



06.13.2017

**SAN JOAQUIN DELTA
COMMUNITY COLLEGE DISTRICT
2017 COMPREHENSIVE MASTER PLAN**

SAN JOAQUIN DELTA COMMUNITY COLLEGE DISTRICT



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2017 COMPREHENSIVE MASTER PLAN

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LETTER FROM THE PRESIDENT



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

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

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

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

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

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

Other improvements enabled by the Measure L Bond Program include:

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

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

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

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

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

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

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

Dr. Kathy Hart
 Superintendent/
 President

DOCUMENT ORGANIZATION

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

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

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



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EXECUTIVE SUMMARY

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

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

PART 1 – THE PLANNING CONTEXT – CHALLENGES & OPPORTUNITIES

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

OPPORTUNITIES

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

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

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

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

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

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

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

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

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

CHALLENGES

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



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



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



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



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

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

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



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

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

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



STRATEGIC VALUES

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

Initiatives that foster professional growth and innovative service delivery

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

Effective and consistent communication through multiple media

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

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

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

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

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

Organizational structures that efficiently deliver instructional and support services for students

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

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

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

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

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

REINVEST IN COLLEGE FACILITIES (E2)

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

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



INSTITUTIONALIZE EQUITY (E3)

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

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

UPDATE COLLEGE TECHNOLOGY (E4)

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

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

REVITALIZE COMMUNITY ENGAGEMENT (E5)

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

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

ESTABLISH MARQUEE PROGRAMS FOR NEW EDUCATIONAL CENTERS (E6)

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

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

PROMOTE A HEALTHY AND SAFE CAMPUS ENVIRONMENT (E7)

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

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

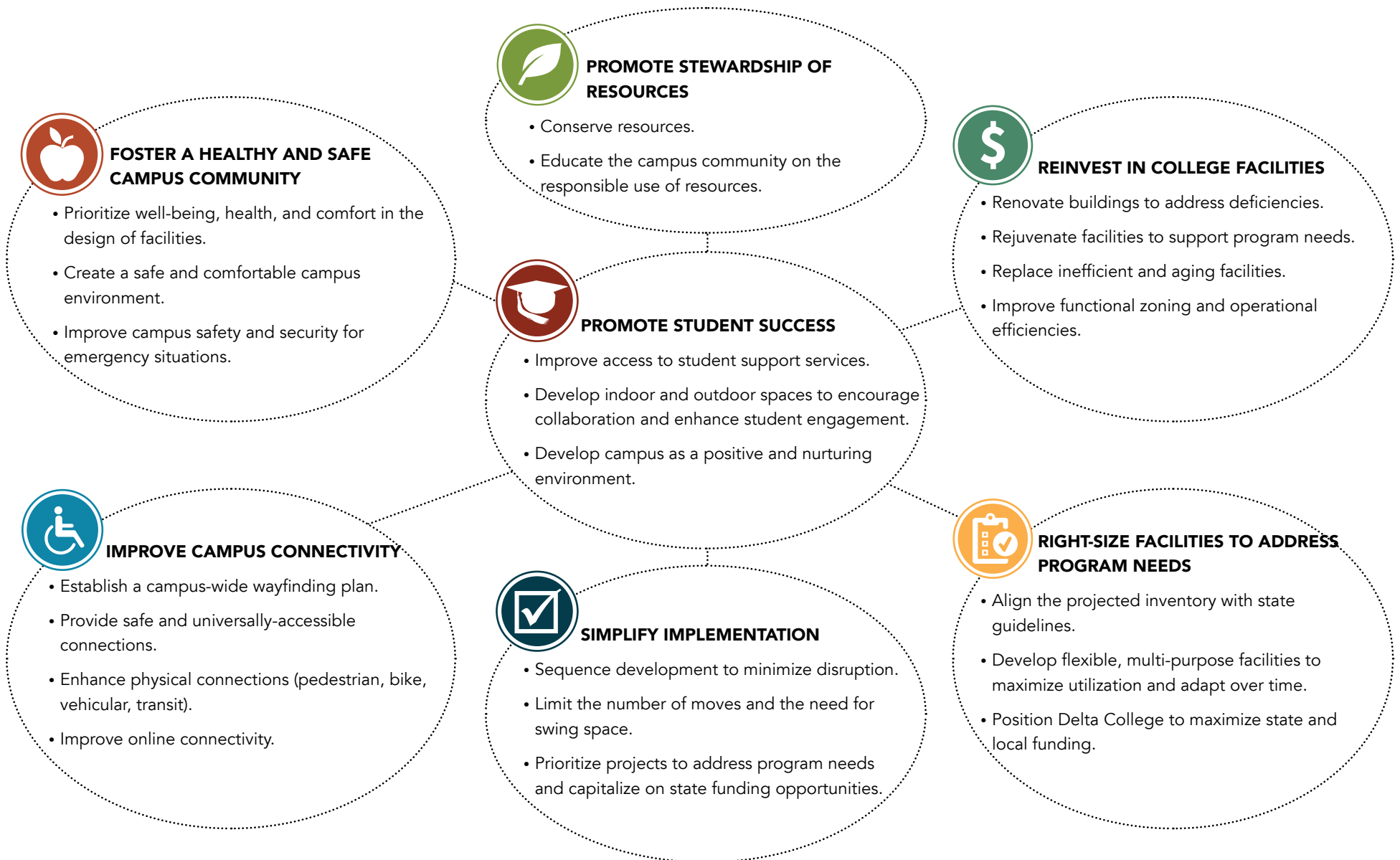
- E7.2** Explore changes in food services operations, which may include food trucks as a mobile option.
- E7.3** Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
- E7.4** Explore and implement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

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

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

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

FACILITIES PLANNING PRINCIPLES

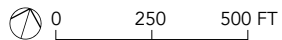


Each of the proposed projects identified in the subsequent planning is linked to these principles, resulting in a Comprehensive Master Plan that addresses the educational needs of the community and the need to revitalize existing District facilities.

STOCKTON CAMPUS 2017 FACILITIES PLAN

Legend

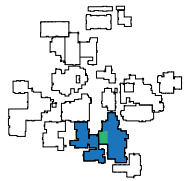
- New construction
- Renovation/Change of use
- Modernization



Legend

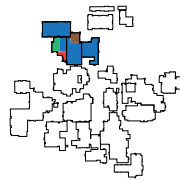
■ Student Services + Activities	■ Instructional - Office/Conference	■ Performing Arts / Gallery
■ Administration	■ Kinesiology + Athletics	■ Service
■ Instructional - Classrooms	■ Library + Study	■ Support
■ Instructional - Labs	■ Child Development	■ Middle College High School
		 Insufficient Information

HOLT CENTER



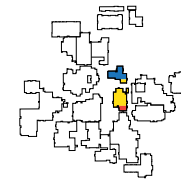
- The police academy is remote from the campus police location.
- The Reading/Writing Learning Center is remote from other tutorial services and difficult to find.
- The music spaces need revitalization and acoustical upgrades.

SHIMA CENTER + SHOPS

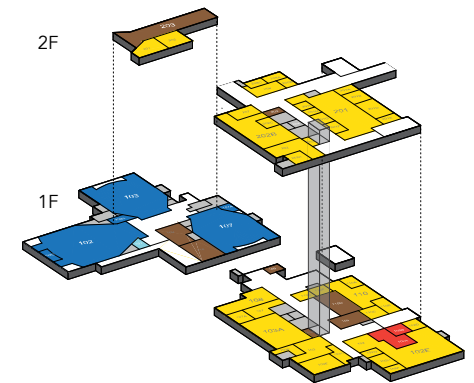
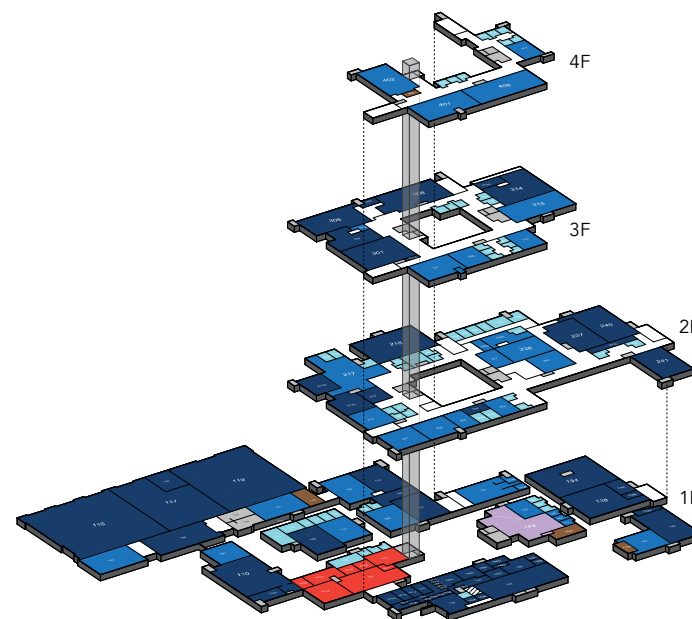
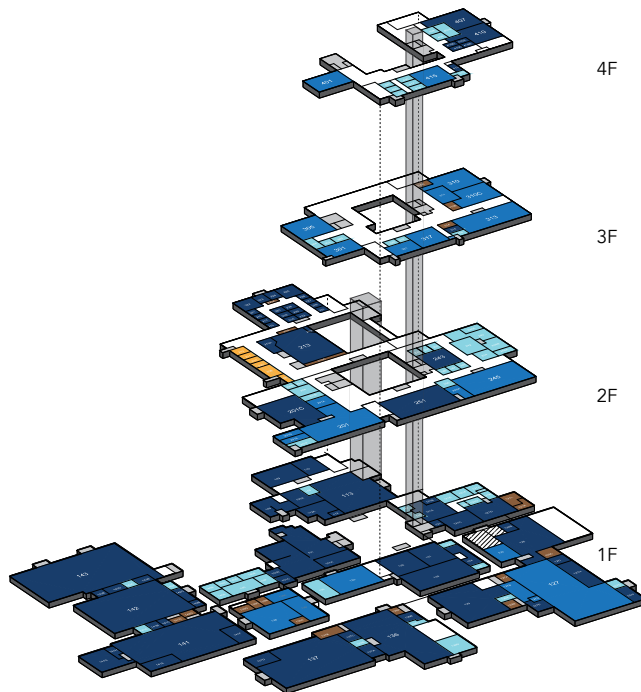


- Culinary programs on the 3rd floor are undersized and outdated.
- The Art Gallery is difficult to find.
- The student government office location is remote from the student center and difficult to find.
- Supplemental Instruction (Learning Center) is remote from other tutorial services and difficult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

ADMINISTRATION + FORUM



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



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

THE STOCKTON CAMPUS

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

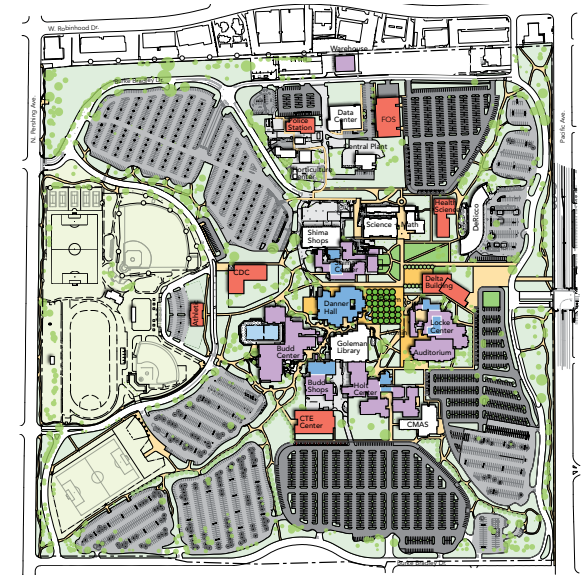
FACILITIES PLANS FOR THE STOCKTON CAMPUS

Access and Parking (in gray)

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

Landscape (in green and gold)

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



Infrastructure Projects

- Improved emergency egress at each campus entry

Signage and Wayfinding

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

New Construction (in red)

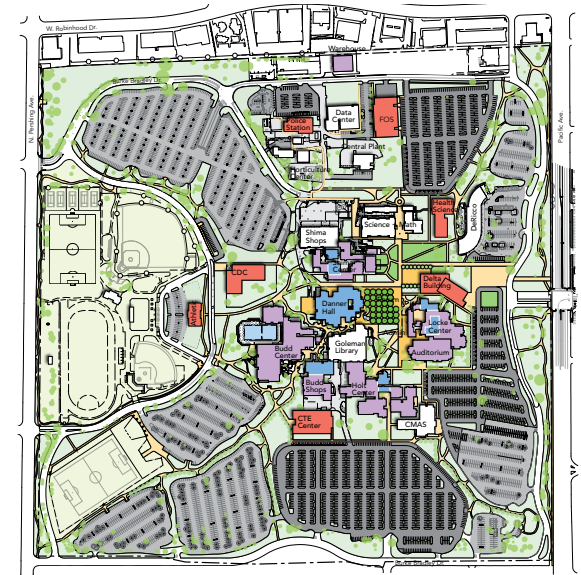
- Delta Building – Administrative offices, community meeting space, and classrooms to replace the Forum lecture halls
- Health Science – Modernized learning spaces for the growing health science programs, and wellness facilities for students
- CTE Center – New and modernized technical training labs for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

Renovation/Change of Use (in blue)

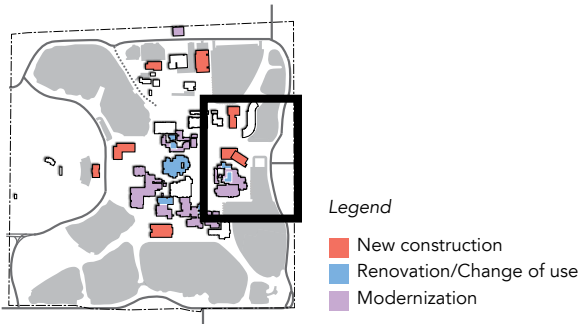
- Danner Hall – A true student center at the heart of the campus with improved food service, study spaces, learning labs for tutoring and supplemental instruction, and Culinary Arts facility
- Shima Center – Partial renovation of vacated Culinary Arts and student government spaces
- Holt Center – Partial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

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

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



EAST ZONE



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

EAST ZONE PROJECTS

HEALTH SCIENCE

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

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

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

Secondary Effects

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

DELTA BUILDING

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

Functions include:

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

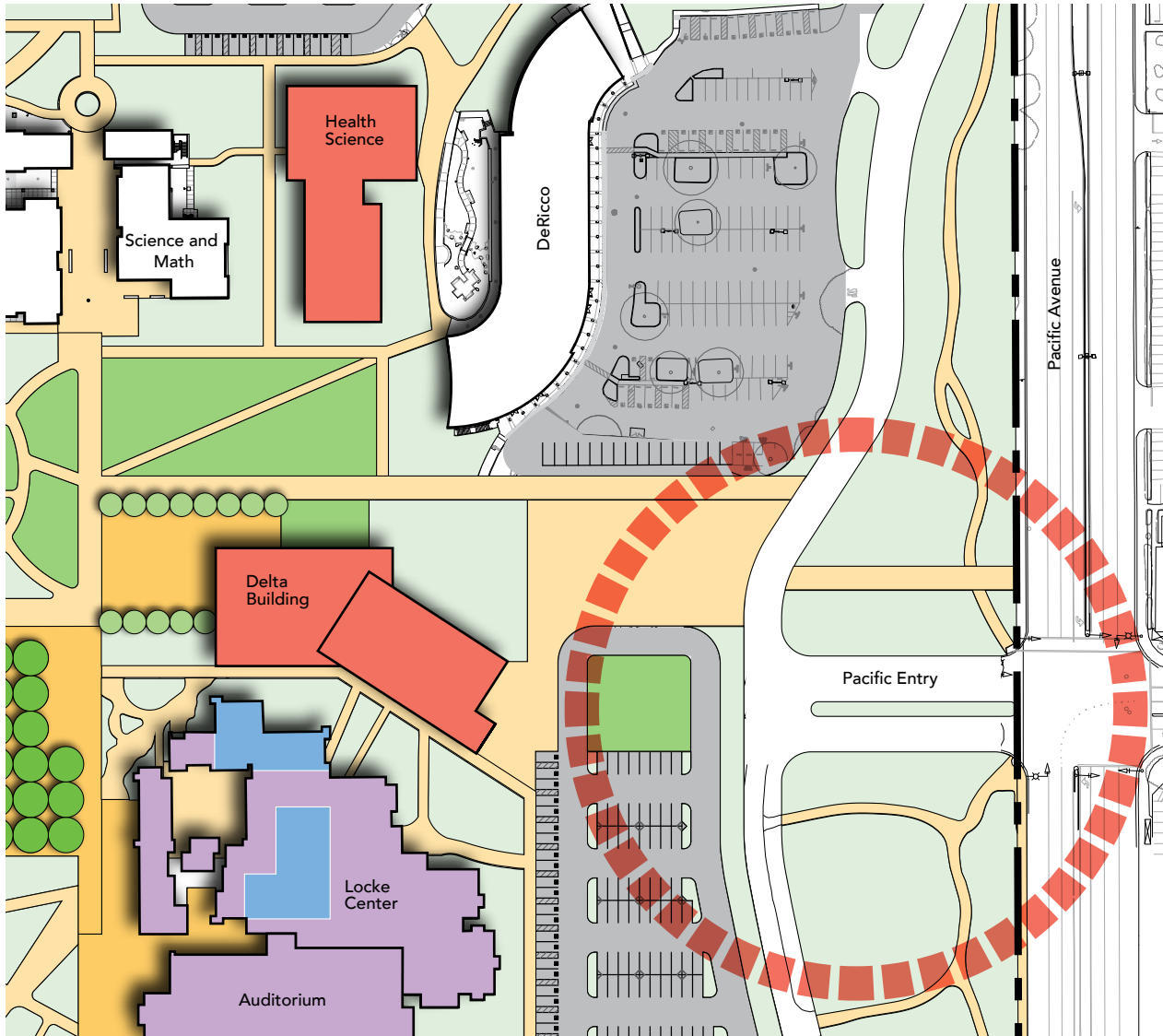
- First-contact student services (to complement DeRicco)
- Community meeting rooms (multi-purpose board room)
- Administrative Services
- Professional Development Center
- Art Gallery

Secondary Effects

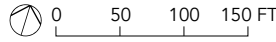
Following the construction of the Delta Building, the Administration and Forum Buildings and portions of the Holt Center will be demolished. The classrooms in the Forum Building will be replaced with more efficient multi-purpose classrooms in the Delta Building that will allow for more classes to be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

PACIFIC ENTRY

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



EAST ZONE RECOMMENDATIONS

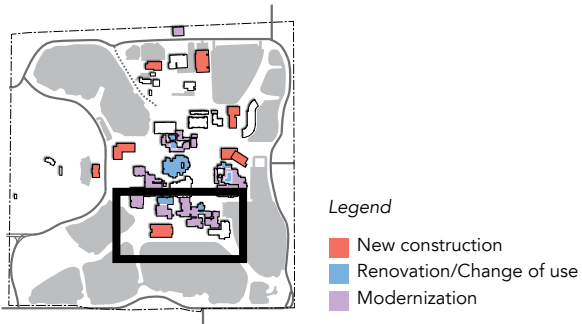


The **Health Science Building** will provide modern facilities for growing health science programs like nursing, psychiatric technician training, physical therapy assistants' training, medical records administration, speech language pathology assistant's training (SLPA), and nutrition. The building could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

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

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

SOUTH ZONE



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

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



CTE RENOVATION AND EXPANSION

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

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

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

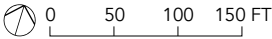
- TV/Radio
- Graphic Arts
- Photography
- Recording Arts
- Journalism
- CIS/BIM

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





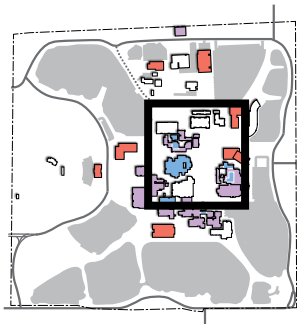
SOUTH ZONE RECOMMENDATIONS



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

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

CAMPUS CORE



Legend

- New construction
- Renovation/Change of use
- Modernization

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



Koi pond at Campus Core

DANNER HALL

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

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

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

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

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

1. Relocate non-essential functions out of Campus Core.

- Relocate Facilities, Purchasing and Warehouse from Danner Hall into the North Zone of campus.

2. Relocate Culinary Arts, Learning Centers, ASDC, and Student Activities into Danner Hall.

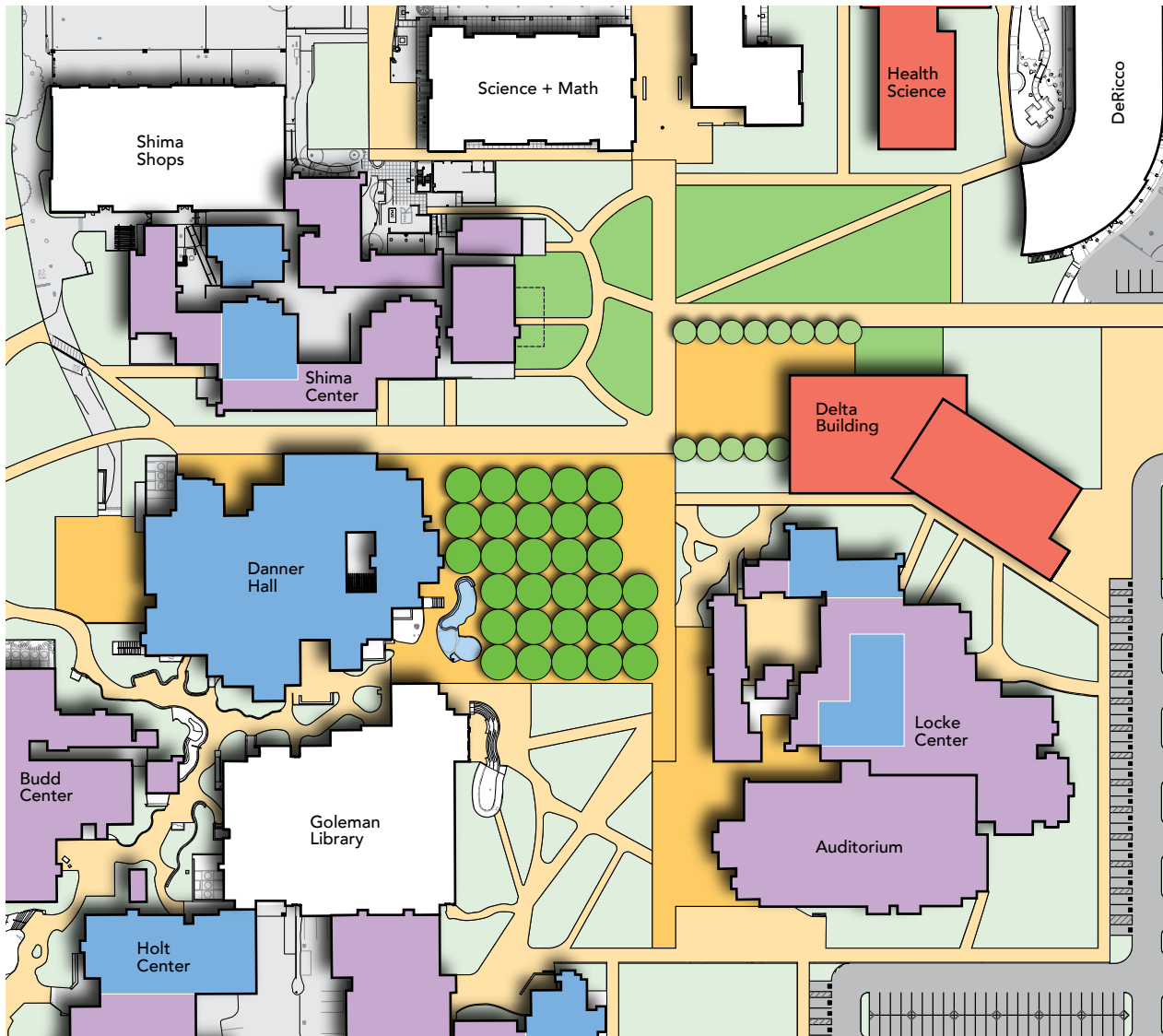
- Renovate Danner Hall to provide improved instructional lab space.
- Showcase Culinary Arts as a marquee program.
- Improve students’ access to instructional support services.
- Co-locate services and programs to support synergies and improve operational efficiencies.
- Relocate student activities and student government offices out of Shima and into Danner Hall.

3. Develop Danner Hall as a “real Student Center.”

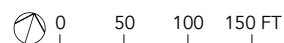
- Renovate and repurpose entire building.
- Address deferred maintenance issues.
- Provide collaboration and engagement space.
- Improve and expand food services.

Secondary Effects

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



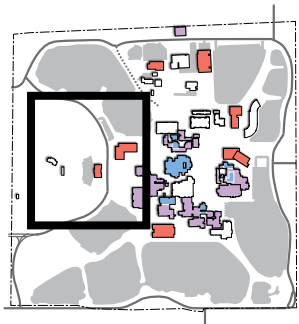
CAMPUS CORE RECOMMENDATIONS



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

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

WEST ZONE



Legend

- New construction
- Renovation/Change of use
- Modernization

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

WEST ZONE PROJECTS

CHILD DEVELOPMENT CENTER

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

Secondary Effects

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

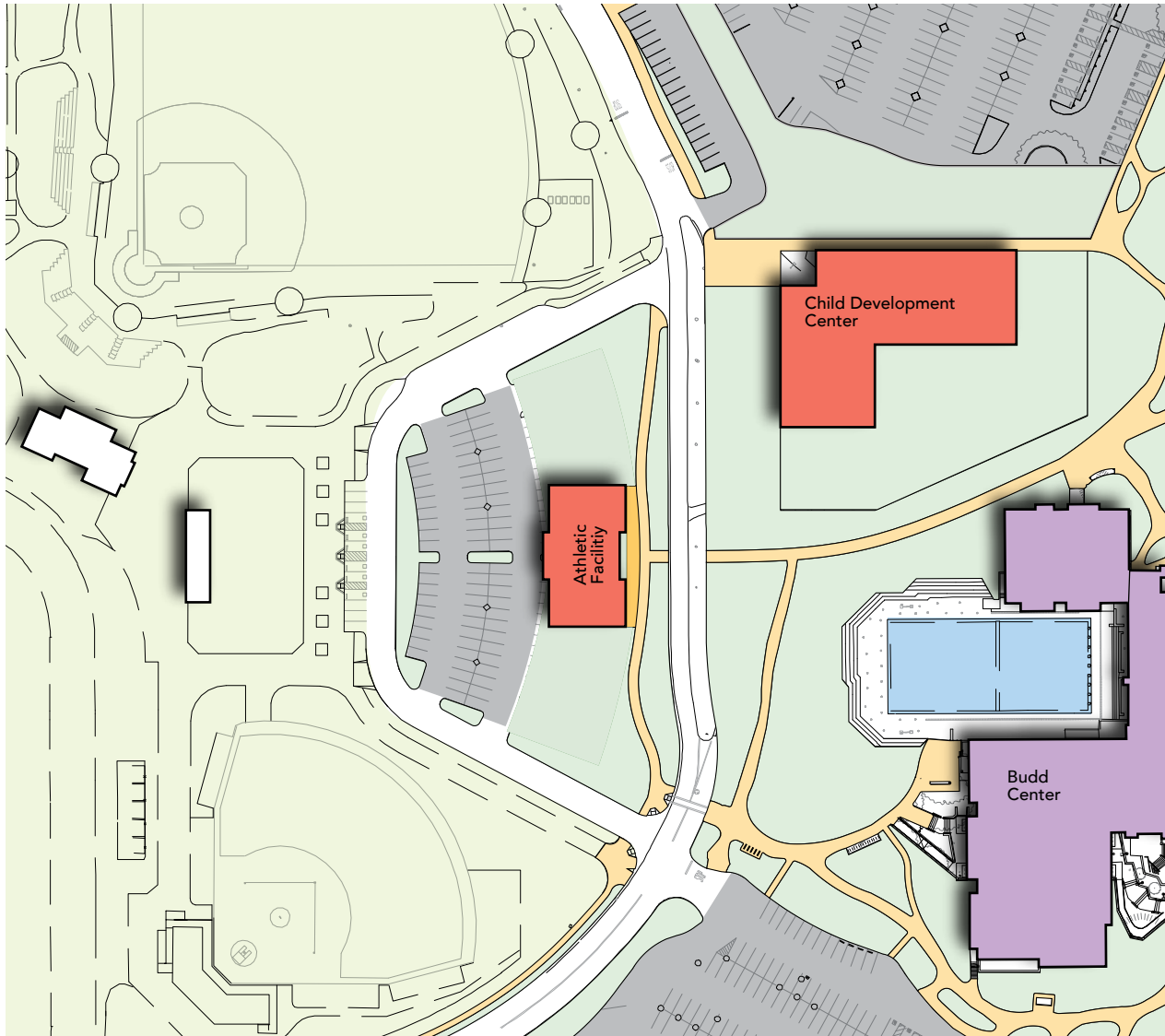
KINESIOLOGY

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

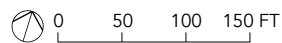
- Training Room
- Team Room
- Weight Room
- Locker Room
- Equipment/Storage
- Public Restrooms
- Concessions

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





WEST ZONE RECOMMENDATIONS

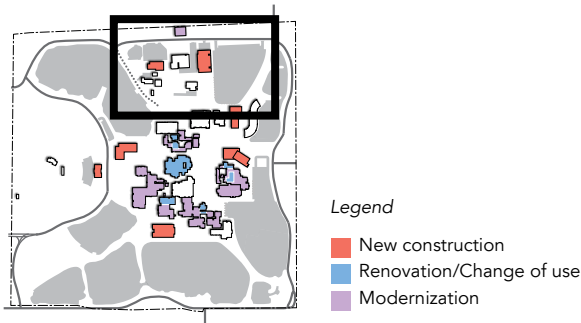


THE WEST ZONE changes feature two major projects: 1) the relocation of the **Child Development Center** (CDC) to the west side of the campus (away from the main Pacific Avenue entry), and 2) the establishment of an **Athletics/Kinesiology Fieldhouse** adjacent to the playing fields for soccer, football,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

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

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

NORTH ZONE



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

NORTH ZONE PROJECTS

FACILITY FOR OPS SUPPORT

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

Secondary Effects

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

POLICE

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

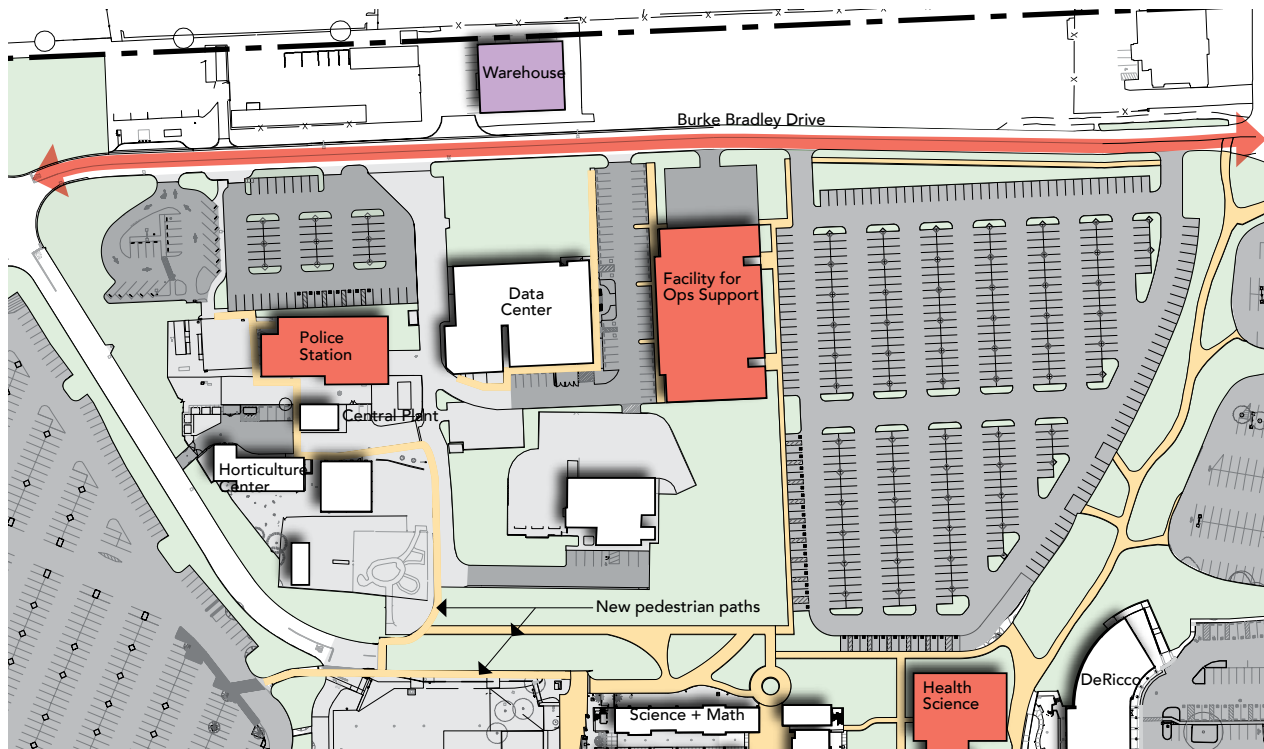
Secondary Effects

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

REALIGN ROAD

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





NORTH ZONE RECOMMENDATIONS

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

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

REGIONAL CENTERS

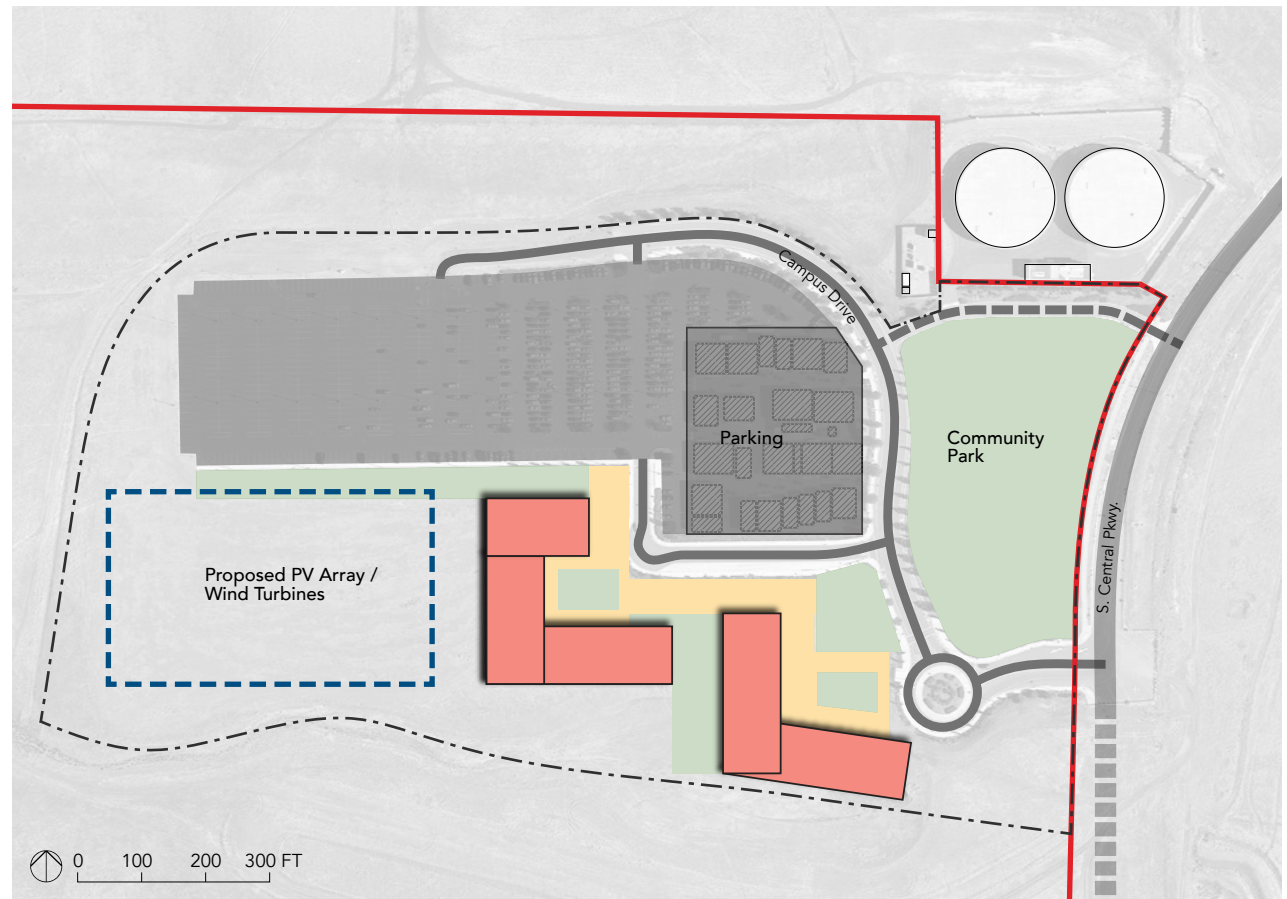
Proposed regional educational centers are discussed in two segments of the Master Plan: The Educational Plan starting at page 43 and the Facilities Plan starting at page 157. The conceptual plans for each region and campus are summarized here for simplicity – readers wanting a more detailed description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

SOUTH CAMPUS AT MOUNTAIN HOUSE

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

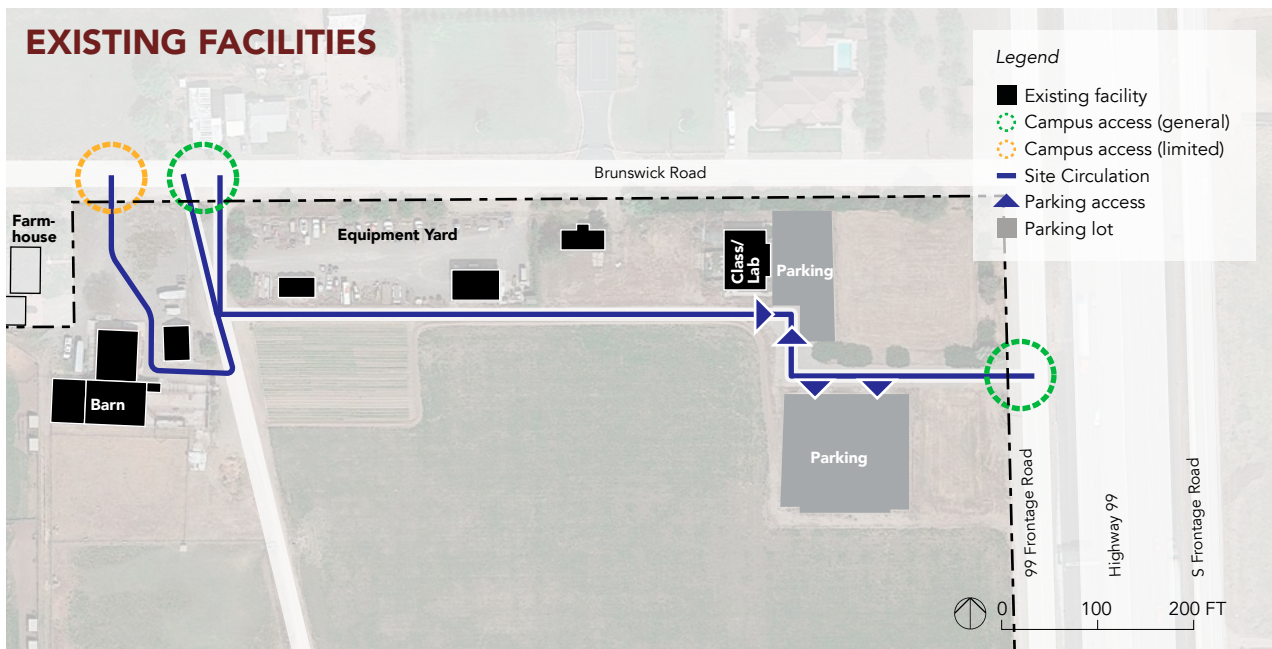
PHASE 2

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

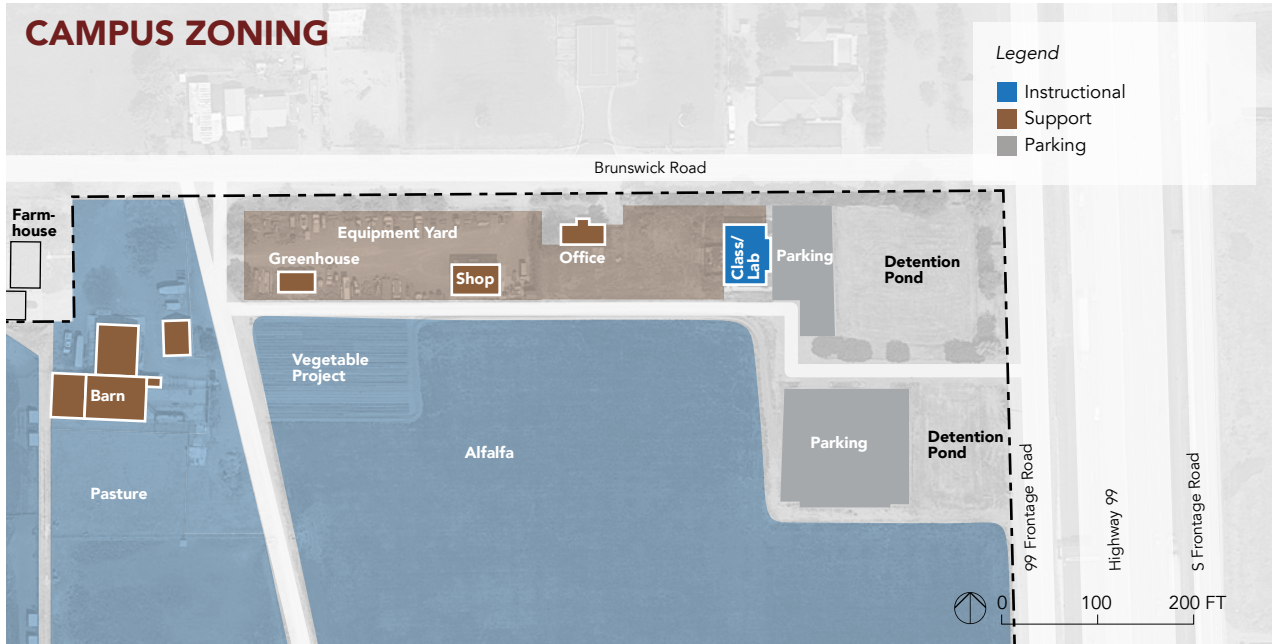


Legend

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



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



THE NORTH COUNTY CENTER

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

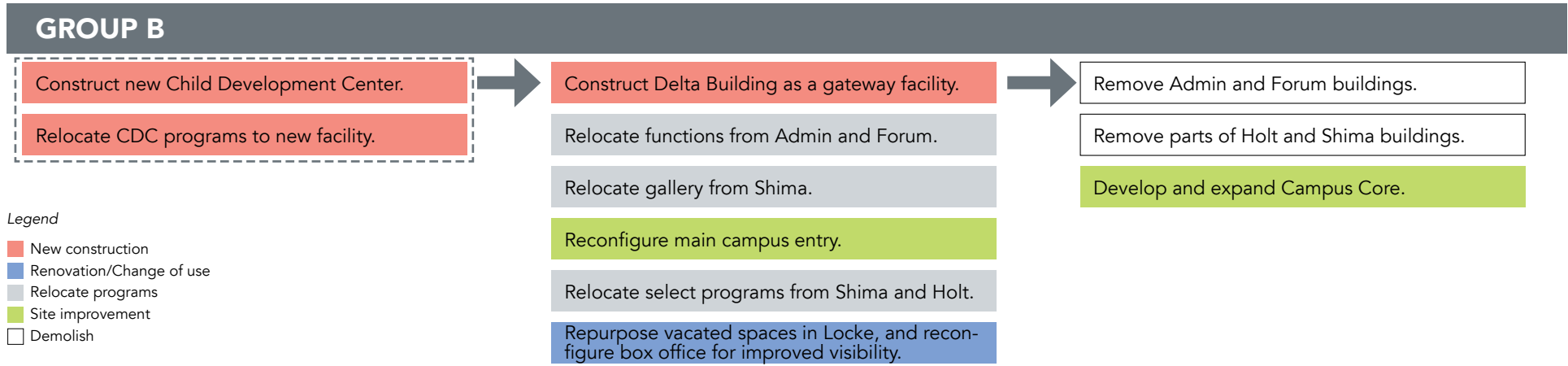
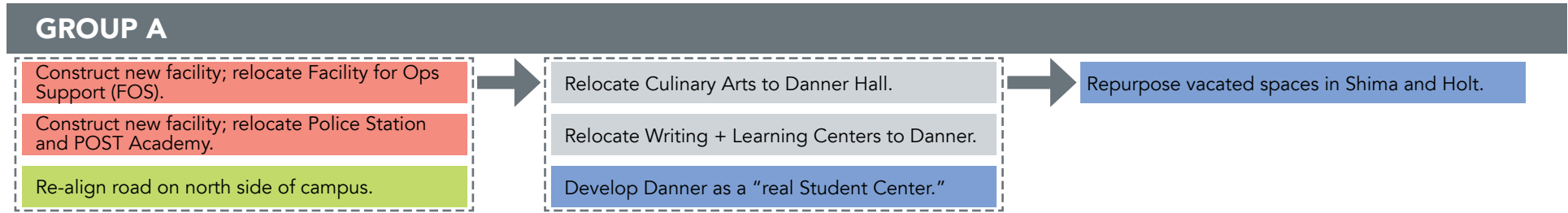
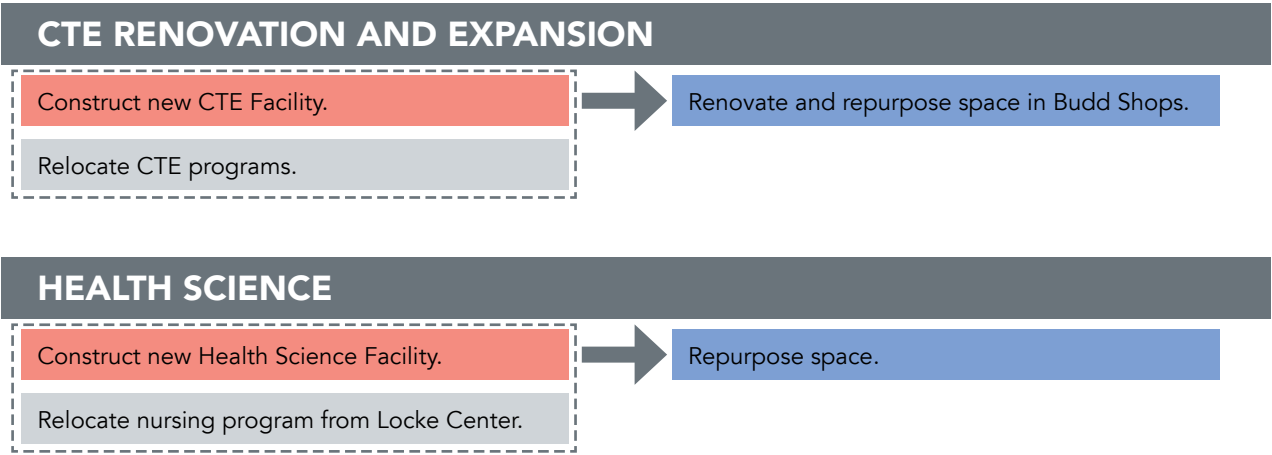
Educational planning for that center has focused on the idea of growing general education enrolments, transfer and basic skills courses, followed by the establishment of marquee career technical programs. The District has identified certain CTE programs for this center, including agriculture-based courses,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

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



**PROJECT SEQUENCING
AT THE STOCKTON CAMPUS**

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



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

SUCCESS STORIES SINCE THE PASSAGE OF MEASURE L

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



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



REJUVENATE & REINVEST IN COLLEGE FACILITIES

(E1, E2, F1)



INSTITUTIONALIZE EQUITY

(E3)



UPDATE COLLEGE TECHNOLOGY

(E4)



REVITALIZE COMMUNITY ENGAGEMENT

(E5)



ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS

(E6)



HEALTHY & SAFE CAMPUS COMMUNITY

(E7, F2)



IMPROVE CAMPUS CONNECTIVITY

(F3)



PROMOTE STUDENT SUCCESS

(F4)



PROMOTE STEWARDSHIP OF RESOURCES

(F5)



RIGHT-SIZE FACILITIES & SIMPLIFY IMPLEMENTATION

(F6)

PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Campus Access and Parking Improvements	●						●		●	
Improved Path of Travel into Campus	●					●	●			
Emergency Egress	●					●				
Campus Signage and Wayfinding	●			●			●			
Parking Lot Berm Removal	●					●	●			
Landscaping Improvements at the Stockton Campus	●					●	●		●	
Streetscape Improvements	●			●			●			
Delta Building (administration, community meeting spaces, classrooms)	●	●		●			●	●		
Health Science Building	●		●		●	●		●		●
Career Technical Education Center	●		●		●			●		●
Child Development Center	●	●				●	●	●		●
Police Station & POST Program	●		●		●	●		●		●



REJUVENATE
& REINVEST
IN COLLEGE
FACILITIES

(E1, E2, F1)



INSTITUTIONAL-
IZE EQUITY

(E3)



UPDATE
COLLEGE
TECHNOLOGY

(E4)



REVITALIZE
COMMUNITY
ENGAGEMENT

(E5)



ESTABLISH
MARQUEE
PROGRAMS AT
NEW CENTERS

(E6)



HEALTHY &
SAFE CAMPUS
COMMUNITY

(E7, F2)



IMPROVE CAM-
PUS CONNec-
TIVITY

(F3)



PROMOTE
STUDENT
SUCCESS

(F4)



PROMOTE
STEWARDSHIP
OF RESOURCES

(F5)



RIGHT-SIZE
FACILITIES &
SIMPLIFY IM-
PLEMENTATION

(F6)

PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Facility Operations Center	●					●	●		●	●
Athletic Building (Fieldhouse)	●							●		●
Renovate Danner Hall – True Student Center	●	●	●		●		●	●		●
Partial Renovation of Shima Center	●						●	●		●
Partial Renovation of Holt Center	●						●	●		●
Partial Renovation of Locke Center	●						●	●		●
Modernize Infrastructure and Improve Accessibility	●	●	●			●	●			
Campus Irrigation Improvements	●		●						●	
Atherton Auditorium Renovations	●			●		●	●			
Mountain House Permanent Facility	●		●	●	●	●		●	●	
North County Center	●		●	●	●	●		●	●	



REJUVENATE & REINVEST IN COLLEGE FACILITIES

(E1, E2, F1)



INSTITUTIONALIZE EQUITY

(E3)



UPDATE COLLEGE TECHNOLOGY

(E4)



REVITALIZE COMMUNITY ENGAGEMENT

(E5)



ESTABLISH MARQUEE PROGRAMS AT NEW CENTERS

(E6)



HEALTHY & SAFE CAMPUS COMMUNITY

(E7, F2)



IMPROVE CAMPUS CONNECTIVITY

(F3)



PROMOTE STUDENT SUCCESS

(F4)



PROMOTE STEWARDSHIP OF RESOURCES

(F5)



RIGHT-SIZE FACILITIES & SIMPLIFY IMPLEMENTATION

(F6)

PROPOSED PROJECT	(E1, E2, F1)	(E3)	(E4)	(E5)	(E6)	(E7, F2)	(F3)	(F4)	(F5)	(F6)
Manteca Center (Barn and Classroom Building Renovations)	●		●	●	●	●		●	●	
Demolish Forum and Administration Building	●		●	●			●			●
Establish Campus Core & Landscaping	●			●		●	●	●	●	

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COMMUNITY
OF LIFELONG
LEARNERS

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





EDUCATIONAL PLAN

EDUCATIONAL PLAN

EDUCATIONAL PLAN

Renewing and Reinvesting in Delta College

Prepared for San Joaquin Delta Community College District by the:

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July 2015, Revised December 2016

EDUCATIONAL PLAN

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OVERVIEW

INTRODUCTION

Modeled on the 2009 planning process, the District once again engaged in collaboration to develop this current update of its Educational Plan (EP). Key overriding values coupled with the District's 2014-15 Strategic Plan and its related strategic goals (Strategic Goals and Strategic Plan, 2014-15, shown earlier) provided the foundation for the collaborative dialogue. The goals identified in this EP build upon those strategic goals.

As outlined earlier, the District has a proud history of committed, passionate people making a difference. As such, key values underlie the District's educational planning. These are:

1. An inclusive learning environment where all constituents receive fair and equal treatment.
2. Initiatives that foster professional growth and innovative service delivery.
3. The use of technology to advance student learning and to provide low-cost solutions for operations.
4. Effective and consistent communication through multiple media.
5. High-quality service in support of student learning and operational efficiency.
6. Regional centers that offer general education, transfer, and basic skills first, followed by selected marquee programs in career and technical education.
7. Community relationships with local educational institutions, employers, and workforce agencies that promote the region's intellectual, social, economic, and cultural vitality.

8. A vital and healthy campus community that promotes the holistic wellness and growth of its students and staff.
9. Career and technical programs that meet the labor market needs of employers in the region.
10. Organizational structures that deliver instructional and support services for students as efficiently as possible.

For this updated installment of the Education Plan, the District and a variety of constituents reviewed prominent themes from both current and prior planning documents and identified seven core themes as the focus for this updated Education Plan:

1. Rejuvenate the Stockton Campus
2. Reinvest in College Facilities
3. Institutionalize Equity
4. Update College Technology
5. Revitalize Community Engagement
6. Establish Marquee Programs for New Centers
7. Promote a Healthy and Safe Campus Community

It is easy to see the values reflected in the themes, which are presented (in no particular order) as strategic initiatives (starting on page 66) along with recommended action plans.



With these values and the themes framing the planning efforts, focus groups and community forums were queried on a number of topics including: the current state of the District, its facilities, and staffing; the condition and availability of technology; the organization of the District; growth areas for the future; and where remaining Measure L Bond funding should be spent. During the Fall Semester of 2014 a dozen focus group-style planning sessions were held on campus in Stockton and Mountain House to solicit stakeholder input with faculty, classified staff, managers, student services leaders, deans, cabinet members, student leaders, and members of the community (local leaders, employers, educators, and civic leaders). An additional forum was held to solicit the perspectives of the District's Career Technical Education advisory group members. The engagement of the community in these events resulted in the validation of many of the strategic themes identified by internal campus stakeholders.

In the pages that follow, the comments from the specific focus groups are presented by division to capture the feedback from various internal and external stakeholders. One prevailing sentiment among the groups was skepticism regarding the passing of a new bond, which impacted the views of participants on the development of new regional centers. This sentiment seems to echo the uncertainty that the 2008 Great Recession has caused in the minds of folks at the College and mirrors the uncertainty of a significant portion of the nation.

Closing out Part 1 of the Educational Plan is a more detailed description of the strategic initiatives that were derived from the themes, as well as the related recommended action plans. These, combined with an "Educational Plan Facilities Summits" in Spring 2015, served to frame the transition to facilities planning. At the summits held at both the Stockton and South Campus at Mountain House facilities, Delta constituents discussed the following:

- Highlights of facilities projects since the 2010 Educational Master Plan
- Current status of facilities projects
- Fall 2014 EP focus groups internal/external stakeholders
- Fall 2014 EP focus groups' facilities recommendations
- A North County Center
- Facilities ranking
- What happens next
- Online survey of facilities plans

Each summit included an exercise to allow participants to rank the District's list of proposed facilities and/or improvements. The facilities ranking exercise was also administered as an online survey to collect input from constituents who were unable to attend. In addition, participants were asked for ideas to increase enrollment for Summer and Fall 2015. The Appendix to this Educational Plan provides highlights from the EP Facilities Plan Summit presentations and outputs thereof.

Images at right:

- A** Commencement ceremony
- B** Students studying for finals
- C** Studying by the koi pond



MAJOR THEMES FOR FUTURE EDUCATIONAL PLANNING

Based on a review of current and prior planning documents, the District identified seven core themes as the focus for this updated installment of the EP. Each theme addressed the concerns and interests of faculty, staff, students, administrators, and the greater public. Focus groups and community fora were queried on the current state of the College, its varied facilities, and the adequacy of its staffing. Groups were also asked about the condition and availability of technology, the organization of the College, growth for the future, and where remaining Measure L Bond spending should occur.

One prevailing sentiment among the groups was skepticism regarding the passing of a new bond, which impacted the views of participants on the development of new regional centers. In the following, the comments from specific focus group and the community forum discussions are highlighted to provide a sense of the needs as they were described by various internal and external College stakeholders. For now, the major themes are outlined as a statement of strategic principles that should guide the decisions related to educational programs:

OVERRIDING VALUES THAT DRIVE THE EDUCATIONAL PLAN OF DELTA COLLEGE

- The institutionalization of a consensus about equity to ensure the promotion of an inclusive learning environment where all constituents receive fair and equal treatment
- Initiatives that foster professional growth and innovative service delivery
- The use of technology to advance student learning and to provide low-cost solutions for operations and innovation
- Effective and consistent communication through multiple mediums
- High quality service in the support of student learning and operational efficiency
- The opening of regional centers that offer general education, transfer, and basic skills educational offerings first, followed by selected marquee programs in the realm of career and technical education
- Community relationships with local educational institutions, employers and workforce agencies that promote the region's intellectual, social, economic and cultural vitality
- A vital and healthy campus community that promotes the holistic wellness and growth of its students and staff
- Career and technical programs that meet the labor market needs of employers in the region
- Organizational structures that help achieve the efficient delivery of instructional and support services for students

MAJOR FOCUS GROUP OUTCOMES

ACADEMIC DIVISIONS

AGRICULTURE, SCIENCE, AND MATH FACULTY

Agriculture, Science, and Math faculty shared a concern over understaffing and classroom availability to accommodate high enrollment. Computer science faculty, in particular, expressed the need for faculty entitlements. Given labor market demands, all disciplines anticipated growth in Science, Technology, Engineering, and Math (STEM) disciplines, but also expected expansion within supporting programs such as English.

While the new Science and Math building provided additional lab space, classroom space has remained inadequate. Throughout the District, some classrooms are over-capacity, some lack facilities or infrastructure, and others require upgraded furniture. In terms of other facilities, faculty also requested gender-neutral restrooms, bike lanes, pathways, sidewalks around the campus perimeter, handicap-accessible drop-off areas, and faculty/staff parking.

In addition, faculty would like to see aesthetic additions to the campuses, such as public art and a public garden. Finally, faculty recognized the need to upgrade the Math Engineering Science Achievement program's (MESA) equipment (e.g. computers, software), and discussed an electronic information kiosk for MESA.

When asked about general staffing needs, the faculty offered several specific suggestions. First, they expressed a strong desire for the return of Faculty Clerical Services, which had previously been housed in a single location. Faculty also saw the need for academic advisors in each instructional unit, a MESA administrative assistant, and lab aides in the Math and Science Learning Center. Finally, they would like to see improved career/vocational counseling in the Career Transfer Center. In terms of District organization, faculty would like to see more staff involved with Flex Day, better communication and consultation concerning District procedures, a current organizational chart of campus committees, debriefing fora where faculty share information they learned at conferences, and more regular Information Technology meetings.

The faculty members believed that consistent classroom technology and modern instructional resources, such as application-based learning, digital printers, tablets, and cloud-based software, would provide instructors with much-needed instructional support. Faculty would also like to see applications for students to navigate the campus, wireless access throughout campus, Delta website and DocuShare improvements, and refined email distribution lists.

Finally, when asked whether remaining Measure L Bond funding should be spent on the Stockton campus or the a center in North County, faculty preferred to invest in Stockton due to substantial deferred maintenance needs. In addition, faculty advocated for a permanent structure at South Campus Mountain House. However, there was consensus among the division that a center in North County would be a sensible location to invest in specialty programs that focused on the wine industry, solar, and possibly a place to expand the nursing/health programs.

APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY FACULTY

Applied Science, Business, and Technology (ASBT) faculty perceived the importance of the District to students of various demographics, including first-time college students and immigrants. They recognize that many students enroll in general education courses, intending to transfer. However, they also emphasized the importance of serving regional employment needs. Faculty felt students lacked basic skills, especially mathematical abilities needed for the workforce, but they also discussed the increasing need for middle-level skills. Drawing upon labor market data, faculty anticipated growth in retail management, entrepreneurship, accounting, general business, engineering technology, telecommunications, information technology, electronics, renewable energy, logistics, and e-commerce. In addition, they intend to expand the newly created Pathway to Law School program and would like to develop a four-year Bachelor's Degree in a career technical education field.

Prominent concerns of the ASBT faculty revolved around staffing, technology, and facilities. Faculty would like to see more counselors, student workers, and maintenance and IT technicians in ASBT classrooms. Feeling that the division is too large, faculty also agreed upon the importance of an Assistant Division Dean and more staff to accommodate the needs of such diverse faculty. In terms of technology, faculty recommended eliminating CurricUNET as the District's curriculum management system and upgrading to a new, user-friendly platform. They also advocated for 3-D printers, more accessible printers, upgraded faculty computers, and computers in all SMART classrooms. Finally, faculty would like to see improved grounds and meeting spaces as well as additional electrical service to labs and classrooms.

Given the nature of ASBT disciplines, faculty desired more efficient work order procedures, upgraded forms, and instruction manuals for both work order and purchasing procedures. They also discussed the possibility of reorganizing the division and recommended the formation of a New Manager's Academy.

When asked whether remaining Measure L Bond funding should be spent on the Stockton campus or a North County Center, faculty advocated for investing in facilities at Stockton, especially a renovation of the Holt building. Some faculty expressed embarrassment when bringing community members on campus, emphasizing the importance of landscaping and facilities improvements. However, faculty also acknowledged the importance of serving the North County region with programs the District currently does not offer.

ARTS AND COMMUNICATION FACULTY

Faculty from the Arts and Communication Division described the District as going through a period of change (e.g. student body, course offerings, enrollment, and policies). Thus, they perceived the College as currently unsettled on multiple levels. They also felt that class scheduling seemed random and hoped to see schedules that would better enable students to complete their degrees. To this end, they also advocated for better student orientation and more structure for students. Within the division, the faculty would like to see more consolidation of effort, with groups working together. Over the next five years, they anticipate growth in: media communications, 3-D animation, and digital imaging.

Faculty advocated for facilities improvements and staffing additions. They discussed the need for additional student lounges, extended library and lab hours, acting practice rooms, the renovation of lower Danner, additional public meeting places, and better drainage in the Shima building. They would also like to see production assistants and fine art technicians for the radio/television program. In terms of technology, the Arts and Communication faculty requested state-of-the-art equipment in the multimedia lab to simulate what students will utilize in the workplace. Faculty would also like a multimedia projection system, ergonomic podia, 3-D printers, high-definition (HD) radio/television equipment, updated lighting systems in the theaters, and wireless access

throughout campus. In addition, faculty would like to see a shared space available to night students, a building devoted to Languages and Learning Resources, and a fabrication lab that could be used by cross-disciplinary faculty.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty advocated for investing in the Stockton campus. They said a center in North County would be too close to other colleges, and funds should be focused on building and updating the existing campus.



COUNSELING AND SPECIAL SERVICES FACULTY

Counseling and Special Services faculty echoed comments from other divisions regarding the District being in a state of transition. Faculty expressed a sense of disconnection and lack of collaboration among campus groups, especially between Student Services and Instruction. However, faculty also saw the District as being in a state of strategic recovery, with enrollment increasing and new buildings being constructed. A number of their comments referred to the Student Success and Support Program (SSSP), including scheduling enough classes and updating technology and software to support SSSP. The faculty addressed the large number of underprepared students and advocated for increased basic skills course offerings. They would also like to see growth in health services as well as a coordinated intern program.

Increasing diversity and equity was especially important to this division. While these concepts should be promoted in all areas of the College, faculty emphasized the need for more diversity within staffing, professional development, and curriculum (at both the course and program level). In addition, they were concerned about the District's image and suggested a public information office to publicize and showcase its Career Technical Education (CTE) programs in particular. Finally, the faculty felt the District should play a more active role in the community.

In terms of staffing and facility needs, faculty would like to see additional basic skills support services including basic skills instructors. Because foster youth tend to be academically at-risk, faculty would like the District to examine how this group is being served and find ways to improve outcomes. In addition, an Extended Opportunity Programs and Services (EOPS) tutoring and student study location is needed. Lack of classroom space was another issue voiced among faculty, and they expressed concern with the accessibility of campus facilities and the overall safety of personnel.

Faculty made a number of recommendations for the District's organizational structure and processes, including reexamining the administrative capacity for large divisions, rethinking the composition of instructional divisions, coordinating calendars within the District and with other school districts, and using data to drive the number of course sections and method of delivery. In terms of technology, faculty shared the concerns of other divisions in their recommendations for campus-wide wireless, student applications, and District website improvements. They also suggested an improved registration system and the development of a single platform for all online courses. Finally, they addressed the need for software and programming support for the SSSP.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty felt that the District would better serve the community by investing in the Stockton campus. However, they believed that donors should be sought to complete a North County Center.

HEALTH SCIENCES FACULTY

Faculty members expressed several concerns regarding the state of the District's facilities. Among the most prominent needs expressed by faculty were a simulation lab and speech therapy observation rooms, a nursing skills lab update, and a health center. They also suggested an additional duplicating center to alleviate the workload at the Publication Center, and they recommended that a copier and Scantron machine be in every building. The well-being of students was a significant concern for this division. For example, they pointed out that many students need access to Disability Support Programs and Services (DSPS) at 7:30 a.m., yet the service does not open until 8:00 a.m. In addition, students have limited access to food services on every campus. Faculty also believed that students need more areas to gather in addition to the existing quad. Better maintenance of campus landscaping was a common theme among all divisions, including Health Sciences faculty. Concerned with safety, faculty also recommended the installation of sidewalks around the perimeter of campus. Finally, they would like to see a designated faculty/staff parking area.

The faculty believed the campus is significantly behind in technology, which is especially significant since nursing students are required to learn electronic record systems. Like faculty in other divisions, the faculty stressed the importance of campus-wide wireless as well as classroom tablets for student use. In addition, they would like to see a single portal for distance education and increased IT support. They recommend the replacement of desktop computers.

To strengthen the organization of the District, the faculty proposed stabilizing the hiring process, resolving payroll issues, hiring more staff and fewer managers, keeping campus email exchanges professional, and increasing the efficiency of work order procedures. Faculty would also like to bolster staff in the division, add dedicated IT support personnel, and hire an additional speech language pathology professor.

These additions are directly related to the anticipated growth of the division. With the number of retirees increasing and area hospitals actively recruiting, the Certified Nursing Assistant (CNA) and Associate Degree Nursing (ADN) programs will continue to expand. Over the next five years, nursing faculty would like to create cohorts between the ADN program and the Bachelor of Science in Nursing (BSN) program. Faculty also expected growth in occupational/physical therapy, psychiatric technician training, speech therapy, and home health aides.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty felt that money should be invested in the needs of faculty on the Stockton campus. However, if funding were allocated for a North County Center, faculty supported the offering of general education courses and quality labs.



HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS FACULTY

When discussing the state of the District, faculty members in the Humanities, Social Science, Education, Kinesiology, and Athletics (HSSEKA) Division were particularly concerned about a lack of communication and a lack of full-time faculty. Given the high number of retirements throughout the District, they emphasized the need for automatic faculty replacements and additional faculty in the social sciences department. In addition, they voiced concern over reader budget allocations, stressing the importance of readers for a number of faculty members. Faculty expected to see increased enrollment in programs such as nursing, psychiatric technician training, gerontology, political science, and economics. However, they would like to see better marketing of programs such as Pathway to Law School – to the greater community. In addition, they anticipated an increasing proportion of adult education students.

There was consensus among faculty that in addition to rectifying the District's staffing discrepancies, it needed to update its facilities and technology. Specifically, faculty would like to see lab space for anthropology in the Science and Math Building, more classrooms allocated for history, upgraded equipment in SMART classrooms, efficiently-utilized classroom space, and better maintenance of campus grounds. The group reiterated the concerns regarding technology of other divisions. First and foremost, faculty would like to see the installation of campus-wide wireless and a faculty computer replacement program. They would also like to replace existing

classroom computers and upgrade all classrooms into SMART classrooms. Some faculty expressed the desire to use videoconferencing in class, which would require the installation of camera/video equipment. In general, HSSEKA faculty would like to improve access to computers on campus, given that a high percentage of students do not have computers at home. Finally, they were concerned about the lack of uniformity among distance education classes and the inability to evaluate online instruction.

In terms of the District's overall organization, faculty strongly recommended the re-evaluation of Delta's curriculum process, particularly its use of CurricUNET as the curriculum management system, and its faculty hiring process. Similar to other divisions, HSSEKA faculty expressed dissatisfaction with the current work order system and hoped to see a more efficient process in the future. They also raised concerns about the way in which District funds are managed, and they questioned the College's adherence to the District's policies and procedures.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty felt that the District should focus on repairing the Stockton Campus first. If a center in North County were constructed, they recommended the facility offer a general education program and specialty programs such as hospitality, culinary arts, and wine-related courses.

LANGUAGES, LIBRARY, AND LEARNING RESOURCES FACULTY

Faculty in the Languages, Library, and Learning Resources (LLLR) Division were pleased to have a permanent Superintendent/President leading the District and no longer having to worry about a rotation of presidents. However, they described the District as struggling in the areas of student assessment and registration, technology, and facilities. They felt students were being incorrectly placed in Basic Skills classes without faculty input, and they believed students were having difficulty registering for appropriate classes in general. Faculty are also frustrated with the level of available technology and expressed dissatisfaction with the general condition of Delta's aging facilities. Over the next five years, faculty anticipated enrollment increases in the areas of interdisciplinary studies, public safety, foreign languages, psychology, health science, engineering, computer science, and English. There was a general consensus that Basic Skills course enrollments would also increase, as the District will continue to serve unprepared students. However, English faculty expressed frustration dealing with a program split between basic skills and transfer-level students. To better serve students, all faculty members recommended extending hours for the Reading/Writing Learning Center and other student labs, and they discussed the possibility of holding lab hours on Saturdays.

A prominent staffing concern for the LLLR faculty involved the imbalance between full-time and adjunct faculty. The English department, in particular, felt that a disproportionate number of classes are being taught by adjunct faculty members. While some full-time English faculty had limited contact with adjunct faculty, other faculty members are involved in an institutional peer mentoring program and interacted regularly with their adjunct counterparts. All LLLR faculty suggested hiring additional student workers, security personnel, and maintenance/custodial staff. Finally, they proposed the creation of department chairs and assistant division deans, but they felt the administration overall was top-heavy.

In terms of technology needs, faculty would like to see wireless internet available throughout campus, additional student access to computers, computer labs for distance education students, an increased number of SMART classrooms, additional computers in Goleman Library, and new computers throughout the District. Several faculty also recommended purchasing a license for VoiceThread or other videoconferencing technology. In order to utilize the latest innovations in technology, faculty emphasized the importance of training and professional development. Finally, they encouraged the updating of the Delta website.

The faculty made a number of facilities recommendations, and agreed that additional student lounges and study space should be a priority, as students have few places to gather throughout campus. Providing benches throughout campus, venues to showcase student work, and better options for food services, including food trucks, were also proposed. They recommended classroom upgrades (e.g. furniture and soundproofing), which would improve the learning environment for their students. Similar to faculty in other divisions, LLLR faculty members discussed the importance of a mass notification system in classrooms, and signage throughout campus. They stressed the need for conference space, at a more accessible location than lower Danner. Lastly, faculty recommended a health center, a languages lab, and a basic skills center.

To improve the organization of the District, faculty members would like to see more effective communication, including the use of smartphones to communicate with students. In addition, they proposed increasing social opportunities among personnel. They also suggested upgrading administrative procedures, especially the processing of work orders.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty from the LLLR division shared the opinion of faculty in other divisions. They advocated for the funding of renovations on the Stockton campus, but they also supported the development of specialty programs (like agriculture, business, and wine making) at a center in North County.



ASSOCIATED STUDENTS OF DELTA COLLEGE

Student leaders praised Delta for the diversity of students, programs, and instructional delivery methods and emphasized that it was heading in a favorable direction. They were also pleased with the many resources provided for different groups. However, they felt that sometimes the District failed to advertise its services and resources in an effective manner. Similarly, group members expressed concerns regarding poor communications. For example, Associated Students of Delta College (ASDC) leaders felt students and faculty were inadequately informed about building and parking lot closures during recent construction. Being an open campus, security was another prominent concern among student leaders. While acknowledging a significant police presence on campus, they still believed the campuses experience a high number of incidents involving assault and theft. On a positive note, they were pleased with the new and renovated campus buildings (e.g., Science and Math Building, Goleman Library). They felt these changes improved the overall appearance of the District.

When asked about the direction of program growth, student leaders would like to see a focus on programs such as math, engineering, business management, radio/television, and the trades. In addition, they felt the District should reinstate the GED program. Student leaders also suggested additional financial aid staff and dedicated counselors in order to shorten the wait times. In terms of food services, they would like to see healthier choices, extended hours, and more locations to purchase items.

To improve the organizational effectiveness of the District, ASDC leaders re-emphasized the need for improved communication with the student body via email, text messages, and a public address system. They also suggested providing televisions in common areas to inform students of campus events. Similar to other focus groups, it was expressed that the work order, purchasing, and contract processes, create an impediment to ASDC activities for students.

In terms of technology and facility needs, they stressed the importance of campus-wide wireless access and functioning classroom technology. They also recommended that instructors be trained in the operation of classroom equipment and systems that they utilized on a daily basis. Other requests included updated equipment for the

radio/television program and the environmental comfort levels in the classrooms. Student leaders were concerned about campus lighting and safety, especially in the more remote locations. They would like to see improved restroom maintenance, additional study rooms in Goleman Library, more spaces for students to study and/or socialize (e.g. student lounges), and a campus health center.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, student leaders from the ASDC recommended that the District invest in the campuses that already exist rather than a new educational center. They also suggested the College consider selling the land it owns in North County.



CLASSIFIED SENATE AND CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

Classified Senate and California School Employees Association (CSEA) leadership described Delta as an evolving community resource, one that attracted a body of students from diverse areas, ages, and backgrounds. They also felt that the demographics of the District were changing, and should be done to meet the needs of special populations, including evening students. Classified professionals were especially concerned about deteriorating facilities and the first impression they made upon visitors. One focus group participant conveyed that the physical condition of the campus was a “poor representation” of the District. Similarly, they described the buildings as federal-looking and non-cohesive in design, and the campus as a whole as closed-in. It was proposed to create a more inviting and welcoming educational environment. To this end, they recommended signage or advertising of divisions and resources throughout the campus. They believed the campuses should be more efficiently structured so that buildings were associated with divisions. They also addressed the lack of communication with students compounded by disparate division and resource locations and inconsistencies and outdated information on the College website. Finally, they felt that students were confused about the DeRicco Student Services Building’s hours of operation.

Members of the Classified Senate and CSEA leadership saw significant opportunity to grow and add programs over the next five to ten years. They would like to see expansion in the areas of advanced communication/e-commerce, computer science, business, robotics, manufacturing, Certified Nursing Assistants (CNAs), and Career Technical Education (CTE) programs. They felt that students would greatly benefit from job shadowing and internship programs. Members also recommended an increased number of accelerated associate degree programs, where students could complete courses in nine-week sessions and evenings rather than in the traditional seventeen-week schedule. They would like to see additional counselors who can ensure students receive accurate, helpful information. To further facilitate student learning, members suggested more distance education tutoring and off-site tutoring opportunities. Emphasizing the needs of evening students, members stressed the importance of a night-time atmosphere where students could have access to counseling, tutoring, library, and food services.

To improve the organizational effectiveness of the District, members suggested consolidating all division dean offices into one centralized space. They would also like to see a student flow chart so that staff would have a bet-

ter understanding of how to help students. To alleviate safety/security concerns, they suggested the designation of specific buildings for night and weekend classes. Finally, they would like to see formal training in campus safety as well as professional development opportunities in customer service.

In terms of technology, members discussed the utilization of an integrated system, either committing to Quali or moving to another “out of the box” system. Like many other focus groups, the Classified Senate and CSEA leaders wanted a more efficient work order system and campus-wide wireless, which would enable personnel to utilize smart phones. They discussed the need for SMART boards, an improved digital phone system, and updated classroom audio-visual systems and equipment. The need for additional programmers was also emphasized. In addition, they recommended technology/software training for staff. Finally, members addressed the importance of updating computers throughout the District.

Along with technology, members of Classified Senate and CSEA leadership expressed a range of facility needs. Foremost among these was a concern with campus safety and security, especially during the early morning and

evening hours. This was underscored when discussing Middle College High School students. Some members addressed the need for appropriate drop off/pick up points for high school students. Members believed that the “blue” emergency phones are too far apart, and lighting is inadequate in a number of areas on campus. They also expressed interest in installing locking doors. In addition to safety, members discussed problems with the District’s aging infrastructure. They would like to see updated classroom furniture and flooring, electrical and sewage systems, HVAC/temperature control system, and building exteriors. They explained that such repairs and updates would enhance the professional atmosphere of the campuses. They also discussed the need for a cleaner, well-maintained campus. To help students and visitors navigate the campus, members recommended building directories, new and updated signage, a Student Welcome Center, or information kiosks. Finally, the group advocated for additional public gathering spaces, a multicultural center, a solar-covered staff parking lot, and a separate building for Community Education.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, the Classified Senate and CSEA leaders felt it was essential to maintain the Stockton campus. Returning to their opening remarks about the state of the District, members reiterated that areas of the campus were falling apart and needed substantial repairs. They wished to see the campus as inviting as it was in its glory days.

DIVISION DEANS COUNCIL

Members of the Division Deans Council praised the District for its solid faculty and academics, and they recognized the responsibility of the District to serve multiple communities with diverse needs. At the same time, they voiced concerns about trying to be all things to all people. Council members described the District’s identity as ambiguous, and lacking a clear focus. They were uncertain who they should be serving and whether the emphasis was on transfer preparation or career technical education. One member believed that more basic skills should be offered. There was consensus among the Council that the mission of the College had fragmented into multiple missions. One member suggested that the College narrow its direction in order to become stellar in specific areas. They saw the potential to grow in the areas of criminal justice, occupational/physical therapy, and health services over the next ten years. They also discussed the possibility of developing a campus health care clinic and a career ladders/pathways model like the one implemented at Skyline College.

The Council members had a number of recommendations for the District’s organization and structure. On the one hand, they believed some functions should be centralized. On the other hand, they felt certain College functions needed to be decentralized, giving managers ownership of their areas. One member suggested a sys-

tem where managers would be responsible for maintaining their own “neighborhoods.” They also recommended simplifying the timecard signing process. Members emphasized the need for greater analysis before enacting any system-wide changes. They also voiced significant concern over inefficient communication. They said that telephones frequently went unanswered, and the hours of service on campus were inconsistent and needed to be standardized, for all services and terms. To improve the effectiveness of communication, they would like to see better signage across campus and an updated website. Members also discussed the need for improved customer service, and the assignment of a counselor to each instructional division to help ensure that program information is accurately conveyed to students. Overall, members would like to see greater integration between the instructional and student services divisions.

As part of the organizational changes, they recommended several staffing enhancements. With the consolidation of divisions, the deans discussed the need for assistant division deans. Similarly, they discussed the benefits of having a resource specialist within each division. Members also said it was important to have a technology and lab assistant in the Health Sciences Division. Finally, they recommended more custodial/maintenance personnel.

Like other constituent groups, Council members expressed strong dissatisfaction with CurricUNET, the District's curriculum management system, as well as with System 2020. One council member addressed the need for additional computers and technical support in the Goleman Library and tutoring centers. In terms of facilities, they pointed out the "gloominess" of campus classrooms. Learning environments were described as being devoid of color with poor acoustics, and they recommended replacing outdated technology and updating furnishings. They also expressed the need for additional classroom supplies such as whiteboards and markers. In addition, they said the HVAC system needed improvements. Members specifically discussed the desire to control temperature in individual buildings. Similar to other focus group participants, the Division Deans Council emphasized the importance of campus-wide wireless

access. They would like to see a revitalized Career Center, one that included job development. Finally, they expressed great concern over the deteriorating condition of the campuses, from its parking lots to the interior of its buildings. One member succinctly stated, "The place is falling apart."

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a center in North County, the Division Deans Council advocated for maintaining the Stockton campus. They emphasized that programs at the Stockton campus cannot wait for a second bond to pass before renovations take place. If the District scheduled classes at a center in North County, council members would like to see offerings in culinary arts and hospitality, and courses related to the wine industry.

SOUTH CAMPUS AT MOUNTAIN HOUSE FACULTY

South Campus at Mountain House (SCMH) faculty provided significant input regarding the state of this regional center. There was significant concern that local high school students were not registering at SCMH due to priority blockages, and faculty believed these students should have priority registration. They said students who attend SCMH were happy, but those same students are forced to stop attending when they run out of course offerings. In their view, many students in the Tracy area chose to attend Las Positas Community College instead of SCMH. To help bolster enrollment at the campus and attract students, the faculty provided a number of suggestions beginning with improving registration and recruitment processes, increasing the number of general education course offerings, especially prerequisite courses for core programs, and conducting a public relations campaign for SCMH. Overall, faculty would like to see the campus grow in the areas of basic skills math and English, logistics, pre-health care, engineering, computer science, and solar. They would also like to offer core associate for transfer (AA-T/AS-T) degrees in the future. However, faculty stressed the importance of seeing a demonstrated commitment from senior administration towards the growth of the South Campus.



To improve the organizational effectiveness of the SCMH, faculty would like more autonomy from the Stockton campus. For example, they would like greater involvement in the hiring of faculty and the scheduling of classes. They stressed the need for a predictable schedule, and expressed their belief that an assistant dean would help in this capacity. They would also like District planning processes to consider SCMH faculty in the scheduling of meetings, the formation of shared governance committees, and the completion of program reviews. Additional staffing was recommended for recruitment, admissions and records/assessment, maintenance, and Middle College High School. In addition, two additional faculty members are needed to teach various biology and computer science courses.

In terms of facility needs, faculty would like to see an efficient HVAC system, the installation of HVAC in the restrooms, upgraded maintenance, social spaces for students, additional square footage and exterior space for the solar program, and improved food services.

Most significantly, they expressed the need to construct permanent buildings at the SCMH. Faculty believed that many of the facilities and technology problems would be resolved if permanent buildings replaced the existing modular classrooms. Like faculty at the Stockton campus, the SCMH faculty were extremely concerned with the limited access to wireless internet. They would also like a central marquee or other advertising space, where they could lease advertising space to local businesses.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, faculty suggested another alternative. They felt that funding should be used for health and safety fixes at the Stockton campus as well as a permanent building on the South Campus. Faculty believed it would be more cost effective to construct a permanent structure than attempt to repair the facilities at SCMH. They also recommended moving the existing modular classrooms to a potential North County Center in order to avoid creating competition between two centers.

STUDENT SERVICES COUNCIL

The Student Services Council presented a very positive perspective of the College. Council members said the District was experiencing student growth and positive change. They felt this was a period of restoration moving into advancement. They shared their belief that over the next five to ten years, growth would be needed in technology infrastructure, vehicles and equipment, grounds maintenance, and facilities. They also discussed how future students will have different expectations from Delta due to their experiences in K-12 with the Common Core State Standards. Members believe that District personnel will not only need to familiarize themselves with Common Core but also create advanced instructional and student services delivery. The Council also proposed that students will need more experiences learning outside the classroom. With this in mind, Council members recommended increased opportunities for internships and work experience. Finally, members anticipated growth in special populations such as AFFIRM and veterans. As such, the Student Services Council would like to see professional development opportunities in diversity and cultural competence. In addition, they recommended developing an instrument to assess inclusion and cultural competence efforts at the District.



The Student Services Council requested dedicated positions in: student conduct, information technology, foster youth, veterans' services, maintenance/custodial, and purchasing. In addition, it was noted that the CalWorks program needs another academic advisor and Counseling needs an academic alert counselor. Finally, additional help desk/work order staff members were recommended for Facilities. To improve the organizational effectiveness of the District, Council members suggested examining the existing divisional alignment, the backfilling of division deans, and the development of assistant division deans. They also recommended improving the efficiency of work order procedures. In addition, they emphasized the need to improve communication throughout the District. They were dissatisfied with the way information is disseminated to students, staff, and faculty.

The Student Services Council also voiced a number of technology concerns. Foremost among them was the decision to retain home-grown programming or to make the move to more canned software systems. Members noted that many of the current systems do not communicate with all the programs used at District, although they acknowledged that the possibility of changing systems

will be analyzed further before a software decision can be reached. Council members also discussed the need for digital imaging for archived records, technology in the Child Development Center classrooms, and a computer replacement program throughout the District, including categorical programs. Because fewer books are being sold in the bookstore due to the increased number of online interactive texts, members questioned how the space should be utilized. They would also like to see an upgraded Academic Alert program, which plays an important role in the Student Equity Plan.

Along with technology, Council members addressed a number of facility needs, such as moving Purchasing/Receiving out of the Danner basement and into another location. They said that the area was built as a warehouse, but it was currently used by electricians and welders, and that it is routinely flooded with exhaust fumes from delivery trucks. Members concluded that Danner was prime real estate and should be utilized in a more effective manner. The discussion of Danner basement triggered a conversation about Food Services. Members were dissatisfied with the single dining area located in Danner and recommended multiple, smaller food service areas

throughout campus. A food truck, perhaps located in the DeRicco parking area, was also suggested. The Council would like to see additional meeting spaces, conference rooms, and student lounges with adequate technology. Because they anticipate growth among veterans and other special population students, members recommended expansion of the Veterans Resource Center and the development of a multicultural center. They would also like to see a health center with appropriate support staff. Finally, the Delta police recommended expanding their facilities at the Stockton campus and constructing a substation at South Campus at Mountain House.

