

CONTRA COSTA COMMUNITY
COLLEGE DISTRICT

FACILITIES PLAN 2024



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INTRODUCTION

LETTER FROM THE CHANCELLOR

Introduction from the Chancellor inserted here.

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INTRODUCTION TO THE PLAN

In March 2023, the Contra Costa Community College District (CCCCD) launched the process to develop a Facilities Plan (FP) for each of the three Colleges in the District – Contra Costa College, Diablo Valley College, and Los Medanos College.

The plan serves as a roadmap to guide the strategic development and enhancement of the District's campuses to better serve the diverse needs of current and future students, faculty, staff, and the surrounding communities.

This endeavor acknowledges the pivotal role played by the facilities in fostering an environment conducive to learning, collaboration, and innovation. By aligning physical spaces with evolving educational needs and promoting belonging, accessibility, and safety, the plan aims to cultivate dynamic campus environments that enable individuals to flourish.

With a focus on both short-term improvements and long-term visioning, this plan reflects the District's commitment to providing inspiring facilities that support the academic success, personal growth, and overall well-being of the campus communities.

PURPOSE

The FP aims to translate the foundational goals of the District Strategic Plan and the individual Colleges' Education Master Plans into recommendations for the planning of physical space on the campuses. The plan is intended to be a reference to assist the District and the respective Colleges in future decision-making regarding the maintenance and development of the campuses. As future needs evolve, the plan will adapt to best serve the College communities.

APPROACH

The plan draws on qualitative and quantitative analyses of campus systems to identify opportunities for the short- and long-term future of the Colleges. Recommendations for facilities, space use, mobility, open space, and development opportunities are included in the FP.

The FP is the culmination of a collaborative process, incorporating feedback from stakeholders throughout the District to envision a future where facilities catalyze educational excellence and campus engagement. The involvement of a wide range of stakeholders, including students, faculty, staff, administrators, and community members, has been essential to the development of the FP. The District believes that the plan should reflect the diverse community it serves and strove to involve participants at every stage of the planning process.



STRATEGIC PLAN ALIGNMENT

GUIDING PRINCIPLES

The Contra Costa College College District Strategic Plan, spanning from 2020 to 2025, provides near-term direction for the entire District and also serves as a framework for the Colleges as they develop plans to serve their unique communities.

The Strategic Plan, along with individual college Education Master Plans, serve as the foundation for facilities planning. The goals and principles of the 2024 FP are rooted in and informed by these District-wide priorities.

PURPOSE, MISSION, VISION

The District's purpose is described in the Strategic Plan:

To welcome all students, nurture their passion for learning, help self-recognize their potential, and help them to achieve their academic and career goals.

The mission and vision are stated, respectively:

To empower all students to fulfill their educational and career aspirations and thrive in the modern world.

To provide educational excellence, support social justice, and contribute to the economic vitality for all our students and the surrounding community.

CORE VALUES

The Strategic Plan also outlines 12 core values embraced by the District:

- Student-Centered
- Access
- Equity
- Innovation and Excellence
- Academic Freedom
- Diversity and Inclusivity
- Communication
- Collaboration
- Safety
- Community Engagement
- Accountability
- Integrity

STRATEGIC DIRECTIONS

The Strategic Plan emphasizes the importance of an equity lens in decision-making. The plan outlines five specific strategic directions, fully aligned with 4CD's mission and values.

STRATEGIC DIRECTION
1

Improve student learning and completion across 4CD colleges.

STRATEGIC DIRECTION
2

Decrease equity gaps for all students.

STRATEGIC DIRECTION
3

Advance existing community partnerships and create new collaborations to strengthen student pathways.

STRATEGIC DIRECTION
4

Cultivate a culture of engagement throughout 4CD.

STRATEGIC DIRECTION
5

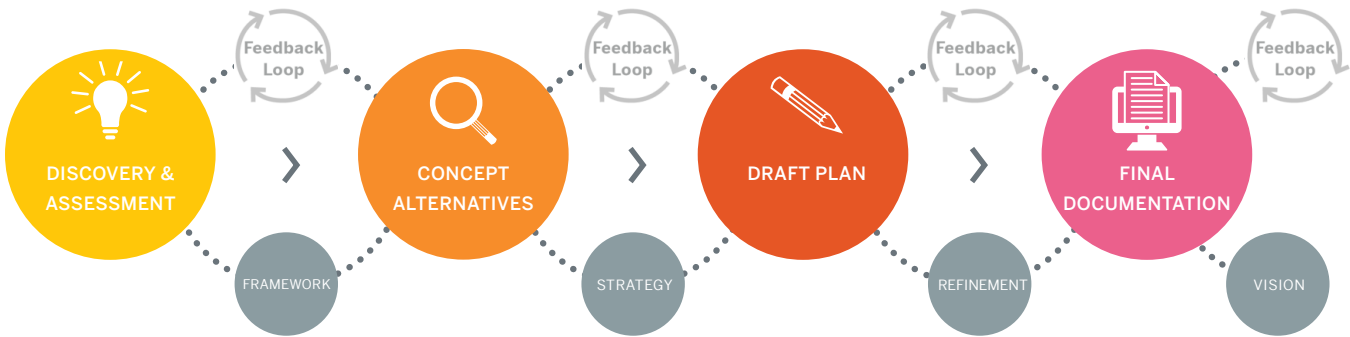
Responsibility, effectively, and sustainably steward 4CD resources.

PROCESS

METHODOLOGY

Between March 2023 and April 2024, the planning team worked closely with the Colleges to analyze the campuses, identify needs, set goals, uncover opportunities, and ultimately formulate the recommendations outlined in the Facilities Plans.

This process was guided by a four-phase process which included Discovery & Assessment, Concept Alternatives, Draft Plan, and Final Plan & Documentation.

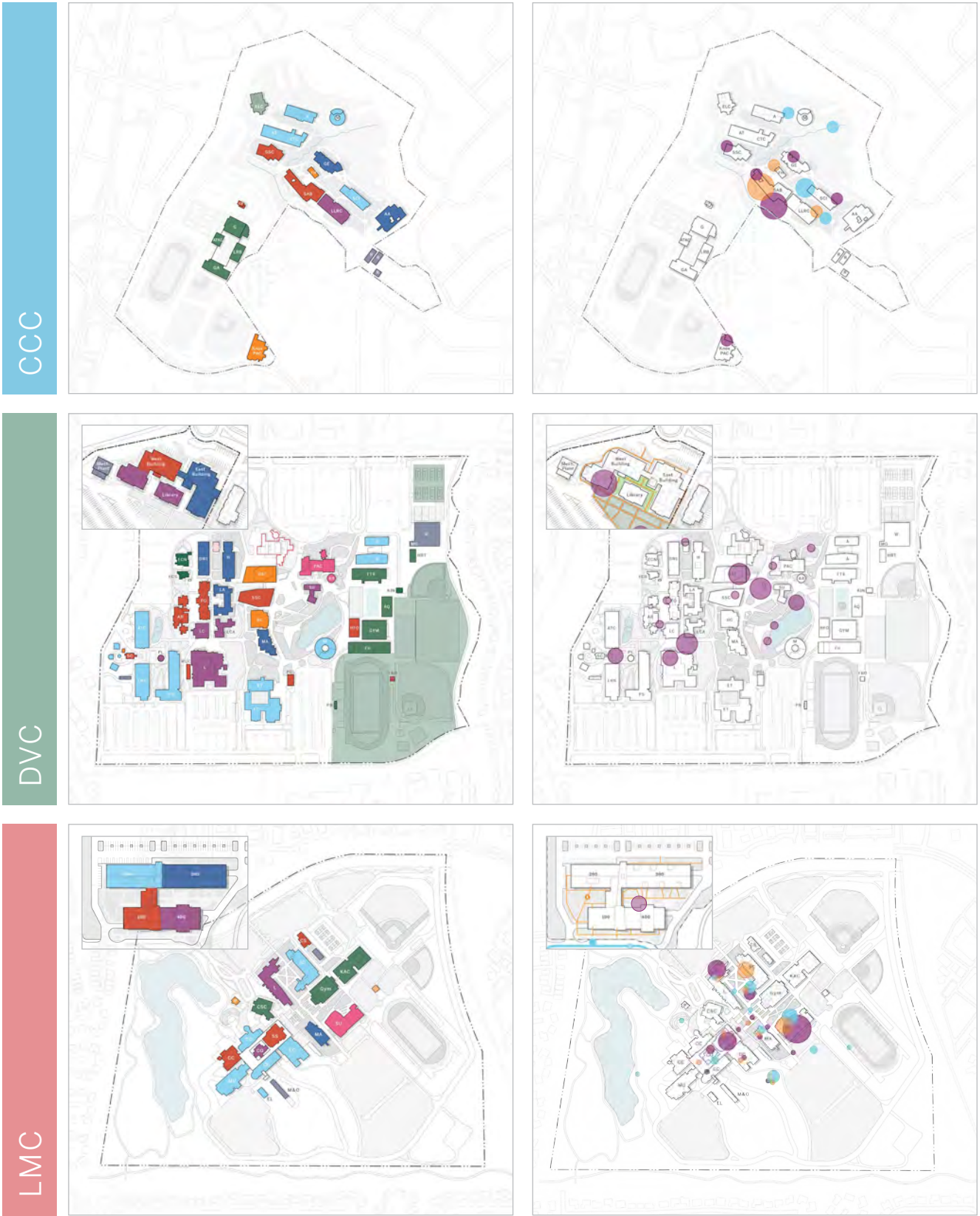


DISCOVERY & ASSESSMENT

The first phase, Discovery & Assessment, officially launched the FP process. During this phase, the planning team embarked on quantitative data analysis and assessments of campus systems. This included study of the campuses and surrounding context to evaluate building and land use, facilities condition, mobility networks, open space, and sustainability metrics. The phase included in-depth analyses of space use and needs, facilities condition, utilities and infrastructure, and wayfinding and signage.

The Discovery & Assessment phase also included qualitative data-gathering via surveys, workshops, and focus group interviews with students, staff, and faculty to learn about campus operations and further develop the goals and recommendations of the FP.

Discovery & Assessment

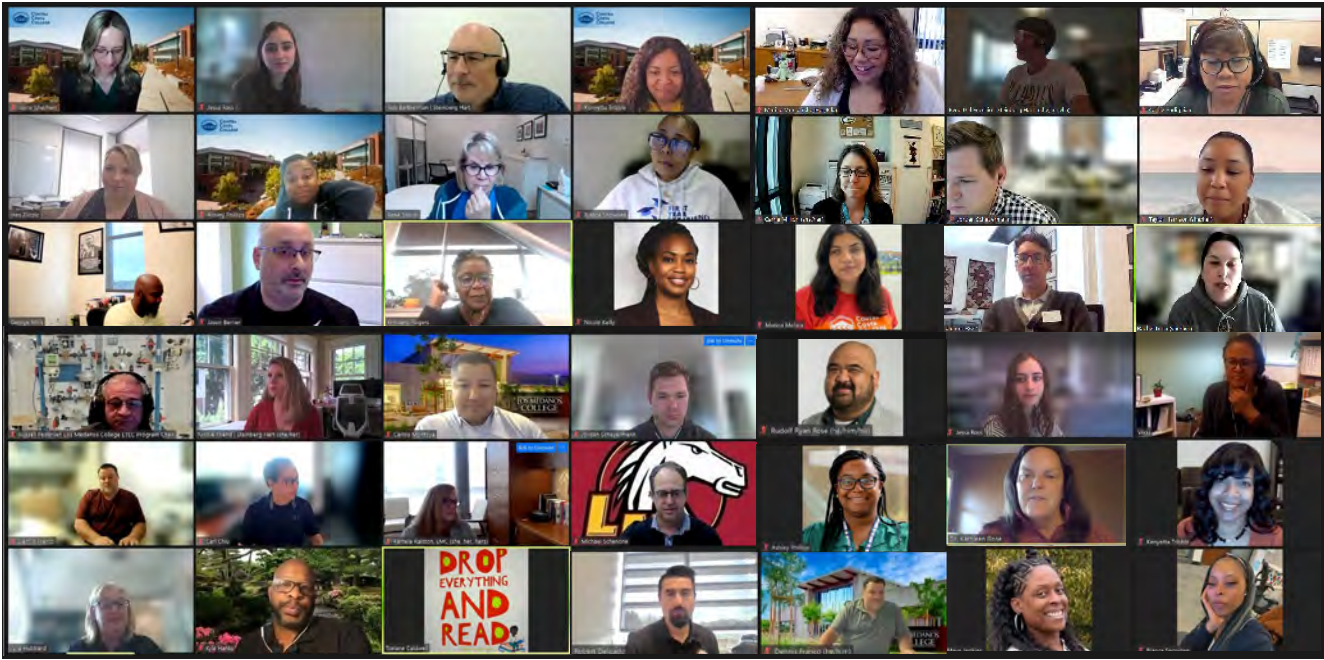


CONCEPT ALTERNATIVES

During the Concept Alternatives phase, the planning team utilized the findings from the Discovery & Assessment to develop a series of preliminary options and concepts for review, including space use and reprogramming strategies and alternatives for the future physical development of all three Colleges. This phase began with “Big Ideas” for each campus, which were eventually refined to reflect options for proposed demolitions, renovations, and new projects.

