MODESTO JUNIOR COLLEGE

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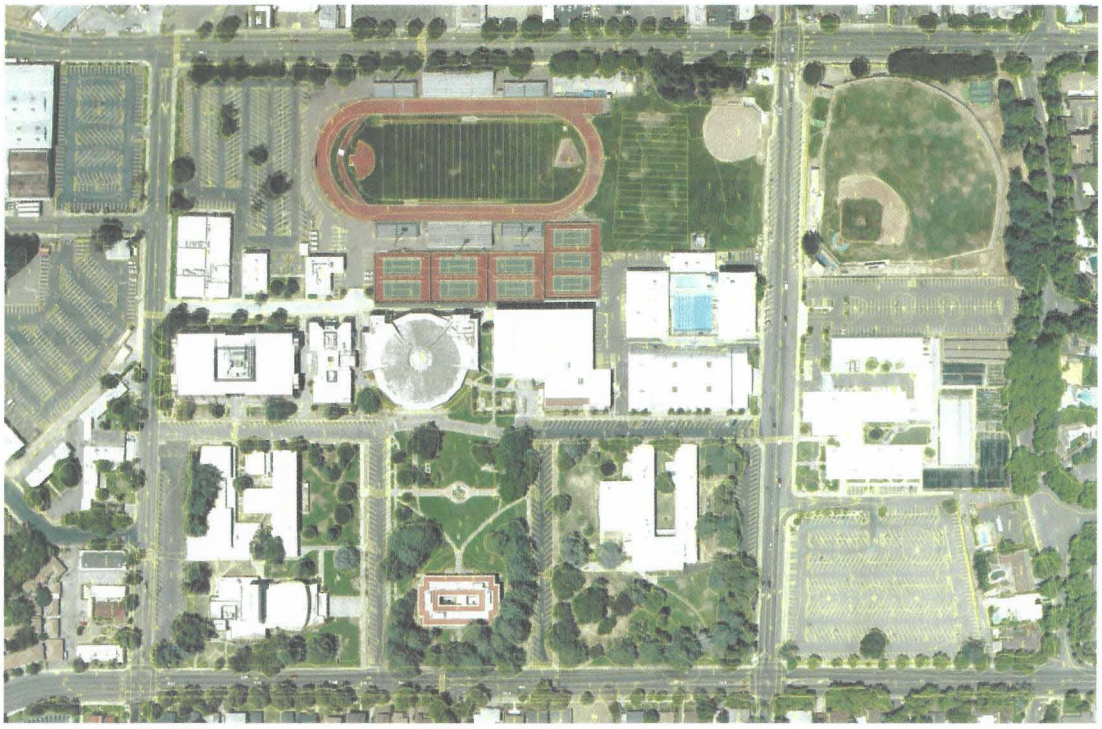
YCCD

# FACILITIES MASTER PLAN



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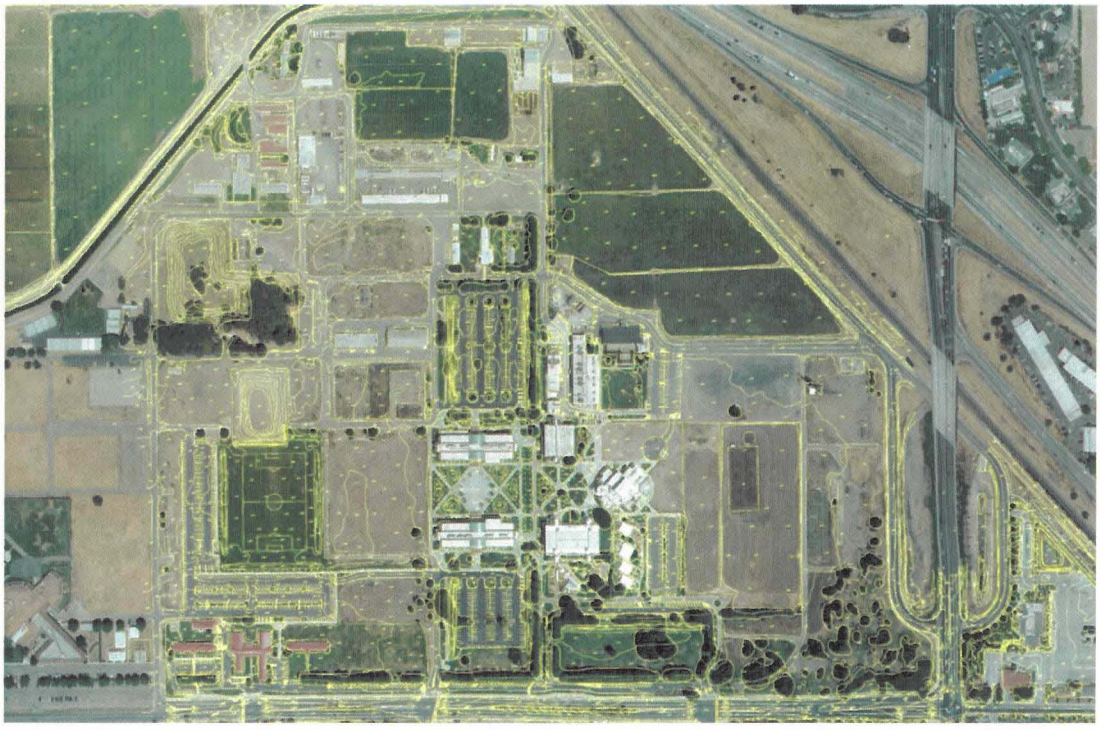

WEST CAMPUS

bfgc

May 31, 2007

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# 1 Cover Letter

DRAFT

June 13, 2007

YOSEMITE COMMUNITY COLLEGE DISTRICT
2201 Blue Gum Avenue
Modesto, CA 95352

Attention: Dr. Stan Hodges, Chancellor
Dr. Rich Rose, President

Subject: Facilities Master Plan - Modesto Junior College

Gentlemen:

We are pleased to submit the final Facilities Master Plan for approval by your Board of Trustees.

This report incorporates the needs, criteria and priorities, as well as scope, budget and schedule for your Measure-E Bond Program. It reflects the interactive planning efforts of Board, Administration, Staff, Students, Consultants and the Community-at-Large over the last six (6) months.

This document is intended to serve four (4) primary purposes:

1. Provide the framework for decision-making for implementation of this Measure-E Bond Program's overall scope, budget and priorities.

2. To set the agenda and direction for projects funded under Phase-1 to rapidly move ahead with final design and construction.

3. Provide concepts, guidelines and standards for the utilities infrastructure and individual building projects.

4. Provide the monitoring tools and as-built documentation of all Measure-E Bond Program costs, including:

    a. Legal, CEQA & Surveying
    b. Design & Engineering
    c. Agency Approvals
    d. Printing, Advertising & Bidding
    e. Construction & Construction Management Fees
    f. Construction Testing & Inspection
    g. Furniture, Fixtures & Equipment

We appreciate the challenges and opportunities afforded us in working with your dedicated staff and consultants through this very open and inclusive process. We feel confident this "living document" will serve the College well as it prepares to move into the Measure-E Bond Program Implementation Phase.

Sincerely,

D.R. CARTNAL

David R. Cartnal, FAIA
President/CEO

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# 2 Executive Summary



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# EXECUTIVE SUMMARY

## 2.1 MASTER PLAN – INTRODUCTION

The Master Plan is, by definition, the comprehensive planning document that identifies, organizes, plans and records the capital-outlay Facilities Plan to bring the campus into alignment with educational, fiscal and student services of the College.

It sets forth needs, goals and concepts to accomplish stated objectives, matching implementation-actions with available resources and appropriate timelines.

When done properly, it is sufficiently general to allow for change over time, yet specific enough to define realistic project/scopes/budgets/schedules. It works within the Colleges' governance and administrative policies and practices, seeking equitable outcomes for the varied, identified, facilities needs.

Invariably, there are never enough monies, time or opportunities to meet every identified need/goal/desire. It should provide, however, a fair, prudent, predictable process for the improvement of facilities, including support infrastructure, to enhance learning opportunities for students and a professional teaching and working environment for staff.

## 2.2 BACKGROUND CONTEXT

***Modesto Junior College***

Established in 1921, Modesto Junior College, known locally as MJC, is one of the first Community Colleges established in the State of California. It is one of two (2) colleges in the Yosemite Community College District.

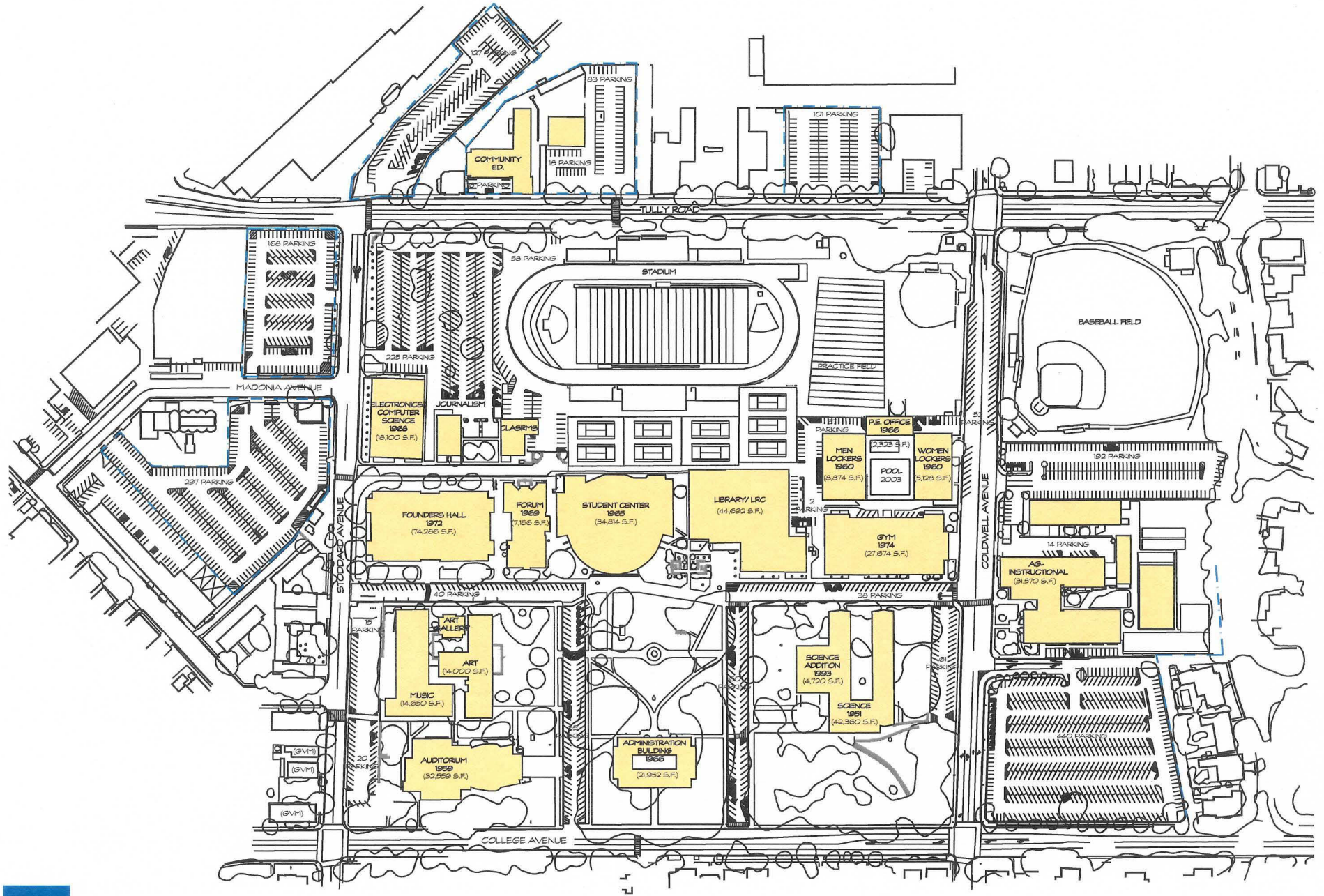
It is located in the Central San Joaquin Valley in the City of Modesto, between Merced and Stockton, off major arterial Highway 99.

MJC enrolls approximately 20,000 students, who live primarily in the Stanislaus County area.

The College currently maintains two (2) sites – East and West Campuses, located approximately 2.5 miles apart on the east and west sides of Highway 99.

The East Campus (original site) is sited on approximately 80-acres, surrounded by residential (north and east) and commercial/industrial (south and west). The campus fronts on College Avenue, between Stoddard and Coldwell Avenues. The Great Valley Museum, a community based learning-exhibit facility, which has strong ties to MJC's Science Community, is located at the southeast corner of the site.

The West Campus is sited on approximately 160-acres, which fronts on Blue Gum Avenue, off Carpenter Road.

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# Site Plan-Existing

## East Campus

0' 140' 280' 560'

Modesto Junior College

May 31, 2007
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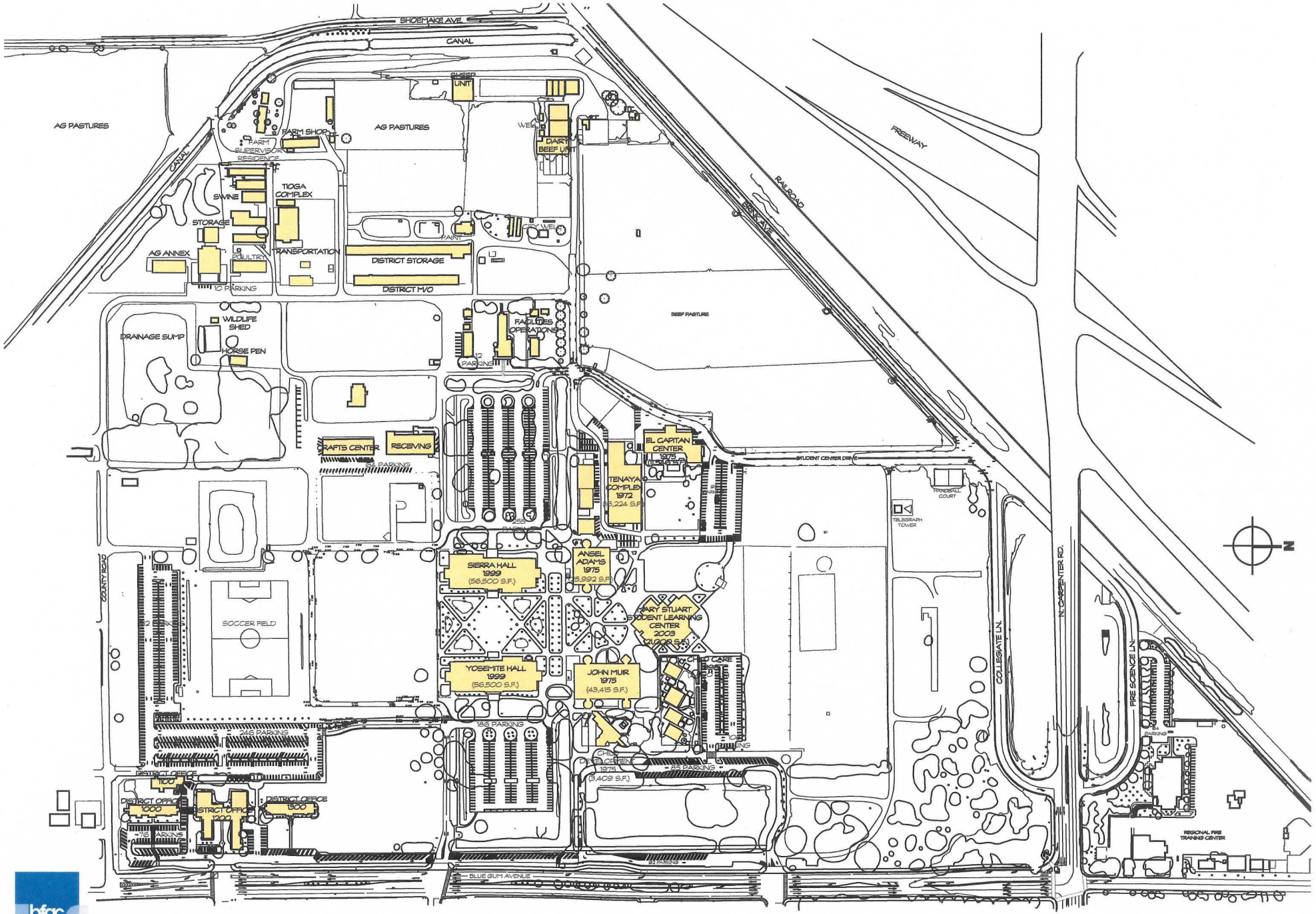


bfgc Architecture

# Site Plan-Existing

## West Campus

0' 200' 400' 800'

Modesto Junior College

May 31, 2007
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***Modesto Junior College Mission***

Modesto Junior College has a mission of student centered learning and success. MJC is committed to serving its diverse and multi-cultural community through the provision of high quality general, vocational and transfer educational programs and through the offering of activities designed to improve the quality of life for citizens of the Yosemite Community College District.

MJC offers comprehensive educational and support programs enabling students to achieve personal as well as academic potential. Particular attention is given to groups and individuals with special needs.

Modesto Junior College is committed to meeting student needs by:

- Recognizing students as individuals requiring responsive, diverse and flexible educational, career preparation, personal development and life-long learning opportunities.
- Providing excellence in instruction and support services.
- Creating an intellectually and culturally stimulating atmosphere for students, staff and community.
- Advancing the College's role in the economic development and quality of life in our community.
- Continuing personal and professional development for all employees.

## 2.3 BOND PROGRAM OVERVIEW

In response to growing facilities needs, the Board of Trustees placed a capital-outlay bond before voters, given the shortage of available State funds. That Bond, Measure-E, passed in November, 2004, made available a total of $326,174,000. Of this total, MJC was allocated $220,110,000 to accomplish the following designated projects:

**I. Repair, Upgrade and/or Replace Aging Obsolete Classrooms, Library, Science Labs, Facilities, Instructional Buildings**

Upgrade classrooms and buildings, fix leaky roofs and decaying walls, replace outmoded equipment, improve technology and accessibility, and remove hazardous materials at the following campus buildings:

A. Founders Hall Instructional Building and Learning Resource Center
Upgrade classrooms, heating and ventilations systems. Expand Center for Learning Assistance including Reading and Writing Center and Math Drop-In Tutoring Center. Upgrade classrooms, computer labs, Social Science lab.

B. Science, Health and Nursing Lab Building
Accommodate increasing student demand by upgrading and expanding classrooms and labs for pre-nursing program including: anatomy, physiology, and micro-biology, chemistry classrooms and labs.

C. John Muir Hall Health Instructional Building (Formerly South Hall)
Expand Allied Health programs including Dental Assisting, Medical Assisting and Respiratory Care classrooms and labs. Expand student access to educational materials and upgrade continued learning classrooms.

D. Student Center
Repair and upgrade existing student center to accommodate an interactive technology center, student health services, counseling services, international/multi-cultural center and space for student clubs, student and staff meeting rooms.

E. Student Services Building
Repairing and upgrading an existing building into a one-stop student services center to house financial aid, admissions and counseling services.

F. Softball Complex
To expand the physical education opportunities for women, build a softball field and seating area.

G. Science Instructional Building
Establish expanded classrooms and instructional labs for Geology, Astronomy, Earth Science, Botany, Zoology, Biology and Anthropology. Expand educational opportunities and improves access for students including the Great Valley Museum. Promote partnerships within the local education community through a new science community center.

## II. Expand Job Training Opportunities

A. Nursing and Health Education Training Center
Expand Nursing and health job training classrooms and laboratories to accommodate increasing demand. Expand science labs.

B. Job Technology Training Center
Establish a technology center with classrooms and computer labs for training courses that meet the demands of today's changing workforce.

C. Agriculture and Environmental Science Instructional Building
Establish an Agriculture Science Center to house classes in farming production, business, horticulture, food processing and biological sciences. Establish a soils and plant research lab. Establish modular living units for students. Upgrade and repair animal quarters. Establish agricultural training and seminar center.

## III. Expand Access to Educational Opportunities in Underserved Communities

A. Turlock Center
Acquire site to establish a permanent location for a Modesto Junior College education center in Turlock.

B. West Side Center
Acquire site to establish a permanent location for Modesto junior College education center in Patterson, accommodating increasing demand in Stanislaus and Merced Counties which is the largest growing region in our area.

C. Library and Learning Resources Center
Establish a learning resources center to include up-to-date research materials, Internet access, computer labs, student study rooms, and expanded Distance Learning programs.

## IV. Safety and Security, Improve Access

Increase access to parking and improve campus safety.
Increase student safety by upgrading lighting, security, pedestrian areas and meet standards for disabled students. Reduce parking impact on the neighboring community by building a parking structure.