When asked whether remaining Measure L Bond funding should be spent on Holt/Budd vocational renovations or a North County Center, the Student Services Council strongly supported funding the Stockton campus to prevent further deterioration. However, when funding is available for a center in North County, they advocated offering specialized programs such as agriculture that emphasizes farm-to-fork, transportation/logistics, and a POST academy. They also supported the scheduling of general education courses.

STRATEGIC INITIATIVES FOR DELTA COLLEGE – COMMON THEMES

The following strategic themes are based on focus group discussions and their alignment with prior planning documents, particularly the District's Strategic Goals and Strategic Plan, 2014-15. The strategic initiatives provide a road map for Delta's future.

REJUVENATE THE STOCKTON CAMPUS

All constituents shared concern for the state of the Stockton campus facilities. The aging Stockton campus (45 years old) is home to many outdated buildings, and the grounds lack aesthetic appeal. One individual stated, "The place is falling apart." Specific concerns included basic maintenance and upkeep of the campus, restroom facilities, landscaping, exterior painting, power washing of buildings, and the need for refurbishing of classrooms. It remains clear that many of the staff take pride in the campus and would like to see it rejuvenated.

Recommended Action Plans:

1. Refurbish core campus buildings: Locke, Shima, and Holt/Budd.
2. Implement a campus-wide landscaping improvement project, replacing current campus landscaping with xeriscaping and drought-tolerant plant selections.
3. Designate a special facilities fund for the renovation and retrofitting of the Stockton campus.





REINVEST IN COLLEGE FACILITIES

Focus group participants pointed to numerous facilities needs at the various campuses. For the Stockton campus, the groups recommended updating wayfinding signage and directories, classrooms, and HVAC systems. There was also a desire to develop new facilities such as a multicultural center, a health and wellness center, and additional conference and student gathering space. For South Campus at Mountain House (SCMH), faculty and staff recommended the installation of HVAC in the center's restrooms, the development of a student social space, the addition of food services, and additional space to expand the solar program. Most significantly, they emphasized the need to replace the existing modular structures with permanent buildings, which would resolve many of current technological and facilities problems at SCMH. For the proposed center in North County, groups acknowledged needs related to the educational center's program offerings in agriculture, logistics, business, and pre-nursing (e.g., a barn and quality lab space). Constituents recognize the challenge of fulfilling such an extensive number of facility needs, and discussed passing a new bond.

Recommended Action Plans:

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

INSTITUTIONALIZE EQUITY

Composed of a richly diverse student body and responsible for serving a multitude of student needs, the District embraces the goals of the Student Equity Plan, and in particular the promotion of diversity, cultural competence, and equity. During focus group interviews, a number of constituents expressed the importance of increasing diversity in staffing and curriculum. Yet they also emphasized the difference between diversity and equity. Equity ensures that all College constituents receive fair and equal treatment. In order to create an inclusive learning environment, the College must embrace both diversity and equity, and these should belong to the entire College and not be the exclusive concern of the Student Equity Plan Committee. Widespread professional development of District personnel and updated policies, procedures, and practices are required to understand and apply the principles of equity which creates respectful and welcoming learning environments and enhances student achievement.

Recommended Action Plans:

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





UPDATE COLLEGE TECHNOLOGY

The faculty strongly expressed the desire for updated and standardized technology that is consistent across the teaching environments. Outdated computer systems and poorly functioning computer equipment make classroom set-up time-consuming. The faculty would like access to technological resources such as tablets, cloud-based software, and application-based learning devices. Student leaders also addressed the need for updated classroom technology, and every constituent group stressed the immediate need for campus-wide wireless internet. In addition, faculty, managers, student leaders, and staff expressed support for an Information Technology (IT) department that provides adequate training and support. Constituents also advocated for an improvement of District operations (e.g. work order procedures and an automatic faculty computer replacement program to ensure the timely upgrading of their office systems). Faculty desire responsive technology support for their computer use, and new technology in classrooms and lab spaces.

Recommended Action Plans:

1. Complete the renovation of classrooms into AV/ smart rooms and provide adequate staff to train instructors in the use of new technology.
2. Replace existing software systems for critical campus services (System 2020, Quali, Munis, CurricUNET).
3. Develop an effective ADA-compliant student web portal that can provide a host of student services and assistance online.
4. Implement expanded wireless access throughout all campuses.
5. Provide consistent technology and computer support for labs, classroom instruction, and student support services.
6. Establish a computer replacement program that ensures staff, faculty and students benefit from up-to-date information technology.

REVITALIZE COMMUNITY ENGAGEMENT

Delta maintains a strong reputation throughout the local community and is recognized for the high-quality educational and training programs it offers. Many community leaders express a great deal of pride in the events and artistic venues that the District provides to the community. Business leaders and internal stakeholders want the District to remain responsive to local needs in the labor market. Employers expressed strong interest in referrals of graduates who are job-ready and possess the interpersonal skills such as collaboration, listening, speaking, and a professional work ethic. Local educational leaders desired a greater degree of collaboration across all levels of education, including adult schools. In addition, they sought better connections among faculty and secondary teachers to ensure courses are aligned and students emerge from high schools with realistic expectations of college-level work. This collaboration is especially important given the K-Bachelors transition to Common Core State Standards. Members of the Board of Trustees also expressed a desire to foster greater collaboration between Delta and local school districts.

Recommended Action Plans:

1. Promote and sponsor greater collaboration with faculty from high schools, adult schools, universities, and industry representatives to ensure curricula offerings are aligned for transfer, articulation purposes, and the needs of the regional workforce.
2. Strengthen interactions between elected trustees, superintendents, administrators, and staff across levels of the K-Bachelors education system.
3. Expand contract education programs to ensure that employer-training needs are being met in the region.





ESTABLISH MARQUEE PROGRAMS FOR NEW CENTERS

Any new center should offer a wide a range of general education, transfer, and basic skills instruction to serve the needs of the region’s students and offer curriculum that reflects the District’s mission. In addition, constituents recognize the value of relevant, high-profile career technical programs in regional centers. As an example, a center in North County would offer a mix of general education transfer courses and career technical programs in areas such as agriculture (including sustainable and international agriculture), agriculture business, logistics, business, hospitality, and nursing/health sciences. Because of the existing facilities at SCMH, and its proximity to the Livermore Lab and the Bay Area, many faculty and staff support logistics, pre-health care, engineering, solar, and computer science offerings for that location. Additionally, many felt that the agriculture-based programs made sense as a curricular focus at the Manteca Center. Finally, a number of stakeholders recognized the importance of a Foothills-based regional educational center, working in collaboration with Columbia College and the Calaveras community. The marquee programs for each center are described in more detail in later portions of the Educational Plan.

Recommended Action Plans:

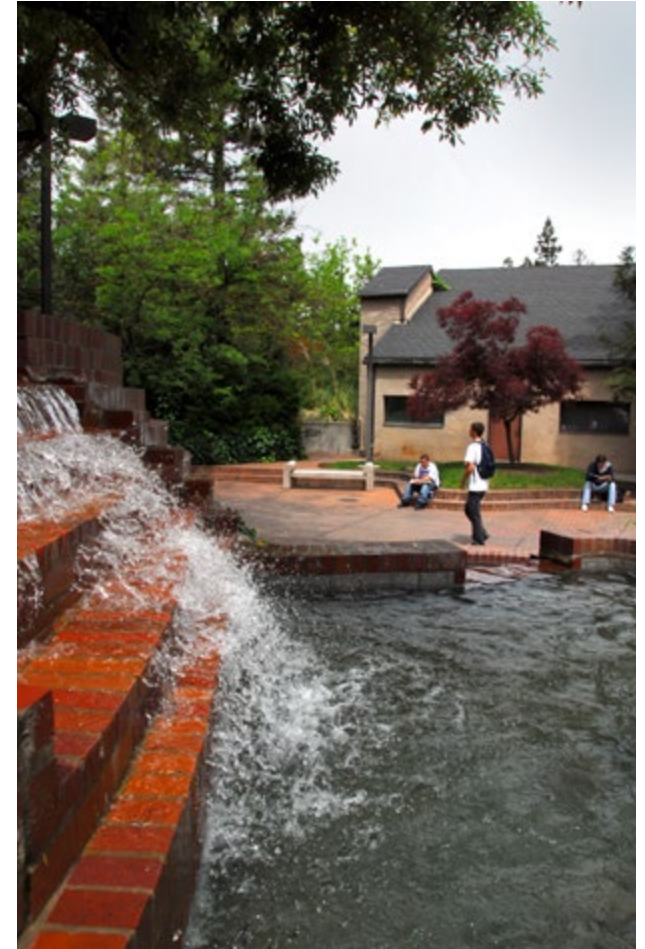
1. Implement marquee career and technical educational programs at new centers in addition to general education, transfer, and basic skills core offerings.
2. Use labor market research and community demand to drive decisions about new career technical offerings at regional centers.

PROMOTE A HEALTHY AND SAFE CAMPUS COMMUNITY

Common suggestions emerged within the focus group sessions that support strategic initiatives related to the health, safety, and vitality of the campus. First, faculty, staff, managers, and students advocated for a health and wellness center, a place to meet basic student health needs and enhance the general wellness of the entire student population. This center would include space for exercise classes, health science classes, and a weight room. Constituent groups also agreed that the campuses should offer additional food venues featuring healthy food choices.

Recommended Action Plans:

1. Explore the cost and feasibility of health, mental health, and wellness services that partner with local agencies for the District's students.
2. Explore changes in food services operations, which may include food trucks as a mobile option.
3. Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
4. Explore and implement technology and facilities enhancements that improve the safety of the District's grounds and facilities.



FORECASTING GROWTH



FORECASTING GROWTH

NATIONAL EDUCATIONAL TRENDS: FEDERAL FUNDING AND ACCOUNTABILITY

The Obama Administration's focus on community colleges increased federal funding for job training programs and educational programs, specifically in the STEM fields. By 2020, America aspires to lead the world in college attainment with an additional five million degrees and certificates in the next ten years.¹ The focused discussion on community colleges and educational attainment has also highlighted the need to strengthen college readiness.² President Obama also put forth a budget proposal that would allocate eight billion dollars towards "Community College to Career Fund," which includes money for apprenticeships and other job training programs (June 2013). The President has proposed a plan to make community college tuition free for two years.

President Barack Obama's ambitious plan to infuse twelve billion dollars in federal funds to the nation's community colleges to continue to enable the community college systems to broaden and improve programs. Coupled with increased grants for job training and education pro-

1 White House Summit on Community College, June 2011.

2 White House Press Release, August 13, 2014.

grams and stimulus funding for infrastructure, the District is eligible for significant federal funding. Although this funding comes with significant reporting requirements, District leadership must uphold its fiscal policies and oversight procedures that can be monitored for effectiveness and accountability. The District should pursue external funding for programs that require new funding for start-up costs, programs that can deliver instruction and support services in critical areas, and in areas that meet federal grant conditions (i.e. STEM).

Not surprisingly, increased federal funding in the form of grants and financial aid has led to increased federal oversight of colleges and universities. A report of the Task Force on Federal Regulation of Higher Education³ revealed that compliance costs utilize significant human and fiscal resources. Despite such findings, it is unlikely that accountability and regulatory pressures will significantly lessen in the future.

3 "Recalibrating Regulation of Colleges and Universities," 2015.



STATE FISCAL RECOVERY AND DELTA'S EVOLVING STUDENT AND STAFF POPULATION

The declining state revenue that negatively impacted the public education system from 2008-2011 has begun to improve. For example, the passage of Proposition 30 in November 2012 enabled public higher education systems to retain \$250 million in General Fund appropriations. The State approved an additional twelve billion dollars of expenditures in its 2014-15 budget¹ including a five percent increase for each university system (\$284 million total). The 2014-15 state budget included funding to the community college system in areas such as general-purpose apportionments, student success programs (i.e. Student Success and Support Program and Student Equity Plan), career technical education, technology infrastructure, and deferred maintenance and instructional equipment.² In the most recent budget year, community colleges received an additional \$200 million for workforce development training. The budgets of California Community Colleges also benefitted from the approval of the extended sales tax (Proposition 30) in November 2016.

While the fiscal health of public higher education in California is moving in a positive direction, it remains fragile and is tied to enrollment patterns and tax revenues. In recent years, slower-than-expected enrollment growth has forced many community college districts to rely on their summer schedule to meet annual attendance

¹ SJDC 2014-15 Adopted Budget.

² Governor's Enacted Budget 2014-15.

targets. While this strategy has helped districts in the short term, it is a strategy that can be used only fleetingly if consistent enrollment growth does not materialize. The District has enacted strategies to generate more public interest in the District's programs, including new marketing strategies and expanded enrollment opportunities in regional high schools.³ Delta continues to offer an increased share of courses in transfer, general education, and career technical fields, decreasing the availability of remedial courses for students in need of skills improvement at the lowest level. This trend is only likely to continue if the State's fiscal picture does not improve dramatically.

The State's economic downturn forced the District to eliminate staffing positions in 2009-10 and to offer an early retirement incentive plan to its faculty, staff, and managers. The approval of a Supplemental Employee Retirement Program (SERP) in February 2010 and 2011 generated a significant departure of the College's faculty, staff, and managers who were eligible for the program. However, the College reinstated positions in 2012-14 through a core services review process and through the course of program review. For example, 13 new full-time faculty positions were added to the College in 2014-15.

³ SJDC Budget Guiding Principles, Objectives and Updates 2015.





POPULATION PROJECTIONS

The District's main service area is San Joaquin County, which has benefited over the last two decades from an infusion of population from the San Francisco Bay Area. For years, the County's growth was fueled by lower housing prices, lower living costs, and a residential construction boom. In tandem with that population migration, employment in the public education sector increased significantly between 1990 and 2008, adding 6,400 jobs to the County's K-12 school systems during that period.¹ Projections for 2012-2022 show a 17.3 percent job growth in the K-12 sector.² Similarly, K-12 enrollment projections for 2013-2023 reveal a 6.5 percent increase in local public schools.³

Despite rising enrollments in San Joaquin County public schools, projections indicate that the growth in high school graduation rates over the next ten years will be relatively modest. Between 2013 and 2023, state demographers project that the number of high school graduates in the County will increase by 9.5 percent, see Figure 1.

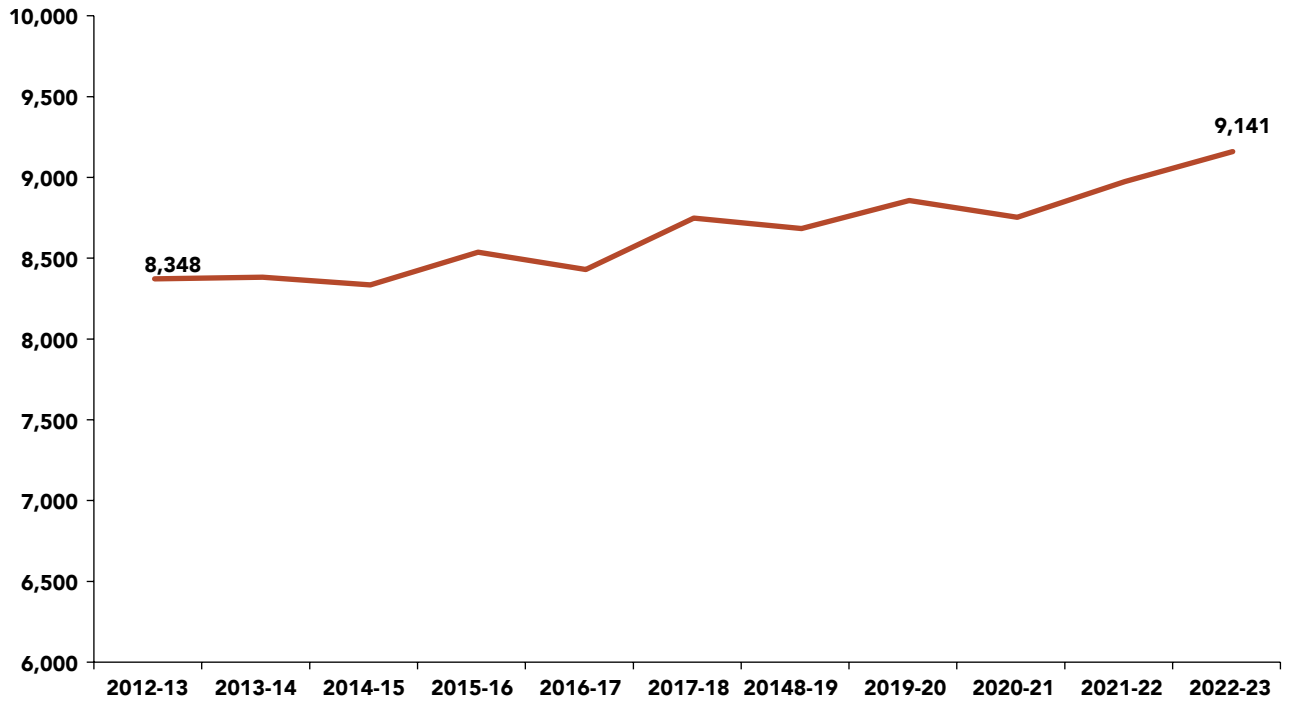


FIGURE 1. PROJECTED PUBLIC HIGH SCHOOL GRADUATES IN SAN JOAQUIN COUNTY: 2013-2023

Source: California Department of Finance Demography Unit, 2013

1 Center for Business and Policy Research, formerly Pacific Business Forecasting Center, 2009, p. 6.

2 EDD Occupational Employment Projections 2015.

3 California Department of Finance 2014.

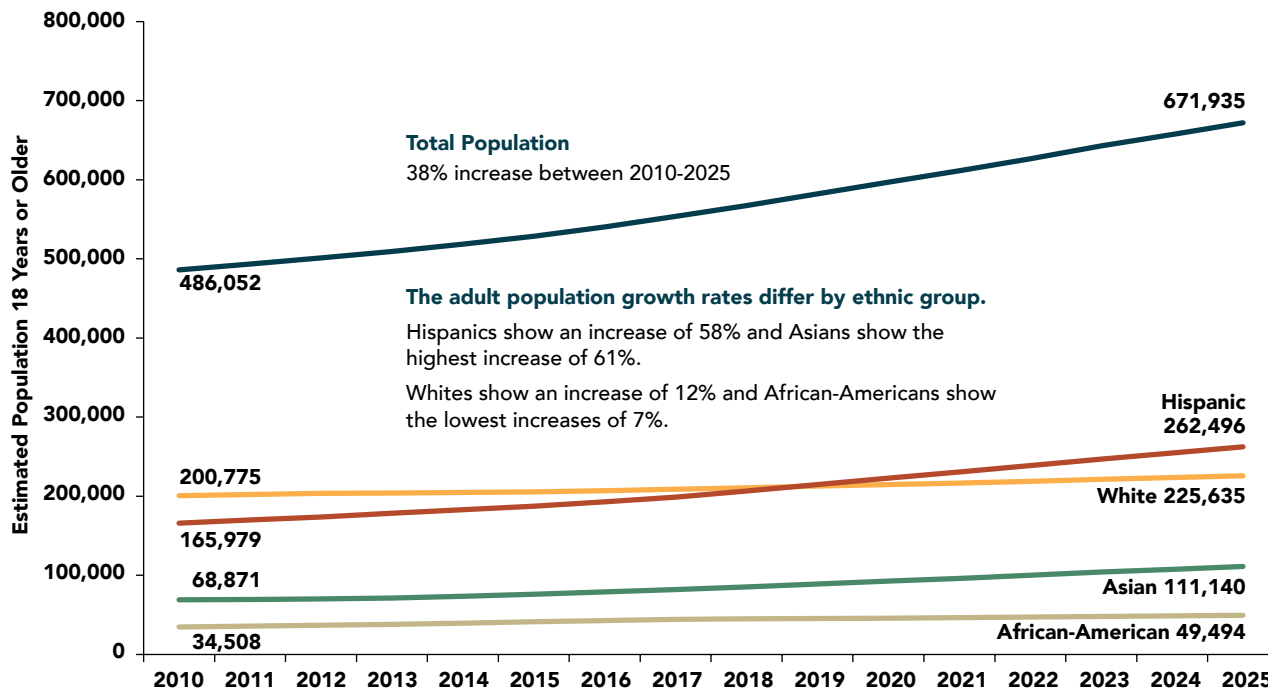


FIGURE 2. SAN JOAQUIN COUNTY ADULT POPULATION (18+) BY YEAR: 2010-2025

Source: California Department of Finance Demography Unit, 2013

However, adult population estimates suggest that net migration into the region and birth rates for certain ethnic groups will continue to grow, with the Hispanic adult population growing by 58 percent between 2013 and 2023, a rate that is significantly higher than the county-wide growth rate of 38 percent. The population of Asian-Americans in the County is expected to increase by more than 40,000 during this period. The adult population data for the County indicate that the District will see substantial increases in Hispanic, Asian, and non-white students over the next ten years, and a decrease in white students of 5 percent (from 30 to 25 percent), see Figure 2.

ENROLLMENT FORECASTS FOR THE DISTRICT

The following tables provide a history of fall term enrollments at the District since 1973, along with forecasts of enrollments and weekly student contact hours (WSCH), through 2022, see Figures 3 and 4. In Fall 2009, the District began to decrease its course offerings in response to reduced state funds. From 2009 to 2012, the District saw a decline in both enrollments and WSCH. However, with the passage of Proposition 30 in November 2012, the enrollment and WSCH increased by Fall 2013, which indicated that students took more units at the College. Since WSCH per enrollment will tend to be higher for transfer-directed students and lower for students enrolling in foundation skill development and lifelong learning courses, these data indicate an increasing percentage of students pursuing transfer courses.

YEAR	FALL ENROLLMENT	FALL WSCH	% CHANGE	WSCH PER ENROLLED
1973	15,427			
1974	15,271	175,704		11.51
1975	16,399	189,321	7.7%	11.54
1976	17,062	185,983	-1.8%	10.90
1977	18,495	191,306	2.9%	10.34
1978	16,098	169,557	-11.4%	10.53
1979	17,476	176,523	4.1%	10.10
1980	18,276	178,384	1.1%	9.76
1981	18,745	189,487	6.2%	10.11
1982	17,753	173,403	-8.5%	9.77
1983	15,296	166,870	-3.8%	10.91
1984	14,169	156,905	-6.0%	11.07
1985	14,633	160,625	2.4%	10.98
1986	15,098	156,926	-2.3%	10.39
1987	15,417	170,763	8.8%	11.08
1988	16,423	183,029	7.2%	11.14
1989	18,468	196,097	7.1%	10.62
1990	20,431	194,405	-0.9%	9.52
1991	19,574	184,954	-4.9%	9.45
1992	18,016	185,489	0.3%	10.30
1993	17,375	198,201	6.9%	11.41
1994	17,430	189,871	-4.2%	10.89
1995	17,515	192,822	1.6%	11.01
1996	18,472	188,795	-2.1%	10.22
1997	18,528	177,819	-5.8%	9.60

**FIGURE 3. FALL ENROLLMENT AND WSCH AT DELTA COLLEGE:
1973 TO 2022**

Source: California Community College Chancellor's Office, Facilities Planning Unit

YEAR	FALL ENROLLMENT	FALL WSCH	% CHANGE	WSCH PER ENROLLED
1998	16,925	174,665	-1.8%	10.32
1999	18,530	186,584	6.8%	10.07
2000	18,639	188,610	1.1%	10.12
2001	19,698	205,040	8.7%	10.41
2002	19,793	204,648	-0.2%	10.34
2003	18,835	209,986	2.6%	11.15
2004	18,327	209,637	-0.2%	11.44
2005	18,525	210,472	0.4%	11.36
2006	18,802	217,809	3.5%	11.58
2007	20,532	237,511	9.0%	11.57
2008	21,169	242,707	2.2%	11.47
2009	20,907	227,585	-6.2%	10.89
2010	18,221	229,033	0.6%	12.57
2011	18,968	226,748	-1.0%	11.95
2012	16,548	206,497	-8.9%	12.48
2013	17,414	218,889	6.0%	12.57
2014	18,280	229,775	5.0%	12.57
2015	19,146	240,660	4.7%	12.57
2016	20,012	251,545	4.5%	12.57
2017	20,878	262,431	4.3%	12.57
2018	21,744	273,316	4.1%	12.57
2019	22,610	284,202	4.0%	12.57
2020	23,476	295,087	3.8%	12.57
2021	23,700	297,903	1.0%	12.57
2022	23,924	300,718	0.9%	12.57

Using Fall 2014 enrollment and WSCH as the basis for forecasting, the Chancellor's Office forecasts that Fall Term enrollment will reach 23,924 by 2022 (Figures 3 and 4). These enrollment projections are based on mathematical models that take into consideration projected population growth, high school graduate counts, and economic factors. It should be noted that these projections may be generous because they are based on relatively high unit load ratios compared to the historical trend for Delta College (rates between 10 and 11 WSCH per student). Much of this analysis also depends on the levels of state funding.

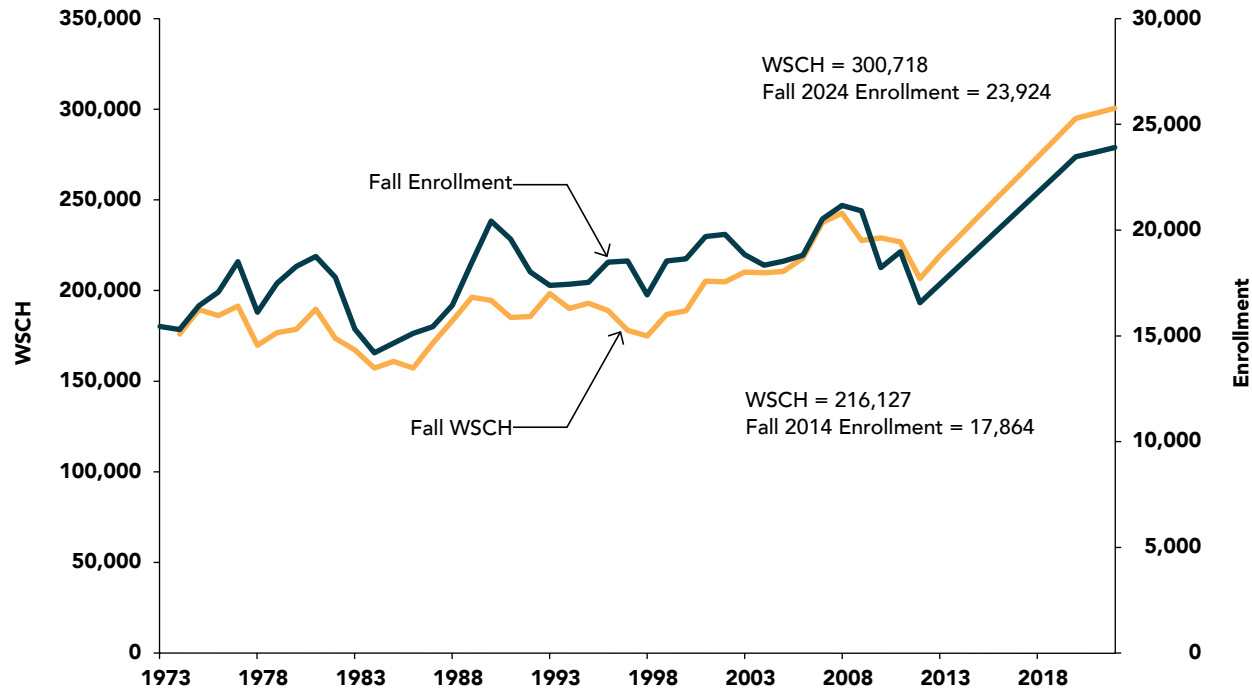


FIGURE 4. SJDC ACTUAL AND FORECAST FALL ENROLLMENT AND WSCH, 1973-2022

Source: California Community Colleges Chancellor's Office – Facilities Planning Unit, 2013

FORECASTING ONLINE ENROLLMENTS

Delta's ability to increase its enrollment will also depend upon its course allocation between its primary campus in Stockton, its regional centers, and its online offerings. Between 2008 and 2014, the District increased its summer online offerings by two percent (from 29 to 31 percent), whereas its fall and spring online courses increased only slightly. Sustained growth of online courses is likely to continue into the future, allowing the District to adapt to growing enrollment pressures without the added cost of overbuilding for them. If 20 percent of all enrollments are online in the year 2025, then the District's facilities will only have to accommodate 28,000 students as opposed to 35,000. The District will be able to direct an increasing share of students to online courses.

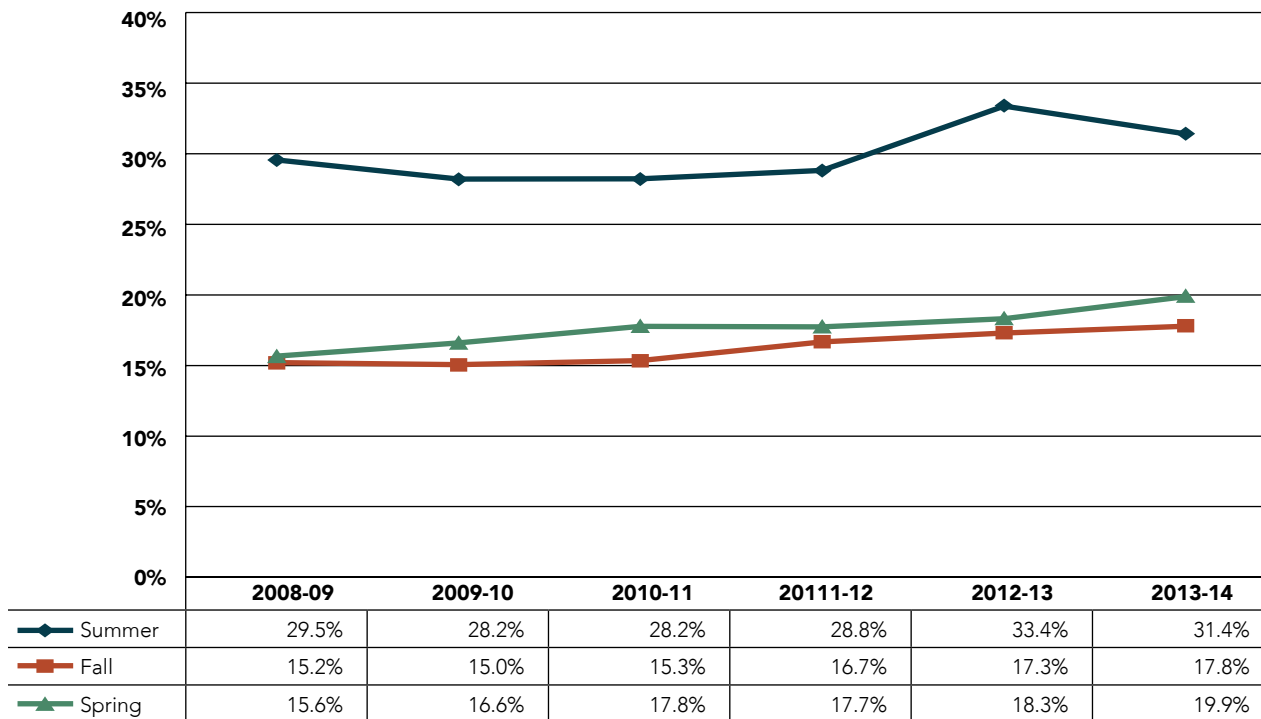


FIGURE 5. ONLINE ENROLLMENT AS A SHARE OF TOTAL ENROLLMENT, 2008-09 TO 2013-14

Source: System 2000 Faculty Load Reports

REGIONAL FORECASTS OF ENROLLMENTS

Although over the next decade the District will experience rapid enrollment growth, growth is not likely to be consistent across the various District regions, see Figure 6.

FIGURE 6. ADULT POPULATION AND PARTICIPATION RATES IN DELTA COLLEGE CLASSES

2012 Census Bureau estimates derived from the American Factfinder Website.

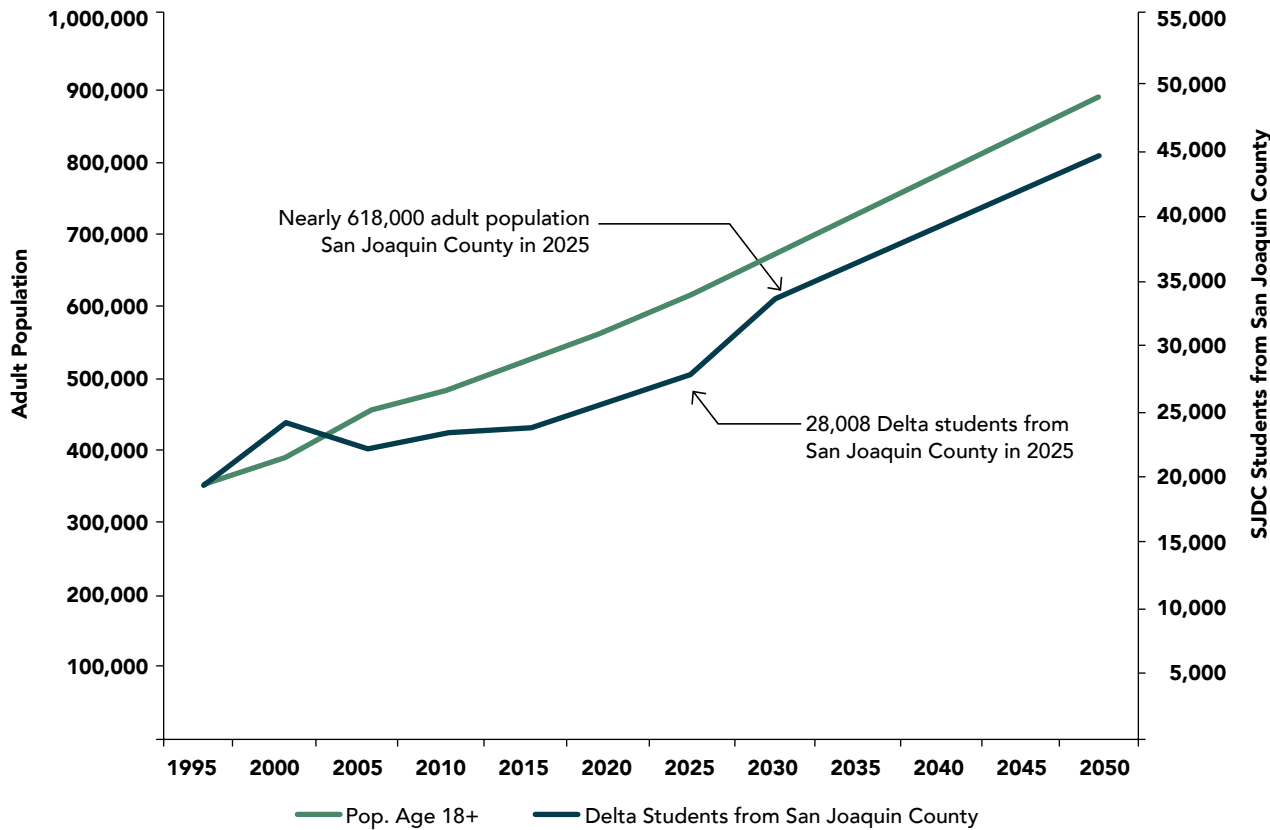
County Population Projections derived from California Department of Finance Website.

Enrollment Data derived from System 2020 Database.

Assumptions: 2025 Population projections based on annual growth rates from the California Department of Finance's Population Estimations. The participation rates represent the midpoint between the participation rates from 2007-08 (see Educational Master Plan, 2010) and 2014-15.



CITY	2014 TOTAL	2014 CENSUS ADULT	2014 % ADULT (18+)	2014-15 STUDENT COUNTS	2014-15 PARTICIP RATE	2025 POPULATION PROJECTION	2025 ADULT PROJECTION	2025 % ADULT (18+)	2025 PROJECTED STUDENT COUNTS (18+)	PROJECTED PARTICIPATION RATE BY 2025
Stockton	297,223	210,500	70.8%	16,257	7.7%	359	267,655	74.5%	21,176	7.9%
Lodi	63,158	45,355	71.8%	2,036	4.5%	65,005	49,059	75.5%	2,499	5.1%
Lathrop	19,163	13,558	71.6%	551	4.1%	31,548	23,475	74.4%	1,029	4.4%
Manteca	70,693	50,322	70.7%	1,674	3.3%	86,585	64,809	74.9%	2,536	3.9%
Tracy	84,573	58,021	67.9%	2,471	4.3%	100,614	72,714	67.9%	3,039	4.2%
Escalon	7,252	5,352	77.1%	129	2.4%	6,960	5,391	72.3%	132	2.5%
Rest of County	158,988	118,357	73.2%	831	0.7%	172,678	134,787	77.5%	946	0.7%
San Joaquin County	701,050	501,465	70.8%	23,949	4.8%	822,755	617,981	75.1%	31,357	5.0%
Calaveras County	44,921	36,523	80.7%	295	0.8%	45,140	36,701	81.3	350	1.0%



Enrollments at the main campus have always been higher than other regions. Rates of adult participation vary across the regions. Residents of Stockton attend Delta at the highest rate (7.7 percent of adults 18 and over in 2014-15), while adult residents from Tracy, Manteca, Lathrop, and Lodi attend at lower rates (from 3.3 to 4.5 percent). The Office of Planning, Research and Institutional Effectiveness (PRIE) estimates overall enrollment from San Joaquin County at more than 28,000 by the year 2025, nearly 4,000 more students than are currently attending Delta from its home county.

FIGURE 7. PROJECTIONS OF SAN JOAQUIN COUNTY ADULT POPULATION & SJDC ENROLLMENTS FROM SAN JOAQUIN COUNTY BY 2060

Sources: California Department of Finance Demography Unit, SJDC System 2020 database, Office of Planning, Research, and Institutional Effectiveness, August 2014

Figure 5 maps enrollment growth patterns¹ for resemble adult population and participation rates in Delta College classes for the major geographic regions. Enrollments from the San Joaquin County region are expected to reach a plateau at 28,000 in 2025.² Without expansion into the Foothills area, enrollments are forecast to hit 544 from Calaveras County in the year 2025, see Figures 7 and 8.

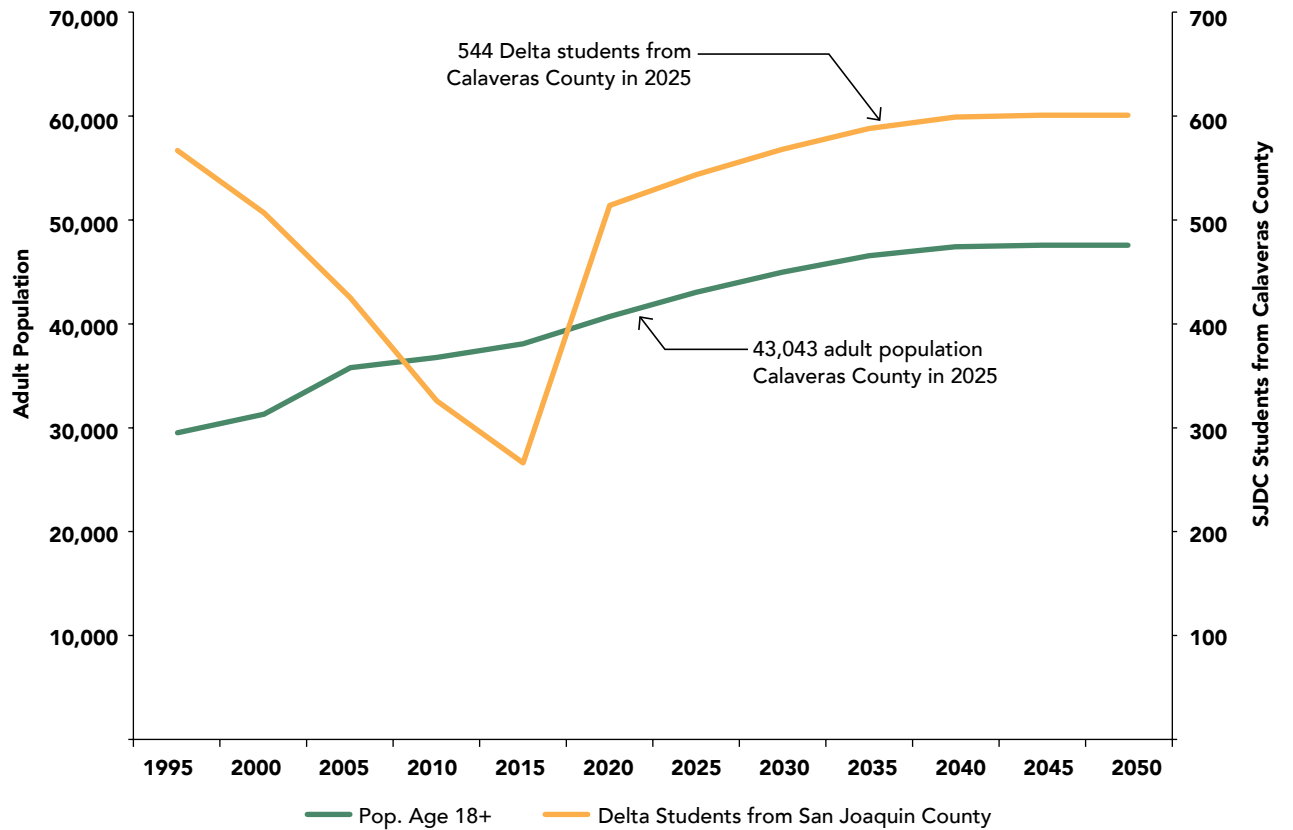


FIGURE 8. PROJECTIONS OF CALAVERAS COUNTY ADULT POPULATION & SJDC ENROLLMENTS FROM CALAVERAS COUNTY BY 2060

Sources: California Department of Finance Demography Unit, SJDC System 2020 Data Warehouse.

1 Various forecasting methods can be used to estimate future enrollments. One of the simplest is to project existing participation rates out into the future, using a proportion of the adult population as the denominator. The raw data for such calculations derive from the California Department of Finance’s Demography Unit.

2 The enrollment forecasts do not account for the count of students 17 and younger, such as Middle College HS students and special admit HS students from around the region.

REGIONAL CENTERS – PLANNING FOR THE FUTURE

NORTH COUNTY CENTER



In 2004 the voters passed Measure L, a \$250 million general obligation bond measure, for the District to provide needed improvements to the Stockton Campus, relocate the existing Tracy Center, pursue property acquisitions for other center locations in the District, modernize and expand existing facilities, and construct new facilities. In 2006, the District purchased a 140-acre parcel north of Lodi, near Galt (Liberty Road and N. Lower Sacramento Road parcels). District officials and consultants have completed a due diligence review of the site for use as an educational center. Delta has also requested proposals for other sites in the North County region that can accommodate 35,000 to 50,000 square feet of instructional space. The District recognizes the population growth within the region and its emerging labor market needs, and thus seeks to develop an educational center in the North County area.

The population of Lodi and the surrounding areas makes the North County area an excellent location for a regional center. In 2013-14, Lodi students alone made up the third largest number of students from a city within San Joaquin County (1,936). Combined with Sacramento, Galt, and neighboring towns, the number of students already enrolled at the college totals 2,732 students. An educational center in North County would expand

service offerings to students in Lodi, Acampo, Clements, Lockeford, Thornton, Woodbridge, Galt, Elk Grove, Isleton, and Sacramento. The college estimates that by the year 2025, roughly three-quarters of the District's Lodi area students will attend the North County Center. An estimated 60 percent of the District's students from Galt, Elk Grove, Isleton, and Sacramento would be expected to enroll in courses offered in the North County.

A center in North County would enable the College to accommodate more students in this region, target specific Career Technical Education (CTE) programs, and address the needs of an expanding workforce. As illustrated in the EP, labor market data shows a demand for skilled laborers; a North County center would help to train workers for the region's most prominent industries (e.g. business, logistics, and health services).

Community members and constituency groups support a center in North County. In Fall 2013, options for the property in the Lodi/Galt area were investigated, and a community group, Citizens for North Delta, emerged to advocate for planning and building a regional education center in Lodi. The group developed an educational proposal for the District that highlighted agriculture, farm-to-fork/sustainable food crops, and the wine industry as

potential education anchors for a center there. More recently, constituency groups were asked to consider the development of a center in North County where the District already owns property bordered by Lower Sacramento Road, Liberty Road, and Highway 99. Many recognize the advantages of providing an educational facility in this underserved region, as students must travel some distance to either the Stockton campus or one of the educational facilities in the Los Rios Community College District. In addition, constituency groups agreed that a center in North County would be a logical location to expand CTE programs in areas such as pre-nursing, agriculture, and business, given the prominent wine growers and the emerging hospitality and tourism emphasis in the region.

Feedback from community members and constituency groups, along with labor market data, reveal that a center in North County would best serve students in the region by offering a mix of general education transfer pattern courses and career technical programs in areas such as agriculture (including sustainable agribusiness), global trade, logistics, business, hospitality, and pre-nursing/health sciences.



A Lodi Chamber of Commerce, *Vision 2020 – Our Vision of Lodi’s Economic Future*

B The North County Center could potentially include an animal husbandry facility.

Agricultural offerings could be a significant feature of a center in North County. The campus could include a 6,000 square foot barn and animal husbandry facility to accommodate an animal science program, and classroom facilities for the nearly 70 percent of agriculture students at the Stockton campus who are from Stockton, Lodi/Galt, or Sacramento County. By enriching agricultural and other related programs, a center could create greater educational opportunities for students in the region. In addition, many of the course offerings in North County could be contextualized within the farm-to-fork industry, in collaboration with the Culinary Arts program at the Stockton campus.

Many of the proposed program offerings would also support local winemakers, restaurants, and the grape industry, which produces hundreds of locally-labeled wines and approximately 100,000 acres of premium wine grapes.¹ Nearly 80 wineries operate in the area, including internationally prominent wine producers such as Woodbridge by Robert Mondavi, Constellation Brands (Turner Road Vintners), Trinchero Family Estates (Sutter Home), Lange Twins, Michael-David, Lucas Winery, Oak Ridge Winery, Barsetti Vineyards, Grace Vineyards, and Vino Farms. Course offerings would support the wine industry by providing instruction in the business, marketing, transportation, management, and customer service components of

the wine business. While specialized instruction in enology and viticulture would not be offered, a center would provide enology and viticulture preparation for transfer, such as courses in soil science and chemistry. A center in North County could also feature a flexible wet-lab space that could serve as a biology, chemistry, and plant sciences laboratory as well as a space for community education offerings on wine tasting or the chemistry of wine.

In addition to CTE offerings, a center could also provide the following courses and services:

- General education transfer pattern courses: courses in the social sciences, business, mathematics, science (including chemistry, biology, and plant science labs), English, communications, and foreign language.
- Foundational skills instruction in English and mathematics to prepare students for general education course work.
- Library and student services spaces.

The District has tabulated current and future enrollments at a North County Center, see Figure 9.

The enrollment projections presume that population and enrollment will grow at a steady rate between 2018 and 2025, using long-range adult population estimates from

the California Department of Finance as a guide. Additionally, it is assumed that the rate of weekly student contact hours (WSCH) per student will grow from 11 units per student in Fall 2018 to 12.10 units per student in Fall 2025. The projections reflect that a center in North County could open in Fall 2018, with 53 percent of Lodi residents attending the center instead of the Stockton campus. Lodi participation is expected to grow to 74 percent by the year 2025. It is also projected that a center would receive 50 percent of the Galt and Sacramento County students who are projected to attend Delta College courses, with the other 50 percent attending online and Stockton campus courses. With proper sizing of classroom facilities and course scheduling, the center could anticipate an enrollment of roughly 1,223 students upon opening, translating into a full time equivalent student (FTES) estimate of 448. By 2025, FTES could reach 700 at a center in North County.

To establish an enrollment base in North County prior to the development of an educational center, the District could offer courses for students at public high school sites in Galt and Lodi. Representatives of the Galt School District have also expressed keen interest in developing an early high school program at a Galt location similar to Middle College High School.

¹ Lodi Wine and Grape Commission.

FALL TERM	STUDENTS FROM LODI, ACAMPO, CLEMENTS, LOCKEFORD, THORNTON, AND WOODBRIDGE	STUDENTS FROM GALT, ELK GROVE, ISLETON, AND SACRAMENTO	TOTAL STUDENTS FROM LODI AREA, GALT AND SACRAMENTO	FALL TERM WSCH	N. COUNTY CENTER FORECAST ENROLLMENT	N. COUNTY CENTER FORECAST FALL WSCH	N. COUNTY CENTER FORECAST FALL FTES
2013	1,747	296	2,043	25,681	-	-	-
2014	1,769	301	2,070	26,020	-	-	-
2015	1,791	306	2,097	26,359	-	-	-
2016	1,813	311	2,124	26,699	-	-	-
2017	1,835	316	2,151	27,038	-	-	-
2018	1,857	321	2,178	27,377	1,177	12,945	431
2019	1,879	326	2,205	27,717	1,248	14,006	467
2020	1,901	331	2,232	28,056	1,320	15,114	504
2021	1,923	336	2,259	28,396	1,394	16,270	542
2022	1,945	341	2,286	28,735	1,469	17,475	583
2023	1,967	346	2,313	29,074	1,545	18,730	624
2024	1,989	351	2,340	29,414	1,623	20,035	668
2025	2,014	353	2,367	29,753	1,702	21,396	713

Assumptions: Future student estimates based on population data from CA Department of Finance, US Census, and projected adult participation rates. Steady population and enrollment growth rates between 2013 and 2025, 53% of Lodi area students attend North County Center when it opens in 2018, growing to 74% by 2025, 60% of Galt/Sacramento students will attend North County Center when it opens in 2018.

WSCH per Enrollment will grow from 11 in Fall 2018 to 12.57 in Fall 2025

FTES = (WSCH*17.5)/525

FIGURE 9. FORECASTING ENROLLMENTS, WSCH & FTES FOR NORTH COUNTY CENTER, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

SOUTH CAMPUS AT MOUNTAIN HOUSE

The educational center at South Campus at Mountain House (SCMH) is the result of a decade of efforts to expand service offerings to Tracy, Manteca, and South County students. Plans for SCMH called for an initial build-out of 85,000 square feet. The Board of Trustees postponed full-scale development of a large educational facility, and built 25 modular buildings that freed up bond money for other projects on the Stockton campus, and for the future purchase or lease of property in the District's northern region. The modular buildings have a useful shelf life of only 20 years, and the District needs to provide a more permanent structure that will serve the residents of the region more effectively.

The need for a permanent center at Mountain House has been exacerbated by three forces: the rebounding economy and housing boom; increased competition for students; and the aging modular facilities. Housing construction and home sales have increased in Mountain House, Tracy, Lathrop, and Manteca, adding more than 18,000 residents to the region. Between 2010 and 2015,

that growth is expected to continue well into the 2020's. While the District's SCMH facility has established a loyal following of students, roughly 500 students commute to a permanent college 18 miles away in the Chabot/Las Positas Community College District. The establishment of a permanent campus with modern classrooms and student support functions will help reduce that outflow of students to a neighboring college.

SCMH enrollment projections continue to indicate full-time-equivalent students (FTES) can be sustained well above 600 each fall term, rising to 718 FTES by Fall 2025, which is an increase of 11 percent from Fall 2013. This level of enrollment enables the District to establish center funding status beyond the 1,000 FTES level, see Figure 10. The District continues to meet the eligibility requirements to receive more than one million dollars annually in additional base revenue.

The SCMH facility has been targeted in the educational master planning process to feature three signature programs: renewable energy, computer science, and

engineering. The renewable energy emphasis is inspired by the adjacent wind turbines along the Altamont Pass just west of the SCMH property. The District's property at SCMH would be suitable for either a wind farm or solar photovoltaic array, which could provide students at SCMH with hands-on learning experiences. The secondary emphasis on computer science and engineering would allow the District to expand its educational offerings for high-paying technical careers. The SCMH site is within commuting distance of jobs in the information technology and engineering sector in the East San Francisco Bay area and South Bay communities. The Tracy and Mountain House region has become a bedroom community for technology workers who commute to jobs in Silicon Valley. The SCMH center is also close to the Federal Government's Lawrence Livermore Lab research facility. Because of the expected job growth in information technology and computer science, the District has placed a heavy emphasis on expanding programs in these fields at the SCMH center.

FALL TERM	STUDENTS FROM TRACY	STUDENTS FROM LATHROP AND MANTECA	TOTAL STUDENTS FROM TRACY, LATHROP AND MANTECA	FALL TERM WSCH	MOUNTAIN HOUSE FORECAST ENROLLMENT	MOUNTAIN HOUSE FORECAST FALL WSCH	MOUNTAIN HOUSE FORECAST FALL FTES
2013	1,813	1,603	3,416	42,939	1,535	19,299	643
2014	1,817	1,664	3,481	43,756	1,550	19,486	650
2015	1,821	1,725	3,546	44,573	1,565	19,673	656
2016	1,825	1,786	3,611	45,390	1,580	19,860	662
2017	1,829	1,847	3,676	46,207	1,595	20,047	668
2018	1,833	1,908	3,741	47,024	1,610	20,234	674
2019	1,837	1,969	3,806	47,841	1,625	20,421	681
2020	1,841	2,030	3,871	48,658	1,639	20,608	687
2021	1,845	2,091	3,936	49,476	1,654	20,795	693
2022	1,849	2,152	4,001	50,293	1,669	20,982	699
2023	1,853	2,213	4,006	51,110	1,684	21,169	706
2024	1,857	2,274	4,131	51,927	1,699	21,356	712
2025	1,870	2,330	4,200	52,790	1,719	21,604	720

Assumptions: Steady population and enrollment growth rates between 2013 and 2025; 2025 Population projections based on annual growth rates from Department of Finance's Population Estimations (Table2: E-4); Enrollment counts derived from historical patterns of adult participation rates; 67% of Tracy area students will attend Mountain House; 20% of Lathrop and Manteca students will attend Mountain House; WSCH per Enrollment is 12.57 per student (CCCCO WSCH Forecast Data); FTES = (WSCH*17.5)/525

FIGURE 10. FORECASTING ENROLLMENTS, WSCH & FTES FOR MOUNTAIN HOUSE, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

CALAVERAS

The District is increasing its limited course offerings in the Foothills region through collaboration with Calaveras County's local high school district and Columbia College. Most of the course offerings in Calaveras will be general education and/or transfer-level courses, although some career technical courses could be offered if they can be sustained by enrollment. By the year 2025, the District will have over 200 students from Calaveras, which is an increase of 10 percent over 2015 levels. Most of these students take courses online or commute to the Stockton campus. The rate of weekly student contact hours (WSCH) per student is expected to grow from six units per student in Fall 2018 to nine in Fall 2025. Even with some slight growth in enrollment and FTES, the low population totals for the Foothills and declining adult population do not make Calaveras County a feasible location for a regional center.¹ However, limited courses can be held in the evening in Calaveras Unified School District classrooms, and through new dual enrollment opportunities, see Figure 11.

¹ Labor Market Overview: Central Valley North Sub-Region, Centers of Excellence 2015, p. 4.

FALL TERM	STUDENTS FROM CALAVERAS	FALL TERM WSCH	FORECAST ENROLLMENT AT CALAVERAS	CALAVERAS FORECAST FALL WSCH	CALAVERAS FORECAST FALL FTES
2013	159	1,999	-	-	-
2014	164	2,059	41	164	5
2015	169	2,119	44	198	7
2016	173	2,180	48	236	8
2017	178	2,240	52	278	9
2018	183	2,300	56	324	11
2019	188	2,361	60	375	12
2020	193	2,421	64	430	14
2021	197	2,481	68	490	16
2022	202	2,542	73	554	18
2023	207	2,602	77	624	21
2024	212	2,662	82	699	23
2025	217	2,728	87	781	26

Assumptions: Future student estimates base on population data from CA Department of Finance; Enrollment counts derived from historical patterns of adult participation rates; Steady population and enrollment growth rates between 2013 and 2025; 25% of Calaveras area students will enroll in Delta courses offered in Calaveras; with the increase in course offerings, 40% will enroll in Delta courses offered in Calaveras by 2025; WSCH per Enrollment in Calaveras will grow from 4 in Fall 2014 to 9 in 2025; FTES = (WSCH*17.5)/525

FIGURE 11. FORECASTING ENROLLMENTS, WSCH & FTES FOR CALAVERAS, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

STOCKTON CAMPUS

The Stockton campus offers a rich array of academic programs for its students. The completion of bond construction projects guided by the 2005 Stockton Campus Master Plan has transformed the campus's physical footprint. The renovated or newly constructed buildings include:

- The Lawrence and Alma DeRicco Student Services Building consolidates student services programs in a 69,000 square foot space.
- The Goleman Library Learning Center accommodates the District's library holdings and provides larger study spaces for students.
- The completed 125,000 square foot Science and Math Building provides new and larger laboratory spaces for science classes.
- A 40,000 square foot consolidated Data Center for information technology services.
- The Loun Phelps Police Services Building allows the District to meet the safety needs of the College community and provides much needed operational space for the department.
- State-of-the-art facilities for student athletes and physical education classes, including a world-class track facility, new turf for the softball, baseball, and football fields, a new soccer pitch, and improved parking facilities.
- Improvements to the Tillie Lewis Theater and Atherton Auditorium for seating and safety features.
- Renovation and expansion of the Shima Building to create dedicated space for heavy equipment and large diesel engine programs.

Enrollment projections which mirror the population growth of the county and region for the Stockton campus over the next decade were provided by the College's PRIE Office. By the year 2025, the District will have nearly 13,000 students from Stockton alone, an increase of approximately nine percent over 2013. Growth is expected to occur evenly across all general education and transfer programs, see Figure 12. Such an increase will require the District to increase online course offerings in order to handle the demand for services.



A Students studying the in Science and Math courtyard.



B Students enrolled in the heavy equipment and diesel engine programs.

FALL TERM	STUDENTS FROM STOCKTON	OTHER STUDENTS	TOTAL	WSCH	FORECAST ENROLLMENT AT STOCKTON CAMPUS	STOCKTON CAMPUS FORECAST WSCH	STOCKTON CAMPUS FORECAST FTES
2013	11,544	5,540	17,084	214,746	13,160	165,416	5,514
2014	11,634	5,622	17,256	216,908	13,282	166,950	5,565
2015	11,724	5,704	17,428	219,070	13,404	168,483	5,616
2016	11,814	5,786	17,600	221,232	13,526	170,017	5,667
2017	11,904	5,868	17,772	223,394	13,648	171,550	5,718
2018	11,994	5,950	17,944	225,556	13,770	173,084	5,769
2019	12,084	6,032	18,116	224,718	13,892	174,617	5,821
2020	12,174	6,114	18,288	229,880	14,014	176,151	5,872
2021	12,264	6,196	18,460	232,042	14,136	177,684	5,923
2022	12,354	6,278	18,632	234,204	14,258	179,218	5,974
2023	12,444	6,360	18,804	236,366	14,380	180,752	6,025
2024	12,534	6,442	18,976	238,528	14,502	182,285	6,076
2025	12,621	6,527	19,148	240,690	14,622	183,804	6,127

Assumptions: Steady population and enrollment growth rates between 2013 and 2025; 2025 Population projections based on annual growth rates from Department of Finance’s Population Estimations (Table2: E-4); Enrollment counts derived from historical patterns of adult participation rates; 90% of Stockton area students will attend the Stockton campus; 50% of all other students from the rest of San Joaquin County will attend the Stockton campus; WSCH per Enrollment is constant at 12.57 per student (CCCCO WSCH Forecast Data); FTES = (WSCH*17.5)/525

FIGURE 12. FORECASTING ENROLLMENTS, WSCH & FTES FOR STOCKTON, 2013-2025

Source: Office of Planning, Research, and Institutional Effectiveness, System 2020 database (August 2014)

LABOR

LABOR MARKET TRENDS

LABOR MARKET TRENDS

LABOR MARKET TRENDS

The District's planning for educational programs is informed by enrollment trends and projections, and national, state, and local labor market information. Programs are determined by examining the regional unemployment and job growth trends, as well as projections of future industrial and occupational employment demand. Delta currently provides education and training for over half of the occupations with the most job openings in the next five years, and will continue to respond to the rising demand.

In December 2014, the County's unemployment rate was one of the highest in the state (10.4 percent) and close to twice the national rate. During the Great Recession, the housing market retrenchment caused declining property values, jobs losses in banking and real estate, and ancillary losses stemming from reduced consumer spending in the local economy. While much of the state has recovered from the recession, counties in the San Joaquin Valley region have recovered more slowly. Among other factors, the statewide drought continues to affect the agricultural production in the Valley. Despite the slower recovery, the population in the region has been increasing, unemployment has been decreasing (-5 percent since 2009), and the labor market has stabilized.

Even with all of these challenges, Delta is geographically positioned to contribute to regional growth and vitality by providing job training/retraining.

Internal and external stakeholders value Delta's contribution to the region's economic and job growth, and employers and education leaders agree that the District should focus its new programs on areas of the economy most likely to see future job growth. Industry estimates over the next five years forecast that most job openings will be in the areas of agriculture, food and beverage processing, retail, health care services, hospitality and tourism, labor, freight stock and material movers, and personal care aides, see Figures 13, 14 and 15.

Since the last iteration of the EP in 2010, the industries with the highest number of nonfarm jobs have consistently been trade, transportation and utilities, state and local government, educational and health services, and health care and social assistance.¹ Regional industry cluster analyses indicate that 12 of 13 nonfarm industries in the county are projected to grow by a total of over 46,000

¹ EDD, 2014; Initial Background Report for Stockton Economic Development Strategic Plan, The Natelson Dale Group, 2014, p.5.

jobs by 2022,² with the highest growth rates expected in the educational services, health care and social assistance fields. In July 2013, the State of California's prison health care system expanded into Stockton, which will increase demand for nurses, psychiatric technicians, physical therapy and medical office administration to keep up with the high demand in the health care services industry. Agriculture remains one of the more significant job sectors for the region. The large number of food and wine production facilities in the county drives the manufacturing and transportation sectors of the local economy.

² EDD, 2015.



FIGURE 13. INDUSTRY EMPLOYMENT PROJECTIONS 2012-2022

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

		2012-2022 Industry Employment Projections			Employment Development Department		
		Stockton-Lodi Metropolitan Statistical Area			Labor Market Information Division		
		(San Joaquin County)			Published: February 2015		
NAICS CODE*	INDUSTRY TITLE	ESTIMATED EMPLOYMENT 2012**	PROJECTED EMPLOYMENT 2022	NUMERIC CHANGE 2012-2022	PERCENT CHANGE 2012-2022	ANNUAL AVERAGE PERCENT CHANGE	
	Total Employment	226,600	274,100	47,500	21.0%	2.1%	
	Self Employment (A)	15,400	16,000	600	3.9%	0.4%	
	Unpaid Family Workers (B)	400	300	-100	-25.0%	-2.5%	
	Private Household Workers (C)	500	400	-100	-20.0%	-2.0%	
	Total Farm	15,700	16,700	1,000	6.4%	0.6%	
	Total Nonfarm	194,600	240,700	46,100	23.7%	2.4%	
113, 321	Mining and Logging	100	200	100	100.0%	10.0%	
23	Construction	7,600	12,600	5,000	65.8%	6.6%	
238	Specialty Trade Contractors	5,000	8,800	3,800	76.0%	7.6%	
31-33	Manufacturing	17,800	18,700	900	5.1%	0.5%	
	Durable Goods Manufacturing (321,327,331-339)	7,200	8,800	1,600	22.2%	2.2%	
	Nondurable Goods Manufacturing (311-316,322-326)	10,600	9,900	-700	-6.6%	-0.7%	
311	Food Manufacturing	6,200	5,000	-1,200	-19.4%	-1.9%	
22,42-49	Trade, Transportation, and Utilities	50,600	62,500	11,900	23.5%	2.4%	
42	Wholesale Trade	10,700	13,500	2,800	26.2%	2.6%	
44-45	Retail Trade	24,900	29,700	4,800	19.3%	1.9%	
448	Clothing and Clothing Accessories Stores	2,100	2,600	500	23.8%	2.4%	
452	General Merchandise Stores	6,300	7,600	1,300	20.6%	2.1%	
4521	Department Stores	3,800	4,800	1,000	26.3%	2.6%	
22,48-49	Transportation, Warehousing, and Utilities	14,900	19,300	4,400	29.5%	3.0%	
48-49	Transportation and Warehousing	13,600	17,700	4,100	30.1%	3.0%	
484	Truck Transportation	6,000	7,100	1,100	18.3%	1.8%	

NAICS CODE*	INDUSTRY TITLE	ESTIMATED EMPLOYMENT 2012**	PROJECTED EMPLOYMENT 2022	NUMERIC CHANGE 2012-2022	PERCENT CHANGE 2012-2022	ANNUAL AVERAGE PERCENT CHANGE
493	Warehousing and Storage	5,200	7,000	1,800	34.6%	3.5%
51	Information	2,100	2,000	-100	-4.8%	-0.5%
52-53	Financial Activities	7,500	9,200	1,700	22.7%	2.3%
52	Finance and Insurance	4,900	5,900	1,000	20.4%	2.0%
522	Credit Intermediation and Related Activities	2,200	2,800	600	27.3%	2.7%
54-56	Professional and Business Services	16,500	23,600	7,100	43.0%	4.3%
56	Administrative and Support and Waste Management and Remediation Services	10,300	14,600	4,300	41.7%	4.2%
61-62	Educational Services (Private), Health Care, and Social Assistance	32,800	43,500	10,700	32.6%	3.3%
61	Educational Services (Private)	5,300	6,500	1,200	22.6%	2.3%
62	Health Care and Social Assistance	27,500	37,000	9,500	34.5%	3.5%
	Health Care (includes 621-623)	20,500	26,300	5,800	28.3%	2.8%
71-72	Leisure and Hospitality	17,000	21,300	4,300	25.3%	2.5%
71	Arts, Entertainment, and Recreation	2,000	2,300	300	15.0%	1.5%
72	Accommodation and Food Services	15,100	19,000	3,900	25.8%	2.6%
722	Food Services and Drinking Places	14,000	17,900	3,900	27.9%	2.8%
81	Other Services (excludes 814-Private Household Workers)	6,500	8,000	1,500	23.1%	2.3%
	Government	36,100	39,100	3,000	8.3%	0.8%
	Federal Government	3,900	3,300	-600	-15.4%	-1.5%
	State and Local Government	32,200	35,800	3,600	11.2%	1.1%
	State Government	3,600	4,300	700	19.4%	1.9%
	Local Government	28,600	31,500	2,900	10.1%	1.0%
	Local Government Education	17,500	19,800	2,300	13.1%	1.3%
	Other Local Government	11,100	11,700	600	5.4%	0.5%

EDUCATIONAL PLAN

FIGURE 14. OCCUPATIONS WITH THE MOST JOB OPENINGS – MOTHER LODE REGION 2012-2022

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

Employment Development Department		2012-2022 Occupations With the Most Job Openings					
Labor Market Information Division		Mother Lode Region					
Published: January 2015		(Amador, Calaveras, Mariposa, and Tuolumne Counties)					
SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022 [1]	2014 FIRST QUARTER WAGES [2]		EDUCATION AND TRAINING LEVELS [4]		
			MEDIAN HOURLY	MEDIAN ANNUAL	ENTRY LEVEL EDUCATION	WORK EXPERIENCE	ON-THE-JOB TRAINING
41-2011	Cashiers	840	\$10.53	\$21,911	8	NONE	ST OJT
35-3031	Waiters and Waitresses	620	\$8.98	\$18,672	8	NONE	ST OJT
41-2031	Retail Salespersons	510	\$10.77	\$22,405	8	NONE	ST OJT
33-3012	Correctional Officers and Jailers	450	\$36.74	\$76,410	7	NONE	MT OJT
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	410	\$9.53	\$19,831	8	NONE	ST OJT
39-9021	Personal Care Aides	400	\$9.29	\$19,317	8	NONE	ST OJT
29-1141	Registered Nurses	370	\$49.34	\$102,618	4	NONE	NONE
37-2012	Maids and Housekeeping Cleaners	360	\$10.03	\$20,848	8	NONE	ST OJT
43-9061	Office Clerks, General	250	\$14.42	\$29,992	7	NONE	ST OJT
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	240	\$12.44	\$25,877	8	NONE	ST OJT
11-1021	General and Operations Managers	230	\$35.36	\$73,561	3	<5 YEARS	NONE
47-2031	Carpenters	230	\$26.20	\$54,503	7	NONE	APP
37-3011	Landscaping and Groundskeeping Workers	220	\$13.23	\$27,529	8	NONE	ST OJT
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	200	\$16.61	\$34,539	7	NONE	ST OJT
49-9071	Maintenance and Repair Workers, General	200	\$19.33	\$40,203	7	NONE	LT OJT
33-3051	Police and Sheriff's Patrol Officers	190	\$42.28	\$87,938	7	NONE	MT OJT
35-2014	Cooks, Restaurant	190	\$12.48	\$25,967	8	<5 YEARS	MT OJT
41-1011	First-Line Supervisors of Retail Sales Workers	190	\$17.25	\$35,890	7	<5 YEARS	NONE
43-5081	Stock Clerks and Order Fillers	190	\$10.63	\$22,115	8	NONE	ST OJT
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	180	\$9.26	\$19,266	8	NONE	ST OJT
43-3031	Bookkeeping, Accounting, and Auditing Clerks	180	\$17.03	\$35,430	7	NONE	MT OJT
33-2011	Firefighters	170	\$21.45	\$44,629	5	NONE	LT OJT
35-2021	Food Preparation Workers	170	\$9.37	\$19,488	8	NONE	ST OJT
43-1011	First-Line Supervisors of Office and Administrative Support Workers	170	\$23.42	\$48,725	7	<5 YEARS	NONE
35-9021	Dishwashers	160	\$9.24	\$19,226	8	NONE	ST OJT
45-2092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	160	\$9.97	\$20,745	8	NONE	ST OJT
25-2021	Elementary School Teachers, Except Special Education	150	[3]	\$66,874	3	NONE	I/R
25-9041	Teacher Assistants	150	[3]	\$28,014	6	NONE	NONE
31-1014	Nursing Assistants	150	\$14.18	\$29,494	5	NONE	NONE
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	150	\$14.74	\$30,663	7	<5 YEARS	NONE
35-3011	Bartenders	140	\$9.00	\$18,712	8	NONE	ST OJT
43-4051	Customer Service Representatives	130	\$14.08	\$29,284	7	NONE	ST OJT
43-6013	Medical Secretaries	130	\$17.10	\$35,572	7	NONE	MT OJT

SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022 [1]	2014 FIRST QUARTER WAGES [2]		EDUCATION AND TRAINING LEVELS [4]		
			MEDIAN HOURLY	MEDIAN ANNUAL	ENTRY LEVEL EDUCATION	WORK EXPERIENCE	ON-THE-JOB TRAINING
19-4093	Forest and Conservation Technicians	120	\$15.73	\$32,729	4	NONE	NONE
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	120	[3]	\$68,139	3	NONE	I/R
31-9092	Medical Assistants	120	\$15.47	\$32,174	5	NONE	NONE
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	120	\$9.11	\$18,934	8	NONE	ST OJT
43-4081	Hotel, Motel, and Resort Desk Clerks	120	\$11.22	\$23,330	7	NONE	ST OJT
13-2011	Accountants and Auditors	110	\$26.24	\$54,579	3	NONE	NONE
25-2022	Middle School Teachers, Except Special and Career/Technical Education	110	[3]	\$66,470	3	NONE	I/R
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	110	\$10.44	\$21,715	8	NONE	NONE
43-3071	Tellers	110	\$13.28	\$27,633	7	NONE	ST OJT
51-8031	Water and Wastewater Treatment Plant and System Operators	110	\$22.27	\$46,320	7	NONE	LT OJT
21-1093	Social and Human Service Assistants	100	\$14.96	\$31,110	7	NONE	ST OJT
33-1011	First-Line Supervisors of Correctional Officers	100	\$41.70	\$86,719	7	<5 YEARS	MT OJT
41-2021	Counter and Rental Clerks	100	\$13.02	\$27,071	8	NONE	ST OJT
47-2152	Plumbers, Pipefitters, and Steamfitters	100	\$26.82	\$55,768	7	NONE	APP
53-3032	Heavy and Tractor-Trailer Truck Drivers	100	\$19.30	\$40,131	5	NONE	ST OJT
13-1051	Cost Estimators	90	\$23.35	\$48,584	3	NONE	NONE
35-2011	Cooks, Fast Food	90	\$9.16	\$19,055	8	NONE	ST OJT

* The Standard Occupational Classification (SOC) system is used by government agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data.

"Data sources: U.S. Bureau of Labor Statistics' Current Employment Statistics (CES) March 2013 benchmark, Quarterly Census of Employment and Wages (QCEW) industry employment, and Occupational Employment Statistics (OES) data."

Occupational employment projections include self-employed, unpaid family workers, private household workers, farm, and nonfarm employment.

Excludes "All Other" categories. These are residual codes that do not represent a detailed occupation.

The use of occupational employment projections as a time series is not encouraged due to changes in the occupational, industrial, and geographical classification systems; changes in the way data are collected; and changes in the OES survey reference period.

[1] Total jobs are the sum of new jobs and replacement needs.

[2] Median hourly and annual wages are the estimated 50th percentile of the distribution of wages; 50 percent of workers in an occupation earn wages below, and 50 percent earn wages above the median wage. The wages are from 2014 first quarter and do not include self-employed or unpaid family workers.

[3] In occupations where workers do not work full-time all year-round, it is not possible to calculate an hourly wage.

[4] The Bureau of Labor Statistics develops and assigns education and training categories to each occupation. For more information on these categories, please see http://www.bls.gov/emp/ep_education_training_system.htm

ENTRY LEVEL EDUCATION

1	Doctoral or professional degree
2	Master's degree
3	Bachelor's degree
4	Associate's Degree
5	Post-secondary non-degree award
6	Some college, no degree
7	High school diploma or equivalent
8	Less than high school

WORK EXPERIENCE CODES

≥ 5 years	5 years or more experience in a related occupation of field is common
≤ 5 years	Less than 5 years experience in a related occupation or field is common
None	No work experience is typically required

ON-THE-JOB-TRAINING

I/R	Internship/Residency
APP	Apprenticeship
LT OJT	Long-term on-the-job training
MT OJT	Moderate-term on-the-job training
ST OJT	Short-term on-the-job training
None	None

FIGURE 15. PROJECTED OCCUPATIONS WITH THE MOST JOB OPENINGS IN SAN JOAQUIN COUNTY, 2012-2022

Source: California Employment Development Department Labor Market Division, January 2015; System 2020

2012-2022 Industry Employment Projections		Employment Development Department				
Stockton-Lodi Metropolitan Statistical Area		Labor Market Information Division				
(San Joaquin County)		Published: February 2015				
SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022	2014 FIRST QUARTER WAGES		EDUCATION AND TRAINING LEVELS	COLLEGE HAS EDUCATIONAL PROGRAMS
			MEDIAN HOURLY	MEDIAN ANNUAL		
412031	Retail Salespersons	4,050	\$10.10	\$20,994	OJT	x
537062	Laborers and Freight, Stock, and Material Movers, Hand	3,760	\$12.05	\$25,071	OJT	
399021	Personal Care Aides	3,510	\$9.50	\$19,760	OJT	x
412011	Cashiers	3,210	\$9.72	\$20,207	OJT	x
353021	Combined Food Preparation and Serving Workers, Including Fast Food	3,200	\$9.20	\$19,125	OJT	x
452092	Farmworkers and Laborers, Crop, Nursery, and Greenhouse	2,860	\$8.87	\$18,458	OJT	x
533032	Heavy and Tractor-Trailer Truck Drivers	2,490	\$20.21	\$42,042	OJT	x
291141	Registered Nurses	1,930	\$45.24	\$94,120	AA/AS	x
353031	Waiters and Waitresses	1,710	\$9.04	\$18,813	OJT	
435081	Stock Clerks and Order Fillers	1,460	\$11.07	\$23,016	OJT	x
111021	General and Operations Managers	1,380	\$42.81	\$89,037	BA/BS	x
439061	Office Clerks, General	1,350	\$15.73	\$32,706	OJT	
372011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	1,240	\$13.49	\$28,073	OJT	
411011	First-Line Supervisors of Retail Sales Workers	1,090	\$18.70	\$38,883	Work Exp.	x
434051	Customer Service Representatives	1,050	\$17.59	\$36,584	OJT	
352021	Food Preparation Workers	990	\$10.29	\$21,392	OJT	x
431011	First-Line Supervisors of Office and Administrative Support Workers	990	\$24.55	\$51,084	Work Exp.	
537064	Packers and Packagers, Hand	990	\$9.50	\$19,766	OJT	
311014	Nursing Assistants	970	\$12.34	\$25,675	Non-Degree Award	
252021	Elementary School Teachers, Except Special Education	950	N/A	\$66,723	BA/BS	
472061	Construction Laborers	940	\$19.17	\$39,860	OJT	
436014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	900	\$16.82	\$34,984	OJT	x
399011	Childcare Workers	890	\$9.73	\$20,254	OJT	x
537051	Industrial Truck and Tractor Operators	880	\$16.69	\$34,694	OJT	x
119013	Farmers, Ranchers, and Other Agricultural Managers	860	\$38.43	\$79,928	HS Dip. or equiv.	

SOC CODE*	OCCUPATIONAL TITLE	TOTAL JOB OPENINGS 2012-2022	2014 FIRST QUARTER WAGES		EDUCATION AND TRAINING LEVELS	COLLEGE HAS EDUCATIONAL PROGRAMS
			MEDIAN HOURLY	MEDIAN ANNUAL		
259041	Teacher Assistants	850	N/A	\$27,549	OJT	x
311011	Home Health Aides	810	\$10.53	\$21,916	OJT	x
433011	Bill and Account Collectors	800	\$14.34	\$29,820	OJT	
414012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	770	\$27.60	\$57,387	OJT	x
433031	Bookkeeping, Accounting, and Auditing Clerks	770	\$17.33	\$36,037	OJT	x
519111	Packaging and Filling Machine Operators and Tenders	760	\$15.42	\$32,079	OJT	
499071	Maintenance and Repair Workers, General	750	\$19.01	\$39,541	OJT	
435071	Shipping, Receiving, and Traffic Clerks	740	\$16.67	\$34,671	OJT	
352014	Cooks, Restaurant	720	\$9.77	\$20,334	OJT	x
351012	First-Line Supervisors of Food Preparation and Serving Workers	680	\$14.50	\$30,159	Work Exp.	x
292061	Licensed Practical and Licensed Vocational Nurses	660	\$25.10	\$52,215	Non-Degree Award	x
132011	Accountants and Auditors	640	\$31.24	\$64,987	BA/BS	x
252031	Secondary School Teachers, Except Special and Career/Technical Education	620	N/A	\$61,087	BA/BS	
352011	Cooks, Fast Food	610	\$9.00	\$18,722	OJT	
433071	Tellers	610	\$12.69	\$26,388	OJT	x
373011	Landscaping and Groundskeeping Workers	600	\$11.53	\$23,972	OJT	x
252022	Middle School Teachers, Except Special and Career/Technical Education	580	N/A	\$62,312	BA/BS	
412021	Counter and Rental Clerks	580	\$10.71	\$22,274	OJT	
472111	Electricians	550	\$29.31	\$60,959	APP	x
493023	Automotive Service Technicians and Mechanics	550	\$17.88	\$37,190	OJT	x
533033	Light Truck or Delivery Services Drivers	530	\$15.07	\$31,351	OJT	
537061	Cleaners of Vehicles and Equipment	530	\$10.00	\$20,802	OJT	
353022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	500	\$9.13	\$18,994	OJT	x
434171	Receptionists and Information Clerks	470	\$12.20	\$25,385	OJT	
372012	Maids and Housekeeping Cleaners	460	\$10.40	\$21,634	OJT	

PROJECTED PROGRAM GROWTH

Two major factors contribute to the growth of academic programs: 1) demand for employees in particular vocations, and 2) the demand for transfer and basic skills courses to serve students in the community. The PRIE analyst first examined anticipated regional population growth to establish baseline of growth. For CTE programs, PRIE utilized the projected local and statewide demand for employees, as projected by the California Employment Development Department (EDD).¹ For programs that typically call for a four-year degree to obtain an entry-level position (e.g. accounting), the statewide figures were augmented with local data.

Figure 15 identifies key sectors of the labor market that are anticipated to see major job growth over the next decade. High-growth jobs in the region include health care, business, and food services. The aging of the region's elderly population and the establishment of a major

health care facility for the State of California in the region will fuel job growth for nurses and associated health care positions (such as home health aides, psychiatric technicians, speech-language pathologists, respiratory therapists, and physical therapists). Delta will continue to prepare students for entrepreneurship and management with expanded course offerings in business and accounting, including certificates in small business development and entrepreneurship. Agriculture remains a prominent employment sector, even though job growth will plateau with increased mechanization. Because of its prominence in the region, agri-business classes will be important to the regional employers. Because of the region's significance as a producer and distributor of finished goods and food products, training will be needed in robotics, mechatronics, and the maintenance and set-up of programmable logic controllers. In light of these regional labor market needs, Figure 16 identifies a number of

targeted programs at each of the campuses operated by the District. Other high growth areas include education and advanced manufacturing. Delta is well-positioned to produce graduates for the teacher training pipeline, education paraprofessionals, and early childhood educators, as well as welders and maintenance technicians.

Also identified in Figure 16 are programs that should be launched in the near future to meet Delta's strategic goals. These new programs require grants or new funding allocations. Business, logistics, and agriculture/agriculture-business programs are planned for a future center in North County. Some of these programs are integral to Delta's efforts to pursue a greener footprint that reduces carbon emissions, and the desire to train a new body of "green collar" workers for the region. Other planned programs respond to increasing demands for health services as the County's population ages.

¹ EDD projections of labor market demand are based on surveys of employers conducted through the Occupational Employment Statistics (OES) program over a three year period. Employers report on the survey how many individuals they employ in each occupation. Though limited to employer response data, EDD data provide a useful set of figures from which to forecast future labor market needs in the region.



**NEW AND/OR EXPANDING PROGRAMS
ANTICIPATED AS STRATEGIC GROWTH AREAS
FOR THE DISTRICT AT REGIONAL CENTERS**

NORTH COUNTY
Agriculture Agribusiness Business and Logistics Health Sciences (e.g., Physical Therapy, Respiratory Therapy, Nursing, Psych Tech)
SOUTH CAMPUS AT MOUNTAIN HOUSE
Computer Science/CIS New Energy Technician
STOCKTON
Digital Media Technologies Foreign Language Interpreter Health Sciences (e.g., Physical Therapy, Respiratory Therapy, Nursing, Psych Tech) New Energy Technician Transportation Logistics Welding Robotics Mechatronics Public Safety Information Technology Network Security Small Business/Entrepreneurship Education Paraprofessionals Early Childhood Education

FIGURE 16. PROGRAM GROWTH PROJECTIONS

MARQUEE PROGRAMS AT REGIONAL CENTERS

The development of new marquee educational programs at regional centers is a central recommendation of the EP. New centers should first focus on transfer and general education course offerings, coupled with some basic skills and a limited range of vocational offerings. However, the Education Plan calls for the development of marquee career and technical education programs after the District has established a solid base of transfer-directed enrollments. Some potential programs are sketched out below for each of the main regional centers envisioned by the District over the next decade.

SOUTH CAMPUS AT MOUNTAIN HOUSE (SCMH)

Renewable Energy Technologies (wind/solar)

Capitalizing on the SCMH's proximity to the Altamont wind energy farms, Delta developed a career technical emphasis on wind and solar energy installers and technicians. Open space at the SCMH has served as a prime location for wind or solar arrays that reduce the District's reliance on the existing electrical grid. The projected FTEF needed for this program is 1.0, and grant funding helped the College obtain initial start-up money. The program was expected to serve roughly 25 FTES per year upon its establishment, but enrollments have been lower than anticipated.

Engineering and Computer Science

SCMH's focus on energy technology and science careers dovetails with engineering and computer science. The introduction of engineering into the SCMH curriculum along with computer science courses fit future labor market needs for the County (computer software specialists and computer engineers: Projected FTEF needed = 1.5, with the number of FTES served reaching 60 per year).

NORTH COUNTY CENTER

Agribusiness/Business/Logistics

With the natural correlation between the production of agriculture and the business, marketing, and distribution of agricultural products, a center in North County might offer programs that address the transfer of goods and services from manufacturers to consumers. Such programs might also include course offerings that support the local wine and grape industry, providing instruction in global trade, business, transportation, winery management, and customer service. Specific degrees and certificates might include accounting, marketing, business, and logistics (Projected FTEF needed = 1.5, serving about 40 FTES per year).

Health Sciences Certificates

A North County Center might be relied upon for new specialized offerings in health careers, such as physical therapy and respiratory therapy assistants. These entry-level career offerings address labor market demands and the allergy and air quality issues found in the region. They also might serve as alternatives to the competitive nursing program (Projected FTEF needed = 1.5, serving about 30 FTES per year).

Nursing

The growth of the nursing program is limited by space constraints on the Stockton campus. Any major expansion in nursing course offerings would most likely have to be done through re-allocation of space at the Stockton campus, or by opening new learning spaces elsewhere. A long-term vision for new nursing space might include a nursing class at a center in North County if established hospital links and support could sustain clinical learning experiences for such a group. The installation of the State of California's prison health care facilities (CHCF) in the County may justify new nursing and health science admissions programs before 2020 (Projected FTEF needed = 3.0, serving roughly 25 FTES per year at a center in North County).

