

SOLANO COUNTY COMMUNITY COLLEGE
DISTRICT

**FACILITIES MASTER PLAN:
2002 — 2007**

SOLANO COUNTY COMMUNITY COLLEGE DISTRICT

FACILITIES MASTER PLAN 2002-2007

Superintendent-President

Stan R. Arterberry

Governing Board

Willie McKnight, *President*

Barbara J. Jones, *Vice President*

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Theresa "Teri" Nutt

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Terri Martin-McCaffrey, *Student Trustee*

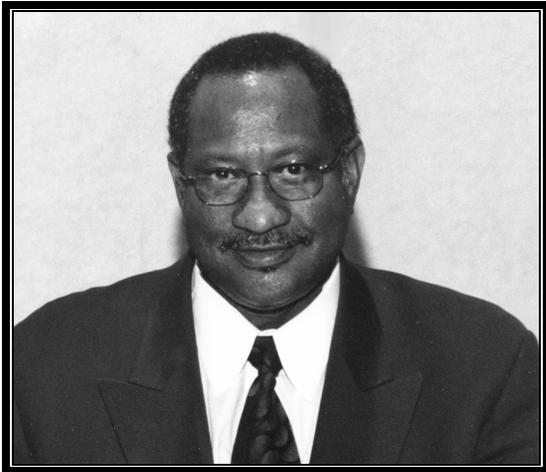
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PRESIDENT'S STATEMENT



Solano Community College is a tradition in Solano County. Established in 1945 as Vallejo Junior College, Solano was part of the Vallejo Unified School District until 1967 when the College became a countywide institution. The 192-acre campus, centrally located just off Interstate 80, was completed in 1971 and opened with 5,000 students. Since then, facilities, programs, staff, and services have expanded to meet the growing needs of a growing county. Our students have come to us with a range of learning needs. When these needs change, we have adapted our curriculum to provide a current and meaningful educational experience for all our students. This *Facilities Master Plan* is a documented testimonial to our commitment to provide state-of-the-art facilities to meet the perpetual changes in the educational requirements of our current and future students.

A comprehensive needs assessment survey provided the vital underpinning for the recommendations included in this plan. The District's first official *Facilities Master Plan* was developed and implemented by a collaborative Shared-Governance Committee that accepted the challenge and responded with well-researched analysis and systematic recommendations. This plan effectively links the District's *Educational Master Plan* with facility expansion, renovation and upgrades.

Please join us in the excitement as we move further into the 21st century with a clear plan of action that will benefit the entire Solano College service area. This plan is a major step in fulfilling our commitment to becoming a premier educational institution for academic development, workforce preparation, and lifelong learning.

Stan R. Arterberry
Superintendent-President

ACKNOWLEDGEMENTS

This document incorporates many sources of information and varied planning efforts. It represents the culmination of a shared commitment to establish a vision and direction for the College. Through program review, restructuring and strategic planning, the College created the basis for the *Facilities Master Plan*.

The District's Executive Council and the Facilities Master Plan Committee were the driving forces in the college-wide evaluation and planning necessary to develop this plan. District administrators, faculty and staff all were instrumental and contributed significantly to the creation of the plan. Others at Solano willingly participated and contributed to be comprehensive scope of this plan. Their efforts are directly reflected here.

Executive Council

Stan R. Arterberry, *Superintendent-President*
James Bracy, *Vice President, Student Services*
Sandra Dillon, *Director, Human Resources*
Armond Phillips, *Vice President, Academic Affairs*
Willard C. Wright, *Vice President, Administrative & Business Services*

Facilities Master Plan Committee

James Bracy, <i>Vice President, Student Services</i>	Patricia Mitchell, <i>CSEA</i>
Thomas Carpenter, <i>Local 39</i>	Ray Ogden, <i>Director, Facilities</i>
Steve Duncan, <i>ASSC</i>	Armond Phillips, <i>Vice President, Academic Affairs</i>
Gerry Fisher, <i>Dean, Office of Admissions & Records</i>	Esther Pryor, <i>CTA</i>
Gail Forte, <i>Local 39</i>	Chris Rhoden, <i>Dean, Business</i>
Kris Gerlach, <i>Academic Senate</i>	Robert Simas, <i>Director, Research & Planning</i>
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Rick Ida, <i>Dean, Fine & Applied Arts</i>	John Wagstaff, <i>Assoc VP, Tech & Lrng Resources</i>
Jim Mills, <i>Dean, Math & Science</i>	Willard C. Wright, <i>Committee Chair, Vice President, Administrative & Business Services,</i>

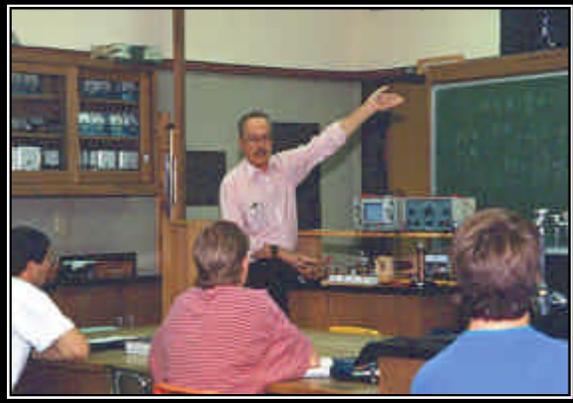
The publication of this plan would not have been possible without the expertise and dedication of

Judy K. Bauer, <i>Admin. & Business Services</i>	Ray Ogden, <i>Director, Facilities</i>
Mike Eno, <i>Fire Science Coordinator</i>	Ann Short, <i>Specialist, Community Services</i>
Kristina March, <i>Director, Community Services</i>	Robert Simas, <i>Director, Research & Planning</i>
Patricia Meyer, <i>Facilities</i>	Marjorie Trolinder, <i>Supervisor, Graphics</i>

The trustees of the College have consistently encouraged and participated in planning for the future of Solano Community College. They bring a community perspective to the effort and consistently represent the interests of District residents and students:

Willie McKnight, <i>President</i>	Pam Keith
Barbara J. Jones, <i>Vice President</i>	Theresa "Teri" Nutt
James Claffey	Bill Thurston
Denis Honeychurch	Terri Martin-McCaffrey, <i>Student Trustee</i>

EXECUTIVE SUMMARY



The eight-month facility planning process was highly participatory involving the many constituencies of the Solano Community College District. The Facility Master Plan Committee actively solicited and received input from both District staff and students. The Educational Master Plan determines what the curriculum should be; the Facility Master Plan determines the where, when, and how to best deliver instruction. The Governing Board and the District staff realize that state-of-the-art instructional and learning methods are inextricably intertwined with the latest technology. The Facilities Master Plan provides the blueprint and methodology for the effective implementation of teaching and learning technologies.

The *Facilities Master Plan* is a well-documented plan that serves as a guide for both short term and short term planning. This final document should be regarded as a “living” plan, to be revisited as student needs change.

The needs of the District’s communities and students drive the planning for educational programs and support services. The development of educational programs and support services, in turn, drive facility planning. Facility planning is directly linked to the identification and quantification of community and student needs. To this end, a comprehensive community-wide needs assessment identified strong interest in 1) expanding our educational center in Vacaville; and 2) developing a comparable educational center in Vallejo. The survey also indicated strong interest in the District’s plan to establish a partnership with four-year state institutions at both proposed educational centers.

The District will continue efforts to 1) pursue mutually beneficial educational partnerships; 2) develop, modify and expand the curriculum and related student support services; 3) expand on-line classes; and 4) modify facilities. District facilities have reached maximum capacity during the morning and evening hours of instruction.

Demographic surveys indicate and experience reinforces the fact that approximately 75% of our students are full-time employees and part-time students. A by-product of part-time student population is that many of the District’s educational facilities are under-utilized during the early and late afternoon hours on a daily basis.

The facility under-utilization phenomenon is paradoxical for planners because it necessitates that we advocate construction of additional capacity because classroom space is not available during the hours of peak student demand. This paradox continues to be a priority issue with District administration and staff.

The facility planning process is predicated on a thorough strategic assessment of the District’s strengths and weaknesses. The planners must consider all components of the District and thoroughly understand both the dynamics and the interrelationships that exist among the parts. The final plan must effectively link three initiatives – educational planning, resource planning, and facilities planning. This *Master Plan* is the culmination of the efforts of many, most of whom will remain nameless, but their efforts will be beneficial to the entire Solano College community for many years to come.

Introduction

Vision, Mission, and Core Values

Our Vision

Solano Community College will be a premier educational institution for academic development, workforce preparation and lifelong learning. To achieve our vision, Solano Community College is committed to excellence, innovative teaching and learning, and student success through the unified efforts of the campus community.

Our Mission

The mission of Solano Community College is to provide the highest quality academic, occupational, cultural, developmental and continuing education programs that are responsive to the learning needs of our community. In doing so, we are dedicated to a diverse educational and cultural campus environment that prepares our students for productive participation in the 21st century.

Our Core Values

Solano Community College is committed to excellence. We have adopted the following Core Values to guide our policies, procedures, and daily practices:

Focus on Students. We exist to meet the educational needs of our students. Everything we do contributes to and promotes the quality of their access, learning, and success.

Accountability. We are individually and collectively responsible for achieving the highest levels of performance in fulfilling our mission. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.

Quality. We share a commitment to excellence and continuous improvement. We emphasize the best in teaching and learning, student achievement, the use of technology, and the delivery of support services.

Innovation. We encourage and support creativity, collaboration, and risk-taking. We foster and promote innovation in the design, development, support, delivery, and management of all programs and services.

Diversity. We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering the diversity of our staff, faculty, and student body. We recognize the worth of each individual and his or her ideas, and treat each other and those we serve fairly, with compassion, and with respect.

Respect. We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We seek active participation, open communication and exchange of ideas, and collaborative decision-making.

Responsiveness to the Community. We recognize that our students and our community deserve our best efforts and are committed to understanding and serving their educational needs. We seek to initiate and cultivate working partnerships with business, industry, government and other institutions.

Proactive Leadership. We continually set aggressive goals and commit ourselves to their achievement. We recognize the importance of learning in people's lives and understand our responsibility to provide educational leadership that responds to the current and future needs of our communities.

Strategic Directions and Goals

Strategic Direction 1: QUALITY TEACHING AND LEARNING

Quality Teaching and Learning is based on establishing and maintaining high academic standards. Solano's programs are focused on student needs and, as a result, quality teaching and learning is central to achieving our Vision and Mission. Maintaining high quality as a consistent academic standard will create pride in our institution and foster student learning and success. Supporting the delivery of quality instruction is a priority in making instructional and programmatic decisions and allocating resources.

Goal 1: Improve the quality of instruction.

Goal 2: Improve student success.

Strategic Direction 2: STUDENT ACCESS

Ensuring student access requires us to provide a range of educational opportunities that maximize our students' potentials and enable them to succeed. Our commitment to student access to education at Solano College is a central focus of the institution.

Goal 1: Improve the "user friendliness" of SCC for entering students.

Goal 2: Improve access to SCC for area residents.

Strategic Direction 3: INSTITUTIONAL DIVERSITY

Our community and world is becoming increasingly diverse given the rapid pace of social change, mobility, and the impact of technology and media on our lives. Solano College will actively demonstrate a commitment to appreciating the value of differences among people at an institutional level by inclusive practices, policies, procedures, programs and activities. In order to become a premier, 21st century institution, we have an obligation to involve diverse students, staff, faculty

and administrators in decision-making and committee structures, and to provide positive role models throughout the campus. We must attack the myths about diversity that separate and divide us and appreciate how increased diversity enhances our campus community.

Goal 1: Increase diversity throughout the SCC campus community.

Goal 2: Increase awareness that will enhance respect of multiple cultures.

Strategic Direction 4: **ORGANIZATIONAL CULTURE**

The Solano culture reflects the integration of personal and professional values, beliefs, and behaviors that are rooted in traditions and history as well as in our current context. We will work cooperatively and collaboratively together towards a common Strategic Plan. This Plan seeks to improve communication among people and groups and to build a climate of trusting relationships throughout the campus.

Goal 1: Improve communication throughout the campus community.

Goal 2: Improve campus-wide decision-making processes.

Strategic Direction 5: **TECHNOLOGY**

We define technology to be both classroom/laboratory equipment and computer technology used for instructional purposes and administrative support. In order to be fully effective and efficient as an organization, Solano must select appropriate and innovative applications of current technologies. Achieving and maintaining an up-to-date data and technology infrastructure will allow Solano College to offer and coordinate a range of instructional and administrative programs and delivery systems.

Goal 1: Increase SCC's instructional support of expanding technologies.

Goal 2: Develop the technology infrastructure needed to improve campus services.