DRAFT AND FINAL PLAN

Based on feedback obtained during the Concept Alternatives phase, the Draft Plan phase provided draft options for priorities, projects, and phasing for review by shared governance groups at each College. This evaluation and feedback ultimately led to the production of the final Facilities Plan.



ENGAGEMENT

Throughout the planning process, stakeholders including students, faculty, staff, leadership, and community members actively engaged in extensive and iterative collaboration. Collaboration spanned all four planning phases, beginning with initial visioning and continuing through analysis, drafting, and finalization of plans. These stakeholders not only provided essential insights into campus systems, operations, and user experiences but also highlighted challenges, opportunities, and key goals for the future of the Colleges. It was imperative that their voices, desires, and needs were not only heard but also incorporated into the FP.

Engagement efforts encompassed various methods such as working groups, one-on-one interviews, interactive workshops, surveys, and campus forums. To facilitate participation in virtual settings, engagement sessions utilized online tools like visual board voting, live surveys, text polling, and mapping exercises.

Another key element of the engagement strategy was the All-Campus Surveys, which were coordinated at the District level and shared to all students and employees in October 2023. The results of these surveys were instrumental in identifying trends in campus activity. More information on these surveys and other College-specific engagement sessions can be found in each College chapter.

The planning team carefully translated the feedback gathered from all forms of engagement into actionable strategies for design, space utilization, and placemaking, all of which were supported by stakeholder consensus.

PARTICIPANTS

EXECUTIVE TEAM

Mojdeh Mehdizadeh
Chancellor

Name
Chancellor Cabinet Members

Dr. Kimberly R. Rogers
President, Contra Costa College

Susan E. Lamb
President, Diablo Valley College

Dr. Pamela Ralston
President, Los Medanos College

COLLEGE STAKEHOLDERS

The full list of individual Campus Committees, Groups, and other Stakeholders are located in each respective College Chapter.

MANAGEMENT GROUP

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Vice Chancellor, Facilities Planning and Construction

Kathleen Halaszynski
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COLLEGE VISIONS

The Facilities Plan presents ten year visions for the future of Contra Costa College, Diablo Valley College, and Los Medanos College.

Each long-term vision within the Facilities Plan is tailored to reflect the College’s distinctive needs, aspirations, and priorities. While rooted in the overarching guiding principles of the District, the long-term visions for CCC, DVC, and LMC represent the unique goals of each institution.

These visions outline a strategic roadmap that not only addresses immediate challenges but also positions each college for evolution and resiliency in the years ahead. By aligning with the specific mission and identity of each college, the Facilities Plan ensures that the future development and enhancement efforts are finely attuned to the and ambitions of Contra Costa Community College District as a whole.



LOS MEDANOS COLLEGE

Pittsburg

Embarking on a transformative journey, LMC’s vision signals a strategic departure from the existing College Complex. The focus is on crafting innovative spaces that seamlessly align with evolving pedagogical methods and cater to the dynamic needs of the College. This deliberate shift embodies a commitment to shaping a progressive educational landscape.



Brentwood

The vision for Brentwood Center includes improving the campus’s sense of welcoming, wayfinding and signage, indoor and outdoor gathering spaces, and space utilization. These initiatives aim to enhance overall functionality and the student and faculty experience at the campus.



DIABLO VALLEY COLLEGE

Pleasant Hill

DVC’s plan aims to support the College’s mission to inspire, educate, and empower students. Developed through involved stakeholder feedback, the plan strives to connect student centers, promote belonging, and enhance orientation toward the community. Key projects include new academic facilities, key renovations and improved utilization of learning spaces.



San Ramon

The vision for the SRC responds to the new campus’s growth and goal of serving students holistically. The plan addresses the need to maintain existing buildings and to expand to better serve the campus population. Key projects will support current and future campus needs and enhance the existing campus environment for all users.



CONTRA COSTA COLLEGE

CCC’s campus vision seeks to anticipate the ever-evolving needs of students, faculty, staff, and the community. To further the College’s goal of fostering a sense of belonging, the plan identifies opportunities to strengthen the connection between north and south, reimagine and develop spaces to support student life, and enhance accessibility throughout the campus.

DISTRICT OVERVIEW



4CD IS CELEBRATING 75 YEARS OF EDUCATIONAL EXCELLENCE.

At a special election held on December 14, 1948, the voters of Contra Costa County approved the formation of a junior college district by a vote of 6,062 to 5,288. Following the vote of the people, the Board of Supervisors officially declares the formation of the Contra Costa County Junior College District (CCCJCD) at their December 27, 1948, meeting. Thus began the 75-year history of the institution's mission to serve high quality and affordable higher education in its community.

Thanks to the GI Bill and the influx of military and war workers who moved to California during World War II, the establishment of junior colleges offered the affordable higher education solution needed to successfully return to civilian life. The CCCJCD was one of 14 college districts formed between 1946 and 1950 and became the first countywide community college district in the state.

The first classrooms of the CCCJCD were set up at Camp Stoneman in Pittsburg in 1949, and later that year the first campus was established at the Kaiser Shipyard in Richmond, affectionately known as "Shipyard Tech." The auspicious beginning eventually led to the construction of Contra Costa College in San Pablo. At the time, Contra Costa County's population was 249,322 and was growing quickly, so in 1950 a second campus was established in Martinez, which eventually was relocated and became Diablo Valley College in Pleasant Hill. As the county continued to grow eastward and southward, a third campus was built at the former Camp Stoneman in Pittsburg that eventually became Los Medanos College. Smaller academic centers were established in Brentwood in 2001, and in San Ramon in 2006, providing a higher education opportunity to anyone in the County within a 15-minute drive.

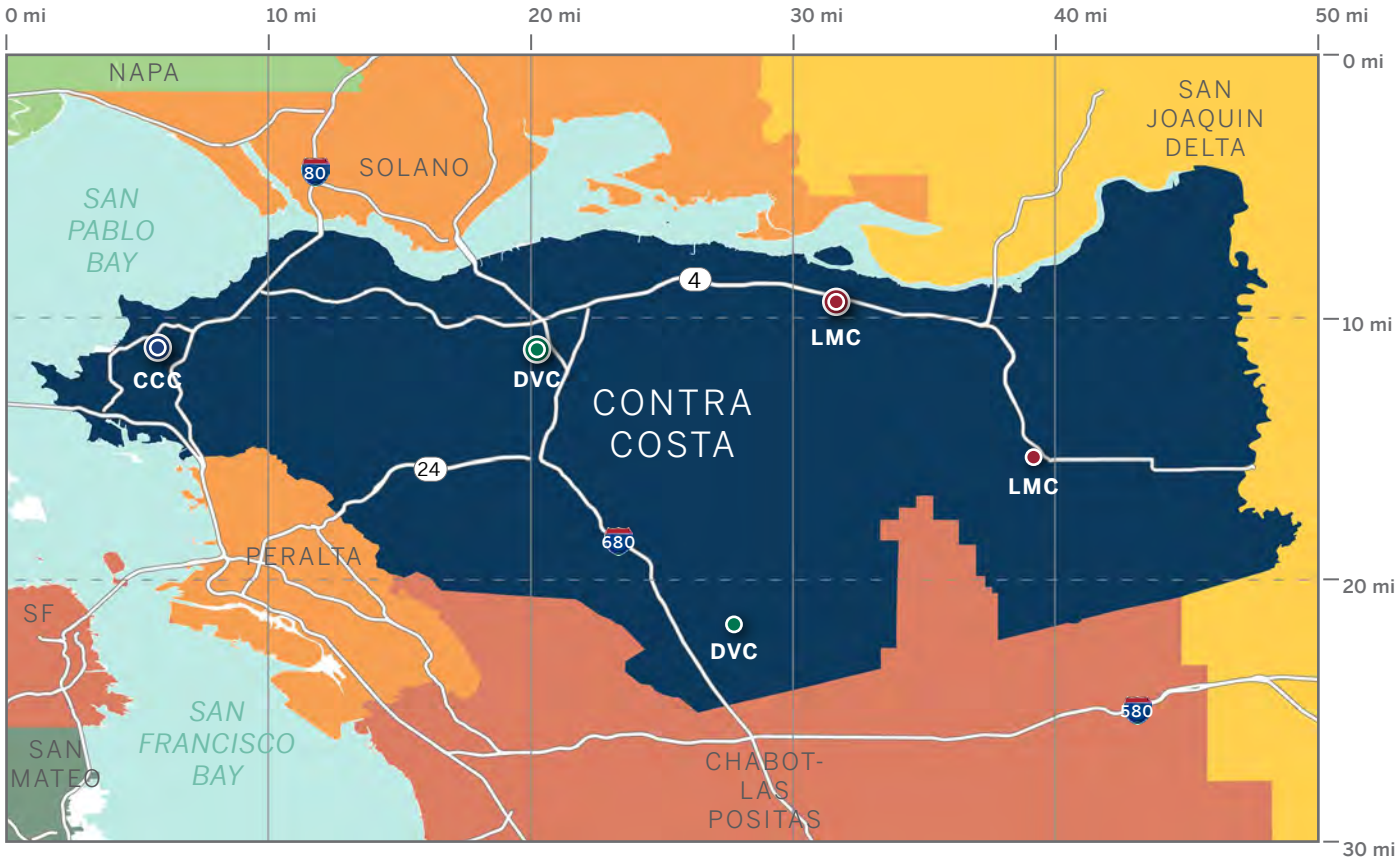
In November 1971, the CCCJCD was renamed the Contra Costa Community College District (4CD), and today it serves approximately 46,000 unduplicated students annually (2022-23). The diversity of the current students served is reflective of the changing demographics of the County, where a majority of the students are students of color. 4CD employs almost 3,600 full and part-time employees and is one of the largest employers in the County and a major contributor to the local economy.

ABOUT THE DISTRICT

The Contra Costa Community College District (hereafter “the District”) has been a vital part of Contra Costa County for over 75 years. First opened in 1949, it is one of the largest multi-college community college districts in California. The District serves a population of 1,200,997 people, and its boundaries encompass all but 48 of the 734-square-mile land area of Contra Costa County.

The District operates three colleges: Contra Costa College in San Pablo, Diablo Valley College Pleasant Hill with a Center in San Ramon, and Los Medanos College in Pittsburg with a Center in Brentwood. The District Office is located in historic downtown Martinez. The District’s Colleges provide access to higher education for the students and communities of Contra Costa County, the greater Bay Area, and beyond.

The District is committed to equitable student success. Students of all backgrounds are encouraged to take advantage of an incomparable array of educational choices, including studies leading to an associate degree, transfer to four-year colleges and universities, short-term training to update professional skills, and specialized vocational and technical training programs — many in partnership with local businesses and industry — to help build a strong workforce in Contra Costa County.



DISTRICT CONTEXT

Contra Costa County is located in the East Bay region and is home to a vibrant and diverse community. The total population of Contra Costa County grew from approximately 1.05 million in 2010 to 1.16 million in 2022, a 9.9% increase, and is projected to continue growing. The population has also diversified over the past decade, with significant increases in the percentage of Asian, Hispanic/Latinx, and multiracial residents.

The top growing industries with high concentrations of jobs in Contra Costa County include Education & Health Services, Leisure & Hospitality, and Trade & Transportation.