MANTECA

The Manteca Center property is bordered by Highway 99 on the east and Lathrop Road on the south. The State recently completed an interchange project at the site that resulted in a small loss of property that is dedicated to orchard plantings. The Manteca Center features two portable classrooms, a barn, and crop land that provide training to students in agriculture, agribusiness, and animal husbandry. With agriculture remaining one of the major economic industries of the region, the Center's importance for local training cannot be overstated. While there has been interest in the Manteca property from regional housing developers, Board members have expressed no interest in selling the Manteca Center. Plans are underway to build a new barn, refurbish the classroom building, and improve the security of the campus with new fencing.

CALAVERAS

The development of educational offerings in the Foothills region has always been hindered by low enrollments, due to the region's small population levels. The Yosemite Community College District has established a facility in Angels Camp, offering distance education classes affiliated with Columbia College. Also limiting the development of a site in Calaveras County is its relatively low rural population density. Current estimates of population decline within the region do not support the development of a brick-and-mortar presence in the near future.¹ However, when the expansion is feasible, some of the educational offerings that address regional occupational needs include the following:

Environmental Studies (phase 3, 2025) Community groups, educators, and business leaders have suggested that a focus on the environment and resource management are ideal programs for the Foothills region. Courses in science and environmental studies can help prepare students for jobs related to watershed or parklands management, and as transfer preparation for careers as park scientists and naturalists (Projected FTEF needed = 0.5, serving 20 FTES per year).

Sustainable Forestry (phase 3, 2025) In line with the approach described above, a small program that focuses on sustainable timber harvesting techniques would be useful for jobs in the timber sector (Projected FTEF needed = 0.5, serving 10 FTES per year).

Native American Studies (phase 3, 2025) Community representatives voiced an interest in bringing a Native American Studies emphasis to the Foothills region in order to capitalize on its distinctive history and cultural legacy. Such an approach might justify an early full-time

hire in the general education sector with a background in Native American studies. An ideal instructor would be able to offer introductory courses in anthropology and/or sociology, in tandem with the regular offering of a course that might be titled introduction to Native American Studies (Projected FTEF needed = 1.0, serving roughly 30 FTES per year).

Health Sciences (phase 3, 2025) Community representatives have voiced a need for more extensive health services for the Foothills population, including mental health services. This suggests the need for future psychiatric technicians and human services counselors (Projected FTEF needed = 1.0, serving roughly 30 FTES per year).

Public Safety & Fire (phase 3, 2025) The District might expand its existing programs in fire science and POST Academy training at this Center because of the regional need for firefighter training (Projected FTEF needed = 0.5, serving 30 FTES per year).

¹ Estimates of population growth suggest that Fall Semester FTES may reach a level of just 14 by 2020.

STOCKTON

The Stockton campus offers a variety of CTE programs that will continue to thrive because of exceptional faculty and local labor market demands. These programs include, but are not limited to, the Caterpillar dealer service technician program, automotive repair, electron microscopy, engineering & industrial technology, nursing, welding technology, HVAC, the POST Academy, culinary arts, early childhood education, and speech-language pathology assistant. Delta also has a strong presence in the arts, ranging from music, art, drama, and dance.

Continuing space demands with the current facilities make it difficult to offer new programs on a larger scale in Stockton, but focus group discussions and recent decisions by District leadership point to several promising fields for educational expansion at the Stockton campus.

Transportation Logistics (phase 1, 2015) San Joaquin County is a hub of several large transportation distribution centers, and the County has a growing need for workers trained in transportation management, logistics, and warehousing. A small number of courses geared toward such a certificate can be planned for the Stockton campus. One full-time professor was hired to launch this program for the 2015-16 year (Projected FTEF needed = 1.0, serving FTES = 15 per year).



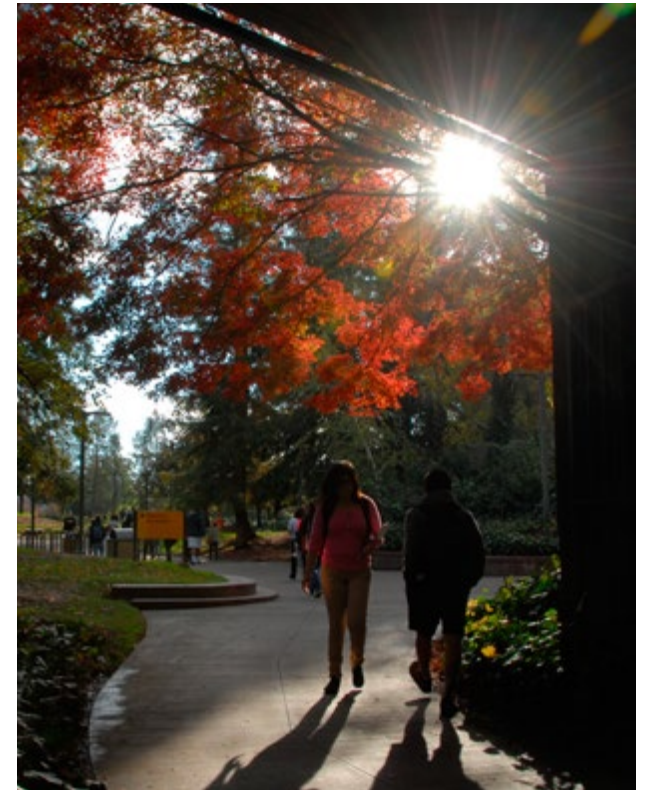
Construction of Delta's New Science and Mathematics Building

Digital Media Technologies (phase 2, 2017) Faculty across several disciplines have voiced a need for educational offerings in digital media and platforms with an emphasis on creating, capturing, and disseminating information in the new digital era. Mass communications and radio and television instruction would benefit from greater training in web-based platforms for publishing and information dissemination. Music department faculty expressed an interest in a properly-equipped recording space. These changes will require significant investment in technology, software, faculty, and instructional support staff (Projected FTEF needed = 0, Projected Classified Staff needed = 1.5, with an anticipated enrollment of 35 FTES).

Faculty across different disciplines advocated for a shared multimedia lab space similar to that at Diablo Valley College. Faculty or task force representatives may want to explore the feasibility of such a change by visiting model programs and talking to staff at those facilities about their experiences.

Health Sciences (phase 2, 2018)

Aging population drives the continued need for health care professionals (home health aides to CNAs). In addition, the State's prison health facility (CHCF) located in South Stockton has increased local demand for nurses, psychiatric technicians, physical therapists, and medical office administrators. Labor market information also reveals the potential need to bolster the speech-language pathology and audiology programs (Projected FTEF needed = 2.0, serving approximately 65 FTES per year).



EDUCATIONAL PROGRAMS +
STAFFING

EDUCATIONAL PROGRAMS
+ STAFFING

STAFFING ANALYSIS

Staffing is an important link to the Educational Plan that enables the District to realize its plans for new program development and to maintain existing operations. The following section provides historical patterns of staffing, along with an analysis of factors that influence staffing ratios and projections based on program needs and the future budgets.



EXTERNAL AND INTERNAL IMPACTS ON STAFFING

Staffing levels at the District since the last update to the Educational Master Plan in 2009 follow the cyclical nature of the U.S. economy. During the 2009 global economic downturn, Stockton led the nation in home foreclosures¹; the College was not insulated from the impacts of The Great Recession.²

In response to the economic downturn, the District implemented two early retirement incentives: Supplemental Employee Retirement Program (SERP I) in 2009-10, and SERP II in 2010-11. With the need for further reductions, a Voluntary Separation Incentive (VSI) plan was implemented in 2012. All of these incentives were designed to accelerate attrition and reduce staffing costs. A total of 104 employees participated in the three programs, with the SERP netting the highest number (80 participants). The breakdown of participants by employee group is as follows:

EMPLOYEE GROUP	NO. OF PARTICIPANTS
Classified	50
Faculty	35
Management	19

¹ Forbes, February 6, 2009.

² Ben Bernanke, former Head of the Federal Reserve; CNN Money August 27, 2014.

With the continued downturn of the economy in 2012 and the uncertainty of State funding, the District continued its hiring freeze and prepared for potential mid-year reductions. Fortunately, Proposition 30 passed in November 2012 and the State's economy rebounded more quickly and robustly than anticipated. Less than a year later, at the August 2013 Board of Trustees meeting, the Strategic Operational and Staffing Plan was presented to the Board for adoption for Fiscal Year 2013-14. Departments conducted a "core services review" to identify funding priorities and strategically identify positions to add to the budget and backfill positions lost to the SERP and VSI.

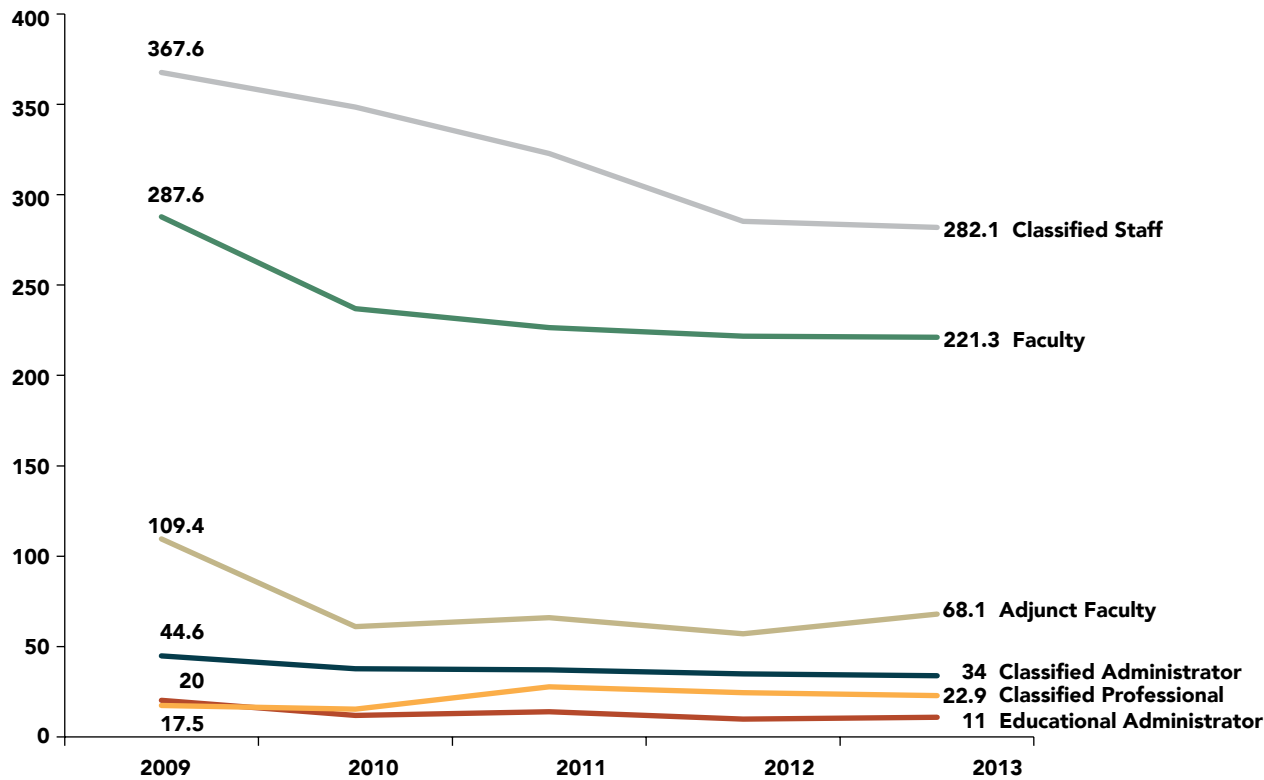
The core services and program review required managers to assess the operation of their respective departments, focusing on delivering core services that further the District's Strategic Goals. The core services and program review resulted in the 2013-14 District Staffing Plan, which increased the District's FTE by 16.625 positions

(14.625 FTE classified and 2.0 FTE management). Faculty positions were also increased due to funding from the state for workload restoration. For 2013-14 and 2014-15, spending for faculty positions increased by \$1.8M from the General Fund, the majority for full-time tenured positions (\$1.56M).

Delta also received significant increases from the State to fund specific initiatives such as the Student Success and Support Program (SSSP) and Student Equity Plan (SEP). Each of these programs also contains staffing plans that conform to the program's spending guidelines that will enhance the District's ability to meet goals established for SSSP and SEP. Positions funded from these sources include faculty (classroom and counseling), classified, and management positions.

While the District takes advantage of increased state funding for growth, departments continue to engage in core services and program reviews to identify staffing priorities.





HISTORICAL TRENDS IN STAFFING

Delta has decreased its staffing levels in recent years in tandem with the general reduction in State budget allocations. The 2008 economic recession significantly impacted the State and the District. In 2008 and 2009, the District was forced to reduce course sections, which profoundly affected members of the adjunct faculty and caused the elimination of 70 permanent positions in the summer of 2009. These cuts had the largest impact on classified staff, with a 23 percent reduction in staffing, see Figure 17.

FIGURE 17. FULL-TIME EQUIVALENT STAFFING TRENDS AT SAN JOAQUIN DELTA COLLEGE: 2009-2013

Source: California Community Colleges Chancellor's Office – Data Mart

However, with the passage of Prop 30 in November 2012, the District increased its staffing levels in 2013. As a result, the projected FTE count is currently near the level of 700, and this figure is expected to increase, Figure 18.

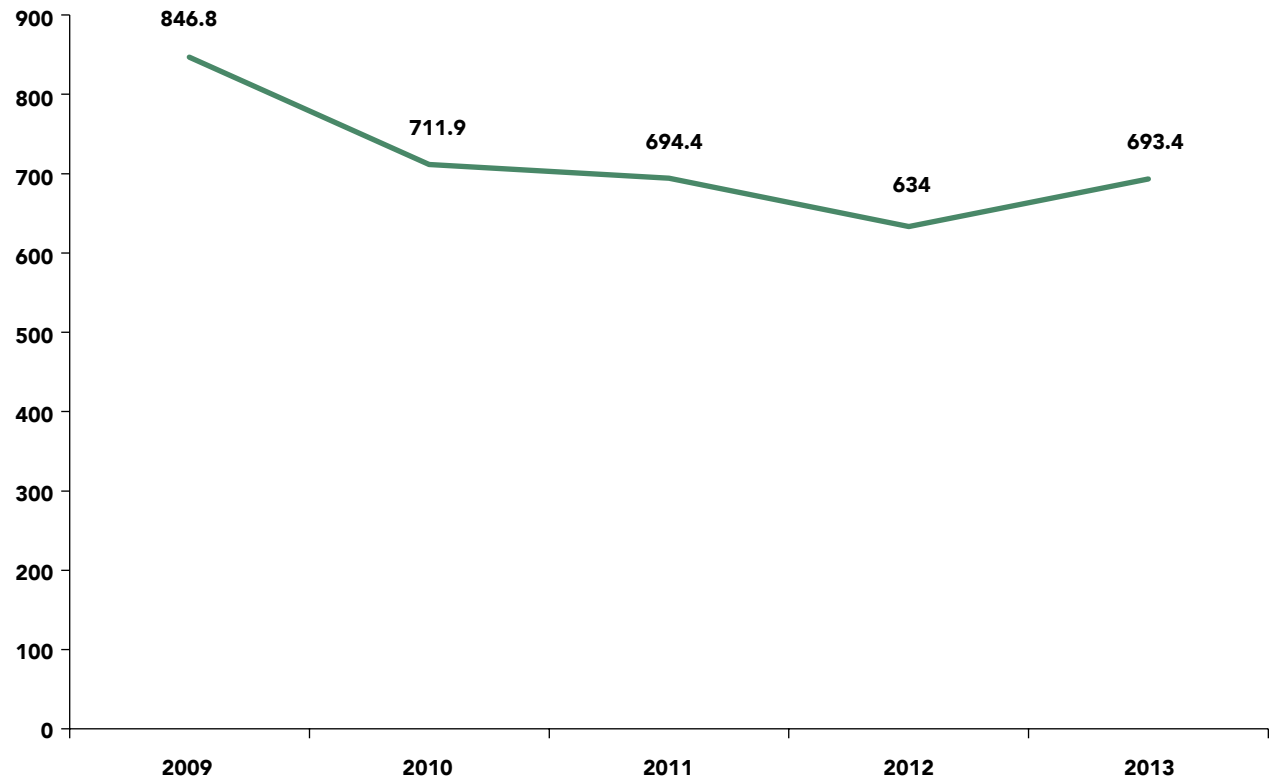


FIGURE 18. TOTAL FULL-TIME EQUIVALENT STAFF: 2009-2013
Source: California Community Colleges Chancellor's Office – Data Mart

ANALYSIS OF STAFFING RATIOS FOR DEPARTMENTS AND UNITS

The Chancellor's Office staffing reports provide an extensive data source for comparisons to statewide and regional averages. Each California Community College (CCC) District is required to assign employees to particular instructional units (if their work is directly tied to classroom or lab-based learning environments) or to Administrative Support Areas (ASAs). The instructional assignment of staff is organized by the Chancellor's Office Taxonomy of Program Codes (TOP Codes), see Figure 19.

When Delta's data is compared to staffing percentages found in the entire system, it can help identify areas

where the College is heavily staffed or under-staffed, in comparison to the average college in the system. There are some limitations to such comparisons. For example, if a college like Delta offers a unique or exceptional program by choice (e.g. agriculture or electron microscopy), the college will necessarily appear to be over-staffed relative to the state average because such programs are rare across the community college system. In such cases, apparent over-staffing reflects the distinctiveness and quality of programs. On the other hand, under-staffed programs (e.g. fashion/interior design and political science) may mask the high quality of instructional services

delivered by a small staff. The staffing analysis may be most useful in the larger ASA units typically found across all CCC Districts. In those areas, head-to-head comparisons may help identify areas of the college where staffing reallocations are prudent.

The Fall 2013 data on programs at the instructional and ASA level require a great deal of contextual analysis before implementing staffing plan changes. For example, while the ASA data suggest that the District exceeds state averages in the support areas of child development, financial aid, and community use of facilities, there are good reasons for these staffing disparities, such as the nature of Delta's Child Development Center (CDC), the size of Delta's theaters and athletic facilities, and the volume of financial aid disbursements. Other areas of the District that tend to exceed statewide averages for staffing fall in the categories of logistical services (public safety, duplicating, warehousing, and purchasing), counseling and guidance, bookstore operations, food services, and student personnel administration.



The data for the instructional units point to a similar picture, in which some departments exceed statewide averages while others are much lower than average. Humanities staffing is higher than average, in large part because of the inclusion of the English department. Other departments that have higher instructional ratios than the state average include Engineering and Industrial Technologies, Education, Health, Agriculture and Natural Resources, and Biological Sciences. Once again, these ratios are probably high because Delta has made a commitment to specialized high-quality programs (in fields like animal husbandry, nursing, and electron microscopy). The understaffed departments relative to state averages include interdisciplinary studies, mathematics, computer sciences, social sciences, business and management, and media and communications. It should be kept in mind that some departments may be over-staffed because of distinctive program offerings that are less likely to be found in the statewide system. Even so, the TOP Code comparisons hint at areas that might be considered for programmatic funding improvements and reallocations in periods of difficult budgets. These data, combined with labor market projections and population growth factors, helped shape the enrollment and staffing projections found in other sections of the EP.

TOP CODE	DESCRIPTION	HEAD COUNT FALL 2013	COLLEGE FTE TOTAL FALL 2013	STATEWIDE FTE TOTAL FALL 2013	% OF FTE FOR COLLEGE FALL 2013	% OF FTE FOR STATE FALL 2013	COLLEGE FTE DIFFERENCE FROM STATE
6830	Community Use of Facilities	54	15.1	92.2	4.31%	0.33%	3.99%
6770	Logistical Services	35	32.8	1,568.8	9.37%	5.57%	3.80%
6920	Child Development Centers	28	19.0	707.1	5.43%	2.51%	2.92%
6910	Bookstores	21	14.3	384.2	4.09%	1.36%	2.73%
6450	Student Personnel Administration	12	13.4	331.3	3.81%	1.18%	2.64%
6460	Financial Aid Administration	22	21.5	1,000.4	6.14%	3.55%	2.59%
6030	Academic/Faculty Senate	8	8.0	136.3	2.29%	0.48%	1.81%
6940	Food Services	8	6.5	258.4	1.85%	0.92%	0.93%
6510	Building Maintenance and Repairs	21	18.7	1,269.4	5.33%	4.51%	0.82%
6120	Library	17	14.0	956.1	4.00%	3.39%	0.61%
6750	Staff Development	2	2.0	43.6	0.57%	0.15%	0.42%
6730	Human Resources Management	9	9.0	623.0	2.57%	2.21%	0.36%
6330	Transfer Programs	4	3.5	185.3	1.00%	0.66%	0.34%
6490	Miscellaneous Student Services	9	7.4	524.0	2.12%	1.86%	0.26%
6140	Museums and Gallery	1	1.0	15.3	0.29%	0.05%	0.23%
6930	Farm Operations	1	1.0	16.8	0.29%	0.06%	0.23%
6780	Management Information Systems	20	20.0	1,564.3	5.71%	5.55%	0.16%
6720	Fiscal Operations	20	17.3	1,346.5	4.94%	4.78%	0.16%
6890	Other Community Services and Economics	1	1.0	57.2	0.29%	0.20%	0.08%

TOP CODE	DESCRIPTION	HEAD COUNT FALL 2013	COLLEGE FTE TOTAL FALL 2013	STATEWIDE FTE TOTAL FALL 2013	% OF FTE FOR COLLEGE FALL 2013	% OF FTE FOR STATE FALL 2013	COLLEGE FTE DIFFERENCE FROM STATE
6470	Job Placement Services	3	1.8	140.7	0.50%	0.50%	0.00%
6430	Extended Opportunities Programs/Services	6	5.3	462.6	1.52%	1.64%	-0.13%
6190	Other Instructional Support Services	4	4.0	360.6	1.14%	1.28%	-0.14%
6820	Community Services Classes	1	1.0	121.8	0.29%	0.43%	-0.15%
6550	Grounds Maintenance and Repairs	8	6.3	571.4	1.80%	2.03%	-0.23%
6310	Counseling and Guidance	18	17.6	1,150.8	5.04%	5.36%	-0.33%
6010	Academic Administration	33	33.6	2,798.8	9.61%	9.94%	-0.33%
6590	Other Operation and Maintenance of Plant	1	0.7	171.4	0.20%	0.61%	-0.41%
6130	Media	3	3.0	372.5	0.86%	1.32%	-0.47%
6320	Matriculation and Student Assessment	2	1.9	290.7	0.54%	1.03%	-0.49%
6960	Student and Co-Curricular Activities	4	2.1	337.3	0.59%	1.20%	-0.60%
6440	Health Services	1	1.0	285.0	0.29%	1.01%	-0.73%
6530	Custodial Services	24	21.0	1,911.4	6.00%	6.79%	-0.79%
6420	Disabled Students Programs and Services	7	6.5	747.4	1.86%	2.65%	-0.80%
6710	Community Relations	1	0.6	314.9	0.17%	1.12%	-0.95%
6600	Planning, Policymaking and Coordination	7	7.0	902.5	2.00%	3.20%	-1.20%
6200	Admissions and Records	14	11.3	1,310.9	3.21%	4.65%	-1.44%
6020	Course and Curriculum Development	-	-	191.0	0.00%	0.68%	-
6390	Other Student Counseling and Guidance	-	-	93.0	-	0.33%	-

FIGURE 19. INSTRUCTIONAL HEAD COUNT AND FTE COMPARISONS BY TOP CODE TO THE STATEWIDE AVERAGE, FALL 2013

Source: California Community Colleges Chancellor's Office – Data Mart

2-DIGIT TOP CODE	PROGRAM	COLLEGE HEADCOUNT	COLLEGE FTE	COLLEGE FTE%	STATE FTE%	FTE% DIFFERENCE
15	Humanities	116	54.22	18.9%	15.2%	3.7%
09	Engineering and Industrial Technologies	21	19.03	6.6%	4.4%	2.2%
08	Education	45	23.50	8.2%	6.1%	2.1%
12	Health	34	22.71	7.9%	6.8%	1.1%
01	Agriculture and Natural Resources	8	5.38	1.9%	0.8%	1.1%
04	Biological Sciences	20	16.82	5.9%	4.8%	1.1%
13	Family and Consumer Sciences	30	12.87	4.5%	3.8%	0.7%
10	Fine and Applied Arts	47	26.81	9.4%	8.7%	0.7%
11	Foreign Languages	14	9.10	3.2%	3.0%	0.2%
16	Library Science	0	0.15	0.1%	0.2%	-0.1%
02	Architecture and Related Technologies	3	0.40	0.1%	0.3%	-0.2%
06	Media and Communications	6	2.72	0.9%	1.7%	-0.8%
22	Social Sciences	38	20.19	7.0%	7.8%	-0.8%
07	Computer Sciences	8	6.00	2.1%	2.9%	-0.8%
20	Psychology	10	4.25	1.5%	2.3%	-0.8%
21	Public and Protective Services	10	3.88	1.4%	2.2%	-0.8%
19	Physical Sciences	17	12.03	4.2%	5.2%	-1.0%
05	Business and Management	18	8.76	3.1%	4.8%	-1.7%
17	Mathematics	35	23.46	8.2%	10.0%	-1.8%
49	Interdisciplinary Studies	15	14.37	5.0%	8.1%	-3.1%
	TOTAL	495	286.64			

FIGURE 20. INSTRUCTIONAL HEAD COUNT AND FTE COMPARISONS BY TOP CODE TO THE STATEWIDE AVERAGE, FALL 2013
 Source: California Community Colleges Chancellor's Office – Data Mart

HISTORICAL TRENDS IN SALARIES

In past decades, salaries for District faculty and administrators often ranked among the top five in the California Community College system. The same cannot be said for classified staff. In 2009, average classified salaries at Delta trailed the statewide system average by roughly \$12,730 (\$36,305 versus \$49,035 for the State average). By 2013, the District still trailed the statewide system average by \$2,876. This salary gap has served to undermine the economic purchasing power of the lowest paid workers at the College. The faculty salary has remained slightly above the State average over the last five years, and administrative salaries have generally kept pace with increases throughout the state system.

In response to these salary gaps, the District’s Human Resources department initiated compensation studies in 2014 and 2015 to recalibrate job classifications and salaries for classified, police, and administrative employees. To ensure that Delta maintains a competitive compensation system, it will be necessary to track salaries after the completion of these compensation studies, see Figures 21 and 22.

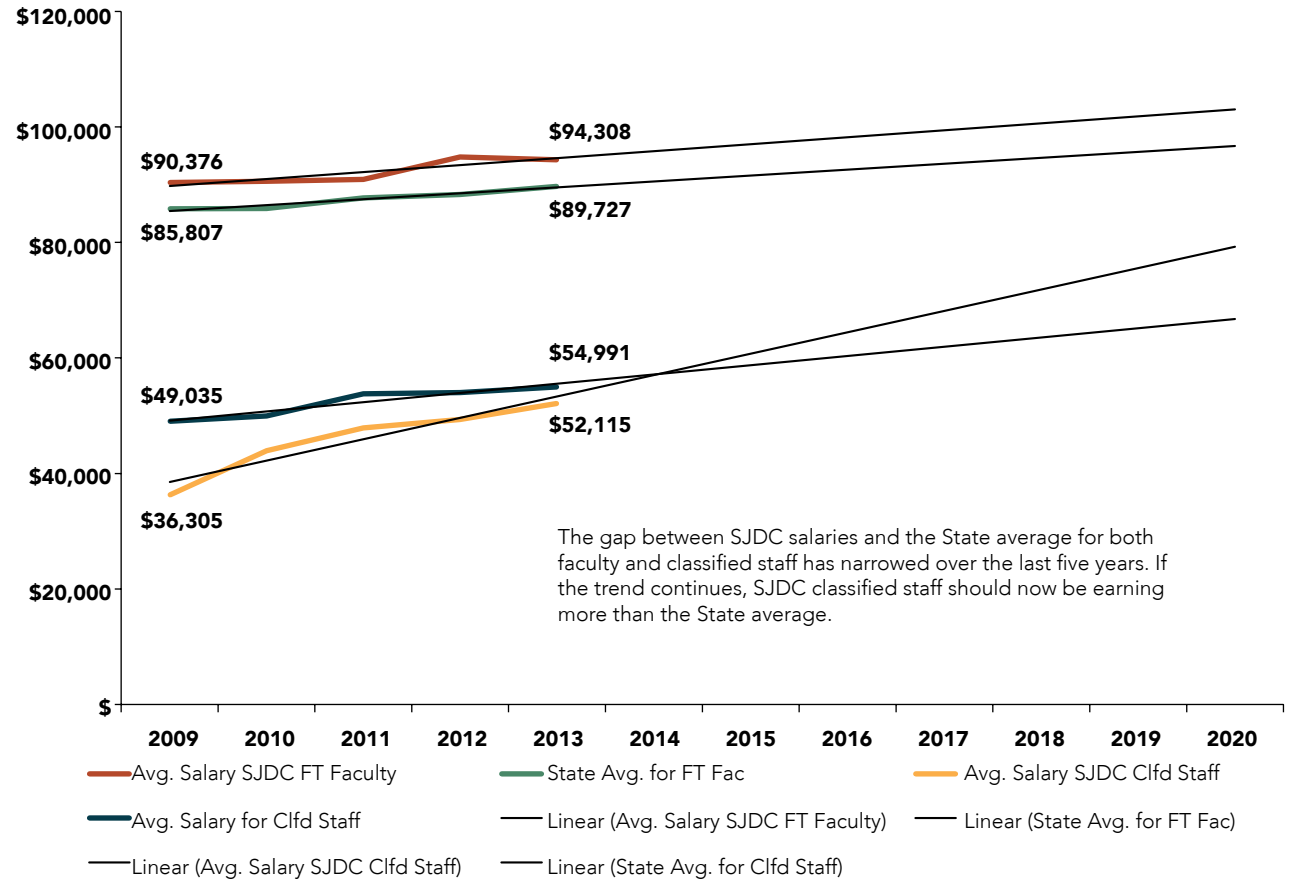


FIGURE 21. AVERAGE SALARIES FOR SAN JOAQUIN DELTA COLLEGE FULL-TIME FACULTY AND CLASSIFIED STAFF COMPARED TO STATE CCC AVERAGES: 2009-2013

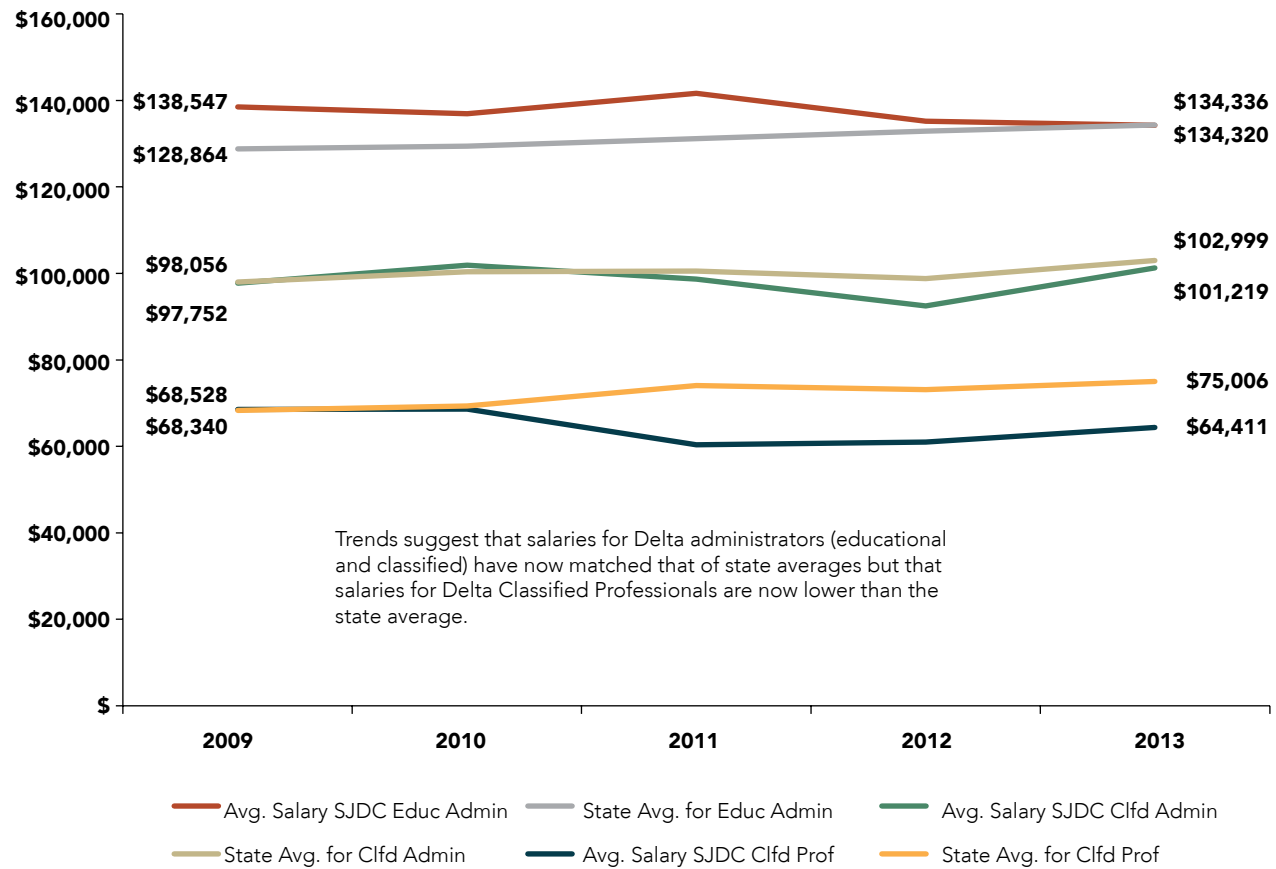


FIGURE 22. AVERAGE SALARIES FOR SAN JOAQUIN DELTA COLLEGE ADMINISTRATORS AND CLASSIFIED PROFESSIONALS COMPARED TO STATE CCC AVERAGES: 2009-2013



DIVISIONS AND ACADEMIC PROGRAMS

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AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

DISCIPLINES	
Agricultural Business Animal Husbandry Sciences Astronomy Biology Chemistry Computer Science Computer Science Programming Computer Science Web Design	Geography Geology Horticulture Mathematics Natural Resources Physical Science Physics Plant Science
DEGREE PROGRAMS	
Agriculture Business, AS Computer Information Systems, AS Computer Science, AS Geology, AS-T Horticulture, AS	Interdisciplinary Studies: Mathematics and Science Option, AS Mathematics, AS Mathematics, AS-T Physics, AS-T
CERTIFICATE PROGRAMS	
Agriculture Business Agriculture Business - Animal Science Agriculture Business - Plant Science Computer Networking Competence Computer Networking Essentials Computer Networking Software Computer Operations Computer Programming Computer Programming Competence Computer Programming Essentials	Computer Science Computer Support Computer Support Technician Computer Web Developer Computer Web Developer Technician Horticulture -Landscape Basics Horticulture -Landscape Management Horticulture - Nursery Management Horticulture - Turf Grass

AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION

PROGRAM FTES & FTEF

Current

Projected

2013-14

2018-19

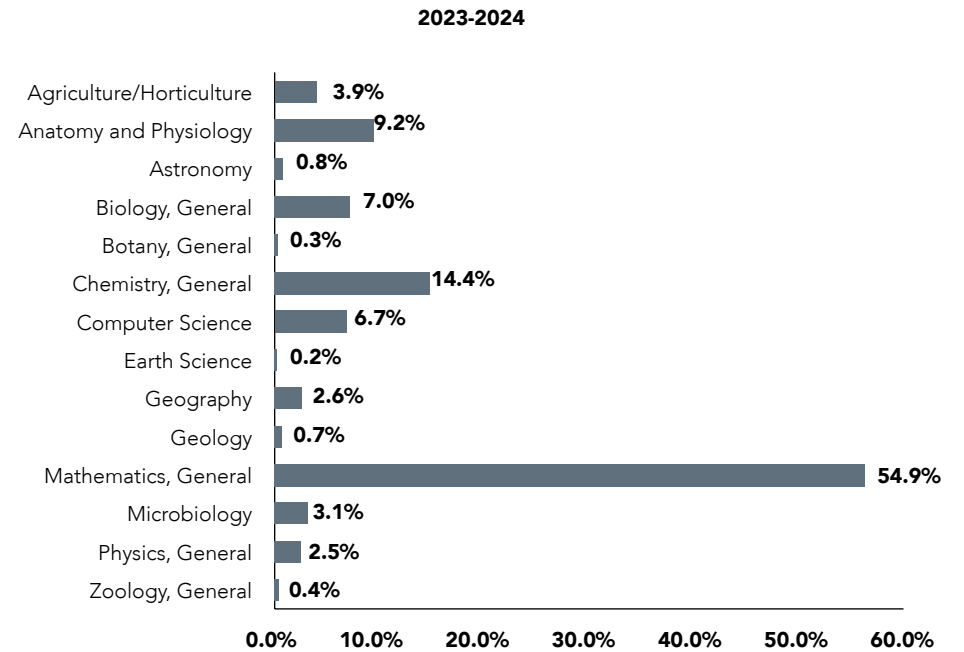
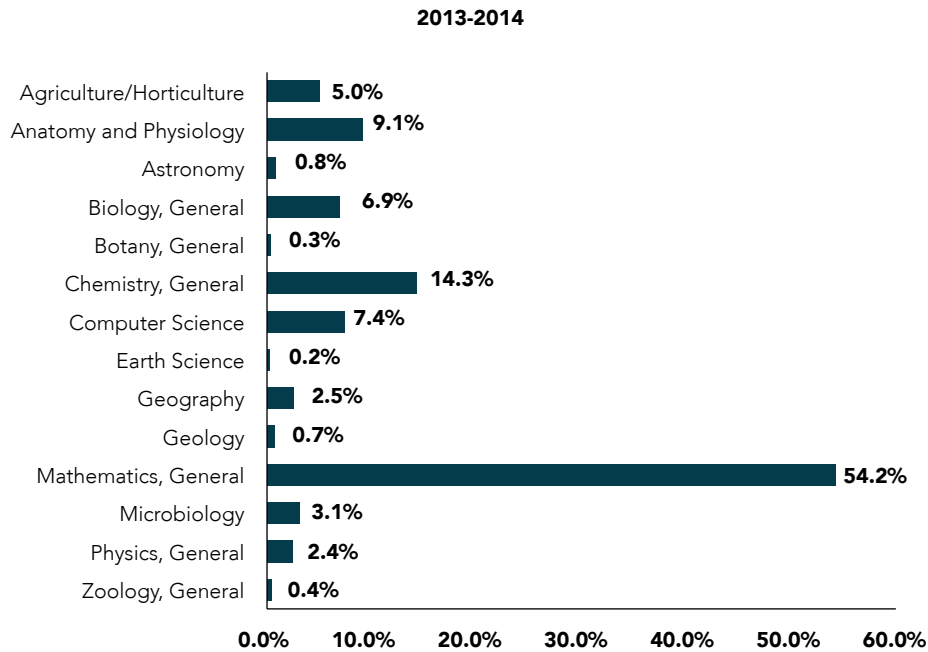
2023-24

2018-19

2023-24

AREA	Current				Projected				5 YEAR FTES CHANGE
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	
Agriculture, Science and Mathematics	3670.98	118.88	38.99	157.87	4059.09	4568.89	174.11	195.47	12.6%
Agriculture/Horticulture	184.37	10.12	1.17	11.30	180.58	176.87	11.07	10.84	-2.1%
Anatomy and Physiology	335.09	15.47	1.35	16.81	372.76	422.11	18.70	21.18	13.2%
Astronomy	29.44	1.60		1.60	32.75	37.09	1.78	2.02	13.2%
Biology, General	253.09	7.24	3.00	10.24	281.54	318.81	11.39	12.90	13.2%
Botany, General	11.60	0.72		0.72	12.90	14.61	0.80	0.91	13.2%
Chemistry, General	523.90	19.96	5.44	25.40	582.79	659.95	28.25	32.00	13.2%
Computer Science	270.70	10.30	0.80	11.10	287.35	305.02	11.78	12.51	6.2%
Earth Science	7.50	0.60		0.60	8.34	9.45	0.67	0.76	13.2%
Geography	93.06	1.92	0.72	2.64	103.52	117.23	2.94	3.33	13.2%
Geology	25.00	1.32	0.40	1.72	27.81	31.49	1.91	2.17	13.2%
Mathematics, General	1990.39	50.31	23.15	73.46	2214.12	2507.26	81.72	92.54	13.2%
Microbiology	112.42	4.61	1.67	6.28	125.06	141.62	6.99	7.91	13.2%
Physics, General	89.84	3.00	2.10	5.10	99.94	113.17	5.67	6.42	13.2%
Zoology, General	15.27	2.00		2.00	16.98	19.23	2.22	2.52	13.2%

PROPORTION OF FTES BY PROGRAM – AGRICULTURE, SCIENCE, AND MATHEMATICS DIVISION



APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION

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Staff: Kelly Arceo, Administrative Assistant II; Cathy Davis, Electron Microscopy Technician; Britney Howard, Instructional Support Assistant II-Culinary Arts; Waheeda Khan, Administrative Assistant; Diane Rosenstine, Administrative Assistant II

DISCIPLINES		
Agricultural Engineering Architectural Drafting Auto Body Automotive Technology Automotive Technology: Apprenticeship Business Administration Business Information Management Computer Science Applications Computer Science Networking Culinary Arts	Diesel Technology Electrical Technology Electrical Technology: Apprenticeship Electron Microscopy Electronics Technology Engineering Engineering Technology Fashion Fluid Power Technology	Heating and Air Conditioning Industrial Technology Industrial Technology: Apprenticeship Interior Design Machine Technology Mechanical Technology Mechanical Technology: Apprenticeship Refrigeration Small Engine Mechanics
DEGREE PROGRAMS		
Accounting, AS Apparel Design, AA Architectural Drafting, AS Automation Technician – Mechantronics, AS Automotive Technology, AS Baking and Pastry, AS Business, AS Business Administration, AS-T Caterpillar Dealer Service Technician Apprenticeship, AS Computer Science, AS-T Computer Network Security Technology, AS	Computer Networking Technician, AS Culinary Arts, AA Culinary Arts - Advanced, AS Diesel Equipment Technician, AS Electrical Technology, AS Electron Microscopy – Biology, AS Electron Microscopy – Materials, AS Engineering, AS Engineering Computer-Aided Drafting, AS Engineering Technology, AS Fashion Merchandising, AS Fluid Power and Automation Technology, AS	Heating and Air Conditioning - Refrigeration, AS Heavy Equipment Technician, AS Interdisciplinary Studies: Business Option, AA Interior Design, AA Machining Technology, AS Office Management, AS Real Estate, AS Retail Management and Merchandising, AS Transportation, AS

APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION

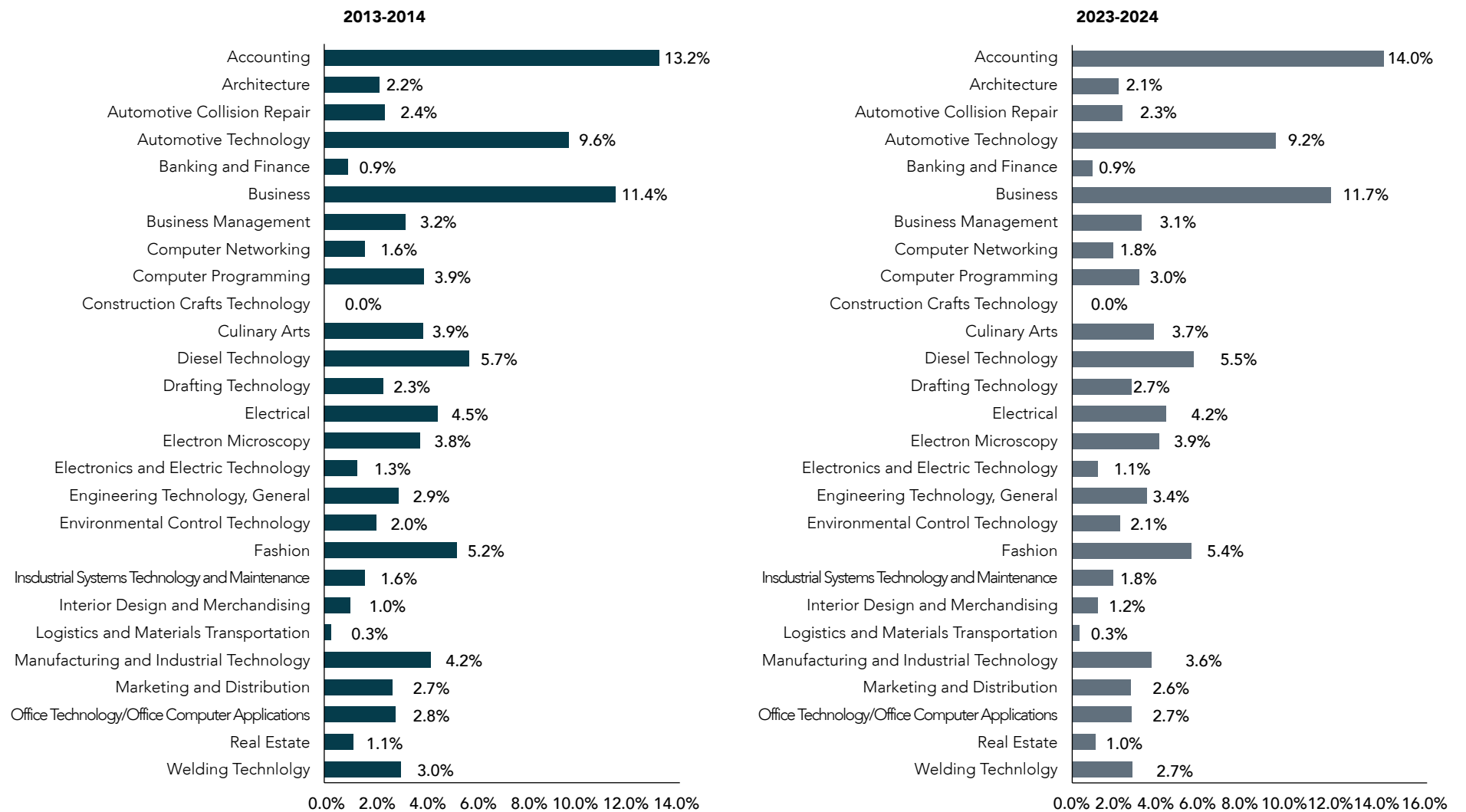
CERTIFICATE PROGRAMS		
Accounting	Construction Management Technology	Industrial Technology: Maintenance Apprenticeship Option
Administrative Assistant	Culinary Arts	Industrial Technology: Mechanical Apprenticeship Option
Agriculture Mechanics	Diesel Automotive Equipment Technician	Industrial Technology: Operations Apprenticeship Option
Apparel Design	Diesel Equipment Technician	Interior Design
Architectural Drafting	Electrical Technology	International Business
Automation Technician – Mechatronics	Electrical Technology: Apprenticeship Option	Logistics and Transportation Supervisor
Automotive Body Basic Repair and Restoration	Electrical Technology – General Electrician Trainee	Machinist: Entry-Level
Automotive Body Intermediate Repair and Restoration	Electron Microscopy - Biological	Medical Office Assistant
Automotive Body Advanced Repair and Restoration	Electron Microscopy - Crystalline Material	Merchandising
Automotive Dealer Technician	Electronics Technology	Municipal Clerk
Automotive Electric Technology	Engineering Fundamentals	Office Assistant
Automotive Lubrication Technician	Engineering: Computer-Aided Drafter	Office Management
Automotive Master Technician	Engineering Technology	Real Estate
Automotive Mechanics Technology	Fashion Merchandising	Refrigeration
Baking and Pastry	Fluid Power and Automation Technology	Retail Management
Basic Business	General Office	Small Business
Bookkeeping	Heating and Air Conditioning	Solar Photovoltaic Installation Technician
Computer Networking Technician	Heavy Equipment Mechanic	Supervision and Management
Computer Network Security Technician	Heavy Equipment Technician	Tax Preparation
Computer Numerical Control Operator/Programmer	Industrial Technology	Traffic Shipping and Receiving Technician
	Industrial Technology: Electrical Apprenticeship Option	Welding Technology

APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION PROGRAM FTES & FTEF

AREA	Current				Projected				5 YEAR FTES CHANGE
	2013-14				2018-19		2023-24		
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTEF	FTEF	FTEF	
Applied Science, Business, and Technology	2003.09	83.30	24.88	118.12	2081.77	2171.08	122.06	126.62	4.3%
Accounting	263.80	6.53	5.00	11.53	283.58	304.85	12.40	13.33	7.5%
Architecture	43.26	0.23	3.21	3.44	44.29	45.34	3.52	3.61	2.4%
Automotive Collision Repair	47.32	3.64		3.64	48.20	49.09	3.71	3.78	1.9%
Automotive Technology	192.79	8.45	2.28	10.73	196.09	199.44	10.92	11.10	1.7%
Banking and Finance	18.50	0.60		0.60	19.12	19.75	0.62	0.64	3.3%
Business	229.33	6.25	3.80	10.05	241.03	253.32	10.56	11.10	5.1%
Business Management	63.80	1.80	0.40	2.20	65.93	68.13	2.27	2.35	3.3%
Computer Networking	31.68	2.01	0.43	2.44	35.24	39.91	2.71	3.07	13.2%
Computer Programming	78.09	4.40		4.40	71.58	65.61	4.03	3.70	-8.3%
Construction Crafts Technology	0.18	0.00		0.00	0.20	0.22	0.00	0.00	13.2%
Culinary Arts	77.90	5.41	2.01	7.42	78.95	80.02	7.52	7.62	1.4%
Diesel Technology	114.25	7.71	1.97	9.68	116.60	118.99	9.87	10.08	2.1%
Drafting Technology	46.07	2.53	0.69	3.23	51.25	58.03	3.59	4.06	13.2%
Electrical	89.43	4.55	1.13	8.88	90.79	92.16	9.01	9.15	1.5%
Electron Microscopy	75.15	5.28		5.28	79.85	84.84	5.61	5.96	6.3%
Electronics and Electric Technology	25.95	0.53	0.77	2.42	25.38	24.83	2.37	2.32	-2.2%
Engineering Technology, General	58.30	2.71	0.65	3.36	64.85	73.44	3.74	4.23	13.2%
Environmental Control Technology	41.01	2.69		2.69	43.74	46.66	2.87	3.06	6.7%
Fashion	104.26	2.96	2.80	5.76	110.39	116.89	6.10	6.46	5.9%
Industrial Systems Technology and Maintenance	31.58	2.11		2.37	35.13	39.78	2.64	2.99	13.2%
Interior Design and Merchandising	20.15	0.24	1.33	1.57	22.42	25.39	1.75	1.98	13.2%
Logistics and Materials Transportation	5.30		0.20	0.20	5.90	6.68	0.22	0.25	13.2%
Manufacturing and Industrial Technology	84.04	4.69		9.49	80.96	78.00	9.15	8.81	-3.7%
Marketing and Distribution	53.50	1.20	0.40	1.60	55.28	57.13	1.65	1.71	3.3%
Office Technology/Office Computer Applications	56.15	1.51	1.75	3.25	57.29	58.45	3.32	3.39	2.0%
Real Estate	22.59		1.40	1.40	22.59	22.59	1.40	1.40	0.0%
Welding Technology	60.32	3.57		4.13	59.56	58.80	4.08	4.03	-1.3%

Proportion of FTES by Program – Applied Science, Business and Technology Division

PROPORTION OF FTES BY PROGRAM – APPLIED SCIENCE, BUSINESS, AND TECHNOLOGY DIVISION



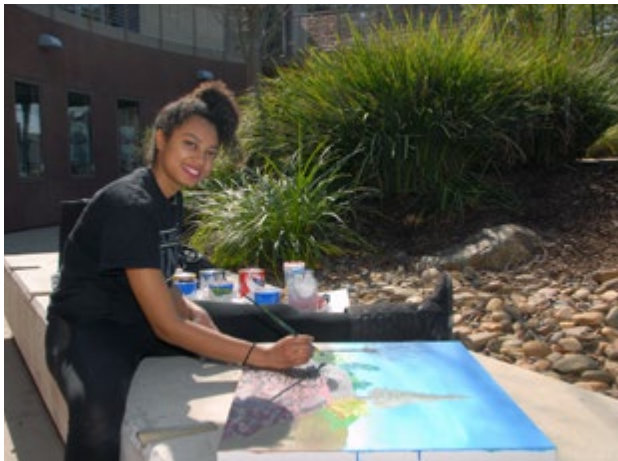
ARTS AND COMMUNICATION DIVISION

Interim Division Dean: Chris Guptill, M.F.A., Holt 242, (209) 954-5209, Fax: (209) 954-3747

Music Lab/Library, Holt 105, (209) 954-5250

Faculty: Allen Amundsen, M.A.; Jennifer Barrows, Ph.D.; Kevin Bautch, M.F.A.; Adriana Brogger, M.A.; Kathleen Bruce, M.A.; Gary S. Carlos, M.A.; Shenny Cruces, M.F.A.; Tara Cuslidge-Staiano, M.A.; Greg Foro, M.F.A.; Aaron Garner, M.M.; Valerie Gnassounou-Bynoe, M.A.; Brian Kendrick, M.A.; Melanie A. Marshall, M.A.; Mario Moreno, M.A.; Terry Petersen, M.A.; Kirstyn Russell, M.F.A.; Ruth Santee, M.F.A.; Bruce Southard, D.M.A.; Ashlee Temple, M.F.A.; Jeff Toney, M.A.; M.J. Wamhoff, M.A.

Staff: Matthew Baer, Piano Accompanist; Jennifer Barker Gatze, Costume Design Assistant; Dawn Chambers, Instructional Support Assistant II; Megan Kimura, Audio Technician; Kay King, Box Office Coordinator; Deborah Kininmonth, Administrative Assistant II; Tina Leal, Facilities Coordinator; Jan Marlese, Art Gallery Technician; Eva Martinez, Administrative Assistant II; Jacques Munger, Instructional Support Assistant II; Michael Oliva, Instructional Support Assistant II; Kishor Patel, Resident Stage Coordinator; Mark Sheasley, Drama Assistant; Paul Tsampis, General Services Worker



ARTS AND COMMUNICATION DIVISION

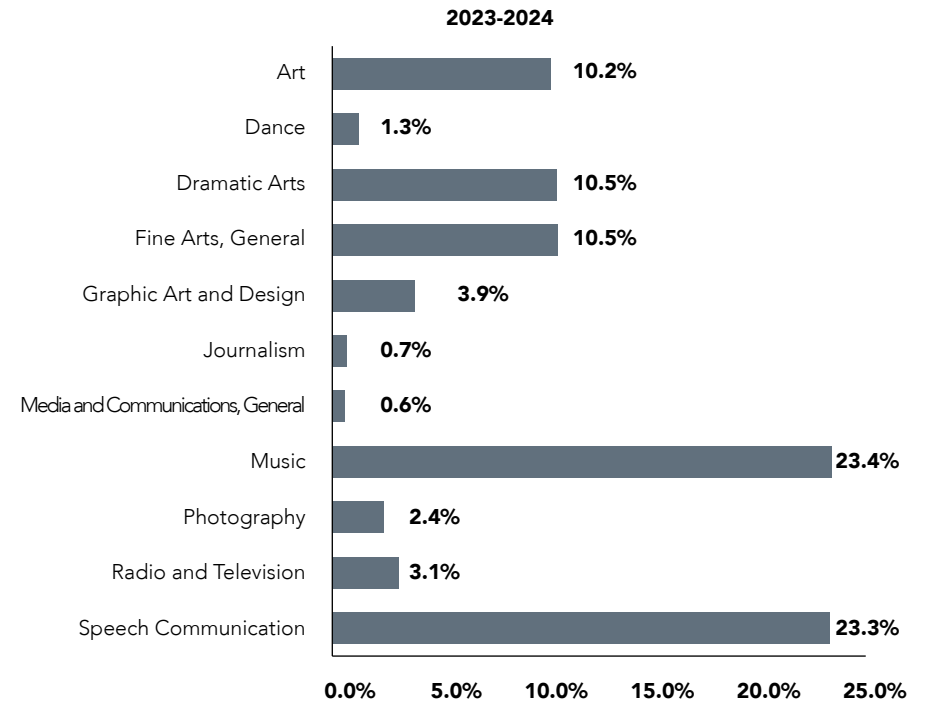
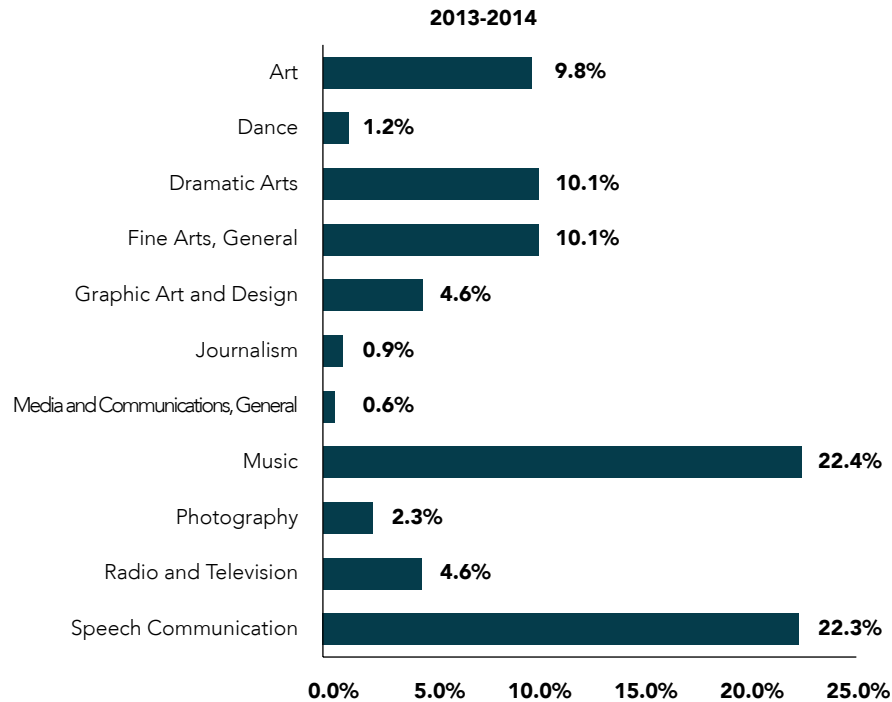
DISCIPLINES	
Art Communication Studies Dance Drama Graphic Arts	Journalism Mass Communication Music Photography Radio/Television
DEGREE PROGRAMS	
Art, AA Art History, AA-T Communication Studies, AA Communication Studies, AA-T Dance, Associate in Arts Graphic Arts, AA Interdisciplinary Studies: Arts and Humanities Option, AA Interdisciplinary Studies: Communication Option, AA	Journalism, AA-T Music, AA Photography, AA Radio/Television, AA Studio Art, AA-T Theatre Arts, AA-T Theater Arts - Acting, AA Theatre Arts - Technical Theatre, AA
CERTIFICATE PROGRAMS	
Graphic Arts Media Studies with Concentration in Radio Media Studies with Concentration in Television Multimedia Stagecraft	

ARTS AND COMMUNICATION DIVISION

PROGRAM FTES & FTEF

AREA	Current				Projected				5 YEAR FTES CHANGE
	2013-14	2018-19	2023-24	2018-19	2023-24	2018-19	2023-24		
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	
Arts and Communication	1832.07	58.46	50.75	109.21	1994.19	2208.65	118.43	130.67	10.8%
Art	179.15	6.24	3.17	9.41	199.29	225.68	10.47	11.86	13.2%
Dance	22.02	2.39		2.39	24.50	27.74	2.65	3.01	13.2%
Dramatic Arts	184.79	4.37	7.05	11.41	205.56	232.78	12.70	14.38	13.2%
Fine Arts, General	184.96	4.13	3.00	7.13	205.75	233.00	7.94	8.99	13.2%
Graphic Art and Design	85.14	3.47	0.64	4.11	85.14	85.14	4.11	4.11	0.0%
Journalism	16.74	0.40	2.25	2.65	15.70	14.72	2.49	2.33	-6.3%
Media and Communications, General	10.10	0.20	0.20	0.40	11.24	12.72	0.44	0.50	13.2%
Music	410.73	13.65	9.75	23.39	456.89	517.39	26.02	29.46	13.2%
Photography	42.47	2.05	0.64	2.69	47.24	53.49	3.00	3.39	13.2%
Radio and Television	84.82	2.20	2.91	5.10	76.34	68.71	4.59	4.13	-10.0%
Speech Communication	408.83	10.76	15.00	25.76	454.78	515.00	28.66	32.45	13.2%

PROPORTION OF FTES BY PROGRAM – ARTS AND COMMUNICATION DIVISION



COUNSELING AND SPECIAL SERVICES DIVISION

Division Dean: Delecia Nunnally, M.B.A., DeRicco 265, (209) 954-6265

Director of Student Support Services: Danita Scott-Taylor, M.S., DeRicco 229, (209) 954-6229

Director of Career/Transfer/Outreach Services: Jazmin Amen, M.S., DeRicco 217, (209) 954-6217



General Counseling Center

DeRicco 234
(209) 954-5151, ext. 6276
FAX: (209) 954-3758

Career Transfer Center

DeRicco 218/219
(209) 954-5151, ext. 6338
FAX: (209) 954-3760

Outreach Services

DeRicco 141
(209) 954-5151, ext. 6144 or 6145
FAX: (209) 954-3769

EOPS/CARE Counseling Center

DeRicco 234
(209) 954-5151, ext. 6296
FAX: (209) 954-3762

DSPS Counseling Center

DeRicco 234
(209) 954-5151, ext. 6272
FAX: (209) 954-3762

South Campus at Mountain House Counseling

Office: 301
(209) 833-7900

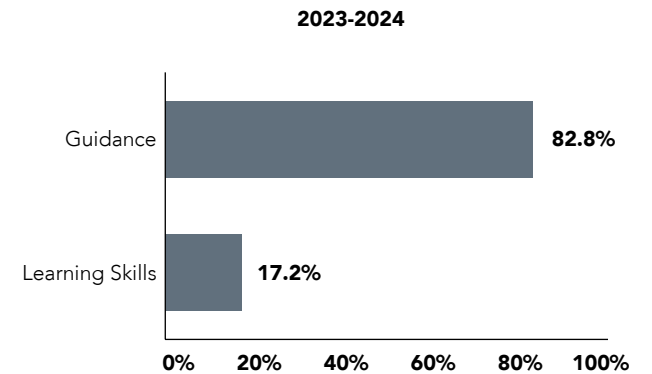
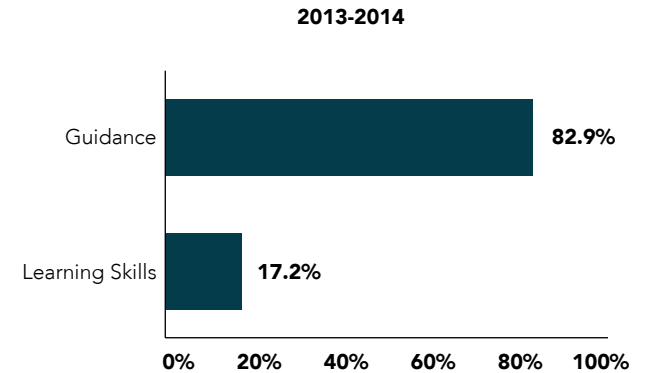
Faculty and Counselors: Stella Alonzo, Ed.D.; Stacey Robles Bagnasco, Ed.D.; Yolanda Calderon, M.S.W.; Anthony Canela, M.S.; Roy Desmangles, M.S.; Guadalupe Diaz, M.A.; Bruce Eigbrett, J.D.; Diane Feneck, M.A.; Daniel Fernandez, M.S.; Tony Fitch, M.S.W.; Virginia Franco, M.S.; Randolph E. Gaines, M.Ed.; Anita Gautuam, M.S.W.; Mary Sheila Johnson, M.A.; Jeffrey La Juennesse, M.S.; Solyn Laney, M.A.; James B. Leach, M.S.; Debra Louie, M.S.; Lydia Macy, M.S.; Becky Miller, M.A.; Pam Muckenfuss, M.S.; Grant Narita, M.A.; Sharmila Nathaniel, M.A.; Pablo Ortega, M.A.; Becky Plaza, M.S.; Heather Robinson, M.A.; Alina Sala, Ed.D.; Shaun Suy, M.S.; Janice Takahashi, M.A.; Cheuyengther Xiong, Ed.D.

Staff: Barbara Barroga, Administrative Assistant II; Pearl Chu, Student Programs Specialist; Janet Daggett, Certified Interpreter; Sherry Duquette, Administrative Assistant I; Christina Garcia, Student Programs Specialist; Cynthia Gatlin, Matriculation Support Specialist; Esmeralda Gomez, Student Programs Specialist; Ariana Gonzalez, Outreach Support Specialist; Jonathan Harris, Academic Advisor; Lucia Hinostroza, Student Programs Specialist; Marcia Johnson, Outreach Support Specialist; Roy Juarez, Student Programs Specialist; Alena Koumarianos, Certified Cart Provider; Gwendolyn Maciel, Interpretation Services Coordinator; Connie Martinez, Student Programs Specialist; Consuelo Munoz, Office Assistant; Sheila Ricketts, Office Assistant; Dianna Rodriguez, Student Programs Assistant; Pamela Rossman, Student Programs Specialist; Sokun Somsack, Student Programs Specialist; Angela Williams, Resource Specialist

COUNSELING AND SPECIAL SERVICES DIVISION

DEPARTMENTS	
Guidance	
Learning Skills	
Special Education	
COUNSELING SERVICES	
Academic, career, and personal counseling	Development of student education plans
Academic probation and early alert support services	Support for student athletes
Financial aid advising	Career assessment and interpretation
Orientation counseling	Transcript review
Services for non-credit students	Services for international students
SPECIAL SERVICES AND COUNSELING PROGRAMS	
AFFIRM Program	Middle College High School Counseling
Athletic services	Matriculation/Student Success Program
Puente Project	
Teacher Prep Pipeline	
CAREER TRANSFER CENTER SERVICES	
Career	
Employment Reentry	
Transfer Services	

PROPORTION OF FTES BY PROGRAM



PROGRAM FTES & FTEF

Current

Projected

2013-14

2018-19

2023-24

2018-19

2023-24

AREA	Current				Projected				5 YEAR FTES CHANGE
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	
Counseling and Special Services	166.30	8.95	4.47	13.42	185.00	209.49	14.93	16.90	13.2%
Guidance	137.78	7.83	3.35	11.18	153.27	173.56	12.44	14.08	13.2%
Learning Skills	28.53	1.12	1.12	2.24	31.73	35.93	2.49	2.82	13.2%

HEALTH SCIENCES DIVISION

Division Dean: Julie D. Kay, M.S.N. Locke 203, (209) 954-5441, Fax: (209) 954-5798

Acting Director of Health Sciences: Lisa Lucchesi, M.A., Locke 203, (209) 954-5454

Faculty: Melissa Black, M.S.N.; Roy Blanco, M.S.N.; Shelba Durston, M.S.N.; Caitlynn Hansen, M.S.; Geronimo Hinayon, M.S.N.; Sue Kidwell, M.A.; Donna LeBaron, M.S.N.; Richard Meza, M.S.N.; Mary Neville, M.S.N.; Allison Pieretti, M.S.N.; Lori Riley-Weigel, M.S.N.; John Schaeffer, M.S.; Lisa Stoddart, M.S.N.; Carole Vance, M.A.; Cheryl Wells, M.S.N.

Staff: Tiffany Carrillo, Office Assistant; Wendy Munoz, Administrative Assistant II; Claudia Navarro, Administrative Assistant II

HEALTH SCIENCES DIVISION

DISCIPLINES	
Communication Disorders Family and Consumer Sciences Health Science	Nursing Psychiatric Technology Radiologic Technology
DEGREE PROGRAMS	
Family and Consumer Sciences, AS Nursing, AS Psychiatric Technician, AS	Radiological Technology, AS Speech Language Pathology Assistant, AS
CERTIFICATE PROGRAMS	
Psychiatric Technician	

PROGRAM FTES & FTEF

Current

Projected

2013-14

2018-19

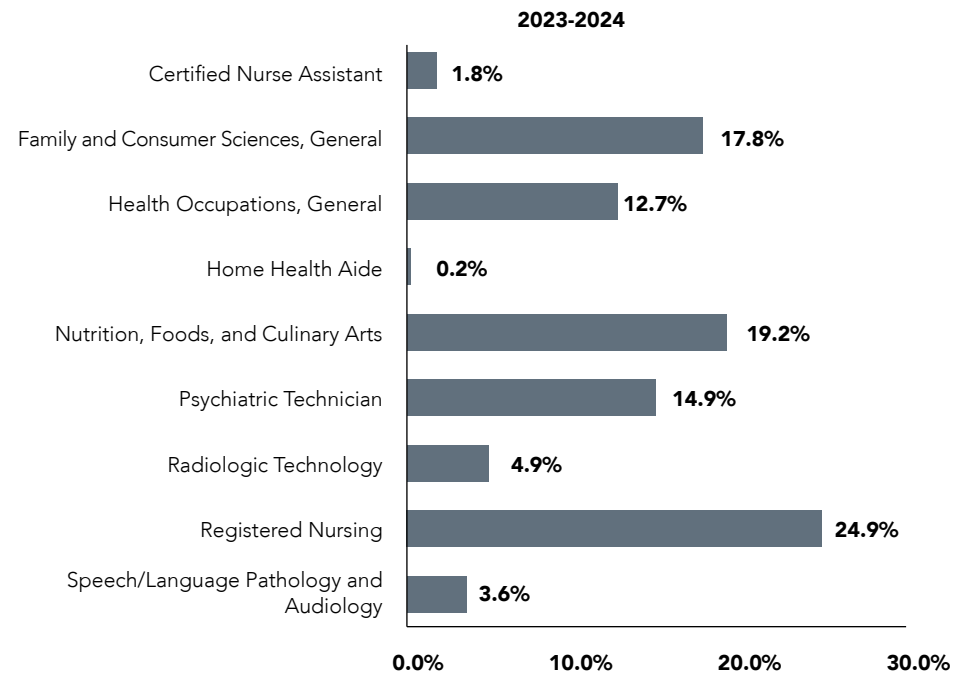
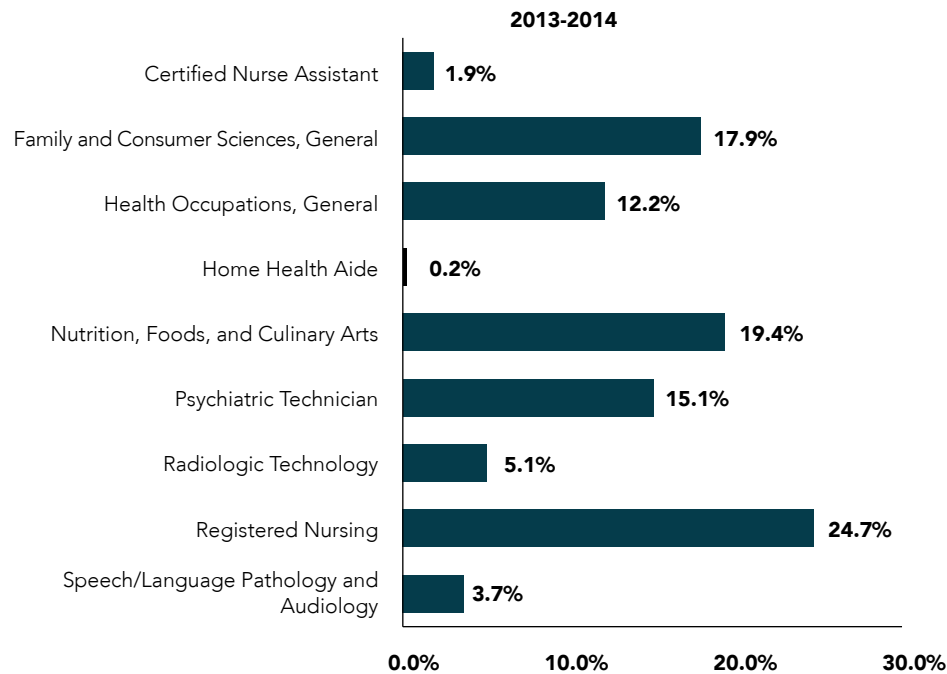
2023-24

2018-19

2023-24

AREA	Current				Projected				5 YEAR FTES CHANGE
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	
Health Sciences	1269.02	37.76	48.61	103.59	1423.36	1611.50	116.03	131.01	13.2%
Certified Nurse Assistant	23.63		3.07	3.07	26.01	28.62	3.38	3.72	10.1%
Family and Consumer Sciences, General	227.37	2.20	4.80	7.00	252.92	286.41	7.79	8.82	13.2%
Health Occupations, General	154.27	2.69	0.40	3.09	177.41	204.02	3.56	4.09	15.0%
Home Health Aide	2.61		0.52	0.52	3.10	3.69	0.62	0.73	18.9%
Nutrition, Foods, and Culinary Arts	245.69	1.60	4.00	5.60	273.30	309.49	6.23	7.05	13.2%
Psychiatric Technician	191.17	10.33	19.57	33.83	212.66	240.82	37.64	42.62	13.2%
Radiologic Technology	64.25			10.12	71.23	78.98	11.22	12.44	10.9%
Registered Nursing	313.47	18.57	14.19	35.93	354.99	402.00	40.69	46.08	13.2%
Speech/Language Pathology and Audiology	46.55	2.37	2.05	4.42	51.72	57.47	4.91	5.46	11.1%

PROPORTION OF FTES BY PROGRAM – HEALTH SCIENCES DIVISION



HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

Division Dean: Steven Graham, Ed.D., Budd 319, (209) 954-5262

Director of Athletics: Daryl Arroyo, Ph.D., Budd 119, (209) 954-5176

Director of Public Safety: David Main, M.A., Lourn Phelps Police Building, (209) 954-5000

P.O.S.T. Academy Supervisors: Bruce Able, B.S., Kim Castro, B.A., Budd 319, (209) 954-5262

Faculty: Bruce Able, B.S.; Daniel Baker, M.A.; Gary T. Barlow, M.A.; Joel Beutel, M.A.; Angela Beyer DaCruz, M.S.; Joseph E. Bisson, Ph.D.; Joel Blank, J.D., Ph.D.; Nena Bush, M.S.; Kim Castro, B.A.; Ulrike G. Christofori, M.A.; Suzanne Coleman, M.A.; Annlee Dolan, Ph.D.; William D. Ferraiolo, Ph.D.; Rosalind Beth Gottfried, Ph.D.; Vivian Harper, Ph.D.; Lynn A. Hawley, M.A.; Jeffrey R. Hislop, B.A.; Gina C. Johnson, M.A.; Lauryn Jordan, M.A.; David Main, M.A.; Elizabeth Maloney, Ed.D.; Michael Maroney, M.A.; Steven McCarty, J.D.; Harry J. Mersmann, Ph.D.; Karen Jade Lee Millsop, Ph.D.; Douglas Murray, M.A.; Melissa Neal, Ph.D.; Reed Peters, M.S.; Richard Ressa, M.A.; Margaret Scully-Linder, Ph.D.; Ramon Sewnath, Ph.D.; Adrienne Sorenson, M.A.; Rachel Standish, Ph.D.; Wesley A. Swanson, Ph.D.; David A. Terry, M.A.; Eduardo Torres, M.A.; Cirian Villavicencio, M.A.; Evan Wade, M.A.; Marcelle P. Williams, M.A.

Staff: Jennifer Ajinga, Project Coordinator; Sharon Allen, Administrative Assistant II; Kevin Anderson, Athletic Trainer; Roxanne Bava-Noble, Administrative Assistant III; Jamie Derollo, Women Athletic Trainer; Adeja Hill, Administrative Assistant II; Akisha Hunter, P.E./Athletics Assistant; Erik Pardee, Athletic Equipment Technician; Allison Rocili, Administrative Assistant II; Eileen Thomas, Administrative Assistant I



HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

DISCIPLINES	
Administration of Justice Anthropology Athletics Early Childhood Education Economics Education History	Humanities Kinesiology Philosophy Political Science Psychology Religion Sociology
DEGREE PROGRAMS	
Administration of Justice, AS-T Anthropology, AA-T Correctional Science, AS Early Childhood Education, AS Early Childhood Education, AS-T Elementary Teacher Education, AA-T History, AA History, AA-T Interdisciplinary Studies: Arts and Humanities Option, AA Interdisciplinary Studies: Communication Option, AA	Interdisciplinary Studies: Teacher Education Preparation Option, AA Interdisciplinary Studies: Social and Behavioral Sciences Option, AA Kinesiology, AS-T Law Enforcement, AS Physical Education, AS Political Science, AS Psychology, AA Psychology, AA-T

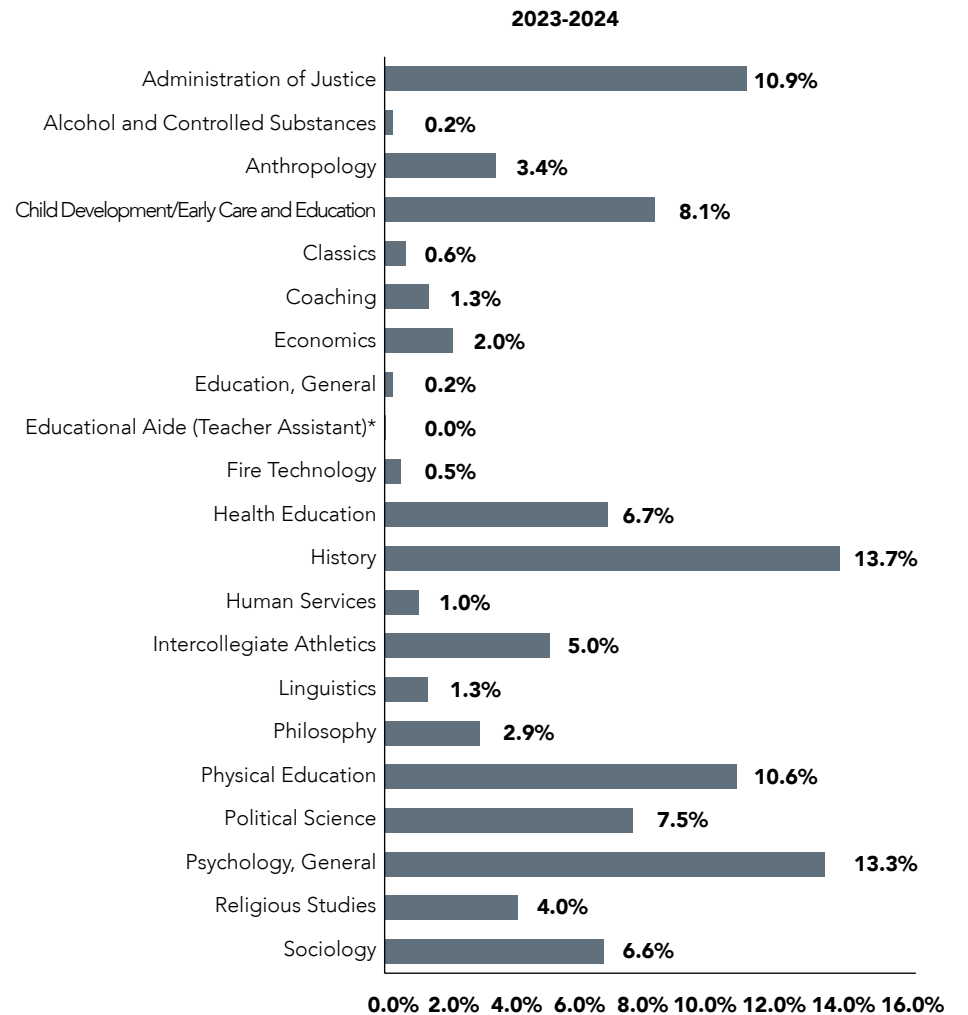
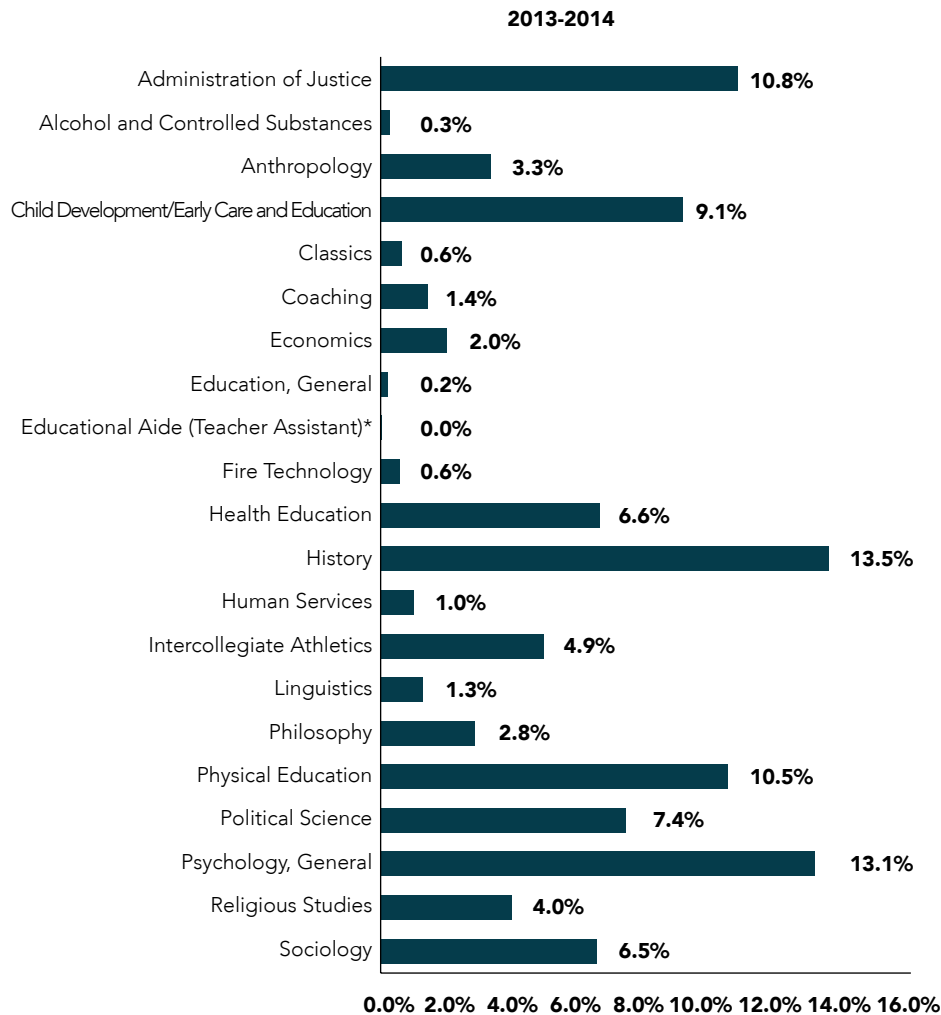
CERTIFICATE PROGRAMS	
Basic Peace Office Academy Correctional Science Early Childhood Education Associate Teacher Early Childhood Education Master Teacher Early Childhood Education Site Supervisor Early Childhood Education Teacher	Fitness Specialist Law Enforcement Mental Health Specialist Recreation Assistant Substance Abuse Counselor
CERTIFICATE PROGRAMS	
Baseball-M Basketball-M/W Cross Country- M/W Football-M Golf-M/W Soccer- M/W	Softball-W Swimming-M/W Track & Field-M/W Volleyball-W Water Polo-M/W Wrestling

HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION

PROGRAM FTES & FTEF

AREA	Current				Projected				5 YEAR FTES CHANGE
	2013-14	2018-19	2023-24	TOTAL FTEF	2018-19	2023-24	2018-19	2023-24	
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTES	FTEF	FTEF	
Humanities, Social Sciences, Education, Kinesiology, and Athletics	4561.38	85.55	90.95	176.50	5046.16	5672.75	195.56	219.82	12.4%
Administration of Justice	491.05	6.90	5.00	11.90	546.24	618.56	13.24	14.99	13.2%
Alcohol and Controlled Substances	12.30		0.40	0.40	13.11	13.97	0.43	0.45	6.6%
Anthropology	151.22	6.24	1.00	7.24	168.21	190.49	8.05	9.12	13.2%
Child Development/Early Care and Education	415.20	8.80	7.57	16.36	437.64	461.30	17.25	18.18	5.4%
Classics	28.81		1.60	1.60	32.05	36.30	1.78	2.02	13.2%
Coaching	65.29	1.40	1.16	2.56	70.38	75.85	2.76	2.97	7.8%
Economics	91.86	4.20	0.60	4.80	102.18	115.71	5.34	6.05	13.2%
Education, General	10.81	0.20	0.40	0.60	12.02	13.62	0.67	0.76	13.2%
Educational Aide (Teacher Assistant)*	2.11	0.33		0.33	2.14	2.17	0.33	0.34	1.4%
Fire Technology	25.92		0.80	0.80	27.19	28.53	0.84	0.88	4.9%
Health Education	302.20	2.60	7.44	10.04	336.16	380.67	11.17	12.65	13.2%
History	617.26	11.27	9.60	20.87	686.64	777.56	23.21	26.29	13.2%
Human Services	46.25	1.00	1.00	2.00	51.44	58.25	2.22	2.52	13.2%
Intercollegiate Athletics	224.27	9.80	12.27	22.07	249.47	282.50	24.55	27.80	13.2%
Linguistics	58.20	0.80	0.20	1.00	64.74	73.31	1.11	1.26	13.2%
Philosophy	129.06	2.20	2.80	5.00	143.56	162.57	5.56	6.30	13.2%
Physical Education	478.26	13.35	8.33	21.68	532.02	602.46	24.12	27.31	13.2%
Political Science	337.37	4.20	7.20	11.40	375.30	424.98	12.68	14.36	13.2%
Psychology, General	597.46	7.60	12.19	19.79	664.62	752.61	22.01	24.92	13.2%
Religious Studies	180.19	1.40	4.60	6.00	200.44	226.98	6.67	7.56	13.2%
Sociology	297.17	3.60	6.80	10.40	330.58	374.34	11.57	13.10	13.2%

PROPORTION OF FTES BY PROGRAM – HUMANITIES, SOCIAL SCIENCE, EDUCATION, KINESIOLOGY, AND ATHLETICS DIVISION



LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

Division Dean: Joe Gonzales, M.A., Goleman Library 101, (209) 954-5190

Learning Centers Coordinator: Nina O'Connell, M.A., Shima 217, 209-954-5256

Division Office, Goleman 101, (209) 954-5252 or (209) 954-5139, FAX: (209) 954-3745

Goleman Library, (209) 954-5139

Goleman Library Reference/Information Desk, (209) 954-5145

Goleman Library Circulation/Reserve Book/Audio-Visual Desk, (209) 954-5143

Athletic Learning Center, "The Zone", Budd 205, (209) 954-5111

Content Tutoring Center, Goleman Library - First Floor, (209) 954-5584

Reading and Writing Learning Center, Holt 201, (209) 954-5297 or (209) 954-5586

Math/Science Learning Center, Science and Mathematics 162, (209) 954-5542

Faculty: William J. Agopsowicz, Ph.D.; Isabel C. Anievas-Gamallo, Ph.D.; Sarah Antinora, Ph.D.; Julie Artesi, M.A.; Mary Victoria Aubrey, M.A.; Sheila Ayers, M.F.A.; Lilia Becerra-Quintor, M.A.; Robert V. Bini, M.A.; Nicole Brown, M.A.; Ludmila Buettner Ed.D.; Manuel Camacho, M.S.; John Chan, M.L.I.S., J.D.; John Clanton, M.A.; Jane Dominik Ph.D.; Cassandra Dulin, Ed.D., Ph.D.; June Gillam, Ph.D.; Guillermo Giron, M.A.; Josefina Gomez, J.D.; Shelly Hanna, M.A.; Phillip Hutcheon, Ph.D.; Keyy Kadi, M.A.; Eric MacDonald, M.A.; Jessica Morrow, M.A.; Michele Marta, M.A.; Kathleen McKilligan, M.A.; Gabrielle Meyers, M.A.; Charlene Nunes, M.A.; Jessica Morrow, M.S.; Pamela L. Pan, Ph.D.; Jeff Pressnell, M.A.; Pedro Ramirez, M.A.; Robert Rennicks, M.A.; Peggy Rocha, M.A.; Steven M. Schermerhorn, M.L.S.; Paula Sheil, M.A.; Kitty W. Shek, M.L.S.; Mark D. Slakey, Ph.D.; Farida K. Smyth, M.A.; Patrick Wall, Ph.D.; Jun Wang, Ed.D.; Lisa William, Ph.D.; Amber Wolak, M.A.

