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**SAN JOAQUIN DELTA COMMUNITY
COLLEGE DISTRICT
LODI CENTER MASTER PLAN**

Facilities Planning

2008



ACKNOWLEDGMENTS

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Wine and Roses Inn, Russ Munson

PRESIDENT'S MESSAGE



Since its inception, the citizens of the Lodi area and their sons and daughters have attended San Joaquin Delta College to gain affordable access to higher education, well-paying employment, and a better life. In 2004, these citizens and many of the sons and daughters, now grown and with families of their own to educate, voted in favor of Measure L, the \$250 million general obligation construction bond the College was seeking to fund a variety of renovation and building projects. It is likely that many of the citizens who cast positive votes for Measure L did so because they saw in San Joaquin Delta College's list of priorities the plans for a Center in the Lodi area.

Therefore, I am delighted to introduce the San Joaquin Delta College Lodi Center Master Plan, a plan that has a modest beginning and proposes a full-service campus at completion.

A variety of College faculty, staff, students, and managers and Lodi area community members have participated in various planning activities that have informed content and concept of this comprehensive plan. The specific educational and physical plans are based on a set of principles that embrace the Mission of the College.

First and foremost, the academic plan serves the core mission of the College by providing excellent post-secondary education that meets the needs of students, the San Joaquin College District and the Lodi community. The Lodi Center will provide experience in select occupational fields relating to the residents of Lodi and its economic development. This occupational experience will be supported with a complementary general education for Lodi Center students.

Moreover, the Lodi Center creates a "community" comprised of the College, the City of Lodi, and the surrounding neighbors. This community is supported by the academic village and the rich site environment which provide a sense of place and enhance the hands on opportunities for students who attend San Joaquin Delta College at Lodi.

Inspired by the local context along the Mokelumne River and State Highway 12, the Lodi Center will be a unique campus that contributes to the long-term development of the local area and the State. It will respect the natural systems of the land, promote stewardship of the river and the lowland area, provide opportunities for educational programs that promote environmental responsibility, and also offer access for recreation.

The Lodi Center campus plan values and embraces people from all walks of life promoting student success through gathering spaces that encourage student interaction with one another educationally and socially on campus.

Finally, the new campus will support intellectual and experiential learning in a village environment that promotes a strong sense of community on and beyond the edges of the campus. The plan was ultimately conceived to positively impact enrollment, retention, and student success.

The College community looks forward to bringing the Lodi Center Master Plan to fruition so that the current and future students of Lodi can benefit from this innovative campus at a location that is convenient to their homes and work places.

Sincerely,



A NOTE FROM THE BOARD

On behalf of the Board of Trustees, we would like to thank the residents of Lodi for your vote of confidence in us by passing Measure L in March, 2004. We appreciate the public's support of the San Joaquin Community College District. The passage of this bond ensures that we offer quality training and educational programs to the Lodi community.

We are excited to introduce the San Joaquin Delta College – Lodi Center Educational Master Plan. The educational plan embraces the district's values, especially the value of providing access to college programs and services. The plan reflects attention to accessible, creative learning environments which incorporate an emphasis in innovate teaching methodologies, technology and interactive laboratories to meet student learning needs. Educational planning is an on-going process that must be responsible to changes in educational delivery systems, curriculum, programs and services, student populations and community needs. Community members, faculty, administration and staff have spent many hours on this plan. We thank them for their efforts and good stewardship.

We will keep you updated about our progress as we move ahead to provide our community with the best possible educational opportunities for success.

Sincerely,

Leo Burke, President
San Joaquin Delta College
Board of Trustees



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DISTRICT MISSION STATEMENT

BOARD POLICY 1200

The mission of San Joaquin Delta College is to provide excellent post-secondary education that serves the needs of students, the College District and the community through continuing, transfer, career and technical education, and economic development. To achieve this objective, the faculty and staff are committed to providing comprehensive instructional programs, student services and public services that are high quality.

In fulfilling its mission, San Joaquin Delta College acts upon the following principles:

- Commitment to excellence requires effective collaboration, respect for cultural diversity, appreciation of historical perspective, open communication, high academic standards, a vital connection to the arts and cultures of the community, and competitive athletics.
- Student success and equity are founded on a well-coordinated and institutionally-integrated development program.
- Educational resources are available to all students regardless of age, disability, gender, or ethnicity.
- Institutional renewal must include continuous improvement through new and revised curricula; the use of student learning outcomes to enhance student performance; new and effective technologies; and ongoing faculty and staff professional development.
- All aspects of the College encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning.

DISTRICT VISION STATEMENT

BOARD POLICY 1201

The faculty, staff, and students of San Joaquin Delta College envision a community of learners who pursue and achieve ever higher educational goals, commit themselves passionately to life-long learning, and fully appreciate the diverse and dynamic world around them.



SAN JOAQUIN DELTA COLLEGE – LODI CENTER GUIDING PRINCIPLES

Planning participants composed a list of principles to guide the development of the Lodi Center. Those principles embrace the Mission of the college. The information gathered during the programming phase influenced the content and concept for the new center. The physical master plan for the new campus represents the position of the college.

ACADEMIC ADVANCEMENT

The academic plan provides an excellent post-secondary education that serves the core mission of the college by meeting the needs of students, the San Joaquin College District and the Lodi community. The Lodi Center will provide a solid education for all students while promoting discovery and inspiration.

COMMUNITY

The creation of “community” within the master plan benefits the college, the City of Lodi, and the surrounding neighbors. The inclusion of an academic village provides not only a sense of place for the campus and the surrounding village residential development but it enhances the opportunities for the college through hands-on educational experiences.

REGIONAL CONTEXT

The center contributes to the long term development of the local area and the state. The master plan was inspired by the local context and strives to be a unique campus set in the rural environment that exists along the Mokelumne River and State Highway 12.

DIVERSITY

Campus diversity leads to significant educational and social benefits for all college students in the diverse and dynamic Central Valley community. The campus plan values and embraces people from all walks of life and promotes the success of each student by providing a variety of gathering spaces for students to interact with one another educationally and socially on campus.

RESPECT FOR NATURE

The campus plan respects the environment in which it will be developed. The natural systems of the land provide many opportunities for the center. The plan promotes the stewardship of the river and the lowland area while providing access for recreation.

CAMPUS PHYSICAL LAYOUT

The physical plan for the new campus promotes intellectual learning in a village environment. It promotes a strong sense of community on and beyond the edges of the campus through the creation of public spaces on the campus. The plan was ultimately conceived to positively impact enrollment, retention, and graduation.

SUPPORT SERVICES

Support services will be provided to students at the Lodi center through efficient delivery of services and a cost effective approach. Planning for services is focused on utilization of technology and on line access to meet student expectations. On site presence of support services will only be provided when required. Expensive, duplicative administration will be avoided with the Stockton main campus responsible for providing central support services.

COMMUNICATION INFRASTRUCTURE / TECHNOLOGY

The communication network will incorporate state-of-the-art technology for administration and academic teaching and learning. The Center will maintain a technical infrastructure that will provide the information highway for the future and keep pace with our world of fast-paced changes in technology. The master plan emphasizes flexible communication hubs and pathways for ease of future additions to the infrastructure.



COLLEGE HISTORY:

San Joaquin Delta College is the successor of Stockton Junior College formed in 1935 through a partnership between College of the Pacific and the Stockton Board of Education.

Stockton Junior College was so successful that Pacific abandoned freshmen and sophomore instruction in the spring of 1936, leaving all such instruction to the junior college in 1948.

Stockton Junior College became Stockton College in 1948, with a total student body just under 2,000 and Dr. Leon Minear as president. That same year classes were moved to a 43-acre site just south of College of the Pacific. The educational pattern also changed, as the Stockton school system restructured into six years of elementary instruction, four of junior high, and four combining the junior and senior years of high school with the freshman and sophomore years of college.

The physical separation of Stockton College and College of the Pacific was followed in 1951 by the resumption of lower division classes at Pacific.

Dr. Julio Bortolazzo took charge of the campus in 1952, when the College took on a different approach. It expanded its vocational programs and implemented the 6-4-4 plan. Dr. Burke Bradley Jr. followed Bortolazzo as president after which San Joaquin Delta College became the successor to Stockton College. Legally separated from Stockton Unified School District in 1963, the College encompassed virtually all of San Joaquin County and portions of three other counties. The separation made the College a tenant on land owned by Stockton Unified School District (SUSD), and an attempt to develop a Delta multi-campus system through a bond election failed in 1966 before Dr. Bortolazzo returned for one year to head a successful campaign in 1968-69. The 1968-69 bond paid for a portion of construction of a \$50 million campus on the Pacific Avenue site.

The Rio Vista-Isleton area in Solano County was annexed during this time. Dr. Joseph Blanchard took presidency of the College in 1969, combined \$19.8 million in construction bonds with funds from six other sources, and over the next seven years directed the building of the College's first permanent home. The District grew to 2,300 square miles, larger than Delaware or Rhode Island, with the addition of part

of Calaveras County in the summer of 1976, and now serves approximately 20,000 students.

Dr. Blanchard's retirement in 1976 prompted College trustees to conduct a nation-wide search for a new leader, resulting in the selection of Dr. Dale Parnell, former Chancellor of the San Diego Community College District and Superintendent of Public Instruction in Oregon. Parnell, resigned on July 1, 1981 to take a position as president and chief executive officer of the American Association of Community and Junior Colleges.

In June of 1981, the College Board of Trustees chose Lawrence A. DeRicco as Superintendent/ President. DeRicco, a graduate of the old Stockton College, had been an educator and businessman throughout the District before serving as Business Manager and Vice President/ Management Services at the College for 18 years. Dr. DeRicco retired in June of 1987 after 24 years of service to the District.

In 1987, Dr. L. H. Horton, Jr. took over as Superintendent/ President. Horton oversaw the completion of a new physical plant and the creation of a new Child Development Center; he also initiated the development of a new learning center in Tracy. Horton, the longest serving president to date, retired from the College in 1999 after thirteen years of service.

The millennium brought a new president. Dr. Edward O. Gould was hired in February 2000 to guide the College into the 21st century.

Just after the 2002 Accreditation visit, Dr. Raúl Rodríguez joined the College as the Superintendent/President.

The College is proud to represent an area that launched California into world prominence, for the Mother Lode era brought about the great western expansion. Over time, the District has grown to 2,400 square miles, and spans all of San Joaquin County as well as portions of Calaveras, Sacramento, Solano, and Alameda counties.

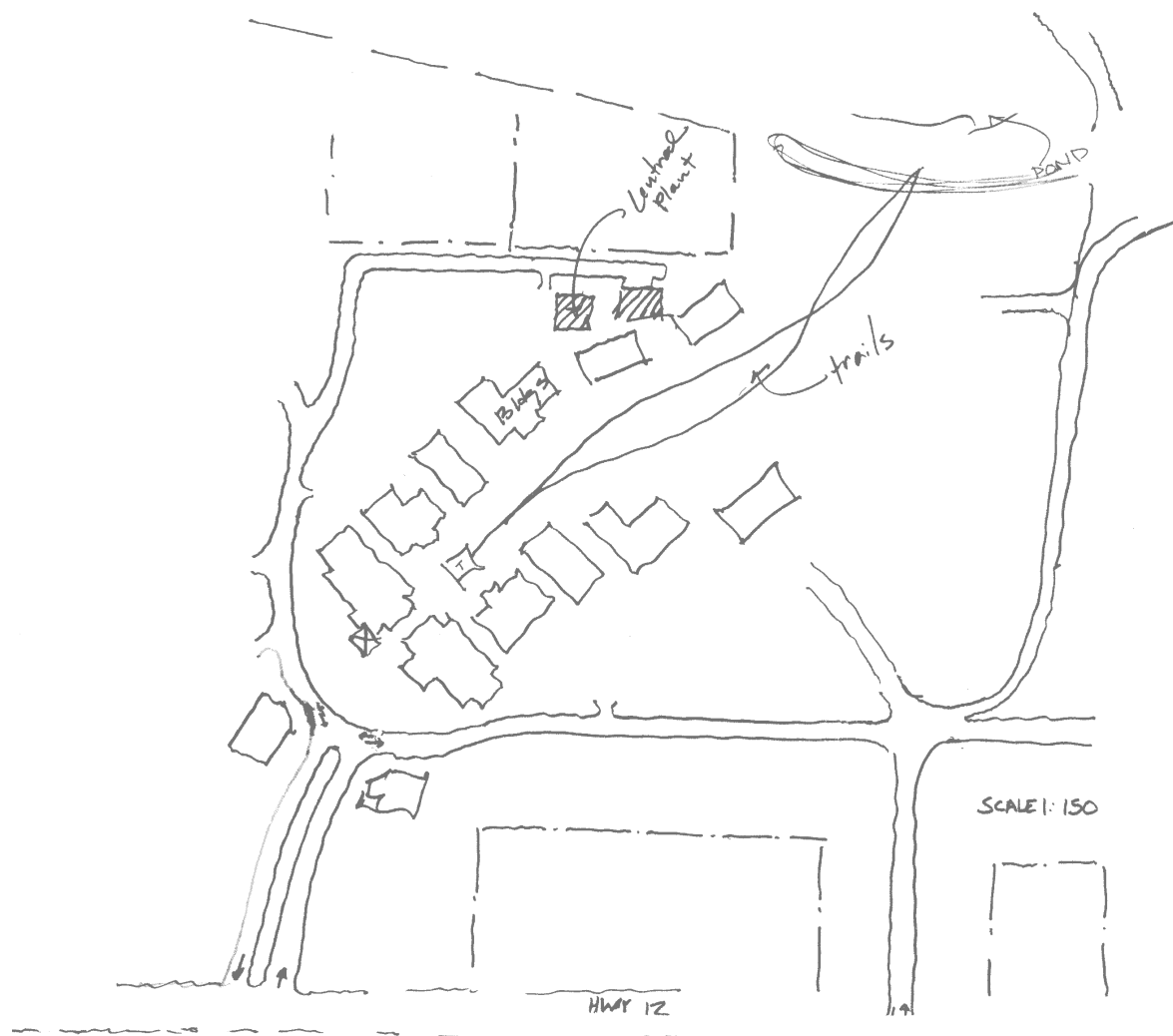






INTRODUCTION





THE LODI CENTER MASTER PLAN INTRODUCTION

The Master Plan sets forth a land use plan and physical development framework for the San Joaquin Delta Community College District (SJDCCD) Lodi Center. The Master Plan is consistent with the San Joaquin Delta Community College District Mission and Vision.

- The Plan focuses on the efficient use of campus land and examines the future responsible capacity of the land.
- The plan is phased to leverage anticipated growth to create a pleasant learning and work environment.
- The plan acknowledges the existence of rapidly changing educational environments with the advancements of technology.

Master Plans are living documents intended to be flexible but to establish standards for future architecture, protected open space, infrastructure layout, and encourage community interfacing.

The Master Plan assures the City of Lodi and the neighbors of the Center that the District acknowledges and embraces its place as an educational village within the community and will maintain high standards of design and conduct.

CENTER STATISTICS

BACKGROUND

The San Joaquin Community College District encompasses a 2,400 square mile area that includes most of San Joaquin County and part of Alameda, Amador, Calaveras, Sacramento, and Solano Counties with vast majority of students from San Joaquin County's main cities of Stockton, Lodi, Manteca, and Tracy; There are about 30,000 students (unduplicated head count) each year. Fall Semester is about 20,500 students.

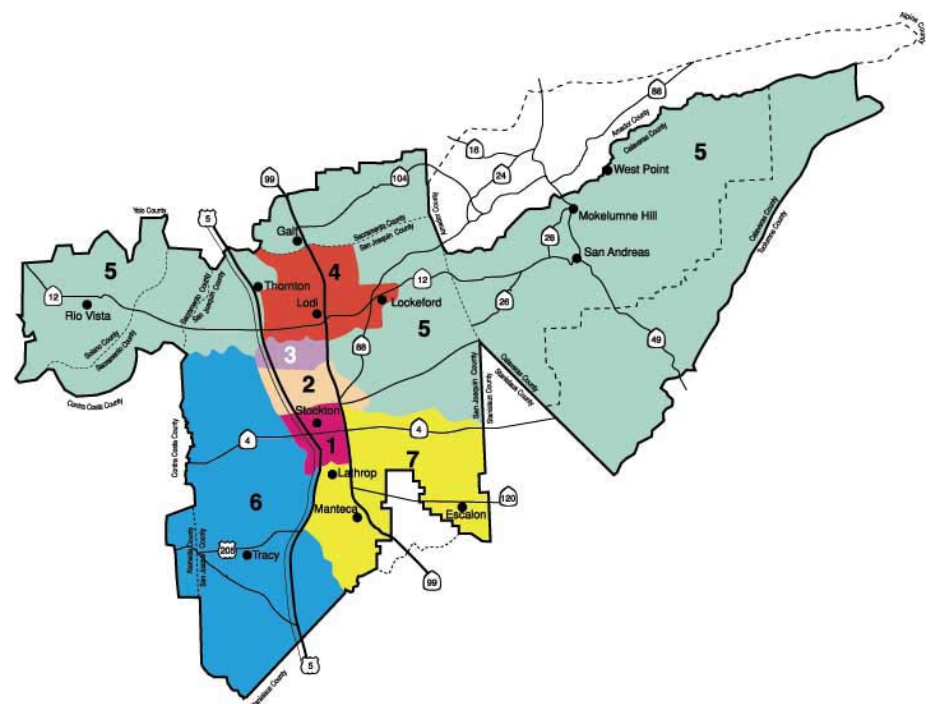
The District is currently a single-college District, with San Joaquin Delta College located on 165 acres in northwest Stockton. The District also operates an educational farm on 160 acres near Manteca and a learning center in Tracy, in partnership with Tracy Unified School District West High School Campus. In order to accommodate the projected enrollment growth and relieve pressure on the Stockton Campus, existing centers were expected to expand with new centers strategically located throughout the District, providing instruction and training that were significant to the area. Center locations include Lodi, Tracy/Mountain House, and Manteca (see Figure XXX).

Facilities Bond Master Plan (2003) for the San Joaquin Delta College identified a general plan to accommodate the projected enrollment growth and accomplish capital renewal for the District. In order to relieve pressure on the Stockton Campus and enhance the service to the outlying growing areas of the District, centers with special theme programs were proposed to be located at strategic locations throughout the District. These centers were to provide instruction and training in a variety of skills that were significant to the local economy, along with general education courses and community activities.

The Facilities Bond Master Plan is very general in nature and did not involve a thorough investigation of the academic structure which led to developing and adopting the San Joaquin Delta College Stockton Master Plan in 2005. One of several objectives of the Stockton Master Plan was to plan for the growth impact on the

Stockton campus and the phasing of the demographics to the proposed centers, one of which was the Lodi Campus.

The Lodi Campus is proposed to be located east of the Lodi city limits along State Route (SR) 12, East Victor Road and will house academic programs based on existing industries in the Lodi area. Specialty academic programs identified include Culinary Arts, Hospitality, Viticulture, Environmental Science and Public Safety. The Campus will also house a Middle College High School for Lodi Unified School District, a program already underway on the Stockton Campus. In addition to providing the instructional facilities to support these specific programs, general education will be offered.



Projected enrollment at the Lodi Center was based on the assumption that a percentage of the existing Lodi / Galt residents enrolled at SJDCC in Stockton and at the Lodi / Galt Outreach locations, as well as at the adjacent Cosumnes River College, will move to the new Lodi Center. Projected enrollment was based on historic data of Lodi / Galt residents enrolled at San Joaquin Delta Community College and at Lodi / Galt Outreach locations from 2000-2004, as well as those residents enrolled at Cosumnes River College from 2002-2004. Projections were based on the following assumptions:

The four (4) year annual growth rate of enrollment and FTES will prevail between fall 2005 and fall 2009.

- An average annual enrollment growth rate of 2.5% will prevail at the new Lodi / Galt Center between fall 2009 through fall 2025.
- Sixty (60) percent of Lodi / Galt residents enrolled at SJDCC in Stockton will move to the new Lodi / Galt Center.
- Ninety (90) percent of Lodi / Galt residents enrolled at the Lodi / Galt Outreach Locations will move to the new Lodi / Galt Center
- Twenty five (25) percent of Lodi / Galt residents enrolled at Cosumnes River College will move to the new Lodi / Galt Center.

The enrollment projections for the new Lodi / Galt Center from 2009 to 2025 will be as follows:

Academic Year	FTES	WSCH	Enrollment
Fall 2009	543	16,302	1,981
Fall 2010	581	17,438	2,031
Fall 2011	596	17,874	2,082
Fall 2012	611	18,321	2,134
Fall 2013	656	19,684	2,187
Fall 2014	673	20,176	2,242
Fall 2015	689	20,681	2,298
Fall 2016	707	21,198	2,655
Fall 2017	765	22,952	2,414
Fall 2018	784	23,525	2,475
Fall 2019	804	24,114	2,536
Fall 2020	824	24,716	2,600
Fall 2021	951	28,540	2,665
Fall 2022	975	29,254	2,731
Fall 2023	999	29,985	2,800
Fall 2024	1,094	32,827	2,870
Fall 2025	1,122	33,647	2,941

Based on the enrollment and FTES projections indicated above and in conjunction with Title V space standard guidelines, space needs can be projected for the new Lodi / Galt Center. Space needs projections are also based on the following assumptions:

- Total WSCH (Weekly Student Contact Hour) will be attributable to 70% lecture and 30% laboratory instruction.
- Load of 500 WSCH per FTEF (Full Time Equivalent Faculty).
- Average ASF per 100 WSCH for lab space is 289 ASF (Assignable Square Footage).
- 70% of enrollment will be day-graded.



Space needs for the new Lodi / Galt Center will be as follows:

Academic Year		Total WSCH	FTEF		Lab ASF	Office ASF	Library ASF	AV/TV ASF	Total ASF
Fall 2009	1,981	16,302	33	4,895	14,133	4,64	9,107	5,581	38,281
Fall 2010	2,031	17,438	35	5,237	15,119	4,883	9,240	5,633	40,110
Fall 2011	2,082	17,874	36	5,368	15,497	5,005	9,376	5,686	40,931
Fall 2012	2,134	18,321	37	5,502	15,884	5,430	9,516	5,710	40,772
Fall 2013	2,187	19,684	39	5,911	17,066	5,512	9,659	5,796	43,944
Fall 2014	2,242	20,176	40	6,059	17,493	5,649	9,805	5,854	44,860
Fall 2015	2,298	20,681	41	6,210	17,930	5,791	9,956	5,913	45,800
Fall 2016	2,655	21,198	42	6,366	18,378	5,935	10,110	5,973	46,762
Fall 2017	2,414	22,952	46	6,892	19,899	6,426	10,267	6,035	49,520
Fall 2018	2,475	23,525	47	7,065	10,397	6,587	10,429	3,098	50,576
Fall 2019	2,536	24,114	48	7,241	10,906	6,752	10,595	6,163	51,658
Fall 2020	2,600	24,716	49	7,422	21,429	6,921	10,765	6,230	52,767
Fall 2021	2,665	28,540	57	8,571	24,744	7,991	10,939	6,298	58,544
Fall 2022	2,731	29,254	59	8,785	25,363	8,191	11,118	6,368	59,825
Fall 2023	2,800	29,985	60	9,004		9,396	11,301	6,440	61,138
Fall 2024	2,870	32,827	66	9,858	28,461	9,191	11,489	6,513	65,512

A phasing option was developed for the Center at the Highway 12 site in Lodi. In order to obtain the necessary FTES to support the Center, it was determined that Phase I would include viticulture/enology which seemed the most logical program to have initial presence at the Center since it did not require a lot of technical teaching space – essentially a “washable” classroom with a big floor drain and less than an acre of open area for the vineyard. Hospitality can provide most of its program through the use of standard classrooms and labs. As FTES enrollment increases, more specialized spaces to support the academic programs will be provided; with the exception of the hands-on education in more realistic settings such as restaurants and hotels. This can be managed in shared facilities with Culinary Arts or even in facilities of potential industry partners. The Center will emphasize viticulture/enology, hospitality, environmental science, public safety and general education to support those programs.

The majority of Lodi and Galt residents attend the following educational sites in the area: San Joaquin Delta College in Stockton, Lodi and Galt outreach center locations within the SJDCCD and Cosumnes River College in the Los Rios Community College District. Table 1 lists the actual student enrollment history of residents from Lodi and Galt who enroll at San Joaquin Delta College in Stockton. The data reveals that between Fall 2000 and Fall 2004 there was an average annual decline in FTES of approximately 2 percent and a relatively stagnant enrollment growth during the same period. Decreases in student loads and stagnancy of enrollment despite a 2.43 average annual percent increase in the combined Lodi-Galt population during this period may be attributable to recent tuition and fee increases affecting the entire community college system and longer drive times are a deterrent as well. Based upon the WSCH per enrollment, Lodi-Galt residents enrolled at San Joaquin Delta College took an average of 10.57 WSCH per student (equivalent to approximately eleven hours of class per week or four (3-unit) classes a week during the Fall semester). The approximate WSCH per enrollment for students without regard for place of residence at San Joaquin Delta College is 11.44 WSCH per student. Lodi-Galt residents may display a lower WSCH per enrollment ratio.

The average participation rate during Fall semester of the residents from Lodi and Galt who took courses at Delta College is 28 students per every 1,000 persons within the total population of Lodi and Galt combined. The projected average participation rate for California Community College in 2005 is approximately 45 students per 1,000 persons in the total California population. Thus, the participation of Lodi-Galt residents at San Joaquin Delta College is well below the state average, reinforcing the notion that there is an under served population within SJDCCD.

Table 1: Participation Rate of Lodi-Galt Residents Enrolled at San Joaquin Delta - Enrollment per 1,000 Total Population

Academic Term	FTES	SJDCCD	FTES/	WSCH	WSCH/	Lodi-Galt Population	Participation Rate
Fall 2000	826	2,201	0.38	24,778	11.26	76,471	28.78
Fall 2001	829	2,299	0.36	24,860	10.81	78,472	29.3
Fall 2002	798	2,388	0.33	23,942	10.03	81,231	29.4
Fall 2003	775	2,253	0.34	23,236	10.31	82,992	27.15
Fall 2004	759	2,176	0.35	22,766	10.46	84,195	25.84
Average	797	2,263	0.35	23,916	10.57	80,672	28.06
Avg. % Change per Year		-0.29%	-1.82%	-2.10%	-1.82%	2.43%	-2.66%

Source: Department of Finance and Delta College Data Warehouse

A portion of the students enrolled within SJDCCD attend courses at various Lodi and Galt outreach locations. According to the historical data in Table 2, enrollment has fluctuated throughout the years. Data show that FTES has increased at Lodi-Galt outreach locations at approximately 7.44 percent annually between Fall 2000 and Fall 2004. The average WSCH per enrollment is 4.01, meaning that students were taking approximately one (4-unit) course a week during the Fall semester at these outreach centers.