# 3 The Planning Process

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# THE PLANNING PROCESS

## 3.1 THE PLANNING TEAM

| | |
|---|---|
| COLLEGE: | MODESTO JUNIOR COLLEGE<br>Dr. Rich Rose, President<br>Dr. Brenda Robert, Vice President of Instruction<br>Dr. Bob Nadell, Vice President of Student Services |
| | FACILITIES MASTER PLAN COMMITTEE<br>Brenda Robert<br>Michael Stangio<br>Paul Cripe<br>Michael Sundquist<br>Martha Robles<br>Tim Nesmith<br>Judy Lanchester<br>Sandra Vanwey<br>Sherri Suarez<br>Maria Quijalvo (ASMJC) |
| | David Cartnal, FAIA<br>Mark Newton |
| | COLLEGE COUNCIL<br>Mark Anglin<br>Jillian Daly<br>Curtis Martin<br>Bob Nadell<br>Becky Plaza<br>Kathie Ratto<br>Brenda Robert<br>Rich Rose<br>Jim Sahlman<br>Dave Shrock<br>Brian Sinclair<br>Maria Quijalvo (ASMJC)<br>David Baggett (consultant to the Board) |
| PLANNING: | BFGC ARCHITECTS PLANNERS<br>David R. Cartnal, FAIA, Principal Planner<br>Dean Tatsuno, AIA, Principal Architect<br>Patricia Lock, AIA, Planner |
| PROGRAM: | KITCHELL, CEM<br>Mark Newton, Area Manager<br>Matt Kennedy, Project Manager |
| CONSULTANTS: | Educational Planning<br>Dr. Grace Mitchell, Principal Planner |
| | ALFA TECH (Mechanical/Electrical/Technology)<br>Reza Zare, Principal |

## 3.2 PROGRAM MISSION

To align with the District's Educational Master Plan, the Facilities Master Plan will direct the resources to successfully implement high quality facilities and learning environments that enable the College to fulfill the objectives of its adopted Mission Statement and Goals.

## 3.3 VALUES: THE "FILTER" FOR ACTIONS AND ACTIVITIES

*Tradition:* We respect and honor the dedication, hard work and achievement of those who founded and contributed to the College's 86-year history.

*Stewardship:* We are the current beneficiaries of the facilities provided by our State and local community. We have an obligation to preserve, protect and enhance these capital investments for current and future populations.

*Community:* Our College, our citizens, our students and our staff benefit from our cooperative partnerships in the life-long learning endeavor these facilities will be designed to serve.

*Fiscal:* Expenditures will be aligned with and focused upon the goals of our educational mission. Resources must be conservatively deployed throughout the life of the Program.

*People:* Our Employees, Consultants and Vendors will work in an atmosphere of honesty, respect and professionalism.

*Innovation:* We will take prudent, measured risks in attempting to optimize current resources, while realistically planning for the future and for anticipated change.

## 3.4 VISION: WHAT OUR OUTCOMES SHOULD BE

We will fulfill the "Mission" by creating lasting benefits in three key areas:

*Value:* Maximize the return on State and local bond funds invested in facilities.

*Suitability:* Provide facilities appropriate to our District's "Mission" and educational program.

*Support:* Provide high quality leadership, service and support for educational and management functions.

## 3.5 ACTIONS: HOW DECISION-MAKING WILL OCCUR

We will support and reinforce the District's "Mission" by investing capital-outlay funds that extend, improve and enhance the functional life of facilities for the College's viable programs, including infrastructure, buildings and support structures. We will plan for sound facilities that are lasting and economically maintainable.

## 3.6 PLANNING GUIDELINES

I. PURPOSE

The PURPOSE of this document is to express the Master "Charter" that will govern all participants in the planning and facilities delivery process, hereinafter called "the Program". It is the District's covenant with the voters that guides our collective vision and stewardship.

II. CHARTER

A. It is the intent of the "CHARTER" to set forth:
   1. Mission – Why we exist
   2. Values – What our outcomes should be
   3. Actions – How fair and objective decision making will occur
   4. Strategies – How we translate Vision into Reality

B. It establishes the Agreement between the Planning Team and those to whom we are accountable:
   1. Board of Trustees
   2. Chancellor
   3. President
   4. Bond Oversight Committee
   5. Students, Staff and Users
   6. State and Local Regulatory Agencies

C. It addresses the Master Plan, Planning PROCESS, the framework for decision-making and the responsibility/accountability matrix. It has a fiduciary, an educational delivery and an operational perspective. The Plan will prioritize the:
   1. Must do's – Phase One
   2. Should do's – Phase Two
   3. Nice to do's – Phase Three

D. As it applies finite resources to global objectives, it will also have a Customer perspective, as we seek to remove instructional and functional barriers, meet current program demands and incorporate further flexibility, while encouraging innovation.

III. PRODUCT

A. Our work product, the Master Plan, will be a sound road map for implementation of the Measure-E Bond Program – to ensure that commitments pledged to voters are delivered in a timely and a minimally disruptive fashion.

B. The Program will have internal management controls to ensure realization of visionary planning concepts, user-friendly program leadership, cost-effective project management and regulatory code compliance. The Program will seek to effectively employ and deploy:
   1. Organizational Capital – systems, practices and culture
   2. Informational Capital – documentation, records and history
   3. Human Capital – District staff and professional consultants

C. The Program's ultimate success will rely upon a clear vision, well articulated needs and completed facilities that realized our adopted "Mission" with satisfied end-users and a proud, inspired community. It is to these ends the Planning Team has drafted this CHARTER.

## 3.7 STRATEGIES: HOW TO MAKE THIS VISION REAL

I. MAXIMIZE RETURN ON BOND FUNDS INVESTED

A. Near-Term:
1. Restructure existing debt to generate resources for ongoing facility maintenance.
2. Optimize ratio of direct costs to overhead, so as to obtain maximum "bricks and mortar" benefits, while minimizing administrative and "soft-costs".
3. Properly sequence improvements; avoid duplication/re-work and minimize interim housing costs.
4. Quality planning, project management and documentation to minimize costs from claims/disputes.
5. Ensure safety for students, staff and public from construction operations.
6. Seek additional funding, where available (State/Energy/Grants).

B. Long-Term:
1. Minimize erosion of bond funds through inflation by critical path scheduling, efficient project packaging and expedited construction.
2. Seek lowest life-cycle costs, considering initial operating, maintenance and replacement costs; employ "value-engineering" scrutiny
3. Minimize long-term risk exposure by:
   a. Safely abating hazardous materials, where encountered.
   b. Maintaining seismic, fire and life-safety in design and construction.
   c. Making site and facilities ADA accessible.
   d. Eliminating non-code-complying conditions.
   e. Providing safe, secure and healthy facility environments.

C. Incorporating flexibility in facility planning and design to avoid major redesign or remodeling as future changes occur to instructional program, where possible. Be smart and "do it right" the first time.

II. PROVIDE FACILITIES APPROPRIATE TO DISTRICT'S MISSION

A. Design and construct facilities that respond to current methods of educational program delivery that are easily adaptable to reasonably anticipated future needs.
B. Avoid tailoring any space or department to any one particular teaching style; rather, to provide flexibility in uses and technologies to enable easy conversion of most instructional settings (including Lab spaces, where possible).
C. Provide healthy and safe environments where learning barriers have been removed. This includes outdoor landscape, courts and spaces between buildings.
D. Provide facilities that engender pride and respect from students, staff and the community and foster the life-long-learning approach to public education.
E. Encourage "Green Design" principles in each project to the extent possible.

III. HIGH QUALITY SERVICE AND SUPPORT

A. Educational Services
1. Optimize efficiencies of time/effort spent soliciting and validating user-group requirements.
2. Minimize the effects of construction disruption on educational processes.

B. Administrative Support

1. Provide up-to-date, clear, accurate and comprehensive financial information (audit transparency).
2. Communicate clearly and effectively with District stakeholders.
3. Interact and report periodically with Community-at-large.
4. Comply fully with regulatory agencies.
5. Transact business and render decisions in the best interests of the District.
6. Be proactive and preventative in controlling issues/responses that promote disagreements, disputes and claims during planning, design and construction.
7. Develop "District Standards" for materials, equipment and spaces, commensurate with State guidelines and equitable outcomes.
8. Interact regularly with M&O leadership as decisions are being made that impact maintenance and operational costs.
9. Maximize integration of Bond and District business processes, so as to minimize impacts on sound accounting and management systems in place.

## 3.8 PROJECTS SUMMARY

I. PHASE ONE (MEASURE-E)

| | Project Budget | Priority |
|---|---|---|
| **A. East Campus:** | | |
| 1. Auditorium – Addition/Remodel (PMP #17) | $ 19,617,000 | 1 |
| 2. Parking Structure – New (PMP #2) | $ 11,965,000 | 2 |
| 3. Founder's Hall – Remodel (PMP #8) | $ 12,000,000 | 3 |
| 4. Student Services – Addition/Remodel (PMP #13&14) | $ 16,000,000 | 4 |
| 5. High-Tech Center – Remodel (PMP #22) | $ 16,000,000 | 5 |
| 6. Library/LCR – Remodel (PMP #23) (State Match) | $ 6,145,145 | 6 |
| 7. Interim Housing | $ 1,000,000 | As Needed |
| East – Subtotal | $ 82,727,145 | |
| **B. West Campus:** | | |
| 1. Allied Health – New (PMP #16) | $ 25,822,000 | 1 |
| 2. Ag Facilities – New (PMP #15) | $ 24,800,000 | 2 |
| a. Living Units | | |
| b. Animal Facility | | |
| c. Pavilion | | |
| 3. Science and GVM – New (PMP #11 & 27) | $ 70,000,000 | 3 |
| 4. Utilities and Infrastructure – Extension | $ 5,000,000 | 4 |
| 5. Loop Road – Extension | $ 5,000,000 | 5 |
| 6. Softball Complex (PMP #28) | $ 786,300 | 6 |
| West – Subtotal | $131,408,300 | |
| **C. Centers:** | | |
| 1. Westside – Land and Infrastructure (PMP#32) | $ 5,037,370 | 1 |
| 2. Turlock – Land (PMP #31) | $ 937,185 | 2 |
| Center – Subtotal | $ 5,974,555 | |
| **TOTAL PHASE ONE:** | **$220,110,000** | |

## II. PHASE TWO (FUNDING UNSECURED)

Projects designated under this Phase have not been specified as to precise timeline, since there is currently no secured funding, State or local, to accomplish these projects. It will require a subsequent local bond or a combination of State and local Bonds to realize these objectives. They are listed here so as to record the prioritization thinking of the FMP Committee and the Planning Team. It is suggested that priorities be revisited at the time additional funding opportunities are identified, to reaffirm these priorities in light of growth and/or demographic changes of populations to be served.

| | Priority |
|---|---|
| A. East Campus: | |
| 1. Remove Electronics, Journalism & Ag Classroom Buildings from MJC "Space Inventory" – to improve cap load ratios. Move Ag Instruction to West Campus. | 1 |
| 2. Add Library/LRC – Addition (PMP #23), subject to timing of State funding. | 2 |
| 3. Student Center – Remodel | 3 |
| 4. Replace oldest portions of utility infrastructure. | 4 |
| 5. Replace two (2) drive-through/parking alleys with pedestrian walkways and landscaping; install three (3) new "Gateway" arches to designate campus entries. | 5 |
| 6. Relocate Athletic Stadium and Baseball fields to West Campus. | 6 |
| B. West Campus: | |
| 1. Remodel 2nd Floor of John Muir Hall in instructional space, based upon needs assessment at that time; expand Community Education spaces. | 1 |
| 2. Ag Instructional Classrooms, Labs, Greenhouse & Storage Bldgs – New | 2 |
| 3. Agri-Science Center – New (Private Funding) | 3 |
| 4. Vo-Tech Addition, to accommodate Program Growth. | 4 |
| 5. Replace outdated utility infrastructure. | 5 |
| 6. Construct new athletic fields, courts, and stadium, when relocated from East campus. | 6 |
| 7. Expand surface parking, Loop Road extension (to Blue Gum) and install "Gateway" Arch to Main (South) entry. | 7 |
| 8. Control Services Transportation/Receiving – New (including service yard) | 8 |
| 9. Replace Child-Care Portables – New | 9 |
| 10. Modernize existing Gym and Lockers at East Campus; Construct New Fieldhouse at West Campus | 10 |
| C. Centers: Initial, permanent facilities for West Side Center when population reaches 500 FTES – New | |

## III. PHASE THREE (FUNDING UNIDENTIFIED)

Projects designated under this Phase have not been specified as to precise timeline, since there is currently no secured funding, State or local, to accomplish these projects. It will require a subsequent local bond or a combination of State and local Bonds to realize these objectives. They are listed here so as to record the prioritization thinking of the FMP Committee and the Planning Team. It is suggested that priorities be revisited at the time additional funding opportunities are identified, to reaffirm these priorities in light of growth and/or demographic changes of populations to be served.

| | | Priority |
|---|---|---|
| A. | East Campus: | |
| 1. | Educational Multi-Use Center – New, Replaces Founders' Hall | 1 |
| 2. | Replace outdated Music Building with New Building; Modernize Art Building and projects yard. | 2 |
| 3. | Demolish Community Education Building and relocate functions to West Campus | 3 |
| 4. | Expand parking, as required | 4 |
| 5. | Modernize existing buildings, as required, to accommodate changes in Program, Technology or instructional delivery. | 5 |
| B. | West Campus: | |
| 1. | 2-story Addition to Ansel Adams Building | 1 |
| 2. | Relocate Community Education facilities | 2 |
| 3. | Modernize existing buildings, as required, to accommodate changes in Program, Technology or instructional delivery. | 3 |
| C. | Centers: Initial facilities for Turlock Center when population reaches 500 FTES. | |

## 3.9 REVIEW OF EXISTING DISTRICT INFORMATION

I. Documentation review included:

A. MJC Educational Master Plan (EMP) – 2006/2007
Prepared by Dr. Grace Mitchell

B. Modesto Junior College District – Program Management Plan (February 15, 2006; Revised February 23, 2006)

C. Five-year Construction Plan – FUSION Website Data
Prepared by District Facilities Staff

D. District's Long-Range Strategic Plan

E. Existing Site, Utility and Building Plans – East and West Campuses

F. Measure-E Ballot Language

G. MJC Technology Plan – February, 2007

H. Demographic projections and previous Educational Master Plan (2003-2004)
Chaired by Dr. Pamela Fisher

## 3.10 PLANNING PROCESS

I. A series of Measure-E Committee planning meetings were held from May 2006 through September 2006. Present were representatives from District, Administration, Facilities, Faculty, Classified, Students, BFGC Architects Planners and Kitchell.

II. Measure-E Committee meetings were suspended with the arrival of the new College President, Dr. Rich Rose and his commissioning of an updated Educational Master Plan (EMP), led by Dr. Grace Mitchell. The EP was completed and submitted to the Board of Trustees in February, 2007, forming the basis for resumption of the Facilities Planning effort.

III. Dr. Rose reorganized the Planning process by appointing a new Facilities Master Plan Committee (8 members) to represent all sectors of the College community. This Committee worked in close collaboration with the College Council, beginning March 1, 2007 and concluding their final recommendations May 22, 2007.

IV. Issues discussed included key elements of this Plan, including:
- A. Accessibility (ADA) Compliance
- B. Infrastructure Needs and Capacity
- C. Bond Scope, Budgets, Schedules and Priorities
- D. Campus Reorganization Concept-Options

V. Following the distribution of the Draft Facilities Concept Plans, two (2) "Public Forums" were held on March 16th and May 24th, 2007, to present, explain and seek broad feedback for the College's diverse stakeholders: faculty, staff, students and community. Copies of the Draft Master Plans were sent to each Campus and posted on the College website. Copies of all input received is included under Appendix 9.7 of this Final Facilities Master Plan.

VI. Following the public review and comment periods, the Planning Team (BFGC, Kitchell and Committee Representatives) developed possible options (9 total). Planning team prepared and reviewed possible budgets for solutions to defined needs. Interactive planning meetings with Team and users produced a final set of Master Plan recommendations and budgets for each project identified in Measure-E.

VII. Results of Final Draft Recommendations were reviewed with President Rose, Chancellor Hodges and Board Facilities Subcommittee, prior to finalization.

VIII. A final meeting of the FMP Committee and the College Council was held with Dr. Rise and the Planning Team June 4, 2007, to present the final FMP Project Priorities and Budgets.

IX. The Final Master Plan is submitted to the Board of Trustees June 13, 2007, for review and action.

## 3.11 MASTER PLAN OBJECTIVES

I. Reorganize East and West Campus to balance "Critical Mass" efficiencies and Educational effectiveness, while enhancing student access and opportunities.

II. Maximize space utilization, while improving physical environment, operational efficiencies and program effectiveness.

III. Be wise stewards of limited resources, optimizing land, buildings and energy consumption, as well as state and local funds.

IV. Minimize duplication of spaces, especially under-utilized and over-sized spaces.

V. Convert improperly-sized spaces to better serve and optimize instructional program needs, sizes and related space adjacencies.

VI. Improve flexibility and sharing of instructional and related support spaces, while promoting interactive collegiality.

VII. Enhance state funding eligibility, so as to optimize local resources.

VIII. Minimize program disruption by carefully addressing issues of construction safety, swing-space, traffic and parking.

IX. Adhere to District policies, budgets, standards and guidelines throughout the entire delivery process.

X. Maintain credibility and strengthen relationships with local community.

# 4 Key Planning Issues

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# KEY PLANNING ISSUES

## 4.1 PLANNING ISSUES - GENERAL

One of the challenges of creating a meaningful and responsible Master Plan is the need to integrate many different types of information and issues from a variety of sources perspectives, second priorities.

Some issues concern global topics such as campus culture, while others can be quite specific; for example, the need to repair a faulty boiler system.

Issues highlighted in this Master Plan include, but are not necessarily limited to:

- Existing Campus Capacity and Space Utilization
- Campus Utility Infrastructure and Capacities
- Safety and Security
- Accessibility (ADA compliance)
- Sustainability Campus Identity and Wayfinding
- Energy Management
- The Learning Environment and Technology
- District Standards
- Future Expansion Potential

Dealing with Campus "capacity" is one of the considerations of the planning process. How does the campus provide for future expansion? The present campus is overbuilt, given current utilization-rates. Scheduling is a major factor in under utilization. A 5-day instructional week, together with evening and week end of offerings should be implemented.

There are significant safety or building code issues that need to be addressed as part of the campus infrastructure and building modernization program. These kinds of issues fall into the 'MUST DO" category for upgrade consideration. If a boiler system or power system fails, safety compromised.

The campus is required, by law, to be accessible to persons with disabilities. Barriers to accessibility have been identified and must be remediated. (Refer to ADA Assessment bound in a separate Appendix/binder).

Other issues can be seen as being in a less urgent category of being "NICE TODO". Sustainable design, including energy efficiency considerations as a goal. It is socially responsible and also cost-effective over the life-cycle of the campus, in many cases. There involve insulation, openings, HVAC Systems and EMS controls.

"Campus Identity" is a term that questions: How does the campus cohere, as a whole? How does the academic community view their campus? Do they feel that they are in a unique place? Are they proud of their Campus? Or, Do they feel a lack of mutual respect, evidenced by outdated facilities and inadequate maintenance. This report acknowledges the many good things about the MJC Campuses and also makes recommendations for specific improvements.

The "smart classroom" and general use of computer and networking technology in the classroom is an educational delivery 'tool' and trend that has arrived. Many college mission statements refer to the desire for "innovation", but what does that mean? This report describes trends and provides direction on how technology can be leveraged for added educational effectiveness.

Finally, future expansion potential is discussed. A Master Plan is a living document that is under the process of continual renewal. Student populations may fluctuate, or educational needs and delivery methods may change, and new or different facilities may be needed or desirable. This report identifies locations on campus for possible new buildings with areas for expansion of existing buildings.

## 4.2 CAPACITY AND SPACE UTILIZATION ISSUES

"Capacity" is a term that is used by college facilities planners to understand how much physical space a given academic program requires.

We have incorporated an important document, (written by Merle Cannon, our consultant) entitled "Guidelines for Facility Planning – Improving Capacity to Load Ratios" (included in Appendix Section 10.2)

The District's Five-Year Construction Plan submitted annually to the State indicates capacity-to-load ratios for lecture, Lecture, Lab and Office exceeds allowable current enrollment. The College does have eligibility for the Library space.

Note: The State measures space-utilization Monday thru Friday from 8:00 a.m. to 10:00 p.m. as the expected standard. The importance of this data is that the California Community College Chancellor's Office (CCCCO) uses this information to determine which colleges it will fund for expansion and/or remodel throughout the State.

Given the current situation, MJC would not be eligible for expansion money from the State without improving overall space utilization and capacity-to-load ratios.

This report makes recommendations of concepts that can be employed during renovations and remodel of facilities to improve the capacity-to-load ratios, thus, improving State funding eligibility.

An obvious approach would be to increase enrollment, measured in FTES (full-time equivalent students), at both sites.

Other strategies include:

- Reconfiguration classrooms to be more consistent with the scheduled sizes of the class sections to be served (i.e. match population-loading with appropriate space sizes). It can be achieved by having small, medium and large lecture rooms available to multidiscipline uses.
- Employ a multi-use philosophy in the develop0ment of space that allows for "peak load" lecture instruction.
- Create breakout lecture area, within large vocational labs, rather than crating separate lecture rooms.
- Employ the policy of general use classrooms; less departmental-specific
- Remove or reduce outdated or ineffective space-use from the inventory.
- Use the classification of meeting rooms rather than conference rooms.

- Improve the net-to-gross building rations for proposed new construction, as well as reconfiguration of existing space during remodel projects.

Adopt a policy of shared and mixed discipline usage of computer labs.

Items 4 and 8 involve the academic culture of the college and require departments to be willing to share space with each other, for the benefit of the College, as a whole.

## 4.3 CAMPUS INFRASTRUCTURE

Much of the original East Campus was constructed in the 1960's and 1970's, and has operated continually, largely without significant renovation.

