



# COLLEGE OF THE REDWOODS

**2019—2029 Facilities Master Plan**



**2018-2019 Facilities Planning Committee**

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## Introduction

This Facilities Master Plan (FMP) was developed with input gathered from constituent groups and from forums held across the college and throughout the District, including students, faculty, staff, and the community. The plan reflected the priorities and goals established in the College Educational Master Plan, and it was presented to the Board of Trustees on July 11, 2017 for approval.

In Fall 2018, the Facilities Planning Committee of the College began a process to update and revise the Plan to reflect changes and further developments in the College's facilities planning. Information gathered during the 2017 forums was re-used, and additional input was sought from key stakeholders around the District. The draft FMP was sent out for constituent review and input in February 2019. It was approved by the Board of Trustees on June 4, 2019.

The plan is intended to be a living document that continues to reflect the changing educational needs of the College as spelled out in the Educational Master Plan (EMP). The Facilities Master Plan will continue to be updated and revised on a regular basis to ensure that College facilities provide the best environment possible for teaching and learning.

## CR Vision

College of the Redwoods is a learning community where lives are transformed.

## CR Mission

College of the Redwoods puts student success first by providing accessible and relevant developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area.

The College continuously assesses student learning and institutional performance and practices to embrace diversity, to encourage a healthy community environment and to improve upon the programs and services we offer, all to promote student learning.

## Purpose of the Facilities Master Plan

The California Community Colleges Chancellor's Office requires districts to prepare campus master plans on a periodic basis. The Chancellor's Office will refer to these plans when reviewing requests for state capital outlay funds.

The purpose of this Facilities Master Plan is to provide college constituencies and the larger community with a comprehensive model for future campus facility decisions. The Facilities Master Plan is one part of a larger integrated planning model framework. This plan is intended to link to and support the College's Education Master Plan, Mission and Vision. It also is intended to link to and support the College's continuous adherence to Accreditation Standards.

Many of the goals of the Education Master Plan are directly supported by a modern and functional campus infrastructure, including classrooms, laboratories, student support areas, parking lots, walking paths, and fields. In many cases, this Facilities Master Plan is pivotal in advancing the objectives and goals of the Education Master Plan and ensuring continuous adherence to Accreditation Standards.

## Development of this Plan

CR's previous Facilities Master Plan (FMP) covered only three years, and expired in 2015. In part because the College's Educational Master Plan (EMP) was scheduled to be revised in early 2017, a decision was made to wait on the development of a new ten-year Facilities Master Plan until the finalization of the EMP.

In preparation for the new FMP, a series of forums were held in March 2017 to gather input from constituent groups throughout the District, including students, faculty, staff, administrators and community members. Forums were held at both the District's Del Norte Education Center and the Klamath-Trinity Instructional Site as well as on the main campus in Eureka.

Guiding principles governing the development of the Facilities Master Plan were given to participants in the forums:

- Support the college Mission, Strategic Plan and Education Master Plan through the physical development of its campuses.
- Reflect the college's values through its physical environment.
- Provide facility and equipment parity between campus locations.
- Maintain the existing character, architecture, natural environment, and open spaces.
- Support the incorporation of sustainable opportunities in building and space development.
- Promote the conservation of natural resources and energy in the construction, maintenance, and operation of buildings.
- Plan for maximum flexibility for adapting to the changing needs of education.
- Enhance the college's connections to and with its communities through its physical plant.
- Anticipate and fulfill short-term instructional needs while planning for long-term academic programs.

- Avoid waste and disruption resulting from piecemeal projects
- Establish realistic schedules and capital budgeting plans.
- Enhance fundraising and development opportunities by improving the image of the college in the community.
- Provide a healthy, safe, accessible place for learning.

Comments gathered from participants are listed in Appendix C and Appendix D

Committee feedback on the plan was solicited from the College's Facilities Planning Committee, as well as all college constituency groups (Management Council, Associated Students, the Classified School Employees Association, and the Academic Senate). The resulting plan was presented to the Board of Trustees on July 11, 2017 for approval.

In Fall 2018, according to its charge, the College Facilities Planning Committee began the process of updating the plan to reflect changes that had occurred over the previous two years, to include current status information on projects, and to incorporate additional information gathered from constituents and stakeholders around the District. However, it became apparent that due to the extent of changes that had been required on many projects, as well as to fold in elements that were only minimally addressed in the 2017 plan, a much more extensive revision to the document was required.

Feedback gathered during the college forums in 2017 was used, and committee members gathered additional feedback from stakeholders throughout the process of revision. The final draft of the plan was sent out for review by constituent groups in February 2019, prior to presentation to the Board of Trustees.

# Overview of the District

## Introduction

The Redwoods Community College District was formed in January of 1964 by an election of the voters of Humboldt County and serves a diverse population of communities in Del Norte and Humboldt Counties as well as the western edge of Trinity County. The District is a multi-site, single-college district offering instruction at the Eureka campus, the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, and other instructional sites, such as the workforce and community education site in downtown Eureka.

The District and the College have one of the largest service areas in California. Home to nearly 280,000 residents, the district covers almost 10,000 square miles. With a population of more than 27,000, Eureka is the largest city in the service area and is home to the largest campus. Eureka's nearest metropolitan neighbors with over 100,000 population are more than 200 miles to the south (Santa Rosa) or north (Medford, OR), and more than 150 miles to the east (Redding).

Devoted to the success of each of its students, College of the Redwoods offers over 1,000 different classes. These courses and programs cover a broad range of topics and subjects in everything from plant science, bookkeeping, computer science, woodworking, and dental assisting, to game art and animation, early childhood education, restaurant management, manufacturing technology, and nursing. The College offers A.S. and A.A. degrees, as well as numerous certificate options.

## High School Graduation Forecast Data

High school graduation rates are predicted to decrease by 3% in Humboldt County, while Del Norte County forecasts a 12% increase in high school graduates and Trinity County forecasts a 20% reduction. California high school graduation rates are expected to decrease about 3% between 2018-19 and 2026-27. Combining predictions for Del Norte, Humboldt, and Trinity Counties yields an overall 2% decrease in the high school graduation forecast for the College. However, as the data by county demonstrates, this decreased rate is not evenly spread across the College's service area.

<b>Projected High School Graduation Forecast</b>					
<b>Year</b>	<b>Humboldt</b>	<b>Del Norte</b>	<b>Trinity</b>	<b>CR Area</b>	<b>California</b>
2018-19	1,352	300	151	1,803	427,704
2019-20	1,149	311	143	1,603	427,921
2020-21	1,293	312	144	1,749	434,678
2021-22	1,271	319	122	1,712	437,255
2022-23	1,367	342	177	1,886	441,251
2023-24	1,374	369	142	1,885	451,741
2024-25	1,340	359	138	1,837	438,415
2025-26	1,401	324	134	1,859	433,871
2026-27	1,308	337	121	1,766	416,993
High	1,401	369	177	1,886	451,741
Low	1,149	300	121	1,603	416,993
Average	1,317	330	141	1,789	434,425
9 Year Growth	-44	37	-30	-37	-10,711
Growth Percent	-3%	12%	-20%	-2%	-3%

## Population Forecast Data

The charts below and on the following pages display populations by county broken into age groups. According to the College's internal data, 42% of the College's students are in the 18 to 24 year old range. While there may be some shifts to serving older populations, the College clearly draws a material level of enrollments from traditional younger populations. Less than 15% of current enrollments are over 40 years old. The age ranges do not match up exactly between the College's internal tracking and the State's population reports. Highlighting age ranges 15-19 and 20-24 for each of the three counties reveals a less than 3% population growth forecast for Del Norte County between 2015 and 2025. Humboldt County shows 10.9% population growth, while Trinity County is forecast to contract by nearly 15%.

### **Del Norte County Population by Age Group**

<b>County</b>	<b>Age Group</b>	<b>Estimate</b>	<b>Projections</b>		
		<b>2015</b>	<b>2020</b>	<b>2025</b>	<b>2030</b>
Del Norte	0	299	319	319	312
Del Norte	1-4	1,288	1,254	1,277	1,286
Del Norte	5-9	1,673	1,609	1,576	1,594
Del Norte	10-14	1,511	1,699	1,615	1,586
Del Norte	<b>15-19</b>	<b>1,743</b>	<b>1,608</b>	<b>1,777</b>	<b>1,696</b>
Del Norte	<b>20-24</b>	<b>1,899</b>	<b>1,991</b>	<b>1,866</b>	<b>2,048</b>
Del Norte	25-29	1,597	1,988	2,101	1,980
Del Norte	30-34	1,817	1,609	2,080	2,199
Del Norte	35-39	1,751	1,719	1,582	2,057
Del Norte	40-44	1,528	1,558	1,592	1,460
Del Norte	45-49	1,591	1,391	1,467	1,505
Del Norte	50-54	1,960	1,420	1,249	1,328
Del Norte	55-59	2,043	1,786	1,291	1,146
Del Norte	60-64	1,800	1,911	1,678	1,215
Del Norte	65-69	1,613	1,647	1,758	1,565
Del Norte	70-74	1,134	1,468	1,513	1,583
Del Norte	75-79	792	969	1,268	1,319
Del Norte	80-84	572	635	754	1,044
Del Norte	85-89	362	403	434	531
Del Norte	90-94	118	175	202	240
Del Norte	95-99	26	36	60	71

## Humboldt County Population by Age Group

County	Age Group	Estimate	Projections		
		2015	2020	2025	2030
Humboldt	0	1,447	1,385	1,336	1,228
Humboldt	1-4	6,055	6,015	5,502	5,196
Humboldt	5-9	7,888	7,857	7,714	7,151
Humboldt	10-14	7,354	8,127	8,039	7,906
Humboldt	<b>15-19</b>	<b>9,624</b>	<b>9,894</b>	<b>10,659</b>	<b>10,564</b>
Humboldt	<b>20-24</b>	<b>12,026</b>	<b>12,495</b>	<b>12,711</b>	<b>13,454</b>
Humboldt	25-29	8,082	8,209	8,568	8,783
Humboldt	30-34	9,410	7,590	7,601	7,968
Humboldt	35-39	8,735	9,096	7,245	7,248
Humboldt	40-44	7,792	8,666	9,016	7,173
Humboldt	45-49	6,816	7,757	8,534	8,872
Humboldt	50-54	8,318	6,635	7,542	8,355
Humboldt	55-59	9,746	8,221	6,619	7,530
Humboldt	60-64	9,913	9,938	8,411	6,877
Humboldt	65-69	9,324	9,112	9,196	7,772
Humboldt	70-74	8,038	7,497	8,263	8,421
Humboldt	75-79	3,446	4,362	6,529	7,376
Humboldt	80-84	2,328	2,744	3,545	5,418
Humboldt	85-89	1,730	1,666	2,049	2,691
Humboldt	90-94	780	905	897	1,173
Humboldt	95-99	213	230	282	292

## Trinity County Population by Age Group

County	Age Group	Estimate	Projections		
		2015	2020	2025	2030
Trinity	0	104	115	128	129
Trinity	1-4	422	440	506	557
Trinity	5-9	607	559	602	683
Trinity	10-14	655	621	588	639
Trinity	<b>15-19</b>	<b>753</b>	<b>689</b>	<b>675</b>	<b>657</b>
Trinity	<b>20-24</b>	<b>815</b>	<b>734</b>	<b>686</b>	<b>678</b>
Trinity	25-29	546	837	775	732
Trinity	30-34	603	581	880	835
Trinity	35-39	631	591	569	865
Trinity	40-44	670	620	592	576
Trinity	45-49	695	640	592	574
Trinity	50-54	1,026	687	632	592
Trinity	55-59	1,193	972	646	599
Trinity	60-64	1,307	1,125	926	618
Trinity	65-69	1,224	1,234	1,068	883
Trinity	70-74	931	1,138	1,144	1,007
Trinity	75-79	598	837	1,033	1,023
Trinity	80-84	433	784	695	877
Trinity	85-89	244	308	368	527
Trinity	90-94	80	137	168	194
Trinity	95-99	19	16	44	60



## Race/Ethnicity Forecast Data

The population chart below is sorted by race/ethnicity, and shows the strongest growth in Asian, Mixed Race and Hispanic categories. The growth percentages are from the year 2015 to 2030.

County	Race/Ethnicity Recode*	Estimate	Projections			
		2015	2020	2025	2030	Growth
Del Norte County	White (Non-Hispanic)	17,550	17,025	16,465	15,858	-10%
Del Norte County	Black (Non-Hispanic)	849	805	852	891	5%
Del Norte County	AIAN (Non-Hispanic)	1,884	1,884	1,854	1,881	0%
Del Norte County	Asian (Non-Hispanic)	922	933	951	973	6%
Del Norte County	NHPI (Non-Hispanic)	10	12	12	9	-10%
Del Norte County	MR (Non-Hispanic)	962	1,055	1,145	1,254	30%
Del Norte County	Hispanic (any race)	4,903	5,283	5,983	6,704	37%
Humboldt County	White (Non-Hispanic)	102,518	102,542	101,911	100,757	-2%
Humboldt County	Black (Non-Hispanic)	1,410	1,546	1,674	1,821	29%
Humboldt County	AIAN (Non-Hispanic)	7,082	7,171	7,202	7,175	1%
Humboldt County	Asian (Non-Hispanic)	3,015	3,312	3,624	3,912	30%
Humboldt County	NHPI (Non-Hispanic)	289	300	321	336	16%
Humboldt County	MR (Non-Hispanic)	5,830	6,136	6,332	6,539	12%
Humboldt County	Hispanic (any race)	14,888	16,704	18,512	20,239	36%
Trinity County	White (Non-Hispanic)	11,378	10,884	10,521	10,238	-10%
Trinity County	Black (Non-Hispanic)	29	46	51	63	117%
Trinity County	AIAN (Non-Hispanic)	473	460	484	487	3%
Trinity County	Asian (Non-Hispanic)	47	51	39	42	-11%
Trinity County	NHPI (Non-Hispanic)	8	8	1	3	-63%
Trinity County	MR (Non-Hispanic)	494	457	456	433	-12%
Trinity County	Hispanic (any race)	1,133	1,483	1,780	2,056	81%
Projections prepared by Demographic Research Unit, California Department of Finance, February 2018						
*AIAN refers to American Indian or Alaska Native, NHPI refers to Native Hawaiian						

The chart below summarizes population growth trends for different ethnic groups in Del Norte, Humboldt, and Trinity Counties. The total population is expected to grow by 5,997 between 2015 and 2030, while the race/ethnicity proportions show some minor shifts over the same fifteen year period.

<b>Summary Race/Ethnicity Percentages</b>					
	<b>2015</b>	Percent	<b>2030</b>	Percent	Change
White (Non-Hispanic)	131,446	75%	126,853	70%	-5%
Black (Non-Hispanic)	2,288	1%	2,775	2%	0%
AIAN (Non-Hispanic)	9,439	5%	9,543	5%	0%
Asian (Non-Hispanic)	3,984	2%	4,927	3%	0%
NHPI (Non-Hispanic)	307	0%	348	0%	0%
MR (Non-Hispanic)	7,286	4%	8,226	5%	0%
Hispanic (any race)	20,924	12%	28,999	16%	4%
Total	175,674		181,671		3.4%

## Enrollment Data Summary

Headcount by Location, Academic Year					
Location	Academic Year	Term			Grand Total
		Fall	Spring	Summer	
<b>Del Norte</b>	2017 - 2018	620	565	286	980
	2016 - 2017	529	632	316	967
	2015 - 2016	483	519	299	870
	2014 - 2015	465	444	131	672
	2013 - 2014	519	502	92	691
<b>Eureka</b>	2017 - 2018	3779	3668	985	5266
	2016 - 2017	4341	3941	1168	6037
	2015 - 2016	4271	4242	1569	6524
	2014 - 2015	4006	3979	1093	5739
	2013 - 2014	3704	3828	967	5443
<b>Klamath Trinity</b>	2017 - 2018	82	84	37	145
	2016 - 2017	92	95	60	173
	2015 - 2016	102	113	103	232
	2014 - 2015	116	109	44	177
	2013 - 2014	108	170	73	235
<b>Online</b>	2017 - 2018	627	574	409	1101
	2016 - 2017	527	520	430	999
	2015 - 2016	472	388	308	828
	2014 - 2015	395	354	256	768
	2013 - 2014	415	376	254	821

Colors correspond to enrollment within a given location and term. For example, Online enrollments show a steady increase for all terms except summer, which had a slight dip from 2016-17 to 2017-18.

## Overarching Themes for Facilities Planning

The Facilities Master Plan is intended to provide a comprehensive development and construction program relative to the District's long term space, building, facility, and major equipment needs. For that reason, several recurring themes gathered during the plan's development process link items in this plan with goals in the College's Education Master Plan and with accreditation standards.

### **Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.**

- Collegiate atmosphere
- Facility parity between locations
- Reduce modular and portable buildings
- Integrated architectural elements

Education Master Plan:

- Goal 4 - Promote and encourage a learning community among students, faculty, and staff.
- Goal 10 - Serve as a hub of cultural, social, and economic activities.
- Goal 12 - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

ACCJC Standard III.B.2 :

The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

### **Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.**

- Sustainability, energy efficiency, water conservation, waste reduction
- Eliminate unusable facilities
- Proven technologies, life cycle cost, standardization
- Low maintenance and easy to clean and maintain

Education Master Plan:

- Goal 1 – Provide accessible, affordable, high quality education.

ACCJC Standard III.B.4:

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

ACCJC Standard III.D.9:

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

**Theme 3: Maximize classroom and laboratory utilization for fiscal stability.**

Data generally supports replacement facilities at EKA and DN, not expansion.

Education Master Plan:

- Goal 2: Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.
- Goal 8: Effectively respond to regional workforce needs through workforce training.

ACCJC Standard III.B.3:

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

**Theme 4: Update or replace existing facilities over net expansion.**

Education Master Plan:

- Goal 1: Provide accessible, affordable, high quality education

ACCJC Standard III.B.4:

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Theme 5: Remediate immediate life safety or ADA issues.**

- Wayfinding, accessible pathways, hallways, rooms
- Security features, locks, notification systems
- Correcting dangerous conditions

Education Master Plan:

- Goal 11 - Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.

ACCJC Standard III.B.1:

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.**

Education Master Plan:

- Goal 1 - Provide accessible, affordable, high quality education

ACCJC Standard III.B.4:

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.



## Facilities Overview

### Facility Data Summary

District owned and leased campuses total 367 acres comprised of 41 buildings with 925 rooms, 6,631 stations, and 382,284 assignable square feet of space. The Eureka, Garberville, and Klamath-Trinity, and Eureka Downtown campuses consist of 359,160 assignable square feet of facility space including 836 rooms, and 5,984 stations. The Del Norte Center consists of 11 buildings with 89 rooms, 647 stations, and 23,124 assignable square feet of facility space.

### Campus Locations

Following is a list of the acreage of every land unit owned by the District and the College as of July 1, 2017 as well as locations where the College provides instructional learning opportunities for students:

The **Eureka Campus** is located at 7351 Tompkins Hill Road, on a 268 acre site located south of the City of Eureka, directly east of the Humboldt Bay National Wildlife Refuge and north of the City of Loleta. The campus includes residence halls, a library, student center, bookstore, art gallery, outdoor firing range, Child Development Center, learning resource center, classrooms, and laboratories.

The **Eureka Downtown** site at 525 D Street includes classrooms and support services primarily for community education programs.

The **Eureka Adult Education** site is at 310 3rd Street, Suite C in Eureka and includes office space for adult education programs. **Eureka Adult Education** also leases a classroom at 333 Sixth Street in Eureka. This classroom contains a computer lab and is used for lecture and computer lab adult education classes.

The **Shively Farm** site at 409 Shively Flat Road is a 38 acre working organic farm with plants and livestock. It is located in a remote location approximately thirty miles south of the Eureka Campus.

The **Del Norte Educational Center** is located at 883 West Washington Boulevard in Crescent City, on a 35 acre site about 20 miles south of the Oregon border. The campus includes a library, student breakroom, classrooms, and a science laboratory with cadaver room newly constructed during 2017.

The **Klamath-Trinity** site is located at 65 Orchard Street in Hoopa, on property owned by the Hoopa Tribe. The campus includes classrooms and support services.

Classes are also offered at **Pelican Bay State Prison** in classrooms owned and managed by the California Department of Corrections. Other learning opportunities are also provided through agreements with local K-12 schools and online.

## Building Use and Condition

At least annually, College personnel visually inspect campus facilities to identify hazards, barriers to access, potential public safety issues, and maintenance needs. *Appendix H* shows both the building inspection schedule and the checklist used for inspection. Results of the inspection are reported to the Life Safety Committee. While critical maintenance has been performed on the College's facilities, tight budgets have not allowed all desired renovations to be completed. Some buildings have been completely replaced due to seismic hazards present in an old building. This has led to situations where a new facility may be located next to an aging building. The Deferred Maintenance schedule documents the variable levels of maintenance need across the campuses.

