



06.13.2017

SAN JOAQUIN DELTA
COMMUNITY COLLEGE DISTRICT
2017 COMPREHENSIVE MASTER PLAN

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT



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2017 COMPREHENSIVE MASTER PLAN

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LETTER FROM THE PRESIDENT



On behalf of the District's Board of Trustees and all of the institution's stakeholders, I am proud to present the 2017 Comprehensive Master Plan (CMP) for the San Joaquin Delta Community College District. The CMP presents the culmination of two significant planning activities: educational planning and facilities planning, the outputs of which you will find in this overall document.

With over 80 years of history, the College has a long track record of evolving and renewing itself to provide affordable, high quality education in relevant, effective facilities to improve the lives of the local population. From its beginnings as "The Junior College of the College of the

Pacific" in 1934 to the institution it is today, the District has mirrored the changes in our society and the world of work—continually adjusting its offerings and its facilities to educate our community's youth for the future or help adults retrain for realizing better opportunities. Our campus community and the community at large take great pride in our history of service, particularly to those who are considered economically or otherwise disadvantaged.

Though at times the pathway of change has been a little rough, our community has always shown great heart and passion related to our planning and the evolution of the College to meet the community's needs. In fact, many people do not realize that in the late 1960's, it took two attempts at passing a bond measure before the development of the initial and unique core campus here at Stockton could proceed. Literally hundreds of thousands of students have benefited from the decisions of the voters and college leaders from that period.

In 2004, the passage of the \$250 million Measure L enabled the renewal of some of these initial facilities and infrastructure, as well as the development of new facilities on the Stockton campus. Measure L also created South Campus at Mountain House (an educational center), plus acquired land to support future growth. The most popular improvements with faculty and students alike have been the full renovation of the Goleman Library into a modern learning resource center and a new \$73 million Science and Mathematics facility, a project that leveraged bond funds by acquiring \$22 million of funds by the State

of California through its competitive capital planning process. The combination of funds helps us to deliver a modern science and math complex that has heightened the quality of our science lab offerings. Over the 12 years since the passage of Measure L, we have managed to leverage the funding to acquire \$29.4 million of state funds, garner interest that has been incorporated into the planned improvements, and refinanced (refunded) approximately \$146.9 million of its Measure L Series 2005A and 2008B Bonds, resulting in a gross savings for District taxpayers of \$25.8 million in late 2015.

Other improvements enabled by the Measure L Bond Program include:

1. Critical infrastructure upgrades for the Stockton campus, including central plant renovations that helped support the new facilities and facilities renovated as a part of the bond program. This "backbone" type of improvements literally laid the groundwork for efforts that now need to be undertaken to operate more energy efficiently and sustainably;
2. The establishment of the Lawrence and Alma DeRicco Student Center, featuring a one-stop shop for critical student services functions;
3. The construction of state-of-the-art athletics facilities for track, football, softball, and baseball, along with the recent construction of a new organic infill soccer field;

4. A new data center that helped set the stage for expanded capacity needs in the future;
5. The acquisition of land and the development of a Chancellor's Office-approved Education Center to serve students at the South Campus at Mountain House: This formal approval allows the College to receive an additional annual budget appropriation of up to \$1,000,000 and allows the Education Center to compete for state capital outlay funds. As you will see in this CMP, the District intends to develop a permanent structure next, for which it will compete for state funding;
6. Modernization and repair of all of the legacy elevators in Stockton campus buildings;
7. Restroom modernization and ADA Compliance;
8. Shima Diesel and Heavy Equipment Center and equipment yard;
9. New greenhouse;
10. Lighting and safety improvements for the Stockton campus's theater performance spaces, as well as exterior lighting upgrades that have added to the safety of the overall campus;
11. The acquisition of land for potential future facilities that can serve north San Joaquin County.

But of course, even while implementing Measure L improvements, we have experienced plenty of change: the "dot-com" went bust, the housing market expanded into a bubble that ultimately burst, leading to "The Great Recession" and the "jobless recovery" that followed. Through these changes and all that came before, our commitment to education has not wavered. The institution has proven it can weather these storms, and it does so by evolving the areas of educational emphasis, staffing and support levels, modes of instruction, and the facilities in and through which our students receive instruction.

In 2015 the college community completed an update of its educational master plan. We relied on external data such as changes in our region, communities, and operating environment, as well as internal college and community stakeholders' voices to help shape the recommended educational programs and service improvements that will strengthen our college's offerings. We retained the combined expertise of architectural firms of Gensler and LDA Partners (a local firm) to assess our facilities against the needed educational facilities and infrastructure, and to help guide discussions and creation of plans for future campus construction and build-out. Consequently, the planned improvements highlighted in this document reflect the needs as articulated in the Education Plan, vital community input, and the requirements that are a function of our operational environment (i.e., being a public agency funded by the State of California, and influenced by the California Community College Chancellor's Office.) Acting on these plans will bring necessary changes to help facilitate and enable modern instruction in programs of value to our constituents.

For the most part, we are now in the final wave of Measure L improvements. Funds realized from one-time savings and state infusions have been dedicated to an initiative that introduces modern computer technology and audio-visual presentation systems to many classrooms. However, much work still needs to be done to bring the Stockton campus up to date and prepare it for the future. Moreover, expansion of modern facilities to South County and North County residents awaits the demonstrated growth of Full Time Equivalent Students in short-term facilities, and further funding.

In the pages that follow, the college community expresses its support for the programs, projects, and ideas that it believes will enable Delta College to maintain its role in, and provide enhanced offerings to, the community well into the future. We hope you, the reader and a valued member of our community, will join us in support for this CMP so we can continue to evolve and endure together.

It is my pleasure to present the CMP to the community, and to thank everyone for their ongoing support for San Joaquin Delta College.

Dr. Kathy Hart
Superintendent/
President

DOCUMENT ORGANIZATION

The *San Joaquin Delta Community College District Comprehensive Master Plan* is organized into three main sections: an initial section introducing the CMP and providing an overview of the educational and facilities planning considerations; then, the Educational Plan, provided by the District; and, finally, the Facilities Plan. The Facilities Plan begins with the Facilities Planning Data, and is then organized by teaching site. Each teaching site consists of an Introduction, Analysis, and Recommendations subsection.

The Analysis subsections document the existing conditions, while the Recommendations subsections document the planning solutions and development concepts. The Recommendations sections include a summary of projects for the teaching site categorized under new facilities, renovation and repurposing of facilities, and site improvements.

A Facilities Plan for the North County Center is intended as a future addendum to this document.



EXECUTIVE SUMMARY

The Comprehensive Master Plan (CMP) for San Joaquin Delta College is the culmination of a systematic planning process over the last two years. The CMP is rooted in community input, analysis of changing demographic and labor market trends, and a systemic examination of District buildings, grounds, and infrastructure. While dedicated state budget resources can accomplish some components of the plan, the true success of the plan depends upon continuing community support for Delta College and a willingness to approve a second bond measure that implements the component parts of the plan.

This Executive Summary serves as a brief introduction to the way the plan was developed, the challenges and opportunities that face the District, the educational planning themes and facilities recommendations that emerged from the planning process, and a vision of how the District's campuses will evolve over the next twenty years if the plan is fully implemented. The Executive Summary is composed of three parts: 1) a discussion of the planning context that drove the development of the District's CMP; 2) specific recommendations for educational programs, staffing, and facilities that emerged from the Plan; and 3) a description of various renovation projects and new facilities that reflect the planning choices made by the District.

PART 1 – THE PLANNING CONTEXT – CHALLENGES & OPPORTUNITIES

The CMP features an Educational Master Plan (Chapters 1 through 4) and a Facilities Master Plan (Chapters 5 through 11). Master planning requires a set of value judgements and sound principles for making choices about program and services needs that drive future facilities and technology infrastructure investments. The District's staff, faculty, and managers met in various focus group meetings from Fall 2014 to Spring 2015 to formulate sound planning principles, to discuss major issues facing the District, to pinpoint areas of educational expansion projects, and to identify future renovation and construction projects. Summaries of those meetings are included in Chapter 1 of the CMP. A number of consistent planning principles and facilities concerns emerged from those discussions. The planning principles derived from those meetings are listed in part 2 of this Executive Summary.

OPPORTUNITIES

The Educational Plan for San Joaquin Delta College was last updated in 2009, and the environment for Delta and community colleges has changed since then. We have new opportunities and challenges ahead of us, and while some things change, some remain the same. When Delta College faculty and staff were surveyed in 2014 and 2015, they identified where opportunities for growth and expansion within the labor market were possible. The opportunities, discussed in some detail later in this plan are significant, and they include:

- **Greater Attention to the Success of Community Colleges and their Major Role in Workforce Development** – In response to a significant gap between employer demands and those who are prepared for “middle-skill” jobs, national attention to the mission and funding of community colleges has increased since the 2008-10 recession. Under the Obama Administration, community colleges saw a resurgence in their support from the federal government and in the recognition they receive for educating a skilled workforce. The State Legislature and Governor allocated \$200 million in new funding for community colleges to deliver more and better workforce training to California residents. Despite the attention to community college success stories in recent years, per-pupil funding rates for California Community Colleges still lag behind those of K-12 school districts, the California State University, and University of California systems. California Community Colleges receive only \$5,000 per full-time student, well below the \$9,700 per pupil in the K-12 system and the more than \$10,000 per pupil in the CSU system.
- **Job Growth** – The connection between community college training programs and job growth is well documented in the national literature. Labor market forecasts project growth in a variety of fields in the San Joaquin Delta College service area, with areas like health care and advanced manufacturing leading the way in job growth over the next decade. Also pivotal

to the region's economic growth are jobs in transportation and logistics (the shipping of goods and supply chain management), and agriculture-related businesses (sales, marketing, refined production, and distribution of agricultural commodities, food products, and wine). The area also will benefit from information technology growth resulting from: 1) the flight of IT companies to cheaper land in the greater urban Bay Area region, and 2) the increasing importance of the "internet of things" to all sectors of the modern U.S. economy. The expected areas of job growth and possible educational program development and expansion are summarized in the figure below.

- **Technological Innovations** – The emergence of newer, faster, and smaller computers, new software applications, powerful cellular phones, and multimedia delivery systems present promising future opportunities to revitalize the learning spaces for students who attend the District's campuses and for those who access its programs and services remotely. The District has already expanded its online program and is currently one of the largest in the state community college system, offering as many as 20 percent of its courses online during any given academic term.
- **Healthy, Sustainable Campus** – Students and community members want the District to place greater emphasis on healthy, sustainable approaches to college operations. This improved, healthier campus environment extends from green approaches to landscaping

and conservation, to food choices in the cafeteria, and to health and wellness facilities that can meet basic student physical and psychological needs.

