals look like and what they are supposed to mean) are numerous and vary widely in capacity, speed and complexity. Early specialization within market sectors and proprietary design concerns led to many protocols completely incompatible with each other and often even requiring specialized communications cabling. Basic sensors (open/close switches) obviously can only report two conditions. Smart sensors can be capable of complex data outputs and can provide information directly to the control panel computer.

Evaluating

Sensor data is meaningless without evaluation. Thus a receiving panel of some sort is required to receive the sensor status or data, translate and/or evaluate the data against a pre-determined set of parameters and assign a value to the results (yes/no, complies/does not comply, etc).

Reporting

After evaluation the panel can be designed to report normal status (data within normal parameters) or alert/alarm status (data outside of normal parameters) for every data set evaluated. The report can either be stored or sent to a monitoring station or device. Basic forms of reporting can be the closing of a switch within the control panel that initiates a local alarm bell or warning light.

Monitoring

The ultimate goal of any of these systems is to provide the right people with information about the equipment or spaces being sensed. The ability of key personnel to monitor the condition of many pieces of equipment or spaces without having to physically observe and evaluate each condition is fundamental to the operation of a modern building complex or campus. This is generally termed “remote monitoring”.

Controlling

The information provided through reporting and monitoring allows operators and other key personnel to make decisions regarding the performance of equipment or status of spaces. A final and critical component of these systems is to allow the human decision maker to enter control and command inputs, from a central console or remote station, that can affect change to the equipment (on/off commands, reset, speed control, etc) or spaces (lock/unlock, arm/disarm, silence alarm, etc.). This is generally termed “remote control”.

APPENDIX D

TECHNOLOGY STANDARDS BUILDING SYSTEMS



BUILDING AUTOMATION AND ENERGY MANAGEMENT

Few of the systems under consideration have experienced more evolution and expansion than Building Automation Systems (BAS) and Energy Management Systems (EMS). For this discussion we will refer to these as BAS.

Due to the wide array of equipment being monitored and controlled, as well as the large installed base of legacy controllers using different communications architectures, independent third party control software products have begun to gain acceptance within the BAS market. These software platforms are independent of any single manufacturer. They are designed to accept and translate most current and legacy control and communications protocols and present the user with a single graphic interface for all equipment types. This is proving to be an effective strategy for unified, simplified monitoring and control as opposed to trying to specify, install and maintain a single brand and model of BAS equipment and software from a single vendor. A critical feature of this software platform is native IP (Internet Protocol) communications which allow monitor and control functions to be accessed over the district WAN as well as internet web browsers and wireless, hand held devices. The district has been moving in this direction over the last several years and our recommendation is this deployment should continue to be the model for facility planning of BAS infrastructure.

FIRE ALARM SYSTEMS

Fire alarm systems are unique in that they constitute a legally required system with certain operational characteristics, specific testing lab listings (UL™ and others) and state review (DSA) for compliance. As such, the level of documentation required is substantial. In addition, this documentation must be maintained and refreshed in order to track adds, moves and changes to the system. Therefore, a consistent equipment and installation scheme can have significant benefits. Maintenance has become a major issue due to the proliferation of smoke detectors. Smoke detectors must be maintained by periodic cleaning and replacement. False alarms due to smoke detector malfunction has become a significant burden for many large installations.

The latest generation of “smart” devices, particularly smoke detectors have significantly improved performance in the areas of false alarm immunity and predictive maintenance reporting. The latest generation of fire alarm control panels provide options for IP and Ethernet communications as well as the capability to use fiber optic cables for communications between panels. For these reasons, it is recommended the district continue to:

Standardize on a single brand of control panels and contract only with contractors certified for installation and maintenance services.

Ensure all new projects and major remodels involving fire alarm have DSA review and approval.

Specify current technology intelligent devices for every new project to take advantage of new features that can minimize false alarms and maintenance costs.

Upgrade legacy installations with current model control panels and devices. Whenever possible, do not add to legacy systems. Remove legacy equipment (do not retire in place) in order to simplify system documentation and troubleshooting.

Employ existing fiber optic network communications infrastructure for panel-to-panel communications wherever possible.

APPENDIX D

TECHNOLOGY STANDARDS BUILDING SYSTEMS

INTRUSION DETECTION

Intrusion detection is a major component of asset protection. Accuracy of detection (minimize false triggering), quick and accurate reporting and easy arm/disarm are the major desired features. Current legacy systems use basic sensors (door contacts and motion detectors) and stand-alone control panels with local alarms (horns or bells) along with telephone dialers to notify security personnel. Intrusion detection systems are not legally required and as such are candidates for integration into a larger, districtwide unified platform that is capable of combining functions such as intrusion detection, access control and possibly video surveillance

Basic features desired for intrusion detection systems are:

- Arm and disarm a building from 1 or 2 main entrance locations.
- Utilizes card reader/FOB (keypads and codes not required).
- Provide alpha-numeric display at arm/disarm station for user feedback.
- Minimum 4 zone capability per panel.
- Independent arm/disarm of zones possible within 1 panel.
- Minimum 2000 user database per panel.
- Zone-level monitoring and reporting capability.
- Panels can operate completely in stand-alone mode (no network connection) during network and power outages.
- Activates a local alarm tone at the building and panel.
- Communication is native IP/Ethernet capable (no outboard protocol converters required).
- When network is operational, each panel in the system provides status, event reporting (if armed) and event history (upon request) to the District Police Department (PD) and received.
- The system network software is capable of providing graphics and floor plans for the campus and buildings describing the location and type of alarm to within single zone resolution.
- When a panel or zone is disarmed it does not put device status information onto the network (quiet when disarmed except for disarmed status).
- At least one certified installation company within 50 miles of Fresno, CA.

Advanced/Optional Features Preferred:

- Expansion to allow access control for at least 2 doors per panel, using the same database, access devices (fobs) and software.
- Expansion to allow up to 8 zones for a panel.
- Expansion to allow for IP Video activation correlated (time stamped to alarm events).
- Expansion/accessories to allow the new software system to monitor the status of legacy alarm panels and devices.

ACCESS CONTROL

District facilities and maintenance directors have expressed their desire to move away from distributing keys and keying various locks to various keys as a method of building access control. Keeping track of keys, keys breaking inside locks and the difficulty and expense of re-keying locks is problematic. The current limited use of electronic proximity readers and key fobs (a small, programmable electronic token) the district does have at certain locations has been well received by most users and has convinced them that some version of this type of system would ultimately better serve the district. To that end, the district is currently entertaining proposals from various vendors for a new system platform that can unify the functions of access control and intrusion detection. Such a system would be deployed initially for intrusion detection, using fobs for building arm/disarm commands but could be expanded seamlessly to access control simply by the addition of electronic door lock/unlock devices to the exterior doors and other doors requiring access control. Therefore, the recommendation for access control system functionality is included in the feature list described in the Intrusion Detection section.

