06.13.2017

SAN JOAQUIN DELTA
COMMUNITY COLLEGE DISTRICT
2017 COMPREHENSIVE MASTER PLAN

SAN JOAQUIN DELTA
COMMUNITY COLLEGE DISTRICT

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2017
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FORECASTING GROWTH

FORECASTING GROWTH

NATIONAL EDUCATIONAL TRENDS: FEDERAL FUNDING AND ACCOUNTABILITY

The Obama Administration's focus on community colleges increased federal funding for job training programs and educational programs, specifically in the STEM fields. By 2020, America aspires to lead the world in college attainment with an additional five million degrees and certificates in the next ten years.[1] The focused discussion on community colleges and educational attainment has also highlighted the need to strengthen college readiness.[2] President Obama also put forth a budget proposal that would allocate eight billion dollars towards "Community College to Career Fund," which includes money for apprenticeships and other job training programs (June 2013). The President has proposed a plan to make community college tuition free for two years.

President Barack Obama's ambitious plan to infuse twelve billion dollars in federal funds to the nation's community colleges to continues to enable the community college systems to broaden and improve programs. Coupled with increased grants for job training and education programs and stimulus funding for infrastructure, the District is eligible for significant federal funding. Although this funding comes with significant reporting requirements, District leadership must uphold its fiscal policies and oversight procedures that can be monitored for effectiveness and accountability. The District should pursue external funding for programs that require new funding for start-up costs, programs that can deliver instruction and support services in critical areas, and in areas that meet federal grant conditions (i.e. STEM).

Not surprisingly, increased federal funding in the form of grants and financial aid has led to increased federal oversight of colleges and universities. A report of the Task Force on Federal Regulation of Higher Education[3] revealed that compliance costs utilize significant human and fiscal resources. Despite such findings, it is unlikely that accountability and regulatory pressures will significantly lessen in the future.

1 White House Summit on Community College, June 2011.

2 White House Press Release, August 13, 2014.

3 "Recalibrating Regulation of Colleges and Universities," 2015.

STATE FISCAL RECOVERY AND DELTA'S EVOLVING STUDENT AND STAFF POPULATION

The declining state revenue that negatively impacted the public education system from 2008-2011 has begun to improve. For example, the passage of Proposition 30 in November 2012 enabled public higher education systems to retain $250 million in General Fund appropriations. The State approved an additional twelve billion dollars of expenditures in its 2014-15 budget[1] including a five percent increase for each university system ($284 million total). The 2014-15 state budget included funding to the community college system in areas such as general-purpose apportionments, student success programs (i.e. Student Success and Support Program and Student Equity Plan), career technical education, technology infrastructure, and deferred maintenance and instructional equipment.[2] In the most recent budget year, community colleges received an additional $200 million for workforce development training. The budgets of California Community Colleges also benefitted from the approval of the extended sales tax (Proposition 30) in November 2016.

While the fiscal health of public higher education in California is moving in a positive direction, it remains fragile and is tied to enrollment patterns and tax revenues. In recent years, slower-than-expected enrollment growth has forced many community college districts to rely on their summer schedule to meet annual attendance targets. While this strategy has helped districts in the short term, it is a strategy that can be used only fleetingly if consistent enrollment growth does not materialize. The District has enacted strategies to generate more public interest in the District's programs, including new marketing strategies and expanded enrollment opportunities in regional high schools.[3] Delta continues to offer an increased share of courses in transfer, general education, and career technical fields, decreasing the availability of remedial courses for students in need of skills improvement at the lowest level. This trend is only likely to continue if the State's fiscal picture does not improve dramatically.

The State's economic downturn forced the District to eliminate staffing positions in 2009-10 and to offer an early retirement incentive plan to its faculty, staff, and managers. The approval of a Supplemental Employee Retirement Program (SERP) in February 2010 and 2011 generated a significant departure of the College's faculty, staff, and managers who were eligible for the program. However, the College reinstated positions in 2012-14 through a core services review process and through the course of program review. For example, 13 new full-time faculty positions were added to the College in 2014-15.

1 SJDC 2014-15 Adopted Budget.

2 Governor's Enacted Budget 2014-15.

3 SJDC Budget Guiding Principles, Objectives and Updates 2015.


Chung Wah Chinese School
Stockton

POPULATION PROJECTIONS

The District's main service area is San Joaquin County, which has benefited over the last two decades from an infusion of population from the San Francisco Bay Area. For years, the County's growth was fueled by lower housing prices, lower living costs, and a residential construction boom. In tandem with that population migration, employment in the public education sector increased significantly between 1990 and 2008, adding 6,400 jobs to the County's K-12 school systems during that period.[1] Projections for 2012-2022 show a 17.3 percent job growth in the K-12 sector.[2] Similarly, K-12 enrollment projections for 2013-2023 reveal a 6.5 percent increase in local public schools.[3]

Despite rising enrollments in San Joaquin County public schools, projections indicate that the growth in high school graduation rates over the next ten years will be relatively modest. Between 2013 and 2023, state demographers project that the number of high school graduates in the County will increase by 9.5 percent, see Figure 1.

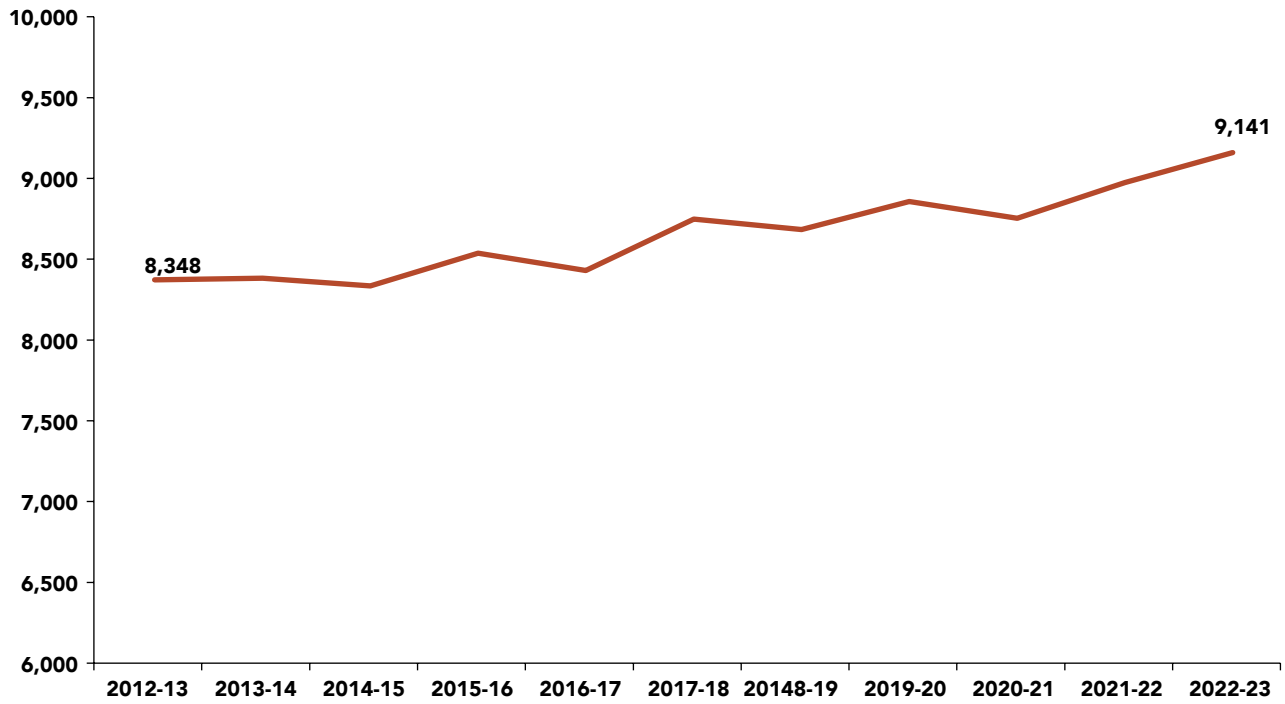


FIGURE 1. PROJECTED PUBLIC HIGH SCHOOL GRADUATES IN SAN JOAQUIN COUNTY: 2013-2023
Source: California Department of Finance Demography Unit, 2013

1 Center for Business and Policy Research, formerly Pacific Business Forecasting Center, 2009, p. 6.

2 EDD Occupational Employment Projections 2015.

3 California Department of Finance 2014.

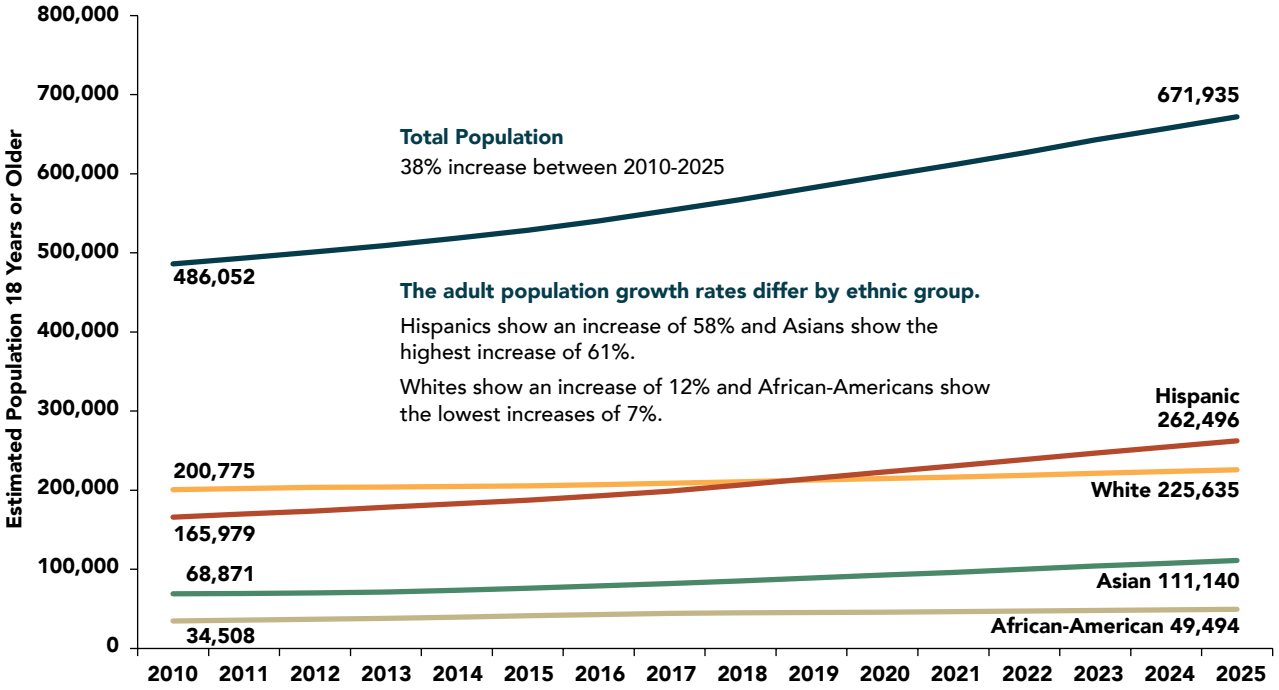


FIGURE 2. SAN JOAQUIN COUNTY ADULT POPULATION (18+) BY YEAR: 2010-2025
Source: California Department of Finance Demography Unit, 2013

However, adult population estimates suggest that net migration into the region and birth rates for certain ethnic groups will continue to grow, with the Hispanic adult population growing by 58 percent between 2013 and 2023, a rate that is significantly higher than the county-wide growth rate of 38 percent. The population of Asian-Americans in the County is expected to increase by more than 40,000 during this period. The adult population data for the County indicate that the District will see substantial increases in Hispanic, Asian, and non-white students over the next ten years, and a decrease in white students of 5 percent (from 30 to 25 percent), see Figure 2.

ENROLLMENT FORECASTS FOR THE DISTRICT

The following tables provide a history of fall term enrollments at the District since 1973, along with forecasts of enrollments and weekly student contact hours (WSCH), through 2022, see Figures 3 and 4. In Fall 2009, the District began to decrease its course offerings in response to reduced state funds. From 2009 to 2012, the District saw a decline in both enrollments and WSCH. However, with the passage of Proposition 30 in November 2012, the enrollment and WSCH increased by Fall 2013, which indicated that students took more units at the College. Since WSCH per enrollment will tend to be higher for transfer-directed students and lower for students enrolling in foundation skill development and lifelong learning courses, these date indicate an increasing percentage of students pursuing transfer courses.

YEAR	FALL ENROLLMENT	FALL WSCH	% CHANGE	WSCH PER ENROLLED
1973	15,427			
1974	15,271	175,704		11.51
1975	16,399	189,321	7.7%	11.54
1976	17,062	185,983	-1.8%	10.90
1977	18,495	191,306	2.9%	10.34
1978	16,098	169,557	-11.4%	10.53
1979	17,476	176,523	4.1%	10.10
1980	18,276	178,384	1.1%	9.76
1981	18,745	189,487	6.2%	10.11
1982	17,753	173,403	-8.5%	9.77
1983	15,296	166,870	-3.8%	10.91
1984	14,169	156,905	-6.0%	11.07
1985	14,633	160,625	2.4%	10.98
1986	15,098	156,926	-2.3%	10.39
1987	15,417	170,763	8.8%	11.08
1988	16,423	183,029	7.2%	11.14
1989	18,468	196,097	7.1%	10.62
1990	20,431	194,405	-0.9%	9.52
1991	19,574	184,954	-4.9%	9.45
1992	18,016	185,489	0.3%	10.30
1993	17,375	198,201	6.9%	11.41
1994	17,430	189,871	-4.2%	10.89
1995	17,515	192,822	1.6%	11.01
1996	18,472	188,795	-2.1%	10.22
1997	18,528	177,819	-5.8%	9.60

FIGURE 3. FALL ENROLLMENT AND WSCH AT DELTA COLLEGE: 1973 TO 2022
Source: California Community College Chancellor's Office, Facilities Planning Unit

YEAR	FALL ENROLLMENT	FALL WSCH	% CHANGE	WSCH PER ENROLLED
1998	16,925	174,665	-1.8%	10.32
1999	18,530	186,584	6.8%	10.07
2000	18,639	188,610	1.1%	10.12
2001	19,698	205,040	8.7%	10.41
2002	19,793	204,648	-0.2%	10.34
2003	18,835	209,986	2.6%	11.15
2004	18,327	209,637	-0.2%	11.44
2005	18,525	210,472	0.4%	11.36
2006	18,802	217,809	3.5%	11.58
2007	20,532	237,511	9.0%	11.57
2008	21,169	242,707	2.2%	11.47
2009	20,907	227,585	-6.2%	10.89
2010	18,221	229,033	0.6%	12.57
2011	18,968	226,748	-1.0%	11.95
2012	16,548	206,497	-8.9%	12.48
2013	17,414	218,889	6.0%	12.57
2014	18,280	229,775	5.0%	12.57
2015	19,146	240,660	4.7%	12.57
2016	20,012	251,545	4.5%	12.57
2017	20,878	262,431	4.3%	12.57
2018	21,744	273,316	4.1%	12.57
2019	22,610	284,202	4.0%	12.57
2020	23,476	295,087	3.8%	12.57
2021	23,700	297,903	1.0%	12.57
2022	23,924	300,718	0.9%	12.57

Using Fall 2014 enrollment and WSCH as the basis for forecasting, the Chancellor's Office forecasts that Fall Term enrollment will reach 23,924 by 2022 (Figures 3 and 4). These enrollment projections are based on mathematical models that take into consideration projected population growth, high school graduate counts, and economic factors. It should be noted that these projections may be generous because they are based on relatively high unit load ratios compared to the historical trend for Delta College (rates between 10 and 11 WSCH per student). Much of this analysis also depends on the levels of state funding.

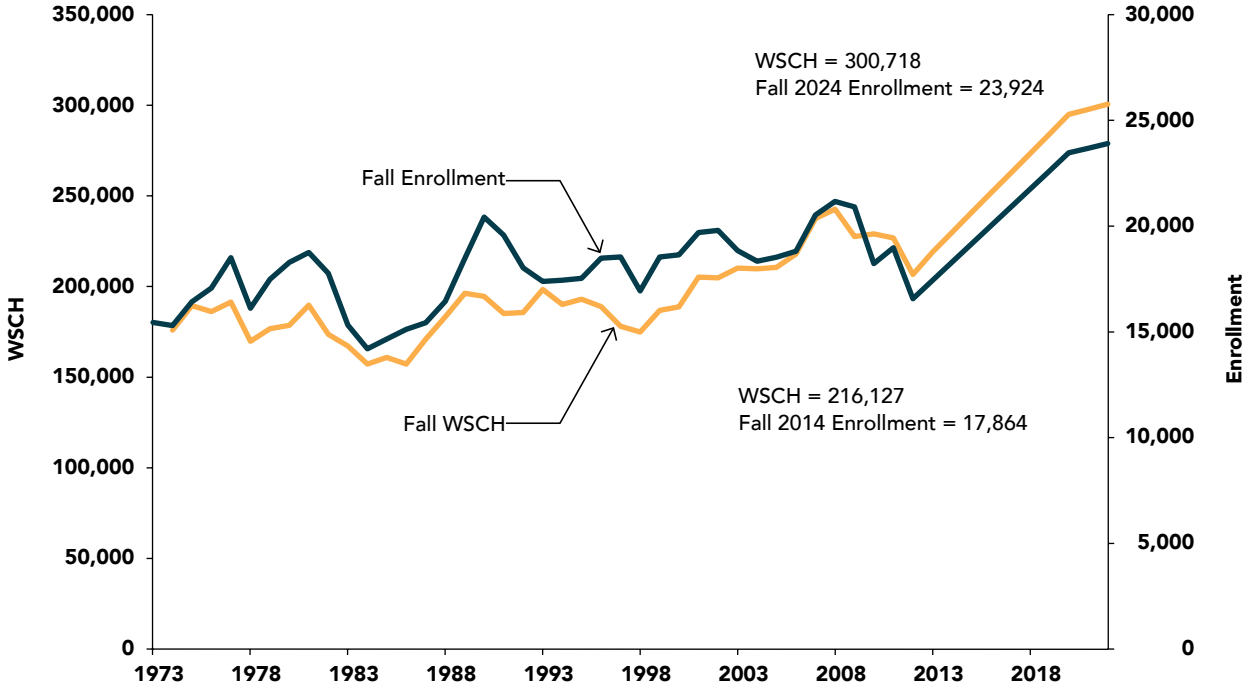
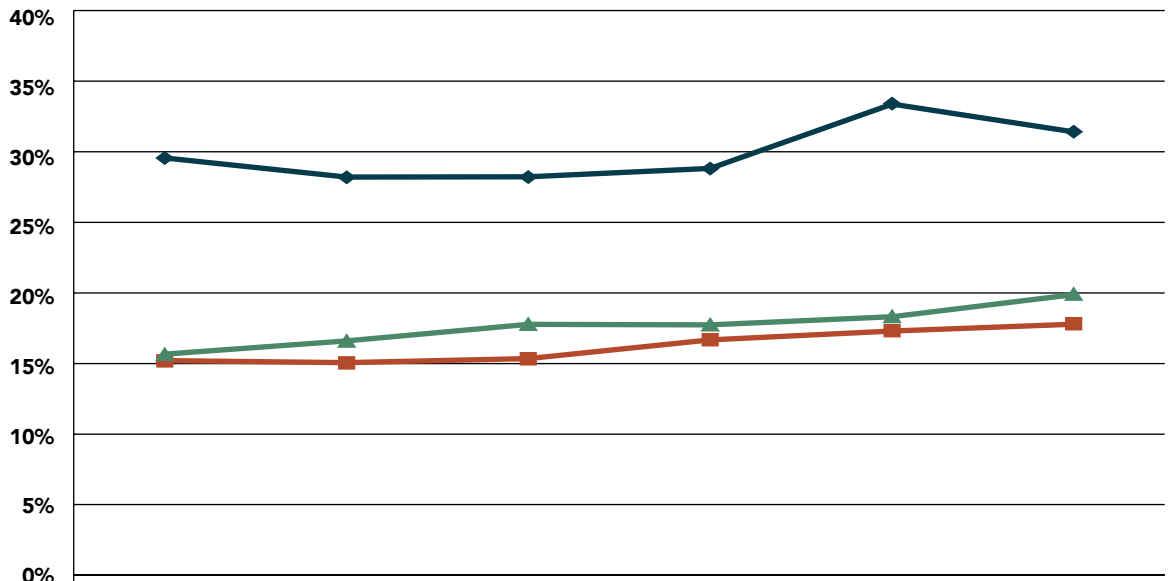


FIGURE 4. SJDC ACTUAL AND FORECAST FALL ENROLLMENT AND WSCH, 1973-2022
Source: California Community Colleges Chancellor's Office – Facilities Planning Unit, 2013

FORECASTING ONLINE ENROLLMENTS

Delta's ability to increase its enrollment will also depend upon its course allocation between its primary campus in Stockton, its regional centers, and its online offerings. Between 2008 and 2014, the District increased its summer online offerings by two percent (from 29 to 31percent), whereas its fall and spring online courses increased only slightly. Sustained growth of online courses is likely to continue into the future, allowing the District to adapt to growing enrollment pressures without the added cost of overbuilding for them. If 20 percent of all enrollments are online in the year 2025, then the District's facilities will only have to accommodate 28,000 students as opposed to 35,000. The District will be able to direct an increasing share of students to online courses.



	2008-09	2009-10	2010-11	20111-12	2012-13	2013-14
Summer	29.5%	28.2%	28.2%	28.8%	33.4%	31.4%
Fall	15.2%	15.0%	15.3%	16.7%	17.3%	17.8%
Spring	15.6%	16.6%	17.8%	17.7%	18.3%	19.9%

FIGURE 5. ONLINE ENROLLMENT AS A SHARE OF TOTAL ENROLLMENT,
2008-09 TO 2013-14
Source: System 2000 Faculty Load Reports

REGIONAL FORECASTS OF ENROLLMENTS

Although over the next decade the District will experience rapid enrollment growth, growth is not likely to be consistent across the various District regions, see Figure 6.

FIGURE 6. ADULT POPULATION AND PARTICIPATION RATES IN DELTA COLLEGE CLASSES

2012 Census Bureau estimates derived from the American Factfinder Website.

County Population Projections derived from California Department of Finance Website.

Enrollment Data derived from System 2020 Database.

Assumptions: 2025 Population projections based on annual growth rates from the California Department of Finance's Population Estimations. The participation rates represent the midpoint between the participation rates from 2007-08 (see Educational Master Plan, 2010) and 2014-15.

CITY	2014 TOTAL	2014 CENSUS ADULT	2014 % ADULT (18+)	2014-15 STUDENT COUNTS	2014-15 PARTICIP RATE	2025 POPULATION PROJECTION	2025 ADULT PROJECTION	2025 % ADULT (18+)	2025 PROJECTED STUDENT COUNTS (18+)	PROJECTED PARTICIPATION RATE BY 2025
Stockton	297,223	210,500	70.8%	16,257	7.7%	359	267,655	74.5%	21,176	7.9%
Lodi	63,158	45,355	71.8%	2,036	4.5%	65,005	49,059	75.5%	2,499	5.1%
Lathrop	19,163	13,558	71.6%	551	4.1%	31,548	23,475	74.4%	1,029	4.4%
Manteca	70,693	50,322	70.7%	1,674	3.3%	86,585	64,809	74.9%	2,536	3.9%
Tracy	84,573	58,021	67.9%	2,471	4.3%	100,614	72,714	67.9%	3,039	4.2%
Escalon	7,252	5,352	77.1%	129	2.4%	6,960	5,391	72.3%	132	2.5%
Rest of County	158,988	118,357	73.2%	831	0.7%	172,678	134,787	77.5%	946	0.7%
San Joaquin County	701,050	501,465	70.8%	23,949	4.8%	822,755	617,981	75.1%	31,357	5.0%
Calaveras County	44,921	36,523	80.7%	295	0.8%	45,140	36,701	81.3	350	1.0%

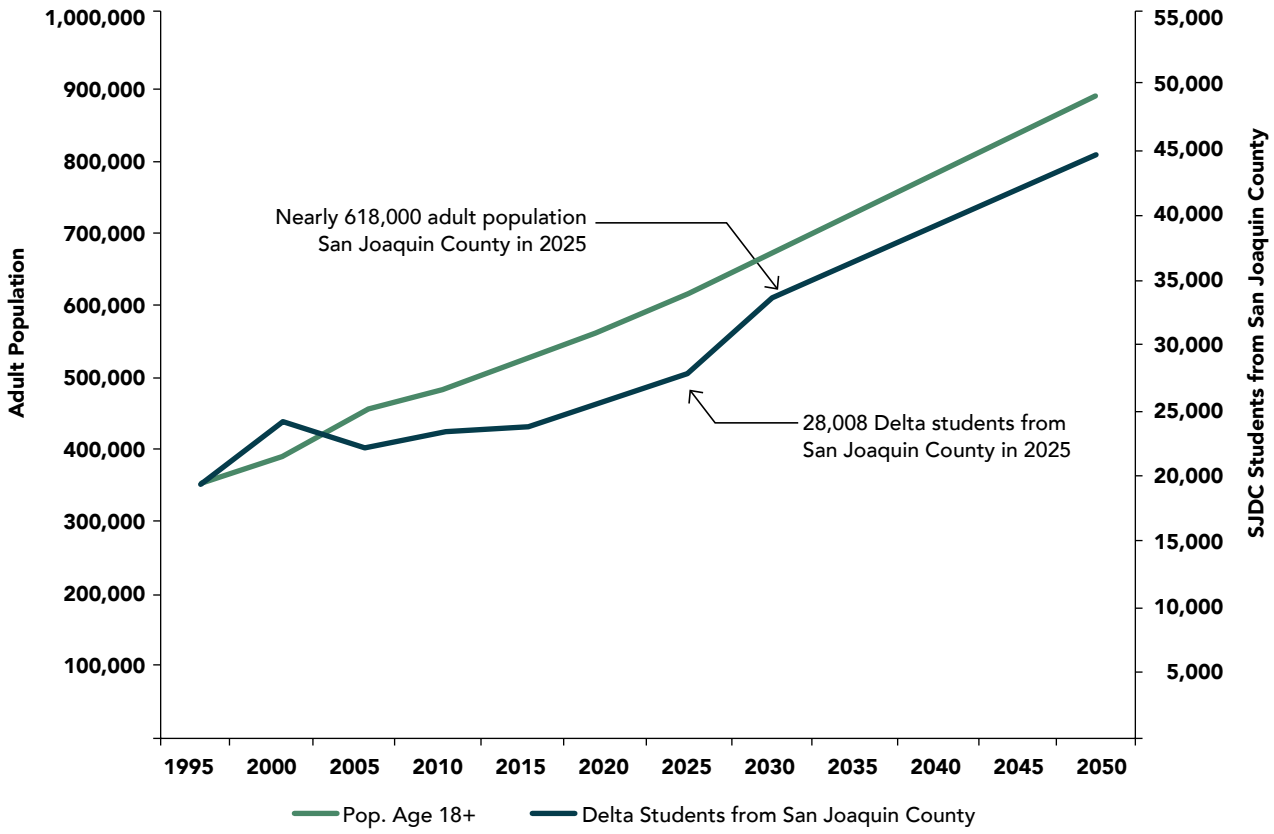


FIGURE 7. PROJECTIONS OF SAN JOAQUIN COUNTY ADULT POPULATION & SJDC ENROLLMENTS FROM SAN JOAQUIN COUNTY BY 2060
Sources: California Department of Finance Demography Unit, SJDC System 2020 database, Office of Planning, Research, and Institutional Effectiveness, August 2014

Enrollments at the main campus have always been higher than other regions. Rates of adult participation vary across the regions. Residents of Stockton attend Delta at the highest rate (7.7 percent of adults 18 and over in 2014-15), while adult residents from Tracy, Manteca, Lathrop, and Lodi attend at lower rates (from 3.3 to 4.5 percent). The Office of Planning, Research and Institutional Effectiveness (PRIE) estimates overall enrollment from San Joaquin County at more than 28,000 by the year 2025, nearly 4,000 more students than are currently attending Delta from its home county.

Figure 5 maps enrollment growth patterns[1] for resemble adult population and participation rates in Delta College classes for the major geographic regions. Enrollments from the San Joaquin County region are expected to reach a plateau at 28,000 in 2025.[2] Without expansion into the Foothills area, enrollments are forecast to hit 544 from Calaveras County in the year 2025, see Figures 7 and 8.

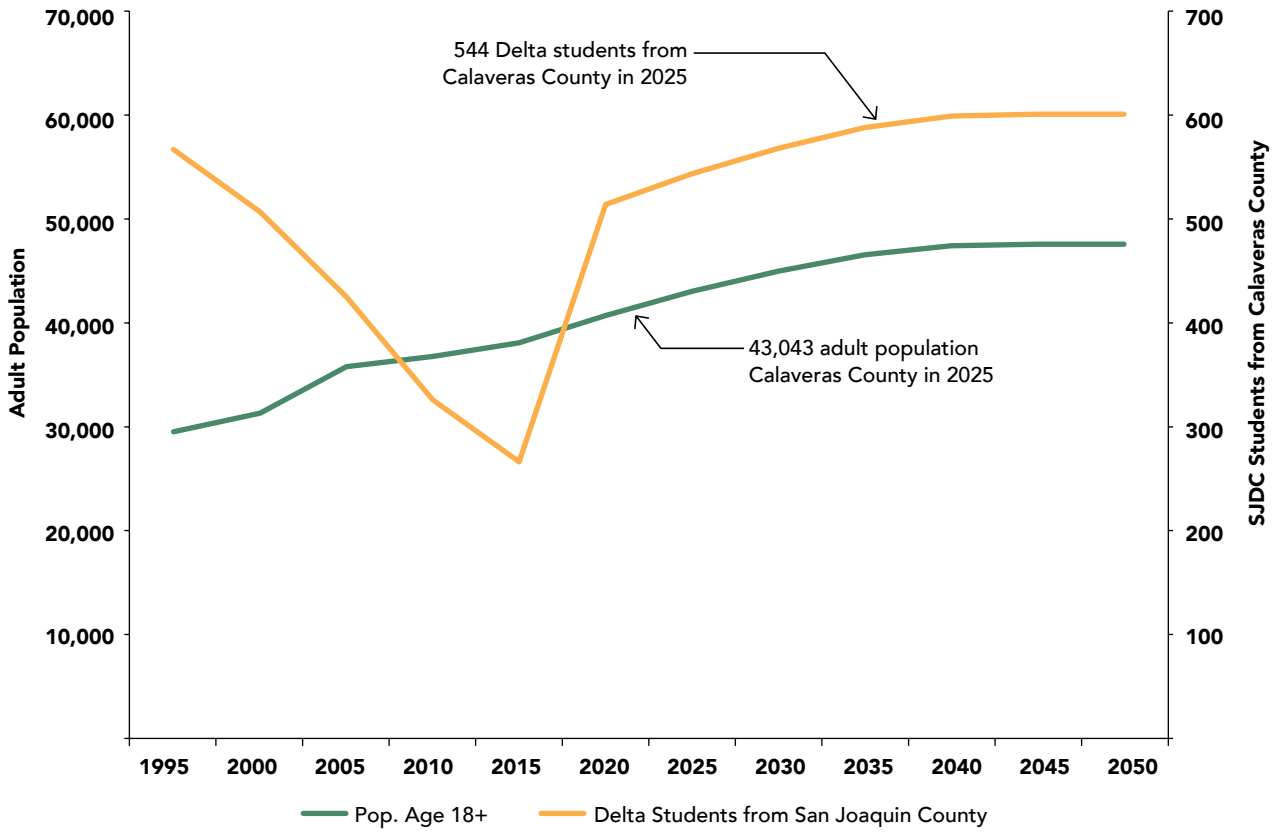


FIGURE 8. PROJECTIONS OF CALAVERAS COUNTY ADULT POPULATION & SJDC ENROLLMENTS FROM CALAVERAS COUNTY BY 2060
Sources: California Department of Finance Demography Unit, SJDC System 2020 Data Warehouse.

1 Various forecasting methods can be used to estimate future enrollments. One of the simplest is to project existing participation rates out into the future, using a proportion of the adult population as the denominator. The raw data for such calculations derive from the California Department of Finance's Demography Unit.

2 The enrollment forecasts do not account for the count of students 17 and younger, such as Middle College HS students and special admit HS students from around the region.

REGIONAL CENTERS – PLANNING FOR THE FUTURE

NORTH COUNTY CENTER

In 2004 the voters passed Measure L, a $250 million general obligation bond measure, for the District to provide needed improvements to the Stockton Campus, relocate the existing Tracy Center, pursue property acquisitions for other center locations in the District, modernize and expand existing facilities, and construct new facilities. In 2006, the District purchased a 140-acre parcel north of Lodi, near Galt (Liberty Road and N. Lower Sacramento Road parcels). District officials and consultants have completed a due diligence review of the site for use as an educational center. Delta has also requested proposals for other sites in the North County region that can accommodate 35,000 to 50,000 square feet of instructional space. The District recognizes the population growth within the region and its emerging labor market needs, and thus seeks to develop an educational center in the North County area.

The population of Lodi and the surrounding areas makes the North County area an excellent location for a regional center. In 2013-14, Lodi students alone made up the third largest number of students from a city within San Joaquin County (1,936). Combined with Sacramento, Galt, and neighboring towns, the number of students already enrolled at the college totals 2,732 students. An educational center in North County would expand service offerings to students in Lodi, Acampo, Clements, Lockeford, Thornton, Woodbridge, Galt, Elk Grove, Isleton, and Sacramento. The college estimates that by the year 2025, roughly three-quarters of the District's Lodi area students will attend the North County Center. An estimated 60 percent of the District's students from Galt, Elk Grove, Isleton, and Sacramento would be expected to enroll in courses offered in the North County.

A center in North County would enable the College to accommodate more students in this region, target specific Career Technical Education (CTE) programs, and address the needs of an expanding workforce. As illustrated in the EP, labor market data shows a demand for skilled laborers; a North County center would help to train workers for the region's most prominent industries (e.g. business, logistics, and health services).

Community members and constituency groups support a center in North County. In Fall 2013, options for the property in the Lodi/Galt area were investigated, and a community group, Citizens for North Delta, emerged to advocate for planning and building a regional education center in Lodi. The group developed an educational proposal for the District that highlighted agriculture, farm-to-fork/sustainable food crops, and the wine industry as

potential education anchors for a center there. More recently, constituency groups were asked to consider the development of a center in North County where the District already owns property bordered by Lower Sacramento Road, Liberty Road, and Highway 99. Many recognize the advantages of providing an educational facility in this underserved region, as students must travel some distance to either the Stockton campus or one of the educational facilities in the Los Rios Community College District. In addition, constituency groups agreed that a center in North County would be a logical location to expand CTE programs in areas such as pre-nursing, agriculture, and business, given the prominent wine growers and the emerging hospitality and tourism emphasis in the region.

Feedback from community members and constituency groups, along with labor market data, reveal that a center in North County would best serve students in the region by offering a mix of general education transfer pattern courses and career technical programs in areas such as agriculture (including sustainable agribusiness), global trade, logistics, business, hospitality, and pre-nursing/ health sciences.

A Lodi Chamber of Commerce, Vision 2020 – Our Vision of Lodi's Economic Future

B The North County Center could potentially include an animal husbandry facility.

Agricultural offerings could be a significant feature of a center in North County. The campus could include a 6,000 square foot barn and animal husbandry facility to accommodate an animal science program, and classroom facilities for the nearly 70 percent of agriculture students at the Stockton campus who are from Stockton, Lodi/Galt, or Sacramento County. By enriching agricultural and other related programs, a center could create greater educational opportunities for students in the region. In addition, many of the course offerings in North County could be contextualized within the farm-to-fork industry, in collaboration with the Culinary Arts program at the Stockton campus.

Many of the proposed program offerings would also support local winemakers, restaurants, and the grape industry, which produces hundreds of locally-labeled wines and approximately 100,000 acres of premium wine grapes.[1] Nearly 80 wineries operate in the area, including internationally prominent wine producers such as Woodbridge by Robert Mondavi, Constellation Brands (Turner Road Vintners), Trinchero Family Estates (Sutter Home), Lange Twins, Michael-David, Lucas Winery, Oak Ridge Winery, Barsetti Vineyards, Grace Vineyards, and Vino Farms. Course offerings would support the wine industry by providing instruction in the business, marketing, transportation, management, and customer service components of the wine business. While specialized instruction in enology and viticulture would not be offered, a center would provide enology and viticulture preparation for transfer, such as courses in soil science and chemistry. A center in North County could also feature a flexible wet-lab space that could serve as a biology, chemistry, and plant sciences laboratory as well as a space for community education offerings on wine tasting or the chemistry of wine.

In addition to CTE offerings, a center could also provide the following courses and services:

- General education transfer pattern courses: courses in the social sciences, business, mathematics, science (including chemistry, biology, and plant science labs), English, communications, and foreign language.
- Foundational skills instruction in English and mathematics to prepare students for general education course work.
- Library and student services spaces.

The District has tabulated current and future enrollments at a North County Center, see Figure 9.

The enrollment projections presume that population and enrollment will grow at a steady rate between 2018 and 2025, using long-range adult population estimates from the California Department of Finance as a guide. Additionally, it is assumed that the rate of weekly student contact hours (WSCH) per student will grow from 11 units per student in Fall 2018 to 12.10 units per student in Fall 2025. The projections reflect that a center in North County could open in Fall 2018, with 53 percent of Lodi residents attending the center instead of the Stockton campus. Lodi participation is expected to grow to 74 percent by the year 2025. It is also projected that a center would receive 50 percent of the Galt and Sacramento County students who are projected to attend Delta College courses, with the other 50 percent attending online and Stockton campus courses. With proper sizing of classroom facilities and course scheduling, the center could anticipate an enrollment of roughly 1,223 students upon opening, translating into a full time equivalent student (FTES) estimate of 448. By 2025, FTES could reach 700 at a center in North County.

To establish an enrollment base in North County prior to the development of an educational center, the District could offer courses for students at public high school sites in Galt and Lodi. Representatives of the Galt School District have also expressed keen interest in developing an early high school program at a Galt location similar to Middle College High School.

1 Lodi Wine and Grape Commission.

FALL TERM	STUDENTS FROM LODI, ACAMPO, CLEMENTS, LOCKEFORD, THORNTON, AND WOODBRIDGE	STUDENTS FROM GALT, ELK GROVE, ISLETON, AND SACRAMENTO	TOTAL STUDENTS FROM LODI AREA, GALT AND SCARAMENTO	FALL TERM WSCH	N. COUNTY CENTER FORECAST ENROLLMENT	N. COUNTY CENTER FORECAST FALL WSCH	N. COUNTY CENTER FORECAST FALL FTES
2013	1,747	296	2,043	25,681	-	-	-
2014	1,769	301	2,070	26,020	-	-	-
2015	1,791	306	2,097	26,359	-	-	-
2016	1,813	311	2,124	26,699	-	-	-
2017	1,835	316	2,151	27,038	-	-	-
2018	1,857	321	2,178	27,377	1,177	12,945	431
2019	1,879	326	2,205	27,717	1,248	14,006	467
2020	1,901	331	2,232	28,056	1,320	15,114	504
2021	1,923	336	2,259	28,396	1,394	16,270	542
2022	1,945	341	2,286	28,735	1,469	17,475	583
2023	1,967	346	2,313	29,074	1,545	18,730	624
2024	1,989	351	2,340	29,414	1,623	20,035	668
2025	2,014	353	2,367	29,753	1,702	21,396	713

Assumptions: Future student estimates based on population data from CA Department of Finance, US Census, and projected adult participation rates. Steady population and enrollment growth rates between 2013 and 2025, 53% of Lodi area students attend North County Center when it opens in 2018, growing to 74% by 2025, 60% of Galt/Sacramento students will attend North County Center when it opens in 2018.

WSCH per Enrollment will grow from 11 in Fall 2018 to 12.57 in Fall 2025

*FTES = (WSCH*17.5)/525*

FIGURE 9. FORECASTING ENROLLMENTS, WSCH & FTES FOR NORTH COUNTY CENTER, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

SOUTH CAMPUS AT MOUNTAIN HOUSE

The educational center at South Campus at Mountain House (SCMH) is the result of a decade of efforts to expand service offerings to Tracy, Manteca, and South County students. Plans for SCMH called for an initial build-out of 85,000 square feet. The Board of Trustees postponed full-scale development of a large educational facility, and built 25 modular buildings that freed up bond money for other projects on the Stockton campus, and for the future purchase or lease of property in the District's northern region. The modular buildings have a useful shelf life of only 20 years, and the District needs to provide a more permanent structure that will serve the residents of the region more effectively.

The need for a permanent center at Mountain House has been exacerbated by three forces: the rebounding economy and housing boom; increased competition for students; and the aging modular facilities. Housing construction and home sales have increased in Mountain House, Tracy, Lathrop, and Manteca, adding more than 18,000 residents to the region. Between 2010 and 2015, that growth is expected to continue well into the 2020's. While the District's SCMH facility has established a loyal following of students, roughly 500 students commute to a permanent college 18 miles away in the Chabot/Las Positas Community College District. The establishment of a permanent campus with modern classrooms and student support functions will help reduce that outflow of students to a neighboring college.

SCMH enrollment projections continue to indicate full-time-equivalent students (FTES) can be sustained well above 600 each fall term, rising to 718 FTES by Fall 2025, which is an increase of 11 percent from Fall 2013. This level of enrollment enables the District to establish center funding status beyond the 1,000 FTES level, see Figure 10. The District continues to meet the eligibility requirements to receive more than one million dollars annually in additional base revenue.

The SCMH facility has been targeted in the educational master planning process to feature three signature programs: renewable energy, computer science, and engineering. The renewable energy emphasis is inspired by the adjacent wind turbines along the Altamont Pass just west of the SCMH property. The District's property at SCMH would be suitable for either a wind farm or solar photovoltaic array, which could provide students at SCMH with hands-on learning experiences. The secondary emphasis on computer science and engineering would allow the District to expand its educational offerings for high-paying technical careers. The SCMH site is within commuting distance of jobs in the information technology and engineering sector in the East San Francisco Bay area and South Bay communities. The Tracy and Mountain House region has become a bedroom community for technology workers who commute to jobs in Silicon Valley. The SCMH center is also close to the Federal Government's Lawrence Livermore Lab research facility. Because of the expected job growth in information technology and computer science, the District has placed a heavy emphasis on expanding programs in these fields at the SCMH center.

FALL TERM	STUDENTS FROM TRACY	STUDENTS FROM LATHROP AND MANTECA	TOTAL STUDENTS FROM TRACY, LATHROP AND MANTECA	FALL TERM WSCH	MOUNTAIN HOUSE FORECAST ENROLLMENT	MOUNTAIN HOUSE FORECAST FALL WSCH	MOUNTAIN HOUSE FORECAST FALL FTES
2013	1,813	1,603	3,416	42,939	1,535	19,299	643
2014	1,817	1,664	3,481	43,756	1,550	19,486	650
2015	1,821	1,725	3,546	44,573	1,565	19,673	656
2016	1,825	1,786	3,611	45,390	1,580	19,860	662
2017	1,829	1,847	3,676	46,207	1,595	20,047	668
2018	1,833	1,908	3,741	47,024	1,610	20,234	674
2019	1,837	1,969	3,806	47,841	1,625	20,421	681
2020	1,841	2,030	3,871	48,658	1,639	20,608	687
2021	1,845	2,091	3,936	49,476	1,654	20,795	693
2022	1,849	2,152	4,001	50,293	1,669	20,982	699
2023	1,853	2,213	4,006	51,110	1,684	21,169	706
2024	1,857	2,274	4,131	51,927	1,699	21,356	712
2025	1,870	2,330	4,200	52,790	1,719	21,604	720

*Assumptions: Steady population and enrollment growth rates between 2013 and 2025; 2025 Population projections based on annual growth rates from Department of Finance's Population Estimations (Table2: E-4); Enrollment counts derived from historical patterns of adult participation rates; 67% of Tracy area students will attend Mountain House; 20% of Lathrop and Manteca students will attend Mountain House; WSCH per Enrollment is 12.57 per student (CCCCO WSCH Forecast Data); FTES = (WSCH*17.5)/525*

FIGURE 10. FORECASTING ENROLLMENTS, WSCH & FTES FOR MOUNTAIN HOUSE, 2013-2025
Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

CALAVERAS

The District is increasing its limited course offerings in the Foothills region through collaboration with Calaveras County's local high school district and Columbia College. Most of the course offerings in Calaveras will be general education and/or transfer-level courses, although some career technical courses could be offered if they can be sustained by enrollment. By the year 2025, the District will have over 200 students from Calaveras, which is an increase of 10 percent over 2015 levels. Most of these students take courses online or commute to the Stockton campus. The rate of weekly student contact hours (WSCH) per student is expected to grow from six units per student in Fall 2018 to nine in Fall 2025. Even with some slight growth in enrollment and FTES, the low population totals for the Foothills and declining adult population do not make Calaveras County a feasible location for a regional center.[1] However, limited courses can be held in the evening in Calaveras Unified School District classrooms, and through new dual enrollment opportunities, see Figure 11.

1 Labor Market Overview: Central Valley North Sub-Region, Centers of Excellence 2015, p. 4.

FALL TERM	STUDENTS FROM CALAVERAS	FALL TERM WSCH	FORECAST ENROLLMENT AT CALAVERAS	CALAVERAS FORECAST FALL WSCH	CALAVAERAS FORECAST FALL FTES
2013	159	1,999	-	-	-
2014	164	2,059	41	164	5
2015	169	2,119	44	198	7
2016	173	2,180	48	236	8
2017	178	2,240	52	278	9
2018	183	2,300	56	324	11
2019	188	2,361	60	375	12
2020	193	2,421	64	430	14
2021	197	2,481	68	490	16
2022	202	2,542	73	554	18
2023	207	2,602	77	624	21
2024	212	2,662	82	699	23
2025	217	2,728	87	781	26

*Assumptions: Future student estimates base on population data from CA Department of Finance; Enrollment counts derived from historical patterns of adult participation rates; Steady population and enrollment growth rates between 2013 and 2025; 25% of Calaveras area students will enroll in Delta courses offered in Calaveras; with the increase in course offerings, 40% will enroll in Delta courses offered in Calaveras by 2025; WSCH per Enrollment in Calaveras will grow from 4 in Fall 2014 to 9 in 2025; FTES = (WSCH*17.5)/525*

FIGURE 11. FORECASTING ENROLLMENTS, WSCH & FTES FOR CALAVERAS, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

STOCKTON CAMPUS

The Stockton campus offers a rich array of academic programs for its students. The completion of bond construction projects guided by the 2005 Stockton Campus Master Plan has transformed the campus's physical footprint. The renovated or newly constructed buildings include:

- The Lawrence and Alma DeRicco Student Services Building consolidates student services programs in a 69,000 square foot space.
- The Goleman Library Learning Center accommodates the District's library holdings and provides larger study spaces for students.
- The completed 125,000 square foot Science and Math Building provides new and larger laboratory spaces for science classes.
- A 40,000 square foot consolidated Data Center for information technology services.
- The Lourn Phelps Police Services Building allows the District to meet the safety needs of the College community and provides much needed operational space for the department.
- State-of-the-art facilities for student athletes and physical education classes, including a world-class track facility, new turf for the softball, baseball, and football fields, a new soccer pitch, and improved parking facilities.
- Improvements to the Tillie Lewis Theater and Atherton Auditorium for seating and safety features.
- Renovation and expansion of the Shima Building to create dedicated space for heavy equipment and large diesel engine programs.

Enrollment projections which mirror the population growth of the county and region for the Stockton campus over the next decade were provided by the College's PRIE Office. By the year 2025, the District will have nearly 13,000 students from Stockton alone, an increase of approximately nine percent over 2013. Growth is expected to occur evenly across all general education and transfer programs, see Figure 12. Such an increase will require the District to increase online course offerings in order to handle the demand for services.

A

B

A Students studying the in Science and Math courtyard.

B Students enrolled in the heavy equipment and diesel engine programs.

FALL TERM	STUDENTS FROM STOCKTON	OTHER STUDENTS	TOTAL	WSCH	FORECAST ENROLLMENT AT STOCKTON CAMPUS	STOCKTON CAMPUS FORECAST WSCH	STOCKTON CAMPUS FORECAST FTES
2013	11,544	5,540	17,084	214,746	13,160	165,416	5,514
2014	11,634	5,622	17,256	216,908	13,282	166,950	5,565
2015	11,724	5,704	17,428	219,070	13,404	168,483	5,616
2016	11,814	5,786	17,600	221,232	13,526	170,017	5,667
2017	11,904	5,868	17,772	223,394	13,648	171,550	5,718
2018	11,994	5,950	17,944	225,556	13,770	173,084	5,769
2019	12,084	6,032	18,116	224,718	13,892	174,617	5,821
2020	12,174	6,114	18,288	229,880	14,014	176,151	5,872
2021	12,264	6,196	18,460	232,042	14,136	177,684	5,923
2022	12,354	6,278	18,632	234,204	14,258	179,218	5,974
2023	12,444	6,360	18,804	236,366	14,380	180,752	6,025
2024	12,534	6,442	18,976	238,528	14,502	182,285	6,076
2025	12,621	6,527	19,148	240,690	14,622	183,804	6,127

*Assumptions: Steady population and enrollment growth rates between 2013 and 2025; 2025 Population projections based on annual growth rates from Department of Finance's Population Estimations (Table2: E-4); Enrollment counts derived from historical patterns of adult participation rates; 90% of Stockton area students will attend the Stockton campus; 50% of all other students from the rest of San Joaquin County will attend the Stockton campus; WSCH per Enrollment is constant at 12.57 per student (CCCCO WSCH Forecast Data); FTES = (WSCH*17.5)/525*

FIGURE 12. FORECASTING ENROLLMENTS, WSCH & FTES FOR STOCKTON, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

LABOR MARKET TRENDS

LABOR MARKET TRENDS

LABOR MARKET TRENDS

The District's planning for educational programs is informed by enrollment trends and projections, and national, state, and local labor market information. Programs are determined by examining the regional unemployment and job growth trends, as well as projections of future industrial and occupational employment demand. Delta currently provides education and training for over half of the occupations with the most job openings in the next five years, and will continue to respond to the rising demand.

In December 2014, the County's unemployment rate was one of the highest in the state (10.4 percent) and close to twice the national rate. During the Great Recession, the housing market retrenchment caused declining property values, jobs losses in banking and real estate, and ancillary losses stemming from reduced consumer spending in the local economy. While much of the state has recovered from the recession, counties in the San Joaquin Valley region have recovered more slowly. Among other factors, the statewide drought continues to affect the agricultural production in the Valley. Despite the slower recovery, the population in the region has been increasing, unemployment has been decreasing (-5 percent since 2009), and the labor market has stabilized.

Even with all of these challenges, Delta is geographically positioned to contribute to regional growth and vitality by providing job training/retraining.

Internal and external stakeholders value Delta's contribution to the region's economic and job growth, and employers and education leaders agree that the District should focus its new programs on areas of the economy most likely to see future job growth. Industry estimates over the next five years forecast that most job openings will be in the areas of agriculture, food and beverage processing, retail, health care services, hospitality and tourism, labor, freight stock and material movers, and personal care aides, see Figures 13, 14 and 15.

Since the last iteration of the EP in 2010, the industries with the highest number of nonfarm jobs have consistently been trade, transportation and utilities, state and local government, educational and health services, and health care and social assistance.[1] Regional industry cluster analyses indicate that 12 of 13 nonfarm industries in the county are projected to grow by a total of over 46,000 jobs by 2022,[2] with the highest growth rates expected in the educational services, health care and social assistance fields. In July 2013, the State of California's prison health care system expanded into Stockton, which will increase demand for nurses, psychiatric technicians, physical therapy and medical office administration to keep up with the high demand in the health care services industry. Agriculture remains one of the more significant job sectors for the region. The large number of food and wine production facilities in the county drives the manufacturing and transportation sectors of the local economy.

1 EDD, 2014; Initial Background Report for Stockton Economic Development Strategic Plan, The Natelson Dale Group, 2014, p.5.

2 EDD, 2015.

FIGURE 13. INDUSTRY EMPLOYMENT PROJECTIONS 2012-2022
Source: California Employment Development Department Labor Market Division, January 2015; System 2020

	2012-2022 Industry Employment Projections			Employment Development Department		
	Stockton-Lodi Metropolitan Statistical Area			Labor Market Information Division		
	(San Joaquin County)			Published: February 2015		
NAICS CODE*	**INDUSTRY TITLE**	**ESTIMATED EMPLOYMENT 2012****	**PROJECTED EMPLOYMENT 2022**	**NUMERIC CHANGE 2012-2022**	**PERCENT CHANGE 2012-2022**	**ANNUAL AVERAGE PERCENT CHANGE**
	Total Employment	**226,600**	**274,100**	**47,500**	**21.0%**	**2.1%**
	Self Employment (A)	**15,400**	**16,000**	**600**	**3.9%**	**0.4%**
	Unpaid Family Workers (B)	**400**	**300**	**-100**	**-25.0%**	**-2.5%**
	Private Household Workers (C)	**500**	**400**	**-100**	**-20.0%**	**-2.0%**
	Total Farm	**15,700**	**16,700**	**1,000**	**6.4%**	**0.6%**
	Total Nonfarm	**194,600**	**240,700**	**46,100**	**23.7%**	**2.4%**
113, 321	**Mining and Logging**	**100**	**200**	**100**	**100.0%**	**10.0%**
23	**Construction**	**7,600**	**12,600**	**5,000**	**65.8%**	**6.6%**
238	Specialty Trade Contractors	5,000	8,800	3,800	76.0%	7.6%
31-33	**Manufacturing**	**17,800**	**18,700**	**900**	**5.1%**	**0.5%**
	Durable Goods Manufacturing (321,327,331-339)	**7,200**	**8,800**	**1,600**	**22.2%**	**2.2%**
	Nondurable Goods Manufacturing (311-316,322-326)	**10,600**	**9,900**	**-700**	**-6.6%**	**-0.7%**
311	Food Manufacturing	6,200	5,000	-1,200	-19.4%	-1.9%
22,42-49	**Trade, Transportation, and Utilities**	**50,600**	**62,500**	**11,900**	**23.5%**	**2.4%**
42	**Wholesale Trade**	**10,700**	**13,500**	**2,800**	**26.2%**	**2.6%**
44-45	**Retail Trade**	**24,900**	**29,700**	**4,800**	**19.3%**	**1.9%**
448	Clothing and Clothing Accessories Stores	2,100	2,600	500	23.8%	2.4%
452	General Merchandise Stores	6,300	7,600	1,300	20.6%	2.1%
4521	Department Stores	3,800	4,800	1,000	26.3%	2.6%
22,48-49	**Transportation, Warehousing, and Utilities**	**14,900**	**19,300**	**4,400**	**29.5%**	**3.0%**
48-49	**Transportation and Warehousing**	**13,600**	**17,700**	**4,100**	**30.1%**	**3.0%**
484	Truck Transportation	6,000	7,100	1,100	18.3%	1.8%

NAICS CODE*	INDUSTRY TITLE	ESTIMATED EMPLOYMENT 2012**	PROJECTED EMPLOYMENT 2022	NUMERIC CHANGE 2012-2022	PERCENT CHANGE 2012-2022	ANNUAL AVERAGE PERCENT CHANGE
493	Warehousing and Storage	5,200	7,000	1,800	34.6%	3.5%
51	**Information**	**2,100**	**2,000**	**-100**	**-4.8%**	**-0.5%**
52-53	**Financial Activities**	**7,500**	**9,200**	**1,700**	**22.7%**	**2.3%**
52	**Finance and Insurance**	**4,900**	**5,900**	**1,000**	**20.4%**	**2.0%**
522	Credit Intermediation and Related Activities	2,200	2,800	600	27.3%	2.7%
54-56	**Professional and Business Services**	**16,500**	**23,600**	**7,100**	**43.0%**	**4.3%**
56	**Administrative and Support and Waste Management and Remediation Services**	**10,300**	**14,600**	**4,300**	**41.7%**	**4.2%**
61-62	**Educational Services (Private), Health Care, and Social Assistance**	**32,800**	**43,500**	**10,700**	**32.6%**	**3.3%**
61	**Educational Services (Private)**	**5,300**	**6,500**	**1,200**	**22.6%**	**2.3%**
62	**Health Care and Social Assistance**	**27,500**	**37,000**	**9,500**	**34.5%**	**3.5%**
	Health Care (includes 621-623)	20,500	26,300	5,800	28.3%	2.8%
71-72	**Leisure and Hospitality**	**17,000**	**21,300**	**4,300**	**25.3%**	**2.5%**
71	**Arts, Entertainment, and Recreation**	**2,000**	**2,300**	**300**	**15.0%**	**1.5%**
72	**Accommodation and Food Services**	**15,100**	**19,000**	**3,900**	**25.8%**	**2.6%**
722	Food Services and Drinking Places	14,000	17,900	3,900	27.9%	2.8%
81	**Other Services (excludes 814-Private Household Workers)**	**6,500**	**8,000**	**1,500**	**23.1%**	**2.3%**
	Government	**36,100**	**39,100**	**3,000**	**8.3%**	**0.8%**
	Federal Government	**3,900**	**3,300**	**-600**	**-15.4%**	**-1.5%**
	State and Local Government	**32,200**	**35,800**	**3,600**	**11.2%**	**1.1%**
	State Government	**3,600**	**4,300**	**700**	**19.4%**	**1.9%**
	Local Government	**28,600**	**31,500**	**2,900**	**10.1%**	**1.0%**
	Local Government Education	17,500	19,800	2,300	13.1%	1.3%
	Other Local Government	11,100	11,700	600	5.4%	0.5%

FIGURE 14. OCCUPATIONS WITH THE MOST JOB OPENINGS – MOTHER LODE REGION 2012-2022

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

Employment Development Department	2012-2022 Occupations With the Most Job Openings
Labor Market Information Division	Mother Lode Region
Published: January 2015	(Amador, Calaveras, Mariposa, and Tuolumne Counties)

SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022 [1]	2014 FIRST QUARTER WAGES [2]		EDUCATION AND TRAINING LEVELS [4]		
			MEDIAN HOURLY	MEDIAN ANNUAL	ENTRY LEVEL EDUCATION	WORK EXPERIENCE	ON-THE-JOB TRAINING
41-2011	Cashiers	840	$10.53	$21,911	8	NONE	ST OJT
35-3031	Waiters and Waitresses	620	$8.98	$18,672	8	NONE	ST OJT
41-2031	Retail Salespersons	510	$10.77	$22,405	8	NONE	ST OJT
33-3012	Correctional Officers and ailers	450	$36.74	$76,410	7	NONE	MT OJT
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	410	$9.53	$19,831	8	NONE	ST OJT
39-9021	Personal Care Aides	400	$9.29	$19,317	8	NONE	ST OJT
29-1141	Registered Nurses	370	$49.34	$102,618	4	NONE	NONE
37-2012	Maids and Housekeeping Cleaners	360	$10.03	$20,848	8	NONE	ST OJT
43-9061	Office Clerks, General	250	$14.42	$29,992	7	NONE	ST OJT
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	240	$12.44	$25,877	8	NONE	ST OJT
11-1021	General and Operations Managers	230	$35.36	$73,561	3	<5 YEARS	NONE
47-2031	Carpenters	230	$26.20	$54,503	7	NONE	APP
37-3011	Landscaping and Groundskeeping Workers	220	$13.23	$27,529	8	NONE	ST OJT
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	200	$16.61	$34,539	7	NONE	ST OJT
49-9071	Maintenance and Repair Workers, General	200	$19.33	$40,203	7	NONE	LT OJT
33-3051	Police and Sheriff's Patrol Officers	190	$42.28	$87,938	7	NONE	MT OJT
35-2014	Cooks, Restaurant	190	$12.48	$25,967	8	<5 YEARS	MT OJT
41-1011	First-Line Supervisors of Retail Sales Workers	190	$17.25	$35,890	7	<5 YEARS	NONE
43-5081	Stock Clerks and Order Fillers	190	$10.63	$22,115	8	NONE	ST OJT
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	180	$9.26	$19,266	8	NONE	ST OJT
43-3031	Bookkeeping, Accounting, and Auditing Clerks	180	$17.03	$35,430	7	NONE	MT OJT
33-2011	Firefighters	170	$21.45	$44,629	5	NONE	LT OJT
35-2021	Food Preparation Workers	170	$9.37	$19,488	8	NONE	ST OJT
43-1011	First-Line Supervisors of Office and Administrative Support Workers	170	$23.42	$48,725	7	<5 YEARS	NONE
35-9021	Dishwashers	160	$9.24	$19,226	8	NONE	ST OJT
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	160	$9.97	$20,745	8	NONE	ST OJT
25-2021	Elementary School Teachers, Except Special Education	150	[3]	$66,874	3	NONE	I/R
25-9041	Teacher Assistants	150	[3]	$28,014	6	NONE	NONE
31-1014	Nursing Assistants	150	$14.18	$29,494	5	NONE	NONE
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	150	$14.74	$30,663	7	<5 YEARS	NONE
35-3011	Bartenders	140	$9.00	$18,712	8	NONE	ST OJT
43-4051	Customer Service Representatives	130	$14.08	$29,284	7	NONE	ST OJT
43-6013	Medical Secretaries	130	$17.10	$35,572	7	NONE	MT OJT

SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022 [1]	2014 FIRST QUARTER WAGES [2]		EDUCATION AND TRAINING LEVELS [4]		
			MEDIAN HOURLY	MEDIAN ANNUAL	ENTRY LEVEL EDUCATION	WORK EXPERIENCE	ON-THE-JOB TRAINING
19-4093	Forest and Conservation Technicians	120	$15.73	$32,729	4	NONE	NONE
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	120	[3]	$68,139	3	NONE	I/R
31-9092	Medical Assistants	120	$15.47	$32,174	5	NONE	NONE
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	120	$9.11	$18,934	8	NONE	ST OJT
43-4081	Hotel, Motel, and Resort Desk Clerks	120	$11.22	$23,330	7	NONE	ST OJT
13-2011	Accountants and Auditors	110	$26.24	$54,579	3	NONE	NONE
25-2022	Middle School Teachers, Except Special and Career/Technical Education	110	[3]	$66,470	3	NONE	I/R
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	110	$10.44	$21,715	8	NONE	NONE
43-3071	Tellers	110	$13.28	$27,633	7	NONE	ST OJT
51-8031	Water and Wastewater Treatment Plant and System Operators	110	$22.27	$46,320	7	NONE	LT OJT
21-1093	Social and Human Service Assistants	100	$14.96	$31,110	7	NONE	ST OJT
33-1011	First-Line Supervisors of Correctional Officers	100	$41.70	$86,719	7	<5 YEARS	MT OJT
41-2021	Counter and Rental Clerks	100	$13.02	$27,071	8	NONE	ST OJT
47-2152	Plumbers, Pipefitters, and Steamfitters	100	$26.82	$55,768	7	NONE	APP
53-3032	Heavy and Tractor-Trailer Truck Drivers	100	$19.30	$40,131	5	NONE	ST OJT
13-1051	Cost Estimators	90	$23.35	$48,584	3	NONE	NONE
35-2011	Cooks, Fast Food	90	$9.16	$19,055	8	NONE	ST OJT

*	The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.
	"Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data."
	Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment.
	Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.
	The use of occupational employment projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification systems; changes in the way data are collected; and changes in the OES survey reference period.
[1]	Total jobs are the sum of new jobs and replacement needs.
[2]	Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self-employed or unpaid family workers.
[3]	In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.
[4]	The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on these categories, please see http://www.bls.gov/emp/ep_education_training_system.htm

ENTRY LEVEL EDUCATION

1	Doctoral or professional degree
2	Master's degree
3	Bachelor's degree
4	Associate's Degree
5	Post-secondary non-degree award
6	Some college, no degree
7	High school diploma or equivalent
8	Less than high school

WORK EXPERIENCE CODES

≥ 5 years	5 years or more experience in a related occupation of field is common
≤ 5 years	Less than 5 years experience in a related occupation or field is common
None	No work experience is typically required

ON-THE-JOB-TRAINING

I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

FIGURE 15. PROJECTED OCCUPATIONS WITH THE MOST JOB OPENINGS IN SAN JOAQUIN COUNTY, 2012-2022
Source: California Employment Development Department Labor Market Division, January 2015; System 2020

	2012-2022 Industry Employment Projections	Employment Development Department
	Stockton-Lodi Metropolitan Statistical Area	Labor Market Information Division
	(San Joaquin County)	Published: February 2015

SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022	2014 FIRST QUARTER WAGES		EDUCATION AND TRAINING LEVELS	COLLEGE HAS EDUCATIONAL PROGRAMS
			MEDIAN HOURLY	MEDIAN ANNUAL		
412031	Retail Salespersons	4,050	$10.10	$20,994	OJT	x
537062	Laborers and Freight, Stock, and Material Movers, Hand	3,760	$12.05	$25,071	OJT	
399021	Personal Care Aides	3,510	$9.50	$19,760	OJT	x
412011	Cashiers	3,210	$9.72	$20,207	OJT	x
353021	Combined Food Preparation and Serving Workers, Including Fast Food	3,200	$9.20	$19,125	OJT	x
452092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2,860	$8.87	$18,458	OJT	x
533032	Heavy and Tractor-Trailer Truck Drivers	2,490	$20.21	$42,042	OJT	x
291141	Registered Nurses	1,930	$45.24	$94,120	AA/AS	x
353031	Waiters and Waitresses	1,710	$9.04	$18,813	OJT	
435081	Stock Clerks and Order Fillers	1,460	$11.07	$23,016	OJT	x
111021	General and Operations Managers	1,380	$42.81	$89,037	BA/BS	x
439061	Office Clerks, General	1,350	$15.73	$32,706	OJT	
372011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,240	$13.49	$28,073	OJT	
411011	First-Line Supervisors of Retail Sales Workers	1,090	$18.70	$38,883	Work Exp.	x
434051	Customer Service Representatives	1,050	$17.59	$36,584	OJT	
352021	Food Preparation Workers	990	$10.29	$21,392	OJT	x
431011	First-Line Supervisors of Office and Administrative Support Workers	990	$24.55	$51,084	Work Exp.	
537064	Packers and Packagers, Hand	990	$9.50	$19,766	OJT	
311014	Nursing Assistants	970	$12.34	$25,675	Non-Degree Award	
252021	Elementary School Teachers, Except Special Education	950	N/A	$66,723	BA/BS	
472061	Construction Laborers	940	$19.17	$39,860	OJT	
436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	900	$16.82	$34,984	OJT	x
399011	Childcare Workers	890	$9.73	$20,254	OJT	x
537051	Industrial Truck and Tractor Operators	880	$16.69	$34,694	OJT	x
119013	Farmers, Ranchers, and Other Agricultural Managers	860	$38.43	$79,928	HS Dip. or equiv.	

SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022	2014 FIRST QUARTER WAGES		EDUCATION AND TRAINING LEVELS	COLLEGE HAS EDUCATIONAL PROGRAMS
			MEDIAN HOURLY	MEDIAN ANNUAL		
259041	Teacher Assistants	850	N/A	$27,549	OJT	x
311011	Home Health Aides	810	$10.53	$21,916	OJT	x
433011	Bill and Account Collectors	800	$14.34	$29,820	OJT	
414012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	770	$27.60	$57,387	OJT	x
433031	Bookkeeping, Accounting, and Auditing Clerks	770	$17.33	$36,037	OJT	x
519111	Packaging and Filling Machine Operators and Tenders	760	$15.42	$32,079	OJT	
499071	Maintenance and Repair Workers, General	750	$19.01	$39,541	OJT	
435071	Shipping, Receiving, and Traffic Clerks	740	$16.67	$34,671	OJT	
352014	Cooks, Restaurant	720	$9.77	$20,334	OJT	x
351012	First-Line Supervisors of Food Preparation and Serving Workers	680	$14.50	$30,159	Work Exp.	x
292061	Licensed Practical and Licensed Vocational Nurses	660	$25.10	$52,215	Non-Degree Award	x
132011	Accountants and Auditors	640	$31.24	$64,987	BA/BS	x
252031	Secondary School Teachers, Except Special and Career/Technical Education	620	N/A	$61,087	BA/BS	
352011	Cooks, Fast Food	610	$9.00	$18,722	OJT	
433071	Tellers	610	$12.69	$26,388	OJT	x
373011	Landscaping and Groundskeeping Workers	600	$11.53	$23,972	OJT	x
252022	Middle School Teachers, Except Special and Career/Technical Education	580	N/A	$62,312	BA/BS	
412021	Counter and Rental Clerks	580	$10.71	$22,274	OJT	
472111	Electricians	550	$29.31	$60,959	APP	x
493023	Automotive Service Technicians and Mechanics	550	$17.88	$37,190	OJT	x
533033	Light Truck or Delivery Services Drivers	530	$15.07	$31,351	OJT	
537061	Cleaners of Vehicles and Equipment	530	$10.00	$20,802	OJT	
353022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	500	$9.13	$18,994	OJT	x
434171	Receptionists and Information Clerks	470	$12.20	$25,385	OJT	
372012	Maids and Housekeeping Cleaners	460	$10.40	$21,634	OJT	

PROJECTED PROGRAM GROWTH

Two major factors contribute to the growth of academic programs: 1) demand for employees in particular vocations, and 2) the demand for transfer and basic skills courses to serve students in the community. The PRIE analyst first examined anticipated regional population growth to establish baseline of growth. For CTE programs, PRIE utilized the projected local and statewide demand for employees, as projected by the California Employment Development Department (EDD).[1] For programs that typically call for a four-year degree to obtain an entry-level position (e.g. accounting), the statewide figures were augmented with local data.

Figure 15 identifies key sectors of the labor market that are anticipated to see major job growth over the next decade. High-growth jobs in the region include health care, business, and food services. The aging of the region's elderly population and the establishment of a major health care facility for the State of California in the region will fuel job growth for nurses and associated health care positions (such as home health aides, psychiatric technicians, speech-language pathologists, respiratory therapists, and physical therapists). Delta will continue to prepare students for entrepreneurship and management with expanded course offerings in business and accounting, including certificates in small business development and entrepreneurship. Agriculture remains a prominent employment sector, even though job growth will plateau with increased mechanization. Because of its prominence in the region, agri-business classes will be important to the regional employers. Because of the region's significance as a producer and distributor of finished goods and food products, training will be needed in robotics, mechatronics, and the maintenance and set-up of programmable logic controllers. In light of these regional labor market needs, Figure 16 identifies a number of targeted programs at each of the campuses operated by the District. Other high growth areas include education and advanced manufacturing. Delta is well-positioned to produce graduates for the teacher training pipeline, education paraprofessionals, and early childhood educators, as well as welders and maintenance technicians.

Also identified in Figure 16 are programs that should be launched in the near future to meet Delta's strategic goals. These new programs require grants or new funding allocations. Business, logistics, and agriculture/agriculture-business programs are planned for a future center in North County. Some of these programs are integral to Delta's efforts to pursue a greener footprint that reduces carbon emissions, and the desire to train a new body of "green collar" workers for the region. Other planned programs respond to increasing demands for health services as the County's population ages.

1 EDD projections of labor market demand are based on surveys of employers conducted through the Occupational Employment Statistics (OES) program over a three year period. Employers report on the survey how many individuals they employ in each occupation. Though limited to employer response data, EDD data provide a useful set of figures from which to forecast future labor market needs in the region.

NEW AND/OR EXPANDING PROGRAMS ANTICIPATED AS STRATEGIC GROWTH AREAS FOR THE DISTRICT AT REGIONAL CENTERS

NORTH COUNTY
Agriculture
Agribusiness
Business and Logistics
Health Sciences (e.g., Physical Therapy, Respiratory Therapy, Nursing, Psych Tech)
SOUTH CAMPUS AT MOUNTAIN HOUSE
Computer Science/CIS
New Energy Technician
STOCKTON
Digital Media Technologies
Foreign Language Interpreter
Health Sciences (e.g., Physical Therapy, Respiratory Therapy, Nursing, Psych Tech)
New Energy Technician
Transportation Logistics
Welding
Robotics
Mechatronics
Public Safety
Information Technology
Network Security
Small Business/Entrepreneurship
Education Paraprofessionals
Early Childhood Education

FIGURE 16. PROGRAM GROWTH PROJECTIONS

MARQUEE PROGRAMS AT REGIONAL CENTERS

The development of new marquee educational programs at regional centers is a central recommendation of the EP. New centers should first focus on transfer and general education course offerings, coupled with some basic skills and a limited range of vocational offerings. However, the Education Plan calls for the development of marquee career and technical education programs after the District has established a solid base of transfer-directed enrollments. Some potential programs are sketched out below for each of the main regional centers envisioned by the District over the next decade.

SOUTH CAMPUS AT MOUNTAIN HOUSE (SCMH)

Renewable Energy Technologies (wind/solar)

Capitalizing on the SCMH's proximity to the Altamont wind energy farms, Delta developed a career technical emphasis on wind and solar energy installers and technicians. Open space at the SCMH has served as a prime location for wind or solar arrays that reduce the District's reliance on the existing electrical grid. The projected FTEF needed for this program is 1.0, and grant funding helped the College obtain initial start-up money. The program was expected to serve roughly 25 FTES per year upon its establishment, but enrollments have been lower than anticipated.

Engineering and Computer Science

SCMH's focus on energy technology and science careers dovetails with engineering and computer science. The introduction of engineering into the SCMH curriculum along with computer science courses fit future labor market needs for the County (computer software specialists and computer engineers: Projected FTEF needed = 1.5, with the number of FTES served reaching 60 per year).

NORTH COUNTY CENTER

Agribusiness/Business/Logistics

With the natural correlation between the production of agriculture and the business, marketing, and distribution of agricultural products, a center in North County might offer programs that address the transfer of goods and services from manufacturers to consumers. Such programs might also include course offerings that support the local wine and grape industry, providing instruction in global trade, business, transportation, winery management, and customer service. Specific degrees and certificates might include accounting, marketing, business, and logistics (Projected FTEF needed = 1.5, serving about 40 FTES per year).

Health Sciences Certificates
A North County Center might be relied upon for new specialized offerings in health careers, such as physical therapy and respiratory therapy assistants. These entry-level career offerings address labor market demands and the allergy and air quality issues found in the region. They also might serve as alternatives to the competitive nursing program (Projected FTEF needed = 1.5, serving about 30 FTES per year).

Nursing
The growth of the nursing program is limited by space constraints on the Stockton campus. Any major expansion in nursing course offerings would most likely have to be done through re-allocation of space at the Stockton campus, or by opening new learning spaces elsewhere. A long-term vision for new nursing space might include a nursing class at a center in North County if established hospital links and support could sustain clinical learning experiences for such a group. The installation of the State of California's prison health care facilities (CHCF) in the County may justify new nursing and health science admissions programs before 2020 (Projected FTEF needed = 3.0, serving roughly 25 FTES per year at a center in North County).