Strategic Direction 6: **FISCAL STRENGTH**

Solano College will provide sufficient fiscal resources to create, maintain and enhance meaningful educational programs and services to achieve the College's Strategic Plan. An appropriate level of financial resources provides a reasonable expectation of financial viability for hiring highly qualified personnel, purchasing equipment and maintaining. To identify new sources of funding required to support innovation, the District will cultivate mutually beneficial collaborative partnerships with local businesses, industries, educational institutions, and agencies.

Goal 1: Increase the level of financial support for college priorities.

Goal 2: Optimize the efficient use of financial resources.

Strategic Direction 7: **COMMUNITY RELATIONS**

Solano College must be proactive in shaping its future. We must be strategically responsive to external demographic, economic, technical, and social changes. We have redefined our community to include a wide range of individuals and organizations that have a stake in our success. The College will cultivate partnerships and collaboration with local, regional, national, and international organizations such as educational institutions, businesses, government, and non-profit agencies.

Goal 1: Increase SCC's presence in the community.

Goal 2: Meet the training and education needs of organizations in Solano County.

The District Planning Process

The SCC planning process has been evolving over the past few years. The campus community developed a Strategic Plan, which was adopted by the Board of Trustees in June 1997. In the spring of 2000, the Plan was reviewed and validated by staff. The Board reaffirmed the Plan, including recommended modifications, in May 2000. The Strategic Plan is the basic planning document for the District.

Using the Strategic Plan as the frame for their work and considering the results of both internal and external environmental scans, the Board and educational administrators develop district-wide initiatives. This list of instructionally related initiatives is part of the Educational Master Plan, developed by the educational administrators and the Academic Senate. Initiatives are used by faculty, staff, and managers in the annual review and refinement of unit-level operational plans for the current year as well as three-year plans for the subsequent three academic/fiscal years.

Various managers are responsible for the development and implementation of Solano's institutional support plans, such as the Technology Plan, the Human Resources Plan, the Marketing Plan, the Fiscal Plan, and the Facilities Plan. Each of these plans is unique relative to the processes and people involved in their creation, the level of specificity to which they are carried, the span of time covered, their format, and the authority/agency of review.

The Facilities Plan is the responsibility of the Vice President of Administrative and Business Services, working with the Director of Facilities, and includes input from faculty, staff, and administrators campus wide. The current Plan has been six months in the making. It has involved representatives from groups throughout the District, including students, faculty, staff, and administrators. As part of the current planning process, some 1,200 adults participated in an assessment survey of educational needs within Solano's service area.

Results of the 2001 Community Needs Assessment

The Center for Community Opinion was hired to develop and execute an assessment survey of educational needs of residents within the College's service area. Twelve hundred telephone interviews were conducted between March 21 and March 26, 2001. The demographic characteristics (age, sex, ethnicity) of the sample accurately reflected the 1999 projected populations within the service area (see Table 1). The overall margin of error for the results (common questions only) is $\pm 2.82\%$. Respondents came from the following communities:

Table 1: Respondents by Region

Region	Count	Percentage
Benicia & Vallejo	402	33.5
Fairfield & Suisun	364	32.0
Vacaville	302	25.2
Winters & Dixon	112	9.3
Solano County	1,158	96.5
Yolo County	42	3.5

Questions in the survey probed the likelihood of taking classes at the community college, the types of classes sought, the best times and sites at which to schedule classes, and satisfaction with the quality of education provided by Solano Community College. Various demographic questions also were asked.

A majority (65.2%) of the respondents indicated they would be looking for some additional instruction or education within the subsequent two years. Of these, more respondents (19.4%) indicated they would be extremely likely to take a class or course at a community college than at a four-year college (12.1%). When asked about the type of education or instruction they plan to pursue, a majority (59.3%) named a type of education or instruction that is very likely to be completed at Solano College. By geographical area, the largest percentage of respondents who were extremely or

very likely to take a course at Solano are from the Fairfield/Suisun area (76.3%), compared to the three other areas (53.4% for Benicia/Vallejo, 58.3% for Vacaville, and 46.3% for Winters/Dixon).

The survey itself has resulted in a wealth of data, which will remain available for future analysis and use. However, initial results of the survey can be summarized as follows:

- The three general types of courses most likely to attract enrollment are computer application courses, courses in computer networking and information technology, and courses to satisfy the general education requirements for an associate degree or transfer to a four-year college.
- The most important factors likely to influence the population of potential students as they select a college are the commute distance, the cost, and the availability of specialized programs.
- The two times when courses might be offered most likely to attract enrollment are evenings and weekends.
- The enhancement of facilities at Vacaville has the greatest potential to attract a larger portion of the population of potential students than do changes at either Vallejo or the Suisun Valley Campus.
- The overall quality of education provided by Solano College is very high (rated excellent or above average by 42.6%, average by 22.6%, below average or poor by only 1.6%, with the remaining 33.2% unable to judge).

History of Solano Community College (1945 to 2001)

In 1945, just at the conclusion of World War II, John R. Alltucker, then Superintendent of Schools for the Vallejo Unified School District, received permission from the California Department of Education to establish a junior college in connection with Vallejo High School.

The original institution was called Vallejo College when fall classes began in September 1945. It included four years of education—the eleventh and twelfth years of high school, and the freshman and sophomore years of college.

Because of the recent armistice, most of the upper division students were veterans returning from the war. This group, in particular, welcomed the opportunity to advance their education and assimilate into a normal life style. At the time, there were fewer than 100 students enrolled in Vallejo College.

As the junior college division grew, disadvantages of the K-6-4-4 educational plan became evident, and a citizens' committee was appointed in 1954 to study options. This non-partisan committee recommended that the junior college be established as a separate entity but should continue to use the high school facilities. Following the committee's recommendation, the Vallejo Unified School District then reorganized to a more traditional K-6-3-3-2 plan, and a separate administration was developed for the junior college. However, in a strange sequence of events, faculty members continued to teach both high school and junior college classes for next two years—1955 and 1956.

In the fall of 1957, the Governing Board of the Vallejo Unified School District was able to separate the junior college completely from the high school by moving it to a separate site on Whitney Drive on the north side of Vallejo. Solano County residents responded favorably to availability of post-

secondary education; the enrollment grew to over 1,000 students by the end of 1964.

In 1965, the voters of Solano County approved the establishment of a countywide college district. At the same time, seven trustees were elected to the newly formed Governing Board: two from Vallejo, and one each from Benicia, Dixon, Fairfield, Vacaville, and Rio Vista (later replaced by Winters in Yolo County).

Within one year, the new Board selected the District's first Superintendent-President, Dr. N. Dallas Evans, an assistant, and a director of vocational education as well as naming a committee of fourteen to select a site for the new campus. This site selection committee recommended purchase of 192 acres of land located on Suisun Valley Road near Fairfield. This particular site was selected because it approximated the geographic center of the student population in Solano County at that time. The purchase price was \$2,208 per acre or \$424,288.

In mid-1967, the Solano College Governing Board approved a \$12.6 million bond issue for the October 17, 1967, ballot to provide funds for construction. The bond referendum passed by an overwhelming 84 percent, a record high vote in California, and construction began on the first eight buildings. The new Solano Community College campus opened to over 3,000 students in February 1971.

The remaining campus buildings were constructed and subsequently occupied as follows:

Building #	Purpose	Occupied
1800	Vocational/Tech	Feb '74
1200	Music/Theatre	Dec '74
900	Horticulture	Oct '76
800	Multidiscipline	Aug '78
1300	Fine Arts	Aug '78
200	Child Development Center	Aug '95
400	CalWORKs Portable	Aug '97

In 1975, the District began to offer classes off-campus at the Travis University Center, located on the Travis Air Force Base in Fairfield. In August

1985, the College leased space to establish an outreach educational center at the JFK Library in Vallejo. The Nut Tree Aeronautics Facility was constructed/leased in September of 1992. The Vacaville educational center opened in October of 1996, and The Harbor Theatre was occupied in December of 1998.

Today, Solano Community College has established itself as a premier institution where the faculty and staff are committed to providing unparalleled levels of instruction and learning opportunities for over 10,000 students each term.

Descriptions of the Communities Within the Service Area

Solano is one of the 58 counties in California and ranks 20th in population. It is part of the Vallejo-Fairfield-Napa Primary Metropolitan Statistical Area (PMSA). The area has seen faster growth than anticipated. The 2000 population projection for Solano College's service area was overestimated by about 1%. Some of the discrepancies could be due to changes in enumeration processes between the 1990 and the 2000 censuses (see Table 2).

According to the latest reports from the California Employment Development Department, the unemployment rate in the PMSA was an estimated 4.0% during January 2001 (3.5% in Napa County and 4.1% in Solano County). The PMSA employment level declined seasonally by 2,600 jobs to a total of 178,200 between December 200 and January 2001.

There was an overall 5% job growth (representing 8,500 jobs) in the PMSA from January 2000 to January 2001. The retail trade industry led with 2,300 additional jobs. (Eating and drinking establishments contributed to over 43% of retail trade's growth.) Service industries reported a total of 2,100 new jobs, scattered widely throughout most of the industries. Construction employment continued to post strong growth, with 1,900 more jobs.

Regarding the other industrial sectors, there were 700 new jobs in government, 500 in wholesale trade, 400 in both agriculture and manufacturing. Finance, insurance, and real estate each added 300 jobs. Mining employment remained stable and transportation and public utilities reported a small decline (100 jobs).

Table 2: Population Estimates vs. Census 2000 Counts

City	Calif. DoF*	US Census**	Percent Difference
Benicia	29,000	n/a	n/a
Dixon	15,500	19,064	22.99
Fairfield-Suisun	122,550	126,603	3.31
Vacaville	91,500	96,293	5.24
Vallejo	114,700	146,849	28.03
Unincorp.	20,850	n/a	n/a
Winters	5,525	7,527	36.24
TOTAL	399,625	396,336	-0.82

*Calif. Dept. of Finance estimate based on 1990 Census

**US Census 2000 (except for Benicia and the unincorporated areas within Solano County)

Based on the most recent California EDD statistics available (3rd quarter 1999), a total of 12,122 private firms are located within the Vallejo-Fairfield-Napa PMSA. The majority of these (7,347 or 60.6%) have four employees or less. An additional 16.5% (2,000) have between five and nine employees and 10.6% (1,279) have between ten and nineteen. Thirty-one firms employ from 250 to 499 workers, while 13 employ between 500 and 999 (see Table 3). There are six private firms reporting 1,000 or more employees.

Solano is one of the fastest growing counties in the State. The EDD projects a gain of 40% in new residents between 2000 and 2020. The EDD also projects a seven-year growth of 36.3% in the services industry, with an increase of over 1,000 jobs in health services alone.

Table 3: Major Employers Within Solano County

Name	Location	Industry
Alza Corp	Vacaville	Drugs, Proprietaries, & Sundries
California Medical Facility	Vacaville	Public Administration (Government)
Copart Inc.	Benicia	Motor Vehicles, Parts, & Supplies
Hines Wholesale Nurseries	Vacaville	Misc. Non-durable Goods
Kaiser Foundation Hospital	Vallejo	Hospitals
Lucky Distribution Center	Vacaville	Groceries & Related Products
Marine World Africa USA	Vallejo	Misc. Amusement, Recreation Services
NorthBay Cancer Center	Fairfield	Hospitals
NorthBay Medical Center	Fairfield	Hospitals
Providian Financial Corp.	Suisun	Business Credit Institutions
Solano Community College	Suisun City	Colleges & Universities
Solano County	Fairfield	Public Administration
Solano Health & Social Services	Fairfield	Offices & Clinics of Medical Doctors
Sutter Solano Medical Center	Vallejo	Hospitals
Travis AFB	TAFB	Public Administration
David Grant Medical Center	TAFB	Hospitals
Travis USD	Fairfield	Elementary & Secondary Schools
Vacaville City	Vacaville	Public Administration
Vacaville USD	Vacaville	Elementary & Secondary Schools
WestAmerica Bank Corp	Suisun City	Commercial Banks and Holding Offices

Source: Calif. Employment Development Department

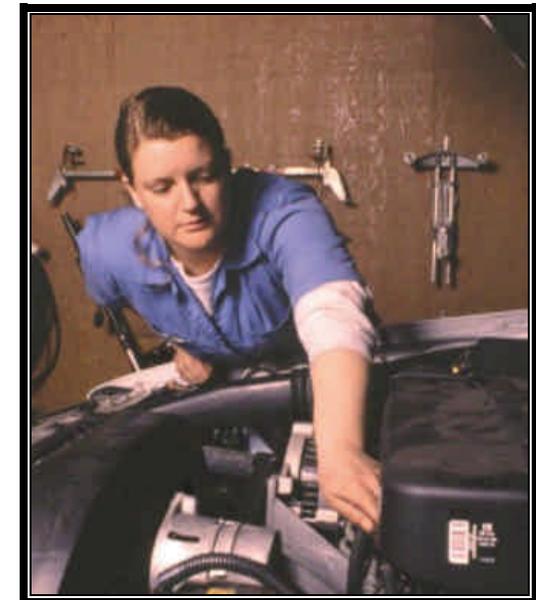
Solano County is a very ethnically diverse area. The College reflects this diversity in the student body and, to a lesser extent, within the faculty and staff. The three largest ethnic groups within the County are: Latino (17.6%), African-American (14.9%), and Asian/Filipino (12.7%). The majority (71.7%) of the County's population of 394,542 are 18 years or older (see Table 4).