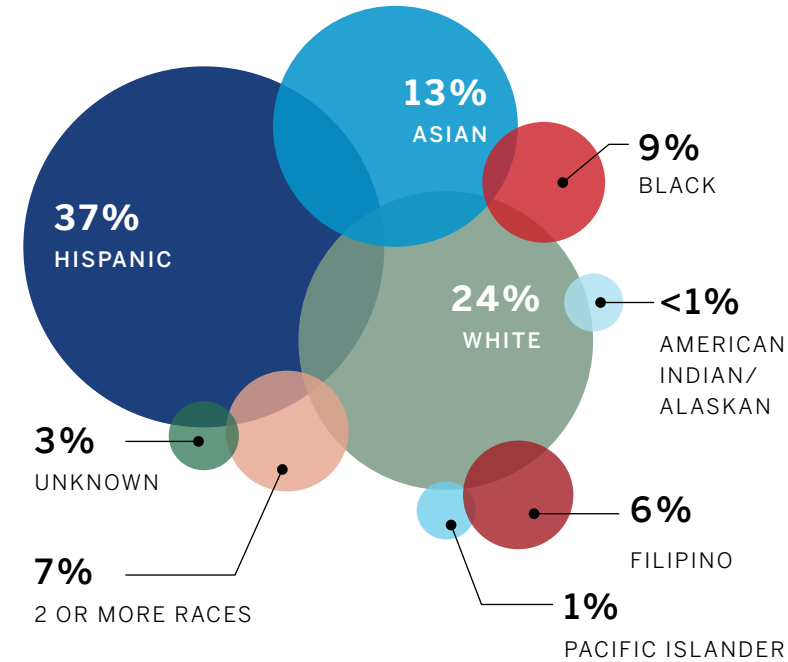
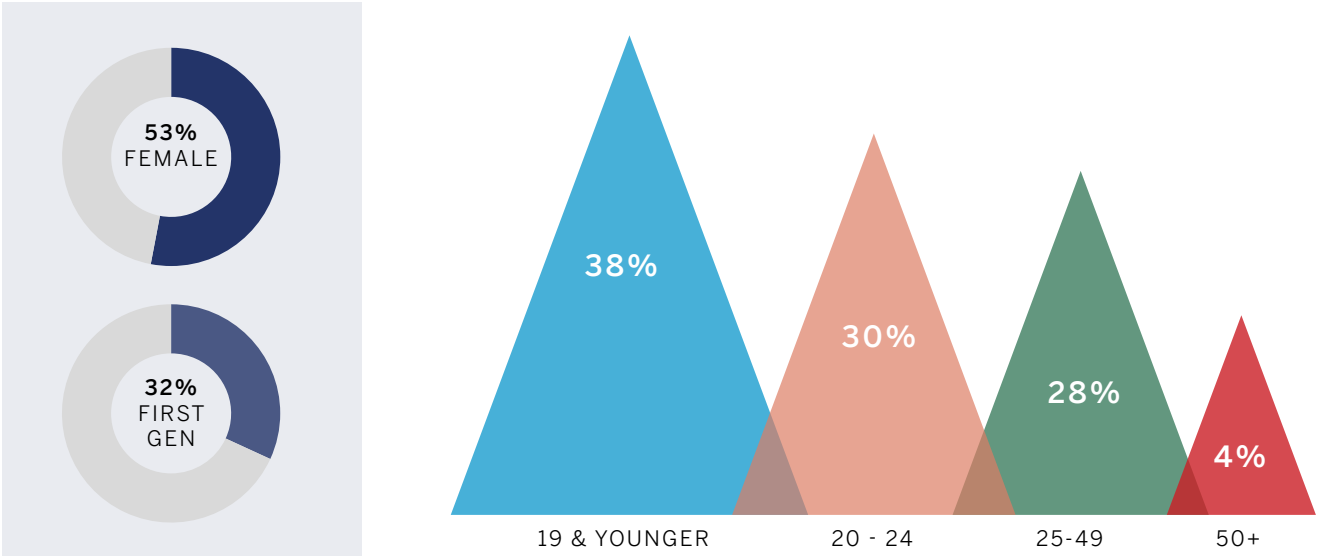
The District’s Service Area is nearly coterminous with Contra Costa County. The Colleges three main campuses are located in the areas of the county with relatively high population density, which are concentrated along CA-4, with the two centers serving less dense areas of the county.

DEMOGRAPHIC DATA

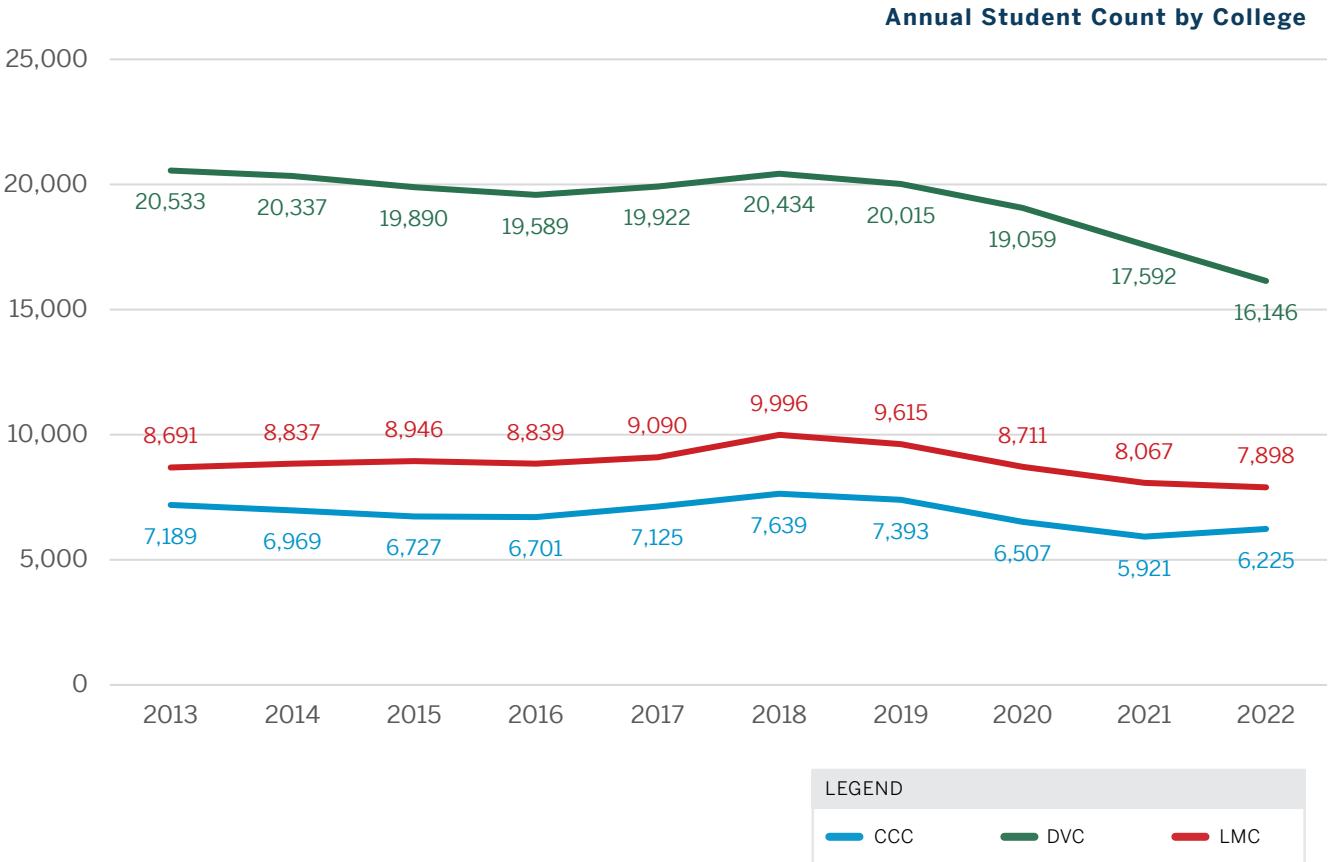
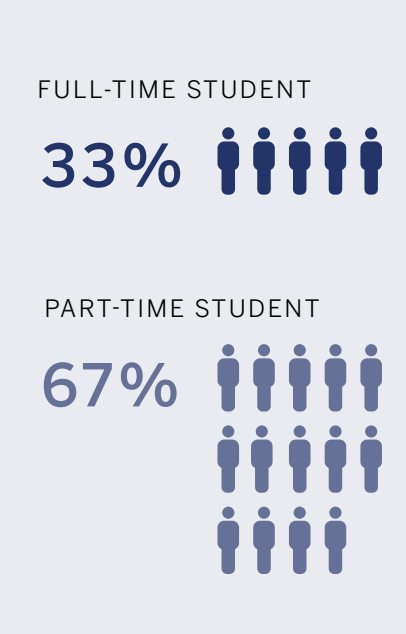
The District is home to a dynamic community of students, faculty and staff members of various backgrounds, which contributes to the District’s unique culture. CCC and LMC are currently designated Hispanic Serving Institutions (HSI), a national recognition that verifies a college serves a significant Latinx student populations.

Providing campuses where students of all backgrounds feel welcomed and supported is a key goal of the Facilities Plan.

2022 Student Statistics



2022 Enrollment Status



ENROLLMENT

The District serves over 30,000 students each year with a wide range of degree and transfer programs. The 2020-2025 Strategic Plan, published in 2019, conducted an environmental scan that indicated enrollment could begin to stabilize after years of steady decline. The plan found that while Contra Costa County had experienced population growth, economics drives enrollment more than growth alone.

Since 2019, annual enrollment has also been impacted by the COVID-19 pandemic. Each College witnessed some decline in student population between 2019 and 2022.

DISTRICT-WIDE TRENDS

ENROLLMENT & SPACE PROJECTIONS APPROACH

As part of the Facilities Plan, the planning team conducted an analysis of existing enrollment trends to gain insights into projecting enrollment for the next 10 years. This analysis is crucial for understanding the evolving needs of the institution and how they impact space requirements. The District has explored various options for growth, including scenarios with growth rates of 0.6%, 1%, and 2%.

The projected changes in enrollment have significant implications for space needs, particularly regarding courses transitioning from online to in-person formats. This shift underscores the necessity of accommodating traditional classroom settings, labs, and other physical learning environments.

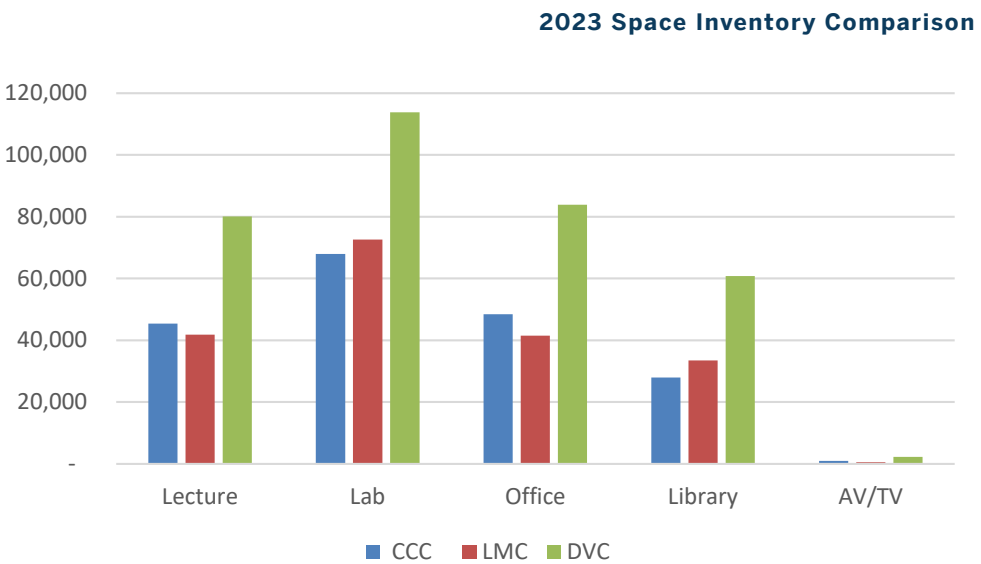
The District aims to return to pre-COVID conditions, with a desired distribution of 60% in-person learning and 40% online learning. This goal indicates a strategic approach to balance the benefits of face-to-face interaction with the flexibility and accessibility offered by online education.