MANTECA

The Manteca Center property is bordered by Highway 99 on the east and Lathrop Road on the south. The State recently completed an interchange project at the site that resulted in a small loss of property that is dedicated to orchard plantings. The Manteca Center features two portable classrooms, a barn, and crop land that provide training to students in agriculture, agribusiness, and animal husbandry. With agriculture remaining one of the major economic industries of the region, the Center's importance for local training cannot be overstated. While there has been interest in the Manteca property from regional housing developers, Board members have expressed no interest in selling the Manteca Center. Plans are underway to build a new barn, refurbish the classroom building, and improve the security of the campus with new fencing.

CALAVERAS

The development of educational offerings in the Foothills region has always been hindered by low enrollments, due to the region's small population levels. The Yosemite Community College District has established a facility in Angels Camp, offering distance education classes affiliated with Columbia College. Also limiting the development of a site in Calaveras County is its relatively low rural population density. Current estimates of population decline within the region do not support the development of a brick-and-mortar presence in the near future.[1] However, when the expansion is feasible, some of the educational offerings that address regional occupational needs include the following:

Environmental Studies (phase 3, 2025) Community groups, educators, and business leaders have suggested that a focus on the environment and resource management are ideal programs for the Foothills region. Courses in science and environmental studies can help prepare students for jobs related to watershedor parklands management, and as transfer preparation for careers as park scientists and naturalists (Projected FTEF needed = 0.5, serving 20 FTES per year).

Sustainable Forestry (phase 3, 2025) In line with the approach described above, a small program that focuses on sustainable timber harvesting techniques would be useful for jobs in the timber sector (Projected FTEF needed = 0.5, serving 10 FTES per year).

Native American Studies (phase 3, 2025) Community representatives voiced an interest in bringing a Native American Studies emphasis to the Foothills region in order to capitalize on its distinctive history and cultural legacy. Such an approach might justify an early full-time hire in the general education sector with a background in Native American studies. An ideal instructor would be able to offer introductory courses in anthropology and/or sociology, in tandem with the regular offering of a course that might be titled introduction to Native American Studies (Projected FTEF needed = 1.0, serving roughly 30 FTES per year).

Health Sciences (phase 3, 2025) Community representatives have voiced a need for more extensive health services for the Foothills population, including mental health services. This suggests the need for future psychiatric technicians and human services counselors (Projected FTEF needed = 1.0, serving roughly 30 FTES per year).

Public Safety & Fire (phase 3, 2025) The District might expand its existing programs in fire science and POST Academy training at this Center because of the regional need for firefighter training (Projected FTEF needed = 0.5, serving 30 FTES per year).

1 Estimates of population growth suggest that Fall Semester FTES may reach a level of just 14 by 2020.

STOCKTON

The Stockton campus offers a variety of CTE programs that will continue to thrive because of exceptional faculty and local labor market demands. These programs include, but are not limited to, the Caterpillar dealer service technician program, automotive repair, electron microscopy, engineering & industrial technology, nursing, welding technology, HVAC, the POST Academy, culinary arts, early childhood education, and speech-language pathology assistant. Delta also has a strong presence in the arts, ranging from music, art, drama, and dance.

Continuing space demands with the current facilities make it difficult to offer new programs on a larger scale in Stockton, but focus group discussions and recent decisions by District leadership point to several promising fields for educational expansion at the Stockton campus.

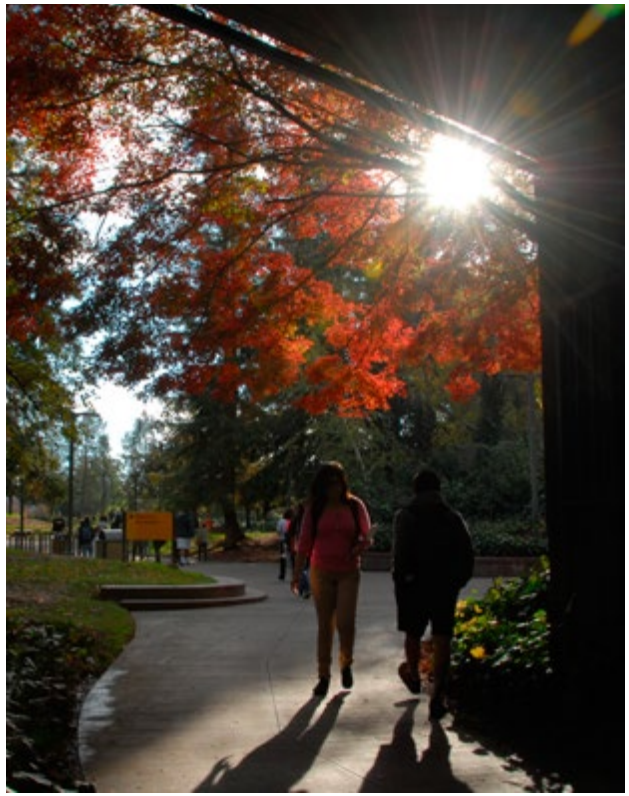
Transportation Logistics (phase 1, 2015) San Joaquin County is a hub of several large transportation distribution centers, and the County has a growing need for workers trained in transportation management, logistics, and warehousing. A small number of courses geared toward such a certificate can be planned for the Stockton campus. One full-time professor was hired to launch this program for the 2015-16 year (Projected FTEF needed = 1.0, serving FTES = 15 per year).

Construction of Delta's New Science and Mathematics Building

Digital Media Technologies (phase 2, 2017) Faculty across several disciplines have voiced a need for educational offerings in digital media and platforms with an emphasis on creating, capturing, and disseminating information in the new digital era. Mass communications and radio and television instruction would benefit from greater training in web-based platforms for publishing and information dissemination. Music department faculty expressed an interest in a properly-equipped recording space. These changes will require significant investment in technology, software, faculty, and instructional support staff (Projected FTEF needed = 0, Projected Classified Staff needed = 1.5, with an anticipated enrollment of 35 FTES).

Faculty across different disciplines advocated for a shared multimedia lab space similar to that at Diablo Valley College. Faculty or task force representatives may want to explore the feasibility of such a change by visiting model programs and talking to staff at those facilities about their experiences.

Health Sciences (phase 2, 2018)
Aging population drives the continued need for health care professionals (home health aides to CNAs). In addition, the State's prison health facility (CHCF) located in South Stockton has increased local demand for nurses, psychiatric technicians, physical therapists, and medical office administrators. Labor market information also reveals the potential need to bolster the speech-language pathology and audiology programs (Projected FTEF needed = 2.0, serving approximately 65 FTES per year).



EDUCATIONAL PROGRAMS + STAFFING

EDUCATIONAL PROGRAMS + STAFFING

STAFFING ANALYSIS

Staffing is an important link to the Educational Plan that enables the District to realize its plans for new program development and to maintain existing operations. The following section provides historical patterns of staffing, along with an analysis of factors that influence staffing ratios and projections based on program needs and the future budgets.

EXTERNAL AND INTERNAL IMPACTS ON STAFFING

Staffing levels at the District since the last update to the Educational Master Plan in 2009 follow the cyclical nature of the U.S. economy. During the 2009 global economic downturn, Stockton led the nation in home foreclosures)[1]; the College was not insulated from the impacts of The Great Recession.[2]

In response to the economic downturn, the District implemented two early retirement incentives: Supplemental Employee Retirement Program (SERP I) in 2009-10, and SERP II in 2010-11. With the need for further reductions, a Voluntary Separation Incentive (VSI) plan was implemented in 2012. All of these incentives were designed to accelerate attrition and reduce staffing costs. A total of 104 employees participated in the three programs, with the SERP netting the highest number (80 participants). The breakdown of participants by employee group is as follows:

EMPLOYEE GROUP	NO. OF PARTICIPANTS
Classified	50
Faculty	35
Management	19

1 *Forbes*, February 6, 2009.

2 Ben Bernanke, former Head of the Federal Reserve; CNN Money August 27, 2014.

With the continued downturn of the economy in 2012 and the uncertainty of State funding, the District continued its hiring freeze and prepared for potential mid-year reductions. Fortunately, Proposition 30 passed in November 2012 and the State's economy rebounded more quickly and robustly than anticipated. Less than a year later, at the August 2013 Board of Trustees meeting, the Strategic Operational and Staffing Plan was presented to the Board for adoption for Fiscal Year 2013-14. Departments conducted a "core services review" to identify funding priorities and strategically identify positions to add to the budget and backfill positions lost to the SERP and VSI.

The core services and program review required managers to assess the operation of their respective departments, focusing on delivering core services that further the District's Strategic Goals. The core services and program review resulted in the 2013-14 District Staffing Plan, which increased the District's FTE by 16.625 positions (14.625 FTE classified and 2.0 FTE management). Faculty positions were also increased due to funding from the state for workload restoration. For 2013-14 and 2014-15, spending for faculty positions increased by $1.8M from the General Fund, the majority for full-time tenured positions ($1.56M).

Delta also received significant increases from the State to fund specific initiatives such as the Student Success and Support Program (SSSP) and Student Equity Plan (SEP). Each of these programs also contains staffing plans that conform to the program's spending guidelines that will enhance the District's ability to meet goals established for SSSP and SEP. Positions funded from these sources include faculty (classroom and counseling), classified, and management positions.

While the District takes advantage of increased state funding for growth, departments continue to engage in core services and program reviews to identify staffing priorities.

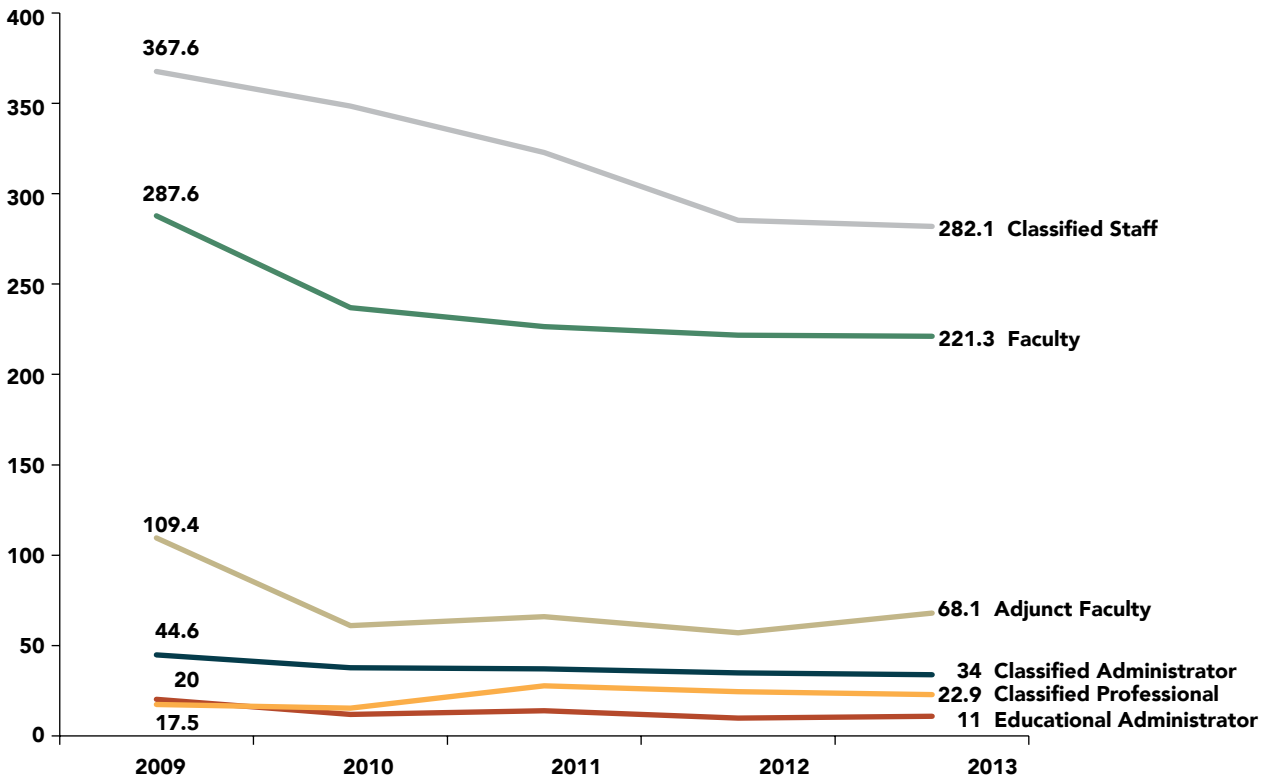


FIGURE 17. FULL-TIME EQUIVALENT STAFFING TRENDS AT SAN JOAQUIN DELTA COLLEGE: 2009-2013
Source: California Community Colleges Chancellor's Office – Data Mart

HISTORICAL TRENDS IN STAFFING

Delta has decreased its staffing levels in recent years in tandem with the general reduction in State budget allocations. The 2008 economic recession significantly impacted the State and the District. In 2008 and 2009, the District was forced to reduce course sections, which profoundly affected members of the adjunct faculty and caused the elimination of 70 permanent positions in the summer of 2009. These cuts had the largest impact on classified staff, with a 23 percent reduction in staffing, see Figure 17.

However, with the passage of Prop 30 in November 2012, the District increased its staffing levels in 2013. As a result, the projected FTE count is currently near the level of 700, and this figure is expected to increase, Figure 18.

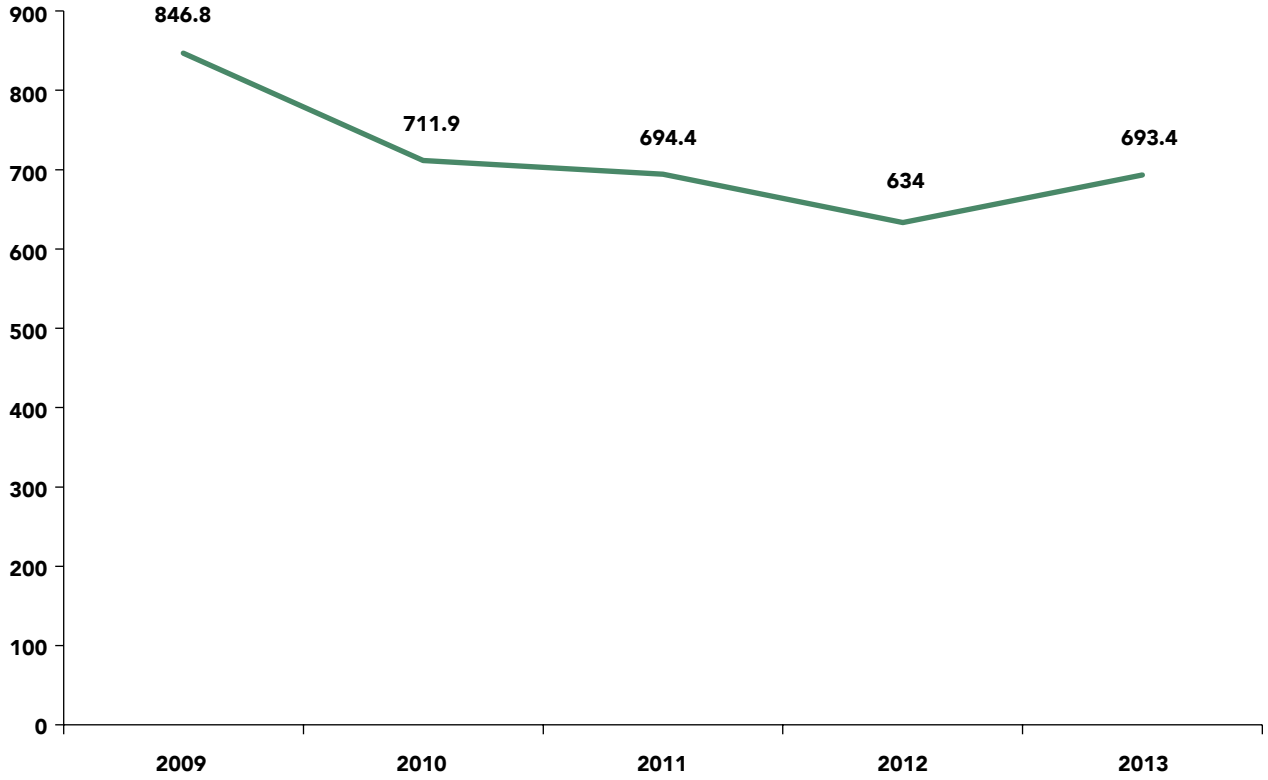


FIGURE 18. TOTAL FULL-TIME EQUIVALENT STAFF: 2009-2013
Source: California Community Colleges Chancellor's Office – Data Mart

ANALYSIS OF STAFFING RATIOS FOR DEPARTMENTS AND UNITS

The Chancellor's Office staffing reports provide an extensive data source for comparisons to statewide and regional averages. Each California Community College (CCC) District is required to assign employees to particular instructional units (if their work is directly tied to classroom or lab-based learning environments) or to Administrative Support Areas (ASAs). The instructional assignment of staff is organized by the Chancellor's Office Taxonomy of Program Codes (TOP Codes), see Figure 19.

When Delta's data is compared to staffing percentages found in the entire system, it can help identify areas where the College is heavily staffed or under-staffed, in comparison to the average college in the system. There are some limitations to such comparisons. For example, if a college like Delta offers a unique or exceptional program by choice (e.g. agriculture or electron microscopy), the college will necessarily appear to be over-staffed relative to the state average because such programs are rare across the community college system. In such cases, apparent over-staffing reflects the distinctiveness and quality of programs. On the other hand, under-staffed programs (e.g. fashion/interior design and political science) may mask the high quality of instructional services delivered by a small staff. The staffing analysis may be most useful in the larger ASA units typically found across all CCC Districts. In those areas, head-to-head comparisons may help identify areas of the college where staffing reallocations are prudent.

The Fall 2013 data on programs at the instructional and ASA level require a great deal of contextual analysis before implementing staffing plan changes. For example, while the ASA data suggest that the District exceeds state averages in the support areas of child development, financial aid, and community use of facilities, there are good reasons for these staffing disparities, such as the nature of Delta's Child Development Center (CDC), the size of Delta's theaters and athletic facilities, and the volume of financial aid disbursements. Other areas of the District that tend to exceed statewide averages for staffing fall in the categories of logistical services (public safety, duplicating, warehousing, and purchasing), counseling and guidance, bookstore operations, food services, and student personnel administration.

The data for the instructional units point to a similar picture, in which some departments exceed statewide averages while others are much lower than average. Humanities staffing is higher than average, in large part because of the inclusion of the English department. Other departments that have higher instructional ratios than the state average include Engineering and Industrial Technologies, Education, Health, Agriculture and Natural Resources, and Biological Sciences. Once again, these ratios are probably high because Delta has made a commitment to specialized high-quality programs (in fields like animal husbandry, nursing, and electron microscopy). The understaffed departments relative to state averages include interdisciplinary studies, mathematics, computer sciences, social sciences, business and management, and media and communications. It should be kept in mind that some departments may be over-staffed because of distinctive program offerings that are less likely to be found in the statewide system. Even so, the TOP Code comparisons hint at areas that might be considered for programmatic funding improvements and reallocations in periods of difficult budgets. These data, combined with labor market projections and population growth factors, helped shape the enrollment and staffing projections found in other sections of the EP.

TOP CODE	DESCRIPTION	HEAD COUNT FALL 2013	COLLEGE FTE TOTAL FALL 2013	STATEWIDE FTE TOTAL FALL 2013	% OF FTE FOR COLLEGE FALL 2013	% OF FTE FOR STATE FALL 2013	COLLEGE FTE DIFFERENCE FROM STATE
6830	Community Use of Facilities	54	15.1	92.2	4.31%	0.33%	3.99%
6770	Logistical Services	35	32.8	1,568.8	9.37%	5.57%	3.80%
6920	Child Development Centers	28	19.0	707.1	5.43%	2.51%	2.92%
6910	Bookstores	21	14.3	384.2	4.09%	1.36%	2.73%
6450	Student Personnel Administration	12	13.4	331.3	3.81%	1.18%	2.64%
6460	Financial Aid Administration	22	21.5	1,000.4	6.14%	3.55%	2.59%
6030	Academic/Faculty Senate	8	8.0	136.3	2.29%	0.48%	1.81%
6940	Food Services	8	6.5	258.4	1.85%	0.92%	0.93%
6510	Building Maintenance and Repairs	21	18.7	1,269.4	5.33%	4.51%	0.82%
6120	Library	17	14.0	956.1	4.00%	3.39%	0.61%
6750	Staff Development	2	2.0	43.6	0.57%	0.15%	0.42%
6730	Human Resources Management	9	9.0	623.0	2.57%	2.21%	0.36%
6330	Transfer Programs	4	3.5	185.3	1.00%	0.66%	0.34%
6490	Miscellaneous Student Services	9	7.4	524.0	2.12%	1.86%	0.26%
6140	Museums and Gallery	1	1.0	15.3	0.29%	0.05%	0.23%
6930	Farm Operations	1	1.0	16.8	0.29%	0.06%	0.23%
6780	Management Information Systems	20	20.0	1,564.3	5.71%	5.55%	0.16%
6720	Fiscal Operations	20	17.3	1,346.5	4.94%	4.78%	0.16%
6890	Other Community Services and Economics	1	1.0	57.2	0.29%	0.20%	0.08%

TOP CODE	DESCRIPTION	HEAD COUNT FALL 2013	COLLEGE FTE TOTAL FALL 2013	STATEWIDE FTE TOTAL FALL 2013	% OF FTE FOR COLLEGE FALL 2013	% OF FTE FOR STATE FALL 2013	COLLEGE FTE DIFFERENCE FROM STATE
6470	Job Placement Services	3	1.8	140.7	0.50%	0.50%	0.00%
6430	Extended Opportunities Programs/Services	6	5.3	462.6	1.52%	1.64%	-0.13%
6190	Other Instructional Support Services	4	4.0	360.6	1.14%	1.28%	-0.14%
6820	Community Services Classes	1	1.0	121.8	0.29%	0.43%	-0.15%
6550	Grounds Maintenance and Repairs	8	6.3	571.4	1.80%	2.03%	-0.23%
6310	Counseling and Guidance	18	17.6	1,150.8	5.04%	5.36%	-0.33%
6010	Academic Administration	33	33.6	2,798.8	9.61%	9.94%	-0.33%
6590	Other Operation and Maintenance of Plant	1	0.7	171.4	0.20%	0.61%	-0.41%
6130	Media	3	3.0	372.5	0.86%	1.32%	-0.47%
6320	Matriculation and Student Assessment	2	1.9	290.7	0.54%	1.03%	-0.49%
6960	Student and Co-Curricular Activities	4	2.1	337.3	0.59%	1.20%	-0.60%
6440	Health Services	1	1.0	285.0	0.29%	1.01%	-0.73%
6530	Custodial Services	24	21.0	1,911.4	6.00%	6.79%	-0.79%
6420	Disabled Students Programs and Services	7	6.5	747.4	1.86%	2.65%	-0.80%
6710	Community Relations	1	0.6	314.9	0.17%	1.12%	-0.95%
6600	Planning, Policymaking and Coordination	7	7.0	902.5	2.00%	3.20%	-1.20%
6200	Admissions and Records	14	11.3	1,310.9	3.21%	4.65%	-1.44%
6020	Course and Curriculum Development	-	-	191.0	0.00%	0.68%	-
6390	Other Student Counseling and Guidance	-	-	93.0	-	0.33%	-

FIGURE 19. INSTRUCTIONAL HEAD COUNT AND FTE COMPARISONS BY TOP CODE TO THE STATEWIDE AVERAGE, FALL 2013
Source: California Community Colleges Chancellor's Office – Data Mart

2-DIGIT TOP CODE	PROGRAM	COLLEGE HEADCOUNT	COLLEGE FTE	COLLEGE FTE%	STATE FTE%	FTE% DIFFERENCE
15	Humanities	116	54.22	18.9%	15.2%	3.7%
09	Engineering and Industrial Technologies	21	19.03	6.6%	4.4%	2.2%
08	Education	45	23.50	8.2%	6.1%	2.1%
12	Health	34	22.71	7.9%	6.8%	1.1%
01	Agriculture and Natural Resources	8	5.38	1.9%	0.8%	1.1%
04	Biological Sciences	20	16.82	5.9%	4.8%	1.1%
13	Family and Consumer Sciences	30	12.87	4.5%	3.8%	0.7%
10	Fine and Applied Arts	47	26.81	9.4%	8.7%	0.7%
11	Foreign Languages	14	9.10	3.2%	3.0%	0.2%
16	Library Science	0	0.15	0.1%	0.2%	-0.1%
02	Architecture and Related Technologies	3	0.40	0.1%	0.3%	-0.2%
06	Media and Communications	6	2.72	0.9%	1.7%	-0.8%
22	Social Sciences	38	20.19	7.0%	7.8%	-0.8%
07	Computer Sciences	8	6.00	2.1%	2.9%	-0.8%
20	Psychology	10	4.25	1.5%	2.3%	-0.8%
21	Public and Protective Services	10	3.88	1.4%	2.2%	-0.8%
19	Physical Sciences	17	12.03	4.2%	5.2%	-1.0%
05	Business and Management	18	8.76	3.1%	4.8%	-1.7%
17	Mathematics	35	23.46	8.2%	10.0%	-1.8%
49	Interdisciplinary Studies	15	14.37	5.0%	8.1%	-3.1%
	TOTAL	**495**	**286.64**			

FIGURE 20. INSTRUCTIONAL HEAD COUNT AND FTE COMPARISONS BY TOP CODE TO THE STATEWIDE AVERAGE, FALL 2013
Source: California Community Colleges Chancellor's Office – Data Mart

HISTORICAL TRENDS IN SALARIES

In past decades, salaries for District faculty and administrators often ranked among the top five in the California Community College system. The same cannot be said for classified staff. In 2009, average classified salaries at Delta trailed the statewide system average by roughly $12,730 ($36,305 versus $49,035 for the State average). By 2013, the District still trailed the statewide system average by $2,876. This salary gap has served to undermine the economic purchasing power of the lowest paid workers at the College. The faculty salary has remained slightly above the State average over the last five years, and administrative salaries have generally kept pace with increases throughout the state system.

In response to these salary gaps, the District's Human Resources department initiated compensation studies in 2014 and 2015 to recalibrate job classifications and salaries for classified, police, and administrative employees. To ensure that Delta maintains a competitive compensation system, it will be necessary to track salaries after the completion of these compensation studies, see Figures 21 and 22.

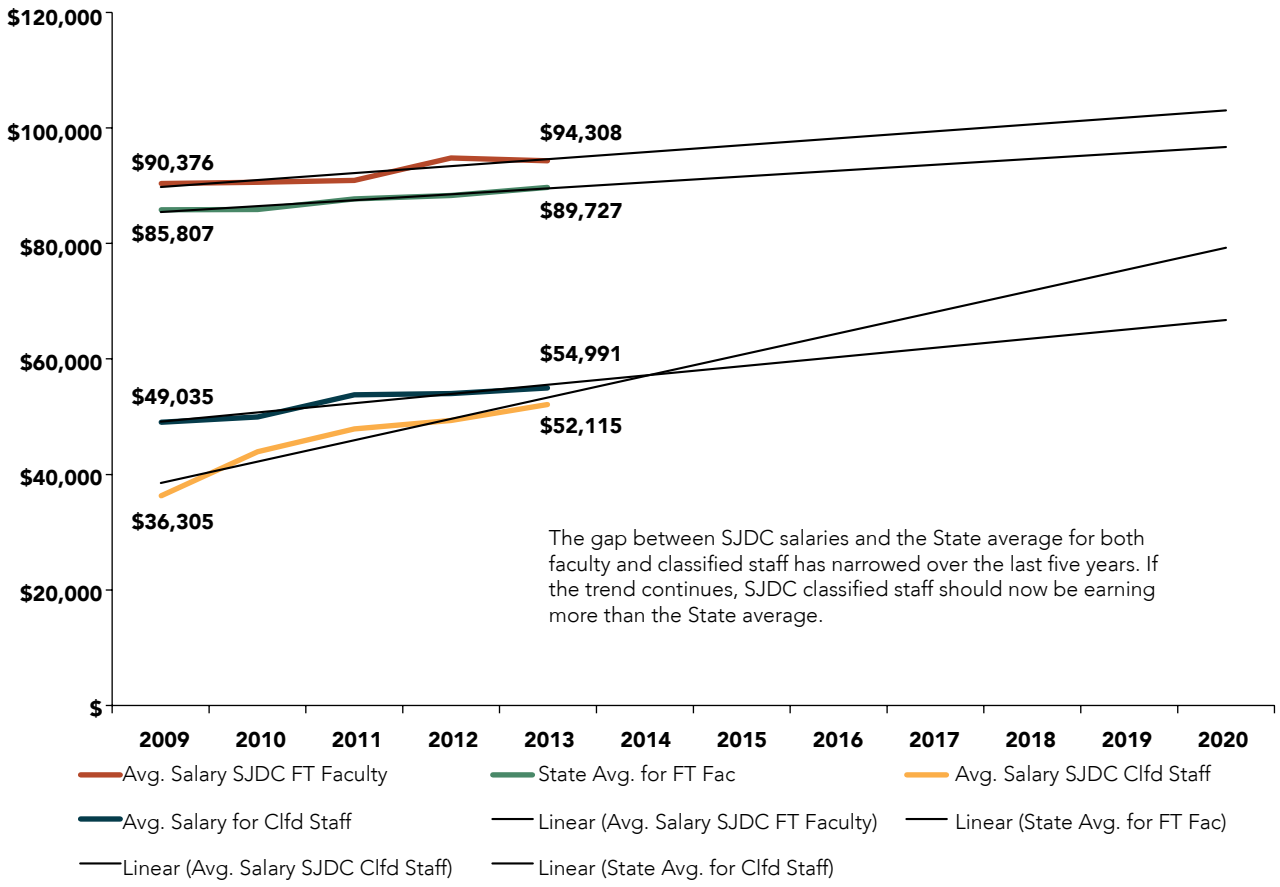


FIGURE 21. AVERAGE SALARIES FOR SAN JOAQUIN DELTA COLLEGE FULL-TIME FACULTY AND CLASSIFIED STAFF COMPARED TO STATE CCC AVERAGES: 2009-2013

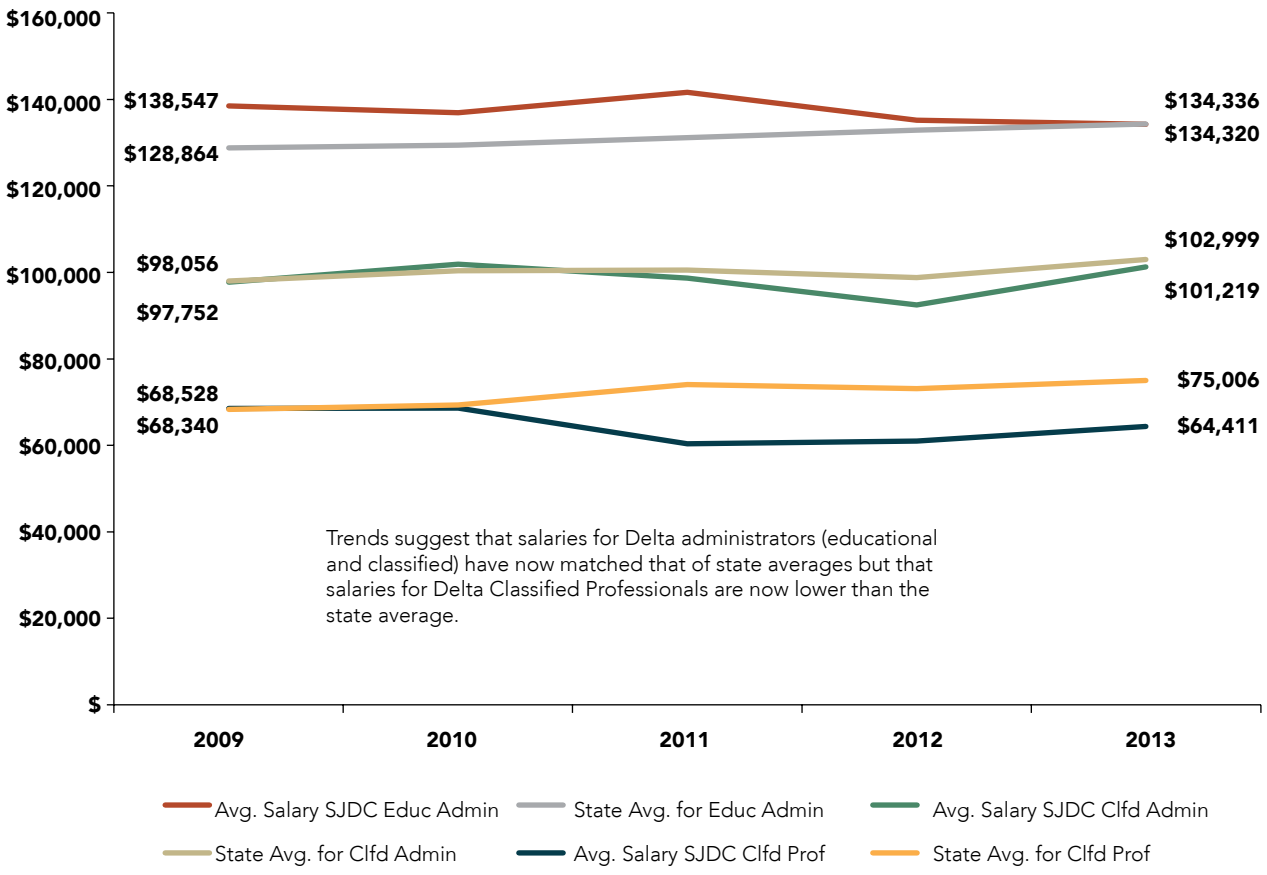


FIGURE 22. AVERAGE SALARIES FOR SAN JOAQUIN DELTA COLLEGE ADMINISTRATORS AND CLASSIFIED PROFESSIONALS COMPARED TO STATE CCC AVERAGES: 2009-2013


BUDD

DIVISIONS AND ACADEMIC PROGRAMS

AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

Division Dean: Laura Ochoa-Sanchez, M.S.W., SCMA 338, (209) 954-5354

Farm Lab Manager: James Burkhard, (209) 239-5814

MESA Director: Cassandra Hernandez-Vives, SCMA 163, (209) 954-5318

Acting STEM Grants Project Coordinator: Rosalva Ibarra, M.A., SCMA 233, (209) 954-5473

Math Science Learning Center, SCMA 162, (209) 954-5546

Faculty: Thomas Adamson, Ph.D.; Amir Assadi-Rad, Ph.D.; Christopher Barker, M.A.; Kindra Beale, M.A.; Scott Bender, M.A.; Savita Bhagi, M.A.; Daniel Birmingham, Ph.D.; Darin Brown, Ph.D.; Jason Broyles, M.A.; Todd C. Burnett, M.S.; Nick Bykov, Ph.D.; Elizabeth Day, Ph.D.; Barbara Demmons, M.S.; David L. Dodson, M.S.; Patricia Donovan, M.A.; Gina Frost, Ph.D.; Alla Gamarnick, Ph.D.; Patricia Hammer, M.A.; Nena Hewette, M.S.; Helene Humphrey, M.S.Ed.; Stephen Itaya, Ph.D.; Rajanpreet Kaur, M.S.; Christopher Kim, Ph.D.; Christopher Kirschenman, M.S.; Robert Knudsen, Ph.D.; Jacek Kostyrko, M.S.; Khanh-Tuoc Le, Ph.D.; Lincoln Lee, Ph.D.; Suzanne Lindborg, Ph.D.; Robin Lyons, Ph.D.; Van Ma, M.S.; Master Anthony Maumalanga, M.S.; Theresa McRae, Ph.D.; Kevin Olwell, Ph.D.; Lisa B. Perez, B.S.; Philip Reedy, Ph.D.; Alicia Ricardez, Ph.D.; Jacquelyn Schwegel, M.S.; Gurmukh Singh, M.S.; Steven Telleen, Ph.D.; Jennifer Terpstra, M.S.; Margaret Thomas, M.A.; Michael A. Toscano, M.S.; Rebecca Tripp, M.A.; Paul Ustach, Ph.D.; Christopher Williams, M.A.; Li Zhang, Ph.D.

Staff: Trinidad Araya, Senior Science Lab Technician; Dana Ann Baker, Senior Science Lab Technician; Nina Bookman, Senior Science Lab Technician; James Burkhard, Manager Farm Laboratory; Sheryl Faylor, Administrative Assistant II; Zainab Khan, Resource Specialist; Lorie Kulp, Administrative Assistant II; Wendy Lieginger, Resource Specialist; Nicholas Lucchesi, Instruct Support Assistant II-Agriculture; Robin Shum, Resource Specialist; Thomas Tuzinowski, Senior Science Lab Technician; Susan Wright, Administrative Assistant II

AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

DISCIPLINES

Agricultural Business
Animal Husbandry Sciences
Astronomy
Biology
Chemistry
Computer Science
Computer Science Programming
Computer Science Web Design
Geography
Geology
Horticulture
Mathematics
Natural Resources
Physical Science
Physics
Plant Science

DEGREE PROGRAMS

Agriculture Business, AS
Computer Information Systems, AS
Computer Science, AS
Geology, AS-T
Horticulture, AS
Interdisciplinary Studies: Mathematics and Science Option, AS
Mathematics, AS
Mathematics, AS-T
Physics, AS-T

CERTIFICATE PROGRAMS

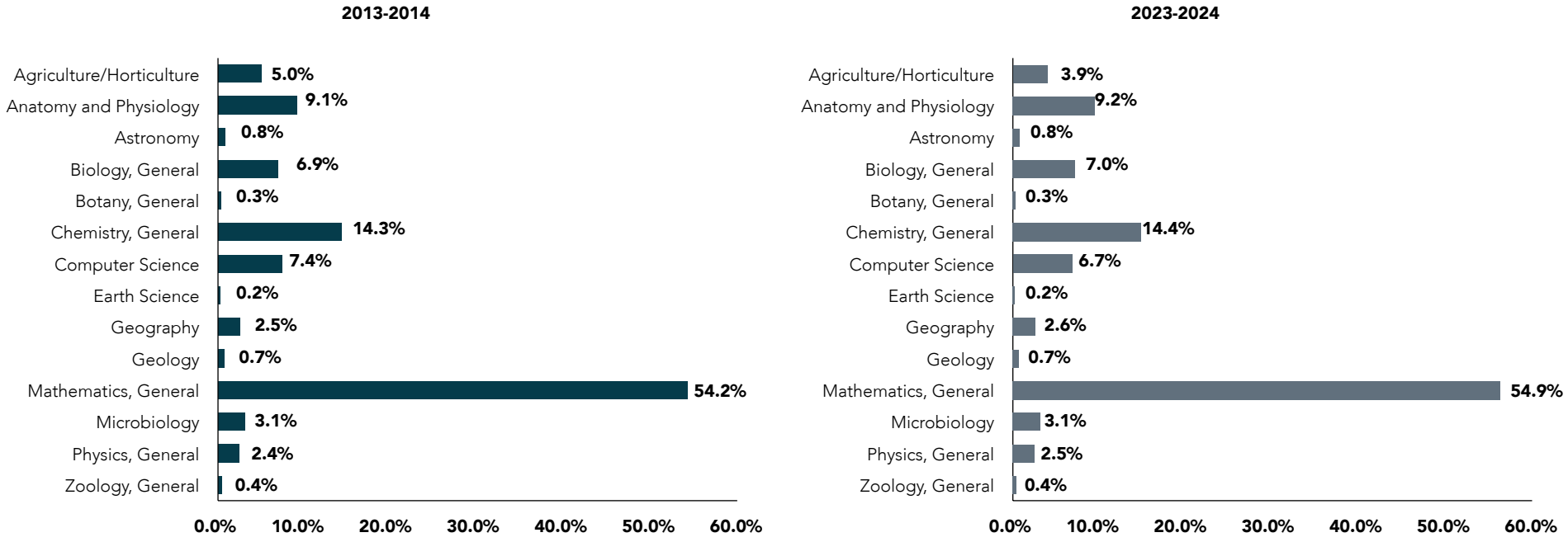
Agriculture Business
Agriculture Business - Animal Science
Agriculture Business - Plant Science
Computer Networking Competence
Computer Networking Essentials
Computer Networking Software
Computer Operations
Computer Programming
Computer Programming Competence
Computer Programming Essentials
Computer Science
Computer Support
Computer Support Technician
Computer Web Developer
Computer Web Developer Technician
Horticulture -Landscape Basics
Horticulture -Landscape Management
Horticulture - Nursery Management
Horticulture - Turf Grass

AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Agriculture, Science and Mathematics	3670.98	118.88	38.99	157.87	4059.09	4568.89	174.11	195.47	12.6%
Agriculture/Horticulture	184.37	10.12	1.17	11.30	180.58	176.87	11.07	10.84	-2.1%
Anatomy and Physiology	335.09	15.47	1.35	16.81	372.76	422.11	18.70	21.18	13.2%
Astronomy	29.44	1.60		1.60	32.75	37.09	1.78	2.02	13.2%
Biology, General	253.09	7.24	3.00	10.24	281.54	318.81	11.39	12.90	13.2%
Botany, General	11.60	0.72		0.72	12.90	14.61	0.80	0.91	13.2%
Chemistry, General	523.90	19.96	5.44	25.40	582.79	659.95	28.25	32.00	13.2%
Computer Science	270.70	10.30	0.80	11.10	287.35	305.02	11.78	12.51	6.2%
Earth Science	7.50	0.60		0.60	8.34	9.45	0.67	0.76	13.2%
Geography	93.06	1.92	0.72	2.64	103.52	117.23	2.94	3.33	13.2%
Geology	25.00	1.32	0.40	1.72	27.81	31.49	1.91	2.17	13.2%
Mathematics, General	1990.39	50.31	23.15	73.46	2214.12	2507.26	81.72	92.54	13.2%
Microbiology	112.42	4.61	1.67	6.28	125.06	141.62	6.99	7.91	13.2%
Physics, General	89.84	3.00	2.10	5.10	99.94	113.17	5.67	6.42	13.2%
Zoology, General	15.27	2.00		2.00	16.98	19.23	2.22	2.52	13.2%

PROPORTION OF FTES BY PROGRAM – AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION



APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION

Division Dean: Gillian Murphy, M.B.A., Holt 140, (209) 954-5230, FAX: (209) 954-5283

Faculty: Sean Alford, B.A.; Leslie H. Asfour, B.A.; Mark Berkner, A.A.; Sergio Calderon, A.S.; Johnathan Cardiel, M.A.; Dean L. Danielson, M.B.A.; Richard W. Dettloff, B.V.E.; Robert Halabicky, B.A.; Danell Hepworth, M.S.; Bennett Howser, Ph.D.; Kathleen Huff, M.A.; Andrezej Kobylanski, Ph.D.; Jonathan Krupp, Ph.D.; Alberto Luna, A.A.; Joseph MacIsaac, A.S.; Lorenzo Mariani, A.A.; Scot F. Martin, M.S.; Craig McAllister, B.S.; Jennie L. Noriega, M.A.; Kamran Sedighi, M.S.; Alicia Stewart, M.B.A; Alex Taddei, A.A.; David Thomas, M.A.; Bee Vang, A.A.; Frank R. Villalovoz, B.A.; Martha Villarreal, J.D.; Christoffer E. Wardell, C.P.A..; Mary Jo Zimmerman, M.A.

Staff: Kelly Arceo, Administrative Assistant II; Cathy Davis, Electron Microscopy Technician; Britney Howard, Instructional Support Assistant II-Culinary Arts; Waheeda Khan, Administrative Assistant; Diane Rosenstine, Administrative Assistant II

DISCIPLINES

- Agricultural Engineering
- Architectural Drafting
- Auto Body
- Automotive Technology
- Automotive Technology: Apprenticeship
- Business Administration
- Business Information Management
- Computer Science Applications
- Computer Science Networking
- Culinary Arts
- Diesel Technology
- Electrical Technology
- Electrical Technology: Apprenticeship
- Electron Microscopy
- Electronics Technology
- Engineering
- Engineering Technology
- Fashion
- Fluid Power Technology
- Heating and Air Conditioning
- Industrial Technology
- Industrial Technology: Apprenticeship
- Interior Design
- Machine Technology
- Mechanical Technology
- Mechanical Technology: Apprenticeship
- Refrigeration
- Small Engine Mechanics

DEGREE PROGRAMS

- Accounting, AS
- Apparel Design, AA
- Architectural Drafting, AS
- Automation Technician – Mechantronics, AS
- Automotive Technology, AS
- Baking and Pastry, AS
- Business, AS
- Business Administration, AS-T
- Caterpillar Dealer Service Technician Apprenticeship, AS
- Computer Science, AS-T
- Computer Network Security Technology, AS
- Computer Networking Technician, AS
- Culinary Arts, AA
- Culinary Arts - Advanced, AS
- Diesel Equipment Technician, AS
- Electrical Technology, AS
- Electron Microscopy – Biology, AS
- Electron Microscopy – Materials, AS
- Engineering, AS
- Engineering Computer-Aided Drafting, AS
- Engineering Technology, AS
- Fashion Merchandising, AS
- Fluid Power and Automation Technology, AS
- Heating and Air Conditioning - Refrigeration, AS
- Heavy Equipment Technician, AS
- Interdisciplinary Studies: Business Option, AA
- Interior Design, AA
- Machining Technology, AS
- Office Management, AS
- Real Estate, AS
- Retail Management and Merchandising, AS
- Transportation, AS

APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION

CERTIFICATE PROGRAMS

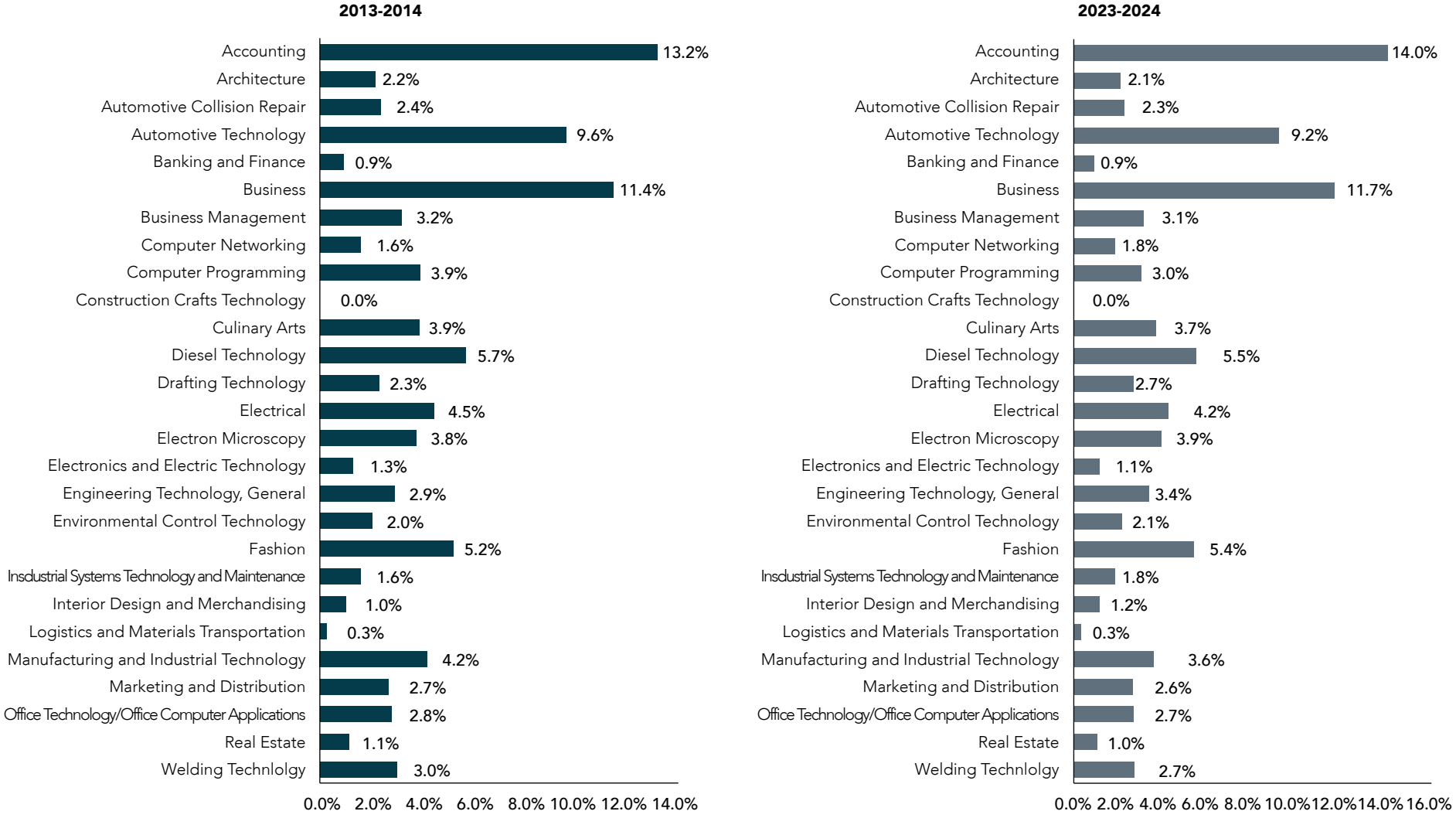
- Accounting
- Administrative Assistant
- Agriculture Mechanics
- Apparel Design
- Architectural Drafting
- Automation Technician – Mechatronics
- Automotive Body Basic Repair and Restoration
- Automotive Body Intermediate Repair and Restoration
- Automotive Body Advanced Repair and Restoration
- Automotive Dealer Technician
- Automotive Electric Technology
- Automotive Lubrication Technician
- Automotive Master Technician
- Automotive Mechanics Technology
- Baking and Pastry
- Basic Business
- Bookkeeping
- Computer Networking Technician
- Computer Network Security Technician
- Computer Numerical Control Operator/ Programmer
- Construction Management Technology
- Culinary Arts
- Diesel Automotive Equipment Technician
- Diesel Equipment Technician
- Electrical Technology
- Electrical Technology: Apprenticeship Option
- Electrical Technology – General Electrician Trainee
- Electron Microscopy - Biological
- Electron Microscopy - Crystalline Material
- Electronics Technology
- Engineering Fundamentals
- Engineering: Computer-Aided Drafter
- Engineering Technology
- Fashion Merchandising
- Fluid Power and Automation Technology
- General Office
- Heating and Air Conditioning
- Heavy Equipment Mechanic
- Heavy Equipment Technician
- Industrial Technology
- Industrial Technology: Electrical Apprenticeship Option
- Industrial Technology: Maintenance Apprenticeship Option
- Industrial Technology: Mechanical Apprenticeship Option
- Industrial Technology: Operations Apprenticeship Option
- Interior Design
- International Business
- Logistics and Transportation Supervisor
- Machinist: Entry-Level
- Medical Office Assistant
- Merchandising
- Municipal Clerk
- Office Assistant
- Office Management
- Real Estate
- Refrigeration
- Retail Management
- Small Business
- Solar Photovoltaic Installation Technician
- Supervision and Management
- Tax Preparation
- Traffic Shipping and Receiving Technician
- Welding Technology

APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Applied Science, Business, and Technology	2003.09	83.30	24.88	118.12	2081.77	2171.08	122.06	126.62	4.3%
Accounting	263.80	6.53	5.00	11.53	283.58	304.85	12.40	13.33	7.5%
Architecture	43.26	0.23	3.21	3.44	44.29	45.34	3.52	3.61	2.4%
Automotive Collision Repair	47.32	3.64		3.64	48.20	49.09	3.71	3.78	1.9%
Automotive Technology	192.79	8.45	2.28	10.73	196.09	199.44	10.92	11.10	1.7%
Banking and Finance	18.50	0.60		0.60	19.12	19.75	0.62	0.64	3.3%
Business	229.33	6.25	3.80	10.05	241.03	253.32	10.56	11.10	5.1%
Business Management	63.80	1.80	0.40	2.20	65.93	68.13	2.27	2.35	3.3%
Computer Networking	31.68	2.01	0.43	2.44	35.24	39.91	2.71	3.07	13.2%
Computer Programming	78.09	4.40		4.40	71.58	65.61	4.03	3.70	-8.3%
Construction Crafts Technology	0.18	0.00		0.00	0.20	0.22	0.00	0.00	13.2%
Culinary Arts	77.90	5.41	2.01	7.42	78.95	80.02	7.52	7.62	1.4%
Diesel Technology	114.25	7.71	1.97	9.68	116.60	118.99	9.87	10.08	2.1%
Drafting Technology	46.07	2.53	0.69	3.23	51.25	58.03	3.59	4.06	13.2%
Electrical	89.43	4.55	1.13	8.88	90.79	92.16	9.01	9.15	1.5%
Electron Microscopy	75.15	5.28		5.28	79.85	84.84	5.61	5.96	6.3%
Electronics and Electric Technology	25.95	0.53	0.77	2.42	25.38	24.83	2.37	2.32	-2.2%
Engineering Technology, General	58.30	2.71	0.65	3.36	64.85	73.44	3.74	4.23	13.2%
Environmental Control Technology	41.01	2.69		2.69	43.74	46.66	2.87	3.06	6.7%
Fashion	104.26	2.96	2.80	5.76	110.39	116.89	6.10	6.46	5.9%
Industrial Systems Technology and Maintenance	31.58	2.11		2.37	35.13	39.78	2.64	2.99	13.2%
Interior Design and Merchandising	20.15	0.24	1.33	1.57	22.42	25.39	1.75	1.98	13.2%
Logistics and Materials Transportation	5.30		0.20	0.20	5.90	6.68	0.22	0.25	13.2%
Manufacturing and Industrial Technology	84.04	4.69		9.49	80.96	78.00	9.15	8.81	-3.7%
Marketing and Distribution	53.50	1.20	0.40	1.60	55.28	57.13	1.65	1.71	3.3%
Office Technology/Office Computer Applications	56.15	1.51	1.75	3.25	57.29	58.45	3.32	3.39	2.0%
Real Estate	22.59		1.40	1.40	22.59	22.59	1.40	1.40	0.0%
Welding Technology	60.32	3.57		4.13	59.56	58.80	4.08	4.03	-1.3%

Proportion of FTES by Program – Applied Science, Business and Technology Division

PROPORTION OF FTES BY PROGRAM – APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION



ARTS AND COMMUNICATION DIVISION

Interim Division Dean: Chris Guptill, M.F.A., Holt 242, (209) 954-5209, Fax: (209) 954-3747

Music Lab/Library, Holt 105, (209) 954-5250

Faculty: Allen Amundsen, M.A.; Jennifer Barrows, Ph.D.; Kevin Bautch, M.F.A.; Adriana Brogger, M.A.; Kathleen Bruce, M.A.; Gary S. Carlos, M.A.; Shenny Cruces, M.F.A.; Tara Cuslidge-Staiano, M.A; Greg Foro, M.F.A.; Aaron Garner, M.M.; Valerie Gnassounou-Bynoe, M.A.; Brian Kendrick, M.A.; Melanie A. Marshall, M.A.; Mario Moreno, M.A.; Terry Petersen, M.A.; Kirstyn Russell, M.F.A.; Ruth Santee, M.F.A.; Bruce Southard, D.M.A; Ashlee Temple, M.F.A.; Jeff Toney, M.A.; M.J. Wamhoff, M.A.

Staff: Matthew Baer, Piano Accompanist; Jennifer Barker Gatze, Costume Design Assistant; Dawn Chambers, Instructional Support Assistant II; Megan Kimura, Audio Technician; Kay King, Box Office Coordinator; Deborah Kininmonth, Administrative Assistant II; Tina Leal, Facilities Coordinator; Jan Marlese, Art Gallery Technician; Eva Martinez, Administrative Assistant II; Jacques Munger, Instructional Support Assistant II; Michael Oliva, Instructional Support Assistant II; Kishor Patel, Resident Stage Coordinator; Mark Sheasley, Drama Assistant; Paul Tsampis, General Services Worker

ARTS AND COMMUNICATION DIVISION

DISCIPLINES

Art	Journalism
Communication Studies	Mass Communication
Dance	Music
Drama	Photography
Graphic Arts	Radio/Television

DEGREE PROGRAMS

Art, AA	Journalism, AA-T
Art History, AA-T	Music, AA
Communication Studies, AA	Photography, AA
Communication Studies, AA-T	Radio/Television, AA
Dance, Associate in Arts	Studio Art, AA-T
Graphic Arts, AA	Theatre Arts, AA-T
Interdisciplinary Studies: Arts and Humanities Option, AA	Theater Arts - Acting, AA
Interdisciplinary Studies: Communication Option, AA	Theatre Arts - Technical Theatre, AA

CERTIFICATE PROGRAMS

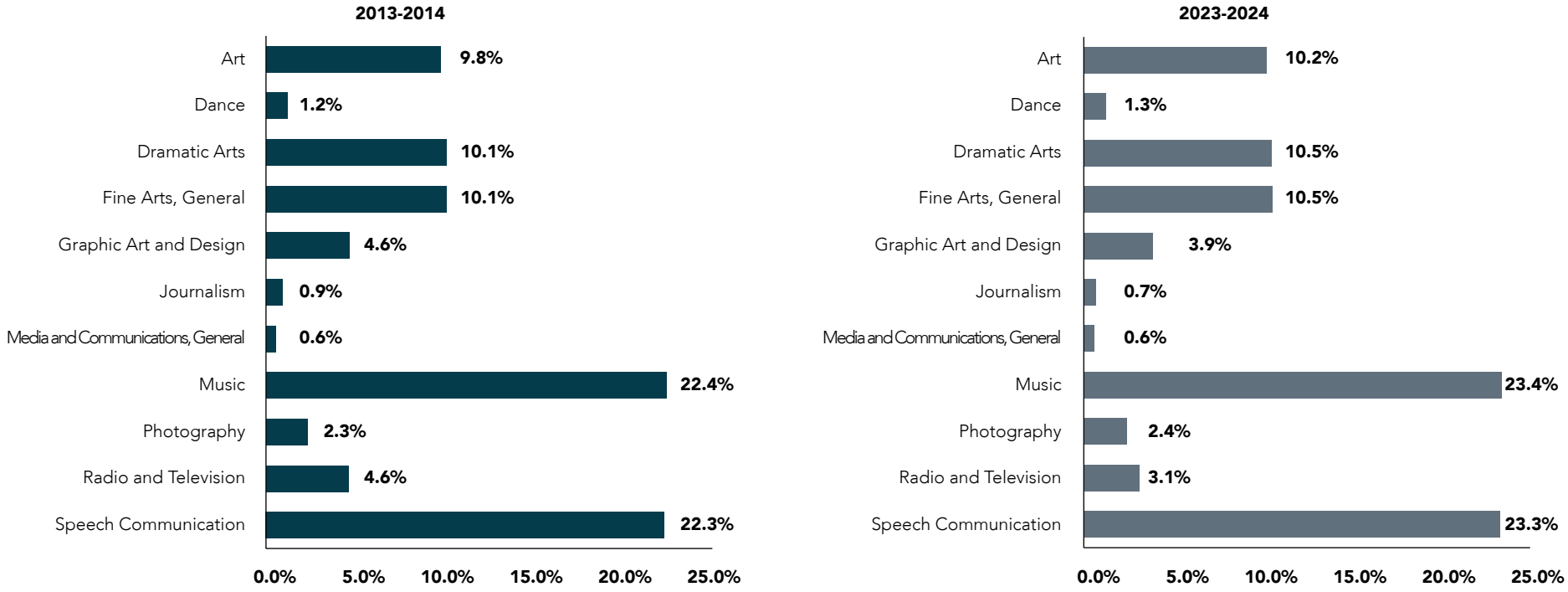
Graphic Arts	
Media Studies with Concentration in Radio	
Media Studies with Concentration in Television	
Multimedia	
Stagecraft	

ARTS AND COMMUNICATION DIVISION

PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Arts and Communication	1832.07	58.46	50.75	109.21	1994.19	2208.65	118.43	130.67	10.8%
Art	179.15	6.24	3.17	9.41	199.29	225.68	10.47	11.86	13.2%
Dance	22.02	2.39		2.39	24.50	27.74	2.65	3.01	13.2%
Dramatic Arts	184.79	4.37	7.05	11.41	205.56	232.78	12.70	14.38	13.2%
Fine Arts, General	184.96	4.13	3.00	7.13	205.75	233.00	7.94	8.99	13.2%
Graphic Art and Design	85.14	3.47	0.64	4.11	85.14	85.14	4.11	4.11	0.0%
Journalism	16.74	0.40	2.25	2.65	15.70	14.72	2.49	2.33	-6.3%
Media and Communications, General	10.10	0.20	0.20	0.40	11.24	12.72	0.44	0.50	13.2%
Music	410.73	13.65	9.75	23.39	456.89	517.39	26.02	29.46	13.2%
Photography	42.47	2.05	0.64	2.69	47.24	53.49	3.00	3.39	13.2%
Radio and Television	84.82	2.20	2.91	5.10	76.34	68.71	4.59	4.13	-10.0%
Speech Communication	408.83	10.76	15.00	25.76	454.78	515.00	28.66	32.45	13.2%

PROPORTION OF FTES BY PROGRAM – ARTS AND COMMUNICATION DIVISION



COUNSELING AND SPECIAL SERVICES DIVISION

Division Dean: Delecia Nunnally, M.B.A., DeRicco 265, (209) 954-6265

Director of Student Support Services: Danita Scott-Taylor, M.S., DeRicco 229, (209) 954-6229

Director of Career/Transfer/Outreach Services: Jazmin Amen, M.S., DeRicco 217, (209) 954-6217

General Counseling Center
DeRicco 234
(209) 954-5151, ext. 6276
FAX: (209) 954-3758

Career Transfer Center
DeRicco 218/219
(209) 954-5151, ext. 6338
FAX: (209) 954-3760

Outreach Services
DeRicco 141
(209) 954-5151, ext. 6144 or 6145
FAX: (209) 954-3769

EOPS/CARE Counseling Center
DeRicco 234
(209) 954-5151, ext. 6296
FAX: (209) 954-3762

DSPS Counseling Center
DeRicco 234
(209) 954-5151, ext. 6272
FAX: (209) 954-3762

South Campus at Mountain House Counseling
Office: 301
(209) 833-7900

Faculty and Counselors: Stella Alonzo, Ed.D.; Stacey Robles Bagnasco, Ed.D.; Yolanda Calderon, M.S.W.; Anthony Canela, M.S.; Roy Desmangles, M.S.; Guadalupe Diaz,M.A.; Bruce Eigbrett, J.D.; Diane Feneck, M.A.; Daniel Fernandez, M.S.; Tony Fitch, M.S.W.; Virginia Franco, M.S.; Randolph E. Gaines, M.Ed.; Anita Gautuam, M.S.W.; Mary Sheila Johnson, M.A.; Jeffrey La Juennesse, M.S., Solyn Laney, M.A., James B. Leach, M.S.; Debra Louie, M.S.; Lydia Macy, M.S.;Becky Miller, M.A.; Pam Muckenfuss, M.S.; Grant Narita, M.A.; Sharmila Nathaniel, M.A.; Pablo Ortega, M.A.; Becky Plaza, M.S.; Heather Robinson, M.A.; Alina Sala, Ed.D.; Shaun Suy, M.S.; Janice Takahashi, M.A.; Cheuyengther Xiong, Ed.D.

Staff: Barbara Barroga, Administrative Assistant II; Pearl Chu, Student Programs Specialist; Janet Daggett, Certified Interpreter; Sherry Duquette, Administrative Assistant I; Christina Garcia, Student Programs Specialist; Cynthia Gatlin, Matriculation Support Specialist; Esmeralda Gomez, Student Programs Specialist; Ariana Gonzalez, Outreach Support Specialist; Jonathan Harris, Academic Advisor; Lucia Hinostroza, Student Programs Specialist; Marcia Johnson, Outreach Support Specialist; Roy Juarez, Student Programs Specialist; Alena Koumarianos, Certified Cart Provider; Gwendolyn Maciel, Interpretation Services Coordinator; Connie Martinez, Student Programs Specialist; Consuelo Munoz, Office Assistant; Sheila Ricketts, Office Assistant; Dianna Rodriguez, Student Programs Assistant; Pamela Rossman, Student Programs Specialist; Sokun Somsack, Student Programs Specialist; Angela Williams, Resource Specialist

COUNSELING AND SPECIAL SERVICES DIVISION

DEPARTMENTS

Guidance

Learning Skills

Special Education

COUNSELING SERVICES

Academic, career, and personal counseling	Development of student education plans
Academic probation and early alert support services	Support for student athletes
Financial aid advising	Career assessment and interpretation
Orientation counseling	Transcript review
Services for non-credit students	Services for international students

SPECIAL SERVICES AND COUNSELING PROGRAMS

AFFIRM Program	
Athletic services	Middle College High School Counseling
Puente Project	Matriculation/Student Success Program
Teacher Prep Pipeline	

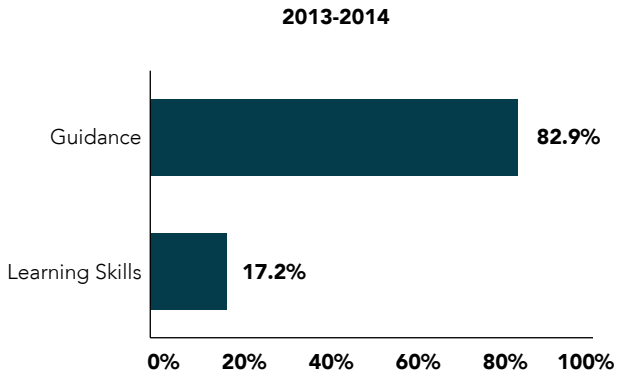
CAREER TRANSFER CENTER SERVICES

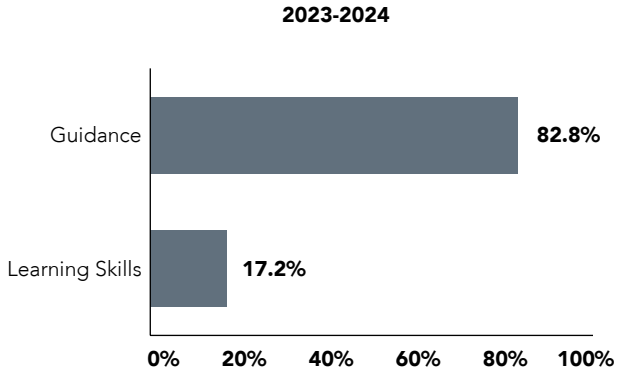
Career

Employment Reentry

Transfer Services

PROPORTION OF FTES BY PROGRAM





PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Counseling and Special Services	166.30	8.95	4.47	13.42	185.00	209.49	14.93	16.90	13.2%
Guidance	137.78	7.83	3.35	11.18	153.27	173.56	12.44	14.08	13.2%
Learning Skills	28.53	1.12	1.12	2.24	31.73	35.93	2.49	2.82	13.2%

HEALTH SCIENCES DIVISION

Division Dean: Julie D. Kay, M.S.N. Locke 203, (209) 954-5441, Fax: (209) 954-5798

Acting Director of Health Sciences: Lisa Lucchesi, M.A., Locke 203, (209) 954-5454

Faculty: Melissa Black, M.S.N.; Roy Blanco, M.S.N.; Shelba Durston, M.S.N.; Caitlynn Hansen, M.S.; Geronimo Hinayon, M.S.N.; Sue Kidwell, M.A.; Donna LeBaron, M.S.N.; Richard Meza, M.S.N.; Mary Neville, M.S.N.; Allison Pieretti, M.S.N.; Lori Riley-Weigel, M.S.N.; John Schaeffer, M.S.; Lisa Stoddart, M.S.N.; Carole Vance, M.A.; Cheryl Wells, M.S.N.

Staff: Tiffany Carrillo, Office Assistant; Wendy Munoz, Administrative Assistant II; Claudia Navarro, Administrative Assistant II

HEALTH SCIENCES DIVISION

DISCIPLINES

Communication Disorders	Nursing
Family and Consumer Sciences	Psychiatric Technology
Health Science	Radiologic Technology

DEGREE PROGRAMS

Family and Consumer Sciences, AS	Radiological Technology, AS
Nursing, AS	Speech Language Pathology Assistant, AS
Psychiatric Technician, AS	

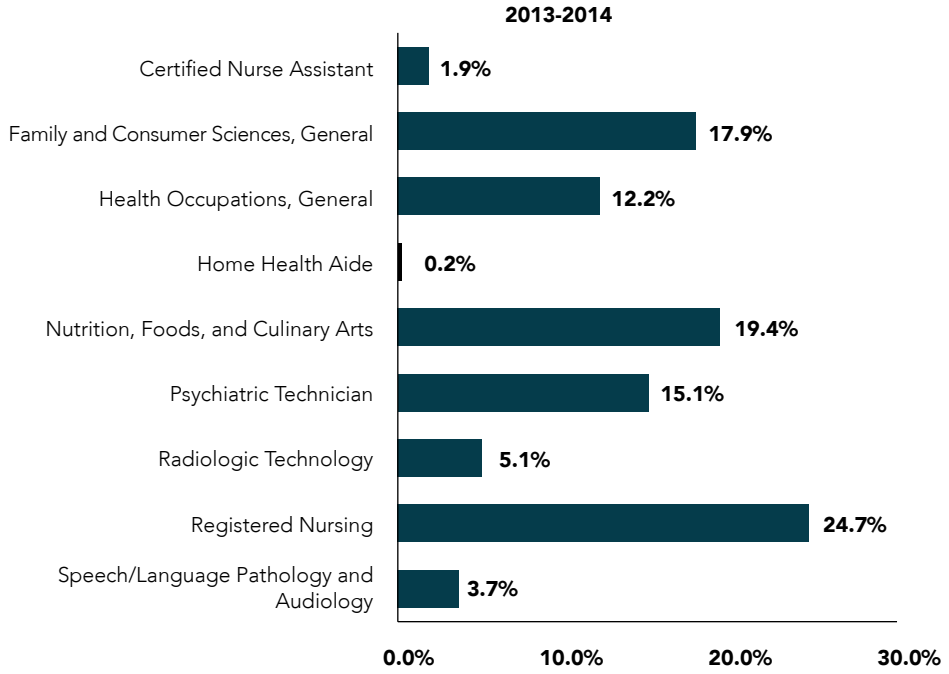
CERTIFICATE PROGRAMS

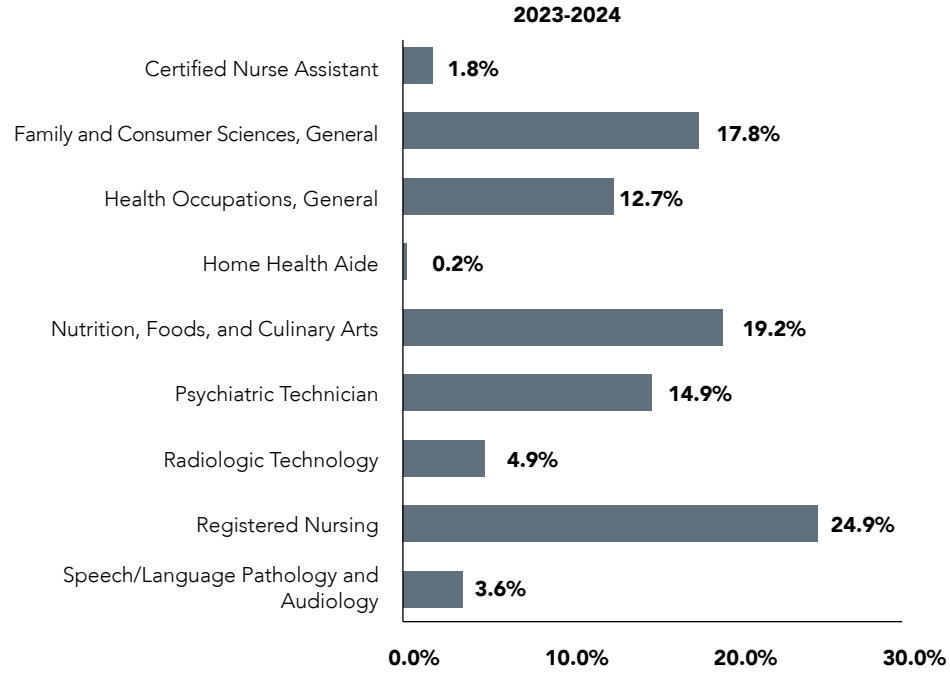
Psychiatric Technician

PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Health Sciences	1269.02	37.76	48.61	103.59	1423.36	1611.50	116.03	131.01	13.2%
Certified Nurse Assistant	23.63		3.07	3.07	26.01	28.62	3.38	3.72	10.1%
Family and Consumer Sciences, General	227.37	2.20	4.80	7.00	252.92	286.41	7.79	8.82	13.2%
Health Occupations, General	154.27	2.69	0.40	3.09	177.41	204.02	3.56	4.09	15.0%
Home Health Aide	2.61		0.52	0.52	3.10	3.69	0.62	0.73	18.9%
Nutrition, Foods, and Culinary Arts	245.69	1.60	4.00	5.60	273.30	309.49	6.23	7.05	13.2%
Psychiatric Technician	191.17	10.33	19.57	33.83	212.66	240.82	37.64	42.62	13.2%
Radiologic Technology	64.25			10.12	71.23	78.98	11.22	12.44	10.9%
Registered Nursing	313.47	18.57	14.19	35.93	354.99	402.00	40.69	46.08	13.2%
Speech/Language Pathology and Audiology	46.55	2.37	2.05	4.42	51.72	57.47	4.91	5.46	11.1%

PROPORTION OF FTES BY PROGRAM – HEALTH SCIENCES DIVISION





HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

Division Dean: Steven Graham, Ed.D., Budd 319, (209) 954-5262

Director of Athletics: Daryl Arroyo, Ph.D., Budd 119, (209) 954-5176

Director of Public Safety: David Main, M.A., Lourn Phelps Police Building, (209) 954-5000

P.O.S.T. Academy Supervisors: Bruce Able, B.S., Kim Castro, B.A., Budd 319, (209) 954-5262

Faculty: Bruce Able, B.S.; Daniel Baker, M.A.; Gary T. Barlow, M.A.; Joel Beutel, M.A.; Angela Beyer DaCruz, M.S.; Joseph E. Bisson, Ph.D.; Joel Blank, J.D., Ph.D.; Nena Bush, M.S.; Kim Castro, B.A.; Ulrike G. Christofori, M.A.; Suzanne Coleman, M.A.; Annlee Dolan, Ph.D.; William D. Ferraiolo, Ph.D.; Rosalind Beth Gottfried, Ph.D.; Vivian Harper, Ph.D.; Lynn A. Hawley, M.A.; Jeffrey R. Hislop, B.A.; Gina C. Johnson, M.A.; Lauryn Jordan, M.A.; David Main, M.A.; Elizabeth Maloney, Ed.D.; Michael Maroney, M.A.; Steven McCarty, J.D.; Harry J. Mersmann, Ph.D.; Karen Jade Lee Millsop, Ph.D.; Douglas Murray, M.A.; Melissa Neal, Ph.D.; Reed Peters, M.S.; Richard Ressa, M.A.; Margaret Scully-Linder, Ph.D.; Ramon Sewnath, Ph.D.; Adrienne Sorenson, M.A.; Rachel Standish, Ph.D.; Wesley A. Swanson, Ph.D.; David A. Terry, M.A.; Eduardo Torres, M.A.; Cirian Villavicencio, M.A.; Evan Wade, M.A.; Marcelle P. Williams, M.A.