Table 4: Percent of Adult Population (18 and Older) by Race & Ethnicity

Group	California	Solano County
<i>Total Population</i>	<i>24,621,819</i>	<i>282,690</i>
One race	96.2	95.5
White	62.6	59.2
African-Am	6.4	14.3
Am Indian	0.9	0.8
Asian	11.5	13.2
Pacific Islnd	0.3	0.8
Other	14.5	7.2
Two or more	3.8	4.5
Hispanic/Latino		
Hispanic/Latino	28.1	15.4
Not Hispanic/Latino	71.9	84.6
One race	69.7	81.4
White	51.1	52.8
African-Am	6.2	14.1
Am Indian	0.5	0.6
Asian	11.36	13.0
Pacific Islnd	0.3	0.7
Other	0.2	0.2
Two or more	2.2	3.2

Source: US Census Bureau Census 2000

The California Postsecondary Education Commission (CPEC) projects substantial increases in California's two primary college-going age cohorts: 18-19 year olds and 20-24 year olds. The annual average growth rates of both groups (3.48% and 2.62%, respectively) are expected to be twice the rate of the State's general population (1.37%).



Distribution of Facilities

Solano Community College delivers programs and services throughout Solano County (Figure 1 and Table 5). The Suisun Valley Campus, located in Suisun just off Interstate 80 at the 680 interchange, was built on 192 acres and houses the District's administrative offices and support services, in addition to offering a wide variety of educational programs. Off-campus sites include the Vacaville Center, located in Vacaville just off Interstate 505. Just a few miles east, the College offers a large selection of courses on Travis Air force Base at the Travis University Center. On the other end of the County, program and services are provided in our Vallejo Center at the JKF Library facility, located in downtown Vallejo west of interstate 80.

The College also has a fire-training center, located at the California Medical Center in Vacaville, and an Aeronautics Facility, located at the Solano County Airport. These sites provide the opportunity for hands-on training in these specialized programs. The College also occasionally offers classes at other off-campus locations throughout the District.

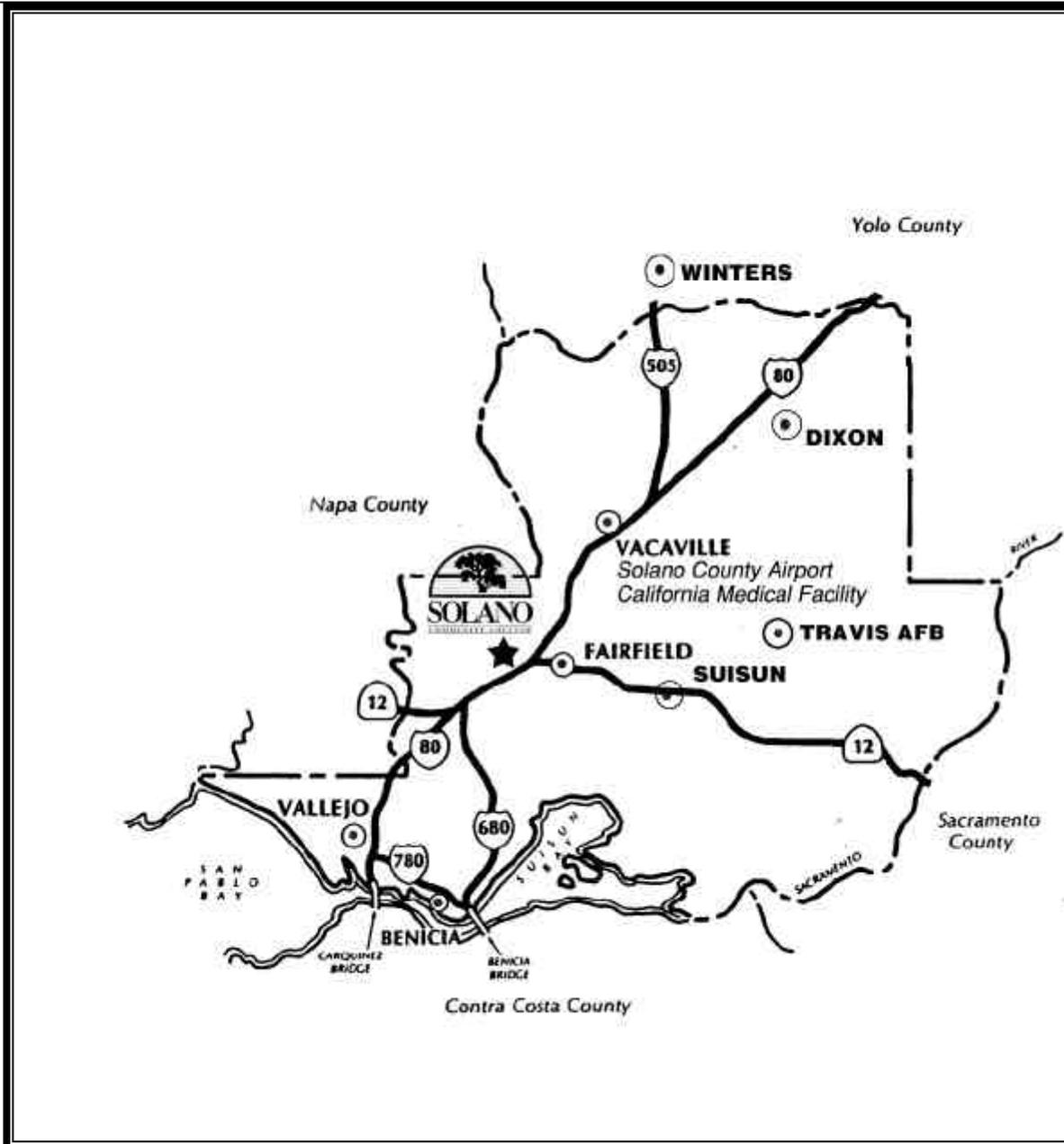


Figure 1: Current Distribution of Facilities

Table 5: District Facilities Inventory

Description	Location	Acres	Bldgs. (GSF)
Suisun Valley Campus	4000 Suisun Valley Road, Suisun	192	360,833
Vacaville Center	1990 Akerly Drive, Vacaville	lease	13,940
Proposed Vacaville Center	Vacaville	60	0
Vallejo Center at JFK Library	505 Santa Clara, Vallejo	lease	5,992
Nut Tree Aeronautics Facility	301 County Airport Road, Vacaville	lease	8,100
Harbor Theatre	720 Main Street, Suisun	use agreement	12,363
TOTAL: All Sites		252	401,228

Program usage of the existing spaces is recorded in the annual space inventory report each year; nearly 85% of the space is located in Suisun (see Table 6).

Table 6: Use of Existing Space, by Program and Location

Room Type	Room Use	Suisun Valley Campus	Vacaville Center	JFK Library	Aeronautics Facility	Harbor Theatre	Total District
070	Unfinished	5,003	0	0	0	0	5,003
110-115	Lecture	34,369	6,863	2,832	778	0	44,842
210-225	Laboratory	83,565	1,285	880	6,753	0	92,483
230-235	Individual Study Lab	301	0	0	0	0	301
250-255	Non-Class Lab	0	0	0	0	0	0
310-355	Office	38,155	1,188	625	248	387	40,603
410-455	Library	22,811	0	0	0	0	22,811
520-525	Physical Education	44,283	0	0	0	0	44,283
530-535	Audio-Visual (Media)	4,362	139	0	0	0	4,501
540-545	Clinical	129	0	0	0	0	129
550-555	Demonstration	7,068	0	0	0	0	7,068
580-585	Greenhouse	1,447	0	0	0	0	1,447
610-615	Assembly	13,715	0	0	0	10,260	23,975
620-625	Exhibition	1,021	0	0	0	0	1,021
630-635	Food Facilities	14,420	1,163	0	0	138	15,721
650-655	Lounge	4,784	0	0	0	0	4,784
660-665	Merchandising	6,257	0	0	0	0	6,257
670-675	Recreation	0	0	0	0	0	0
680-685	Meeting Rooms	2,562	0	0	0	0	2,562
710-715	Computer/Data Processing	1,325	0	0	0	0	1,325
720-725	Shops	4,694	0	0	0	0	4,694
730-740	Institutional Storage	11,396	0	55	0	0	11,451
770	Central Plant	2,898	0	0	0	0	2,898
830-895	Health Services	253	0	0	0	0	253
TOTAL	Assignable Square Feet	304,818	10,638	4,392	7,779	10,785	338,412
TOTAL	Gross Square Feet	360,833	13,940	5,992	8,100	12,363	401,228
	ASF to GSF %	84.5%	76.3%	73.3%	96%	87.2%	84.3%

Source: State Reported Space Inventory, October 2000

The Suisun Valley Campus was opened in February of 1971, the 1100-series buildings are portables that were moved from the Vallejo campus to the new campus in 1970. The first Construction Phase included all the site preparation and infrastructure to construct thirteen buildings, totaling 246,026 GSF. From 1974 through 1978 the second phase of the Campus construction was completed adding an additional 94,614 gross square feet (GSF).

Table 7: Age Profile — Suisun Valley Campus

Age Grouping	Original Year Of Construction	Buildings	Total Gross Square Feet
Over 36 years	1960-1965	A 1104 Financial Aid & EOPS 1106 CalWORKs/Job Placement B 1109 Campus Police C 1105 DSP&S 1107 DSP&S D 1101 Learning Disabilities 1101 Learning Disabilities E 1102 Tutoring Center	8,643
30 years	1971	100 Library & Student Services 300 Science 500 Business 600 District Administration 700 Humanities 1400 Student Center 1500 Math/Engineering 1600 Vocational Arts 1700 Physical Education 1900 District Warehouse/Maintenance 2000 District Central Plant 2110 Swimming Pool Mechanics 2112 Stadium Complex	246,026
27 years	1974	1800A Vocational/Technical Programs 1800B Vocational/Technical Shops 1200 Music & Theatre Arts	60,381
25 years	1976	900 Horticulture	3,977
23 years	1978	800 Multidiscipline 1300 Fine Arts	30,256
19 years	1982	1800 Auto Body Paint Booth	880
6 years	1995	200 Children's Programs Center	9,280
4 years	1997	400 Child Care Facility	1,440
TOTAL: Suisun Valley Campus			360,883
Off Campus Facilities			
9 years	1992	Nut Tree Aeronautics Facility	8,100
16 years	1985	Vallejo Center at JFK Library	5,992
5 years	1996	Vacaville Center	13,940
TOTAL: Off Campus			27,132

Age Profile & Useful Life Remaining

All of the buildings owned by the district were assessed according to their age profile and useful years remaining (see Tables 7 & 8). Through visual observations, TLCD Architects and college staff conducted an evaluative survey of the physical condition for the purpose of determining the life span of each building. Specific components evaluated included the following:

Exterior Conditions	Safety/Building Codes
Foundation	Means of exit
Structure	Fire protection system
Windows	Fire alarm system
Doors	Building security system
Walls	Fire resistance
Floors	Ventilation of fumes
Trim	

Building Systems	Interior Conditions
Communications systems	Fixed equipment
Electrical	Ceilings
Plumbing	Floors
Lighting	Walls
Heating	
Cooling	

Based on their visual inspection, the College's architects rated the physical components of each building using the following scale:

Points	Condition
0-2	Poor
3-4	Fair
5-7	Good
8-10	Excellent

Table 8 shows the assessment of the useful life remaining of each building based upon the ranking of its physical condition as described in the point system. The lifespan estimated for each building assumes that it will continue to be properly maintained.

