



Yosemite Community College District
COLUMBIA COLLEGE
FACILITIES MASTER PLAN
Board Approved June 13, 2012



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ACKNOWLEDGEMENTS

This 2012 Columbia College Master Plan compliments the current College Educational Master Plan and combines the previous 2004 Facilities Master Plan and 2007 Campus Master Plan. This updated plan includes input from all levels of the campus, including college administrators, faculty, staff, students and community members.

This updated Master Plan was approved by the YCCD Board of Trustees on June 13, 2012.

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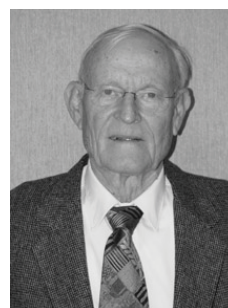
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The 2007 Campus Master Plan partially incorporated into this document was completed by the efforts of Planning Consultants LPAS, Inc., Brad Nelson and Dave Cubberly which have been much appreciated.

PRESIDENT'S MESSAGE



Greetings to all,

It has been a privilege to follow the processes, thoughtful discussions and cross-disciplinary collaborations that have been purposefully brought together as Columbia College's Facilities Master Plan Update. This college was created on the principle that students always come first and foremost. This plan takes those visions of the college founders to new and exciting levels as the campus has grown and expanded services and opportunities for all who make Columbia College their destination of choice.

We have the great opportunity to have our founding President, Dr. Harvey (Dusty) Rhodes, as an inspiration to carry forward the vision of, "a large central building called the Learning Resource Center," and to incorporate the local beauty and history into the building designs that to this day feature building materials derived from our beautiful and unique surroundings of wood, granite and marble. The vision of centralized resources designed to serve students has been challenged as the campus has expanded over the past half century. I am so very proud to present a unified campus plan that brings back those critical features. Focused efforts by the taskforce that helped to bring this plan forward will realign Columbia College with that vision. It features instructional and operational student focused nodes of operation that once again centralize resources for our students. This Facilities Master Plan will take Columbia College into the future in a purposeful fashion that has been strongly guided by our founding colleagues and those that now pass along that vision.

Much of the work completed as part of this plan will be made possible by funding from Measure E dollars. On behalf of the college, I wish to thank community members for their support of the Measure E Bond initiative and for their continuing support of Columbia College and the students we serve. Columbia College was and always will be an institution that focuses first and foremost on students and their goals. With sincere pleasure, I present to you this plan.

Dr. Dennis Gervin

President

COLUMBIA COLLEGE MISSION+VISION



MISSION

Columbia College is a dynamic institution of learners and creative thinkers dedicated to high standards of student success. We prepare students to be fully engaged in an evolving world by offering comprehensive and high quality programs and services. Columbia College is committed to a culture of improvement through measuring student learning across the institution. We strive for excellence, foster a spirit of professionalism and embrace diversity.

Approved by the YCCD Board of Trustees on March 14, 2012

Adopted by Columbia College Council on February 3, 2012



VISION

We envision ourselves as an exceptional institution of higher education.

Columbia College will continue to provide comprehensive, exemplary educational programs and services which respond to the individual learning needs of our students and the collective economic and cultural needs of the diverse communities we serve.

Columbia College will be a center for transformational learning promoted through critical and creative thinking that is open to change and personal growth; civic, environmental, and global awareness and engagement; and individual and collective responsibility. We will adopt a holistic approach to promote a culture of support for student learning across the institution.

Columbia College will use effective technologies and showcase facilities to enhance teaching and learning. Our vision will be realized through outstanding employees who adhere to high standards of excellence while working in partnership with those we serve.

We envision ourselves developing a passion and capacity for lifelong learning.

Adopted by Columbia College Council on February 3, 2012



COLUMBIA COLLEGE CORE VALUES



CORE VALUES

The Columbia College community is committed to following a set of enduring Core Values. These values are focused on the development of a sustainable institution and serve to guide the institution through changing times and shape our Mission, Vision, and Goals.

ACADEMIC EXCELLENCE AND SUCCESS

We value the commitment to quality and support continuous improvement through student learning outcomes. We are committed to a comprehensive curriculum and services that support and foster a culture of academic wellness for all of our students.

INNOVATION, PROFESSIONAL DEVELOPMENT AND COMMONALITY

We value creativity, risk-taking, and vision. We value others, ourselves, and our students as unique individuals and embrace the commonalities and the differences that promote the best of who we are.

TRANSFORMATIONAL LEARNING

We value and promote critical and creative thinking. We value learning as a lifelong process of change in the pursuit of knowledge and personal growth.

VITAL COMMUNITY AND ACCESS

We value and believe it is essential to assist the broader community in gaining access to higher education and achieving success in their chosen endeavors. Columbia College values its role in the community and is dedicated to strengthening and enriching the quality of life of all those we serve.

ENVIRONMENTAL SUSTAINABILITY

We value our living planet. We accept responsibility and adopt practices to protect the environment for future generations and share these values with others.

CIVIC AWARENESS

We value civic and global awareness. We promote the understanding and betterment of our planet by engaging our community.

SHARED DECISION MAKING

We value shared decision making that provides each of us the opportunity to participate in building consensus. We value individual and collective responsibility and accountability.

POSITIVE ENVIRONMENT

We value the preservation of the unique cultural and aesthetic environment of Columbia College which is welcoming, pleasing, and safe.



COLLEGIALITY AND PROFESSIONALISM

We value kindness and respect in all our interactions. We support, promote and demonstrate understanding, civility, cooperation and mutual respect among all of its employees, students, and community members.

INSTITUTIONAL WELLNESS

We value an institutional environment and culture that promotes and supports total health and wellness of staff and students.

Adopted by Columbia College Council on February 3, 2012

SECTION ONE

INTRODUCTION

INTRODUCTION



Columbia College encompasses approximately 276 acres of developed and undeveloped property in California's Sierra Nevada Foothills southeast of the city of Columbia, in Tuolumne County. The campus community is proud of its beautiful natural setting with buildings carefully planned around San Diego Reservoir and blending into the landscape. The College includes surface streets and parking areas, buildings for student instruction, college administrative functions, student services, student housing and recreational facilities. The College grounds include tennis courts, a large recreation field, fitness trails and undeveloped forested land. Surrounding land uses include undeveloped forested land and rural residential development. Located in the Sierra Nevada, the economy of the areas surrounding Columbia College are based mainly on tourism and natural resources.

The College has future plans for two outreach centers located in the communities of Angels Camp and Oakdale (see Master Plan section 'Outreach Centers'). Columbia College also maintains a direct connection to the High Sierra Institute (HSI), established in 2000 via a partnership between the Yosemite Community College District and the US Forest Service. Located at Baker Station, an historic California Department of Transportation maintenance station along Highway 108 near Kennedy Meadows at 6,200 feet in elevation, the HSI occupies a 2.5-acre area which accesses approximately 200,000 acres of high country meadows, forest, ponds and marshes just below Sonora Pass. The diverse HSI courses reflect holistic learning via the integration of academic concepts with place and experience.



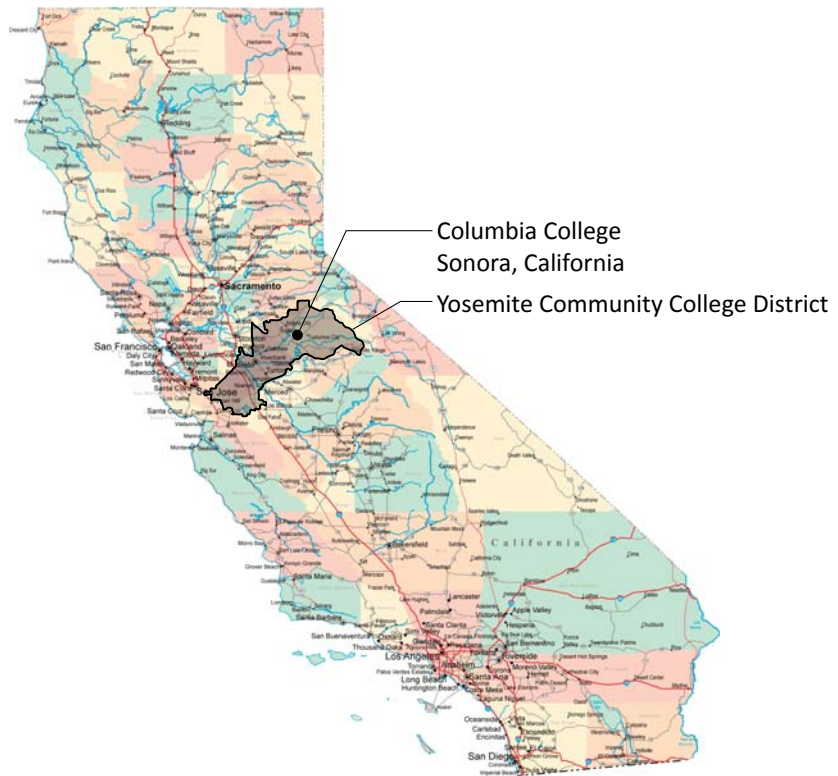
Yosemite Community College District Regional Map



HISTORY OF COLUMBIA COLLEGE

“Forty years ago, the newly formed Yosemite Community College District (YCCD) and a proposal for a satellite campus in Tuolumne County were approved by the voters. The plan was to create a satellite to the District’s older and larger college, Modesto Junior College. It soon became clear, however, that the community not only desired an institution of higher education, but also a center for basic skills development, workforce training and economic development. In addition, these early planners determined that the new campus would better serve the community as a separate and unique college. The YCCD board supported the community and Columbia College came into being. The site selected for the new college was 280 acres of gently rolling hills, on the outskirts of Sonora, adjacent to Columbia State Park, purchased from the Bureau of Land Management (BLM). Delays in the BLM’s approval process for land reclassification postponed the opening of the new campus in 1967; however, Columbia College managed to enroll 127 students in seven college courses offered at off campus locations in 1967. By fall of 1968, with construction on the new campus still in progress, 555 students were welcomed by five full-time faculty. Columbia College held its first graduating class for 27 Associate of Arts students in the spring of 1969.”

(Reference: *The History of Columbia Junior College*. Dr. Harvey Rhodes, President. F868.T915 H57, v. 3, 1970, Columbia College Library: Cassette Tape Collection.)

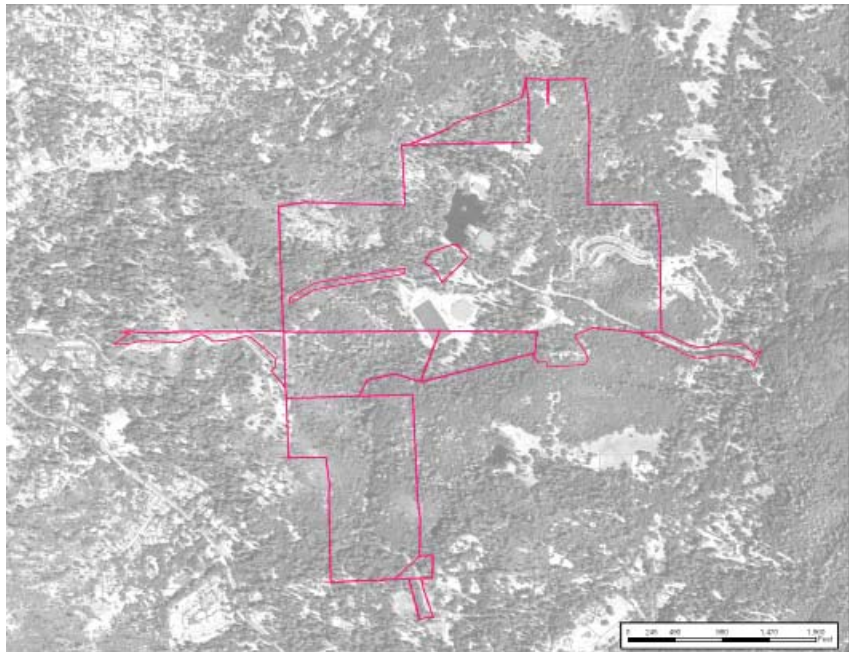


Columbia College & YCCD District Location

The Yosemite Community College District's two affiliated institutions of higher education are Columbia College and Modesto Junior College. The district offices are located in Modesto. In 1964, action by the district electorate expanded the former Modesto Junior College District into the Yosemite Community College District. This created one of the largest geographical community college districts in the state. Covering an area of 4,500 square miles from the San Joaquin Valley and coast range on the west to the Sierra Nevada on the east, the District serves a population of nearly 600,000 people. This area encompasses both Stanislaus and Tuolumne counties and portions of four others, including Calaveras, Merced, San Joaquin and Santa Clara. The District student body is composed of 29,000 students and over 1,300 staff.



Voters in the District approved Measure E, a \$326 million general obligation bond for the repair, modernization and new construction of Columbia College and Modesto Junior College facilities according to guidelines set forth in the 2004 Facilities Master Plan. Measure E is intended to modernize outdated and underequipped facilities, alleviate overcrowded conditions and improve campus safety for students, faculty, staff and visitors. No new property is proposed to be added to the existing Columbia College campus in Sonora in conjunction with the currently proposed Measure E projects. Currently, the Columbia College campus in Sonora has a general plan designation as public (Tuolumne County General Plan, December 1996) and current zoning classifies the campus as a Public Facility (Tuolumne County). Columbia College is comprised of nine parcels. Assessor's parcel numbers include: 032-150-11, -12, -54, -77 and -78, 032-500-03, 032-640-04, 035-370-01 and 037-290-09. (Reference: *Columbia College CEQA Initial Study*)

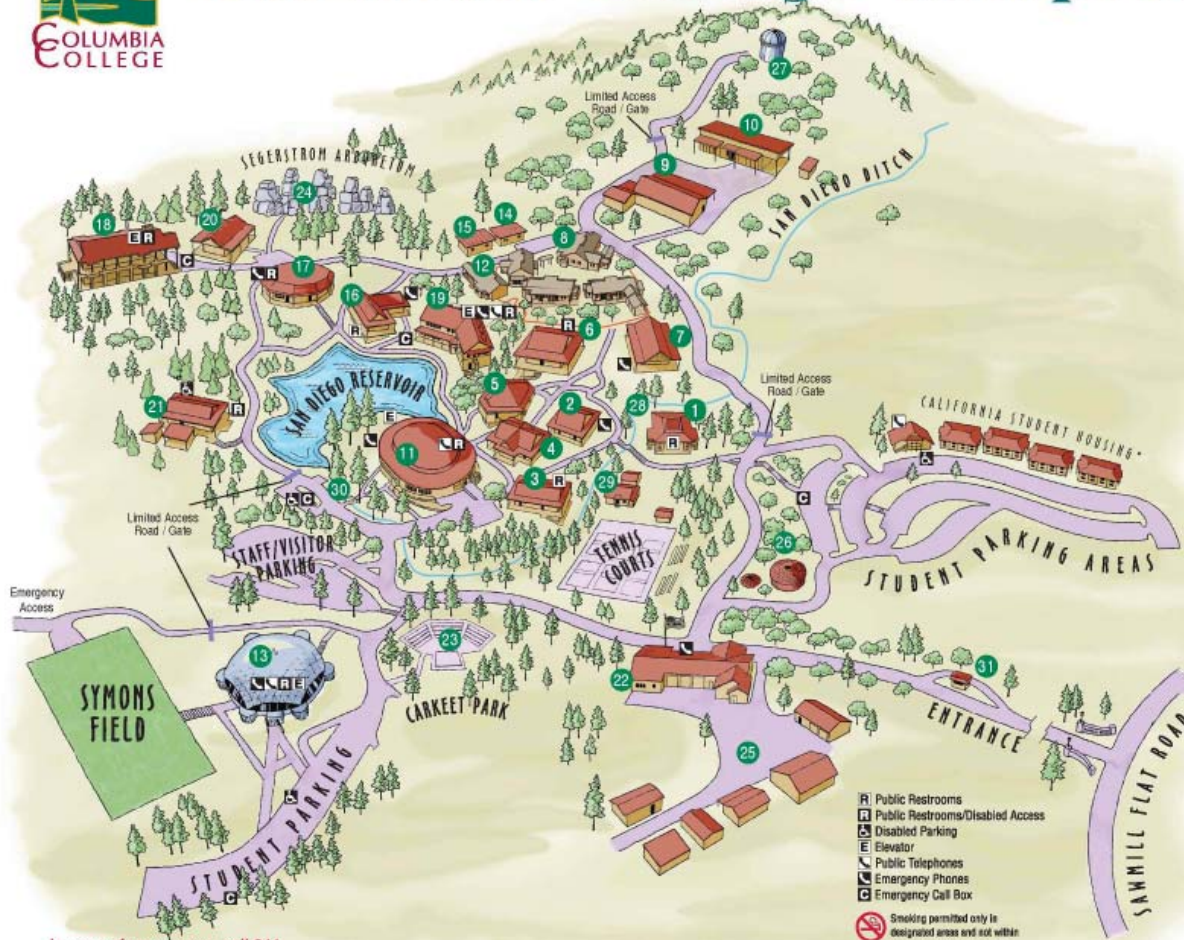


Columbia College Site Boundary & Parcels - Columbia College GIS Department March 2005

EXISTING CAMPUS MAP



Columbia College Campus



In case of emergency, call 911
Campus Security (Bldg. 22) 588-5167

- Public Restrooms
- Public Restrooms/Disabled Access
- Disabled Parking
- Elevator
- Public Telephones
- Emergency Phones
- Emergency Call Box
- Smoking permitted only in designated areas and not within 20 feet of building entrances.

* Privately owned and operated by Fogacar Properties

- | | | | |
|------------------------------|--|---|--|
| 1 Alder | 10 Mahogany | 17 Sequoia | 25 Warehouse, Shipping/Receiving, Transportation & Maintenance |
| 2 Aspen | 11 Manzanita (Administration, Student Services, Instruction Office, Bookstore, Cellar, Restaurant & Cafeteria) | 18 Sugar Pine | 26 Me-Wuk Cultural Center |
| 3 Buckeye | 12 Maple | 19 Tamarack Hall (Library) | 27 Observatory |
| 4 Cedar | 13 Oak Pavilion | 20 Toyon | 28 Start Point, Fitness Jogging Trail |
| 5 Dogwood (Forum Bldg.) | 14 Pinyon | 21 Willow | 29 Davis Cabin |
| 6 Fir | 15 Ponderosa | 22 Public Safety Center / Firehouse | 30 Transit Stop |
| 7 Juniper (College Nurse) | 16 Redbud | 23 Charles Seggerstrom, Jr. Memorial Amphitheater | 31 Information/Toll Booth |
| 8 Laurel (Child Care Center) | | 24 Seggerstrom Arboretum Nature Trail | |
| 9 Madrone | | | |

Fall 2011

PROCESS



MASTER PLAN BACKGROUND

This Facilities Master Plan is an essential part of Columbia College’s overall strategic plan. It is an update combining the previously developed 2004 Facilities Master Plan and 2007 Campus Master Plan. The primary purpose of this current document is to identify and coordinate the facilities needed to support the updated 2010 Educational Master Plan as well as the 2011 Technology Plan.

Master Planning is a continuous, collaborative process. The previous master plans were extensively reviewed and pertinent information was extracted and further developed to address current and future needs. It is anticipated that occasional updates to this document will be required in the future.

A work plan was created with an outline and schedule of eight major phases, each with tasks and elements to be completed. Several meetings were held to discuss and review information and ideas with the President, Vice Presidents, Deans, Taskforce, faculty, staff and college community.

This Facilities Master Plan includes significant input and collaboration with all levels of the campus community. A Facilities Master Plan Update Taskforce (FMPUT) comprised of members of faculty, classified staff, student and Administration was then created to review key parts of the work plan. This group was an essential part of the planning process, providing insightful recommendations, guidance and feedback. The following represent the various efforts undertaken in the master planning process.



I. RESEARCH PHASE

The Research Phase involved information gathering, which included establishing Master Plan parameters, reviewing existing documentation, physical assessments of existing facilities, existing facilities capacity and utilization, existing building space availability, demographics and student population projections, defining outside influences that affect the College and the Master Plan (Environmental Scan) and addressing potential new campuses independently (Oakdale and Calaveras). Refer to section Appendix A Zip Code Analysis for more information.



2. NEEDS ASSESSMENT

The Needs Assessment Phase included interviews with a representative from each program, service and unit on campus to determine basic needs and services. Other important aspects of this step were to define the number of students served by program, service or unit and their related growth trends, determine space needs to support the Program and projected service population, identify functional and operational needs for programs and to identify physical relationships and adjacencies for programs. Information was consolidated, defining needs by program into “Programmatic Design Elements” (PDE) for each program, service or unit that requires attention or upgrades (starting with the earlier list of projects from all college forums in 2010). PDEs are a description of the design requirements for a virtual project that does not tie it to a specific building or space. The result of the effort was a list of PDE items and needs by program. Refer to sections Appendix B through D for more information.



3. PRIORITIZE PROGRAMMATIC DESIGN ELEMENTS

During this phase, PDE items were prioritized through a thorough process of evaluation. First, the Taskforce confirmed that the criteria for prioritizing was still accurate, and with the assistance of the Taskforce, the criteria filters were applied to the list resulting in a prioritized list of PDE items. Refer to section Appendix E Prioritization Filters for more information.

4. FUNDING ANALYSIS

The Funding Analysis Phase analyzed each PDE item on the list to determine: a) if it met the criteria for funding from the Measure E bond funds and b) a rough budget for each PDE item not supported with Measure E bond funds. Additionally, other sources of funding for items on the list were identified. Reference section Appendix F PDE Option Summaries for more information.

5. OPPORTUNITIES + RESOURCES

This phase identified the available opportunities and resources that can help to resolve the issues identified by the prioritized PDE list and funding analysis, including what can potentially be accomplished with available funds. The existing facilities and open space available on campus, in addition to the new campus sites at Oakdale and Calaveras, were analyzed to help resolve identified issues. A campus concepts narrative, including a functional and organizational structure, was applied to the plan to benefit the resolution of the issues as presented. Reference section Appendix G Opportunities + Resources for more information.

6. EXPLORE POSSIBLE SOLUTION ALTERNATIVES

From information presented in the Prioritize Programmatic Design Elements, Funding Analysis and Opportunities + Resources Phases, possible building projects were developed for solutions to the Programmatic Design Elements. Multiple options for each solution were compared, including budgets and available funding. Creative ways to resolve more than the minimum number of issues were considered, including how far available resources can potentially be spread and how to best utilize the resources and funding of the College. Solution Alternatives were presented at open campus-wide forums to engage the college community. The outcome of the campus-wide forums can be found in Appendix H.

7. MASTER PLAN

After reviewing all options presented in prior phases, recommended building projects that will best resolve the criteria established for each of the PDE were identified and consolidated into one comprehensive master plan for the College. Unifying themes and organizing structures for the campus were created and concepts on prospective building projects were merged, encompassing building project solutions and overall campus strategies.

8. FINAL APPROVAL OF GOVERNING AUTHORITY

Upon review by all parties involved in the work plan process, final approval from Governing Authority is pending for the Facilities Master Plan.

FMP GOALS +OBJECTIVES



The following Facilities Master Plan (FMP) Goals and Objectives were developed using the information from the previous master plans and evaluating the current needs of the College:

GOALS + OBJECTIVES

- Provide a Master Plan that locates preferred sites for future capital improvement projects
- Ensure the Master Plan strengthens students' relationships, enriching learning and community through campus design
- Provide guidelines for establishing hierarchies and themes throughout the campus
- Provide design guidelines which inform and plan for future growth
- Support the Education Master Plan by providing facilities needed for future and on-going programs

FMP GUIDING PRINCIPLES

The following Facilities Master Plan (FMP) Guiding Principles were developed using the information from the previous master plans and evaluating the current goals of the College:



SUSTAINABILITY

1. Create an aesthetically pleasing environment and ensure that new facilities are designed in concert with the unique natural environment and contextual design of Columbia College.
2. Promote sustainable practices in all facilities.
3. Preserve the unique campus environment of Columbia College with minimal impact while creating outdoor gathering areas.
4. Use existing open space effectively, recognizing that Columbia College contains less than 100 acres of buildable land.
5. Preserve the natural setting of the campus, while respecting the 'no build' zones.
6. Use sustainable environmental standards and practices in developing "green" buildings and grounds.
7. Incorporate green technology in the construction of new facilities.
8. Limit enrollment and facility growth at any one site to a size conducive to providing a quality educational environment.
9. Review and eliminate possible redundancies in offsite programs and services.

SECURITY + FACILITIES

1. Consider long term maintenance, staffing and equipment costs. Implement a plan to restore and maintain existing equipment.
2. Utilize appropriate non-assignable service spaces for instructional areas, storage, technology, custodial, maintenance and operations.
3. Build and maintain healthy, safe and functional facilities.
4. Incorporate electronic security systems and controls in all new and renovated buildings. Consult Campus Security for system upgrades/replacements.
5. Consider and address ongoing utility infrastructure needs, including heating and cooling, power, telephone, data, water, sewer and fire.





ACCESSIBILITY

1. Explore options to improve open access for students to the College campus, its facilities, roads, pathways and ramps.
2. Improve educational opportunities for students for students through the use of alternative delivery methods.
3. Provide physical access to education for students and the communities that we serve.
4. Focus on accessibility requirements for new and renovated facilities, roads, pathways and ramps.
5. Renovate existing restrooms to meet ADA accessibility requirements.
6. Parking (other than ADA required spaces) should be located in shared lots with both staff and students, not dedicated to specific Programs. Consider proximity of ADA parking to new buildings and/or renovations of existing buildings.

TECHNOLOGY + INFRASTRUCTURE

1. Promote the integration of infrastructure needs as they relate to construction of new facilities and/or modification of existing facilities. Include adequate storage space for technology and equipment infrastructure and provide this space in each building to ensure that technology supports instructional modalities.
2. Update classrooms and align technology with end-users needs. Align individual room or user requirements with the 2011 Technology Plan.
3. Provide an adaptable infrastructure system to support the College community.



INSTRUCTIONAL SPACES

1. Commit to provide students with state-of-the-art learning facilities, including flexible classrooms for multi-use, collaborative learning environments and smart technology.
2. Instructional purposes take precedence over non-instructional use of classrooms and labs.
3. Storage for teacher supplies and AV/IT equipment shall be provided in classrooms or in close proximity.
4. Incorporate collaboration space when designing new and renovating existing buildings which contain spaces, such as student study rooms and meeting and conference room spaces that can be used by faculty, staff and students.
5. Use space efficiently and combine similar uses where possible.
6. Program growth will be limited due to funding and enrollment.
7. Evaluate how the future influx of students will impact facilities, staff and services.

FACULTY OFFICES

1. Faculty office spaces are to be dedicated for full-time Faculty. Adjunct office spaces are to be non-assigned shared spaces.
2. Review the orientation of faculty offices based on the organizational structure of the College. Orient offices to be either outward or inward facing to the main classrooms of each instructional building.
3. Provide the option of colocating instructor offices within the same disciplines to enhance collaboration.
4. Locate instructor office spaces near the classroom(s) they use.



SECTION TWO

PLANNING FACTORS

DEMOGRAPHICS



Numerous factors influencing the master plan were analyzed during this update process. These helped the design team fully understand the existing conditions and current trends in the area, providing useful information to support the Programmatic Design Elements (PDE) and project list.

STUDENT DEMOGRAPHICS

The following includes pertinent information regarding student demographics from the Columbia College Self Study, dated August 15, 2011:

- The age group between 10 and 24 years of age in Tuolumne and Calaveras counties is expected to decrease by an average of 9% through 2015. A decrease is also expected for the 40 to 54 age group by an average of 11%. The age group from 25-34 years of age is expected to grow by an average of 22% as well as the 60-79 age group which may increase by an average of 19%.
- Potential students from local high schools may increase for the next several years, but are projected to substantially decline in the 2012-2013 timeframe.

Based on this information, the enrollment at Columbia College will generally stay consistent. There may not be an increase in high school graduate enrollments, but it is anticipated there will likely be increased enrollment in students pursuing second careers, skills refreshment and lifelong learning. Tuolumne and Calaveras Population Projections to 2015 and Cohort Totals for 2009 and 2015 are shown below in Figure 1.3 and Table 1.2.

Figure 1.3 Tuolumne and Calaveras Population Projections to 2015

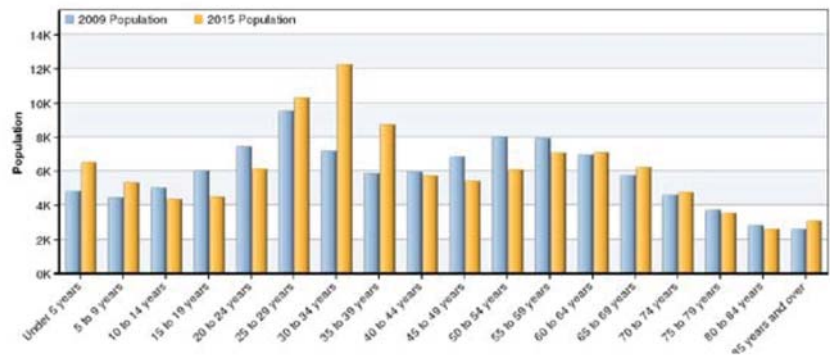


Table 1.2 Cohort Totals

Area	2009 Population	2015 Population	Change	% Change
Region	105,513	109,810	4,297	4%
State	37,376,109	38,782,399	1,406,290	4%
Nation	307,435,913	317,728,929	10,293,016	3%



COMMUNITY

The College has close ties with its community. The campus is viewed as a cultural hub for fine food, music and other social events. It also provides the community with a venue for civic engagements.

The College has a relationship with the Me-Wuk tribe and the local community. Members of the community frequently use the tennis courts, Symons Field and Oak Pavilion.

The community also takes advantage of the vocational education classes offered by the College for training in pursuit of local jobs or career enhancements.



WORKFORCE DEVELOPMENT OPPORTUNITIES

Many job opportunities are available to students through a variety of programs at Columbia College. According to the Self Study, historical unemployment rates higher than the state average currently exist for both Tuolumne and Calaveras Counties. Vocational education is a major component of Columbia College's mission, playing an important role in providing job opportunities to the local population. Further, based on analysis from EMSI, which incorporates data from the California Labor Market Information Department and the U.S. Labor Statistics, the fastest growing occupations in the local area have been predicted. Included in the list are registered nurses, nursing aides, licenses practical and licenses vocational nurses, medical secretaries, multimedia technicians, preschool teachers, retailers, business and commerce professionals, and hospitality and culinary professionals.

EXISTING FACILITIES CAPACITY

The State Chancellor's Office has established standards to determine facility capacities. In analyzing the College's current facilities, it has been determined that the College has significantly more space than needed for the current and projected Weekly Student Contact Hours (WSCH) as compared to State standards. The campus will be able to accommodate growth in the future with its current facilities.

The lecture, laboratory and office spaces on the campus are, on average, 100% over the 2015 state standards calculations as shown on the table below (highlighted in blue):

Columbia College Campus-Wide ASF Analysis

Projections using Chancellor's Office Utilization and Space Standards:

Fall Term	Enrollment	Total WSCH	FTEs	FTEF	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF	Shipping & Receiving ASF	Food Service ASF	Corporation Yard ASF	Total ASF
2005	3,022	30,473	1,016	60	10,090	14,996	9,600	11,897	6,673	2,644	4,231	10,154	70,284
2010	3,727	30,861	1,029	61	10,218	15,187	9,760	13,787	7,413	3,261	5,218	12,523	77,367
2011	3,594	32,296	1,077	64	10,693	15,893	10,240	13,431	7,274	3,145	5,032	12,076	77,782
2015	3,876	38,545	1,285	77	12,762	18,968	12,320	14,187	7,570	3,392	5,426	13,023	87,648
		(WSCH *17.5)/525	Total WSCH/500	Total WSCH*0.7/100	Total WSCH*0.19/100	*259	FTEF*160	Enrollment*0.7	0.7*1.5+3500	Enrollment*0.7	Enrollment*0.7	Enrollment*0.7	

Areas from Fusion Planning Yr 2014-2015: (Includes New Sugar Pine, Maple and Laurel Bldgs)

Fall Term	Enrollment	Total WSCH	FTEs	FTEF	Lecture ASF	Lab ASF	Office ASF	Library ASF	AV/TV ASF	Shipping & Receiving ASF	Food Service ASF	Corporation Yard ASF	Total ASF
2014-15					17,637	40,408	22,268	10,527	1,879				
Delta from Projections:					-6,944	-24,515	-12,028	2,904	5,395				
Percentage Over 2011 CCCCO's Calculations:					65	154	117	%					

*The negative numbers above indicate extra ASF the College has compared to the calculations made based on Chancellor's Office Utilization and Space Standards.

*2005 Enrollment from 2008 EMP.

*2010 Enrollment from Datatel Student Demographic Detail Report

*2011 & 2015 Enrollment assumed at 2% increase from previous year.

* Total WSCH taken from Fusion On-Campus Planning Yr 2011-2012:

* Total WSCH will be attributable to 70% lecture, 19% laboratory and 11% PE.

* Load of 500 WSCH per FTEF.

* Average ASF per 100 WSCH for lab space is 259 ASF based on current lab types

* 70% of enrollment will be day-graded.

FACILITIES CONDITION INDEX

The Columbia College campus was originally built in the late 1960s. In addition to the original buildings and new buildings constructed in the past few years, the campus also has a limited number of athletic and recreational facilities such as tennis courts, a soccer field and fitness walking trails. The campus fabric also includes a community park with an amphitheater; a Me-Wuk Cultural Center and an interpretive nature trail.

The following table shows an overall assessment of the campus buildings based on three categories: Facility Condition Index (FCI) as determined by the State Chancellor's Office, the design team's site assessment and the report from the College's Facilities Department.

Campus Buildings	FCI%	Design Team Site Visit	College Facilities Department Report	Overall Rating
Alder	78.76	B	*renovation completed by 2012	B
Aspen	41.74	B	B (35 year old hvac system)	B
Buckeye	52.93	B	B	B
Cedar	43.23	B	B (ADA problems, cramped)	B
Davis Cabin	57.43	C	C	C
Dogwood	53.13	C	C	C
Fir	25.92	B	B (plumbing not good)	B
Juniper	51.12	B	B	B
Laurel Admin Building	0	A	A	A
Laurel Infant Building	0	A	A	A
Laurel Pre-school Building	0	A	A	A
Laurel Toddler Building	0	A	A	A
Madrone	52.15	B	B	B
Mahogany	0	A	A	A
Manzanita	45.33	B	B	B
Maple	0	A	A	A
Oak Pavilion	1.37	B	B	B
Pinyon	0	B	A	A
Ponderosa	0	A	A	A
Redbud	47.31	B	B	B
Sequoia	25.2	B	B	B
Sugar Pine	0	A	A (new, completed 2011)	A
Tamarack Hall	0	A	A	A
Toyon	62.87	B	B	B
Willow	50.14	B	B (nice to add bathrooms at upper level for ADA)	B

Facility Condition Index (FCI):

Cost of all of a facility's deficiencies versus the facility's replacement value, which provides an approximate estimate of the facility's condition. Industry standards rate a facility with an FCI of less than 5% in good condition. An FCI of 5% through 10% indicates that the facility is in fair condition and an FCI of greater than 10% indicates a facility in poor condition.

Design Team Site Assessment:

- A – Good Condition
- B – Fair Condition
- C – Poor Condition

Facilities Department Report:

- A – Good Condition
- B – Fair Condition
- C – Poor Condition

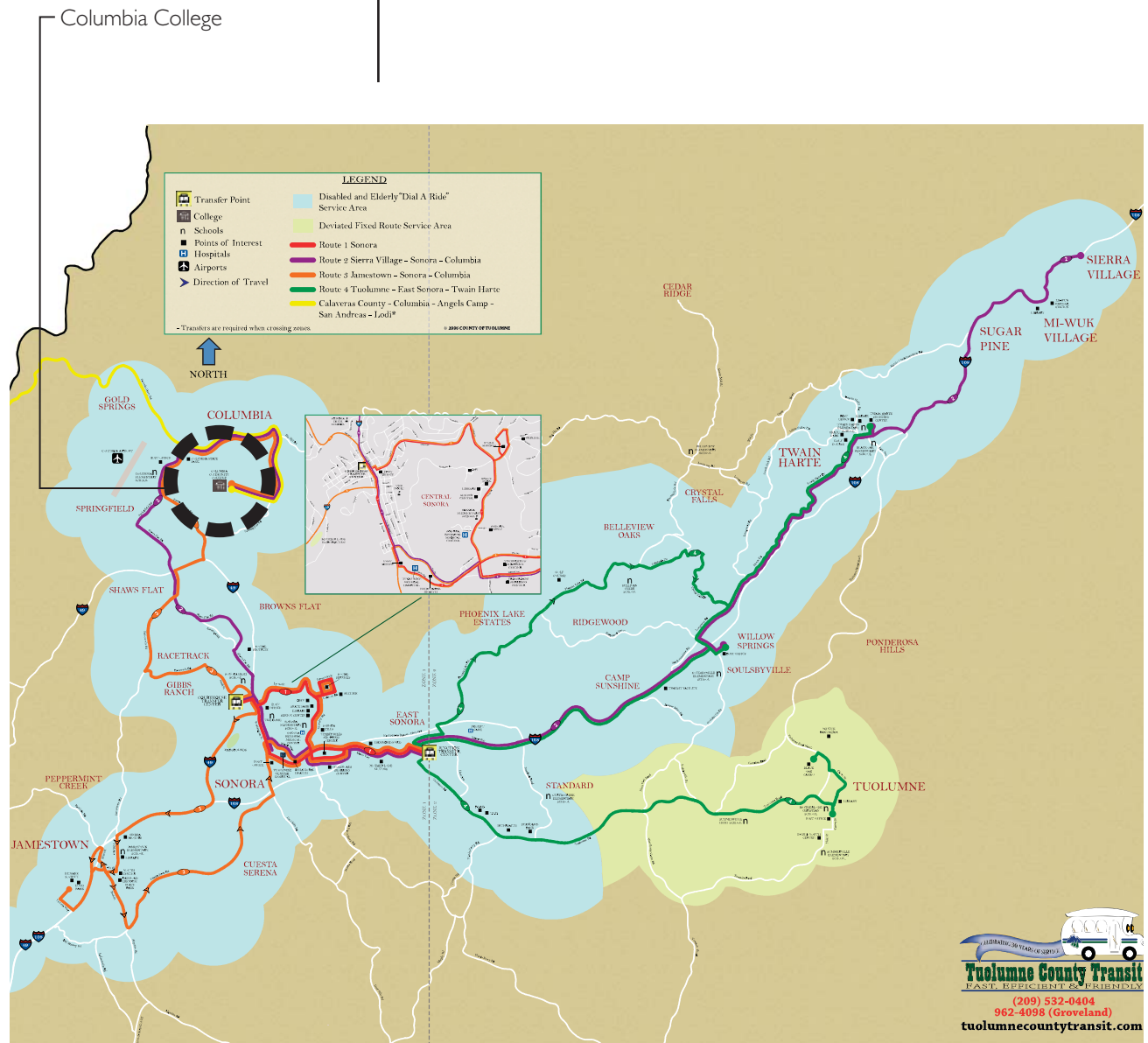
Overall Rating:

- A – Good Condition
- B – Fair Condition
- C – Poor Condition

TRAFFIC + CIRCULATION ANALYSIS

The main form of transportation to the College is by private vehicles. One of the projects of the 2004 Facilities Master Plan was the expansion of the student parking lots. An analysis of the current usage of the parking lots has determined that the student parking lots could be adequate with some adjustments to class schedules and the permanent overflow parking during the early part of each semester. Conversely, staff parking requires some expansion. In addition, local bus service is available from several routes to the Columbia College campus as shown on the map below.

The Circulation Plan from the 2007 Campus Master Plan has been amended to include this new information. The updated version of this plan is found in the Master Plan section of this document.



EXISTING FACILITIES + INFRASTRUCTURE



The Columbia College campus has many buildings that house only a few classrooms and faculty offices. The campus has a limited number of athletic and recreational facilities including six lighted tennis courts, a competition quality soccer field, ropes course and fitness walking trails. Also on its grounds are a community park with an amphitheater, a Me-Wuk Cultural Center and an interpretive nature trail. The basic infrastructure and campus transportation system were constructed in the late 1960s and early 1970s. These 40-plus year old facilities, which house the College's basic support systems, were built to accommodate 1,500 students — less than half the number of students who currently enroll each semester. Critical problems exist within some of the current facilities, including classrooms which are too small and poorly equipped. Some buildings lack basic services, such as drinking fountains and restrooms. Columbia College also has inadequate “special use” facilities for several of its programs including, but not limited to, music, Student Health Services, emergency services, dance and art. Access to certain areas of the campus remains a major problem for disabled persons. Among the College's unresolved safety issues are inadequate parking at peak times early in each semester and on-campus transportation and inadequate footpaths to and from classroom buildings.

Hilly terrain on the campus is at times an impediment, limiting potential College growth. Most of the grounds are steep and tree-covered, making new construction a major challenge. It is estimated that less than 100 of its 276 acres are buildable with only a few sites suitable for development. The majority of the buildable land is located on the east side of the campus.

Levels of accessibility for the disabled, especially in some of the older structures, fall below acceptable standards. While the YCCD has tried to improve access to the current campus facilities, many barriers still exist. Many campus buildings, like Alder, are difficult to reach from the parking areas for all students and especially the disabled.

Current classrooms are mostly small in size and designed to hold classes of no more than 20 students. Further, very few classrooms have adequate media and technology support equipment. The YCCD and Columbia College have implemented a 2011 Technology Plan to address technology issues.

The existing utility infrastructures are outdated and have limited capacity. For example, the undersized electrical power services into the buildings have, in many cases, limited the College's ability to upgrade lighting and install needed equipment. Several of the heating and cooling units, which are located outside of the classroom buildings, are noisy and disruptive to both the faculty and students.

Outdated traffic, transportation and parking systems around the College are inadequate to handle current demands and future growth. The College



has two ingress / egress routes: Columbia College Drive and the secondary emergency access road on the west side of the campus. Columbia College Drive is approximately one-half mile long and has hills that exceed a 12 percent grade. In 2001, the College received a donation of land on the west side of the campus, extending the College's property to a public access road and allowing the College to create the secondary emergency access road.

There are several locations on campus where parking and vehicle congestion regularly take place. These include the Child Development Center when parents drop off and pick up their children, the student parking lot at the entrance of the Oak Pavilion and in front of the Manzanita Building where delivery trucks, public transit buses, disabled parking and a high volume of pedestrian traffic occur.

Parking is restricted to three locations on campus with a total of 759 parking spaces (see Appendix for parking information).

The limited number of athletic and recreation facilities on the College campus are used frequently by members of the local community. The facilities include six lighted tennis courts that are in disrepair, a one and one-half mile par course that winds through the campus, a competition quality soccer field and Carkeet Park, a community park / amphitheater. With assistance from the College Foundation, Carkeet Park recently received several improvements for use by persons with disabilities: an adapted portable restroom, special parking spaces and wheelchair access paths. However, the amphitheater still lacks seating, a sound system and stage lighting.

EXISTING BUILDINGS ON CAMPUS

The existing buildings on campus encompass facilities both new and old. This section incorporates information from the 2007 Campus Master Plan section and includes brief summaries about each building.



ALDER

The Alder Building is located approximately halfway between the main student parking lot and San Diego Reservoir. This is the first building people encounter when walking from the student parking lot. Built in 1971, this two story 6,000 sq-ft building was the original home of the College gym on the second floor of the building, and will be used for Health and Human Performance yoga and dance classes. The first floor will be converted into the main data center for the campus.

ASPEN

The Aspen Building was constructed in 1969 and currently has faculty offices and is used for general instruction as well as music instruction. The location of this single story 2,651 sq-ft building is important relative to the Facilities Master Plan for two reasons. The first is its location at the terminus of the main pedestrian path from the student parking lot. The building serves as a backdrop to the enhanced gathering area at this terminus that is proposed directly to the east of the building. Secondly, the Aspen Building is directly adjacent to the primary pedestrian circulation loop around the San Diego Reservoir. Due to the building's close proximity to both of these features, it is important that as the circulation system is improved or the enhanced gathering area is developed, the building, along with adjacent circulation, is closely studied. Since the building is only accessible via stairs from the east side and an elevator at the Manzanita building, any improvements could potentially accommodate a new ramp and a more gracious stair system with a larger landing at the top and the bottom of the stairs.



BUCKEYE

Built in 1969, Buckeye currently houses general instruction, faculty offices, Business Administration programs and the Office Technology computer lab for business and occupational skills. The 5,585 sq-ft one story building includes a small basement and is located directly to the east of Manzanita along the primary pedestrian circulation loop around the San Diego Reservoir. This section of the pedestrian path is affectionately known as "Cardiac Hill" due to the extreme slope in this area. The current signage around Buckeye needs to be improved for easier wayfinding. Refer to the signage and wayfinding design guidelines for suggestions to improve building identification and signage.

CEDAR

The Cedar Building, built in 1969, houses general studies classrooms and faculty offices. The one story 4,672 sq-ft building is located in a congested area to the northeast of Manzanita. The pedestrian circulation around Cedar is very confusing and consists of a convoluted series of ramps with imposing concrete side walls. The circulation around Cedar should be closely studied in conjunction with the ADA access plan to provide improved circulation and wayfinding around Cedar. In addition, Cedar 10 is a small classroom that is only accessible via a series of stairs. Any modification or improvement to Cedar should include the removal of this barrier. The signage around Cedar also needs to be improved for easier wayfinding and locating the building. Due to the tree canopy around the building creating dark areas, building identification directly on the building would potentially improve wayfinding.



DAVIS CABIN

The Davis Cabin holds historic value for Columbia College but is currently not used and in disrepair. Built in 1968, this single story 875 sq-ft facility is situated between the Alder Building and the tennis courts. Formerly housing the Security Office, this building is not currently used for instruction.

DOGWOOD / FORUM

Dogwood, also known as the Forum Building, provides classroom instructional use as well as a small theater that seats 182 people. Dogwood, a one story 4,707 sq-ft facility, can be used for concerts, lectures and public meetings. The stage is small and the theater lacks the capability to support standard theater productions or large-scale music performances. Additionally, the facility's seating is old and in disrepair and storage for music and musical instruments is very limited.

The pedestrian circulation around Dogwood is confusing and does not adequately accommodate patron access for events. Dogwood is located close to both the Cedar Building and the Aspen Building. Standing in the middle of these three buildings, it is difficult to tell each building apart. Building signage, mounted directly on the building in this case, would potentially help in wayfinding.

The area to the north of Dogwood (between Dogwood and Fir) contains a proposed enhanced gathering area. This is an ideal area for an enhanced gathering area as it is currently used for bake sales and other fund-raising events. This is currently a "designated smoking area" which will require the smoking area to be relocated to accommodate the enhanced gathering area.





FIR

Built in 1976, the Fir Building contains general studies, faculty offices, a video conference classroom, the Computer Information Systems lab, plus Earth Science and the Geographical Information Systems (GIS) Department. This one story building is 7,860 sq-ft and includes a small basement.

JUNIPER

The Juniper Building was built in 1971 and has 2,880 sq-ft, containing general studies classrooms, the mathematics lab and Student Health Services / Nurse. This building would benefit greatly from improved wayfinding to this building.



LAUREL

The Child Care Center is located in the new single story Laurel Buildings built in 2010, a gated compound of four buildings adjacent to the Maple Building, which contains the Child Development program. The Laurel Infant Building is 2,123 sq-ft, the Laurel Toddler Building is 3,131 sq-ft, the Laurel Pre-School Building is 2,883 sq-ft and the Laurel Administration Building is 3,321 sq-ft.

MADRONE

Madrone, a 5,493 sq-ft single story building built in 1971, is located to the south of the Mahogany Building and houses Automotive and Welding Technology classes.



MAHOGANY

Mahogany, a new facility built in 2009, is located on the far north side of campus adjacent to the Madrone Building and houses Automotive and Welding Technology classes. This one story building is 7,562 sq-ft.



MANZANITA

Manzanita currently serves as the college's main administration facility, housing the President's office, Vice President offices, Deans offices, Financial Aid, the campus bookstore, Counseling, the Academic Achievement Center and Special Programs, food services and The Cellar Restaurant. Constructed in 1969, this two story 31,183 sq-ft building, in addition to being one of the largest buildings on campus next to Oak Pavilion, serves as the hub of the campus. The building contains the Rotunda, located on the second floor, which acts as the heart of this building and serves as a gallery and student gathering area and provides space for community and public events. During busy times of the year, queuing lines for student administrative services overwhelms the Rotunda and decreases the usefulness of the space. The space allocation of rooms in the building is not efficient due to the oval shape of the building and many attempts to accommodate growth by adding partitions and carving out space as needed for offices, classrooms and other functions.

MAPLE

The Maple Building, constructed in 2010, is new and houses the Child Development program. This 2,395 sq-ft building is located adjacent to the Child Care Center in Laurel and across from Tamarack, the Library.



ME-WUK CULTURAL CENTER

The Me-Wuk Cultural Center is a 1,385 sq-ft roundhouse constructed in 1976 and located near the main entrance of campus. The roundhouse provides a cultural gathering space for the community. This one story facility is in need of repair and renovations.

OAK PAVILION

Oak Pavilion, built in 1991, is an aluminum geodesic dome that functions as the College's sports arena. This two level 51,026 sq-ft building houses a gym, classrooms and faculty offices. Oak Pavilion accommodates up to 1,200 with approximately 500 additional seats set on the gym floor. Due to acoustic concerns, Oak is limited to athletic and large scale events. In order to better fit into the context of the landscape, it is recommended that additional planting material be installed around the entire building to help screen the building and provide a buffer for its natural surroundings.





OBSERVATORY

The Observatory, also referred to as the Astronomy Dome, is located to the north of campus, at the end of a long, narrow pathway leading from Madrone and Mahogany. This facility was built in 1976 and is 132 sq-ft.

PINYON

The Pinyon Building, a portable, one story building of 1,775 sq-ft built in 1998, currently houses Health and Human Performance classes such as yoga.



PONDEROSA

The Ponderosa Building is a portable building that currently houses the Student Center. This facility was built in 2011 and has 1,440 sq-ft.

PUBLIC SAFETY CENTER / FIREHOUSE

The Public Safety Center and Firehouse is located at the intersection of Columbia College Drive and the North Campus Drive just past the information toll booth near the main entry to campus. This single story 6,555 sq-ft facility was recently renovated in 2009 and colocates campus emergency services, including the Campus Security office and the Firehouse.



REDBUD

The Redbud Building is located on the northeast corner of San Diego Reservoir and provides classrooms for general studies courses, laboratory space, a computer studies networking lab, fire academy classes and faculty offices. This building, built in 1969, is 9,239 sq-ft and includes a basement.



SEQUOIA

Built in 1977, the one story Sequoia Building is 8,247 sq-ft and located on the northeast corner of San Diego Reservoir. This building provides classrooms for general studies courses, the Modesto Junior College Nursing program and faculty offices. Previously it housed science labs and remnants from that program remain.

STUDENT HOUSING

Privately owned and managed by Francis J. Pogacar, the Managing Member of California Student Housing, LLC, the owner of the dormitories, the student housing units are located adjacent to parking lot B and are made up of 48 apartment-style units. There is currently a barbeque area, an outdoor volleyball court and limited outdoor recreation opportunities that would benefit greatly from some improvement. This area behind the apartments is identified as a location for an enhanced gathering area. This gathering area would be different from those on the main campus as it wouldn't require wayfinding signage and would include more recreational types of improvements for use by the student residents.



SUGAR PINE

The newest building on campus, Sugar Pine was built in 2011 and provides a state-of-the-art Science and Natural Resource facility, enhancing the programs housed within the building. This two story 32,589 sq-ft building has become a major attractor to the northwest part of campus with students utilizing it's covered outdoor gathering space, study rooms and flexible classrooms with smart technology.

TAMARACK HALL

Tamarack Hall is a 20,021 sq-ft two story building built in 2003 and contains the College Library, Technology & Media Services, Instructional Technology Center (ITC) and faculty offices. Built in 2003, the building is situated on the north side of San Diego Reservoir between the lower and upper pedestrian loop walkways. A roof terrace located on the north side of the building has outdoor areas between ten vertical peak box shaped skylights. This area currently does not function well as an outdoor area due to the lack of shade and comfortable seating areas. Large scale trees should be installed to the north of the Tamarack Building and additional seating areas installed on the roof terrace to create an inviting place to study or converse with friends.



TOYON

The Toyon Building, adjacent to Sugar Pine, houses Forestry and Natural Resources, faculty offices and classrooms. In addition to classrooms, the 2,200 sq-ft building built in 1971 contains an interesting diorama representing the surrounding environment and a collection of taxidermy of native California animals.



WAREHOUSE / SHIPPING / RECEIVING / TRANSPORTATION & MAINTENANCE

The facilities yard, adjacent to the Public Safety Center / Firehouse, houses the Warehouse, Shipping / Receiving, Transportation and Maintenance functions of the campus. This grouping of buildings is comprised of both permanent and portable buildings and vary in age. Warehouse and Receiving Building is 2,660 sq-ft and was built in 1972. The Transportation Building built in 1973 is 4,000 sq-ft. A new Logistics Modular was installed May 2012.

WILLOW

Constructed in 1969, the Willow Building is located at the southwest corner of San Diego reservoir and houses the creative arts program. This building is 4,306 sq-ft.



SECTION THREE

MASTER PLAN

FACILITIES MASTER PLAN UPDATE

The Facilities Master Plan for Columbia College has been developed to support the College Mission and Vision concepts, by utilizing facilities with leading edge technologies, to enhance teaching and learning while preparing students for their future careers.

This plan follows the ethos that students and their goals are the core of the institution. Taking students' needs into account, the campus is developing and expanding its services and opportunities for all those choosing to attend Columbia College. The notion of centralized resources designed to serve students has evolved as the College has progressed over the years to a hybrid solution that balances the idea of centralized services with the need for adaptable, localized and student-focused operational hubs of activity. This master plan also incorporates the need for classroom upgrades, responds to the importance of physical and functional connections with clustered relationships and integrates the reality of current and future funding, opportunities and resources.

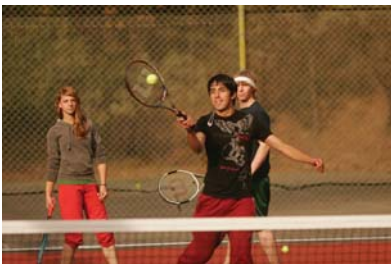


CAMPUS CONCEPTS



The Columbia College campus is located in the unique natural setting of the Sierra Nevada foothills in a rural wooded area near Sonora, California and the nearby historic mining community of Columbia. This very unique setting nestled in the woods and surrounding the San Diego reservoir is an idyllic location that is both beautiful and peaceful. The college has existed here for nearly 45 years and has well-established facilities and brand new ones. This very unique setting provides Columbia College the opportunity to establish itself as a **Destination Campus** for both its setting and the distinguished and unique programs the College offers students. The distinguished programs can be enhanced and expanded with the opportunity to improve both the **efficiency** and **effectiveness** of the existing and new facilities on campus.

Because of its rural nature and location, access to the campus can be long and challenging depending on the seasons and weather. The College can provide **greater access to its constituents** with the addition of outreach centers in Angels Camp (Calaveras campus) and in Oakdale to offer facilities closer to the communities it serves.



The College is an **asset to its community** and is held in high regard. Through the continued improvement of the campus, this connection can be increased and enhanced by continuing to provide a **social and cultural outlet** for the community. The community engages the College in lifelong learning, enrichment opportunities, fitness and athletics, cultural events and opportunities to engage nature. Through this connection to the community, its unique setting and distinguished programs, Columbia College will continue to be a destination campus; one that offers the students the resources and instruction to meet the challenges of the future.







CAMPUS NODES

One of the major campus planning concepts to consider is the centralized versus decentralized plan for services and programs. There are distinct advantages to both. For example, science labs of all types make sense to be co-located in one building or area because of their technical nature and facility needs. While decentralized services or programs can better integrate instruction into a holistic, well-rounded education. Columbia College is afforded the opportunity to consider a hybrid that borrows the best features of both concepts.

By creating “nodes”, related programs can benefit from close proximity to each other. They allow for the development of active social spaces for students with similar educational focus as well as the potential for collaborative learning experience.

The nodes and their area of influence would overlap each other and be inter-connected by the main campus loop road and pathways feeding shorter routes to other nodes and back to the hub of the campus, the Manzanita Building. However, there are programs and general purpose classrooms that may not be part of a node. By infusing these programs and classes into the other nodes they will avoid isolation from other programs and ensure students continue to benefit from interaction with other programs.

Columbia College has an opportunity to create the following nodes:

- A **Math and Sciences node** with the Sequoia and Sugar Pine buildings. There would be some inter-relationship of this node with programs in Toyon, Redbud and Willow.
- The Fine Arts on campus can be enhanced by expanding 2-D art and photography into the Toyon Building and creating a **Fine Arts node** between Willow and Toyon Buildings.
- Computer Sciences, Business Administration and other computer intensive programs would create a **Technology node** with the Juniper and Fir buildings.
- The Student Center, Library and Student Health Services in Pinyon and the Child development programs combine for a **Student Life node** that provides social outlets and allows students outside of the classroom to get together and form academic and social groups.
- Madrone and Mahogany have already established a **Vocational Technology node** that requires large workshop bays and storage space.
- An active **Community node** would be enhanced by bringing the use of the Oak Pavilion, Symons Field, Tennis Courts and future Performing and Fine Arts building together.
- Manzanita concentrates most of the student services and administration into one area that can be identified as the **Student Services node** and the hub of the campus.
- Dogwood, Aspen and Cedar buildings form the core of the **Liberal Arts node**.

CAMPUS NODES

Math + Sciences Node

Fine Arts Node

Technology Node

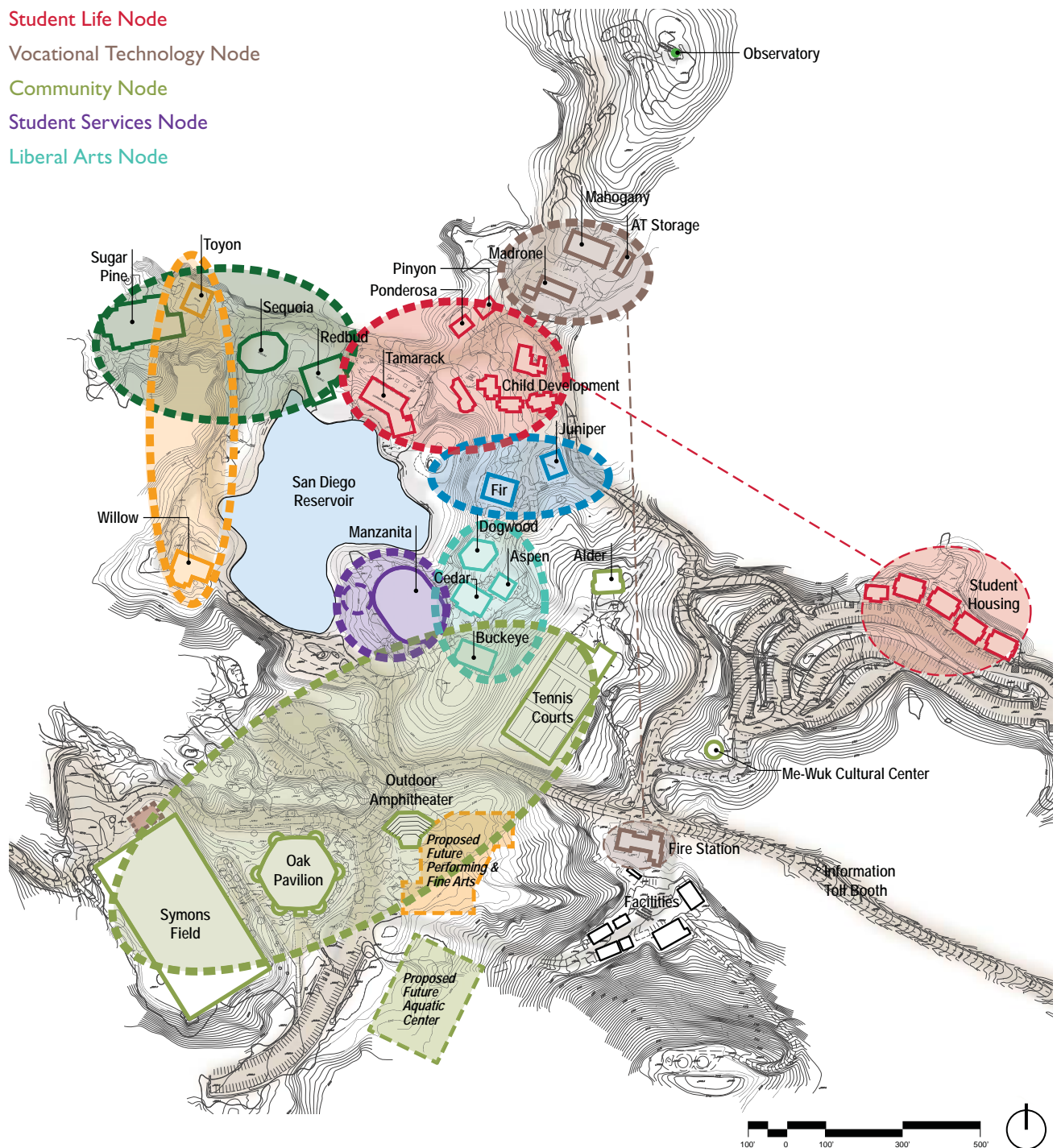
Student Life Node

Vocational Technology Node

Community Node

Student Services Node

Liberal Arts Node



Master Plan Campus Nodes



CAMPUS NODES

The Manzanita Building continues to be the hub of the campus for the nodes and other general classroom buildings on campus. A proposed future expansion wing of the Manzanita building would provide the campus with a front door and enhance the campus as a community asset by providing an information desk, community room for hosting social events, gallery space for presentations and a high class dining facility overlooking the San Diego Reservoir. The wing could be anchored by executive and administrative offices on the upper floor.

The location of the Sugar Pine, Child Development Center and Student Center buildings have increased traffic to the perimeter of the campus, allowing students the opportunity to spread out and de-centralize foot traffic away from the Manzanita Building. Trends in instructional modalities are moving toward a more collaborative and interactive approach to instruction resulting in more team projects and group study. To accommodate these new modalities and decentralize student activities throughout the campus, it is recommended that student study areas be located in each node for individual and group study during non-instructional hours. Study areas can be enhanced by locating faculty offices nearby, creating opportunities for informal exchanges with students and to provide some oversight.

INCREASE EFFICIENCY

A weekly sample assessment of classrooms and labs on campus was conducted based on data from the Columbia College Room Assignments for the Fall semester 2011 during the week of October 17th to 22nd, which informed the utilization efficiency of each classroom and lab (see Appendix). The results indicate that there are classrooms and labs that are underutilized and others that meet expected standards. Overall, the study has indicated there is significant capacity for growth. Through analysis and the interviews of each department and program, it has been determined that classroom use was limited by its location, size configuration and setup. Efficiency could also be improved by reconfiguring some of the classrooms in the following buildings to be multi-functional and open to various programs: Buckeye, Fir, Juniper, Redbud, Sequoia, Tamarack, Toyon.



Instructors are occasionally challenged with transporting instructional materials from class to class, making it difficult to incorporate all the best instructional tools and utilize other classrooms. Creating various secured storage space in and around classrooms for programs with bulky, heavy, equipment which are difficult for instructors and students to transport could increase flexibility and efficiency of space use.

With the addition of several new buildings on campus, some of the vacated spaces provide great opportunities to enhance the direction and plan of the campus. They should be evaluated as to how best to maximize their potential future uses.

FACILITIES CAPACITY

Based on the standards established by the State Chancellor's Office, the design team analyzed the master plan update to determine facilities capacity. It has been determined that the College still has significantly more space than needed for the current and projected student population as measured in Weekly Student Contact Hours (WSCH); however, the new master plan significantly decreases the average percentage from over 100% to approximately 85% over state standards. Based on the master plan, the existing campus buildings will be able to accommodate growth well into the future.

