

Site Master Plan

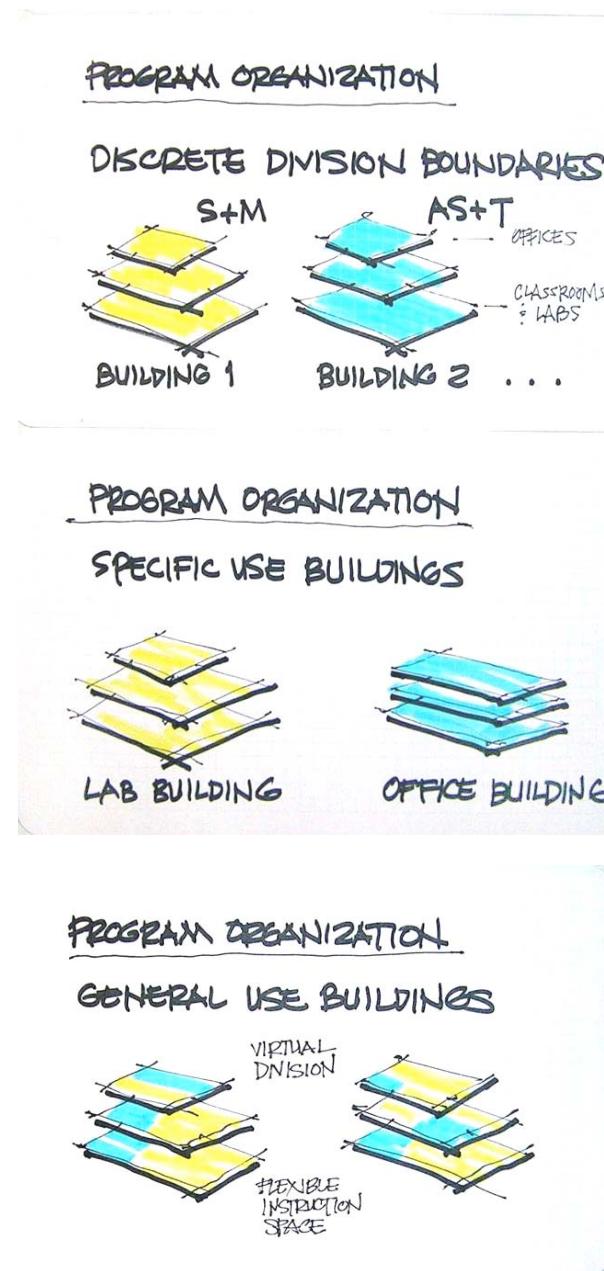
The Master Plan Process

This master plan's purpose was to determine where best to accommodate the Stockton Campus' share of the 2% growth projected for the District. At 2% growth the District will grow to approximately 35% over the 2003 baseline. In the first five years prior to new centers being developed, most of this growth is at Stockton. After factoring for other Centers, the Stockton campus is projected to grow from 6-8% of its current size in the fifteen-year time frame. After Mountain House Center is established, Stockton's growth rate is low. As Stockton Campus grows and new buildings are constructed or existing structures renovated, room inventory issues such as laboratory shortages will need to be addressed. As classroom and office capacities currently exceed load demands, as calculated by the Chancellor's Office, inventory reduction or re-structuring to improve room utilization will need to be planned with each project.

A common theme heard from administration and faculty was to restore the academic communities or centers that the campus was originally planned around. Over time faculty offices became dispersed across the campus and remote from instruction spaces. The objective in this case would be to relocate faculty offices near teaching spaces and bring faculty members closer together in office clusters organized by academic program. This will not only support staff collegiality but allow for shared resources and faculty support space. By re-consolidating academic programs, teaching environments have the potential to be more responsive to specific needs and have visible themes that address specific curricula reinforcing the student's learning experience. Further detailed investigation of this theme is explored in the upcoming pages of this master plan report.

Several new multi-disciplinary centers were suggested during Divisions meetings. A Technology Center was proposed to build collaboration between different science disciplines and between science and applied science. Research in life science and nanotechnology, for example, rely on multi-disciplinary teamwork where life scientists, chemists, physicists and engineers work toward common goals. A Tutoring Center combined with a Basic Skills Lab was requested by Communication Skills. A Career and Transfer Center was requested by Guidance & Counseling and a Fitness Center was requested by Physical Education, Recreation & Athletics. General benefits from creating these centers would be increased student access to services and instruction, greater operational efficiency and increased shared resources. In the case of a new Fitness Center, campus outreach into the Stockton community could expand to include seniors and vocations requiring ongoing fitness training such as those in public safety.

Increased information infrastructure in teaching environments is a campus and District objective that is directed toward continuing the upgrading of 1970's vintage classrooms and laboratories to current standards. Part of the concern here is inconsistent computer hardware and software in classrooms where faculty cannot rely on using specialized teaching media from one room to the next. Also of interest is the development of new interactive classrooms where students can participate directly with media projected on the walls or with programs originating from other sites. These are both local and wide area computer networking issues that become a concern of master planning when utility corridors are developed. Planning needs to take into consideration increased energy requirements for powering and cooling higher computer equipment densities. It also needs to address the pipelines that connect networks and possibly increased centralized control and system maintenance. Support facilities for expanded use of wireless networks also need to be planned.



Timing

Master plan phasing and project implementation needed to be developed around both short and long term District goals where the State funding cycle affected timing or sequencing of projects. Several projects have been identified as the first part of the master plan development. An early objective was to locate the Science & Math building which had funding deadlines and a design schedule concurrent with the master plan. In order to establish its location, another site study for the Student Services Building (Gateway Building) was needed. In general the entire north side of the campus, including the District Service Center and Ornamental Horticulture program relocations, was planned first.

A underlying master plan goal is to improve the flexibility and utility of campus facilities. This may be measured by the facility's ability to respond to changing curricula or student loads with appropriate facilities occurring in appropriate locations.

Master Plan Concept Development

The first step was recognizing existing campus hubs, Budd, Locke / Atherton, Danner Hall and Goleman Library. These buildings have specialized facilities with extendable useful lives or other reasons they would be unlikely to move or be replaced. Budd's gymnasium, Locke and Atherton's theaters were identified early. Goleman Library, in the Final Project Proposal stage, is planned for renovation and will continue as a District-wide learning resource center. Danner Hall has two central student activities, the book store and food service, that are well-suited to stay in their current location where they are supported by Danner's loading dock and freight elevator and are at the heart of the campus.

Other Divisions with specialized facilities are Applied Science & Technology with vocational shops and labs, Family, Consumer & Health Sciences with nursing and child development facilities and Science & Math with science laboratories and lecture classrooms having lab utilities for instruction demonstrations.

The next step was to identify Divisions with large student enrollments and extensive facility needs. Three divisions; Communication Skills, Science & Mathematics and Social Science have over half of the total District student load. Communication Skills with its tutoring center was identified as a possible hub that is not currently located in a single building. Science & Math is primarily in Cunningham Center but uses lecture classrooms in other buildings. Social Science, also not located in a single building, is diverse enough to remain de-centralized and consequently could be associated with other hubs.

Lecture classrooms and faculty offices are seldom assigned to programs in the District's space inventory and for the most part are categorized under "0099 General Assignment". Although there are frequent examples of exclusive room use, classrooms are often used by more than one program. It has not been analyzed but is very probable that some courses are consistently taught in the same room from term to term. For most programs classroom locations are dispersed.

Laboratories (and Shops) and administrative offices on the other hand are assigned to programs with consistency. These facilities tend to be specialized environments as opposed to lecture classrooms which in many cases can be general use.