## Special Considerations

### **Seismic Issues**

The *Alquist-Priolo Earthquake Fault Zoning Act* was passed in 1972 to mitigate the hazard of surface faulting to structures for human occupancy. This state law was a direct result of the 1971 San Fernando Earthquake, which was associated with extensive surface fault ruptures that damaged numerous homes, commercial buildings, and other structures. See *Appendix F* for more information. The Eureka Campus is located in an Alquist Priolo Special Studies Act Zone. The Act language and California state law state that no school building may be built on or within 50 feet of an active earthquake fault. An ongoing seismic hazard investigation has located active fault traces across the campus.

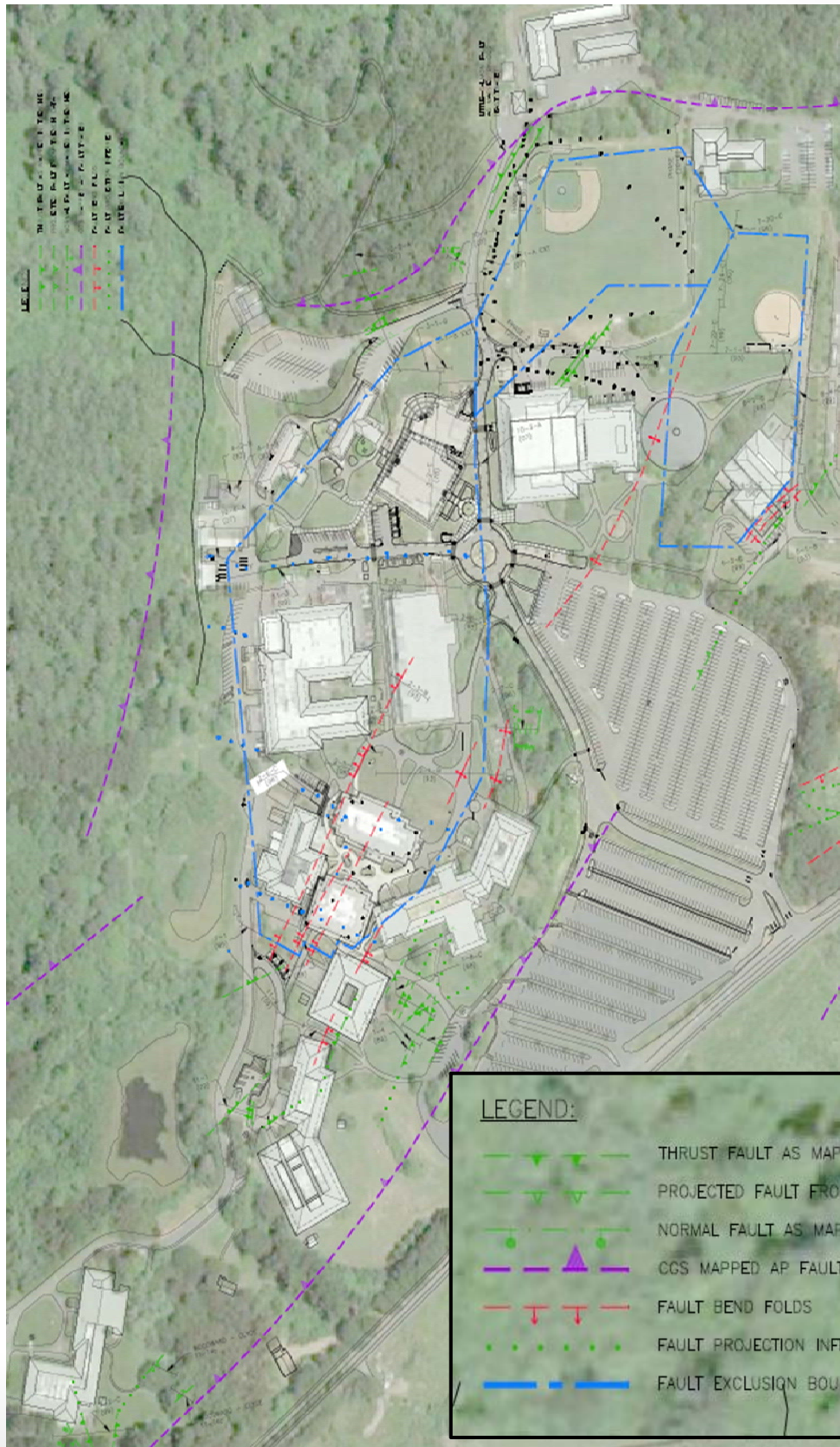
Another state law, the *Seismic Hazards Mapping Act* (1990), addresses non-surface fault rupture earthquake hazards, including liquefaction and seismically induced landslides. Geotechnical studies have identified liquefaction as a problem in certain areas of campus as well. Soil liquefaction refers to the process by which water-saturated, unconsolidated sediments are transformed into a substance that acts like a liquid, often in an earthquake. By undermining the foundations and base courses of infrastructure, liquefaction can cause serious damage.

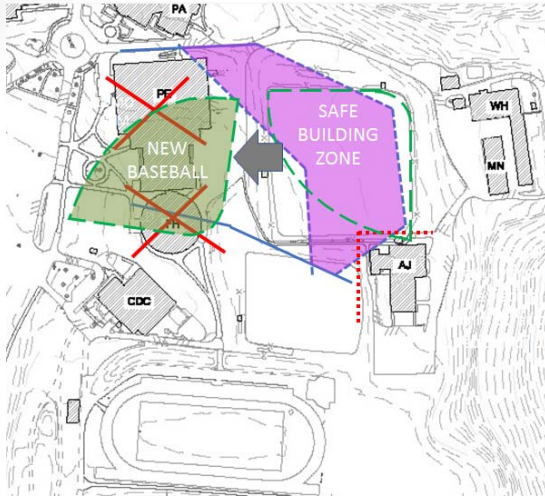
Facilities are also subject to the *Field Act*. Originally passed in 1933, the Field Act mandates earthquake-resistant construction for schools in California. This is codified in Education Code §17280-17317 and §81130-81149.

The Eureka campus has completed extensive seismic testing on most of the campus. The results of these seismic studies have supported complete building replacements, resulting in a new Student Services/Administration building, Library/Learning Resource Center, Sciences building, and a Humanities building. In 2017, the existing Physical Education complex and Fieldhouse and the Creative Arts building were approved for complete replacement due to seismic deficiencies. Because much of the Eureka campus property is not suitable for school buildings due to seismic deficiencies and utility right-of-ways, there is very little cleared space for additional new buildings without purchasing new land.



## Identified Faults as of 2018





As a result of geological testing, “safe building zones” approved by the California Geological Survey are extremely limited on the campus. In the case of the new Creative Arts building, for example, the space available is an unusual shape and location as shown in the drawing to the left.

### **Tsunami Hazard Zone**

A portion of the Eureka campus is located in a tsunami hazard zone. The lower parking lots and certain waste water treatment facilities are in the tsunami zone. However, classrooms and offices are located above the tsunami zone. Entering the campus from Tompkins Hill Road, it is visually apparent that the lower parking lots are at or near sea level, whereas the rest of the campus is located higher on the side of a hill.

### **Vacated Buildings**

At the Eureka campus, five buildings have been replaced due to seismic deficiencies where the non-compliant building was not demolished and continues to stand on campus. These buildings have been named Redwoods Business Complex A, B, C, D, and E. As of December 2018, RBC-A and RBC-B are predominantly leased to a tenant and are partially utilized by the college for non-instructional purposes, while RBC-C, RBC-D, and RBC-E sit completely vacant.

### **Rural Issues**

The District and the College are located in a rural area of far northern California. There are no interstate highways in close proximity to any of the College’s campuses. The region is subject to failure of important roadways, for example, extended closures of the east-west state highway 299 and the constant slides and road failures to the north-south state highway 101 between Eureka-Crescent City and Eureka-San Francisco.

The region also has severe impairments relative to wide area network availability and internet access, in particular at the Klamath-Trinity site. This technology restriction is so severe as to limit the College’s ability to offer live, interactive Telepresence classes between Eureka, Del Norte, and Hoopa. Although the College is serviced by two gigabit trunk lines to Eureka, both lines travel the same physical path in Humboldt County. This means that the College does not enjoy a truly redundant network connection for its main CENIC trunk line from Eureka to Oakland until the trunk lines exit Humboldt County. This has resulted in several multiple-day interruptions in internet

connections to off-campus sites in recent years, with negative impact on both administrative functions and instruction.

The Eureka campus is located on the side of a hill. This terrain presents some unique challenges. Cell phone service is either unavailable or the signal strength is low. The terrain is subject to water drainage issues as water travels down the hill. The presence of large trees above and around buildings creates hazards and trees must be inspected regularly and removed promptly when damaged or diseased. Wildlife such as deer traverse the campus regularly, and occasionally, a mountain lion or other predator has been sighted in the area.

Both the Del Norte Educational Center and the Klamath-Trinity site are located in small, rural towns and are subject to a lack of available services and difficulties in bringing services to these locations. There are several very old modular buildings, some dating back to a 1964 manufacture date, that are in need of replacing.

## Overall Recommendations

This Facilities Master Plan proposes the following major projects to be initiated and completed over the ten year life of this plan. A focus on capital projects to remediate, repair, and update existing facilities is recommended over expansion. Each proposal is supported by the three strongest links to the Education Master Plan and Accreditation Standards. While each of these proposals may be linked to some extent to all of the Education Master Plan goals and all of the Accreditation Standards, limiting to three linkages helps to focus attention to the strongest links.

Input gathered from constituent forums held during 2017 is listed in Appendix C. In addition to specific needs, comments included general design considerations such as problems with existing buildings which lack windows that can be opened, and poor HVAC systems where one room is too warm and another is too cold. Large overhangs covering the wraparound walkways of existing buildings are a big plus due to the area's rainy climate, making covered walkways and outdoor spaces with tables and chairs desirable.

However, all existing projects receiving State funding have been approved as Category A-3 projects. As such, they are required by the State Chancellor's office and the State Department of Finance to meet a "Like for Like" standard, and to do so using the lowest-cost option. "Like for Like" allows replacement of existing space with the same amount of Gross Square Footage (GSF) and Assignable Square Footage (ASF) as in the building being replaced. TOP codes and CSS codes for space allocations must remain the same as in the original facility. For example, if 12,000 sq. ft. was designated as lab space in the original building, the new facility will have 12,000 sq. ft. of lab space; that footage cannot be reassigned to lecture or offices. All state-funded projects must be designed and engineered to provide maximum value.

Additional feedback relating to use of outdoor resources, received during the constituent review process in 2019, has been included in Appendix D.

**Projects listed below with an \* following their name are not currently funded or approved.**

Suggested sources of funds for these projects are listed, and include local and state capital outlay funding, as well as various other sources such as college Auxiliary accounts, restricted (categorical) funds, grants, and fees.

## Eureka Campus

### Existing Conditions

The Student Services/Administration, Science, and Humanities buildings were constructed and went into service between 2010-14. The Child Development Center is also relatively new, while the Library/Learning Resource Center opened in 2002. Older buildings that continue in use include a maintenance building, facilities used as a greenhouse, the waste water treatment facility, residence halls, and two older modular buildings occupied by Fortuna Union High School's Academy of the Redwoods through a memorandum of understanding with the College. Several of these facilities are discussed in greater detail below.

Funds from the District's bond measure Q/B (passed in 2004) have been used to augment state capital projects and to complete additional projects. These projects upgraded parking lots, walking paths, campus technology infrastructure, classrooms, and labs.

As of Jan. 2019, the replacement Physical Education Complex and Fieldhouse are awaiting state capital outlay funds, and a new Creative Arts building has been approved for state funding. While original plans included seismic and code upgrades to the Student Resource Center building as part of the Utility Infrastructure and Seismic Strengthening state capital outlay project described below, the building was removed from that project due to scheduling and recently uncovered seismic issues. An IPP will be submitted in 2019 for a remodeled Student Resource Center building.

The campus has unimproved land but much of the property has seismic hazards present (see "Special Conditions" below). Very little remaining land has been geologically cleared for construction. As a result, potential new construction beyond what is already planned might require the purchase of additional property.

The Eureka campus is served by PGE for electricity and natural gas transmission service, with gas purchased through a joint powers authority, and Humboldt Community Services District for drinking water. Electrical power service is provided by a PG&E high voltage line from Eureka. The District operates a waste water treatment facility that is scheduled to be decommissioned during 2019 with a replacement leech field to avoid continued discharge into a public body of water.

Telecommunications service is provided by Corporation for Education Network Initiatives in California (CENIC), for most of the college. The local cable internet provider, Suddenlink, services the residence halls and the Student Resource Center. Wireless connectivity campus-wide is also provided via Suddenlink.

Because the campus is located on the rising side of a hill, cell phone service is either unavailable or the signal strength is low. Wi-fi nodes have been deployed across the campus, but complete wifi service is not available yet. Areas without service include parking lots, areas between buildings and some buildings still have dead spots. Building mounted cell signal boosters were purchased in 2017 for the Student Services & Administration, Humanities, Science, and Creative Arts buildings, although installation is still pending. Although the College is supplied by two distinct one gigabit network trunk lines from CENIC, both lines transit through Humboldt County on an identical path with the result that redundant service is only achieved outside Humboldt County (for example, once they reach the Bay Area.) The residence halls and the student union receive commercial internet service through the local cable internet provider. Due to utilization concerns, more internet throughput is needed.

The campus is located in an unincorporated area between the City of Eureka and the City of Fortuna. Fire protection is provided through a District signed memorandum of understanding with the Humboldt Bay Fire District. Primary law enforcement is provided by the Humboldt County Sheriff's Office.

## Projects

### **Utility Infrastructure Replacement and Seismic Strengthening (UIR-SS)**

**STATUS:** In-Process or Approved as of Jan. 2019

**FUNDING:** State Capital Outlay

#### **OVERVIEW:**

This project is comprised of eight major projects, all occurring at the Eureka campus. (A ninth project, the retrofit of the Student Resource Center, was removed in 2018 when it was determined that the work required would be “out of scope” for this project.)

<b>Project Name</b>	<b>Approximate Cost Estimate</b>	<b>Sent to DSA</b>	<b>Final DSA Approval</b>
Wastewater Treatment and Disposal System	\$3,316,609	Apr 22, 2016	Sep 21, 2016
Water Tanks and Transmission Main	\$4,261,549	Apr 7, 2016	Pending
Building Infrastructure and Site Utilities	\$4,814,549	Nov 21, 2016	Pending
IT Server Room	\$294,729	Dec 23, 2016	Mar 21, 2017
Campus Cabling	\$601,284	Jan 27, 2017	April 18, 2017
Campus Fire Alarm System	\$770,668	Apr 2016	Jun 1, 2016
Campus Energy Management System	\$845,343	Dec 8, 2016	Feb 21, 2017
Applied Technology Building Retrofit	\$5,269,896	Mar 2016	Mar 14, 2017

On April 10, 2017, the Department of Finance and the State Public Works Board approved an augmentation to the working drawings phase of the project, which had been requested due to adverse seismic testing results on the proposed replacement water tanks. The water tanks are located on the hill above the Eureka campus, but that area was found to be seismically active. District leadership also requested an additional funding augmentation for the construction phase to cover additional costs related to the relocated water tanks, for additional plumbing, electric pumps, and a backup generator. The total augmentation of \$3.6 million, split between the working drawings and construction phases, would have brought the total project budget to approximately \$40.1 million.

The project was scaled back in order to meet the original language approved by the state, and certain parts of the project were removed to be addressed separately. Final bids were received in January 2019. The resulting bid for \$27,920,000 included the necessary work on the water tanks, and the augmentation monies were not needed. Funds for the construction phase were released in Feb. 2019 and are not reflected in the figures shown in this section.

The three strongest links to Education Master Plan and Accreditation Standards:



1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. EMP Goal 12 - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.
3. EMP Goal 1 - Provide accessible, affordable, high quality education.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

<b>UIR Budget</b>	<b>JCAF 32</b>	<b>DF14D</b>	
<b>State Capital Outlay</b>	<b>Original Bgt</b>	<b>Augment</b>	<b>Current Bgt</b>
Preliminary Plans	2,062,668		2,062,668
Working Drawings	1,349,287	341,000	1,690,287
Construction	29,740,000	3,259,000	32,999,000
Contingency	1,487,000		1,487,000
Architect/Engineer Oversight	595,000		595,000
Tests/Inspections	639,000		639,000
Construction Management	685,000		685,000
<b>Total UIR Project Budget</b>	<b>36,557,955</b>	<b>3,600,000</b>	<b>40,157,955</b>
Billings to Date			3,489,441
Available Budget			<b>36,668,514</b>

## Creative Arts Replacement Project

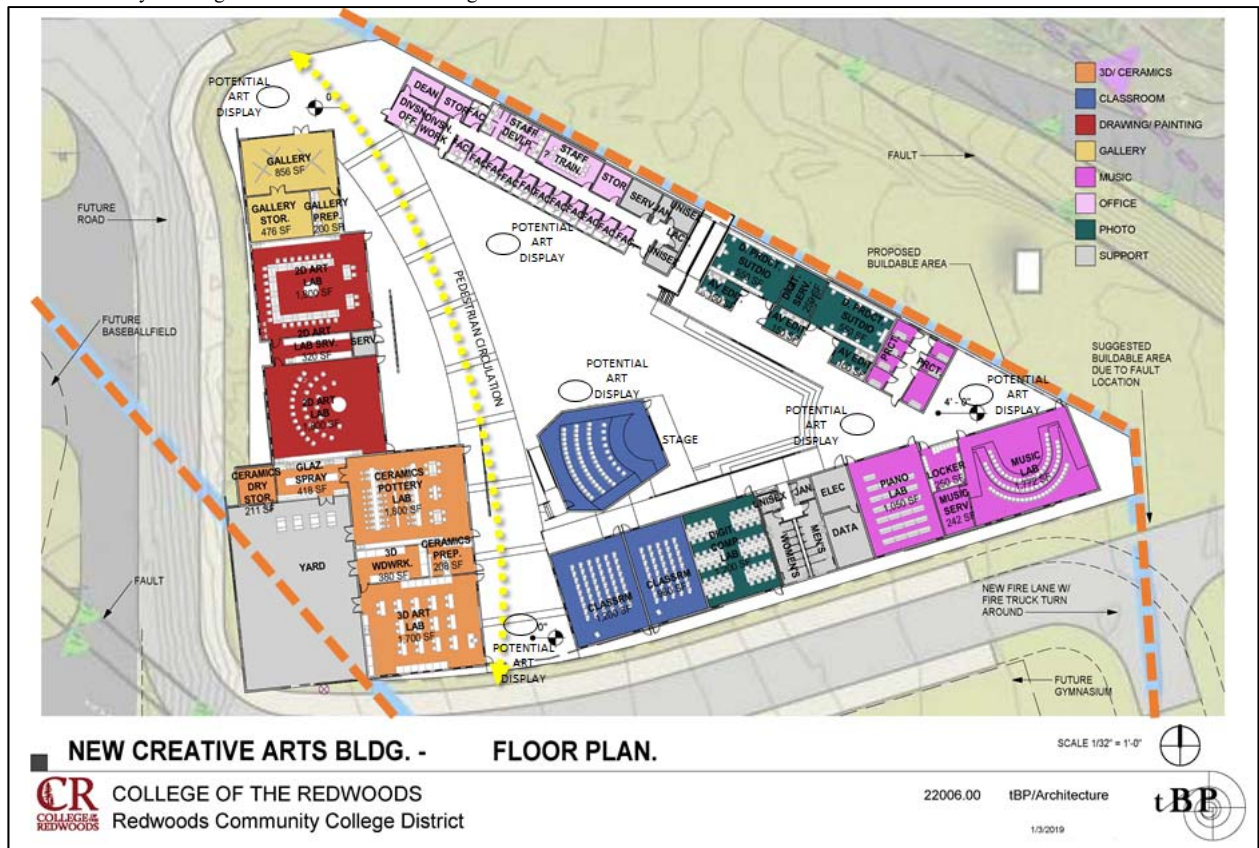
**STATUS:** In-Process or Approved as of Jan. 2019

**FUNDING:** State Capital Outlay

### OVERVIEW:

This \$18.6 million project will replace the entire existing Creative Arts building due to seismic concerns. Roughly \$16 million will be available for construction. The replacement building will be located near the new physical education building on the location of the existing baseball and softball fields. Once occupied, the existing building will be demolished as part of this state capital outlay project.

Preliminary drawing – new Creative Arts building. Jan. 2019



To maximize ADA accessibility, the facility will be single story. There are several needs to be addressed. The building needs larger classrooms including required ADA desks. Flexible space is needed, with ceiling mounted fire safety, HVAC, lighting controls, etc. Also, as with all new construction, technology and custodial closets will need to be designed to meet current construction codes and other regulations. New state laws require that classrooms have doors that can be locked from the inside, and locking mechanisms are being selected that can easily be converted in the future to electronic, remote-controlled locks for greater security.