APPENDIX E

TECHNOLOGY STANDARDS INFRASTRUCTURE

SITE DISTRIBUTION

Underground duct banks

- Routes must be coordinated with campus master plan to minimize conflicts with future construction.
- Number of ducts to be installed in any section should be based on the results of a campus-wide distribution master plan.
- 3" minimum duct size. 4" recommended.
- (2) ducts minimum recommended for any installed section.
- (4) 1" innerducts are recommended installed in (1) of every (3) 4" ducts.
Mining out retired cabling systems from existing duct banks should be considered as an alternative to installing new ductbanks.

Pull boxes and hand holes

- Pull boxes should be located away from buildings and close to vehicle access.
- 2'x3' minimum size recommended (Christy N40). 2.5'x4' preferred (Christy N48).
- Maximum 300' between pull boxes recommended.
- Solid bottom with drain holes recommended.
- Hand holes should be located near building prior to ducts entering the building.
- 1.5'x2.5' minimum hand hole size recommended (Christy N36).

Building Entrance Facilities

- Site distribution ducts serving a building
 - (2)3" minimum for buildings up to 10,000 sq. ft.
 - (2)4" minimum for buildings up to 20,000 sq. ft.
 - (3)4" minimum for larger buildings.

DEDICATED TELECOM ROOM

All new buildings should be designed with a ground-floor room dedicated to building entrance facilities, telecom equipment and other low voltage systems serving the building.

Room size and layout should be designed to EIA standards and in consideration of the expected equipment and cabling capacity requirements. Capacity requirements should consider at least 50% future growth.

Minimum room size in any condition should be 6'x8'.

Dedicated, stand-alone climate control equipment is required for the telecom room. It is important to remember that much of the network equipment operates 24/7. HVAC systems designed for building occupants are typically scheduled to be off when the building is not occupied. Significant over-heating of electronic equipment can occur during these times.

Temporary structures, portable classrooms and select outbuildings are candidates for telecom equipment cabinets or wall-mounted enclosures (no telecom room). Equipment cooling, environmental contamination and capacity should be basic considerations in these instances.

Existing permanent buildings without dedicated telecom rooms (shared backboard area in an electrical or janitorial room) should be targeted for renovation/remodel to incorporate a dedicated telecom room.

APPENDIX E

TECHNOLOGY STANDARDS INFRASTRUCTURE



TELECOM INFRASTRUCTURE FOR BUILDINGS

Building interior infrastructure for telecommunications equipment and cable distribution should be designed using established industry guidelines. Principal among these is the TIA/EIA 568 and 569 suite of standards that specifically address building and pathway design for telecommunications infrastructure. The BICSI Telecommunications Distribution Design Manual is also a recommended resource. The design team for any new or major remodel building project should include a consultant familiar with these standards and the final design should incorporate the recommendations of these standards. The major tenants of good telecom infrastructure design include:

Adequate space in a dedicated telecom room for the telecom equipment and other low-voltage systems equipment that may be co-located with it. It is also critical to provide enough space in the room and around the equipment to allow campus telecom staff to safely access and maintain the equipment. Larger, multi-story buildings should incorporate a telecom room on each floor. Where possible, the telecom rooms should be located in a central area of the floor plan and rooms on different floors should be generally stacked for ease of installing backbone riser cabling between the rooms. Access to the telecom rooms should be either direct from the exterior or from a corridor to minimize disruption to building occupants when IT staff or vendors are working on network and other low-voltage equipment.

Placement and sizing of ducts, raceways, cable trays and fire rated penetrations (as applicable) that provide adequate cable access to and from the telecom room.

Placement, sizing and routing of ducts, raceways, cable trays and fire rated penetrations (as applicable) throughout the building to provide continuous and adequate pathways for network and other low-voltage cabling from the telecom room to the end user outlet or device. Typically, building owners prefer this infrastructure be hidden. Therefore, it is critical the design of the building be such that pathway systems can be easily accessed and cables added or removed without significant disruption to the building interior finish surfaces.

Outlet locations for end user access or equipment connection should be placed in a consistent manner depending on the typical usage of the room. Template designs for specific types of spaces developed by district staff can be useful tools to assist building designers and can simplify support and troubleshooting for IT staff.

Outlet backboxes and conduit must be sized to accommodate multi-cable, multi-jack assemblies. For flush, new construction installations, at minimum, a 4S deep back box should be specified (not a standard 4S electrical backbox). Raceway (conduit) connecting the backbox to the main cabling pathway should be (1)3/4" minimum; (1)1" is preferred.

Wireless network access infrastructure can be unique and deployment architectures are continuing to evolve. For building design, the important concepts to note are that wireless infrastructure is ultimately connected to wired infrastructure, which must be connected to the telecom room, wireless infrastructure is generally placed above 8' and in common areas both within the building and often on the exterior of a building to serve common outdoor areas. Strategically placed backboxes and pathways should be placed in these areas to accommodate wireless network access equipment.

Electrical power requirements for network equipment and computer workstations is continuing to decrease. This represents an opportunity for significant cost savings in new building construction. Realistic power use densities should be reviewed by the building designers. Many buildings built in the last decade included several dedicated circuits per room and have proved to be unnecessary. Power over Ethernet (PoE) technology is becoming widely available in network equipment and end user devices and in many cases can eliminate the need for a 120V receptacle and circuit for locations such as wireless network access points and video cameras.

APPENDIX E

TECHNOLOGY STANDARDS INFRASTRUCTURE



TELECOM INFRASTRUCTURE FOR BUILDINGS

Incorporating classroom technology infrastructure into building construction continues to be a challenge. Evolving technologies and teaching methods are inevitable constants that facility designers must plan for. Versatile room layouts with accessible ceiling and wall spaces have proven their resilience and adaptability. In new and major remodel construction, versatile infrastructure design generally involves installing backboxes and raceways that create pathways between specific wall locations and the accessible ceiling space within a room. Electrical outlets should be placed adjacent to each wall backbox location. Electrical, and structural provisions for centrally located ceiling mounted projectors are recommended as standard. As noted above, room design templates are recommended, particularly for describing classroom technology infrastructure. Designs that rely on the use of cast-in-floor boxes and/or flush mounted projection screens should be scrutinized. Over the years these designs have proven to be of limited value due to the inability to accommodate significant changes in room layout.