Table 8: Building Conditions Assessment

Building Number & Name		Points Rating Physical Condition Assessment	Estimated Useful Building Life Remaining
100	Library & Student Services	6 points, good	10 years
200	Children's Programs Center	6 points, good	20 years
300	Science	6 points, good	20 years
400	Child Care Facility.....	9 points, excellent	10 years
500	Business	6 points, good	10 years
600	District Administration	6 points, good	10 years
700	Humanities.....	6 points, good	10 years
800	Multidiscipline	6 points, good	10 years
900	Horticulture.....	7 points, good	10 years
1100	Special Services/Police.....	1 point, poor	0 years
1200	Music & Theatre Arts.....	6 points, good	10 years
1300	Fine Arts.....	7 points, good	15 years
1400	Student Center.....	6 points, good	10 years
1500	Mathematics/Engineering	6 points, good	10 years
1600	Vocational Arts.....	7 points, good	15 years
1700	Physical Education Complex.....	6 points, good	10 years
1800A	Vocational/Technical Programs.....	6 points, good	10 years
1800B	Vocational/Technical Shops	6 points, good	10 years
1900	District Warehouse/Maintenance	6 points, good	15 years
2000	District Central Plant.....	9 points, excellent	15 years
2110	Swimming Pool Mechanics.....	7 points, good	15 years
2112	Stadium Complex.....	2 points, poor	15 years
VVCTR	Vacaville Center.....	7 points, good	10 years
VJFKL	Vallejo Center at JFK Library	2 points, poor	5 years
VVNUT	Nut Tree Aeronautics Facility (Vacaville).....	7 points, good	15 years
SHBTH	Harbor Theatre (Suisun)	8 points, excellent	10 years

Adequacy & Condition of Facilities

In addition to the TLCD Architects' assessment of the useable life remaining for the various campus buildings, the College staff also evaluated the conditions and adequacy of all facilities, including leased spaces. The following photographs and descriptions report the adequacy of the facilities for effective delivery of academic, student services, technology/learning resources and administrative programs.

Suisun Valley Campus

Building 100 — Library & Student Services



Adequacy. Building 100 was part of the original construction of the campus in 1971. It currently houses Admission & Records, Counseling, the Vice President of Student Services, Financial Aid, Veterans' Affairs, the Transfer Center, the

Library, Technology & Learning Resources, Graphics, Computer Services, Research & Planning, and the Assessment Center. The expansion of services has required more people to occupy less space in order to provide the needed services. This has also caused other Student Services programs to be moved from this building and scattered throughout campus, requiring that students travel between different buildings to receive complete services.

The number of offices for faculty and staff is insufficient. Faculty and staff office furnishings are in poor condition and do not provide for keeping pace with changes in technology, nor do they comply with current ergonomic guidelines.

The facilities in Computer Services are inadequate. The addition of a campus-wide network system and the centralization of servers for various programs have created a very serious space shortage.

The District is in the process of implementing a lighting retrofit program that will reduce energy consumption and improve lighting.

Conditions. The condition of this structure is good. In 2000, several long-term problems were corrected: new rooftop heating, ventilation, and air conditioning (HVAC) systems were installed along with a new roof.

Building 100's electrical system needs to be upgraded to meet the increased demand of new equipment, changes in instructional techniques and the expanded use of technology. The building does not meet current ADA requirements. Fire alarm and master clock systems need to be upgraded to meet the current regulations. Renovation of the building's interior (including restrooms) is needed.

Equipment in Graphics, Technology & Learning Resources, and the Library needs to be replaced and the facilities upgraded to meet the requirements of changing technologies.

Conclusions. The development of the mezzanine area of the library has been under consideration for many years as a way of adding

additional square footage (approximately 5,000 ft²) to the building. One idea, for which architectural drawings have been developed, is to renovate the space to create a Faculty/Staff Resource & High Tech Center. This approach also calls for additional group-study areas and small group study and meeting rooms. A second idea is to revert to the original building design and locate the library stacks on the mezzanine along with patron reading and study rooms.

The initial renovation of the Library will be completed by fall 2001. This includes the installation of an "information commons" on the main floor of the Library, the expansion of the Bibliographic Instruction classroom, installation of a staff/faculty computer demonstration lab, and the institution of the Center for Collaborative Teaching & Learning.

Building 200 — Children's Programs Center



Adequacy. Building 200 is one of the newest buildings on campus, constructed in 1995. It houses our Child Care and Early Childhood Education programs. These programs have continued to grow since this facility was built. This facility has four outside play yards specifically designed for different age groups, providing additional learning area.

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Conditions. This structure is in excellent condition, and the outside play yards are also in good, serviceable condition.

Conclusions. Long-term growth and program changes will eventually require modification to the existing facilities.

Building 300 — Sciences



Adequacy. Building 300 was constructed in 1971 as part of the original campus. It houses all of our laboratory science programs. The labs and the equipment are outdated and inappropriate for modern teaching techniques. Many students are turned away due to the lack of instructional space. Lab preparation spaces are too small. Chemical storage areas need to be developed to meet current safety and chemical storage requirements. The number of faculty and staff offices is insufficient.

Conditions. This building is in fair condition. It is in need of a complete renovation, including the restroom facilities. Faculty and staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with current ergonomic guidelines. The rooftop HVAC system needs to be replaced and the building re-roofed. Although new and additional fume hoods have been installed in several of the labs, most of the lab furnishings are badly worn and need replacing. New and expanding instructional programs, such as Biotechnology, require the

remodeling of lab areas to meet the changes in both the curriculum and instruction. This building does not meet ADA requirements. The number of restroom facilities in this building is inadequate for the number of students that can occupy the building.

Conclusions. The replacement of the HVAC systems and the re-roofing of this building will be completed during the summer of 2001. The conversion of the Machine Tool shop to a Biotech lab is scheduled for August of 2001.

New Chemistry and Biology laboratory classrooms are needed. The current laboratory, preparation, instrumentation, and storage areas need remodeling to augment teaching strategies that are more dependent on new technologies. Additional classroom lecture space is needed to accommodate 60 students. Computer-assisted instruction (a computer station for each student and instructor) must be incorporated into some current and future lecture rooms.

Building 400 — Child Care Facility



Adequacy. This is a modular building, which was constructed and installed in 1997 for a child care program for toddlers. The facility has its own newly constructed play yards adjacent to the building, which are adequate for the current program. This facility can only accommodate a

limited number of children. Demands far exceed the capacity to serve.

Conditions. The structure is in good condition and sits on a concrete foundation. It meets ADA requirements; all the equipment and furnishings were purchased new at the time of construction.

Conclusions. The demand for child care services will eventually require the re-evaluation of the program and facility needs.

Building 500 — Business



Adequacy. Building 500 was constructed in 1971 as part of the original campus. Originally, classes — such as typing, business machines, shorthand, and accounting — were taught in this facility. The number of faculty offices is insufficient for the staff teaching in this area. With the changes in technology, several classrooms have been remodeled into computer labs and smart classrooms in order to upgrade the instructional programs in the division. New air conditioning systems were added to the computer lab areas to meet the increased heat loads. The ability to maintain computer systems at the current levels of technology is extremely difficult. Programs in this instructional area are in high demand and facilities requirements for labs as well as lectures will need to be addressed if these programs are to grow.

Conditions. Although this building is in good condition, several major repairs are needed. The rooftop HVAC systems need to be replaced and the building re-roofed. Faculty and staff office furnishings are in poor condition and they neither provide for the changes in technology nor comply with the current ergonomic guidelines. The number of restroom facilities in this building (as well as campus-wide) is inadequate for the number of students using them.

The building does not meet ADA requirements. The electrical systems are outdated and cannot meet the demands of new technology. After 30 years of heavy use, the interior of this building, including the restrooms, needs to be renovated.

Conclusions. A project to bring this building into ADA compliance is scheduled for completion during the summer of 2001. The HVAC and re-roof projects are included in the District's *Five-year Scheduled Maintenance Plan* and have been identified for replacement in 2005. The building should be modified to adequately support current and future electrical demands. Renovations and upgrades are required throughout.

Building 600 — District Administration



Adequacy. Building 600 was part of the original campus, constructed in 1971. It houses the Superintendent-President's office, the Vice

President, Academic Affairs, the Vice President, Administrative & Business Services, the Curriculum office, Community Services, Human Resources, Fiscal Services, Educational Foundation, Purchasing, and the District's boardroom. The expansion and addition of various services over the years have required more people to occupy the same amount of space. Closets, storerooms, and the main hallway have been converted to work areas as temporary solutions to the need for space.

This building also has three classrooms, which were designed to be converted to office space at the point office space was needed and classroom space could be transferred to another building.

Conditions. Over the past few years, several office areas have been remodeled and modular furniture installed to improve and better utilize existing space. The interior of this building is virtually unchanged since it was constructed; a complete renovation of the interior, including restrooms, is needed. This building does not meet ADA requirements at this time.

Conclusions. This building will continue to house the District's administrative offices. A project to bring this building into ADA compliance is scheduled for completion during the summer of 2001. The HVAC and re-roof projects are included in the District's *Five-year Scheduled Maintenance Plan* and are slated for replacement in the summer of 2006.

Building 700 — Humanities



Adequacy. Building 700 serves the Humanities Division and was constructed in 1971. It was remodeled in 1977 to better utilize existing space, resulting in additional classrooms. This building houses a multidiscipline computer classroom, twelve traditional classrooms and 29 faculty offices. It is one of the District's high-use facilities. The classrooms are adequate in design and function for the programs they house. Several classes, along with large writing and reading labs and a small ESL lab, are offered in other campus buildings due to the lack of space to house these activities in this building. The number of faculty offices located in this building is insufficient for the number of faculty assigned.

Conditions. Complete renovation of the building's interior, including the restroom facilities, is needed to counteract the past 30 years of extremely heavy use. Faculty and staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with the current ergonomic guidelines. The number of restroom facilities in this building is inadequate for the number of students using them. The structure's overall condition is good.

Conclusions. Building 700 is included in a project scheduled for the summer of 2001 to bring all facilities into ADA compliance. Rooftop HVAC equipment and roofing are scheduled for

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replacement in the summer of 2003. The interior of this building should be renovated, addressing not only the physical appearance but also the electrical infrastructure. Faculty and staff offices are in need of new, ergonomically correct furnishing. The limited number of faculty offices must also be addressed.

Building 800 — Multidiscipline



Adequacy. This building was constructed in 1978. It houses a wide variety of programs, including Fire Technology, Health Occupations, and Criminal Justice. In addition, this is one of only two buildings with an open-landscape design for faculty offices that provides for 26 office work areas. Although the space utilization is much greater than for individual offices, working conditions have not proven to be acceptable to the staff assigned to this area. Noise, security of property, and compromise of the confidentiality of student records and of student discussions with staff continue to be the greatest concerns. The facilities provided in this building are adequate in design and function for the current programs.

Conditions. This building has two serious maintenance problems. The rooftop HVAC equipment and roofing are in very poor condition. The building also has a serious problem with bats, which must be addressed for reasons of health and safety. Although the building is in good condition,

23 years of wear and tear have taken their toll. The building's interior should be renovated to bring this facility into the new decade.

Conclusions. Funding has been obtained to replace the building's HVAC and roofing systems in the summer of 2002. This effective use of this building could be improved significantly through a modernization of all interior appointments, while allowing for space reallocations to meet program needs and an increased number of faculty offices.

Building 900 — Horticulture



Adequacy. In 1976, Building 900 was constructed to house a growing Horticulture program. The building has one large lab area and one large office area, providing work areas for up to three faculty members. Having declined significantly since 1976, the Horticulture program has remained stable for the past eight years, with adjunct faculty providing all instruction. Building space is shared with Industrial Technology, Water Technology, and Air Conditioning & Refrigeration. The lab space is adequate in design and function to have served in the past as additional instructional space to meet the growing demand for science programs.

Conditions. This structure is in very good condition. The electrical and data systems will need to be upgraded to meet the needs of expanding technologies. Furniture and equipment need to be replaced to meet current ergonomic standards.

Conclusions. If the Horticulture program is revived, this facility will prove suitable, with minor modifications and upgrades. However, if the decision is to change the function of this facility, the District must consider modifications and upgrades consistent with the proposed usage.

Building 1100 — Portable Complex



Adequacy. The major components of this complex were made in 1960 and moved from the Vallejo campus to this campus in 1971. Over the past 30 years, the Building 1100 complex has temporarily housed various programs and services until permanent facilities could be completed. In 1971, it served as the campus theatre until our permanent theatre was constructed in 1974.

Rooms 1101 & 1103 currently house one classroom, two faculty offices, and a group-study area for the Learning Disabilities (LD) and Disabled Students' Programs & Services (DSP&S) programs. Room 1102 currently houses the Tutoring Center and provides three offices for the Solano University and Community College Educational Support Services (SUCCESS) Consortium program.

Rooms 1104 through 1106 currently house a variety of Student Services programs, including Expanded Opportunity Programs & Services (EOPS), the California Work Opportunities and Responsibility to Kids (CalWORKs) program, and

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Student Job Placement. They also house the office of the Dean of Financial Aid/EOPS and various support staff. The interior of Room 1106 has had some remodeling completed within the past two years as a temporary measure to try and meet program needs.

Room 1109 stands as a detached module. This component was constructed in 1965 and was moved to the Suisun Valley Campus in 1971 along with the others. It originally served as the Sculpture Lab until the Fine Arts building was constructed in 1978. Currently it houses the District's Police Services.