Input from college constituencies was gathered both in the general focus sessions on the overall college Facilities Plan and in specific meetings with faculty in the Creative Arts division. General



considerations that have been incorporated in the plans that are being sent forward to the State DSA for approval include covered walkways to provide protection from the local weather, opportunities for art display, wood siding and plenty of natural light for the art classrooms.

This project has been submitted as a “Drop and replace” project, which means that demolition of the existing Creative Arts facility is included in the scope.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. EMP Goal 4 - Promote and encourage a learning community among students, faculty, and staff.
3. EMP Goal 12 - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

Description	State Funds
Land Acquisition	\$0
Preliminary Plans	\$971,000
Working Drawings	\$748,000
Construction Funding	\$16,836,000
Total	\$18,555,000

Project Details - Internet Explorer  
<http://fusion.deltacollege.edu/code/planning/project/main.asp?id=3789>

### Art Building Drop and Replace

Project Details Edit Revert To IPP Prep. Delete

Campus: College Of The Redwoods CFIS #: 40.42.XXX

Project Title: Art Building Drop and Replace Building No: 2 - CREATIVE ARTS

Occupy Date: 2020/2021

Project Type: Replacement

Project Category: A3

CCI Index: 6108

Project Description: This project proposes to construct a new 20,26 ASF Art building. The existing Art building was found to have faults directly beneath the building. This project would allow the construction of a new building to replace the existing building. It would be constructed away from all known faults. Without this project, the District faces the distinct possibility of a catastrophic disaster with both loss of facilities and life. The existing Art building could not withstand the seismic forces predicted. The facilities master plan will show that the College will be relocating several other buildings that have these underlying faults to a safer space on the campus so continued education can continue and possible loss of life can be mitigated. The Redwoods Community College District resides in an area that is economically challenged. Unlike many areas if the State that are growing, our area is barely maintaining.

Status: FPP-Preparing

Project Phase Distribution of Space Score Forms Reports

Project Phase	Funding Date	State Funds Requested	Non State Funds	Project Cost
Land Acquisition				
Preliminary Plans	2020/2021	\$971,000	\$0	\$971,000
Working Drawings	2020/2021	\$748,000	\$0	\$748,000
Construction Funding	2022/2023	\$16,836,000	\$0	\$16,836,000
Equipment				
<b>Total:</b>		<b>\$18,555,000</b>	<b>\$0</b>	<b>\$18,555,000</b>

JCAF 32:

## Physical Education Replacement Project

**STATUS:** In-Process or Approved as of Jan. 2019

**FUNDING:** State Capital Outlay

### OVERVIEW:

This \$60 million project will replace the existing physical education complex with a new facility at the location of the existing baseball and softball fields. The existing fieldhouse will be also be replaced with a new building including a press box and bleachers at the site of the current stadium bleachers. Once the new facilities are occupied, the existing PE complex and fieldhouse will be demolished to build replacement baseball and softball fields.

To maximize ADA accessibility, the new facility will be single story. There are several needs to be addressed. The building needs larger classrooms to accommodate 50 student desks including required ADA desks using the College's desk furniture. Flexible space needs to be designed with ceiling mounted fire safety, HVAC, lighting controls, etc. that allow for a large open space or for walls to be installed at some point as needed. Certain programs may need space in the new facility or the new Creative Arts facility, including Academy of the Redwoods, Public Safety, Information Systems, Institutional Research, Associated Students of CR (ASCR), and others. Also, larger

technology closets will be needed in this facility and larger custodial spaces due to the higher level of custodial services required.

Constituent feedback noted support for swimming pools, although a large Olympic size pool may not be the best option. Smaller above ground pools for adaptive PE classes, swimming lessons, and lap swim with an infinity pool may better align with Education Master Plan Goals and will need further study. Constituents also requested exercise and weight lifting spaces, as well as an indoor running track that could accommodate PE programs and provide a workout facility for faculty, staff, students, and the public. Support was also strong for a multipurpose indoor practice facility to allow teams to practice during rainy periods. High quality, energy efficient showers and locker rooms are needed. A cluster of faculty and staff offices and small group meeting and study rooms will help support Education Master Plan goals. A good balance is desired between an open PE facility with windows and natural lighting and a safe and secure facility relative to criminal threats. A student computer lab was suggested.

Constituents also noted problems with existing buildings that lack windows that can be opened and poor HVAC systems where one room is too warm and another is too cold. Therefore, windows that open and a highly efficient HVAC system will be priorities. Constituents noted that the large overhang that covers the wraparound walkway at the existing PE Building is a big plus due to the area's rainy climate. Therefore, covered walkways and an outdoor space with tables and chairs would be desired.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. EMP Goal 10 - Serve as a hub of cultural, social, and economic activities.
3. EMP Goal 12 - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

Description	State Funds
Land Acquisition	\$435,000
Preliminary Plans	\$1,793,000
Working Drawings	\$1,615,000
Construction Funding	\$38,873,000
Total	\$42,748,000

Project Details - Internet Explorer  
http://fusion.deltacollege.edu/code/planning/project/main.asp?id=3790

### Phys Ed Replace Existing

Project Details

Campus: College Of The Redwoods  
Project Title: Phys Ed Replace Existing  
Occupy Date: 2019/2020  
Project Type: Replacement  
Project Category: A3  
CCI Index: 6108

CFIS #: 40.42.XXX  
Building No: 38 - PHYSICAL EDUCATION

Project Description: This project proposes to construct a new 39,246 GGSF Physical Education building. The existing Physical Education building was found to have faults directly beneath the building. This project would allow the construction of a new building to replace the existing building. It would be constructed on a site cleared by DGS away from all known faults. Without this project, the District faces the distinct possibility of a catastrophic disaster with both loss of facilities and life. The existing Physical Education building is not constructed to withstand the vertical or lateral ground acceleration expected in a typical seismic event at it's current location. The facilities master plan will show that the College will be relocating several other buildings that have these underlying faults to a safer space on the campus so education can continue and possible loss of life can be mitigated. The Redwoods Community College District resides in an area that is economically challenged. Unlike many areas if the State that are growing, our area is barely maintaining. The proposition that the District would be

Status: FPP-Preparing

Project Phase: Distribution of Space | Score | Forms | Reports

	Funding Date	State Funds Requested	Non State Funds	Project Cost
Land Acquisition	2017/2018	\$435,000	\$0	\$435,000
Preliminary Plans	2017/2018	\$1,793,000	\$0	\$1,793,000
Working Drawings	2017/2018	\$1,615,000	\$0	\$1,615,000
Construction Funding	2018/2019	\$38,873,000	\$0	\$38,873,000
Equipment	2019/2020	\$32,000	\$0	\$32,000
<b>Total:</b>		<b>\$42,748,000</b>	<b>\$0</b>	<b>\$42,748,000</b>

JCAF 32

## PE Fields Upgrade

**STATUS:** In-Process or Approved as of Jan. 2019

**FUNDING:** Local Capital Outlay; State Capital Outlay

### OVERVIEW:

Some upgrades have been accomplished including the addition of a sand volleyball court and a new scoreboard which was installed on the football and soccer field. The tennis courts were resurfaced and eight courts were striped for pickleball, a fast-growing new outdoor sport. A sand volleyball court was built adjacent to the tennis courts and both the sand volleyball and the tennis/pickleball courts received new energy efficient LED lighting. Additional funding resulting from an insurance claim for damage to the track allowed the track to be resurfaced.

However, the condition of the stadium field is still problematic and is currently being addressed on a temporary basis with field turf products and annual aeration. Full rehabilitation of the stadium field, including proper drainage and resurfacing with natural turf, is included in the plans for this project but has not yet been completed. In addition, requests from the community have asked that the new pickleball courts be moved indoors to allow use year-round.

Planned actions:

The college is studying various options for providing year-round access to the pickleball courts including converting the current facility to an indoor space in order to determine how to best meet this need in a cost-effective manner.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. EMP Goal 10 - Serve as a hub of cultural, social, and economic activities.
3. EMP Goal 12 - A Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

## **Marquees and Signage**

**STATUS:** In-Process or Approved as of Jan. 2019

**FUNDING:** Local Funds

### **OVERVIEW:**

Current signage at the Eureka campus is in need of significant updating, both to reflect changes in the location of programs and services and to enhance the college's safety and appearance. A single static sign at the north entrance to the main parking lot allows changeable announcements with moveable letters, which require staff to physically change announcements on a weekly basis. Campus roads have been named to facilitate providing directions to emergency responders, and directional signage is in the process of being updated. The new signs are attractive and durable, and can be easily updated as needed to reflect future changes.

#### Planned Actions:

The Eureka north entrance will get a new static sign while the main entrance will get a digital marquee. This will enhance the College's ability to advise students of emergency situations on campus.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – III.B.1 The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. Goal 3 A Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.
3. Goal 2 C Serve as a hub of cultural, social, and economic activities.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 5: Remediate immediate life safety or ADA issues.

#### **Academy of the Redwoods Facility\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** State or local capital funds; School district funds; Federal funding

**ESTIMATED COST:** unknown, due to the possibility of using unoccupied campus facilities.

#### **OVERVIEW:**

Academy of the Redwoods (AR) is an “early college high school” operated by the Fortuna Union High School District on the College's Eureka campus. The program serves approximately 200 high school students per year with about 10 full-time staff, and AR students contribute approximately 2% of the College's total FTES each year.

The current facilities used by Academy of the Redwoods include two aging modular buildings which have been “grandparented” relative to current building codes and ADA requirements. They do not meet current ADA requirements, building codes, or energy regulations. One of the buildings, which contains both classroom and faculty offices as well as other facilities used by the program, is in critical condition with a roof in failing condition and extensive dry rot leading to an assessment that further repairs are not cost-effective. Additional significant issues lack of automatic fire alarms and fire mains servicing the building, the use of ceiling-mounted gas heaters which lack air exchangers, and the fact that the nearest ADA-compliant restroom is over 700 feet away in the Student Services/Administration building.

Alternative facilities will be needed during the period covered by this Facilities Master Plan. Based on assessment by AR staff, the program needs classrooms, faculty and staff offices, small group meeting and study spaces, storage space, and space for an industrial freezer to meet Federal

mandates for the school lunch program for students. To meet the educational needs of the high school students, the program needs access to both a biology and a chemistry lab classroom for at least one period each day. While it would be ideal for administrative and support functions to be located in a defined physical area to promote access and program “presence”, classroom spaces can be distributed across the campus and time-shared with college uses.

#### Planned Actions:

Possible solutions include replacement with new facilities or identification of space in another building. When the modular was placed in its present location, no soil studies were conducted. As of the date of writing, there remain two possible spaces on campus that have been cleared for new construction as geologically stable. Further study is necessary. Funding will have to be identified and secured.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. Supports Mission, Vision, Student Learning – Standard III.B.2  
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
3. EMP Goal 9: Effectively partner with community stakeholders to respond to the needs of the community.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

### **Administration of Justice Building Renovations\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Local capital funds

**ESTIMATED COST:** \$8 million

#### **OVERVIEW:**

The existing Administration of Justice building is “grandparented” relative to current building codes and ADA requirements. It does not meet current ADA requirements or building codes. While this building is not required to meet those standards fully due to its age, maintaining facilities that are in full compliance with building codes and ADA requirements supports continuous compliance with

Accreditation Standard IIIB. The theater style classrooms are very old and worn and in need of updating. Windows and doors need replacing for energy efficiency and to reduce noise. Upgraded electrical service, renovated restrooms and pathways, and new data cable pulls are needed to bring the facility up to current codes and ADA requirements.

Planned Action:

No action is planned at this time.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. Reinforces Operational Efficiency – Standard III.B.4  
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
3. EMP Goal 12: Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

### **Applied Technology Building Updates\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Categorical funds; local capital funds

**ESTIMATED COST:** \$5 million

#### **OVERVIEW:**

The Applied Technology (AT) building houses career education programs including Automotive Technology, Welding, Manufacturing, Construction Technology, Forestry, Nursing, and Health Occupations, as well as the college Printing Services and Graphic Design department.

The development and growth of career educational programs depends on access to current technology. However, AT is one of the few remaining original buildings on campus, and as such was not built with modern technological infrastructure and instructional technology in mind. Access to data is significantly limited throughout the building, and wireless connectivity is very poor. Contemporary automotive, manufacturing, welding, and construction equipment all place much heavier demands on the electrical infrastructure of the building than it was designed to meet.



Certain areas are not configured to efficiently meet the needs of the academic programs housed in the building - Nursing needs updated simulation rooms, Manufacturing Technology has equipment close together which creates a crowded space, and Welding needs more space for student projects and materials storage out of inclement weather. The development of new academic programs such as Tiny House Construction, intended to meet the needs of the local community, will also place demands on the existing space. Many of the programs housed in this building need space for storage and use of heavy equipment, as evidenced by numerous resource requests submitted through the Program Review process.

Numerous areas of the AT building have had problems with leaks in the roof, which poses significant issues for a building with a large amount of electrical and electronic equipment. While the building is deemed to be safe for use, staff and faculty have also expressed concern about the presence of asbestos and lead paint due to the age of the facility.

Planned Action:

- The AT building will receive updates to fire and HVAC systems under the UIR-SS project (approved and in process as of 2019). However, while the project will improve data delivery to the building's data closets, it does not directly address the data needs of classrooms.
- Additional study and planning will be necessary to determine how best to meet the needs of the academic programs and services in the AT building.

Three strongest links to Education Master Plan and Accreditation Standards:

1. EMP Goal 2: Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.
2. EMP Goal 5: Strive to eliminate achievement gaps across student groups.
3. EMP Goal 12: Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.

**Demolition and/or Repurposing of Unused Facilities\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** State Capital Outlay; Local capital funds

**ESTIMATED COST:** \$7.5 million

**OVERVIEW:**

There are five buildings in the Redwoods Business Complex that not suitable for use as school buildings. With the pending vacancy of the Academy of the Redwoods office modular, a sixth building will need to be demolished.

The buildings are near end-of-life and would require significant capital to continue as rental space. In particular all of the HVAC units are past end-of-life and will need to be replaced. None of the buildings are currently ADA compliant, and they all have older fire alarms systems that need to be corrected. At some point, it is likely that any rent collected will be needed entirely to support necessary repairs on the buildings and may not be sufficient to cover the expense of those repairs. At that point, the buildings could become a significant cash drag on the District.

Vacant buildings present an attractive nuisance and increase the District's exposure to potential liability claims. Eliminating the risk of a material financial loss from these facilities supports Accreditation Standard IID and Eligibility Requirement 18.

RBC-C, also referred to as the "Old Library", has been determined to be unusable based on the cost of remediation for asbestos and other environmental contaminants. A second building, the "Old Life Sciences", has been determined to have several types of mold present throughout the building, and is currently closed.

#### Planned Action:

An historical review process is being conducted on RBC-C (the "Old Library"). When complete, a new CEQUA will be written and a permit to demolish the building will be sought from the County. Community forums were held in Fall 2018 to discuss potential uses for RBC-D and RBC-E (the "Old Life Sciences" and "Old Physical Sciences" buildings), and a project management firm has been engaged to review options for the facilities. A recommendation with regard to these facilities is expected to go to the Board of Trustees by July, 2019. Funding will need to be sought for any work on these facilities, including demolition.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Reinforces Operational Efficiency – Standard III.B.4  
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
2. EMP Goal 13: Employ clear and transparent processes for core operations and decision-making.
3. Maintains Fiscal Stability - Standard III.D.9.  
The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.

- Theme 5: Remediate immediate life safety or ADA issues.

### **District Wide Technology Upgrades\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Local capital funds; restricted funds; student tech fees

**ESTIMATED COST:** \$5 million

#### **OVERVIEW:**

While much of the college technology network has been upgraded as of 2019, including VOIP telephones, classroom announcement units, Cisco Telepresence interactive classrooms, and wifi upgrades, much work remains. The Educational mission will rely more on technology over the next 10 years. Wifi coverage needs to be expanded to parking lots and to areas of buildings with weak signal strength.

Existing building network equipment closets are often too small and are not properly cooled. Modern classrooms with infrastructure to support Telepresence are needed in more buildings. Microcomputer upgrades are needed each year to keep the computer labs and other areas supplied with current technology. A district wide solution for an energy management system will be implemented under the UIR-SS project. District wide technology upgrades will be more fully addressed in the Technology Master Plan.

To accommodate emerging trends, technology packages will be needed in small group meeting and study spaces to facilitate collaboration. Wifi, clustered computers, large wall displays, and related technology upgrades will be needed to maximize the utility of the small group meeting and study spaces. Also, some rooms will need cameras and testing equipment to allow students to take tests in a quiet and controlled environment.

#### Planned Actions:

- Include planning for appropriate data access points and data distribution networks in all new construction and renovation projects.
- Update the College's Technology Master Plan to include District-wide technology upgrades.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports Mission, Vision, Student Learning – Standard III.B.2  
The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.
2. EMP Goal 12: Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.
3. EMP Goal 2: Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

### **Library/LRC Remodel\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Local capital funds

**ESTIMATED COST:** \$3-10 million

#### **OVERVIEW:**

The current LRC was completed in 2002. Originally designed to house the Library, the Academic Support Center (ASC), the Writing Center, and the Distance Education program, it now holds a number of additional programs such as EOPS and the Multicultural and Diversity Center, with space requirements that are not well-served by the original design of the facility. There is a need for major roof repair, improved insulation and sound reduction, and updated classrooms; the flooring is near end of life; and the original building design does not provide adequate security for instructional equipment and other materials.

At the time it was built, the LRC was designed to accommodate a mezzanine, as well as an elevator, which were never completed. In addition, it possesses a basement that is currently used for storage. The building meets the seismic safety standards addressed under “Special Considerations” in this plan. While these features might allow future expansion of the LRC’s footage, no planning has been done yet to determine the feasibility of such work.

However, reconfiguration of the existing square footage available on the main floor of the building could provide more usable space for the programs sharing the facility without such expansion. Needs which have been identified for several of the programs sharing the LRC include additional FERPA-compliant office space for counseling and advising in EOPS; more space for small group instruction and tutoring as well as for student collaboration; and additional space to offer accommodated testing for students with learning disabilities.

An interior wall dividing the Library from the ASC restricts the ability to re-allocate space from the Library to other programs, although the need of the Library for space to house physical materials has lessened in recent years with the increase in electronic resources. Refocusing the Library to better leverage its online resources and to promote more collaborative group study is expected to improve student learning. Library usage statistics also show a need for more small group study areas and collaborative space to address the needs of students and faculty. Group study spaces will also need a technology package such as wifi, clustered computers, wall display, and related updates.

Planned Action:

An engineering study and architectural planning is necessary to determine the feasibility of renovation. Funding for such studies would need to be provided out of local capital funds.

The three strongest links to Education Master Plan and Accreditation Standards:

1. EMP Goal 4: Promote and encourage a learning community among students, faculty, and staff.
2. EMP Goal 2: Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.
3. EMP Goal 5: Strive to eliminate achievement gaps across student groups.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.

**Multicultural Center\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Local Capital funds

**OVERVIEW:**

The Multicultural and Diversity Center opened in the Learning Resource Center in Fall 2018. This location was intended to be temporary, and was required due to the remodeling of the Student Resource Center. The existing facility is already inadequate to meet the programming needs of the Multicultural Center, and a new location will need to be identified or constructed to provide adequate office, study, computer, and meeting space so that the Center can fulfill its purpose and provide the proper support to targeted student groups.

Planned Actions:

In Fall 2019, the Multicultural Center will move to a new location within the Learning Resource Center that will provide additional space for programming as well as office space and meeting space. Further assessment will need to be carried out to determine if this will adequately address the needs of the program.

The strongest links to Education Master Plan and Accreditation Standards:

- EMP Goal 4 - Promote and encourage a learning community among students, faculty, and staff.
- EMP Goal 7 - Engage and empower students, particularly those from underrepresented communities.
- EMP Goal 9 - Effectively partner with community stakeholders to respond to the needs of the community.
- EMP Goal 10 - Serve as a hub of cultural, social, and economic activities.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 4: Update or replace existing facilities over net expansion.

### **Parking Lot and Pathway Renovations\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Auxiliary funds; Parking fees

#### **OVERVIEW:**

Several parking lots across the District are worn and in need to resurfacing to reduce hazards. Improving the condition of parking and pathways can reduce hazards and reduce the amount of time spent by students in these areas which can improve student learning. Parking lot restriping is needed in some lots as well as lighting upgrades. Existing walking paths may require grading and upgrade to maintain ADA compliance and new pathways are required, for example behind the Student Resource Center where no pedestrian walkway currently exists. State funding for new construction includes ADA parking spaces. However, other parking and pathways are not funded by the State.

