

An aerial photograph of the Contra Costa College campus, showing various buildings, green spaces, and a large blue semi-transparent overlay that covers the central portion of the image. The text is positioned on the left side of the blue overlay.

CONTRA COSTA
COLLEGE

FACILITIES
MASTER PLAN

2024

SCIENCE CENTER

SCIENCE CENTER

CONTRA COSTA COLLEGE

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LETTER FROM THE PRESIDENT

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INTRODUCTION

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

Since opening in 1949, CCC has provided educational services as the only institution of higher education in the West County area. CCC serves over 7,000 students each year, with faculty and staff dedicated to creating a premier learning environment. In the last three years, the new Science Center, remodeled Athletics Complex and new campus Safety Center have all opened to the public. CCC has been recognized for many of its academic and career education programs locally, statewide and nationally.

The college maintains that its students will enjoy an improved quality of life, that communities will prosper economically and socially, and that families and neighborhoods will be strengthened when residents share a commitment to lifelong learning.

COLLEGE PHILOSOPHY

MISSION

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

VALUES

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

PLANNING FOUNDATION

EDUCATIONAL MASTER PLAN

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

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



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

TECHNOLOGY PLAN

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STUDENT EQUITY PLAN

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PARTICIPANTS

STEERING COMMITTEE

Dr. Kimberly Rogers
President

Victoria Menzies
VP of Business & Administrative Services

Kenyetta Tribble
Acting VP of Student Services

Gabriela Segade
Academic Senate President

Stephanie Figueroa
Classified Senate President

Sudinma Thapa
Associated Students President

Jason Berner
Acting Senior Dean of Instruction

Dr. Mayra Padilla
Acting Senior Dean of Strategic Planning & Special Programs

George Mills
Interim Dean of Students

Ashley Phillips
Dean of Allied Health, Athletics & Career Education

Elvia Ornelas-Garcia
Interim Dean of Liberal Arts

Rene Sporer
Dean of NSAS

Evan Decker
Dean of Workforce & Economic Development

Rod Santos
Dean of Enrollment Services

Jaina Eyestone
Information Technology Manager

Robert Bagany
Director of Maintenance & Operations

FOCUS GROUPS

Student Services

Learning Communities

Institutional Effectiveness

Administrative Unit

Police Services

Gateway Program

Middle College High School

Information Technology

Bookstore

Custodial

People, Culture, & Social Sciences Pathway

STEM Pathway

Language, Communication, Arts Pathway

PE/Kinesiology

Nursing Program

Early Childhood Center

Music, Art, & Drama

COMMON THEMES

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

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

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




WELCOMING & BELONGING

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




CAMPUS & STUDENT LIFE

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




RE-ENVISION STUDENT SERVICES

- Spaces for Learning communities & clubs
- Clear path to student services
- Health & wellness support



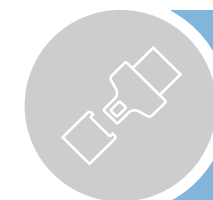
SUSTAINABILITY

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




CIRCULATION & WAYFINDING

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




SAFETY & SECURITY

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



TECHNOLOGY

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



FLEXIBILITY

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



COMMUNITY

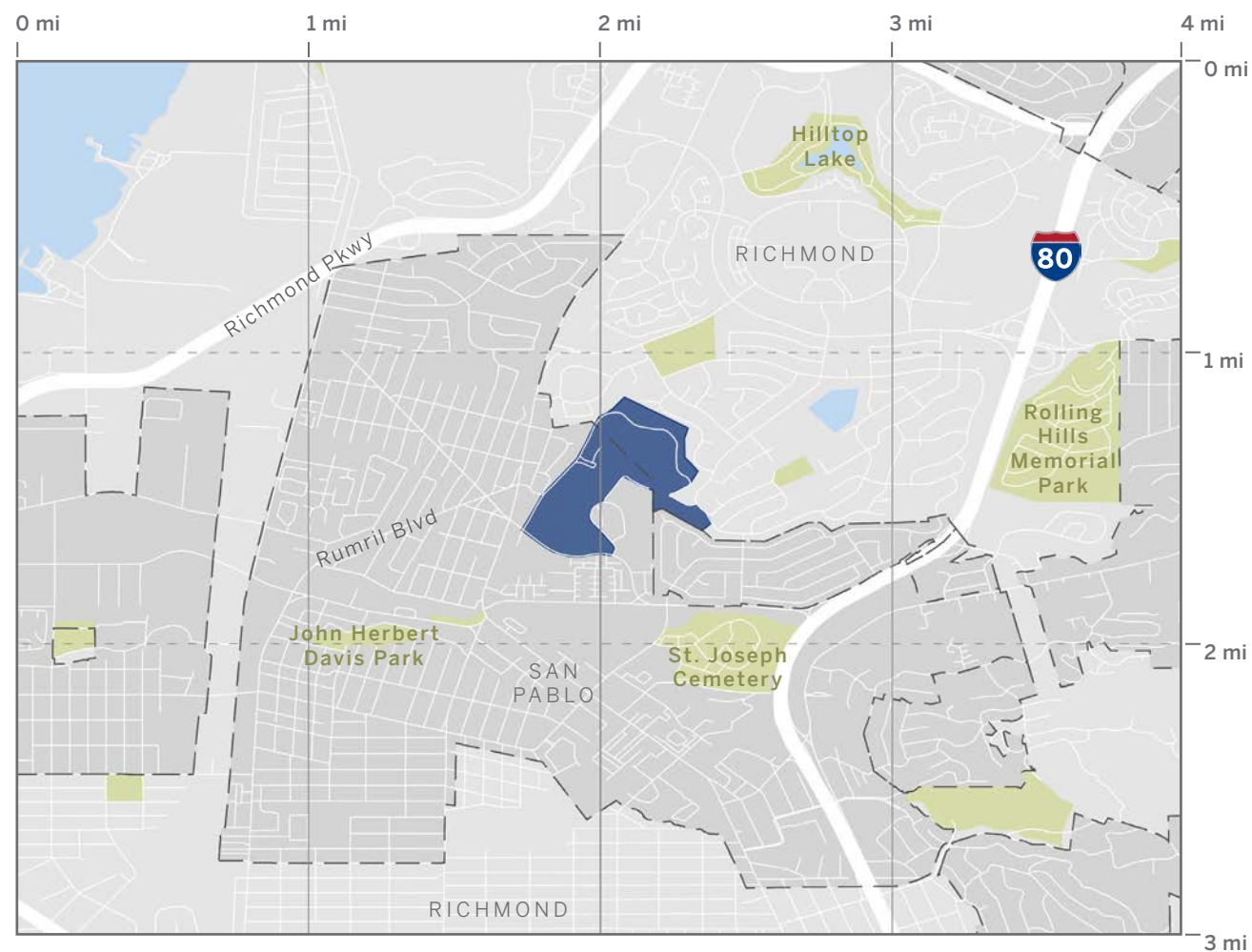
- Event spaces, food to support
- Improve athletics for community access
- Programming at external facilities

CAMPUS CONTEXT

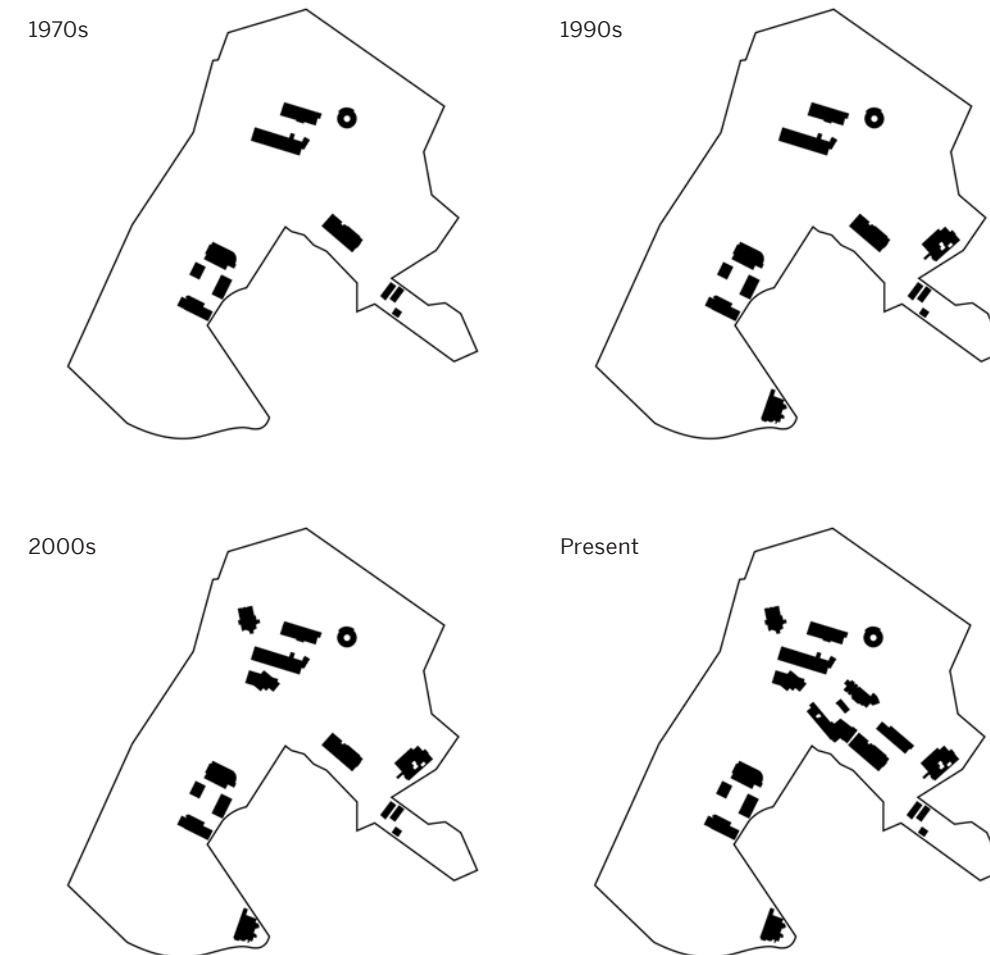
Constructed in 1949, Contra Costa College is located on 83 acres of a naturally landscaped site accentuated by Wildcat Creek running through the rolling hills of San Pablo and Richmond.

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

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



Campus Development Over Time



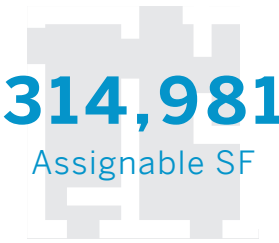
The development of the campus began with buildings constructed in the between 1949 and the 1970s, including the Library, the Art and Music buildings, the Automotive Tech/Computer Tech building, and the Gymnasium.

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

Existing Conditions



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



BUILDING & LAND ANALYSIS

BUILDING ANALYSIS

FACILITIES CONDITION INDEX (FCI)

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

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

	<i>0.10</i>
Facilities Condition Index	10%

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

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

While there are no buildings at CCC with a "critical" score, a few buildings are not currently functioning well and the cost of renovating these buildings may outweigh the building replacement value. These buildings with a "poor" score include:

- Applied Arts (13.3%)
- Art (16.2%)
- Music (19.9%)
- Early Learning Center (11.6%)
- Student Services Center (17.9%)
- Library/Learning Resource Center (11.6%)
- Knox Performing Arts Center (24.3%)
- Receiving/Buildings & Grounds (15.0%)

While not all of these buildings will require demolition and immediate replacement, they will soon require upgrades and renovations that may exceed their replacement value.