As such, the buildings and campus utilities are approximately 40 years old and are in need of significant attention—both, repairs and modernization. Campus maintenance has done a credible jot of repair/preservation, given the limited funds available, to date. Much of the East Campus system is outdated and has limited life-span. Most the West Campus infrastructure is 1949 vintage and is operating on borrowed time.

BFGC Architects Planners, with its consultants, prepared Site Utilities Infrastructure Report. This report (See Section 9) identifies specific life-safety and emergency measure concerns associated with mechanical and electrical system at the College. Inasmuch as monies are insufficient to replace needed systems under Measure-E, it should become a top priority from next funding sources.

## 4.4 GENERAL OVERVIEW

A dedicated water distribution system for potable water, fire suppression and irrigation is needed at of both sites. Implement 'gray-water' landscape irrigation as soon as practical.

Replace or repair failing drainage system at East; extend system at West.

Electrical capacity on campus is insufficient to allow needed power/signal/communications/technology (main service and distribution), as well as added air conditioning loads for modernized projects. A new 12KV distribution system should be phased-in at West Campus.

Install new sanitary sewer system for both sites.

Many spaces in existing buildings, including Founder's Hall, are not adequately air conditioned (comfort, health and ventilation issues).

Most buildings are not properly thermally insulated to meet current energy code requirements (energy waste), which will continue to impact operational costs.

## 4.5 PROPOSED STRATEGY

Due to obsolescence, or near obsolescence of many existing infrastructure systems, it is recommended that main services be replace and /or upgraded as soon as funding can be secured.

It is proposed that existing services remain operational, while new services are being installed in parallel.

Extend existing adequate infrastructure to new building-pad location, as new construction demands.

Provide proper zoning and isolation valves to facilitate repairs with expansion and modernization projects.

## 4.6 SAFETY

Illumination at night should be adequate. When power outages occur during evening sessions, there should be adequate lighting to safely evacuate students and staff from Labs/Classrooms to parking areas.

Code-blue (emergency) telephone boxes, located strategically around the campus, should be available as campuses build-out.

Adequate night-lighting levels, in both the parking lots and on the campuses walkway systems, should be maintained, including exterior building-mounted fixtures.

## 4.7 STRATEGIES

- Extend the site lighting along major pedestrian pathways.
- Extend the lighting inn the parking lots and pathways thereto.
- Install emergency phone system/stations, as appropriate.

## 4.8 ACCESSIBLE DESIGN ISSUES

The Americans with Disabilities Act was introduced in 1992 as Civil Rights legislation. MJC is situated on two, essentially flat, sites. Older buildings need appropriate upgrades as they are being remodeled, as a condition of DSA-permitting.

A study was done by Disability Access Consultant, titled "Accessibility Compliance Survey", and is bound under Section 10.6 of the Appendix. A team of experts spent several days on the two campuses surveying sites and buildings. They produced a report that is very extensive and identifies access issues on the sites, by issues and remedy for same.

California State Building Code requires that renovation projects bring buildings and paths-of-travel into full access compliance in most cases, as a condition of permitting.

Example issues identified in selected areas:

- Site walks and ramps are not in compliance in some areas.
- Door widths are too narrow and not in compliance.
- Door pulls and thresholds are not in compliance.
- Toilet rooms are not in compliance.
- Counter heights are not in compliance.
- Need for assisted listening stations in assembly or meeting spaces.
- Signage is non-compliant.

A public posting and review process should be undertaken to allow the MJC Community the ability to comment on accessibility issues and proposed remedies.

## 4.9 CALIFORNIA ENVIRONMENTAL QUAILTY ACT ISSUES

The California Environment Quality Act (CEQA) was introduced in 1970 with the intent that all significant construction projects be reviewed for potential negative impacts on the environment.

Issues that could be considered impacts include:

- Pollution
- Disturbance of endangered species habitat
- Disturbance of cultural, historical or archaeological artifacts
- Traffic impacts
- Sound impact

Most interior remodel projects can be classified as: Categorically Exempt.

## 4.10 SUSTAINABLE DESIGN ISSUES

Issues concerning energy efficiency, building and operating facilities in a way that is responsible to the plant have been grouped together under the term Sustainable Design.

MJC has endorsed responsible and environmentally sensitive design, construction, and operation of its facilities.

Sustainable design improves building performance and efficiency and also protects the health of its occupants.

Successful sustainable design can be defined as comprising a balance between environmental and cost considerations, while also meeting the functional requirements of the facility.

Sustainable design addresses the following principles:

- Site Selection (New Centers)
- Energy Efficiency
- Materials Selection
- Water Conservation
- Indoor Environmental Quality
- Operations and Maintenance

The United States Green Building Council (USGBC) is widely recognized leader in the area of qualifying the sustainable characteristics of building projects. To this end, the USGBC has produced a standard known as 'LEED' (Leadership in Energy and Environmental Design). This document is essentially a checklist and grading scale.

The 'LEED' system contains a checklist (Appendix 10.5) which can be used as a way to explore potential sustainable design strategies.

It is proposed that for each project a part of the design process will be a review of the 'LEED' checklist with the District and a decision can be made as to the extent of concepts to be implemented.

The main deterrent to implementations initial cost. Studies have shown that a 'LEED' Platinum Building is prohibitively expensive for most facilities, whereas a 'LEED' Certified building can be obtained with an up charge of from zero to10%.

## 4.11 CAMPUS IDENTITY AND WAYFINDING

The sense of identity, of being a unique place, is important to every college campus.

MJC is fortunate in being located in a non-urban setting, with important landscaping heritage potential. As it moves forward with it's building Program, it should strive to achieve harmony with the environment and stay sensitive to the local context.

Areas for improvement that have been identified include the lack of strong "front door" to the campus, including 'entry' signage, for both pedestrian of vehicle. New Gateway Arches are planned for Phase Two.

The student entrances to the campus from the parking lots is not well resolved. At present there is no real architectural treatment of these entry points.

Unified systems of exterior lighting, signage, and landscape furniture should be introduced to strengthen the overall identity of the campus.

New features, such as a entry gateway structure should be designed in a character that reinforces the existing architectural character of the campus buildings, with East being unique in character from West.

## 4.12 THE LEARNING ENVIRONMENT AND THE 'SMART CLASSROOM'

A key building block to delineate is the concept of 'The Learning Environment'

There is wide recognition that "spaces for learning" at the college level include not only the traditional classrooms and laboratories or "formal" spaces, but many other spaces – both indoor and outdoor.

The current college student has been described in the book Educating the Net-Gen by Malcolm Brown, as follows: "Net-Gen students, using a variety of digital devices, can turn almost any space outside the classroom into an informal leaning space." Spaces such as hallways, plazas, and faculty offices become opportunities for what is sometimes referred to as places for "teachable moment."

It is generally understood that technology (wireless computing) is widely prevalent and that this has implications for classroom, student center and Library design.

The term "smart classroom" is commonly used to describe a technology enabled learning environment.

It is important to understand that a "smart classroom" is more than simply introducing an LCD projector and computers to a traditional classroom space.

Careful thought needs to be involved in exploring, before arriving at a solution. Exactly what types of learning activities are planned to be facilitated in classrooms and other learning environment spaces and what infrastructure is therefore needed to allow these activities to happen, both inside and outside?

The focus in education has shifted from "teaching" to "learning". The student becomes more active participant in the process and is, in many ways, a consumer of information.

A process is suggested whereby MJC will come to collaborative agreement on "learning principles", which are based on the college's values. These learning principles become the driver behind the design process and are the yardstick by which decisions are measured.

## 4.13 KEY CONCEPTS

### I. Life Cycles

Buildings are physical structures that have much longer usable life spans that the technology they contain.

It is common for computer hardware to be replaced every two to four years to keep pace with technology advance. Furniture systems also advance and may be replace to improve functionality. As such, spaces need to remain flexible and adaptable.

### II. Learning Style

Modern educational theory recognizes that students tend to retain knowledge better through active involvement. Static lecture formats are usually less effective than group and other interactive learning modalities

The educational environment needs to support varied learning styles, including individual, small, medium and large group's opportunities.

### III. Teaching Technologies

The recent adoption of tools such as course management systems and the potential availability of wireless access to classrooms and labs continue to change practices in the classroom.

These tools are allowing faculty and student to discover new and potentially better ways to communicate and interact. At a basic level, many community college faculty are uploading course information tot the internet. Discussion groups, message threads, etc. are happening. This will probably increase with time, as will distance-learning activities.

### IV. People Are At Different Levels

It should be recognized that MJC Community is diverse. Few are at the same level utilizing technology. Some are embracing it; others are actively resisting. It is not the place of the Master Plan to make value judgments, but technology, as a tool, appears to be the rightful direction for the learning community, as a whole.

Many students are more comfortable with technology than their instructors.

Therefore, training and support systems are critical to the success of a 'smart classroom' program

### V. Establishment Of Learning Principles

(To be generated by MJC)

### VI Identification Of Institutional Context

MJC, like other institutions, has an existing culture. At the same time, change is necessary to meet the needs of today's students and to compete in the educational marketplace that prepare student to compete in a global economy. In general, a culture of outreach, and recruitment and retention will serve it's growth objectives.

The question is: How much change is MJC willing to accept? It cannot be so preoccupies with process that its end-product suffers. It should meet students where they are and

supportively take them where they need to be. It is recognized there may be some innovations for which the institution is not ready or otherwise, does not have the budget to support. It can however, being to re-shape the Institutional Will and begin to plan shaping its own destiny in the 21st Century.

### VII. Flexibility

This issue also correlates with the identified concern about capacity/load ratios and space utilization.

There is a need for classrooms and laboratories, and in particular, more expensive educational spaces such as 'smart-classrooms' to be shared easily across department disciplines.

The academic community needs to embrace and promote this concept.

In fact, sharing space has the potential to promote a greater sense of community and multidisciplinary communication, which is a positive value's for MJC and its students.

## 4.14 STEPS IN THE PLANNING PROCESS FOR SMART CLASSROOMS

### I. Specifying Learning Principles

The planning team needs to identify learning principles that are meaningful and relevant to the institution. Too often, strict departmental organization discourages cross-pollination and blending of approaches beneficial to student application.

An example of a learning principle might be "to promote collaborative inquiry across the disciplines". This learning principle directly translates into physical planning.

It is recognized that different departments may have different educational philosophies and the intend is to accommodate this through flexibility.

### II. Learning Principles Lead To Learning Activities

Once the learning principles have been established, the Planning Team must determine specific learning activities that facilitate these principles.

For example, if collaborative learning is a goal, small-group work, study teams, and the use of on-line communities are some activities to promote this objective.

### III. Developing Design Principles

Once learning activities have been identified that facilitate learning principles, the physical space can shape/equipped and delivered.

The key issue is to clearly articulate what students and teaches should be able to do in each space.

### IV. Need For Facilities Standards

Standardization is a useful strategy for providing campuses buildings and controlling costs and quality. This report recommends standards for space allocations.

Facilities Standards should contain policy and technical criteria to be used in the programming, design, and documentation of buildings at MJC.

Facility Standards can establish the minimum requirements for design, as well as level of quality of material and method in order to consistent throughout the District.

Since Facilities Standards contain general criteria, there may be occasional conflicts between the standards and specific requirements for projects. These may be addressed on a case-by-case basis.

## V. BUILDING PROGRAM

Each building should be designed according to a Building Program, which delineates required project information, such as number and size of building spaces, functions adjacencies and mechanical, electrical and technology requirements.

### 4.15 GENERAL DESIGN PHILOSOPHY

MJC is committed to achieving excellence in the design and construction of its facilities, so that building and spaces are inspiring and attractive to users, not just functionally sound.

The College recognizes that its "image" us very much reflected in the character of its facilities, including outdoor campus landscape environment.

Cost effectiveness is a key concern, without sacrificing aesthetics. Its capital investment in buildings should honor the Community's willingness to invest in maintain its support.

### 4.16 FLEXIBILITY AND ADAPTABILITY

Educational buildings are expected to undergo change during their life-cycle. Given funding sources for public educational facilities, the opportunity to renovate does not occur frequently, which makes it paramount that the buildings be designed to meet functional requirements and operate optimally from day one.

Buildings should be designed to accommodate future educational delivery systems and technologies that are, as yet, unknown.

Systems flexibility is essential in MJC facilities, as unknown growth dynamics unfold in the Central Valley.

### 4.17 COST

Life Cycles cost assessments should be a part of the design approach to each project at MJC.

### 4.18 OPERATIONS AND MAINTENANCE

Building systems need to take into consideration the effort involved in operating and maintaining them. It is acknowledged that maintenance budgets are, and will continue to be, quite limited.

### 4.19 FUTURE EXPANSION CONSIDERATIONS

MJC's Master Plan must address the immediate needs of Measure-E (Phase One of the Plan), also look to the future of the next 50 to 80 years. As the City of Modesto and County of Stanislaus grows and develops, MJC needs to be strategically positioned to meet the post-secondary needs of the Community, whether they be University-transfers, vocational/career, career skill building or redirection, or life-long learning for a growing body of active retirees.

# 5 Campus Design Issues

DRAFT

# CAMPUS DESIGN ISSUES

## 5.0 PLANNING FOUNDATION

I. Exceptional campus architecture, landscaping, building placement and open space arrangements are appealing to potential students and visitors. Selection of an institution for higher learning is often strongly based upon the 'feel' and appearance of the campus. The image of the College as a Community College standard-bearer, as a place where it is worthwhile to invest in the academic experience, can be enhanced, through conscious building and landscape design.

East and West Campus are Modesto Junior College's most valuable physical assets and an important part of its heritage. A number of elements provide the College with a safe, accessible, enjoyable, and sustainable environment. These elements include: building design and material; the careful arrangement of buildings and the spaces between them; the appropriate choice and placement of trees and plant material; the composition of walks, pathways, plazas, lighting and signage; the appropriate location of access drives, parking lots and service areas; the logical and orderly layout of utility services and how the campus interfaces with the surrounding Central Valley, and the City of Modesto. All function together as elements of the Campus. Their thoughtful development and management provide the College with a safe, accessible, enjoyable and sustainable environment that encourages social interaction and exchange of ideas, respects the historical perspective in the quest for knowledge, and creates a strong sense of place and identity, with a visual image that instill pride and supports and enhances the goals of the College and it's community.

- In addition to specific recommendations, included in this Master Plan, it is recommended that the following steps be taken to safeguard the enhance future development of Modesto Junior College.

  A. Approve this Master Plan as an official working document to ensure its effectiveness.

  B. Establish a Facilities Master Plan Review Committee to periodically review and update the Master Plan, and to evaluate proposed campus projects

  C. Work with the City of Modesto to encourage recommended improvements to areas outside of MJC properties, especially in regard to adjoining streets, and neighborhoods; and

  D. Develop effective District-wide graphics system to complement Signage Plan recommendations.

**II. Signage and Wayfinding**

The two Campuses lack a cohesive or consistent signage system. There is no identifiable brand or overriding graphic image that can contribute to a successful wayfinding system tying East to West Campus.

The campuses lack a discernable hierarchy of paving materials that could help to unify the campuses and promote a successful wayfinding program.

## 5.1 DESIGN RECOMMENDATIONS

### I. Motor Vehicles

A. Vehicular circulation should be accommodated in a safe and efficient manner, but should be considered subsidiary to pedestrian and bicycle movement. As a rule, campus streets should be planted with deciduous canopy trees that will provide foliage at a height of fifteen to forty feet above the ground, while allowing a clear view under the branches. The species should be consistent along any given street.

B. Pedestrian/cyclist crosswalks should be clearly marked with striped paint or special pavement and should include curb cuts as required by ADA. Crossing should be sited for safety as well as design integrity.

C. Private vehicles should have limited access to the central campus along the Loop Road. The limited vehicular access systems are managed through an arrangement of removable traffic controls, which allow for extended access for fire and other emergency service vehicles into the campus core.

D. The Loop Road of the campus should be used as the primary route of circulation for automobiles, service vehicles, buses and emergency vehicles. This street provides an organized framework of circulation that is easy to comprehend. The Loop Road should provide direct linkages to College Parking Lots.

### II. Bicycles

Presently, bicycling is not a prevalent transportation mode to or from campus. This is understandable, considering the locations of the campus and lack of bike lanes on nearby roads. On-campus bicycling support facilities, such as safe and secure bicycle parking, are also limited. However, bicycles are thought to be an increasingly popular, practical and efficient means of getting around campus. Student support for on-campus biking is rising. Bicycle parking should be provided in lighted areas throughout campus. Consolidated bike parking should be planned for areas where demand is highest; this should alleviate clutter and congestion around building entrances. Bicycle travel routes should be clearly identified. Widening of future walks will help reduce current bicycle-versus-pedestrian conflicts. Bike parking should be located in convenient proximity to desired destinations and out of prominent sight lines. For the most park, bike racks should be situated at the edges of campus spaces and movement corridors. Low hedges and canopy trees, where possible, can provide screening and shading. Uniformity in the selection of bicycle parking racks is recommended.

### III. Transit

The campus is served by public transportation. A public bus route circulates through the campus with stops at several points. An extensive network of Transit buses, which serve the regional area surrounding the campus, supplements private vehicular traffic and College shuttles.

### IV. Service

Service access is provided by the major surface street routes through the central campus, combined with the use of Loop Road and additional access points within the campus. While the campus has extensive service needs, ranging from small maintenance trucks to large delivery vans, the current arrangement is problematic where pedestrian use and service access needs overlap in confined areas. Not only do these vehicles pose a hazard to pedestrians and the disabled community, particularly on busy routes, they also damage paving and the landscape, which the campus rarely has resources to repair. Appropriate access for maintenance and waste disposal pickup must be identified, to ensure that their operations can be conducted efficiently and safety. Where heavy equipment is normally

used, the associated pavement should be designed accordingly to support it without damage to the pavement. All mechanical equipment and service area should be disguised with walls that are integral with the architectural or dense planting that are consistent with the overall landscape treatment.

## V. Emergency Vehicle Circulation

Emergency vehicles such as police, ambulance and fire need to have access to all campus buildings, parking lots and athletic facilities. The major considerations are to ensure the routes are clear for large truck access with wide turning radius along curves, and pavement designed to withstand the weight of heavy trucks.

## VI. Parking and Accessibility

Parking lots are located at the perimeter of the campus, which, for the most part, minimizes conflicts with pedestrians entering or leaving the central part of the campus. Although this is a positive planning creates, it created additional aesthetic concerns related to campus image and identity, where all one sees is a sea of pavement and cars when arriving to the campus. Since these parking lots are devoid of vegetation, the expanse of asphalt is seemingly magnified. Where surface parking does exist within the campus core the following guidelines are recommended:

1. Multiple entrances to larger lots should be provided to minimize stacking on adjacent streets.

2. Parking Lots should be carefully landscaped to ensure that the natural landscape and architecture dominate views.

3. The internal area within surface parking areas should incorporate landscaped islands or divider islands; trees and shrubs should minimize views of parked cars.

4. One canopy tree per 20 surface spaces is generally recommended.

5. Parking areas should provide a sufficient number of spaces for the handicapped as mandated by ADA guidelines.

## VII Site Lighting

A. Pole-Mounted Light Standards:
Light fixtures on poles, located throughout the site, should be consistent in design. It is clear that lights were installed at different times. They are spaced such that the areas furthest away from the lights, or at midpoint between two lights, are quite dark, averaging less than 0.5 foot-candles. The minimum average illumination level for these areas is one foot-candle, with reduction variations limited to 0.7 or 0.8 foot-candles in the darker areas.

B. Building-Mounted Lights:
On buildings the fixture type varies. Since oftentimes trees are located near building, these building-mounted lights were easily blocked by trees, which resulted in dark areas surrounding the building. At entrances to buildings, the minimum average illumination level is 5 foot-candles.

C. Parking Lot Lighting:
Parking lot lighting is adequate in many instances. The minimum average illumination level for these areas is one foot-candle, with variations limited to 0.2 or 0.3 foot-candles in the darker areas.

## VIII Signage

The proposed MJC Campus Sign Program organizes the multitude of exterior informational, directional, and regulatory signs on campus. The system is made up of diverse elements, allowing variation of expression and is hierarchical to provide clarity within the campus environment. The wayfinding system is designed to be universally understandable for first-time visitors, students, faculty, alumni and public.

1. Signage should reinforce the pedestrian scale of the campus, communicate information effectively, and project a clear, organized impression of the College. A full range of sign types should be developed. A hierarchy of scale and importance should be reflected in these signs. Signage should be selected with recognition of the architectural vernacular and materials palette of the campus. Vehicular, pedestrian, directional, identification, and informational signs should reflect standardized graphic format, size, proportion, and color in order to create a basic vocabulary for campus-wide signs, marking them instantly recognizable and understandable. Directional signs should be at a scale appropriate to passing motorists without impinging on the overall pedestrian scale of the campus. Signage should also be considered to accommodate the needs of the handicapped and visually impaired. Braille signs are needed within buildings, per ADA guidelines.

2. The quality and materials of the College's signs convey information about the institution. Over time, the types and numbers of signs on campus have multiplied to meet changing needs. As a result, installations are of uneven character and quality.

3. A comprehensive sign system will provide a sequence of information to campus visitors in a unified system. The sign system design package addresses the design, management and maintenance of the sign system, sign placements, sign materials, and sign fabrication. In addition, the following recommendations are offered on design and placement:

   A. All proposed sign placements should be reviewed by the Director of Facilities.

   B. Establish a standard building identification sign that reflects the policies and institutional qualities of the College.

   C. Consider educational and interpretive opportunities through explanation of the significance of landmark campus architecture (i.e. Library or MSR Center.

