

CONTRA COSTA COLLEGE

FACILITIES MASTER PLAN 2024



Nothing in life is to be feared,
it is only to be understood.

SCIENCE CENTER



**CONTRA
COSTA
COLLEGE**

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INTRODUCTION

LETTER FROM THE PRESIDENT

Letter from the President inserted here.



INTRODUCTION

THE PURPOSE OF THE FMP

The Facilities Master Plan (FMP) serves as a blueprint, guiding Contra Costa College (CCC) toward its future endeavors with precision. Rooted in a structured framework, it articulates fundamental principles and unveils opportunities through meticulous data-driven planning and ongoing collaboration with College stakeholders. This document outlines the process, discoveries, and vision for CCC's future trajectory.

The FMP is a living document that will evolve as we implement projects and conditions change.

COLLEGE PHILOSOPHY

CCC is the oldest and most diverse of the three colleges in the Contra Costa Community College District. A proud Hispanic Serving Institution, CCC is situated in a socioeconomically diverse, resilient and culturally vibrant community.

Since opening in 1949, CCC has provided educational services as the only institution of higher education in the West County area. CCC serves over 7,000 students each year, with faculty and staff dedicated to creating a premier learning environment. The college maintains that its students will enjoy an improved quality of life, that communities will prosper economically and socially, and that families and neighborhoods will be strengthened when residents share a commitment to lifelong learning.

MISSION

Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education. The College fosters transformational educational experiences and responsive services that ensure effective student learning and institutional effectiveness by committing its resources using equitable, inclusive and integrated decision-making processes. Contra Costa College offers associate degrees, certificates, transfer preparation, lifelong learning, and career educational opportunities aimed at helping students achieve their economic and educational goals, as well as courses designed to support lifelong learning.

VALUES

- **Growth** to help students learn and to improve the economic and social vitality of communities through education;
- **Inclusion** of diverse opinions, ideas, peoples, and traditions;
- **Freedom** to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified professionals, and all managers alike; and
- **Integrity** in all facets of our college interactions and operations.

PLANNING FOUNDATION

EDUCATIONAL MASTER PLAN

CCC's 2020-2025 Strategic Educational Master Plan (SEMP) sets the direction for the college's administration, culture, programs, and goals over five years. It was created to provide a sense of clarity, show continued growth within the community and expand upon the foundations that have been built towards increasing equity across campus.

It serves as a guide for developing goals and initiatives of the College's other college-wide plans, including the Facilities Master Plan. As part of the SEMP development process, the college developed three topic areas that establish a broad, strategic direction and include specific, measurable goals.



CCC's EMP serves as a guide for developing goals and initiatives of the College's other planning efforts, including facilities planning. The FMP builds on the foundational priorities defined in the District Strategic Plan and the CCC EMP.

TECHNOLOGY STRATEGIC PLAN

CCC's most recent Technology Strategic Plan (2008-2014) provides the blueprint for the acquisition and implementation of technology at the College. The FMP recommends that technology considerations be integrated with all future projects.

STUDENT EQUITY PLAN

CCC's 2022-2025 Student Equity Plan outlines seven overarching strategies to close all equity gaps over the plan's timeline. These strategies should be integrated at all levels of planning, including on facilities renovations and new construction recommended in this FMP.

ENGAGEMENT

PROCESS

Engagement with CCC stakeholders informed every phase of the FMP process, from Discovery & Analysis to Draft and Final Plan preparation. Interviews with key programs and departments, meetings with shared governance groups, and College-wide surveys resulted in a diversity of voices steering the direction of the plan.

MEETINGS

Regular milestone meetings with the Steering Committee (list of members on following spread) provided overarching direction for the FMP.

From the interviews with focus group participants, several major themes emerged, which are captured in the Common Themes section of this chapter. Concepts such as creating a sense of welcoming on campus and prioritizing connectivity were voiced by faculty, staff, and students alike. These themes led to the development of the FMP priorities and recommendations for the campus short- and long-term vision. The full list of focus groups are found on the following spread.

Additionally, the planning team met with Academic Senate, Classified Senate, Associated Students, and College Council at key points in the process to ensure regular feedback and provide the opportunity for consensus-building.

Student Survey - "What would you like to see in your CCC experience?"



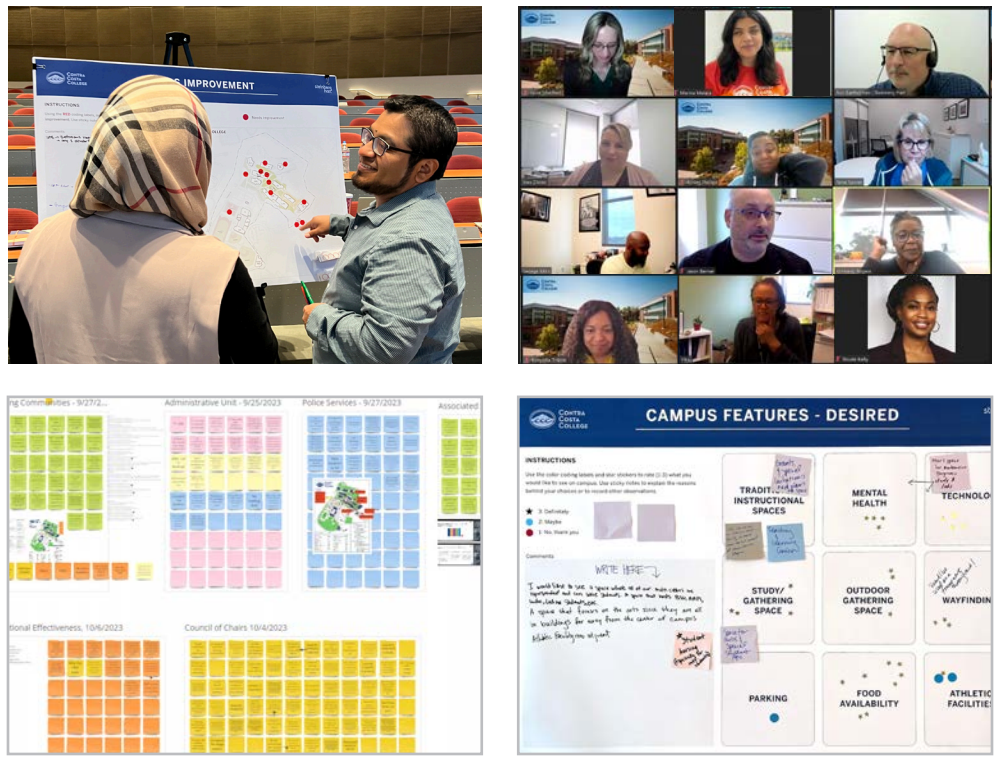
COLLEGE-WIDE SURVEYS

In October 2023, the District distributed two surveys to the entire CCC community: one to all students, and one to all employees of the College. The purpose of the survey was to gather information about the ways that users interact with the physical campus. The survey polled respondents on topics including: the experience of CCC campus, where activity occurs, how users move through campus, and opinions on the future of the campus.

The surveys garnered excellent engagement from respondents:

- 416 students
- 101 employees

The feedback obtained via the survey was essential to complementing the quantitative analysis of campus undertaken by the planning team and contributed to informed recommendations of the plan. Excerpts from the survey results are featured on the following pages.

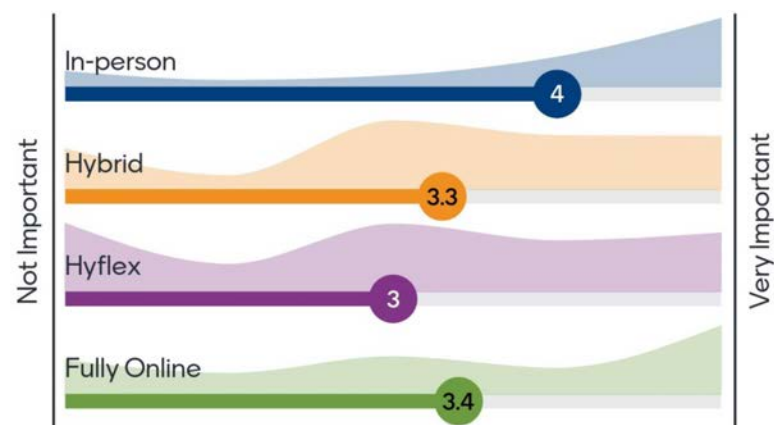


STUDENT SURVEY RESULTS

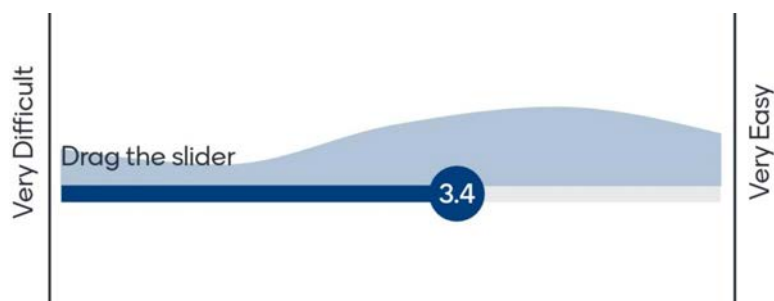
Where is the heart of campus?

- “That’s where you see the most people. It’s also where it feels most ‘alive,’ seeing people listen to music, chat with each other, etc. It’s just a really comforting place to be in.”
- “The majority of buildings on campus are in this area, especially high traffic areas like cafeteria and bookstore. Most events take place in this area as well.”
- “Always bustling with activity and many events are held there.”

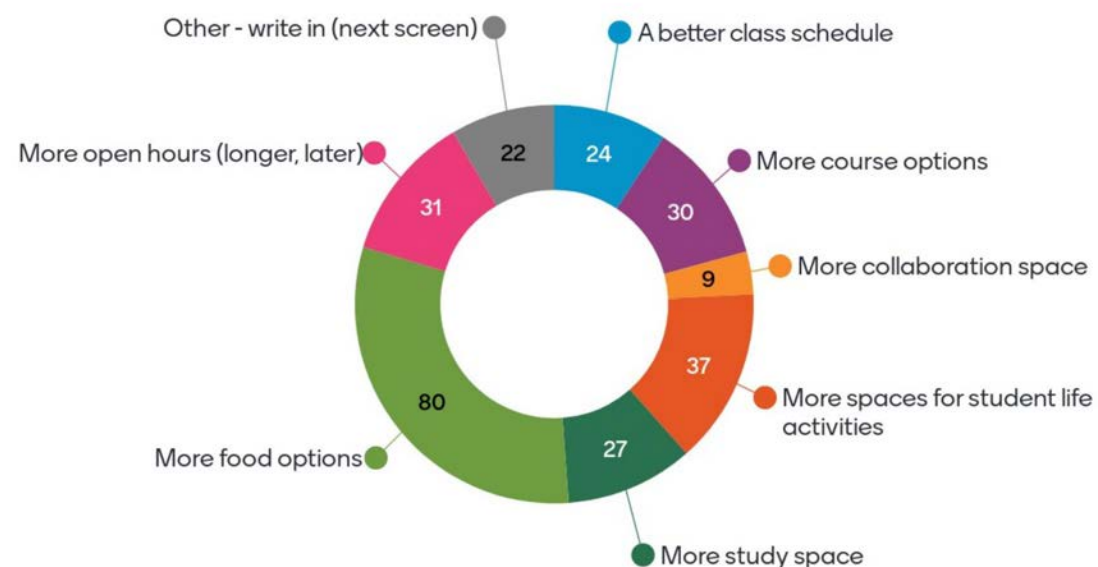
How important are the following options for taking classes or labs?



How difficult is it to find buildings/rooms on campus?



What would keep you on campus longer?

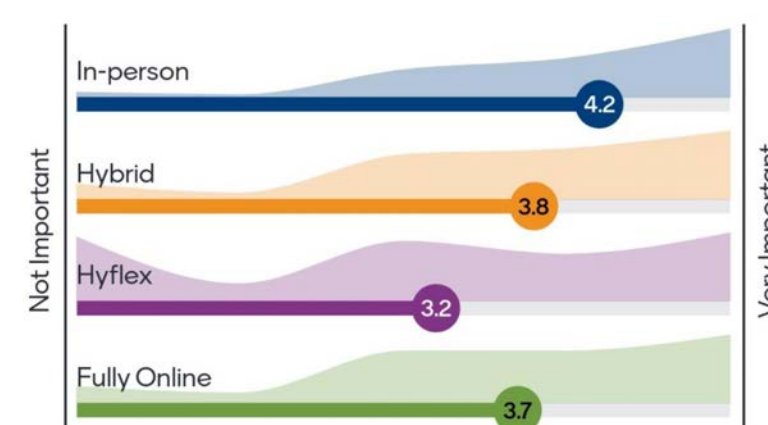


EMPLOYEE SURVEY RESULTS

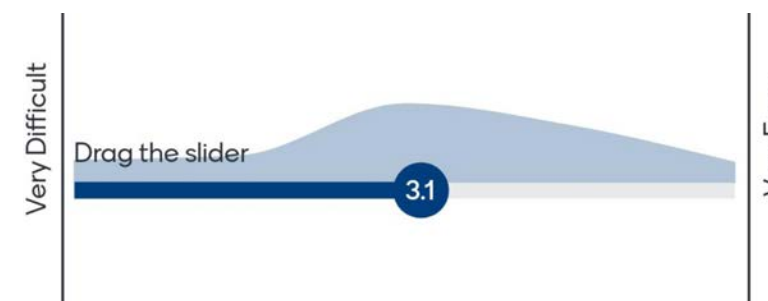
Where do you gather with colleagues?

- “Usually I run into most colleagues in the main quad area, Fireside Room, or Library.”
- “Besides the outdoor plaza, there are not (consistently open) places to meet with large groups.”
- “Many events happen at Fireside, it’s a great place to talk and eat.”
- “I mostly meet colleagues around our workspaces.”

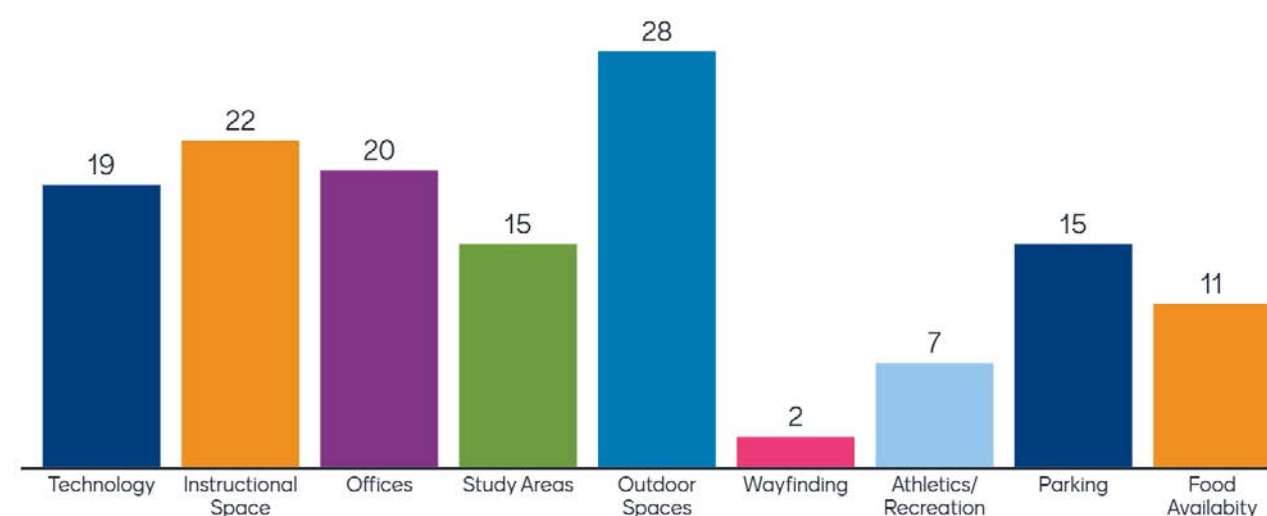
Looking into the future, how important will the following instruction delivery methods be?



How difficult is it to find buildings/rooms on campus?



What spaces/functions on the campus are currently most successful?



PARTICIPANTS

STEERING COMMITTEE

Dr. Kimberly R. Rogers
President

Victoria Menzies
Vice President of Business and Administrative Services

Kenyetta Tribble
Vice President of Equity and Student Services

Jason Berner
Vice President of Equity and Instruction

Dr. Mayra Padilla
Acting Senior Dean of Planning and Special Programs

George Mills
Dean of Students

Ashley Phillips
Dean of Health and Wellness

Elvia Ornelas-Garcia
Interim Dean of Liberal Arts

René Sporer
Dean of Science, Technology, Engineering and Mathematics (NSAS)

Evan Decker
Dean of Workforce and Economic Development

Rod Santos
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Maya Jenkins
Senior Administrative Assistant, Business and Administrative Services

Bianca Snowden
Senior Administrative Assistant, Student Services

Jacqueline Oré
Senior Executive Assistant, President's Office

Nicole Kelly
Academic Services Manager

Carlos Chavarria
Faculty/Chair, Drama

Jaina Eyestone
Information Technology Manager

Robert Bagany
Director of Maintenance and Operations

SHARED GOVERNANCE GROUPS

Academic Senate

Associated Student Union of CCC

Classified Senate

College Council

FOCUS GROUPS

Student Services Division

Learning Communities

Institutional Effectiveness

Police Services

Business Services

Maintenance, Operations, Buildings and Grounds

Gateway Program

Middle College High School

Information Technology

Bookstore

Custodial

Language & Communication Pathway

People, Culture, & Social Sciences Pathway

Science, Technology, Engineering & Mathematics Pathway

PE/Kinesiology

Nursing Program

Early Childhood Center

Music, Art, & Drama

College Foundation

4CD Facilities Planning Team

COMMON THEMES

CCC's Common Themes represent key concepts that have steered the analysis, options, and recommendations outlined in the FMP.

These nine overarching topics reflect areas that students, faculty, and staff deem significant for the plan. Throughout the engagement process, these themes emerged repeatedly, underscoring their widespread importance and relevance to the campus community.

These themes are not just isolated concepts but rather interwoven threads that weave through various aspects of the FMP. They serve as touchstones, anchoring discussions, analyses, and decision-making processes, ensuring alignment with the collective vision and priorities of stakeholders. By integrating these recurring ideas into the fabric of the plan, the FMP aims to foster a holistic and sustainable approach to campus development that addresses the diverse needs and aspirations of its constituents.