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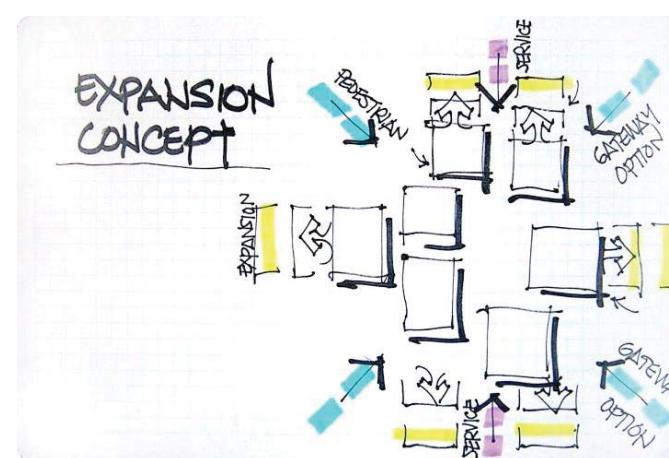
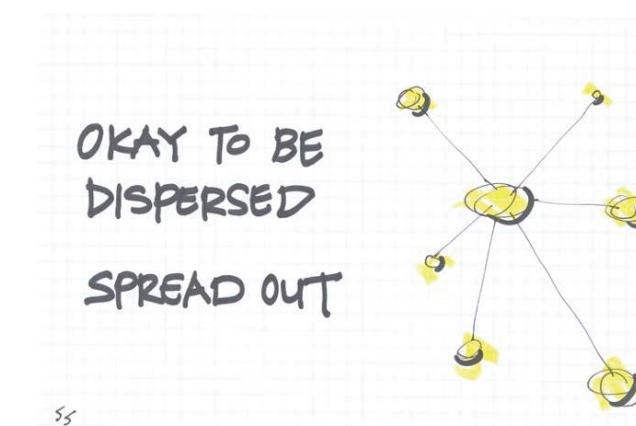
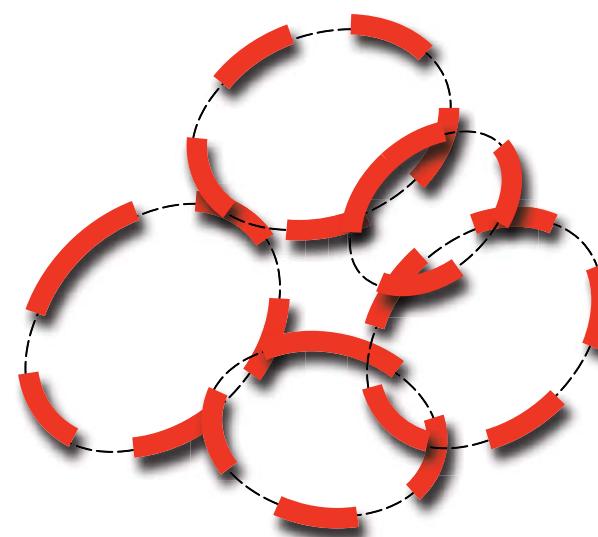
Acknowledging that the District probably couldn't build enough classrooms to allow all Divisions or programs to have exclusive room use while meeting expected room utilizations, a conclusion of this analysis is that single buildings probably aren't large enough or with sufficient room inventories to meet Division needs with room scheduling flexibility. If Divisions are to be re-consolidated, they will need to remain in multiple building locations. A desirable outcome would be for buildings constituting a center to be adjacent and readily accessible to each other. These building groups should have aggregate room inventories that meet wide demands and provide scheduling and use flexibility.

Based on the master plan objective and conclusion related to campus organization, the following internal campus development defines a way to "pull together the parts and pieces of the various divisions into a more logical placement on campus".

Restoring Academic Centers - Community Concept

The overwhelming theme for the campus emerged as a result of various meetings, Divisional meetings and program discussions, and the outcome resulted in the desire to bring back the "community" to the campus. Over the years, as the campus developed, the sense of community was lost to the reality of placing new functions where there was room and not where they best fit programmatically. The existing "fortress" type architecture created at each building "quad" has lead to the establishment of a barrier to the community aspect of the campus. Interior student functions at Danner Hall and the Goleman Library are limited by the buildings' formidable walls and activity doesn't reach out and communicate to the central open space that constitutes the campus core. Having student service functions spread throughout the campus and not centrally organized create a weak image of the campus structure from a new student's perspective with way-finding and orientation problems resulting. To implement the "community plan" the first step in re-organization had to be the identification of common attributes in programs and the academic structure.

Creating the various "neighborhoods" within the campus community strengthens the community concept by organizing the campus into various levels of function and complexity all driven by educational delivery system similarities. Organizing around this overall concept and removing or relocating facilities that do not contribute to larger end, the development of the community moves from concept to reality.



Neighborhood Concept

If the entire campus may be thought of as a community, the building groups having consolidated academic themes can be thought of as neighborhoods. The attributes of good neighborhoods are that they embrace multiple buildings, have focal points or neighborhood centers and often have an identifiable visual character that distinguish them from other neighborhoods. The centers that were discussed in campus workshops by definition need to be multi-disciplinary. Neighborhoods are distinguished through programs collocated by commonality of pursuits or the sharing of appropriate or specific types of facilities. Diversity enriches and energizes the environment.

For higher flexibility, center boundaries need to be easily changed and boundaries would not only cross between buildings but possibly overlap other neighborhoods creating areas of mutual interests and shared facilities. Most buildings would continue to have a balance of teaching environments as the buildings currently have with laboratories, shops, lecture classrooms and support spaces. There will continue to be specialized buildings such as Science & Math or Atherton Auditorium but they need to be complemented by general use buildings that have more flexible use. What is lacking in one building needs to be provided for in its neighbor.

Neighborhoods that have high growth need space for new infill buildings or may need to grow into buildings of other neighborhoods. Unless the campus as a whole is in decline, neighborhood diversity should mitigate declines in specific programs. Neighborhood diversity may reduce the need to completely relocate programs except where warranted by the creation of new neighborhoods or changes affecting the neighborhood as a whole.

The Six Neighborhoods of the Stockton Campus

Gateway: This neighborhood will provide a public front door to the campus. Student matriculation from admissions to career and transfer counseling will occur there. In general the public or incoming new students will begin their Delta life at the Gateway.

Technology Neighborhood: Science and applied sciences such as engineering will anchor this neighborhood. Nursing and health sciences will integrate with other sciences. Mathematics and computer science will provide part of the foundation and Information Services would be at home here. The Planetarium would make an appropriate portal to this science and technology center. The technology center could also have computer graphics and advanced imaging or visualization which has the potential of overlapping with the Fine Arts and Industry neighborhoods.

Fine Arts Neighborhood: The visual arts would join the performing arts in new studio space. Design, which is currently in Family, Consumer and Health Sciences, would be a suitable neighbor. The Art Museum would relocate here and complement the high public use of the theaters.

Industry Neighborhood: If the technology neighborhood has the research and development side of the community, this neighborhood has the hands-on practical side. Vocational programs requiring shops or other specialized technical space would be in this neighborhood. The Center for Microscopy and Allied Sciences belongs here. An example of how neighborhood overlap could occur is if some visual arts studios such as ceramics or sculpture were placed here.