   D. Mount signs in planting beds or areas associated with the main building entry.

   E. Mount signs into a concrete base in lawn areas to ease in the maintenance at the base of the sign.

   F. Core drill and mount traffic signs at a consistent heights and distance from curbs.

   G. Locate signs to minimize the visual impact of the view corridors of campus building and landscapes.

   H. Locate freestanding signs off of walk edges and outside of pedestrian plazas, preferably in landscape areas.

   I. Use directional signs to guide visitors to public venues.

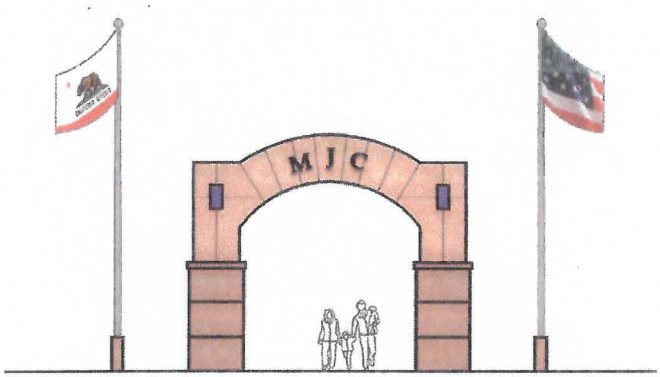
4. The Campus Sign Program identifies three primary signage types for the campus wayfinding system:

   A. Informational Signage:
   This type of signage is the first major introduction to the campus. It includes identification information such as street and path names, building identification, and campus maps. This category can also include helpful information such as safety/protection tips, listing of facility hours, phone numbers, and current events.

   B. Directional Signage:
   This type of signage directs visitors from surrounding areas to facilities on the campus, parking, and campus bus location. It includes directional signage within the campus environment.

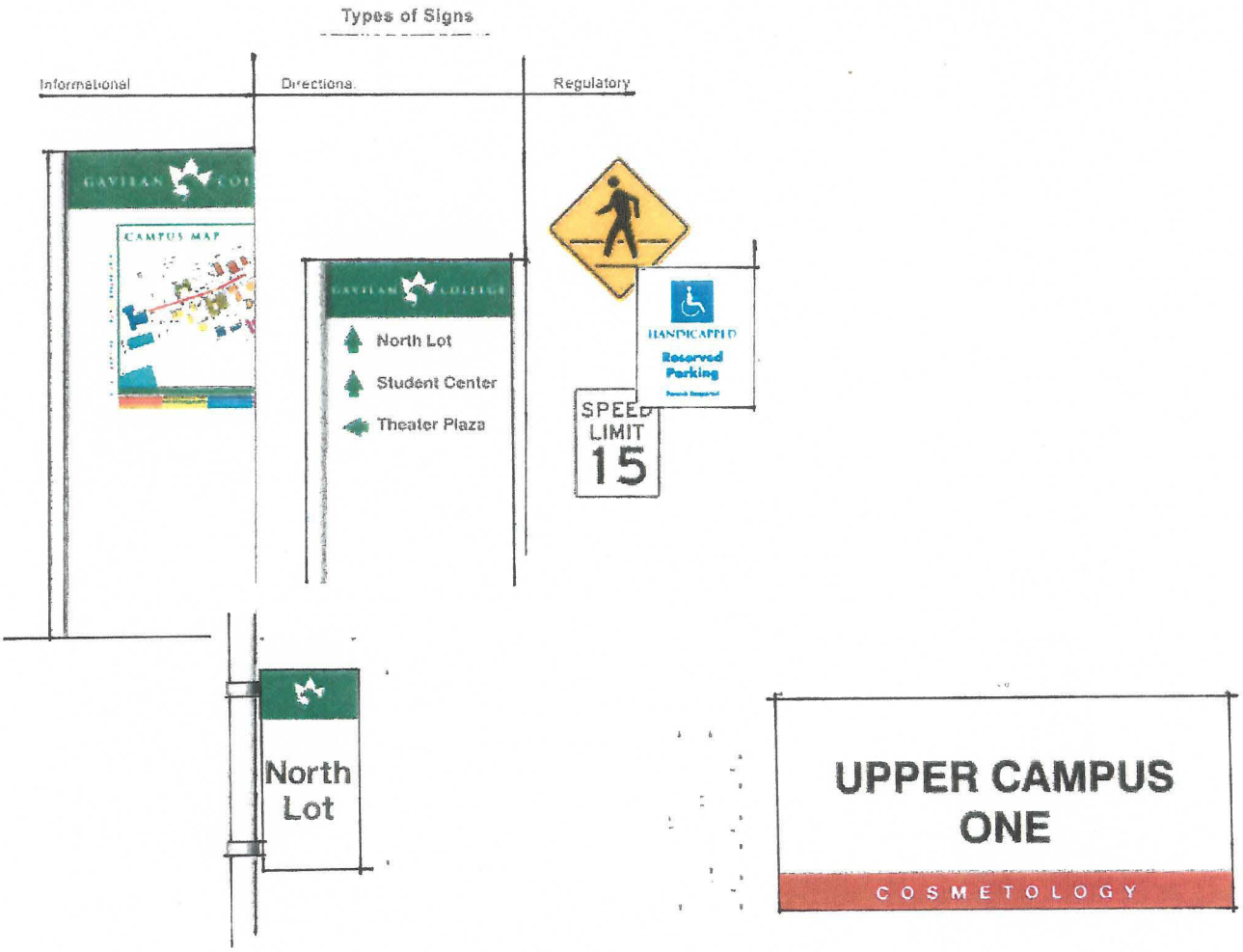
   C. Regulatory Signage:
   This category of signage includes public and permit parking information, accessibility signage, and all standard campus regulatory signs.

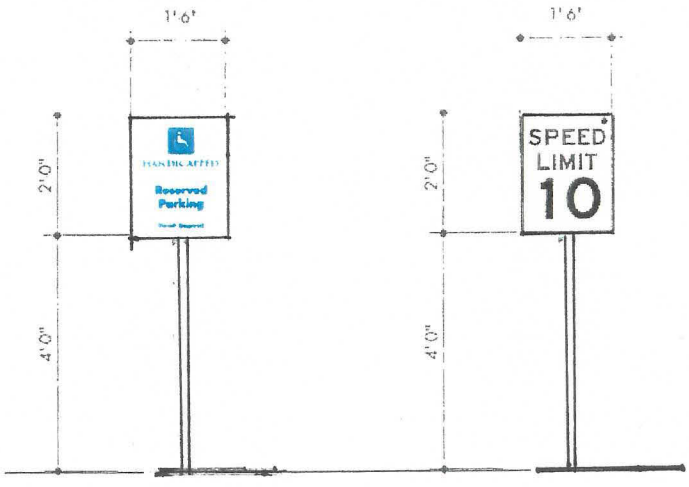
5. It is recommended that one uniform Sign Design establish typestyle, size, color, mounting height and placement consistent for both East and West Campus. At this juncture, we recommend building off the typestyle, color and graphics system used on the West Campus as a basis for standardization.



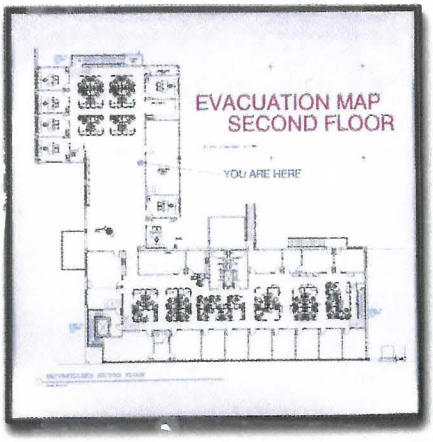

EAST CAMPUS


WEST CAMPUS

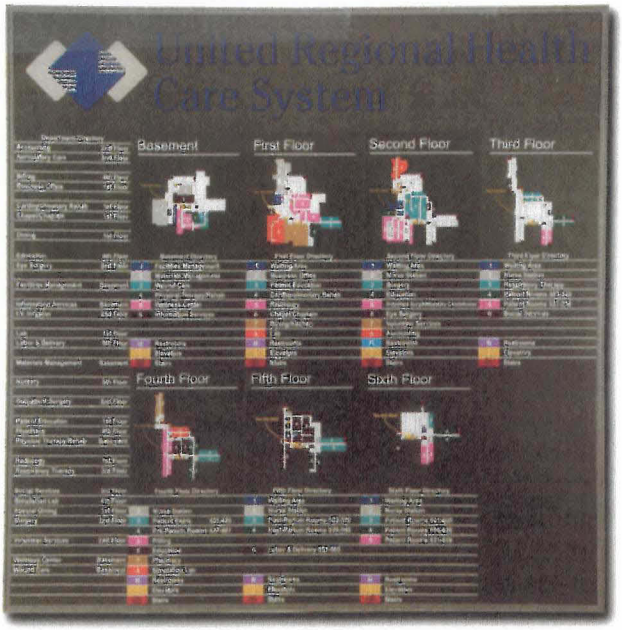



**Campus Wayfinding**


PANEL DIRECTORY

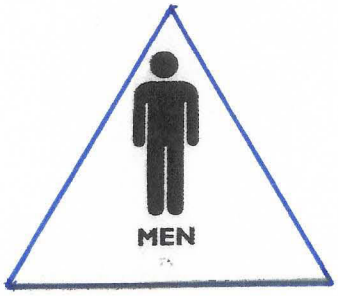




TOWER DIRECTORY


Directional Signage


12" Diameter Circle = Women's

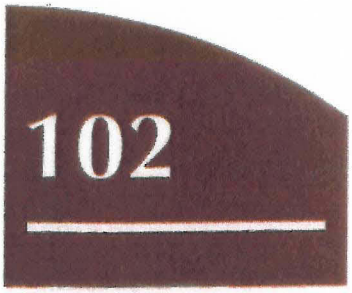



12" Equilateral Triangle = Men's


Regulatory Signage






Informational Signage

## 5.3 OPEN SPACE AND LANDSCAPE ELEMENT

I. Open space (the negative spaces between buildings) should be well defined. These spaces should be flexible to allow for an unlimited number of uses by individuals and large assemblies. The aforementioned park-like settings should be protected and preserved.

Every effort should be made to encourage and preserve diversity of use in both types of these visually important spaces. These spaces can be perceived both as unique places and as unifying elements, joining the campus into a contiguous unit.

Between open spaces are connection spaces that should be emphasized through landscaping and building massing to better link, both visually and functionally, various parts of the campus. Covered or Trellised walkways should be added to West Campus to provide sun-shading and introduce pedestrian-scale to the large open-spaces between building..

### II. Gathering Places

Because plazas, courtyards, and terraces are the places where students are most likely to congregate, these spaces can provide opportunities for more highly detailed, social design solution. Walls, steps, lighting, seating and paving are the dominate elements within these spaces and their expression should be sympathetic to the existing architecture in materials, form, and composition. Provision for Wi-Fi should be available in these spaces for technology use and to encourage outdoor, interactive learning to occur.

The composition of elements should adhere to the principles of design for defensible space. Clear visibility should be maintained at the ground plane, site lines into the space from adjacent building and areas should be preserved, and traffic patterns should avoid dead or isolated zones. The key is to enrich the gathering spaces of the College. The expansion of the nature and number of gathering places reinforces the Campus core as a landscape for learning, teaching, interdisciplinary exchange, and reflection. This will serve to enrich the learning process by allowing diverse contact among students and faculty colleagues to promote the free exchange of ideas. These gathering places should be distributed throughout the College and organized along lines of circulation. They should be diverse in character and function. Functions might include instruction, performance, reflection, retreat, gathering, play or passage.

#### 1. Plazas

Plazas are large, social gathering areas on campus, generally located adjacent to major pedestrian routes. They serve as outdoor 'rooms' for studying, places of interaction, contemplation, and eating. Plazas may be active or passive in character. Plazas are often affiliated near building entries and are typically defined by the surrounding architecture.

#### 2. Building Entrances

Primary building entrances are important campus features, serving as the forecourt and providing the transition from exterior to interior space. They may contain a rich use of paving materials in intricate patterns.

### III. Edges and Entries

Creating boundaries and entries to the College that successfully signal arrival and a sense of place are important to perceptions of a strong campus identity. The arrangement of streets, building facades, lighting, landmarks, signature buildings, and plant materials all help to define gateways within the campus as well as between it and the adjoining community. A

hierarchical system of entrances and edges helps people understand the landscape, navigate though it in comfort, and remember it. The quality and character of the current boundaries of and entry points to the College are poorly defined. Reconsideration and reconfiguration will be required to clarify boundaries or edges and to make strong entryways to the campus.

**1. Major Entries**

Major entries are the most significant, highly visible entryways to campus. These points of entry serve students and faculty and provide vehicular circulation routes. These entrances are also the most likely to serve visitors and off-campus commuters. For predominately vehicular entries, an arch structure is proposed as Major Entry Concepts and Entry Identifier. The arch should be of sufficient height to provide instant recognition from within a vehicle as an indication of arrival at a major entryway. The design of the structure is to be in context with the Collegiate Modernist architectural style found on campus. These arches denote a permanent 'front door' to each campus and become part of the lasting symbol of the College.

**2. Edge Treatment**

An important component in overall campus beautification will be the unification and identification of campus edges and their interfaces with the surrounding Modesto community.

- Beautify major entry points.
- Design and construct identifying structures and improvements at key entry points.
- Improve definition of campus edges through the use of trees and lighting.

**IV. Special Places and Priority Landscapes**

While it is the intent of this Master Plan to enhance the quality of all indoor and outdoor spaces on campus, some spaces are deserving of special attention due to their unique characteristics, their historical significance, and/or their importance to the image of the College. These spaces represent the identity of the institution and, as such, will be treated with the highest level of care and maintenance. Historically, the campus lands have developed in piecemeal fashion. This has been caused by past funding policy that makes it difficult, if not impossible, to acquire funds for landscape projects. As such, few site areas or "landscapes" have been designed and constructed in a holistic way, but are a collection of often disjointed developments peripheral to building. The quality of the campus landscape speaks volumes about the institution and the quality of life on Campus.

1. East Campus is defined by it's Main Quad, between the Morris Building and the Library/Student Center.

2. West Campus is planned to develop an equally prominent Quad, between Yosemite and Sierra Halls and the MSR Student Center on the east end and the proposed New Science Community Center, at the west-end.

## 5.4 LANDSCAPE DESIGN ISSUES

I. The identity or "feel" of any campus is determined by more than its buildings. It is the landscape, plazas, walkways, passages, softscape, water-features, shading, outdoor spatial organization and sense of shelter or shading that makes a site in the Central Valley habitable, such as:

1. Circulation – pedestrian passages from/to and between buildings
2. Social spaces – niches, shelters, covers, assembly and recreation
3. Aesthetics – materials, vistas, view-corridors, lighting, topography, colors and textures, scale and proportion

Seven broad goals and actions are suggested to preserve, renew and extend the existing campus landscape character.

## 5.5 LANDSCAPE GOALS

### GOAL #1: IMPROVE CAMPUS LANDSCAPE CHARACTER

Minimize the impact of vehicles on campus core.

1. Modify internal parking to improve appearance (tree planting and screening) and pedestrian access.

2. Screen parking lots from streets and pedestrian corridors (with regard for safety), so as to buffer neighborhoods and visual impacts.

3. Minimize areas of potential conflict between pedestrians and vehicles.

4. Define campus edges.

5. Provide appropriate treatment for street at campus edge.

6. Coordinate with City of Modesto or County of Stanislaus to improve streetscape of adjoining and connecting streets.

### A. Landscape Character Goals

Provide and maintain sustainable, quality landscapes that enhance the use of campus open space. Each campus needs a high quality landscape that depends on good comprehensive design and high quality materials. Maximizing campus resources and creating consistently high environmental quality landscape is important in planning for this goal. The character and form of the campus provides useful outdoor spaces that accommodate individual, educational, social and recreational activities.

### B. Landscape Character Policies

1. Incorporate the principles of sustainable design in the design, construction and maintenance of projects.

2. Sitting and design of new or renovated open spaces shall consider climatic and other environmental factors to encourage use of the campus environment.

3. Ensure site furnishings are well designed, durable and relate to the context landscape types of the campus environment.

4. Provide for site furnishings to include paving upgrades, plant and irrigation renewal, bike parking, public art, wayfinding, light

## GOAL #2: MAXIMIZE UNIVERSAL ASSESSIBLITY

- Provide universal ADA compliant access to all campus areas.
- Clearly identify accessible path routes.
- Provide sufficient accessible site furnishings.

**Accessibility and Parking Goals**

The provision and maintenance of a welcoming, safe and accessible campus environment is essential to the College's functioning. The campus landscape is the site of constant movement, and with increasing traffic on gateways, plazas, pathways and roads comes increased need for safe, clear pedestrian conditions. The College must provide safe and accessible paths of travel for its disabled community across the challenging, but ever-improving, campus landscape.

## GOAL #3: ENHANCE CAMPUS SAFETY

- Increase illumination of campus walkways, streets and parking lots.
- Provide sufficient emergency call boxes, visible and convenient.
- Improve visibility under trees and between buildings.

### A. Lighting and Safety Goals

Provide and maintain a well-lit, clearly signed and safe campus environment. The campus landscape is the site of most unsupervised interaction between acquaintances and strangers. These interactions need to be well lit and for student and staff safety and protection. The College must be rigorous in providing safe and clearly defined paths of travel for its student and staff community across the campus landscape.

1. Plan, design and manage routes within the central campus for sufficient lighting.
2. Provide clear wayfinding signs towards destinations and emergency support throughout campus.
3. Integrate universal lighting standards along all paths considering tree coverage and landscape quality.
4. Provide sufficient illumination in all campus parking lots.
5. Clearly mark parking spaces for disabled persons as needed in parking areas throughout the central campus.
6. Provide clear wayfinding for disabled persons distinguishing between universally accessible paths and limit access paths.

## GOAL #4: ENHANCE THE CAMPUS IMAGE WITH LANDSCAPE PLANTING AND NATURES STEWARDSHIP

- Promote landscape diversity throughout the campus.
- Establish design guidelines for future landscape and related site improvements.

- Establish policies and protocols for rehabilitation, protection and preservation of existing site amenities and features.

**Natural Stewardship Goals**

Provide stewardship to enhance the distinctive natural and physical attributes of the campus. Mature specimen trees are the principal natural attributes of the campus landscape. The tree canopy contributes character, stability and dignity to the campus, shaping the spatial order and reducing the mass of buildings. The views expand the campus to its environs and the region beyond.

**GOAL #5: FULFILL COMMUNITY AND EDUCATIONAL MISSION**

- Create outdoor spaces that encourage learning and community interaction.
- Provide site amenities that aid in the comfort of users.
- Create microenvironments that encourage use by providing shade, protection from wind and noise, isolation from distraction, and visual clutter.

**A. Community and Educational Mission Goals**

Develop the campus landscape in support of the educational mission of the College. Many attributes of the campus landscape support the teaching and community service mission of the College. It provides places of academic and social interaction, outdoor classroom space and places to study. The diversity of the landscape plants contributes visually, educationally and ecologically to the value of the campus. Finally, the views and beauty of the campus should serve as an inspiration to the campus community.

1. Within new capital investments for campus renovation and accessibility, include the development of outdoor spaces that are conductive to creative interaction.
2. Define a program of investments for places of interaction, and a sequence for implementation.
3. Promote outdoor teaching opportunities to support diversity in the campus environment.

**B. Connecting Campus and Community**

1. Consider campus gateways, edges and corridors to define the campus as a destination.
    a. Locate campus gateways and edges and identify their individual relationship to the greater community.
    b. Identify the corridors where a transition occurs as one enters or leaves the campus.
2. Consider view corridors into and out of campus.
    a. Provide for and encourage visual focus on major campus landmarks as viewed from the community and other parts of campus.
3. Encourage ease of wayfinding to campus and its gateways from the community.
    a. Announce the College by accentuating the contrasting campus landscape with the adjacent rural fabric.

b. Utilize signage, plant material, pavements, lighting and furniture to further articulate individual campus gateways.

4. Identify and enhance bicycle routes to connect campus to community.

   a. Develop a hierarchy of vehicular and pedestrian pathways.

**GOAL #6: CREATE A VISITOR-FRIENDLY CAMPUS**

- Define pedestrian and vehicular gateways and entries to campus.
- Plan to provide a uniform directional and informational signage system.
- Develop a palette of site amenities for the campus.
- Identify and enhance major campus sight lines.

**Welcoming Campus Image Goals**

Maintain the campus image of building in a park. The appearance of the landscape reflects on the image of the College. The landscape and open space of the MJC campus is the common element that ties the architecture together, provides visual clarity, orients visitors and creates a sense of community. As the campus student population increases, the value of the open space increases in importance throughout the campus. An important aspect of improving the campus image is to implement a program of fundraising and investm4ent for the open space system.

**GOAL #7: CONSERVE AND ENHANCE NATURAL AND MAN-MADE RESOURCES**

**A. Access the Campus "forest", its extent and condition:**

1. Within the study area, conduct a field survey of "significant", "landmark", historical and dedicated trees that contribute to the value of the campus environment, regardless of size.

2. Determine the geographic location of the surveyed trees; identify their genus and species and size in diameter.

**B. Preserve significant natural and man-made features.**

1. Protect the Heritage trees on East Campus by restricting any construction within proximity of these groupings that will adversely affect their health.

2. Protect other significant plants through establishment of the necessary specifications and standards for review of development projects.