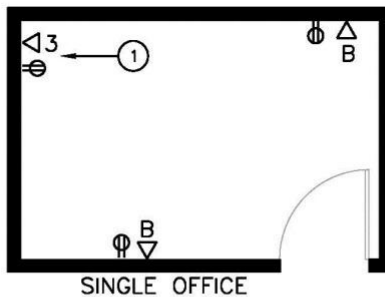
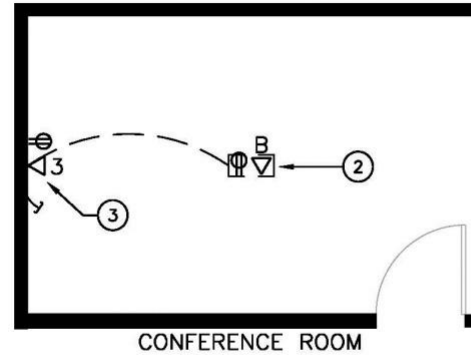
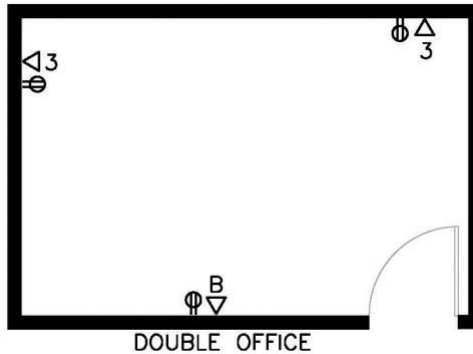
Surface raceways (Wiremold, Panduit, etc) are most useful for specific retrofit locations requiring higher than normal densities of network connection ports and the cabling associated with providing that dense connectivity. Computer labs, kiosks and self-serve information desks are common applications. Generally, in new construction and major remodel, it is preferable to have flush, high density infrastructure, such as 5S boxes with (1 or 2) 1-1/4" conduits stubbed to accessible ceiling space placed at these locations along with electrical outlets adjacent to them. This type of flush infrastructure has proven to have a high likelihood of accommodating varied user needs and is typically less expensive and visually preferred over surface raceway. Surface raceway can always be added as necessary. What is more important is to ensure the facility is designed with accessible ceilings and adequate pathways to the telecom room should densities requiring surface raceway become necessary.

APPENDIX E

TECHNOLOGY STANDARDS INFRASTRUCTURE

SPECIFIC USE ROOM TEMPLATES

Office and Conference Rooms



○ REFERENCE NOTES

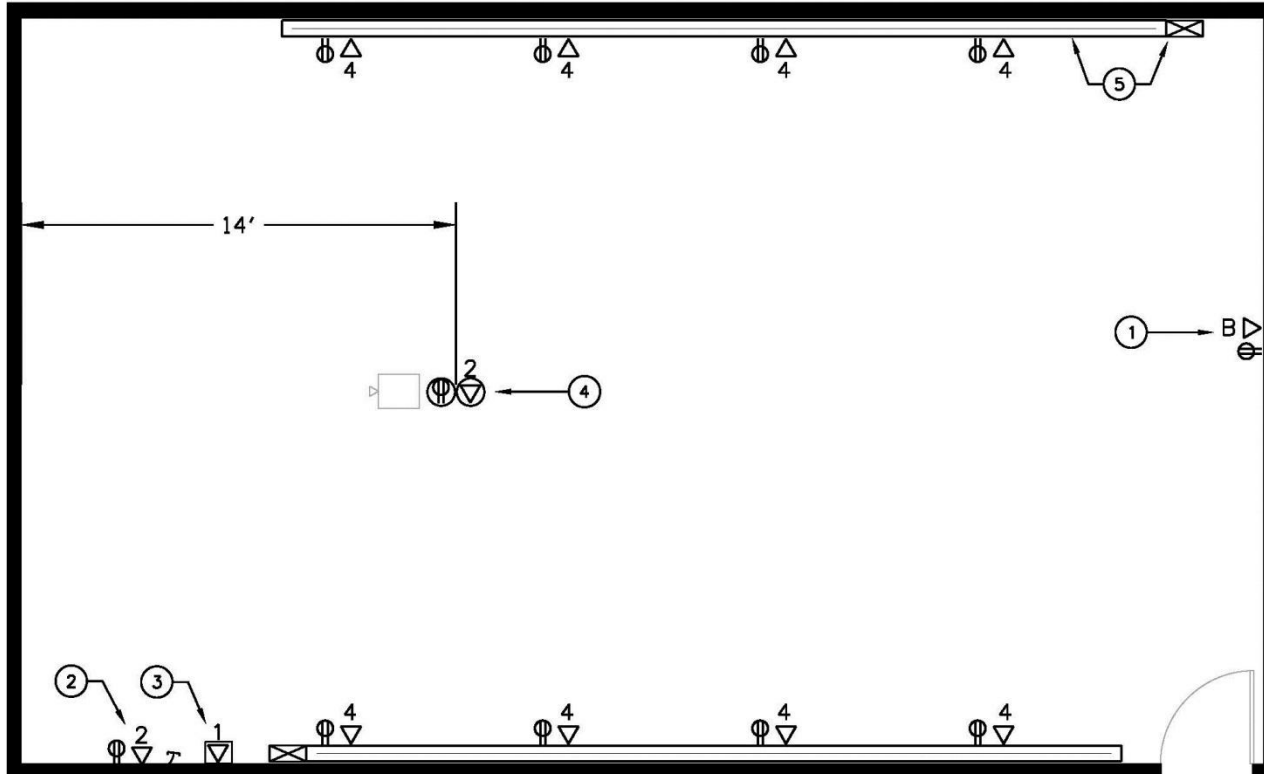
- STANDARD FLUSH DATA OUTLET. 4S BACKBOX W/1-GANG PLASTER RING AND (1)3/4" C. TO ACCESSIBLE CEILING SPACE (MINIMUM). NUMBER DENOTES QUANTITY OF TERMINATED CABLES AND JACKS. B DENOTES EMPTY BOX WITH BLANK COVER.
- FLUSH IN-FLOOR BOX FOR DATA AND ELECTRICAL. DATA CONDUIT SHALL BE (1)1-1/4" TO THE DATA OUTLET AT THE HEAD OF THE ROOM.
- FLUSH DATA OUTLET AT HEAD WALL OF CONFERENCE ROOM SHALL BE 5S BOX WITH 1-GANG PLASTER RING AND (1)1-1/4" C. TO ACCESSIBLE CEILING SPACE.