Facilities Condition Index

LEGEND

- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)
(not found on campus)



Music Building



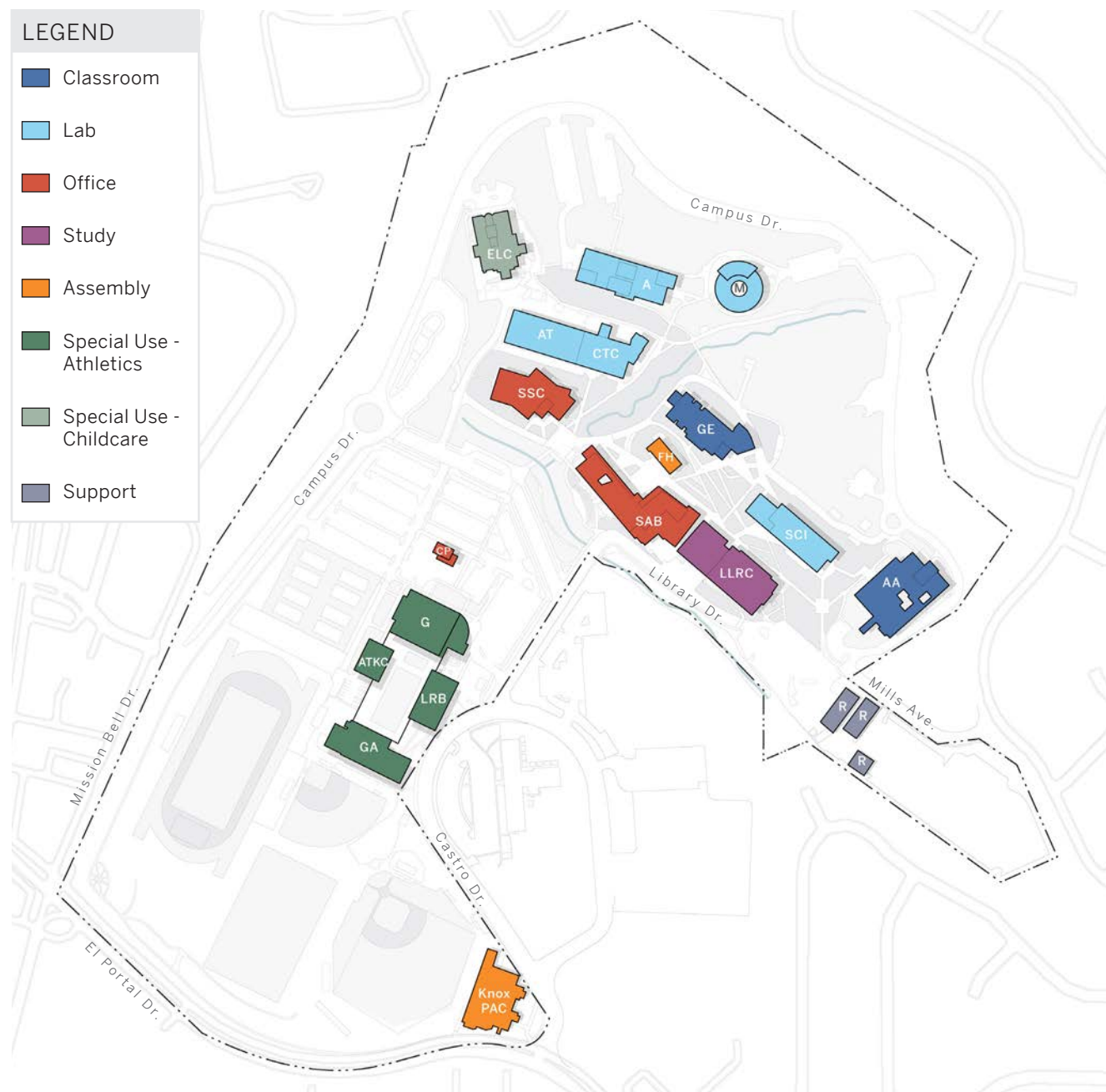
Knox Performing Arts Center



BUILDING USE

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

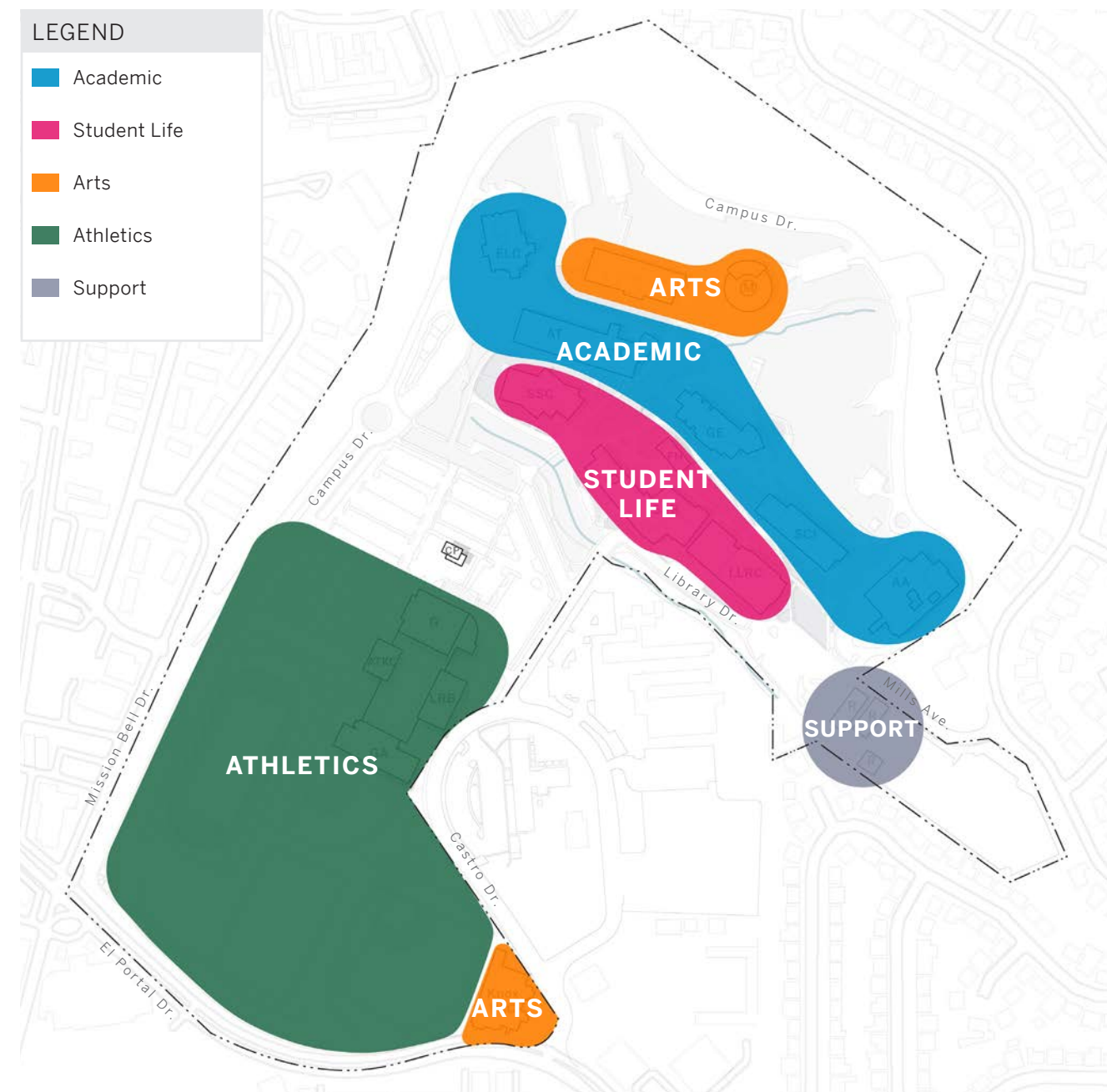
Building Use



CAMPUS ZONES

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

Campus Zones

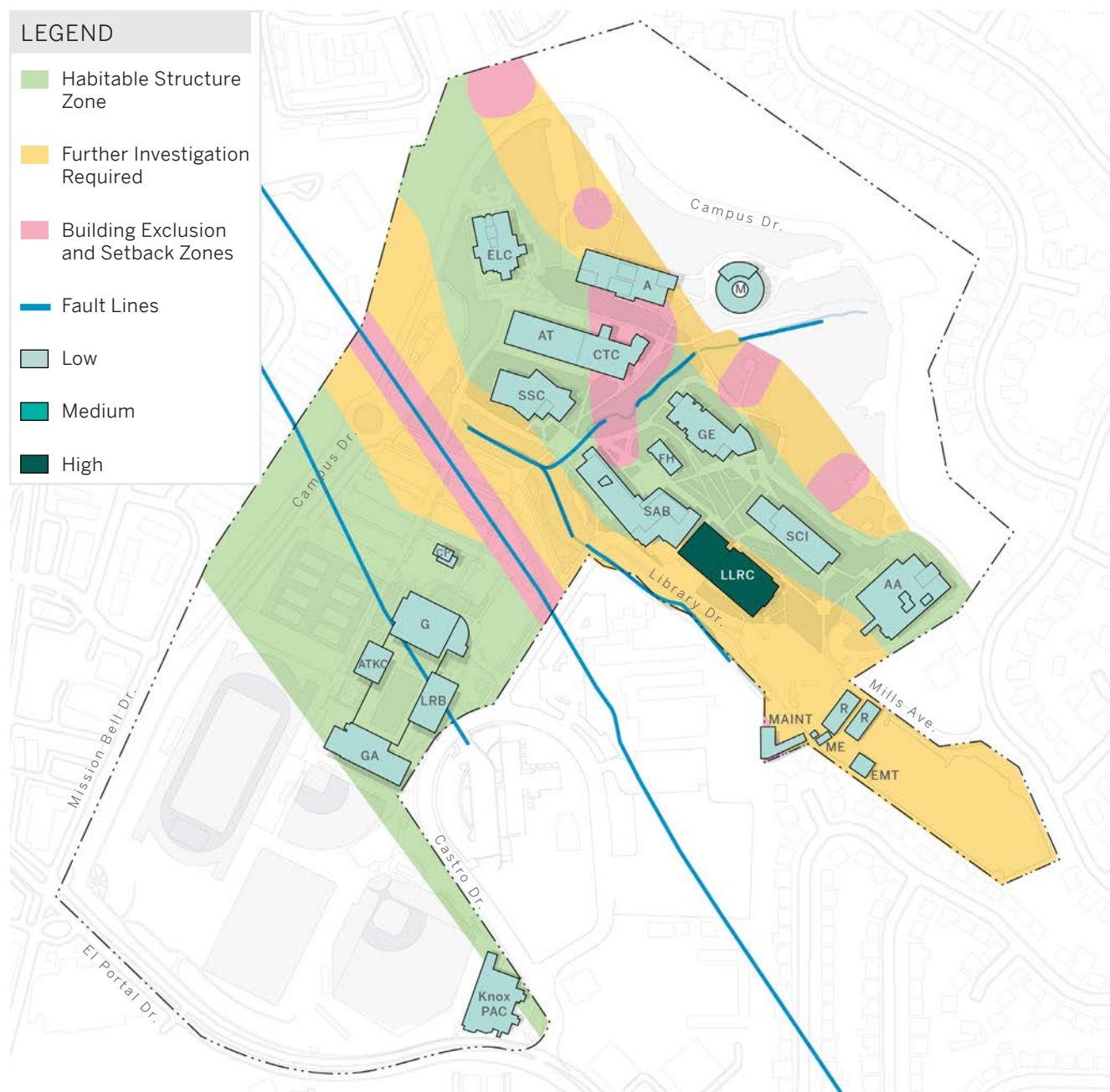


LAND ANALYSIS

SEISMIC ZONES

The Hayward Fault bisects campus, creating constraints for growth and infill. The zones below indicate the potential for development across campus. The Relative Seismic Evaluation shown for each building indicates its vulnerability to exhibiting a life safety hazard during a large earthquake, compared to other buildings in the District.