- **Regional Education Pathways from High School to CCC to University** – Enrollment at the main Stockton campus is limited by the existing building footprint of the campus. Because of current space and building constraints imposed by the State, enrollment growth opportunities can only come from three sources: 1) an expansion of online enrollment; 2) regional educational growth (in various high schools and community sites); and 3) dual enrollment by high school students.

There is growing interest in pipeline or pathway programs that promise a seamless transition from high school to community college to four year university enrollment. New partnerships have been formed with K-12 districts with Delta College offering more than 40 course sections at local high schools each term. The District already has active articulation agreements with many colleges and universities, and has a unique set of programs that link engineering students to University of the Pacific's Engineering Program and law students with six four-year universities and law schools in California. These expanded partnerships will help the District increase its enrollment for the North County region and the South Campus at Mountain House.

SIGNIFICANT LABOR MARKET SECTORS WITH EXPECTED GROWTH IN THE REGION, 2015-2022

Health Care & Public Safety Nursing Psychiatric Technician Respiratory Therapy Assistant Physical Therapy Assistant Home Health Care Public Safety & Police	Advanced Manufacturing Robotics Mechatronics Welding Manufacturing Technology
Business and Small Business Development Accounting Business Small Business/Entrepreneurship Retail Management	Engineering and Information Technology Engineering Information Technology Network Security Telecommunications Service & Repair
Education Science and Math Educators Education Paraprofessionals Early Childhood Education/Child Development	Other Sectors Renewable Energy Infrastructure Installation/Repair Logistics and Supply Chain Management Multimedia Communications

CHALLENGES

- **Stable Funding** – The College’s funding is tied to California’s economy and the Legislature’s ability to deliver tax revenues. During boom times, the College’s funding capacity tends to grow, while in recessionary periods, the opposite occurs. In 2013, the state community college system benefited from the passage of Proposition 30, a one-time tax increase that supported public education programs as the state emerged from the recession. The extension of Prop. 30 by voters in 2016 has helped establish a more stable funding stream for the College. Significant additional investments have been made in student support programs and in career technical training programs in recent years, including \$200 million system-wide in the 2016-17 budget. Even with these new levels of investment, the District will be subject to the ebb and flow of state revenues that come with economic cycles of growth and recession.



- **Declining Enrollment in an Environment of Expected Growth** – The District has experienced flat or declining enrollment since the 2008-10 recession. This slight decline is natural during periods of economic expansion when jobs are more plentiful and the need for career re-training is less pronounced. Additionally, from 2012-2015, demographic shifts produced a slight drop in high school graduates in the surrounding areas. These twin forces have forced the District to rely on the summer enrollments to meet prior year state growth targets – a strategy employed by half of the community colleges in California.



- **Campus Safety and Security** – Interviews with students, staff, and faculty during the planning process identified a general concern for safety and security on campus. Concerns were voiced about lighting at night, compressed hallways, and doors that are not lockable from inside the classroom. Despite these concerns, crime reports suggest that Delta’s campuses are relatively safe when compared to other colleges and particularly in comparison to some nearby neighborhoods. The installation of a large number of video cameras, more and brighter LED lighting throughout the Stockton and Mountain House campuses, and a highly-trained police force have improved safety and security, yet concerns linger.



- **Equitable Access and Success** – With the infusion of Student Equity program funding, the District is investing in program interventions to increase access and successful completion for traditionally underrepre-



sented student demographics. Student Equity funding has helped finance more than \$2 million in ongoing staff and program investments, including direct assistance to students who need textbooks, improved student services for targeted groups, and professional development training throughout the institution. Gaps in achievement are largest for African American students, so there is still much work to be done. Investments in the District’s AFFIRM Program are improving the course completion and graduation rates.

- **Equity in Staffing and Faculty** – The District has improved the diversity of its employees in recent years, but the proportion of faculty who are non-white still trails the larger surrounding community and student population.
- **Aging Campus Facilities** – While Measure L Bond funds have been used to revitalize major components of the District’s facilities, the age of some of the original buildings has resulted in failing equipment, elevator malfunctions, and overall deterioration in the learning spaces that students use on a day-to-day basis. Carpets and furniture need to be replaced in many locations, painting is required to refresh buildings and offices, and many classrooms still lack reliable wireless connectivity and audio-visual presentation systems. White boards need to replace aging chalkboard in a number of Stockton campus classrooms.

• **Right-sizing of Classrooms, Labs, and**

Meeting Spaces – The CMP calls for right-sizing classrooms and labs to adjust for changing trends in education. Many District classrooms were not designed for flexible use or distance learning.



Distance education options have also reduced the percentage of students who take classes in face-to-face classrooms. As a result, efficiency ratings for some of the largest rooms at the Stockton campus are low when compared to state standards – mainly because they are large lecture halls that do not fill to their full capacity. Because of this factor, the District appears to have too many teaching spaces, when in fact it merely has the wrong kinds of teaching spaces. An additional concern is that the District has a larger-than-average amount of office space but limited rooms for community meetings or student gatherings. The CMP attempts to address these problems over the next 20 years.

In light of these challenges and opportunities, campus constituent groups were interviewed in the 2015-16 academic year and asked to highlight major themes that should be addressed by the District in its new Educational Master Plan. These themes provide a strategic vision for the District's Master Plan. They include the following overriding values:



STRATEGIC VALUES

An inclusive learning environment where all constituents receive fair and equal treatment

Initiatives that foster professional growth and innovative service delivery

The use of technology and innovation to advance student learning and to provide low-cost solutions for operations

Effective and consistent communication through multiple media

High-quality service in support of student learning and operational efficiency

Regional centers that offer general education, transfer, and basic skills first, followed by selected marquee programs in career and technical education

Community relationships with local educational institutions, employers, and workforce agencies that promote the region's intellectual, social, economic, and cultural vitality

A vital and healthy campus community that promotes the holistic wellness and growth of its students and staff

Career and technical programs that meet the labor market needs of employers in the region

Organizational structures that efficiently deliver instructional and support services for students

PART 2 – PLANNING RECOMMENDATIONS IN THE EDUCATIONAL & FACILITIES MASTER PLANS

The District's internal analysis and focus group discussions among faculty, staff, and managers identified a number of strategic planning principles for the Educational Master Plan. The master planning principles are described on the following pages, with more detailed analysis in the Facilities Plans that follow, starting on page 155. Each of the facilities projects identified in the CMP connect to these planning principles in a coherent and logical way. Readers should note that the District has made progress on these planning principles if they feature a check mark at the start of the narrative element (see for example E1.1 and E4.1 below).

REJUVENATE THE STOCKTON CAMPUS (Education Planning Principle 1, or E1)

The main campus features buildings that are now 45 years old and in need of refurbishment (new paint, carpets, desks, chairs, mechanical, electrical, and audio-visual systems).

- ✓ **E1.1** Refurbish core campus buildings: Locke, Shima, and Holt and Budd (refurbishment of Holt-Budd vocational shops is currently under way).
- E1.2** Implement a campus-wide landscaping improvement project, replacing current campus landscaping with drought-tolerant plant selections and xeriscaping.
- ✓ **E1.3** Designate a special facilities fund through the program review and budgeting process to allow for stable allocation of funding for the renovation and retrofitting needs of the Stockton campus.

REINVEST IN COLLEGE FACILITIES (E2)

The Stockton campus requires significant facilities improvements that improve the health and wellness, safety, food service, and gathering spaces for students and the community. Significant investment is needed to establish a permanent building and improved learning spaces at the South Campus at Mountain House (SCMH). The Master Plan also calls for the future development of a North County campus.

- E2.1** Construct a permanent center at the SCMH.
- E2.2** Construct a permanent center in the North County.
- ✓ **E2.3** Include health, mental health, and wellness services and a student and/or multicultural center in the Facilities Plan (included in this CMP).
- ✓ **E2.4** Include wayfinding and signage improvements in the Facilities Plan (included in this CMP).
- ✓ **E2.5** Provide meeting, gathering, and conference spaces that improve student, staff, and community experiences (included in this CMP).
- E2.6** Complete the Food Services/Culinary Arts remodel project in Danner Hall as part of Measure L Projects.



INSTITUTIONALIZE EQUITY (E3)

The District constituent groups identified equity as a major access and completion concern that should be addressed by all sectors. Widespread professional development is required for staff, managers, and faculty.

- E3.1** Develop and implement a professional development plan that enhances understanding about equity and inclusion among all campus constituent groups.
- E3.2** Institute plans throughout the District that provide nurturing, caring, positive, and challenging learning opportunities for all students.

UPDATE COLLEGE TECHNOLOGY (E4)

As computer technology and software approaches change, the District will need to adapt to mobile telephone, application-based approaches to service delivery and access. Delta College needs updated technology in learning spaces that is standardized across all rooms and labs. Additionally, campus-wide wireless access services need to be improved. Meanwhile, critical software packages that drive the District's entire enterprise should be replaced.

- ✓ **E4.1** Complete the renovation of classrooms into AV/smart rooms and provide adequate staff to train instructors in the use of new technology (more than \$1.5 million has been committed so far).
- ✓ **E4.2** Replace existing software systems for critical campus services (System 2020, Quali, Munis, and CurricUNET – more than \$4 million has been committed so far).
- E4.3** Develop an effective ADA-compliant student web portal that can provide a host of student services and assistance online.
- ✓ **E4.4** Implement expanded wireless access throughout all District locations (more than \$300,000 has been committed so far).
- E4.5** Provide consistent technology and computer support for labs, classroom instruction, and student support services through adequate staffing ratios.
- ✓ **E4.6** Establish a computer replacement program that ensures staff, faculty, and students benefit from up-to-date information technology (more than \$2 million has been committed so far).

REVITALIZE COMMUNITY ENGAGEMENT (E5)

While the District maintains a strong reputation within the region for its high-quality educational offerings, many community leaders seek more extensive connections with other educational providers and industry sectors. These linkages could help strengthen the connection between Delta and students enrolled in the K-12 educational system, and with four-year university partners.

- ✓ **E5.1** Promote and sponsor greater collaboration with faculty from high schools, adult schools, universities, and industry representatives to ensure curricula are aligned for transfer, articulation, and the needs of the regional workforce (dual enrollment options with local high schools have been expanded).
- E5.2** Strengthen interactions between elected trustees, superintendents, administrators, and staff across all levels of the K-Bachelor's education system.
- E5.3** Expand contract education programs to ensure that employer-training needs are being met in the region.

ESTABLISH MARQUEE PROGRAMS FOR NEW EDUCATIONAL CENTERS (E6)

The District's strategy in establishing new regional educational centers requires establishing general education, transfer, and basic skills course offerings to drive enrollment growth, followed by marquee career technical education programs at each teaching center. Specific examples of this strategy are described in detail in the Master Plan for the permanent centers at South Campus at Mountain House and the North County.

