DIABLO VALLEY COLLEGE

FACILITIES PLAN 2024

INTRODUCTION

EXISTING CONDITIONS PLEASANT HILL CAMPUS

FUTURE VISION PLEASANT HILL CAMPUS

EXISTING CONDITIONS SAN RAMON CAMPUS

FUTURE VISION SAN RAMON CAMPUS

INTRODUCTION

LETTER FROM THE PRESIDENT

Letter from the President inserted here.

To be inserted

INTRODUCTION

THE PURPOSE OF THE FACILITIES PLAN

The Facilities Plan (FP) serves as a blueprint, guiding Diablo Valley College (DVC) 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 DVC's future trajectory.

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

DVC is one of three two-year community colleges in the Contra Costa Community College District. The larger of DVC's two campuses is located in Pleasant Hill, and the newer San Ramon Campus serves the south county in Dougherty Valley. Between its two campuses, DVC serves more than 28,000 students each term with a wide variety of program options. Diablo Valley College has provided quality education to the community it serves.

COLLEGE PHILOSOPHY

MISSION

Diablo Valley College faculty, staff, managers and students have worked together to develop a mission statement, a strategic directive and goals to guide the college in its efforts to better serve students. We inspire, educate, and empower students to transform their lives and their communities. We guide students to achieve their goals by awarding degrees and certificates, preparing them for transfer to four-year colleges and universities, facilitating entrance to and advancement in careers, and fostering personal growth.

VALUES

- **Excellence** DVC is committed to maintaining high standards of academic excellence in teaching, learning, and student achievement. This includes providing rigorous academic programs, fostering a culture of continuous improvement, and supporting student success.

- **Student Learning** DVC prioritizes the needs and success of its students above all else. This includes providing personalized support services, fostering a culture of student engagement and empowerment, and creating opportunities for student leadership and growth.

- **Equity** DVC values diversity in all its forms and is committed to creating an inclusive learning environment where all students, faculty, and staff feel respected, valued, and supported. This includes promoting equity, diversity, and social justice, and embracing the richness of perspectives and experiences within the college community.

PLANNING FOUNDATION

EDUCATIONAL MASTER PLAN

The DVC 2018-2023 Educational Master Plan (EMP) provides the College's community with a high-level, long-term plan and framework with which all other college plans align in order to achieve change. Woven through the plan are the student experiences, transformation of the college and its commitment to the community.

Development of the EMP began with a vision of the future that focuses on the student. DVC's EMP serves as a guide for developing goals and initiatives of the College's other planning efforts, including facilities planning. The FP builds on the foundational priorities defined in the District Strategic Plan and the DVC EMP.

As DVC embarks on the EMP update process in the coming years, the Educational-to-Facilities Plan (EMP-to-FP) bridge recommendations (found in the District section of the overall 4CD Facilities Plan) can be utilized as a resource to guide and continue to connect the plans over the years.

TECHNOLOGY MASTER PLAN

DVC's Technology Master Plan (2020-2025) guides the direction, focus, alignment, initiatives, and investments of the Information Technology and Services Department and Instructional Technology to achieve the mission of the College. This plan aligns with the EMP to advance the goals and values expressed in the EMP. The FP recommends that technology considerations be integrated with all future projects.

STUDENT EQUITY PLAN

The overall directive of the Student Equity Plan (SEP) is to advance inclusive excellence at DVC. Inclusive excellence commits DVC to maintaining its high standards while actively supporting all students to learn and succeed with the understanding that the diversity of their experiences enriches the institution and its standards of excellence. The goals and strategies of the SEP should be integrated at all levels of planning, including on facilities renovations and new construction recommended in this FP.

ENGAGEMENT

PROCESS

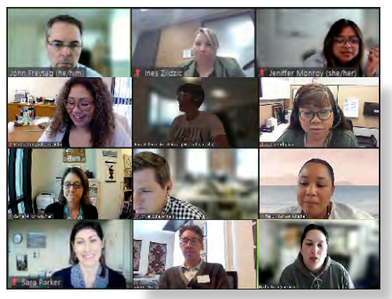
Engagement with DVC stakeholders informed every phase of the FP process, from Discovery & Analysis to Draft and Final Plan preparation. Interviews with key programs and departments, meetings with shared governance groups, and College-wide surveys resulted in a diversity of voices steering the direction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

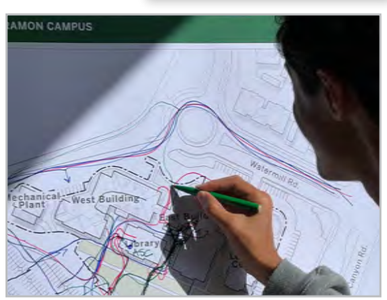
MEETINGS

Regular milestone meetings with the Workgroup (list of members on following spread) provided overarching direction for the FP.

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 FP 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 DVC experience?”

COLLEGE-WIDE SURVEYS

In October 2023, the District distributed two surveys to the entire DVC 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 DVC campus, where activity occurs, how users move through campus, and opinions on the future of the campus.

The surveys garnered excellent engagement from respondents:

- **916** students
- **156** employees

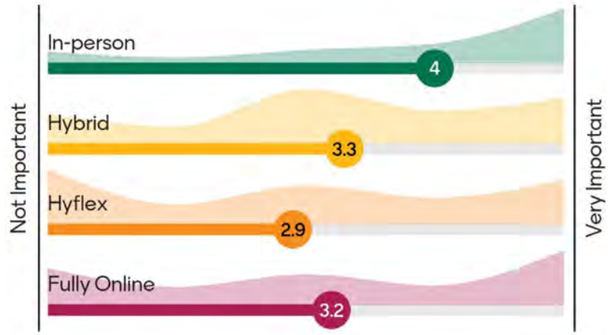
The feedback obtained via the survey was essential to complementing the quantitative analysis of campus undertaken by the planning team and contributed to informed recommendations of the plan. Excerpts from the survey results are featured on the following pages.

STUDENT SURVEY RESULTS

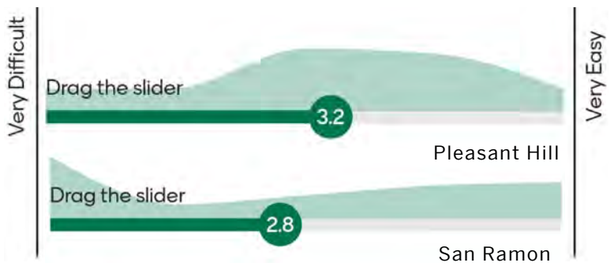
Where is the heart of campus?

- "The commons is where you pass friends see everyone going to classes!"
- "It is the middle of campus, where most events occur."
- "It's next to cafeteria with lots of sitting areas and access to student resources at ASC/events and access to parking."
- "Most people hangout, chat, eat, work, or even join clubs in this area. So I would say that it is the heart."

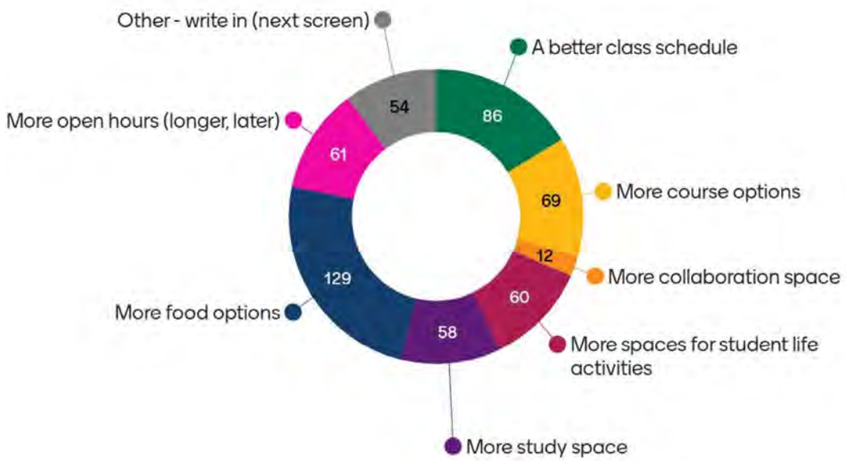
How important are the following options for taking classes or labs?



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



What would keep you on campus longer?

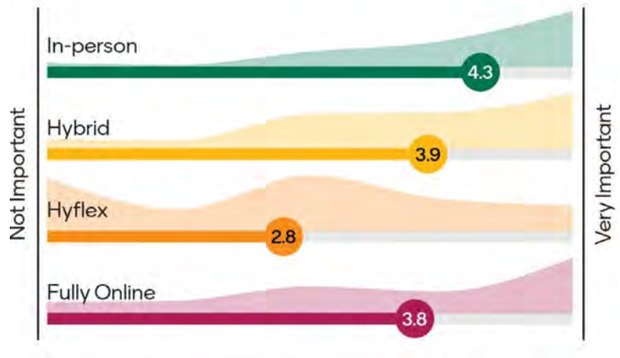


EMPLOYEE SURVEY RESULTS

Where do you gather with colleagues?

- "The ASC is great for meeting colleagues and students."
- "Our department's building. We have no good meeting space, however."
- "We tend to gather in small groups in the hallways and offices of FO, where we live."
- "Outside at SRC, the water fountain sounds and views are calming, space to sit and relax. Could use shade though."

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



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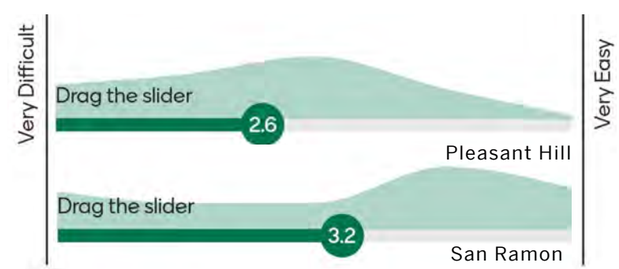
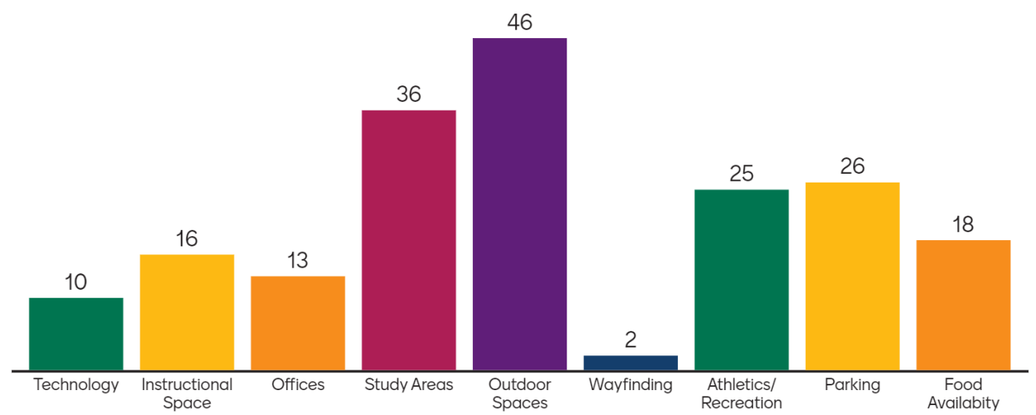


What spaces/functions on the campus are currently most successful?



PARTICIPANTS

STEERING WORKGROUP

Susan E. Lamb
President

Dr. Sara Parker
Vice President of Business and Administrative Services

Jen Monroy
Program Coordinator, Public Health & Athletics Department (interim)

Dr. John Freytag
Faculty - Oceanography

Katy Agnost
Faculty - English

Dr. Beth Arman
Dean of Career and Community Partnership

Jim Buchanan
Building Maintenance

Marco Gomes
Vice President of Equity and Student Services

Vicki Ferguson
Vice President of Equity and Student Services

Ashley Alvarez
ASDVC President

Richard Glaves
Faculty - Biology

Dr. Joe Gorga
VP Equity and Instruction

Kristina Gomez
Administrative Assistant

David Hagerty
Manager - Disability Support Services

Wynona Jordan-Thomas
Program Assistant Upward Bound

Percy Roper
Technology Systems Manager

Jennifer Tejada
Dean

Qi Zhu
Faculty - Architectural Technology

PARTICIPATORY GOVERNANCE GROUPS

College Council

Academic Senate

Classified Senate

Associated Students

FOCUS GROUPS

Arts, Communication & Language Interest Area

Auxiliary Services

Business/Administrative Services

Business, Computer Science & Culinary Arts Interest Area

Community Partnerships

Counseling/Student Success

Distance Education Digital Equity

Dual Enrollment

Early Childhood

Enrollment Services

Learning Communities

Library, Educational Technology and Learning Support

Maintenance and Operations

Math and Engineering Interest Area

Police Services

San Ramon Campus

Science and Health Interest Area

Social Science Interest Area

Student Equity and Success Committee

4CD Facilities Planning Team

COMMON THEMES

DVC's Common Themes represent key concepts that have steered the analysis, options, and recommendations outlined in the Facilities Plan.

These eight 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 common themes reflect DVC's dedication to providing a high-quality education that empowers students, fosters diversity and inclusion, strengthens community connections, promotes sustainability, and prepares individuals for success in a dynamic and interconnected world. By integrating these recurring ideas into the fabric of the plan, the FP aims to foster a holistic and sustainable approach to campus development that addresses the diverse needs and aspirations of DVC's constituents.

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

PLEASANT HILL

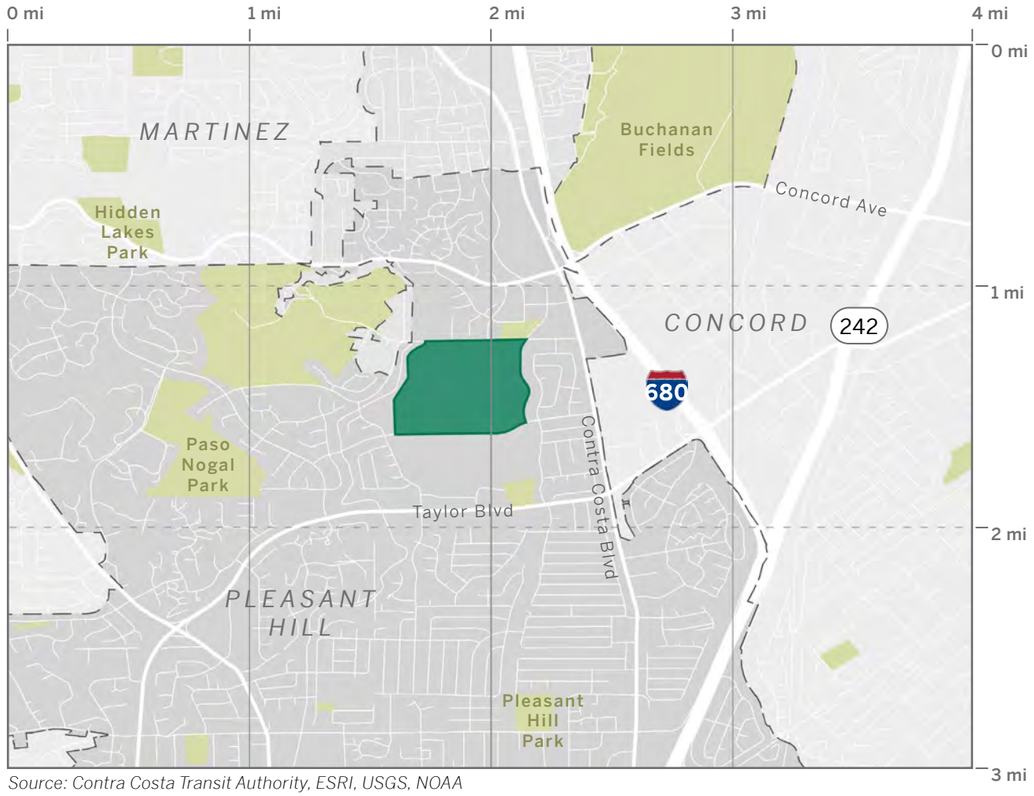
EXISTING CONDITIONS

CAMPUS CONTEXT

Situated in the heart of Pleasant Hill on a beautiful 100-acre campus, DVC serves central Contra Costa County.

The College is bordered by single-family housing to the east and west and multi-family housing and commercial uses to the north. College Park High School abuts the campus to the south.

Located off I-680, the campus is directly served by several County Connection Bus lines, connecting PHC with other regional transit. The campus is located near several Metropolitan Transportation Commission (MTC) Equity Priority Communities, and a future Mobility Hub on the campus is part of future county planning projects.



Source: Contra Costa Transit Authority, ESRI, USGS, NOAA

Campus Development Over Time

1970s

1990s

2000s

Present

The development of the campus over time has been marked by significant growth and transformation to meet the evolving needs of its students and community. The construction of the campus began in 1960 and early buildings included Life & Health Sciences, Math, Music, and Humanities.

The most recent additions to the campus include the Art Buildings, Hospitality and Food Court, Student Services Center, Aquatics, and Health Faculty Offices.

Existing Conditions

LEGEND	
A	Art Building
AB	Administration Building
AQ	Aquatics
BC	Book Store
BWL	Business & World Language
ECN	Early Childhood Education North
ET	Engineering Technology Building
FH	Field House
FO	Faculty Offices
G	Gymnasium
HFO	Health Faculty Offices
HSF	Hospitality and Food Court
L	Library
LC	Learning Communities
LCA	Learning Communities Annex
M	Music
MA	Math Building
PAC	Performance Arts Center
POL	Police Office
PS	Physics Science Building
SC	Science Building
SU	Student Union
SSC	Student Services Center

746,198
Gross SF

549,810
Assignable SF

BUILDING & LAND ANALYSIS

BUILDING 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

LEGEND

- Classroom
- Office
- Assembly
- Special Use - Childcare
- Lab
- Study
- Special Use - Athletics
- Support

CAMPUS ZONES

The campus is organized by zones related to use and academic interest areas. Interest areas create small neighborhoods with their own identity, and each student center is located within or in close proximity to the associated interest area.

Campus Zones

LEGEND

- Arts, Comm & Language
- Social Sciences
- Science & Health
- Student Centers
- Business, Comp Sci & Culinary
- Math & Engineering
- Support

MOBILITY & ACCESS

TOPOGRAPHY

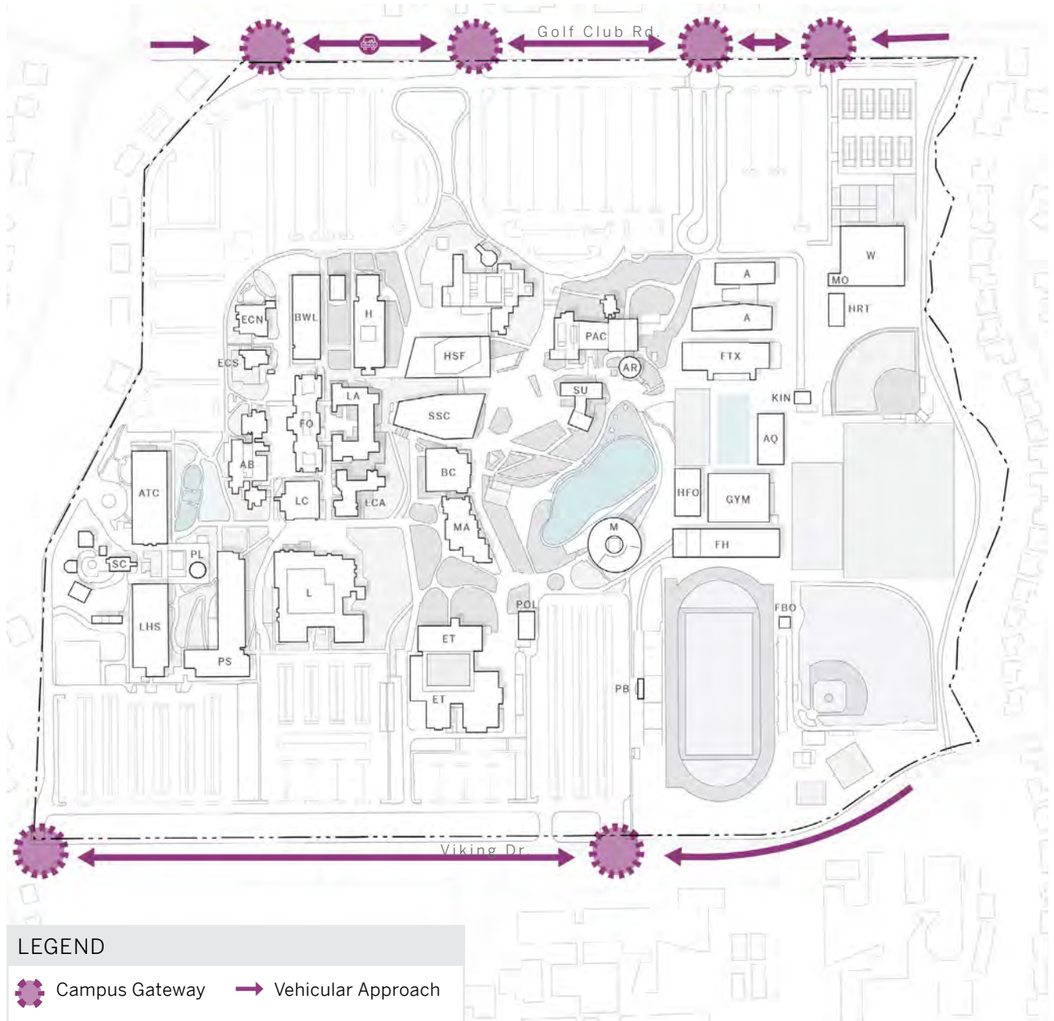
The campus is organized into three major levels based on the topographic elevations. These levels presents some challenges for wayfinding and mobility.

Topography

VEHICULAR APPROACH

The campus is accessed primarily via Golf Club Road to the north and secondarily by Viking Drive to the south.

Vehicular Approach

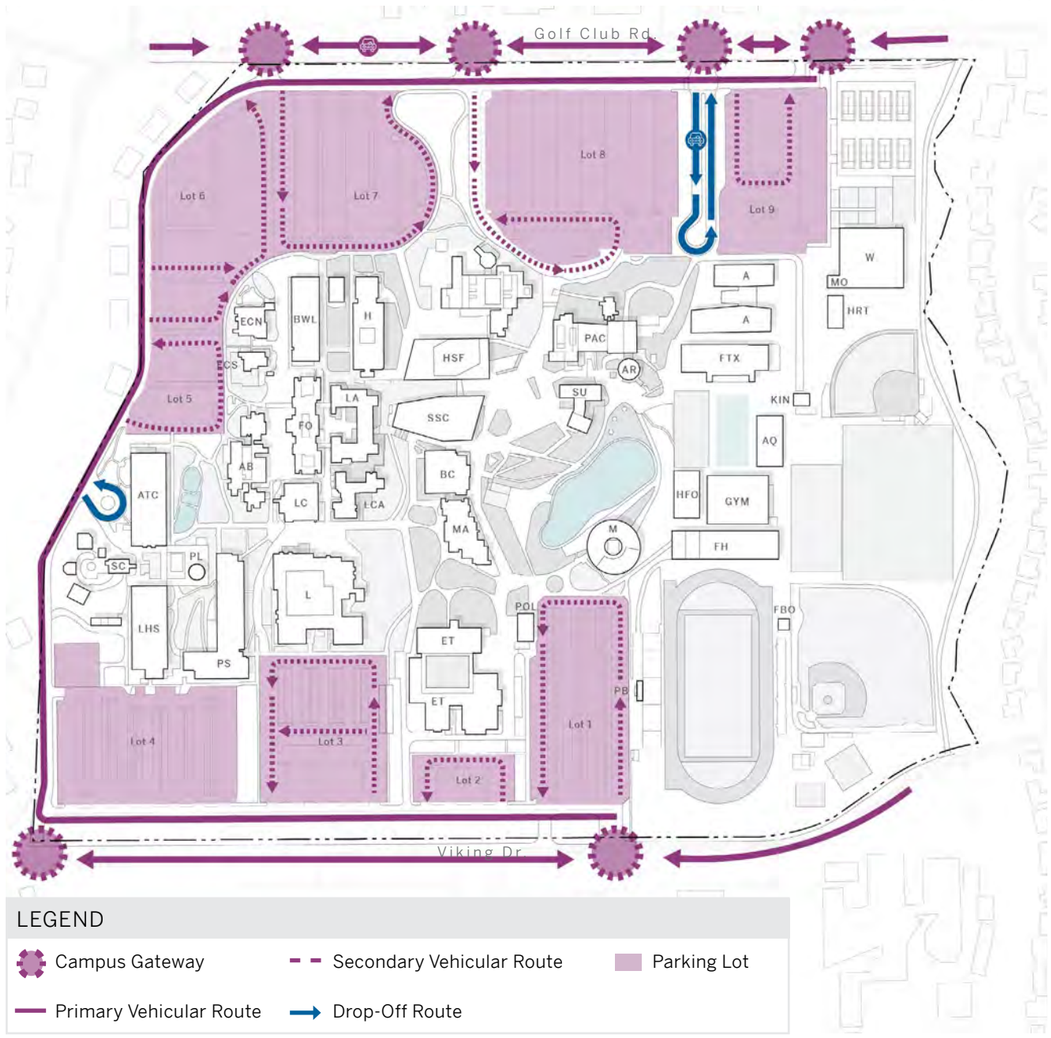


VEHICULAR CIRCULATION

Most students and employees access the campus by automobile.

The proximity of multiple educational institution on Viking drive contributes to increased vehicular and pedestrian traffic during peak hours, exacerbating the congestion issue. Addressing this congestion may require infrastructure improvements to alleviate the flow of traffic and enhance safety in the area.

Vehicular Circulation



LEGEND

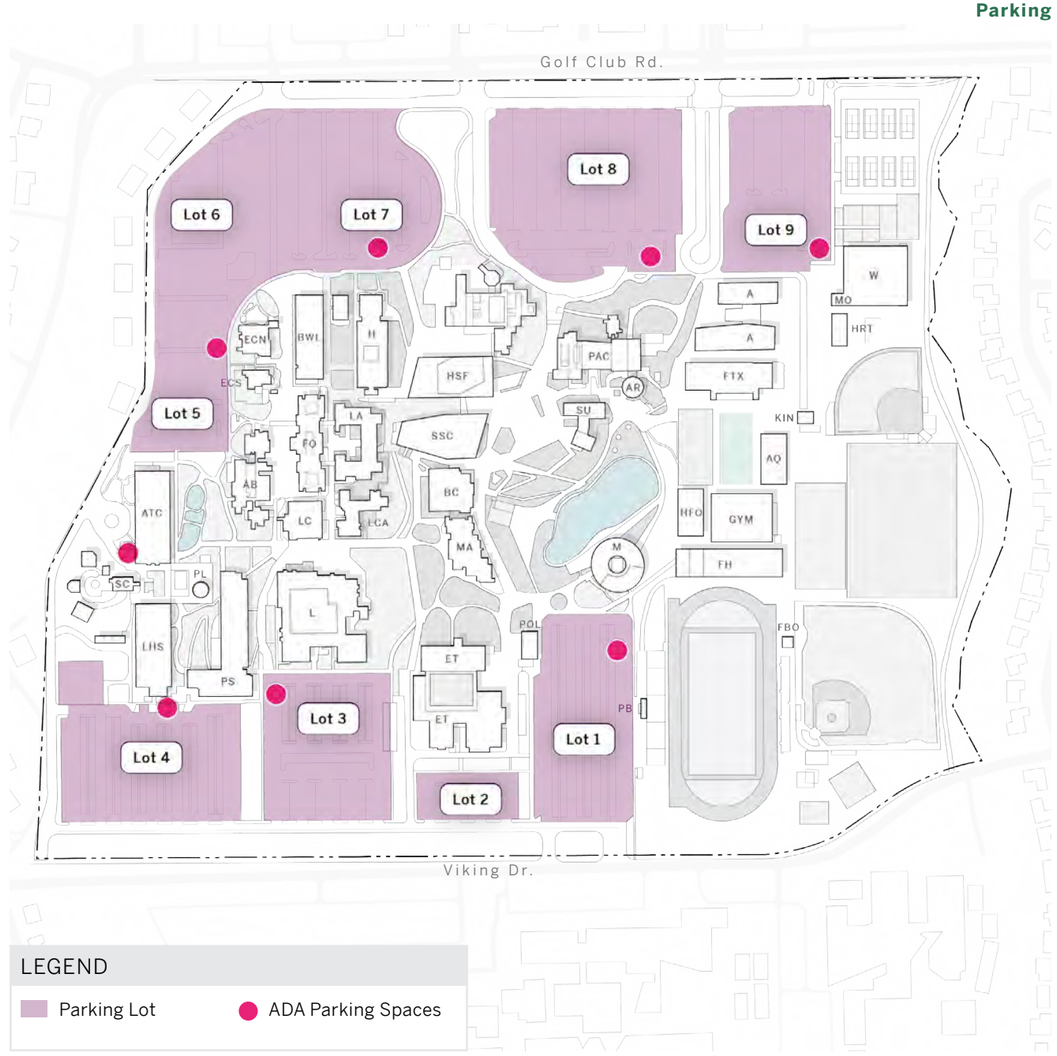
- Campus Gateway
- Secondary Vehicular Route
- Parking Lot
- Primary Vehicular Route
- Drop-Off Route

PARKING

There are 4,109 parking spots on campus. Analysis demonstrated that there is generally sufficient parking available, but future development should be considerate to impacts on parking capacity.