WELCOMING & BELONGING

- Reflect student identity & culture
- Artwork, murals & branding
- Inclusive spaces for student groups & student body



CAMPUS & STUDENT LIFE

- Buildings as destinations
- Inviting in/outdoor gathering space
- Housing development



RE-ENVISION STUDENT SERVICES

- Spaces for learning communities, groups, and clubs
- Clear path to student services
- Health & wellness support



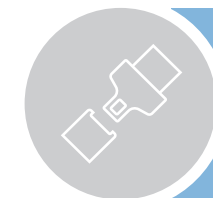
SUSTAINABILITY

- Green design & sustainable materials
- Prepare for all-electric future
- Native landscaping




CIRCULATION & WAYFINDING

- Upper campus accessibility
- Improve transportation experience
- Interior / exterior wayfinding




SAFETY & SECURITY

- Improve lighting, cameras
- Pedestrian / vehicular safety
- Building structural safety



TECHNOLOGY

- Reliable Wi-fi
- Student access to resources
- Innovative learning technology



FLEXIBILITY

- Optimize space utilization
- Flexible classrooms
- Plan that adapts to emerging needs



COMMUNITY

- Event spaces, food to support
- Improve athletics for community access
- Programming at external facilities

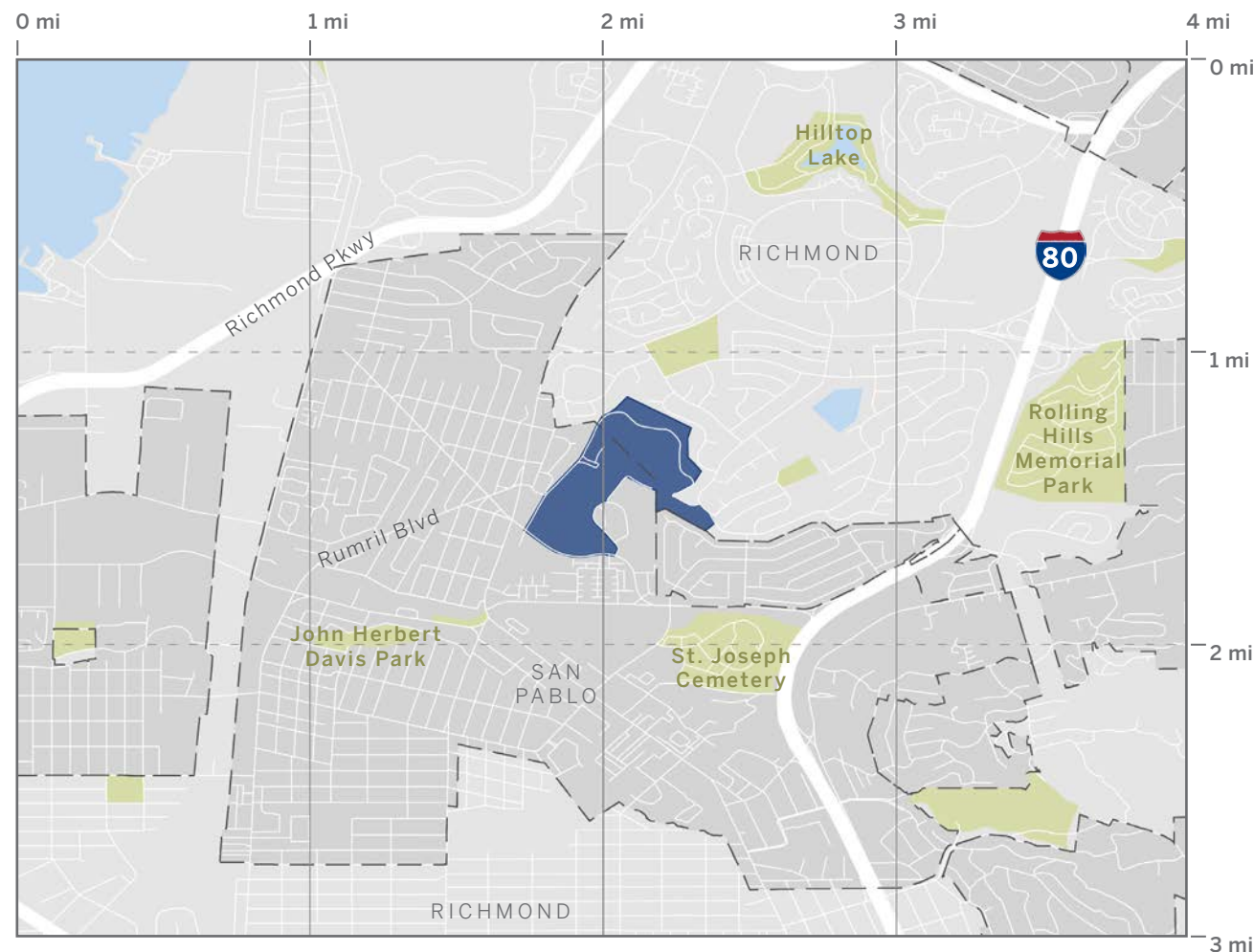
EXISTING CONDITIONS

CAMPUS CONTEXT

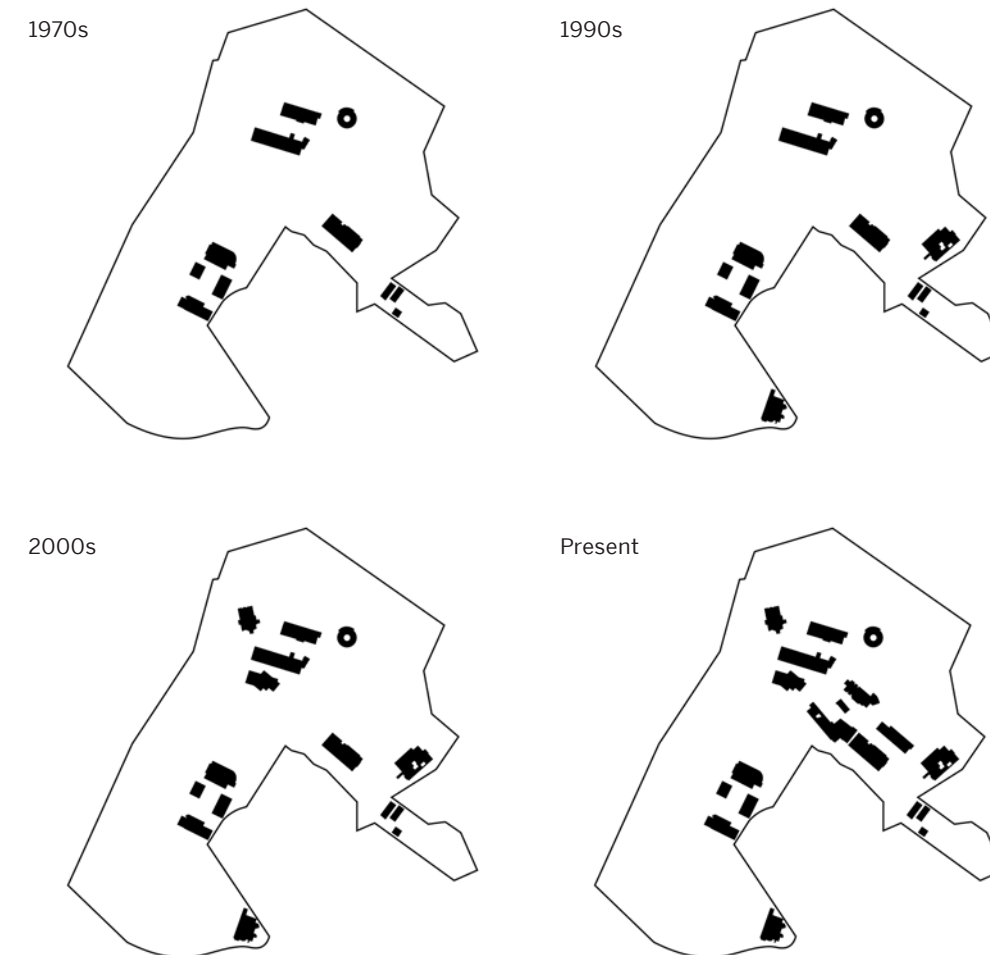
Constructed in 1949, Contra Costa College is located on 83 acres of a naturally landscaped site accentuated by Wildcat Creek running through the rolling hills of San Pablo and Richmond.

CCC is located on the border of the two jurisdictions. It primarily serves residents from the greater West County area. The campus is situated in a mostly residential neighborhood, near commercial uses along San Pablo Avenue.

The College is served by directly by several WestCAT and AC Transit Bus lines that link the campus to other parts of the county and to regional transit (BART). The campus is located within an MTC Equity Priority Community, and a future Mobility Hub on the campus is part of future county planning projects.



Campus Development Over Time



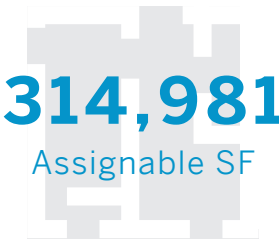
The development of the campus began with buildings constructed in the between 1949 and the 1970s, including the Library, the Art and Music buildings, the Automotive Tech/Computer Tech building, and the Gymnasium.

Over time, subsequent development has infilled the center of campus, creating a strong academic core with key buildings such as the Student & Administration building and, most recently, the new Science Center.

Existing Conditions



LEGEND	
A	Art
AA	Applied Arts
AT	Automotive Tech
ATKC	Athletic Training/Kinesiology Center
CP	Campus Police/Safety Center
CTC	Computer Tech
ELC	Early Learning Center
EMT	EMT Classroom
FH	Fireside Hall
G	Gymnasium
GA	Gym Annex
GE	General Education Building
Knox PAC	Knox Performing Arts Center
LLRC	Library/Learning Resource Center
LRB	Locker Room Building
M	Music
MAINT	Maintenance Shops
ME	Maintenance Equipment Building
R	Receiving/Building & Grounds
SAB	Student & Administration Building
SCI	Sciences
SSC	Student Services Center

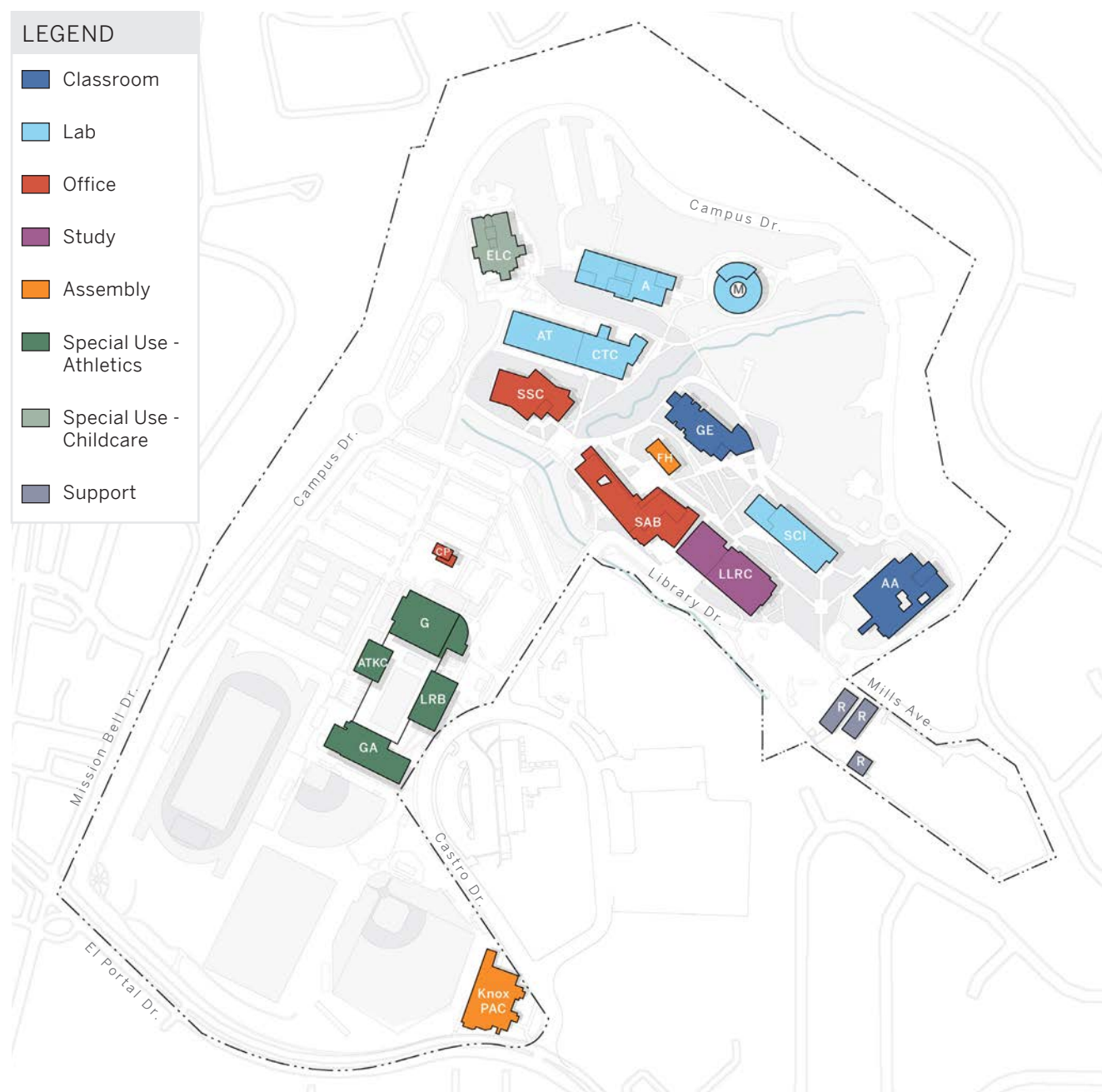


BUILDING & LAND ANALYSIS

BUILDING USE

This diagram depicts the predominant use by building based on space use codes, which classify assignable space of facilities. Most of the buildings include a mix of uses, including classrooms, offices, and other spaces, within the buildings.

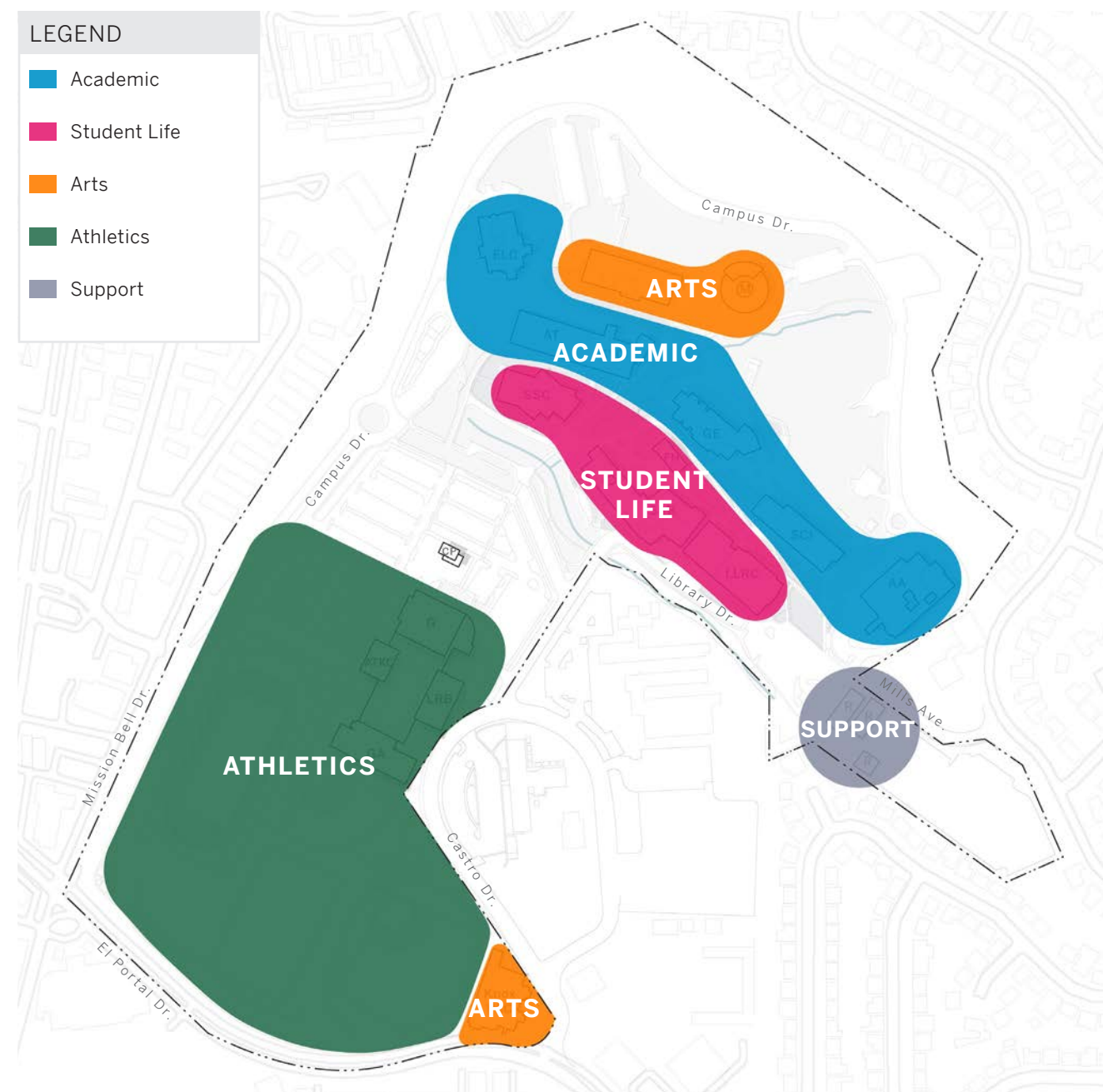
Building Use



CAMPUS ZONES

The campus is organized by zones related to use and activity. Academic and Student Life/Administration are located to the north; Athletics to the south. The Arts areas are divided and located far from one another, with the Music and Art Buildings at the north of campus, and the Performing Arts Center at the south entrance.

Campus Zones



LAND ANALYSIS

SEISMIC ZONES

The Hayward Fault bisects campus, creating constraints for growth and infill. The zones below indicate the potential for development across campus.

Seismic Zones

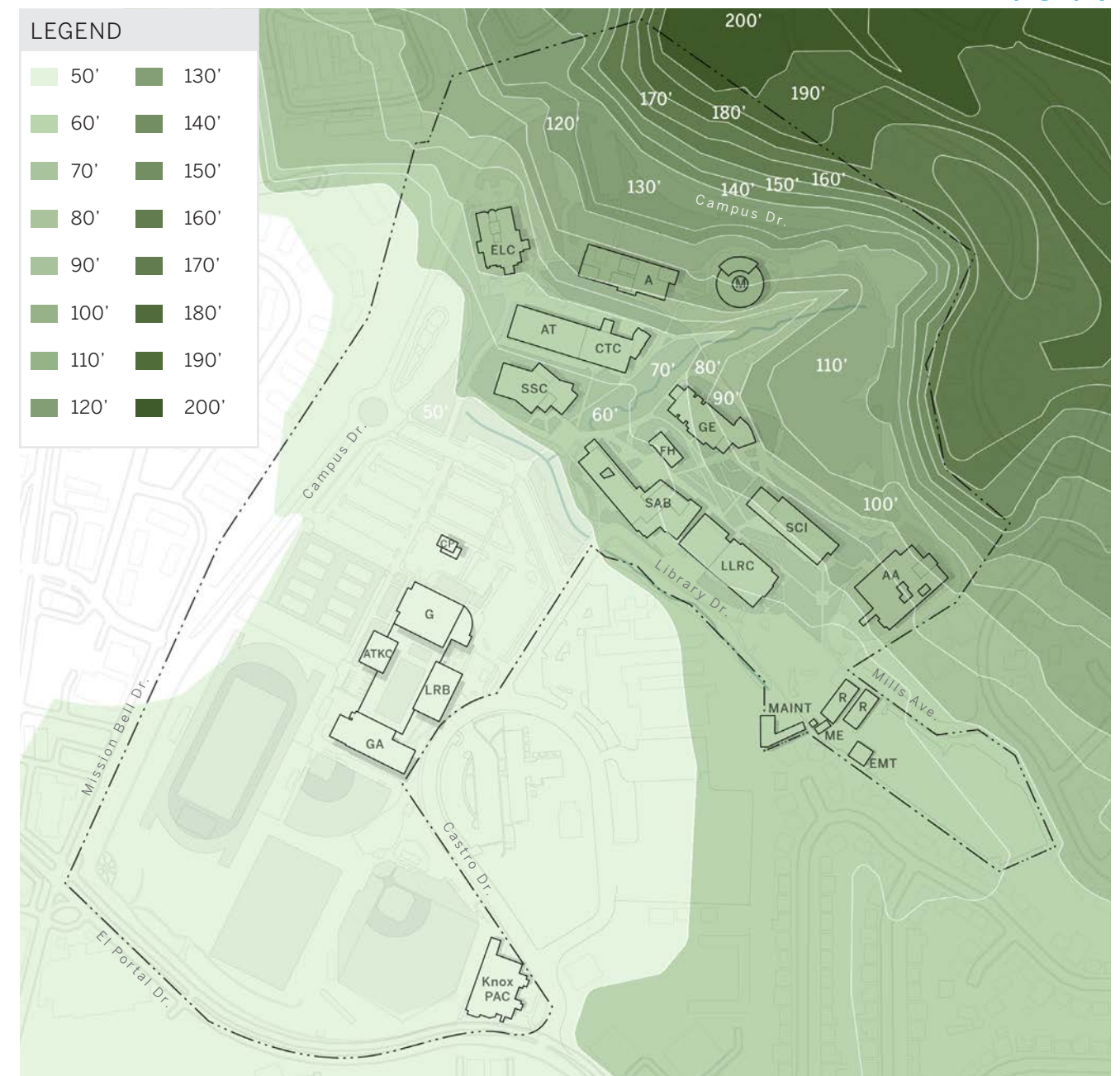


Note: Zones shown are within the AP Zone Boundary determined by the California Geological Survey.