To accommodate increased in-person instruction there is a need for additional laboratories, and support spaces. This also highlights the importance of integrating technology and flexible learning environments to facilitate both traditional and online teaching modalities effectively.

The enrollment analysis and projections impact space needs and inform strategic decision-making within the Facilities Plan. It serves as a foundation for developing tailored solutions to support the District's educational goals and enhance the learning experience for students and faculty alike.

The District's projections of space requirements are founded on a 0.6% growth in enrollment for the next five years and 2% growth until 2033, coupled with the assumption of a distribution of 60% in-person and 40% online learning. Each College needs is analyzed in the following chapters.

The analyses mostly found an imbalance between different categories, as highlighted in the Title 5, California Code of Regulations. Addressing the imbalance may necessitate reassessing space allocation strategies, reallocating resources, or implementing enhancements to existing facilities to accommodate the projected demand adequately. Additionally, it underscores the importance of aligning space planning efforts with evolving educational trends and institutional priorities to ensure optimal utilization of campus facilities and support the delivery of high-quality education.



Source: Space Inventory from FUSION (Facilities Utilization, Space Inventory Options Net)

COMMON THEMES OF THE FACILITIES PLANS

FACILITIES PLANS COMMON THEMES

Throughout the planning process, several themes emerged at all three colleges that represent key concepts that have steered the analysis, options, and recommendations outlined in each of the campus facilities plans. These overarching themes reflect areas that students, faculty, and staff deem significant as throughout the engagement process, these themes emerged repeatedly, underscoring their widespread importance and relevance to each campus community.

These themes 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 each plan, campus Facilities Plans aims to foster a holistic and sustainable approach to each campus development that addresses the diverse needs and aspirations of each college's constituents.

4CD'S DIVERSITY, EQUITY, INCLUSION, BELONGING (DEIB) PLANNING FRAMEWORK ALIGNMENT

One common theme, shared across the three colleges, is the one that encompasses a sense of Belonging and Inclusion at our 4CD campuses. This theme is directly aligned with 4CD's Diversity, Equity, Inclusion, Belonging (DEIB) Planning Framework and practice at 4CD.


The 4CD DEIB Planning Framework and Resource Guide adopts and promotes the use of the CREED framework, which was developed by Dr. Alvin Tillery, a Professor at Northwestern University. This framework serves as a valuable tool for guiding efforts related to diversity, equity, inclusion, and belonging within the college community. The five pillars of the CREED framework are: Common Purpose, Research, Equanimity, Empathy, Deliverables and this model is deeply rooted in, "... a set of beliefs, principles, or opinions, that strongly influence or guide the way people live or work." 34 The CREED framework is instrumental in advancing Diversity, Equity, and Inclusion within institutional structures and it may be parleyed as a change model and used as a guide to problem-solve, resolve conflict and coalesce stakeholders around a common purpose.



Excerpted and used with permission from the CREED Model by Dr. Alvin Tillery, Professor, Northwestern University.




CCC
COMMON
THEMES




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

DVC
COMMON
THEMES



STUDENT CENTERS

- Network of student centers
- Promote belonging
- Safety



ACCESSIBILITY AND BELONGING

- Reflect student identity & culture
- Artwork, murals & branding
- Equitable spaces for all students



FACILITIES CONDITION

- Aligning facilities with expanding program needs
- Provide study spaces for individual and groups



TECHNOLOGY AND INNOVATION

- Seamless transition between in-person and online
- Reliable Wi-fi



WAYFINDING AND SIGNAGE

- Clear signage
- Promote hierarchy of spaces
- Welcoming feature



USABLE OUTDOOR SPACE

- Study seating with shade
- Improve lighting, cameras
- Secure buildings and grounds



SUSTAINABILITY

- Native landscaping
- Responsible water usage
- Training grounds personnel



TOTAL COST OF OWNERSHIP

- Ongoing maintenance and facility management costs
- Infrastructure investments

LMC
COMMON
THEMES



BELONGING & INCLUSION

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



CAMPUS & STUDENT LIFE

- Reinvigorate the College Complex
- Inviting in/outdoor gathering space
- Spaces for celebration & ceremony



ACADEMIC & ADMIN SUPPORT

- Consolidating student services
- Study/collaboration / meeting spaces
- Academic program co-location



SUSTAINABILITY

- Life-cycle cost analysis
- Reduction in lake
- EV vehicle support



CIRCULATION & WAYFINDING

- Loop road completion
- Clear wayfinding to student services
- Signage integrated with online tools



SAFETY & SECURITY

- Improve lighting, cameras
- Secure buildings and grounds
- Integrate emergency response system



TECHNOLOGY

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



FLEXIBILITY

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



ATHLETICS

- Update track and fields
- Utilize opportunity sites
- Covered stadium seating

“As we seek to find balance in our ever-shifting landscape to support our students in a variety of instructional and student support modalities, let us remain steadfast in making decisions and charting our future with a Diversity, Equity, Inclusion, and Belonging lens to fulfill our purpose, mission, vision, and core values, and collectively uphold our commitment to ensuring a “Student-Centered” focus. Thank you for your kindness, caring, and compassion towards our students and to one another.”

Mojdeh Mehdizadeh, Chancellor



DISTRICT- WIDE PROJECTS

The Districtwide Projects represent areas of consideration to facilities planning that are relevant across the three Colleges, including LMC Brentwood Center and DVC San Ramon Campus as well as the District Office.

Potential project areas are informed by themes that emerged through building and site assessments, stakeholder engagement, and qualitative analysis of campus needs. This section provides a high-level summary of each project. Campus-specific recommendations are elaborated upon in each College plan.

SUMMARY OF FINDINGS

The Facilities Plans for the District and each College have been carefully developed through comprehensive review and analysis of multiple data sources. These sources have equipped the District and Each college with the necessary insights to establish objective planning outcomes and decisions. This data provides a roadmap to guide decisions on major capitol projects for new and renovation.

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 (PROGRAMMING 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 the Colleges.

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 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 FP.

HOW THIS DATA WAS UTILIZED

A matrix of this data per building was created for each College/ Campus. 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 FP.

DISTRICTWIDE ENERGY & SUSTAINABILITY

DISTRICT-WIDE SUSTAINABILITY GOALS

The climate crisis and increased equity gaps have multiple major and contributing common factors. In response to many environmental and equity issues, on November 9, 2022, the Contra Costa Community College District (4CD) Governing Board adopted a Board Resolution in support of Sustainability and Climate Action. This Resolution adopted nine District-wide sustainability goals, which are in support of the 2019 California Community Colleges Board of Governors (BOG) Climate Change and Sustainability Policy, and in support of the 2021 BOG Climate Action and Sustainability Framework. The 2021 Framework refined the 2019 Policy to reach further and extended the end target year by five years, putting it out to 2035. This framework aligns with current state policies and includes comprehensive goals for establishing benchmarks by 2025 and tracking their progress toward meeting 2030 and 2035 targets for reductions in greenhouse gas emissions, increasing energy efficiency, increasing renewable energy, water usage reduction, waste reduction, transportation, curriculum, food systems, and sustainable purchasing.

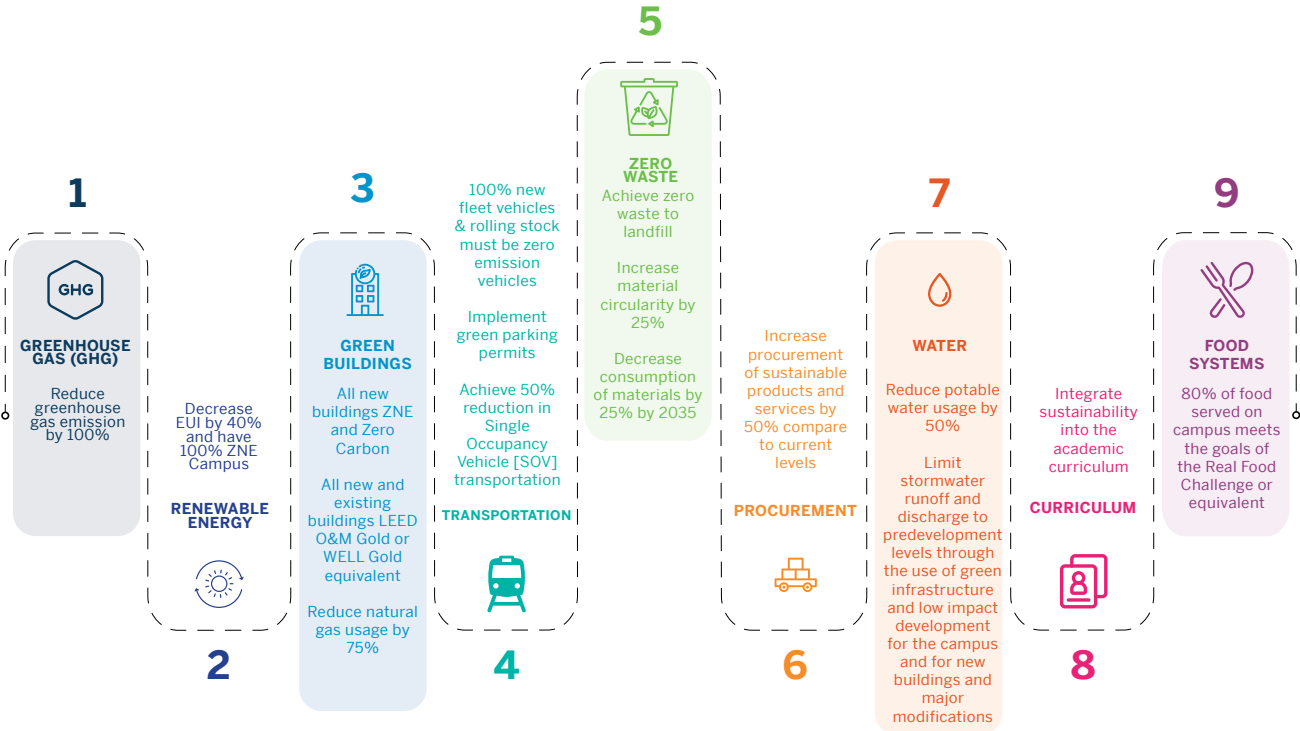
For a more detailed description of each goal, please reference 2022 4CD Sustainability Goals & Policy. Each year 4CD publishes an annual sustainability report (23-24 Annual Sustainability Report) showing their progress toward each of the nine goals.

Each campus Facilities Plan helps to frame future implementation strategies of these goals by establishing long-range energy efficiency and greenhouse reduction projects, as well as funding requirements and timelines for these projects. The Plans focus on Goals 1-3, including energy efficiency, renewable energy and electrification, all combined with a goal of also reducing annual utility costs. Each measure is also balanced with the end of the systems' useful life, identifying only systems near or past their useful life as being replaced. The Facilities Plans at each campus include Design Guidelines for each campus, that provide additional support for all nine of our goals. The college sustainability committees and associated student sustainability champions will continue to make strides in engaging faculty, staff, and students in change management; namely, shifting behaviors to conserve energy and resources through annual goals and events.

The District-wide Energy & Sustainability Projects represent areas of consideration to facilities planning that are pertinent across all three campuses. These potential project areas are informed by themes that emerged through building and site assessments, stakeholder engagement, and qualitative analysis of campus needs. This section provides a high-level summary of each project. This section and those in the College plans summarize the result of the 4CD Electrification Study, provided in each College report. Specific recommendations are elaborated upon in the full Electrification Summary located in the Appendix.

The District deeply recognizes the environmental, economic, and social benefits of resource efficiency and sustainability. Building upon existing sustainability planning by the District and each College, the Facilities Plan further outlines complementary goals and best practices to achieve District-wide sustainability goals. The following projects are studied to reach the District-wide sustainability goals, while also renewing end-of-life building systems, replacing non-repairable systems, increasing energy efficiency, and reducing annual operating costs.

2035 District-wide Updated Sustainability Goals



ENERGY & SUSTAINABILITY PROJECTS

ELECTRIFICATION

Electrification is a crucial strategy for 4CD to reduce its greenhouse gas (GHG) emissions and lower its energy use intensity (EUI). The electrification project looks at the end of the useful life of various equipment and provides a plan to electrify that equipment in 4CD. As the electrical grid becomes cleaner, electrification results in greater emissions reductions compared to other strategies. Looking ahead to the late 2030s and 2040s, 4CD will need to rely heavily on uncertain carbon reduction methods, such as offsets, to meet its goals and reduce emissions, unless it has significantly electrified its building stock. Electrification combined with additional onsite solar PVs, also offers the best way to offset Districtwide annual utility operating expenses.