	FTES	STUDENT TO PARKING RATIO
2024	12,029	3:1
2034	13,684	4:1

Parking



LEGEND

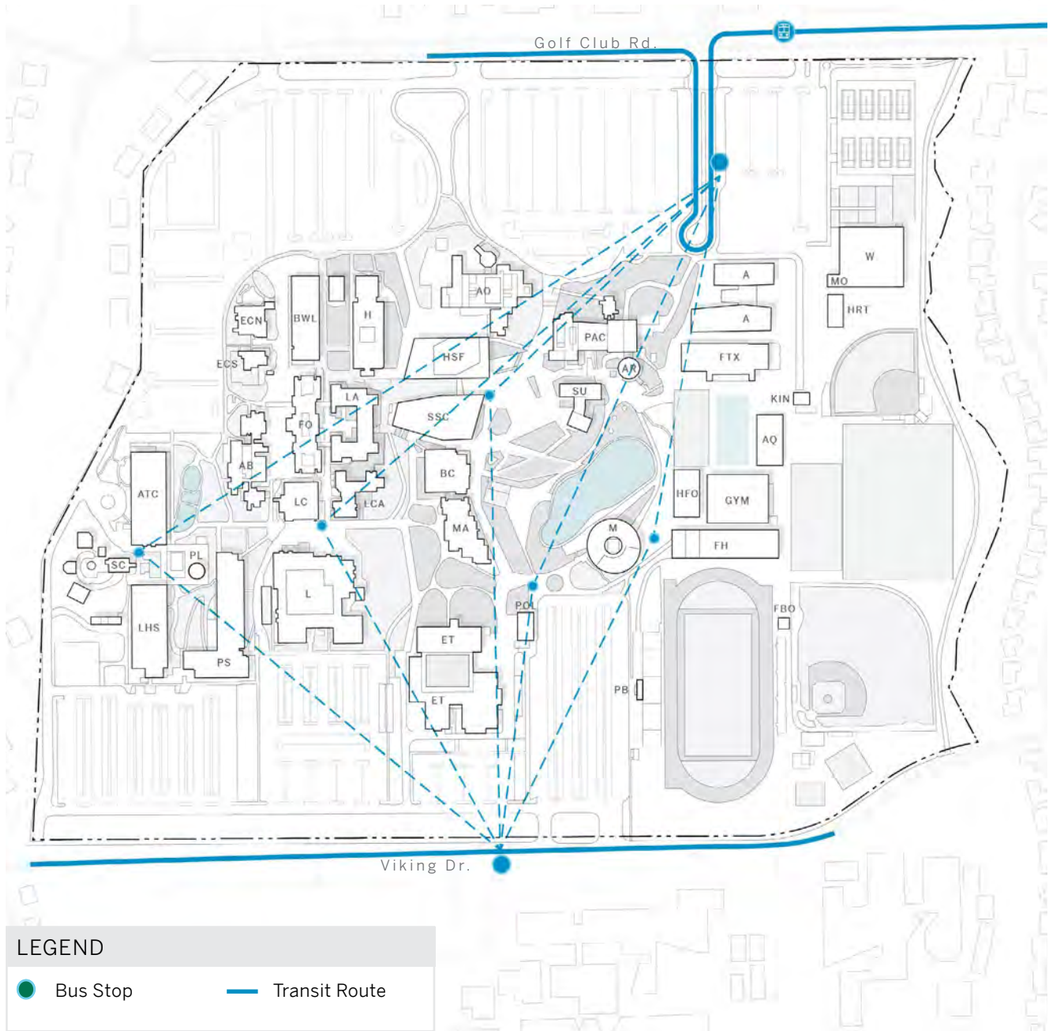
- Parking Lot
- ADA Parking Spaces

BUS CIRCULATION

Two bus stops serve campus directly: one to the north accessed from Golf Club Road, and one at the south on Viking Drive. The bus stops can be accessed in under 15 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



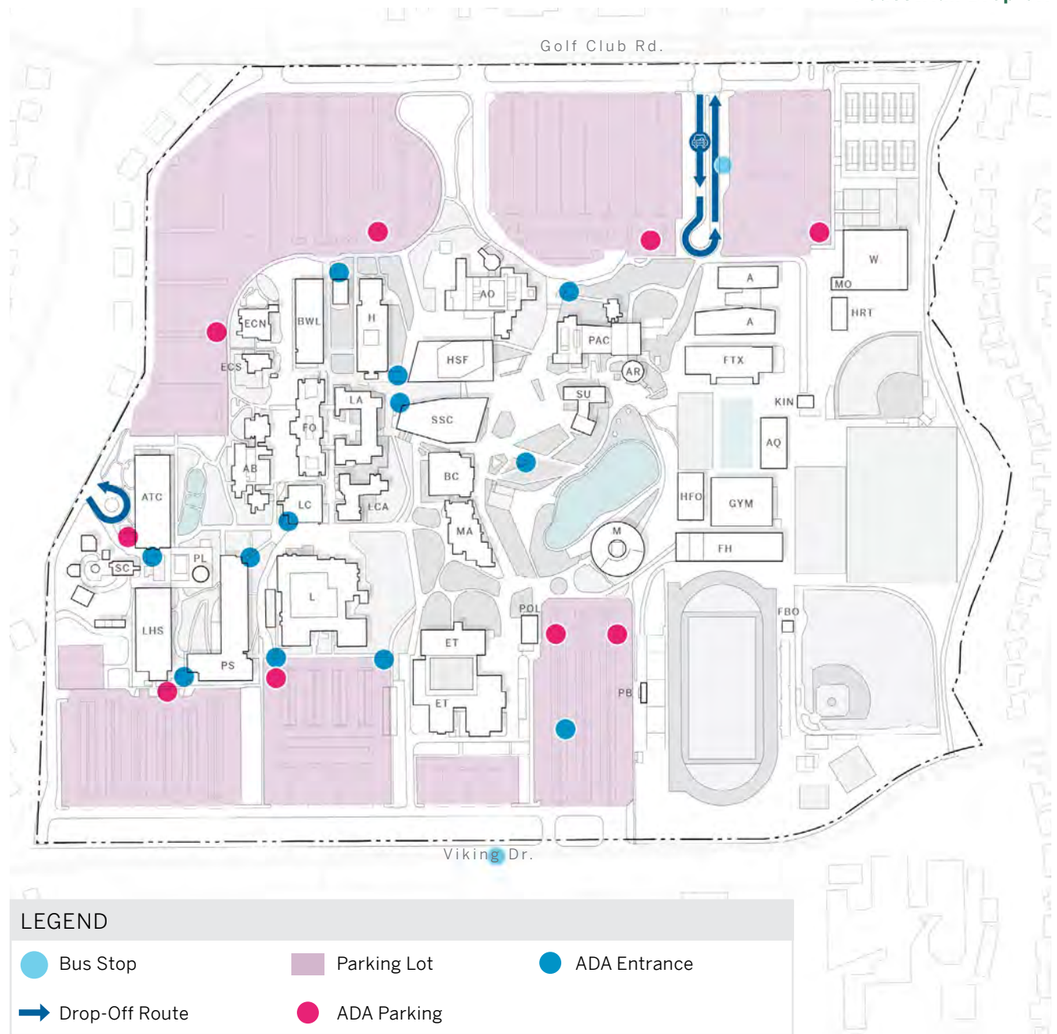
LEGEND

- Bus Stop
- Transit Route

PEDESTRIAN DROP-OFF

In addition to the two bus stops, pedestrian drop-offs occur at the main entrance loop of Golf Club Road. A secondary drop-off is located off Stubbs Road near the Advanced Technology Center.

Pedestrian Drop-off



LEGEND

- Bus Stop
- Parking Lot
- ADA Entrance
- Drop-Off Route
- ADA Parking

PEDESTRIAN CIRCULATION & OPEN SPACE

There is good pedestrian connectivity throughout the interior of campus. Pedestrian circulation is concentrated in campus core, with more limited routes extending the periphery of campus.

Workshop participants noted desire for improvements to the pedestrian realm, including sidewalk conditions, signage, and lighting.

Pedestrian Circulation & Open Space

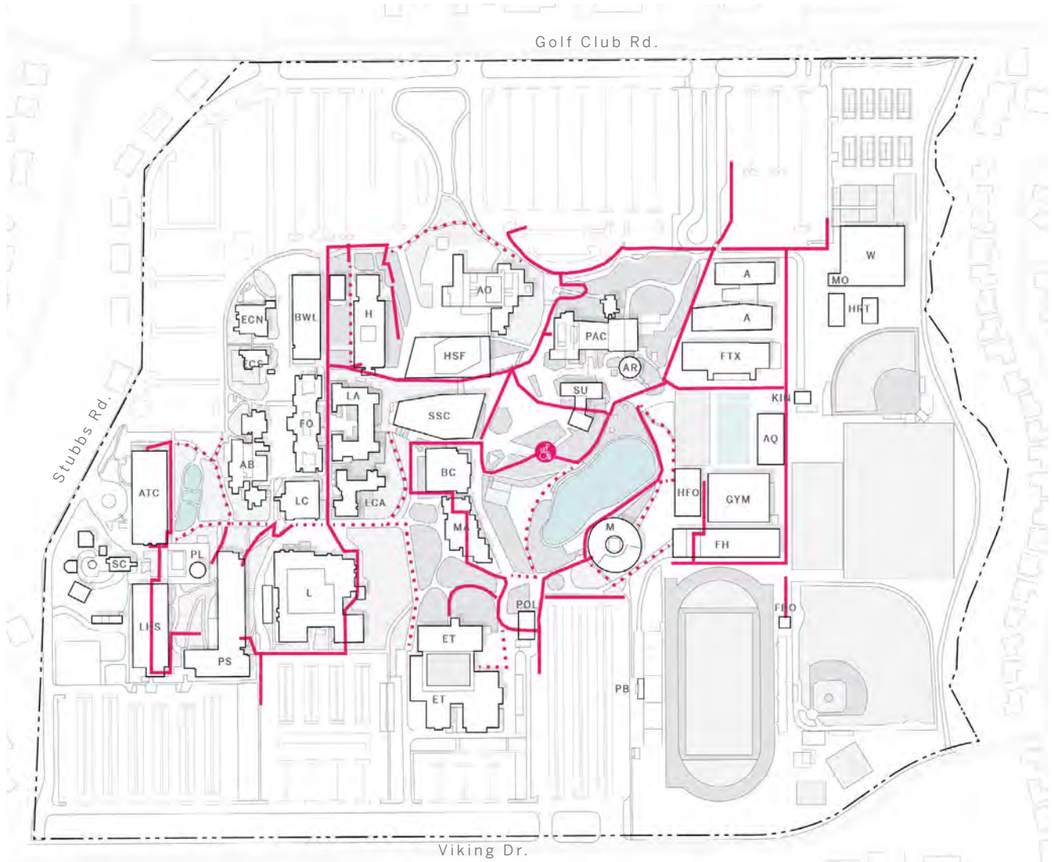
PEDESTRIAN ACCESSIBILITY

There are significant accessibility challenges on campus, including in the following areas:

- Connection between LC building level and Science hill
- Connection from the pool area to the lake
- Connection from the Viking Field to Parking lot 1
- Path between Library and math
- Green isle to the north of campus

The College is committed to resolving these major accessibility issues with this plan and ensuring that all areas of the campus are easily accessible to the public.

Universal Accessibility



FACILITIES CONDITION ASSESSMENT

FACILITIES CONDITION INDEX (FCI)

FACILITIES CONDITION INDEX (FCI)

The planning team conducted a survey to assign a Facilities Condition Index (FCI) score (more detail can be found in *Appendix #*) to all facilities on Campus. 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.

Building Replacement Value	*$1,000,000*
÷	
Cost of Correcting Building	*$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:

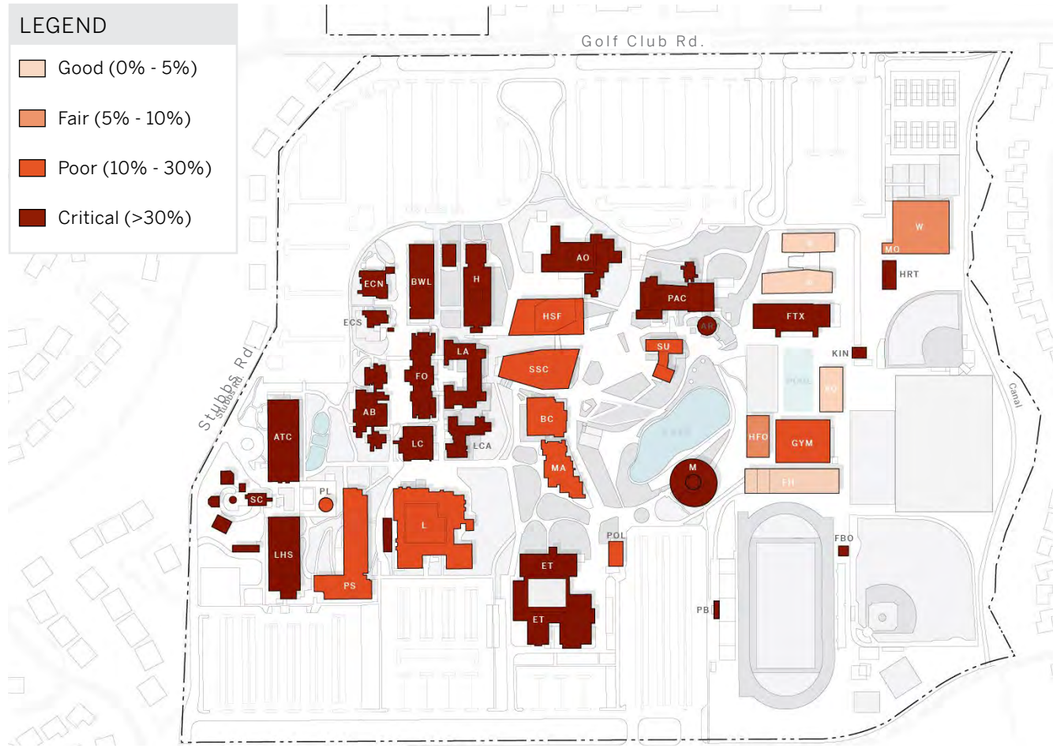
- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)

On the Pleasant Hill 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:

- Early Childhood Education South (56.9%)
- Faculty Office (36.7%)
- Science Center Classrooms and Office

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



HSF & SSC

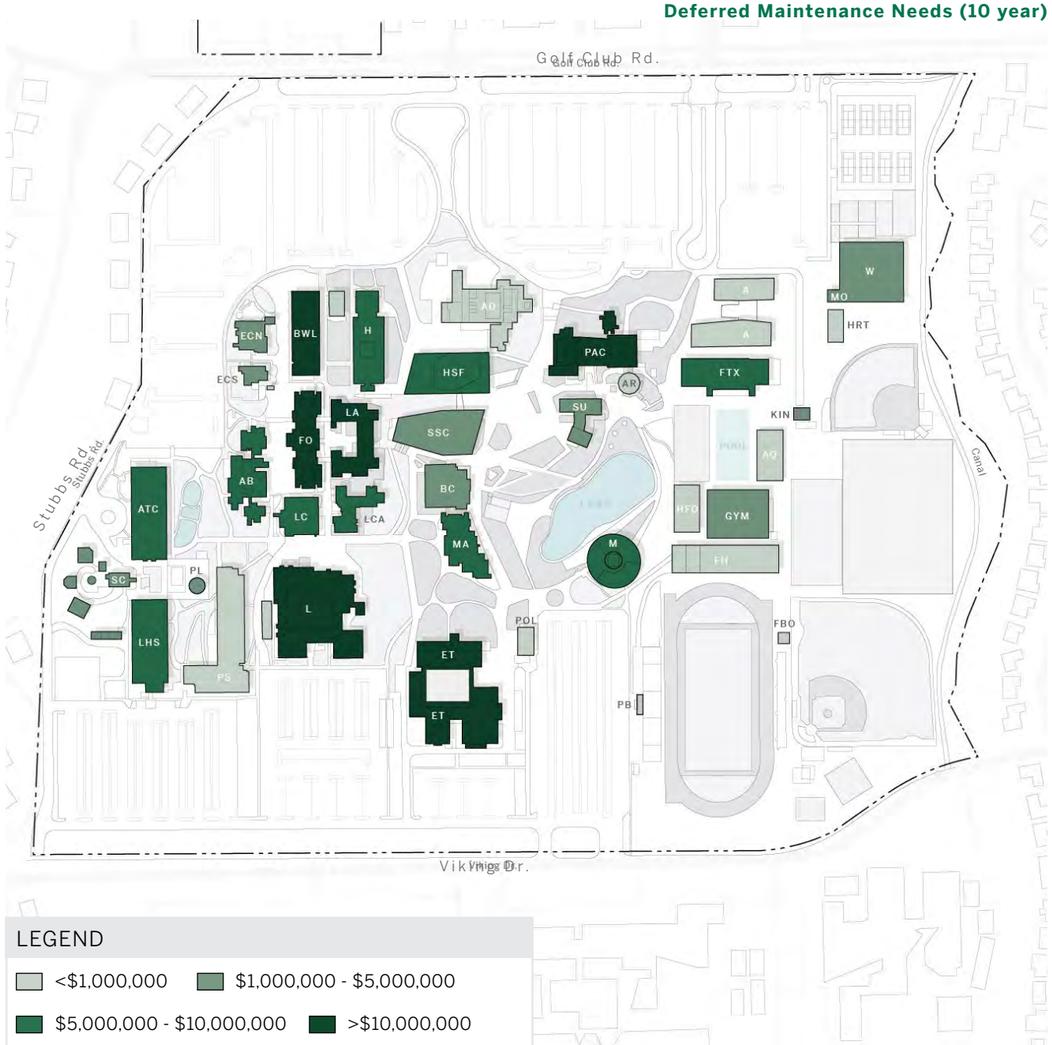
Engineering Technology Building

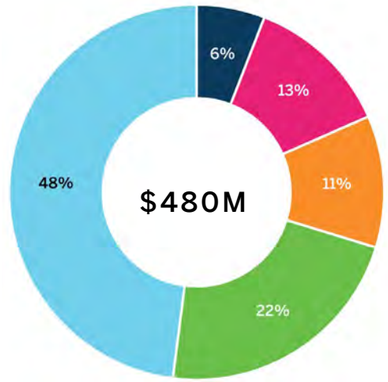
DEFERRED MAINTENANCE

DEFERRED MAINTENANCE NEEDS - 10 YEARS

These deferred maintenance costs outline the needs within the Facilities Plan 10 year timeline. Cost are based on replacing systems as-is, no escalation or additional costs are accounted for.

Deferred Maintenance Needs (10 year)

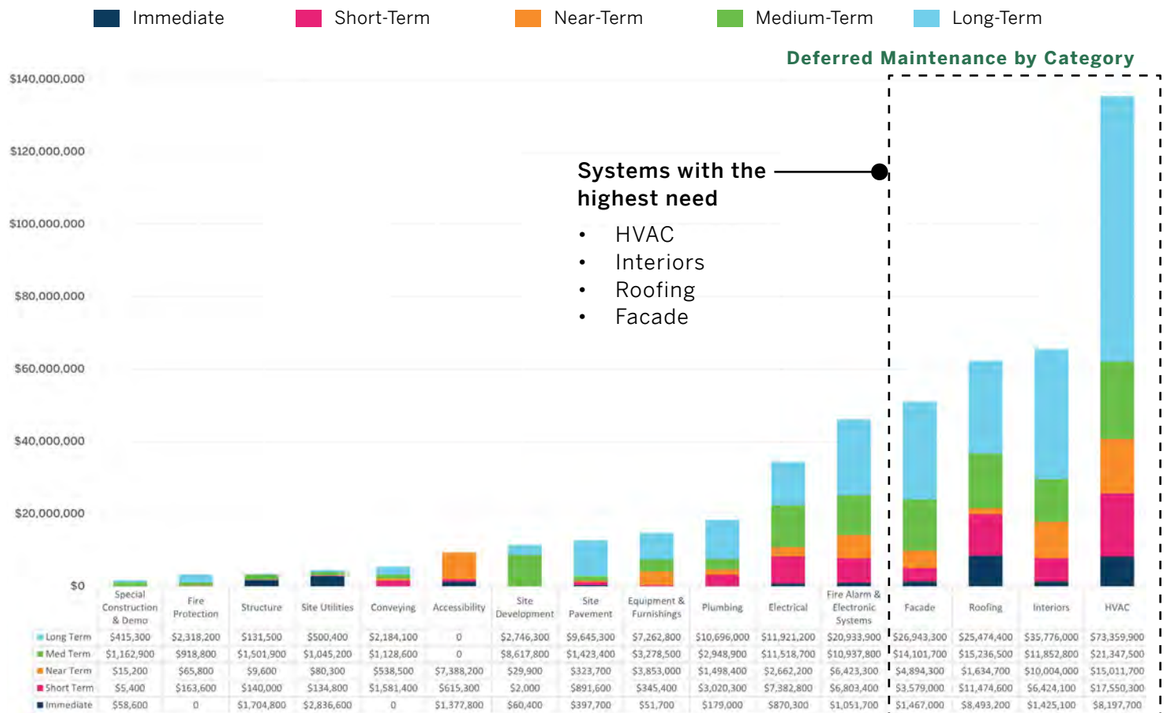




Deferred Maintenance by Phase

DEFERRED MAINTENANCE NEEDS - 20 YEARS

The Facilities Condition Assessment found that the campus will require significant investment in deferred maintenance, totaling $480 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.



	Special Construction & Demo	Fire Protection	Structure	Site Utilities	Conveying	Accessibility	Site Development	Site Pavement	Equipment & Furnishings	Plumbing	Electrical	Fire Alarm & Electronic Systems	Facade	Roofing	Interiors	HVAC
Long Term	$415,300	$2,318,200	$131,500	$500,400	$2,184,100	0	$2,746,300	$9,645,300	$7,262,800	$10,696,000	$11,921,200	$20,933,900	$26,943,300	$25,474,400	$35,776,000	$73,359,900
Med Term	$1,162,900	$918,800	$1,501,900	$1,045,200	$1,128,600	0	$8,617,800	$1,423,400	$3,278,500	$2,948,900	$11,518,700	$10,937,800	$14,101,700	$15,236,500	$11,852,800	$21,347,500
Near Term	$15,200	$65,800	$9,600	$80,300	$538,500	$7,388,200	$29,900	$323,700	$3,853,000	$1,498,400	$2,662,200	$6,423,300	$4,894,300	$1,634,700	$10,004,000	$15,011,700
Short Term	$5,400	$163,600	$140,000	$134,800	$1,581,400	$615,300	$2,000	$891,600	$345,400	$3,020,300	$7,382,800	$6,803,400	$3,579,000	$11,474,600	$6,424,100	$17,550,300
Immediate	$58,600	0	$1,704,800	$2,836,600	0	$1,377,800	$60,400	$397,700	$51,700	$179,000	$870,300	$1,051,700	$1,467,000	$8,493,200	$1,425,100	$8,197,700

ELECTRIFICATION STUDY

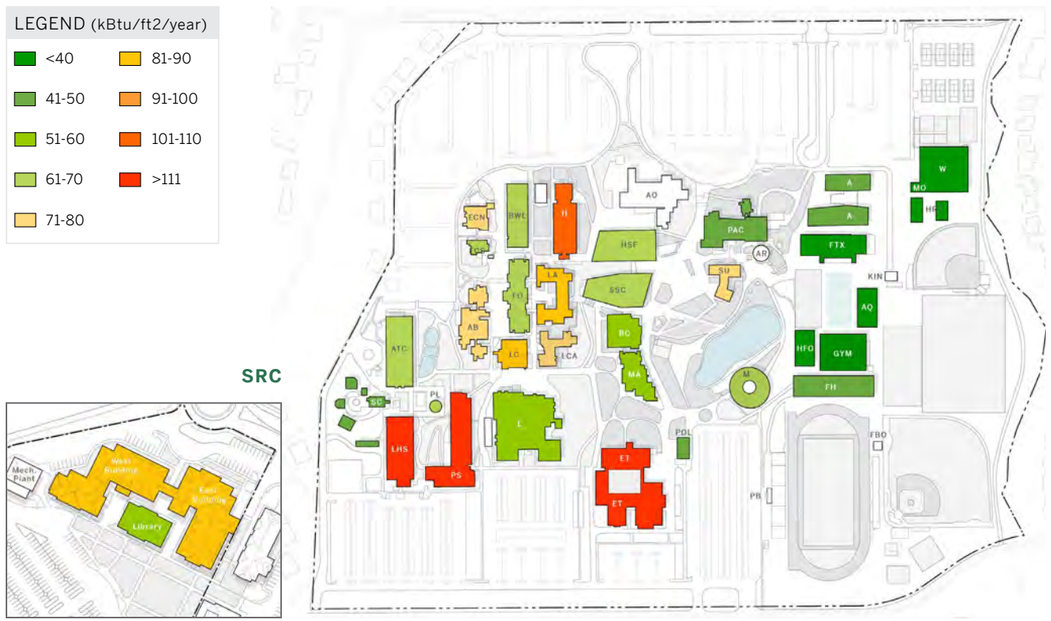
The electrification study aims to support the district in achieving its 2035 Districtwide Sustainability Goals, adopted by the 4CD Governing Board in 2022. It encompasses various components such as building benchmarking, electrical systems assessment, campus photovoltaic deployment assessment, building 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.