TOPOGRAPHY

While the south part of campus is relatively flat, steep changes in elevation across north campus presents some challenges for wayfinding and mobility. The Music and Art Buildings are particularly hard to access.

Topography



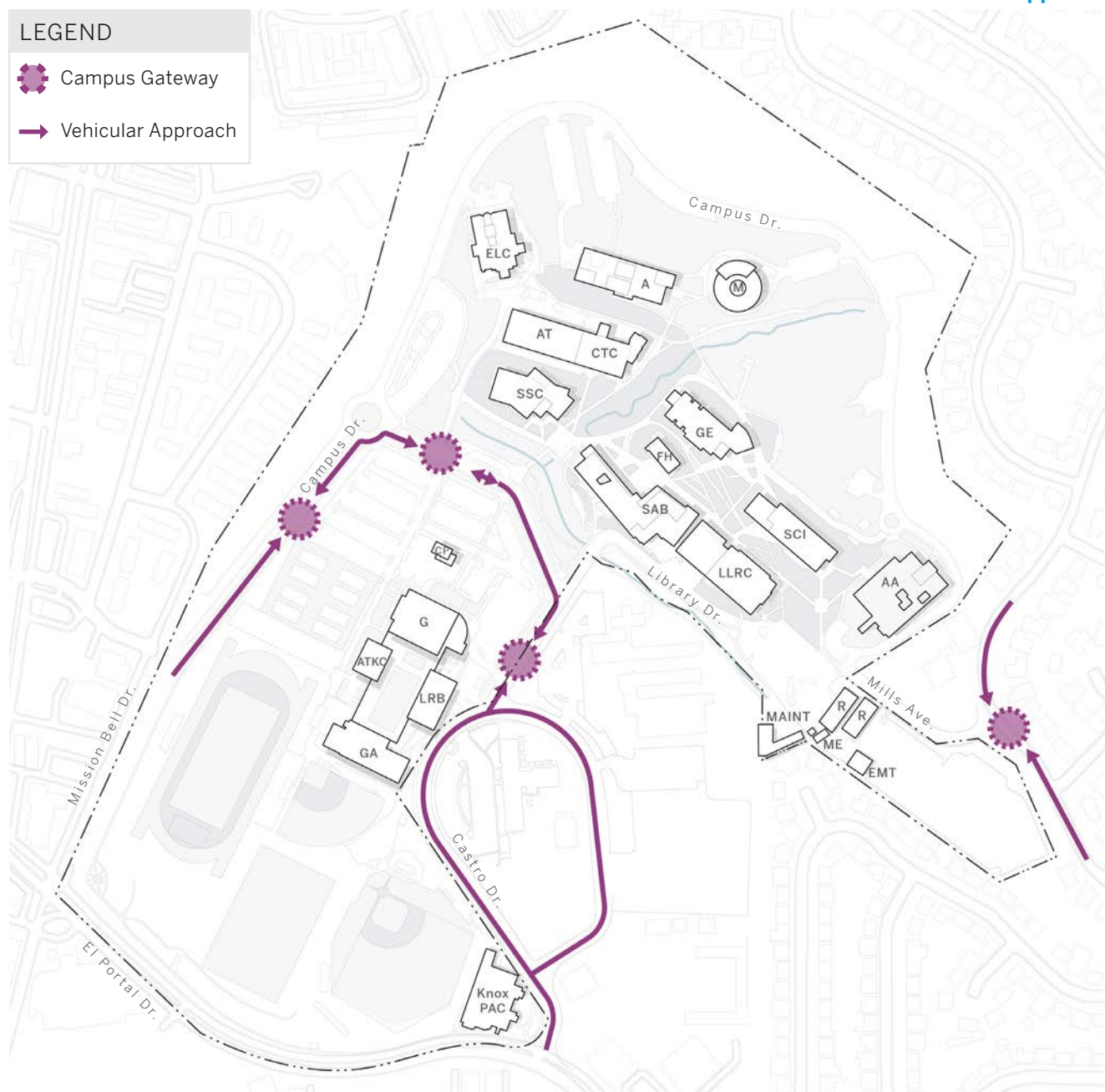
MOBILITY & ACCESS

VEHICULAR

VEHICULAR APPROACH

The campus is approached via Campus Drive, El Portal Drive, and Mills Avenue. Workshop participants noted need for better sense of arrival, directional signage, and bicycle access.

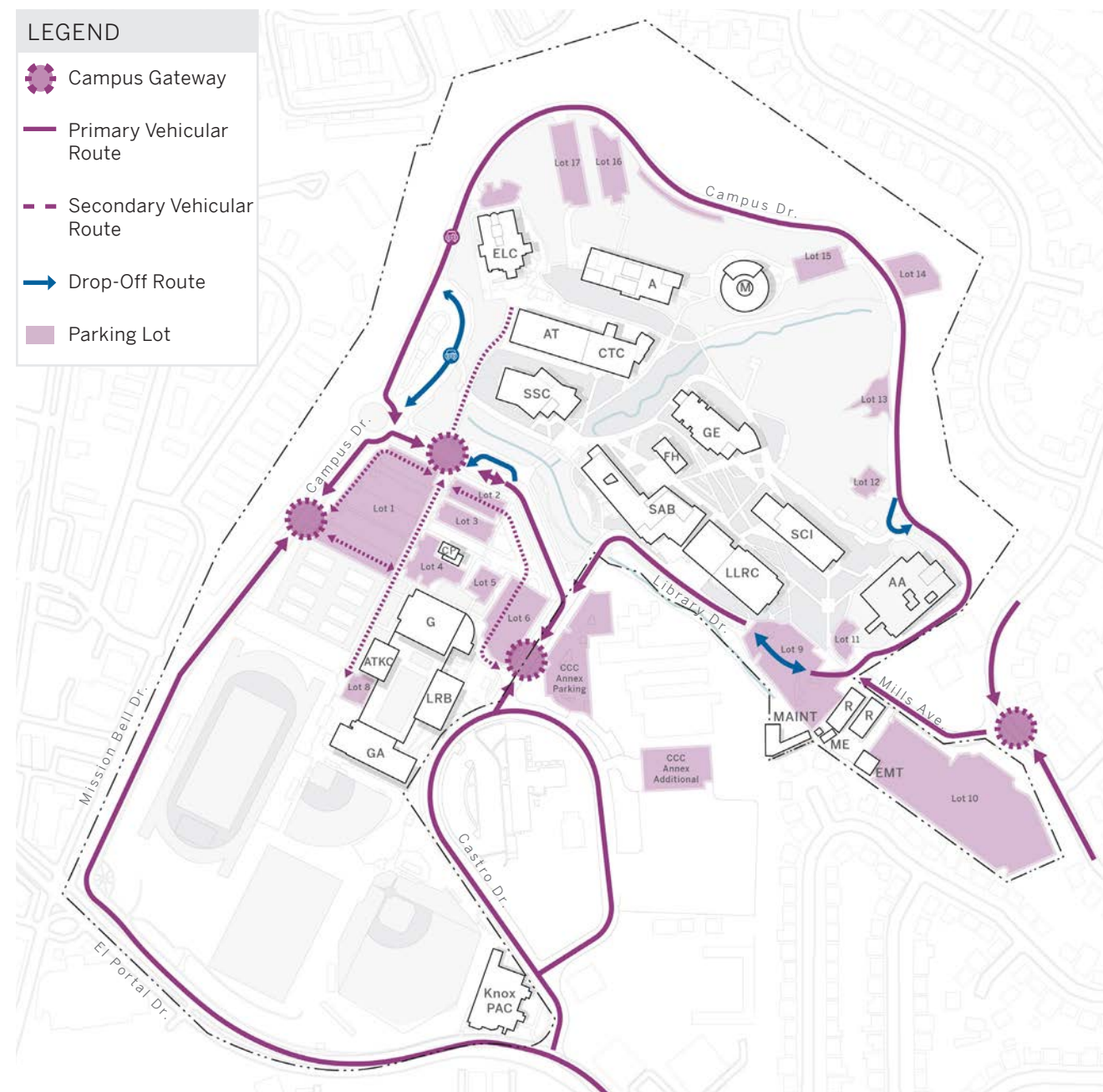
Vehicular Approach



VEHICULAR CIRCULATION

Most students and employees access the campus by automobile. The primary drop-off area is located in front of the Student Services Center. Vehicular access in the center of campus is convenient to drivers but creates some challenges for pedestrians. The drop-off area in Lot 9 is not officially designated and has caused issues with traffic and safety.

Vehicular Circulation

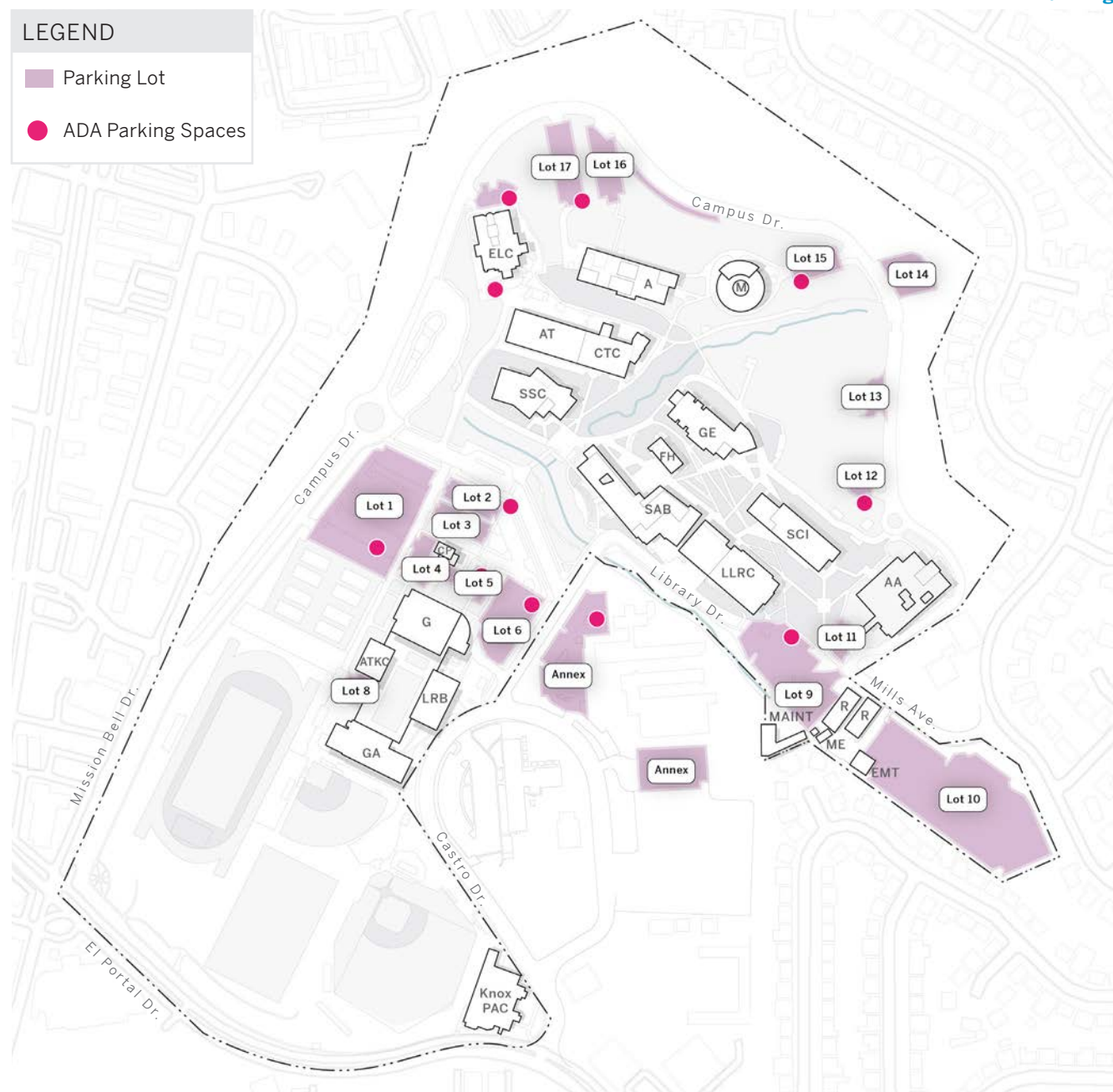


PARKING

There are 1,609 parking spots on campus. While there is currently sufficient parking available, growth in enrollment will require added parking. Future development should be considerate to impacts on parking capacity. There is also a desire for more availability of bike parking.

	FTES	STUDENT TO PARKING RATIO
2024	1,411	6:1
2034	1,605	8:1

Parking



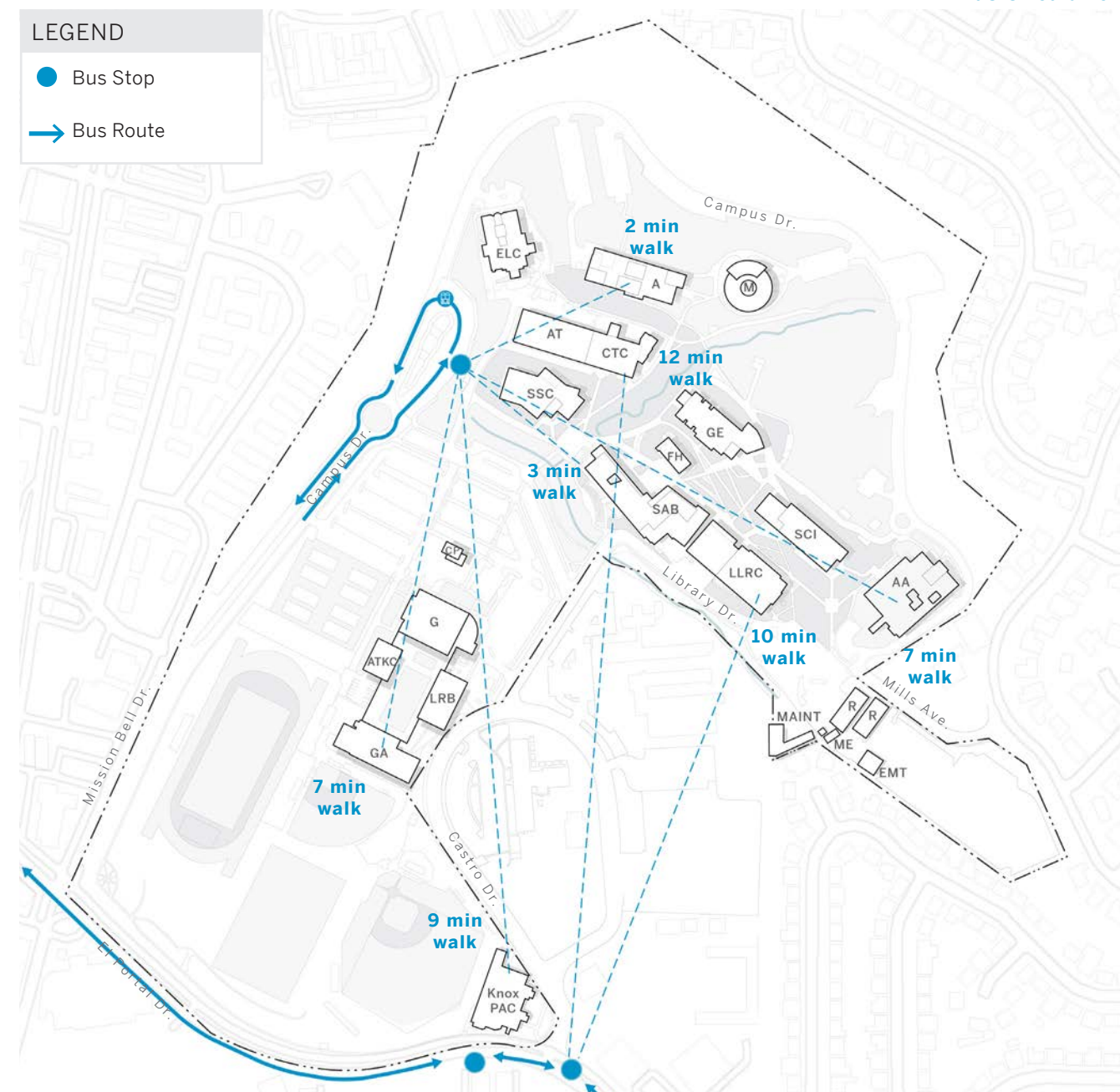
TRANSIT

BUS CIRCULATION

Two bus stops serve the campus with a total of seven lines, connecting the campus to other neighborhoods, areas of the county, and to nearby BART stops. The bus stops can be accessed in under 12 minutes throughout campus.

Note: This diagram is based on Google Maps reported walk times, which are based on 3 mi/hr walk speeds and are not reflective of all mobility levels.

Bus Circulation

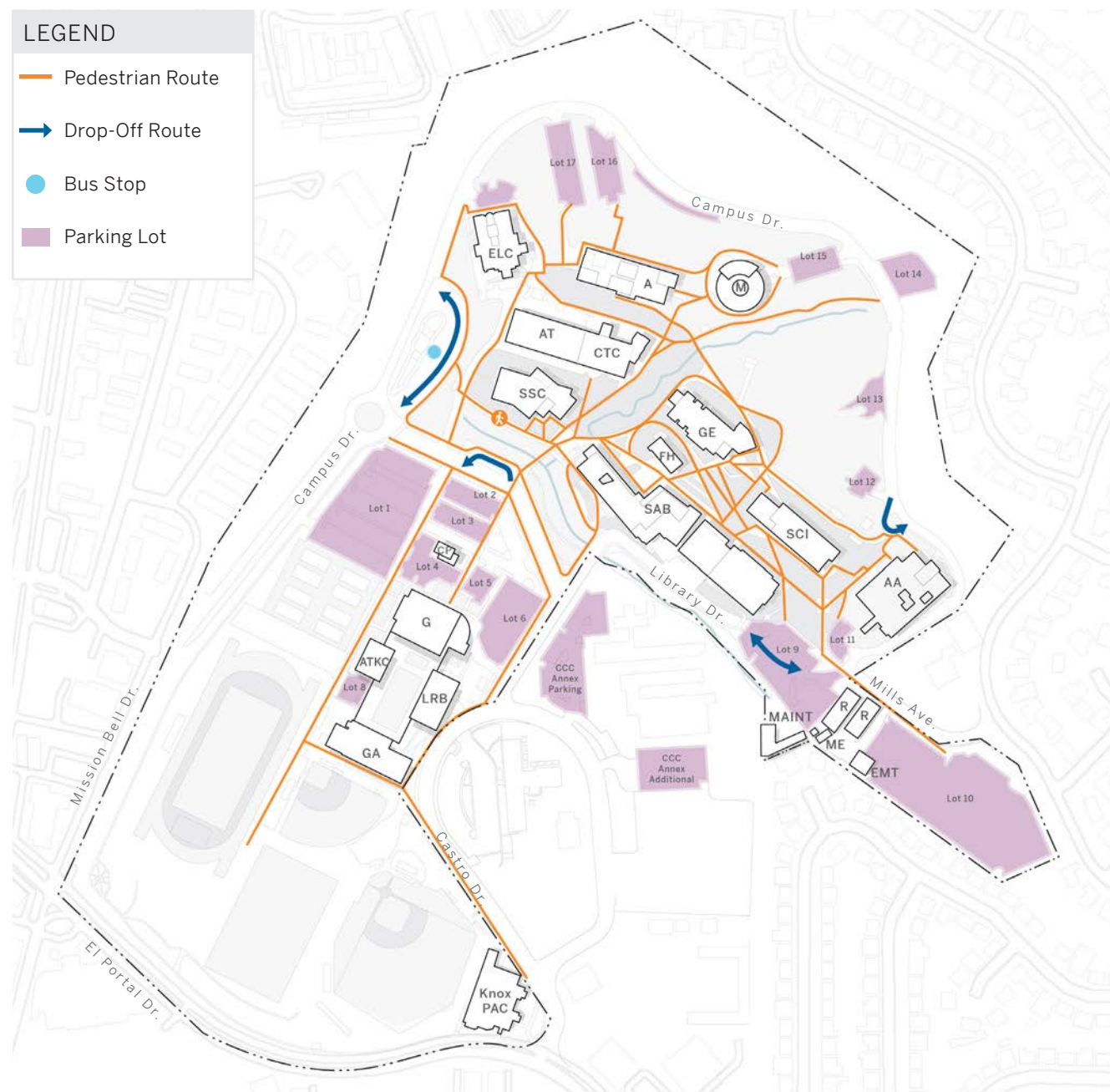


PEDESTRIAN

PEDESTRIAN CIRCULATION

Pedestrian circulation is concentrated near the plaza area within the campus core, with more limited routes extending to the buildings on the boundaries of campus. The Knox Performing Arts Center is particularly challenging to access from the core of campus.

