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Sonoma County Junior College District

2016 Facilities Master Plan and Guidelines



Sonoma County Junior College District
1501 Mendocino Avenue
Santa Rosa, California 95401



2016

Facilities Master Plan and Guidelines

Sonoma County Junior College District

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PROJECT TEAM

Jane Saldana-Talley, Vice President of Petaluma Campus, Co-Chair 2030 Plan Steering Committee

Leigh Sata, Director of Capital Projects, Co-Chair 2030 Plan Steering Committee

Eric Thompson, Professor, Co-Chair 2030 Plan Steering Committee

Gensler, Planning / Sustainability / Landscape Architecture / Signage + Wayfinding

Quattrocchi Kwok Architects, Associate Architect

Diane White, Educational Planning

Thornton Tomasetti / ZFA, Structural Engineering

PAE, Mechanical / Electrical / Plumbing Engineering

Brelje & Race Consulting Engineers, Civil Engineering

TEECOM, Audiovisual / Telecom

Sally Swanson Architects, Accessibility / Universal Design

Guidepost Solutions, Security

W-Trans, Traffic

Cumming, Cost Consulting

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Vision

Santa Rosa Junior College aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.

Mission

Santa Rosa Junior College passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

- We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.
- We provide a comprehensive range of student development programs and services that support student success and enrich student lives.
- We support the economic vitality, social equity and environmental stewardship of our region.
- We promote personal and professional growth and cultivate joy at work and in lifelong learning.
- We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.
- We regularly assess, self-reflect, adapt, and continuously improve.

Letter from the President

October 11, 2016

As the Sonoma County Junior College District nears its 100 year anniversary in 2018, the college has grown to represent the needs of the community it serves. The District now has a second campus in Petaluma, a training facility for first responders at the Public Safety Training Center in Windsor, the 330 acre Shone Farm, a growing facility catering to English Language Learners in Southwest Santa Rosa, and the original campus in the heart of Santa Rosa. Throughout the years, the community has shown its support for the College, by contributing to the College's endowment, with consistent support for the arts and theater programs, by supporting our student-athletes, and by supporting two capital improvement bonds, including Measure H, which passed in 2014. Generations of students have passed through these doors, and Measure H will provide funding to improve the infrastructure and facilities needed to educate and prepare students for the jobs of the 21st century.

This Facilities Master Plan is tightly linked with the District's Strategic Plan and Educational Master Plan, and is the culmination of the participation of the entire college community and constituency groups. The process began in 2015 with the creation of the 2030 Plan Steering Committee, and a set of eight sub committees tasked with developing District Standards. The process was modeled on the process used to develop the strategic plan, a process deemed comprehensive, transparent and open. Through a series of committee and subcommittee meetings and planning sessions, a set of standards and a facilities master plan was created.

We are very excited about this innovative, creative, and environmentally friendly plan for the District. It will feature significant upgrades to technology and media services infrastructure. It will incorporate a number of sustainability initiatives that will lower the District's dependence on energy and water, and lower the District's operating costs. Comprehensive plans for ADA and Universal Access, Wayfinding and Signage, Health and Safety, and Fixtures, Furniture and Equipment are featured. Consistent standards for Sustainability, Architectural Design and Site Planning were established. And a 2030 "vision plan" was created for each site.

This plan is a fifteen-year plan, but it lays the foundation for the next century for the Sonoma County Junior College District. It is exciting to have been a part of developing this vision for the college, and even more thrilling to look forward to beginning the construction on what promises to be a gem for Sonoma County and the California Community College system.