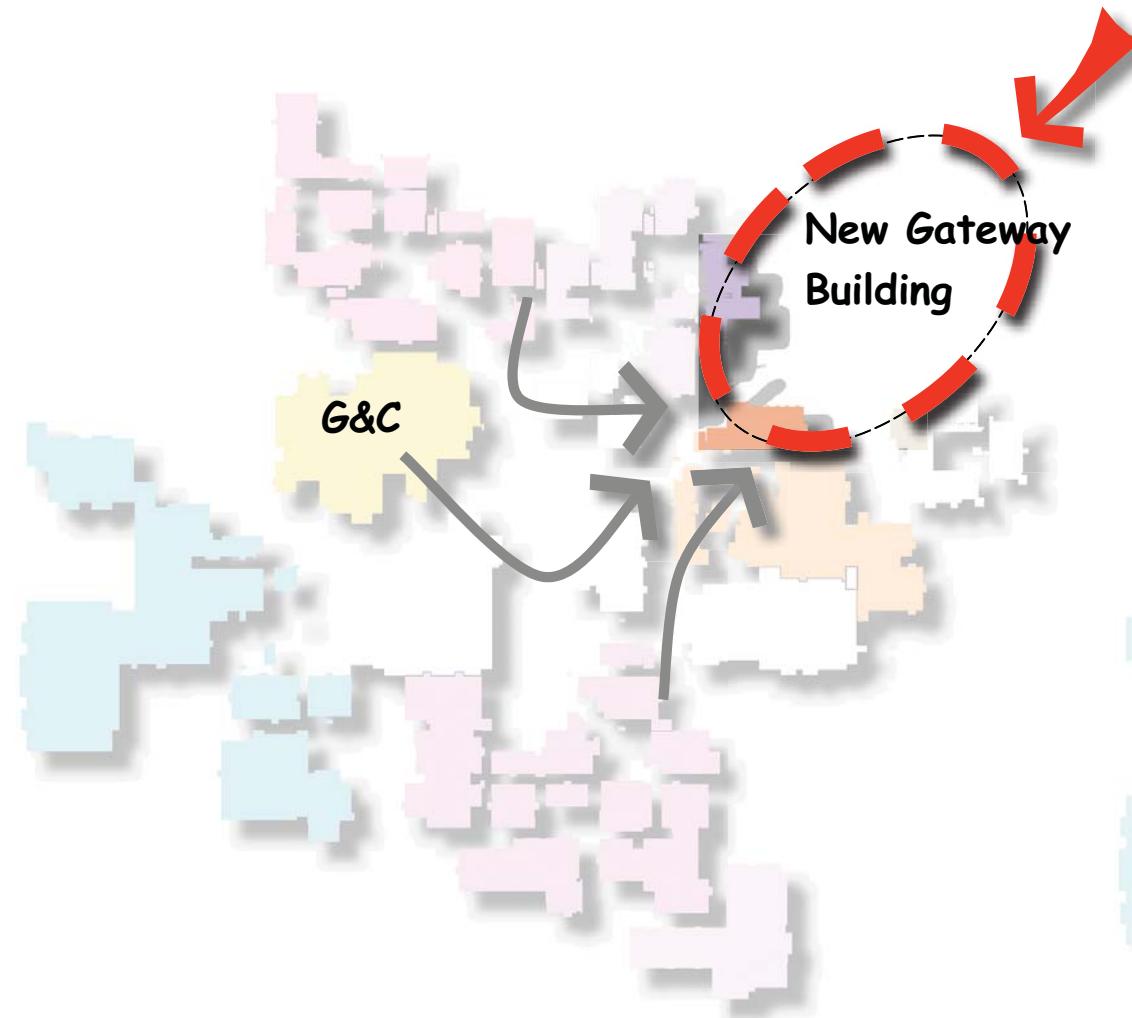
PE & Fitness Neighborhood: This neighborhood already exists. It will be supplemented with a new Fitness Center and new neighbors.

Humanities Neighborhood: This is the broadest and potentially largest neighborhood in the community. This will be the home of language and communication studies, history and philosophy and other social sciences. This neighborhood will have language labs, the Tutoring Center and an integrated Basic Skills Lab.

Neighborhood Concepts

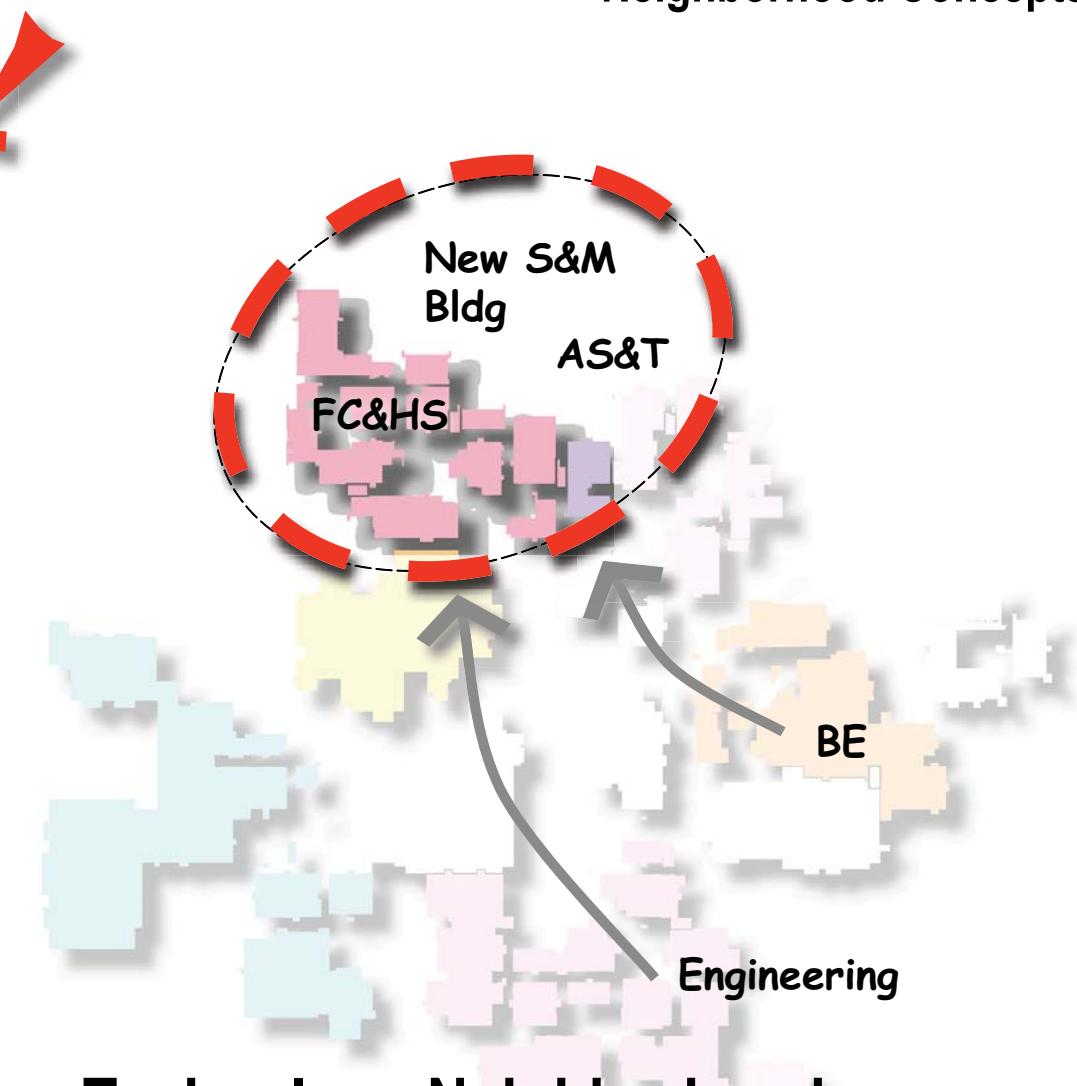
Gateway

- New Gateway Building
- Admissions & Records would move out of Holt
- Counseling and other student services such as E.O.P.S. and Financial Aid would move out of Goleman Library and Danner Hall
- D.S.P.S. would move from Cunningham Center
- Future expansion could include relocation of Administrative uses