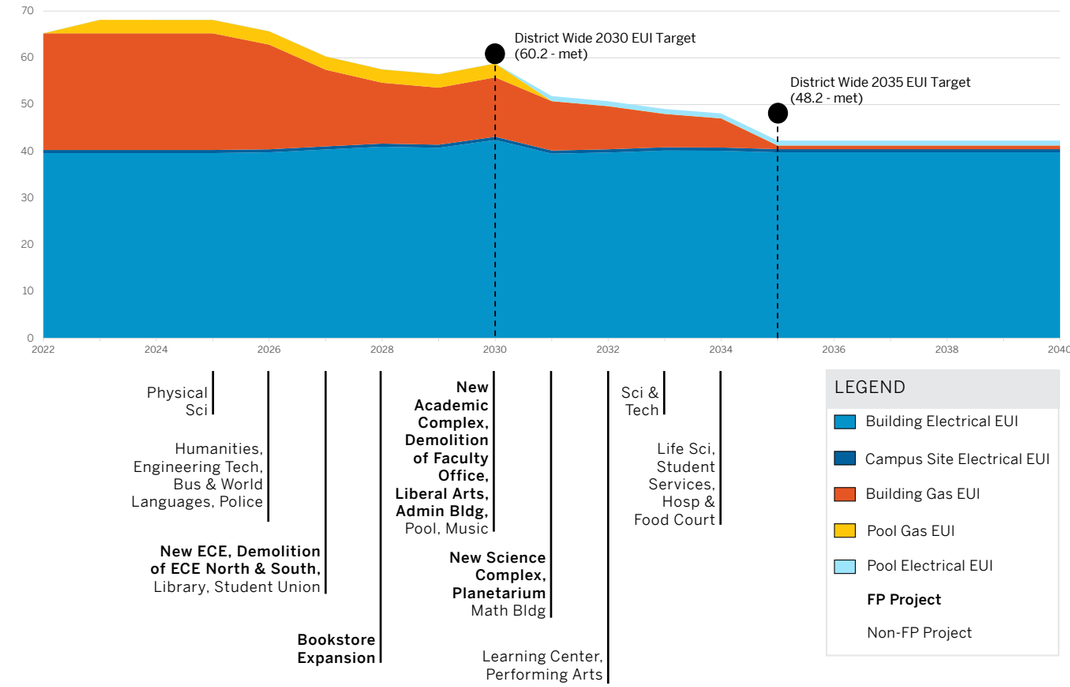
Energy Use Intensity (EUI) - PHC



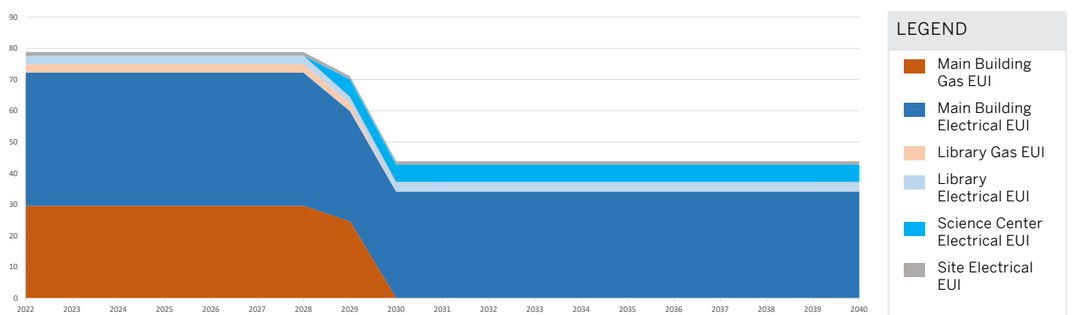
SRC

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

PHC Campus EUI (kBTU/sf-yr) by type



SRC Campus EUI (kBTU/sf-yr)



HVAC ELECTRIFICATION STRATEGY

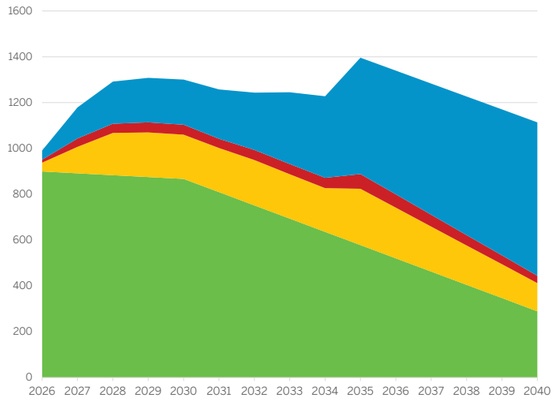
The following matrix outlines the District-wide energy efficiency upgrades planned for DVC in order to meet 4CD energy and sustainability goals and their associated project cost. These are the energy efficiency projects that apply to the buildings not being replaced in this FP, but will require some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

DVC Projects Cumulative Cost						
Campus	Lighting	Controls	Electrification	Planned PV	Future PV	Total
PHC	$5,092,787	$6,226,491	$16,360,113	$3,530,445	$12,240,000*	$43,449,836
SRC	$953,678	$6,226,491	$3,191,597	$3,530,445		$7,739,987

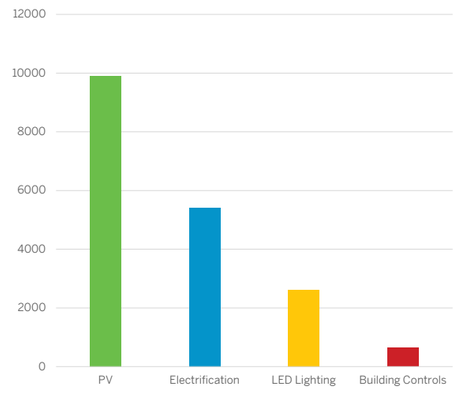
** In 2024 dollars.*

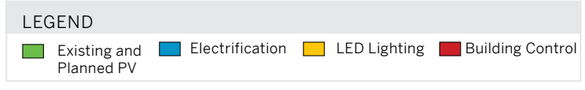
The graph below shows the tons of CO2 averted by the type of measure. The graph shows the 15 years from the start of 2026 to the end of 2040, as well as a summation. PV provides a greater source of averted emissions early on, while electrification provides a greater amount of averted emissions by the end of the study. This is due to the improving grid emissions rate lowering the offset impact of PV, and increasing the gas replacement impact of electrification. There is also PV at the start of the study, whereas it takes time for a portfolio of electrified buildings to accumulate.

PHC Metric Tons of CO2 Averted, by

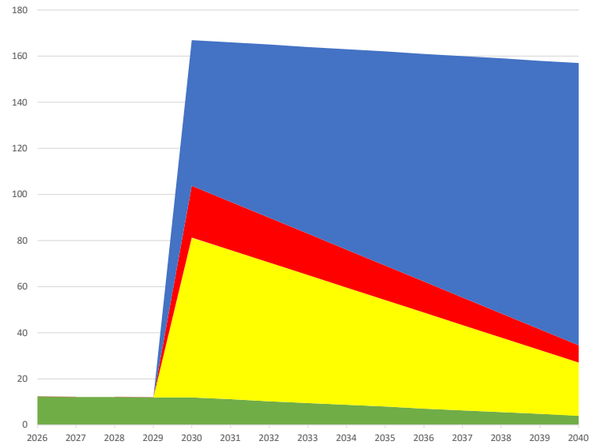


PHC Emissions Averted from 2026 to 2040

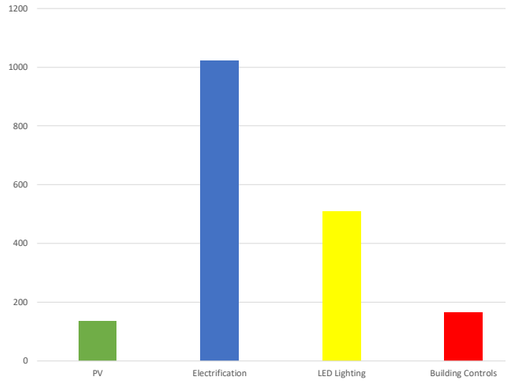


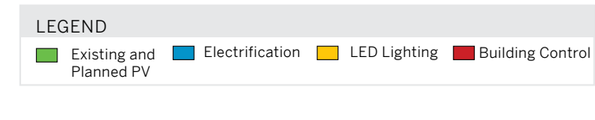


SRC Metric Tons of CO2 Averted, by Measure



SRC Emissions Averted from 2026 to 2040



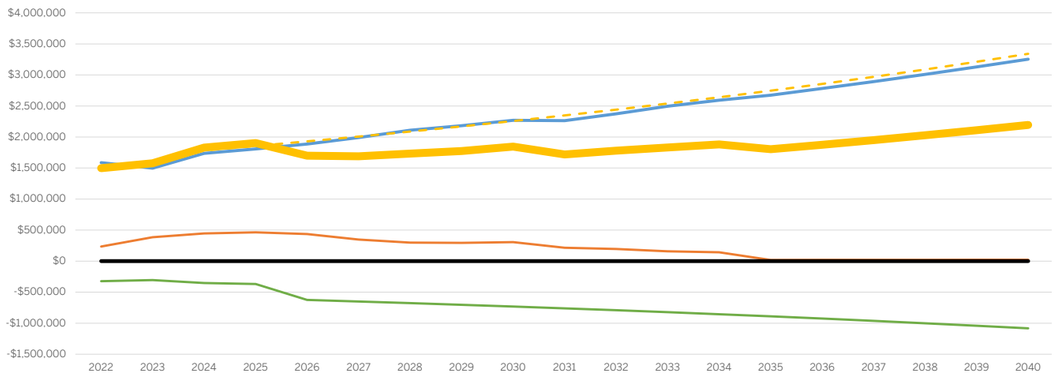


PV STRATEGY

The DVC campus currently has approximately 567 kW of PV arrays over parking lot 1, 267 kW of PV arrays over parking lot 3, and 548 kW of arrays over parking lot 4, which when combined, offset 21% of the campus annual electricity consumption. DVC also has future planned PV installation of an additional 878 kW over Lot 5. Based on future energy projections from reduced EUIs on FP projects (new building EUI's projected at 25-55**) and additional efficiency projects, an additional 4080 kW of PV may be required to reach 100% offset of emissions, which will also significantly reduce and control 4CD's overall annual utility costs.

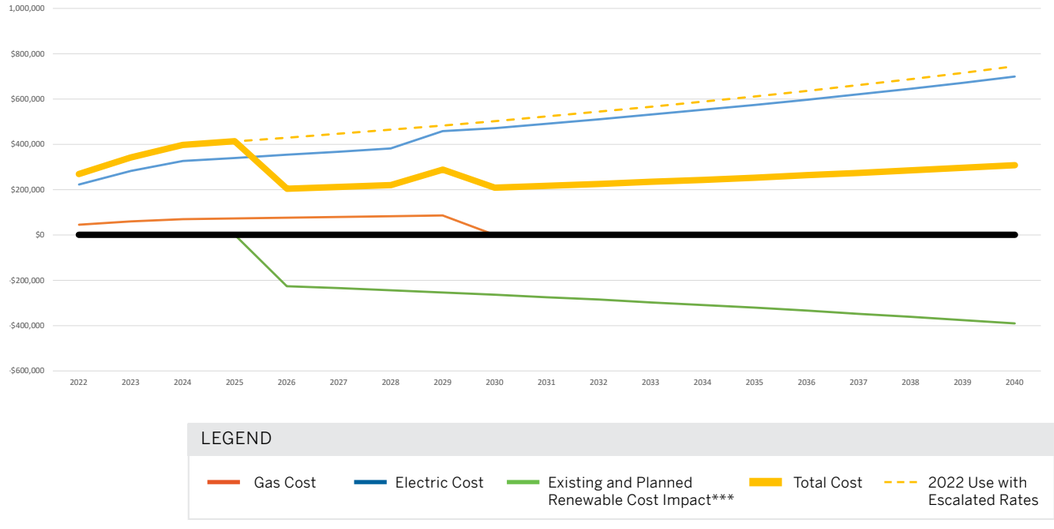
*** The new science facility has a higher more conservative estimated EUI than other new facilities due to the higher equipment load and energy use of science buildings due to things like fume hoods.*

PHC Campus Energy Cost Over Time (Dollars)



*** Future Renewable cost impact depends on year of deployment, but would yield an estimated additional savings of $1,858,000 per year with 2035 estimated electricity costs if the 4080 kW of PV required to offset emissions completely is installed.*

SRC Campus Energy Cost Over Time (Dollars)



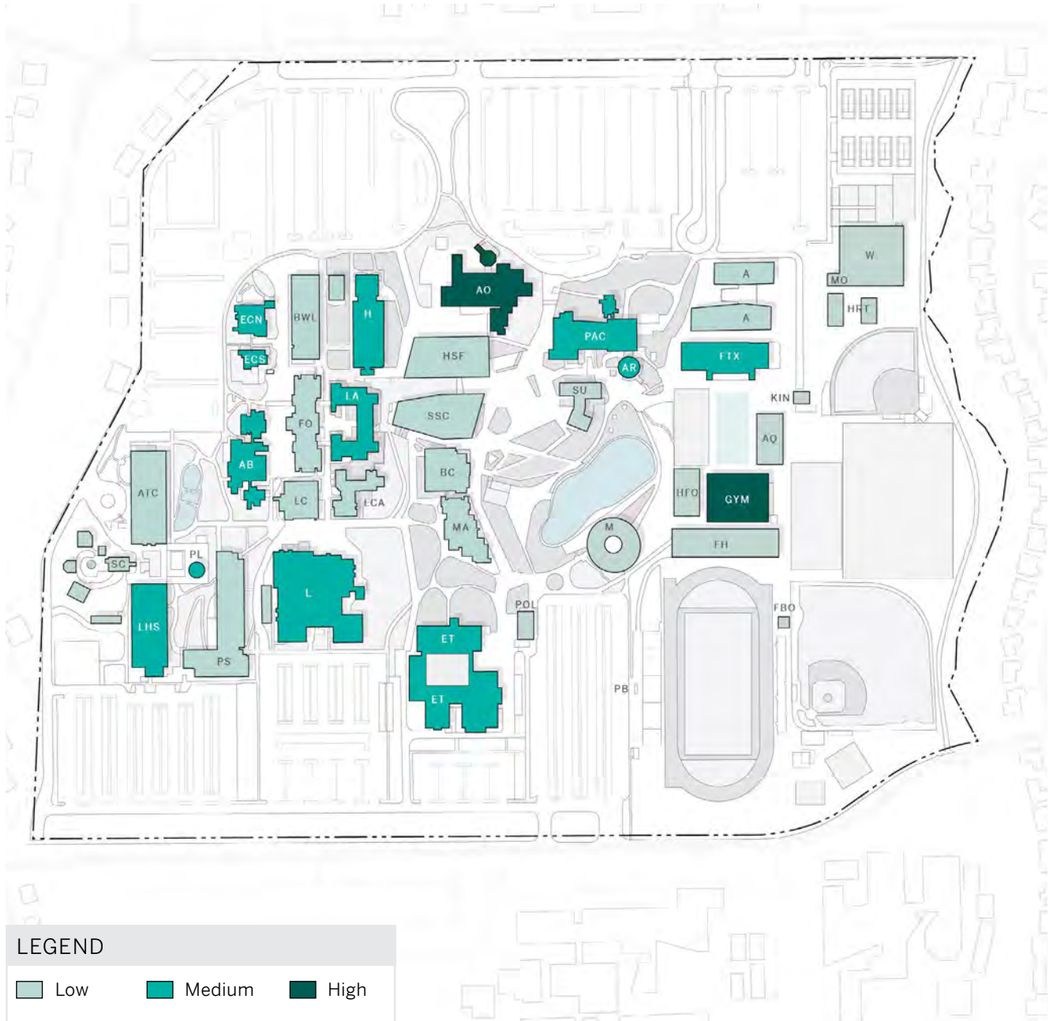
*** Future Renewable cost impact depends on year of deployment, but would yield an estimated additional savings of $1,858,000 per year with 2035 estimated electricity costs if the 4080 kW of PV required to offset emissions completely is installed.*

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.



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.

The report recommends several actions to address existing issues with the sanitary sewer system. These include replacing sewer laterals at specific buildings due to mercury contamination and sagging pipes, as well as conducting inspections to identify and address clogging issues. Additionally, it suggests televising both specific areas and the entire campus sewer system to assess overall physical condition. The implementation of these sewer improvements can proceed immediately as standalone projects, as they have minimal impact on future building locations.

The report recommends several actions to address existing issues with the water system. These include replacing the pressure reducing valve (PRV) at the music building, replacing campus-wide water valves, using PVC C900 plastic pipe for future leaks, and conducting flow tests on existing hydrants to ensure fire flow requirements are met. The implementation of these water system improvements can begin immediately. The PRV replacement at the music building is not affected by future building plans and can proceed right away. Most valve replacements can also proceed at any time, except for three valves near future buildings, which can wait and be incorporated into planned building projects.

The report recommends various actions to address existing issues with the storm drain system. These include conducting geotechnical studies and topographic surveys at multiple locations to identify causes of groundwater seepage and ponding. It also suggests connecting existing roof drains to the storm drain system and replacing lake circulation pumps and piping. These storm drain improvements can be implemented independently of planned future buildings and can be addressed at any time.

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 DVC 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 DVC campus. See appendix for full utilization study.

Prescribed Space Standards (for a Campus with more than 140,000 WSCH)

Space Type	Formula	Rates
Classroom	ASF / Student Station	20
	Station Utilization Rate	66%
	Average hours room/week	53 (More than 140,000 WSCH)
Lab	ASF / Student Station	Varies based on subject
	Station Utilization Rate	85%
	Average hours room / week	27.5
Office / Conference	ASF per FTEF	175
Library / Study / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE*	3.83
	ASF / 3,001-9,000 DGE*	3.39
	ASF / > 9,000 DGE*	2.94
Instructional Media / AV / TV	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE*	1.50
	ASF / 3,001-9,000 DGE*	0.75
	ASF / > 9,000 DGE*	0.25

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

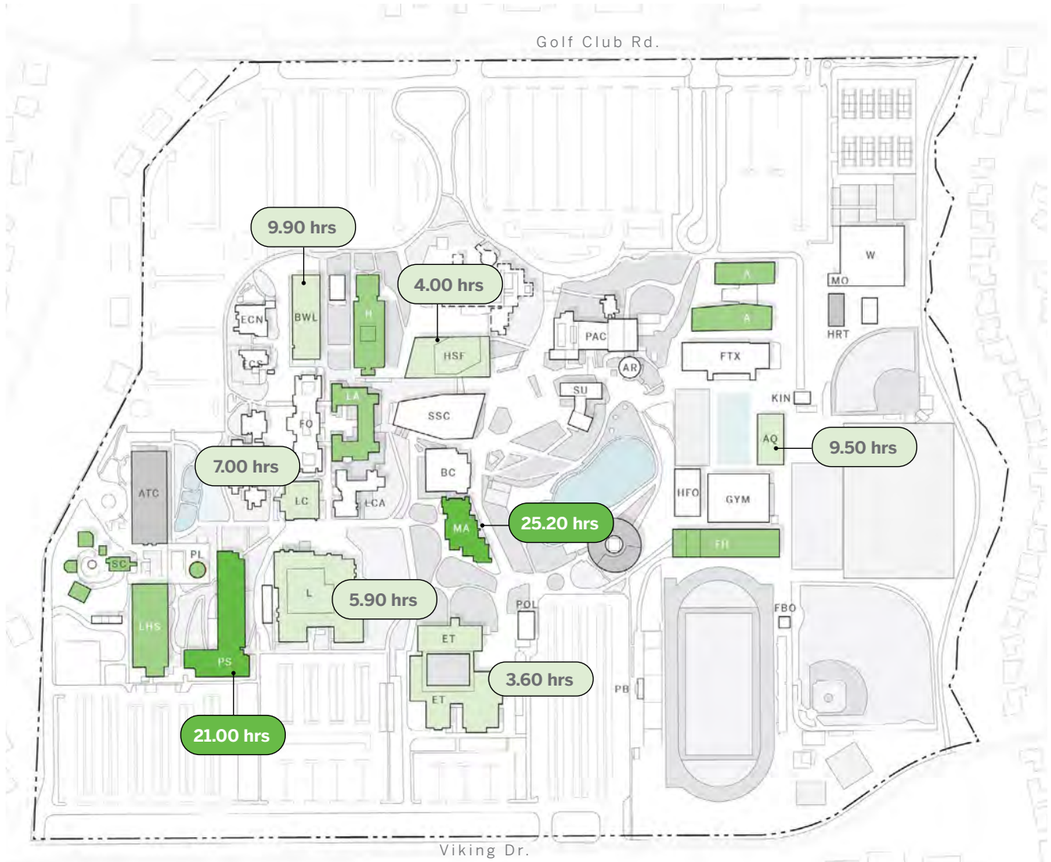
*DGE Day Graded Enrollment

WEEKLY ROOM HOURS - CLASSROOM

In Fall 2023, no building's average Weekly Room Hours (WRH) meets the state target of 52.5 hours per week.

Mathematics building has the most WRH, yet it remains 52% below the state target.

Weekly Room Hours - Classroom



LEGEND

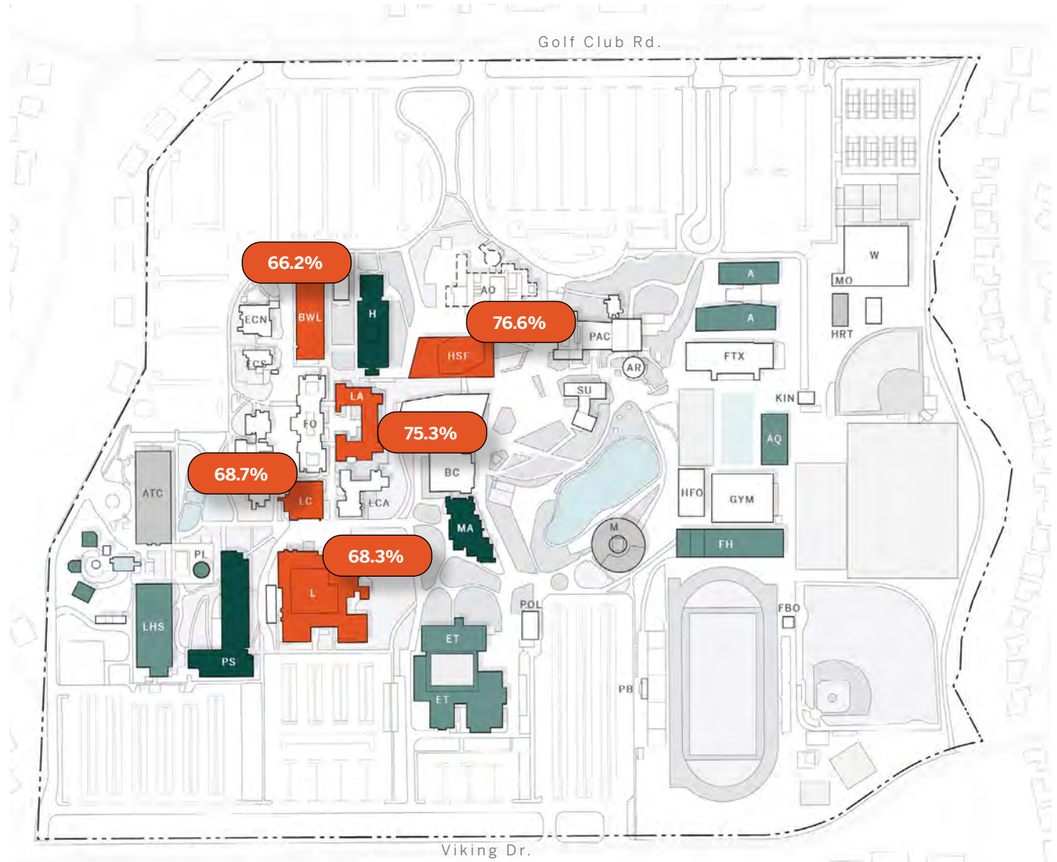
- 0-10 hrs
- 10-20 hrs
- 20-53 hrs
- Above 53 hrs *(State Standard for campuses more than 140,000 WSCH)*
- Bldgs with no classrooms
- Bldgs lack scheduling data

STATION OCCUPANCY - CLASSROOM

In Fall 2023, five buildings achieve the state target of a 66% average Station Occupancy Rate.

No building's average Station Occupancy Rate is 30%.

Station Occupancy - Classroom



LEGEND

- 0-30%
- 30-50%
- 50-66%
- Above 66% *(State Standard)*
- Bldgs with no classrooms
- Bldgs lack scheduling data

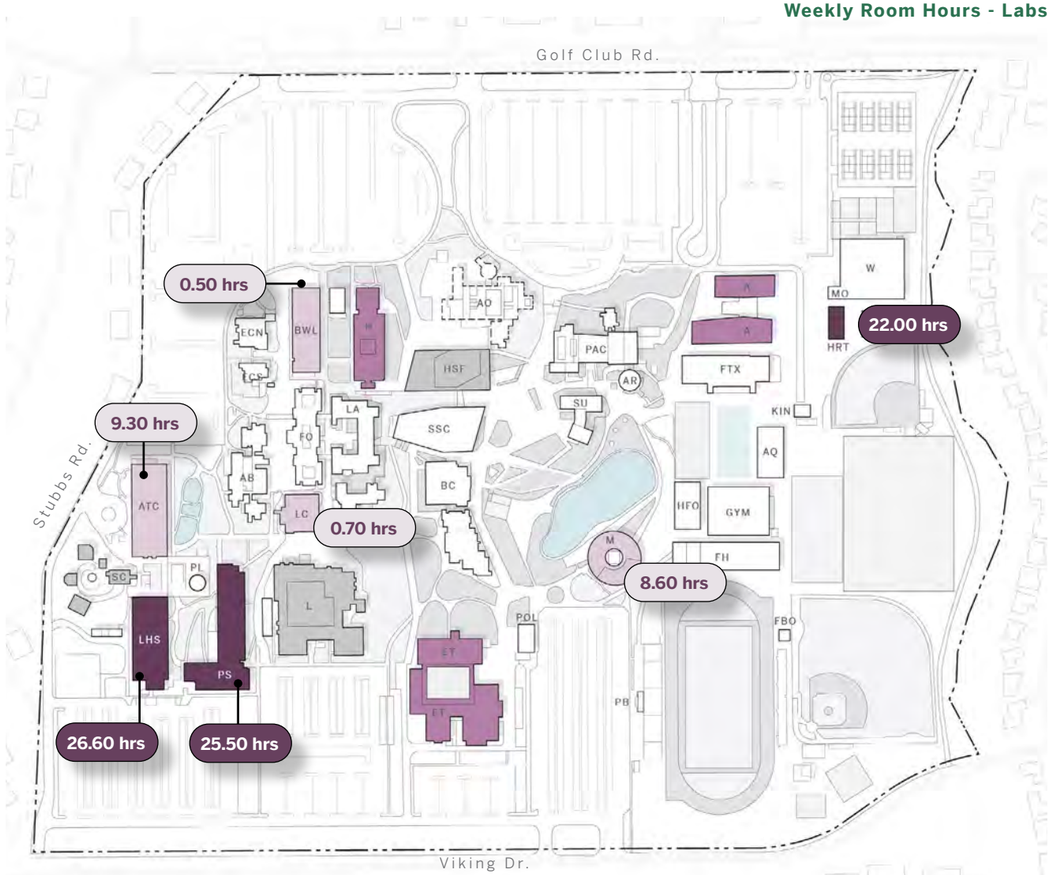
LABS

WEEKLY ROOM HOURS - LABS

In Fall 2023, no building's average Weekly Room Hours (WRH) meets the state target of 27.5 hours per week.

Three buildings exceed an average weekly room usage of 20 hours. Life & Health Sciences building has the most WRH.

Weekly Room Hours - Labs



LEGEND

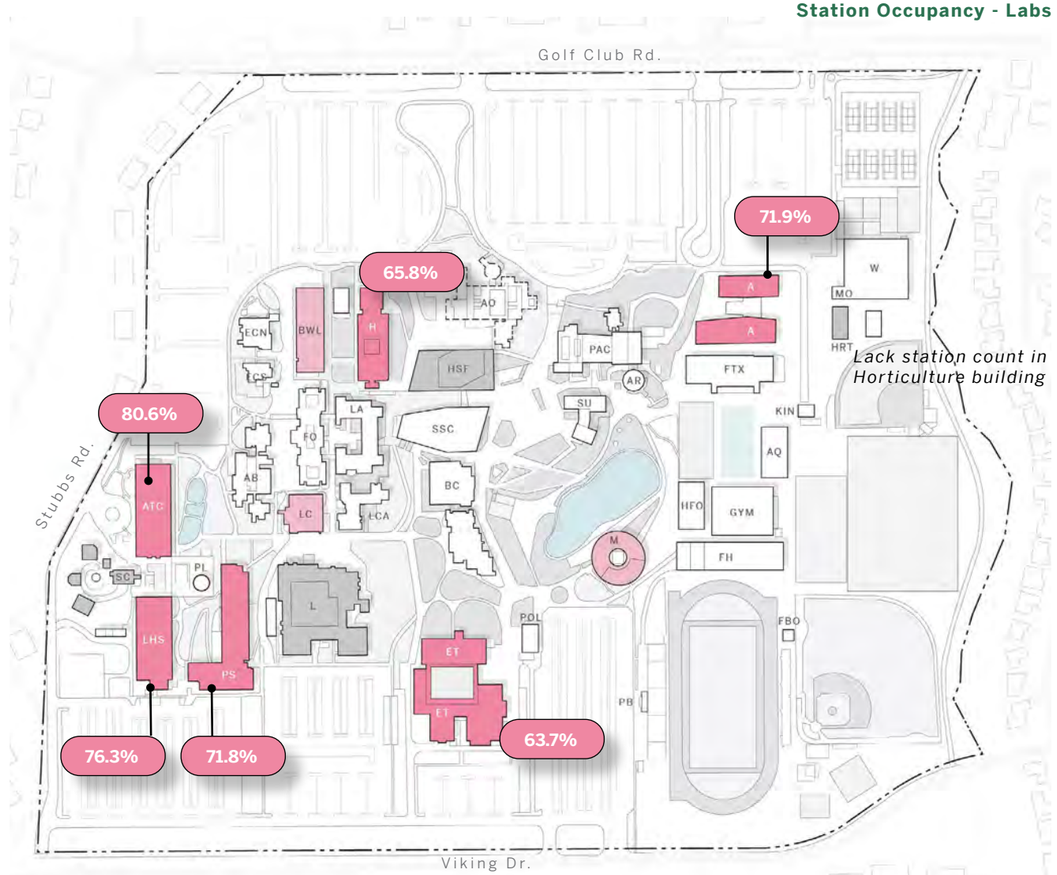
0-10 hrs	20-27.5 hrs	Bldgs with no laboratories
10-20 hrs	Above 27.5 hrs *(State Standard)*	Bldgs lack scheduling data

STATION OCCUPANCY - LABS

In Fall 2023, no building achieves the state target of a 85% average Station Occupancy Rate.

Six buildings exceed an average station occupancy rate of 60%. Advanced Technology Center has the highest station occupancy rate.