Conditions. This complex was constructed over 41 years ago as a temporary building. When it was moved to this campus in 1971, it was set on redwood sills, which are deteriorating. The lack of proper drainage and irrigation systems has made it impossible to landscape and maintain these facilities. The components are in very poor condition and do not meet Field Act standards. The complex does not have an approved fire alarm system and is not in compliance with ADA requirements. The roof and HVAC systems were replaced about ten years ago and will need to be replaced again within the next few years. The condition of these structures is unacceptable.

Conclusions. This temporary complex of units has served the District well over the past 41 years, but has reached the end of its useful life. The structures are grossly inadequate in size and condition to support program needs. They need to be torn down and a new, permanent facility constructed to meet the needs of the services and programs located there. There is a need to combine all Student Services programs in a more centrally located site on campus, but space has not been identified at this time. The District has been working on plans for relocating the Police Services to a new modular building, which would provide the space needed to support the programs and services of this department.



Building 1200 — Music & Theatre Arts



Adequacy. Building 1200 was constructed in 1974. It houses two major programs: Music and Theatre. The theatre has a seating capacity of 370, along with a control room, storage and shop areas, dressing rooms, and offices for faculty and theatre operations staff. The Music portion of this building includes specialized classrooms, individual practice rooms, and large choral and band rooms. There is inadequate space for theater operations staff, faculty offices, classrooms, and rehearsal space for these programs. Changes in technology, programs, and use have created the need for additional space and the infrastructure to support these changes.

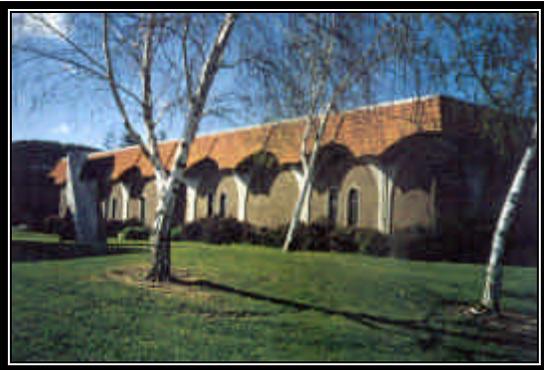
Conditions. This structure is in fair condition; the heavy use of this facility has taken its toll. The building also has a very serious bat infestation that must be solved. The interior of the building and the restroom facilities are in need of renovation. Faculty and staff offices furnishings are in poor condition and do not provide for recent changes in technology, nor do they comply with the current ergonomic guidelines. The number of restroom facilities in this building is inadequate for the number of students using them. The theatre lighting and sound systems need to be replaced to meet today's technological standards. The building does not meet current ADA requirements. The

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electrical system will need to be improved to meet changes and expansions in technology.

Conclusions. A project to bring this building into ADA compliance is scheduled for completion during summer 2001. The HVAC and re-roof projects are included in the District's *Five-year Scheduled Maintenance Plan* and are due for replacement in 2005. The building should be completely renovated to meet current ergonomic and technological guidelines for classrooms, offices, and other areas.

Building 1300 — Fine Arts



Adequacy. This building was constructed in 1978. It currently houses lab areas for Sculpture, Ceramics, Painting, Printing, Life Drawing, Drafting and an art gallery. This is one of only two campus buildings (the other being Building 800) that have an open-landscape faculty office design, which provides for thirteen office work areas. Although space utilization is much greater than enclosed individual offices, working conditions have not proven to be acceptable to the staff working in these areas.

The Ceramics program has expanded onto an adjacent covered patio area, providing that program with much-needed additional space. The facilities in this building are adequate in design and function for the current programs.

Conditions. Building 1300 is in good structural condition, with the exception of the rooftop HVAC system and the roofing. It also has a very serious bat problem. Due to its age and the normal wear and tear, the interior is in need of renovation. Faculty and staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with current ergonomic guidelines.

Conclusions. This building is part of the ADA-compliance project scheduled for the summer of 2001. The HVAC and roofing needs for this facility must be addressed. Both the building's interior and all furnishings are in sore need of renovation.

Building 1400 — Student Center



Adequacy. The Student Center was constructed in 1971 as part of the original campus. It is the hub of student extracurricular activity, housing the Student Development and Student Government offices, the Bookstore, the Student Health Center, a classroom, and the Cafeteria, with both student and staff dining areas. There is also a journalism lab where students prepare the campus newspaper, *The Tempest*, for publication. Based on the increases in student programs and services over the years, the building's current configuration is no longer adequate. In 1998, a Student Center Renovation Task Force was formed to develop plans for the

modernization of this building, including centralization of Student Services. In 1999, the students instituted a "student center fee," which will provide funds towards this goal.

Conditions. The overall condition of this structure is good. The HVAC system and roofing were replaced during summer 1999, solving several long-term problems. The number of restroom facilities in this building is inadequate for the number of students using the building. Faculty and staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with current ergonomic guidelines. The building's electrical service needs to be upgraded in order to meet the expansion in the use of technology. The kitchen equipment needs to be replaced to increase the efficiency of operation and utilities. Thirty years of heavy use have taken their toll on this building.

Conclusions. This building is included in the ADA-compliance project scheduled for the summer of 2001. The plans and recommendations from the Student Center Renovation Task Force should be implemented as soon as the funds are available. The upgrade of classroom and office furnishings to meet ergonomic guidelines should be included in this remodel along with a complete upgrade of the building's electrical service.



Building 1500 — Math/Engineering



Adequacy. Building 1500, constructed in 1971, houses eight classrooms, twelve faculty offices and the large Math Activities Center. The number of faculty offices is insufficient for the staff teaching in this area. Courses in this instructional area are in very high demand and additional space is needed to meet this need. Many students are turned away each semester because the classes are full. A new math lab, equipped with current technology, has enabled the staff to serve additional students, but this did not solve the need for additional classroom space. The building's HVAC system and roof are scheduled for replacement in 2003.

Conditions. This structure is in fair condition. Essentially, its interior has remained unchanged since 1971. A complete renovation of this building (including the restrooms) is needed. Faculty and staff office furnishings are in poor condition, neither providing for changes in technology nor complying with current ergonomic guidelines. The number of restroom facilities in this building is inadequate for the number of students served in the building.

Conclusions. During the high student demand hours (8AM to 2PM) all mathematics, classrooms on the main campus are fully utilized. Any expansion of the program during this time will require additional classrooms. (One additional room could accommodate 6-10 additional classes.) All teaching areas need to reflect current technology improvements.

Building 1600 — Vocational Arts



Adequacy. Constructed in 1971 as part of the original campus, Building 1600 originally housed six faculty offices, three classrooms, a Home Economics Lab, with a kitchen and laundry area, large Sewing Lab, a Cosmetology Lab, and a Demonstration Nursery School, with an attached yard area for the Early Childhood Education (ECE) program. In August of 1995, the Child Care programs were moved to their new facility. As a secondary effect, the entire building was renovated, except for the Cosmetology Lab, to improve the efficiency of the programs currently being offered and to return the vacated Nursery School area into usable classrooms. The building currently has eight faculty offices, five classrooms, in addition to the original three labs. The Cosmetology Lab needs to be renovated to meet the changes in this program. The design and function of the remaining portion of the building are adequate for the programs housed there.

Conditions. This building is in very good condition, with the exception of the Cosmetology

Lab. Thirty years of heavy use have taken their toll. The HVAC systems and roofing were replaced as part of the 1995 renovation project.

Conclusions. The Cosmetology Lab should be remodeled and refurbished to meet current ergonomic and technological requirements.

Building 1700 — Physical Education



Adequacy. Constructed in 1971, Building 1700 houses the gymnasium, which seats 1,860 spectators, as well as student locker rooms, a Physical Fitness lab, weight room, dance studio, training room, classroom, a makeshift area for a growing Adaptive P.E. program, several store rooms, thirteen staff offices, and two faculty locker rooms. The Wrestling and Gymnastics rooms have been converted to reflect contemporary student demands for Aerobics and Fitness. Adjacent to this building are tennis courts and a fifty-meter swimming pool, with seating for 600.

Conditions. This facility is in fair condition. The rooftop HVAC equipment and roofing need to be replaced. Locker rooms, restrooms, and the interior wall and floors need to be renovated. The Adaptive P.E. area needs to be remodeled to meet the growing demands of this program. The swimming pool was just repaired and resurfaced during the summer of 2000. The pool equipment is in the process of being replaced. The gym floor has just been refinished and is in excellent

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shape. The bleachers in the gym are serviceable at this time, but plans should be made to replace them within the next three years. The tennis courts are in serious need of repair and resurfacing. Faculty and staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with current ergonomic guidelines. The building does not meet the ADA requirements, however most programs have taken steps to provide access to all students. There is no air conditioning system in the gymnasium (Room 1731) or the dance and aerobic studios (Rooms 1723 and 1724).

Conclusions. This building must be brought into ADA compliance. The electrical service to the entire building will be upgraded to support the increased number of plugs and circuits required. The HVAC system will be replaced and the roof repaired as part of the District's *Five-year Scheduled Maintenance Plan*. Private funding will be sought to support other major renovations, upgrades, and expansions associated with the Physical Education and the Athletics programs.

Building 1800A — Vocational/Technical Programs



Adequacy. Building 1800A was constructed in 1974 and houses a wide variety of vocational programs, including Electronics,

Photography, and Computer Assisted Drafting. These labs and their equipment need to be upgraded to meet today's technology. This building also houses ten faculty offices and a classroom. The building's interior, including restrooms, is in need of renovation. The number of faculty offices is insufficient for the number of faculty members assigned in this discipline. Building 1800A also contains the only locker room facility for women in the entire vocational complex, inadequate to meet Title IX regulations.

Conditions. The structure is in good condition. Rooftop HVAC systems and roof design problems have made replacement the only long-term solution. The building shows the impact of 27 years of heavy use. Its interior remains unchanged since initial construction. A complete renovation, including the restrooms, is needed. Faculty and staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with current ergonomic guidelines.

Conclusions. The HVAC and roof systems must be replaced as soon as possible. All areas within the building should be renovated. Special attention must be given to upgrading faculty and staff offices and furnishings to meet current ergonomic guidelines.



Building 1800B — Vocational/Technical Shops



Adequacy. This building houses the Welding, Auto Mechanics, Auto Body, and Aeronautics labs. Both the facility and the instructional equipment need to be renovated to accommodate modern applications and changing technologies. The labs are adequate in size for the existing programs. The existing locker rooms are in poor condition; new locker rooms for female students need to be constructed to meet Title IX regulations. Currently the machine tool area is being converted into a combination Biotechnology and Industrial Technology lab to meet the growing demands for these programs. This building does not meet ADA requirements.

Conditions. The overall condition of the structure is fair. Roofing and HVAC equipment are a problem for this building as for other buildings on the Suisun Valley Campus. The building's three locker rooms used for shop/lab classes are in poor condition and do not comply with Title IX regulations. The electrical system is inadequate to meet the existing needs and will need to be upgraded to meet the future demands. Exhaust systems for all shops/labs need to be improved to comply with the changes in health and safety codes.

Conclusions. Repair/replacement of the building's HVAC and roof systems should be

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scheduled. In the process of renovating the locker rooms, the Title IX requirements should also be addressed. Upgrades of both the electrical and exhaust systems must be done as soon as possible to meet current health and safety requirements.

Building 1900 — District Warehouse/ Maintenance



Adequacy. As part of the original Suisun Valley Campus, Building 1900 was constructed in 1971 and houses the office for Maintenance & Operations, the mailroom, the equipment maintenance shop, and the District's warehouse operations. The size of the warehouse area is adequate for housing the warehouse stores as well as the shipping and receiving of equipment and supplies. The current space does not allow for the storage of District records or surplus equipment. The building does not have adequate electrical service to meet existing needs. The mailroom and maintenance shop combination is adequate in size for most operations. The building does not meet ADA requirements. There is a need to provide for additional covered areas to protect equipment from the weather and to provide additional bulk storage areas. The building also provides five office areas for the Maintenance & Operations staff.

Conditions. The overall condition of this structure is good. The roof was replaced a few years ago. (Unlike other structures on campus,

Building 1900 was not designed with HVAC equipment on the roof, eliminating several problems that either have been or need to be corrected on the others.) However, the electrical service is in desperate need of upgrading. The office areas are in need of a centralized HVAC system to replace the several small units that have been installed. Staff office furnishings are in poor condition and do not provide for changes in technology, nor do they comply with the current ergonomic guidelines. Finally, provisions need to be made to construct an office for the warehouse staff.

Conclusions. In conjunction with the remodel to create new office space for warehouse staff, a new, centralized HVAC system should be installed to cover all offices within the building. This will necessitate the simultaneous upgrade of the building's electrical service.