Technology

- New Science & Math Building and Shima Center
- Business Education and Nursing would move from Locke Center
- Engineering would move from Holt Center



Gateway



Technology Neighborhood



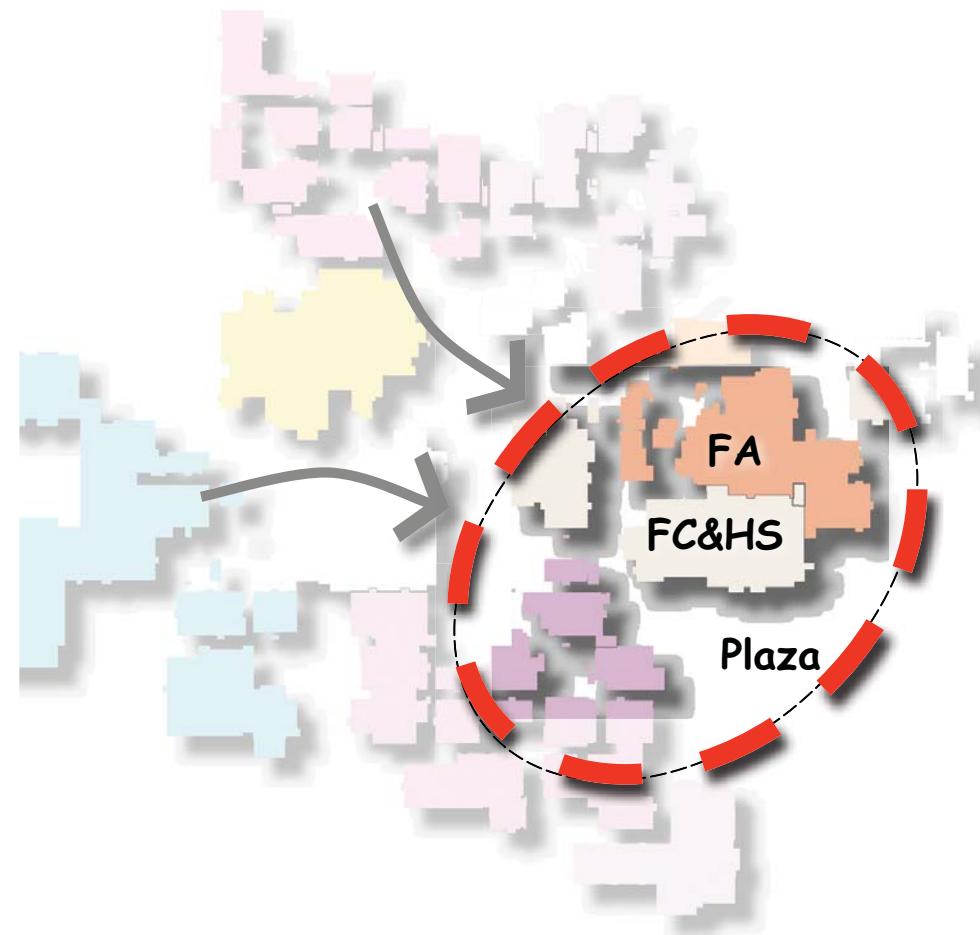
Neighborhood Concepts

Fine Arts

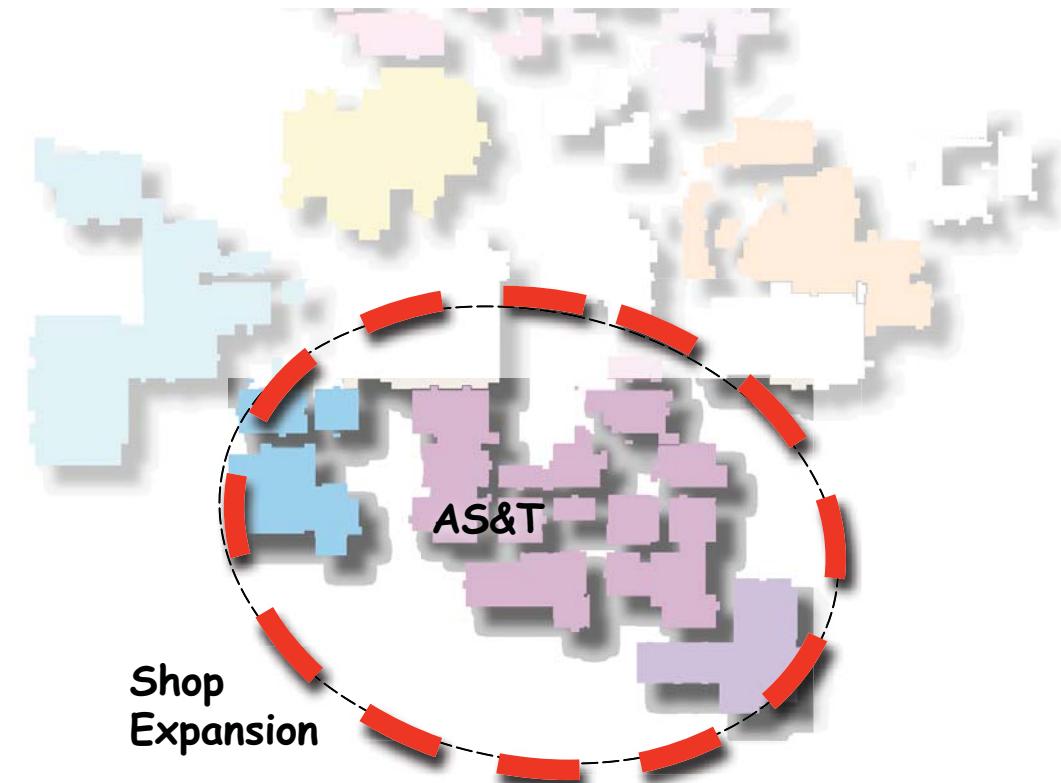
- Locke Center, Atherton Auditorium and Holt Center
- Visual Arts and Art Museum would relocate from Shima
- Dance would relocate from Budd

Industry

- Budd Shops, Holt Center, CMAS and a shop addition
- Electronics would relocate from Budd
- Welding, automotive and other vocational programs would expand in place