Staff: Jennifer Ajinga, Project Coordinator; Sharon Allen, Administrative Assistant II; Kevin Anderson, Athletic Trainer; Roxanne Bava-Noble, Administrative Assistant III; Jamie Derollo, Women Athletic Trainer; Adeja Hill, Administrative Assistant II; Akisha Hunter, P.E./Athletics Assistant; Erik Pardee, Athletic Equipment Technician; Allison Rocili, Administrative Assistant II; Eileen Thomas, Administrative Assistant I

HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

DISCIPLINES

- Administration of Justice
- Anthropology
- Athletics
- Early Childhood Education
- Economics
- Education
- History
- Humanities
- Kinesiology
- Philosophy
- Political Science
- Psychology
- Religion
- Sociology

DEGREE PROGRAMS

- Administration of Justice, AS-T
- Anthropology, AA-T
- Correctional Science, AS
- Early Childhood Education, AS
- Early Childhood Education, AS-T
- Elementary Teacher Education, AA-T
- History, AA
- History, AA-T
- Interdisciplinary Studies: Arts and Humanities Option, AA
- Interdisciplinary Studies: Communication Option, AA
- Interdisciplinary Studies: Teacher Education Preparation Option, AA
- Interdisciplinary Studies: Social and Behavioral Sciences Option, AA
- Kinesiology, AS-T
- Law Enforcement, AS
- Physical Education, AS
- Political Science, AS
- Psychology, AA
- Psychology, AA-T

CERTIFICATE PROGRAMS

- Basic Peace Office Academy
- Correctional Science
- Early Childhood Education Associate Teacher
- Early Childhood Education Master Teacher
- Early Childhood Education Site Supervisor
- Early Childhood Education Teacher
- Fitness Specialist
- Law Enforcement
- Mental Health Specialist
- Recreation Assistant
- Substance Abuse Counselor

CERTIFICATE PROGRAMS

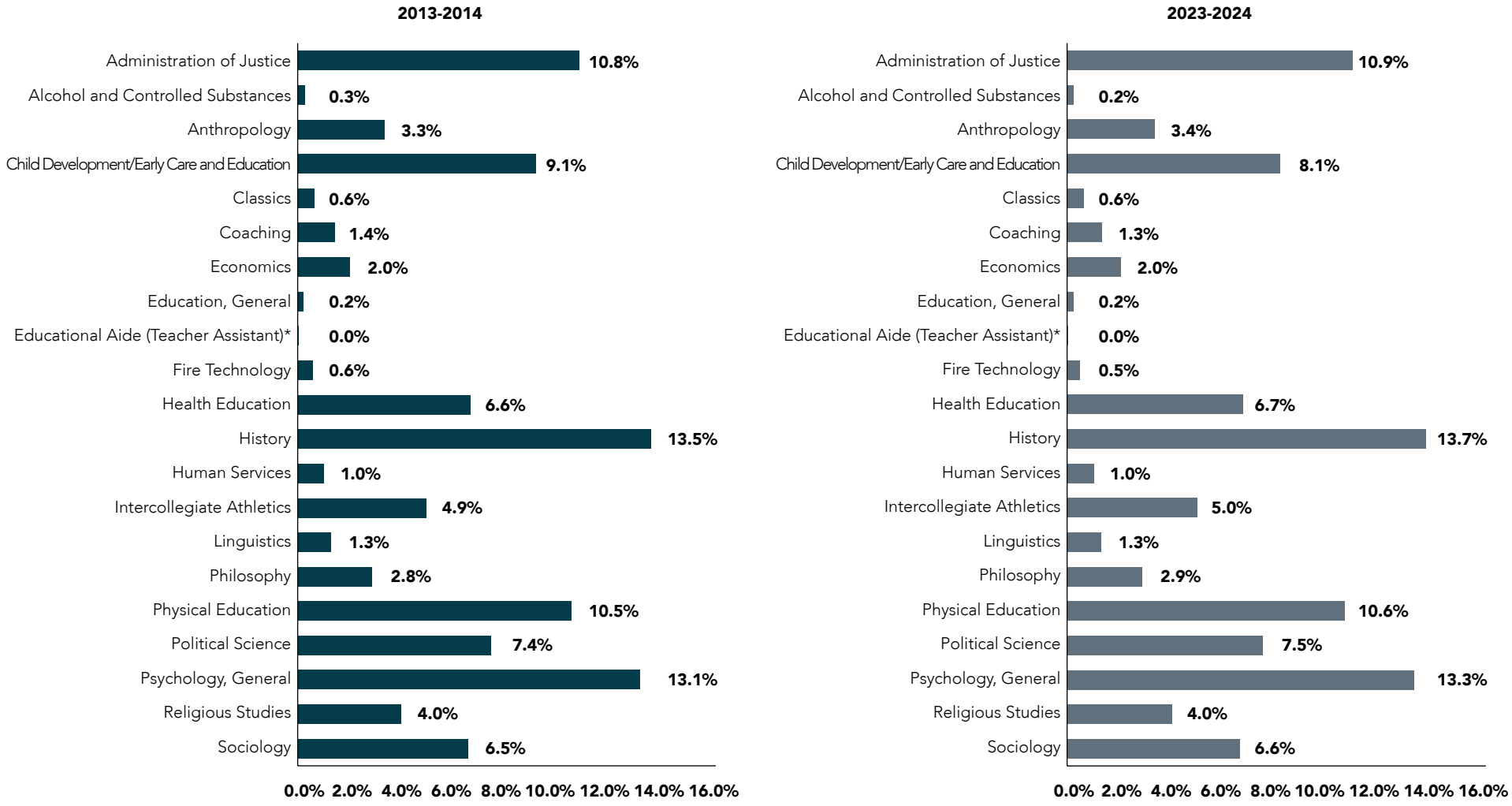
- Baseball-M
- Basketball-M/W
- Cross Country- M/W
- Football-M
- Golf-M/W
- Soccer- M/W
- Softball-W
- Swimming-M/W
- Track & Field-M/W
- Volleyball-W
- Water Polo-M/W
- Wrestling

HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Humanities, Social Sciences, Education, Kinesiology, and Athletics	4561.38	85.55	90.95	176.50	5046.16	5672.75	195.56	219.82	12.4%
Administration of Justice	491.05	6.90	5.00	11.90	546.24	618.56	13.24	14.99	13.2%
Alcohol and Controlled Substances	12.30		0.40	0.40	13.11	13.97	0.43	0.45	6.6%
Anthropology	151.22	6.24	1.00	7.24	168.21	190.49	8.05	9.12	13.2%
Child Development/Early Care and Education	415.20	8.80	7.57	16.36	437.64	461.30	17.25	18.18	5.4%
Classics	28.81		1.60	1.60	32.05	36.30	1.78	2.02	13.2%
Coaching	65.29	1.40	1.16	2.56	70.38	75.85	2.76	2.97	7.8%
Economics	91.86	4.20	0.60	4.80	102.18	115.71	5.34	6.05	13.2%
Education, General	10.81	0.20	0.40	0.60	12.02	13.62	0.67	0.76	13.2%
Educational Aide (Teacher Assistant)*	2.11	0.33		0.33	2.14	2.17	0.33	0.34	1.4%
Fire Technology	25.92		0.80	0.80	27.19	28.53	0.84	0.88	4.9%
Health Education	302.20	2.60	7.44	10.04	336.16	380.67	11.17	12.65	13.2%
History	617.26	11.27	9.60	20.87	686.64	777.56	23.21	26.29	13.2%
Human Services	46.25	1.00	1.00	2.00	51.44	58.25	2.22	2.52	13.2%
Intercollegiate Athletics	224.27	9.80	12.27	22.07	249.47	282.50	24.55	27.80	13.2%
Linguistics	58.20	0.80	0.20	1.00	64.74	73.31	1.11	1.26	13.2%
Philosophy	129.06	2.20	2.80	5.00	143.56	162.57	5.56	6.30	13.2%
Physical Education	478.26	13.35	8.33	21.68	532.02	602.46	24.12	27.31	13.2%
Political Science	337.37	4.20	7.20	11.40	375.30	424.98	12.68	14.36	13.2%
Psychology, General	597.46	7.60	12.19	19.79	664.62	752.61	22.01	24.92	13.2%
Religious Studies	180.19	1.40	4.60	6.00	200.44	226.98	6.67	7.56	13.2%
Sociology	297.17	3.60	6.80	10.40	330.58	374.34	11.57	13.10	13.2%

PROPORTION OF FTES BY PROGRAM – HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION



LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

Division Dean: Joe Gonzales, M.A., Goleman Library 101, (209) 954-5190

Learning Centers Coordinator: Nina O'Connell, M.A., Shima 217, 209-954-5256

Division Office, Goleman 101, (209) 954-5252 or (209) 954-5139, FAX: (209) 954-3745

Goleman Library, (209) 954-5139

Goleman Library Reference/Information Desk, (209) 954-5145

Goleman Library Circulation/Reserve Book/Audio-Visual Desk, (209) 954-5143

Athletic Learning Center, "The Zone", Budd 205, (209) 954-5111

Content Tutoring Center, Goleman Library - First Floor, (209) 954-5584

Reading and Writing Learning Center, Holt 201, (209) 954-5297or (209) 954-5586

Math/Science Learning Center, Science and Mathematics 162, (209) 954-5542

Faculty: William J. Agopsowicz, Ph.D.; Isabel C. Anievas-Gamallo, Ph.D.;Sarah Antinora, Ph.D; Julie Artesi, M.A.; Mary Victoria Aubrey, M.A.; Sheila Ayers, M.F.A,; Lilia Becerra-Quintor, M.A.; Robert V. Bini, M.A.; Nicole Brown, M.A.; Ludmila Buettner Ed.D.; Manuel Camacho, M.S.; John Chan, M.L.I.S., J.D.; John Clanton, M.A.; Jane Dominik Ph.D.; Cassandra Dulin, Ed.D., Ph.D.; June Gillam, Ph.D.; Guillermo Giron, M.A.; Josefina Gomez, J.D.; Shelly Hanna, M.A.; Phillip Hutcheon, Ph.D.; Keyy Kadi, M.A.; Eric MacDonald, M.A.; Jessica Morrow, M.A.; Michele Marta, M.A.; Kathleen McKilligan, M.A.; Gabrielle Meyers, M.A.; Charlene Nunes, M.A.; Jessica Morrow, M.S.;Pamela L. Pan, Ph.D.; Jeff Pressnell, M.A.; Pedro Ramirez, M.A.; Robert Rennicks, M.A.; Peggy Rocha, M.A.; Steven M. Schermerhorn, M.L.S.; Paula Sheil, M.A.; Kitty W. Shek, M.L.S.; Mark D. Slakey, Ph.D.; Farida K. Smyth, M.A.; Patrick Wall, Ph.D.; Jun Wang, Ed.D.; Lisa William, Ph.D.; Amber Wolak, M.A.

Librarians: John Chan; Josefina Gomez; Steven Schermerhorn; Jun Wang

Library Technicians: Amal Elayyan; Lesley Fujii; Rebecca Olmos; Dolores Sandoval Alarca

Staff: Sarah Bailey, Instructional Support Assistant II; Tricia Bryant, Library Circulation Assistant; Angela Davis, Library Circulation Assistant; Patti-Lynne Drake, Instructional Support Assistant III; Manuel Garcia, Instructional Support Assistant III; Nicolette George, Administrative Assistant I; Jordan Giannoni, Instructional Support Assistant III; Teresa Gutierrez, Instructional Support Assistant II; Joann Hymes, Administrative Assistant II; Virginia Kirschenman, Instructional Support Assistant III; Valerie Lemoine, Library Technician; Tina Le-Tran, Administrative Assistant II; Sabrina Luviano, Instructional Support Assistant II; Kate Mitrovich, Library Circulation Assistant; Renee Ann Olson, Instructional Support Assistant I; Theresa Rocha, Library Circulation Assistant, Jerry Sam, Instructional Support Assistant II

LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

DISCIPLINES

Arabic	French
Chinese	Japanese
Developmental Education	Literature
English	Reading
English as a Second Language (ESL)	Spanish

DEGREE PROGRAMS

Chinese Language, Associate in Arts	Interdisciplinary Studies: Communication Option, Associate in Arts
English, Associate in Arts	Italian, Language, Associate in Arts
English, Associate in Arts for Transfer	Japanese Language, Associate in Arts
French Language, Associate in Arts	Spanish Language, Associate in Arts
German Language, Associate in Arts	Spanish, Associate in Arts for Transfer
Interdisciplinary Studies: Arts and Humanities Option, Associate in Arts	

CERTIFICATE PROGRAMS

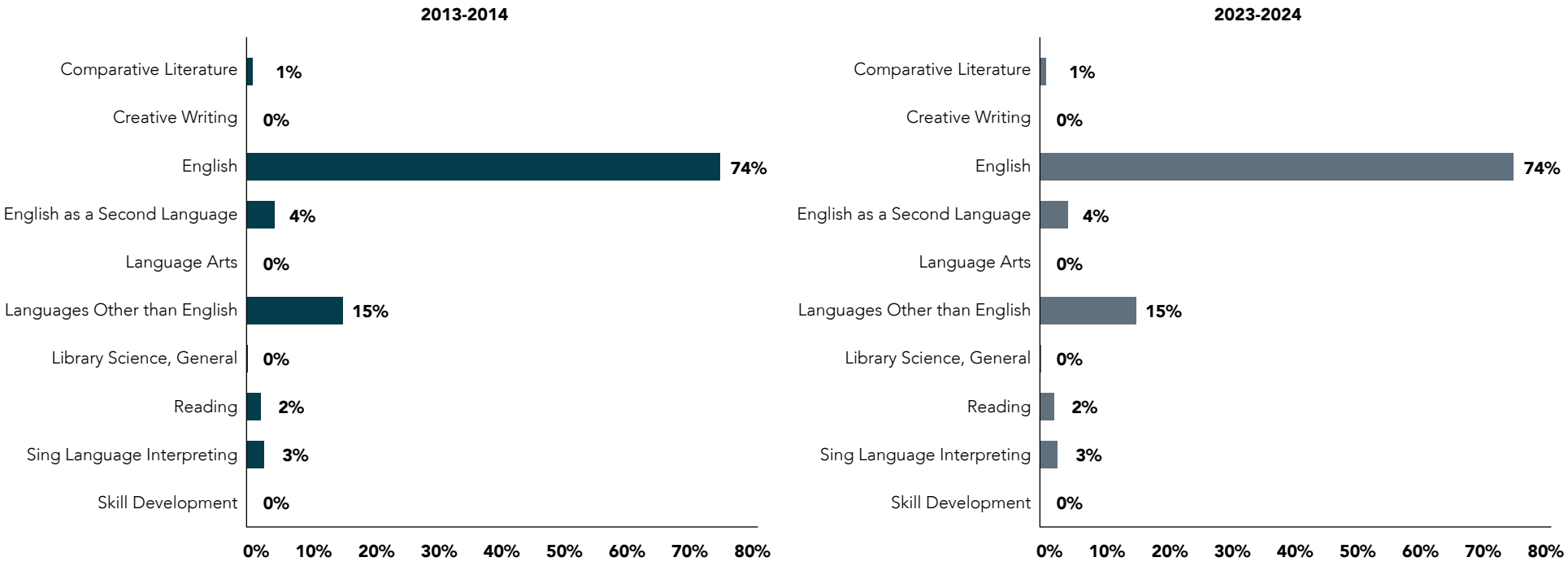
American Sign Language

LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

PROGRAM FTES & FTEF

	Current				Projected				
	2013-14				2018-19	2023-24	2018-19	2023-24	
AREA	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Languages, Library, and Learning Resources	2406.21	77.62	87.65	165.27	2673.92	3024.53	183.36	207.40	13.1%
Comparative Literature	25.06	1.20	0.60	1.80	27.88	31.57	2.00	2.27	13.2%
Creative Writing	2.70	0.20		0.20	3.00	3.40	0.22	0.25	13.2%
English	1778.32	47.87	68.92	116.79	1978.21	2240.12	129.92	147.12	13.2%
English as a Second Language	104.79	8.45	0.32	8.77	116.57	132.00	9.76	11.05	13.2%
Language Arts	3.28	0.40		0.40	3.65	4.13	0.44	0.50	13.2%
Languages Other Than English	360.98	14.17	11.33	25.50	401.56	454.72	28.37	32.12	13.2%
Library Science, General	6.22	0.91		0.91	6.92	7.83	1.02	1.15	13.2%
Reading	54.62	0.96	4.64	5.60	60.76	68.80	6.23	7.05	13.2%
Sign Language Interpreting	69.22	2.96	1.84	4.80	75.24	81.79	5.22	5.67	8.7%
Skill Development	0.14	0.16		0.16	0.15	0.17	0.18	0.20	13.2%

PROPORTION OF FTES BY PROGRAM – LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

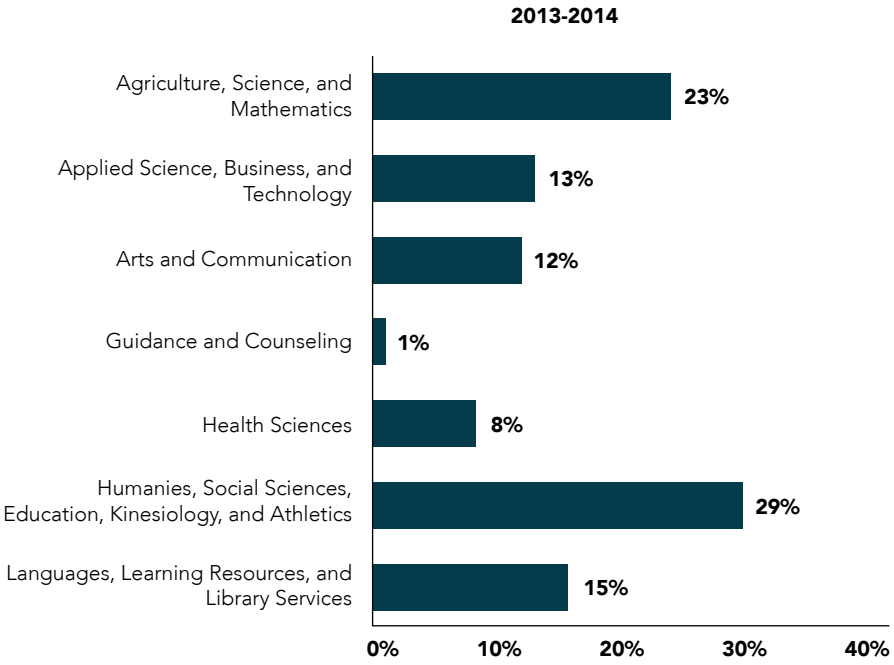


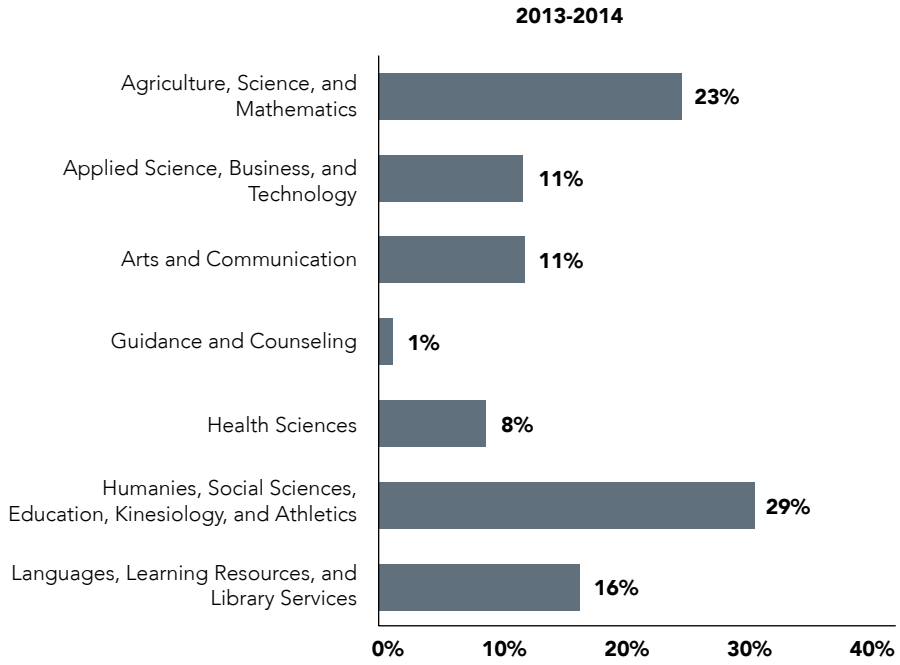
2015 SUMMARY OF PROJECTED FTES AND FTEF BY DIVISION

	Current Annual Data				Projected Annual Data				
	2013-14				2018-19	2023-24	2018-19	2023-24	
DIVISION	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	5 YEAR FTES CHANGE
Agriculture, Science, and Mathematics	3670.98	59.44	19.50	78.94	4059.09	4568.89	87.06	97.74	13.1%
Applied Science, Business, and Technology	2003.09	41.65	12.44	54.09	2081.77	2171.08	61.03	63.31	13.2%
Arts and Communication	1832.07	29.23	25.37	54.60	1994.19	2208.65	59.22	65.34	13.2%
Guidance and Counseling	166.30	4.47	2.24	6.71	185.00	209.49	7.46	8.45	13.2%
Health Sciences	1269.02	18.88	24.30	43.18	1423.36	1611.50	58.01	65.51	13.2%
Humanities, Social Science, Education, Kinesiology, and Athletics	4561.38	42.77	45.48	88.25	5046.16	5672.75	97.78	109.91	13.2%
Languages, Learning Resources, and Library Resources	2406.21	38.81	43.83	82.64	2673.92	3024.53	91.68	103.70	13.2%
Total	**15909.06**	**235.26**	**173.15**	**408.41**	**17463.49**	**19466.89**	**462.24**	**513.95**	**13.2%**

Note. Percent changes estimated for each division are based mainly on the projected population changes from the CA Department of Finance and EDD Data for Labor Market Changes

PROPORTION OF FTES BY DIVISION





EQUITY LEA
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"In the end, the Educational Plan is the product of deliberative and collaborative internal and external assessments of the strengths of the College and its future direction."


Angel
VICTORIA'S SECRET

FACILITIES PLAN

FACILITIES PLAN

FACILITIES PLAN TABLE OF CONTENTS

*Intended as a future addendum to this document

SUMMARY

OVERALL GOALS

The Facilities Plan of this Comprehensive Master Plan provides a guide for future development and establishes the basis for decision-making related to the existing sites, facilities and infrastructure.

The Educational Plan — the data and outcome of analysis — led to the identification of challenges facing the District and the formation of Strategic Initiatives to address these challenges.

STRATEGIC INITIATIVES

REJUVENATE THE STOCKTON CAMPUS

1. Refurbish core campus buildings: Locke, Shima, and Holt/Budd.
2. Implement a campus-wide landscaping improvement project, replacing current campus landscaping with drought-tolerant plant selections and xeriscaping.
3. Designate a special facilities fund through the program review and budget process to allow for stable allocation of funding for the renovation and retrofitting needs at the Stockton campus.

REINVEST IN COLLEGE FACILITIES

1. Construct a permanent center at the SCMH.
2. Construct a permanent center in the North County.
3. Include health, mental health, and wellness services and a student and/or multicultural center in the Facilities Plan.
4. Include wayfinding and signage improvements in the Facilities Plan.
5. Provide meeting, gathering, and conference spaces that improve student, staff, and community experiences.
6. Complete the Food Services/Culinary Arts remodel in Danner Hall as part of Measure L Projects.

INSTITUTIONALIZE EQUITY

1. Develop and implement a professional development plan that enhances understanding about equity and inclusion among all campus constituent groups.
2. Institute plans throughout the District that provide nurturing, caring, positive, and challenging learning opportunities for all students.

UPDATE COLLEGE TECHNOLOGY

1. Complete the renovation of classrooms into AV/smart rooms and provide adequate staff to train instructors in the use of new technology.
2. Replace existing software systems for critical campus services (System 2020, Kuali, Munis, CurricUNET).
3. Develop an effective ADA-compliant student web portal that can provide a host of student services and assistance online.
4. Implement expanded wireless access throughout all campuses.
5. Provide consistent technology and computer support for labs, classroom instruction, and student support services.
6. Establish a computer replacement program that ensures staff, faculty, and students benefit from up-to-date information technology.

REVITALIZE COMMUNITY ENGAGEMENT

1. Promote and sponsor greater collaboration with faculty from high schools, adult schools, universities, and industry representatives to ensure curricula are aligned for transfer, articulation, and the needs of the regional workforce.
2. Strengthen interactions between elected trustees, superintendents, administrators, and staff across all levels of the K-Bachelors' education system.
3. Expand contract education programs to ensure that employer-training needs are being met in the region.

ESTABLISH MARQUEE PROGRAMS FOR NEW CENTERS

1. Implement marquee career and technical educational programs at new centers in addition to general education, transfer, and basic skills core offerings.
2. Use labor market research and community demand to drive decisions about new career technical offerings at regional centers.

PROMOTE A HEALTHY AND SAFE CAMPUS COMMUNITY

1. Explore the cost and feasibility of health, mental health, and wellness services that partner with local agencies for the District's students.
2. Explore changes in food services operations, which may include food trucks as a mobile option.
3. Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
4. Explore and implement technology and facilities enhancements that improve the safety of the District's grounds and facilities.

OTHER CRITICAL FACTORS

While the Strategic Initiatives provide the framework for discussions, additional critical factors require analysis and consideration when planning for a California Community College.

These factors include:

- **California Code of Regulations** - Title V Education Code mandates related to space use and utilization.
- **Division of the State Architect (DSA)** - regulatory agency oversight of public school construction regarding accessibility, building codes and standards
- **Universal Design** - the design of environments that can be accessed, understood, and used to the greatest extent possible by all people, regardless of age, size, ability, or disability.

FACILITIES PLANNING PRINCIPLES

A set of overarching principles were developed during the planning process to provide a framework for recommendations related to facilities. They are an extension of the Strategic Initiatives, and expanded to address the critical factors that San Joaquin Delta College must address.

The following is a summary of the chapters that follow:

PROCESS AND PARTICIPATION (05)

This section describes the planning process that was used to develop the Facilities Plan. Through a series of interactive meetings, workshops, and visioning sessions, campus stakeholder engagement was maximized to incorporate multiple perspectives and create a shared vision for the future.

SUSTAINABILITY (06)

A key element of the CMP is the evaluation of Delta College's current sustainability performance, engagement of key college community stakeholders in a Sustainability Workshop, and analysis of key indicators, policies, and requirements related to sustainable design, construction, and operations.

FACILITIES PLANNING DATA (07)

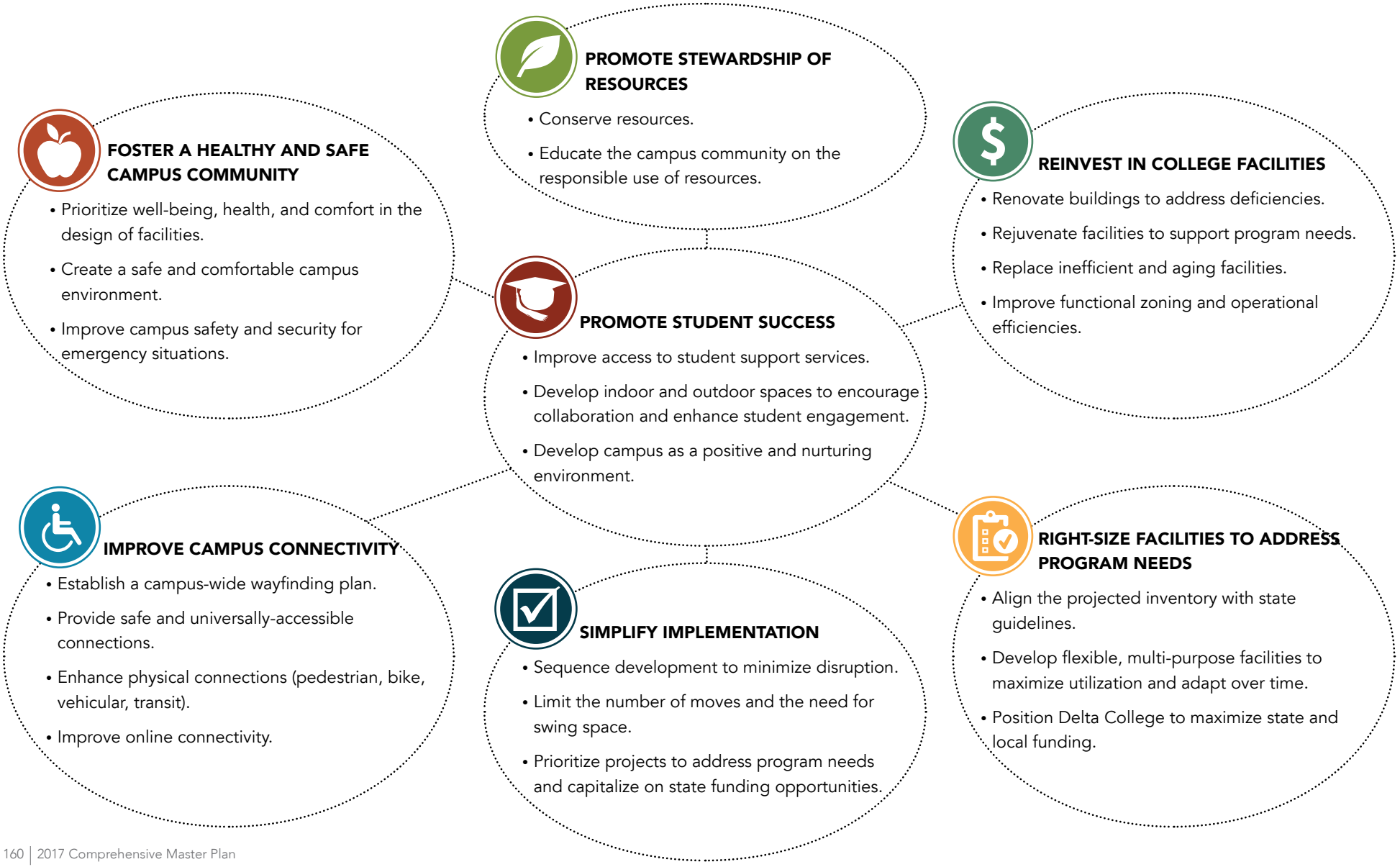
In response to the California Code of Regulations and Title V Education Code mandates, this chapter includes the analysis of key educational planning data in order to determine future space needs. Long-range facilities master plan programs are established for each of the college campuses.

DELTA COLLEGE CAMPUSES

Chapters 8 through 11 are organized by campus and include an analysis of existing conditions and recommendations for future development. The analysis summarizes the critical issues to be addressed in support of Delta's long-range educational goals, program forecasts, and infrastructure needs. The recommendations describe a framework for future development, including project descriptions for site, facilities, and infrastructure improvements that follow the facilities planning principles and support the Delta College mission.

FACILITIES PLANNING PRINCIPLES

The "Comprehensive Master Plan Working Group" was established to meet with stakeholders from Fall 2015 to Summer 2016. The following principles were developed collaboratively by the CMP Working Group, and they are the key drivers – along with the planning data and analysis – that led to the development framework for the Stockton Campus. They serve as a touchstone for the future development of the campus, and help identify the required improvements to the campus environment, facilities, and infrastructure.



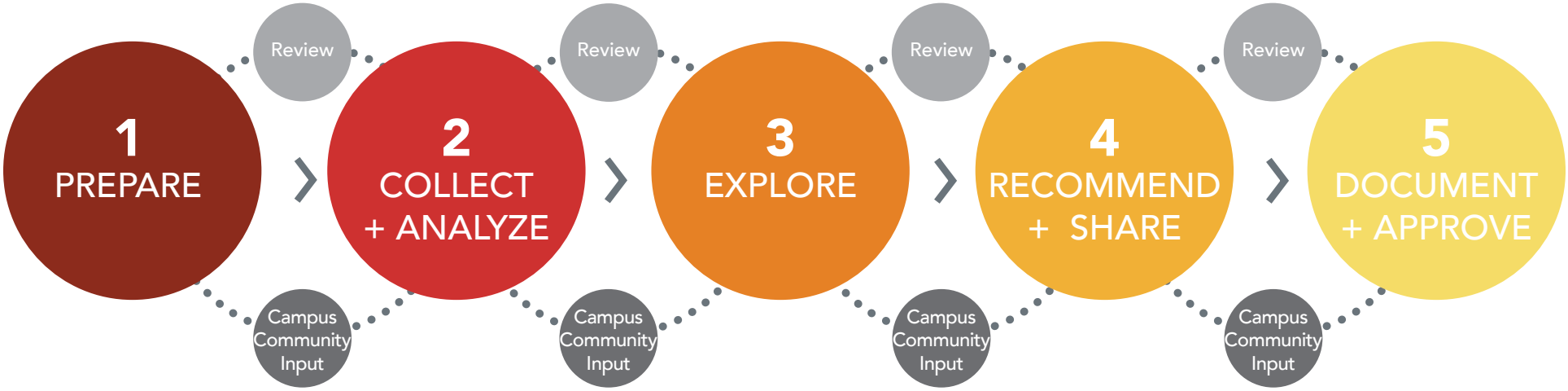
PROCESS + PARTICIPATION

PROCESS + PARTICIPATION

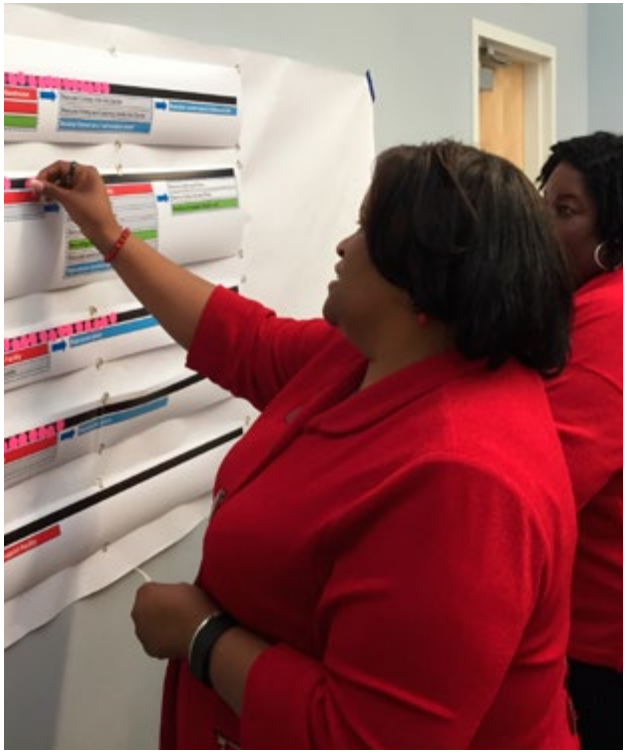
PLANNING PROCESS

The planning process to develop the Facilities Plan was a highly participatory one involving the many constituencies of San Joaquin Delta Community College District. The planning team worked closely with the designated Comprehensive Master Plan (CMP) Work Group to review information, explore opportunities, and evaluate options that led to recommendations.

The five steps diagrammed below provided a framework for developing an integrated Comprehensive Master Plan. The planning process included a series of meetings, presentations, and discussions with the District, the community, and the Board of Trustees to broaden the Plan's perspective and to enhance the acceptance of its recommendations.



CAMPUS PARTICIPATION



CMP WORKING GROUP

Gerardo Calderón, Vice President, Operations

Dr. Lisa Cooper-Wilkins, Assistant Superintendent/ Vice President of Student Services

William Deater, Assistant Director, Information Technology

Robert DiPiero, Acting Director of Police

Robert Duran, ASDC President

Michael Garr,
Facilities Planning, Maintenance and Operations

Dr. Jessie Garza-Roderick, Associate Dean, South Campus at Mountain House (Tracy Center)

Dr. Kathy Hart, Superintendent/President

Dr. Ginger Holden,
Dean of Student Learning and Assessment

Sue Kidwell, Program Director, CCC-SLP

David Main, Director, Police Services & Programs

Laura Ochoa-Sanchez, Division Dean, Agriculture, Science, and Mathematics

Diane Oren, Academic Senate Representative

Kathy Roach, Bond Program Manager

Susan Rodriguez, Classified Senate Representative

Danita Scott-Taylor, Director of Student Support Services

Salvador Vargas, Dean, Career Technical Education and Workforce Development

Dr. Matthew Wetstein, Assistant Superintendent/Vice President, Instruction and Planning

CMP WORKING GROUP INVITED GUESTS

Joe Gonzalez, Division Dean, Languages, Library, and Learning Resources

Julie Kay, Dean, Health Sciences

Jon Krupp, Faculty, Electron Microscopy

Gillian Murphy,
Dean, Applied Science, Business and Technology

Stacy Pinola, Manager, Facilities Planning and Environmental Compliance

Steve Schermerhorn,
Coordinator, Technical Services and Systems

Zachary Thompson, Fiscal Technician

Shelly Valenton,
Director, Marketing and Student Outreach

Mario Vasquez, Police Sargeant

Jeff Westbrook,
Interim Assistant Director, Information Technology

EDUCATIONAL PLANNING

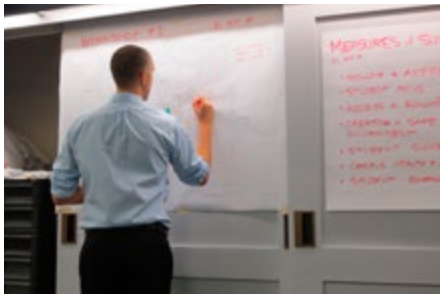
Paula Bennett, Administrative Assistant, III

Dr. Ginger Holden,
Dean of Student Learning and Assessment

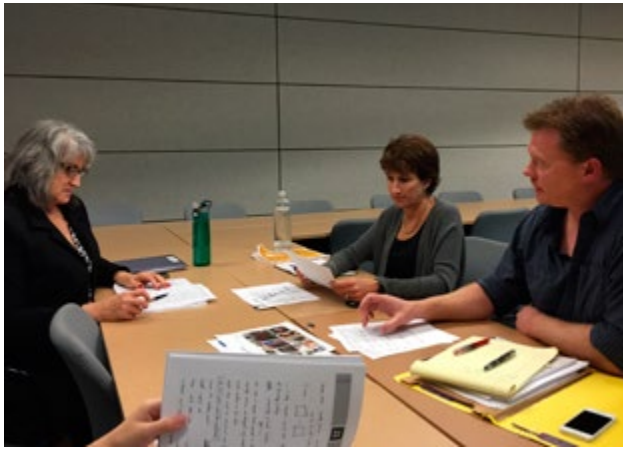
Tina Merlino, Research Analyst

Sabrina Sencil, Research Analyst

Dr. Matthew Wetstein, Assistant Superintendent/Vice President, Instruction and Planning



The CMP Working Group participated in several meetings throughout the 2015-2016 academic year, providing valuable insight and feeback into the planning process.



SUSTAINABILITY PLANNING

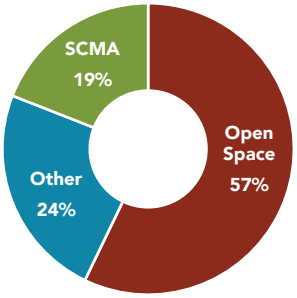
See Chapter 6 for participants, summary, and recommendations.

FLEX DAY

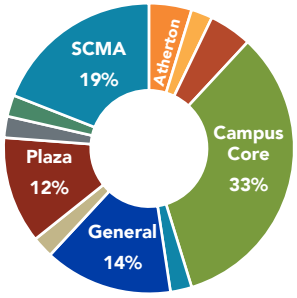
The planning team held master planning sessions on the Stockton Campus on January 15, 2016, for Flex Day. This was a great opportunity to share the planning progress, and to solicit comments and feedback from the larger college community. As a result of the group exercises and discussions from the two sessions, the planning team received the following feedback:

WHAT AREAS OF CAMPUS DO YOU LIKE BEST?

Open space and landscape are extremely popular, particularly the Campus Core, koi pond, and plaza. The Science and Math Building was the most liked facility on campus.

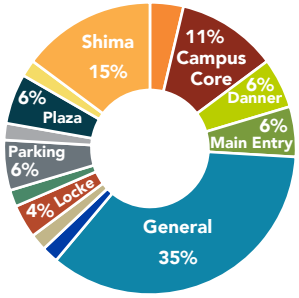


Like Best - Topics



Like Best - Locations

Needs Improvement - Topics



Needs Improvement - Locations

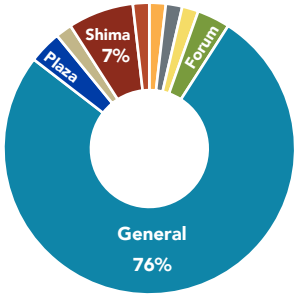
WHAT DO YOU THINK ARE THE BIGGEST ISSUES?

- Facilities, e.g. technology, classrooms, office space
- Access + Wayfinding
- Maintenance + Operations, e.g. upkeep, renovations, cleanliness

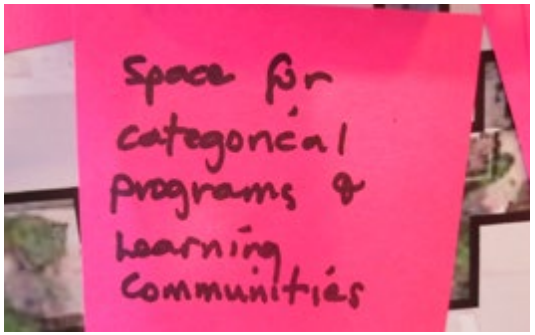
Locations mentioned included:

- Student gathering spaces
- Adjacencies
- Signage

Biggest Issues

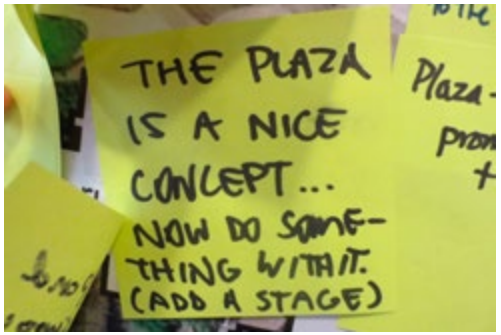


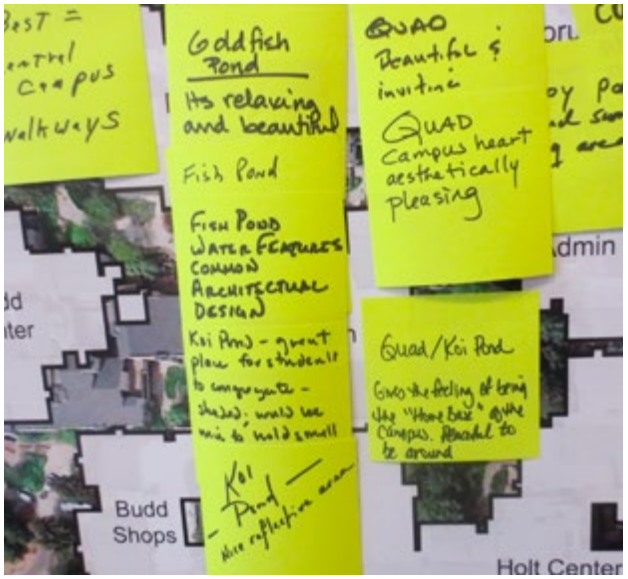
Biggest Issues - Locations



Locations mentioned were mostly general with the exception to the following:

- Shima
  - Needs an overall refresh/renovation
- Campus Core
  - Since it is so congested in the Campus Core, people avoid it during rush hour(s)
  - Problems of safety and harassment towards women and others




Goldfish Pond
Its relaxing and beautiful
Fish Pond
Fish Pond Water Features Common Architectural Design
QUAD
Beautiful & inviting
QUAD campus heart aesthetically pleasing
Quad/Koi Pond
Budd
Shops
Holt Center


trees
FOR FEMALE STUDENTS THIS IS VERBAL HARASSMENT CENTRAL
Admin

STUDENT FORA

The District conducted several student fora, in person on March 1-2, 2016, and online March 1-4, 2016. The results are summarized on the next page.

IN-PERSON STUDENT FORUM FINDINGS

WHAT AREAS OF CAMPUS DO YOU LIKE BEST?

1. Facilities: SCMA and library
2. Program: athletics, variety and quantity of programs and degrees
3. Open Space: inviting and open
4. Other: faculty and staff

WHAT AREAS OF CAMPUS NEED TO BE IMPROVED?

1. Parking: availability
2. Facilities: limited wireless access; elevator operations; lounges
3. Safety and Security: access to alarms and phones
4. Other: Financial Aid; Admissions; food options

WHAT DO YOU THINK ARE THE BIGGEST ISSUES?

1. Safety and Security: lack of security, especially morning and night
2. Parking: difficult to find
3. Facilities: limited wireless access; outdated buildings, elevators, and stairwells
4. Safety and Security: limited access to alarms and phones
5. Other: Financial Aid; Admissions; limited food options

ONLINE STUDENT FORUM FINDINGS

WHAT AREAS OF CAMPUS DO YOU LIKE BEST?

1. Facilities:
   - Danner Hall: social; seating and study areas
   - Library: peaceful; wireless access
   - SCMA: new look; open stairwells; larger class and lecture rooms
2. Open Space: spacious plaza; koi pond

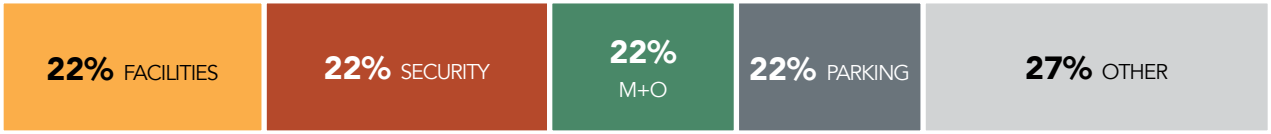
WHAT AREAS OF CAMPUS NEED TO BE IMPROVED?

1. Parking: lack of spaces; distance to campus
2. Maintenance and Operations: elevators, roads/parking lots, bathrooms

WHAT DO YOU THINK ARE THE BIGGEST ISSUES?

1. Traffic: exiting campus, congestion
2. Safety and Security: parking lots at night, need more security guards
3. Parking: lack of spaces
4. Access: crowded campus

STUDENT FORUM (IN-PERSON), MARCH 1-2, 2016



- 156 participants
- General survey

STUDENT FORUM (ONLINE), MARCH 1-4, 2016

- 216 participants
- Specific questions

FACULTY FORUM (FLEX DAY), JANUARY 15, 2016

- Workshop setting

CAMPUS PARTICIPATION SUMMARY

Altogether, there were approximately 400 participants in the CMP planning process. Despite the differences in methodology of campus participation, there were many common issues among the various groups. They are:

FACILITIES + INFRASTRUCTURE

- Aged facilities with lots of deferred maintenance
- Insufficient elevators
- Lack of wireless access and other technology
- New facilities and spaces are needed, such as multi-media center, health services, categorical programs, learning communities, and gathering spaces

ACCESS + WAYFINDING

- Connectivity between areas of campus (lack of clear pathways, landscaping, etc.)
- Wayfinding is confusing and needs to be organized and clarified; building names need to be more distinct (e.g. Shima and SCMA)
- Similar programs are scattered throughout campus
- Finding parking near facilities can be difficult during peak hours

SECURITY

- Need more security, especially in the early mornings and nights

SUSTAINABILITY

SUSTAINABILITY

INTRODUCTION

BUILDING ON THE PAST

Colleges are leaders in their communities; they provide the knowledge, research, practice, and informed graduates to create a positive and sustainable future. In Delta's 2010 Facilities Master Plan, the importance of delivering a sustainable future is clearly articulated in the first of four categories of goals, "Emphasize Sustainability":

"Sustainability is a key goal of the District. The idea of having a "Green Campus" is a strong desire of faculty, students, administration, and the community. Sustainable building design should go hand-in-hand with the sustainable operation of the buildings and teaching a "green" curriculum. LEED Silver is the minimum certification goal for all future buildings. Reaching for "Net Zero Energy" in each location is an ultimate goal. Encouraging alternative transportation in each campus is consistent with the sustainable goals of the District. This is not limited to public transit, bikes, and fuel efficient vehicles, but also extends to investigating the idea of having campus shuttles."

2010 Facility Master Plan

ADDRESSING NEW REQUIREMENTS

The passage of AB 32, the California Global Warming Solutions Act of 2006, marked a watershed moment in California's history. By requiring a sharp reduction of greenhouse gas (GHG) emissions, California set the stage for its transition to a sustainable, low-carbon future. AB 32 was the first program in the country to take a comprehensive, long-term approach to addressing climate change, and does so in a way that aims to improve the environment and natural resources while maintaining a robust economy.

In 2008, the California Public Utilities Commission (CPUC), responding in part to the role of buildings in meeting the AB 32 requirements, set forth Zero Net Energy (ZNE) goals in its long-term Energy Efficiency Strategic Plan. Updated in 2011, the Energy Efficiency Strategies implementation states that all new residential buildings shall be ZNE by 2020, all new commercial buildings shall be ZNE by 2030, and half of existing commercial buildings shall be retrofitted to ZNE by 2030.

Subsequently, the Governor's Executive Order B-18-12 and the California Green Building Action Plan issued in 2012 established the following targets for achieving Zero Net Energy (ZNE) on new and existing state buildings as follows:

"All new state buildings and major renovations beginning design after 2025 shall be constructed as Zero Net Energy facilities with an interim target for 50 percent of new facilities beginning design after 2020 to be Zero Net Energy. State agencies shall also take measures toward achieving Zero Net Energy for 50 percent of the square footage of existing state-owned building area by 2025."

DELIVERING A SUSTAINABLE DELTA

During the Facilities Plan development process, the planning team evaluated Delta College's current sustainability performance, engaged key college community stakeholders in a Sustainability Workshop, and analyzed key indicators, policies, and requirements related to sustainable design, construction, and operations.

From this analysis, seven key guiding principles emerged. These principles should be taken into account for all day-to-day operations as well as for major renovations or new capital projects:

1. Embrace a Culture of Sustainability
2. Optimize Occupant Well Being
3. Become a Zero Net Energy Campus
4. Manage Water Wisely
5. Source Materials and Services Responsibly
6. Promote Sustainable Transportation and Access
7. Encourage Transparency, Awareness, and Engagement

Additional detail on these guiding principles as well as supporting background data is provided in this section.

SUSTAINABILITY ANALYSIS

CLIMATE INFLUENCE

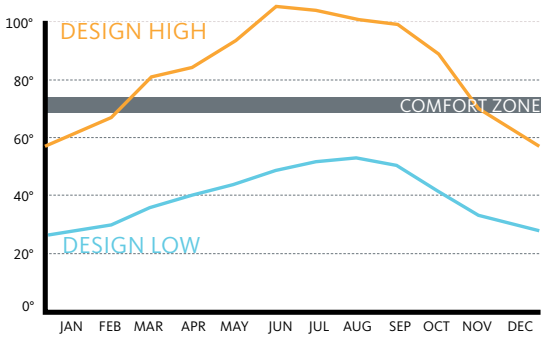
The following climatic analysis pertains specifically to the Stockton Campus. However, it is also applicable to the South Campus at Mountain House, Manteca, and North County locations, as these sites have similar climatic conditions.

TEMPERATURE

UNITS: °F

MONTHLY AVERAGES

Temperature is the primary driver of human comfort. Temperature can be a liability in both hot and cold climates especially if it is consistently too hot or too cold. The Design Temperature Range is the average outdoor temperature variations in Stockton. These are the assumed outdoor temperatures used to calculate the size of a building's heating and cooling equipment. From March to October, the comfort zone in Stockton falls within the Design High and Design Low temperatures.

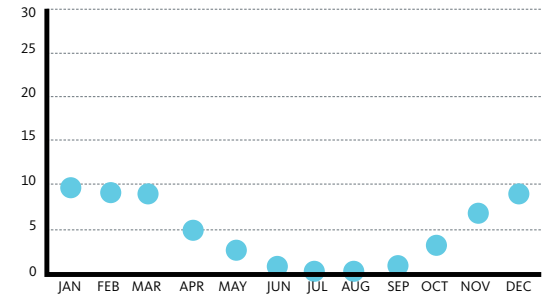


RAIN DAYS

UNITS: days

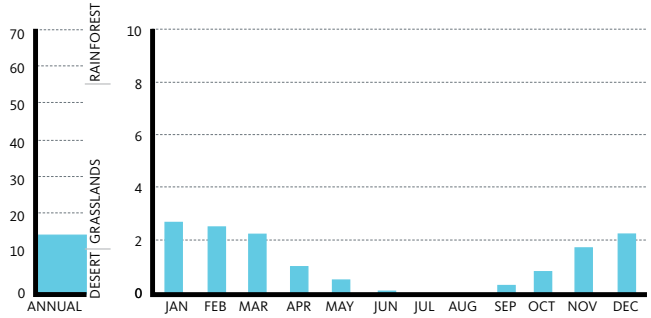
MONTHLY

In Stockton, the number of rainy days peaks in the winter months.



PRECIPITATION

UNITS: inches

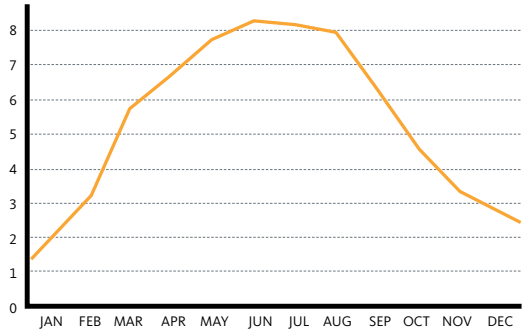


VOLUME OF RAIN

The amount of rainfall onsite – including control of storm water runoff, mitigation of urban heat-island effects, and creation of wildlife habitats – will give a sense of what type of design strategies will be possible.

SOLAR RADIATION

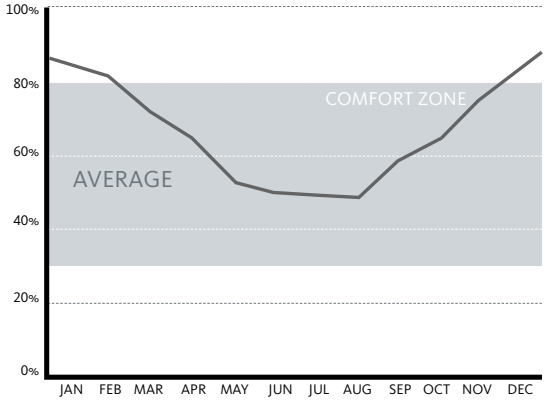
UNITS: hours



FULL SUN HOURS/DAY

The sun can provide passive heating to reduce heating loads, but it can be a significant liability in hot climates where it can quickly overheat a building. In Stockton, the solar radiation is high during the summer months.

RELATIVE HUMIDITY



MONTHLY AVERAGES

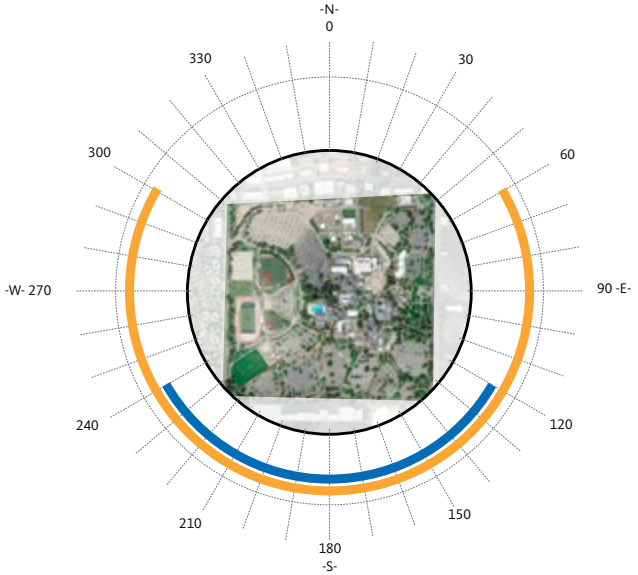
To feel comfortable, both the temperature and humidity must be within an individual's comfort zone. Thus, excessively high or low humidity can push otherwise comfortable temperatures to feel uncomfortable. High humidity causes people to feel hotter than they would at the same temperature if humidity was low. In hot, dry climates, humidity can cool the air. Relative humidity in Stockton falls mostly within the comfort zone.

CLIMATE INFLUENCE

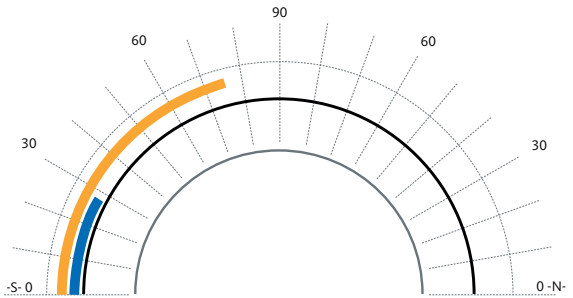
SUN PATH

The Sun Path diagram at right characterizes the movement of the sun through the sky in summer and winter on the Stockton Campus. The orange arc indicates the widest extent of sunrise and sunset in summer. The blue arc indicates the minimum extent of sunrise and sunset in winter. At a macro level, the diagram illustrates opportunities for sun penetration into the site and building groupings.

YEARLY EXTENTS



The diagram at right shows the sun's path throughout the year in Stockton. The highest arc represents the sun's altitude in the summer, while the lowest arc is the sun's altitude in the winter.

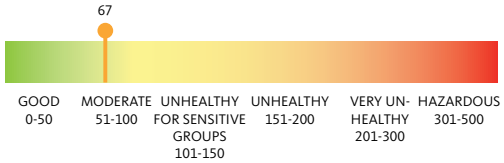


AIR QUALITY

UNITS: AQI

PARTICULATE MATTER

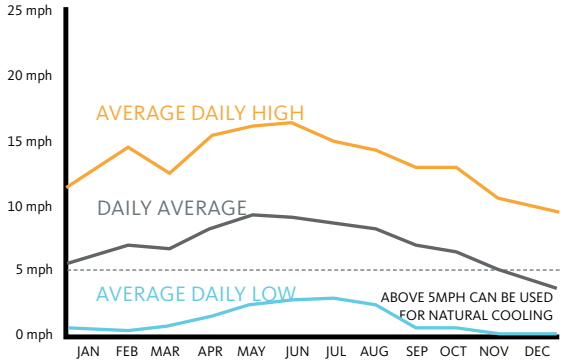
The air quality in Stockton is considered good, and people with respiratory diseases are the group most at risk.



WIND SPEED

UNITS: mph

AVERAGE YEARLY



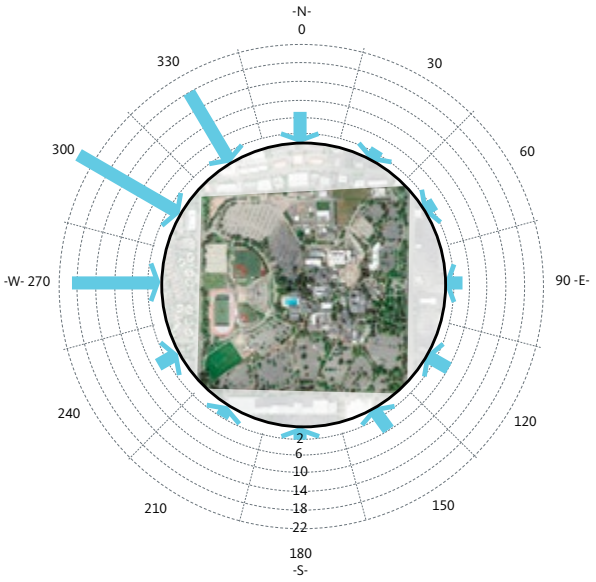
Wind can extend the comfort zone by cooling high temperatures.

Wind can exacerbate cold temperatures and cause dehydration in hot climates. Wind can be used in hot, humid climates to provide natural ventilation. Because the daily average wind speed in Stockton is generally above 5 miles per hour, it can be used for natural cooling most of the year.

WIND PATTERNS

UNITS: % hours/year

AVERAGE YEARLY

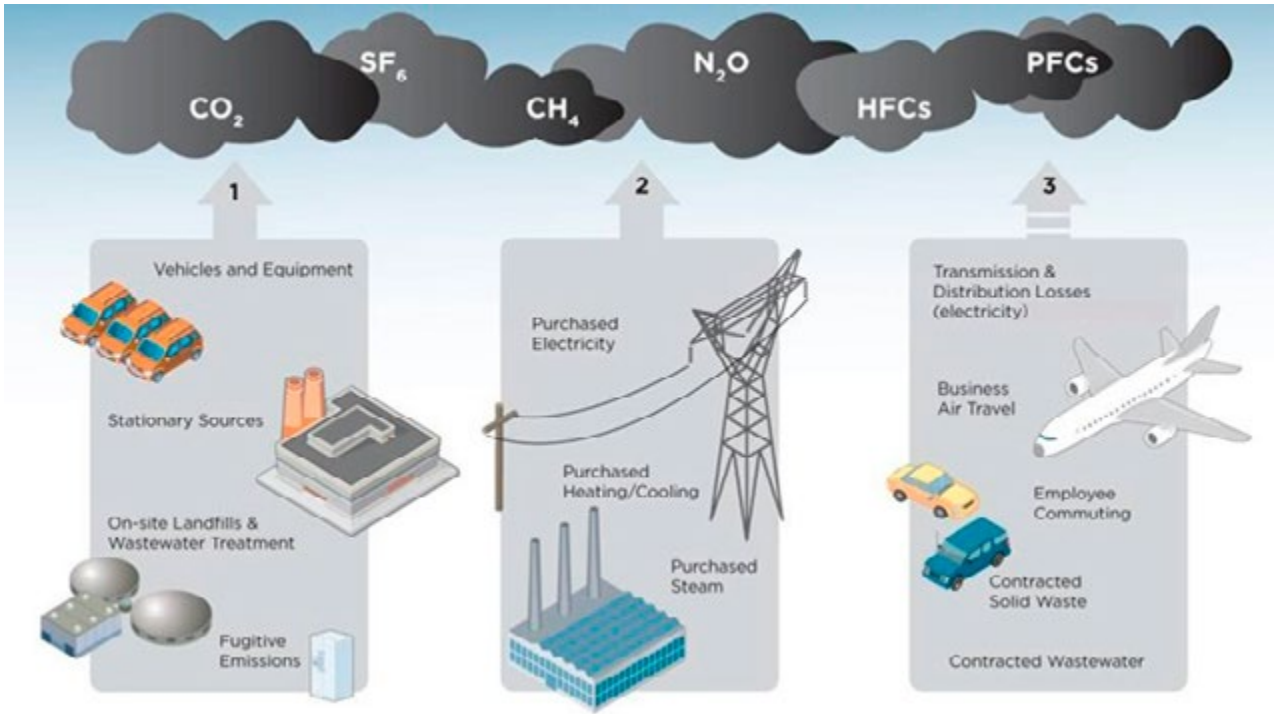


The Wind Patterns diagram at left characterizes the direction from which the wind enters the Stockton Campus. The length of each arrow indicates the percentage of hours per year that wind blows from each direction. This diagram describes opportunities for natural ventilation and user-accessible comfort strategies.

GHG EMISSIONS

The Climate Leadership Network is comprised of more than 650 colleges and universities in the United States which have committed to take action on climate and prepare students to solve the challenges of the 21st century through research and education. The president of San Joaquin Delta College has signed the Climate Leadership Statement, which states:

"We believe colleges and universities must exercise leadership in their communities and throughout society by providing the knowledge, research, practice, and informed graduates to create a positive and sustainable future. Along with other aspects of sustainability, campuses that address the climate challenge by reducing greenhouse gas emissions and by integrating resilience into their curriculum, research, and campus operations will better serve their students and meet their social mandate to help create a vital, ethical, and prosperous civil society."



COMMON SOURCES OF FEDERAL GREENHOUSE GAS EMISSIONS

UNDERSTANDING GHG EMISSIONS' SOURCES

The GHG Protocol categorizes direct and indirect emissions into three broad scopes.

SCOPE 1

Greenhouse gas emissions from sources that are owned or controlled by a Federal agency.

SCOPE 2

Greenhouse gas emissions resulting from the generation of electricity, heat, or steam purchased by a Federal agency.

SCOPE 3

Greenhouse gas emissions from sources not owned or directly controlled by a Federal agency but related to agency activities.

GHG EMISSIONS IN 2007-2008

In total, Delta produced 32,337 metric tons of carbon dioxide equivalent (CO2e) in 2007-2008.* Purchased electricity and commuting accounted for the majority of the District's GHG Emissions.

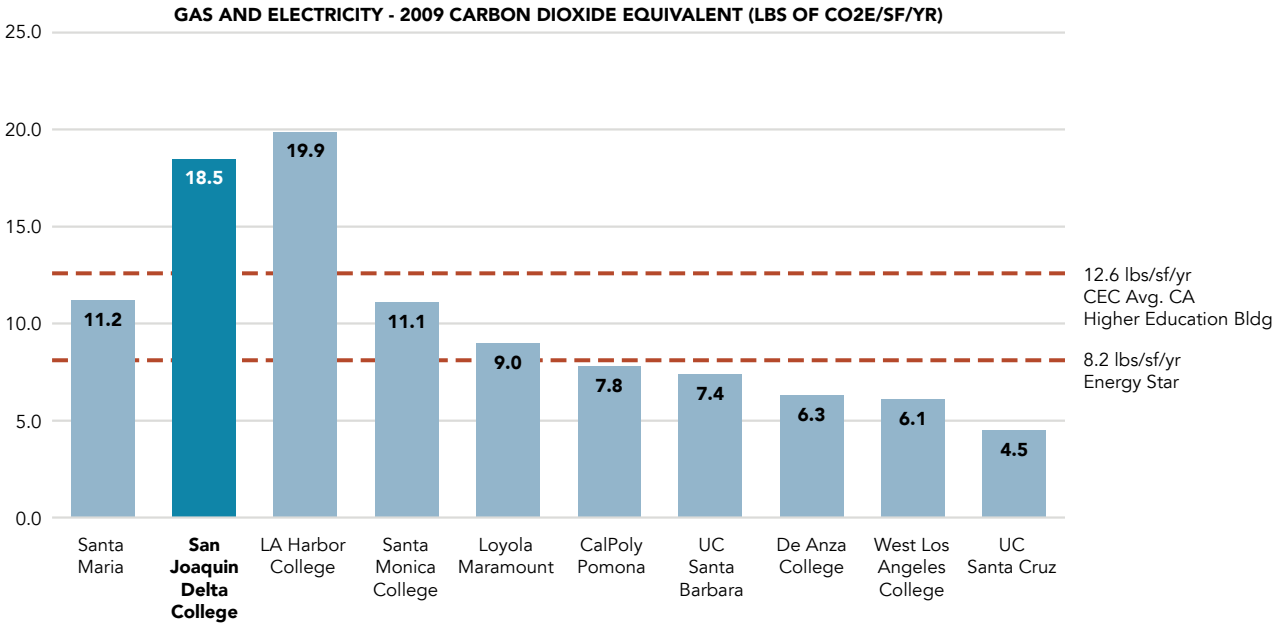
EMISSIONS FROM THE FOLLOWING SOURCES (IN METRIC TONS OF CO2E)

SCOPE 1 EMISSIONS	
Stationary Combustion	0.0
Mobile Combustion	200.1
Process Emissions	0.0
Fugitive Emissions	117.7
Total Scope 1 Emissions	**317.8** (1% total)
SCOPE 2 EMISSIONS	
Purchased Electricity	4,556.3
Purchased Heating	0.0
Purchased Cooling	0.0
Purchased Steam	0.0
Total Scope 2 Emissions	**4,556.3** (14% total)
SCOPE 3 EMISSIONS	
Commuting	25,439.8
Air Travel	673.0
Solid Waste	597.6
Paper	752.1
Total Scope 3 Emissions	**27,462.5** (85% total)
BIOGENIC EMISSIONS	
Biogenic Emissions from Stationary Combustion	No information
Biogenic Emissions from Mobile Combustion	No information

BENCHMARKING

Delta's 2009 Carbon Dioxide Equivalent was 18.5 lbs/sf/yr, higher than many other California colleges and universities for which equivalent data was available.

The average Carbon Dioxide Equivalent (lbs of CO2e/sf/yr) for California Higher Education Buildings, as reported by the California Energy Commission, is 12.6 lbs/sf/yr.



* 1.9 metric tons of CO2e Per Full-Time Enrollment
55.5 metric tons of CO2e Per 1000 Square Feet

ENERGY AT DELTA COLLEGE

TOTAL ENERGY TRENDS

The total imported energy consumption is close to the 2001-2002 baseline, at 72,357 MBtu* from 2014 to 2015.

* The British thermal unit (BTU or Btu) is a traditional unit of work equal to about 1055 joules. It is the amount of work needed to raise the temperature of one pound of water by one degree Fahrenheit

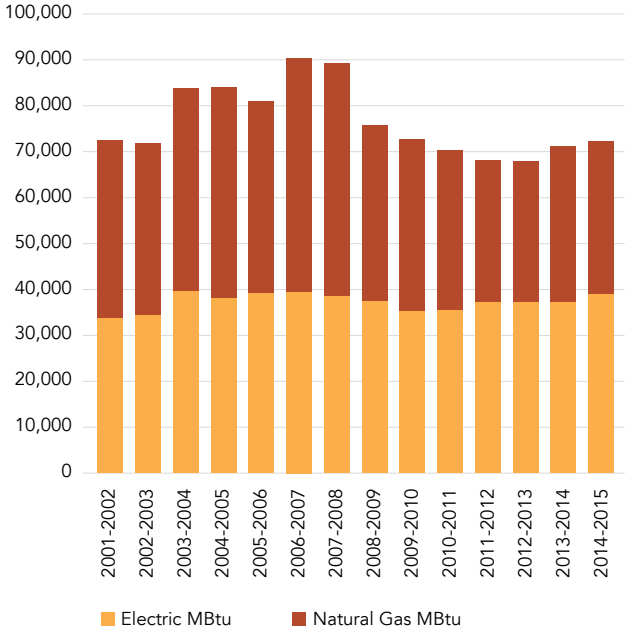
ADDING NEW GROSS SQUARE FEET

By 2015, the San Joaquin Delta College Stockton Campus grew 37% in square footage from the 2001-2002 baseline.

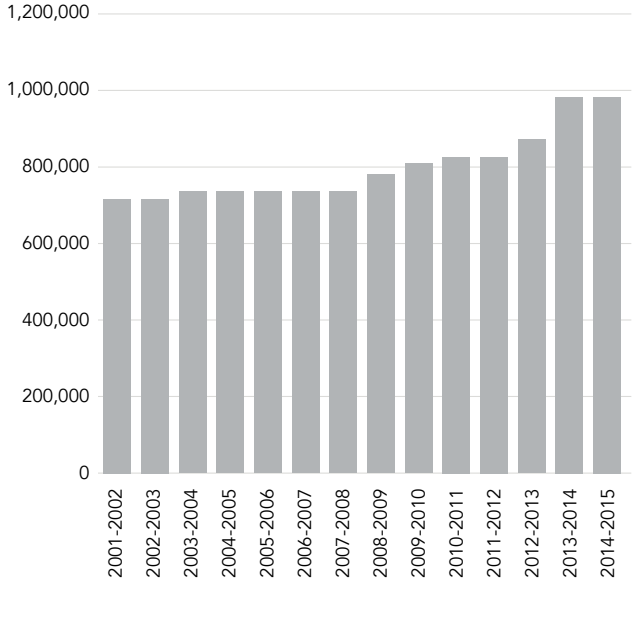
AVERAGE ENERGY TRENDING (BTU/GSF/WEEK)

Since total energy use is close to the 2001-2002 baseline and gross square feet increased significantly, average energy use decreased. In total, it decreased approximately 27% from the baseline year.

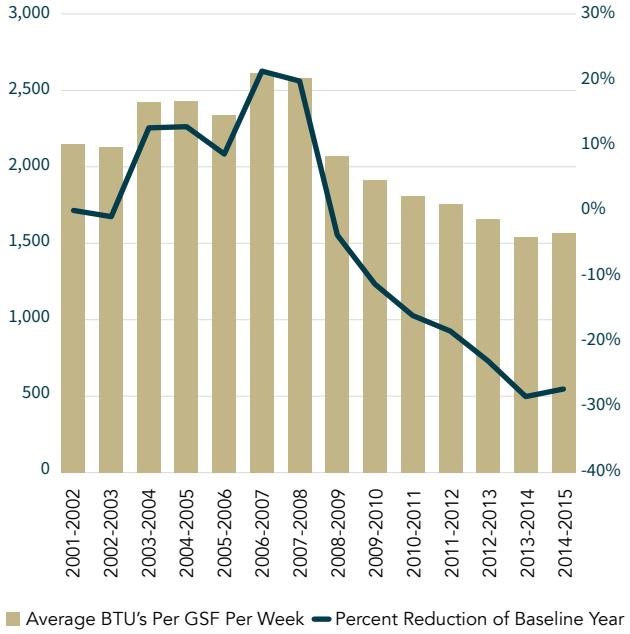
SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS TOTAL ENERGY CONSUMPTION



SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS GROSS SQUARE FEET FROM SPACE INVENTORY



SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS BTU/GSF/WEEK TRENDING



THE 2030 CHALLENGE

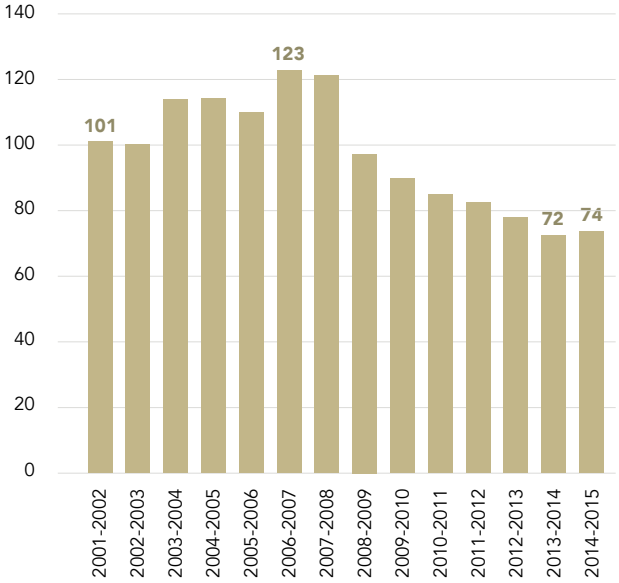
ENERGY USE INTENSITY (EUI)

Energy Use Intensity* increased to 123 kBtu/gsf from 2001 to 2007, but fell to 74 kBtu/gsf by 2015.