The lecture, laboratory and office spaces in the campus are on average approximately 85% (from the existing facilities capacity average of over 100%) above the 2015 state standards calculations as shown on the table below (highlighted in blue):

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							FTEF*160	*3.83+3795	3500	1.25	*2	*4.8	

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*The negative numbers above indicate extra ASF the College has compared to the calculations made based on Chancellor's Office Utilization and Space Standards.

Projected Total Areas after Master Plan Short Term Projects:

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					807	1,891	425						
					491		529						
					349								
					1,284								
						2,045							
					674	2,908	994						
					14,730	35,609	20,320						

Delta from State Guidelines:

2011-15					-4,037	-19,716	-10,080	13,431	7,274				
Percentage Over 2011 CCCCO's Calculations:					38	124	98	%					

*The negative numbers above indicate extra ASF the College has compared to the calculations made based on Chancellor's Office Utilization and Space Standards.

*2005 Enrollment from 2008 EMP.

*2010 Enrollment from Datatel *Student Demographic Detail Report*

*2011 & 2015 Enrollment assumed at 2% increase from previous year.

* Total WSCH taken from Fusion On-Campus Planning Yr 2011-2012:

* Total WSCH will be attributable to 70% lecture, 19% laboratory and 11% PE.

* Load of 500 WSCH per FTEF.

* Average ASF per 100 WSCH for lab space is 259 ASF based on current lab types

* 70% of enrollment will be day-graded.

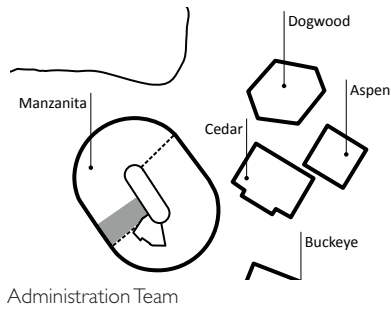


CLASSROOM UPGRADES

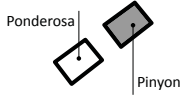
As previously indicated, the efficiency of the classroom is impacted by the condition and setup of the room. These rooms can be more desirable and better utilized if they are outfitted to be more flexible in their application. The new classrooms in the Sugar Pine Building have given us clues and direction. They are in great demand by all different disciplines and programs because of the flexibility and options for instruction. Using this classroom layout as a model, the other classrooms should be fitted with Smart Technology and new flexible furniture that allows for a wide variety of instructional modes, including options for lecture style and small group sessions in the same room. Other features that could be considered include layout space for large format documents and tackable surfaces for hanging maps and student work. Most of the programs would then be able to teach in any general classroom on campus. This is reflected in the Spring 2011 Columbia College Technology Plan which was developed and implementation of key technology and infrastructure features that define the technology objectives for the campus currently and into the future.

The current class course scheduling should be changed to allow the College to balance the demand for classes with the weekly schedule to ease over-parking on campus. An accurate record of classroom conditions should be recorded and accessible to enable instructors to view the available technology, furniture and accessories available in each classroom to verify if it meets the program needs for their course work. (See Appendix sections 'Smart Classroom Equipment Plan' and 'Campus EMS System' for information on each classroom on campus.)

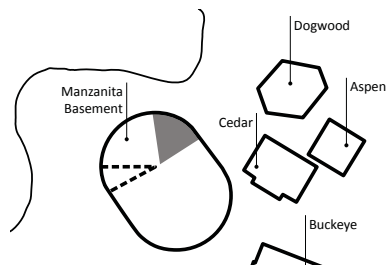




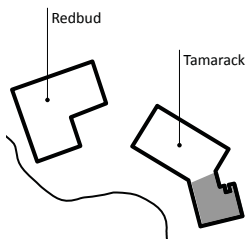
Administration Team



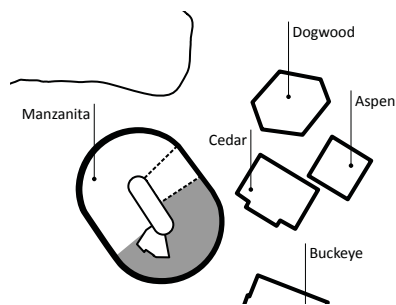
Health Services / Nurse



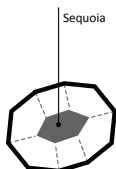
Auxiliary Services



AAC / Library / Student Learning Rooms



One-Stop-Shop



Storage / Offices / Classrooms in proximity

CLUSTERED RELATIONSHIPS

Based on the needs assessment interviews there was an increased sense of inter-relationships and efficiency between certain programs which benefit from being located in a common area. The concept of a one-stop shop seemed evident between the following groups: Counseling and Special Programs; President, Vice Presidents and the Deans; Admissions and Records, Business Services and Financial Aid; 3D, 2D Art and Photography; Cafeteria and Hospitality Management; Science and Nursing, Fire Academy and HHP; Performing and Fine Arts.

The following physical and functional relationships were identified in the 2004 Campus Master Plan and 2007 Facilities Master Plan and have been included in the current Master Plan update process.

1. Administration team in close proximity to each other
2. Health Services in close proximity to HHP (this was overruled later by the nurse for a stronger link to the Student Center)
3. Auxiliary Services in close proximity to Student Center
4. AAC in close proximity to academic assistance and the Library
5. Business Office, Admissions and Records, Financial Aid and Student Services in close proximity (One-Stop-Shop)
6. Storage for teacher supplies/equipment in the classroom or in close proximity
7. Locate instructor offices near the classrooms being used
8. Instructors in the same discipline/department to have offices near one another to collaborate and improve teaching and learning
9. Student learning rooms for faculty and students which are conducive to group study



FUNDING RESOURCES

Funds from the Measure E Bond could meet some of the PDE's needs as noted. Future funding opportunities could begin to address other PDE's as prioritized, unless special funding becomes available and designated toward a specific PDE on the list. Based on the anticipated student growth rate at Columbia College and the existing available capacity, future state funding would be limited for adding new classroom space. State funding for modernization of the existing facilities remains an option.

The following revenue sources were recently identified as future funding options in the Columbia College Educational Master Plan and Facilities Master Plan update process.

1. Reallocating space from secondary effects of funded projects
2. Current bond unencumbered balance and accrued interest
3. A new bond issue
4. State funding for modernization or new construction from state wide school bond (none available at this time)
5. Private fund raising
6. Columbia College Foundation
7. Business
8. Community

COLUMBIA COLLEGE MASTER PLAN

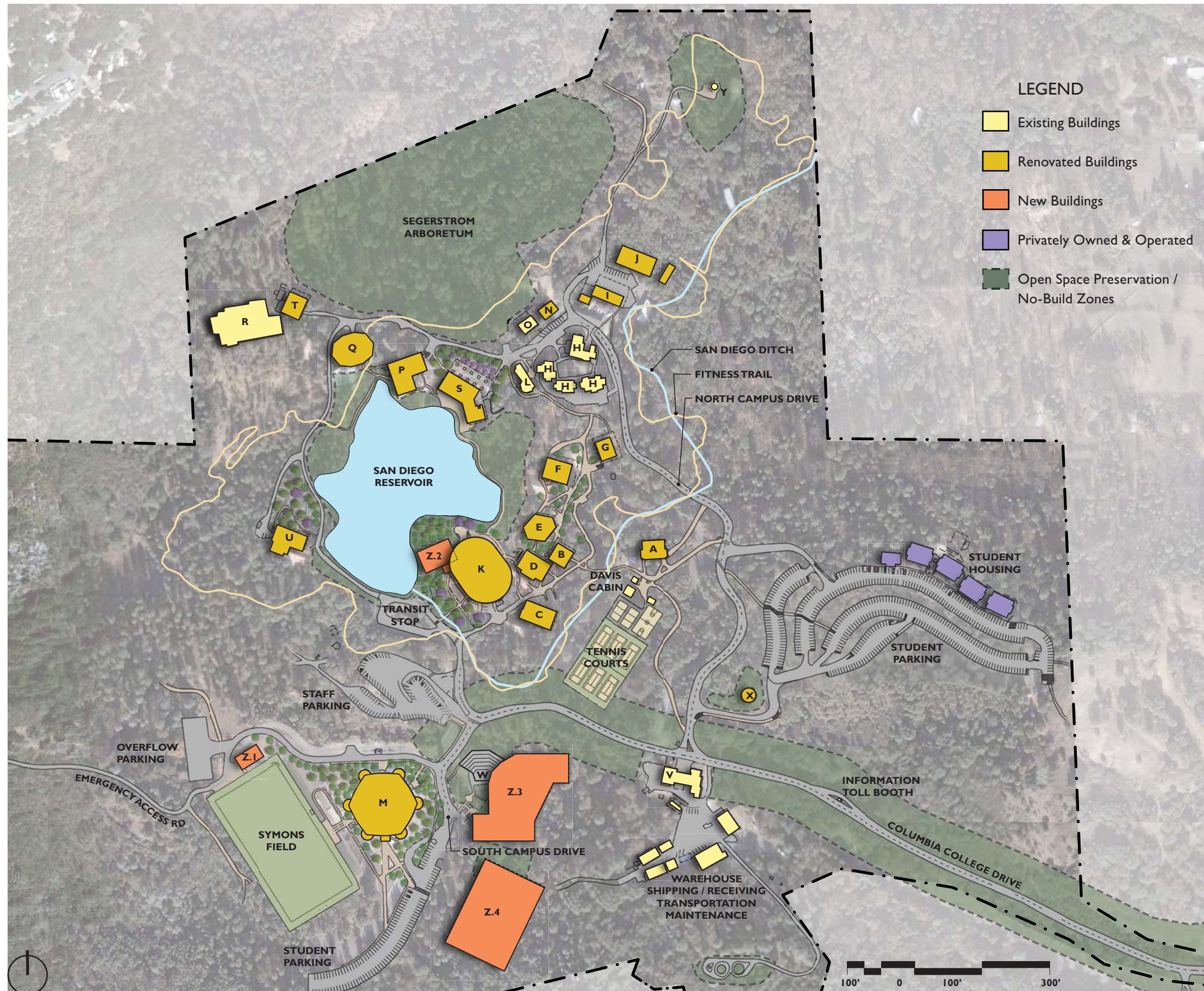
The Master Plan provides the framework for the future build-out of the Columbia College campus and incorporates valid concepts from the 2004 Facilities Master Plan and 2007 Campus Master Plan documents. The following plan shows the short-term and long-term projects defined to provide the least impact on the environment, while keeping the College community's best interests in mind.

The short-term projects will enhance the campus significantly through renovations to existing buildings and improvements to infrastructure. One of the key initial projects will be to provide a much needed cohesive "one-stop-shop" student service center in the Manzanita Building.

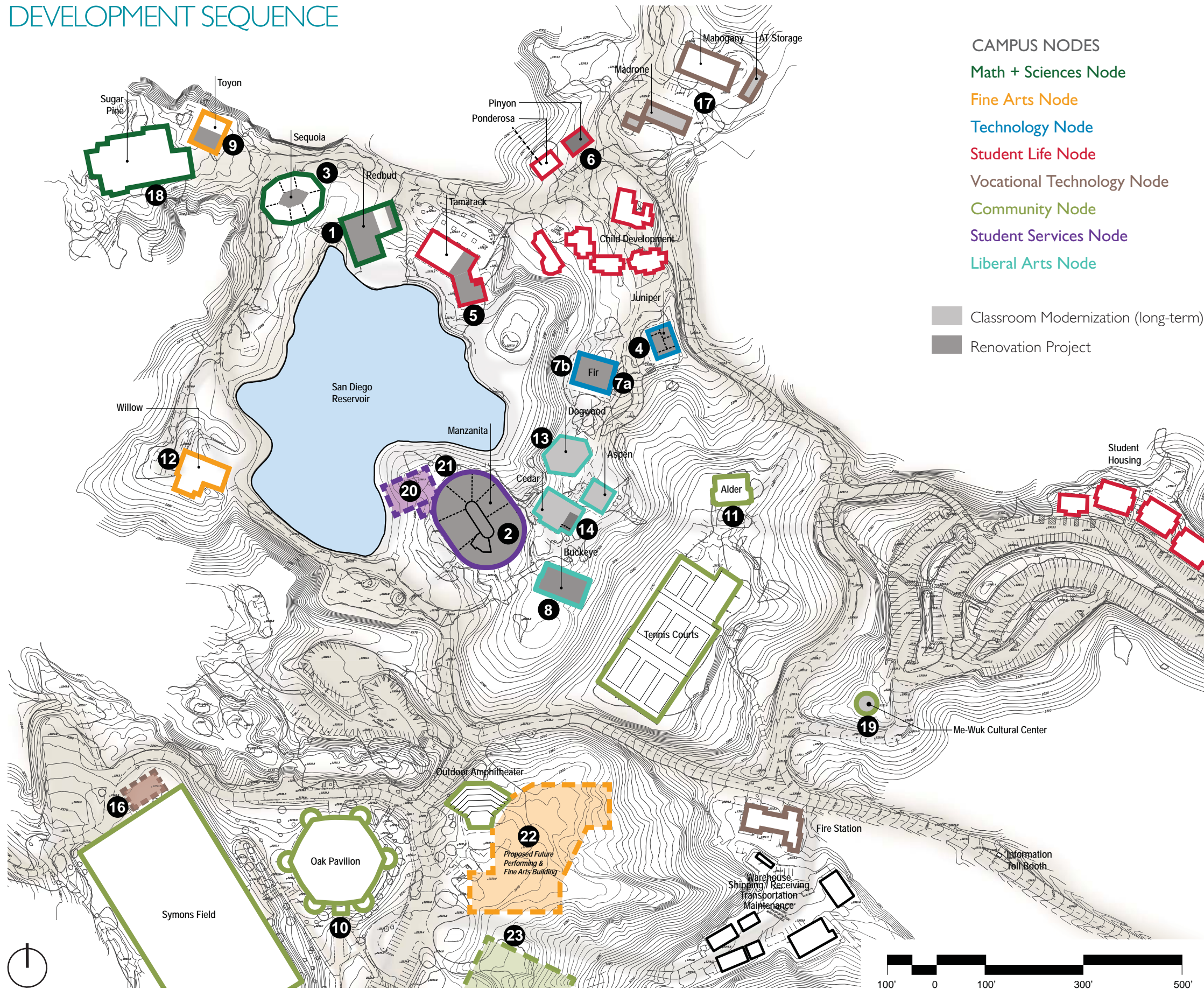
The long-term projects focus on further development of key ideas that relate to improving and completing the campus to meet the College's mission and vision: to be an exceptional institution of higher education.

COLUMBIA COLLEGE

FACILITIES MASTER PLAN



DEVELOPMENT SEQUENCE



CAMPUS NODES

Math + Sciences Node

Fine Arts Node

Technology Node

Student Life Node

Vocational Technology Node

Community Node

Student Services Node

Liberal Arts Node

Classroom Modernization (long-term)

Renovation Project

FACILITIES MASTER PLAN

SHORT-TERM PROJECTS

- 1 Redbud: Nursing moves from Sequoia
- 2 Manzanita: Exec & Admin offices, One-Stop-Shop, Entrepreneur Center located on upper level; Foundation moves from Tamarack to upper level; HPMGT, Bookstore & Snack Bar / Cafeteria stay in lower level; Fine Art displays in Rotunda
- 3 Sequoia: Math moves from Juniper
- 4 Juniper: Multi-media moves from Tamarack into Juniper, Distance Ed / ITC moves from Tamarack into Juniper classroom, relocate training computer lab to Juniper, relocate Faculty & Adjunct spaces to available office space on campus
- 5 Tamarack: AAC moves from Manzanita, Tech Services moves to lower level, Library modifications to study rooms & demonstration area, Fine Art displays
- 6 Pinyon: Student Health Services / Nurse moves from Juniper, share proposed conference room with Student Center, move HHP classes from Pinyon to upper level of Alder

LONG-TERM PROJECTS

- 7a Fir: Reconfigure Fir into (4) classroom labs with offices adjacent for CMPSC
 - 7b Fir: CMPSC hardware computer lab moves from Redbud to open classroom in Fir. Tiered lecture hall in Redbud expands
 - 8 Buckeye: Upgrade classroom for BUSAD
 - 9 Toyon: Relocate Photography darkroom from Fir basement, Fine Art joint-use with Photography
 - 10 Oak: Repair roof (HHP), provide and enhance the space to meet acoustic requirements for Music Events
 - 11 Alder: Adaptive wood floors on upper level for HHP
 - 12 Willow: Upgrade existing Fine Art classroom, storage
 - 13 Dogwood: Improve existing Music storage, add lockers
 - 14 Cedar: Expand Music piano lab (office occupants move to another building)
 - 15 Campus-wide modernization of existing classrooms with technology, finishes, etc. in older buildings
 - 16 Symons Field: Fire Academy (Fire Tech) facility improvements with restrooms (HHP) & classroom joint-use with EMS
 - 17 Madrone / Mahogany: AT, WT - add technology to existing classroom, add canopy/bay to auto body lab, replace AT Storage building
 - 18 Sugar Pine: Share study rooms with Library
 - 19 Me-Wuk Cultural Center improvements
 - 20 Manzanita: HPMGT, Bookstore, Snack Bar / Cafeteria move to new culinary arts facility on the lower level. Exec & Admin offices move to upper level of executive wing.
 - 21 Student Center & Nurse move into former HPMGT space
 - 22 Proposed Future Performing & Fine Arts Building: Music moves from Cedar & Dogwood, Fine Art moves from Willow & Toyon
 - 23 Future Proposed Aquatic Center: HHP to utilize
- Refer to the following pages for more detailed description of projects.*

SHORT-TERM PROJECTS

1.) Redbud: **Nursing** moves from Sequoia

Nursing: Relocate to Redbud building by renovating the existing spaces. Classes currently held in Redbud would use the renovated Sequoia classroom spaces.

2.) Manzanita: Exec & Admin offices, One-Stop-Shop, Entrepreneur Center located on upper level; Foundation moves from Tamarack to upper level; HPMGT, Bookstore & Snack Bar / Cafeteria stay in lower level; Fine Art displays in Rotunda

BUSAD / Entrepreneur Center: Create Entrepreneur Center in Manzanita Building adjacent to One-Stop-Shop and Administrative offices.

One-Stop-Shop: Create a student services center 'One-Stop-Shop' approach with remodel of the Manzanita Building for the following groups: Admissions and Records, Business Services, Financial Aid, Special Programs, Counseling, Foreign Students.

Administrative Offices: Collocate all the Deans in an Administrative office with shared reception and waiting area in the Manzanita Building remodel. One Dean should be located in close proximity to the student services 'One-Stop-Shop'.

Executive offices: Collocate President with all Vice Presidents in an Executive office with shared reception and waiting area in the Manzanita Building remodel.

Foundation: Larger Facility located near main public entrance for easier access of visiting clientele.

HPMGT: Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.

Auxiliary Services (Bookstore / Snack Bar / Cafeteria): Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.

Fine Art: Remodel the existing rotunda in Manzanita to provide permanent art display areas.

3.) Sequoia: **Math** moves from Juniper

Relocate Math to Sequoia building core space and create a Math & Sciences node with proximity to the Sugar Pine Building. Relocate computer lab to Fir.

SHORT-TERM PROJECTS CONTINUED

- 4.) Juniper: **Multi-media** moves from Tamarack into Juniper, **Distance Ed / ITC** moves from Tamarack into Juniper classroom, relocate training computer lab to Juniper, relocate Faculty & Adjunct spaces to available office space on campus

Move Multi-media to Juniper classroom. Move Distance Education / ITC into one of the Juniper classrooms. Create a tech-hub with adjacent Fir Building. Faculty & Adjunct Faculty offices being displaced would be assigned by the college to available offices or convert existing low-use classrooms on campus.

- 5.) Tamarack: **AAC** moves from Manzanita, **Tech Services** moves to lower level, Library modifications to study rooms & demonstration area, **Fine Art** displays

AAC: Relocate to second floor Tamarack building into Adjunct faculty and IT space. This would foster a stronger relationship and upgrade the library into a Learning Resource Center. They would also be closer to the Student Center and the Sciences. However, this would decentralize tutoring from Special Programs in Manzanita and may not be viewed like an all-inclusive approach for all students.

Tech Services: Expand into the lower level of Tamarack building previously used by ITC to enable secure transition for equipment repairs from carts to the facility. Move the ITC to the Juniper Building, previously the Math lab space.

Library: Relocate the Foundation from Tamarack and use their current spaces as study rooms.

Library: Enlarge the existing small study rooms and improve visibility into them from the library main desk.

Library: Upper floor study area needs sound separation from main Library below.

Library: Modify demonstration area so that it can be closed off to mitigate noise and provide additional privacy.

Fine Art: Add art display to the Library lobby and reading room.

- 6.) Pinyon: **Student Health Services / Nurse** moves from Juniper, share proposed conference room with **Student Center**, move **HHP** classes from Pinyon to upper level of Alder

Student Health Services / Nurse: Move the Nurse into Pinyon. Location provides ready access to existing roadway for emergency traffic vehicles.

Student Center: Share the proposed conference room in Pinyon with the Student Health Services / Nurse.

- 7a.) Fir: Reconfigure Fir into four classroom labs with offices adjacent for **CMPSC**

CMPSC: Re-configure Fir into four classroom labs and create a tech-hub with adjacent Juniper Building. Provide offices adjacent to the lab.

DEVELOPMENT SEQUENCE

LONG-TERM PROJECTS

- 7b.) Fir: **CMPS** hardware computer lab moves from Redbud to open classroom in Fir. Tiered lecture hall in Redbud expands

CMPS: Move the Computer Science hardware class from Redbud to one of the general classrooms in Fir Building.

- 8.) Buckeye: Upgrade classroom for **BUSAD**

Renovate existing space with flexible furniture and a computer lab.

- 9.) Toyon: Relocate **Photography** darkroom from Fir basement, **Fine Art** joint-use with Photography

Relocate to Toyon by renovating the existing non-classroom spaces. Possible joint-use of the existing classroom space with 2-D art and other programs.

Relocate 2-D art to Toyon for joint-use of the existing classroom space with Photography and other programs.

- 10.) Oak: Repair roof (**HHP**), provide and enhance the space to meet acoustic requirements for **Music Events**

HHP: Hire a Roofing Consultant to evaluate various options on the existing roof.

Music / Event Access & Parking: Relocate this program and/or Music Events to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.

- 11.) Alder: Adaptive wood floors on upper level for **HHP**

Replace existing wood floor with adaptive wood flooring system for HHP on upper level of Alder.

- 12.) Willow: Upgrade existing **Fine Art** classroom, storage

Better utilization of the existing classroom and storage space with newer furniture and equipment. May consider the use of the lower level for additional storage.

- 13.) Dogwood: Improve existing **Music** storage, add lockers

Assess and better utilize the existing storage space in Dogwood. Archive unused items. Possible use of the Fir Building basement after Photography moves.

Add lockers inside and outside the building for instrument storage.

- 14.) Expand Music piano lab (office occupants move to another building)

Expand the current space into two adjacent offices. Relocate the occupants of these offices to available open office spaces on campus.

- 15.) Campus-wide modernization of existing classrooms with technology, finishes, etc. in older buildings

LONG-TERM PROJECTS CONTINUED

16.) Symons Field: Fire Academy (**Fire Tech**) facility improvements with restrooms (**HHP**) & classroom joint-use with **EMS**

Fire Technology: Provide a new facility adjacent to Symons field with a fire training/hose drying tower, storage, work area with tool benches, smart classroom and restrooms.

HHP: Provide restrooms for users and spectators at Symons Field as part of the fire academy's facility improvements.

EMS: Joint use of classroom space in the future Fire Technology fire training/hose drying tower adjacent to Symons field.

17.) Madrone / Mahogany: **AT, WT** - add technology to existing classroom, add canopy/bay to auto body lab, replace AT Storage building

AT: Mahogany - Add one bay to Auto Body shop as existing workspace is inadequate for full-load classroom. Alternatively, add one 20'x30' canopy structure on the paint booth end. Add office to Auto Body shop, potentially on back side opposite the entry.

HVAC & exhaust system; more ventilation and supply air to reduce amount of dust in the space. Proposed Solution Determine order of priority from the scope noted above.

Replace the existing 30'x80' storage building which is falling apart and is used to house large Automotive program visual aids.

WT: Add smart technology to the existing classroom with cameras above the teaching station that project onto monitors for demonstration purpose.

18.) Sugar Pine: share study rooms with **Library**

Library: Share the study rooms in the Sugar Pine building.

19.) **Me-Wuk Cultural Center** improvements

Me-Wuk Cultural Center Improvements. Engage the tribe collaboratively to confirm the scope of work.

20.) Manzanita: **HPMGT, Bookstore, Snack Bar / Cafeteria** move to new culinary arts facility on the lower level; **Exec & Admin** offices move to upper level of executive wing

HPMGT: Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor.

Admin Offices: Relocate the Deans and their executive assistants to a new executive wing addition of the Manzanita Building overlooking the reservoir.

Exec Offices: Relocate the President, VP's and their executive assistants to a new executive wing addition of the Manzanita Building overlooking the reservoir.

DEVELOPMENT SEQUENCE

LONG-TERM PROJECTS CONTINUED

21.) **Student Center & Nurse** move into former HPMGT space

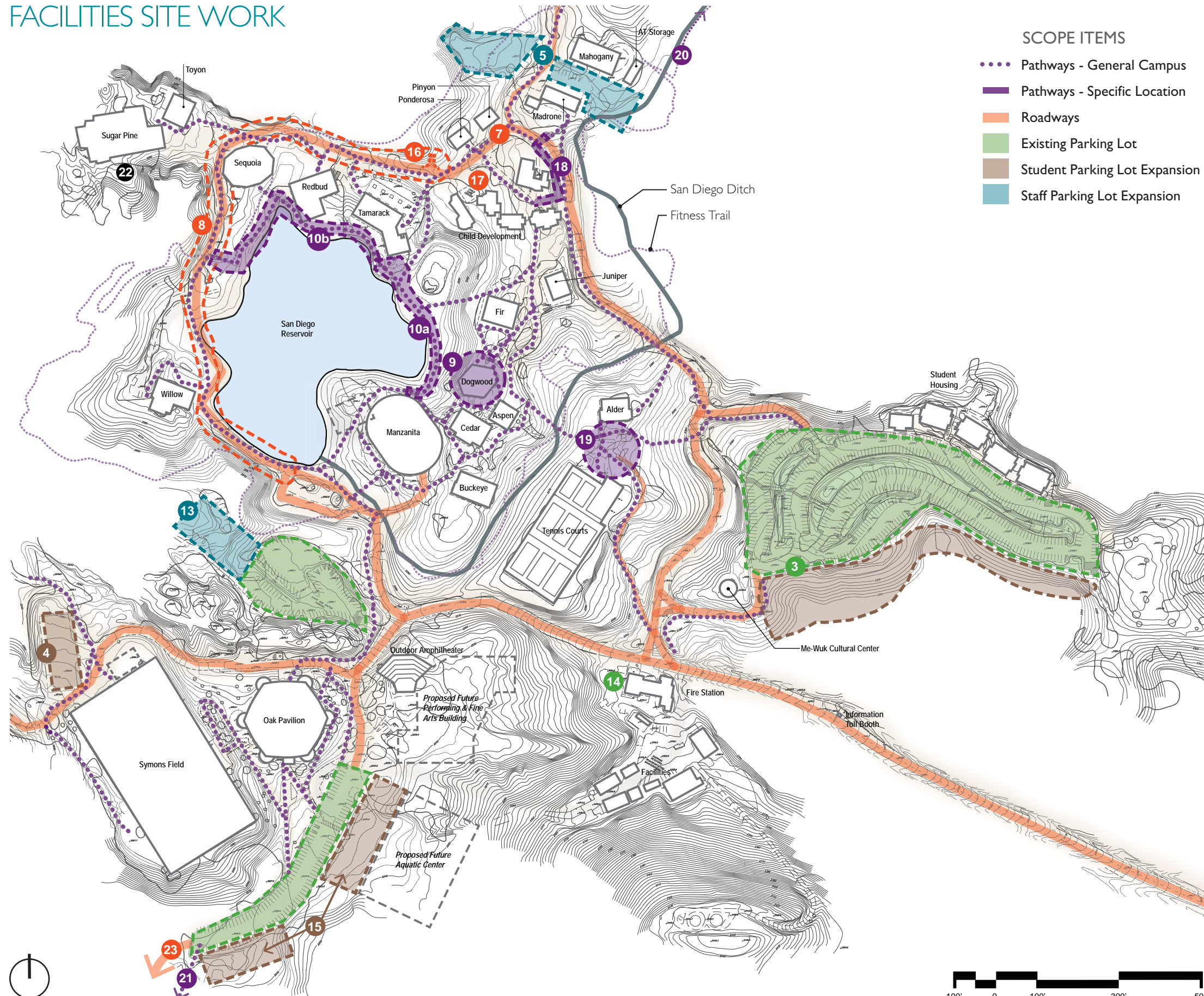
22.) Proposed Future Performing & Fine Arts Building: **Music** moves from Cedar & Dogwood, **Fine Art** moves from Willow & Toyon

Relocate to a new Performing and Fine Arts building on campus, leaving Toyon or Willow as candidates for a Natural History Museum in close proximity to Math + Sciences node and Manzanita.

23.) Future Proposed Aquatic Center: **HHP** to utilize

Propose aquatic facility adjacent to Oak Pavilion.

FACILITIES SITE WORK



SCOPE ITEMS

- Pathways - General Campus
- Pathways - Specific Location
- Roadways
- Existing Parking Lot
- Student Parking Lot Expansion
- Staff Parking Lot Expansion

FACILITIES SITE WORK

CAMPUS IMPROVEMENTS

- 1 Improve wayfinding signage, lighting & surveillance for safe access to buildings and during special events.
- 2 Roadway repairs & upgrades including proper drainage design to avoid run-off into reservoir.
- 3 Parking lot resurfacing.
- 4 Provide for permanent overflow student parking lot.
- 5 Parking lot on north side of campus.
- 6 Tram loading zones (DSPS pick-up spots) throughout campus.
- 7 Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Student Health Services.
- 8 Improve main two-way road near reservoir by widening or adding pull-out spaces and sidewalk for pedestrians.
- 9 During special events (i.e. near Dogwood) need to improve signage, wayfinding, lighting and surveillance to provide safe access to buildings.
- 10a Create accessible pathway from Manzanita to Tamarack for pedestrians and carts.
- 10b Create accessible pathway to buildings around the north side of San Diego Reservoir for pedestrians and carts.
- 11 Repair walkways throughout campus.
- 12 Define pedestrian/non-pedestrian traffic flow campus wide.
- 13 Increase staff parking lot.
- 14 Provide parking for Fire House users at existing student parking lot.
- 15 Student parking lot expansion.
- 16 Termination & turn-around of the public road between the Child Development Center and the Library.
- 17 Increase drop-off zone parking at the Child Development Center based on target growth projection, one dedicated parking space in front of the Student Center and tow-away signage at drop-off zones and parking stalls.
- 18 Create walkway past the Child Development Center from Fir & Juniper to access Pinyon, Ponderosa, Madrone, & Mahogany, Student Center & Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.
- 19 Create enhanced student entry near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas.
- 20 Create trails beyond the Par Course.
- 21 Create Bicycle Trail to Sawmill Flat via south property boundary.
- 22 Consider relocating the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science Building and serve as a Center for Appropriate Technology for the campus.
- 23 Third Emergency Access Road.
- 24 Charging Station for electric vehicles.

The items listed above are in order of priority, but can be addressed out of sequence per related Master Plan projects.

CAMPUS IMPROVEMENTS

- 1.) Improve wayfinding signage, lighting and surveillance to provide safe access to buildings and during special events.
- 2.) Roadway repairs and upgrades including proper drainage design to avoid run-off into reservoir.

- 3.) Parking lot resurfacing.

- 4.) Provide for permanent overflow student parking lot.

Pave existing gravel overflow parking lot.

Avoid scheduling of the higher demand classes on the same days within hours of each other.

Construct the student additional parking lot expansion design near the dorms. Need for additional meetings with the Me-Wuk tribe.¹

Expand the existing student parking lot near Oak Pavilion.¹

- 5.) Parking lot on north side of campus.

Create additional staff parking in the open area near Madrone.

- 6.) Tram loading zones (DSPS pick-up spots) throughout campus.

- 7.) Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Nurse Station/Student Health Services.

- 8.) Improve main two-way road near reservoir by widening or adding pull-out spaces and sidewalk for pedestrians.

- 9.) During special events (i.e. near Dogwood) need to improve signage, wayfinding, lighting and surveillance to provide safe access to buildings.

Relocate this program to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.

Relocate to a new Performing and Fine Arts building on campus.

For very large events use a facility off-campus.

- 10a.) Create accessible pathway from Manzanita to Tamarack for pedestrians and carts.

- 10b.) Create accessible pathway to buildings around the north side of San Diego Reservoir for pedestrians and carts.

- 11.) Repair walkways throughout campus.

- 12.) Define pedestrian/non-pedestrian traffic flow campus wide.

- 13.) Increase staff parking lot.

Add staff parking at the north side of campus by the student center.

Extend the existing staff parking lot near Manzanita towards the water treatment and emergency generator location.¹

Construct additional staff parking lot with the expansion of student parking area near the dorms. Need for additional meetings with the Me-Wuk tribe.¹

¹ Items shown in light-italic are not recommended due to extensive site work, complexity and high costs. These options are considered long-term.

CAMPUS IMPROVEMENTS

14.) Provide parking for Fire House users at existing student parking lot.

Use the adjacent student / staff parking lot near the dorms due to large costs associated with engineering the sloped area along the fence line and limited space around the building.

Re-grade along the outside of the Facilities yard fencing to allow for additional parking for the Firehouse.¹

15.) Student parking lot expansion.

16.) Termination and turn-around of the public road between the Child Development Center and the Library.

Provide restricted access beyond certain roadway points for authorized vehicles only. Provide a hammer-head turn around after the Child Development Center but before the Tamarack building and a one-way traffic roadway between Tamarack and Willow.

17.) Increase drop-off zone parking at the Child Care Center / Child Development based on target growth projection, one dedicated parking space in front of the Student Center and tow-away signage at drop-off zones and parking stalls.

18.) Create walkway past the Child Development Center from Fir and Juniper to access Pinyon, Ponderosa, Madrone and Mahogany Buildings, the Student Center and the Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.

Use the existing pathways between buildings including recently added gravel pathway. Provide additional signage directing pedestrian traffic onto campus pathways and off roadways.

Add a retaining wall by cutting into the hillside near the Child Development Center along the road. Create a ramp between the retaining wall and the road way that slopes down from the south to the north.

Add a retaining wall and elevated walkway if necessary, along the south fence line near the Child Development Center over the ravine area.¹

19.) Create an enhanced student entry way near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and the campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas.

20.) Create trails beyond the Par Course.

21.) Create Bicycle Trail to Sawmill Flat via south property boundary.

22.) Consider relocating or moving the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science and Natural Resources Building and serve as a Center for Appropriate Technology for the campus i.e. showcase green technology, etc.

¹ Items shown in light-italic are not recommended due to extensive site work, complexity and high costs. These options are considered long-term.

CAMPUS IMPROVEMENTS

23.) Third Emergency Access Road

Provide a third access road near Oak Pavilion with additional parking stalls along it. Alternate option would be on the North side of campus.

24.) Charging Station for electric vehicles

Add charging stations to both student and faculty parking lots and at the facilities vehicle yard.

¹ Items shown in light-italic are not recommended due to extensive site work, complexity and high costs. These options are considered long-term.

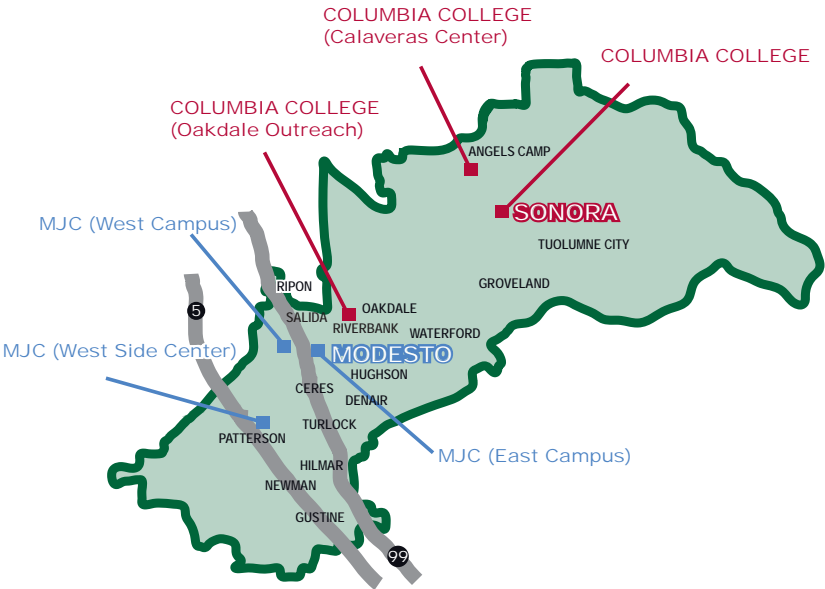
The items listed in this document are in order of priority, but can be addressed per related master plan projects.

OUTREACH CENTERS

The future growth of the Calaveras and Oakdale Centers are woven into the Columbia College Master Plan. Several factors were reviewed to determine how to better serve the district population, including population growth and ease of access within the district boundary. Areas of growth surrounding the future outreach centers and desired, localized service needs of each future outreach center were examined. The design team studied the demographics and the potential participation rates at the new outreach centers. Based on these studies, it is possible that the future outreach centers may lower the participation rates at the Columbia College campus in Sonora. However, the unique programs that can potentially be offered in Angels Camp (Calaveras Center) and Oakdale would offset those rates and ultimately enhance the educational opportunities for all Columbia College campuses.

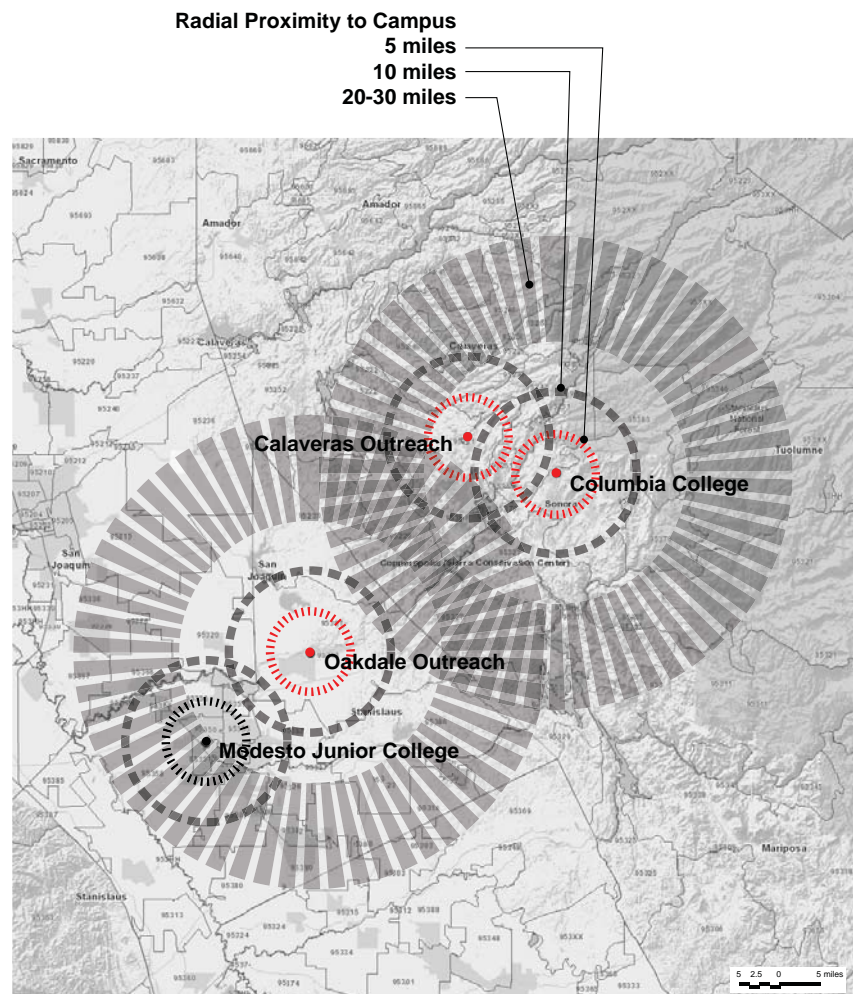
Additional factors to consider in assessing the potential for both sites should include: courses offered based on high demand programs, proximity to other community colleges, population distribution between the main campus, increased participation rate of students in the immediate surrounding zip codes, traffic and commute time, access to major highways, providing introduction courses to some of the flagship programs, consideration for courses that would pose competition to local businesses and land availability for future growth potential of the outreach centers. Consideration should be given to the operational costs, maintenance and security issues of running the remote campus sites. Resources will need to be shared between each location.

Based on available data, outreach centers may increase enrollments when campuses are nearby. It can be concluded that if the outreach centers are not developed in the near future, the Columbia College campus in Sonora can support the needs of the College community without the Outreach Centers until they can be developed in the future.



OUTREACH CENTER STUDENT PROJECTIONS

Student Head Count and Population by Zip Code data analysis for Columbia College was conducted (see Appendix). Based on this data, populations located within five miles of Columbia College have a head count range of approximately three to five percent for Spring 2011. Populations located within 10 miles of Columbia College have a head count range of approximately two to three percent for Spring 2011. In summary, the percentage of head counts per population is greater the closer they are located to Columbia College. Conversely, populations farther than 30 miles from Columbia College contain a very small percentage of students in attendance at Columbia College. The Columbia College Self Study data shows the population growth in the Tuolumne and Calaveras counties with a projected four percent increase from 2010-2015. Outside factors such as the economy and state budget cuts, continue to affect enrollment trends and pose an obstacle to accurately predicting future enrollment growth.





CALAVERAS OUTREACH CENTER

The proposed site is located in Angels Camp off Hwy 49, east of Bret Harte Union High School. The goal for the center is to bring instructional programs closer to the Calaveras County core population. The following represents the recommendation for initial configuration:

1. Provide four high quality modular “green” classroom buildings which can be outfitted for various programs. Approx 960 square feet for each building
2. One of the buildings should be set up as a computer lab
3. Joint-use of the adjacent high school science lab classrooms

This Outreach Center would potentially be co-dependent to Columbia College and projected to share in the student population. It is likely that Calaveras will attract additional students outside of the immediate area that are not currently enrolled at Columbia College. Slight to moderate overall growth would be expected for both campuses. Based on the location and co-dependant format for programs and service, we do not anticipate that the Calaveras Center will impact student population beyond the college-wide predicted growth of three to five percent over five years.

The previous rented facility included one standard classroom to accommodate 35 students, a computer lab with movable partitions and a classroom for 25 students. Administrative and service areas located on site include an admissions and records counter, secure storage for supplies and book sales, a director’s office, a counseling office, a student study and resource room, a mail and copier room, restrooms and a large storage area. The nursing program had a lab with two beds.



OAKDALE OUTREACH CENTER

The location of this site is still to be determined. The goal for the center is to provide a state-of-the-art learning center to serve the residents adjoining the northeastern Stanislaus County and western Tuolumne County.

A phased development is proposed that matches the enrollment growth of the campus:

1. Initial Phase: One building to accommodate one large classroom for 35-50 students, two medium classrooms for 35 students, one small classroom for 20 students, a joint use administration area with offices, restrooms, janitor, IT and storage rooms. Approx 5,000 square feet.
2. Second Phase: One additional building with general use and distance education classrooms, faculty offices and an open office administration area. Approx 5,000 square feet.

It is projected that the Oakdale Outreach Center will operate as an independent campus, attracting a student head count of approximately eight to twelve percent, from the population in the areas immediately adjacent to the campus. Projected Oakdale head counts are likely to mirror the head count ranges for Sonora (three to five percent) and Columbia (six to eight percent) near Columbia College. Oakdale is expected to attract students by filling the growing demand on community colleges resulting from capped enrollment due to funding issues. Students experiencing congested classes on campuses such as Modesto and Delta College may benefit from attending the Oakdale Outreach Center. Additionally, Oakdale is likely to attract a student population comprised of new students based on population growth and transfer students seeking convenience and decreased commute times. Enrollment will determine the number of classrooms and square footage needed for facilities at the Oakdale Outreach Center. As a result of their relative proximities, the head count for the Oakdale campus will potentially overlap with Modesto Junior College. However, due to capped enrollment and the notion that each campus will have a different variety of programs available, these locations are unlikely to compete with each other.

SECTION FOUR

DESIGN GUIDELINES

SUSTAINABILITY



The following design guidelines are an update to those established in the 2007 Campus Master Plan.

Sustainable practices should be an integral component of the design process. Sustainability is also present in the College's Mission Statement as well as one of the core values in Columbia College's Facilities Master Plan. When developing or maintaining buildings, all involved should strive to achieve design and construction practices that significantly reduce the consumption of resources wherever feasible. Ways to incorporate sustainable practices at Columbia College include:

- Future campus improvements should be planned on the most appropriate available site, avoiding unnecessary environmental impacts to the existing campus open space and natural resources.
- Use materials that are local, durable and minimize both life cycle and cradle to grave costs.
- Design buildings that minimize energy and water consumption and maximize use of natural daylight.
- Use of "green" or environmentally friendly products that contain recycled content and non-toxic ingredients should be utilized.
- Where applicable, design buildings that incorporate the U.S. Green Building Council's LEED rating system.
- Reduce the impact of automobiles and roadways by encouraging alternative transportation methods and alternative energy vehicles.
- Develop site features to minimize adverse impacts to the site's microclimate.
- Provide site lighting that is sensitive to light pollution of the night sky but adequately provides safe lighting levels.
- Maintain and expand campus-wide areas for recycling paper, glass, plastics and metals.
- Reduce waste generated from campus construction projects.

Other ideas that could be project-specific include:

- Retrofit existing buildings with Smart meters to monitor energy, water and CO₂ output.
- Consider rain water catchment options in future projects.
- Consider installation of charging stations for electric cars on campus.
- Green office and food service operations.
- Encourage bike traffic on campus.
- Explore renewable energy sources.
- Promote water conservation – install low-flow toilets and urinals, high efficiency plumbing fixtures and consider the use of gray water for irrigation.
- Consider sustainability in landscaping and site elements such as native/ drought tolerant plants, xeriscaping. Protect the site and environment.
- Manage storm water runoff water with pervious paving, retention swales, redirection and treatment.



- Promote energy efficiency – High efficiency HVAC equipment, variable capacity equipment, high performance lighting controls and cool roofs.
- Include indoor environmental quality features such as daylighting, indoor air quality monitoring, use of materials with low VOCs, user controls for ventilation such as operable windows and individual or zoned thermostats.
- Consider sustainability in future renovations – use recycled materials, local materials and renewable products.
- Consider requiring a formal commissioning process on future construction.
- Incorporate resource-efficient construction practices and efficient building and room designs. Promote material conservation and reduction of construction waste.
- Orient new buildings to maximize thermal efficiencies and natural lighting performance.



ARCHITECTURAL DESIGN

The following architectural design guidelines set forth criteria by which new buildings, building expansion and building renovation projects will be used to achieve the goals and objectives outlined below:

- Establish guiding principles for the character and vocabulary of campus architecture
- Provide allowances for individual architectural style while maintaining campus identity and context
- Provide guidelines and recommendations for building colors, materials, forms and climatic response
- Provide sustainable standards for furnishings, fixtures and equipment that are complimentary to the building style

These guidelines are not intended to be so prescriptive that they restrict creativity. They should allow for “new design ideas” by setting conceptual parameters that are reflective of the existing building context and environment at Columbia College.



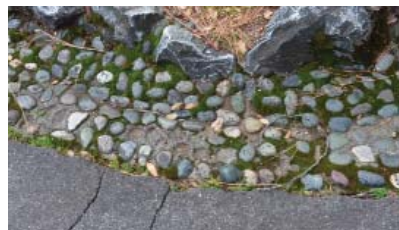


CONTEXT

The “academic core” of the campus is focused on San Diego Reservoir and gently respects the majestic Sierra Nevada foothills. The architectural style of these buildings reflects that of early California during the Gold Rush. The nearby historic town of Columbia, from where the college gets its name, was a huge draw to gold prospectors in the 1850’s and developed into one of California’s larger towns in 1853 with an estimated population of 25,000 to 30,000. This architectural style enhances a collective campus-wide experience. The majority of the initial campus buildings were developed in the fall of 1968. The designs of more recent buildings did not necessarily consider the original campus architectural design concepts. Oak Pavilion, for example, was built with a metal geodesic dome in 1991 to serve as the sports arena. While geodesic domes are efficient in terms of large unsupported roof spans and construction, the aesthetic value is not reflective of the rest of the campus buildings.

CHARACTER

Develop characteristics that connect new and existing buildings to maintain a cohesive sense of the buildings. These include scale, massing, materials, color, etc. The more similar the characteristics are, the greater the sense of unity. New buildings should still aim at expressing their own identity while contributing visually to the campus’ unity.



BUILDING SITING

During the site selection of new buildings, several factors should be considered. Attention should be given to creating outdoor gathering spaces and their proximity and relationship to other buildings, spaces created between new and existing buildings, reinforcement and enhancement of ties to existing spaces, preservation of existing trees, setbacks and separation from roadways, pathways and other land uses. Potential building siting should also support sustainable techniques such as building orientation, utilization of the natural topography, adaptively with the existing landscape and a commitment to conserve natural resources.



HEIGHT

The height of any new building should be kept to a maximum of two stories, but in no case higher than the adjacent tree line. In addition, the setback and building scale should be considered to provide a more human scale where adjacent to pedestrian pathways.

MATERIALS

The predominant building materials used on the campus are wood and natural stone. The colors used are mostly earth tones. To maintain a coherent campus fabric, colors that are of a similar hue or are complimentary in color should be used. Designers are encouraged to explore and expand on the existing vocabulary to bring forth other materials, colors and textures that will blend and complement the existing built environment. Material selection should be reviewed with the campus administration, users and facilities maintenance staff. Glazing should be double or triple pane insulated Low-E glass.



SITE + LANDSCAPE DESIGN

The following goals and objectives form the foundation of Columbia College's Site and Landscape Design Guidelines. These goals and objectives were established in a collaborative manner that included input from the Planning Committee, students, college faculty and staff and other interested individuals.

One of the goals in the design of a campus is to bring people and ideas together in an environment that generates the potential for intellectual and social exchange. While the physical character and quality of a campus are defined by both its buildings and open space, it is the open space which has the greatest potential for unifying the campus. Open spaces promote the sense of communal shared space and provide for an enriched experience of both planned and chance encounters. The following are examples of forms of open space: pathways, courtyards, gathering areas, gardens and playfields.

Site and Landscape Design Guideline Goals and Objectives:

- Provide enhanced outdoor gathering areas
- Establish a plant palette indigenous to the area
- Provide sustainable standards for campus lighting, site furnishings and site amenities.



ENHANCED GATHERING AREAS

Enhanced gathering areas are an essential element to provide focus to the pedestrian experience. Outdoor gathering areas should blend with their surroundings, provide places for conversation, be visible from buildings and have sight lines to other outdoor areas. Buildings should have both indoor and outdoor spaces suitable for individual and group gatherings and social occasions. Enhanced gathering areas, in addition to creating spaces for people to congregate, create arrival spaces and transitional spaces that shorten perceived distances. Currently, these areas are not easily identifiable on the campus. Enhanced gathering areas should be located in each node, around the San Diego reservoir and at intersections of major pathways.

The following items should be considered when enhanced gathering areas are designed and developed, providing a guide to the creation of gathering areas that are in concert with the aim of the Campus Master Plan.

- The ability to move through enhanced gathering areas is an important design consideration and should be based on the desired primary activity.
- Clear definition of space can be accomplished through the use of plant material, seating, elevation changes, low garden walls and other landscape elements.
- Stairs should be minimized in gathering areas.
- Elevation change can be accommodated with the use of retaining walls.



- Slopes of surfacing should be a minimum of one percent for drainage, but never exceed two percent.
- Texture of the ground surface should be different than adjacent pathways to distinguish gathering area. This can be as simple as a grid pattern of score joints in the concrete paving.
- Art elements, such as sculpture, should be incorporated into enhanced gathering areas.
- Sculpture or other art elements should be interactive and stimulating.
- Seating arrangements should consider a variety of activities, including intimate discussions, people-watching, quiet studying and group gatherings.
- Existing trees should be accommodated and incorporated into the design as is feasible.
- Plant material can be an effective means to bring human scale and intimacy to a gathering area as well as defining the space and providing shade.
- The design should consider the microclimate of the area, including sunny and shady areas.
- Gathering areas should be well-lit and attractive in the evenings as well as the daytime.
- Electrical convenience outlets should be provided in gathering areas for ease of laptop plug-in and occasional outdoor events.
- Trash and recycling containers should be strategically located at all gathering areas.

The design of enhanced gathering areas should be appropriate for desired activities. Open paved areas with movable seating (benches or half-sawn logs) can also function as impromptu outdoor classrooms. Buffering trees and shrubs located close together create areas to slow down traffic and create quiet, more intimately scaled spaces. Examples of proposed locations for enhanced gathering areas are shown on the following pages.





Existing Gathering Area near Aspen Building



Enhanced Gathering Area near Aspen Building (Images from 2007 Campus Master Plan)



Enhanced Gathering Area near Aspen Building (Images from 2007 Campus Master Plan)



Existing Gathering Area near Manzanita Building



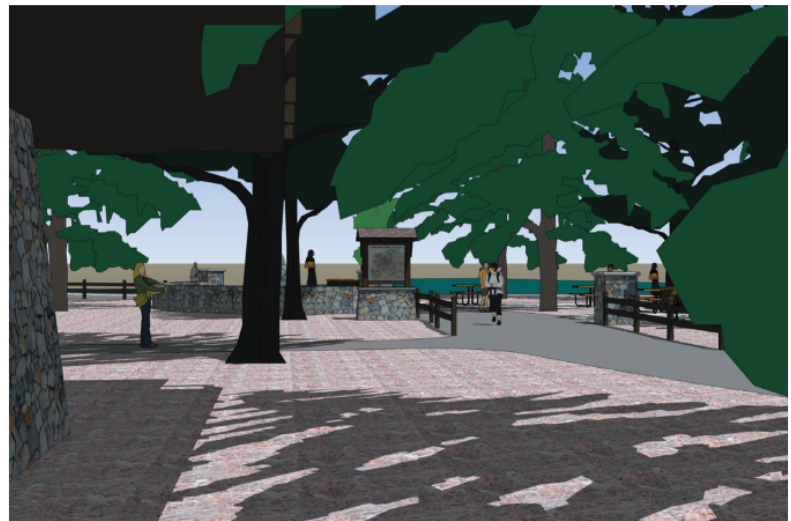
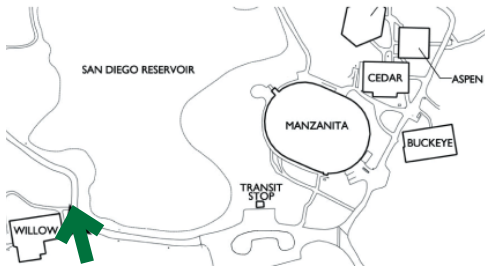
Enhanced Gathering Area near Manzanita Building (Images from 2007 Campus Master Plan)



Enhanced Gathering Area near Manzanita Building (Images from 2007 Campus Master Plan)



Existing Area near Willow Building



Enhanced Gathering Area near Willow Building (Images from 2007 Campus Master Plan)



Enhanced Gathering Area near Willow Building (Images from 2007 Campus Master Plan)

LANDSCAPE ENHANCEMENTS

Columbia College enjoys a mature natural landscape that has evolved slowly over many decades. This native landscape with its mature large trees and native plants contribute greatly to the general ambiance of the physical campus. Any modification to the campus landscape should be in harmony with the natural landscape and not detract from this resource.

The existing landscape is predominantly naturally occurring with very little supplemental or ornamental planting installed since the campus started. There are two specific areas on campus that would benefit greatly from the addition of supplemental planting. These areas are around the Oak Pavilion and the area to the north of Tamarack Hall.

OAK PAVILION

Oak Pavilion, with its shiny aluminum dome, stands out in the natural environment that surrounds it. Large scale coniferous trees should be installed around the entire building to buffer all views to it. The pedestrian walkways from the parking lot should also be lined with smaller accent trees similar to Western Redbud to highlight the entry walk to the building.



Oak Pavilion - Enhanced Landscape (Image from 2007 Campus Master Plan)



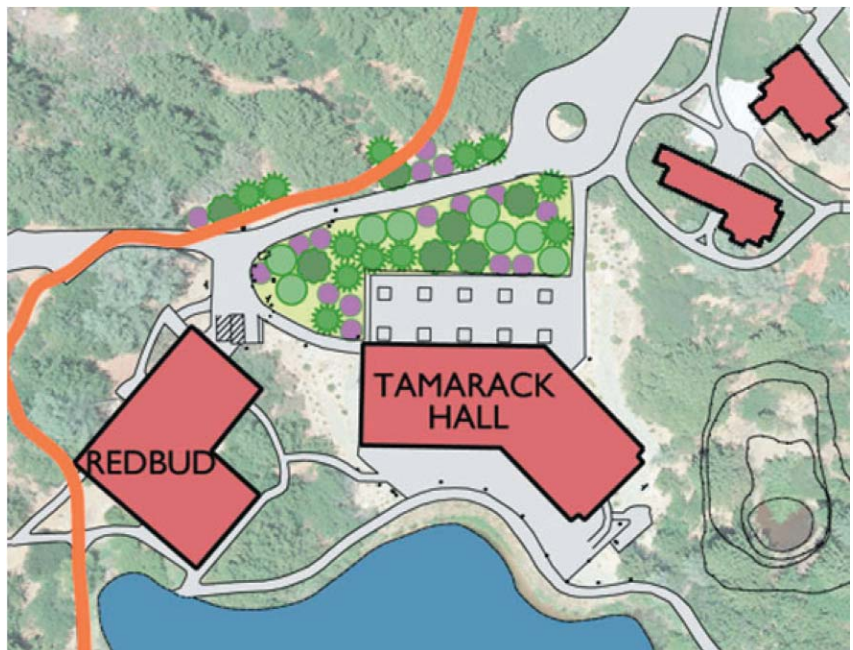
Oak Pavilion - Existing Condition - Before (Image from 2007 Campus Master Plan)



Oak Pavilion - Enhanced Landscape - After (Image from 2007 Campus Master Plan)

TAMARACK HALL

Tamarack Hall is also in need of supplemental planting around the north side of the building. A number of large trees were removed during the construction of this building, leaving it void of plant material. Large scale coniferous trees should be installed along the pathway to the north of the building to be consistent with the surrounding landscape.



Tamarack Hall - Enhanced Landscape (Image from 2007 Campus Master Plan)



Tamarack Hall - Existing Condition - Before (Image from 2007 Campus Master Plan)



Tamarack Hall - Enhanced Landscape - After (Image from 2007 Campus Master Plan)



CAMPUS ART

- Art should have a stronger presence on campus to broaden the cultural perspective of the College and community.
- Well placed art pieces can become identifiable landmarks that serve as an orientation feature in the campus landscape.
- In addition to the display of art in the College's Art Department, art should be part of the outdoor gathering areas as well as other prominent campus locations. Art installations should be broad-based and represent different mediums such as sculpture, tile murals, etc.
- Care should be taken when placing the art pieces so they do not block pedestrian movement and relate to the adjacent context.

GENERAL LANDSCAPING

The landscaping at Columbia College is predominantly comprised of plant material native to the Mother Lode region. All landscape projects should enhance the native landscape and create cohesion with the strategic addition of new plantings.

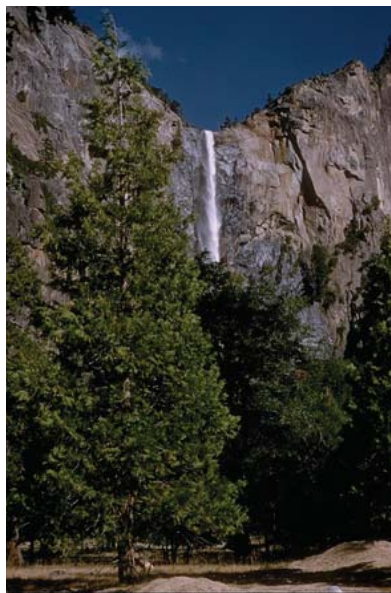
- The plant palette contained herein is comprised of native as well as non-native plants which are conducive to the area and capable of withstanding environmental factors present at Columbia College with little maintenance and minimal to no supplemental water.
- Accent trees having distinctive features (color, shape, etc.) should only be planted as focal points to maintain their impact in the landscape.
- All trees and shrubs shall be non-invasive species.
- To reduce maintenance needs, Columbia College encourages the use of plants that do not require heavy ongoing pruning and that are not likely to snag unsightly trash.
- Trees should not be planted closer than six feet to any hardscape element.
- Trees should not be planted closer than 10 feet to any water, sewer, electrical, drainage or other utility lines.
- Trees or shrubs that produce fruit, seeds, pine cones, etc, should be located far enough away from pedestrian sidewalks so that they do not fall on sidewalks.
- Plantings should not be located in a way that creates hazardous conditions and should not create dark pockets near entrances or along sidewalks at night.
- Accent landscaping should highlight main building entry areas.

The following is a list of recommended plant material appropriate for Columbia College. The list should not be construed as a final list, but instead recommendations for successful plant growth at Columbia College with minimal to no supplemental summer water once established. New plant installations should receive temporary irrigation until established.