Seismic Zones

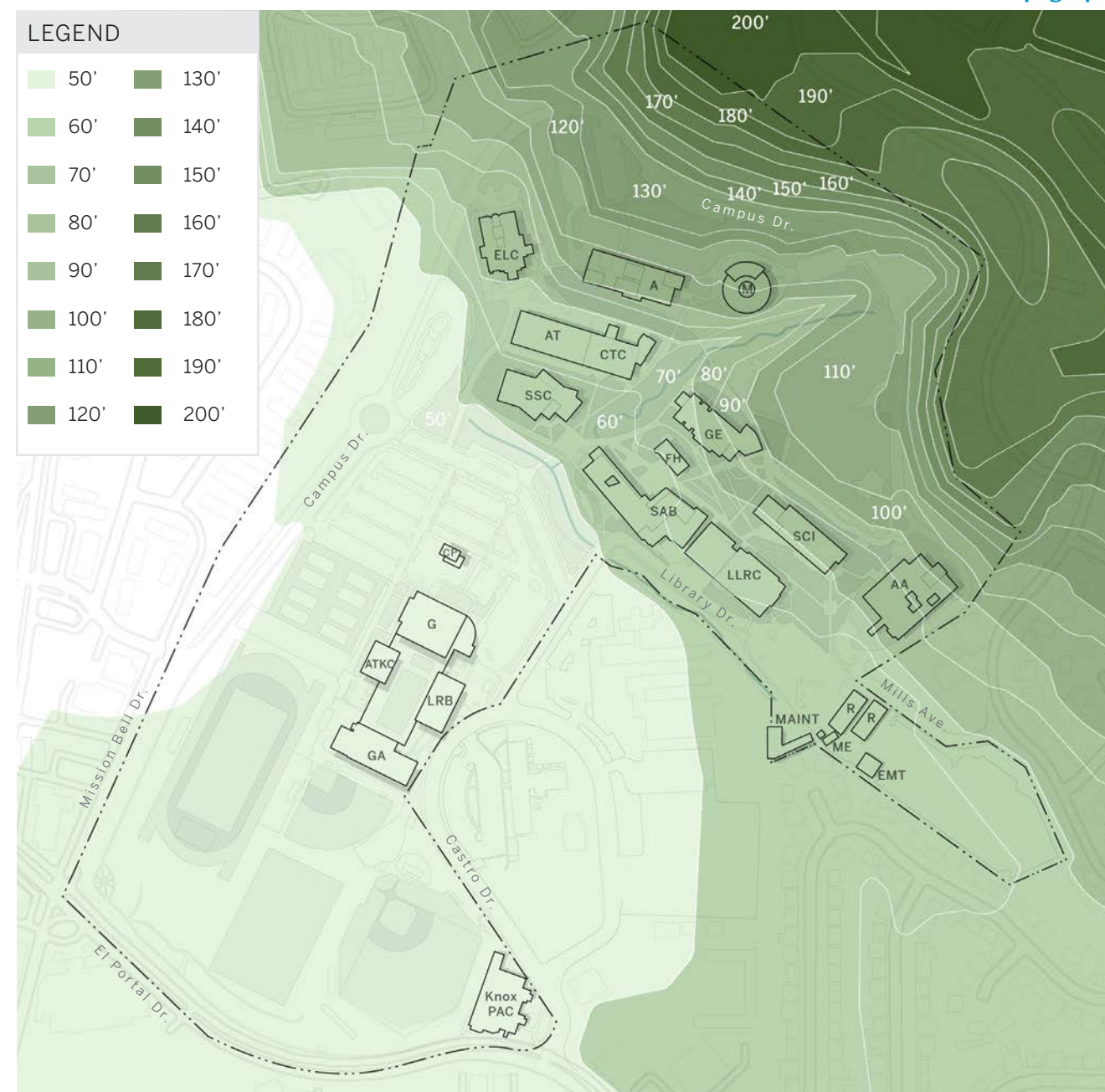


Note: Zones shown are within the AP Zone Boundary determined by the California Geological Survey.

TOPOGRAPHY

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

Topography



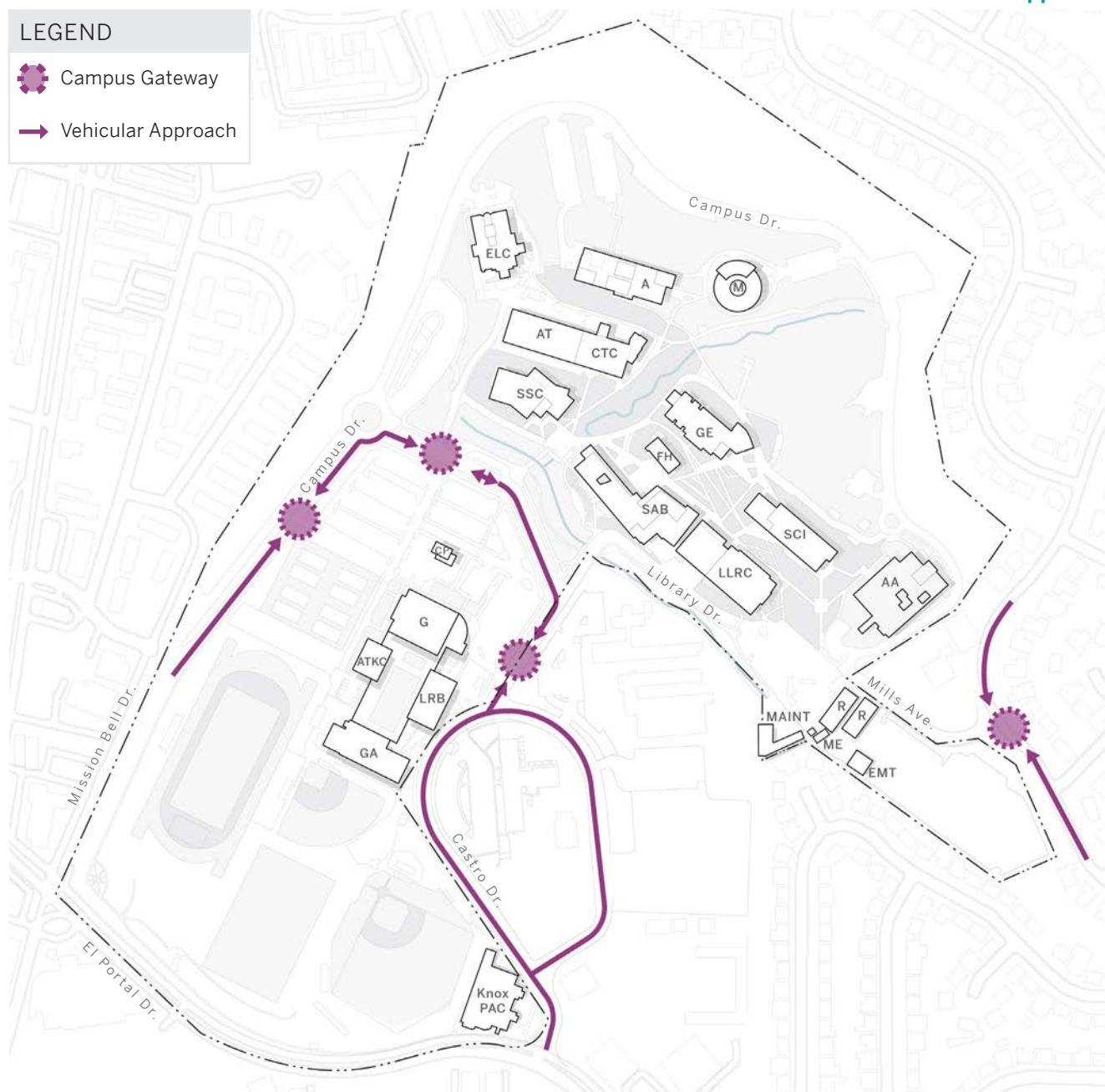
MOBILITY & ACCESS

VEHICULAR

VEHICULAR APPROACH

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

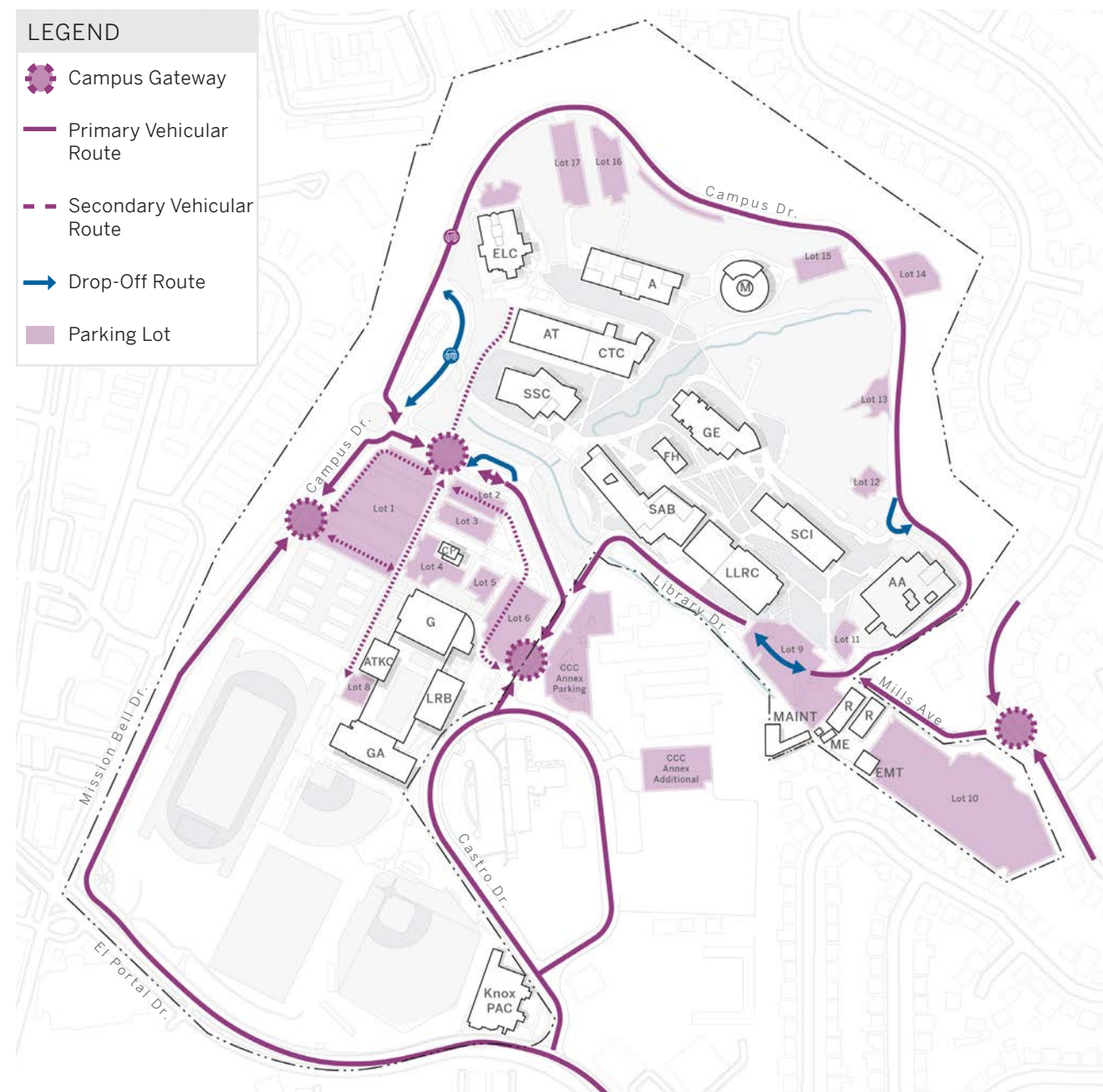
Vehicular Approach



VEHICULAR CIRCULATION

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

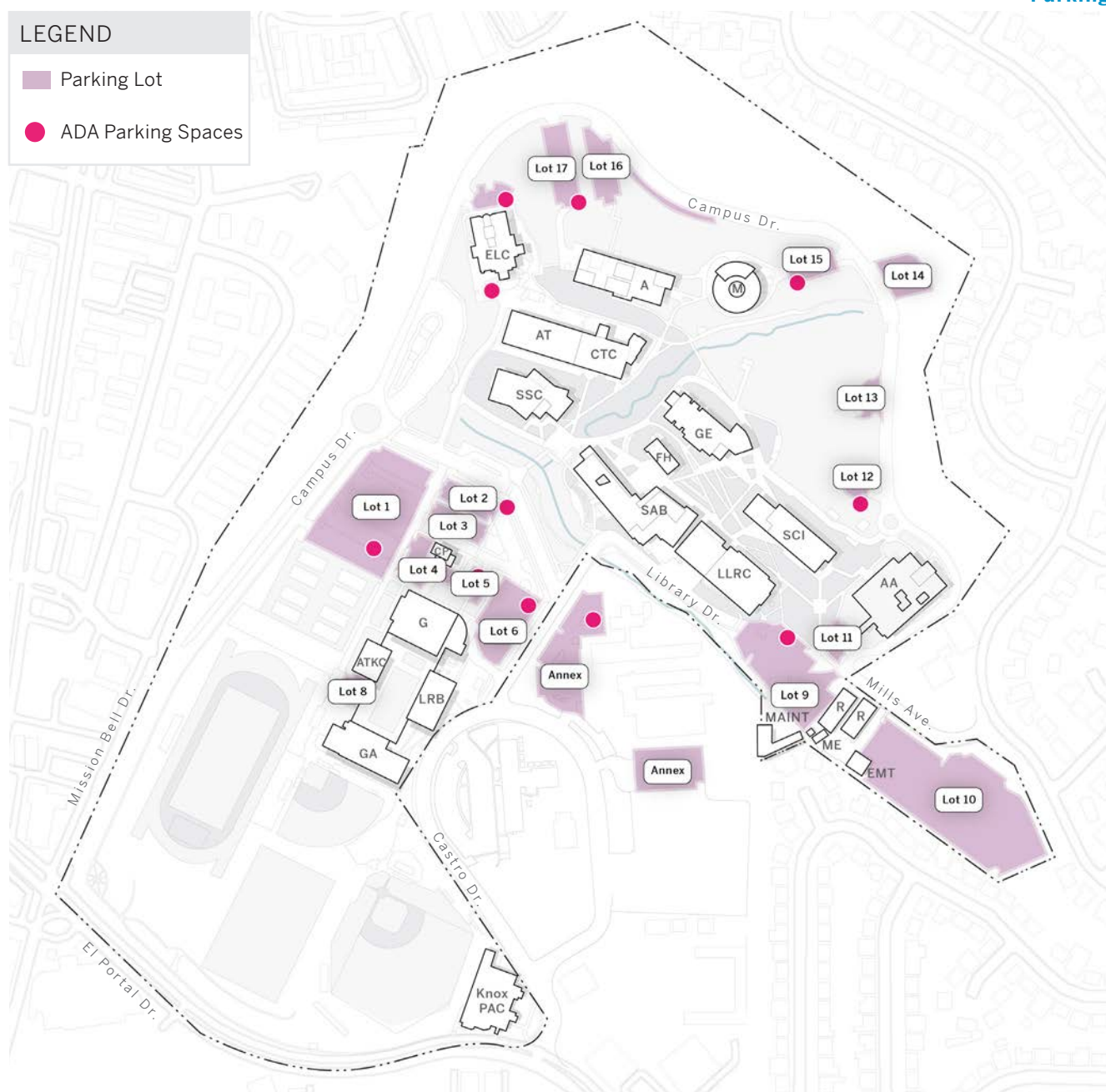
Vehicular Circulation



PARKING

Analysis demonstrated that there is generally sufficient parking on CCC campus, but future development should be considerate to impacts on parking capacity. Workshop participants noted additional parking lots past the Campus Drive roundabout may not be know to visitors.