Building 2000 — District Central Plant

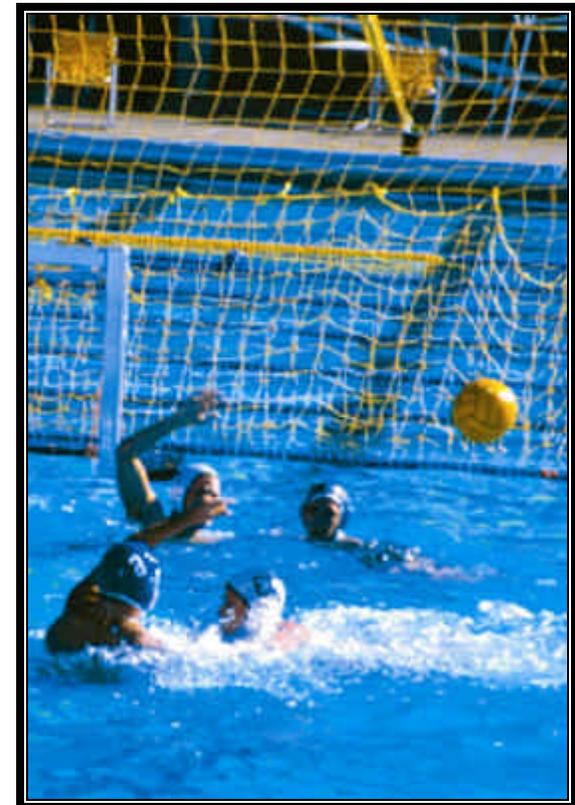


Adequacy. Part of the original 1971 campus construction, Building 2000 houses two 750-ton centrifugal chillers, three 331-horsepower boilers and all the associated pumps and support equipment needed. Within the past few years, all the equipment in the Central Plant has been either rebuilt or replaced with energy-efficient, state-of-the-art models. A new energy management system was installed to monitor and control all of the Central Plant's equipment along with all of the

HVAC equipment in the other campus buildings. This structure housed the equipment that provides heating and cooling to all campus buildings (except the portables) by way of an underground distribution system. The chilled water distribution system is in fair condition, but the hot water system is in very poor condition and will need to be replaced within the next few years.

Conditions. The overall condition of this structure and the equipment it houses is very good.

Conclusions. Except for the replacement of the underground distribution system, no major repairs or replacement of the equipment in this building will be needed over the next several years.



Building 2110 — Swimming Pool Mechanics



Swimming Pool



Adequacy. This building and the 50-meter swimming pool it supports were constructed in 1971.

The building is in very good condition. The electrical panels, controls, heat exchangers, chlorine system, and associated pumps and motors have been replaced within the past year. Several years ago, the double-exchange boiler used to heat the pool was replaced by heat exchangers, using the Central Plant boilers to do dual service. This improved the efficiency of energy use by 66%. The swimming pool was resurfaced and retiled during summer 2000 and is in excellent shape.

This facility should be able to meet the program needs for several years to come without any major changes.

Conditions. The Building 2110, the pool itself, and all support equipment are in excellent condition. The bleachers in the pool area recently have undergone major repairs. The diving towers have been painted and new insulated covers have been installed on the pool.

Conclusions. The entrance to the pool will be redesigned and enhanced in conjunction with the development of the proposed privately funded Sports Complex.

Building 2112 — Stadium Complex



Adequacy. The stadium was constructed as part of the original campus (1971) and houses two locker rooms, two large toilet facilities, a concession stand, training rooms, and equipment storage areas for off-season. For over ten years, the track has been in such poor condition that it has been unusable for track meets. The football field is in fair condition. The drainage system needs to be improved and a new irrigation system installed.

Conditions. The facility is in very poor condition. Its roof has leaked for years. Re-roofing this structure requires the removal of the stadium seating and stairs. The stairs and walkways themselves are in serious need of repair to the point safety is a real concern. The locker rooms, showers, and restrooms are in need of complete renovation. The track surface needs to be replaced and an inside curb built. Improvements to the drainage system for

the football field and a new drainage system for the track should also be installed.

Conclusions. A committee has been formed to review all the athletic facilities and make recommendation on upgrading these facilities to usable conditions with the hopes of increasing enrollment in this discipline. Private funding will be solicited to support major renovations, upgrades, and expansions as part of the proposed Sports Complex.

Campus Infrastructure

Adequacy. The overall campus infrastructure is in good condition. All of the 12Kv electrical distribution system has been replaced within the past ten years. The five electrical substations are in good condition and have ample capacity to meet the future growth of this campus. Electrical distribution from the substations to the buildings and the buildings' main panels will need to be upgraded in the very near future to meet the demands of technology. Telephone and data backbone cabling has been replaced over the past three years with a new, composite fiber-optics cable system to all buildings, providing enhanced voice, data, and video communications. There is new category-five cabling between every building, with the same rated cabling to every office and classroom within the buildings. Additionally, a new copper cable system was installed to meet the project needs of the telecommunications system. The campus fire alarm system meets neither the ADA nor fire regulations. The master clock system is in fair condition and will need to be replaced within the next few years.

Conditions. The hot and chilled water distribution systems (described under the Central Plant) are the most serious of the problems identified in the campus infrastructure. The replacement of the fire alarm and master clock systems will need to be addressed to bring them into compliance with the current codes and regulations. However, the campus infrastructure is in very good condition overall.

Conclusions. All underground utility systems must be repaired or replaced to avert recurring failures. The fire alarm and master clock systems must be replaced not only to enhance efficiency but also to comply with current State and federal safety laws.

Campus Security

Adequacy. Campus security for facilities includes improvements to outdoor lighting for the inner campus and parking lots, security and video systems.

Improvements and installation of new systems for all campus buildings have been identified.

Conclusions. The District must proceed with the installation of a campus-wide security monitoring system. Similar systems should also apply to the major off-campus sites. Also, the District must take steps to enhance exterior lighting systems to provide for an increased level of visibility and, therefore, security.



Off-Campus and Leased Facilities

Vacaville Center



Adequacy. The Vacaville Center was opened in October of 1996. The center is located in north Vacaville at 1990 Akerly Drive, just off of the I-505 Vaca Valley Parkway exit. The District leases 13,800 square feet of space that consists of seven classrooms, a computer lab, administrative offices, and a vending machine area. The center offers 155 multidisciplinary class sections per year to a population of 1000 students. The space does not meet the needs for the evening classes, since every section is filled to capacity. The day classes have not filled at the same rate, which can be attributed to what is offered as opposed to when it is offered. At the present time, the Center does not offer weekend classes.

Conditions. The Vacaville Center is in excellent condition and it complies with ADA requirements. However, since the building is privately owned, the district cannot make any changes or modifications.

Conclusions. As soon as a funding source is available, the District plans to build a permanent facility in Vacaville on 60 acres donated to the college by a developer and the City of Vacaville. The property is located near the present leased building. The new campus will provide adequate space to develop the schedule of day classes and expand the

evening and weekend curriculum since this is where future student growth is expected.

Vallejo Center



Adequacy. Since 1984, the District has leased space on the lower level of the John F. Kennedy Library in downtown Vallejo. The annual lease is for 5,800 square feet of space that accommodates four classrooms and one instructional computer lab. In addition, there is a lobby, reception area, and administrative space for a center coordinator and clerical support. The College also utilizes a varying number of classrooms at local high schools to partially meet growing demand for evening courses. The Center offers a limited schedule of Saturday morning classes at the JFK site.

Conditions. The JFK location is in adequate condition and parking is sufficient. However, the location of this downtown facility inhibits future growth.

Conclusions. The College is seeking a permanent location within the city of Vallejo that will consolidate all course offerings at one site. The plans include partnering with a four-year state university to provide a broader curriculum for south county residents.

Travis University Center



Adequacy. The College started classes at what has evolved to be the Travis University Center in 1975. Located on Travis Air Force Base, the District currently shares space with several four-year colleges and universities. At the present time, Southern Illinois University, Chapman University, Pacific Union College, and Embry-Riddle Aeronautical University provide upper division courses at the Travis educational complex. The District provides the vast majority of the lower division courses, which comprise 30 sections per term. These evening classes operate at capacity. Although the facility was constructed to educate military base personnel, any college student can register for classes on a space available basis.

The Center operates under an agreement with the U.S. Air Force that provides rent-free space for SCC's use. The District has access to seven classrooms, administrative offices, an instructional computer lab, and a room for counseling students.

Conditions. The current facility was recently renovated by the Air Force at a cost of \$6.5 million. Each classroom has a capacity for 30 students, but this has not been a major problem.

The facility has some open ADA issues that are the responsibility of the Air Force.

Conclusions. The District plans to meet the needs of the base personnel for a quality lower division curriculum. The current plan is to continually expand and provide courses for up to 900 students. We have every reason to believe that we will meet this objective.

Fire Science Training Facility at the California Medical Facility, Vacaville



Adequacy. The Fire Burn Site at the California Medical Facility (CMF) was established in 1984 as a lease agreement that sunsets in 2005. It consists of a portable classroom (1,164 sq ft); burn building, several storage trailers, containerized storage, fuel storage tanks, and concrete burn pad. Maintenance costs have been shared with CMF and funded by industry-training burns. Changes in industry demands, increasing restrictions by the Bay Area Air Pollution District regulations have changed the training to clean burning propane fuels. Burn pads, props, and building have been renovated to accommodate these changes.

The College's Fire Technology Department is currently negotiating the terms and conditions of the contract with CMF based on the changing training needs of the local firefighting

industry. Options of continuance or relocation are being considered as part of the cooperative partnerships with local Fire agencies, CMF, and SCC.

Conditions. The condition of the portable classroom is fair and will require replacement if SCC continues to occupy the site. The burn pads and storage facilities will require upgrading. The burn tower is adequate but will require the replacement of wallboards. Access to the site is totally controlled by CMF regulations and is denied during "lock-down" periods.

Conclusions. Increasing regulations have limited the burns and types of activity previously provided by the site. Changes in the needs for training and in industry support will require modification of the purpose and intent of the site. Alternative measures, facilities and partnerships with industry will be considered.



Nut Tree Aeronautics Facility at the Solano County Airport, Vacaville



Adequacy. The Nut Tree Aeronautics Facility was established in 1992 and provides 8,100 sq ft of training space as an expansion of the laboratory facility on the main campus to a working airport environment. The facility consists of an all-steel structure building with office, classroom, laboratory and restrooms, blacktopped tie-down pad, and paved parking area. Custodial services are provided by SCC as part of the Vacaville Center assignment. Security services are provided by Solano County Sheriff's Department

Conditions. The building condition is good and size is adequate. Area to the west of the structure is undeveloped and requires maintenance on a regular basis to control weed growth. Tie-down pad and parking areas are in good condition

Conclusions. Current size and condition of the facility is adequate. Attention will be needed to include continued maintenance to site upon the development of the future Vacaville Center.

The Harbor Theatre, Suisun City



Adequacy. Suisun Harbor Theatre has been leased from the City of Suisun since December 1, 1998. It houses our Theatre Arts production classes, conservatory acting classes and youth theatre. The programs have continued to grow since the building was renovated and leased.

Conditions. The structure is in very good condition. The computer systems need to be upgraded.

Conclusions. Long-term growth and program changes will eventually require modification to the existing facilities. Additional space for the scenic shop, for rehearsal studios and for the production office will be needed.



Capacity

A comprehensive facility plan looks not only at the adequacy and conditions of existing buildings but also at their capacity for different purposes. *Capacity* is a term used to express the amount of enrollment that can be accommodated by an amount of space. The capacity of existing facilities is measured in terms of weekly student contact hours (WSCH). Title 5 of the *California Code of Regulations* provides that lecture and laboratory spaces are the determinants used to define WSCH capacity. Standards have been set by the State for the allocation of space in five categories: lecture classrooms, laboratories, office, and library & media spaces. For other spaces, evaluation of appropriate levels of space must be conducted by utilizing other available information sources. These include the following:

- Materials from the California Community Colleges Chancellor’s Office, Facility Planning Unit, including *Guidelines for Community College Child Development Centers* and *Guide for New Campuses and Centers*.

Lecture classrooms

State standard for lecture classrooms.

The State has developed a formula for calculating the space allocated for lecture classrooms. A variety of factors — such as room configuration, amount of floor space, the type of seating and the service requirements — are considered when assigning allowable space. Service requirements may include space for projection rooms, audiovisual storage, and maps storage. Lecture service space is a part of the final computation. The period during which capacity and usage is measured is defined as a 70-hour week (5 days, Monday through Friday, 8:00 a.m. through 10:00 p.m. each day).