#### Planned Action:

The District should review use of the student parking fees to ensure that they are used in ways that best support the development and maintenance of campus parking lots. An assessment of parking needs and pedestrian traffic patterns should be conducted, and if necessary funds should be sought to improve vehicular and pedestrian traffic patterns.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. Reinforces Operational Efficiency – Standard III.B.4  
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
3. EMP Goal 12: Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

## **Residence Halls Renovation and/or Replacement\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Local capital funds, Auxiliary, Grants

**ESTIMATED COST:** \$15 million

### **OVERVIEW:**

The College is unusual in having Residence Halls on site for students. While the existing facilities are in need of extensive maintenance, they provide opportunities for the college to attract students from out of the area. In addition, with support from Auxiliary funds, the Residence Halls are a critical element in the College's development of a scholarship program that will provide food and housing support to a limited number of homeless students.

Maintenance needs identified for this facility include more small group meeting and study spaces; renovation of all second floor showers and bathrooms due to failure of drains resulting in water leaks, and additional renovation of first floor showers and restrooms; and upgrade and expansion of electrical service to rooms as students bring more items requiring electricity. The room heating system is comprised of old gas space heaters that are near end-of-life, and the college plans to replace them with hydronic heat registers in each room. Doors, windows and framing need to be replaced for energy efficiency and to reduce noise levels. Modernization and strengthening of buildings need to be completed, ADA pathway repairs are needed, and additional lighting for the main parking lot used by residence hall students needs to be installed.

#### Planned Actions:

It is possible that the existing residence halls could be upgraded to create rooms that are more conducive to study and collaboration which can improve student learning. However, given the extensive list of repairs noted above, it may prove more cost-effective to replace the existing buildings with new construction. State rules for capital outlay funds exclude residence halls from eligibility, so the most likely sources for funding are either local capital funds, auxiliary funds, or grants.

The three strongest links to Education Master Plan and Accreditation Standards:

1. EMP Goal 11 - Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.
2. EMP Goal 10 - Serve as a hub of cultural, social, and economic activities.
3. EMP Goal 7 - Engage and empower students, particularly those from underrepresented communities.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

## **Student Resource Center Renovations\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Local capital funds; State capital outlay; Student fees

**ESTIMATED COST:** \$8.68 million

### **OVERVIEW:**

The existing Student Resource Center is not configured to meet current and expected future student needs. In Fall 2017, the College was required to move several programs and services out of the west half of the Student Resource Center as it was determined not to meet the seismic safety requirements of the Field Act. Affected programs included the Multicultural and Diversity Center (MDC), the Veteran's Resource Center (VRC), the Bookstore, and the Cafeteria. Immediate action was taken to move the MDC and the VRC to different locations – the VRC relocated to a classroom on the ground floor of the Student Services and Administration building, while the MDC was relocated to a former classroom in the Learning Resource Center. (Both of these programs are addressed individually in this section.)

In Summer 2018 the bookstore was relocated to a space in the Learning Resource Center adjacent to the Library's circulation desk. The location is not ideal and is considerably smaller than the space it previously occupied. The bookstore is currently configured to maintain a large stock of textbooks, whereas the industry trend is to drop ship purchased books via two day delivery. Discussions are being held with constituent groups to determine the feasibility of contracting with a vendor to operate a "virtual bookstore" and what the facilities requirements for such a service would be. It is likely that some small physical presence on campus would still be required, however, and consolidation of that physical presence with the College's cafeteria could provide opportunities to reduce operating costs and increase sales.

The former location of the bookstore, which was in the portion of the Student Resource Center which still meets the Field Act, was converted to the new public portion of the cafeteria, with tables and seating for students. Because the cafeteria kitchen is still housed in the west half of the building, at present no students are allowed to work in the kitchen. This has had a direct impact on instruction, as students in the Culinary Arts program no longer have access to a commercial kitchen on campus.

While State capital funds are allowed in a Student Resource Center for the cafeteria portion of the building, the Utilities Infrastructure Replacement and Seismic Strengthening (UIR-SS) project was scheduled to bring the facilities up to code. Plans to include the renovation of the building as one of the projects in the UIR-SS were changed in Fall 2017 when it was discovered that much more work would be required to renovate the facility than anticipated, raising the probable cost of the project to a level that would invoke the Alquist-Priolo 50% threshold. The project was deemed "out of scope" for the UIR-SS.

### Planned Actions:



A completely new Student Resource Center is required to meet the needs of the college, both for services to students and for instructional space. The estimated cost of \$8.68 million makes this project eligible for State funding, even though it would normally be excluded under Title 5 of the Administrative Code.

An Initial Project Plan (IPP) is being developed for this building to address the needs that have been identified. These needs fall into two parts, Category A and Category C. Category A needs relate to life/safety issues, specifically to seismic strengthening, and should qualify for State capital outlay funding. However, any remaining needs will be classed as Category C, which significantly reduces the chance of state funding. Possible sources for the remaining funding include student fees and local capital funds.

Three strongest links to Education Master Plan and Accreditation Standards:

1. EMP Goal 4 - Promote and encourage a learning community among students, faculty, and staff.
2. EMP Goal 10 - Serve as a hub of cultural, social, and economic activities.
3. EMP Goal 11 - Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

### **Veterans Resource Center\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** State capital outlay

#### **OVERVIEW:**

The Veterans Resource Center (VRC) is currently located in the Student Services/Administration building, adjacent to DSPS and Enrollment Services. The college has a high number of veterans and the number is expected to grow, although currently the number of veterans attending CR is disproportionately low compared to the number living in the District. Because of this disparity, veterans have been identified as a target group of the Student Equity Plan. The VRC provides a dedicated space to network with other veterans and increased access to resources and services for veterans. However, as the number of veterans on campus increases, use of the VRC is expected to outstrip the current space.

#### Planned Action:

A plan has been discussed to provide space for the Veterans' Resource Center in the reconstructed Student Resource Center.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. EMP Goal 8 - Effectively respond to regional workforce needs through workforce training.
3. EMP Goal 12 - A Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.

## Eureka Downtown Instructional Site

### Existing Conditions

As of Fall 2018, the College leased three spaces in buildings located a few blocks apart. The D Street facility provided community education programs, which are typically funded from the tuition charged. The Sixth street facility contained a noncredit classroom, and the C Street facility housed adult education offices. The classrooms are not large enough to accommodate student demand, and the rooms are booked often. None of the facilities has a larger outside sign or marquee. Classrooms are located in a facility where other parts of the building are leased to others with no educational connection or sit vacant. As a result, there is no College of the Redwoods identity for this location. The D Street Community Education location has five dedicated parking spaces and leases an additional twenty parking spaces for students and staff. The C Street location has two dedicated parking spaces and is otherwise surrounded by pay parking with several city-owned lots within a four block radius. Also, the area has been subject to petty vandalism and vehicle break-ins. College leadership has considered options to better serve these students, and in Spring 2019 the Adult Education and Noncredit programs will be moving onto the main Eureka Campus. .

### Projects

#### **Relocate Adult Education to the Eureka Campus\***

**STATUS:** approved

**SUGGESTED SOURCE OF FUNDS:** AEP Categorical funds

**ESTIMATED COST:** \$50,000

#### **OVERVIEW:**

As of Dec. 2018, these programs leased two separate facilities in downtown Eureka for office and administrative space. Classes were held in a wide variety of locations, including the main campus as well as schools and locations throughout the District. The Community Education program generates revenue that can be used to pay rent and other costs, while Adult Education is primarily funded by the state.

#### Planned Action:

In Spring 2019, the Adult Education program – including noncredit instruction – will relocate from its current leased location in the Old Town section of Eureka to space in the Forum building on the Eureka campus. This will also allow the development of stronger connections between these programs and the College’s credit degrees and certificates, which could help to increase the number of community and adult education students transferring to a degree or certificate program. There will also be a savings of District resources due to efficiencies in the provision of IT services, tech support for the programs, and maintenance.

The three strongest links to Education Master Plan and Accreditation Standards:

1. EMP Goal 6: Engage in excellent communication, coordination, and collaboration across campuses.
2. EMP Goal 8: Effectively respond to regional workforce needs through workforce training.
3. EMP Goal 9: Effectively partner with community stakeholders to respond to the needs of the community.

Links to Facilities Master Plan Themes include:

- Theme 1: Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

# Shively Farm

## Existing Conditions

This working farm includes a large barn and storage facility and a small residence. The road to the farm is rugged, and sometimes it is difficult to pass. The facilities are in need of building code upgrades, seismic upgrades, and modernization in order to be usable for instruction. The farmhouse was recently painted inside and out, and also received new windows and some upgraded electrical components.

## Projects

### **Shively Farm Building Updates\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Grant funds; State capital outlay; Local capital funds

**ESTIMATED COST:** \$3 million

#### **OVERVIEW:**

The barn at this facility needs basic updates to electrical, roofing, life safety, etc., while the onsite house needs basic updates to modernize this living space. Overall, the Shively Farm needs technology updates, improved roads, space for students and faculty such as meeting space and group study spaces. ADA access is very limited at this facility and needs to be improved.

As of 2018, the Agriculture program is undergoing revitalization pursuant to AP 4021, which has resulted in a change of focus away from animal husbandry towards plants. This is likely to require additional changes to the facilities used to support the program during the duration of this plan.

#### Planned Action:

Further study is required, pending the results of the AP 4021 process.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. Reinforces Operational Efficiency – Standard III.B.4  
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
3. EMP Goal 12: Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.

- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

# Del Norte Educational Center

## Existing Conditions

Measure Q/B funds have been used to construct a new science laboratory with a cadaver room to replace an aging lab in the main building. An old lab will be upgraded to a dry lab. Classrooms have been updated as well. Campus technology infrastructure has been updated and interactive video Telepresence units have been deployed. Exterior lighting has been updated to LED lights. Local bond funds were used to purchase modular classrooms.

The Center is located within the city of Crescent City. This location is served by Pacific Power for electric service and a local provider refills propane tanks. Telecommunications currently consist of an AT&T T-1 trunk line for telephone and administrative data connectivity and the local cable internet provider, Charter-Spectrum, for student and commodity internet traffic. Water, sewer, fire, and protective services are provided by the city.

The modular buildings are well worn and near end-of-life. A request is being prepared for state capital outlay funds to replace these facilities with modular buildings or constructed buildings. The main building has received some updates with Measure Q/B bond funds, but is in need of building code upgrades and modernization. A request is also being prepared for state capital outlay funds for the main building.

ADA accessible pathways connect all of the buildings allowing for pedestrian travel between each building. There is additional unimproved land that could allow for expansion as enrollments and programs grow.

Cell service is reliable at this campus. The current network connection is insufficient to meet District's needs. As a result, CENIC is provisioning a one gigabit connection between the Del Norte Center and the Eureka campus. However, Del Norte will not have a redundant backup trunk line. Student and commodity internet traffic does not transit over the connection between Del Norte and Eureka, and instead exits the campus via the local cable provider. This relieves the dedicated network trunk line from some service duties.

## Projects

### **Del Norte Main Building Code Updates\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** State Capital Outlay

**ESTIMATED COST:** \$8 million

#### **OVERVIEW:**

The Del Norte main building is beginning to show age and is grandfathered under some building codes and ADA requirements. Maintaining facilities that are in full compliance with building codes and ADA requirements supports continuous compliance with Accreditation Standard IIIB. The fire

alarm is old, but not yet old enough to qualify for life safety State capital outlay funds. Additional small group meeting and study spaces are needed. Equipping classrooms to both send and receive Telepresence interactive video may help make the center more fiscally sustainable due to the relatively small student population. Related infrastructure, such as HVAC, lighting, etc. are not high efficiency and not up to current best practices.

Planned Actions:

Complete updates to bring the facility up to compliance with current codes and ADA accessibility requirements, including electrical improvements and new data cabling pulls. Upgrade doors and windows to high efficiency (if allowed under State capital rules) and upgrade roofing and exterior security.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. Reinforces Operational Efficiency – Standard III.B.4  
Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
3. EMP Goal 12 - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

### **Del Norte Modular Buildings Replacement\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** State Capital Outlay

**ESTIMATED COST:** \$15 million

**OVERVIEW:**

There are six modular buildings at the Del Norte Center. Five were manufactured in 1964 and originally used in Alaska during a crisis before being shipped to California. All six buildings suffer from obsolescence and end-of-life issues. Ramps and ancillary structures also show age. Updated facilities will support student learning outcomes. More logical campus layout will increase faculty, staff, and student satisfaction.



The current facilities do not meet current and expected needs relative to the type of space. Spaces need to be more multipurpose and flexible. More small group meeting and study spaces are needed. Space should be reconfigured to provide a larger multipurpose room, a flexible space to respond to career and technical education program needs in the community, and to bring faculty and staff offices together in a more orderly building plan. Career and technical education spaces need to be flexible in order to accommodate potential changes in program offerings. Without program rotation, market saturation could lead to poor enrollments over the long term. By cycling programs on more of a cohort basis, the College will be able to meet more of the community's needs in an efficient and fiscally sustainable manner.

Planned Action:

Request a State capital outlay project to fund construction of a replacement building of similar square footage to the existing modular building. Local bond funds expended for the DN Science laboratory will be reported as local matching funds for the project.

The three strongest links to Education Master Plan and Accreditation Standards:

1. Supports ADA Accessibility and Life Safety – Standard III.B.1  
The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.
2. EMP Goal 8 - Effectively respond to regional workforce needs through workforce training.
3. EMP Goal 12 - Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.

Links to Facilities Master Plan Themes include:

- Theme 2: Reduce operating costs through efficient design, sustainability practices, and energy efficiency.
- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 4: Update or replace existing facilities over net expansion.
- Theme 5: Remediate immediate life safety or ADA issues.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

## Klamath-Trinity Instructional Site

### Existing Conditions

The College serves students at this location in facilities owned by the Hoopa Valley Tribe. The parties have a memorandum of agreement under which the Tribe provides classrooms and the College provides courses both in person and through Telepresence (interactive video). The facility was not designed for instruction and was repurposed; existing facilities include basic classrooms, a computer lab, and a space used as a student center. The age of the facility and other factors limit the courses offered to basic lecture courses as there is no art lab, no science lab, no teaching kitchen, etc. Student services are provided in a different building, so that there is less of a sense of a college community.

The program primarily serves a minority population and is located in a rural and economically depressed area of California. With a relatively small student population, increased use of Telepresence could provide additional course offerings at this site. Additional labs and special use space would allow more complete course offerings, reduce the need for students to commute, and improve student learning. Updated facilities would support student learning outcomes and College goals. However, in order to qualify for state funding as a small Instructional Center, current Chancellor's Office rules require a site to enroll at least 1000 FTES. While the site has stable enrollment, it is not high enough to allow the College to apply for State capital outlay funds.

### Planned Actions:

The College will work collaboratively with the Hoopa Valley Tribe to improve existing facilities.

## Southern Humboldt (Garberville) Instructional Site

### Existing Conditions

This facility is owned by College of the Redwoods and has been renovated. It consists of a parking lot, two classrooms, and a computer lab. There is also space available for College offices. A portion of the facility is currently leased to community groups; a community school leases classroom space and an art group leases the theater. This property has been declared surplus property by the Board of Trustees and as of January 2019 is in escrow to be sold.

# Pelican Bay State Prison Instructional Location

## Existing Conditions

The District offers classes leading to one of two associate's degrees to inmates at Pelican Bay State Prison in Crescent City. Currently the District shares classroom space with the high school run by the Corrections Department. As a result the District must schedule classes around the high school schedule. Use of technology by the inmate students is restricted at present to one computer lab, which does not have access to the internet.

As District programs expand and grow, the need for appropriate college classroom space on site will grow as well.

## Projects

### **Dedicated classroom and technology for Pelican Bay State Prison instructional facilities\***

**STATUS:** Not currently approved

**SUGGESTED SOURCE OF FUNDS:** Categorical funds; Corrections Funds; Local capital funds

**ESTIMATED COST:** \$500,000

#### **OVERVIEW:**

Dedicated classroom space for College classes would allow expansion of the program and provide resources more appropriate to college-level instruction, including acquisition and support of a stand-alone computer network to provide secure access to research materials. All facilities and technology will need to be compliant with requirements of the Dept. of Corrections.

#### Planned Action:

Work collaboratively with the State Dept. of Corrections to develop appropriate instructional facilities for college instruction.

The three strongest links to Education Master Plan and Accreditation Standards:

1. EMP Goal 2: Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.
2. EMP Goal 8: Effectively respond to regional workforce needs through workforce training.
3. EMP Goal 9: Effectively partner with community stakeholders to respond to the needs of the community.

Links to Facilities Master Plan Themes include:

- Theme 3: Maximize classroom and laboratory utilization for fiscal stability.
- Theme 6: Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.

## Vehicle and Pedestrian Access

Safety, both vehicular and pedestrian, is the highest priority in planning for traffic flow on campus, and numerous legal and regulatory mandates exist which spell out requirements in this area. However, it is also important to plan in ways that will reduce the College's exposure to possible liability in the event of an accident, and that will take into account the ways in which students and staff use the facilities.

### Vehicle Circulation and Parking

#### **Eureka**

Most Eureka campus traffic comes off of Highway 101 from the north and south. Once on campus, most drivers park in the large, lower parking lots or the smaller upper campus lots located closer to buildings. Parking is generally available even at busy times of the school year in the lower parking lots, which are relatively well-maintained.

Limited parking near buildings can create difficulties for staff and students needing to transport items in and out of buildings. Much of the parking adjacent to buildings is designated for vehicles displaying Disabled Person identification or staff parking. Some upper parking lots, such as those near the residence halls and along Corsair Way, are in need of resurfacing.



Campus plan showing pedestrian and auto circulation, including new construction (Jan. 2019)

Large busses navigate a traffic circle roundabout to reach the college bus stop, located near the Student Services/Administration building and the Physical Education Complex. A campus disabled services van operates during the term to transport passengers closer to their destination.

Roads allow vehicular traffic to travel around the campus and for deliveries to be made in delivery zones. Fire inspections have been conducted to ensure lanes and passage for local fire company equipment access to every campus building. Traffic can circulate through between the north and south end of campus by way of a semicircular perimeter road running along the back of campus.

At several key turning points along major campus roadways, larger vehicles such as busses and trucks must swing out into the path of oncoming traffic. Two-way movement of large vehicles is also difficult at several key points along the perimeter road. Traffic to the Firing Range, Maintenance building, Administration of Justice building, Child Development Center, and the PE fields use a single road in and out of those areas. Existing traffic patterns may be impacted by the eventual demolition or repurposing of several older buildings on campus (Physical Science, Life Science, and the Old Library).

### **Del Norte**

Adequate parking is available close to campus buildings, including parking for vehicles displaying Disabled Person identification. Additional parking would be desirable, but may not be possible until existing “portable” classrooms are removed. The campus shares a road with the Del Norte High School which is located directly across the street. Traffic congestion can occur during drop off and pick up times. A bus stop is located adjacent to the college.

Due to the smaller footprint of this campus, a disabled services van is not needed. Pedestrian and bicycle entry to campus can present hazards as there is no linked system of clearly marked pathways. Hazardous conditions exist during busy high school drop off and pick up times with stopped vehicles and pedestrians navigating the road with vehicles.

## **Pedestrian Circulation**

Pedestrian and bicycle entry to the Eureka campus currently presents hazards as there is no linked comprehensive system of clearly marked pathways and there are numerous points of overlap with vehicular traffic. The presence of the campus bus stop in the traffic circle also presents risks to both cars and pedestrians due to busses encroaching into the path of traffic while stopped for loading and unloading. This blocks the view of drivers attempting to turn out of the traffic circle across the pedestrian crosswalk. In addition there are no designated passenger pick up and drop off zones located at main public entrance points.

There is also no comprehensive set of walking paths campus-wide. ADA accessible pathways have been placed between many buildings on the Eureka campus to allow for pedestrian movement and provide exit paths in case of emergency. However, pathways designated as ADA accessible do not always connect with one another, so travel between some buildings must be done by vehicle. Entry by wheelchair to certain buildings or sections of buildings is made extremely difficult due to a lack of accessible pathways leading to ADA-compliant entrances.