- E6.1** Implement marquee career and technical educational programs at new centers in addition to general education, transfer, and basic skills core offerings.
- E6.2** Use labor market research and community demand to drive decisions about new career technical offerings at regional centers.

PROMOTE A HEALTHY AND SAFE CAMPUS ENVIRONMENT (E7)

The District's focus group discussions in the planning process identified a keen interest in promoting a healthier environment and better food service options for students, as well as concerns regarding campus beauty and safety.

- E7.1** Explore the cost and feasibility of health, mental health, and wellness services that partner with local agencies.

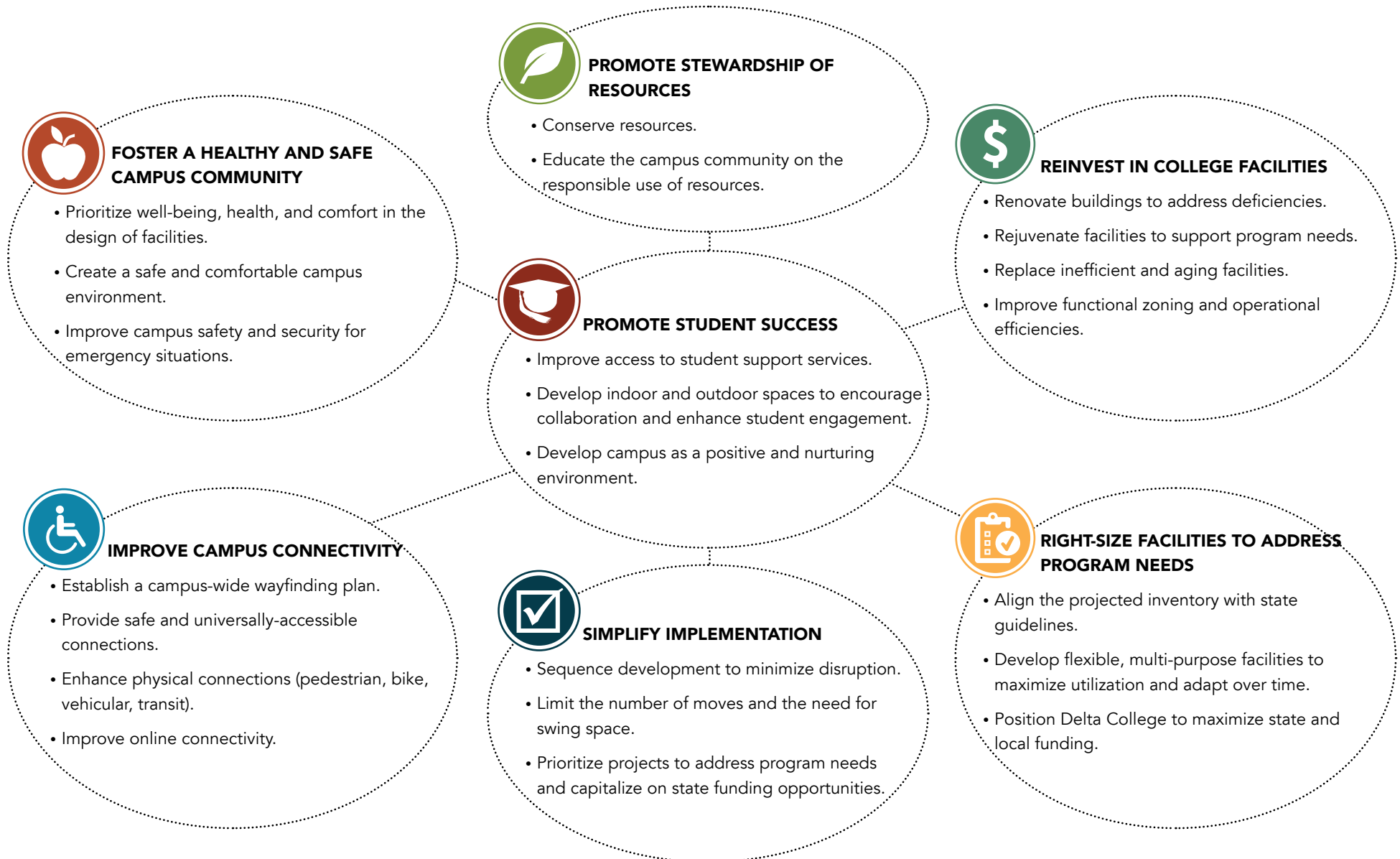
- E7.2** Explore changes in food services operations, which may include food trucks as a mobile option.
- E7.3** Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
- E7.4** Explore and implement technology and facilities enhancements that improve the safety and beautification of the District's grounds and facilities.

Once the Educational Plan was completed, the District embarked on a process of facilities planning in partnership with two architectural firms, Gensler (based in Los Angeles and San Francisco) and LDA (based in Stockton). A core facilities planning team—the "Comprehensive Master Plan Working Group"—met with stakeholders between Fall 2015 and Summer 2016 to identify facilities planning principles that connected to the themes and principles in the Educational Plan. The architects conducted an extensive analysis of the District's facilities at the Stockton campus, Manteca farm, and South Campus at Mountain House. The process included analysis of major infrastructure systems (e.g. water, sewer, storm, heating, ventilating, air conditioning, electrical) and other essen-

tial campus components including: ADA accessibility, vehicular access and travel, parking, campus wayfinding for different types of visitors, landscaping, educational program needs, space utilization of existing rooms and labs, enrollment trends, campus safety and security, sustainability, and perceived positive and negative attributes of existing campus facilities. Working from those analyses and the educational planning principles identified earlier, the architects and the CMP Working Group developed seven core facilities planning principles, which are highlighted in the graphic on the following page.

Along with the systems analysis mentioned above, the functional organization of each building of the Stockton campus was reviewed to identify programs that may be orphaned from like-minded programs or located in inefficient spaces. An example of these building summaries can be found on page 207 of the CMP, and are replicated on page 17.

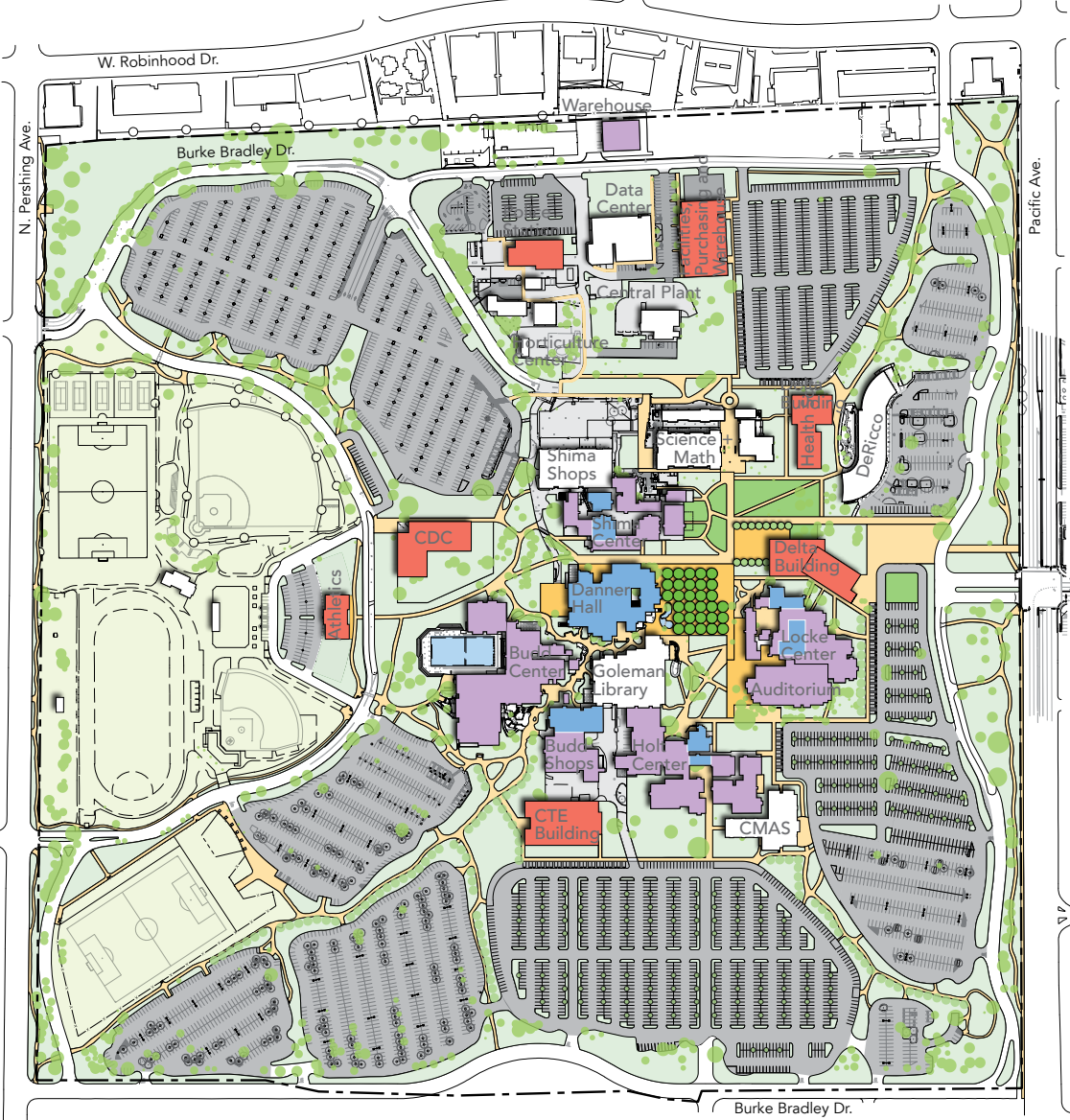
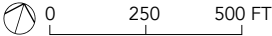
FACILITIES PLANNING PRINCIPLES



Each of the proposed projects identified in the subsequent planning is linked to these principles, resulting in a Comprehensive Master Plan that addresses the educational needs of the community and the need to revitalize existing District facilities.