Pedestrian Circulation



UNIVERSAL ACCESSIBILITY

There are significant accessibility challenges on campus, including a lack of access between the campus core and the Music and Art Buildings. Stakeholders report that other areas that may technically be ADA-accessible include steep ramps that do not accommodate all users.

Universal Accessibility



SPACE UTILIZATION

The required utilization and space standards for classroom, laboratory, office, library, and audiovisual are included in the California Code of Regulations, Title 5, Chapter 8, Section 57020– 57032. These standards refer to the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in the table on the following page (Prescribed Space Standards).

The space utilization assessment provides an overview of classroom and lab space use metrics to help inform future planning decisions. This data was used to evaluate the current and future needs of learning spaces of the CCC campus. The assessment analyzed classroom and class lab utilization data for a typical week during the Fall 2023 semester to provide the most up-to-date data.

Classroom utilization is measured by determining the following and is expressed as a percentage of the state standard target.

The following terms are used when calculating utilization rates:

- **Weekly Room Hours (WRH):** number of hours per week a room is scheduled
- **Station Occupancy (%):** percentage of stations occupied in a room
- **Weekly Student Contact Hours (WSCH):** hours per week a station is occupied

These state standards are based on a classroom availability of 70 WRH (Mondays - Fridays, 8:00am - 10:00pm).

The graphics on the following pages represent these metrics on the building scale across CCC campus. See appendix for full utilization study.

Prescribed Space Standards (for a Campus with less Than 140,000 WSCH)

Category	Formula	Rates/Allowance
Lecture	Assignable Square Feet/Student Station	20
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	48
	Station use/week (hours)	31.68
Laboratories	Assignable Square Feet/Student Station	Varies
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	Assignable Square Feet per Full Time	140
	Equivalent instructional staff member	
Library/LRC/Study/Tutorial	Base Assignable Square Feet Allowance	3,795
	Assignable Square Feet/1st 3,000 DGE*	3.83
	Assignable Square Feet/3001–9,000 DGE	3.39
	Assignable Square Feet/DGE>9,000 DGE	2.94
Instructional Media AV/TV	Base ASF Allowance	3,500
	Assignable Square Feet/1st 3,000 DGE	1.50
	Assignable Square Feet/3001–9,000 DGE	0.75
	Assignable Square Feet/DGE>9,000 DGE	0.25

Source: Board of Governors of the California Community Colleges Policy on Utilization and Space Standards, September 2020 Revision

CLASSROOMS

WEEKLY ROOM HOURS

In Fall 2023, no buildings achieved the state target of 48 hours per week average Weekly Room Hours. Automotive Tech had the highest WRH, yet it remained 38% below the state target.

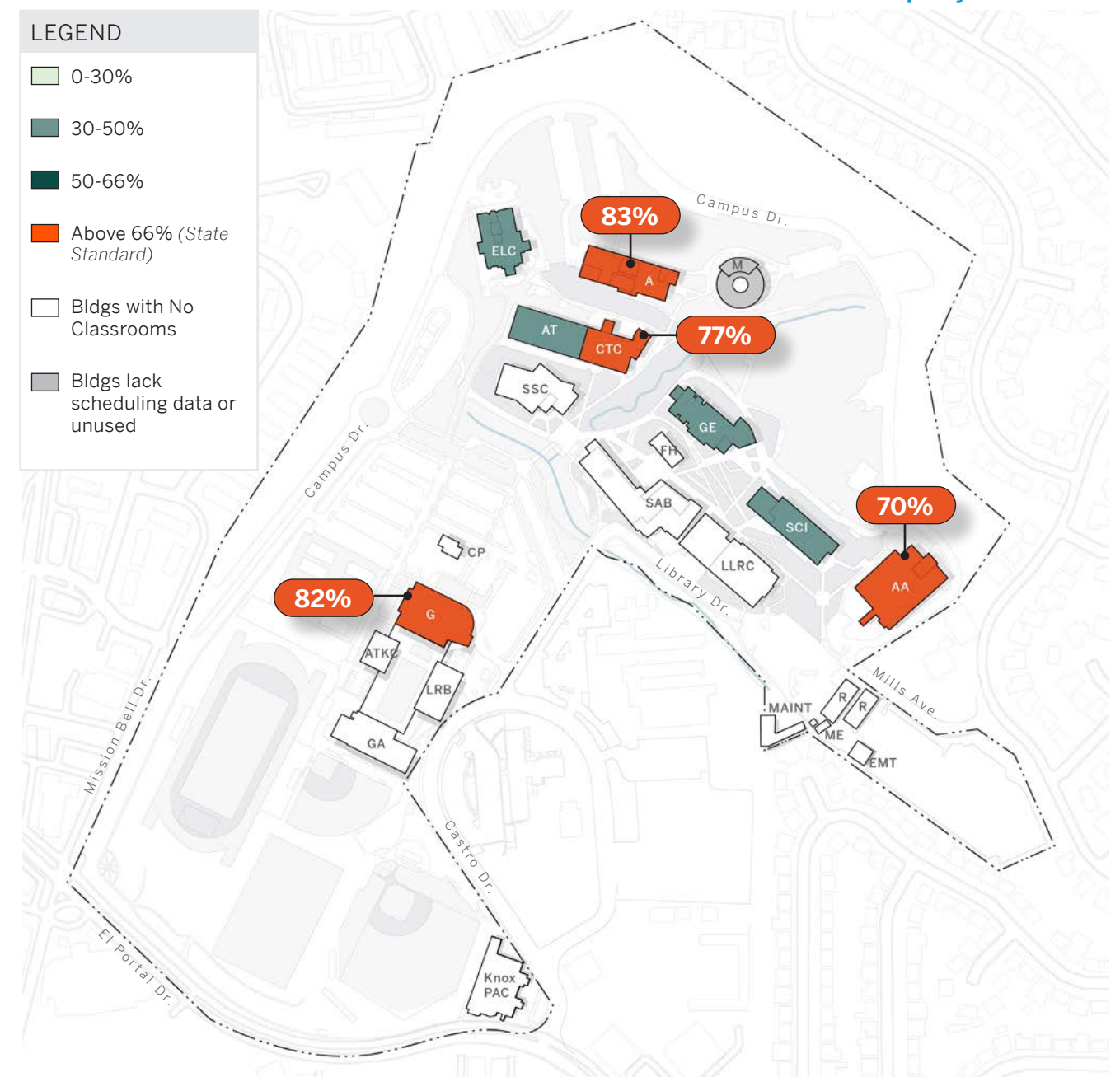
Weekly Room Hours - Classrooms



STATION OCCUPANCY

Four buildings achieved the state target of a 66% average Station Occupancy Rate.

Station Occupancy - Classrooms



LABS

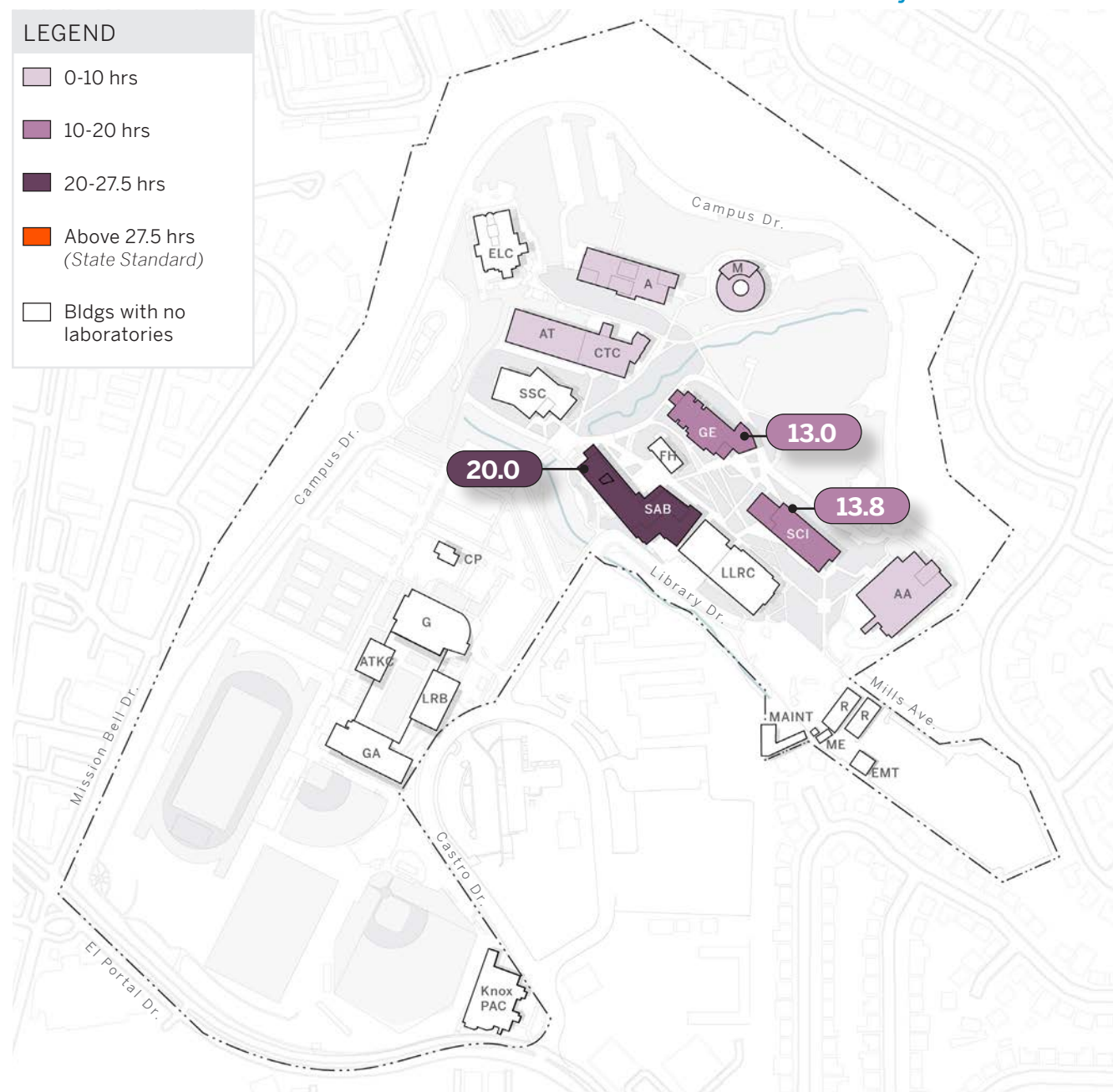
WEEKLY ROOM HOURS

In Fall 2023, no buildings achieved the state target of 27.5 hours per week average Weekly Room Hours. Six out of eight lab buildings had some rooms unused or lacked scheduling data. Automotive Tech building had the lowest average weekly usage of 0.3 hours per week.

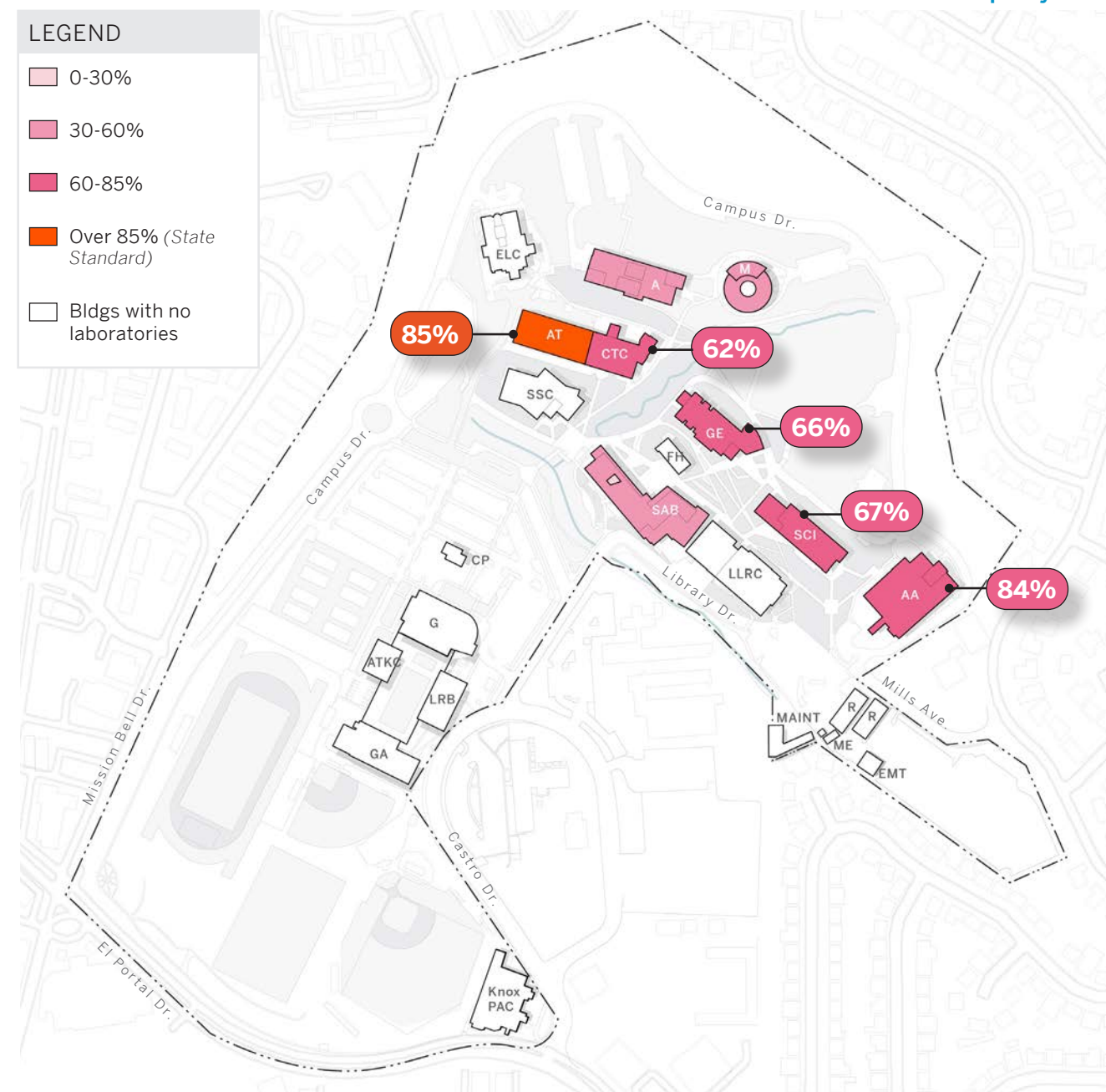
STATION OCCUPANCY

In Fall 2023, Automotive Tech achieved the state target of a 85% average Station Occupancy Rate. Music and Art have the lowest station occupancy rate.

Weekly Room Hours - Labs



Station Occupancy - Labs



FACILITIES CONDITION ASSESSMENT

FACILITIES CONDITION INDEX (FCI)

The California Community College Chancellor's Office (CCCCO) conducts a survey at regular intervals to assign a Facilities Condition Index (FCI) score. The FCI is a formula measuring the ratio of the cost to correct existing facility deficiencies against the current replacement value of the facility, as illustrated in the example below.

<i>Building Replacement Value</i>	\$1,000,000
÷	
<i>Cost of Correcting Building</i>	\$100,000

	0.10
Facilities Condition Index	10%

The higher the FCI score, the poorer the condition of a facility. The purpose of this score is to compare buildings by condition as well as to inform decision makers on building renewal funding versus new construction. The FCI of buildings shown in the diagram is classified under four categories:

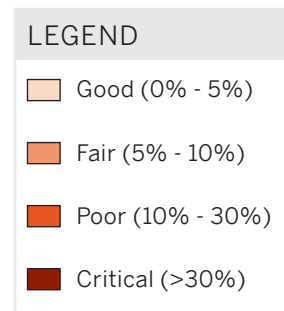
- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)

On the CCC campus, a few buildings are not currently functioning well, and the cost of renovating these buildings outweighs the building replacement value. These buildings with a "critical" score include:

- Performing Arts Center (57.60%)
- Music (49.90%)
- Art (45.80%)
- Receiving/Buildings & Grounds (45.30%)

A number of buildings are also scored as having a "poor" FCI. While these buildings do not need to be demolished and replaced immediately, they will soon require upgrades and renovations that may exceed their replacement value.

Facilities Condition Index



Music Building



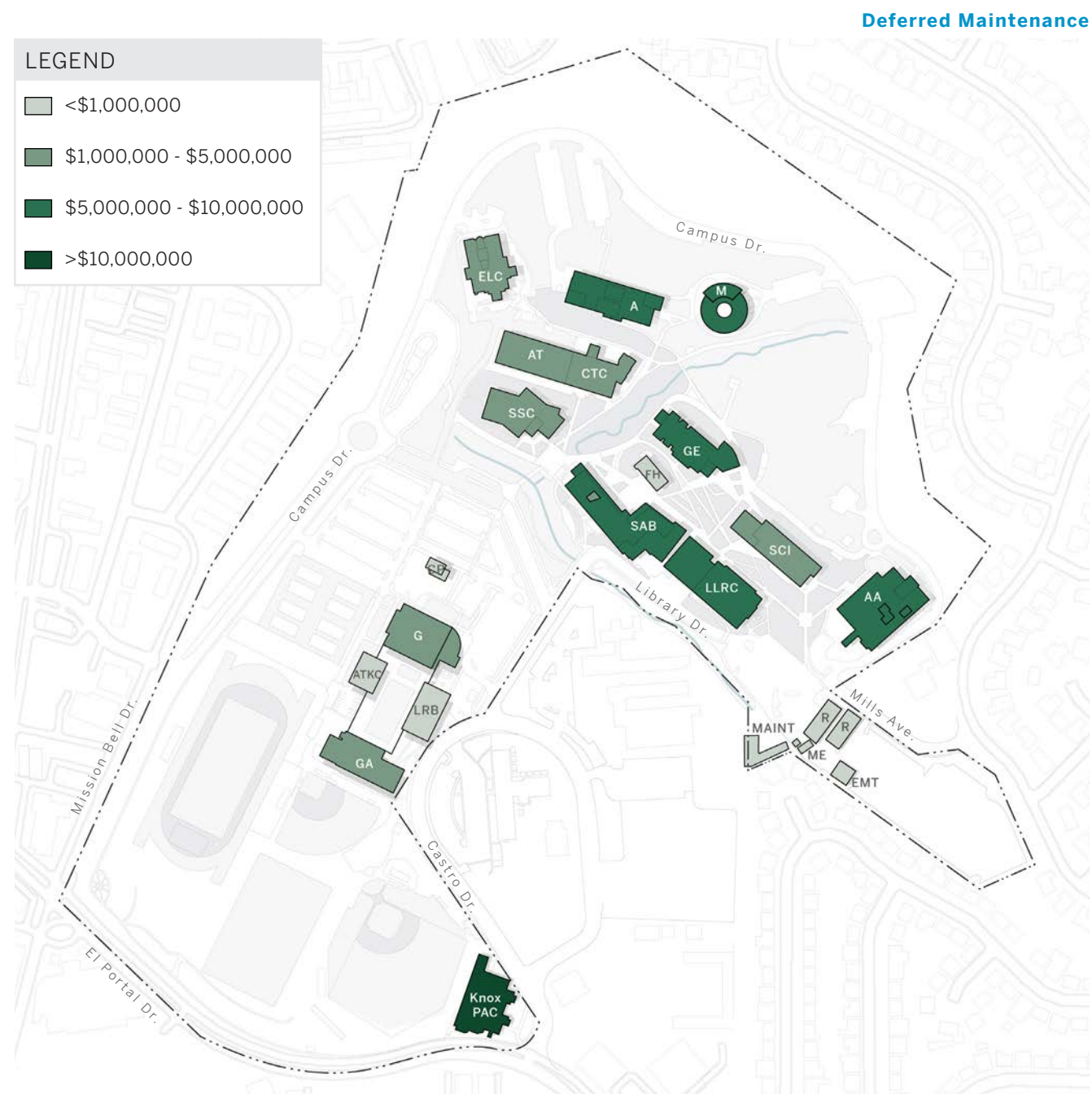
Knox Performing Arts Center



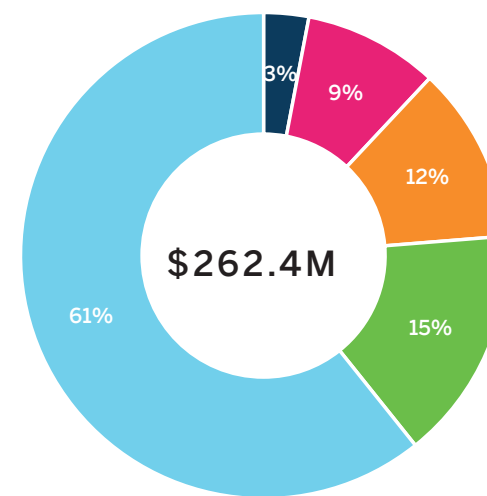
DEFERRED MAINTENANCE

DEFERRED MAINTENANCE NEEDS - 10 YEARS

These deferred maintenance costs outline the needs within the Facilities Master Plan 10 year timeline.