PHOTOVOLTAICS (PV)

PV systems are central to the plan for reducing campus emissions and operating costs. The campuses already have a good amount of PV installed, with more currently under development. Further deployment of future PV is crucial for achieving the district's emission reduction goals and further reducing annual operating costs With utility escalation costs significantly increasing over the past four years, ranging between 15-25%, the imperative of being able to deploy future PV sooner rather than later is even greater.

LED LIGHTING FIXTURE UPGRADES

LED retrofits would take existing fluorescent fixtures and upgrade them to LED fixtures with appropriate lighting controls. These projects are scheduled to proceed for multiple buildings across 4CD campuses, providing energy and operational savings. Florescent fixtures are being phased out of California starting in January 2024, with an additional step in 2025, through AB2208, it also means that lamps/bulbs in lighting fixtures will become difficult to replace starting in 2025, without updates to LED fixtures. These projects also boast a faster payback period than any other strategy, typically less than 10 years, and provide substantial reductions in electricity usage. The operational savings from the electricity savings is anticipated to grow over time, as electricity prices escalate. Given the decreasing carbon impact over time and the swift payback period, much like the PV projects. it is advisable to prioritize these upgrades sooner rather than later.

BUILDING AUTOMATION SYSTEMS (BAS)

Building control upgrades reduce building energy use, but have a longer payback period compared to PV or LED upgrades. However, similar to the lighting systems, 4CD's older BAS systems are no longer supported, meaning parts are no longer manufactured and the systems are quickly becoming obsolete, defunct, and non-repairable. The energy savings calculations are conservative for this measure and vary greatly, depending on the specifics of each building. It is recommended to combine these projects with electrification efforts or other building improvements, as their energy impact and cost savings are relatively modest compared to their implementation costs. It also makes financial sense to change these out during mechanical systems projects implementation, as the controls and mechanical system go hand in hand.

SUSTAINABILITY IN THE DISTRICT GUIDELINES

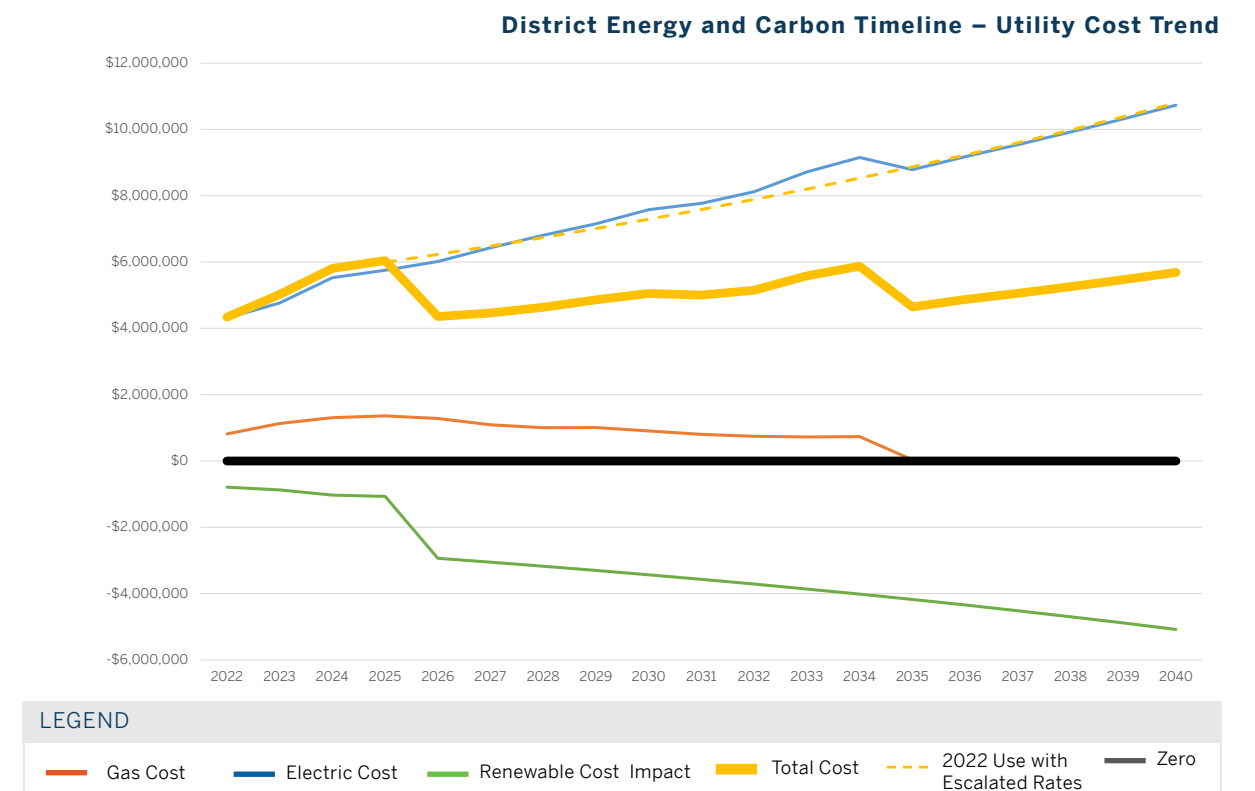
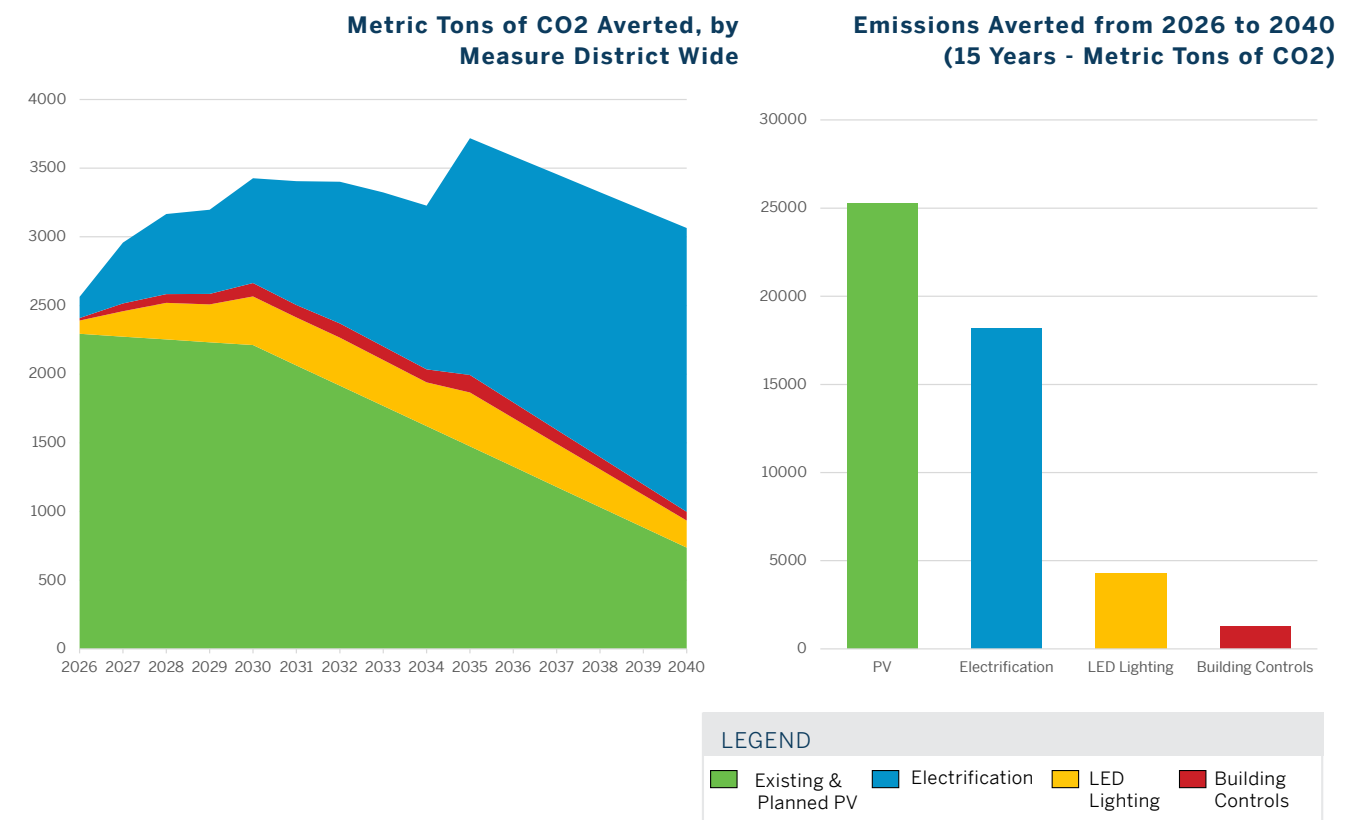
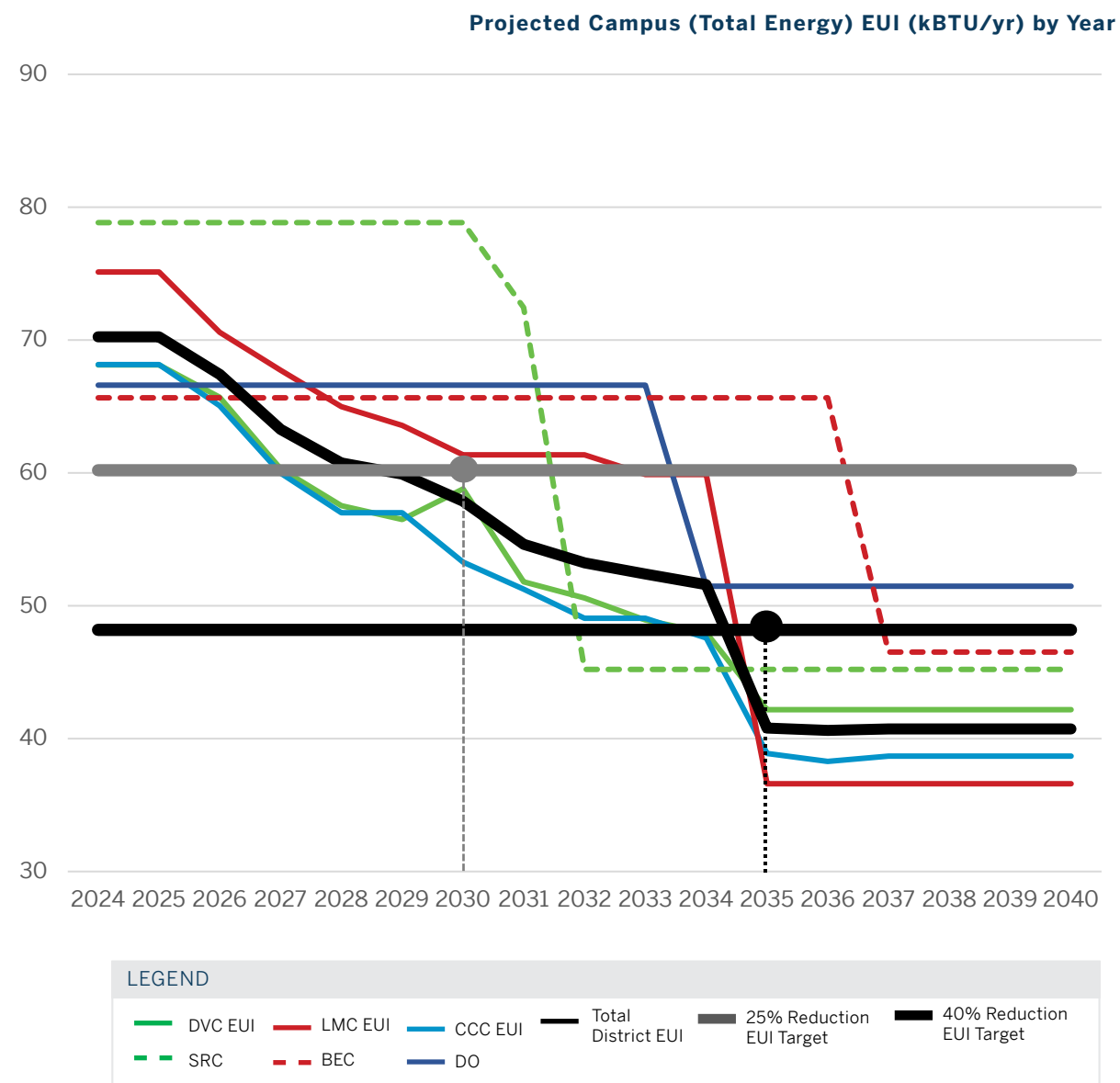
District Guidelines provide several ways for 4CD to reach sustainability goals, including replacement strategies for mechanical systems, passive landscape strategies, and requirements to achieving zero net energy and fully electric buildings in new construction. For each of the District's nine sustainability goals, the Design Guidelines outline technical paths to advance each goal's objectives. Guidelines also discuss implementation strategies such as funding and partnerships, monitoring and reporting, and campus-wide engagement.