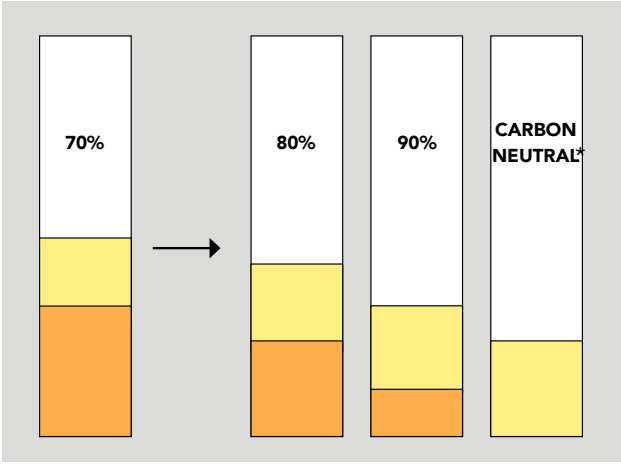
As noted in the introduction, all new buildings, developments, and major renovations shall be carbon-neutral by 2030. The target for energy use intensity is 31.2 kBtu/gsf, less than half of the current campus EUI.

* Energy Use Intensity (EUI) expresses a building's energy use as a function of its size or other characteristics. For most property the EUI is expressed as energy per square foot per year. It is calculated by dividing the total energy consumed by the building in one year (measured in kBtu) by the total gross floor area of the campus.

SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS ENERGY USE INTENSITY (KBTU/GSF)



THE 2030 CHALLENGE



* Using no fossil fuel GHG-emitting energy to operate
Source: Architecture 2030.org

☐ Fossil Fuel Energy Reduction ☐ Renewable ☐ Fossil Fuel Energy Consumption

THE 2030 CHALLENGE TARGETS U.S. NATIONAL MEDIANS

U.S. MEDIANS FOR SITE ENERGY USE AND 2030 CHALLENGE ENERGY REDUCTION TARGETS BY SPACE/BUILDING TYPE
from the Environmental Protection Agency (EPA):
Use this chart to find the site fossil-fuel energy targets

Building Use Description	MEDIAN SITE EUI (kBtu/Sq.Ft./Yr)	2030 CHALLENGE SITE EUI TARGETS (kBtu/Sq.Ft./Yr)		
		70% Target	80% Target	90% Target
Education	58	17.4	11.6	5.8
College / University (campus-level)	104	31.2	20.8	10.4

UNDERSTANDING ZERO NET ENERGY (ZNE)

ZNE OVERVIEW

Over the past decade, there has been a significant upsurge in interest in Zero Net Energy (ZNE) buildings and operations. Also known as a net-zero energy building (NZEB), or net-zero building, a ZNE building is one with zero net energy consumption, meaning the total amount of energy used by the building on an annual basis is roughly equal to the amount of renewable energy created on the site.

The three primary ZNE measurement options are:

I. ZNE SOURCE

II. ZNE SITE

III. ZNE TDV

I. ZNE SOURCE

a. Produces as much energy as it consumes over the course of a year, when measured at the energy generation source.

b. Includes site energy plus energy consumed in extraction, processing, and transport of primary fuels such as coal, oil, and natural gas; energy losses in thermal combustion in power generation plants; and energy losses in transmission and distribution to the building site.

II. ZNE SITE

a. Produces as much energy as it consumes over the course of a year, when measured within the building site boundary.

b. This excludes the energy losses that occur off-site, including generation, transmission, and distribution systems losses; as a result, this metric is inconsistent with building energy bills.

III. ZNE TIME-DEPENDENT VALUATION (TDV)

a. ZNE TDV is a California Energy Commission (CEC) developed and promulgated definition for the "utility cost" value of energy wherein the energy consumed by the building over the course of a typical year is less than or equal to the utility cost value of the renewable energy generated on-site.

b. Currently only used within California in current energy codes (California Code of Regulations Title 24, Part 6), TDV will likely be used to provide a code definition for new buildings and major renovations in future code developments targeting ZNE for residential by 2020, and nonresidential by 2030.

RECOMMENDED APPROACH

In September 2015, the US Department of Energy (DOE) published "A Common Definition for Zero Energy Buildings," which identified source energy as the primary basis for calculating zero-energy buildings.

In early 2016, the Governor's office accepted ZNE Source as the primary definition for use by State agencies in achieving and reporting on ZNE status for new and existing state buildings.

Key advantages to this approach include nationally-accepted definitions which allow comparison with ZNE buildings outside California. In addition, ZNE source can be calculated easily for newly-constructed as well as existing buildings.

In the ZNE source energy approach, all energy sources are converted into common units of kBtu using different factors for each energy source. The DOE definition uses national average conversion factors, which is recommended both for consistency and because 26 percent of California's energy is purchased from outside the State.

Definition of Zero Net Energy (ZNE) for California State Agency Compliance with Executive Order B-18-12
May 19, 2016

ZNE SOURCE VARIATIONS

To accomodate the wide variety of state facilities and locations and to provide a more feasible path to achieve ZNE at new and existing state buildings, several different variations exist for defining the "sources" as the basis for analysis. The "source" may be defined as a building, campus, portfolio, or community.

ZNE BUILDING

A ZNE building is an energy-efficient building where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site.

a. The building footprint (e.g. rooftop) or building site (e.g. parking lot, adjacent land) can be utilized for on-site renewable generation.

b. The Renewable Energy Credits (RECs) must be retired (not sold) for all on-site renewable energy systems. This will prevent double-counting of the systems' environmental benefits.

c. This definition is based upon 12 consecutive months of actual energy performance data.

ZNE CAMPUS

A ZNE campus is an energy-efficient campus where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site:

a. A multiple-building campus can be utilized as a boundary for on-site renewable generation to offset energy use of all or a portion of the campus's buildings.

b. This approach would allow ZNE to be achieved for energy-efficient buildings within the campus where the individual building capacity for on-site renewable energy is very restricted.

c. This would also provide an outlet for on-site energy use for periods of the day when overproduction of electricity is likely, to avoid selling excess energy back to utilities.

d. RECs must be retired (not sold) for all renewable energy systems within the campus boundary.

ZNE PORTFOLIO

A ZNE portfolio is an energy-efficient portfolio in which, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site.

a. Multiple building sites with the same owner could be used and aggregated so that the combined on-site renewable energy could offset the combined building energy from the aggregated project sites. This could apply to the entire portfolio, or portions of the portfolio.

b. This approach would allow ZNE to be achieved for energy-efficient buildings within the portfolio where the capacity for on-site renewable energy is very restricted.

c. This would also provide an outlet for excess renewable energy production during periods of the day when overproduction of electricity is likely, to avoid selling excess energy back to utilities.

ZNE COMMUNITY

A ZNE community is an energy-efficient community where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site.

a. This could allow long-term purchase agreements of locally-generated renewable energy, dedicated to providing energy for the building(s). Agreements should extend a minimum of 20 years.

b. Purchased Renewable Energy Certificates (RECs) are typically short-term and not necessarily locally-based. While they are an effective strategy to reduce GHG emissions, they would not be counted toward achievement of ZNE.

c. RECs must be retired (not sold) for all renewable energy systems within the community.

Definition of Zero Net Energy (ZNE) for California State Agency Compliance with Executive Order B-18-12
May 19, 2016

WATER + OTHER INSIGHTS

WATER USAGE

In 2012, the Stockton Campus's irrigation well failed, and the District shifted to the use of City water for its landscape irrigation. The irrigation well continued to be problematic in 2013 and 2014, resulting in a sharp increase in use of City of Stockton (metered) water usage over prior years. The well problem has since been resolved.

In 2015, the District reduced outside watering to two days a week per the City of Stockton's mandate, which included no washing down of hardscapes or buildings other than for public health concerns.

UTILITIES + INFRASTRUCTURE

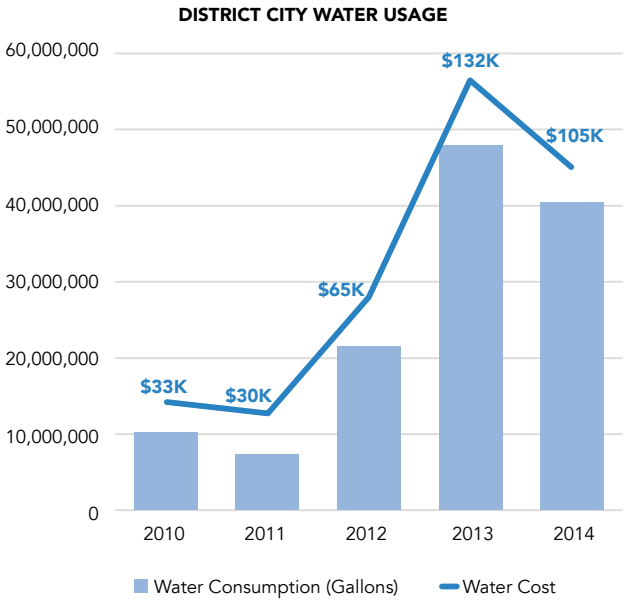
There are several examples of on-site sustainable infrastructure elements for the Stockton, Mountain House, and Manteca campuses, including: LED lights, smart irrigation systems, advanced metering, district heating, and cooling, and comfort monitoring.

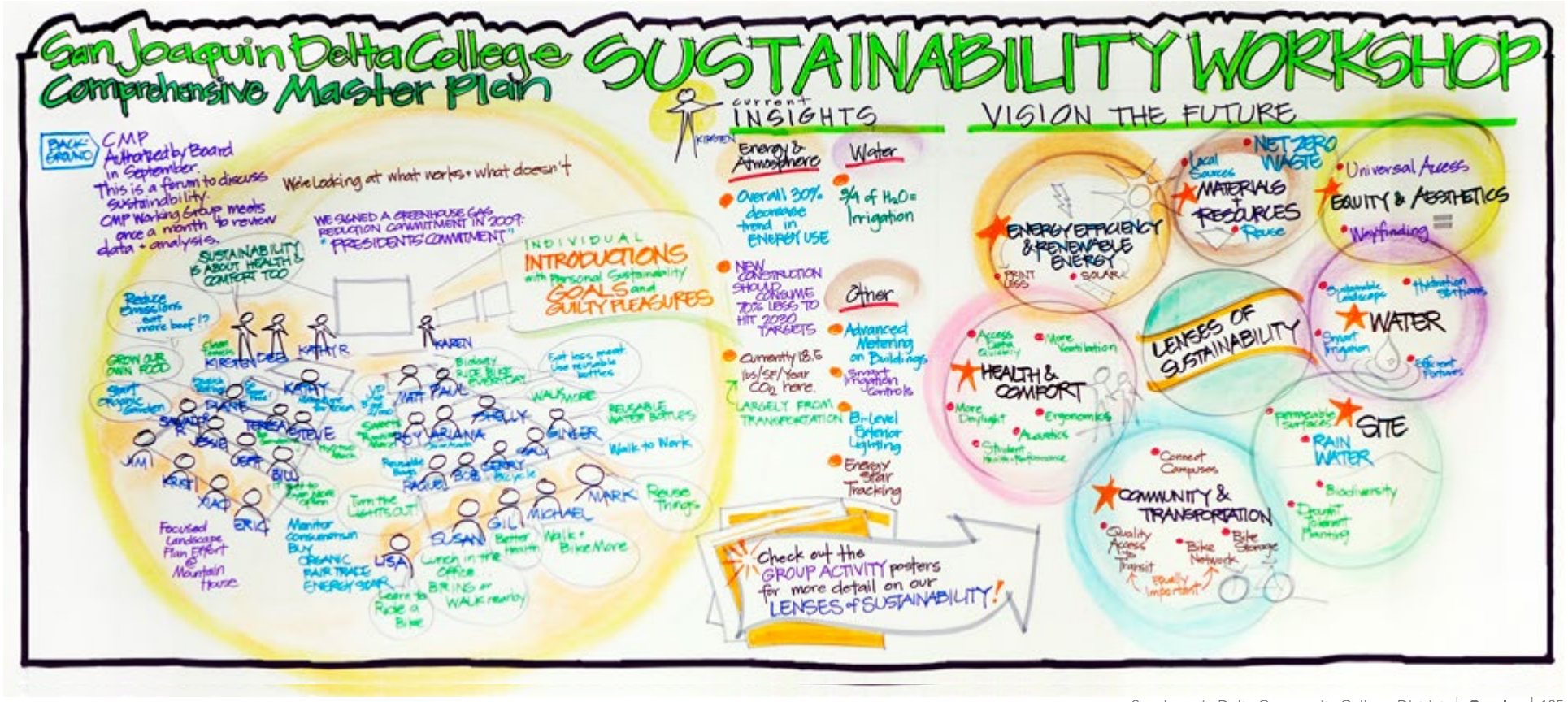
GHG emissions, annual energy use, and campus water use are reported across the District.

PLANS + POLICIES

On June 16, 2009, the Board of Trustees approved two new policies committing the District to more sustainable practices. The Sustainable Buildings Policy and Energy Star Purchasing Policy were created to help guide the District in matters related to building construction/reconstruction and appliances/products purchasing.

In addition, there are many sustainability community projects in which faculty members, staff, and students can participate in, including the annual Earth Day Celebration, annual 350 Event, Friends of the Lower Calaveras River Cleanup and educational river walks, and regular on-campus recycling events.




San Joaquin Delta College
Comprehensive Master Plan
SUSTAINABILITY WORKSHOP
BACKGROUND
CMP Authorized by Board in September.
This is a forum to discuss sustainability.
CMP Working Group meets once a month to review data + analysis.
We're Looking at what works + what doesn't
WE SIGNED A GREENHOUSE GAS REDUCTION COMMITMENT IN 2009: "PRESIDENTS' COMMITMENT"
SUSTAINABILITY IS ABOUT HEALTH & COMFORT TOO
INDIVIDUAL INTRODUCTIONS with Personal Sustainability GOALS and GUILTY PLEASURES
current INSIGHTS
Energy & Atmosphere
Overall 30% decrease trend in ENERGY USE
NEW CONSTRUCTION SHOULD CONSUME 70% LESS TO HIT 2030 TARGETS
Currently 18.5 lbs/SF/year CO2 here.
LARGELY FROM TRANSPORTATION
Water
3/4 of H2O = Irrigation
Other
Advanced Metering on Buildings
Smart Irrigation Controls
Bi-Level Exterior Lighting
Energy Star Tracking
VISION THE FUTURE
ENERGY EFFICIENCY & RENEWABLE ENERGY
NET ZERO WASTE
MATERIALS + RESOURCES
Reuse
Universal Access
EQUITY & AESTHETICS
Wayfinding
LENSES OF SUSTAINABILITY
HEALTH & COMFORT
WATER
SITE
RAIN WATER
COMMUNITY & TRANSPORTATION
Check out the GROUP ACTIVITY posters for more detail on our LENSES of SUSTAINABILITY!

DELIVERING A SUSTAINABLE DELTA: RECOMMENDATIONS

Knowing that public institutions of higher education influence the ideals and principles of their communities, Delta plays an important role in promoting sustainability. This responsibility is clearly understood and appreciated by the District's leadership, faculty, staff, students, and community stakeholders. Having established sustainability as a key goal, Delta strives for the highest achievable sustainability standards to encourage positive change through example.

Whether teaching a green curriculum, reaching for a Zero Net Energy campus, or promoting alternative transportation networks, sustainability is a district-wide mindset.

GUIDING PRINCIPLES

To truly embrace the value of sustainability, equal consideration must be given to environmental, social, and economic excellence. The seven guiding principles described in this section evolved from the 2010 Sustainability Vision for the District, the analysis of current performance in key sustainability indicators, and goals and recommendations developed through the recent sustainability summit.

These guidelines should be taken into account in guiding all ongoing day-to-day operations as well as informing any building or infrastructure renovation or new construction projects.

1 EMBRACE A CULTURE OF SUSTAINABILITY

2 OPTIMIZE OCCUPANT WELL BEING

3 BECOME A ZERO NET ENERGY CAMPUS

4 MANAGE WATER WISELY

5 SOURCE MATERIALS AND SERVICES RESPONSIBLY

6 PROMOTE SUSTAINABLE TRANSPORTATION AND ACCESS

7 ENCOURAGE TRANSPARENCY, AWARENESS, AND ENGAGEMENT

EMBRACE A CULTURE OF SUSTAINABILITY

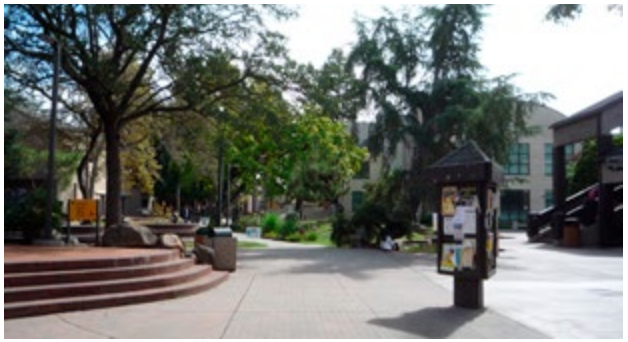
Delta seeks to be a model educational institution for sustainability practice and education, especially in San Joaquin County.

1. Seek a balance of environmental, social, and economic excellence in ongoing operations and new projects.
2. Create opportunities for learning in the built environment by using building spaces and systems as a real-time teaching tool.
3. Integrate landscape and people with living processes occurring on the campus.
4. Maintain and restore climate-appropriate landscaping.
5. Follow Delta guidelines on tree protection to minimize disturbance and damage to District trees.
6. Make use of climate resources, such as solar and wind income and rain and ground water, and design buildings that embody the ecological culture of San Joaquin County.
7. Strive to be an ecosystem-rich college, connecting students, faculty, and the community through, responsible planting, safe walkways, and responsible conservation projects.
8. Pursue LEED certification (Silver minimum) for all new building projects and major renovations.
9. Require Total Cost of Ownership (TCO) accounting to demonstrate economic feasibility of major projects.

OPTIMIZE OCCUPANT WELL BEING

Student, faculty, and employee health and comfort directly impact wellbeing and productivity.

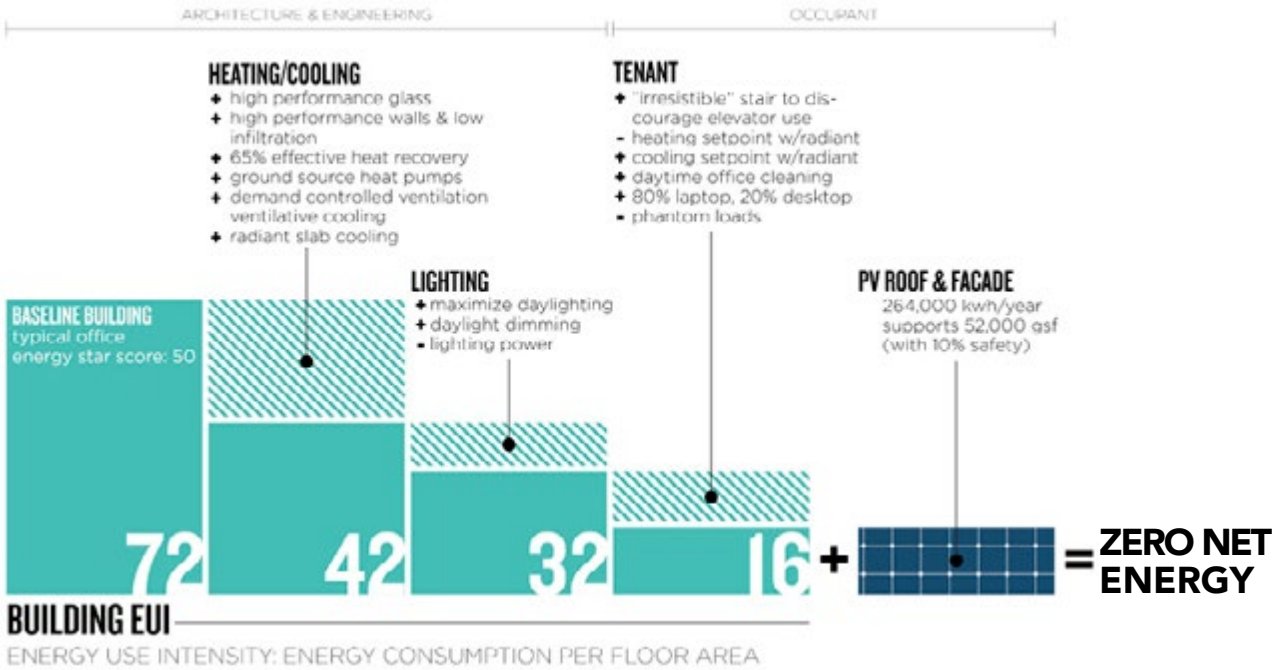
1. Provide safe and attractive pedestrian corridors through the campuses, including connections to parking and transit.
2. Implement robust wireless networks to enable teaching, studying, and collaboration throughout all areas of the campus, optimizing utilization of facilities and maximizing opportunities to build community.
3. Provide easy access to healthy, local, and seasonal fresh and prepared foods throughout the campuses.
4. Optimize the design of regularly-occupied space to include access to fresh air and sunlight to comply with District safety and energy standards.
5. Design buildings to promote walking, healthy movement, and exercise whenever possible.
6. Include considerations of biophilic design, including access to nature, safety, texture, and color.
7. Implement green cleaning practices.
8. Provide hydration stations throughout the campuses.
9. Consider Active Design and Universal Design principles for all new projects and major renovations.
10. Promote flexible facilities, movable equipment, and ergonomic furnishings.



STRIVE TO BECOME A ZERO NET ENERGY CAMPUS

A Zero Net Energy (ZNE) campus is an energy-efficient campus where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site. In pursuing this goal, Delta recognizes the importance of a design and operations pathway that focuses first on conservation, followed by energy efficiency, and finally on-site generation, for example with rooftop and carport solar (PV) arrays.

1. Install water, gas, electricity, and BTU flow meters at appropriate locations to monitor ongoing operations.
2. Implement an open-source internet protocol (IP)-based energy metering and management system in all existing buildings, new building construction, and renovation projects, as well as infrastructure and landscape projects. Also, integrate HVAC, lighting, and occupancy sensoring into the metering and management system.
3. Design all new buildings and major renovations to be ZNE buildings. For example, where energy intensity of planned building program exceeds on-building energy generation potential, provisions must be made to procure energy from some other on-site renewable source.
4. Prioritize passive design strategies (e.g. natural daylight, operable windows, correct solar orientation) to lower building heating and cooling loads as much as possible before active systems are designed.
5. Benchmark all new and existing buildings in EPA's Portfolio Manager or other cloud-based reporting platform as directed by the State.
6. New construction and all retrofit/renovation projects should apply for all available utility incentives and grants, including PG&E's Savings by Design and any other new offerings.
7. Implement ongoing needs assessment surveys, per the California Community College Chancellor's Office (CCCCO), and retrocommissioning programs, per California State Energy Program (SEP), tracking progress through publicly-available annual reports.
8. Require all electronic equipment, appliances, and energy-consuming equipment to be EnergyStar certified or meet EnergyStar performance criteria.



THE PATH TO ZERO NET ENERGY

MANAGE WATER WISELY

Water is fundamental to our health, the economy, and the environment. In California, water is precious and conservation is critical. Delta plans to manage water on its campus responsibly and conserve wherever possible.

1. Implement landscape-based integrated stormwater capture including bioswales, French drains, mulched basins, pervious pavement, and bioretention basins.
2. Include dual piping in all new building projects, building retrofits, and site infrastructure projects to provide secondary water for use in toilets, cooling towers, irrigation, and other non-potable uses.
3. Implement a rainwater and gray water collection system to be used as a secondary water supply.
4. Conserve water through native and drought-tolerant landscaping.
5. Provide hydration stations in all buildings.
6. All new buildings and building renovations must include sub-metering infrastructure that separates out domestic usage from irrigation usage and connects to the building management system.
7. Require EnergyStar- and WaterSense-compliant appliances and fixtures for all new buildings and facility renovations.

SOURCE MATERIALS AND SERVICES RESPONSIBLY

Responsible sourcing of goods and services requires a holistic approach to supply chain management, product selection, and procurement criteria transparency. Delta aims to procure goods and services that encompass responsible management across social, economic, and environmental dimensions.

1. Implement an Environmentally Preferred Purchasing (EPP) Policy, including recycled content, FSC-certified wood, recyclable or compostable packaging, and low-emitting materials.
2. Select materials and services (including food service options) that are sourced locally, using local labor and resources.
3. Select materials and furniture that have low embodied energy and carbon footprints.
4. Provide a project-relevant (20-50 year) Life Cycle Cost Analysis/Total Cost of Ownership assessment for all major building envelope elements and systems as well as value engineering proposals.
5. Implement recycling and compost collection services to exceed statewide landfill diversion goal of 75% by 2020.
6. Minimize paper handouts
7. Require catering and food services to utilize washable, recyclable, or compostable utensils and implement leftover food donation program.

PROMOTE SUSTAINABLE TRANSPORTATION AND ACCESS

Reducing single-occupant vehicle access to Delta's facilities improves the efficiency of the District's parking infrastructure, reduces traffic and air pollution, reduces Scope 3 (employee and student commute) global warming impacts, and improves the health of the Delta community.

1. Improve public transit and alternative forms of access to the campuses.
2. Improve bike and transit networks and facilities, including bike storage, bike paths, and bus stops
3. Improve signage and wayfinding with dynamic kiosks, multilingual signs, and audio and tactile interactivity
4. Create programs that encourage people to drive less, such as bike loans, ride-share, carpool incentives, transit discounts, and increased parking fees.
5. Provide preferred parking for carpooling and alternative fuel vehicles.
6. Provide electric vehicle charging stations powered by on-site PV.

ENCOURAGE TRANSPARENCY, AWARENESS AND ENGAGEMENT

Green building and site elements provide experiential learning opportunities and encourage the community to champion sustainability. Delta envisions its campuses as teaching tools to raise awareness of sustainability issues as well as provide employment readiness for students pursuing careers in solar installation, sustainable agriculture, and sustainable wine growing.

1. Provide regular reports to District leadership on energy, water, waste, carbon, and other sustainability metrics.
2. Showcase each campus's sustainability attributes on Delta's web site.
3. Create awareness through online platforms, including messaging from the President.
4. Educate the community with marketing campaigns, such as branded water bottles, bike repair classes, or physical education credit for walk/bike commute.
5. Develop sustainability-integrated coursework and leverage outside teaching areas.
6. Implement a District-wide sustainability dashboard, available on the District's website. This dashboard should provide real-time and trending analyses of the sustainable performance of the District as a whole, and on a site-by-site basis. Energy consumption, renewable energy generation, recycling and composting diversion rates, water (potable and other) consumption, and GHG emissions can be reported on the dashboard.

SUSTAINABILITY WORKSHOP

The Sustainability Workshop was held on December 16, 2015. Twenty-seven faculty and staff representatives attended the workshop. The workshop was divided into two parts: Vision for the Future and Delivering the Future. Descriptions of both parts are below:

VISION FOR THE FUTURE

Participants voted on "Where we are now" and "Where we want to be in 2025." Topics of the boards were:

1. Energy and Atmosphere
2. Health and Comfort
3. Water and Wastewater
4. Site and Habitat
5. Materials and Resources
6. Equity and Aesthetics
7. Community and Transportation

DELIVERING THE FUTURE

Following the first exercise, goals were combined into five major subjects. Participants were asked to comment on implementation of the five subjects, in four aspects: Physical, Behavior, Curriculum, and Operations.

SUSTAINABILITY GOALS

The participants were divided into smaller teams, each of which focused on a subset of goals.

ENERGY AND ATMOSPHERE

Make It Easy:

- Automated devices
- Metered buildings
- Passive systems

Get Engaged:

- Outdoor classrooms
- Integrated coursework

Spread the Word:

- Facebook challenge
- Social media awareness
- Good PR

Economic Feasibility:

- Reinvest savings into sustainability programs

WATER, SITE, AND HABITAT

Integration:

- Dual plumbing system (separate piping systems for potable and reclaimed water)

Collection:

- Collect and reuse rainwater and gray water for flushing, irrigation, etc.

Conservation:

- Native and drought-tolerant landscape
- Water refill stations

Education:

- Marketing campaign
- Delta-branded water bottles

NET-ZERO WASTE

Reduce/Recycle:

- Reduce/eliminate paper handouts
- Donate leftover food
- Eliminate plastic bags

Incentivize:

- Recycling prizes
- Possible revenue stream to student clubs

Awareness:

- Online platforms for operations and messaging
- Sustainability message from the President

Allocation:

- More recycle bins
- Additional funds and staff

Accountability:

- Annual report

BICYCLES + TRANSIT

Improvements:

- Bike storage
- Bike paths
- Bus stops

Programs:

- Bike loans
- Ride-share
- Carpool
- Reserved parking
- Increase parking fees
- E.V. charging

Education:

- Bike repair classes
- Bike-riding classes
- Physical education credit for walk/bike commute

UNIVERSAL DESIGN + WAYFINDING

Flexibility:

- Adaptable classrooms
- Adaptable technology
- Moveable equipment
- Ergonomic furnishings

Signage:

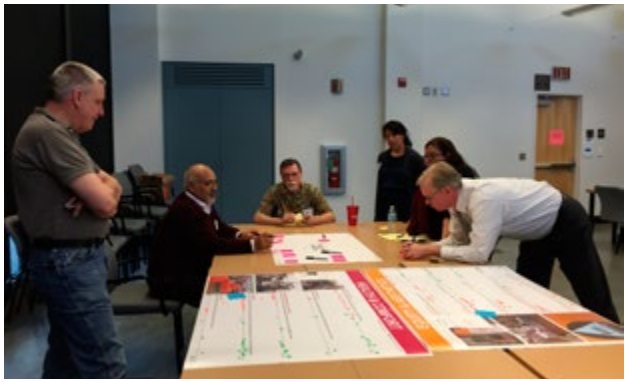
- Dynamic kiosks
- Multilingual signs
- Audito and tactile interactivity

Assessment:

- Needs assessment survey
- Retro-commissioning

Education:

- Staff/faculty training
- Disability awareness etiquette
- Assistive technology



SUSTAINABILITY WORKSHOP PARTICIPANTS

Maria Bernardino, Director, Purchasing and Contracts

Dr. Teresa Brown, Board of Trustees

Gerardo Calderón, Vice President, Operations

Steve Castellanos, FAIA, Board of Trustees

Dr. Lisa Cooper-Wilkins, Assistant Superintendent/ Vice President of Student Services

William Deater, Assistant Director, Information Technology

Robert DiPiero, Acting Director of Police

Michael Garr, Facilities Planning, Maintenance and Operations

Dr. Jessie Garza-Roderick, Associate Dean, South Campus at Mountain House (Tracy Center)

Ariana Gonzalez, Outreach Support Specialist

Dr. Kathy Hart, Superintendent/President

Dr. Ginger Holden, Dean, Student Learning and Assessment

Dr. Charles Jennings, Dean, Student Learning and Assessment

Roy Juarez, Student Program Specialist/EMT, Mobility Supervisor

Diane Oren, Academic Senate Representative

Laura Ochoa-Sanchez, Division Dean, Agriculture, Science, and Mathematics

Stacy Pinola, Manager, Facilities Planning and Environmental Compliance

Raquel Puentes-Griffith, Controller, Fiscal Services

Salvador Rodriguez, Manager, Custodial Services and Grounds

Susan Rodriguez, Classified Senate Representative

Jeff Sears, Network Administrator

Mark Showers, Manager, Maintenance/Energy

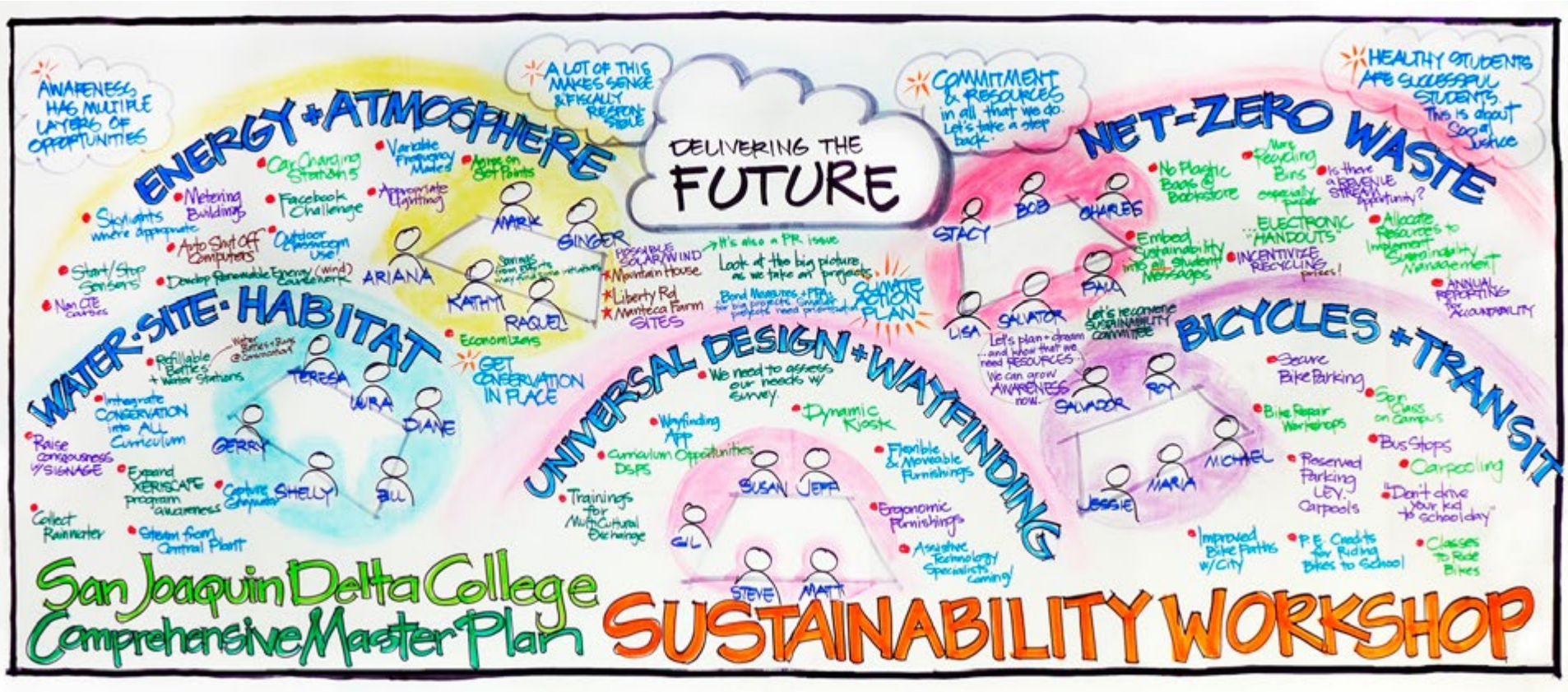
Dr. Paul Ustach, Faculty, Biology

Shelly Valenton, Director, Marketing and Student Outreach

Gil Vanover, Publication Center Manager

Salvador Vargas, Dean, Career Technical Education and Workforce Development

Dr. Matthew Wetstein, Assistant Superintendent/ Vice President, Instruction and Planning


AWARENESS HAS MULTIPLE LAYERS OF OPPORTUNITIES
A LOT OF THIS MAKES SENSE & FISCALLY RESPONSIBLE
DELIVERING THE FUTURE
COMMITMENT & RESOURCES in all that we do. Let's take a step back.
HEALTHY STUDENTS ARE SUCCESSFUL STUDENTS. This is about SOCIAL Justice
ENERGY + ATMOSPHERE
Car Charging Stations
Variable Frequency Motors
Access on Set Points
Metering Buildings
Facebook Challenge
Appropriate Lighting
Skylights where appropriate
Auto Shut Off Computers
Outdoor Classroom Use!
Start/Stop Sensors
Non CTE Courses
MARK
SINGER
ARIANA
KATHY
RAQUEL
Possible Solar/Wind
Mountain House
Liberty Rd
Manteca Farm SITES
It's also a PR. issue
Look at the big picture as we take on projects
CLIMATE ACTION PLAN
NET-ZERO WASTE
No Plastic Bags @ Bookstore
New Recycling Bins especially popular
Is there a REVENUE STREAM opportunity?
ELECTRONIC "HANDOUTS"
INCENTIVIZE RECYCLING
Allocate Resources to Implement Sustainability Management
ANNUAL REPORTING for ACCOUNTABILITY
Embed Sustainability into all Student Messages
STACY
BOB
CHARLES
PAUL
LISA
SALVATOR
Let's reconvene SUSTAINABILITY COMMITTEE
Let's plan + dream ... and know that we need RESOURCES
We can grow AWARENESS now.
WATER · SITE · HABITAT
Refillable Bottles + Water Stations
Economizers
GET CONSERVATION IN PLACE
Integrate CONSERVATION into ALL Curriculum
Raise consciousness w/ SIGNAGE
Expand XERISCAPE Program Awareness
Capture Graywater
Collect Rainwater
Steam from Central Plant
TERESA
LAURA
DIANE
GERRY
SHELLY
BILL
UNIVERSAL DESIGN + WAYFINDING
We need to assess our needs w/ survey.
Wayfinding App
Dynamic Kiosk
Curriculum Opportunities DSPS
Flexible & Moveable Furnishings
Trainings for Multi-Cultural Exchange
Ergonomic Furnishings
Assistive Technology Specialists Coming!
SUSAN
JEFF
GIL
STEVE
MATT
BICYCLES + TRANSIT
Secure Bike Parking
Bike Repair Workshops
Spin Class on Campus
Bus Stops
Carpooling
Reserved Parking LEV. Carpools
"Don't drive your kid to school day"
Improved Bike Paths w/ City
PE Credits for Riding Bikes to School
Classes To Ride Bikes
SALVADOR
ROY
MICHAEL
MARIA
JESSIE
San Joaquin Delta College Comprehensive Master Plan
SUSTAINABILITY WORKSHOP

PLANNING DATA

PLANNING DATA

INTRODUCTION

This chapter of the CMP connects the Educational Plan to the Facilities Plan. The Educational Plan is the foundation of the Facilities Plan and serves as the basis for developing long-range facilities needs projections.

The Educational Plan includes an environmental overview, assumptions and goals, opportunities for the future, and projections for future growth. Projections for enrollment and instructional programs provide the key data elements used to link the Educational Plan to the Facilities Plan and translate programmatic needs into facilities space needs.

It is important to note that the application of space standards relates to the amount of space, and not the quality or appropriateness of space. This chapter focuses on the amount of space, while subsequent chapters analyze important qualitative factors needed for long-range facilities planning.

This Planning Data section describes the methodology used to establish the Facilities Master Plan Space Programs for each of the campuses, which outline the amount and type of space necessary to support San Joaquin Delta College through 2025.

A series of factors were used to develop the Facilities Master Plan Programs. These included identifying future programs of instruction, determining the number of weekly student contact hours (WSCH), understanding current space holdings of the District, and applying quantification standards outlined in Title 5 of the California Administrative Code. Title 5 of the California Administrative Code prescribes standards for the utilization of classrooms, teaching labs, offices, libraries, and instructional media spaces on community college campuses. These standards allow the District to right-size facilities and maximize opportunities to receive State funding for facilities projects.

A series of key planning elements were used to develop the Facilities Master Plan Program and included in this section:

- Space Inventory
- Space Utilization and Planning Standards
- Capacity Load Ratios
- Facilities Master Plan Programs

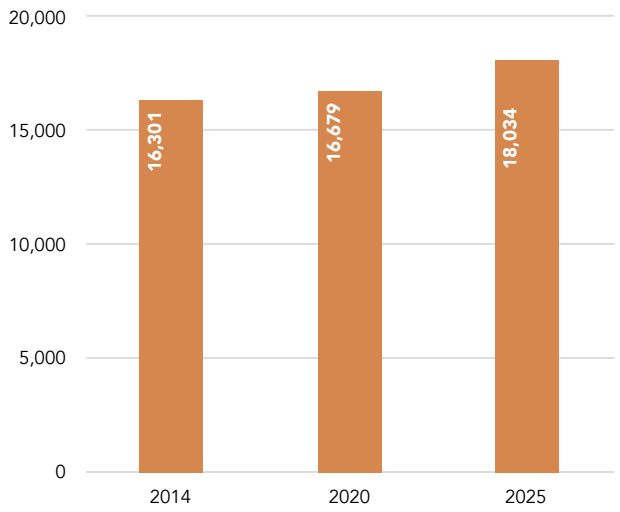
ENROLLMENT FORECASTS

The Long-Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community College Chancellor's Office (CCCCO) each year. They include historical data from previous years and project total enrollment and WSCH for the next ten years using an average anticipated growth factor.

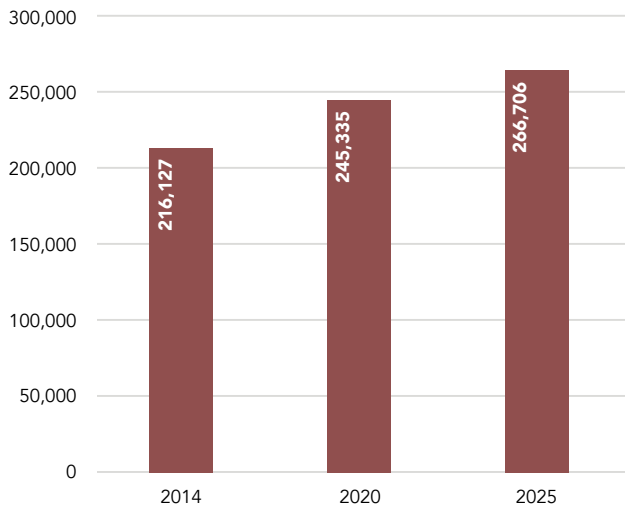
The Forecast provides the basis for funding eligibility through the capital outlay program and was used as the basis for developing the Facilities Master Plan Space Programs. The base year used for this analysis is the Fall Semester of the 2014-15 academic year.

The following tables summarize the day enrollment and WSCH forecasts for the San Joaquin Delta Community College District, including Stockton Main Campus and South Campus at Mountain House.

SJDC, DAY ENROLLMENT FORECAST



SJDC, FALL WEEKLY STUDENT CONTACT HOURS (WSCH) FORECAST



Source: Facilities Utilization Space Inventory Options Net (FUSION), December 2016.

SPACE INVENTORY

The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs, and capital outlay planning.

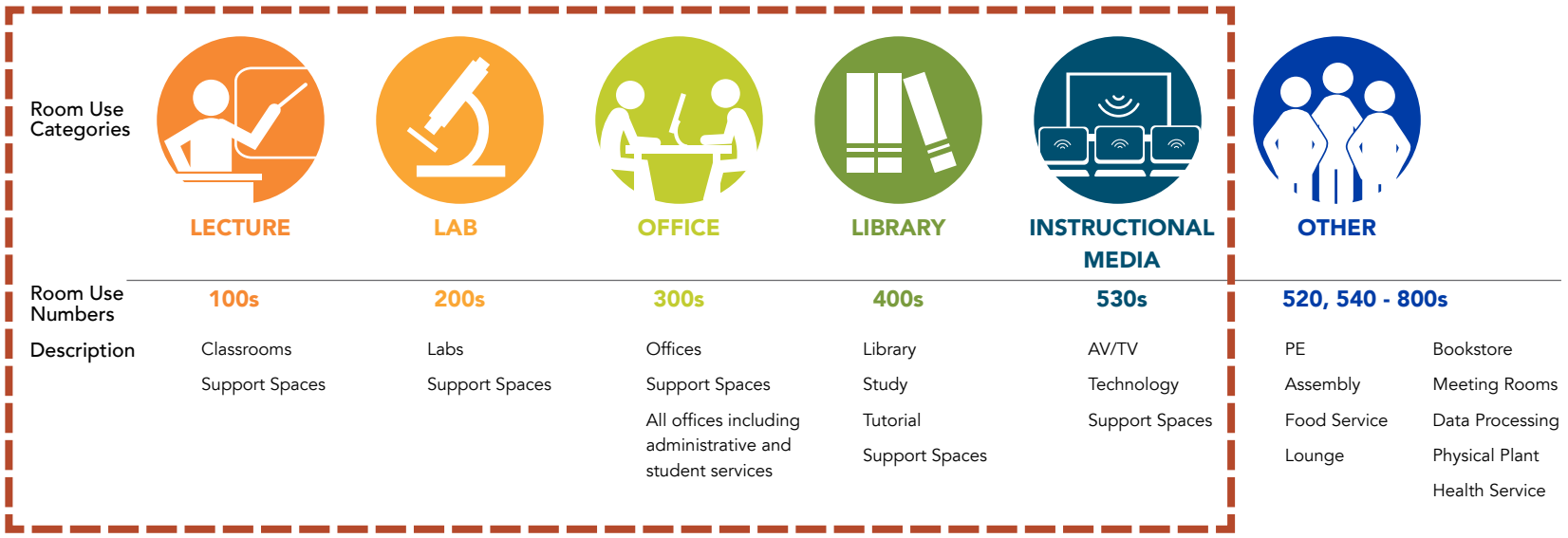
The District maintains a detailed space inventory of all buildings on the Stockton and South Mountain campuses, according to the requirements of the State Chancellor's Office Space Inventory Handbook. The Space Inventory is updated and submitted to the State Chancellor's office annually, and contains data about every building and room according to space code, space-type name, and assignable square feet (ASF) – space available for assignment to occupants.

Space capacity analysis typically includes the following categories of spaces:

- Lecture/Classrooms
- Labs
- Library/Learning Resource Center (LRC)
- Offices
- AV/TV (instructional media)

In addition to these top five Capacity Load Categories, additional spaces are categorized as "other." Examples of the types of spaces that are included in each of these categories are listed here.

CAPACITY LOAD CATEGORIES



SPACE UTILIZATION AND PLANNING STANDARDS

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations prescribes standards for the utilization and planning of educational spaces on community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (ASF).

The ASF of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the outside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space utilization standards used to determine future capacity requirements are listed in the table at right. Each component of these standards is applied with the appropriate form of enrollment to each of the capacity load categories listed on the previous page. This produces a total ASF capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

Category	Formula	Rates/ Allowances
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference Rooms	ASF per FTEF	140
Library / Learning Resource Center	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media AV / TV / Radio	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

CAPACITY LOAD RATIOS

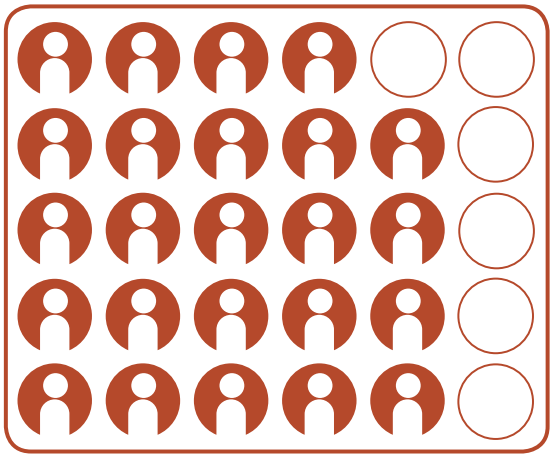
Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type "other" is not analyzed by the CCCCO in relation to utilization and efficiency, but is an important part of the District's inventory relative to maintenance and operations.

- The capacity load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week; utilization for labs varies per discipline.
- Capacity load ratio's are measured as an aggregate by room use category for each campus.

RIGHT-SIZED

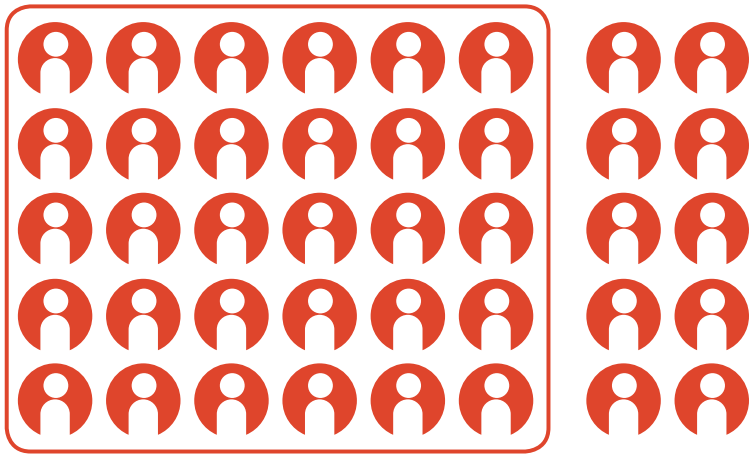
# of seats **=** **#** of students
100% capacity / load

OVER CAPACITY



# of seats **>** **#** of students
over 100% capacity / load

UNDER CAPACITY



# of seats **<** **#** of students
under 100% capacity / load

FACILITIES MASTER PLAN PROGRAMS

The 2015 Space Inventory was used as the basis for the Space Analysis. The Facilities Master Plan Programs, on the following page, summarize the current and projected needs for space on the Stockton Main Campus and South Campus at Mountain House, and indicate the approximate differences to be addressed with the implementation of this Facilities Plan.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. The Facilities Plan recommends the removal of temporary facilities on the South Campus at Mountain House, and the full or partial removal of some buildings on the Stockton Campus. The following tables include an adjusted inventory that reflects the removal of temporary facilities and buildings in the column labeled "adjusted inventory."

The methodology for projecting future space needs is summarized as follows:

- Enrollment forecasts and WSCH projections, from the Educational Plan, were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type and space, as shown in the Master Plan Space Program column.
- The Master Plan Space Program for each campus was subtracted from the Adjusted Inventory which resulted in the net ASF need by type of space for the 2025 master plan horizon.
- The Difference column indicates the result and served as the basis for developing recommendations for facilities.

The buildings' overall square footage is calculated by dividing the ASF by the grossing factor, which is the ratio of ASF to GSF. The State Chancellor's Office recommends grossing factors for community college facilities of approximately 65% for instructional facilities.

Therefore, in anticipating building needs and costs, if one needs to estimate the gross square footage for a facility based on the needed ASF from the facilities space program, one would use teh following formula:
ASF/0.65 = GSF

STOCKTON MAIN CAMPUS

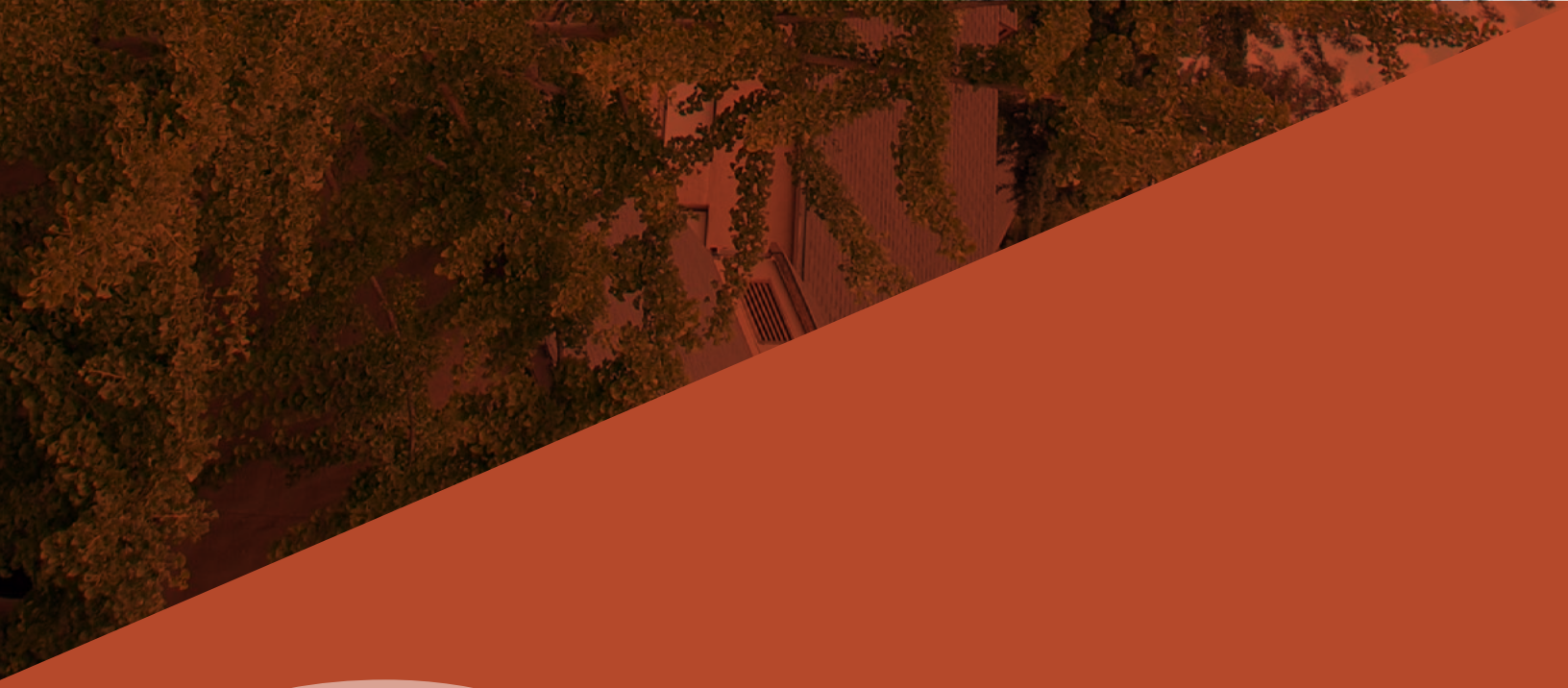
The Space Inventory has been adjusted to reflect the full or partial removal of buildings as identified in the recommendations section of this document. The Stockton Campus Master Plan Space Program indicates the need for additional lab space and instructional media space through 2025.

Space Category	Current Inventory (2015)	Adjusted Inventory	Master Plan Space Program	Difference
Lecture	68,908	63,223	51,109	12,114
Lab	182,404	173,365	186,631	**-13,266**
Office	94,537	76,251	59,681	16,570
Library	55,794	55,794	49,267	6,527
Instructional Media	3,419	1,268	13,660	**-12,392**
Other	215,626	220,700	100,414	
Total ASF	**637,963**	**590,601**	**460,763**	

SOUTH CAMPUS AT MOUNTAIN HOUSE

The Space inventory has been adjusted based on the proposed demolition of all temporary facilities. Therefore, the South Campus at Mountain House Master Plan Space Program indicates additional need in all five Capacity Load categories: Lecture, Lab, Office, Library, and Instructional Media space through 2025.

Space Category	Current Inventory (2015)	Adjusted Inventory	Master Plan Space Program	Difference
Lecture	14,400	0	7,161	**-7,161**
Lab	13,685	0	8,517	**-8,517**
Office	2,196	0	5,670	**-5,670**
Library	960	0	10,501	**-10,501**
Instructional Media	0	0	6,126	**-6,126**
Other	252	0	43,051	
Total ASF	**31,493**	**0**	**81,026**	



STOCKTON MAIN CAMPUS

STOCKTON MAIN CAMPUS

ANALYSIS

ANALYSIS

INTRODUCTION

The Stockton Campus is over 45 years old and many of the existing buildings were built in the 1970's as part of the original campus construction. While the District has taken good care of the site and facilities, the age and condition of some buildings are negatively affecting the quality of learning environments; here, upgrades to accommodate evolving pedagogies, modern technology, system upgrades, access, and safety are needed. This concern was highlighted during the development of the Educational Plan and resulted in a Strategic Initiative: Rejuvenate the Stockton Campus.

The Facilities Plan includes a comprehensive analysis of existing conditions in order to develop recommendations in support of the Strategic Goals and Education Plan Strategic Initiatives.

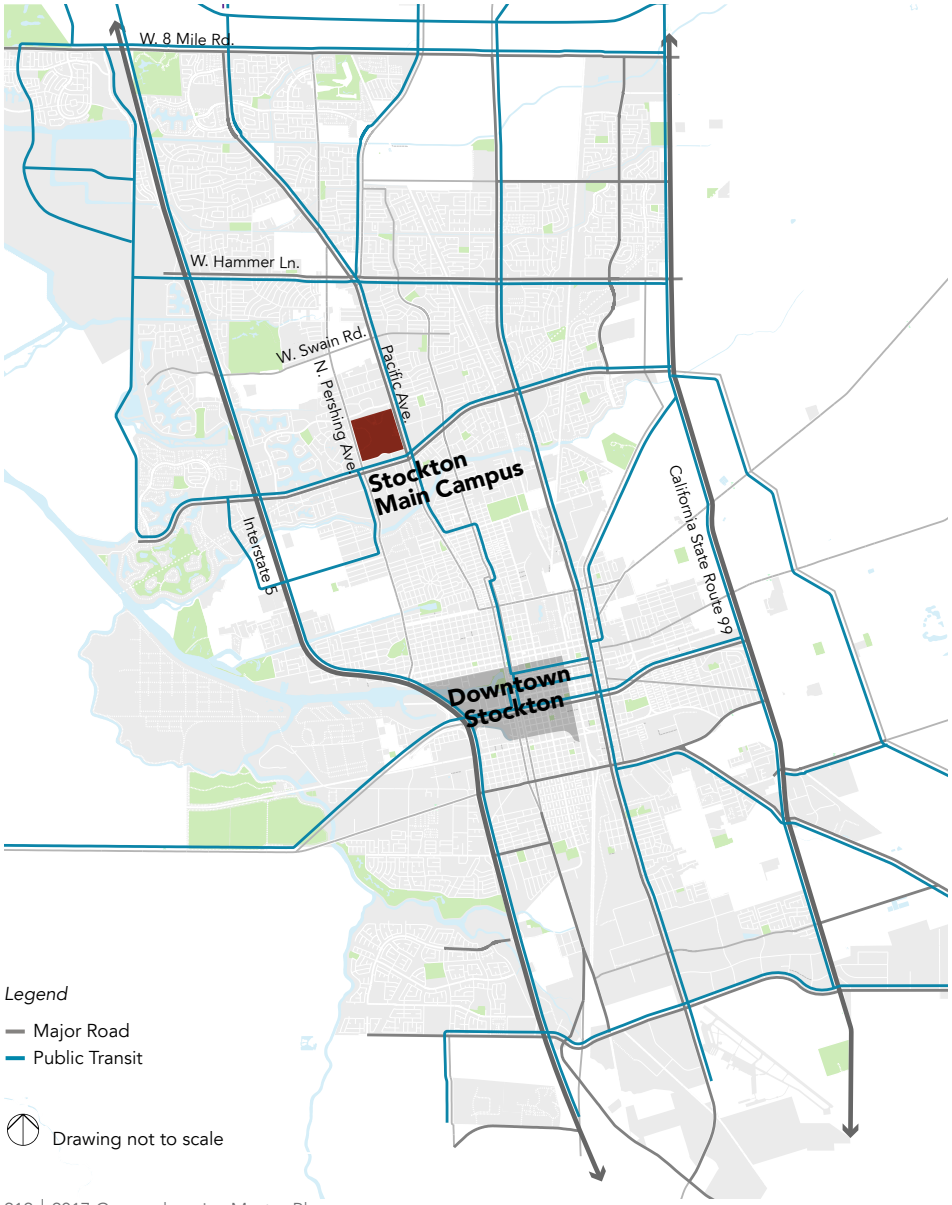
The multidisciplinary team of planners, architects, and engineers conducted an analysis of the existing Stockton Campus site, facilities, and infrastructure based on campus tours, meetings, analysis, and discussions with Delta leadership, facilities staff, and the CMP Working Group.

The information is presented in the following order:

- Campus Context
- Vehicular Circulation + Parking
- Pedestrian Circulation + Building Access
- Campus Development + History
- Facilities Assessment Summary
- Campus and Building Zoning
- Landscape Analysis + Landscape Furnishing
- Signage + Wayfinding Analysis

In each area, observations note particular issues of merit or concern. The complete Facilities Assessment Report is included in the Appendix of this CMP document and is summarized in this chapter.

CAMPUS CONTEXT

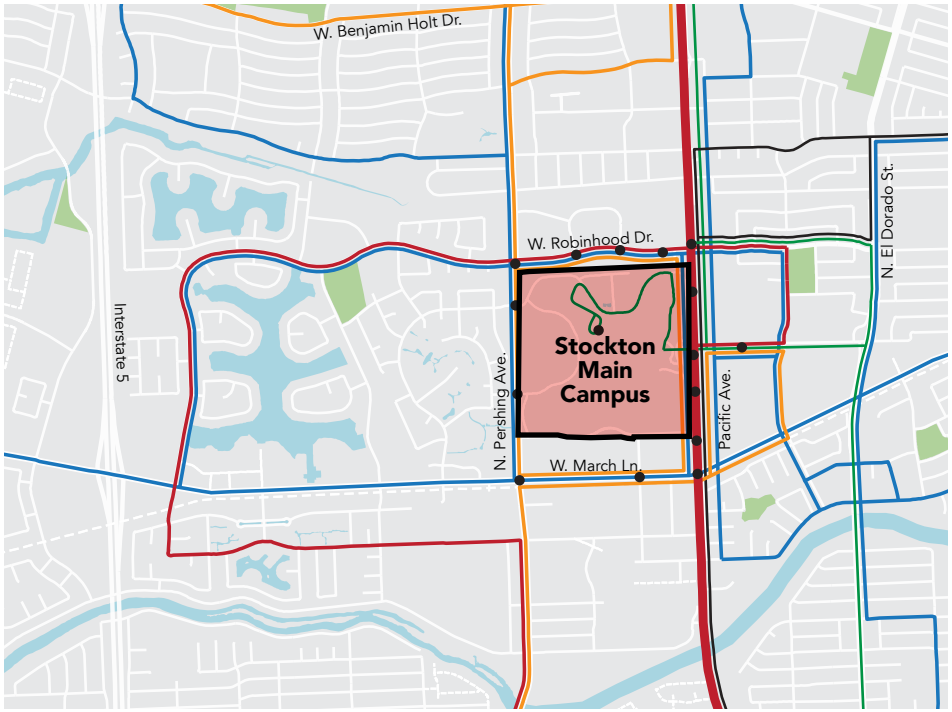


URBAN CONTEXT

The Stockton Campus is on a 165-acre site located north of Downtown along Pacific Avenue in the heart of Stockton.

ROAD NETWORK

Main access to Campus is via Interstate 5 to March Lane, from Pershing and Pacific Avenues.



TRANSIT ACCESS

The Campus is well-served by public transit, with several bus stops on all exterior sides and one campus stop adjacent to the Shima Center.

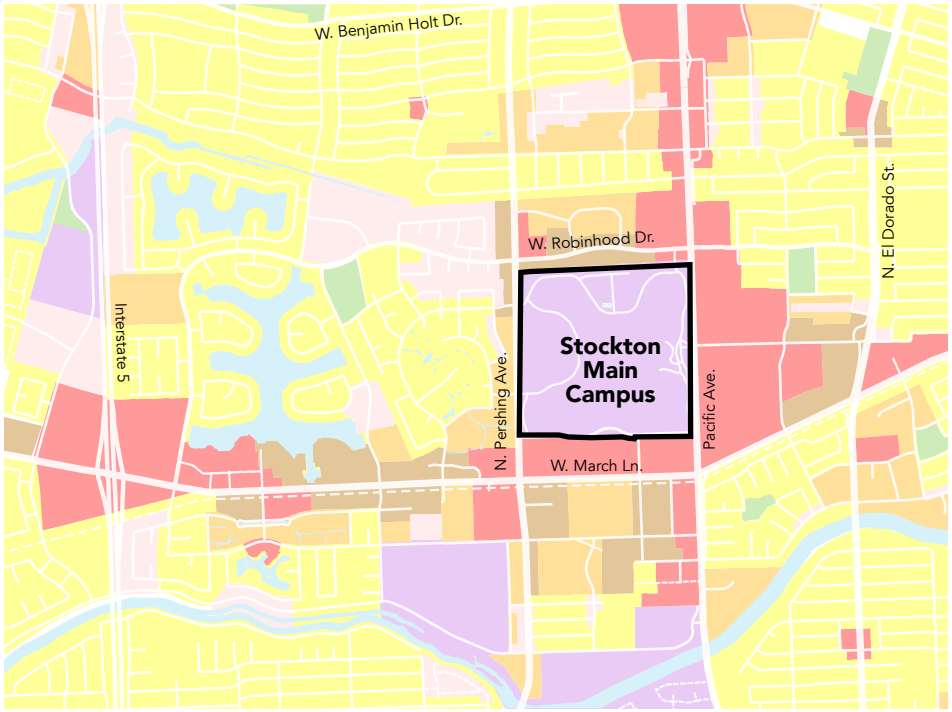
OBSERVATION:

- The location of the transit stop adjacent to the Pacific Avenue campus entry creates pedestrian-vehicular conflicts and compounds the congestion at the entry.

Legend

- Transit stop
- Intercity
- Metro Express
- Metro
- County Hopper
- Metro Hopper

Drawing not to scale



LAND USE ADJACENCIES

The Campus is bordered by retail centers to the north, east, and south. Other adjacent uses include office and residential.

The most public face of the Campus is along Pacific Avenue, where the main campus entry is located. The north and south sides are hidden behind commercial development.

Legend

- Residential (low density)
- Residential (mid density)
- Residential (high density)
- Administrative Professional
- Commercial
- Institutional
- Open Space
- Waterway

Drawing not to scale

VEHICULAR CIRCULATION

CAMPUS ACCESS

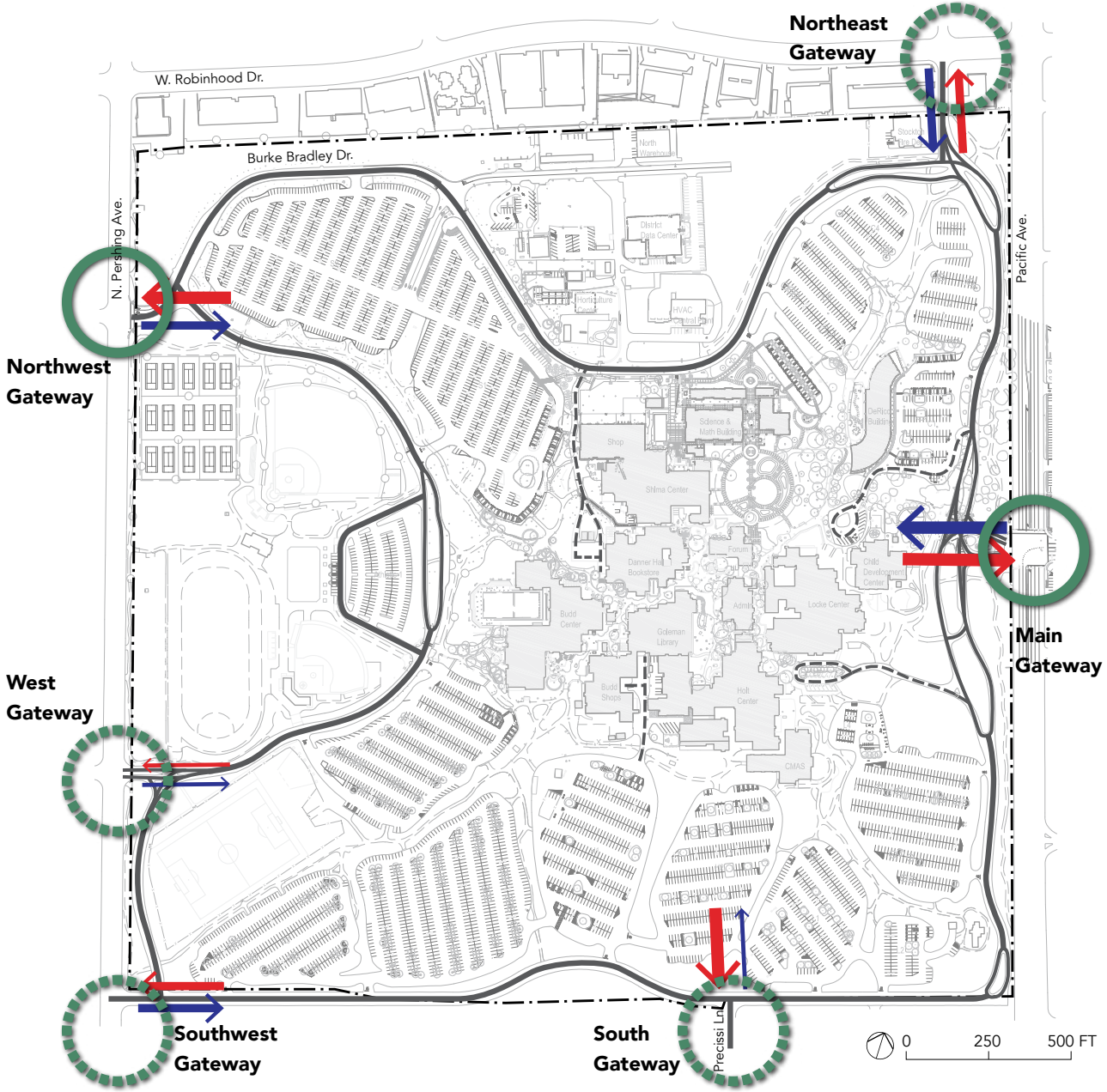
There are three signalized campus entries and three non-signalized campus entries. A loop road, Burke Bradley Drive, circumscribes the campus development. The analysis and recommendations from the traffic study conducted in 2010 are highlighted below.

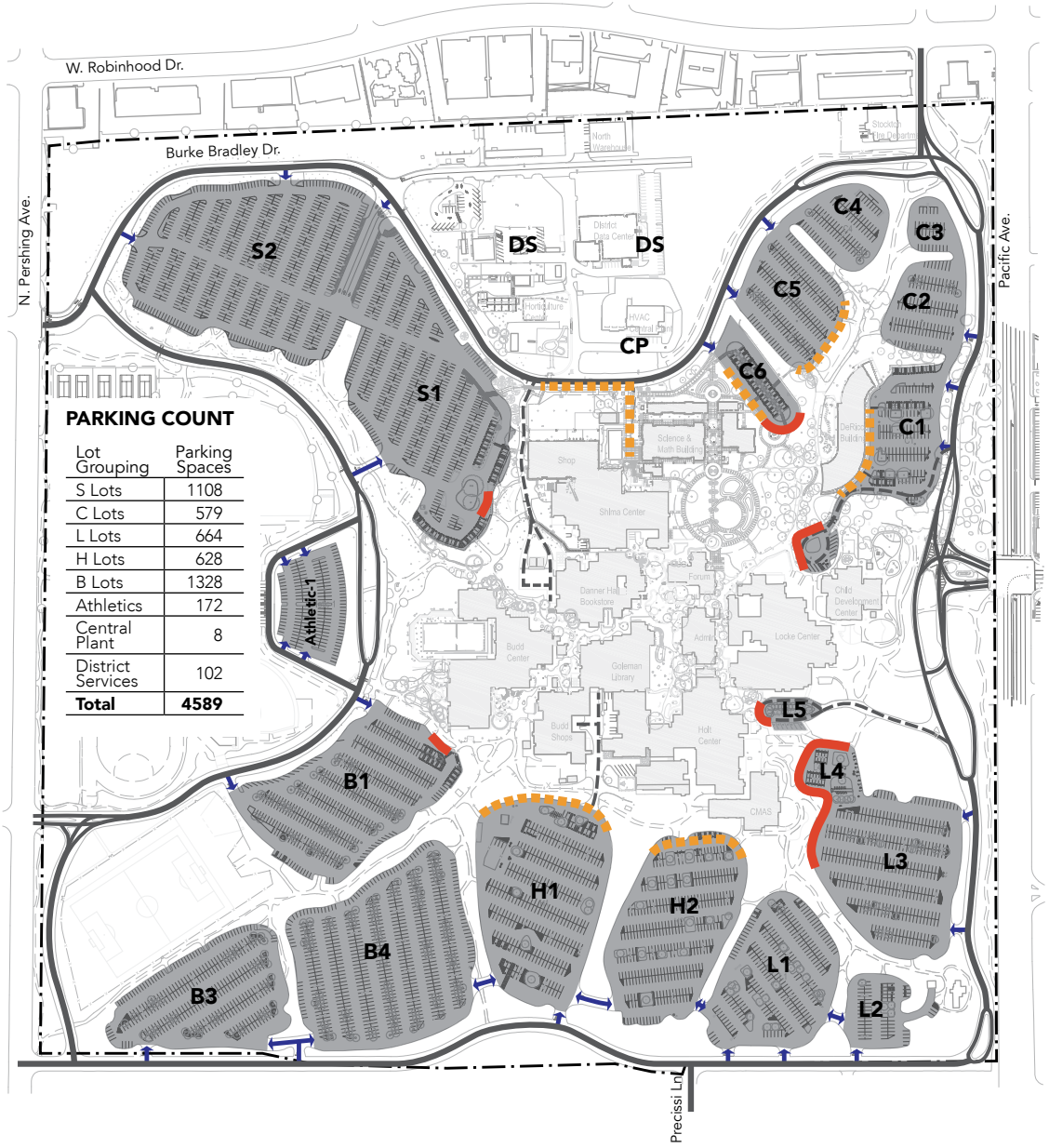
OBSERVATIONS:

- The volume of traffic at each gateway does not directly correlate to which entries are signalized.
- Most visitors use the main entry, leading to heavy congestion at that location.
- The main entry is poorly configured for the current traffic load.
- Other gateways are underutilized in comparison to the main entry.
- Pedestrian-vehicular conflicts are a concern.

CAMPUS TRAFFIC STUDY (2010)

	Peak Hour			
	Inbound		Outbound	
Gateway	AM	Midday	AM	Midday
Main	689	383	181	460
South	150	358	266	178
Southwest	106	277	530	208
West	40	136	245	89
Northwest	439	175	98	416
Northeast	514	206	113	232





Lot Grouping	Parking Spaces
S Lots	1108
C Lots	579
L Lots	664
H Lots	628
B Lots	1328
Athletics	172
Central Plant	8
District Services	102
Total	**4589**

CAMPUS PARKING

Campus parking and drop-off areas are illustrated in the graphic to the left.

OBSERVATIONS:

- Parking lots are accessed from the campus loop road and distributed around the campus core.
- Most lots are separated by landscape berms, which limit access and flow.
- Raised, planted berms obscure line of sight between parking lots, limiting orientation and presenting security concerns.
- The S Lots were recently renovated to remove berms, add parking, and improve circulation.
- There are limited formal drop-offs on campus, leading to the ad-hoc drop-offs illustrated on the graphic to the left.
- Many students, faculty, and staff have said there is insufficient parking on campus; however, analysis of the parking totals and the projected enrollment indicate that there is ample parking to accommodate current and future demand. The comments received are most likely expressing the desire to have more parking in close proximity to the buildings.