**C. Insure the sustainability of proposed plant materials and appropriateness of varieties to environment.**

1. Determine plant associations present in given locales and their appropriateness relative to their native habitat, soil conditions and microclimate.

2. Establish plant associations and characteristics to be encourage through normal maintenance and planting operations for given sub-areas relative to their appropriateness to that local environment and their sustainability in difficult campus settings.

3. Encourage high quality, long-lived, predominately indigenous and low maintenance plants for future use.

**D. Many policy issues remain undefined as they affect the landscape and the overall aesthetics of the campus. A few of these policy issues are, as follows:**

1. Diminishing maintenance staffing/funding in an expanding physical plant.

2. Lack of a coordinated review process of development projects for input relative to their impact on the existing site development and campus forest.

3. No definition of a site improvement project versus a maintenance project.

4. Levels of site development appropriate for "short-term" landscapes on sites of undefined final disposition or in waiting for some scheduled development.

5. Uncoordinated horticulture system for the preservation and enhancement of the campus forest of the campus.

6. The placement of signage of all types and a comprehensive wayfinding and signage plan/standards.

7. Lack of a coordinated approval process of all sign placements, including information, directional and traffic signs.

# 6 Recommended Educational Program and Space Standards

DRAFT

# RECOMMENDED EDUCATIONAL PROGRAM AND SPACE STANDARDS

## CLASSROOM STANDARDS

Small Classroom (35-pupils) @ 20 sf/pp = 700 SF
Medium Classroom (50-pupils) @ 17 sf/pp = 850 SF
Large Classroom (70-pupils) @ 15 sf/pp = 1,050 SF
Note: State Standards = 15ASF/station

## LABORATORY STANDARDS

| TAXONOMY | SUBJECT GROUP | ASF/100 WSCH | ASF per STATION |
|---|---|---|---|
| 0100 | Agriculture and Nature Resources | 492 | 115 |
| 0115 | Agricultural & Forestry Power/Machinery | 856 | 200 |
| 0200 | Architecture and Environmental Design | 257 | 60 |
| 0400 | Biological Sciences | 235 | 55 |
| 0500 | Business and Management | 128 | 30 |
| 0600 | Communications | 214 | 50 |
| 0700 | Computer and Information Science | 171 | 40 |
| 0800 | Education | 321 | 75 |
| 0936 | Printing and Lithography | 342 | 80 |
| 0937 | Tool and Machine | 385 | 90 |
| 0945 | Mechanical Technology | 556 | 130 |
| 0947 | Diesel Technology | 856 | 200 |
| 0948 | Automotive Technology | 856 | 200 |
| 0950 | Aeronautical and Aviation Technology | 749 | 175 |
| 0952 | Construction Crafts/Trades Technology | 749 | 175 |
| 0954 | Chemical Technology | 556 | 130 |
| 0956 | Industrial Technology | 285 | 90 |
| All other 900s | (Engineering) | 321 | 75 |
| 1000 | Fine and Applied arts | 257 | 60 |
| 1100 | Foreign Language | 150 | 35 |
| 1200 | Health Services | 214 | 50 |
| 1300 | Consumer Education/Home Economics | 257 | 60 |
| 1400 | Law | 150 | 35 |
| 1500 | Humanities | 150 | 35 |
| 1700 | Mathematics | 150 | 35 |
| 1800 | Military Studies | 214 | 50 |
| 1900 | Physical Sciences | 257 | 60 |
| 2000 | Psychology | 150 | 35 |
| 2100 | Public Affairs and Service | 214 | 50 |
| 2200 | Social Sciences | 150 | 35 |
| 3000 | Commercial Services | 214 | 50 |
| 4900 | Interdisciplinary | 257 | 60 |

*Reference: California Code of Regulations, Title 5, Section 57028*

## PLANNING for INDIVIDUAL OFFICE SPACES

There are no adopted State standards related to the size of individual offices. Districts find it necessary to develop "local" office space standards to assure consistency while working within the aggregate allocation of space allowed by the State. An example of such a set of standards shows how much space is deemed appropriate for the type of occupant. It is important to emphasize that each district is and should be free to develop the standards that fit its local circumstances

## OFFICE STANDARDS FOR PLANNING PURPOSES

| Occupant | Net Assignable Square Feet |
|---|---|
| Chancellor-Superintendent | 330 |
| President | 280 |
| Vice-Chancellor | 250 |
| Vice-President | 200 |
| Deans/Directors | 150 |
| Supervisors/Assistants to... | 120 |
| Confidential | 110 |
| Professional Technical | 100 |
| Faculty/Counselor | 90 |
| Counselor | 100 |
| Administrative Secretary/Division Secretary | 100 |
| Secretary/Clerk | 75 |
| Part-Time Faculty/Student Assistant | 60 |
| Conference Rooms (5-10 persons) | <200 |
| Conference Rooms (15-20 persons) | <450 |

Note: Some offices may necessarily deviate from the standard where special equipment, storage or reception areas are required as part of the space.

# 7 Project Budgets



DRAFT

# 7.1 Final FMP Plan

bfgc

**FINAL FMP PLAN**
Modesto Junior College
Measure E Master Plan
Yosemite Community College District

**REVISED**
**June 4, 2007**

| FMP/PMP Project # | | | (3/07) Approved Budget | Proposed |
|---|---|---|---|---|
| 17 | 1. | Auditorium Renovation/Addition | $19,617,000 | $19,617,000 |
| 15c | 2. | Agricultural Modular Living Units | $33,841,004 | $24,800,000 |
| 15d | 3. | Agricultural Animal Facility | (included above) | (included above) |
| 15e | 4. | Agriculture Pavilion | (included above) | (included above) |
| 16 | 5. | Allied Health | $25,822,026 | $25,822,000 |
| 28 | 6. | Softball Complex | $285,192 | $786,300 |
| | | Subtotals: | $79,565,222 | $71,025,300 |
| 2 | 7. | Parking Structure | $11,965,000 | $11,965,000 |
| 31 | 8. | Turlock Center - Land | $937,185 | $937,185 |
| 32 | 9. | West Side Center - Land/Infrastructure | $5,037,370 | $5,037,370 |
| | | Subtotals: | $17,939,555 | $17,939,555 |
| | | Cumulative Subtotals: | $97,504,777 | $88,964,855 |
| 27 a&b | 10. | Science and GVM | $31,943,562 | $70,000,000 |
| 8 | 11. | Founders Hall Remodel (Fast-Track) | $24,536,035 | $12,000,000 |
| 22 | 12. | High-Tech Center | $21,467,765 | $16,000,000 |
| 13 | 13. | Student Services | $9,083,130 | $16,000,000 |
| 23 | 14. | Library (State Match) | $4,209,808 | $6,145,145 |
| | | Subtotals: | $91,240,300 | $120,145,145 |
| | | Cumulative Subtotals: | $188,745,077 | $209,110,000 |
| | 15. | Loop Road-West | New | $5,000,000 |
| | 16. | Utility Infrastructure | New | $5,000,000 |
| | 17. | Interim Housing | New | $1,000,000 |
| | | Subtotals: | n/a | $11,000,000 |

Modesto Junior College - GRAND TOTAL BUDGET: **$220,110,000**

# 7.2 Summary- Proposed MJC Categorical Measure E Budget

**SUMMARY - PROPOSED MJC CATEGORICAL MEASURE E BUDGET CHANGES:**

| Project ID# | Project(s) | Current Budget | Compromise Budget | % Change (+/-) | $ Change |
|---|---|---|---|---|---|
| 2 | Parking | $ 11,965,000 | $ 11,965,000 | 0% | $ - |
| 8 | Founders | $ 24,536,035 | $ 12,000,000 | -51% | $ (12,536,035) |
| 14 & 13 | Morris + Student Svcs | $ 16,110,143 | $ 16,000,000 | -1% | $ (110,143) |
| 11, 27a & 27b | Science Lab, Science Instr, GVM | $ 33,547,997 | $ 70,000,000 | 109% | $ 36,452,003 |
| 12 | John Muir | $ 4,209,808 | $ - | -100% | $ (4,209,808) |
| 15a,15c,15d,15e | Ag Instr, Modular Liv, Animal, Pavilion | $ 33,851,004 | $ 24,800,000 | -27% | $ (9,051,004) |
| 16 | Allied Health | $ 25,822,026 | $ 25,822,000 | 0% | $ (26) |
| 17 | Auditorium | $ 19,617,000 | $ 19,617,000 | 0% | $ - |
| 22 | High Tech | $ 21,467,765 | $ 16,000,000 | -25% | $ (5,467,765) |
| 23 | Library LRC | $ 19,173,963 | $ 6,145,145 | -68% | $ (13,028,818) |
| 28 | Softball | $ 285,192 | $ 786,300 | 176% | $ 501,108 |
| 31 | Turlock | $ 937,185 | $ 937,185 | 0% | $ - |
| 32 | WestSide | $ 5,037,370 | $ 5,037,370 | 0% | $ - |
| - | Contingency | $ 3,549,512 | $ - | -100% | $ (3,549,512) |
| new | Loop Road West | $ - | $ 5,000,000 | new | $ 5,000,000 |
| new | Utility Infrastructure | $ - | $ 5,000,000 | new | $ 5,000,000 |
| new | Interim Housing | $ - | $ 1,000,000 | new | $ 1,000,000 |
| | **TOTALS** | **$ 220,110,000** | **$ 220,110,000** | | **$ -** |

# 7.3 Funding Alternatives

# MODESTO JR. COLLEGE

# CAMPUS MASTER PLAN

# FUNDING ALTERNATIVES

MAY 10, 2007

KITCHELL

# INTRODUCTION

As part of the Measure E bond implementation, Modesto Jr. College has completed a new Educational Master Plan that speaks directly to facility needs and growth. This effort was facilitated by Dr. Grace Mitchell, and included over one hundred interviews of staff, administrators and faculty. Overviews were presented to college wide forums and to the board of trustees, with final acceptance in February of 2007. This defined some very specific goals and objectives for facilities growth:

- Utilization must be improved for all types of classrooms and laboratory spaces to ensure state support for Maintenance and Operations funding and to also improve opportunities for participation in the state bond program.
- Community Education should be consolidated into a single location;
- The Science/ Math and Engineering Division should relocate to West Campus;
- Technology should be introduced, and where it exists, updated to provide consistent access to all faculty and students.

After this document was reviewed and accepted by the college community, the Campus Master Planning effort could be begin based on these findings. The college selection committee had previously selected bfgc Architects to provide Campus Master Planning services. A committee was formed to provide direct input to the designers. Meeting bi-weekly from February to May, information was gathered and options were considered to implement to goals of the Educational Master Plan. Three phases were developed that roughly outlined the currently fundable Phase I, the near term, but unfunded Phase 2 projecting out approximately 25-30 years and the long term Phase 3, representing a 50 year growth goal.

Because a major aspect of the Educational Master Plan and the Campus Master Plan included the construction of a larger Science Community Center, consideration must be made to the prioritization of the other Measure E Bond Projects, see chart below. The Science Community Center also has the secondary effect of requiring some work on the existing Science Building, which should be remodeled to a new function. The current Campus Master Plan has designated this as the new High Tech Center

| FMP/PMP Project Number | Project Name | Secondary Effect | PMP Total Project Budget |
|---|---|---|---|
| 2 | Parking Structure | | $ 11,965,000.00 |
| 8 | Founders | Interim Housing | $ 24,536,035.00 |
| 11 | Science Lab | Move to West Campus | $ 1,604,435.00 |
| 12 | John Muir | N/A | $ 4,209,808.00 |
| 13 | Student Center | Complete Remodel | $ 7,027,013.00 |
| 14 | Student Services | Move out of Morris Bldg | $ 9,083,130.00 |
| 15a | Ag Instructional Building | Move to West Campus | $ 18,019,672.00 |
| 15c | Ag-Modular Living Units | None | $ 1,208,213.00 |
| 15d | Ag-Animal Facility | | $ 1,641,798.00 |
| 15e | Ag MP Show Facility | Move Dairy Unit | $ 12,981,321.00 |
| 16 | Allied Health | None | $ 25,822,026.00 |
| 17 | Auditorium Renovation/Addition | None | $ 19,617,000.00 |
| 22 | High Tech Center | Move to Existing Science Bldg | $ 21,467,765.00 |
| 23 | Library and Learning Center | Complete Remodel | $ 19,173,963.00 |
| 27a | Science Community Center | Move to West Campus | $ 16,081,698.00 |
| 27b | Science GVM | Move to West Campus | $ 15,861,864.00 |
| 28 | Softball | Move to West Campus | $ 285,192.00 |
| 31 | Turlock Center | N/A | $ 937,185.00 |
| 32 | West Side Center | N/A | $ 5,037,370.00 |
| | College Contingency | N/A | $ 3,549,512.00 |
| | **TOTALS** | | **$ 220,110,000.00** |

# PROJECT PRIORITZATION

Due to the increase in project budget for the Science Community Center from $31,943,396 (Science Community Center, Project no. 27a and Science GVM, project no. 27b) to $80,647,875, a prioritization of all other projects is required. For the purposes of this report, it is assumed that the Parking Structure, Auditorium (in construction) Turlock Educational Outreach Center and the West Side Educational Outreach Center are the highest priority, and cannot be considered for reduction or elimination. Additionally, Allied Health and the Agricultural Complex projects are in design. Lastly, since the existing Science Building on East Campus will be vacated at the end of construction of the Science Community Center, the remodeling of this to another use is highly recommended.

With the assumptions listed above, four different alternatives were prepared that all work toward the goals of the Educational Master Plan and the Campus Master Plan. These options include costs for infrastructure to support the new buildings at the West Campus and a new perimeter road at West Campus. Both infrastructure and the perimeter road would not be eligible for state funding under the requirements of the state bond program.

Of all the projects, the Library project has the highest possibility of receiving state funding as part of the state bond program. For this reason, it has been left out of the options.

The goal of this effort is to review all of the offered options and prepare a recommendation of a final option that best represents the needs of the college.

**OPTION 1**

This option looks to fund the general education projects to the highest possible extent. Upon completion of the Allied Health Building, the second floor of Muir Hall will be vacated, so cost is including remodeling the second floor. Additional, as much money as possible has been budgeted to Founders hall. This cost will either allow for a complete remodel of one floor or some remodeling of both floors.

Funded Projects:

- Science Community Center and GVM
- Auditorium
- Parking Structure
- West Side Educational Outreach Center
- Turlock Land Purchase
- Allied Health
- Agricultural Complex: Housing/ Pavilion/ Animal Units
- Muir Hall
- Founders (50% of total area)

Unfunded Projects

- Softball Field
- Library
- Student Center
- Student Services

**OPTION 2**

This option fully funds the renovation of the student center and completes the remodel of the vacated Muir Hall to provide additional general education classrooms. Additionally, the Softball Complex is funded.

Funded Projects:

- Science Community Center and GVM
- Auditorium
- Parking Structure

- West Side Educational Outreach Center
- Turlock Land Purchase
- Allied Health
- Agricultural Complex: Housing/ Pavilion/ Animal Units
- Muir Hall
- Student Center
- Softball Field

Unfunded Projects

- Founders
- Library
- Student Services

**OPTION 3**

This option fully funds the construction of a new Student Services Building. Additionally, the Softball Complex is funded.

Funded Projects:

- Science Community Center and GVM
- Auditorium
- Parking Structure
- West Side Educational Outreach Center
- Turlock Land Purchase
- Allied Health
- Agricultural Complex: Housing/ Pavilion/ Animal Units
- Softball Field
- Student Services

Unfunded Projects

- Founders
- Library
- Muir Hall
- Student Center

**OPTION 4**

One of the goals established in the Educational Master Plan is the consolidation of Community Education Programs. This has been identified as a planned but unfunded project in the Campus Master Plan, but this option considers funding this project.

Funded Projects:

- Science Community Center and GVM
- Auditorium
- Parking Structure
- West Side Educational Outreach Center
- Turlock Land Purchase
- Allied Health
- Agricultural Complex: Housing/ Pavilion/ Animal Units
- Softball Field

Unfunded Projects

- Founders
- Student Services
- Library
- Muir Hall
- Student Center

YCCD

## YCCD MEASURE E- Option 5

| FMP/PMP Project Number | Project Name | Secondary Effect | Estimated GSF | Estimated Cost/ SF- Current Day | Construction Budget | Total Construction Costs- Current Day | Total Project Budget- Current Day | Escalation | Total Project Costs | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | A | B | C=AxB | D=Cx1.15 | E-Dx1.33 | F | G=E+(ExF) | |
| | **COMMITTED PROJECTS** | | | | | | | | | |
| 17 | Auditorium Renovation/Addition | None | | 600 | $ - | $ - | $ 19,817,000.00 | 0 | $ 19,817,000.00 | Fixed |
| 15c | Ag-Modular Living Units | None | | | $ - | $ - | $ 3,677,436.60 | 0 | $ 3,677,436.60 | Project in Design |
| 15d | Ag-Animal Facility | | | | $ - | $ - | $ 1,576,961.28 | 1 | $ 1,704,823.00 | Project in Design |
| 15e | Ag MP Show Facility | Move Dairy Unit | | | $ - | $ - | $ 24,168,296.50 | 2 | $ 28,433,290.00 | Project in Design |
| 16 | Allied Health | None | | 500 | $ - | $ - | $ 23,885,374.05 | 1 | $ 25,822,026.00 | Project in Design |
| 28 | Softball | | | | $ 500,000.00 | $ 550,000.00 | $ 731,500.00 | 1 | $ 786,362.50 | |
| | **BOARD PRIORITY PROJECTS** | | - | | | | | | | |
| 2 | Parking Structure | N/A | - | 175 | $ - | $ - | $ - | 1 | $ 11,965,000.00 | Remodel second floor of Muir, general ed |
| 31 | Turlock Center | N/A | | | $ - | $ - | $ 925,000.00 | 1 | $ 1,000,000.00 | |
| 32 | West Side Center | N/A | | | $ - | $ - | $ 4,625,000.00 | 1 | $ 5,000,000.00 | |
| | **DISCRETIONARY PROJECTS** | | | | | | | | | |
| 27b | Science GVM | Move to West Campus | 82,360 | 500 | $ 41,180,000.00 | $ 45,298,000.00 | $ 60,246,340.00 | 3 | $ 73,801,766.50 | Allow for 15% growth, full program for GVM |
| 8 | Founders Hall | Swing Space Requred | 74,286 | 100 | $ 7,428,600.00 | $ 8,542,890.00 | $ 11,362,043.70 | 1 | $ 13,059,353.98 | Light Remodel- Carpet/ Lighting/ Smart Technology in Classrooms/ Major Mechanical |
| 22 | High Tech Center | Move to Existing Science Bldg | 43,888 | 200 | $ 8,777,600.00 | $ 10,094,240.00 | $ 13,425,339.20 | 4 | $ 17,052,940.96 | Renovation of Science Building, converstion- Partial |
| 23 | Library and Learning Center | Complete Remodel | | 300 | $ - | $ - | $ - | 1 | $ 7,000,000.00 | |
| | **UNFUNDED PROJECTS** | | | | | | | | | |
| 15a | Ag Instructional Building | | 51,609 | 400 | $ 20,643,600.00 | $ 23,740,140.00 | $ 31,574,386.20 | 1 | $ 33,942,465.17 | Building only- $400/ GSF + 82,000 support space |
| 13 | Student Center | | 34,814 | 175 | $ 6,092,450.00 | $ 7,006,317.50 | $ 9,318,402.28 | 1 | $ 10,017,282.45 | |
| 12 | John Muir Hall- Second Floor | | 21,707 | 150 | $ 3,255,975.00 | $ 3,744,371.25 | $ 4,980,013.76 | 1 | $ 5,353,514.79 | Project in Design |
| 14 | Student Servcies- Remodel Morris | Swing Space for Morris First Floor | 11,043 | 150 | $ 1,656,450.00 | $ 1,904,917.50 | $ 2,533,540.28 | 1 | $ 2,723,555.80 | Remodel of Existing Space, no change to shell |
| 14 | Student Services- Addition | | 26,122 | 350 | $ 9,142,700.00 | $ 10,056,970.00 | $ 13,375,770.10 | 1 | $ 14,378,952.86 | New construction directtly adjacent to existing building |
| | | | | | $ - | $ - | $ - | 1 | $ - | |
| | **College Contingency** | N/A | | | $ - | $ - | $ - | 1 | $ - | |
| | **TOTALS** | | | | | | $ 226,222,404 | | $ 209,120,000 | |

| Secondary Effect Projects | Secondary Effect | | | Current Day Constuction Budget | Total Construction Budget | Current Day Project Budget | Years to Construction | Total Construction Budget | Comments |
|---|---|---|---|---|---|---|---|---|---|
| Interim Housing | | | | $ - | $ - | $ - | | $ 1,000,000 | |
| West Campus Loop Road | | | | $ - | $ - | $ - | | $ 5,000,000 | |
| Morris Bldg Remodel | | | | $ - | $ - | $ - | | | |
| Ag-Instructional Remodel | | | | $ - | $ - | $ - | | | |
| Dairy Unit | | | | $ - | $ - | $ - | | | |
| Loop Road | | | | $ - | $ - | $ - | | | |
| Infrasturcture | | | | $ - | $ - | $ - | | $ 5,000,000 | |
| Science Bldg Remodel | | | | $ - | $ - | $ - | | $ - | |
| Demo Electronic | | | | $ - | $ - | $ - | | $ - | |
| Demo Journalism | | | | $ - | $ - | $ - | | $ - | |
| Demo Classroom Annex | | | | $ - | $ - | $ - | | $ - | |
| Relocate Stadium | | | | $ - | $ - | $ - | | $ - | |
| Relocate Baseball Field | | | | $ - | $ - | $ - | | $ - | |
| Community Education | | | | $ - | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| TOTALS | | | | | | $ - | | $ 11,000,000.00 | |

| | | |
|---|---|---|
| **Totals** | $ 226,222,404 | $ 220,120,000 |
| **Budget** | | $ 220,120,000 |
| **Balance** | | $ 0 |