Librarians: John Chan; Josefina Gomez; Steven Schermerhorn; Jun Wang

Library Technicians: Amal Elayyan; Lesley Fujii; Rebecca Olmos; Dolores Sandoval Alarca

Staff: Sarah Bailey, Instructional Support Assistant II; Tricia Bryant, Library Circulation Assistant; Angela Davis, Library Circulation Assistant; Patti-Lynne Drake, Instructional Support Assistant III; Manuel Garcia, Instructional Support Assistant III; Nicolette George, Administrative Assistant I; Jordan Giannoni, Instructional Support Assistant III; Teresa Gutierrez, Instructional Support Assistant II; Joann Hymes, Administrative Assistant II; Virginia Kirschenman, Instructional Support Assistant III; Valerie Lemoine, Library Technician; Tina Le-Tran, Administrative Assistant II; Sabrina Luviano, Instructional Support Assistant II; Kate Mitrovich, Library Circulation Assistant; Renee Ann Olson, Instructional Support Assistant I; Theresa Rocha, Library Circulation Assistant, Jerry Sam, Instructional Support Assistant II



LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

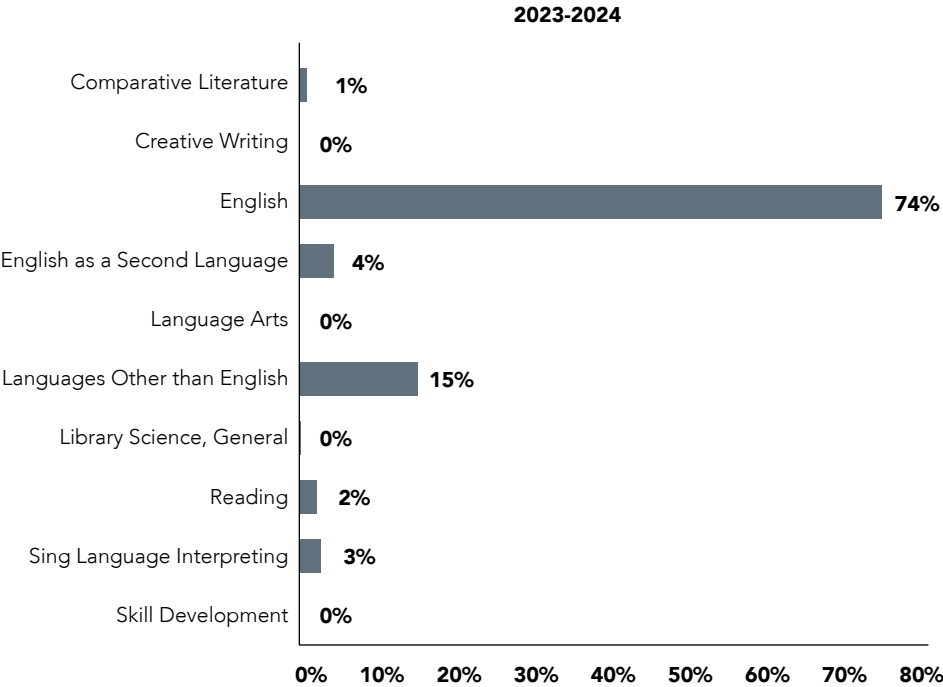
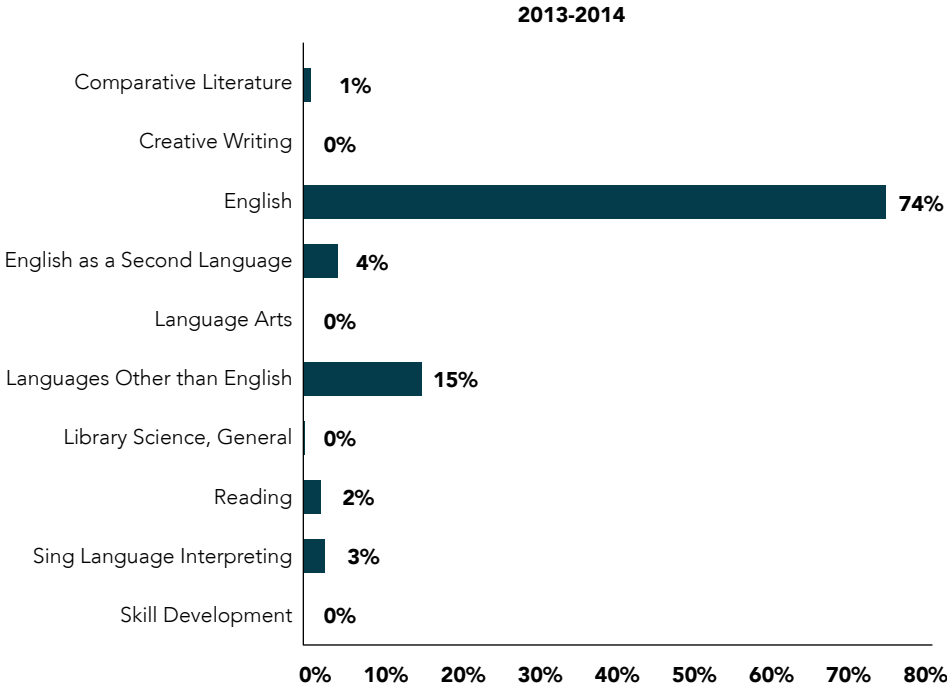
DISCIPLINES	
Arabic Chinese Developmental Education English English as a Second Language (ESL)	French Japanese Literature Reading Spanish
DEGREE PROGRAMS	
Chinese Language, Associate in Arts English, Associate in Arts English, Associate in Arts for Transfer French Language, Associate in Arts German Language, Associate in Arts Interdisciplinary Studies: Arts and Humanities Option, Associate in Arts	Interdisciplinary Studies: Communication Option, Associate in Arts Italian, Language, Associate in Arts Japanese Language, Associate in Arts Spanish Language, Associate in Arts Spanish, Associate in Arts for Transfer
CERTIFICATE PROGRAMS	
American Sign Language	

LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

PROGRAM FTES & FTEF

AREA	Current				Projected				5 YEAR FTES CHANGE
	2013-14				2018-19		2023-24		
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTEF	FTEF	FTEF	
Languages, Library, and Learning Resources	2406.21	77.62	87.65	165.27	2673.92	3024.53	183.36	207.40	13.1%
Comparative Literature	25.06	1.20	0.60	1.80	27.88	31.57	2.00	2.27	13.2%
Creative Writing	2.70	0.20		0.20	3.00	3.40	0.22	0.25	13.2%
English	1778.32	47.87	68.92	116.79	1978.21	2240.12	129.92	147.12	13.2%
English as a Second Language	104.79	8.45	0.32	8.77	116.57	132.00	9.76	11.05	13.2%
Language Arts	3.28	0.40		0.40	3.65	4.13	0.44	0.50	13.2%
Languages Other Than English	360.98	14.17	11.33	25.50	401.56	454.72	28.37	32.12	13.2%
Library Science, General	6.22	0.91		0.91	6.92	7.83	1.02	1.15	13.2%
Reading	54.62	0.96	4.64	5.60	60.76	68.80	6.23	7.05	13.2%
Sign Language Interpreting	69.22	2.96	1.84	4.80	75.24	81.79	5.22	5.67	8.7%
Skill Development	0.14	0.16		0.16	0.15	0.17	0.18	0.20	13.2%

PROPORTION OF FTES BY PROGRAM – LANGUAGES, LIBRARY, AND LEARNING RESOURCES DIVISION

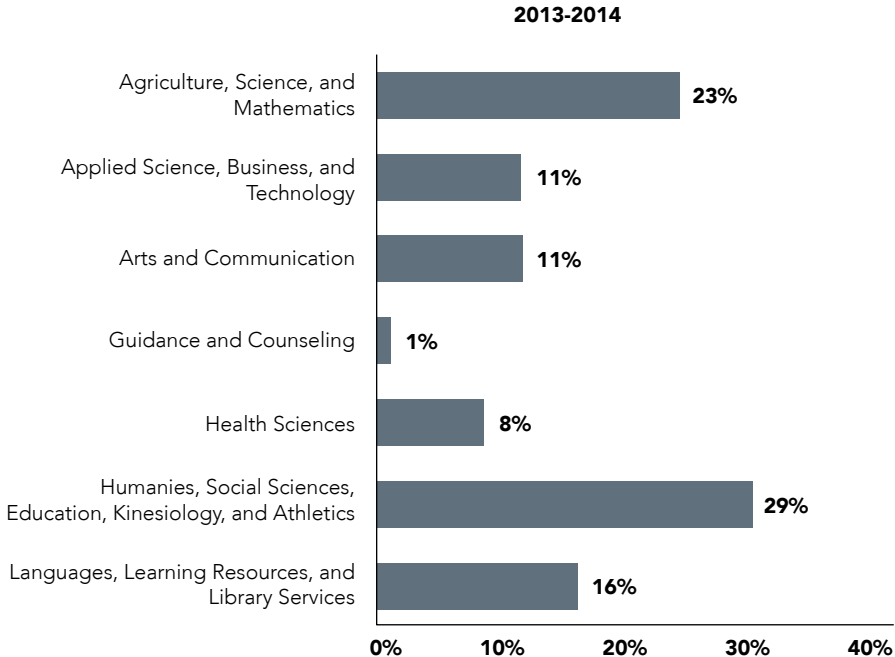
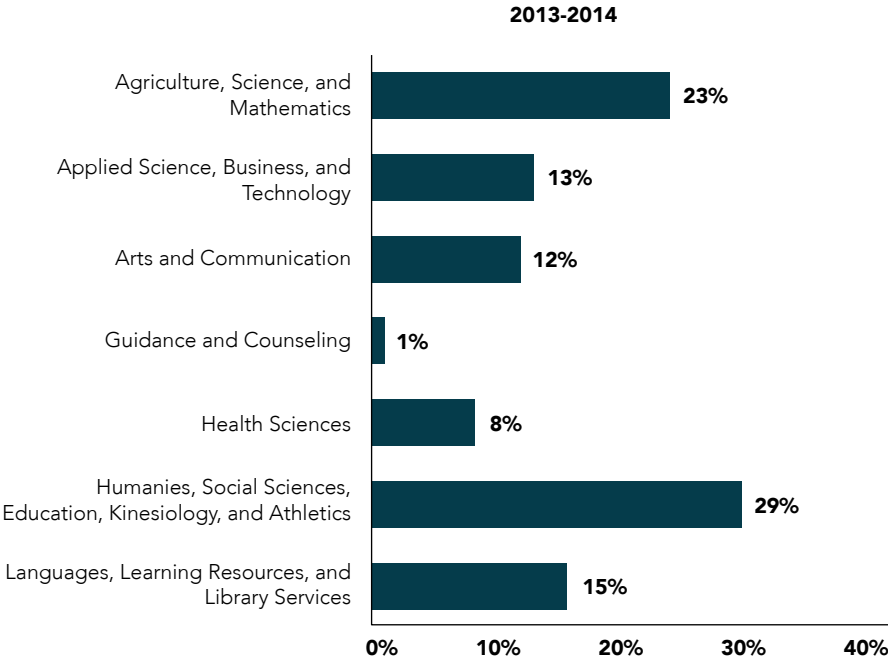


2015 SUMMARY OF PROJECTED FTES AND FTEF BY DIVISION

DIVISION	Current Annual Data				Projected Annual Data				5 YEAR FTES CHANGE
	2013-14				2018-19	2023-24	2018-19	2023-24	
	FTES	FT FTEF	PT FTEF	TOTAL FTEF	FTES	FTEF	FTEF	FTEF	
Agriculture, Science, and Mathematics	3670.98	59.44	19.50	78.94	4059.09	4568.89	87.06	97.74	13.1%
Applied Science, Business, and Technology	2003.09	41.65	12.44	54.09	2081.77	2171.08	61.03	63.31	13.2%
Arts and Communication	1832.07	29.23	25.37	54.60	1994.19	2208.65	59.22	65.34	13.2%
Guidance and Counseling	166.30	4.47	2.24	6.71	185.00	209.49	7.46	8.45	13.2%
Health Sciences	1269.02	18.88	24.30	43.18	1423.36	1611.50	58.01	65.51	13.2%
Humanities, Social Science, Education, Kinesiology, and Athletics	4561.38	42.77	45.48	88.25	5046.16	5672.75	97.78	109.91	13.2%
Languages, Learning Resources, and Library Resources	2406.21	38.81	43.83	82.64	2673.92	3024.53	91.68	103.70	13.2%
Total	15909.06	235.26	173.15	408.41	17463.49	19466.89	462.24	513.95	13.2%

Note. Percent changes estimated for each division are based mainly on the projected population changes from the CA Department of Finance and EDD Data for Labor Market Changes

PROPORTION OF FTES BY DIVISION



EQUITY LEA
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“In the end, the Educational Plan is the product of deliberative and collaborative internal and external assessments of the strengths of the College and its future direction.”





FACILITIES PLAN

FACILITIES PLAN

FACILITIES PLAN

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*Intended as a future addendum to this document

SUMMARY

OVERALL GOALS

The Facilities Plan of this Comprehensive Master Plan provides a guide for future development and establishes the basis for decision-making related to the existing sites, facilities and infrastructure.

The Educational Plan — the data and outcome of analysis — led to the identification of challenges facing the District and the formation of Strategic Initiatives to address these challenges.

STRATEGIC INITIATIVES

REJUVENATE THE STOCKTON CAMPUS

1. Refurbish core campus buildings: Locke, Shima, and Holt/Budd.
2. Implement a campus-wide landscaping improvement project, replacing current campus landscaping with drought-tolerant plant selections and xeriscaping.
3. Designate a special facilities fund through the program review and budget process to allow for stable allocation of funding for the renovation and retrofitting needs at the Stockton campus.

REINVEST IN COLLEGE FACILITIES

1. Construct a permanent center at the SCMH.
2. Construct a permanent center in the North County.

3. Include health, mental health, and wellness services and a student and/or multicultural center in the Facilities Plan.
4. Include wayfinding and signage improvements in the Facilities Plan.
5. Provide meeting, gathering, and conference spaces that improve student, staff, and community experiences.
6. Complete the Food Services/Culinary Arts remodel in Danner Hall as part of Measure L Projects.

INSTITUTIONALIZE EQUITY

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

UPDATE COLLEGE TECHNOLOGY

1. Complete the renovation of classrooms into AV/smart rooms and provide adequate staff to train instructors in the use of new technology.
2. Replace existing software systems for critical campus services (System 2020, Quali, Munis, CurricUNET).
3. Develop an effective ADA-compliant student web portal that can provide a host of student services and assistance online.

4. Implement expanded wireless access throughout all campuses.
5. Provide consistent technology and computer support for labs, classroom instruction, and student support services.
6. Establish a computer replacement program that ensures staff, faculty, and students benefit from up-to-date information technology.

REVITALIZE COMMUNITY ENGAGEMENT

1. Promote and sponsor greater collaboration with faculty from high schools, adult schools, universities, and industry representatives to ensure curricula are aligned for transfer, articulation, and the needs of the regional workforce.
2. Strengthen interactions between elected trustees, superintendents, administrators, and staff across all levels of the K-Bachelors' education system.
3. Expand contract education programs to ensure that employer-training needs are being met in the region.

ESTABLISH MARQUEE PROGRAMS FOR NEW CENTERS

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

PROMOTE A HEALTHY AND SAFE CAMPUS COMMUNITY

1. Explore the cost and feasibility of health, mental health, and wellness services that partner with local agencies for the District's students.
2. Explore changes in food services operations, which may include food trucks as a mobile option.
3. Ensure that new and existing regional centers feature adequate student services spaces and functions to foster students' physical and educational wellbeing.
4. Explore and implement technology and facilities enhancements that improve the safety of the District's grounds and facilities.

OTHER CRITICAL FACTORS

While the Strategic Initiatives provide the framework for discussions, additional critical factors require analysis and consideration when planning for a California Community College.

These factors include:

- **California Code of Regulations** - Title V Education Code mandates related to space use and utilization.
- **Division of the State Architect (DSA)** - regulatory agency oversight of public school construction regarding accessibility, building codes and standards
- **Universal Design** - the design of environments that can be accessed, understood, and used to the greatest extent possible by all people, regardless of age, size, ability, or disability.

FACILITIES PLANNING PRINCIPLES

A set of overarching principles were developed during the planning process to provide a framework for recommendations related to facilities. They are an extension of the Strategic Initiatives, and expanded to address the critical factors that San Joaquin Delta College must address.

The following is a summary of the chapters that follow:

PROCESS AND PARTICIPATION (05)

This section describes the planning process that was used to develop the Facilities Plan. Through a series of interactive meetings, workshops, and visioning sessions, campus stakeholder engagement was maximized to incorporate multiple perspectives and create a shared vision for the future.

SUSTAINABILITY (06)

A key element of the CMP is the evaluation of Delta College's current sustainability performance, engagement of key college community stakeholders in a Sustainability Workshop, and analysis of key indicators, policies, and requirements related to sustainable design, construction, and operations.

FACILITIES PLANNING DATA (07)

In response to the California Code of Regulations and Title V Education Code mandates, this chapter includes the analysis of key educational planning data in order to determine future space needs. Long-range facilities master plan programs are established for each of the college campuses.

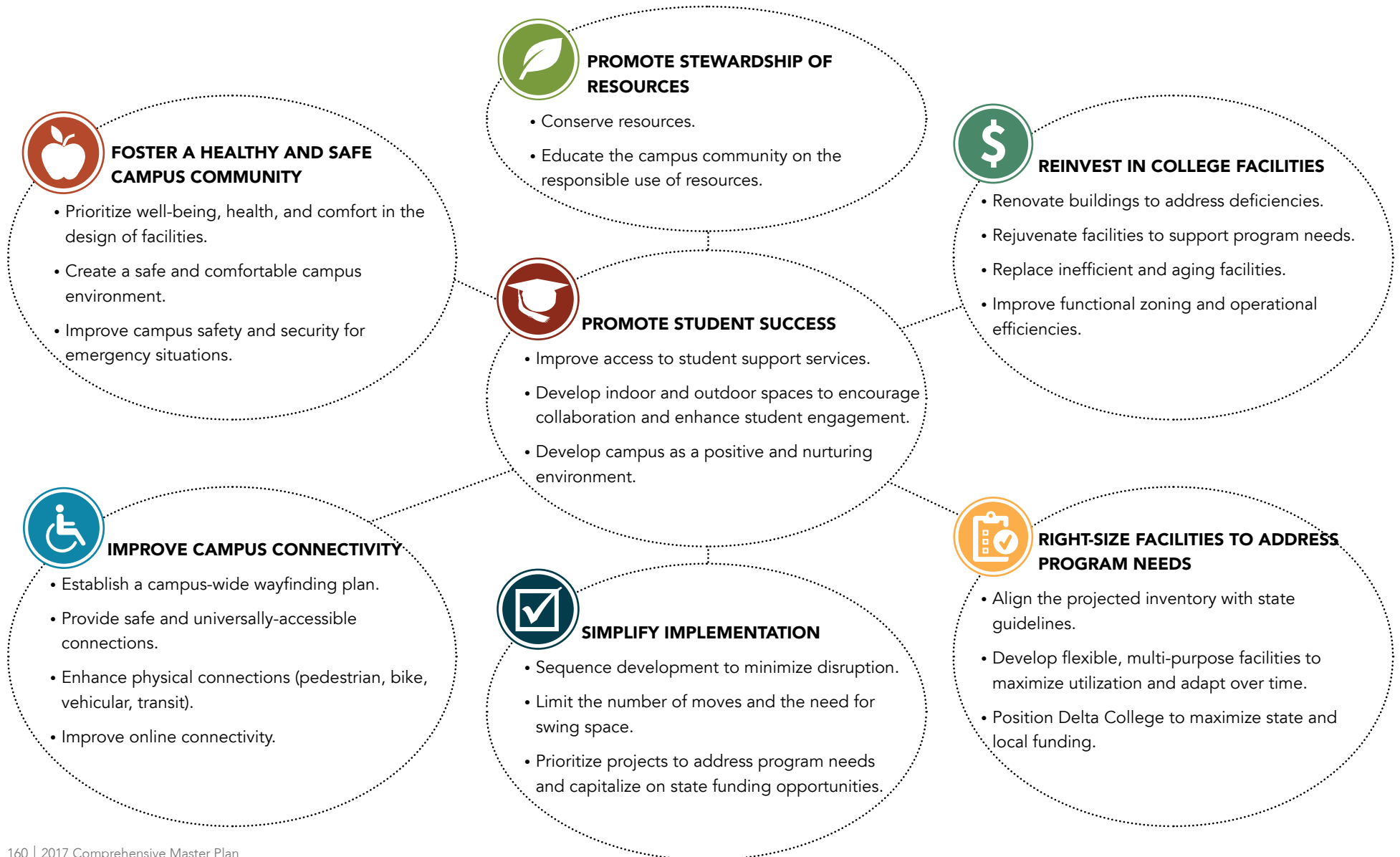
DELTA COLLEGE CAMPUSES

Chapters 8 through 11 are organized by campus and include an analysis of existing conditions and recommendations for future development. The analysis summarizes the critical issues to be addressed in support of Delta's long-range educational goals, program forecasts, and infrastructure needs. The recommendations describe a framework for future development, including project descriptions for site, facilities, and infrastructure improvements that follow the facilities planning principles and support the Delta College mission.



FACILITIES PLANNING PRINCIPLES

The “Comprehensive Master Plan Working Group” was established to meet with stakeholders from Fall 2015 to Summer 2016. The following principles were developed collaboratively by the CMP Working Group, and they are the key drivers – along with the planning data and analysis – that led to the development framework for the Stockton Campus. They serve as a touchstone for the future development of the campus, and help identify the required improvements to the campus environment, facilities, and infrastructure.





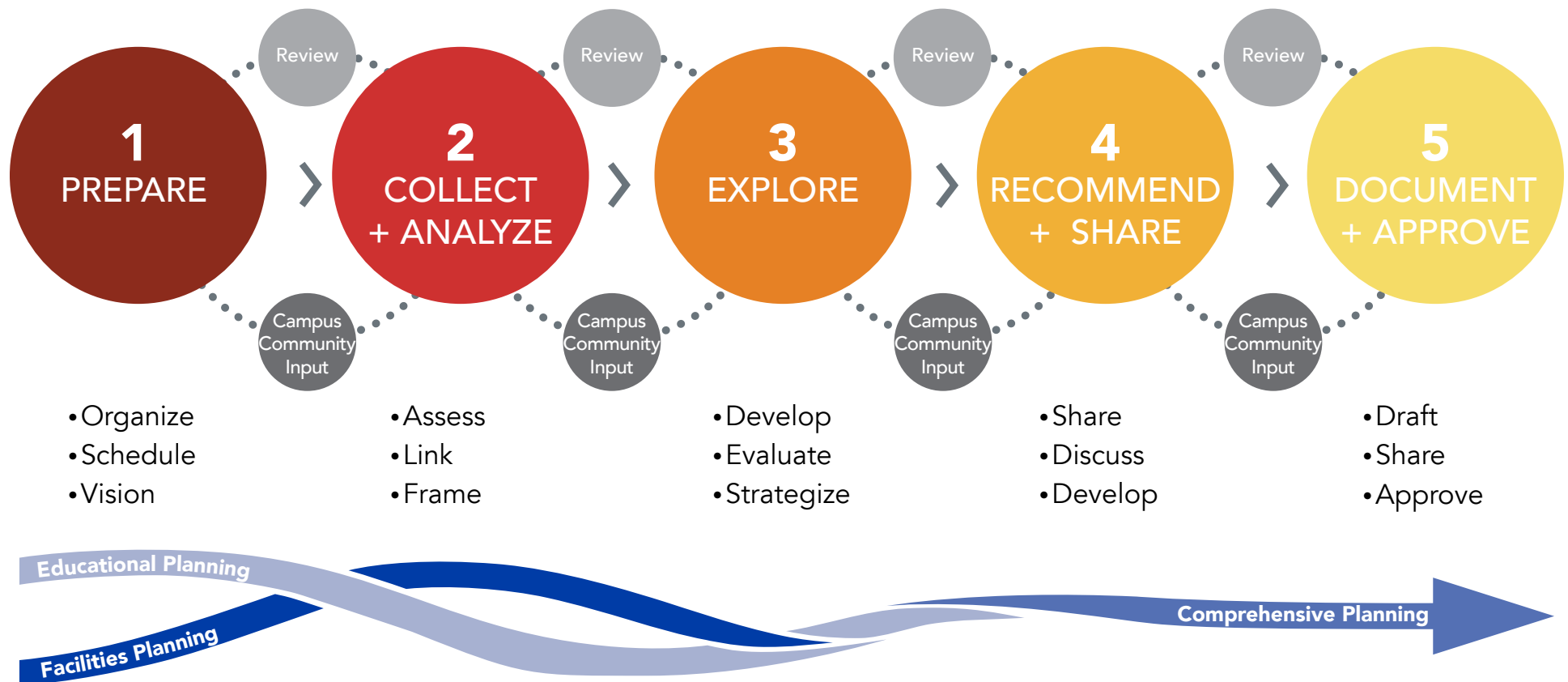
PROCESS + PARTICIPATION

PROCESS + PARTICIPATION

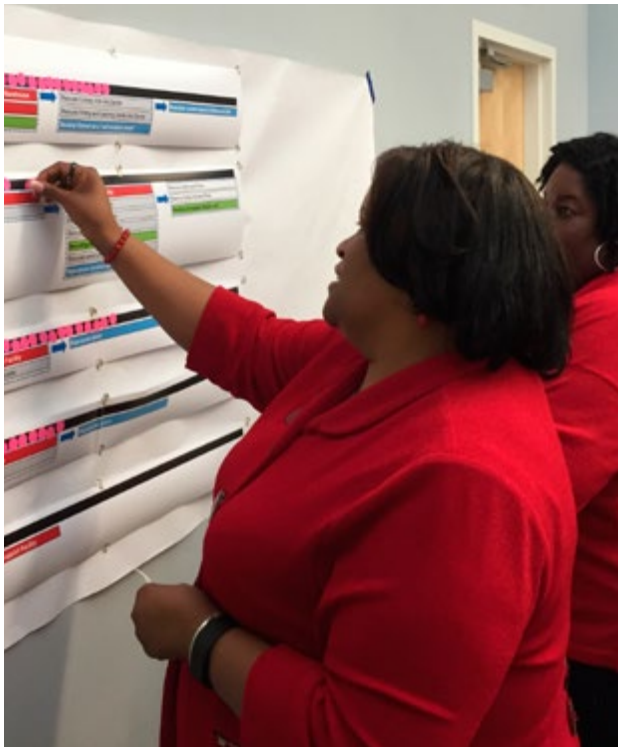
PLANNING PROCESS

The planning process to develop the Facilities Plan was a highly participatory one involving the many constituencies of San Joaquin Delta Community College District. The planning team worked closely with the designated Comprehensive Master Plan (CMP) Work Group to review information, explore opportunities, and evaluate options that led to recommendations.

The five steps diagrammed below provided a framework for developing an integrated Comprehensive Master Plan. The planning process included a series of meetings, presentations, and discussions with the District, the community, and the Board of Trustees to broaden the Plan's perspective and to enhance the acceptance of its recommendations.



CAMPUS PARTICIPATION



CMP WORKING GROUP

- Gerardo Calderón, Vice President, Operations
- Dr. Lisa Cooper-Wilkins, Assistant Superintendent/
Vice President of Student Services
- William Deater, Assistant Director, Information Technology
- Robert DiPiero, Acting Director of Police
- Robert Duran, ASDC President
- Michael Garr,
Facilities Planning, Maintenance and Operations
- Dr. Jessie Garza-Roderick, Associate Dean, South
Campus at Mountain House (Tracy Center)
- Dr. Kathy Hart, Superintendent/President
- Dr. Ginger Holden,
Dean of Student Learning and Assessment
- Sue Kidwell, Program Director, CCC-SLP
- David Main, Director, Police Services & Programs
- Laura Ochoa-Sanchez, Division Dean, Agriculture,
Science, and Mathematics
- Diane Oren, Academic Senate Representative
- Kathy Roach, Bond Program Manager
- Susan Rodriguez, Classified Senate Representative
- Danita Scott-Taylor, Director of Student Support Services
- Salvador Vargas, Dean, Career Technical Education and
Workforce Development
- Dr. Matthew Wetstein, Assistant Superintendent/Vice
President, Instruction and Planning

CMP WORKING GROUP INVITED GUESTS

- Joe Gonzalez, Division Dean, Languages, Library, and
Learning Resources
- Julie Kay, Dean, Health Sciences
- Jon Krupp, Faculty, Electron Microscopy
- Gillian Murphy,
Dean, Applied Science, Business and Technology
- Stacy Pinola, Manager, Facilities Planning and
Environmental Compliance
- Steve Schermerhorn,
Coordinator, Technical Services and Systems
- Zachary Thompson, Fiscal Technician
- Shelly Valenton,
Director, Marketing and Student Outreach
- Mario Vasquez, Police Sergeant
- Jeff Westbrook,
Interim Assistant Director, Information Technology

EDUCATIONAL PLANNING

- Paula Bennett, Administrative Assistant, III
- Dr. Ginger Holden,
Dean of Student Learning and Assessment
- Tina Merlino, Research Analyst
- Sabrina Sencil, Research Analyst
- Dr. Matthew Wetstein, Assistant Superintendent/Vice
President, Instruction and Planning



The CMP Working Group participated in several meetings throughout the 2015-2016 academic year, providing valuable insight and feedback into the planning process.

SUSTAINABILITY PLANNING

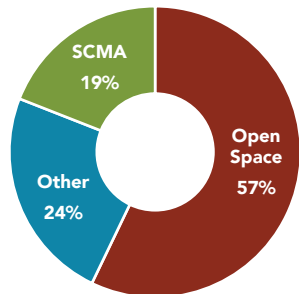
See Chapter 6 for participants, summary, and recommendations.

FLEX DAY

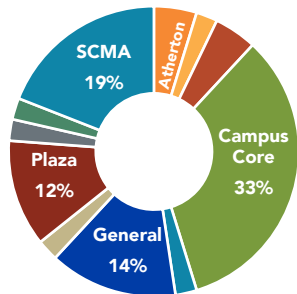
The planning team held master planning sessions on the Stockton Campus on January 15, 2016, for Flex Day. This was a great opportunity to share the planning progress, and to solicit comments and feedback from the larger college community. As a result of the group exercises and discussions from the two sessions, the planning team received the following feedback:

WHAT AREAS OF CAMPUS DO YOU LIKE BEST?

Open space and landscape are extremely popular, particularly the Campus Core, koi pond, and plaza. The Science and Math Building was the most liked facility on campus.



Like Best - Topics



Like Best - Locations

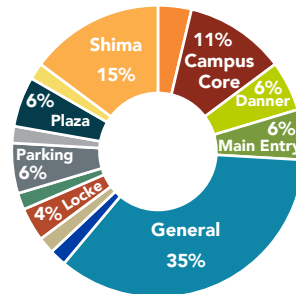
WHAT AREAS OF CAMPUS NEED TO BE IMPROVED?

Most topics pertained to the following:

- Facilities
- Open Space
- Access + Wayfinding
- Parking + Circulation
- Campus Safety
- Maintenance + Operations



Needs Improvement - Topics



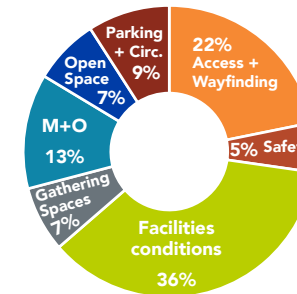
Needs Improvement - Locations

WHAT DO YOU THINK ARE THE BIGGEST ISSUES?

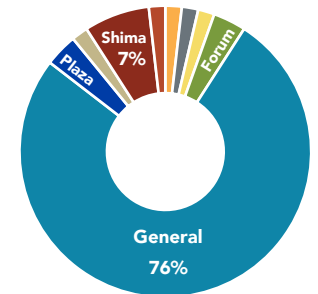
- Facilities, e.g. technology, classrooms, office space
- Access + Wayfinding
- Maintenance + Operations, e.g. upkeep, renovations, cleanliness

Locations mentioned included:

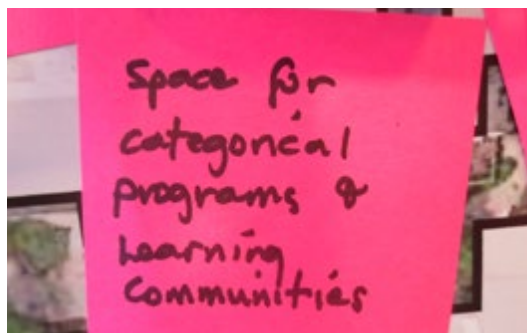
- Student gathering spaces
- Adjacencies
- Signage



Biggest Issues



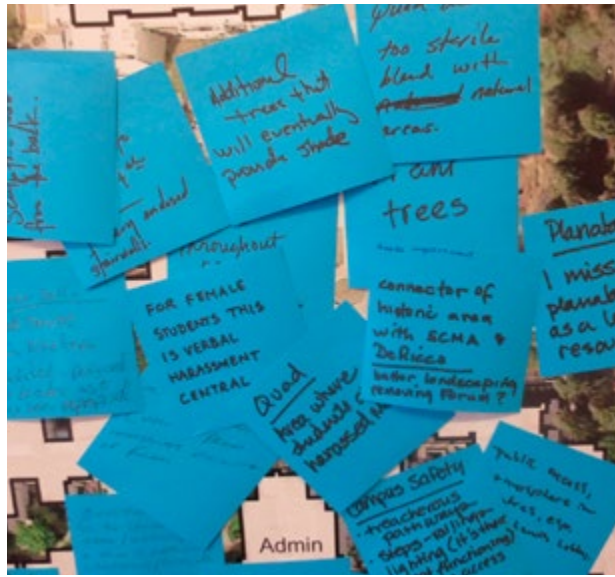
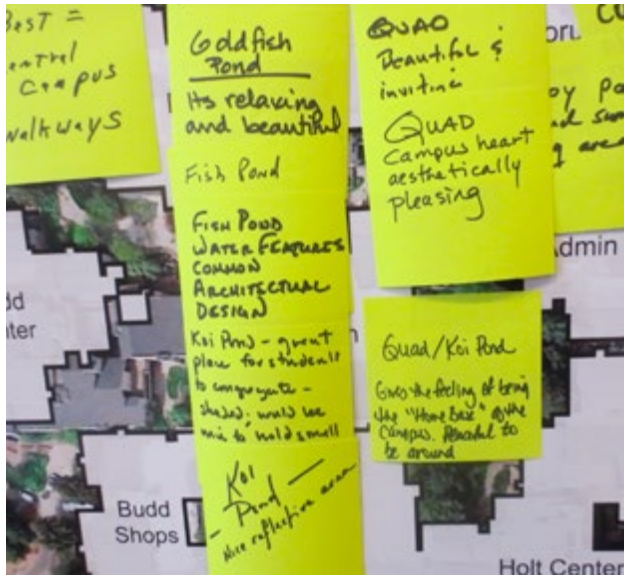
Biggest Issues - Locations



Locations mentioned were mostly general with the exception to the following:

- Shima
 - Needs an overall refresh/renovation
- Campus Core
 - Since it is so congested in the Campus Core, people avoid it during rush hour(s)
 - Problems of safety and harassment towards women and others





STUDENT FORA

The District conducted several student fora, in person on March 1-2, 2016, and online March 1-4, 2016. The results are summarized on the next page.



IN-PERSON STUDENT FORUM FINDINGS

WHAT AREAS OF CAMPUS DO YOU LIKE BEST?

1. Facilities: SCMA and library
2. Program: athletics, variety and quantity of programs and degrees
3. Open Space: inviting and open
4. Other: faculty and staff

WHAT AREAS OF CAMPUS NEED TO BE IMPROVED?

1. Parking: availability
2. Facilities: limited wireless access; elevator operations; lounges
3. Safety and Security: access to alarms and phones
4. Other: Financial Aid; Admissions; food options

WHAT DO YOU THINK ARE THE BIGGEST ISSUES?

1. Safety and Security: lack of security, especially morning and night
2. Parking: difficult to find
3. Facilities: limited wireless access; outdated buildings, elevators, and stairwells
4. Safety and Security: limited access to alarms and phones
5. Other: Financial Aid; Admissions; limited food options

ONLINE STUDENT FORUM FINDINGS

WHAT AREAS OF CAMPUS DO YOU LIKE BEST?

1. Facilities:
 - Danner Hall: social; seating and study areas
 - Library: peaceful; wireless access
 - SCMA: new look; open stairwells; larger class and lecture rooms
2. Open Space: spacious plaza; koi pond

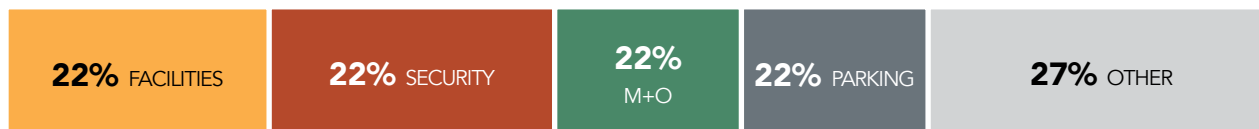
WHAT AREAS OF CAMPUS NEED TO BE IMPROVED?

1. Parking: lack of spaces; distance to campus
2. Maintenance and Operations: elevators, roads/parking lots, bathrooms

WHAT DO YOU THINK ARE THE BIGGEST ISSUES?

1. Traffic: exiting campus, congestion
2. Safety and Security: parking lots at night, need more security guards
3. Parking: lack of spaces
4. Access: crowded campus

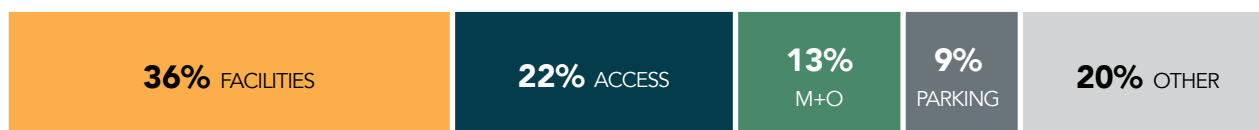


STUDENT FORUM (IN-PERSON), MARCH 1-2, 2016

- 156 participants
- General survey

STUDENT FORUM (ONLINE), MARCH 1-4, 2016

- 216 participants
- Specific questions

FACULTY FORUM (FLEX DAY), JANUARY 15, 2016

- Workshop setting

CAMPUS PARTICIPATION SUMMARY

Altogether, there were approximately 400 participants in the CMP planning process. Despite the differences in methodology of campus participation, there were many common issues among the various groups. They are:

FACILITIES + INFRASTRUCTURE

- Aged facilities with lots of deferred maintenance
- Insufficient elevators
- Lack of wireless access and other technology
- New facilities and spaces are needed, such as multi-media center, health services, categorical programs, learning communities, and gathering spaces

ACCESS + WAYFINDING

- Connectivity between areas of campus (lack of clear pathways, landscaping, etc.)
- Wayfinding is confusing and needs to be organized and clarified; building names need to be more distinct (e.g. Shima and SCMA)
- Similar programs are scattered throughout campus
- Finding parking near facilities can be difficult during peak hours

SECURITY

- Need more security, especially in the early mornings and nights





SUSTAINABILITY

SUSTAINABILITY

INTRODUCTION

BUILDING ON THE PAST

Colleges are leaders in their communities; they provide the knowledge, research, practice, and informed graduates to create a positive and sustainable future. In Delta's 2010 Facilities Master Plan, the importance of delivering a sustainable future is clearly articulated in the first of four categories of goals, "Emphasize Sustainability":

"Sustainability is a key goal of the District. The idea of having a "Green Campus" is a strong desire of faculty, students, administration, and the community. Sustainable building design should go hand-in-hand with the sustainable operation of the buildings and teaching a "green" curriculum. LEED Silver is the minimum certification goal for all future buildings. Reaching for "Net Zero Energy" in each location is an ultimate goal. Encouraging alternative transportation in each campus is consistent with the sustainable goals of the District. This is not limited to public transit, bikes, and fuel efficient vehicles, but also extends to investigating the idea of having campus shuttles."

2010 Facility Master Plan

ADDRESSING NEW REQUIREMENTS

The passage of AB 32, the California Global Warming Solutions Act of 2006, marked a watershed moment in California's history. By requiring a sharp reduction of greenhouse gas (GHG) emissions, California set the stage for its transition to a sustainable, low-carbon future. AB 32 was the first program in the country to take a comprehensive, long-term approach to addressing climate change, and does so in a way that aims to improve the environment and natural resources while maintaining a robust economy.

In 2008, the California Public Utilities Commission (CPUC), responding in part to the role of buildings in meeting the AB 32 requirements, set forth Zero Net Energy (ZNE) goals in its long-term Energy Efficiency Strategic Plan. Updated in 2011, the Energy Efficiency Strategies implementation states that all new residential buildings shall be ZNE by 2020, all new commercial buildings shall be ZNE by 2030, and half of existing commercial buildings shall be retrofitted to ZNE by 2030.

Subsequently, the Governor's Executive Order B-18-12 and the California Green Building Action Plan issued in 2012 established the following targets for achieving Zero Net Energy (ZNE) on new and existing state buildings as follows:

"All new state buildings and major renovations beginning design after 2025 shall be constructed as Zero Net Energy facilities with an interim target for 50 percent of new facilities beginning design after 2020 to be Zero Net Energy. State agencies shall also take measures toward achieving Zero Net Energy for 50 percent of the square footage of existing state-owned building area by 2025."

DELIVERING A SUSTAINABLE DELTA

During the Facilities Plan development process, the planning team evaluated Delta College's current sustainability performance, engaged key college community stakeholders in a Sustainability Workshop, and analyzed key indicators, policies, and requirements related to sustainable design, construction, and operations.

From this analysis, seven key guiding principles emerged. These principles should be taken into account for all day-to-day operations as well as for major renovations or new capital projects:

1. Embrace a Culture of Sustainability
2. Optimize Occupant Well Being
3. Become a Zero Net Energy Campus
4. Manage Water Wisely
5. Source Materials and Services Responsibly
6. Promote Sustainable Transportation and Access
7. Encourage Transparency, Awareness, and Engagement

Additional detail on these guiding principles as well as supporting background data is provided in this section.

SUSTAINABILITY ANALYSIS

CLIMATE INFLUENCE

The following climatic analysis pertains specifically to the Stockton Campus. However, it is also applicable to the South Campus at Mountain House, Manteca, and North County locations, as these sites have similar climatic conditions.

Temperature is the primary driver of human comfort. Temperature can be a liability in both hot and cold climates especially if it is consistently too hot or too cold. The Design Temperature Range is the average outdoor temperature variations in Stockton. These are the assumed outdoor temperatures used to calculate the size of a building's heating and cooling equipment. From March to October, the comfort zone in Stockton falls within the Design High and Design Low temperatures.

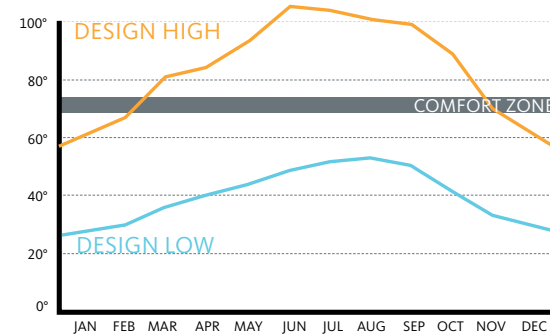
In Stockton, the number of rainy days peaks in the winter months.



TEMPERATURE

UNITS: °F

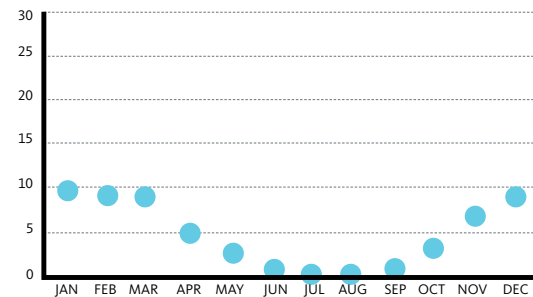
MONTHLY AVERAGES



RAIN DAYS

UNITS: days

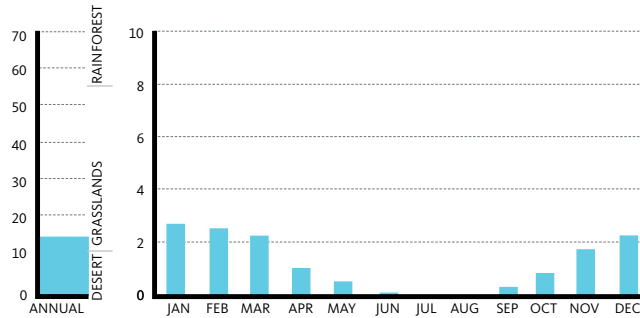
MONTHLY





PRECIPITATION

UNITS: inches



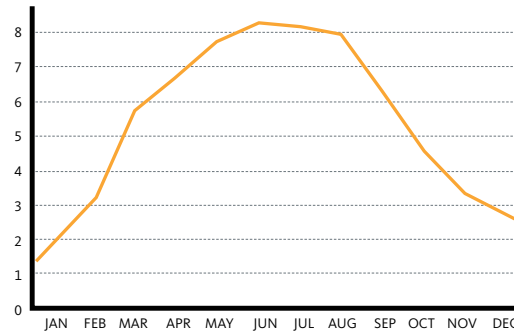
VOLUME OF RAIN

The amount of rainfall onsite – including control of storm water runoff, mitigation of urban heat-island effects, and creation of wildlife habitats – will give a sense of what type of design strategies will be possible.



SOLAR RADIATION

UNITS: hours



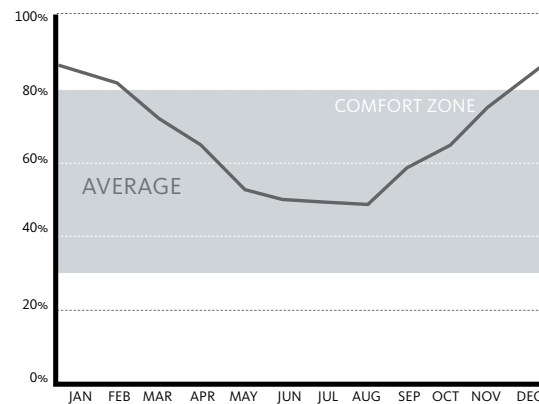
FULL SUN HOURS/DAY

The sun can provide passive heating to reduce heating loads, but it can be a significant liability in hot climates where it can quickly overheat a building. In Stockton, the solar radiation is high during the summer months.



RELATIVE HUMIDITY

MONTHLY AVERAGES



To feel comfortable, both the temperature and humidity must be within an individual's comfort zone. Thus, excessively high or low humidity can push otherwise comfortable temperatures to feel uncomfortable. High humidity causes people to feel hotter than they would at the same temperature if humidity was low. In hot, dry climates, humidity can cool the air. Relative humidity in Stockton falls mostly within the comfort zone.

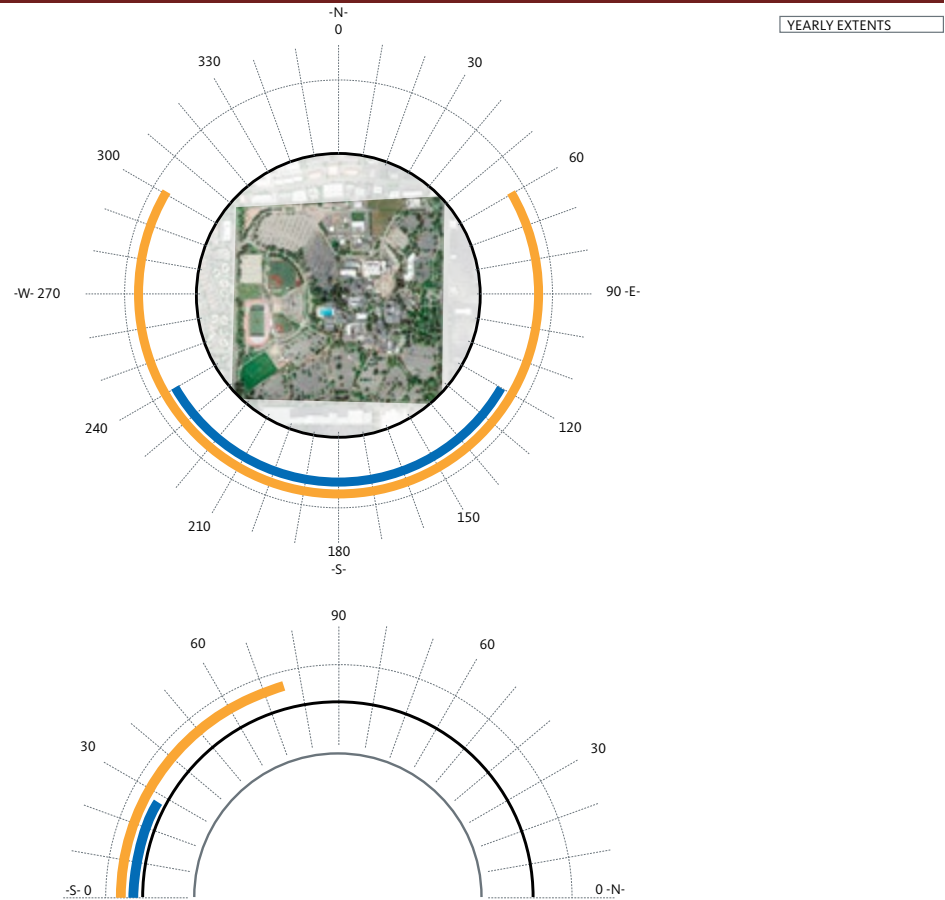
CLIMATE INFLUENCE

The Sun Path diagram at right characterizes the movement of the sun through the sky in summer and winter on the Stockton Campus. The orange arc indicates the widest extent of sunrise and sunset in summer. The blue arc indicates the minimum extent of sunrise and sunset in winter. At a macro level, the diagram illustrates opportunities for sun penetration into the site and building groupings.

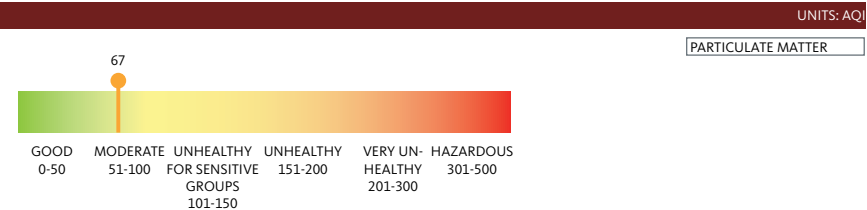
The diagram at right shows the sun's path throughout the year in Stockton. The highest arc represents the sun's altitude in the summer, while the lowest arc is the sun's altitude in the winter.

The air quality in Stockton is considered good, and people with respiratory diseases are the group most at risk.

SUN PATH



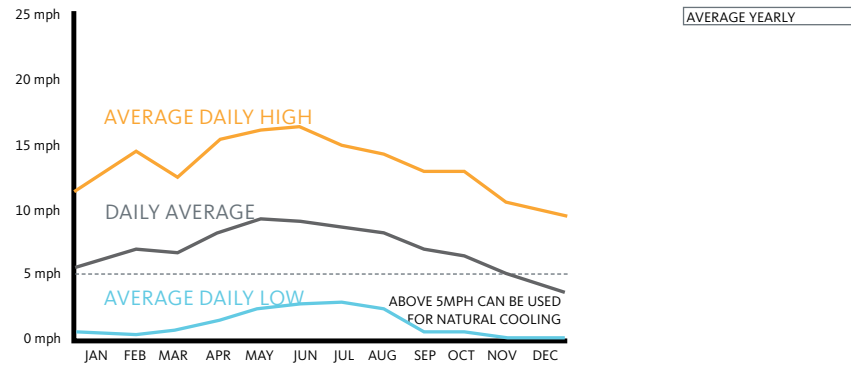
AIR QUALITY





WIND SPEED

UNITS: mph



AVERAGE YEARLY

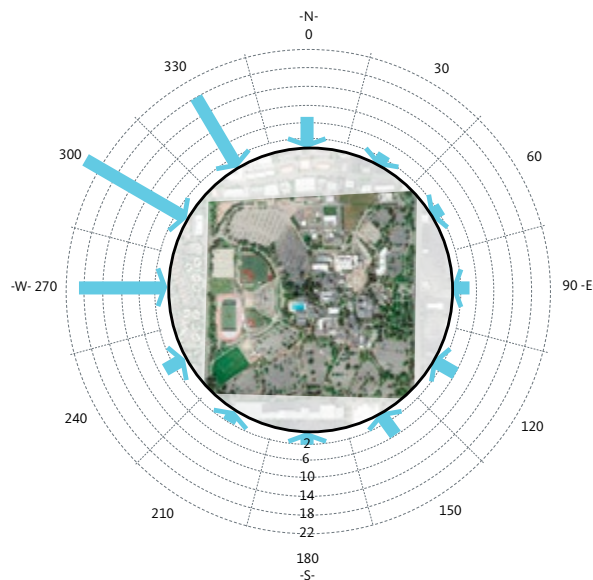
Wind can extend the comfort zone by cooling high temperatures.

Wind can exacerbate cold temperatures and cause dehydration in hot climates. Wind can be used in hot, humid climates to provide natural ventilation. Because the daily average wind speed in Stockton is generally above 5 miles per hour, it can be used for natural cooling most of the year.



WIND PATTERNS

UNITS: % hours/year



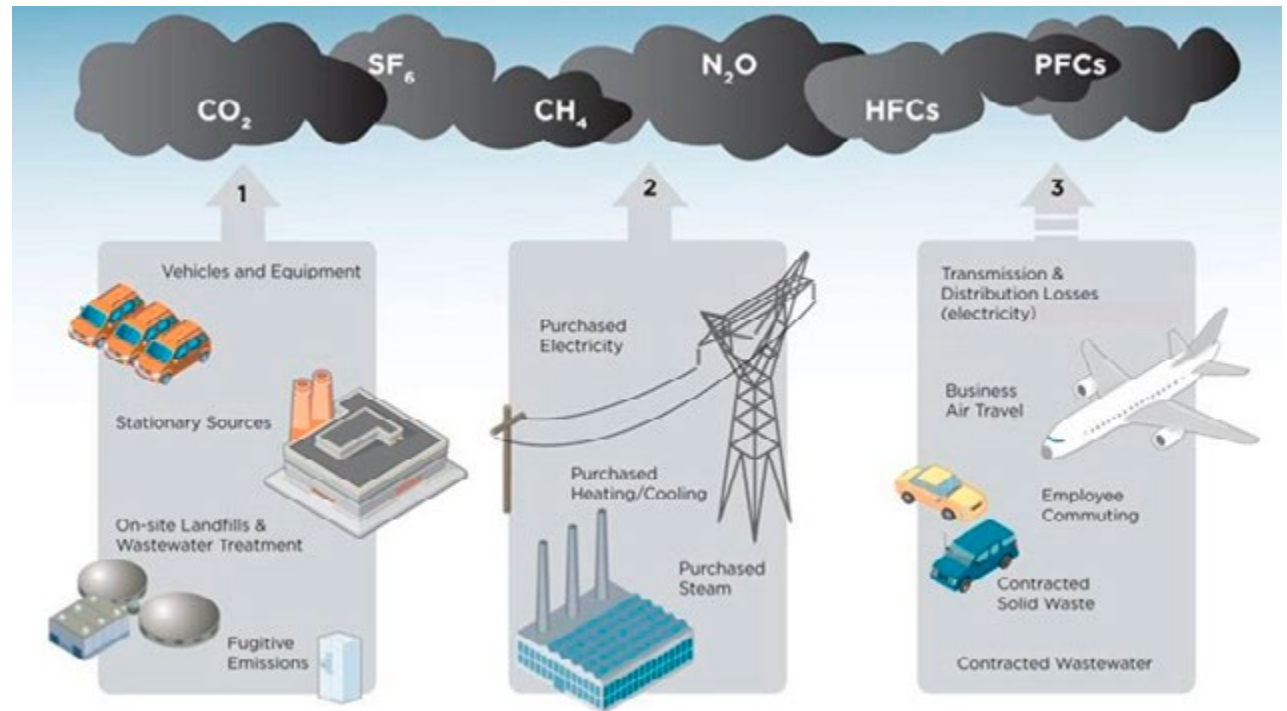
AVERAGE YEARLY

The Wind Patterns diagram at left characterizes the direction from which the wind enters the Stockton Campus. The length of each arrow indicates the percentage of hours per year that wind blows from each direction. This diagram describes opportunities for natural ventilation and user-accessible comfort strategies.

GHG EMISSIONS

The Climate Leadership Network is comprised of more than 650 colleges and universities in the United States which have committed to take action on climate and prepare students to solve the challenges of the 21st century through research and education. The president of San Joaquin Delta College has signed the Climate Leadership Statement, which states:

“We believe colleges and universities must exercise leadership in their communities and throughout society by providing the knowledge, research, practice, and informed graduates to create a positive and sustainable future. Along with other aspects of sustainability, campuses that address the climate challenge by reducing greenhouse gas emissions and by integrating resilience into their curriculum, research, and campus operations will better serve their students and meet their social mandate to help create a vital, ethical, and prosperous civil society.”



COMMON SOURCES OF FEDERAL GREENHOUSE GAS EMISSIONS

UNDERSTANDING GHG EMISSIONS' SOURCES

The GHG Protocol categorizes direct and indirect emissions into three broad scopes.

SCOPE 1

Greenhouse gas emissions from sources that are owned or controlled by a Federal agency.

SCOPE 2

Greenhouse gas emissions resulting from the generation of electricity, heat, or steam purchased by a Federal agency.

SCOPE 3

Greenhouse gas emissions from sources not owned or directly controlled by a Federal agency but related to agency activities.

GHG EMISSIONS IN 2007-2008

In total, Delta produced 32,337 metric tons of carbon dioxide equivalent (CO2e) in 2007-2008.* Purchased electricity and commuting accounted for the majority of the District's GHG Emissions.

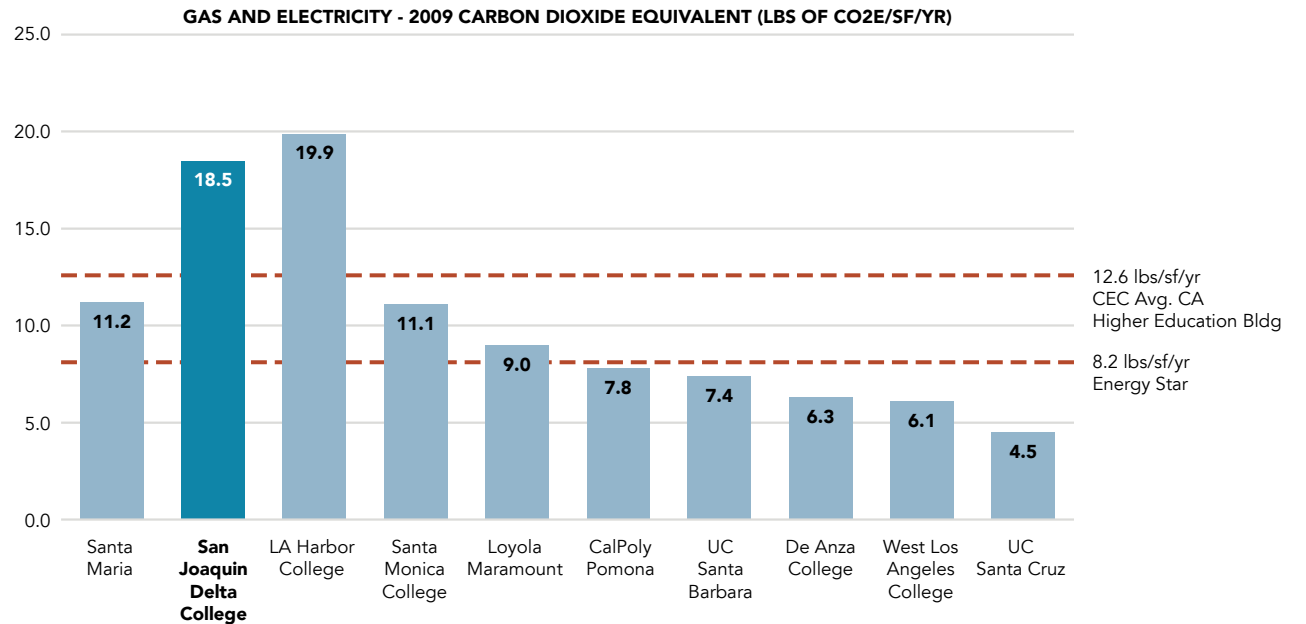
EMISSIONS FROM THE FOLLOWING SOURCES (IN METRIC TONS OF CO2E)

SCOPE 1 EMISSIONS	
Stationary Combustion	0.0
Mobile Combustion	200.1
Process Emissions	0.0
Fugitive Emissions	117.7
Total Scope 1 Emissions	317.8 (1% total)
SCOPE 2 EMISSIONS	
Purchased Electricity	4,556.3
Purchased Heating	0.0
Purchased Cooling	0.0
Purchased Steam	0.0
Total Scope 2 Emissions	4,556.3 (14% total)
SCOPE 3 EMISSIONS	
Commuting	25,439.8
Air Travel	673.0
Solid Waste	597.6
Paper	752.1
Total Scope 3 Emissions	27,462.5 (85% total)
BIOGENIC EMISSIONS	
Biogenic Emissions from Stationary Combustion	No information
Biogenic Emissions from Mobile Combustion	No information

BENCHMARKING

Delta's 2009 Carbon Dioxide Equivalent was 18.5 lbs/sf/yr, higher than many other California colleges and universities for which equivalent data was available.

The average Carbon Dioxide Equivalent (lbs of CO2e/sf/yr) for California Higher Education Buildings, as reported by the California Energy Commission, is 12.6 lbs/sf/yr.



* 1.9 metric tons of CO2e Per Full-Time Enrollment
55.5 metric tons of CO2e Per 1000 Square Feet

ENERGY AT DELTA COLLEGE

TOTAL ENERGY TRENDS

The total imported energy consumption is close to the 2001-2002 baseline, at 72,357 MBtu* from 2014 to 2015.

* The British thermal unit (BTU or Btu) is a traditional unit of work equal to about 1055 joules. It is the amount of work needed to raise the temperature of one pound of water by one degree Fahrenheit

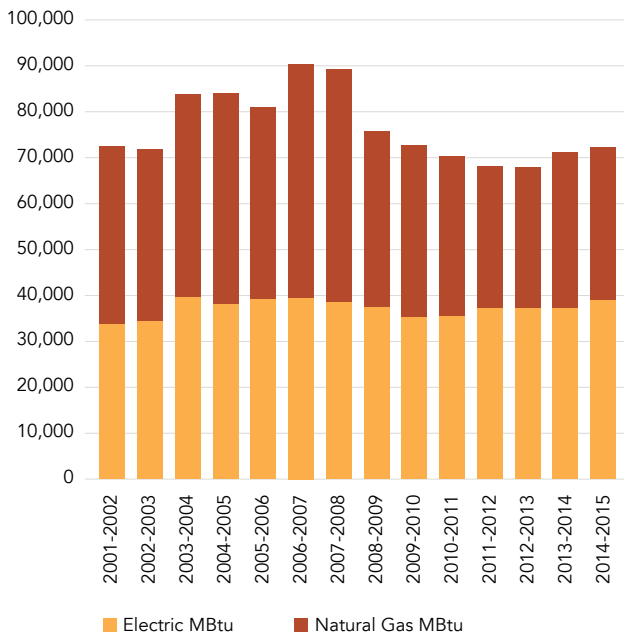
ADDING NEW GROSS SQUARE FEET

By 2015, the San Joaquin Delta College Stockton Campus grew 37% in square footage from the 2001-2002 baseline.

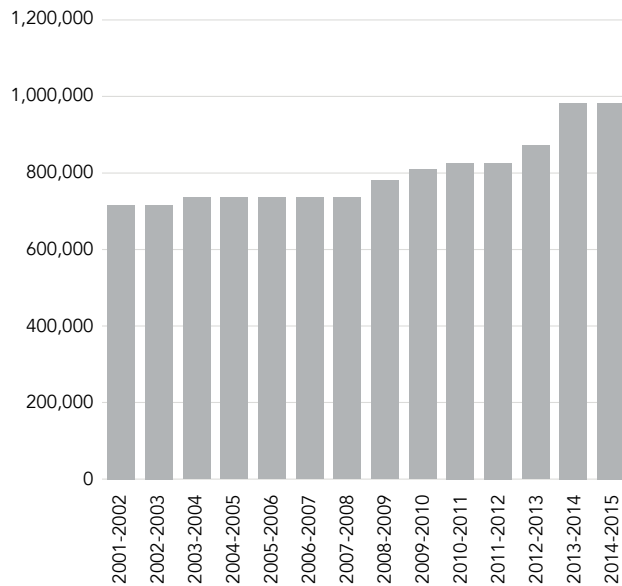
AVERAGE ENERGY TRENDING (BTU/GSF/WEEK)

Since total energy use is close to the 2001-2002 baseline and gross square feet increased significantly, average energy use decreased. In total, it decreased approximately 27% from the baseline year.

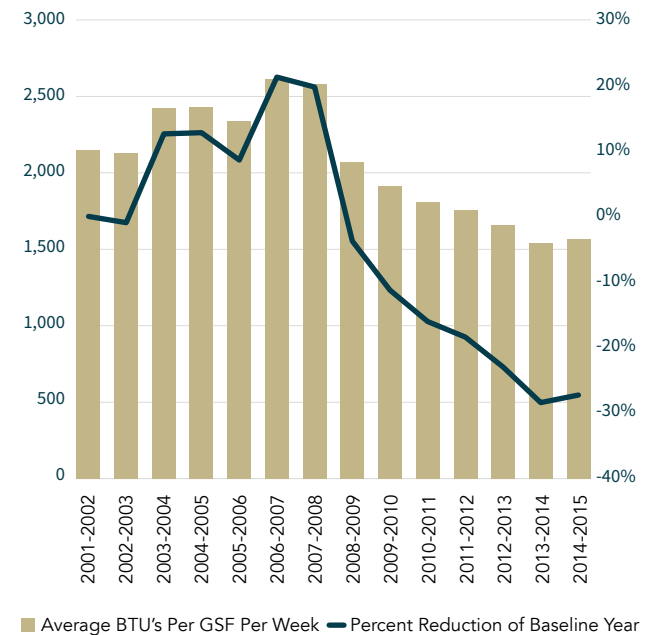
**SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS
TOTAL ENERGY CONSUMPTION**



**SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS
GROSS SQUARE FEET FROM SPACE INVENTORY**



**SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS
BTU/GSF/WEEK TRENDING**



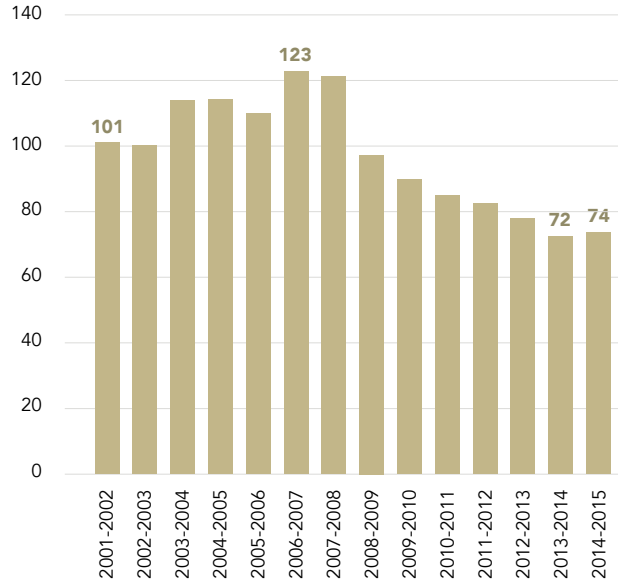
THE 2030 CHALLENGE

ENERGY USE INTENSITY (EUI)

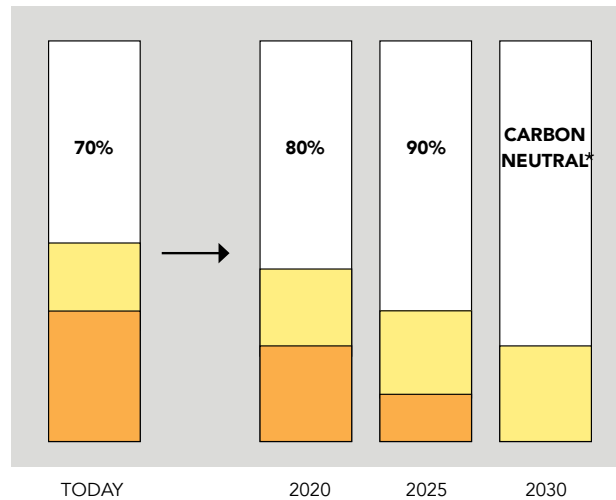
Energy Use Intensity* increased to 123 kBtu/gsf from 2001 to 2007, but fell to 74 kBtu/gsf by 2015.

* Energy Use Intensity (EUI) expresses a building's energy use as a function of its size or other characteristics. For most property the EUI is expressed as energy per square foot per year. It is calculated by dividing the total energy consumed by the building in one year (measured in kBtu) by the total gross floor area of the campus.

SAN JOAQUIN DELTA COLLEGE MAIN CAMPUS ENERGY USE INTENSITY (KBTU/GSF)



THE 2030 CHALLENGE



* Using no fossil fuel GHG-emitting energy to operate
Source: Architecture 2030.org

□ Fossil Fuel Energy Reduction ■ Renewable ■ Fossil Fuel Energy Consumption

THE 2030 CHALLENGE TARGETS U.S. NATIONAL MEDIANS

U.S. MEDIANS FOR SITE ENERGY USE AND 2030 CHALLENGE ENERGY REDUCTION TARGETS BY SPACE/BUILDING TYPE from the Environmental Protection Agency (EPA): Use this chart to find the site fossil-fuel energy targets				
Building Use Description	MEDIAN SITE EUI (kBtu/Sq.Ft./Yr)	2030 CHALLENGE SITE EUI TARGETS (kBtu/Sq.Ft./Yr)		
		70% Target	80% Target	90% Target
Education	58	17.4	11.6	5.8
College / University (campus-level)	104	31.2	20.8	10.4

UNDERSTANDING ZERO NET ENERGY (ZNE)

ZNE OVERVIEW

Over the past decade, there has been a significant upsurge in interest in Zero Net Energy (ZNE) buildings and operations. Also known as a net-zero energy building (NZEB), or net-zero building, a ZNE building is one with zero net energy consumption, meaning the total amount of energy used by the building on an annual basis is roughly equal to the amount of renewable energy created on the site.

The three primary ZNE measurement options are:

- I. ZNE SOURCE
- II. ZNE SITE
- III. ZNE TDV

I. ZNE SOURCE

- a. Produces as much energy as it consumes over the course of a year, when measured at the energy generation source.
- b. Includes site energy plus energy consumed in extraction, processing, and transport of primary fuels such as coal, oil, and natural gas; energy losses in thermal combustion in power generation plants; and energy losses in transmission and distribution to the building site.

II. ZNE SITE

- a. Produces as much energy as it consumes over the course of a year, when measured within the building site boundary.
- b. This excludes the energy losses that occur off-site, including generation, transmission, and distribution systems losses; as a result, this metric is inconsistent with building energy bills.

III. ZNE TIME-DEPENDENT VALUATION (TDV)

- a. ZNE TDV is a California Energy Commission (CEC) developed and promulgated definition for the "utility cost" value of energy wherein the energy consumed by the building over the course of a typical year is less than or equal to the utility cost value of the renewable energy generated on-site.
- b. Currently only used within California in current energy codes (California Code of Regulations Title 24, Part 6), TDV will likely be used to provide a code definition for new buildings and major renovations in future code developments targeting ZNE for residential by 2020, and nonresidential by 2030.

RECOMMENDED APPROACH

In September 2015, the US Department of Energy (DOE) published "A Common Definition for Zero Energy Buildings," which identified source energy as the primary basis for calculating zero-energy buildings.

In early 2016, the Governor's office accepted ZNE Source as the primary definition for use by State agencies in achieving and reporting on ZNE status for new and existing state buildings.

Key advantages to this approach include nationally-accepted definitions which allow comparison with ZNE buildings outside California. In addition, ZNE source can be calculated easily for newly-constructed as well as existing buildings.

In the ZNE source energy approach, all energy sources are converted into common units of kBtu using different factors for each energy source. The DOE definition uses national average conversion factors, which is recommended both for consistency and because 26 percent of California's energy is purchased from outside the State.

Definition of Zero Net Energy (ZNE) for California State Agency Compliance with Executive Order B-18-12
May 19, 2016

ZNE SOURCE VARIATIONS

To accommodate the wide variety of state facilities and locations and to provide a more feasible path to achieve ZNE at new and existing state buildings, several different variations exist for defining the “sources” as the basis for analysis. The “source” may be defined as a building, campus, portfolio, or community.

ZNE BUILDING

A ZNE building is an energy-efficient building where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site.

- a. The building footprint (e.g. rooftop) or building site (e.g. parking lot, adjacent land) can be utilized for on-site renewable generation.
- b. The Renewable Energy Credits (RECs) must be retired (not sold) for all on-site renewable energy systems. This will prevent double-counting of the systems’ environmental benefits.
- c. This definition is based upon 12 consecutive months of actual energy performance data.

ZNE CAMPUS

A ZNE campus is an energy-efficient campus where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site:

- a. A multiple-building campus can be utilized as a boundary for on-site renewable generation to offset energy use of all or a portion of the campus’s buildings.
- b. This approach would allow ZNE to be achieved for energy-efficient buildings within the campus where the individual building capacity for on-site renewable energy is very restricted.
- c. This would also provide an outlet for on-site energy use for periods of the day when overproduction of electricity is likely, to avoid selling excess energy back to utilities.
- d. RECs must be retired (not sold) for all renewable energy systems within the campus boundary.

ZNE PORTFOLIO

A ZNE portfolio is an energy-efficient portfolio in which, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site.

- a. Multiple building sites with the same owner could be used and aggregated so that the combined on-site renewable energy could offset the combined building energy from the aggregated project sites. This could apply to the entire portfolio, or portions of the portfolio.

- b. This approach would allow ZNE to be achieved for energy-efficient buildings within the portfolio where the capacity for on-site renewable energy is very restricted.
- c. This would also provide an outlet for excess renewable energy production during periods of the day when overproduction of electricity is likely, to avoid selling excess energy back to utilities.

ZNE COMMUNITY

A ZNE community is an energy-efficient community where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site.

- a. This could allow long-term purchase agreements of locally-generated renewable energy, dedicated to providing energy for the building(s). Agreements should extend a minimum of 20 years.
- b. Purchased Renewable Energy Certificates (RECs) are typically short-term and not necessarily locally-based. While they are an effective strategy to reduce GHG emissions, they would not be counted toward achievement of ZNE.
- c. RECs must be retired (not sold) for all renewable energy systems within the community.

Definition of Zero Net Energy (ZNE) for California State Agency Compliance with Executive Order B-18-12

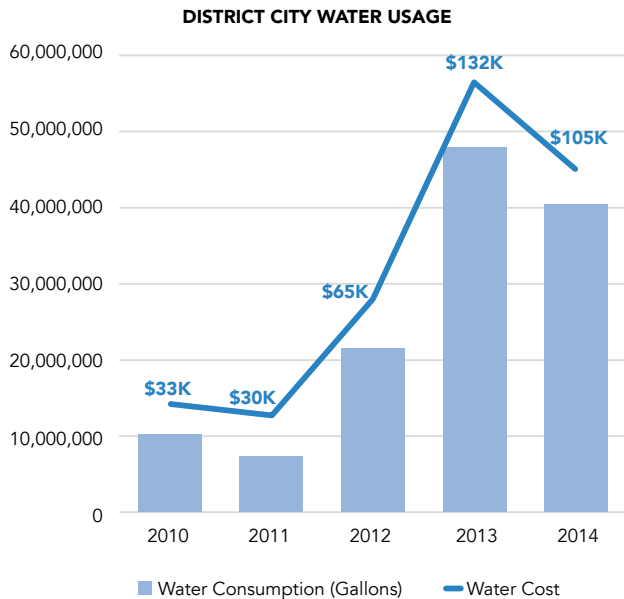
May 19, 2016

WATER + OTHER INSIGHTS

WATER USAGE

In 2012, the Stockton Campus's irrigation well failed, and the District shifted to the use of City water for its landscape irrigation. The irrigation well continued to be problematic in 2013 and 2014, resulting in a sharp increase in use of City of Stockton (metered) water usage over prior years. The well problem has since been resolved.

In 2015, the District reduced outside watering to two days a week per the City of Stockton's mandate, which included no washing down of hardscapes or buildings other than for public health concerns.



UTILITIES + INFRASTRUCTURE

There are several examples of on-site sustainable infrastructure elements for the Stockton, Mountain House, and Manteca campuses, including: LED lights, smart irrigation systems, advanced metering, district heating, and cooling, and comfort monitoring.

GHG emissions, annual energy use, and campus water use are reported across the District.

PLANS + POLICIES

On June 16, 2009, the Board of Trustees approved two new policies committing the District to more sustainable practices. The Sustainable Buildings Policy and Energy Star Purchasing Policy were created to help guide the District in matters related to building construction/reconstruction and appliances/products purchasing.

In addition, there are many sustainability community projects in which faculty members, staff, and students can participate in, including the annual Earth Day Celebration, annual 350 Event, Friends of the Lower Calaveras River Cleanup and educational river walks, and regular on-campus recycling events.



DELIVERING A SUSTAINABLE DELTA: RECOMMENDATIONS

Knowing that public institutions of higher education influence the ideals and principles of their communities, Delta plays an important role in promoting sustainability. This responsibility is clearly understood and appreciated by the District's leadership, faculty, staff, students, and community stakeholders. Having established sustainability as a key goal, Delta strives for the highest achievable sustainability standards to encourage positive change through example.

Whether teaching a green curriculum, reaching for a Zero Net Energy campus, or promoting alternative transportation networks, sustainability is a district-wide mindset.

GUIDING PRINCIPLES

To truly embrace the value of sustainability, equal consideration must be given to environmental, social, and economic excellence. The seven guiding principles described in this section evolved from the 2010 Sustainability Vision for the District, the analysis of current performance in key sustainability indicators, and goals and recommendations developed through the recent sustainability summit.

These guidelines should be taken into account in guiding all ongoing day-to-day operations as well as informing any building or infrastructure renovation or new construction projects.

1 EMBRACE A CULTURE OF SUSTAINABILITY

2 OPTIMIZE OCCUPANT WELL BEING

3 BECOME A ZERO NET ENERGY CAMPUS

4 MANAGE WATER WISELY

5 SOURCE MATERIALS AND SERVICES RESPONSIBLY

6 PROMOTE SUSTAINABLE TRANSPORTATION AND ACCESS

7 ENCOURAGE TRANSPARENCY, AWARENESS, AND ENGAGEMENT

EMBRACE A CULTURE OF SUSTAINABILITY

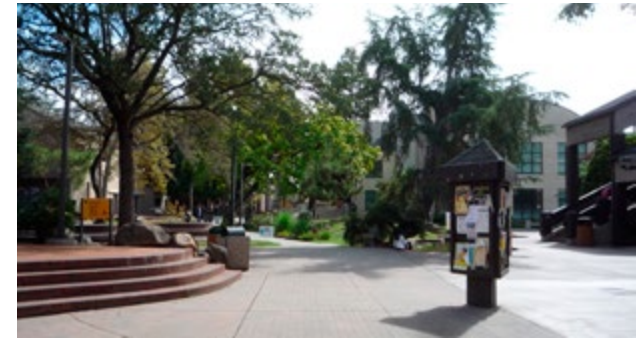
Delta seeks to be a model educational institution for sustainability practice and education, especially in San Joaquin County.

1. Seek a balance of environmental, social, and economic excellence in ongoing operations and new projects.
2. Create opportunities for learning in the built environment by using building spaces and systems as a real-time teaching tool.
3. Integrate landscape and people with living processes occurring on the campus.
4. Maintain and restore climate-appropriate landscaping.
5. Follow Delta guidelines on tree protection to minimize disturbance and damage to District trees.
6. Make use of climate resources, such as solar and wind income and rain and ground water, and design buildings that embody the ecological culture of San Joaquin County.
7. Strive to be an ecosystem-rich college, connecting students, faculty, and the community through, responsible planting, safe walkways, and responsible conservation projects.
8. Pursue LEED certification (Silver minimum) for all new building projects and major renovations.
9. Require Total Cost of Ownership (TCO) accounting to demonstrate economic feasibility of major projects.

OPTIMIZE OCCUPANT WELL BEING

Student, faculty, and employee health and comfort directly impact wellbeing and productivity.

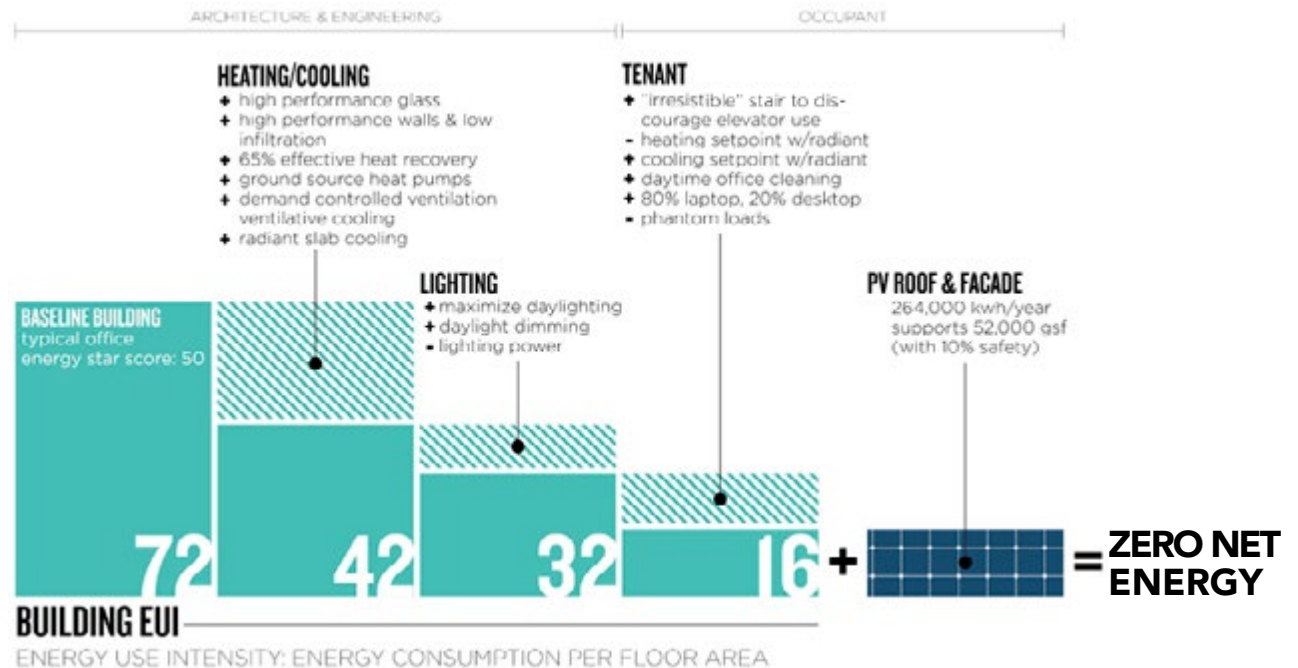
1. Provide safe and attractive pedestrian corridors through the campuses, including connections to parking and transit.
2. Implement robust wireless networks to enable teaching, studying, and collaboration throughout all areas of the campus, optimizing utilization of facilities and maximizing opportunities to build community.
3. Provide easy access to healthy, local, and seasonal fresh and prepared foods throughout the campuses.
4. Optimize the design of regularly-occupied space to include access to fresh air and sunlight to comply with District safety and energy standards.
5. Design buildings to promote walking, healthy movement, and exercise whenever possible.
6. Include considerations of biophilic design, including access to nature, safety, texture, and color.
7. Implement green cleaning practices.
8. Provide hydration stations throughout the campuses.
9. Consider Active Design and Universal Design principles for all new projects and major renovations.
10. Promote flexible facilities, movable equipment, and ergonomic furnishings.