Dr. Frank Chong
Superintendent-President
Sonoma County Junior College District



Participants

LEADERSHIP

Dr. Frank Chong, President

Robin Fautley, President, Academic Senate

Board of Trustees

2030 PLAN STEERING COMMITTEE

Jane Saldana-Talley, Co Chair

Leigh Sata, Co Chair

Eric Thompson, Co Chair

Kris Abrahamson

Laura Aspinall

Maria Banachowicz

Henry Beaumont

Paul Bielen

Shawn Brumbaugh

Rick Call

Toni Chase

Frank Chong

Scott Conrad

Jana Cox

Hector Delgado

Carl Dobson

Robert Ethington

Joe Fassler

Robin Fautley

Alexa Forrester

Karen Frindell-Teuscher

Karen Furukawa-Schlereth

KC Greaney

Lily Hunnemedder-Bergfelt

Hilleary Zarate

Tara Johnson

Doug Kuula

Sami Lange

Marty Lee

Matthew Long

Ellen Maremont Silver

Kathy Matthies

Leslie McCauley

Kate McClintock

Jerry Miller

Ricardo Navarrette

Josh Pinaula

Liko Puha

Doug Roberts

Scott Rossi

Mike Roth

Mary Kay Rudolph

Stephanie Sanchez

Mary Sandberg

Julie Thompson

Phyllis Usina

Kat Valenzuela

Alicia Virtue

Dennis Verity

SUSTAINABILITY SUBCOMMITTEE

Robert Ethington, Co Chair

Alexa Forrester, Co Chair

DEMONSTRATION CLASSROOMS SUBCOMMITTEE

Mike Roth, Co Chair

Kat Valenzuela, Co Chair

Mary Sandberg, Co Chair

FURNITURE, FIXTURES & EQUIPMENT SUBCOMMITTEE

Lily Hunnemedder-Bergfelt, Co Chair

Tara Johnson, Co Chair

Toni Chase, Co Chair

SIGNAGE & WAYFINDING SUBCOMMITTEE

Hector Delgado, Co Chair

Sami Lange, Co Chair

SITE & LANDSCAPE SUBCOMMITTEE

Carl Dobson, Co Chair

Shawn Brumbaugh, Co Chair

ARCHITECTURAL DESIGN SUBCOMMITTEE

Jana Cox, Co Chair

Joe Fassler, Co Chair

ADA & UNIVERSAL ACCESS SUBCOMMITTEE

Matthew Long, Co Chair

Liko Puha, Co Chair

Laura Aspinall, Co Chair

HEALTH & SAFETY SUBCOMMITTEE

Doug Kuula, Co Chair

Phyllis Usina, Co Chair

Maria Banachowicz, Co Chair



Introduction

- 1.1 Purpose
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Purpose

The 2016 SCJCD Facilities Master Plan and Guidelines builds upon the District's priorities for student learning and success, providing a guide for future development of the District's five teaching sites.

The 2030 Plan Steering Committee developed the 12 Principles for 2030 Facilities Master Planning that served as the basis for the planning process:

1. Prioritizes students and SRJC's legacy of excellence
2. Vision
3. Responsive to Information about the changing needs of our College
4. An Intentional and Accountable Process
5. An Inclusive and Collaborative Process
6. Communicative and Responsive
7. Cohesive, Integrated Direction
8. Elegance and Organization
9. Recognize SRJC's Strengths, Challenges, and Opportunities
10. Comprehensive, Cost-Effective, and Practical
11. Research-Based and Committed to Best Practices
12. Relevant, Evaluative, Reflective, and Flexible

INTEGRATED PLANNING MODEL

Within the integrated planning model, the specific purpose of the Facilities Master Plan and Guidelines is to:

- Identify needs for renovation, repair, or replacement of existing facilities to accommodate current and future academic and support needs;
- Provide long-range guidance for the development of new facilities to accommodate projected academic and support needs;
- Include and integrate current construction and maintenance information; and
- Describe the District's priorities for future design and construction standards.

REFERENCE DOCUMENTS

- 2014-19 Strategic Plan
- 2014-19 Strategic Plan Scorecard
- 2014-17 Education Plan
- 2030 Plan Steering Committee: Principles for 2030 Facilities Master Planning

Process

The planning process has been highly participatory, involving the many constituencies of the College. The Planning Team worked closely with the designated 2030 Plan Steering Committee and eight sub-committee groups, comprising key faculty, staff, and administrators as well as many others within the college community. The process included a series of meetings as well as presentations and discussions with the College, the community and the Board of Trustees to broaden the plan's perspective and to enhance the acceptance of the Facilities Master Plan. The project process consisted of six steps:

1. PREPARE:

The District Leadership and 2030 Plan Steering Committee reviewed project goals and developed strategies to meet these goals, coordinating linkages between educational and facilities planning efforts. Existing planning information was collected and reviewed and the project process was further defined.