Fine Arts Neighborhood



Industry Neighborhood



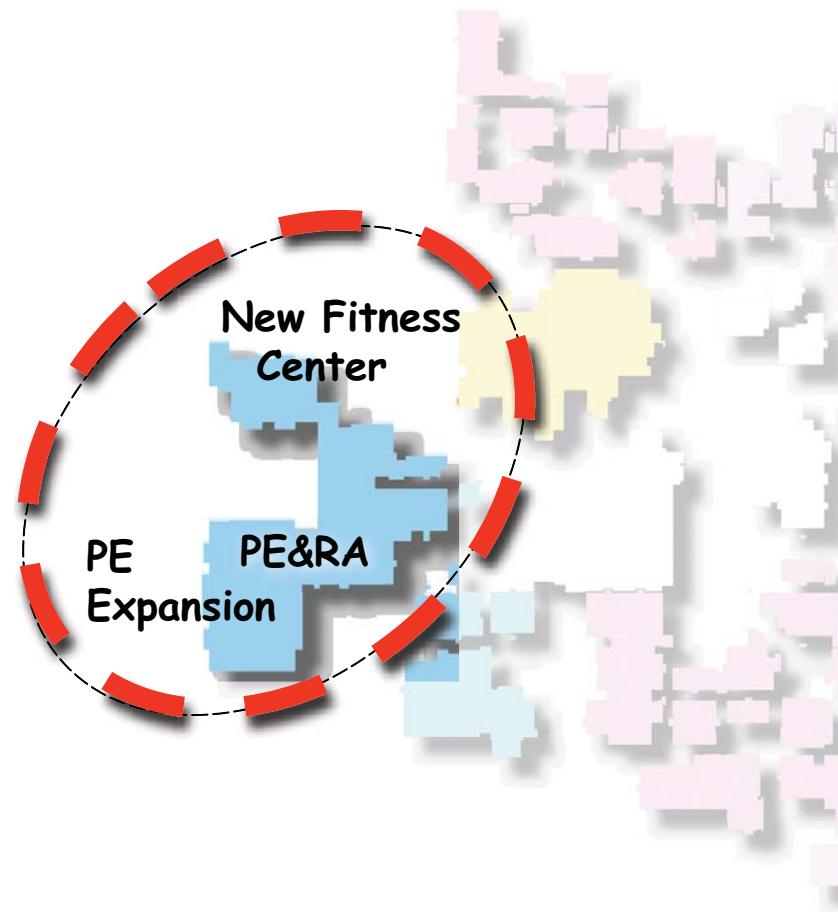
Neighborhood Concepts

PE & Fitness

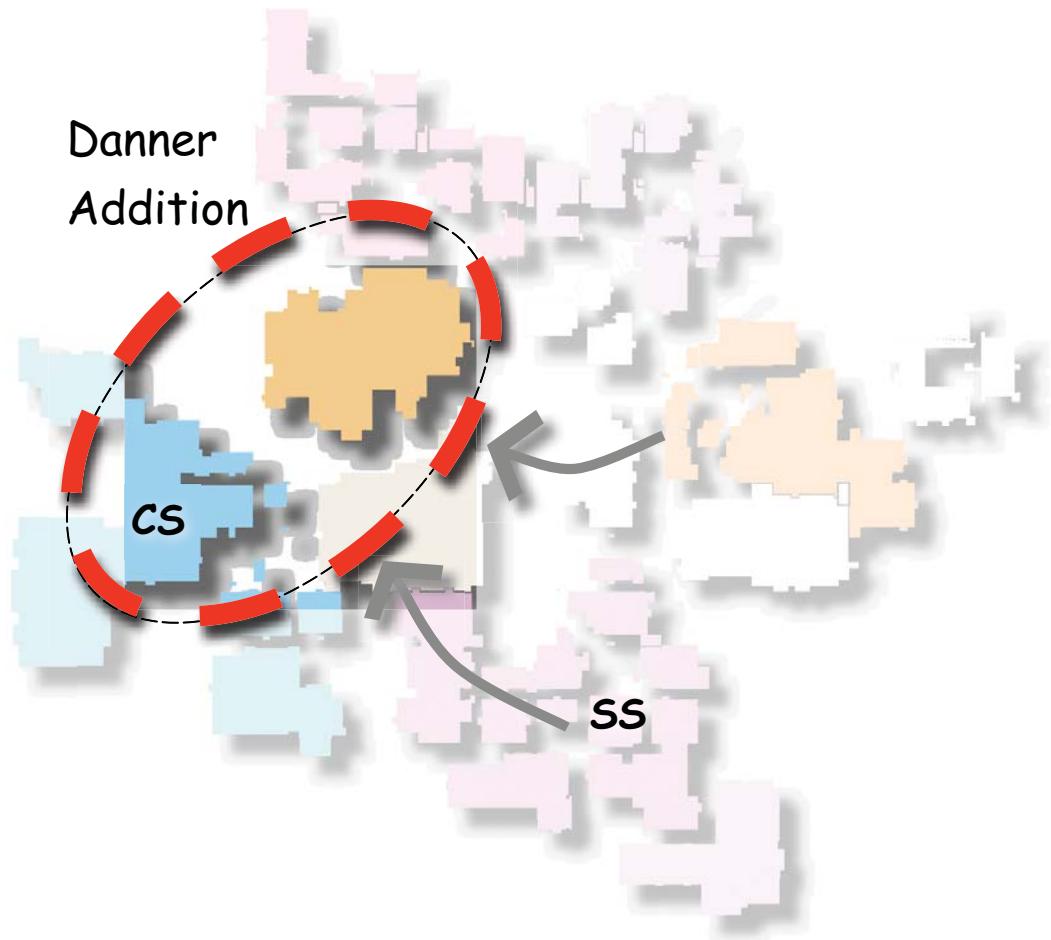
- Budd Center, New Fitness Center / Woman's Gymnasium and PE office and classroom expansion

Humanities

- Budd Center, Danner Hall, Shima Center and Danner Addition
- Expansion of Guidance & Counseling instructional spaces
- Communication Skills would be consolidated from other buildings but Shima space is expected to be needed for the foreseeable future
- Social Sciences would relocate from Holt but classrooms may continue to be distributed to other neighborhoods