Because enrollment at the Lodi-Galt outreach centers could include any persons within the district service area, total San Joaquin County populations were used to calculate participation rate. Participation rate at Lodi-Galt outreach locations are believed to be lower than the state average largely because of limited course offering in the area coupled with the calculation based on the entire population of San Joaquin County. Initially the offerings at Lodi Center may only be at night with daytime classes beginning later in the development process. Student Services, similar to other Delta Community College Centers will also be developed at a later date.

Table 2: Participation Rate of SJDCCD Enrolled at Lodi-Galt Outreach Centers - Enrollment per 1,000 Total Population

Academic Term	FTES	Lodi-Galt	FTES/	WSCH	WSCH /	S.J. County Population	Participation Rate
Fall 2000	55	449	0.123	1660	3.697	568,259	0.79
Fall 2001	66	513	0.128	1969	3.838	592,923	0.87
Fall 2002	53	380	0.14	1596	4.2	612,379	0.62
Fall 2003	57	410	0.140	1720	4.195	631,337	0.65
Fall 2004	74	529	0.139	2212	4.182	649,241	0.81
Average	61	456	0.134	1,831	4.01	610,828	0.75
Avg. % Change per Year	7.44%	4.18%	3.13%	7.44%	3.13%	3.39%	0.77%

Source: U.S. Census Bureau; Delta College Data Warehouse; CCS Group Analysis

A portion of residents from Lodi and Galt enroll at Cosumnes River College (CRC) within the Los Rios Community College District. According to the data depicted in Table 3, approximately 5.53 persons per 1,000 people within the combined population of Lodi and Galt participate in courses at CRC. An average of 458 students from Lodi and Galt are enrolled in CRC.



Table 3: Participation Rate of Lodi-Galt residents enrolled at CRC - Enrollment per 1,000 Total Population

Academic Term	Enrollment at CRC	Lodi-Galt	Participation Rate
		Population	
Fall 2002	469	81,231	5.77
Fall 2003	443	82,992	5.34
Fall 2004	461	84,195	5.48
Average	458	82,806	5.53
Avg. % Change per Year	-0.86%	1.81%	-2.62%
Source: Cosumnes River College and U.S. Census			

ENROLLMENT PROJECTIONS FOR A SINGLE NEW CENTER SERVING THE LODI-GALT REGION

Potential enrollment has been projected for a new center in the Lodi-Galt area, which could be scheduled for occupancy as soon as 2009. Enrollment is forecasted with the average percentage growth rate from historical data. Students that are projected to attend the new center would transfer from the following locations: San Joaquin Delta Main Campus in Stockton, existing Lodi-Galt outreach locations, and Cosumnes River College (CRC).

Projections of the number of students that will attend the new center are based on conservative assumptions. It is assumed that 60 percent of the residents from Lodi and Galt who enroll at San Joaquin Delta College in Stockton will enroll at the new educational center at Lodi-Galt. It is also assumed that the historical four year average annual FTES decline of 2.1% and enrollment decline of 0.29% among Lodi-Galt residents enrolled at Delta College will continue until fall 2009. As shown in Table 4, approximately 1,287 students or 409 FTES from the Stockton campus would enroll at the new Lodi-Galt Center in the first semester of operation.

Table 4: Projected Enrollment at a Single Lodi-Galt Center from San Joaquin Delta College

Academic Term	FTES	Enrollment	FTES/Enroll	WSCH	WSCH/ Enroll
Fall 2009	409	1,287	0.318	12,284	9.55

An estimated 90 percent of the students from San Joaquin County who already enroll at the existing Lodi-Galt outreach locations will attend the new educational center. It is assumed that the historical four year average annual FTES increase of 7.44% and enrollment increase of 4.18% among service area residents enrolled at Lodi-Galt outreach locations will continue until fall 2009. The data in Table 5 shows that approximately 584 students (95 FTES) would enroll at the new center in Fall 2009.

Table 5: Projected Enrollment at a Single Lodi-Galt Center from Lodi-Galt Outreach Locations

Academic Term	FTES	Enrollment	FTES/Enroll	WSCH	WSCH/Enroll
Fall 2009	95	584	0.163	2,850	4.88

Approximately 25 percent of the residents from Lodi and Galt who enroll at Cosumnes River College (CRC) are assumed to attend the new educational center. Since data for FTES figures were not available of the Lodi-Galt residents enrolling at CRC, the FTES per enrollment used in the analysis was derived from the average FTES per enrollment of Lodi-Galt residents attending the San Joaquin Delta Stockton Campus (0.3525 FTES per student). The historical average annual enrollment decline of 0.86% was projected to prevail among Lodi-Galt residents enrolled at CRC until fall 2009. Therefore, approximately 39 FTES or 110 enrolled students will attend the new center the first semester of operation as shown in Table 6.

Table 6: Projected Enrollment at a Single Lodi-Galt Center from Cosumnes River College

Academic Term	FTES	Enrollment	FTES/Enroll	WSCH	WSCH/Enroll
Fall 2009	39	110	0.353	1,167	11

Enrollment data from all three locations were aggregated to obtain the projected enrollment of students who are expected to participate in the potential educational center in the Lodi-Galt area during the first semester of operation. The projected enrollment for the first term of operation is 1,981 students in Fall 2009. It is anticipated that 543 FTES will be generated during the first term of instruction at the Lodi-Galt Center. Table 7 illustrates the projected enrollment trend if annual growth is sustained at the average of 2.5 percent growth over sixteen years. An average annual growth rate of 2.5 percent is based on the average annual enrollment growth from historical data (2000-2005) at all three locations: San Joaquin Delta College, Lodi-Galt outreach locations, and Cosumnes River College.

Comparing the projected enrollment to the projected population of Lodi and Galt, participation rate increases gradually to 27 students per 1,000 persons within the total population by the year 2025. As the educational center at Lodi-Galt matures with increasing academic programs and course offerings, the participation rate can be expected to increase at a much greater rate than depicted in the table below. Also, the load per student (FTES/Enrollment) should increase as the center increases academic program offerings and becomes comprehensive.

Academic Term	FTES	Enroll	FTES / Enroll	Enroll	WSCH	WSCH / Enroll	Lodi-Galt	Participation Rate
Fall 2009	543	1,981	0.274	2.50%	16,302	8.23	89,462	22.15
Fall 2010	581	2,031	0.286	2.50%	17,438	8.59	90,522	22.44
Fall 2011	596	2,082	0.286	2.50%	17,874	8.59	91,656	22.71
Fall 2012	611	2,134	0.286	2.50%	18,321	8.59	92,807	22.99
Fall 2013	656	2,187	0.3	2.50%	19,684	9	93,976	23.27
Fall 2014	673	2,242	0.3	2.50%	20,176	9	95,162	23.56
Fall 2015	689	2,298	0.3	2.50%	20,681	9	96,358	23.85
Fall 2016	707	2,355	0.3	2.50%	21,198	9	97,461	24.17
Fall 2017	765	2,414	0.317	2.50%	22,952	9.51	98,581	24.49
Fall 2018	784	2,475	0.317	2.50%	23,525	9.51	99,718	24.82
Fall 2019	804	2,536	0.317	2.50%	24,114	9.51	100,873	25.14
Fall 2020	824	2,600	0.317	2.50%	24,716	9.51	102,041	25.48
Fall 2021	951	2,665	0.357	2.50%	28,540	10.71	103,379	25.78
Fall 2022	975	2,731	0.357	2.50%	29,254	10.71	104,738	26.08
Fall 2023	999	2,800	0.357	2.50%	29,985	10.71	106,117	26.38
Fall 2024	1,094	2,870	0.381	2.50%	32,827	11.44	107,516	26.69
Fall 2025	1,122	2,941	0.381	2.50%	33,647	11.44	108,948	27
Source: Historical Data for SJDCCD and CRC; SACG; SJCG; CCS Group Analysis								

A new center in the northern part of the district may attract students from Rio Vista, Calaveras County, and approximately one-third of the unincorporated area of the San Joaquin County. Populations within Rio Vista, Calaveras County and from one third of unincorporated areas of San Joaquin County are expected to reach approximately 107,840 persons by the year 2010. Enrollment projection for an educational center in the Lodi-Galt area from persons residing in these outlying areas is difficult to calculate as it involves some speculation. In an effort not to over-inflate the figures, the projection from persons residing outlying areas is not included in the analysis. However, it should be noted that any enrollment from populations within these outlying segments would increase enrollment and FTES at the new center location.



INTRODUCTION TO THE PHASE 1 LODI PROGRAM

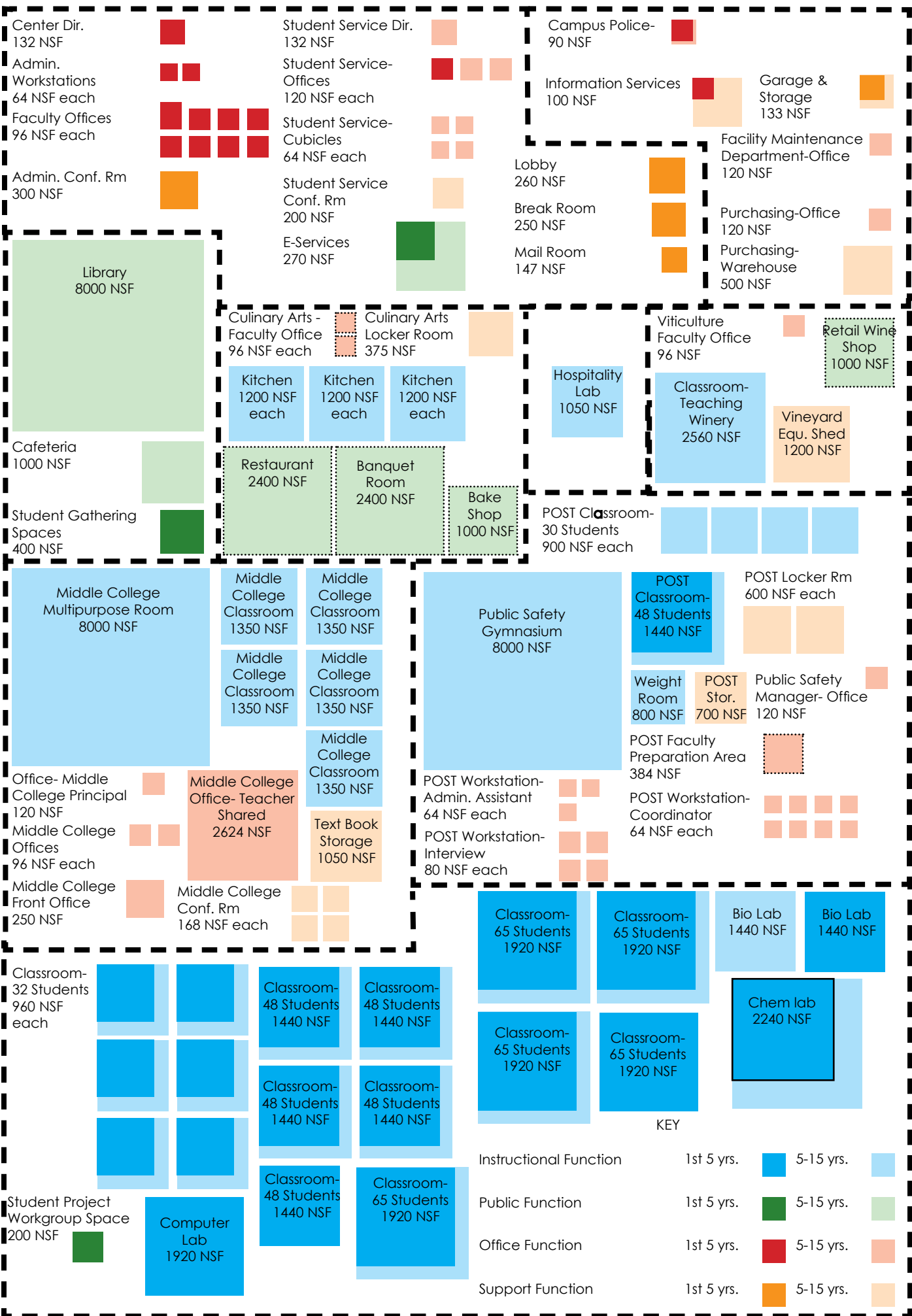
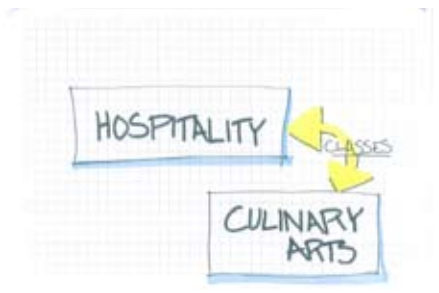
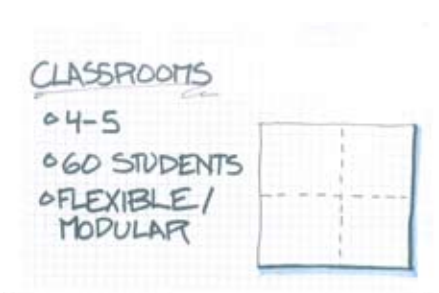
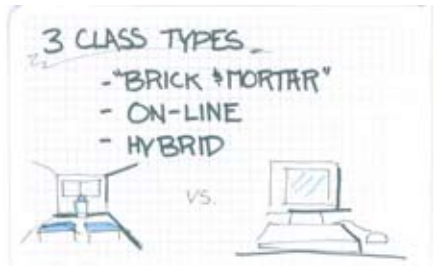
Phase 1 of the Lodi Center Master Plan promises a taste of the educational programs and services that San Joaquin Delta College will offer the residents of the Lodi area during the first fifteen years.

The Lodi Center will begin modestly: initially comprised of a portable village, the Center will culminate in at least one substantial building at the end of five years. "Smart" classrooms of varying sizes, a computer lab, and a biology and a chemistry lab will provide Lodi residents with opportunities for general education classes and introductory career/technical experiences in culinary arts, hospitality, viticulture, and public safety. Business classes that support the hospitality industry will also enhance the curriculum that will be offered to students at the Lodi Center. The plan also envisions spaces that will house a site administrator, a founding faculty, student services providers, campus police, and information services personnel. An e-services laboratory will connect students to the Stockton Campus for matriculation services such as admissions, registration, and financial aid, and library services will be provided electronically and through interlibrary loan. Students will also find gathering spaces for study groups and socializing.

During the next ten years, the Lodi Center will grow substantially featuring an Academic Village that will provide a retail outlet for the specialized programs planned for the Center and several academic buildings designed to house the academic and career/technical core. The buildings will feature larger classrooms, an additional biology lab, a hospitality lab, a substantial library and a cafeteria. Administrative, faculty, and student services will expand. The culinary arts program is expected to include several kitchens, a restaurant, banquet room, and bake shop, while the viticulture program will feature a classroom teaching winery, an equipment shed, and a retail wine shop. The public safety program will expand to include a gymnasium, additional dedicated classroom space, a weight room, storage room, as well as administrative space. Lodi Unified plans to add a Middle College High School to the campus within 15 years to mirror the highly successful Middle College High School on the Stockton campus.

Lodi residents have significant educational opportunities to look forward to as the Lodi Master Plan begins Phase 1 and looks forward to completion in the next 15 years.

SPACE NEEDS & FORECAST - PHASE 1 PROGRAM



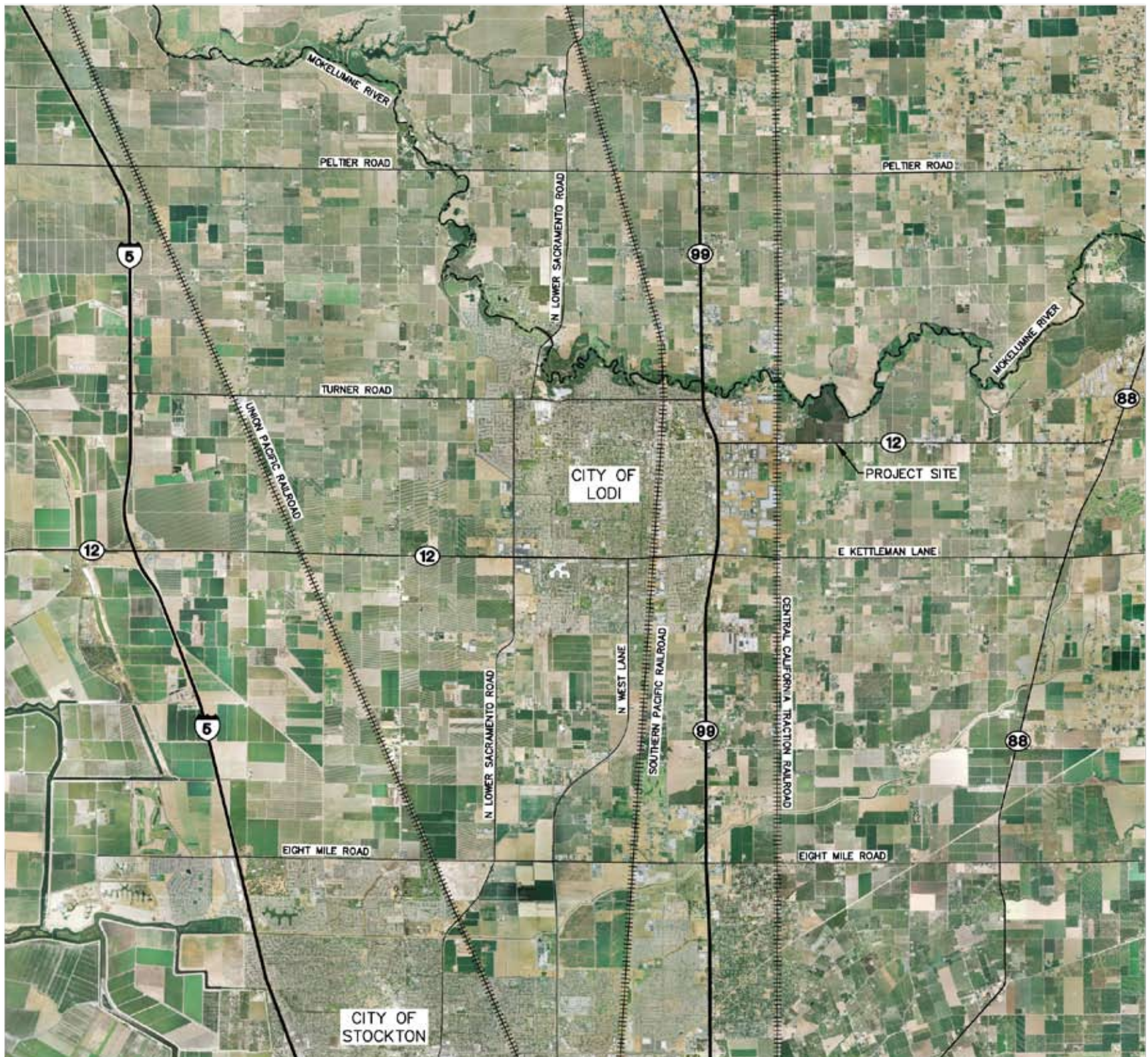




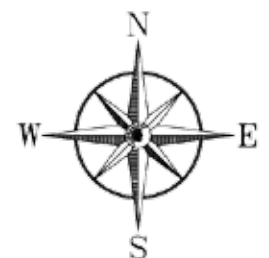
SITE DISCOVERY



VICINITY MAP LODI, CALIFORNIA



(SCALE IN MILES)
1 inch = 2 miles.

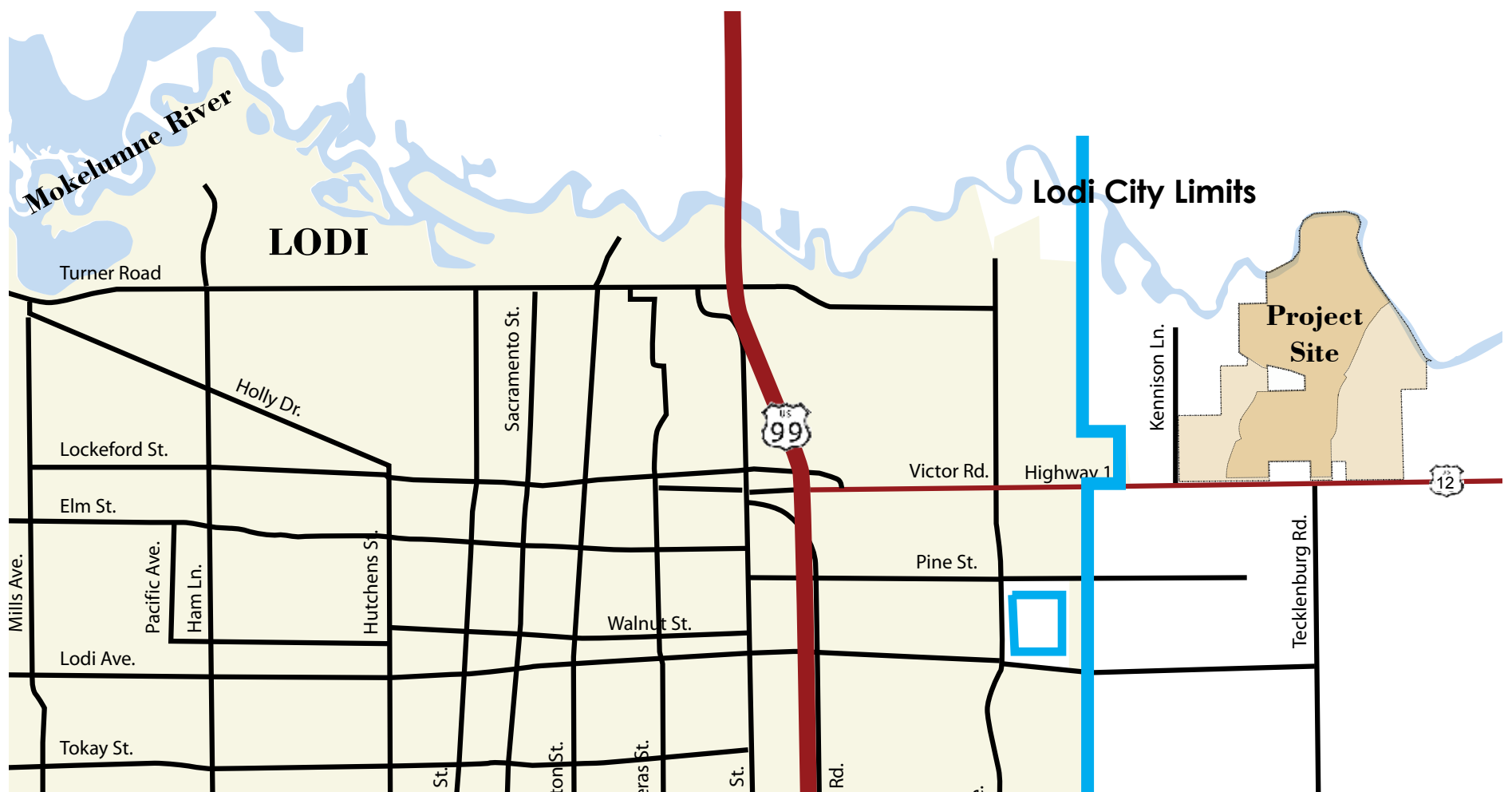


EXISTING SITE

THE SITE BACKGROUND

The proposed site is located in unincorporated area of the San Joaquin County that is approximately 800 feet east of the Lodi jurisdictional boundary. In order to obtain infrastructure and services to support the proposed mixed-use development of educational and residential, the site would need to be annexed to the City of Lodi. Annexation can not occur until San Joaquin County Local Agency Formation Commission (LAFCO) amends Lodi's Sphere of Influence (SOI) to include the site area and approve the annexation after the City approves the development. The City will then amend the General Plan to include the project site and amend the zoning map that would best carry out the objectives of the development. One parcel of land between the project site and the current city limits would also require annexation to prevent the project site from being an island within the County.

The property is located east of the Lodi City limits along State Route (SR) 12, East Victor Road and is expected to be annexed to the City of Lodi in 2009. The site covers approximately 202 acres and extends from SR 12 north to the Mokelumne River, and is bounded by Kennison Lane to the west and agricultural land to the east.





The Mokelumne River runs approximately 160 miles from the Sierra Nevadas to Cosumnes River where the water reaches the Pacific Ocean through the Sacramento - San Joaquin Delta. During this winding course, the Mokelumne runs along or through Amador, Calaveras, San Joaquin and Sacramento counties. The portion of the river which runs through the valley was originally surrounded by marshes and seasonal flooding. This changed however with the discovery of gold and the miners who diverted the river to process the soil and rock in the search for gold and later copper. The process included the use of heavy metals which devastated the fish population. These destructive mining practices, while dwindling, continued past the turn of the century. Efforts since then have brought fish and other aquatic life back to the river. Dams have also affected the original river flood control, creating reservoirs, diverting drinking water to the East Bay and producing hydroelectricity. The section of the river that borders the Lodi site is known as the Lower Mokelumne River which begins at Camanche Dam. Public access to the River is currently at Lodi Lake in the City of Lodi.





The Lodi project site is 202 acres approximately 800 feet from the eastern border of the City of Lodi along Highway 12. The District plans to purchase 120 acres of the site with the re-maining acreage proposed for residential development. The land uses that border the site are residential and agricultural. The northern border is the Mokelumne River. On the southern border a railroad right-of-way exists between the property and Highway 12. The western border runs partially along Kennison Lane with the other part of the western border running behind several large residential home acreages.

Within the 120 acres of district land, 80 acres lies within the 100 year flood plain. The acreage is protected from the Moke-lumne River by a man-made berm establishing the north perimeter of the site. This berm has an existing walking trail. There are two points along the berm where the river is relatively accessi-ble.

The basin of the lowland is separated by an dirt road which gen erally stretches the length of the lowland area from north to south. The road connects to the trail at the berm and bluff. The land on the west side of the road is the lowest elevation on the property.

The Mokelumne River is now a controlled river by the Comanche Dam which reduces the likelihood of the lowland area being flooded. The upper 40 acres of district property are separated by the bluff and are at a considerably higher elevation than the lowlands and area. Today the existence of several Longhorn Elderberry Beetle bushes in the lowland area provide homes for this endangered beetle. The district is prepared to protect this habitat.