APPENDIX E

TECHNOLOGY STANDARDS INFRASTRUCTURE

SPECIFIC USE ROOM TEMPLATES

Computer Lab



○ REFERENCE NOTES

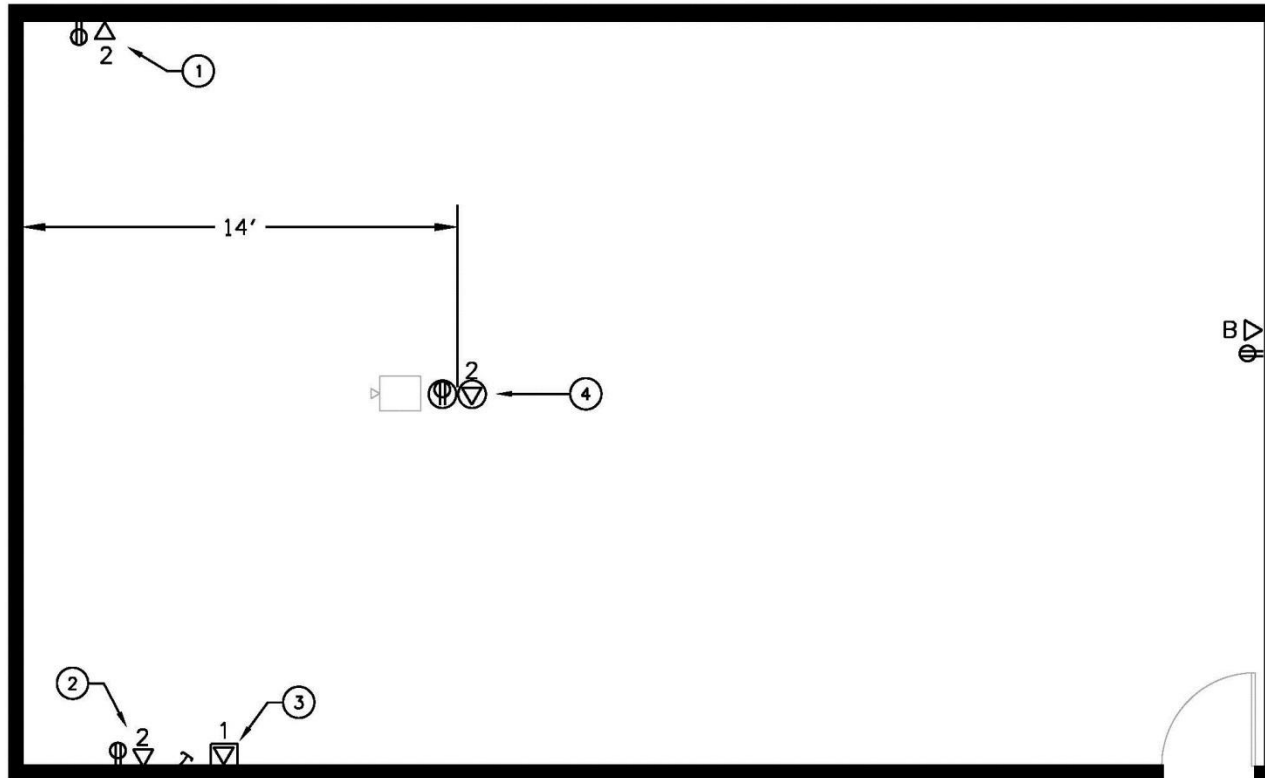
1. STANDARD FLUSH DATA OUTLET. 4S BACKBOX W/1-GANG PLASTER RING AND (1)3/4" C. TO ACCESSIBLE CEILING SPACE (MINIMUM). NUMBER DENOTES QUANTITY OF TERMINATED CABLES AND JACKS. B DENOTES EMPTY BOX WITH BLANK COVER.
2. FLUSH DATA OUTLET NEAR INSTRUCTOR STATION SHALL BE 5S BOX WITH 1-GANG PLASTER RING AND (1)1-1/4" C. TO ACCESSIBLE CEILING SPACE.
3. STANDARD FLUSH DATA OUTLET PLACED AT 42" TO CENTER (OR CURRENT ADA STANDARD) FOR WALL PHONE OPTION.
4. DATA OUTLET AND RECEPTACLE AT CEILING FOR PROJECTOR OPTION.
5. SURFACE RACEWAY SYSTEM (PANDUIT T-70 TYPICAL) WITH ELECTRICAL AND DATA AS SHOWN.

APPENDIX E

TECHNOLOGY STANDARDS INFRASTRUCTURE

SPECIFIC USE ROOM TEMPLATES

Classroom



○ REFERENCE NOTES

1. STANDARD FLUSH DATA OUTLET. 4S BACKBOX W/1-GANG PLASTER RING AND (1)3/4" C. TO ACCESSIBLE CEILING SPACE (MINIMUM). NUMBER DENOTES QUANTITY OF TERMINATED CABLES AND JACKS. B DENOTES EMPTY BOX WITH BLANK COVER.
2. FLUSH DATA OUTLET NEAR INSTRUCTOR STATION SHALL BE 5S BOX WITH 1-GANG PLASTER RING AND (1)1-1/4" C. TO ACCESSIBLE CEILING SPACE.
3. STANDARD FLUSH DATA OUTLET PLACED AT 42" TO CENTER (OR CURRENT ADA STANDARD) FOR WALL PHONE OPTION.
4. DATA OUTLET AND RECEPTACLE AT CEILING FOR PROJECTOR OPTION.

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS



GENERAL

1.1 Landscape Architectural Mission and Objectives

State Center Community College District envisions their school sites, whether a new facility, modernization or addition to an existing campus, a recognizable exemplary part of the community in which it resides. The landscape design for the campus can provide a vehicle towards meeting this idea. Proposed designs shall strive for harmony and interest capturing the character of the existing facilities or surrounding neighborhood. The landscape design shall also be a sustainable and maintainable element of the campus addressing aspects of environmental comfort, scale, pedestrian space, access and safety while providing an interesting and pleasant educational opportunity. The District has finite resources and established practices with respect to landscape maintenance. The landscape design shall provide the required image without presenting undue burden to the District.

It is with this direction in hand that the following design criteria have been developed.

1.2 Space Allocation and Site Design

Site design for new sites and existing campuses will need to respond to some basic criteria. State Center Community College District sites are high use facilities subject to use throughout the year. In order to service the communities' need in this respect planning of site work must acknowledge a balance between hardscape and landscape space. The designer shall focus on developing the site design to ensure that exterior space for people and pedestrian circulation are integral to the project scope. The landscape space shall relate to the hardscape and help define the exterior space. All effort shall be made to create an inviting comfortable secure and sustainable site. The campus as a whole or any part of an existing campus shall provide landscape space that will exhibit the District's effort in achieving environmental and aesthetic quality.