ENERGY CONSERVATION & RENEWABLE PROJECTS SUMMARY

In summary, the Energy Conservation and Renewable Energy projects include the following measures: LED lighting upgrades, building automation systems/HVAC controls upgrades, provisions for building level electric and gas meters, and adding additional onsite solar PV. Combined, these projects are projected to reduce campus EUIs by 10-20% while achieving 40-50% reduction in annual energy costs. The remainder of the EUI and annual energy cost reductions to meet the sustainability goals are achieved through the major capital Facilities Plan identified projects at each campus, replacing older less efficient building stock with new more efficient building stock. Through the Inflation Reduction Act (IRA), for the first time ever for public agencies installing PV projects now qualify to receive a tax credit equal to 30% of the total project costs. This credit is not accounted for in the project costs below.

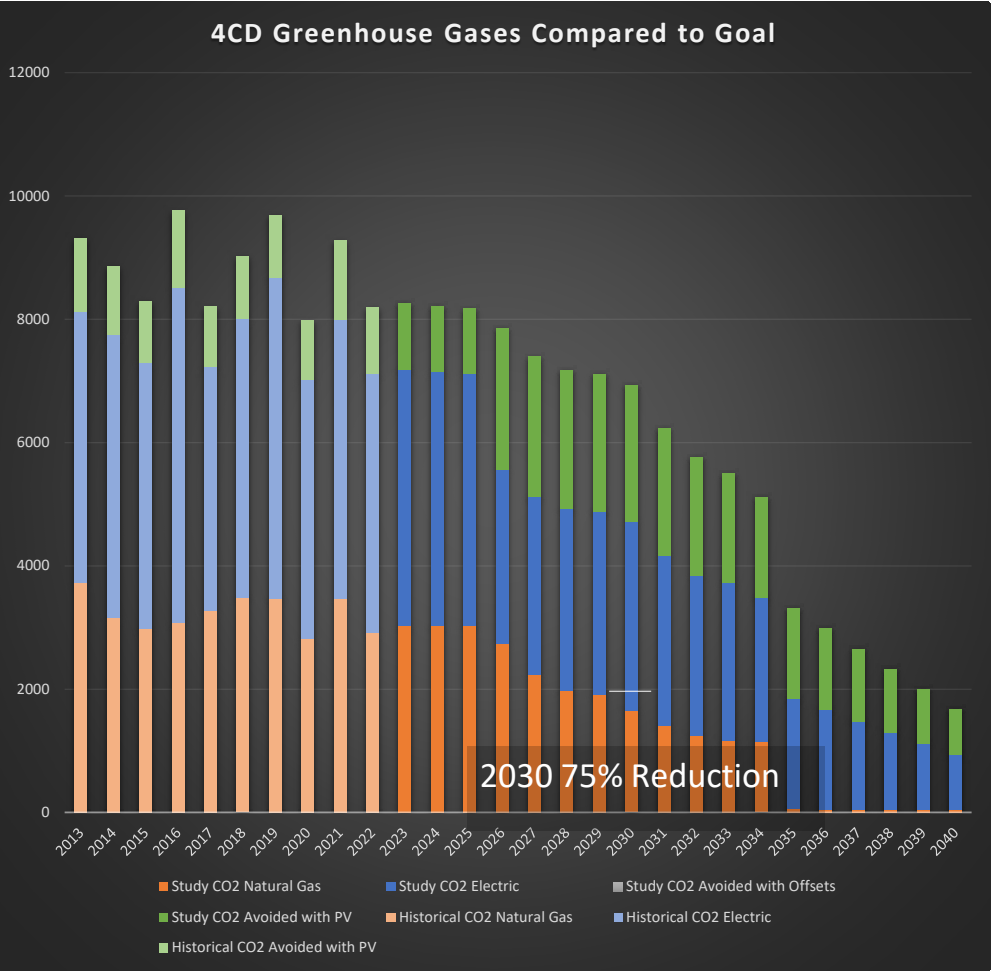
| CAMPUS/SITE | TOTAL PROJECT COSTS FOR ENERGY CONSERVATION & RENEWABLES |
|--|--|
| Contra Costa College | \$36,538,200 |
| Diablo Valley College - Pleasant Hill | \$73,985,600 |
| Diablo Valley College - San Ramon | \$13,814,700 |
| Los Medanos College - Pittsburg | \$30,711,100 |
| Los Medanos College - Brentwood Center | \$9,180,800 |
| Contra Costa District Office | \$2,848,900 |
| TOTAL | \$167,079,300 |

These projects, combined with the Facilities Plan identified projects, have the following impact on our GHG emissions, EUI and annual energy costs.



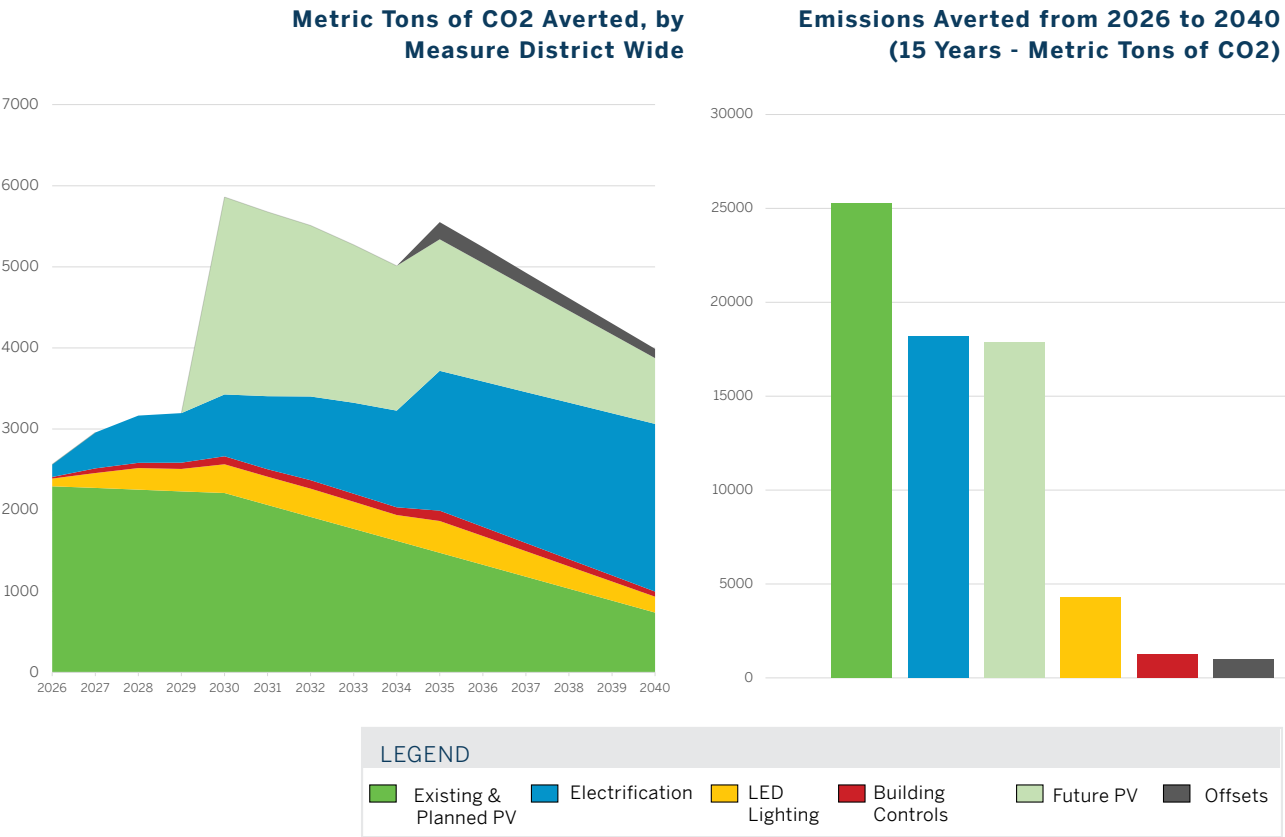
GHG EMISSIONS

While the GHG emissions chart below, shows that 4CD is short of being able to to meet their 2030 and 2035 GHG emissions goals with all the measures included above, a clear path forward has been identified to meet the goals by 2035 The blue bar + the orange bar (otherwise shown as the intersection of the blue and green bar) in 2035 shows how much GHG emissions 4CD is still emitting. The next section of the report discusses additional measures, including future PV to meet the goals.



AVERTED GHG EMISSIONS

The chart on the previous page shows the GHG emissions need to be further averted. By adding additional PV (Future PV) and offsets, these emissions can be averted. The following chart illustrates the PV offset by different methods within the primary strategy analyzed in the district's report. This strategy is contrasted with various alternate strategies outlined in the Electrification study. In this particular strategy, the "Future" PV necessary to achieve the campus goals is anticipated to be implemented by 2030, contributing to the 75% reduction target set for that year. Installing PV sooner yields greater carbon offsetting benefits, as the grid gradually becomes less emitting over time. Installing PV sooner also yields great annual energy cost savings sooner. Electrification emerges as the paramount strategy for achieving long-term goals, particularly as the California grid transitions towards becoming non-emitting.