Parking



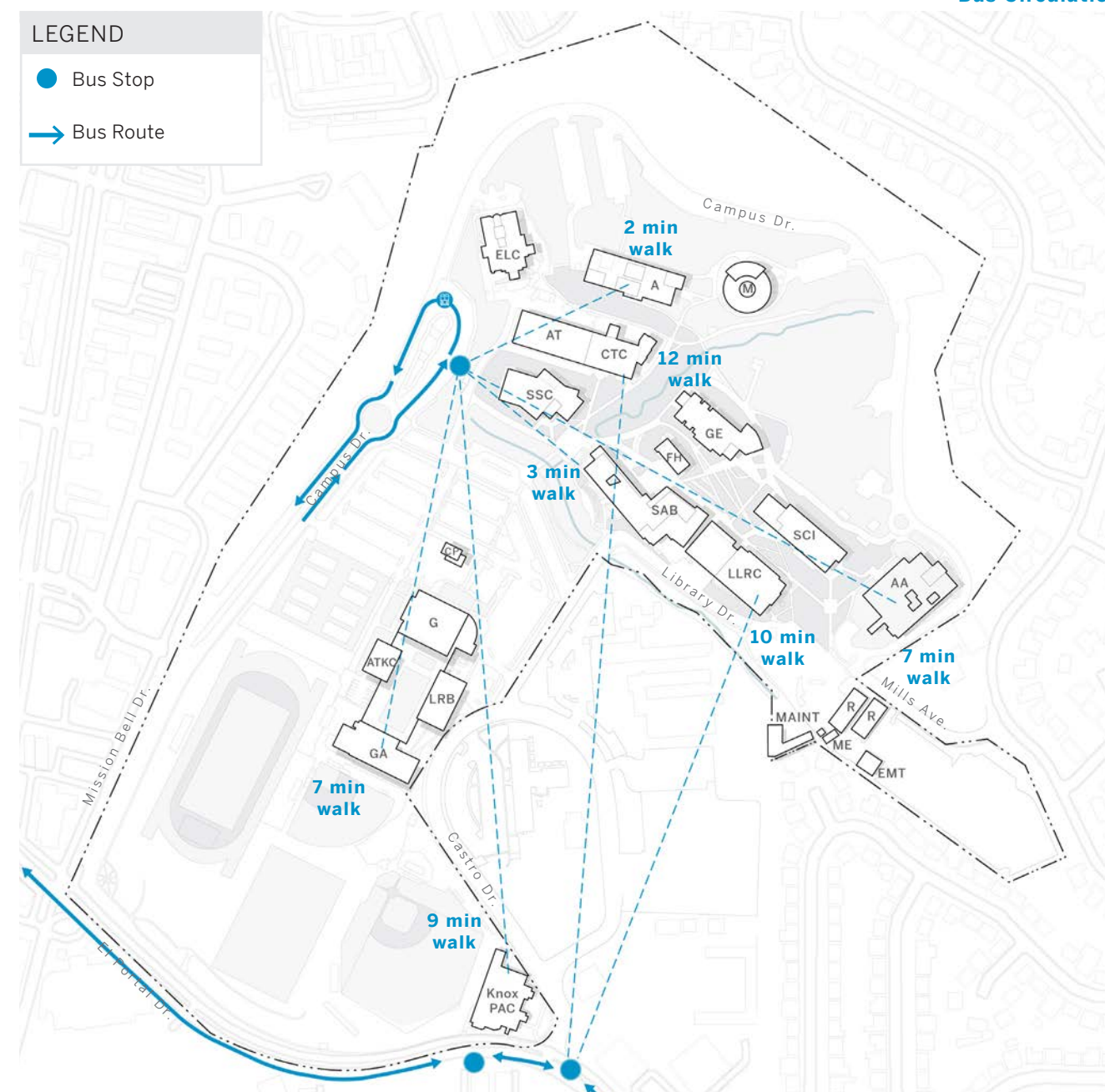
TRANSIT

BUS CIRCULATION

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

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

Bus Circulation

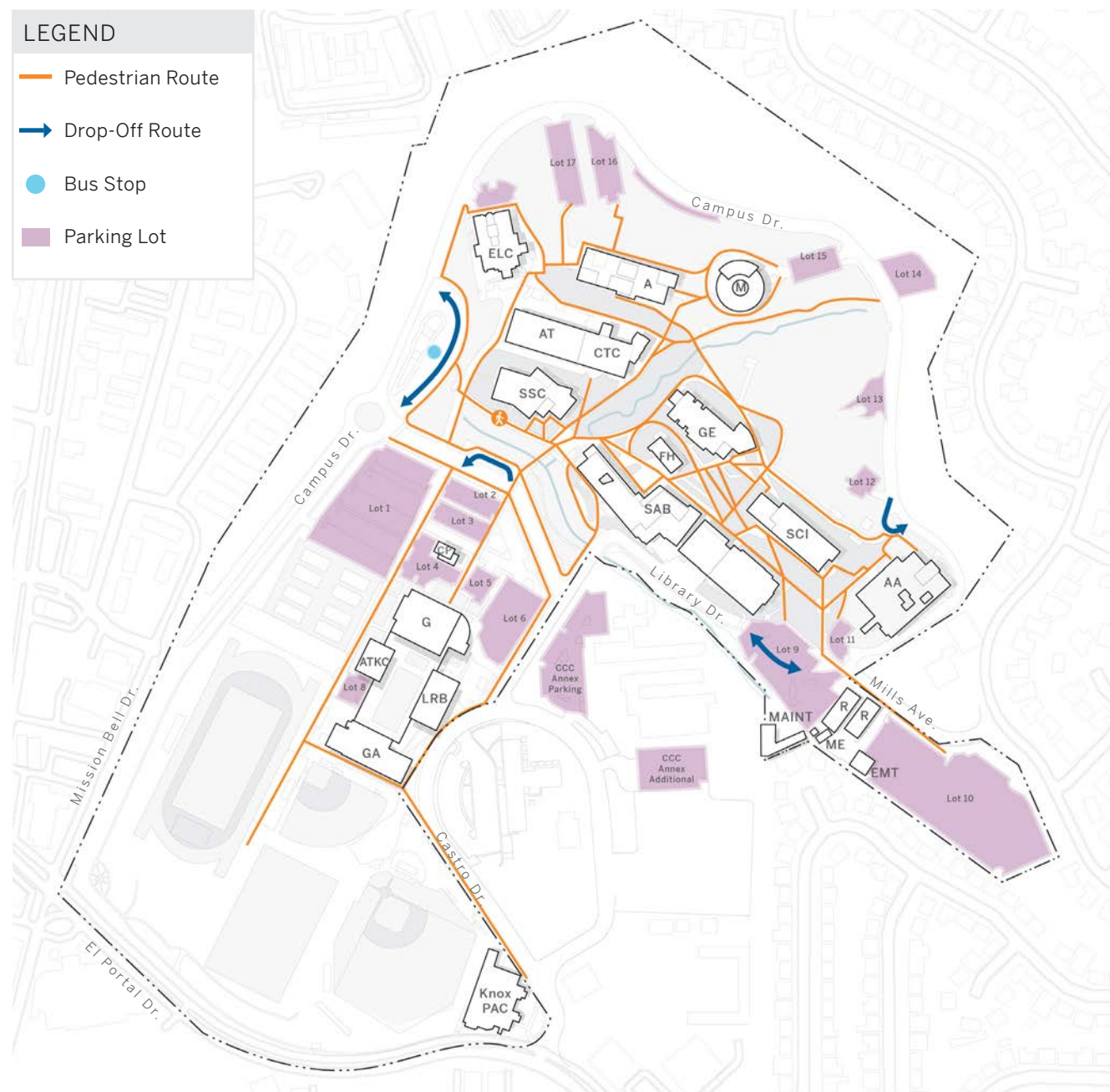


PEDESTRIAN

PEDESTRIAN CIRCULATION

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

Pedestrian Circulation



UNIVERSAL ACCESSIBILITY

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

Universal Accessibility



SPACE UTILIZATION

To determine space capacity requirements for a California Community College, 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 public community college campuses. These standards, when applied to the total number of students or weekly student contact hours (WSCH), produce total capacity requirements expressed in assignable square feet (space available for assignment to occupants).

The planning standards, listed in the table to the right, establish criteria for determining the amount of space allocated to different functions within the college. Each component of these standards is applied with an appropriate enrollment form to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the College.

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

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

The following terms are used when calculating utilization rates:

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

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

The graphics on the following pages represent these metrics on the building scale across CCC campus.