1.3 Sustainable / Maintainable Facilities

With each new project the District incurs a lasting commitment and investment. 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 its full potential. The District's definition of a 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.

1.4 Environmental Considerations

The Central Valley's arid environment presents some challenge to managing the District's sites. Wide temperature variations from winter to summer and low rainfall amounts dictate site design that is environmentally sensitive. All new work shall be designed with these environmental factors in mind. The various District sites are populated throughout the year. The site and landscape design must recognize the need for accommodating outdoor use of the space in differing climatic conditions. Shelter from heat and rain should be entertained. Exterior spaces shall be designed for the potential of outdoor classrooms, public speech areas, outdoor dining areas, large scale gatherings and smaller seating areas. Pedestrian circulation as it relates to environmental control should be acknowledged in some form. Design of these elements shall ensure the space is habitable all year long. The landscape design working with the site design shall provide for shade, shelter, screening, wind control, noise attenuation, enclosure, etc. that all together create a comfortable inviting and appealing experience.

1.5 Health and Safety Criteria

Many of the District's landscapes are well established. Large mature evergreen and deciduous trees are common on the Fresno City College and Reedley College Campuses. With this comes along the need to manage the aging landscape. Many trees exhibit risk to the school population for one reason or another. Some trees have large surface roots that are buckling pavement and invading lawn spaces creating trip and fall hazards. Other trees are planted in tight spaces and have 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 as it relates to new work. Tree preservation shall be first and foremost in the beginning design stages. All effort shall be made to retain healthy trees and landscape. The design must consider the existing landscape as part of the project program. However, if hazardous conditions are apparent, removal of trees and landscape is acceptable with District permission. A case by case study of existing landscape elements must be included for new projects on any campus.

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS

SITE DESIGN

2.1 Pedestrian Circulation

Districtwide, all sites are susceptible to high use all year long. Foot traffic through planting areas of the schools cause an early demise of the installed landscape. The District has little to no resources for replacement planting when this occurs. Site design must take this situation into account. Balance between a functioning site and one that provides space for environmental and aesthetic planting is of primary importance. The site layout shall identify walkways for logical routes of travel throughout the campus, starting at the city street and flowing through the parking areas into the campus proper. Walkways shall be wide enough to accommodate the campus population without restriction or overflow on to planted areas. The site design shall use architectural elements such as walls, structures, raised planters, curbs, railings, fences, etc. to control pedestrian circulation. These components in combination with a generous width of walkway will contribute to a sustainable landscape at any campus.

2.2 People Spaces

The District sites are heavily populated with students and faculty from early in the morning through early evening. During this period there are windows where people will need to wait between class, appointments, etc. Site design for all campuses shall include exterior areas for people to sit, study, visit and eat. The size of these spaces may vary from relatively small to an area large enough for hundreds of people. The people spaces should be located along pedestrian routes and adjacent to building entrances or forming open space within the core of the campus. The spaces shall be designed for comfort and interest reinforcing the feel of campus life.

2.3 Parking Facilities

Parking required for the school site shall be designed in relationship to the campus where foot traffic flows into the campus without having to navigate around planting areas. Past designs have situated the parking facilities so that foot traffic is prevalent in the planting areas causing the plants to be trampled and die out. Pedestrian traffic from the parking lots should direct pedestrians to designated street crossing points to avoid trampling planter areas and reduce the crossing points for improved traffic flow. In order to minimize the parking impact on the site, the parking layout should not include any long linear planting islands. The desired configuration is generous end islands planter with tree wells at thirty-six feet on center. The tree wells shall be a minimum of six feet wide by nine feet to provide ample room for tree root growth. This will help in preventing root lift of curbs. The parking facilities shall also be configured on the site to provide for a campus core void of vehicles. Consideration should be given to placing the parking facilities. The parking should not be the dominant feature of the school site as it is viewed from the surrounding neighborhood. The parking shall be supplemental to the building presence with planting areas at the perimeter that will allow the ability to screen and soften the expanse of hardscape.

2.4 Service Areas / Service Routes

All of the District's sites require service areas for the facilities. The location and treatment of these service areas shall be designed to blend with the site and building design. The optimum location for the service routes for the site is off to the perimeter of the site. This will allow the campus core to be purely a pedestrian space without the conflict of service vehicles. The service areas shall be screened from view by the use of walls and shall have sufficient planting areas surrounding the service area to provide for a landscape buffer. The service areas shall be sized to accommodate all of the required and future facilities, I.E. – Gas Meter, Electrical Panels, Transformers, Trash Bins, Chillers, Booster Pumps, etc. Service routes through the campus shall be kept to a minimum with combing fire access as part of the service route. The District has had difficulty in the past with controlling how service vehicles operate on their campuses. This, in turn, has lead to damaged turf areas and paving. A sustainable landscape can be achieved by restricting access to areas of the campus and centralizing service traffic.

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS



2.5 Architectural Features As Traffic Control

As mentioned earlier in these design criteria, the most common symptom to the untimely demise of any school planting is foot traffic through landscape areas. This can be attributed to the site layout of the campus. People will naturally move in a straight line to their destination, rarely moving around a landscape area that is in their path of travel. Given this common occurrence, the designer shall incorporate architectural features that will provide barriers to control foot traffic. The use of raised walls, curbs, raised planters, railings, fences, etc. is suggested to help guide people through the campus without conflict. These elements can serve a dual purpose in the introduction of three dimensional design features that relate to the overall design, wholly eliminating traffic through the landscape.

2.6 Site Furnishings and Amenities

Historically the District has grown in increments, adding facilities when needed as funding allows. Consequently there are disparities between areas of their campuses. The District's ultimate goal is to achieve visual harmony and a sense of place for each of their campuses. Consistent use of selected site furnishings and amenities such as signage and site lights will provide great strides to this end. Consistent use of standardized site furnishings shall be included in all projects. Benches, Ash Urns, Site Lights, Trash Receptacles, Emergency Phones, Signage, Bollards, etc. will be selected by the District for each of their sites.