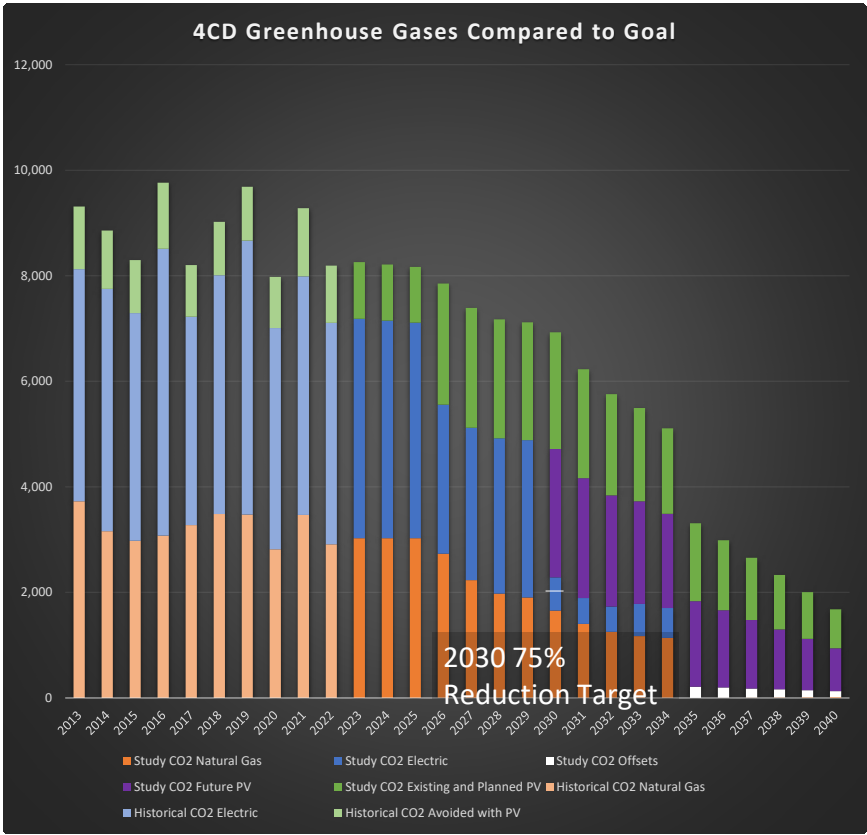
REACHING
NET-ZERO

STRATEGY

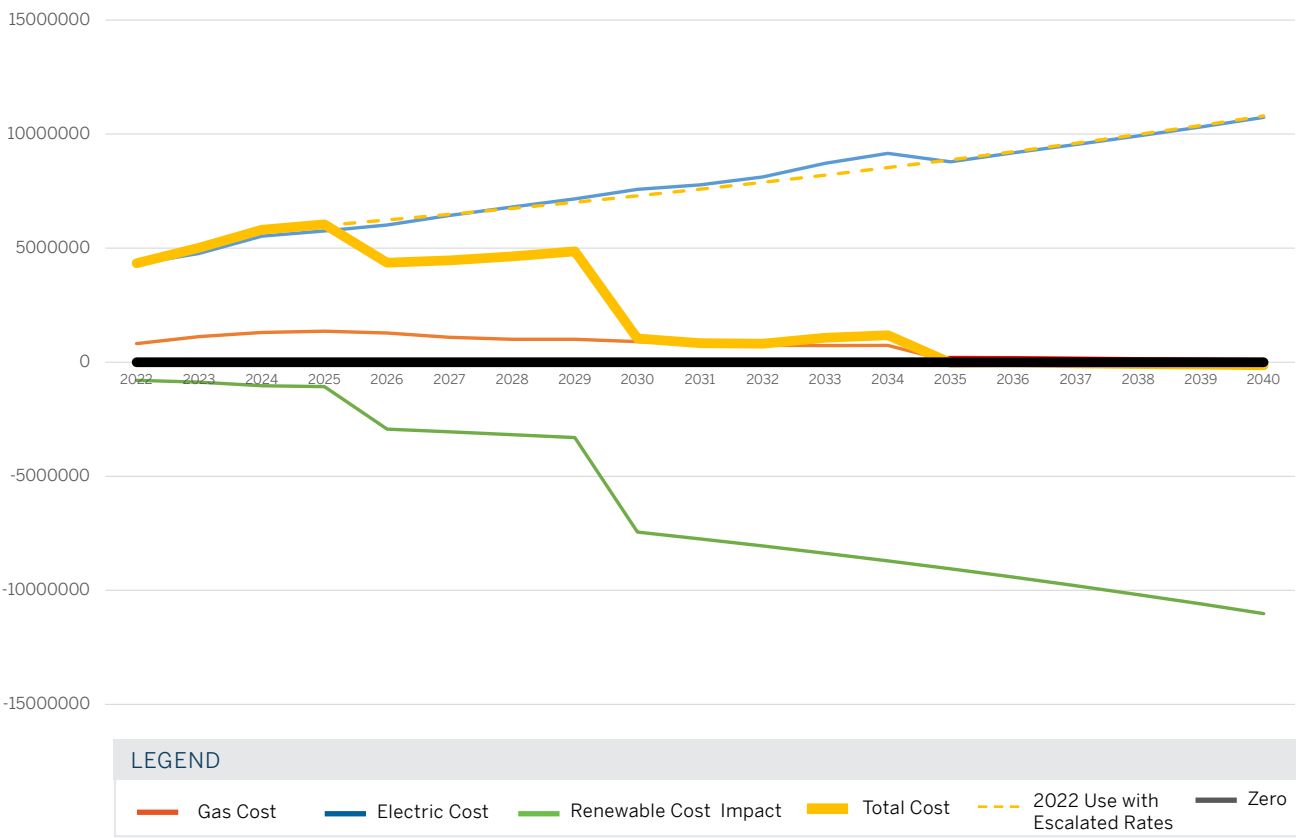
Three scenarios on how to achieve the District's goal of reaching net-zero by 2035 were examined in the Electrification Study. Only Scenario A is shown here because it's the most financially optimized scenario and recommended option.

4CD comes close to meeting its interim 2030 emissions reduction goal, achieving it the following year by application of the below scenario/strategy. By 2035, 4CD is expected to meet its net-zero emissions target by leveraging offsets for residual gas usage and CCC's constellation electricity. If additional PVs are deployed as part of the overall strategy, the District could be in a position of being able to achieve a milestone of having virtually zero utility costs. Although offset costs are factored in from 2035 onwards, they're minimal and barely noticeable on the graph due to the significant PV and electrification implementation initiatives. Even with a conservative \$1000 per ton estimate for carbon capture, annual offset expenses remain in the hundreds of thousands of dollars, highlighting the effectiveness of extensive PV deployment and electrification.

Scenario A shown below and on the following page is the recommended scenario for the District to reach its goals, by utilizing additional PV and offsets.



Scenario A – Utility Cost Trend



The other scenarios contained in the Electrification Study offer different ways to achieve the District's goals with different costs and savings. With that in mind, 4CD's future planning and strategy should consider the following factors:

- If the electrical grid doesn't improve emissions rates as fast as mandated by CA SB100, PV and LED projects become more important while electrification's impact decreases. Conversely, faster grid emission reductions would elevate the importance of electrification.
- Monitoring changes in carbon offset and removal program costs and effectiveness is vital. Many organizations are shifting away from offsets due to potential cost fluctuations and overstated carbon impacts.

DISTRICTWIDE TECHNOLOGY

LEARNING TECHNOLOGY

Survey results from students across the District reveal that while in-person classes are considered most valuable, hybrid, HyFlex, and fully online courses remain important options to support a range of diverse student needs.

Much like a vast majority of the California Community Colleges, 4CD's Colleges have experienced the post-Covid pandemic instructional modality shift to an increased proportion of online class demand and offerings.

Based on a districtwide review and discussion, space facilities planning assumptions in the colleges Facilities Plans account for a 60% in person and 40% online learning modality split, recognizing that this split is and will continue to shift at each of the colleges, as the student demand and enrollment trends evolve. This shift also signals a continued need to embrace and nurture hybrid learning opportunities, much like many of the higher education institutions are experiencing. This is also signaling a need for continued understanding, and implementation of technology flexibility and applications in all areas of the built environment.

With these considerations in mind, the following recommendations will ensure a supportive environment for learning District-wide.

- As buildings are renovated, instructional spaces should be upgraded with the technology and resources necessary to support hybrid learning. Rooms should have streaming capabilities for class and event access. Computer-assisted classrooms, where students can work on computers with their instructors and get hands-on help, are also recommended.
- While the amount of available instructional space has not changed since the pandemic, the future utility of these spaces looks significantly different. Laboratories, science facilities, and hands-on art programs all have great need to be face-to-face, but larger lecture hall classes have potential be reimaged, allowing for smaller rooms to provide a more personalized connection.
- Exploration virtual reality (VR) uses viability as well as other available technology tools in various classrooms and labs can also provide for forward looking technology planning dialogues across all campuses.
- Upgraded spaces should be flexible and allow for multiple instructional methods, including lectures, group work, and discussions serving in-person and remote students. Because there is an inclusion of less specialized equipment in some of the spaces, include less specialized equipment, classrooms can generally more easily be transformed into flexible layouts compared to class labs.

TECHNOLOGY INFRASTRUCTURE UPGRADES

Upgrades to campus-wide technology infrastructure are essential to meet the technology access needs of students, faculty, staff, and the community at large. Throughout the facilities planning meetings, stakeholders highlighted several priority areas that collectively are aimed at promoting technology goals at the campuses over the ten-year planning horizon:

- Extended and improved wireless access throughout campus buildings, open spaces, and parking lots.
- Firewall upgrades to support increased internet applications.
- Campuses fiber optic installations.
- Network hardware and UPS upgrades.

Districtwide Technology Infrastructure upgrades will largely take place on each campus as large capital construction projects are deployed. Outside of the projects, projects in this section are estimated at \$3,000,000 - \$5,000,000 over the next 10 years.

DISTRICTWIDE SECURITY & ACCESS CONTROL

The District is committed to the safety and security of all of the students, staff, faculty, and community at large on our campuses.

The district's efforts also include ensuring the preservation and security of all districtwide assets. The projects below advance that commitment by promoting the design of future projects in alignment with the Crime Prevention Through Environmental Design (CPTED) guidelines. One of the main goals of such guidelines is an expansion of camera coverage in high traffic areas of the campuses including the campuses' entrances and exits. The scope also includes campus perimeter fencing at all of our campuses, placed in strategic locations, as well as upgrades to all integral camera system software and storage capabilities to allow for adequate resolution and cloud-based data storage. Finally, this area includes the completion of hardware upgrades to support needed shelter-in-place lockdown functions of the access control systems, as well as the enhanced integration of security systems. As part of the total cost of ownership efforts, a life-cycle review and budgeting should be developed to allocate funding for the appropriate level of server upgrades and maintenance needs.

Districtwide security and access control projects section are estimated at \$3,000,000 - \$5,000,000 over the next 10 years.

DISTRICT OFFICE BUILDING PROJECTS

The District Office building is located in downtown Martinez, hosting all of the District functions.

The first floor was expanded and renovated in 2020 along with a seismic retrofit of the building. The remaining needs of the building include interior renovation of floors 3-6, the roof and the existing building systems replacements. This also includes the chiller/boiler and tower as all are the original systems from 2006-2008 and are expected to require replacements over the next ten years due to the end of useful life. The building will need to adopt the HVAC building controls standard as well as lighting controls system throughout the building with occupancy sensors tied to the HVAC system, allowing the optimization of building energy usage by being able to turn zones off, when not occupied, or set the temp up/down at a minimum.

District Office upgrade projects in this section are estimated at \$1,000,000 - \$3,000,000 over the next 10 years.

EDUCATIONAL-FACILITIES CROSSWALKS

EXECUTIVE SUMMARY

The Educational-Facilities Crosswalk outlines a comprehensive strategy to enhance the Facilities Plan (FP) process within the District by addressing planning challenges and fostering aligned solutions.

The primary goal of aligning Educational and Facilities Plans is to create an integrated planning approach that optimizes resources and improves the educational experience across the District.

The following summary is structured into three sections.

SECTION 1

Provides an overview of the District and the Educational-Facilities Crosswalk objectives. Key objectives include:

- Continuous stakeholder engagement
- Reducing silos in planning
- Promoting collaborative planning
- Fostering clarity in dialogue to support student success

SECTION 2

Focuses on document review and proposed strategies, including:

- Aligning educational plans across colleges
- Holding annual data summits
- Conducting program analysis for targeted populations
- Developing a reporting tool for Guided Pathways
- The emphasis is on enhancing alignment, data-driven decision-making, and student support strategies.

SECTION 3

Addresses District engagement strategies and fundamental questions, aiming to:

- Create a collaborative environment
- Clarify alignment with the District’s Strategic Plan
- Identify growth areas and address equity post-COVID
- Enhance educational value and ensure transparency
- Promote collaboration and extract lessons for future planning processes

Campus and facility planning can effectively address diverse needs within the District by engaging stakeholders continuously and fostering collaborative planning. This ensures facilities support student success initiatives and promote equity. Using data and program analyses allows informed decisions for resource allocation, addressing specific needs of targeted populations like foster youth and BIPOC students. Aligning educational plans with strategic objectives creates cohesive environments reflecting the District’s vision and values, enhancing transparency, accountability, and fostering community. Integrating these strategies promotes learning, student engagement, and advances equity and access in higher education within the District.