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

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

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

CLASSROOMS

WEEKLY ROOM HOURS

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

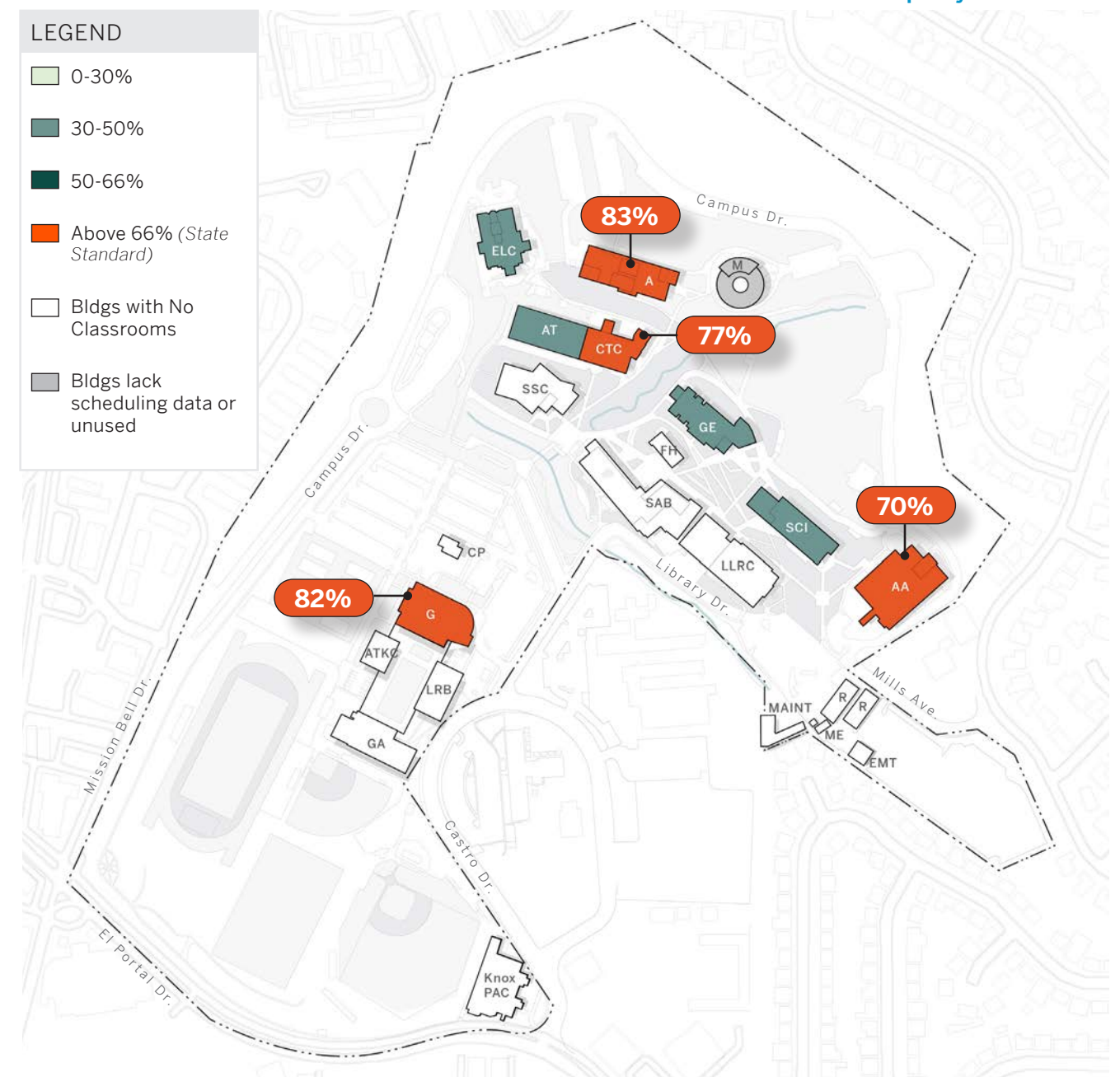
Weekly Room Hours - Classrooms



STATION OCCUPANCY

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

Station Occupancy - Classrooms



LABS

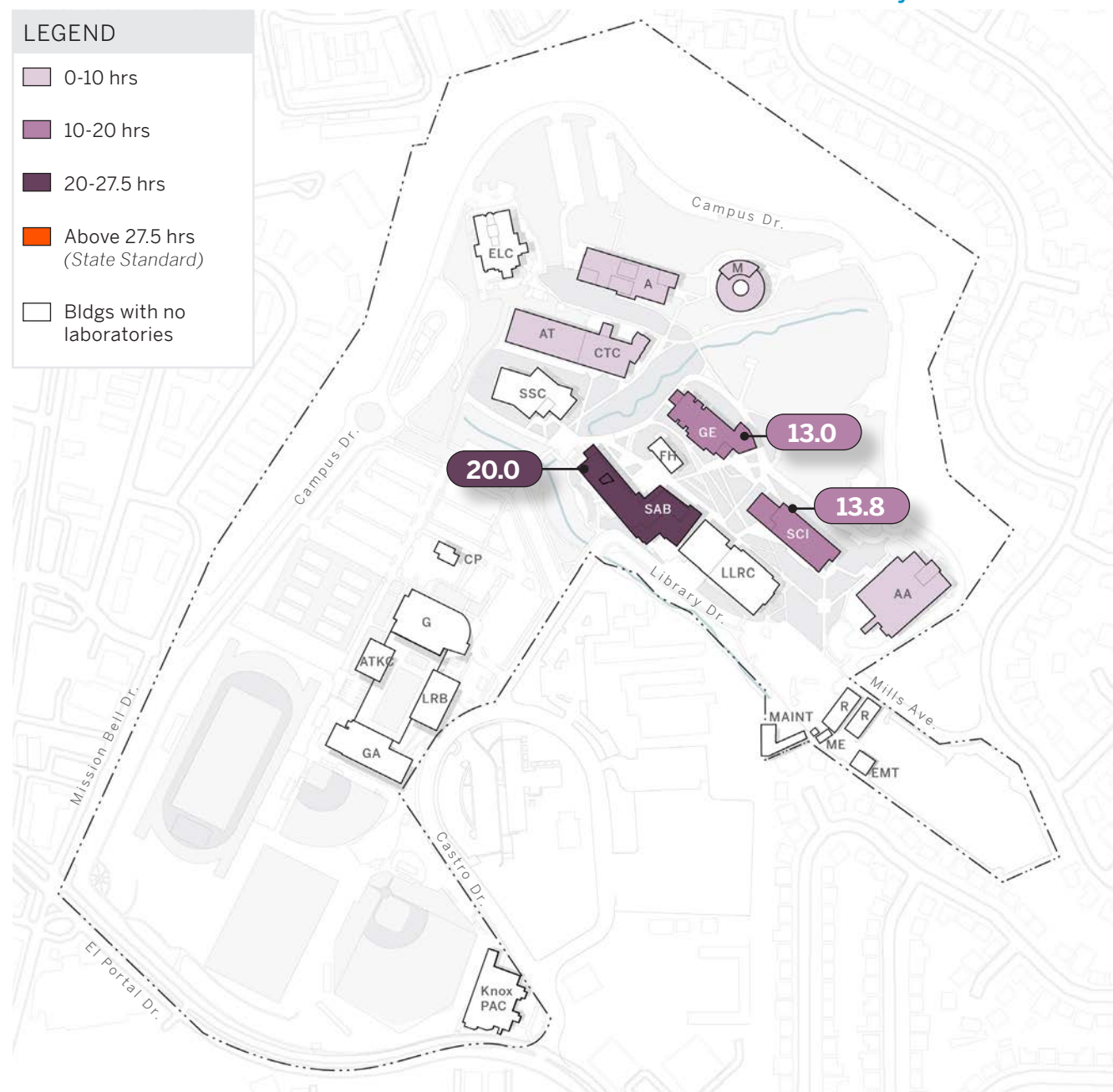
WEEKLY ROOM HOURS

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

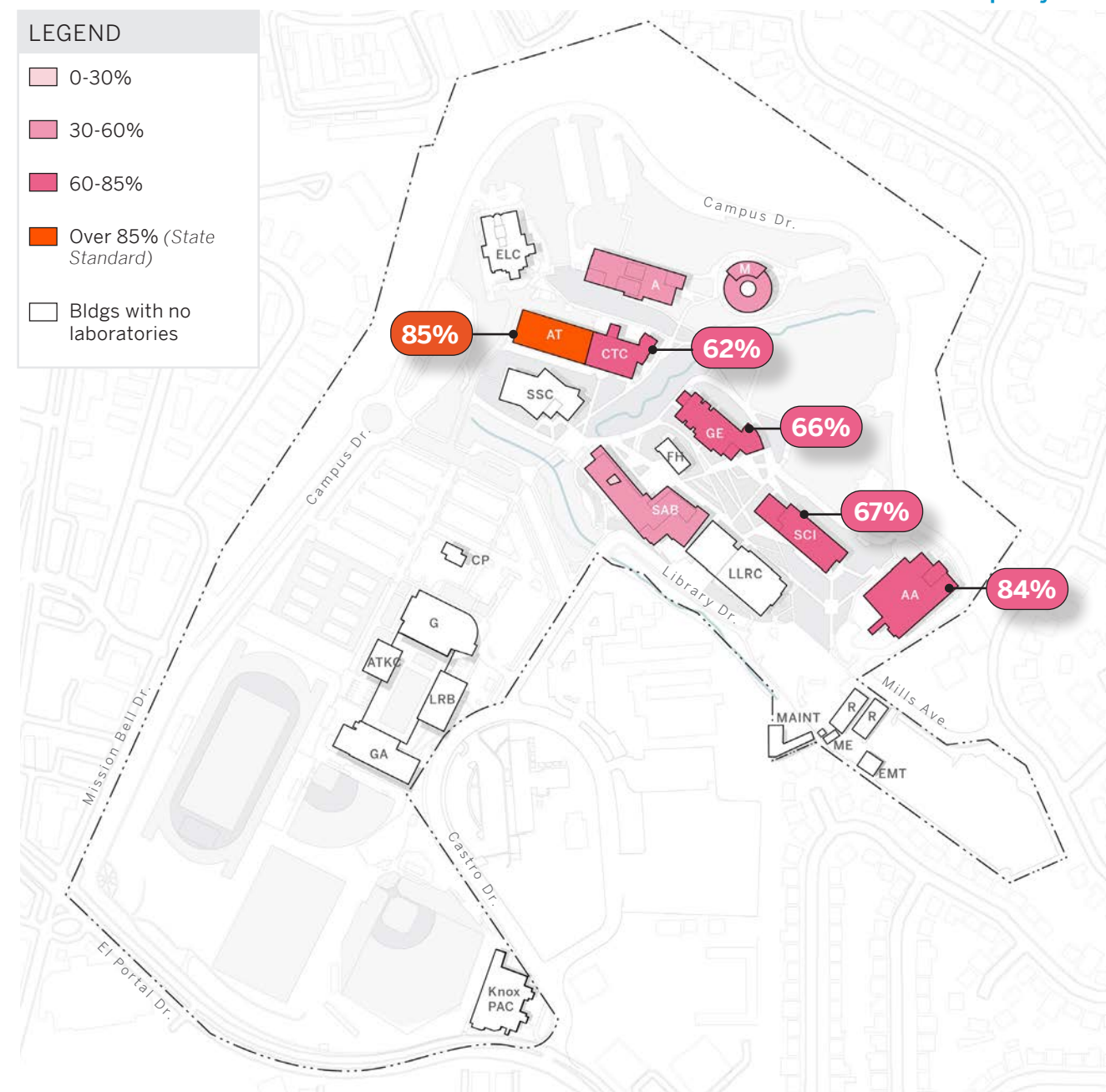
STATION OCCUPANCY

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

Weekly Room Hours - Labs



Station Occupancy - Labs



SPACE PROGRAM

CODING SPACE (TITLE V)

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

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

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

CAPACITY/LOAD

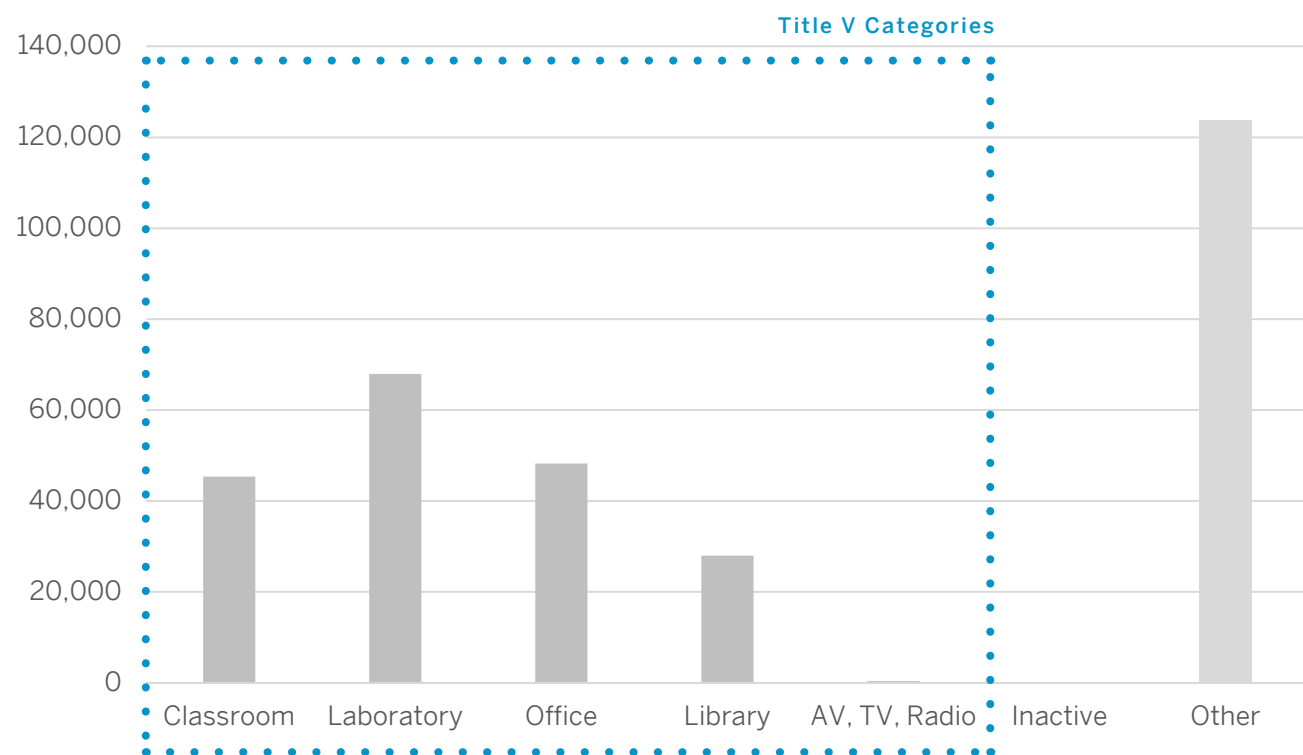
Space utilization on a community college campus is developed based on the analysis of capacity load ratios. Capacity load ratios represent the direct relationship between the amount of space available, by type, and the number of students participating in campus programs.