Constituent feedback gathered during the preparation of this plan specifically noted that individuals must walk in the path of traffic along Corsair Way both to reach certain areas of buildings and to

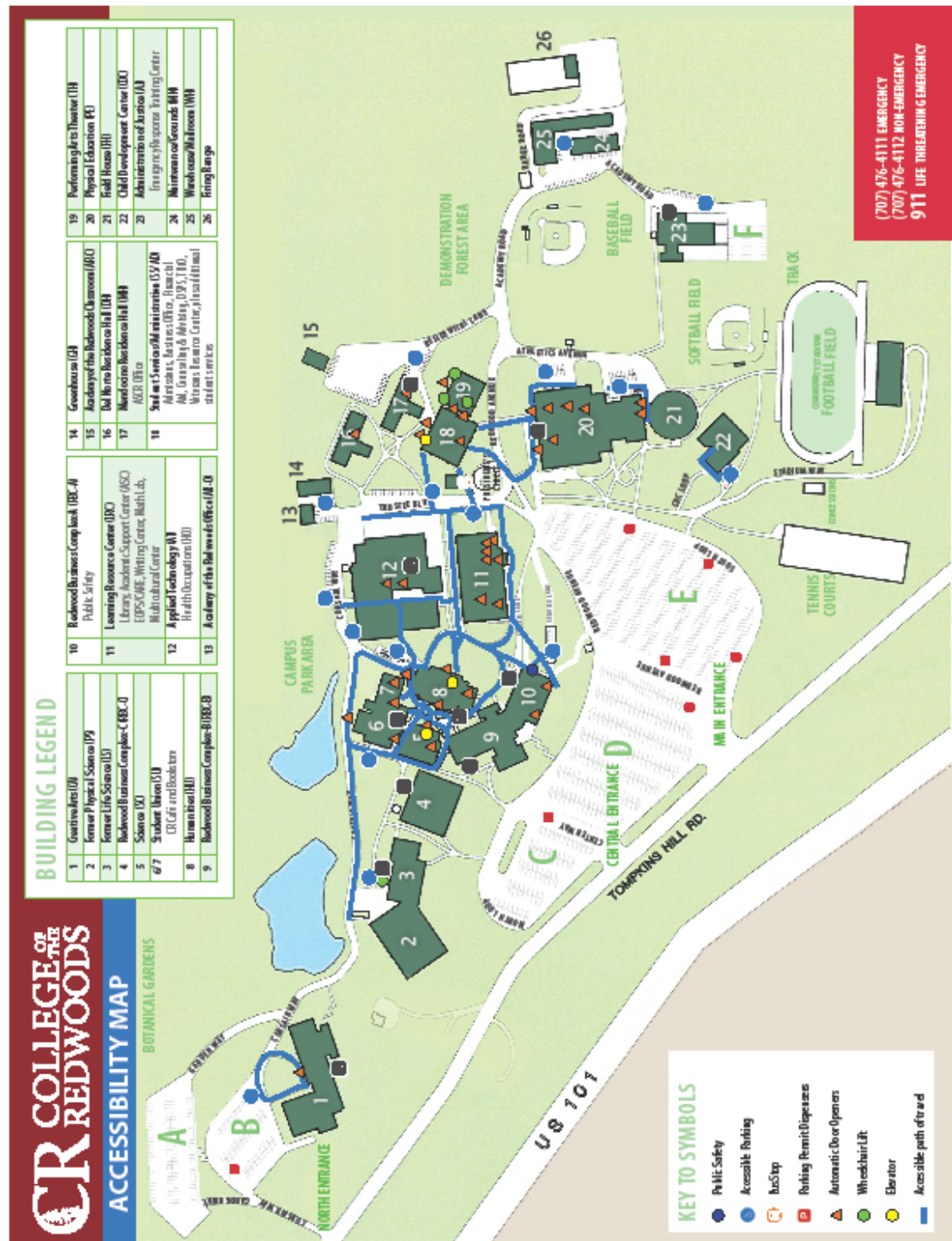
reach parking spaces in that area. Because this is also the main vehicular access to those buildings, it presents potential safety issues. Another safety concern raised by constituents was the lack of lighting along numerous pathways at night.

### Guiding Principles

Traffic patterns, both vehicular and pedestrian, are taken into account by the State in approval of construction projects, and all construction must follow ADA and state regulations relating to pathways and access. However, the following general guidelines should be taken into account :

- Accessible pathways should be designed to reach all ADA-compliant entrances to buildings, and to connect with existing accessible pathways on campus.
- Pedestrians should have safe walkways, out of traffic flow, to reach facility entrances.
- Pedestrian crosswalks should be located in such a way that visibility of pedestrians to drivers will not be blocked by parked or stopped vehicles, including buses or trucks.
- Vehicular traffic should have clearly designated directions at traffic circles and intersections.

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# Landscaping

## **Eureka**

The main campus in Eureka is situated on hilly terrain, with open space between main buildings in the central part of the campus and mixed woodland on the outlying areas as well as around the outskirts of the site. Significant portions of the campus were bare of trees at the time the college was built, but over time have been planted with a variety of deciduous and evergreen tree species including Monterey pines, spruce, maple, sycamore, willow, and other trees both native and non-native. Some species, such as the Monterey pines, have proven susceptible to pests such as beetles, and in recent years large numbers have been identified for removal either due to damage from pests or the fact that they are nearing their end-of-life and are hazardous. At present, over 200 trees on campus have been identified for removal, a process which has already begun.

Since 2013, the campus grounds have been maintained by a staff of three full-time gardeners. The department is planning to begin hiring work-study students in Spring 2019 to assist with basic tasks. This should free some staff time to work on more complex and/or urgent tasks such as tree pruning.

While an irrigation system was installed on the campus in the late 1990's with the intent of servicing major lawns areas and planting beds, subsequent major construction such as the Learning Resource Center (LRC) and the Humanities and Sciences buildings caused damage to the system that was not repaired. For example, sprinklers in the lawn adjacent to the LRC do not have a working backflow prevention valve and therefore cannot be used. Plans to repair the system exist, but funding is currently available only through the Maintenance Dept. budget and must compete with other needs. No map of the existing system exists at this time.

Both the Agriculture and the Forestry and Natural Resources Technology programs use elements of the college landscape as instructional resources for certain classes. For example, one class offered as part of the Forestry program has several designated areas on campus in which trees are planted by students under the supervision of their instructor.

## **Del Norte**

The Del Norte Center currently has no assigned gardening staff. Planted areas are maintained as much as possible by the maintenance staff. A "food forest" area on the grounds of the center is being developed jointly by Agriculture students, students in the Summer Youth Training Academy, and members of community organizations. It currently includes a 20' x 48' hoop house for plant propagation, a pergola, pathways, and 20 fruit trees with 30 additional trees to be planted in Spring 2019. A wide variety of fruits, vegetables, and herbs are grown and used by the community in conjunction with students.

## Guiding Principles

A factor impacting landscape design is the “Cal Green Act”, which requires among other things that new construction include deciduous trees in the design which will provide a certain percentage of shade to hardscape and buildings. Initial drawings for the new Creative Arts building include features such as roofs which are designed to capture rainwater to water the required trees, reducing the environmental impact of the landscaping. If approved by the state, the College will use similar design in future construction.

Landscaping designs, whether to accompany new construction or new plans developed for existing areas of the college, should take into consideration the following factors:

### **Selection of Plants**

- Safety of persons and facilities is a key consideration. Plants with invasive characteristics which could damage facilities, plants which drop significant amounts of fruit, and plants which are potentially dangerous to individuals who come in contact with them should not be used on college property.
- Plants native to Humboldt, Del Norte, and Trinity Counties should be prioritized, although they need not be used exclusively.
- Plants selected should be known for “low-maintenance” characteristics such as:
  - minimal need for pruning/deadheading
  - infrequent need for separating bulbs or rhizomes
  - low leaf litter
  - drought and rain tolerance
  - resistance to pests such as deer, beetle infestations, and diseases

Plants adjacent to buildings will be selected taking into consideration the need for personal safety and visibility near entrances and exits.

### **Placement of Plants**

- Plantings should be placed in such a way that roots will not interfere with underground utilities, gas lines, foundations, or walkways and roads.
- Plantings adjacent to buildings should consider potential solar impact on offices and classrooms. On the south side of buildings, afternoon shade on windows may be desirable to reduce overheating if the building does not have sufficient roof overhang to shade windows.
- Plantings will be designed and spaced to accommodate the anticipated size of plants at maturity.
- Trees should not be planted so closely to structures that when mature, branches will overhang the roof of the structure.
- Significant open “green space” should be maintained between buildings in the core of the campus in the form of lawns with low-maintenance grasses.
  - Landscape design of lawn areas should include mowing strips around all edges for ease of maintenance.
  - Signage in lawn areas should be installed in such a way that hand-mowing is not required (for example, on a slab rather than using two separate post-holes).

## Appendix A: Open Forums

### Open Forum and Committee Feedback Schedule

#### **Open forums feedback meetings**

- Eureka: Monday, March 27, 2017 from 10 to 11:30 am and again from 3 to 4:30 pm.
- Del Norte: Wednesday, March 29, 2017 from 11:30 am to 12:30 pm.
- Klamath-Trinity: Tuesday, March 31, 2017.
- Final Open Forum to review and summarize feedback: Wednesday, April 12, 2017 in Eureka with interactive video to Del Norte and Klamath-Trinity.

#### **Committee feedback sessions**

- Facilities Planning Committee: March 22, 2017, April 5, 2017
- Management Council: March 31, 2017
- CSEA: April 19, 2017
- ASCR: April 3, 2017
- Academic Senate: April 21, 2017
- Academy of the Redwoods: April 14, 2017

### Open Forums Handouts

Facilities Master Plan Open Forum  
Handout

1. Introduction
2. Master Planning Process
  - a. Requires broad constituent input
  - b. Facilities Master Plan links back to and supports the Education Master Plan and Accreditation Standards (III.B)
    - i. Through a transparent process, gather constituent input on campus facilities planning priorities.
    - ii. Anticipate facility demands to accommodate program needs.
    - iii. Serve as a long-term blueprint for the campus and future changes.
3. Guiding principles governing the Facilities Master Plan
  - a. Support the college Mission, Strategic Plan and Education Master Plan through the physical development of its campuses.
  - b. Reflect the college's values through its physical environment.
  - c. Provide facility and equipment parity between campus locations.
  - d. Maintain the existing character, architecture, natural environment, and open spaces.
  - e. Support the incorporation of sustainable opportunities in building and space development.
  - f. Promote the conservations of natural resources and energy in the construction, maintenance, and operation of buildings.
  - g. Plan for maximum flexibility for adapting to the changing needs of education.
  - h. Enhance the college's connections to and with its communities through its physical plant.
  - i. Anticipate and fulfill short-term instructional needs while planning for long-term academic programs.
  - j. Avoid waste and disruption resulting from piecemeal projects.
  - k. Establish realistic schedules and capital budgeting plans.
  - l. Enhance fund raising and development opportunities by improving the image of the college in the community.

- m. Provide a healthy, safe, accessible place for learning.
- 4. Projects in the pipeline
  - a. Del Norte Science Lab and PE fields
  - b. Utility Infrastructure Replacement (UIR), PE Complex, and Creative Arts
- 5. Perception of existing facilities
  - a. Buildings?
  - b. Pathways and wayfinding?
  - c. Parking and public transit?
- 6. Sustainability guidelines and campus design
- 7. Facility topics for discussion
  - a. Location of new buildings
  - b. Plan for old buildings
  - c. Plan for Del Norte portables replacement
  - d. Off-site instruction in Humboldt County
  - e. Upper and lower diesel lab
  - f. Plan for athletic facilities
  - g. Klamath-Trinity facilities
- 8. Open forums feedback meetings
  - a. Eureka: Monday, March 27, 2017 from 10 to 11:30 am and again from 3 to 4:30 pm.
  - b. Del Norte: Wednesday, March 29, 2017 from 11:30 am to 12:30 pm.
  - c. Klamath-Trinity: Tuesday, March 31, 2017.
- 9. Committee feedback sessions
  - a. Facilities Planning Committee
  - b. Management Council: March 31, 2017
  - c. CSEA
  - d. ASCR
  - e. Faculty Senate
- 10. Final Open Forum to review and summarize feedback: Wednesday, April 12, 2017 in Eureka with interactive video to Del Norte and Klamath-Trinity.

## Appendix B: Facilities Planning Committee Meeting Notes

### Facilities Planning Committee Agenda & Notes



<b>Purpose</b>	The Facilities Planning Committee develops the Facilities Master Plan for the College of the Redwoods. This plan ensures that capital improvement priorities and projects are recommended based on their contribution to improving student learning outcomes and their alignment with the Strategic and Education Master Plans. The committee also reviews and ranks resource requests from program review related to facilities.
<b>Meeting Date</b>	September 11, 2018
<b>Outcomes</b>	Review Committee roles, responsibilities, charge
	Discuss update of Facilities Master Plan
	Review constituent feedback on proposed parking changes
<b>Meeting Participants</b>	Bob Brown, Cathy Cox, Bert Hafer, Julia Peterson, Danny Walker, Marty Coelho (ex-officio)
Not Present: Elisa Abelleira, Sean Patton	
<b>Meeting Leader and/or Facilitator</b>	Julia Peterson
<b>Recorder</b>	Cathy Cox

What	How	Who	When
1. Opening	Welcome Agenda Review FPC Timeline Review	Julia Peterson	9:00-9:05
<p><b>Notes:</b> An updated FPC timeline was distributed to the group. The FMP revision will have to wait for final input on the fate of the old Life Science and Physical Science buildings until after the January Board meeting, when the Board will make a final decision. Committee work can (and should) be mostly done before the end of Fall, but we will need to address the Board's decision before sending the updated plan out for constituent review and final approval.</p> <p>Also, in September FPC will review charge, purpose and operating agreement.</p>			
2. Review Minutes from 7/10/18 FPC Meeting	Review and discuss	Committee	9:05-9:10
Minutes were approved by consensus.			
3. Review Committee Information	Review <ul style="list-style-type: none"> <li>• Committee Charge &amp; Responsibilities</li> <li>• Committee Members</li> <li>• Meeting Schedule</li> </ul>	Julia Peterson	9:10-9:20
<p><b>Notes:</b> Meeting time may be changed to Tuesdays at 1:30 to allow better participation by student rep and classified representatives. The committee charge and responsibilities were reviewed. We are currently short one official faculty rep; Danny Walker is interested and will contact the AS co-presidents. Because we need to work on the FMP this year, decision was made to expand meeting duration to 90 minutes (1:30 – 3:00).</p>			
4. Review Accreditation Standard IIIB	Review and discuss Standards		9:20-9:25
<b>Notes:</b> Standard III B was read and reviewed by the committee.			
5. Facilities Master Plan Update	Interests and Areas to consider: <ul style="list-style-type: none"> <li>- Integrated Planning – links to Education Master Plan</li> <li>- Student Services</li> <li>- Links to Capital Projects and OPR</li> </ul> <p>Draft of Plan ready for review</p>	Committee	9:25-9:40 am
<p><b>Notes:</b> Julia will print and distribute printed/stapled versions of the DRAFT FMP to the committee so that they can review it in hardcopy as well as electronically. It was noted that the Facilities Master Plan needs to be closely linked to both the College Mission and the Educational Master Plan. The current plan, as originally written, did not really tie in to those two planning documents; it was more of a description of what projects were being done but it did not address planning documents. A concern that has already been expressed is how we will incorporate planning for appropriate student services needs into the new plan. Work on this revision will also need to link closely to the existing projects and justifications for them. Steven and Garry Patrick are developing an OPR (Owners Project Requirements) list so that projects will be consistent. At some point CR may need to go out for an additional bond to accomplish projects, but we have to address which projects are needed most and how to operationalize them. Suggestion that perhaps the FMP should include an operational plan in the back to address priorities and implementation of the plan's projects.</p>			

**Assignments:**

Danny, Bert and Cathy – address Landscaping and Vehicle/Traffic plans

Everyone: Review Laney plan

Julia: Will get data updates for the plan

Bob: Get updates on capital projects

Cathy and Bob: Liaisons to SDLG; work with Joe on how FMP will link to Student Services needs.

6. Review Directional Signs	Review and Discuss the new directional signs on campus.	Marty Coelho	9:40-9:50
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**Notes:** Marty Coelho reviewed the signage plans. Locations were discussed. Julia asked about posting speed limit signs; Marty recommended that they should be posted separately (not as part of the main signs). Marquee will be replaced; however, there was discussion about whether the “log sign” (#12, “North Campus Sign”) should be retained in some fashion. Pros/cons include desire to maintain college branding and present a good impression of the college, but also desiring to honor the college history and sentiment. Suggestion that possibly design and work on project could be done by CE programs on campus. Possibly a donation could be secured to replace the actual log with a newer one in better shape. 4 maps will be posted – 3 in existing locations plus one near Student Services building. Vendor is pricing project now and depending on final cost, final order will be determined. Total budget allocated is \$55K; vendor is Carson Park Associates.

7. Updates / Possible Items	<ul style="list-style-type: none"> <li>Review Facilities Project list below</li> <li>Discuss constituent feedback on proposed Parking Changes</li> </ul>	Julia Peterson	9:50-9:55
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**Notes:** Review of Facilities Project List - The food pantry will be taking over Forum 110 as well as their existing space. Fencing along President’s Drive (near old Forum building) will be a new type of fencing that will be more economical and, hopefully, discourage students from walking in certain areas. Danny requested ability to get input from programs in the AT building on fencing near AT; he is trying to get Kerry Meyer to set up a meeting for that purpose.

Proposed parking changes – faculty feedback summarized by Bert was favorable. CSEA feedback was sent in by Elisa. Cathy asked Kristy Seher to read the parking changes to Management Council and the changes were supported by Management Council. The Committee recommended that an email to Eureka be sent out by a high level administrator regarding the parking changes.

<b>Close</b>	<ul style="list-style-type: none"> <li>Summarize agreements</li> <li>Review next steps</li> <li>Additions for next agenda</li> <li>Evaluate the meeting (+’s and Δ’s)</li> </ul>	Julia Peterson	9:55-10:00
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**Notes:**

Bob Brown also noted that several issues discussed this meeting affected student learning and success and could have been done by students as part of learning projects on campus. There needs to be some method by which the needs of the college can be addressed more flexibly; this may involve a review of existing positions and projects that could possibly be done as part of learning.

Assignments due before next FPC meeting

• Danny, Bert and Cathy – address Landscaping and Vehicle/Traffic plans

• Julia: Will get data updates for the plan; will also send out proposed facilities survey to committee for email review.

• Bob: Get updates on capital projects

• Cathy: Present proposed parking changes to Managers’ Council

• Cathy and Bob: Liaisons to SDLG; work with Joe on how FMP will link to Student Services needs.

- Marty: Take issues to Cabinet as appropriate.
- Everyone: Review Laney plan; also provide feedback via email to Julia on facilities survey.

- ❖ FPC Website: <http://internal.redwoods.edu/fpc>
- ❖ Next Meeting: Tuesday, October 9 ; 9:00 pm in FM 106
- ❖ **Reminder: Please update your constituents and bring their feedback to the Committee**

## Capital Project Updates

Project	Status	Est. to Start work / Complete work
Utility Infrastructure Replacement & Seismic Strengthening = UIR	- Funded - Will go out to bid soon	11/2018
Creative Arts - Replacement and removal	- Working with architect on drawings now	3 years
Physical Education & Field House - Replacement and removal	- Expect to be funded next Fiscal Year	4 years
Scoreboard	- Being installed now	End of Summer 2018
Stadium Removal	- Complete	Fall 2018
Track repair and surfacing	- Complete	Fall 2018



# Facilities Project Updates

Project	Status	Est. Timeline
Build Welcome Center in Counseling	- Completed	August 2018
Build CR/HSU Transfer in Counseling	- Completed	August 2018
Move Bookstore into LRC	- Completed	June 2018
Expand Dining Area	- Completed	August 2018
Purchase microscopes and storage cabinet for KTIS	- ready to deliver	Fall 2018
Repair Shively house & fix electrical issues	-Completed	Summer 2018
Paint CDC Fence	- in process	Fall 2018
Add Dr. Eugene Portugal's name to the Dr. Eugene Portugal SSAT Building	- ready to install	September 2018
Move the Food Pantry to a larger space	- Move scheduled September 7	September 2018
Install fencing along President's drive	- in process	Fall 2018
Update the new ASCR Lounge	- in process	Fall 2018
Replace and new Pour & Play surfaces at CDC	- in process	Fall 2018
Replace Refrigerator at CDC	- in process	Winter 2018
Replace Dishwasher at CDC with new style	- in process	Winter 2018
Repair tiles around water fountains at CDC		Spring 2019
Repair dry rot in Del Norte buildings	- out to bid	Fall and Winter 2018/19
<b>Applied Technology:</b>		
Install LED lighting in Automotive Electric Car area and Welding	- out to bid	Fall 2018
Repair Rollup door In Auto Electric	- Completed	Fall 2018
Repair rollup doors in Welding/CT	- waiting for UIR confirmation	Winter 2018
New rollup door in Welding	- Faculty researching materials	Fall 2018
Add Safety Railing in Automotive Electric Car area	- In Engineering	Fall 2018
Paint Welding Lab	- researching	Winter 2019
Install new Welding Curtains	- in process	Winter 2019

## Appendix C: Summary of Constituent Feedback

### **District wide**

- The ADA Transition Plan needs to be updated.
- Temperature in buildings inconsistent and ability to control. Not all class rooms have the needed technology, number of seats in classroom issues, need demo on the empty buildings.
- Broader wifi, more large format classrooms, more multi use rooms, temperatures in buildings, signs need to be updated. Better outdoor lighting.
- Good natural beauty, mixed perception, older bldgs. Old and dated, not a good mapping system and layout for Eureka campus. Rooms don't always meet the needs. Not a good communal space.
- Need for wifi in open areas for safety. Signage needs updating. Difficult to direct those unfamiliar with campus.
- Needs backup generators.
- Need more security, safety, and personal protection due to mass shooting events at other colleges.
- ADA pathways to connect pathways, covered to prevent moss/mold.
- Covered walkways, seating areas outside benches or picnic tables, transportation, charging stations, solar sustainable classrooms, removal of the old buildings. Student union needs to be updated.
- Marquee, electronically, similar to bear rivers with important info and updates.
- More signage, simple sign posts with directions, maybe paint walkways with directions or color coding,
- Covering some of the benches so be out of the rain, add more benches.
- Motion lights that come on at night on the north side of buildings.
- Consistency in room lighting, one classroom is bright but another is too dark.
- Need permanent ASCR space.
- One class will be in a small room and every seat is taken. Then my next class is in a big room but has fewer students. Disconnect in scheduling where small class meets in big classroom and vice versa.
- Need to find best classroom for the students, not teacher's personal preference.
- Need recycling containers in every classroom. Need to have a designated space in each classroom for trash and recycling bins.
- Solar panels on buildings.
- HVAC – One room will be warm and another will be cold, new and old buildings.
- More directional signage.
- Poorly designed and too small IT cabinets and not properly cooled.
- Larger classrooms.
- Some parking lots are worn out.
- Need overhang around buildings so more pathways can be covered.
- Covered walkways between buildings.
- Need painting all over campus.
- More outdoor benches and picnic tables.
- Where will the funding/money come from?
- Need to fix what we have.
- Solar power.