Station Occupancy - Labs



LEGEND

0-30%	60-85%	Bldgs with no laboratories
30-60%	Over 85% *(State Standard)*	Bldgs lack scheduling data

SPACE PROGRAM

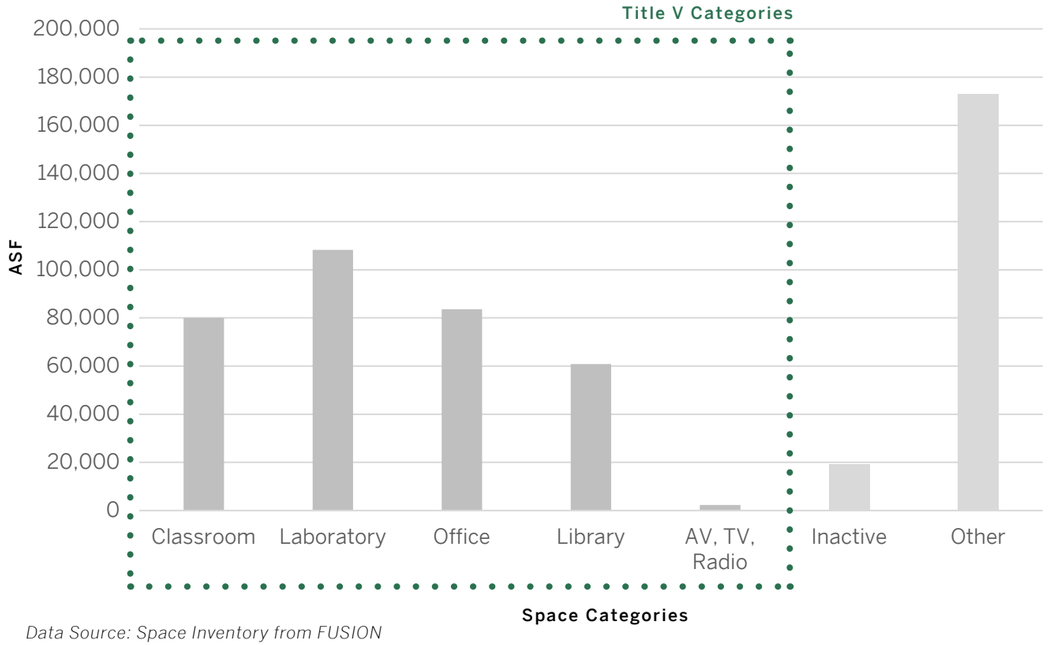
CODING SPACE (TITLE V)

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.

2023 Space Inventory, Pleasant Hill



Data Source: Space Inventory from FUSION

CAPACITY/LOAD

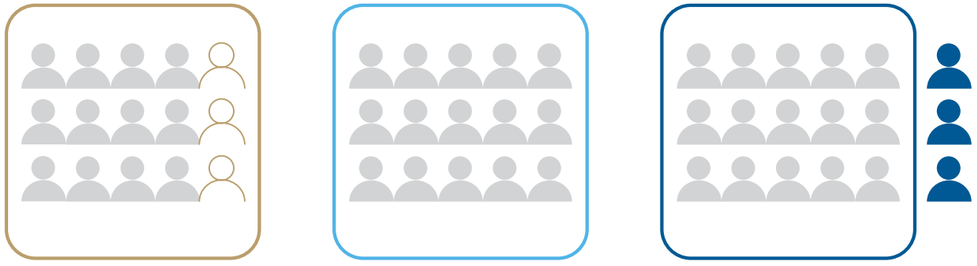
Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, and the number of students participating in campus programs.

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

Eligible for State Funding



LOW USE
Over 100% cap/load
overbuilt

RIGHT USE
At 100% cap/load

HIGH USE
Under 100% cap/load
underbuilt

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),

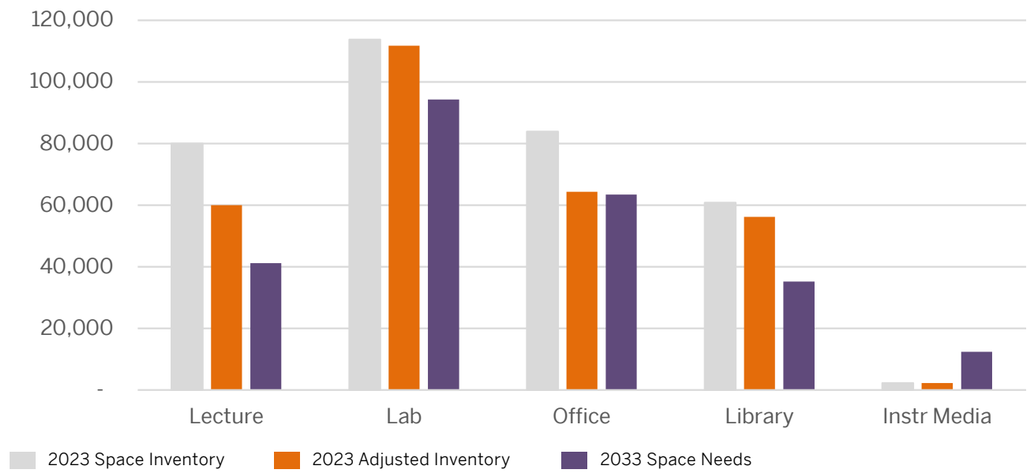
2. Preliminary Projections
A linear percentage growth of 0.6% each year for the next five years, and 2% from 2029 to 2033, to all programs is applied. This ensures a steady and predictable trajectory of growth, providing a stable foundation for long-term planning. While this is a snapshot of time captured in 2023/24, at the conclusion of DVC's Facilities Plan, District was seeing upward trends in the enrollment both for in-person and online modality option. Fuure planning and assessment efforts can help shape the projections model to account for any enrollment changes.

3. Online and In-person Learning Model
A consistent split of 60% in-person and 40% online learning has been implemented across all disciplines, regardless of their current distribution.

4. 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.

5. 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, Pleasant Hill



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 Facilities Plans for DVC have been carefully developed through comprehensive review and analysis of multiple data sources. These sources have equipped the 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.

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 FP.

HOW THIS DATA WAS UTILIZED

The matrix below illustrates each focus area for every building or campus site. Through various activities and workshops, these datasets were collaboratively shared and assessed. Throughout these sessions College stakeholders were exploring potential solutions to enhance these conditions. These solutions included addressing deferred maintenance, renovation, retrofitting, demolition, replacement, or new construction. Graphic campus plans were developed to document progress plans, draft plans, and the final facilities/campus master plan. The result of the process and the final Facilities Plan 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	Energy Use Intensity (EUI)	% of Usage (compared to State Standard)	Total Weekly Scheduled Hours
Physical Science	2000	$11,277,745	31.80%	L	125.0	79%	433
Life Health & Sciences	1960	$14,466,011	42.30%	M	127.4	66%	405
Liberal Arts	1972	$11,757,759	54.20%	M	86.9	32%	400
Math Building	1963	$6,628,592	31.80%	L	55.8	53%	353
Art Complex	2022			L	41.3	44%	226
Engineering Technology	1971	$18,302,429	58.20%	M	136.8	33%	187
Humanities	1964	$7,722,933	54.70%	M	105.4	27%	163
Business & World Language	2002	$12,044,225	52.50%	L	68.8	19%	130
Music	1963	$7,435,704	37.40%	L	65.1	31%	69
Library	1970	$17,011,062	31.30%	M	60.4	18%	66
Fitness & Exercise	1967	$7,483,519	35.80%	M	35.8		52
Learning Center	1974	$5,846,193	42.70%	L	86.9	12%	51
Advanced Technology Center	1960	$8,232,735	43.50%	L	66.5	34%	28
Horticulture Greenhouse 1-2	1975	$793,874	34.60%	L	44.7	80%	22
Science Center Classroom 501	1976	$1,160,643	101.10%	L	10.8	15%	22
Aquatics	2023	$189,189	3.3%	L	35.8	20%	19
Hospitality Services & Food Court	2014	$11,772,877	30.60%	L	64.0	6%	19

Refer to the appendix for the full version of the matrix.

SAN RAMON

EXISTING CONDITIONS

CAMPUS CONTEXT

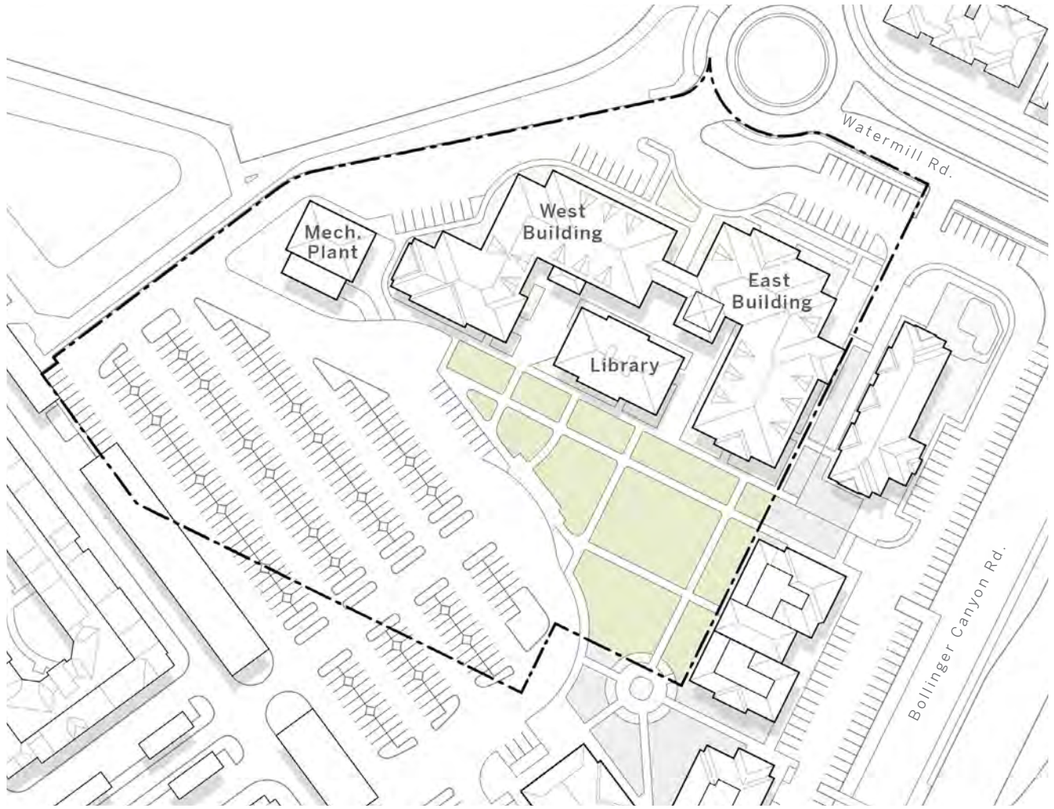
Over 3,000 students enjoy access to Diablo Valley College at the convenient San Ramon location.

The San Ramon Campus serves students in south Contra Costa County. Students may take all of their classes at SRC or may take classes at both campuses.

Many of the services available at the Pleasant Hill Campus are also available at the San Ramon Campus such as admissions, assessment, a bookstore, counseling services, disabled student services, a student services office, computer labs, library facilities, information on job openings, student clubs and activities, and tutoring.

The DVC Pleasant Hill and San Ramon Campuses are about a 30-45 minute drive apart. Due to travel time (around 2 hours), headways, and need for transfers, transit options are challenging between the campuses.

Existing Conditions



88,535
Gross SF

55,300
Assignable SF

Consisting of three buildings on an approximately 12 acre site, the San Ramon Campus was completed in 2021. The campus features a new 6,000 square foot Library and Academic Support Center building, renovated Learning Commons, café, indoor and outdoor gathering spaces, classrooms, and science laboratory spaces.

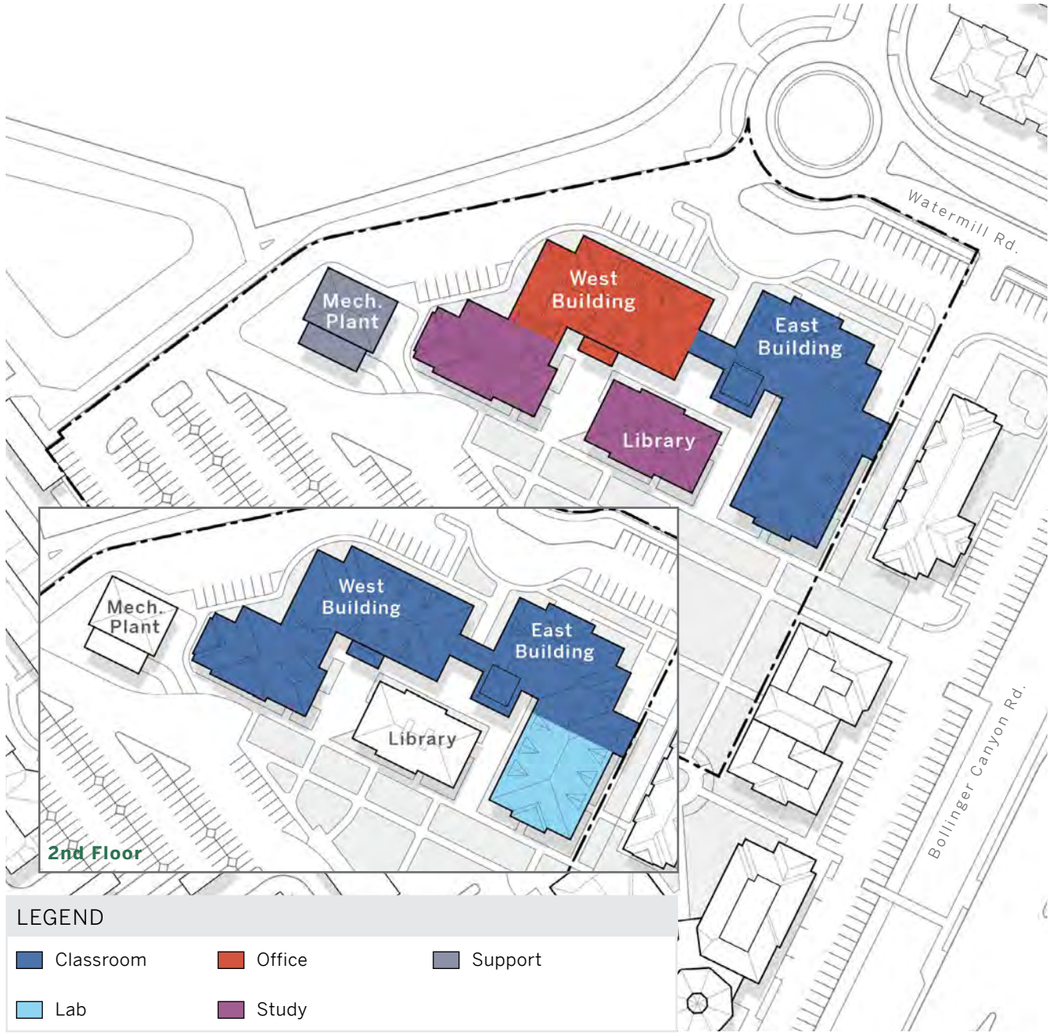
BUILDING & LAND ANALYSIS

BUILDING 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



LAND ANALYSIS

TOPOGRAPHY

The campus topogaphy is relatively flat and does not present major challenges for accessibility.

Topography

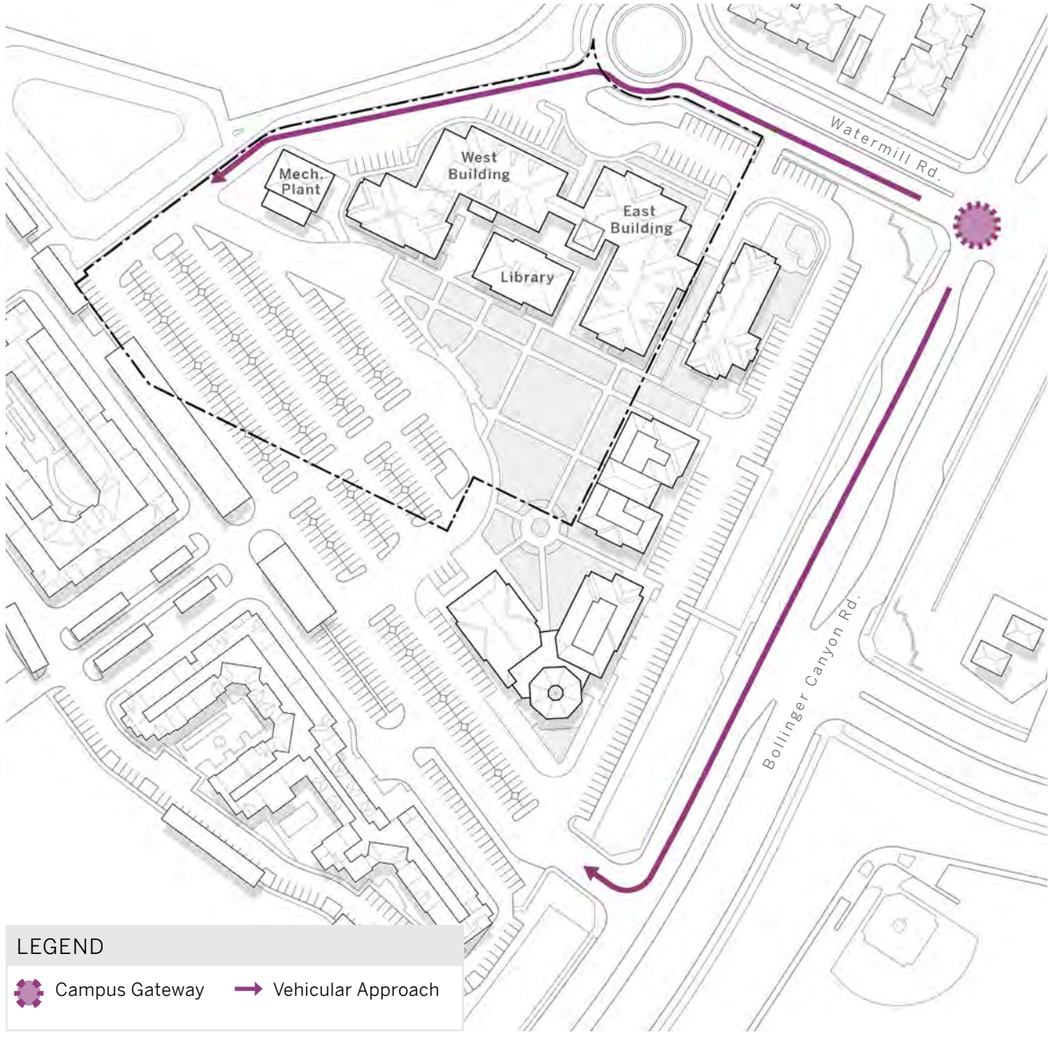
MOBILITY & ACCESS

VEHICULAR

VEHICULAR APPROACH

The campus is access primarily off Watermill Road via Bollinger Canyon Road. The parking lot can also be accessed directly from Bollinger Canyon Road, but only from southbound traffic.

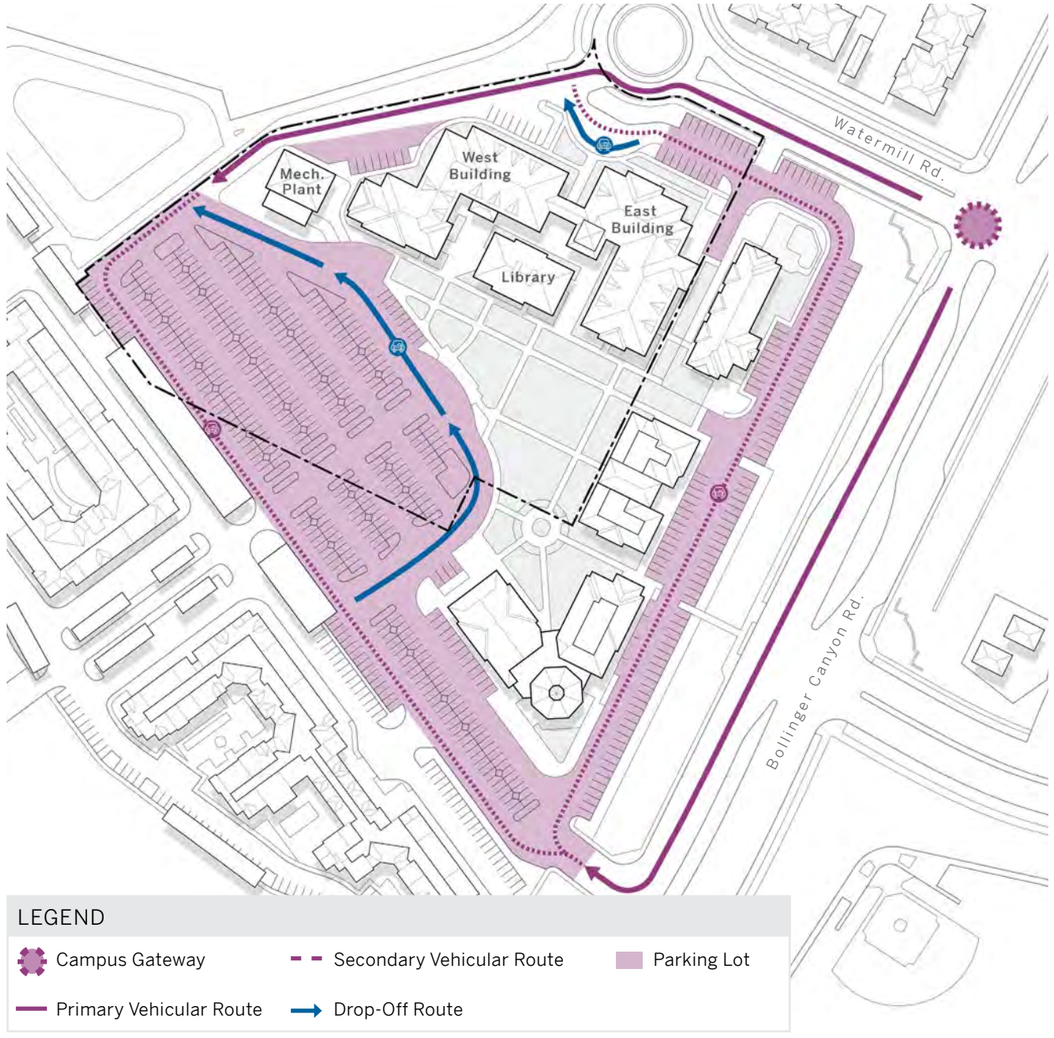
Vehicular Approach



VEHICULAR CIRCULATION

Most students and employees access the campus by automobile. Drop-offs are clearly marked for arriving vehicles.

Vehicular Circulation

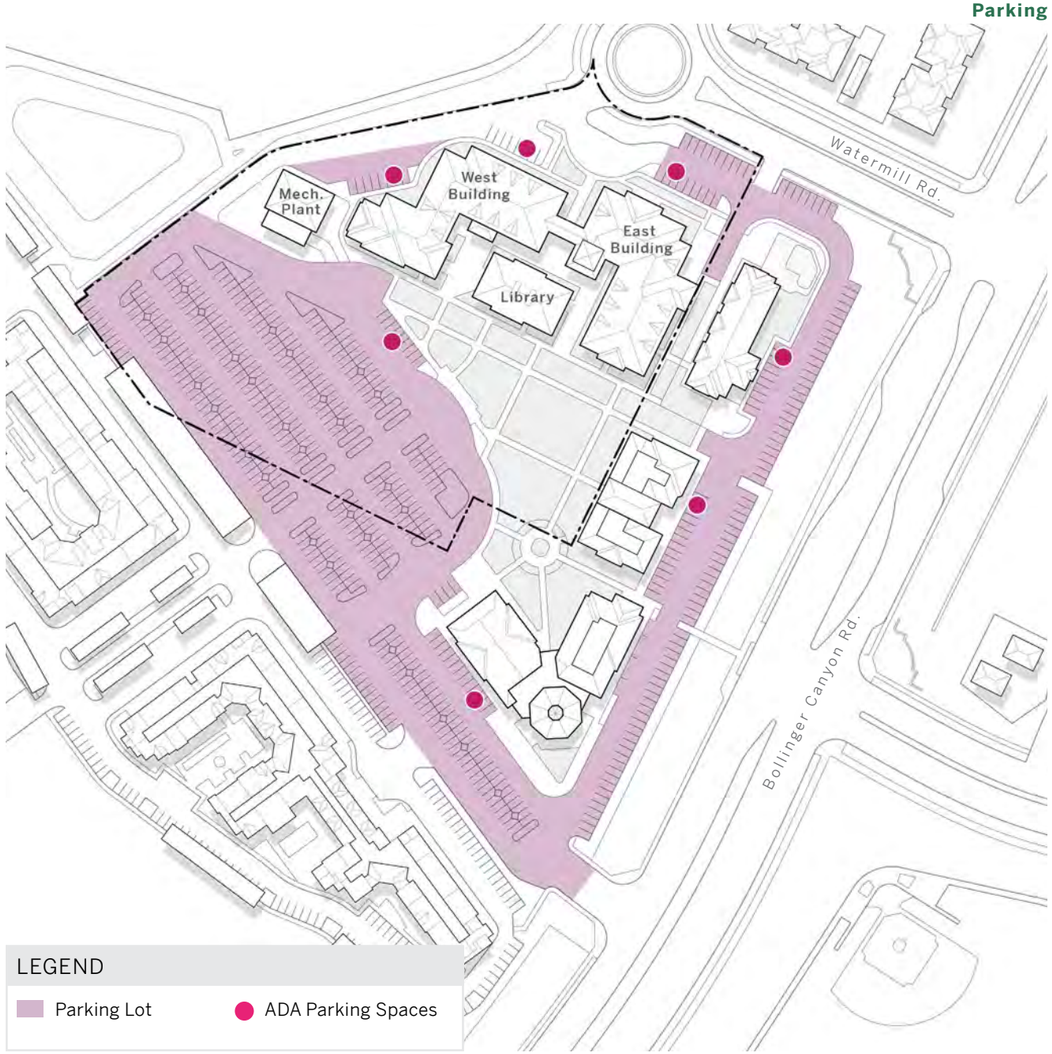


PARKING

There are 281 parking spots on campus. Analysis demonstrated that there is generally sufficient parking available, but future development should be considerate to impacts on parking capacity.

	FTES	STUDENT TO PARKING RATIO
2024	1,411	5:1
2034	1,605	6:1

Parking



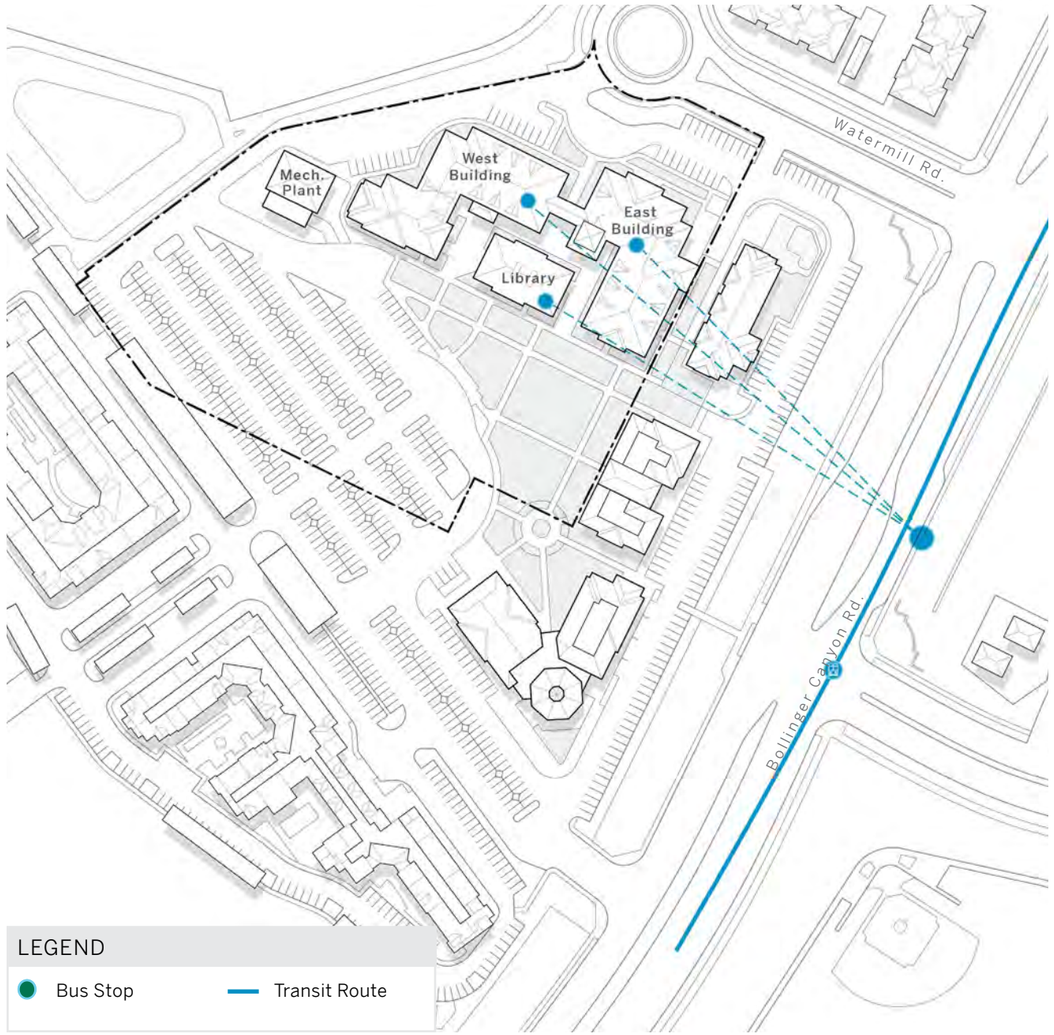
TRANSIT

BUS CIRCULATION

One bus stop on Bollinger Canyon Road serves the campus. Walking to the bus stop from campus takes around five minutes, and pedestrian realm amenities support this connection.