**STOCKTON CAMPUS
2017 FACILITIES PLAN**

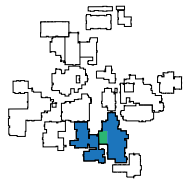
- Legend
- New construction
 - Renovation/Change of use
 - Modernization



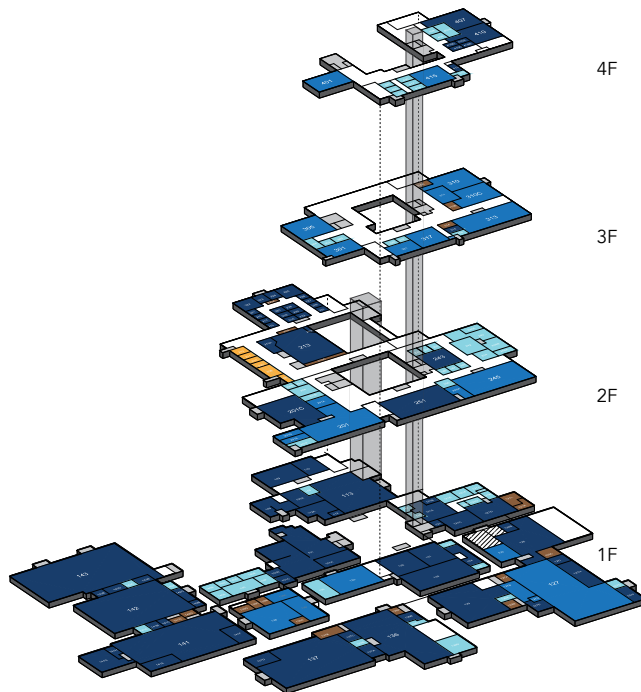
Legend

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

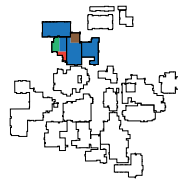
HOLT CENTER



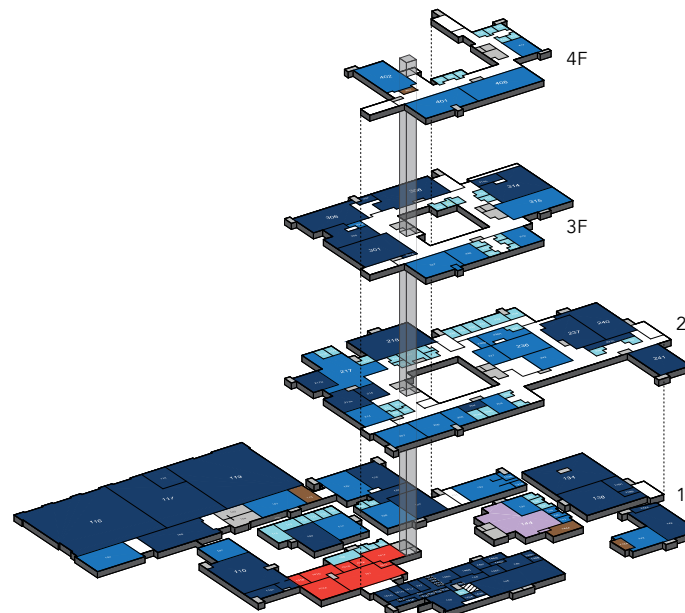
- The police academy is remote from the campus police location.
- The Reading/Writing Learning Center is remote from other tutorial services and difficult to find.
- The music spaces need revitalization and acoustical upgrades.



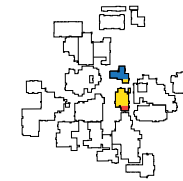
SHIMA CENTER + SHOPS



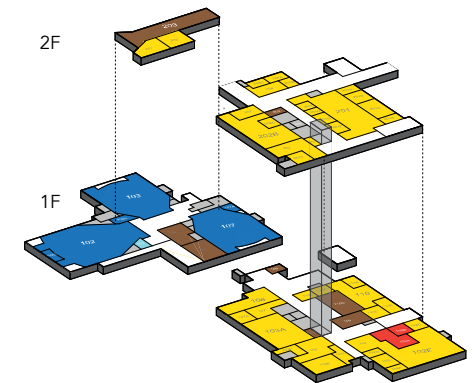
- Culinary programs on the 3rd floor are undersized and outdated.
- The Art Gallery is difficult to find.
- The student government office location is remote from the student center and difficult to find.
- Supplemental Instruction (Learning Center) is remote from other tutorial services and difficult to find.



ADMINISTRATION + FORUM



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



PART THREE – THE FUTURE OF SAN JOAQUIN DELTA COLLEGE – IMPLEMENTING THE CMP

THE STOCKTON CAMPUS

The Master Plan devotes a great deal of attention to the Stockton campus and its legacy buildings (starting at page 211). A comprehensive assessment of the four-decade old buildings revealed that while plumbing around the campus received an overall grade of “B,” most of the other assessments returned grades of “C” or “D.” The most significant areas for improvement include accessibility, fire and life safety systems, and security. Besides addressing these concerns in building renovation plans, the CMP makes a number of recommendations to improve learning spaces: increase space for student study, congregation, and community use; improve Career Technical Education (CTE) labs; improve signage and wayfinding; and enhance the natural landscape for both beauty and campus safety. The major facilities planning principles identified by the campus study are described on page 249. For each sector of the Stockton campus, a sketch of proposed projects is provided in the pages that follow. The rest of the Executive Summary addresses how the various zones of the Stockton campus can be improved, along with plans for the South Campus at Mountain House, Manteca Center, and a potential North County Center.

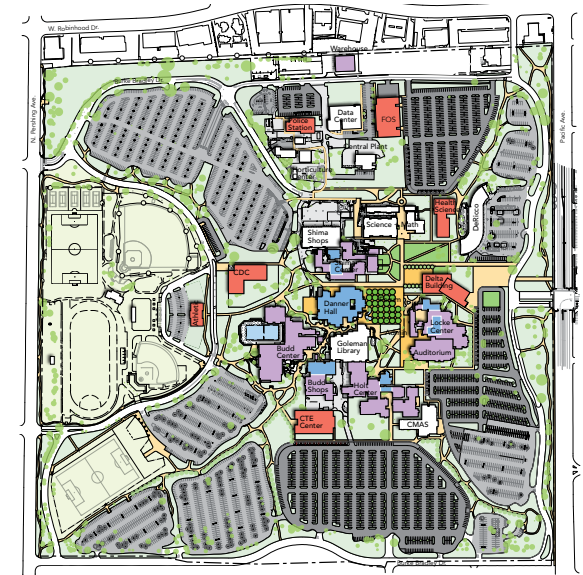
FACILITIES PLANS FOR THE STOCKTON CAMPUS

Access and Parking (in gray)

- Realignment of Burke Bradley Drive on the north side of campus
- Improvement of the main campus entry off Pacific Avenue
- Solar arrays in parking lots
- Improvements to all campus parking lots and construction of new ones
- Completion of path of travel improvements to the campus borders
- Bicycle plan developments and improvements

Landscape (in green and gold)

- Parking lot berm improvements that improve sightlines and safety
- Improvements to the main campus entry that beautify the campus gateway
- Streetscape improvements that enhance the college’s visibility and improve vehicular circulation
- Improvements to the campus core, including a Great Lawn and Amphitheater, Confluence Plaza, Heritage Grove, and Goleman Glade



Infrastructure Projects

- Improved emergency egress at each campus entry

Signage and Wayfinding

- Development of a campus wayfinding plan that aids navigation
- Implementation of a signage program

New Construction (in red)

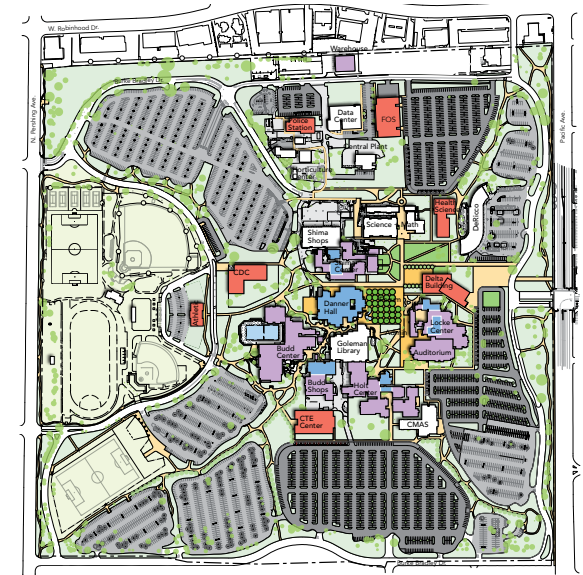
- Delta Building – Administrative offices, community meeting space, and classrooms to replace the Forum lecture halls
- Health Science – Modernized learning spaces for the growing health science programs, and wellness facilities for students
- CTE Center – New and modernized technical training labs for high-demand industries, such as welding, robotics, mechatronics, and multimedia
- Child Development Center – A better, safer location away from the main entry
- Police Station and POST Program – Relocation that provides better campus security and academic facilities for police training
- Facility for Operations Support (FOS Building) – Consolidation of services away from the campus core
- Athletic Fieldhouse Building – A new classroom and training space located in close proximity to athletic fields

Renovation/Change of Use (in blue)

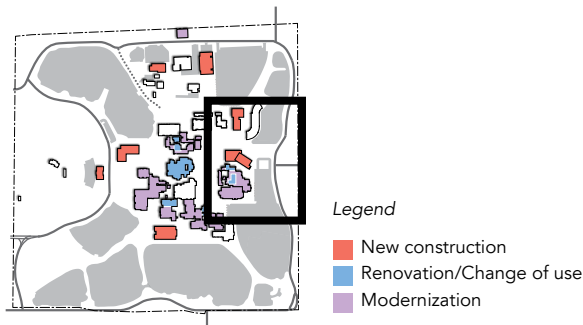
- Danner Hall – A true student center at the heart of the campus with improved food service, study spaces, learning labs for tutoring and supplemental instruction, and Culinary Arts facility
- Shima Center – Partial renovation of vacated Culinary Arts and student government spaces
- Holt Center – Partial renovation of vacated POST Academy and learning support spaces
- Locke Center – Partial renovation of vacated health science spaces for social sciences and arts lectures and labs

Modernization (in purple – addressing electrical, mechanical, HVAC, accessibility, security, safety, new flooring, paint, AV systems, and furniture)

- Shima Center
- Budd Center
- Budd Vocational Shops
- Holt Center
- Locke Center
- Atherton Auditorium
- Central Plant Capacity Upgrade (for future buildings)



EAST ZONE



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

EAST ZONE PROJECTS

HEALTH SCIENCE

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

Functions to be housed in the new facility include instructional space for nursing, psychiatry, physical therapy, and medical office administration. Nursing, Speech Language Pathology Assistant (SLPA), and

Nutrition programs will be relocated from Locke Center into this new facility to support program needs. Additionally, a new Student Health Center located in the new building will provide physical health, mental health, and wellness services.

Secondary Effects

Following the construction of the Health Science building, spaces will be vacated in Locke Center and repurposed to accommodate Arts and Communications program needs and classrooms for transfer preparation.