- Less paper and other waste.
- What about transportation fee for buses.
- DSPS students. This semester, we have approximately 135 students whose accommodations include a low-distraction testing environment (last semester there were 167), and 3 modules to offer them. Some of our educational programs have a large number of DSPS students enrolled, all of whom need to test within the same time frame. What this means is either: a. we don't have enough low-distraction space to meet the demand; or, b. we borrow rooms from the Library, which takes away most or all of their study rooms; or, c. both – even with the library rooms, we don't have enough space. Also, the rooms need a camera to monitor testing.
- An EPIC-dedicated classroom (such as L-104) would help hold us over until more rooms can be built. A meeting space for our EPIC Leaders.
- Need for feminine hygiene product dispensers in more buildings and locations. Availability has been identified with improved attendance.
- Bookstore is too large and is not keeping up with emerging trends, such as online ordering with two day delivery instead of stocking a large supply of books, need more availability of older editions and more rental texts. Need to better connect the bookstore and dining, so they aren't seen so much as separate entities.
- Eureka downtown does not have enough parking and most is pay parking. The area is subject to vandalism and vehicle break-ins.
- Bike racks.
- Picnic areas.
- Private study rooms, meeting rooms for clubs.
- Library reference desk needs a smaller private desk that is ADA accessible. Computer tables need more space for books, papers, etc. besides keyboard and mouse. Half height modular cubicles for student and faculty use. More lounge chairs with arms for laptops and devices. Traffic flow in the Library results in students walking through the Library to get to the ASC which can be disruptive to students who are studying.
- Eureka campus needs at least one more general computer lab.
- Need for associate faculty shared offices in more buildings and locations.

### **Landscaping**

- PG&E gas lines pass under the Eureka campus. PG&E has an easement, and PG&E will be removing trees and bushes encroaching on their gas line at their expense.
- Include a set of landscaping guidelines as opposed to attempting to map out the location of every landscaping aspect.
- Recognize the need to remove dangerous trees.
- Avoid invasive traits.
- Need to stop planting trees where they can fall and damage things and people.
- Avoid fruit trees where fruit will create a nuisance or where fruit may rot on pathways or near facilities.
- Need to get weak trees cut down before they fall, not after.
- We should have a tree cutting protocol that involves more than the Maintenance Department simply deciding to cut trees. If Maintenance decides that a group of trees need to be cut, this should go through a Facilities and Grounds Committee that involves faculty and staff.
- Preference for plants native to coastal northern California and low-maintenance. Clarify with landscape planners that plants which are native to southern California may not thrive in this far northern California coastal climate.
- Avoid plants where roots may intrude into sewer lines or damage pathways.

- Avoid plants near buildings due to personal safety risks. Also, other aspects of the Facility Master Plan will call for facility designs with overhang and covered wraparound pathways to provide more protected pathways in this wet climate.
- Trees are being planted without an overall plan. Trying to make too much of the campus into a teaching forest. Trees too close to buildings are dangerous and expensive to maintain and increase TCO.
- Include plants that are native to Humboldt, Del Norte, and Trinity counties.
- Properly plan and space vegetation to avoid crowding once full grown.
- Encourage a variety of plants as examples for learning to facilitate the educational mission.
- Get rid of all the bushes next to buildings and growing over walkways.
- Plan for spaces with trees and open grassy spaces for a variety of habitats, to provide places for students to congregate and to encourage the college's learning mission.
- I like grass, stop making every corner of campus into a jungle.

### **Furniture**

- Develop and periodically update a schedule of preferred chairs and furniture to make stocking replacements simpler and to allow for furniture movement and relocation.
- Purchase durable furniture with a long warranty.
- When planning classroom and laboratory furniture, include an allocation for ADA accommodating workstations and furniture.
- Get light colored furniture for cheery look.
- Get furniture that is flexible and can be relocated/repurposed. Too much custom furniture.
- Avoid fabric upholstered furniture as it is difficult to keep clean and sanitary.
- For State capital outlay projects, prefer affixed items as State funded "group one" fixtures instead of moveable furniture which must be paid for with local funds. For example, a built in counter that is bolted to a wall would be the preferred group one fixture as opposed to a freestanding table or a ceiling mounted projector versus a projector on a rolling cart.

### **Equipment and Technology**

- Wifi, wifi, wifi.
- Wifi dead spots – Second floor Humanities.
- Purchase durable equipment and technology with a long warranty.
- Avoid special order items due to the long lead time and delivery times.
- Evaluate and plan for standard product lines to reduce costs for spare parts and servicing.
- Prefer items that support Power Over Ethernet (POE) to consolidate equipment and technology to a single wiring infrastructure and avoid dedicated wiring for HVAC controls, fire detection equipment, burglar alarm equipment, etc.
- Survey results, including Education Master Plan surveys, rank wifi as high on the list of needs. Although the District has moved quickly to upgrade its technology infrastructure and add wifi nodes, utilization continues to increase.
- Prefer lines of equipment and technology that are supported by a west coast installed base of service technicians and parts houses.
- While technology upgrades have been completed, network security weaknesses remain as evidenced by staff clicking on dangerous links and thereby compromising their computers.
- Robust and fault tolerant network connectivity between locations and to the internet continues to be a challenge.
- More wifi nodes are needed, wifi needs to cover open areas and parking lots better, and some dead zones remain in buildings.
- Older email systems need to be upgraded for better stability.

- Old servers and related equipment needs to be decommissioned and centralized to virtual server systems.
- Need lines for internet.
- Avoid elevators due to high maintenance costs, inspection costs, difficulties with ADA accommodations in an emergency, and lack of a local elevator inspector.
- When purchasing items, evaluate the total cost of ownership taking into consideration the purchase price, installation cost, maintenance, consumables, and energy usage over the service life, and disposal cost, including hazardous materials fees. Also, consider training and lost productivity when considering product lines that are not currently used and where existing staffed have not been trained.
- Need a student computer gaming room.
- Need better email that is more reliable and has unlimited storage.
- Prefer installations that are easier and safer to access for inspection and maintenance. For example, prefer wall mounted lighting in areas with high ceilings, like stairways.
- For State capital outlay projects, prefer affixed items as State funded “group one” fixtures instead of moveable items which must be paid for with local funds. For example, a built in ceiling mounted projector versus a projector on a rolling cart or a rack that is bolted to the floor and stocked with bolted in blade servers. Also, prefer high efficiency/energy saver fixtures to reduce locally funded operating costs.

#### **Location of new buildings and plan for old buildings**

- Need to work on the old buildings that aren’t getting replaced.
- Tear down all the vacant buildings.
- On the Eureka campus we should demolish the old buildings that are not being utilized for lease purposes.
- All new buildings need to have some windows that open.
- Any new buildings or modification of old buildings should go through a Facilities and Grounds Committee as it does at other community colleges. We should ensure that we don’t make decision as were done in previous era by the president alone. This should absolutely be a part of the new plan.
- Let’s make a significant effort to avoid issues with new buildings, such as we’ve seen with the two new academic buildings, the Performing Arts Theater, the Students Services Building, and the new library. In each of these cases, we’ve seen problems with room design, technology, etc., that could have easily been avoided had the decision making gone through a better review process.

#### **Career and Technical Education Upper and Lower Old Diesel Lab**

- Convert to classrooms.
- Associate faculty office space.
- Fine Woodworking.
- Nursing.
- Bring back Diesel program.
- Ag program.
- Veterinary Technician training.
- Fire Technology.
- Medical Assisting – Waiting list for this program.

### **Offsite Instruction in Humboldt County**

- Potential collaborations with HSU, do better to market pre-collegiate courses, giving support for courses needed for HSU. Have sites be more “college like” so those attending feel like it is a true college.
- Better to focus on Del Norte, KT, Eureka existing facilities instead of spreading the college thinner.
- What data do we have to show there is demand from HSU students?
- Arcata preferable site closer to other northern communities.
- Rent smaller facilities to keep the cost down, start small, have flexible schedules to include evenings and weekends.
- HSU has a lot of facilities that are under utilized and possibly could have a summer program there.
- Adult and community ed in separate buildings and current buildings are inadequate. These programs need to come together in one building. Small classrooms that don’t hold very many students, many limitations. Need a multi-purpose room to allow for yoga or pilates type classes. Also a kitchen would be helpful.
- The two downtown sites are not really recognized as CR facilities.
- Why not focus on existing locations: Del Norte, Klamath-Trinity, Eureka High School, Eureka downtown?
- What data do we have to support a need for HSU students?
- Concern about a new site losing money.
- McKinleyville site was too big.
- Something near HSU makes more sense.
- We should not pursue any lease sites without first looking carefully at the profit/loss for these same sites when they were open before. We already had a site in McKinleyville, and the district closed it because the lease was too expensive. Why would we re-open that site now? Is the lease less expensive? Is there more FTES available? If the answer to these last two questions is no, then I would say that we’re just trying something that didn’t work before. No reason to make the same mistake twice.
- Will just spread existing students thinner.
- Need to make sure the site makes money.

### **Athletic Facilities**

- Get the pool operational, brings many from the community.
- Fields have problems with drainage.
- The track is damaged what can be done to improve?
- PE bldg. - make sure that ADA codes, spacing ADA accessibility, single story for new facility. Flooring in weight room with carpet, currently there are holes, make a facility that meets the standards... up to code.
- Pools for adaptive PE, swim classes, and lap swim infinity pool. What about a diving pool?
- Need indoor practice facility due to so much rain.
- Will the State pay for artificial turf on new baseball and softball fields?
- Need a recreation and exercise space for students and staff and an indoor running track.
- Pool- community fund raiser, turf in field house and other facilities make it more likely to be rented out. Building out the gym and more of a health and wellness facility for staff faculty and the community.
- CR never makes much money on renting athletic facilities. Need to focus on what the CR students’ need, not what non-CR groups want.

- Pools smaller less expense. Indoor track. Revenue generation would a pool attract people to come to CR.
- Any way to get state money for new track and new football field like the baseball and softball?
- Field turf on fields this may be a good way to generate revenue so that community could use. Infinity pool to allow DSP students. Weight room design and layout. Centralize office facilities in PE complex. Modernize PE facilities, not currently up to par with other facilities. Square footage for new buildings. Is there a plan in place to maintain these new buildings?
- Soccer tears up the fields, don't rent out to soccer teams.
- Football field turf could attract local schools and youth teams and generate rental fees.
- Need a large indoor practice facility due to so much rain.
- Track needs work. Track team is thriving and winning.
- Need to think about handicap persons when doing new PE building and fields.
- Steps to baseball field are worn out.
- Baseball field needs bleachers.
- Adaptive PE pools, swim lessons, and lap swim.
- Nice exercise or health club facility with indoor track.
- Don't rent athletic fields since it just tears things up.
- Need large IT room with good cooling.
- No second floor.
- Need larger locker rooms and better thought out locker rooms.
- Need restrooms with exterior doors that can be opened without giving access to the rest of the building.
- Computer lab for students.

### **Eureka site plan**

- The Eureka campus has little buildable space remaining. Large areas of the campus are unsuitable for building due to seismic testing results.
- Portions of this campus are in the coastal tsunami zone and portions of the campus have seismically active faults.
- Student Union and Child Development Center need corrective work done prior to start of UIR project. Need to get both buildings in compliance with DSA.
- With enrollments in decline, there is not a need for additional square footage of facilities. Due to seismic concerns, certain buildings must be demolished and replaced with seismically stable buildings.
- The Eureka campus lacks adequate backup power systems. Additional backup generators are needed to provide power to the telephone and emergency communications systems as well as emergency lighting across campus. Cadaver rooms and other critical spaces need 24/7/365 backup power.
- Do not buy land, not feasible. Expand or remodel existing bldgs., old vacant bldgs. Continue to maintain or demo them?
- Removal of the old buildings.
- Student union needs to be updated.
- ASC area of library building needs to expand about 20 feet into library
- Food service area dated dark space needs to be updated, brighten it up.
- Dorm improvements, community kitchen in the dorms. wi fi in the dorms improvement, air conditioning, lighting is very bright, electrical outlets in odd areas, really good working fans in the bathrooms to prevent mold.
- Mold in dorm bathrooms.

- We should pursue building an amphitheater where the old library still stands, as had been suggested in the past. This space could be used for bands at midday, a smaller venue than the Performing Arts Theater that could be used for outdoor performances, etc.
- Eureka bus stop needs to be redone. Stopped buses in the traffic circle are a hazard.
- Residence halls badly need repairs and modernization.
- Dorm bathrooms are too moist and get moldy.
- Dorm windows are thin and let too much noise through.
- Dorm rooms don't have enough electrical outlets and outlets are in odd places.
- Cafeteria needs upgrade and needs to expand.
- Need teaching kitchen in cafeteria.
- Library needs more small study rooms.
- Students live in the dorms, so they need good dorm rooms to study better.
- Classrooms some have safety issues, no wi-fi, better signage all over campus.
- Most community members don't know of new buildings or that we have a theater.
- Eureka parking permits annual renewal.. why?
- Removal of the old buildings.
- Student union needs to be updated.
- Bookstore is too big.
- Combine the bookstore and cafeteria.
- Amazon center to pick up books instead of books in inventory.
- Add a teaching kitchen for internships and classes.
- Library hours cut back to 7 pm. Need outlets in the glass foyer.
- Combine ASC and Writing Center and expand that whole area another 20 feet into the Library.
- Library study rooms need white boards or chalk boards. Need a group focused computer study room.
- Quiet area of the Library has odd lighting.
- Need more casual seating in Library to read.
- No pathway between diesel lab and cafeteria people walk down the middle of the street which presents a safety issue.
- Add a teaching kitchen for internships and classes.
- Back by cafeteria and the back road there are dark spots that need more outside lighting
- Eureka downtown needs to be consolidated to one location
- Need a sidewalk behind AT building so students don't have to walk in the street

### **Del Norte Site Plan**

- With enrollments in decline, there is not a need for additional square footage of facilities. Several modular buildings date to the 1960s, are beyond their useful life, and need to be demolished and replaced with a site constructed building.
- Petty theft and vandalism are a problem at this location, so facilities plans need to include better defenses, such as high mounted lighting and cameras and no trees or plants near buildings. Also, more extensive burglar alarms are called for.
- Del Norte needs a radio station.
- The Del Norte campus has a backup generator for the Science lab which provides 24/7/365 power to the cadaver lab as well as emergency lighting and some technology.
- There is suitable space for the construction of replacement buildings.
- Bathroom stalls are not very private.
- Need meeting room (multi-purpose), larger break room.
- Better ventilation... hot or cold.
- Some offices have little or no ability for confidentiality.



- Gathering space for students.
- Agreed with the above. Potentially have all faculty offices together also student gathering, meeting space that was a little further away, outdoor covered area to hang out or gather.
- Associate faculty space.
- Internet controls
- Auditorium, small gym
- Student health, parking, updated bathrooms, carpeting in old buildings.
- Modulares: HVAC is horrible, cannot maintain classroom temperatures. Alarm not able to set independently. Buildings are at the end of life span. Decking is health and wellness risk even on a good day. Ramp is very bad condition. Replace with stick built, blend new stick into landscape, modular are not healthy or a good option. Have classrooms on one side of the building and staff on the other modular are 1 dimensional and they need to be multipurpose.
- Getting more use every day out of the building.
- Need more office space, currently spread out all over the place.
- Replace with constructed building, not modulares
- Large, multipurpose room.
- Need a kitchen.
- Need a bookstore.
- Dedicated space in new building for rotating career and technical education programs.

**Klamath-Trinity Site (Leased site. Comments will help working with the Hoopa Tribe)**

- Upgrade to computer system.
- Signage to get to campus nothing between willow creek and site.
- More storage, heating and cooling.
- Space to do community ed classes.
- Power back up – generator.
- Phone lines.
- Public transportation with a better drop off ... bus stop, nearer, covered, better bus schedule.
- Art classes storage.
- Buildings are old, worn out and past useful life.
- ADA compliant bathrooms.
- Cooking classes. New kitchen and stove.
- Office for instructors (faculty).
- Break rooms for students and staff, somewhere to eat lunch.
- Surveillance camera, lighting upgrades on the building.
- Lack of wi-fi, extend the band width so that telepresence and wi fi streaming could happen at the same time. Optimize wi-fi.
- More rooms would allow more classes, art class without carpet, larger classrooms better for students.
- Internet access is limited at Klamath-Trinity
- Different desks, sky lights and lighting not great.
- Need improvement to the signage and a marquee would be very helpful, parking lot.
- Admin and students are in separate buildings would like to have together.
- Need science lab.
- Need art lab.
- Space to proctor tests.
- Multipurpose room for meetings and activities.

- Classroom modernization, huge difference between EKA and KT. Currently classroom furniture is purchased by the tribe.
- Would like a library , update computer lab, copy room for staff, ADA compliance inside and outside.
- Also, outside lighting needs to be added and/or upgraded.
- More bicycle friendly campus. Need a source of regular maintenance.
- Need a lease agreement in addition to the MOU.
- Power backup
- Culinary program.
- About 90 students commute to Eureka because they can't get the classes they need at the KT site.
- CTE facility.
- Hard enough to get faculty to come out to Hoopa, but even harder with old/poorly maintained facility.
- Security and surveillance upgrades.
- More classrooms.
- Hydration station for all to use.
- Need small center recognition by the State. According to census data, Hoopa Tribal area has 27.5% of residents below the poverty level. Statewide poverty level is only 15.3%. Also, high unemployment rate and predominately minority population. Too far from Eureka to commute and road is subject to closure from landslides. Need center status for basic operational funds and access to State capital outlay funds.
- Need backup generator as power goes out often.
- Computers in computer lab are several years old.
- Furniture and equipment purchased by the tribe, not CR.
- Need faculty office.
- Lighting and security system are poor, vandalism and petty theft is a problem.
- Computers for student work that are not in the computer lab, since classes use the lab computers.
- Need the bus service to stop at the CR site. Currently, bus stops down the street.
- About 90 KT students travel to Eureka campus because they cannot get classes at the KT site.
- Science lab facility.
- Art lab facility.
- Cooking lab.
- Art lab storage space.
- Restrooms are not ADA compliant.
- Need State or Federal grant to pay for major upgrade.

## Appendix D: Outdoor Resources Comment, 3-14-2019

**TO :** Facilities Management Plan Committee  
**RE :** Comments on DRAFT Management Plan  
**FROM :** Tim Baker, Mickey Jarvi, Karen Reiss, Maria Friedman

The draft Facilities Management Plan has a serious shortcoming with regards to the unique natural areas on the College of the Redwoods campus including the extensive ponds, wetlands, riparian zones, and forests (see map). These lands are not only a remarkable asset in their own right, and one of the features that makes our College unique among the California community colleges, but are a significant component of many courses in Biology, Environmental Science, and Forestry /Natural Resources. Instructors for BIOL 4, 5, 18, 20, and 21, ENVSC 10, and FNR 1, 5, 10, 31, 51, 52, 54, 60, 80, and 87 all use these natural areas for experiential learning despite the disrepair to the trail networks and ponds have fallen into over the last decade and the lack of any active forest management in the various stands on campus. Restoring and maintaining these areas are essential for active learning in these disciplines, accreditation of our forestry program, and to close a widening equity gap on our campus.