Legend

- Parking access
- Formal drop-off
- Informal drop-off

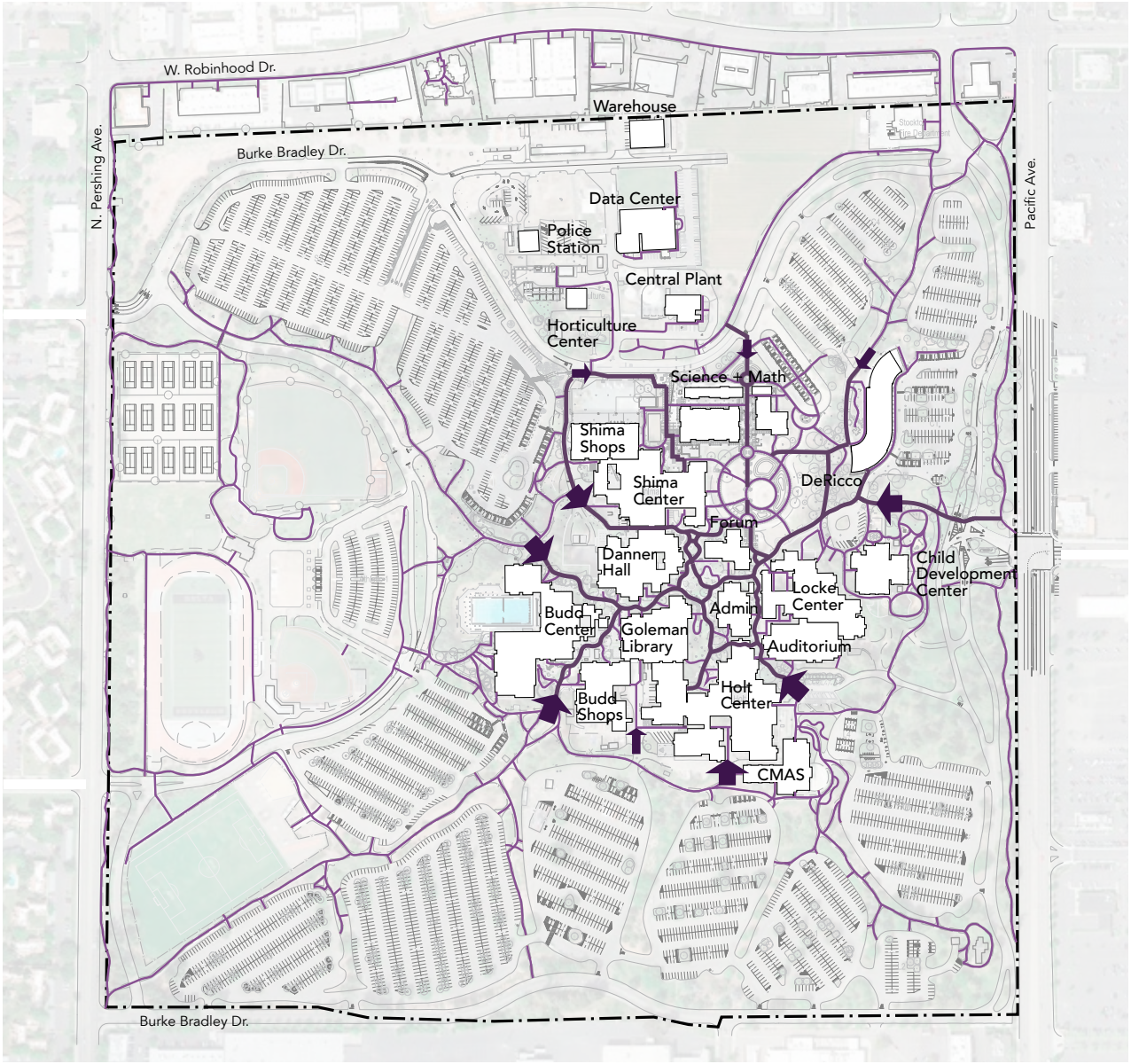
0 400 800 FT

PEDESTRIAN ACCESS

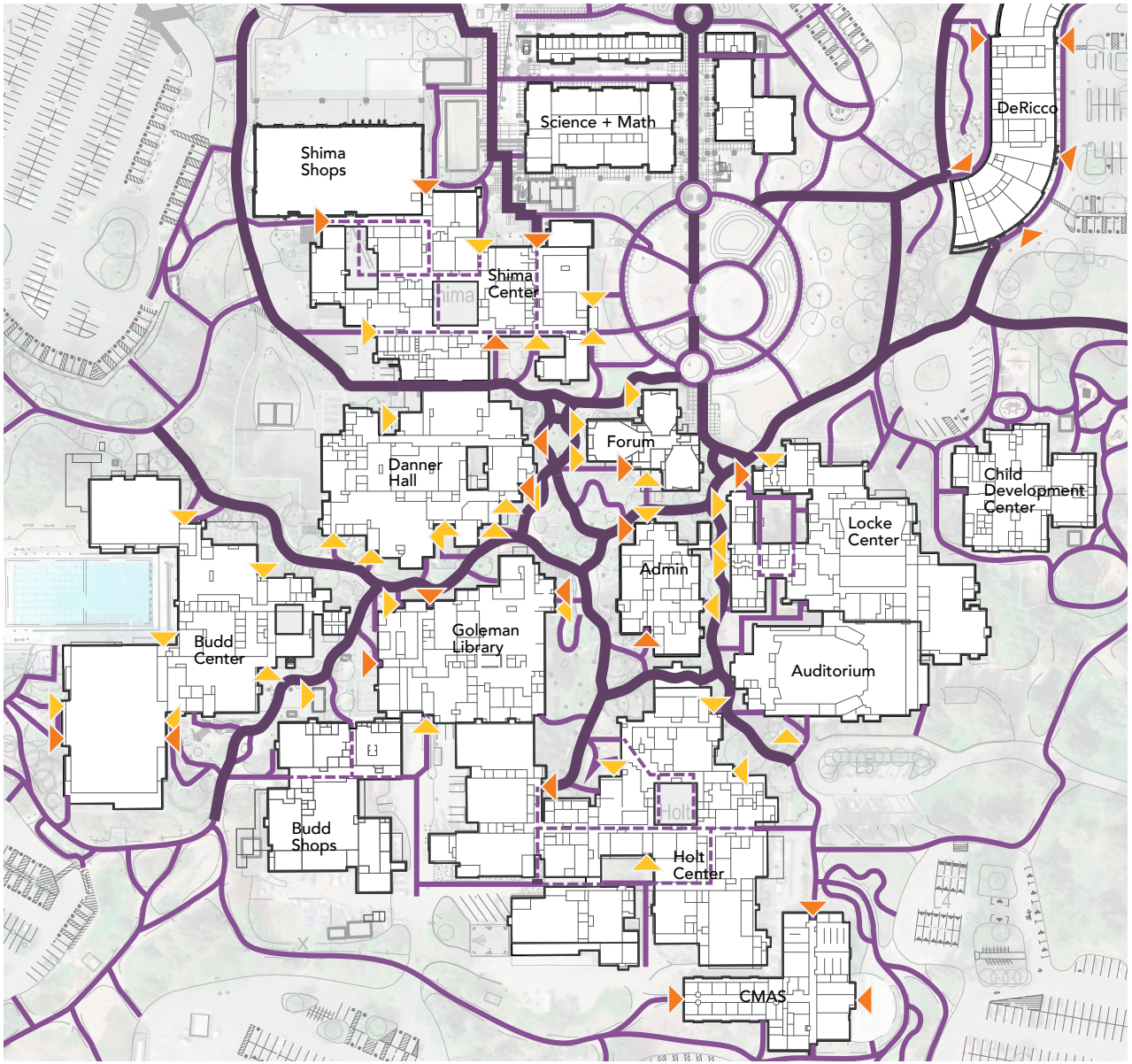
This analysis includes a high-level assessment of pedestrian access on campus. Due to the complex network of pathways, grade changes, and building access points, a separate, detailed update to the San Joaquin Delta College ADA Transition Plan is scheduled to begin in January 2017.

OBSERVATIONS:

- Several factors limit pedestrian visibility throughout campus, hindering orientation and wayfinding. These include:
  - narrow passageways
  - low lighting levels
  - planted berms
  - raised planters
  - steps, ramps, and other grade changes
- Access from the Pacific Avenue bus stop is not defined and difficult to navigate.
- Pedestrian access points from the parking areas lead to the Campus Core, often through narrow passageways.
- Pedestrian connections from the Campus Core to the Horticulture Center across a major campus road, leading to vehicular-pedestrian conflicts.
- Interior Campus Core paths are crowded and congested during peak hours.



BUILDING ACCESS



The campus is comprised of large, interconnected building complexes, creating a confusing network of passageways, stairs, and bridges. Navigating this system is difficult, and building access points are often hard to find. This graphic illustrates those access points.

OBSERVATIONS:

- Large buildings have multiple access points at varying levels.
- Many building access points are inaccessible and are not ADA-compliant.
- Lack of clear signage results in confusion.

Legend

- Pedestrian gateway
- Primary pathway
- Secondary pathway
- Accessible building entry
- Building entry through stairs or steps

0 100 200 FT

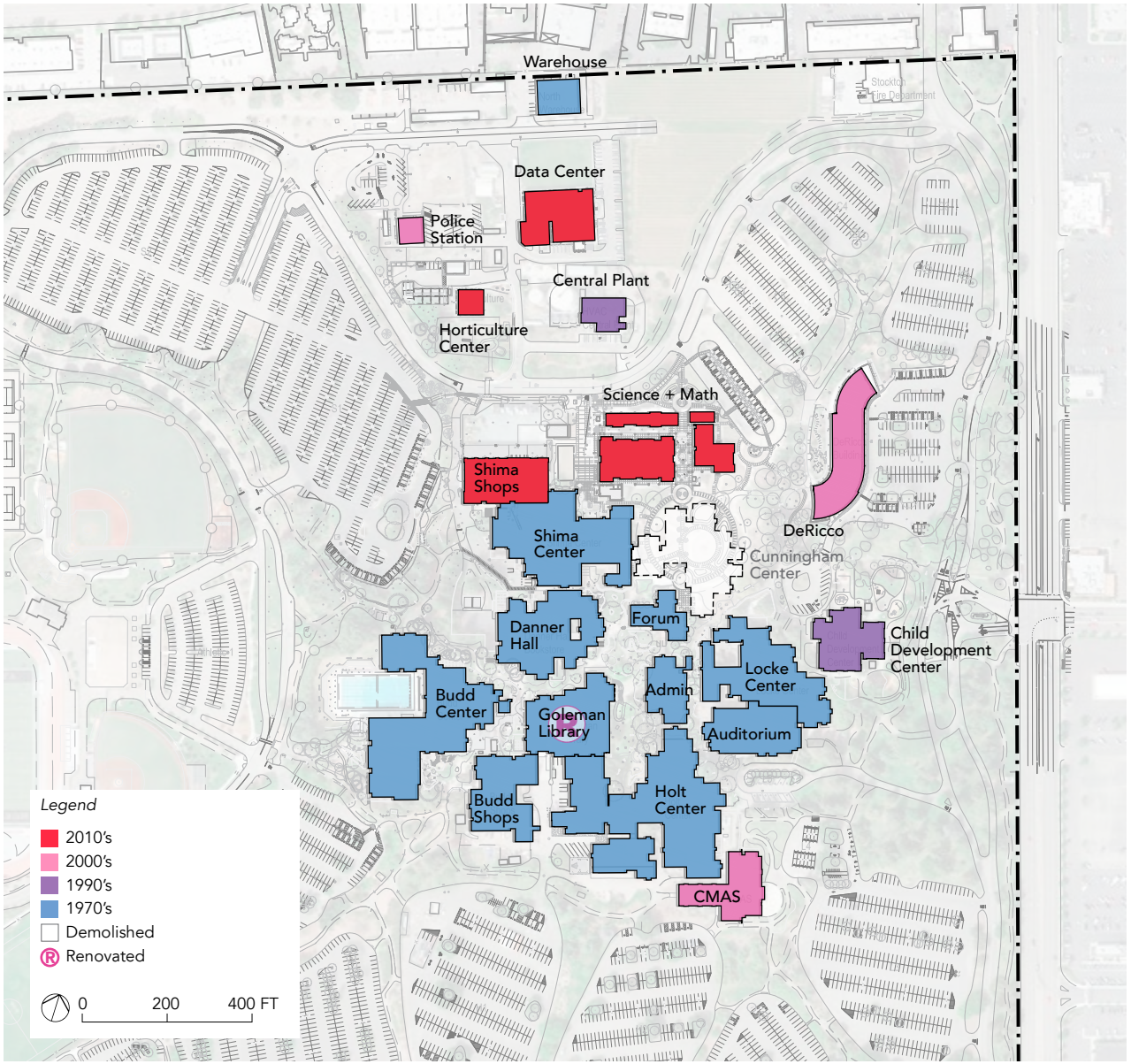
CAMPUS DEVELOPMENT HISTORY

The original buildings on the Stockton Campus opened in the early 1970's. The Campus was organized into instructional centers consisting of large multi-story buildings with interior courtyards. Buildings are named after deceased, local, historical people who had made significant contributions to education.

The Stockton Campus occupies a former state hospital farm annex site. The present campus' first buildings were the Budd Shops and former Cunningham Center, constructed in 1973. Holt, Goleman, and Administration followed in 1974. Shima and Forum were constructed in 1975, and Danner, Locke, and Budd in 1976. The final building of the first period of new construction was Atherton Auditorium, built in 1977. Another period of development began in 1993, with the additions of the Child Development Center, followed by the Central Plant in 1996, and Center for Microscopy and Allied Sciences (CMAS) in 2003. Recent major additions enabled by the voter-approved Measure L Bond funds include multi-million dollar DeRicco Student Services Center (2009), Belarmino Data Center (2010), the multi-phased Shima Expansion, a new Horticulture Center, and the Science and Math Building (2015).

OBSERVATIONS:

- Most of the core buildings are from the original 1970's campus construction
- Since the 1990's, most new construction has been on the north side of campus.
- While the campus enrollment has grown, the size of the central open space has remained the same.



The age and condition of the oldest buildings on the Stockton Campus negatively affect the quality of learning environments. Upgrades are needed to accommodate evolving pedagogies, modern technology, and building code changes related to access and life safety.

The Facilities Assessment Report focused on the original 1970's buildings that had not been renovated in recent years. The information is summarized on the following pages, and the full report is included in the Appendix of this document.

Images, clockwise from top right:

A Science and Math Building

B Irving Goleman Library

C DeRicco Student Services Building

FACILITIES ASSESSMENT SUMMARY

The planning process included an assessment of the existing site and facilities. A team of architects, engineers, and experts reviewed drawings, toured the campus, and met with key personnel to collect the information needed to inform the facilities planning discussion. Buildings constructed or renovated in recent years were not assessed, including Goleman Library, Science and Math, DeRicco, CMAS, and Shima Shops.

With the exception of the Equipment Warehouse on the north side of campus, the buildings under examination were approved by the Division of the State Architect (DSA) and constructed between 1973 and 1977. The Child Development Center was built in 1993, and the Central Plant in 1996.

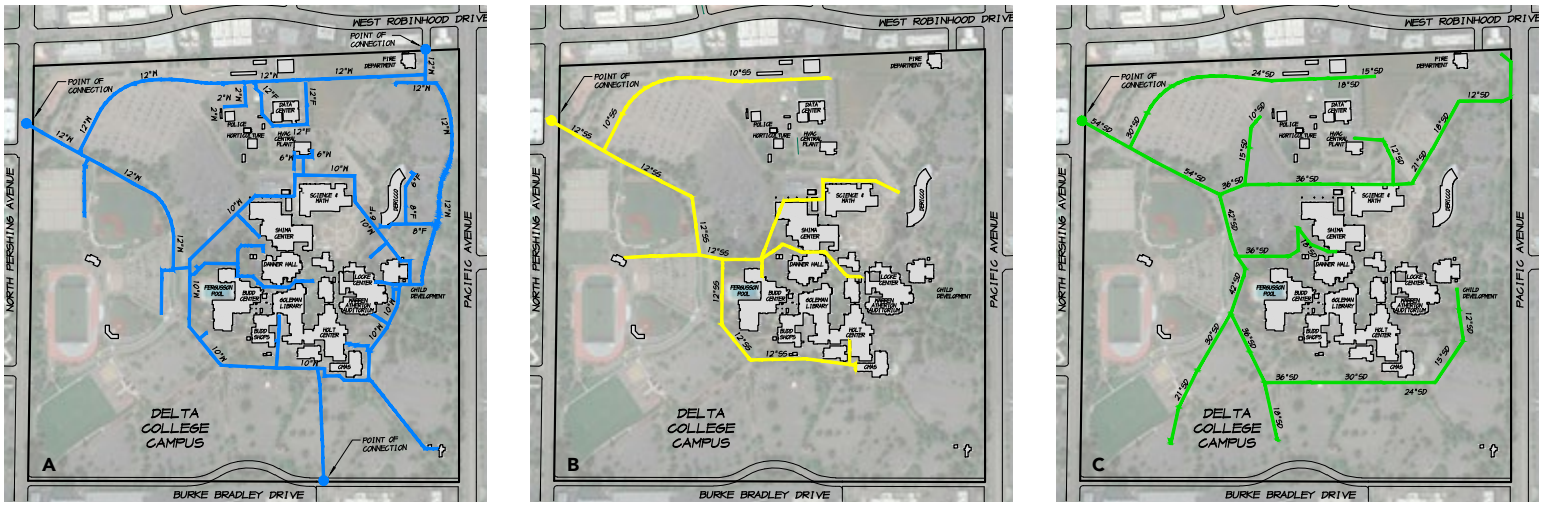
The buildings were reviewed against current building code standards and security measures, including the California Building Code, California Title 24, and accessory code publications by the State of California, as well as publications from the Department of Education, the International Association of Campus Law Enforcement Association (IACLEA), Campus Safety Magazine, and the Higher Education Opportunity Act (HEOA). Some original structural drawings are available and were reviewed to gain a general understanding of the buildings' structural systems.

As building codes are typically amended every 3 years, many buildings that were in compliance at the time of construction do not comply with current code.

For wet utilities such as domestic water, sanitary sewer, and storm water discharge, Delta is a City of Stockton customer and is subject to the regulations and standards of the City's Municipal Utilities Department. Additionally, various records were obtained from Facilities Management Department staff, including numerous construction drawings and surveys from the District's plan archive and water usage records from City invoicing, to aid in the evaluation of on-campus utility services.

Campus wide Conclusions:

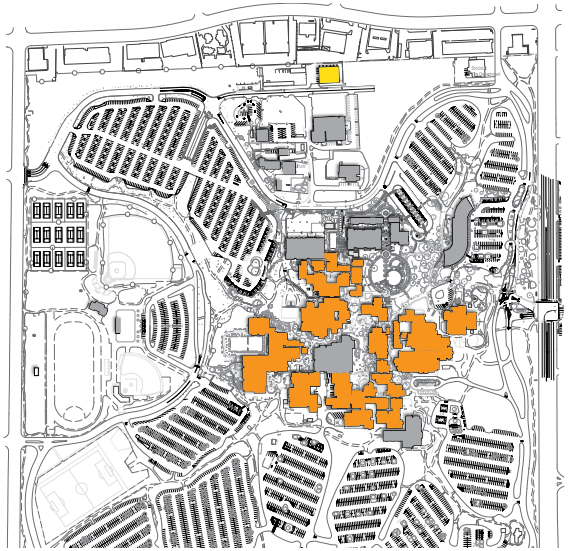
Civil (Storm Drainage, Water Distribution, Sanitary Sewer)	Wet utility systems are in reasonable shape. However, the original backbone system is nearly 50 years old and will require more isolated maintenance in the future.
Accessibility	Campus accessibility requires improvement, and the District is in the process of making these improvements.
Security	Campus-wide security requires improvement and upgrades in collaboration with various departments.



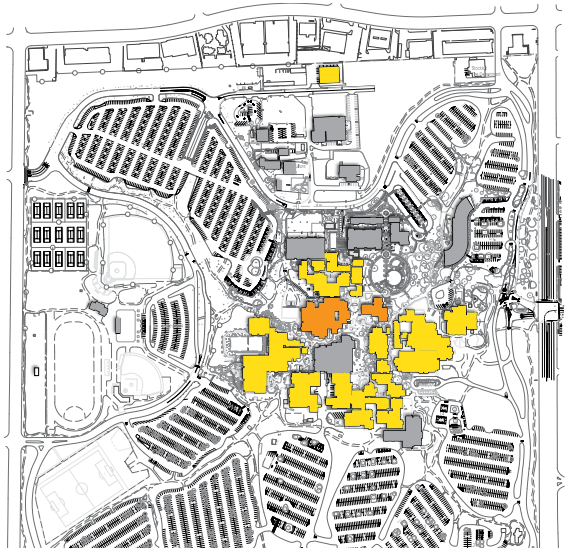
A Existing Water Distribution.

B Existing Sanitary Sewer.

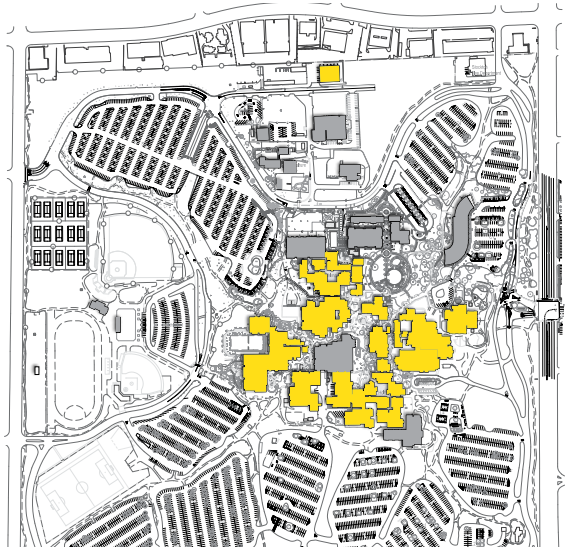
C Existing Storm Drainage.



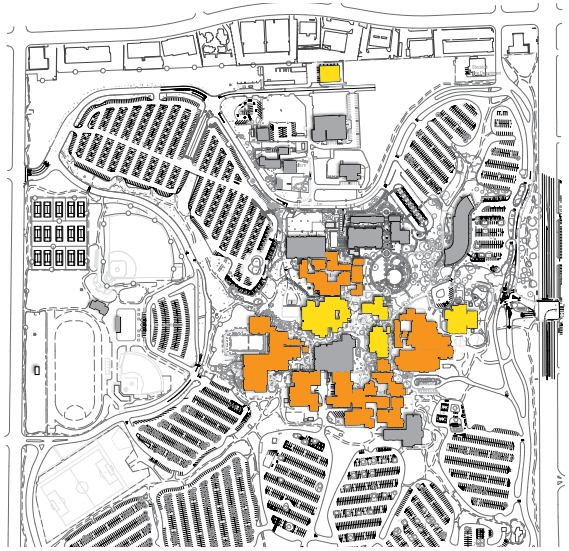
Accessibility



Operations + Maintenance



Structural



Lighting

The individual building assessment reviewed ten building complexes and took nine factors into consideration. The assessments did take into account projects already underway. The analysis revealed many common themes and issues between buildings.

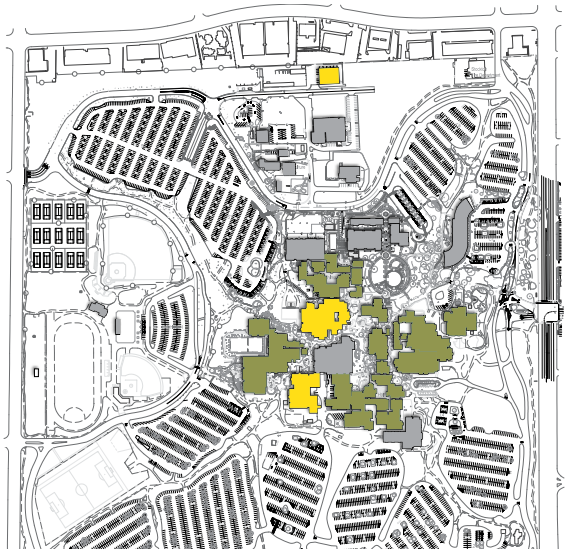
Individual Buildings Observations:

- Most building systems are antiquated and will require replacement in the near future.
- Teaching spaces lack modern technologies and layouts for effective learning.
- There is a moderate amount of deferred maintenance.
- Lighting and fire alarm systems need significant upgrading.
- The older campus buildings are a source of significant security and accessibility concerns. Interior courtyards with multiple levels and stairs, hidden corners, and similar obstructions that limit line of sight and accessibility pose significant challenges.
- Alterations, in excess of 50% of the building replacement cost would require seismic upgrades.

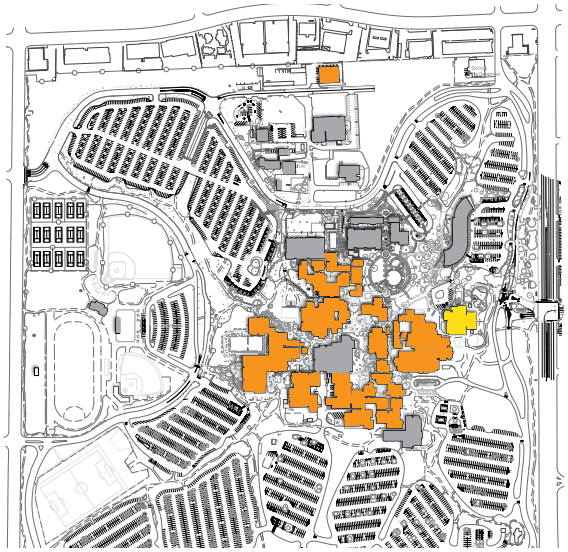
Legend

- A - Excellent Condition
- B - Above Average
- C - Average / May need some upgrades
- D - Poor
- Not Assessed Buildings

0 500 1000 FT



Plumbing



Security

Conclusion:

- Future projects should be evaluated relative to modernizations or demolition to ensure proper allocation of available dollars.

	Accessibility	Operations + Maintenance	Mechanical	Plumbing	Structural Systems	Electrical Power Distribution	Lighting	Fire Life Safety	Security	Civil
Administration	D	C	C	B	C	C	C	D	D	n/a
Budd Center	D	C	C	B	C	C	D	D	D	n/a
Budd Shops	D	C	B	C	C	C	D	D	D	n/a
Child Development Center	D	C	D	B	C	C	D	D	C	n/a
Danner Hall	D	D	C	C	C	C	C	C	D	n/a
Holt	D	C	C	B	C	C	D	D	D	n/a
Forum	D	D	C	B	C	C	C	D	D	n/a
Locke	D	C	C	B	C	C	D	D	D	n/a
Shima	D	D	C	B	C	C	D	D	D	n/a
Warehouse	C	C	C	C	C	C	C	n/a	D	n/a
Non Building Area + Grounds	D	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	B

Note: The assessments did take into account projects already underway.

Legend

- A - Excellent Condition
- B - Above Average
- C - Average / May need some upgrades
- D - Poor
- Not Assessed Buildings

0 500 1000 FT

A Courtyard and exterior stairs at Shima Center.

B Building entry and trash enclosure at Shima Center.

C Rigid stair connection between Admin and Forum.

D Classroom interior.

E Student Lounge.

F Exterior stairs at Holt Center courtyard.

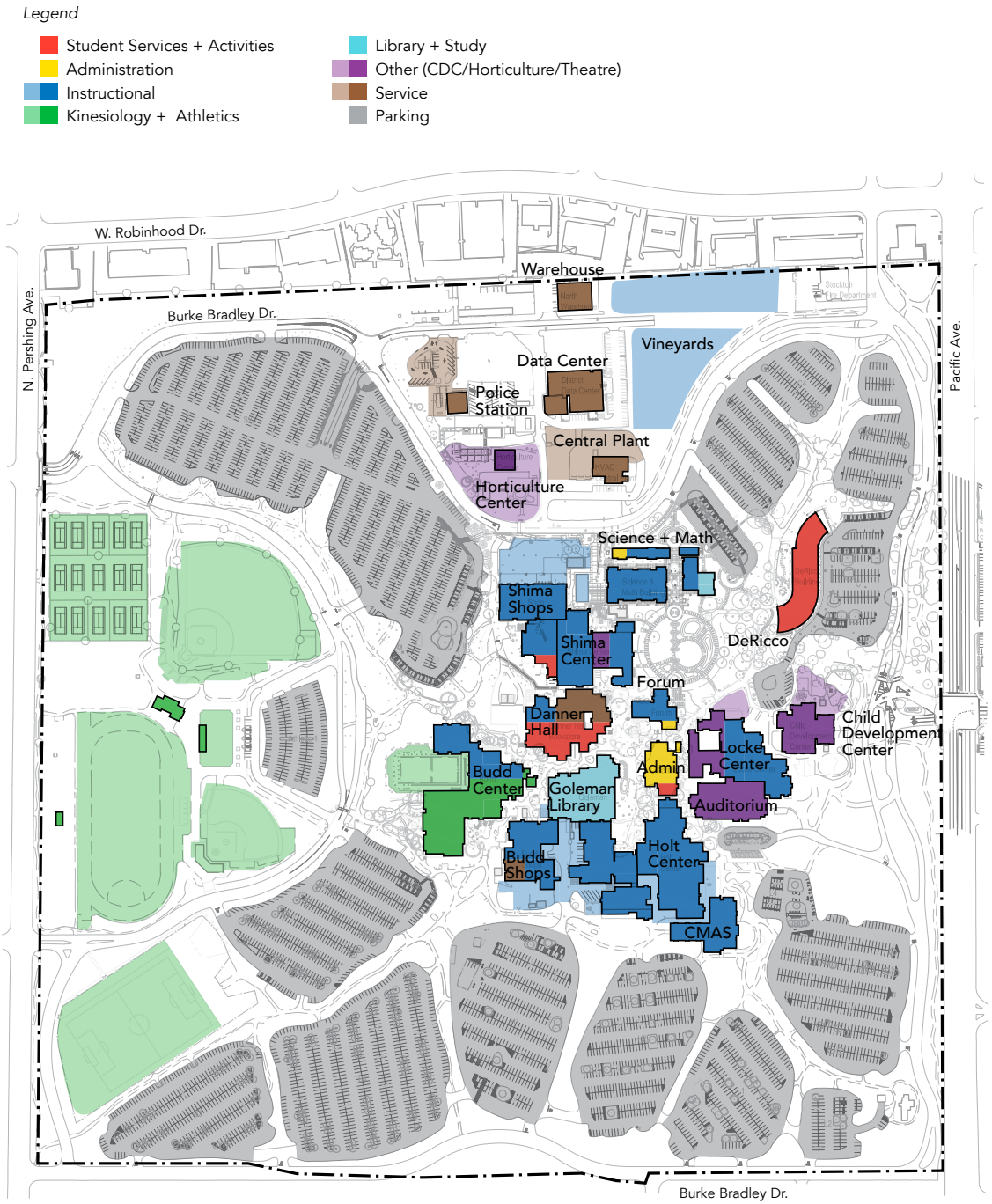
ZONING

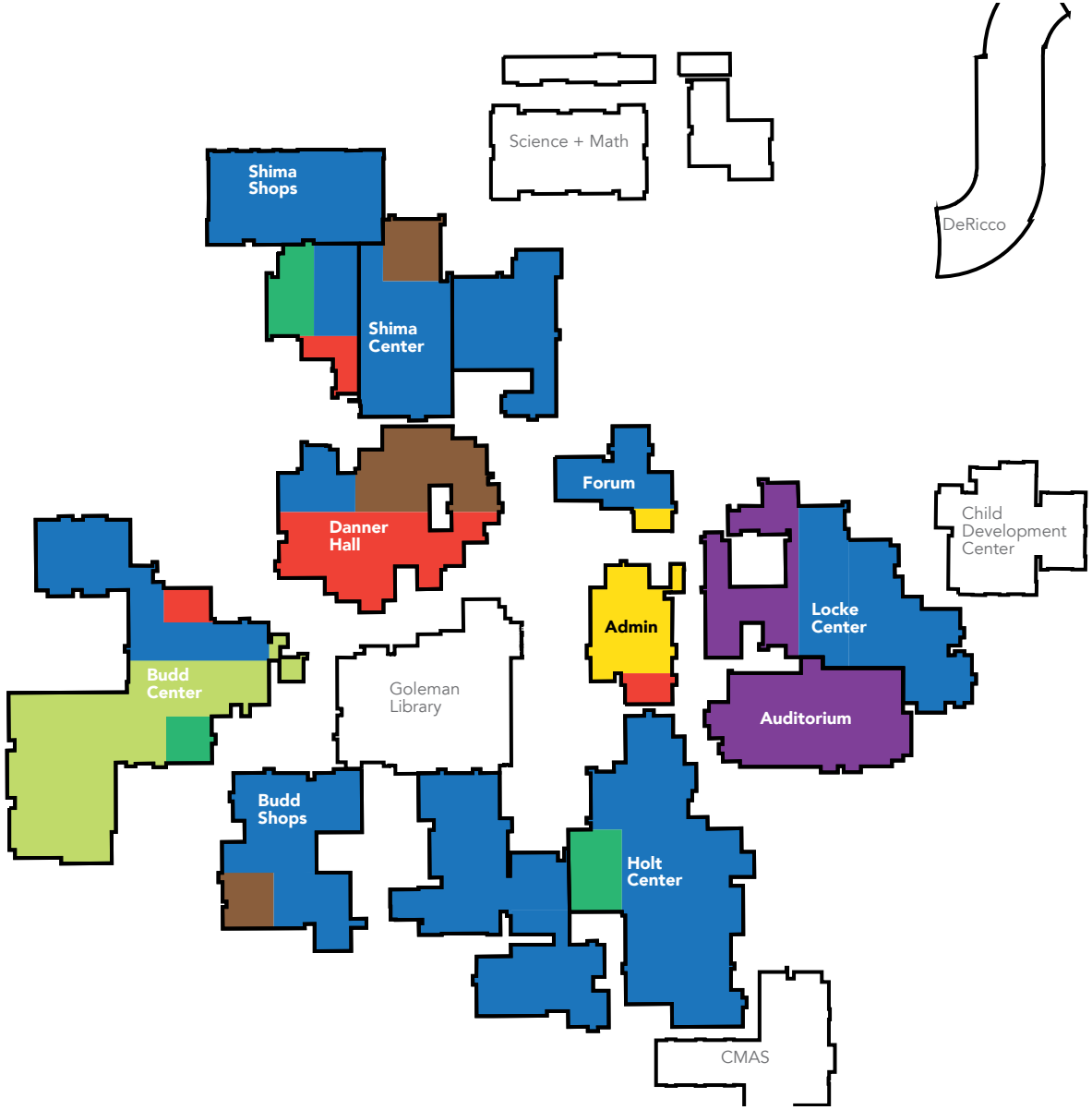
CAMPUS ZONING

The campus features general zoning patterns that cluster Campus functions.

OBSERVATIONS:

- The majority of instructional facilities are located in or near the Campus Core.
- The Kinesiology and Athletics functions are grouped together on the west side of campus along Pershing Avenue.
- Many buildings accommodate multiple programs and uses that are sometimes in conflict.
- Campus service functions are primarily on the north side of campus with the exception of the lower level of Danner Hall, where Facilities, Purchasing, and Warehouse are located.
- Student Services functions are distributed in multiple locations making it difficult for students to find.
- The DeRicco Building was originally planned to be a one-stop shop for all student service functions, but due to limited space and growing programs, not all student services are housed there.
- The DeRicco Building is in a visible, front-door-accessible location but remote from the Campus Core.
- The Child Development Center is in a very visible location at the main campus entry.





BUILDING ZONING

The original campus buildings constructed in the early 1970's are large complexes housing a number of functions. During the planning process, six of these large buildings were analyzed in more detail in order to understand the complexities of the functional zoning.

The six building complexes here are illustrated with observations on the following pages:

- Locke Center
- Budd Center and Budd Shops
- Danner Hall
- Holt Center
- Shima Center and Shima Shops
- Administration and Forum

Legend: Group Occupancies

- Student Services + Activities
- Administration
- Instructional
- Kinesiology + Athletics
- Library + Study
- Other (Theatre)
- Service

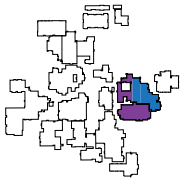
0 100 200 FT

Legend

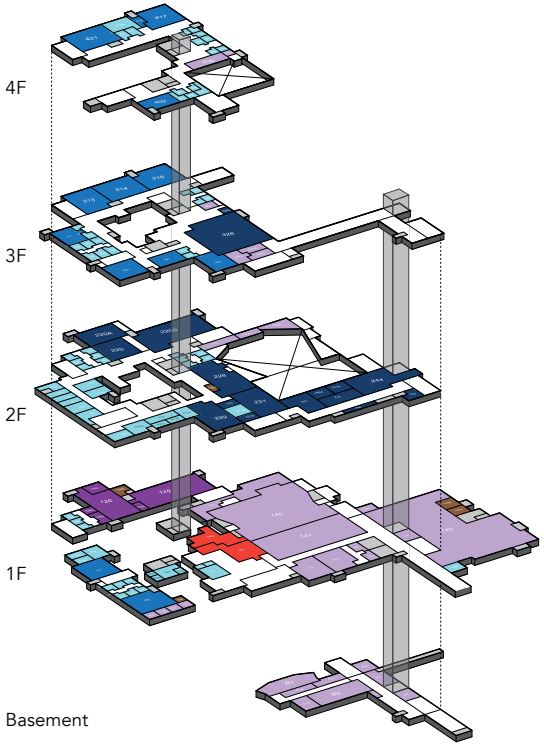
- Student Services + Activities
- Administration
- Instructional - Classrooms
- Instructional - Labs
- Instructional - Office/Conference
- Kinesiology + Athletics
- Library + Study
- Child Development
- Performing Arts / Gallery
- Service
- Support
- Middle College High School
- Insufficient Information

INDIVIDUAL BUILDING ZONING OBSERVATIONS

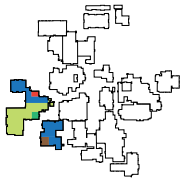
Locke Center



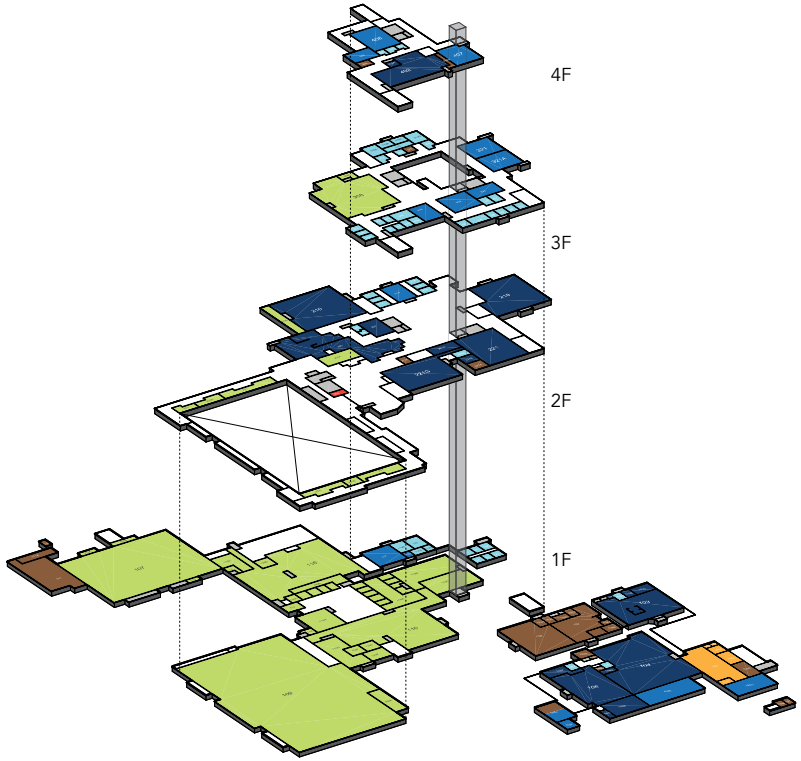
- Some Child Development classrooms are located in Locke, remote from the Child Development Center.
- Nursing and Speech-Language Pathology Assistant (SLPA) programs have a high demand and cannot grow in their current location.



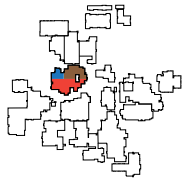
Budd Center + Shops



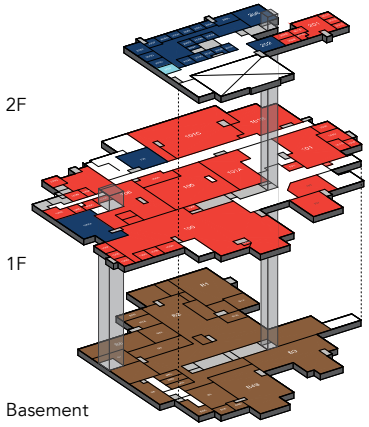
- Middle College High School classrooms and study spaces are inappropriately located in a shops building, adjacent to dissimilar functions.
- The print shop has been recently renovated.
- The condition and utilization of support facilities for athletic field uses are insufficient to support program needs.



Danner Hall



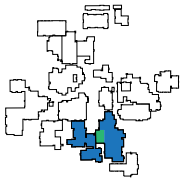
- A variety of instructional, student services, and administrative support spaces occupy Danner.
- Culinary instruction on the first floor is undersized and outdated to support program needs.
- The entire basement is dedicated to support services: Facilities, Purchasing, and Warehouse.
- Food service is limited; students leave campus for more options.
- Students lack space to collaborate and gather.



Legend

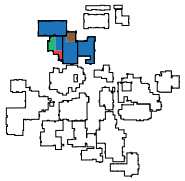
- Student Services + Activities
- Administration
- Instructional - Classrooms
- Instructional - Labs
- Instructional - Office/Conference
- Kinesiology + Athletics
- Library + Study
- Child Development
- Performing Arts / Gallery
- Service
- Support
- Middle College High School
- Insufficient Information

Holt Center



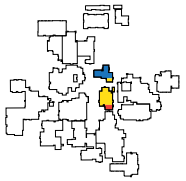
- The police academy is remote from the Campus Police location.
- The Reading, Writing, and Learning Center is remote from other tutorial services and difficult to find.
- The music spaces need revitalization and acoustical upgrades.

Shima Center + Shops

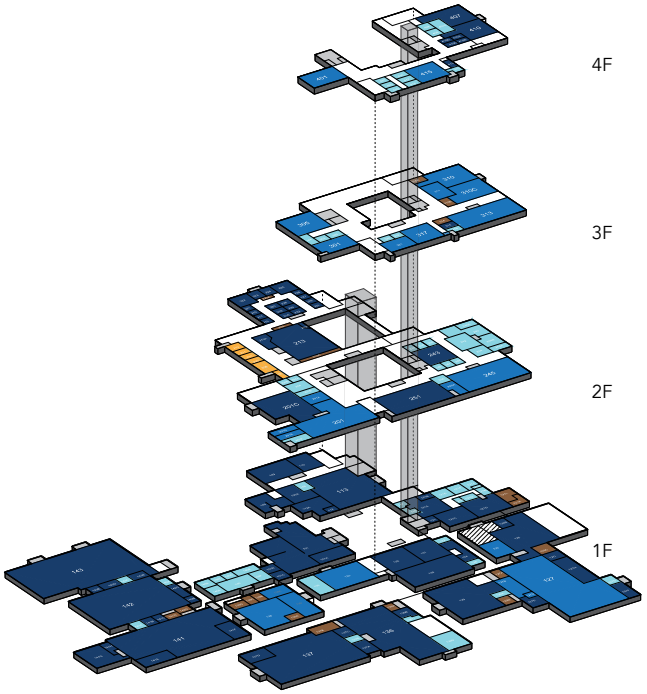


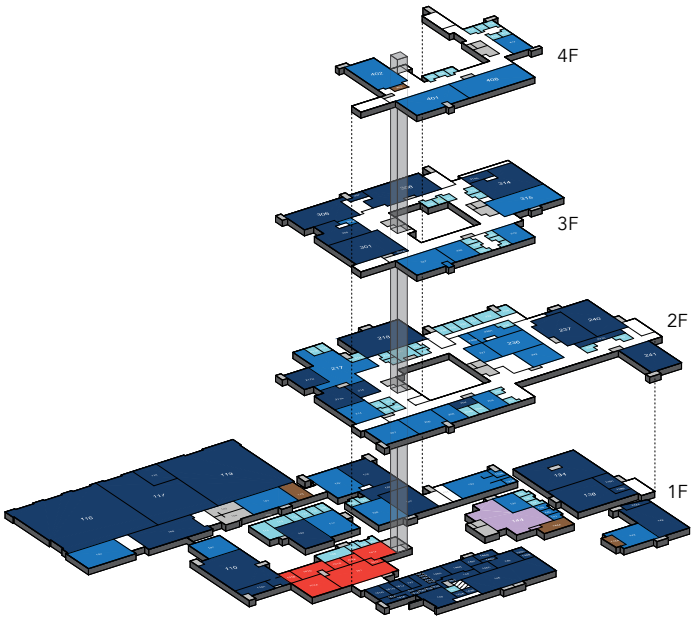
- Culinary programs on the third floor are undersized and outdated.
- The art gallery is difficult to find.
- The student government office location is remote from the student center and difficult to find.
- Supplemental Instruction (Learning Center) is remote from other tutorial services and difficult to find.

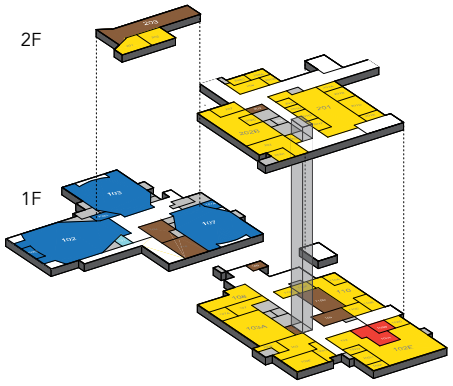
Administration + Forum



- Large classrooms in the Forum are oversized and difficult to schedule, resulting in low utilization.
- The Administration Building layout is inefficient and has multiple access and deferred maintenance issues.
- There is inadequate conference and meeting room space to support program needs.
- The Board Room is small and ineffective for community meetings.







SIGNAGE + WAYFINDING

INTRODUCTION

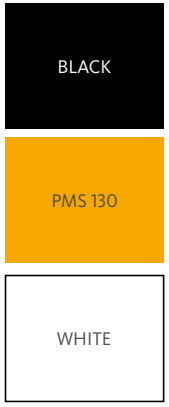
The planning process included an analysis of the current wayfinding and signage program and an assessment of existing signage conditions at the various campuses.

The findings are summarized here and were used to inform the development of new signage and wayfinding recommendations.

Existing Delta College Identity Components

DELTA EMBLEM

ADDITIONAL LOGOS



COLORS

SAN JOAQUIN DELTA COLLEGE

SAN JOAQUIN DELTA COLLEGE

WORDMARK

ABCDEFGHIJKLMN
OPQRSTUVWXYZ
&0123456789

HEADLINE TYPEFACE: HELVETICA REGULAR

ABCDEFGHIJKLMN
OPQRSTUVWXYZ
&0123456789

HEADLINE TYPEFACE: TRAJAN PRO

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
&0123456789

SECONDARY TYPEFACE: GILL SANS

GRAPHIC IDENTITY COMPONENTS

Existing Delta College Identity Components

The main Delta emblem is a black and white riverboat within a chamfered equilateral triangle. Additional Delta logos include colored versions of the main emblem, a mustang, Delta College initials, or a combination of the above. The District's colors are Black, Gold and White, and a variety of fonts are used in signage and marketing material.

Campus Identification

The Delta identity has evolved over time. Although there is a consistent use of typeface to identify each campus there are no guidelines regarding the hierarchy of messaging, application of typeface, use of emblem, or the use of color and material.

Campus Identification

SIGNAGE + WAYFINDING

WAYFINDING ANALYSIS

User Journeys

As part of the wayfinding analysis, several user journeys were undertaken:

1. Website and mobile wayfinding
2. Visitor to DeRicco Student Services center
3. Student getting to class for first time
4. Guest attending a show in Atherton Auditorium
5. Mustang fan attending a home football game

Analysis Summary

The user journeys immediately made clear that the campus lacks cohesive directional and identification program, which leads to wayfinding confusion. The current signage has many opportunities for increasing a user's awareness and understanding; such added awareness could directly lead to an increased feeling of safety while also providing a "trail of bread crumbs" to allow users to navigate the campus.

KEY OBSERVATIONS

- Overall lack of directional signage
- Under-emphasized campus gateways
- Difficulty identifying buildings in narrow corridors between structures
- Unmarked major corridors and paths
- Parking connections for primary destinations are unclear
- Under-scaled signage and messaging

Campus Perimeter Entry Points


1 Pacific & Yokuts


2 W. Robinhood & Burke Bradley


3 Burke Bradley & N Rd.


4 N. Pershing & Burke Bradley


5 N. Pershing & Burke Bradley


6 N. Pershing & Burke Bradley


7 Precissi & Burke Bradley


8 Burke Bradley curve

SIGNAGE ASSESSMENT

Sign Family Overview

After reviewing the photo documentation from the site surveys, the sign types were organized into three categories: Identification, Directional, and Informational.

Assessment Summary

Following the photo survey, there were a number of areas presented clear opportunities for improvement, namely consistency in the sign program.

KEY OBSERVATIONS

- Campus evolution over the years has created a fragmented sign family, inconsistent visual graphic standards, and a non-standard approach to sign locations.
- Current signage lacks consistent and thoughtful brand character.
- Overall signage condition is poor. Many show signs of damage, lack of maintenance, and outdated messaging.

IDENTIFICATION

Campus Identification
Campus Monument Identification
Ceremonial Campus Entry
Campus Freestanding Digital Display

Building Identification
Building ID: Pylon
Building ID: Letterforms
Building ID: Panel
Athletic Facility Identification
Ceremonial Plaque
Room Identification

Parking Identification
Parking Lot ID: Free-standing
Parking Lot ID: Post-mounted
Parking Stall ID

Area Identification
Special Area Identification
Donor Recognition

DIRECTIONAL

Vehicular Directional
Vehicular Directional

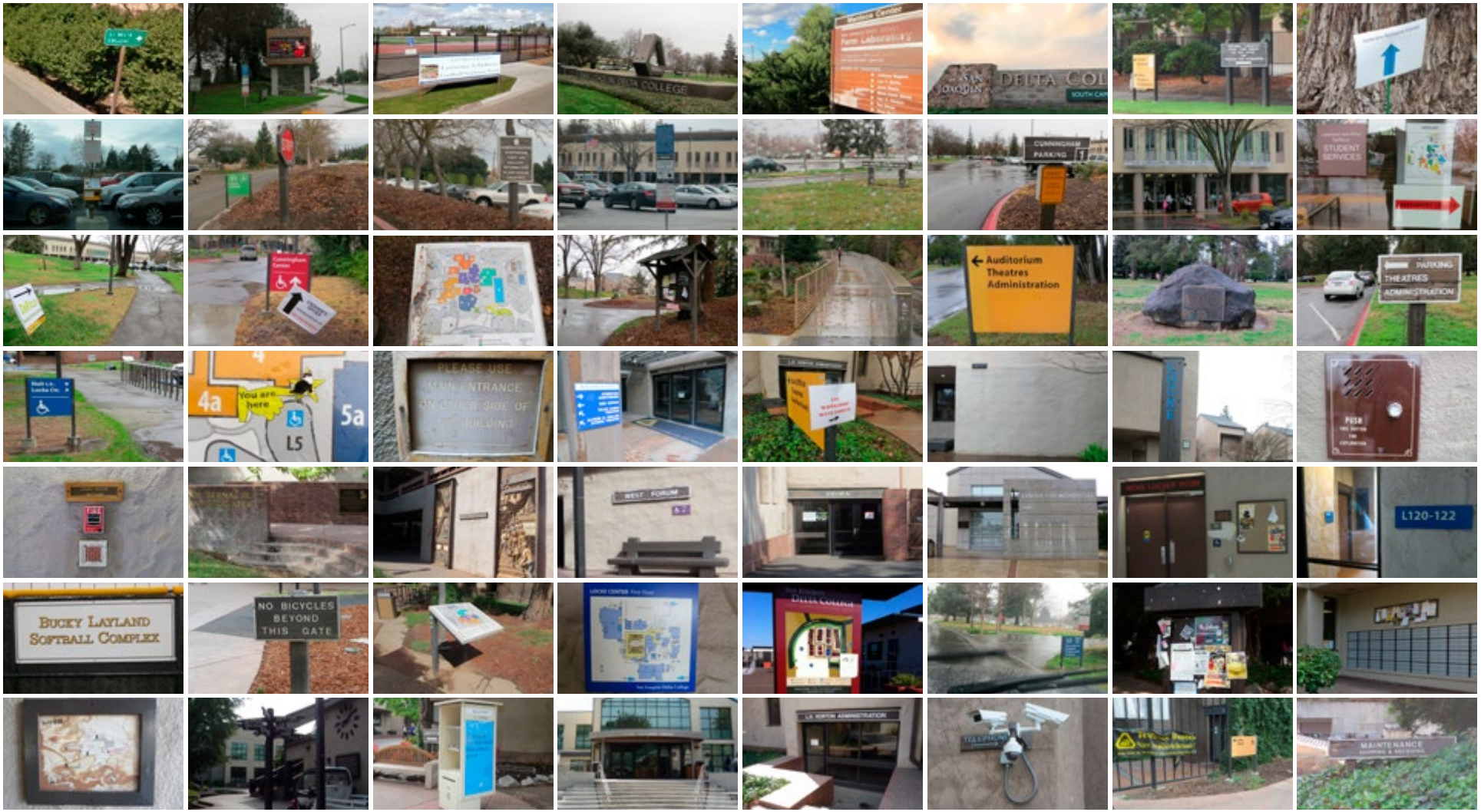
Pedestrian Directional
Campus Map & Directory
Building Map
Pedestrian Directional

INFORMATIONAL

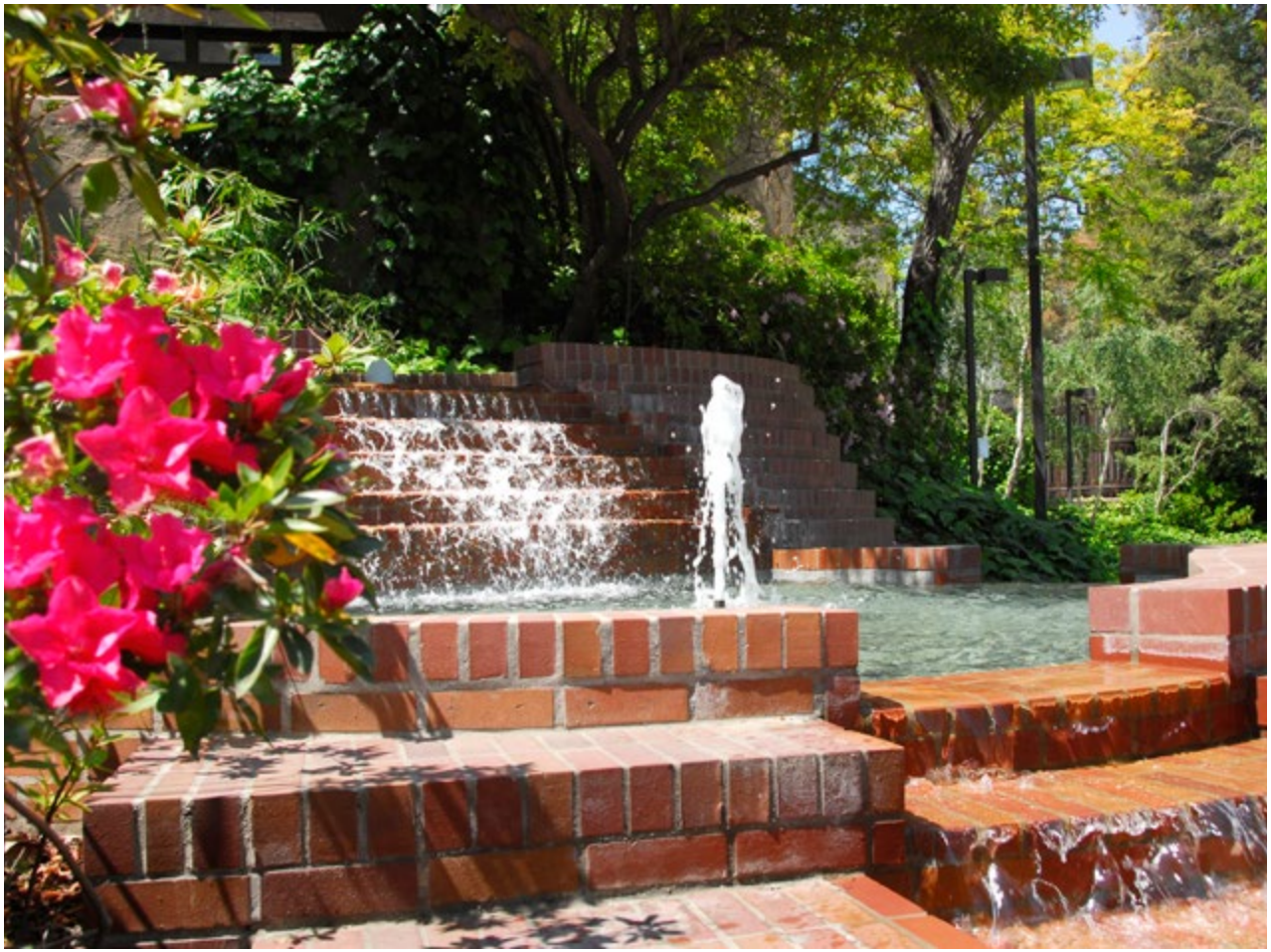
Regulatory
Smoke Free Campus
Permit Parking Information
Restricted Parking Information
Restricted Access
Bicycle Access
Accessible Parking

Postings & Advertising
News Stands
Notice Boards
Temporary Postings
Movable Stanchions

Photo Survey



LANDSCAPE ANALYSIS



INTRODUCTION

The planning process included an assessment of existing landscape conditions and an analysis of the current landscape design at San Joaquin Delta College. This was conducted through a series of site visits and an evaluation of the available data and information provided by the District.

The findings from this analysis are summarized here and were used to inform the landscape design recommendations, with an emphasis on the following issues:

- Safety and security measures
- Accessibility improvements
- Sustainability measures
- Irrigation water reduction and regulatory compliance
- Tree succession strategy

San Joaquin Delta College is spread over 165 acres, of which 103 acres are landscaped with a variety of trees, shrubs, and grasses. Trees have been planted each year since [Delta's] establishment, forty five years ago. The urban forest on campus includes a diversity of native, ornamental, and well-established trees which add to the aesthetic character of the [campus]. This population requires a management plan that is responsive to the special details of [Delta]. The campus contains many outdoor resources, such as the Nature Walk and Horticulture Teaching Garden northeast of DeRicco, which, along with other green spaces on campus, sustain this large diversity of trees. This Facilities Plan recognizes that trees and other vegetation are vital components [of] the landscape, and [that] with proper maintenance and proactive management, they can continue to provide many benefits to the [Delta] community and environment for years to come.

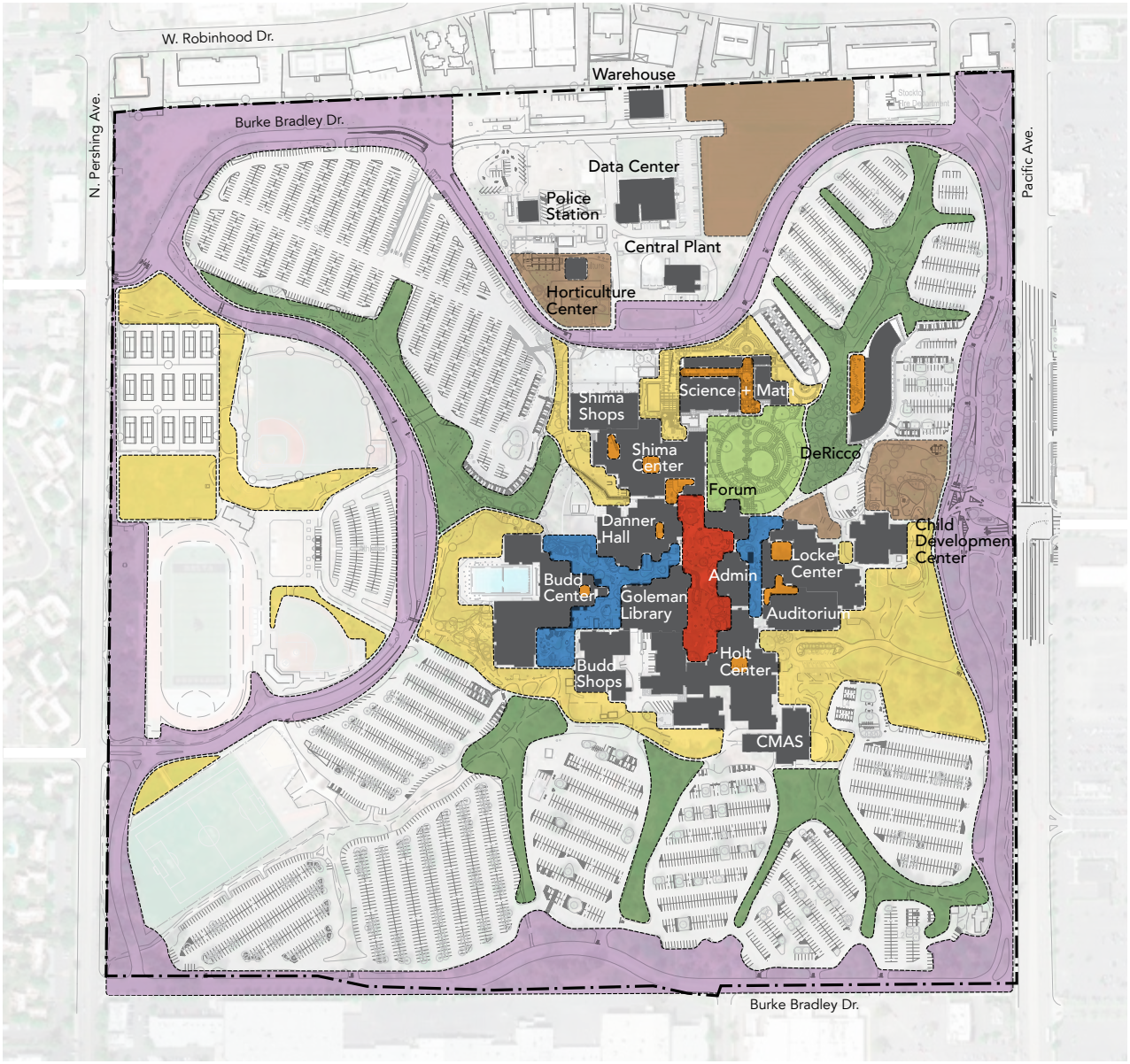
Source: Delta College Master Plan, 2005.

LANDSCAPE ZONING

The campus landscape organization is composed of complementary open space types or zones, each with its own function and aesthetic quality. Landscape zoning is useful in identifying the of the various landscape spaces and identifying strengths and issues particular to a zone.

OBSERVATIONS:

- The landscapes along streets and parking areas function well as visual and sound buffers between vehicular and pedestrian areas, but lack continuity.
- The connective landscapes have a strong identity that support the historic landscape character in the Campus Core.
- The historic open spaces at the Campus Core define Delta's landscape heritage with meandering paths and brick detailing, but the many level changes pose accessibility issues.
- The community-oriented open space between the Forum building and the Science and Math building lacks shade and seating opportunities; its circular form and minimal wayfinding are not conducive to intuitive pedestrian movement.



Historic

Landscapes affiliated with the original campus open space network suggest the institution's heritage. These spaces function as primary pedestrian gathering and outdoor socializing areas.

Connective

These multi-functional spaces usually occur between buildings and serve primarily as pedestrian corridors, service areas, and small seating or visual landscapes.

Community

The campus's most prominent public spaces express the quality and character of the institution through simple and restrained design. These spaces also allow for large gatherings.

Courtyard

These landscape designs vary greatly, as each is unique to their architectural setting. Courtyards are more rich in detail and sensory stimuli than larger-scale landscapes.

Transitional

These landscapes occur along building perimeters and between them, functioning as campus thresholds, pedestrian corridors, service areas, and temporary parking.

Streets and Parking Lots

These landscape areas are the first image of the campus as viewed from public right-of-way. The internal campus streets offer intermittent shade for vehicles and pedestrians.

Natural

These landscapes are visual and noise buffers between parking areas and along a variety of edges. Natural landscapes typically have minimal pedestrian walks and engagement.

Special/Unique

These landscapes serve a specific function or role on the campus, such as the CDC playground or Horticulture Center, and are designed according to their purpose.

LANDSCAPE BERMS

The campus parking areas are largely framed and divided by planted landscape berms. Though natural in appearance, most of the berms are artificial, with the exception of those in the northwest corner, utilized to negotiate grade changes in that part of the campus. The berms comprise a substantial part of the campus's overall landscape character.

OBSERVATIONS:

- The large berm in the northeast portion of campus serves as a nature trail that is part of the college's educational program.
- The built-up topography and dense tree planting separating parking areas pose safety and security concerns.
- The dense planting on the berms demands a high level of irrigation.
- The artificial topography of most of the berms inhibits universal access between the parking lots and from the parking lots to the buildings.

Legend

- Campus Educational Resource
- Necessary / Required Topography
- Artificial Topography

0 250 500 FT


1


2

3


4


5


6

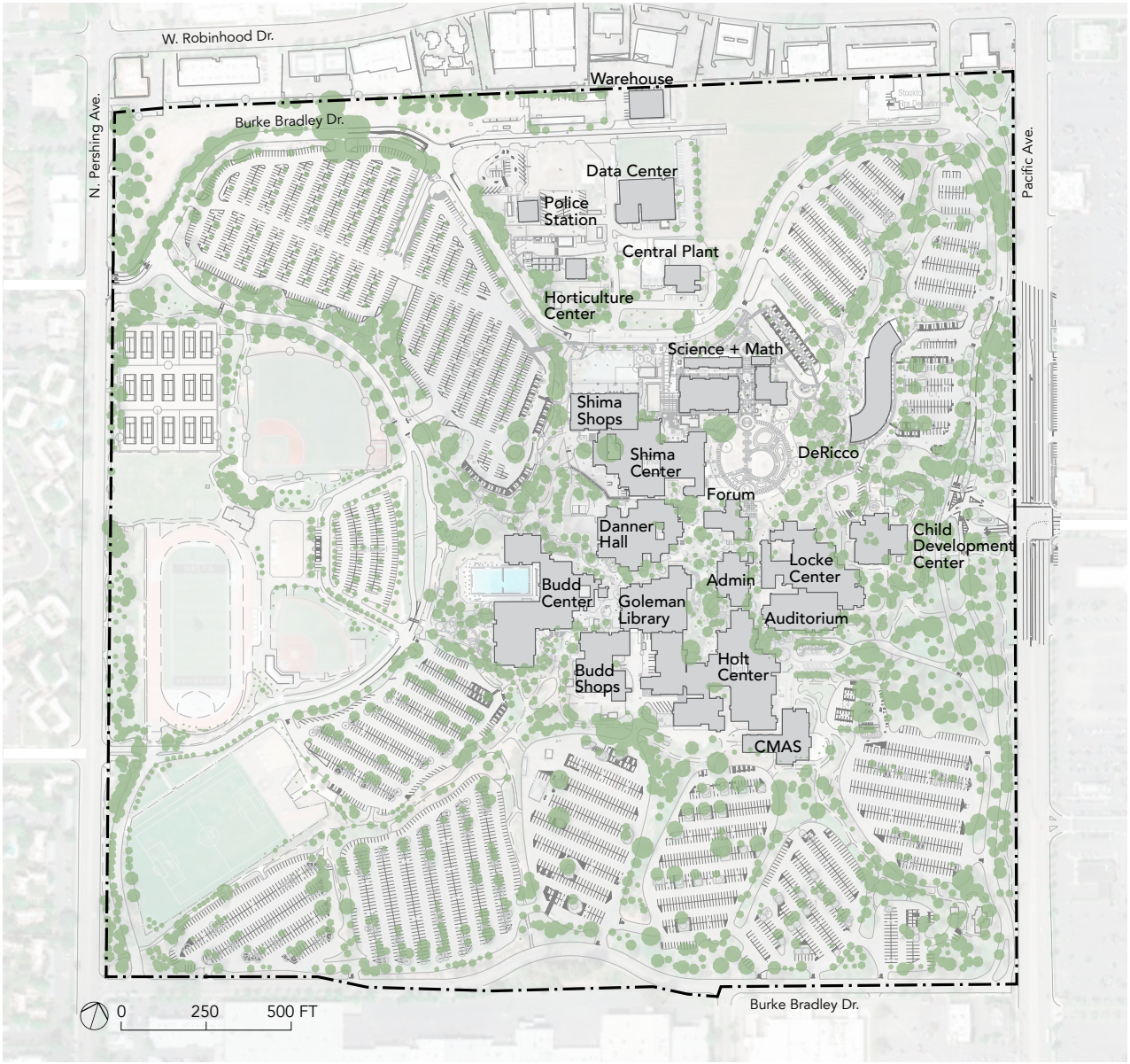
TREE INVENTORY

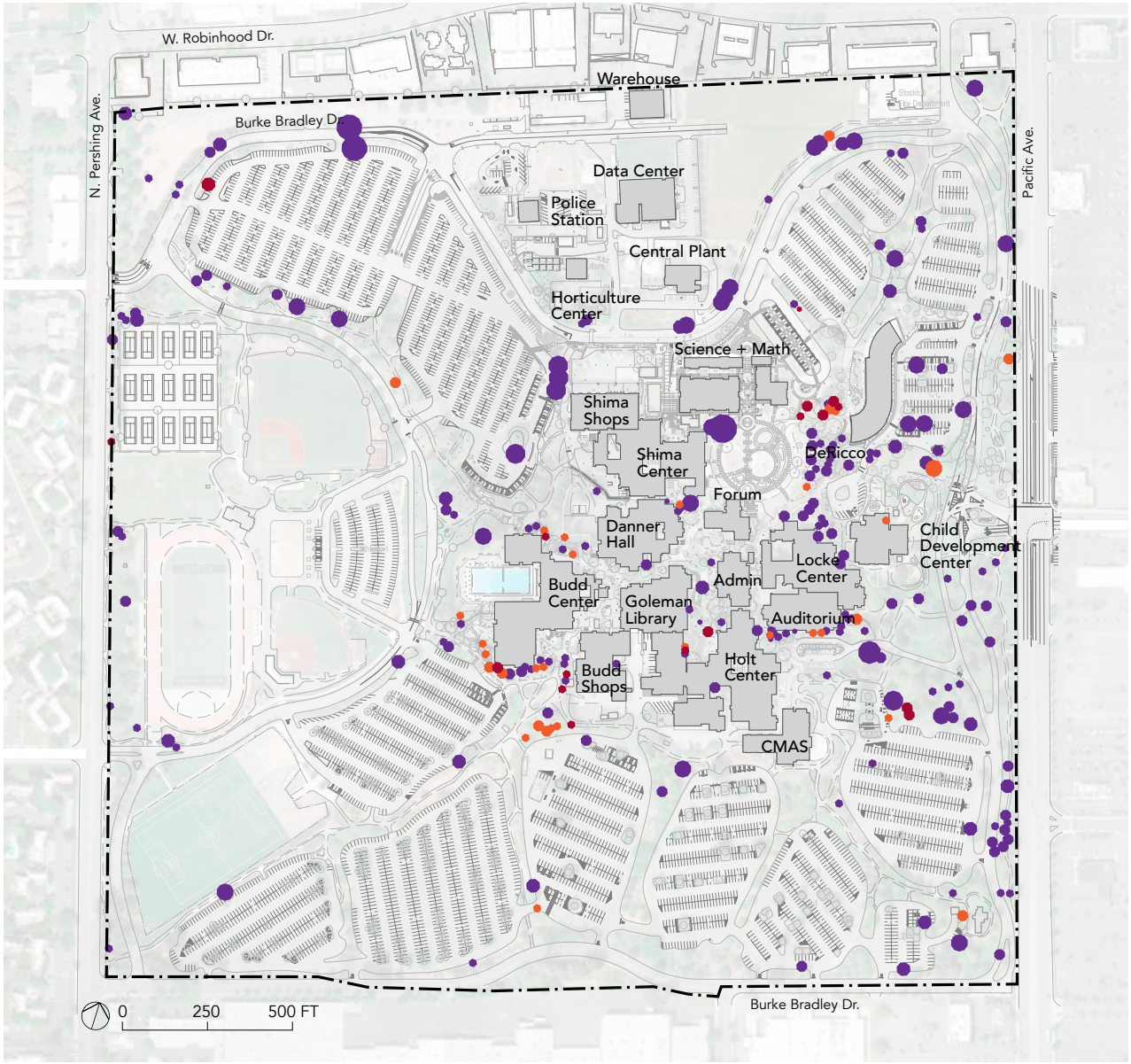
San Joaquin Delta College has a well-established tree population with a wide diversity of native and ornamental trees. The campus is home to over 2,500 trees, about one-quarter which are native species (approximately 625 trees).

OBSERVATIONS:

- The most common species are Sequoia sempervirens (Coast Redwood, 10% of the overall population), the native Quercus lobata (Valley Oak, 6%), and Pistacia chinensis (Chinese Pistache, 5%).

Source: Tree Inventory Report, August 2015





Legend

- Very Poor (17)
- Poor (32)
- Fair (193)

TREE HEALTH

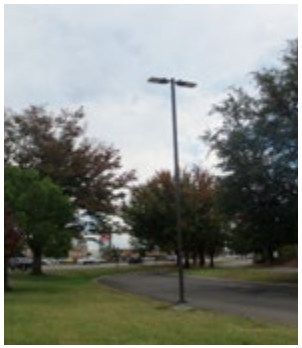
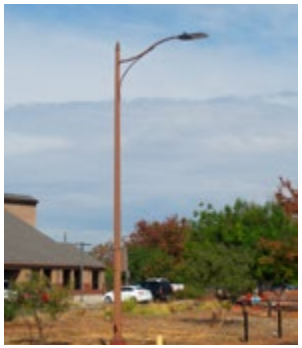
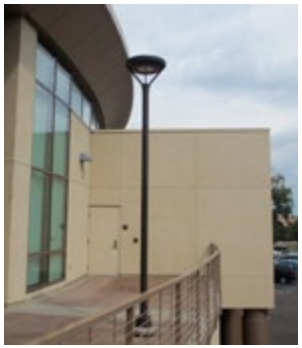
San Joaquin Delta College can be considered an established urban forest with most trees in good condition. The campus provides a significant community asset that is worth preserving and maintaining. Addressing maintenance priorities and planting opportunities will require dedicated funds, personnel, and administrative capacity.