STRIVE TO BECOME A ZERO NET ENERGY CAMPUS

A Zero Net Energy (ZNE) campus is an energy-efficient campus where, on a source energy basis, the actual annual energy consumption is less than or equal to the renewable energy generated on-site. In pursuing this goal, Delta recognizes the importance of a design and operations pathway that focuses first on conservation, followed by energy efficiency, and finally on-site generation, for example with rooftop and carport solar (PV) arrays.

1. Install water, gas, electricity, and BTU flow meters at appropriate locations to monitor ongoing operations.
2. Implement an open-source internet protocol (IP)-based energy metering and management system in all existing buildings, new building construction, and renovation projects, as well as infrastructure and landscape projects. Also, integrate HVAC, lighting, and occupancy sensing into the metering and management system.
3. Design all new buildings and major renovations to be ZNE buildings. For example, where energy intensity of planned building program exceeds on-building energy generation potential, provisions must be made to procure energy from some other on-site renewable source.
4. Prioritize passive design strategies (e.g. natural daylight, operable windows, correct solar orientation) to lower building heating and cooling loads as much as possible before active systems are designed.
5. Benchmark all new and existing buildings in EPA's Portfolio Manager or other cloud-based reporting platform as directed by the State.
6. New construction and all retrofit/renovation projects should apply for all available utility incentives and grants, including PG&E's Savings by Design and any other new offerings.
7. Implement ongoing needs assessment surveys, per the California Community College Chancellor's Office (CCCCO), and retrocommissioning programs, per California State Energy Program (SEP), tracking progress through publicly-available annual reports.
8. Require all electronic equipment, appliances, and energy-consuming equipment to be EnergyStar certified or meet EnergyStar performance criteria.



MANAGE WATER WISELY

Water is fundamental to our health, the economy, and the environment. In California, water is precious and conservation is critical. Delta plans to manage water on its campus responsibly and conserve wherever possible.

1. Implement landscape-based integrated stormwater capture including bioswales, French drains, mulched basins, pervious pavement, and bioretention basins.
2. Include dual piping in all new building projects, building retrofits, and site infrastructure projects to provide secondary water for use in toilets, cooling towers, irrigation, and other non-potable uses.
3. Implement a rainwater and gray water collection system to be used as a secondary water supply.
4. Conserve water through native and drought-tolerant landscaping.
5. Provide hydration stations in all buildings.
6. All new buildings and building renovations must include sub-metering infrastructure that separates out domestic usage from irrigation usage and connects to the building management system.
7. Require EnergyStar- and WaterSense-compliant appliances and fixtures for all new buildings and facility renovations.

SOURCE MATERIALS AND SERVICES RESPONSIBLY

Responsible sourcing of goods and services requires a holistic approach to supply chain management, product selection, and procurement criteria transparency. Delta aims to procure goods and services that encompass responsible management across social, economic, and environmental dimensions.

1. Implement an Environmentally Preferred Purchasing (EPP) Policy, including recycled content, FSC-certified wood, recyclable or compostable packaging, and low-emitting materials.
2. Select materials and services (including food service options) that are sourced locally, using local labor and resources.
3. Select materials and furniture that have low embodied energy and carbon footprints.
4. Provide a project-relevant (20-50 year) Life Cycle Cost Analysis/Total Cost of Ownership assessment for all major building envelope elements and systems as well as value engineering proposals.
5. Implement recycling and compost collection services to exceed statewide landfill diversion goal of 75% by 2020.
6. Minimize paper handouts
7. Require catering and food services to utilize washable, recyclable, or compostable utensils and implement leftover food donation program.



PROMOTE SUSTAINABLE TRANSPORTATION AND ACCESS

Reducing single-occupant vehicle access to Delta's facilities improves the efficiency of the District's parking infrastructure, reduces traffic and air pollution, reduces Scope 3 (employee and student commute) global warming impacts, and improves the health of the Delta community.

1. Improve public transit and alternative forms of access to the campuses.
2. Improve bike and transit networks and facilities, including bike storage, bike paths, and bus stops
3. Improve signage and wayfinding with dynamic kiosks, multilingual signs, and audio and tactile interactivity
4. Create programs that encourage people to drive less, such as bike loans, ride-share, carpool incentives, transit discounts, and increased parking fees.
5. Provide preferred parking for carpooling and alternative fuel vehicles.
6. Provide electric vehicle charging stations powered by on-site PV.



ENCOURAGE TRANSPARENCY, AWARENESS AND ENGAGEMENT

Green building and site elements provide experiential learning opportunities and encourage the community to champion sustainability. Delta envisions its campuses as teaching tools to raise awareness of sustainability issues as well as provide employment readiness for students pursuing careers in solar installation, sustainable agriculture, and sustainable wine growing.

1. Provide regular reports to District leadership on energy, water, waste, carbon, and other sustainability metrics.
2. Showcase each campus's sustainability attributes on Delta's web site.
3. Create awareness through online platforms, including messaging from the President.



4. Educate the community with marketing campaigns, such as branded water bottles, bike repair classes, or physical education credit for walk/bike commute.
5. Develop sustainability-integrated coursework and leverage outside teaching areas.
6. Implement a District-wide sustainability dashboard, available on the District's website. This dashboard should provide real-time and trending analyses of the sustainable performance of the District as a whole, and on a site-by-site basis. Energy consumption, renewable energy generation, recycling and composting diversion rates, water (potable and other) consumption, and GHG emissions can be reported on the dashboard.



SUSTAINABILITY WORKSHOP

The Sustainability Workshop was held on December 16, 2015. Twenty-seven faculty and staff representatives attended the workshop. The workshop was divided into two parts: Vision for the Future and Delivering the Future. Descriptions of both parts are below:

VISION FOR THE FUTURE

Participants voted on “Where we are now” and “Where we want to be in 2025.” Topics of the boards were:

1. Energy and Atmosphere
2. Health and Comfort
3. Water and Wastewater
4. Site and Habitat
5. Materials and Resources
6. Equity and Aesthetics
7. Community and Transportation



DELIVERING THE FUTURE

Following the first exercise, goals were combined into five major subjects. Participants were asked to comment on implementation of the five subjects, in four aspects: Physical, Behavior, Curriculum, and Operations.



SUSTAINABILITY GOALS

The participants were divided into smaller teams, each of which focused on a subset of goals.

ENERGY AND ATMOSPHERE

Make It Easy:

- Automated devices
- Metered buildings
- Passive systems

Get Engaged:

- Outdoor classrooms
- Integrated coursework

Spread the Word:

- Facebook challenge
- Social media awareness
- Good PR

Economic Feasibility:

- Reinvest savings into sustainability programs



WATER, SITE, AND HABITAT

Integration:

- Dual plumbing system (separate piping systems for potable and reclaimed water)

Collection:

- Collect and reuse rainwater and gray water for flushing, irrigation, etc.

Conservation:

- Native and drought-tolerant landscape
- Water refill stations

Education:

- Marketing campaign
- Delta-branded water bottles



NET-ZERO WASTE

Reduce/Recycle:

- Reduce/eliminate paper handouts
- Donate leftover food
- Eliminate plastic bags

Incentivize:

- Recycling prizes
- Possible revenue stream to student clubs

Awareness:

- Online platforms for operations and messaging
- Sustainability message from the President

Allocation:

- More recycle bins
- Additional funds and staff

Accountability:

- Annual report



BICYCLES + TRANSIT

Improvements:

- Bike storage
- Bike paths
- Bus stops

Programs:

- Bike loans
- Ride-share
- Carpool
- Reserved parking
- Increase parking fees
- E.V. charging

Education:

- Bike repair classes
- Bike-riding classes
- Physical education credit for walk/bike commute



UNIVERSAL DESIGN + WAYFINDING

Flexibility:

- Adaptable classrooms
- Adaptable technology
- Moveable equipment
- Ergonomic furnishings

Signage:

- Dynamic kiosks
- Multilingual signs
- Audio and tactile interactivity

Assessment:

- Needs assessment survey
- Retro-commissioning

Education:

- Staff/faculty training
- Disability awareness etiquette
- Assistive technology



SUSTAINABILITY WORKSHOP PARTICIPANTS

Maria Bernardino, Director, Purchasing and Contracts

Dr. Teresa Brown, Board of Trustees

Gerardo Calderón, Vice President, Operations

Steve Castellanos, FAIA, Board of Trustees

Dr. Lisa Cooper-Wilkins, Assistant Superintendent/
Vice President of Student Services

William Deater, Assistant Director, Information Technology

Robert DiPiero, Acting Director of Police

Michael Garr, Facilities Planning,
Maintenance and Operations

Dr. Jessie Garza-Roderick, Associate Dean, South
Campus at Mountain House (Tracy Center)

Ariana Gonzalez, Outreach Support Specialist

Dr. Kathy Hart, Superintendent/President

Dr. Ginger Holden, Dean,
Student Learning and Assessment

Dr. Charles Jennings, Dean,
Student Learning and Assessment

Roy Juarez,
Student Program Specialist/EMT, Mobility Supervisor

Diane Oren, Academic Senate Representative

Laura Ochoa-Sanchez, Division Dean,
Agriculture, Science, and Mathematics

Stacy Pinola, Manager,
Facilities Planning and Environmental Compliance

Raquel Puentes-Griffith, Controller, Fiscal Services

Salvador Rodriguez, Manager,
Custodial Services and Grounds

Susan Rodriguez, Classified Senate Representative

Jeff Sears, Network Administrator

Mark Showers, Manager, Maintenance/Energy

Dr. Paul Ustach, Faculty, Biology

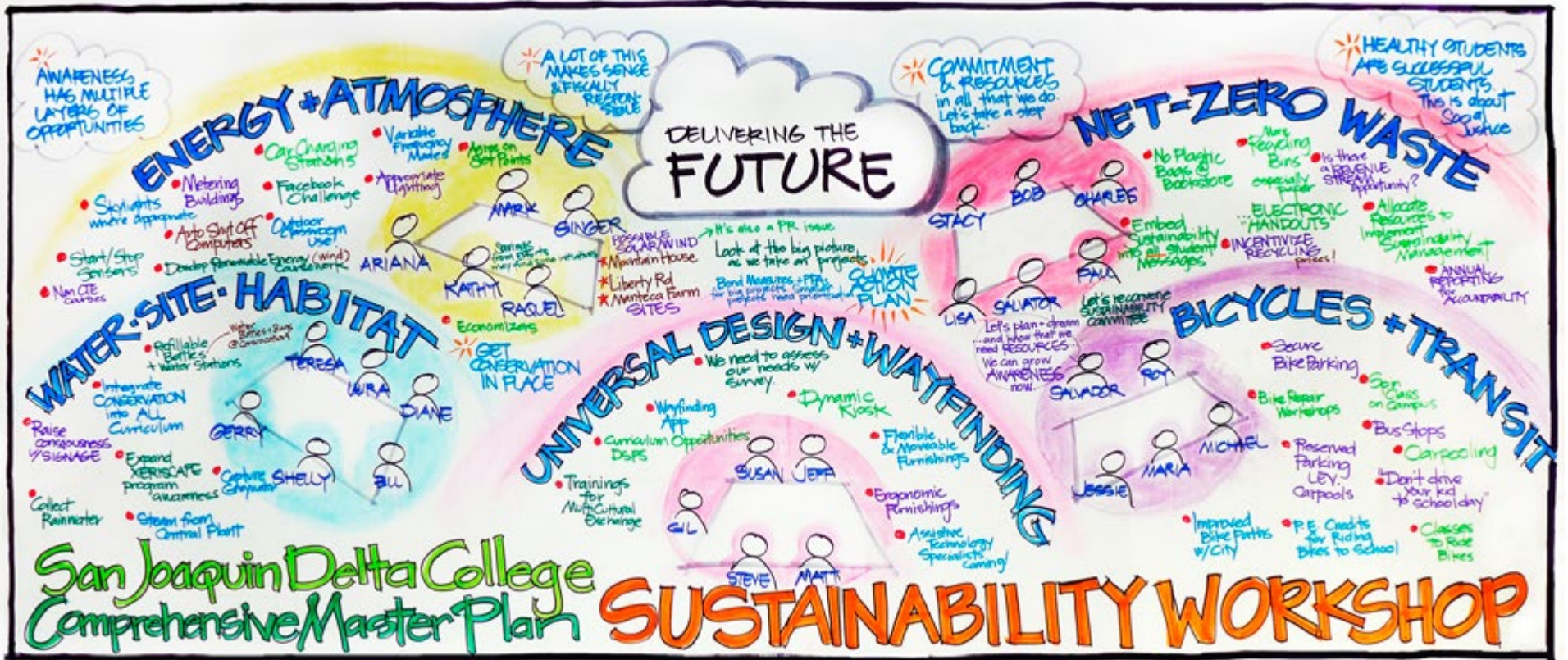
Shelly Valenton, Director, Marketing and Student Outreach

Gil Vanover, Publication Center Manager

Salvador Vargas, Dean, Career Technical Education and
Workforce Development

Dr. Matthew Wetstein, Assistant Superintendent/
Vice President, Instruction and Planning







PLANNING DATA

INTRODUCTION

This chapter of the CMP connects the Educational Plan to the Facilities Plan. The Educational Plan is the foundation of the Facilities Plan and serves as the basis for developing long-range facilities needs projections.

The Educational Plan includes an environmental overview, assumptions and goals, opportunities for the future, and projections for future growth. Projections for enrollment and instructional programs provide the key data elements used to link the Educational Plan to the Facilities Plan and translate programmatic needs into facilities space needs.

It is important to note that the application of space standards relates to the amount of space, and not the quality or appropriateness of space. This chapter focuses on the amount of space, while subsequent chapters analyze important qualitative factors needed for long-range facilities planning.

This Planning Data section describes the methodology used to establish the Facilities Master Plan Space Programs for each of the campuses, which outline the amount and type of space necessary to support San Joaquin Delta College through 2025.

A series of factors were used to develop the Facilities Master Plan Programs. These included identifying future programs of instruction, determining the number of weekly student contact hours (WSCH), understanding current space holdings of the District, and applying quantification standards outlined in Title 5 of the California Administrative Code. Title 5 of the California Administrative Code prescribes standards for the utilization of classrooms, teaching labs, offices, libraries, and instructional media spaces on community college campuses. These standards allow the District to right-size facilities and maximize opportunities to receive State funding for facilities projects.

A series of key planning elements were used to develop the Facilities Master Plan Program and included in this section:

- Space Inventory
- Space Utilization and Planning Standards
- Capacity Load Ratios
- Facilities Master Plan Programs



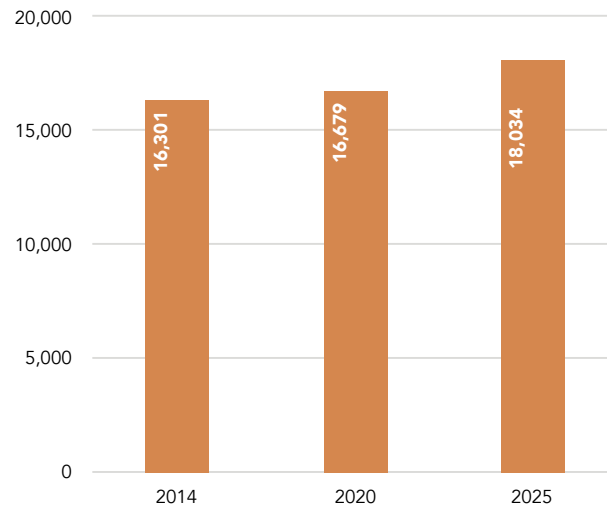
ENROLLMENT FORECASTS

The Long-Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community College Chancellor's Office (CCCCO) each year. They include historical data from previous years and project total enrollment and WSCH for the next ten years using an average anticipated growth factor.

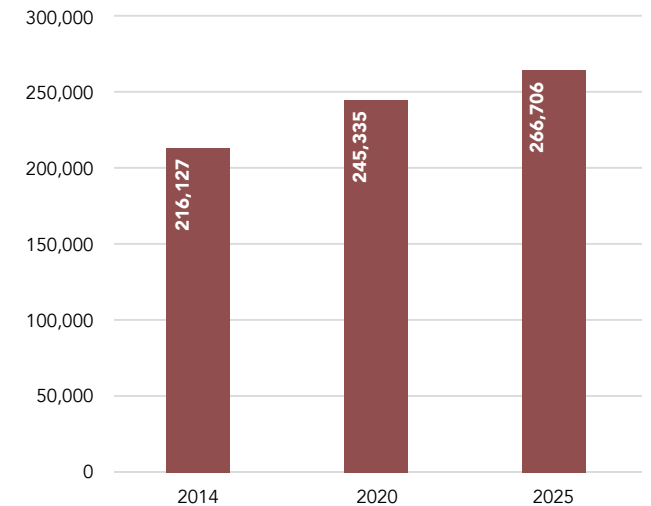
The Forecast provides the basis for funding eligibility through the capital outlay program and was used as the basis for developing the Facilities Master Plan Space Programs. The base year used for this analysis is the Fall Semester of the 2014-15 academic year.

The following tables summarize the day enrollment and WSCH forecasts for the San Joaquin Delta Community College District, including Stockton Main Campus and South Campus at Mountain House.

SJDC, DAY ENROLLMENT FORECAST



SJDC, FALL WEEKLY STUDENT CONTACT HOURS (WSCH) FORECAST



Source: Facilities Utilization Space Inventory Options Net (FUSION), December 2016.

SPACE INVENTORY







The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs, and capital outlay planning.

The District maintains a detailed space inventory of all buildings on the Stockton and South Mountain campuses, according to the requirements of the State Chancellor's Office Space Inventory Handbook. The Space Inventory is updated and submitted to the State Chancellor's office annually, and contains data about every building and room according to space code, space-type name, and assignable square feet (ASF) – space available for assignment to occupants.

Space capacity analysis typically includes the following categories of spaces:

- Lecture/Classrooms
- Labs
- Library/Learning Resource Center (LRC)
- Offices
- AV/TV (instructional media)

In addition to these top five Capacity Load Categories, additional spaces are categorized as "other." Examples of the types of spaces that are included in each of these categories are listed here.

CAPACITY LOAD CATEGORIES						
Room Use Categories	 LECTURE	 LAB	 OFFICE	 LIBRARY	 INSTRUCTIONAL MEDIA	 OTHER
Room Use Numbers	100s	200s	300s	400s	530s	520, 540 - 800s
Description	Classrooms Support Spaces	Labs Support Spaces	Offices Support Spaces All offices including administrative and student services	Library Study Tutorial Support Spaces	AV/TV Technology Support Spaces	PE Assembly Food Service Lounge Bookstore Meeting Rooms Data Processing Physical Plant Health Service

SPACE UTILIZATION AND PLANNING STANDARDS

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Code of Regulations prescribes standards for the utilization and planning of educational spaces on community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (ASF).

The ASF of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the outside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space utilization standards used to determine future capacity requirements are listed in the table at right. Each component of these standards is applied with the appropriate form of enrollment to each of the capacity load categories listed on the previous page. This produces a total ASF capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

Category	Formula	Rates/ Allowances
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference Rooms	ASF per FTEF	140
Library / Learning Resource Center	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 / Radio	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

* Varies per discipline

CAPACITY LOAD RATIOS

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” is not analyzed by the CCCCCO in relation to utilization and efficiency, but is an important part of the District’s inventory relative to maintenance and operations.

- The capacity load ratio is the measure of the space utilization efficiency according to Title 5 standards.

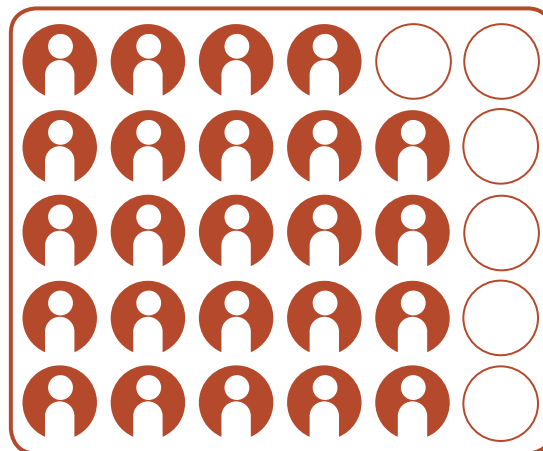
- Assumed utilization for classrooms is 53 hours per week; utilization for labs varies per discipline.
- Capacity load ratio’s are measured as an aggregate by room use category for each campus.

RIGHT-SIZED



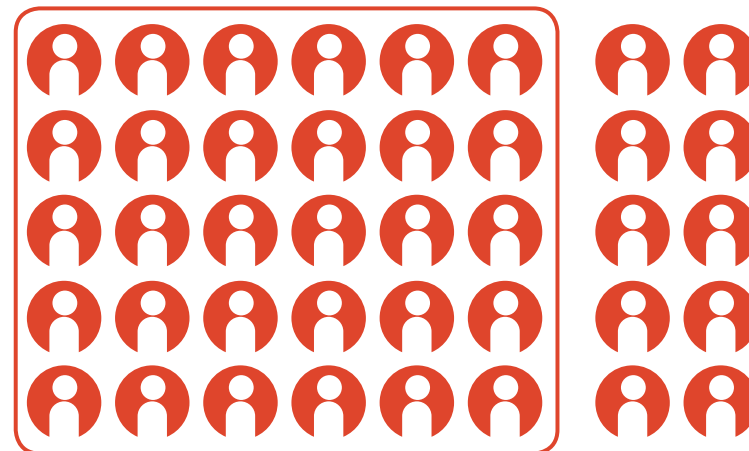
of seats = # of students
100% capacity / load

OVER CAPACITY



of seats > # of students
over 100% capacity / load

UNDER CAPACITY



of seats < # of students
under 100% capacity / load

FACILITIES MASTER PLAN PROGRAMS

The 2015 Space Inventory was used as the basis for the Space Analysis. The Facilities Master Plan Programs, on the following page, summarize the current and projected needs for space on the Stockton Main Campus and South Campus at Mountain House, and indicate the approximate differences to be addressed with the implementation of this Facilities Plan.

It is important to note that the Space Inventory Report includes all facilities on campus that are in use, including temporary facilities. The Facilities Plan recommends the removal of temporary facilities on the South Campus at Mountain House, and the full or partial removal of some buildings on the Stockton Campus. The following tables include an adjusted inventory that reflects the removal of temporary facilities and buildings in the column labeled “adjusted inventory.”

The methodology for projecting future space needs is summarized as follows:

- Enrollment forecasts and WSCH projections, from the Educational Plan, were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type and space, as shown in the Master Plan Space Program column.
- The Master Plan Space Program for each campus was subtracted from the Adjusted Inventory which resulted in the net ASF need by type of space for the 2025 master plan horizon.
- The Difference column indicates the result and served as the basis for developing recommendations for facilities.

The buildings’ overall square footage is calculated by dividing the ASF by the grossing factor, which is the ratio of ASF to GSF. The State Chancellor’s Office recommends grossing factors for community college facilities of approximately 65% for instructional facilities.

Therefore, in anticipating building needs and costs, if one needs to estimate the gross square footage for a facility based on the needed ASF from the facilities space program, one would use the following formula:

$$\text{ASF}/0.65 = \text{GSF}$$



STOCKTON MAIN CAMPUS

The Space Inventory has been adjusted to reflect the full or partial removal of buildings as identified in the recommendations section of this document. The Stockton Campus Master Plan Space Program indicates the need for additional lab space and instructional media space through 2025.

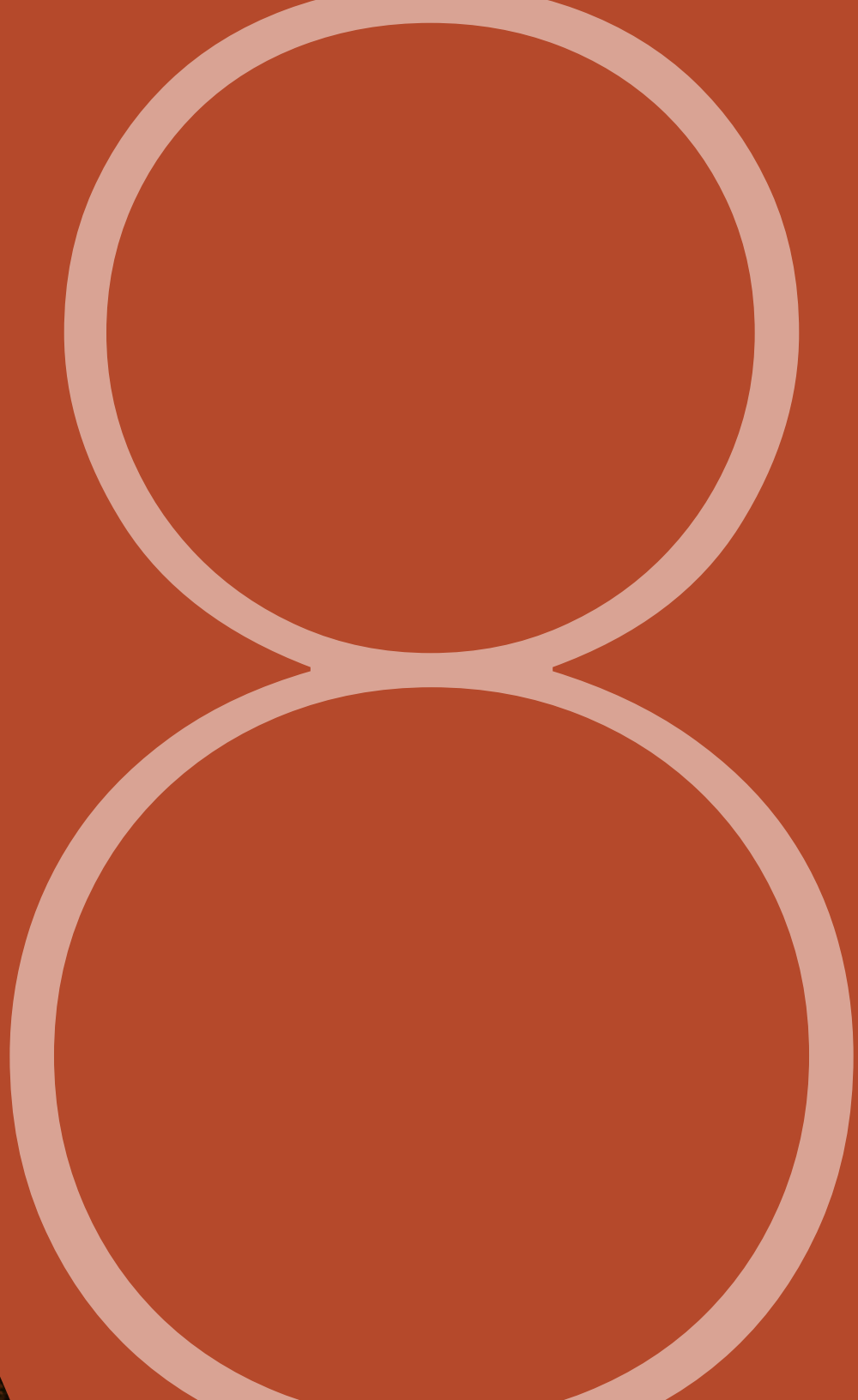
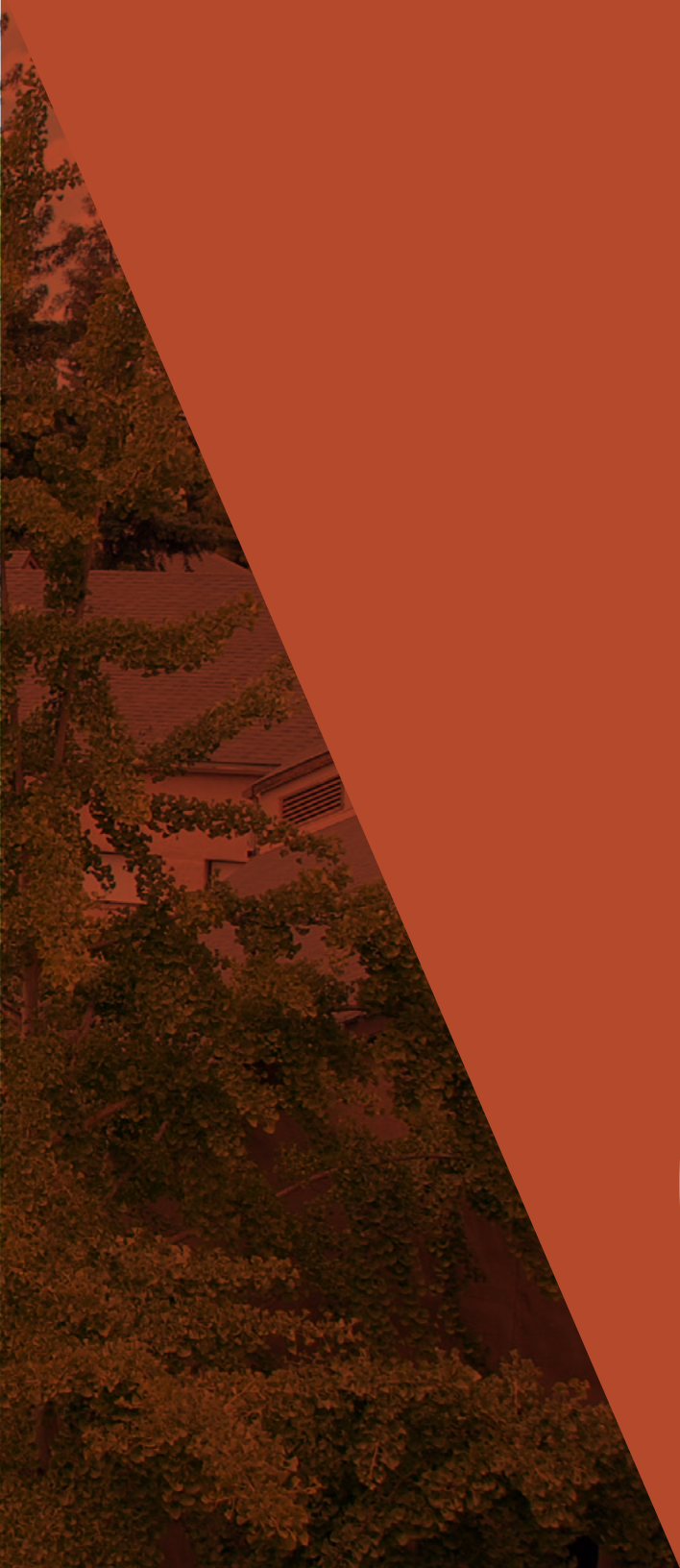
Space Category	Current Inventory (2015)	Adjusted Inventory	Master Plan Space Program	Difference
Lecture	68,908	63,223	51,109	12,114
Lab	182,404	173,365	186,631	-13,266
Office	94,537	76,251	59,681	16,570
Library	55,794	55,794	49,267	6,527
Instructional Media	3,419	1,268	13,660	-12,392
Other	215,626	220,700	100,414	
Total ASF	637,963	590,601	460,763	

SOUTH CAMPUS AT MOUNTAIN HOUSE

The Space inventory has been adjusted based on the proposed demolition of all temporary facilities. Therefore, the South Campus at Mountain House Master Plan Space Program indicates additional need in all five Capacity Load categories: Lecture, Lab, Office, Library, and Instructional Media space through 2025.

Space Category	Current Inventory (2015)	Adjusted Inventory	Master Plan Space Program	Difference
Lecture	14,400	0	7,161	-7,161
Lab	13,685	0	8,517	-8,517
Office	2,196	0	5,670	-5,670
Library	960	0	10,501	-10,501
Instructional Media	0	0	6,126	-6,126
Other	252	0	43,051	
Total ASF	31,493	0	81,026	





STOCKTON MAIN CAMPUS

STOCKTON MAIN CAMPUS

ANALYSIS

INTRODUCTION

The Stockton Campus is over 45 years old and many of the existing buildings were built in the 1970's as part of the original campus construction. While the District has taken good care of the site and facilities, the age and condition of some buildings are negatively affecting the quality of learning environments; here, upgrades to accommodate evolving pedagogies, modern technology, system upgrades, access, and safety are needed. This concern was highlighted during the development of the Educational Plan and resulted in a Strategic Initiative: Rejuvenate the Stockton Campus.

The Facilities Plan includes a comprehensive analysis of existing conditions in order to develop recommendations in support of the Strategic Goals and Education Plan Strategic Initiatives.

The multidisciplinary team of planners, architects, and engineers conducted an analysis of the existing Stockton Campus site, facilities, and infrastructure based on campus tours, meetings, analysis, and discussions with Delta leadership, facilities staff, and the CMP Working Group.

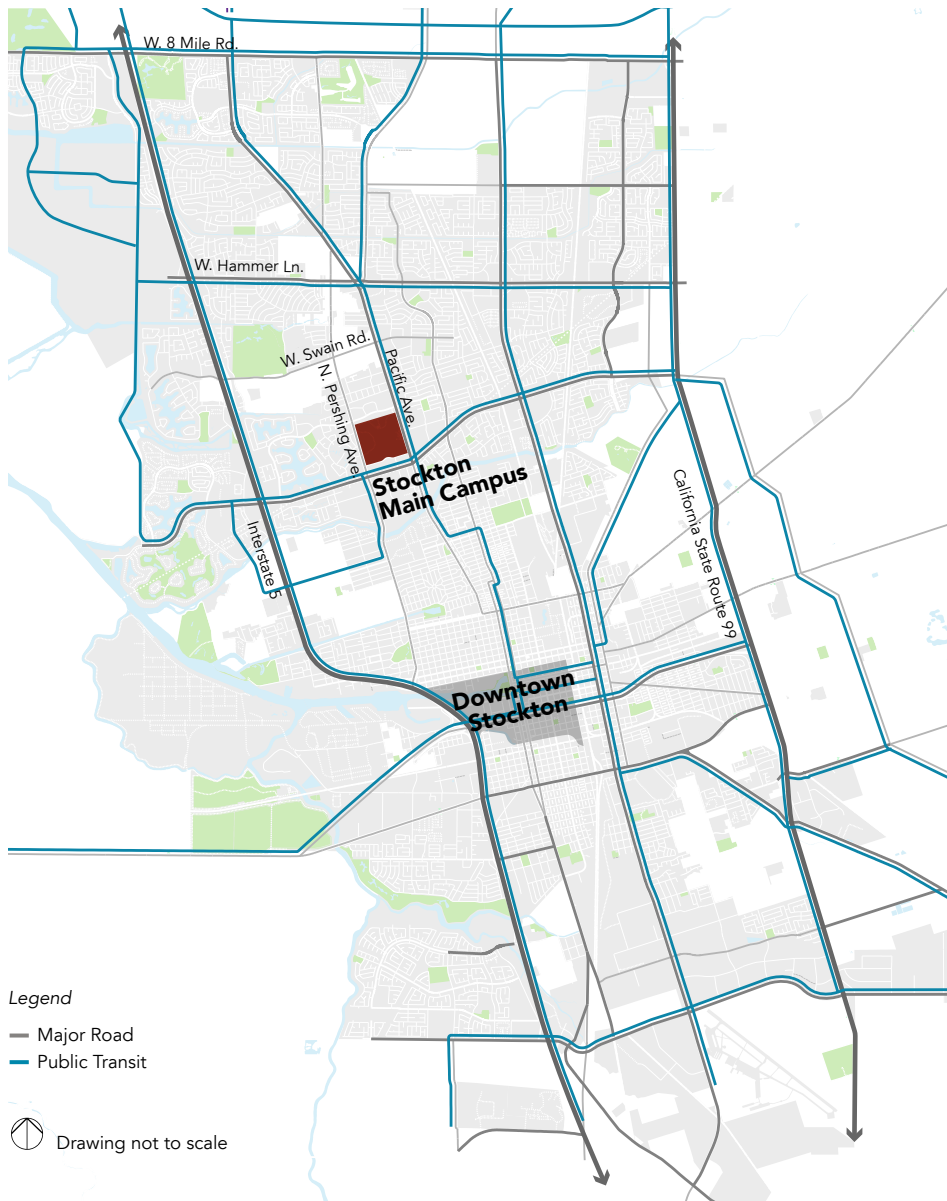
The information is presented in the following order:

- Campus Context
- Vehicular Circulation + Parking
- Pedestrian Circulation + Building Access
- Campus Development + History
- Facilities Assessment Summary
- Campus and Building Zoning
- Landscape Analysis + Landscape Furnishing
- Signage + Wayfinding Analysis

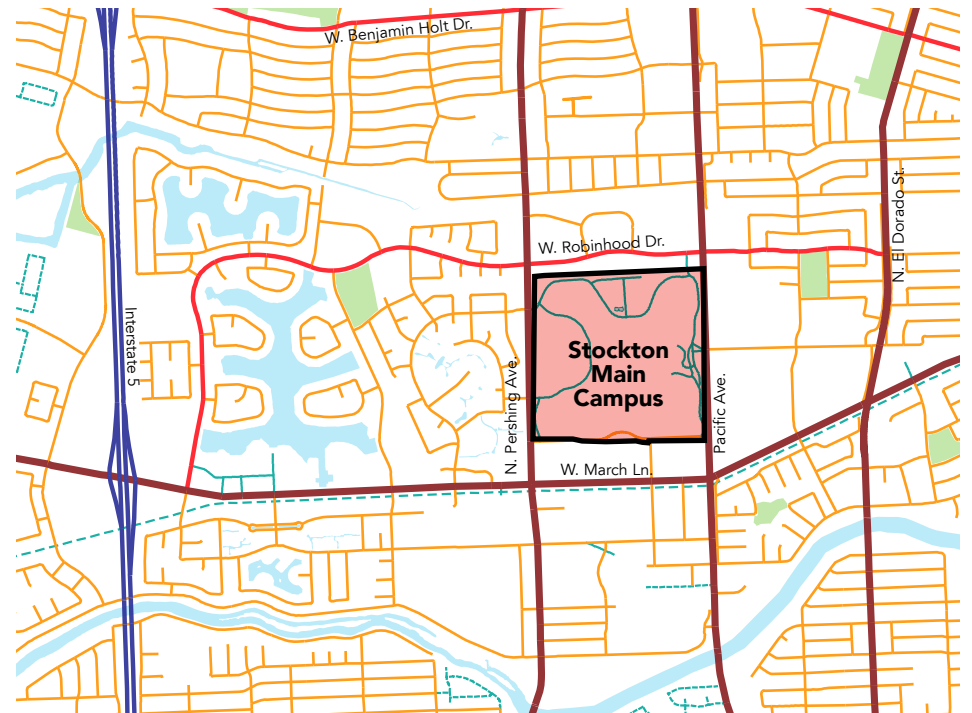
In each area, observations note particular issues of merit or concern. The complete Facilities Assessment Report is included in the Appendix of this CMP document and is summarized in this chapter.



CAMPUS CONTEXT



Legend
 — Major Road
 — Public Transit
 Drawing not to scale



URBAN CONTEXT

The Stockton Campus is on a 165-acre site located north of Downtown along Pacific Avenue in the heart of Stockton.

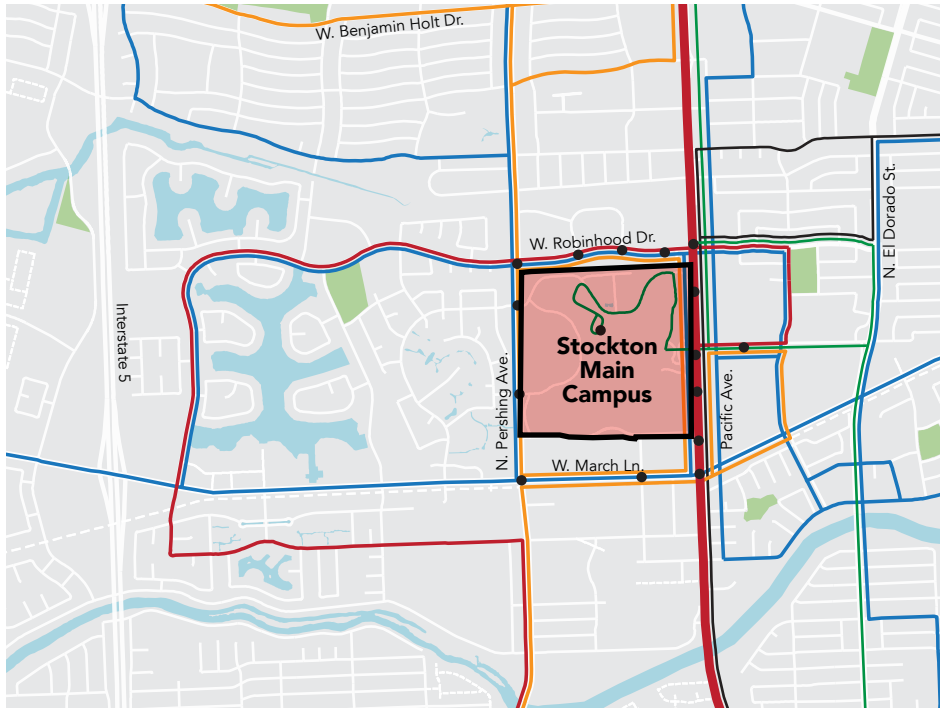
ROAD NETWORK

Main access to Campus is via Interstate 5 to March Lane, from Pershing and Pacific Avenues.

Legend

- Expressway
- Arterial
- Collector
- Local
- Private

Drawing not to scale

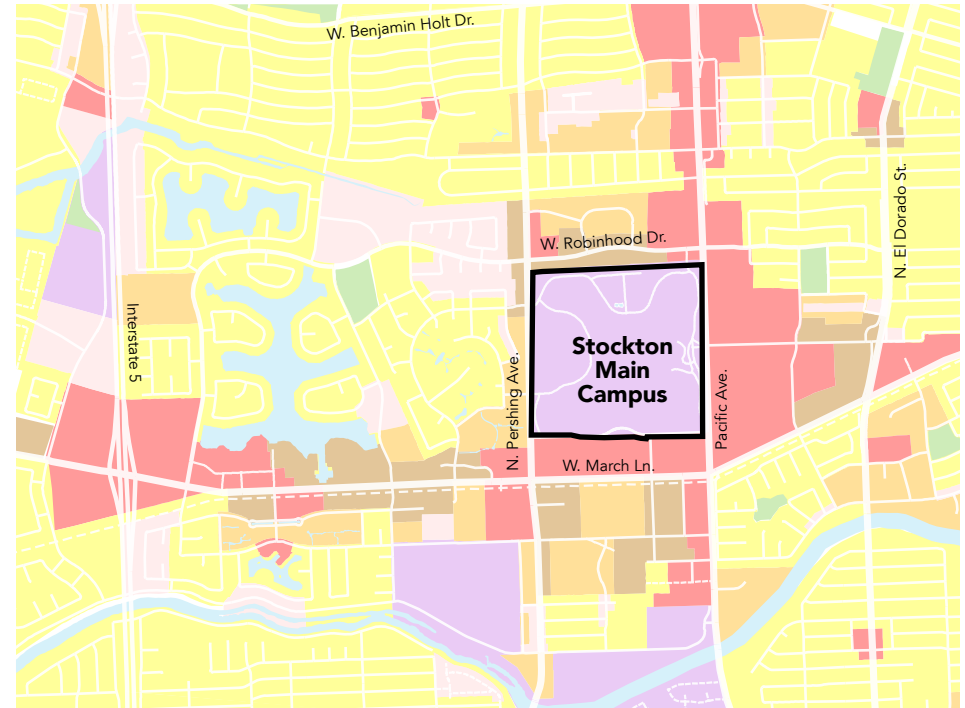
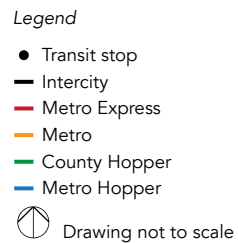


TRANSIT ACCESS

The Campus is well-served by public transit, with several bus stops on all exterior sides and one campus stop adjacent to the Shima Center.

OBSERVATION:

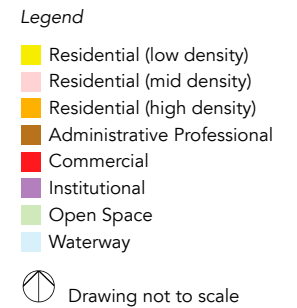
- The location of the transit stop adjacent to the Pacific Avenue campus entry creates pedestrian-vehicular conflicts and compounds the congestion at the entry.



LAND USE ADJACENCIES

The Campus is bordered by retail centers to the north, east, and south. Other adjacent uses include office and residential.

The most public face of the Campus is along Pacific Avenue, where the main campus entry is located. The north and south sides are hidden behind commercial development.



VEHICULAR CIRCULATION

CAMPUS ACCESS

There are three signalized campus entries and three non-signalized campus entries. A loop road, Burke Bradley Drive, circumscribes the campus development. The analysis and recommendations from the traffic study conducted in 2010 are highlighted below.

OBSERVATIONS:

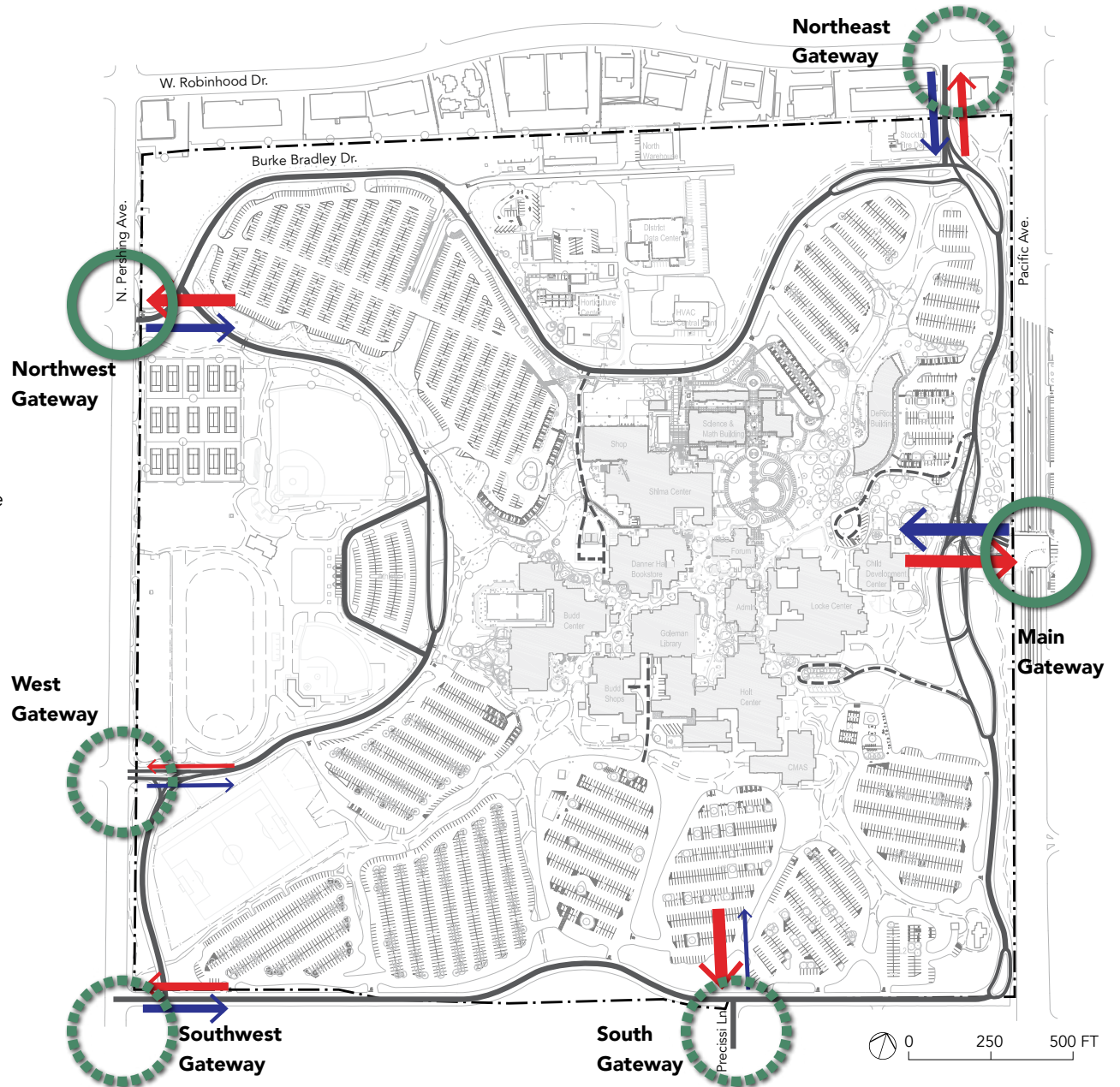
- The volume of traffic at each gateway does not directly correlate to which entries are signalized.
- Most visitors use the main entry, leading to heavy congestion at that location.
- The main entry is poorly configured for the current traffic load.
- Other gateways are underutilized in comparison to the main entry.
- Pedestrian-vehicular conflicts are a concern.

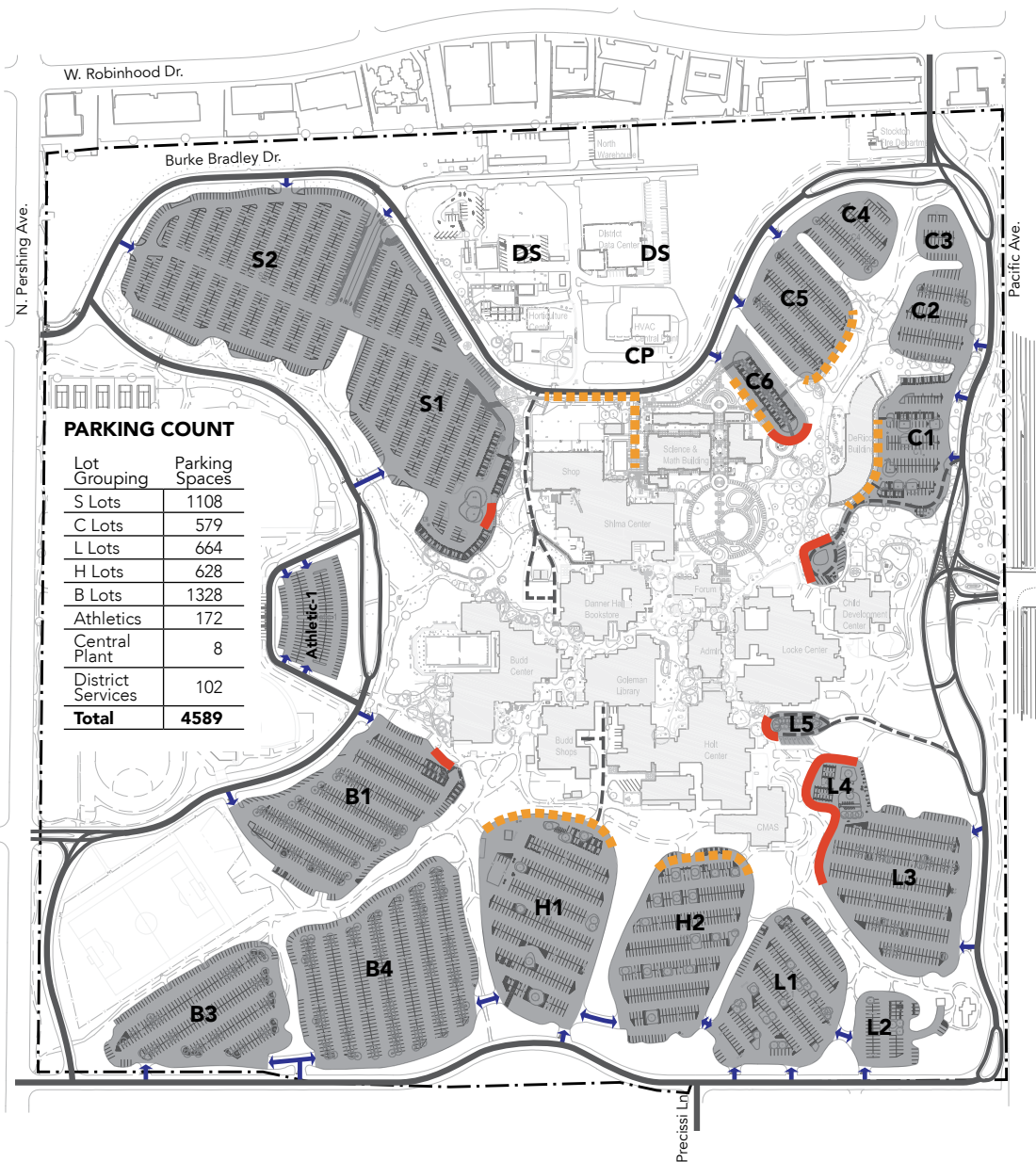
CAMPUS TRAFFIC STUDY (2010)

Gateway	Peak Hour			
	Inbound		Outbound	
	AM	Midday	AM	Midday
Main	689	383	181	460
South	150	358	266	178
Southwest	106	277	530	208
West	40	136	245	89
Northwest	439	175	98	416
Northeast	514	206	113	232

Legend

- Gateway
- Signalized
- Heavy traffic
- Medium traffic
- Light traffic
- Inbound
- Outbound
- Campus Road





CAMPUS PARKING

Campus parking and drop-off areas are illustrated in the graphic to the left.

OBSERVATIONS:

- Parking lots are accessed from the campus loop road and distributed around the campus core.
- Most lots are separated by landscape berms, which limit access and flow.
- Raised, planted berms obscure line of sight between parking lots, limiting orientation and presenting security concerns.
- The S Lots were recently renovated to remove berms, add parking, and improve circulation.
- There are limited formal drop-offs on campus, leading to the ad-hoc drop-offs illustrated on the graphic to the left.
- Many students, faculty, and staff have said there is insufficient parking on campus; however, analysis of the parking totals and the projected enrollment indicate that there is ample parking to accommodate current and future demand. The comments received are most likely expressing the desire to have more parking in close proximity to the buildings.

PEDESTRIAN ACCESS

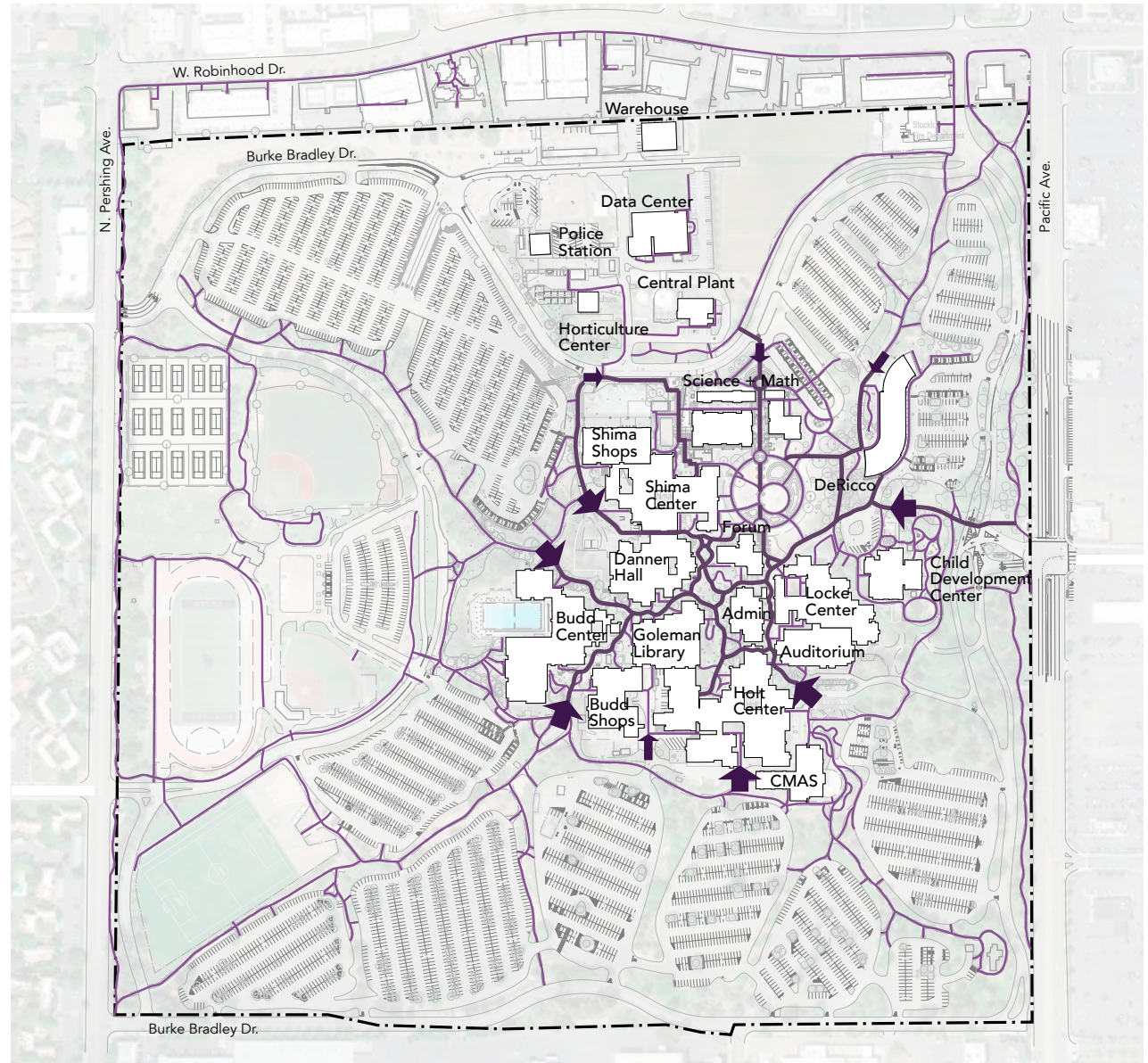
This analysis includes a high-level assessment of pedestrian access on campus. Due to the complex network of pathways, grade changes, and building access points, a separate, detailed update to the San Joaquin Delta College ADA Transition Plan is scheduled to begin in January 2017.

OBSERVATIONS:

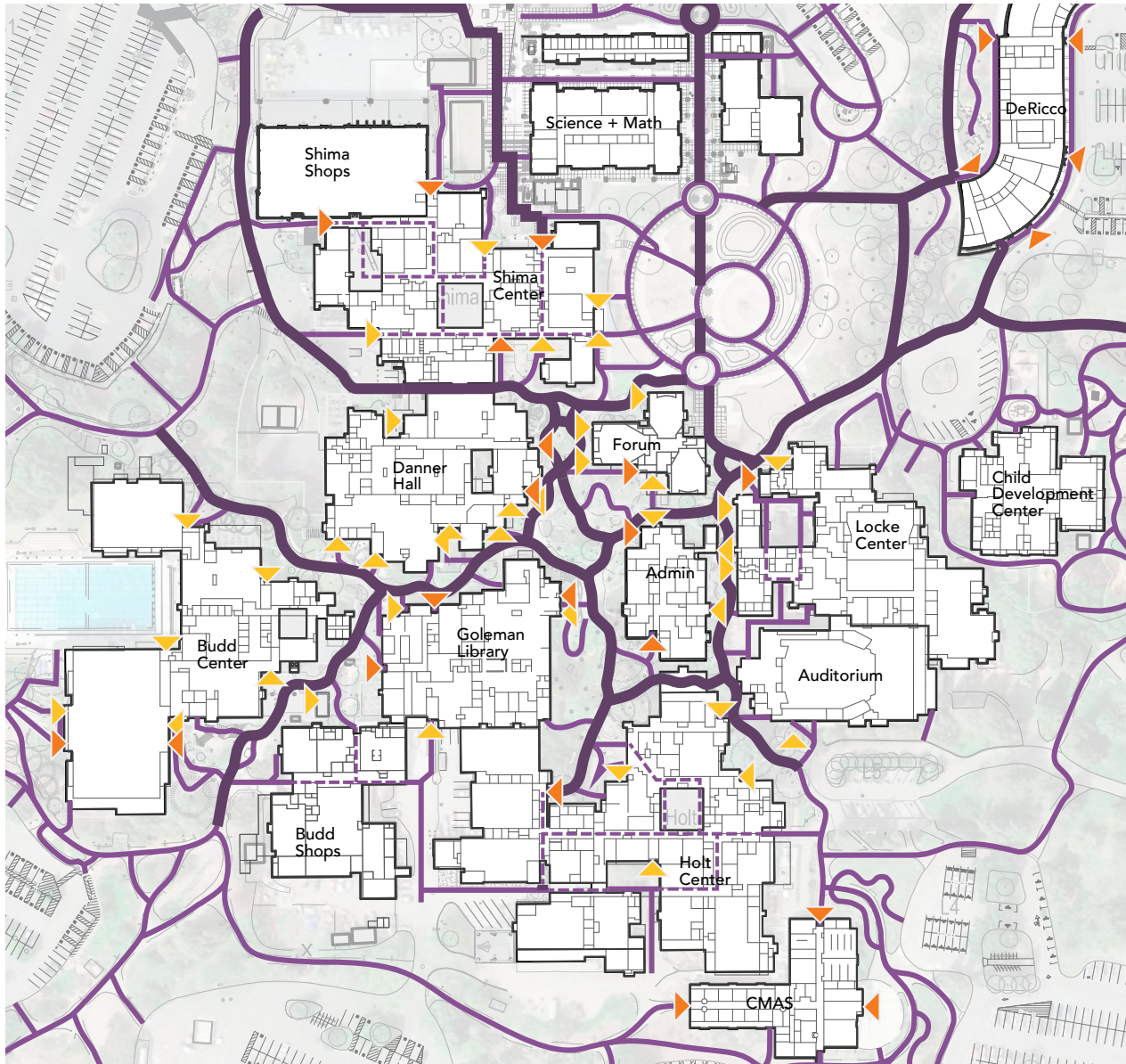
- Several factors limit pedestrian visibility throughout campus, hindering orientation and wayfinding. These include:
 - narrow passageways
 - low lighting levels
 - planted berms
 - raised planters
 - steps, ramps, and other grade changes
- Access from the Pacific Avenue bus stop is not defined and difficult to navigate.
- Pedestrian access points from the parking areas lead to the Campus Core, often through narrow passageways.
- Pedestrian connections from the Campus Core to the Horticulture Center across a major campus road, leading to vehicular-pedestrian conflicts.
- Interior Campus Core paths are crowded and congested during peak hours.

Legend

- Pedestrian gateway
- Primary pathway
- Secondary pathway



BUILDING ACCESS



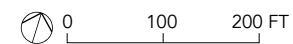
The campus is comprised of large, interconnected building complexes, creating a confusing network of passageways, stairs, and bridges. Navigating this system is difficult, and building access points are often hard to find. This graphic illustrates those access points.

OBSERVATIONS:

- Large buildings have multiple access points at varying levels.
- Many building access points are inaccessible and are not ADA-compliant.
- Lack of clear signage results in confusion.

Legend

- ➔ Pedestrian gateway
- Primary pathway
- - - Secondary pathway
- ▲ Accessible building entry
- ▲ Building entry through stairs or steps



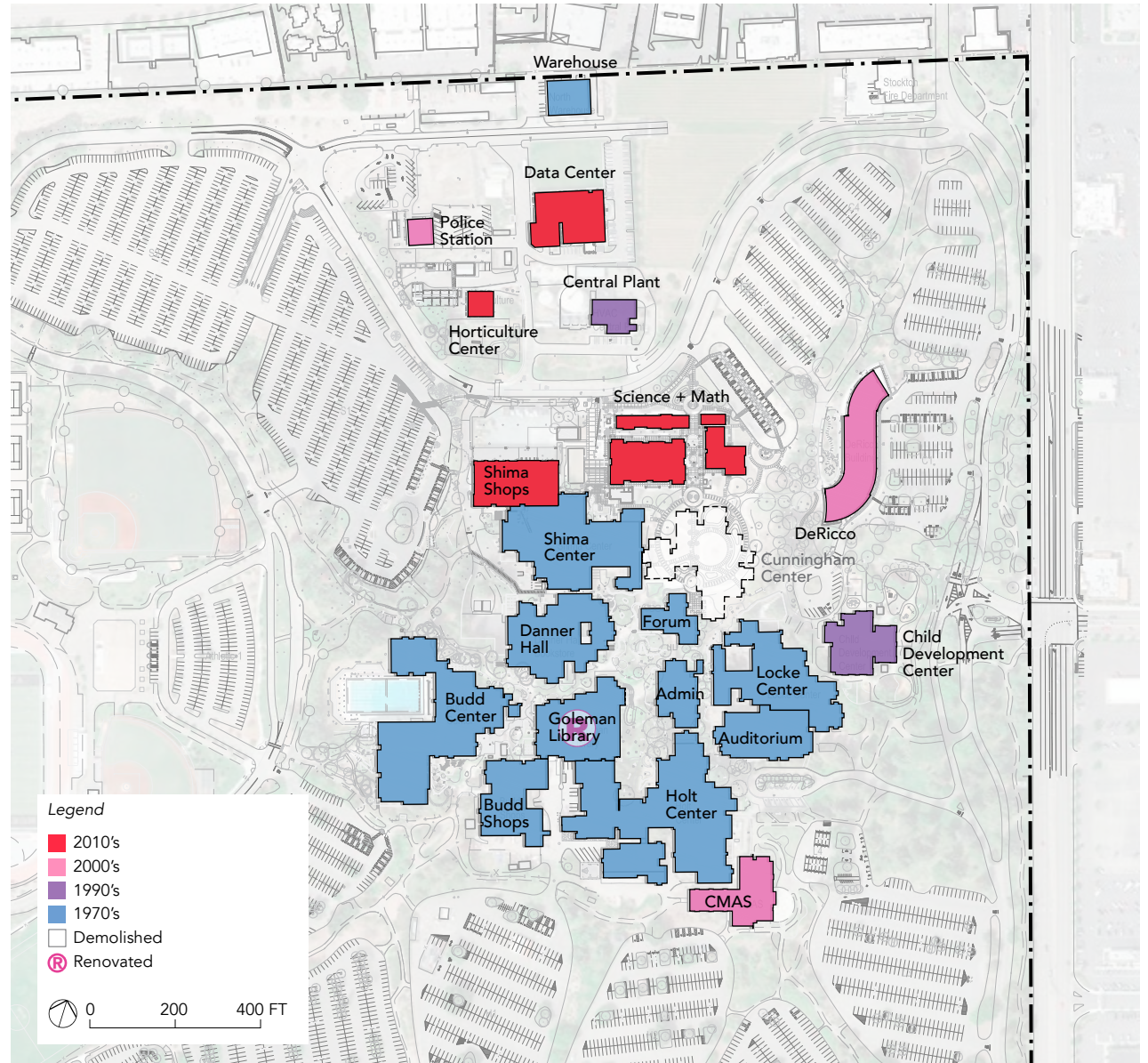
CAMPUS DEVELOPMENT HISTORY

The original buildings on the Stockton Campus opened in the early 1970's. The Campus was organized into instructional centers consisting of large multi-story buildings with interior courtyards. Buildings are named after deceased, local, historical people who had made significant contributions to education.

The Stockton Campus occupies a former state hospital farm annex site. The present campus' first buildings were the Budd Shops and former Cunningham Center, constructed in 1973. Holt, Goleman, and Administration followed in 1974. Shima and Forum were constructed in 1975, and Danner, Locke, and Budd in 1976. The final building of the first period of new construction was Atherton Auditorium, built in 1977. Another period of development began in 1993, with the additions of the Child Development Center, followed by the Central Plant in 1996, and Center for Microscopy and Allied Sciences (CMAS) in 2003. Recent major additions enabled by the voter-approved Measure L Bond funds include multi-million dollar DeRicco Student Services Center (2009), Belarmino Data Center (2010), the multi-phased Shima Expansion, a new Horticulture Center, and the Science and Math Building (2015).

OBSERVATIONS:

- Most of the core buildings are from the original 1970's campus construction
- Since the 1990's, most new construction has been on the north side of campus.
- While the campus enrollment has grown, the size of the central open space has remained the same.



The age and condition of the oldest buildings on the Stockton Campus negatively affect the quality of learning environments. Upgrades are needed to accommodate evolving pedagogies, modern technology, and building code changes related to access and life safety.

The Facilities Assessment Report focused on the original 1970's buildings that had not been renovated in recent years. The information is summarized on the following pages, and the full report is included in the Appendix of this document.

Images, clockwise from top right:

A Science and Math Building

B Irving Goleman Library

C DeRicco Student Services Building



FACILITIES ASSESSMENT SUMMARY

The planning process included an assessment of the existing site and facilities. A team of architects, engineers, and experts reviewed drawings, toured the campus, and met with key personnel to collect the information needed to inform the facilities planning discussion. Buildings constructed or renovated in recent years were not assessed, including Goleman Library, Science and Math, DeRicco, CMAS, and Shima Shops.

With the exception of the Equipment Warehouse on the north side of campus, the buildings under examination were approved by the Division of the State Architect (DSA) and constructed between 1973 and 1977. The Child Development Center was built in 1993, and the Central Plant in 1996.

The buildings were reviewed against current building code standards and security measures, including the California Building Code, California Title 24, and acces-

sory code publications by the State of California, as well as publications from the Department of Education, the International Association of Campus Law Enforcement Association (IACLEA), Campus Safety Magazine, and the Higher Education Opportunity Act (HEOA). Some original structural drawings are available and were reviewed to gain a general understanding of the buildings' structural systems.

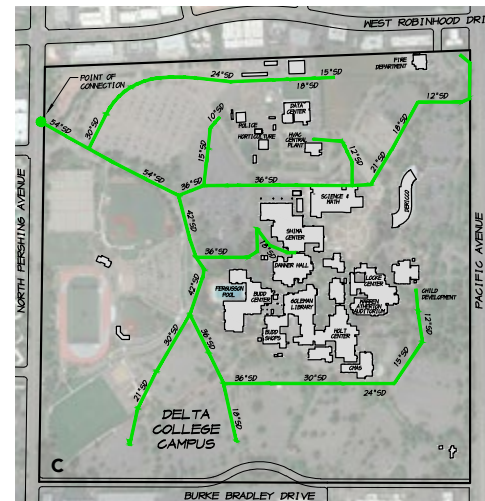
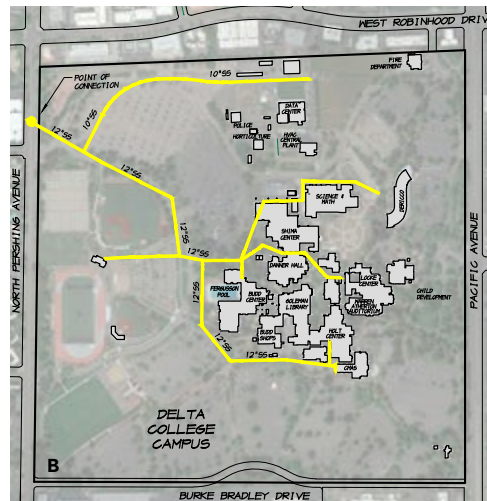
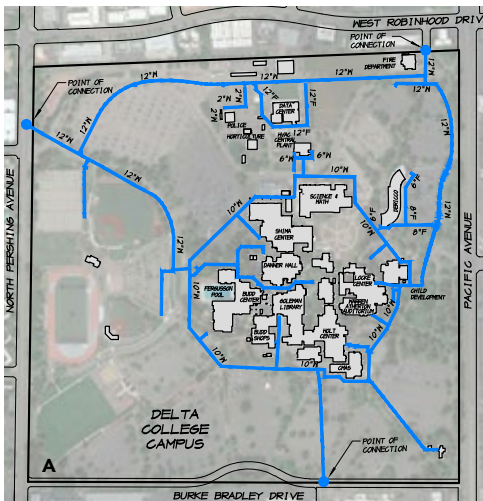
As building codes are typically amended every 3 years, many buildings that were in compliance at the time of construction do not comply with current code.

For wet utilities such as domestic water, sanitary sewer, and storm water discharge, Delta is a City of Stockton customer and is subject to the regulations and standards of the City's Municipal Utilities Department. Additionally, various records were obtained from Facilities Management Department staff, including numerous construction

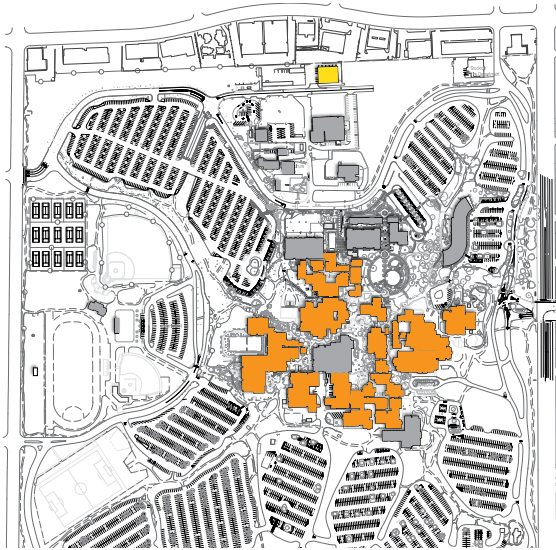
drawings and surveys from the District's plan archive and water usage records from City invoicing, to aid in the evaluation of on-campus utility services.

Campus wide Conclusions:

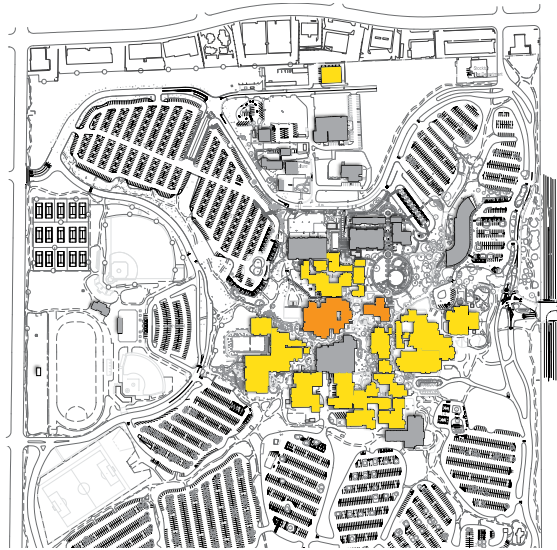
Civil (Storm Drainage, Water Distribution, Sanitary Sewer)	Wet utility systems are in reasonable shape. However, the original backbone system is nearly 50 years old and will require more isolated maintenance in the future.
Accessibility	Campus accessibility requires improvement, and the District is in the process of making these improvements.
Security	Campus-wide security requires improvement and upgrades in collaboration with various departments.



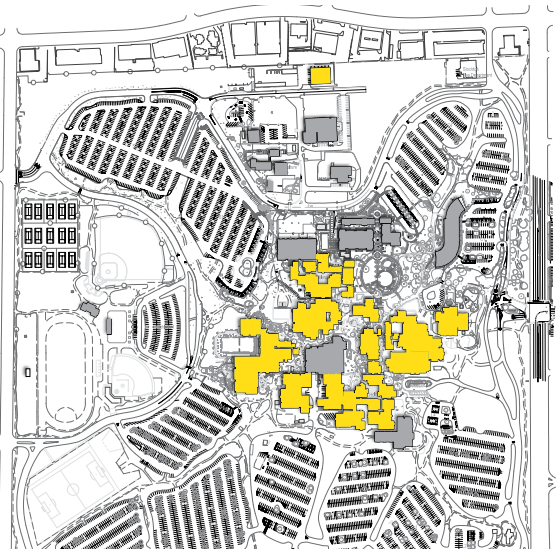
- A Existing Water Distribution.
- B Existing Sanitary Sewer.
- C Existing Storm Drainage.



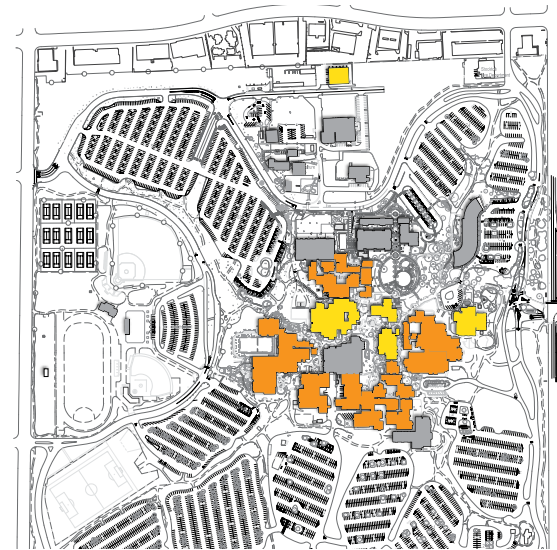
Accessibility



Operations + Maintenance



Structural



Lighting

The individual building assessment reviewed ten building complexes and took nine factors into consideration. The assessments did take into account projects already underway. The analysis revealed many common themes and issues between buildings.

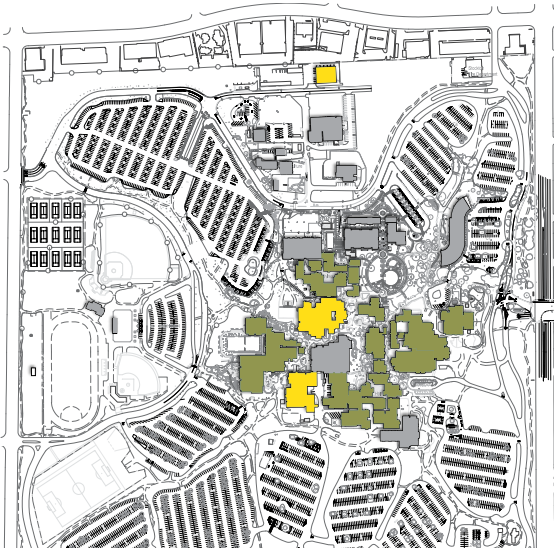
Individual Buildings Observations:

- Most building systems are antiquated and will require replacement in the near future.
- Teaching spaces lack modern technologies and layouts for effective learning.
- There is a moderate amount of deferred maintenance.
- Lighting and fire alarm systems need significant upgrading.
- The older campus buildings are a source of significant security and accessibility concerns. Interior courtyards with multiple levels and stairs, hidden corners, and similar obstructions that limit line of sight and accessibility pose significant challenges.
- Alterations, in excess of 50% of the building replacement cost would require seismic upgrades.

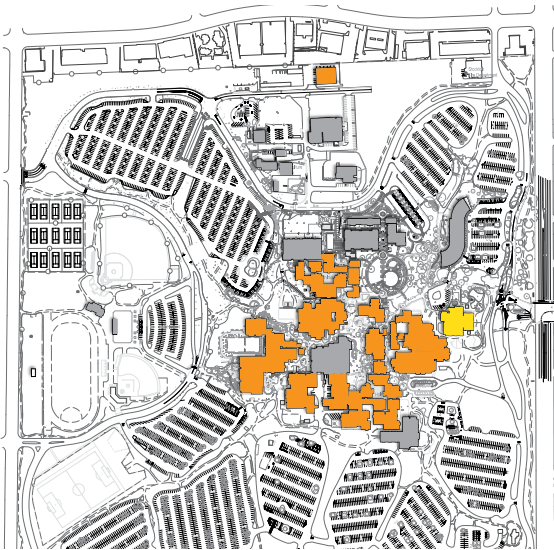
Legend

- A - Excellent Condition
- B - Above Average
- C - Average / May need some upgrades
- D - Poor
- Not Assessed Buildings





Plumbing



Security

Conclusion:

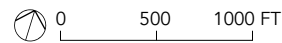
- Future projects should be evaluated relative to modernizations or demolition to ensure proper allocation of available dollars.

	Accessibility	Operations + Maintenance	Mechanical	Plumbing	Structural Systems	Electrical Power Distribution	Lighting	Fire Life Safety	Security	Civil
Administration	D	C	C	B	C	C	C	D	D	n/a
Budd Center	D	C	C	B	C	C	D	D	D	n/a
Budd Shops	D	C	B	C	C	C	D	D	D	n/a
Child Development Center	D	C	D	B	C	C	D	D	C	n/a
Danner Hall	D	D	C	C	C	C	C	C	D	n/a
Holt	D	C	C	B	C	C	D	D	D	n/a
Forum	D	D	C	B	C	C	C	D	D	n/a
Locke	D	C	C	B	C	C	D	D	D	n/a
Shima	D	D	C	B	C	C	D	D	D	n/a
Warehouse	C	C	C	C	C	C	C	n/a	D	n/a
Non Building Area + Grounds	D	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	B

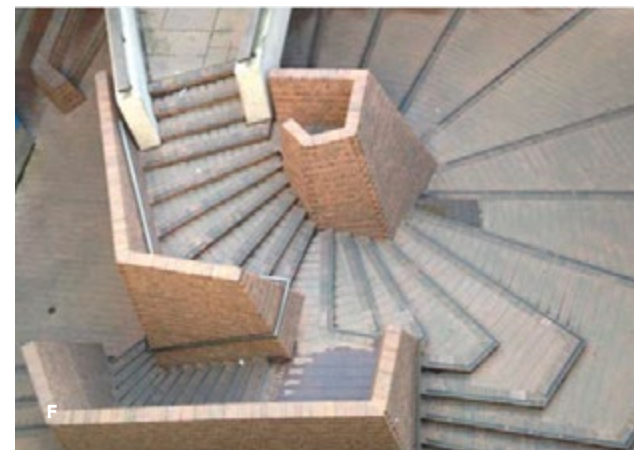
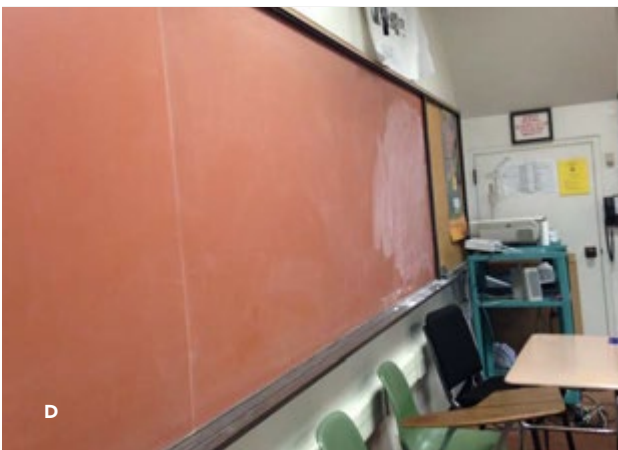
Legend

- A - Excellent Condition
- B - Above Average
- C - Average / May need some upgrades
- D - Poor
- Not Assessed Buildings

Note: The assessments did take into account projects already underway.



- A Courtyard and exterior stairs at Shima Center.
- B Building entry and trash enclosure at Shima Center.
- C Rigid stair connection between Admin and Forum.
- D Classroom interior.
- E Student Lounge.
- F Exterior stairs at Holt Center courtyard.



ZONING

CAMPUS ZONING

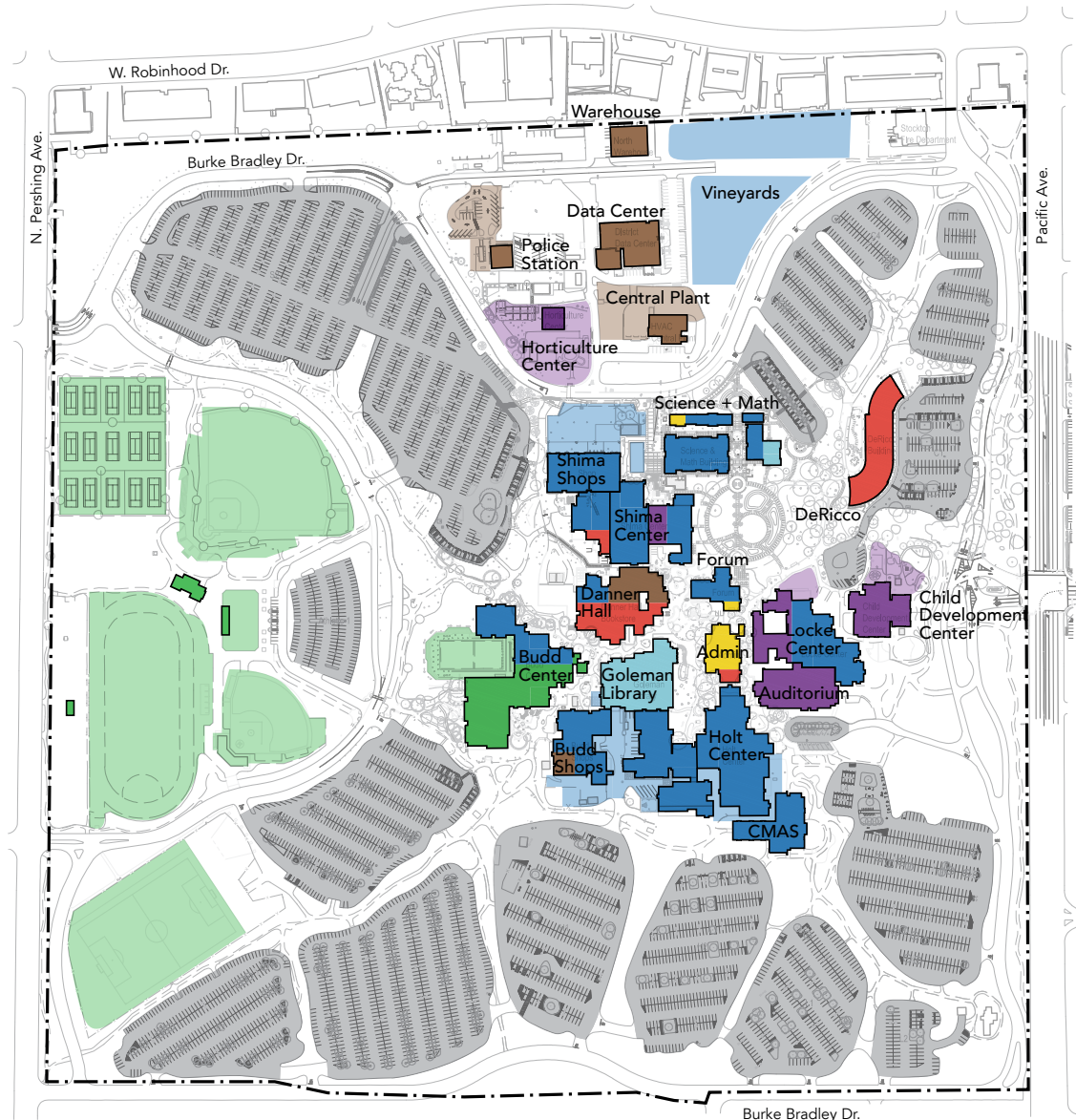
The campus features general zoning patterns that cluster Campus functions.