Large Trees				
Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
<i>Acer macrophyllum</i>	Big Leaf Maple	yes	full/partial	60' x 40'
<i>Alnus Rhombifolia</i> **	White Alder	yes	full/partial	80' x 40'
<i>Calocedrus decurrens</i>	Incense Cedar	yes	full/partial	75' x 15'
<i>Pinus coulteri</i>	Coulteri Pine	yes	full	80' x 30'
<i>Pinus jeffreyi</i>	Jeffery Pine	yes	full	100' x 25'
<i>Pinus ponderosa</i>	Ponderosa Pine	yes	full	80' x 25'
<i>Pinus sabiniana</i>	Gray Pine	yes	full	75' x 40'
<i>Populus fremontii</i> **	Western Cottonwood	yes	full/partial	50' x 30'
<i>Populus tremuloides</i> **	Quacking Aspen	yes	full/partial	50' x 20'



Acer macrophyllum (Big Leaf Maple)



Calocedrus decurrens (Incense Cedar)



Pinus jeffreyi (Jeffrey Pine)

Large Shrubs/ Small Trees				
<i>Arbutus menziesii</i>	Madrone	yes	full/ partial	30' x 30'
<i>Cornus nuttallii</i> **	Pacific Dogwood	no	partial/ shade	30' x 40'
<i>Cornus stolonifera</i> **	Redtwig Dogwood	no	partial/ shade	12' x 16'
<i>Cercis occidentalis</i>	Western Redbud	yes	sun/partial	12' x 12'
<i>Myrica californica</i>	Pacific Wax Mrtyle	no	full/ partial	12' x 8'
<i>Fremontodendron californicum</i>	California Flannel Bush	yes	full/ partial	20' x 30'
<i>Heteromeles arbutifolia</i>	Toyon	yes	full/partial	20' x 20'
<i>Salix spp</i> **	Willow	some	full/partial	varies
<i>Sambucus mexicana</i>	Elderberry	no	full/ partial	15' x 15'
<i>Quercus Lobata</i>	Valley Oak	yes	full	70' x 70'
<i>Quercus wislizenii</i>	Interior Live Oak	yes	full	65' x 75'

Notes:

* Plants will need supplemental irrigation

** Plants best used in a riparian area



Quercus wislizenii (Interior Live Oak)



Ceanothus cuneatus (Buck Brush)

Shrubs				
Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
Arctostaphylos spp	Manzanita	some	full/partial	varies
Arbutus unedo 'Elfin King'	Dwarf Strawberry Tree	no	full	5' x 4'
Calycanthus occidentalis *	Spice Bush	yes	partial	8' x 8'
Carpenteria California *	Bush Anemone	yes	full/partial	5' x 5'
Ceanothus cuneatus	Buck Brush	yes	full	4' x 4'
Ceanothus spp	California Lilac	some	full/partial	varies
Cistus hybrids *	Rock Rose	no	full	3' x 5'
Diplacus aurantiacus	Sierra Monkey Flower	yes	full/partial	3' x 3'
Eriogonum umbellatum	Sulfur Flower	no	full	6" x 3'
Iris douglasiana **	Douglas Iris	yes	full	24" x 12"
Muhlenbergia rigens	Deer Grass	yes	full	5' x 5'
Penstemon spp *	Penstemon	some	full/ partial	2' x 3'
Rhamnus californica 'Mound San Bruno'	Coffeeberry	no	full/ partial	4' x 4'
Rhamnus ilicifolia	Hollyleaf Redberry	yes	full/partial	8' x 8'
Rhododendron occidental *	California Rhododendron	yes	shade	8' x 8'
Rhododendron spp. *	Rhododendron	some	shade	varies
Ribes spp	Gooseberry	some	full/partial	varies
Ribes viburnifolium	Evergreen Currant	no	partial	3' x 6'

Notes:

* Plants will need supplemental irrigation

** Plants best used in a riparian area

Herbaceous Perennials/ Ground Cover

Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
<i>Achillea millefolium lanulosa</i>	Mountain Yarrow	yes	full	18" x 36"
<i>Arctostaphylos</i> 'Emerald Carpet'	Manzanita	no	full	24" x 6'
<i>Baccharis p. pilularis</i> 'Pigeon Point'	Dwarf Coyote Bush	no	full	24" x 8'
<i>Calylophus hartwegii</i>	Sundrops	no	full/partial	12" x 24"
<i>Carex praegracilis</i> *	Clustered Field Sedge	yes	full	18" x 18"
<i>Ceanothus</i> 'Centennial'	Wild Lilac	no	sun/ partial	24" x 10'
<i>Ceanothus</i> 'Joyce Coulteri'	Creeping Mountain Lilac	yes	sun/partial	3' x 10'
<i>Festuca californica</i>	California Fescue	yes	sun/partial	24" x 12"
<i>Festuca idahoensis</i>	Idaho Fescue	yes	sun/partial	18" x 12"
<i>Lonicera japonica</i> 'Halliana'	Hall's Honeysuckle	no	partial	30" x 8'
<i>Mahonia aquifolium</i> 'Compacta' *	Dwarf Oregon Grape	no	partial	30" x 5'
<i>Nassella lepida</i>	Foothill Needle Grass	yes	full	24" x 18"
<i>Nassella pulchra</i>	Purple Needle Grass	yes	full	24" x 18"
<i>Rosa californica</i> *	California Wild Rose	yes	partial/shade	3' x 4'
<i>Salvia sonomensis</i>	Creeping Sage	yes	full	6' x 8'
<i>Zauschneria latifolia viscosa</i>	Mountain California Fuchsia	yes	full/partial	18" x 30"



Baccharis pilularis
(Dwarf Coyote Bush)



Lonicera japonica 'Halliana'
(Hall's Honeysuckle)



Wisteria floribunda
(Japanese Wisteria)

Vines

Botanical Name	Common Name	Native to the area	Sun or Shade	Average Size Height x Width
<i>Gelsemium sempervirens</i> *	Carolina Jasmine	no	full/ partial	20'
<i>Rosa banksiae</i> *	Lady Bank's Rose	no	full	25'
<i>Vitis californica</i>	California Grape	yes	partial	30'
<i>Wisteria floribunda</i>	Japanese Wisteria	no	full/ partial	30'

Notes:

* Plants will need supplemental irrigation

** Plants best used in a riparian area

SITE AMENITIES

Site amenities are a major component of the master plan guidelines and include the following:

- Benches
- Picnic tables
- Trash and recycling receptacles
- Drinking fountains
- Emergency telephones
- Bicycle racks
- Lighting
 - Parking lot lighting (with cut-off)
 - Pedestrian level lighting
 - Bollard lighting



BENCH

Model- Gretchen

Manufacturer- Landscapeforms

Description- 72" or 96" length, with back or backless

Materials- PolySite recycled plastic (Bark color); powder coated arms and legs in black

Note- LEED certified

Web page- www.landscapeforms.com



Design Intent- Recycled slats are elegant and blend into the natural landscaping of the campus. The backed recycled slat benches are to be installed in areas near buildings and gathering areas. The backed bench will provide a formal and comfortable seating element. The backless recycle slat bench complements the backed bench and provides seating in both directions.



HALF-SAWN LOG BENCH

Description- Minimum 24" diameter and minimum length 48" log sawn in half and placed on a concrete block base

Finish- Native wood sawn in half with the seating surface sanded smooth

Note- Existing half sawn log benches to be saved and relocated to more natural landscape areas and replaced with manufactured benches

Design Intent- Retain a traditional seating element of the campus in the more natural landscape areas.



PICNIC TABLE

Model- Gretchen

Manufacturer- Landscapeforms

Description- 54" long ADA accessible picnic table

Materials- PolySite recycled plastic (Bark color); powder coated arms and legs in black powdercoat

Note- LEED certified

Webpage- www.landscapeforms.com

Design Intent- Picnic tables will provide an outdoor dining and group study element in the landscape. Picnic tables are ADA accessible from both ends of the table. The picnic table is constructed of durable material that will resist weather and hold up to use.



RECYCLING CENTER

Model- 132-1038

Manufacturer- Highland Products

Description- Three barrel recycling center

Materials- Recycled plastic slats (color cedar)

Note- Sign post labeling options (trash, plastic, aluminum can, & paper)

Webpage- www.theparkcatalog.com

Design Intent- Provide a recycling center that complements the site furniture.

Provide recycling signage that is easily understood. Smaller opening in lid to help prevent wildlife foraging.



TRASH RECEPTACLE & ASH URN

Model- Gretchen

Manufacturer- Landscapeforms

Description- 30 gallon litter receptacle and 21" high ash urn

Materials- PolySite recycled plastic (Bark color); powder coated lid in black

Note- LEED certified

Web page- www.landscapeforms.com

Design Intent- Provide trash receptacle and ash urn center that complements the site furniture.



DRINKING FOUNTAIN

Model- M43-2-AVAF & M43-CSA-AVAF

Manufacturer- Murdock Drinking Fountains

Description- ADA accessible drinking fountain with side spigot

Finish- Powder Coated steel pedestal in brown; polished -brass bowl and bubbler

Web page- www.murdockfountains.com

Design Intent- To provide drinking fountains that are durable and weather resistant.

EMERGENCY CALL BOX

Model- S-Series

Manufacturer- Call24 Wireless Call Box Systems

Description- Radio frequency wireless voice communication & call box signal sequence

Notes- Weather proof and vandal resistant enclosure. Enclosure contains all electrical, battery and options that pertain to the call box. Enclosure to be mounted on 12' high 5" diameter pole. Tamper resistant antenna mounted on top of pole.



BICYCLE RACK

Model- Genesis

Manufacturer- Mad Rax

Description- Four hoop- Eight bike rack (8'-6" long)

Materials- Black powder-coated 2 3/8" steel tubing

Note- Available in different sizes

Web page- www.madrax.com

Design Intent- Bike rack to provide functional and attractive way of securing bikes. Bike storage should be placed to preserve views and not interfere with pedestrian circulation.

BOLLARD LIGHTING

Model- Bysted

Manufacturer- Louis Poulsen

Description- Light bollard

Materials- 12" diameter cor-ten steel

Note- Not for use on paving, cor-ten will stain paving surfaces

Web page- www.louis-poulsen.com

Design Intent- Constructed of durable and weather resistant materials.

Bollard light blends into landscape and produces warm downward light on pathway.



Existing bollard lighting on campus



Proposed bollard lighting



Proposed pole-mounted light

POLE-MOUNTED LIGHT

Model- Spectra

Manufacturer- Architecture Area Lighting

Description- Pole mounted light

Finish- Angular hood, post and head color cor-ten

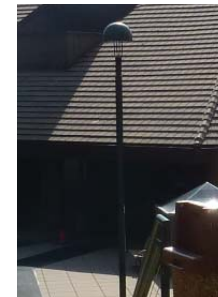
Note- Size of fixture and post height to vary for application

Web page- www.aal.net

Design Intent- Provide street lighting and security lighting in parking lots.



Existing pole-mounted lights on campus



EVACUATION CHAIR

Model- 6254

Manufacturer- Stryker

Description - Evacuation chair with foot rest used for emergency transportation down stairs in multilevel buildings.

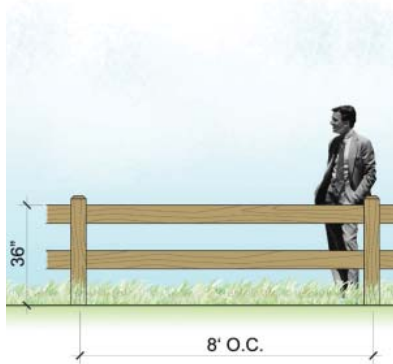
Notes - Store in a wall mounted cabinet near stairway entry at the top floor.



FENCING +SITE BARRIERS



Fences serve as barriers for pedestrians where other barriers such as hedges would be out of character. The family of fences and their appropriate uses are outlined below.



TWO-RAIL

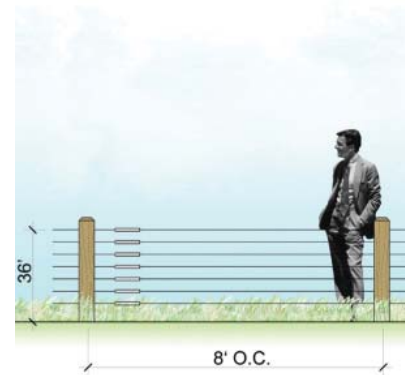
The low, two-rail precast concrete fence is intended for use along pedestrian walks and paths to serve as a barrier as well as frame areas. The two-rail fence can serve as a permanent barrier to prohibit pedestrian traffic on steep slopes, banks or sensitive areas. The simple elegance of the two-rail fence blends naturally into the landscape on campus.

- Two rails fences shall be constructed of pre-cast concrete
- Posts shall be a minimum of 4" x 4" with a chamfered top and installed in a concrete footing
- Rails shall be a minimum of 2" x 6"
- All components shall be stained a brown color
- Two rail fence shall be 36" high

CABLE-RAIL

The cable-rail fence is intended for use around San Diego Reservoir with the intention of controlling the resident Goose population. This would replace the green "snow fence". The cable rail is a better solution mostly in terms of aesthetics around San Diego Reservoir as the wood posts would blend into the environment and the cable rail would be less visually obtrusive. This "Goose Control" system will require testing in a small area prior to installation around the entire San Diego Reservoir.

- Posts for the cable rail fence shall be a minimum of 4" x 4" redwood or pressure treated Douglas fir with a chamfered top and installed in a concrete footing
- Rails shall be aircraft cables, equally spaced at approximately 4" and pulled taut
- Cable rail fence shall be 36" high



SIGNAGE + CIRCULATION

The purpose of these guidelines is to ensure that campus signage creates a consistent and orderly system for site wayfinding and building signage identification. Signage fosters an effective circulation connection between various elements on a campus for students, faculty, staff, the community and visitors while adding a uniform aesthetic value to the campus.

Goals and Objectives:

- The signage and wayfinding features shall establish vehicular and pedestrian traffic circulation to various campus destinations.
- Improve visual cue with the use of color, typology and symbols rather than just arrows and/or text.
- Signage should relate proportionally to buildings and site context.
- Buildings should have at least one handicap accessible entry, preferably at the main entry. If the main entry is not accessible, provide signage to direct people to the accessible point of entry.

SIGNAGE

The campus experience begins well before you enter the Campus Drive. Signage currently exists and is fairly visible on Highway 49, Parrotts Ferry Road and Sawmill Flat Road. As you approach the campus, you encounter the main entry sign and vehicular gateway at the intersection of Sawmill Flat Road and Columbia College Drive. The main entry signage is mounted on an indigenous stone wall. The font style is reminiscent of the historic gold rush neighboring community. The entry could be enhanced by creating a small planter area in front of the wall. The pilasters located at the ends of the stone wall add balance and anchor the main entry.



Existing Main Entry Monument Planter & Signage (Image from 2007 Campus Master Plan)



Main Entry Monument Plan (Image from 2007 Campus Master Plan)



Proposed Main Entry Monument Planter & Signage (Image from 2007 Campus Master Plan)

SIGNAGE



BUILDING IDENTIFICATION

There are two types of building identification used on campus:

- I. The first is a free standing building identification signage, commonly found in front of the buildings.
- II. The second type of signage is wall mounted on the building.

Freestanding building identification signs should be the primary signage used to identify buildings on campus. Freestanding building identification signs are designed to be visible and useful to pedestrians along the major paths of travel. The sign should be placed perpendicular to the primary route of travel. Freestanding signs should also have building identification on both sides of the sign. The existing signs are a light brown color with recessed white lettering. The lighter color of brown is easily seen from a distance with the darker brown buildings as a background. However, the recessed white lettering tends to disappear when sunlight filters through the tree line, creating bright white spots with darker shadows. One option would be to replace the recessed lettering with metal letters attached a small distance away from the actual surface of the sign, creating a shadow associated with each individual letter. The freestanding building identification sign should be placed within 50 feet of any primary building entrance and adjacent to the nearest major pedestrian walkway.

Wall mounted building identification signage provides a subtle confirmation of a building location. Lettering mounted on buildings may serve as an affirmation and a supplement to the freestanding sign. Building mounted signage, in some instances, may be less visible from pathways due to the roof overhangs of buildings and the deep shadows they create on the face of the buildings.

VEHICULAR GATEWAY SIGNAGE

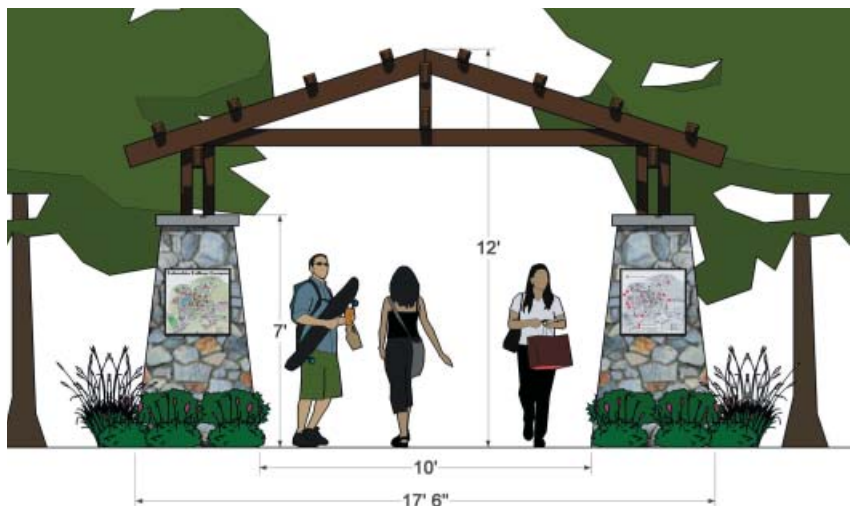
The first vehicular gateway is an intersection at the Fire Station located along Columbia College Drive. For first time visitors, the intersection can be confusing as to where one should go next due to a lack of hierarchy and established directional signage. As visitors transition from the roadways to parking lots, to pedestrian walkways and ultimately to buildings, the level of signage information must flow from a general to a more specific format. The College should invest in re-engineering this intersection to provide better flow of vehicular traffic. One suggestion has been to introduce a roundabout at this location, but further ideas should be researched and evaluated for the most appropriate response to the campus.

The vehicular identification signage should define the entrance to parking lots and designated users areas, providing the motorist with a sense of arrival. The content of these signs should be limited to three items, with each item limited to a two or three word maximum description. Because these signs are intended essentially for motorists unfamiliar with the campus, it is recommended that content be limited to the major public venues, including the main visitor parking lot, Oak Pavilion and Symons Field. Visitors to buildings in the academic core (Manzanita, for example) and other less public facilities will receive more detailed information through interaction with pedestrian directional signs after parking.

PEDESTRIAN PARKING LOT GATEWAY SIGNAGE

Pedestrian parking lot gateways act as a visual connection from the parking lots, toward the pedestrian pathways and into the campus core areas. The gateways form an important wayfinding element due to the extent of existing trees which obscure views to the core of campus.

One of the ideas for the pedestrian parking lot gateways would be the design of natural stone-clad columns, a minimum of 8' feet high, located on both sides of the pedestrian path. A steel trellis, painted brown, designed using a minimum 2" square tubular steel, shall span the columns overhead. Simple signage shall be installed on one of the columns. The content of these signs should be kept to five items, with each limited to a two or three word maximum description. Pedestrian level lighting or lighted bollards should be located along the main pedestrian pathways from parking lots to various buildings on campus.



Pedestrian Parking Lot Gateway Signage (Images from 2007 Campus Master Plan)

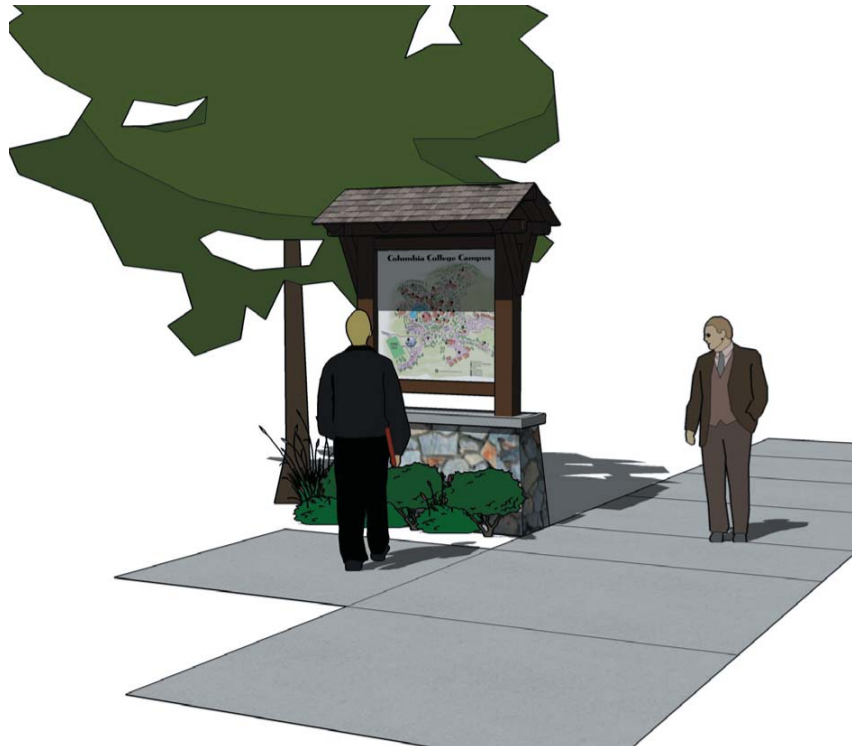


Pedestrian Wayfinding Signage (Image from 2007 Campus Master Plan)



PEDESTRIAN WAYFINDING SIGNAGE

Uniform signs form critical elements of the wayfinding system. The hierarchy of pedestrian signage should be reflected: information maps take precedence, followed by directional signs and then building identification. In the majority of locations, these signs will have information on both sides to maximize their effectiveness. The pedestrian directional signs should be located at enhanced gathering areas and at primary walkway intersections. The signs should typically be placed four feet back from the edge of the walkway to avoid obstructing pedestrian traffic.



Pedestrian Wayfinding Signage (Image from 2007 Campus Master Plan)

CIRCULATION



Circulation for vehicles and pedestrians along ADA accessible paths of travel can be a challenge at Columbia College, but provides for opportunities to generate creative ways to resolve them. Circulation is important not only in terms of providing a means of access, but in creating the sensory experience of the natural beauty of Columbia College. An in-depth study of existing conditions, *Draft Facilities Inspection for Accessibility Compliance*, dated December 20, 2006, was conducted to analyze and determine the accessibility needs of buildings and site features throughout the campus. This reference will likely be useful for future campus maintenance and renovation projects. The following guidelines, when applied in conjunction with the Signage Guidelines, will enhance the student, faculty, staff and visitor experience on campus.

Roads and Walkways Circulation Design Guideline Goals and Objectives:

- Provide a clear separation between pedestrian and vehicular circulation
- Provide clear delineation of services/emergency access roads
- Strengthen the hierarchy of campus walkways
- Establish guidelines that make walkways more than just functional, creating opportunities for learning and for experiences that are safe, beautiful and uplifting
- Promote a pedestrian oriented campus as well as the use of cycling and public transportation to the campus

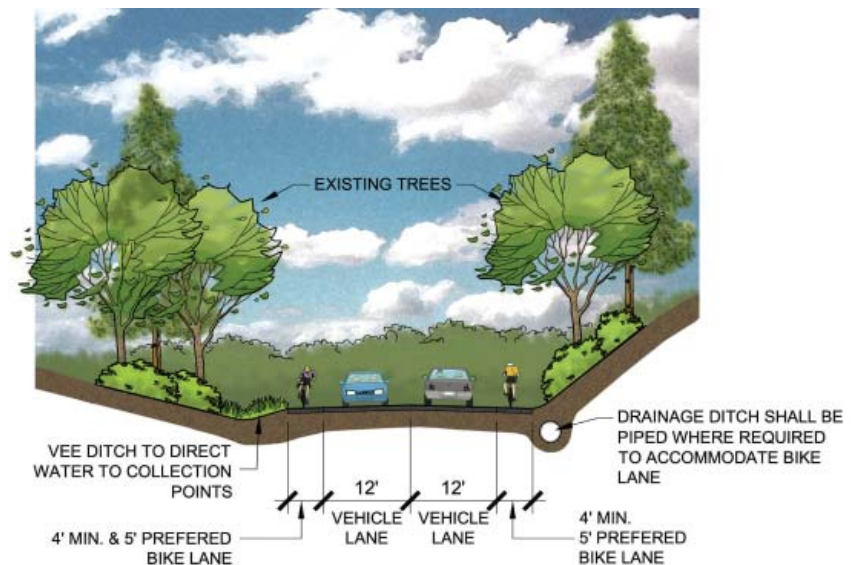
LEGEND	
	Disabled and Elderly "Dial A Ride" Service Area
	Deviated Fixed Route Service Area
	Route 1 Sonora
	Route 2 Sierra Village - Sonora - Columbia
	Route 3 Jamestown - Sonora - Columbia
	Route 4 Tuolumne - East Sonora - Twain Harte
	Calaveras County - Columbia - Angels Camp - San Andreas - Lodi*



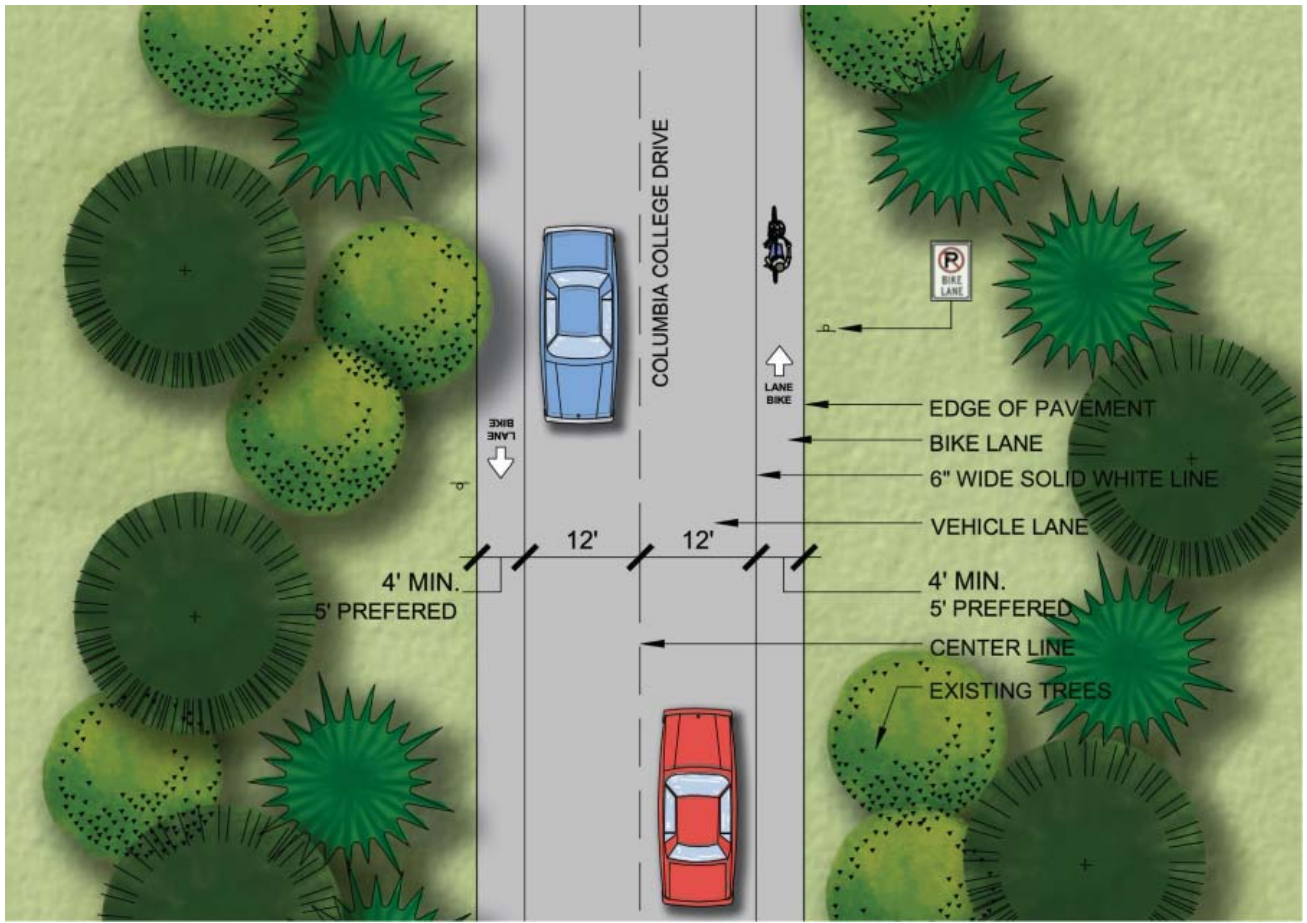
COLUMBIA COLLEGE MAIN DRIVE

Columbia College Drive serves as the main entrance to campus and the main road through campus. The natural landscaping and gentle curves set the tone for visitors to the campus. Columbia College Drive is designed to accommodate two-way vehicular traffic. The road should be re-engineered to accommodate bike lanes and designed to CalTrans Class II standards with a minimum width of four feet, or preferably five feet wide. Drainage swales should be piped at required locations to allow room for the bike lanes. A portion of Columbia College Drive, near Sawmill Flat Road, has privately owned parcels that abut on either side. The College should pursue having the County dedicate a 100 foot "No Build" easement on both sides along Columbia College Drive. The addition of the bike lanes do not present a conflict with the preservation of the 100 foot buffer, but instead, reinforce the need to keep the buffer in its natural state.

- Maintain the natural landscaping and gentle meandering roadway from Sawmill Flat Road to the entry kiosk.
- Variation on the roadway surface at major intersections and pedestrian cross-traffic to slow down vehicular traffic.



Columbia College Drive - Proposed Bike Lanes (Image from 2007 Campus Master Plan)



Columbia College Drive - Proposed Bike Lanes (Image from 2007 Campus Master Plan)



MINOR ROADS

Minor roads are those that provide access from Columbia College Drive to the parking lots and other facilities on campus.

- Provide a methodology for naming the roadways with signage such as, the creation of “North Campus Drive” and “South Campus Drive”.
- Widths of minor roads should be minimized to slow traffic speeds while not sacrificing vehicular or pedestrian safety.
- Roadways should accommodate bike lanes traveling both directions



SERVICE VEHICLE ACCESS

Service vehicle routes provide access to buildings and remain a vital part of the day-to-day operations at Columbia College. These vehicles should be parked away from major pedestrian traffic areas to maintain safe access to buildings. The core of campus is and should be considered a “pedestrian only zone” with limited access to vehicle traffic as described below.

- College service and emergency vehicles are allowed full access to all roads and pathways on campus.
- Private delivery vehicles such as vending delivery vehicles are restricted to the Shipping and Receiving building. College delivery vehicles from Shipping and Receiving are allowed full access to all roads and pathways on campus to carry out their duties. These vehicles should be parked away from major pedestrian traffic areas to maintain safe access to buildings.
- College grounds and maintenance crews are allowed full access to all roads and pathways on campus.
- A review of all dumpster and recycling bin locations should be done to ensure their locations are valid. It is intended that each building have no more than one point for trash and recycling containers. When buildings are in close proximity to each other, a central area for both buildings would be more feasible.



PARKING LOTS

The current parking lots support the parking demand for almost the entire school year. Occasionally during the first days of a school session or during graduation ceremonies, student parking demand exceeds the capacity. For this reason, an overflow parking lot should be fully developed near Symons Field. In addition, an expansion of the main student parking lot has been designed and when the need is realized, would be adequate for future growth. Future parking lot expansions should consider the following:

- Whenever possible given the limitations of the existing terrain, lots should be double loaded for the most efficient parking layout.
- Parking lots should have sidewalks, separated and elevated from the parking lot with a raised curb, on at least one side of the parking lot with direct access to pedestrian pathways.
- Entrances and vehicular circulation should be easily accessed with safe viewing angles for oncoming traffic.
- Natural drainage systems should be considered to reduce run-off.
- Parking lots should have adequate lighting, including cut-off lenses to reduce light pollution and to increase safety.



PEDESTRIAN CIRCULATION

Most students, faculty and staff drive a vehicle to campus, with a few who use the public transit system. Once on campus, the goal is to promote a pedestrian oriented environment at Columbia College. Currently the sidewalks criss-cross the campus but do not seem to have a sense of hierarchy. As is the case for most campuses, the students tend to create pathways from various locations. Path locations should generally follow the most direct line between destinations, but this may not always be the case given the challenging terrain. Landscape elements such as a rail fence, can be used to maintain and enforce pedestrian pathways. The pedestrian circulation system is composed of major pathways, standard pathways, enhanced gathering areas and building entrances (see the site guideline section).

MAJOR PATHWAYS

Major pathways act as the spine of the pedestrian circulation system and act as the primary path of travel between major destinations. The width should be based on the volume and type of traffic they typically accommodate. Some of the major pathways on campus include, a portion of the upper loop road around San Diego Reservoir and the pathway from the main student parking lot (near student housing) to the core of campus. The upper loop road is currently designated to accommodate limited service and emergency vehicle traffic while supporting pedestrian traffic. Recommended width for the major pathways should be 10 to 12 feet wide and no less than eight feet wide, to accommodate larger groups of people. Major pathways should be designed to accommodate both vehicular and pedestrian traffic. The intersections of major pathways should include an expanded paved area and include wayfinding elements.

The following are recommendations for elements along major pathways.



- An elevated boardwalk constructed of recycled plastic should be considered at ravine crossings or when topography doesn't allow for an accessible at-grade path.
- Trash and recycling containers should be located at regular intervals between enhanced gathering areas.
- Emergency call boxes should be located at regular intervals along major pathways.
- Major pathways should be well lit utilizing appropriate scaled light fixtures or bollards to coordinate with the pedestrian level scale of the pathway.
- All major paths should be accessible per Federal ADA regulations and California Building Code Accessibility requirements.
- Currently all major paths are asphalt. Ultimately these should all be concrete to reinforce the paths as pedestrian circulation. When asphalt paths need to be repaired or replaced, consideration should be given to changing the material to concrete.

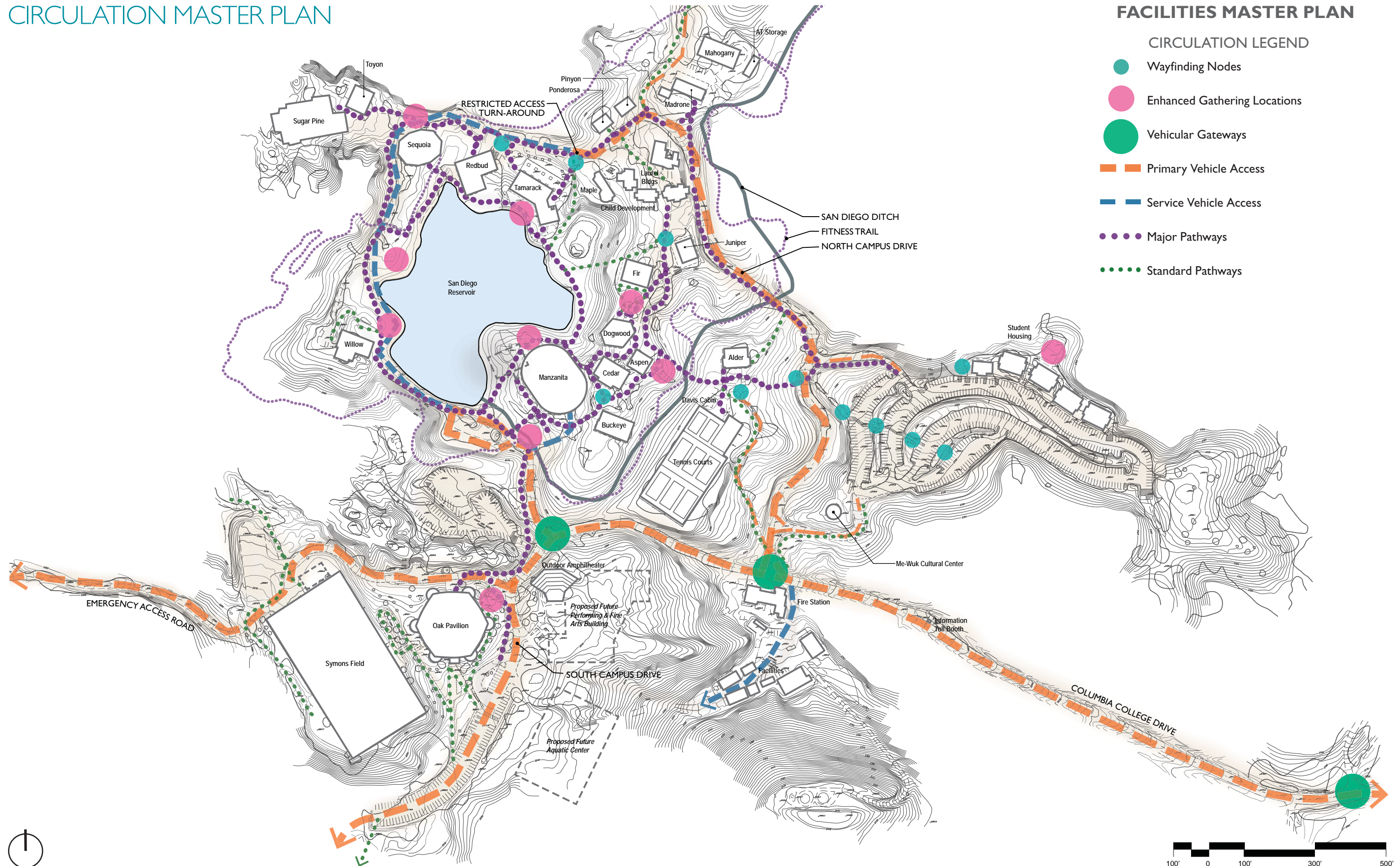
STANDARD PATHWAYS

Standard pathways serve as a secondary pedestrian circulation system and accommodate fewer pedestrians than major pathways. They might lead to major pathways or a building entrance. The College should carefully study the existing standard pathways with a focus on reducing their number and making them more efficient, resulting in improved streamlined circulation with enhanced landscape and seating areas. The preferred width for standard pathways is eight feet wide with instances of a six foot width where appropriate. The more common use of four foot wide walkways do not adequately accommodate people walking side-by-side. Where stairs are required to accommodate grade changes, they should be incorporated into the standard pathways, with an adjacent accessible ramp.



CIRCULATION MASTER PLAN

FACILITIES MASTER PLAN



APPENDIX CONTENTS

- A. ZIP CODE ANALYSIS
- B. WEEKLY PROGRAM ROOM USE
- C. INTERVIEW TEMPLATES
- D. NEEDS ASSESSMENT INTERVIEWS
- E. PRIORITIZATION FILTERS
- F. PDE OPTION SUMMARIES
- G. OPPORTUNITIES + RESOURCES
- H. SOLUTIONS + ALTERNATIVE PLANS
- I. CAMPUS FORUM
- J. SMART CLASSROOM EQUIPMENT PLAN
- K. CAMPUS EMS SYSTEM
- L. PARKING INFORMATION
- M. IMAGES + ILLUSTRATIONS CREDITS

APPENDIX A

ZIP CODE ANALYSIS

ZIP CODE ANALYSIS

The following pages include head counts and population by zip code data, which is helpful in identifying the likely head counts for planned Outreach Centers in Oakdale and Calaveras. The data provides a projected measure of head counts based on the mileage distance from the Columbia College campus. Student head count data is based on the Spring 2011 Semester. The analysis suggests that the closer students are to the campus, the greater the participation rate for that zip code population. The population within the zip codes within five miles of the Columbia College display a participation rate of approximately 4.1-percent of the population and 42.1-percent of the head count as a percentage of the total campus headcount. For zip codes within Modesto and Stockton, head count percentages decrease to very small amounts and account for approximately 3.1-percent of the head count as a percentage of the total campus head count for Columbia College.

Columbia College Student Head Count and Population by Zip Code

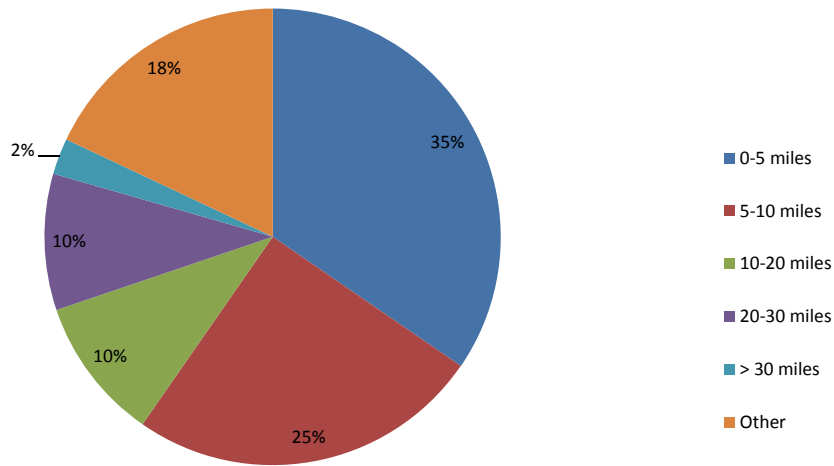
Based on Spring 2011 Semester and 2010 Census data

City	Zip Code	Radial Proximity to Columbia College (miles)	Students per Head Count	Total Zip Code Population	Head Count as Percentage of Total Population	Head Count as Percentage of Total Campus Head Count
Sonora / Tuolumne	95370	0	1065	26803	4.0%	
Columbia	95310	0	140	1882	7.4%	
Vallecito	95251	5	15	767	2.0%	
subtotal (0-5 miles from CC):			1220	29452	4.1%	42.1%
Twain Harte	95383	10	149	3937	3.8%	
Tuolumne	95379	10	125	3898	3.2%	
Jamestown	95327	10	231	9806	2.4%	
Jamestown / Soulsbyville	95372	10	124	1963	6.3%	
Murphys	95247	10	97	4368	2.2%	
Angels Camp	95222	10	107	5292	2.0%	
Altaville / Angels Camp	95221	10	53	5403	1.0%	
subtotal (5-10 miles from CC):			886	34667	2.6%	30.6%
Mi Wuk Village / Sonora	95346	15	35	1272	2.8%	
San Andreas	95249	15	96	4042	2.4%	
Arnold / Hathaway Pines	95233	15	10	436	2.3%	
Arnold / Bear Valley / Camp Connell	95223	20	51	4612	1.1%	
Arnold / Avery	95224	20	8	429	1.9%	
Copperopolis	95228	20	82	3976	2.1%	
Groveland	95321	20	45	3736	1.2%	
Cold Springs / Long Barn	95335	20	9	541	1.7%	
Mountain Ranch	95246	20	22	1615	1.4%	
Sheep Ranch	95250	20	0	78	0.0%	
subtotal (10-20 miles from CC):			358	20737	1.7%	12.4%
Coulterville	95311	25	20	2197	0.9%	
Big Oak Flat	95305	25	9	245	3.7%	
Mokelumne Hill	95245	25	22	2277	1.0%	
Farmington	95230	30	4	718	0.6%	
Valley Spring	95252	30	88	13460	0.7%	
Oakdale / Knights Ferry / Valley Home	95361	30	198	31610	0.6%	
subtotal (20-30 miles from CC):			341	50507	0.7%	11.8%
Modesto	95350		13	51046	0.03%	
	95351		6	46458	0.01%	
	95354		5	25394	0.02%	
	95355		31	58311	0.05%	
	95356		14	30918	0.05%	
	95357		5	11559	0.04%	
	95358		2	31668	0.01%	
Modesto Sub-total			76			
Stockton	95203		1	15696	0.01%	
	95204		1	27786	0.00%	
	95205		1	38069	0.00%	
	95206		3	65004	0.00%	
	95210		1	39009	0.00%	
	95212		2	25239	0.01%	
	95215		4	23224	0.02%	
Stockton Sub-total			14			
subtotal (>30 miles from CC for zip codes above):			90	517265	0.0%	3.1%
SUB-TOTAL:			2895	652628	0.4%	
subtotal (Misc. and Zip codes NOT SHOWN above):			813			21.9%
DATATEL Total Unduplicated Head Count:			3708			

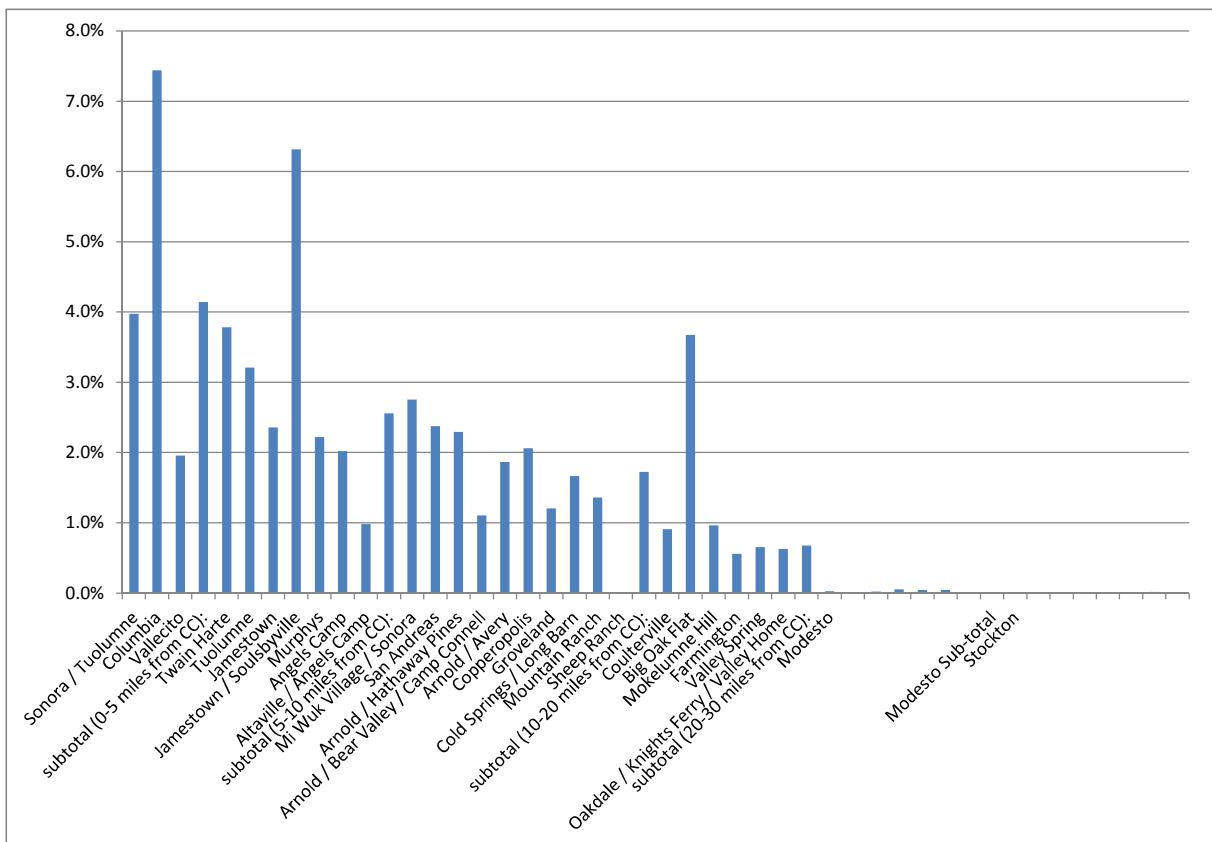
Notes:

1. Student Head Count data is based on the Spring 2011 Semester.
2. Total Population numbers based on the US Census Bureau 2010 Census zip code data.
<http://factfinder2.census.gov/faces/nav/jsf/pages/searchresults.xhtml>
3. Based on the 2010 US Census, repeating zip codes have been combined as one for the following cities; 95221 (Altaville & Angels Camp), 95223 (Arnold, Bear Valley & Camp Connell), 95224 (Arnold & Avery), 95233 (Arnold & Hathaway Pines), 95310 (Columbia), 95335 (Cold Springs & Long Barn), 95346 (Mi Wuk Village & Sonora), 95361 (Knights Ferry, Oakdale & Valley Home), 95370 (Sonora & Tuolumne), and 95372 (Jamestown & Soulsbyville).
4. Current Radial Head Count per Total Population within 30 miles: (Students per Head Count) ÷ (Total Population)
5. Radial Proximity to Columbia College (miles) is based on approx. radial distance from the College.
6. Expected participation rates for Zip Codes are based on the head count projection of 5 per 1000 population (5 mile radius).
7. DATATEL Term First Census Unduplicated Head Count is based on published Spring 2011 Semester Information.

Head Count Based on Distance from Columbia College



Participation Rate by Zip Code



APPENDIX B

WEEKLY PROGRAM ROOM USE

WEEKLY PROGRAM ROOM USE HOURS

The analysis conducted in this section was part of the research phase of the work plan process and helped to identify the room and program use of each building, focusing on classrooms and lab spaces throughout campus. This analysis utilized a snapshot in time with the scheduling for the week of October 17th to the 22nd in 2011. The spreadsheets reflect the heavy usage of certain spaces and the low usage of others. Instructional spaces are mostly used Monday through Thursday with higher usage in the morning, leaving the rest of the week with very few scheduled classes. This analysis highlights the need to assess the current facilities and how the campus may better utilize existing instructional spaces.

Columbia College Weekly Room Use Summary - Monday to Saturday

Based on Fall 2011 Semester: week of Oct 17-22

Building	Bldg. No.	Room	Type ASF/Stns	MONDAY TOTAL HRS	TUESDAY TOTAL HRS	WEDNESDAY TOTAL HRS	THURSDAY TOTAL HRS	FRIDAY TOTAL HRS	SATURDAY TOTAL HRS	WEEKLY TOTAL HRS		WEEKLY CL USE (70 hrs)	WEEKLY LAB USE (70 hrs)	NON- INSTRUCTIONAL USE TOTAL HRS
										Room	Bldg.			
Aspen	1	1	CL 820/40	11	6	8	9	0	0	34		49%		
											34			
Buckeye	2	1	LAB 189/3	0	0	0	0	0	0	0			0%	
		3	CL 1440/45	12.5	10	10.5	10	1.5	0	44.5		64%		
		4	LAB 1247/38	6	5.5	7	5	1	0	24.5			35%	13.5
											69			
Cedar	3	1	CL 1151/78	10.5	9	10.5	8.5	0	0	38.5		55%		
		5	LAB 399/17	1.5	5	1.5	2	0	0	10			14%	
		10	CL 399/23	1.5	9	1.5	7	0	0	19		27%		
											67.5			
Dogwood	4	1	CL 2632/192	1.5	4	5.5	10.5	3	0	24.5		35%		
											24.5			
Fir	5	1	LAB 634/27	9.5	10	9.5	10	0	0	39			56%	4
		2	CL 471/24	5.5	5.5	3.5	3	0	0	17.5			25%	
		3	CL 601/35	6.5	3	6.5	5	0	0	21		30%		
		4	LAB 1531/40	8	11	8	11	6.5	0	44.5			64%	
		7	LAB 736/25	11.5	7.5	11.5	7.5	6	0	44			63%	
		8	LAB	0	0	3	6	0	0	9			13%	
											175			
Juniper	6	1	CL 917/50	12	9	12	9	5	0	47		67%		
		4	CL 598/40	5	4	5	4	3	0	21		30%		
		5	LAB 552/1	0	0	0	0	0	0	0		0%		
											68			
Madrone	7	1	LAB 3327/16	5	5	5	5	5	0	25			36%	
		2	LAB 1116/18	5.5	1.5	2.5	2	1.5	0	13			19%	
											38			
Mahogany	8	101	LAB 1879/20	6	6.5	3.5	6.5	0	0	22.5			32%	
		109	LAB 1880/9	0	3.5	4	4	0	0	11.5			16%	
											34			
Manzanita	9	2	CL 400/15	10.5	2	10.5	5.5	0	0	28.5		41%		
		2-Kitchen	LAB	0	4.5	0	1	0	0	5.5			8%	
		3	LAB 420/15	3.5	3.5	10	3.5	0	0	20.5			29%	
		18-1	MTG 2045/50	0	0	2	0	2	0	4				4
		18-2 AAC	LAB 2045/50	4	0	2.5	0	0	0	6.5			9%	
		18-3	LAB 2045/50	0	0	0	0	0	0	0			0%	
18-G Conf	CONF 450/20	0	1	0	7	10	0	18				18		
											83			
Maple	10	102	CL 1096/40	5	5	0	5	3	0	18		26%		
		104	CL 644/20	4.5	6	4	6	2	0	22.5		32%		
											40.5			
Oak Pavilion	11	4	ATHL 1292/(n/a)	3.5	3	3.5	3	3.5	0	16.5		24%		
		5	ATHL 875/(n/a)	3.5	2.5	3.5	1.5	3.5	0	14.5		21%		
		9	CL 721/20	8	8	8	1.5	3	0	28.5		41%		
		10	CL 721/20	0	0	0	0	0	0	0		0%		
		12	CL 509/7	1.5	1	4.5	0	0	0	7		10%		
		23	ATHL	7	7.5	10	8	4	2	38.5		55%		
		24	ATHL 2800/(n/a)	3	3	3	3	1.5	0	13.5		19%		
		25	ATHL 4200/(n/a)	1.5	3	1.5	3.5	1.5	0	11		16%		
		26	ATHL 2800/(n/a)	3	8	3	8	1.5	0	23.5		34%		
27	ATHL 2000/(n/a)	4	0	4	0	3.5	0	11.5		16%				
											164.5			

Columbia College Weekly Room Use Summary - Monday to Saturday

Based on Fall 2011 Semester: week of Oct 17-22

Building	Bldg. No.	Room	Type ASF/Stns	MONDAY TOTAL HRS	TUESDAY TOTAL HRS	WEDNESDAY TOTAL HRS	THURSDAY TOTAL HRS	FRIDAY TOTAL HRS	SATURDAY TOTAL HRS	WEEKLY TOTAL HRS		WEEKLY CL USE (70 hrs)	WEEKLY LAB USE (70 hrs)	NON- INSTRUCTIONAL USE TOTAL HRS
										Room	Bldg.			
Pinyon	12	100	ATHL 931/20	3.5	0	3.5	0	0	0	7		10%		
											7			
Ponderosa	13	1	928	0	2	3.5	2	0	0	7.5				7.5
											7.5			
Redbud	14	2	CL 890/38	9.5	9	11	7.5	9	0	46		66%		
		3	CL 807/35	6	6	8	6	9	0	35		50%		
		8	LAB 1417/25	3	2	0	0	0	0	5			7%	
		9	LAB 592/30	2.5	5	2.5	5	0	0	15			21%	
										101				
Sequoia	15	1	CL 924/56	7.5	7	4.5	10	0	0	29		41%		
		6	LAB 965/25	0	0	0	0	0	0	0		0%		
		7	LAB 967/20	0	0	0	0	0	0	0		0%		
		8	LAB 476/0	0	2	0	2	0	0	4			6%	
		9	LAB 1392/0	0	0	0	0	0	0	0			0%	
		10	LAB 475/10	5	5	3.5	7.5	0	0	21			30%	
		11	CL 475/30	2.5	2.5	2.5	2.5	0	0	10		14%		
											64			
Sugar Pine	16	100	LAB 1266/24	3.5	0	3.5	0	0	0	7			10%	
		107	LAB 1231/30	6	7	7.5	10	0	0	30.5			44%	
		112	CONF 110/6	0	0	9	9	9	0	27				27
		113	CONF162/10	5	0	3	1	0	0	9				9
		114	CL 843/36	7.5	8.5	4.5	8.5	0	0	29		41%		
		115	CONF 366/20	0	1	1	2.5	0	0	4.5				4.5
		126	CL 1236/60	5.5	6	5.5	6	0	0	23		33%		
		127	CONF 1236/60	0	0	0	0	0	0	0				0
		200	LAB 1241/27	5	3	5	6	3.5	0	22.5			32%	
		205	LAB 308/6	0	0	0	0	0	0	0		0%		
		207	LAB 1231/27	3	3	3	3	0	0	12			17%	
		213	CONF 173/8	0	0	0	0	0	0	0				0
		214	CL 1303/54	9	6	6	6	0	0	27		39%		
215	LAB 1224/27	4.5	3	4.5	9	1.5	0	22.5			32%			
217	LAB 1232/27	6	4	6	4	0	0	20			29%			
											234			
Tamarack	17	Library		1.5	0	1.5	0	0	0	3				3
		TRC		0	2	5.5	2	1	0	10.5				
		134	LAB 674/10	0	0	0	0	0	0	0		0%		0
											13.5			
Toyon	18	2	LAB 1193/30	6	3	3	0	4.5	0	16.5		24%		
											16.5			
Willow	19	1	LAB 1711/23	6	9	9	6	3	0	33			47%	
											33			
On-Site		Carkeet Pk		0	0	0	0	0	0	0				7
		Symons Fld		1.5	1.5	5	1.5	0	8	17.5		25%		7
		Tennis Crts		2	0	9	0	7	0	18		26%		14
											35.5			

Columbia College Weekly Room Use Summary - Monday to Saturday

Based on Fall 2011 Semester: week of Oct 17-22

Building	Bldg. No.	Room	Type ASF/Stns	MONDAY TOTAL HRS	TUESDAY TOTAL HRS	WEDNESDAY TOTAL HRS	THURSDAY TOTAL HRS	FRIDAY TOTAL HRS	SATURDAY TOTAL HRS	WEEKLY TOTAL HRS		WEEKLY CL USE (70 hrs)	WEEKLY LAB USE (70 hrs)	NON- INSTRUCTIONAL USE TOTAL HRS
										Room	Bldg.			
Off-Site		OHS A-3		0	2.5	0	2.5	0	0	5		7%		
		OHS E-6		0	0	0	3	0	0	3		4%		
		OHS F-10		0	0	0	3	0	0	3		4%		
		OHS F-11		0	3	0	0	0	0	3		4%		
		TH Fitness		2	0	2	0	2	0	6		9%		
		Field Loc		2	0	2	0	0	0	4		6%		
		Senior Ctr		2.5	1.5	2.5	1.5	0	0	8		11%		
		Col		2	0	2	0	3.5	0	7.5		11%		
		Jamestown		2	2	2	2	0	0	8		11%		
		1 st CnChurch		2	2	0	0	0	0	4		6%		
		Station 57		4	0	0	0	0	0	4		6%		
		7 th Day Adv		3	0	0	0	0	0	3		4%		
		Yoga Loft		0	3	0	3	0	0	6		9%		
		SHS Dome		0	3	0	0	0	0	3		4%		
Baker Station		0	0	0	0	0	0	0		0%				
ATTC		2.5	0	5.5	0	0	0	8		11%				
										75.5				
				315	287.5	335	313.5	124.5	17	1385.5	1385.5	Weekly total hrs ÷ 70 allowable hrs	Weekly total hrs ÷ 70 allowable hrs	118.5

More than 50% capacity available
 Considered full by CCCCO Standards

Key Notes:

1. Analysis is based on the Fall 2011 Semester for the week of October 17 - 22 as provided by Columbia College.
2. Class periods rounded to the nearest half-hour for this analysis
3. Current classes sections offered reflect 10% reduction due to funding cuts
4. Total Room Use Hours do not match Total Building Use Hours due to joint program classes in the same room and lab use during classes
5. Computation of lecture and laboratory space requirements is based on weekly student contact hours (WSCH) for a 70 hour week (Monday through Friday, 8am to 10pm). The total projected WSCH enrollments are separated into lecture and laboratory per Title 5 of the California Administrative Code. Based on *California Community College Policy on Utilization and Space Standards*, dated Sept. 2010, classroom use is considered fully utilized at 48 hours in a 70 hour week, and laboratory use is considered fully utilized at 48 hours in a 70 hour week.
6. There are several programs on campus that use Boman Spaces such as High Tech Center and Student Center for various programs needs but do not schedule actual class time in them. This information is not reflected in the summaries.

Columbia College Weekly Program HRS Summary - Monday to Saturday							
Based On Fall 2011 Semester: Oct 17-22							
Programs	MONDAY TOTAL HRS	TUESDAY TOTAL HRS	WEDNESDAY TOTAL HRS	THURSDAY TOTAL HRS	FRIDAY TOTAL HRS	SATURDAY TOTAL HRS	WEEKLY TOTAL HRS
MUS	9	15.5	10	19	3	0	56.5
SOC	5	0	5	0	0	0	10
PSY	7.5	4.5	4.5	7.5	0	0	24
MAT	15.5	17.5	15.5	17.5	8	0	74
PEP	3	0	3	0	0	0	6
HUM	1.5	0	1.5	0	0	0	3
ECO	2	0	2	0	1.5	0	5.5
BUS	10.5	11.5	10	11.5	0	0	43.5
ART	16	15.5	19	16.5	3	0	70
OFT	3	1.5	3	1.5	0	0	9
HIS	8.5	3	8.5	7.5	0	0	27.5
OPEN	6	8.5	6	8	1	0	29.5
GEO	4.5	1.5	4.5	1.5	0	0	12
POL	6	6	6	3	0	0	21
ENG	23.5	27	23.5	28	0	0	102
GUID	1.5	8.5	1.5	5.5	0	0	17
DRA	1.5	2.5	1.5	2.5	0	0	8
NUR	10.5	10.5	7	10.5	0	0	38.5
MID	10	10	10	10	10	0	50
CMP	16.5	18	16.5	18	0	0	69
SPA	2.5	2.5	2.5	2.5	0	0	10
ANT	1.5	3	1.5	3	0	0	9
DRF	0	2.5	0	2.5	0	0	5
SEA	0	0	0	2	0	0	2
HPM	15.5	11.5	20.5	12	0	0	59.5
IND	8.5	0	2.5	0	3.5	0	14.5
AT	6.5	10	10.5	10.5	6.5	0	44
WT	10	6.5	4.5	7	0	0	28
SKL	1.5	0	1.5	0	0	0	3
MENT	4.5	0	1	0	2	0	7.5
CHIL	5	7	4	5	3	0	24
HHP	39	34	55.5	33	28	10	199.5
FIR	11	3	10	3	21.5	0	48.5
SPC	1.5	7.5	1.5	4.5	0	0	15
NAR	6	0	4	0	0	0	10
SIGN	3.5	0	3.5	0	0	0	7
BIO	24.5	16.5	24.5	19.5	3.5	0	88.5
AAC	5	2	4	3	0	0	14
CHE	4.5	3	4.5	9	1.5	0	22.5
NAT	3	1.5	0	1.5	0	0	6
ESC	3	7.5	6.5	7.5	0	0	24.5
PHY	3.5	0	3.5	0	0	0	7
LIB	1.5	0	1.5	0	0	0	3
FOR	1.5	1	1.5	4	4.5	0	12.5
EVNT	0	0	0	0	0	7	7
BIB	0	0	1	0	0	0	1
MTG	0	1	6.5	9	13	0	29.5
TRIO	0	2	3.5	2	0	0	7.5
FMP	0	0	9	9	9	0	27
EMS	0	6.5	0	0	3	0	9.5
WIN	0	2	0	0	0	0	2
ENT	0	2	0	2	0	0	4
							1428

This Weekly Program Hours Summary represents a one week sample of Columbia College Program hours and references the following Room Use Summaries based on Columbia College Room Assignments Schedule for October 17th - 22nd, Fall 2011.

There are several programs on campus that use Boman Spaces such as High Tech Center and Student Center for various programs needs but do not schedule actual class time in them. This is not reflected in the summaries.

Columbia College Building & Program Use Summary - Monday

Programs	1 Aspen	2 Buckeye	3 Cedar	4 Dogwood	5 Fir	6 Juniper	7 Madrone	8 Mahogany	9 Manzanita	10 Maple	11 Oak	12 Pinyon	13 Ponderosa	14 Redbud	15 Sequoia	16 Sugar Pine	17 Tamarack	18 Toyon	19 Willow	Carkeet	Symons Fld	Tennis Crts	Off-Site	Program TOTAL HRS	
MUSIC	4.5		1.5																				3	9	
SOCIO	2													3											5
PSYCH			1.5								3				3										7.5
MATH						15.5																			15.5
PHILO	1.5																		1.5						3
HUMAN	1.5																								1.5
ECON		2																							2
BUSAD		10.5																							10.5
ART	3		3												1.5								2.5		16
OFTEC		1.5			1.5																				3
HIST		3	3		1														1.5						8.5
OPEN LAB		2			4																				6
GEOGR			1.5		3																				4.5
POLSC			1.5		1.5						3														6
ENGL			1.5		6.5	1.5					1.5			1	5.5								6		23.5
GUIDE																1.5									1.5
DRAMA				1.5																					1.5
NURSING					5.5										5										10.5
MIDDLE					10																				10
CMPSC					14									2.5											16.5
SPAN																2.5									2.5
ANTHR																1.5									1.5
DRAFT																									0
SEA																									0
HPMGT									14					1.5											15.5
INDIS									2.5							3			3						8.5
AT							6.5																		6.5
WT							4	6																	10
SKLDV									1.5																1.5
Mentoring										4.5															4.5
CHILD										5															5
HHP/Sports											27.5	3.5									1.5	2	4.5		39
FIRE														5									6		11
SPCOM														1.5											1.5
NARTC														3		3									6
SIGN														3.5											3.5
BIOL																24.5									24.5
AAC																5									5
CHEM																4.5									4.5
NATRE																3									3
ESC																3									3
PHYCS																3.5									3.5
LIBR																	1.5								1.5
FORES																		1.5							1.5
Social Event																									0
Bible																									0
Mtg																									0
TRIO																									0
FMPUT																									0
EMS																									0
Intro Wine																									0
ENTRE																									0
Building TOTAL HRS	12.5	19	13.5	1.5	47	17	10.5	6	18	9.5	35	3.5	0	21	15	55	1.5	7.5	6	0	1.5	2	22	324.5	

Program hours reference Room Use Summary based on Columbia College Room Assignments for Fall 2011: October 17th - 22nd.