OBSERVATIONS:

- There are 242 mature trees (tree diameter greater or equal to 15 inches) in fair or worse condition, per the Campus Arborist report.
- Delta has already removed approximately 100 trees identified to be in the worst condition.
- Coast Redwood trees are among the poorest performing species on campus and require the highest rate of removal.
- The native Valley Oaks are among the best performing trees on campus.

LANDSCAPE FURNISHINGS OBSERVATIONS




Site Lighting

The campus has a well-established, reasonably consistent campus-wide lighting approach that is well integrated into the landscape and architectural character.

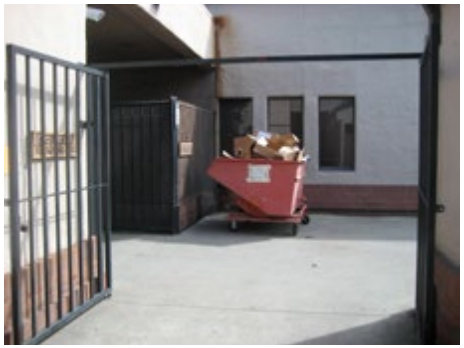
- The primary campus lighting style is the LED "shoe box" light post.
- Lights under corridor ceilings are consistent but illumination level is low, and remains on during daytime.
- Blue security phones are inconsistently located on campus.

Benches and Seating

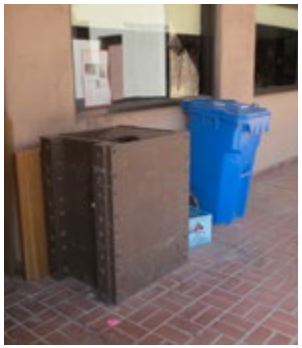
The existing seating elements contribute to the functionality of the campus and are generally located in well-suited areas across campus.

- Multiple types and configurations of benches and seating exist, offering a wide range of options.
- Most seating is fixed or too heavy to move, which deters theft, but reduces flexible use of space.
- The campus hosts an eclectic array of seating styles, with little consistent design or material character.





Walls and Fencing

The site walls and fencing on campus are permanent structures of various scales and patterns that delineate open spaces.

- Walls are used for purposes including: space making, seat walls, and planting walls. The materials most commonly used are brick and concrete.
- Fences used for screening and security differ in scale, type, pattern, and materiality, but most consist of vertical dark metal pickets.

Trash and Recycling Bins

The trash and recycling bins are distributed throughout the campus in appropriate locations, but have an inconsistent visual identity.

- Trash and Recycle bins are typically placed in pairs.
- Multiple styles of receptacles are used on campus and are made of a variety of materials, including metal, wood, concrete, and plastic.

RECOMMENDATIONS

RECOMMENDATIONS

INTRODUCTION

The recommendations section of this facilities plan translates the educational planning needs and the identified campus issues into a series of site and facilities recommendations. The recommendations are included in this section and are described in the following subsections:

Facilities Planning Principles

The Facilities Planning Principles form the basis for the recommendations identified in this Facilities Plan. They were developed in collaboration with the CMP Working Group to support the District's Strategic Initiatives, to respond to the analysis of planning data, and to address the issues identified in the Analysis of Existing Conditions. These principles provide the foundation for the Development Framework and all recommendations that follow.

Development Framework

The Development Framework describes the future vision for the Stockton Campus and establishes a basis for all site and facilities recommendations.

Site Recommendations

From the high-level Development Framework, the recommendations are presented in relation to how a first time visitor will experience the Campus, and grouped into the following sections:

- Access Improvements (vehicular, parking, and pedestrian)
- Signage + Wayfinding Improvements
- Landscape Improvements (open spaces)

Facilities Recommendations

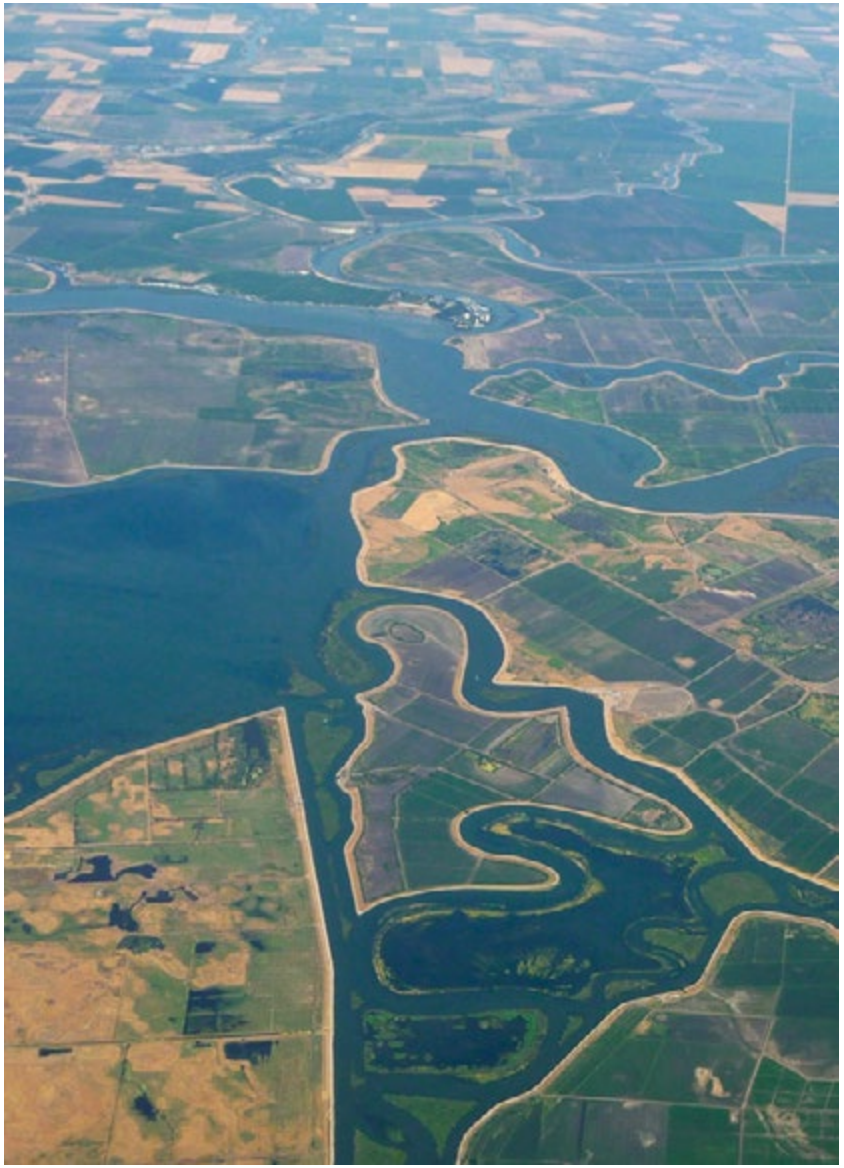
The District's facilities and infrastructure are critical to supporting Delta's mission and creating effective learning environments for the delivery of high-quality instruction. These important public assets must be continuously renewed and maintained. This section describes the recommendations in the following order:

- New Construction (grouped by zone)
- Renovation / Change of Use
- Modernization

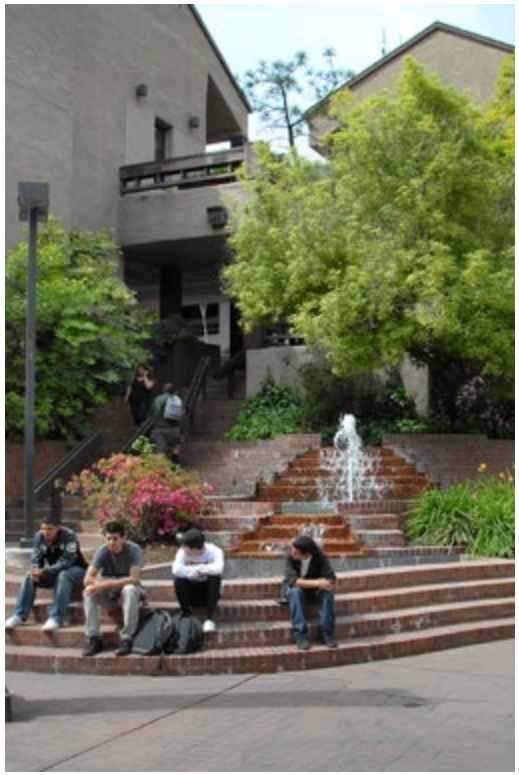
Project Sequencing

Lastly, a logical sequence of development is presented to highlight project linkages and to outline a preliminary plan for campus development that simplifies implementation and limits disruption.

FACILITIES PLANNING PRINCIPLES



The Facilities Planning Principles form the basis for the recommendations identified in this Facilities Plan. They were developed in collaboration with the CMP Working Group to support the District's Strategic Initiatives, to respond to the analysis of planning data, and to address the key issues identified in the Analysis of Existing Conditions.



FACILITIES PLANNING PRINCIPLES

Promote Stewardship of Resources

- Conserve resources.
- Educate the campus community on the responsible use of resources.

Foster a Healthy and Safe Campus Community

- Prioritize well-being, health, and comfort in the design of facilities.
- Create a safe and comfortable campus environment.
- Improve campus safety and security for emergency situations.

Reinvest in College Facilities

- Renovate building to address deficiencies.
- Rejuvenate facilities to support program needs.
- Replace inefficient and aging facilities.
- Improve functional zoning and operational efficiencies.

Promote Student Success

- Improve access to student support services.
- Develop indoor and outdoor spaces to encourage collaboration and enhance student engagement.
- Develop campus as a positive and nurturing environment.

Improve Campus Connectivity

- Establish a campus-wide wayfinding plan.
- Provide safe and universally-accessible connections.
- Enhance physical connections (pedestrian, bike, vehicular, transit).
- Improve online connectivity.

Simplify Implementation

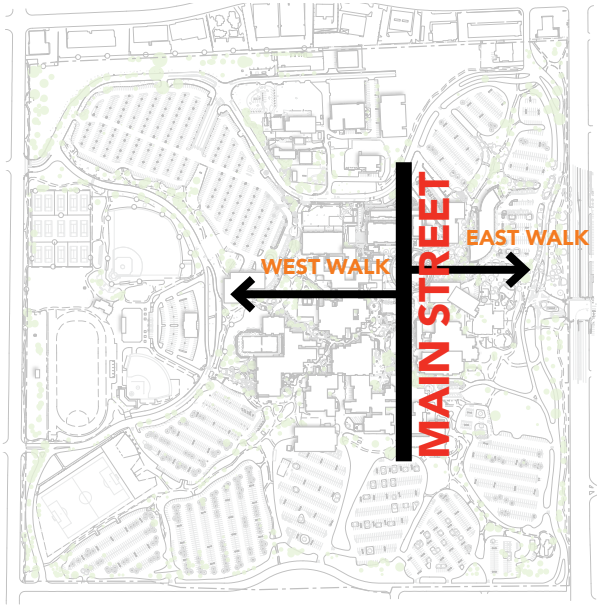
- Sequence development to minimize disruption.
- Limit the number of moves and the need for swing space.
- Prioritize projects to address program needs and capitalize on state funding opportunities.

Right-Size Facilities to Address Program Needs

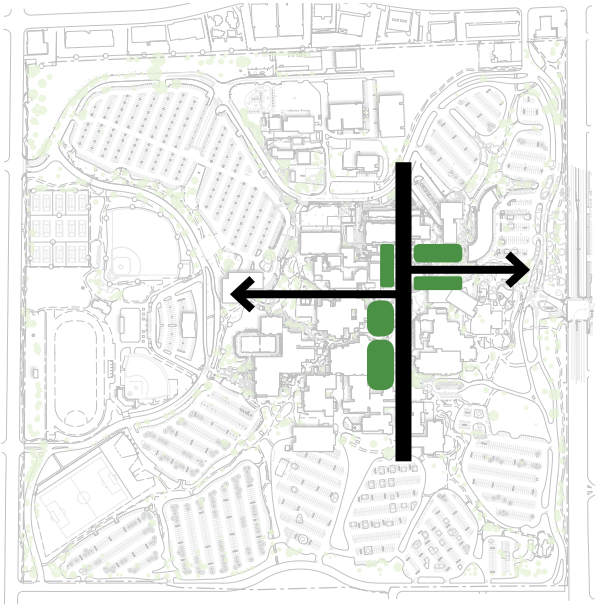
- Align the projected inventory with state guidelines.
- Develop flexible, multi-purpose facilities to maximize utilization and adapt over time.
- Position Delta College to maximize state and local funding.

DEVELOPMENT FRAMEWORK

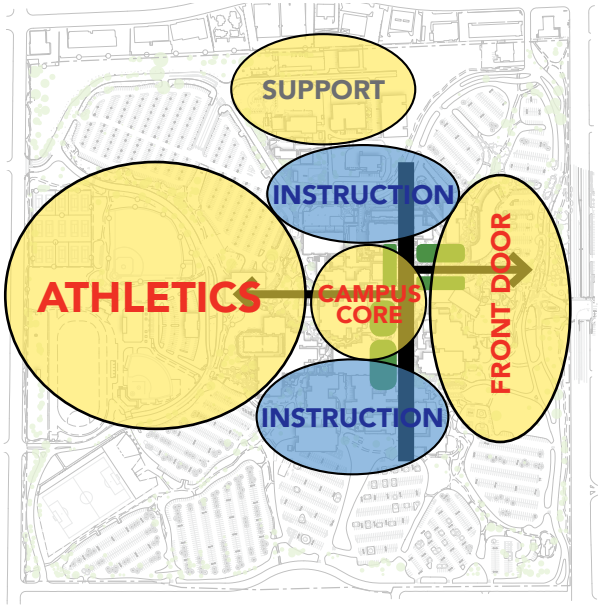
Creating a distinct sense of place requires an understanding of the unique forces that shape a particular environment. This includes the physical characteristics of a given site along with the cultural values and behaviors of its inhabitants. The beautiful San Joaquin Delta provided the inspiration for the campus Development Framework and establishes a structure for all site and facilities recommendations.



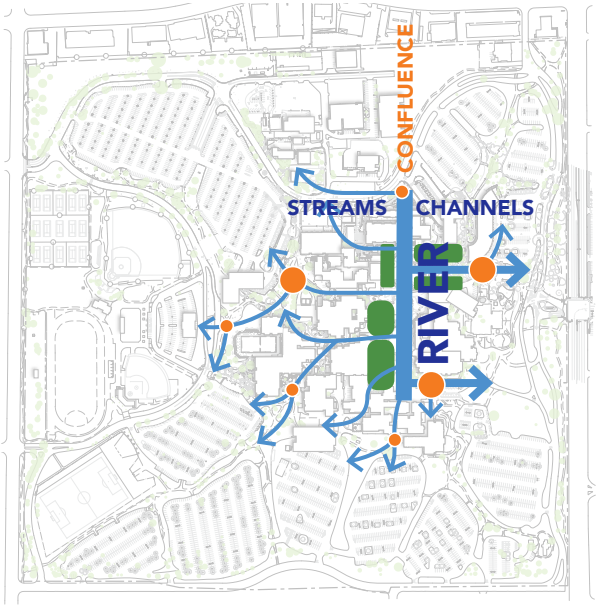
Organizing Axes
The main organizing spine of the Stockton Campus runs north-south from the Science and Math Building to CMAS. The secondary cross-axes run east-west to the Main Entry at Pacific Ave and to the athletic fields. These are the main pathways through which the most pedestrian traffic flows within campus.



Landscape Organization
All of the main quads and open spaces are located off of the organizing axes. These outdoor spaces are planned to support a variety of activities, from informal study and collaboration to large formal events.

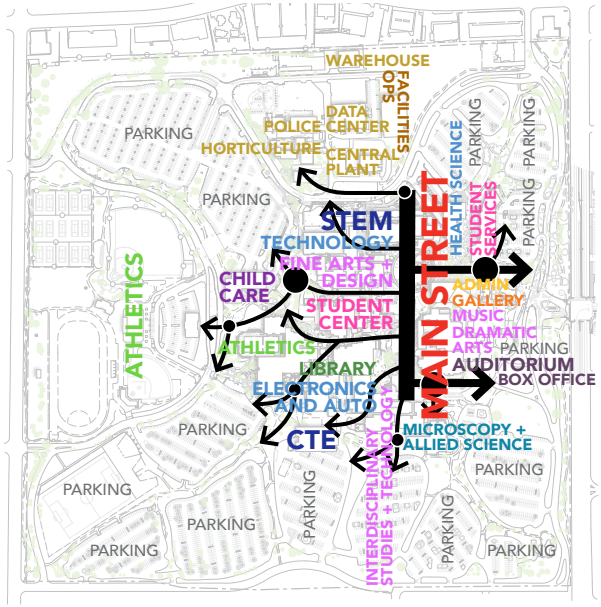


Campus Organization
Student gathering spaces, services, and activities are located in the Campus Core. To the north and south are the main Instructional zones. The Main Entry is developed as the "front door" to the Campus while athletics facilities and fields occupy the relatively quiet western portion of campus. Campus support functions, including Facilities, Warehouse, and Central Plant, are located to the north.



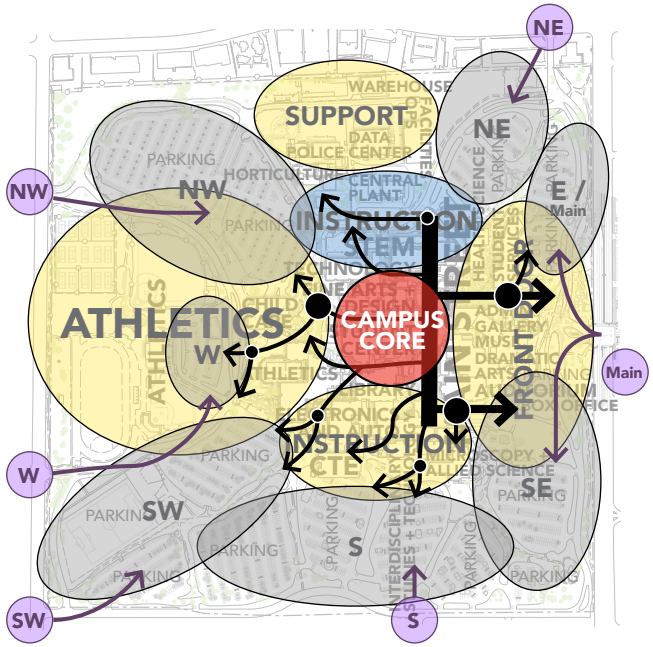
Campus Connectivity

Pedestrian flows on campus mimic those of the Sacramento-San Joaquin River Delta. To the east, towards the public face at Pacific Avenue, paths are more linear, **channeling** larger flows of pedestrians directly into campus. To the west, paths are more meandering, **streaming** smaller flows of pedestrian traffic into campus. Points of **confluence** are where two or more flows meet, signifying portals into campus.



Campus Communities

The campus organization can be further categorized into Campus Communities. The varied uses and disciplines create energy and vitality on campus. Together, these individual areas of study, entertainment, gathering, play, work, and support comprise the Campus Community at large.



Gateways and Portals

The Campus should provide a seamless experience from arrival to departure. Vehicular entry points, or **gateways**, mark the major access points from the public roads to outer campus. Major pedestrian access points, or **portals**, facilitate movement from parking to the Campus Core. A permanent and universal designation schema should be used to name gateways, portals, and parking lots to facilitate wayfinding.

2017 FACILITIES PLAN

INTRODUCTION

The Facilities Plan for the Stockton Campus presents an overall picture of the future developed campus. It includes recommendations for a variety of site and facilities improvements that are described in the pages that follow.

While drawings presented in this section appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. Each site and facility project will be designed as projects are funded and detailed programming occurs.

SITE PROJECTS

Access and Parking

- Burke Bradley Drive Realignment
- Main Campus Entry Improvements
- Photovoltaic Arrays in Parking Lots
- Lots NE1 and NE2 Improvements
- Lots SE1 and SE2 Improvements
- Lots S1, S2 and S3 Improvements
- Lot M1 Improvements
- Lot N2 Construction
- Lot W2 Construction
- Stockton Path of Travel, Phase III
- Stockton Path of Travel, Phase IV
- Bicycle Plan Development and Improvements

Infrastructure Projects

- Emergency Egress

Signage and Wayfinding

- Campus Wayfinding Plan Development
- Signage Program Implementation, Phases 1-3

Landscape

- Parking Berms Improvements
- Main Entry Improvements
- Streetscape Improvements
- Campus Core Improvements
  - Great Lawn and Amphitheater
  - Confluence Plaza
  - Heritage Grove
  - Goleman Glade

FACILITIES PROJECTS

New Construction

- Delta Building
- Health Science
- CTE Center
- Child Development Center
- Police Station
- Facility for Operations Support (FOS)
- Athletic Building

Renovation/Change of Use

- Danner Hall
- Shima Center (partial)
- Holt Center (partial)
- Locke Center (partial)

Modernization

- Shima Center
- Budd Center
- Budd Shops
- Holt Center
- Locke Center
- Auditorium

Stockton Campus
2017 Facilities Plan

Legend

- New construction
- Renovation/Change of use
- Modernization

0 200 400 FT

SITE RECOMMENDATIONS - ACCESS

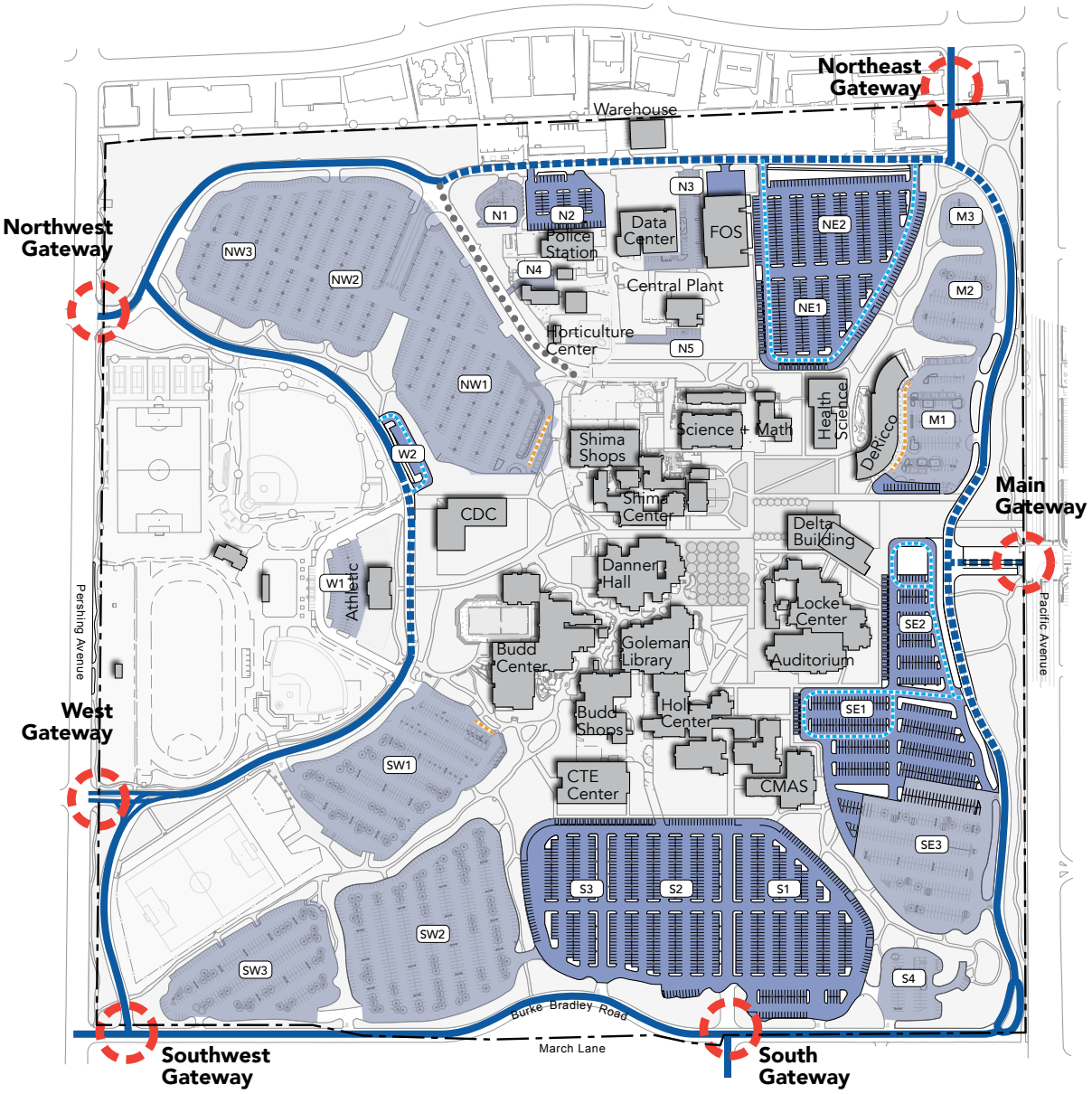
VEHICULAR ACCESS AND PARKING

With parking lot reconfigurations in the North, Northeast, Southeast, and South, and a separate short-term parking and drop-off at the new Child Development Center, parking will increase to 5320 parking spaces, from the existing 4589 parking spaces. Photovoltaic arrays and electric charging stations are recommended for installation at the reconfigured parking lots for shade and charging of hybrid and electric vehicles. The removal of most berms between the parking lots, except for the nature trail between the Northeast and Main parking lots is recommended to aid wayfinding, enhance safety and security, and improve campus accessibility. Additional berm recommendations can be found in this chapter's landscape section.

The realignment of Burke Bradley Drive and the reconfiguration of the Main Entry is recommended to improve access, alleviate traffic congestion, reduce vehicular-pedestrian conflicts, and improve traffic flow (see pages 278 and 286 for additional recommendations).

PARKING COUNT

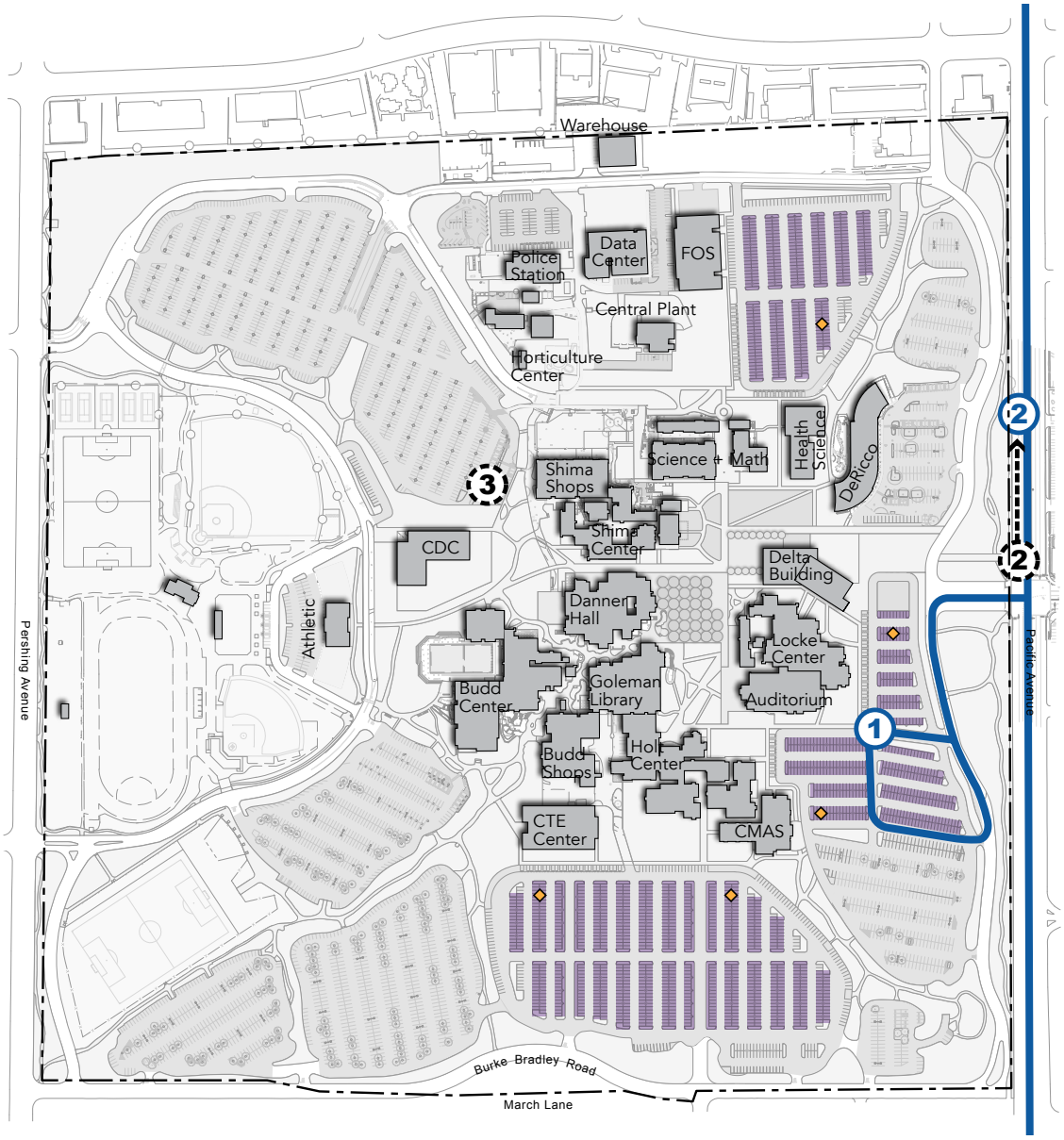
Lot Grouping	Parking Spaces
NW Lots	1108
NE Lots	568
M Lots	263
SE Lots	750
S Lots	1097
SW Lots	1328
W Lots	96
N Lots	110
Total	**5320**



Legend

- Campus Gateway
- Existing Road
- Proposed Road
- Existing Drop-off
- Proposed Drop-off
- Existing Parking Lots
- Reconfigured/New Parking Lots

0 250 500 FT



TRANSIT

Recommended transit improvements include the following:

1. Bus and public drop-off areas in the Southeast Lots for public programs and performances at the Delta Building and Locke Auditorium, respectively.
2. Shift Pacific Avenue transit stop north to alleviate vehicular-pedestrian conflicts at the Main Entry.
3. Remove existing transit stop at Shima, NW1 parking lot.

Further study and collaboration with the San Joaquin Regional Transit District is needed to determine the exact location(s) for proposed bus drop-offs on and adjacent to campus.

Legend

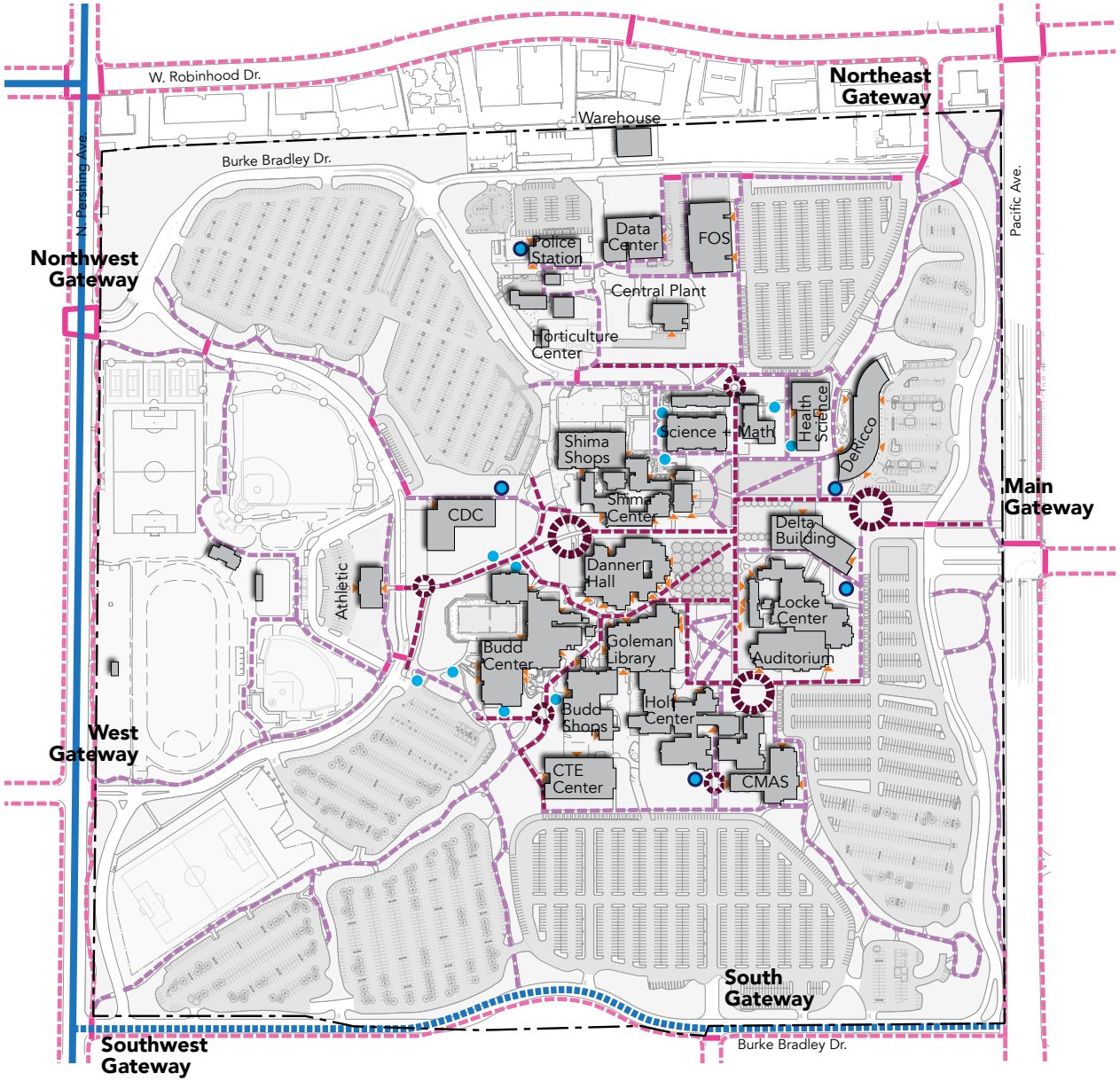
- New Bus Stop
- Bus Stop to Remove
- Potential Photovoltaic Arrays
- Electric Charging Stations

0 250 500 FT

PEDESTRIAN AND BICYCLE ACCESS

A comprehensive pedestrian network that connects the public right-of-way and parking to the Campus Core is a goal of the Facilities Plan. Recommendations include marked pedestrian crossings at all intersections, particularly at the Southwest Gateway, and an enhanced pedestrian crossing relocated north of the Main Gateway at Pacific Avenue. With the realignment of Burke Bradley Drive to the north of the Data Center, the pedestrian connections from Campus Core to the North Zone will be strengthened and should be well-defined through clearly-delineated pathways and signage.

An existing bicycle route on North Pershing Avenue and a new bike route on Burke Bradley Drive, planned by the City of Stockton, facilitate bicycle access from the west and south of campus. Bicyclists may use the secondary access paths from the public right-of-way to access the Campus Core. Most existing bicycle parking is located southwest, west, and northeast of the Campus Core. Fourteen bike lockers are located on campus in the Shima and Budd areas, and bike parking exists in various locations around campus. Additional bike parking is recommended for the southeast, north, east and northwest portions of campus.



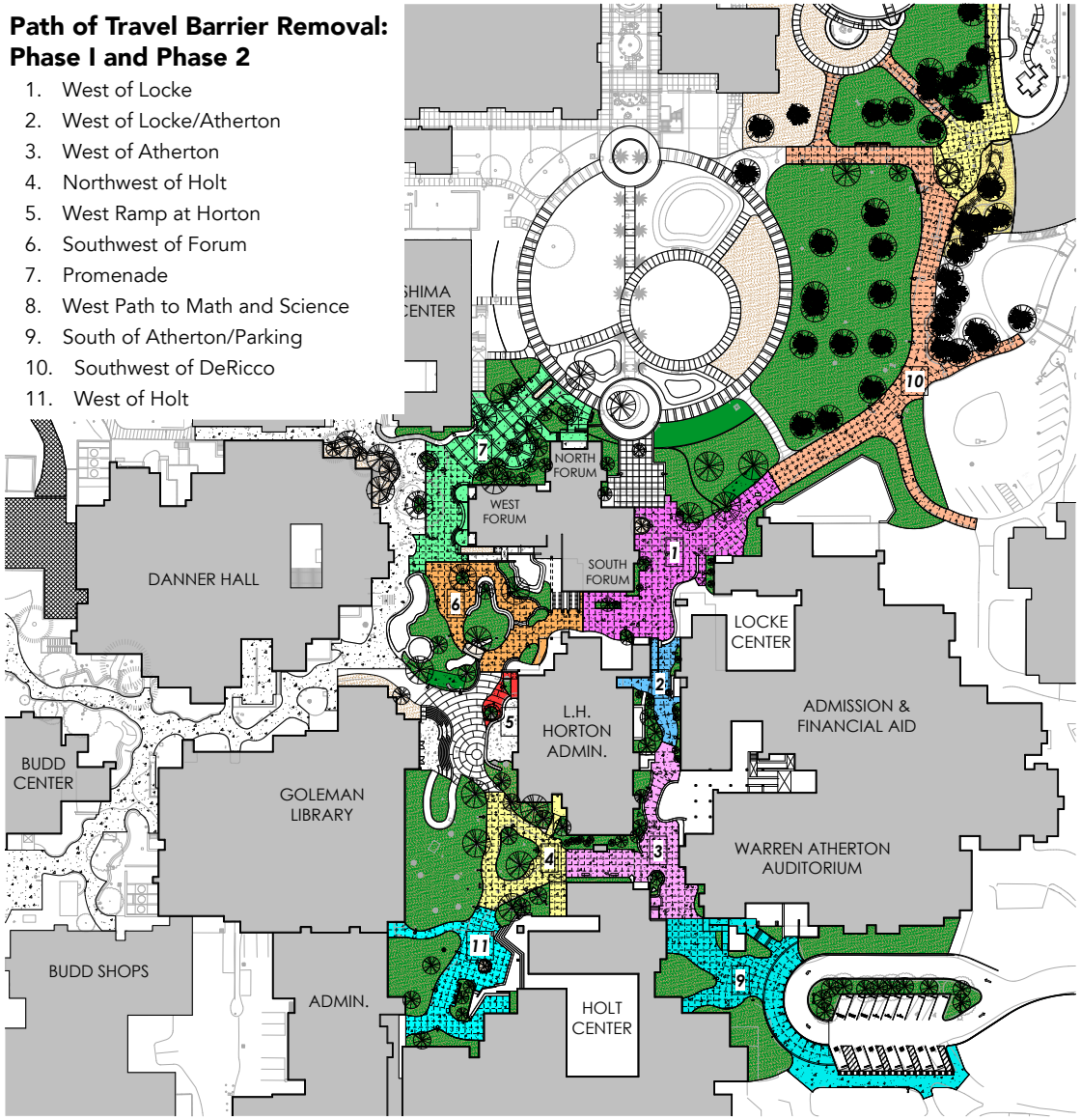
Legend

- Primary Pedestrian Access
- Secondary Pedestrian Access
- City Sidewalk
- Crosswalk
- Pedestrian Portal
- Building Entries
- Existing Bike Route
- Planned Bike Route
- Existing Bike Parking
- Proposed Bike Parking

0 250 500 FT

Path of Travel Barrier Removal: Phase I and Phase 2

1. West of Locke
2. West of Locke/Atherton
3. West of Atherton
4. Northwest of Holt
5. West Ramp at Horton
6. Southwest of Forum
7. Promenade
8. West Path to Math and Science
9. South of Atherton/Parking
10. Southwest of DeRicco
11. West of Holt

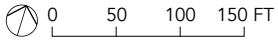


CAMPUS PATHWAYS PROJECT

The Stockton Campus was developed in the early 1970s with the design standards of the time. As such, the Campus has significant grade changes, stairs with no handrails and uneven rise and run, stamped cobble walks, and narrow paths, as well as pathways that confuse wayfinding and discourage congregation of students. Over the years, these elements have created circulation issues and accessibility barriers that contravene current building codes.

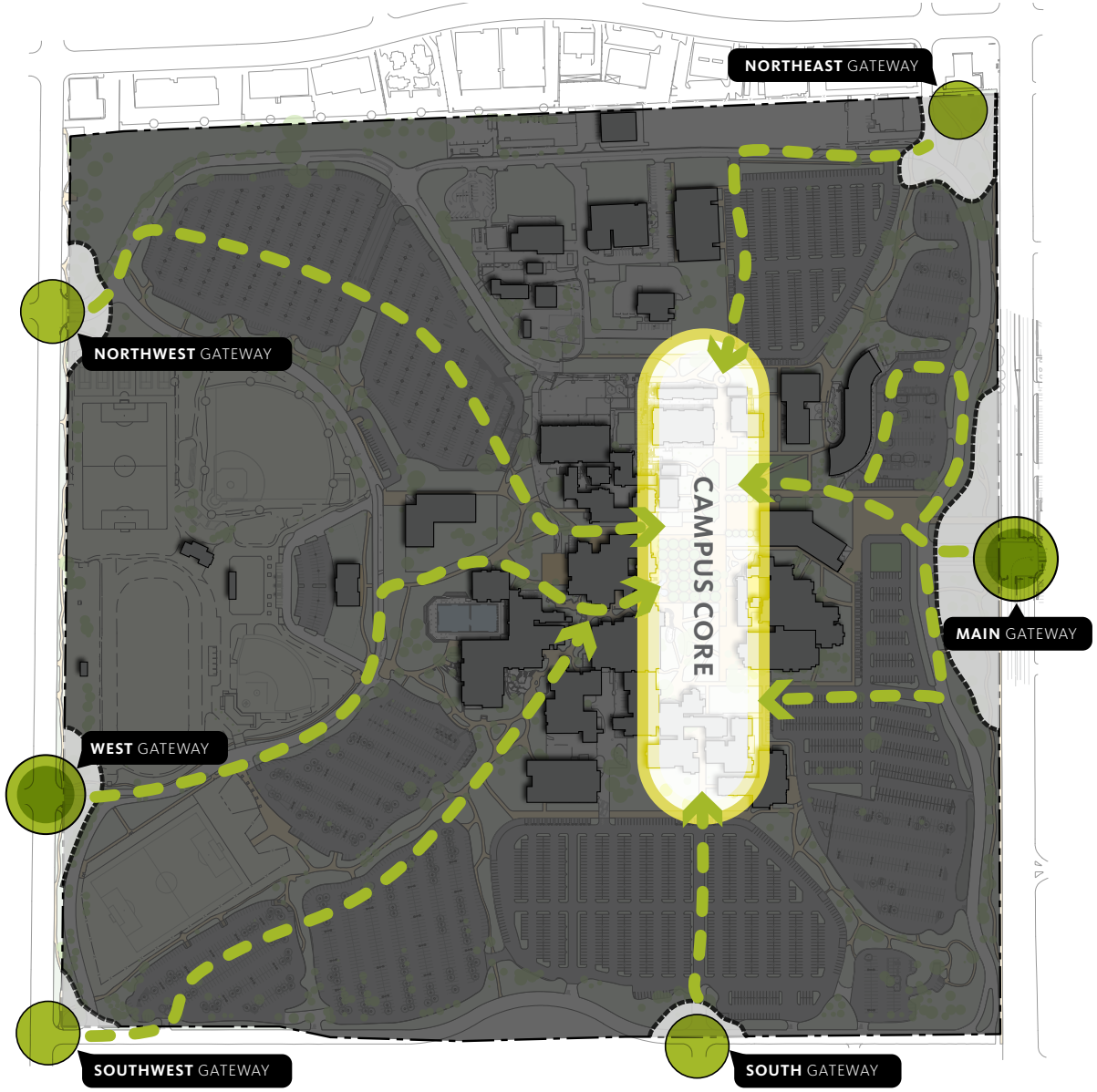
Due to the invasive nature of the project and the compact campus, a phased approach to construction has been implemented to minimize disruption and ensure access to multiple campus buildings. Phase I of the Path of Travel Barrier Removal project addressed pathway upgrades from the Budd and Danner Buildings to the Shima S1 and Budd B1 parking lots; construction began May 31, 2013 and was completed by February 2014. Phase II addresses removal of barriers in the Campus Core and will be completed by Spring 2017.

Design solutions for additional, follow-on phases will address all main pathways and walkways for the entire Stockton Campus. Phase III will upgrade pathways between the building clusters and the parking lots. Phase IV will address pathway upgrades from the parking lots to the campus boundary. The District is in the process of developing a comprehensive ADA Transition Plan that will include additional campus-wide improvements for accessibility.



SIGNAGE AND WAYFINDING RECOMMENDATIONS

The purpose of this section is to provide an overall recommendation for a cohesive, consistent wayfinding strategy. This strategy includes recommendations for site wayfinding and a comprehensive list of signage elements to consider for implementation in a future design guidelines phase.



WAYFINDING STRATEGY

Define the Campus Core

With an expanded Campus Core, major campus destinations will now be accessible from a common thoroughfare. The goal of the wayfinding program is to use signage and messaging to draw users to this expanded Campus Core.

Reach the Campus Core

Some considerations for wayfinding to the new Campus Core include:

- Variety of user types
- Unique paths and journeys
- Multiple campus entry points

Highlight Campus Gateways

One major step for wayfinding is navigating to primary and secondary campus perimeter gateways, both for pedestrians and vehicular traffic. Currently, the campus assigns unique names to select entrances; it is recommended to extend the naming to all entries into campus. Also, pre-arrival information provided to users should clearly emphasize the appropriate gateway for their particular journey.

These gateways should feature the following:

- Clear, visible signage including monument, directional, and informational signage
- Consistent Delta branding
- Bold entrance naming
- Digital readerboards at key locations

Simplify Parking Navigation

For users traveling by vehicles, simplified wayfinding will aid in parking navigation. Recommendations include renaming the parking lots to align with the main campus entry points (for example "**NW1**" for parking directly accessible from the **Northwest** Entrance). By breaking away from the current adjacent building naming scheme for the parking lots, Delta will have increased flexibility for campus expansion and maintain a consistent wayfinding strategy.

The parking navigation should feature the following:

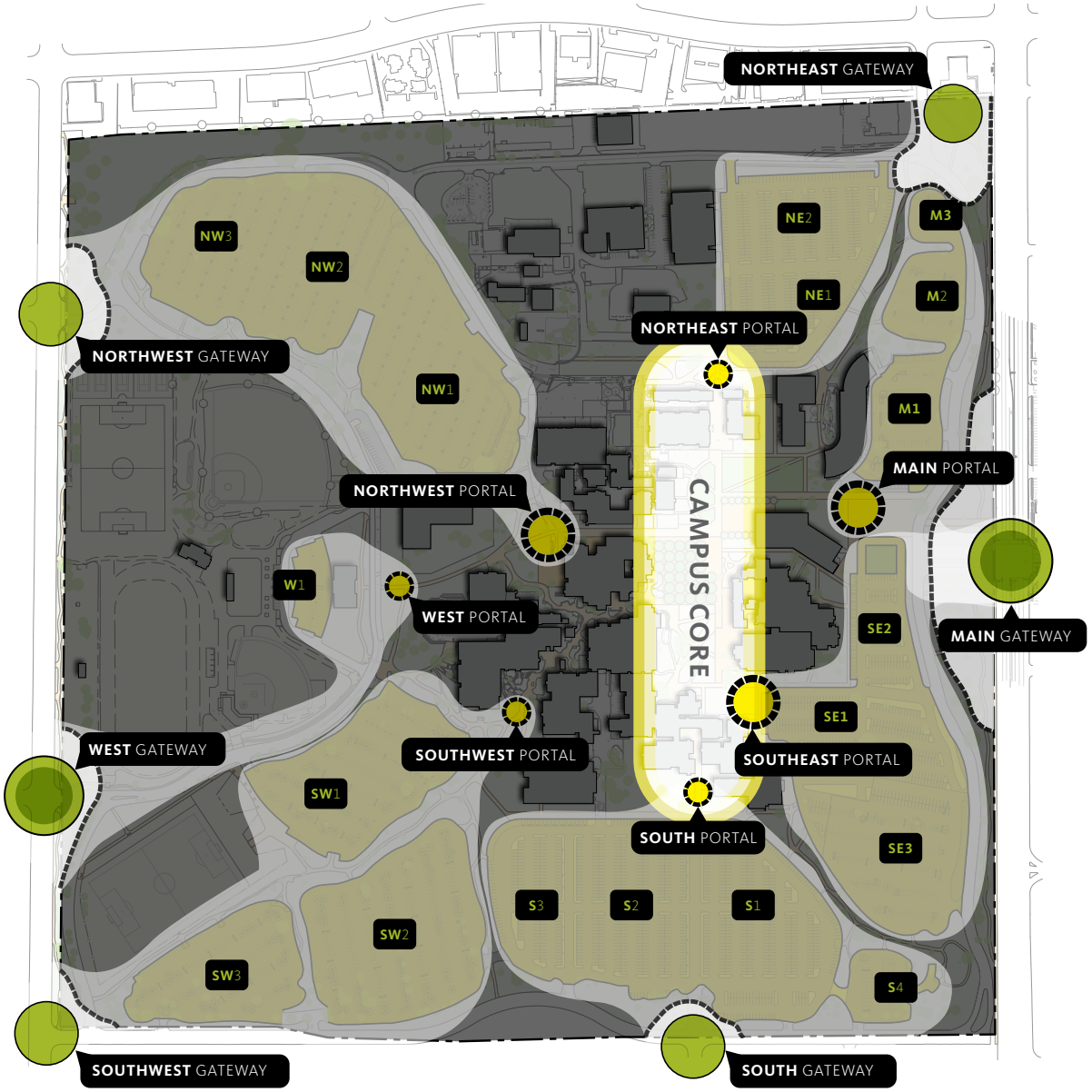
- Clear, visible parking lot identity signage at entries and main pedestrian access points
- Larger, pole-mounted identity signage
- Consistent regulatory signage, which should be incorporated into lot signage

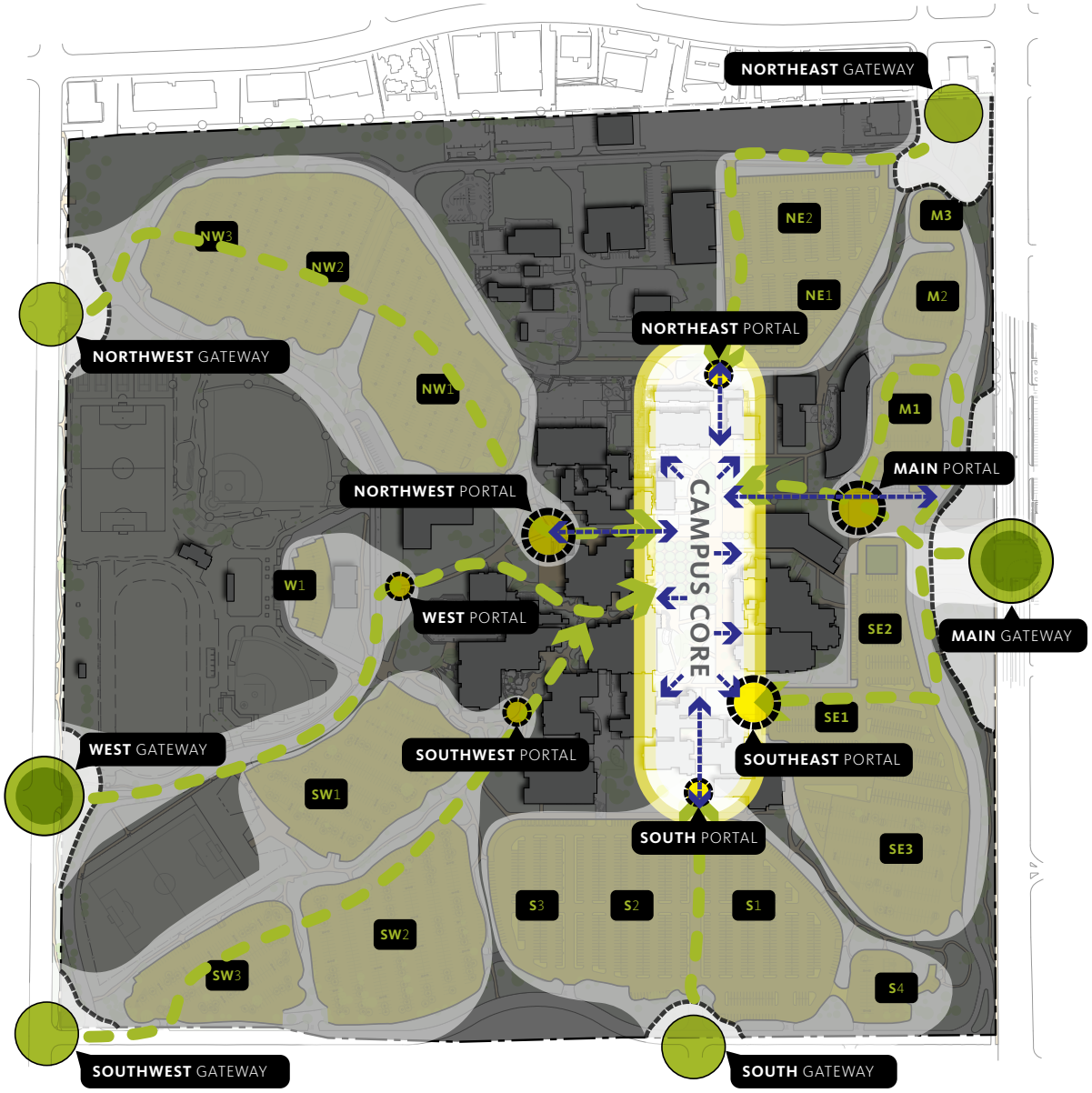
Celebrate New Campus Portals

A major addition to the overall campus experience will be the new campus portals. These campus portals allow for an enhanced experience for users navigating into the Campus Core. To fully connect the wayfinding system, recommendations include identifying these portals with a consistent name related to the campus entries and parking identification. This allows for concentrated, consistent signage which can direct the user along primary paths into the main Campus Core.

The campus portals should feature the following:

- Bold, visible portal identification
- Concentrated signage featuring identification, directional, and informational messaging
- Delta brand character





Connect to Campus Core

Creating a consistent wayfinding system allows for easier access into key campus areas from the curb to the core. Using the naming strategy outlined here, the Campus will also have flexibility to adjust class programming and building planning without impacting the overall campus wayfinding strategy.

Focus Messaging Along Campus Core

With the creation of a true campus core, major wayfinding can be achieved with focused signage and messaging in this zone. The new Campus Core will allow easier access along a common spine. Signage and messaging can be concentrated along this campus core.

Campus Core signage and messaging should include:

- Concentrated signage featuring all categories: identification, directional, and informational
- Improved sightlines to building identification that will allow for more intuitive wayfinding
- Messaging to campus portals that will connect the core to perimeter entries and provide greater spacial awareness

SIGN FAMILY OVERVIEW AND PHASING

Based on the current site signage, wayfinding needs, and future growth opportunities, recommendations include the development of design guidelines for the following sign family. This list organizes the sign types into three major categories:

Phased Implementation

A phased implementation of the new signage program is recommended to align with projects as they are realized. This maintains the effectiveness of the overall campus wayfinding system as the masterplan is realized. Sign types are grouped together in phases that allow the signage program to grow along with the Campus.

Example phasing groups:

- **PHASE 1**
- **PHASE 2**
- **PHASE 3**

IDENTIFICATION

Campus Identification

- Campus Monument Identification
- Ceremonial Campus Entry
- Campus Freestanding Digital Display
- Campus Portal Identification

Building Identification

- Building ID: Pylon
- Building ID: Letterforms
- Building ID: Panel
- Athletic Facility Identification
- Ceremonial Plaque
- Room Identification

Parking Identification

- Parking Lot ID: Freestanding
- Parking Lot ID: Post-mounted
- Parking Stall ID

Area Identification

- Special Area Identification
- Donor Recognition

DIRECTIONAL

Vehicular Directional

- Primary Vehicular Directional
- Secondary Vehicular Directional

Pedestrian Directional

- Campus Map and Directory
- Building Map
- Primary Pedestrian Directional
- Secondary Pedestrian Directional

INFORMATIONAL

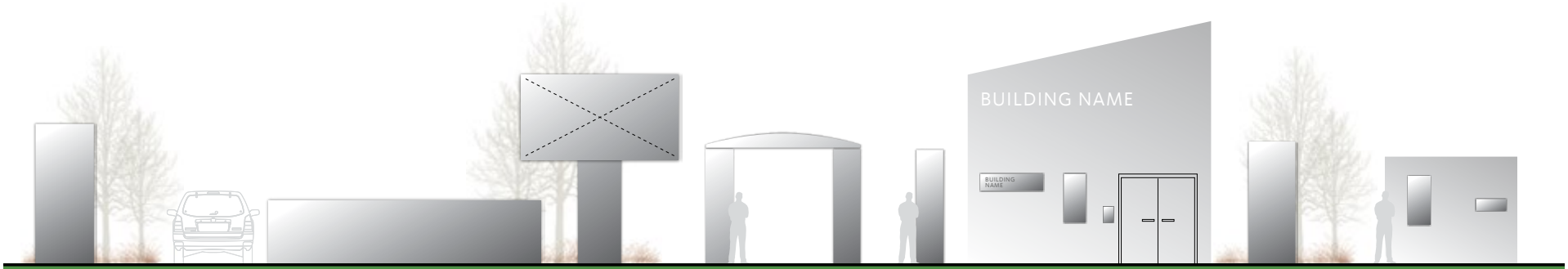
Regulatory

- Smoke Free Campus
- Permit Parking Information
- Restricted Parking Information
- Restricted Access
- Bicycle Access
- Accessible Parking

Postings and Advertising

- News Stands
- Notice Boards
- Temporary Postings
- Movable Stanchions

SIGN FAMILY DIAGRAM



IDENTIFICATION

Campus Identification
Campus Monument Identification

Ceremonial Campus Entry

Campus Free-standing Digital Display

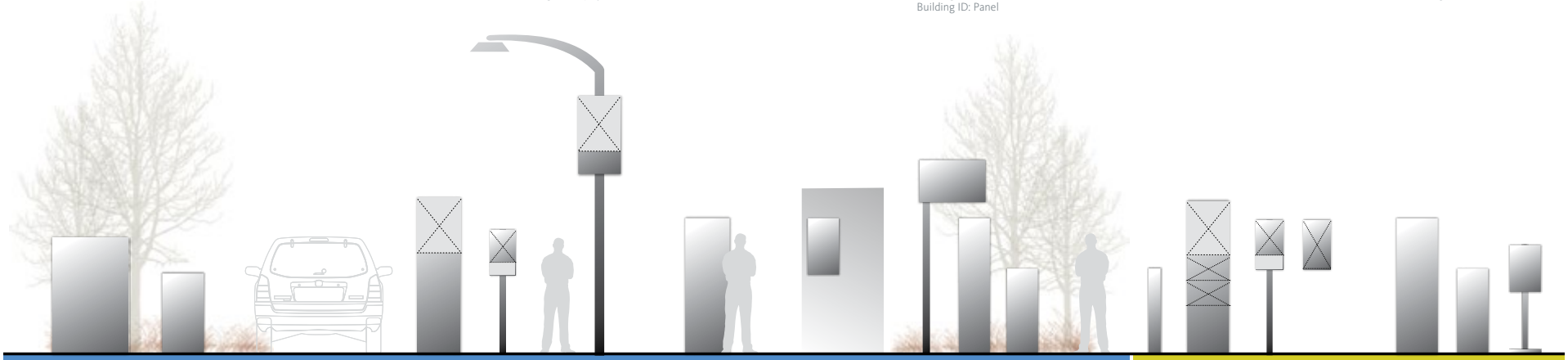
Campus Portal Identification

Building ID: Pylon
Building ID: Letterforms
Building ID: Panel

Ceremonial Plaque Room Identification

Athletic Facility Identification

Area Identification
Special Area Identification
Donor Recognition



DIRECTIONAL

Vehicular Directional
Primary Vehicular Directional
Secondary Vehicular Directional

Parking Identification
Parking Lot ID: Free-standing
Parking Lot ID: Post-mounted
Parking Stall ID

Pedestrian Directional
Campus Map & Directory
Building Map
Primary Pedestrian Directional
Secondary Pedestrian Directional

Primary Pedestrian Directional (Post-mount & Free-standing)
Secondary Pedestrian Directional

INFORMATIONAL

Regulatory
Smoke Free Campus
Permit Parking Information
Restricted Parking Information
Restricted Access
Bicycle Access
Accessible Parking

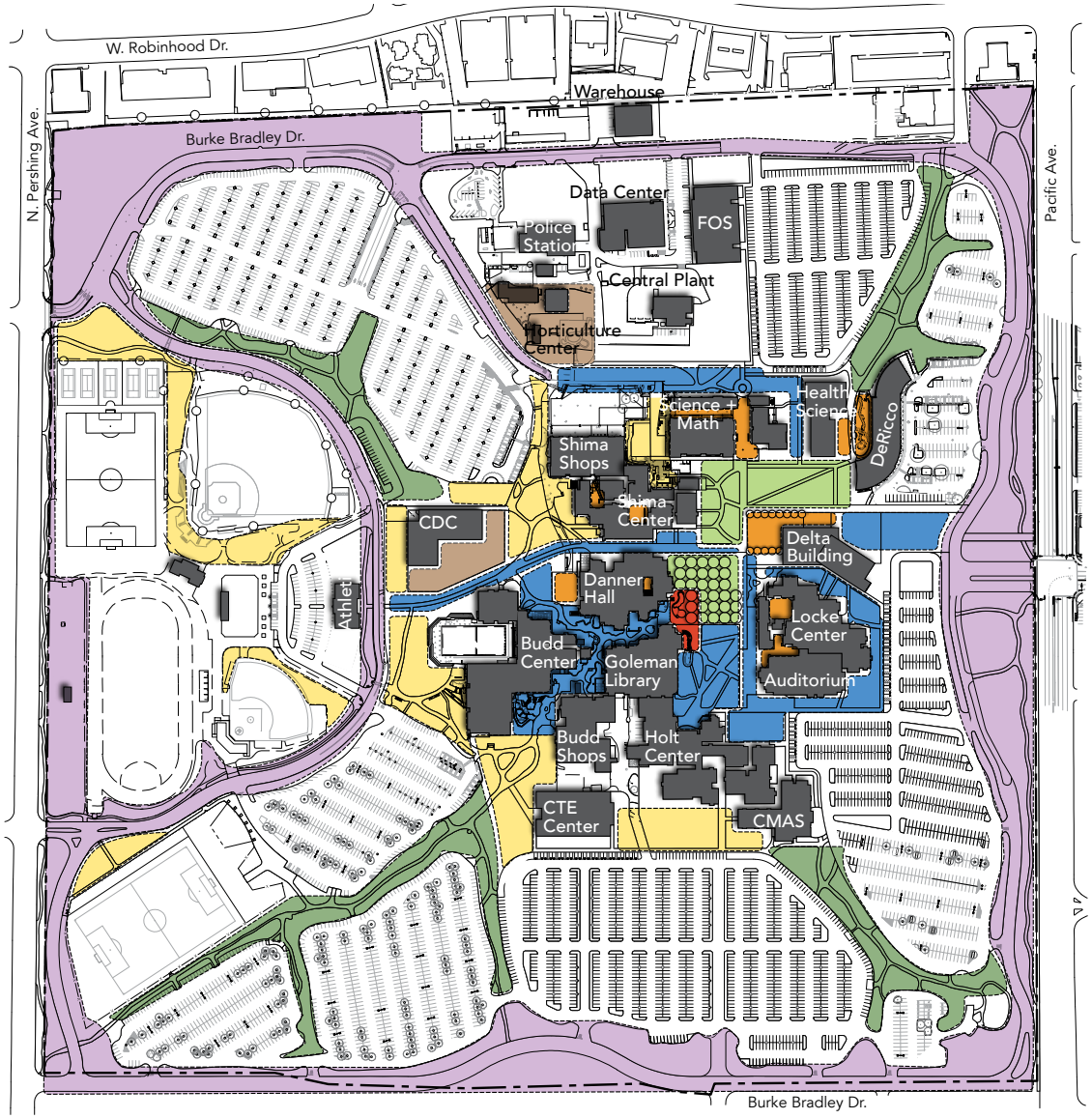
Postings & Advertising
News Stands
Notice Boards
Temporary Postings
Movable Stanchions

LANDSCAPE RECOMMENDATIONS

ORGANIZATION AND STRUCTURE

A legible campus structure organizes circulation and site programming and prioritizes safety, security, and access for all. In the landscape analysis, the Campus Master Plan was examined through the lens of landscape zoning. This analysis is useful in considering how the character of the campus landscape may evolve over time.

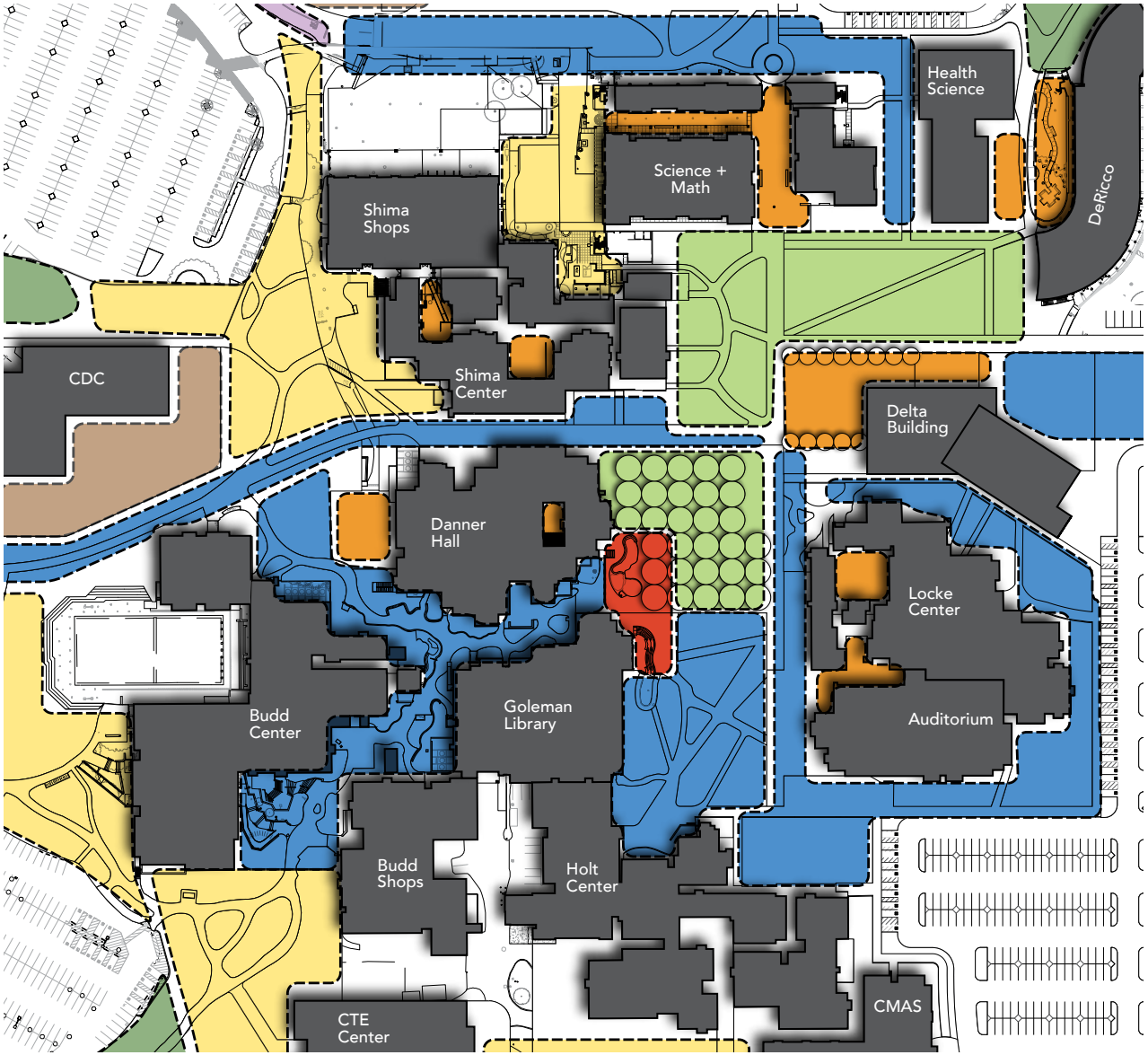
Accordingly, recommendations include revisions to the organization and structure of the campus landscape, as seen in the diagram at right (compare to existing landscape organization on page 236). With the proposed organization, there is a conscious effort to maintain a concentration of historic and community-focused spaces at the center of the core, while expanding the connective landscapes and allowing for new outdoor program in conjunction with proposed buildings.



Legend

- Historic
- Connective
- Community
- Courtyard
- Transitional
- Streets and Parking Lots
- Natural
- Special / Unique

0 250 500 FT



The site concept takes inspiration from the river delta concept: the Campus Core is organized around a primary stream (central pedestrian spine running north-south) and its two tributaries (the connecting east-west pedestrian pathways), which form adjacent islands of open space. With the Campus Core's central location, these landscapes should provide a gathering space for formal, informal, and ceremonial events.

Legend

- Historic
- Connective
- Community
- Courtyard
- Transitional
- Streets and Parking Lots
- Natural
- Special / Unique

0 100 200 FT

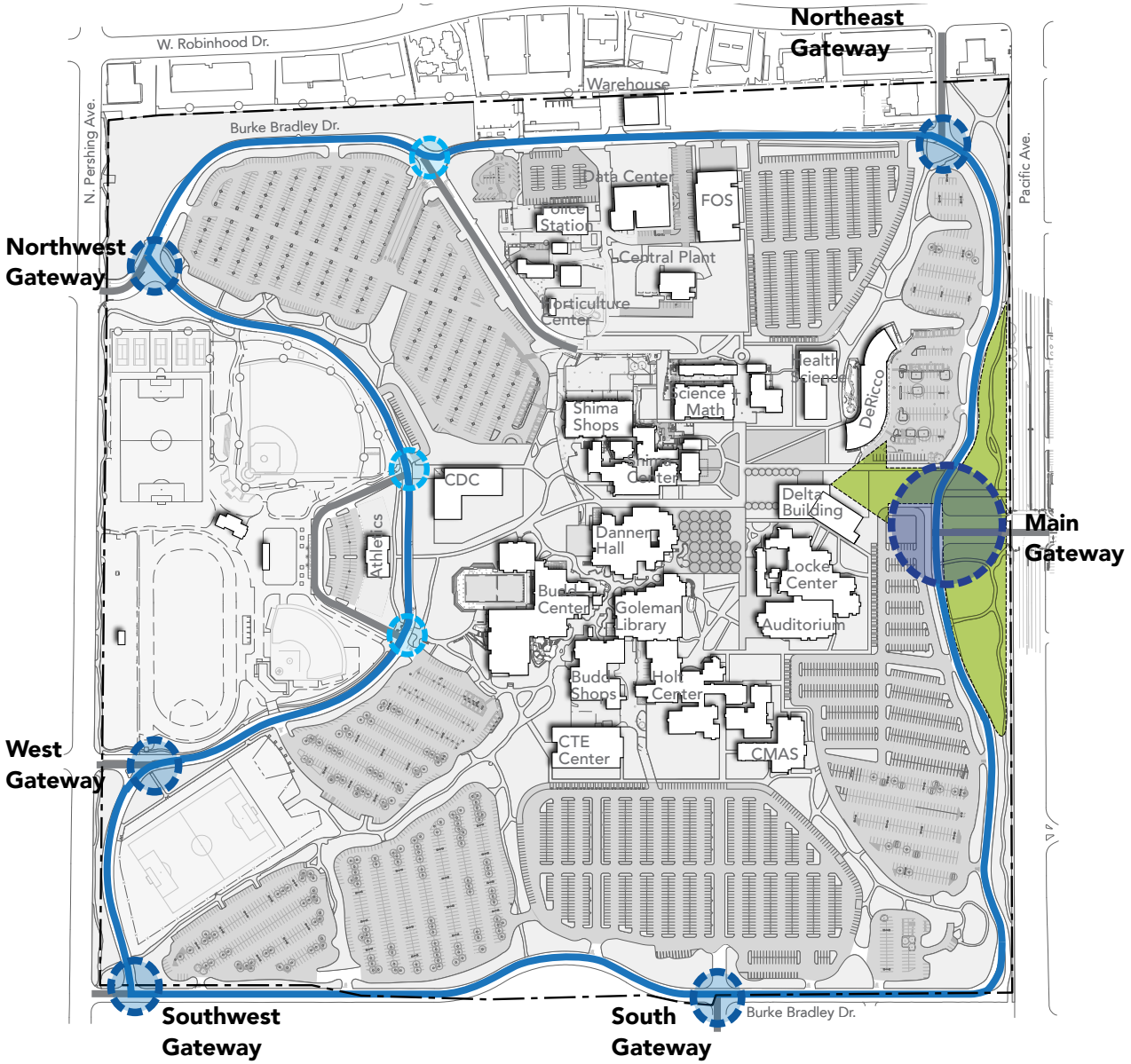
STREETSCAPE AND ARRIVAL

The streetscape and gateway landscapes should be considered from the perspective of a person traveling in an automobile at appropriate speed.

The main gateway at Pacific Avenue is the "front door" of the Campus and should provide a formal arrival experience for visitors. The Pacific gateway is the primary entry point onto the campus loop road and should have a unique character all its own. By replacing existing lawn with native and adapted plants, the District can reduce water usage and impart a strong visual identity.

Other gateways and intersections should be considered as secondary (external) and tertiary (internal). These intersection landscapes should be distinct from the typical streetscape and support the Campus identity and wayfinding system.

The landscape character of the campus loop road should be simple and have visual continuity throughout. This can be achieved as part of a long-term tree succession strategy, by implementing a standard replacement street tree when existing trees in poor condition are removed.



Legend

- Main / Primary Intersection
- Secondary / External Intersection
- Tertiary / Internal Intersection

0 250 500 FT

A, B Internal streetscape examples.