PE & Fitness Neighborhood



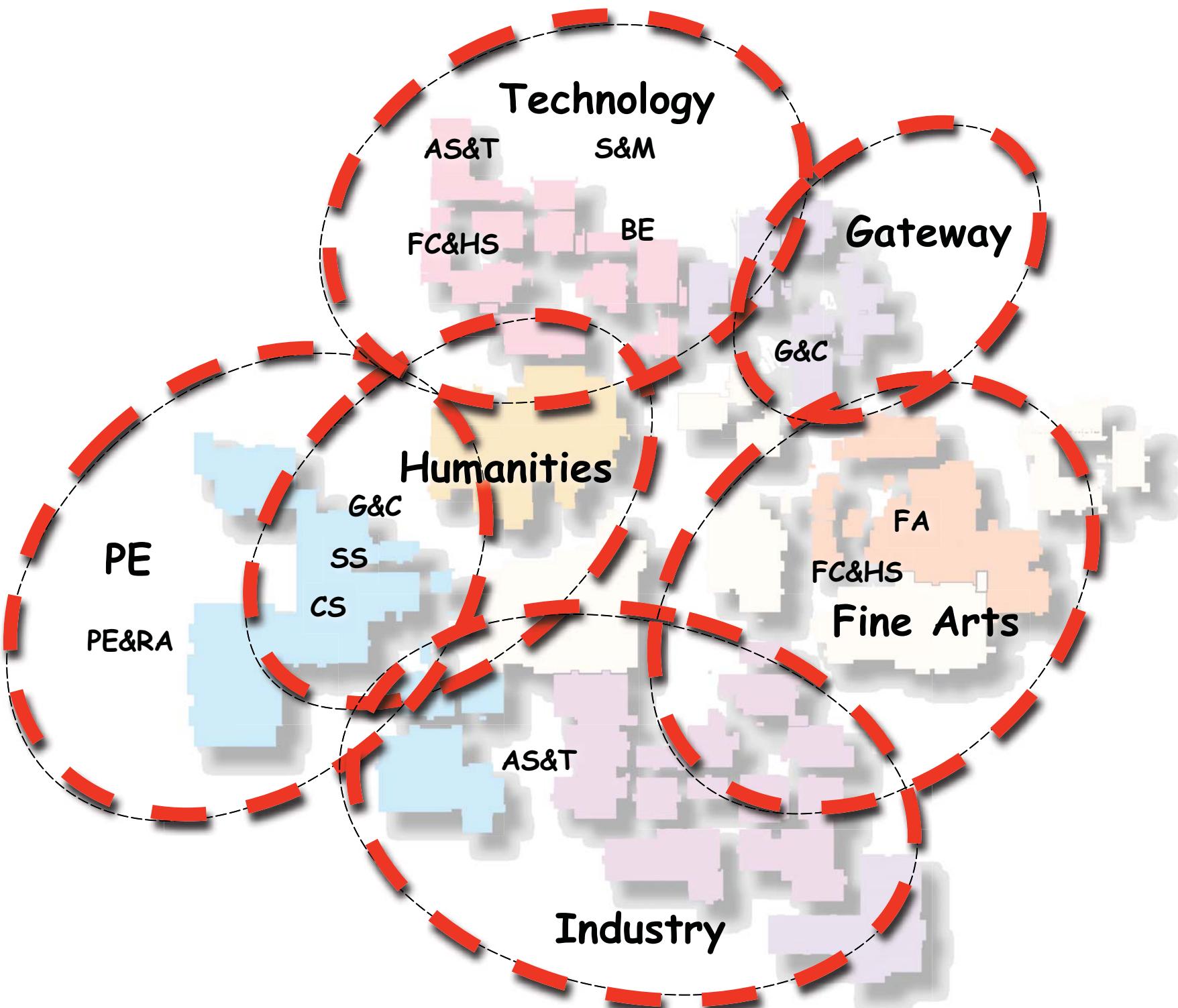
Humanities Neighborhood

Community Concept

Community and Neighborhood Concept Conclusions:

This diagram shows the overall final "neighborhood" development organized into the "community" concept. In appendix "a" the plan discusses the options for expanding or changing the facilities on campus to accommodate the functional changes. Obviously this is at a very high level and further programming and planning is necessary in order to complete this element of detail. It is expected that changes in the organization of the neighborhoods may need to occur, primarily to fit current conditions and or to take advantage of room sizes and or shape. It is important however that the overall neighborhood concept continues to grow with every new project and every move or modernization made on the campus.

A more detailed neighborhood plan would begin with a complete program analysis of the divisions and their programs. A second step would have interdisciplinary discussions take place that would identify cooperative teaching environments and "real-world" connections. Over time, as neighborhoods grow into maturity, neighbors may come and go or undergo change to accommodate new curricula. All neighborhoods need to have built-in flexibility. Programs and demographics change and adjustments for new teaching methods may attract a greater share of the District population. When neighborhoods evolve, entire programs may move to a new neighborhood. An analysis of the program with a determination of best fit should be completed. The new neighborhood needs to be conducive to program growth, have similar academic qualities, a compatibility in delivery and a "real-world" connection.



Conclusions

Master Plan Objectives and Conclusions

Through the master planning process several key objectives have lead to some very influential conclusions:

Objectives:

1. An objective of the Master plan is to pull together the parts and pieces of the various divisions into a more logical placement on the campus.
2. An objective of the Master plan is to create a vernacular that strengthens the core values of the district mission by continuing the innovative spirit, providing affordable access to high quality instruction, improving the student access to all services, while maintaining the beautiful, safe and caring environment.
3. An objective of the Master plan is to accommodate the growth impact on the campus and the eventual phasing of the demographics to the planned Centers.
4. An objective of the Master plan is to bring a sense of community back to the campus, by organizing around academic "neighborhoods" that support the current pedagogy and to have the flexibility to change as the academic structure changes.
5. An objective of the Master plan is to create the necessary dialogue to form District-wide ownership in the plan.
6. An objective of the Master plan process is to involve the review of all known physical plant and site information concerning the campus.
7. An objective of the Master plan is to remove, as much as possible, the conflict between the pedestrian/student traffic and the on campus vehicular traffic.
8. An objective of the Master plan is to identify areas within facilities that can be modified allowing for larger classrooms where possible.
9. An objective of the Master plan is to identify centers of excellence, such as a technology center that brings together various science and applied disciplines in a collaborative manner to explore various new directions that relate to "real world" relationships and cross discipline, and a Tutorial Center, a Career and Transfer Center, and a Fitness Center.
10. An objective of the Master plan is to suggest strengthening the information technology accessibility on campus.

Conclusions:

Build a strong community that is supported by the creation of academic neighborhoods.

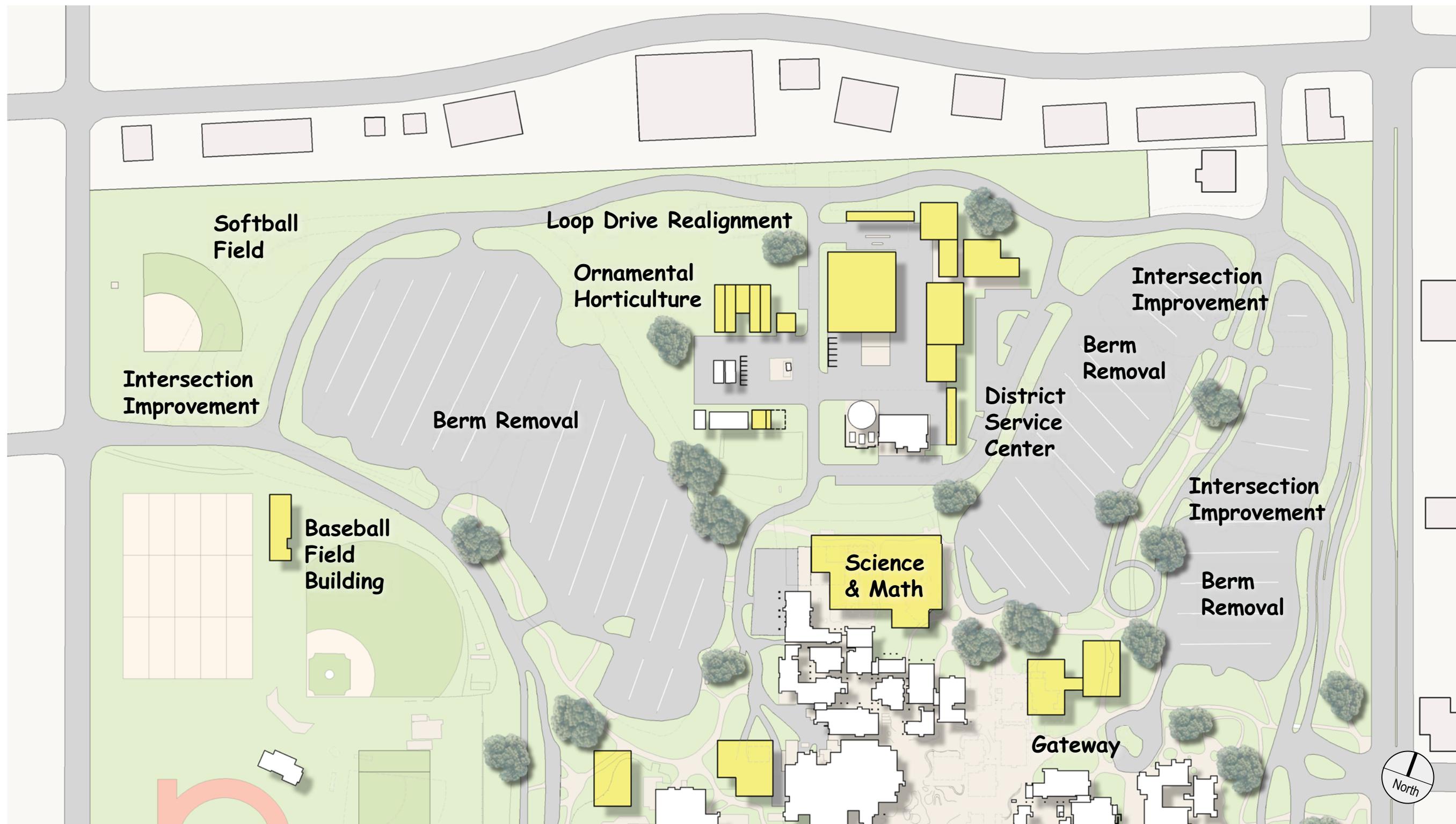
1. Reorganize the campus with new structures and renovation of existing structures to create academic neighborhoods that will strengthen the pedagogy and maximize space usage. When planning new "neighborhoods", consider future program advances in robotics, nanotechnology, and bio-medicine.
2. Implement logical and sequential phases that are fiscally sound and based on a schedule that has been developed for the Bond implementation plan.
3. Move activities from the Stockton Campus to potential centers for expansion and locate them closer to community functions that support the educational significance of the function. This would include the Agriculture program and the Diesel Mechanics move to the future Manteca Center and the Culinary Arts program move to the future Lodi/Galt Center.
4. Recognize that the current landscape needs to be considered in any facility planning and facility placement on campus.
5. Create additional parking spaces, in areas that are more convenient to the special events by removing earth berms and reorganizing on campus traffic patterns.
6. Build a strong relationship with the off campus Community by building facilities that support community activities for seniors and special activities such as police and fire training. A strong fitness program also will support ongoing activities on the campus and will attract new students.
7. Build a student services facility that brings together all the services that new students need to get acquainted with the District and provides ready access to special pre-academic functions.
8. Create a campus that meets or exceeds current ADA standards, is easily navigated by all students, improves way-finding from parking and public transit stops to buildings and which allows large group activities in a central outdoor forum.
9. Consolidate Child Development activities to one building on campus.
10. Consider the effect on the physical plant from on-line programs such as Business and other on line programs.
11. Carefully consider approaches to the various regulatory agencies that may become involved with future development on campus during California Environmental Quality Act (CEQA) review or when developing a Storm Water Management Program (SWMP).