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

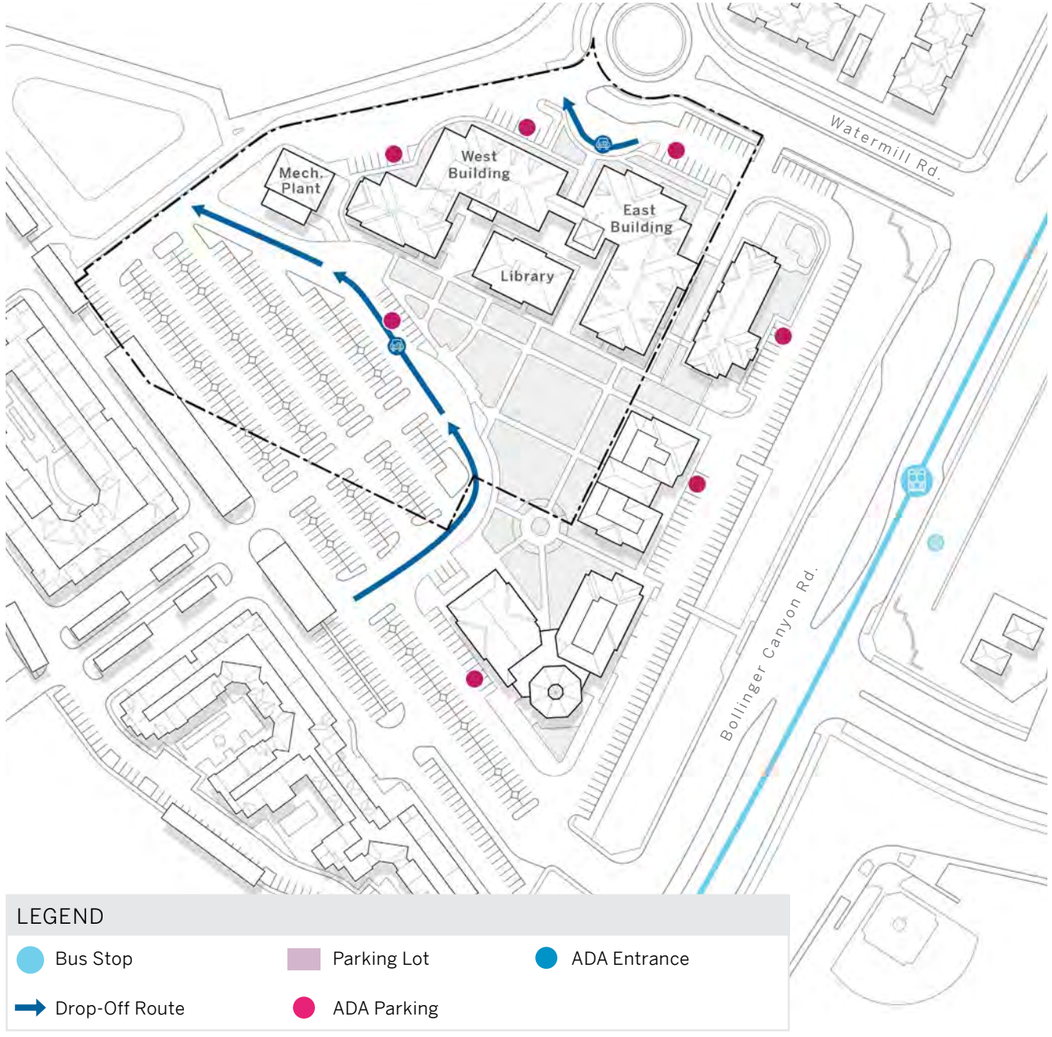


PEDESTRIAN

PEDESTRIAN DROP-OFF

There are two drop-off areas. The main drop-off is located in the parking lot and leads to the West Building's and Library's entrance - the "front door" of campus. A secondary drop-off is located off Watermill Road at the rear of the main buildings.

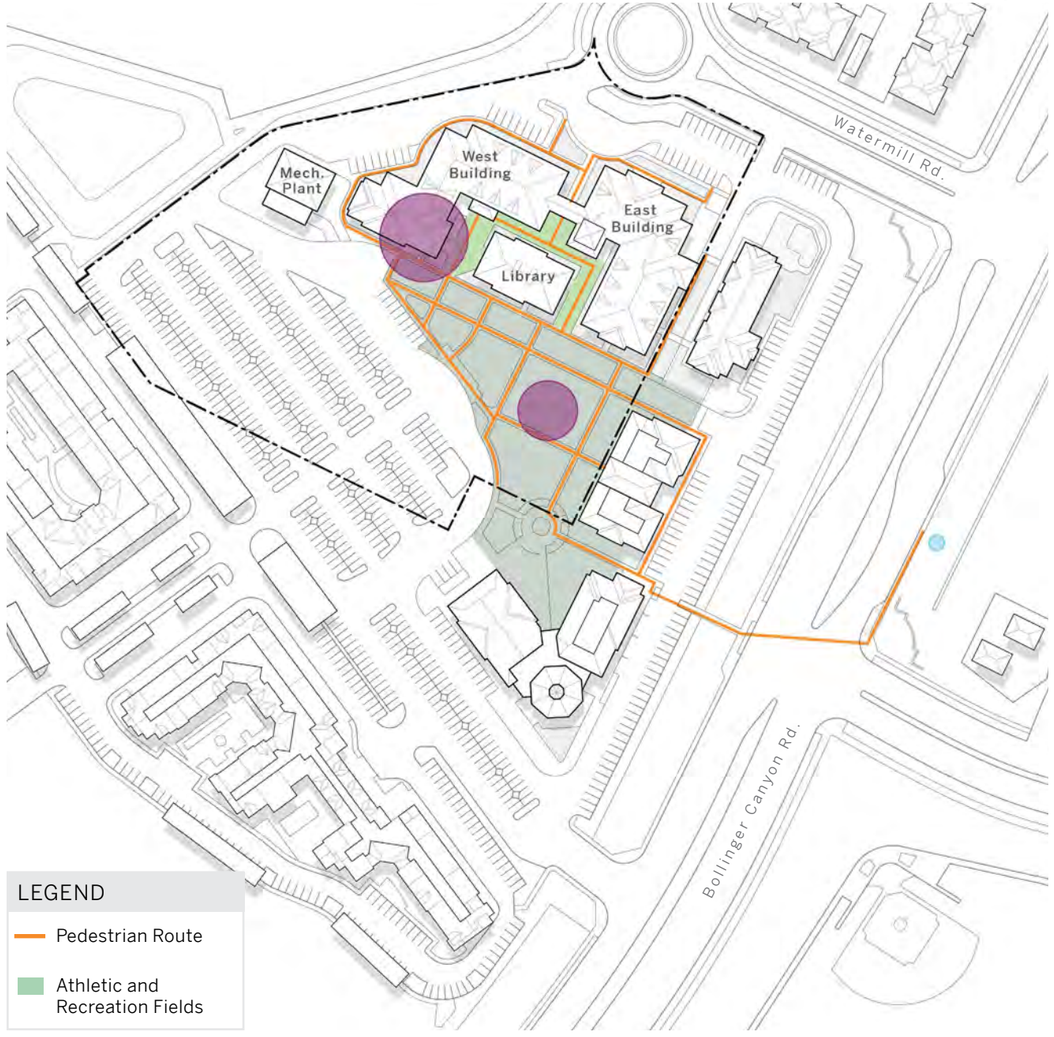
Pedestrian Drop-off



PEDESTRIAN CIRCULATION & OPEN SPACE

There is good pedestrian connectivity throughout the interior of campus. Workshop participants noted desire for improvements to the pedestrian realm, including sidewalk conditions, signage, and lighting.

Pedestrian Circulation & Open Space



FACILITIES CONDITION ASSESSMENT

FACILITIES CONDITION INDEX (FCI)

FACILITIES CONDITION INDEX (FCI)

The planning team conducted a survey to assign a Facilities Condition Index (FCI) score (more detail can be found in *Appendix #*) to all facilities on Campus. 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.

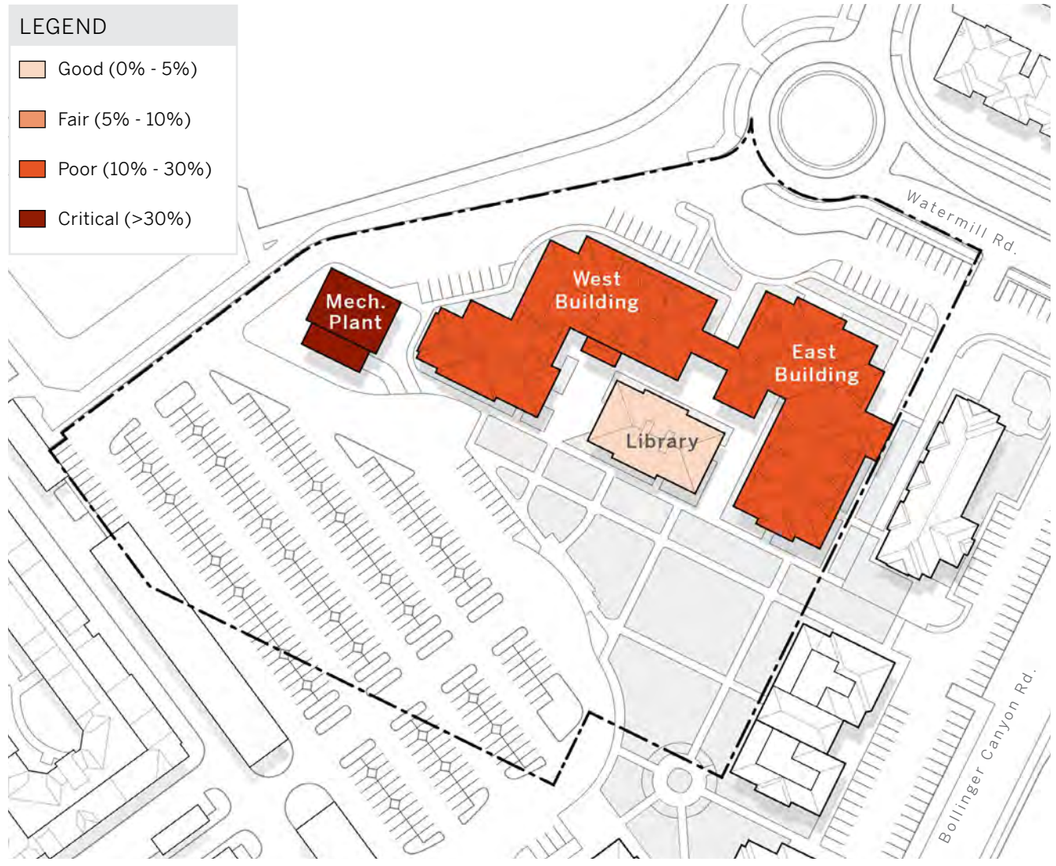
Building Replacement Value	*$1,000,000*
÷	
Cost of Correcting Building	*$100,000*
	0.10
Facilities Condition Index	***10%***

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%)

At SRC, one building, the Mechanical Plant, is not currently functioning well, and the cost of renovation may outweigh the building's replacement value.

Facilities Condition Index



West Building Entrance

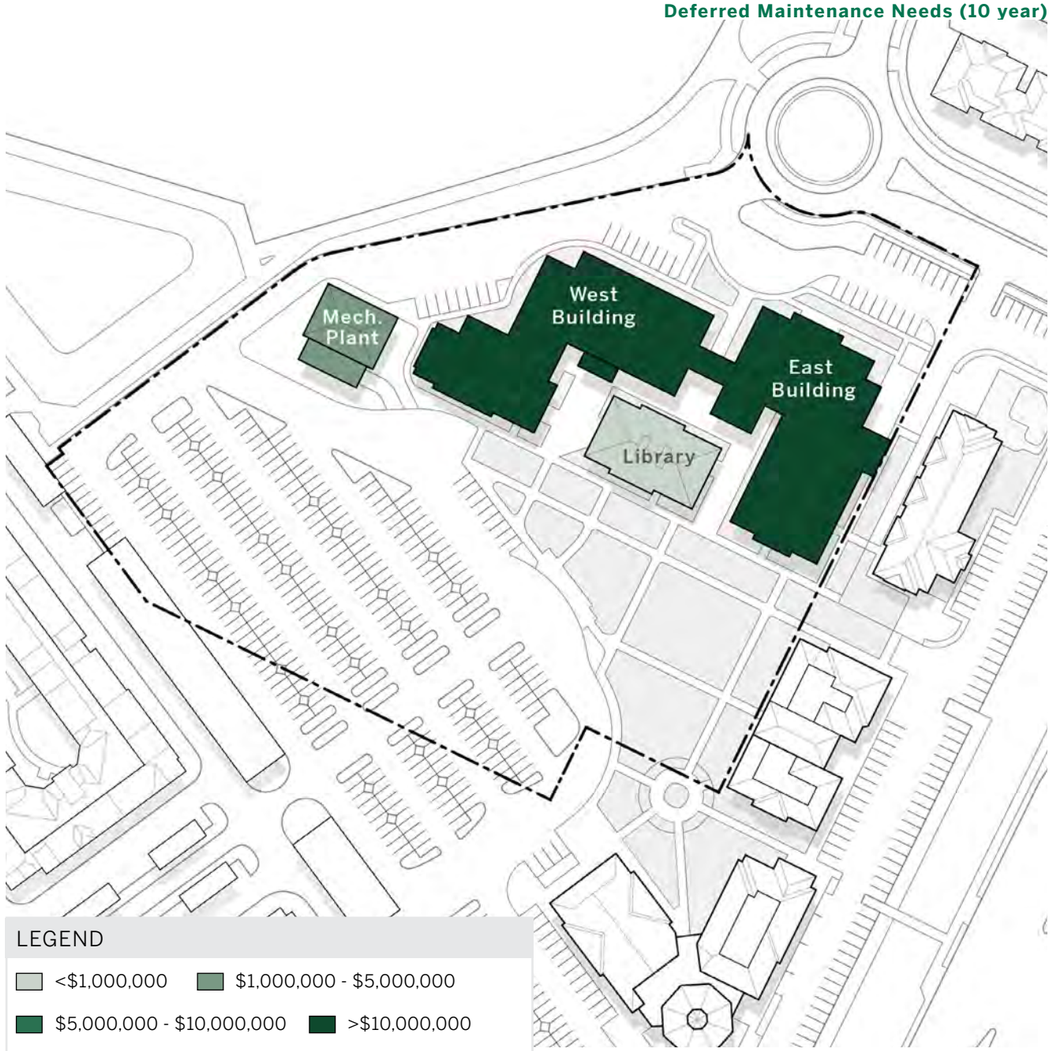
East Building

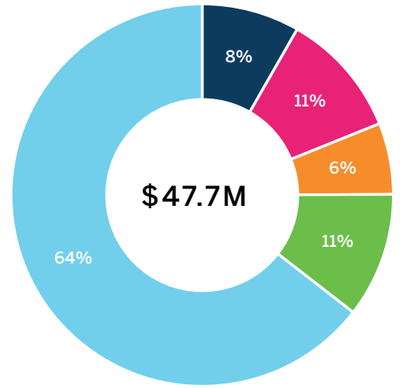
DEFERRED MAINTENANCE

DEFERRED MAINTENANCE NEEDS - 10 YEARS

These deferred maintenance costs outline the needs within the Facilities Plan 10 year timeline. Cost are based on replacing systems as-is, no escalation or additional costs are accounted for.

Deferred Maintenance Needs (10 year)

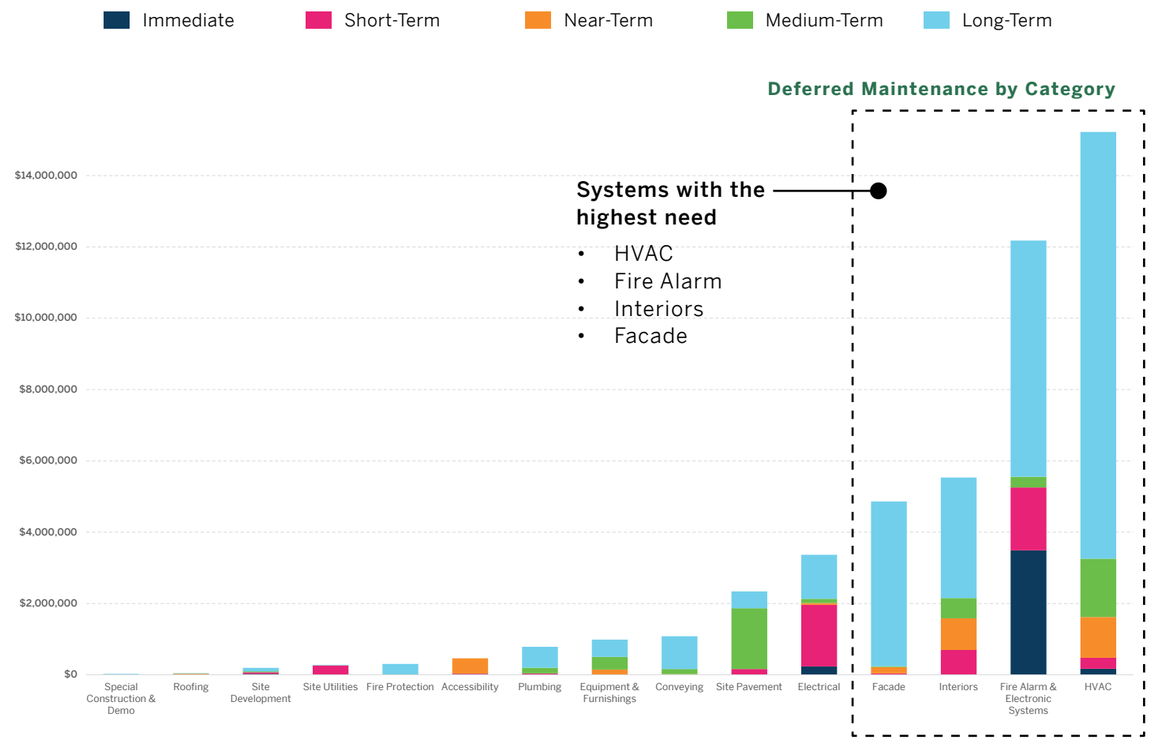




Deferred Maintenance by Phase

DEFERRED MAINTENANCE NEEDS - 20 YEARS

The Facilities Condition Assessment found that the campus will require significant investment in deferred maintenance, totaling $47.7 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

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.

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.

No major issues were identified at the San Ramon Campus. See appendix for further information on planned buildings and utility rerouting.

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.

The Electrification Study section on page 42 provides more detail on the assessment for both the San Ramon and Pleasant Hill campuses.

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 DVC 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 the San Ramon campus.

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 Equivalent instructional staff member	140
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

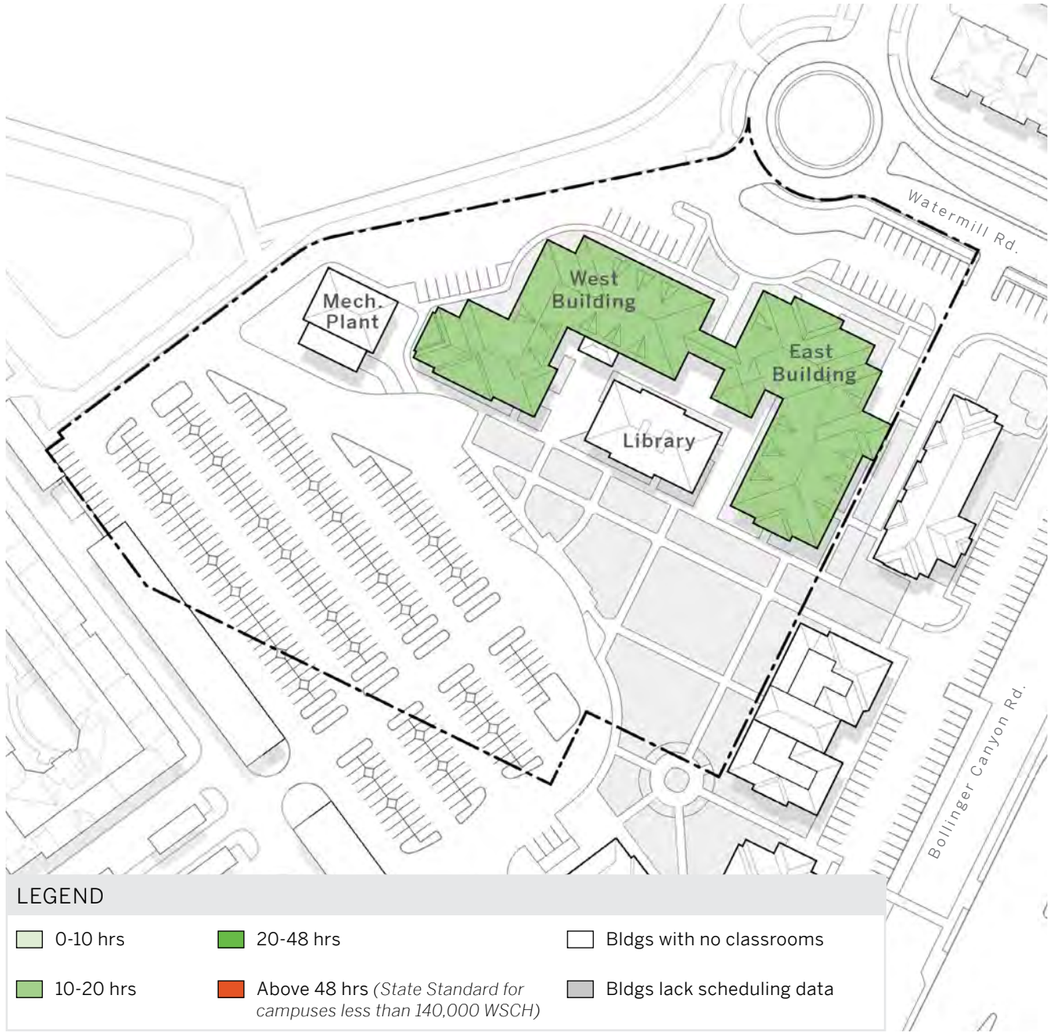
Source: Board of Governors of the California Community Colleges Policy on Utilization and Space Standards, September 2020 Revision

CLASSROOMS

WEEKLY ROOM HOURS - CLASSROOM

In Fall 2023, both buildings' average Weekly Room Hours (WRH) are below the state target of 52.5 hours per week.

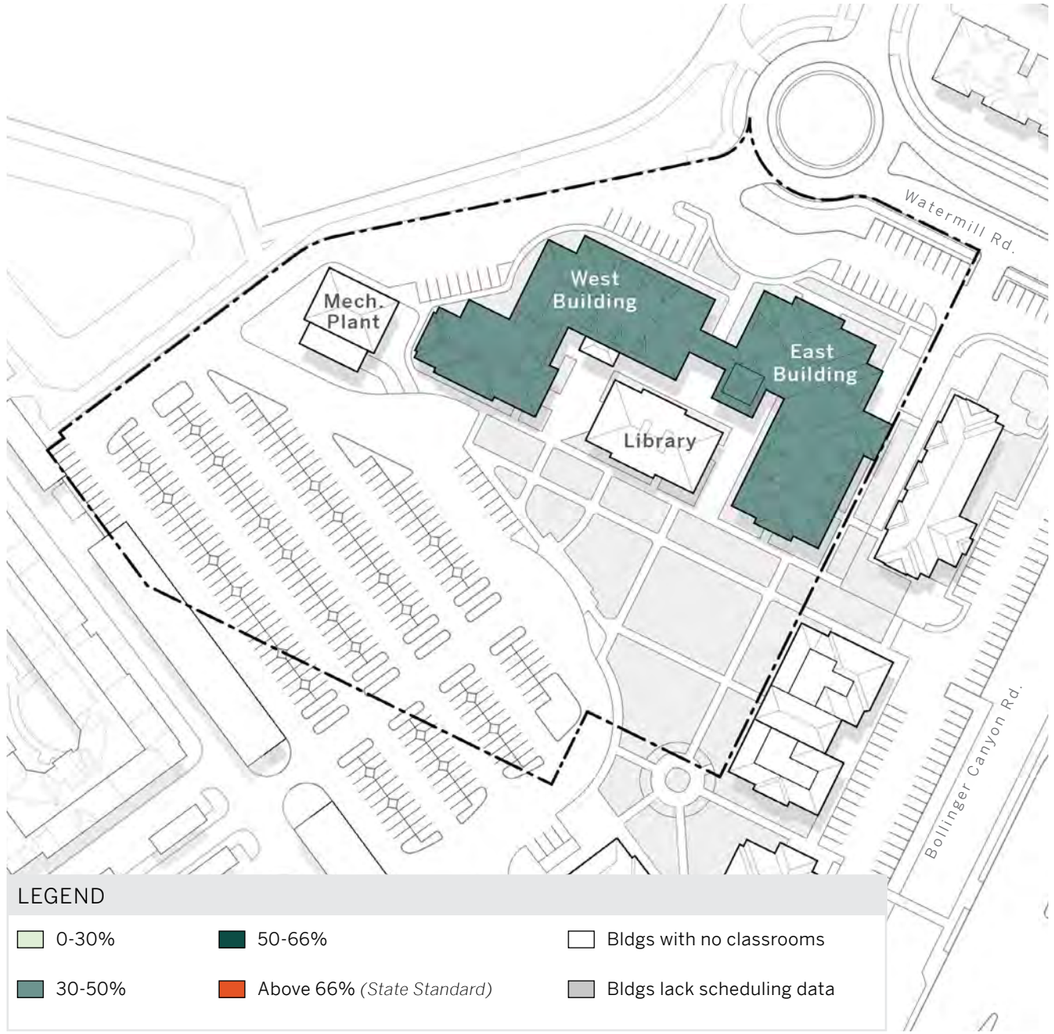
Weekly Room Hours - Classroom



STATION OCCUPANCY - CLASSROOM

In Fall 2023, both buildings' average station occupancy rates are below the state target of 66%.

Station Occupancy - Classroom

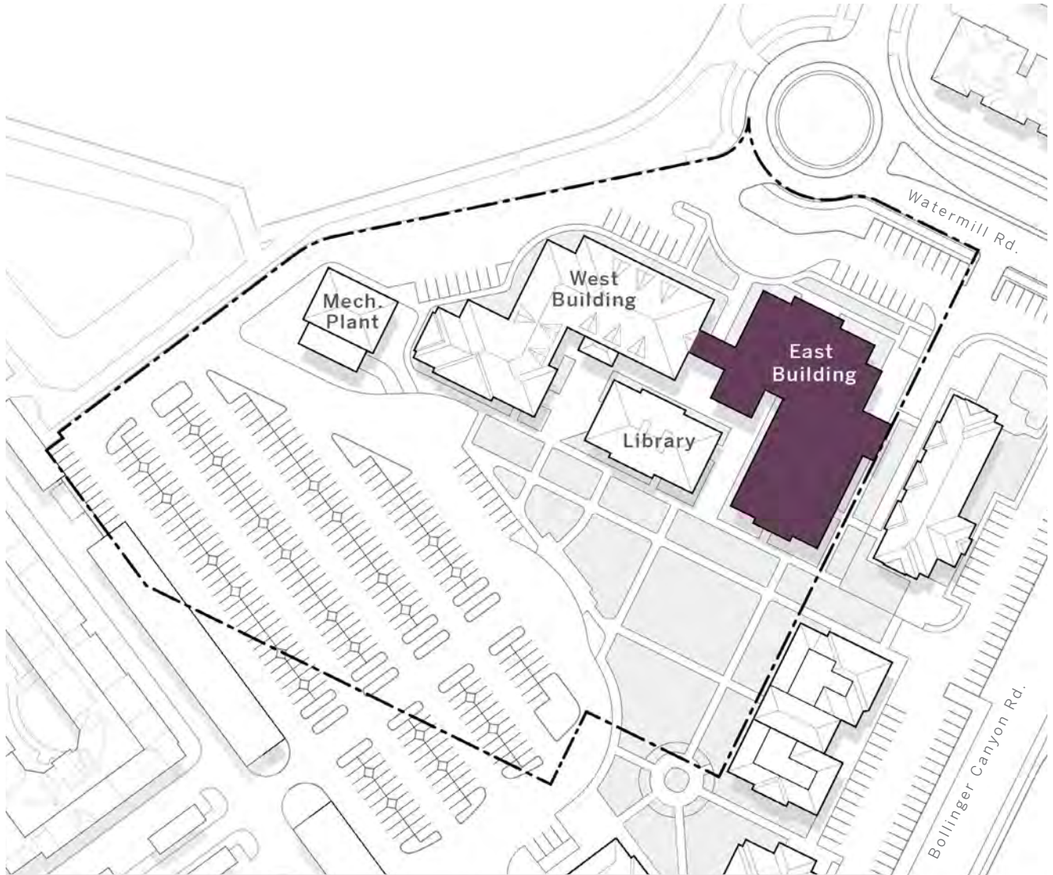


LABS

WEEKLY ROOM HOURS - LABS

In Fall 2023, East Building has an average WRH of 20.1 hours, which is about 30% below the state target.