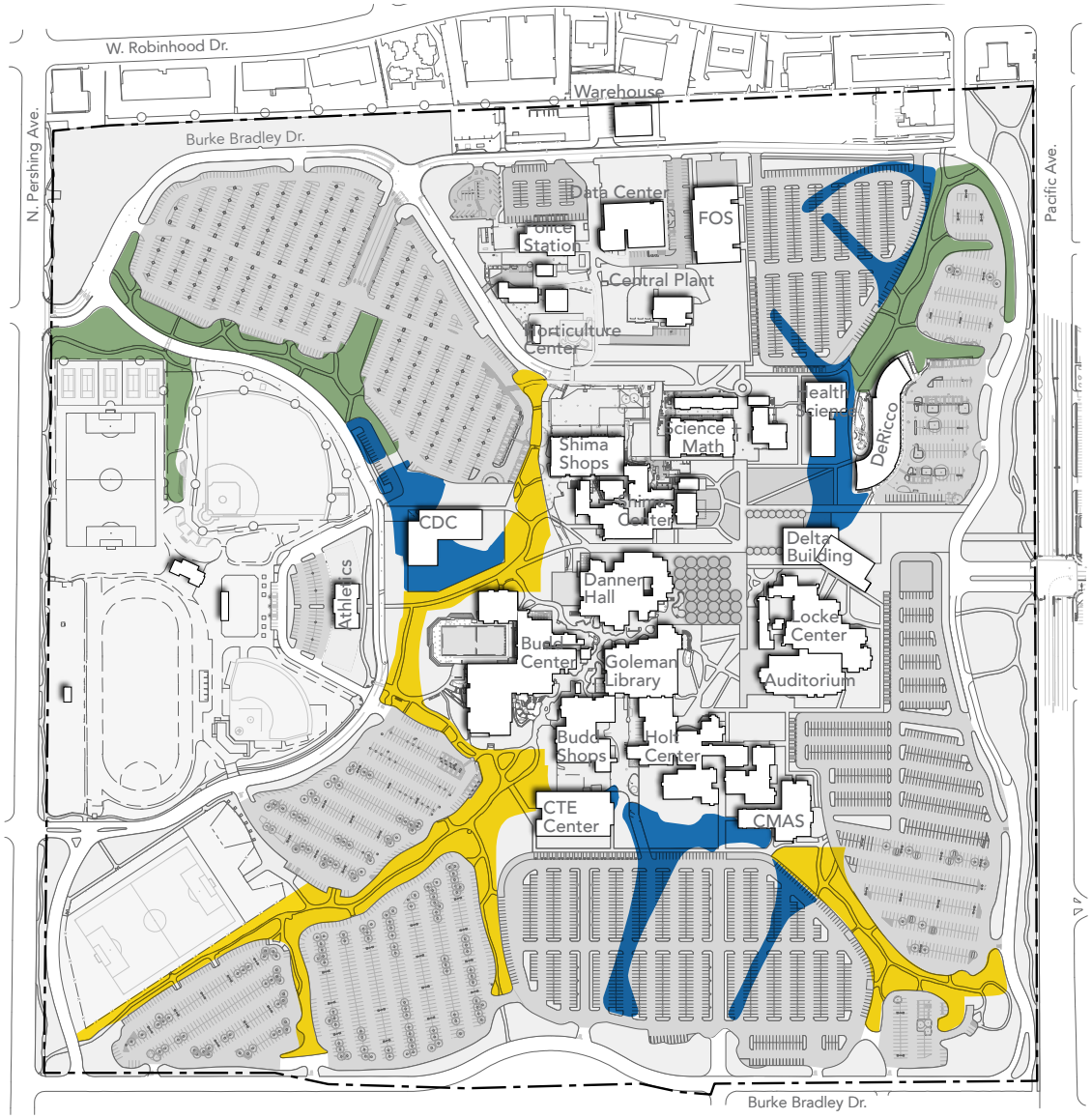
C, D Native planting examples.

LANDSCAPE BERMS

The extent of the berms has been reduced substantially in the Master Plan for a variety of reasons. Some will need to be removed to make way for planned facilities or parking improvements, while some should be removed to increase visibility, safety, and accessibility, and to decrease irrigation.

Where the artificial landscape berms are recommended to be removed, native or adapted drought-tolerant landscape planting should be implemented to minimize water use and provide a natural setting for accessible pathways leading from surrounding parking areas to the pedestrian portals. These natural landscape areas also increase capacity for stormwater biofiltration. Native trees should be planted to provide shade along these pathways as well.

The berm at the northeast corner of the site should be preserved to maintain the nature trails as a campus and community resource. Similarly, the berms at the northwest corner will need to be maintained to accommodate site grading at the adjacent parking lots and athletic facilities. As trees are removed in accordance with the arborist recommendations, no new trees should be planted. If new trees are desired to act as a visual buffer, native species should be used to manage irrigation water demand.



Legend

- Berm to remove for facilities + parking improvements
- Berm to remove for site improvements
- Berm to retain

0 250 500 FT

A, C Examples of native, drought-tolerant landscape planting.

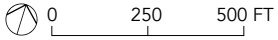
B Berm utilizing material re-use and water reduction strategy.

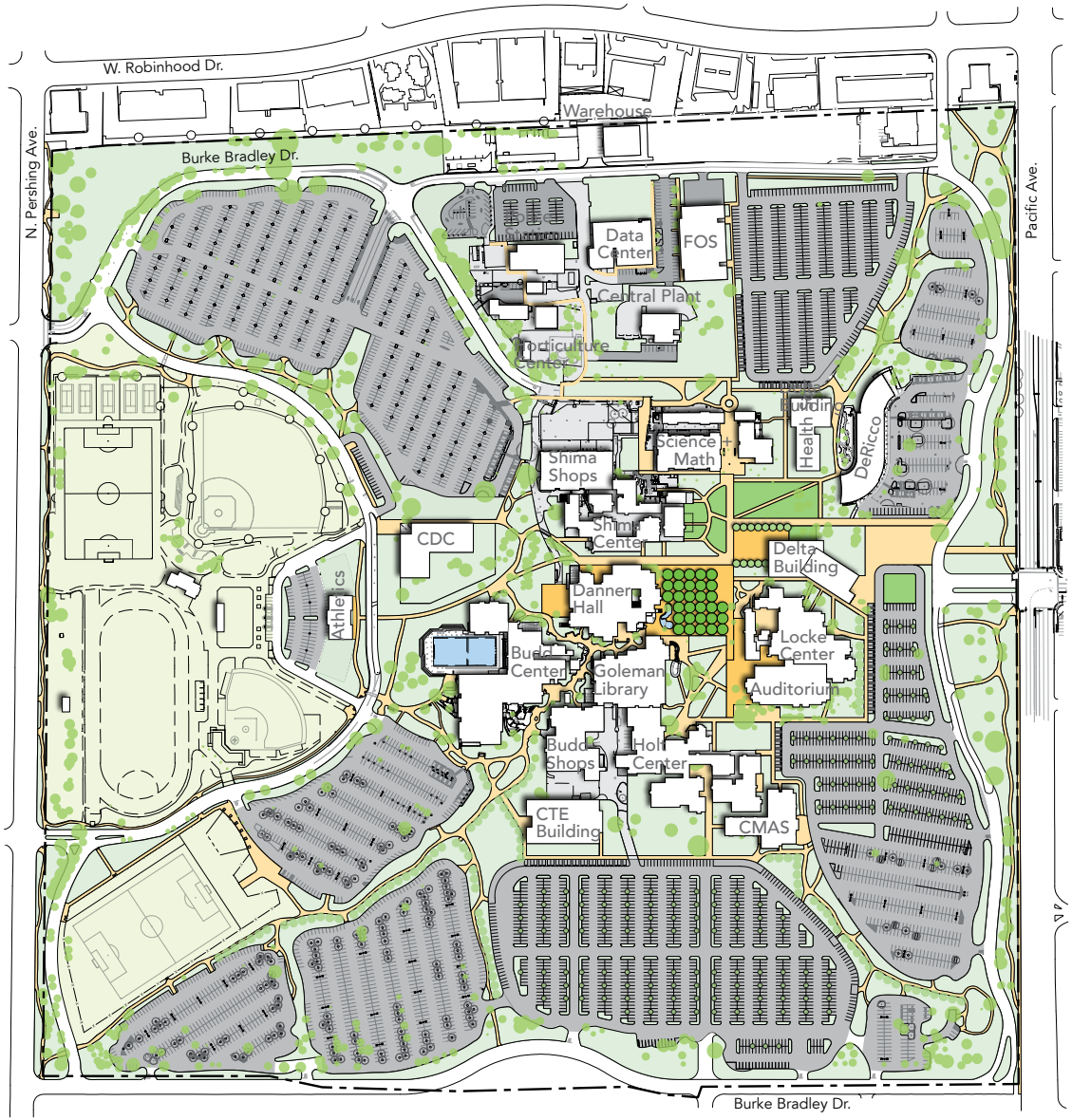
LANDSCAPE DESIGN

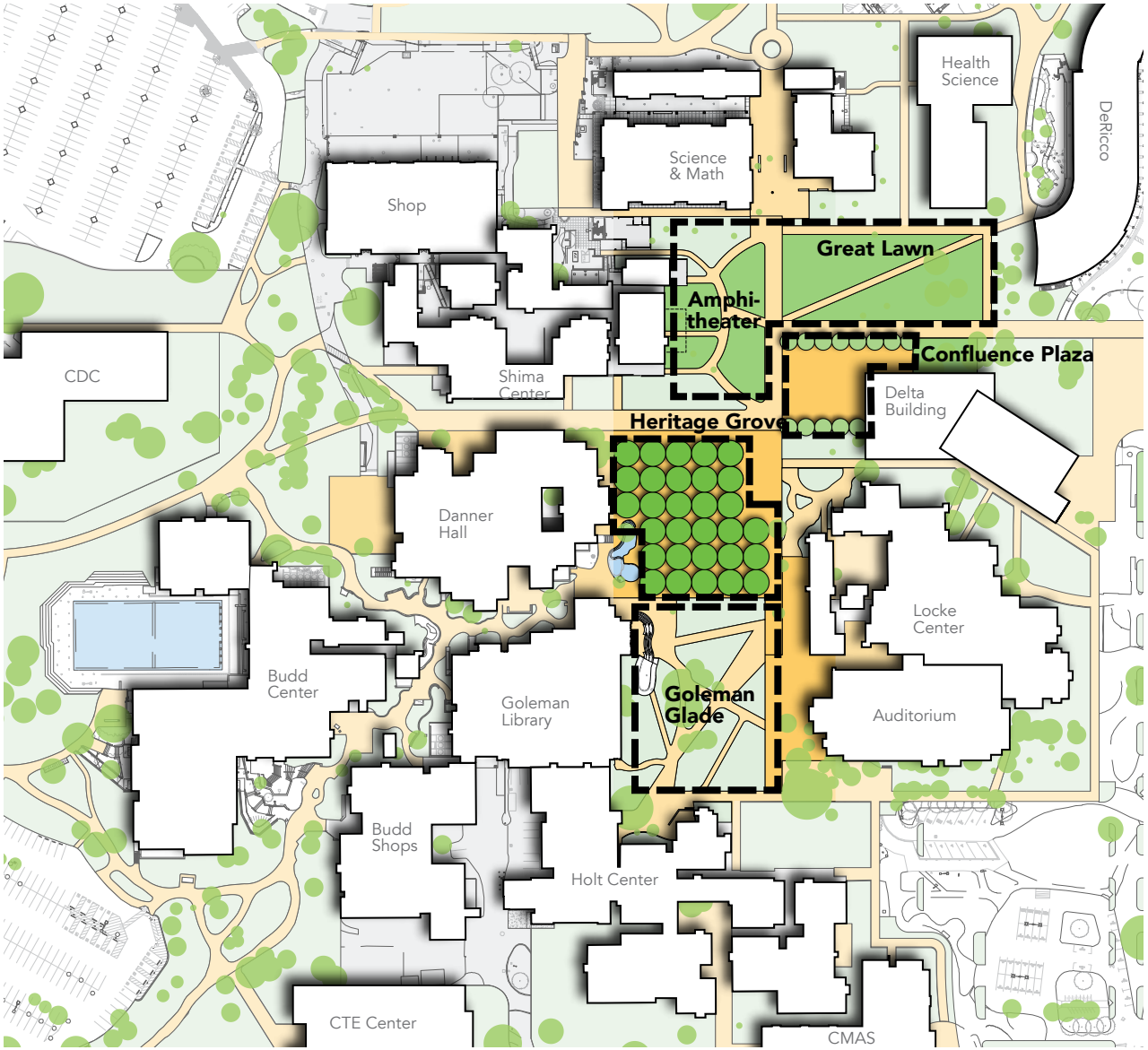
The landscape design organization is grounded in the same ideas as the larger development framework for the campus. The landscape concept draws on the District's context and the region's most definable landscape: the Sacramento-San Joaquin River Delta ("The Delta"), positioned at the edge of California's Central Valley and the San Francisco Bay Area. The Delta, in its purest form, is a series of meandering streams interspersed with islands.

The landscape concept enhances the Campus's existing winding, curvilinear open space network by building upon the hierarchy and order established in the Development Framework and supporting the wayfinding with intuitive landscape gestures.

Sacramento - San Joaquin River Delta.







Stockton Campus
Open Space Development

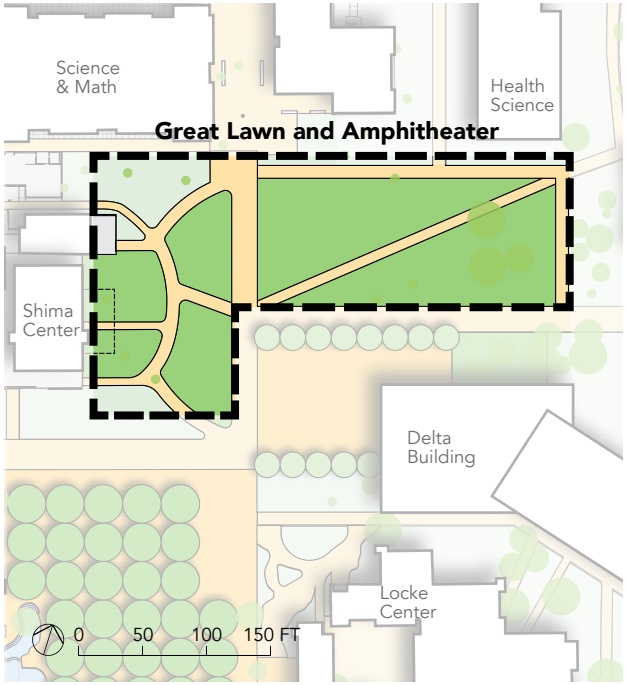
The landscape network is composed of four distinct but interconnected spaces that will be built in conjunction with adjacent new facilities: a Great Lawn and Amphitheater at the north end of the Campus Core; a plaza adjacent to the proposed Delta Building at the confluence of the three primary paths; Heritage Grove, situated between Danner and Locke; and Goleman Glade, east of the library.

These spaces will accommodate a variety of active and passive uses for all constituents and support the program of the new and renovated adjacent buildings. The clear sightlines of the landscape framework will address safety and security, accessibility, and wayfinding issues. Furthermore, the planting of these landscapes can contribute to lower irrigation costs, an increased number of young trees in the urban forest population, and an increase in native species and biodiversity.

GREAT LAWN AND AMPHITHEATER

The Great Lawn and Amphitheater area is a major open space for the Campus. With strict State water regulations, the campus landscape should use lawn in purposeful and programmatic ways rather than as a default landscape condition. The Great Lawn provides a strong connection to new Health Science Building and existing DeRicco Building, affording the opportunity for casual play, studying, and meeting, as well as more formal, seasonal events. The location's proximity to the main gateway also affords a traditional collegiate vista into heart of the Campus.

The landscape area east of Shima Center is designed in the style of an amphitheater, providing flexibility for a stage space for ceremonial events such as commencement, as well as more informal ones, such as film screenings and assemblies. The bandshell – a large, concave acoustic shell – also provides shading for day-to-day use.



A California State University Chico.

B California State University Northridge Bandshell and Commencement Ceremony.

C Pomona College Campus Lawn.

D Bastyr University Herb and Food Fair.


A

CONFLUENCE PLAZA

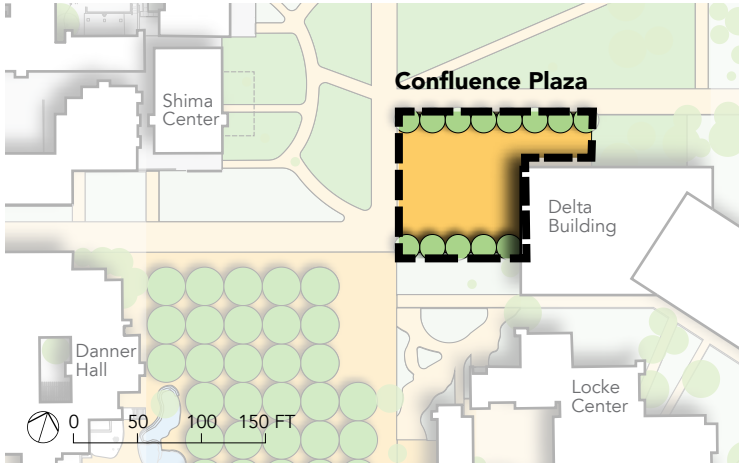
Just as the Delta sits at the convergence of multiple rivers and streams, Confluence Plaza sits at a convergence of the three primary pedestrian pathways at the Campus Core. It engages public-facing program of the new Delta Building, acting as an extension of both academic and social uses and encouraging transparency and indoor-outdoor flow at the ground level.

It has the potential to become the new civic heart of the Campus, possessing an urban character at a relatively small scale. With special paving, shade trees, and seating opportunities to study or people watch, Confluence Plaza is designed to support a range of social interactions.


C


D


B



A September 11th Memorial Plaza, New York City.

B The University of Arizona - Underwood Sonoran Landscape Laboratory.

C CJ Huang Asian Liver Center at Stanford University Medical Center.

D CJ Huang Asian Liver Center at Stanford University Medical Center.

HERITAGE GROVE

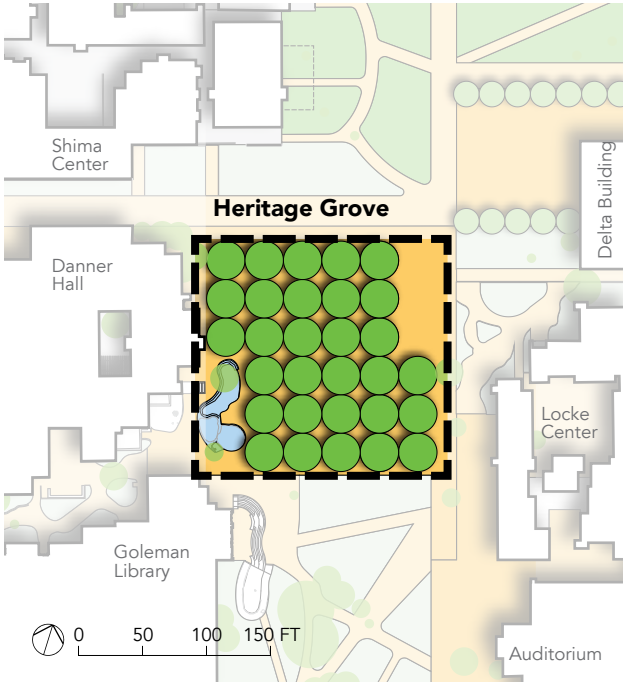
Heritage Grove takes on an urban woodland character and features an array of trees oriented with the Campus building grid allowing free movement in the shade of the canopies. Similar to islands in a delta, the trees act as masses around which circulation can freely flow. The existing koi pond will be preserved and incorporated at the southwest corner of the open space.

This space emphasizes design simplicity and functionality by using a limited number of paving and planting materials to preserve circulation space and accommodate the program from nearby Danner Hall.

The high canopy of shade trees will create a dappled shade environment that is comfortable as a gathering space, with ample opportunities for seating; encouraging social interaction; and supporting the public life.

Tree species recommendations should take into consideration the level of maintenance required, speed of growth and size, and potential for allergens. Some species to consider include:

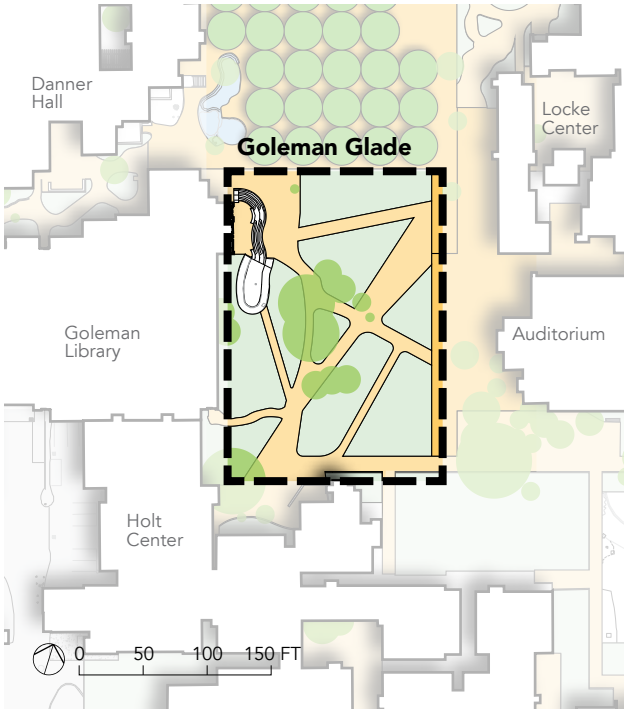
- Ash
- Honeylocust
- Sycamore
- Oak
- Zelkova
- Evergreen Elm



A Novartis Headquarters.

B Courtyard, Macquarie University.

C Brochstein Pavilion, Rice University.



GOLEMAN GLADE

South of Heritage Grove lies Goleman Glade, a connective landscape representing a clearing from the woodland of Heritage Grove to the north and the relatively tall buildings surrounding the open space.

As a connective landscape, it features several paths and smaller planting areas, but maintains an aesthetic of simplicity, restraint, and institutional scale that supports the overall structure of the Campus Master Plan. The finer scale of the landscape structure provides an opportunity to use drought-tolerant plant material in lieu of lawn, and implement a planting palette suggestive of California grasslands and meadows, transitioning to chaparral scrub.

Similar to the koi pond, the existing bridge at the north end of Goleman Glade will also be preserved as part of the historic core and incorporated into the new design. Additionally the design should preserve and incorporate healthy existing trees into the new landscape areas to provide shade and further contribute to the historic nature of the Campus Core.

A Forest Glade.

B West Village, UC Davis.

C Foothill College.

D Dunn Meadow, Indiana University.

FACILITIES IMPROVEMENTS

The District's facilities and infrastructure are critical to supporting Delta's mission and creating effective learning environments for the delivery of high-quality instruction. These important public assets must be continuously renewed and maintained.

This section of the Facilities Plan describes the recommendations in the following order:

- New Construction (grouped by zone)
- Renovation / Change of Use
- Modernization

Descriptions are provided on the following pages and grouped into the five zones illustrated on the diagram on page 277.

EAST ZONE

Main Issues

- Main entry drive is poorly configured
- Congestions occurs throughout the day and evening
- Pedestrian pathways are unclear
- Signage and wayfinding are confusing
- Some front door services are remote from the main entry
- Child Development Center and playground is exposed to view

Goals

- Improve the entry experience
- Create a positive first impression
- Clarify vehicular and pedestrian pathways
- Locate "front door" functions in identifiable locations

SOUTH ZONE

Main Issues

- Large sea of parking without identifiable portals into the Campus Core
- Landscape berms between parking lots limit visibility
- Pedestrian access is through narrow passageways
- Back-of-house appearance of facilities and yards

Goals

- Address the growing CTE program needs
- Create identifiable portals into the Campus Core

CAMPUS CORE

Main Issues

- Campus service functions are located in the center of campus, occupying prime real estate for instruction and student support
- Key student services functions are remote from the majority of services in DeRicco
- Danner Hall lacks spaces for students to gather, study, and collaborate

Goals

- Develop the Core into a vibrant campus hub
- Create spaces for students to gather, study and collaborate
- Improve facilities to enhance student success

WEST ZONE

Main Issues

- Kinesiology and athletic functions are disconnected from the Campus Core
- Pedestrian pathways are unclear

Goals

- Improve connectivity to Campus Core
- Improve land utilization
- Relocate Child Development Center away from main entry

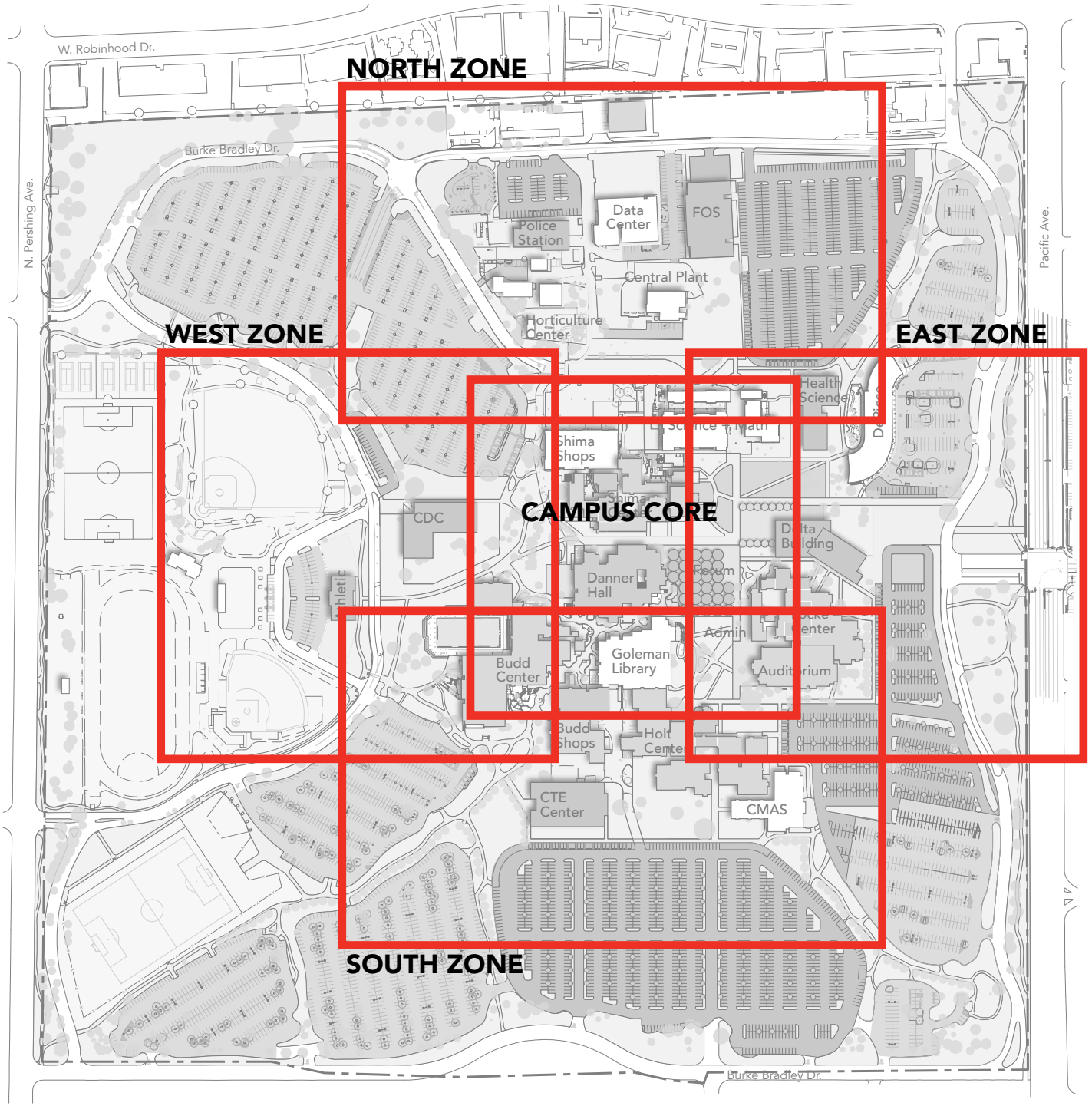
NORTH ZONE

Main Issues

- Campus service functions are dispersed throughout the campus
- Underutilized land and building configurations

Goals

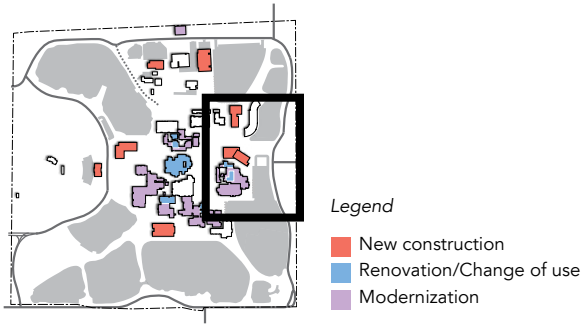
- Consolidate all campus services
- Improve operational efficiencies



Stockton Campus
2017 Facilities Improvements

0 200 400 FT

EAST ZONE



The East Zone is the front door to the Stockton Campus along Pacific Avenue. First impressions of Delta College are formed here for visitors, students, faculty, and the general Stockton community. Recommendations for the East Zone include improved vehicular and pedestrian circulation and the development of "front door" facilities to serve the Campus and the community.

EAST ZONE PROJECTS

HEALTH SCIENCE

The growing need for health care professionals coupled with the District's desire to improve student health services resulted in a recommendation to construct a new Health Science facility. The new facility is strategically located between the Science and Math Building and the DeRicco Center, and will link to related functions housed on either side.

Functions to be housed in the new facility include instructional space for nursing, psychiatric technician training, physical therapy, and medical office administration. Nursing, Speech-Language Pathology Assistant (SLPA), and Nutrition programs will be relocated from Locke Center into this new facility to support program needs. Additionally, a new Student Health Center will be housed in the new building to serve students and provide physical health, mental health, and wellness services.

Secondary Effects

Following the construction of the Health Science building, space will be vacated in Locke Center and re-purposed to address program needs, including classrooms for arts, communications, and transfer preparation.

DELTA BUILDING

The new Delta Building will create a welcoming front door to the campus, address critical issues, and improve access to key College and community functions. Student support services will complement the functions located in the adjacent DeRicco Center and provide needed expansion space. New instructional space will replace inefficient and underutilized areas on campus to address program needs, improve room utilization and provide enhanced learning environments. Administrative functions currently located in the Campus Core will move to the new Delta Building to improve the community's access to these functions. A variety of meeting and conference spaces, including a multipurpose board room and professional development center are recommended. In addition, a new art gallery is proposed to provide improved visibility and access.

Functions to be housed include the following:

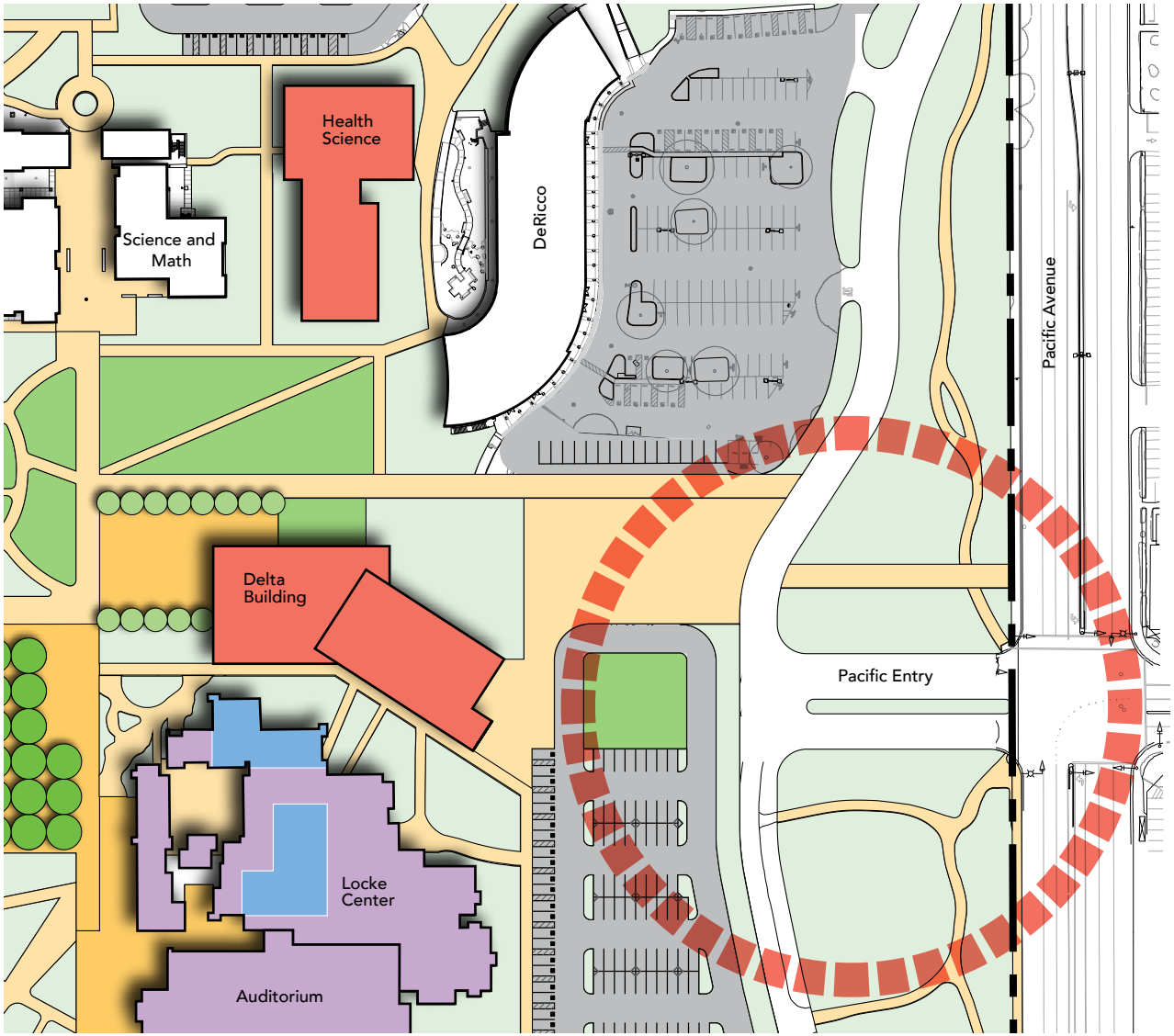
- 60-seat flexible, interdisciplinary classrooms
- Music and social science instruction
- First-contact student services (to complement DeRicco)
- Community meeting rooms (multipurpose board room)
- Administrative Services
- Professional Development Center
- Art gallery

Secondary Effects

Following the construction of the Delta Building, the Administration and Forum Buildings and portions of the Holt Center will be demolished. The classrooms in the Forum Building will be replaced with more efficient multi-purpose classrooms in the Delta Building that will allow for more classes to be scheduled for students. The demolition of these buildings will eliminate a number of access and deferred maintenance issues and open up the center of campus to improve circulation and relieve congestion.

PACIFIC ENTRY

Reconfiguration of the main entrance on Pacific Avenue is recommended to improve access to the campus, alleviate traffic congestion, and improve pedestrian and vehicular flow. A new pedestrian path will create a safe connection from the bus stop into the Campus Core. Realignment of the roadways along with clear signage will provide intuitive cues and enhance wayfinding. A detailed traffic study is recommended for this area of the Campus following the approval of the CMP.

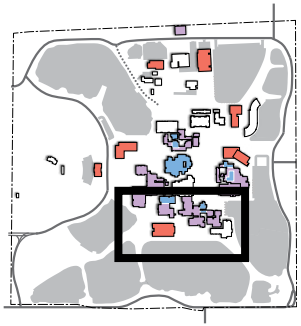



Nursing simulation lab


Pacific Avenue Entry

EAST ZONE RECOMMENDATIONS

SOUTH ZONE



Recognizing the outstanding CTE programs currently offered at the Stockton campus, the South Zone of campus is identified as a location to address regional employment needs, current facilities deficiencies, and the need for improved and expanded facilities.

These recommendations include the development of flexible learning environments with specialized equipment to support evolving workforce needs. Interdisciplinary maker spaces are proposed to support interactive, project-based learning that enhances each student's ability to collaborate, create, test, and share.


Existing Budd Shops

CTE RENOVATION AND EXPANSION

This project provides the opportunity to support evolving CTE program needs, explore program synergies, and improve interdisciplinary collaboration. This project includes the renovation and expansion of CTE areas currently located in the Budd Shops and the construction of additional space to consolidate additional CTE programs currently housed throughout campus.

The Budd Shops should be analyzed in order to identify opportunities to improve the functionality and efficiency of the building. Renovation of existing space and the addition of new space will address current program needs and expand offerings to prepare students for transfer, employment, and provide training in the use of current industry equipment, digital media, and platforms.

Additional CTE programs recommended to be included in this project include:

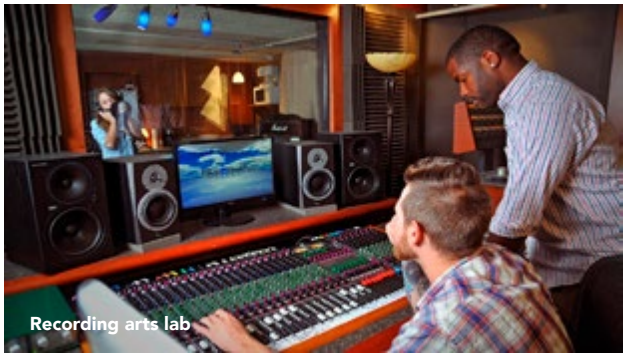
- TV/Radio
- Graphic Arts
- Photography
- Recording Arts
- Journalism
- CIS/BIM

The development of the South Zone of the campus includes site development improvements that will define a clear pathway from the south parking areas into the Campus Core.


Existing Budd Shops


Existing Budd Shops

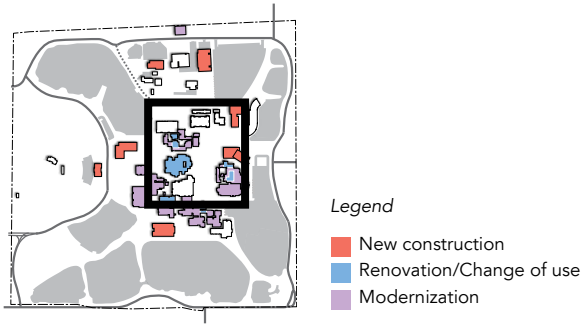
SOUTH ZONE RECOMMENDATIONS


Recording arts lab


Electronic technology lab


Digital Media classroom

CAMPUS CORE



The CMP recommends that the Central Zone of the campus be developed as a vibrant campus core with a series of indoor and outdoor spaces designed to engage the campus community, support collaboration, and enhance student success. Several improvements are recommended as part of the overall development of the Stockton campus.

Koi pond at Campus Core

DANNER HALL

The Campus Core recommendations include several projects that will address key campus issues identified during the planning process, such as:

- **Culinary Arts**, a Delta marquee instructional program, is housed in underperforming space that does not support program needs.
- **Instructional support services** such as the Writing Center (Holt) and the Learning Center (Shima) are dispersed in cramped and hard-to-find locations.
- **ASDC** and **student activities** are far from the center of campus.
- Students **need more space to collaborate and engage** in student support and learning support services.
  - **(This was the primary issue raised by students)**
- **Food services** are limited, and students leave campus to find options.
- **Danner Hall** is aging, and needs renovations to address maintenance concerns

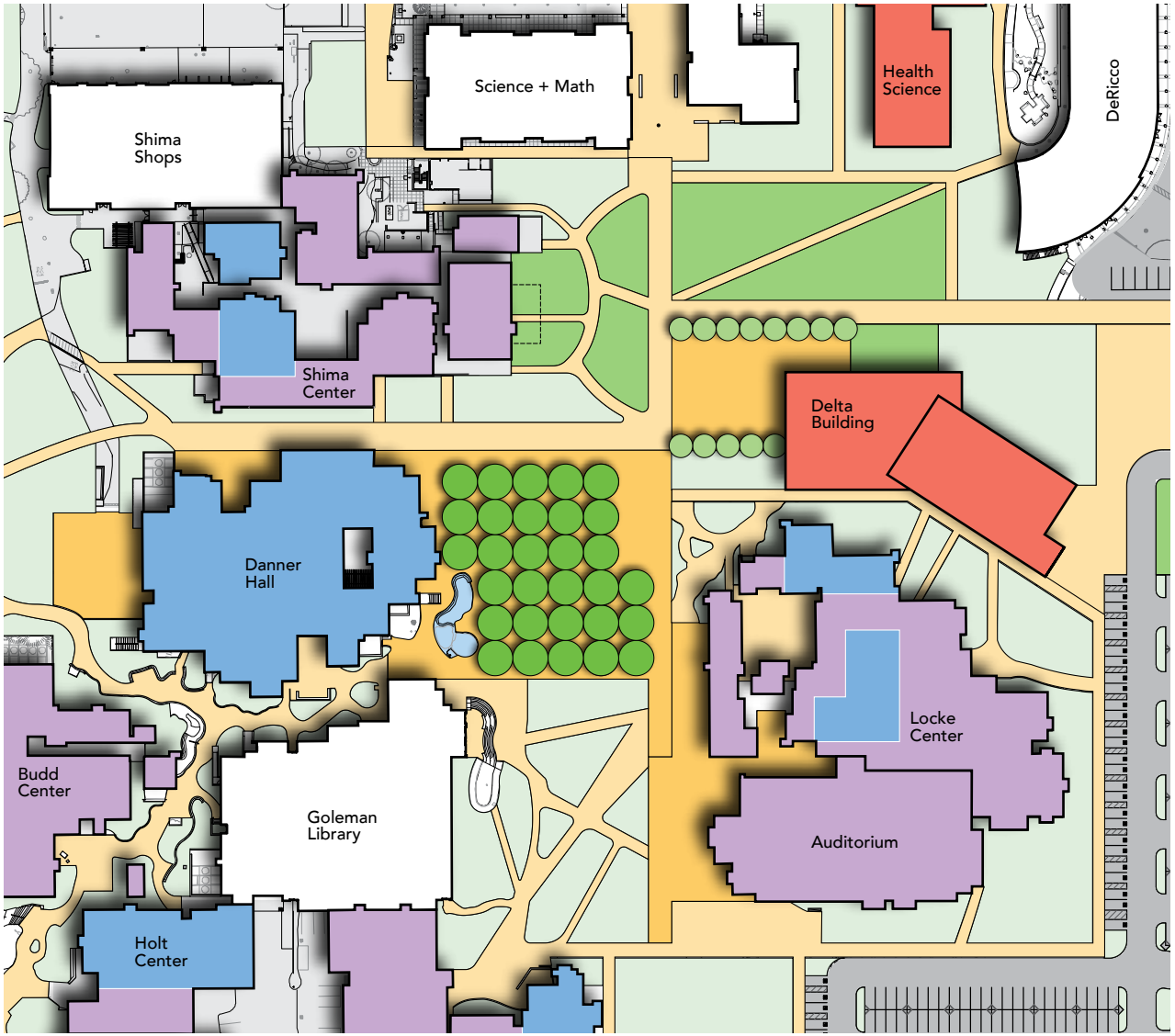
A complete reconstruction of Danner Hall is recommended to create a "real Student Center" for the Stockton Campus. The improved Danner Hall will be designed to engage students, improve access to instructional support programs, and create spaces for students to collaborate, study, and engage in student life. Functions include:

- Student activities
- Student government
- Learning support activities
- Writing center
- Improved food services
- Bookstore renovations
- Improved culinary arts program space

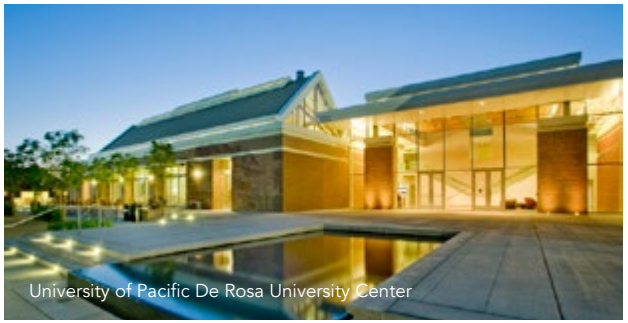
1. **Relocate non-essential functions out of the Campus Core.**
   - Relocate Facilities, Purchasing and Warehouse from Danner Hall into the North Zone of campus.
2. **Relocate Culinary Arts, Learning Centers, ASDC, and Student Activities into Danner Hall.**
   - Renovate Danner Hall to provide improved instructional lab space.
   - Showcase Culinary Arts as a marquee program.
   - Improve students' access to instructional support services.
   - Co-locate services and programs to support synergies and improve operational efficiencies.
   - Relocate student activities and student government offices out of Shima and into Danner Hall.
3. **Develop Danner Hall as a "real Student Center."**
   - Renovate and repurpose entire building.
   - Address deferred maintenance issues.
   - Provide collaboration and engagement space.
   - Improve and expand food services.

Secondary Effects

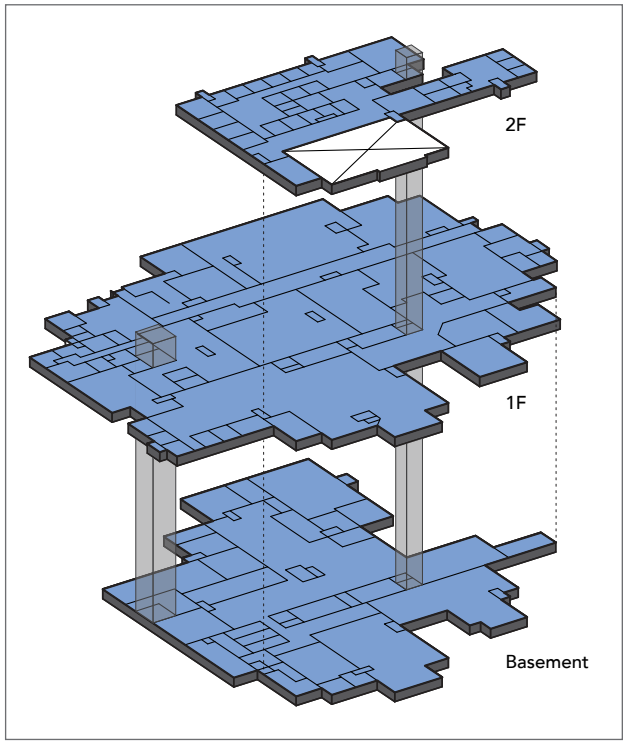
Following the reconstruction of Danner Hall, vacated areas in Holt and Shima may be repurposed to improve instructional spaces and add meeting rooms.



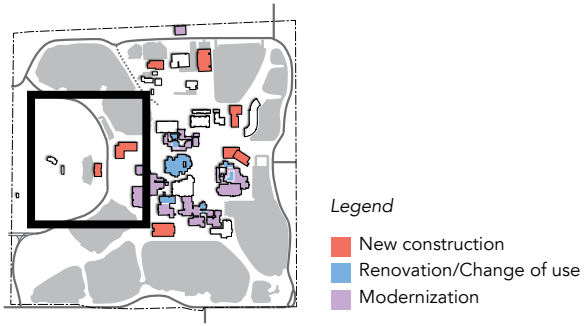
CAMPUS CORE RECOMMENDATIONS



Develop Danner Hall as a 'real Student Center'



WEST ZONE



The West Zone of the campus will support the Child Development Center and kinesiology program needs and improve pedestrian connections with the Campus Core.

WEST ZONE PROJECTS

CHILD DEVELOPMENT CENTER

This project includes the relocation of the existing Child Development Center, currently located at the front door to the campus along Pacific Avenue. A new location on the west side is recommended to improve learning environments and provide a secure and sheltered playground. Classrooms currently located in the Locke Center will be incorporated into the new center.

Secondary Effects

Vacated classrooms in the Locke Center can be repurposed to support other program needs. The playground in the interior of campus can be developed as part of the new Delta Plaza.

KINESIOLOGY

A new athletic facility is recommended to support the kinesiology program needs and provide additional athletic support facilities close to the fields. Functions include:

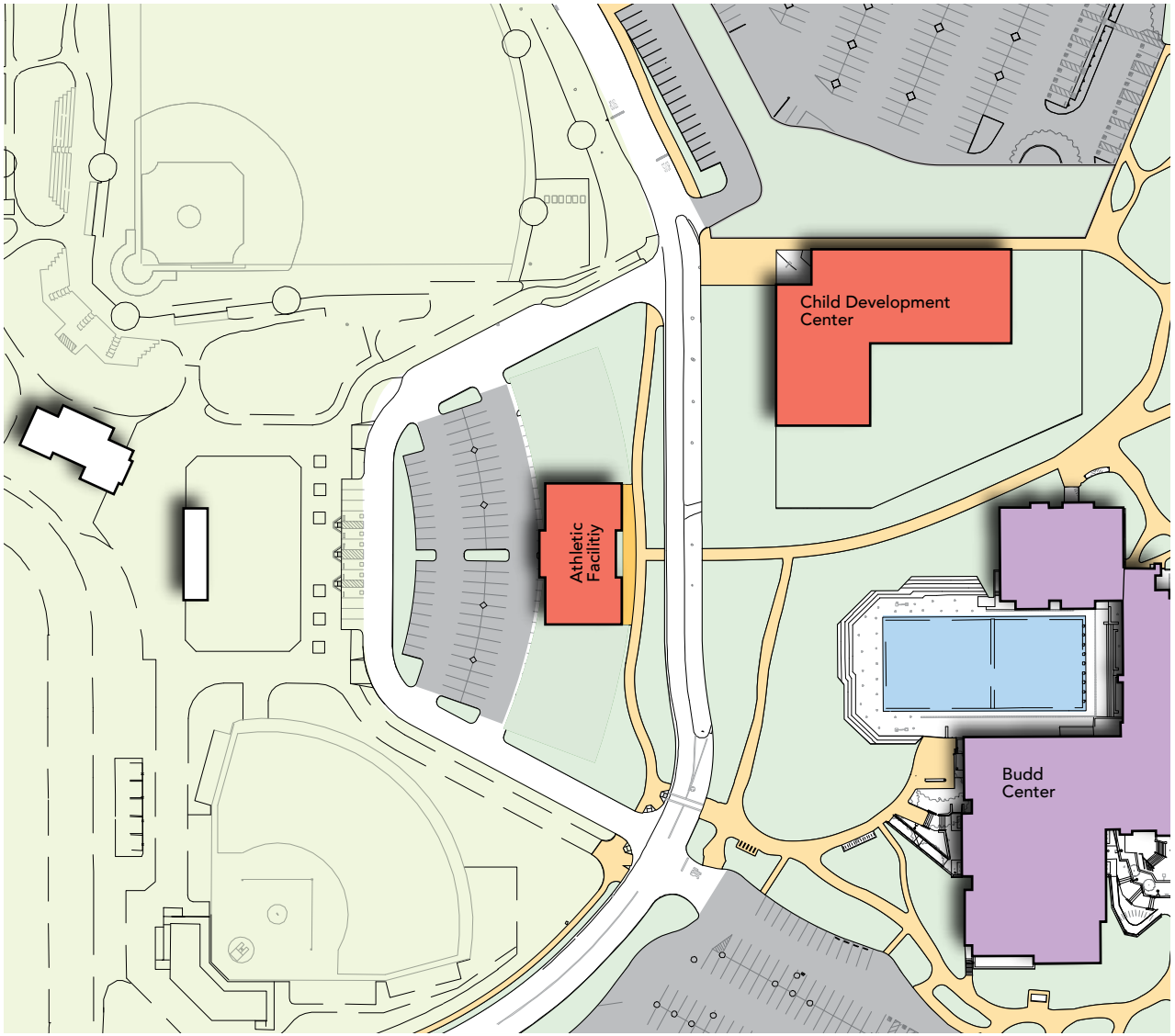
- Training Room
- Team Room
- Weight Room
- Locker Room
- Equipment/Storage
- Public Restrooms
- Concessions

Renovations to the existing athletic fields is recommended to extend the useful life and lower maintenance costs. In addition, improved pathways are proposed to improve access to the athletic fields from the Campus Core.


Child Development Center

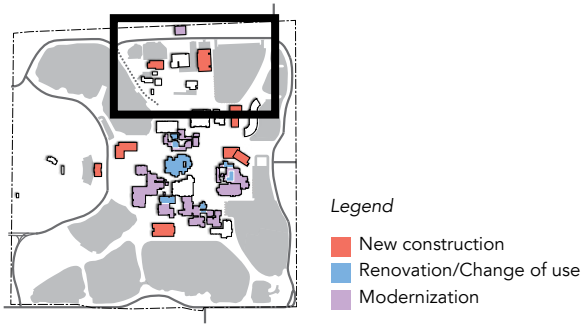

Child Development Center


Baseball field



WEST ZONE RECOMMENDATIONS

NORTH ZONE



This North Zone of the campus will become the centralized location for all campus services and operations. Functions currently located in the center of campus will move to this zone, freeing up space for instructional and student support program needs. Consolidation of these campus services will improve access and operational efficiencies.

NORTH ZONE PROJECTS

FACILITY FOR OPS SUPPORT

Campus support services currently housed in the center of campus will be consolidated into the new Facility for Ops Support (FOS) to support collaboration and improve operational procedures. The new facility will include a loading dock for large truck deliveries and a shared service yard to maximize efficiencies in the delivery of equipment, distribution of supplies, and asset management.

Secondary Effects

Vacated space in the basement level of Danner Hall will be repurposed as part of the consolidation of Danner into a new Student Center. See page 282 for more Facilities Plan recommendations regarding Danner Hall.

POLICE

A new shared facility for Campus Police and the Police Academy instructional program will house functions currently located in the Police portables and Holt Center. Plan the facility to support two separate uses, with clear identification of both.

Secondary Effects

Vacated space in Holt Center will be repurposed for instructional use.

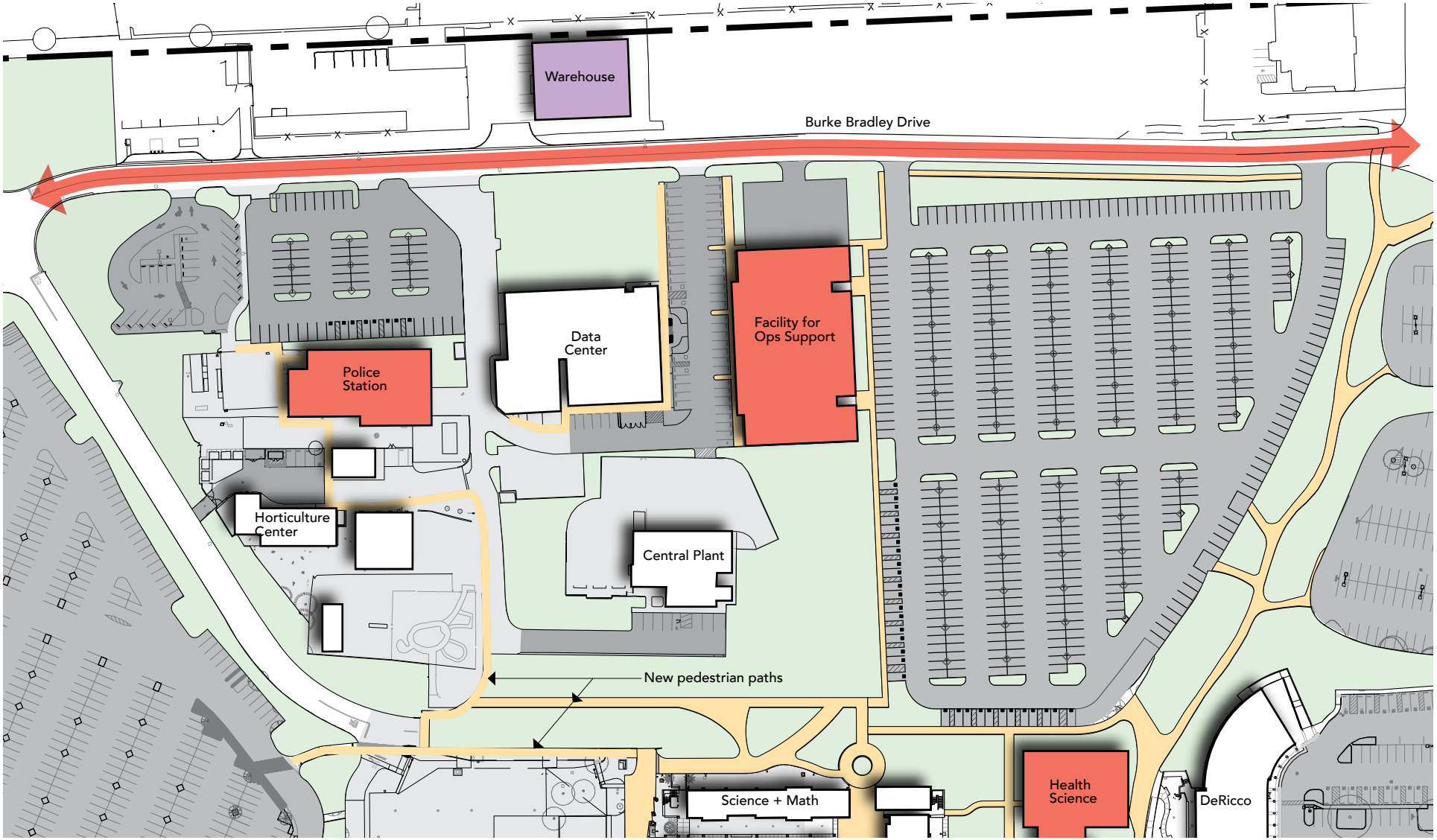
REALIGN ROAD

Burke Bradley Drive will be realigned to the north side of Campus Operationsto improve vehicular and pedestrian circulation between the Campus Core and the Horticulture Center, Central Plant, and the Data Center. This space will be developed as additional outdoor learning space and will continue the Campus Core to connect all instructional areas of the Campus.


Existing Campus Police

Existing Maintenance-Shipping and Receiving Loading Dock

Existing Burke Bradley Drive



NORTH ZONE RECOMMENDATIONS

CAMPUS-WIDE SITE INFRASTRUCTURE

WET UTILITY SITE INFRASTRUCTURE

The campus-wide wet utility site infrastructure systems, or those that carry or distribute water, are generally broken down into four categories:

1. Water Distribution
2. Storm Water Drainage
3. Irrigation
4. Sanitary Sewer

While portions of these systems are nearly 50 years old, the wet utility infrastructure system is generally in good shape. However, isolated instances of main line breaks would not be uncommon for a system of this age.

Perhaps the biggest changes with regard to the future upgrades of wet utilities will be the need for a more comprehensive collection and filtration system for storm water drainage. The majority of the campus storm drain systems predate current stormwater requirements, and are therefore allowed to discharge into the City of Stockton stormwater systems without any detention or treatment measures. New construction should utilize current low-impact design strategies to minimize stormwater discharge, and may be required to implement certain water quality measures as required by the City of Stockton.

The Central Plant provides heating and cooling to the majority of buildings throughout campus. Based upon an initial assumed load analysis, the chilled water system is reaching capacity. As new facilities are constructed and connect to the Central Plant distribution loop, the demand from this system will increase. New facilities should assume that additional chilled water, and potentially hot water, will be required. As a consequence, the Capital Budget of any new facility or building should reflect the need for plant upgrades.

CAMPUS PATHWAY AND PARKING LOT LIGHTING

Pathway lighting throughout campus and through the parking lots should be upgraded. Despite recent improvements in the lighting on campus, lighting can be inconsistent and needs to extend into the parking lots for better visual security.

IRRIGATION

Extensive rehabilitation of the main irrigation well in 2014 did not include any upgrades of the distribution system. While the well currently meets the demand placed upon it, the distribution system is in need of a modernization. Currently, the distribution system lacks adequate isolation and pressure relief valves. Additionally, a significant number of heads are outdated and are not connected the main controller. These items should be addressed as part of any irrigation modernization.

WET UTILITY

Based upon our analysis, a system-wide modernization the wet utility system is not warranted at this time; however, due to the overall age of the system, there may be periods of increased maintenance.

DRY UTILITY

As each building is modernized, the main electrical service should be evaluated and upgraded based upon its current and anticipated electrical demand.

CENTRAL PLANT

UPGRADE HOLISTICALLY

The Central Plant is approaching design capacity in relation to its chilled and hot water systems. Options for increasing capacity include:

1. A system-wide capacity increase constructed as a defined Capital Improvement Project. This option would require a larger initial capital outlay, but would be less burdensome over time.
2. Validate capacity on a project-by-project basis. This option would lessen the one-time expenditure of increasing the capacity of the Central Plant, but would require a series of upgrades over time as new facilities come online.

ACCESS

Access upgrades and modernizations should be evaluated and implementedin stages with regard to overall campus pathways and wayfinding and individual building upgrades. Currently, Delta is in the process of updating its ADA Transition Plan, which will help the District identify required improvements.

The District has recently completed two barrier removal projects within the Campus Core to rehabilitate internal pathways, and has identified two subsequent Path of Travel Improvement barrier removal projects. These would address pedestrian pathways around the perimeter of the Campus Core and along the parking lots.

Within each building, each modernization project should evaluate its program against current California and Federal Accessibility Standards, as well as the updated ADA Transition Plan, and be upgraded accordingly. Therefore, careful collaboration with the Division of the State Architect in the development of each project improvement is required. Since the majority of the buildings were constructed prior to the implementation of the Americans with Disabilities Act, it should be expected that remediation of these items could be significant.

SECURITY

Security upgrades should be contemplated in conjunction with any building modernization. Items that should be considered in a building modernization include:

- Removal of visual barriers within corridors or site amenities;
- Increased lighting in interior corridors;
- Additional fire suppression systems in non-sprinklered buildings.

Other security measures lend themselves to individual capital improvement projects. These standalone security projects include:

- Installation of a mass notification system in case of emergency;
- Implementation of a common building and campus identification system;
- Installation of disability evacuation chairs mounted adjacent to stairwells at above-ground floors
- Upgrades to the visual surveillance system to include high-definition and low-light capabilities;
- Installation of upgraded door locking mechanisms in all classrooms, so that they can lock from the inside, in case of an emergency;
- Re-keying of the Campus, with the implementation of re-keying protocol.

DEMOLITION PLAN

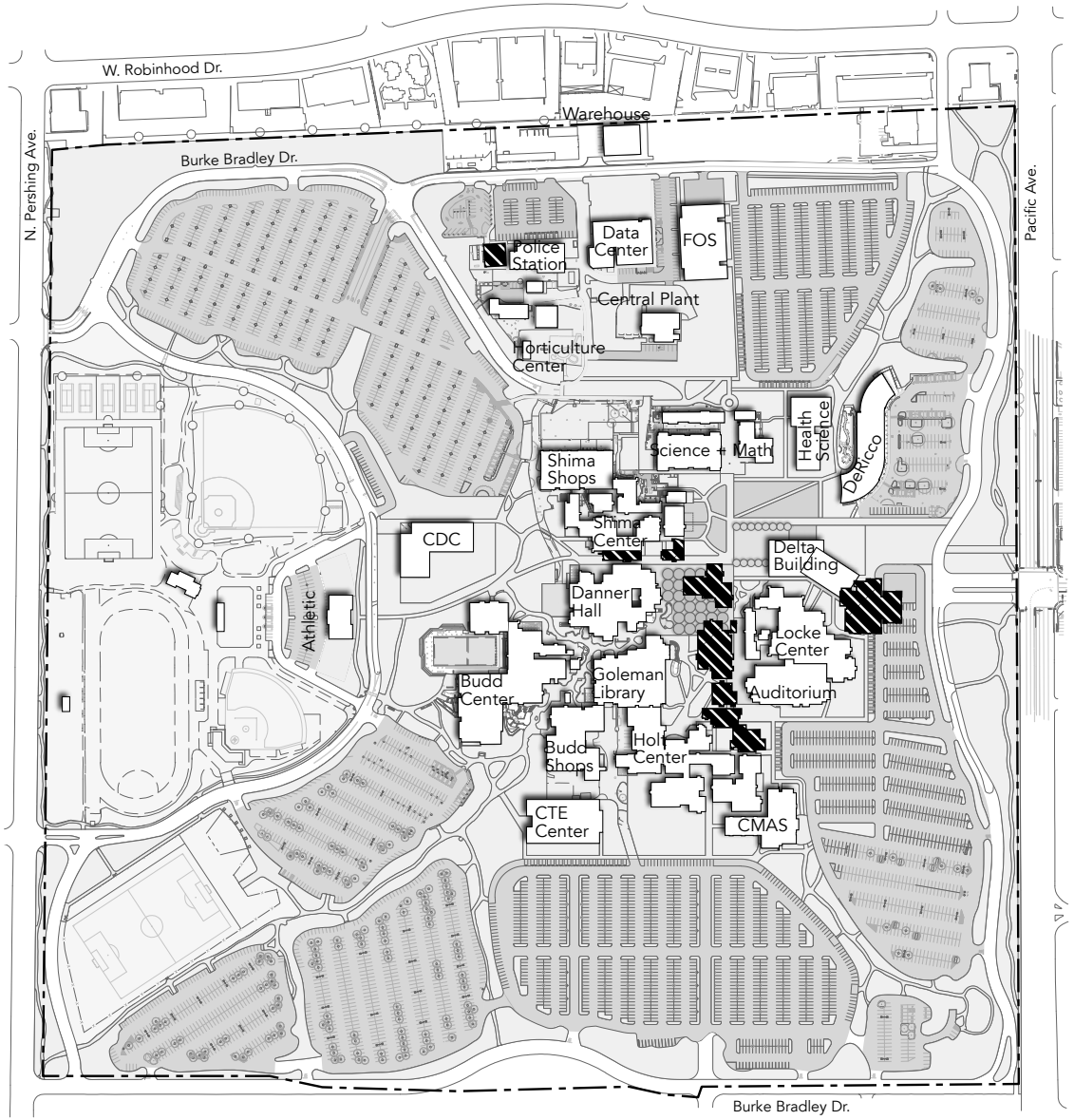
Based on a comprehensive analysis of several planning factors, a number of facilities were identified to be demolished as part of this Facilities Plan.

Factors included:

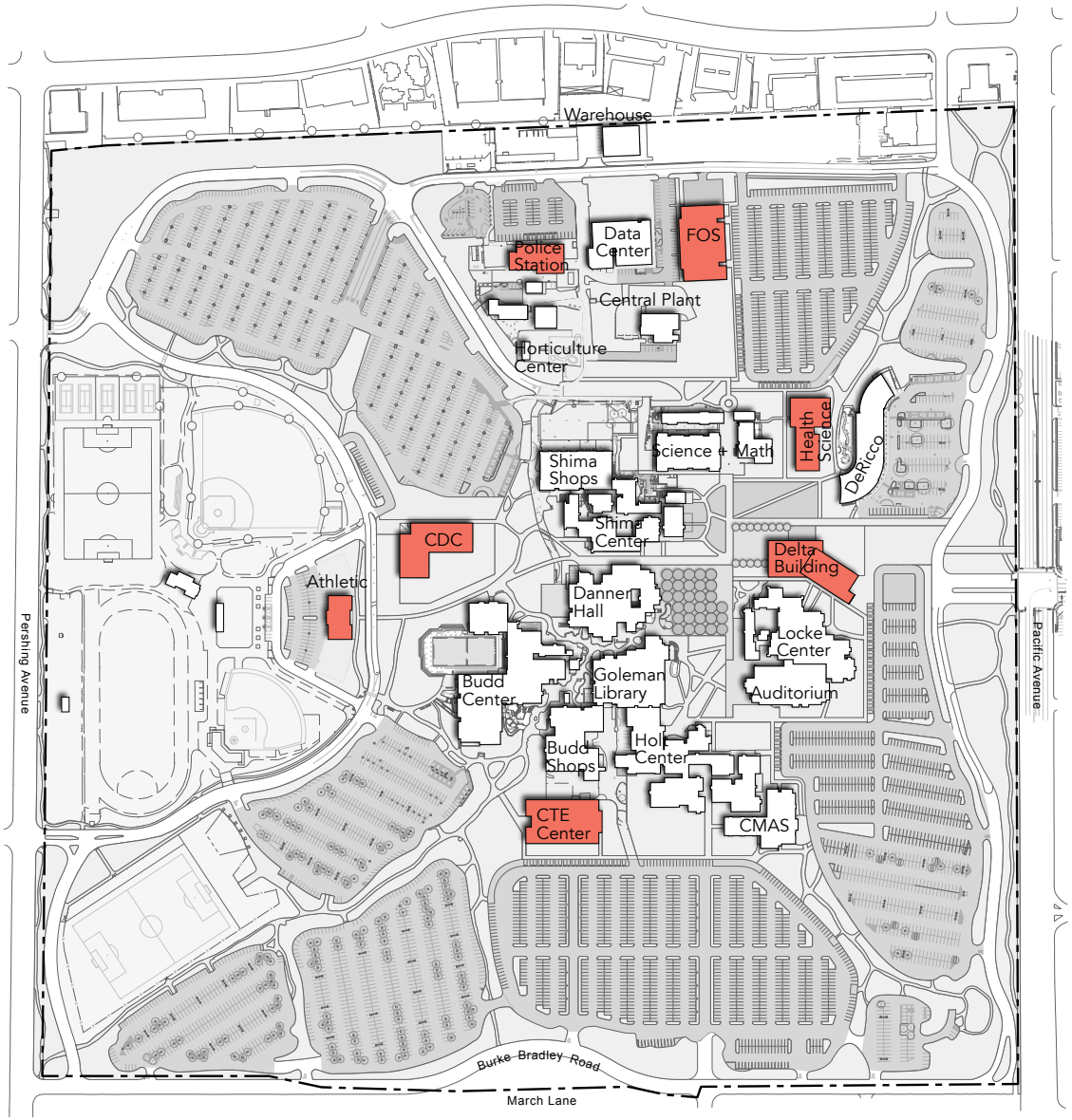
- Ability of space to support functions
- Access limitations
- Facilities condition
- Room utilization
- Code compliance
- Cost/benefit to renovate versus replace

Facilities to be demolished:

- Child Development Center
- Administrative Wing
- Forum Hall
- Police Station
- Shima Center (partial)
- Holt Center (partial)



NEW CONSTRUCTION



The construction of new facilities is recommended to address program needs, improve operational efficiencies, and enhance learning environments. New construction projects are right-sized based on the educational planning data and proposed to be flexible to maximize utilization and adapt over time.

New buildings to be constructed:

- Delta Building
- Health Science
- CTE Center
- Child Development Center
- Police Station
- Facility for Ops Support (FOS)
- Athletic Building

Refer to pages 275 to 287 for project descriptions.

Legend

Proposed New Construction

0 250 500 FT

BUILDING RENOVATION / CHANGE OF USE AND MODERNIZATION

RENOVATION/CHANGE OF USE

Renovation or Change of use is recommended for four buildings on the Stockton Campus. These facilities have programs and functions that are planned to be relocated to other locations on campus. Following these relocations, spaces will be adapted for new uses and the facilities will be renovated to renew and lengthen the lifespan of the buildings.

Buildings planned for renovation or change of use include:

- Danner Hall
- Shima Center (partial)
- Holt Center (partial)
- Locke Center (partial)

See pages 276 to 287 for project descriptions.

MODERNIZATION

Many of the original 1970's buildings are in need of modernization and have similar issues and deficiencies. This can be attributed to the common construction methods of their era, as well as the general architectural design themes and practices of the time.

The buildings identified for modernization are in need of upgraded building infrastructure systems, such as mechanical, electrical, fire alarm, low voltage, and security, as well as upgrades for accessibility. Some of these items, such as accessibility and physical security, may prove difficult to fully remediate due to the physical structure of the existing buildings.

However, common building upgrades within each complex include:

- Provide door accessibility hardware;
- Provide swing or strike clearance at all doors;
- Provide accessible drinking fountains;
- Upgrade vertical and horizontal accessible emergency egress;
- Repave pathways within buildings to provide an accessible surface;
- Provide accessibility upgrades to all restrooms;
- Replace handrails and guardrails to comply with current standards.

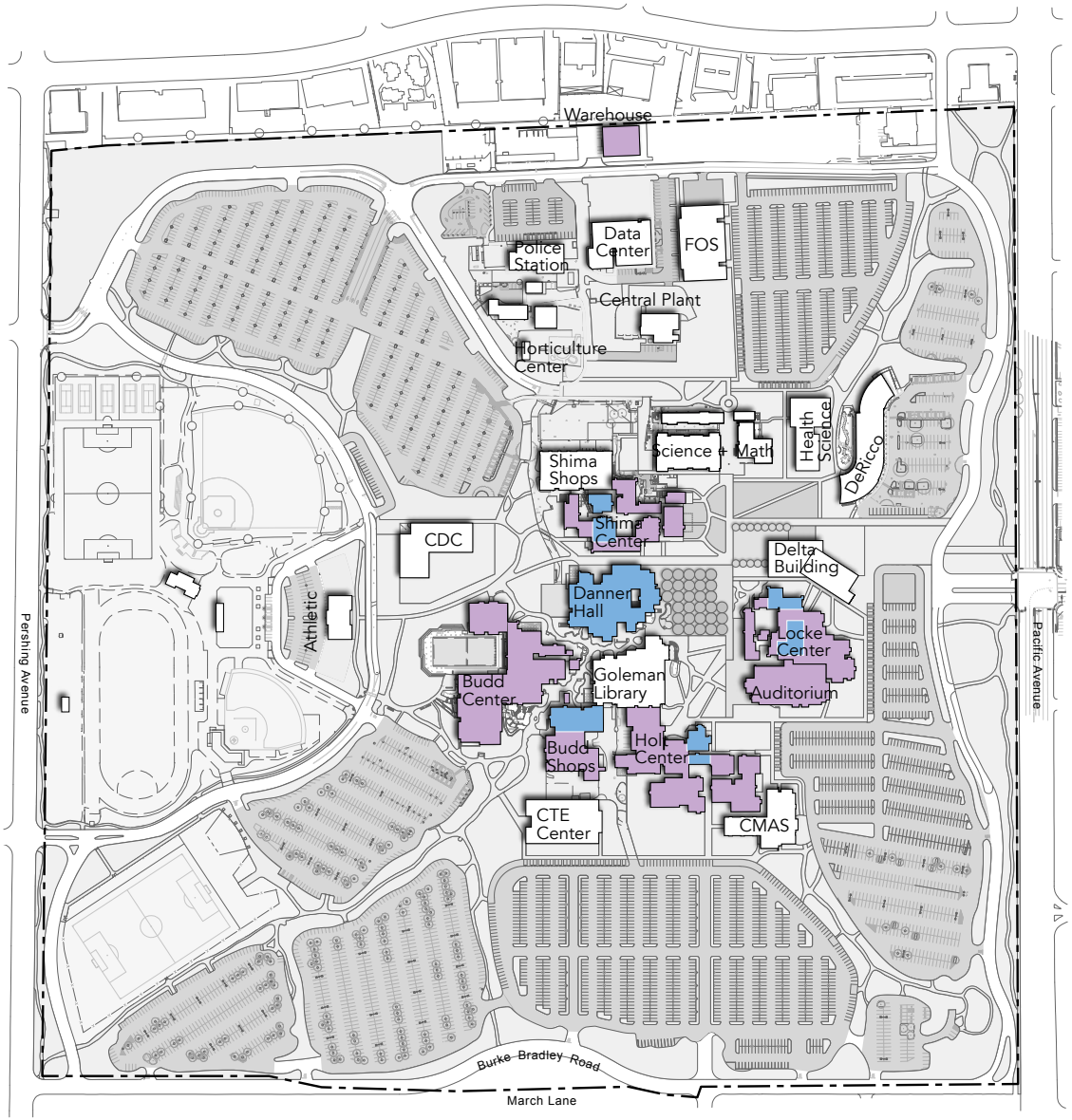
In addition to the building system upgrades, modernizations are recommended for the interiors of these buildings. Most of the older building complexes have an interior courtyard with several grade changes, or site features without compliant handrails, stair rises or runs, or access to above-grade levels. Most pathways must also be improved in order to comply with building accessibility codes and improve campus-wide access.