DELTA BUILDING

The new Delta Building will create a welcoming front door to the campus, address critical issues, and improve access to key college and community functions. Student support services will complement the functions located in the adjacent DeRicco Center and allow for expansion space to address growing demands and current space limitations. New instructional space will replace inefficient and underutilized areas on campus to address program needs, improve room utilization, and enhance learning environments. Administrative functions currently located in the campus core will move to the new Delta Building to improve the community’s access to these functions. A variety of meeting and conference spaces, including a multi-purpose board room and professional development center, are recommended. In addition, a new art gallery is proposed to improve visibility and access.

Functions include:

- 60-seat flexible, interdisciplinary classrooms
- Music and Social Science instruction

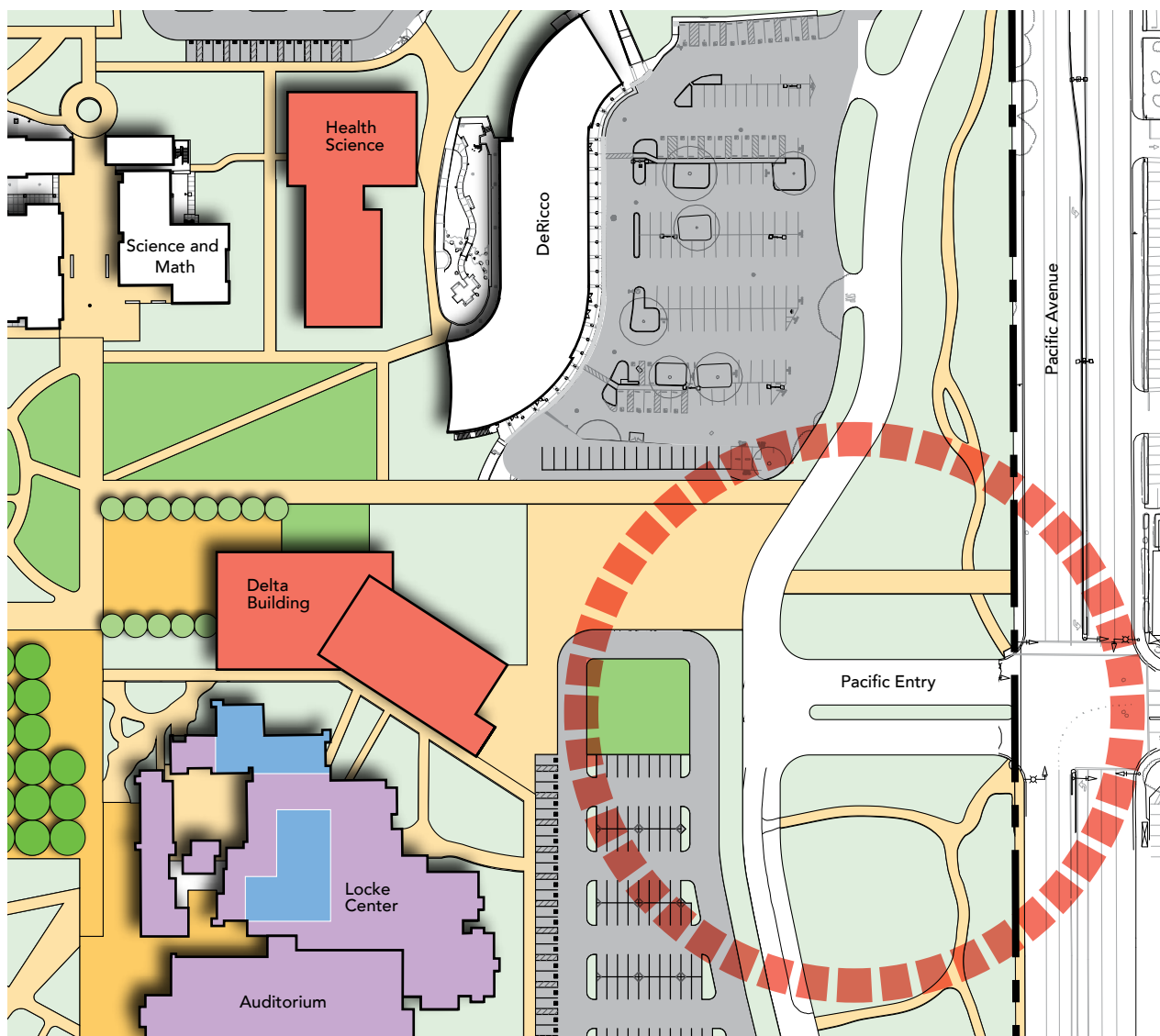
- First-contact student services (to complement DeRicco)
- Community meeting rooms (multi-purpose board room)
- Administrative Services
- Professional Development Center
- Art Gallery

Secondary Effects

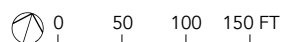
Following the construction of the Delta Building, the Administration and Forum Buildings and portions of the Holt Center will be demolished. The classrooms in the Forum Building will be replaced with more efficient multi-purpose classrooms in the Delta Building that will allow for more classes to be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

PACIFIC ENTRY

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



EAST ZONE RECOMMENDATIONS

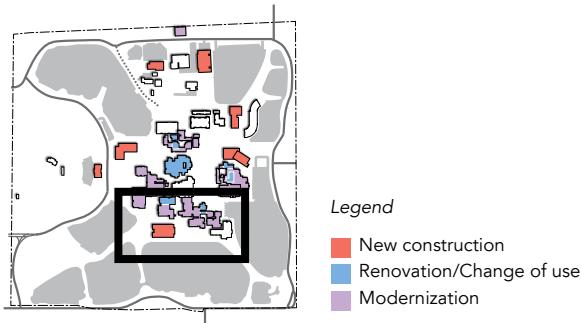


The **Health Science Building** will provide modern facilities for growing health science programs like nursing, psychiatric technician training, physical therapy assistants' training, medical records administration, speech language pathology assistant's training (SLPA), and nutrition. The building could also feature a student health and wellness center, including mental health services.

The revised **Pacific Avenue entry** to the campus and parking lot access will improve vehicular circulation and community access to the District's arts, entertainment, and community meeting spaces. The interior campus bus stop could be moved to this area of campus (instead of the Shima Parking Lot)

The **Delta Building** will serve multiple purposes: 1) provide new 60-seat lecture classrooms to replace the existing lecture halls in the Forum building; 2) provide community meeting spaces (board room and meeting rooms for campus and community groups); 3) expand some student services functions adjacent to the DeRicco Building; 4) relocate administrative offices to replace the Administration Building. The Delta Building and Health Science Center will frame the Great Lawn planned for the Campus Core.

SOUTH ZONE



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

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



CTE RENOVATION AND EXPANSION

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

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

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

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

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





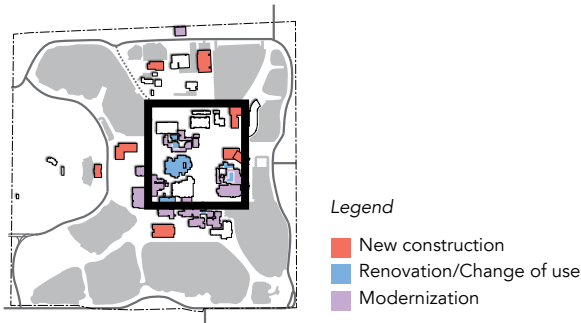
SOUTH ZONE RECOMMENDATIONS

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THE SOUTH ZONE will feature a signature **Career Technical Education Center** south of the existing Budd Center. This new facility will provide state-of-the-art learning spaces for digital media technology classes. Enhanced program offerings will build interconnections between fields like **print journalism, radio/television, digital photography, graphic design, the recording arts, computer information systems, business information systems, engineering, robotics, and mechatronics**. The CTE Center may also house expanded and new facilities for high-demand trades in **advanced manufacturing**, such as welding and industrial machining.

Some renovation of spaces in Holt and Budd will occur as programs relocate to new facilities in other parts of the campus. For example, the Reading, Writing & Learning Center in Holt will move to a renovated Danner Hall, allowing for refreshed classroom space in Holt 201. Music practice rooms and learning spaces can be moved out of Holt to Locke or the New Delta Building. A similar renovation could occur with the move of the POST Academy office and classes to the North Zone of the campus. Certain program like Robotics/Mechatronics will move from the third floor of Budd into the new CTE Center. The construction of a new CTE building will also allow the College to reconstruct its parking lots and provide a new entry focal point for the south side of the campus.

CAMPUS CORE



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



Koi pond at Campus Core

DANNER HALL

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

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

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

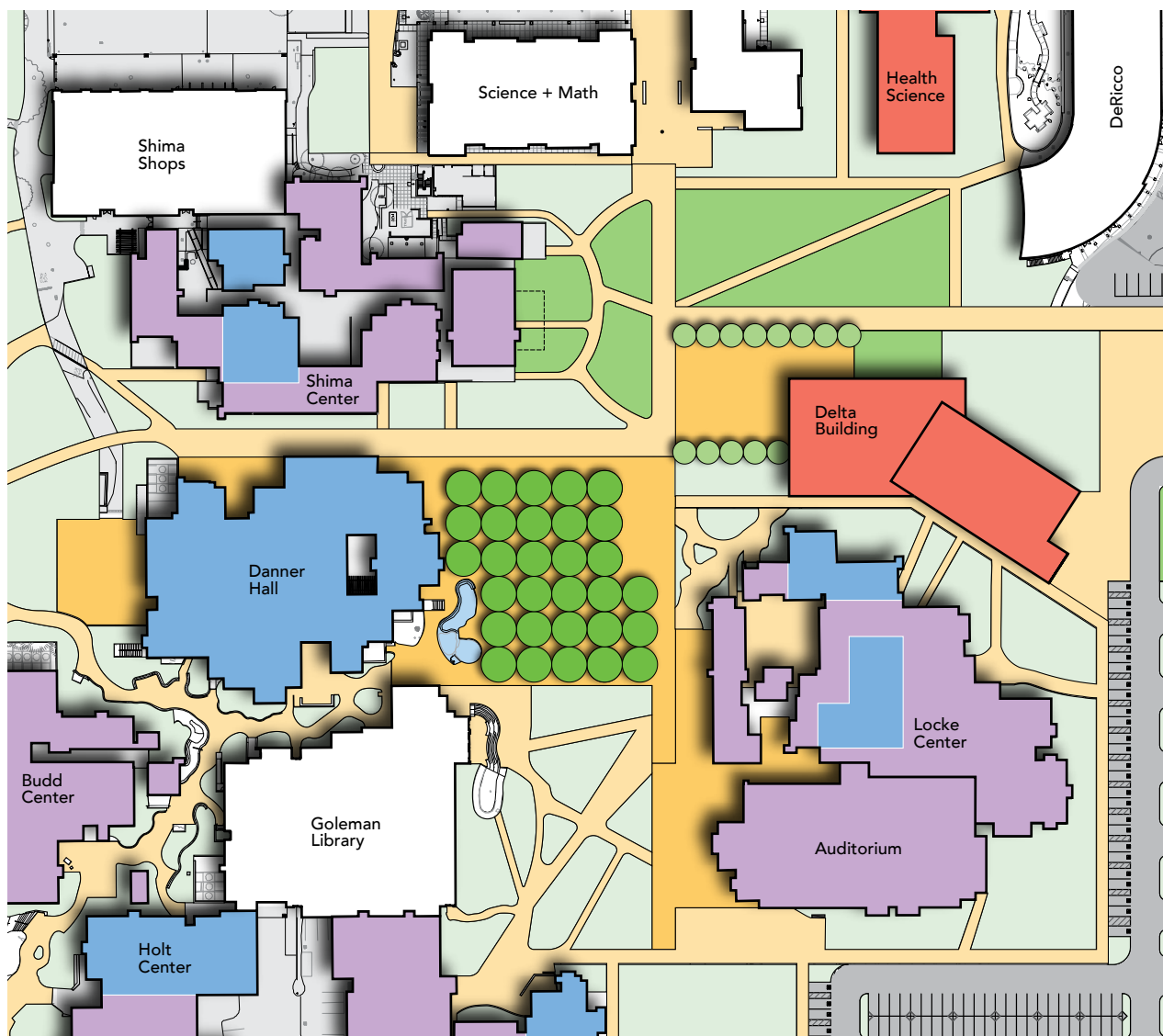
- Student activities
- Student government
- Learning support activities
- Writing center