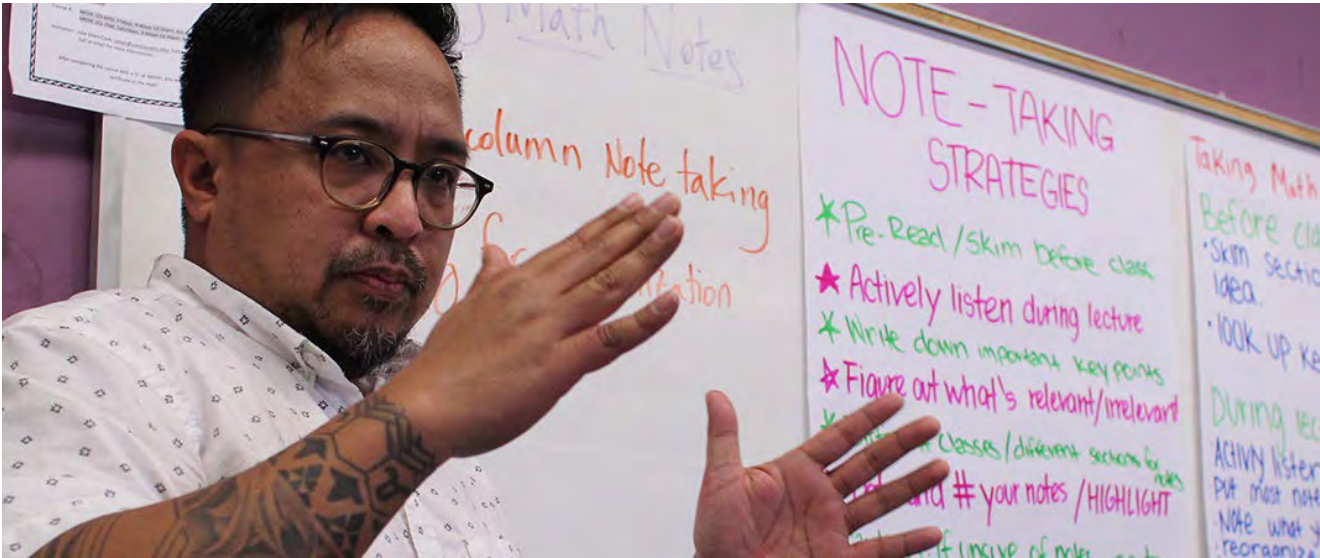
The Educational-Facilities Crosswalk provides a strategic plan for optimizing campus and facility planning in the District. It emphasizes stakeholder engagement, data-driven decisions, and alignment with District goals to create inclusive, supportive environments. This approach enhances student success, fosters equity, and promotes a culture of learning and belonging, addressing diverse student needs and advancing equity and access in higher education.



SECTION 1:
DISTRICT
OVERVIEW &
OBJECTIVES

This approach aims to leverage the District-wide voice, breaking down barriers between individuals and promoting a unified vision for the future. Strategic initiatives aimed at reducing silos around planning, such as crosswalk planning sessions, promote dialogue and alignment among stakeholders from diverse backgrounds and perspectives. By emphasizing flexibility and collaboration, dynamic planning frameworks can adapt to evolving needs and priorities while staying focused on the overarching goal of student success.

Central to the Crosswalk objectives is the development of guidelines for dialogue that facilitate clear communication and understanding among stakeholders. By deconstructing and interpreting planning documents, stakeholders continue to be empowered to make informed decisions that support the overarching goals of the District and Colleges. This emphasis on clarity and transparency not only fosters trust and cooperation but also ensures that planning efforts are aligned with the broader mission of advancing student success across the District. Ultimately, by aligning the Educational Plans and the Facilities Plans and fostering a culture of collaboration and dialogue, the Crosswalks aimed to create a more responsive and student-centered educational environment that empowers individuals and communities to thrive.



SECTION 2:
DOCUMENT
REVIEW &
PROPOSED
STRATEGIES

SIGNIFICANT DOCUMENTS UTILIZED IN REPORT

In the process of aligning the EMP and FP, a range of key documents serve as foundational resources to guide the analysis and decision-making.

DISTRICT STRATEGIC PLAN

The District Strategic Plan 2020-2025 provides a comprehensive framework outlining the overarching goals, priorities, and strategies for educational advancement within the District. This document served as a guiding compass, setting the direction for both individual Colleges and the District as a whole, ensuring coherence and alignment in planning efforts.

COLLEGE STRATEGIC PLANS

Each College contributed its own Strategic Plans and enrollment management information, which details the specific objectives, initiatives, and targets tailored to their unique needs and circumstances. These plans offer insights into the localized challenges and opportunities faced by each institution and provide a roadmap for resource allocation and program development.

COLLEGE STUDENT EQUITY PLANS

The inclusion of individual College Student Equity Plans underscores the commitment to fostering diversity, equity, and inclusion within the educational landscape.

GUIDED PATHWAYS

The integration of Guided Pathways and Vision for Success implementation plans demonstrates a proactive approach to student success initiatives, aiming to streamline educational pathways and enhance support services for students.

CCCCO CAL-PASS PLUS DASHBOARD

Leveraging the California Community College Chancellor's Office (CCCCO) Cal-PASS Plus dashboard adds a data-driven dimension to the planning process, offering valuable insights into student performance, outcomes, and trends at the college, district, and statewide levels. By utilizing these documents collectively, an understanding of the current state of affairs, identified areas for improvement was gained and charted a course toward a more integrated and effective educational ecosystem.

ANTICIPATED INSIGHTS

The District-level alignment of Educational and Facilities Plans is anticipated to yield a series of tangible outcomes that will impact the educational landscape within the District and at the Colleges and Centers. Through qualitative assessments tailored to each College, areas of growth potential were identified, categorized into low, medium, and high growth sectors. These assessments were informed by stakeholder feedback and data analysis from Institutional Research (IR) sources. Integrating qualitative insights with quantitative data creates a nuanced understanding of the evolving needs and priorities of each College, facilitating targeted resource allocation and strategic decision-making.

Promoting and continuing an alignment process ensures that Facilities Plans themes, established through engagement sessions, resonate with the educational objectives in individual Colleges’ Strategic Plans. This alignment between educational and facilities priorities will maximize the impact of infrastructure investments on student success. By focusing on student success metrics, future planners can prioritize facility enhancements that support academic excellence and student engagement. Leveraging data summits and program analyses enables colleges to make informed decisions about facility development, ensuring that resources are allocated effectively to address specific student needs.

The alignment effort fosters adaptability and continuous improvement, allowing the District to respond proactively to emerging challenges and opportunities. This iterative planning approach helps Colleges anticipate and address trends and student demands, enhancing the quality and relevance of educational offerings.



The process also identifies links between the District Strategic Plan and individual College planning. Aligning educational objectives with facility investments ensures that capital projects and infrastructure enhancements contribute to the District’s overarching goals. This holistic planning approach maximizes the collective impact of strategic initiatives.

ALIGNMENT OF PLANNING BRINGS VALUE

Aligning the Educational and Facilities Plans will bring substantial value to both the Colleges and the District through a multifaceted approach.

- Proposed strategies to increase engagement and build institutional resiliency will empower Colleges to implement key initiatives effectively. By fostering collaboration and inclusivity, Colleges can leverage collective expertise and resources to address challenges and capitalize on opportunities, enhancing the overall quality of education and student support services.
- Trend analysis and ongoing dialogue across the District will provide insights into evolving needs and priorities. This collaborative approach will ensure facility investments align with the strategic objectives of individual Colleges and the District. Enhanced inter-District communication on facility decisions and strategic directions will facilitate proactive change navigation, enabling Colleges to adapt and thrive in the evolving higher education landscape.
- The resulting Facilities Plans will also contribute to discussions on equity and access in post-pandemic higher education. By modeling inclusive planning and equitable resource allocation, the District can inspire broader initiatives aimed at advancing equity and access within California Community Colleges and beyond. This positions the District as a leader in shaping the future of higher education post-pandemic.

Overall, aligning the Educational and Facilities Plans enhance physical infrastructure and strengthens the foundation for student success and community engagement.

DISTRICT STRATEGIC DIRECTIONS 2020-2025

The strategic direction outlined for the District from 2020 through 2025 **underscores a commitment to enhancing student success, promoting equity, fostering community partnerships, cultivating engagement, and ensuring responsible stewardship of resources.** To improve student learning and completion across the District, a multifaceted approach can be adopted. This might involve implementing innovative teaching methodologies, such as flipped classrooms or project-based learning, tailored to diverse learning styles. Additionally, personalized academic support services, including tutoring, mentoring, and academic advising, can be expanded to address individual student needs and promote retention. Furthermore, leveraging technology to enhance access to educational resources and facilitate remote learning opportunities can help accommodate the diverse needs of students and improve overall completion rates.

Decreasing equity gaps for all students is a critical priority that requires targeted interventions and systemic changes. Implementing culturally responsive teaching practices and embedding equity into curriculum development can help ensure that all students, regardless of background, have access to high-quality education. Additionally, investing in support services specifically designed to address the needs of marginalized and underserved student populations can help bridge equity gaps. This might include initiatives to provide financial aid, housing assistance, and mental health support to students facing socio-economic challenges. Moreover, ongoing professional development for faculty and staff focused on diversity, equity, and inclusion can help create a more inclusive learning environment.

Advancing existing community and educational partnerships while forging new collaborations is essential for strengthening student pathways and enriching the educational experience. Establishing formal partnerships with local businesses, non-profit organizations, and community colleges can create internship opportunities, job placement programs, and mentorship initiatives that enhance students' career readiness and employability. Additionally, developing articulation agreements and transfer pathways with four-year Universities can facilitate seamless transitions for students pursuing further education. Furthermore, engaging alumni networks and community leaders in mentorship programs and guest lectures can provide students with valuable insights and networking opportunities.

Creating a culture of engagement throughout the District involves fostering a sense of belonging and ownership among students, faculty, staff, and stakeholders. Implementing participatory decision-making processes that involve students in governance and policy development can empower them to take an active role in shaping their educational experience. Additionally, establishing student-led clubs, organizations, and events that promote social connection and collaboration can contribute to a vibrant campus culture. Moreover, leveraging digital platforms and social media channels to facilitate communication and dialogue can ensure that diverse voices are heard and valued within the District community.

Responsibly, effectively, and sustainably stewarding District resources is crucial for ensuring long-term financial stability and operational efficiency. This might involve conducting regular audits and assessments to identify areas for cost savings and resource optimization. Additionally, prioritizing investments in infrastructure upgrades, technology enhancements, and faculty development can yield long-term returns on investment in student success and institutional excellence. Moreover, exploring alternative revenue streams, such as philanthropic donations, grants, and public-private partnerships, can help diversify funding sources and mitigate financial risks. Finally, adopting environmentally sustainable practices, such as energy conservation measures and waste reduction initiatives, not only promotes responsible stewardship of resources but also aligns with broader sustainability goals.



SECTION 3:
FACILITIES
PLAN
SUPPORT
OF CAMPUS
EDUCATIONAL
PLANS

The Facilities Plans (FP) play a crucial role in supporting the Campuses Educational/Strategic Plans by aligning physical infrastructure with academic goals and student needs. **At the core of this alignment is the continued integration of the Campuses Educational Plan goals, strategies, and current student enrollment data with facility space utilization and projections.** This holistic approach ensures that facilities adequately accommodate the educational programs and services offered by each college while also anticipating future needs based on projected program efficiency and enrollment trends. By linking these elements, the Facilities Plan becomes a strategic tool for efficient decision-making, guiding investments in infrastructure that directly contribute to student success.

The Facilities Plans support the District Educational Plans through:

- **Responding to Higher Education Trends:** Facilities should support innovative teaching, personalized student support, and equitable resource access in alignment with Guided Pathways and Student Equity Plan metrics.
- **Addressing External Factors:** Recognize the impact of the pandemic on basic needs and mental health services, emphasizing the role of facilities in creating a supportive learning environment.
- **Continuous Improvement Efforts:** Facilities planning is linked to optimizing enrollment, course offerings, and student services to improve student completion and success rates, in alignment with Educational Master Plan (EMP) goals.
- **Supporting Diverse Campus Environments:** Prioritize expanded and upgraded facilities to cater to diverse campus and community needs, fostering student success and community engagement.
- **Promoting Engagement and Excellence:** Encourage a culture of engagement and excellence through integrated planning, improved communication, and stakeholder participation, ensuring facilities meet the diverse needs of the District community.
- **Commitment to Quality Improvement:** Adhere to updated ACCJC standards, fostering innovation and excellence. Implement regular assessments and feedback to ensure facilities evolve to meet emerging trends and best practices in higher education.

In summary, the College Facilities Plans serve as a critical enabler of the District's educational goals by aligning physical infrastructure with academic priorities, policy imperatives, and continuous improvement efforts.

Through strategic integration of Educational Plans, enrollment data, policy directives, and stakeholder input, the FP ensures that facilities support student success, foster inclusivity and equity, and embody a commitment to excellence and innovation. By embracing a culture of continuous improvement and collaboration, the FP positions the District to thrive in a dynamic and evolving higher education landscape.

Each College has an individual Facilities Plan report with associated appendices.

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