Columbia College Building & Program Use Summary - Tuesday

Programs	1 Aspen	2 Buckeye	3 Cedar	4 Dogwood	5 Fir	6 Juniper	7 Madrone	8 Mahogany	9 Manzanita	10 Maple	11 Oak	12 Pinyon	13 Ponderosa	14 Redbud	15 Sequoia	16 Sugar Pine	17 Tamarack	18 Toyon	19 Willow	Carkeet	Symons Fld	Tennis Crts	Off-Site	Program TOTAL HRS	
MUSIC	6		5	1.5																			3	15.5	
SOCIO																									0
PSYCH											1.5			3											4.5
MATH						13				2													2.5		17.5
PHILO																									0
HUMAN																									0
ECON																									0
BUSAD		10			1.5																				11.5
ART			2												1.5				3	9					15.5
OFTEC		1.5																							1.5
HIST			3																						3
OPEN LAB		4			4.5																				8.5
GEOGR																1.5									1.5
POLSC			3																				3		6
ENGL			4.5		2.5					2.5				3	8	2.5							3		27
GUIDE			5.5							1.5				1.5									4		8.5
DRAMA				2.5																					2.5
NURSING					5.5										5										10.5
MIDDLE					10																				10
CMPSC					13									5											18
SPAN			2.5																						2.5
ANTHR					1.5											1.5									3
DRAFT					2.5																				2.5
SEA																									0
HPMGT									10					1.5											11.5
INDIS																									0
AT						6.5	3.5																		10
WT							6.5																		6.5
SKLDV																									0
Mentoring																									0
CHILD										5								2							7
HHP/Sports											28											1.5	4.5		34
FIRE														3											3
SPCOM														3		4.5									7.5
NARTC																									0
SIGN																									0
BIOL																16.5									16.5
AAC																2									2
CHEM																3									3
NATRE																1.5									1.5
ESC																7.5									7.5
PHYCS																									0
LIBR																									0
FORES																1									1
Social Event																									0
Bible																									0
Mtg									1																1
TRIO													2												2
FMPUT																									0
EMS											6.5														6.5
Intro Wine														2											2
ENTRE															2										2
Building TOTAL HRS	6	15.5	25.5	4	41	13	6.5	10	11	11	36	0	2	22	16.5	41.5	2	3	9	0	1.5	0	17	294	

Program hours reference Room Use Summary based on Columbia College Room Assignments for Fall 2011: October 17th - 22nd.

Columbia College Building & Program Use Summary - Wednesday

Programs	1 Aspen	2 Buckeye	3 Cedar	4 Dogwood	5 Fir	6 Juniper	7 Madrone	8 Mahogany	9 Manzanita	10 Maple	11 Oak	12 Pinyon	13 Ponderosa	14 Redbud	15 Sequoia	16 Sugar Pine	17 Tamarack	18 Toyon	19 Willow	Carkeet	Symons Fld	Tennis Crts	Off-Site	Program TOTAL HRS
MUSIC	4.5		1.5	4																				10
SOCIO	2													3										5
PSYCH			1.5								3													4.5
MATH						15.5																		15.5
PHILO	1.5																	1.5						3
HUMAN	1.5																							1.5
ECON		2																						2
BUSAD		10																						10
ART			3		3										1.5				9			2.5		19
OFTEC		1.5			1.5																			3
HIST			6		1													1.5						8.5
OPEN LAB		2			4																			6
GEOGR			1.5		3																			4.5
POLSC			1.5		1.5						3													6
ENGL			1.5		6.5	1.5					1.5			3	5.5							4		23.5
GUIDE																1.5								1.5
DRAMA				1.5																				1.5
NURSING					3.5										3.5									7
MIDDLE					10																			10
CMPSC					14									2.5										16.5
SPAN																2.5								2.5
ANTHR																1.5								1.5
DRAFT																								0
SEA																								0
HPMGT									20.5															20.5
INDIS		2.5														0								2.5
AT						6.5	4																	10.5
WT						1	3.5																	4.5
SKLDV									1.5															1.5
Mentoring									1															1
CHILD									4															4
HHP/Sports											33.5	3.5									5	9	4.5	55.5
FIRE														8									2	10
SPCOM														1.5										1.5
NARTC																1						3		4
SIGN														3.5										3.5
BIOL																24.5								24.5
AAC																4								4
CHEM																4.5								4.5
NATRE																0								0
ESC																6.5								6.5
PHYCS																3.5								3.5
LIBR																	1.5							1.5
FORES																		1.5						1.5
Social Event																								0
Bible									1															1
Mtg									1									5.5						6.5
TRIO													3.5											3.5
FMPUT																9								9
EMS																								0
Intro Wine																								0
ENTRE																								0
Building TOTAL HRS	9.5	18	16.5	5.5	48	17	7.5	7.5	25	4	41	3.5	3.5	21.5	10.5	58.5	7	4.5	9	0	5	9	16	347.5

Program hours reference Room Use Summary based on Columbia College Room Assignments for Fall 2011: October 17th - 22nd.

Columbia College Building & Program Use Summary - Thursday

Programs	1 Aspen	2 Buckeye	3 Cedar	4 Dogwood	5 Fir	6 Juniper	7 Madrone	8 Mahogany	9 Manzanita	10 Maple	11 Oak	12 Pinyon	13 Ponderosa	14 Redbud	15 Sequoia	16 Sugar Pine	17 Tamarack	18 Toyon	19 Willow	Carkeet	Symons Fld	Tennis Crts	Off-Site	Program TOTAL HRS	
MUSIC	9		2	8																				19	
SOCIO																									0
PSYCH											1.5			3		3									7.5
MATH						13				2													2.5		17.5
PHILO																									0
HUMAN																									0
ECON																									0
BUSAD		10			1.5																				11.5
ART					6										4.5								6		16.5
OFTEC		1.5																							1.5
HIST			3													1.5							3		7.5
OPEN LAB		3.5			4.5																				8
GEOGR																1.5									1.5
POLSC			3																						3
ENGL			4.5		2.5					2.5				3	8	2.5							5		28
GUIDE			2.5							1.5				1.5											5.5
DRAMA				2.5																					2.5
NURSING					3										7.5										10.5
MIDDLE					10																				10
CMPSC					13									5											18
SPAN			2.5																						2.5
ANTHR					1.5											1.5									3
DRAFT					2.5																				2.5
SEA					2																				2
HPMGT					2				10																12
INDIS																									0
AT							6.5	4																	10.5
WT							0.5	6.5																	7
SKLDV																									0
Mentoring																									0
CHILD										5															5
HHP/Sports											27											1.5	4.5		33
FIRE														3											3
SPCOM														3		1.5									4.5
NARTC																									0
SIGN																									0
BIOL																19.5									19.5
AAC																3									3
CHEM																9									9
NATRE																1.5									1.5
ESC																7.5									7.5
PHYCS																									0
LIBR																									0
FORES																4									4
Social Event																									0
Bible																									0
Mtg									7									2							9
TRIO													2												2
FMPUT																9									9
EMS																									0
Intro Wine														0											0
ENTRE															2										2
Building TOTAL HRS	9	15	17.5	10.5	48.5	13	7	10.5	17	11	28.5	0	2	18.5	22	65	2	0	6	0	1.5	0	15	319.5	

Program hours reference Room Use Summary based on Columbia College Room Assignments for Fall 2011: October 17th - 22nd.

Columbia College Building & Program Use Summary - Friday

Programs	1 Aspen	2 Buckeye	3 Cedar	4 Dogwood	5 Fir	6 Juniper	7 Madrone	8 Mahogany	9 Manzanita	10 Maple	11 Oak	12 Pinyon	13 Ponderosa	14 Redbud	15 Sequoia	16 Sugar Pine	17 Tamarack	18 Toyon	19 Willow	Carkeet	Symons Fld	Tennis Crts	Off-Site	Program TOTAL HRS	
MUSIC			3																					3	
SOCIO																									0
PSYCH																									0
MATH						8																			8
PHILO																									0
HUMAN																									0
ECON		1.5																							1.5
BUSAD																									0
ART																			3						3
OFTEC																									0
HIST																									0
OPEN LAB		1																							1
GEOGR																									0
POLSC																									0
ENGL																									0
GUIDE																									0
DRAMA																									0
NURSING																									0
MIDDLE					10																				10
CMPSC																									0
SPAN																									0
ANTHR																									0
DRAFT																									0
SEA																									0
HPMGT																									0
INDIS					3.5																				3.5
AT							6.5																		6.5
WT																									0
SKLDV																									0
Mentoring										2															2
CHILD										3															3
HHP/Sports											19											7	2		28
FIRE														18									3.5		21.5
SPCOM																									0
NARTC																									0
SIGN																									0
BIOL																3.5									3.5
AAC																									0
CHEM																1.5									1.5
NATRE																									0
ESC																									0
PHYCS																									0
LIBR																									0
FORES																			4.5						4.5
Social Event																									0
Bible																									0
Mtg									12									1							13
TRIO																									0
FMPUT																9									9
EMS											3														3
Intro Wine																									0
ENTRE																									0
Building TOTAL HRS	0	2.5	0	3	13.5	8	6.5	0	12	5	22	0	0	18	0	14	1	4.5	3	0	0	7	5.5	125.5	

Program hours reference Room Use Summary based on Columbia College Room Assignments for Fall 2011: October 17th - 22nd.

APPENDIX C

INTERVIEW TEMPLATES

Columbia College Facilities Master Plan Update

Needs Assessment Questionnaire – 2011

Name:

Program:

Instructional:

1. What classes or programs do you instruct?

2. What building and room do you use for your classes?

3. How many students are in your classes?

4. Is there room for more students in your classes, which ones and how many?

5. What is missing from your classroom that would help with instruction?

6. Is there a benefit to be located near another classroom, building or function, which one and why?

7. Is there a classroom, building or function that you should not be near and why?

8. Overall what changes would you like to see that would improve your classes or program and why?

9. Do you have an office on campus? Where?

10. Is the location acceptable for your purpose?

11. Other than size what would you like to change with your office?

12. Is there anything you would like to add about your classes or program?

Columbia College Facilities Master Plan Update

Needs Assessment Questionnaire – 2011

Name:

Position:

Service:

1. What service or programs do you provide and in what department?
2. In what building and room do you provide these services?
3. How many people do you provide service to at any one time and do you do that in your workspace?
4. Do you have the space to provide this service to more people at one time and do you need to?
5. What is missing from your workspace that would help with the service that you provide?
6. Is there a benefit to be located near another service, building or function, which one and why?
7. Is there a service, building or function that you should not be near and why?
8. Overall what changes would you like to see that would improve your service and why?
9. Is there anything you would like to add about your workspace or service?

Columbia College Facilities Master Plan Update

Needs Assessment Questionnaire – 2011

Name:

Position:

Administration:

1. What service, function or department are you responsible for?
2. In what building and room is your office/work located?
3. Do you have the space in your office to provide the functions that are expected of you?
4. What is missing from your office/workspace that would help with your responsibilities?
5. How many people report to you, and in which service, function or department?
6. Please describe the positions that report to you and their responsibilities.
7. Is there a benefit to be located near a service, function or department, which one and why?
8. Is there a service, function or department that you should not be near and why?
9. Overall what changes would you like to see that would improve your area of responsibility and why?
10. Is there anything you would like to add about your workspace or functions?

APPENDIX D

NEEDS ASSESSMENT INTERVIEWS

NEEDS ASSESSMENT INTERVIEWS

Needs assessment interviews with a representative from each program, service and unit on campus were conducted during the needs assessment phase of the work plan process. The intent was to gather information and determine basic needs and services, define the number of students served by program, service or unit and related growth trends, determine space needs to support the Program and projected service population, identify functional and operational needs for programs and to identify physical relationships and adjacencies for programs. Information from the interviews was consolidated, defining needs by program into Programmatic Design Elements (PDE) for each program, service and unit. The resulting effort was a list of Programmatic Design Elements (PDE) and needs by program.

Columbia College Facilities Master Plan Update

Interview: Academic Achievement Center (AAC), Interdisciplinary Tutoring

Current Resources:

- Prefer to stay in Manzanita 'hub' of the campus
- Current hours: Monday-Thursday 8 am-5 pm, Friday 9 am-2 pm.
- (2) Faculty; (35) student employees
- Peer tutoring has currently grown from (300) in 2008 to (1,100) in 2011
- During SI study groups a leader facilitates & assists the group in resolving issues/questions
- AAC & SI tutors are shared w/ other program labs, such as Math & Computer Science
- Tutoring is available for all subjects being taught w/ exception of EMS in half-hour sessions
- AAC also serves non-tutoring students w/o appts who need access to computers and study rooms
- Group tutoring & Supplemental Instruction (SI) are held all over campus in classrooms; usually (20-30) students but prefer (26) students; SI is year round & scheduled by this Program in advance
- Some students like to study around subtle-noise zones near study groups as long as the volume is not overbearing. Study lounge furniture.
- Small group tutoring sessions use whiteboards (1) tutor per (4) students around (1) round table. Other tutoring occurs at (3) tables that seat (8) students.

Needs Assessment:

- Larger AAC; outgrown current facility; control noise
- Proximity to bus stops; 'hub' of campus; near Snack Bar, DSPS & Counselors
- Small group study rooms w/ computers, whiteboards, tackable surfaces (sim to Sugar Pine)
- Print area w/ computer/software demo area
- Study areas for small groups w/ some noise; provide visual lines for supervision
- (20-30) computers w/ media technology: computers, projectors, smart boards (**CCUP-CCEMP**)
- Outdoor learning space for Speech tutoring & student group study sessions
- Comfortable seating but no couches (no sleeping)
- Day-lighting is critical and propose bar stool with counter space for lap top use at exterior windows.
- Computer station areas w/ drop-down flat screen (similar to CRC computer lab); serve non-tutoring students w/o appointments
- Lockers for the instructional tutors between classes

Future Growth Opportunities:

- Tutors mentor students in class & assist to address study skills mgmt. Most tutee's become future tutors. Tutors move on to UC & State Colleges w/ strong value of helping others; tutoring prepares them for further education w/ academic focus.
- Larger AAC w/ 'smart' study areas & longer hours to allow for more tutoring services. Ideally M-F 8 am-8 pm and over weekends for on-campus dorm students (**CCUP**)

Campus Wide Related Issues:

- Tutoring Center: co-locate in 'hub' of campus w/ Bookstore & Snack Bar, near DSPS & Counselors (**CCUP**)
- AAC tutors are shared among other programs for Lab break assistance
- Entry level English classes should be taught in computer labs to allow familiarity w/ computers/programs/email (**CCUP**)

Program Design Elements (PDE):

- 1.1 Larger interior space with good day-lighting and access to an outdoor plaza, lab with 20-30 computers and smart board, printers and scanners
- 1.2 Variety of small study rooms with tackboard walls and marker boards. Require visual lines for supervision
- 1.3 Open lounge areas with comfortable seating for individual study along with bar stool counter space area for lap top use at exterior windows
- 1.4 Lockers for tutors
- 1.5 Locate near the hub of campus and close to the snack bar, DSPS and counseling but create a noise barrier between other programs

Summary:

Larger facility to support approximately 30 student stations with room to grow in the hub of campus with computer lab for 20-30 computers, study rooms and study lounge for individual study.

Instructional Analysis:

- Students served doubled in 3 years; 10,843 service hours in Spring 2010
- Add classroom
- Revamp space, expand hours, add staff, teaching & learning lab for Faculty

Columbia College Facilities Master Plan Update

Interview: Academic Senate & Curriculum Committee

Current Resources:

- Manzanita; current location is adequate with access to Faculty, VP & Admin, copy room, Resource Center, mailboxes
- Secretary: secretarial services for Academic Senate & Curriculum Committee; cubicle in Manzanita 12A; reports to VP; works w/ Curriculum Chair & Deans
- Academic Senate: Works with board of Trustees on Curriculum, Degree & Certificate requirements, Grading Policies, Faculty roles & Professional Dev; works closely w/ President, VP for (46) full-time tenured Faculty on Faculty Senate; Senate meets once per month (2:30-4pm 2nd Friday of month) in Cedar Bldg room 1 due to tiered seating & adequate media technology – small conference room, 4-5 people
- Academic Council: small group of (7) people meets once per month in a private room
- Board of Trustees: Education Program Dev, Student Prep & Success, Program Review, Institutional Planning & Budget Dev, District & College Governance Structures
- Curriculum Support: uses a software program to create curriculums but has been difficult to get Faculty to use it; every 5 yrs course has to go through an updated process; State has prerogative to review curriculum/courses & accreditation requirements; new courses launched by Oct 25th on software for following fall semester year

Needs Assessment:

- Secretary: larger workstation / area to work in small groups on tasks; space to make packets & handouts; locate near Faculty & Admin, copy room; **privacy control** to maintain confidentiality; conference room access to discuss confidential issues; lockable cabinets and storage; does not need to be directly next to VP's and Admin, Deans, Curriculum Mgmt or State Coord; **access to areas frequented by Faculty is vital**
- Senate: meeting space for (50+) people w/ media technology
- Academic Council: meeting space for (7+) w/ privacy control
- **Locate close to areas frequented by Faculty and Administration**

Future Growth Opportunities:

- Academic Senate: growth to (50+) members

Campus Wide Related Issues:

Program Design Elements (PDE):

Larger work spaces for Administrative Assistant with access to Instructors, Administration and Faculty.
Adjacent to Faculty Lounge / YFA Office.

Columbia College Facilities Master Plan Update

Interview: Admissions & Records

Current Resources:

- Manzanita 16, Rotunda, Admissions & Records Office (A & R); Determine & verify student graduation & certificate requirements, post info to Datatel system, process semester grades, academic renewal, manually code for course repeats, Counselor evaluations, general Admissions & Records information; student registration, process applications, assign priority registration, process forms for student admissions, process incoming/outgoing transcripts; helping up to (3) people simultaneously while at service counter, on the phone, computer applications; Open work areas w/ service counter for students; answer telephones; work w/ confidential documents
- Registration process requires students to pay their fees, often involving Business Services Office & Financial Aid; Student Center has been relocated and students find location very inconvenient, use of Manzanita near AAC is used now as an alternate, but very noisy
- A & R was relocated several yrs ago to current location & became General Information Desk for directions, campus info & events that occur on campus, however, A & R does not have the ability to provide accurate information in this capacity, may pose a PR concern for the College
- Student Center is located in Ponderosa away from A & R, Student Center was funded partially by student fees/semester; Career Transfer Center took over the former Student Center space
- Manzanita common space is used by students for studying, socializing; student use is interrupted by events; Staff meetings take up some of computer lab use time in AAC

Needs Assessment:

- Larger workstations with space for performing confidential tasks from views by persons at the service counter w/ privacy for sensitive conversations & paperwork, ergonomic design, 2nd monitor, better/faster printer potentially located below the counter; windows w/ views to outside; fresh air quality; more counter space; space to serve more than (2+) students at the counter; potential for counter to be at sitting height; fewer solid partitions between adjacent workstation for staff to communicate while seated
- Student service counter height should be at sitting level with immediate access to a workstation
- Improve signage and circulation around bldg for students during peak times; MJC West Campus Admin example; Better, more accessible location of elevator to Admissions
- Proximity to Dean, Student Center, Business Services Office, Financial Aid, AAC, EOPS, DSPS, Counseling (optional); locate in area away from events, Rotunda (**CCEMP**)

Future Growth Opportunities:

Campus Wide Related Issues:

- Campus signage, way-finding, access, circulation, lighting, outdoor bench seating, regular weather surfaces need improvement overall
- Improve PR w/ dedicated help desk, updated campus map handout
- Help desk near A & R to assist w/ online applications, registration, establishing & resetting passwords, Wi-Fi login, online schedules info, distance learning info; updated, bigger campus map handout; Do not locate near heavily used areas; overwhelmed as help desk (**CCUP**)

Program Design Elements (PDE):

Larger workspaces with better layout for privacy and located in one-stop Student Service Center.

Columbia College Facilities Master Plan Update

Interview: Automotive Technology - Auto Body

Current Resources:

- Use ½ of the Mahogany building and the entire Madrone building. Mahogany 2 classroom is shared by Auto Body, Auto Tech & Welding
- Offer (2) degree programs, National Certification for Automotive Technology & (6) other certification programs
- Budget cuts have reduced enrollment & course offerings. Additional courses would allow the program to gain National Accreditation
- Offer Bureau of Auto Repair courses required by the State for continuing education
- Auto: requires (26) hrs class time; students use lab in morning & evening before/after class; lab used evenings & weekends for continuing education classes & as needed by the public
- (1) full-time Faculty, (1) part-time Faculty, (1) Lab Technician, (5) Adjunct staff, (3) Auto Body Adjunct staff
- (18-24) students use Auto Body shop area

Needs Assessment:

- Barrier wall between the building and parking area to prevent students crossing in front of the parking stalls **(CCUP)**
- Repair low spot “sink hole” in parking lot creates ponding
- Compacted fill/better gravel area near paint booth for tractors/grader to not damage roadway **(CCUP)**
- Madrone shop: Faculty office needs to move to first floor for student accessibility. Propose revising the mens restroom to an office and the womens restroom to a unisex single stall **(CCUP)**
- Replace the existing 30’x80’ storage bldg which is falling apart. Used to house large auto body visual aids **(CCUP)**
- Add (1) bay to Auto Body shop in Mahogany. Space is inadequate for full load classroom
- Add office to Auto Body shop, potentially on back side opposite the entry
- Mahogany: Improve HVAC & exhaust system; more ventilation and supply air to blow dust out
- Exterior covered walkway in the Mahogany weld shop is used for welding. Bark in the landscape area poses a fire hazard. Remove the bark and replaced with non-flammable ground cover.
- Provide a doorway from the Madrone shop to the adjacent classroom

Future Growth Opportunities:

- Recommend a Construction Trades Program for Calaveras Outreach Center. This is a low cost start-up class that does not require lab space and is in constant demand.
- Add (1) 20’x30’ canopy structure on the paint booth end of Mahogany.

Campus Wide Related Issues:

Program Design Elements (PDE):

Unit Plan - Madrone shop - Faculty office needs to move to the first floor for student accessibility. One proposed option was to renovate the men’s restroom to an office and the women’s restroom to a unisex single stall. Provide a doorway from the Madrone shop to the adjacent classroom

- 1.1 Mahogany - Add one bay to Auto Body shop as existing workspace is inadequate for full load classroom, or alternatively, add one 20’x30’ canopy structure on the paint booth end. Add office to Auto Body shop, potentially on back side opposite the entry. HVAC & exhaust system; more ventilation and supply air to reduce amount of dust in the space.
- 1.2 Replace the existing 30’x80’ storage bldg which is falling apart used to house large auto body visual aids.

Columbia College Facilities Master Plan Update

Interview: Auxiliary Services – Bookstore, Snack Bar

Current Resources:

- Manzanita Bldg
- Bookstore: textbook sales & rentals, laptop rentals, CC clothing & gifts, school & art supplies, drinks & snacks; serve (100) people/avg day & (500) people/day peak, uses (3) cash registers at rush times; (1) register regularly
- Snack Bar: provide deli sandwiches, specialty drinks, grab-and-go food & beverages, serve (400-500) people/day, uses (1) cash register; currently share cooking area & dishwasher with HPMGT
- Bookstore & Snack Bar both self-funded from retail sales and on-campus guest group meetings billed to district. Also serve the child care program.

Needs Assessment:

- Snack Bar: require better & larger storage areas with separate area for electrical service panels
 - Food delivery door that opens to the store room; loading dock access away from public gathering areas
 - Separate quiet office area for staff to make orders, phone calls away from customers
 - Food services for Child Care
 - Locate near Hospitality Management (HPMGT); currently share cooking area & dishwasher. Prefer to have separate ovens, sinks and dishwasher (**CCEMP**)
 - Larger food prep area (**CCEMP**); regular shape to prep area; stove & oven; dishwasher; grilling facilities
 - Improved ventilation system; new doors w/ windows and full height walls for noise mitigation between spaces
 - Larger retail sales floor that has separate exterior access from HPMGT restaurant with ability to be secured
- Bookstore: private workspace for staff; larger, better functional sales floor layout and display racks for rush week; larger backroom; new flooring; views and daylight; space for additional cash register; loading dock access away from public areas
 - Ideal layout would be similar to the Los Rios CRC Bookstore & Café

Future Growth Opportunities:

- House other retail ventures such as art, magazines, dormitory supplies, etc in the Bookstore

Campus Wide Related Issues:

- Do not locate Snack Bar near Financial Aid Office (conflicts with lines of students)
- Snack Bar alternative location Buckeye Bldg; close to Manzanita and near HPMGT
- Bookstore: locate near Financial Aid, Business Office, Admissions & other Student Services (shared personnel)

Program Design Elements (PDE):

- 1.1 Snack Bar: Larger retail sales floor space, staff office, loading dock delivery area into store room, additional food storage area, oven, sink, dishwasher, grilling area, improve prep area ventilation system. Individual exterior secure doors and ability to close off the space from other programs during off-hours. Do not locate near Financial Aid Office due to conflict with student waiting lines.
- 1.2 Bookstore: Larger sales floor space with an additional cash register area, staff office, larger backroom with loading dock area. Locate near Financial Aid, Business Office, Admissions & other Student Services.

Columbia College Facilities Master Plan Update

Interview: Behavioral & Social Sciences

Current Resources:

- Offer Geography, History, Political Science, Psychology, Sociology in available classrooms all over campus; adaptable/flexible to teach in various buildings to increase interaction between different programs, incidental learning
- (6) Full-time Faculty and (15) Adjunct; Faculty offices in Tamarack

Needs Assessment:

- Geography and Anthropology require space for storage for maps, props and are difficult to move between buildings
- Online database that shows available classroom features for faculty scheduling
- Software available in all labs/classrooms cloud computing; adequate layout space for maps, tackable surfaces for hanging maps and student work
- Flexibility of classroom furniture for teaching & group study sessions in same classroom

Future Growth Opportunities:

- Escalon, Modesto & Delta College students may benefit to go to Oakdale Campus in lieu of the current congested classes on most campuses
- Offer basic introduction courses in the outreach centers with rotating faculty so as not to burden only those that live near the centers (**CCEMP**)

Campus Wide Related Issues:

- Collaborative process for classroom scheduling to allow for equitable rotation of classroom assignments to all faculty.

Program Design Elements (PDE):

Campus Guidelines - Flexible classrooms for both teaching set-up and group sessions with software available in all labs/classrooms, layout space for maps, tackable surfaces for hanging maps and student work in classrooms.

Columbia College Facilities Master Plan Update

Interview: Biology

Current Resources:

- Sugar Pine classroom and Labs; Greenhouse
- Utilize parts of campus for outdoor learning (**CCEMP**)

Needs Assessment:

- Greenhouse glazing replacement; currently single-pane panels. Lighting and power needs to be updated.

Future Growth Opportunities:

- Toyon potential use for Biology Adjunct Faculty office space
- Wet lab in one of the Outreach Centers would create the potential to attract students to main campus; preferably Oakdale

Campus Wide Related Issues:

- Improve & better define campus main entry drive; verify/assess option for second entry to the College via Oak Pavilion
- Resurface and maintain pathways around campus, connect loop around the pond with finger links to various buildings and campus loop road; provide consistent campus wide walkway lighting;
- Develop connections to public access roadways, between country roads; some used by HHP are historic
- Dormitories are valuable assets to College. Creates opportunity to offer weekend long courses and summer certification courses for professions seeking continuing education
- Nursing Program proximity to Sugar Pine in either Sequoia or Toyon
- Public pool access for College & community

Program Design Elements (PDE):

Unit Plan - Additional office space for adjunct faculty.

Summary:

A wet lab classroom in Oakdale Outreach Center.

Columbia College Facilities Master Plan Update

Interview: Business Services

Current Resources:

- Manzanita Bldg; Process fees, scholarship fund, accounting for the foundation, revenue coming into the college; disburse financial aid electronically through debit cards issued; provide customer service for any issues
- Director meetings w/ students on a regular basis in office and meetings w/ small groups of students on a regular basis in small classroom adjacent to Program offices
- Process revenue from the Bookstore and issue deposit slip
- (2) service windows from 8 am-5:30 pm Monday-Thursday; 8 am-4:30 pm Friday; (1) person handles cash register during first week of semester
- (2) accounting technicians and Director run Business Services Dept; (1) of the accounting technicians works in the Bookstore

Needs Assessment

- Covered/enclosed area for students waiting for access to the service windows. The wait area could be common space usable for other function during non-peak traffic periods
- For security, Bookstore and Business Office should have shared back door to move money w/out going into public areas
- Provide dual level service station windows w/ secure lockable shutters on side tracks while allowing for air passage; secure w/ lock and key or dead bolt while allowing for air passage
- Money counting room monitored w/ locks on both sides and reinforced walls for the safe
- An office enclosed w/ lockable door, service window with common work space area and workstation away from the service window, vault w/ secure and monitored counting room

Future Growth Opportunities:

- Proximity to Financial Aid, Bookstore, Admissions & Records. One-stop-shop approach for registration, payment and financial aid. **(CCUP) (CEMP)** Near VP of Administration but could be in separate buildings.
- Outreach Center: Concept of a one-stop shop, Business Services and Financial Aid in (1) office location; able to handle basic questions, accept fees, revenue while directing more complex or individualized aid via video/conference calls and phone in a small conference room/study room **(CEMP)**

Campus Wide Related Issues:

- Centralized campus student services

Program Design Elements (PDE):

Larger Facility with an enclosed work room, lockable service windows with common work space area and workstation away from the service window, vault w/ secure and monitored counting room, co-located with Bookstore and enclosed area for students waiting.

Columbia College Facilities Master Plan Update

Interview: Business Administration (BUSAD), Office Technology (OFTEC), Economics, Business Law, Business Math, Small Business Accounting, Financial Accounting, Managerial Accounting, Work Experience, E-Commerce, Project Management, Entrepreneurship

Current Resources:

-
- Fir 3 & 4; Sequoia 8; Buckeye 3 & 4 - computer lab and lecture room
 - (4) Instructors; office in Cedar 9, good location
 - Economics: (36) students; some students have to turn their backs to teaching surface during lecture; issues w/ having to re-arrange furniture daily
 - Business: (35-40) students per classroom; most classes are at full capacity or limited by computers
 - Entrepreneurship: classes limited to (16) students due to lack of computers in computer lab
 - Computer lab is too small to hold (35-40) students of the same class; computer lab is shared between classes; connection of computer labs & tutoring

Needs Assessment:

-
- Movable/flexible furniture/tables in 'smart' classrooms; Economics classroom layout forces some students to turn their backs on teaching surface during lecture
 - Co-locate/maintain computer lab & classrooms adjacencies; ability for students to move to/from lab & classroom during same class period or computers/computer lab in the lecture room w/ separate seats & desks for lectures
 - Need for more computers & tables in computer labs; set-up labs for lecture & instructions w/ 'smart' boards **(CCUP)**
 - Prefer to have (2) classroom with layout adaptable to clear teaching views from student desks to teaching surface with access to computers within the classroom. Alternate layout of (2) classrooms with computers along the perimeter of the classroom.
 - Standardize computer lab layout
 - Proximity of computer labs & tutoring
 - Noise issue: proximity to other quiet Programs
 - Update offices for modern-day use
 - Prefer to be located in (1) building that is available to hold all Business classes/labs

Future Growth Opportunities:

-
- Larger computer labs w/ more computers would increase Entrepreneurship class sizes **(CCUP)**

Campus Wide Related Issues:

Program Design Elements (PDE):

-
1. Larger flexible computer labs/classrooms for 40 students in quiet location, co-located in one building near tutoring to support enrollments and future growth.
 2. Create an Entrepreneur Center with space for workshops, 4 computers, reception desk and office.

Instructional Analysis:

BUSAD:

- Slight decline in enrollment; .25% Fall / 13% Spring over 5 yrs
- Enrollment 416 Fall / 277 Spring; 39 Fall / 29 Spring FTEs
- Waitlist grew dramatically in 09-10 yr to 30+ people
- Open Business Lab w/ tutor support

OFTEC:

- Mixed growth, (-)13.65% Fall / (+)5.45% Spring (20 FTEs)
- Large waitlist 5700% Fall / 1350% Spring (58 people)
- Significant decline in section (-)42%

Columbia College Facilities Master Plan Update

Interview: CalWORKs, Job Placement Services (JPS)

Current Resources:

- Office in Manzanita 17E; Program in Manzanita 14; spaces are adequate to provide necessary services
- CalWORKs and Job Placement Services are part of Special Programs under the umbrella of Student Services
- Current trending to online services w/ fewer face-to-face interactions
- Program has (30-40) students per semester; JPS offers service to all currently enrolled students; number of students served at any one time varies but will never have all students in one place at one time
- Works closely w/ EOPS
- Students help w/ Job Placement Program; students use Career Center for resources, job searches
- JPS assists w/ on and off campus job placement
- Provide tracking and storage of work experience documentation for students based on courses taken
- Offer assistance to people in the county receiving welfare to establish work experience and move toward gainful permanent employment
- CalWORKs is State funded but intended to meet individual County needs

Needs Assessment

- Improve HVAC in the building for individual room control of warm/cool air w/ access to individual room control for HVAC settings
- Co-locate all Special Programs, EOPS, Career Center in one location as a 'One-stop shop' approach (**CCEMP**)
- Proximity to a computer lab for job placement services.

Future Growth Opportunities:

- Would require computer lab access for student use in Job Placement Services

Campus Wide Related Issues:

- Co-locate all Special Programs in one location, address potential issues of services w/ special needs
- 'One-stop shop' approach for all student services may pose a potential bottle-neck for special needs services

Program Design Elements (PDE):

Co-locate with other Special Programs and Job Placement Services in one-stop Student Services Center and shared computer lab.

Columbia College Facilities Master Plan Update

Interview: Child Care Center

Current Resources:

- Child Care Center provides access to child care for students and others. Rely on grants to run Facility; openings are offered based on income levels and those who do not meet low-income status cannot qualify for openings
- Current office location is ideal; adjacent to Child Development Faculty
- (1:3) staff to students ratio for Infant class; (1:4) Toddler, (1:8) Pre-School
- (64) Current students enrolled; goal is to reach enrollment of (100) in January; of the (64) students (50) are children of students going to the College, (14) public/community low-income
- Due to each families schedule, there are no set peak times
- There is a waiting list for children to receive child care
- (9) parking spaces are full most of the time, limiting drop-off area space; currently working w/ Security to add more signage for the drop-off area

- ❖ The Center also offers field learning opportunity for students in the Child Development Program:
 - Currently (120) students enrolled in Early Education Program; (15) of which can apply to work in the Center
 - (1) lead staff member works w/ Columbia College students seeking to be paid in the field; students earn hours to use toward the California requirement for permits to work in the field

Needs Assessment

- Increase parking for drop-off area, staff and student parking based on target growth projection
- Add walking path to southwest side of Maple classrooms to Student Center, Library, Madrone. Current people are walking along the road which is unsafe

Future Growth Opportunities:

- Potential to grow pending costs of adding staff classified to meet student-teacher ratio (**CCEMP**)
- Potential to add a Child Care Center at the Outreach Centers would be feasible with high enrollment numbers driving a need for Early Childhood Education Program at Outreach Centers. The center would be competing with other established child care centers in the community (**CCEMP**)

Campus Wide Related Issues:

- Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center, Library, Madrone

Program Design Elements (PDE):

Added to Facilities PDE List:

- 1.1 Increase parking at Child Care Center/Child Development drop-off zone based on target growth projection, one dedicated parking space in front of Student Center, and tow-away signage at drop-off zones and parking stalls.
- 1.2 Create walkway past Child Development Center from Fir and Juniper to access Pinyon, Ponderosa, Madrone, and Mahogany Buildings, Student Center, and Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.

Columbia College Facilities Master Plan Update

Interview: Child Development & Child Care

Current Resources:

- Maple 102, 104; (18-40+) students; usually adequate space for students; other classes are held in Maple w/ (20) & (40) student classrooms
- Location is great, acceptable; new facility is great
- Room 102 is a larger room, often too cold or too hot
- Office in Laurel room 115; office size is good
- Co-locate all Child Development classes/labs w/ facility
- Child Care Center offers students access as visual learning lab
- Student Lounge spaces adjacent to faculty offices and classrooms are a great learning opportunity, work well at Facility & should be included on other similar projects

Needs Assessment:

- HVAC in Maple requires independent controls in each space
- Increase staff parking and parent drop-off zone; propose (1) dedicated parking space in-front of the Student Center; provide tow-away signage at both drop off zone and parking stalls
- Proposed circulation bridge at the open ravine south of Maple building for those coming from Madrone & Mahogany
- Child Care rooms require observation and in need of wired cameras. Conduit is already in place

Future Growth Opportunities:

Campus Wide Related Issues:

Program Design Elements (PDE):

Unit Plan - Child Care rooms require observation and in need of wired cameras. Conduit is already in place

Unit Plan - HVAC in Maple requires independent controls for each space

Columbia College Facilities Master Plan Update

Interview: Computer Science (CMPSC), Digital Media, Computer Programming, Computer Support Tech, Network Support Tech, CMPSC 1: GE Survey, Intro to Windows, Internet, Word, Access, PP, HTML, Dreamweaver, GIS

Current Resources:

-
- Fir 1, Fir 4, Redbud 9, Sequoia 8, Buckeye 4 and previously at the ATTC in east Sonora
 - Digital Media: Fir 1 & 4, ATTC, office in Cedar 7, (16-20) students per class; CMPSC, BUSAD, ENTRE: Fir 3 & 4, Sequoia 8, Redbud 9, office in Cedar 8, (15-25) students per class; CMPSC 1: labs in Fir 1 & 4, lecture in Fir 3, office in Fir 5A, (15-25) students/class; HTML & Dreamweaver classes taught in Fir 1 typ have room for (2-4) more students; CMPSC 5 (F & S) located in Fir 4; CMPSC 22 (F) located in Fir 1; CMPSC 15, 24, 27, 28, 41, 162-164, 167, 168 in Redbud 9
 - Open labs are required to have certified staff
 - (22) students in CMPSC 5; (18) students in CMPSC 41, 167; (16) CMPSC 22, 24, 162-164, 168; (12) students in CMPSC 15, 27, 28; Room for (25) more students in CMPSC 5; (24) more students in CMPSC 41, 167; (18) more students in CMPSC 22, 24, 162-164, 168
 - Currently (2) computer labs on campus; (1) lab off-campus; no longer have Calaveras lab off-campus; PC Repair Program in Oakdale was cancelled

Needs Assessment:

-
- Prefer a target of (25) students per class
 - Area for Instructor & students to view/critique work; lecture area in 'smart' comp labs; Instructor computer workstation in comp labs
 - Dedicated computer lab for student open lab time to work on projects w/ Teachers Aid
 - Larger labs/workbench classrooms w/ wider desks
 - Lecture seating w/ computer workstations w/ space to spread out for maps, cad sheets
 - (5) identical, large classroom labs w/ movable furniture/flexible layout & (1) multi-media computer lab (different req's from regular computer lab); alternatively (3) identical labs w/ movable furniture, & (2) identical labs w/ built-in furniture/seating for lecture & separate computer stations along wall
 - Space area to physically take apart computers & work in pairs/small groups; workstations to face teaching surface
 - Offices & computer labs w/ printers & dual monitors

Future Growth Opportunities:

-
- Reconfigure classroom size in Library Media/ Computer area for more students
 - Grow/improve Programs: Instructors & students to communicate, share resources w/ offices, classrooms & computer labs co-located
 - (2) new courses will be added for Multimedia Technician Certificate under development; grant for Multi-Media Program & lab
 - Certification Programs w/ short courses evenings & weekends to attract many students looking to quickly achieve w/o full college

Campus Wide Related Issues:

-
- (1) Building for Computer Science Programs or Co-locate faculty offices, classrooms & computer labs
 - Provide campus open computer labs which have the software being used by the various class courses offered on every computer or available on a group of computers for student access (**CCUP**)

Program Design Elements (PDE):

Create flexible computer labs to support expected enrollment and one general classroom in Fir Building for 25 students each with layout tables for maps/CAD sheets and an area for Instructor and students to view/critique work. Co-locate faculty offices, classrooms and computer labs.

Instructional Analysis:

- Growth over 5 yrs: 15% Fall / 15% Spring
- Enrollment: 393 Fall / 402 Spring
- 45 FTEs
- Waitlist has grown 1825% in Fall / 700% Spring (77/48 people)
- Sections reduced (-)5 Fall / (-)3 Spring; Reductions due to closure of off-site facility
- No suggestion of increased space
- Current enrollment of 400 cannot support the request of 6 labs; can support 2-3 labs

Columbia College Facilities Master Plan Update

Interview: Counseling and Assessment Testing - Student Services

Current Resources:

- Counseling: Manzanita 14B; Counselors frequently meet w/ students from EOPS, TRIO; oversee Career/Transfer Center; Individual & group meetings held in office space for (1-5) work side-by-side w/ chair next to them for students; people currently not enough space for workshop meetings, Counseling & Division meetings held in Counseling Center for (5-25) people; (2) full-time, (2) Adjunct Counselors; prefer (5) on-duty, normally (4) general Counselors & (1) Special Programs Counselor; current open positions (1) Faculty & (1) Adjunct Counselor; Adjunct Counselors share offices; Counselors work (6) hrs/day
- Manzanita 15 serves as a reception area for student drop-in's; Wait area is adequate for current needs; (10-12) students waiting during peak of semester, (4-5) during regular times; counseling appt days bring in (15) students at any one time & occurs (2-3) times/year July to mid Sept; accommodate (100-200) students; tests performed (3-4) times prior to beginning of each semester; Admin Assistant: front desk assistance, assessment testing, make/check-in appointments, direct students to services/Programs, website updates, student ID's, Counseling Office, Special Services, Admissions & Records forms, Matriculation. Admin Secretary to Dean of Student Services: provide req'd budgetary info to Dean & division employees, travel needs, schedule counseling mtgs, perform Assessment Testing, hold departmental mtgs, process student ID cards; area serves walk-through area for students, currently enough space to serve students but no space for future growth
- Assessment Testing Facilities: currently use Buckeye & Fir computer labs to accommodate (100-200) students each session; tests performed (3-4) times prior to beginning of each semester
- Career Transfer Center: Offers workshops & classes for (20-35) people, currently (10) computer stations for students; registration, class mgmt, career & transfer resources, classes, orientation, matriculation, joint use by job placement, requires line-of-sight by staff to students on the computers
- Articulation & Matriculation have (1) office served by (2) staff, normally a Counselor; Articulation does not need to be located next to Admissions & Records
- Most staff members serve multiple functions, increases connections between Programs & Services;
- Staff use 2-way radios to communicate with Security

Needs Assessment:

- Access to an adjacent room usable for workshops (similar to the Library demonstration space) would be ideal w/ controlled entry, good circulation, windows; Common reception desk for phone/personnel shared between Programs;
- Co-locate w/ EOPS, DSPS, TRIO & Career/Transfer Center; locate near Special Programs, AAC, Financial Aid, A&R
- Additional Counseling Offices needed (5) total: (3) full-time and (2) Special Programs
- Admin Asst Student Services: need private work area w/ window & counter for students, overhead file cabinet, better chairs; well-lit area for taking pictures of students for ID's; forms storage, catalog library, personal/private documents; not in offices; desire on-line access to files/forms
- Larger, improved Assessment Testing room w/ computers; testing room in Student Services area for (20) students; flexible testing area for (40) students, Improve safety for Counselors in the offices
- Career Transfer Center: larger space w/ more outlets, internet access, computers & line-of-sight by staff to students on computers to help students handle Admissions & Records functions, register on-line

Future Growth Opportunities:

Campus Wide Related Issues:

- Avoid locating near noisy areas of campus
- President's Office, Dean's Office need a control area with an assistant and should be directly accessible to public/students

Program Design Elements (PDE):

- 1.1 Common reception desk for phone/personnel shared between co-located programs w/ EOPS, DSPS, TRIO, Career/Transfer Center. Locate near Special Programs, AAC, Financial Aid, A&R. Wait area for 10-12 students.
- 1.2 Administrative Assistant to Student Services: needs a private work area w/ service window counter to assist students, overhead file cabinet, better furniture and well-lighted area for taking student for ID pictures
- 1.3 Additional Counseling Offices needed (5) total: (3) full-time and (2) Special Programs
- 1.4 Larger Assessment Testing room w/ computers for (20) students and flexible testing area for (40) students
- 1.5 Access to an adjacent joint use room for workshops
- 1.6 Need access to larger space with (20-35) computers to hold workshops/classes (currently use the Career Transfer Center space), more electrical outlets, internet access to help students with registration. Maintain line-of-sight from staff to student computers
- 1.7 Five office spaces with views to the outside for individual and group meetings (1-5). Staff prefer to work side-by-side with students. Provide security camera monitoring of offices.

Summary:

Larger Facility with (5) office spaces with assessment testing rooms, workshop spaces, and shared reception area co-located with Special Programs and one-stop Student Service Center.

Columbia College Facilities Master Plan Update

Interview: Dean of Instructional Services - Arts & Sciences

Current Resources:

- Dean's office in Manzanita overall space utilization and layout is adequate and should be maintained if this office moves. Dean - Behavioral & Social Science, Literature & language, HHP & Athletics, Biological & Physical Sciences, Academic Support, Fine Arts, Mathematics
- Physics has a new Facility that far exceeds the past square footage and equipment
- Chemistry had to cut back on square footage for possible Organic Chemistry and would require specific rates of flow due to reactants, poisoning, fire; normally only 6-12 students maximum
- Redbud lab used by culinary wine-making class; use sinks and floor space layout as-is; wine-making is under Voc Ed
- Nursing Program is good to have on campus; classes and labs are scheduled predominantly based on Instructor convenience. Current space use; (1) room for simulation lab, (1) skills lab, (1) Nurse office, (1) Adjunct office w/ joint use for computer labs and multi-media on campus

Needs Assessment

- Chemistry:
 - Additional lab for Organic Chemistry; potential to use old Redbud lab as both Organic Chemistry lab and overflow lab but requires clean-up/upgrades/certification. If Redbud lab is converted to general use lab, would require hazmat specialist to dispose of fume hoods, piping, sinks.
- MJC Nursing Program on campus:
 - Secure Facility to protect expensive equipment; prefer to keep on Columbia College Campus
 - MJC Nursing Program direct broadcast needs to take-off before Columbia College Nursing Program can invest resources to receive multi-media class broadcast; Instructional rooms require sound proofing
 - Space intensive program
- Dean's office:
 - Additional lockable filing storage area, for paper work. (12-16,000 pieces of paper pass through office)
 - Additional trained support staff to handle confidential information and aid in electronic filing
 - Keep public traffic away from Deans executive assistant due to confidentiality
 - (3) levels of transition into Deans office; Lockable door into suite - reception/ waiting area - Deans assistant office area - Deans office;
 - A small guest meeting area w/ table & chairs in Dean's office
 - Emergency exit doors/routes for Deans and Staff; avoid one-way exit/entry points
 - Walls/doors in Deans office to have adequate acoustics for confidential meetings
- Facilities improvements: replace Alder bldg & add elevator; Aquatic Fitness Center - complete Cross Country trails, dirt bridge to staff lot, Symonds Field track, parking & public restrooms; Oak Pavilion - Install magnetic hold-open door stops, shades on west side (sunlight glare problem)

Future Growth Opportunities:

- Outreach Centers: Allow for a multi-use office space area for on-site Coordinator/Director to handle multiple functions

Campus Wide Related Issues:

- Proximity to all Deans, Dean's Aids & Admin, need a centralized reception area to direct students to correct Deans
- Joint use of classroom and computer lab spaces adjacent to the nursing lab with other programs

Program Design Elements (PDE):

- 1.1 Additional lab for Organic Chemistry requires specific rates of flow due to reactants, poisoning, fire; normally only 6-12 students maximum
- 1.2 Create levels of security transition from reception area – assistants office - Deans office. Deans office requires a small guest meeting area w/ table and chairs. Alternate emergency exit route from Deans office.

Summary:

1. Maintain Deans office current overall space utilization and layout with added security and meeting area.
2. Create space for an Organic Chemistry lab.

Columbia College Facilities Master Plan Update

Interview: Dean of Student Services

Current Resources:

- Dean's office in Manzanita 15
- Student Services: Library, Outreach/Student Activities/Student Life, Counseling Services, Articulation, Student Life, Student Judicial Affairs, Career/Transfer Services, Matriculation, Special Programs, Enrollment, Health Education Services, Financial Aid, Assessments
- Assessment Testing mostly on Saturdays in computer lab for (30) students at a time, more than (100) students. There has been costs associated with paying staff overtime due to lack of testing labs.

Needs Assessment

- Larger private office w/restricted public access w/ small conference table, sound separation, more storage. Assistant area connected to Deans office for greeting appointments
- Co-locate all Student Services & Administration w/ shared reception area, all Counselors together in one location, cohesive 'one-stop shop' w/ central information/check-in point used for both info for campus programs and events to be served by staff and students; potential location of all Student Services on Manzanita second floor (**CCEMP**)
- A joint use assessment Center that can be scheduled by various Student Service entities
- Large classroom w/ smart board/white board, (30) computers, multi-media capabilities, tables (similar to Computer Science Classroom) that would also serve the high tech programs
- Small rooms w/ computers for computer individual testing in cubicles w/ cloud computing for centralized programs that can serve other campus programs; Registration to use these computers during the start of school when Admissions & Records needs them for student enrollment

Future Growth Opportunities:

- Counseling: (2) additional Faculty in next (2) years; will require office space, possibly one (1) additional office for Adjunct Faculty; co-locate Counselors to better facilitate shared ideas/spaces/tasks, more effective to manage, keep them involved (**CCEMP**)
- Direct adjacency to Administration is important with good proximity to Student Services

Campus Wide Related Issues:

- Locate AAC in hub of campus, potentially in Tamarack Bldg

Program Design Elements (PDE):

- 1.1 Create levels of security transition from reception area – assistants office - Deans office. Deans office requires a small guest meeting area w/ table and chairs. Alternate emergency exit route from Dean's office.
- 1.2 Counseling will require (2) additional Faculty offices in next (2) years and one (1) additional office for Adjunct Faculty

Summary:

Co-locate all Student Services and Administration w/ shared reception area, all Counselors together in one location, cohesive 'one-stop shop' w/ central information/check-in point. Move Dean closer to Administration.

Columbia College Facilities Master Plan Update

Interview: Dean of Instructional Services - Vocational Education & Economic Development

Current Resources:

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- | | |
|--|---|
| <ul style="list-style-type: none"> • Computer Program has (3.5) labs • Federal funds exist for a multi-media lab • Federal grant for Vocational Training Program • Work Experience & Central Regional Consortium are non-faculty assigned • Economic Dev program to encompass work force training facilities such as conference rooms & | <p>classrooms; college involved w/ joint venture w/ local/federal Programs; offer Customized Education to local companies/small businesses (Ski Patrol, Local Fire, etc) where they can periodically use on-campus facilities</p> |
|--|---|

Needs Assessment:

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- | | |
|---|--|
| <ul style="list-style-type: none"> • Dean requires access to an executive Conference room to host business leaders and executives on campus visits • Staff Development requires additional meeting space • Community Development requires additional front office space (similar to President Office layout) • Computer Program: requires (2) more labs for a total of (5) labs; larger computer labs | <ul style="list-style-type: none"> • Automotive Program: requires additional office space • Entrepreneurship Program requires additional meeting space • Fire House requires a designated training facility with classrooms; training tower w/ simulation room facilities |
|---|--|

Future Growth Opportunities:

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- | | |
|--|---|
| <ul style="list-style-type: none"> • There are advantages to keeping the President's Office, VP & Deans near the main bldg w/ support staff • Provide separate access to the Deans offices for high student traffic to limit interruption of Admin areas | <ul style="list-style-type: none"> • Vocational Program projection is for enhanced support, not growth; Economic Dev gaining access to shared multi-spaces, including small & large meeting spaces |
|--|---|

Campus Wide Related Issues:

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- | | |
|---|---|
| <ul style="list-style-type: none"> • The College is one of the few with a Fire Dept on campus in the State and is a great advantage to the Fire Academy Programs | <ul style="list-style-type: none"> • Emphasis on sharing resources, spaces, labs, etc between programs. Computer labs can be shared spaces w/ other programs |
|---|---|

Program Design Elements (PDE):

-
- 1.1 Dean requires access to an executive conference room to host business leaders and executives on campus visits
 - 1.2 Staff Development requires additional meeting spaces
 - 1.3 Community Development requires better designed front office space with reception area and receptionists office space
 - 1.1 Proximity to President's Office, VP's & other Deans while limiting high student traffic to Deans offices from interrupting to other Administration areas

Summary:

Dean office space with executive assistant adjacent and located near Presidents and Vice-Presidents and executive conference room.

Columbia College Facilities Master Plan Update

Interview: Distance Education, Instructional Technology Center (ITC), Multi-Media

Current Resources:

- Tamarack Hall; office in Tamarack Hall Library room 134; sees (1-12) people at one time; reports to VP of Student Learning; current location & users do not clash w/ distance education in Tamarack
- (34) online courses; online training & development; Blackboard hosts courses; distance learning; provide face-to-face assistance for online course student users (**CCUP**); Chemistry Professor is on cutting-edge of online courses but UC & CSU don't accept online lab courses
- Limited availability of equipment resources poses scheduling constraints (**CCUP**)
- Distance education and library do not conflict with shared use of the space in Tamarack
- Hybrid is 51% online & 49% face-to-face instruction; Online courses are 100% online; scheduling is the main issue that faced by Hybrid classes
- ITC was previously used to teach (2) Video Production classes; now ITC is used for Faculty & Staff technology skills training; classes & training created demand for separate designated multi-media classroom to offer more & convenient class times & activities to promote thriving Program
- ITC & Multi-Media Center work together to train paid interns; grant allows interns to be paid, potentially to become Teaching Assistants while building up work experience
- ITC video production takes place in classes located downstairs in Tamarack Hall

Needs Assessment:

- Multi-media lab; (20-25) students; 'smart' teaching space; flexible/adaptable space & furniture; classroom/studio designated for video & multi-media; storage & studio space for green-screen set-up & video shooting; multi-media equipment
- Co-locate Multi-Media Program & office near ITC Director & technicians for training students on how to use various equipment for events
- Charging stations for netbooks used in classes
- Office/space to accommodate (1-12) people at a time for Instructional Technology
- More support staff w/ growth of Program
- Face-to-face assistance for online course student users

Future Growth Opportunities:

- Online Programs are growing; national growth trends (**CCUP**)
- Multi-Media Program & ITC have similar functions & goals; beneficial to co-locate for well-rounded Programs, internships
- Program support; ITC & Multi-Media Center work together to train interns; paid internships attract students
- Adjunct offices located above in Tamarack Hall would be ideal for multi-media classroom/studio

Campus Wide Related Issues:

- Co-locate ITC & Multi-Media Program

Program Design Elements (PDE):

- 1.1 Multi-media lab for (20-25) students; 'smart' classroom technology, flexible furniture, storage/studio space for green-screen set-up and video shoot,
- 1.2 Office space to accommodate (1-12) staff. Co-locate ITC & Multi-Media Program near for training students on how to use various multi-media equipment for events
- 1.3 Charging stations for netbooks used in classrooms

Summary:

Larger facilities with multi-media lab for 20-25 students and studio green-screen space with storage, one office space and 12 training stations co-located with ITC & Multi-Media Program for training students on how to use multi-media equipment for events, and charging stations for netbooks used in classrooms.

Columbia College Facilities Master Plan Update

Interview: Disabled Student Programs and Services (DSPS) & High Tech Center (HTC)

Current Resources:

- Co-located in Manzanita 18-3 w/ EOPS/CARE, Financial Aid, AAC
- DSPS is part of Special Programs (SP) and encompasses full counseling services (Academic, Career, Personal, Mental Health & Crisis Intervention) for students w/ disabilities, students in EOPS/CARE, Veterans Affairs, CalWORKs, and Vocational Rehabilitation, all under the umbrella of Student Services
- DSPS has (4) enclosed offices total: (3) are private w/ lockable doors and ceilings, sound separation (DSPS Coordinator, FT Special Programs Counselor, FT Alternate Media Access Specialist); (1) has open ceiling, door w/o lock (Instructional Assistant); (1) open work area w/ desk, computer (student tram-driver); (1) front desk for Special Programs w/ (2) workstations, (2) computers (Program Technician, student) Provide services from 8 am – 4:30 pm plus evening appointments
- Special Programs shares a central waiting area & storage cabinets shared (1/2 DSPS, 1/2 Financial Aid) w/ Financial Aid
- DSPS is a categorically funded Program that provides students w/ disabilities specialized support and a course instruction offered in High Tech Center; provide priority registration, mobility assistance, alternative testing, academic support, adaptive equipment (wheelchairs, fm transmitters, digital recorders, daisy players, live scribe note taking pens, spellcheckers, talking calculators, AlphaSmart keyboards, laptops for HOH students, Braille embosser, etc)
- Serve approx (2000) students per academic year (not including summer); mostly participants in one program. Also offer these services to faculty, staff and community members.
- DSPS - HTC provides students w/ disabilities training, support, instructions on use of assistive technologies; (8-10) fully accessible workstations and computer software for disabled students. The same software is available on (1) computer in the Buckeye, Library, Tamarack buildings. HTC also provides access to printers
- The joint use alternative Testing space in Manzanita has (4) open study carrels w/ tables and chairs; noise issues due to partial height walls; scheduling
- Counseling: limited to (1) confidential office shared by EOPS/DSPS/Veterans FT Counseling for a large population

Needs Assessment

- Larger Special Programs Facility w/ storage for office supplies, hardware, software, file cabinets, manuals, instructional materials, academic library resources; conference room(s) shared between Programs; Co-locate all Special Programs, AAC, Financial Aid, Counseling
- Additional Alternative Testing space, open study carrels w/ tables and chairs; distraction-free environment; contain/control noise; shared based on scheduling/availability
- Addition of (2) confidential offices for Counseling/EOPS/DSPS/Veterans; office doors that allow for confidentiality and safety. Testing time for disabled students is hard to schedule/ accommodations have to be made for them to have adequate time to complete. Students require intermittent supervision while maintaining a line of sight by proctor/instructor
- Storage for EOPS supplies needs to be moved from Manzanita 18-3 since EOPS is located in Manzanita 14; this storage could be used by DSPS
- Need additional power outlets for workstations
- (5) stations w/ (2) computers, (1) scanner, (1) JAWS for windows machine that can be shared based on availability

Future Growth Opportunities:

- DSPS is a growing program, growing demand by students
- One-stop-shop by co-locating special programs in one location
- Locate DSPS in close proximity to AAC

Campus Wide Related Issues:

- Co-locate all Student Services Programs

Program Design Elements (PDE):

- 1.1 Larger Special Programs Facility w/ Testing space, Testing time for disabled students is hard to schedule/ accommodations have to be made for them to have adequate time to complete. Students require intermittent supervision while maintaining a line of sight by proctor/instructor. Adequate storage for office supplies
- 1.2 DSPTS needs (5) work stations w/ (2) computers, (1) scanner, (1) JAWS for windows machine. These stations can be shared with other special programs based on availability
- 1.3 Open study carrels w/ tables and chairs; distraction-free environment; contain/control noise; shared based on scheduling/availability with other student services programs.
- 1.4 Three confidential offices for Counseling/EOPS/DSPTS/Veterans. Need additional power outlets for workstations
- 1.5 HTC needs (8-10) accessible workstations and computer software for disabled students. These stations can be shared with other special programs based on availability
- 1.6 Co-locate all Special Programs, AAC, Financial Aid, Counseling with 'One-stop-shop' concept

Summary:

Larger Facility with (5) shared work stations each with (2) computers, (1) scanner, and (1) JAWS for windows machine, testing spaces, quiet study areas, (8-10) accessible workstations with computer software for disabled students, (3) confidential offices, and storage for supplies, co-located with other Special Programs, AAC, Financial Aid, and Counseling to be included in one-stop Student Services Center.

Columbia College Facilities Master Plan Update

Interview: Earth Science, Geographic Information Systems (GIS)

Current Resources:

- Fir 1; Sugar Pine 107, 126; approx (125) students in Earth Sciences classes, most are full w/ waitlists; GIS can hold max (20) students due to limited computers available, currently (17) students enrolled in GIS class
- Current office in Sugar Pine 119 and Fir 2A; both have adequate space
- (2) laptop carts, GIS software on each floor in Sugar Pine, (35) laptops each floor; used by other Programs in bldg
- Laptop cart w/ notebook computers in Fir bldg, used in past
- Some Earth Science lab time used by students to work in groups on project assignments at the end of class; students come from other Programs off-campus to meet & work together w/ students on campus, Project-based learning
- Classrooms: flexible spaces, design & locate to support range of learning environments, opportunities for teachers to monitor, give feedback, ability for family & community to interact & participate; classrooms w/ flexible chairs & tables for discussion, interaction; comfortable areas for learning

Needs Assessment:

- Sugar Pine classrooms: install large projection screens (already ordered) with black-out door/window coverings to make room dark for presentations; door in stock room does not close properly; need to be able to keep door open while moving computer carts between stock room & classrooms
- Need office/storage in Fir 1 for GPS/surveying equipment due difficulty of moving about campus; proximity to a museum/Exploratorium space on campus for student access and usable during inclement weather in winter; proximity to computer lab for students to work on projects outside of class time; healthy snacks/Snack Bar; student study rooms
- Large gathering space for (100-150) people for presentations, public lectures, meetings, conferences, workshops
- Walls: cover w/ student projects, student collaboration, signage, exhibits, lists created by students, info about/mementos of students spending time together in the classroom
- File cabinet with spacers and shelving

Future Growth Opportunities:

- Data collection mgmt for processing info, build into future buildings & Programs
- Better marketing of the college, promote key campus features, showcase new facilities and classrooms technology, Promote feature programs that take advantage of the natural surrounding site features, to attract more students to Columbia College; Better coordination of class scheduling

Campus Wide Related Issues:

- Do not locate near Automotive Technology due to noise issues but potential to locate AAC in the Library
- Classroom Design campus wide should be; student-centered, assessment-centered, knowledge-centered, community-centered, offer flexible and comfortable student furniture, walls should showcase student projects
- Keeping up w/ technology, staying proficient for work place employment
- Better marketing by Columbia College to attract more students; increase coordination & scheduling of classes to avoid, minimize conflicts (rooms, times)

Program Design Elements (PDE):

Unit Plan - Install large projection screens (already ordered) with black-out door/window coverings to make room dark for presentations; door in stock room does not close properly; need to be able to keep door open while moving computer carts between stock room & classrooms.

Unit Plan - Office/storage in Fir 1 for GPS/surveying equipment due to difficulty of moving about campus.

Columbia College Facilities Master Plan Update

Interview: EMS Program, Office Technology Online

Current Resources:

- Oak Bldg rooms 9 & 10
- (34) students per class; classes are at full capacity due to lack of room
- Certificate Program; lots of skills practice; Hybrid classes: first responder, EMT skills class
- (2) full online classes; some (1) day classes
- (1) full-time Faculty (office at home); (5) Adjunct Faculty; no offices on campus

Needs Assessment:

- 'Smart' classroom w/ technology & equipment for patient simulation; storage & windows; ability to divide classroom into smaller areas for skills testing
- Office on campus w/ windows located near classroom
- Oak Pavilion HVAC individual room controls need improvement
- Additional Storage
- HVAC: bad air, no circulation, masking the smell

Future Growth Opportunities:

- Larger classrooms with 'smart' teaching space; flexible/adaptable space & furniture would allow more students to attend each class (**CCUP**)

Campus Wide Related Issues:

Program Design Elements (PDE):

- 1.1 Larger classroom with 'Smart' technology and equipment for patient simulation, adequate storage, flexible furniture for the ability to divide classroom space into smaller areas for skills testing
- 1.2 Improve HVAC in the building for individual room control
- 1.3 Office space on campus w/ windows located near classroom

Summary:

Larger classroom for patient simulation, adequate storage, flexible furniture for the ability to divide classroom space into smaller areas for skills testing, storage space and Faculty office located near classroom.