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

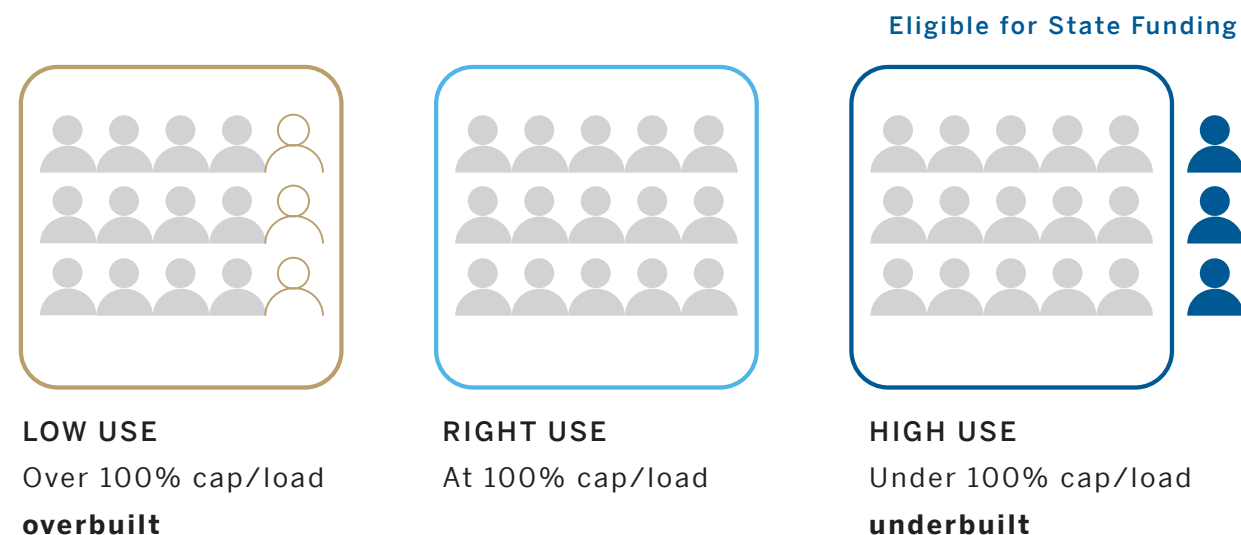
$$\text{Capacity Load} = \frac{\text{Current Occupancy (capacity)}}{\text{Enrollment Level (load)}} \times 100$$

Capacity Load Ratio Calculation

2023 Space Inventory



Data Source: Space Inventory from FUSION



METHODOLOGY

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

1. Linear Growth Strategy

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

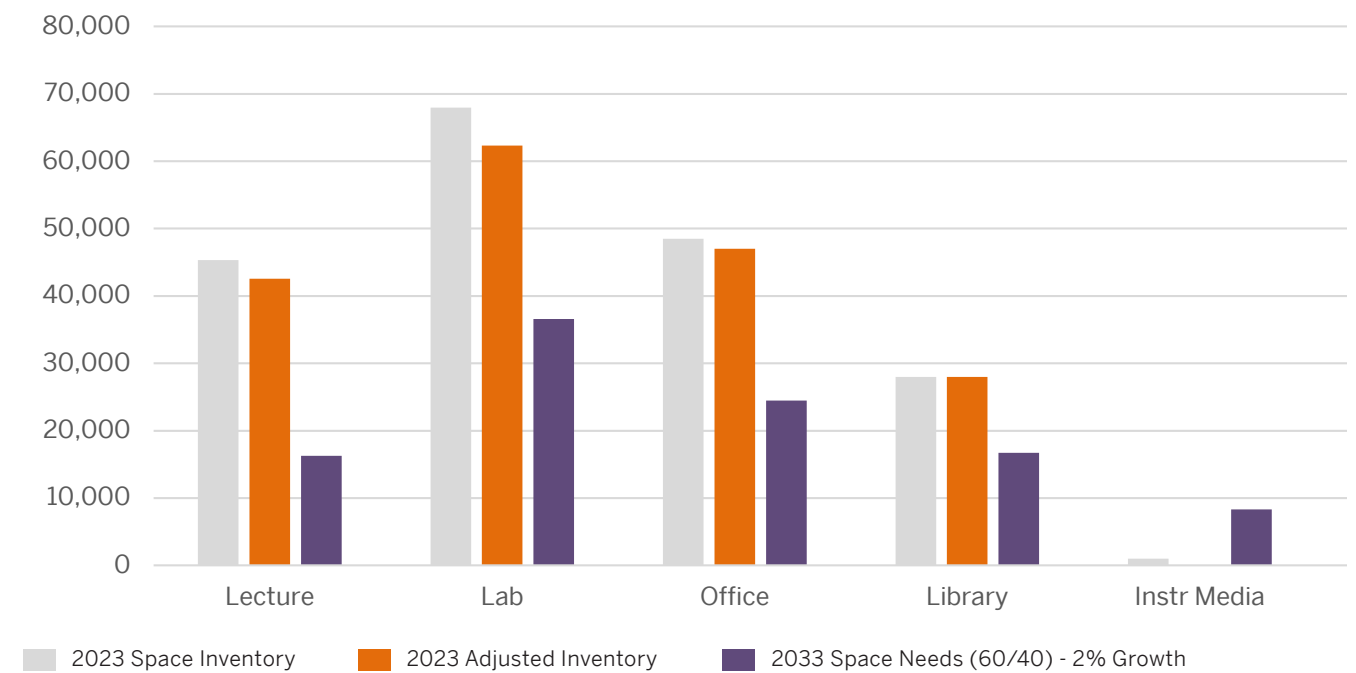
2. Student Headcount Alignment

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

3. FTEF Alignment

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

2033 Projected Space Needs



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

ADDITIONAL ASSESSMENTS

Key analysis and stakeholder feedback provided the foundation for several assessments that took place in the fall of 2023. These studies assessed areas including facilities and infrastructure condition, energy use, space utilization, wayfinding, and signage.

The assessments resulted in recommendations for campus improvements and future development that are detailed in the Future Vision section of the report. Full reports on each assessment are located in the appendix. The recommendations are summarized below.

ELECTRIFICATION STUDY

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STRUCTURAL ASSESSMENT

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UTILITY ASSESSMENT

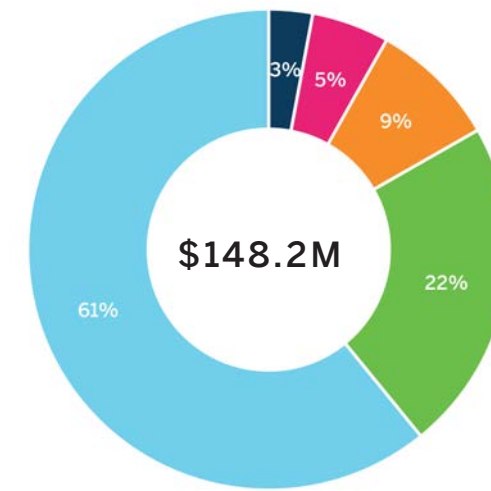
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FACILITIES CONDITION ASSESSMENT

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WAYFINDING & SIGNAGE ASSESSMENT

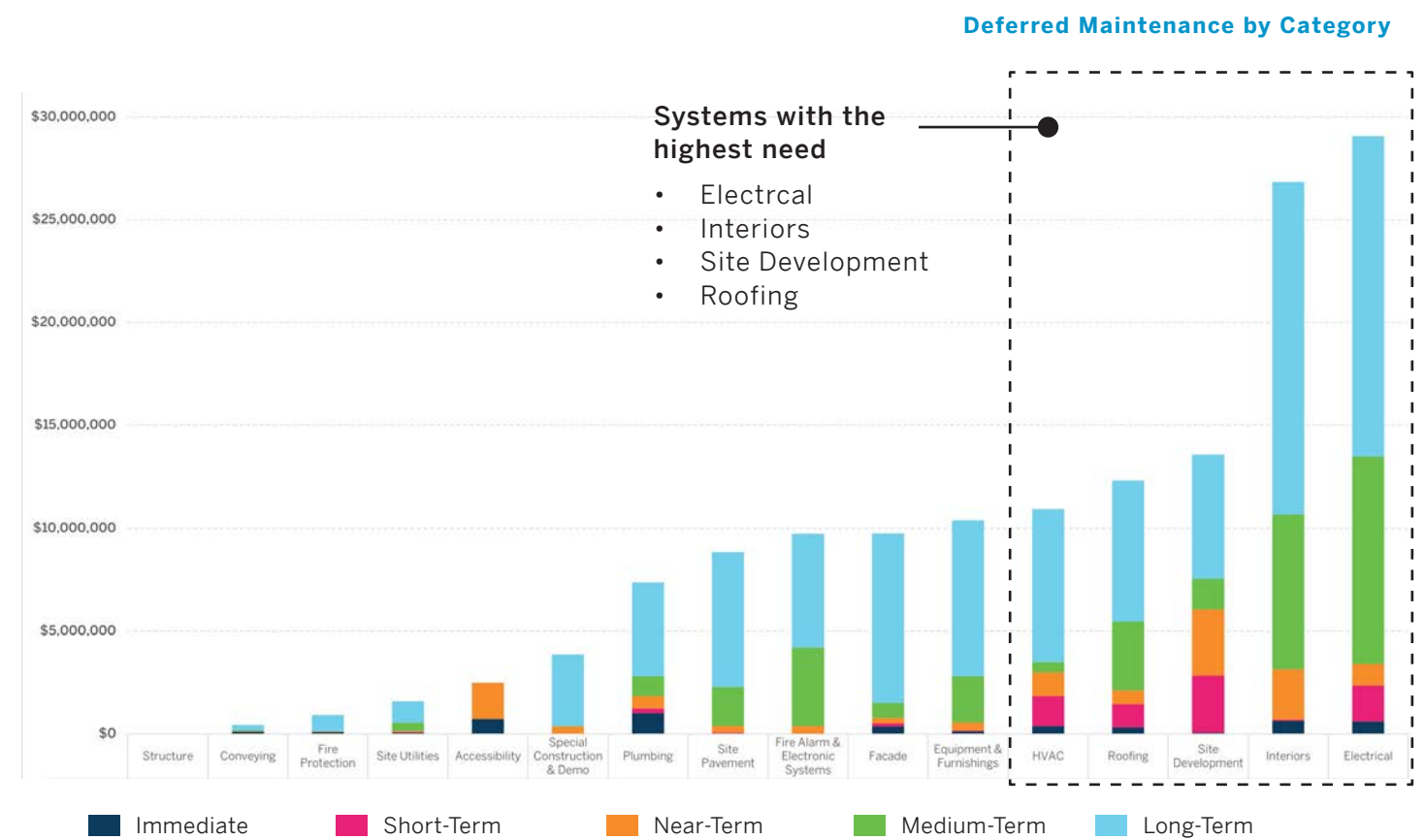
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Deferred Maintenance by Phase

DEFERRED MAINTENANCE NEEDS

The Facilities Condition Assessment found that the campus will require significant investment in deferred maintenance, totaling \$148.2 million over the next 20 years. Urgent projects include equipment upgrades, roofing repairs, and infrastructure enhancements to ensure the longevity and functionality of campus facilities. Deferred maintenance costs only include the cost to replace systems like for like. They do not include construction mark ups like labor or the cost to replace for other systems, such as ones that might help to reach sustainability goals. The costs also do not include other renovations or building improvements. Further information on the study is located in the appendix in the Facilities Condition Assessment.



BIG IDEAS

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

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

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

01



CONSOLIDATE CAMPUS

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

02



ENHANCE MOBILITY

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

03



IMPROVE THE HEART OF CAMPUS

Create vibrant center of campus with open space and pedestrian paths to encourage gathering, connectivity and accessibility.

CAMPUS PLAN



Early Childhood Education



Student Services Center



Student Commons & Community Building



Maintenance & Operations



Gymnasium Pool Renovation



Knox Performing Arts Center



General Education



Student & Administration Building (partial)



Applied Arts



Library & Learning Resource Center

LEGEND

Proposed New Construction

Proposed Renovation

PLAN OVERVIEW

Two new buildings and 10 renovation projects are included in this Plan, as illustrated on the preceding pages. These new buildings house a range of program based on current and future campus needs, and the renovations will enhance the existing campus environment and support student success. Project descriptions and proposed phasing follow this section. Later sections of this chapter include for more information on other recommended projects, including proposed open space and mobility improvements.