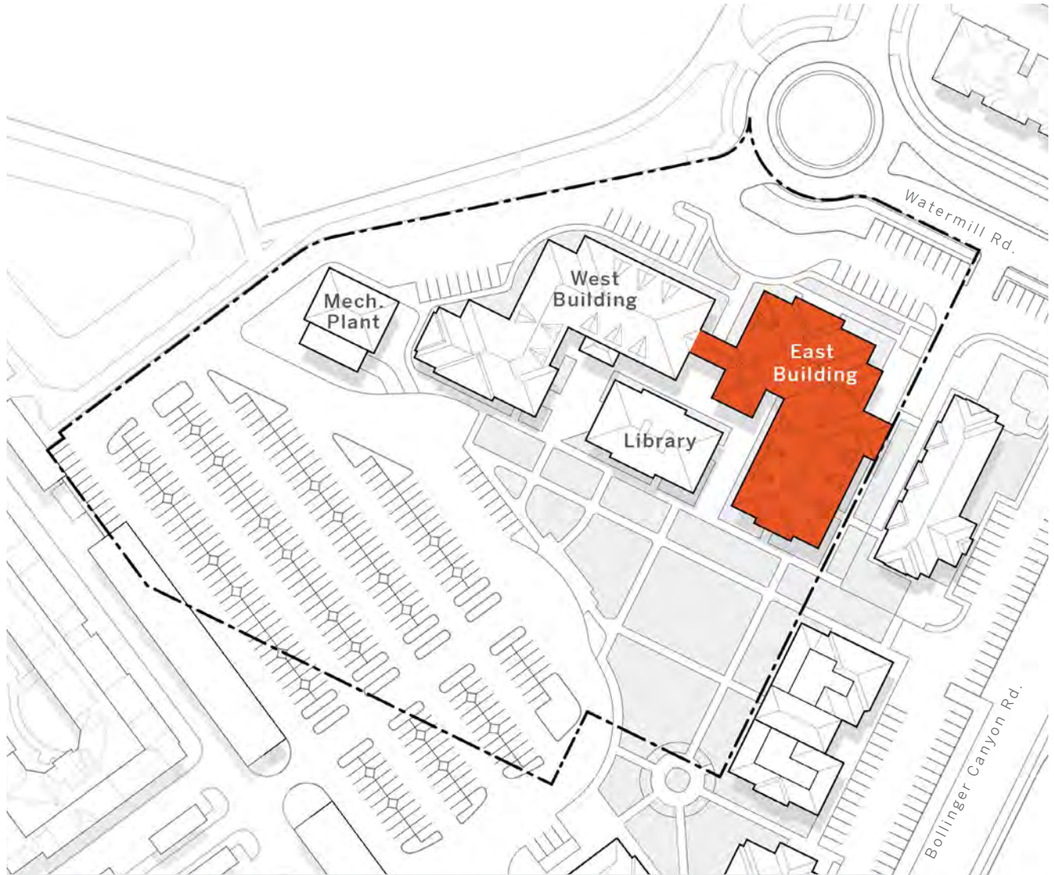
Weekly Room Hours - Labs



STATION OCCUPANCY - LABS

In Fall 2023, East Building has an average station occupancy of 96.8%, which exceeds the state target by 14%.

Station Occupancy - Labs



SPACE PROGRAM

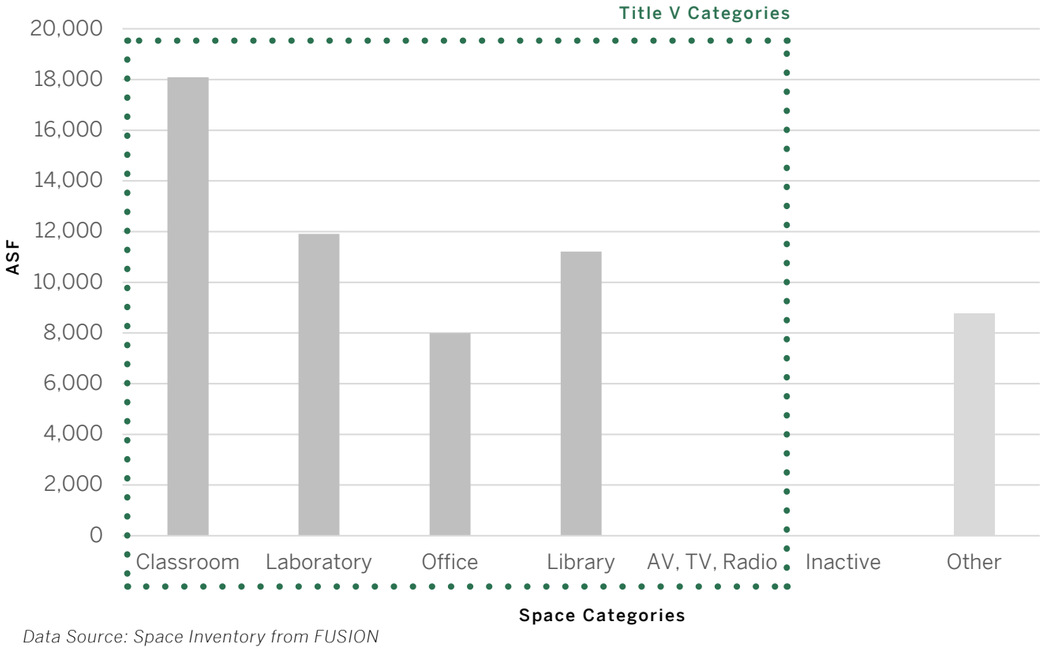
CODING SPACE (TITLE V)

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.

2023 Space Inventory, San Ramon



Data Source: Space Inventory from FUSION

CAPACITY/LOAD

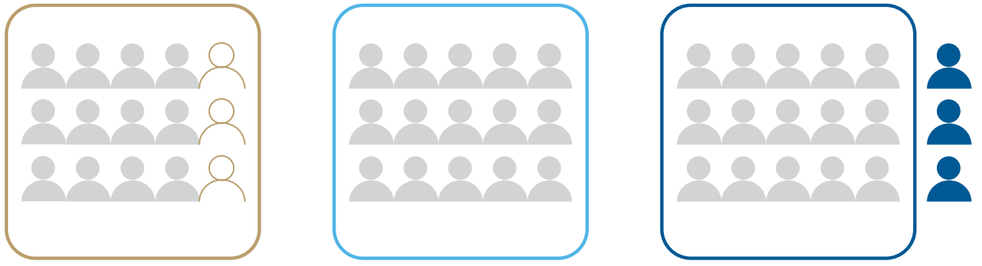
Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, and the number of students participating in campus programs.

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

Eligible for State Funding



LOW USE
Over 100% cap/load
overbuilt

RIGHT USE
At 100% cap/load

HIGH USE
Under 100% cap/load
underbuilt

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),

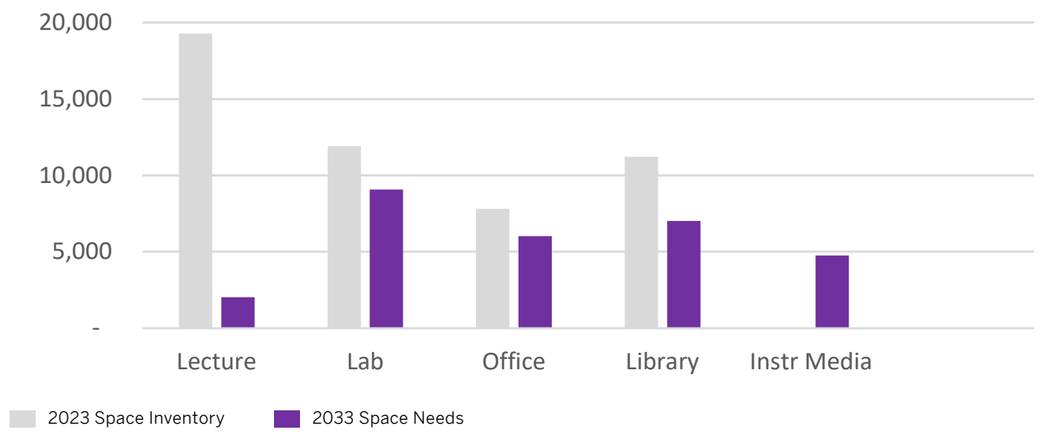
2. Linear Growth Strategy
A linear percentage growth of 0.6% each year for the next fiveyears, and 2% from 2029 to 2033, to all programs is applied. This ensures a steady and predictable trajectory of growth, providing a stable foundation for long-term planning.

3. Online and In-person Learning Model
A consistent split of 60% in-person and 40% online learning has been implemented across all disciplines, regardless of their current distribution.

4. 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.

5. 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, San Ramon



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 Facilities Plans for DVC have been carefully developed through comprehensive review and analysis of multiple data sources. These sources have equipped the 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.

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 FP.

HOW THIS DATA WAS UTILIZED

The matrix below illustrates each focus area for every building or campus site. Through various activities and workshops, these datasets were collaboratively shared and assessed. Throughout these sessions College stakeholders were exploring potential solutions to enhance these conditions. These solutions included addressing deferred maintenance, renovation, retrofitting, demolition, replacement, or new construction. Graphic campus plans were developed to document progress plans, draft plans, and the final facilities/campus master plan. The result of the process and the final Facilities Plan are on the following pages of this document.

Building Assessment Data

Location	Building Age	Deferred Maintenance	Facility Condition Index (FCI)	Relative Seismic Evaluation	Energy Use Intensity (EUI)	% of Usage (compared to State Standard)	Total Weekly Scheduled Hours
Central Plant	2006	$1,942,732	54.80%	L			
West-East Building	2006	$12,578,560	19.10%	L	83.5	39%	335
Library Learning Resource Center	2021	$199,860	3.6%	L	55.5		

PLEASANT HILL

FUTURE VISION

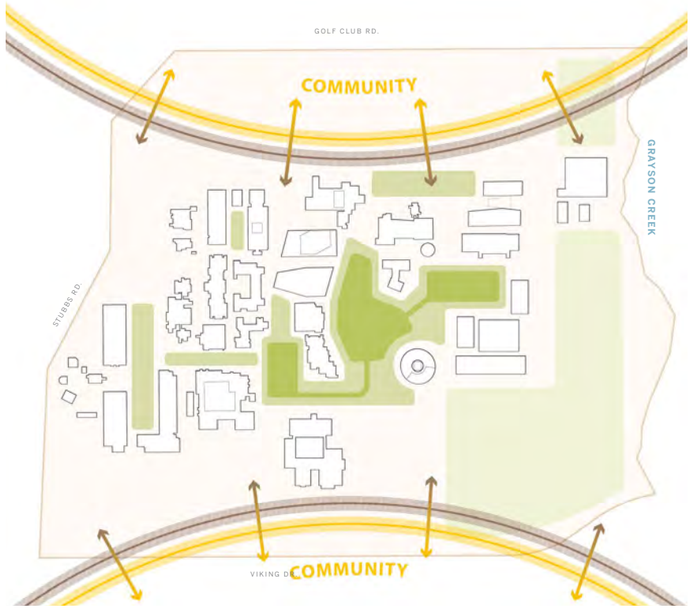
BIG IDEAS

The FP'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 DVC community both now and in the future:

01 Celebrate the Arrival
02 Reinforce Neighborhoods
03 Connect the Campus

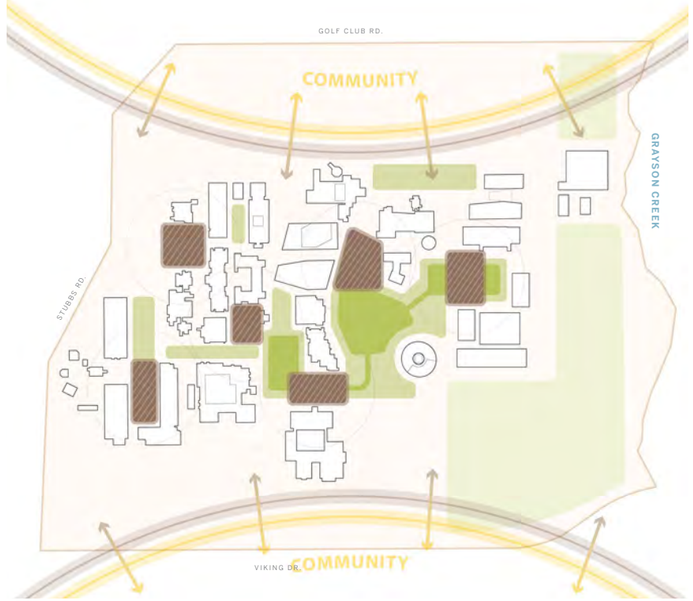
01



CELEBRATING THE ARRIVAL

Welcome students, faculty/ staff, and visitors into campus and provide a community connection through the Arts neighborhood.

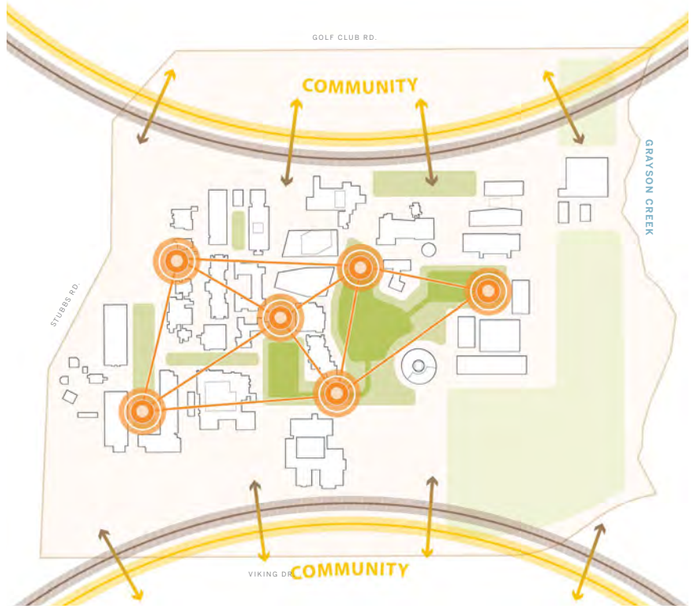
02



REINFORCE NEIGHBORHOODS

Strengthen programs by creating dedicated areas on campus where students can socialize and connect with their peers.

03



CONNECT THE CAMPUS

Improve connectivity and mobility throughout the campus by addressing accessibility barriers.

CAMPUS PLAN

Early Childhood Education

Humanities

Science Complex and Planetarium

Library

Engineering Technology
(project currently in planning)

Interdisciplinary Building

Math

Book Center

Music

Academic Complex

Performing Arts Center

Fitness & Exercise

Parking + Tennis Courts

Police

Warehouse/Maintenance

Horticulture

Gymnasium (structural upgrades)

LEGEND

Proposed New Construction

Proposed Renovation

Existing Building/Deferred Maintenance

PLAN OVERVIEW

The Facilities 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 accessibility 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.

Proposed New Construction (in alphabetical order)

- Academic Complex
- Early Childhood Education
- Interdisciplinary Building
- Police
- Parking Structure and Tennis Courts
- Science Complex and Planetarium
- Horticulture

Proposed Renovations (in alphabetical order)

- Book Center: Phase II
- Fitness & Exercise
- Gymnasium (structural upgrades)
- Humanities
- Library
- Math
- Music
- Performing Arts Center
- Warehouse/Maintenance & Operations

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

Deferred Maintenance

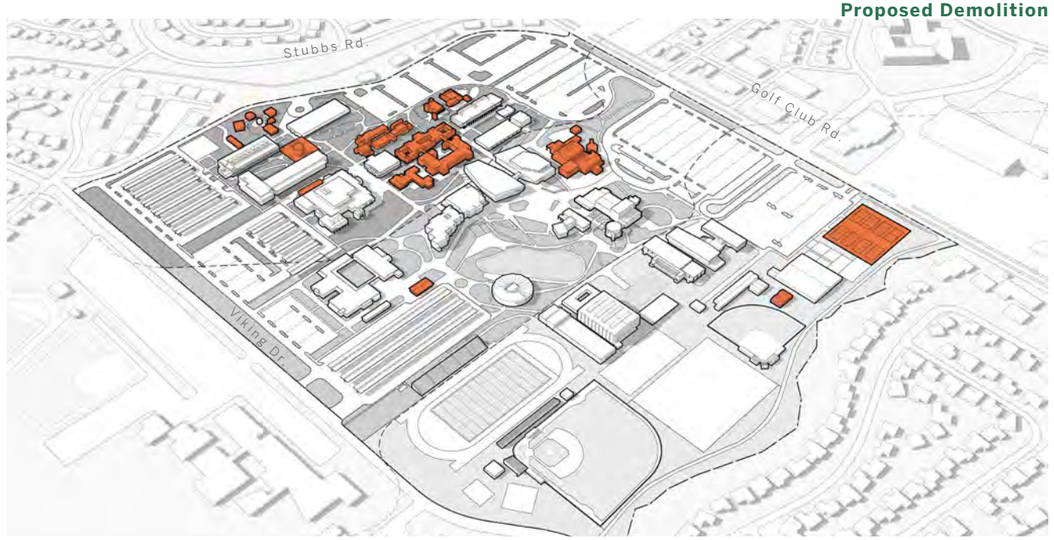
These projects keep existing campus facilities safe and in good condition throughout their years of service. Repair and maintenance help correct and prevent health and safety hazards, improving the long-term cost-effectiveness of facility operations.

Proposed Demolition

In order to implement the plan, several buildings and sites 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 below identifies each of the buildings to be demolished, the programs within, and the planned relocation for those programs.

PROPOSED DEMOLITION	EXISTING PROGRAM	GSF	PROGRAM RELOCATED TO
Old Art Building	Inactive	*26,300*	Art Complex
Early Childhood Education North	Child Development	*4,639*	New ECE
Early Childhood Education South	Child Development	*3,792*	New ECE
Faculty Offices	Social Science/ English	*22,316*	Academic Complex
Learning Communities Annex	Puma Center	*7,375*	Book Center
Liberal Arts	General Classroom	*25,246*	Academic Complex
Police & Safety Services	Police	*2,880*	New Police
Science Center 2 to 9	Biological and Health Sciences	*10,219*	New Science Complex
Planetarium		*7,481*	New Science Complex
West Library Classroom	General Classroom	*2,006*	Academic Complex
Administration	Offices, Marketing (Print Shop - Graphic Design - ~4,600 Inactive)	*19,437*	Academic Complex
Horticulture	Horticulture Labs	2,200	New Horticulture
Tennis Courts			Parking Structure

Proposed Demolition



LEGEND — Proposed Demolition

SITE IMPROVEMENT PROJECTS

The successful implementation of this FP is linked to a series of significant site improvements that support the vision, mission, and core commitments established by DVC.

Universal accessibility and environmental stewardship are core commitments for DVC and are integrated throughout the site recommendations through strategies to minimize the use of natural resources and ensuring that all individuals, regardless of physical abilities, can fully participate in campus life. These projects include the development of accessible pathways, buildings, and facilities, as well as the incorporation of inclusive design principles to create an environment that fosters equal opportunities for everyone.

These projects are addressed in the following pages and further expanded upon in the *Design Guidelines*.

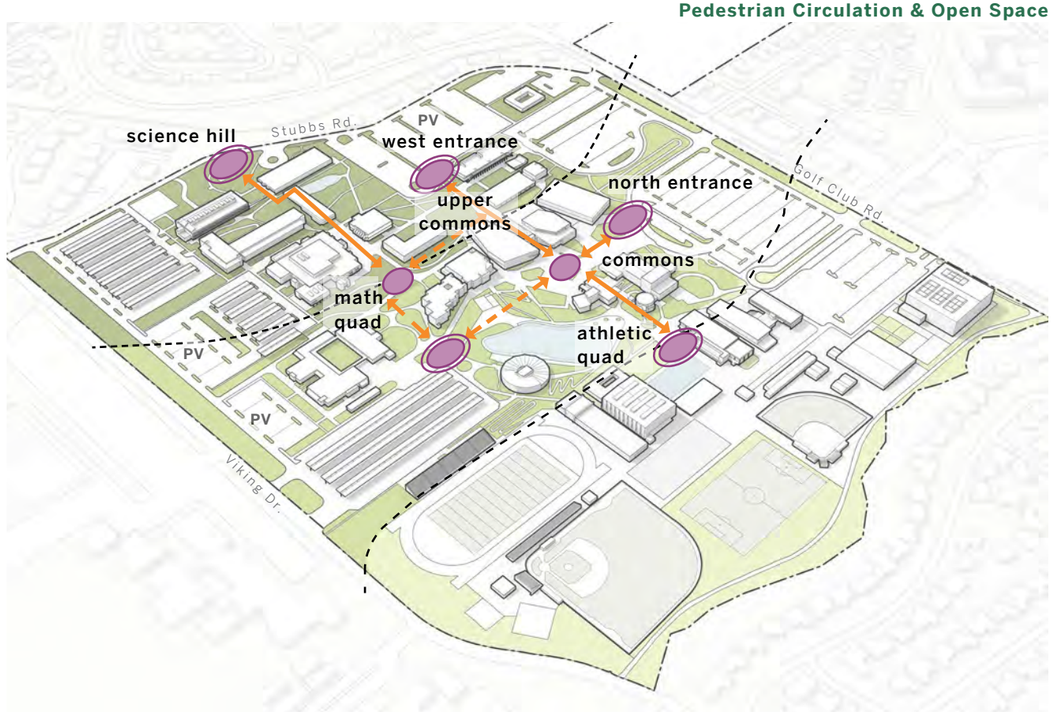
- Pedestrian Circulation
- Open Space
  - North Entrance
  - West Campus Arrival
  - Upper Commons
- Campus Accessibility
  - Commons to Science hill
  - Commons to PE/Art
  - Path from PE to the Lake

PEDESTRIAN CIRCULATION

The primary goal of the proposed pedestrian circulation is to provide equitable access and circulation to all campus users. To achieve this, several strategies are recommended:

- Create a new west entrance experience and establish an accessible path from the western entrance leading to the commons.
- Facilitate east-west circulation from Science Hill to the Math quad through the new Science Complex

Pedestrian Circulation & Open Space

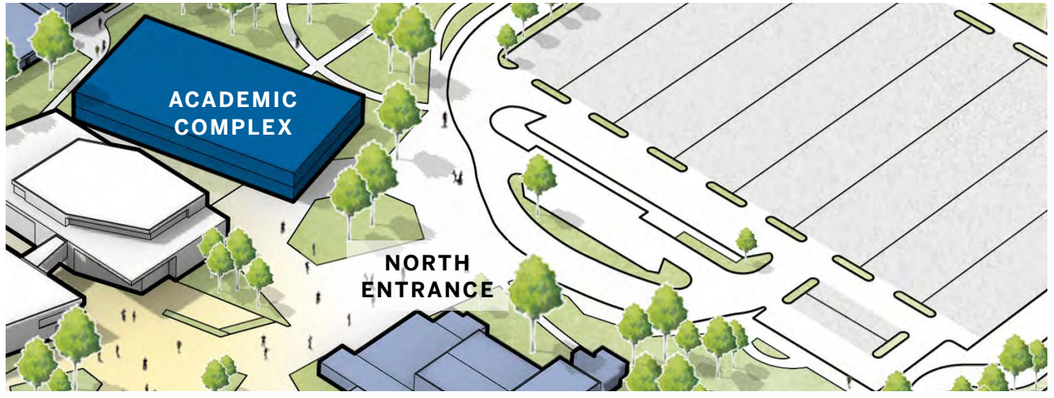


LEGEND

- Pedestrian Route
- Landscaping
- Campus Activity
- Athletic and Recreation Fields
- Open Lawn
- Topography

OPEN SPACE PROJECTS

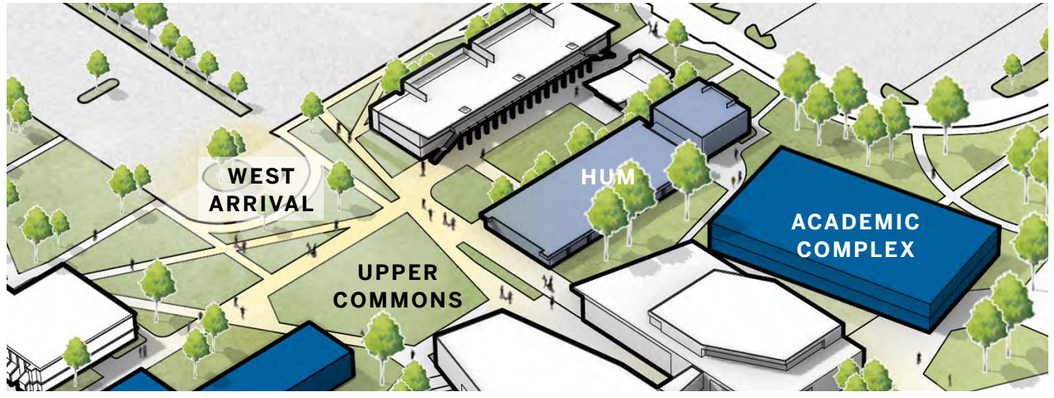
Through thoughtful design and strategic development, this FP aims to create dynamic open spaces that foster learning, collaboration, recreation, and a strong sense of community and belonging.



NORTH ENTRANCE

As instructional functions shift from LA and FO, to the north with the construction of the Academic Complex, it is recommended to redesign campus entry off of Golf Club Rd to welcome first-time visitors, students, and community members to the DVC campus. Prominent signage and landscape development will mark this revitalized entry and increase visibility of the renewed DVC campus within the surrounding community. The development of this new arrival experience will establish a sense of place and leave positive and lasting first impressions.

West Valley College, Steinberg Hart



WEST ARRIVAL AND UPPER COMMONS

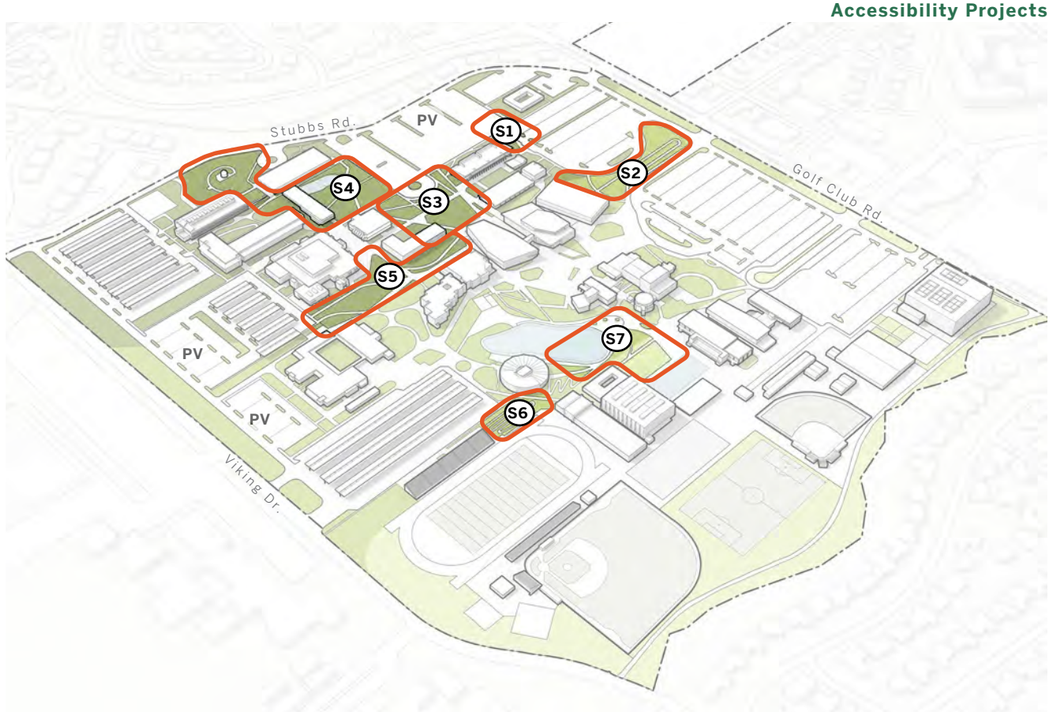
With the demolition of LA, FO, and the demolition and replacement of the ECE building, the College can reimagine its circulation patterns and redefine the west entrance. This presents an exciting opportunity to enhance the pedestrian experience for students and visitors arriving from Stubbs Road. They will now find a spacious, inviting quad that guides them through the HSF and SSC buildings, seamlessly connecting to the lower commons and transforming their journey onto campus.