Instructional Analysis:

- Enrollment growth mixed, (+)23% Fall / (-)34% Spring
- 36 Fall / 28 Spring FTEs
- Waitlist is large and growing, 92 people in Fall / 68 people in Spring
- Upgrade technology for patient simulation (can Nursing equipment be shared?)

Columbia College Facilities Master Plan Update

Interview: English Dept, Writing, Basic Composition, Film, Literature, Remedial English

Current Resources:

- English classes are taught all over campus; many classes in Sequoia w/ (26) stations total in (6) clusters of (4) desks each, but some students face away from instructor
- (10-12) Adjunct Faculty; (3) full-time Faculty
- (30-35) students/class; waitlist for most classes, including online; limit class sizes to (30-35) due to grading component time & resources
- Office in Toyon away from other English staff, but prefer to be nearby
- Hybrid classes meet once &/or for exams on campus; do not meet on campus typically, course work is online
- Enhanced classes meet on campus; assignments are emailed, course work may be website-related
- Computer use does not occur in every class

Needs Assessment:

- Dedicated English Bldg, if possible (**CCEMP**)
- 'Smart' classrooms w/ computers aligned toward front of classroom; software to allow instructor to view each student's screen & email them to focus on composition; ability for all stations to face instructor (**CCUP**)
- Tiered classroom for lectures (similar to Red Bud)
- Faculty training for 'smart' classrooms (**CCEMP**)
- Prefer to have the English Faculty located near Dean

Future Growth Opportunities:

- Growth is not anticipated for this Program

Campus Wide Related Issues:

- Goal to have a building for English Dept to increase Faculty & Dean interaction; however, its acceptable to have classes located throughout campus, but prefer offices to be nearby (**CCEMP**)
- Acceptable for office to be located away from other English staff, but prefer to be located nearby
- Ability to post classroom furniture orientation online so one can pick the configuration that best suites the instructor's needs for a class such as tiered classroom for lectures (similar to Red Bud)

Program Design Elements (PDE):

Campus Guidelines - 'Smart' classrooms w/ computers for 30-35 students, software to allow instructor to view each student's screen and send them instant feedback, and ability for all stations to face instructor. Access to tiered seating classroom for lectures.

Unit Plan - Locate offices near Dean.

Instructional Analysis:

- Growth: 27% Fall / 39% Spring over 5 yrs
- 111 FTEs in Fall / 98 FTEs in Spring
- Enrollment: 1083 Fall / 997 Spring
- Large increase in waitlist; 962% Fall / 855% Spring (276 people in Fall, 191 people in Spring)
- Writing/computer lab

Columbia College Facilities Master Plan Update

Interview: Extended Opportunity Programs & Services (EOPS), Cooperative Agencies Resources for Education Program (CARE)

Current Resources:

- Manzanita 18-3; shared office between EOPS/CARE & DSPS; (1) full-time Special Programs Counselor located in Manzanita 18-3 serving EOPS/CARE, DSPS & Veteran students; (1) Adjunct Special Programs Counselor located in Manzanita 17C; (1) full-time EOPS/CARE Director/Counselor located in Manzanita 14A; Director's office opens into multi-use space for registration, job placement, career info, transfer, workshops & meetings; Adjunct Counselor & Director are located near Counseling, CalWORKs, TriO, but separated from Special Programs office
- EOPS/CARE provides state-funded support to students for academic & financial assistance; EOPS is a state categorical Program w/ strict regulations that must be followed; CARE is sub-group of EOPS; EOPS is one of the Special Programs under Student Services; Orientation, Priority Registration, Counseling, Workshops, Book & Transportation Assistance, Book bags, Grants, Vouchers
- Last year (274) students/unduplicated head count; approx (150) students each semester
- Students in EOPS must meet w/ Counselors at least (3) times per semester
- (1) Special Programs Counselor for Veteran Affairs; (1) Adjunct Assistance Counselor; (1) Special Programs Technician also serving DSPS; student workers assist w/ front desk
- Career Transfer/Job Center serves as registration during start of school; Veterans Program run by Financial Aid Office
- Counselors meet one-on-one w/ students in offices; offices are closed spaces for counseling confidentiality & privacy
- Workshops serve (15) students each & held at Job Placement/Career Transfer Center; orientations serve (30) students, max capacity & held in Manzanita conference rm adjacent to Special Programs, Financial Aid; EOPS/CARE staff mtgs held in Director's office 2X month
- Manzanita conference room is used by EOPS/CARE, often in-use by other Programs, limited availability

Needs Assessment:

- Prefer proximity to High Tech Center, Career Transfer/Job Center/Registration Center
- Co-locate all EOPS/CARE staff & co-locate w/ Special Programs, DSPS, CalWORKs, TriO, AAC, Counseling & Financial Aid. However, sound separation between Programs is essential. Long lines at financial aid need to be outside the joint use reception to minimize disruptions to other programs
- Sound separation/privacy between gathering spaces, offices & testing areas; zone restriction areas for meeting confidentiality req's
- Additional counselor enclosed offices; flexible office layouts & work areas, allow side-by-side interaction at desk
- Potential joint-use for a large shared work spaces to offer workshops, classes with computers
- Conference room; potential joint-use
- Work room space for staff to work on program projects w/ sound separation for confidentiality
- Staffing to better coordinate services of Career Transfer Center; Registration Center
- A common use reception area with adequate waiting room, for all special programs, counseling & Financial Aid
- Storage for office and program material supplies
- Improve data & power capacity to work spaces in the building

Future Growth Opportunities:

Campus Wide Related Issues:

- Co-locate all student service-oriented Programs
- Integrate special programs with AAC and other student services to avoid marginalizing participants in the program.

Program Design Elements (PDE):

- 1.1 A central reception area with adequate waiting room, for all special programs, counseling and Financial Aid
- 1.2 Additional counselor enclosed offices; flexible office layouts and work areas, allow side-by-side interaction at desk
- 1.3 Work room and storage space for office and program material supplies
- 1.4 Sound separation/privacy between gathering spaces, offices and testing areas; zone restriction areas for meeting confidentiality requirements
- 1.5 Prefer proximity to High Tech Center, Career Transfer/Job Center/Registration Center. Co-locate all EOPS/CARE staff & co-locate w/ Special Programs, DSPS, CalWORKs, TRiO, AAC, Counseling & Financial Aid. Integrate special programs with AAC and other student services to avoid marginalizing participants in the program
- 1.6 Provide workshops for (15) students in the Career Transfer Center and orientation for (30) students

Summary:

Larger Facility that meets confidentiality requirements and functional needs with (2) private offices, storage, larger flexible work areas, and shared reception area co-located with other Special Programs, Counseling and Financial Aid in one-stop Student Service Center.

Columbia College Facilities Master Plan Update

Interview: Facilities & Campus Operations

Current Resources:

- Currently on a new project w/ 960-sf portable bldg w/ (2) offices, (1) conference room
- Current shop space and storage is adequate
- Wash bay used often
- Parking space is limited in the yard for facility and personal vehicles
- Receiving bay has adequate space

Needs Assessment:

- Enlarged parking lot for additional facilities
- Repair roadways & parking areas
- Repair pathway surfaces for all-weather surfaces

Future Growth Opportunities:

Campus Wide Related Issues:

- Roadways and parking areas are in disrepair
- Pathways are poorly lit

Program Design Elements (PDE):

1. Vehicular Roadways and Parking:
 - a. Improve signage wayfinding, lighting and surveillance to provide safe access to buildings and during special events.
 - b. Roadway repairs and upgrades including proper drainage design to avoid run-off into reservoir
 - c. Parking lot resurfacing
 - d. Student parking lot expansion
 - e. Provide for permanent overflow student parking lot
 - f. Increase staff parking lot
 - g. Parking lot on Science side of campus
 - h. Termination and turn-around of the public road between Child Development Center and the Library
 - i. Tram loading zones (DSPA pick-up spots) throughout campus
 - j. Increase drop-off zone parking at Child Care Center/Child Development based on target growth projection, one dedicated parking space in front of Student Center, and tow-away signage at drop-off zones and parking stalls.
 - k. Increase parking at Fire House
 - l. Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Nurse Station/Student Health Services
 - m. Improve main two-way road near reservoir by widening or adding pull-out spaces and add sidewalk for pedestrians
 - n. Third emergency access road
2. Pedestrian Pathways & Bike Lanes:
 - a. During special events (i.e. near Dogwood) need to improve signage, wayfinding, lighting and

surveillance to provide safe access to buildings

- b. Connect walkway lighting to the emergency generator for periods of power failure
- c. Create trails beyond the Par Course
- d. Create Bicycle Trail to Sawmill Flat via south property boundary
- e. Define pedestrian/non-pedestrian traffic flow
- f. Create walkway past Child Development Center from Fir and Juniper to access Pinyon, Ponderosa, Madrone, and Mahogany Buildings, Student Center, and Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.
- g. Repair walkways throughout campus.
- h. Create an enhanced student entry way near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and the campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas.
- i. Consider relocating or moving the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science and Natural Resources Building and serve as a Center for Appropriate Technology for the campus (i.e. showcase green technology, etc.)

Columbia College Facilities Master Plan Update

Interview: Financial Aid - Student Services

Current Resources:

- Main office in Manzanita 18-3; Director's office in Manzanita 18-J; (1) Financial Aid Specialist, (1) Financial Aid Assistant, (1) Director. Director oversees; Financial Aid, Veterans Benefits, Scholarships
- Student Financial Services: serves 80% of students reporting to Financial Aid; serves all students who report to Veterans Benefits and Scholarships; although student enrollment has dropped
- Service Counter: constant, steady flow of students; serve over half of student population at Columbia College; excess of (15+) students in line during peak times; (4) computers currently adequate
- Regulations for application verification process require confidentiality & closed door offices, cannot be served by other counters/Counselors
- Lack of safety/escape route in current facility when students/parents get irate/threatening
- Typical student circulation flow: enter Admissions & Records, go to Financial Aid, and then go to Business Services
- (4) computer stations for student assistance, in line-of-sight to front desk for security issues
- (1) large copier/printer shared by office

Needs Assessment

- Need improved layout w/ total of (3) larger offices w/ closed doors/confidentiality, larger desks, (1) student worker work station, (1) front counter work station, control sound for confidentiality at service counters, improved electrical power outlets and capacity for the building
- Current location is difficult for students to find. Need for better directional signage.
- Lockable, secure storage for confidential document file cabinets to meet federal and state confidentiality regulations
- Lockable storage for outreach equipment, year-end boxes, office supplies, laptops, printed materials
- Waiting area for students w/ centralized reception and adequate circulation for peak periods
- Safety: video surveillance for Facility; design Facility for safety/escape route when students/parents get irate/threatening; possible inter-linked office door to adjacent office
- Conference room for (10) people, Copy room w/ work space for stapling, collating, folding
- Reduce bottle neck with special programs desk area
- Proximity to Business Office, Special Programs (EOPS/CARE, DSPS), Counseling, Veterans Program; incorporate typical student circulation flow (Admissions & Records, Financial Aid, Business Services)
- Repair uneven flooring from Director's office to Financial Aid office

Future Growth Opportunities:

- Office in Oakdale Outreach Center for meeting w/ students w/ computers, video conferencing, calling/phone assistance
- Students applying for Financial Aid has increased almost 30%; Veterans population is growing as more service men/women exit Military

Campus Wide Related Issues:

- Proximity to Business Office, Special Programs (EOPS/CARE, DSPS), Counseling, Veterans Program

Program Design Elements (PDE):

- 1.1 Need improved layout w/ total of (3) larger offices w/ closed doors/confidentiality, larger desks, (1) student worker work station, (1) front counter work station, control sound for confidentiality at service counters, improved electrical power outlets and capacity for the building. Need for better directional signage.
- 1.2 Waiting area for students w/ centralized reception and adequate circulation for peak periods
- 1.3 Lockable, secure storage for confidential document file cabinets to meet federal and state confidentiality regulations
- 1.4 Video surveillance and alternate emergency exit route; option for inter-office linked doors
- 1.5 Conference room for (10) people, Copy room w/ work space for stapling, collating, folding
- 1.6 Proximity to Business Office, Special Programs (EOPS/CARE, DSPS), Counseling, Veterans Program; incorporate typical student circulation flow (Admissions & Records, Financial Aid, Business Services)

Summary:

Larger Facility with layout that meets confidentiality, circulation and security needs with three offices, one workstation, one front counter workstation, shared conference room, secure file storage, copy room, and shared reception area co-located with Special Programs and one stop Student Service Center.

Columbia College Facilities Master Plan Update

Interview: Fine Arts, Ceramics

Current Resources:

- Willow; schedule Monday-Friday, sometimes Saturdays; Ceramics Monday-Wednesday, 2D Art Thursday-Friday
- (2) Faculty: (1) full-time Ceramics, (1) full-time 2D Art scope
- Manzanita Rotunda previously used as display area for 2D and 3D art
- Photography uses Toyon classrooms due to access to great animal exhibits

Needs Assessment:

- Repair the leaks in Willow building roof and kiln hood flashing
- Willow classroom needs furniture updates to reflect the program needs (**CCUP**)
- Increase of adjunct staff to afford the program to grow (**CCEMP-CCUP**)
- Potential use of the large classroom in Toyon for Art classes has great animal exhibits for 2D Art. Would require outdoor Art lockers and individual drying racks for painting, similar to Willow
- Dark room for Photography, silver film; room for digital photography. Possible joint use space with the Photography Dept.
- Need access to large common spaces to host events with Guest speakers and display feature art pieces. The College needs to increase art display areas through-out the campus

Future Growth Opportunities:

- 2D Art Program w/sinks for painting courses and dimmable lighting for multi-media slides for Outreach Centers

Campus Wide Related Issues:

- Need access to large common area spaces where they can host events for Guest speakers and display feature art pieces
- Need for the College to increase art display areas through-out the campus

Program Design Elements (PDE):

- 1.1 Larger facility that meets functional needs. Separation of 2D and 3D Art Programs.
- 1.2 Areas to display art.

Columbia College Facilities Master Plan Update

Interview: Fire Technology; Hazardous Materials Cert, Wild Land Fire Cert, Heavy Vehicle Driving Classes, Continuing Ed, Fire House

Current Resources:

- Fire Academy; EMS on campus; Fire Tech Degree; Red Bud Bldg 2 & 3 (use 14 for storage); office in Red Bud; current office space is acceptable
- Instructors: Adjunct Faculty, retired Fire Chiefs, State Fire Certified Instructors
- Offer 5 classes in the evening and 4 on weekends; EMS entry level on waitlist for (18)
- Fire Fighter I req's (16-20) units; Fire Academy req's (6) units w/ EMS pre-requisite & General Ed
- Fire Section (2) sessions w/ (24) seats avail each class; currently (35) students/session on the list
- (3) Degree & (2) Certificate Programs; Programs to increase Dept are Fire Officers, Fire Supervision, Regional Training Center through state certification
- Fire towers used for training in nearby towns; used based on scheduling availability
- Individuals working in related fields come back to complete continuing ed courses
- Fire House supports the Fire Academy; and provides a means for the students to gain work experience before graduating; Fire House living quarters are adequate
- Fire Academy fire engine is housed in Fire House; but has been decommissioned and not used by the state

Needs Assessment:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Proximity to Red Bud desired or remote location for lay down of fire hoses, area to throw ladders up against, areas that would be affected by noise from fire engine trucks, proximity to parking lots • Storage for small tanks (compressed air recharge station) • Classroom w/ flexible seating for group settings. Need access to technology-adapted classrooms similar to Sugar Pine; more classrooms to expand Program & more Faculty • Provision for access to a level facility; accessibility & in/around classroom to equipment • Smart classroom concept located in Fire House for use by Fire Academy; create cross-learning opportunity with fire Captain and fire fighters | <ul style="list-style-type: none"> • Student volunteer classes require access to Fire House & Main Campus loop roads (CCUP) • Concrete-paved area for throwing & set-up of fire ladders • 20-ft by 20-ft fire training tower (similar to Mission College) w/ classroom & storage adjacent; (20+) students per class ideal w/ joint-use by Academy • Fire truck turn-around at the facilities fenced yard is very tight • Additional parking for the facilities and personnel vehicles is limited behind the Fire House • Hose drying tower • Work spaces w/ tool bench areas • Request for a landscape/screen that block the views to the facilities wash-bay and storage buildings |
|---|--|

Future Growth Opportunities:

- Dept to increase by offering programs such as: Fire Officers, Fire Supervision, Regional Training Center through state certification (**CCUP**)
- Collaboration w/ US Forest Services in Protection/Conservation Dept; articulation program with local high schools such as Angel's Camp (**CCUP**)
- Do not locate near heavy pedestrian traffic areas
- Program w/ Campus Fire House attracts students from all over N. CA; graduates placed in hiring opportunities
- Fire tower on-campus would be great but open the college to potential safety concerns.
- Fire Mgmt entry level classes could be offered in Oakdale Outreach Center
- The area where the Kitchell portable is currently located would be ideal for a fire training tower w/ a classroom and ideal for smoke dissipation at the top of the hill. The classroom could be used by the HHP and Fire Academy.

Campus Wide Related Issues:

- Great opportunity for outdoor courses such as grassland fire fighting, clearing safety fire buffer zones etc, due to campus natural settings
- The College is one of the few with a Fire Dept on campus in the State and is a great advantage to the Fire Academy Programs

- Fire House supports the Fire Academy; and provides a means for the students to gain work experience before graduating

Program Design Elements (PDE):

- 1.1 Need access to 'smart' classrooms w/ flexible seating for both instructional and group settings. Work spaces w/ tool bench areas
- 1.2 Proximity to Red Bud desired or remote location for lay down of fire hoses, area to throw ladders up against, proximity to parking lots
- 1.3 Provision for access to a level facility; accessibility and in/around classroom to equipment
- 1.4 Smart classroom located in the Fire House for use by Fire Academy; create cross-learning opportunity with fire Captain and fire fighters
- 1.5 20-ft by 20-ft fire training tower w/ classroom and storage adjacent; (20+) students per class ideal w/ joint-use by Academy. Hose drying tower
- 1.6 Additional personnel parking for facilities and fire fighters

Summary:

One 'Smart' flexible classroom at Fire House, fire training/hose-drying tower, storage, work areas with tool benches, and proximity to parking lot.

Instructional Analysis:

- Growth rate 44% Fall / 64% Spring over 5 yrs
- Enrollment 705 Fall / 1050 Spring
- Waitlist 733% (75 Fall / 86 Spring); Wait list is large and growing
- 66 Fall / 98 Spring FTEs
- No requests for additional space or new facilities, only request to increase sections
- Very high retention rate and success rate

Columbia College Facilities Master Plan Update

Interview: Forestry, Forestry Technology, Water Resource Biology

Current Resources:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Toyon, Sugar Pine; California Wild Life & Survey taught in Toyon • Office in Sugar Pine; office location/size is ideal • Faculty appreciate Sugar Pine; needs are well met • Avg number students/avg classroom sizes in Sugar Pine, Toyon • Green House: limited use by the natural resource club, forestry, biology. used by Natural Resource Club, Forestry, Biology for plant specimens, & outdoor experiments by other Programs • Baker Station is a joint-use facility with USFS and started as way station in the 1800's, buildings were | <p>added in the 1930's as a maintenance station w/ (12) structures; renovated in 2003 w/ federal & College grants to provide new concrete foundations, men's & women's restrooms w/ showers, new roofing, generators; High Sierra Institute, Columbia College & Modesto Junior College attend Field Geology, Biology, Geology; Yoga use the facility in summer; space for (32-36) students in bunk House; students provide own food; kitchen has (4) propane refrigerators; Baker Station has grown w/ help from Forestry Service; Facilities Crew & Summer Care Taker share upkeep</p> |
|---|---|

Needs Assessment:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Walk-in cooler needs to be repaired or replaced; for possible use in Taxonomy (currently no class) • Relocate/replace Green House due to shading from the new Sugar Pine Bldg but needs to be in close proximity; needs storage and accessibility (CCUP) • Need a forest area on campus designated solely for student use in Forestry educational purposes & | <p>demonstrations of Forestry techniques, long-term projects; Facilities Staff Member to maintain academic use areas, available for Faculty Resources (potential cross-over w/ Fire Tech & HHP needs)</p> <ul style="list-style-type: none"> • Arboretum; accessible to students & public; road access & plumbing required |
|---|---|

Future Growth Opportunities:

- Recommend the addition of a staff member in facilities that maintains the academic nature areas used by faculty and students **(CCEMP)**

Campus Wide Related Issues:

- Toyon building offers joint use to other programs such as Visual Art for drawing the stuffed animal displays **(CCEMP)**
- Promote the courses offered at the baker station facility in the outreach centers to draw more students in search of learning opportunities in natural settings available through Columbia College **(CCEMP)**

Program Design Elements (PDE):

Unit Plan - New Greenhouse or replacement of single-pane panels in current Greenhouse. Relocate and replace Green House, add storage and make accessible.

Unit Plan - Designate forest area for educational purposes, create Arboretum.

Instructional Analysis:

- Info only available for Fall: Growth of 115% over 5 yrs; Enrollment of 75; Waitlist minimal (3 people)

Columbia College Facilities Master Plan Update

Interview: Development Office, Foundation, Grants, Title III

Current Resources:

- Tamarack; Library; office in Tamarack good size
- (1) Assistant, interacts w/ staff from other Programs; spends approx 30% of time on Foundation and 70% on grants
- Awarded a (5) yr grant to raise funds
- Bi-monthly meetings with the President
- Weekly Scholarship Committee meetings from February to April with Scholarship Office

Needs Assessment:

- Office/workspace: professional atmosphere to meet donors coming from off-campus to maintain a great image; space for (2) Assistants
- Proximity to campus features such as pond, Manzanita
- Golf cart to tour donors on-site

Future Growth Opportunities:

- Donor's associate with an institution which reflects efforts to provide an excellent education opportunity to students both in the classroom and public areas

Campus Wide Related Issues:

- Cohesive distinct campus pathway/circulation design both in signage and light fixtures
- Improve public areas that donors will see on tour: Snack Bar, Cellar Restaurant, pathways, bench seating areas
- Directional/informational center to funnel visitors & students

Program Design Elements (PDE):

- 1.1 Need for an office and workspace with professional image to host donors. An adjacent space for (2) assistants.
- 1.2 Proximity to Admissions, President's Office, Scholarship Office, campus features such as pond.

Summary:

Larger Facility located near main public entrance for easier access of visiting clientele.

Columbia College Facilities Master Plan Update

Interview: HHP, Health Adaptive Physical Education, Basketball, Volleyball, Dance, Fitness, Soccer, Tennis, Fencing, Weight Training, Outdoor Course Program

Current Resources:

- Oak Pavilion, Alder, Pinyon; classes located in Downtown Sonora, Senior Center, Yoga Loft, Cross Train Fitness; Scout Hut in Murphy's for fitness classes; Bakers Station or on-campus for hiking, trails
- (3) full-time Faculty; (18-22) Adjunct Faculty; previously (6) full-time Faculty when Oak Pavilion was built. Graduation requirements for students to take (2) HHP courses
- (45-60) students/class for safety & equip available; limits to storage of equip & not enough Instructors deters adding more classes/students (**CCUP**)
- Oak Pavilion rooms 9 & 10 has capacity of 40-50 students and currently used by Psychology, EMS & HHP (each 1/3 of the time)
- Classified instruction in Twain-Harte is shared off-campus for the rope wall climb

Needs Assessment:

- Reconfigure rooms 9 & 10 w/ adaptive wood floors for use only by HHP classes; windows/views
- Par Course Trail & Stations: better signage & need maintenance; Cross Country trails need to be cleared
- Soccer field: (2) diamond backstops on either side of field would impact track around the field; Symons Field parking, restrooms & track
- Review options to limit access onto the roof by students. Provide ladder access for authorized personnel; fix roof leaks occurring on the upper mezzanine jogging track & basketball court below
- Mezzanine aerobics & weight room: noise coming from the main court above the dome; open wall structure below the dome & acoustic insulation doesn't mitigate noise
- Building HVAC system needs to be updated
- Climbing wall desirable to be located behind the Alder Bldg. Limit access to the public during non-class periods (**CCUP**)

Future Growth Opportunities:

- Expansion on HHP: larger spaces, more storage for equipment & more Instructors would allow for more students per class & more classes to take place
- Offer certification of Physical Therapy & Fitness Instructors would attract more students (**CCUP**)
- Increase both medical & community support for HHP referrals for fitness and strength training programs
- Building can be used for large gathering & stadium seating
- Par Course for trails, fitness course has hosted high school cross country but needs the trail around campus to be cleared and maintained (**CCUP**)
- Aquatic Fitness Center: facilities for swimming; water aerobics; local senior health courses (**CCUP**)

Campus Wide Related Issues:

- Oakdale & Calaveras Out-Reach Centers: courses in fitness classes, Dance, Weight Training, Outdoor Course Programs; fitness facility is more competitive in rural area than at Oakdale
- Site features can be better utilized to draw students for feature Programs, outdoor activities, hiking, cross-fit trainers

Program Design Elements (PDE):

- 1.1 Provide restrooms near Symons Field.
- 1.2 Competitive track around Symons Field.
- 1.3 Consideration for an aquatic/wellness center.
- 1.4 Par Course Trail and Stations with better signage and maintenance. Cross Country trails need to be cleared.
- 1.5 Reconfigure rooms 9 and 10 w/ adaptive wood floors for use by HHP classes.
- 1.6 Fix roof leaks occurring on the upper mezzanine jogging track & basketball court below.

Instructional Analysis:

- Mild growth over 5 years: 39% Fall / 23% Spring
- FTEs: 165 Fall / 149 Spring
- Large enrollment: 2016 Fall / 1861 Spring
- Large waitlist: 257 Fall / 213 head count (2470%)
- Replace and add equipment

Columbia College Facilities Master Plan Update

Interview: Hospitality Management Program (HPMGT), Food Production & Mgmt Classes

Current Resources:

- Manzanita 2 & 3; Lab & Lecture combinations.
- Faculty Office in Manzanita 3
- National certification programs and degree programs w/ emphasis on food production & mgmt
- Cater both on-campus & off-campus events
- Lecture classes located all over campus; currently not near the Lab with (8-30) students avg. Limited to capacity of Labs
- Labs have a 1:18 student to Faculty ratio (equipment and space driven)
- Baking is limited to (12) or fewer, and Courses 133a, 133b, 136, 140 are limited to (8)
- Current baking program in need of a retail bakery
- No direct deliveries to HPMGT due to lack of back door loading dock. Deliveries go to warehouse and based on facilities availability schedule sent to Manzanita
- Share facility preparation space w/ snack shop

Needs Assessment:

- Smart 'theater style' classrooms w/ demonstration table; seat (30-35) students
- Conducive to teaching spaces; enclosed to reduce noise from adjacent spaces, not open to restaurant
- Lecture/classroom space adjacent to kitchens for instructional demos, prep & production
- Enclosed 'upscale' dining room w/ appropriate stations front/back-of-house w/ serving & host
- Retail bakery w/ full-service retail sales area (**CCUP**)
- Walk-in freezer & walk-in refrigerator (w/ back-up generator), dry goods storage room (**CCUP**)
- Store room needs access to loading dock for deliveries
- Delivery vendor schedule limitations create need for larger storage space
- Offices centrally located with views to the kitchen. Functional circulation of students to reduce disruption between class rooms, prep labs and service areas
- Conference room & Faculty offices similar to Sugar Pine Bldg
- Sloped non-slip quarry floor tiles w/ drains & plumbing for wash-off areas & kitchen
- Improve safety features for the kitchens & bring facility up to current industry standards

Future Growth Opportunities:

- Move bookstore upstairs; use first floor as production facility w/ retail, larger dining area for seating (10-150) w/ movable partitions
- More Lab space to increase student capacity; also requires additional lab equipment (**CCUP-CCEMP**)
- Current Entrepreneurship program could be part of the snack shop for a joint use retail space

Campus Wide Related Issues:

- Near main focus of campus to increase student, staff & community participation

Program Design Elements (PDE):

- 1.1 'Smart' classrooms w/ demonstration table; seat (30-35) students adjacent to kitchen
- 1.2 Offices centrally located with views to the kitchen and an adjacent conference room
- 1.3 Enclosed 'upscale' dining room w/ appropriate stations front/back-of-house w/ serving & host
- 1.4 Retail bakery w/ full-service retail sales area
- 1.5 Larger storage rooms with access to loading dock for deliveries

Instructional Analysis:

- Growth 20% Fall / 15% Spring over 5 yrs
- Wait list 98 in Fall, 48 in Spring; Wait list growing significantly
- Enrollment 496 Fall / 413 Spring; FTEs 52 Fall / 47 Spring
- Need large lab space per student
- Grow space or get new building
- Certificates dropped significantly over 5 yrs

Columbia College Facilities Master Plan Update

Interview: Library, Research Methodology Classes, Library Orientation

Current Resources:

- Tamarack Hall; one of the campus 'hubs'; pleasing space to staff & students; Opened in 2003
- Circulation desk serves (1-116) patrons; textbook, reserve, database & computer access, check out/check in library materials, interlibrary loans, test monitor (1-3) students, limited by space & staff available; open area of Library used for students & proctors for test-taking; community use of Library welcome; up to (40) students per teaching session
- (4) Staff & student aids; Grant writer & Assistant located in Tamarack w/ office access in Library
- Fall/Spring hours: Monday-Thursday 7:40am-8pm; Friday 7:45am-5pm; Summer Hours: Monday-Friday 7:30am-4pm
- (100) computers; demonstration/ instruction area
- Reserve materials stored at Circulation Desk; Offer copy/print and scan machine for student use; former typing room has Mac computers & different programs used by CMPSC students
- Study rooms seat (6-8) students; shared study space w/ dvd player table & audio/video use
- Manzanita is used to pick-up/drop-off mail/book sharing, (2) carriers for book sharing w/ MJC campus
- Currently have 40,000 volumes, full capacity

Needs Assessment:

- Improve pathways around campus; difficult to push a book cart over uneven, bumpy surfaces; add guide rails & lighting
- Access to a campus wide Testing Center w/ staff monitoring
- Large group meeting space that can be closed off for noise & privacy
- Tamarack upper floor needs sound separation from Library; potential sliding glass folding partition doors would help
- Space to grow Library materials; additional shelving for audio/video collections
- Proximity to food, ITC, AAC, Student Center, computer labs, classrooms on campus; Library should be main 'hub' of campus
- Designated computer lab assistant to resolve student questions/issues
- Thorough cleaning of the building
- More staff restrooms
- Improve work space privacy for Librarian; 'fish bowl' office is a problem
- Sun light, heat and leaks from skylight damage books & movies; items may need to be moved to another area
- Improve wireless/internet service; wireless printing; scanning services for students. Need for a coin change machine
- Additional study rooms; improve sound separation of study rooms
- Additional parking for community visitors & Library staff; (1) dedicated parking space in front of Library for staff working late/closing
- HVAC zoning for individual spaces; individual controls, small study rooms & small spaces
- South facing single-pane window wall not energy efficient and requires blinds or automated mecho shades to control glare computer screens and heat gain in the summers
- Deep cleaning of entire facility; computers, desks, chairs, bookshelves, surfaces, etc
- Provide a study area in the building that students can access when the Library is closed
- Grant writer & Assistant can't access offices w/o Library access

Future Growth Opportunities:

- Increase Library use w/ better access and parking near the library for community members
- Oakdale needs Library staff to be functional

Campus Wide Related Issues:

- Improve pathways around campus; difficult to push a book cart over uneven, bumpy surfaces; add guide rails & lighting
- Designated computer lab assistant to resolve student questions/issues would be a great resource when other labs on campus are closed. Install/provide access to the software programs used in different programs for student access on any of the machines.
- Propose a sliding glass partition or wall for noise control in the computer lab downstairs to allow the space to be used for computer classes or as a testing center.
- Grant writer & Assistant may be better served elsewhere on campus due to limited access to their offices w/o going through the main Library entrance

Program Design Elements (PDE):

Unit Plan - South facing single-pane window wall not energy efficient and requires blinds or automated mecho shades to control glare on computer screens and heat gain in the summers

Unit Plan - HVAC zoning for individual spaces

- 1.1 Modify demonstration area so that it can be closed off for noise and privacy
- 1.2 Additional study rooms w/ improved sound separation. Share Science study rooms/ remodel library study rooms.
- 1.3 Upper floor study area needs sound separation from main Library below

Columbia College Facilities Master Plan Update

Interview: Math Dept; Algebra, Elementary Mathematics, Calculus, Pre-Calculus, Statistics

Current Resources:

- Juniper Building, classrooms 1 & 4
- (4) Faculty full-time; Adjunct Faculty for evening classes
- (4) offices (one in Fir); Adjunct Faculty hold student hours before class, not in offices
- (36-44) students/class due to limited classroom physical size; wait-list (20) students/ class
- Due to economy Faculty and Adjunct numbers are low, reducing ability to offer more classes
- Instructors prefer to limit class to (35) students to maintain student connectivity and engagement
- Only unused time in Math classes is 4:20-6:00 pm
- Math lab is open until 3 pm daily.
- Students often more comfortable in Math Lab than Math classrooms
- Math Lab: approx 2000 student-hours per semester
- Math Lab serves approx (20) students at a time; (2) computer stations, (4) stations w/out computers, (4) rectangular tables w/ seating for (4) people
- Math Lab used for both individual and group settings due to resources available, access to staff
- Adjunct Faculty hold student hours before evening classes due to lack of offices

Needs Assessment:

- Co-locate Math Lab, Math Dept. Classrooms, Faculty to the Student Tutoring Services or near the Science Building - Chem, Bio, Physics – **(CCUP)**
- Adjacent to programs w/ low noise **(CCUP)**
- (3) dedicated Math classrooms, (1) back-up classroom; (2-3) additional offices
- Gathering area / lounge / café for students & Faculty
- Updated Technology for 'smart' classrooms; projector, document camera at teacher station. More white boards w/ sliding boards in classrooms **(CCUP-CEMP)**
- Storage for Calculators. Reference book cabinets (ten-foot-wide)
- Tack board and marker board in the sm study rms
- Movable furniture in the Math Lab to form study groups near marker boards.
- Small offices are acceptable
- Quiet exam / group study rooms w/ views from adjacent Math Lab for Instructors **(CCUP)**
- Document camera & IT capabilities in Math Lab
- Storage Area for 'Manipulatives'
- Restrooms in bldg

Future Growth Opportunities:

- Program to increase by 50%; need to grow Faculty 5- 6 **(CCUP)**
- Prefer relocation to Sequoia Building **(CEMP)** or Fir Building (adjacent to current location)
- Math Lab student-hours served would increase w/ larger space & increase of staff **(CCUP-CEMP)**
- Nurse may potentially move which would open up space for more offices

Campus Wide Related Issues:

- Locate Math Dept close to Sciences (Chemistry, Biology, Physics)
- The study rooms and Math Lab to be located near departments w/ low noise levels.

Program Design Elements (PDE):

- 1.1 Co-locate lab, classrooms and faculty offices with gathering areas for student and faculty interaction
- 1.2 Need three 'smart' technology classrooms, one lab and six offices. Additional storage room and resource area
- 1.3 Need access to small study rooms also available for examinations with visual connection to Math lab
- 1.4 Prefer to be near the Science building

Summary:

Larger Math Tutoring Center with group and individual study areas, including study rooms, located near or adjacent to Math Instructor's offices and classrooms with 'Smart' technology, storage room, located near the Science building.

Instructional Analysis

- 30% Fall / 50% Spring growth over 5 years
- 795 enrollment, 110 FTEs
- Can currently support more than (2) classrooms
- Increasing wait list (high)
- Expand Math Labs, add time for Instructional support
- Need (2) full-time Faculty to meet unmet need
- Need more sections to support need, add instructor

Columbia College Facilities Master Plan Update

Interview: Music Dept

Current Resources:

- Offer College and community classes in both vocal and written music; classes for Music Majors and Non-Music General Education Classes offered in Dogwood, Aspen, Cedar, Oak Pavilion and various off-site venues
- Dogwood has good lighting, electrical, new sound system; equipment storage; (182) seats; no restrooms. Most music equipment is stored in Dogwood and difficult to move in and out to other buildings.
- Oak Pavilion: large concerts held for (180) capacity w/ multiple shows for (500) attendees; bad acoustics in the space
- Off-site Orchestra classes - (70 community members & 30 students); Chorus classes (80 community members & 20 students at local High School)
- Use a general classroom space for introduction courses; currently (50) students, will go to (30) at end of attrition
- Most students remain in Choir and Voice classes for up to (3) yrs; students enrolled are both credit (\$36/semester) and non-credit (\$18/semester); fees only, no tuition; Due to procedures, takes (2) wks to register non-credit students
- Piano lab has (18) pianos, not enough circulation; (3) classes of (25) students each

Needs Assessment

- | | |
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| <ul style="list-style-type: none"> • Dogwood: <ul style="list-style-type: none"> ○ Add lobby w/ ADA restrooms to accommodate event crowds (CCEMP) ○ More storage for music library (boxes of music) and instruments (CCUP) ○ Staff office w/ printer ○ Provide a performance spaces w/ accessibility for both audience and performers w/ adjustable acoustics (drapes, etc) on the side walls which are pulled off for vocal acoustics and drawn in for drum/percussion ○ double doors for egress in/out of bldg • Lockers for student instruments on campus • Prevent sound transmission from Music classrooms and performance spaces to other Programs, classrooms, offices • Improve acoustics in Music classrooms (Aspen, Cedar) and performance spaces (Dogwood, Oak Pavilion); vocal performance vs acoustic instruments | <ul style="list-style-type: none"> • Larger piano lab with computers and adequate circulation space for student, instructor and (18+) electronic pianos (CCEMP-CCUP) • On-campus constraints lead to use of off-site Facilities: <ul style="list-style-type: none"> ○ Not enough parking for practice rehearsals and performance events ○ ADA access to Facilities; older community members need close proximity from parking to Facilities ○ Music Facility doesn't meet needs for performances ○ Delivery of large equipment to stages for performers, lack of loading dock ○ Bus shuttling in the past has not been successful • Music classrooms: sound system, piano, chalk board w/ music lines, smart board, storage cabinets for equipment such as music stands • Aspen has a piano used for Music classes and shared w/ other Programs. However, no priority is offered to Music for scheduling classes. |
|--|--|

Future Growth Opportunities:

- Potential to use upper floor space in Alder Building for Music Program and other general classes (**CCUP**)
- Prefer to have dedicated Performance Arts Building for Music Dept w/ semi-remote location for outdoor activity; potential for shared classrooms, multi-discipline offices (**CCEMP**); model Facility after CRC Performing Arts layout
 - Medium-size rehearsal rooms for 20, small rehearsal rooms for 10 (**CCUP**)
 - Ticket booth w/ courtyard/lobby for intermissions
 - Backstage w/ kitchen, performance prep areas

Campus Wide Related Issues:

- Music often is considered to have noise issues that affect adjacent Programs, classrooms, offices during practices and performances

Program Design Elements (PDE):

Unit Plan - Improve acoustics in Music classrooms (Aspen, Cedar) and performance spaces (Dogwood, Oak Pavilion); vocal performance vs acoustic instruments, w/ adjustable acoustic drapes along the walls

- 1.1 Larger piano lab for 25 students with computers, adequate accessible circulation space for students and instructor. Provide lockers for student instruments on campus.
- 1.2 Need for additional parking adjacent to event for instrument drop-off and pick-up with proximity to parking lots for patrons, ADA restrooms to accommodate crowds.
- 1.3 Additional storage for printed music and instruments with access to loading dock.

Instructional Analysis:

- Minor enrollment growth over 5 yrs (5% Fall / 7% Spring)
- Enrollment (361 Fall / 369 Spring)
- Waitlist (30 Fall / 33 Spring); Increase of 30 each semester
- Number of sections growth (+12 Fall / +9 Spring), Total (33 Fall / 36 Spring)
- While enrollment hasn't kept pace, these numbers indicate a decrease in the average students per section; Average of (10) students per section
- Retention and success ratios are down slightly
- Need better facilities

Columbia College Facilities Master Plan Update

Interview: College Nurse - Student Health Services, Health Awareness Classes

Current Resources:

- Juniper 2, Fir 3A for mental health appointments
- Health Services operates on drop-in basis & by appt; mental health appts are (1) person at a time; some services offered by appt, some not; 'slinky' effect w/ stretches of time no one served, many people all at once; usually (1-3) people need care at any time; limited service to people based on space, space for only (1) person at a time w/ too many people confidentiality issues arise
- Provide Health Services to students & some services to staff; minor illness/injury, emergency response, education programs, resting cot, mental health appointments, sessions range from short to long
- (3) Mental Health Counselors, (2) other Counselors
- Sponsor the Be On Board (BOB) Health Van that comes to campus weekly; parks in front of Oak Pavilion
- Collaborate w/ Student Center on Student Food Bank
- Drop-off/pick-up for (6) students

Needs Assessment:

- Larger Health Services Facility in central location
- Proximity to Student Services (Manzanita); central location near other services, potentially relocate to Pinyon; location that does not privilege any particular Program/Dept; proximity to fire truck & ambulance access
- Ideal space to accommodate BOB Health Van weekly visit
- Office for Nurse/triage room
- Reception area w/ privacy & waiting area
- Spaces w/ privacy lines for confidentiality
- Meeting area shared between Health Services & other Programs
- Adequate space for support staff
- Mental Health Counselor office w/ separate entry from public
- More storage space
- Accommodate wheelchairs & ADA needs
- Short term parking; cart parking; student drop-off/pick-up

Future Growth Opportunities:

Campus Wide Related Issues:

Program Design Elements (PDE):

Larger Health Services Facility in central location w/ reception area, enclosed nurse office, examination room, shared conference/meeting room with mental health, space for support staff, secure storage for medical supplies.

Columbia College Facilities Master Plan Update

Interview: Nursing Program, Modesto Junior College (MJC)

Current Resources:

- (1) full-time Faculty, (2) Adjunct, (1) Admin Asst; Hrs: 7:30am-5pm, M-Th; Fri optional; Instructors from MJC location teach at clinical sites, hospitals; Instructor to student ratio is 1:3 for clinical sites due to safety concerns, each student has (1-5) actual patients at one time; Lecture classes ratio kept to 1:10 maximum
- Program is (4) semesters long; (4) classes of (10-12) students each; (40) students total per semester; (2) classes run concurrently, alternate w/ other (2) classes; Clinical time increases as students advance, time on-campus decreases
- Students bring their own personal laptops to class; Sequoia 8 computer lab does not have the Nursing software installed
- Associate of Science degree in Nursing; Graduates able to take RN exam, often go on to Stanislaus; Students req'd to complete prerequisites, general education prior to application, typ (2) yrs; Approx (200+) Pre-Nursing majors at CC; Students willing to commute to attend Nursing Program; 70% of students work evenings, weekends
- Nursing shortage in Tuolumne County; Program has graduated (130) Nurses in last (10) yrs; Graduates staffing Hospital; Program lost its previous space, moved to CC location; Sonora Hospital funds Extern Program; MJC can't fund due to budget cuts, MJC location cut their Extern Program; Hospital Consortium provides \$824K per year, stable (3) yr contract; State of CA provides annual Health Grant; Faculty earn grants from other sources; Addtl funding sources are soft money; Program has \$500K from Measure E for new equipment incl. 2-way video conferencing, broadcasting, Sharepoint, IT; difficult to move if installed now; manpower, wiring required; Money needs to be used soon
- HPSL: Human Patient Simulation Lab; Current room layout not ideal, size is adequate; 'learn by doing'; Equipment is not easily movable/portable; (4) 'patient room' bay spaces each w/ hospital bed, simulation mannequin, bedside equip, video observation equip; Simulation mannequins in HPSL paired with computers, monitors; space nearby for Instructors to observe each station out of student sight/hearing; manufacturers vary; worth \$40K-\$60K each
- Skills Lab: adequate size; (3) mannequins w/ hospital beds, (3) empty hospital beds for students to act as patient; sink w/ gooseneck faucet; cabinets/shelving/countertops, central tables and chairs for discussion; (4) computers for testing, (1) computer for IV simulator; lounge area w/ couches to watch training videos; refrigerator, microwave, coffee machine, dishwasher, (1) supply room accessible to students, (1) supply/IT room locked/secure
- Close proximity of offices, classrooms and labs is helpful in getting to know quality/character of each student; Instructors responsible for ensuring students are fit to be Nurses. Proximity allows Instructors to overhear conversations from students that reveal character traits not exhibited during classes/simulations
- Program regulated by MJC and other organizations: Board of Regents Nursing Standards, The Joint Commission (TJC), and the State of CA Chancellor's Office

Needs Assessment

- New video conferencing equip needs to be purchased and installed: May require building IT upgrades, rewiring; consider connectivity, clarity, compatibility between systems; MJC issues w/ installation in New Allied Health Bldg
- Lecture Classroom: Improve lighting for video conferencing; Improve sound separation between classrooms w/ full-ht walls; Secure video equip, projectors
- HPSL: Security, protect equip; Update cabinets, flooring; Minimum of (4) 'patient room' bay spaces w/ hospital bed, mannequin, bedside equip, ceiling mounted curtain, camera/sound for Instructor to monitor student during simulation; need air compressor(s) and plumbing to supply air, vacuum to each bay space wall unit; Connected space for Instructors to observe each station out of student sight/hearing w/ video monitor, microphone/speakers to communicate w/ student; (5) bay spaces would be ideal; Reference MJC Glacier Hall for ideal example of HPSL and Skills Lab
- Need distilled water; Need Skills Lab similar to current one, secure, updated w/ cabinets, flooring
- Prefer to co-locate Nursing HPSL, Skills Lab, offices and classrooms to maximize efficiency, interactions between teachers and students; potential to locate classrooms to share wiring/resources for video conferencing
- Need total of (4) offices: (1) Faculty, (2) Adjunct, (1) Administrative; Potential to use empty Sequoia 6 classroom

Future Growth Opportunities:

- Extremely high application rates indicate high demand for Program; (600-700+) students apply to Program each year w/ approx 10% accepted; (63) students accepted at MJC, (10) students for CC location; Potential for expansion of Program; Potential for Geriatric Certificate, other additional certificate programs
- Video conferencing important to Nursing between MJC and CC; Sequoia 10 and Fir 2; classrooms are adequate sizes, but Sequoia 10 is awkward layout; currently have (2) lecture classrooms, amount is adequate

Campus Wide Related Issues:

- Potential to share lecture classrooms w/ other Programs in the afternoon
- Challenge to keep students at CC location connected to students at MJC location
- Sequoia 8 computer lab is highly underutilized

Program Design Elements (PDE):

- 1.1 Human Patient Simulation Lab (HPSL) secure facility with minimum of (4) 'patient room' bay spaces w/ hospital bed with ability for remote audio/video monitoring by staff.
- 1.2 Skills lab with (6) hospital beds w/group discussion tables.
- 1.3 Four computers for testing and (1) computer for IV simulation.
- 1.4 Two lecture classrooms for (10-12) students adjacent to the labs with distance learning capabilities.
- 1.5 Four adjoining staff offices, one full-time, two adjunct, one administrative assistant.

Modesto Allied Health Nursing Program:

- Lecture classroom: Keller Group provided furniture w/ flat screens and keyboard, mouse that lower into the desk. The power/data is floor box connected.
- Skills Lab:
 - (24) beds w/ approximately (12) mannequins and lockable storage cabinets provided adjacent to the beds. Between each bed is a shared sink.
 - Check-in counter area w/ computer for logging in.
 - Large Storage w/ double-side access full-height cabinets.
 - Use of computers on wheels for student nurse charting.
 - Provide storage cabinets for secure storage of syringes used throughout semester for each student.
 - Skills Lab technician station w/ direct access to Skills Lab
- HPSL:
 - State of the art facility
 - Instructors conducting simulations sit at a desk behind a screen w/ two-way audio and video to patient simulation room w/ students. Instructors control the mannequin conditions from a computer. Sessions are recorded for de-briefing. When finished with facility installations, desks will be set up with four monitors each.
 - Technology: simulations are recorded on three cameras per simulation room - one camera above mounted on the ceiling, and one camera on opposite diagonal ends of the room. Med carts are tracked and the vital systems monitor is recorded. Currently, there are no software packages that can be purchased that can meet the facility's needs. IT sets up and programs the hardware and software to facilitate and record simulations. Important to have the IT be logged into a remote screen to troubleshoot equipment.
 - Moulage: one storage room for prepared kits and one supply room to prepare moulage and accessories based on Instructor simulation scenario.
 - Students average four hours in the HPSL lab per session with approximately one to four hours of set up time needed by the Instructor per session, depending on scenario and available accessory kits.

Columbia College Facilities Master Plan Update

Interview: Orphan Programs - Drama, Humanities, Journalism, Philosophy, Physics, ESL, Sign Language, Spanish, Speech

Current Resources:

- Orphan Program designation is for disciplines without full-time faculty; Drama (w/ HHP Program), Humanities, Journalism (discontinued), Philosophy (w/ Behavioral & Soc Sci), Physics (w/ Biological & Physical Sci), ESL (w/ English has 3 Adjunct), Sign Language (w/ English under Literature & Language), Spanish (has Adjunct & 2 online classes), Speech
- (6) Faculty have left out of (24); those salaries have been used to offset cut-backs to the budget for Arts & Sciences Dept
- Growth is unexpected for Drama, Sign Language, Journalism (small Programs)
- Drama held in amphitheater; can be held in spacious locations; classes (35-50); (2) sessions
- Drama requires specialized spaces
- Speech Program is not at full capacity (has full-time Faculty & Adjunct)
- Humanities Program is mostly lectures

Needs Assessment:

- Flexible classroom spaces w/ movable furniture similar to the Sugar Pine classrooms. For larger groups availability to schedule in tiered seating bldgs
- Drama needs a location w/ lots of space

Future Growth Opportunities:

- Increase Drama Program by combining w/ Speech Faculty
- Humanity Program can be located in any building
- ESL & English entry Programs may be located in computer labs; option to co-use space w/ other non-arts Programs

Campus Wide Related Issues:

- Orphan Programs at risk of being discontinued if college does not get commitment from a full-time Faculty member

Program Design Elements (PDE):

Campus Guideline - Access to 'smart' technology classroom spaces w/ flexible furniture

Summary:

Drama needs access to buildings that have large spaces for production scenes. Need access to 'smart' technology classroom spaces with flexible furniture.

Instructional Analysis:

- Physics: Declining enrollment

Columbia College Facilities Master Plan Update

Interview: Photography

Current Resources:

- Photography is an orphaned program; scheduled as part of Art Dept; (2) Adjunct instructors with no office space on campus; Growth is unexpected for Photography
- Photography classes are scheduled in general classroom spaces all over campus. Difficult to drag and drive equipment (such as lighting stands as required by class syllabus) from the Fir storage room across campus
- Photography has specialized space needs such as; (1) dark room in basement of Fir Bldg in Fir 8, (1) mounting press
- Currently final production work/ mounting/ over-matting is done by students outdoors over a trash-can; limited to availability of good weather
- (4) Photography classes w/ (20) students, (5) students waiting list; classes are in high demand
- Dark room process is still essential to the Program despite digital photography taking off; negatives are still best way to keep images without conversion hardware that keeps changing over time; film is making a comeback; Community uses dark room but there are is no lab technician to assist them if an instructor is un-available

Needs Assessment

- Larger Dark room with adequate work stations, ventilation and circulation space for students and instructors. Need for better accessibility, HVAC, plumbing, sanitary issues, secure storage for supplies in the building
- Dark room for making prints (wet area):
 - Repair/replace dark room leaking plumbing; constant problem
 - Water filtration in dark room and need for more enlargers
 - Larger dark room w/ accessibility; space for 'dry' process outside of dark room 'wet' space
 - Improve HVAC; need exhaust fans, ventilation; dust-free work environments
- Film developing area (wet area) and Photography work room (dry area) for post production work, w/ space for light table to view, critique, organize negative files mounting, over-matting; potential location in empty offices of Fir Bldg for post production and as Lab Technician office space; need (3) mounting presses
- The recently vacated office space in Fir could be used by adjunct instructors, post production student layout space or as lab technician office space (**CCUP**)
- Photography needs a digital computer lab and alternate location preferred from the basement in Fir bldg with better student layout work spaces (**CCUP-CEMP**)

Future Growth Opportunities:

- Classrooms for Photography and other Programs such as 2D Art, potentially in Toyon. The current furniture around the perimeter of the classroom is ideal for layout space; proximity to dark room & office space preferred

Campus Wide Related Issues:

- Photo gallery display areas on classroom walls, building exteriors
- The natural setting of the campus is a great asset in offering field photography courses (**CEMP**)
- Larger Dark room with adequate work stations, ventilation and circulation space for students and instructors. Need for better ADA accessibility, HVAC, plumbing, sanitary issues, secure storage for supplies in the building (**CEMP**)

Program Design Elements (PDE):

- 1.1 Larger Dark room with adequate work stations, ventilation and circulation space for students and instructors. Require space for film development (wet area), photography work room (dry area) and area for student work display
- 1.2 Need for a digital computer lab for 20 students
- 1.3 Dark room for Photography, silver film; room for digital photography. Possible joint use space with the 2D Fine Art Program

Summary:

Larger Facility with storage, work areas, and larger dark room that meets health/safety and accessibility requirements and shared computer lab for digital photography for 20 students. Co-locate with 2D Art or adjacent.

Columbia College Facilities Master Plan Update

Interview: Office of the President

Current Resources:

- President's office in Manzanita 19; Researcher & Analysis Assistant; Public Relations & Marketing
- Current President's office layout is adequate: executive administrator area w/ small reception, conference room w/ (6) seats, marker boards, storage filing, larger reception area w/ seating for (6) people, access to conference room; Conf room also holds personnel for EOC on campus

Needs Assessment

- President's office:
 - Larger reception area with restricted access/control access to executive assistant area
 - Maintain 'triage' concept for circulation flow and secure zones. Lockable storage for confidential documents
 - Does not need to be in direct proximity to the Foundation or College Researcher
 - Direct proximity to VP's preferred
 - Access to larger meeting room for Media events and Emergency Operations Command Center (**CCUP-CCEMP**)
 - Conference room needs telecom, data/phone, presentation media w/ touch screen smart board, adequate space around perimeter of room for overflow seating and circulation
 - Access to large lobby space for student gathering discussion
- Researcher office currently in Cedar :
 - Close proximity to VP's, Deans, faculty and administration
 - Does not need to be in immediate proximity to President
 - Main office needs to adjoins w/ Analysis Assistant office
 - Office space to include meeting space for (2) visitors
 - Lockable storage for confidential documents
 - Space for printers/scanners
- Board Meetings:
 - Access to large conference room for Board meetings, near smaller conference room; prefer Comm Ed room; alternate option for meeting room w/ divider wall/sliding glazed doors for smaller gatherings w/ (2) exits
 - Access to smaller conference room near main Board room for closed session w/ alternative exit for Board members
 - Board meetings have been held in Community Education room, Rotunda, Dogwood; prefer Comm Ed room; normally (2) Board meetings per year
- Views into the Rotunda should be maintained to increase visibility and a sense of security for student control

Future Growth Opportunities:

- Researcher growth to (2-3) Staff (**CCUP-CCEMP**)
- Public Relations & Marketing could move from the President's office with the addition of a full-time Admin, but would need to be adjacent to President's office, the foundation and print production processing room (**CCEMP**)
- Develop relationships in the Calaveras area for feasibility review of potential site for the Outreach Center (**CCUP**)

Campus Wide Related Issues:

- Foundation: improve visibility; close proximity to main entry/'hub' of campus near student info desk (**CCEMP**)
- President prefers to be close to the VP's but its even more important to have the VP's and Deans in close proximity to each other
- Dean of Student Services needs to maintain access and visibility to Student Service programs, but does not need to be in direct contact
- Rotunda offers display areas and is an important gathering space to meet visiting groups. It maintains a sense of community ownership
- Circulation and Student Service areas need to be designed to show-case student art on walls and built-in cabinets

Program Design Elements (PDE):

Maintain 'triage' concept for secure zones; Reception area - Assistant office - Presidents office. The President's office requires a small guest meeting area w/ table and chairs. Adjacent conference room. Proximity to larger meeting room for Media events and Emergency Operations Command Center. Lockable storage for confidential documents.

Columbia College Facilities Master Plan Update

Interview: Campus Security

Current Resources:

- Public Safety Center; offices 119, 121
- Main concerns for Security are infrastructure and student safety; Parking and campus circulation/pathways are major issues for campus safety and overall security; lack of separation between pedestrians and vehicles is a big problem
- Main pathway near reservoir is currently unsafe as a two-way vehicle road, no sidewalk for pedestrians
- Student parking full M/W by 9:30am, T/Th by 11:15am; (130-150) cars in overflow parking
- Due to fewer course offerings, first 2 weeks of each semester see an extra high amount of students due to Instructors allowing (30) additional students to sit in on classes when classes are full; Security hires officer to direct traffic during first 2 weeks of each semester
- Security runs a shuttle bus (5) nights per week
- State funds building projects, but expects parking fees to pay for parking/road improvements; often leaves parking and road improvements as an after-thought; weekend events and sports games do not charge for parking
- Building Security: technology, readers that record officer check-in located on buildings throughout campus
- Security receives calls 7am-7:30pm M-F for rides from non-disabled students, up to (40) calls per day; this is not part of Security's mission
- No burglaries occurred last year; Parking areas are checked twice per shift, but crime is a problem w/ break-ins, hit-and-runs, and vandalism attributed to bad lighting
- Buildings are checked 24 hrs per day by Security; It takes (1) hour for (1) Security staff to check all rooms/bldgs on campus; Most buildings/rooms are locked when not in use; some rooms are locked by Security, others are locked by Facilities; (1-6) Facility staff take care of locking classrooms/buildings, (1) Security staff is limited to locking rooms/buildings (Oak Pavilion, Tamarack, Child Development locked by Security); Instructors may have keys to a room/bldg if classes are early or late; Custodians clean and may need Security to 'sweep' a location before locking up (Sugar Pine, Tamarack, Manzanita 'swept' and locked by Security); Oak Pavilion is a high crime building that tends to be unlocked
- Building alarms are located in select locations: Manzanita Business Office, Financial Aid; Buckeye 1,4; Fir Labs 1, 2; Madrone; Mahogany; Tamarack; Sugar Pine; Sequoia
- Fire alarms are currently routed from CC to MJC; Intrusion alarms are currently routed from CC to the vendor; there are multiple vendors in use on campus currently, Sugar Pine intrusion alarm doesn't match other systems on campus

Needs Assessment

- Address infrastructure and student safety; Improve parking and campus circulation/pathways to address campus safety and overall security concerns; Provide separation between pedestrians and vehicles
- Widen, improve main two-way road/pathway near reservoir, add sidewalk for pedestrians
- Increase Drop-off/Pick-up area for Child Development; anticipate future growth expected from 60 to 100
- Additional parking lots (**CCUP**); Improve roadways, add sidewalks throughout campus;
- Increase site lighting at parking areas & roads
- Install security alarms in new and renovated bldgs; consult Security for system upgrades/replacements
- Consider vegetation and landscape design for security issues

Future Growth Opportunities:

- Combine dispatch center for Security and Facilities Management; Route calls, video surveillance, intrusion alarms, officer on-call 24 hrs per day

Campus Wide Related Issues:

- Core/high-demand classes need to be scheduled at offset times to help with the lack of adequate parking at peak times
- Potential to permanently locate overflow parking for students near construction trailer; potential to use areas near Madrone and Mahogany for staff parking
- Main concerns for Security are infrastructure and student safety; Parking and campus circulation/pathways are major issues for campus safety and overall security; lack of separation between pedestrians and vehicles is a big problem

Program Design Elements (PDE):

Campus Guidelines - Install security alarms in new and renovated bldgs; consult Security for system upgrades/replacements.

Columbia College Facilities Master Plan Update

Interview: Student Center: Student Outreach, Student Government, Food Bank

Current Resources:

- Ponderosa; (10-25) students served in outer area & outside deck, (2-3) students served in office
- Student Outreach: provide verbal & printed info
- Student Center: great quality facility & furnishings, comfortable place for discussions, workshops, club & Student Senate meetings; computers, printing, kitchen; in process of attaining new printer/copy/fax, will attract students
- Student comments regarding Center - Pros: TV, kitchen, bathroom in facility, deck and the quiet peaceful setting; Cons: location can sometimes be hard to find. Not near the snack bar
- Food Bank: provides for students and community about (150) families/month; stores some food in Student Center refrigerator. Storage portables near Ponderosa; student/self funded & does not need to be in bldg w/ classrooms
- Student Senate Advisor: help students plan events & work within college policies
- Student Senate Office: currently (10) senate members but only (2) workstations; ASCC Constitution allows for up to (17) members
- Currently (6) clubs on campus w/ Faculty or Staff Advisor
- Student Center is very busy during winter; students like to be indoors w/ soup, coffee
- Recommend use of surveys to include students input as part of the FMPU process

Needs Assessment:

- Student Center: larger space to serve more than (15) students
- Student Senate Office: larger space to accommodate up to (17) senate member workstations
- Proximity to other student services: Nurse Station, Counseling, AAC, Bookstore, Café, Snack Bar; Manzanita; Willow
- Improved directional signage & pathway; better way-finding/visibility, advertising of current Student Center location
- Manzanita remodel to include signage area/digital display/area for students to review programs available to them such as; Food Bank, Student Center and where they are located on campus.

Future Growth Opportunities:

Campus Wide Related Issues:

- Do not locate near Oak Pavilion; services do not complement each other
- Move Math closer to Sciences (possibly to Sequoia); keep Math Lab adjacent to Math classes & Faculty offices
- Does not need to be located in building w/ classrooms
- Proximity to Manzanita, Willow

Program Design Elements (PDE):

Larger indoor space to serve more than (15) students, large meeting room, multiple workstations.

Columbia College Facilities Master Plan Update

Interview: Technology & Media Services

Current Resources:

- (1) Programmer, (1) Media Technician, (1) Electronic Specialist, (1) Elec Engineer Specialist & Network Technician; all report to Director who is in Tamarack.
- Provide support & maintenance for all computer programs based on Faculty needs; do not service software installed by individual programs such as GIS
- Switch room in basement of Manzanita, Cedar and Tamarack
- Current office space used by staff is adequate but lacks storage and controlled space to work on computers, electronic media devices; no access to golf carts to transport machines in need of maintenance; no secure way to move large quantities of computers, tv, video at one time, risks of equipment getting stolen
- Current coaxial cabling is networked to the crow's nest at the top of Manzanita
- Sequoia room 8 has (26) dual-core computers; no day classes; under-utilized

Needs Assessment

- Moving some of the programs to different buildings will require updates to the IDF/MDF spaces if these programs are computer intensive
- Modernization of Manzanita would require reconfiguration of the network coaxial cabling and switch room. Retain our office and repair areas in Manzanita
- Secure transport capabilities for large quantities of electronics/computers/equipment
- Tamarack multi-media lab: potential to partition w/ sliding/folding/fixed glass doors to offer classes w/ acoustical consideration, avoid Library function interruptions
- Staff office space is adequate but lacks storage and work space to work on computers and electronic media devices. The space needs to have independent HVAC controls
- Access to elevator area for ease in wheeling carts to and from the golf cart. Security can be a concern when an individual has to leave computers/equipment in the golf cart as they move in and out of the building. Need to have smooth pathways to the lower floor of Tamarack for cart access. Current path is a combination of dirt and blacktop that is not adequate for delivering equipment to the technology shop in the lower floor of Tamarack. The upper floor has no cart access to the elevator. Prefer to be on the first floor with a private back-door to work area offices

Future Growth Opportunities:

- Current multi-media lab in Tamarack has (10) computers, used for training staff on programs; not heavily used throughout year and could be opened for student use or scheduled for testing and assessment by special programs
- This department could be located anywhere on campus

Campus Wide Related Issues:

- The media open computer lab on the 1st floor in Tamarack is under-utilized and could be enclosed with glazed storefront and made available for testing and assessment, open to scheduling by faculty. Noise consideration would be critical to ensure no interruption of library functions
- The Multi-media lab on the 2nd floor in Tamarack has 10 computers and very under-utilized. Currently used for staff training sporadically through-out the year
- Any new construction should allow for a technology closet with room for storage and ensure that cart access to the building is provided for delivery and maintenance of technology equipment

Program Design Elements (PDE):

Larger equipment storage space, work stations for computers/ electronic media device repair, individual HVAC controls to spaces in Tamarack upper floor.