IRRIGATION DESIGN

3.1 Design Parameters

The District's ultimate goal with regard to irrigation design is that of an easily managed, low maintenance, water wise system for each of their sites. Water consumption by the landscape is of concern considering the cost and availability of water. The design of the irrigation system shall be such that at any time of the calendar year the system will deliver an even, balanced and regulated distribution of water to the landscape. The system shall provide the water needed efficiently to encourage healthy plant growth in a sustainable manner. Generally, the designer shall anticipate the scenario of providing two inches of precipitation per week to the landscape in the months of July and August. This scenario is based upon typical weather cycles of the Fresno area and relative evapotranspiration rates. Design of the system shall also consider site solar exposure, soil type, slopes, wind and the District's allowable water window. The irrigation system designed for any given area or site, regardless of size, shall be capable of providing the required amount of precipitation within the District's water window. The system shall operate seven days per week from 9:00 P.M. to 6:00 A.M.

3.2 Districtwide Central Control System

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

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS



3.3 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. Given the short window for watering the entire campus, the irrigation system layout must be approached conservatively. Evolving sites, growing plant material and other factors will influence the system layout and shall be taken into account as the layout is considered. Environmental conditions and the use of the school sites will be ever evolving throughout the life cycle of the campus. Therefore system flexibility must be designed into the project. The layout shall recognize water coefficients for each individual irrigation head proposed for the site. Careful judgment of manufacturer's listings of irrigation head radius shall be made. Rarely, if at all, will even water distribution be provided by a sprinkler nozzle when it's intended use is the maximum radius listed. The suggested rule of thumb for head layout is to space the irrigation heads at 80% of the listed radius for the design pressure of the head. All heads shall be spaced evenly to provide head to head coverage for both turf and shrub areas. In addition, where the planting design proposes the installation of large plant material, back up heads shall be designed into the system. This will account for the potential of planting blocking the distribution of water. Also, all new trees proposed for the school shall have a separate bubbler that is installed in a deep water pipe. This will allow the system to provide supplemental water to the trees if needed. Irrigation heads selected for the site shall be suited for the space intended as well as plant material proposed. A conservative approach shall be adopted where the right head for the space is one that will provide an even distribution of water over the entire zone area. Irregular shaped areas shall not have mixed head types. The layout shall opt for the conservative placement of heads. This may be a slightly more expensive approach, however the maintenance and water savings aspect will outweigh the initial cost.

3.4 Flow / System Zones and Exposure Criteria

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

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS



3.5 District Standard Irrigation Equipment

The following is a listing of District preferred 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

4.1 Existing Site Conditions

The design process shall include investigation into the proposed site with regard to the site soils. It is imperative for a successful landscape that the design acknowledge the existing site conditions. The designer shall review the subsurface soil conditions investigated through the projects soils report to formulate an opinion on the parent soil type. The landscape areas for the project area may end up being all imported fill dirt, however underlying soils will influence plant growth. The District sites are located in mostly heavy clay areas with hardpan close to the surface. Drainage for plant root zones must be considered. Soil chemistry will need to be addressed. Soil preparation to correct site conditions should be evaluated for the best possible way to sustain the plant material.

4.2 Grading and Drainage

The reality that most of the soils in the District area are heavy clays dictates that the design incorporate means to alleviate saturated soils. The proposed design shall include storm drain piping and inlets in the turf and planting areas. The inlets shall be provided wherever water cannot move positively to off site drainage facilities. In other words, if the campus has a central core design where building and paving isolate landscape areas from off site drainage facilities, the designer shall place inlets and piping to move the water off site. Grading of the site to move water shall become part of solution to remove storm water. Slopes in landscape areas shall not be too flat that water ponds and too steep that erosion occurs. Careful consideration of this aspect is encouraged. Saturated root zones will diminish the life span of plants. The grading and drainage design must work in tandem with the landscape design.

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS



4.3 Sustain / Support Plant growth

As mentioned previously in these design criteria the area in which the District sites are located possess various soil types and soil characteristics. It is imperative that the designer implement measures toward enhancing the site soil to optimize plant growth. This will in turn provide a landscape installation that lends itself to low maintenance. The foundation, or bones of the landscape, rests on the soil preparation. Heavy clay soils must be treated to alleviate compaction and enhanced with amendments to enable the soil to hold water and introduce air and nutrients to the plant root system. In the process of project development, the designer shall ensure that the appropriate soil preparation requirements are both budgeted for and included within the project scope of work. Compaction in turf and shrub areas adds to the District's maintenance burden. Water runoff in turf areas is a direct result of over compacted root zones. This over compaction condition leads to an unhealthy growth environment leading to complication in management. This situation can be controlled in part by using soil preparation specifications. Specifications shall recognize the site design with regard to grading and drainage, cut and fill areas, type of plant material selected and site exposure. The site soils shall be loose and friable at the time of planting to a minimum depth of twelve inches below finish grade. The soil shall possess the capability to hold water in field capacity and show a structure that exhibits pore space for air and nutrient exchange in the plant root zone. These procedures in concert will attribute to a sustainable growing medium for planting that in turn lessens the likelihood that the planting will require excessive maintenance.

PLANTING DESIGN

5.1 General Design Considerations

State Center Community College District is a very large community with a wide variety of sites, architecture and landscapes. The District has older sites as well as newly constructed or modernized facilities. All of the sites have aspects in common— they are high use, high profile, large campuses. The designer shall consider these factors when proposing a planting design for a facility. Plants selected for use in the design must conform to the sites environment, projected use of the surrounding space, available water, require little pruning and provide for a visual appeal that enhances the project design. Plants chosen shall not be highly allergenic, attractive to bees or birds, brittle or prone to breaking in wind and so uncommon that replacement would be difficult. All planting design shall be approached with the thought that the District has finite maintenance resources and that detailed intricate planting designs are most likely more than the District can handle.

5.2 Environmental Considerations

Plant material selected for the site shall be carefully chosen so that the plant will fulfill it' natural growth habit without expenditure of excessive care. When choosing plant material for a particular space the designer shall consider all environmental aspects that will influence the area. The designer shall consider reflective heat, glare off of ground surfaces, dense shade, full sun exposure, slope, wind and drainage. The existing landscape will also impact plant selection, shade and roots from existing trees and must be reviewed to ensure the understory planting is successful.

5.3 Spatial Considerations

All existing sites and new projects provide unique opportunities to create dynamic vibrant spaces. The planting design shall reinforce and support the building and site layout. The architecture shall be addressed in a manner that will enhance views from inside of buildings along with views into the campus proper. Planting shall form barriers where needed and open up spaces to create volume. The ultimate goal of the planting shall be to provide a visually stimulating, cohesive, inviting landscape that accents the site forms and provides a setting for the buildings. The landscape should present harmony in color and lend itself to low water use and low maintenance.