Crafton Hills College, Steinberg Hart

CAMPUS ACCESSIBILITY

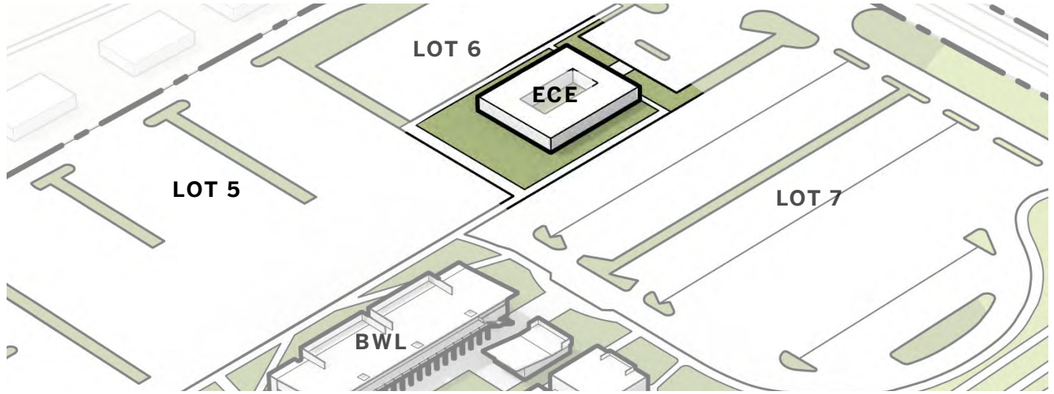
Universal accessibility is a top priority for the College. Several projects have been identified in the map below and will be implemented as funding becomes available. Further details regarding each site project are explained in the subsequent pages and referenced by a circled number.

Accessibility Projects



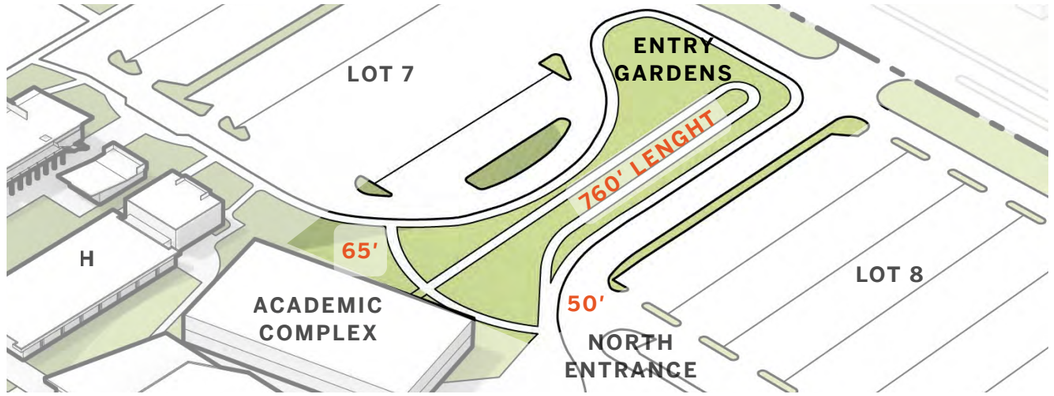
LEGEND

- Accessibility Projects



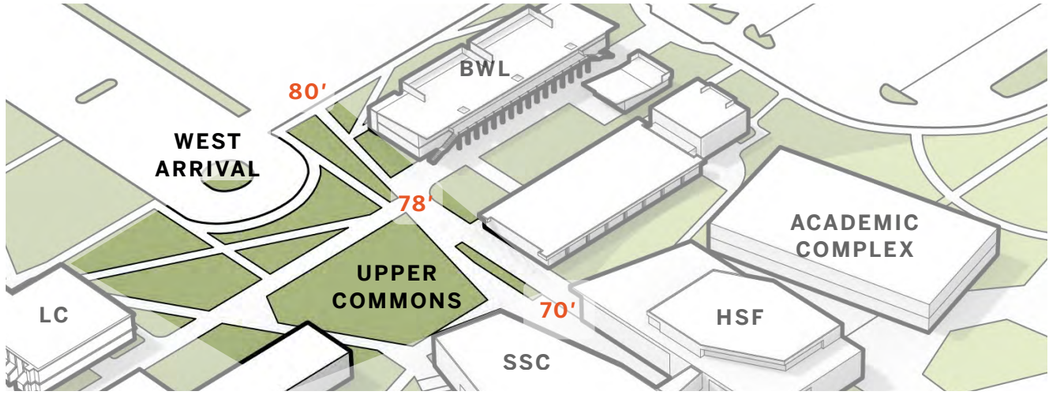
S1

With the demolition of the existing ECE building, Parking Lot 5 will expand towards the east, adding several dozen parking spots and providing the opportunity for a new entrance. Regrading of the area is recommended to allow for ECE outdoor playground and the connection to the main campus.



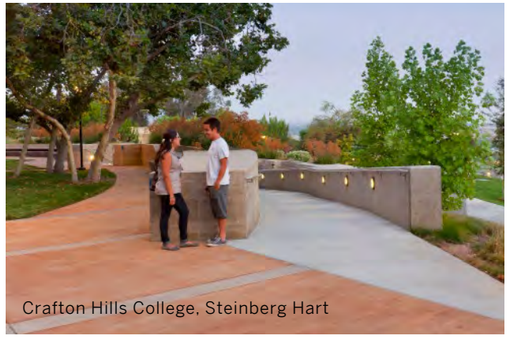
S2

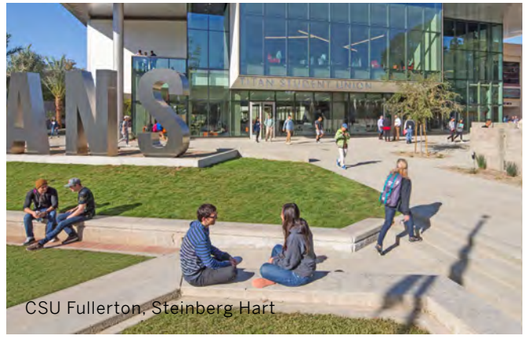
With the demolition of the old Art building, the College has an opportunity to reconsider and revitalize its north entrance. A sequence of ramps, beginning at the lower-level entrance (50 feet elevation circa) of the future Academic Complex building, will guide visitors to the second level at an elevation of 65 feet, where a secondary entrance to the Academic complex can be situated. Due to the organic layout of the site, the ramps can be designed with a 2% slope, immersed in nature.

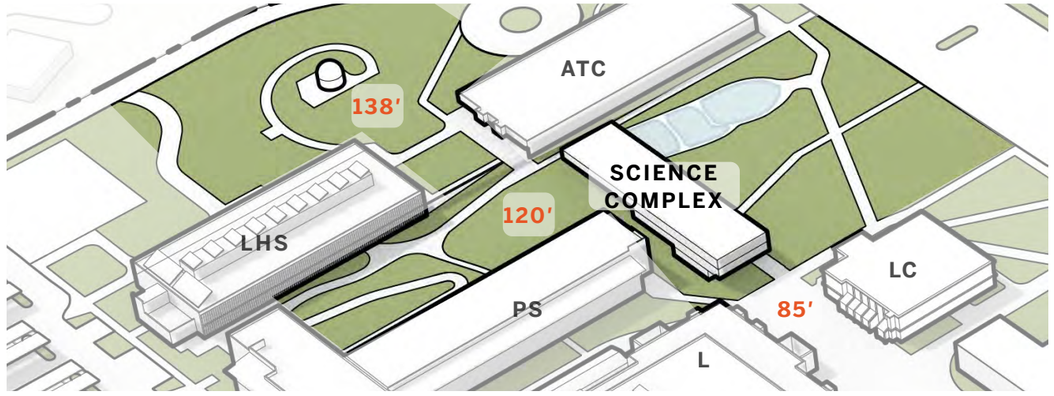


S3

This site project establishes a new entry plaza accessible from Stubbs Road, accompanied by an expansive open space. With the demolition of LA and FO buildings, the site faces a significant 10 feet elevation change that requires effective mitigation. One proposed solution could include designing an amphitheater (as shown on page 97), which offers accessibility through ramps on its sides, serving both functional and aesthetic purposes. Alternatively, a network of interconnected paths and plazas, mirroring the design elements of the lower academic commons, presents an equally feasible approach. This design can not only seamlessly addresses the elevation transition but also enhances the site's functionality and visual appeal, fostering inclusivity and accessibility for all visitors.


Crafton Hills College, Steinberg Hart

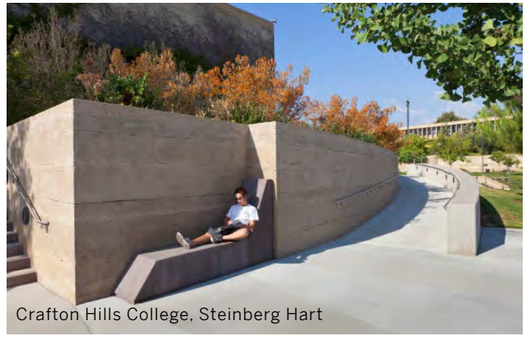

CSU Fullerton, Steinberg Hart

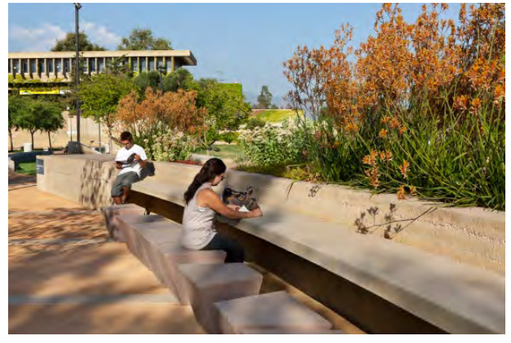


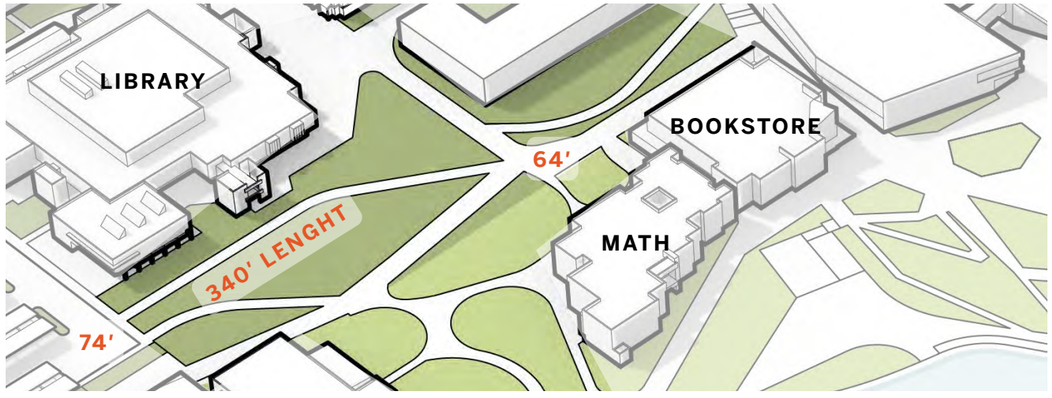
S4

This site implementation project aims to enhance accessibility by establishing a network of accessible pathways, with a gentle 2% incline to ensure user comfort without requiring handrails. These pathways will facilitate movement from the lower LC level, starting at approximately 80 feet elevation, to the elevated Science Hill at 130 feet elevation. By connecting through the new Science Complex, these accessible pathways offer users seamless access to the Science Hill, providing an inclusive and convenient route for all individuals to navigate the area.

Central to this project should be the seamless integration of ramps and sloping paths into both the architectural design of the building and the surrounding landscape, ensuring that accessibility is not treated as an afterthought. This integration can be achieved by incorporating the design of ramps and stairs alongside outdoor furniture elements and utilizing sedimentary concrete walkways. By intertwining these features harmoniously within the overall design scheme, the project aims to create an inclusive environment where accessibility is seamlessly woven into the fabric of the space, enhancing both functionality and aesthetic appeal.

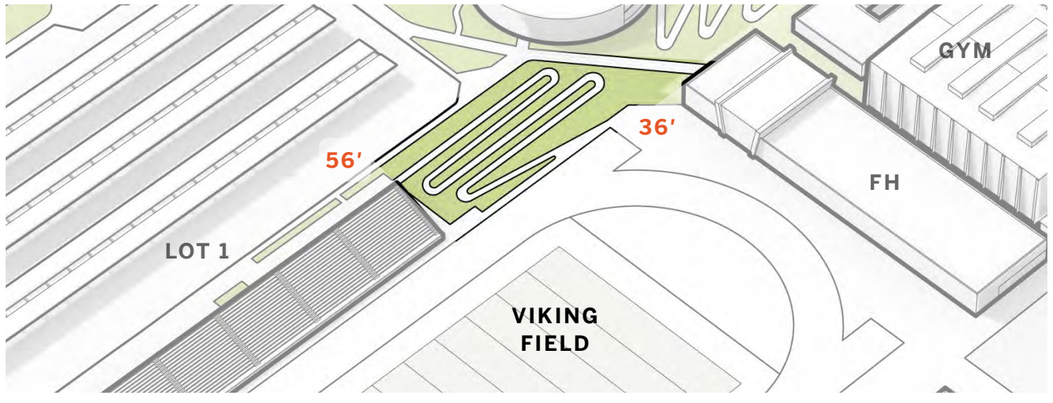

Crafton Hills College, Steinberg Hart





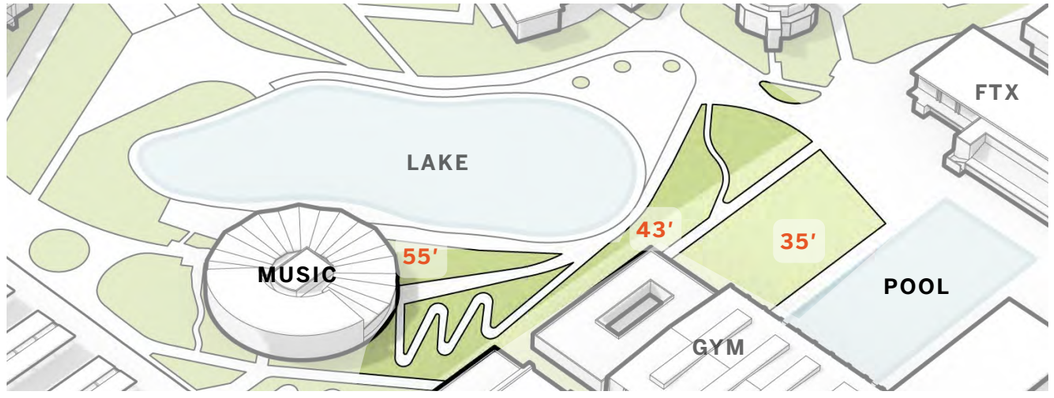
S5

The area between the Library and the Math building requires regrading to ensure accessibility. A comprehensive project is proposed to establish a new network of accessible pathways. This initiative aims to enhance inclusivity and ease of navigation within the campus environment, providing safe and convenient routes for students, faculty, and visitors alike. The redesign shall prioritize universal access, incorporating features such as gently sloping ramps, widened pathways, and tactile paving to ensure compliance with accessibility standards and promote a barrier-free experience for everyone.



S6

From the FX level to parking lot 1, there's a 20-foot elevation change, and the current path connecting them isn't accessible. A new project is necessary to construct accessible ramps, ensuring smooth mobility for all individuals. Through this comprehensive approach, the goal is to enhance inclusivity and convenience for users moving between the FX level and parking lot 1.



S7

The College is dedicated to ensuring universal accessibility by undertaking a project to enhance pedestrian paths connecting the aquatic level to the lake and beyond to the Commons area. Currently, these connections lack universal accessibility. The proposed project will implement the site with a series of gently sloping paths, less than 5% slope, to facilitate seamless navigation from the pool level, situated around 35 feet elevation, to the lake level, approximately 45 feet elevation and up again to the Music building level of 55 feet. This initiative not only promotes inclusivity but also harmonizes with the surrounding natural environment, offering all individuals the opportunity to traverse the terrain with ease and enjoyment.


Crafton Hills College, Steinberg Hart

NEW CONSTRUCTION & RENOVATION

Six new buildings and nine renovation projects are included in the FP, as illustrated on the preceding pages. These new buildings house a range of programs based on current and future campus needs. Various building renovations over time are planned to enhance the existing campus environment and support student success.

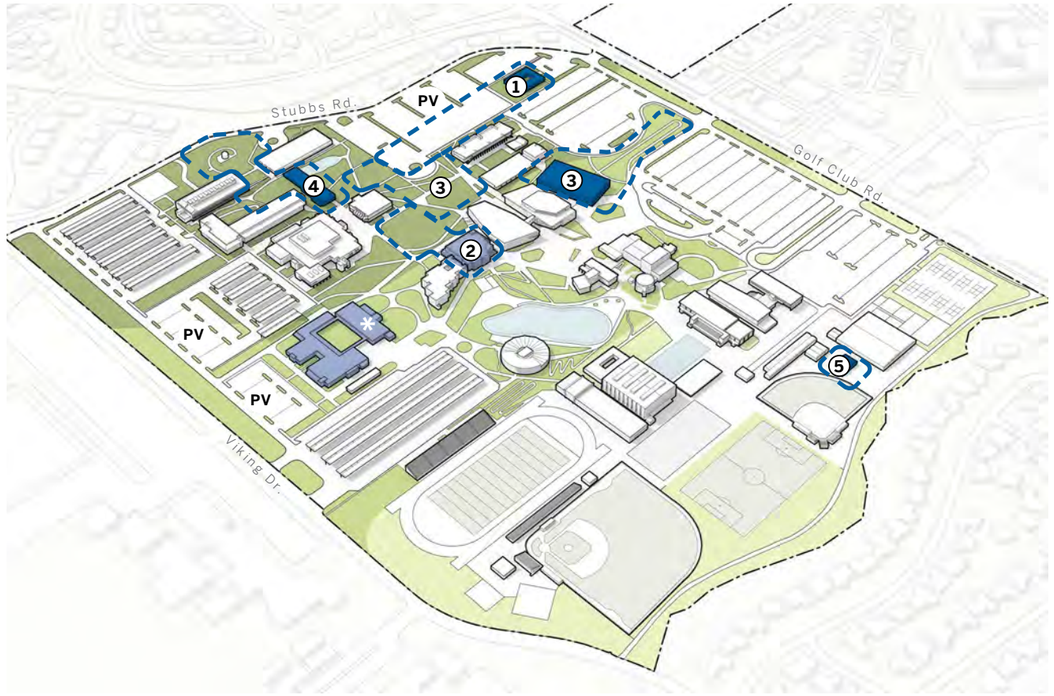
To ensure success and practicality, a Facilities Plan must remain adaptable and responsive to the evolving dynamics prevalent in higher education today. Variations in funding availability, program changes, and fluctuations in enrollment may necessitate adjustments to the plan, potentially leading to 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 assessment-identified critical spaces needs early in the phasing
- Limit the number of moves to reduce the need for swing space and campus disruption
- Position DVC to maximize opportunities for funding

The following pages describe each project identified by the FP, illustrating recommended new construction followed by renovations, and are referenced by a circled number.

PROJECTS **GROUP A**

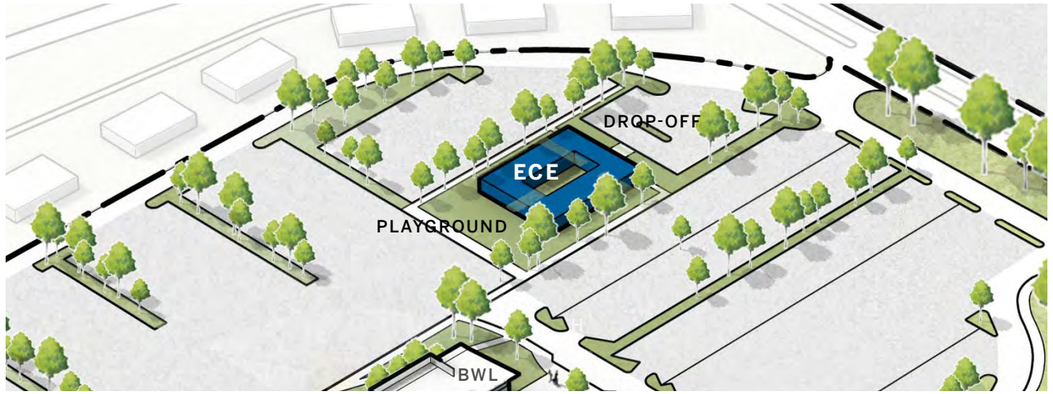


Proposed Project Site Limit

PROJECTS GROUP A (5-10 years)	ESTIMATED SIZE	
Early Childhood Education (replacement and expansion of ECE north and south)	*11,300 GSF*	①
Book Center Second Floor Expansion	*13,462 GSF*	②
Academic Complex (replacement of FO and LA, Administration)	*69,000 GSF*	③
Science Complex (expansion of Science, Planetarium)	*18,500 GSF*	④
Horticulture	*3,000 GSF*	⑤

** Engineering Technology Renovation project is currently planned*

*** All projects are associated with site improvements aimed at resolving major accessibility issues currently facing the campus.*



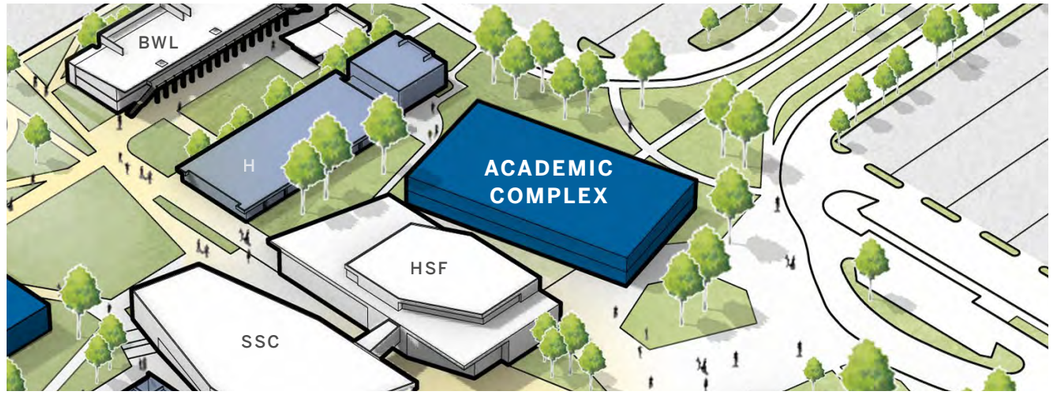
1 EARLY CHILDHOOD EDUCATION

As part of the Early Childhood Education (ECE) program, a new facility will become a home for child care services paired with academic space for both observation and instruction. The facility will also include faculty offices and consolidate office spaces associated with the ECE program. At the north-west entrance to campus, the location is convenient for drop-off and pickup, as well as provides ample open space within the facility.

The project includes an outdoor play space that is appropriate for the age groups served at the ECE. The outdoor space should be enclosed, shaded, and include plantings and shade trees. A surface parking lot should be adjacent to the new building for staff parking and parent drop-off. The previous location of the ECE program will also see enhancements, including expanded parking facilities and additional open space.


West Valley College, Steinberg Hart

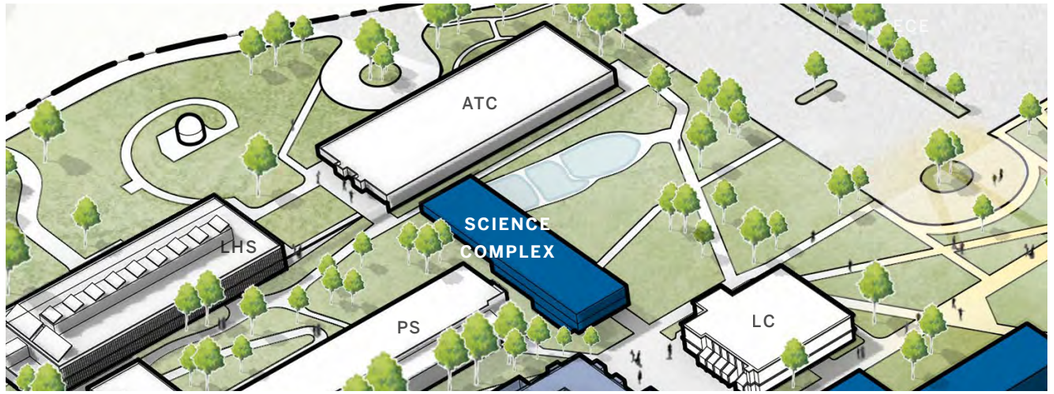
<footer>106 Steinberg Hart



3 ACADEMIC COMPLEX

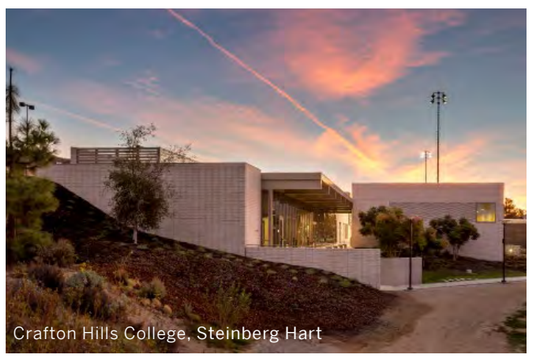
The new Academic Complex will centralize and expand general classrooms and faculty offices into one central location at the entrance of campus. The current spaces housed in the existing FO and LA, and Administration buildings will relocate to the new Academic Complex, offering improved and right-sized lecture spaces with upgraded technology, individual and group instruction areas, and open study spaces. Additionally, situated at the northernmost entrance to campus, the new Academic Complex will be visible from multiple directions. The Complex will provide space to hold community events and welcome the greater community to campus. This facility fosters learning and student success by enhancing students' access to various instructional services. Improvements to the entry plaza will further enhance the arrival experience and celebration of campus arrival.

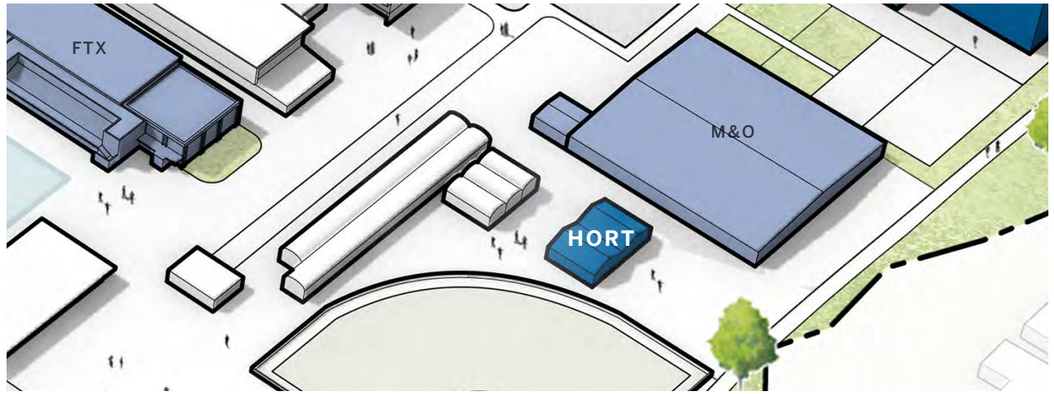

Golden West College, Steinberg Hart



4 SCIENCE COMPLEX AND PLANETARIUM

The new Science Complex will house science programs as well as replace the existing aging planetarium in an effort to provide science spaces adjacent to the ATC building that will house some of the science classrooms and offices. Instructional spaces will support active, technology-rich teaching and learning, featuring large classrooms and flexible labs. Embedded student service and collaboration spaces will be integrated within the building to provide direct student support. This project aims to seamlessly integrate with the surrounding topography, effectively mitigating the significant elevation change between the top and bottom of the hill. The building will feature an entrance at the bottom of the hill, with the second floor providing access to the top, aligning with efforts to ensure campus accessibility for all.


Crafton Hills College, Steinberg Hart



5 HORTICULTURE

The Horticulture program requires improved lab space to facilitate program needs. This plan recommends replacing the current building to meet these evolving needs. The new facility will accommodate two labs along with additional support space.