Columbia College Facilities Master Plan Update

Interview: TRiO, Student Services

Current Resources:

- Manzanita - TRiO is housed in the Student Services dept; serves (140+) students
- Director meets w/ students on a regular basis in office; w/ small groups of students meet in a small classroom adjacent to the Program office
- TRiO provides academic counseling and not financials support. Guide students through Community College process into a 4 year degree program
- Normally have at least (1) student assistant during normal business hours, for computer/phone assistance
- Supplies are purchased and housed in the program office for student access, due to source of federal funding the storage cannot be comingled
- Confidential student files, 4-drawer cabinet for all (3) program workers (Director, Counselor, student worker)
- Adjunct Speech Communication staff.
- Office: Manzanita 17-B, 17-D and 17-E, Mentoring sessions/workshops: Manzanita 14, Maple 104 & Student Center; held on daily/weekly basis; Manzanita 14 is a heavily used for small group meetings, mentoring sessions, workshops, staff meetings, computer access for registration, research, meetings, study groups, job searching, attending workshops
- Serve (1) student at a time and sometimes group of students
- Mentoring sessions & workshops are held in any available space (classrooms, meeting rooms)
- Scanner used by Student Services, funded w/ TRiO funds

Needs Assessment:

- Larger facility; larger offices to accommodate small groups of (3-5) people w/ seating space & ADA access
- Enclosed offices: (1) Director, (1) Counselor; Open work station: (1) Student assistant
- Student-Peer mentoring small group sessions of (4-8)
- Shelves to keep materials organized for distribution outside the director's office
- Enclosed space for meetings, workshops, mentoring sessions
- Proximity to Academic Counseling/Transfer Center, other special programs, counseling programs, Career/Job Placement services, computer lab/assessment testing access, Academic Achievement Center
- Improve design/layout of multi-use space, staffing of computer lab / Career Center / Transfer Center / online class registration & general meeting area in Manzanita 14

Future Growth Opportunities:

Campus Wide Related Issues:

- Add a welcome/Information center for students/visitors as access when entering the main campus; this would increase focused customer service and decrease interruptions of departments currently located in the main entry areas
- Improve online scheduling; offer training to staff & students on how to navigate
- Online database of classrooms w/ features listed; help Instructors select appropriate classrooms to meet instructional needs
- Need for a process that guides/ensures new students explore and locate the various student services available on campus as part of orientation

Program Design Elements (PDE):

Three larger offices with seating for small groups of (3-5) people with access to shared meeting rooms for workshops/ mentoring sessions of (4-8), multi-use spaces, staffing for computer lab, separate storage for office supplies and equipment due to federal funding mandates, located in one-stop Student Service Center.

Columbia College Facilities Master Plan Update

Interview: Executive Assistant to VP Student Learning, Datatel Administration, CurricUNET Administration, Curriculum Resource, Coordination of Catalog & Class Schedule Production

Current Resources:

- Tamarack Bldg; current office in room 208 has adequate space and storage
- Reports directly to VP; works closely w/ Deans, works closely w/ Gale in Instructional Materials Center (IMC); works w/ curriculum web-based software & user trouble-shooting issues; administration of data
- Class scheduling & section time assignments are based on previous semesters; clash detection could be resolved w/ software programs but too cost prohibitive (**CCUP**)
- Deans responsible for detecting required courses scheduled at the same time

Needs Assessment:

- Office: locate near Vice President of Student Learning & IMC; adequate storage; quiet, private location w/ door to reduce interruptions

Future Growth Opportunities:

Campus Wide Related Issues:

- Scheduling: Recommend use of a Faculty classroom scheduling checklist as part of their course work submittal which notes items such as: smart classrooms, computers, dark-out conditions, accessibility, movable furniture, tiered seating, etc to provide better student support. Increase scheduling efficiency based on available resources in each room.

Program Design Elements (PDE):

Office space with adequate storage w/ door to reduce interruptions. Locate office near VP of Student Learning, Dean's offices and IMC.

Columbia College Facilities Master Plan Update

Interview: Vice-President of College & Administrative Services Division

Current Resources:

- Office in Manzanita 10; 2 offices
- Administrative Services has gone more electronic resulting in less need for space to store confidential information

Needs Assessment

- VP Office: larger office w/ small guest meeting area w/ table & chairs; improve acoustics for confidentiality
- Executive Secretary located toward front of Facility w/ privacy for work space
- Emergency exit/route in back of office; potentially shared hallway/pass-through area in the back of the office, may be shared w/ another VP w/ exit at the end
- College & Administrative Services does not need to be in Manzanita or close to Business Office
- Keep traffic away from VP's executive assistant due to confidentiality; Lockable door into suite - reception/ waiting area – VP's assistant office area – VP's office

Future Growth Opportunities:

- Outreach Centers:
 - College & Admin Services option for on-site Director/Coordinator w/ Assistant to cover multiple Admin function, potential issues w/ pay rate, job title based on functions they are to perform within labor requirements
 - Budget consideration for the additional overhead expenses such as security and maintenance especially for remote sites, away from urban/populated areas

Campus Wide Related Issues:

- College & Administrative Services does not need to be in Manzanita and does not need to be close to Business Office
- Due to increase in class offerings at preferred times on Mondays/Wednesdays, there is not enough parking for all students in the main lots resulting in request to open-up the overflow parking area by Symons field

Program Design Elements (PDE):

VP's office requires a small guest meeting area w/ table and chairs and executive assistant office adjacent. Create levels of security transition from reception area – assistants office – VP's office. Alternate emergency exit route from VP's office.

Columbia College Facilities Master Plan Update

Interview: Vice-President of Student Learning Division (CurricUNET / Datatel Administrator)

Current Resources:

- Manzanita 12 location of office, currently has adequate space
- Interact daily w/ President's Office, Dean's Office & VP of College & Administrative Services
- All Deans report to this VP

Needs Assessment:

- Storage; larger desk; replace broken cabinets
- Maintain proximity to President's Office, VP of College & Administrative Services, Dean's Office
- Re-locate Exec Secretary to VP of Student Learning from Tamarack, close to VP of Student Learning
- Potential to re-locate Vocational Admin away
- Separate staff mailbox & gathering areas from the VP and Dean Assistants, for less interruptions during working hrs
- Co-locate the circulation areas between Admissions, Financial Aid to common interior zones; avoid students lining up outside the building during enrollment and also avoid conflicts w/ Faculty's use of other spaces in the building (**CCUP**)
- HVAC zoning for individual room controls

Future Growth Opportunities:

- Maintain proximity to President's Office, VP of College & Administrative Services, Dean's Office

Campus Wide Related Issues:

- Do not locate near very busy departments, inundated w/ students; do not locate near loud equipment use programs
- Shared resources such as computer labs with various software programs based on classes offered; growth potential
- Use of new technology such as cloud computing if cost beneficial to maximize the various computer labs on campus for use by any student with availability of program software specific to classes offered in lieu of individual department labs

Program Design Elements (PDE):

- 1.1 Create levels of security transition from reception area – assistants office – VP's office. VP's office requires a small guest meeting area w/ table and chairs. Alternate emergency exit route from VP's office.
- 1.2 Proximity to President's Office, other VP's & Deans
- 1.3 Design high traffic circulation areas to Deans offices/Admissions and Records/Financial Aid from interrupting to other Administration areas
- 1.4 Re-locate Exec Secretary to VP of Student Learning from Tamarack, close to VP of Student Learning
- 1.5 Building HVAC zoning for individual room controls

Summary:

VP's office requires a small guest meeting area w/ table and chairs and executive assistant office adjacent. Create levels of security transition from reception area – assistants office – VP's office. Alternate emergency exit route from VP's office.

Columbia College Facilities Master Plan Update

Interview: Welding

Current Resources:

- Mahogany
- Welding 3:30-6:00 pm works well in lieu of 6:00 pm classes
- In past, weld shop run for 3 hrs/day; currently (3) welding courses being offered; AW certified; waiting list for classes
- Students are typically 18-24 yrs old; entry level

Needs Assessment:

- Exterior covered walkway in the Mahogany weld shop is used for welding. Bark in the landscape area poses a fire hazard. Remove the bark and replaced with non-flammable ground cover.
- Covered storage yard for steel used in welding behind the Mahogany building (**CCUP**)
- Joint use lecture hall for Welding & Automotive Technology Programs; accommodate (50+) students with ability to break the class into smaller groups
- Document cameras at teaching station for students to view demonstration on a large screen while at their desks
- Improve HVAC; increase supply air to blow dust out

Future Growth Opportunities:

- Offer short in duration classes such as continuing education and certification update courses
- Goal to have Instructors w/ welding inspector certification to provide students w/ on-site certification (**CCUP**)

Campus Wide Related Issues:

Program Design Elements (PDE):

Unit Plan - Remove the bark in-front of the exterior covered walkway used for welding and replaced with non-flammable ground cover.

Summary:

Joint use lecture hall for Welding & Automotive Technology Programs; accommodate (50+) students with ability to break the class into smaller groups. Document cameras at teaching station for students to view demonstration on a large screen.

APPENDIX E

PRIORITIZATION FILTERS

PRIORITIZATION FILTERS

The prioritization criteria filters were developed based on FMPU meetings. Filter categories are defined as follows: A) must do, B) need to do and C) would like to do. The following bullet items build upon the basis of the previously established filter criteria as determined by the Taskforce.

FILTER A

- Comprehensive Supportive Education Program supported by Evidence of Need
- Sustainable and Aesthetically Responsive Environment
- Collaborative and Functional Work Environment for Students and Staff
- Issues of Capacity
- Flexibility
- Regulations and Legal Requirements
- Redundancy (don't duplicate unless specifically required)

FILTER B

- Health Safety and Security
- Institutional Effectiveness Report - Demographics & Labor Markets
- Timeline for Projects

FILTER C

- Evidence from Program Review
- Maximize Effectiveness
- Spatial Utilization (Efficiencies)
- Program Flexibility

APPENDIX F

PDE OPTION SUMMARIES

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
1	A	1	AAC	Larger facility to support approximately 30 student stations with room to grow in the hub of campus with computer lab for 20-30 computers, study rooms and study lounge for individual study.	Measure E
			1	Expand the current space in the Manzanita Building	
			2	Relocate to second floor of Tamarack Hall into Adjunct faculty and IT space. This would foster a stronger relationship with the library into a Learning Resource Center. They would also be closer to the Student Center and the Sciences. However, this would decentralize tutoring from Special Programs in Manzanita and may not seem as an all inclusive approach for all students.	
2	A	1	Admissions & Records	Larger workspaces with better layout for privacy and located in one-stop Student Service Center.	Measure E
			1	Create a student services center ' One-Stop Shop ' approach with remodel of the Manzanita building with the following groups: Admissions and Records, Business Services, Financial Aid, Special Programs, Counseling, Foreign Students.	
			2	Decentralize some of the one-stop shop groups away from the Manzanita building, keeping some together such as Special Programs and AAC to ensure students do not feel isolated from others.	
3	A	1	Business Services	Larger Facility with an enclosed work room, lockable service windows with common work space area and workstation away from the service window, vault w/ secure and monitored counting room, co-located with Bookstore and enclosed area for students waiting. Proposed Solution 'One-Stop Shop'	Measure E
4	A	1	CalWORKs	Co-locate with other Special Programs and Job Placement Services in one stop Student Services Center and shared computer lab. Proposed Solution 'One-Stop Shop'	Measure E
5	A	1	Counseling	Larger Facility with five office spaces with assessment testing rooms, workshop spaces, and shared reception area co-located with Special Programs and one stop Student Service Center. Proposed Solution 'One-Stop Shop'	Measure E
6	A	1	Dean of Student Services	Co-locate all Student Services and Administration w/ shared reception area, all Counselors together in one location, cohesive 'one-stop shop' w/ central information/check-in point. Move Dean closer to Administration.	Measure E
			1	Co-locate with other Dean's in Administrative offices with shared reception and waiting area in the Manzanita building remodel. This Dean should be located in close proximity to the student services 'One-Stop Shop'	
			2	Relocate the Dean's and their executive assistants from the Manzanita building to either Buckeye, Tamarack or other available building.	
			3	Relocate the Dean's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.	
7	A	1	DSPS	Larger Facility with five shared work stations each with two computers, one scanner, and one JAWS for windows machine, testing spaces, quiet study areas, eight to ten accessible workstations with computer software for disabled students, three confidential offices, and storage for supplies, co-located with other Special Programs, AAC, Financial Aid, and Counseling to be included in one stop Student Services Center. Proposed Solution 'One-Stop Shop'	Measure E
8	A	1	EOPS / CARE	Larger Facility that meets confidentiality requirements and functional needs with two private offices, storage, larger flexible work areas, and shared reception area co-located with other Special Programs, Counseling and Financial Aid in one stop Student Service Center. Proposed Solution 'One-Stop Shop'	Measure E
21	A	1	Financial Aid	Larger Facility with layout that meets confidentiality, circulation and security needs with three offices, one workstation, one front counter workstation, shared conference room, secure file storage, copy room, and shared reception area co-located with Special Programs and one stop Student Service Center. Proposed Solution 'One-Stop Shop'	Measure E
32	A	1	TRiO	Three larger offices with seating for small groups of (3-5) people with access to shared meeting rooms for workshops/ mentoring sessions of (4-8), multi-use spaces, staffing for computer lab, separate storage for office supplies and equipment due to federal funding mandates, located in one stop Student Service Center. Proposed Solution 'One-Stop Shop'	Measure E

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis
		Facilities Vehicular Roads and Parking	Proposed Solution Determine order of priority for the scope noted under the Facilities PDE's	
9	A	1	Facilities Vehicular Roads and Parking.1 Improve way finding signage, lighting and surveillance to provide safe access to buildings and during special events.	Medium - Large Cost Range
10	A	1	Facilities Vehicular Roads and Parking.2 Roadway repairs and upgrades including proper drainage design to avoid run-off into reservoir.	Large Cost Range
11	A	1	Facilities Vehicular Roads and Parking.3 Parking lot resurfacing.	Medium - Large Cost Range
12	A	1	Facilities Vehicular Roads and Parking.5 Provide for permanent overflow student parking lot.	Large Cost Range
			Possible Solutions include:	
			1 Pave existing gravel overflow parking lot	
			2 Construct the student additional parking lot expansion design near the dorms. Need for additional meetings with the Me-Wuk tribe.	
			3 Expand the existing student parking lot near Oak Pavilion	
			4 Avoid scheduling of the higher demand classes on the same days within hours of each other.	
13	A	1	Facilities Vehicular Roads and Parking.6 Increase staff parking lot.	Large Cost Range
			Possible Solutions include:	
			1 Add staff parking at the north side of campus by the student center. (See # 34)	
			2 Extend the existing staff parking lot near Manzanita, towards the water treatment and emergency generator location.	
			3 Construct additional staff parking lot with the expansion of student parking area near the dorms.	
14	A	1	Facilities Vehicular Roads and Parking.9 Tram loading zones (DSPA pick-up spots) throughout campus.	Medium Cost Range
15	A	1	Facilities Vehicular Roads and Parking.12 Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Nurse Station/Student Health Services.	Medium Cost Range
			Possible Solutions include: Move nurse to Pinyon building. (See # 25)	
16	A	1	Facilities Vehicular Roads and Parking.13 Improve main two-way road near reservoir by widening or adding pull-out spaces and add sidewalk for pedestrians.	Large Cost Range
17	A	1	Facilities Bike Lanes and Pedestrian Paths.14 During special events (i.e. near Dogwood) need to improve signage, way finding, lighting and surveillance to provide safe access to buildings.	Medium Cost Range
			1 Relocate this program to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.	
			2 Relocate to a new Performing and Fine Arts building on campus. (See # 24)	
			3 For very large events use a facility off-campus.	
18	A	1	Facilities Bike Lanes and Pedestrian Paths.15 Connect walkway lighting to the emergency generator for periods of power failure.	Existing
19	A	1	Facilities Bike Lanes and Pedestrian Paths.18 Define pedestrian/non-pedestrian traffic flow campus wide. (See # 40)	Medium Cost Range
20	A	1	Facilities Bike Lanes and Pedestrian Paths.19 Repair walkways throughout campus.	Large Cost Range

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
22	A	1	HPMGT.2	Offices centrally located with views to the kitchen and an adjacent conference room.	Medium Cost Range
				1 Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.	
				2 Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.	
				3 Renovate existing space and expand by relocating the Bookstore.	
				4 Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor. (See # 55)	
				5 Relocate off-site to an existing facility downtown Sonora for a joint-use venture.	
23	A	1	MATH	Larger Math Tutoring Center with group and individual study areas, including study rooms, located near or adjacent to Math Instructor's offices and classrooms with 'Smart' technology, storage room, located near the Science building.	Medium - Large Cost Range
				1 Relocate Math to Sequoia building core space. Create a 'Math and Sciences' node with proximity to the Sugar Pine building. Relocate computer lab to Fir.	
				2 Renovate and expand existing space by relocating Health services. Use of better furniture for classrooms and lab.	
				3 Decentralize the Math classrooms by use of available classroom space campus wide. Keep the math instructor and lab offices adjacent to each other. Possible location Tamarack upper floor or other available building.	
24	A	1	Music.1	Larger piano lab for 25 students with computers, adequate accessible circulation space for students and instructor. Provide lockers for student instruments on campus.	Medium Cost Range
				1 Expand the current space into 2 adjacent offices. Relocate the occupants of these offices to available open office spaces on campus.	
				2 Relocate the piano lab to another available larger classroom on campus.	
				3 Relocate the piano lab into a new Performing and Fine Arts building on campus. Possible location existing Carkeet Park amphitheater with parking shared by Oak Pavilion. Create a smaller outdoor amphitheater adjacent to the new building.	
25	A	1	Student Health Services/ Nurse	Larger Health Services Facility in central location w/ reception area, enclosed nurse office, examination room, shared conference/meeting room with mental health, space for support staff, secure storage for medical supplies.	Medium Cost Range
				1 Move the Nurse into Pinyon. Location provides ready access to existing roadway for emergency traffic vehicles.	
26	A	1	Nursing / MJC.1	Human Patient Simulation Lab (HPSL) secure facility with minimum of four 'patient room' bay spaces w/ hospital bed with ability for remote audio/video monitoring by staff.	Large Cost Range Funding Available for Technology and Equipment Approx. \$500,000
27	A	1	Nursing / MJC.2	Skills lab with six hospital beds w/group discussion tables.	
28	A	1	Nursing / MJC.3	Four computers for testing and one computer for IV simulation.	
29	A	1	Nursing / MJC.4	Two lecture classrooms for ten to twelve students adjacent to the labs with distance learning capabilities.	
30	A	1	Nursing / MJC.5	Four adjoining staff offices, one full-time, two adjunct, one administrative assistant.	
				Possible Solutions for # 26-30	
				1 Renovate the existing space in Sequoia.	
				2 Relocate to Redbud building by renovating the existing spaces. Classes currently held in Redbud would use the renovated Sequoia classroom spaces.	
				3 Relocate the program off-site.	

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
31	A	1	Photography	Larger Facility with storage, work areas, and larger dark room that meets health/safety and accessibility requirements and shared computer lab for digital photography for 20 students. Co-locate with 2D Art or adjacent.	Medium Cost Range
			1 Relocate to Toyon by renovating the existing non-classroom spaces. Possible joint-use of the existing classroom space with 2-D art and other programs.		
			2 Relocate the program off-site to an existing facility for joint-use venture.		
			3 Renovate the existing space in Fir.		
33	A	2	Multi-Media and Distance Education / Instructional Technology Center (ITC)	Larger facilities with multi-media lab for 20-25 students and studio green-screen space with storage, one office space and 12 training stations co-located with ITC & Multi-Media Program for training students on how to use multi-media equipment for events, and charging stations for netbooks used in classrooms.	Large Cost Range Funding Available for Technology and Equipment
			1 Move Distance Education / ITC to the upper floor of Tamarack building into the adjunct faculty space. Relocate Technology and Media Services to the lower level. Move the Multi-media lab into the computer lab in Redbud. Move the Computer Science hardware class from Redbud into one of the general classrooms in Fir building. Faculty and Adjunct Faculty offices being displaced would be assigned by the college to available offices or convert existing low-use classrooms on campus.		
			2 Move Multi-media to Juniper former math lab. Move Distance Education / ITC into one of the Juniper classrooms. Create a tech-hub with adjacent Fir building.		
			3 Move the Multi-media and Distance Education / ITC to Manzanita building upper level, with the addition of a new executive wing in the Manzanita building.		
34	A	2	Facilities Vehicular Roads and Parking.7	Parking lot on north side of campus.	Large Cost Range
			1 Create additional staff parking in the open area near Madrone.		
35	A	2	Facilities Vehicular Roads and Parking.11	Increase parking at Fire House.	Medium Cost Range
			1 Use the adjacent student/staff parking lot near the dorms due to large costs associated with engineering the sloped area along the fence line and limited space around the building.		
			2 Re-grade along the outside of the Facilities yard fencing to allow for additional parking for the fire house.		
36	A	2	HPMGT.3	Enclosed 'upscale' dining room w/ appropriate stations front/back-of-house w/ serving and host. (See # 37)	Medium Cost Range
37	A	2	HPMGT.5	Larger storage rooms <u>with access to loading dock</u> for deliveries.	Large Cost Range
			1 Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades to the existing spaces.		
			2 Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.		
			3 Renovate existing space and expand by relocating the Bookstore.		
			4 Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor. (See # 55)		
			5 Relocate off-site to an existing facility downtown Sonora for joint-use venture.		
38	A	3	CMPSC	Create flexible computer labs to support expected enrollment and one general classroom in Fir Building for 25 students each with layout tables for maps/CAD sheets and an area for instructor and students to view/critique work. Co-locate faculty offices, classrooms and computer labs.	Large Cost Range
			1 Re-configure Fir into 4 classroom labs and create a tech-hub with adjacent Juniper building. Provide offices adjacent to the lab. (See # 33)		
			2 Re-use the existing space but provide new flexible furniture layout with 'Smart' classroom technology.		
			3 Relocate existing remote computer labs into the non-computer classrooms in Fir.		
			4 Move the Computer Science hardware class from Redbud to one of the general classroom in Fir building.		

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
39	A	3	Facilities Vehicular Roads and Parking.4	Student parking lot expansion. (See # 12)	Large Cost Range
40	A	3	Facilities Vehicular Roads and Parking.8	Termination and turn-around of the public road between Child Development Center and the Library.	Large Cost Range
			1	Provide restricted access beyond certain roadway points for authorized vehicles only. Provide a hammer-head turn around after the child development center but before the Tamarack building and a one-way traffic roadway between Tamarack and Willow.	
41	A	3	Facilities Vehicular Roads and Parking.10	Increase drop-off zone parking at Child Care Center/Child Development based on target growth projection, one dedicated parking space in front of Student Center, and tow-away signage at drop-off zones and parking stalls.	Medium Cost Range
42	A	3	Facilities Bike Lanes and Pedestrian Paths.22	Create walkway past Child Development Center from Fir and Juniper to access Pinyon, Ponderosa, Madrone, and Mahogany Buildings, Student Center, and Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.	Large Cost Range
			1	Use the existing pathways between buildings including recently added gravel pathway. Provide additional signage directing pedestrian traffic onto campus pathways and off roadways.	
			2	Add a retaining wall by cutting into the hillside near the Child Development Center along the road. Create a ramp between the retaining wall and the road way that slopes down from the south to the north.	
			3	Add a retaining wall and elevated walkway if necessary, along the south fence line near the Child Development Center over the ravine area.	
43	A	3	HHP.6	Fix roof leaks occurring on the upper mezzanine jogging track & basketball court below.	Large Cost Range
			1	Propose hiring a Roofing Consultant to evaluate various options on the existing roof.	
44	A	3	HPMGT.1	'Smart' classrooms w/ demonstration table; seat (30-35) students adjacent to kitchen.	Minimal Cost Range
			1	Add the required 'smart technology' to the existing classroom.	
			2	Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.	
			3	Renovate existing space and expand by relocating the Bookstore. (See # 37)	
			4	Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor. (See # 55)	
45	A	3	HPMGT.4	Retail bakery with full-service retail sales area.	Medium Cost Range
			1	Consider a joint venture where HPMGT bake the goods for re-sale by the snack bar. Student in the HPMGT would assist in the snack bar to gain the retail experience.	
			2	Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.	
			3	Provide a retail bakery area for students to gain the experience, by renovating the existing bookstore area. (See # 37)	
			4	Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor. (See # 55)	
			5	Relocate off-site to an existing facility downtown Sonora for joint-use venture.	
46	A	3	Library.1	Modify demonstration area so that it can be closed off for noise and privacy.	Medium Cost Range

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
47	B	1	Auxiliary Services.1	Snack Bar and Cafeteria: Larger retail sales floor space, staff office, loading dock delivery area into store room, additional food storage area, oven, sink, dishwasher, grilling area, improve prep area ventilation system. Individual exterior secure doors and ability to close off the space from other programs during off-hours. Do not locate near Financial Aid Office due to conflict with student waiting lines.	Large Cost Range
				1 Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.	
				2 Expand the existing space by relocating the bookstore to the second floor. (See # 45 and 46)	
				3 Expand Bookstore and Snack Bar / Cafeteria into vacated HPMGT space. (See # 55)	
48	B	1	Fine Art.1	Larger facility that meets functional needs. Separation of 2D and 3D Art Programs.	Medium Cost Range
				1 Better utilization of the existing classroom and storage space with newer furniture and equipment. May consider the use of the lower level for additional storage.	
				2 Relocate 2-D art to Toyon for joint-use of the existing classroom space with Photography and other programs.	
49	B	1	Music.3	Additional storage for printed music and instruments with access to loading dock.	Medium Cost Range
				1 Assess and better utilize the existing storage space in Dogwood. Archive un-used items. Possible use of the Fir building basement after Photography moves.	
				2 Add lockers for instruments inside and outside the building. (See # 17)	
50	B	1	Technology & Media Services	Larger equipment storage space, work stations for computers/ electronic media device repair, individual HVAC controls to spaces in Tamarack upper floor.	Medium Cost Range
				1 Relocate to the lower level of Tamarack building previously used by ITC, to enable secure transition for equipment repairs from carts to the facility. Move the ITC to the upper level in the adjunct faculty space. Move DistEd and Multi-media to the computer lab in Redbud building. Faculty offices being displaced would be assigned by the college to available offices on campus.	
				2 Expand into the lower level of Tamarack building previously used by ITC, to enable secure transition for equipment repairs from carts to the facility. Move the ITC to the Juniper building previously the Math lab space.	

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
51	B	2	Academic Senate	Larger work spaces for Administrative Assistant with access to Instructors, Administration and Faculty. Proposed Solution locate adjacent to 'Administrative offices'	Measure E
52	B	2	Dean of Instructional Services Arts & Sciences	Maintain Dean's office current overall space utilization and layout with added security and meeting area.	Measure E
			1	Co-locate with other Dean's in Administrative offices with shared reception and waiting area in the Manzanita building remodel.	
			2	Relocate the Dean's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.	
53	B	2	Dean of Instructional Services Vocational Education & Economic Development	Dean office space with executive assistant adjacent and located near Presidents and Vice-Presidents and executive conference room.	Measure E
			1	Co-locate with other Dean's in Administrative offices with shared reception and waiting area in the Manzanita building remodel.	
			2	Relocate the Dean's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.	
54	B	2	Foundation	Larger Facility located near main public entrance for easier access of visiting clientele. Proposed Solution locate adjacent to 'Executive offices'	Measure E
55	B	2	President's Office	Maintain 'triage' concept for secure zones; Reception area - Assistant office - Presidents office. The President's office requires a small guest meeting area w/ table and chairs. Adjacent conference room. Proximity to larger meeting room for Media events and Emergency Operations Command Center. Lockable storage for confidential documents.	Measure E
			1	Relocate the President, VP's and their executive assistants from the Manzanita building to Buckeye with remodel.	
			2	Co-locate President with all VP's in Executive offices with shared reception and waiting area in the Manzanita building remodel.	
			3	Relocate the President, VP's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.	
56	B	2	Vice-President of College & Administrative Services Division	VP's office requires a small guest meeting area w/ table and chairs and executive assistant office adjacent. Create levels of security transition from reception area – assistants office – VP's office. Alternate emergency exit route from VP's office.	Measure E
			1	Relocate the President, VP's and their executive assistants from the Manzanita building to Buckeye with remodel.	
			2	Co-locate President with all VP's in Executive offices with shared reception and waiting area in the Manzanita building remodel.	
			3	Relocate the President, VP's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.	
57	B	2	Vice-President of Student Learning Division	VP's office requires a small guest meeting area w/ table and chairs and executive assistant office adjacent. Create levels of security transition from reception area – assistants office – VP's office. Alternate emergency exit route from VP's office.	Measure E
			1	Relocate the President, VP's and their executive assistants from the Manzanita building to Buckeye with remodel.	
			2	Co-locate President with all VP's in Executive offices with shared reception and waiting area in the Manzanita building remodel.	
			3	Relocate the President, VP's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.	

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
58	B	3	Auxiliary Services.2	Bookstore: Larger sales floor space with an additional cash register area, staff office, larger backroom <u>with loading dock area</u> . Locate near Financial Aid, Business Office, Admissions & other Student Services.	Medium Cost Range
			1 Base option would improve the HVAC and electrical power requirements. Include bid options to renovate the existing bookstore area with a more efficient layout.		
			2 Expand Bookstore and Snack Bar / Cafeteria into vacated HPMGT space. (See # 55)		
			3 Relocate the bookstore to the upper floor in Manzanita building adjacent to Business Services and loading dock.		
			4 Relocate the bookstore to Buckeye building.		
59	B	3	Facilities Bike Lanes and Pedestrian Paths.20	Create an enhanced student entry way near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and the campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas. (See # 72)	Medium Cost Range
60	B	3	Fine Art.2	Areas to display art.	Minimal Cost Range
			1 Remodel the existing rotunda in Manzanita to provide permanent art display areas.		
			2 Add art display to the Library lobby and reading room.		
			3 Provide display cabinets in building hallways.		
61	B	3	HHP.1a	Provide restrooms near Symons Field.	Medium Cost Range
			1 Use the existing portables with regular scheduled servicing.		
			2 Provide permanent pre-fabricated restrooms with concrete slab.		
			3 Provide restrooms as part of the fire academy's facility improvements near Symons field. (See # 72)		
62	C	1	Executive Secretary to VP Student Learning (CurricUNET/ Datatel Administrator)	Office space with adequate storage w/ door to reduce interruptions. Locate office near VP of Student Learning, Dean's offices and IMC. Proposed Solution locate adjacent to Executive offices	Measure E
63	C	2	BIO	A wet lab classroom in Oakdale Outreach Center. (See # 105)	
64	C	3	AT.1	Mahogany - Add one bay to Auto Body shop as existing workspace is inadequate for full load classroom, or alternatively, add one 20'x30' canopy structure on the paint booth end. Add office to Auto Body shop, potentially on back side opposite the entry. HVAC & exhaust system; more ventilation and supply air to reduce amount of dust in the space. Proposed Solution Determine order of priority from the scope noted above.	Large Cost Range
65	C	3	AT.2	Replace the existing 30'x80' storage building which is falling apart used to house large auto body visual aids.	Large Cost Range
66	C	1	BUSAD / OFTEC.2	Create an Entrepreneur Center with space for workshops, 4 computers, reception desk and office.	Minimal Cost Range Funding Available for Technology, Equipment and Renovations Approx. \$12,000
			1 Relocate Nurse from Juniper and remodel the space for an Entrepreneur center.		
			2 Create Entrepreneur Center in Manzanita building adjacent to One-Stop Shop and Administrative offices.		
67	C	3	BUSAD / OFTEC.1	Larger flexible computer labs/classrooms for 40 students in quiet location, co-located in one building near tutoring to support enrollments and future growth.	Large Cost Range
			1 Relocate Math from Juniper. Create 2 computer classrooms for 25 students and a computer lab.		
			2 Renovate existing space in Fir building with flexible furniture and a computer lab.		
68	C	3	Chemistry	Create a space for an Organic Chemistry lab.	Large Cost Range
			1 Renovate the new chemistry lab in Sugar pine to meet Organic chemistry requirements.		
			2 Relocate the Organic chemistry class off-site to the Oakdale Outreach Center.		
			3 Locate Organic chemistry lab in renovated Toyon building.		

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
69	C	3	EMS	Larger classroom for patient simulation, adequate storage, flexible furniture for the ability to divide classroom space into smaller areas for skills testing, storage space and Faculty office located near classroom.	Large Cost Range
			1 Upgrade the existing space including the HVAC system controls for Oak rooms 9 & 10.		
			2 Joint-use space with Nursing program for labs.		
			3 Joint use of classroom space in the future Fire Technology fire training/hose drying tower adjacent to Symons field.		
70	C	3	Facilities Bike Lanes and Pedestrian Paths.16	Create trails beyond the Par Course.	Medium Cost Range
71	C	3	Facilities Bike Lanes and Pedestrian Paths.17	Create Bicycle Trail to Sawmill Flat via south property boundary.	Medium Cost Range
72	C	3	Facilities Bike Lanes and Pedestrian Paths.21	Consider relocating or moving the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science and Natural Resources Building and serve as a Center for Appropriate Technology for the campus i.e. showcase green technology, etc. (See # 59)	Medium Cost Range
73	C	3	Fire Technology	One 'Smart' flexible classroom at Fire House, fire training/hose-drying tower, storage, work areas with tool benches, and proximity to parking lot.	Large Cost Range
			1 Add a classroom to the existing fire house building.		
			2 Provide a new facility adjacent to Symons field with a fire training/hose drying tower, storage, work area with tool benches, smart classroom and restrooms.		
74	C	3	HHP.1b	Competitive track around Symons Field.	Large Cost Range
			1 Propose joint use of the track field at the local high school.		
			2 Feasibility issues due large cost associated with engineering a track on the sloped sides around Symons field and space requirements for track and field events. Track would also conflict with future Fire Technology training tower. (See # 73-2, future student overflow parking location (See # 12-1) and the secondary access road.)		
75	C	3	HHP.2	Consideration for an aquatic/wellness center.	Large Cost Range
			1 Propose joint use of a local pool facility.		
			2 Propose aquatic facility adjacent to Oak Pavilion.		
76	C	3	HHP.4	Reconfigure rooms 9 and 10 w/ adaptive wood floors for use by HHP classes.	Medium Cost Range
			1 Replace existing wood floor with adaptive wood flooring system for HHP on upper level of Alder.		
			2 Relocate EMS from rooms 9 and 10 and remodel these spaces. (See # 69)		
77	C	3	Library.2	Additional study rooms w/ improved sound separation. Share Science study rooms/ remodel library study rooms.	Minimal Cost Range
			1 Relocate the Foundation from Tamarack and use their current spaces as study rooms.		
			2 Enlarge the existing small study rooms and improve visibility into them from the library main desk.		
			3 Share the study rooms in the Sugar Pine building.		
78	C	3	Library.3	Upper floor study area needs sound separation from main Library below.	Medium Cost Range

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis	
79	C	3	Music.2	Need for additional parking adjacent to event for instrument drop-off and pick-up with proximity to parking lots for patrons, ADA restrooms to accommodate crowds.	Large Cost Range
			1 Relocate this program and/or Music Events to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.		
			2 Relocate to a new Performing and Fine Arts building on campus. (See # 24)		
			3 For very large events use a facility off-campus.		
80	C	3	Other Programs / Drama, Humanities, Journalism, Philosophy, ESL, Sign Language, Spanish, Speech	Drama needs access to buildings that have large spaces for production scenes. (See # 24-3). Need access to 'smart' technology classroom spaces w/ flexible furniture.	Large Cost Range
81	C	3	Student Center	Larger indoor space to serve more than (15) students, large meeting room, multiple workstations.	Large Cost Range
			1 Share the proposed conference room in Pinyon with the Student Health Services/Nurse.		
82	C	3	WT	Joint use lecture hall for Welding & Automotive Technology Programs; accommodate (50+) students with ability to break the class into smaller groups. Document cameras at teaching station for students to view demonstration on a large screen.	Large Cost Range
			1 Add smart technology in the existing classroom with cameras above the teaching station that project onto monitors for demonstration purpose.		
83	C	3	Facilities	Third Emergency Access Road	Large Cost Range
			1 Provide a third access road near Oak pavilion with additional parking stalls along it. Alternate option would be on the North side of campus.		
84	C	3	Me-Wuk Cultural Center	Me-Wuk Cultural Center Improvements. Need to engage the tribe to confirm the scope of work.	Minimal Cost Range
85	C	3	Campus Improvements	Charging Station for electric vehicles	Medium Cost Range
			1 Add charging stations to both student and faculty parking lots, and at the facilities vehicle yard.		

Budget Consideration for Hard Costs (Contractor Mark-up and Soft Costs Not Included)

Minimal Cost Range	\$ 10,000 - \$50,000
Medium Cost Range	\$ 50,000 - \$200,000
Large Cost Range	\$200,000 - \$ 1,000,000

YCCD Columbia College
 Facilities Master Plan Update
 All Program Design Elements (PDE)

Filter Priority	Level Rank	Dept / Program	PDE Summary and Possible Alternative Solutions	Funding Analysis
Columbia College Calaveras Outreach Center Program Design Elements (PDE)			The proposed site is located in Angels Camp off Hwy 49 East of Bret Harte Union High School. The goal for the center is to bring instructional programs closer to the Calaveras County core population	Measure E
			1 Recommend providing four high quality modular green classroom buildings that can be outfitted for various programs	
			2 Propose one of the buildings be set up as a computer lab	
			3 Joint-use of the adjacent High School Science Lab classrooms	
86		Auto Technology	Recommend a construction trades program due to low start-up costs that require no lab space	
88		Administration	Provide for a multi-use office space for on site-coordinator/director and assistant to handle multiple functions. Budget considerations for the additional overhead expenses such as security and maintenance	
92		General	Offer basic introduction courses. Provide a shared resource computer lab with the various software programs as needed for all courses offered. Offer fitness classes, dance, weight training and outdoor courses programs. Promote courses such as photography, geology, forestry offered at Baker Station, to draw students to the natural settings available through Columbia College.	
Columbia College Oakdale Outreach Center Program Design Elements (PDE)			The goal for the center is to provide a state-of-the-art learning center to serve the residents adjoining the northeastern Stanislaus County and western Tuolumne County	Measure E
			1 Initial phase: One building to accommodate; (1) large classroom for 35-50 students, (2) medium classroom for 35 students, (1) small classroom for 20 students, joint use administration area with offices, restrooms, janitor, IT and storage rooms. Approx 5,000 sq.ft.	
			2 Second phase: One additional building with; general use and distance education classrooms, faculty offices, open office administration area. Approx 5,000 sq.ft.	
103		Office of the President	Develop relationships in the area for feasibility review of potential site	
		Administration	Provide for a multi-use office space for on site-coordinator/director and assistant to handle multiple functions. General office space for meetings with students and access to a computer, video conferencing and telephone. Budget considerations for the additional overhead expenses such as security and maintenance.	
105		General	Offer basic introduction courses. At least one lab with a fume hood and sinks. Provide a shared resource computer lab with the various software programs as needed for all courses offered. A fitness facility that offers outdoor activities such as hiking and cross-fit training. Promote courses such as photography, geology, forestry offered at Baker Station, to draw students to the natural settings available through Columbia College.	

Budget Consideration for Hard Costs (Contractor Mark-up and Soft Costs Not Included)

Minimal Cost Range	\$ 10,000 - \$50,000
Medium Cost Range	\$ 50,000 - \$200,000
Large Cost Range	\$200,000 - \$ 1,000,000

APPENDIX G

OPPORTUNITIES + RESOURCES

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

AAC

Larger facility to support approximately 30 student stations with room to grow in the hub of campus with computer lab for 20-30 computers, study rooms and study lounge for individual study.

Filter Priority A1

LIBRARY

Modify demonstration area so that it can be closed off for noise and privacy.

Filter Priority A3

Additional **study rooms** w/ improved sound separation. Share Science study rooms / remodel library study rooms.

Filter Priority C3

Upper floor study area needs sound separation from main Library below.

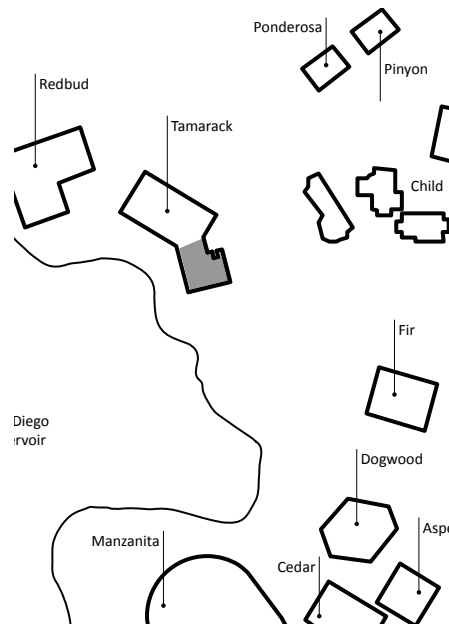
Filter Priority C3

OPTIONS

ACADEMIC ACHIEVEMENT CENTER (AAC)

OPTION 1: Expand the current space in the Manzanita Building.

OPTION 2: Relocate to second floor of Tamarack Hall into Adjunct faculty and IT space. This would foster a stronger relationship with the library into a Learning Resource Center. They would also be closer to the Student Center and the Sciences. However, this would decentralize tutoring from Special Programs in Manzanita and may not seem as an all inclusive approach for all students.



LIBRARY / LEARNING RESOURCE CENTER

OPTION 1: Relocate the Foundation from Tamarack and use their current spaces as study rooms.

OPTION 2: Enlarge the existing small study rooms and improve visibility into them from the library main desk.

OPTION 3: Share the study rooms in the Sugar Pine building.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Admissions & Records

Larger workspaces with better layout for privacy and located in **one-stop Student Service Center.**

Filter Priority A1

Business Services

Larger Facility with an enclosed work room, lockable service windows with common work space area and workstation away from the service window, vault w/ secure and monitored counting room, co-located with Bookstore and enclosed area for students waiting. Proposed Solution **'One-Stop Shop.'**

Filter Priority A1

Financial Aid

Larger Facility with layout that meets confidentiality, circulation and security needs with three offices, one workstation, one front counter workstation, shared conference room, secure file storage, copy room, and shared reception area co-located with Special Programs and one stop Student Service Center. Proposed Solution **'One-Stop Shop.'**

Filter Priority A1

Counseling

Larger Facility with (5) office spaces with assessment testing rooms, workshop spaces, and shared reception area co-located with Special Programs and one-stop Student Service Center. Proposed Solution **'One-Stop Shop.'**

Filter Priority A1

(continued)

OPTIONS

ONE-STOP SHOP

OPTION I: Create a student services center 'One-Stop Shop' approach with remodel of the Manzanita building with the following groups: Admissions and Records, Business Services, Financial Aid, Special Programs, Counseling, Foreign Students.



Manzanita Building Upper Level. The One-Stop Shop options are approximate and will include building common spaces such as restrooms, interior walls, circulation, etc.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

SPECIAL PROGRAMS:

CalWORKs

Co-locate with other Special Programs and Job Placement Services in one-stop Student Services Center and shared computer lab. Proposed Solution **'One-Stop Shop.'**

Filter Priority AI

DSPS

Larger Facility with (5) shared work stations each with (2) computers, (1) scanner, and (1) JAWS for windows machine, testing spaces, quiet study areas, (8-10) accessible workstations with computer software for disabled students, (3) confidential offices, and storage for supplies, co-located with other Special Programs, AAC, Financial Aid, and Counseling to be included in one-stop Student Services Center. Proposed Solution **'One-Stop Shop.'**

Filter Priority AI

EOPS / CARE

Larger Facility that meets confidentiality requirements and functional needs with (2) private offices, storage, larger flexible work areas, and shared reception area co-located with other Special Programs, Counseling and Financial Aid in one-stop Student Service Center. Proposed Solution **'One-Stop Shop.'**

Filter Priority AI

TRiO

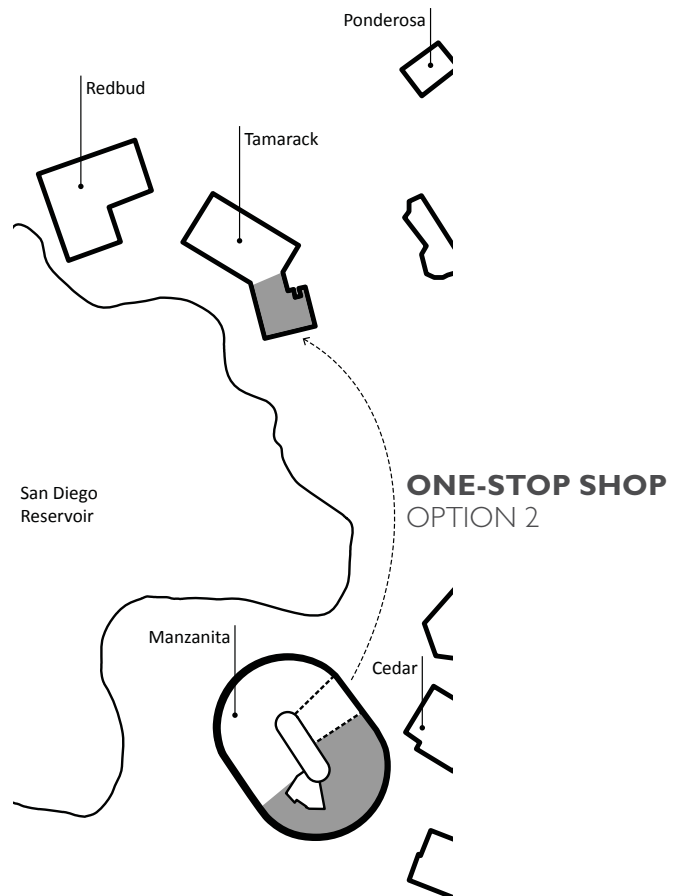
(3) larger offices with seating for small groups of (3-5) people with access to shared meeting rooms for workshops/ mentoring sessions of (4-8), multi-use spaces, staffing for computer lab, separate storage for office supplies and equipment due to federal funding mandates, located in one-stop Student Service Center. Proposed Solution **'One-Stop Shop.'**

Filter Priority AI

OPTIONS

ONE-STOP SHOP

OPTION 2: Decentralize some of the one-stop shop groups away from the Manzanita building, keeping some together such as Special Programs and AAC to ensure students do not feel isolated from others.



Manzanita Building Upper Level. The One-Stop Shop options are approximate and will include building common spaces such as restrooms, interior walls, circulation, etc.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

President's Office

Maintain 'triage' concept for secure zones; **Reception area - Assistant office - Presidents office.** The President's office requires a small guest meeting area w/ table and chairs. Adjacent conference room. Proximity to larger meeting room for Media events and Emergency Operations Command Center. Lockable storage for confidential documents.

Filter Priority B2

Vice-President of College & Administrative Services

VP's office requires a small guest meeting area w/ table and chairs and executive assistant office adjacent. Create levels of security transition from reception area – assistants office – VP's office. Alternate emergency exit route from VP's office.

Filter Priority B2

Vice-President of Student Learning

VP's office requires a small guest meeting area w/ table and chairs and executive assistant office adjacent. Create levels of security transition from reception area – assistants office – VP's office. Alternate emergency exit route from VP's office.

Filter Priority B2

Executive Assistant to VP Student Learning (CurricUNET/ Datatel Administrator)

Office space with adequate storage w/ door to reduce interruptions. Locate office near VP of Student Learning, Dean's offices and IMC. Proposed Solution locate adjacent to Administrative offices.

Filter Priority C1

Foundation

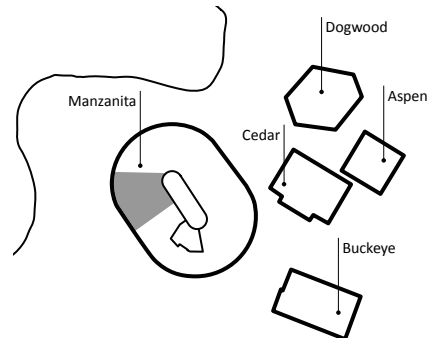
Larger Facility located near main public entrance for easier access of visiting clientele. Proposed Solution locate adjacent to **Executive offices.**

Filter Priority B2

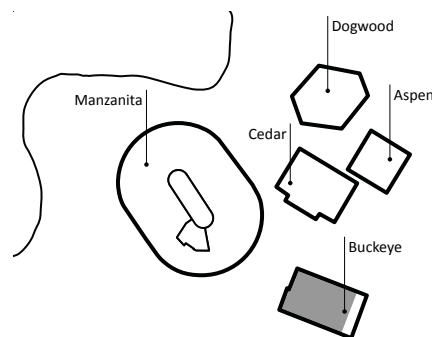
OPTIONS

EXECUTIVE OFFICES

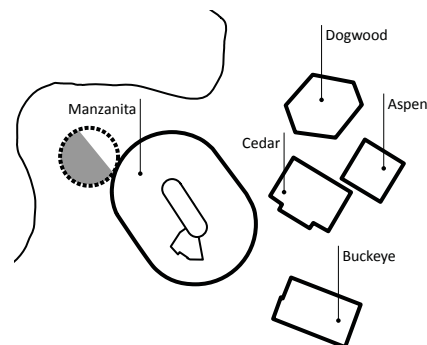
OPTION 1: Co-locate with other VPs in Executive offices with shared reception and waiting area in the Manzanita building remodel.



OPTION 2: Relocate the President, VPs and their executive assistants from the Manzanita building to Buckeye with remodel.



OPTION 3: Relocate the President, VPs and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.



OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Dean of Student Services

Co-locate all Student Services and Administration w/ shared reception area, all Counselors together in one location, cohesive 'one-stop shop' w/ central information/check-in point. Move Dean closer to

Administration.

Filter Priority A1

Dean of Instructional Services - Arts & Sciences

Maintain **Dean's office** current overall space utilization and layout with added security and meeting area.

Filter Priority B2

Dean of Instructional Services - Vocational Education & Economic Development

Dean office space with executive assistant adjacent and located near Presidents and Vice-Presidents and executive conference room.

Filter Priority B2

Academic Senate

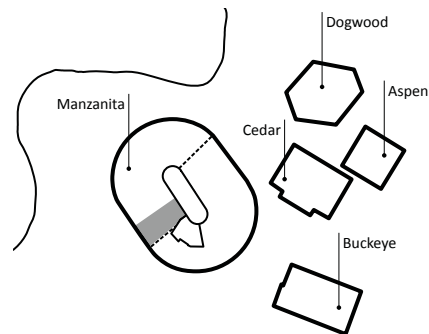
Larger workspaces for Administrative Assistant with access to Instructors, Administration and Faculty. Proposed Solution locate adjacent to **Administrative offices.**

Filter Priority B2

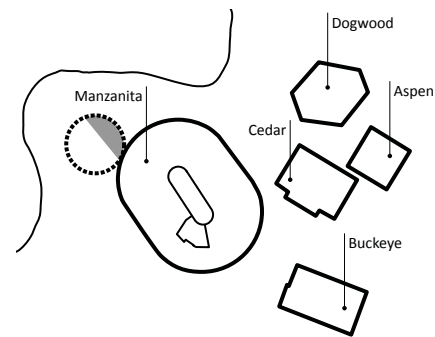
OPTIONS

ADMINISTRATIVE OFFICES

OPTION 1: Co-locate all the Deans in Administrative offices with shared reception and waiting area in the Manzanita building remodel. One Dean should be located in close proximity to the student services 'One-Stop Shop'.



OPTION 2: Relocate the Deans and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.



OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Provide for permanent overflow
student parking lot.
Filter Priority A1 - FVRP.5

Student parking lot expansion.
Filter Priority A3 - FVRP.4

Tram loading zones (DSPS pick-up
spots) throughout campus.
Filter Priority A1 - FVRP.9

Improve way finding signage, lighting
and surveillance to provide safe
access to buildings and during special
events.
Filter Priority A1 - FVRP.1

Roadway repairs and upgrades
including proper drainage design to
avoid run-off into reservoir.
Filter Priority A1 - FVRP.2

Parking lot resurfacing.
Filter Priority A1 - FVRP.3

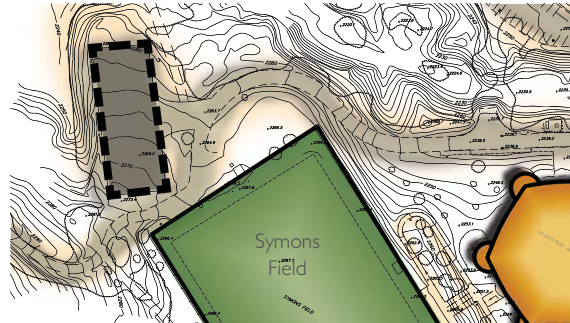
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OPTIONS

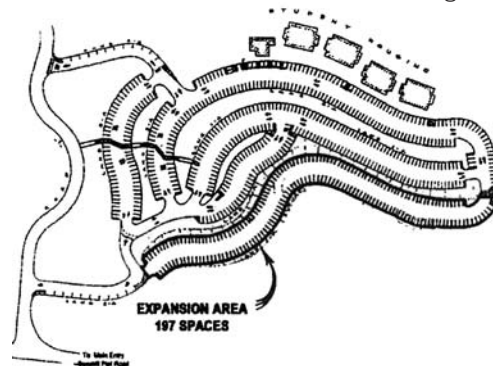
ROADWAYS+PARKING / FACILITIES

STUDENT PARKING

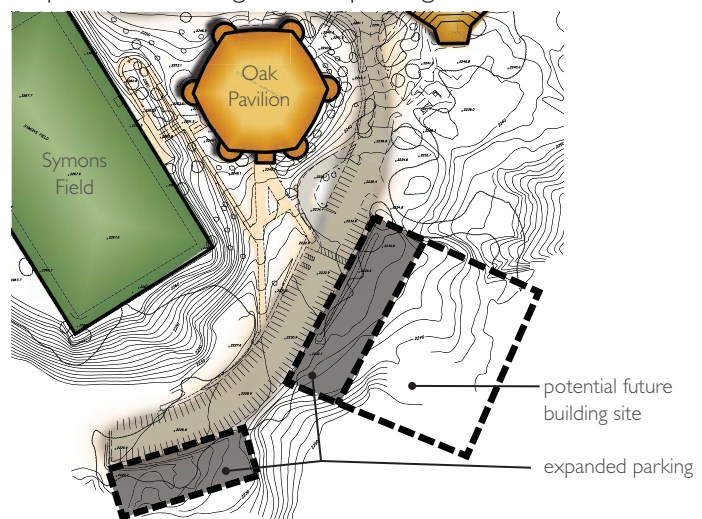
OPTION 1: Pave existing gravel overflow parking lot.



OPTION 2: Construct the student additional parking lot expansion design near the dorms. Need for additional meetings with the Me-Wuk tribe.



OPTION 3: Expand the existing student parking lot near Oak Pavilion.



OPTION 4: Avoid scheduling of the higher demand classes on the same days within hours of each other.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Increase **staff parking** lot.
Filter Priority A1 - FVRP.6

Parking lot on north side of
campus.
Filter Priority A2 - FVRP.7

Add short-term parking, student
drop-off/pick-up area and space for
the BOB Health Van at Nurse Station/
Student Health Services.
Filter Priority A1 - FVRP.12

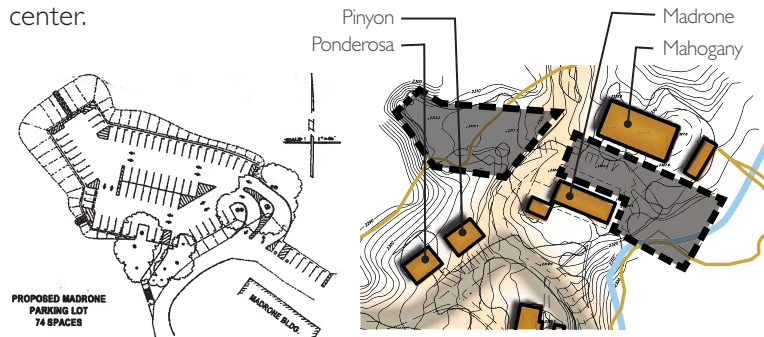
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OPTIONS

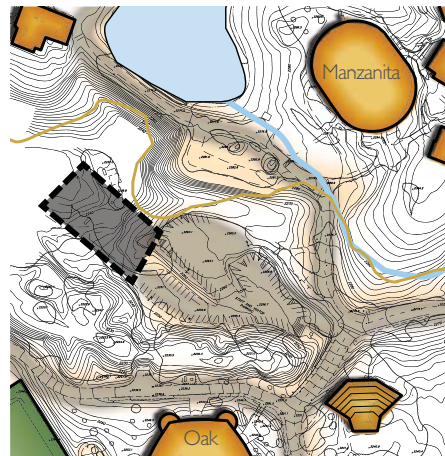
ROADWAYS+PARKING / FACILITIES

STAFF PARKING

OPTION 1: Add staff parking at the north side of campus by the student center.



OPTION 2: Extend the existing staff parking lot near Manzanita, towards the water treatment and emergency generator location.



OPTION 3: Construct additional staff parking lot with the expansion of student parking area near the dorms.

PARKING ON NORTH SIDE OF CAMPUS

OPTION 1: Create additional staff parking in the open area near Madrone.

STUDENT HEALTH SERVICES DROP-OFF+PARKING

OPTION 1: Move Nurse to Pinyon Building.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Increase **parking at Fire House.**
Filter Priority A2 - FVRP.11

Termination and **turn-around of the public road** between Child Development Center and the Library.

Filter Priority A3 - FVRP.8

Increase drop-off zone parking at Child Care Center/Child Development based on target growth projection, one dedicated parking space in front of Student Center, and tow-away signage at drop-off zones and parking stalls.

Filter Priority A3 - FVRP.10

Improve main two-way road near reservoir by widening or adding pull-out spaces and add sidewalk for pedestrians.

Filter Priority A1 - FVRP.13

Third Emergency Access Road.

Filter Priority C3

OPTIONS

ROADWAYS+PARKING / FACILITIES

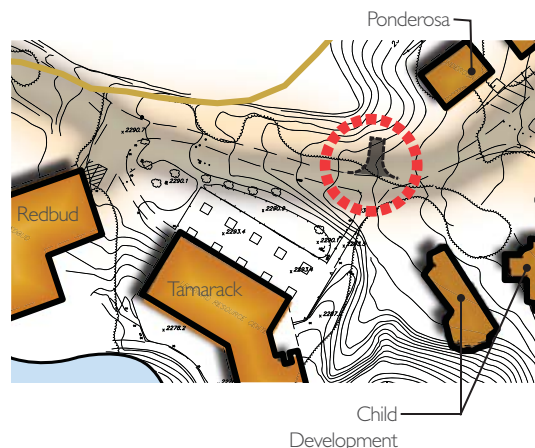
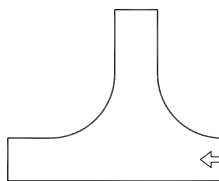
FIRE HOUSE PARKING

OPTION 1: Use the adjacent student/staff parking lot near the dorms due to large costs associated with engineering the sloped area along the fence line and limited space around the building.

OPTION 2: Re-grade along the outside of the Facilities yard fencing to allow for additional parking for the fire house.

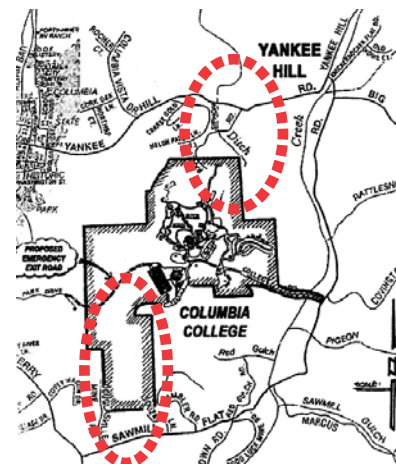
PUBLIC ROAD ACCESS & TURN-AROUND

OPTION 1: Provide restricted access beyond certain roadway points for authorized vehicles only. Provide a hammer-head turn around after the child development center but before the Tamarack building and a one-way traffic roadway between Tamarack and Willow.



EMERGENCY ACCESS

OPTION 1: Provide a third access road near Oak pavilion with additional parking stalls along it. Alternate option would be on the North side of campus.



OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

During special events (i.e. near Dogwood) need to improve **signage, way finding, lighting and surveillance** to provide safe access to buildings.
Filter Priority A1 - FBLPP.14

Connect walkway lighting to the emergency generator for periods of power failure.
Filter Priority A1 - FBLPP.15

Define pedestrian/ non-pedestrian traffic flow campus wide.
Filter Priority A1 - FBLPP.18

Repair walkways throughout campus.
Filter Priority A1 - FBLPP.19

Create walkway past Child Development Center from Fir and Juniper to access Pinyon, Ponderosa, Madrone, and Mahogany Buildings, Student Center, and Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.
Filter Priority A3 - FBLPP.22

Create an enhanced student entry way near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and the campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas.
Filter Priority B3 - FBLPP.20

Consider relocating or moving the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science and Natural Resources Building and serve as a Center for Appropriate Technology for the campus i.e. showcase green technology.
Filter Priority C3 - FBLPP.21

Create trails beyond the Par Course.
Filter Priority C3 - FBLPP.16

Create Bicycle Trail to Sawmill Flat via south property boundary.
Filter Priority C3 - FBLPP.17

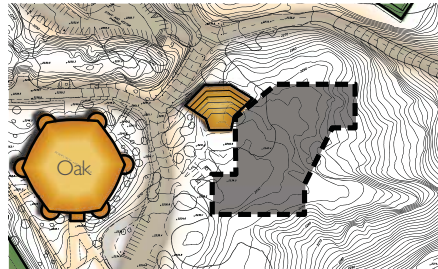
OPTIONS

PATHWAYS+BIKE LANES / FACILITIES

SIGNAGE+WAYFINDING

OPTION 1: Relocate this program to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.

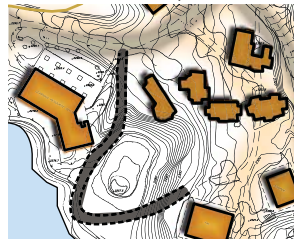
OPTION 2: Relocate to a new Performing and Fine Arts building on campus.



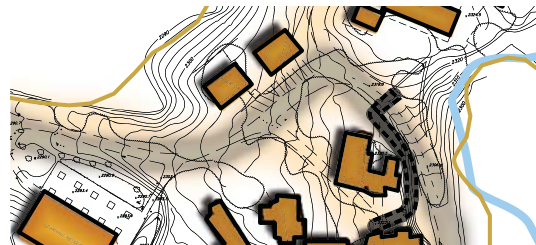
OPTION 3: For very large events use a facility off-campus.

CIRCULATION PATHWAYS

OPTION 1: Use the existing pathways between buildings including recently added gravel pathway. Provide additional signage directing pedestrian traffic onto campus pathways and off roadways.



OPTION 2: Add a retaining wall by cutting into the hillside near the Child Development Center along the road. Create a ramp between the retaining wall and the road way that slopes down from the south to the north.



OPTION 3: Add a retaining wall and elevated walkway if necessary, along the south fence line near the Child Development Center over the ravine area.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Offices centrally located with views to the kitchen and an adjacent conference room.
Filter Priority A1

Enclosed 'upscale' **dining room** w/ appropriate stations front/back-of-house w/ serving and host.
Filter Priority A2

Larger **storage rooms** with access to loading dock for deliveries.
Filter Priority A2

'Smart' classrooms w/ demonstration table; seat (30-35) students adjacent to kitchen.
Filter Priority A3

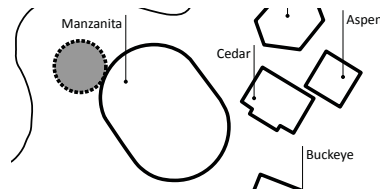
Retail bakery with full-service retail sales area.
Filter Priority A3

OPTIONS

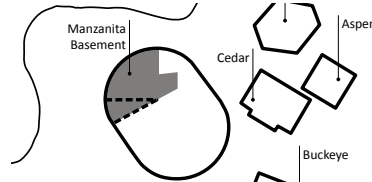
HOSPITALITY MANAGEMENT (HPMGT)

OPTION 1: Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.