### **Campus Forest Inventory**

The campus forests can be divided up into several distinct areas based on history and composition. The most representative area of native forests is the upper section of second-growth redwood (~39 acres) in the northeast corner of the property. This area has an outstanding example of second-growth redwood forests which developed naturally following several periods of timber harvesting in the early and mid-1900's. It currently has 80,000 – 100,000 board feet per acre volume and several examples of old-growth remnant trees. It has largely been unmanaged since the 1960's but has extensive unmanaged recreational use by students and neighbors of the College.

There are several smaller stands of predominantly non-local pines that were planted in the 1970's on what were old hillslope pastures above the current baseball field. These trees are extremely fast growing in this environment but reach maturity early and begin falling down – which they have been doing for the last several years. These trees currently have no economic value because of poor growth form but could be used as the basis for a campus biofuel system or a co-generation plant. These pines have been invaded by fungus-bearing bark beetles and pine gall rust which have killed several individuals and will likely continue to expand. Another stand of predominantly Douglas-fir with a few inclusions of Bishop pine (~12 acres) is just east of AJ. This stand, which was planted in the mid-late 1970's and has been unmanaged since, has about 50,000 board feet per acre but has been in need of serious thinning and stand improvement for some time. There are some good examples of Douglas-fir in this stand which would have economic value if harvested. There are several other small stands scattered around campus, each unmanaged and with a different set of issues.

## **CR Ponds**

Two interconnected ponds sit between central campus and the hillside, and a smaller pond near the athletic fields (~5 acres total). They are filled with tiny aquatic plants (including waterferns with symbiotic cyanobacteria), are surrounded by classic riparian species such as cattails and willows and cottonwoods, and provide habitat for many animals. Several amphibian species use the ponds as breeding grounds; waterfowl hide along the edges of the water and black-crowned night herons roost in the shrubs above the edges; beaver and river otters have been sighted. A well-trodden trail runs along the backside of the ponds connecting central campus to Creative Arts. The ponds were once used by the Aquaculture program for fish-rearing, and a defunct pier and dock sits crumbling and fenced off. The ponds are becoming encroached by surrounding vegetation and need periodic draining and excavating, or they will become wet marsh and eventually meadow.

## **Use of Outdoor Campus Resources**

The natural areas on campus have a long history of both recreational and educational use by the College community. An extensive network of trails (“The CR Nature Trail”) wound through the forests up one side of a trickling creek, across the ravine, and up into the redwood forests. These trails were complete with bridges and boardwalks that were built by the CCC’s in the 1970’s and 80’s, and had been maintained for a time by the Forestry Club but have fallen into disrepair. General wear-and-tear combined with the storm of 2004 wreaked havoc with the ravine and the bridges that crossed it, and since that time many of the bridges disintegrated or were removed for safety reasons. There also used to be an exercise “Par Course” that encircled the campus through these natural areas. People could jog station to station, at which point they’d be instructed to do particular exercises before moving on, but now the stations are overgrown with blackberries and mostly hidden from view.

Part of the maintenance problem is a failure to clarify the role of student work projects with the CSEA. Between class projects and club activities, students are a powerful and enthusiastic workforce, yet the union has objected to some of the student projects in the past (e.g. bridge-building) which effectively stymied these efforts. The Forestry Club actually raised the money for rebuilding several of the bridges over the ravine, but weren’t allowed to complete the projects because of union concerns.

The lack of a current formal trail network limits official class use, but students have developed their own haphazard social trails and built several recreational uses, including: a net in a group of redwoods about 50 feet off the ground, a rope swing over one of the back gulches, and several resting/camping areas around remnant old-growth stumps in the forest. This brings student safety risks and environmental degradation, including trash, graffiti, homeless camping and associated bio-waste, and discarded needles. In recent years, the cross-country team has used several of the established trails (legacy or social) for training purposes.

Educational uses of the forested areas are extensive and essential for student success in achieving course learning outcomes. Examples include conducting forest inventories in the FNR 54 and 10, studying regeneration factors, applications of thinning and light allocation, gap dynamics, growth and yield in the FNR 5, looking at species identification in the FNR 51, recreational use and

forest characteristics in the FNR 1, basic wood safety protocols in the FNR 3 course, stream quality and characteristics in the FNR 80, forest health attributes in the FNR 60 course, wildlife habitat assessment, browse surveys, spotted owl calling in the FNR 87. Students in BIOL 4 look for soil arthropods and salamanders in the forest, and BIOL 20 students practice plant species identification throughout the “cross-country” trail system.

Educational uses of the ponds are important as well. BIOL 4 and 5 and ENVSC 10 students sample aquatic and riparian vegetation, benthic microorganisms, and aquatic invertebrate and vertebrate animals. Access is awkward and generally requires hurling buckets off the banks and reeling them back in with rope. Monitoring and management exercises would be more easily incorporated into these classes with better access, and we could go beyond focal sampling and monitoring and incorporate longer-term and experimental studies into the curriculum. Student projects also can lead to recreational and environmental education opportunities for the College community. Last Fall, BIOL 20 students earning UC California Naturalist certification devised a self-guided nature trail with informational placards that focused on the pond and its aquatic and riparian vegetation, as well as built a solitary bee “hotel” designed to attract native pollinators. If installed, this trail could be used by classes in which we teach ecology as well as provide a recreational opportunity for all.

### **Accessibility, Equity, and Active Learning**

The many courses that use the forests and ponds on a weekly basis do help to mitigate the problems associated with the College’s inability to provide transportation for students in courses with field trips. But the majority of the extended campus outdoor areas are not easily accessible nor are they properly maintained for use by a diverse community of students. Instructors often need to choose off-campus field trips to utilize more accessible locations rather than stay on our own ecologically-rich campus. This can become a financial burden to students who must provide their own transportation, and some students simply don’t have transportation (e.g., those in the dorms), or don’t have flexible transportation (e.g., those relying on buses). This inequity is most pronounced in the GE offerings in which students tend to come from more diverse backgrounds and physical ability levels than those who, for example, choose forestry as a career path.

Field work is an important component of experiential learning for both GE students learning what science is and does and for those interested in a career in the pure or applied natural sciences. By making on-campus forest trails and ponds accessible, we would improve student access and equity, decrease reliance on student-provided transportation, improve the CR community’s relationship with the natural world, and improving the overall public perception of CR.

### **Proposal**

We envision a campus in which the natural areas are celebrated, used, and managed as intently as the buildings and infrastructure. We envision an ongoing collaboration of staff, and the faculty and students in BIOL, ENVSC, FNR and CE working together to create and maintain a system of trails that include some self-guided interpretive areas, a dock for the north pond, managed aquatic habitats, and perhaps even restoration of the exercise par course.

This collaboration could provide unique learning opportunities for students and create a College community that is invested in and values its stunning natural areas. These areas have long been overlooked or ignored by the campus community and the Facilities Management Plan should have a section devoted to their management. A standing sub-committee on Forest and Natural Areas management might be needed to focus on the distinct needs of these areas that set them apart from the traditional focus of the Facilities Management Committee.

**CR COLLEGE OF THE REDWOODS**  
Campus Forest Map



Stand	Acres
second-growth coast redwood	39
mixed conifer	18
Douglas-fir/Bishop pine	12
Monterey pine	10
mixed conifer/elderberry	5.3
Bishop pine	4.0
eucalyptus	3.2
Eastern pond	1.7
Upper pond	1.7
Douglas fir	1.6
Lower pond	1.5

Map created by: Mickey Jarvi Ph.D.  
Date created: 13 March 2018  
Coordinate System: NAD\_1983\_StatePlane\_NorthCarolinaFIPS3100

## Appendix E: Education Master Plan Survey Data

Summary of Education Master Plan student and employee survey data:

<http://internal.redwoods.edu/Portals/15/Education Master Planning Student Employee Result Summary.pdf?ver=2016-05-26-095126-590>

<b><u>Name</u></b>	<b><u>Sources</u></b>	<b><u>References</u></b>
Technology	6	58
Student Services	6	42
Cafeteria	3	30
Enhancing Student Success	5	19
Communication	4	16
Adult Education	3	14
Environmental Sustainability	5	14
Program and Course Offerings	3	14
Infrastructure Sustainability	3	10
Community Outreach	3	8
Marijuana Impact	2	8
Athletics	1	6
Embracing Diversity	4	6
Operational Sustainability	2	6
Clubs and Events	2	5
Health and wellness	3	5
Professional Development	3	5
Study areas	1	1



## Appendix F: Alquist Priolo Special Studies Act

([http://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?lawCode=PRC&division=2.&title=&part=&chapter=7.5.&article=](http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=PRC&division=2.&title=&part=&chapter=7.5.&article=))

### PUBLIC RESOURCES CODE - PRC

( *Heading of Division 2 amended by Stats. 1965, Ch. 1143.*  )

#### **CHAPTER 7.5. Earthquake Fault Zoning [2621 - 2630]**

( *Heading of Chapter 7.5 amended by Stats. 1993, Ch. 197, Sec. 1.*  )

##### 2621.

This chapter shall be known, and may be cited, as the Alquist-Priolo Earthquake Fault Zoning Act.

(*Amended by Stats. 1993, Ch. 197, Sec. 2. Effective January 1, 1994.*)

##### 2621.5.

(a) It is the purpose of this chapter to provide for the adoption and administration of zoning laws, ordinances, rules, and regulations by cities and counties in implementation of the general plan that is in effect in any city or county. The Legislature declares that this chapter is intended to provide policies and criteria to assist cities, counties, and state agencies in the exercise of their responsibility to prohibit the location of developments and structures for human occupancy across the trace of active faults. Further, it is the intent of this chapter to provide the citizens of the state with increased safety and to minimize the loss of life during and immediately following earthquakes by facilitating seismic retrofitting to strengthen buildings, including historical buildings, against ground shaking.

(b) This chapter is applicable to any project, as defined in Section 2621.6, which is located within a delineated earthquake fault zone, upon issuance of the official earthquake fault zones maps to affected local jurisdictions, except as provided in Section 2621.7.

(c) The implementation of this chapter shall be pursuant to policies and criteria established and adopted by the board.

(*Amended by Stats. 1993, Ch. 916, Sec. 1. Effective January 1, 1994.*)

##### 2621.6.

(a) As used in this chapter, "project" means either of the following:

- (1) Any subdivision of land which is subject to the Subdivision Map Act (Division 2 (commencing with Section 66410) of Title 7 of the Government Code), and which contemplates the eventual construction of structures for human occupancy.
- (2) Structures for human occupancy, with the exception of either of the following:

(A) Single-family wood-frame or steel-frame dwellings to be built on parcels of land for which geologic reports have been approved pursuant to paragraph (1).

(B) A single-family wood-frame or steel-frame dwelling not exceeding two stories when that dwelling is not part of a development of four or more dwellings.

(b) For the purposes of this chapter, a mobilehome whose body width exceeds eight feet shall be considered to be a single-family wood-frame dwelling not exceeding two stories.

*(Amended by Stats. 1992, Ch. 506, Sec. 2. Effective August 17, 1992.)*

2621.7.

This chapter, except Section 2621.9, shall not apply to any of the following:

(a) The conversion of an existing apartment complex into a condominium.

(b) Any development or structure in existence prior to May 4, 1975, except for an alteration or addition to a structure that exceeds the value limit specified in subdivision (c).

(c) An alteration or addition to any structure if the value of the alteration or addition does not exceed 50 percent of the value of the structure.

(d)

(1) Any structure located within the jurisdiction of the City of Berkeley or the City of Oakland which was damaged by fire between October 20, 1991, and October 23, 1991, if granted an exemption pursuant to this subdivision.

(2) The city may apply to the State Geologist for an exemption and the State Geologist shall grant the exemption only if the structure located within the earthquake fault zone is not situated upon a trace of an active fault line, as delineated in the official earthquake fault zone map or in more recent geologic data, as determined by the State Geologist.

(3) When requesting an exemption, the city shall submit to the State Geologist all of the following information:

(A) Maps noting the parcel numbers of proposed building sites that are at least 50 feet from an identified fault and a statement that there is not any more recent information to indicate a geologic hazard.

(B) Identification of any sites that are within 50 feet of an identified fault.

(C) Proof that the property owner has been notified that the granting of an exemption is not any guarantee that a geologic hazard does not exist.

(4) The granting of the exemption does not relieve a seller of real property or an agent for the seller of the obligation to disclose to a prospective purchaser that the property is located within a delineated earthquake fault zone, as required by Section 2621.9.

(e)

(1) Alterations that include seismic retrofitting, as defined in Section 8894.2 of the Government Code, to any of the following listed types of buildings in existence prior to May 4, 1975:

(A) Unreinforced masonry buildings, as described in subdivision (a) of Section 8875 of the Government Code.

(B) Concrete tilt-up buildings, as described in Section 8893 of the Government Code.

(C) Reinforced concrete moment resisting frame buildings as described in Applied Technology Council Report 21 (FEMA Report 154).

(2) The exemption granted by paragraph (1) shall not apply unless a city or county acts in accordance with all of the following:

(A) The building permit issued by the city or county for the alterations authorizes no greater human occupancy load, regardless of proposed use, than that authorized for the existing use permitted at the time the city or county grants the exemption. This may be accomplished by the city or county making a human occupancy load determination that is based on, and no greater than, the existing authorized use, and including that determination on the building permit application as well as a statement substantially as follows: "Under subparagraph (A) of paragraph (2) of subdivision (e) of Section 2621.7 of the Public Resources Code, the occupancy load is limited to the occupancy load for the last lawful use authorized or existing prior to the issuance of this building permit, as determined by the city or county."

(B) The city or county requires seismic retrofitting, as defined in Section 8894.2 of the Government Code, which is necessary to strengthen the entire structure and provide increased resistance to ground shaking from earthquakes.

(C) Exemptions granted pursuant to paragraph (1) are reported in writing to the State Geologist within 30 days of the building permit issuance date.

(3) Any structure with human occupancy restrictions under subparagraph (A) of paragraph (2) shall not be granted a new building permit that allows an increase in human occupancy unless a geologic report, prepared pursuant to subdivision (d) of Section 3603 of Title 14 of the California Code of Regulations in effect on January 1, 1994, demonstrates that the structure is not on the trace of an active fault, or the requirement of a geologic report has been waived pursuant to Section 2623.

(4) A qualified historical building within an earthquake fault zone that is exempt pursuant to this subdivision may be repaired or seismically retrofitted using the State Historical Building Code, except that, notwithstanding any provision of that building code and its implementing regulations, paragraph (2) shall apply.

*(Amended by Stats. 2010, Ch. 251, Sec. 1. (AB 2133) Effective January 1, 2011.)*

#### 2621.8.

Notwithstanding Section 818.2 of the Government Code, a city or county which knowingly issues a permit that grants an exemption pursuant to subdivision (e) of Section 2621.7 that does not adhere to the requirements of paragraph (2) of subdivision (e) of Section 2621.7, may be liable for earthquake-related injuries or deaths caused by its failure to so adhere.

*(Repealed and added by Stats. 1993, Ch. 916, Sec. 4. Effective January 1, 1994.)*

#### 2621.9.

(a) A person who is acting as an agent for a transferor of real property that is located within a delineated earthquake fault zone, or the transferor, if he or she is acting without an agent, shall

disclose to any prospective transferee the fact that the property is located within a delineated earthquake fault zone.

(b) Disclosure is required pursuant to this section only when one of the following conditions is met:

- (1) The transferor, or the transferor's agent, has actual knowledge that the property is within a delineated earthquake fault zone.
- (2) A map that includes the property has been provided to the city or county pursuant to Section 2622, and a notice has been posted at the offices of the county recorder, county assessor, and county planning agency that identifies the location of the map and any information regarding changes to the map received by the county.

(c) In all transactions that are subject to Section 1103 of the Civil Code, the disclosure required by subdivision (a) of this section shall be provided by either of the following means:

- (1) The Local Option Real Estate Transfer Disclosure Statement as provided in Section 1102.6a of the Civil Code.
- (2) The Natural Hazard Disclosure Statement as provided in Section 1103.2 of the Civil Code.

(d) If the map or accompanying information is not of sufficient accuracy or scale that a reasonable person can determine if the subject real property is included in a delineated earthquake fault hazard zone, the agent shall mark "Yes" on the Natural Hazard Disclosure Statement. The agent may mark "No" on the Natural Hazard Disclosure Statement if he or she attaches a report prepared pursuant to subdivision (c) of Section 1103.4 of the Civil Code that verifies the property is not in the hazard zone. Nothing in this subdivision is intended to limit or abridge any existing duty of the transferor or the transferor's agents to exercise reasonable care in making a determination under this subdivision.

(e) For purposes of the disclosures required by this section, the following persons shall not be deemed agents of the transferor:

- (1) Persons specified in Section 1103.11 of the Civil Code.
- (2) Persons acting under a power of sale regulated by Section 2924 of the Civil Code.

(f) For purposes of this section, Section 1103.13 of the Civil Code shall apply.

(g) The specification of items for disclosure in this section does not limit or abridge any obligation for disclosure created by any other provision of law or that may exist in order to avoid fraud, misrepresentation, or deceit in the transfer transaction.

*(Amended by Stats. 1999, Ch. 876, Sec. 8. Effective January 1, 2000.)*

#### 2622.

(a) In order to assist cities and counties in their planning, zoning, and building-regulation functions, the State Geologist shall delineate, by December 31, 1973, appropriately wide earthquake fault zones to encompass all potentially and recently active traces of the San Andreas, Calaveras, Hayward, and San Jacinto Faults, and such other faults, or segments thereof, as the State Geologist determines to

be sufficiently active and well-defined as to constitute a potential hazard to structures from surface faulting or fault creep. The earthquake fault zones shall ordinarily be one-quarter mile or less in width, except in circumstances which may require the State Geologist to designate a wider zone.

(b) Pursuant to this section, the State Geologist shall compile maps delineating the earthquake fault zones and shall submit those maps to all affected cities, counties, and state agencies, not later than December 31, 1973, for review and comment. Concerned jurisdictions and agencies shall submit all comments to the State Mining and Geology Board for review and consideration within 90 days. Within 90 days of that review, the State Geologist shall provide copies of the official maps to concerned state agencies and to each city or county having jurisdiction over lands lying within that zone.

(c) The State Geologist shall continually review new geologic and seismic data and shall revise the earthquake fault zones or delineate additional earthquake fault zones when warranted by new information. The State Geologist shall submit all revised maps and additional maps to all affected cities, counties, and state agencies for their review and comment. Concerned jurisdictions and agencies shall submit all comments to the State Mining and Geology Board for review and consideration within 90 days. Within 90 days of that review, the State Geologist shall provide copies of the revised and additional official maps to concerned state agencies and to each city or county having jurisdiction over lands lying within the earthquake fault zone.

(d) In order to ensure that sellers of real property and their agents are adequately informed, any county that receives an official map pursuant to this section shall post a notice within five days of receipt of the map at the offices of the county recorder, county assessor, and county planning commission, identifying the location of the map and the effective date of the notice.

*(Amended by Stats. 1993, Ch. 197, Sec. 7. Effective January 1, 1994.)*

#### 2623.

(a) The approval of a project by a city or county shall be in accordance with policies and criteria established by the State Mining and Geology Board and the findings of the State Geologist. In the development of those policies and criteria, the State Mining and Geology Board shall seek the comment and advice of affected cities, counties, and state agencies. Cities and counties shall require, prior to the approval of a project, a geologic report defining and delineating any hazard of surface fault rupture. If the city or county finds that no undue hazard of that kind exists, the geologic report on the hazard may be waived, with the approval of the State Geologist.

(b) After a report has been approved or a waiver granted, subsequent geologic reports shall not be required, provided that new geologic data warranting further investigations is not recorded.

(c) The preparation of geologic reports that are required pursuant to this section for multiple projects may be undertaken by a geologic hazard abatement district.

*(Amended by Stats. 1993, Ch. 916, Sec. 5. Effective January 1, 1994.)*

2624.

Notwithstanding any provision of this chapter, cities and counties may do any of the following:

- (1) Establish policies and criteria which are stricter than those established by this chapter.
- (2) Impose and collect fees in addition to those required under this chapter.
- (3) Determine not to grant exemptions authorized under this chapter.

*(Amended by Stats. 1993, Ch. 916, Sec. 6. Effective January 1, 1994.)*

2625.

(a) Each applicant for approval of a project may be charged a reasonable fee by the city or county having jurisdiction over the project.

(b) Such fees shall be set in an amount sufficient to meet, but not to exceed, the costs to the city or county of administering and complying with the provisions of this chapter.

(c) The geologic report required by Section 2623 shall be in sufficient detail to meet the criteria and policies established by the State Mining and Geology Board for individual parcels of land.

*(Amended by Stats. 1975, Ch. 61.)*

2630.

In carrying out the provisions of this chapter, the State Geologist and the board shall be advised by the Seismic Safety Commission.