The built-out Community: North and South Area Plans

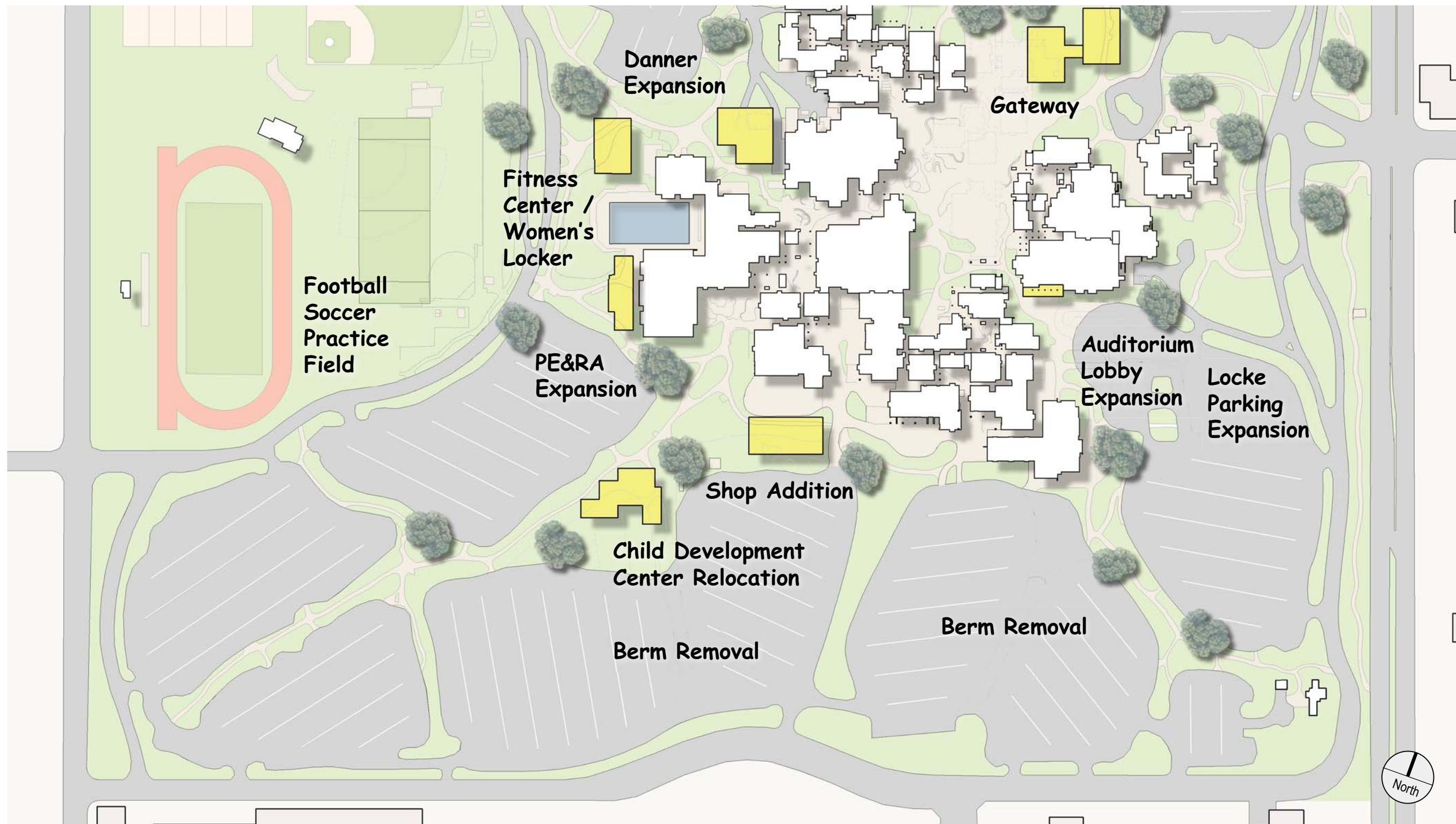
The Five-year, Ten-year and Fifteen-year Development Plans

The following pages represent a graphic depiction of the physical plant layout based on the objectives and conclusions, and various other discussions through the process. The overall North - South Community Plan is the full build-out plan at the end of the 15-year planning cycle. The community plan works in tandem with the Neighborhood plans discussed previously in this report. As the reader can see, the built out plan suggests road improvements at various intersections, eliminations of berms in several parking areas and the elimination of on-site vehicular circulation. The major vehicular circulation changes occur on the North side of campus in conjunction with the new District Service Center. In addition, to fulfill the necessary requirement of the 2% growth, several new facilities have been depicted and are described in more detail in the 5-, 10- and 15-year plans.