SITE ANALYSIS

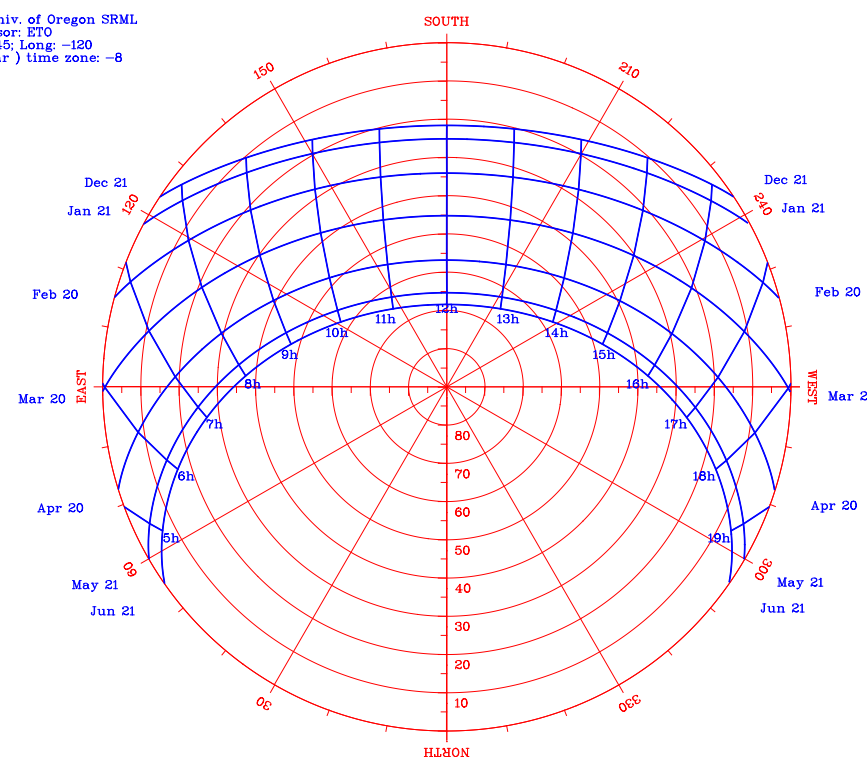


PROJECT SITE TOPOGRAPHY MAP

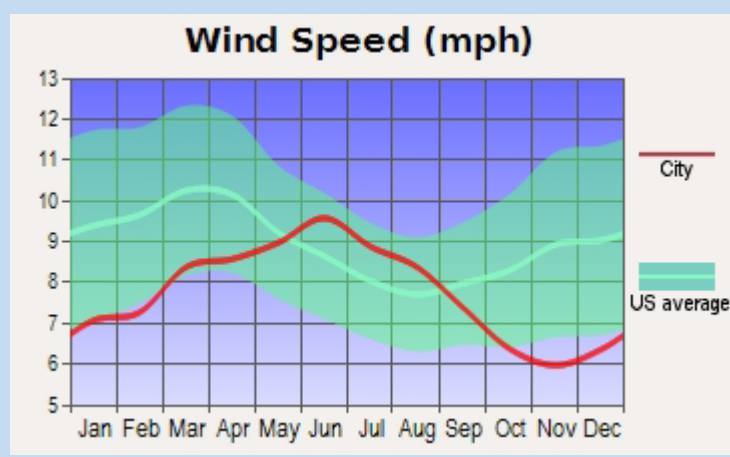
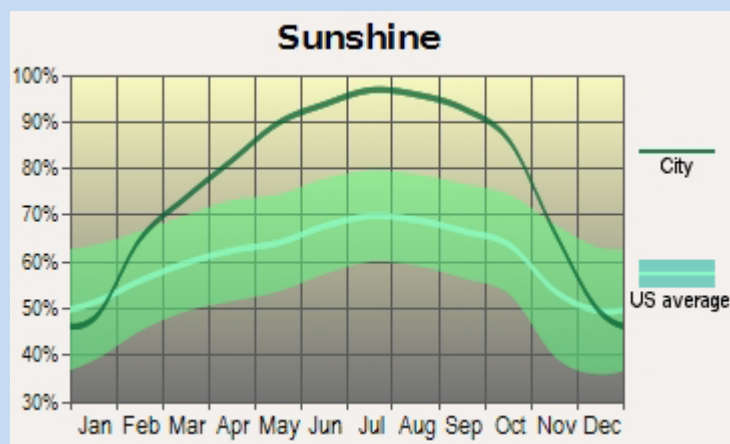
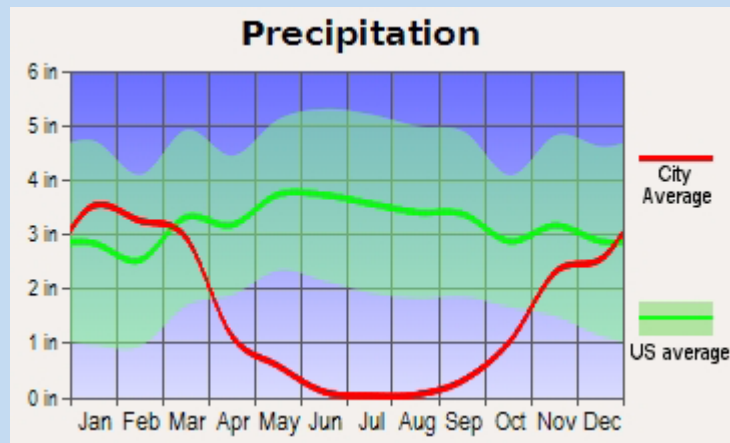
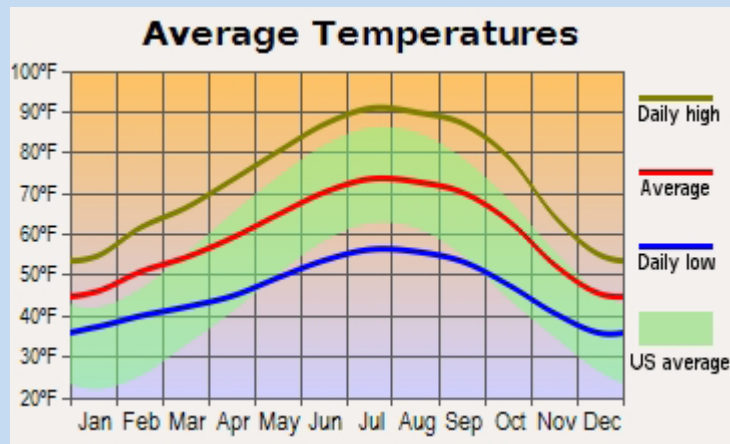


The climate in Lodi is most often referred to as the Mediterranean climate. This weather pattern is found on the west side of continents around 40 degrees longitude. A Mediterranean climate is one that resembles the climate of the lands in the Mediterranean Basin, this climate type prevails in parts of western North America. The climate is characterized by hot, dry summers and cool, wet winters. This climate experiences a large daily temperature range during the summer. Through the climate is typified by its mild temperatures, front danger does occur during the winter when cP air masses penetrate the region. Lodi is situated in California's Great Central Valley. This large flat valley was created through the deposit of sediment from the Cost and Sierra Nevada Mountain Ranges. An inverted river delta drains the water from the valley into the San Francisco Bay. A gap in the coastal range at the Carquinez Straits is an opening for not only the water from the valley but also as entrance for the cool sea breeze during the summer afternoons and evenings. This "Delta Breeze" as it is known, has a significant impact on the summer weather patterns which are predominantly hot and dry. The winters are cool and wet although average low temperature does stay above freezing. One of the most perilous elements of this weather is "Tule Fog" which is a thick low ground fog. The official season for Tule Fog is November 1st through March 31st.

(c) Univ. of Oregon SRML
Sponsor: ETO
Lat: 45; Long: -120
(Solar) time zone: -8



City of Lodi-Average Climate Data







THE PLANNING PROCESS



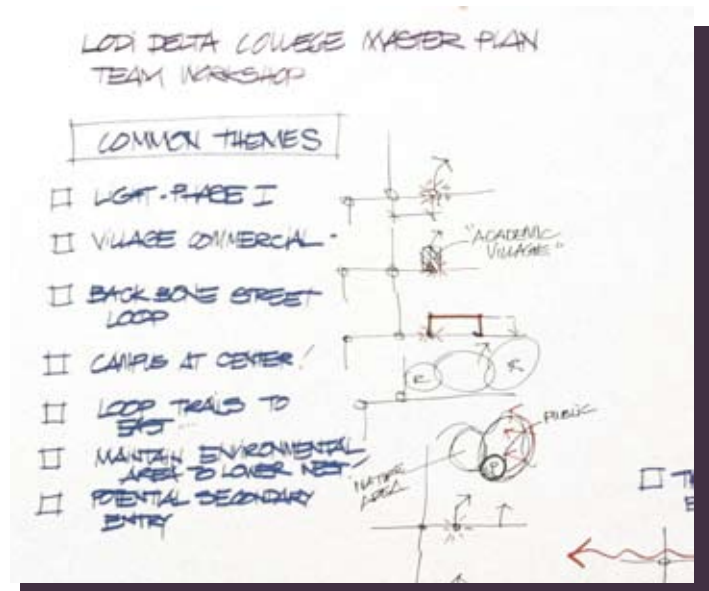
PLANNING PROCESS

The planning process incorporated many levels of study, investigation and brainstorming sessions. Interactive meetings were held on the SJDCCD Stockton campus and in the City of Lodi to review the analysis of the existing site, conceptualize the new Center, and make decisions leading to the SJDCCD Lodi Center Master Plan and villages.

The Lodi Center 2008 Master Plan seeks a positive relationship with the City of Lodi, the project neighbors, and the community at large by clearly stating a "Vision" and plan for land use within the project site.

The flexibility built into the master plan acknowledges that college needs and programs will change in ways unforeseen today but stands firm behind the standards and guidelines for the future development as laid out in the master plan document. To achieve the "Vision" set forth for the SJDCC Lodi Center the "intent" of the plan must stand strong and fixed.

The master plan concept was presented to the San Joaquin Delta Community College Board on _____ and later presented to the Lodi City Council on June 6, 2007. Additional public planning meetings were held that concentrated on the EIR process for the development.



LODI OPEN HOUSE

San Joaquin Delta Community College District Open House held in the City of Lodi at Hutchins Street Square on October 1, 2007.

The College District advertised an Open House to invite local residents and parents of future Delta College students to Hutchins Square to interact with current faculty and students of the College. Students set up booths to inform the public about their classes, degrees and special projects. The Culinary Arts program served food and desserts outside the building while the student musicians played music. The event was a wonderful success on a beautiful day in the City of Lodi.







CAMPUS DEVELOPMENT PLAN



INTRODUCTION TO THE PLAN

The Master Plan sets forth a land use plan and physical development framework for the SJDCC Lodi Center. The Master Plan is consistent with the San Joaquin Delta Community College District Mission and Vision.

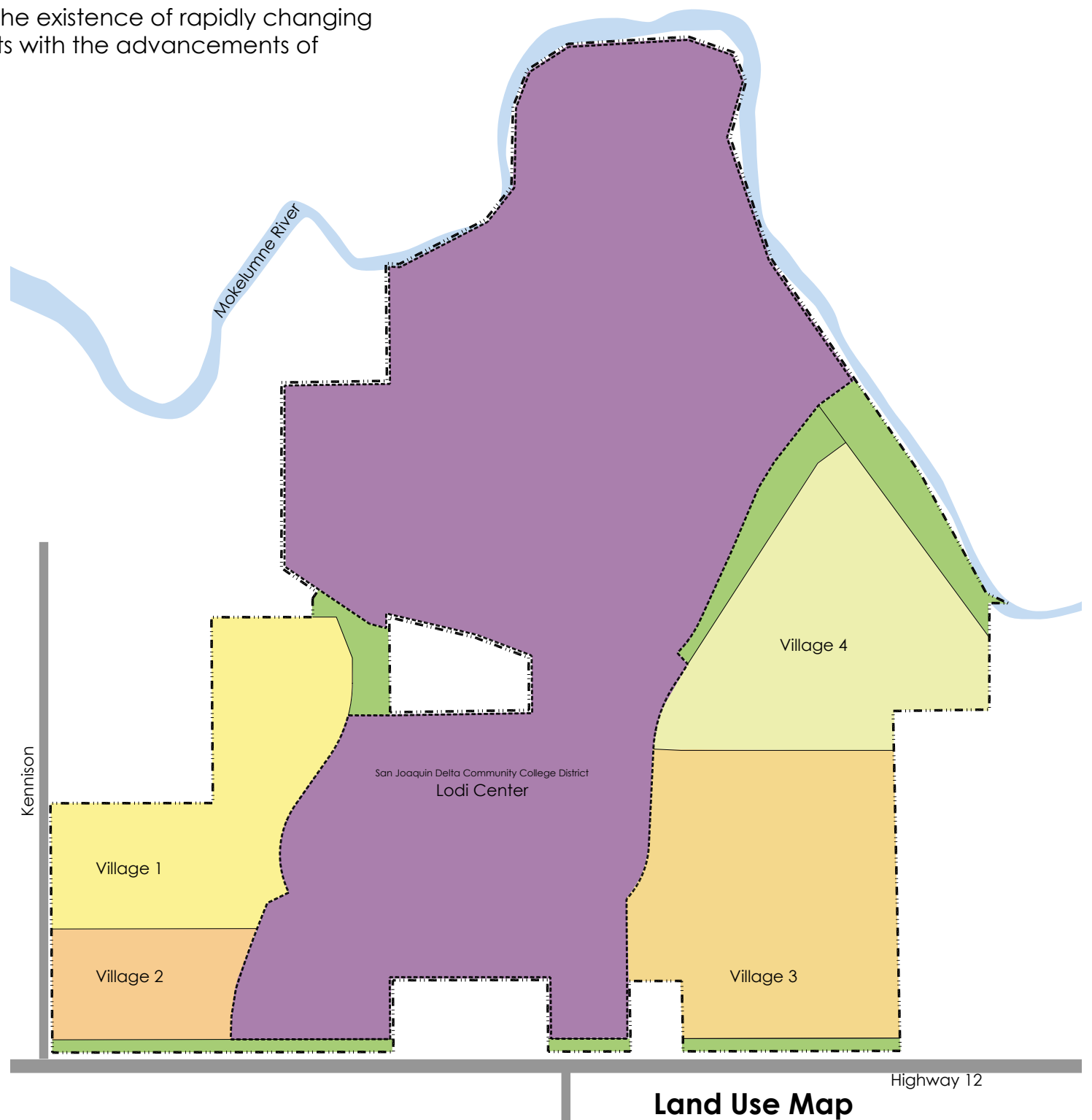
The Plan focuses on the efficient use of campus land and examines the future responsible capacity of the land.

The plan is phased to leverage anticipated growth to create a pleasant learning and work environment.

The plan acknowledges the existence of rapidly changing educational environments with the advancements of technology.

Master Plans are living documents intended to be flexible but to establish standards for future architecture, protected open space, infrastructure layout, and encourage community interfacing.

The Master Plan assures the City of Lodi and the neighbors of the Center that the District acknowledges and embraces its place as an educational village within the community and will maintain high standards of design and conduct.





PLANNING INTENT

The planning process for the master plan developed eight central ideas important to the physical master plan of the Center. These eight ideas gave birth to the campus sense of place and the significant elements of the plan.

A campus sense of place

The master plan's intent is to provide a physical framework for future development that identifies an academic district with a clearly defined, central, social and activity space--a plan that produces a campus sense of place and creates positive reflections of time spent at the Lodi Center.

A memorable campus green

An important element of the plan is the campus lawn. The lawn will be a memorable space on the campus, a special outdoor room, one that stands out in the memory of all SJDCC Lodi Center graduates.

A dynamic social center.

The location of the Plaza at the termination of the Academic Village main street creates a dynamic social center.

Academic courtyard

Exterior spaces are formed by the strategic placement of buildings on the campus. The courtyard emerges as a "place" when the building facades form the walls of an outdoor room. Building relationships to the courtyard reinforce the campus' entire image and experience for the users.

The Plaza, landmarks, and prominent buildings

The placement of landmarks and prominent buildings will announce the physical presence of the Center, give visitors key orientation points, and be appropriate in scale and expression for the surrounding community.

Peripheral parking

The central core responds to the pedestrian's needs. It is important that the walking environment is safe for foot traffic and restricts vehicular traffic and receive top priority; therefore, parking should be consolidated at the campus' periphery.

Secondary gathering spaces

The arrangement and the footprints of new buildings will form exterior spaces and covered walkways, providing smaller, secondary gathering spaces, for social activity.

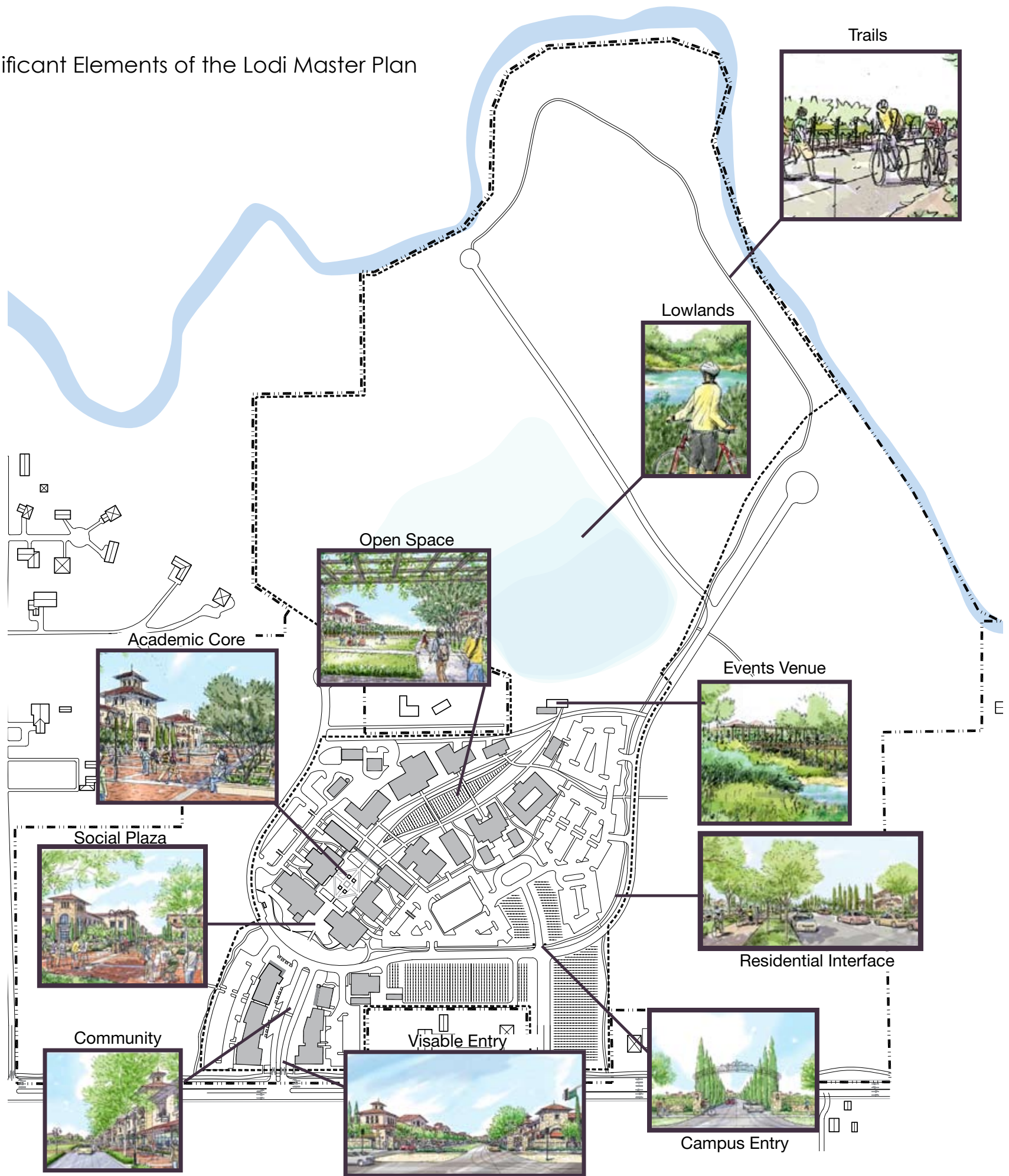
Pedestrian corridors/public streets

The master plan acknowledges the public realm. Public streets such as the campus loop road must be given careful design consideration just as any other campus area. Streetscapes should be developed to emphasize their role as pedestrian corridors improving the walking experience.



PLANNING INTENT PLAN

Significant Elements of the Lodi Master Plan





Academic Village Community Interface

A small town “main street” inspired avenue is the concept for the Academic Village. This avenue will be an active social center for students, faculty and the residents of the project. The street will be comprised of shops, cafes, outdoor café tables, bookstore and other future academic related retail uses.



East Entry

The east entry is the main entry from HWY 12 into the project. Marked by a gateway the entry welcomes both the academic users and the villages residents.



The Plaza, Landmarks and Prominent Buildings

The placement of landmarks and prominent buildings will announce the physical presence of the Center, give visitors key orientation points, and be appropriate in scale and expression for the surrounding community. The location of the Plaza at the termination of the academic Village main street creates a dynamic social center.



Academic Courtyard

Exterior spaces are formed by the strategic placement of buildings on the campus. The courtyard emerges as a “place” when the building facades form the walls of an outdoor room. The courtyard is lively with student activity and is the place to “see and be seen” on campus.



A Memorable Campus Green

The Campus Green is an important memorable space on the campus. Lined by academic buildings it is an open but defined outdoor space. Students can sit on the grass, converse on benches along the path, or just enjoy a sunny day.



Retention Detention Pond

The stormwater management for the Center and the villages will create a pond in the lowland area. The pond will provide unique opportunities for the project.



Outdoor Event Venue

The College Green culminates at a small outdoor event venue area on the bluff overlooking the retention pond. Small outdoor events and gatherings for student functions can be held in this area.



Peripheral Parking

The central core responds to the pedestrian's needs. It is important that the walking environment receive top priority; therefore, parking should be consolidated at the campus' periphery. To provide safe pedestrian movement through parking lots the plan creates landscaped pathways from parking to the Center's buildings.



Trail Systems

The master plan supports an interconnected trail system from the City of Lodi to the campus and beyond to the Riverwalk trail network in the lowland area. The trails provide public access to the Mokelumne River.



Campus Road Through Vineyard

On the eastern side of the campus a small tree-lined road leads to the academic buildings and parking lots. Less formal than the larger east entry the road is marked by a campus gateway and travels through vineyards on both sides.



VISION

The site for the Center is located east of the City of Lodi in an area of California that is known for great wine and beautiful vineyards. The land is currently planted with grape vines and the San Joaquin Delta Community College District proposes to maintain this sense of place with the design of the Lodi Center and villages.

The Center's Academic Village and Center Plaza are the activity center of the community. The Academic Village's main street is proposed as a small scale, quaint village street with shops, cafes and sidewalk tables.

The wine country character of the area is created in the design of the spaces and architecture reminiscent of a Tuscan village in the wine regions of northern Italy.

Lodi is often referred to as the "Zinfandel Capital of the World" and is respected for the wines produced there. Robert Mondavi grew up in Lodi and is credited for introducing California wines to the world.



Lodi Visitor Center



Wine Country View



Lodi Winery





LODI CENTER VISION



Highway 12 Entry



Lodi Center Plaza



Academic Village Street



Campus Green



Academic Courtyard



LODI CENTER VISION



Center Campus Entry



Pedestrian Pathway



Culinary Arts Cafe



Center Loop Road



Campus Trail



LODI CENTER VISION LOWLANDS



For information about the lowland area refer to:
Lodi Delta Community College District Project-
Riverwalk Master Plan



FRAMEWORK PLAN

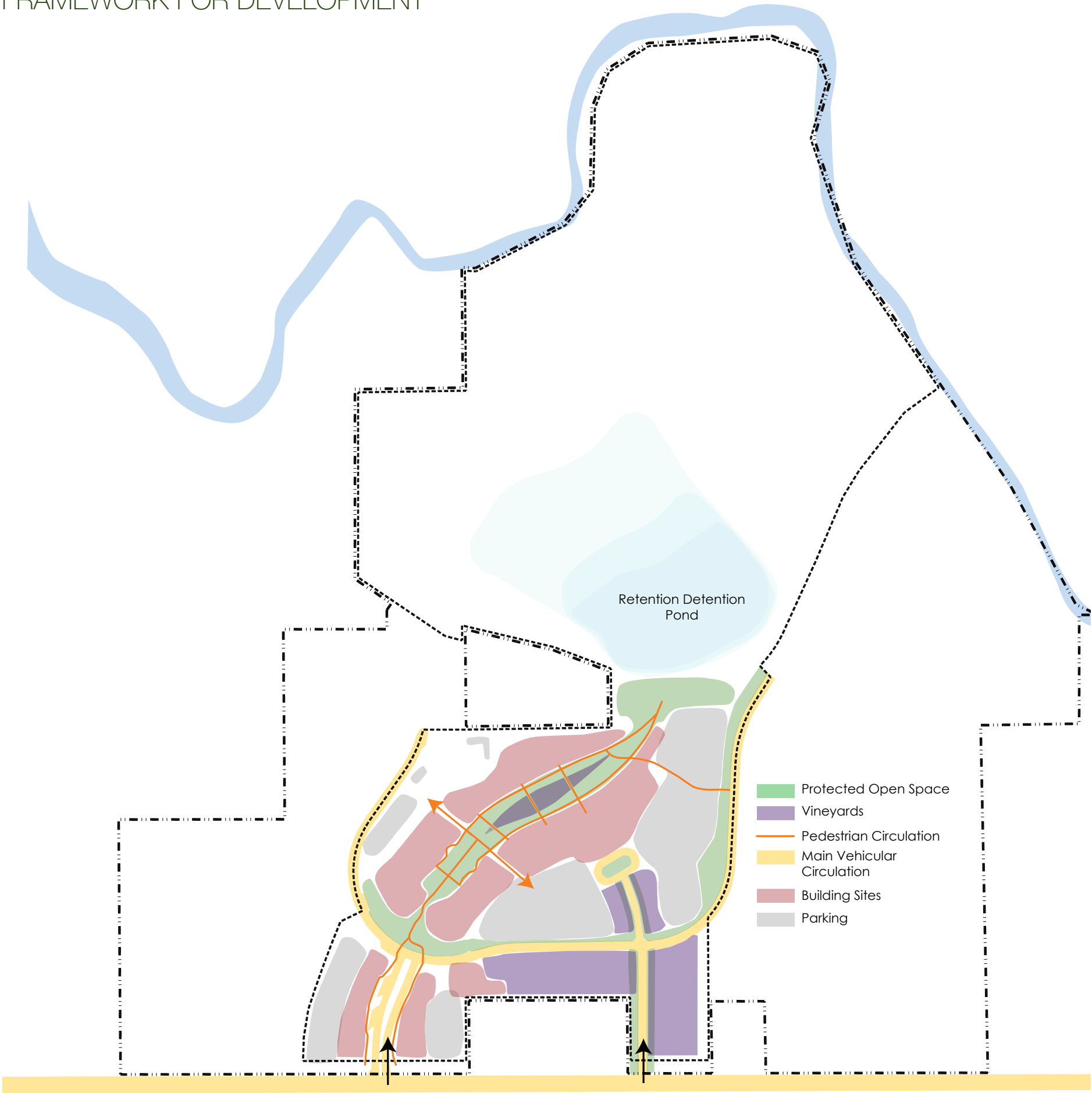
The Framework Plan is the elementary structure of the future Center. This structure is comprised of interconnected elements necessary to create a long term vision to bring the aspiration of the Lodi Center to fruition.