OPTION 2: Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.



OPTION 3: Renovate existing space and expand by relocating the Bookstore.



OPTION 4: Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor.

OPTION 5: Relocate off-site to an existing facility downtown Sonora for a joint-use venture.

SMART CLASSROOM

OPTION 1: Add the required 'smart technology' to the existing classroom.

OPTION 2: Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.

OPTION 3: Renovate existing space and expand by relocating the Bookstore.

OPTION 4: Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor.

RETAIL BAKERY

OPTION 1: Consider a joint venture where HPMGT bake the goods for re-sale by the snack bar. Student in the HPMGT would assist in the snack bar to gain the retail experience.

OPTION 2: Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.

OPTION 3: Provide a retail bakery area for students to gain the experience, by renovating the existing bookstore area.

OPTION 4: Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor.

OPTION 5: Relocate off-site to an existing facility downtown Sonora for joint-use venture.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Snack Bar & Cafeteria

Larger **retail sales** floor space, staff office, loading dock delivery area into store room, additional food storage area, oven, sink, dishwasher, grilling area, improve prep area ventilation system. Individual exterior secure doors and ability to close off the space from other programs during off-hours. Do not locate near Financial Aid Office due to conflict with student waiting lines.

Filter Priority B1

Bookstore

Larger **sales floor space** with an additional cash register area, staff office, larger backroom with loading dock area. Locate near Financial Aid, Business Office, Admissions & other Student Services.

Filter Priority B3

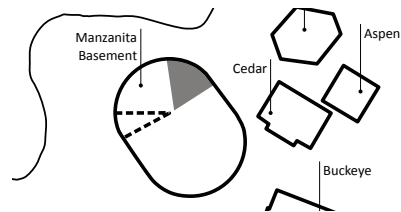
OPTIONS

AUXILIARY SERVICES

SNACK BAR & CAFETERIA

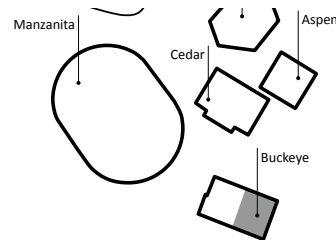
OPTION 1: Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.

OPTION 2: Expand the existing space by relocating the bookstore to the second floor.



OPTION 3: Expand Bookstore and Snack Bar / Cafeteria into vacated HPMGT space.

OPTION 4: Relocate Snack-bar and Cafeteria into Buckeye building.

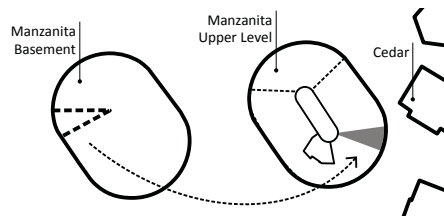


BOOKSTORE

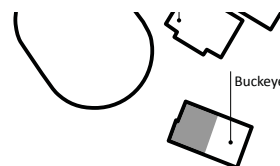
OPTION 1: Base option would improve the HVAC and electrical power requirements. Include bid options to renovate the existing bookstore area with a more efficient layout.

OPTION 2: Expand Bookstore and Snack Bar / Cafeteria into vacated HPMGT space.

OPTION 3: Relocate the bookstore to the upper floor in Manzanita building adjacent to Business Services and loading dock.



OPTION 4: Relocate the bookstore to Buckeye building.



OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

MATH

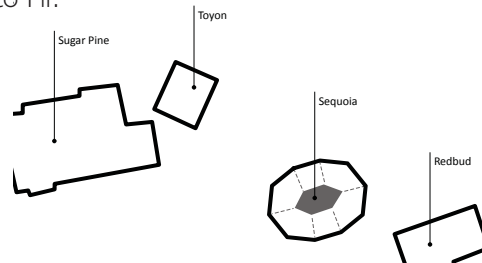
Larger **Math Tutoring Center** with group and individual study areas, including study rooms, located near or adjacent to Math Instructor's offices and classrooms with 'Smart' technology, storage room, located near the Science building.

Filter Priority A1

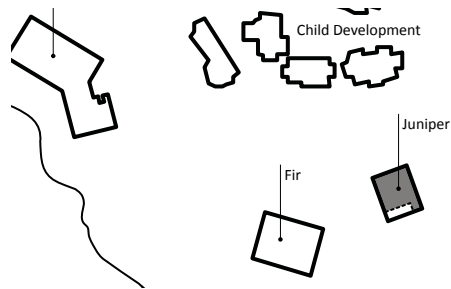
OPTIONS

MATH

OPTION 1: Relocate Math to Sequoia building core space. Create a 'Math and Sciences' node with proximity to the Sugar Pine building. Relocate computer lab to Fir.



OPTION 2: Renovate and expand existing space by relocating Health services. Use of better furniture for classrooms and lab.



OPTION 3: Decentralize the Math classrooms by use of available classroom space campus wide. Keep the math instructor and lab offices adjacent to each other. Possible location Tamarack upper floor or other available building.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Larger **piano lab** for 25 students with computers, adequate accessible circulation space for students and instructor. Provide lockers for student instruments on campus.
Filter Priority A1

Additional **storage for printed music** and instruments with access to loading dock.
Filter Priority B1

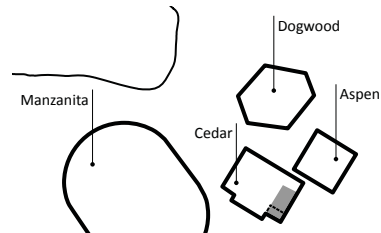
Need for **additional parking** adjacent to **event** for instrument drop-off and pick-up with proximity to parking lots for patrons, ADA restrooms to accommodate crowds.
Filter Priority C3

OPTIONS

MUSIC

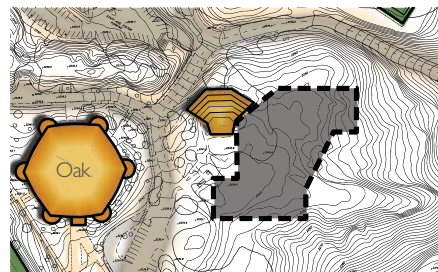
PIANO LAB

OPTION 1: Expand the current space into 2 adjacent offices. Relocate the occupants of these offices to available open office spaces on campus.



OPTION 2: Relocate the piano lab to another available larger classroom on campus.

OPTION 3: Relocate the piano lab into a new Performing and Fine Arts building on campus. Possible location existing Carkeet Park amphitheater with parking shared by Oak Pavilion. Create a smaller outdoor amphitheater adjacent to the new building.



PRINTED MUSIC + INSTRUMENT STORAGE

OPTION 1: Assess and better utilize the existing storage space in Dogwood. Archive un-used items. Possible use of the Fir building basement after Photography moves.

OPTION 2: Add lockers for instruments inside and outside the building.

OPTION 3: Provide storage space in the facilities yard.

EVENT ACCESS + PARKING

OPTION 1: Relocate this program &/or Music Events to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.

OPTION 2: Relocate to a new Performing and Fine Arts building on campus.

OPTION 3: For very large events use a facility off-campus.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Student Health Services / Nurse

Larger **Health Services** Facility in central location w/ reception area, enclosed nurse office, examination room, shared conference/meeting room with mental health, space for support staff, secure storage for medical supplies.

Filter Priority A1

Roadways+Parking / Facilities

Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Nurse Station/**Student Health Services.**

Filter Priority A1 - FVRP.10

Nursing / MJC

- Human Patient Simulation Lab (HPSL) secure facility with minimum of four 'patient room' bay spaces w/ hospital bed with ability for remote audio/video monitoring by staff.
- Skills lab with six hospital beds w/group discussion tables.
- Four computers for testing and one computer for IV simulation.
- Two lecture classrooms for ten to twelve students adjacent to the labs with distance learning capabilities.
- Four adjoining staff offices, one full-time, two adjunct, one administrative assistant.

Filter Priority A1

EMS

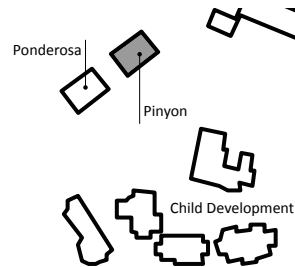
Larger classroom for patient simulation, adequate storage, flexible furniture for the ability to divide classroom space into smaller areas for skills testing, storage space and Faculty office located near classroom.

Filter Priority C3

OPTIONS

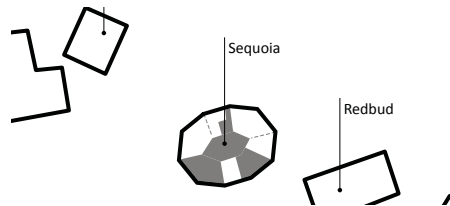
STUDENT HEALTH SERVICES / NURSE

OPTION 1: Move the Nurse into Pinyon. Location provides ready access to existing roadway for emergency traffic vehicles.

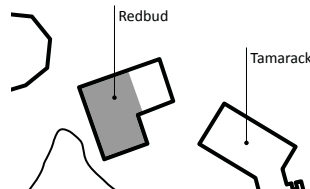


NURSING / MJC

OPTION 1: Renovate the existing space in Sequoia.



OPTION 2: Relocate to Redbud building by renovating the existing spaces. Classes currently held in Redbud would use the renovated Sequoia classroom spaces.



OPTION 3: Relocate the program off-site.

EMS

OPTION 1: Upgrade the existing space including the HVAC system controls for these rooms.

OPTION 2: Joint-use space with Nursing program for labs.

OPTION 3: Joint use of classroom space in the future Fire Technology fire training/hose drying tower adjacent to Symons field.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Photography

Larger Facility with storage, work areas, and larger dark room that meets health/safety and accessibility requirements and shared computer lab for digital photography for 20 students. Co-locate with 2D Art or adjacent.

Filter Priority A1

Fine Art

Larger facility that meets functional needs. Separation of 2D and 3D Art Programs.

Filter Priority B1

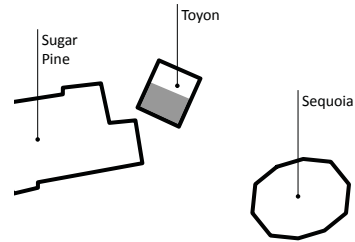
Areas to display art.

Filter Priority B3

OPTIONS

PHOTOGRAPHY

OPTION 1: Relocate to Toyon by renovating the existing non-classroom spaces. Possible joint-use of the existing classroom space with 2-D art and other programs.



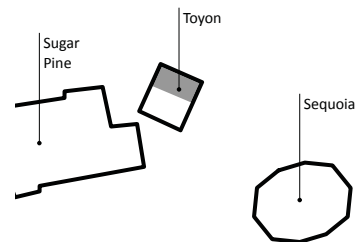
OPTION 2: Relocate the program off-site to an existing facility for joint-use venture.

OPTION 3: Renovate the existing space in Fir.

FINE ART

OPTION 1: Better utilization of the existing classroom and storage space with newer furniture and equipment. May consider the use of the lower level for additional storage.

OPTION 2: Relocate 2-D art to Toyon for joint-use of the existing classroom space with Photography and other programs.



ART DISPLAYS

OPTION 1: Remodel the existing rotunda in Manzanita to provide permanent art display areas.

OPTION 2: Add art display to the Library lobby and reading room.

OPTION 3: Provide display cabinets in building hallways.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Multi-Media & Distance Education / Instructional Technology Center

Larger facilities with **multi-media lab** for 20-25 students and studio green-screen space with storage, one office space and 12 training stations co-located with ITC & Multi-Media Program for training students on how to use multi-media equipment for events, and charging stations for netbooks used in classrooms.

Filter Priority A2

CMPSK

Create flexible **computer labs** to support expected enrollment and one general classroom in Fir Building for 25 students each with layout tables for maps/CAD sheets and an area for Instructor and students to view/critique work. Co-locate faculty offices, classrooms and computer labs.

Filter Priority A3

Technology + Media Services

Larger **equipment storage** space, work stations for computers/electronic media device repair, individual HVAC controls to spaces in Tamarack upper floor.

Filter Priority B1

AT

Mahogany - Add **one bay** to Auto Body shop as existing workspace is inadequate for full load classroom, or alternatively, add one 20'x30' **canopy structure** on the paint booth end. Add office to Auto Body shop, potentially on back side opposite the entry. HVAC & exhaust system; more ventilation and supply air to reduce amount of dust in the space.

Filter Priority C3

Replace the existing **30'x80' storage building** which is falling apart used to house large auto body visual aids.

Filter Priority C3

OPTIONS

MULTI-MEDIA & DISTANCE EDUCATION / INSTRUCTIONAL TECHNOLOGY CENTER (ITC)

OPTION 1: Move Distance Education / ITC to the upper floor of Tamarack building in the adjunct faculty space. Relocate Technology and Media Services to the lower level. Move the Multi-media lab into the computer lab in Redbud. Faculty and Adjunct Faculty offices being displaced would be assigned by the college to available offices or convert existing low-use classrooms on campus.

OPTION 2: Move Multi-media to Juniper classroom. Move Distance Education / ITC into one of the Juniper classrooms. Create a tech-hub with adjacent Fir building. Faculty offices being displaced would be assigned by the college to available offices on campus.

OPTION 3: Move the Multi-media and Distance Education / ITC to Manzanita building upper level, with the addition of a new executive wing in the Manzanita building.

COMPUTER SCIENCE (CMPSK)

OPTION 1: Re-configure Fir into 4 classroom labs and create a tech-hub with adjacent Juniper building. Provide offices adjacent to the lab.

OPTION 2: Re-use the existing space but provide new flexible furniture layout with 'Smart' classroom technology.

OPTION 3: Relocate existing remote computer labs into the non-computer classrooms in Fir.

OPTION 4: Move the Computer Science hardware class from Redbud to one of the general classroom in Fir building.

TECHNOLOGY + MEDIA SERVICES

OPTION 1: Relocate to the lower level of Tamarack building previously used by ITC, to enable secure transition for equipment repairs from carts to the facility. Move the ITC to the upper level in the adjunct faculty space. Move DistEd and Multi-media to the computer lab in Redbud building. Faculty offices being displaced would be assigned by the college to available offices on campus.

OPTION 2: Expand into the lower level of Tamarack building previously used by ITC, to enable secure transition for equipment repairs from carts to the facility. Move the ITC to the Juniper building previously the Math lab space.

AUTOMOTIVE TECHNOLOGY (AT)

OPTION 1: Determine order of priority from the scope noted in the Program Design Elements for AT.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Entrepreneur Center

Create an **Entrepreneur Center** with space for workshops, 4 computers, reception desk and office.
Filter Priority C1

Flexible Classrooms + Labs

Larger flexible **computer labs**/classrooms for 40 students in quiet location, co-located in one building near tutoring to support enrollments and future growth.

Filter Priority C3

Chemistry

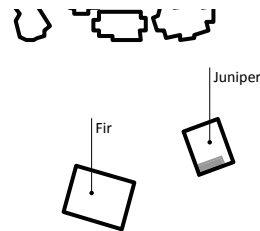
Create a space for an **Organic Chemistry lab**.
Filter Priority C3

OPTIONS

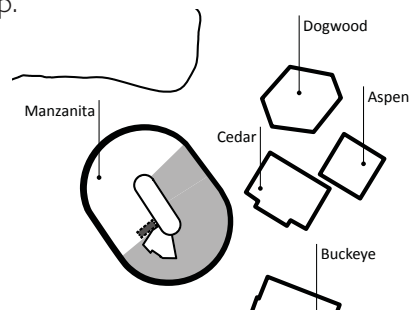
BUSINESS ADMINISTRATION (BUSAD) / OFFICE TECHNOLOGY (OFTEC)

ENTREPRENEUR CENTER

OPTION 1: Relocate Nurse and remodel the space for an Entrepreneur center.

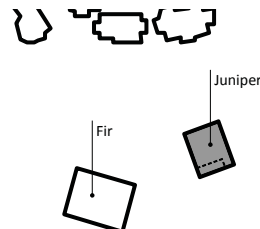


OPTION 2: Create Entrepreneur Center in Manzanita building adjacent to One-Stop Shop.



FLEXIBLE CLASSROOMS + COMPUTER LABS

OPTION 1: Relocate Math from Juniper. Create 2 computer classrooms for 25 students and a computer lab.



OPTION 2: Renovate existing space with flexible furniture and a computer lab.

CHEMISTRY

OPTION 1: Renovate the new chemistry lab in Sugar pine to meet Organic chemistry requirements.

OPTION 2: Relocate the Organic chemistry class off-site to the Oakdale Outreach Center.

OPTION 3: Locate the Organic chemistry lab in renovated Toyon building.

OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

HHP

Fix roof leaks occurring on the upper mezzanine jogging track & basketball court below.

Filter Priority A3

Provide **restrooms** near Symons Field.

Filter Priority B3

Consideration for an **aquatic / wellness center.**

Filter Priority C3

Competitive track around Symons Field.

Filter Priority C3

(continued)

OPTIONS

HEALTH + HUMAN PERFORMANCE (HHP)

ROOF

OPTION 1: Propose hiring a Roofing Consultant to evaluate various options on the existing roof.

SYMONS FIELD RESTROOMS

OPTION 1: Use the existing portables with regular scheduled servicing.

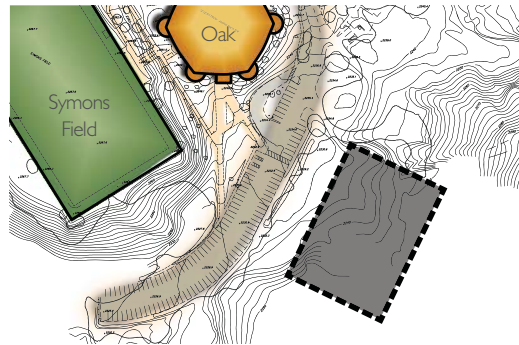
OPTION 2: Provide permanent pre-fabricated restrooms with concrete slab.

OPTION 3: Provide restrooms for users and spectators at Symons field as part of the fire academy's facility improvements.

AQUATIC / WELLNESS CENTER

OPTION 1: Propose joint use of a local pool facility.

OPTION 2: Propose aquatic facility adjacent to Oak Pavilion.



COMPETITIVE TRACK AROUND SYMONS FIELD

OPTION 1: Propose joint use of the track field at the local high school.

OPTION 2: Feasibility issues due large cost associated with engineering a track on the sloped sides around Symons field and space requirements for track and field events. Track would also conflict with future Fire Technology training tower. (See future student overflow parking location and the secondary access road.)

Proposed track conflicts with existing secondary emergency access road

Due to steep site topography and site constraints, the competitive track around Symons Field may not be feasible



OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

HHP

Reconfigure rooms 9 and 10 w/
adaptive wood floors for use by
HHP classes.

Filter Priority C3

Fire Technology

One 'Smart' flexible **classroom** at
Fire House, fire training/hose-drying
tower, storage, work areas with tool
benches, and proximity to parking lot.

Filter Priority C3

OPTIONS

HEALTH + HUMAN PERFORMANCE (HHP)

(HHP CONTINUED)

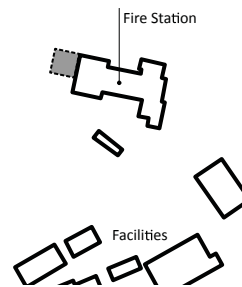
ADAPTIVE WOOD FLOORS

OPTION 1: Replace existing wood floor with adaptive wood flooring system for HHP on upper level of Alder.

OPTION 2: Relocate EMS from rooms 9 and 10 and remodel these spaces.

FIRE TECHNOLOGY

OPTION 1: Add a classroom to the existing fire house building.



OPTION 2: Provide a new facility adjacent to Symons field with a fire training/hose drying tower, storage, work area with tool benches, smart classroom and restrooms.



OPPORTUNITIES +RESOURCES

PROGRAM DESIGN ELEMENTS (PDE)

Drama

Drama needs **access to buildings** that have large spaces for production scenes. Need access to 'smart' technology classroom spaces with flexible furniture.

Filter Priority C3

Student Center

Larger **indoor space** to serve more than (15) students, large meeting room, multiple workstations.

Filter Priority C3

WT

Joint use **lecture hall** for Welding & Automotive Technology Programs; accommodate (50+) students with ability to break the class into smaller groups. Document cameras at teaching station for students to view demonstration on a large screen.

Filter Priority C3

Me-Wuk Cultural Center

Me-Wuk Cultural Center improvements.

Filter Priority C3

Charging Stations

Charging Stations for electric vehicles.

Filter Priority C3

OPTIONS

DRAMA

OPTION 1: Drama needs access to buildings that have large spaces for production scenes.

STUDENT CENTER

OPTION 1: Share the proposed conference room in Pinyon with the Student Health Services/Nurse.

WELDING TECHNOLOGY (WT)

OPTION 1: Add smart technology to the existing classroom with cameras above the teaching station that project onto monitors for demonstration purpose.

ME-WUK CULTURAL CENTER

OPTION 1: Me-Wuk Cultural Center improvements. Need to engage the tribe to confirm the scope of work.

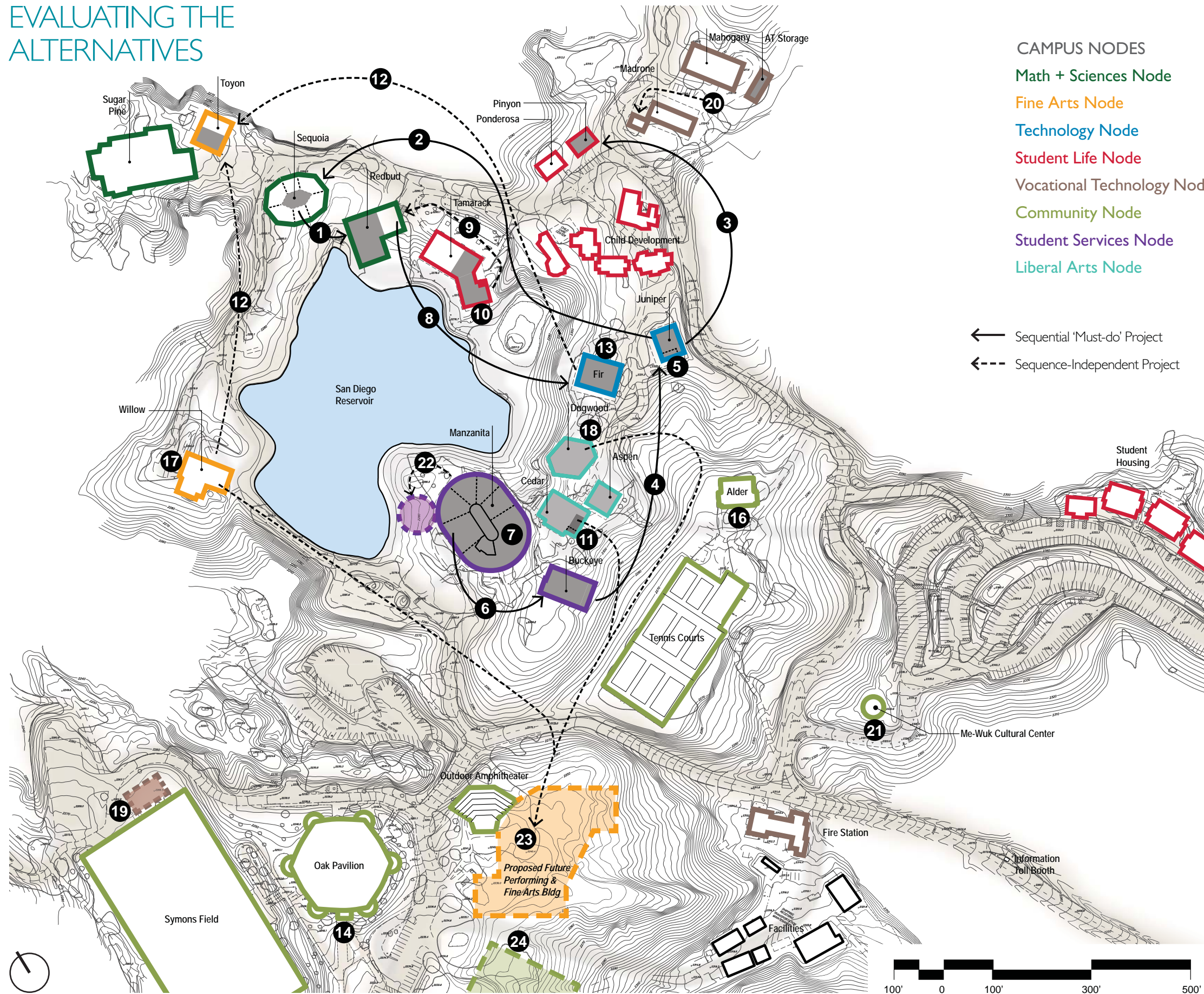
ELECTRIC VEHICLE CHARGING STATIONS

OPTION 1: Add charging stations to both student and faculty parking lots, and at the facilities vehicle yard.

APPENDIX H

SOLUTIONS + ALTERNATIVE PLANS

EVALUATING THE ALTERNATIVES



CAMPUS NODES

- Math + Sciences Node
- Fine Arts Node
- Technology Node
- Student Life Node
- Vocational Technology Node
- Community Node
- Student Services Node
- Liberal Arts Node

- ← Sequential 'Must-do' Project
- ← Sequence-Independent Project

MASTER PLAN ALTERNATIVE A SHORT TERM PROJECTS

- 1 Redbud: Nursing moves from Sequoia
- 2 Sequoia: Math moves from Juniper
- 3 Pinyon: Student Health Services / Nurse moves from Juniper, share proposed conference room with Student Center, move HHP classes from Pinyon to upper level of Alder
- 4 Juniper: BUSAD / OFTEC moves from Buckeye
- 5 Juniper: Entrepreneur Center moves into former Student Health Services / Nurse space
- 6 Buckeye: Executive offices move from Manzanita, Foundation moves from Tamarack
- 7 Manzanita: AAC, One-Stop Shop, Admin offices, HPMGT, Bookstore & Snack Bar / Cafeteria in lower level, Fine Art displays in Rotunda
- 8 Fir: CMPSC hardware computer lab moves from Redbud, upgrade & convert classrooms to computer labs
- 9 Redbud: Multi-Media lab moves into former CMPSC hardware computer lab
- 10 Tamarack: Dist Ed / ITC moves to upper floor in former Adjunct Faculty space, Tech Services moves to lower level, Multi-media move to Redbud, Fine Art displays, Library uses former Foundation space for study rooms, enlarge existing &/or share study rooms with Sugar Pine, modify demonstration area, relocate Adjunct Faculty spaces to available office space on campus

LONG TERM PROJECTS

- 11 Cedar: Expand Music piano lab (office occupants move to another building)
- 12 Toyon: relocate Photography darkroom from Fir basement, shares with Fine Art, 2D Art moves from Willow
- 13 Fir: Music or Facilities to use basement for storage
- 14 Oak: repair roof (HHP), upgrade existing EMS space, provide and enhance the space to meet acoustic requirements for Music events
- 15 Campus-wide modernization of existing classrooms with technology, finishes, etc. in older buildings
- 16 Alder: adaptive wood floors on upper level for HHP
- 17 Willow: upgrade existing Fine Art classroom, storage
- 18 Dogwood: improve existing Music storage, add lockers
- 19 Symons Field: Fire Academy (Fire Tech) facility improvements with restrooms (HHP) & classroom joint-use with EMS
- 20 Madrone / Mahogany: AT, WT - add technology to existing classroom, add canopy/bay to auto body lab, replace AT Storage building
- 21 Me-Wuk Cultural Center improvements
- 22 Manzanita: HPMGT moves into new culinary arts facility, Bookstore, Snack Bar/ Cafeteria expand into vacated HPMGT space
- 23 Future Proposed Performing & Fine Arts Building: Music moves from Cedar & Dogwood, Fine Art moves from Willow & Toyon
- 24 Future Proposed Aquatic Center: HHP to utilize

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE A

SHORT TERM PROJECTS

A1.) Redbud: **Nursing** moves from Sequoia

Relocate to Redbud building by renovating the existing spaces. Classes currently held in Redbud would use the renovated Sequoia classroom spaces.

A2.) Sequoia: **Math** moves from Juniper

Relocate Math to Sequoia building core space and create a 'Math & Sciences' node with proximity to the Sugar Pine building. Relocate computer lab to Fir.

A3.) Pinyon: **Student Health Services / Nurse** moves from Juniper, share proposed conference room with Student Center, move HHP classes from Pinyon to upper level of Alder

Move the Nurse into Pinyon. Location provides ready access to existing roadway for emergency traffic vehicles.

A4.) Juniper: **BUSAD / OFTEC** moves from Buckeye

Relocate Math from Juniper. Create 2 computer classrooms for 25 students and a computer lab.

A5.) Juniper: **BUSAD / OFTEC Entrepreneur Center** moves into former Student Health Services / Nurse space

Relocate Nurse from Juniper and remodel the space for an Entrepreneur center.

A6.) Buckeye: **Executive offices** move from Manzanita, **Foundation** moves from Tamarack

Relocate the President, VP's and their executive assistants from the Manzanita building to Buckeye with remodel.

A7.) Manzanita: **AAC, One-Stop Shop, Admin offices, HPMGT, Bookstore & Snack Bar / Cafeteria** in lower level, **Fine Art** displays in Rotunda

a.) AAC: Expand the current space in the Manzanita Building

b.) One-Stop Shop: Create a student services center 'One-Stop Shop' approach with remodel of the Manzanita building with the following groups: Admissions and Records, Business Services, Financial Aid, Special Programs, Counseling, Foreign Students.

c.) Administrative offices: Co-locate all the Deans in Administrative offices with shared reception and waiting area in the Manzanita building remodel.

d.) HPMGT: Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces; Add the required 'smart technology' to the existing classroom; Consider a joint venture where HPMGT bake the goods for re-sale by the snack bar. Student in the HPMGT would assist in the snack bar to gain the retail experience.

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE A

d.) *Auxiliary Services (Bookstore): Base option would improve the HVAC and electrical power requirements. Include bid options to renovate the existing bookstore area with a more efficient layout.*

e.) *Auxiliary Services (Snack Bar / Cafeteria): Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.*

f.) *Fine Art displays in Rotunda: Remodel the existing rotunda in Manzanita to provide permanent art display areas.*

A8.) Fir: CMPSC hardware computer lab moves from Redbud, upgrade & convert classrooms to computer labs

Move the Computer Science hardware class from Redbud to one of the general classrooms in Fir building.

A9.) Redbud: Multi-Media lab moves into former CMPSC hardware computer lab

Move ITC to the upper floor of Tamarack building in the adjunct faculty space. Relocate Technology and Media Services to the lower level. Move Distance Education and the Multi-media lab in the computer lab in Redbud.

A10.) Tamarack: Dist Ed / ITC moves to upper floor into former Adjunct Faculty space, Tech Services moves to lower level, Fine Art displays, Library uses former Foundation space for study rooms, enlarge existing &/or share study rooms with Sugar Pine, relocate Adjunct Faculty spaces to available office space on campus

ITC: Move Distance Education / ITC to the upper floor of Tamarack building in the adjunct faculty space. Relocate Technology and Media Services to the lower level. Move the Multi-media lab into the computer lab in Redbud. Move the Computer Science hardware class from Redbud to one of the general classrooms in Fir building. Adjunct Faculty offices being displaced would be assigned by the college to available offices or convert existing low-use classrooms on campus.

Fine Art: Add art display to the Library lobby and reading room.

Foundation: Relocate the Foundation from Tamarack and use their current spaces as study rooms.

Library: Enlarge the existing small study rooms and improve visibility into them from the library main desk.

Library: Share the study rooms in the Sugar Pine building.

Library: Upper floor study area needs sound separation from main Library below.

Library: Modify demonstration area so that it can be closed off for noise and privacy.

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE A

LONG TERM PROJECTS

A11.) Cedar: Expand Music piano lab (office occupants move to another building)

Expand the current space into 2 adjacent offices. Relocate the occupants of these offices to available open office spaces on campus.

A12.) Toyon: relocate Photography darkroom from Fir basement, shares with Fine Art

Photography: Relocate to Toyon by renovating the existing non-classroom spaces. Possible joint-use of the existing classroom space with 2-D art and other programs.

Fine Art: Relocate 2-D art to Toyon for joint-use of the existing classroom space with Photography and other programs.

A13.) Fir: Music or Facilities to use basement for storage

Assess and better utilize the existing storage space in Dogwood. Archive unused items. Possible use of the Fir building basement after Photography moves.

A14.) Oak: repair roof (HHP), upgrade existing EMS space, provide and enhance the space to meet acoustic requirements for Music events

HHP: Propose hiring a Roofing Consultant to evaluate various options on the existing roof.

EMS: Upgrade the existing space including the HVAC system controls for Oak rooms 9 & 10.

Music: Relocate Music Events to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.

A15.) Campus-wide modernization of existing classrooms with technology, finishes, etc. in older buildings

A16.) Alder: adaptive wood floors on upper level for HHP

Replace existing wood floor with adaptive wood flooring system for HHP on upper level of Alder.

A17.) Willow: upgrade existing Fine Art classroom, storage

Better utilization of the existing classroom and storage space with newer furniture and equipment. May consider the use of the lower level for additional storage.

A18.) Dogwood: improve existing Music storage, add lockers

Assess and better utilize the existing storage space in Dogwood. Archive unused items. Possible use of the Fir building basement after Photography moves.

Add lockers for instruments inside and outside the building.

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE A

A19.) Symons Field: Fire Academy (Fire Tech) facility improvements with restrooms (HHP) & classroom joint-use with EMS

Fire Technology: Provide a new facility adjacent to Symons field with a fire training/hose drying tower, storage, work area with tool benches, smart classroom and restrooms.

HHP: provide restrooms for users and spectators at Symons field as part of the fire academy's facility improvements.

EMS: Joint use of classroom space in the future Fire Technology fire training/hose drying tower adjacent to Symons field.

A20.) Madrone / Mahogany: AT, WT - add technology to existing classroom, add canopy/bay to auto body lab, replace AT Storage building

WT: Add smart technology in the existing classroom with cameras above the teaching station that project onto monitors for demonstration purpose.

AT: Mahogany - Add one bay to Auto Body shop as existing workspace is inadequate for full load classroom, or alternatively, add one 20'x30' canopy structure on the paint booth end. Add office to Auto Body shop, potentially on back side opposite the entry. HVAC & exhaust system; more ventilation and supply air to reduce amount of dust in the space. Proposed Solution Determine order of priority from the scope noted above.

AT: Replace the existing 30'x80' storage building which is falling apart used to house large auto body visual aids.

A21.) Me-Wuk Cultural Center improvements

Me-Wuk Center Improvements. Need to engage the tribe to confirm the scope of work.

A22.) Manzanita: HPMGT moves into new culinary arts facility. Bookstore, Snack Bar / Cafeteria expand into vacated HPMGT space

HPMGT: Relocate to a new HPMGT wing addition of the Manzanita building overlooking the reservoir.

Auxiliary Services / Bookstore / Snack Bar / Cafeteria: Expand Bookstore and Snack Bar / Cafeteria into vacated HPMGT space.

A23.) Future Proposed Performing & Fine Arts Building: Music moves from Cedar & Dogwood, Fine Art moves from Willow & Toyon

Relocate the piano lab into a new Performing and Fine Arts building on campus. Possible location existing Carkeet Park amphitheater with parking shared by Oak Pavilion. Create a smaller outdoor amphitheater adjacent to the new building.

A24.) Future Proposed Aquatic Center: HHP to utilize

Propose aquatic facility adjacent to Oak Pavilion.

EVALUATING THE ALTERNATIVES



MASTER PLAN ALTERNATIVE B

SHORT TERM PROJECTS

- 1 Redbud: Nursing moves from Sequoia
- 2 Manzanita: Exec & Admin offices, One-Stop Shop, Entrepreneur Center located on upper level; Foundation moves from Tamarack to upper level; HPMGT, Bookstore & Snack Bar / Cafeteria stay in lower level; Fine Art displays in Rotunda
- 3 Sequoia: Math moves from Juniper
- 4 Juniper: Multi-media moves from Tamarack into Juniper, Distance Ed / ITC moves from Tamarack into Juniper classroom, relocate training computer lab to Juniper, relocate Faculty & Adjunct spaces to available office space on campus
- 5 Tamarack: AAC moves from Manzanita, Tech Services moves to lower level, Library modifications to study rooms & demonstration area, Fine Art displays
- 6 Pinyon: Student Health Services / Nurse moves from Juniper, share proposed conference room with Student Center, move HHP classes from Pinyon to upper level of Alder

LONG TERM PROJECTS

- 7 Fir: reconfigure Fir into (4) classroom labs with offices adjacent for CMPSC
- 7b Fir: CMPSC hardware computer lab moves from Redbud to open classroom in Fir. Tiered lecture hall in Redbud expands
- 8 Buckeye: upgrade classroom for BUSAD
- 9 Toyon: relocate Photography darkroom from Fir basement, Fine Art joint-use with Photography
- 10 Oak: repair roof (HHP), provide and enhance the space to meet acoustic requirements for Music Events
- 11 Alder: adaptive wood floors on upper level for HHP
- 12 Willow: upgrade existing Fine Art classroom, storage
- 13 Dogwood: improve existing Music storage, add lockers
- 14 Cedar: Expand Music piano lab (office occupants move to another building)
- 15 Campus-wide modernization of existing classrooms with technology, finishes, etc. in older buildings
- 16 Symons Field: Fire Academy (Fire Tech) facility improvements with restrooms (HHP) & classroom joint-use with EMS
- 17 Madrone / Mahogany: AT, WT - add technology to existing classroom, add canopy/bay to auto body lab, replace AT Storage building
- 18 Sugar Pine: share study rooms with Library
- 19 Me-Wuk Cultural Center improvements
- 20 Manzanita: HPMGT, Bookstore, Snack Bar/ Cafeteria move to new culinary arts facility on the lower level. Exec & Admin offices move to upper level of executive wing.
- 21 Student Center & Nurse move into former HPMGT space
- 22 Proposed Future Performing & Fine Arts Building: Music moves from Cedar & Dogwood, Fine Art moves from Willow & Toyon
- 23 Future Proposed Aquatic Center: HHP to utilize

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE B

SHORT TERM PROJECTS

B1.) Redbud: **Nursing** moves from Sequoia

Nursing: Relocate to Redbud building by renovating the existing spaces. Classes currently held in Redbud would use the renovated Sequoia classroom spaces.

B2.) Manzanita: Exec & Admin offices, One-Stop Shop, Entrepreneur Center located on upper level; Foundation moves from Tamarack to upper level; HPMGT, Bookstore & Snack Bar / Cafeteria stay in lower level; Fine Art displays in Rotunda

BUSAD / Entrepreneur Center: Create Entrepreneur center in Manzanita building adjacent to One-Stop Shop and Administrative offices.

One-Stop Shop: Create a student services center 'One-Stop Shop' approach with remodel of the Manzanita building with the following groups: Admissions and Records, Business Services, Financial Aid, Special Programs, Counseling, Foreign Students.

Administrative offices: Co-locate all the Deans in an Administrative office with shared reception and waiting area in the Manzanita building remodel. One Dean should be located in close proximity to the student services 'One-Stop Shop'.

Executive offices: Co-locate President with all VP's in an Executive office with shared reception and waiting area in the Manzanita building remodel.

Foundation: Larger Facility located near main public entrance for easier access of visiting clientele.

HPMGT: Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.

Auxiliary Services (Bookstore / Snack Bar / Cafeteria): Base option would improve the HVAC and electrical power requirements. Include bid options for full height walls, finishes, furniture and technology upgrades in the existing spaces.

Fine Art: Remodel the existing rotunda in Manzanita to provide permanent art display areas.

B3.) Sequoia: **Math** moves from Juniper

Relocate Math to Sequoia building core space and create a 'Math & Sciences' node with proximity to the Sugar Pine building. Relocate computer lab to Fir.

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE B

B4.) Juniper: Multi-media moves from Tamarack into Juniper, Distance Ed / ITC moves from Tamarack into Juniper classroom, relocate training computer lab to Juniper, relocate Faculty & Adjunct spaces to available office space on campus

Move Multi-media to Juniper classroom. Move Distance Education / ITC into one of the Juniper classrooms. Create a tech-hub with adjacent Fir building. Faculty & Adjunct Faculty offices being displaced would be assigned by the college to available offices or convert existing low-use classrooms on campus.

B5.) Tamarack: AAC moves from Manzanita, Tech Services moves to lower level, Library modifications to study rooms & demonstration area, Fine Art displays

AAC: Relocate to second floor Tamarack building into Adjunct faculty and IT space. This would foster a stronger relationship with the library into a Learning Resource Center. They would also be closer to the Student Center and the Sciences. However, this would decentralize tutoring from Special Programs in Manzanita and may not seem as an all inclusive approach for all students.

Tech Services: Expand into the lower level of Tamarack building previously used by ITC, to enable secure transition for equipment repairs from carts to the facility. Move the ITC to the Juniper building previously the Math lab space.

Library: Relocate the Foundation from Tamarack and use their current spaces as study rooms.

Library: Enlarge the existing small study rooms and improve visibility into them from the library main desk.

Library: Upper floor study area needs sound separation from main Library below.

Library: Modify demonstration area so that it can be closed off for noise and privacy.

Fine Art: Add art display to the Library lobby and reading room.

B6.) Pinyon: Student Health Services / Nurse moves from Juniper, share proposed conference room with Student Center, move HHP classes from Pinyon to upper level of Alder

Student Health Services / Nurse: Move the Nurse into Pinyon. Location provides ready access to existing roadway for emergency traffic vehicles.

Student Center: Share the proposed conference room in Pinyon with the Student Health Services/Nurse.

B7.) Fir: reconfigure Fir into (4) classroom labs with offices adjacent for CMPSC

CMPSC: Re-configure Fir into 4 classroom labs and create a tech-hub with adjacent Juniper building. Provide offices adjacent to the lab.

B7b.) Fir: CMPSC hardware computer lab moves from Redbud to open classroom in Fir. Tiered lecture hall in Redbud expands

CMPSC: Move the Computer Science hardware class from Redbud to one of the general classrooms in Fir building.

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE B

LONG TERM PROJECTS

B8.) Buckeye: upgrade classroom for BUSAD

Renovate existing space with flexible furniture and a computer lab.

B9.) Toyon: relocate Photography darkroom from Fir basement, Fine Art joint-use with Photography

Relocate to Toyon by renovating the existing non-classroom spaces. Possible joint-use of the existing classroom space with 2-D art and other programs.

Relocate 2-D art to Toyon for joint-use of the existing classroom space with Photography and other programs.

B10.) Oak: repair roof (HHP), provide and enhance the space to meet acoustic requirements for Music Events

HHP: Propose hiring a Roofing Consultant to evaluate various options on the existing roof.

Music / Event Access & Parking: Relocate this program and/or Music Events to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.

B11.) Alder: adaptive wood floors on upper level for HHP

Replace existing wood floor with adaptive wood flooring system for HHP on upper level of Alder.

B12.) Willow: upgrade existing Fine Art classroom, storage

Better utilization of the existing classroom and storage space with newer furniture and equipment. May consider the use of the lower level for additional storage.

B13.) Dogwood: improve existing Music storage, add lockers

Assess and better utilize the existing storage space in Dogwood. Archive unused items. Possible use of the Fir building basement after Photography moves.

Add lockers for instruments inside and outside the building.

B14.) Expand Music piano lab (office occupants move to another building)

Expand the current space into 2 adjacent offices. Relocate the occupants of these offices to available open office spaces on campus.

B15.) Campus-wide modernization of existing classrooms with technology, finishes, etc. in older buildings

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE B

B16.) Symons Field: Fire Academy (Fire Tech) facility improvements with restrooms (HHP) & classroom joint-use with EMS

Fire Technology: Provide a new facility adjacent to Symons field with a fire training/hose drying tower, storage, work area with tool benches, smart classroom and restrooms.

HHP: Provide restrooms for users and spectators at Symons Field as part of the fire academy's facility improvements.

EMS: Joint use of classroom space in the future Fire Technology fire training/hose drying tower adjacent to Symons field.

B17.) Madrone / Mahogany: AT, WT - add technology to existing classroom, add canopy/bay to auto body lab, replace AT Storage building

AT: Mahogany - Add one bay to Auto Body shop as existing workspace is inadequate for full load classroom, or alternatively, add one 20'x30' canopy structure on the paint booth end. Add office to Auto Body shop, potentially on back side opposite the entry.

HVAC & exhaust system; more ventilation and supply air to reduce amount of dust in the space. Proposed Solution Determine order of priority from the scope noted above.

Replace the existing 30'x80' storage building which is falling apart used to house large auto body visual aids.

WT: Add smart technology to the existing classroom with cameras above the teaching station that project onto monitors for demonstration purpose.

B18.) Sugar Pine: share study rooms with Library

Library: Share the study rooms in the Sugar Pine building.

B19.) Me-Wuk Cultural Center improvements

Me-Wuk Cultural Center Improvements. Need to engage the tribe to confirm the scope of work.

B20.) Manzanita: HPMGT, Bookstore, Snack Bar / Cafeteria move to new culinary arts facility on the lower level; Exec & Admin offices move to upper level of executive wing

HPMGT: Relocate to the new executive wing addition of the Manzanita building overlooking the reservoir. HPMGT on first floor with executive on the second floor.

Admin offices: Relocate the Dean's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.

Exec offices: Relocate the President, VP's and their executive assistants to a new executive wing addition of the Manzanita building overlooking the reservoir.

EVALUATING THE ALTERNATIVES

MASTER PLAN ALTERNATIVE B

B21.) Student Center & Nurse move into former HPMGT space

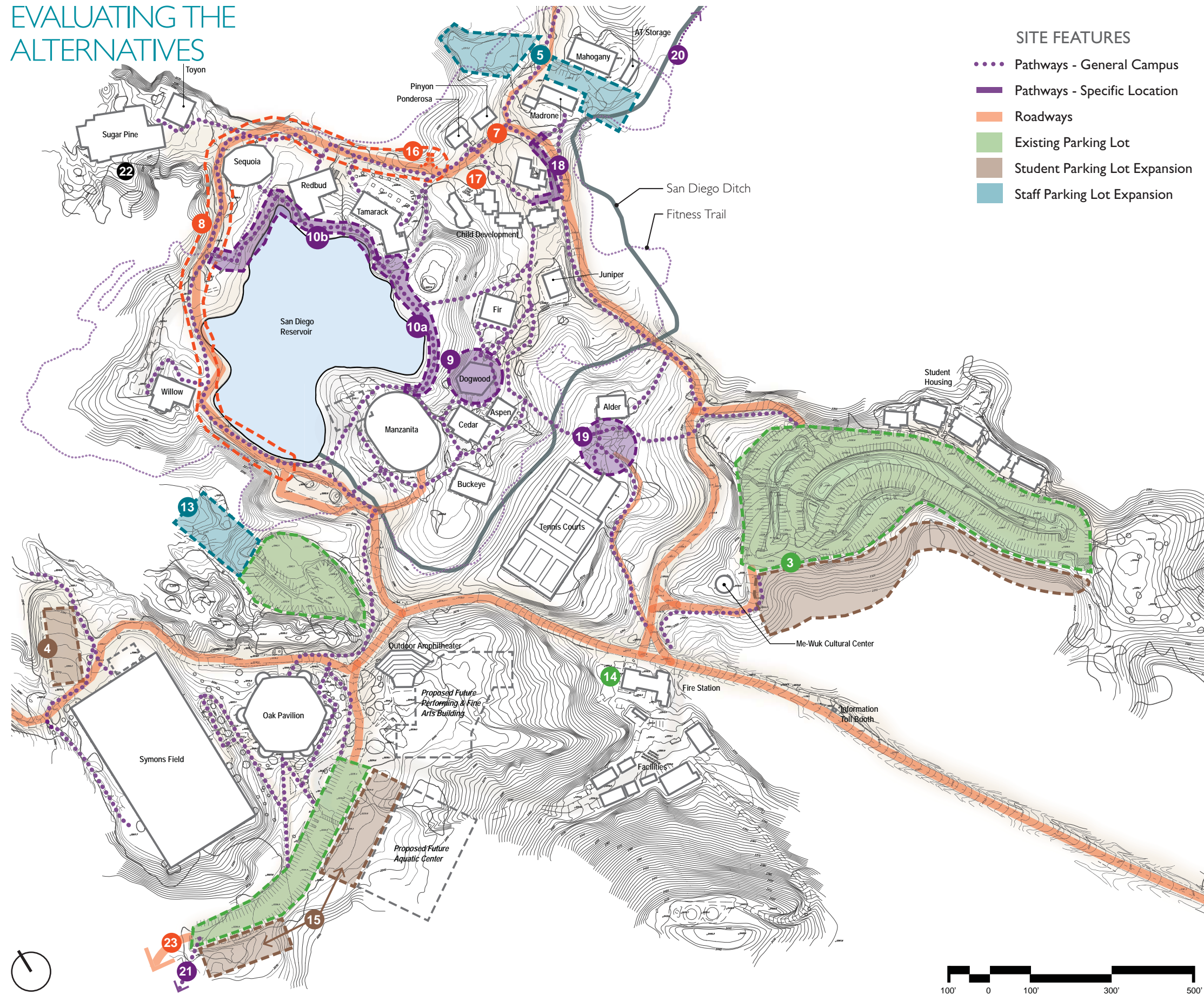
B22.) Proposed Future Performing & Fine Arts Building: **Music** moves from Cedar & Dogwood, **Fine Art** moves from Willow & Toyon

Relocate to a new Performing and Fine Arts building on campus.

B23.) Future Proposed Aquatic Center: **HHP** to utilize

Propose aquatic facility adjacent to Oak Pavilion.

EVALUATING THE ALTERNATIVES



SITE FEATURES

- Pathways - General Campus
- Pathways - Specific Location
- Roadways
- Existing Parking Lot
- Student Parking Lot Expansion
- Staff Parking Lot Expansion

FACILITIES SITE WORK

CAMPUS IMPROVEMENTS

- 1 Improve way finding signage, lighting & surveillance for safe access to buildings and during special events.
- 2 Roadway repairs & upgrades including proper drainage design to avoid run-off into reservoir.
- 3 Parking lot resurfacing.
- 4 Provide for permanent overflow student parking lot.
- 5 Parking lot on north side of campus.
- 6 Tram loading zones (DSPS pick-up spots) throughout campus.
- 7 Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Student Health Services.
- 8 Improve main two-way road near reservoir by widening or adding pull-out spaces and sidewalk for pedestrians.
- 9 During special events (i.e. near Dogwood) need to improve signage, way finding, lighting and surveillance to provide safe access to buildings.
- 10a Create accessible pathway from Manzanita to Tamarack for pedestrians and carts.
- 10b Create accessible pathway to buildings around the north side of San Diego Reservoir for pedestrians and carts.
- 11 Repair walkways throughout campus.
- 12 Define pedestrian/non-pedestrian traffic flow campus wide.
- 13 Increase staff parking lot.
- 14 Provide parking for Fire House users at existing student parking lot.
- 15 Student parking lot expansion.
- 16 Termination & turn-around of the public road between Child Development Center and the Library.
- 17 Increase drop-off zone parking at Child Development Center based on target growth projection, one dedicated parking space in front of Student Center, and tow-away signage at drop-off zones and parking stalls.
- 18 Create walkway past Child Development Center from Fir & Juniper to access Pinyon, Ponderosa, Madrone, & Mahogany, Student Center, & Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.
- 19 Create enhanced student entry near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas.
- 20 Create trails beyond the Par Course.
- 21 Create Bicycle Trail to Sawmill Flat via south property boundary.
- 22 Consider relocating the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science Building and serve as a Center for Appropriate Technology for the campus.
- 23 Third Emergency Access Road.
- 24 Charging Station for electric vehicles.

The items listed above are not in order of precedence and will be determined by related master plan projects.

EVALUATING THE ALTERNATIVES

FACILITIES SITE WORK

CAMPUS IMPROVEMENTS

- 1.) Improve way finding signage, lighting and surveillance to provide safe access to buildings and during special events.
- 2.) Roadway repairs and upgrades including proper drainage design to avoid run-off into reservoir.
- 3.) Parking lot resurfacing.
- 4.) Provide for permanent overflow student parking lot.
 - Pave existing gravel overflow parking lot.
 - Avoid scheduling of the higher demand classes on the same days within hours of each other.
 - Construct the student additional parking lot expansion design near the dorms. Need for additional meetings with the Me-Wuk tribe.¹*
 - Expand the existing student parking lot near Oak Pavilion.¹*
- 5.) Parking lot on north side of campus.
 - Create additional staff parking in the open area near Madrone.
- 6.) Tram loading zones (DSPS pick-up spots) throughout campus.
- 7.) Add short-term parking, student drop-off/pick-up area and space for the BOB Health Van at Nurse Station/Student Health Services.
- 8.) Improve main two-way road near reservoir by widening or adding pull-out spaces and add sidewalk for pedestrians.
- 9.) During special events (i.e. near Dogwood) need to improve signage, way finding, lighting and surveillance to provide safe access to buildings.
 - Relocate this program to an existing building adjacent to a parking lot and roadway such as Oak Pavilion. For smaller events use Dogwood and for larger events use Oak Pavilion.
 - Relocate to a new Performing and Fine Arts building on campus.
 - For very large events use a facility off-campus.
- 10a.) Create accessible pathway from Manzanita to Tamarack for pedestrians and carts.
- 10b.) Create accessible pathway to buildings around the north side of San Diego Reservoir for pedestrians and carts.
- 11.) Repair walkways throughout campus.
- 12.) Define pedestrian/non-pedestrian traffic flow campus wide.
- 13.) Increase staff parking lot.
 - Add staff parking at the north side of campus by the student center.
 - Extend the existing staff parking lot near Manzanita, towards the water treatment and emergency generator location.¹*
 - Construct additional staff parking lot with the expansion of student parking area near the dorms. Need for additional meetings with the Me-Wuk tribe.¹*

¹ Items shown in light-italic are not recommended due to extensive site work, complexity and high costs. These options are considered long-term.

EVALUATING THE ALTERNATIVES

FACILITIES SITE WORK

CAMPUS IMPROVEMENTS

14.) Provide parking for Fire House users at existing student parking lot.

Use the adjacent student/staff parking lot near the dorms due to large costs associated with engineering the sloped area along the fence line and limited space around the building.

Re-grade along the outside of the Facilities yard fencing to allow for additional parking for the fire house.¹

15.) Student parking lot expansion.

16.) Termination and turn-around of the public road between Child Development Center and the Library.

Provide restricted access beyond certain roadway points for authorized vehicles only. Provide a hammer-head turn around after the child development center but before the Tamarack building and a one-way traffic roadway between Tamarack and Willow.

17.) Increase drop-off zone parking at Child Care Center/Child Development based on target growth projection, one dedicated parking space in front of Student Center, and tow-away signage at drop-off zones and parking stalls.

18.) Create walkway past Child Development Center from Fir and Juniper to access Pinyon, Ponderosa, Madrone, and Mahogany Buildings, Student Center, and Library. Current circulation along road is unsafe for people walking from dorms/parking lot to Student Center.

Use the existing pathways between buildings including recently added gravel pathway. Provide additional signage directing pedestrian traffic onto campus pathways and off roadways.

Add a retaining wall by cutting into the hillside near the Child Development Center along the road. Create a ramp between the retaining wall and the road way that slopes down from the south to the north.

Add a retaining wall and elevated walkway if necessary, along the south fence line near the Child Development Center over the ravine area.¹

19.) Create an enhanced student entry way near Alder Building. As the student pedestrian entrance point to the college, we should celebrate the college and the campus history. This may be accomplished with a monument flagpole and entrance banner, an information kiosk, a monument describing the history of the Davis Cabin and the campus and possible other ideas.

20.) Create trails beyond the Par Course.

21.) Create Bicycle Trail to Sawmill Flat via south property boundary.

22.) Consider relocating or moving the Davis Cabin and finding a new purpose for it. With some major upgrades, it could be moved closer to the Science and Natural Resources Building and serve as a Center for Appropriate Technology for the campus i.e. showcase green technology, etc.

¹ Items shown in light-italic are not recommended due to extensive site work, complexity and high costs. These options are considered long-term.

EVALUATING THE ALTERNATIVES

FACILITIES SITE WORK

CAMPUS IMPROVEMENTS

23.) Third Emergency Access Road

Provide a third access road near Oak pavilion with additional parking stalls along it. Alternate option would be on the North side of campus.

24.) Charging Station for electric vehicles

Add charging stations to both student and faculty parking lots, and at the facilities vehicle yard.

¹ Items shown in light-italic are not recommended due to extensive site work, complexity and high costs. These options are considered long-term.

The items listed in this document are not in order of precedence and will be determined by related master plan projects.

APPENDIX I

CAMPUS FORUM

COLUMBIA COLLEGE CAMPUS FORUM



As a key component of the Facilities Master Plan Update process, Columbia College held an open campus-wide forum with two sessions in the Community Education meeting room of Manzanita to engage the college community. College faculty, staff, students and community members were invited to provide feedback on the master planning efforts to date. Dr. Dennis Gervin, President of Columbia College, opened the session and gave a brief update on the progress of the facilities master plan.

The presentation went over the following work plan phases: 1) Research, 2) Needs Assessment, 3) Prioritize Programmatic Design Elements, 4) Funding Analysis, 5) Opportunities + Resources, 6) Explore Possible Solution Alternatives, 7) Master Plan, and 8) Final Approval of Governing Authority. The first through the sixth phases are complete. The Master Plan phase is on-going and the final phase is pending.

The Following questions and comments were received from forum attendees.

1. Where will the Adjunct Faculty and Faculty office spaces move to from Tamarack?

Answer: Faculty and Adjunct Faculty offices being displaced would be re-assigned by the College to available office spaces or the College would convert existing low-use classrooms for office space.

2. How was the space utilization analysis during the Research Phase determined?

Answer: The space utilization analysis presented is based on the Fall 2011 Semester week of October 17 - 22 as provided by the College. Computation of lecture and laboratory space requirements is based on weekly student contact hours (WSCH) for a 70 hour week, Monday through Friday, 8am to 10pm. The total projected WSCH enrollments are separated into lecture and laboratory per Title 5 of the California Administrative Code.

3. The parking on campus is currently at a maximum, and if the campus was to increase enrollment to the Chancellor Office Standards, the campus would not be able to accommodate the student body.

Answer: In addition to the facilities master plan parking lot needs (for larger proposed parking lot projects), it may be worthwhile to take a look at modifying the scheduling of classes during less concentrated hours, including Fridays, to reduce peak demand for parking. Based on growth projections of 4-percent over the next five years, a significant increase in the student population is unlikely to occur.



4. *Where will the information from the campus forums be posted?*

Answer: The information will be posted on the Columbia College website on the Facilities Master Plan Update page under the Facilities Committee section.

<http://www.gocolumbia.edu/documents/facilities/fmpupdate/documents.aspx>

5. *Do the proposed future buildings add issues of increasing the utilization square footage?*

Answer: The goal is for the College to increase its utilization efficiency and could do so in several ways. In the future, certain modular buildings, such as Pinyon and Ponderosa, will need to be taken off-line as they will be old and in disrepair. Additionally, Redbud as proposed will have square footage slated for use by Modesto Junior College and will be deducted from Columbia College calculations. The bottom floor of Alder will become district square footage. Square footage with non-instructional uses, such as Administration, offices, etc will also not be part of the utilization calculations. Since Dogwood and Aspen are not able to meet the program needs, the future proposed Performing and Fine Arts Building would adequately meet these needs and be considered by the state as a "campus completion project".



6. *What time period was the classroom analysis done?*

Answer: The space utilization analysis is based on the Fall 2011 Semester week of October 17 - 22 as provided by the College.

7. *Do the tennis courts and Symons Field apply to the classroom utilization?*

Answer: No. They count as part of the campus build-out square footage, but not classroom utilization.

8. *How far will the remaining Measure E funds go for projects on the list?*

Answer: Measure E funds will extend to as many applicable projects on the list as possible. The Manzanita remodel will likely need a decent size budget and site improvements for the campus will be extensive. Many short term projects will likely be low cost with minimal renovation or none at all based on the program needs.

9. *Where is the Instructional Materials Center (IMC) located in both Master Plan Alternatives?*

Answer: The IMC is currently noted to be located in Manzanita, but other options will also be explored.



10. How much time is left to spend on Measure E funds?

Answer: Approximately three years,.

11. How would the Manzanita remodel be done with the unusual shape of the building?

Answer: It is likely that most of the upper level will be completely renovated to a more efficient layout for current and future growth.

12. There are parking issues at the north side of the Sugar Pine building for staff, delivery vehicles and student parking.

Answer: Many of these parking issues are temporary since the Sugar Pine building is new and minor adjustment work is being completed. Once the work is completed, the roadway should have minimal vehicles. In addition, the parking near Sugar Pine is not for staff or student parking.

13. Will public restrooms for Symons Field be included in the proposed fire tower?

Answer: Yes. The proposed fire tower will include public exterior access restrooms for Symons Field users. The Fire Technology program would move the fire ladder exercises from Alder to the new fire tower.

14. Would use of the tennis courts be an option for swing space?

Answer: The tennis courts are an option for swing space only if absolutely necessary, however, any use of portables for swing space will be avoided to reduce costs.

15. What is the time frame for completion of the Manzanita remodel?

Answer: Tentatively three years, including construction.

16. Will the computer lab in Sequoia come off line as it is currently being scheduled for classes?

Answer: Yes. Once the Measure E projects begin, this building will serve as swing space.

17. Distance Education and ITC are together and should not be separated.

18. Will the roadways and pathways projects be done at the same time? Will the roadways and pathways be combined in the same areas by enlarging roads?

Answer: Possibly. Some of the Facilities Site Work projects may be combined in the same area by enlarging roads.



19. *Will the Calaveras and Oakdale Outreach Centers gain FTE for Columbia College?*

Answer: Yes.

20. *Where will AAC go as part of the swing space?*

Answer: Currently, the design team is exploring options to create a smooth transition for all programs, departments and units that will be affected by future projects. Several buildings have been identified for potential swing space, e.g. Sequoia, Toyon, Alder.

21. *Facilities Site Work item #13 should be tied closely to item #5 for the staff parking lot.*

22. *I understand a (regulation full 400 yard) competitive track around Symons Field is not feasible, however, would it be possible to provide a walking track around the football field?*

Answer: A full walking track separated from the soccer field with a wood header would potentially be possible.

APPENDIX J

SMART CLASSROOM EQUIPMENT PLAN


[Technology & Media Services](#)
[Staff](#)
[Mission Statement](#)
[Technology Services](#)
[Media Services](#)
[Software Development](#)
[Columbia College Website](#)
[Media Equipment Report](#)
[Technology Equipment Report](#)
[Smart Classroom Equipment and Plan](#)
[Computer upgrades with one time funds](#)
[video test](#)

Smart Classroom Equipment and Plan

Title III Objective #5

Equip 25 additional classrooms with appropriate technology to allow faculty to pilot instructional innovations.

Columbia College needs to continue to upgrade its classrooms, to keep pace with faculty pedagogical interests and student expectations as the tools available to instructors become more advanced. Working together the Distance education Committee, DE Coordinator, Faculty, Deans and IT at Columbia College continue to identify classrooms for technology upgrades. The focus up to now has been to create "Smart" classrooms that include either a Smart board or interactive projector, Sound system and a digital presenter such as an Elmo, a desktop or laptop computer.