Deferred Maintenance



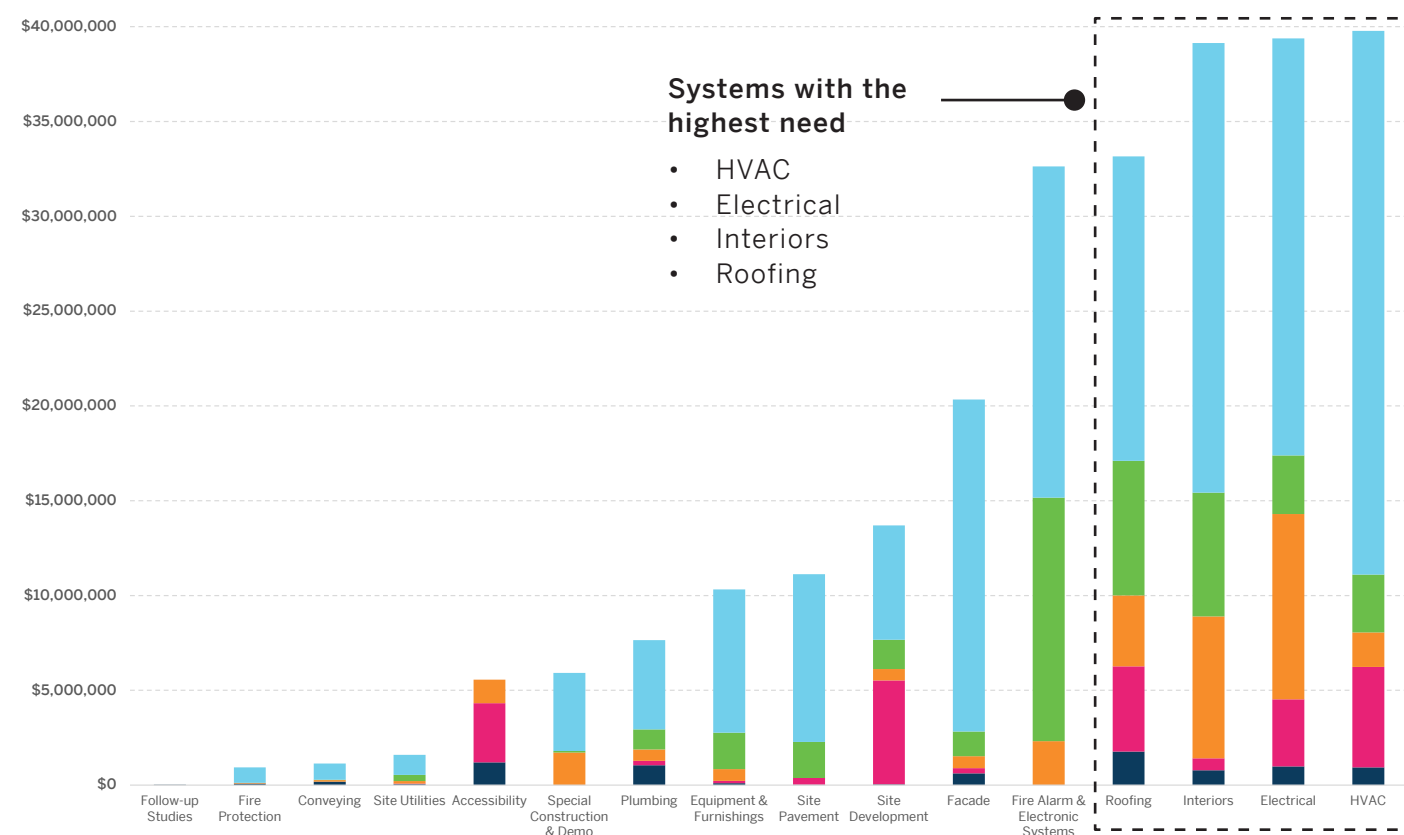
Deferred Maintenance by Phase

DEFERRED MAINTENANCE NEEDS

The Facilities Condition Assessment found that the campus will require significant investment in deferred maintenance, totaling \$262.4 million over the next 20 years. Urgent projects include equipment upgrades, roofing repairs, and infrastructure enhancements to ensure the longevity and functionality of campus facilities. Deferred maintenance costs only include the cost to replace systems like for like. They do not include construction mark ups like labor or the cost to replace for other systems, such as ones that might help to reach sustainability goals. The costs also do not include other renovations or building improvements. Further information on the study is located in the appendix in the Facilities Condition Assessment.



Deferred Maintenance by Category



ELECTRIFICATION STUDY

The electrification study aims to support the district in achieving its 2035 Districtwide Sustainability Goals, adopted by the 4CD Governing Board in 2022. It encompasses various components such as building benchmarking, electrical systems assessment, campus photovoltaic deployment assessment, building electrification strategy, district energy and carbon timeline, and utility costs. 4CD's sustainability goals, aim for impactful reductions in carbon emissions by 2035. The plan addresses these goals by proposing a blend of building replacement and renovation projects, renewable energy systems, and efficiency measures like LED lighting, building automation controls and HVAC electrification. Key targets for 2030 include a 75% reduction in GHG emissions and a 25% reduction in district energy use intensity, while 2035 goals aim for a 100% reduction in GHG emissions and a 40% reduction in district energy use intensity.

ENERGY USE INTENSITY

ENERGY USE INTENSITY

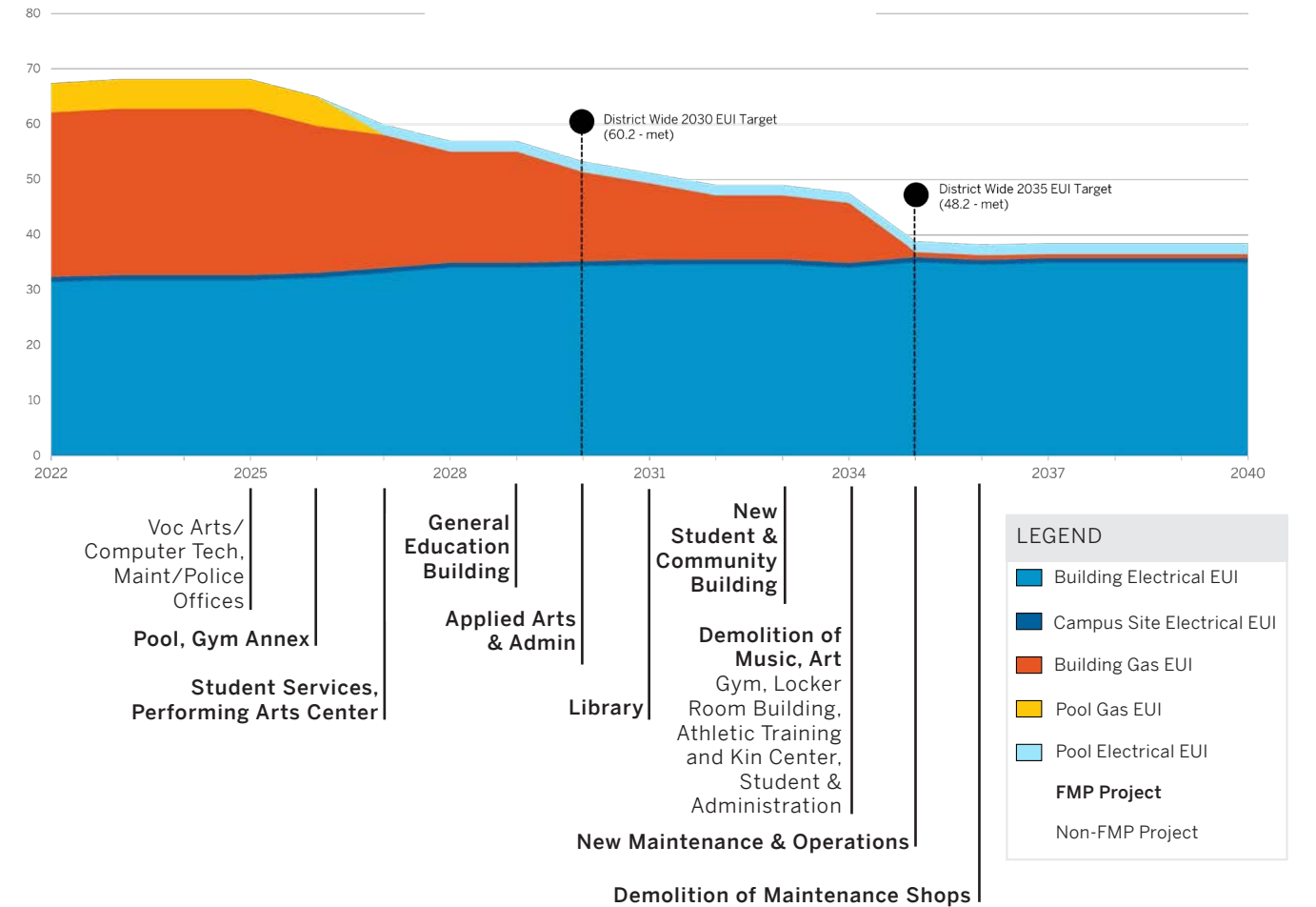
Energy Use Intensity (EUI) is a metric of energy performance expressed as energy consumption per gross square foot (GSF). Campus Level EUI for each academic year is determined by dividing annual energy consumption data by the campus's GSF. Maps below represent EUI by building.

Energy Use Intensity (EUI)



The graph below shows the EUI dropping, as older buildings are replaced and energy efficiency measures are implemented, including electrification.

Campus EUI (kBTU/sf-yr) by type



HVAC ELECTRIFICATION STRATEGY

The following matrix outlines the District-wide energy efficiency upgrades planned for CCC in order to meet 4CD energy and sustainability goals and their associated project cost. These are the energy efficiency projects that apply to the buildings not being replaced in this FMP, but will require some efficiency measures to meet 4CD sustainability goals and reduce CCC operational costs, mainly in the utilities reductions.

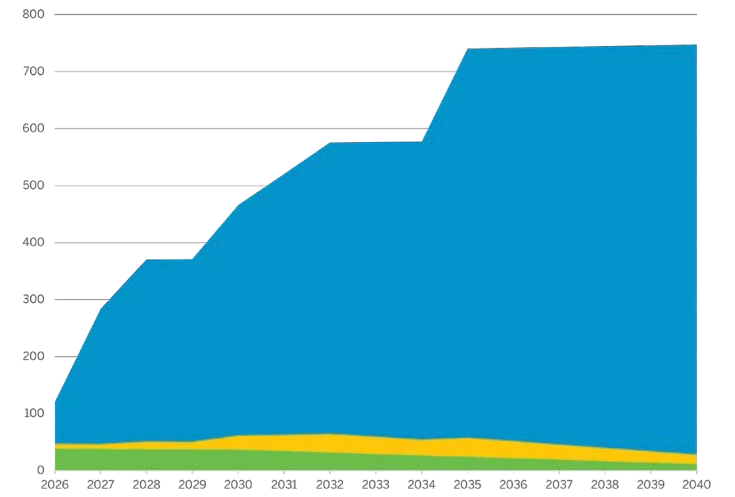
CCC Projects Cumulative Cost					
Lighting	Controls	Electrification	Planned PV	Future PV	Total
\$1,223,700	\$0	\$5,652,500	\$3,564,000	\$6,371,000*	\$16,811,200

* In 2024 dollars.

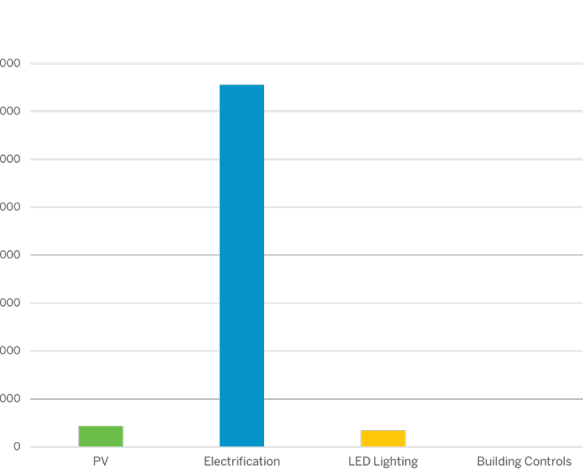
The graphs below display CO2 emission reductions by different measures from 2026 to 2040, including a total sum. PV installations starting in 2026, result in the highest notable decrease in emissions initially, while electrification, has a smaller impact. As the electric grid in California becomes cleaner, the impact of PV and other electrical consumption has a smaller impact on carbon reduction, and the remaining gas emissions become a dominant source of emissions that is harder to offset. Electrification is vital for meeting campus EUI targets, meeting code requirements and State mandates. Existing and planned PV are vital for offsetting annual utility costs.**

** Future PV offsets are impacted by the year of installation as well as whether or not they are associated with MCE or Constellation energy.

Metric Tons of CO2 Averted, by Measure



Emissions Averted from 2026 to 2040



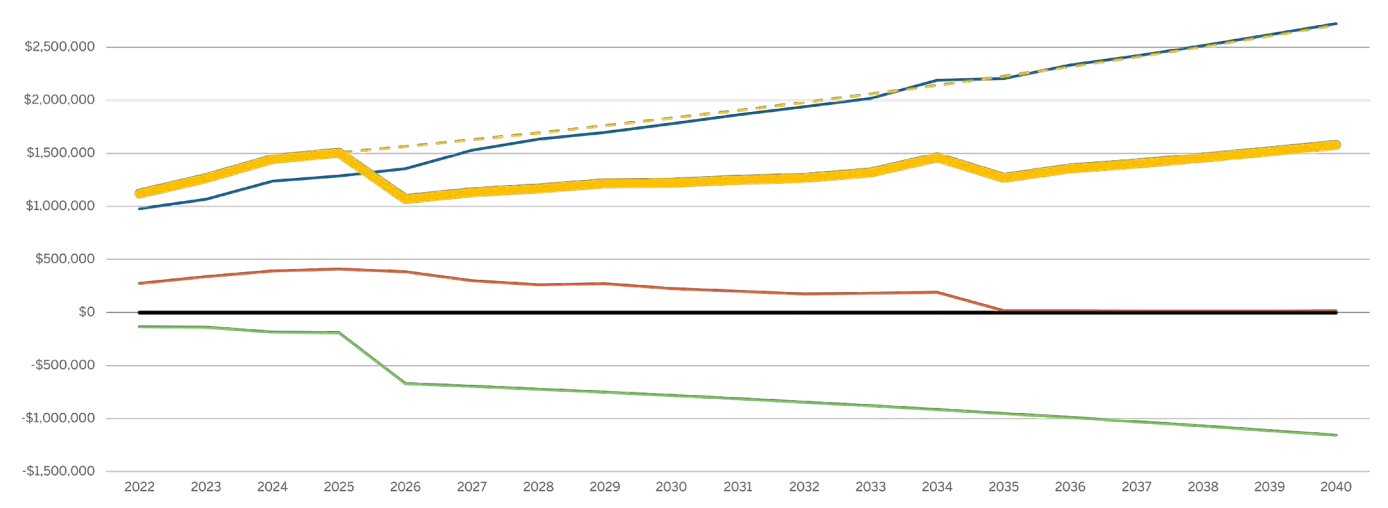
LEGEND

- Existing and Planned PV
- Electrification
- LED Lighting
- Building Control

PV STRATEGY

The CCC campus currently has approximately 403 kW of PV arrays over parking lot 9, offsetting 11% of the campus's annual electricity consumption. CCC also has a pending interconnection application with PG&E to install an additional 947 kW over Lot 4/5. Based on future energy projections from reduced EUIs on FMP projects (new building EUI's projected at 20-35) and additional efficiency projects, an additional 2124 kW of PV may be required to reach 100% offset of consumed electricity and to reduce and control 4CD's overall annual utility costs.

Campus Energy Cost Over Time (Dollars)



LEGEND

- Gas Cost
- Electric Cost
- Existing and Planned Renewable Cost Impact***
- Total Cost
- 2022 Use with Escalated Rates

*** Future Renewable cost impact depends on year of deployment, but would yield an estimated additional savings of \$1,491,000 per year with 2035 estimated electricity costs if the 2124 kW of PV required to offset electricity consumption completely is installed.

ADDITIONAL ASSESSMENTS

STRUCTURAL ASSESSMENT

RELATIVE SEISMIC EVALUATION

The Relative Seismic Evaluation shown for each building indicates its vulnerability to exhibiting a life safety hazard during a large earthquake, relative to other buildings in the District. The purpose of the established seismic levels is to assist the District with prioritization of future improvement projects.

Relative Seismic Evaluation



UTILITY ASSESSMENT

The report aims to evaluate current wet utilities, provide recommendations, address future needs, identify conflicts with planned buildings, and suggest project implementation sequences.

For sanitary sewers, recommendations include televising the system and conducting annual Grease Interceptor maintenance. No immediate improvements are needed, but future studies may reveal issues like broken pipes or joint separations, with rerouting as needed.

Water system recommendations involve replacing leaking pipes with PVC C900, exercising water valves annually, and flow testing hydrants for fire flow compliance. Immediate improvements aren't required, but replacing AC Transite pipes with PVC C900 is advised based on age and material.

Storm drain recommendations include replacing roof drains and televising the system for clogs. Continuing annual inlet cleaning is advised. However, specific improvements depend on building plans; roof drain replacement may not be necessary if buildings are demolished, while fixing drainage at the Science building may require standalone projects beyond planned improvements.

WAYFINDING ASSESSMENT

The wayfinding assessment features analysis of and recommendations for the campus signage program and wayfinding system. Areas studied include the "pre-journey" online experience, vehicular navigation and signage, parking, pedestrian network, placemaking, and accessibility.

Recommendations include aligning online maps with ongoing development and preferred entry/drop-off locations, unifying programmatic language, adding vehicular directionals, and replacing gateway signs and monuments.