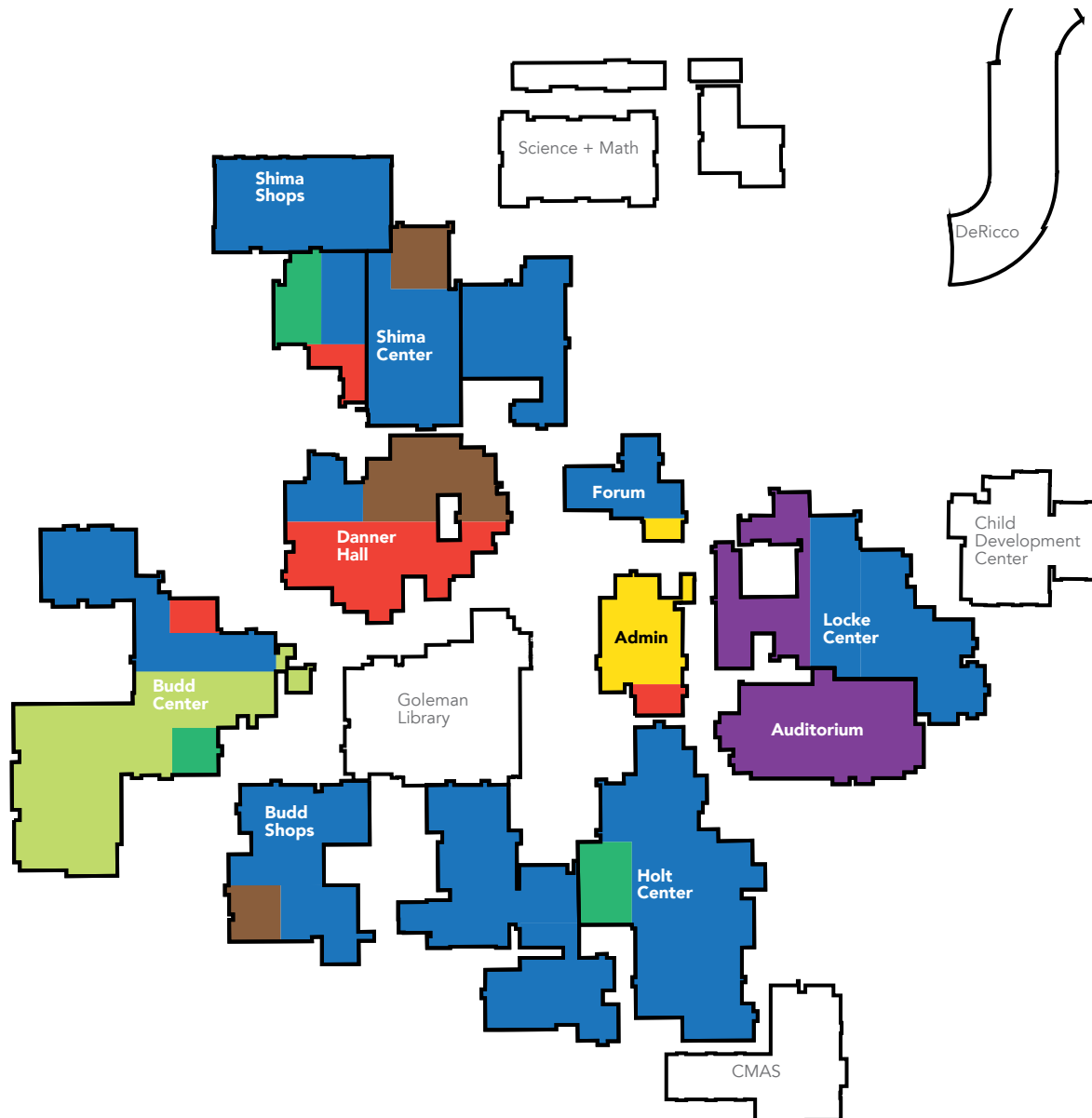
OBSERVATIONS:

- The majority of instructional facilities are located in or near the Campus Core.
- The Kinesiology and Athletics functions are grouped together on the west side of campus along Pershing Avenue.
- Many buildings accommodate multiple programs and uses that are sometimes in conflict.
- Campus service functions are primarily on the north side of campus with the exception of the lower level of Danner Hall, where Facilities, Purchasing, and Warehouse are located.
- Student Services functions are distributed in multiple locations making it difficult for students to find.
- The DeRicco Building was originally planned to be a one-stop shop for all student service functions, but due to limited space and growing programs, not all student services are housed there.
- The DeRicco Building is in a visible, front-door-accessible location but remote from the Campus Core.
- The Child Development Center is in a very visible location at the main campus entry.

Legend

- | | |
|--|--|
| ■ Student Services + Activities | ■ Library + Study |
| ■ Administration | ■ Other (CDC/Horticulture/Theatre) |
| ■ Instructional | ■ Service |
| ■ Kinesiology + Athletics | ■ Parking |





BUILDING ZONING

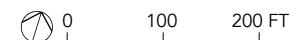
The original campus buildings constructed in the early 1970's are large complexes housing a number of functions. During the planning process, six of these large buildings were analyzed in more detail in order to understand the complexities of the functional zoning.

The six building complexes here are illustrated with observations on the following pages:

- Locke Center
- Budd Center and Budd Shops
- Danner Hall
- Holt Center
- Shima Center and Shima Shops
- Administration and Forum

Legend: Group Occupancies

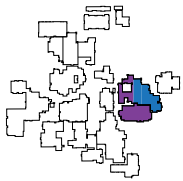
- Student Services + Activities
- Administration
- Instructional
- Kinesiology + Athletics
- Library + Study
- Other (Theatre)
- Service



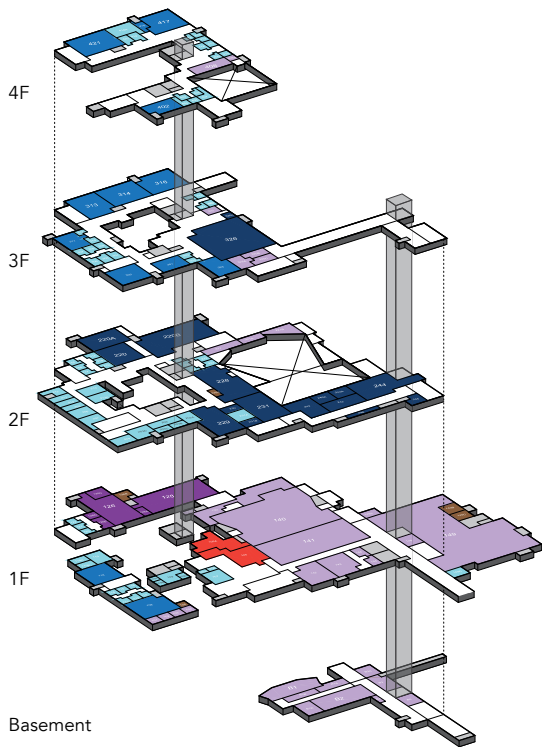
Legend		
■ Student Services + Activities	■ Instructional - Office/Conference	■ Performing Arts / Gallery
■ Administration	■ Kinesiology + Athletics	■ Service
■ Instructional - Classrooms	■ Library + Study	■ Support
■ Instructional - Labs	■ Child Development	■ Middle College High School
		 Insufficient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

INDIVIDUAL BUILDING ZONING OBSERVATIONS

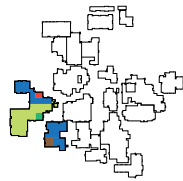
Locke Center



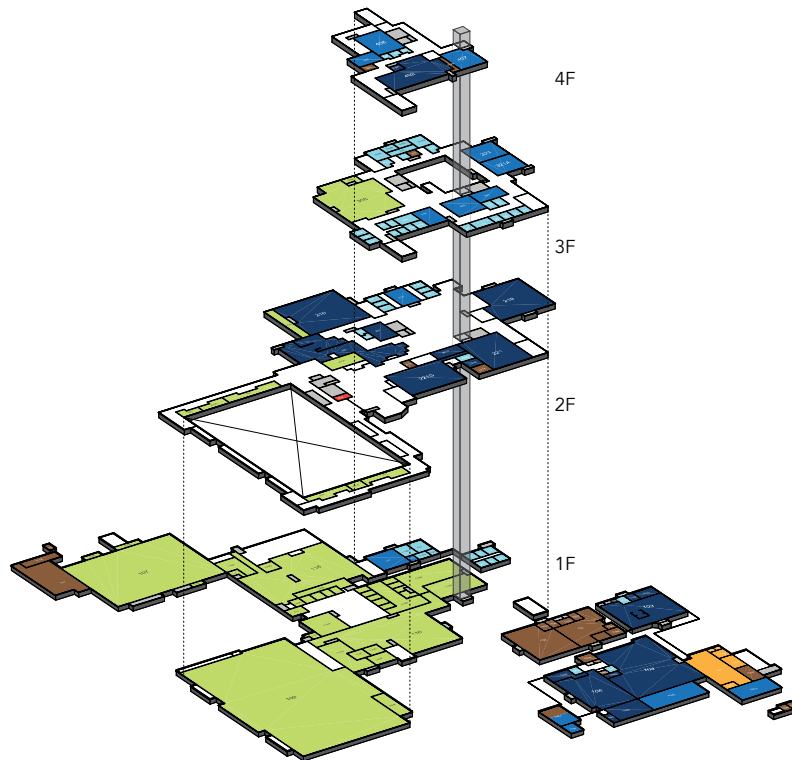
- Some Child Development classrooms are located in Locke, remote from the Child Development Center.
- Nursing and Speech-Language Pathology Assistant (SLPA) programs have a high demand and cannot grow in their current location.



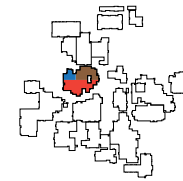
Budd Center + Shops



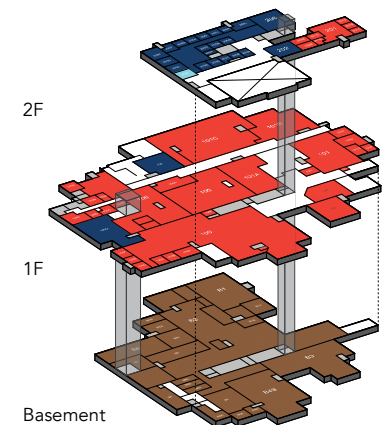
- Middle College High School classrooms and study spaces are inappropriately located in a shops building, adjacent to dissimilar functions.
- The print shop has been recently renovated.
- The condition and utilization of support facilities for athletic field uses are insufficient to support program needs.



Danner Hall

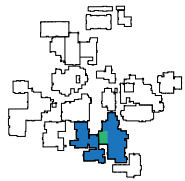


- A variety of instructional, student services, and administrative support spaces occupy Danner.
- Culinary instruction on the first floor is undersized and outdated to support program needs.
- The entire basement is dedicated to support services: Facilities, Purchasing, and Warehouse.
- Food service is limited; students leave campus for more options.
- Students lack space to collaborate and gather.



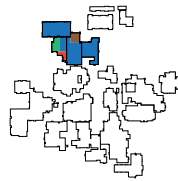
Legend		
■ Student Services + Activities	■ Instructional - Office/Conference	■ Performing Arts / Gallery
■ Administration	■ Kinesiology + Athletics	■ Service
■ Instructional - Classrooms	■ Library + Study	■ Support
■ Instructional - Labs	■ Child Development	■ Middle College High School
		■ Insufficient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

Holt Center



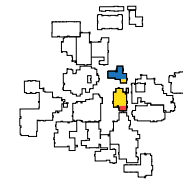
- The police academy is remote from the Campus Police location.
- The Reading, Writing, and Learning Center is remote from other tutorial services and difficult to find.
- The music spaces need revitalization and acoustical upgrades.

Shima Center + Shops

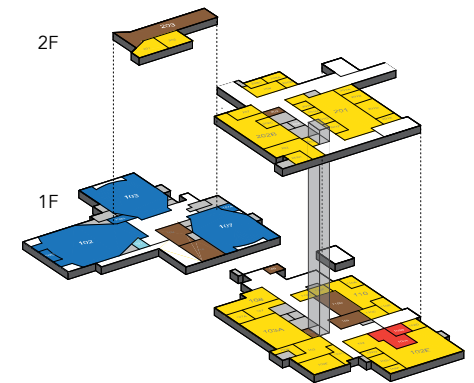
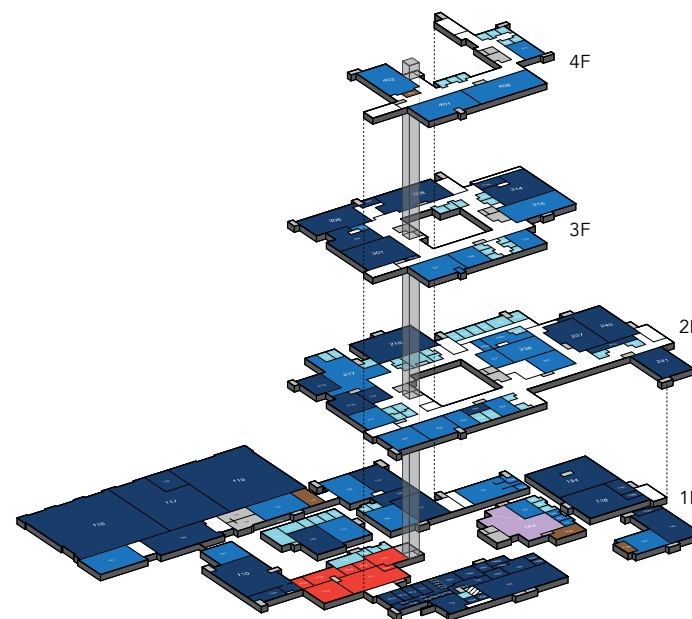
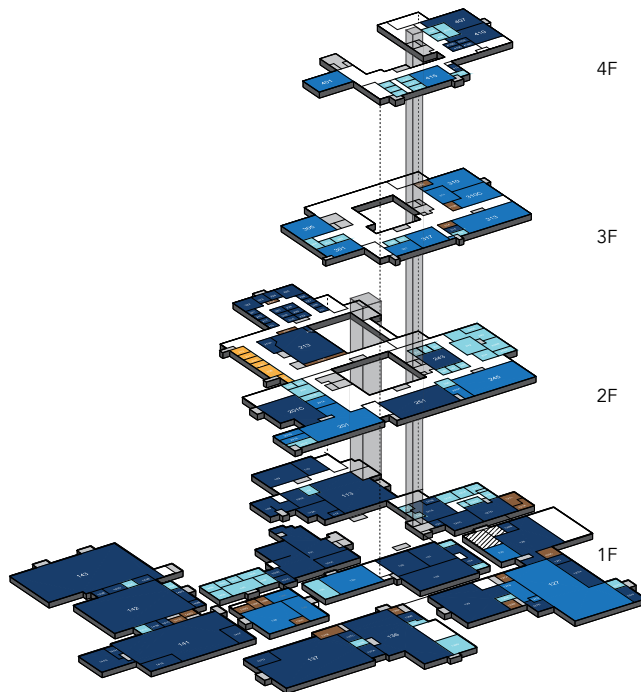


- Culinary programs on the third floor are undersized and outdated.
- The art gallery is difficult to find.
- The student government office location is remote from the student center and difficult to find.
- Supplemental Instruction (Learning Center) is remote from other tutorial services and difficult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

Administration + Forum



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



SIGNAGE + WAYFINDING

INTRODUCTION

The planning process included an analysis of the current wayfinding and signage program and an assessment of existing signage conditions at the various campuses.

The findings are summarized here and were used to inform the development of new signage and wayfinding recommendations.

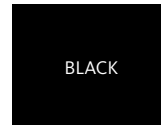
Existing Delta College Identity Components



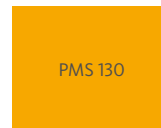
DELTA EMBLEM



ADDITIONAL LOGOS



BLACK



PMS 130



WHITE

COLORS

ABCDEFGHIJKLMN
OPQRSTUVWXYZ
&O123456789

HEADLINE TYPEFACE: HELVETICA REGULAR

ABCDEFGHIJKLMN
OPQRSTUVWXYZ
&O123456789

HEADLINE TYPEFACE: TRAJAN PRO

SAN JOAQUIN DELTA COLLEGE
SAN JOAQUIN DELTA COLLEGE

WORDMARK

ABCDEFGHIJKLMN OPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
&O123456789

SECONDARY TYPEFACE: GILL SANS

GRAPHIC IDENTITY COMPONENTS

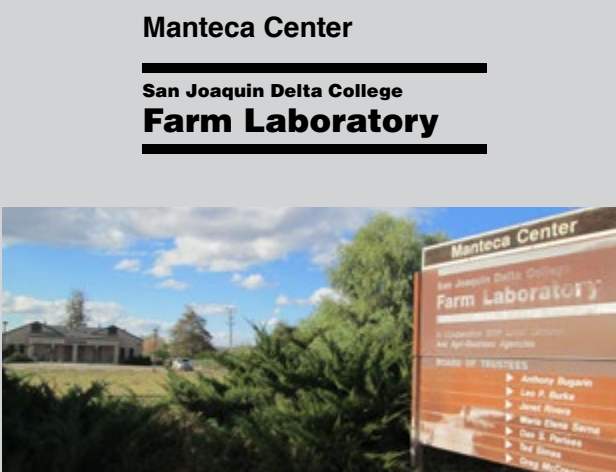
Existing Delta College Identity Components

The main Delta emblem is a black and white riverboat within a chamfered equilateral triangle. Additional Delta logos include colored versions of the main emblem, a mustang, Delta College initials, or a combination of the above. The District’s colors are Black, Gold and White, and a variety of fonts are used in signage and marketing material.

Campus Identification

The Delta identity has evolved over time. Although there is a consistent use of typeface to identify each campus there are no guidelines regarding the hierarchy of messaging, application of typeface, use of emblem, or the use of color and material.

Campus Identification






SIGNAGE + WAYFINDING

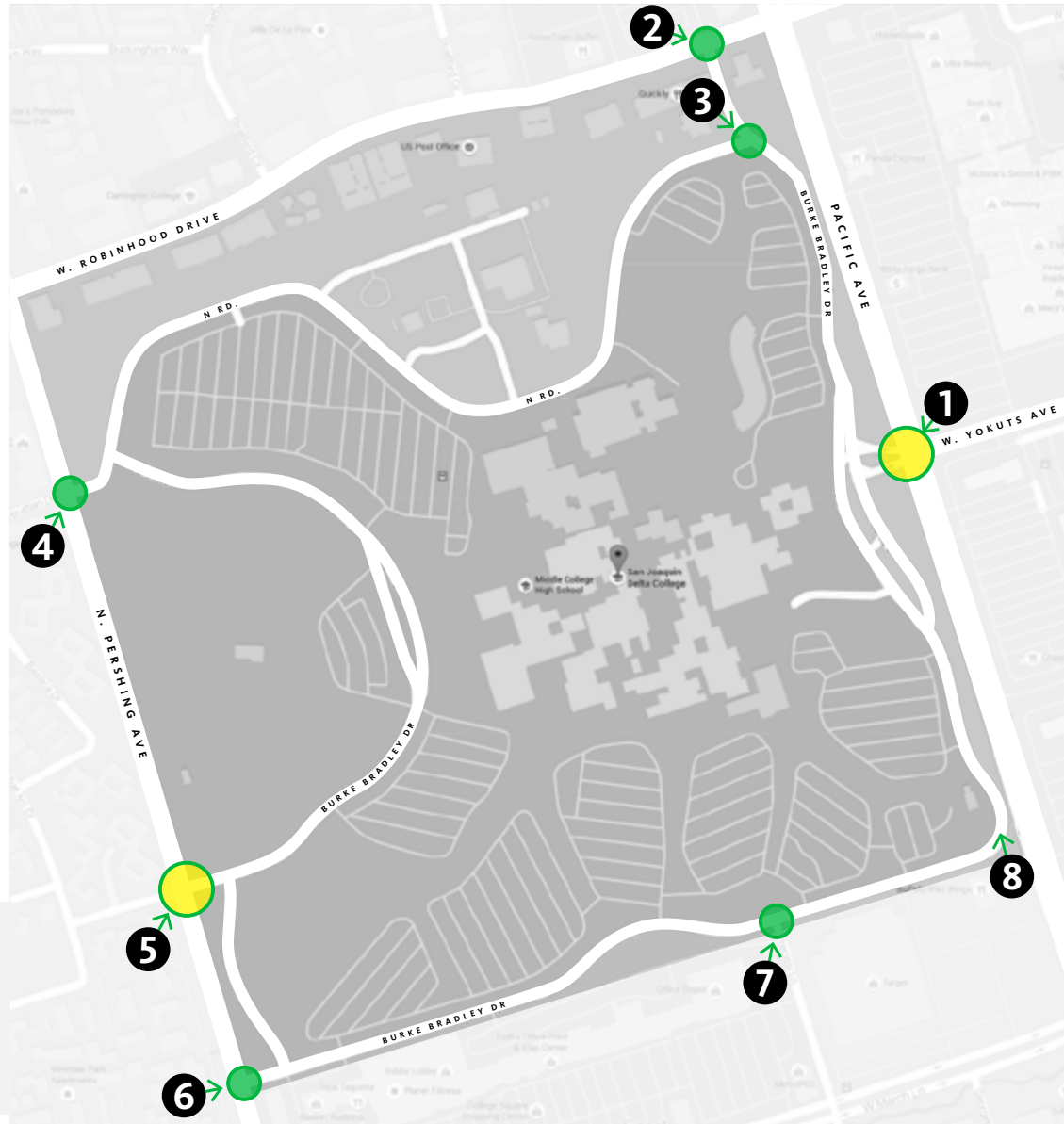
WAYFINDING ANALYSIS

User Journeys

As part of the wayfinding analysis, several user journeys were undertaken:

1. Website and mobile wayfinding
2. Visitor to DeRicco Student Services center
3. Student getting to class for first time
4. Guest attending a show in Atherton Auditorium
5. Mustang fan attending a home football game

-  **CAMPUS GATEWAY**
-  **SECONDARY ENTRY**
-  **PHOTO VIEW**



Analysis Summary

The user journeys immediately made clear that the campus lacks cohesive directional and identification program, which leads to wayfinding confusion. The current signage has many opportunities for increasing a user’s awareness and understanding; such added awareness could directly lead to an increased feeling of safety while also providing a “trail of bread crumbs” to allow users to navigate the campus.

KEY OBSERVATIONS

- Overall lack of directional signage
- Under-emphasized campus gateways
- Difficulty identifying buildings in narrow corridors between structures
- Unmarked major corridors and paths
- Parking connections for primary destinations are unclear
- Under-scaled signage and messaging

Campus Perimeter Entry Points



SIGNAGE ASSESSMENT

Sign Family Overview

After reviewing the photo documentation from the site surveys, the sign types were organized into three categories: Identification, Directional, and Informational.

Assessment Summary

Following the photo survey, there were a number of areas presented clear opportunities for improvement, namely consistency in the sign program.

KEY OBSERVATIONS

- Campus evolution over the years has created a fragmented sign family, inconsistent visual graphic standards, and a non-standard approach to sign locations.
- Current signage lacks consistent and thoughtful brand character.
- Overall signage condition is poor. Many show signs of damage, lack of maintenance, and outdated messaging.

IDENTIFICATION	DIRECTIONAL	INFORMATIONAL
<p>Campus Identification Campus Monument Identification Ceremonial Campus Entry Campus Freestanding Digital Display</p> <p>Building Identification Building ID: Pylon Building ID: Letterforms Building ID: Panel Athletic Facility Identification Ceremonial Plaque Room Identification</p>	<p>Parking Identification Parking Lot ID: Free-standing Parking Lot ID: Post-mounted Parking Stall ID</p> <p>Area Identification Special Area Identification Donor Recognition</p>	<p>Vehicular Directional Vehicular Directional</p> <p>Pedestrian Directional Campus Map & Directory Building Map Pedestrian Directional</p> <p>Regulatory Smoke Free Campus Permit Parking Information Restricted Parking Information Restricted Access Bicycle Access Accessible Parking</p> <p>Postings & Advertising News Stands Notice Boards Temporary Postings Movable Stanchions</p>

LANDSCAPE ANALYSIS

INTRODUCTION

The planning process included an assessment of existing landscape conditions and an analysis of the current landscape design at San Joaquin Delta College. This was conducted through a series of site visits and an evaluation of the available data and information provided by the District.

The findings from this analysis are summarized here and were used to inform the landscape design recommendations, with an emphasis on the following issues:

- Safety and security measures
- Accessibility improvements
- Sustainability measures
- Irrigation water reduction and regulatory compliance
- Tree succession strategy





San Joaquin Delta College is spread over 165 acres, of which 103 acres are landscaped with a variety of trees, shrubs, and grasses. Trees have been planted each year since [Delta's] establishment, forty five years ago. The urban forest on campus includes a diversity of native, ornamental, and well-established trees which add to the aesthetic character of the [campus]. This population requires a management plan that is responsive to the special details of [Delta]. The campus contains many outdoor resources, such as the Nature Walk and Horticulture Teaching Garden northeast of DeRicco, which, along with other green spaces on campus, sustain this large diversity of trees. This Facilities Plan recognizes that trees and other vegetation are vital components [of] the landscape, and [that] with proper maintenance and proactive management, they can continue to provide many benefits to the [Delta] community and environment for years to come.

Source: Delta College Master Plan, 2005.

LANDSCAPE ZONING

The campus landscape organization is composed of complementary open space types or zones, each with its own function and aesthetic quality. Landscape zoning is useful in identifying the of the various landscape spaces and identifying strengths and issues particular to a zone.

OBSERVATIONS:

- The landscapes along streets and parking areas function well as visual and sound buffers between vehicular and pedestrian areas, but lack continuity.
- The connective landscapes have a strong identity that support the historic landscape character in the Campus Core.
- The historic open spaces at the Campus Core define Delta's landscape heritage with meandering paths and brick detailing, but the many level changes pose accessibility issues.
- The community-oriented open space between the Forum building and the Science and Math building lacks shade and seating opportunities; its circular form and minimal wayfinding are not conducive to intuitive pedestrian movement.

Legend

- | | |
|---|--|
| ■ Historic | ■ Transitional |
| ■ Connective | ■ Streets and Parking Lots |
| ■ Community | ■ Natural |
| ■ Courtyard | ■ Special / Unique |





Historic

Landscapes affiliated with the original campus open space network suggest the institution’s heritage. These spaces function as primary pedestrian gathering and outdoor socializing areas.



Connective

These multi-functional spaces usually occur between buildings and serve primarily as pedestrian corridors, service areas, and small seating or visual landscapes.



Community

The campus’s most prominent public spaces express the quality and character of the institution through simple and restrained design. These spaces also allow for large gatherings.



Courtyard

These landscape designs vary greatly, as each is unique to their architectural setting. Courtyards are more rich in detail and sensory stimuli than larger-scale landscapes.



Transitional

These landscapes occur along building perimeters and between them, functioning as campus thresholds, pedestrian corridors, service areas, and temporary parking.



Streets and Parking Lots

These landscape areas are the first image of the campus as viewed from public right-of-way. The internal campus streets offer intermittent shade for vehicles and pedestrians.



Natural

These landscapes are visual and noise buffers between parking areas and along a variety of edges. Natural landscapes typically have minimal pedestrian walks and engagement.



Special/Unique

These landscapes serve a specific function or role on the campus, such as the CDC playground or Horticulture Center, and are designed according to their purpose.

LANDSCAPE BERMS

The campus parking areas are largely framed and divided by planted landscape berms. Though natural in appearance, most of the berms are artificial, with the exception of those in the northwest corner, utilized to negotiate grade changes in that part of the campus. The berms comprise a substantial part of the campus's overall landscape character.

OBSERVATIONS:

- The large berm in the northeast portion of campus serves as a nature trail that is part of the college's educational program.
- The built-up topography and dense tree planting separating parking areas pose safety and security concerns.
- The dense planting on the berms demands a high level of irrigation.
- The artificial topography of most of the berms inhibits universal access between the parking lots and from the parking lots to the buildings.

Legend

- Campus Educational Resource
- Necessary / Required Topography
- Artificial Topography







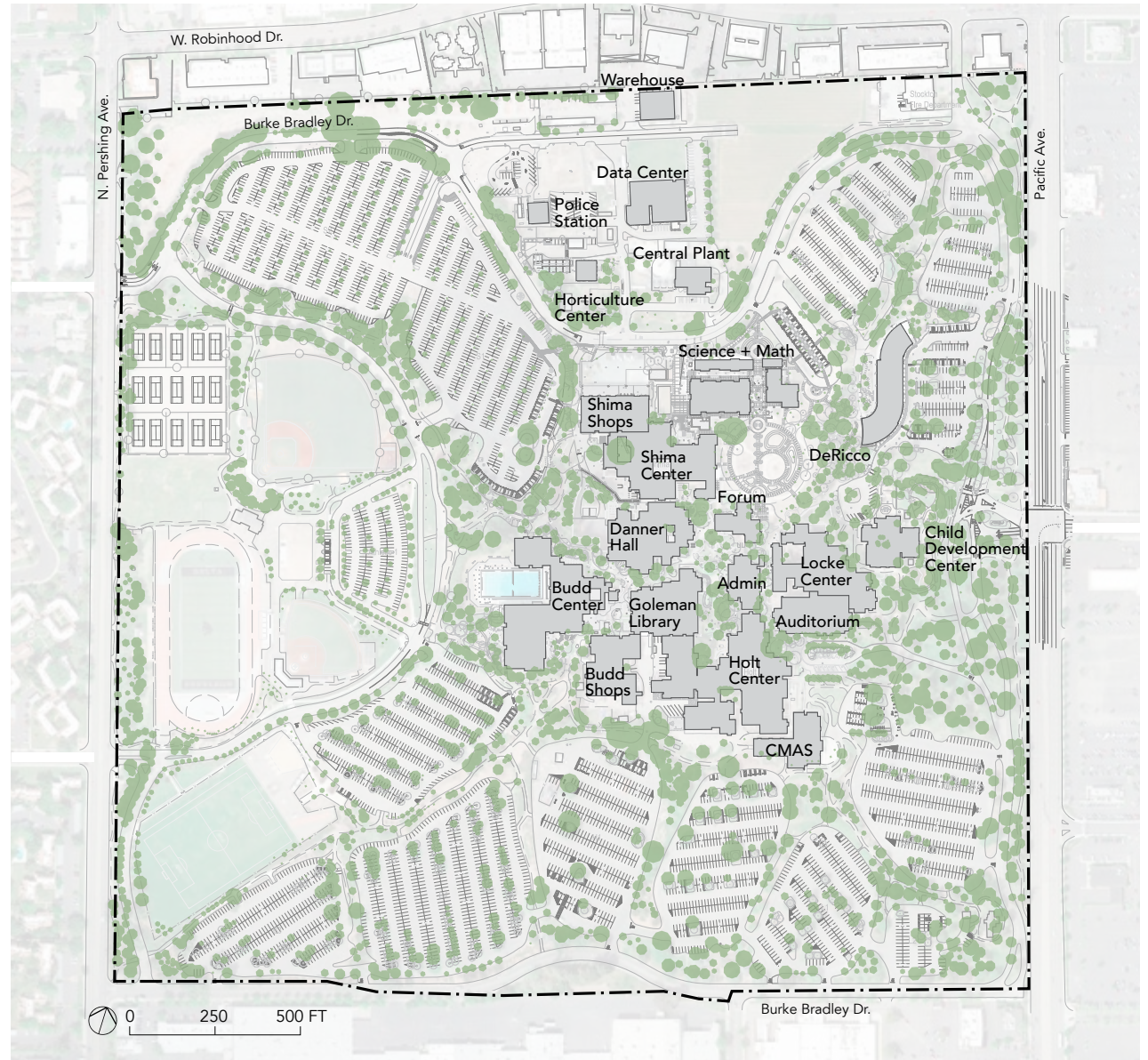
TREE INVENTORY

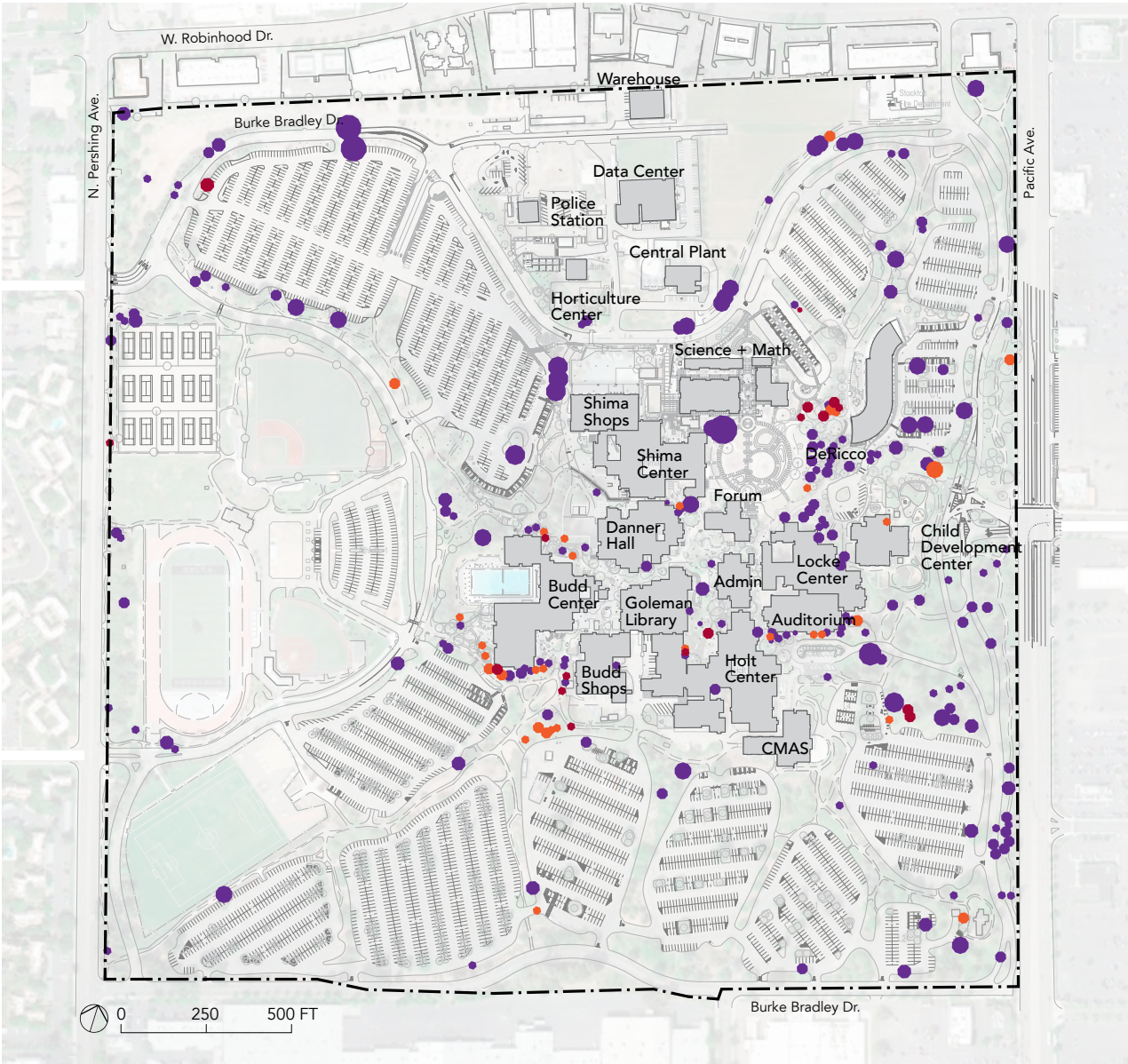
San Joaquin Delta College has a well-established tree population with a wide diversity of native and ornamental trees. The campus is home to over 2,500 trees, about one-quarter which are native species (approximately 625 trees).

OBSERVATIONS:

- The most common species are *Sequoia sempervirens* (Coast Redwood, 10% of the overall population), the native *Quercus lobata* (Valley Oak, 6%), and *Pistacia chinensis* (Chinese Pistache, 5%).

Source: Tree Inventory Report, August 2015





- Legend
- Very Poor (17)
 - Poor (32)
 - Fair (193)

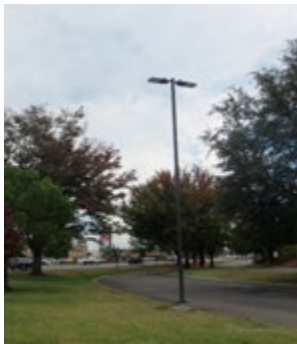
TREE HEALTH

San Joaquin Delta College can be considered an established urban forest with most trees in good condition. The campus provides a significant community asset that is worth preserving and maintaining. Addressing maintenance priorities and planting opportunities will require dedicated funds, personnel, and administrative capacity.

OBSERVATIONS:

- There are 242 mature trees (tree diameter greater or equal to 15 inches) in fair or worse condition, per the Campus Arborist report.
- Delta has already removed approximately 100 trees identified to be in the worst condition.
- Coast Redwood trees are among the poorest performing species on campus and require the highest rate of removal.
- The native Valley Oaks are among the best performing trees on campus.

LANDSCAPE FURNISHINGS OBSERVATIONS



Site Lighting

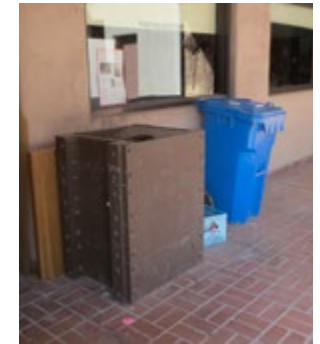
The campus has a well-established, reasonably consistent campus-wide lighting approach that is well integrated into the landscape and architectural character.

- The primary campus lighting style is the LED “shoe box” light post.
- Lights under corridor ceilings are consistent but illumination level is low, and remains on during daytime.
- Blue security phones are inconsistently located on campus.

Benches and Seating

The existing seating elements contribute to the functionality of the campus and are generally located in well-suited areas across campus.

- Multiple types and configurations of benches and seating exist, offering a wide range of options.
- Most seating is fixed or too heavy to move, which deters theft, but reduces flexible use of space.
- The campus hosts an eclectic array of seating styles, with little consistent design or material character.



Walls and Fencing

The site walls and fencing on campus are permanent structures of various scales and patterns that delineate open spaces.

- Walls are used for purposes including: space making, seat walls, and planting walls. The materials most commonly used are brick and concrete.
- Fences used for screening and security differ in scale, type, pattern, and materiality, but most consist of vertical dark metal pickets.

Trash and Recycling Bins

The trash and recycling bins are distributed throughout the campus in appropriate locations, but have an inconsistent visual identity.

- Trash and Recycle bins are typically placed in pairs.
- Multiple styles of receptacles are used on campus and are made of a variety of materials, including metal, wood, concrete, and plastic.

RECOMMENDATIONS

INTRODUCTION

The recommendations section of this facilities plan translates the educational planning needs and the identified campus issues into a series of site and facilities recommendations. The recommendations are included in this section and are described in the following subsections:

Facilities Planning Principles

The Facilities Planning Principles form the basis for the recommendations identified in this Facilities Plan. They were developed in collaboration with the CMP Working Group to support the District's Strategic Initiatives, to respond to the analysis of planning data, and to address the issues identified in the Analysis of Existing Conditions. These principles provide the foundation for the Development Framework and all recommendations that follow.

Development Framework

The Development Framework describes the future vision for the Stockton Campus and establishes a basis for all site and facilities recommendations.

Site Recommendations

From the high-level Development Framework, the recommendations are presented in relation to how a first time visitor will experience the Campus, and grouped into the following sections:

- Access Improvements (vehicular, parking, and pedestrian)
- Signage + Wayfinding Improvements
- Landscape Improvements (open spaces)

Facilities Recommendations

The District's facilities and infrastructure are critical to supporting Delta's mission and creating effective learning environments for the delivery of high-quality instruction. These important public assets must be continuously renewed and maintained. This section describes the recommendations in the following order:

- New Construction (grouped by zone)
- Renovation / Change of Use
- Modernization

Project Sequencing

Lastly, a logical sequence of development is presented to highlight project linkages and to outline a preliminary plan for campus development that simplifies implementation and limits disruption.



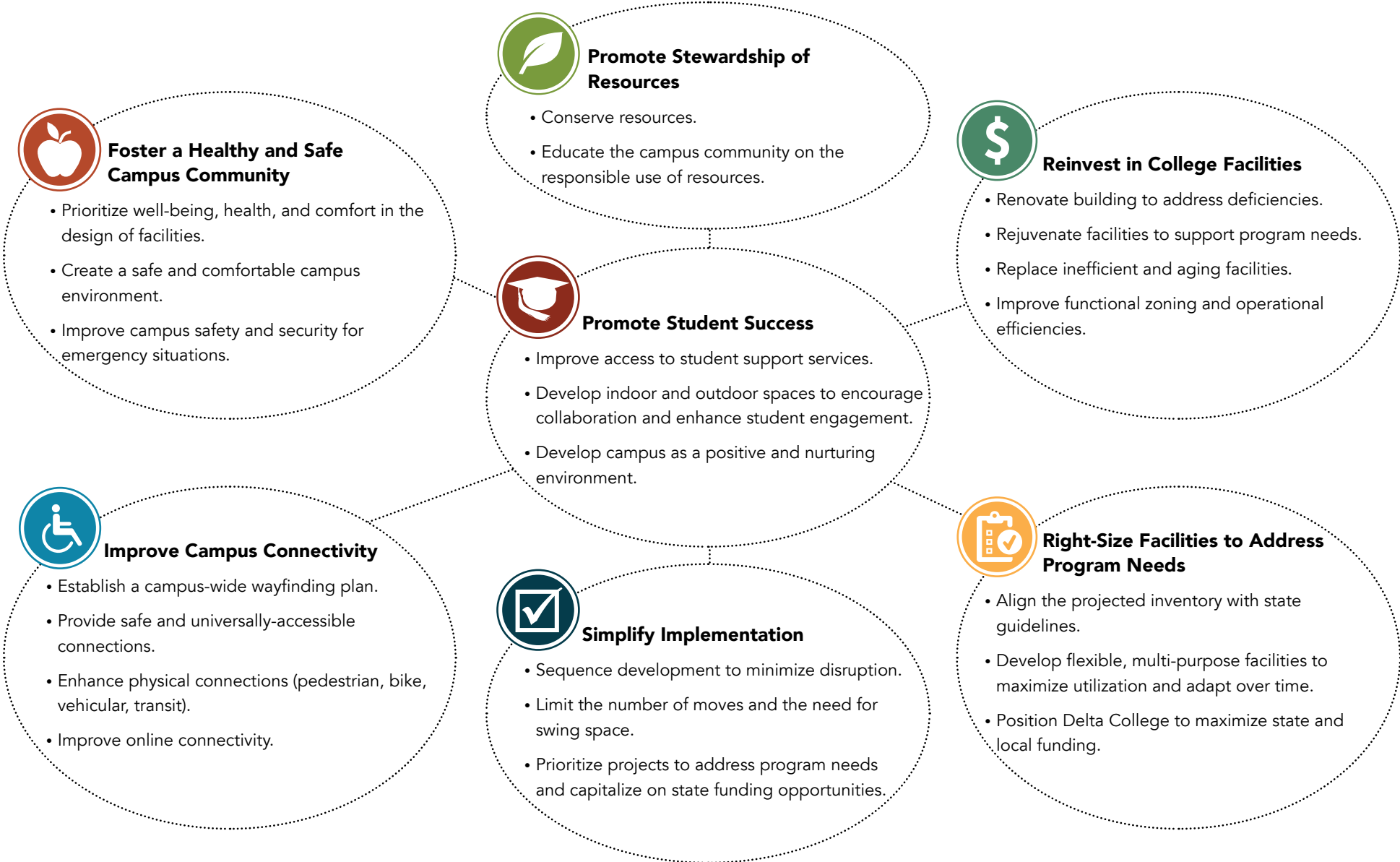
FACILITIES PLANNING PRINCIPLES



The Facilities Planning Principles form the basis for the recommendations identified in this Facilities Plan. They were developed in collaboration with the CMP Working Group to support the District's Strategic Initiatives, to respond to the analysis of planning data, and to address the key issues identified in the Analysis of Existing Conditions.

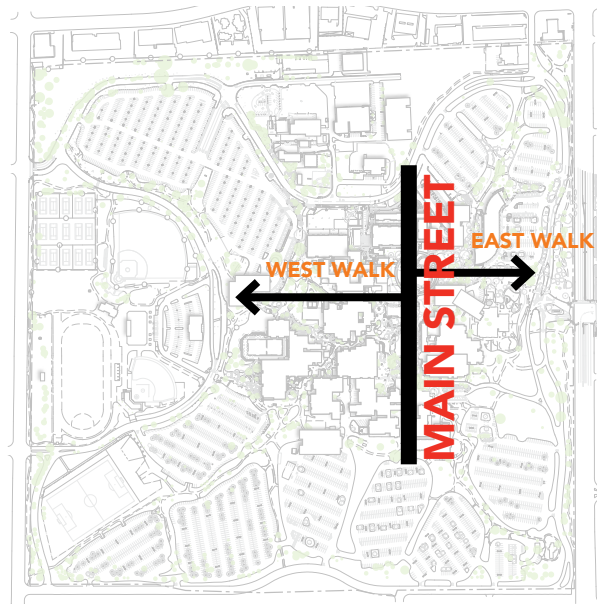


FACILITIES PLANNING PRINCIPLES



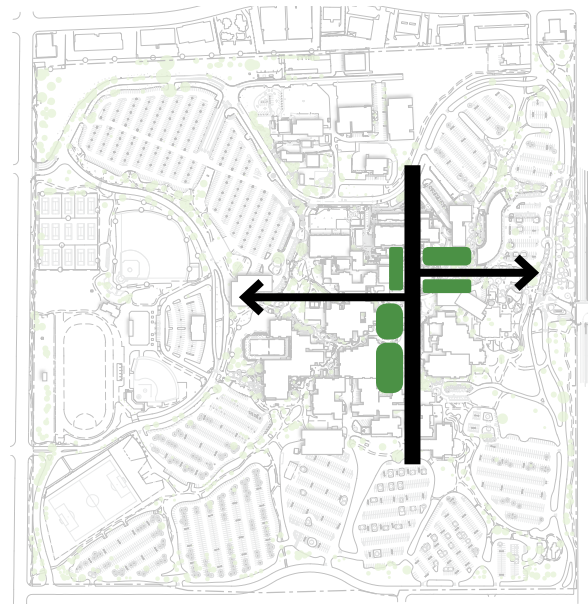
DEVELOPMENT FRAMEWORK

Creating a distinct sense of place requires an understanding of the unique forces that shape a particular environment. This includes the physical characteristics of a given site along with the cultural values and behaviors of its inhabitants. The beautiful San Joaquin Delta provided the inspiration for the campus Development Framework and establishes a structure for all site and facilities recommendations.



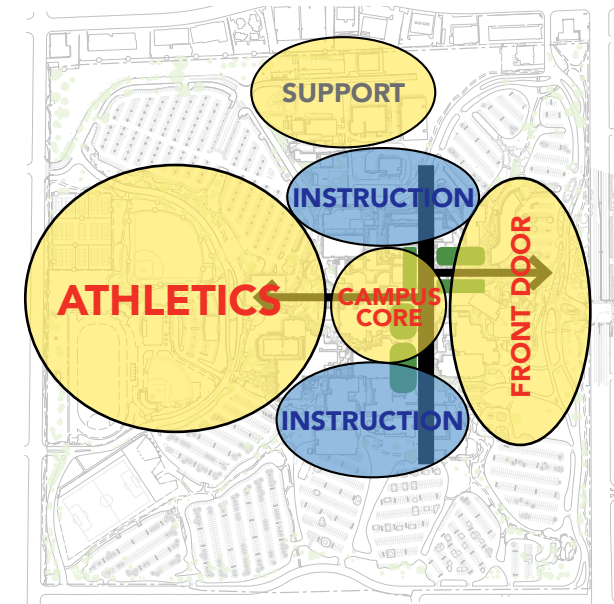
Organizing Axes

The main organizing spine of the Stockton Campus runs north-south from the Science and Math Building to CMAS. The secondary cross-axes run east-west to the Main Entry at Pacific Ave and to the athletic fields. These are the main pathways through which the most pedestrian traffic flows within campus.



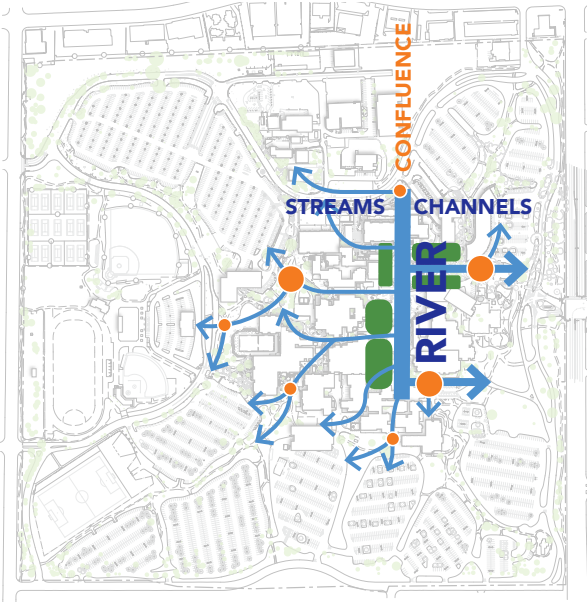
Landscape Organization

All of the main quads and open spaces are located off of the organizing axes. These outdoor spaces are planned to support a variety of activities, from informal study and collaboration to large formal events.



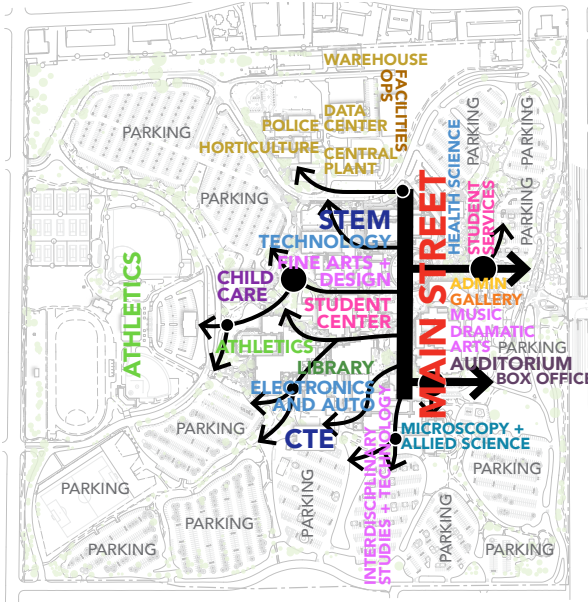
Campus Organization

Student gathering spaces, services, and activities are located in the Campus Core. To the north and south are the main Instructional zones. The Main Entry is developed as the "front door" to the Campus while athletics facilities and fields occupy the relatively quiet western portion of campus. Campus support functions, including Facilities, Warehouse, and Central Plant, are located to the north.



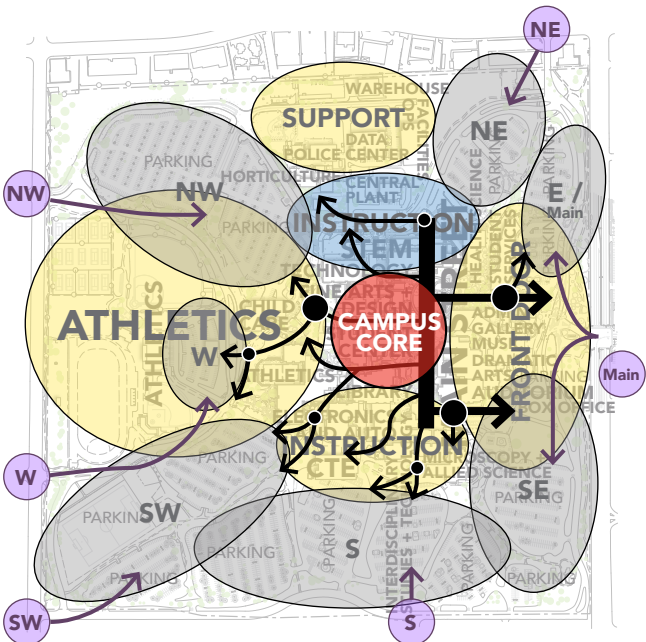
Campus Connectivity

Pedestrian flows on campus mimic those of the Sacramento-San Joaquin River Delta. To the east, towards the public face at Pacific Avenue, paths are more linear, **channeling** larger flows of pedestrians directly into campus. To the west, paths are more meandering, **streaming** smaller flows of pedestrian traffic into campus. Points of **confluence** are where two or more flows meet, signifying portals into campus.



Campus Communities

The campus organization can be further categorized into Campus Communities. The varied uses and disciplines create energy and vitality on campus. Together, these individual areas of study, entertainment, gathering, play, work, and support comprise the Campus Community at large.



Gateways and Portals

The Campus should provide a seamless experience from arrival to departure. Vehicular entry points, or **gateways**, mark the major access points from the public roads to outer campus. Major pedestrian access points, or **portals**, facilitate movement from parking to the Campus Core. A permanent and universal designation schema should be used to name gateways, portals, and parking lots to facilitate wayfinding.

2017 FACILITIES PLAN

INTRODUCTION

The Facilities Plan for the Stockton Campus presents an overall picture of the future developed campus. It includes recommendations for a variety of site and facilities improvements that are described in the pages that follow.

While drawings presented in this section appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. Each site and facility project will be designed as projects are funded and detailed programming occurs.

SITE PROJECTS

Access and Parking

- Burke Bradley Drive Realignment
- Main Campus Entry Improvements
- Photovoltaic Arrays in Parking Lots
- Lots NE1 and NE2 Improvements
- Lots SE1 and SE2 Improvements
- Lots S1, S2 and S3 Improvements
- Lot M1 Improvements
- Lot N2 Construction
- Lot W2 Construction
- Stockton Path of Travel, Phase III
- Stockton Path of Travel, Phase IV
- Bicycle Plan Development and Improvements

Infrastructure Projects

- Emergency Egress

Signage and Wayfinding

- Campus Wayfinding Plan Development
- Signage Program Implementation, Phases 1-3

Landscape

- Parking Berms Improvements
- Main Entry Improvements
- Streetscape Improvements
- Campus Core Improvements
 - Great Lawn and Amphitheater
 - Confluence Plaza
 - Heritage Grove
 - Goleman Glade

FACILITIES PROJECTS

New Construction

- Delta Building
- Health Science
- CTE Center
- Child Development Center
- Police Station
- Facility for Operations Support (FOS)
- Athletic Building

Renovation/Change of Use

- Danner Hall
- Shima Center (partial)
- Holt Center (partial)
- Locke Center (partial)

Modernization

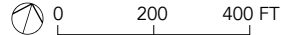
- Shima Center
- Budd Center
- Budd Shops
- Holt Center
- Locke Center
- Auditorium



Stockton Campus 2017 Facilities Plan

Legend

- New construction
- Renovation/Change of use
- Modernization



SITE RECOMMENDATIONS - ACCESS

VEHICULAR ACCESS AND PARKING

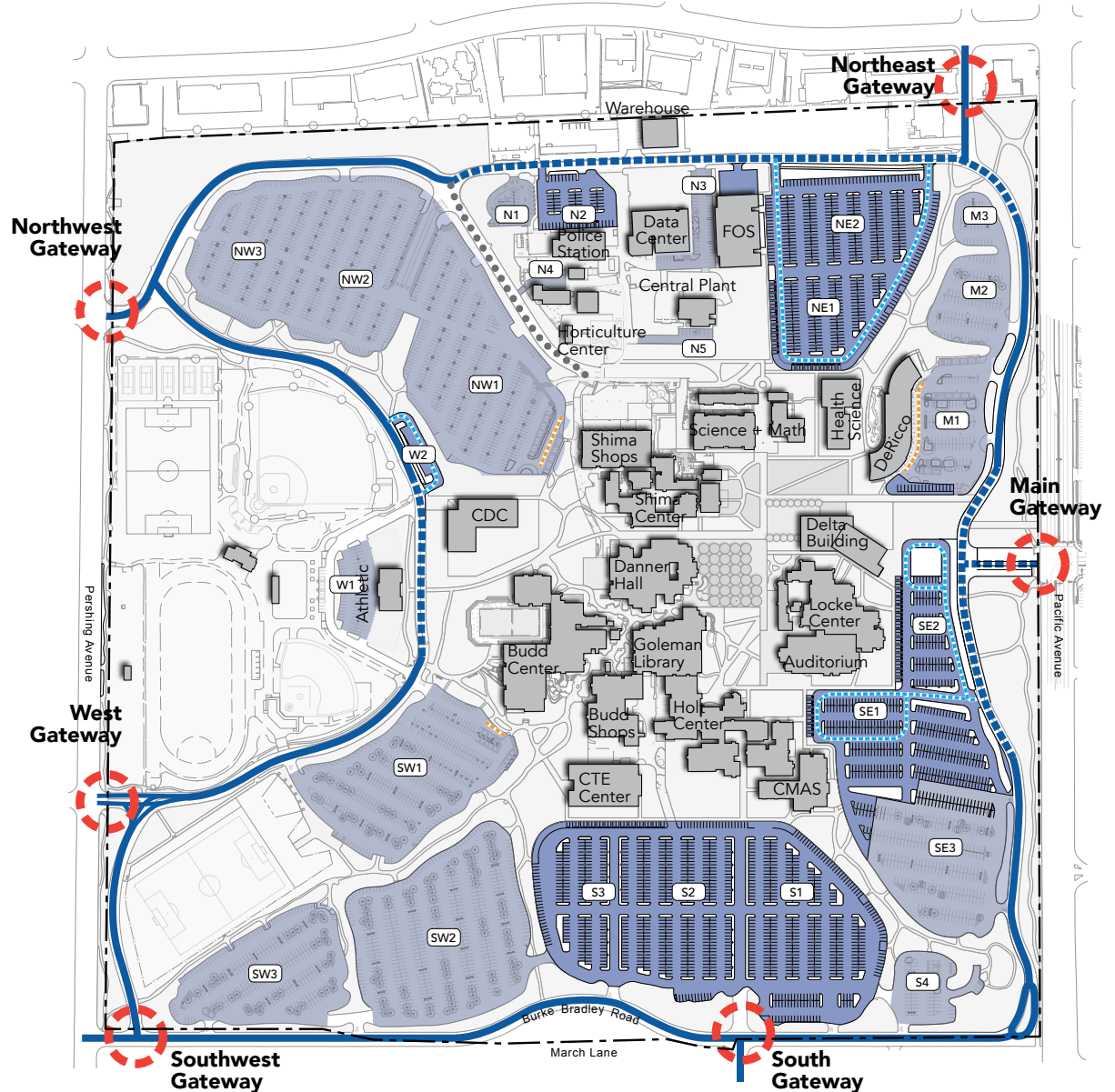
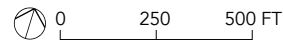
With parking lot reconfigurations in the North, Northeast, Southeast, and South, and a separate short-term parking and drop-off at the new Child Development Center, parking will increase to 5320 parking spaces, from the existing 4589 parking spaces. Photovoltaic arrays and electric charging stations are recommended for installation at the reconfigured parking lots for shade and charging of hybrid and electric vehicles. The removal of most berms between the parking lots, except for the nature trail between the Northeast and Main parking lots is recommended to aid wayfinding, enhance safety and security, and improve campus accessibility. Additional berm recommendations can be found in this chapter's landscape section.

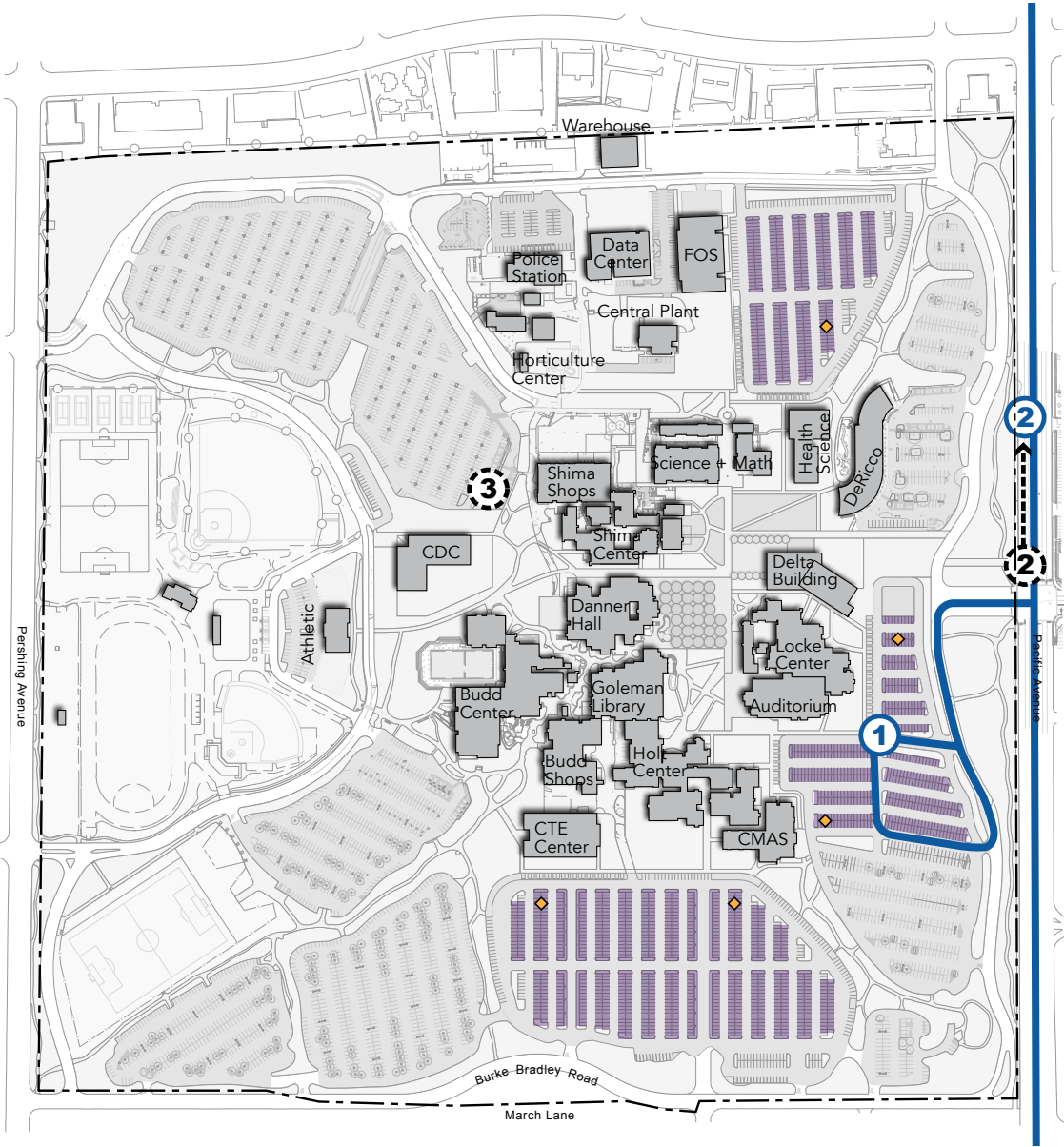
The realignment of Burke Bradley Drive and the reconfiguration of the Main Entry is recommended to improve access, alleviate traffic congestion, reduce vehicular-pedestrian conflicts, and improve traffic flow (see pages 278 and 286 for additional recommendations).

PARKING COUNT

Lot Grouping	Parking Spaces
NW Lots	1108
NE Lots	568
M Lots	263
SE Lots	750
S Lots	1097
SW Lots	1328
W Lots	96
N Lots	110
Total	5320

- Legend**
- Campus Gateway
 - Existing Road
 - Proposed Road
 - Existing Drop-off
 - Proposed Drop-off
 - Existing Parking Lots
 - Reconfigured/New Parking Lots





TRANSIT

Recommended transit improvements include the following:

1. Bus and public drop-off areas in the Southeast Lots for public programs and performances at the Delta Building and Locke Auditorium, respectively.
2. Shift Pacific Avenue transit stop north to alleviate vehicular-pedestrian conflicts at the Main Entry.
3. Remove existing transit stop at Shima, NW1 parking lot.

Further study and collaboration with the San Joaquin Regional Transit District is needed to determine the exact location(s) for proposed bus drop-offs on and adjacent to campus.

- Legend
- ⊗ New Bus Stop
 - ⊗ Bus Stop to Remove
 - ▭ Potential Photovoltaic Arrays
 - ◆ Electric Charging Stations



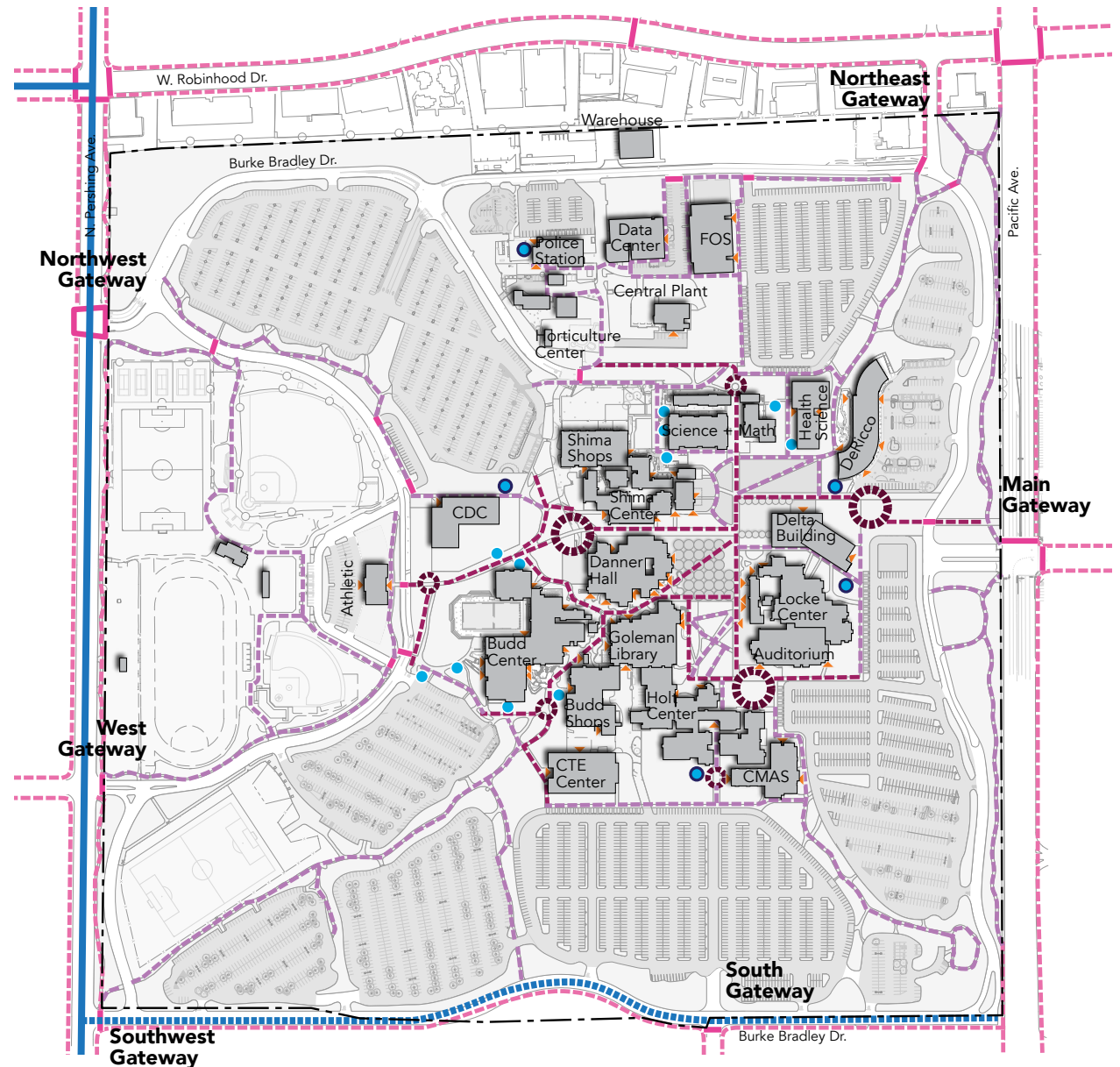
PEDESTRIAN AND BICYCLE ACCESS

A comprehensive pedestrian network that connects the public right-of-way and parking to the Campus Core is a goal of the Facilities Plan. Recommendations include marked pedestrian crossings at all intersections, particularly at the Southwest Gateway, and an enhanced pedestrian crossing relocated north of the Main Gateway at Pacific Avenue. With the realignment of Burke Bradley Drive to the north of the Data Center, the pedestrian connections from Campus Core to the North Zone will be strengthened and should be well-defined through clearly-delineated pathways and signage.

An existing bicycle route on North Pershing Avenue and a new bike route on Burke Bradley Drive, planned by the City of Stockton, facilitate bicycle access from the west and south of campus. Bicyclists may use the secondary access paths from the public right-of-way to access the Campus Core. Most existing bicycle parking is located southwest, west, and northeast of the Campus Core. Fourteen bike lockers are located on campus in the Shima and Budd areas, and bike parking exists in various locations around campus. Additional bike parking is recommended for the southeast, north, east and northwest portions of campus.

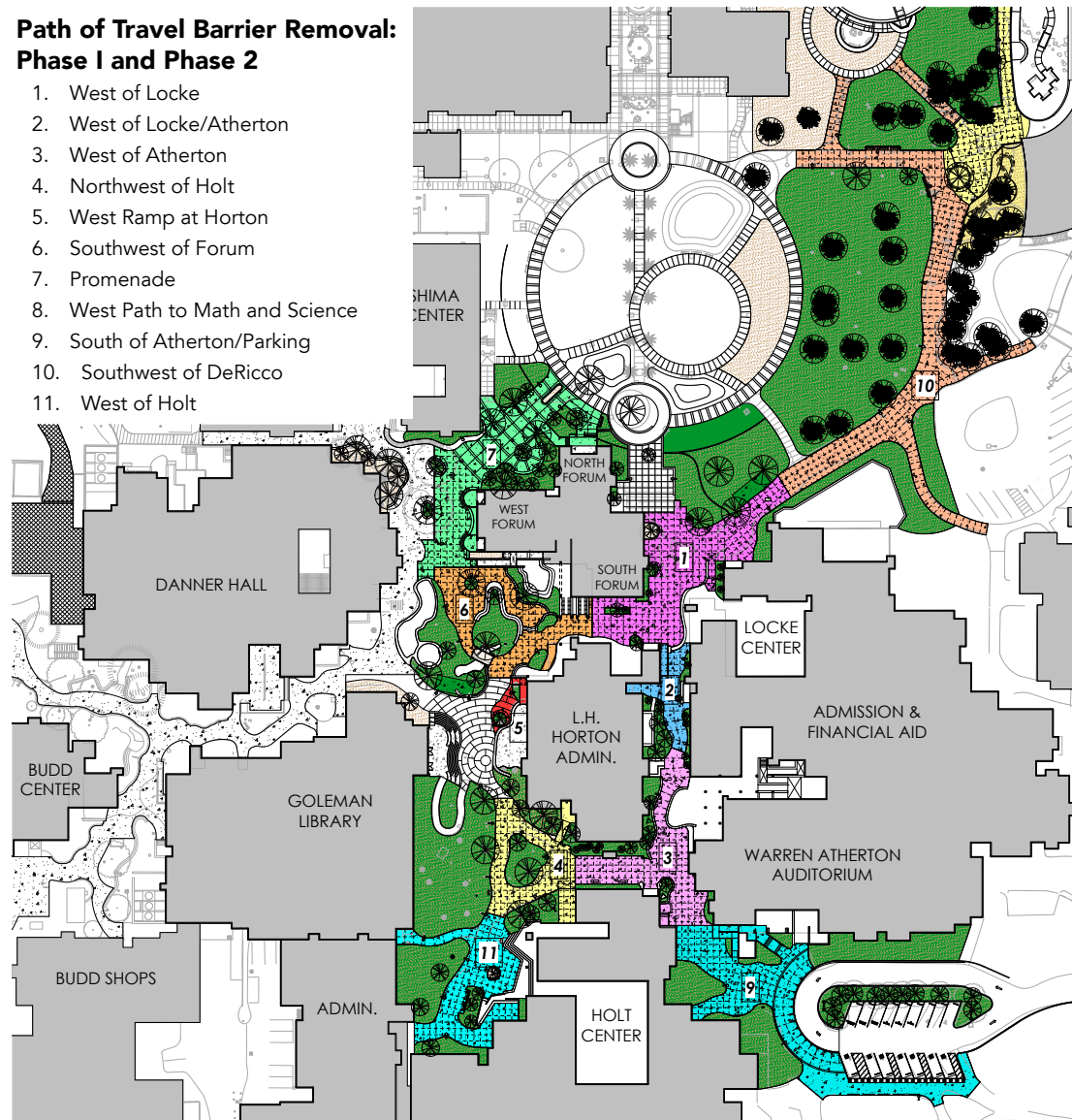
Legend

- Primary Pedestrian Access
 - Secondary Pedestrian Access
 - City Sidewalk
 - Crosswalk
 - ⊗ Pedestrian Portal
 - ▶ Building Entries
 - Existing Bike Route
 - Planned Bike Route
 - Existing Bike Parking
 - Proposed Bike Parking
- 0 250 500 FT



Path of Travel Barrier Removal: Phase I and Phase 2

1. West of Locke
2. West of Locke/Atherton
3. West of Atherton
4. Northwest of Holt
5. West Ramp at Horton
6. Southwest of Forum
7. Promenade
8. West Path to Math and Science
9. South of Atherton/Parking
10. Southwest of DeRicco
11. West of Holt

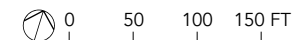


CAMPUS PATHWAYS PROJECT

The Stockton Campus was developed in the early 1970s with the design standards of the time. As such, the Campus has significant grade changes, stairs with no handrails and uneven rise and run, stamped cobble walks, and narrow paths, as well as pathways that confuse wayfinding and discourage congregation of students. Over the years, these elements have created circulation issues and accessibility barriers that contravene current building codes.

Due to the invasive nature of the project and the compact campus, a phased approach to construction has been implemented to minimize disruption and ensure access to multiple campus buildings. Phase I of the Path of Travel Barrier Removal project addressed pathway upgrades from the Budd and Danner Buildings to the Shima S1 and Budd B1 parking lots; construction began May 31, 2013 and was completed by February 2014. Phase II addresses removal of barriers in the Campus Core and will be completed by Spring 2017.

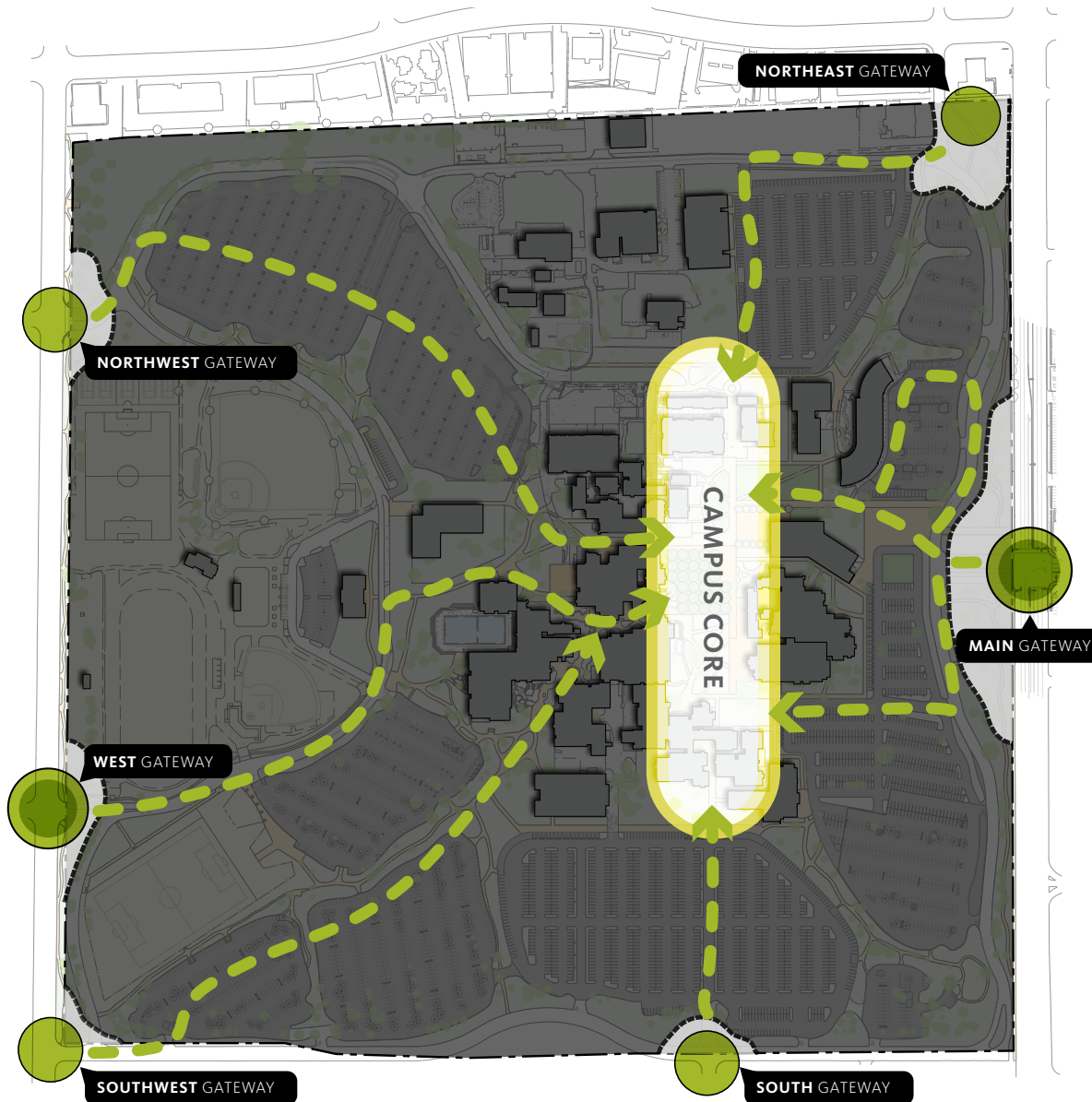
Design solutions for additional, follow-on phases will address all main pathways and walkways for the entire Stockton Campus. Phase III will upgrade pathways between the building clusters and the parking lots. Phase IV will address pathway upgrades from the parking lots to the campus boundary. The District is in the process of developing a comprehensive ADA Transition Plan that will include additional campus-wide improvements for accessibility.



SIGNAGE AND WAYFINDING RECOMMENDATIONS

The purpose of this section is to provide an overall recommendation for a cohesive, consistent wayfinding strategy. This strategy includes recommendations for site wayfinding and a comprehensive list of signage elements to consider for implementation in a future design guidelines phase.





WAYFINDING STRATEGY

Define the Campus Core

With an expanded Campus Core, major campus destinations will now be accessible from a common thoroughfare. The goal of the wayfinding program is to use signage and messaging to draw users to this expanded Campus Core.

Reach the Campus Core

Some considerations for wayfinding to the new Campus Core include:

- Variety of user types
- Unique paths and journeys
- Multiple campus entry points

Highlight Campus Gateways

One major step for wayfinding is navigating to primary and secondary campus perimeter gateways, both for pedestrians and vehicular traffic. Currently, the campus assigns unique names to select entrances; it is recommended to extend the naming to all entries into campus. Also, pre-arrival information provided to users should clearly emphasize the appropriate gateway for their particular journey.

These gateways should feature the following:

- Clear, visible signage including monument, directional, and informational signage
- Consistent Delta branding
- Bold entrance naming
- Digital readerboards at key locations

Simplify Parking Navigation

For users traveling by vehicles, simplified wayfinding will aid in parking navigation. Recommendations include renaming the parking lots to align with the main campus entry points (for example “**NW1**” for parking directly accessible from the **Northwest** Entrance). By breaking away from the current adjacent building naming scheme for the parking lots, Delta will have increased flexibility for campus expansion and maintain a consistent wayfinding strategy.