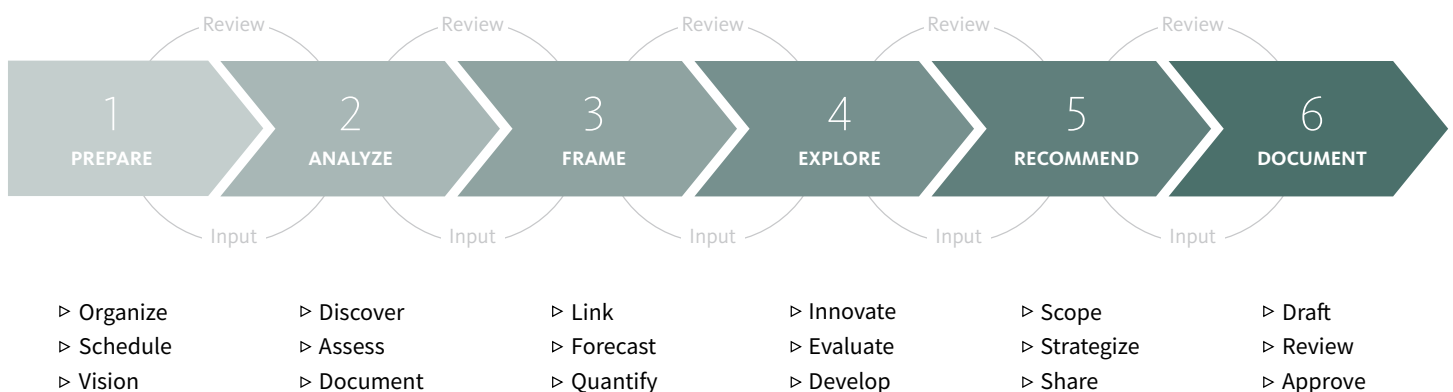
2. ANALYZE:

The consultant team collected and analyzed the following information to inform planning:

- Existing Conditions: Conducted site visits and met with key personnel to analyze the existing conditions at each site.
- Facilities Condition: Reviewed each existing building on each site, identifying systems conditions and renovation needs.
- FUSION Database: Reviewed and validated this information specifically related to space utilization, linking facilities planning processes with capital outlay planning.

3. FRAME:

Based on the qualitative and quantitative analysis of information collected, including Planning Data Forecasts, the team created the framework for the Facilities Master Plan. The team collected and analyzed demographic trends, labor market analyses, programmatic trends and space utilizations rates in order to develop the baseline data needed for planning. This data informed draft program forecasts, leading to a master plan space program for facilities at each of the sites.



4. EXPLORE

Development options for each campus were vetted. Through a series of committee meetings, these options were reviewed, evaluated, and developed until a Preferred Option was selected for each site. The Preferred Options were further developed into preliminary recommendations for facilities, including new construction and renovation, site/circulation, sustainability, infrastructure, and utility recommendations.

At this time, design guidelines and technical standards for future District projects were initiated. Existing standards were researched and documented, and the team began drafting standards to reflect District priorities and values.

5. RECOMMEND

The Preliminary Recommendations were developed further and shared with the broader college/district community through committee meetings and District events, including opportunities for feedback and input.

6. DOCUMENT

The Draft Recommendations were developed into the 2016 SCJCD Facilities Master Plan, Guidelines, and Standards. A draft report was made available for District review and comment, and a final report was prepared based on further feedback and input. Once finalized, the plan was reviewed and adopted by the Board of Trustees. The completed master plan document will clearly demonstrate a participatory and integrated process and will serve SCJCD as a meaningful communication resource.

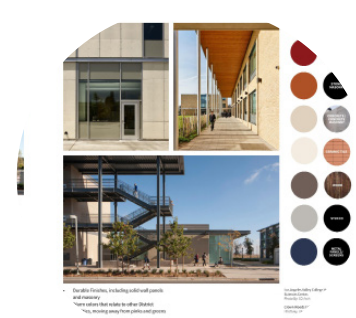
ASSESSMENT



FACILITIES MASTER PLAN



GUIDELINES/STANDARDS



Participants & Committee Structure

The 2030 Plan Steering Committee was formed in July 2015 to set District facilities planning priorities and drive the planning process. The 2030 Plan Steering Committee held meetings twice per month to review progress and garner input on the project.

of one 2030 Plan Steering Committee meeting to report findings and progress.