The assessment also recommends the future planning, design, and implementation of a comprehensive pedestrian signage program that can be easily updated to provide wayfinding support and elevate the campus experience.



SPACE PROGRAM

CODING SPACE (TITLE V)

The California Code of Regulations outlines guidelines for the California Community Colleges, including provisions related to coding space. These categories, illustrated below, serve as guidelines for allocating state funds for capital projects and ensure that community colleges efficiently allocate and manage their physical resources.

The existing spaces are inventoried by each college on the Facilities Utilization Space Inventory Options Net (FUSION), a database maintained by the California Community Colleges Chancellor's Office (CCCCO). FUSION includes descriptive data on buildings and rooms for each college and district within the state.

The inventory of facilities provided by FUSION is an essential tool in planning and managing college campuses. This information is indispensable for analyzing space utilization, projections, space needs, and capital outlay planning.

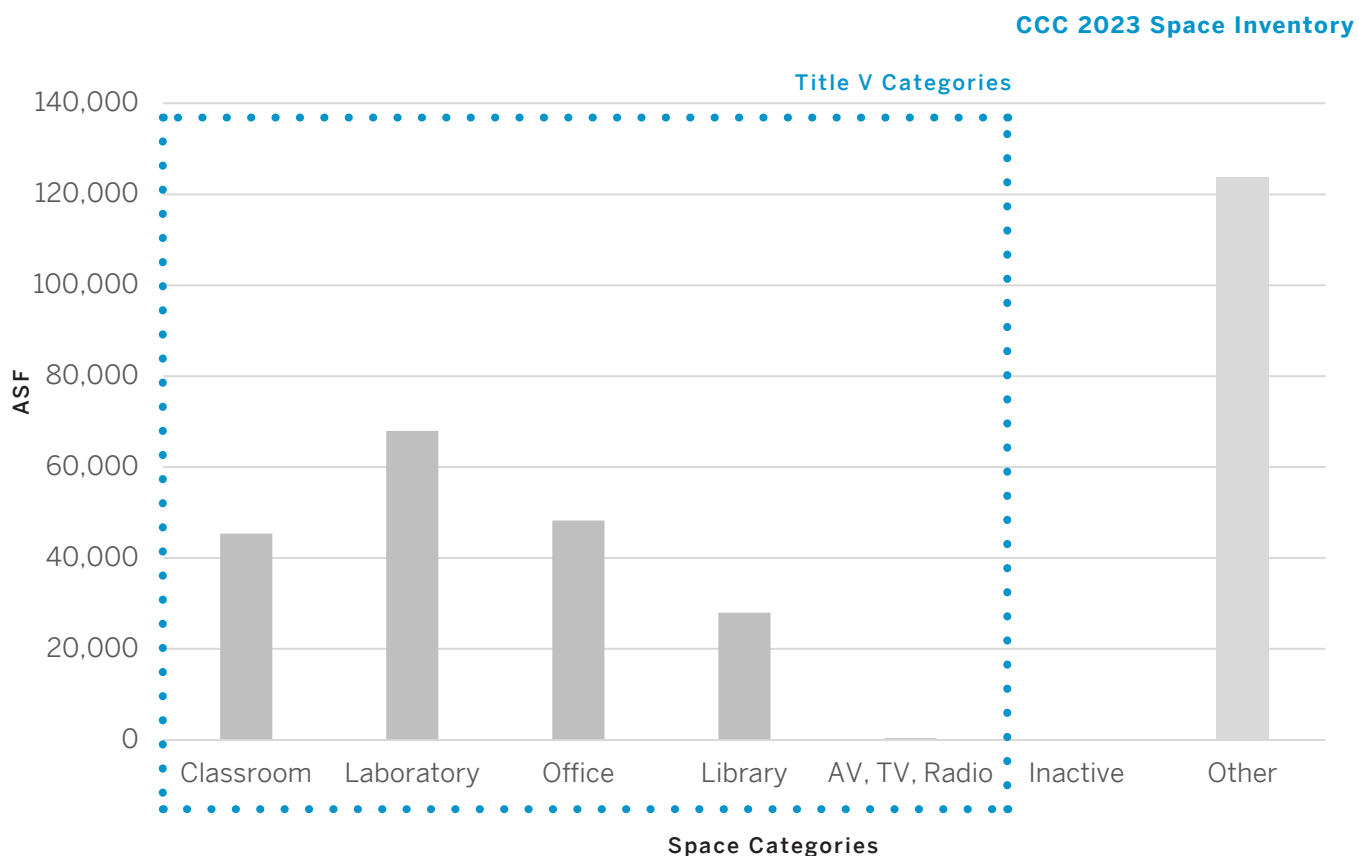
CAPACITY/LOAD

Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, and the number of students participating in campus programs.

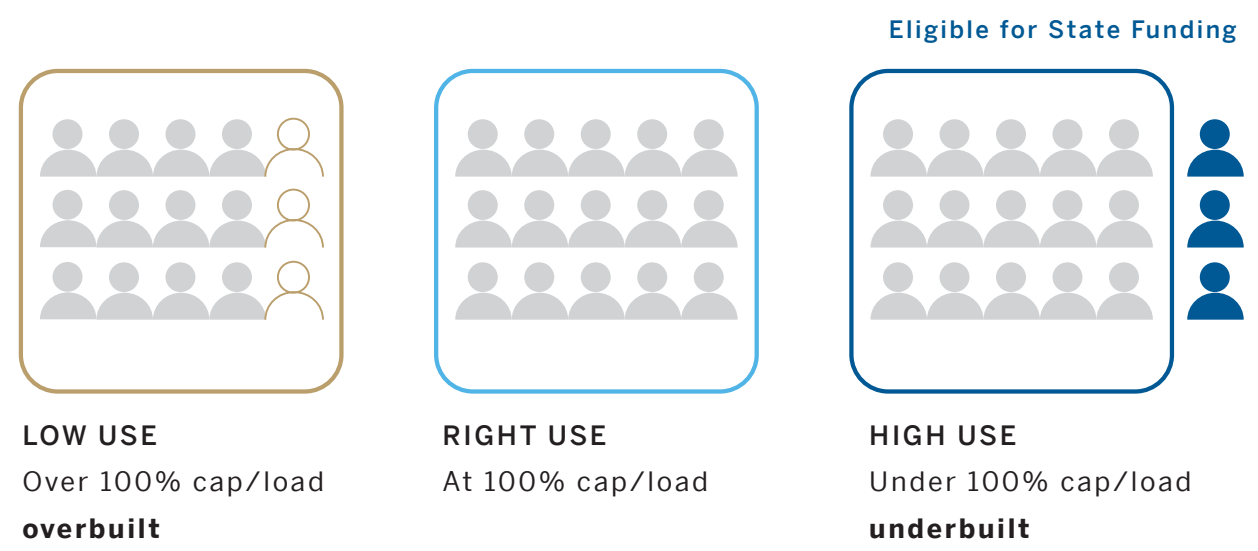
The capacity load ratio is a measure (expressed as a percentage) used to assess how much a particular space is being utilized relative to its maximum capacity. The calculation below is used to determine the capacity load ratio.

$$\text{Capacity Load} = \frac{\text{Current Occupancy (capacity)}}{\text{Enrollment Level (load)}} \times 100$$

Capacity Load Ratio Calculation



Data Source: Space Inventory from FUSION



METHODOLOGY

Through the listed methodology below, the college is able to manage its space needs, ensure alignment between student and faculty resources, address overbuilt areas, and strategically reallocate space to better meet the evolving needs of its programs and services over the next decade.

1. Adjusted Inventory

The 2023 Space Inventory was adjusted to reflect the proposed removal of several temporary and permanent buildings as identified in the *Future Vision* section. The space from these facilities were subtracted from the 2023 Space Inventory (gray bar) and reflected in the 'Adjusted Inventory' (orange bar),

2. Linear Growth Strategy

A linear percentage growth of 0.6% each year for the next five years, and 2% from 2029 to 2033, to all programs is applied. This ensures a steady and predictable trajectory of growth, providing a stable foundation for long-term planning.

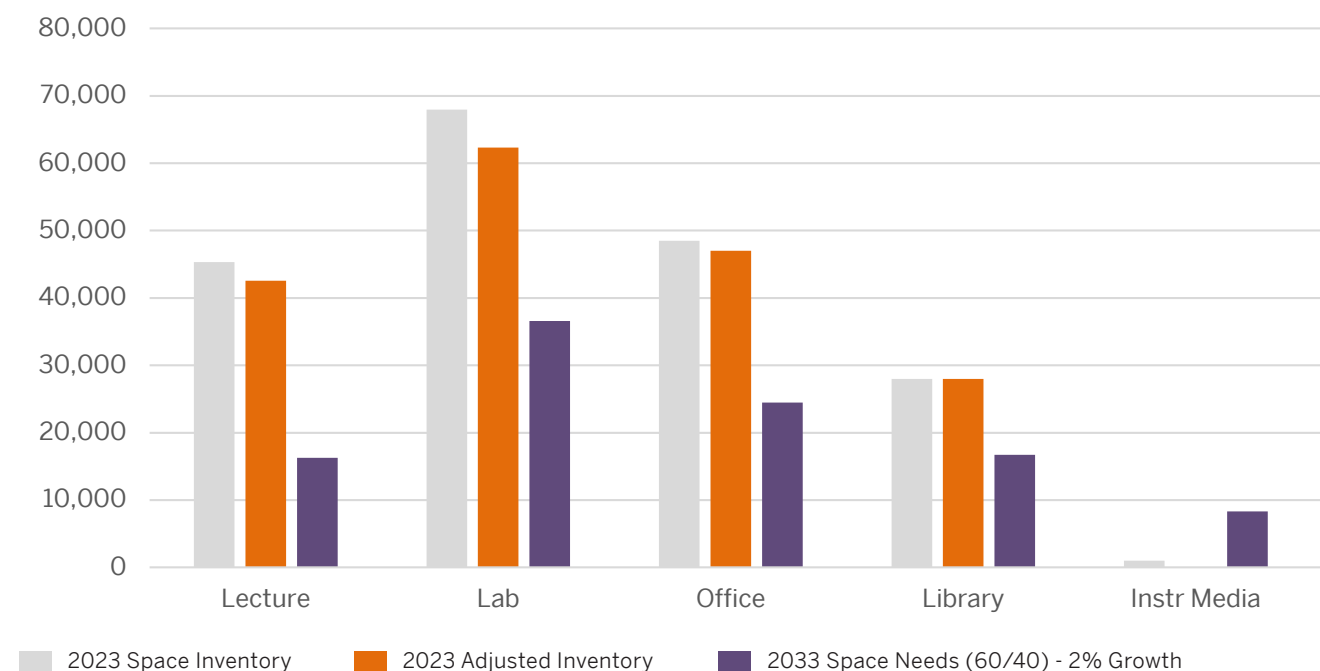
3. Student Headcount Alignment

Student headcount will grow at the same rate as WSCH, implying that the average student load will remain constant over the next five years. This is important, especially for forecasting library space needs, which are predicated on headcount.

4. FTEF Alignment

FTEF will grow at the same rate as WSCH. This implies that the WSCH per faculty load (FTEF) will remain constant over the next five years. This is important for forecasting office space, which is predicated on total FTEF.

2033 Projected Space Needs



Based on the Projected Space Needs shown in the graph, the college is overbuilt (shown in gray) in every category except Instructional Media. However, opportunities exist to reimagine and reallocate existing space to achieve a more appropriate balance between 2023 Space Inventory and 2033 Space Needs. This approach allows for optimizing space utilization while maintaining functionality and efficiency.

SUMMARY OF FINDINGS

The FMP for CCC has been carefully developed through comprehensive review and analysis of multiple data sources. These sources have equipped each college with the necessary insights to establish objective planning outcomes and decisions. The table on the adjacent page highlights seven categories that were developed, analyzed, and reviewed throughout the planning process. Additionally, below is a definition of these data sources:

BUILDING AGE

This denotes the original construction date of the building. While the age may imply the construction technologies of that period, renovations over time may affect the building's current condition.

DEFERRED MAINTENANCE

This represents the estimated cost derived from assessing the condition of building systems, projecting the cost of necessary updates or maintenance over 10 years, and indicating the remaining life of components or systems. However, this data alone does not directly prioritize building renovations or projects.

FACILITY CONDITION INDEX (FCI)

This is a calculated ratio of known deferred maintenance costs to the projected cost of replacing the facility with its current construction. Although an FCI over 30% has been deemed by the State Chancellor's Office as a condition worth considering for replacement instead of renovation, this percentage alone does not dictate recommended actions for a building.

RELATIVE SEISMIC EVALUATION

This assesses the existing buildings' structural systems relative to current building or structural codes. It's essential to note that structural and building codes evolve regularly, and a higher relative seismic rating may indicate structural components potentially out of compliance with current codes, but not necessarily a life safety hazard.

QUALITATIVE (PROGRAM FEEDBACK)

This subjective dataset reflects feedback from college stakeholders gathered through surveys, meetings, or electronic messages. While less objective, this feedback gauges how well the facility is perceived to support the needs and experiences of students, faculty, staff, and others at CCC. However, it too, does not define the necessary actions for the building or campus location.

ENERGY USE INTENSITY (EUI)

Energy Use Intensity (EUI) is a metric of energy performance expressed as energy consumption per gross square foot (GSF). Campus Level EUI for each academic year is determined by dividing annual energy consumption data by the campus's GSF.

UTILIZATION

The Utilization (% of Usage) column indicates the proportion of time a space is used for specific activities compared to the State standard, expressed as a percentage of total available room hours. A low percentage suggests low usage relative to the State standard, while over 100% indicates exceeding expected room use. Total Weekly Scheduled Hours represents the total number of hours all rooms within a building are scheduled for instructional activities weekly, including classroom and lab usage. Higher total hours suggest higher utilization and activity, while lower hours may indicate reduced foot traffic or usage intensity. Neither utilization measure should solely determine facility actions within the FMP.

HOW THIS DATA WAS UTILIZED

The matrix below indicates each focus area for each building or campus location. Steinberg Hart facilitated numerous activities and workshops with the College, during which these datasets were collectively shared and evaluated. Within these sessions, Steinberg Hart guided college stakeholders through options to address and improve these conditions, which may have included addressing deferred maintenance, renovation, retrofit, demolition, replacement, or new construction. Graphic campus plans were developed to document progress plans, draft plans, and the final FMP. The result of the process and the final FMP are on the following pages of this document.

Excerpt from Building Assessment Data

Location	Building Age	Deferred Maintenance	Facility Condition Index (FCI)	Relative Seismic Evaluation	Qualitative (program feedback)	Energy Use Intensity (EUI)	% of Usage (compared to State Standard)	Total Weekly Scheduled Hours
General Education Bldg	2016	\$5,045,741	11.50%	L		69.0	38%	274
Science Center	2021	\$2,188,958	4.6%	L		56.3	44%	273
Applied Arts	1982	\$8,796,344	20.50%	L		52.4	18%	192
Student & Administration Bldg	2016	\$6,987,895	15.20%	L		71.9	28%	83
Automotive Tech/Computer Tech	1957	\$3,711,806	27.00%	L		78.8	15%	79
Gymnasium	1957	\$1,830,884	9.40%	L		46.1	31%	32
Art	1971	\$6,262,925	45.80%	L		96.8	10%	24
Music	1964	\$6,228,092	49.90%	L		89.6	12%	21
Early Learning Center	2003	\$3,391,912	27.20%	L		50.4	15%	7
Gym Annex	1969	\$3,162,823	10.10%	L		44.2	5%	5
Performing Arts Center	1980	\$10,695,932	57.60%	L		68.1	7%	4

Please refer to the appendix for the full version of the matrix.

FUTURE
VISION

BIG IDEAS

The FMP's "Big Ideas" establish a vision for a vibrant, connective campus that enhances the experience for students, faculty, staff, and the greater community.

Crafted through a collaborative process that incorporates insights from various stakeholders, the Campus Plan articulates a vision for a dynamic, interconnected campus aimed at enriching the experiences of all users. Rooted in the College priorities, this vision is structured around three essential components, each targeting distinct design interventions to meet the evolving needs of the CCC community both now and in the future:

- 01** Consolidate Campus
- 02** Enhance Mobility
- 03** Improve the Heart of Campus

01



CONSOLIDATE CAMPUS

Shift campus orientation and growth toward the center to create a unified, cohesive campus.

02



ENHANCE MOBILITY

Re-envision circulation to connect north and south areas of campus and help users navigate clearly.

03



IMPROVE THE HEART OF CAMPUS

Create vibrant center of campus with open space and pedestrian paths to encourage gathering, connectivity and accessibility. Develop and define exterior places that celebrate the site, offering respite, meditation, and collaboration.

CAMPUS PLAN



PLAN OVERVIEW

Two new buildings and 10 renovation projects are included in the FMP, as illustrated on the preceding pages. These new buildings house a range of program based on current and future campus needs, and the renovations will enhance the existing campus environment and support student success. Project descriptions and proposed phasing follow this section.

Proposed New Construction

- Student Commons & Community Building
- Maintenance & Operations

Proposed Renovations (in alphabetical order)

- Applied Arts
- Athletic Fields
- Early Learning Center
- General Education (partial)
- Gymnasium Pool
- Knox Performing Arts Center
- Library & Learning Resource Center
- Student & Administration Building (partial)
- Student Services Center “Refresh” Renovation
- Student Services Center Full Renovation

Proposed Demolition

In order to implement the plan, several buildings require demolition. It is important to note that the removal of the buildings will occur over an extended period of time in order to limit disruption and minimize the need for swing space. The table to the right identifies each of the buildings to be demolished, the programs within, and the planned relocation for those programs.

Campus-wide Projects

- Energy Conservation and Renewable Energy Projects
 - LED lighting upgrades
 - Building automation systems/HVAC controls upgrades
 - Provisions for building level electric and gas meters
 - Additional onsite solar PV
- Additional Bicycle Parking/Storage
- Meditation Spaces

PROPOSED DEMOLITION	EXISTING PROGRAM	GSF	PROGRAM RELOCATED TO
Music	Music	14,522 GSF	New Student Commons & Community Building
Art	Art	15,900 GSF	New Student Commons & Community Building
Receiving/Building & Grounds	Maintenance & Operations	6,570 GSF	New Maintenance & Operations Building
Maintenance Shops	Maintenance & Operations	5,636 GSF	New Maintenance & Operations Building
Maintenance Equipment	Maintenance & Operations	2,400 GSF	New Maintenance & Operations Building
EMT Classroom	EMT	1,392 GSF	Applied Arts

Proposed Demolition



Scope delineation is provided around some projects to assist in defining the recommended, included site area (as needed).

LEGEND

- Proposed Demolition (includes refurbishment of site and addressing accessible connections to the adjacent areas)
- - - Proposed Project Site Limit

FMP PROJECTS

The Facilities Master Plan recommendations in this chapter provide a comprehensive vision for the future development of the campus, including renovation, replacement of facilities, and campus-wide site and systems improvements. It's important to recognize that the transformation of the campus will unfold gradually over the next decade and beyond. All phases and subsequent projects are detailed within this section.