The Framework Plan is comprised of the vehicular circulation routes, pedestrian pathways, infrastructure, and open spaces. Once this skeleton is in place the plan then informs the location of buildings and parking on the site.

The college green culminates at the bluff overlooking the retention pond below. The master plan celebrates the view overlooking the 80 acres of lowlands by locating an event venue within the trees along the bluff. This is a place where the viticulture students might have wine tasting for the public or faculty might host an annual event. This exterior activity space provides opportunity for the public to interface with the college at publicized occasions.



FRAMEWORK FOR DEVELOPMENT







THE LODI CENTER PLAN



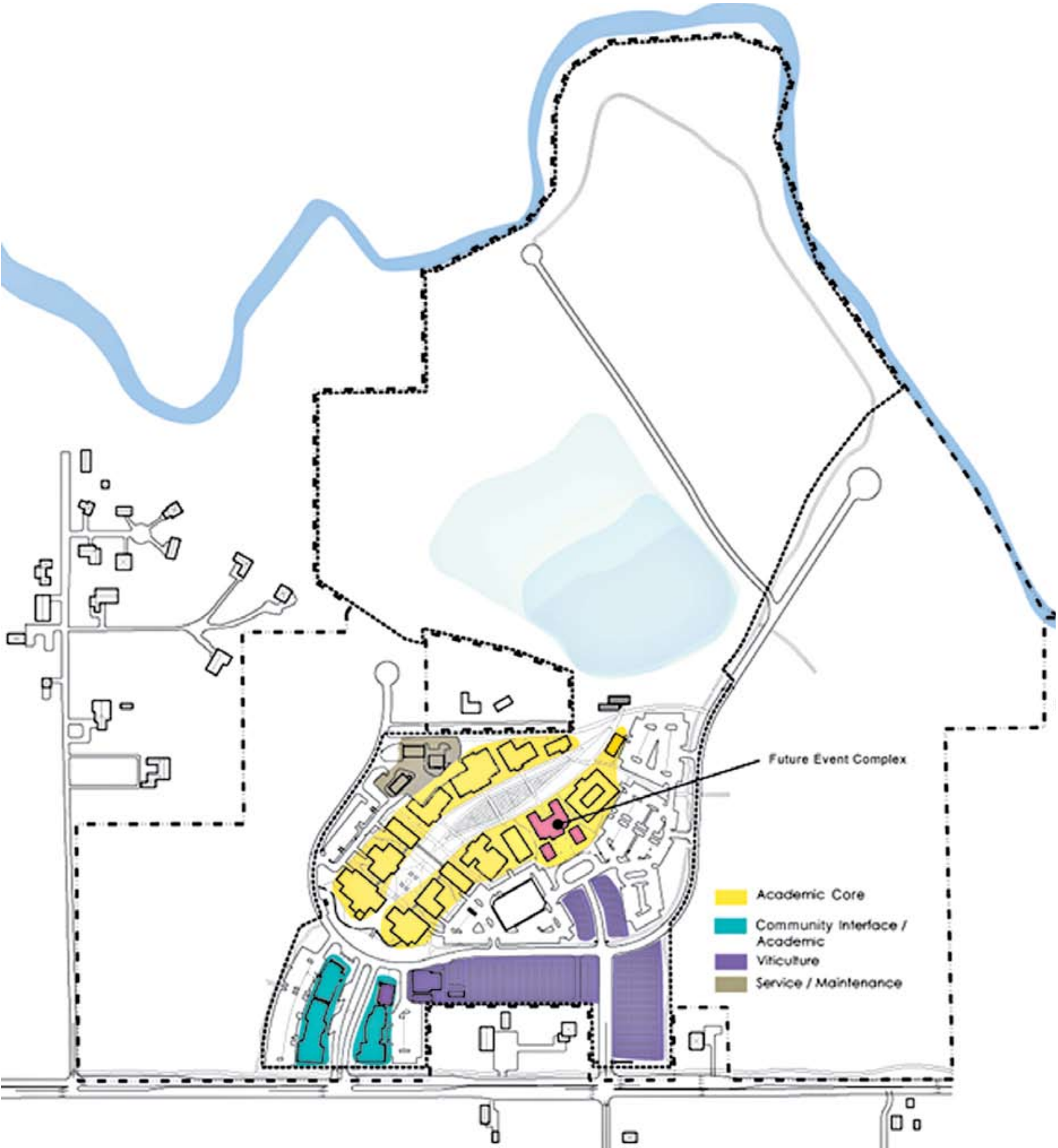
MASTER PLAN



PHASE 1



CONCEPTUAL USE CORE MAP





OPEN SPACE

The Lodi Master Plan creates five primary open spaces that consist of a series of connected outdoor experiences that capitalize on the entry from Highway 12 to the Mokelumne River. As these spaces -- Academic Village, Center Plaza, Academic Courtyard, Campus Green and Lowlands -- move away from the highway the formality of the open space decreases to form a smooth transition from the urban feel of the Academic Village to the natural setting of the lowlands and river area.

The linked progression of spaces produces the opportunity to have a variety of academic and social interactions and activities. After entering the west signalized entrance, the Academic Village exhibits a main street atmosphere with wide sidewalks to accommodate pedestrians, sidewalk sales and cafe tables. The wide streetscape provides a view corridor to the main campus and the landmark buildings on the plaza. Formal street trees and planter boxes reinforce the sidewalk edge.

Beyond the Academic Village is the Center Plaza. The hardscape plaza stages the entrance to the campus academic core and provides an area for community interface. Designed for flexibility, the open expanse will serve as a large event venue where booths, chairs and stages can be erected depending upon the event. The heart of the campus is the Academic Courtyard. This traditional campus open space is defined by buildings and trellises and is the most defined open space.

The courtyard opens to the campus green visually and functionally through the north trellis edge. The green is composed of informal lawn areas and crisscrossing pathways through small vineyard research patches. These paths lead to the buildings which define the edge of the campus green. Used for informal activities and dominated by softscape, the green takes on an organic nature. Vineyards provide an academic component to the open space. The campus green culminates with a lookout at the bluff which provides a view of the lowlands and the river. Positioned on the bluff with the detention pond below, the platform will feature an area which will provide a dramatic setting for Center events.

The lowlands will provide opportunity for passive recreation, environmental and agricultural studies. The lowlands consist of three distinct areas: the river bluff, an upper agricultural area and the lower detention/retention ponds. A portion of the lower area will be dedicated to preservation, restoration, and study as a living natural laboratory. The upper lowland area provides opportunity for agricultural education endeavors.

The primary open space layout will create the campus "sense of place" by promoting and connecting the strong elements of the natural surroundings and wine country quality of the site and surrounding community. In producing a continuum of outdoor experiences the college will magnify student life and welcome the community by hosting events and enhancing the beauty of the area while forming a user-friendly passage through the college core.



CONCEPTUAL OPEN SPACE MAP





PEDESTRIAN CIRCULATION

The master plan promotes and acknowledges pedestrian paths as the single most important connecting element on a campus. The primary pathways connect the significant open spaces of a campus giving the campus, definition and ordering the circulation, flow. The pathway network produces a framework that provides logical placement for buildings on a campus. The result of a properly executed pathway system is an easily understood and comfortable campus.

The Lodi Center Master Plan concentrates future academic and cultural uses along the primary pedestrian circulation spine. This will be the major pathway for faculty and students going to and from classes. All academic destinations on the campus are within a five-minute walk.

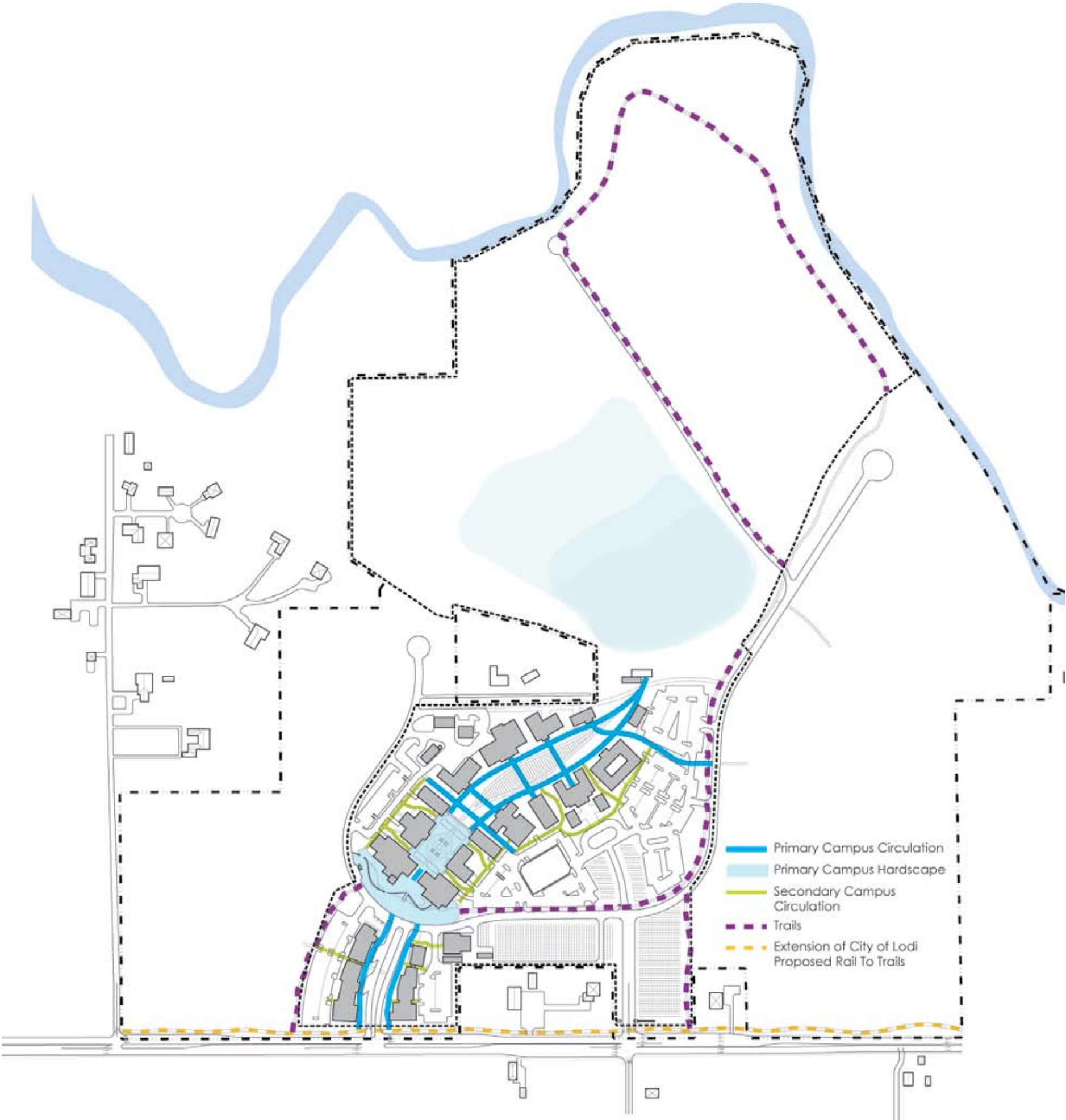
Circulation within the courtyard is less structured because of the hardscape/paved surface. One is able to crisscross within this exterior defined space. When leaving the courtyard for the pathways along the campus green the route is more delineated. The exit from the courtyard to the plaza is very structured and is narrowed to provide a feeling of entering or exiting between two different significant area. On the plaza the foot traffic is once again more free moving; crisscrossing to allow for a choice of direction into the Academic Village main street or to the city bus stop.

All pathways should lead to clear destination points with visual focal points and building entries being located along the path. Views and vistas along the pathways should be designed and then preserved as the Center grows. Along the paths and in secondary spaces near the path integral placement of benches, sculpture and other art objects is important. The art should not block views but enhance the experience and reinforce the path system.

The master plan is designed to reduce pedestrian-vehicular conflicts and promote safety. The parking for the Center is located at the periphery of the campus property. Trucks to the campus use a service route and do not travel through the student parking lots located on the west and east sides of the academic buildings.



CONCEPTUAL PEDESTRIAN CIRCULATION MAP





SECONDARY SPACES

The development of secondary open spaces and pathways provides another layer of development to the college campus. A variety of gathering spaces encourages communication and promotes a sense of community. By allowing each space to develop its own micro-environment they enhance the uniqueness of the whole campus experience. Secondary open spaces and pathways are connected to the primary campus open spaces and pathways at intersections called activity nodes. These nodes promote interaction with the Center's community at large.

Two types of secondary space exist in the Lodi Center Master Plan. The traditional secondary space associated with pathways between buildings is the most common. The other type of secondary space may be a seating area off the main path or in a garden with visibility to the larger open space. Secondary space can be created close to the buildings by the articulation of the buildings and the negative space created between buildings. The opportunity created by the negative space should not be overlooked while designing the building itself, for this space is an asset that cannot be wasted.



Part of the serenity that comes from the image of the wine country theme is the garden space associated with many of the wineries. These lush and fragrant areas used for picnics and weddings can be easily incorporated into the secondary spaces as peaceful places to pass time between class, to study, or to eat lunch.



STUDENT SOCIALIZATION

The Lodi Master Plan provides an assortment of spaces for social gathering and passive, informal recreation. Each space provides a different type of social interface. The Plaza and the Academic Village provide a community and event environment where the academic world mingles with the village residents. The academic courtyard is a gathering space more designed for the academic structure of the Center. Here students will discuss the day with each other or have a chance to encounter a faculty member for a quick conversation. Formal student events can also be planned to take place in the courtyard. The campus green provides a mix of student socialization opportunities as well as a place to lie on the grass, throw a frisbee or sit on a bench and read a book. Most active socialization on a campus happens in the dining hall or student union. The student union is located in the campus green at an intersection of pathways which then becomes an activity node at the Center.





VEHICULAR CIRCULATION

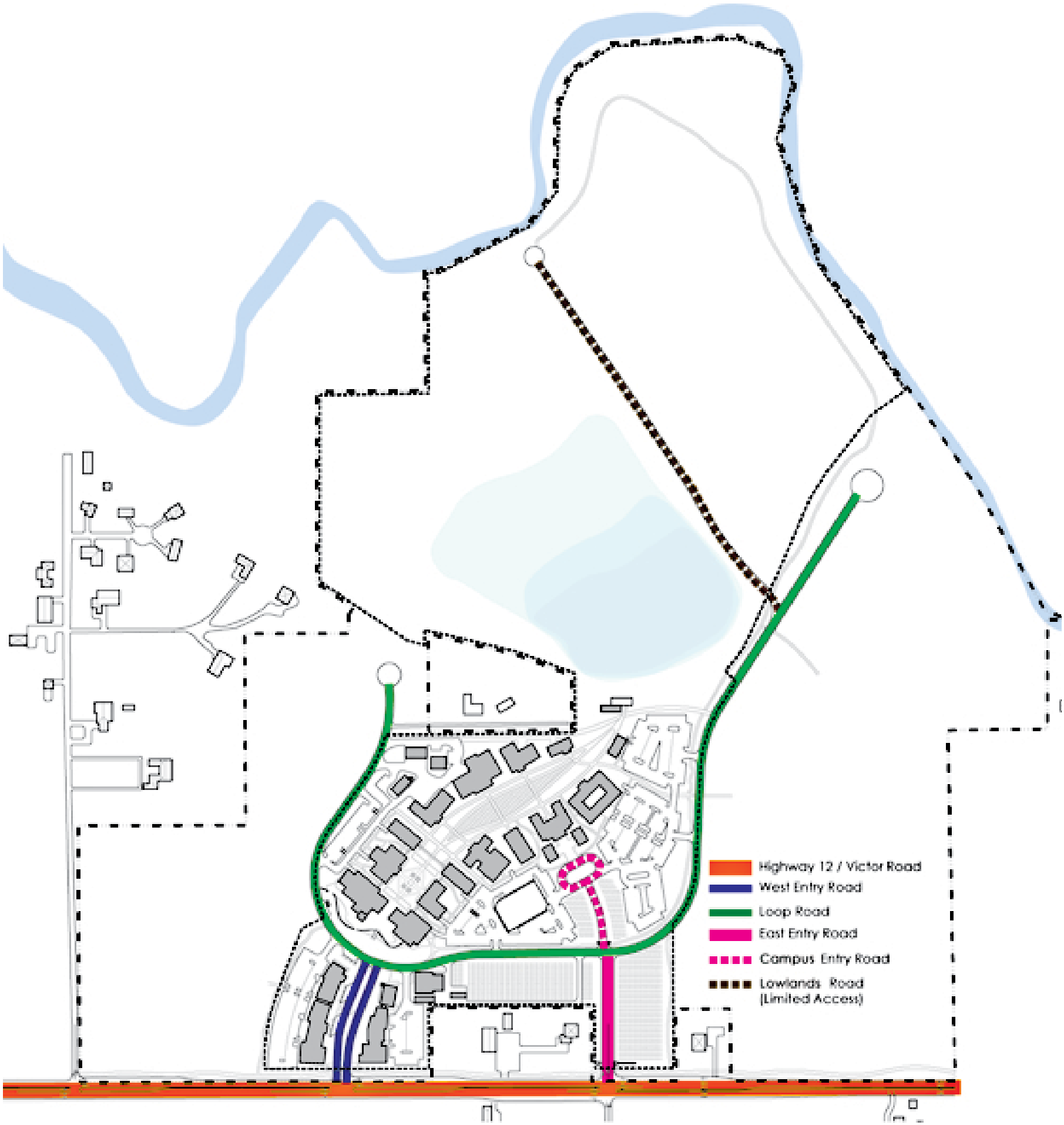
The transportation analysis for the new Center takes into account the development of new academic buildings and residential properties at the project site. The number of faculty, students and staff at the Center will increase as new facilities and programs are offered. The master plan has accounted for future populations and activities in the design of the streets and campus roadways.

Traffic to the Center and residential villages will enter and exit from State HWY 12. In phase one the master plan has proposed a signalized entrance at the Academic Village main street. This street terminates at the loop road that travels along three edges of the Center's campus. The loop road is the collector road for the Center's traffic to and from parking and the residential villages. The City of Lodi bus service to the project will be along the loop road. A bus stop is located on the western edge of the Center's Plaza near the Academic Village.

Service trucks to the Center enter a service core area on the western side of the Center to the north of the parking lot. This area also provides a safe turn around area for the City buses.



CONCEPTUAL VEHICULAR CIRCULATION MAP





FIRE, SERVICE, AND EMERGENCY ACCESS

In most communities fires are usually fought from trucks on public streets and by firemen on foot with hoses. This will be the case in the Academic Village and Plaza areas of the Center. The master plan recognizes that fire trucks, however new, will have a “reaching limit” and building setbacks must take this into account. Campus guidelines for building location should be reviewed by the City of Lodi Fire Department. The core academic area of the Center is designed with service and emergency routes at the back of each building and an emergency pathway that separates the courtyard from the campus green. This path is not a street and should be designed to look like a wide pedestrian path while accommodating an emergency vehicle if the situation should arise. It is not intended to be a college service road as that would bisect the Center’s academic core.

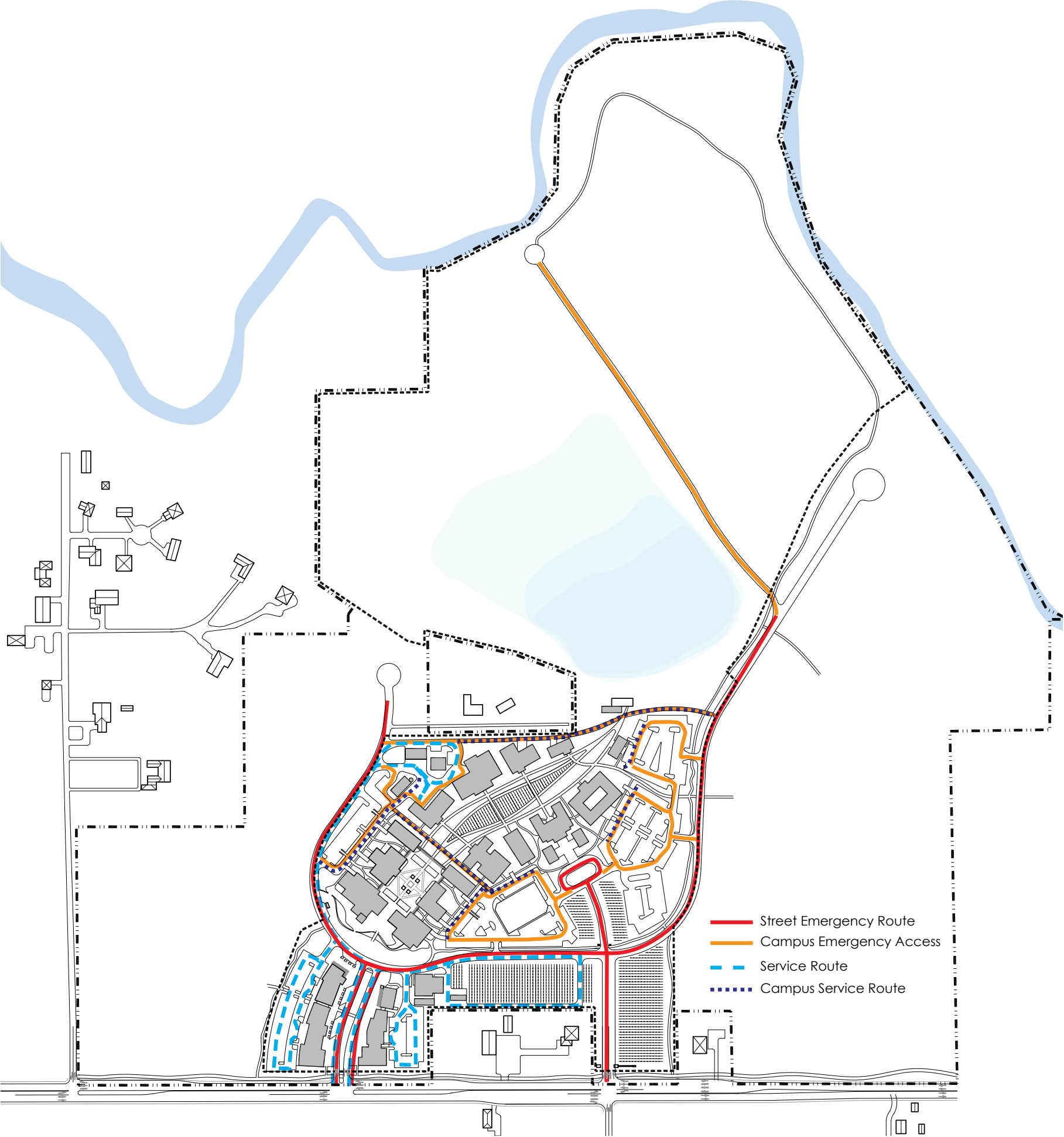
The master plan locates service for the academic village along the back of the buildings at the edge of the parking lot. Service here is not perceived as large eighteen wheel vehicles but smaller delivery trucks. The winery building can accommodate a larger vehicle and service will be directed to the backside of the winery to not interfere with the parking for the academic village.

Access to the college loading dock will be through the maintenance and facilities area on the northwest side of campus. This eliminates conflict between student parking and large vehicles.

Additional width, where necessary along campus pedestrian paths, can be accomplished through waffle pavers, which allow grass to grow in each square of the grid. This system allows for emergency access without enlarging pathways and produces the appearance of roadways instead of pedestrian circulation paths.



FIRE, SERVICE, AND EMERGENCY ACCESS





CONCEPTUAL PARKING PLAN

Parking for the Center is located along the loop road and behind the buildings of the Academic Village. Parking demands will increase with future development and the master plan has examined the capacity of the land for parking needs and future expansion. To increase the use of alternative transportation is a goal of the master plan and reduce the number of future automobiles traveling to the Center. The current parking ratio used by San Joaquin Delta Community College District is one parking space per FTES.

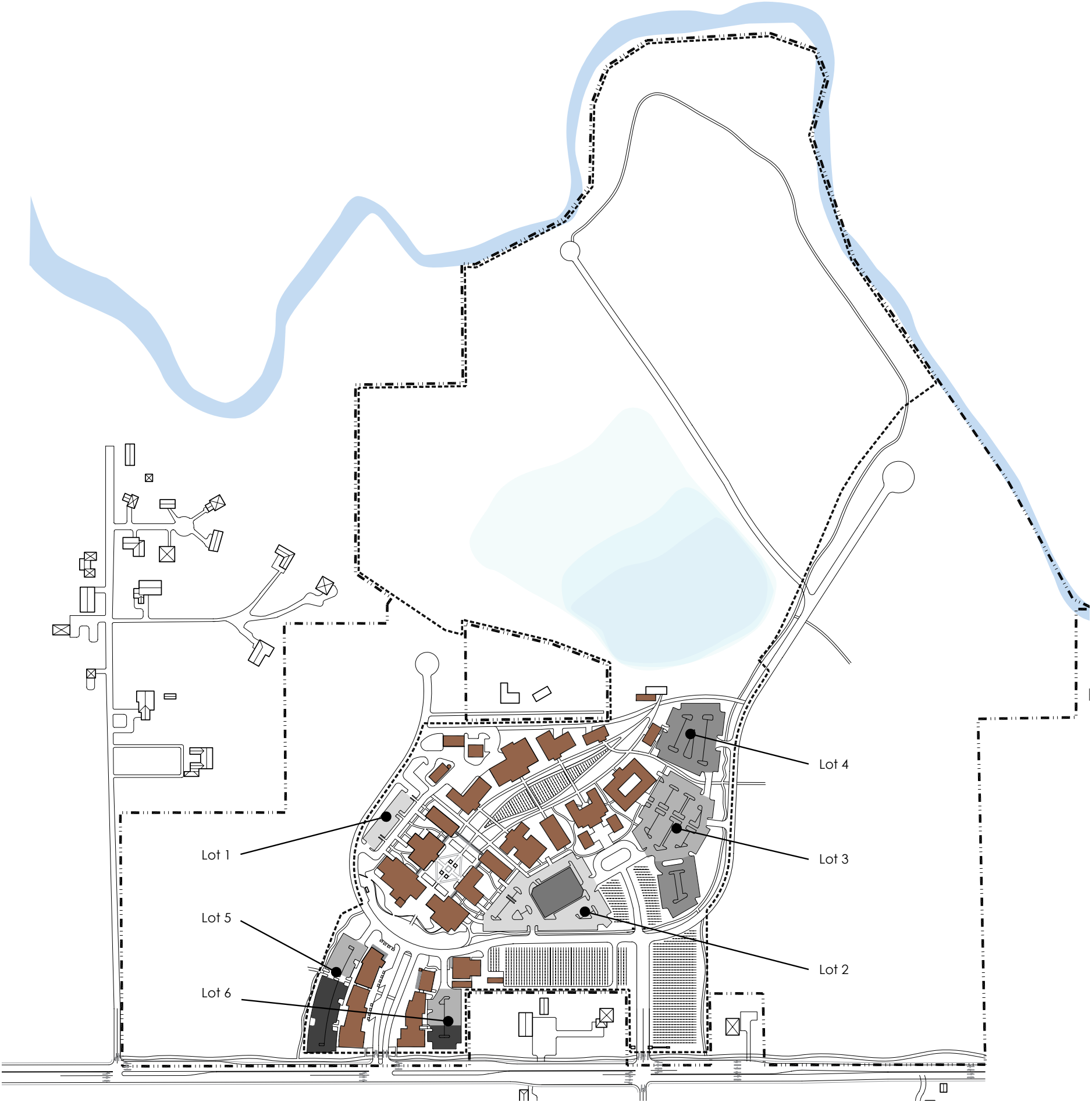
Parking should not intrude upon the campus green or other open spaces in the master plan. Parking should always be built in the intended location on the master plan so dollars are not spent unwisely by parking lots being moved for future construction.