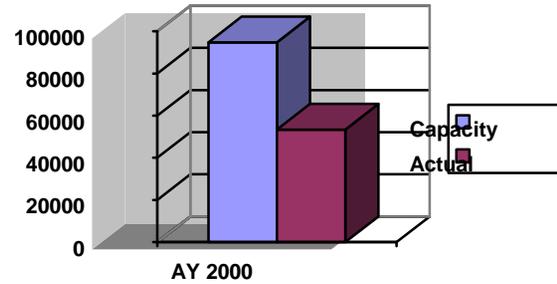


Figure 2: Existing vs. Actual WSCH Capacity for Lecture Classrooms District-wide

A lecture room is expected to be in use 53 hours per week or 75.7 percent of the available time. While in use, 66 percent of the computed stations are expected to be occupied. Station sizes are expected to average 15 assignable square feet. State standards provide for an average of 15 assignable square feet (ASF) per station.

Existing lecture capacity. The WSCH capacity of the College’s inventoried lecture classrooms, when compared to actual 2000 enrollments shows lecture classrooms to be underutilized (Figure 2).

Laboratories

State standard for laboratories.

The State has developed a formula for computing the amount of space allocated to laboratories. Laboratory space allocations vary depending on the equipment used, the instructional mode, and the activities that the student performs. A laboratory is expected to be in use 27.5 hours per week or 39.3 percent of the time available. While in use, 85 percent of the computed stations are expected to be occupied. Laboratory preparation and storage space is included in the final computation. Some programs require larger stations than others, depending on the subject being taught. Therefore, ASF allocations for laboratories vary from 20ASF to 200ASF. The State formula generalizes the utilization rates as follows:

Formula:

Room use = 39.3% (27.5 out of 70 hours per week)
 Station use (when lab is in use) = 85%

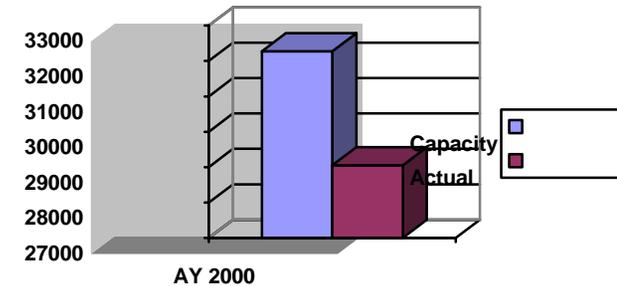


Figure 3: Existing vs. Actual WSCH Capacity for Laboratories District-wide

Existing laboratory capacity. Currently, laboratory space allocations are predominantly in Fine & Applied Arts, followed by Automotive Technology, Aeronautics, Technology, Science and Industrial Technology labs, respectively. The inventory of laboratories by TOP (taxonomy of programs) codes is listed in Table 9. The College’s profile of laboratory capacity compared to actual 2000 enrollments shows that laboratory utilization is under capacity (Figure 3).

Table 9: District Laboratories by TOP Code

TOP Code	Capacity Description	ASF	WSCH
0100	Agric. & Natl. Resources	1663	338
0116	Agric. Power Equip. Tech.	0	0
0200	Arch. & Environ. Design	0	0
0400	Biological Sciences	6439	2742
0500	Business & Management	1426	1114
0600	Communications	745	348
0700	Computer & Info. Science	6037	3530
0800	Education	0	0
0900	Engineering & Related IT	5472	1705
0936	Printing & Lithography	0	0
0937	Tool & Machine Design Technology	0	0
0945	Mechanical Technology	0	0
0947	Diesel Technology	0	0
0948	Automotive Technology	9966	1165
0950	Aeronautical & Aviation Technology	15448	2061
0952	Construction Crafts Tech.	0	0
0954	Chemical Tech. (Plastics)	0	0
0956	Industrial/Manufacturing Technology	6481	1683
1000	Fine & Applied Arts	13105	5102
1100	Foreign Language	0	0
1200	Health	3095	1446
1300	Consumer Ed. & Home Economics	2734	1064
1400	Law	0	0
1500	Humanities (Letters)	3562	2374
1600	Library Science	0	0
1700	Mathematics	2403	1603
1800	Military Studies	0	0
1900	Physical Sciences	8522	3316
2000	Psychology	0	0
2100	Public Affairs & Services	2008	939
2200	Social Sciences	0	0
3000	Commercial Services	3678	1717
4900	Interdisciplinary Studies	0	0
	TOTAL	92784	32247

Source: 2000 Space Inventory, Solano College

Offices

State standard for office space capacity. The computation of space requirements for offices is based on the full-time equivalent (FTE) instructional and mandated staff as defined in the *California Code of Regulations*, Title 5. Once the FTE staff is identified, the space need is computed using the following formula.

Formula:

Office space = FTE instructional and mandated staff x 140 ASF per FTE staff*

(*Note: For campuses with less than 35,000 WSCH, the standard is 160 ASF per FTE staff)

Existing office space capacity. The profile of available office space demonstrates that additional offices are needed. Visual evaluation of existing offices supports this analysis (Figure 4).

Library and Media

State standard for library and media spaces. The State formulae for library and media spaces are quite complex and are not provided here. In general, they can be described as a summation of ASF per day-graded student for various levels of enrollment. The computation is again based on Title 5 standards.

Existing library and media spaces. The profile of existing library and media spaces shows that utilization of these spaces is well over capacity (Figure 4).

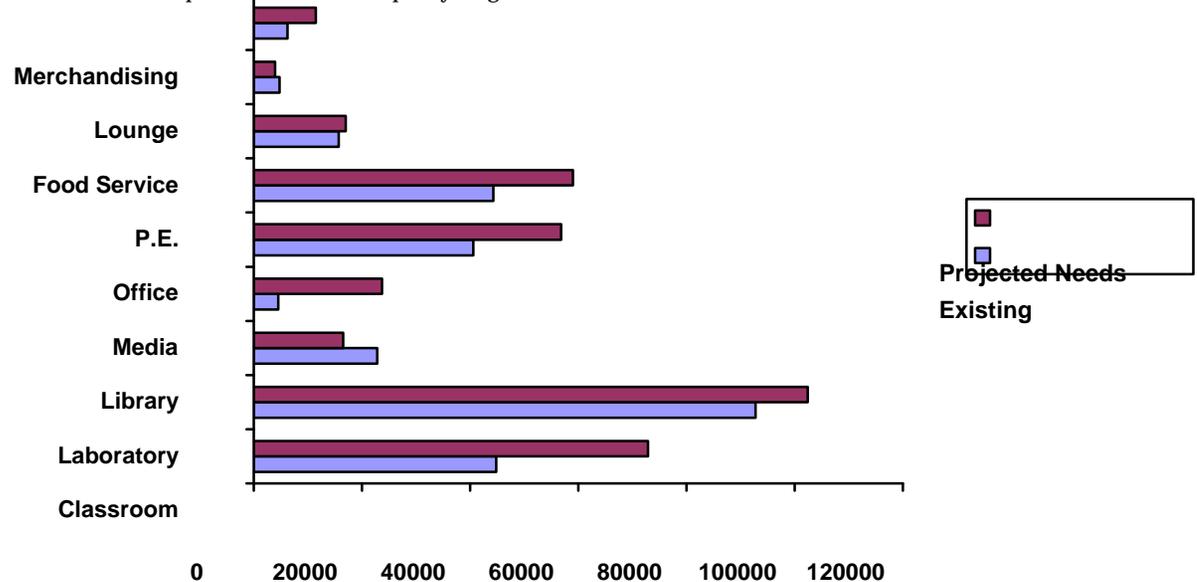


Figure 4: Existing vs. Projected ASF Needs for AY 2007

Summary of Project Space Needs

The projected facility/space needs through the year 2007 are provided in Figure 9. The data was gathered from a number of sources -- building coordinators, administrators, student enrollment projections from the Chancellor's Office, the District's Research and Planning Unit, and the current *Educational Master Plan*.

Based on the California Central Valley Economy Report, Solano County has been the fastest growing of the nine Bay Area counties for a number of years. The County has been the beneficiary of a trend for companies to move some or most of their operation to less populated yet readily accessible communities away from corporate urban headquarters. Lower real estate costs and good quality-of-life are among the attractions of Solano County. Companies that recently made the move to Solano County include: the headquarters and data center for West America Bank (Fairfield); a new reservation center for United Airlines (Suisun City); and the distribution centers of Lucky's, Royal Cathay, and Moore Business Forms (all Vacaville).

Affordable housing has been a major factor in Solano's rapid population growth. In mid 2000, the average sales price for homes in Vallejo was \$194,730, in Fairfield \$208,421, and in Vacaville \$212,232. (The median value of a home county-wide is approximately \$195,000.) During the same period, the average sales prices for homes in surrounding communities were considerably higher: \$293,045 in Concord, \$389,435 in Napa, and \$302,094 in Martinez. The County's population is currently

around 400,000 and is projected to grow to 513,400 in 2010 — an increase of 28.4%.

A remarkable success for the County has been the development of "the life sciences corridor" as an attractive site solution for progressive biotech companies and support services. A recent arrival to the corridor is Genentech, which in 1995 purchased a 100-acre campus in Vacaville for its biopharmaceutical manufacturing facility. This facility will eventually have 350 employees. Including Genentech, the County is home to 16 biotech companies with 1,670 employees. Alza Corporation alone has 550 employees, and Calgene, 220.

A summary of the projected space needs for 2000 through 2007 are included in Table 10.

Table 10: Summary of Changes in Space Requirements (ASF) 2000-2007

Category	Existing 2000 (ASF)	Projected 2007 (ASF)	Add Demand (ASF)
Classroom	44,842	72,999	28,157
Laboratory	92,784	102,439	9,655
Library	22,811	16,505	(6,306)
Media	4,501	23,708	19,207
Office	40,603	56,820	16,217
P.E.	44,283	59,002	14,719
Food Service	15,721	16,993	1,272
Lounge	4,784	3,952	(832)
Merchandising	6,257	11,457	5,200

Forces Driving Facility Renovation & Expansion

Educational Master Plan

The *California Code of Regulations*, Title 5, mandates that all community colleges establish an *Educational Master Plan* that includes, at a minimum, program reviews, educational objectives, future plans for academic and programs based on strategic directions and goals. When developing its state mandated *Educational Master Plan*, the District decided to incorporate a systematic approach to organizational planning to guide and facilitate for the decision-making processes within the campus community. This systemic approach to the planning process includes the integration of all operational plans under the umbrella of the District's Strategic plan. Of these plans, the *Educational Master Plan*, by its very nature is the core and fundamental driving force for all functions within our institution. The integration of the plans is particularly important to the interface between the *Educational Master Plan* and the *Facilities Master Plan* where program needs are translated into a need for classrooms, laboratories and equipment. The *Educational Master Plan* determines what the curriculum should be and the *Facilities Master Plan* provides the where, when, and how to best deliver the subject matter. In today's learning environment, program needs must include educational delivery systems. Educational programs and facilities are interdependent and must be

synchronized and planned simultaneously if they are to be mutually effective.

Technology Plan

The *Technology Plan* proposes new technologies and organizational structures to support the educational programs and administrative services. The plan articulates objectives and activities necessary to accomplish five goals; 1) enhance learning for student success, 2) expand student access, 3) link all members of the campus community, 4) strengthen institutional perspectives, and 5) provide resources.

The District has installed high-speed data network services to most offices and classrooms. Nearly all full-time faculty and staff have personal computers capable of accessing the Internet and sending and receiving e-mail. Through the District's Microsoft Campus Agreement, these users have access to legal copies of the *MSWindows* operating system, *MSOffice 97* and *MSOffice 2000*, and *MSFrontPage 2000*.

The *Technology Plan* recommends upgrading the network to Level-3 service and increasing network bandwidth to 100 megabytes to the desktop and 1 gigabit speeds between the switches. The *Plan* also recommends that all network file servers be centrally located in a facility having adequate power backup, ventilation and fire-suppression equipment.

The District has a well-developed Internet Web site and is preparing to launch a campus portal Intranet in the fall semester of 2001. The *Technology Plan* calls for the development of Intranet-based faculty, staff and student information systems, as well as a "re-engineering study" of its business practices as a necessary first step in acquiring administrative and student services software applications that are both integrated and relational. This effort is being coordinated with the State Chancellor's Office.

Although the District has installed a number of computer labs, most are dedicated to

specific disciplines in which students must enroll to gain access. The *Technology Plan* recommends a gradual relocation of these labs to a central facility providing general access to the Internet, e-mail and *MS Office* application programs. An "information commons," consisting of 60 workstations, is being installed in the main Library as a first step in this migration. The commons will be operational by the beginning of fall 2001.

Finally, the *Technology Plan* addresses the problem of technology management and renewal.