The parking navigation should feature the following:

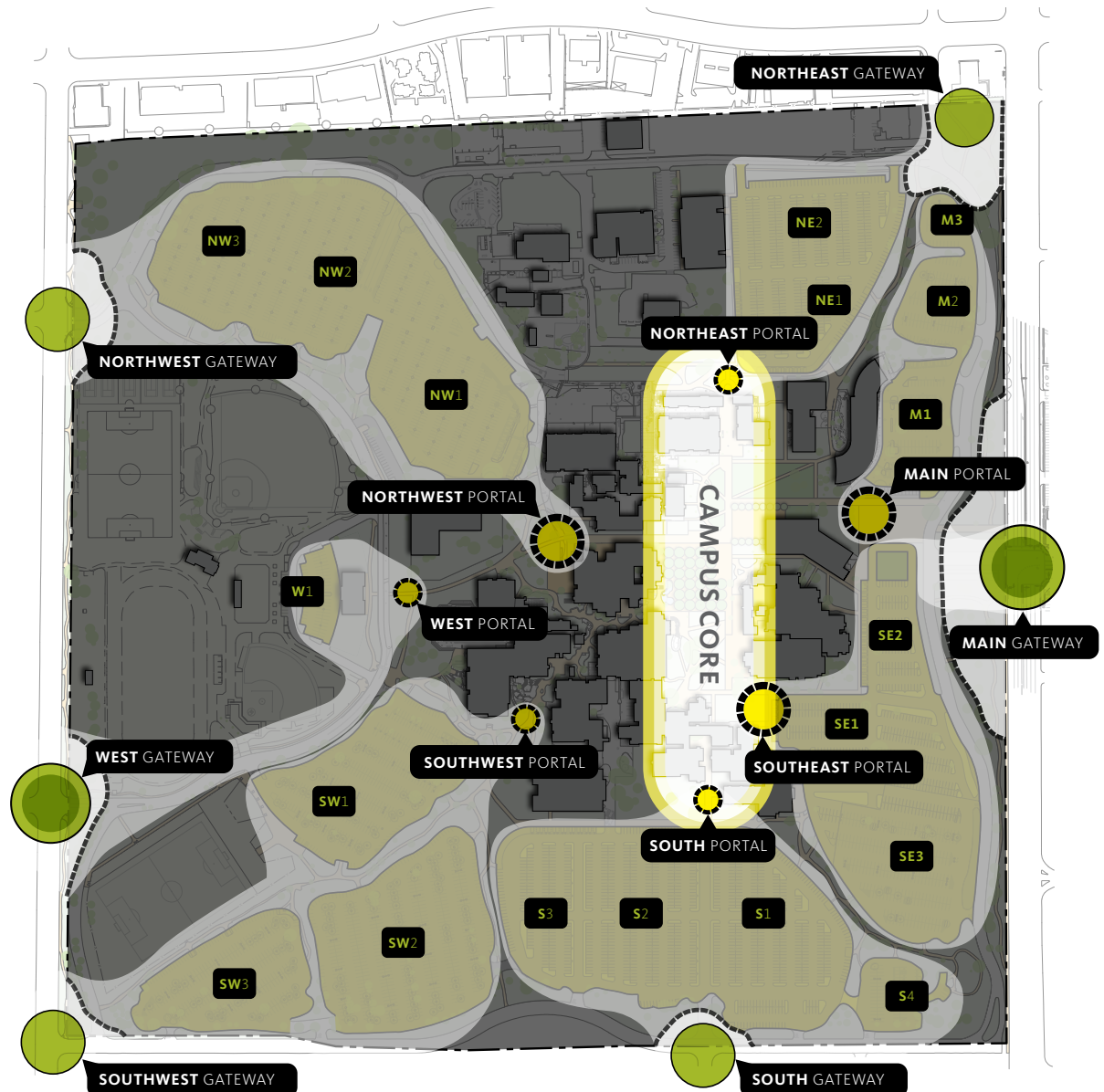
- Clear, visible parking lot identity signage at entries and main pedestrian access points
- Larger, pole-mounted identity signage
- Consistent regulatory signage, which should be incorporated into lot signage

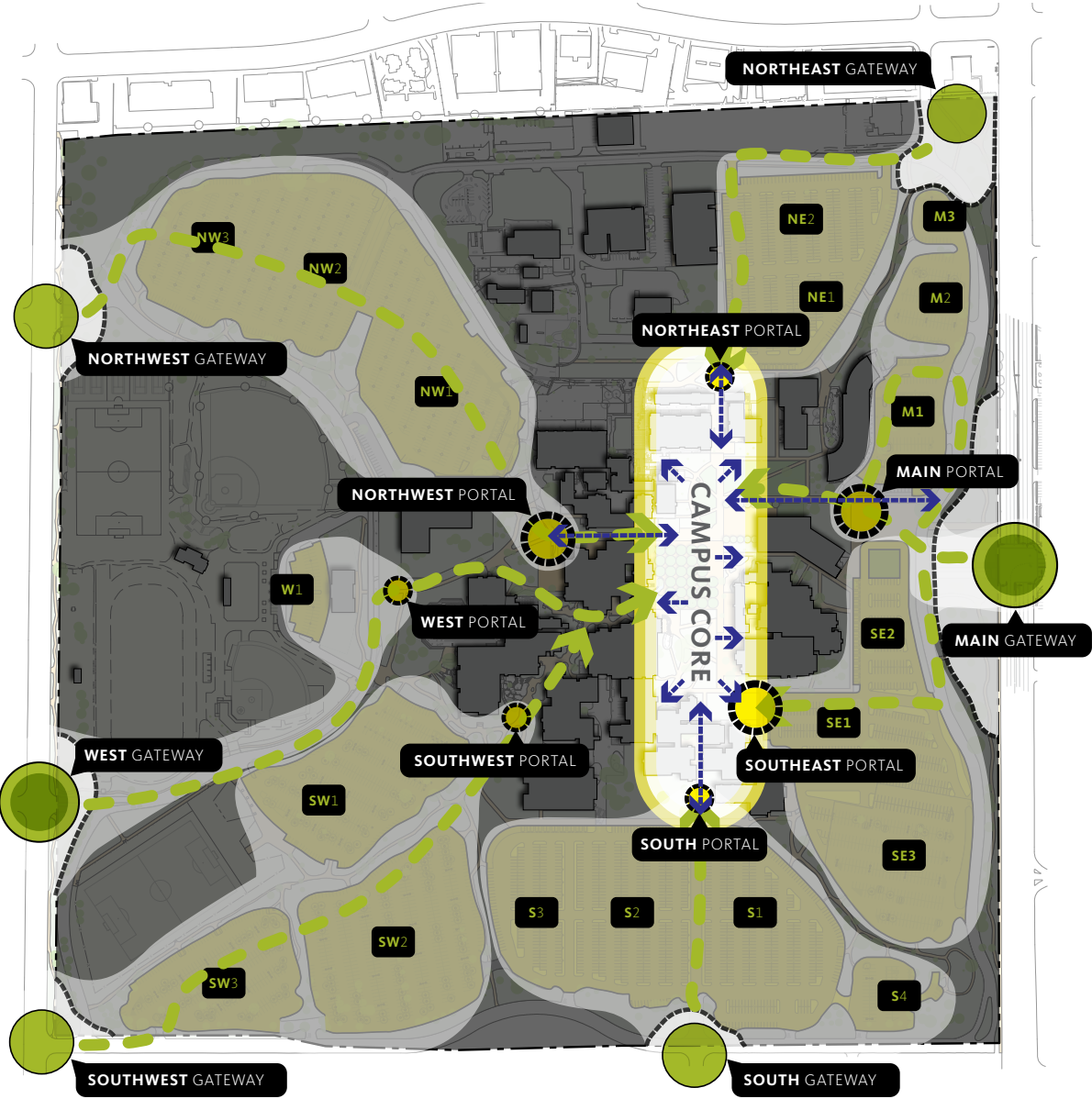
Celebrate New Campus Portals

A major addition to the overall campus experience will be the new campus portals. These campus portals allow for an enhanced experience for users navigating into the Campus Core. To fully connect the wayfinding system, recommendations include identifying these portals with a consistent name related to the campus entries and parking identification. This allows for concentrated, consistent signage which can direct the user along primary paths into the main Campus Core.

The campus portals should feature the following:

- Bold, visible portal identification
- Concentrated signage featuring identification, directional, and informational messaging
- Delta brand character





Connect to Campus Core

Creating a consistent wayfinding system allows for easier access into key campus areas from the curb to the core. Using the naming strategy outlined here, the Campus will also have flexibility to adjust class programming and building planning without impacting the overall campus wayfinding strategy.

Focus Messaging Along Campus Core

With the creation of a true campus core, major wayfinding can be achieved with focused signage and messaging in this zone. The new Campus Core will allow easier access along a common spine. Signage and messaging can be concentrated along this campus core.

Campus Core signage and messaging should include:

- Concentrated signage featuring all categories: identification, directional, and informational
- Improved sightlines to building identification that will allow for more intuitive wayfinding
- Messaging to campus portals that will connect the core to perimeter entries and provide greater spatial awareness

SIGN FAMILY OVERVIEW AND PHASING

Based on the current site signage, wayfinding needs, and future growth opportunities, recommendations include the development of design guidelines for the following sign family. This list organizes the sign types into three major categories:

Phased Implementation

A phased implementation of the new signage program is recommended to align with projects as they are realized. This maintains the effectiveness of the overall campus wayfinding system as the masterplan is realized. Sign types are grouped together in phases that allow the signage program to grow along with the Campus.

Example phasing groups:

- PHASE 1
- PHASE 2
- PHASE 3

IDENTIFICATION

Campus Identification

- Campus Monument Identification
- Ceremonial Campus Entry
- Campus Freestanding Digital Display
- Campus Portal Identification

Building Identification

- Building ID: Pylon
- Building ID: Letterforms
- Building ID: Panel
- Athletic Facility Identification
- Ceremonial Plaque
- Room Identification

Parking Identification

- Parking Lot ID: Freestanding
- Parking Lot ID: Post-mounted
- Parking Stall ID

Area Identification

- Special Area Identification
- Donor Recognition

DIRECTIONAL

Vehicular Directional

- Primary Vehicular Directional
- Secondary Vehicular Directional

Pedestrian Directional

- Campus Map and Directory
- Building Map
- Primary Pedestrian Directional
- Secondary Pedestrian Directional

INFORMATIONAL

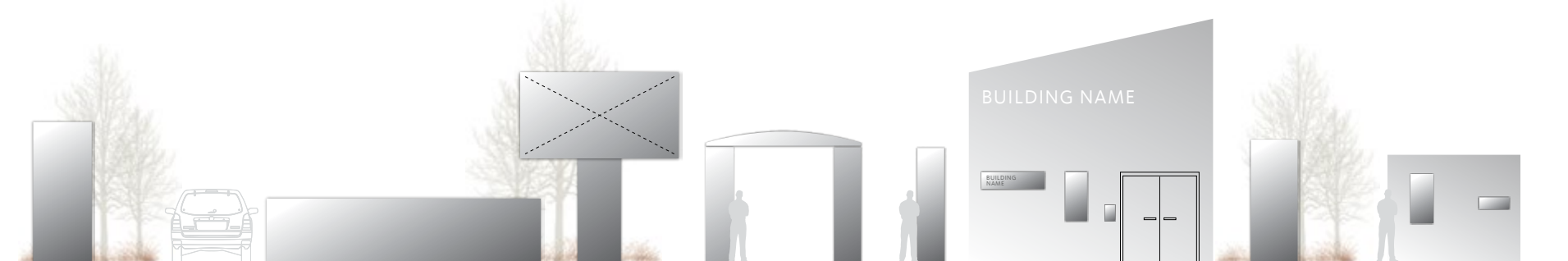
Regulatory

- Smoke Free Campus
- Permit Parking Information
- Restricted Parking Information
- Restricted Access
- Bicycle Access
- Accessible Parking

Postings and Advertising

- News Stands
- Notice Boards
- Temporary Postings
- Movable Stanchions

SIGN FAMILY DIAGRAM



IDENTIFICATION

Campus Identification

Campus Monument Identification

Ceremonial Campus Entry

Campus Free-standing Digital Display

Campus Portal Identification

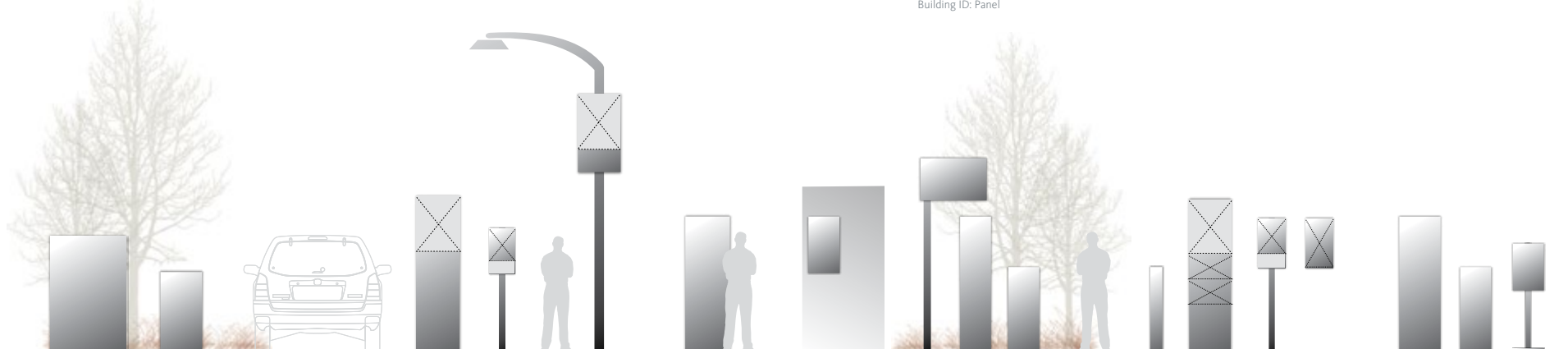
Building ID: Pylon
Building ID: Letterforms
Building ID: Panel

Ceremonial Plaque
Room Identification

Athletic Facility Identification

Area Identification

Special Area Identification
Donor Recognition



DIRECTIONAL

INFORMATIONAL

Vehicular Directional

Primary Vehicular Directional
Secondary Vehicular Directional

Parking Identification

Parking Lot ID: Free-standing
Parking Lot ID: Post-mounted
Parking Stall ID

Pedestrian Directional

Campus Map & Directory
Building Map
Primary Pedestrian Directional
Secondary Pedestrian Directional

Primary Pedestrian Directional (Post-mount & Free-standing)
Secondary Pedestrian Directional

Regulatory

Smoke Free Campus
Permit Parking Information
Restricted Parking Information
Restricted Access
Bicycle Access
Accessible Parking

Postings & Advertising

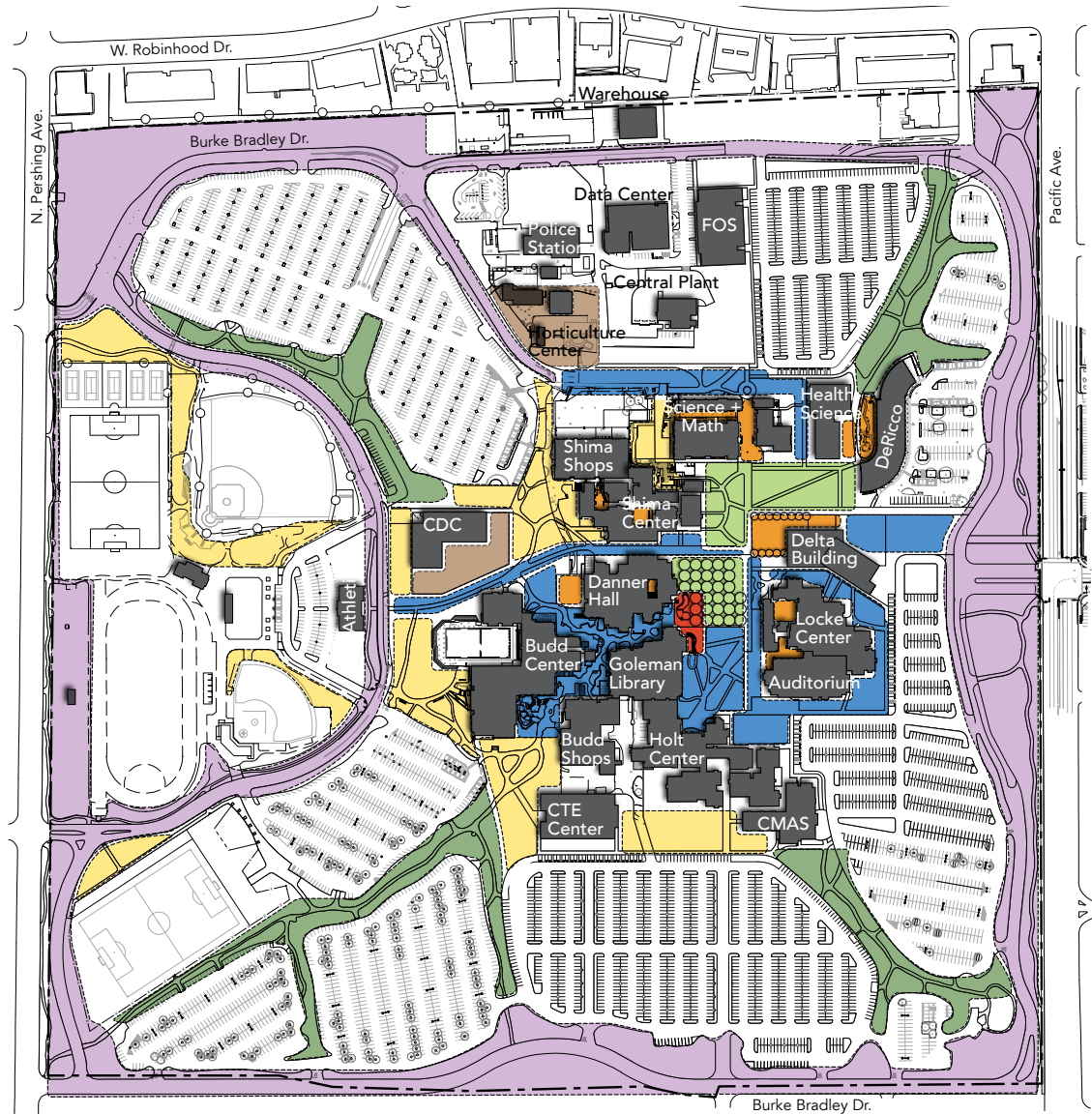
News Stands
Notice Boards
Temporary Postings
Movable Stanchions

LANDSCAPE RECOMMENDATIONS

ORGANIZATION AND STRUCTURE

A legible campus structure organizes circulation and site programming and prioritizes safety, security, and access for all. In the landscape analysis, the Campus Master Plan was examined through the lens of landscape zoning. This analysis is useful in considering how the character of the campus landscape may evolve over time.

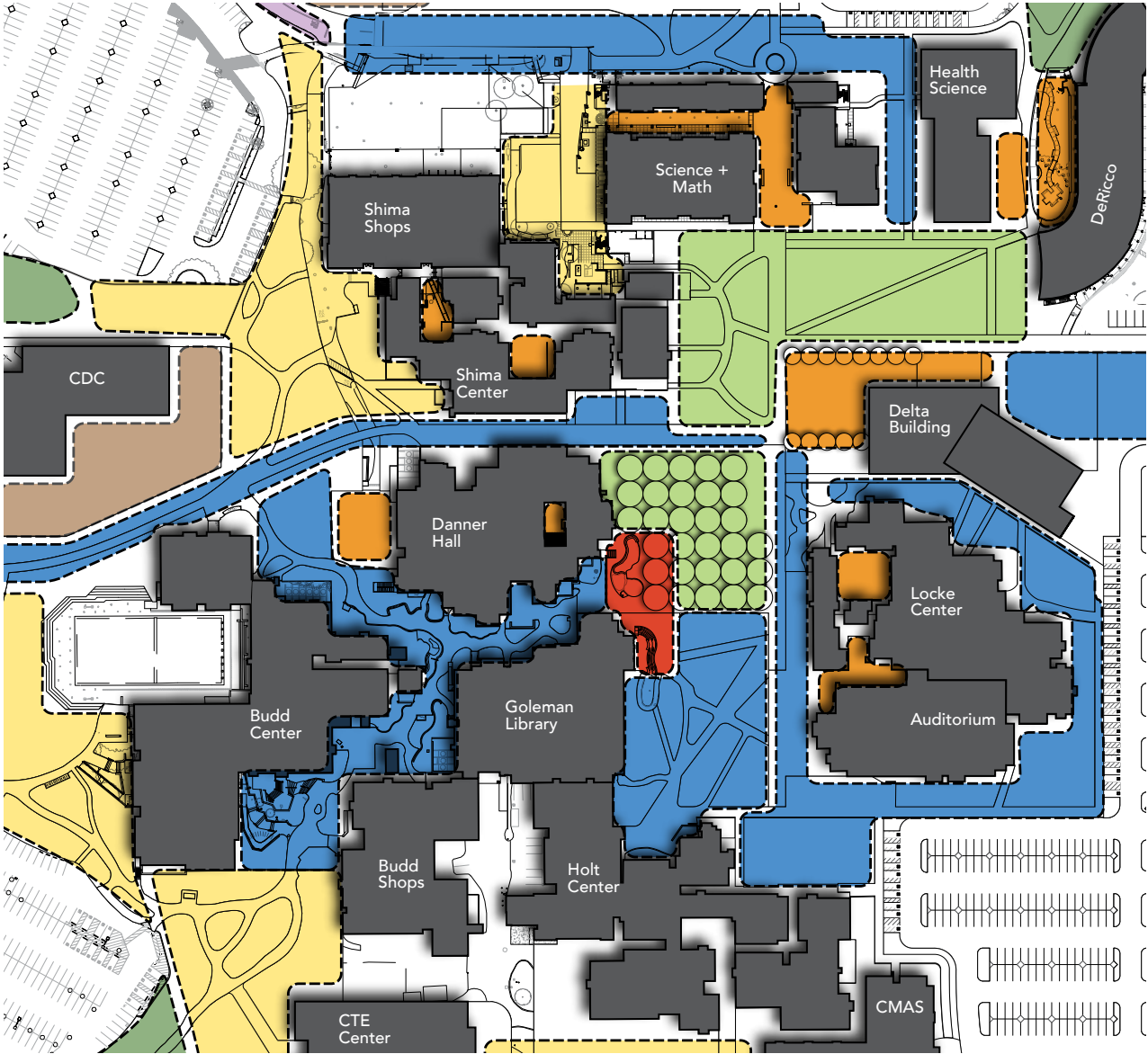
Accordingly, recommendations include revisions to the organization and structure of the campus landscape, as seen in the diagram at right (compare to existing landscape organization on page 236). With the proposed organization, there is a conscious effort to maintain a concentration of historic and community-focused spaces at the center of the core, while expanding the connective landscapes and allowing for new outdoor program in conjunction with proposed buildings.



Legend

- Historic
- Connective
- Community
- Courtyard
- Transitional
- Streets and Parking Lots
- Natural
- Special / Unique





The site concept takes inspiration from the river delta concept: the Campus Core is organized around a primary stream (central pedestrian spine running north-south) and its two tributaries (the connecting east-west pedestrian pathways), which form adjacent islands of open space. With the Campus Core's central location, these landscapes should provide a gathering space for formal, informal, and ceremonial events.

Legend

■ Historic	■ Transitional
■ Connective	■ Streets and Parking Lots
■ Community	■ Natural
■ Courtyard	■ Special / Unique

0 100 200 FT

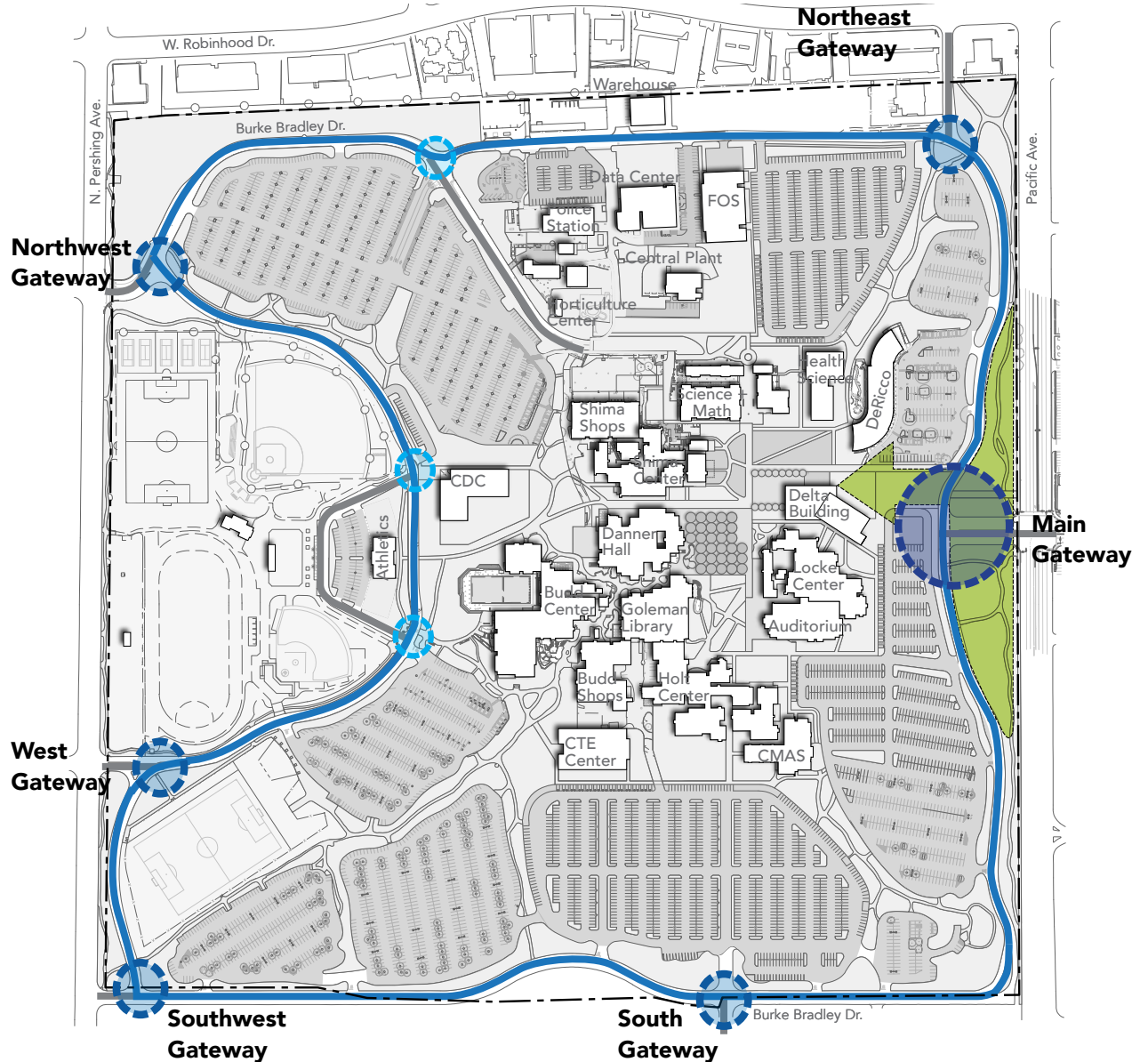
STREETSCAPE AND ARRIVAL

The streetscape and gateway landscapes should be considered from the perspective of a person traveling in an automobile at appropriate speed.

The main gateway at Pacific Avenue is the “front door” of the Campus and should provide a formal arrival experience for visitors. The Pacific gateway is the primary entry point onto the campus loop road and should have a unique character all its own. By replacing existing lawn with native and adapted plants, the District can reduce water usage and impart a strong visual identity.

Other gateways and intersections should be considered as secondary (external) and tertiary (internal). These intersection landscapes should be distinct from the typical streetscape and support the Campus identity and wayfinding system.

The landscape character of the campus loop road should be simple and have visual continuity throughout. This can be achieved as part of a long-term tree succession strategy, by implementing a standard replacement street tree when existing trees in poor condition are removed.



- Legend**
- Main / Primary Intersection
 - Secondary / External Intersection
 - Tertiary / Internal Intersection





A, B Internal streetscape examples.
C, D Native planting examples.

LANDSCAPE BERMS

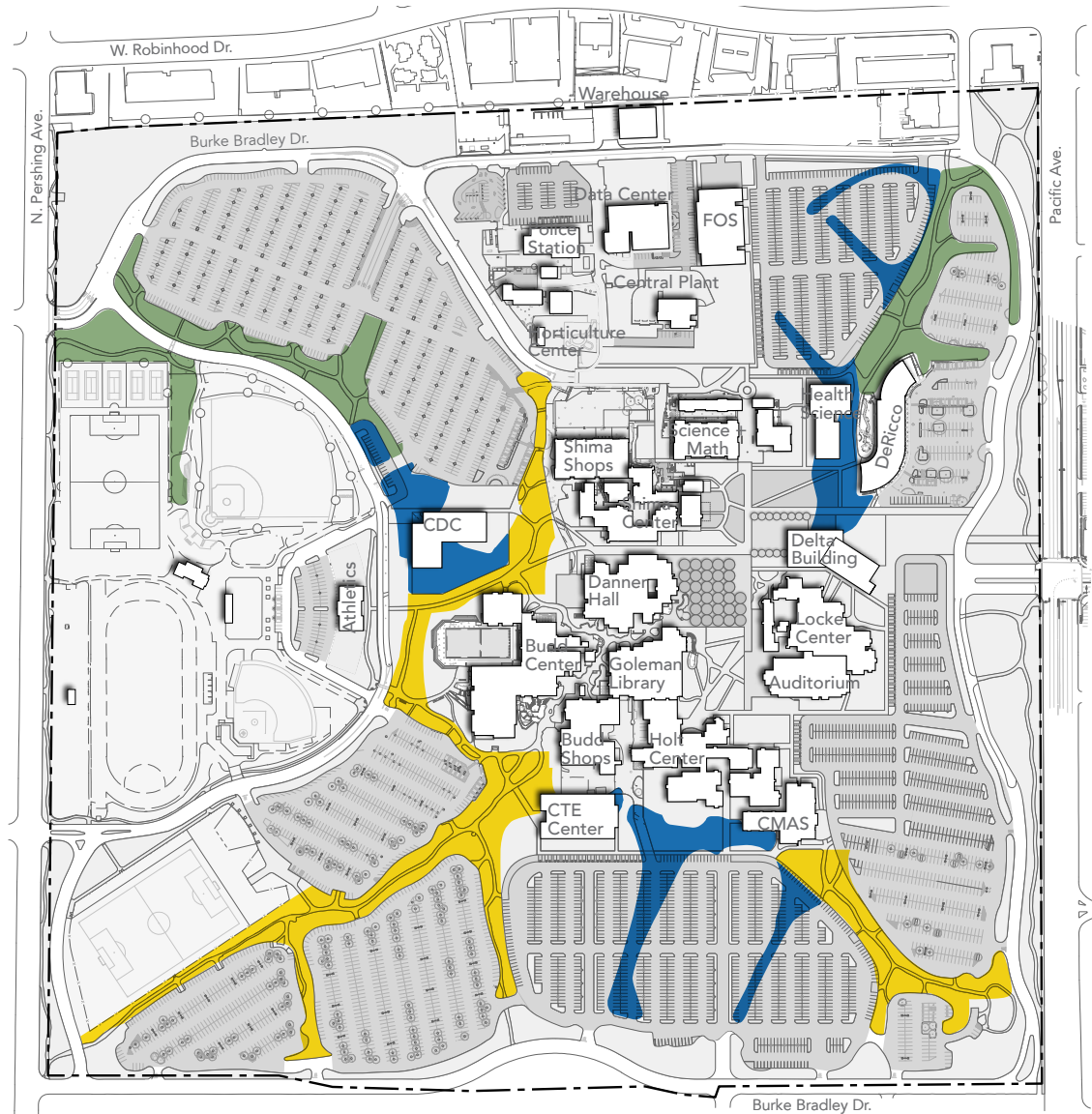
The extent of the berms has been reduced substantially in the Master Plan for a variety of reasons. Some will need to be removed to make way for planned facilities or parking improvements, while some should be removed to increase visibility, safety, and accessibility, and to decrease irrigation.

Where the artificial landscape berms are recommended to be removed, native or adapted drought-tolerant landscape planting should be implemented to minimize water use and provide a natural setting for accessible pathways leading from surrounding parking areas to the pedestrian portals. These natural landscape areas also increase capacity for stormwater biofiltration. Native trees should be planted to provide shade along these pathways as well.

The berm at the northeast corner of the site should be preserved to maintain the nature trails as a campus and community resource. Similarly, the berms at the northwest corner will need to be maintained to accommodate site grading at the adjacent parking lots and athletic facilities. As trees are removed in accordance with the arborist recommendations, no new trees should be planted. If new trees are desired to act as a visual buffer, native species should be used to manage irrigation water demand.

Legend

- Berm to remove for facilities + parking improvements
- Berm to remove for site improvements
- Berm to retain





A, C Examples of native, drought-tolerant landscape planting.
B Berm utilizing material re-use and water reduction strategy.

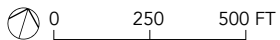
LANDSCAPE DESIGN

The landscape design organization is grounded in the same ideas as the larger development framework for the campus. The landscape concept draws on the District's context and the region's most definable landscape: the Sacramento-San Joaquin River Delta ("The Delta"), positioned at the edge of California's Central Valley and the San Francisco Bay Area. The Delta, in its purest form, is a series of meandering streams interspersed with islands.

The landscape concept enhances the Campus's existing winding, curvilinear open space network by building upon the hierarchy and order established in the Development Framework and supporting the wayfinding with intuitive landscape gestures.



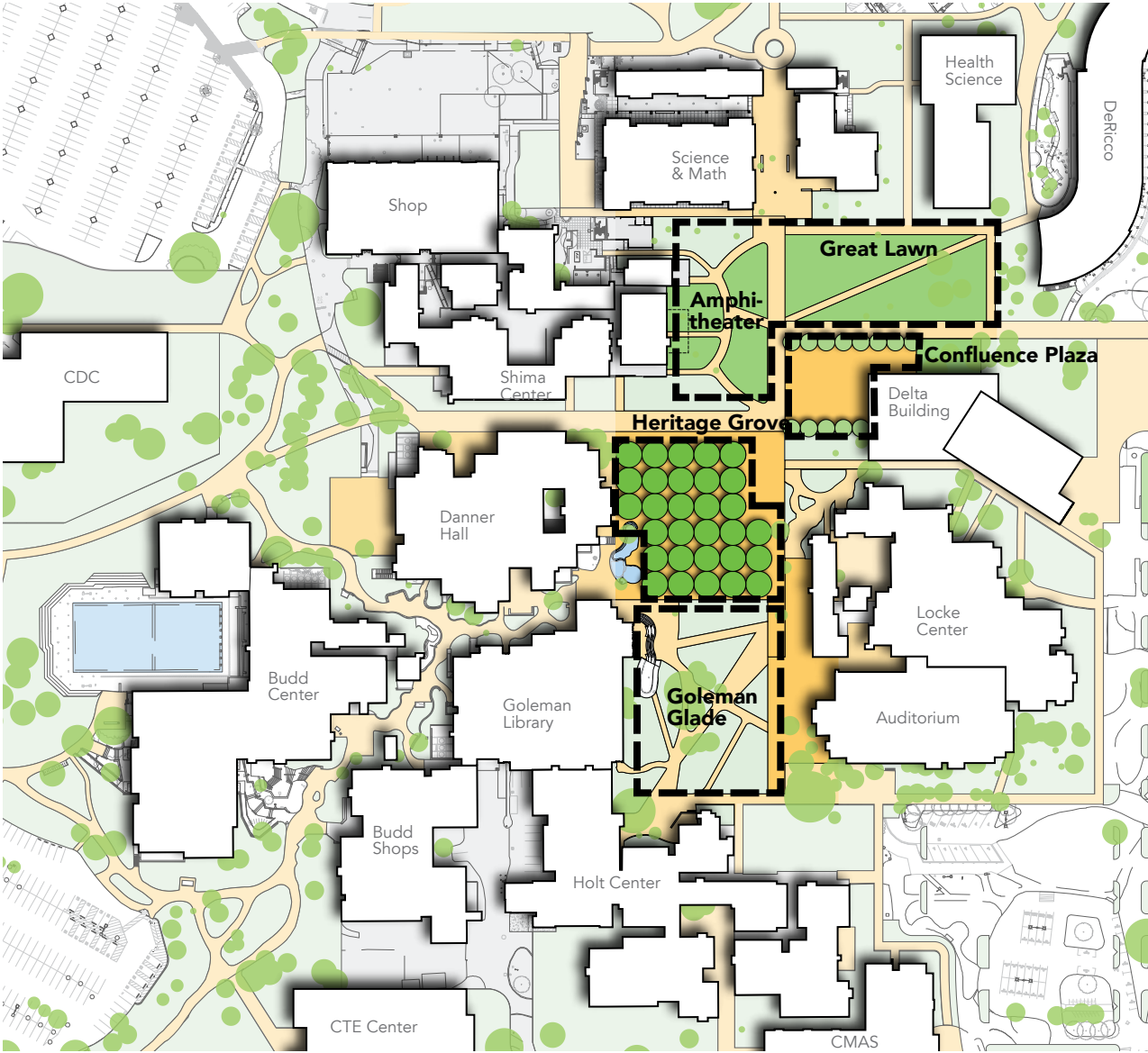
Sacramento - San Joaquin River Delta.



Stockton Campus Open Space Development

The landscape network is composed of four distinct but interconnected spaces that will be built in conjunction with adjacent new facilities: a Great Lawn and Amphitheater at the north end of the Campus Core; a plaza adjacent to the proposed Delta Building at the confluence of the three primary paths; Heritage Grove, situated between Danner and Locke; and Goleman Glade, east of the library.

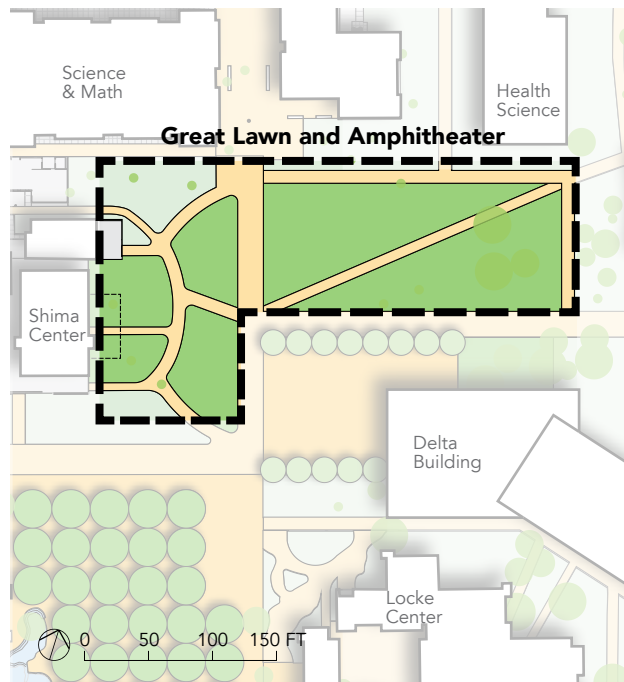
These spaces will accommodate a variety of active and passive uses for all constituents and support the program of the new and renovated adjacent buildings. The clear sightlines of the landscape framework will address safety and security, accessibility, and wayfinding issues. Furthermore, the planting of these landscapes can contribute to lower irrigation costs, an increased number of young trees in the urban forest population, and an increase in native species and biodiversity.



GREAT LAWN AND AMPHITHEATER

The Great Lawn and Amphitheater area is a major open space for the Campus. With strict State water regulations, the campus landscape should use lawn in purposeful and programmatic ways rather than as a default landscape condition. The Great Lawn provides a strong connection to new Health Science Building and existing DeRico Building, affording the opportunity for casual play, studying, and meeting, as well as more formal, seasonal events. The location's proximity to the main gateway also affords a traditional collegiate vista into heart of the Campus.

The landscape area east of Shima Center is designed in the style of an amphitheater, providing flexibility for a stage space for ceremonial events such as commencement, as well as more informal ones, such as film screenings and assemblies. The bandshell – a large, concave acoustic shell – also provides shading for day-to-day use.



A



B



C



D

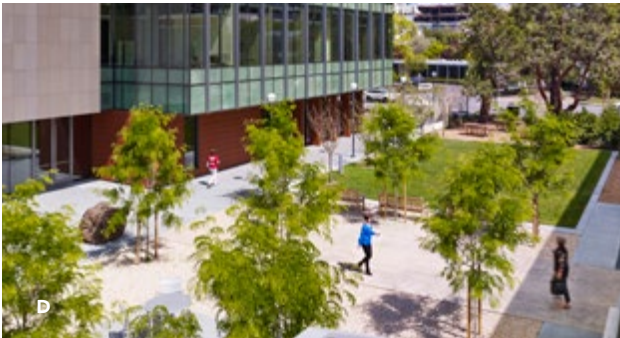
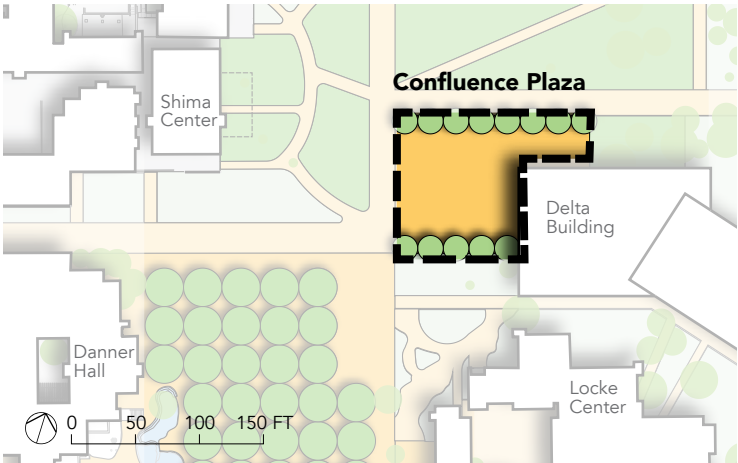
- A** California State University Chico.
- B** California State University Northridge Bandshell and Commencement Ceremony.
- C** Pomona College Campus Lawn.
- D** Bastyr University Herb and Food Fair.



CONFLUENCE PLAZA

Just as the Delta sits at the convergence of multiple rivers and streams, Confluence Plaza sits at a convergence of the three primary pedestrian pathways at the Campus Core. It engages public-facing program of the new Delta Building, acting as an extension of both academic and social uses and encouraging transparency and indoor-outdoor flow at the ground level.

It has the potential to become the new civic heart of the Campus, possessing an urban character at a relatively small scale. With special paving, shade trees, and seating opportunities to study or people watch, Confluence Plaza is designed to support a range of social interactions.



- A September 11th Memorial Plaza, New York City.
- B The University of Arizona - Underwood Sonoran Landscape Laboratory.
- C CJ Huang Asian Liver Center at Stanford University Medical Center.
- D CJ Huang Asian Liver Center at Stanford University Medical Center.

HERITAGE GROVE

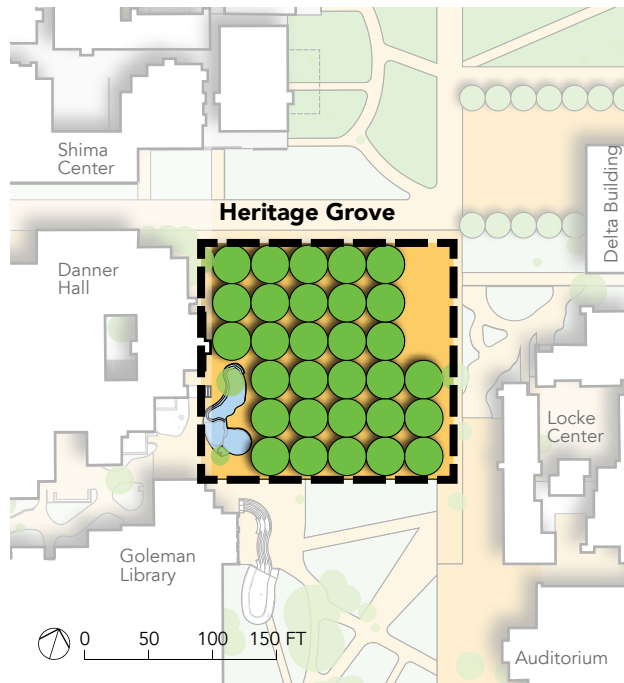
Heritage Grove takes on an urban woodland character and features an array of trees oriented with the Campus building grid allowing free movement in the shade of the canopies. Similar to islands in a delta, the trees act as masses around which circulation can freely flow. The existing koi pond will be preserved and incorporated at the southwest corner of the open space.

This space emphasizes design simplicity and functionality by using a limited number of paving and planting materials to preserve circulation space and accommodate the program from nearby Danner Hall.

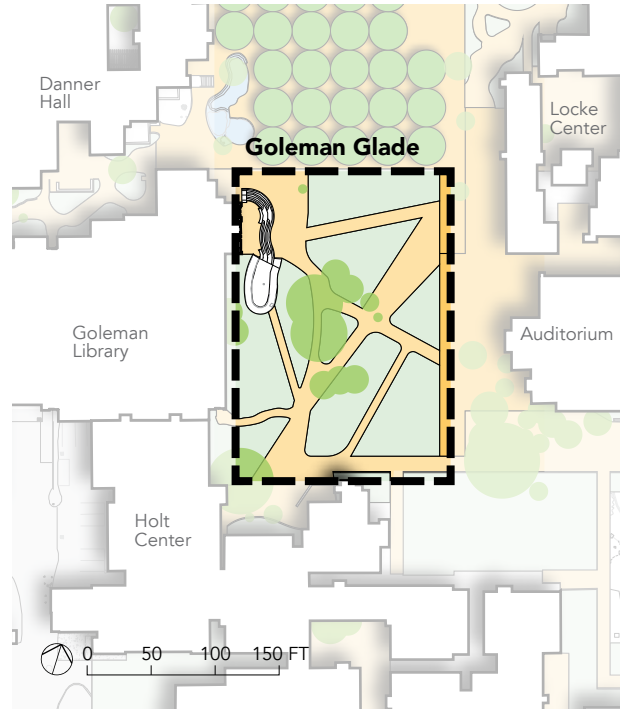
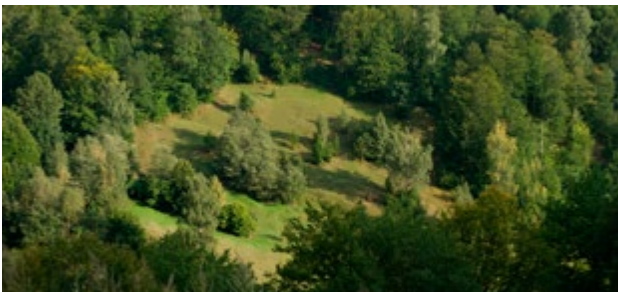
The high canopy of shade trees will create a dappled shade environment that is comfortable as a gathering space, with ample opportunities for seating; encouraging social interaction; and supporting the public life.

Tree species recommendations should take into consideration the level of maintenance required, speed of growth and size, and potential for allergens. Some species to consider include:

- Ash
- Honeylocust
- Sycamore
- Oak
- Zelkova
- Evergreen Elm



- A Novartis Headquarters.
 B Courtyard, Macquarie University.
 C Brochstein Pavilion, Rice University.



GOLEMAN GLADE

South of Heritage Grove lies Goleman Glade, a connective landscape representing a clearing from the woodland of Heritage Grove to the north and the relatively tall buildings surrounding the open space.

As a connective landscape, it features several paths and smaller planting areas, but maintains an aesthetic of simplicity, restraint, and institutional scale that supports the overall structure of the Campus Master Plan. The finer scale of the landscape structure provides an opportunity to use drought-tolerant plant material in lieu of lawn, and implement a planting palette suggestive of California grasslands and meadows, transitioning to chaparral scrub.

Similar to the koi pond, the existing bridge at the north end of Goleman Glade will also be preserved as part of the historic core and incorporated into the new design. Additionally the design should preserve and incorporate healthy existing trees into the new landscape areas to provide shade and further contribute to the historic nature of the Campus Core.

- A Forest Glade.
- B West Village, UC Davis.
- C Foothill College.
- D Dunn Meadow, Indiana University.

FACILITIES IMPROVEMENTS

The District's facilities and infrastructure are critical to supporting Delta's mission and creating effective learning environments for the delivery of high-quality instruction. These important public assets must be continuously renewed and maintained.

This section of the Facilities Plan describes the recommendations in the following order:

- New Construction (grouped by zone)
- Renovation / Change of Use
- Modernization

Descriptions are provided on the following pages and grouped into the five zones illustrated on the diagram on page 277.

EAST ZONE

Main Issues

- Main entry drive is poorly configured
- Congestions occurs throughout the day and evening
- Pedestrian pathways are unclear
- Signage and wayfinding are confusing
- Some front door services are remote from the main entry
- Child Development Center and playground is exposed to view

Goals

- Improve the entry experience
- Create a positive first impression
- Clarify vehicular and pedestrian pathways
- Locate "front door" functions in identifiable locations

SOUTH ZONE

Main Issues

- Large sea of parking without identifiable portals into the Campus Core
- Landscape berms between parking lots limit visibility
- Pedestrian access is through narrow passageways
- Back-of-house appearance of facilities and yards

Goals

- Address the growing CTE program needs
- Create identifiable portals into the Campus Core

CAMPUS CORE

Main Issues

- Campus service functions are located in the center of campus, occupying prime real estate for instruction and student support
- Key student services functions are remote from the majority of services in DeRicco
- Danner Hall lacks spaces for students to gather, study, and collaborate

Goals

- Develop the Core into a vibrant campus hub
- Create spaces for students to gather, study and collaborate
- Improve facilities to enhance student success

WEST ZONE

Main Issues

- Kinesiology and athletic functions are disconnected from the Campus Core
- Pedestrian pathways are unclear

Goals

- Improve connectivity to Campus Core
- Improve land utilization
- Relocate Child Development Center away from main entry

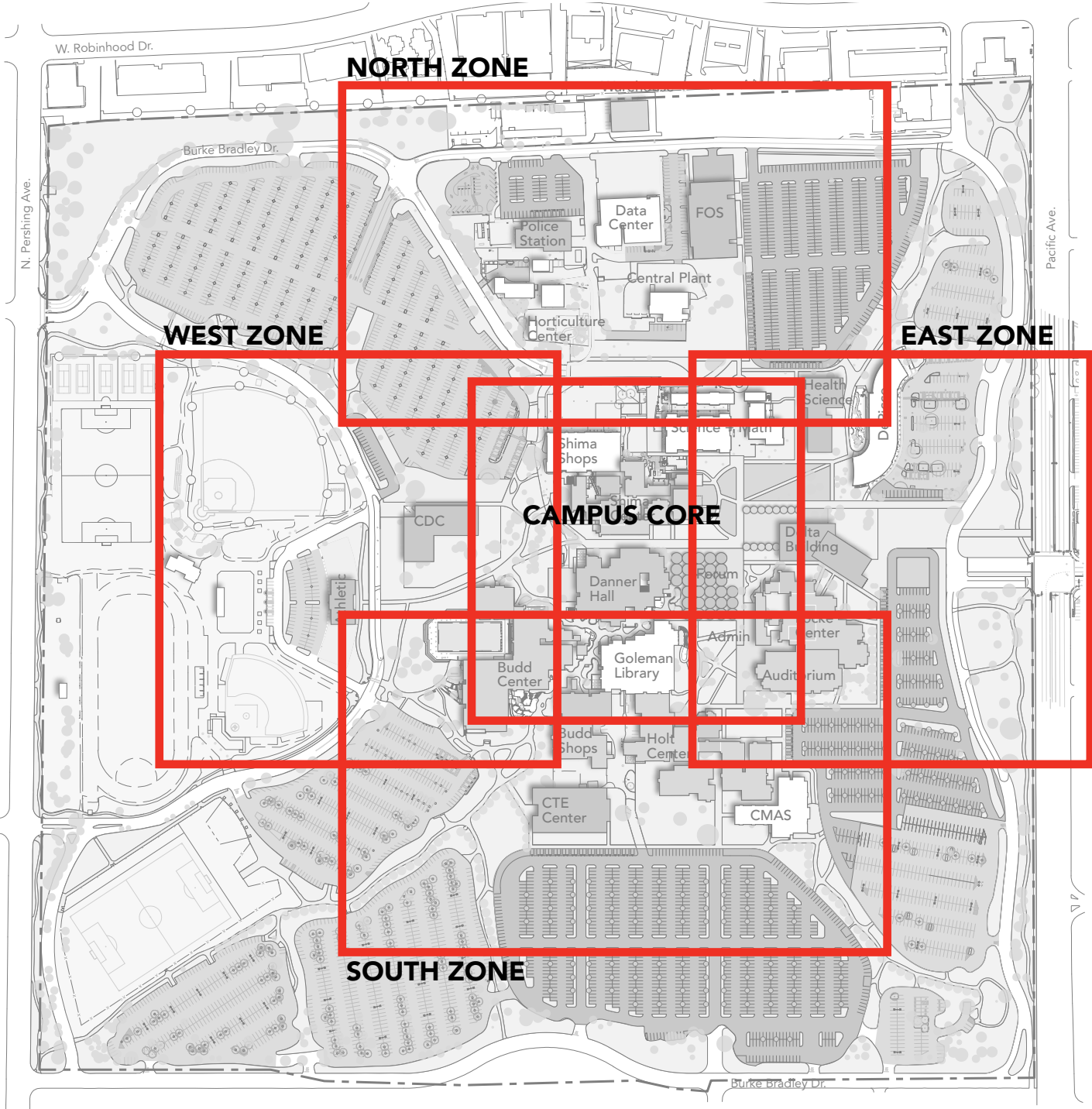
NORTH ZONE

Main Issues

- Campus service functions are dispersed throughout the campus
- Underutilized land and building configurations

Goals

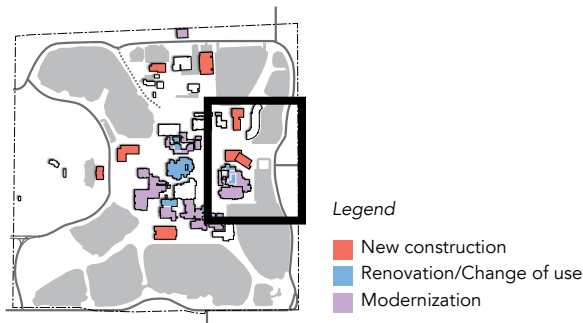
- Consolidate all campus services
- Improve operational efficiencies



**Stockton Campus
2017 Facilities Improvements**



EAST ZONE



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

EAST ZONE PROJECTS

HEALTH SCIENCE

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

Functions to be housed in the new facility include instructional space for nursing, psychiatric technician training, physical therapy, and medical office administration. Nursing, Speech-Language Pathology

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

Secondary Effects

Following the construction of the Health Science building, space will be vacated in Locke Center and re-purposed to address program needs, including classrooms for arts, communications, and transfer preparation.

DELTA BUILDING

The new Delta Building will create a welcoming front door to the campus, address critical issues, and improve access to key College and community functions. Student support services will complement the functions located in the adjacent DeRicco Center and provide needed expansion space. New instructional space will replace inefficient and underutilized areas on campus to address program needs, improve room utilization and provide enhanced learning environments. Administrative functions currently located in the Campus Core will move to the new Delta Building to improve the community’s access to these functions. A variety of meeting and conference spaces, including a multipurpose board room and professional development center are recommended. In addition, a new art gallery is proposed to provide improved visibility and access.

Functions to be housed include the following:

- 60-seat flexible, interdisciplinary classrooms

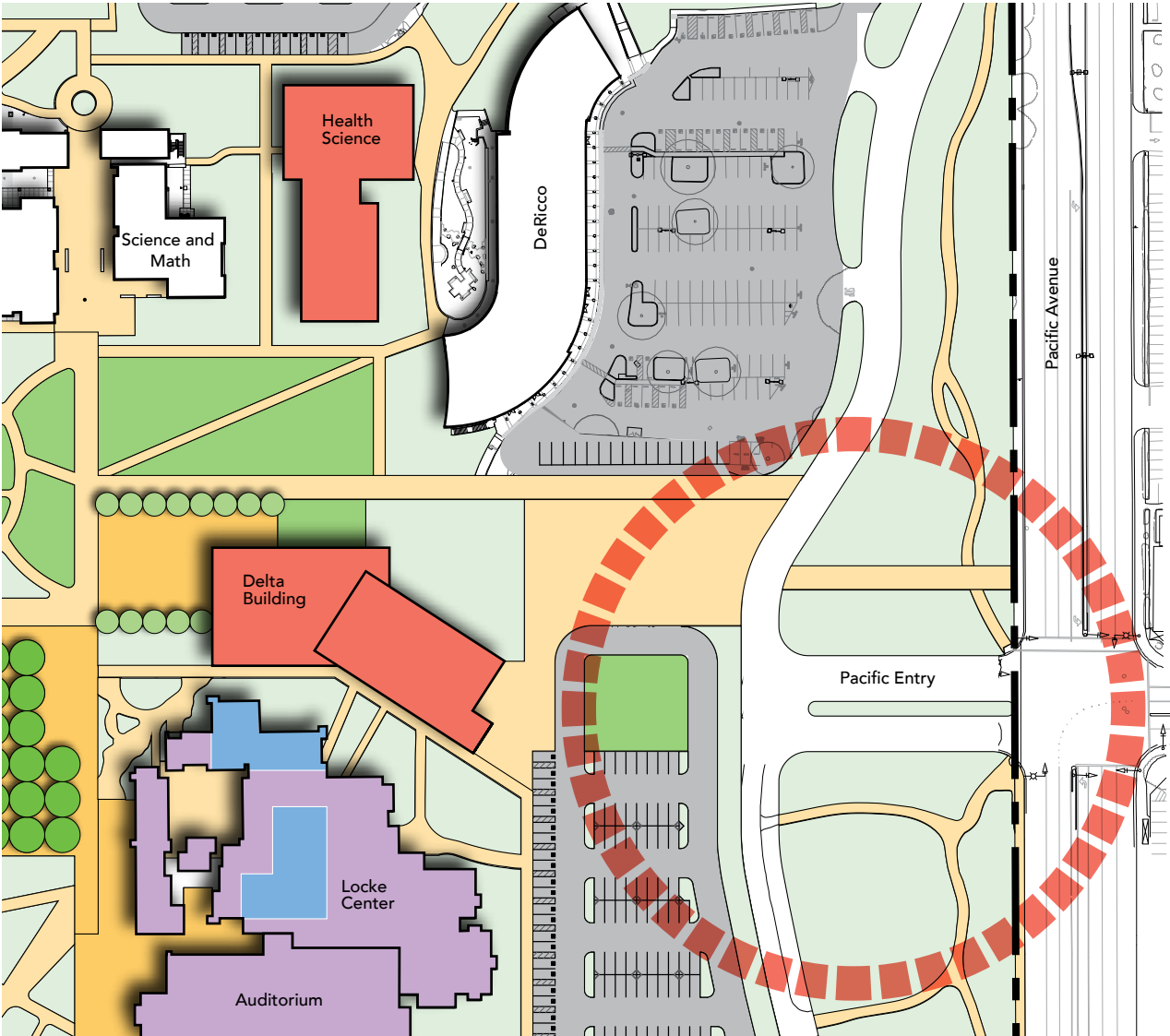
- Music and social science instruction
- First-contact student services (to complement DeRicco)
- Community meeting rooms (multipurpose board room)
- Administrative Services
- Professional Development Center
- Art gallery

Secondary Effects

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

PACIFIC ENTRY

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

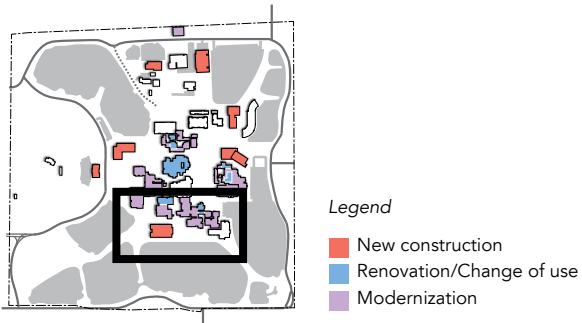


EAST ZONE RECOMMENDATIONS



Pacific Avenue Entry

SOUTH ZONE



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

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



CTE RENOVATION AND EXPANSION

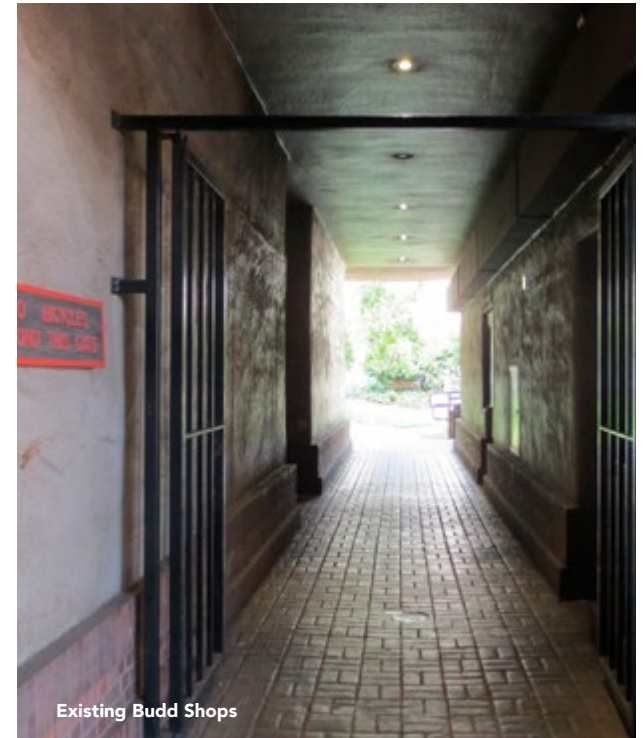
This project provides the opportunity to support evolving CTE program needs, explore program synergies, and improve interdisciplinary collaboration. This project includes the renovation and expansion of CTE areas currently located in the Budd Shops and the construction of additional space to consolidate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

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

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

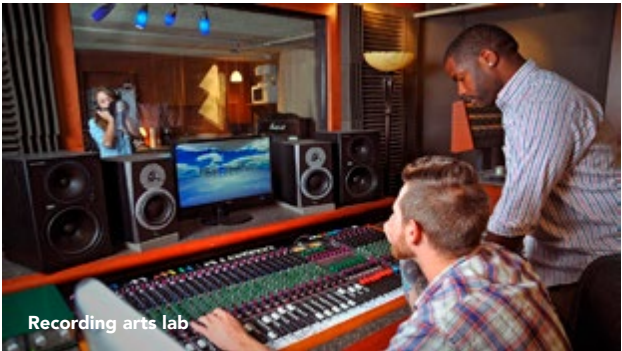
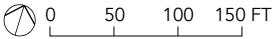
- TV/Radio
- Graphic Arts
- Photography
- Recording Arts
- Journalism
- CIS/BIM

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





SOUTH ZONE RECOMMENDATIONS



Recording arts lab

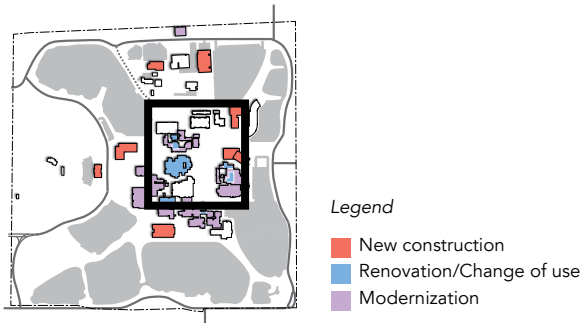


Electronic technology lab



Digital Media classroom

CAMPUS CORE



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



Koi pond at Campus Core

DANNER HALL

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

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

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

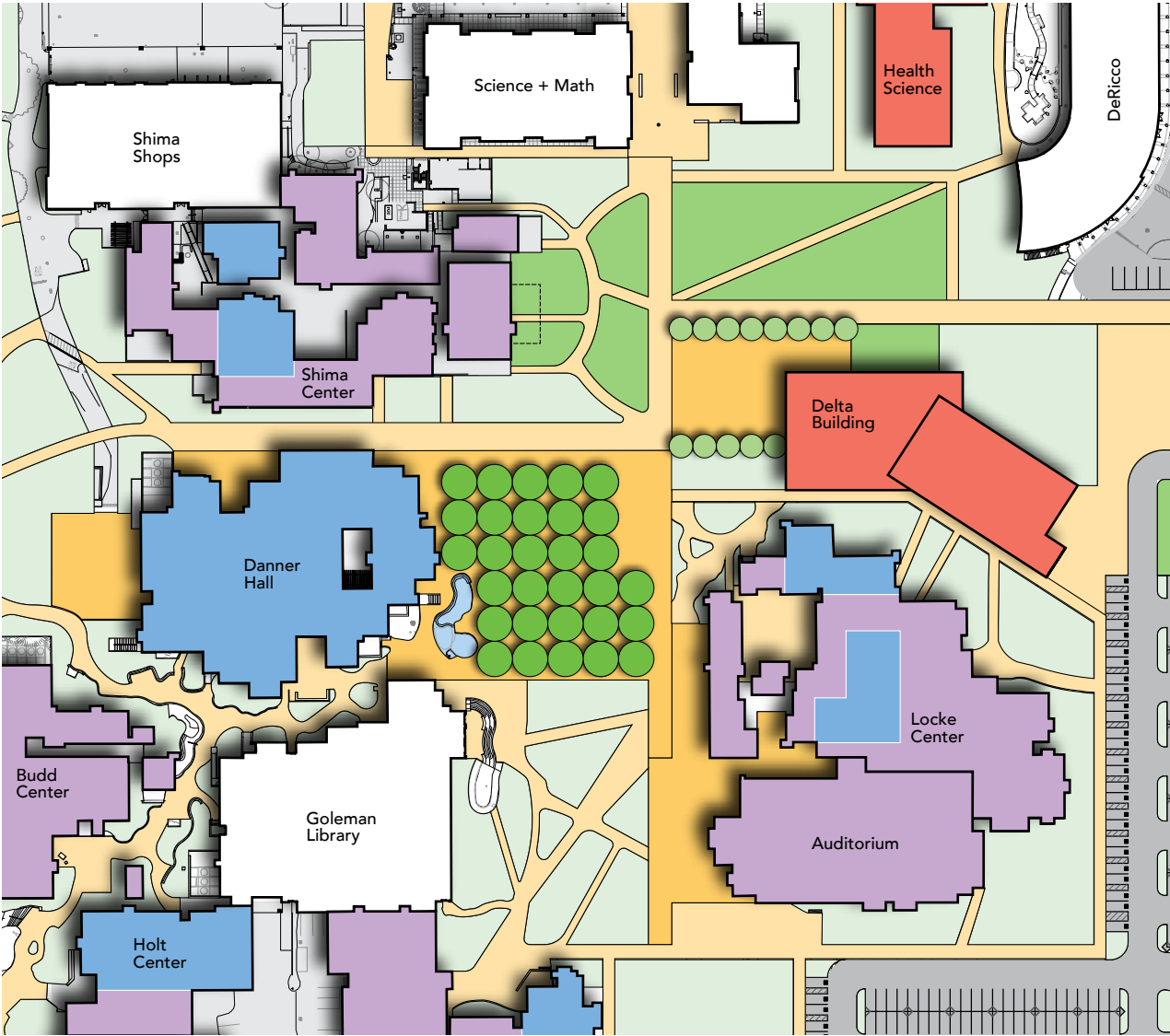
- Student activities
- Student government
- Learning support activities
- Writing center

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

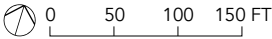
- 1. Relocate non-essential functions out of the Campus Core.**
 - Relocate Facilities, Purchasing and Warehouse from Danner Hall into the North Zone of campus.
- 2. Relocate Culinary Arts, Learning Centers, ASDC, and Student Activities into Danner Hall.**
 - Renovate Danner Hall to provide improved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

Secondary Effects

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

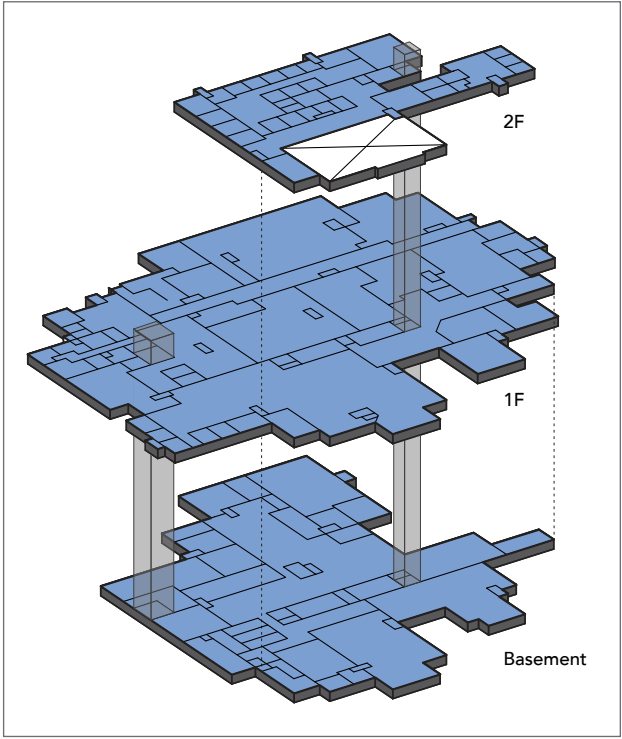


CAMPUS CORE RECOMMENDATIONS

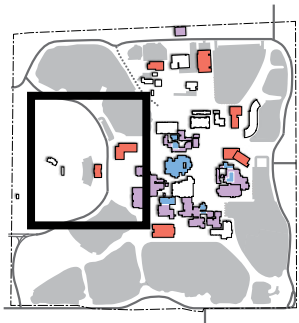


University of Pacific De Rosa University Center

Develop Danner Hall as a 'real Student Center'



WEST ZONE



Legend

- New construction
- Renovation/Change of use
- Modernization

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

WEST ZONE PROJECTS

CHILD DEVELOPMENT CENTER

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

Secondary Effects

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

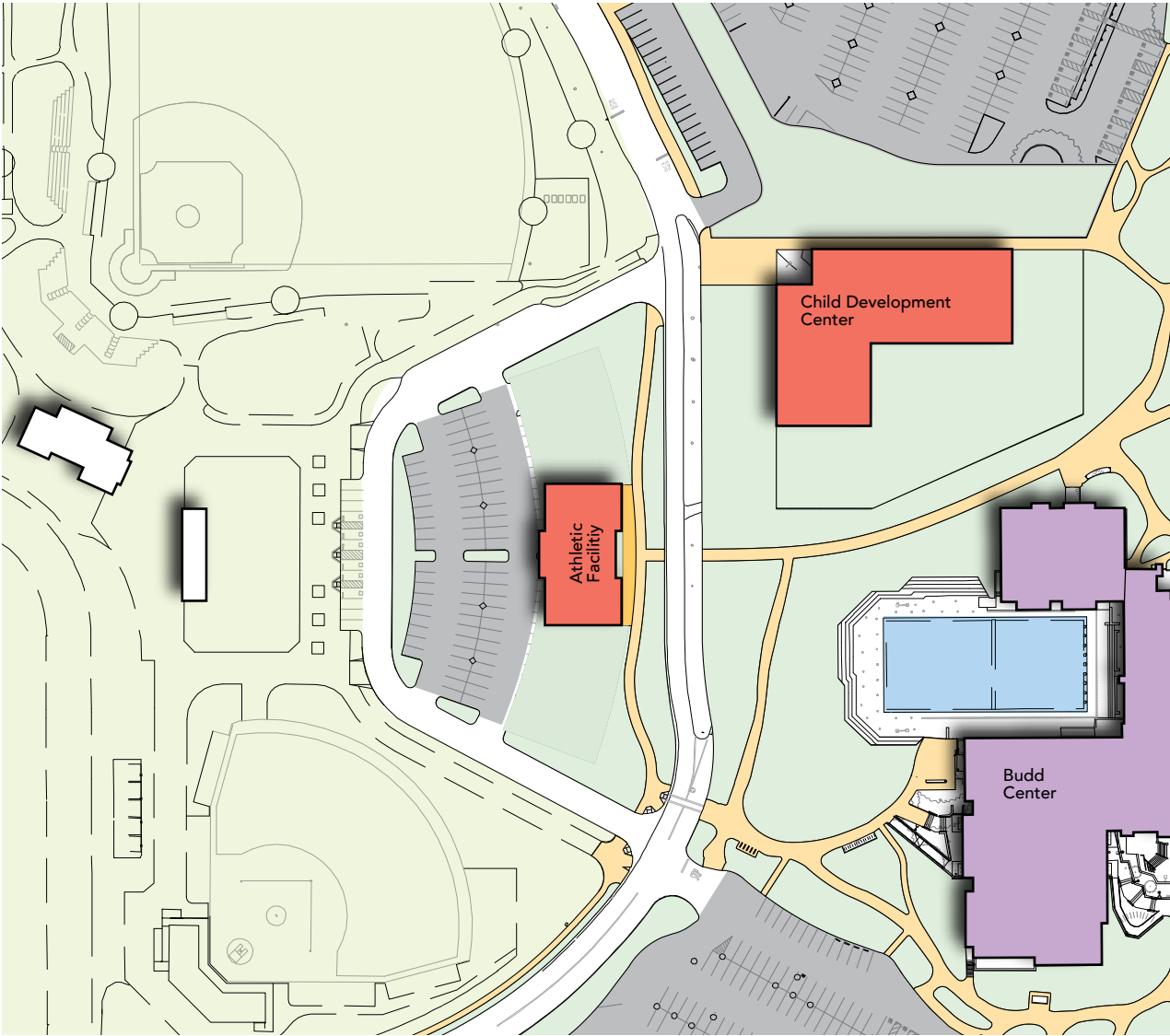
KINESIOLOGY

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

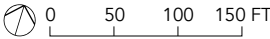
- Training Room
- Team Room
- Weight Room
- Locker Room
- Equipment/Storage
- Public Restrooms
- Concessions

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

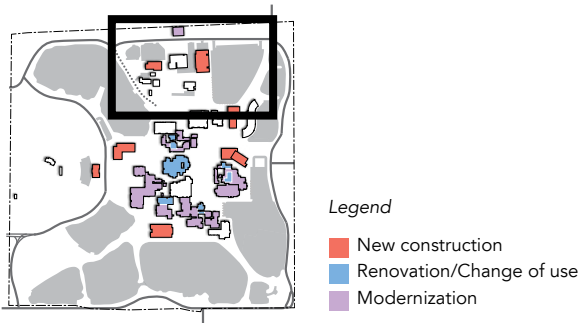




WEST ZONE RECOMMENDATIONS



NORTH ZONE



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

NORTH ZONE PROJECTS

FACILITY FOR OPS SUPPORT

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

Secondary Effects

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

POLICE

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

Secondary Effects

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

REALIGN ROAD

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



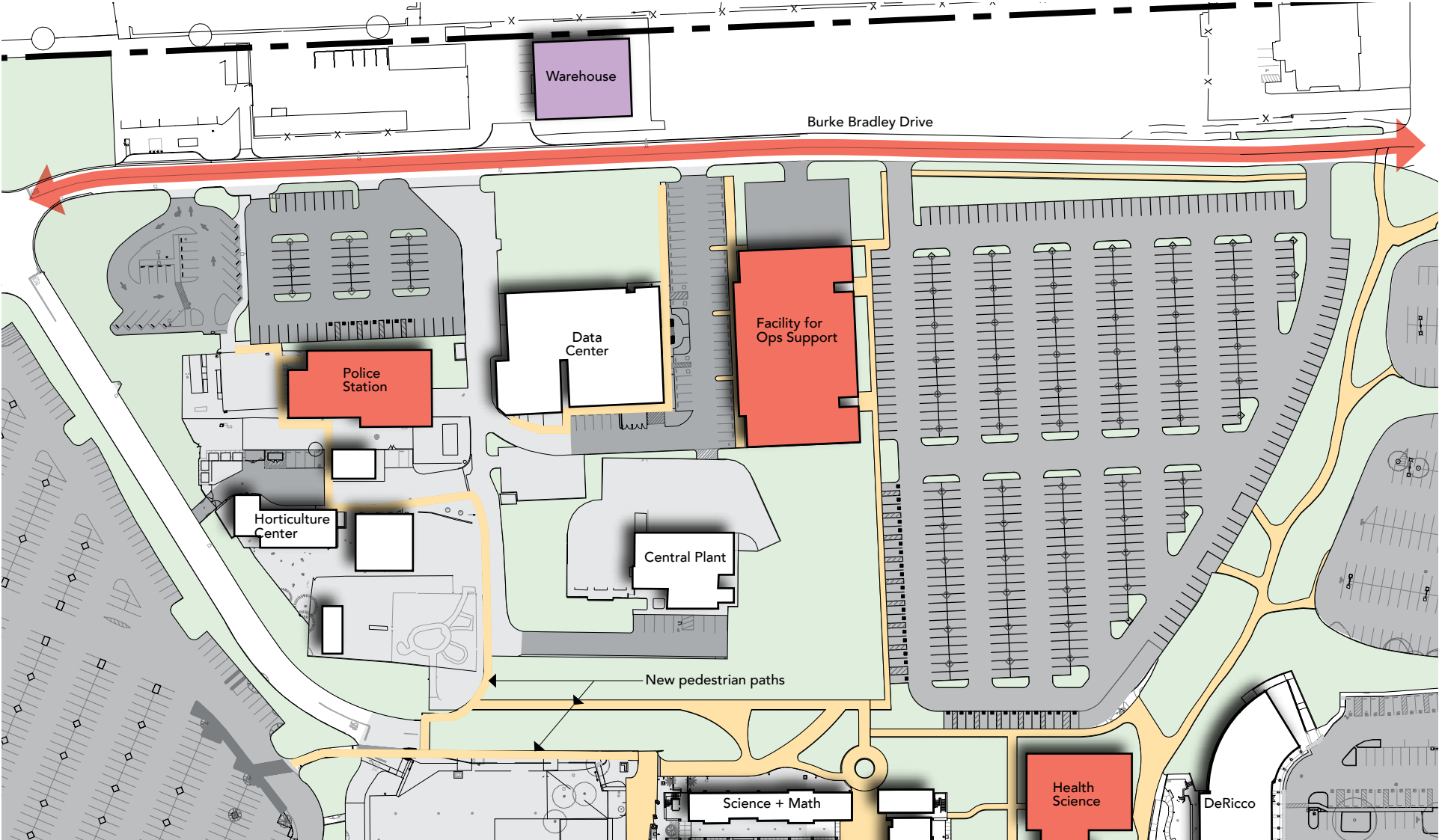
Existing Campus Police



Existing Maintenance-Shipping and Receiving Loading Dock



Existing Burke Bradley Drive



NORTH ZONE RECOMMENDATIONS



CAMPUS-WIDE SITE INFRASTRUCTURE

WET UTILITY SITE INFRASTRUCTURE

The campus-wide wet utility site infrastructure systems, or those that carry or distribute water, are generally broken down into four categories:

1. Water Distribution
2. Storm Water Drainage
3. Irrigation
4. Sanitary Sewer

While portions of these systems are nearly 50 years old, the wet utility infrastructure system is generally in good shape. However, isolated instances of main line breaks would not be uncommon for a system of this age.

Perhaps the biggest changes with regard to the future upgrades of wet utilities will be the need for a more comprehensive collection and filtration system for storm water drainage. The majority of the campus storm drain systems predate current stormwater requirements, and are therefore allowed to discharge into the City of Stockton stormwater systems without any detention or treatment measures. New construction should utilize current low-impact design strategies to minimize stormwater discharge, and may be required to implement certain water quality measures as required by the City of Stockton.

The Central Plant provides heating and cooling to the majority of buildings throughout campus. Based upon an initial assumed load analysis, the chilled water system is reaching capacity. As new facilities are constructed and connect to the Central Plant distribution loop, the demand from this system will increase. New facilities should assume that additional chilled water, and potentially hot water, will be required. As a consequence, the Capital Budget of any new facility or building should reflect the need for plant upgrades.

CAMPUS PATHWAY AND PARKING LOT LIGHTING

Pathway lighting throughout campus and through the parking lots should be upgraded. Despite recent improvements in the lighting on campus, lighting can be inconsistent and needs to extend into the parking lots for better visual security.

IRRIGATION

Extensive rehabilitation of the main irrigation well in 2014 did not include any upgrades of the distribution system. While the well currently meets the demand placed upon it, the distribution system is in need of a modernization. Currently, the distribution system lacks adequate isolation and pressure relief valves. Additionally, a significant number of heads are outdated and are not connected to the main controller. These items should be addressed as part of any irrigation modernization.

WET UTILITY

Based upon our analysis, a system-wide modernization of the wet utility system is not warranted at this time; however, due to the overall age of the system, there may be periods of increased maintenance.

DRY UTILITY

As each building is modernized, the main electrical service should be evaluated and upgraded based upon its current and anticipated electrical demand.

CENTRAL PLANT UPGRADE HOLISTICALLY

The Central Plant is approaching design capacity in relation to its chilled and hot water systems. Options for increasing capacity include:

1. A system-wide capacity increase constructed as a defined Capital Improvement Project. This option would require a larger initial capital outlay, but would be less burdensome over time.
2. Validate capacity on a project-by-project basis. This option would lessen the one-time expenditure of increasing the capacity of the Central Plant, but would require a series of upgrades over time as new facilities come online.

ACCESS

Access upgrades and modernizations should be evaluated and implemented in stages with regard to overall campus pathways and wayfinding and individual building upgrades. Currently, Delta is in the process of updating its ADA Transition Plan, which will help the District identify required improvements.

The District has recently completed two barrier removal projects within the Campus Core to rehabilitate internal pathways, and has identified two subsequent Path of Travel Improvement barrier removal projects. These would address pedestrian pathways around the perimeter of the Campus Core and along the parking lots.

Within each building, each modernization project should evaluate its program against current California and Federal Accessibility Standards, as well as the updated ADA Transition Plan, and be upgraded accordingly. Therefore, careful collaboration with the Division of the State Architect in the development of each project improvement is required. Since the majority of the buildings were constructed prior to the implementation of the Americans with Disabilities Act, it should be expected that remediation of these items could be significant.

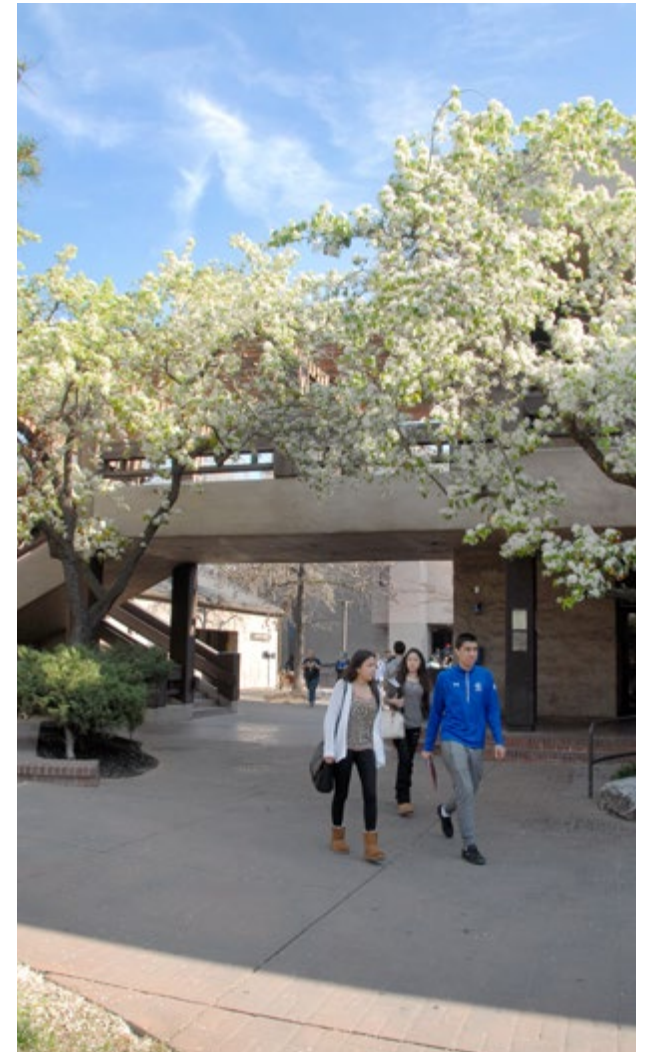
SECURITY

Security upgrades should be contemplated in conjunction with any building modernization. Items that should be considered in a building modernization include:

- Removal of visual barriers within corridors or site amenities;
- Increased lighting in interior corridors;
- Additional fire suppression systems in non-sprinklered buildings.

Other security measures lend themselves to individual capital improvement projects. These standalone security projects include:

- Installation of a mass notification system in case of emergency;
- Implementation of a common building and campus identification system;
- Installation of disability evacuation chairs mounted adjacent to stairwells at above-ground floors
- Upgrades to the visual surveillance system to include high-definition and low-light capabilities;
- Installation of upgraded door locking mechanisms in all classrooms, so that they can lock from the inside, in case of an emergency;
- Re-keying of the Campus, with the implementation of re-keying protocol.



DEMOLITION PLAN

Based on a comprehensive analysis of several planning factors, a number of facilities were identified to be demolished as part of this Facilities Plan.