RENOVATIONS

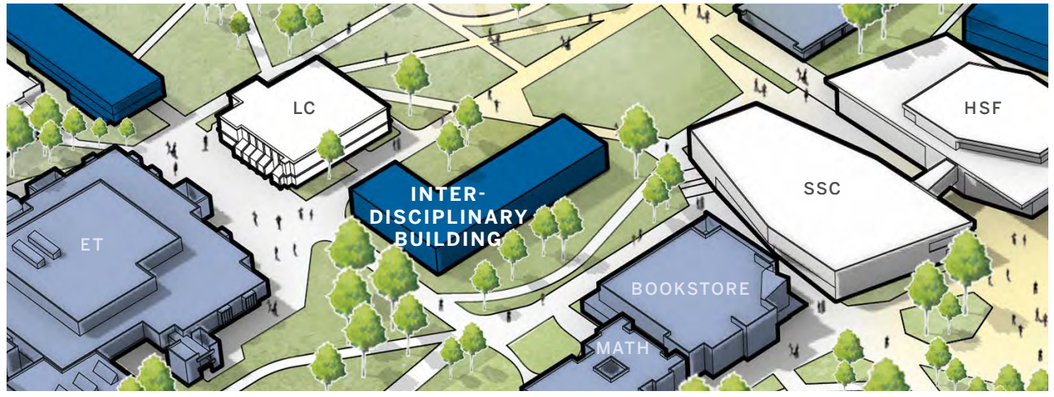
2 BOOK CENTER RENOVATION AND EXPANSION

To accommodate the expansion of programs currently housed in LCA/PUMA Center, plans are underway for the renovation and repurposing of the Book Center. One proposed enhancement involves the construction of a second floor within the existing double-height spaces. This addition would not only optimize the utilization of the available space but also provide an opportunity to accommodate the growing needs of various student services. Further research is recommended to thoroughly assess the feasibility of this proposed renovation.

PROJECTS **GROUP B**

Proposed Project Site Limit

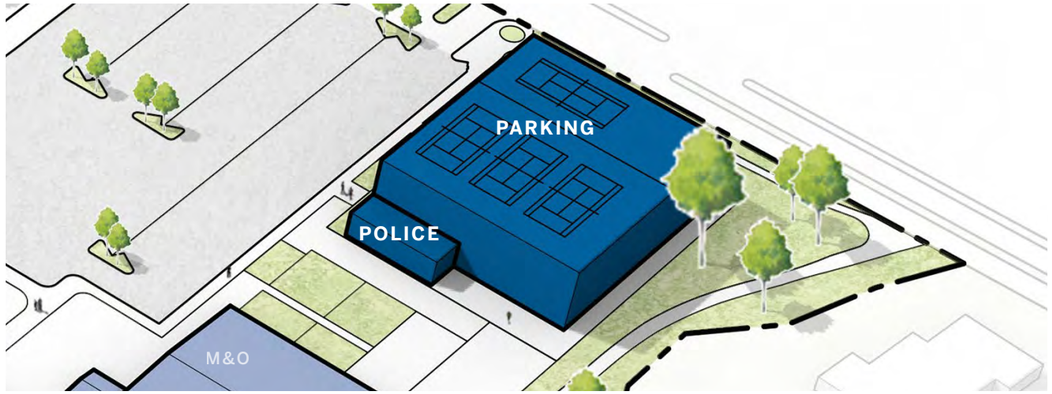
PROJECTS GROUP B (beyond 11 years) in alphabetical order	**ESTIMATED SIZE**	
Fitness & Exercise Renovation	*24,274 GSF*	⑥
Gym Renovation (structural updates)	*18,092 GSF*	⑦
Humanities Renovation	*16,428 GSF*	⑧
Library Renovation	*63,201 GSF*	⑨
Math Building Renovation	*24,211 GSF*	⑩
M&O Renovation	*25,900 GSF*	⑪
Music Renovation	*14,522 GSF*	⑫
New Interdisciplinary Building	*11-15,000 GSF*	⑬
Parking Structure (with roof top tennis courts)	*70,000 GSF*	⑭
Performing Art Center Renovation	*34,423 GSF*	⑮
Police	*5,000 GSF*	⑯



⑬ INTERDISCIPLINARY BUILDING

The long range vision for the Pleasant Hill Campus includes the identification of a potential future Interdisciplinary Building. If and when this facility is needed, it will be designed to accommodate program needs.

It will be strategically positioned at the heart of the quad, which will be formed by the demolition of the FO and LA buildings. This redesigned quad will not only be a central gathering place for celebrations and events but will also feature a diverse array of functions, from paved walkways to areas with native grasses and plants, This revitalized space will not only enhance the aesthetic appeal of the campus but also promote interaction, creativity, and academic excellence among students and faculty alike.



14

PARKING STRUCTURE

In response to the decreased availability of surface parking due to new construction and to accommodate future student needs due to a potential lease of the overflow parking lot, a new parking structure is recommended. By incorporating a sports field on its top floor, the structure will optimize space utilization and offer recreational opportunities for the campus community. Furthermore, its proximity to Police Services will facilitate efficient parking management and support enhanced security measures, aligning with the broader goal of ensuring campus safety. This multi-functional approach not only mitigates parking challenges but also enhances the overall campus experience by promoting physical activity and bolstering security services.

16

POLICE

The new Campus Police building will replace the current facility on the south side of campus, and provide appropriate space to house security functions. The placement of the Campus Police building has been strategically located for easy access from Golf Club Road. An adjacent dedicated parking lot will provide space for campus security vehicles and short term parking for visitors to the building.

RENOVATIONS

6

FITNESS & EXCERCISE

The FTX spaces are recommended for renovation to accommodate the expanding needs of the program, including updated restroom, addition of elevators and support spaces to enhance functionality and accessibility.

7

GYMNASIUM

The existing gymnasium, constructed in 1955, shows a high Facilities Condition Index (FCI) and has seismic risk. Due to these factors, the FP recommends its structural renovation.

8

HUMANITIES

With programs relocating to the new Academic Complex, the Humanities building could be transformed into a dedicated academic hub for Arts, Communication, and Language studies. The existing LA building might be utilized temporarily as swing space during the renovation.

9

LIBRARY

Constructed in 1963, the Library is slated for renovation to ensure it can accommodate evolving needs and integrate modern technology. The renovation will prioritize the inclusion of collaboration spaces, providing flexible areas for both peer collaboration among students and collaboration with faculty.

10

MATH

Built in 1998, the building is recommended for renovation to convert Instructional spaces into flexible and adaptable space, fully outfitted with the technology, utilities, and support spaces required to support a growing program.

11

WAREHOUSE/ MAINTENANCE AND OPERATIONS

With the campus expansion, renovating the M&O facility is recommended. Its proximity to the new Police department and the parking structure makes it an ideal location. Co-locating these functions enables the sharing of support facilities, such as parking and storage, which enhances operational efficiency and resource utilization.

RENOVATIONS *cont'd*

12

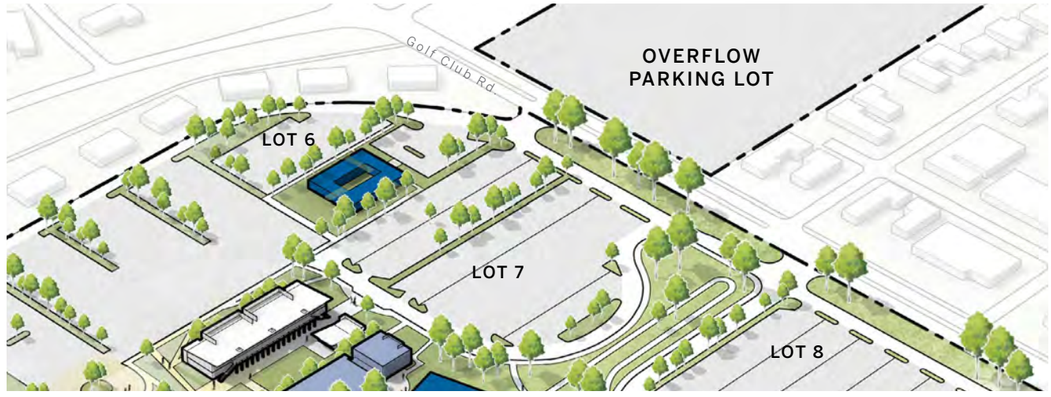
MUSIC

This project proposes renovating the building's interior and a potential addition for the growing music program. The project would include recording studios, equipped with modern technology, as well as acoustically treated rehearsal and practice rooms, along with ample storage for instruments. With the music program experiencing growth and introducing new programs, there's a pressing need for additional staff spaces.

15

PERFORMING ART CENTER

The project includes a comprehensive building renovation, both interior and exterior. Updates will be made to ensure universal accessibility and address the growth needs of the drama program.



FUTURE OPPORTUNITY SITE

OVERFLOW PARKING LOT

The existing 13-acre overflow parking lot has traditionally been utilized during peak times of each semester. As a long-term development project, the overflow parking lot is under consideration for mixed-use land lease opportunities, including various housing scenarios and college parking during peak semester times. Some of the future opportunities for this site also might include exploring public-private partnerships.

COSTS

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.

PROJECTS GROUP A	Size (GSF)	Construction Start	Total Cost ($)
Early Childhood Education (includes demo of existing)	11,300	2027	27,200,467
Book Center Renovation w/2nd Floor Addition*	13,462	2028	15,314,220
Academic Complex**	69,000	2030	213,768,534
Science Complex***	18,500	2031	61,512,264
Horticulture Replacement	3,000	2028	7,478,739
Group A Projects Total			**$325,274,223**

Construction timelines are preliminary and span over 10 years. Academic Complex timeline adjusted for potential State funding match.

*Book Center building includes addition of a second floor and necessary building improvements associated with that addition, including retrofit of the first floor.

**Academic Complex costs include demolition of old Art Bldg., LA, FO & AB Bldgs. Includes site work associated with building out a new quad in the demolition site.

***Science Complex costs include demolition of the existing planetarium.

PROJECTS GROUP B	Size (GSF)	Construction Start	Total Cost ($)
Humanities Renovation + Swing Space	16,428	2040	60,173,210
Performing Arts Renovation	34,423	2040	118,124,908
Library Renovation	63,201	2040	157,761,010
Interdisciplinary Learning	15,000	2040	59,901,954
Math Renovation + Swing Space	24,211	2040	88,047,307
M&O Renovation	25,900	2040	55,045,581
Gym Seismic	18,092	2040	26,503,675
Police Services Building	5,000	2040	43,145,461
DEMO: Police Services	4,800	2040	1,739,197
Parking Structure / Tennis	70,000	2040	92,712,572
Music Renovation + Swing Space	14,522	2040	64,579,227
Group A Projects Total			**$767,734,100**

Pleasant Hill Campus Total FP	**$ 1,093,008,323**

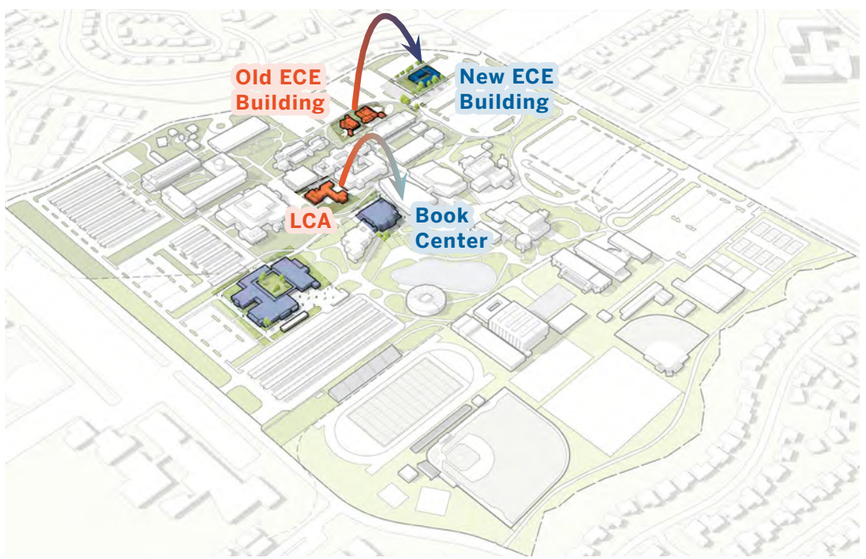
PHASED DEVELOPMENT

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

To manage resources and mitigate disruptions the **FP Projects Group A** 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.

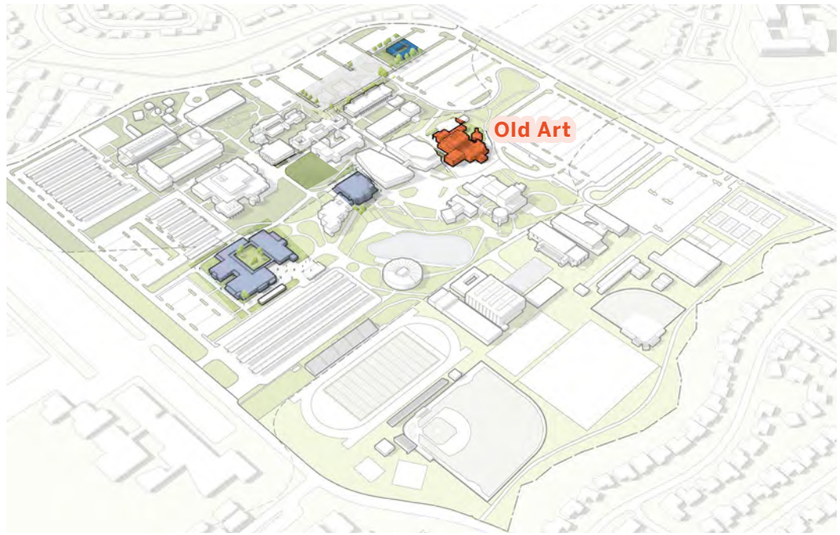
PHASE 01

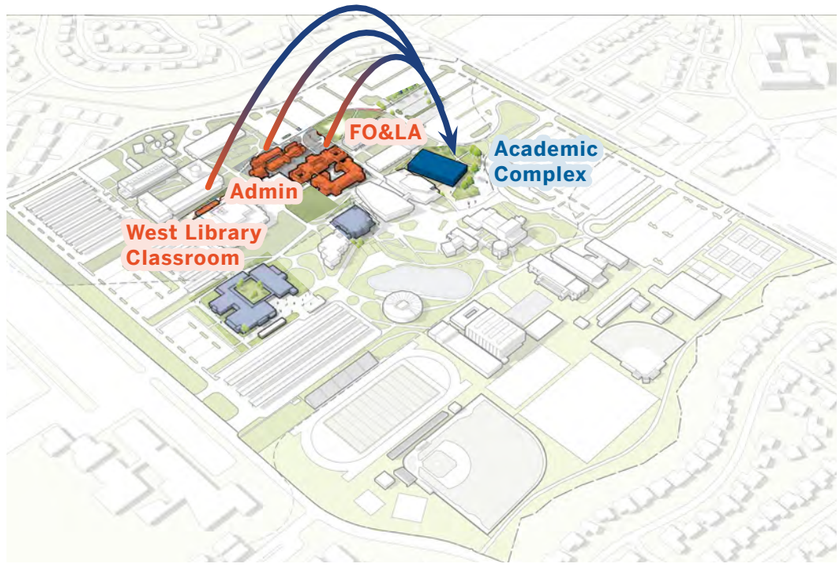
1. ET Renovation (under previous bond)
2. Construction of ECE
3. Creation of dedicated drop-off and parking
4. Move program to new building
5. Demolition of old ECE and expansion of Lot 5
6. Renovation of Book Center
7. Move PUMA to Book Center
8. Demolition of LCA
9. Site Implementation



PHASE 02

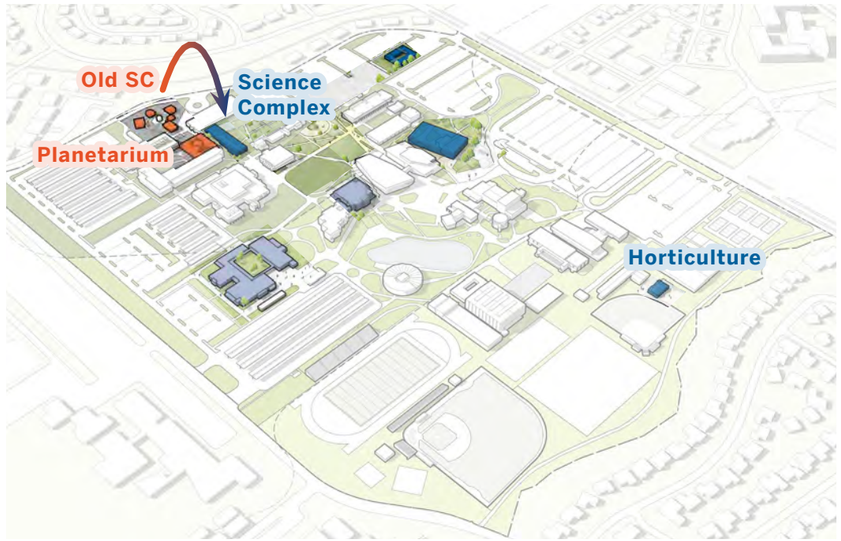
1. Demolition of old Art Building
2. Construction of New Academic Complex
3. Site Implementation of North Entry Plaza
4. Move programs to New Academic Complex
5. Demolition of FO, LA, Administration and West Classroom
6. Implementation of Quad area
7. Demolition of Administration





PHASE 03

1. Construction of New Science Complex
2. Demolition of Planetarium
3. Demolition of Old Science Complex
4. Reconstruction of Horticulture Labs



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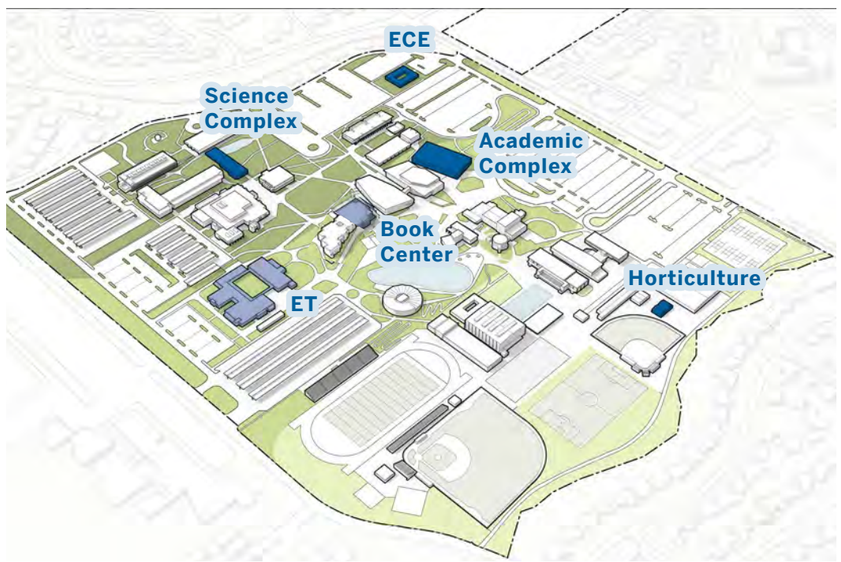


SAN RAMON

FUTURE VISION

BIG IDEAS

Analysis of campus challenges, opportunities, and major themes provide an overarching vision for the future development of SRC.

The development of the Big Ideas began with feedback on specific campus challenges, which include the connection to the Pleasant Hill Campus, limited land for growth, and campus wayfinding and signage. This process also yielded ideas for campus opportunities, such as new buildings, spaces, and amenities.

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.

San Ramon Campus Challenges & Opportunities

HEART OF CAMPUS

Complete the campus around the traditional quad concept.

DISTINCT IDENTITY

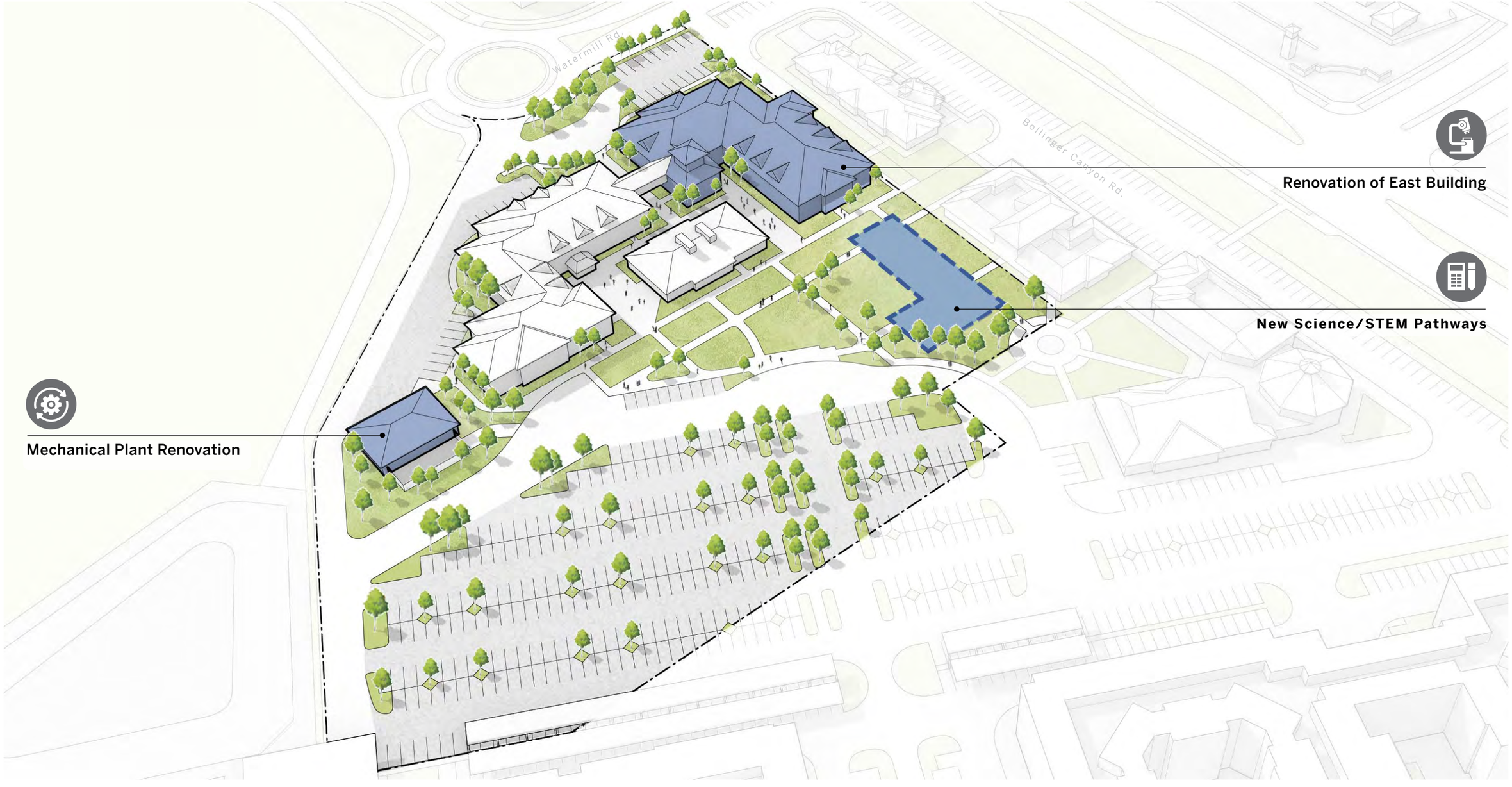
Construct new buildings that clearly distinguish DVC-SRC from other community buildings.

CENTRAL ACCESS

Ensure that all campus structures have access to the central quad.

San Ramon Campus Big Ideas

CAMPUS PLAN



LEGEND

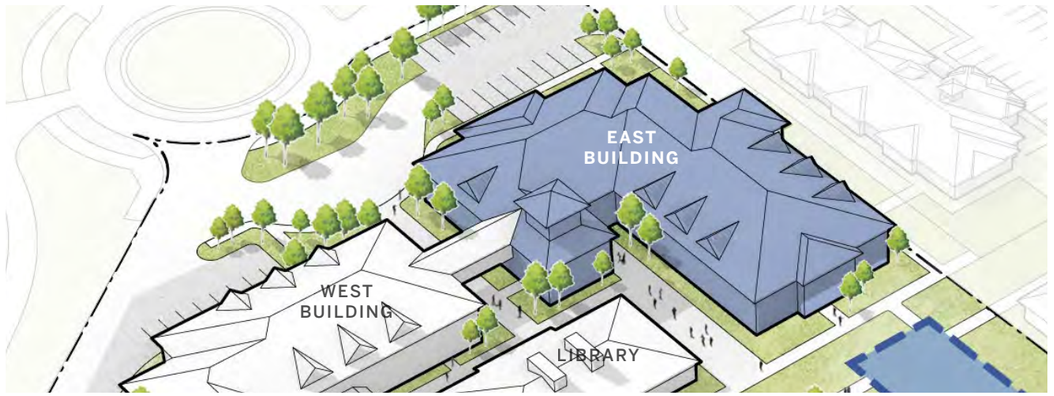
- Proposed Building Site
- Proposed Renovation
- Existing Building/Deferred Maintenance

FACILITIES PLAN PROJECTS

The Future Vision for the San Ramon Campus, as illustrated on the preceding pages, addresses the need to maintain existing buildings and to expand to better serve students.

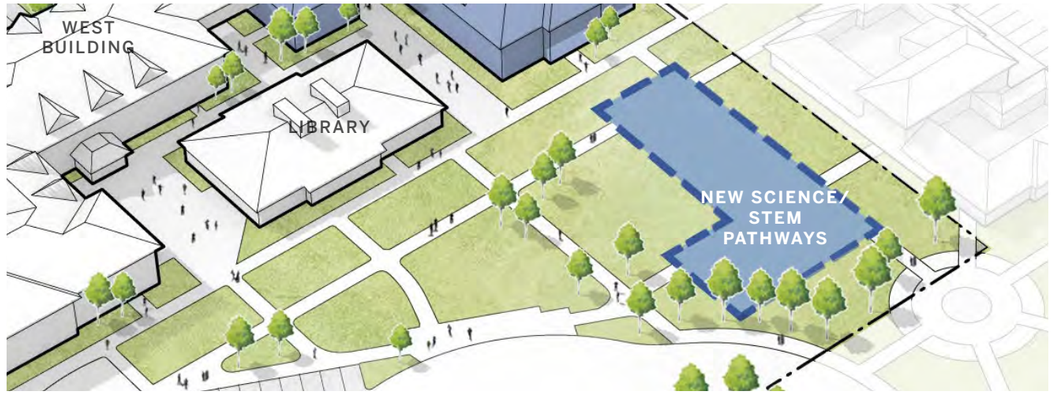
PROJECTS	ESTIMATED SIZE	
New Science/STEM Pathways	*11-15,000 GSF*	①
East Building Renovation	*20,000 GSF*	②
Mechanical Plant Renovation	*3,165 GSF*	③

PROJECT DESCRIPTIONS



EAST BUILDING RENOVATION

This renovation project focuses on the eastern section of the building, which will be transformed to accommodate the growth of existing programs and new curriculum offerings, including Microbiology and Physics Labs. The goal of this strategic move is to improve campus connectivity and complement the offerings of the new Science/STEM Pathways Building. A thorough assessment of the entire building is recommended to determine necessary retrofits. Renovations will begin after the completion of the New Science/STEM Pathways Building to minimize disruption to ongoing programs. Before starting renovations on the East Building, some science labs will be relocated to the new facility. This phased approach will optimize space utilization and streamline the transition process.



NEW SCIENCE/STEM PATHWAYS

With a demand for STEM programs at SRC, the new building will directly support students in the STEM pathways by offering state-of-the-art lab spaces. The building will promote a built environment that will support students pathway in completion of the certificate and transfer degree requirements. This cutting-edge facility will offer versatile instructional spaces tailored to modern teaching methodologies, integrating interdisciplinary areas designed to promote collaboration across various disciplines, fostering a dynamic learning environment for students.

By providing additional science spaces, SRC will be able to better support increased student demand and aid in the ability for students to complete a degree pathway. To accomplish this goal, the San Ramon Campus needs additional lab and prep spaces that are appropriate in size, functionality, and equipment. Located on the southeast corner of the campus, the new building will not only provide essential indoor spaces, but also contribute to the expansion and enhancement of the courtyard. This expansion will create opportunities for outdoor instruction and study, enhancing the overall educational landscape of the campus.

COSTS

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.

PROJECTS GROUP A	Size (GSF)	Construction Start	Total Cost ($)
Science / STEM Pathway Building	15,000	2028	$36,662,532
East Building, 1st Floor Renovation	21,000	2030	$36,725,885
Mechanical Plant	3,165	2028	$11,698,586
Group A Projects Total			**$85,087,022**

San Ramon Campus Total FP	**$ 85,087,022**

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