Looking at the classrooms on campus that have been upgraded with the exception of a couple of rooms there is little utilization of the audio systems, digital presenters and in some cases the smart board technologies. These technologies add a substantial cost to the upgrade of the room; this has caused a reevaluation the goal of objective 5, "**Upgrade classrooms with appropriate technology to allow faculty to pilot instructional innovations**". With greater numbers of faculty utilizing blackboard for not only fully online courses but hybrid classes, there is a greater need for technology in classrooms to help with lecture capture of both audio and video, tools for hosting videos and multimedia content for embedding within Blackboard shells.

Many of the classrooms at Columbia College are built in such a way that they will not accommodate a smart board either because there is no wall space for mounting the board or the overhead projector. These rooms however would be capable of utilizing technology for lecture capture.

Upgraded Classrooms:

Fir 2
 Fir 3
 Juniper 4
 Madrone 2
 Maple 102
 Maple 103
 Oak 9
 Redbud 3
 Redbud 8
 Instructional Training center (ITC)

Columbia College Technology and Media services maintain a database of the Title III purchased equipment that has been installed in each of the classrooms listed above. Below is a list of the classroom setups and the type of technology included. Not all of the equipment is upgraded in every room, In some cases rooms only require partial replacement of equipment within the room setup.

Basic classroom setups:

Built-in:

- Video Data projector.
- Either a fixed or pull down projection screen.
- Laptop computer.
- Audio system
 - Speakers either Ceiling or Wall mounted.
 - Audio mixer/amplifier
- DVD/VCR dual deck player.

Media Cart:

- Video Data projector.
- Either a portable, fixed or pull down projection screen.
- Laptop computer.
 - Amplified PC Speakers on the media cart
- DVD/VCR dual deck player.

The basic rooms may also include or request the following equipment:

- Overhead projector.
- Digital presenter “Elmo”.
- Wireless Microphone.

Advanced classroom setups:

Built-in only:

- Video Data projector.
- Either a fixed or pull down projection screen.
- Laptop computer.
- Logitech Web Camera
- Audio system
 - Speakers either Ceiling or Wall mounted.
 - Audio mixer/amplifier
 - Wireless Microphone
- DVD/VCR dual deck player.
- Digital presenter “Elmo”
- Interactive white board technology (1 of the following)
 - Smart Technologies Smart Boards
 - Epson Brightlink 450wi

Additional Technology:

- Video Camera and tripod
- Software such as adobe Flash Media Live Encoder
- Flash media Server

APPENDIX K

CAMPUS EMS SYSTEM

EMS SYSTEM

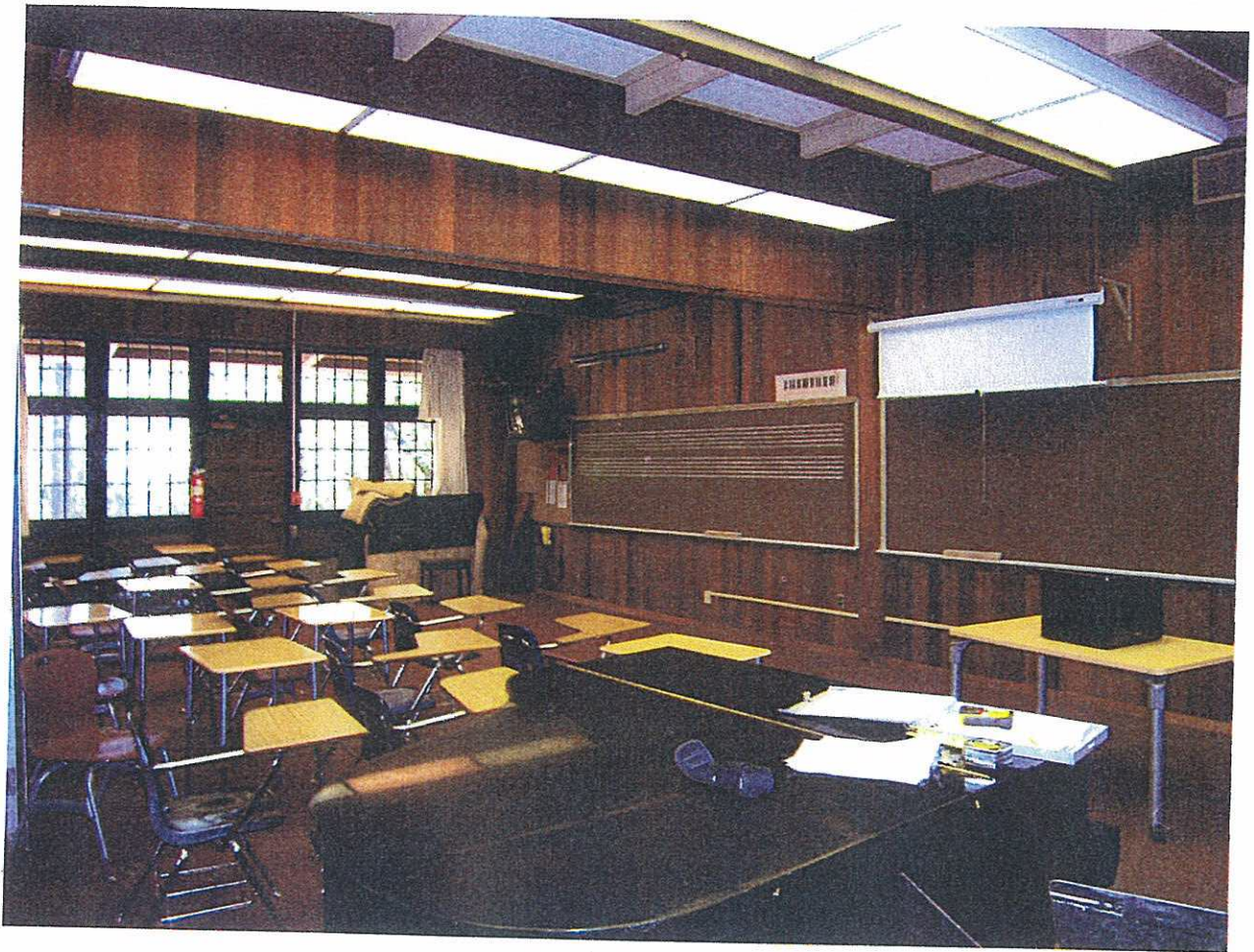
Room Code	Room Feature	Room Size
Aspen 1	Amplifier/Tuner	40
Aspen 1	Built-in speaker system	40
Aspen 1	Carpeting	40
Aspen 1	CD player	40
Aspen 1	Laptop computer	40
Aspen 1	Not A LAB	40
Aspen 1	Overhead	40
Aspen 1	Piano	40
Aspen 1	Screen	40
Aspen 1	Tape recorder, cassette	40
Aspen 1	TV/VCR/DVD	40
Aspen 1	Video/Data Projector, on cart	40
Aspen 1	Windows	40
Buckeye 3	Carpeting	45
Buckeye 3	Laptop computer	45
Buckeye 3	Not A LAB	45
Buckeye 3	Overhead	45
Buckeye 3	Screen	45
Buckeye 3	TV/VCR/DVD	45
Buckeye 3	VCR/DVD player	45
Buckeye 3	Video/Data Projector, on cart	45
Buckeye 3	Windows	45
Buckeye 4	Carpeting	25
Buckeye 4	Computers	25
Buckeye 4	Document camera	25
Buckeye 4	VCR/DVD player	25
Buckeye 4	Video/Data Projector	25
Buckeye 4	Windows	25
Cedar 1	35MM projector	78
Cedar 1	Built-in speaker system	78
Cedar 1	Carpeting	78
Cedar 1	Laptop computer	78
Cedar 1	Not A LAB	78
Cedar 1	Overhead	78
Cedar 1	Screen	78
Cedar 1	Tape recorder, cassette	78
Cedar 1	VCR/DVD player	78
Cedar 1	Video/Data Projector, mounted	78
Cedar 10	35MM projector	23
Cedar 10	Carpeting	23
Cedar 10	Overhead	23
Cedar 10	Screen	23
Cedar 10	TV/VCR/DVD	23
Cedar 10	Windows	23

Cedar 5	Carpeting	17
Cedar 5	Piano Lab	17
Dogwood	35MM projector	192
Dogwood	Built-in speaker system	192
Dogwood	Carpeting	192
Dogwood	Chalkboard, portable	192
Dogwood	Overhead	192
Dogwood	Piano	192
Dogwood	Screen	192
Dogwood	Stage	192
Dogwood	Tape recorder, cassette	192
Dogwood	Theater lights	192
Dogwood	VCR/DVD player	192
Dogwood	Video/Data Projector, mounted	192
Fir 1	Carpeting	20
Fir 1	Computers	20
Fir 1	Screen	20
Fir 1	Video/Data Projector, mounted	20
Fir 2	Built-in speaker system	16
Fir 2	Carpeting	16
Fir 2	Computer, Instructor	16
Fir 2	Distance Education camera	16
Fir 2	Document camera	16
Fir 2	Fax machine	16
Fir 2	Not A LAB	16
Fir 2	Screen	16
Fir 2	VCR/DVD player	16
Fir 2	Video/Data Projector, mounted	16
Fir 2	Videoconference Capabilities	16
Fir 2	Windows	16
Fir 3	35MM projector	35
Fir 3	Carpeting	35
Fir 3	Overhead	35
Fir 3	Screen	35
Fir 3	TV/VCR/DVD	35
Fir 3	Video/Data Projector, mounted	35
Fir 3	Windows	35
Fir 4	Carpeting	24
Fir 4	Computers	24
Fir 4	Screen	24
Fir 4	Video/Data Projector, mounted	24
Fir 7	Carpeting	25
Fir 7	Not A LAB	25
Fir 7	Overhead	25
Fir 7	Screen	25

Fir 7	TV/VCR/DVD	25
Fir 7	Windows	25
Juniper 1	Carpeting	50
Juniper 1	Not A LAB	50
Juniper 1	Overhead	50
Juniper 1	Screen	50
Juniper 1	Windows	50
Juniper 4	Carpeting	40
Juniper 4	Not A LAB	40
Juniper 4	Overhead	40
Juniper 4	Screen	40
Juniper 4	Windows	40
Madrone1	35MM projector	20
Madrone1	Chalkboard, portable	20
Madrone1	Computer, Instructor	20
Madrone1	Overhead	20
Madrone1	Screen	20
Madrone1	TV/VCR/DVD	20
Madrone1	VCR/DVD player	20
Madrone1	Video/Data Projector, mounted	20
Manz 18-1	Carpeting	50
Manz 18-1	Windows	50
Manzanita 2	Camera for cooking demos	20
Manzanita 2	Laptop computer	20
Manzanita 2	Overhead	20
Manzanita 2	TV/VCR/DVD	20
Manzanita 2	Video/Data Projector, on cart	20
Manzanita 3	Wet lab	0
Oak 4	Carpeting	10
Oak 4	Exercise Equipment	10
Oak 4	TV/VCR/DVD	10
Oak 23	Built-in speaker system	0
Oak 24	Carpeting	0
Oak 24	Exercise Equipment	0
Oak 24	Overhead	0
Oak 24	TV/VCR/DVD	0
Oak 25	Not A LAB	0
Oak 25	Windows	0
Oak 26	Exercise Equipment	0
Oak 26	Windows	0
Oak 9	35MM projector	50
Oak 9	Carpeting	50
Oak 9	Not A LAB	50
Oak 9	Overhead	50
Oak 9	Screen	50

Oak 9	TV/VCR/DVD	50
Oak 9	VCR/DVD player	50
Ponderosa 1	TV/VCR/DVD	0
Redbud 2	35MM projector	41
Redbud 2	Carpeting	41
Redbud 2	Not A LAB	41
Redbud 2	Overhead	41
Redbud 2	Screen	41
Redbud 2	TV/VCR/DVD	41
Redbud 2	Video/Data Projector, on cart	41
Redbud 3	35MM projector	35
Redbud 3	Built-in speaker system	35
Redbud 3	Carpeting	35
Redbud 3	Computer "Mimeo" White Board	35
Redbud 3	Document camera	35
Redbud 3	Not A LAB	35
Redbud 3	Overhead	35
Redbud 3	Screen	35
Redbud 3	TV/VCR/DVD	35
Redbud 3	VCR/DVD player	35
Redbud 3	Video/Data Projector, mounted	35
Redbud 9	Computers	16
Redbud 9	Screen	16
Redbud 9	Video/Data Projector, mounted	16
Sequoia 1	35MM projector	56
Sequoia 1	Laptop computer	56
Sequoia 1	Not A LAB	56
Sequoia 1	Overhead	56
Sequoia 1	TV/VCR/DVD	56
Sequoia 1	VCR/DVD player	56
Sequoia 1	Video/Data Projector, mounted	56
Sequoia 11	35MM projector	30
Sequoia 11	Not A LAB	30
Sequoia 11	Overhead	30
Sequoia 11	Screen	30
Sequoia 11	TV/VCR/DVD	30
Sequoia 11	Windows	30
Sequoia 8	Computers	25
Sequoia 8	Screen	25
Sequoia 8	VCR/DVD player	25
Sequoia 8	Video/Data Projector, mounted	25
Sequoia10	Chalkboard, portable	15
Sequoia10	Windows	15
Symons Field	Not A LAB	0
Symons Field	Outdoor facility	0

Tamarack -TRC	Computers	8
Tamarack -TRC	Video/Data Projector	8
Willow 1	35MM projector	0
Willow 1	Overhead	0
Willow 1	Screen	0
Willow 1	TV/VCR/DVD	0
Willow 1	Windows	0



Aspen room 6 & 1 combined

838 square feet combined

19 combo chairs, 13 chairs and desks

$838 \times .66 = 553.08 / 15 = 36.87$

Seating capacity = 37



Buckeye room 4

1,214 square feet

35 tables, 33 chairs

$1214 \times .66 = 801.24 / 15 = 53.42$

Seating capacity = 53



Buckeye room 3

1,420 square feet

20 tables, 40 chairs

$1420 \times .66 = 937.2 / 15 = 62.48$

Seating capacity = 63



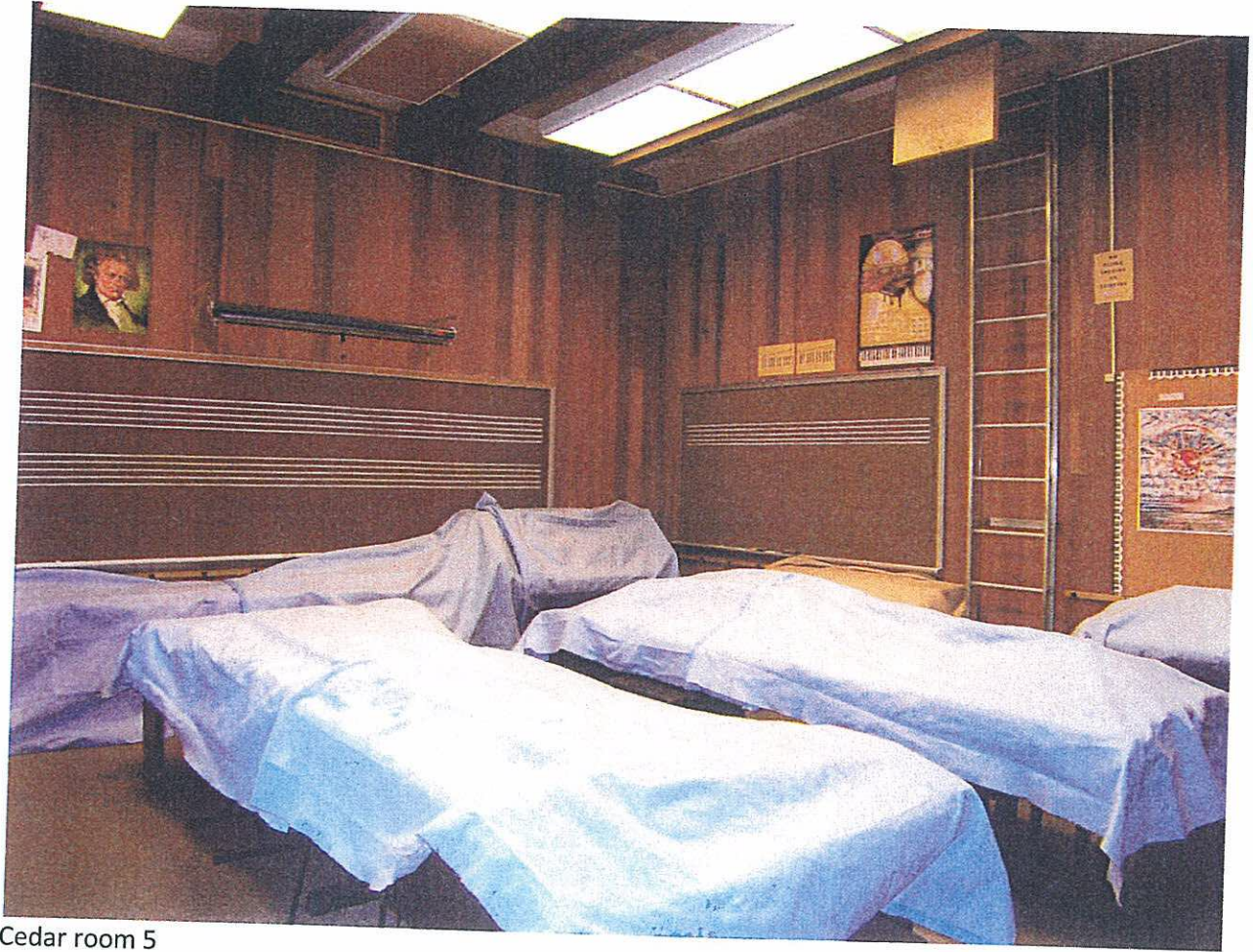
Cedar room 1

1,162 square feet

78 chairs

$1162 \times .66 = 766.92 / 15 = 51.13$

Seating Capacity = 51

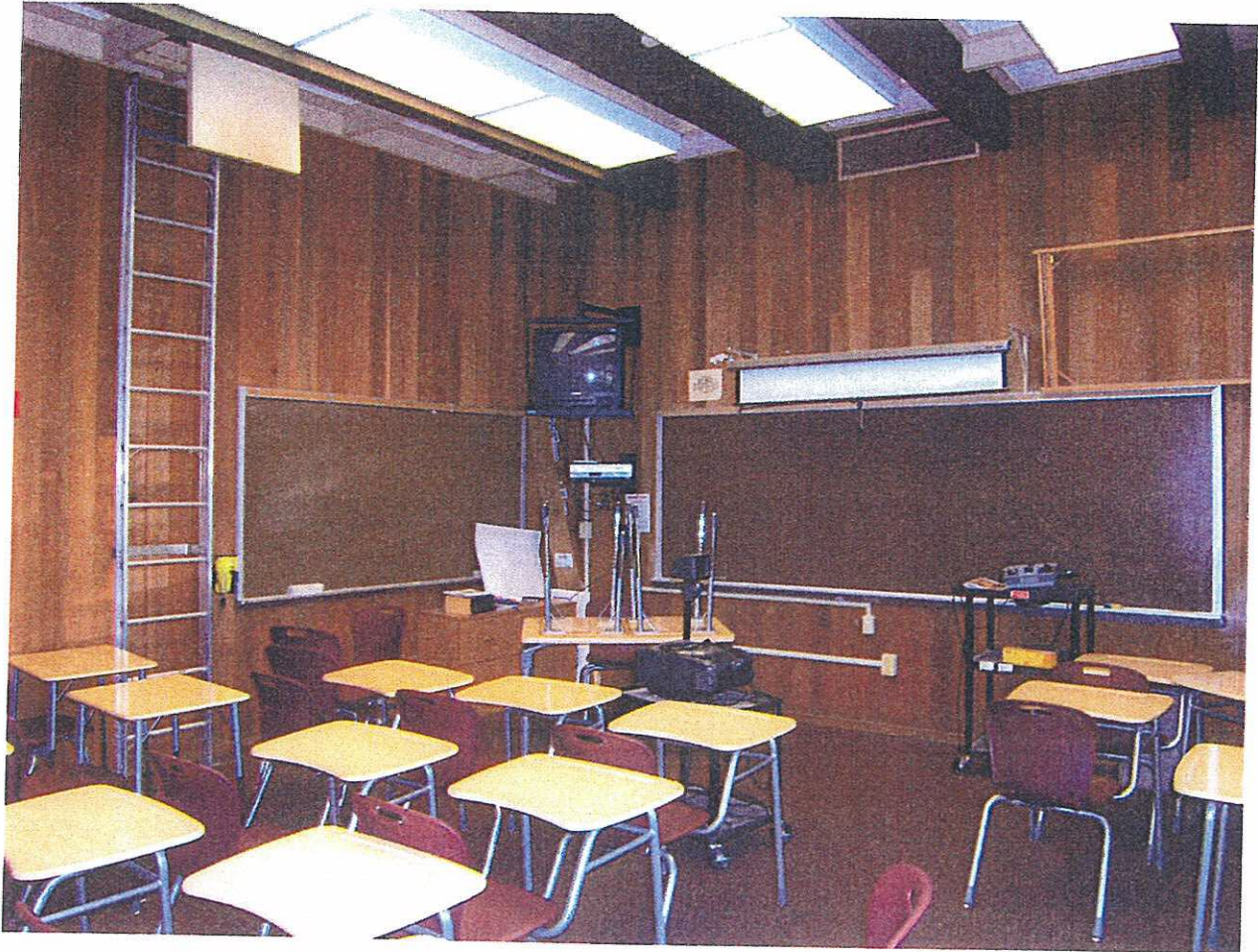


Cedar room 5

420 square feet

$$420 \times .66 = 277.20 / 15 = 18.48$$

Seating capacity = 19



Cedar room 10

417 square feet

28 table chair combos

$417 \times .66 = 274.22 / 15 = 18.35$

Seating capacity = 18



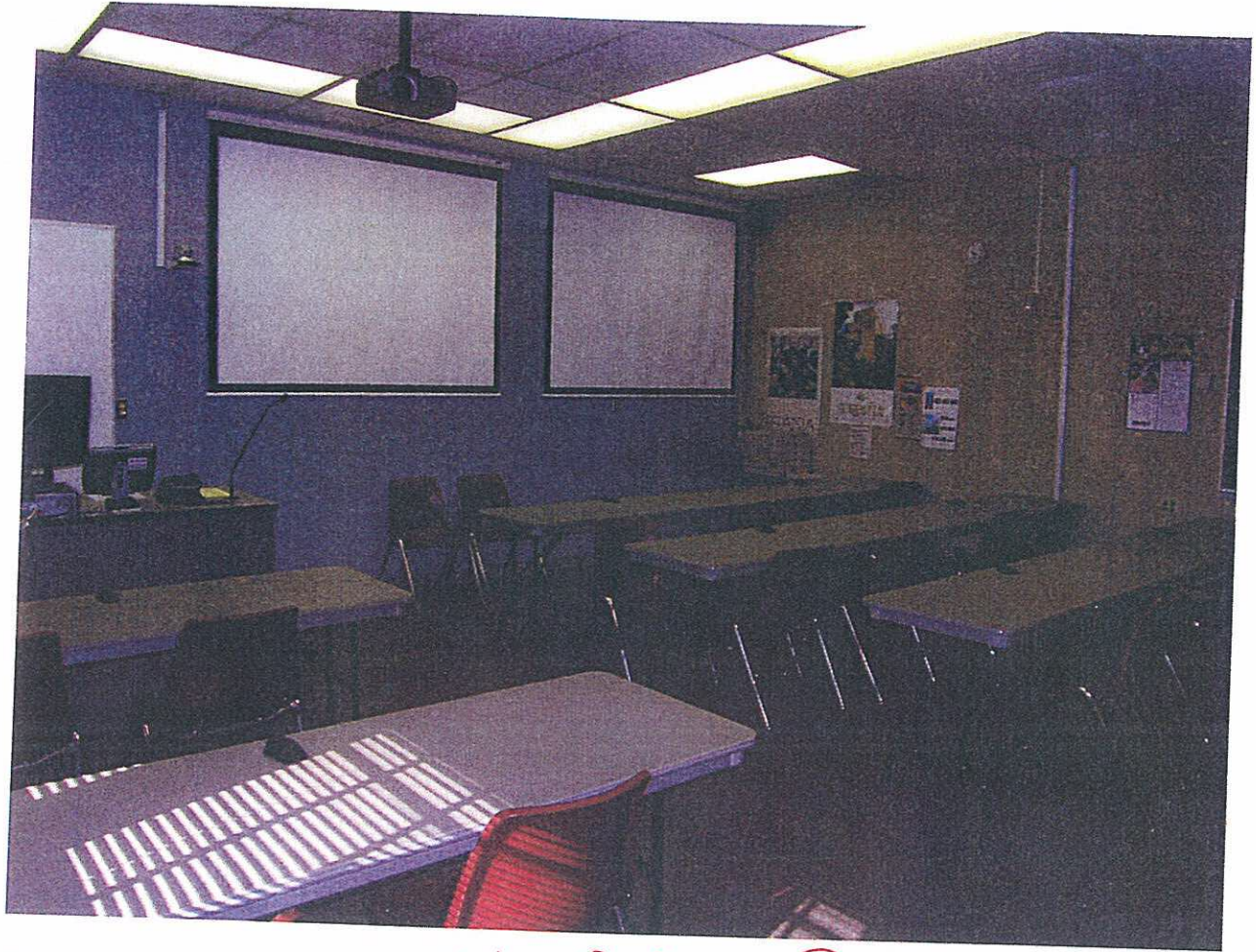
Fir room 1

626 square feet

22 tables, 19 chairs

$626 \times .66 = 413.16 / 15 = 27.54$

Seating capacity = 28



Fir room 2

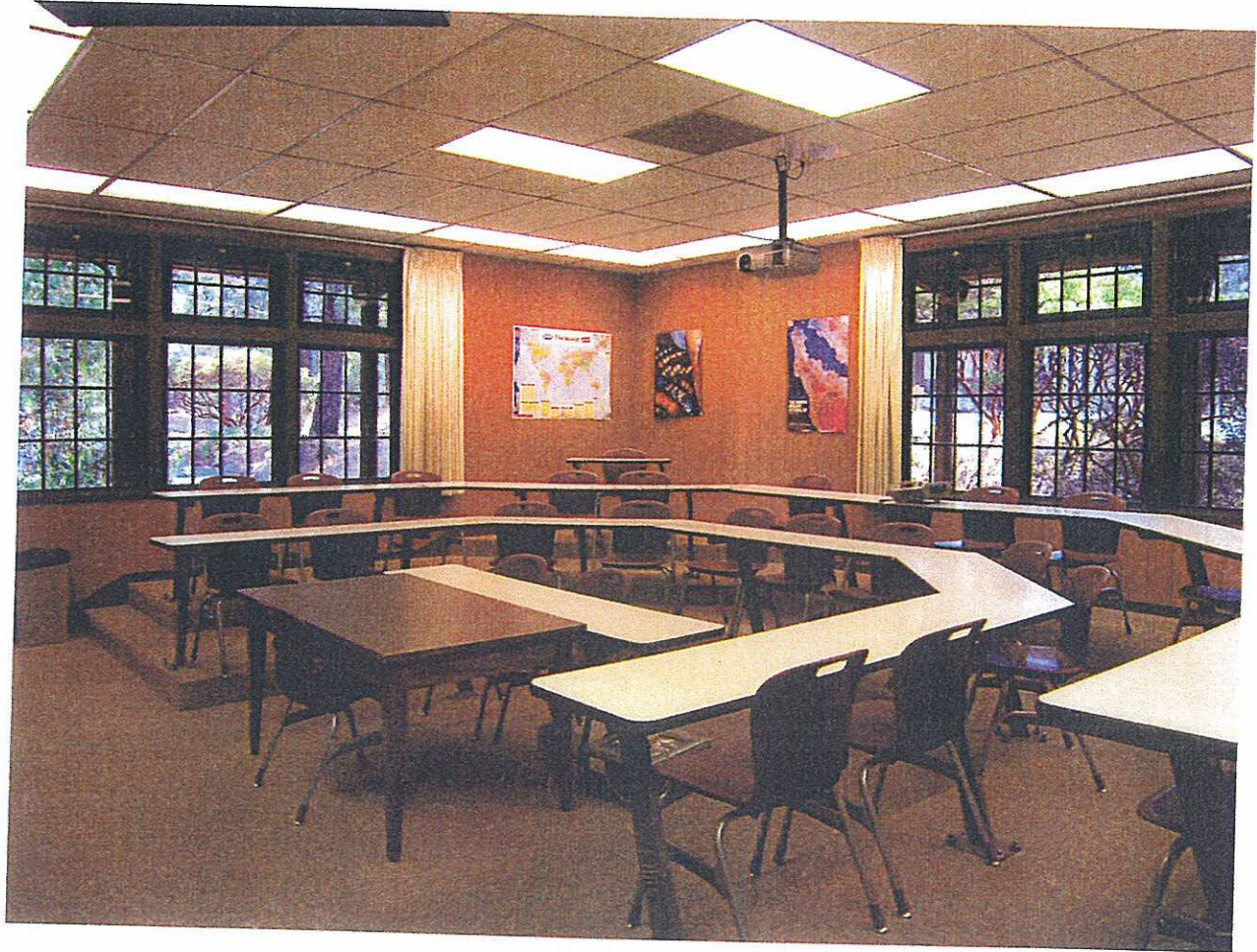
Video Conference Room

471 square feet

9 tables, 25 chairs

$$471 \times .66 = 310.86 / 15 = 20.72$$

Seating capacity = 21



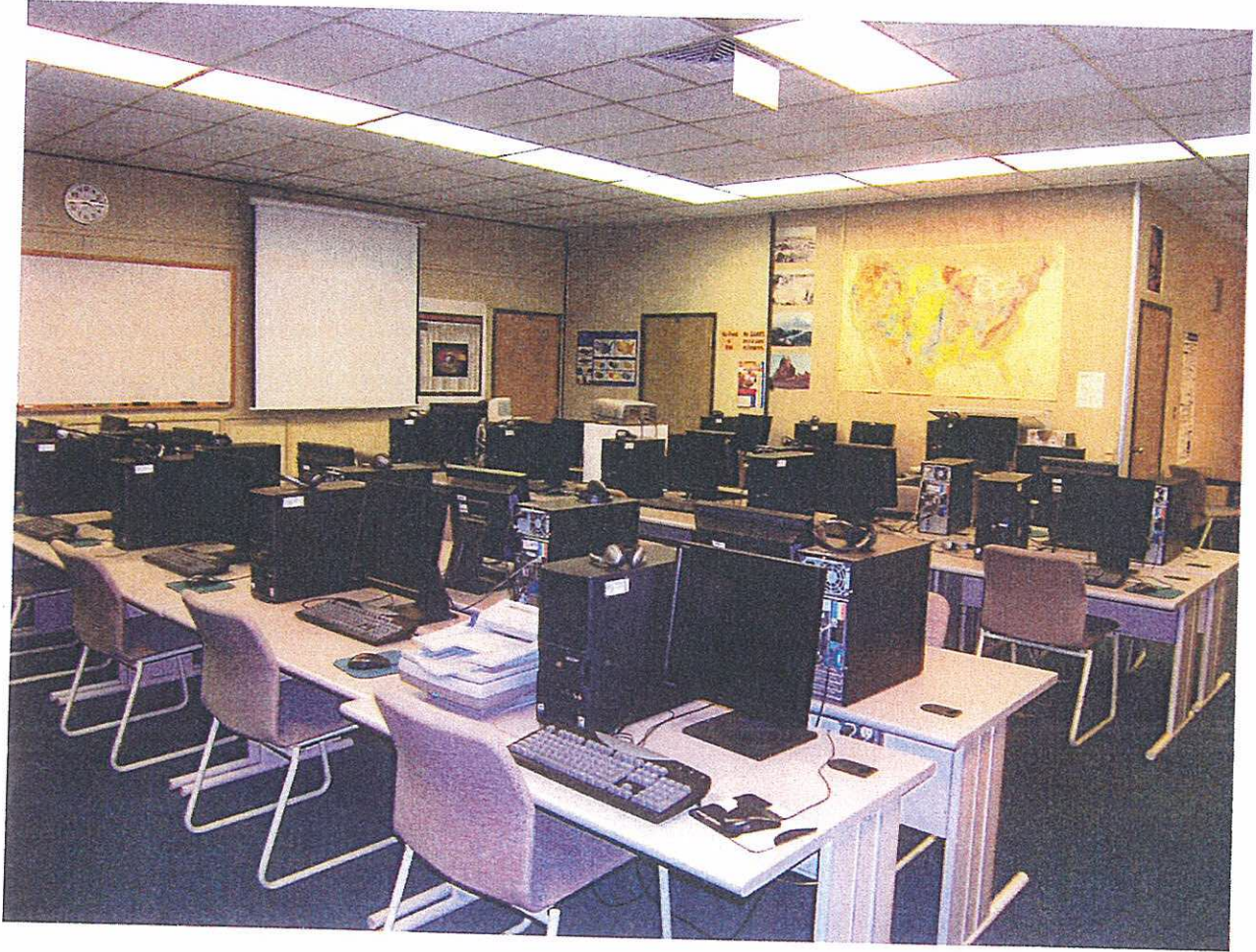
Fir room 3

605 square feet

Built in tables, 30 chairs

$605 \times .66 = 399.30 / 15 = 26.62$

Seating capacity = 27



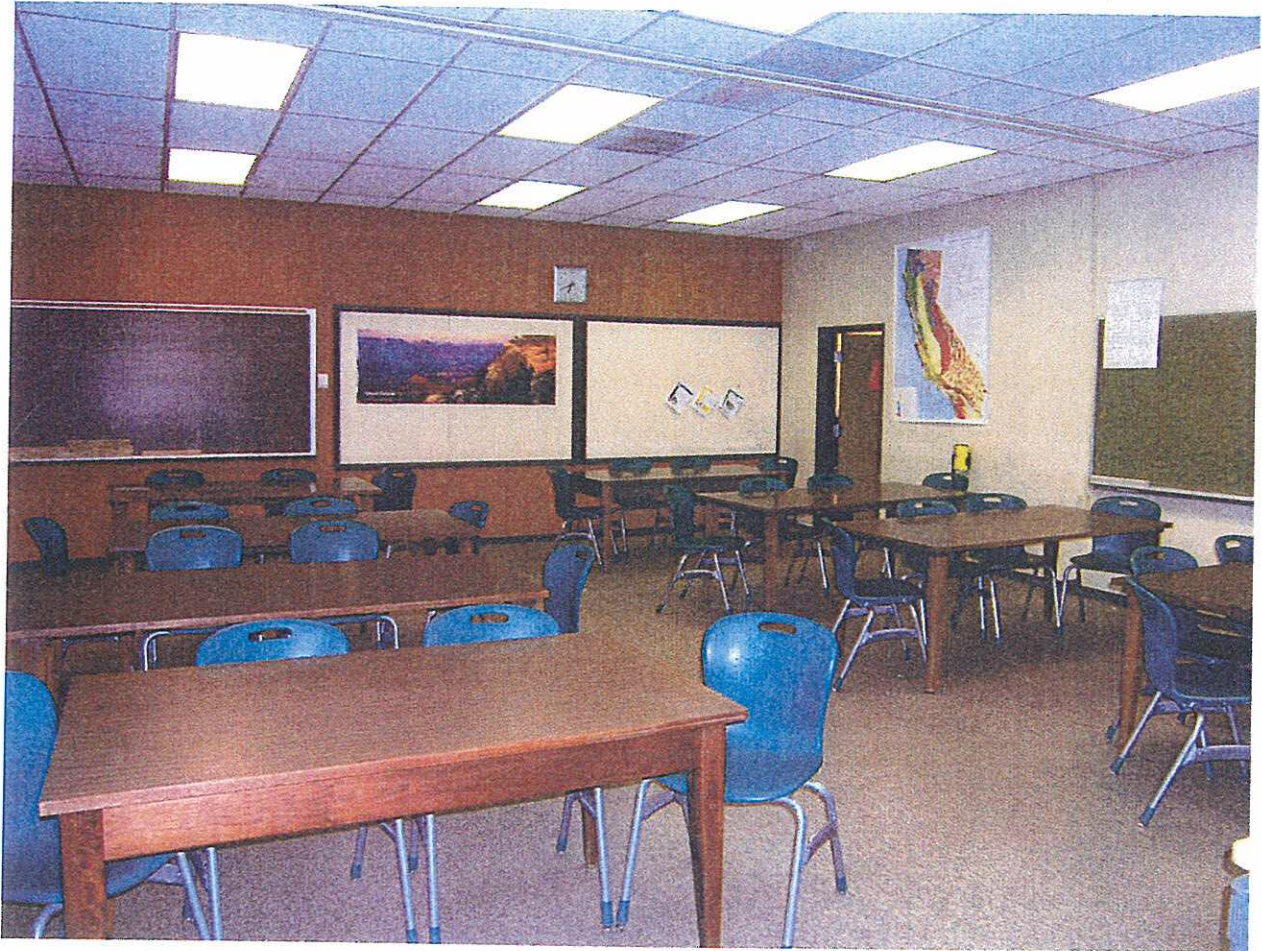
Fir room 4

1,249 square feet

22 tables, 27 chairs

$1249 \times .66 = 824.34 / 15 = 55$

Seating capacity = 55



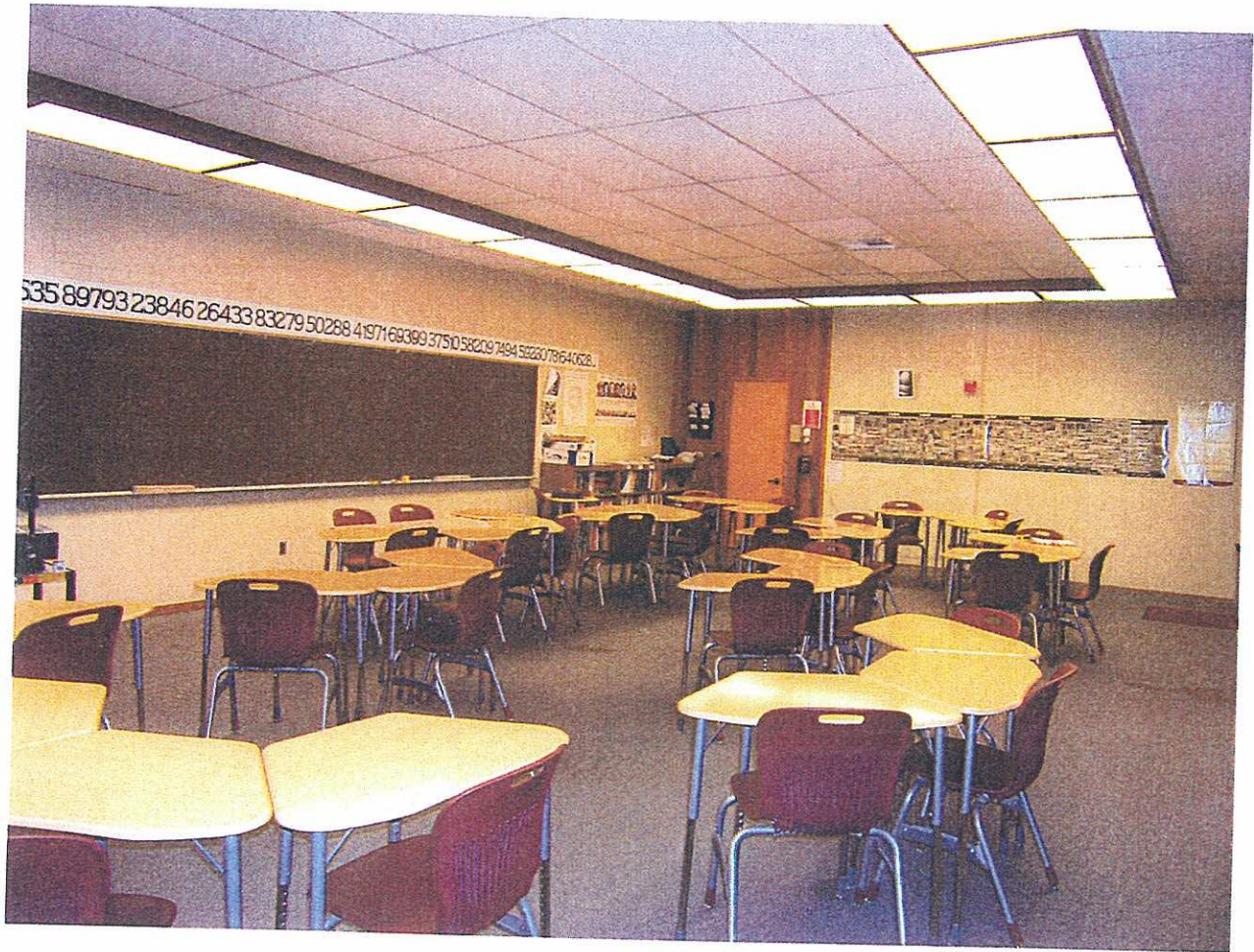
Fir room 7

732 square feet

8 tables, 30 chairs

$732 \times .66 = 483.12 / 15 = 32.21$

Seating capacity = 32



Juniper room 1

917 square feet

36 tables, 35 chairs

$917 \times .66 = 605.22 / 15 = 40.35$

Seating capacity = 40



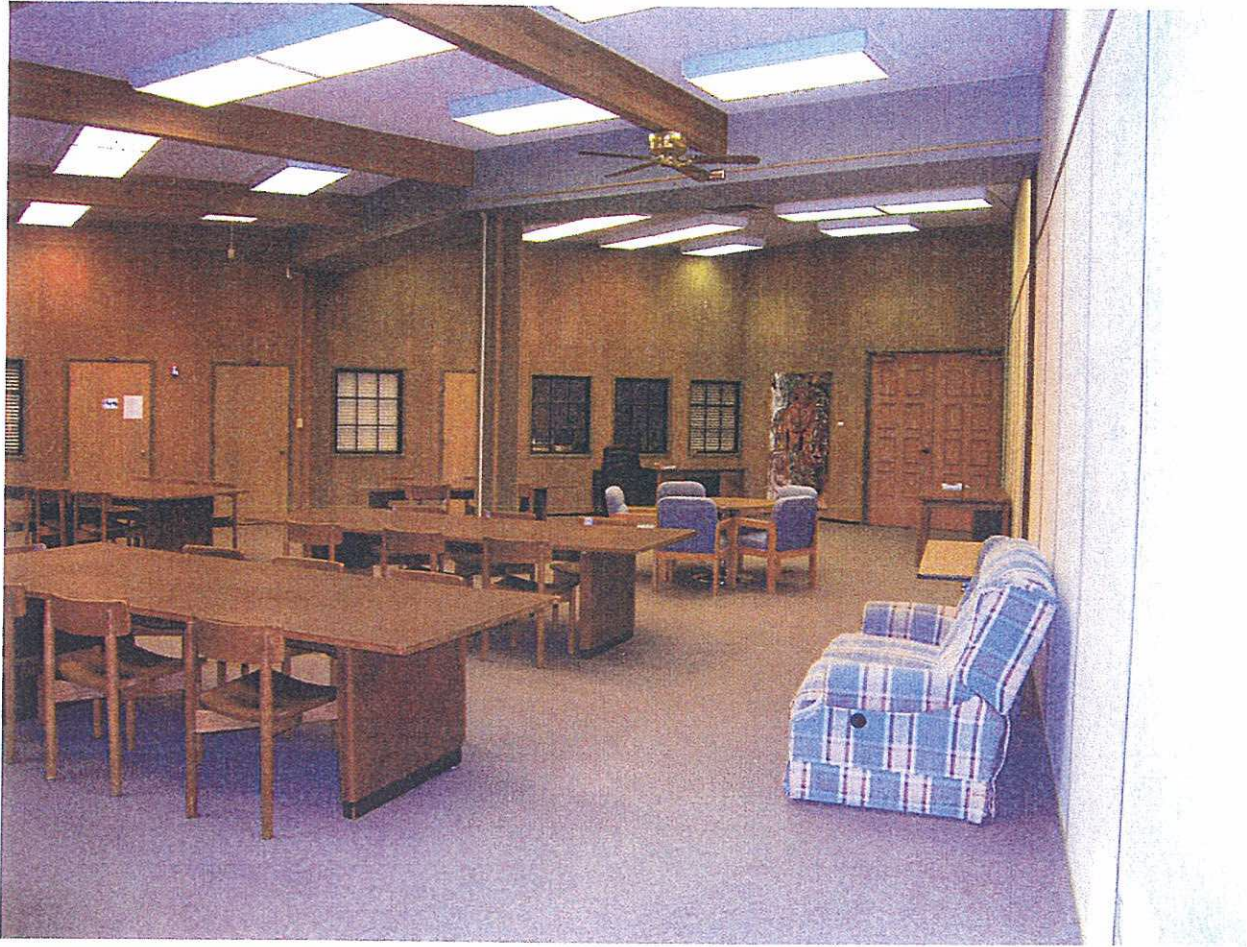
Juniper room 4

607 square feet

18 tables, 34 chairs

$607 \times .66 = 400.62 / 15 = 26.71$

Seating capacity = 27



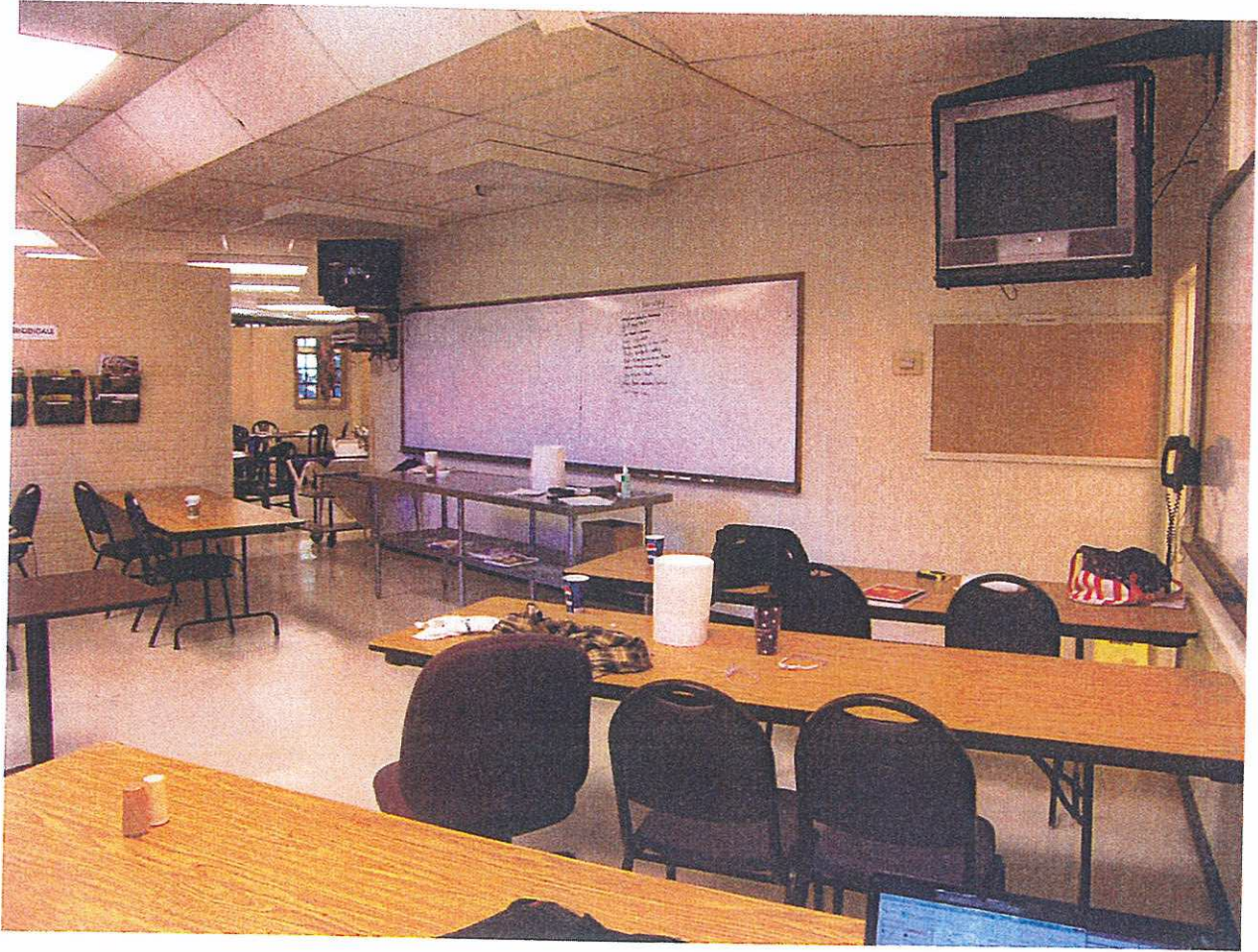
Manzanita (upper) ComEd room

1,430 square feet

7 tables, 35 chairs

$1430 \times .66 = 943.80 / 15 = 62.92$

Seating capacity = 63



Manzanita (lower) room 2

560 square feet

6 tables, 14 chairs

$560 \times .66 = 369.60 / 15 = 24.64$

Seating capacity = 25



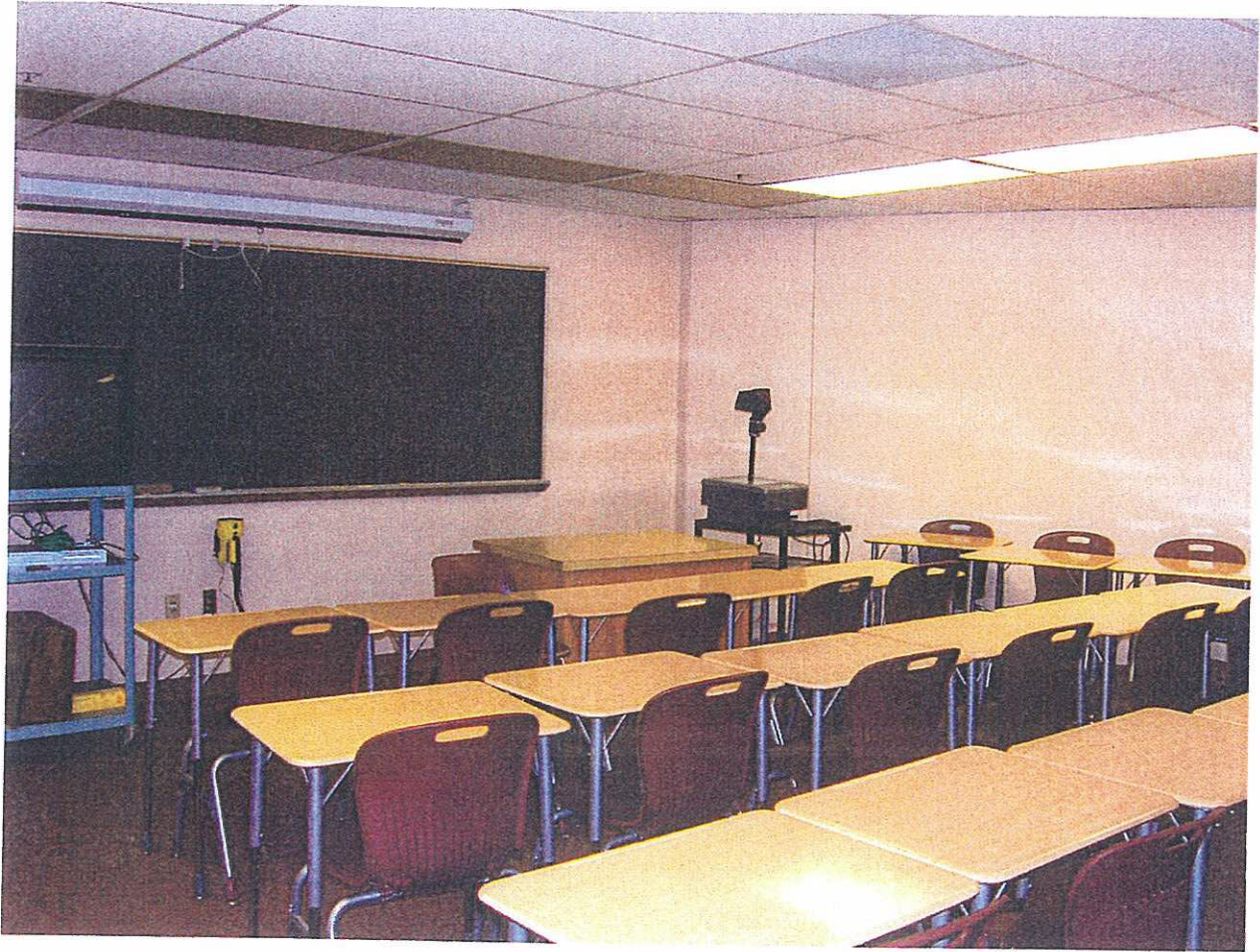
Oak rooms 9 & 10 combined

1,291 square feet combined

45 tables, 65 chairs

$1291 \times .66 = 852.06 / 15 = 56.80$

Seating capacity = 57



Oak room 12

506 square feet

29 tables, 28 chairs

$506 \times .66 = 333.96 / 15 = 22.26$

Seating capacity = 22



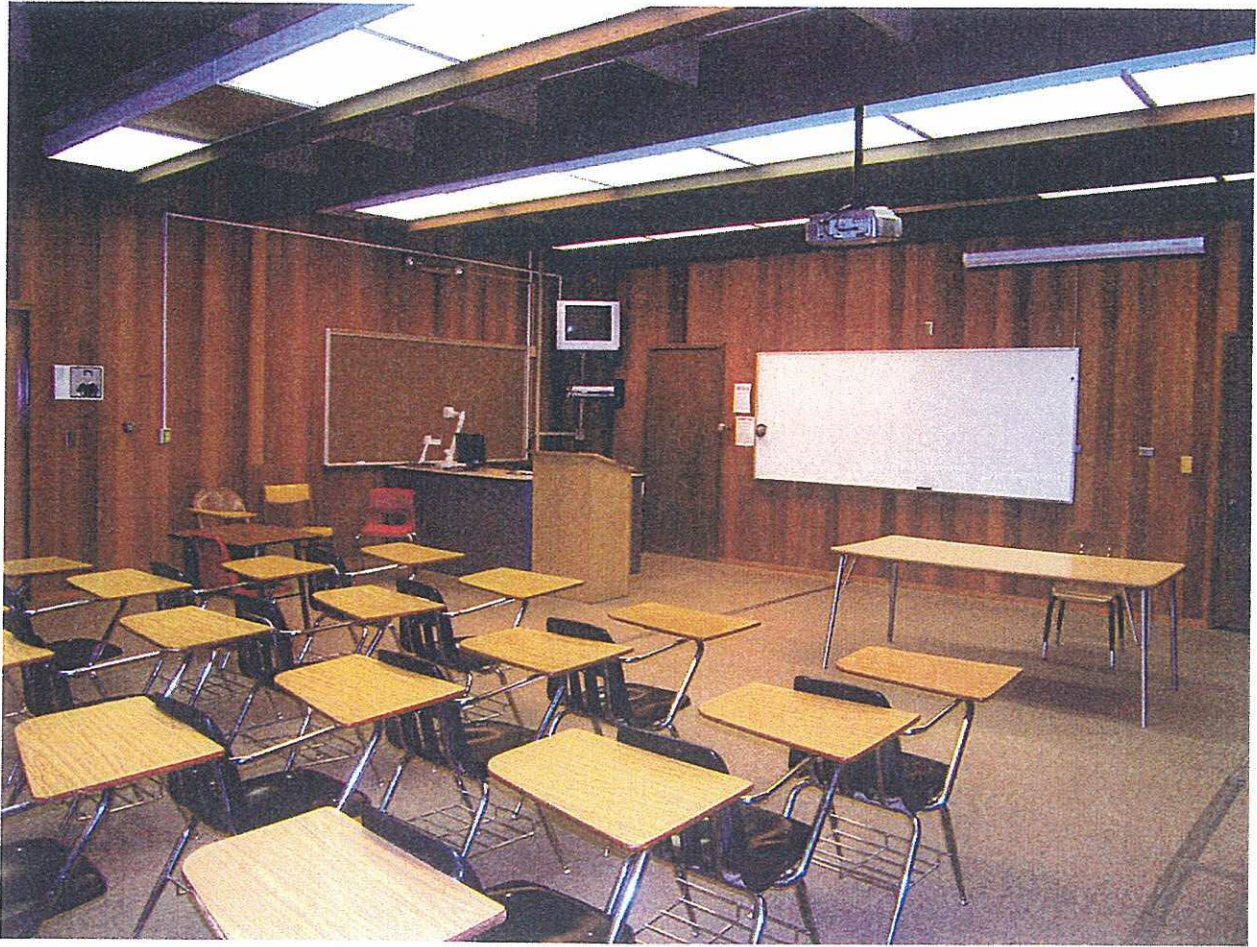
Redbud room 2

926 square feet

Built in tables, 40 chairs

$926 \times .66 = 611.16 / 15 = 40.74$

Seating capacity = 41



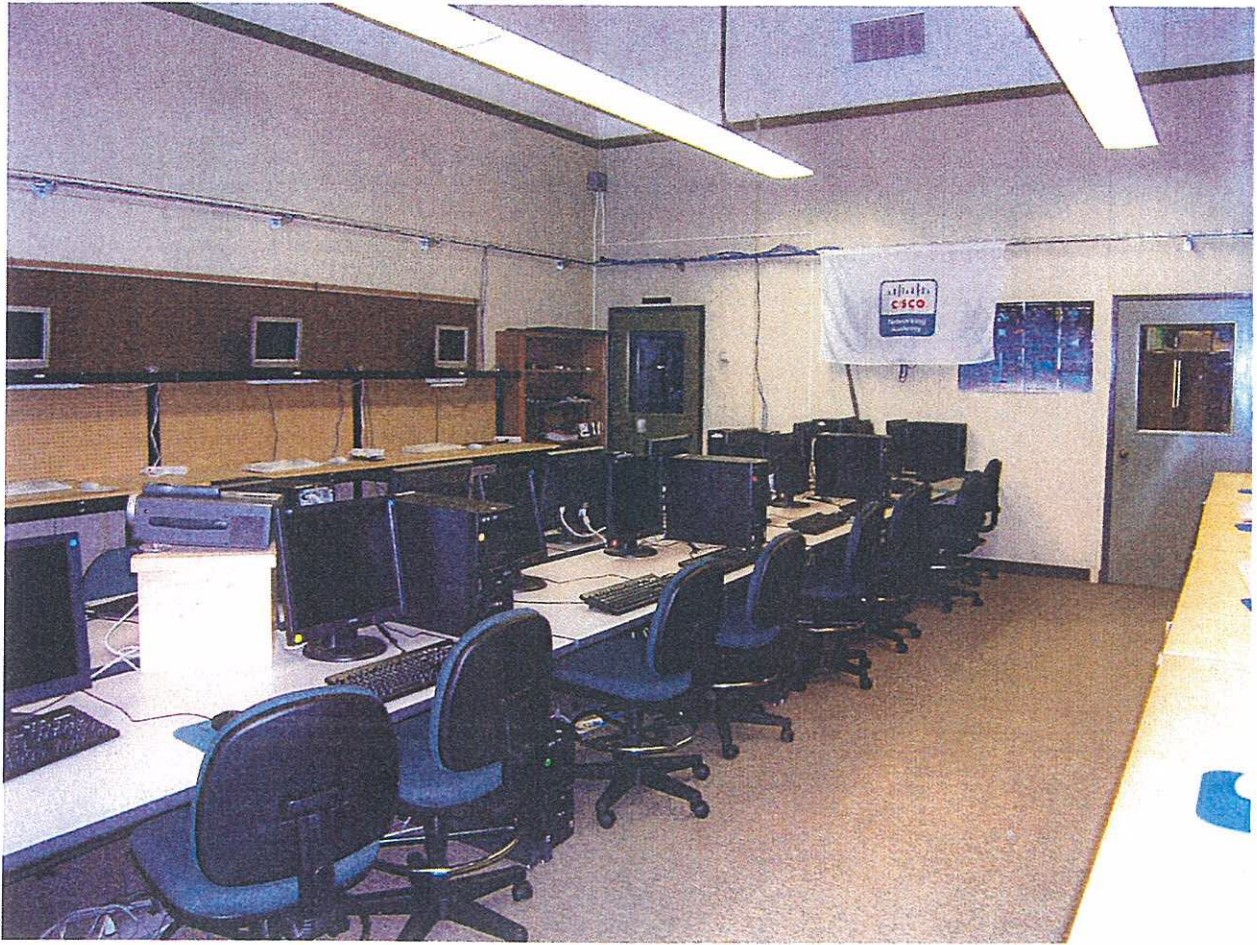
Redbud room 3

811 square feet

25 combo chairs, 1 table, 5 red chairs

$811 \times .66 = 535.26 / 15 = 35.68$

Seating capacity = 36



Redbud room 9

567 square feet

16 workstations, 17 chairs

$567 \times .66 = 374.22 / 15 = 24.95$

Seating capacity = 25



Sequoia room 1

933 square feet

55 chairs, 2 stools

$933 \times .66 = 615.78 / 15 = 41.05$

Seating capacity = 41



Sequoia room 8

535 square feet

25 tables, 25 chairs

$535 \times .66 = 353.10 / 15 = 23.54$

Seating capacity = 24



Sequoia room 10

641 square feet

5 tables, 22 chairs

$641 \times .66 = 423.06 / 15 = 28.20$

Seating capacity = 28



Sequoia room 11

550 square feet

25 tables, 25 chairs

$550 \times .66 = 363 / 15 = 24.2$

Seating capacity = 24



LRC room 134

670 square feet

10 chairs, 10 work stations

$670 \times .66 = 442.20 / 15 = 29.48$

Seating capacity = 30



Toyon room 2

1,154 square feet

10 tables, 40 chairs, 5 stools

$1154 \times .66 = 761.64 / 15 = 50.78$

Seating capacity = 51



Willow room 1

1,754 square feet

10 tables, 22 chairs, 15 clay workstations, 14 stools

$1754 \times .66 = 1157.64 / 15 = 77.18$

Seating Capacity = 77

APPENDIX L

PARKING INFORMATION

CAMPUS PARKING INFORMATION

The Columbia College campus parking information is from the 2004 Facilities Master Plan Appendix D section.

Parking Space Inventory

Total marked spaces on campus 759

Staff Lot

Regular spaces 96
30 min. spaces 10

Disabled Lot

Disabled spaces 20

Oak Pavilion Lot

Regular spaces 116
Disabled 7

Carkeet Park

Regular spaces 1
Disabled spaces 1

Lot A

Regular spaces 71

Lot B

Regular space 42

Lot C

Regular spaces 155

Lot D

Regular spaces 156
Disabled spaces 3

Lot E

Regular spaces 49

Entrance Student Lots

Regular spaces 12

Exit Student Lots

Regular spaces 8

Madrone Building

Disabled spaces 2

Child Development

15 min. spaces 7
Disabled 1

Tamarack Hall

Regular spaces 1
Disabled spaces 1

Willow Building

Disabled spaces 1

APPENDIX M

IMAGES + ILLUSTRATIONS CREDITS

IMAGES+ ILLUSTRATIONS CREDITS

Images and illustrations found throughout this master plan were collected with the help of several sources. Special thanks to Gail Segerstrom at Columbia College and Ron Martin with Kitchell for their help in providing images.

2007 CAMPUS MASTER PLAN (COLUMBIA COLLEGE & LPA, INC.):

pages: 59-65, 67-76, 78, 79, 81, 82

2009 INSTITUTIONAL EFFECTIVENESS REPORT:

page: 11

COLUMBIA COLLEGE:

pages: front & back covers, i, v-viii, 1-4, 7, 11, 12, 25-28, 30, 48, 51, Appendix sections J-L

IMAGE FROM GOOGLE EARTH:

page: 50

IMAGES FROM KITCHELL (RON MARTIN):

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LIONAKIS:

pages: front & back covers, 5, 6, 8-10, 13, 14, 16, 17-24, 29-34, 37, 38, 44, 49, 52-61, 66, 71, 73, 77, 79, 80, 83-85, 86, Appendix sections A-I

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