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS



5.4 Site Characteristics / Architectural Harmony

All new sites and modernizations of existing facilities will bring a design aesthetic individual to the project. Each project site will possess site characteristics that will offer opportunities to the designer. Earlier in this section, the comment was made regarding the campus role in the surrounding neighborhood. The school shall present an image of excellence and achievement providing a positive vision for all it serves. The image of the landscape shall work in harmony with the campus architecture to foster a cohesive design. The planting layout and material selection shall be part of the overall design process. The designer should establish a working relationship early in the site development phase to ensure the landscape spaces are available and designed so that the desired image may be presented. Site features such as walls, raised planters and walkways need to be studied in tandem with the landscape spaces furthering a look of total integration between architecture and planting.

5.5 Sustainable Planting Design

The planting design for any new project shall respond to the life cycle of the facility. The District facilities are designed for decades of use. The designer must use plant material that can withstand the rigors of a high use facility over a very long span of time. The District refers to this approach as sustainable planting design. In other words, the planting shall be made up of shrubs, ground cover and trees which are normally long lived, need minimal corrective pruning, do not require shearing to form the appropriate look and demand any special time consuming attention. Plants selected shall be hardy to the central valley climate, be well suited to the site's soil conditions and designed with the architecture, traffic flows and environmental conditions of the landscape space in mind. The planting design shall reflect the area in which the plants will be installed. Shrubs and trees with growth habits that will overwhelm a small landscape space is inappropriate. The District would then have to prune and shape the planting to keep shrubs in check, in turn expending maintenance energy. This is not a desirable condition and unacceptable to the District. Rule of thumb for planting design is right plant for the right place leading to a sustainable design.

5.6 District Standard Plant Material

The following is a listing of preferred plant material for District projects. The list is not intended to be all inclusive of plants that may be utilized additionally the District will entertain suggestions of other plant types proposed by the designer.

APPENDIX F

LANDSCAPE AND IRRIGATION STANDARDS

PROPOSED PLANT MATERIAL LIST

Evergreen Trees

ARBUTUS x 'Marina' / Strawberry Tree
 CEDRUS *deodara*/Deodar Cedar
 CINNAMOMUM *camphora*/Camphor Tree
 LAURUS *nobilis* /Grecian Bay
 PINUS *species* / Pine
 PODOCARPUS *species* / NCN
 QUERCUS *agrifolia* / Coast Live oak
 QUERCUS *suber* / Cork Oak
 SEQUOIA *sempervirens* 'Aptos Blue' /Coast Redwood

Deciduous Trees

ACER *species* / Maple
 CERCIS *species*/Redbud
 CORNUS *florida*/Flowering Dogwood
 CRATAEGUS *species* / Hawthorn
 GINKGO *biloba* 'Autumn Gold' / Maidenhair Tree
 GLEDITSIA *species* / Honey Locust
 KOELREUTERIA *bipinnata*/Chinese Flame Tree
 KOELREUTERIA *paniculata*/Goldenrain Tree
 LAGERSTROEMIA *indica*/Crape Myrtle
 MAGNOLIA *species* / Magnolia
 NYSSA *sylvatica* / Tupelo
 PISTACIA *chinensis* 'Keith Davey' / Chinese Pistache
 PLATANUS *acerifolia* 'Columbia'/London Plane Tree
 PRUNUS *cerasifera* 'Purple Pony' /Flowering Plum
 PYRUS *calleryana* 'Redspire' / Flowering Pear
 PYRUS *kawakamii*/Evergreen Pear
 QUERCUS *species* / Oak
 ROBINIA x *ambigua* 'Purple Robe'
 SAPIUM *sebiferum*/Chinese Tallow Tree
 SOPHORA *japonica* / Chinese Scholar Tree
 TILIA *species* / Linden
 ULMUS *parvifolia* 'Drake' /Chinese Elm
 VITEX *agnus castus* / Chaste Tree

Shrubs

ABELIA *grandiflora* 'Ed Goucher' /Glossy Abelia
 ACHILLEA *millefolium* 'Rosa' /Yarrow
 AGAPANTHUS *africanus* /Lily of the Nile
 ARBUTUS *species* / NCN
 ASPIDISTRA *elatior* / Cast Iron Plant
 BERBERIS *species* / Barberrry
 BERGENIA *cordifolia* /Winter Blooming Bergenia
 BUDDLEJA *davidii* / Butterfly Bush
 CALLISTEMON *viminalis* 'Little John' / Dwarf Bottle Brush
 CAMELLIA *species* /Camellia
 CLIVIA *miniata* / Kaffir Lily
 COTONEASTER *species* / *Cotoneaster*
 EURYOPS *pectinatus* 'Veridis' / Yellow Daisy Bush
 GARDENIA *jasminooides* 'Veitchii' / Gardenia
 GAURA *lindheimeri* 'Siskiyou Pink' /Gaura
 HEMEROCALLIS *hybrids* /Daylily
 HETEROMELES *arbutifolia* / Toyon
 LAVANDULA *stoechas* 'Otto Quast' /Spanish Lavender
 LEUCOPHYLLUM *frutescens* 'Green Cloud' / Texas
 Ranger
 LIRIOPE *muscaria* /Big Blue Lily Turf
 LOROPETALUM *chinense* 'Razzle Berry' /Razzle Berry
 MAHONIA *species* / Mahonia
 MORAEA *bicolor* /Fortnight Lily
 MYRTUS *communis* 'Compacta' / Compact Myrtle
 NANDINA *species* / Heavenly Bamboo
 PARTHENOCISSUS *tricuspidata* /Boston Ivy
 PENSTEMON *hybrid* /Beard Tongue
 PHORMIUM *tenax* /New Zealand Flax
 PHOTINIA *fraseri* /Photinia
 PITTOSPORUM *tobira* 'Variegata' /Variegated Tobira
 PITTOSPORUM *tobira* /Tobira
 PITTOSPORUM *tobira* 'Wheelerii' / Wheeler's Dwarf
 PLUMBAGO *auriculata* /Cape Plumbago
 PODOCARPUS *species* / NCN
 RAPHIOLEPIS *indica* /India Hawthorn
 SALVIA *gregii* / Autumn Sage
 SPIRAEA *japonica* /Red Spiraea
 SPIRAEA *vanhouttei* /Bridal Wreath Spiraea
 TULBAGHIA *violacea* /Society Garlic
 VIBURNUM *tinus* 'Spring Bouquet' / Laurestinus
 XYLOSMA *congestum* 'Compacta' / Shiny Xylosma