Community Plan - North

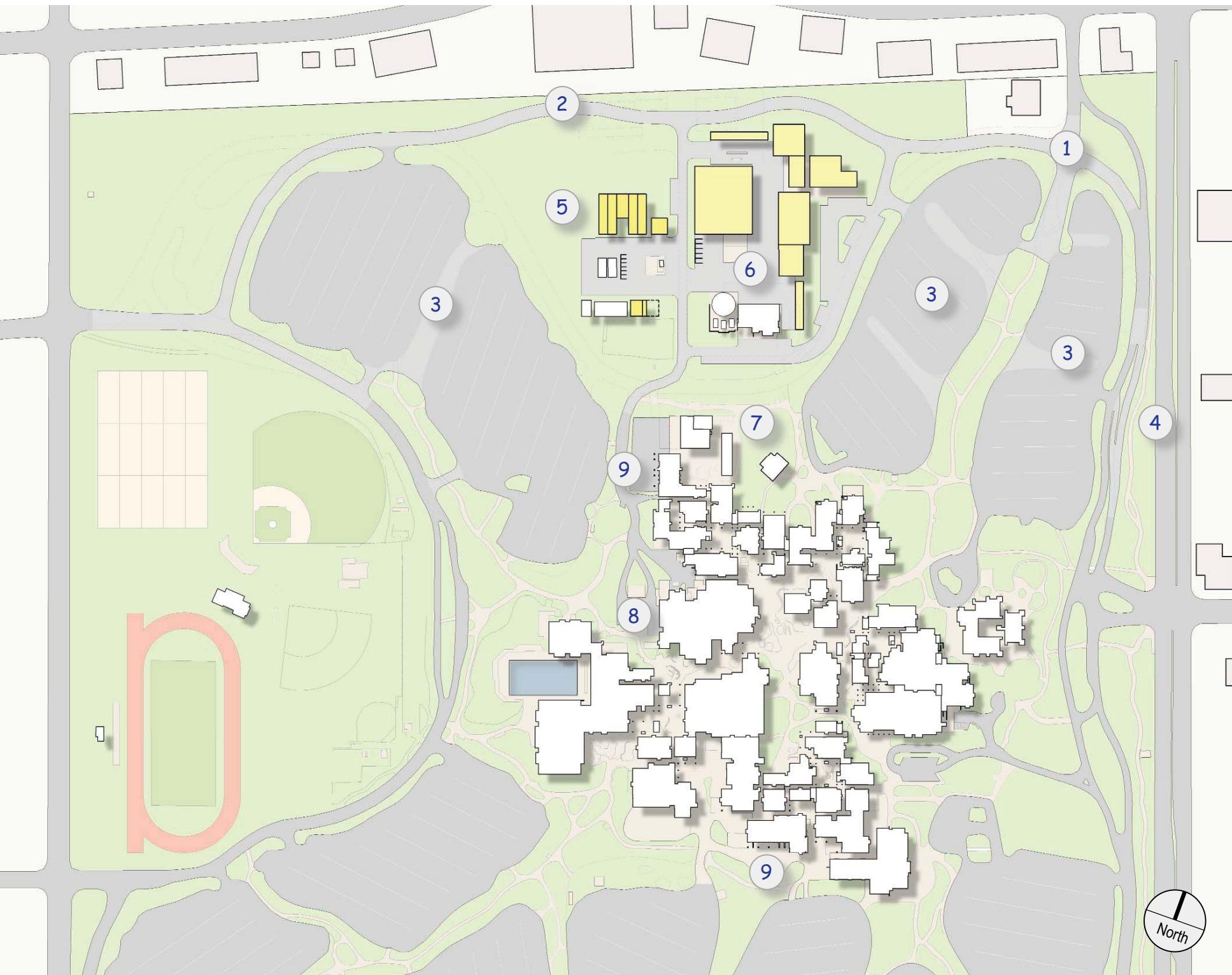


Community Plan - South



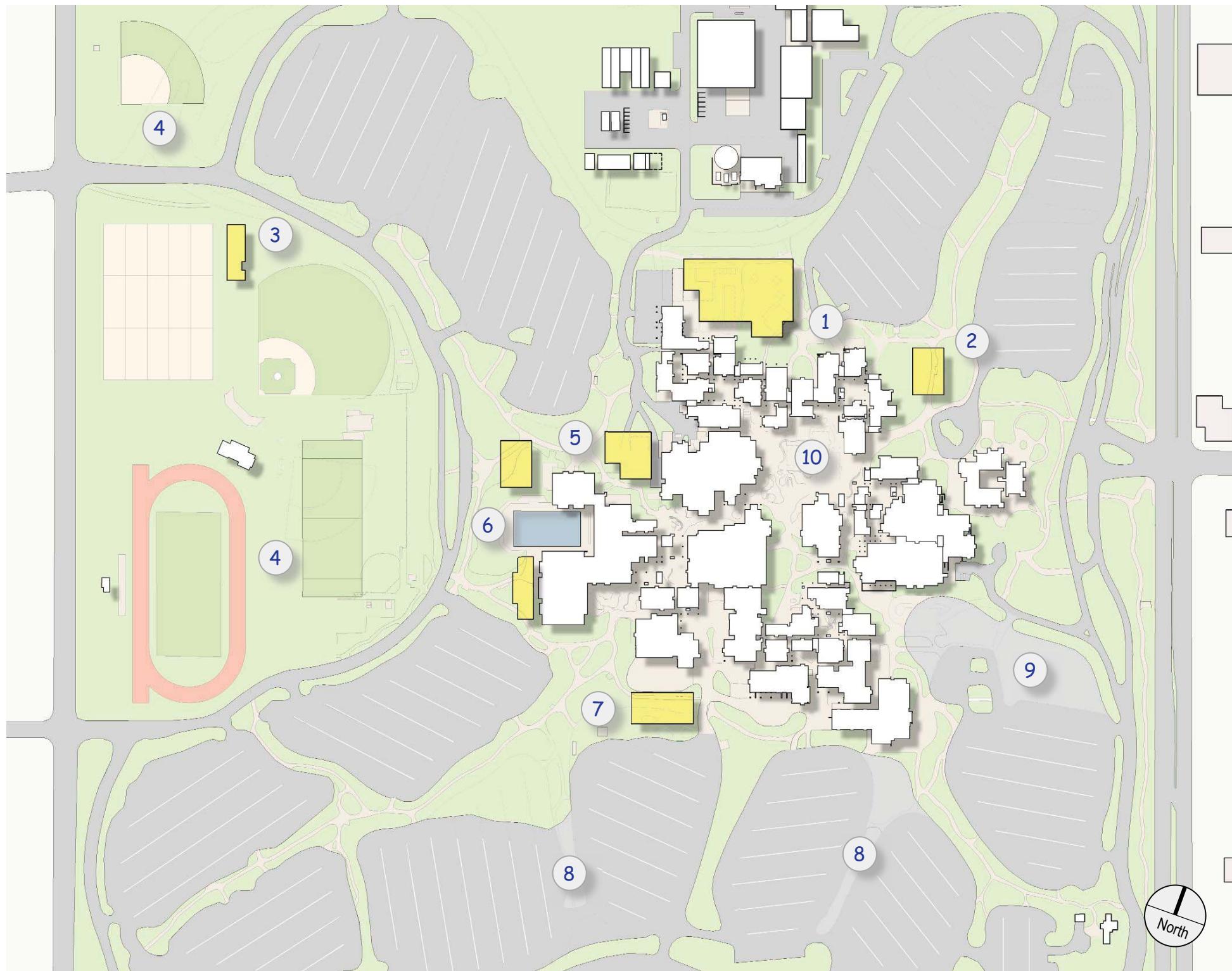
Five-year Plan

1. Improve intersection of loop drive and Robinhood drive entrance
2. Loop road re-alignment
3. Improve Cunningham and Shima parking:
Remove berms and modify access / egress
4. Improve intersection of loop drive at Cunningham parking entrance
5. Relocate Ornamental Horticulture
6. New District Service Center
7. Relocate Shima Day Care
8. Improve Danner Basement for swing space.
Renovate Goleman Library
9. Relocate Caterpillar / Diesel Technology to Manteca Center



Ten-year Plan

1. New Science & Mathematics Building
2. New Gateway Building (Phase 1)
3. New PE, R&A Field Building
4. New football & soccer practice field
New softball field
5. Expand Danner Hall
6. Expand Budd Center
7. Shop Addition
8. Improve Budd & Holt parking:
Remove internal berms
9. Expand Locke parking
10. Remove Forum Hall



Stockton Campus Master Plan

San Joaquin Delta Community College

Fifteen-year+ Plan

1. New gateway drive
2. Remove Cunningham Center
3. Gateway Building Phase 2
4. Relocate Child Development Center
5. Expand Atherton Auditorium lobby
6. Remove Administration Building