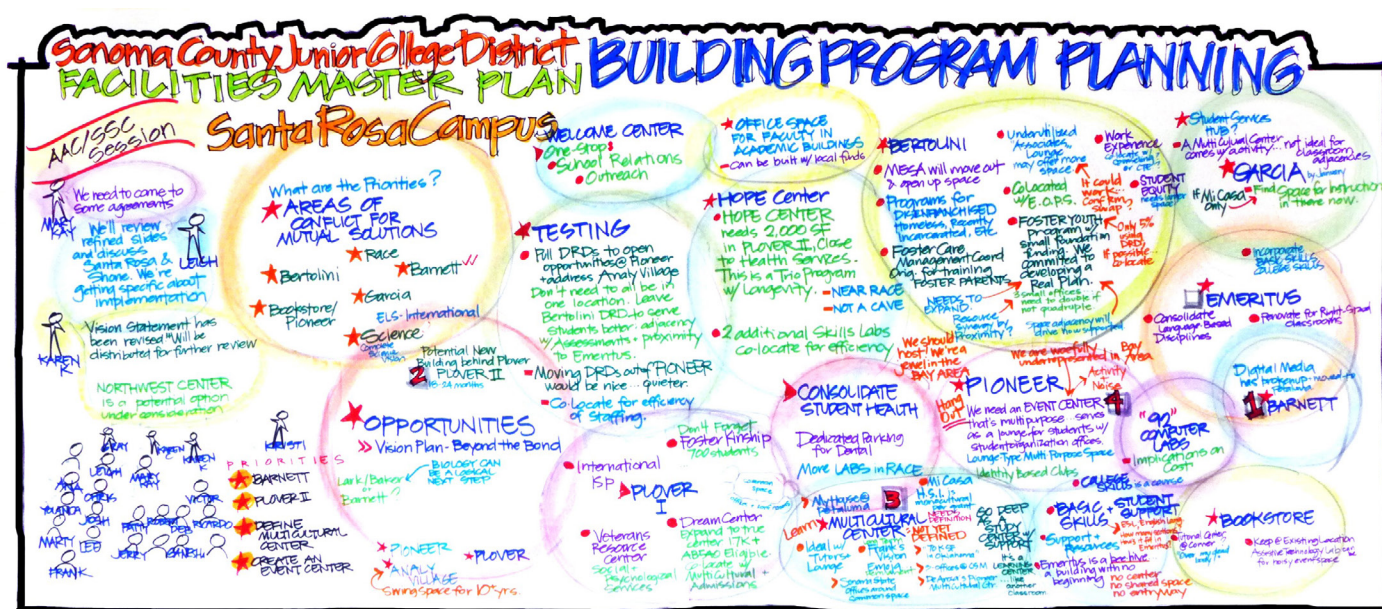
The planning process also included retreats for the Academic Affairs Council (AAC) and the Student Services Council (SSC) to obtain feedback and provide educational programming input.

The District formed eight Sub-Committees to focus on particular aspects of the project, reporting back to the 2030 Plan Steering Committee:

1. Sustainability
2. Demonstration Classrooms
3. Furniture, Fixtures & Equipment
4. Signage & Wayfinding
5. Site & Landscape
6. Architectural Design
7. ADA & Universal Access
8. Health & Safety

Finally, master plan and guidelines sessions at Professional Development Activity (PDA) Day were held in the spring and the fall of 2016 to report out progress to the larger District community.