- Improved food services
- Bookstore renovations
- Improved culinary arts program space

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

Secondary Effects

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

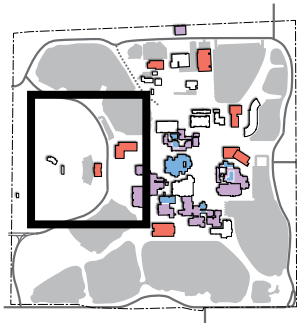


CAMPUS CORE RECOMMENDATIONS

THE CAMPUS CORE redesign will establish **Danner Hall as the heart of the campus for students**. Instructional support services that are currently dispersed throughout the campus will be relocated into a renovated Danner Hall basement and first floor. **Culinary Arts programs** will be consolidated into a new state-of-the-art kitchen and restaurant complex within Danner Hall. **Bookstore and food services improvements** will allow for healthier food options for students and staff. In order to make Danner Hall the hub of student government, student life, and student support services, operations currently housed in the basement of Danner Hall will need to be relocated to the North Zone of Campus in a District Facility for Operation Support (FOS Building).

A second feature of the campus core renovation will be the establishment of outdoor spaces for student and community use, including the **Great Lawn and Amphitheatre, Confluence Plaza, Heritage Grove, and Goleman Glade**. These outdoor spaces will be collection points for study, reflection, and community gatherings that make Delta more accessible to the wider public. The renewed outdoor spaces will provide a venue for campus fairs, graduation events, and public events like outdoor concerts, movies, and festivals. The campus core will be an inviting community space for the Stockton and San Joaquin region.

WEST ZONE



Legend

- New construction
- Renovation/Change of use
- Modernization

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

WEST ZONE PROJECTS

CHILD DEVELOPMENT CENTER

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

Secondary Effects

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

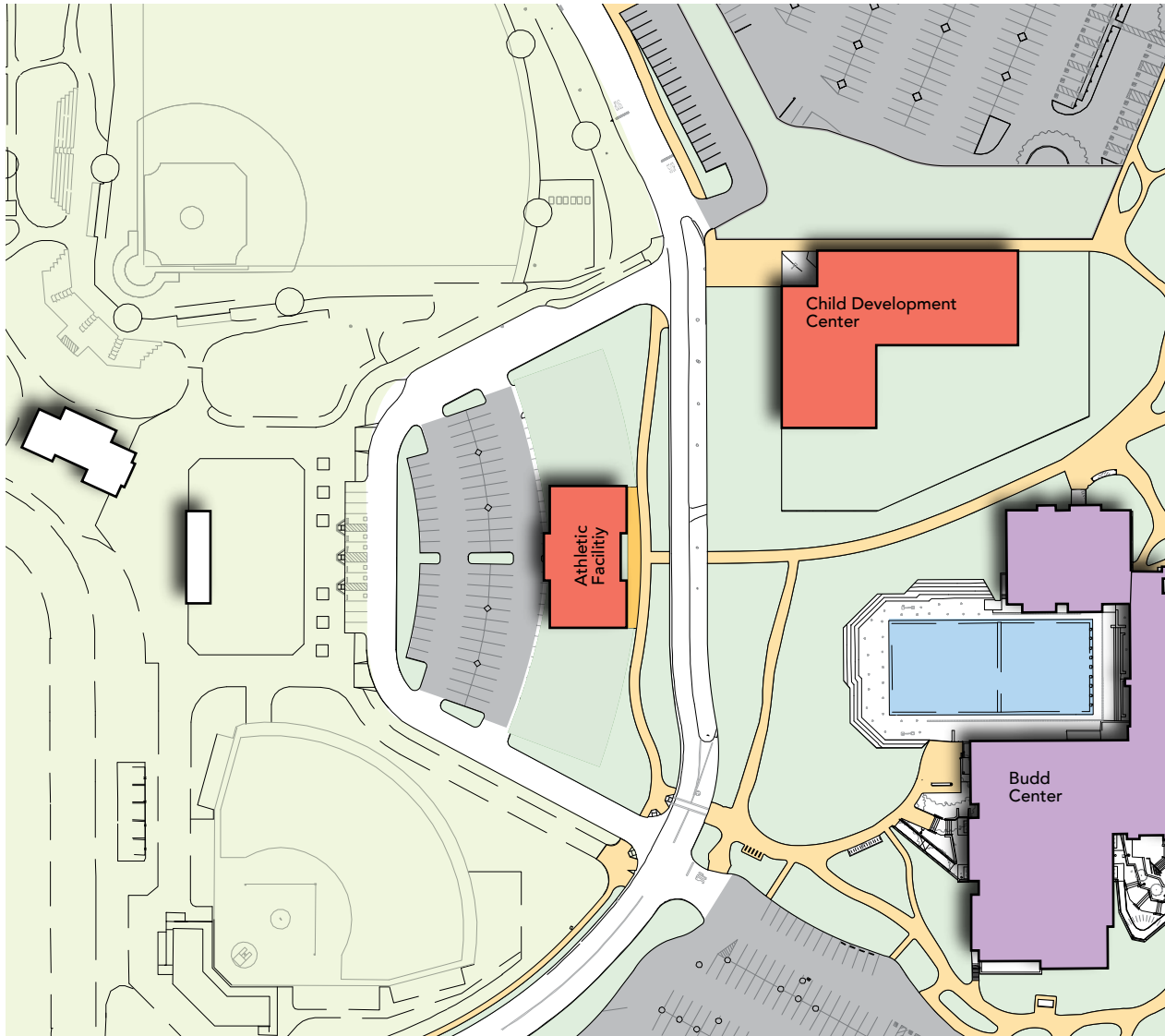
KINESIOLOGY

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

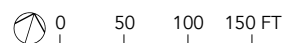
- Training Room
- Team Room
- Weight Room
- Locker Room
- Equipment/Storage
- Public Restrooms
- Concessions

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





WEST ZONE RECOMMENDATIONS

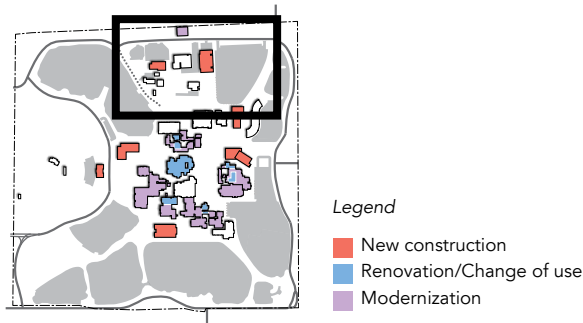


THE WEST ZONE changes feature two major projects: 1) the relocation of the **Child Development Center** (CDC) to the west side of the campus (away from the main Pacific Avenue entry), and 2) the establishment of an **Athletics/Kinesiology Fieldhouse** adjacent to the playing fields for soccer, football, baseball, softball, and track and field.

The new CDC would provide better security, upgraded classrooms for the CDC students and Delta College students who rely on the Center for practicum learning experiences, and a safer drop-off point for parents and families.

The Athletics Fieldhouse will bring team meeting rooms, locker rooms, training facilities, and classrooms in closer proximity to the learning and competition fields used by student-athletes. Changing rooms will be available for game officials, along with better concessions and restroom facilities to support community members who attend sporting events. The CMP also envisions new turf facilities for major sports in the second bond campaign, once the existing fields reach the end of their competitive life cycle.