Parking Spaces by Phasing Progression

Phase	Lot 1	Lot 2	Lot 3	Lot 4	Lot 5	Lot 6	Total
First 5 Years	46	193	-	-	-	-	239
5 - 15 Years	46	193	152	-	30	31	452
15 - 25 Years	46	193	201	121	30	31	622
25 - 30 Years	46	305	201	121	30	31	734



CONCEPTUAL PARKING PLAN





INFRASTRUCTURE

The Infrastructure Master Plan examines the effects of and preferred strategies for providing flood plain management, storm water management, sanitary sewer, domestic and fire service water, roadways, and dry utilities for the project site. Additionally, a conceptual plan was developed for the supply and return of central plant heating and cooling fluids.

Regarding flood plain management, the highland area south of the bluffs is above the base flood elevation. This is the elevation that flood water has a 1% annual chance of equaling or exceeding. This condition is commonly referred to as a 100-year flood.

The lowland area north of the bluffs is below the base flood elevation. As a result, certain restricted types of construction in the lowland area will require special permitting, while other types of construction are prohibited.

Regarding storm water management, three options are feasible for this project. The first option is to detain approximately 45 acre-feet of storm water in the lowland area for discharge into the existing City of Lodi storm drain system, while the second option discharges that detained water directly into the Mokelumne River. The third option is to retain approximately 90 acre-feet in the lowland area for subsequent percolation and evaporation; this is the preferred option for the project.

Storm water storage within the base flood boundary may require approval of a Conditional Letter of Map Revisions/ Letter of Map Revision (CLOMR/LOMR) application with Federal Emergency Management Agency if the existing lowland is altered.

Regarding sanitary sewer service to the site, the preferred option is to construct a lift station on the site and connect to the existing city sewer at the intersection of Guild Avenue and State Route (SR) 12, with simultaneous replacement of 1,350 linear feet of the existing city sewer pipe towards the Cluff Avenue lift station. This connection is located approximately 2,700 feet west of Kennison Lane. Regarding domestic and fire service water to the site, the existing city water pipe will be extended to the site from a location on SR 12 approximately 900 feet west of Kennison Lane. Also, the existing city water system must be supplemented with a new well on the site to meet fire service flow demand.

A recycled water system for the site has been deemed infeasible by the City because of the distance from the existing system to the site.

The fire department may require fire hydrants in the lowland area if public vehicular access is allowed to the northern portion of the lowland area.

Regarding roadways, a new signalized intersection will be needed on SR 12 approximately 1,100 feet east of Kennison Lane when the college opens. This intersection will have two travel lanes (one in each direction) and two turn lanes (one left and one right) on SR 12. A new stop-controlled eastern entrance will be needed on SR 12 at Tecklenburg Road. An eastbound left-turn pocket at Kennison Lane is also required. The existing pin oaks near the southern right-of-way boundary are expected to remain.

When warranted by growth in traffic into the project, a second new signalized intersection will be needed on SR 12 at existing Tecklenburg Road. When warranted by growth in regional traffic, SR 12 will be widened to two travel lanes for both eastbound and westbound traffic, for a total of four travel lanes. Widening of the road will require the existing pin oaks near the southern right-of-way boundary to be removed.

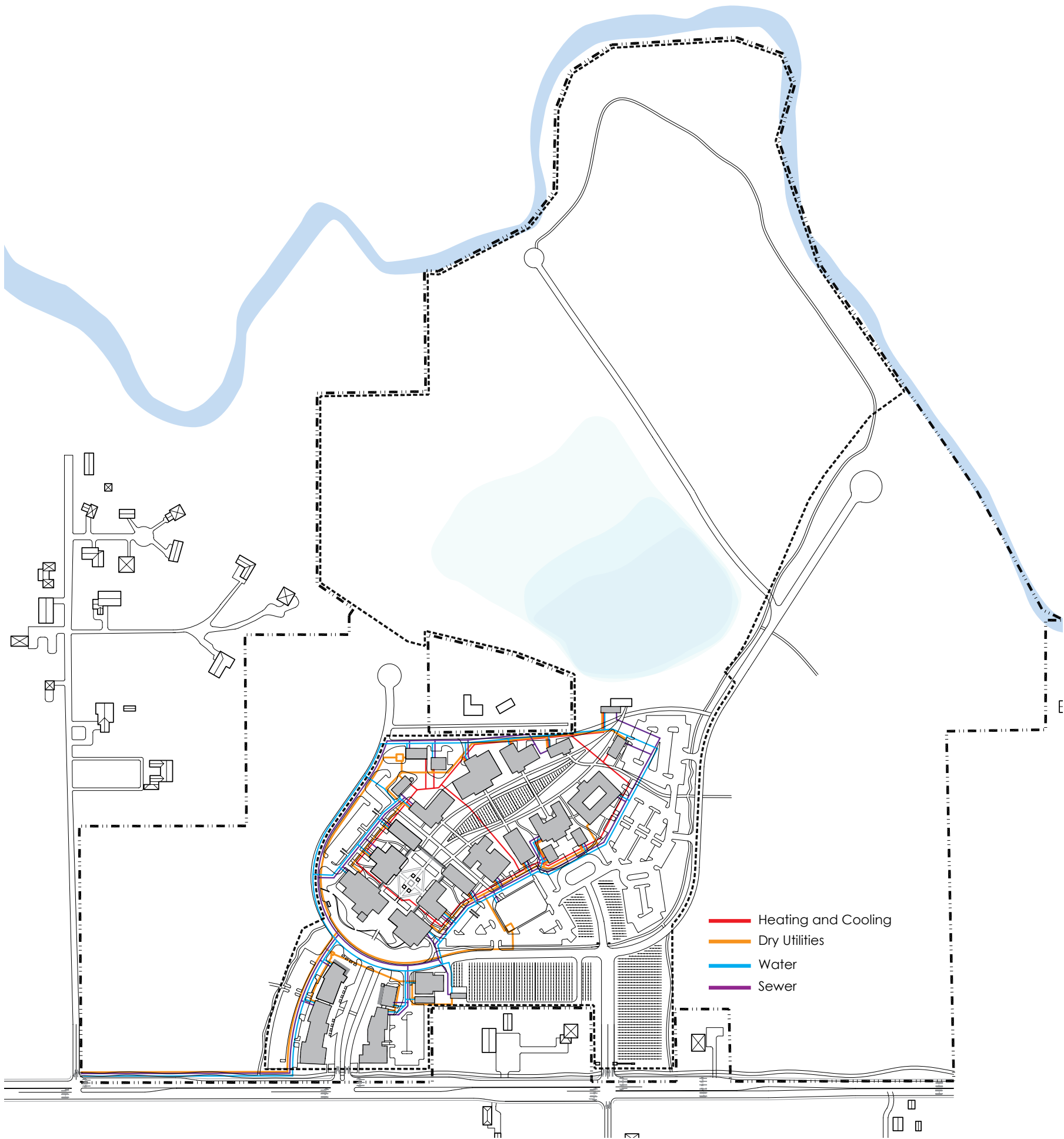
A collector road on the site will distribute traffic to the Academic Village and the residential developments, with public transportation amenities provided.

Regarding dry utilities, local providers can supply electricity, natural gas, telephone, internet, and cable television to the site from existing adjacent or nearby facilities.

Regarding heating and cooling service from a central plant, a dual-loop system provides operational redundancy and flexibility for building utilization. For example, the system will allow reduced heating and cooling to a portion of the buildings during lower enrollment periods, such as summertime. The commercial buildings, located near SR12, are expected to have their own heating and cooling equipment, rather than connect to the central plant system, to allow operation independent of the academic buildings to meet commercial needs.



CONCEPTUAL INFRASTRUCTURE PLAN





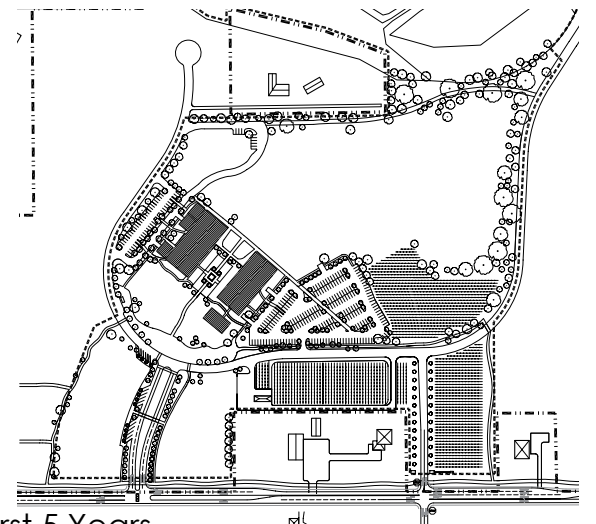


DEVELOPMENT PHASING

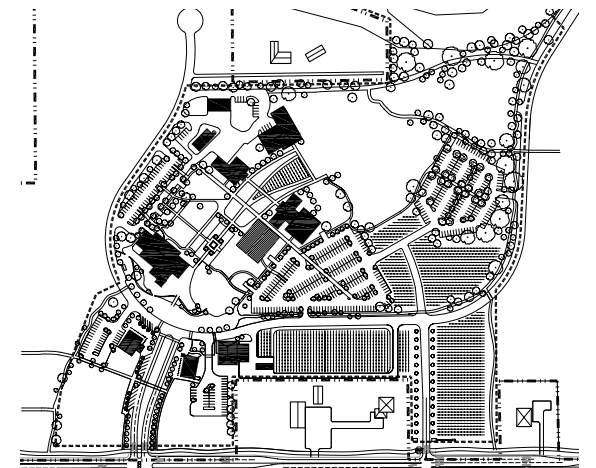


PHASING

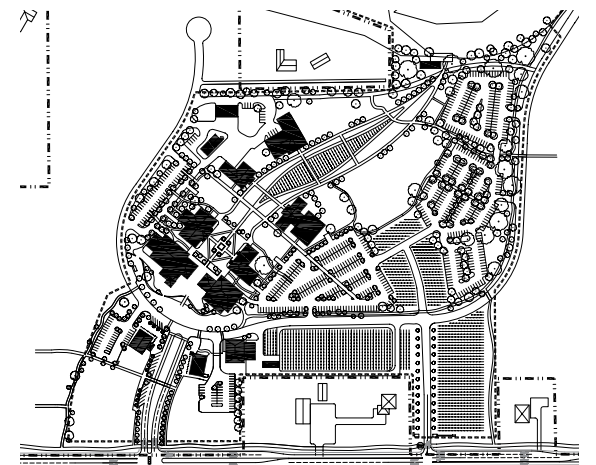
PHASE 1



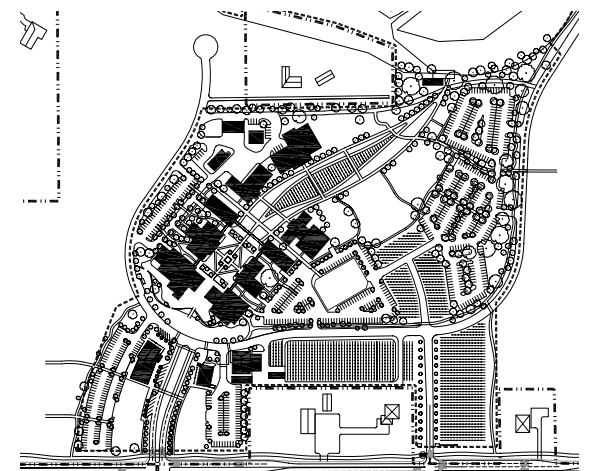
First 5 Years



5-15 Years



15-25 Years



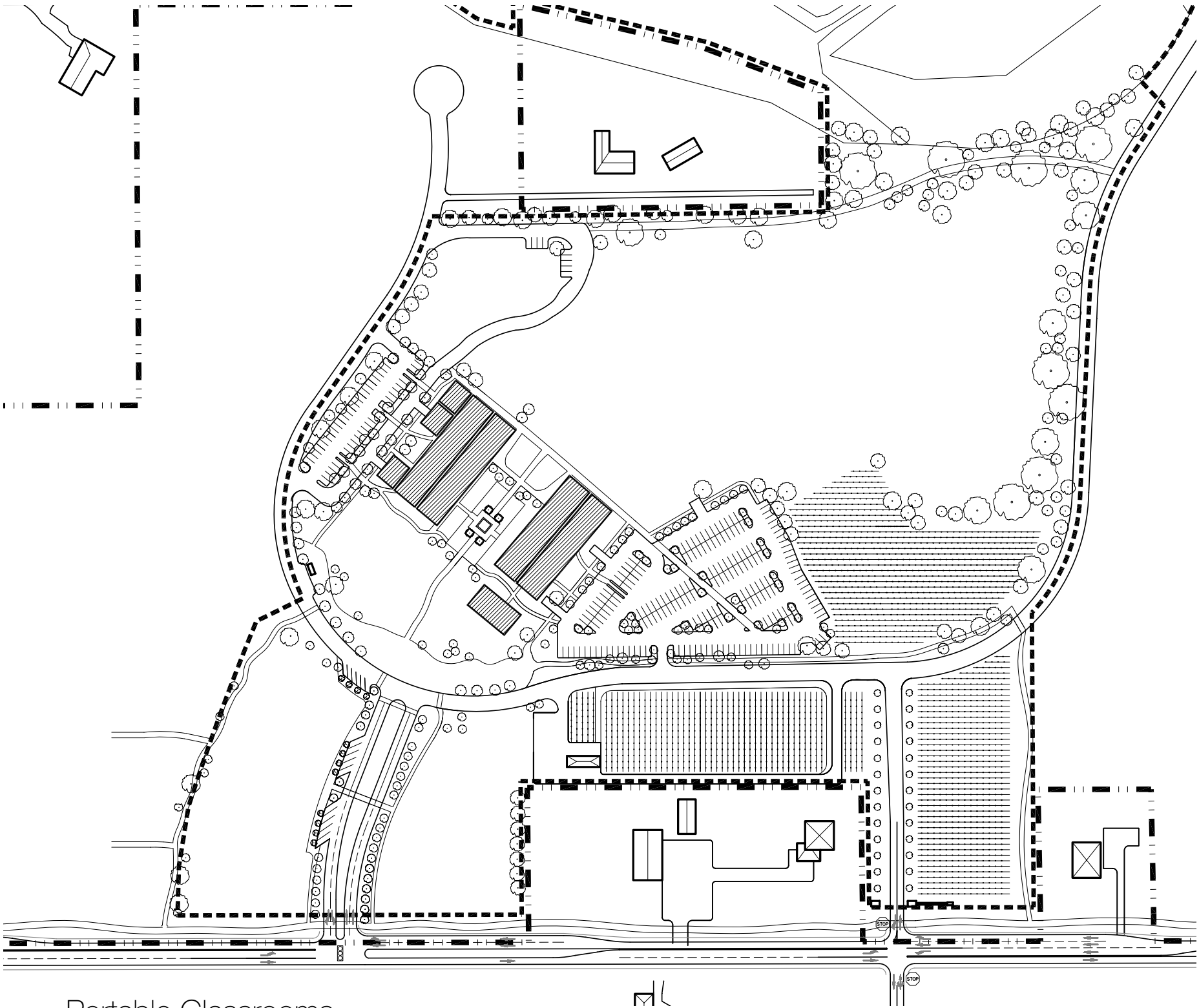
25-35 Years

CAPACITY OF THE LAND





CONCEPTUAL FIRST 5 YEARS

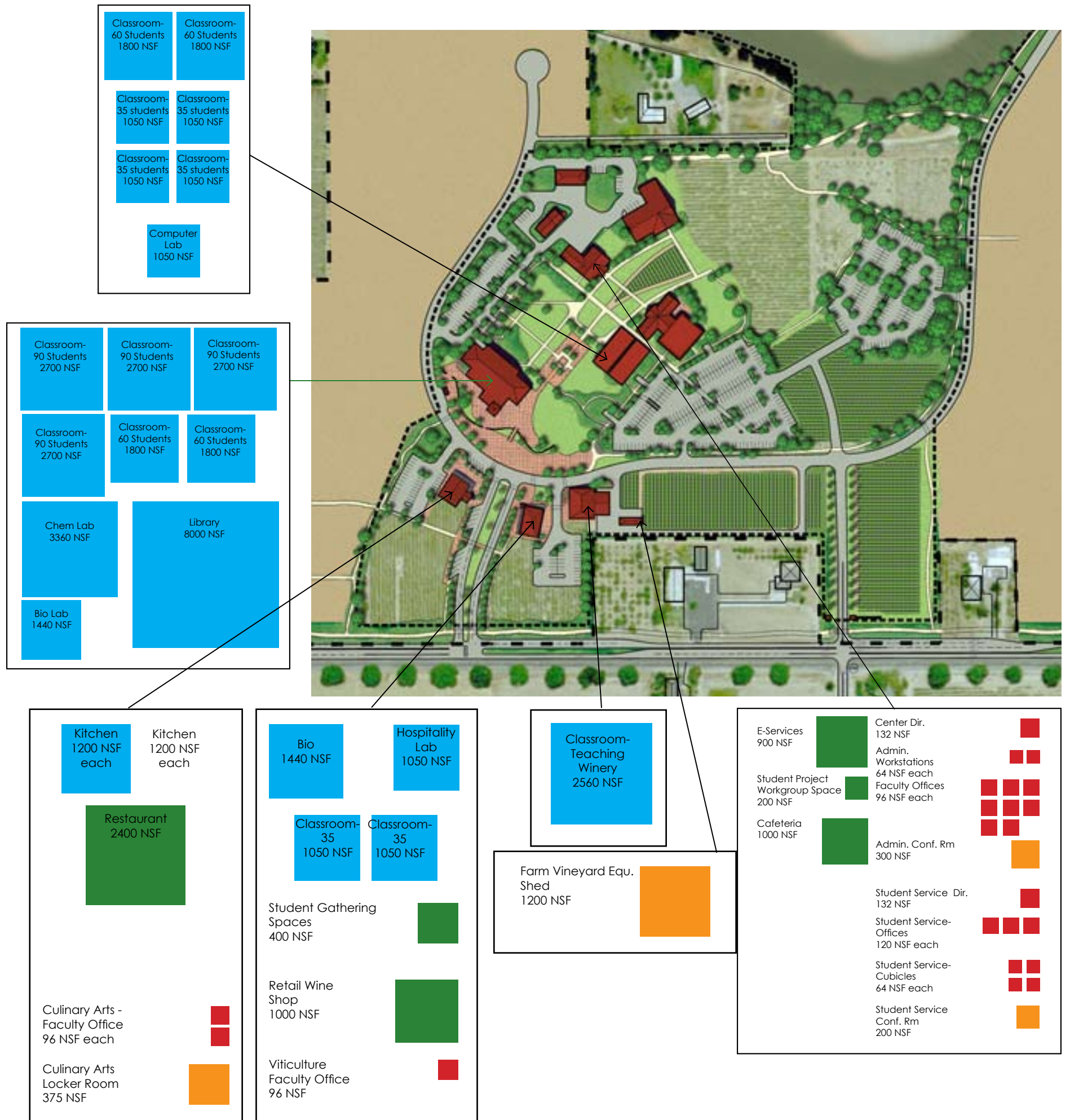


Portable Classrooms

- | | |
|------------------------------|-------------------------|
| General Education Classrooms | Public Safety |
| Administration | Student Support Spaces |
| Faculty Offices | Viticulture |
| Library | Center Support Services |
| Culinary Arts | |



CONCEPTUAL 5-15 YEAR PLAN





CONCEPTUAL 15-25 YEAR PLAN

ADDITIONAL PROGRAM
PROPOSED AFTER
15 YEARS

Campus Police-
120 NSF

Facility Maintenance
Department-Office
120 NSF

Purchasing-Office
120 NSF

Garage &
Storage
240 NSF

Information
Services
500 NSF

Purchasing-
Warehouse
500 NSF



Public Safety
Classroom-
30 Students
900 NSF each

Public Safety
Classroom-
60 Students
1800 NSF

Weight
Room
800 NSF

Public
Safety
Stor.

Public Safety
Locker Rm
600 NSF each

Public Safety
Gymnasium
8000 NSF

Public Safety Manager-
Office
120 NSF

Public Safety Workstation-
Admin. Assistant
64 NSF each

Public Safety Workstation-
Interview
80 NSF each

Public Safety Faculty
Preparation Area
384 NSF

Public Safety
Workstation-
Coordinator
64 NSF each

Middle
College
Classroom
1350 NSF

Middle
College
Classroom
1350 NSF

Middle
College
Classroom
1350 NSF

Middle
College
Classroom
1350 NSF

Middle
College
Classroom
1350 NSF

Middle College
Multipurpose Room
8000 NSF

Text Book
Storage
1050 NSF

Middle College Conf.
Rm
168 NSF each

Middle College Front
Office
250 NSF

Office- Middle College
Principal
120 NSF

Middle College Offices
96 NSF each

Middle College
Office- Teacher
Shared
2624 NSF





DESIGN GUIDELINES



LODI CENTER DEVELOPMENT GUIDELINES AND STANDARDS

Most important for the development of the new San Joaquin Delta College Lodi Center and the campus grounds is the implementation of the Vision through the coming years and future decades. The success of the plan and the overall Vision for the Lodi Center will be judged not only by decisions today but by the College's future generations of trustees, administrators, faculty, staff and students. A steadfast commitment to the physical master plan is essential to stay on course and not waiver from the principles of the plan or the College's commitment to the Mission of the new Lodi Center.

The future character of the Center will develop through the interrelated planning goals: the creation of quality open space, the strategic placement of academic buildings, and defined pedestrian and vehicular circulation.

These guidelines provide site development, architectural, and landscape direction intended to achieve the overall Vision and development of the Center. The guidelines direct the implementation of the master plan principles and goals. Design Guidelines are intended to help the institution strengthen the cohesion and quality of its buildings and grounds.

Traditional campus planning incorporates:

- formal entry as landmark
- strategic placement of buildings
- defined open space
- buildings on axis
- focal points
- pedestrian pathways

The sketch depicts the elements listed above. The front tower clearly denotes a formal entry placing importance on the institution. Entering the tower the church is seen as the focal point framed by the tower opening. The church front door is placed on axis with the tower opening. Entering the quad or courtyard the enclosed space provides a sense of place and comfort. Pedestrian paths lead to destination points within the space.



THE PHYSICAL ORGANIZATION OF THE CENTER WAS SHAPED BY THE FOLLOWING PLANNING STRATEGIES.

GATEWAYS AS SIGNAGE

Gateways announce arrival and place importance on the destination. They are part of the Center's signage.

Goal: Establish gateways into the Lodi Center visible from Highway 12.

The Lodi Center entry gateway markers shall have distinct characteristics that visually set them apart. While being different in size and appearance both Highway 12 gateway entrance markers are to be designed of similar rock and metal. The gates shall include the signage for the Center.

HWY 12 West Entry / Academic Village Street

The Lodi Center is unique in that the western entry to the academic core is also the main entry to the residential development. This signaled entry on the west is the gateway from Highway 12 through the Academic Village to the Plaza intersection with the loop road. The street is a mix of academic uses and commercial opportunities. The character of the street shall be that of a small village town center.

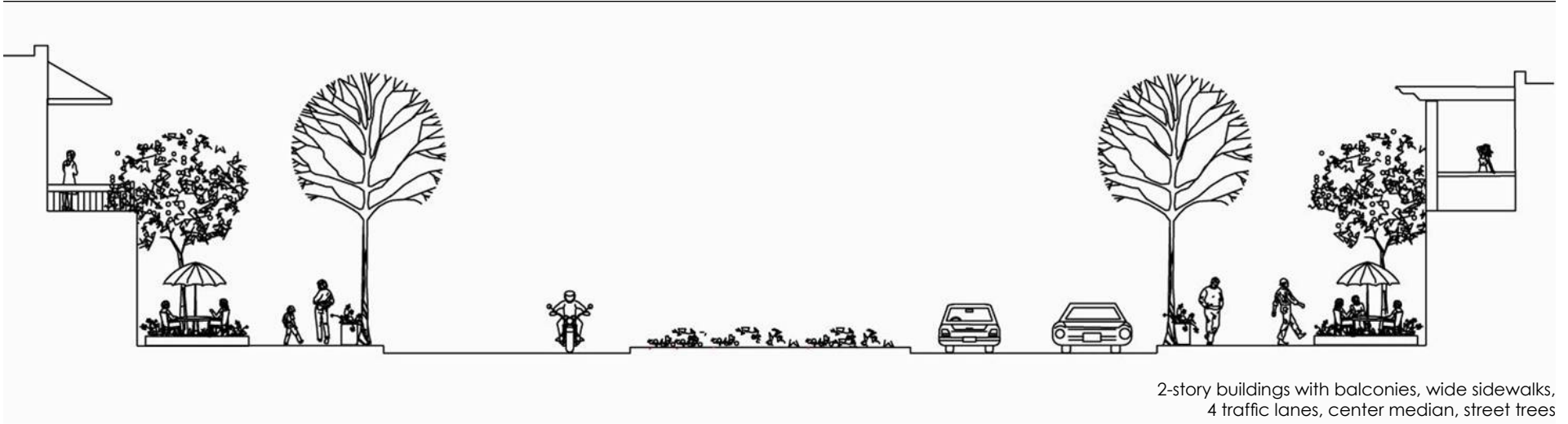
Along the west entry road/village street:

50% of the sidewalk area shall be a minimum of 24' wide allowing for café tables, trees and flower boxes.
and

50% of the sidewalk area shall be 14' as the minimum width for other street shops and uses.

Th
fe





Academic Village Street Section

HWY 12 East Entry

The eastern entry is not signalized in Phase One. This subdued entrance and exit from Highway 12 is characterized as a rural road. The roadway travels through the vineyards for the viticulture program and north to the intersection with the loop road. This road then continues north and becomes the vineyard road onto the campus.

Phase Two of the plan calls for a second signalized four-lane entry road into the campus on the east. The road will have a sidewalk on the west side from HWY 12 to the loop road. Along the property line to the east of the road a future trail and pedestrian path will connect to the overall area trail system.