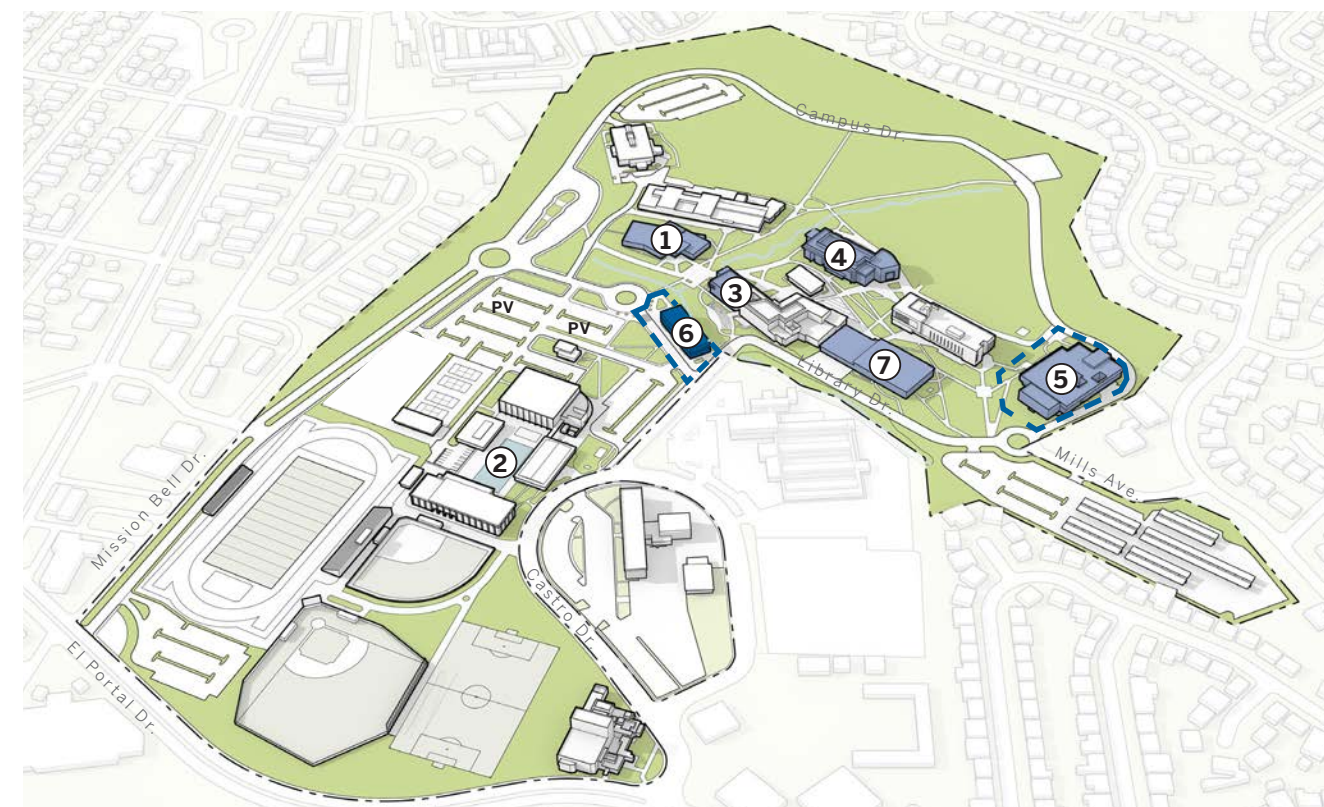
To ensure success and practicality, a master plan must remain adaptable and responsive to the evolving dynamics prevalent in higher education today. Variations in funding availability, program changes, and fluctuations in enrollment may necessitate adjustments to the plan, potentially leading to projects occurring out of sequence or differing from what's envisioned in this document.

With flexibility and responsiveness guiding the implementation strategy, the sequence of projects has been developed based on the following parameters:

- Address today's critical spaces needs early in the phasing
- Limit the number of moves to reduce the need for swing space and campus disruption
- Position CCC to maximize opportunities for funding

The following pages describe each project identified by the master plan, illustrating recommended new construction followed by renovations.

PROJECTS GROUP A



Scope delineation is provided around some projects to assist in defining the recommended, included site area (as needed).

----- Proposed Project Site Limit

PROJECTS GROUP A (5-10 years)	ESTIMATED SIZE	
Student Services Center "Refresh"	10,000 GSF	①
Pool & Pool Deck Renovation		②
Student & Administration Building Partial Renovation	1,000 GSF*	③
General Education Partial Renovation	51,000 GSF	④
Applied Arts Renovation	50,000 GSF	⑤
Student Commons & Community Building	37,000 GSF	⑥
Library & Learning Resource Center Renovation	33,000 GSF	⑦

*Estimated size may be larger if Student Life office areas are included in scope.

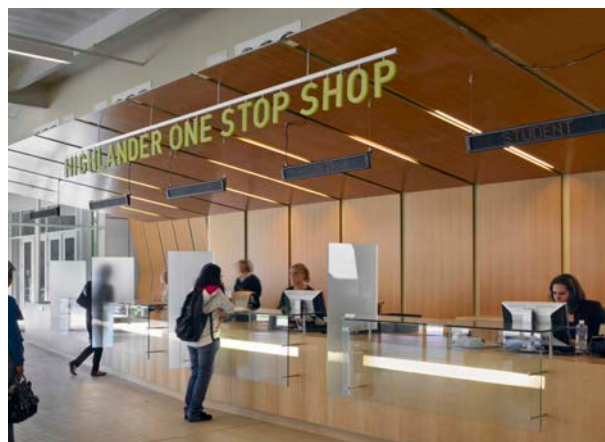
PROJECT DESCRIPTIONS

1

STUDENT SERVICES CENTER (“REFRESH”)

The current Student Services Center (SSC) building, built in 2008, presents an outdated and inefficient space environment, lacking an ability to offer truly a positive first impression to incoming students seeking educational guidance. The interior layout requires a study of the current space plan in effort to define more efficient service points, optimal adjacencies, and updated finishes, furniture, and equipment. Additionally, the absence of clear exterior signage and wayfinding exacerbates the challenge of understanding the services that are within the building.

The desired outcomes of the “Refresh” project include transforming the space into a welcoming and inspiring environment, optimizing functionality through strategic layout design, modernizing aesthetics with refreshed finishes and furnishings, and improving wayfinding with clear exterior signage to ensure a seamless experience for students and visitors. Additionally, the former Testing and Proctor areas of the SSC have available space to expand some of the Learning Community programs, specific to supporting student success. The Refresh should include this scope, as it is tied to several other related moves to accommodate the Learning Communities on campus.



2

POOL & POOL DECK

As a valuable resource to both the community and the college, the CCC Pool plays an essential role on campus. Through condition assessments conducted during the FMP planning process, along with one-on-one sessions with Athletic staff and faculty, it has become evident that the Pool requires updated heating and filtration systems, as well as replacement of the pool deck. A thorough renovation of the Pool and its systems would effectively address these deficiencies, ensuring uninterrupted usage and preventing any unforeseen disruptions.

3

STUDENT & ADMINISTRATION BUILDING (PARTIAL RETROFIT)

The first-floor west-end of the SAB will undergo retrofitting to accommodate the College’s expanding Learning Communities (LC). The existing Recreation Room, Storage, and Snack Room in this area will be relocated to the new Student Commons & Community Building (SCCB). During the programming and design phase of the SCCB, it may be determined that the current Student Life offices (including Veterans) could also be relocated in the SCCB. In such a scenario, the current Student Life area (in SAB) can be repurposed to support the Learning Communities (LC). The current Recreation areas and adjacent support rooms can be retrofitted or furnished with appropriate furniture systems to meet the needs of these LC uses.

4

GENERAL EDUCATION (PARTIAL)

The General Education (GE) Building, constructed in 2016, currently presents undesired challenges due to insufficient student collaboration areas and suboptimal organization of faculty/staff offices. There are also deficiencies due to changes in pedagogy and a desire for spaces that encourage collaboration, inclusive and belonging. With underutilized classrooms and labs within the building, there is an opportunity to create appropriately-sized classrooms for smaller classes, dedicate additional space to students, and to restructure public areas and offices to accommodate student collaboration and study spaces. Additionally, as the college plans to repurpose the AA Building into an Allied Health-focused facility, the GE Building can serve as a new location for non-health related programs such as Journalism and/or the Middle College High School (MCHS). A focused programming effort is recommended to determine the specific space requirements for each program and their intended use within the GE Building.

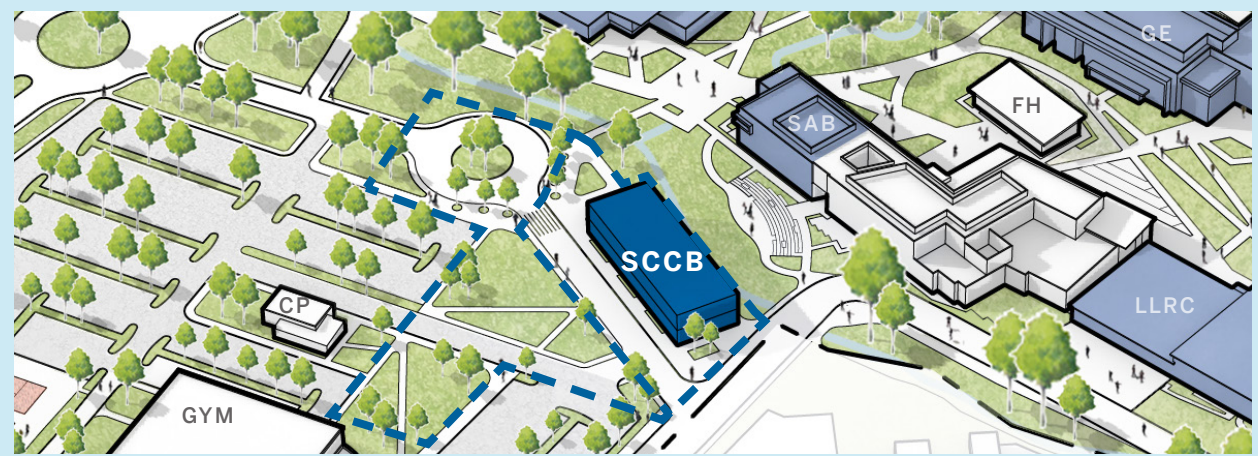


5

APPLIED ARTS

Constructed in 1982, the Applied Arts (AA) Building has been a vital hub for various college and high school programs in the County. Investments have been made over time to upgrade needed building systems in an effort to accommodate its infrastructure to attempt to accommodate a large variety of programs such as Nursing, CNA, EMT, Journalism, Mathematics, and two high school programs, Middle College High School (MCHS), and the Gateway High School. With the Gateway High School program set to vacate its offices and classrooms, an opportunity arises to restructure the building's usage, better aligning space and systems to properly accommodate the Allied Health programs, in particular.

Proposed plans involve relocating MCHS to the GE Building, allowing for a focused retrofitting of the Applied Arts Building to better serve Allied Health and Math programs. This redesign aims to create an environment aligned with industry standards, providing students with facilities mirroring their future workplaces in healthcare while optimizing spaces for Mathematics education, including general classrooms and specialized Math labs. A new south-facing entry lobby addition is proposed, serving as a new formal entry from the adjacent south/east parking lots. This will also serve to address current, accessibility pathways to the current front door. The new lobby will serve as a learning environment where simulated EMT patients would be admitted, and CNA and Nursing students collaborate in an environment that can be in alignment with modern healthcare facilities. This lobby can also act as an event space.



NEW BUILDING

6

STUDENT COMMONS & COMMUNITY BUILDING

The New Student Commons & Community Building (SCCB) will be the home for some student life and activities and also serve as a central campus location for Art, Music, Drama, and Dance. Bringing these programs and space types together, the building will be a prime resource for community events and functions. Its central location will assist in achieving a primary goal of the FMP: tying the north and south sides of the campus together. The relocation of Music and Art also achieves addressing accessibility constraints at the current hillside locations. Exterior areas will include landscaped lawns, clear and accessible walkways, and exterior, shaded seating. A new roundabout is proposed to replace the existing drop-off area. New lawn, walkways, and seating are a phase two to the project, creating exterior public areas that further connect the north and south sides of campus.

The new SCCB will include spaces that are currently located on the first floor, west end of the SAB (Recreation Room, Storage, and Snack Room), ensuring that students in the SCCB are provided with resources and snacks as an integral program element of the building. To accommodate the College's growing Learning Communities, several areas on campus will be retrofitted to accommodate these types of spaces and uses.



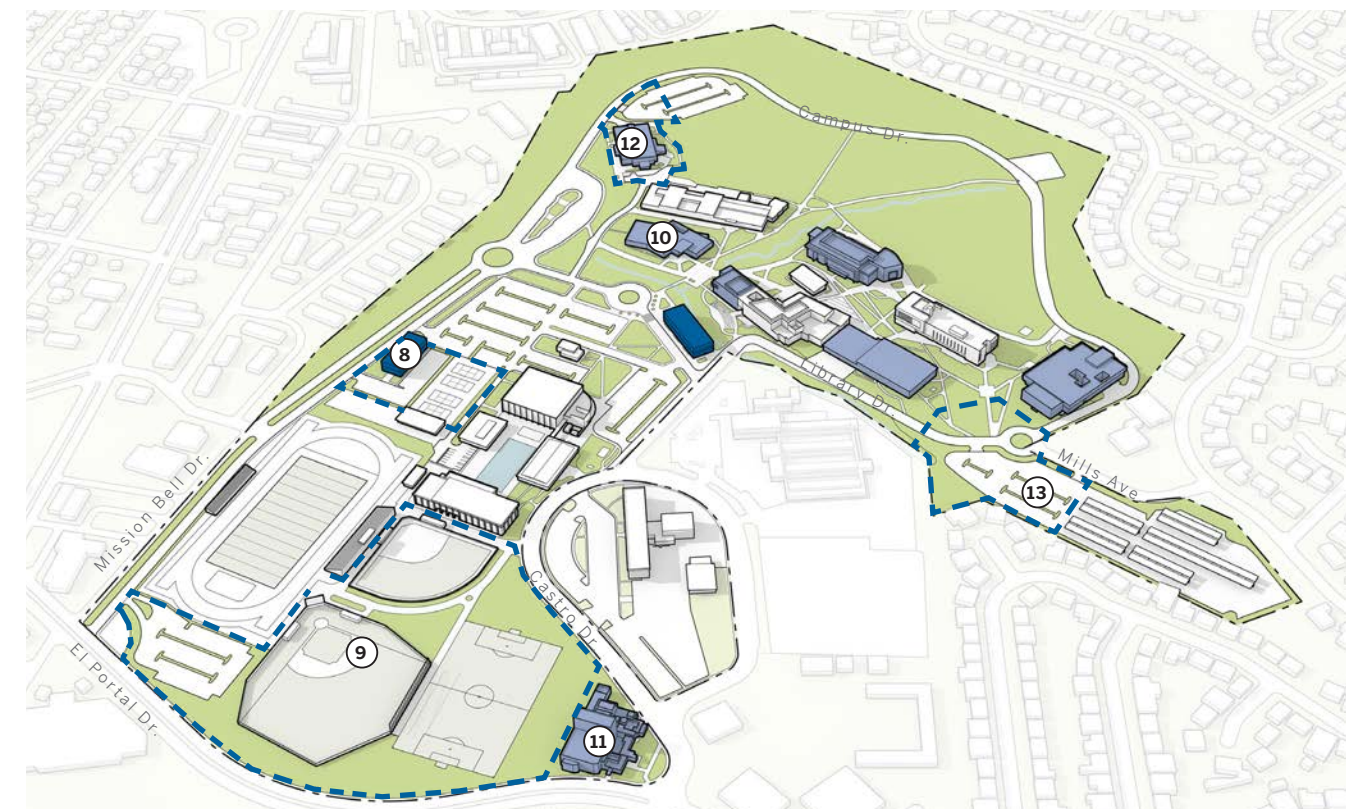
PROJECTS GROUP B

Group B projects are beyond the 10 year planning horizon.

7

LIBRARY & LEARNING RESOURCE CENTER

CCC's Library & Learning Resource Center (LLRC), constructed in 1963, is a heavily utilized facility that currently lacks modern systems, technology, and furniture essential for meeting the needs of today's college students including study rooms and the access to power and low voltage systems. This outdated infrastructure results in significant deferred maintenance, which strains the college's maintenance and operations team. Moreover, there are notable deficiencies in its structural and lateral systems, failing to meet the standards expected of newly constructed facilities of similar size and purpose. It is recommended to address these issues to ensure the LLRC remains a functional and safe space for students and staff. In light of the evolving role of libraries in the digital age, the college should engage in a comprehensive programming exercise to reconsider the intended uses of the library and potentially redefine its interior organization and space configurations.



Scope delineation is provided around some projects to assist in defining the recommended, included site area (as needed).

--- Proposed Project Site Limit

PROJECTS GROUP B (beyond 11 years)

Maintenance & Operations	16,700 GSF	8
Athletic Fields Renovation		9
Student Services Center Full Renovation	19,280 GSF	10
Knox Performing Arts Center Renovation	21,000 GSF	11
Early Learning Center Renovation	14,500 GSF	12
Lot 10 Parking Expansion / Drop-Off		13



NEW BUILDING

8

MAINTENANCE & OPERATIONS

The College's current Maintenance & Operations facilities are situated in multiple locations across campus, which continues to complicate efficiency for the M&O team, including challenges in site accessibility. Additionally, these scattered locations, including the AA Building, result in complex delivery routes and insufficient parking for fleet and staff.

A primary objective of the new facility is to centralize all M&O staff and operations, providing ample and secure parking and storage. The new facility will include offices, conference rooms, staff locker rooms, warehouses, delivery areas, and storage spaces to accommodate various M&O functions. Its centralized location will streamline deliveries to the college. An enclosed corporation yard will safeguard the college vehicle fleet and outdoor storage. Staff parking will be conveniently located adjacent to the facility, enhancing visibility to deter theft and vandalism.

As the project proposes reducing the tennis court total, the project includes the resurfacing, new fencing, and other required updates to the remaining four tennis courts.



CREATING PLACE

With the demolition of the outdated Art, Science, and Maintenance facilities, the college has the opportunity to expand campus features that may otherwise be hidden and underutilized.

The open fields, treed areas, the creeks and natural waterways on campus are features worthy of further inclusion into the campus, potentially serving as respite, education, activity areas, or collaboration.

9

ATHLETIC FIELDS

The CCC Athletic facilities, including play fields, track, and infrastructure, are in need of renovation, with plans to install a new synthetic surface on the football field. Grading and stormwater management are significant concerns affecting current field usage. The FMP recommends relocating baseball and soccer fields to accommodate expanded site opportunities for future building projects at the Knox PAC. Bleachers, scoreboards, press box, and storage associated with each field renovation should be taken into consideration as the project scopes are developed. Furthermore, there's a proposal for an additional parking lot at the southern end of the campus to cater to athletic-focused parking needs. The proposed scope includes addressing universal accessibility across these areas of the campus and providing equitable athletic opportunities to all students and site users. The project will be implemented in phases to allow for the ongoing use of seasonal athletics, potentially requiring temporary utilization of alternative facilities (to be determined at time of project implementation).

10

STUDENT SERVICES CENTER (FULL RENOVATION)

Beyond the initial renovation proposed above, the aging 2008 building will require a complete modernization and retrofit within the next 10-15 years. The "Refresh" project is intended to update finishes, wayfinding, furniture, and collocate some currently dislocated learning communities. This later, Phase B renovation is intended to offer a more invasive overhaul and update to the facility, realigning student services, learning communities, support services, offices and meeting space, and student collaboration spaces with the desired student experience. All building systems should be modernized.

11

KNOX PERFORMING ARTS CENTER

The 1980 Knox Performing Arts Center (PAC) is a single-performance theater that caters to college and community events. As an educational facility, the college has identified limitations within the building, particularly in its failure to provide adequate space for drama and dance classes. Currently, it is required that these classes and labs be located in the Gym facilities and the GE Building, both of which are significantly distant from the Knox PAC. In the long term, renovations should encompass the replacement of all building systems, updates to theatrical, audio/visual, and lighting systems, as well as the replacement of all finishes, furniture, and equipment.

Additional feasibility studies are recommended to plan for a future addition or the construction of an adjacent new building to accommodate the required drama and dance classrooms and labs. Landscaping and hardscaping will be essential to delineate pedestrian connections to the north campus. Parking options are limited at the PAC, prompting the college to explore potential community partnerships to utilize nearby parking spaces, thereby alleviating the need for lengthy walks to the college’s north lots.

12

EARLY LEARNING CENTER

The Early Learning Center provides childcare services for the children of San Pablo, with priority given to CCC student parents, faculty, and staff. The building and exterior areas, constructed in 2003, are generally performing well for their intended use, albeit with some caveats that underscore the necessity of maintaining and modernizing the facility over the next 10-15 years. The long-term renovation should consider replacement of building systems with a refresh to building finishes and furniture. Immediate attention is required for several conditions: stormwater intrusion, door locking/security, and replacement of carpet/flooring. Moreover, if development is pursued on the north side of the campus, there is a need for additional, contiguous parking and expanded drop-off space.