YCCD

## YCCD MEASURE E- Option 6

| FMP/PMP Project Number | Project Name | Secondary Effect | Estimated GSF | Estimated Cost/ SF- Current Day | Construction Budget | Total Construction Costs- Current Day | Total Project Budget- Current Day | Escalation | Total Project Costs | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | A | B | C=AxB | D=Cx1.15 | E-Dx1.33 | F | G=E+(ExF) | |
| | **COMMITTED PROJECTS** | | | | | | | | | |
| 17 | Auditorium Renovation/Addition | None | | 600 | $ - | $ - | $ 19,817,000.00 | 0 | $ 19,817,000.00 | Fixed |
| 15c | Ag-Modular Living Units | None | | | $ - | $ - | $ 3,677,436.60 | 0 | $ 3,677,436.60 | Project in Design |
| 15d | Ag-Animal Facility | | | | $ - | $ - | $ 1,576,961.28 | 1 | $ 1,704,823.00 | Project in Design |
| 15e | Ag MP Show Facility | Move Dairy Unit | | | $ - | $ - | $ 24,168,296.50 | 2 | $ 28,433,290.00 | Project in Design |
| 16 | Allied Health | None | | 500 | $ - | $ - | $ 23,885,374.05 | 1 | $ 25,822,026.00 | Project in Design |
| 28 | Softball | | | | $ 500,000.00 | $ 550,000.00 | $ 731,500.00 | 1 | $ 786,362.50 | |
| | **BOARD PRIORITY PROJECTS** | | - | | | | | | | |
| 2 | Parking Structure | N/A | - | 175 | $ - | $ - | $ - | 1 | $ 11,965,000.00 | Remodel second floor of Muir, general ed |
| 31 | Turlock Center | N/A | | | $ - | $ - | $ 925,000.00 | 1 | $ 1,000,000.00 | |
| 32 | West Side Center | N/A | | | $ - | $ - | $ 4,625,000.00 | 1 | $ 5,000,000.00 | |
| | **DISCRETIONARY PROJECTS** | | | | | | | | | |
| 27b | Science GVM | Move to West Campus | 73,861 | 500 | $ 36,930,500.00 | $ 40,623,550.00 | $ 54,029,321.50 | 3 | $ 66,186,789.84 | Allowance for growth in joint use of general ed classrooms at east, full program for GVM |
| 8 | Founders Hall | Swing Space Requred | 74,286 | 75 | $ 5,571,450.00 | $ 6,407,167.50 | $ 8,521,532.78 | 1 | $ 9,160,647.73 | Light Remodel- Carpet/ Lighting/ Smart Technology in Classrooms |
| | **Science Center East- Re-Use** | | - | - | $ - | $ - | $ - | | $ - | Renovation of Science Building, converstion |
| 22 | High Tech | | 35,110 | 200 | $ 7,022,000.00 | $ 8,075,300.00 | $ 10,740,149.00 | 4 | $ 13,962,193.70 | Only 80% of requested program from PMP |
| 14 | Student Services- Addition | | 8,700 | 350 | $ 3,045,000.00 | $ 3,501,750.00 | $ 4,657,327.50 | 4 | $ 6,054,525.75 | Only 80% of requested program from PMP |
| 14 | Student Services- Remodel SC | | 21,500 | 200 | $ 4,300,000.00 | $ 4,945,000.00 | $ 6,576,850.00 | 4 | $ 8,549,905.00 | Only 80% of requested program from PMP |
| 23 | Library and Learning Center | Complete Remodel | | 300 | $ - | $ - | $ - | 1 | $ 7,000,000.00 | |
| | **UNFUNDED PROJECTS** | | | | | | | | | |
| 15a | Ag Instructional Building | | 51,609 | 400 | $ 20,643,600.00 | $ 23,740,140.00 | $ 31,574,386.20 | 1 | $ 33,942,465.17 | Building only- $400/ GSF + 82,000 support space |
| 13 | Student Center | | 34,814 | 175 | $ 6,092,450.00 | $ 7,006,317.50 | $ 9,318,402.28 | 1 | $ 10,017,282.45 | |
| 12 | John Muir Hall- Second Floor | | 21,707 | 150 | $ 3,255,975.00 | $ 3,744,371.25 | $ 4,980,013.76 | 1 | $ 5,353,514.79 | Project in Design |
| | | | | | $ - | $ - | $ - | 1 | $ - | |
| | **College Contingency** | N/A | | | $ - | $ - | $ - | 1 | $ - | |
| | **TOTALS** | | | | | | $ 225,713,862 | | $ 209,120,000 | |

| Secondary Effect Projects | Secondary Effect | | | | Current Day Constuction Budget | Total Construction Budget | Current Day Project Budget | Years to Construction | Total Construction Budget | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| Interim Housing | | | | | $ - | $ - | $ - | | $ 1,000,000 | |
| West Campus Loop Road | | | | | $ - | $ - | $ - | | $ 5,000,000 | |
| Morris Bldg Remodel | | | | | $ - | $ - | $ - | | | |
| Ag-Instructional Remodel | | | | | $ - | $ - | $ - | | | |
| Dairy Unit | | | | | $ - | $ - | $ - | | | |
| Loop Road | | | | | $ - | $ - | $ - | | | |
| Infrasturcture | | | | | $ - | $ - | $ - | | $ 5,000,000 | |
| Science Bldg Remodel | | | | | $ - | $ - | $ - | | $ - | |
| Demo Electronic | | | | | $ - | $ - | $ - | | $ - | |
| Demo Journalism | | | | | $ - | $ - | $ - | | $ - | |
| Demo Classroom Annex | | | | | $ - | $ - | $ - | | $ - | |
| Relocate Stadium | | | | | $ - | $ - | $ - | | $ - | |
| Relocate Baseball Field | | | | | $ - | $ - | $ - | | $ - | |
| Community Education | | | | | $ - | $ - | $ - | | $ - | |
| | | | | | | $ - | $ - | | $ - | |
| | | | | | | $ - | $ - | | $ - | |
| | | | | | | $ - | $ - | | $ - | |
| | | | | | | $ - | $ - | | $ - | |
| | | | | | | $ - | $ - | | $ - | |
| | | | | | | $ - | $ - | | $ - | |
| TOTALS | | | | | | | $ - | | $ 11,000,000.00 | |

| | | |
|---|---|---|
| **Totals** | $ 225,713,862 | $ 220,120,000 |
| **Budget** | | $ 220,120,000 |
| **Balance** | | $ (0) |

YCCD

## YCCD MEASURE E- Option 7

| FMP/PMP Project Number | Project Name | Secondary Effect | Estimated GSF | Estimated Cost/ SF- Current Day | Construction Budget | Total Construction Costs- Current Day | Total Project Budget- Current Day | Escalation | Total Project Costs | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | A | B | C=AxB | D=Cx1.15 | E-Dx1.33 | F | G=E+(ExF) | |
| | **COMMITTED PROJECTS** | | | | | | | | | |
| 17 | Auditorium Renovation/Addition | None | | 600 | $ - | $ - | $ 19,817,000.00 | 0 | $ 19,817,000.00 | Fixed |
| 15c | Ag-Modular Living Units | None | | | $ - | $ - | $ 3,677,436.60 | 0 | $ 3,677,436.60 | Project in Design |
| 15d | Ag-Animal Facility | | | | $ - | $ - | $ 1,576,961.28 | 1 | $ 1,704,823.00 | Project in Design |
| 15e | Ag MP Show Facility | Move Dairy Unit | | | $ - | $ - | $ 24,168,296.50 | 2 | $ 28,433,290.00 | Project in Design |
| 16 | Allied Health | None | | 500 | $ - | $ - | $ 23,885,374.05 | 1 | $ 25,822,026.00 | Project in Design |
| 28 | Softball | | | | $ 500,000.00 | $ 550,000.00 | $ 731,500.00 | 1 | $ 786,362.50 | |
| | **BOARD PRIORITY PROJECTS** | | - | | | | | | | |
| 2 | Parking Structure | N/A | - | 175 | $ - | $ - | $ - | 1 | $ 11,965,000.00 | Remodel second floor of Muir, general ed |
| 31 | Turlock Center | N/A | | | $ - | $ - | $ 925,000.00 | 1 | $ 1,000,000.00 | |
| 32 | West Side Center | N/A | | | $ - | $ - | $ 4,625,000.00 | 1 | $ 5,000,000.00 | |
| | **DISCRETIONARY PROJECTS** | | | | | | | | | |
| 27b | Science GVM | Move to West Campus | 73,861 | 500 | $ 36,930,500.00 | $ 40,623,550.00 | $ 54,029,321.50 | 3 | $ 65,185,918.84 | Allowance for growth in joint use of general ed classrooms at east, full program for GVM |
| | **Founders Hall** | Swing Space Required | - | - | $ - | $ - | $ - | | $ - | |
| 8 | Remaining Founders General Ed | | 37,144 | 100 | $ 3,714,400.00 | $ 4,271,560.00 | $ 5,681,174.80 | 1 | $ 6,146,955.91 | Light Remodel- Carpet/ Lighting/ Smart Technology in Classrooms/ Major Mechanical Systems |
| 14 | Student Services | | 37,144 | 200 | $ 7,428,800.00 | $ 8,543,120.00 | $ 11,362,349.60 | 2 | $ 12,066,702.04 | Remdoel to service as One Stop Servcie Center |
| | **Science Center East- Re-Use** | | - | - | $ - | $ - | $ - | | $ - | |
| 22 | High Tech | | 28,308 | 200 | $ 5,661,600.00 | $ 6,510,840.00 | $ 8,659,417.20 | 4 | $ 10,257,242.36 | Build out would be 65% of requested program |
| 8 | Founders Hall- General Ed Relocaton | | 28,308 | 200 | $ 5,661,600.00 | $ 6,510,840.00 | $ 8,659,417.20 | 4 | $ 10,257,242.36 | Total Build out between Founders Second Flor and Science Second floor is 90% of existing |
| 23 | Library and Learning Center | Complete Remodel | | 300 | $ - | $ - | $ - | 1 | $ 7,000,000.00 | |
| | **UNFUNDED PROJECTS** | | | | | | | | | |
| 15a | Ag Instructional Building | | 51,609 | 400 | $ 20,643,600.00 | $ 23,740,140.00 | $ 31,574,386.20 | 1 | $ 33,942,465.17 | Building only- $400/ GSF + 82,000 support space |
| 13 | Student Center | | 34,814 | 175 | $ 6,092,450.00 | $ 7,006,317.50 | $ 9,318,402.28 | 1 | $ 10,017,282.45 | |
| 12 | John Muir Hall- Second Floor | | 21,707 | 150 | $ 3,255,975.00 | $ 3,744,371.25 | $ 4,980,013.76 | 1 | $ 5,353,514.79 | Project in Design |
| | | | | | $ - | $ - | $ - | 1 | $ - | |
| | **College Contingency** | N/A | | | $ - | $ - | $ - | 1 | $ - | |
| | **TOTALS** | | | | | | $ 229,580,361 | | $ 209,120,000 | |

| Secondary Effect Projects | Secondary Effect | | | Current Day Constuction Budget | Total Construction Budget | Current Day Project Budget | Years to Construction | Total Construction Budget | Comments |
|---|---|---|---|---|---|---|---|---|---|
| Interim Housing | | | | $ - | $ - | $ - | | $ 1,000,000 | |
| West Campus Loop Road | | | | $ - | $ - | $ - | | $ 5,000,000 | |
| Morris Bldg Remodel | | | | $ - | $ - | $ - | | | |
| Ag-Instructional Remodel | | | | $ - | $ - | $ - | | | |
| Dairy Unit | | | | $ - | $ - | $ - | | | |
| Loop Road | | | | $ - | $ - | $ - | | | |
| Infrasturcture | | | | $ - | $ - | $ - | | $ 5,000,000 | |
| Science Bldg Remodel | | | | $ - | $ - | $ - | | $ - | |
| Demo Electronic | | | | $ - | $ - | $ - | | $ - | |
| Demo Journalism | | | | $ - | $ - | $ - | | $ - | |
| Demo Classroom Annex | | | | $ - | $ - | $ - | | $ - | |
| Relocate Stadium | | | | $ - | $ - | $ - | | $ - | |
| Relocate Baseball Field | | | | $ - | $ - | $ - | | $ - | |
| Community Education | | | | $ - | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | $ - | $ - | | $ - | |
| | | | | | | | | | |
| TOTALS | | | | | | $ - | | $ 11,000,000.00 | |

| | | |
|---|---|---|
| **Totals** | $ 229,580,361 | $ 220,120,000 |
| **Budget** | | $ 220,120,000 |
| **Balance** | | $ 0 |

YCCD

# YCCD MEASURE E- Option Staff Study Option

(G. HOWEN)

| FMP/PMP Project Number | Project Name | Secondary Effect | Estimated GSF | Estimated Cost/ SF- Current Day | Construction Budget | Total Construction Costs- Current Day | Total Project Budget- Current Day | Escalation | Total Project Costs | Comments |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | A | B | C=AxB | D=Cx1.15 | E-Dx1.33 | F | G=E+(ExF) | |
| | **COMMITTED PROJECTS** | | | | | | | | | |
| 17 | Auditorium Renovation/Addition | None | | 600 | $ - | $ - | $ 19,817,000.00 | 0 | **$ 19,817,000.00** | Fixed |
| 15c | Ag-Modular Living Units | None | | | $ - | $ - | $ 3,677,436.60 | 0 | **$ 3,677,436.60** | Project in Design |
| 15d | Ag-Animal Facility | | | | $ - | $ - | $ 1,576,961.28 | 1 | **$ 1,704,823.00** | Project in Design |
| 15e | Ag MP Show Facility | Move Dairy Unit | | | $ - | $ - | $ 24,168,296.50 | 2 | **$ 28,433,290.00** | Project in Design |
| 16 | Allied Health | Find location for displaced functions | 38,800 | 250 | $ 9,700,000.00 | $ 11,155,000.00 | $ 14,836,150.00 | 3 | **$ 17,174,283.75** | Locate in Yosemite Hall Second floor and West side of First floor. Remove library, shipping and receiving, 3 teaching labs |
| 28 | Softball | | | | $ 500,000.00 | $ 550,000.00 | $ 731,500.00 | 1 | **$ 786,362.50** | |
| | **BOARD PRIORITY PROJECTS** | | - | | | | | | | |
| 2 | Parking Structure | N/A | - | 175 | $ - | $ - | $ - | 1 | **$ 11,965,000.00** | |
| 31 | Turlock Center | N/A | | | $ - | $ - | $ 925,000.00 | 1 | **$ 1,000,000.00** | |
| 32 | West Side Center | N/A | | | $ - | $ - | $ 4,625,000.00 | 1 | **$ 5,000,000.00** | |
| | **DISCRETIONARY PROJECTS** | | | | | | | | | |
| 27b | Science GVM | Move to West Campus | 61,700 | 500 | $ 30,850,000.00 | $ 33,935,000.00 | $ 45,133,550.00 | 3 | **$ 54,288,598.75** | 30 % of program to remain on East, remainder to be constructed on West with GVM, includes 30% growth, since growth at east is not possible. |
| 8 | Founders Hall | Swing Space Required | 74,288 | 100 | $ 7,428,800.00 | $ 8,543,120.00 | $ 11,362,349.60 | 1 | **$ 12,214,525.82** | |
| 14 | Student Services- Addition to Morris | | 26,122 | 350 | $ 9,142,700.00 | $ 10,514,105.00 | $ 13,983,759.65 | 1 | **$ 15,072,234.62** | Light Remodel- Carpet/ Lighting/ Smart Technology in Classrooms/ Major Mechanical Systems |
| 14 | Student Services- Remodel to Morris | | 11,043 | 150 | $ 1,656,450.00 | $ 1,904,917.50 | $ 2,533,540.28 | 2 | **$ 1,913,571.32** | Remodel to service as One Stop Service Center |
| | **Science Center East- Re-Use** | | - | - | $ - | $ - | $ - | | **$ -** | |
| 27a | Science to remain | | 28,308 | 100 | $ 2,830,800.00 | $ 3,255,420.00 | $ 4,329,708.60 | 4 | **$ 4,628,621.18** | Build out would be 65% of requested program |
| 22 | High Tech | | 28,308 | 200 | $ 5,661,600.00 | $ 6,510,840.00 | $ 8,659,417.20 | 4 | **$ 10,257,242.36** | Assumes providing only 64% of program, remaining to be housed in Electronics Bldg |
| 15a | Ag Instructional Building | | 51,609 | 400 | $ 20,643,600.00 | $ 23,740,140.00 | $ 31,574,386.20 | 2 | **$ 36,310,544.13** | Building only- $400/ GSF + 82,000 support space |
| 13 | Student Center | | 34,814 | 175 | $ 6,092,450.00 | $ 7,006,317.50 | $ 9,318,402.28 | 2 | **$ 10,716,162.62** | |
| 12 | John Muir Hall- Second Floor | | 21,707 | 150 | $ 3,255,975.00 | $ 3,744,371.25 | $ 4,980,013.76 | 5 | **$ 6,847,518.92** | |
| 23 | Library and Learning Center | Complete Remodel | | 300 | $ - | $ - | $ - | 1 | **$ 7,000,000.00** | |
| | **UNFUNDED PROJECTS** | | | | | | | | | |
| | | | | | $ - | $ - | $ - | 1 | **$ -** | |
| | **College Contingency** | N/A | | | $ - | $ - | $ - | 1 | **$ -** | |
| | **TOTALS** | | | | | | **$ 202,232,472** | | **$ 248,807,216** | |

| Secondary Effect Projects | Secondary Effect | GSF | Cost per GSF | Current Day Construction Budget | Total Construction Budget | Current Day Project Budget | Years to Construction | Total Construction Budget | Comments |
|---|---|---|---|---|---|---|---|---|---|
| Interim Housing | | | | $ - | $ - | $ - | | **$ 1,000,000** | |
| West Campus Loop Road | | | | $ - | $ - | $ - | | **$ 5,000,000** | |
| Morris Bldg Remodel | | | | $ - | $ - | $ - | | | |
| Ag-Instructional Remodel | | 25845 | 200 | $ 5,169,000.00 | $ 5,944,350.00 | $ 7,905,985.50 | 4 | **$ 10,277,781** | |
| Dairy Unit | | | | $ - | $ - | $ - | | | |
| Loop Road | | | | $ - | $ - | $ - | | | |
| Infrastructure | | | | $ - | $ - | $ - | | **$ 5,000,000** | |
| Science Bldg Remodel | | | | $ - | $ - | $ - | | **$ -** | |
| Demo Electronic | | | | $ - | $ - | $ - | | **$ -** | |
| Demo Journalism | | | | $ - | $ - | $ - | | **$ -** | |
| Demo Classroom Annex | | | | $ - | $ - | $ - | | **$ -** | |
| Relocate Stadium | | | | $ - | $ - | $ - | | **$ -** | |
| Relocate Baseball Field | | | | $ - | $ - | $ - | | **$ -** | |
| Community Education | | | | $ - | $ - | $ - | | **$ -** | |
| Champion 1- Demo- Construct Parking Lot | | 12353 | 25 | $ 1,308,825.00 | $ 1,505,148.75 | $ 2,001,847.84 | 1 | **$ 2,151,986** | Assume yield of 200 stalls at $5,000/ stall |
| Remodel existing space to house displaced from Yosemite | | 38800 | 150 | $ 5,820,000.00 | $ 6,693,000.00 | $ 8,901,690.00 | 5 | **$ 12,239,824** | Location to be determined, assume that space can be found. |
| Remodel Electronics | | 15941 | 100 | $ 1,594,100.00 | $ 1,833,215.00 | $ 2,438,175.95 | 6 | **$ 3,535,355** | |
| Demo GVM | | 3528 | 25 | $ 288,200.00 | $ 331,430.00 | $ 440,801.90 | 4 | **$ 573,042** | Assume Yield of 40 stalls at $5,000/ stall |
| Demo Greenhouse | | 12000 | 15 | $ 805,000.00 | $ 925,750.00 | $ 1,231,247.50 | 4 | **$ 1,600,622** | Assume Yield of 125 stalls at $5,000/ stall |
| | | | | | $ - | $ - | | **$ -** | |
| | | | | | | | | | |
| **TOTALS** | | | | | | **$ 21,247,699.29** | | **$ 39,204,946.45** | |

| | | |
|---|---|---|
| **Totals** | **$ 223,480,171** | **$ 288,012,162** |
| **Budget** | | **$ 220,120,000** |
| **Balance** | | **$ (67,892,162)** |

**OWNER:** Yosemite Community College District
**PROJECT:** Modesto Junior College
Measure E Master Plan Recommendation

**Option 9**

**REVISED**
**DRAFT 5-22-07**

| FMP/PMP Project # | | | (3/07) Approved Budget | Proposed |
|---|---|---|---|---|
| 17 | 1. | Auditorium Renovation/Addition | $19,617,000 | $19,617,000 |
| 15c | 2. | Agricultural Modular Living Units | $1,208,213 | $3,300,000 |
| 15e | 3. | Agriculture Pavilion (Show Facility) | $12,981,321 | $12,981,321 |
| 16 | 4. | Allied Health | $25,822,026 | $25,822,026 |
| 28 | 5. | Softball Complex | $285,192 | $786,363 |
| | | Subtotals: | $59,913,752 | $62,506,710 |
| 2 | 6. | Parking Structure | $11,965,000 | $11,965,000 |
| 31 | 7. | Turlock Center - Land | $937,185 | $1,000,000 |
| 32 | 8. | West Side Center - Land/Infrastructure | $5,037,370 | $5,000,000 |
| | | Subtotals: | $17,939,555 | $17,965,000 |
| | | Cumulative Subtotals: | $77,853,307 | $80,471,710 |
| 17 a&b | 9. | Science and GVM/Pond | $31,943,562 | $75,000,000 |
| 8 | 10. | Founders Hall Remodel (Fast-Track) | $24,536,035 | $13,000,000 |
| 22 | 11. | High-Tech Center | $21,467,765 | $17,000,000 |
| 13 | 12. | Student Services | $9,083,130 | $17,000,000 |
| 12 | 13. | John Muir Remodel (2nd Floor) or Library Match | $4,209,808 | $7,000,000 |
| | | Subtotals: | $91,240,300 | $129,000,000 |
| | | Cumulative Subtotals: | $169,093,607 | $209,471,710 |
| | 14. | Loop Road-West | n/a | $5,000,000 |
| | 15. | Utility Infrastructure | n/a | $5,000,000 |
| | 16. | Interim Housing | n/a | $1,000,000 |
| | | Subtotals: | n/a | $11,000,000 |

Modesto Junior College - GRAND TOTAL BUDGET: **$220,471,710**

# 8 Master Plans

DRAFT

# Master Plan

## EXISTING CONDITIONS – EAST CAMPUS

I. No Real Front Door or Community "Presence".

II. Site is Constrained (80 acres vs. 100 acres Minimum) and Land-Locked, Preventing Expansion.

III. 80% of Instructional Traffic Concentrated in One Building (Founder's Hall).

IV. Lack of Adequate Parking for Concentrated Student/Faculty Population.

V. Drive-Through/Parking (Off College Avenue) Splits Campus Pedestrian Core.

VI. Student Services are Fragmented.

VII. Major Educational Buildings Fall Along N/S Spine.

## EXISTING CONDITIONS – WEST CAMPUS

I. Lack of "Critical Mass" – Not a Real Campus "Feel" Yet.

II. Ample Land to Develop Buildings and Parking.

III. Core Has Recent Buildings – Code Compliant/Longevity/Accessibility.

IV. Buildings are Under-Utilized; Need Some Technology Upgrades.

V. Campus is Zoned into Core and Perimeter (Ag and Open Space) Which Facilitates Expansion/New Development.

VI. EMP Recommends Establishing a Science-Community Center, Which Could Link Allied Health/Science/Math/Engineering, Including GVM and Planetarium.