NORTH ZONE



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

NORTH ZONE PROJECTS

FACILITY FOR OPS SUPPORT

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

Secondary Effects

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

POLICE

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

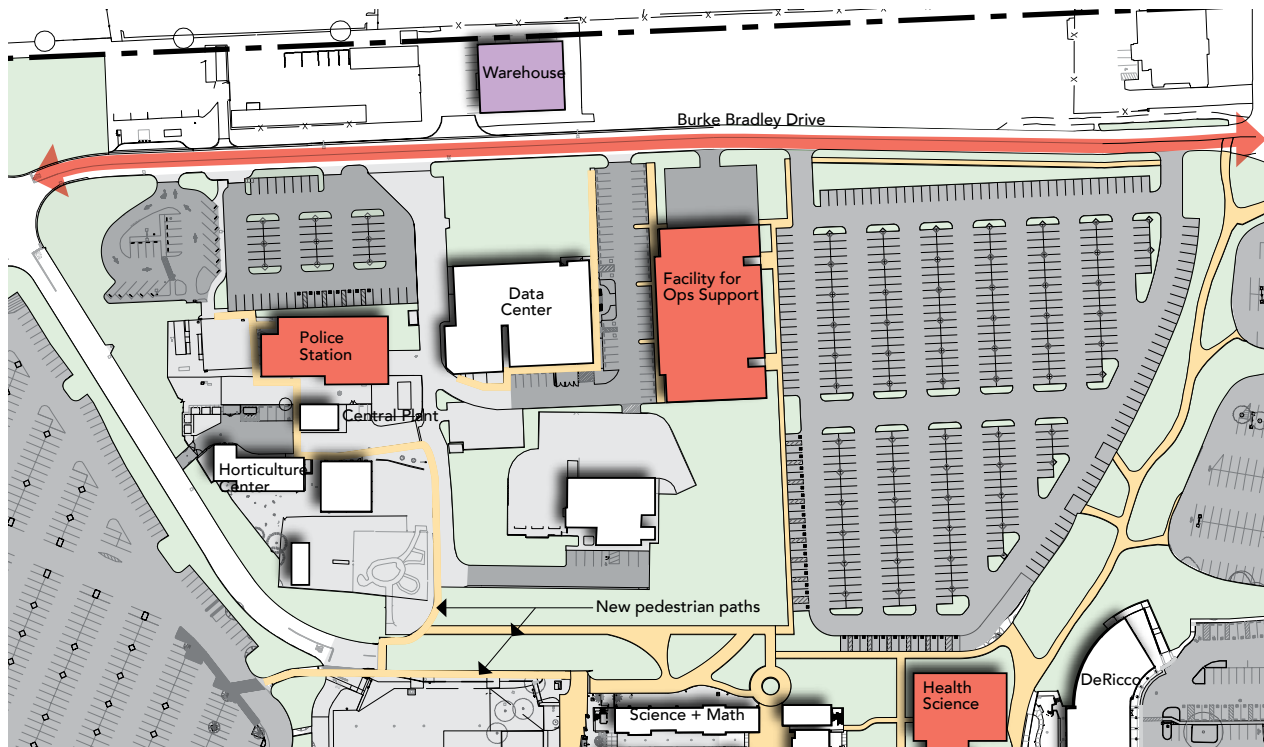
Secondary Effects

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

REALIGN ROAD

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





NORTH ZONE RECOMMENDATIONS

THE REDEVELOPED NORTH ZONE of the Stockton Campus will feature three major projects: 1) a joint use facility for **Campus Police Services and the POST Academy Training program**; 2) A Facility for Operations Support that will house functions currently located in the basement of Danner Hall; and, 3) the relocation of **North Burke Bradley Drive** away from the core of the campus. Parking will be enhanced by adjusting this roadway to the north, and the existing horticulture program and greenhouse will be more coherently tied into the campus.

The establishment of an FOS Building will allow deliveries by large trucks to be made to the Campus Warehouse or FOS Building, rather than the Danner Hall loading docks, reducing potential vehicular-pedestrian conflicts at the Campus Core.

REGIONAL CENTERS

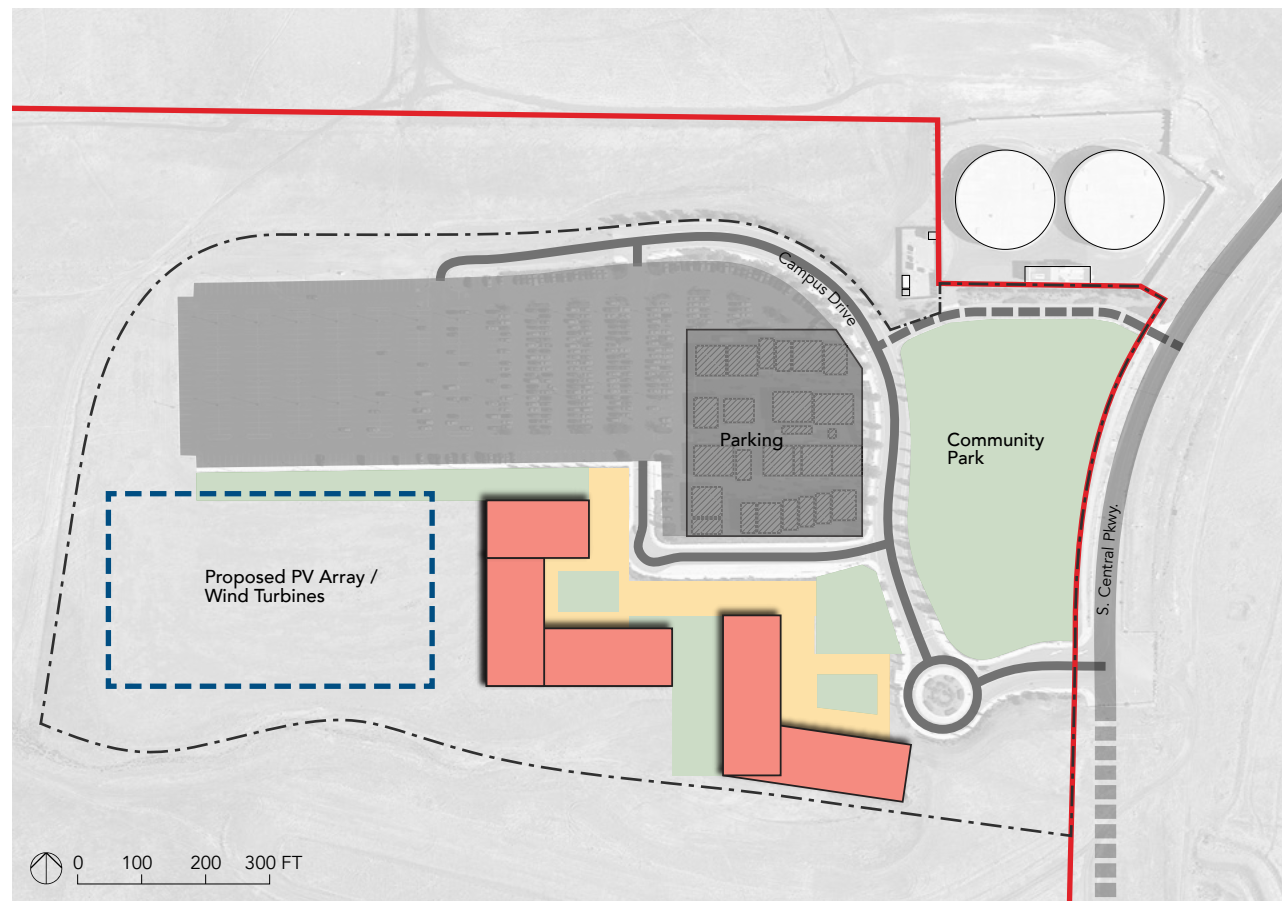
Proposed regional educational centers are discussed in two segments of the Master Plan: The Educational Plan starting at page 43 and the Facilities Plan starting at page 157. The conceptual plans for each region and campus are summarized here for simplicity – readers wanting a more detailed description of each center’s plans should focus on the more detailed discussions of the master plans in the pages that follow.

SOUTH CAMPUS AT MOUNTAIN HOUSE

The current campus at the Mountain House site is situated on 126 acres adjacent to Interstate 205. Modular classrooms and support buildings occupy about 30 acres of the site, supporting 1,100 full-time-equivalent students each year. Construction of a permanent campus facility is envisioned in two phases. Phase 1 provides a permanent building and the establishes learning spaces for general education, transfer, basic skills, and academic and student support services, along with marquee CTE programs in renewable energy, engineering, and computer science. The new site will be proximate to the existing modular buildings, capitalizing on the existing infrastructure.

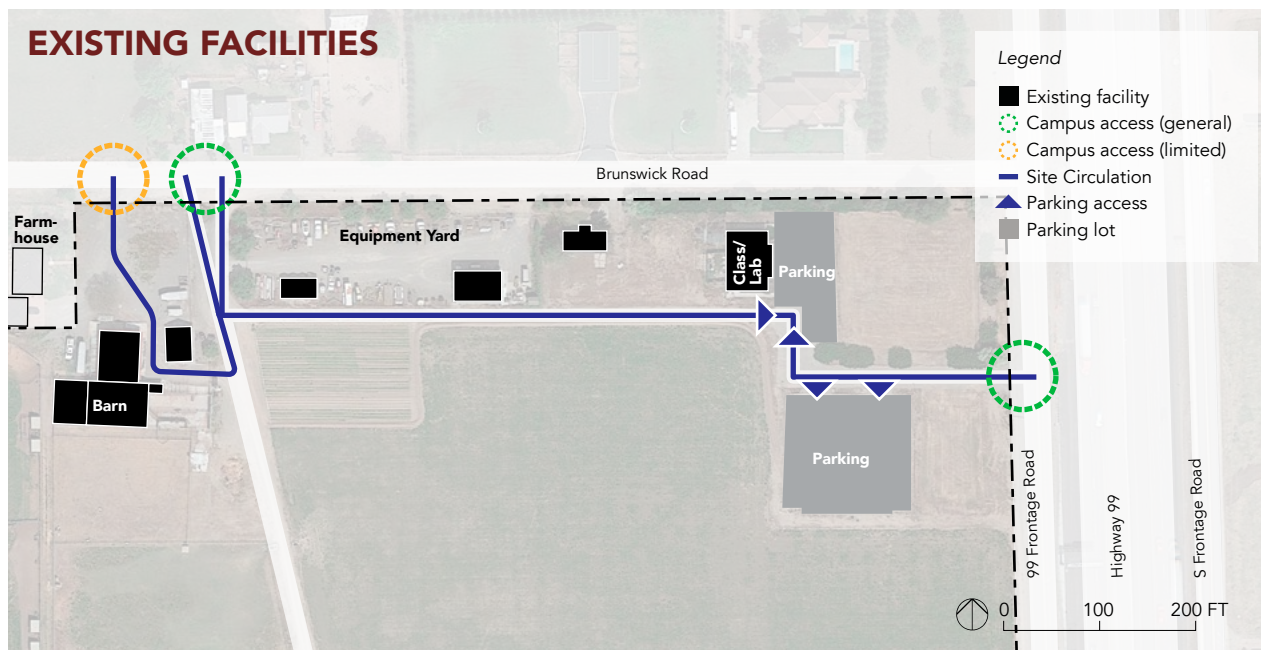
PHASE 2

If needed for program growth, an additional facility will be constructed as Phase 2. The proposed location for the second facility is between the Phase 1 facility and the roundabout, creating a more public face for South Campus at Mountain House to the surrounding community. A new community park will be built alongside South Central Parkway. The modular facilities will be removed to allow for an expanded parking lot. Photovoltaic arrays and/or wind turbines may be provided for self-generated energy. More study of the regulatory issues and environmental impacts will be required in this location.