13

LOT 10 PARKING EXPANSION / DROP-OFF

Upon the completion of the demolition of the existing Maintenance & Operations and EMT Buildings, the FMP calls for the expansion of Lot 10 along Mills Avenue, connecting it to Lot 9. This project includes the creation of a roundabout and driveway connection to Campus Drive, along the east side of the AA Building. The project should assist in addressing accessible paths of travel to and from Lot 10, and onto campus. Avoid impacting the existing EV Parking infrastructure.

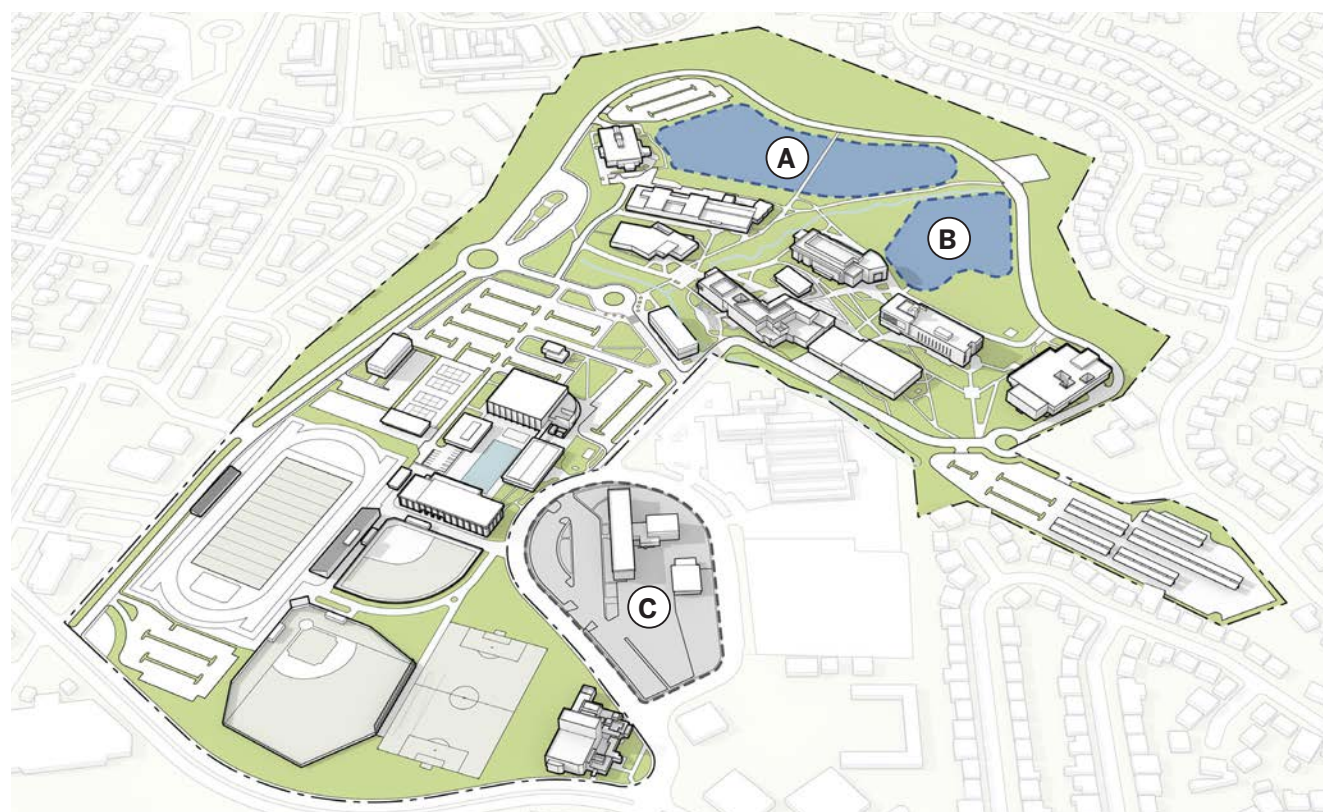
COST

Costs are developed from high-level, dollars-per-square-foot (\$/SF) based on similar, recent, and relevant construction. Caveats or adjustments have been made to reflect any particular known scope that may affect the \$/SF. Total Cost includes construction, soft costs, escalation of 4% to estimated construction start.

GROUP A Projects		GSF	Project Cost
1	Student Services Center “Refresh”	10,000	\$5,282,843
2	Pool & Pool Deck Renovation	20,000	\$11,356,800
3	Student & Administration Building Partial Renovation	1,000	\$1,606,949
4	General Education Renovation	51,000	\$38,264,499
5	Applied Arts Renovation	50,000	\$122,459,123
	DEMO: EMT Classroom	1,392	\$404,902
6	Student Commons & Community Building	37,000	\$99,820,114
	Student Commons/Community Quad	70,000	\$9,869,488
	DEMO: Music Building	14,522	\$3,619,973
	DEMO: Art Building	15,900	\$3,963,474
7	Library & Learning Resource Center Renovation	33,000	\$55,646,995
GROUP A subtotal:			\$352,295,159
GROUP B Projects		GSF	Project Cost
8	Maintenance & Operations Building	16,700	\$40,523,273
	DEMO: Receiving/Buildings & Grounds	6,570	\$1,842,232
	DEMO: Maintenance Equipment	2,400	\$672,961
	AA Site Work Reconfiguration	125,000	\$20,617,688
9	Athletic Fields Renovation	1,000	\$62,440,257
10	Student Services Center Full Renovation	19,280	\$49,394,613
11	Knox Performing Arts Center Renovation	21,000	\$76,698,582
12	Early Learning Center Renovation	14,504	\$40,610,733
GROUP B subtotal:			\$292,800,340
TOTAL			\$645,095,499

FUTURE OPPORTUNITY SITES

During the planning process, the entire CCC campus and surrounding context was evaluated and considered during the site selection phase for the proposed projects. While some sites were not chosen for projects recommended in this plan, they are identified as potential future building sites of interest to the College.



FUTURE OPPORTUNITY SITES

Potential Building Site (Student Housing)	(A)
Potential Building Site (Student Housing)	(B)
City of San Pablo Partnership Site	(C)

POTENTIAL BUILDING SITES (A & B)

These sites on the north side of campus include the site of the Art and Music Buildings (proposed for demolition) and the former Physical Sciences Building site. These identified areas have been preliminarily surveyed for seismic risk and found to not belong to the Building Exclusion and Setback Zone, though further investigation is required to evaluate site suitability.

Sites A & B may be of future interest to the College as it explores options for Student and/or Employee housing on the campus. Housing affordability is a key issue county-wide. The construction of future student and employee housing has the opportunity enhance the experience of campus for students and support their success by connecting them to key resources.

With these considerations in mind, potential sites for future phases of student and employee housing are identified as part of the FMP. These potential sites will guide conversations around future development, allowing stakeholders to evaluate challenges, opportunities, assets, and trade-offs. Continuing to explore additional housing to support students and employees of the 4CD community is a goal of the FMP.

CITY OF SAN PABLO PARTNERSHIP SITE (C)

The City of San Pablo is in the process of acquiring the Hunter Hall US Army Reserve property located at 2600 Castro Road in San Pablo, CA. The City is pursuing a federal conveyance process (i.e., property transfer) through the National Defense Authorization Act.

With this site's proximity to Contra Costa College, there is a shared interest between the City of San Pablo and Contra Costa College in sharing a portion of the site for parking for CCC's students and staff, as well as assigned classroom space for instructional use, including a workforce development partnership program. At the time of completion of the FMP, the initial Memorandum of Understanding (MOU) is pending 4CD Governing Board approval in May/June of 2024 and eventual completion of the property acquisition by the City of San Pablo.

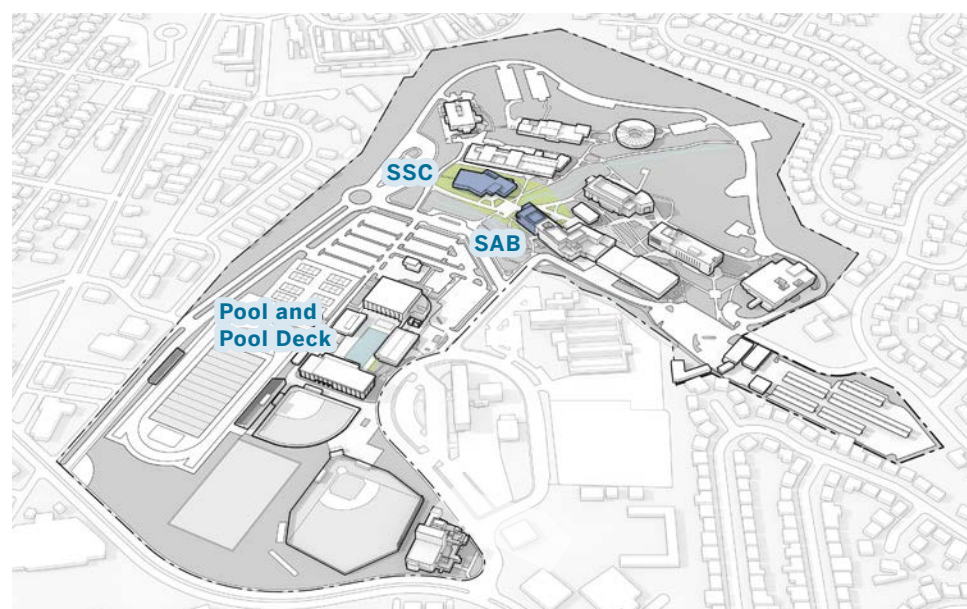
PHASED DEVELOPMENT

The FMP presents an overall picture of the future developed campus over the next 10 years and beyond.

To manage resources and mitigate disruptions the FMP Projects are broken down into sequential stages. While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements.

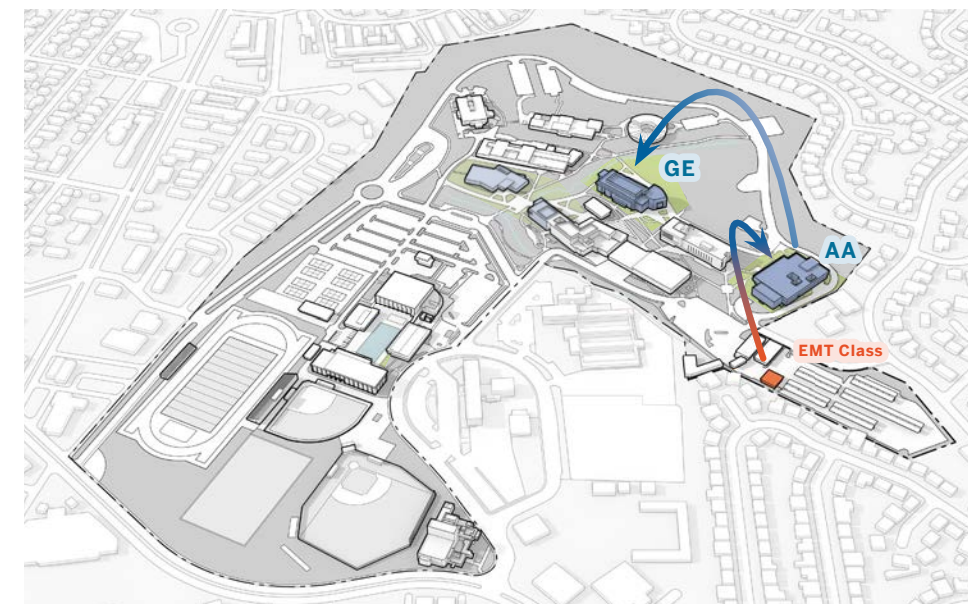
The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

PHASE 01



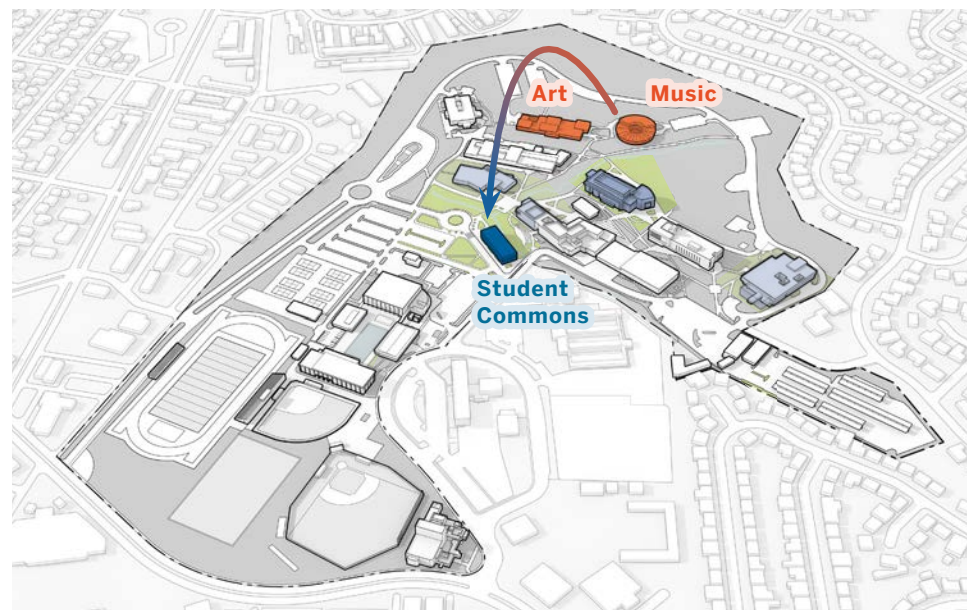
- Vacate and temporarily relocate parts of SSC and SAB as noted in project descriptions
- Renovate SSC and SAB
- Renovate Pool and Pool Deck

PHASE 02

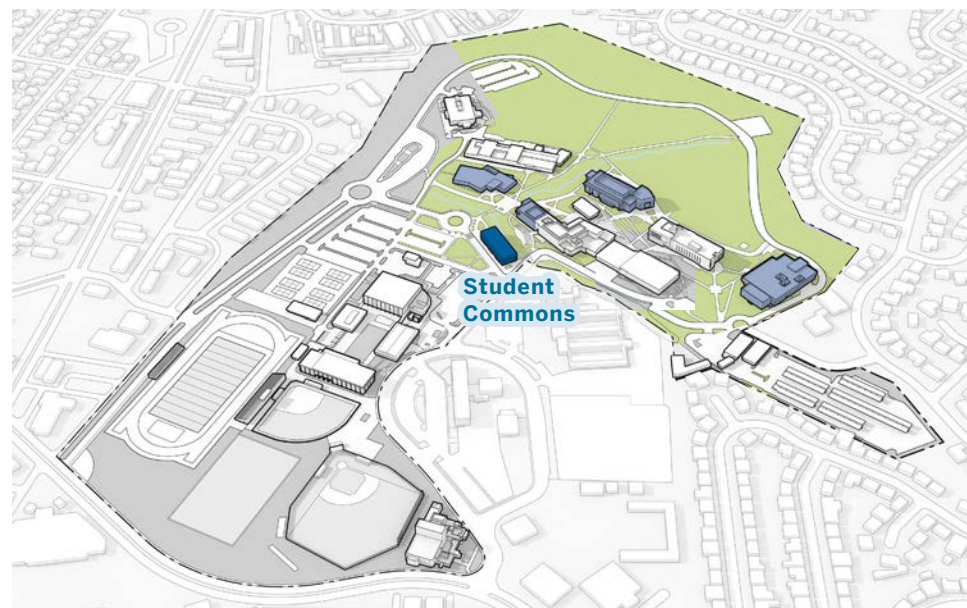


- Vacate and temporarily relocate parts of AA to GE
- Administration of Justice, MCHS, Journalism/Speech will move into Renovated GE
- Renovation of AA plus any additional swing space
- Demolition of EMT classroom

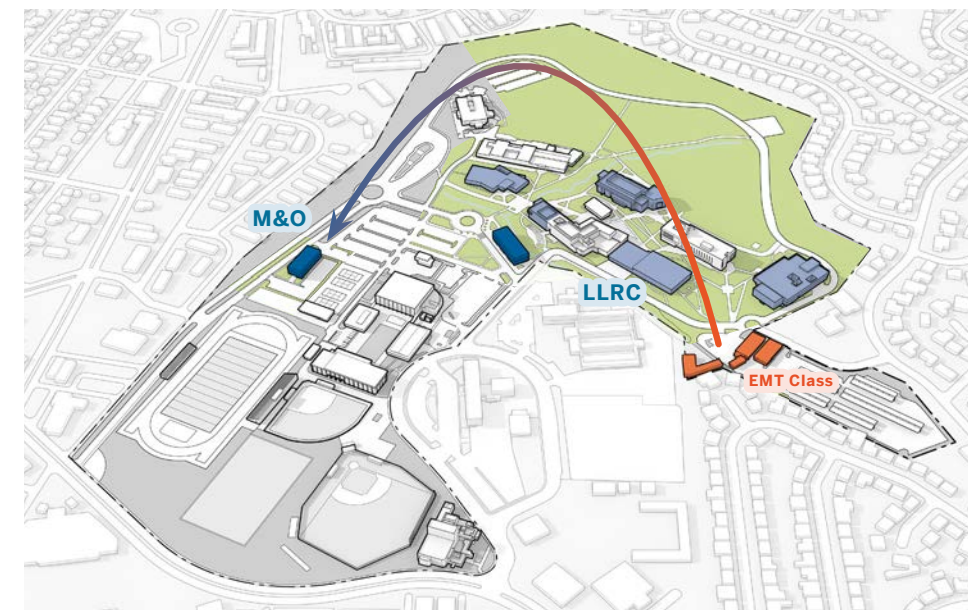
PHASE 03



- Build Student Commons
- Move Art, Music, Drama, Dance, and SAB first floor program into new building
- Demolish Art and Music

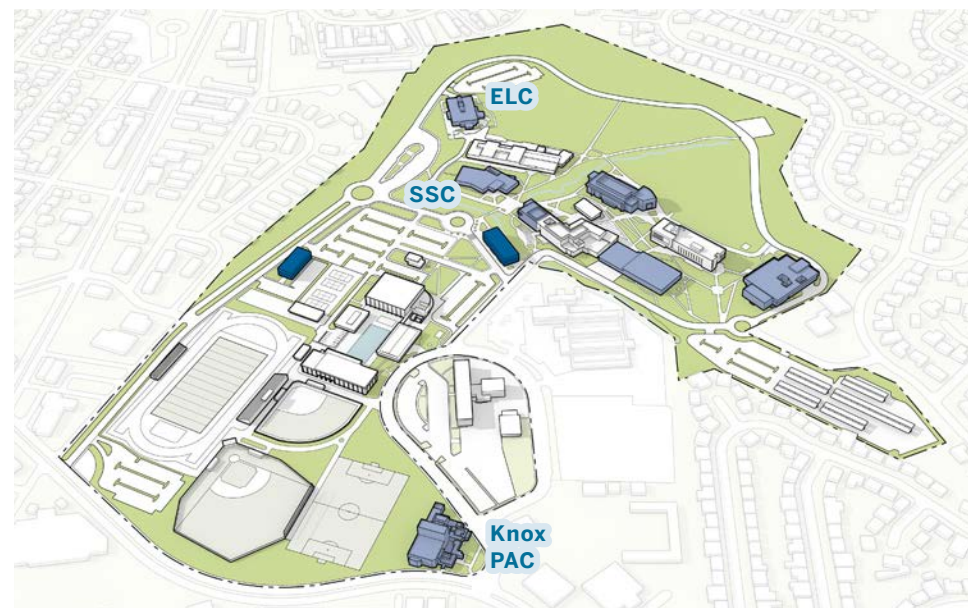


PHASE 04



- Build M&O building
- Renovation of LLRC
- Demolition of former M&O
- Athletic Field Renovation

PHASE 05



- Full renovation of Student Services Center
- Knox Performing Art Center Renovation
- Early Learning Center Renovation

steinberg
hart