VII. Opportunities for College/Community Interface and Partnerships with Centralized Ag, Community Education, Child Development, Career-Skills/Tech Labs and Athletics/Health/Wellness Programs.

## WEST CAMPUS – COMMUNITY BASED LEARNING CENTER

I. Agriculture
   - A. Centralize All Facilities on West Campus
   - B. Extend Partnerships with Farming Community
   - C. Future Centers

II. Allied Health
   - A. Develop a Community Education Center for Health
   - B. Relate to Science Program

III. Science
   - A. Develop a Science Community Center
   - B. Include Great Valley Museum (GVM)

IV. Community Education
   - A. Relocate Facilities to West Campus
   - B. Expand Partnering Opportunities
   - C. Serve and Support College and Local Community

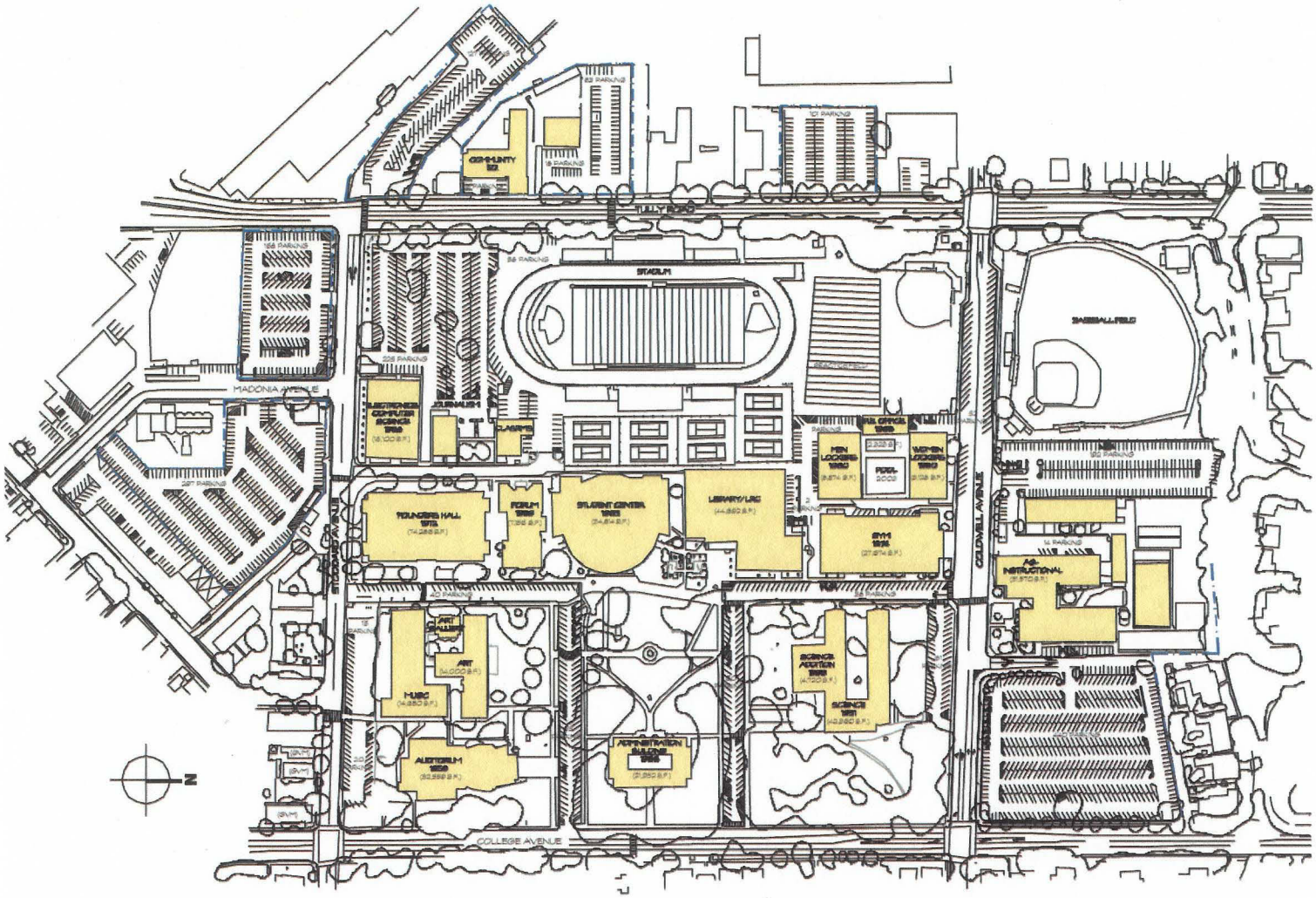
V. Physical Education, Health and Athletics
   - A. Develop Health and Wellness Center
   - B. Develop Field House and Indoor Workout/Training Facility
   - C. Relocate Athletic Fields (Stadium/Softball/Baseball)
   - D. Conform to Equitable and Accessible Facilities (Title IX and ADA)

VI. Language and Service Program
   - A. Improve Access and Opportunities for ESL Programs
   - B. Consider Allying Lower-Level Classes with Adult Education
   - C. Offer Programs in Non-Traditional Time (Access)

MODESTO JUNIOR COLLEGE

YCCD

# 8.1 East Campus

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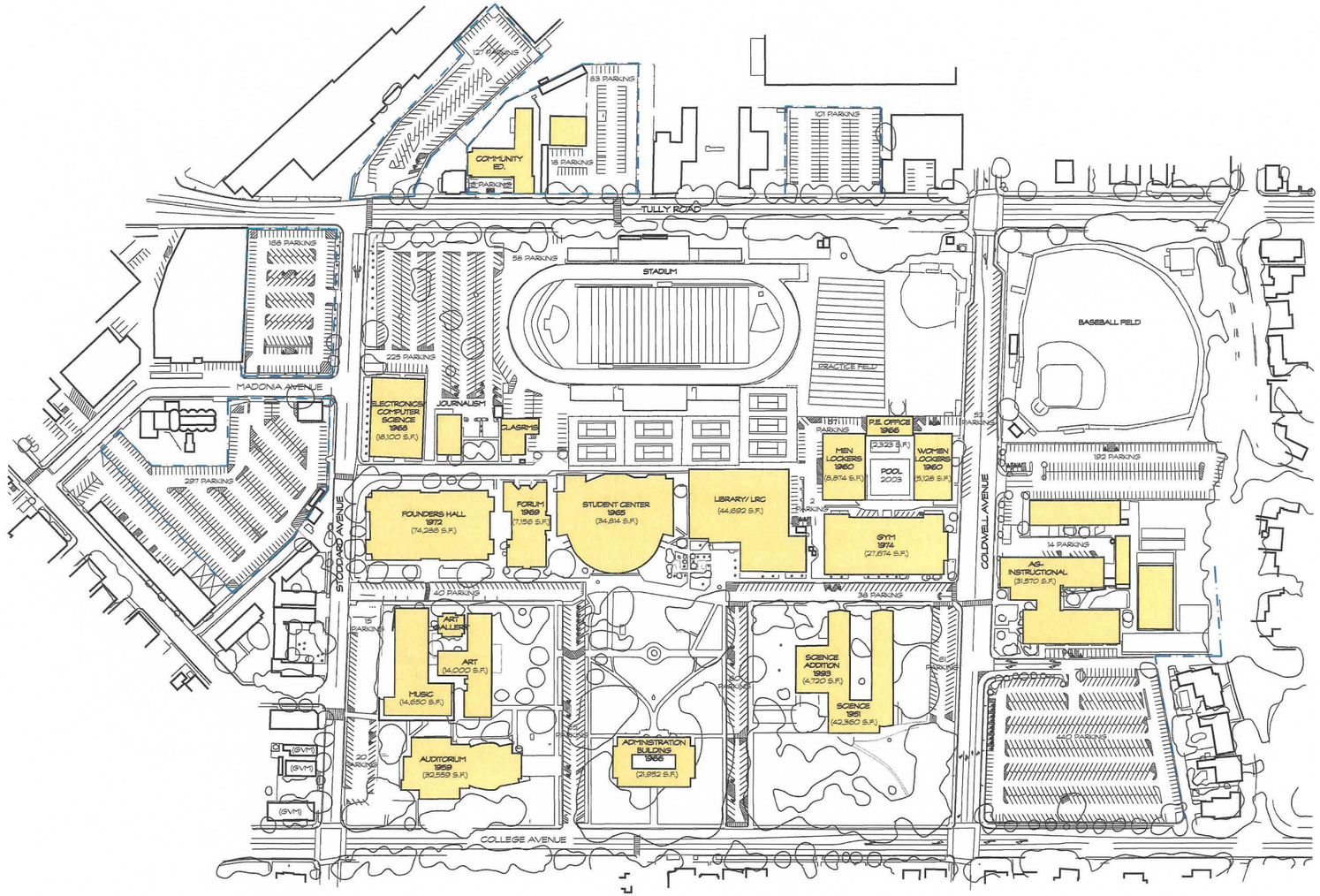
## FACILITIES MASTER PLAN




## LEGEND

- DEMOLISH
- EXISTING
- MODERNIZATION
- NEW CONSTRUCTION
- INTERIM HOUSING
- NEW PARKING
- LANDSCAPE/ OPEN PUBLIC SPACE
- HARDSCAPE
- SITE PROPERTY LINE
- CONCEPTUAL BUILDING OPTION

PARKING

2,133 EXISTING PARKING SPACES
563 FUTURE PARKING SPACES

N

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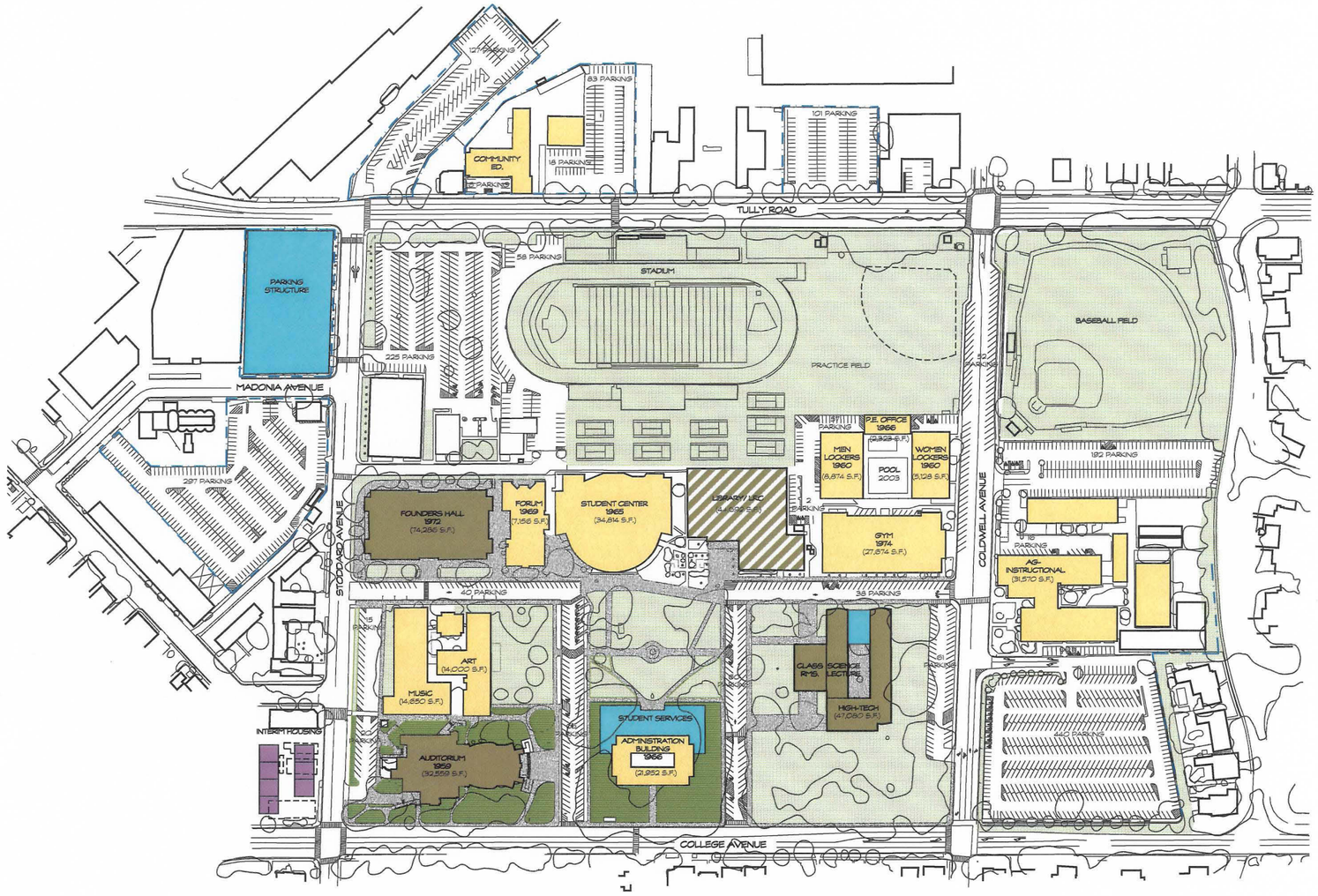
# Site Plan-Existing

# East Campus

0' 50' 100' 200'

Modesto Junior College

May 31, 2007
06136.000




## LEGEND

- DEMOLISH
- EXISTING
- MODERNIZATION
- MODERNIZATION-STATE MATCH
- NEW CONSTRUCTION
- INTERIM HOUSING
- NEW PARKING
- LANDSCAPE/ OPEN PUBLIC SPACE
- HARDSCAPE
- SITE PROPERTY LINE
- CONCEPTUAL BUILDING OPTION

PARKING - UNEDITED

2,133 EXISTING PARKING SPACES
168 PARKING SPACES REMOVED
282 ADDED PARKING SPACES
927 FUTURE PARKING SPACES

N

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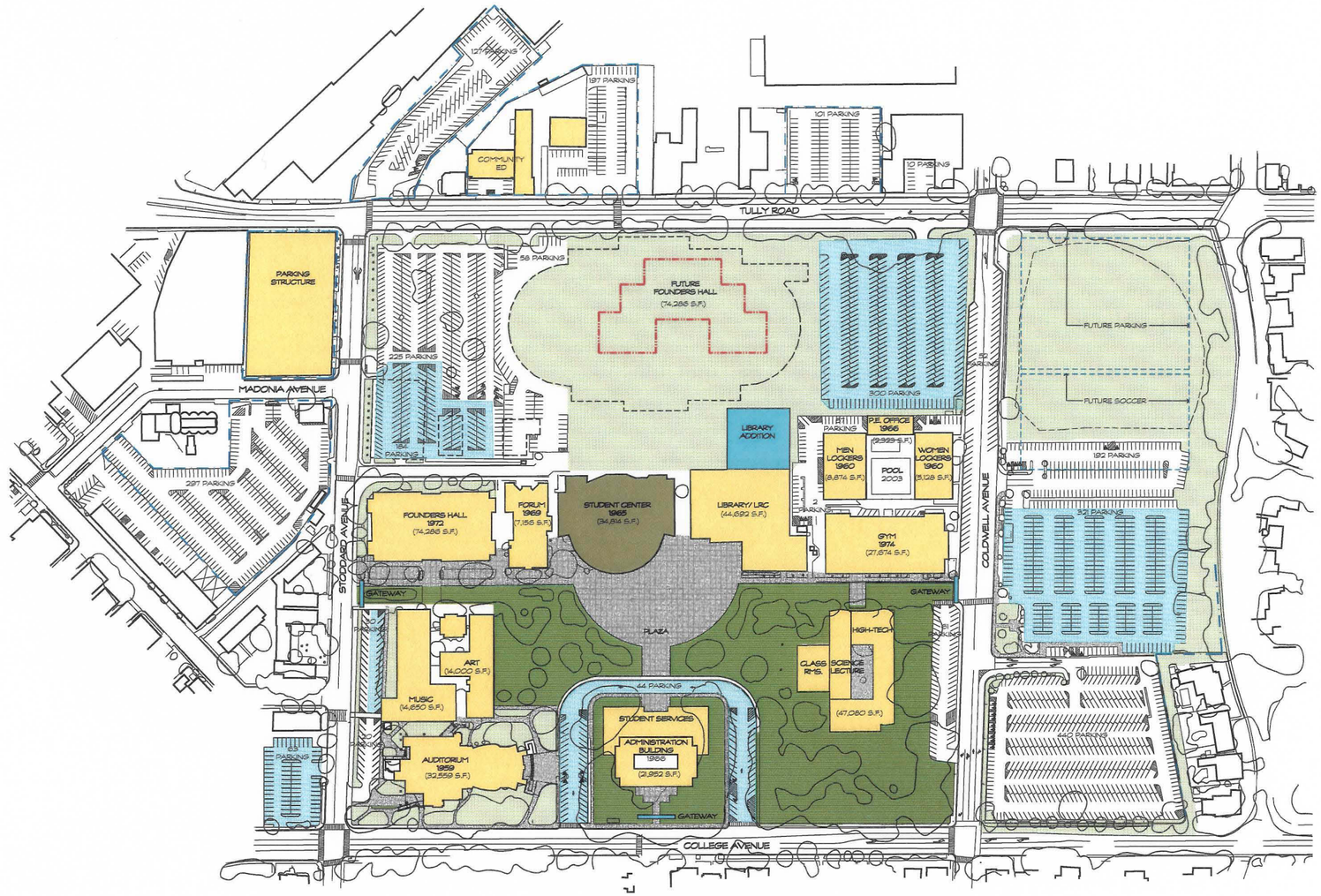
# Site Plan- Phase One

# East Campus

0' 50' 100' 200'

Modesto Junior College

May 31, 2007
06136.000




## LEGEND

- DEMOLISH
- EXISTING TO REMAIN
- MODERNIZATION
- NEW CONSTRUCTION
- NEW PARKING
- LANDSCAPE/ OPEN PUBLIC SPACE
- HARDSCAPE
- SITE PROPERTY LINE
- FUTURE PARKING
- CONCEPTUAL BUILDING OPTION