A modernization of the Atherton Auditorium should also include a renovation and reorganization of the public entry, box office, and gallery. It is recommended that these be reconfigured so that they face the south, towards the vehicular drop-off and accessible parking lot. This would increase visibility and improve campus and community access to the events that take place in this building.

Buildings planned for modernization include:

- Shima Center
- Budd Center
- Budd Shops
- Holt Center
- Locke Center
- Auditorium
- Central Plant capacity upgrades for future buildings

See pages 288-89 for additional campus-wide site modernization descriptions.



Legend

Renovation/Change of use

Modernization

0 250 500 FT

PROJECT SEQUENCING

OVERVIEW

The facilities projects identified in this Plan address the program needs identified in the Educational Plan and the key issues identified in the existing conditions analysis. Several of these projects are linked and should be sequenced in order to limit disruption and simplify implementation. Grouped projects are identified here to explain the linkages and the proposed logical sequencing.

CTE RENOVATION AND EXPANSION

- Construct new CTE Facility.
- Relocate CTE programs.

→ Renovate and repurpose space in Budd Shops.

HEALTH SCIENCE

- Construct new Health Science Facility.
- Relocate nursing program from Locke Center.

→ Repurpose space.

GROUP A

- Construct new facility; relocate Facility for Ops Support (FOS).
- Construct new facility; relocate Police Station and POST Academy.
- Re-align road on north side of campus.

→

- Relocate Culinary Arts to Danner Hall.
- Relocate Writing and Learning Centers to Danner.
- Develop Danner as a "real student center."

→ Repurpose vacated spaces in Shima and Holt.

GROUP B

- Construct new Child Development Center.
- Relocate CDC programs to new facility.

→

- Construct Delta Building as a gateway facility.
- Relocate functions from Admin and Forum.
- Relocate gallery from Shima.
- Reconfigure main campus entry.
- Relocate select programs from Shima and Holt.
- Repurpose vacated spaces in Locke, and reconfigure box office for improved visibility.

→

- Remove Admin and Forum buildings.
- Remove parts of Holt and Shima buildings.
- Develop and expand Campus Core.

Legend

- New construction
- Renovation/Change of use
- Relocate programs
- Site improvement
- Demolish

STOCKTON CAMPUS
2017 FACILITIES MASTER PLAN

Legend

- New construction
- Renovation/Change of use
- Modernization

0 200 400 FT

REINVEST
RIGHT-SIZE
SIMPLIFY

Develop flexible, multipurpose facilities to maximize use and adapt over time

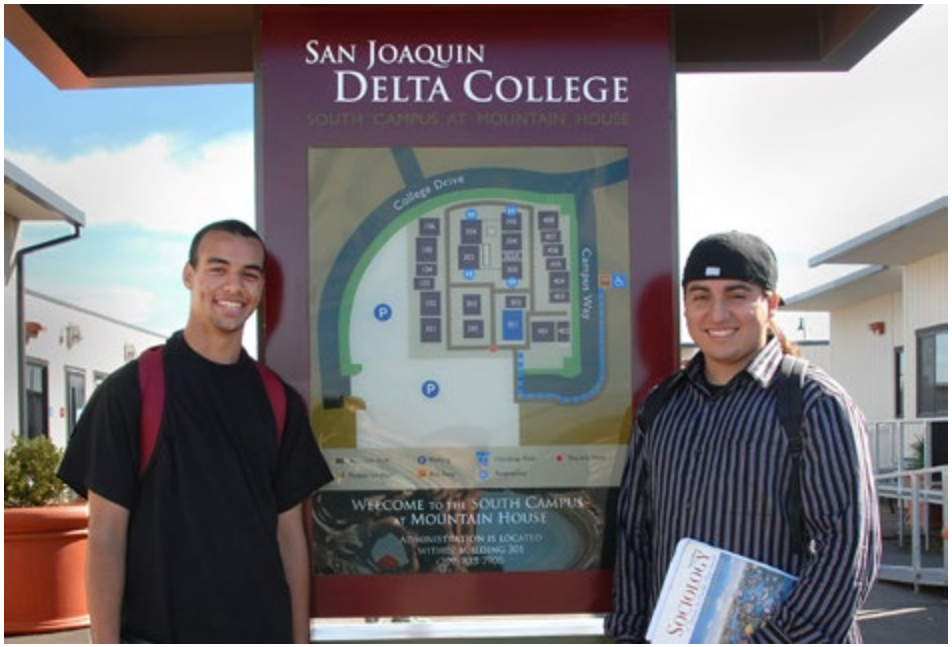
SOUTH CAMPUS AT
MOUNTAIN HOUSE

SOUTH CAMPUS AT
MOUNTAIN HOUSE

INTRODUCTION

South Campus encompasses approximately 126 acres north of Interstate 205, at the boundary of San Joaquin and Alameda Counties. South Campus is located at the southwest corner of Mountain House, on the western edge of the Central Valley.

EXISTING CONTEXT



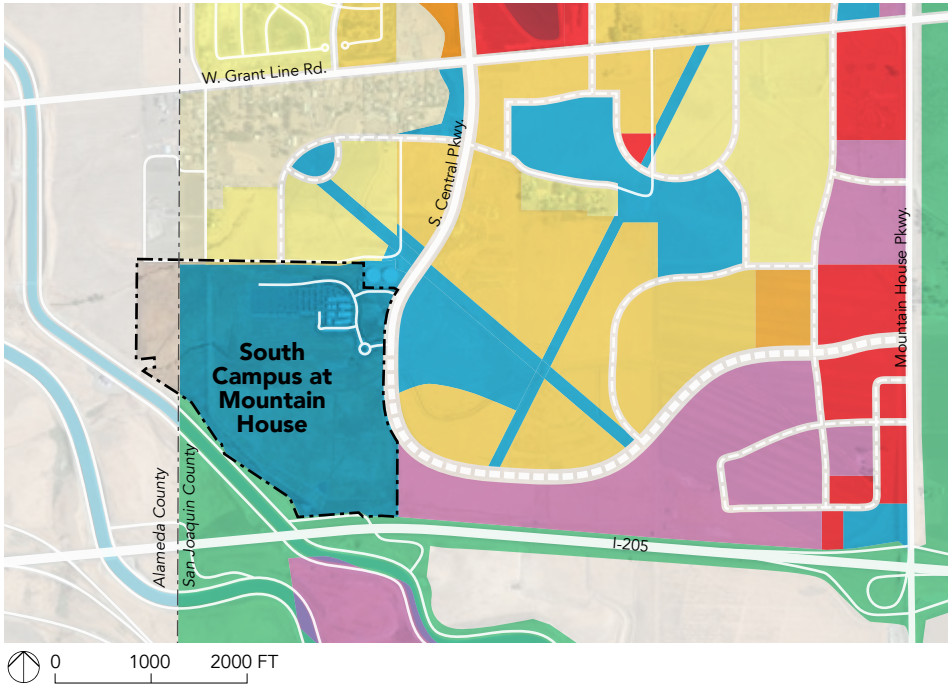
LAND USE ADJACENCIES

There are a variety of uses adjacent to the site, as defined by San Joaquin County's General Plan: public facilities, residential of varying densities, industrial, and agricultural. Land within Alameda County in this area is unincorporated, and is either vacant or agricultural.

Infrastructure easements for water and other utilities cross the adjacent land development.

Legend

- Residential (very low density)
- Residential (low density)
- Residential (mid density)
- Residential (mid-high density)
- Residential (high density)
- Commercial
- Industrial
- Public Facilities
- Agricultural
- Waterway



ROAD NETWORK

There is a planned road network adjacent to Campus within the Mountain House Community, including a continuation of South Central Parkway east to Mountain House Parkway.

Legend

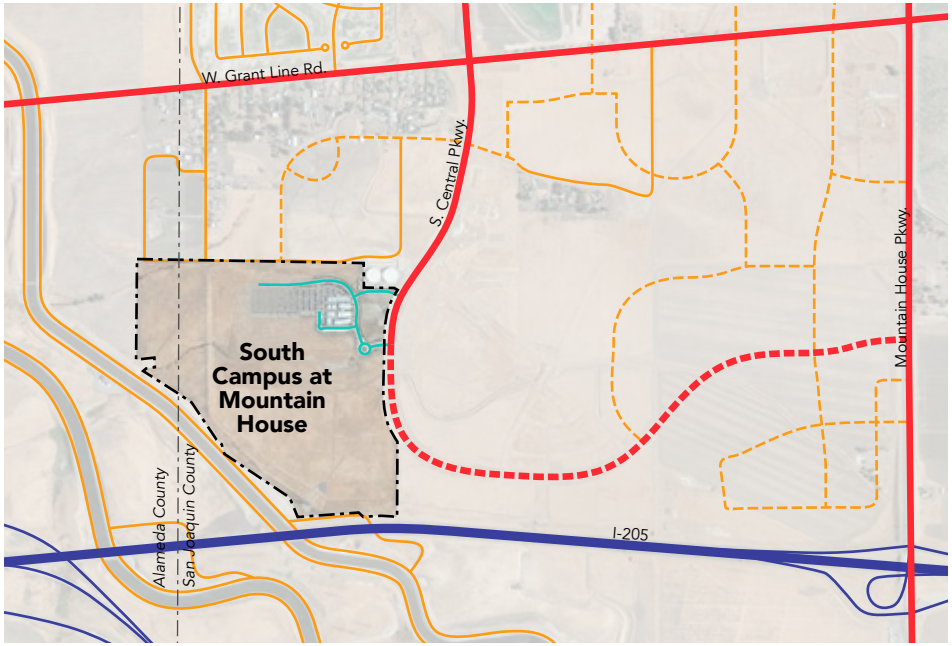
- Expressway
- Arterial
- Collector
- Local
- Private
- Planned

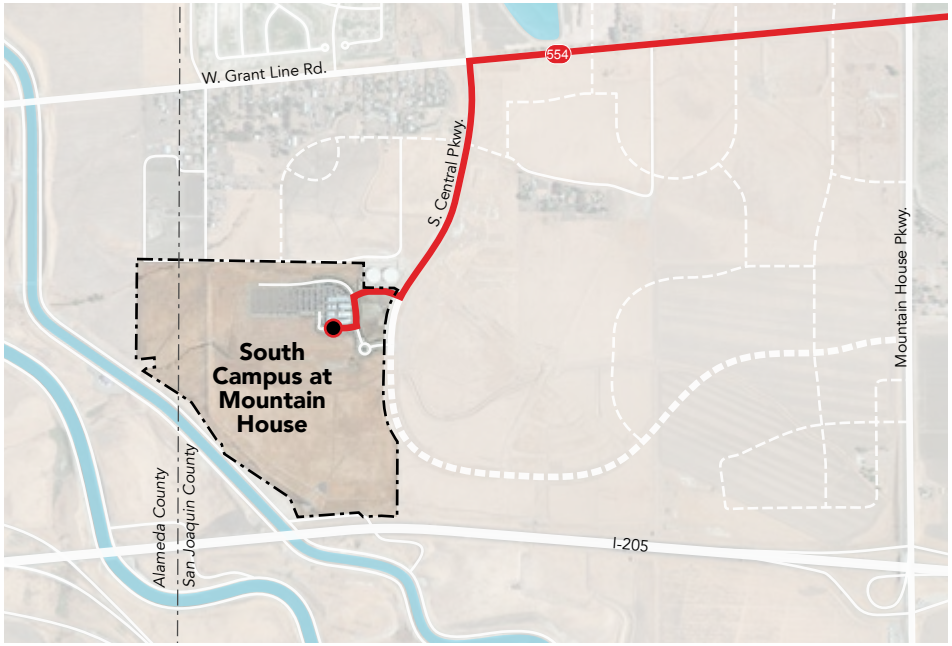
TRANSIT ACCESS

An existing Rural Connection Bus Route serves Tracy and Mountain House, along West Grant Line Road. Passengers may request service to South Campus.

Legend

- Transit stop
- Intercity
- Metro Express
- Metro
- County Hopper
- Metro Hopper





ANALYSIS

CAMPUS PLAN

The existing and planned Campus occupy approximately 30 acres of the 126-acre property. A large forecourt alongside South Central Parkway is planned as a community park. Campus Drive provides access to the surface parking lot to the west. Campus facilities are a grouping of temporary structures. Northeast of Campus Drive is the Corpyard, an equipment and maintenance yard. Northeast of the property boundary is the Mountain House Community Services District's (MHCSD) potable water tanks and booster pump station.

VEHICULAR ACCESS + PARKING

The main access to Campus is from the south entry on South Central Parkway. An internal roundabout marks the campus arrival. The north entry is a service road, not open to the general population.

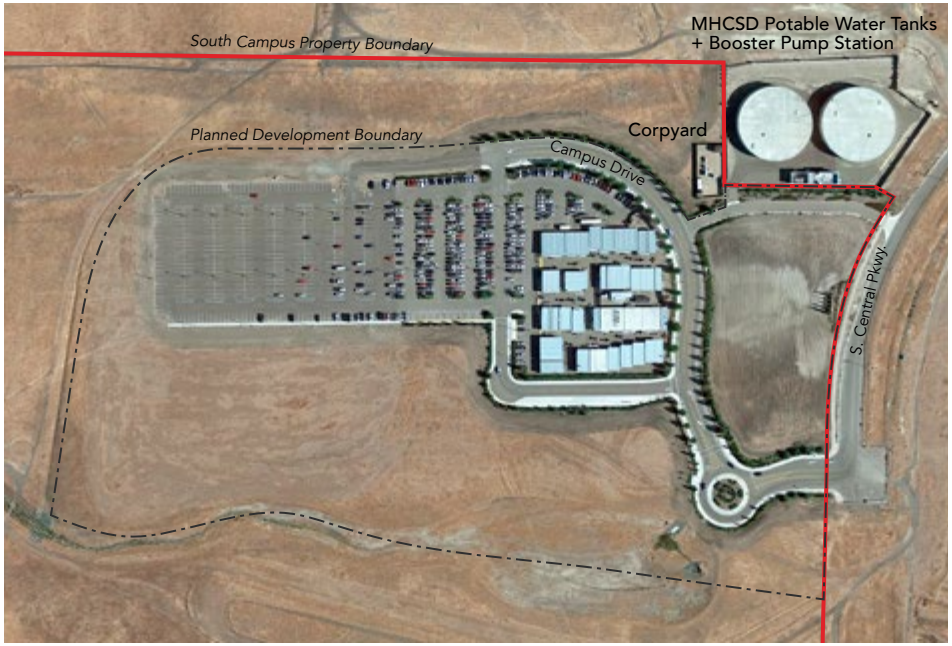
Passenger and bus drop-off is to the south of campus, as is the main access to the parking lot. Campus Drive offers additional access north of the parking lot.

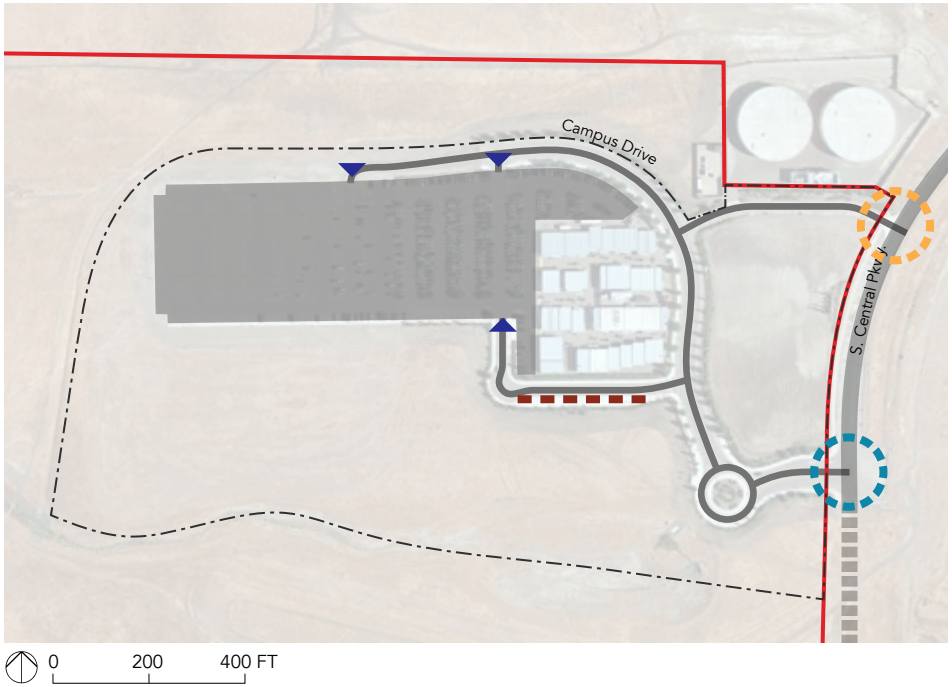
Legend

- Gateway
- Service access
- Campus road
- Public road
- Planned road
- Passenger/Bus drop-off
- Parking access
- Parking lot

OBSERVATION:

- All parking is located in surface lots, which have little or no shade or planting.





NON-VEHICULAR ACCESS

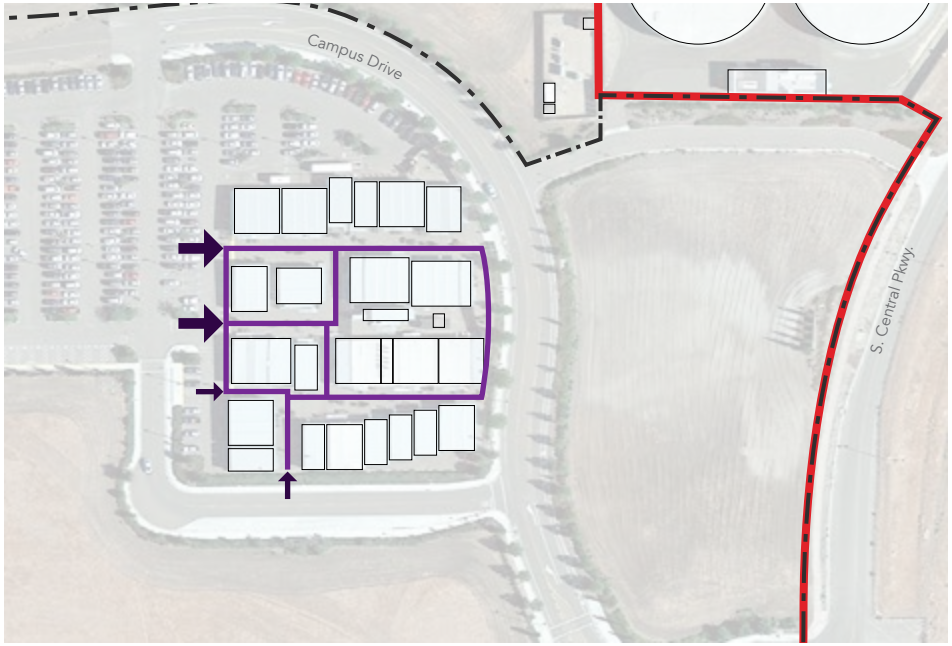
Pedestrian access is from the parking lot on the west side of Campus, and informally, from the bus drop-off area at the southern edge.

OBSERVATION:

- Bike and pedestrian accessto campus is difficult, due to the lack of existing continous bike lanes and sidewalks on South Central Parkway.

Legend

- Primary access
- Secondary access
- Path



EXISTING FACILITIES

All current structures are temporary and mobile. In addition to instructional programs, South Campus at Mountain House also has an administration office and a library.

OBSERVATION:

- The modular facilities constrain the ability to expand program offerings and provide student gathering spaces.

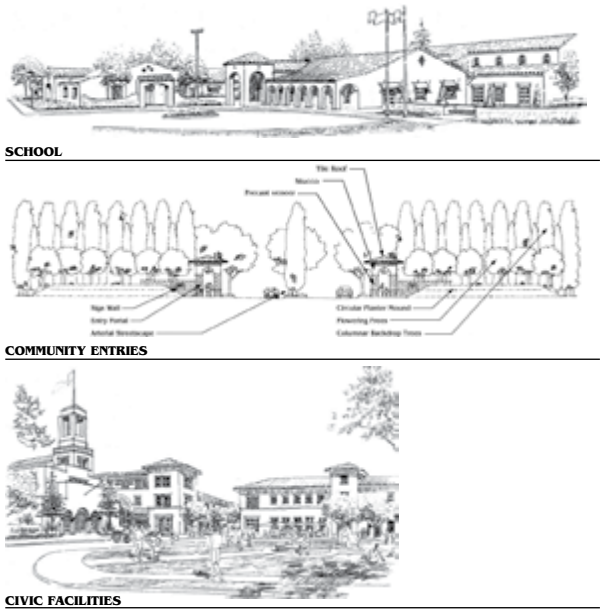
Legend

- Existing facility

LINKAGES

A Mountain House Community rendering, MHCSD DM.

B Site Context, MHCSD DM.



C Community Identity Design Elements, MHCSD DM.

MOUNTAIN HOUSE COMMUNITY SERVICES DISTRICT (MHCSD)

The Mountain House Community Services District (MHCSD) is a government agency, formed in 1996. It sets policies, ordinances, and regulations for the benefit of Mountain House residents. The MHCSD Design Manual, dated June 2005, contains guidelines to provide consistent design direction for the improvement of public areas throughout the community, leading to a visually cohesive, quality environment.

As a part of this planned community, South Campus should consider the following guidelines from the MHCSD Design Manual:

COMMUNITY IDENTITY

Architectural Guidelines for Schools and Civic Facilities include recommendations for campus-like settings, monumental aesthetics, and planning for energy conservation.

STREETSCAPE DESIGN

The "Central Parkway shall possess a park-like quality with groves of canopy trees sweeping over a rolling groundplane of manicured lawn, grasses, and shrubs."

COMMUNITY EDGES

"The measures proposed for the west edge are intended to mitigate potential conflicts between agriculture and urban development without creating other maintenance and ownership problems." These include:

- Minimum 100' setback;
- Continuous planted security fence or wall.

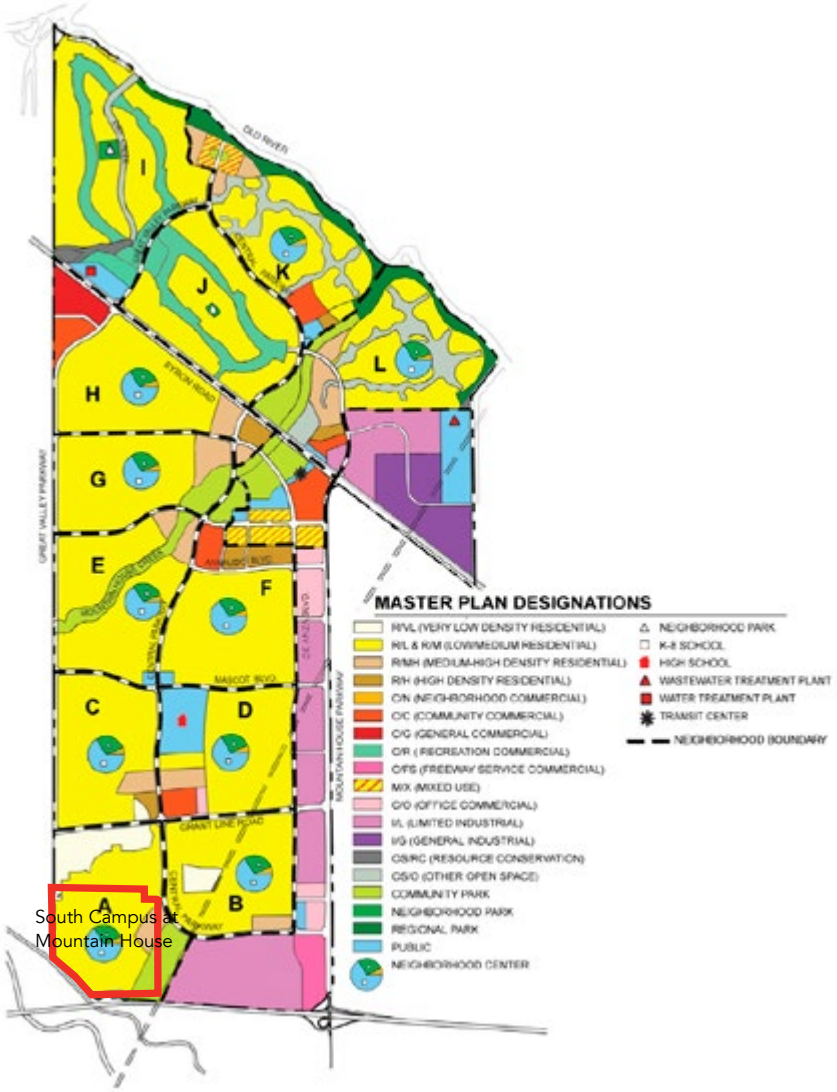
"The southern edge of the community along I-205 will include a landscape building setback...intended to buffer the visual impact of the new community as seen from the freeway, and to mitigate the impacts of freeway noise on adjacent residential uses."

OPEN SPACE

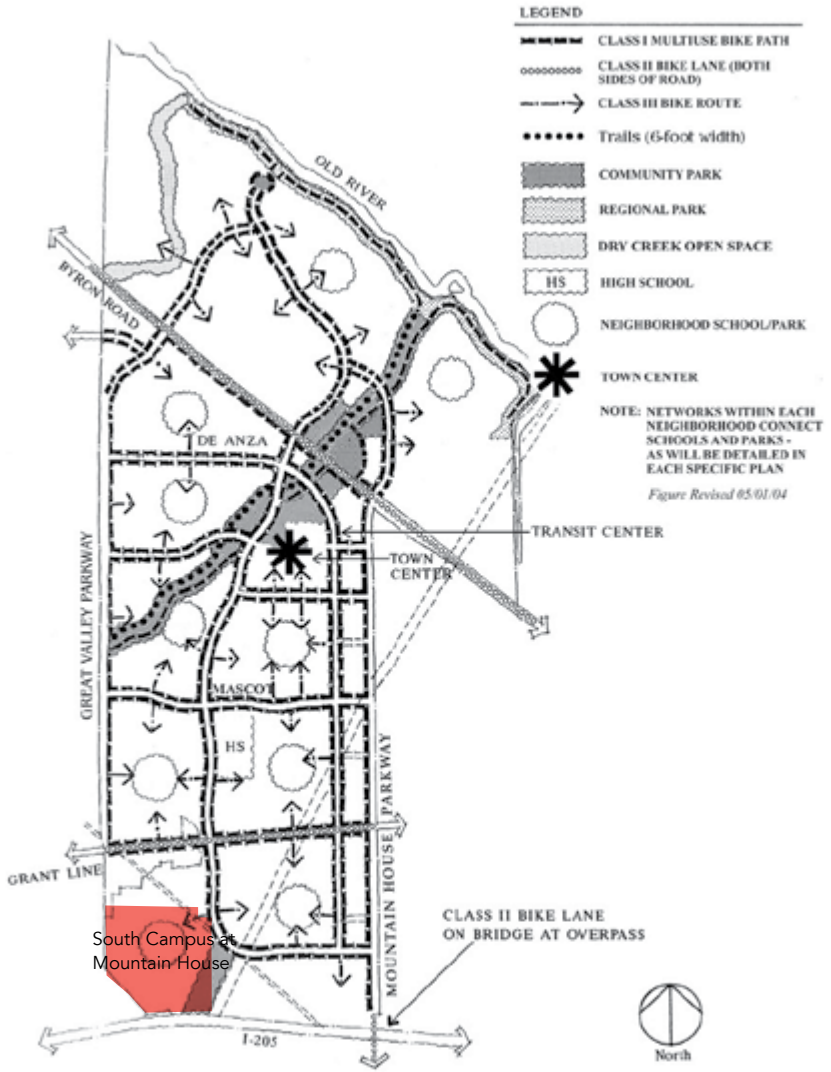
As a community amenity, South Campus at Mountain House had previously proposed a park and/or amphitheater on the eastern entry court and a sports park to the southeast of campus. The MHCSD Design Manual calls for a buffer landscape along I-205.

Bike lanes are planned throughout the community. There is a planned Class I multiuse bike path along South Central Parkway and a Class II bike lane on both sides of Grant Line Road.

Source: Mountain House Community Services District Design Manual (MHCSD DM), 2005.



D Land use designations, MHCSD DM.



E Open Space Plan, MHCSD DM.

RECOMMENDATIONS

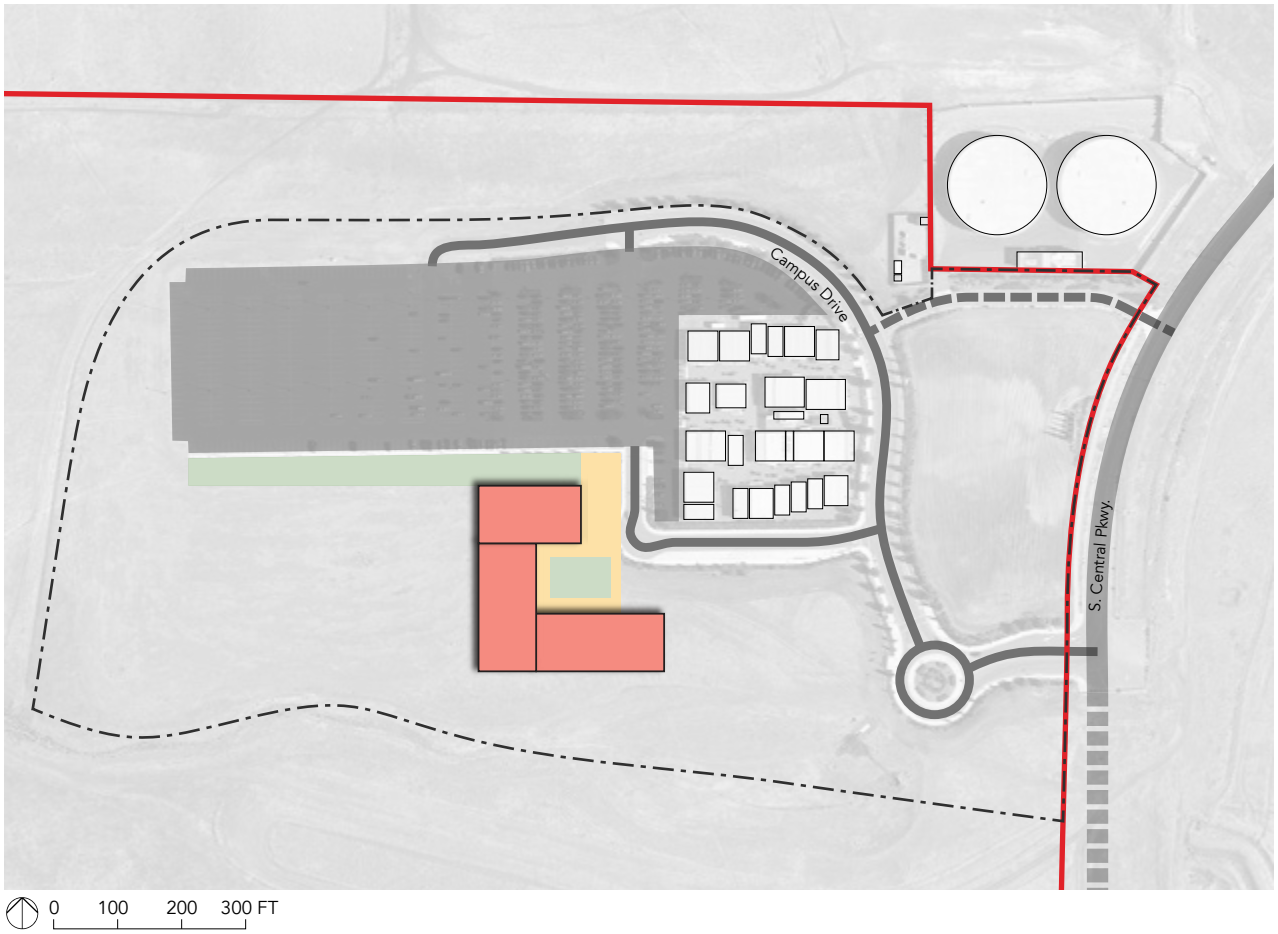
FACILITIES AND SITE RECOMMENDATIONS

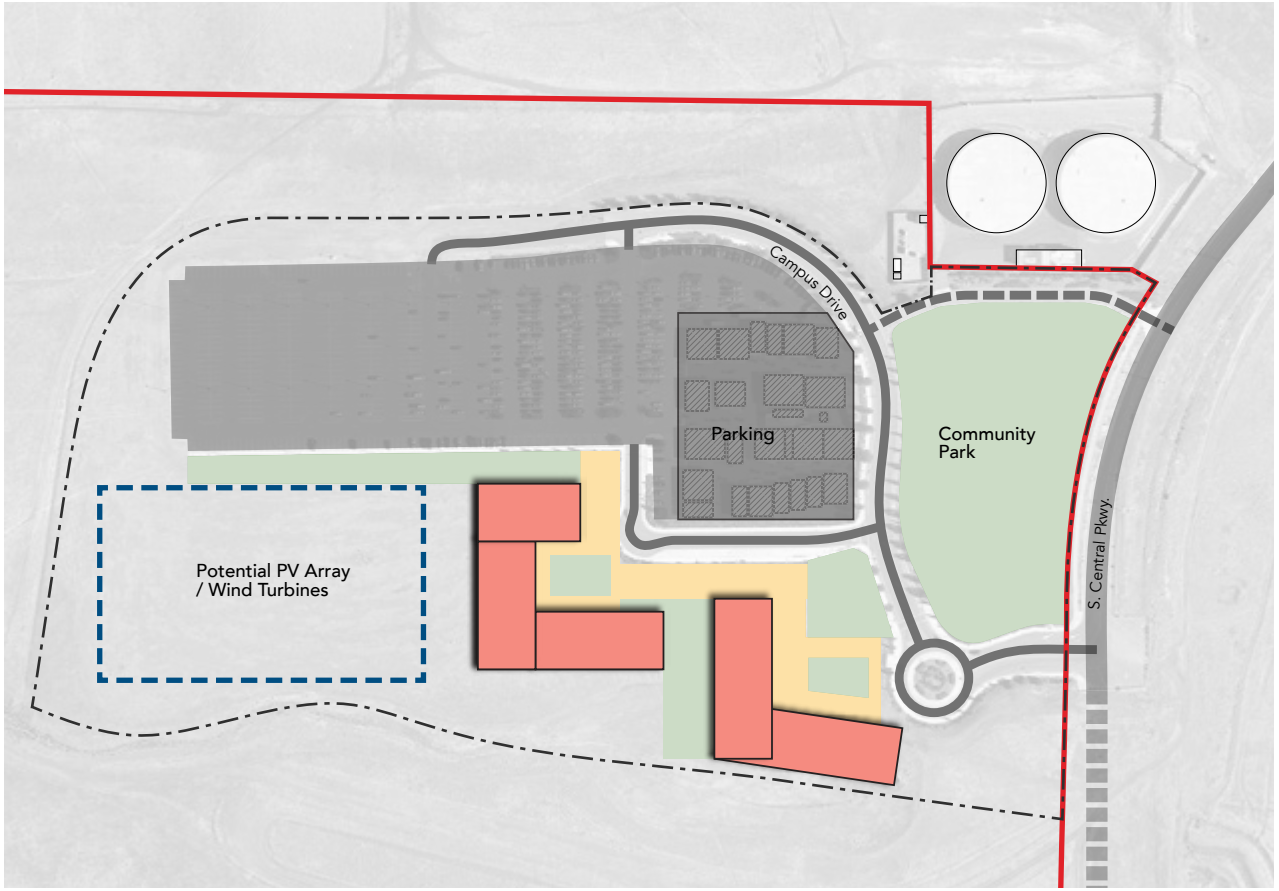
PHASE 1

Phase 1 includes a permanent facility to support marquee programs, such as:

- Renewable Energy Technologies
- Engineering
- Computer Science

The new facilities should be near to the existing modulars, the main entry, drop-off, and parking. The building(s) should be designed such that they mitigate the prevailing winds from the west, provide shade, and include indoor and outdoor gathering spaces for students.





PHASE 2

If needed for program growth, an additional facility will be constructed as Phase 2. The proposed location for the second facility is between the Phase 1 facility and the roundabout, creating a more public face for South Campus at Mountain House. A community park is planned alongside South Central Parkway.

The modular facilities will be removed and their former site will be repurposed as an extension of the existing parking lot.

There is the potential to install photovoltaic arrays and/or wind turbines for self-generated energy. More study will be needed as to the regulatory issues and environmental impacts of PV arrays and turbines in this location.

Legend

- New facility
- Demo facility
- Open Space
- Parking
- Path
- Potential PV array

EXPAND SERVICE OFFERINGS

"The South Campus at Mountain House allows for a course mix that spans all divisions"

10

MANTECA CENTER

MANTECA CENTER

INTRODUCTION

Manteca Center, is a 155-acre site, located at the northwest intersection of Highway 99 and Lathrop Road, just north of the City of Manteca in San Joaquin County. It is 15 miles southeast of the Stockton Campus and 23 miles northeast of South Campus at Mountain House.

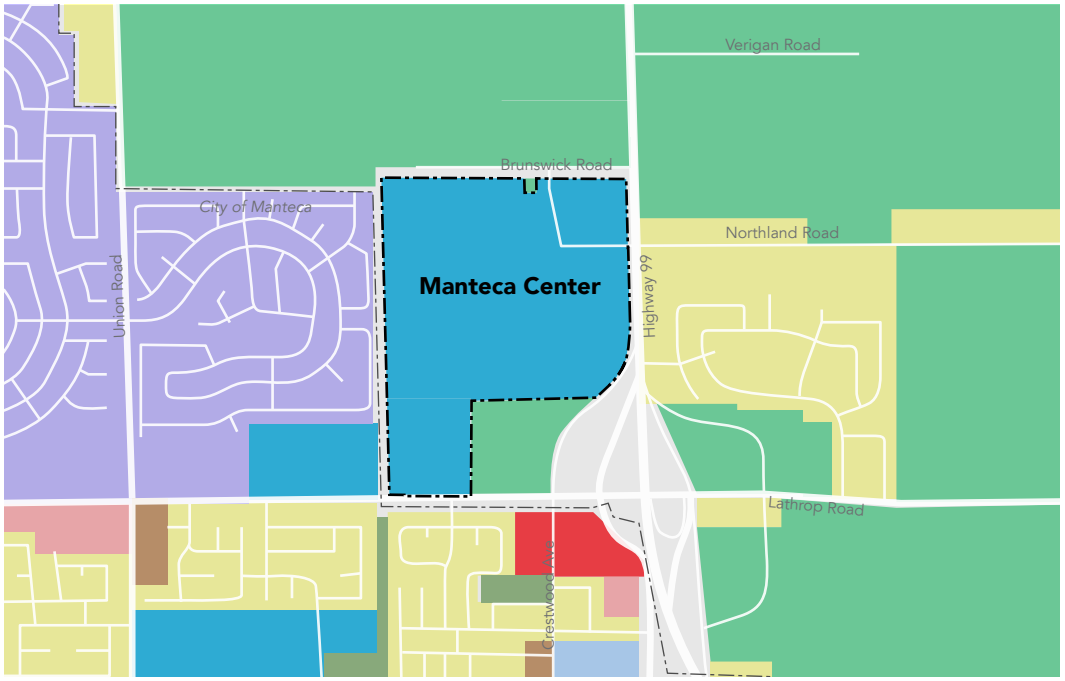
EXISTING CONTEXT

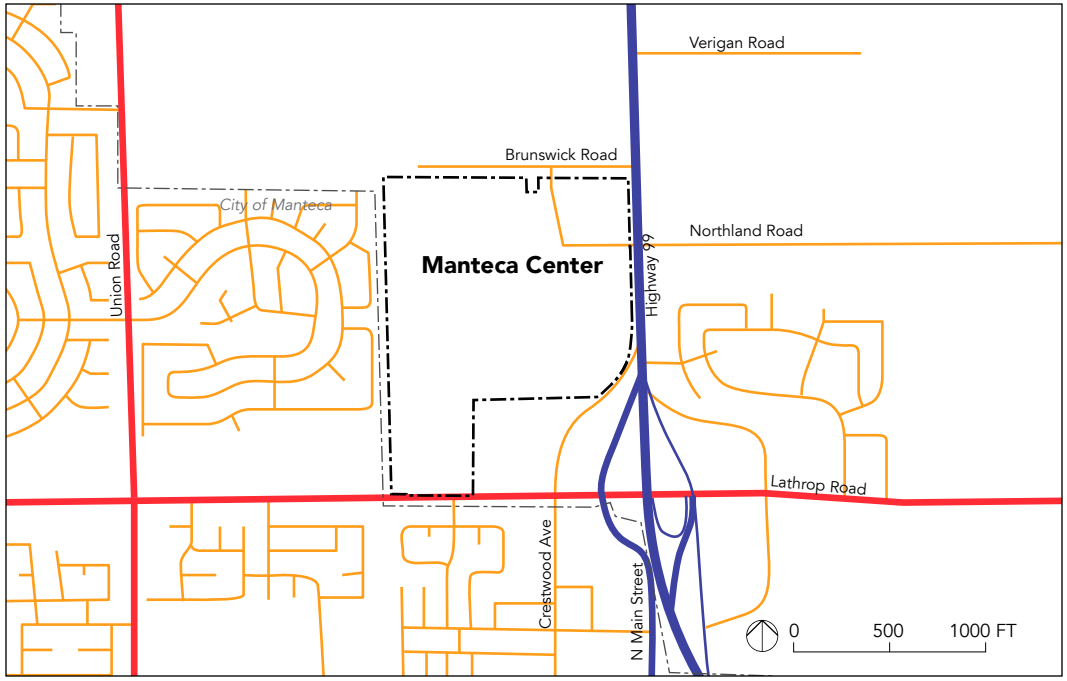
LAND USE ADJACENCIES

Manteca Center is just north of the City boundary. In the San Joaquin General Plan, it is designated as Public / Quasi-Public. However, the surrounding parcels to the east, south, and west are now single-family residential. In this expanding residential neighborhood, the site lies at the crossroads of residential development in the south and agricultural uses to the north.

OBSERVATIONS:

- Development from Manteca has been expanding northward, with residential now encroaching on the former agricultural areas around the site.





Legend
- Expressway
- Collector
- Local

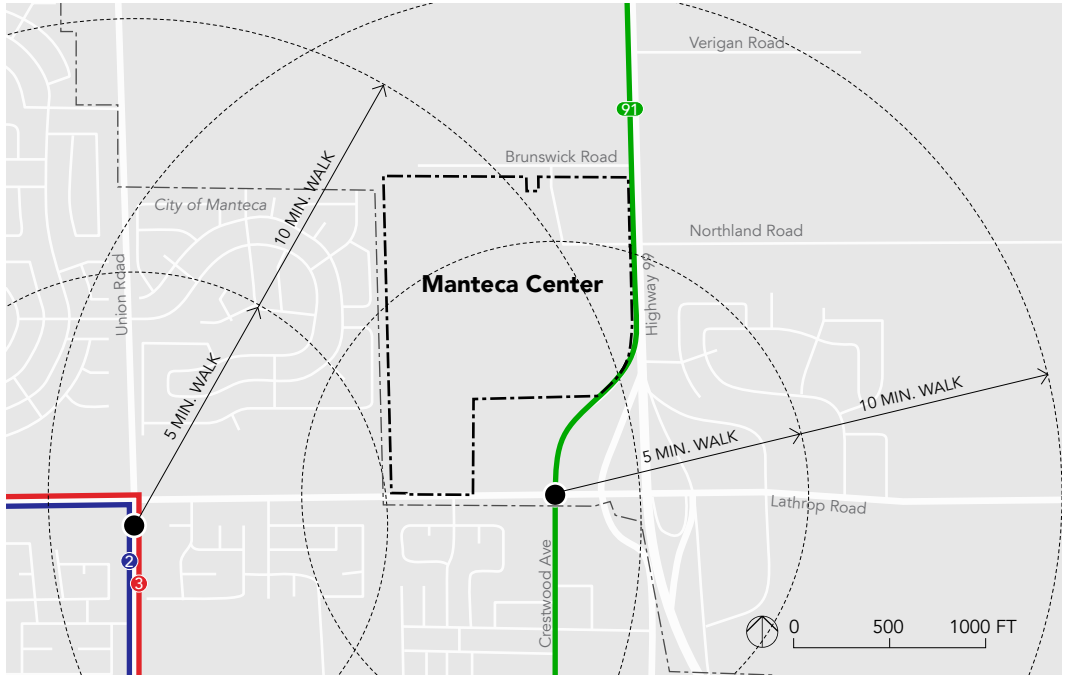
ROAD NETWORK + CAMPUS ACCESS

Due to its location in a relatively rural area, Manteca Center is not served by a very comprehensive road network. However, there are a few major roads in the vicinity by which to navigate, Union Road and Lathrop Road, as well as Highway 99.

Manteca Center is accessed fromthe Lathrop Road exit from Highway 99.

OBSERVATIONS:

- Most local roads serve only their residential developments.



Legend
- Transit stop
- Manteca City Route 2
- Manteca City Route 3
- San Joaquin Regional Transit District (RTD) Route 91

TRANSIT ACCESS

Two of Manteca Transit's three city-wide routes have a transit stop at the intersection of Union and West Lathrop roads, a five-minute walk to the southern edge of the site and a 10-minute walk to the Center's facilities.

OBSERVATIONS:

- The site is difficult to access via public transit.

ANALYSIS

EXISTING USES

Existing uses at the Manteca Center include instructional facilities, pasture, grain, alfalfa, almonds, and vineyards.

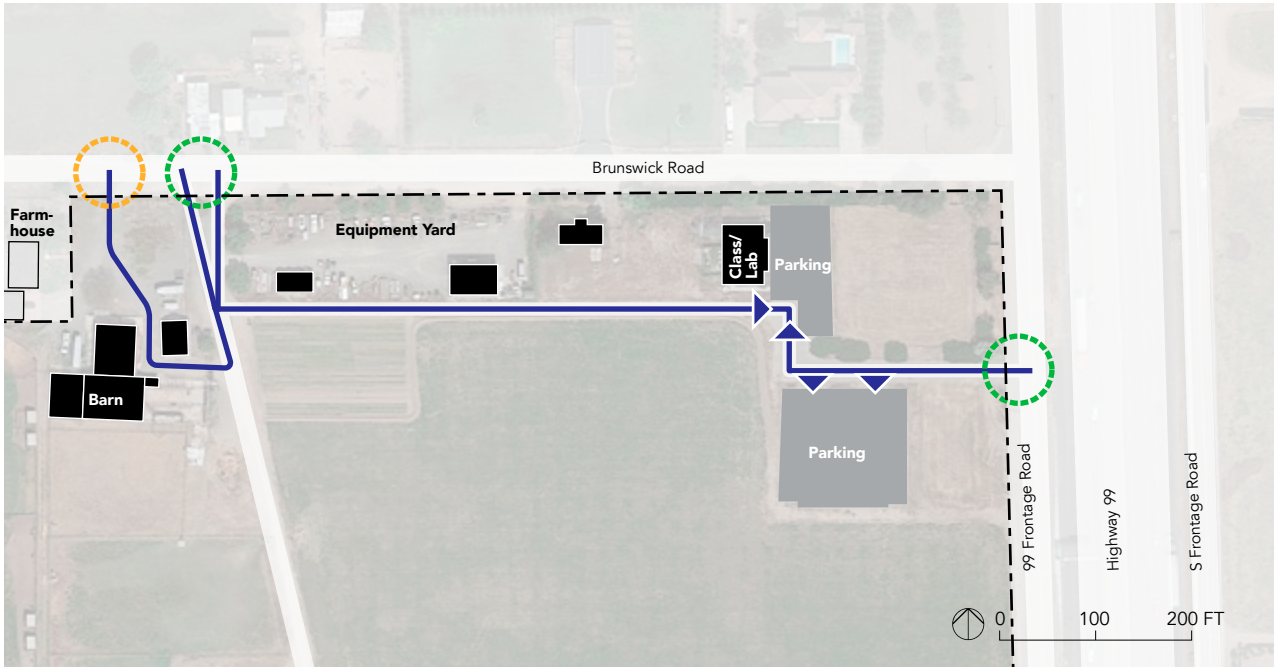
OBSERVATIONS:

- Aging site and facilities are in need of repair

Legend

- Manteca Center
- Animal Unit
- Equipment Yard
- Almonds
- Pasture
- Alfalfa
- Winter Grain Hay
- Grapes

Almond Orchard



EXISTING FACILITIES

The facilities are accessed via Frontage Road or Brunswick Road. The instructional facilities are located on the northeast corner of the Center with surface parking lots to the east and southeast. The barn facilities are to the west of the instructional building.

OBSERVATIONS:

- Existing facilities are in poor condition.

Legend

- Existing facility
- Campus access (general)
- Campus access (limited)
- Site Circulation
- Parking access
- Parking lot

CAMPUS ZONING

Legend

- Instructional
- Support
- Parking

Classroom interior

RECOMMENDATIONS

FACILITIES AND SITE RECOMMENDATIONS

As stated in the Educational Plan, the Manteca Center is pivotal to Delta's animal husbandry program and serves as a self-sustaining farm. While the planning process explored relocating the Farm to the North County, the District leadership and Board have expressed an interest in maintaining and upgrading the Manteca Campus. As of early 2017, plans are under way to build a new barn, improve the classroom building, and upgrade fencing at the campus.

A

Images, clockwise from right:

A Classroom and lab facility

B Barn and pasture

C Sheep grazing

D Greenhouse and vegetable project

E VIneyard


B


C


E


D

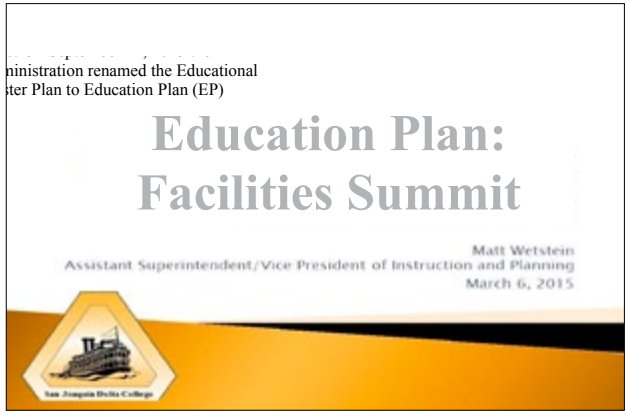
APPENDIX

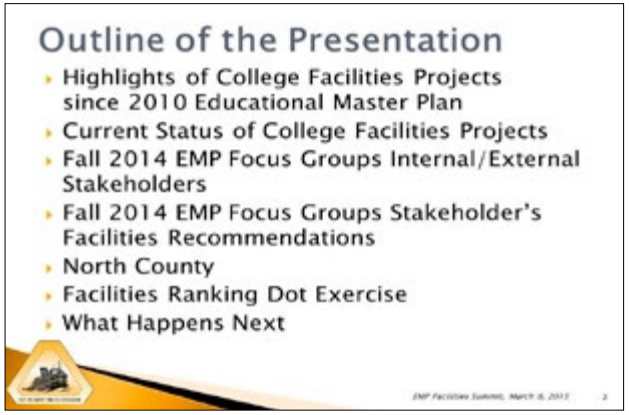
APPENDIX

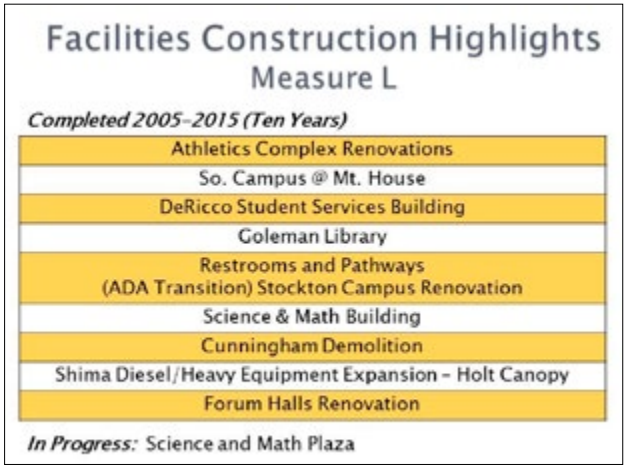
APPENDIX
TABLE OF CONTENTS

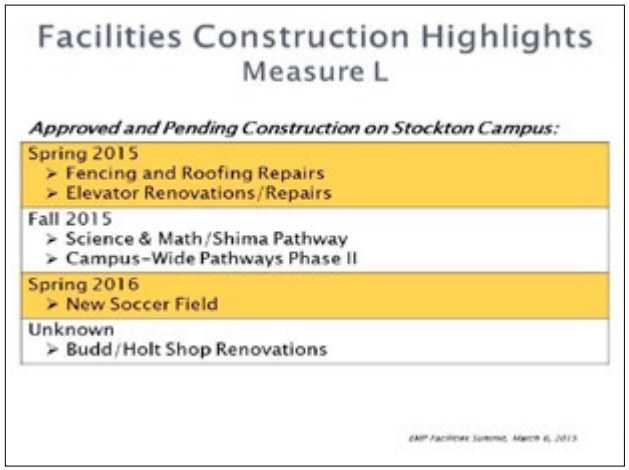
EDUCATIONAL PLAN FACILITIES SUMMIT, SPRING 2015

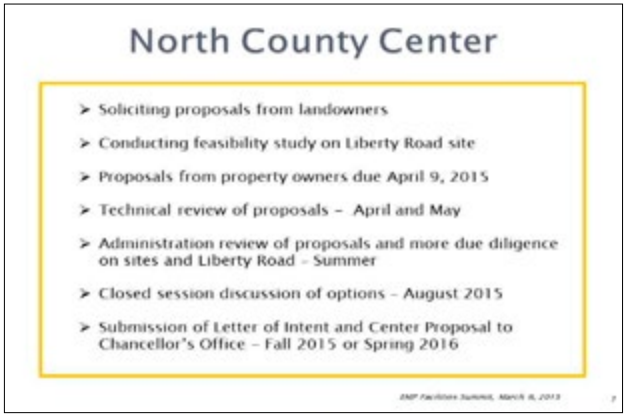
Note: On September 22, 2015 the Administration renamed the Educational Master Plan to Education Plan (EP)

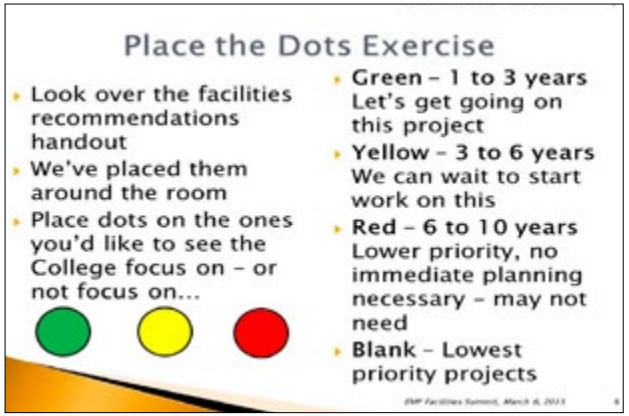


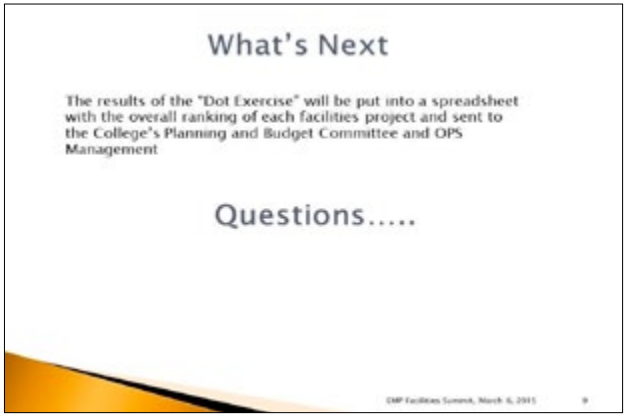







North County Center
Soliciting proposals from landowners
Conducting feasibility study on Liberty Road site
Proposals from property owners due April 9, 2015
Technical review of proposals – April and May
Administration review of proposals and more due diligence on sites and Liberty Road – Summer
Closed session discussion of options – August 2015
Submission of Letter of Intent and Center Proposal to Chancellor's Office – Fall 2015 or Spring 2016


Place the Dots Exercise
Look over the facilities recommendations handout
We've placed them around the room
Place dots on the ones you'd like to see the College focus on – or not focus on...
Green – 1 to 3 years Let's get going on this project
Yellow – 3 to 6 years We can wait to start work on this
Red – 6 to 10 years Lower priority, no immediate planning necessary – may not need
Blank – Lowest priority projects


What's Next
The results of the "Dot Exercise" will be put into a spreadsheet with the overall ranking of each facilities project and sent to the College's Planning and Budget Committee and OPS Management
Questions.....


Strategies for Enrollment
Ideas for Enrollment – summer and fall 2015
Hand in ideas before you leave

EDUCATIONAL PLAN FACILITIES PROJECTS

In the latter stages of the educational planning process in 2015, the District engaged in an exercise that asked individuals from various departments to identify projects that they believed should be the highest priority for the District to address. This process served as a quick way to solicit feedback about 17 possible facilities projects. No effort was made to analyze the various projects in terms of code compliance, net zero energy, space capacity ratios, or things like life safety considerations or disabled access. The projects were simply listed as possible projects. Individuals were asked to identify "high," "medium," and "low" priority projects (five per category).

Instructions on the survey defined high-priority projects as ones the District should begin working on within 1 to 3 years if sufficient money was available to tackle the project. Medium-priority projects would be started approximately 3 to 6 years from the time of the survey. Finally, low-priority projects could wait 6 or 10 years for completion, well after the higher priority projects. The table on pages 330-31 summarize the District groups that participated in three waves of the survey. Stockton Campus respondents are highlighted in yellow, South Campus at Mountain House in green, and responses from individuals who completed an online survey tool are shown unshaded. Summary rankings are listed in the far right columns of the table.

Overall, Stockton Campus constituents were more likely to prioritize projects at the Stockton Campus as highest priority, with campus signage, the CTE building, and Health and Wellness building receiving the largest concentration of support. Not surprisingly, completion of an educational center at Mountain House scored highest among SCMH constituents. The rankings help the District set priorities for a long-range capital improvement campaign that would depend upon bond funds for completion.

The following instructions were distributed to participants as part of the Dot Exercise:

DOT EXERCISE (SURVEY)

Seventeen facilities needs were identified from the 2010 Educational Master Plan, the 2014 Educational Plan focus group interviews, and the 2014-15 program review cycle as being the most prominent and/or repeated. As part of its planning process, the College would appreciate your input on these specific facilities projects. The results of this survey will be put into a spreadsheet with the overall ranking of each facilities project and sent to Operations Management Team and the College's Planning and Budget Committee.

Please complete the following survey by prioritizing the facilities projects on which you would like to see the College focus.

The facilities projects listed below are not in any particular order. Using the following priority scale, please prioritize your interest by ranking your "Top" five (5) projects (place your colored dots in your top five (5) projects):

High Priority (Start on ASAP, 1-3 years from now),
Medium Priority (Important but can wait a few years, start 3-6 years from now),
Low Priority (This can wait, start 6-10 years from now), Not Important, no group.

You may **only check five (5) projects** in each priority column (you may choose less than 5 per group) (i.e., 5 High Priority, 5 Medium Priority, and 5 Low Priority).

EP FACILITIES PROJECTS

(1) Health and Wellness Center - This facility is envisioned as a place to meet basic student health needs. It would also serve as a wellness center for the entire student population and include space for exercise classes, a student lounge, and an approximately 100-person conference space. The building would also house health sciences classes, allowing Locke classroom spaces dedicated to nursing to be repurposed for general education classes. ***Estimated cost: $25 to $27 million***

(2) Career Technical Education (CTE) Signature Building
This facility would become the new home for various CTE programs, including welding, electrical, electronics, machinery, industrial technology, drafting, and engineering. It would also house a multimedia lab for audio/TV broadcasting, a recording lab for music, a student lounge, and an approximately 100-person conference space.
Estimated cost: $50 to $55 million

(3) District Operations Center Relocation - As programs move to the new CTE Signature Building, the following functions, including a student lounge and an approximately 100-person conference space, would relocate to the Holt Building:

1. Purchasing
2. Shipping & Receiving
3. Facilities Planning
4. Operations & Maintenance
5. Vice President of Operations and staff offices
6. Digital Print Center

The secondary effects associated with this project would also allow the weight room to relocate to the former digital print center. ***Estimated cost: $24 to $26 million***

(4) Refurbishment of Locke - The refurbishment of Locke would include a student lounge, an approximately 100-person conference space, and the following classroom updates and deferred maintenance:

1. All new roofing, fascia, gutters, etc.
2. Updated technology (all smart classrooms)
3. Updated electrical and lighting
4. Updated heating, ventilating, and air conditioning (HVAC)
5. Updated restrooms and a small renovation on one or more floors to carve out conference space and student lounge space
6. Interior painting throughout
7. Improved signage inside & outside the building

Estimated cost: $25 to $29 million

(5) Refurbishment of Shima - The refurbishment of Shima would include a student lounge, an approximately 100-person conference space, and the following classroom updates and deferred maintenance:

1. All new roofing, fascia, gutters, etc.
2. Updated technology (all smart classrooms)
3. Updated electrical and lighting
4. Updated heating, ventilating and air conditioning (HVAC)
5. Updated restrooms and a small renovation on one or more floors to carve out conference space and student lounge space (movement of ASDC and other special populations from Shima to the new Multi-Cultural Center would open up possibilities for student lounge space)
6. Interior painting throughout
7. Improved signage inside & outside the building

Estimated cost: $36 to $40 million

(6) Refurbishment of Budd - The refurbishment of Budd would include a student lounge, an approximately 100-person conference space, and the following classroom updates and deferred maintenance:

1. All new roofing, fascia, gutters, etc.
2. Updated technology (all smart classrooms)
3. Updated electrical and lighting
4. Updated heating, ventilating and air conditioning (HVAC)
5. Updated restrooms and a small renovation on one or more floors to carve out conference space and student lounge space
6. Interior painting throughout
7. Improved signage inside & outside the building

Estimated cost: $36 to $40 million

(7) Culinary Arts/Danner Kitchen/Bookstore Remodel
This project would reclaim Shima 301 as a large classroom, renovate Danner kitchen for the Culinary Arts program, and renovate the bookstore for Food Service operations. The project may also include the introduction of food trucks as a mobile option for food services at the college.
Estimated cost: $5 to $6 million

(8) Multi-Cultural Center - This Student Services-centered facility would allow for designated meeting space and shared conference space for special populations programs such as Puente, AFFIRM, Pride, and ASDC. The facility would also include a 100-person conference space, a student lounge, and larger meeting spaces that could be configured into smaller rooms. *Estimated cost: $18 to $20 million*

(9) Planetarium - This facility would replace the George H. Clever Planetarium and Earth Science Center, which has been out of service since the demolition of the Cunningham Building. *Estimated cost: $9 to $10 million*

(10) Field House - This athletics facility would provide general public restrooms, locker rooms for home and visiting teams, a weight room, office space, and conference space.
Estimated cost: $12 to $15 million

(11) POST Academy/Public Safety Training Center
Constructed near or adjacent to the Lourn Phelps Police Services building, this permanent facility would serve the needs of the expanded POST Academy program.
Estimated cost: $1 to $2 million

(12) North County Center - This facility would be a new educational center in North County. The current assumption is that the center would consist of a modular or permanent building located on the Liberty Road Property, which the District already owns. *Estimated cost: $36 to $50 million*

(13) Mountain House Center - This project would replace the existing portables in South Campus at Mountain House with a permanent educational center.
Estimated cost: $46 to $50 million

(14) Campus Signage (building directories)
This project would create new signage, banners, building signs, etc. in order to facilitate way finding throughout the campus. *Estimated cost: $500,000 to $600,000*

(15) Utilities: Parking & Roadway Circulation Improvements
This project would use GPS technology to locate all utilities on campus. It would also address traffic and safety issues pertaining to Yokuts Circle and parking lot upgrades such as reorientation, restriping, and new speed bumps.
Estimated cost: $13 to $15 million

(16) Landscaping Improvements
This project would replace current landscaping with drought-tolerant plant selections and xeriscaping. It would also include the installation of landscape features (benches, paving, etc.). *Estimated cost: $20 to $22 million*

(17) Classroom & Office Furniture Upgrades
This project would provide new classroom furniture for every classroom except those located in the DeRicco Building, the Goleman Library, and the Science and Math Building. In addition, faculty offices (other than those located in the aforementioned buildings) would receive new standard furniture: desk, faculty chair, student chair, bookcase, and filing cabinet.
Estimated cost: $2.7 to $3 million

COMBINED RESULTS OF FACILITIES RANKING EXERCISE

#	FACILITIES	HIGH PRIORITY (1-3 YEARS)			MEDIUM PRIORITY (3-6 YEARS)			LOW PRIORITY (6-10 YEARS)			PRIORITY Overall Ranking		
											HIGH	MEDIUM	LOW
		Stockton	SCMH	Online	Stockton	SCMH	Online	Stockton	SCMH	Online	1-3 YRS	3-6 YRS	6-10 YRS
1	Health and Wellness Center Estimated cost: $25 to $27 million	23	5	40	9	1	30			27	68	40	27
2	Career Technical Education (CTE) Signature Building Estimated cost: $50 to $55 million	30	2	38	3	2	34	4		24	70	39	28
3	District Operations Center Relocation Estimated cost: $24 to $26 million			41	11	2	15	15	1	35	41	28	51
4	Refurbishment of Locke Estimated cost: $25 to $29 million	10	1	33	13	2	45	4	1	21	44	60	26
5	Refurbishment of Shima Estimated cost: $36 to $40 million	3	1	33	16	2	45	9		15	37	63	24
6	Refurbishment of Budd Estimated cost: $36 to $40 million	4	2	29	14	2	46	9		16	35	62	25
7	Culinary Arts/Danner Kitchen/Bookstore Remodel Estimated cost: $5 to $6 million	14		41	12		44	4	3	16	55	56	23
8	Multi Cultural Center Estimated cost: $18 to $20 million	10	2	12	13	1	22	7	1	36	24	36	44
9	Planetarium Estimated cost: $9 to $10 million	4	3	21	13	2	19	14		32	28	34	46
10	Field House Estimated cost: $12 to $15 million	1		4	3		16	28	3	45	5	19	76
11	POST Academy/Public Safety Training Center Estimated cost: $1 to $2 million	11		25	15		28	8	2	27	36	43	37
12	North County Center Estimated cost: $80 to $90 million	3		12	10		14	15	2	36	15	24	53
13	Mountain House Center Estimated cost: $46 to $50 million	6	11	22	4		20	15		33	39	24	48
14	Campus Signage (building directories) Estimated cost: $500,000 to $600,000	18	4	49	4	4	23	2		13	71	31	15
15	Utilities - Parking & Roadway Circulation Improvements Estimated cost: $13 to $15 million	10		38	7		31	9	3	18	48	38	30
16	Landscaping Improvements Estimated cost: $20 to $22 million	10	2	28	4	1	33	6	1	30	40	38	37
17	Classroom & Office Furniture Upgrades Estimated cost: $2.7 to $3 million	11	5	40	7	2	32	5	1	22	56	41	28

PRIORITY RANKING OVERALL

HIGH PRIORITY RANKING

#	FACILITIES	HIGH PRIORITY (1-3 YRS)
14	Campus Signage (building directories)	71
2	Career Technical Education (CTE) Signature Building	70
1	Health and Wellness Center	68
17	Classroom & Office Furniture Upgrades	56
7	Culinary Arts/Danner Kitchen/Bookstore Remodel	55
15	Utilities - Parking & Roadway Circulation Improvements	48
4	Refurbishment of Locke	44
3	District Operations Center Relocation	41
16	Landscaping Improvements	40
13	Mountain House Center	39
5	Refurbishment of Shima	37
11	POST Academy/Public Safety Training Center	36
6	Refurbishment of Budd	35
9	Planetarium	28
8	Multi Cultural Center	24
12	North County Center	15
10	Field House	5

MEDIUM PRIORITY RANKING

#	FACILITIES	MEDIUM PRIORITY (3-6 YRS)
5	Refurbishment of Shima	63
6	Refurbishment of Budd	62
4	Refurbishment of Locke	60
7	Culinary Arts/Danner Kitchen/Bookstore Remodel	56
11	POST Academy/Public Safety Training Center	43
17	Classroom & Office Furniture Upgrades	41
1	Health and Wellness Center	40
2	Career Technical Education (CTE) Signature Building	39
15	Utilities - Parking & Roadway Circulation Improvements	38
16	Landscaping Improvements	38
8	Multi Cultural Center	36
9	Planetarium	34
14	Campus Signage (building directories)	31
3	District Operations Center Relocation	28
13	Mountain House Center	24
12	North County Center	24
10	Field House	19

LOW PRIORITY RANKING

#	FACILITIES	LOW PRIORITY (6-10 YRS)
10	Field House	76
12	North County Center	53
3	District Operations Center Relocation	51
13	Mountain House Center	48
9	Planetarium	46
8	Multi Cultural Center	44
16	Landscaping Improvements	37
11	POST Academy/Public Safety Training Center	37
15	Utilities - Parking & Roadway Circulation Improvements	30
2	Career Technical Education (CTE) Signature Building	28
17	Classroom & Office Furniture Upgrades	28
1	Health and Wellness Center	27
4	Refurbishment of Locke	26
6	Refurbishment of Budd	25
5	Refurbishment of Shima	24
7	Culinary Arts/Danner Kitchen/Bookstore Remodel	23
14	Campus Signage (building directories)	15

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- 2010 General Plan, dated April 2010.

CITY OF MANTECA

- City of Manteca Zoning Map, dated April 2016.
- Transit System Map, dated December 2015.

CITY OF STOCKTON

- 2035 General Plan, adopted December 2007.
- City of Stockton Zoning Map.

MOUNTAIN HOUSE COMMUNITY SERVICES DISTRICT

- Design Manual, dated June 2005.

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- Draft Environmental Impact Report for the San Joaquin Delta College Stockton Campus Master Plan, dated September 2006.
- Parking Lot Master Plan, dated June 2007.
- San Joaquin Delta Community College District Facilities Master Plan Update, dated October 2010.
- Stockton Campus Master Plan, dated July 2005.
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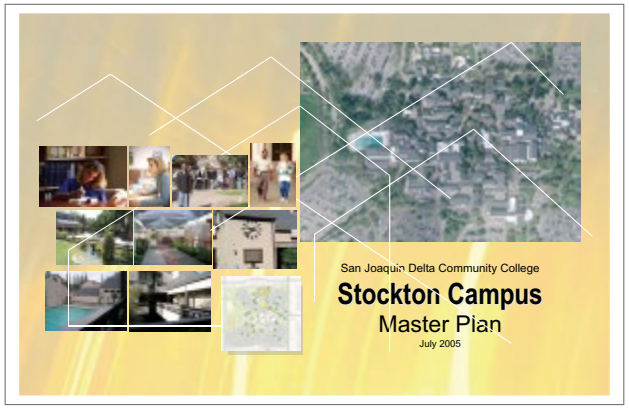
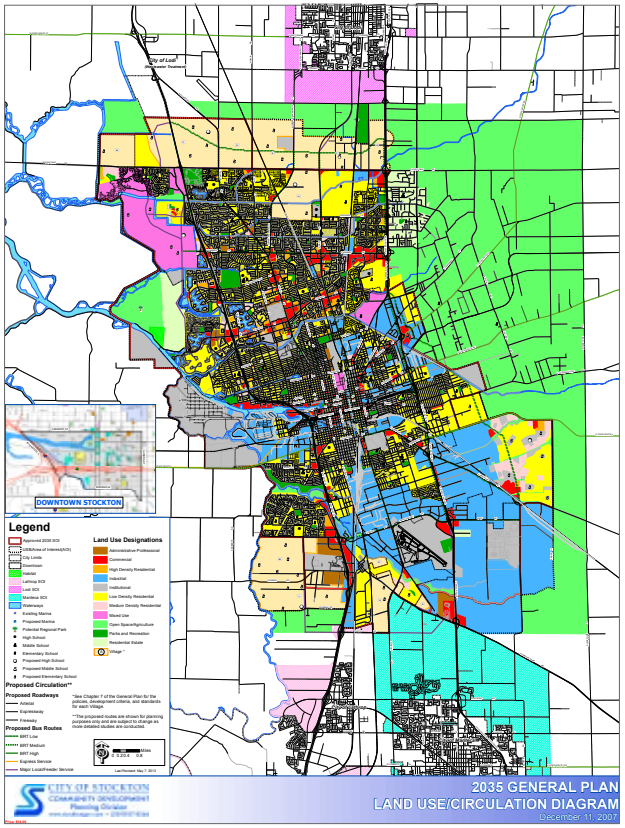


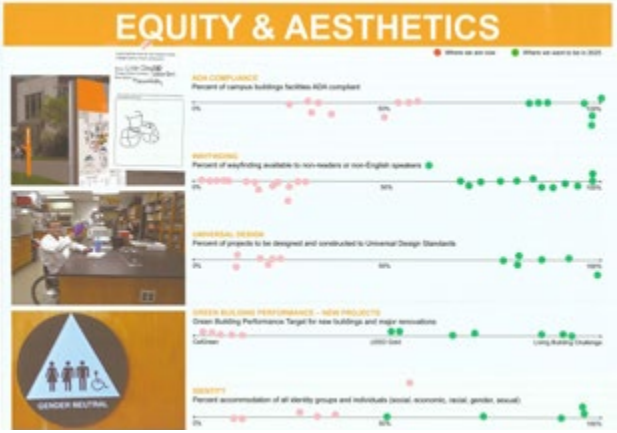
STOCKTON CAMPUS MASTER PLAN, JULY 2005

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT FACILITIES MASTER PLAN UPDATE, OCTOBER 2010



CITY OF STOCKTON 2035 GENERAL PLAN

SUSTAINABILITY WORKSHOP BOARDS + ACTIVITIES




COMMUNITY & TRANSPORTATION
ARTS & CULTURE
BIKE NETWORK
REDUCED PARKING FOOTPRINT
ACCESS TO QUALITY TRANSIT


PHYSICAL
BEHAVIOR
:WATER
CURRICULUM
OPERATIONS


PHYSICAL
BEHAVIOR
.BIKE + TRANSIT
CURRICULUM
OPERATIONS


PHYSICAL
BEHAVIOR
.ENERGY
CURRICULUM
OPERATIONS


PHYSICAL
BEHAVIOR
NET-ZERO WASTE
CURRICULUM
OPERATIONS


PHYSICAL
BEHAVIOR
UNIVERSAL DESIGN + WAYFINDING
CURRICULUM
OPERATIONS

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