Groundcover

APTENIA *cordifolia* 'Red Apple' / Aptenia
 BACCHARIS *pilularis* 'Twin Peaks' / Coyote Brush
 CISTUS x 'Sunset' / Rockrose
 COPROSMA *petreiei* 'Verde Vista' /Mirror Shrub
 HYPERICUM *calycinum* /Aaron's Beard
 LANTANA *montevidensis* / Trailing Lantana
 MYOPORUM *parvifolium* /Sandelwood
 POLYGONUM *capitatum* /Pink Knotweed
 ROSA x 'Flower Carpet' /Flower Carpet Rose
 ROSMARINUS *officinalis* 'Collingwood
 Ingram' /Rosemary
 TRACHELOSPERMUM *asiaticum* /Asian Jasmine
 VINCA *major* /Periwinkle
 VINCA *minor* / Dwarf Periwinkle

Turf

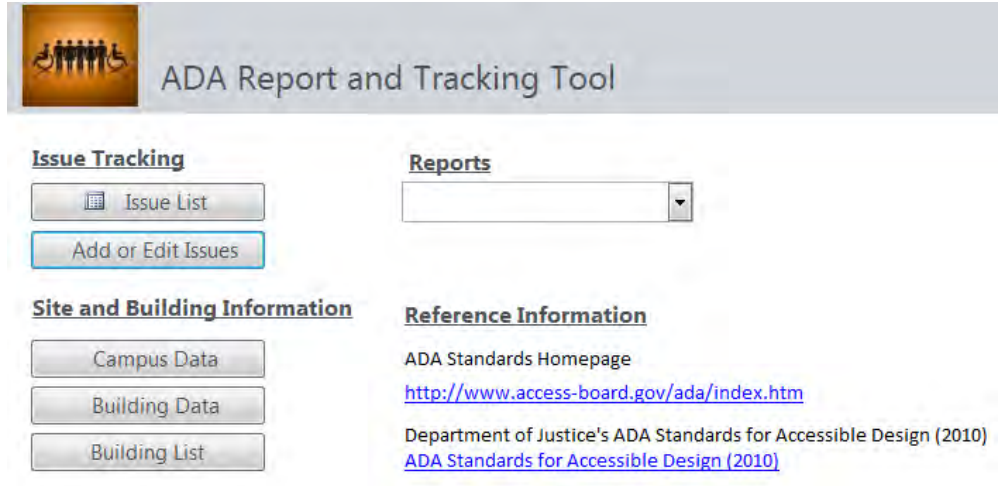
Variety of Common Bermudagrass

APPENDIX G

ADA ASSESSMENT 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.

Through the use of the database the District has prioritized the needed improvements and is able to track progress in their efforts to reach their established Accessibility Policy Goals.



ADA Report and Tracking Tool

Issue Tracking

- Issue List
- Add or Edit Issues

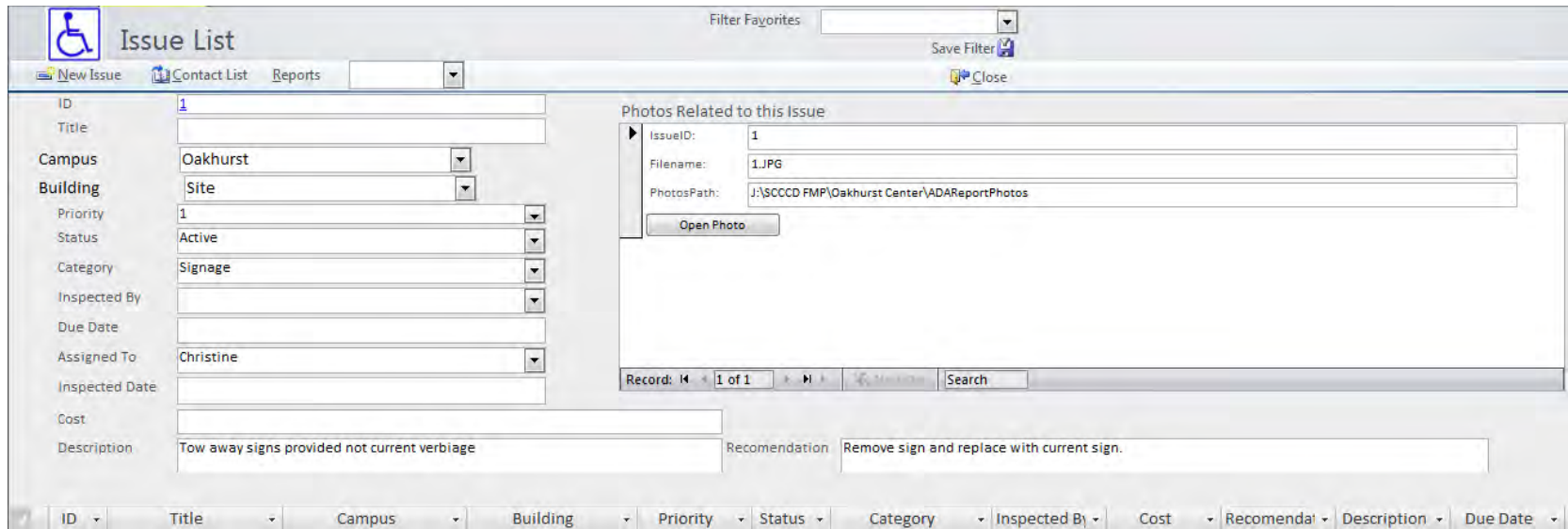
Site and Building Information

- Campus Data
- Building Data
- Building List

Reports

Reference Information

- ADA Standards Homepage
<http://www.access-board.gov/ada/index.htm>
- Department of Justice's ADA Standards for Accessible Design (2010)
[ADA Standards for Accessible Design \(2010\)](#)



Issue List

Filter Favorites: [Dropdown]

Save Filter [Icon]

Close [Icon]

New Issue [Icon] Contact List [Icon] Reports [Dropdown]

Issue Details:

- ID: 1
- Title: [Empty]
- Campus: Oakhurst
- Building: Site
- Priority: 1
- Status: Active
- Category: Signage
- Inspected By: [Empty]
- Due Date: [Empty]
- Assigned To: Christine
- Inspected Date: [Empty]
- Cost: [Empty]
- Description: Tow away signs provided not current verbiage
- Recommendation: Remove sign and replace with current sign.

Photos Related to this Issue

- IssueID: 1
- Filename: 1.JPG
- PhotosPath: J:\SCCCD FMP\Oakhurst Center\ADAReportPhotos
- Open Photo [Button]

Record: 1 of 1

Search [Input]

Table Headers: ID, Title, Campus, Building, Priority, Status, Category, Inspected By, Cost, Recommendation, Description, Due Date