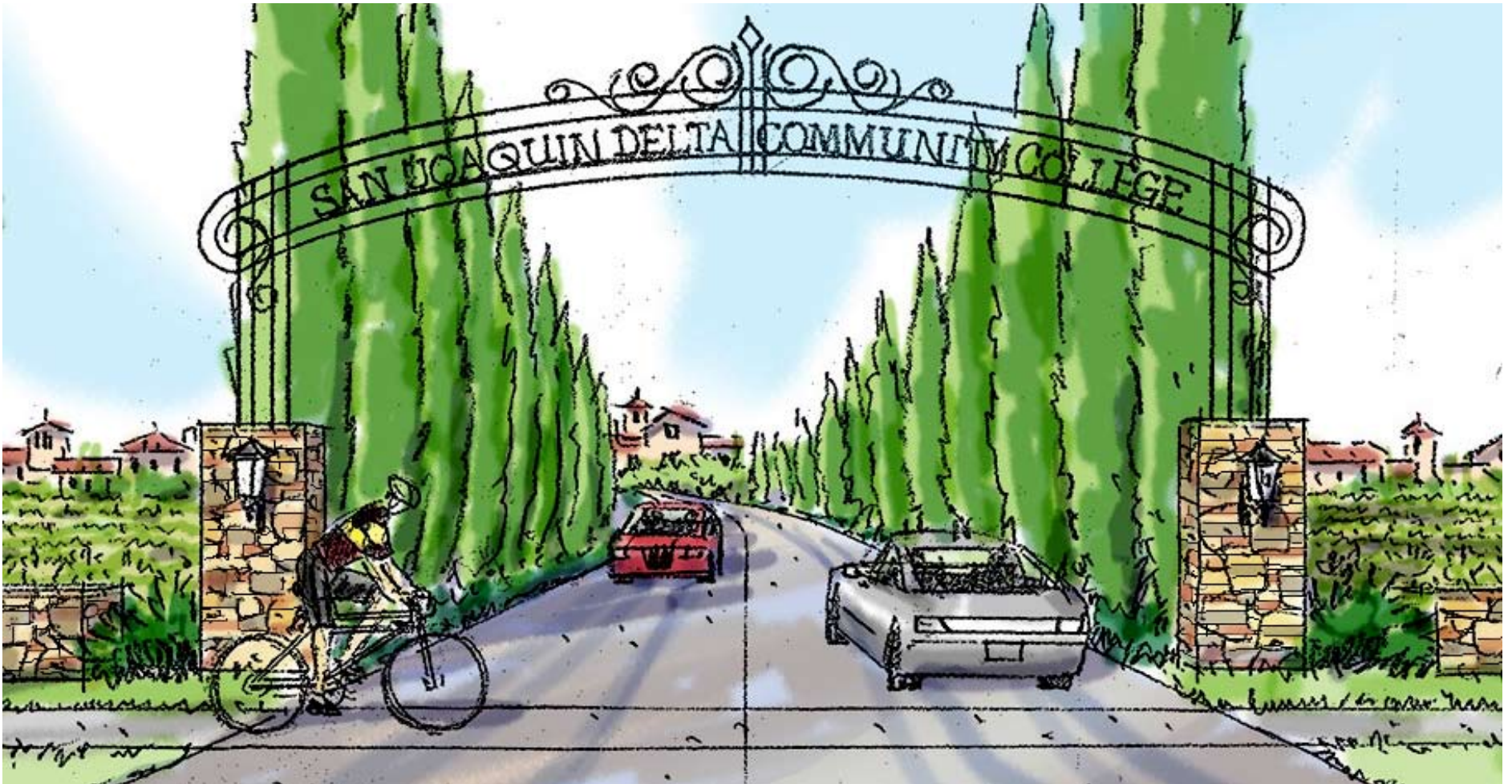
Insert road section

Leave space here

Goal: Establish gateways into the campus from the loop road that provide a sense of place and acknowledge the College's Vision for the Lodi Center.

Center Vineyard Entry Road

The entry onto the campus from the loop road is reminiscent of roadways leading into wineries. This tree-lined road will travel through existing vineyards that will be maintained and used for the viticulture program. The road is a direct route to parking areas and future academic/public interface buildings.





EDGES

Goal: Create identifiable edges to the campus.

The Center should have identifiable campus edges along the loop road. Except for the viticulture vineyards all edges over time should become green landscaped edges. The edges along the loop road should compliment the opposite side of the street but retain a separate identity.

All edges of the Center are to be landscaped or remain as vineyards providing a consistent edge condition setting the campus apart from future surrounding uses. Where appropriate; trails and/or sidewalks are to be designed into the landscape buffer along the edges.

Loop Road

The loop road on the west shall have a green landscape buffer with a minimum width of 10' from curb to sidewalk edge.

The loop road on the eastern edge includes the trail and pedestrian path system.

North Edge & Service Road

The northern edge of the center shall be landscaped with local plant and tree species. The service road shall have natural groupings of trees planted along the bluff side of the road.

OPEN SPACE GUIDELINES

Goal: Provide outdoor spaces for social interaction, events, pedestrian circulation and solitude.

The mental image of a college or university is traditionally that of a memorable open space and landmark building: the quadrangle and "Old Main". A campus is defined by the open space.

Thomas Jefferson in 1819 designed a college campus that expressed his philosophical vision. He believed that a college education should take place in an "academical village". Here the student would be immersed in the academic experience and daily life concurrently. He designed ten classroom/housing pavilions connected by a colonnade. In the center was the "lawn" with the library as the anchor at one end. The end opposite the library was purposely left open. The University of Virginia Lawn is the most famous campus open space in America.

ACADEMIC COURTYARD

The Academic Courtyard is the heart of the Center. The courtyard is enclosed by the building facades and the trellis. This outdoor room is a significant part of the campus.

How the walls interface with the space determines the comfort and safety of the space. It is important to invest in the facades facing the courtyard. Articulation of these buildings is essential to create the memorable sense of place the courtyard is intended to achieve.

The Academic Courtyard will contain the Center's first buildings. With its trees and vine covered trellis walkways there is a play of shadow and sunlight throughout the day. Students will often engage in conversation within the courtyard as they move about their academic day.

The trellis defines the space on the north while providing the visual and actual connection to the College Green. It is important in the future that the courtyard not be enclosed with a building on the north end. This visual connection to the College Green is essential to understanding the campus as a whole.

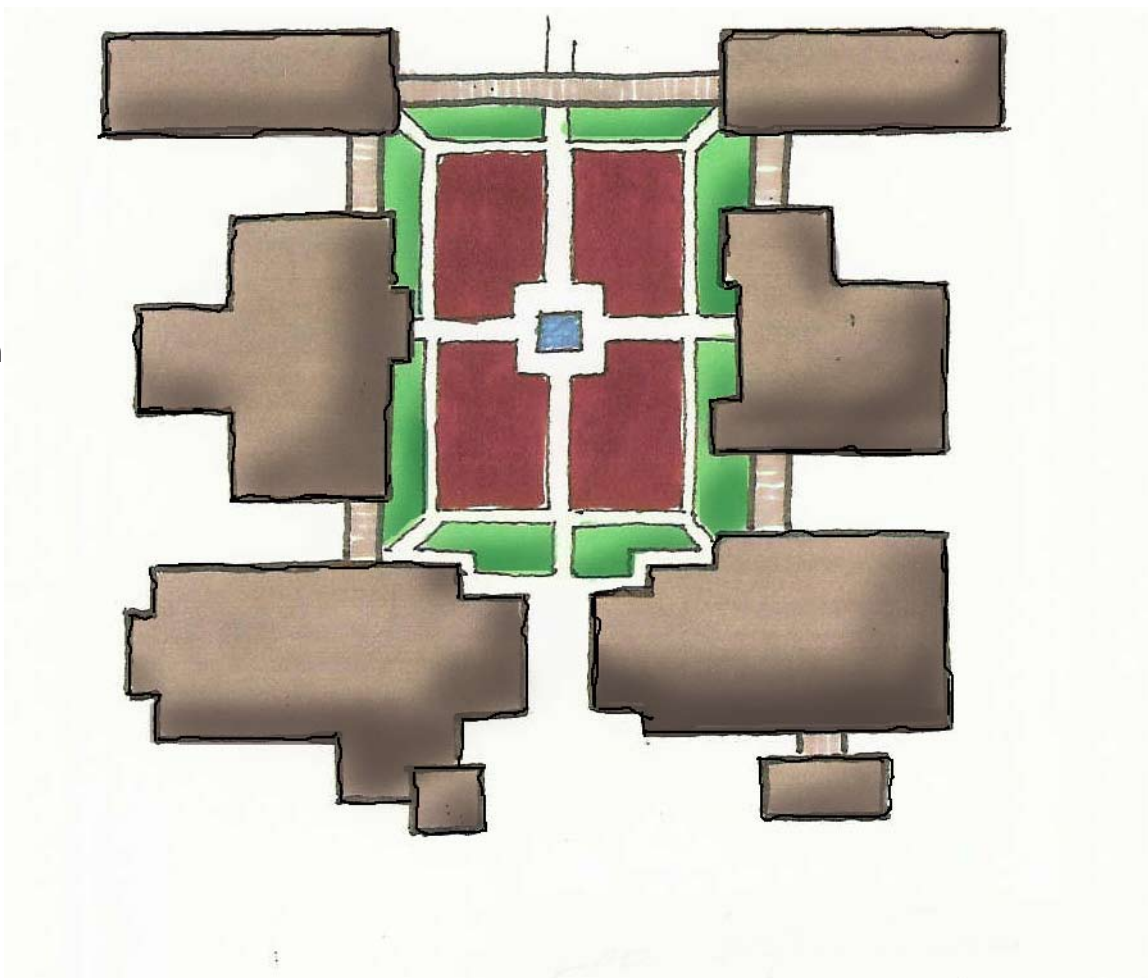




The courtyard will also serve as the setting for many Center celebrations. The space is proportioned and designed for outdoor graduation ceremonies. In the courtyard freshmen will be welcomed to campus in the fall with an orientation ceremony. Visitor groups will organize and begin their tours from the courtyard.

The Outdoor Room

The Academic Courtyard is the Center's most important outdoor room. Similar to other colleges' quadrangles, the walls of the courtyard form the space and delineate the room. The courtyard floor is paved and the sky is the symbolic ceiling of the outdoor room. In the outdoor room each element plays a part to define the greater whole. No building within the courtyard complex should be a building in space. No building within the courtyard complex should be a "hero" building greater than the whole of the Academic Courtyard. There is, however, a hierarchy to the buildings within the courtyard. The two southern buildings represent the gateway to the academic core and have a public face on the Plaza. These buildings have a responsibility to the Plaza as well as the greater composition of the Academic Courtyard. The buildings and the enclosing trellis walkways must work together to form a coherent composition.

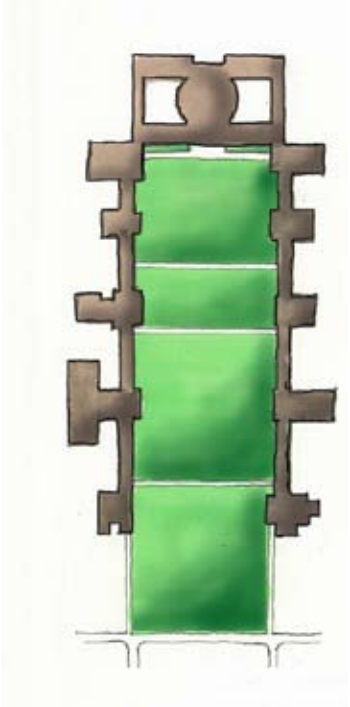


The Academic Courtyard:

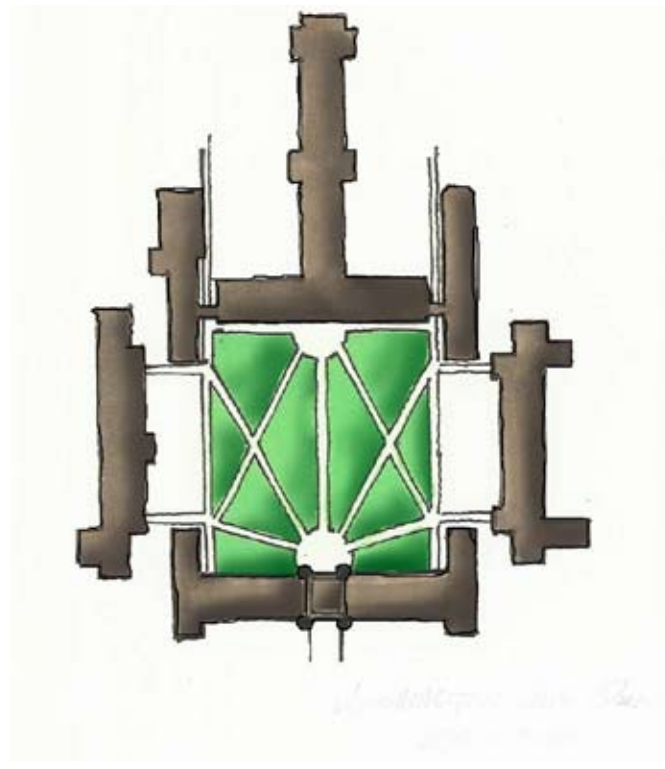
- central area is hardscape with specific paving pattern
- landscaped edges next to buildings with trees for shade
- central courtyard feature to be sculpture or water feature
- vine covered trellis walkways between buildings can be open or closed for security
- prominent building entrances to face into courtyard and center on paths
- seat walls designed into courtyard landscape
- courtyard designed to accommodate ceremonies



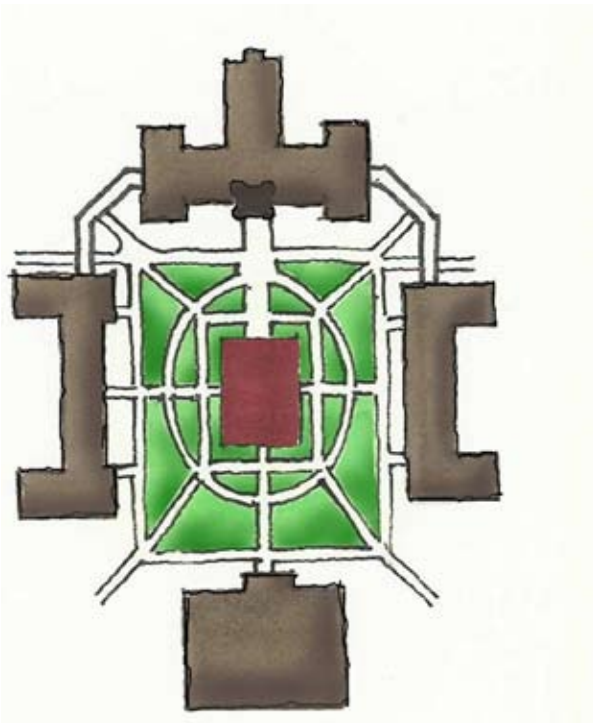
Outdoor Room Comparison Study
(sketches not to scale)



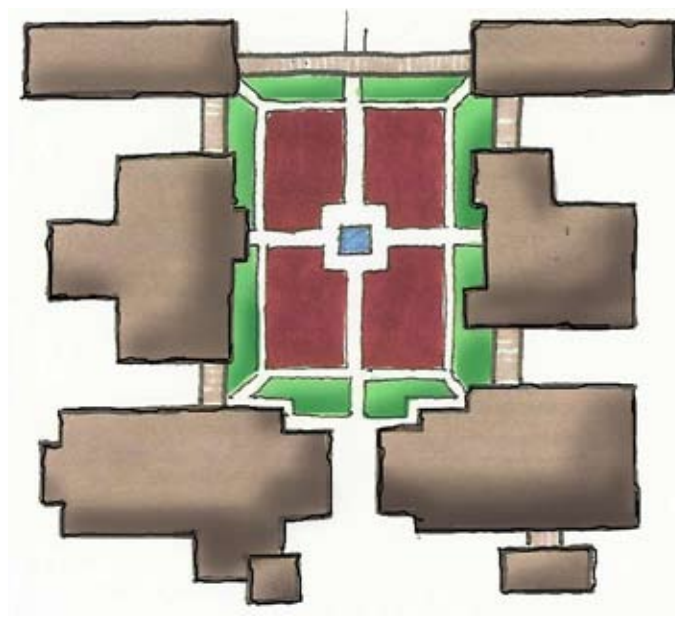
University of Virginia 1819
Charlottesville, VA
Campus Lawn, approx. 200' x 700'
Building facades define 3 sides of the open space with end open to other campus destinations.



Washington University 1900
St. Louis, MO
Brookings Quad, approx. 340' x 300'
Building facades define 4 sides of the open space enclosing the quadrangle with archway connections to other campus destinations.



SJDC Lodi Center 2008
Lodi, CA
Academic Courtyard, approx. 175' x 325'
Building facades define 3 sides of the open space with end open defined by the trellis. Pathways connect through trellis and Plaza gateway to other campus destinations



Eden Seminary 1924
Webster Groves, MO
Gothic Quad, approx. 230' x 290'
Building facades define 4 sides of the open space with colonnade connections and pathways to other campus destinations.

THE CENTER PLAZA

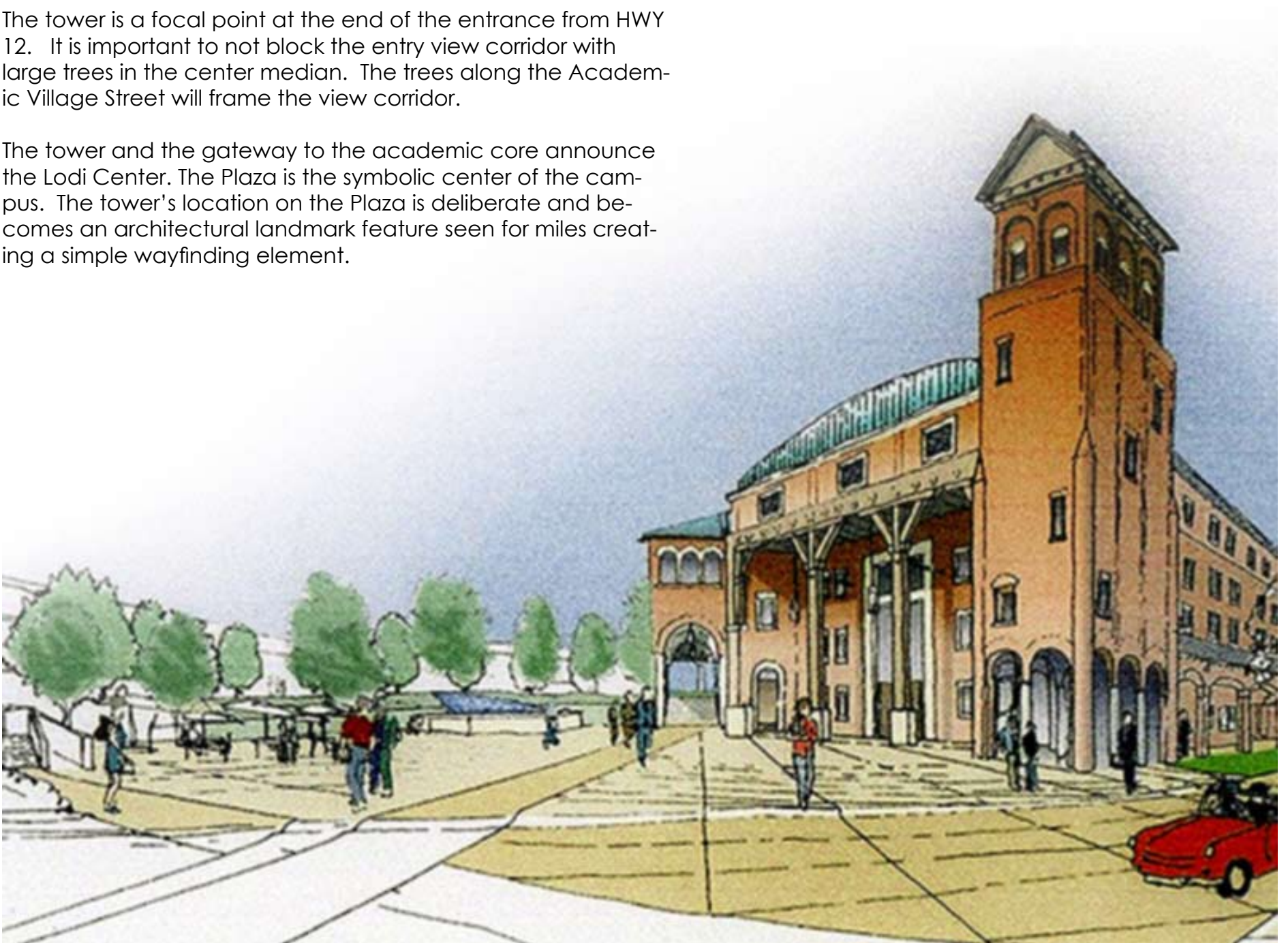
The plaza buildings contain academic and administrative uses. Building entries should be adjacent to administrative uses.

The landmark buildings on the Plaza identify the formal academic gateway to the Center. The plan shows two flanking structures forming the entrance. The southern or Plaza facades of these two buildings are to step back in height from one, to two, to three stories.

One or both of these landmark buildings shall be the tallest structures at the Center rising to three stories and incorporating architectural elements such as towers and upper level balconies. The tower may be only ceremonial or it may contain small meeting rooms and an observation area looking out over the Plaza and Academic Village Street.

The tower is a focal point at the end of the entrance from HWY 12. It is important to not block the entry view corridor with large trees in the center median. The trees along the Academic Village Street will frame the view corridor.

The tower and the gateway to the academic core announce the Lodi Center. The Plaza is the symbolic center of the campus. The tower's location on the Plaza is deliberate and becomes an architectural landmark feature seen for miles creating a simple wayfinding element.





PEDESTRIAN CIRCULATION

Goal: Provide clearly identified pedestrian circulation pathways within the Center.

Pedestrian pathways are an important connecting element of the campus skeleton; giving the campus shape and ordering the circulation flow. Academic, cultural, administrative uses, as well as the open spaces are located along pedestrian pathways. The primary circulation spines for the campus enclose the academic areas: the College Lawn and the Courtyard.



The proposed master plan pathways will travel through newly developed open spaces, trellis colonnades, buildings, the Courtyard, across the Plaza and along the Academic Village street.

The paths will have different characteristics within the defined areas of the Center. The Academic Village Street path is a wide sidewalk with room for exterior activities. The Plaza is not a path but an open expanse of hardscape surface with numerous travel routes across. Circulation within the courtyard is free flowing to promote a sense of community through contact and communication. The College Green, while having distinct pathways is more informal with many choices leading to destinations.

All primary and secondary pedestrian paths must lead to clear destination points. Pathway intersections should be designed as chance gathering spaces promoting informal social interaction.



Seating, shade, and lighting should be installed as appropriate near pathways. Along the pathways and in defined secondary spaces, integral placement of sculpture and art objects is important. These objects must be placed carefully to enhance the experience and reinforce the path system as it develops. Art objects should not block views on campus or interfere with established focal points.

Paths should be significantly wide allowing for small service and emergency vehicles to occasionally travel on them as needed.





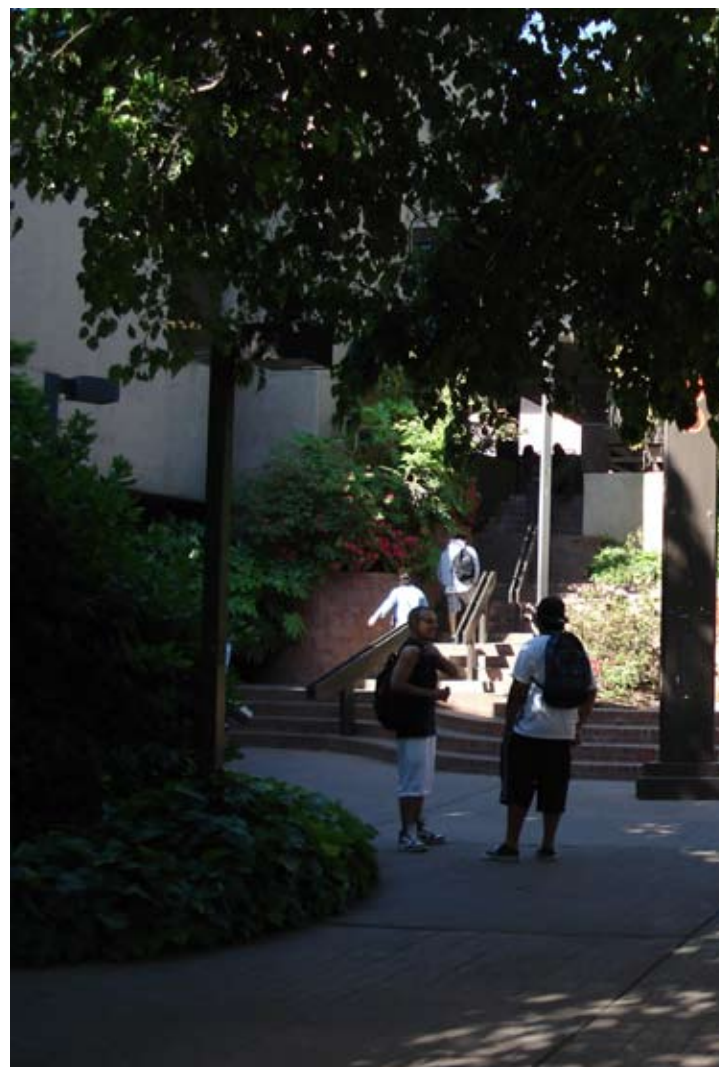
Pathways within the College Green may travel along a transitional zone. This zone, lying between the building and the path, presents an area for many different uses. It can buffer the windows of the building from the busy pathway and provide a feeling of separation.
VIEW CORRIDORS AND FOCAL POINTS



Goal: Establish through design important views, view corridors, and focal points on campus to emphasize significant elements of the Center.

The image of the campus is enhanced by framed views with focal points strategically placed at the end of the view corridor.

It is important to not block the intended view with signage, vegetation, or other objects. Walking down the path the aesthetic waterfall view on the Stockton campus is interrupted by a large sign. The placement of the sign also interrupts the feeling of the space.





LODI CENTER ARCHITECTURAL GUIDELINES

The purpose of the design guidelines is to establish a standard to be met over time. The guidelines will assist in achieving a high level of quality for the San Joaquin Delta College Lodi Center.

MODULAR CENTER BUILDINGS

Goal: Locate modular classrooms west and east of the future Academic Courtyard.

The modular buildings will be one story in height and arranged approximately north-south. The buildings will define the edges of the future Academic Courtyard. These buildings are to be placed north of the location for the two Center Plaza landmark buildings that form the pedestrian gateway into the Academic Courtyard.

Moderate landscaping and pedestrian pathways are required for the modular buildings to enhance the intermediate academic environment.

The design and construction of the Academic Courtyard can begin after the infrastructure for this area of the Center is put in place. The phasing of the courtyard must be studied to protect any investment in permanent landscaping and paving for the courtyard.



ARCHITECTURAL GUIDELINES

Goal: Provide a high aesthetic design standard with high-quality craftsmanship.