Proposed New Construction

- Student Commons & Community Building
- Maintenance & Operations

Proposed Renovations (in alphabetical order)

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

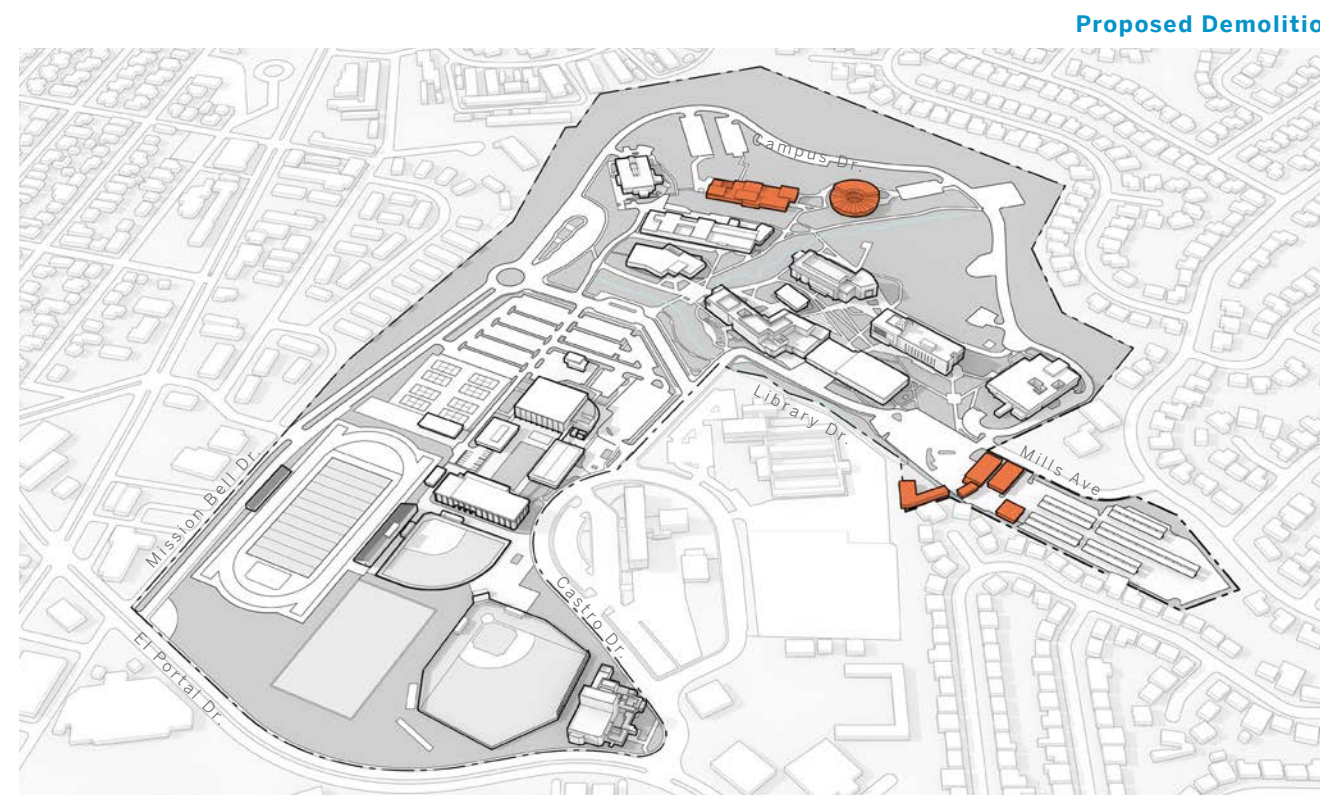
Proposed Demolition

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

Campus-wide Projects

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

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



Proposed Demolition

LEGEND

- Proposed Demolition

FMP PROJECTS

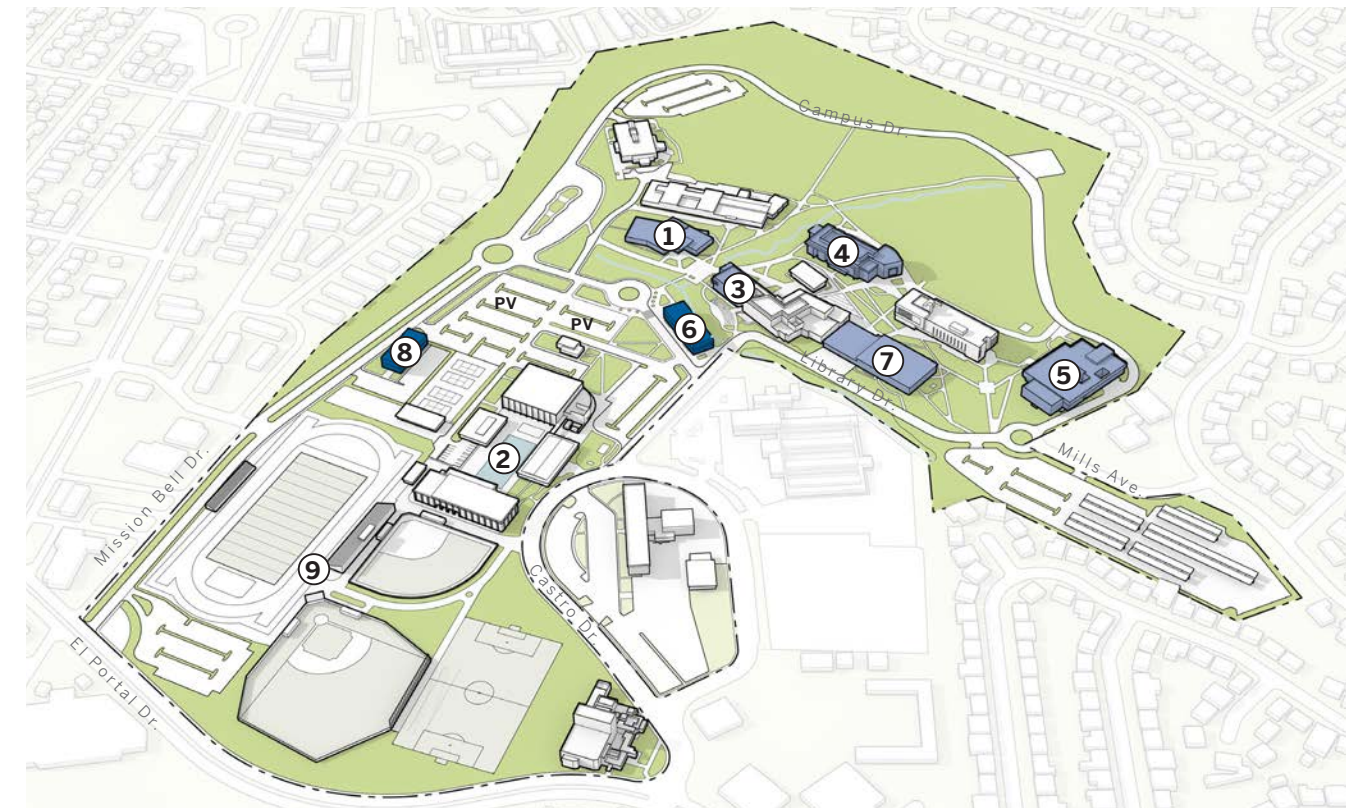
The Facilities Master Plan recommendations in this chapter provide a comprehensive vision for the future development of the campus, including renovation, replacement of facilities, and campuswide site and systems improvements. It's important to recognize that the transformation of the campus will unfold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

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

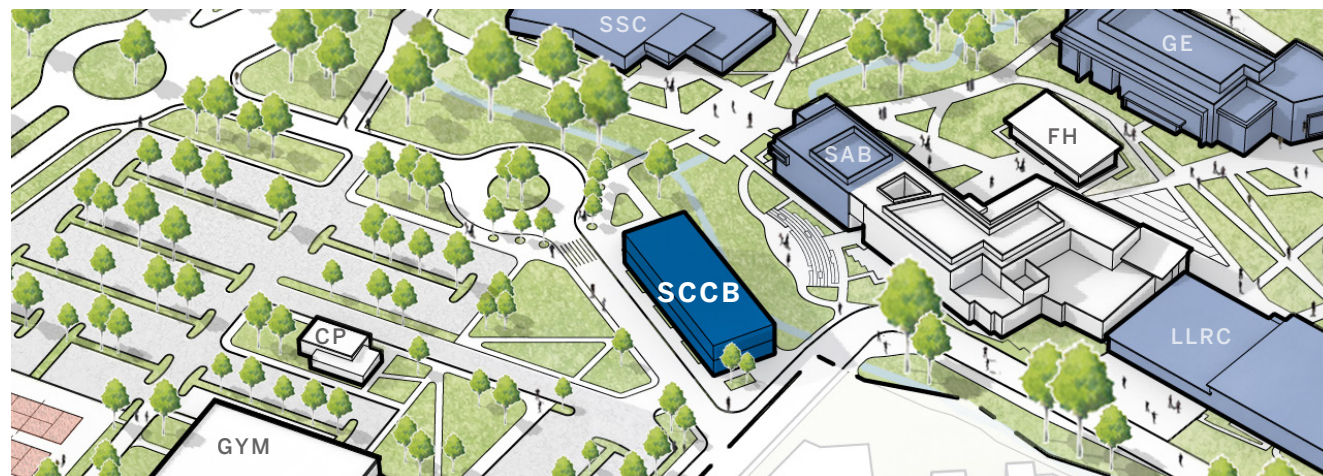
With flexibility and responsiveness guiding the implementation strategy, the sequence of projects has been developed based on the following parameters:

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

PROJECTS GROUP A



PROJECTS GROUP A (5-10 years)	ESTIMATED SIZE	
Student Services Center "Refresh" Renovation	10,000 GSF	①
Pool & Pool Deck Renovation		②
Student & Administration Building Partial Renovation	1,000 GSF	③
General Education Renovation	51,000 GSF	④
Applied Arts Renovation	50,000 GSF	⑤
Student Commons & Community Building	21,000 GSF	⑥
Library & Learning Resource Center Renovation	33,000 GSF	⑦
Maintenance & Operations	16,700 GSF	⑧
Athletic Fields Renovation		⑨



PROJECT DESCRIPTIONS

STUDENT COMMONS & COMMUNITY BUILDING

The New Student Commons & Community Building (SCCB) will be the home for some student life and activities and also serve as a central campus location for Art, Music, Drama, and Dance. Bringing these programs and space types together, the building will be a prime resource for community events and functions. Its central location will assist in achieving a primary goal of the FMP: tying the north and south sides of the campus together.

The new SCCB will include study and meeting spaces that are currently located on the first floor, west end of the SAB (Recreation Room, Rec Storage, and Snack Room). As a part of a campus reorganization to accommodate the College's growing Learning Communities, several areas on campus, like the SAB Recreation Room will be retrofitted or renovated. The SAB retrofit scope might be well-matched as a phase two of this project or as an integral part of the "Refresh" of Student Services Center, described below. Exterior areas will include landscaped lawns, clear and accessible walkways, and exterior, shaded seating that will connect the north campus to the athletics area.



MAINTENANCE & OPERATIONS

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

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



RENOVATIONS

STUDENT SERVICES CENTER “REFRESH” RENOVATION

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

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

APPLIED ARTS RENOVATION

Constructed in 1982, the Applied Arts Building has been a vital hub for various college and high school programs in the County. Investments totaling approximately \$10M have upgraded its infrastructure to attempt to accommodate a large variety of programs such as Nursing, CNA, EMT, Journalism, Mathematics, and two high school programs, Middle College High School (MCHS), and the Gateway High School. With the Gateway High School program set to vacate its offices and classrooms, an opportunity arises to restructure the building’s usage, better aligning space and system to properly accommodate the Allied Health programs.

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

GENERAL EDUCATION RENOVATION

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



PROJECTS GROUP B

RENOVATIONS
CONT.