## PARKING

3415 EXISTING PARKING SPACES
32 PARKING SPACES REMOVED
927 ADDED PARKING SPACES
323 FUTURE PARKING SPACES

N

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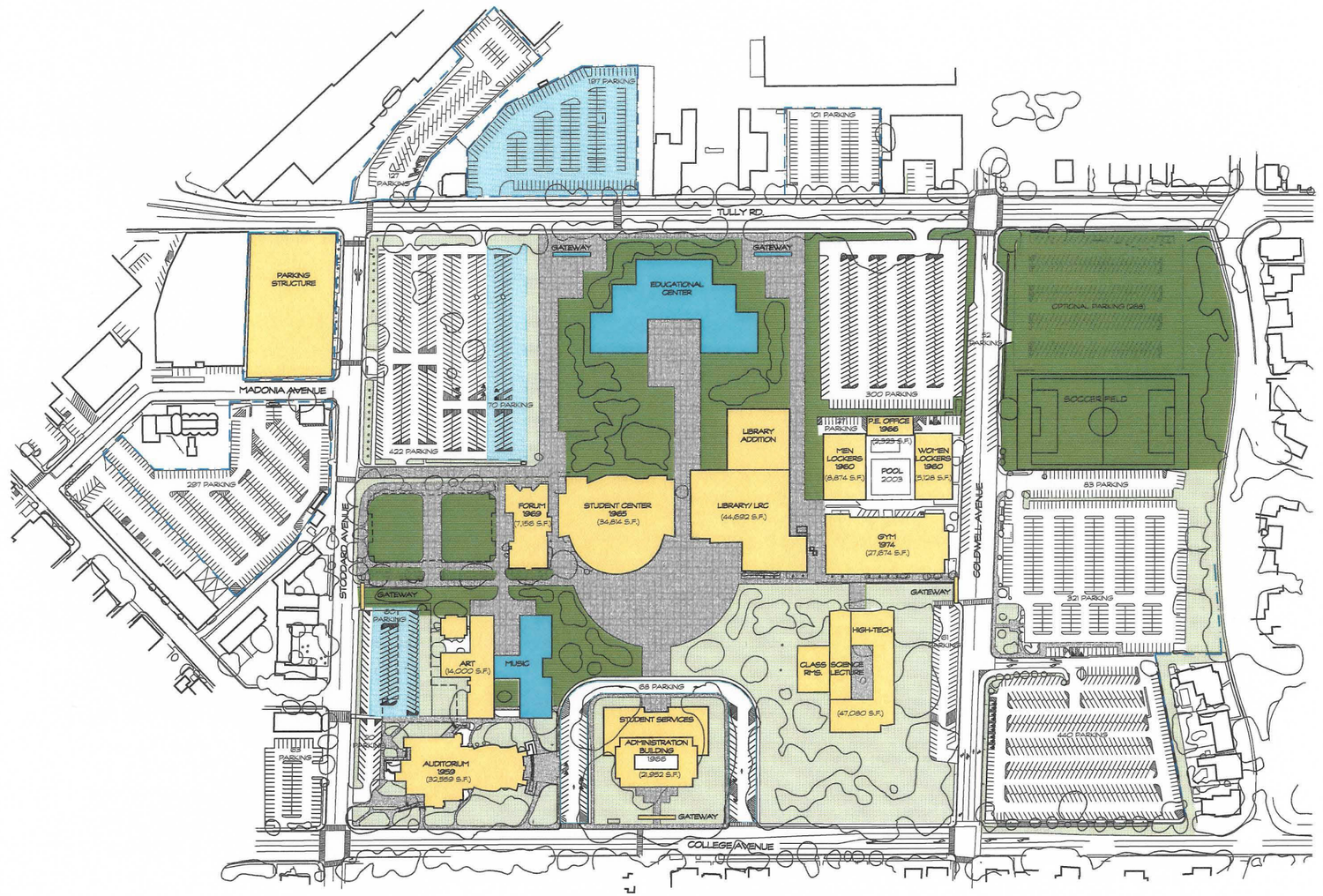
# Site Plan- Phase Two

## East Campus

Modesto Junior College

0' 50' 100' 200'

May 31, 2007
06136.000




## LEGEND

- DEMOLISH
- EXISTING TO REMAIN
- MODERNIZATION
- NEW CONSTRUCTION
- NEW PARKING
- LANDSCAPE/ OPEN PUBLIC SPACE
- HARDSCAPE
- SITE PROPERTY LINE

PARKING

3342 EXISTING PARKING SPACES
90 PARKING SPACES REMOVED
190 ADDED PARKING SPACES
268 OPTIONAL PARKING SPACES

N

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# Site Plan- Phase Three

# East Campus

Modesto Junior College

0' 50' 100' 200'

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MODESTO JUNIOR COLLEGE

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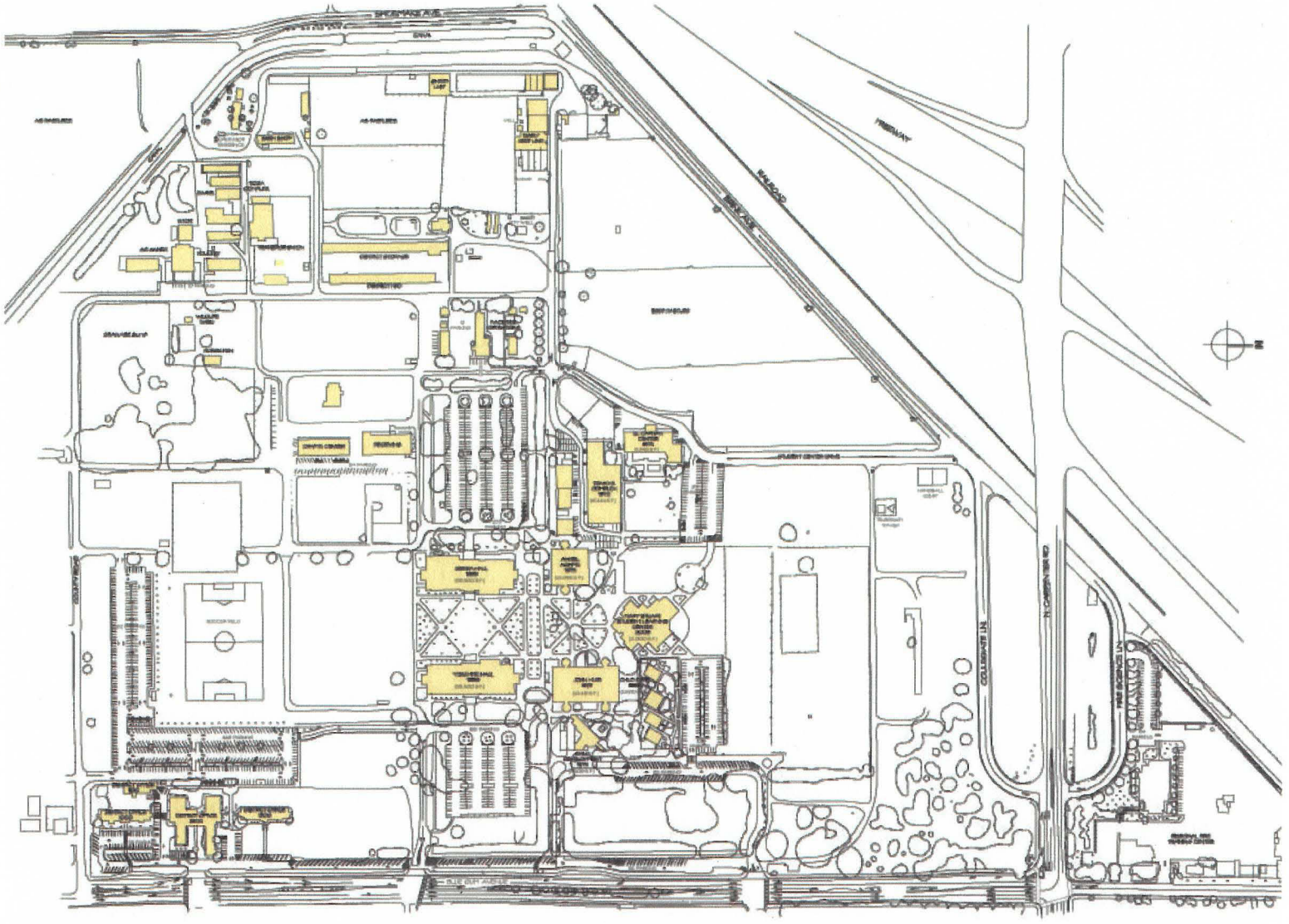
# 8.2 West Campus



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## FACILITIES MASTER PLAN

SHOEMAKE AVE.
CANAL
AG PASTURES
FARM SUPERVISOR RESIDENCE
FARM SHOP
SHEEP UNIT
WELL
DAIRY BEEF UNIT
FREEWAY
RAILROAD
BRINK AVE.
TIOSA COMPLEX
SWINE
STOR
AG ANNEX
POULTRY
TRANSPORTATION
PAINT
CITY WELL
DISTRICT STORAGE
DISTRICT M/O
15 PARKING
WILDLIFE SHED
DRAINAGE SUMP
HORSE PEN
12 PARKING
FACILITIES OPERATIONS
BEEF PASTURE
CRAFTS CENTER
RECEIVING
64 PARKING
EL CAPITAN CENTER 1975 (11,545 S.F.)
STUDENT CENTER DRIVE
TENAYA COMPLEX 1972 (16,224 S.F.)
25 PARKING
HANDBALL COURT
TELEGRAPH TOWER
N
COUNTY ROAD
SOCCER FIELD
212 PARKING
SIERRA HALL 1999 (56,500 S.F.)
ANSEL ADAMS 1975 (25,992 S.F.)
MARY STUART STUDENT LEARNING CENTER 2005 (21,000 S.F.)
COLLEGIATE LN.
N. CARPENTER RD.
FIRE SCIENCE LN.
YOSEMITE HALL 1999 (56,500 S.F.)
JOHN MUIR 1975 (43,415 S.F.)
CHILD CARE 1999 (2,800 S.F.)
186 PARKING
246 PARKING
DISTRICT OFFICE 1100
DISTRICT OFFICE 1200
DISTRICT OFFICE 1300
DISTRICT OFFICE 1200
76 PARKING
CPDA DEVELOPMENT 1975 (14,109 S.F.)
85 PARKING
54 PARKING
REGIONAL FIRE TRAINING CENTER
92 PARKING
BLUE GUM AVENUE

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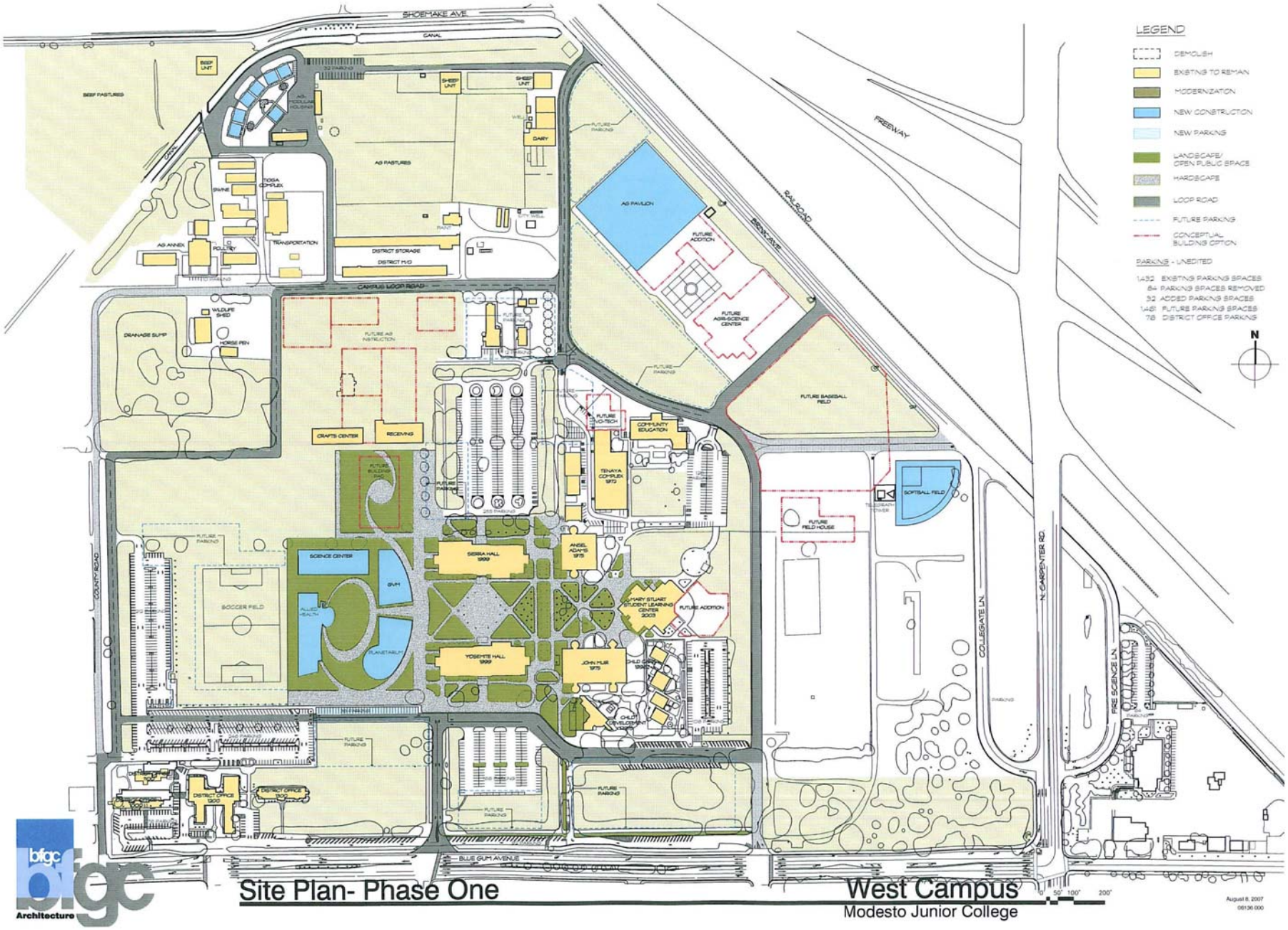
Architecture

# Site Plan- Existing

# West Campus
Modesto Junior College

0' 50' 100' 200'

May 31, 2007
06136.000

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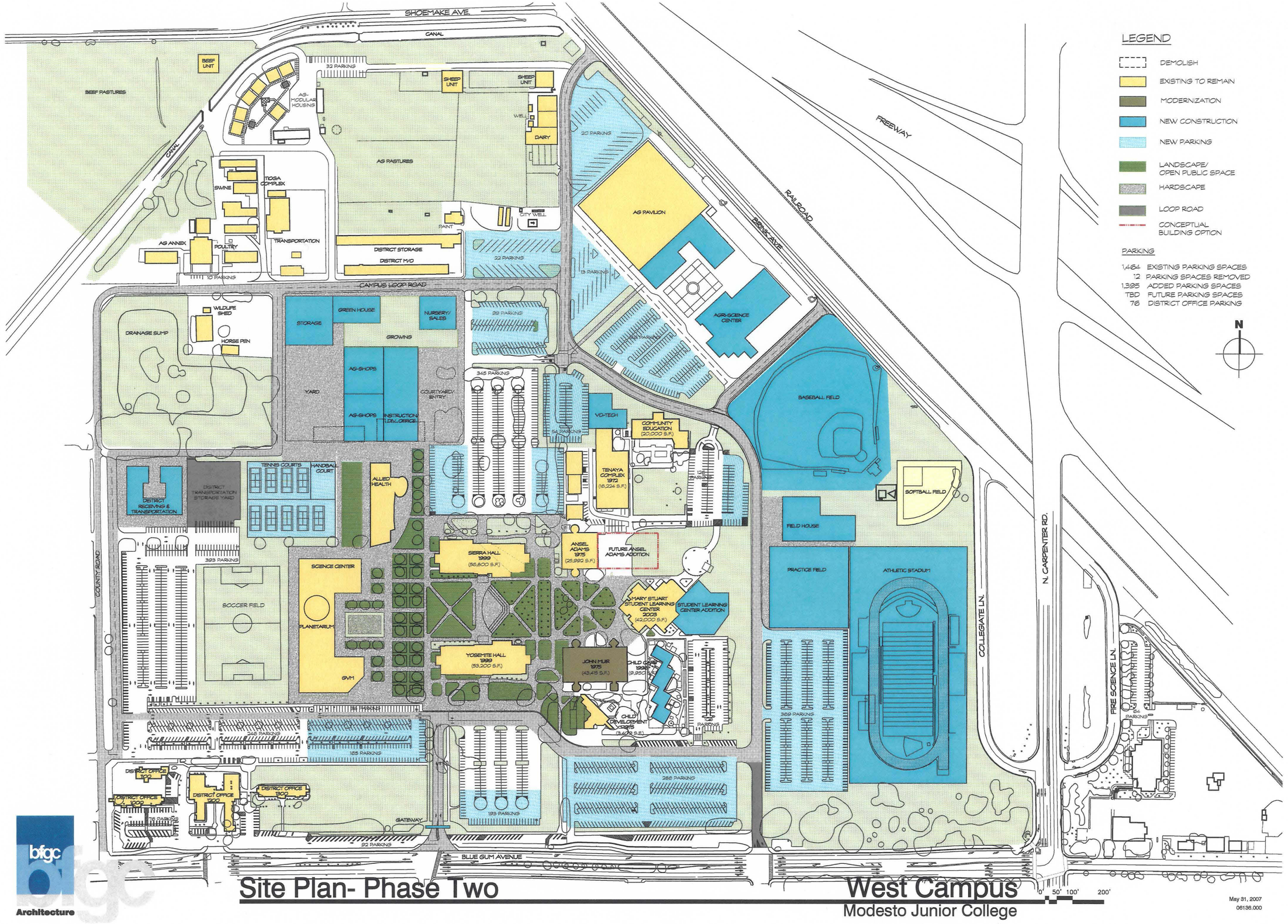
# Site Plan- Phase One

## West Campus

Modesto Junior College

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# Site Plan- Phase Two

# West Campus

Modesto Junior College

May 31, 2007
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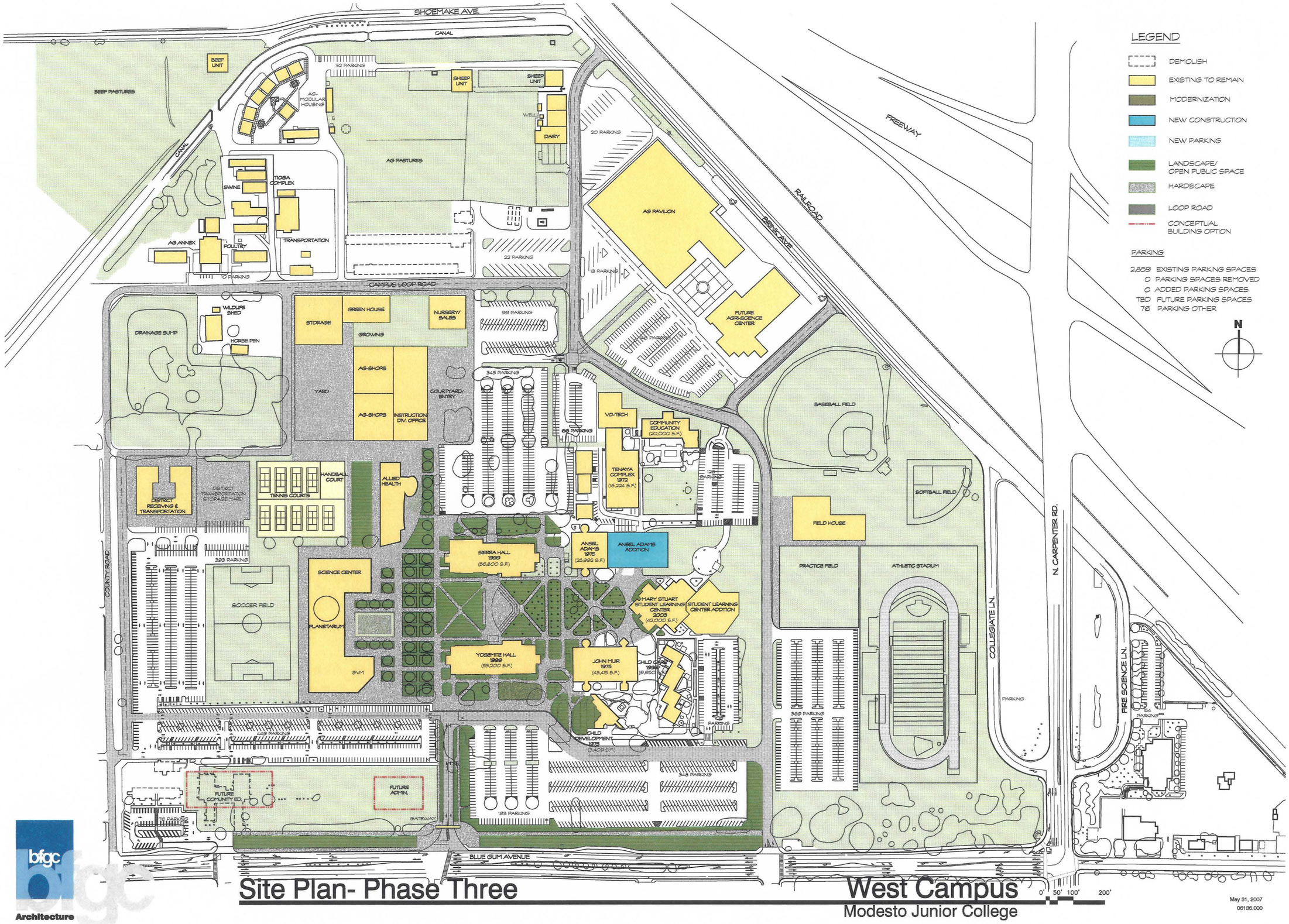


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# Site Plan- Phase Three

# West Campus

Modesto Junior College

May 31, 2007
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