Enrollment Demand

The District has realized limited growth in recent years. The FTES for 2000-2001 is expected to increase 7,568, equivalent to a 2% annual growth rate. During the targeted planning period (2002-2007), District enrollment is expected to increase at an annual average rate of 2.7%, based on the Chancellor's Office projections. The predicted FTES growth rate, while slightly above the District's actual annual growth rate experience, is in concert with the general forecasted population growth in Solano County for the same time period. It is important to note that these FTES growth projections for our District do not include the impact of developing or expanding educational centers in Vallejo and Vacaville. Our recently completed community survey predicts incremental headcount increases of 1,400 (Approx 225 FTES) at both locations if the centers were expanded. Based on past enrollment statistics, over 75% of the expected growth in the educational centers will be part-time students. The implication is that the vast majority of these new students will opt for evening and weekend classes.

The District's enrollment initiatives are managed by the Enrollment Management Group, which is co-chaired by the Vice Presidents of Academic Affairs and of Student Services. This committee reviews current recruiting and outreach efforts, evaluates the effectiveness of these marketing programs, develops and implements initiatives to enhance FTES growth.

Faculty/Adjunct Office Space

The Solano Community College Academic Senate reported that approximately 20% of the full-time faculty and almost 100% of the adjunct faculty do not have access to private office space. The proposed renovation and upgrade process addressed this need on a building-by-building basis, including expanded educational centers at Vallejo and Vacaville. The preliminary plans include a provision to build up to 160 additional (10' x 10') office spaces at a total cost of \$3.6 million.

Projected Distribution of Facilities in 2007

The Suisun Valley Campus will continue to manage District educational programs, student services, learning resources, administrative services, and ensure the infusion of technology throughout all operations. The current Vacaville Center will be expanded to meet the educational needs of residents in the northern and eastern areas of the County. In Vallejo, the College plans to relocate from the current JFK Library site to a new, expanded facility in order to better serve the educational needs of the residents living in the western and southern areas of the County. The Nut Tree Aeronautics Facility and the Harbor Theatre, as well as the Travis University Center will continue to offer programs in their present locations.

Table 11: Proposed Construction and Renovation Projects

Project Description		Site	Total Square Feet	Total Preliminary Cost	Funding Source
A	Vacaville Center — Construction	Vacaville	30,938	\$10,437,403	To Be Determined
	Vacaville Center — On-site Improvement	Vacaville		3,486,805	To Be Determined
	Vacaville Center — Off-site Improvements	Vacaville		2,800,000	To Be Determined
B	Vallejo Center — Site Acquisition	Vallejo		3,000,000	To Be Determined
	Vallejo Center — Construction	Vallejo	30,938	10,437,403	To Be Determined
	Vallejo Center — On-site Improvements	Vallejo		3,486,805	To Be Determined
	Vallejo Center — Off-site Improvements	Vallejo		2,800,000	To Be Determined
C	New Construction	Suisun	34,820	13,800,205	To Be Determined
D	Library Remodel Secondary Effects	Suisun		11,799,000	To Be Determined
E	Demolition of Portables	Suisun	(9,892)	378,000	To Be Determined
F	ADA Phase I	Suisun	0	1,108,500	To Be Determined
G	ADA Phase II	Suisun	0	590,980	To Be Determined
H	Renovate Buildings	Suisun		12,444,109	To Be Determined
I	Facilities Repair, Improvement, & Scheduled Maintenance	Suisun		9,380,076	To Be Determined
J	Improvements for Lighting & Security Systems	Suisun		998,025	To Be Determined
K	Repair Campus Utility Infrastructure	Suisun		2,832,350	To Be Determined
L	Student Center Modernization	Suisun		1,800,000	To Be Determined
Subtotal			86,804	\$ 91,579,661	
M	Sports Complex (new & improved athletic facilities)	Suisun	14,719	13,927,017	Solicit Private Donations
N	Campus Police and SUCCESS Building	Suisun	6,336	790,000	To Be Determined
Total Projected Cost 2002-2007 Facilities Master Plan =				\$106,296,678	

Proposed Construction & Renovation Projects

A. Vacaville Center

The District plans to construct a 30,938 ft² educational center on 60 acres of land in the City of Vacaville just off Highway 505. This acreage was donated by a land developer specifically for this use. In addition to our regular curriculum, the District plans to partner with a State four-year college to provide the opportunity for our students to continue their pursuit of higher education.

B. Vallejo Center

The District plans to construct a 30,938 ft² educational center on a site to be determined. The City of Vallejo has endorsed this project and will work with the District to obtain a site that is accessible for all South County students. In addition to our regular curriculum, the District plans to partner with a State four-year college to provide the opportunity for our students to continue their pursuit of higher education.

C. New Construction

The planned demolition of Building 1100 and a decision to combine all Student Services in Building 100 provides an opportunity to upgrade the technical learning resources for all of the District's students. A new building could

house the Library, classrooms, and all of the computer laboratories now located in several campus buildings (with the exception of those located in Building 500).

D. Library Remodel Secondary Effects

The planned demolition of Building 1100 and a decision to combine all Student Services in Building 100 will necessitate a major renovation. The combination of all Student Services into one building will both facilitate and enhance student access.

E. Demolition of Portables

The Building 1100 complex includes five modular buildings constructed over 41 years ago as temporary structures when the College was housed at Vallejo High School. These units were subsequently moved to the Suisun Valley Campus in 1971. The buildings are in very poor condition and do not meet Field Act standards. There is no fire alarm system. Further, the complex does not comply with ADA requirements even though they house the District's Disabled Student Program & Services. If and when funding becomes available, the first priority will be the demolition of Building 1100 complex and the relocation of these programs.

F. ADA Phase I

The California Community College Chancellor's Office established Priorities to bring all of the community colleges into compliance with Title 24, Executive Order 504, Americans with Disabilities Act. These Priorities were listed into two phases. This project includes all of the Suisun Valley Campus modifications to complete Phase I items. Phase I provides basic access routes to all buildings and programs, such as: assistive listening devices; audible/visual fire alarms and

signals; automatic doors at major circulation routes for buildings; curb cuts and ramps; handrails for ramps and stairs; restroom modifications; elevators to second floors; and modification and/or replacement of door widths, hardware, and thresholds in hallways and classrooms.

G. ADA Phase II

Phase II includes the remaining items to bring the Suisun Valley Campus into full compliance with the American with Disabilities Act. Phase II would include items such as; access within staff areas, access to bleachers and grandstands, built-in workstations for various programs, modification and/or replacement of door widths, hardware, and thresholds to offices, locker rooms, storerooms, and utility areas that are not in a major circulation route. This project also includes modifying light switches and outlets campus-wide. This project when completed will bring the Suisun Valley Campus into full compliance.

H. Renovate Buildings

As part of the participatory process, District employees were asked to submit detailed plans to upgrade or renovate every building on campus. Each building developed a process to involve all of their employees in the renovation-planning phase. The requested upgrades include 1) expansion/relocation of both faculty and staff office space; 2) install the latest technology in classrooms and laboratories; and 3) provide adequate space for the relocation of the Small Business Development Center onto the Suisun Valley Campus.

I. Facilities Repair, Improvement, & Scheduled Maintenance

This area includes the replacement of office furniture to ergonomically correct modular furniture, new carpeting, upgrade of

computers and peripheral equipment. It also includes plans to address many critical and costly scheduled maintenance projects, such as the replacement and modification of HVAC systems, re-roofing, and repair and replacement of mechanical and support equipment, included in the District's *Five-Year Scheduled Maintenance Plan*.

J. Improvements for Exterior Lighting & Security Systems

A recent assessment of the total campus security systems revealed major shortcomings and, in some cases, voids. One of the major shortcomings was the effectiveness of external lighting during the evening hours and the lack of a campus-wide security monitoring system. The plan includes the installation of security and surveillance systems and improvements to the exterior lighting systems that will enhance the sense of personal security for the faculty, staff, and students.

K. Repair Campus Utility Infrastructure

Age and prolonged use has caused deterioration in the District's utilities infrastructure. The underground heating and cooling system distribution needs major repairs and, in some cases, complete replacement. Several campus buildings need additional electrical power to meet the demands of classroom instruction. All underground utility systems have reached the end of their useful life and will need major repair or replacement within the next five years. The costs of these projects, which are listed in the District's *Five-Year Scheduled Maintenance Plan*, have been included in this area of the *Facilities Master Plan*.

L. Student Center Modernization

In response to the current inadequacies in space for student study areas, meeting rooms, and related student support activities, the Associated Students of Solano College (ASSC) initiated the remodeling and expansion of the Student Center (Building 1400). The ASSC developed a detailed plan to remodel the Student Center, benefiting all of the students in the District.

M. Sports Complex

The District's athletics facilities are in need of major renovations, upgrades, and expansion. Over the years, the District has had to drop out of three competitive sports — track & field, cross country, and tennis — because our facilities for those sports had deteriorated and were no longer functional and safe. The remaining facilities are marginal. The gymnasium's playing floor is in good condition, but the locker room facilities are poor. The swimming pool is in good condition because the District was able to receive a matching grant from the State that was used to retile the entire structure. An article in a recent issue of *The Tempest*, Solano's student newspaper, compared the College's football stadium to a prison setting. The baseball field is in good condition but the bleachers are insufficient.

One of the District's 2000-2001 initiatives is to seek private funding to upgrade and expand the athletic facilities into a Sports Complex. The total cost of this endeavor is estimated to be approximately \$14 million and is predicted to result in a growth in excess of 200 FTES.

This aggressive plan includes a new track complex, new soccer fields, a new softball diamond, a golf driving range and a major

renovation of the baseball field and football stadium/field. The concept for the new facilities was developed by personnel from the Physical Education and Athletic Department.

N. Campus Police and SUCCESS Building

This building will address the needs of the Campus Police and provide improved access to the Live Scan machine, which provides pre-employment screening for most of the education agencies in Solano County.

Two fully equipped classrooms in the SUCCESS portion of the building will be available for regular lecture course(s).



Summary of Facility Recommendations

The Suisun Valley Campus was opened in February of 1971. With the exception of the Building 1100 (the Portable Complex) that were built in the early 1960's, most of the campus buildings have been in place for up to thirty years. The current facilities are functional, but many inhibit the effective delivery of instructional and student support services. Because the vast majority of District students work full-time, their availability and preference for classes results in the under-utilization of classrooms during the early and late afternoon hours.

During the high student demand hours (8 am to 2 pm), all mathematics classrooms on the main campus are fully utilized. Any expansion of the program during this time will require additional classrooms. (One additional room could accommodate six to ten additional classes.) All teaching areas need to reflect current technology improvements.

New chemistry and biology laboratory classrooms are needed. The current laboratory, preparation, instrumentation, and storage areas need remodeling to reflect teaching techniques that are more dependent on new technologies. Additional classroom lecture space is needed to accommodate 60 students. Computer-assisted instruction (a computer station for each student and for the instructor) must be incorporated into some current and future lecture rooms.

The technology infrastructure is fragmented, science labs are overcrowded,

mathematics classes are scheduled at capacity, and limited space in Building 1100 denies access to many students. There are numerous ADA and ergonomic concerns as well as inadequate office space for both full-time and adjunct faculty, which causes inefficiencies and communication glitches. Evening classes in the off-campus centers are at capacity and the weekend programs cannot be expanded due to lack of space and staff. Classes scheduled off-campus in high schools are logistically unworkable.

The construction of the educational centers in Vacaville and Vallejo will allow the District to expand its curricula in those communities. The new building on campus will also allow us to install state-of-the-art instructional and learning resource facilities for our students and to expand the accessibility to the science and math curricula.

The comprehensive review of district facilities generated the following recommendations:

- Construct new educational centers at Vacaville and Vallejo. Provide adequate classrooms to accommodate 1,400 head count at each facility, including evening and weekend classes.
- Renovate and upgrade existing campus facilities to improve student access, inter-office communications, and to address ADA and ergonomic concerns.
- Renovate, upgrade, and expand the athletic facilities to improve competitiveness of athletic teams and enhance ability to recruit student-athletes.
- Remove Building 1100 and relocate the current occupants — Financial Aid, EOPS, CalWORKs/Job Placement, Campus Police, Disabled Students Programs & Services, Extended Opportunity Programs & Services, Learning Disability, SUCCESS (CalSOAP) and the Tutoring Center.

- Construct a new building on the Suisun Valley Campus to house additional classrooms, computer labs and a Learning Resource Center.
- With the exception of Building 500 (Business Division), relocate and combine all computer labs into a single building.
- Relocate the Small Business Development Center onto the Suisun Valley Campus, facilitating the expansion of workforce development curricula.
- Construct a building to house the Campus Police and the SUCCESS Program. (Separate funding sources — not targeted for bond funds.)
- Expand course offerings to the community and link classrooms on all College sites through distance learning.



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