Defining the appropriate architecture for Lodi Center is as much a mental activity as a visual documentation of local regional architecture. The sense of place one experiences in Lodi, California is real, imagined and memory all skillfully combined in our minds. When we think of "wine country" we visualize many images stored in our memory. Places studied, places visited, and movies viewed all have input to our perception of what is "wine country".



The architecture of the college will be derived from a collective visual memory. The place one's mind travels to when thinking of wine country and vineyards.

The architectural design is influenced by climate, sustainability, maintenance and initial cost. To achieve a well designed campus with a strong sense of place these issues are present and important however they must not drive the design. An exceptional and memorable campus is achieved through building a Center that is of the region and comfortable for all who interact with this unique learning environment.

Architectural design guidelines for the Center pertain to all the buildings on the property. The overall guidelines make it possible to create the desired sense of place. The buildings are categorized by four different types of uses: academic, administrative, Center commercial/academic, and auxiliary structures.



BUILDING MASSING and ORIENTATION ON SITE

At the Lodi Center buildings shall be comprised of simple geometric forms combined to form articulated structures.



The definition of massing in architecture is the overall geometry (length, width, and height) of a building's form. The massing of a group of buildings contributes significantly to the perceived character of the place.

Architectural elements incorporated into a building's facade reduces the perceived scale of the building and creates visual interest.

The master plan depicts future buildings oriented east-west and north-south. All buildings at the Center must strive to control solar gain. Several buildings in the future may be sited north-south to specially define a significant open space and therefore have a long façade receiving western sun. The fenestration of a building's west side shall be minimized where possible and overhangs or other architectural elements should be employed to reduce heat gain.

Window placement affects the overall character of the place, especially the ratio of window-to-wall surface. The type of fenestration chosen and the amount of blank wall surface are important design decisions that affect the overall efficiency of the building.

Solar gain can be addressed by landscaping as well as porches, trellises, covered walkways, and other shading devices. Large deciduous trees planted on the afternoon sun side of buildings provide shade when needed in summer while allowing warm sunlight in the winter.





BUILDING HEIGHT

Most buildings at the Center will be two or three story structures. One story structures are appropriate depending on the location and use for the building.

Academic Courtyard

The courtyard buildings will contain both academic and administrative uses. The two southern buildings form the formal gateway into the courtyard from the Center Plaza.

The desired height limit for the Academic Courtyard is two and a half to three stories. The only recommended three story buildings are the two gateway buildings. This height restriction will allow for ample sunlight into the courtyard. No building is to be constructed that closes the north end of the courtyard thus cutting off the visual transition to the College Green.



Center Plaza

The plaza buildings contain academic and administrative uses. Building entries should be adjacent to administrative uses.

The landmark buildings on the Plaza identify the formal academic gateway to the Center. The plan shows two flanking structures forming the entrance. The southern or Plaza facades of these two buildings are intended to step back in height from one, to two, to three stories.

One or both of these landmark buildings shall be the tallest structures at the Center rising to three stories and incorporating architectural elements such as towers and upper level balconies. The tower may be only ceremonial or it may contain small meeting rooms and an observation area looking out over the Plaza and Academic Village Street. Towers on the Plaza may be four stories tall when the building is three stories in height.

The tower's location on the Plaza is deliberate and becomes an architectural landmark feature seen for miles creating an elegant wayfinding element. The tower and the gateway to the academic core announce the Lodi Center and is the symbolic center of the campus.

The tower is also the focal point at the end of the entrance from HWY 12. It is important to not block the entry view corridor with large trees in the center median. The trees along the Academic Village Street will frame the view corridor for the tower focal point.





Academic Village

The village is comprised of academic and Center commercial uses.

The Academic Village building heights are subject to future determined uses. It is appropriate to construct one, two and three story structures along the street. The village street sense of place can accept any of these heights but the interface of the building with the street environment is of critical importance. Buildings shall be designed to promote street activity and respect the sidewalk as the village interface zone.



Viticulture Support

The viticulture program requires structures for the operation of the winery and storage for equipment necessary to cultivate the vineyards. The nearby Berghold Winery structure is an excellent example of the acceptable height for structures that are part of the viticulture program.

Center Service Area

Auxiliary structures are located in two different areas of the campus. The power plant and maintenance structures are located northwest of the academic core.

Auxiliary structure building heights are subject to the determined use. These structures can be one, two or three stories tall. Depending on the need a portion of the power plant, for example, may exceed 3 stories.

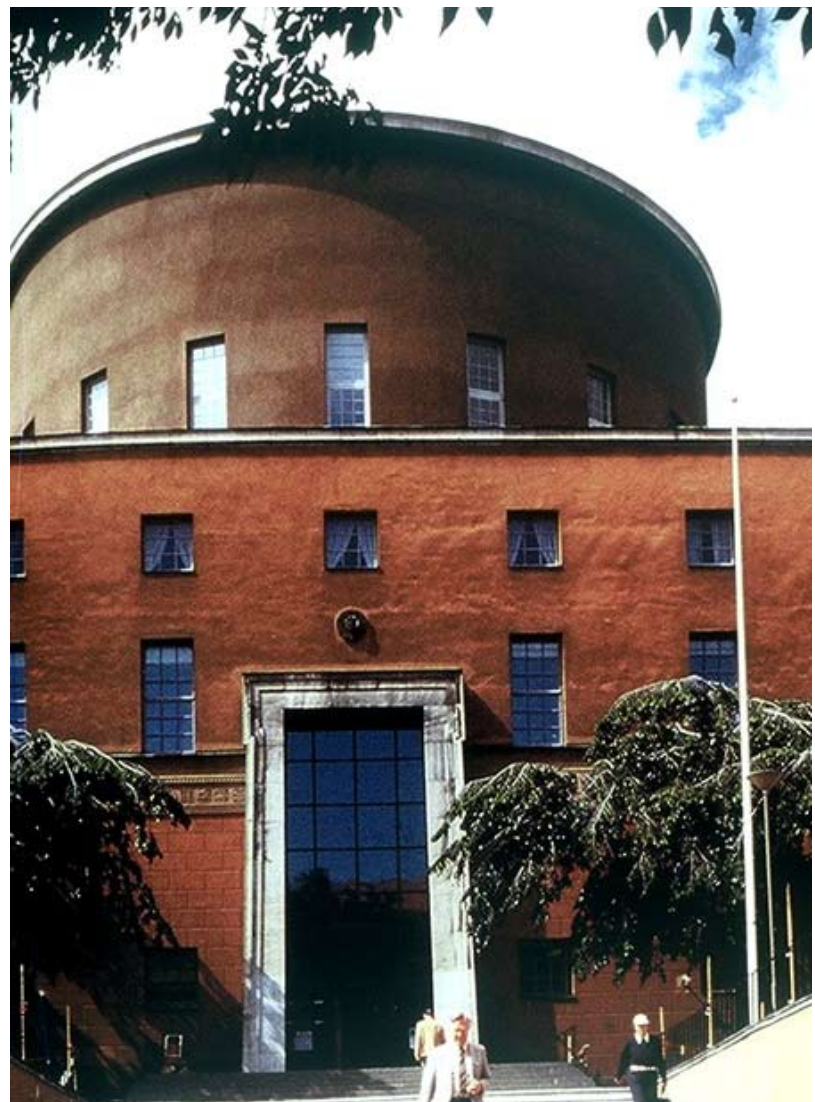




BUILDING ENTRY

Entries shall be easily identified on the façade of the building that faces the main pedestrian pathway leading to it. Each entry may be individualized within the palette of the wine country theme. The importance of the building should be expressed by the design of the entry. Entries to buildings must never be hidden by over grown vegetation.

The architectural treatment of the façade used for the entry to a building should visually announce the doorway.





BUILDING ARTICULATION

Façade Composition

The “faces” of buildings can affect campus character in several ways and reinforce the feel of outdoor spaces. The real and perceived scale of buildings is defined by the building articulation of the façade. The organization of a building’s façade should not be totally a means of individual aesthetic expression but a façade designed to compliment the “whole”.

Building facades should be articulated to visually communicate the use and floor plan within. Facades shall have offsets and architectural features that create interest while expressing the feel and image of wine country.

Building lobbies shall have large windows looking out over the Academic Courtyard or the College Green. Interior lobbies should be large gathering spaces that encourage students to gather inside on bad weather days. The transparency of the lobby connects the interior and exterior life of the campus.

The buildings should engage different architectural elements as appropriate for the use and location. Building facades should incorporate the “front porch” along the College Green pedestrian circulation paths. This may be an enclosed porch or an open-air porch. The porch can create the transition from interior to exterior space or it can be a place of refuge. Porches should be large enough to accommodate 10 to 15 people and extend 15 to 20 feet out from the building façade at the front door or along the pedestrian path to the front door.

All buildings facades should include a tripartite organization (base, middle, top) and architectural elements within the façade and roofline.



Views from the interior of a building are emphasized in the Lodi Center master plan. During design of all Center buildings the views to the Academic Courtyard and College Green shall be maximized and framed by architectural delineation. Over time the framed views become valued and will establish mental markers in the minds of alums.



The master plan illustrates buildings sited in specific locations to ensure the Center over time achieves creating the envisioned sense of place and defined open spaces. The plan respects the existing terrain and strives to enhance the visual interest of the Center.

The character of the architecture of the Academic Village shall be slightly more commercial in design but must compliment the overall theme of "wine country" and enliven the public realm. These buildings will be separate but joined together replicating a small village downtown environment. On both sides of the village street one or two openings shall provide pedestrian passageways between/through to the parking lot located behind the village buildings.

Roof
Roofs shall be sloped



Auxiliary buildings may have simpler building forms and less articulation. In keeping with the theme of the Center service buildings in wine country would be very straight forward and speak of the utilitarian purpose.

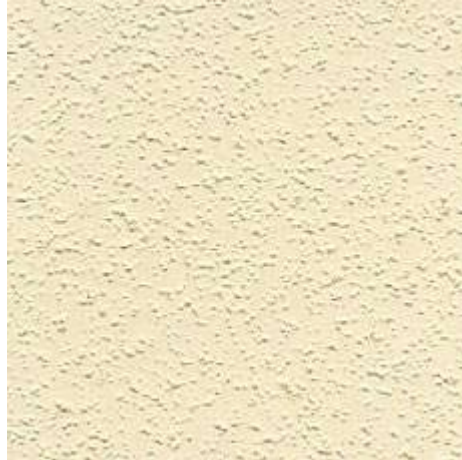


MATERIALS

The material palette for the buildings should be consistent over time but used in unique and creative ways on different buildings. Building individuality is encouraged with the outcome over time resulting in a contextual “wine country” architecture with a Tuscan influence.

Exterior Facade

Exterior wall shall be sand or smooth textured stucco.



Stone as architectural accent.

Stone or stone products are to be designed into the exterior façade of the academic buildings.

Coronado Stone Products is the preferred product. The product is produced locally in the Lodi area. Coronado Stone Products is a concrete product and is not natural stone. The two styles and colors of stone preferred for the Lodi Center are Sahara Blend and Antique Buff.

Coronado Stone Products
Quick Stack Ledgerstone
Sahara blend



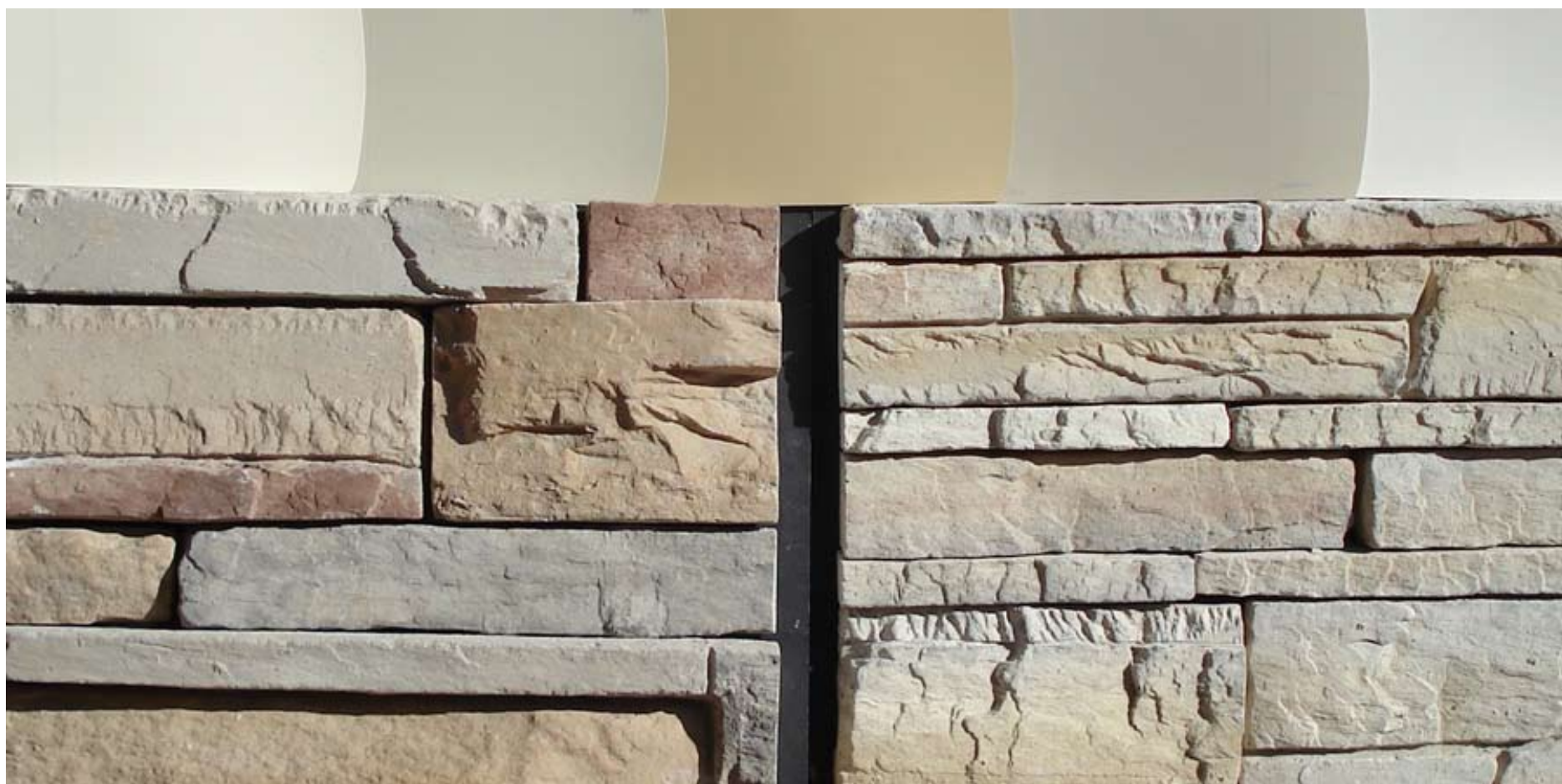
Coronado Stone Products
Coronado Honey Ledge
Antique Buff



All academic buildings are to have a percentage of stone designed into the exterior facades. Smaller buildings may have a minimum of 15% of the façade as stone accents and larger buildings shall have between 20% to 65% stone on the facades depending upon the location of the building. If cost allows a building may be entirely stone on the facades.

Exterior stucco wall colors:

A variety of complimentary colors can be used for the different buildings on campus. However the buildings that compose the academic courtyard are to be of one color. These buildings will be on the plaza and they will surround the courtyard paving so the color scheme must be coordinated with the terra cotta color of the pavers. The academic buildings along the college green may have a wider variety of color choice.





Roof

Roof material should be consistent on all academic buildings with some variation allowed for the Academic Village and auxiliary buildings.

Roofs shall be clay tiles or composite materials.
Spanish style clay roofs with curved tiles are not acceptable.



The terra cotta color roof tile is the preferred color for the academic courtyard buildings.



FENESTRATION

A building facade facing significant academic spaces, including the Plaza, shall strive for a 30% minimum of glazed surface with more window area on the ground floor than the upper levels.

The buildings along the Academic Village street shall have a minimum of 60% glazing on the ground level with no minimum requirement for the upper levels. The use of the building will dictate the upper floor fenestration. Upper story windows shall be smaller and less detailed than the windows on the ground level.

(move to diff Academic Village guideline area)

The Academic Village buildings shall be designed to interface with street activity. Movement from inside to service outside of the building must be designed into all commercial structures along the street. This will guarantee that any future use changes of the structure will still benefit the public realm and encourage uses such as sidewalk cafes.

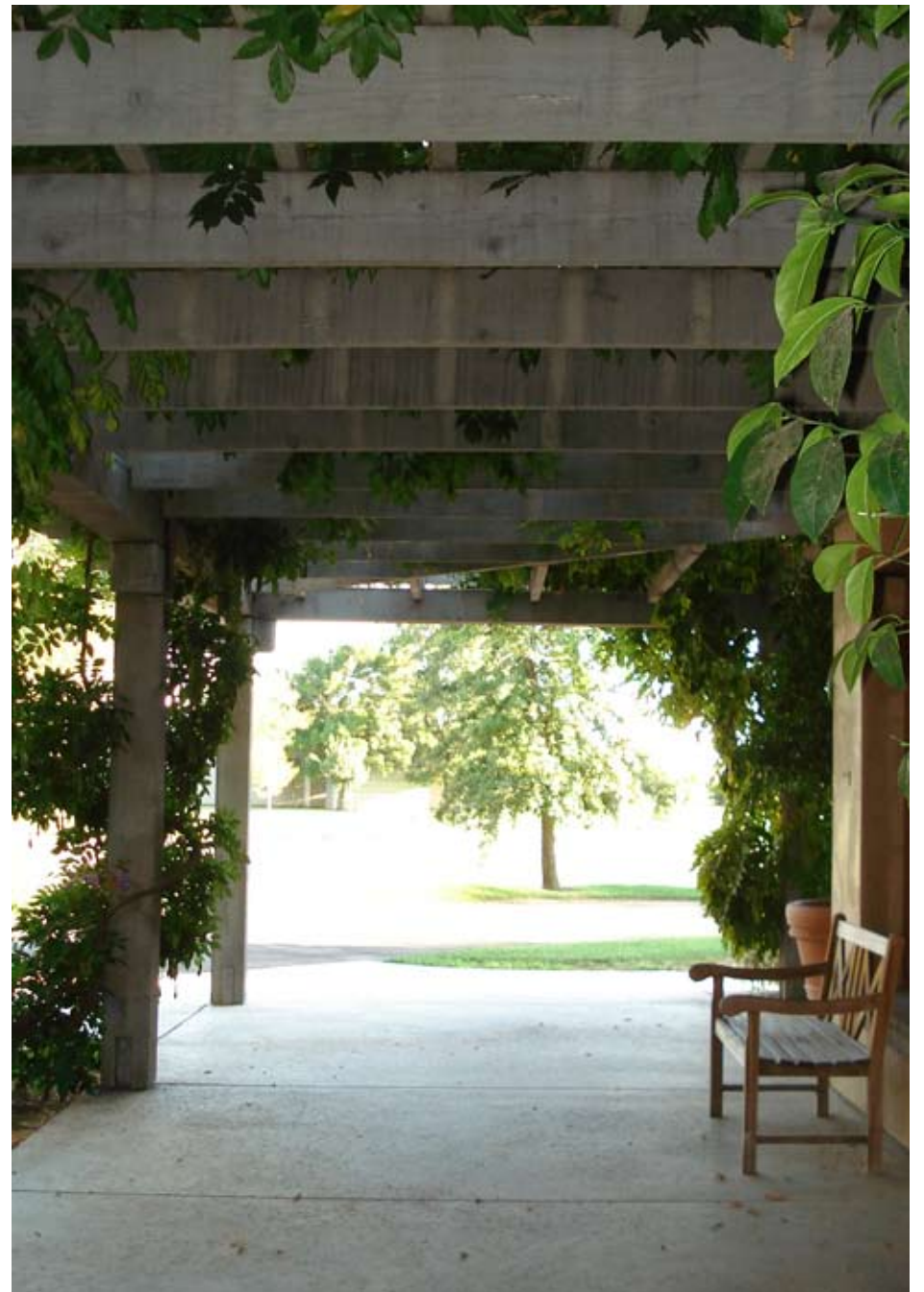
Tinted or reflective glass is not permitted at the Center.





COVERED WALKWAYS

Trellises, arcades, and other covered walkways are encouraged in building design to provide cover from harsh weather and to give definition to entries and open spaces.



Trellis structures may be freestanding such as the trellis structure that will demarcate the Academic Courtyard from the College Green. This type of covered walkway shall be a minimum of 10' wide and 12' high to allow for lighting within the structure. Emergency vehicles entering the academic Courtyard will arrive between buildings on the west or east sides of the courtyard avoiding driving under the trellis.

Trellis design may also be applied when creating secondary spaces at the Center.



LIGHTING

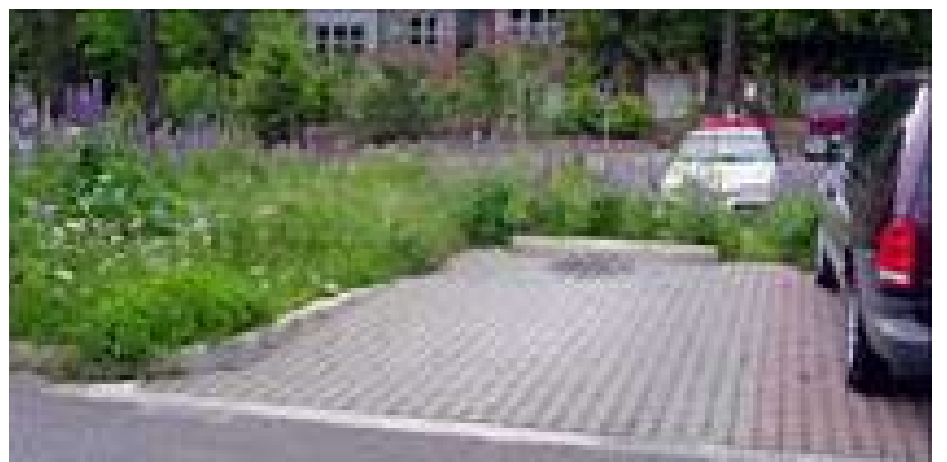




PARKING

Provide convenient pathway connections to parking and transit. The path surfaces are to be paved and accessible.

Parking solutions must be creative and contain landscaping with shade trees. The following photos of parking areas are acceptable solutions.



PAVING

Paving is important for setting apart different areas of the Center. Pavement materials, color and patterns shall be consistent within each area. The separate areas of the Center that require concrete paver design are the Academic Courtyard, parts of the College Green pathways, the Center Plaza, and secondary spaces between or along side buildings.

All hardscape open spaces and pedestrian pathway surfaces are to be slip resistant in all weather conditions and ADA accessible.

Consider along with the adjacent building's materials the orientation and exposure of areas when choosing the color and material for paved open spaces.



The use of impervious pavements that slope to planted areas of the campus is appropriate for storm water management.

Sidewalks are to be 8 feet wide gray concrete scored in a regular pattern with a light to medium broom finish. Sidewalks are not to be designed over 8 feet wide at the Center unless future special situations require the widening. Where sidewalks are to also be used by emergency vehicles the edges that widen the pathways are to be turf-block. The turf-block serves two purposes. The block provides a permeable surface that can be driven on and aides in storm water management.

Concrete stains, materials applied over concrete, applied aggregate finishes and paint on concrete are not acceptable.



Academic Courtyard

The hardscape in the courtyard should minimize reflected heat. Light to medium color pavers are appropriate for the courtyard. Dark pavers would not be appropriate in the courtyard.

A medium color Terra Cotta paver is the preferred color for the courtyard primary color with lighter color pavers making up the pattern.



Example of preferred terra cotta color paver.
Paver material to have variation in the color palette.

Plaza

The hardscape on the Plaza should minimize reflected heat however the Plaza is more open to breezes than the courtyard. Medium color pavers are appropriate for the Plaza primary color. Dark pavers would be suitable for the Plaza within a design or pattern.

College Green

The pathways within the College Green are pedestrian circulation paths leading to academic buildings and are emergency vehicle routes when needed. To the side of the path is a small roadway for the maintenance of the central vineyards. The main paths shall be 8 feet wide concrete sidewalks bordered by turf block to widen the pathway when emergency vehicles are required. The turf block will provide a transition from the solid concrete sidewalk edge to the lawn on one side and the vineyard access road on the other side.



Where the occasional emergency or service vehicles are allowed on pathways consult with Delta College's facilities and safety groups. The structural capacity of the widened pathway might need to be increased; however the visual integrity of the College Green must be retained.

Decomposed granite and other inert earth and stone materials may be used for some secondary use pathways. All pedestrian circulation routes to buildings and parking must be fully ADA accessible.





EQUIPMENT

Utility services equipment such as HVAC units, meters, mechanical equipment, transformers, and others shall be screened from public view as much as possible and located in designated service areas.

Insert photos

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LANDSCAPE
General



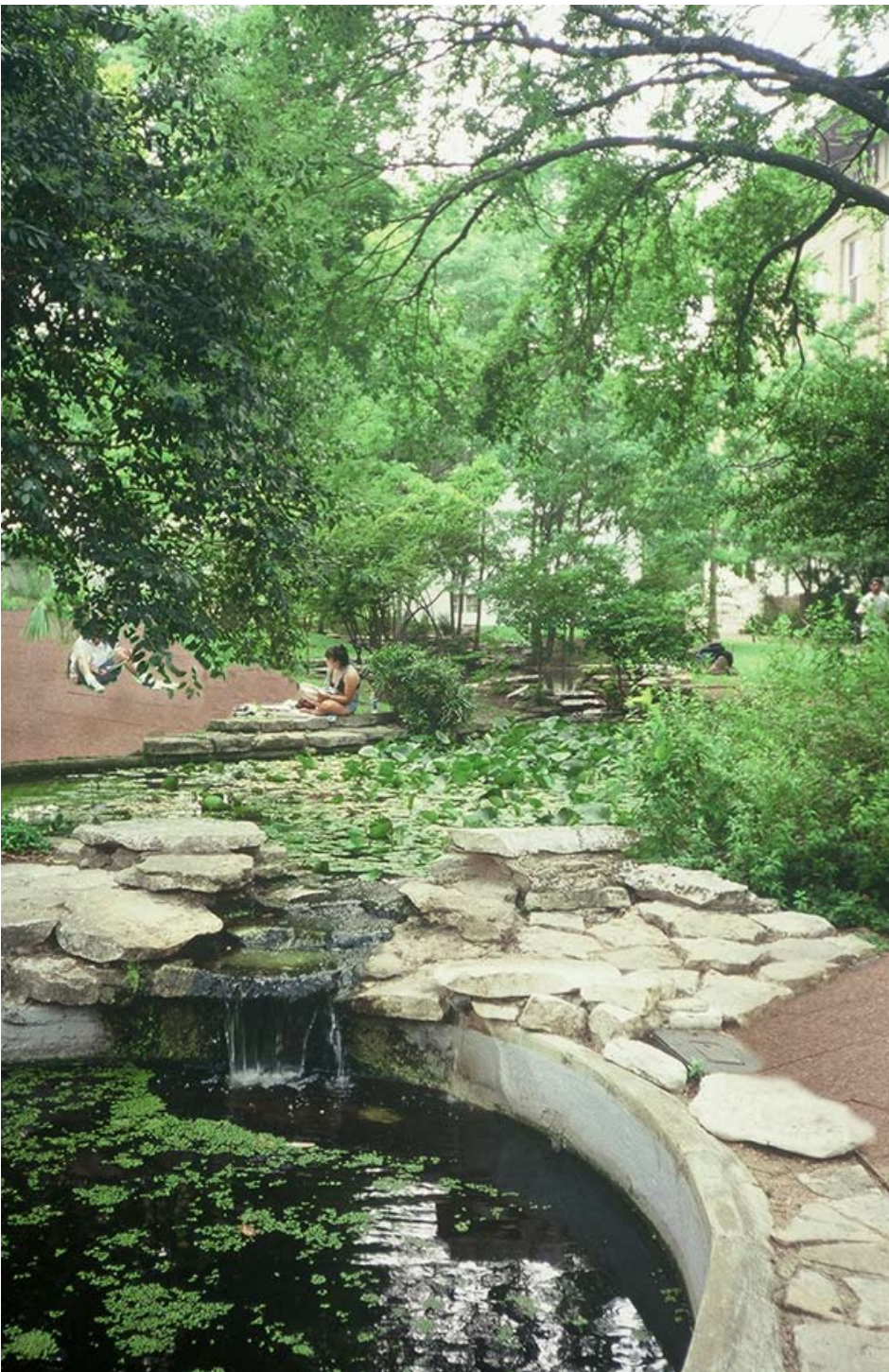


Plaza

The Plaza is designed to accommodate special events. The space is more public than the Academic Courtyard and is transitional between the courtyard and the very public Academic Village street.