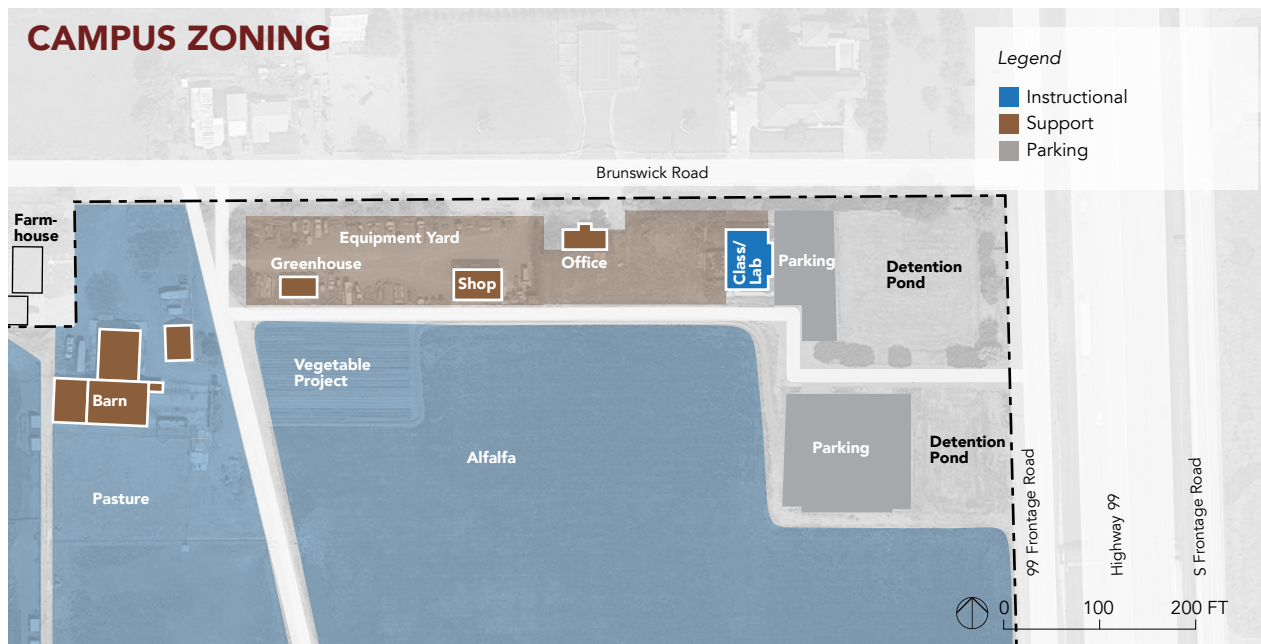


Legend

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



THE MANTECA CENTER serves as the marquee site for the District's instructional programs related to **agriculture and animal science**. Course offerings at this location are mainly limited to the animal husbandry program. Interest in purchasing the property has been expressed, in part because the property is surrounded by housing developments in the Manteca general plan. In late 2016, the Board of Trustees and the administrative leadership expressed a desire to maintain farm operations and improve the barn and classroom building. Existing Measure L funds can be used for major improvements to the barn, animal pens, and fencing around the property. Significant classroom improvements will require other fund allocations and are expected to begin in the 2017-18 academic year.



THE NORTH COUNTY CENTER

The District's plans for a North County Center are the result of planning decisions and land purchases that were made by the Board of Trustees in the wake of Measure L's approval in 2004. In 2006, the District acquired a 140-acre parcel – the Liberty Road site – north of Lodi near Galt, to secure property for a future center in the North County region.

Educational planning for that center has focused on the idea of growing general education enrolments, transfer and basic skills courses, followed by the establishment of marquee career technical programs. The District has identified certain CTE programs for this center, including agriculture-based courses, agri-business, international trade and logistics, business, hospitality, and pre-nursing/health science courses.

The District has continued to evaluate the feasibility of using the Liberty Road site as a future campus. Initial plans for re-establishing Delta's animal science program there were developed, but opposition to that idea surfaced in late 2016. The District is currently re-thinking that site as a possible future center without re-locating agricultural course offerings. The District intends to grow enrollments over a period of years, using existing educational facilities provided by the Galt School District and Lodi Unified School District. Once enrollments meet or exceed 500 full-time-equivalent students per academic term, the District can advance to a planning stage for a permanent center in the region, possibly using the Liberty Road site. Current plans for the campus envision several phases of build-out over a 30-year time horizon.



PROJECT SEQUENCING AT THE STOCKTON CAMPUS

The various projects identified in this plan – demolition, renovation and new construction – require a thoughtful sequence of phased projects that minimize interruption to instructional offerings. For example, the construction of a new CTE Center requires the College to build the new facility first, relocate the CTE programs into their new spaces, followed by renovation and repurposing of the vacated spaces that would be left in the Budd Vocational labs. The District's intended sequencing of projects is identified in the following graphic. The sequence of projects will require significant bond measure funding and voter support, and is likely to extend into a 20-year time horizon.

CTE RENOVATION AND EXPANSION

Construct new CTE Facility.

Relocate CTE programs.

Renovate and repurpose space in Budd Shops.

HEALTH SCIENCE

Construct new Health Science Facility.

Relocate nursing program from Locke Center.

Repurpose space.

GROUP A

Construct new facility; relocate Facility for Ops Support (FOS).

Construct new facility; relocate Police Station and POST Academy.

Re-align road on north side of campus.

Relocate Culinary Arts to Danner Hall.

Relocate Writing + Learning Centers to Danner.

Develop Danner as a "real Student Center."

Repurpose vacated spaces in Shima and Holt.

GROUP B

Construct new Child Development Center.

Relocate CDC programs to new facility.

Construct Delta Building as a gateway facility.

Relocate functions from Admin and Forum.

Relocate gallery from Shima.

Reconfigure main campus entry.

Relocate select programs from Shima and Holt.

Repurpose vacated spaces in Locke, and reconfigure box office for improved visibility.

Remove Admin and Forum buildings.

Remove parts of Holt and Shima buildings.

Develop and expand Campus Core.

Legend











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











SUCCESS STORIES SINCE THE PASSAGE OF MEASURE L











- The Lawrence and Alma DeRicco Student Services Building provides a one-stop location that consolidates student services programs in a 69,000 square foot space.
- The \$37 million renovation of Goleman Library Learning Center provides expanded quarters for the District's library holdings and larger study spaces for students.
- The \$69 million, 125,000 square foot Science and Math Building provides new and larger laboratory spaces for science classes.
- The District's Data Center provides a 40,000 square foot consolidated space for its information technology services.
- The police services building allows the District to more adequately meet the safety needs of the campus community and provides much-needed operational space for the department.
- State-of-the-art facilities for student athletes and physical education classes, including a world-class track facility, new turf for the softball, baseball, and football fields, a new soccer pitch, and improved parking facilities.
- The Tillie Lewis Theater and Atherton Auditorium renovations improved seating and safety features.
- Renovations and a \$13 million expansion of the Shima Building created dedicated space for the District's heavy equipment and large diesel engine programs.
- The District is currently completing a \$2 million path-of-travel project that improves walkways and building entries, enhancing ADA accessibility throughout the campus.
- The District is currently completing \$22 million in renovations to vocational laboratory spaces in the Budd and Holt Buildings that will modernize learning spaces for students in the electrical, HVAC, welding, machine technology, engineering, and automotive programs.



**A description of how the major projects reflect
Educational and Facilities planning principles:**

										
	REJUVENATE & REINVEST IN COLLEGE FACILITIES	INSTITUTIONAL- IZE EQUITY	UPDATE COLLEGE TECHNOLOGY	REVITALIZE COMMUNITY ENGAGEMENT	ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS	HEALTHY & SAFE CAMPUS COMMUNITY	IMPROVE CAM- PUS CONNEC- TIVITY	PROMOTE STUDENT SUCCESS	PROMOTE STEWARDSHIP OF RESOURCES	RIGHT-SIZE FACILITIES & SIMPLIFY IM- PLEMENTATION
PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Campus Access and Parking Improvements	●						●		●	
Improved Path of Travel into Campus	●					●	●			
Emergency Egress	●					●				
Campus Signage and Wayfinding	●			●			●			
Parking Lot Berm Removal	●					●	●			
Landscaping Improvements at the Stockton Campus	●					●	●		●	
Streetscape Improvements	●			●			●			
Delta Building (administration, community meeting spaces, classrooms)	●	●		●			●	●		
Health Science Building	●		●		●	●		●		●
Career Technical Education Center	●		●		●			●		●
Child Development Center	●	●				●	●	●		●
Police Station & POST Program	●		●		●	●		●		●

										
	REJUVENATE & REINVEST IN COLLEGE FACILITIES	INSTITUTIONAL- IZE EQUITY	UPDATE COLLEGE TECHNOLOGY	REVITALIZE COMMUNITY ENGAGEMENT	ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS	HEALTHY & SAFE CAMPUS COMMUNITY	IMPROVE CAM- PUS CONNEC- TIVITY	PROMOTE STUDENT SUCCESS	PROMOTE STEWARDSHIP OF RESOURCES	RIGHT-SIZE FACILITIES & SIMPLIFY IM- PLEMENTATION
PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Facility Operations Center	●					●	●		●	●
Athletic Building (Fieldhouse)	●							●		●
Renovate Danner Hall – True Student Center	●	●	●		●		●	●		●
Partial Renovation of Shima Center	●						●	●		●
Partial Renovation of Holt Center	●						●	●		●
Partial Renovation of Locke Center	●						●	●		●
Modernize Infrastructure and Improve Accessibility	●	●	●			●	●			
Campus Irrigation Improvements	●		●						●	
Atherton Auditorium Renovations	●			●		●	●			
Mountain House Permanent Facility	●		●	●	●	●		●	●	
North County Center	●		●	●	●	●		●	●	

										
	REJUVENATE & REINVEST IN COLLEGE FACILITIES	INSTITUTIONAL- IZE EQUITY	UPDATE COLLEGE TECHNOLOGY	REVITALIZE COMMUNITY ENGAGEMENT	ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS	HEALTHY & SAFE CAMPUS COMMUNITY	IMPROVE CAM- PUS CONNEC- TIVITY	PROMOTE STUDENT SUCCESS	PROMOTE STEWARDSHIP OF RESOURCES	RIGHT-SIZE FACILITIES & SIMPLIFY IM- PLEMENTATION
PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Manteca Center (Barn and Classroom Building Renovations)	●		●	●	●	●		●	●	
Demolish Forum and Administration Building	●		●	●			●			●
Establish Campus Core & Landscaping	●			●		●	●	●	●	

CONTRIBUTORS TO THE 2017 CMP EXECUTIVE SUMMARY

Kathy Hart, Ph.D., Superintendent/President

Matthew E. Wetstein, Ph.D., Assistant Superintendent/Vice President of Instruction and Planning

Ginger Holden, Ph.D., Dean of Student Learning and Assessment

Deborah Shepley, AIA, LEED AP, Director of Higher Education, Gensler

Eric Wohle, AIA, LEED AP, Partner, LDA Partners

Kathy Roach, SJDC Bond Program Manager, Managing Member, MurphyTate LLC

COMMUNITY OF LIFELONG LEARNERS

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“The faculty and staff are committed to offering high quality instructional programs, student services, and efforts to enhance the public good.”