LIBRARY & LEARNING RESOURCE CENTER RENOVATION

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

POOL & POOL DECK RENOVATION

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

ATHLETIC FIELDS RENOVATION

The CCC Athletic facilities, including play fields, track, and infrastructure, are in need of renovation, with plans to install a new synthetic surface on the football field. Grading and stormwater management are significant concerns affecting current field usage. The FMP recommends relocating baseball and soccer fields to accommodate future building projects at the Knox PAC. Furthermore, there's a proposal for an additional parking lot at the southern end of the campus to cater to athletic-focused parking needs. The project will be implemented in phases to allow for the ongoing use of seasonal athletics, potentially requiring temporary utilization of alternative facilities



PROJECTS GROUP B (beyond 11 years)

Student Services Center Full Renovation	10
Knox Performing Arts Center Renovation	11
Early Learning Center Renovation	12

RENOVATIONS

STUDENT SERVICES CENTER FULL RENOVATION

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

KNOX PERFORMING ARTS CENTER RENOVATION

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

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

EARLY LEARNING CENTER RENOVATION

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

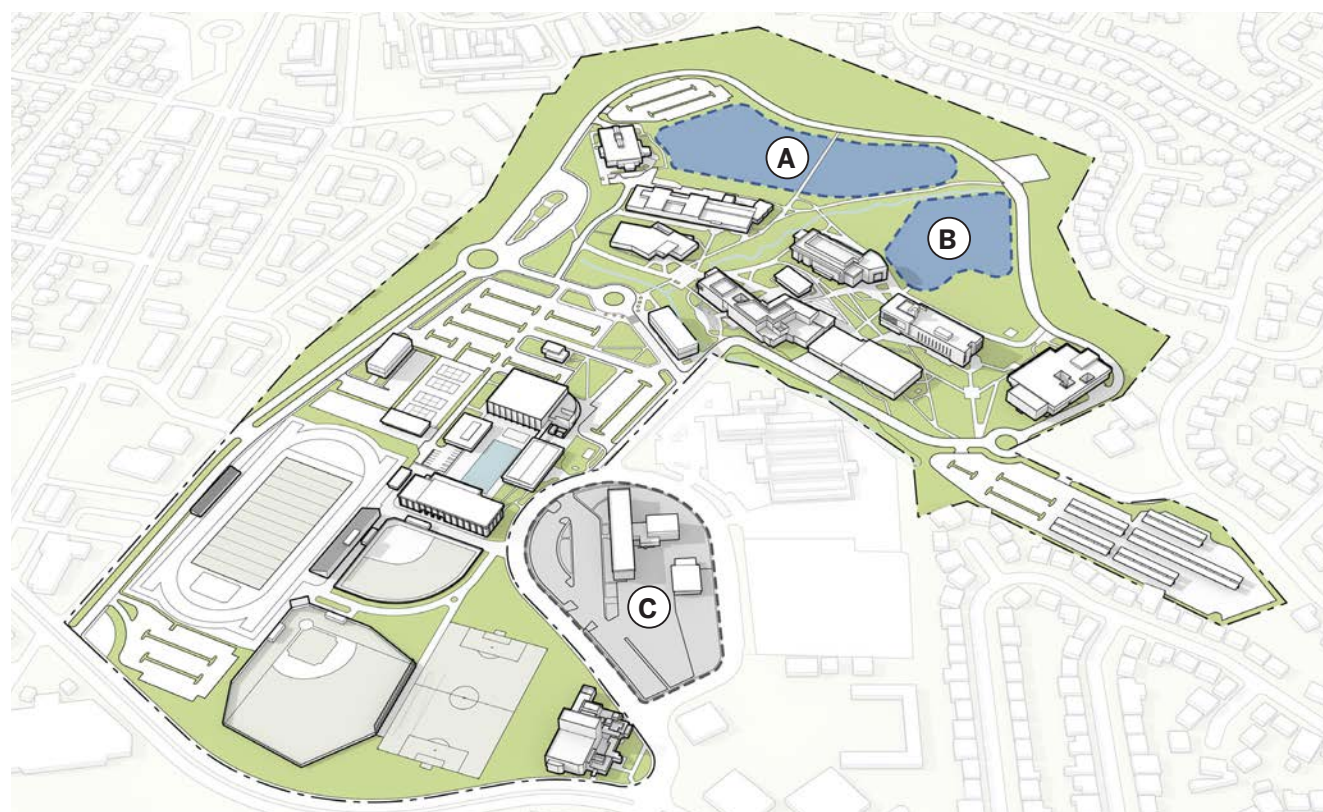
COST

Costs are developed from high-level, dollars-per-square-foot (\$/SF) based on similar, recent, and relevant construction. Caveats or adjustments have been made to reflect any particular, known scope that may affect the \$/SF. These indicated construction costs are in today’s dollars (no escalation) and do not include any costs other than potential construction values.

GROUP A Projects		GSF	Project Cost
1	Student Services TI Refresh	10,000	\$3,287,500
2	Pool & Pool Deck Renovation	20,000	\$15,750,000
3	SAB Learning Comm. Partial Retrofit	1,000	\$810,000
4	General Education Renovation	51,000	\$41,310,000
5	Applied Arts Renovation	50,000	\$56,250,000
	DEMO: EMT Classroom	1,392	\$177,480
6	Student Commons & Community Bldg	21,000	\$29,137,500
	DEMO: Music Building	14,522	\$1,851,555
	DEMO: Art Building	15,900	\$2,027,250
7	Library LRC Renovation	33,000	\$26,730,000
8	Maintenance & Operations Bldg	16,700	\$23,171,250
	DEMO: Receiving/Buildings & Grounds	6,570	\$837,675
	DEMO: Maintenance Equipment	2,400	\$306,000
9	Athletic Fields Renovation	1,000	\$25,415,000
GROUP A sub-total:			\$227,061,210
GROUP B Projects		GSF	Project Cost
1	Student Services Center Full Renovation	19,280	\$14,170,800
2	Knox Performing Arts Center Renovation	21,000	\$27,562,500
3	Early Learning Center Renovation	14,504	\$12,944,820
GROUP B sub-total:			\$54,678,120
TOTAL COST			\$281,739,330

FUTURE OPPORTUNITY SITES

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



POTENTIAL BUILDING SITES (A & B)

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

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

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

CITY OF SAN PABLO PARTNERSHIP SITE (C)

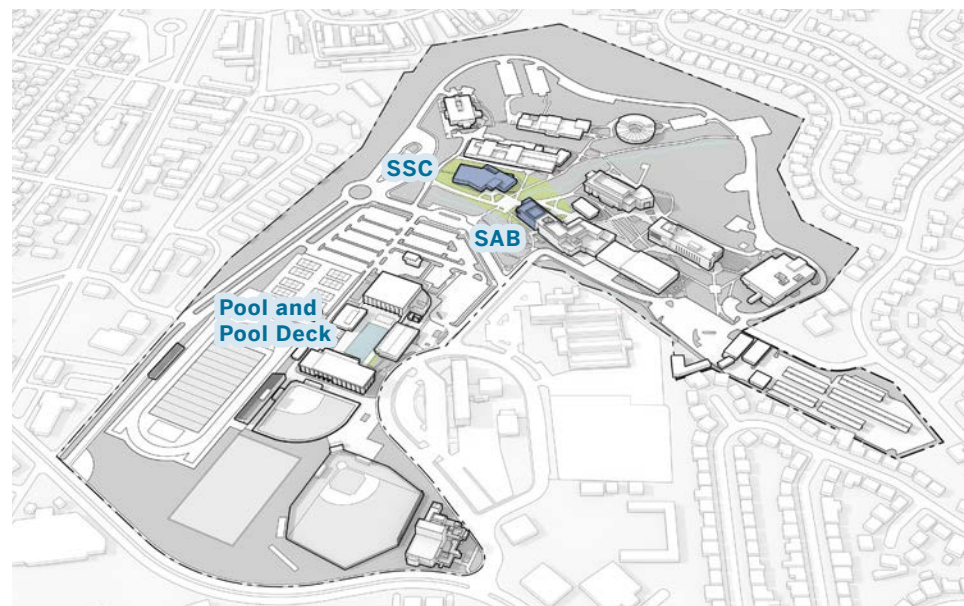
Text from District

FUTURE OPPORTUNITY SITES

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

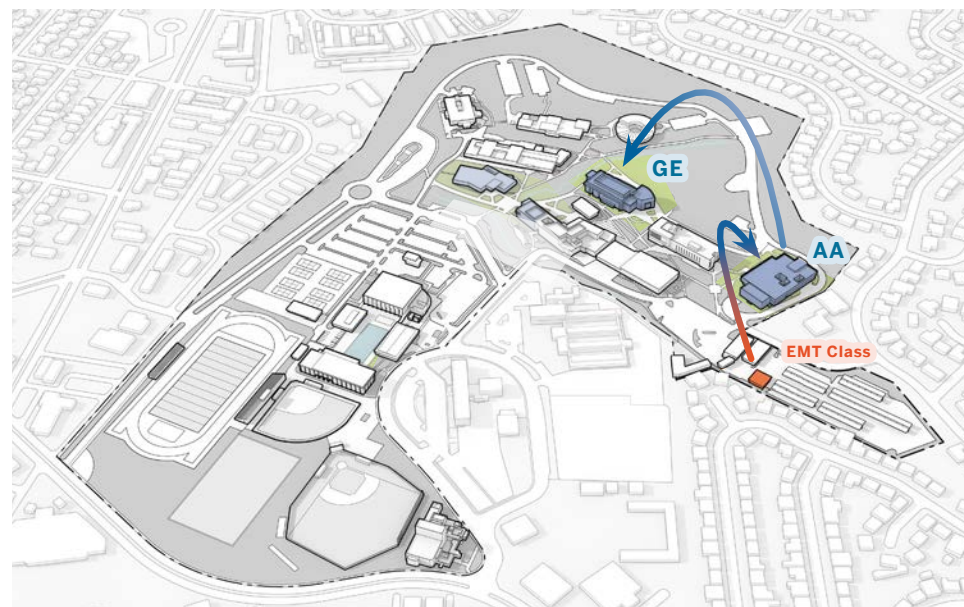
PHASED DEVELOPMENT

PHASE 01



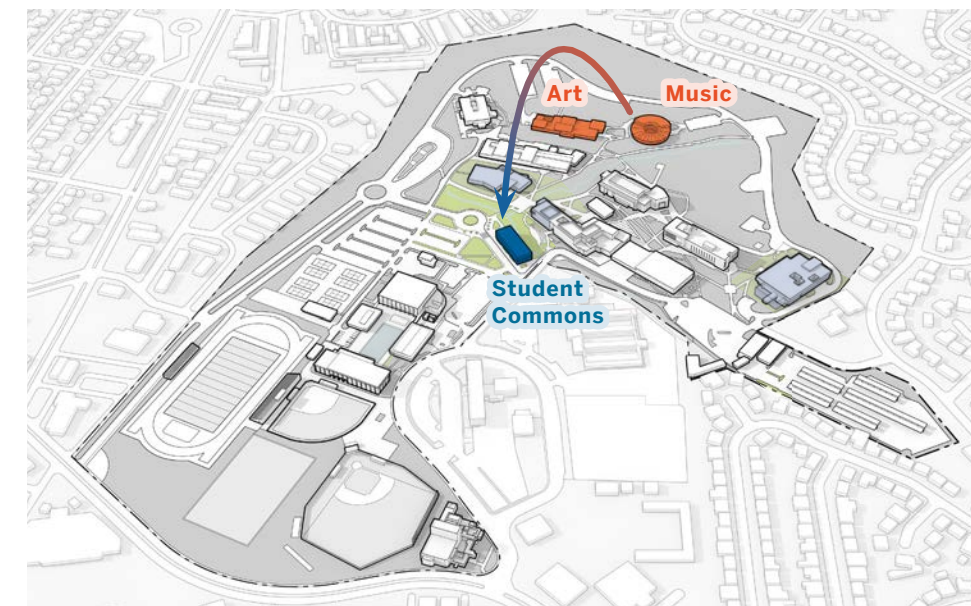
- Vacate and temporarily relocate SSC and SAB
- Renovate SSC and SAB
- Renovate Pool and Pool Deck

PHASE 02

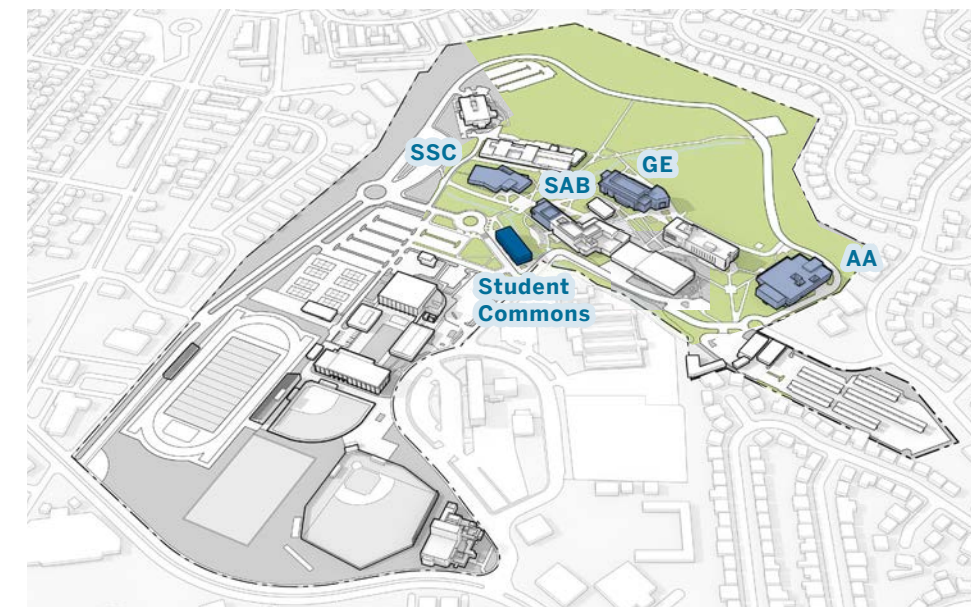


- Vacate and temporarily relocate GE
- Administration of Justice, MCHS, Journalism/Speech will move into Renovated GE
- Renovation of AA
- Demolition of EMT classroom

PHASE 03



- Build Student Commons
- Move Art and Music into new building
- Demolish Art and Music



* phasing in progress