Factors included:

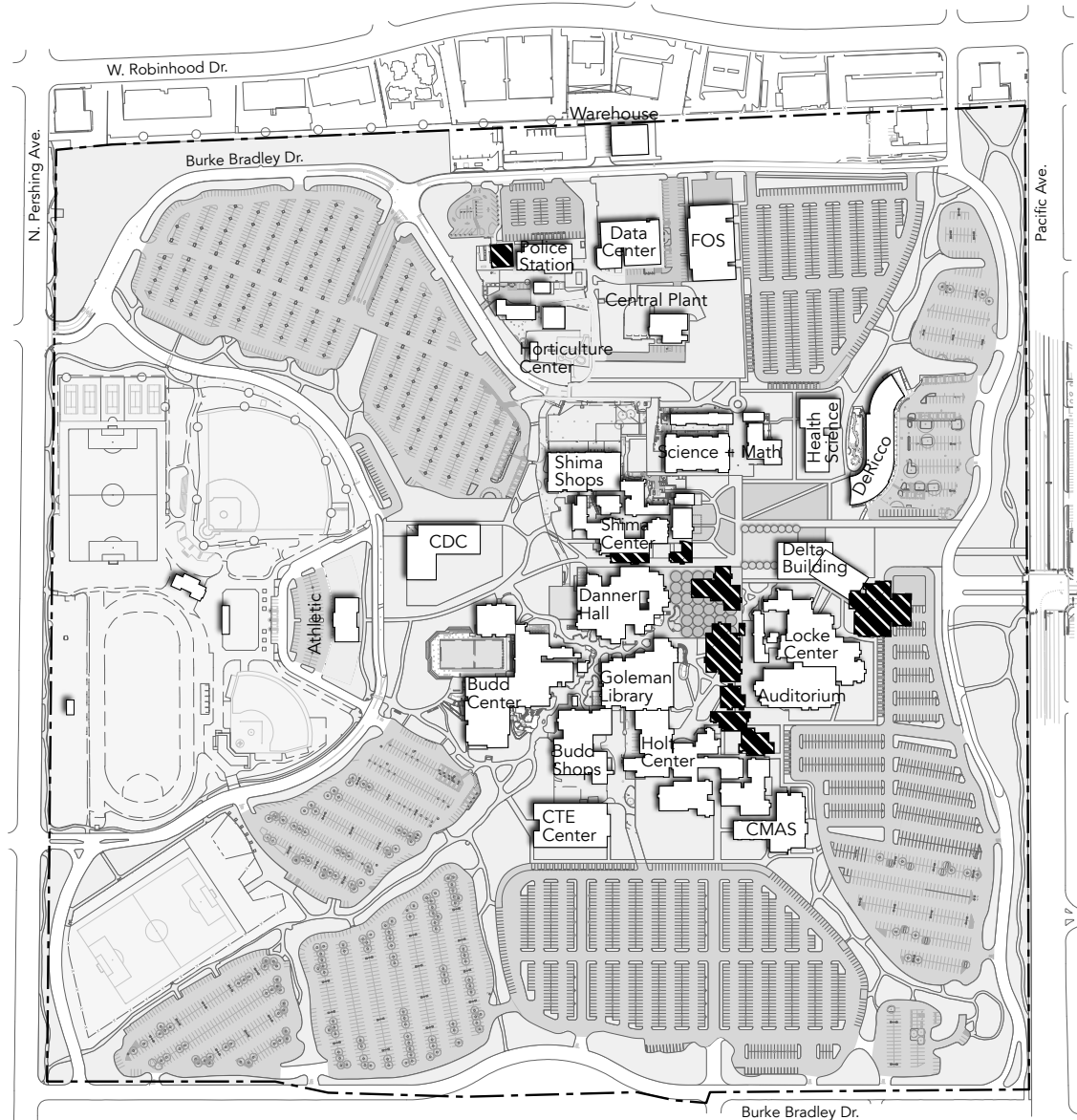
- Ability of space to support functions
- Access limitations
- Facilities condition
- Room utilization
- Code compliance
- Cost/benefit to renovate versus replace

Facilities to be demolished:

- Child Development Center
- Administrative Wing
- Forum Hall
- Police Station
- Shima Center (partial)
- Holt Center (partial)

Legend

 Proposed Demolition



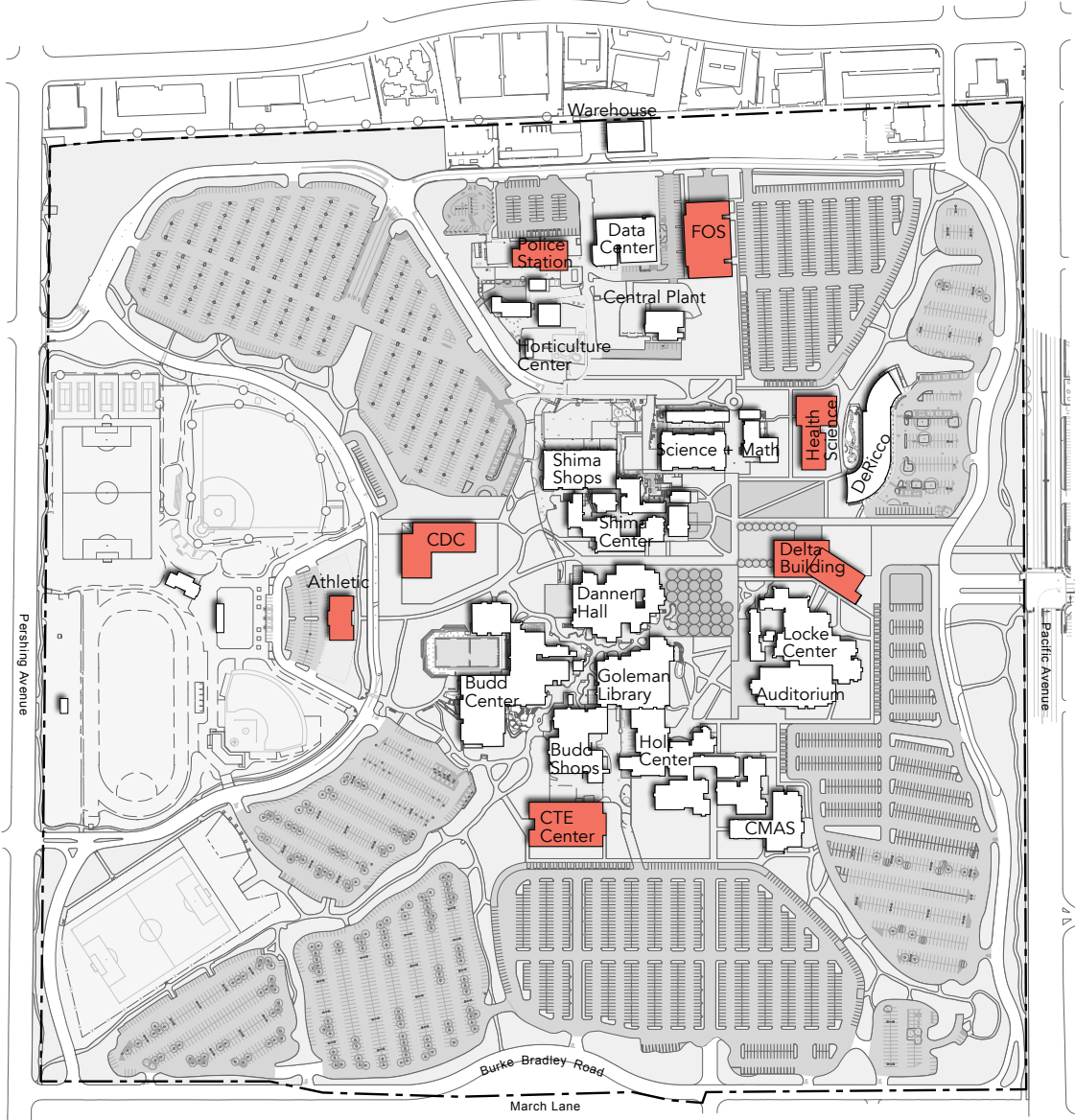
NEW CONSTRUCTION

The construction of new facilities is recommended to address program needs, improve operational efficiencies, and enhance learning environments. New construction projects are right-sized based on the educational planning data and proposed to be flexible to maximize utilization and adapt over time.

New buildings to be constructed:

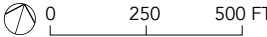
- Delta Building
- Health Science
- CTE Center
- Child Development Center
- Police Station
- Facility for Ops Support (FOS)
- Athletic Building

Refer to pages 275 to 287 for project descriptions.



Legend

■ Proposed New Construction



BUILDING RENOVATION / CHANGE OF USE AND MODERNIZATION

RENOVATION/CHANGE OF USE

Renovation or Change of use is recommended for four buildings on the Stockton Campus. These facilities have programs and functions that are planned to be relocated to other locations on campus. Following these relocations, spaces will be adapted for new uses and the facilities will be renovated to renew and lengthen the lifespan of the buildings.

Buildings planned for renovation or change of use include:

- Danner Hall
- Shima Center (partial)
- Holt Center (partial)
- Locke Center (partial)

See pages 276 to 287 for project descriptions.

MODERNIZATION

Many of the original 1970's buildings are in need of modernization and have similar issues and deficiencies. This can be attributed to the common construction methods of their era, as well as the general architectural design themes and practices of the time.

The buildings identified for modernization are in need of upgraded building infrastructure systems, such as mechanical, electrical, fire alarm, low voltage, and security, as well as upgrades for accessibility. Some of these items, such as accessibility and physical security, may prove difficult to fully remediate due to the physical structure of the existing buildings.

However, common building upgrades within each complex include:

- Provide door accessibility hardware;
- Provide swing or strike clearance at all doors;
- Provide accessible drinking fountains;
- Upgrade vertical and horizontal accessible emergency egress;
- Repave pathways within buildings to provide an accessible surface;
- Provide accessibility upgrades to all restrooms;
- Replace handrails and guardrails to comply with current standards.

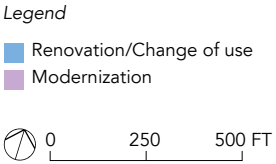
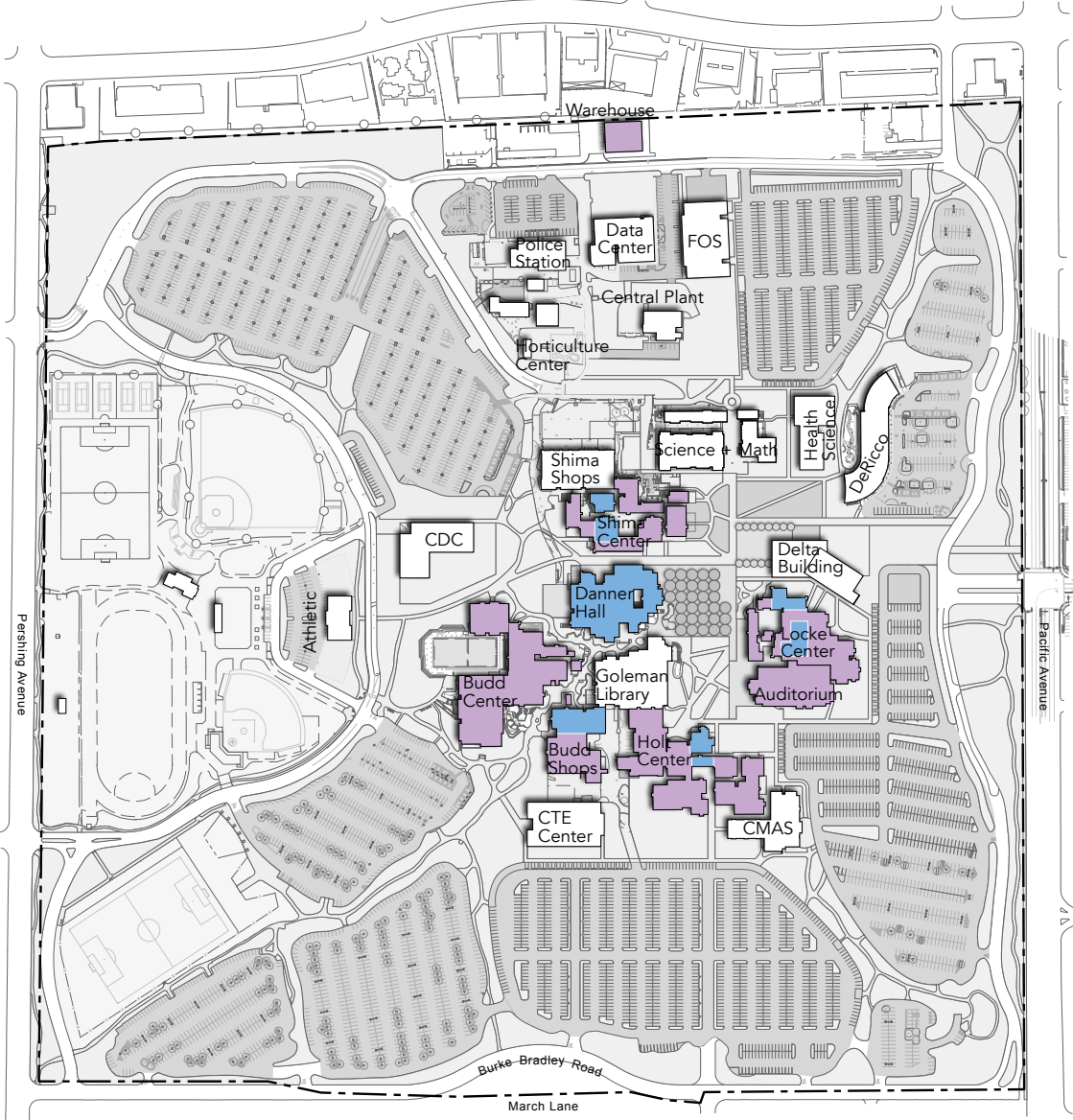
In addition to the building system upgrades, modernizations are recommended for the interiors of these buildings. Most of the older building complexes have an interior courtyard with several grade changes, or site features without compliant handrails, stair rises or runs, or access to above-grade levels. Most pathways must also be improved in order to comply with building accessibility codes and improve campus-wide access.

A modernization of the Atherton Auditorium should also include a renovation and reorganization of the public entry, box office, and gallery. It is recommended that these be reconfigured so that they face the south, towards the vehicular drop-off and accessible parking lot. This would increase visibility and improve campus and community access to the events that take place in this building.

Buildings planned for modernization include:

- Shima Center
- Budd Center
- Budd Shops
- Holt Center
- Locke Center
- Auditorium
- Central Plant capacity upgrades for future buildings

See pages 288-89 for additional campus-wide site modernization descriptions.

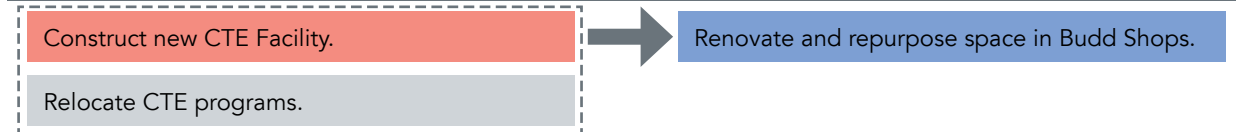


PROJECT SEQUENCING

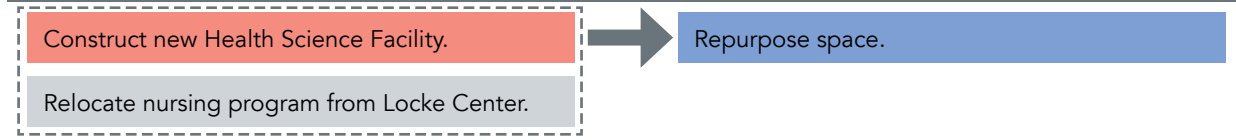
OVERVIEW

The facilities projects identified in this Plan address the program needs identified in the Educational Plan and the key issues identified in the existing conditions analysis. Several of these projects are linked and should be sequenced in order to limit disruption and simplify implementation. Grouped projects are identified here to explain the linkages and the proposed logical sequencing.

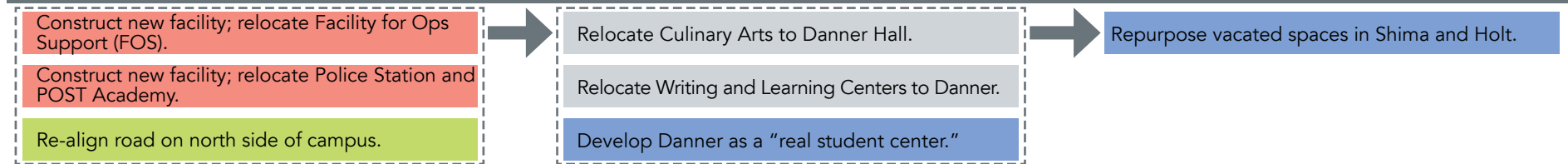
CTE RENOVATION AND EXPANSION



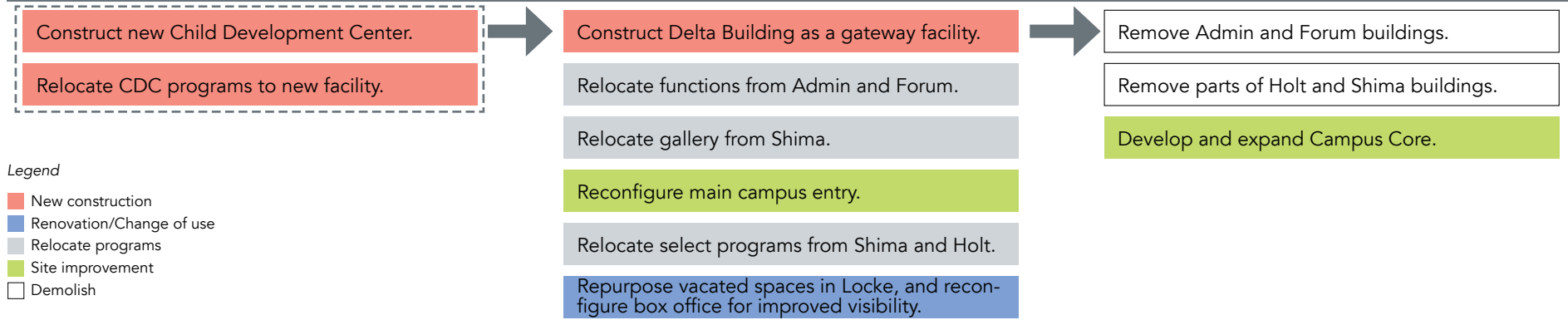
HEALTH SCIENCE



GROUP A



GROUP B



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



**STOCKTON CAMPUS
2017 FACILITIES MASTER PLAN**

Legend

- New construction
- Renovation/Change of use
- Modernization



REINVEST
RIGHT-SIZE
SIMPLIFY

Develop flexible, multipurpose facilities to maximize use and adapt over time





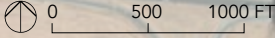
SOUTH CAMPUS AT
MOUNTAIN HOUSE

SOUTH CAMPUS AT
MOUNTAIN HOUSE

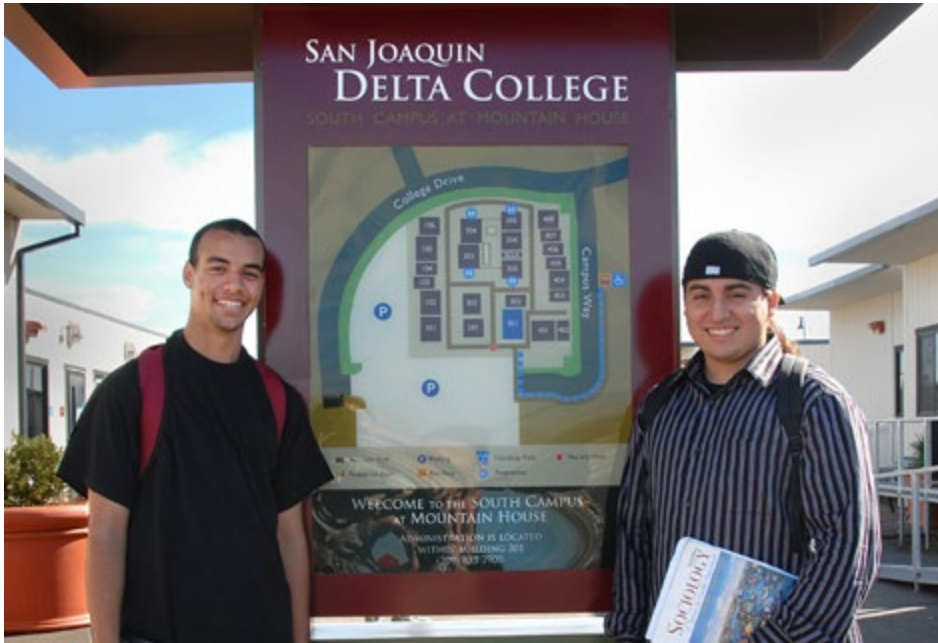
INTRODUCTION



South Campus encompasses approximately 126 acres north of Interstate 205, at the boundary of San Joaquin and Alameda Counties. South Campus is located at the southwest corner of Mountain House, on the western edge of the Central Valley.



EXISTING CONTEXT



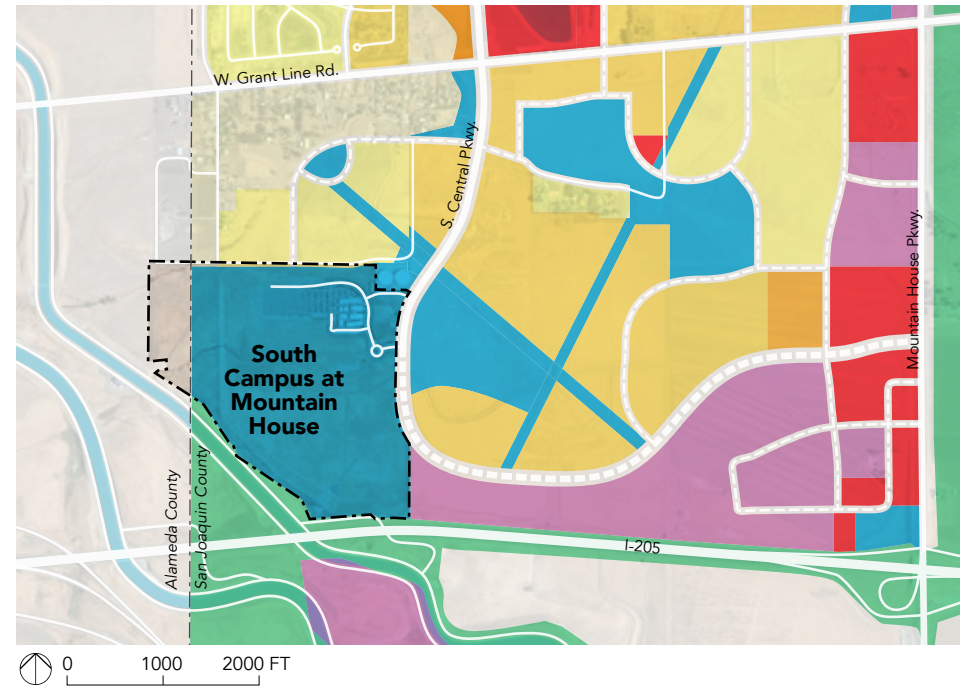
LAND USE ADJACENCIES

There are a variety of uses adjacent to the site, as defined by San Joaquin County's General Plan: public facilities, residential of varying densities, industrial, and agricultural. Land within Alameda County in this area is unincorporated, and is either vacant or agricultural.

Infrastructure easements for water and other utilities cross the adjacent land development.

Legend

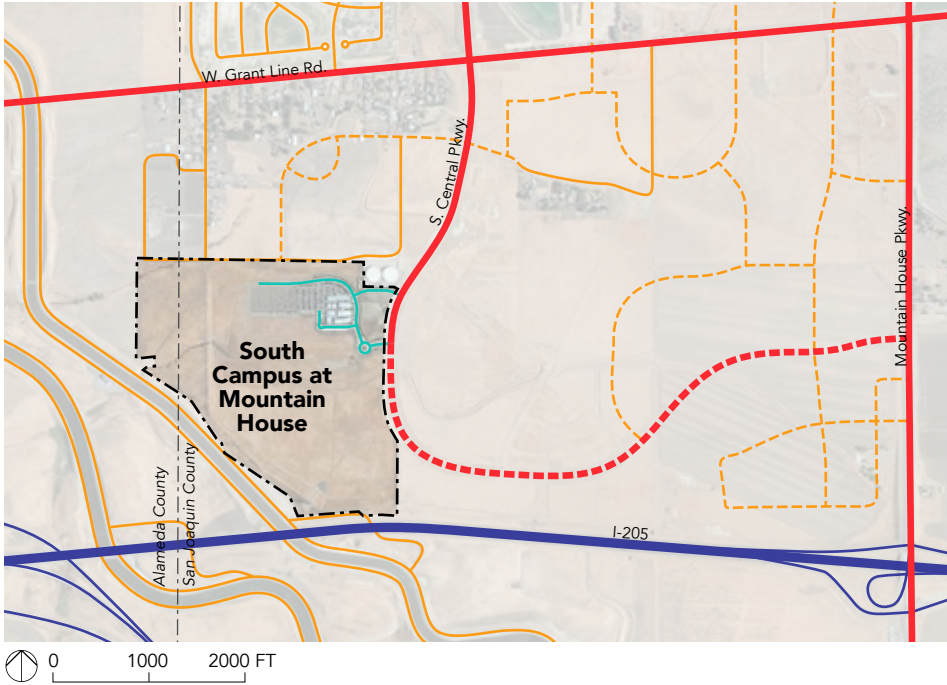
- Residential (very low density)
- Residential (low density)
- Residential (mid density)
- Residential (mid-high density)
- Residential (high density)
- Commercial
- Industrial
- Public Facilities
- Agricultural
- Waterway



ROAD NETWORK

There is a planned road network adjacent to Campus within the Mountain House Community, including a continuation of South Central Parkway east to Mountain House Parkway.

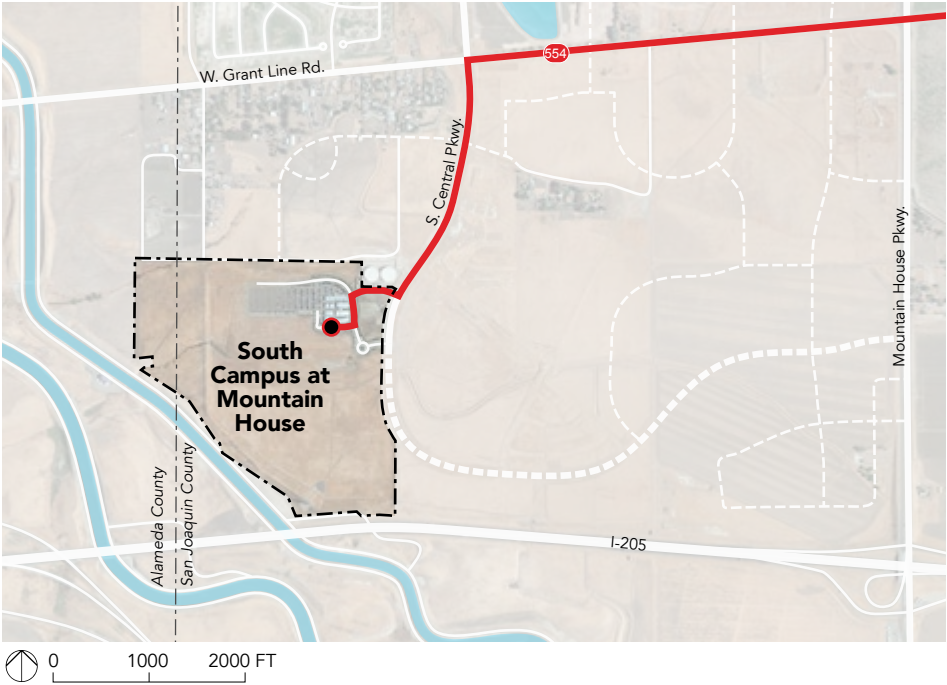
- Legend*
- Expressway
 - Arterial
 - Collector
 - Local
 - Private
 - - - Planned



TRANSIT ACCESS

An existing Rural Connection Bus Route serves Tracy and Mountain House, along West Grant Line Road. Passengers may request service to South Campus.

- Legend*
- Transit stop
 - Intercity
 - Metro Express
 - Metro
 - County Hopper
 - Metro Hopper



ANALYSIS

CAMPUS PLAN

The existing and planned Campus occupy approximately 30 acres of the 126-acre property. A large forecourt alongside South Central Parkway is planned as a community park. Campus Drive provides access to the surface parking lot to the west. Campus facilities are a grouping of temporary structures. Northeast of Campus Drive is the Corpyard, an equipment and maintenance yard. Northeast of the property boundary is the Mountain House Community Services District's (MHCS D) potable water tanks and booster pump station.



VEHICULAR ACCESS + PARKING

The main access to Campus is from the south entry on South Central Parkway. An internal roundabout marks the campus arrival. The north entry is a service road, not open to the general population.

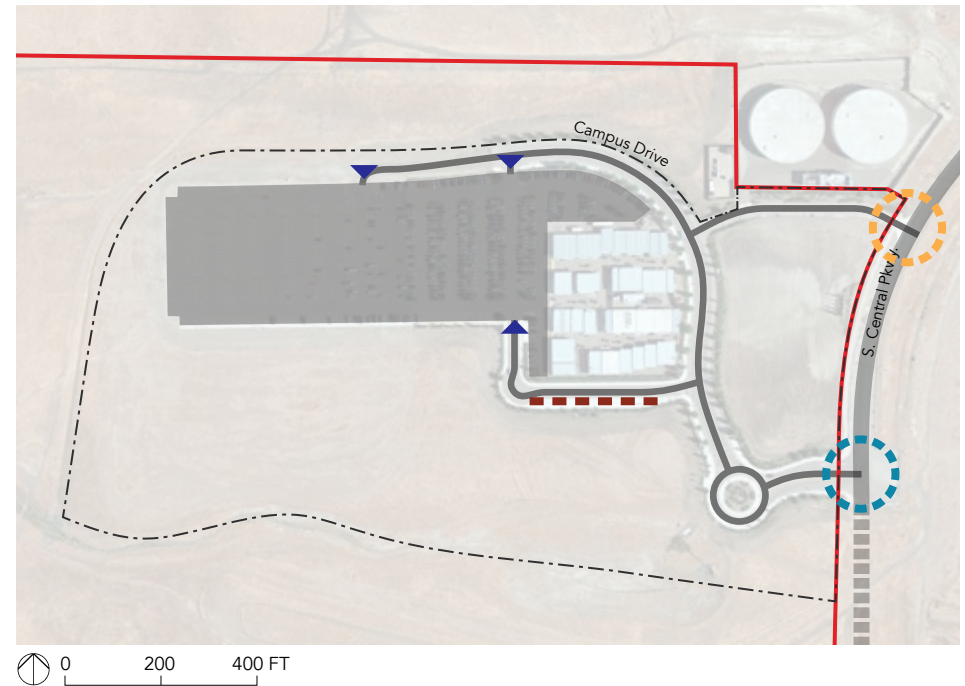
Passenger and bus drop-off is to the south of campus, as is the main access to the parking lot. Campus Drive offers additional access north of the parking lot.

Legend

- Gateway
- Service access
- Campus road
- Public road
- Planned road
- Passenger/Bus drop-off
- Parking access
- Parking lot

OBSERVATION:

- All parking is located in surface lots, which have little or no shade or planting.



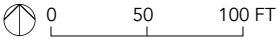
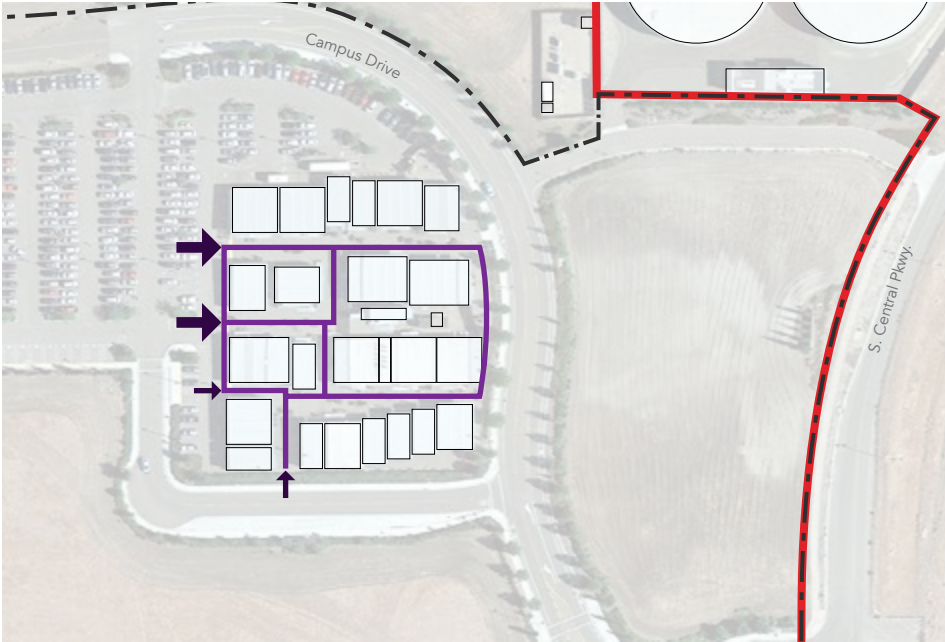
NON-VEHICULAR ACCESS

Pedestrian access is from the parking lot on the west side of Campus, and informally, from the bus drop-off area at the southern edge.

- Legend*
- ➔ Primary access
 - ➔ Secondary access
 - Path

OBSERVATION:

- Bike and pedestrian accessto campus is difficult, due to the lack of existing continous bike lanes and sidewalks on South Central Parkway.



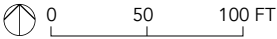
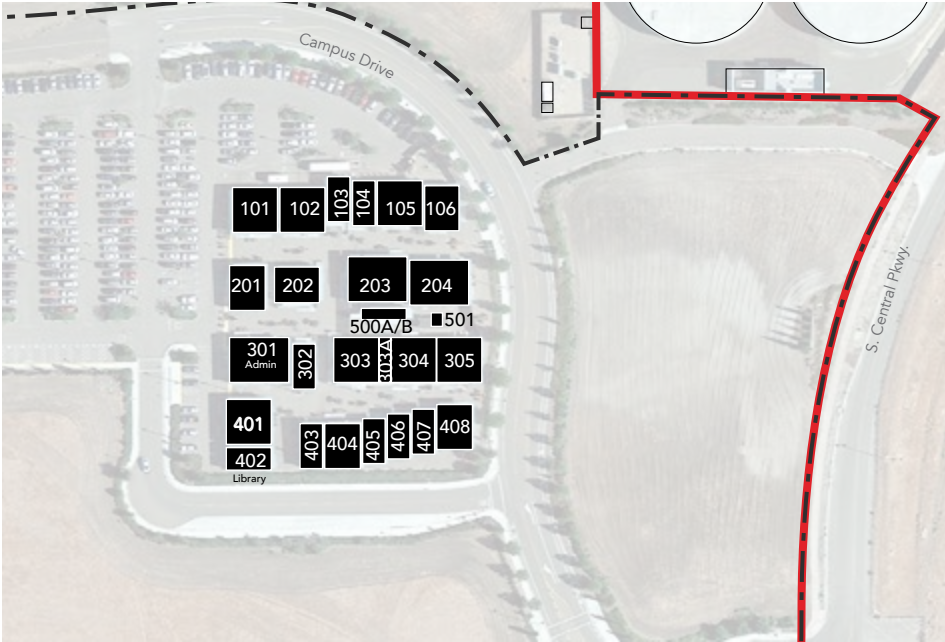
EXISTING FACILITIES

All current structures are temporary and mobile. In addition to instructional programs, South Campus at Mountain House also has an administration office and a library.

- Legend*
- Existing facility

OBSERVATION:

- The modular facilities constrain the ability to expand program offerings and provide student gathering spaces.



LINKAGES



A Mountain House Community rendering, MHCSD DM.



B Site Context, MHCSD DM.

MOUNTAIN HOUSE COMMUNITY SERVICES DISTRICT (MHCSD)

The Mountain House Community Services District (MHCSD) is a government agency, formed in 1996. It sets policies, ordinances, and regulations for the benefit of Mountain House residents. The MHCSD Design Manual, dated June 2005, contains guidelines to provide consistent design direction for the improvement of public areas throughout the community, leading to a visually cohesive, quality environment.

As a part of this planned community, South Campus should consider the following guidelines from the MHCSD Design Manual:

COMMUNITY IDENTITY

Architectural Guidelines for Schools and Civic Facilities include recommendations for campus-like settings, monumental aesthetics, and planning for energy conservation.

STREETSCAPE DESIGN

The “Central Parkway shall possess a park-like quality with groves of canopy trees sweeping over a rolling groundplane of manicured lawn, grasses, and shrubs.”

COMMUNITY EDGES

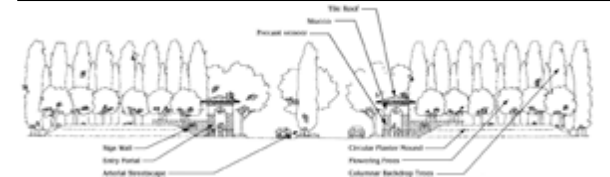
“The measures proposed for the west edge are intended to mitigate potential conflicts between agriculture and urban development without creating other maintenance and ownership problems.” These include:

- Minimum 100’ setback;
- Continuous planted security fence or wall.

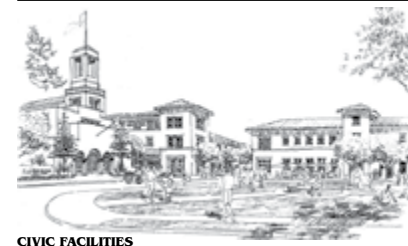
“The southern edge of the community along I-205 will include a landscape building setback...intended to buffer the visual impact of the new community as seen from the



SCHOOL



COMMUNITY ENTRIES



CIVIC FACILITIES

C Community Identity Design Elements, MHCSD DM.

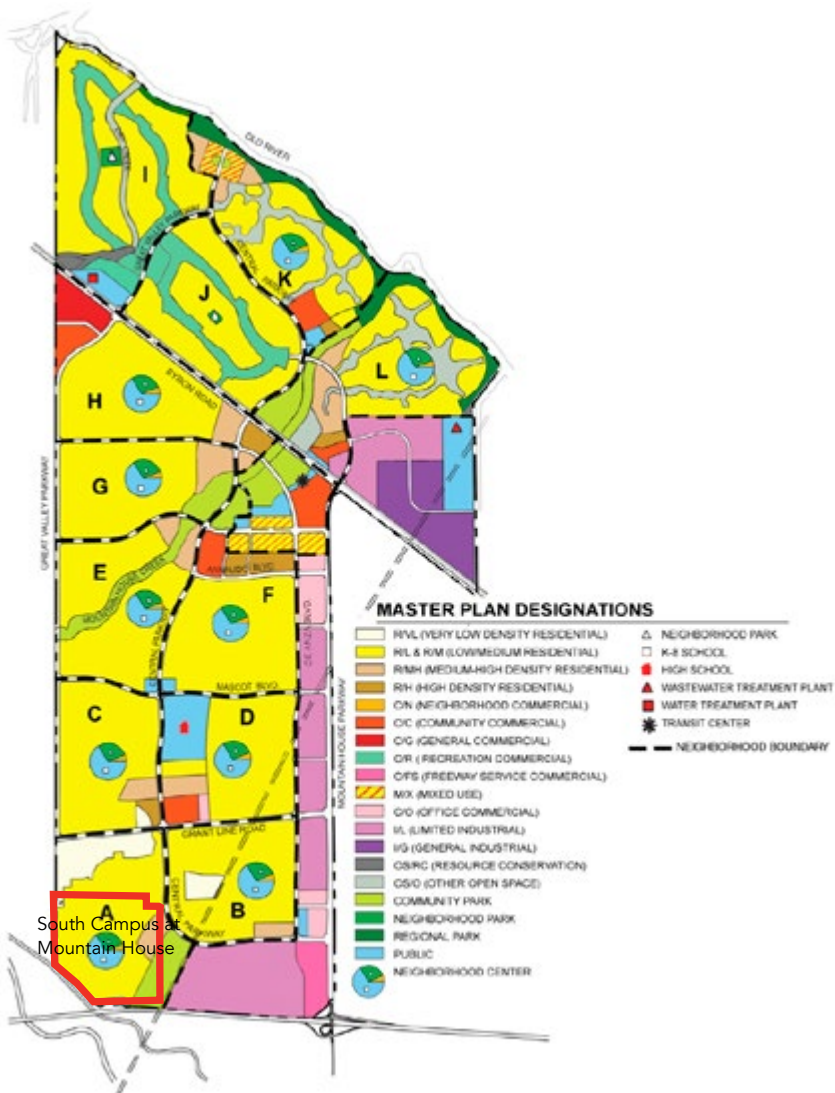
freeway, and to mitigate the impacts of freeway noise on adjacent residential uses.”

OPEN SPACE

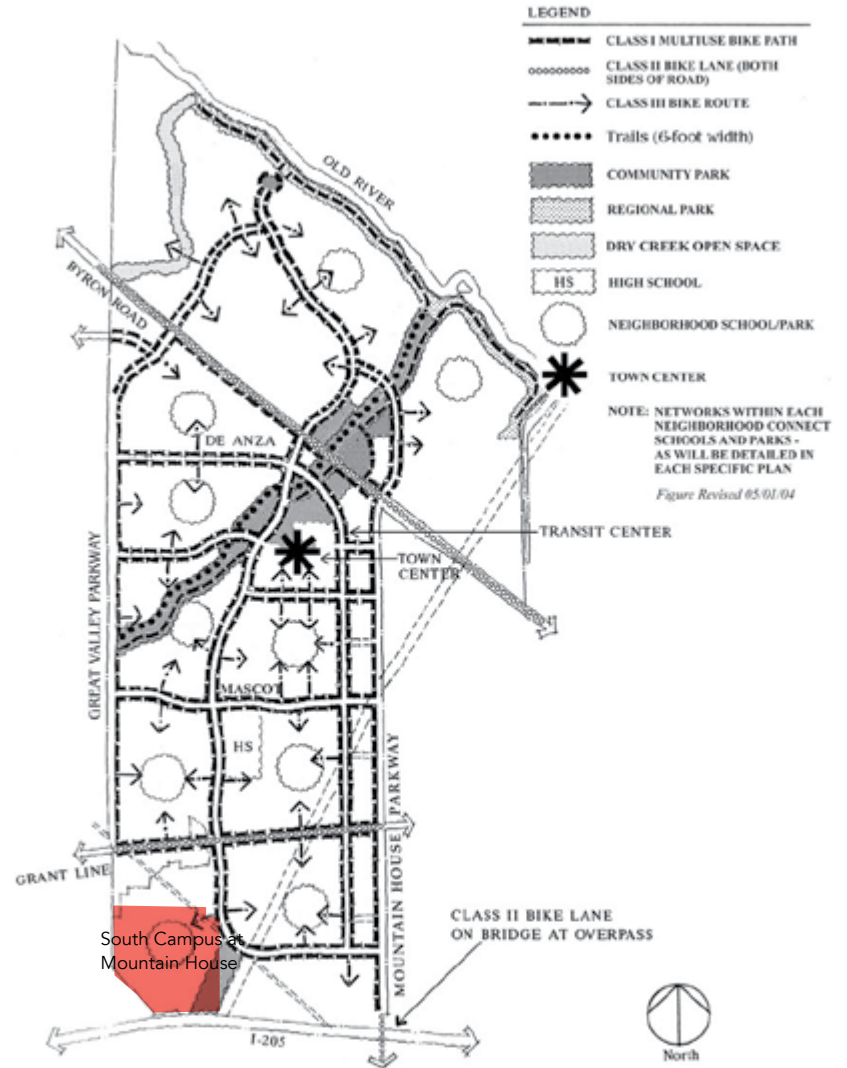
As a community amenity, South Campus at Mountain House had previously proposed a park and/or amphitheater on the eastern entry court and a sports park to the southeast of campus. The MHCSD Design Manual calls for a buffer landscape along I-205.

Bike lanes are planned throughout the community. There is a planned Class I multiuse bike path along South Central Parkway and a Class II bike lane on both sides of Grant Line Road.

Source: Mountain House Community Services District Design Manual (MHCSD DM), 2005.



D Land use designations, MHCSD DM.



E Open Space Plan, MHCSD DM.

RECOMMENDATIONS

FACILITIES AND SITE RECOMMENDATIONS

PHASE 1

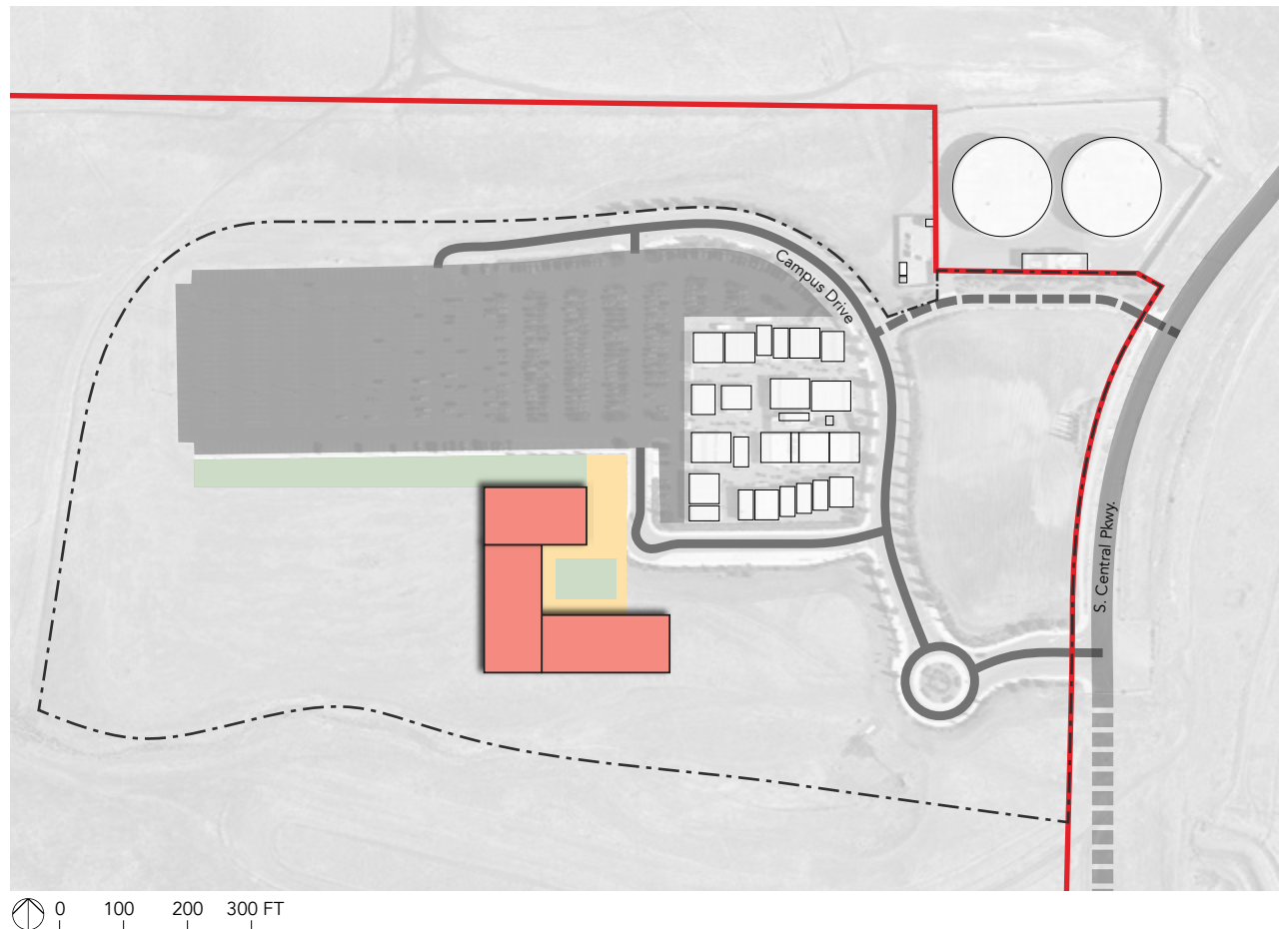
Phase 1 includes a permanent facility to support marquee programs, such as:

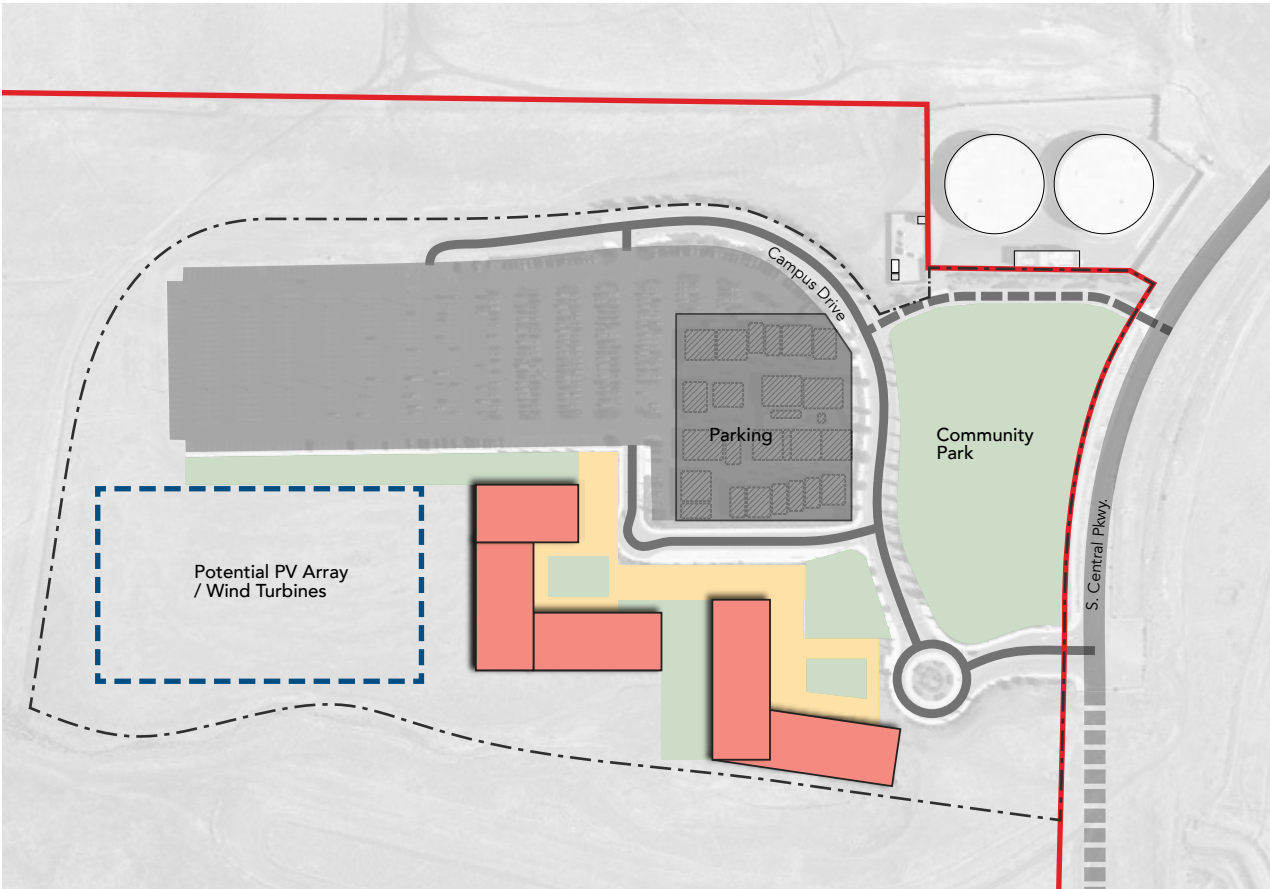
- Renewable Energy Technologies
- Engineering
- Computer Science

The new facilities should be near to the existing modulars, the main entry, drop-off, and parking. The building(s) should be designed such that they mitigate the prevailing winds from the west, provide shade, and include indoor and outdoor gathering spaces for students.

Legend

- New facility
- Open Space
- Parking
- Path





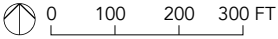
PHASE 2

If needed for program growth, an additional facility will be constructed as Phase 2. The proposed location for the second facility is between the Phase 1 facility and the roundabout, creating a more public face for South Campus at Mountain House. A community park is planned alongside South Central Parkway.

The modular facilities will be removed and their former site will be repurposed as an extension of the existing parking lot.

There is the potential to install photovoltaic arrays and/or wind turbines for self-generated energy. More study will be needed as to the regulatory issues and environmental impacts of PV arrays and turbines in this location.

- Legend
- New facility
 - Demo facility
 - Open Space
 - Parking
 - Path
 - Potential PV array



EXPAND
SERVICE
OFFERINGS

“The South Campus at Mountain House allows for a course mix that spans all divisions”





MANTECA CENTER

MANTECA CENTER

INTRODUCTION



Manteca Center, is a 155-acre site, located at the northwest intersection of Highway 99 and Lathrop Road, just north of the City of Manteca in San Joaquin County. It is 15 miles southeast of the Stockton Campus and 23 miles northeast of South Campus at Mountain House.

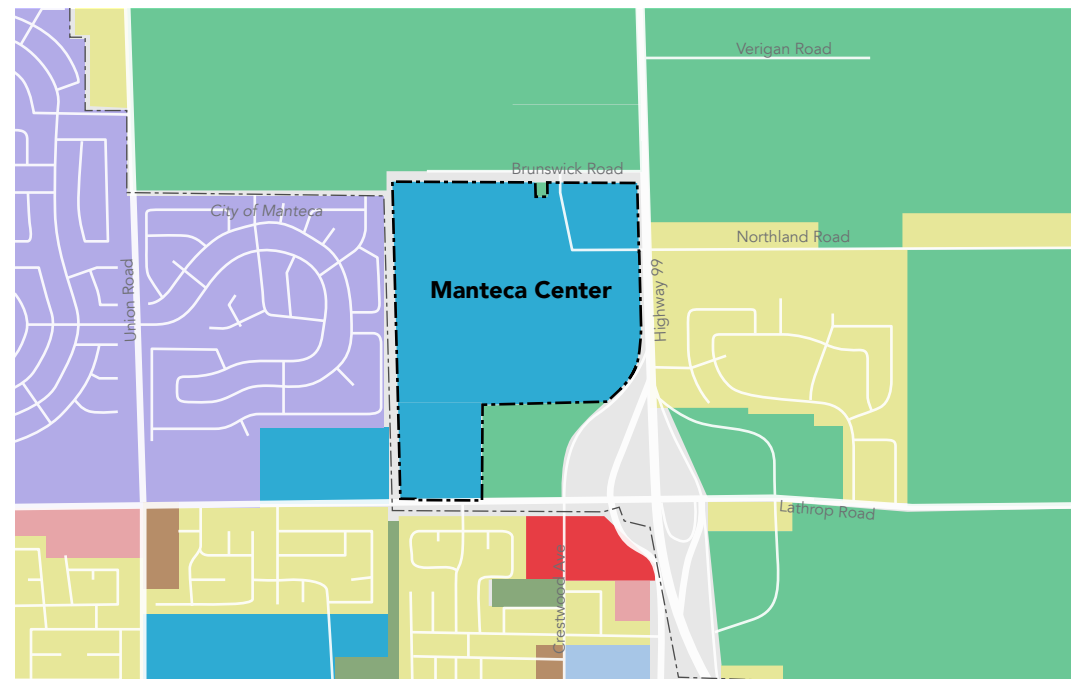
EXISTING CONTEXT

LAND USE ADJACENCIES

Manteca Center is just north of the City boundary. In the San Joaquin General Plan, it is designated as Public / Quasi-Public. However, the surrounding parcels to the east, south, and west are now single-family residential. In this expanding residential neighborhood, the site lies at the crossroads of residential development in the south and agricultural uses to the north.

OBSERVATIONS:

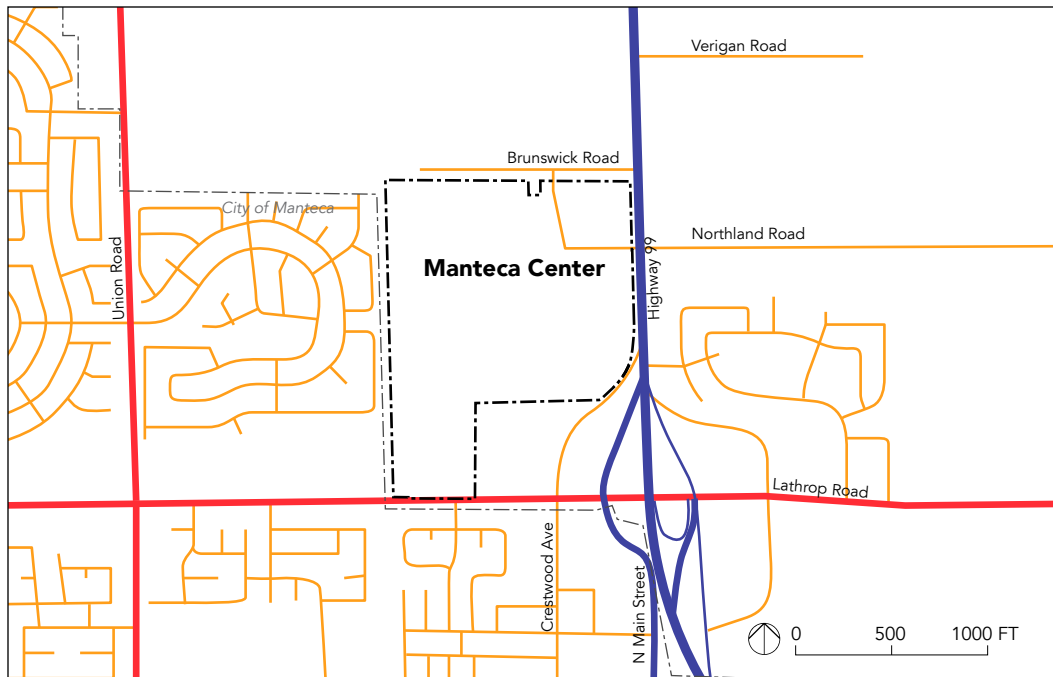
- Development from Manteca has been expanding northward, with residential now encroaching on the former agricultural areas around the site.



Legend

- | | |
|--|--|
| Residential (Single-family) | Public / Quasi-Public |
| Residential (Multi-family) | Agricultural |
| Commercial (Neighborhood) | Park |
| Commercial (General) | Specific Plan |
| Industrial | Planned Development Overlay |





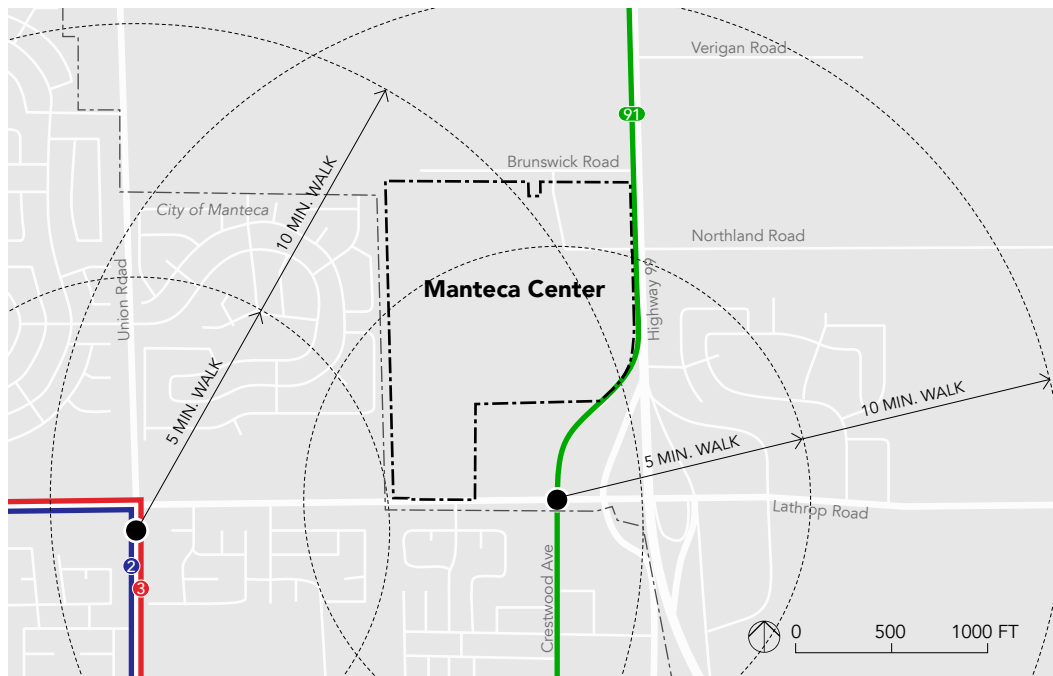
ROAD NETWORK + CAMPUS ACCESS

Due to its location in a relatively rural area, Manteca Center is not served by a very comprehensive road network. However, there are a few major roads in the vicinity by which to navigate, Union Road and Lathrop Road, as well as Highway 99.

Manteca Center is accessed from the Lathrop Road exit from Highway 99.

OBSERVATIONS:

- Most local roads serve only their residential developments.



TRANSIT ACCESS

Two of Manteca Transit's three city-wide routes have a transit stop at the intersection of Union and West Lathrop roads, a five-minute walk to the southern edge of the site and a 10-minute walk to the Center's facilities.

OBSERVATIONS:

- The site is difficult to access via public transit.

ANALYSIS

EXISTING USES

Existing uses at the Manteca Center include instructional facilities, pasture, grain, alfalfa, almonds, and vineyards.

OBSERVATIONS:

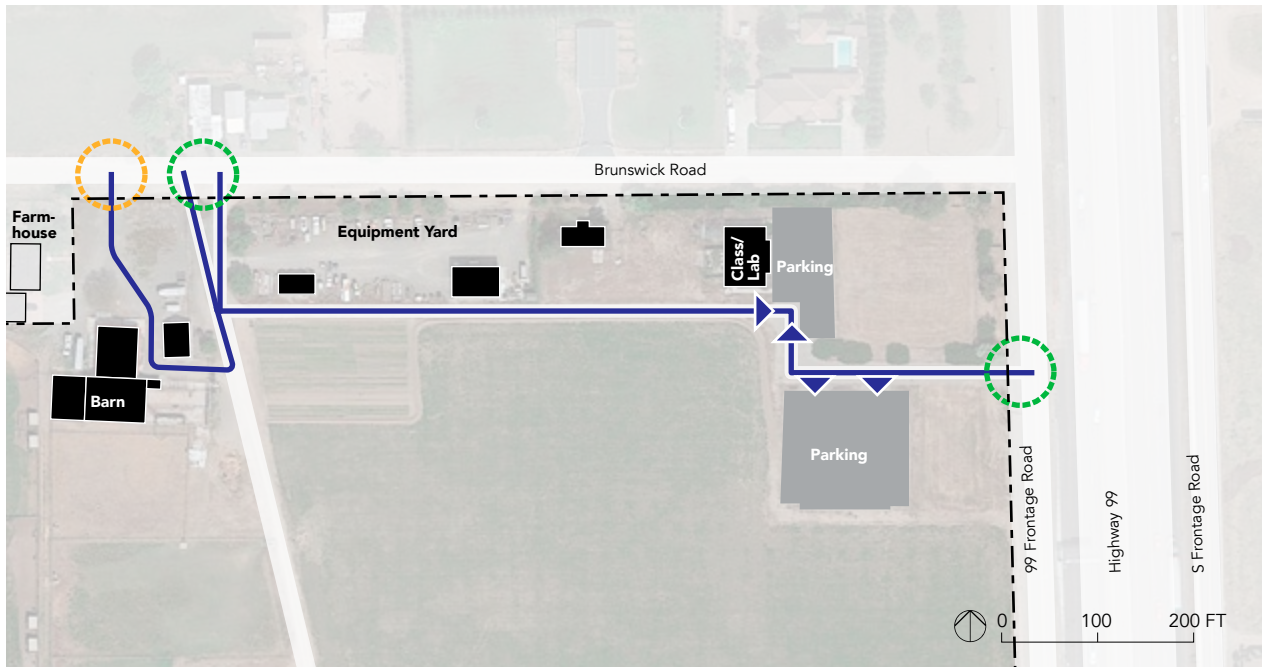
- Aging site and facilities are in need of repair

Legend

- Manteca Center
- Animal Unit
- Equipment Yard
- Almonds
- Pasture
- Alfalfa
- Winter Grain Hay
- Grapes

Almond Orchard





EXISTING FACILITIES

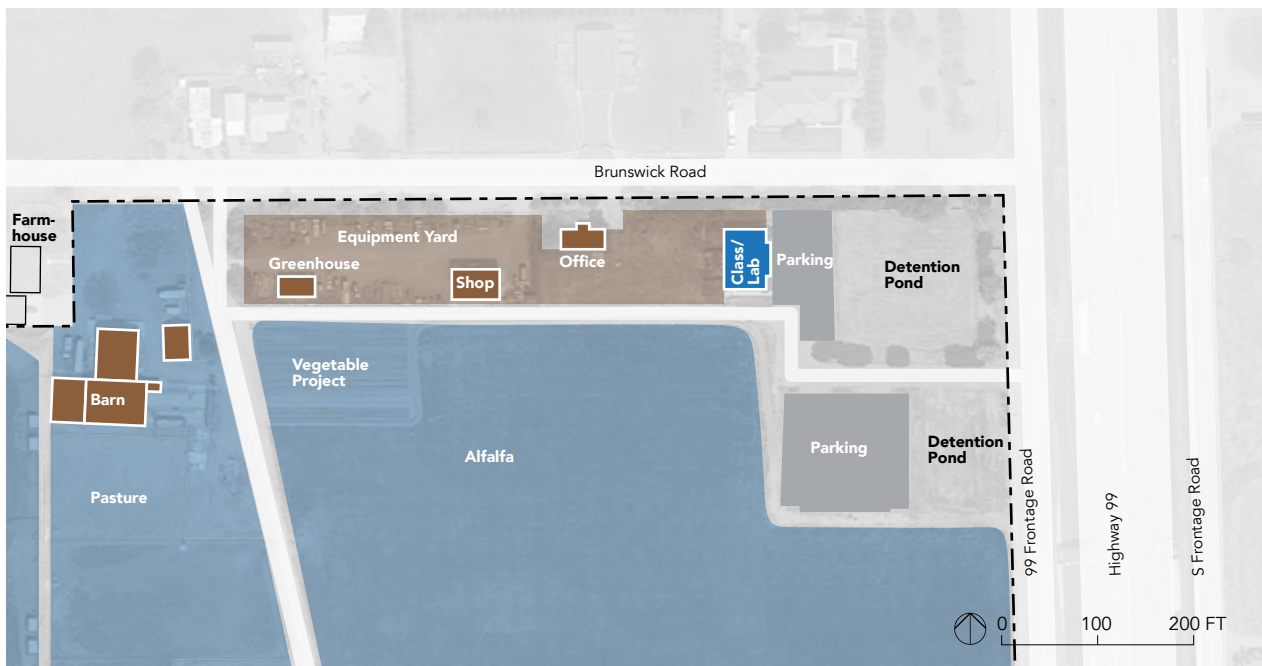
The facilities are accessed via Frontage Road or Brunswick Road. The instructional facilities are located on the northeast corner of the Center with surface parking lots to the east and southeast. The barn facilities are to the west of the instructional building.

OBSERVATIONS:

- Existing facilities are in poor condition.

Legend

- Existing facility
- Campus access (general)
- Campus access (limited)
- Site Circulation
- ▲ Parking access
- Parking lot



CAMPUS ZONING

Legend

- Instructional
- Support
- Parking

Classroom interior



RECOMMENDATIONS

FACILITIES AND SITE RECOMMENDATIONS

As stated in the Educational Plan, the Manteca Center is pivotal to Delta's animal husbandry program and serves as a self-sustaining farm. While the planning process explored relocating the Farm to the North County, the District leadership and Board have expressed an interest in maintaining and upgrading the Manteca Campus. As of early 2017, plans are under way to build a new barn, improve the classroom building, and upgrade fencing at the campus.

Images, clockwise from right:

- A** Classroom and lab facility
- B** Barn and pasture
- C** Sheep grazing
- D** Greenhouse and vegetable project
- E** Vineyard



A







APPENDIX

APPENDIX

APPENDIX

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EDUCATIONAL PLAN FACILITIES SUMMIT, SPRING 2015

Note: On September 22, 2015 the Administration renamed the Educational Master Plan to Education Plan (EP)

Administration renamed the Educational Master Plan to Education Plan (EP)

Education Plan: Facilities Summit

Matt Weinstein
Assistant Superintendent/Vice President of Instruction and Planning
March 6, 2015



San Joaquin Delta College

Outline of the Presentation

- Highlights of College Facilities Projects since 2010 Educational Master Plan
- Current Status of College Facilities Projects
- Fall 2014 EMP Focus Groups Internal/External Stakeholders
- Fall 2014 EMP Focus Groups Stakeholder's Facilities Recommendations
- North County
- Facilities Ranking Dot Exercise
- What Happens Next



EMP Facilities Summit, March 6, 2015

Facilities Construction Highlights Measure L

Completed 2005-2015 (Ten Years)


Athletics Complex Renovations
So. Campus @ Mt. House
DeRicco Student Services Building
Goleman Library
Restrooms and Pathways (ADA Transition) Stockton Campus Renovation
Science & Math Building
Cunningham Demolition
Shima Diesel/Heavy Equipment Expansion - Holt Canopy
Forum Halls Renovation

In Progress: Science and Math Plaza

Facilities Construction Highlights Measure L

Approved and Pending Construction on Stockton Campus:

Spring 2015
> Fencing and Roofing Repairs
> Elevator Renovations/Repairs
Fall 2015
> Science & Math/Shima Pathway
> Campus-Wide Pathways Phase II
Spring 2016
> New Soccer Field
Unknown
> Budd/Holt Shop Renovations



EMP Facilities Summit, March 6, 2015

Fall 2014 EMP Focus Groups Internal/External Stakeholders

September 24, 8:30 a.m., Division Deans Council
September 24, 6:30 p.m., CTE Program Advisory Committee
October 3, 2 p.m., Health Sciences Faculty
October 3, 3:30 p.m., HSSEKA Faculty
October 10, 2 p.m., ASBT Faculty
October 13, 3 p.m., ASDC
October 17, 2 p.m., ULLR Faculty
October 17, 3:30 p.m., Arts & Communications Faculty
October 24, 1 p.m., Guidance and Counseling Faculty
October 24, 3:30 p.m., AG, Science & Math Faculty
October 28, 9 a.m., Management Senate
November 5, 2 p.m., Classified Senate and CSEA
November 12, 3:30 p.m., Student Services Council
November 14, 11:30 a.m., So. Campus at Mt. House Community
November 25, 5:30 p.m., Stockton Community
December 5, 10:30 a.m., So. Campus at Mt. House Faculty



EMP Facilities Summit, March 6, 2015

Fall 2014 EMP Focus Groups Internal/External Stakeholders Common Facilities Recommendations

Signage/Building Directories
Updated Classrooms
Grounds Maintenance
HVAC Systems
Clean Working Bathrooms
Faculty Parking
Student Gathering Spaces (social/study)
Conference/Public Space
Health Center
Multicultural Center
Food Venues/Food Trucks



EMP Facilities Summit, March 6, 2015


North County Center


- Soliciting proposals from landowners
- Conducting feasibility study on Liberty Road site
- Proposals from property owners due April 9, 2015
- Technical review of proposals – April and May
- Administration review of proposals and more due diligence on sites and Liberty Road – Summer
- Closed session discussion of options – August 2015
- Submission of Letter of Intent and Center Proposal to Chancellor’s Office – Fall 2015 or Spring 2016


JMP Facilities Summit, March 6, 2015 7

Place the Dots Exercise

- Look over the facilities recommendations handout
- We’ve placed them around the room
- Place dots on the ones you’d like to see the College focus on – or not focus on...







- **Green – 1 to 3 years**
Let’s get going on this project
- **Yellow – 3 to 6 years**
We can wait to start work on this
- **Red – 6 to 10 years**
Lower priority, no immediate planning necessary – may not need
- **Blank – Lowest priority projects**

JMP Facilities Summit, March 6, 2015 8

What’s Next

The results of the “Dot Exercise” will be put into a spreadsheet with the overall ranking of each facilities project and sent to the College’s Planning and Budget Committee and OPS Management

Questions.....

JMP Facilities Summit, March 6, 2015 9

Strategies for Enrollment

- Ideas for Enrollment – summer and fall 2015
- Hand in ideas before you leave

JMP Facilities Summit, March 6, 2015 10

EDUCATIONAL PLAN FACILITIES PROJECTS

In the latter stages of the educational planning process in 2015, the District engaged in an exercise that asked individuals from various departments to identify projects that they believed should be the highest priority for the District to address. This process served as a quick way to solicit feedback about 17 possible facilities projects. No effort was made to analyze the various projects in terms of code compliance, net zero energy, space capacity ratios, or things like life safety considerations or disabled access. The projects were simply listed as possible projects. Individuals were asked to identify “high,” “medium,” and “low” priority projects (five per category).

Instructions on the survey defined high-priority projects as ones the District should begin working on within 1 to 3 years if sufficient money was available to tackle the project. Medium-priority projects would be started approximately 3 to 6 years from the time of the survey. Finally, low-priority projects could wait 6 or 10 years for completion, well after the higher priority projects. The table on pages 330-31 summarize the District groups that participated in three waves of the survey. Stockton Campus respondents are highlighted in yellow, South Campus at Mountain House in green, and responses from individuals who completed an online survey tool are shown unshaded. Summary rankings are listed in the far right columns of the table.

Overall, Stockton Campus constituents were more likely to prioritize projects at the Stockton Campus as highest priority, with campus signage, the CTE building, and Health and Wellness building receiving the largest

concentration of support. Not surprisingly, completion of an educational center at Mountain House scored highest among SCMH constituents. The rankings help the District set priorities for a long-range capital improvement campaign that would depend upon bond funds for completion.

The following instructions were distributed to participants as part of the Dot Exercise:

DOT EXERCISE (SURVEY)

Seventeen facilities needs were identified from the 2010 Educational Master Plan, the 2014 Educational Plan focus group interviews, and the 2014-15 program review cycle as being the most prominent and/or repeated. As part of its planning process, the College would appreciate your input on these specific facilities projects. The results of this survey will be put into a spreadsheet with the overall ranking of each facilities project and sent to Operations Management Team and the College’s Planning and Budget Committee.

Please complete the following survey by prioritizing the facilities projects on which you would like to see the College focus.

The facilities projects listed below are not in any particular order. Using the following priority scale, please prioritize your interest by ranking your “Top” five (5) projects (place your colored dots in your top five (5) projects):

High Priority (Start on ASAP, 1-3 years from now),
Medium Priority (Important but can wait a few years, start 3-6 years from now),
Low Priority (This can wait, start 6-10 years from now),
 Not Important, no group.

You may **only check five (5) projects** in each priority column (you may choose less than 5 per group) (i.e., 5 High Priority, 5 Medium Priority, and 5 Low Priority).

EP FACILITIES PROJECTS

(1) Health and Wellness Center - This facility is envisioned as a place to meet basic student health needs. It would also serve as a wellness center for the entire student population and include space for exercise classes, a student lounge, and an approximately 100-person conference space. The building would also house health sciences classes, allowing Locke classroom spaces dedicated to nursing to be repurposed for general education classes. *Estimated cost: \$25 to \$27 million*

(2) Career Technical Education (CTE) Signature Building
 This facility would become the new home for various CTE programs, including welding, electrical, electronics, machinery, industrial technology, drafting, and engineering. It would also house a multimedia lab for audio/TV broadcasting, a recording lab for music, a student lounge, and an approximately 100-person conference space.
Estimated cost: \$50 to \$55 million

(3) District Operations Center Relocation - As programs move to the new CTE Signature Building, the following functions, including a student lounge and an approximately 100-person conference space, would relocate to the Holt Building:

1. Purchasing
2. Shipping & Receiving
3. Facilities Planning
4. Operations & Maintenance
5. Vice President of Operations and staff offices
6. Digital Print Center

The secondary effects associated with this project would also allow the weight room to relocate to the former digital print center. *Estimated cost: \$24 to \$26 million*

(4) Refurbishment of Locke - The refurbishment of Locke would include a student lounge, an approximately 100-person conference space, and the following classroom updates and deferred maintenance:

1. All new roofing, fascia, gutters, etc.
2. Updated technology (all smart classrooms)
3. Updated electrical and lighting
4. Updated heating, ventilating, and air conditioning (HVAC)
5. Updated restrooms and a small renovation on one or more floors to carve out conference space and student lounge space
6. Interior painting throughout
7. Improved signage inside & outside the building

Estimated cost: \$25 to \$29 million

(5) Refurbishment of Shima - The refurbishment of Shima would include a student lounge, an approximately 100-person conference space, and the following classroom updates and deferred maintenance:

1. All new roofing, fascia, gutters, etc.
2. Updated technology (all smart classrooms)
3. Updated electrical and lighting
4. Updated heating, ventilating and air conditioning (HVAC)
5. Updated restrooms and a small renovation on one or more floors to carve out conference space and student lounge space (movement of ASDC and other special populations from Shima to the new Multi-Cultural Center would open up possibilities for student lounge space)
6. Interior painting throughout
7. Improved signage inside & outside the building

Estimated cost: \$36 to \$40 million

(6) Refurbishment of Budd - The refurbishment of Budd would include a student lounge, an approximately 100-person conference space, and the following classroom updates and deferred maintenance:

1. All new roofing, fascia, gutters, etc.
2. Updated technology (all smart classrooms)
3. Updated electrical and lighting
4. Updated heating, ventilating and air conditioning (HVAC)
5. Updated restrooms and a small renovation on one or more floors to carve out conference space and student lounge space
6. Interior painting throughout
7. Improved signage inside & outside the building

Estimated cost: \$36 to \$40 million

(7) Culinary Arts/Danner Kitchen/Bookstore Remodel

This project would reclaim Shima 301 as a large classroom, renovate Danner kitchen for the Culinary Arts program, and renovate the bookstore for Food Service operations. The project may also include the introduction of food trucks as a mobile option for food services at the college.

Estimated cost: \$5 to \$6 million

(8) Multi-Cultural Center - This Student Services-centered facility would allow for designated meeting space and shared conference space for special populations programs such as Puente, AFFIRM, Pride, and ASDC. The facility would also include a 100-person conference space, a student lounge, and larger meeting spaces that could be configured into smaller rooms. *Estimated cost: \$18 to \$20 million*

(9) Planetarium - This facility would replace the George H. Clever Planetarium and Earth Science Center, which has been out of service since the demolition of the Cunningham Building. *Estimated cost: \$9 to \$10 million*

(10) Field House - This athletics facility would provide general public restrooms, locker rooms for home and visiting teams, a weight room, office space, and conference space. *Estimated cost: \$12 to \$15 million*

(11) POST Academy/Public Safety Training Center

Constructed near or adjacent to the Lourn Phelps Police Services building, this permanent facility would serve the needs of the expanded POST Academy program.

Estimated cost: \$1 to \$2 million

(12) North County Center - This facility would be a new educational center in North County. The current assumption is that the center would consist of a modular or permanent building located on the Liberty Road Property, which the District already owns. *Estimated cost: \$36 to \$50 million*

(13) Mountain House Center - This project would replace the existing portables in South Campus at Mountain House with a permanent educational center. *Estimated cost: \$46 to \$50 million*

(14) Campus Signage (building directories)

This project would create new signage, banners, building signs, etc. in order to facilitate way finding throughout the campus. *Estimated cost: \$500,000 to \$600,000*

(15) Utilities: Parking & Roadway Circulation Improvements

This project would use GPS technology to locate all utilities on campus. It would also address traffic and safety issues pertaining to Yokuts Circle and parking lot upgrades such as reorientation, restriping, and new speed bumps.

Estimated cost: \$13 to \$15 million

(16) Landscaping Improvements

This project would replace current landscaping with drought-tolerant plant selections and xeriscaping. It would also include the installation of landscape features (benches, paving, etc.). *Estimated cost: \$20 to \$22 million*

(17) Classroom & Office Furniture Upgrades

This project would provide new classroom furniture for every classroom except those located in the DeRicco Building, the Goleman Library, and the Science and Math Building. In addition, faculty offices (other than those located in the aforementioned buildings) would receive new standard furniture: desk, faculty chair, student chair, bookcase, and filing cabinet. *Estimated cost: \$2.7 to \$3 million*

COMBINED RESULTS OF FACILITIES RANKING EXERCISE

#	FACILITIES	PRIORITY Overall Ranking											
		HIGH PRIORITY (1-3 YEARS)			MEDIUM PRIORITY (3-6 YEARS)			LOW PRIORITY (6-10 YEARS)			HIGH	MEDIUM	LOW
		Stockton	SCMH	Online	Stockton	SCMH	Online	Stockton	SCMH	Online	1-3 YRS	3-6 YRS	6-10 YRS
1	Health and Wellness Center Estimated cost: \$25 to \$27 million	23	5	40	9	1	30			27	68	40	27
2	Career Technical Education (CTE) Signature Building Estimated cost: \$50 to \$55 million	30	2	38	3	2	34	4		24	70	39	28
3	District Operations Center Relocation Estimated cost: \$24 to \$26 million			41	11	2	15	15	1	35	41	28	51
4	Refurbishment of Locke Estimated cost: \$25 to \$29 million	10	1	33	13	2	45	4	1	21	44	60	26
5	Refurbishment of Shima Estimated cost: \$36 to \$40 million	3	1	33	16	2	45	9		15	37	63	24
6	Refurbishment of Budd Estimated cost: \$36 to \$40 million	4	2	29	14	2	46	9		16	35	62	25
7	Culinary Arts/Danner Kitchen/Bookstore Remodel Estimated cost: \$5 to \$6 million	14		41	12		44	4	3	16	55	56	23
8	Multi Cultural Center Estimated cost: \$18 to \$20 million	10	2	12	13	1	22	7	1	36	24	36	44
9	Planetarium Estimated cost: \$9 to \$10 million	4	3	21	13	2	19	14		32	28	34	46
10	Field House Estimated cost: \$12 to \$15 million	1		4	3		16	28	3	45	5	19	76
11	POST Academy/Public Safety Training Center Estimated cost: \$1 to \$2 million	11		25	15		28	8	2	27	36	43	37
12	North County Center Estimated cost: \$80 to \$90 million	3		12	10		14	15	2	36	15	24	53
13	Mountain House Center Estimated cost: \$46 to \$50 million	6	11	22	4		20	15		33	39	24	48
14	Campus Signage (building directories) Estimated cost: \$500,000 to \$600,000	18	4	49	4	4	23	2		13	71	31	15
15	Utilities - Parking & Roadway Circulation Improvements Estimated cost: \$13 to \$15 million	10		38	7		31	9	3	18	48	38	30
16	Landscaping Improvements Estimated cost: \$20 to \$22 million	10	2	28	4	1	33	6	1	30	40	38	37
17	Classroom & Office Furniture Upgrades Estimated cost: \$2.7 to \$3 million	11	5	40	7	2	32	5	1	22	56	41	28

PRIORITY RANKING OVERALL

HIGH PRIORITY RANKING

#	FACILITIES	HIGH PRIORITY (1-3 YRS)
14	Campus Signage (building directories)	71
2	Career Technical Education (CTE) Signature Building	70
1	Health and Wellness Center	68
17	Classroom & Office Furniture Upgrades	56
7	Culinary Arts/Danner Kitchen/Bookstore Remodel	55
15	Utilities - Parking & Roadway Circulation Improvements	48
4	Refurbishment of Locke	44
3	District Operations Center Relocation	41
16	Landscaping Improvements	40
13	Mountain House Center	39
5	Refurbishment of Shima	37
11	POST Academy/Public Safety Training Center	36
6	Refurbishment of Budd	35
9	Planetarium	28
8	Multi Cultural Center	24
12	North County Center	15
10	Field House	5

MEDIUM PRIORITY RANKING

#	FACILITIES	MEDIUM PRIORITY (3-6 YRS)
5	Refurbishment of Shima	63
6	Refurbishment of Budd	62
4	Refurbishment of Locke	60
7	Culinary Arts/Danner Kitchen/Bookstore Remodel	56
11	POST Academy/Public Safety Training Center	43
17	Classroom & Office Furniture Upgrades	41
1	Health and Wellness Center	40
2	Career Technical Education (CTE) Signature Building	39
15	Utilities - Parking & Roadway Circulation Improvements	38
16	Landscaping Improvements	38
8	Multi Cultural Center	36
9	Planetarium	34
14	Campus Signage (building directories)	31
3	District Operations Center Relocation	28
13	Mountain House Center	24
12	North County Center	24
10	Field House	19

LOW PRIORITY RANKING

#	FACILITIES	LOW PRIORITY (6-10 YRS)
10	Field House	76
12	North County Center	53
3	District Operations Center Relocation	51
13	Mountain House Center	48
9	Planetarium	46
8	Multi Cultural Center	44
16	Landscaping Improvements	37
11	POST Academy/Public Safety Training Center	37
15	Utilities - Parking & Roadway Circulation Improvements	30
2	Career Technical Education (CTE) Signature Building	28
17	Classroom & Office Furniture Upgrades	28
1	Health and Wellness Center	27
4	Refurbishment of Locke	26
6	Refurbishment of Budd	25
5	Refurbishment of Shima	24
7	Culinary Arts/Danner Kitchen/Bookstore Remodel	23
14	Campus Signage (building directories)	15

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CITY OF MANTECA

- City of Manteca Zoning Map, dated April 2016.
- Transit System Map, dated December 2015.

CITY OF STOCKTON

- 2035 General Plan, adopted December 2007.
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MOUNTAIN HOUSE COMMUNITY SERVICES DISTRICT

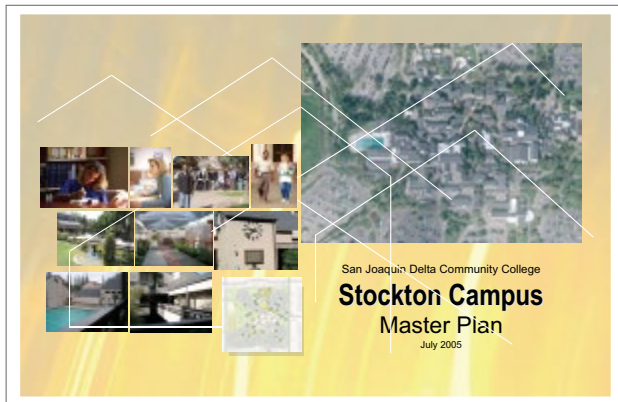
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- Draft Environmental Impact Report for the San Joaquin Delta College Stockton Campus Master Plan, dated September 2006.
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SAN JOAQUIN COUNTY

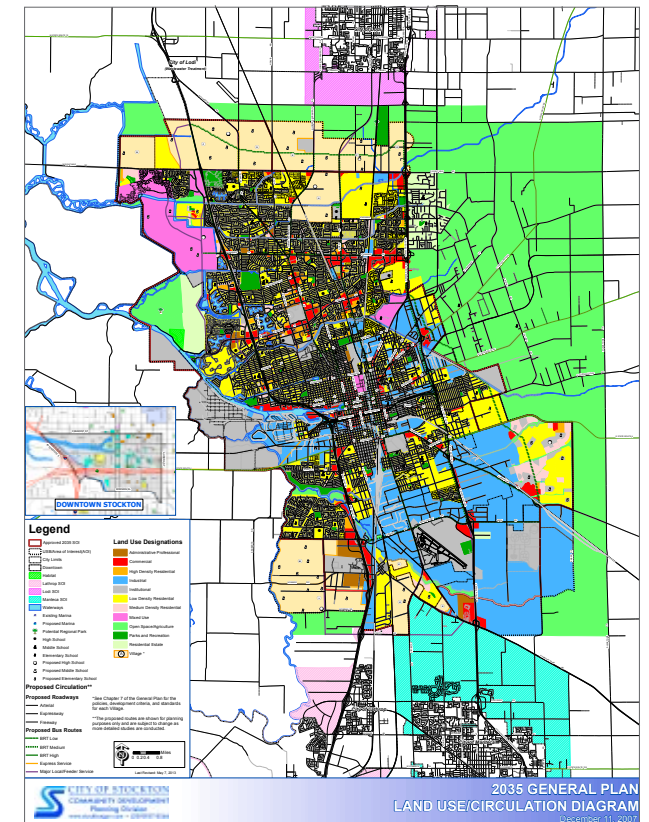
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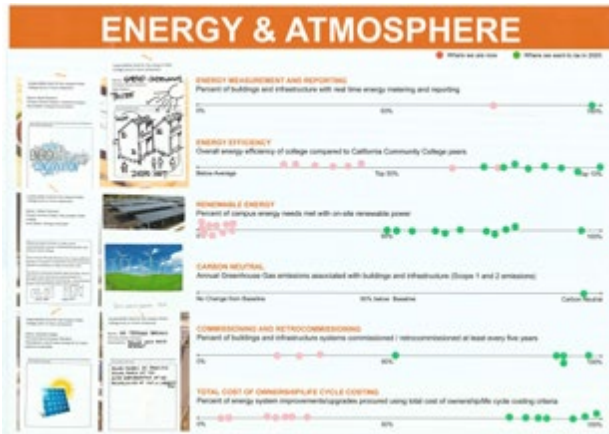


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CITY OF STOCKTON 2035 GENERAL PLAN

SUSTAINABILITY WORKSHOP BOARDS + ACTIVITIES



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