Plaza Water Feature

The Plaza design includes a central water feature that mimics the Mokelumne River curving along the northern edge of the site. The mock river should include moving water but it is not considered essential to the development of the feature. The river bed may be a dry rock bed that contains water only after a rain. The river bed must be designed with drainage provided.



Plaza water feature example with large rocks and running water moving through to mimic stream.



Mock riverbed example designed as an attractive water feature when water is not present.

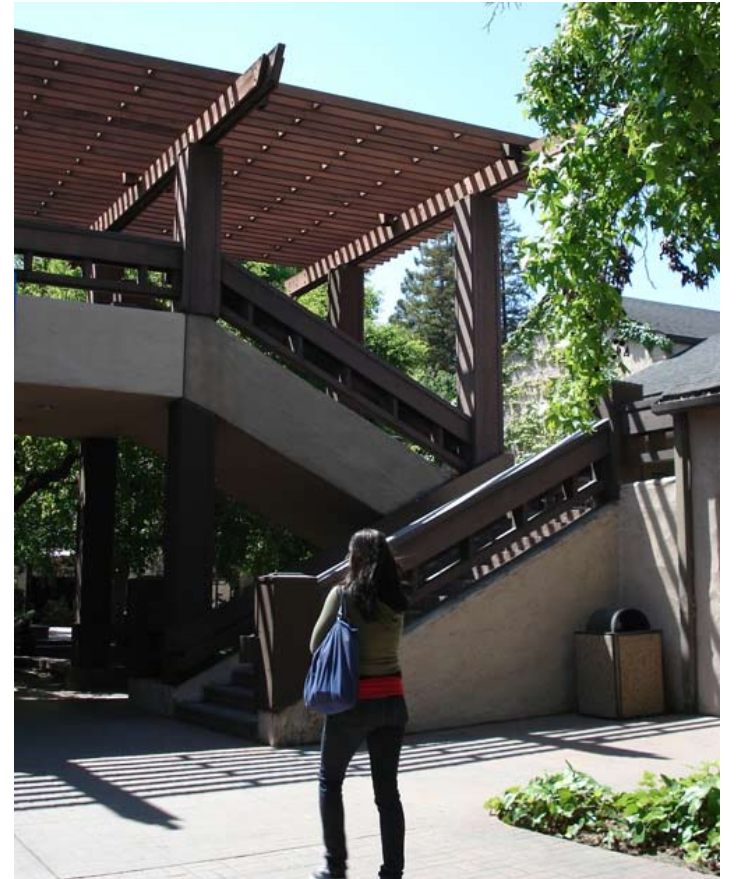
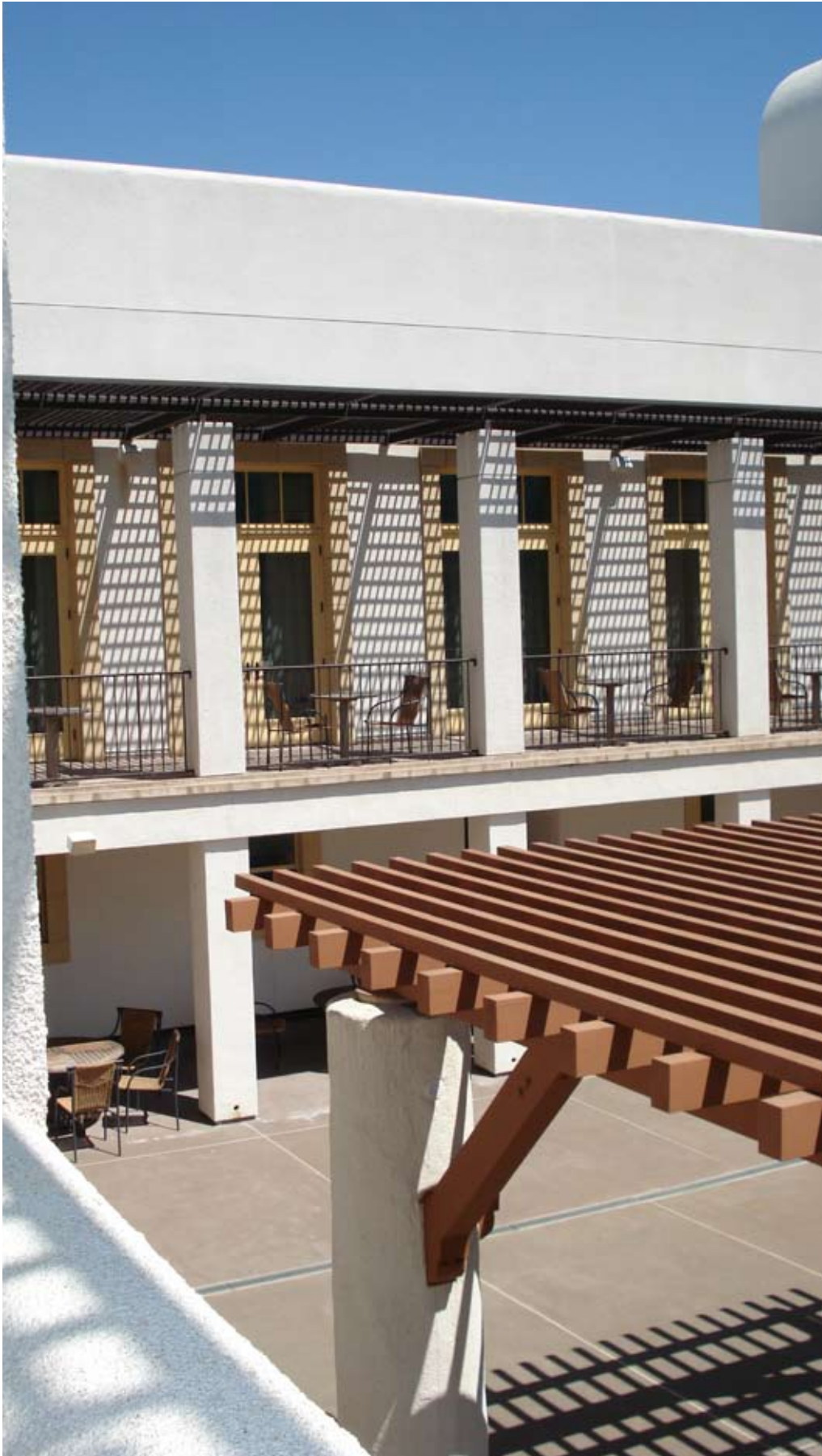
Landscape Sculpture





Sun and Shade

The Lodi Center design includes a variety of sunny and shaded areas. The play of sunlight and the movement of shadows connect the students and faculty to the time of day as well as the seasons. Shade structures are important elements in the design of the academic buildings on campus. These architectural elements should not be an add-on but should be integral to the building architecture.



Parking

Landscaping in parking areas can visually enhance the parking and provide shade along pathways to buildings.



Swales should be designed into the parking lot layouts to collect rainwater for vegetation areas. The curb cuts as shown in the photo to the left permit the rainwater to flow into the swale during storms.



Shade trees are important landscaping for parking areas. Trees should be planted with seasons, species and height considered. The angle of the afternoon sun is also an important factor in the location of trees in a parking area.



College Green

Green landscaped areas create cool microclimates.
The College Green will collect rainwater to reduce runoff.

The pathways through the Green should be tree lined, of stable materials and wide enough for emergency vehicle access.

Lawn areas make up part of the College Green. The turf grass areas are designed along the main north-south pedestrian pathways of the green. Locate the turf between the buildings and the pedestrian pathways. The lawn area should be wide enough for passive recreation and leisure enjoyment. On the lawn students can throw a frisbee or sit in groups for exterior classroom gatherings.

The lawn areas should be irrigated with reclaimed water as much as possible.

The minimum width of the lawn is 25 feet.

Provide no more than 25% shade within the lawn areas.

Provide benches in both shaded and sunny areas.

Locate irrigation backflow preventers, utility boxes, etc. away from the lawn areas and out of sight for pedestrians.



Storm water runoff is an opportunity to conserve resources.
Edges for planting beds are to be constructed with crevices and holes for water to move to or from areas.

Plant deciduous trees in appropriate places, such as the Courtyard, Plaza and along the College Green pathways to provide seasonally appropriate sun or shade.



Garden

Gardens have a higher density of plant variety and usually have themes. The Center may plant gardens, such as herb gardens for the culinary arts program and café/bakery. Gardens should include seating areas and short walls. Shade may be important for the specific garden or sun may be more important for a particular growing season. Trellis structures are appropriate for shade at gardens.

Street Edge

Design perforated curbs and grassy swales to infiltrate storm water generated by the streets and sidewalks. Locate small rectangular holes in the curbs that allow water to drain from the street into the grassy swales. Connect an overflow outlet to a storm drain in the event of large storms that overflows the swales.



Small gravel is used to increase permeability between the pavers. A small bioswale can also be included in the parking lot design.



SEATWALLS

A seatwall is a low exterior wall between approximately 14 to 26 inches comfortably high enough to casually sit on. The low wall may be an element of the landscaping or simply incorporated into the pedestrian circulation similar to the placement of a bench. The Center should incorporate seatwalls in the design of outdoor spaces.





SIGNAGE

Exposure to the Lodi Center will occur in many ways. Each encounter with the Center is an opportunity to present the Center's image. The Center welcomes all individuals including those with disabilities. It is important to have appropriate signs in the correct locations to guide movement to, from, and around the Center that comply with ADA guidelines.

Signage needed at the Center will include, but not be limited to, identification, directional street signs, parking, informational, accessible routes, building destinations, and often temporary signage to highlight special events.

Entry signage is the first impression of the Center. It establishes the image of the place upon arrival and should create the intended perception.



Directional signage identifies the destinations within the Center and the location of each sign on a campus map.



Destination signs can be attached to the building in the Academic Courtyard and on the façade of the Plaza buildings. Many older university buildings and European buildings have the signs built into the façade of the building. This would be appropriate for the Plaza and Academic Courtyard.

It would also be appropriate for destination signs to be freestanding within the Academic Courtyard or on the Plaza

At the Lodi Center it is proposed that the signs be constructed of the same materials as the buildings and sit along the pedestrian pathways near the building entries. Taller signs are appropriate within the College Green while shorter monument style signs are proposed for inside the courtyard. It is most important to be consistent with the signage program throughout the campus and over the development years.



Pillar destination sign proposed for along the pathways within the College Green.

Standard metal pole signs such as "STOP" signs, speed limits, disabled parking, yield and other signs appropriate for safety shall be used throughout the Center.

Commemorative plaques are used to acknowledge benefactors or special historical events. These signs give a sense of history and tradition over time. The plaques should be located at building entries either on the exterior or within lobbies. The design of the plaques should be compatible with the architecture of the building where they are placed. Some plaques may be placed to commemorate a donated exterior space or landscape element.





ACCESSIBILITY





RESIDENTIAL ARCHITECTURE ୧୧୧୧





SUSTAINABILITY



SUSTAINABILITY

San Joaquin Delta Community College District - Draft Policy

Energy and Sustainability Policy

Overview

The California Community Colleges Board of Governors adopted an Energy and Sustainability Policy in January 2008 that recommends energy efficiency and sustainability goals, procedures for California Community Colleges and that each campus develop strategic plans for energy and sustainability. To that end, San Joaquin Delta Community College District will actively participate in statewide energy conservation and reduced electrical demand efforts. In accordance with Gov. Code Sec. 15814.30, all new public buildings will be models of energy efficiency, and designed, constructed and equipped with all energy efficiency measures, materials and devices that are feasible and cost-effective; and Gov. Code Sec. 15814.31 requires that renovations meet the current energy code.

Energy

The San Joaquin Delta Community College District will promote the use of cost effective renewable non-depleting energy sources wherever possible in new construction and existing buildings and facilities. The District will seek available sources of funding for implementing energy efficiency improvement and utilities infrastructure renewal projects.

Sustainability

Future District construction, remodeling, renovation and repair projects will be designed with optimizing energy utilization, low life cycle operating costs, and compliance with all applicable energy codes and regulations. In an effort to reduce the creation of greenhouse gases, capital planning for District facilities and infrastructure may consider features of a sustainable and durable design to achieve a low life cycle cost. New District construction and major remodeling projects may be designed to achieve at least a United States Green Building Council Leadership in Energy and Environmental Design (LEED®) certified or equivalent rating.

Elements to be considered in design of facilities:

- Siting that optimizes geographic features to improve sustainability, such as proximity to public transportation and maximizing vistas, micro-climate and prevailing winds
- Durable systems and finishes with long life cycles that minimize maintenance and replacement
- Optimization of layouts and designing spaces that are flexible and include space to support recycling and reuse of materials
- Systems that optimize energy, water and other natural resources
- Optimize indoor environmental quality for occupants
- Utilize environmentally preferred products and processes, such as recycled content materials and recyclable materials

The District must identify the economic and environmental performance measures of a sustainable building goal, determine cost savings, use extended life cycle costing, and adopt an integrated systems approach. This type of approach recognizes that individual building features, such as lighting, windows, heating and cooling systems or control systems are not stand-alone systems.



Physical Plant Management

The District will heat facilities at or below 68 degrees Fahrenheit and cool facilities at or above 78 degrees Fahrenheit. Each campus will operate and maintain a computerized energy management system with centralized reporting and control of campus energy related activities.

Scheduling of buildings and/or facility usage should be optimized with the approved academic or non-academic programs to reduce the number of buildings operating at partial or low occupancy. Academic and non-academic programs should be consolidated in a manner to achieve the highest building utilization.

All heating, ventilation and air-conditioning equipment should be shut off during times the District is not in session; with the exception of electronic data processing installations or other scientifically-critical or 24-hour operations.

The District will conserve water resources by installing controls to optimize irrigation water, utilize water restrictive devices in restrooms and promote usage of reclaimed water. Decorative fountains should be minimized.

We all need to be good stewards to the land and a college campus is no exception.

Sustainability is defined as: relating to a lifestyle involving the use of sustainable methods, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged.

Means that a College Campus can use sustainability in a landscape include harvesting rainwater, xeriscape planting methods, recycling programs, pavement choices and providing alternate means of transportation to campus.



XERISCAPE

Xeriscape is a combination of seven planting principles including:

- plan and design for water conservation and plant interest from the beginning of the process.
- create practical turf areas of manageable sizes, shapes and native grasses.
- select low water plants and group the plants with similar watering needs.
- use organic soil amendments like compost or manure to add to soil composting and biology.
- use mulches to reduce evaporation and to keep the soil cool.
- irrigate efficiently utilizing best management practices with the design to put down the correct amount of water at the correct time.

Plant placement, by slowing winter winds and providing shade in summer planting can aid in building energy efficiency.

Planting native or drought resistant plants along the perimeter trail system will provide an easy transition into the lowland space and will expand the areas of the campus that need little to no irrigation, fertilizer, pesticide, or extensive pruning. This will save water, lower the amount of chemicals introduced to the water system, reduce the amount of green waste produced, and provide natural habitat for local wildlife.

Preserve native habitat in the lowlands area. Existing native habitat will have the same advantages as listed above as well as preserving an already established ecosystem. Prevent erosion increases by maintaining the existing landscaping on the berm. The current fauna includes elderberry trees, which are the protected habitat for the Valley Elderberry Longhorn Beetle.

Incorporating trees into parking lot design provides shade, reduces carbon dioxide, and reduces heat-island effect.



RAIN GARDENS/BIO-SWALES

What is a 'Rain Garden'? A rain garden is a planted depression that is designed to take all, or as much as possible, of the excess rain water runoff from a house or other building and its associated landscape. A rain garden is also known as a bio swale. It can assist in alleviating flooding and pollution. Benefits a campus could see using rain gardens is a reduction of flooding during a storm event, the rain garden gives the excess water a place to go, and cleaner water.

A rain garden is lined with plants which take out impurities in the rain water. Depending on the material selected, heavy metals, salts, and overabundance of various minerals can be removed from the water as it travels the swale en route to the detention basin or other stormwater management solutions. Its appearance is a grassy swale which can have color from perennials or grass seed heads popping above the rim of the swale. Bio-swales play two roles: one is a means to clean the water moving through it and the other is to assist in groundwater recharge. Many plants exist which are known to remove impurities. By planting these species in the swales, they remove these impurities from the water and leave a cleaner water to enter the storm water system or recharge the ground water.





ALTERNATIVE TRANSPORTATION

Alternative transportation gives people choices as to how to arrive to a venue whether it is a class, coffee shop, restaurant or library. Transportation can be sustainable as well. By incorporating different options, you can expand people's horizons as to how to get to and from the campus. Simple steps such as adding a bus stop or a bike rack can provide people with options which meet their needs at different times. Adding bus stop(s) along an existing bus route to service the college for students, staff and the community can expand the range of persons able to visit the campus or find work there. Incorporating bike racks for students or staff wishing to cycle to school or to use the College facilities provides a healthy lifestyle choice for getting to campus.



SUSTAINABLE VITICULTURE

The San Joaquin Delta College Lodi Center is committed to the study of sustainability. The location of the Lodi Center provides a unique opportunity for the study of sustainability in agriculture. Working with the local wine industry the Lodi Center students of viticulture can learn what sustainable farming practices are appropriate for the local vineyards.

Local Lodi growers are currently implementing many specific sustainable viticulture practices in their vineyards. On a smaller scale the College Green at the Center is designed to allow for small demonstration plots for student experimentation and a hands-on approach for furthering the regions viticulture practices. The students could also study and look for ways to reduce reliance on problematic chemicals in winegrape production.

Following Text taken from the website of the Lodi Winegrape Commission with permission.

Lodi Winegrape Commission Sustainable Viticulture

The present paradigm of organic farming began as a melding of several different schools of thought that were supported by European and English scientists active in the 1920's, 30's and 40's. The essential role of a healthy, fertile soil in viable agriculture was the common thread that linked these schools.

In 1989 the American Agronomy Society adopted the following definition for sustainable agriculture: "A sustainable agriculture is one that, over the long term, enhances environmental quality and the resource base on which agriculture depends; provides for basic human food and fiber needs; is economically viable; and enhances the quality of life for farmers as a whole."

IPM is Integrated Pest Management and is an integral part of any sustainable farming program. It is cost-effective, powerful, and has withstood the test of time. The IPM concept was developed to respond to

a combination of problems associated with pesticide use in the 1950's and 1960's. Events such as pesticide resistance, secondary pest outbreaks, and environmental contamination led a forward-looking group of entomologists at the University of California to conclude that we were heading toward a pest management crisis in agriculture. They realized we had gotten away from the fact that pest problems are complex and ecological in nature.

IPM is a long-term approach to managing pests by combining biological, cultural, and chemical tools in a way that minimizes economic, health and environmental risks.

There are five essential components to an IPM program.

1. Understanding the ecology and dynamics of the crop. It is important to gather all of the available knowledge about the crop we are growing. Most, if not all, grape pest problems can be directly related to the condition of the crop. The more we know about the ecology of the crop, the better pest management decisions we can make. For example, it is well known that overly vigorous grapevines can encourage larger leafhopper populations than vines of less vigor. Therefore, maintaining proper vine vigor is one way to keep leafhopper populations at acceptable levels (and to accomplish many other goals).

2. Understanding the ecology and dynamics of the pest(s) and their natural enemies. It is not only important to know what pests are present but also to know the details of their life cycles, what makes their populations change, whether any natural controls are present, and what effects these may have on the pests. By knowing as much about the pest as possible we may find some weak point that we can exploit.

3. Instituting a monitoring program to assess levels of pests and their natural enemies. It is vitally important to continually monitor the pest levels in the field. This is a crucial aspect of the IPM approach. By knowing how many pests are present we can make the best decision about how much damage they might cause to the crop. If natural enemies are present we need to know how many are present as well because they may take care of the pest



problem for us.

4. Establishing an economic threshold for each pest.

Effective monitoring and using economic thresholds make up the core of any IPM program. What is an economic threshold? It is the level of a pest population above which, if a control action is not taken, the amount of damage caused by the pest will exceed the amount it costs to control that pest. In other words it is the level of the pest population at which the control measure used pays for itself.

5. Considering available control techniques and determining which are most appropriate. A wide range of control techniques is available for crop pests. They can be divided into 5 broad categories: chemical controls, such as pesticides; cultural controls, such as controlling vine vigor or leaf removal; biological controls, such as natural enemy releases or conserving natural enemies; behavioral control, such as the use of insect pheromones; and genetic control, such as the use of resistant rootstocks or loose-clustered clones.

IPM is an 'Approach' and Changes with Time

IPM is not a technique or a recipe, but rather an approach to identifying and solving pest problems. Particular techniques for pest management may vary from field to field, year to year, crop to crop, and grower to grower but the overall approach is always the same, using the 5 essential components of an IPM program.

An IPM program is never complete and is a process of continuous improvement. The reason for this is that over time we learn more about our crop, our pests and their natural enemies, and refine our monitoring programs. We also improve our economic thresholds, and develop new control strategies. Furthermore, we periodically get new pests. As we gain more knowledge, we need to use it to refine our IPM programs to make them more effective and to ensure they will work in the long-term. This is the best way to minimize the economic impacts of pests in our vineyards and minimize the risks to our health and to the environment.

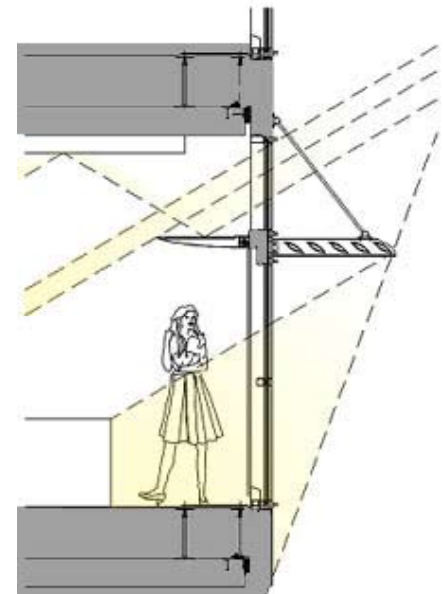
Sustainable viticulture involves all aspects of farming: viticulture, soil management, water management, pest management, habitat management, human resources (growers, their family members, and their employees), and wine quality.

BUILDING ORIENTATION

Advantageous building orientation maximized nature's ability to light the building. Buildings correctly positioned within the landscaping require less energy to heat and cool a building because trees provide shade in the summer and can help block winter winds.

DAYLIGHTING

Daylighting refers to the natural lighting of the building by sunlight. This can be accomplished by providing properly placed windows which allow light to transfer throughout the building with limited amount of excess heat. Some of the more common ways to accomplish this are by clear story windows, light shelves and skylights. Appropriate sunshades on the exterior of the building will further control light and heat infiltration to eliminate glare and excess heating.

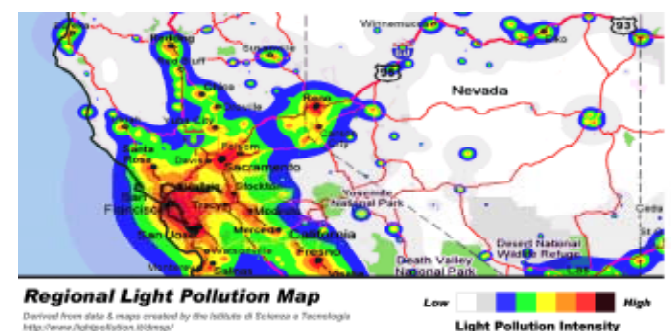


ENERGY EFFICIENCY

Design landscape to aid in building energy efficiency by slowing winter winds and providing shade in summer

NIGHT SKY

Limit sky glow, glare and light trespass by choosing the correct wattage for outdoor light, shielding light from admitting rays above 90 degrees and use motion detectors where applicable to maintain the beauty of the night sky and prevent disturbance of neighbors and nocturnal animals.





RECYCLING

California is known nationally for being the pioneer state for its recycling programs. Installing receptacles for aluminum, plastic, glass, newspaper and trash would be a small step and compliment the habits already in place statewide.

CAMPUS RECYCLING PROGRAM

This can be similar to the recycling program currently implemented at the Stockton campus. Recycling reduces the amount of material in the waste stream, reduces the amount of raw materials needed to produce new items and in most cases uses less energy than to produce the same product from raw materials.

SAME PRICE FOR SINGLE & DOUBLE SIDED PRINTING

This measure will encourage students to print double sided, thereby reducing the amount of paper required for the campus. Reducing paper consumption saves trees and the energy required to harvest trees, manufacture the paper, and transport the paper materials.

LOW OR NON-TOXIC CLEANERS

Use of low or non-toxin cleaners reduce the amount of chemicals introduced into the waste water and eventually into the water system. Also many toxic cleaning supplies release chemicals into the air so by using cleaners with a lower toxicity or preferably non toxic cleaners the indoor air quality is also improved.

HAZARDOUS WASTE

Responsible elimination of hazardous waste insures that toxins do not end up in the ground water

INSTALL LOW FLOW WATER FIXTURES

Use these fixtures in campus buildings to reduce the amount of water required for the campus buildings.

ENERGY STAR APPLIANCES

Purchase energy star appliances to save electricity required to run the buildings on campus.