Each Sub-Committee includes representation from the 2030 Plan Steering Committee and consulting team members. Sub-committees generally met twice per month to review the scope of work specific to their function. Each sub-committee was given an opportunity to present at a minimum



Graphic notes from the AAC / SSC Retreat, April 26, 2016

Committee Functions

SUSTAINABILITY SUBCOMMITTEE

Create District sustainability standards for the benefit of the Measure H Program and coordinate existing work with committees, including:

- Sustainability Guidelines
- LEED Guidelines

DEMONSTRATION CLASSROOMS SUBCOMMITTEE

Create standards for phase 1 work, to be executed in Summer of 2016, and set up standards for phase 2 work, including:

- Classroom types
- AV Equipment
- Floor and wall finishes
- Window Coverings
- Furniture Types

FURNITURE, FIXTURES & EQUIPMENT SUBCOMMITTEE

Create standards for the purchase of furniture for the duration of Measure H, including:

- FF&E quality standards
- Furniture Fair with Office and Student desk demonstration
- Purchasing protocol

SIGNAGE & WAYFINDING SUBCOMMITTEE

Based on the existing assessment, create a sign family and set of solutions for signage at each campus, including:

- Signage Family
- Design and placement of signs
- Prioritization of projects

SITE & LANDSCAPE SUBCOMMITTEE

Create standards for exterior landscape, including furniture and the identification of outdoor learning opportunities, including:

- Site design
- Fixtures, site features, and standards
- Outside learning spaces

ARCHITECTURAL DESIGN SUBCOMMITTEE

Create standards and guidelines for each teaching site, as well as guides for future project-specific architects, including:

- Style guide
- Color and material guide for exterior and interior spaces

ADA & UNIVERSAL ACCESS SUBCOMMITTEE

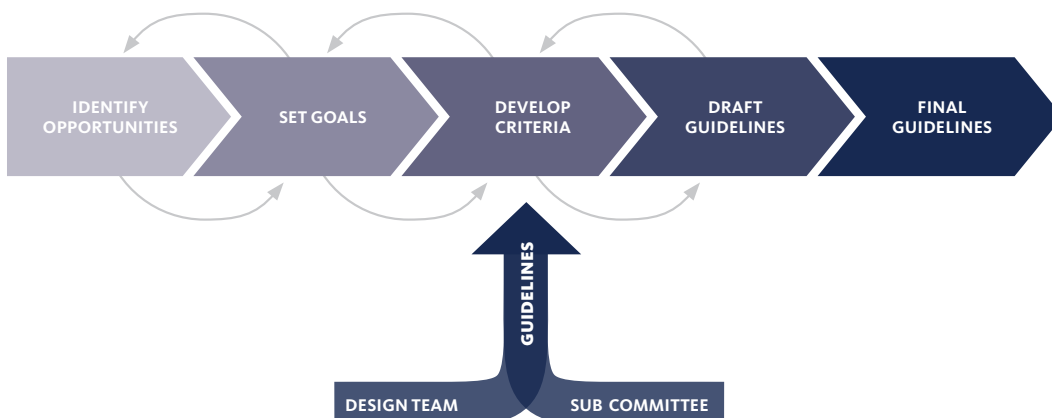
Update the District's transition plan and develop universal guidelines with the assistance of an experienced consultant, including:

- Transition plan for each building on each campus

HEALTH & SAFETY SUBCOMMITTEE

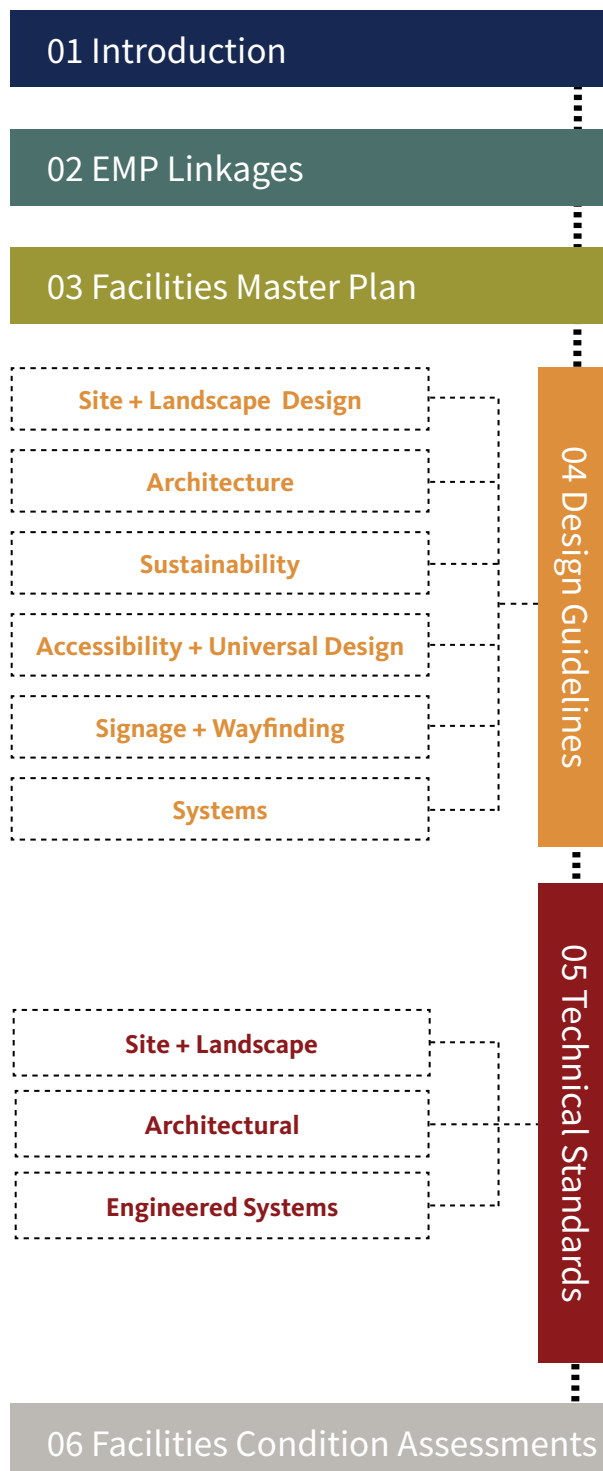
Develop standards and guidelines for health and safety issues, including:

- Security equipment and prioritization of each feature and/or recommendation.



Guidelines Development Process

Document Guide



Each chapter is intended for use within the context of the complete document, but can also be extracted as a stand-alone document for ease of use. The volumes work together to form a clear picture of how the current state of District facilities, combined with District planning goals, inform a future plan for District development and guidelines / standards for the implementation of projects.

- 1. INTRODUCTION:** Overview of the purpose, planning process, and document structure.
- 2. EMP LINKAGES:** Summary of the linkages with District planning documents and analysis of planning data for forecasting space needs.
- 3. FACILITIES MASTER PLAN:** Analysis of existing teaching sites, including context, zoning, and circulation. Plans for future development of sites, including building projects, site development, and site systems. Includes both phased implementation information and long term vision plans.
- 4. DESIGN GUIDELINES:** Planning guidelines for future campus development, focused on look and feel, design character of site and building projects, and other guidelines that influence the project design.
- 5. TECHNICAL STANDARDS:** Detailed performance criteria for future District projects, including equipment and finish material performance standards.
- 6. APPENDIX:** Related information, including:
 - Detailed findings from the Demonstration Classrooms & FF&E standards initiatives.
 - Energy & Water Background Study details used as a foundation for the MEP recommendations.
 - Detailed Facilities Analysis, including structural and other engineered building systems. A summary of each building is included in the beginning of the volume, followed by detailed analyzes organized by building system.

Icon Guide

Icons are used throughout the document to highlight items related to the following topics that are of particular importance to the District:

ACCESSIBILITY

SCJCD is committed to providing a diverse campus community which includes many students, faculty, and staff with disabilities. Our goal is to create an environment where people of all abilities can do their best work and participate in the community without feeling limited due to physical or technological barriers. Using universal design principles, we strive to support and accommodate for disabilities when needed to promote an accessible campus, thoughtfully designed with sensitivity and inclusivity in mind.

HEALTH AND SAFETY

SCJCD prioritizes the health and safety of our staff, students, and community. We are committed to furnishing a working and educational environment free from recognized hazards that can cause illness, injury, or death. Various programs have been implemented to address these issues, promoting the safety and health of all students, faculty and staff on campus. We are resolved to provide and maintain equipment and safe systems and will provide such information and training as is needed to achieve our aim.

SUSTAINABILITY

Knowing public institutions of higher education have the ability to influence the ideals and principles of our future decision-makers, SCJCD takes seriously its role in promoting sustainability. SCJCD is passionate about our responsibility to strive for the highest achievable sustainability standards to encourage positive change through example. From a campus-wide level to individual classrooms, our aim is to model a living laboratory from which everyone can learn.