*(Amended by Stats. 1976, Ch. 1243.)*

## Appendix G: ADA Transition Plan

<https://www.gpo.gov/fdsys/pkg/CFR-2011-title28-vol1/pdf/CFR-2011-title28-vol1-sec35-150.pdf>

### **Title 28 CFR §35.150(d) *Transition plan.***

(1) In the event that structural changes to facilities will be undertaken to achieve program accessibility, a public entity that employs 50 or more persons shall develop, within six months of January 26, 1992, a transition plan setting forth the steps necessary to complete such changes. A public entity shall provide an opportunity to interested persons, including individuals with disabilities or organizations representing individuals with disabilities, to participate in the development of the transition plan by submitting comments. A copy of the transition plan shall be made available for public inspection.

(2) If a public entity has responsibility or authority over streets, roads, or walkways, its transition plan shall include a schedule for providing curb ramps or other sloped areas where pedestrian walks cross curbs, giving priority to walkways serving entities covered by the Act, including State and local government offices and facilities, transportation, places of public accommodation, and employers, followed by walkways serving other areas.

(3) The plan shall, at a minimum—

- (i) Identify physical obstacles in the public entity's facilities that limit the accessibility of its programs or activities to individuals with disabilities;
- (ii) Describe in detail the methods that will be used to make the facilities accessible;
- (iii) Specify the schedule for taking the steps necessary to achieve compliance with this section and, if the time period of the transition plan is longer than one year, identify steps that will be taken during each year of the transition period; and
- (iv) Indicate the official responsible for implementation of the plan.

(4) If a public entity has already complied with the transition plan requirement of a Federal agency regulation implementing section 504 of the Rehabilitation Act of 1973, then the requirements of this paragraph (d) shall apply only to those policies and practices that were not included in the previous transition plan.

(Approved by the Office of Management and Budget under control number 1190-0004) [56 FR 35716, July 26, 1991, as amended by Order No. 1694-93, 58 FR 17521, Apr. 5, 1993; AG Order No. 3180-2010, 75 FR 56180, Sept. 15, 2010]

[https://www.fhwa.dot.gov/civilrights/programs/ada\\_sect504qa.cfm#q10](https://www.fhwa.dot.gov/civilrights/programs/ada_sect504qa.cfm#q10)  
Transition plans

What authority requires public agencies to make transition plans?

The ADA requires public agencies with more than 50 employees to make a transition plan. 28 CFR §35.150(d). (9-12-06)

What should a transition plan include?

The transition plan must include a schedule for providing access features, including curb ramps for walkways. 28 CFR §35.150(d)(2). The schedule should first provide for pedestrian access upgrades to State and local government offices and facilities, transportation, places of public accommodation, and employers, followed by walkways serving other areas. 28 CFR §35.150(d)(2). The transition plan should accomplish the following four tasks:

1. identify physical obstacles in the public agency's facilities that limit the accessibility of its programs or activities to individuals with disabilities;
2. describe in detail the methods that will be used to make the facilities accessible;
3. specify the schedule for taking the steps necessary to upgrade pedestrian access to meet ADA and Section 504 requirements in each year following the transition plan; and
4. indicate the official responsible for implementation of the plan. 28 CFR §35.150(d)(3). (9-12-06)

How does the transition plan relate to a public agency's transportation planning process?

The ADA transition plan is intended to identify system needs and integrate them with the State's planning process. The transition plan and its identified needs should be fully integrated into the public agency's Statewide Transportation Improvement Program (STIP) and metropolitan Transportation Improvement Program (TIP). Agencies should incorporate accessibility improvements into the transportation program on an ongoing basis in a variety of ways:

Any construction project that is programmed must meet accessibility requirements when built.

Accessibility improvements identified in the transition plan that are not within the scope of an alteration project should be incorporated into the overall transportation planning process. This can be accomplished through the development of stand-alone accessibility projects.

As a means to identify ADA compliance needs, during scheduling maintenance activities, the agencies should identify ADA accessibility needs and incorporate them into the overall transportation planning process. (9-12-06)

What public agencies must make a transition plan?



The ADA requires any public agency with more than 50 employees to make a transition plan setting forth the steps necessary to make its facilities accessible to persons with disabilities. 28 CFR §35.150(d). (9-12-06)

When should the FHWA review an agency's transition plan?

DOT Section 504 regulation requires FHWA to monitor the compliance of the self-evaluation and transition plans of Federal-aid recipients (49 CFR §27.11). The FHWA Division offices should review pedestrian access compliance with the ADA and Section 504 as part of its routine oversight activities as defined in their stewardship plan. (9-12-06)

When and how should a transition plan be updated?

An agency's transition plan should have been completed by January 26, 1992, and should be based on updates of the self-evaluation conducted to comply with the requirements of Section 504. 28 CFR §35.105. The plan should be updated periodically to ensure the ongoing needs of the community continue to be met. The transition plan should be coordinated appropriately with the STIP and the TIP.

Changes to the plan shall be made available to the public for comment. The public agency should specifically target any local community groups representing persons with disabilities for comment, to ensure that the agency is meeting the local priorities of the persons with disabilities in that community. If a public agency has never completed a transition plan, the Division should inform the public agency to complete a transition plan now and review that public agency's completed transition plan.

The ADA deadline for completing the improvements listed in the transition plans was January 26, 1995. For those State and localities that have not completed their self-evaluation and transition plans, it is critical that they complete this process. (9-12-06)

## Appendix H: Annual Building Self Inspection Schedule

At least annually, College personnel visually inspect campus facilities to identify hazards, barriers to access, potential public safety issues, and maintenance needs. Findings are summarized and reported to the Life Safety Committee.

The inspection schedule is as follows:

**January** – Redwoods Building Complex (RBC) buildings A, B, and C and Creative Arts building

**February** – Learning Resource Center and Eureka parking lots

**March** – Student Union and Eureka roads

**April** – Applied Technology and Academy of the Redwoods buildings

**May** – Shively Farm and RBC D and E

**June** – All Del Norte buildings, pathways, and parking lots, and Humanities building

**July** – Physical Education (PE) Complex, Fieldhouse, PE fields, and stadium area

**August** – All maintenance facilities and residence halls

**September** – Eureka Downtown, tennis courts, sand volleyball courts, and all other PE facilities

**October** – Klamath-Trinity site, Garberville

**November** – Student Services/Administration building and Child Development Center

**December** – Administration of Justice including firing range, waste water treatment, cattle area and Sciences building

The Facility Safety Inspection Checklist is included in the Injury and Illness Prevention Plan (IIPP).  
(See following pages)

REDWOODS COMMUNITY COLLEGE DISTRICT

FACILITY SAFETY INSPECTION CHECKLIST (Updated May 2017)

Date: \_\_\_\_\_ Location: \_\_\_\_\_ Phone: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Department: \_\_\_\_\_

Inspector: \_\_\_\_\_ Job Title: \_\_\_\_\_

SPECIAL ISSUES AND ITEMS

Yes No N/A

☐ ☐ ☐

1. Are all handicap door openers functioning properly?

☐ ☐ ☐

2. Is there a telephone in each classroom and lab?

☐ ☐ ☐

3. For larger rooms or areas with much noise, is there an emergency announcement unit?

☐ ☐ ☐

4. Are chairs and desks undamaged and in good working order?

☐ ☐ ☐

5. Are there handicap desks in each classroom and lab?

☐ ☐ ☐

6. Are any computers or devices missing an updated antivirus program?

☐ ☐ ☐

7. Are any computers noted with outdated operating systems, including Windows 95, Windows 98, Windows NT?

☐ ☐ ☐

8. Are bushes and trees trimmed back so as to not encroach on pathways and not block windows or doors?

☐ ☐ ☐

9. Are the emergency lights charged?

☐ ☐ ☐

10. Are there interior locking crash bars on exit doors?

☐ ☐ ☐

11. Is window film, shades, or blinds present on first floor windows?

☐ ☐ ☐

12. Are all lights lit and functioning?

☐ ☐ ☐

13. Is a CR wifi signal present in each room?

☐ ☐ ☐

14. Is there any equipment observed with missing safety features?

☐ ☐ ☐

15. Is any equipment over 15 years old? If so, discuss with the department plans for decommissioning or replacing old equipment. Exceptions would be equipment that has been properly serviced or overhauled recently and therefore not at end of life.

☐ ☐ ☐

16. Are outside gutters clear and cleaned recently?

☐ ☐ ☐

17. Are rough surfaces, rusty surfaces or items, splintery wood, etc. noted that might cause skin injuries? Wood and other supplies neatly stacked and not at risk of falling is acceptable.

☐ ☐ ☐

18. Are exits clearly marked with exit signs?

☐ ☐ ☐

19. Are unnecessary items fixed to walls above doorways that could fall (Exit signs are OK)? For example, relocate battery operated clocks, so they are not located above a doorway.

☐ ☐ ☐

20. Are items accumulated in the room unnecessarily (i.e. hoarding)? Items should be stacked and placed in a safe and orderly manner. High stacks of books or overloaded shelves pose a falling risk during an earthquake. Also, falling items might block a doorway delaying entry by emergency crews.

☐ ☐ ☐

21. Are water fountains old and in need of replacement?

☐ ☐ ☐

22. Is there at least one hydration station in larger buildings?

☐ ☐ ☐

23. Are equipment, computers, and valuable items locked up or otherwise secured when not in use (i.e. door to the room is locked, items are stored in locked cabinets, etc.)

☐ ☐ ☐

24. Have wood slats in walkways been replaced with concrete spacers to reduce trip hazard?

## FIRE SAFETY

Yes No N/A

☐ ☐ ☐

1. Are all fire exits clearly marked and unobstructed?

☐ ☐ ☐

2. Is trash, debris, and oily rags removed from the shop daily? Are metal cans available for storage of oily rags?

☐ ☐ ☐

3. Are all aisles cleared for at least a 44-inch pathway and building exit corridors completely clear for safe egress?

☐ ☐ ☐

4. Are all flammable solvents in excess of 10 1-gallon containers stored in approved flammable storage cabinets?

☐ ☐ ☐

5. Are spray-painting operations, which employ flammable materials, conducted inside spray booths?

☐ ☐ ☐

6. Are flammable and combustible materials stored at least 25 feet away from heat or ignition sources?

☐ ☐ ☐

7. Are flammable gas cylinders are stored at least 25 feet away from oxygen cylinders or ignition sources?

☐ ☐ ☐

8. Are fire separators intact (no holes in firewalls, no doors to exit corridors propped open, etc.)?

☐ ☐ ☐

9. Are charged, wall-mounted fire extinguishers (of the appropriate type) available within 75 feet of all workstations?

☐ ☐ ☐

10. Are employee workstations arranged to be comfortable without unnecessary strain on backs, arms, necks, etc.?

☐ ☐ ☐

11. Is there an inspection card attached to each fire extinguisher and are monthly inspections properly documented?

## ELECTRICAL SAFETY

Yes No N/A

☐ ☐ ☐

1. Are all plugs, cords, panels, and receptacles in good condition (no exposed conductors or broken insulation)?

☐ ☐ ☐

2. Are all circuit breaker panels accessible with labels identifying each switch's function?

☐ ☐ ☐

3. Are plug adapters banned? (Install additional outlets or properly rated fused power strips in lieu of plug adapters.)

☐ ☐ ☐

4. Is permanent building wiring installed away from public contact (in conduit, raceways, or walls)?

☐ ☐ ☐

5. Are Ground Fault Circuit Interrupters available for use in wet areas?

☐ ☐ ☐

6. Are the wheels on rolling files or other mobile equipment free from binding when rolled?

☐ ☐ ☐

7. Are extension cords in use? (These are not to be run through walls, ceilings, or doors, and are not safe for permanent equipment. Unplug extension cords daily or replace with fused power strips if current demand is within the strip's rating; otherwise, install additional outlets to reach equipment. Do not link extension cords together.)

## MECHANICAL SAFETY

Yes No N/A

- |  |  |
|--|--|
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. Is defective equipment promptly repaired? (If defects pose an imminent danger, then remove out of service.)                 |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 2. Are all the machine guards for belts, gears, and points of operation in place and adjusted properly?                        |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 3. Are machine and tool switches safe (easy access to disengage, stay off if de-energized and re-started)?                     |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 4. Are gas welding torches equipped with flashback arrestors? Are arc welders properly grounded with safe wiring?              |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 5. Are air tanks greater than 1.5 cubic feet (11.22 gal.) capacity inspected as evidenced by a current posted Cal/OSHA permit? |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 6. Are cranes, slings, ropes, hoists, jacks, jackstands, etc., inspected prior to each use and used safely?                    |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 7. Are floors maintained clean, spills wiped up promptly, and anti-slip materials used where moisture is prevalent?            |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 8. Are all cabinets, shelves, and equipment greater than 5 feet high secured to prevent injury to custodial personnel?         |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 9. Are cutting blades disposed of in rigid containers to prevent injury to custodial personnel?                                |
| <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 10. Are guardrails installed around floor openings and lofts, along catwalks, etc., to prevent employee falls?                 |



☐ ☐ ☐

11. Are potable water, soap, and towels available for hand washing?

☐ ☐ ☐

12. Are all plumbing fixtures served by Industrial Water labeled to prohibit drinking?

☐ ☐ ☐

13. Are forklifts inspected frequently for defects, equipped with proper safety devices and operated safely?

☐ ☐ ☐

14. Are excessive noise levels adequately controlled?

☐ ☐ ☐

15. Is an approved first aid kit available and its location known to all employees?

☐ ☐ ☐

16. Are stacked and shelved items stored to prevent falling during an earthquake? (Advise installing 2 inch shelf lips or other means of restraining items, especially above exits and employee workstations.)

☐ ☐ ☐

17. Are cross-connections between potable water and sewer inlets promptly abated (remove hoses which extend into sinks or down drains), and leaking backflow protection devices promptly repaired?

## HAZARDOUS MATERIALS/PERSONAL PROTECTION

Yes No N/A

☐ ☐ ☐

1. Are chemicals stored to prevent spills?

☐ ☐ ☐

2. Are carcinogens handled safely to reduce employee exposure?

☐ ☐ ☐

3. Are chemicals separated by Hazard Class (acids, bases, oxidizers, flammables, etc.)?

☐ ☐ ☐

4. Are chemicals inventoried with copies provided to the Personnel Office?

☐ ☐ ☐

5. Are chemical wastes properly segregated and stored with Waste Pickup Tags attached to the containers?

☐ ☐ ☐

6. Are all hazardous wastes disposed of and not poured into the sewer system?

☐ ☐ ☐

7. Is a plumbed emergency shower available within 100 feet of all areas where chemicals may splash onto an employee's body?

☐ ☐ ☐

8. Are gloves suitable for the hazard warranting protection (chemicals, heat, friction, etc.) available?

☐ ☐ ☐

9. Is eye protection suitable for the hazard warranting protection (welding, chemicals, particulates, etc.) available?

☐ ☐ ☐

10. Is a plumbed emergency eyewash station available within 100 feet of all chemical splash or mechanical hazards such as grinding operations?

☐ ☐ ☐

11. Is hearing protection suitable for the hazards warranting protection available?

☐ ☐ ☐

12. Are safety shoes available for those employees subject to falling objects and other foot impact hazards?

☐ ☐ ☐

13. Are hard hats available for employees subject to falling objects, low overhead obstructions, etc.?

☐ ☐ ☐

14. Are aprons or other suitable clothing available for employees subject to chemicals, oil, grease, etc.?

☐ ☐ ☐

15. Are lockout locks and tags available for employees who work on equipment served by hazardous energy sources?

## Appendix I: FUSION Reports

### FUSION Permanent Building Report

FUSION2			Building Summary Report (2017 - 2018)				
160 - Redwoods Community College District							
Bldg	Building Name	Year Built	Rooms	Stations	ASF	OGSF	Efficiency
2	CREATIVE ARTS	1974	59	445	20,266	27,100	74.8%
6	STUDENT SERVICES	2012	77	291	19,549	31,624	61.8%
7	PERFORMING ARTS	2012	11	317	5,826	8,654	67.3%
10	PHYSICAL SCIENCE	1967	-	-	-	26,706	0.0%
12	LIFE SCIENCE	1967	-	-	-	13,151	0.0%
14	HUMANITIES	2013	55	781	22,557	30,975	72.8%
15	SCIENCE	2013	55	340	20,412	25,396	80.4%
16	FORUM	1967	45	997	22,334	35,987	62.1%
17	LEARNING RESOURCE CENTER	2002	43	589	29,614	38,992	75.9%
18	ADMINISTRATION	1973	31	42	4,807	26,035	18.5%
20	STUDENT UNION	1968	21	508	14,926	18,224	81.9%
26	APPLIED TECH	1967	110	730	49,262	56,720	86.9%
30	GREENHOUSE	1972	2	20	3,903	4,100	95.2%
32	DEL NORTE HALL	1968	65	78	10,581	15,629	67.7%
34	MENDOCINO HALL	1968	71	86	11,429	15,725	72.7%
38	PHYSICAL EDUCATION	1971	46	110	30,157	38,226	78.9%
40	FIELD HOUSE	1968	22	8	34,088	42,291	80.6%
41	CHILD DEVELOPMENT CENTER	2002	27	196	12,271	13,832	88.7%
42	GROUNDS SERVICE	1970	3	2	914	1,073	85.2%
44	WAREHOUSE	1967	5	4	7,641	8,270	92.4%
46	MAINTENANCE SHOP	1967	11	11	4,811	6,670	72.1%
56	ADMIN OF JUSTICE	1977	24	215	8,818	14,309	61.6%
102	SHIVELY FARM	1967	3	29	8,368	9,900	84.5%
105	KLAMATH-TRINITY SITE	1960	6	4	799	821	97.3%
130	STADIUM	1975	5	6	380	9,801	3.9%
131	STADIUM STORAGE	1985	-	-	-	1,452	0.0%
134	WASTEWATER OPERATOR BUILDING	1965	1	-	129	216	59.7%
135	WASTEWATER TREATMENT BUILDING	1965	-	-	-	552	0.0%
139	KLAMATH-TRINITY CLASS RM	1960	4	70	1,894	2,074	91.3%
141	T-80 - ACADEMY REDWOODS	1965	3	3	738	1,904	38.8%
142	MAINTENANCE CRAFTS BLDG	1967	8	-	5,045	5,897	85.6%
143	EUREKA CED SITE	1973	12	60	2,301	15,000	15.3%
144	GARBERVILLE INST SITE	1951	11	42	5,340	9,311	57.4%
1	DELNORTE MAIN BLDG	1983	41	385	11,110	15,387	72.2%
2	DEL NORTE ART BL	1983	13	48	2,018	2,400	84.1%
4	HEALTH SERVICES BUILDING	2002	8	73	2,625	2,880	91.1%
5	DEL NORTE GARAGE	1983	3	3	2,190	2,400	91.3%
6	DN COMPUTER CENTER	1999	6	42	1,641	1,920	85.5%
7	DN INSTRUCTOR BL	1999	8	8	722	960	75.2%
8	DISABILITY RESOURCE CENT	2003	8	58	1,277	1,440	88.7%
9	DN STUDENT CENTER	1992	1	30	960	975	98.5%
10	UTILITY BUILDING/BOILER	1983	-	-	-	96	0.0%
11	ASC/BOOKSTORE	1983	1	-	581	140	415.0%
13	SMALL GARAGE	1995	-	-	-	80	0.0%

## FUSION Temporary Building Report

<b>FUSION2</b> Temporary Buildings Report (2017 - 2018)			
Building	Condition	Year	Total ASF
GREENHOUSE	Satisfactory	1972	3,903
T-80 - ACADEMY REDWOODS	Satisfactory	1965	738
EUREKA CED SITE	Satisfactory	1973	2,301
DN COMPUTER CENTER	Satisfactory	1999	1,641
DN INSTRUCTOR BL	Satisfactory	1999	722
DN STUDENT CENTER	Satisfactory	1992	960

## FUSION Space inventory by TOPS Code

TOPS: Taxonomy of Programs The chart provides the assignable square footage of facilities by the designated use for that space.

<b>FUSION2</b> Space Inventory by TOP Code (2017 - 2018)	
TOP Code	ASF Total
0099 - General Assignment	51,341
0101 - Agriculture Technology & Sciences, General	1,395
0102 - Animal Science	182
0109 - Horticulture	12,171
0114 - Forestry	1,200
0299 - Other Architecture and Environmental Design	120
0400 - Biological Sciences	2,176
0402 - Botany, General	1,149
0407 - Zoology, General	1,410
0410 - Anatomy and Physiology	327
0500 - Business and Management	1,093
0505 - Business Administration	1,555
0514 - Office Technology/Office Computer Applications	864
0600 - Media and Communications	140
0602 - Journalism	736
0614 - Digital Media	865
0702 - Computer Information Systems	206
0707 - Computer Software Development	2,710
0708 - Computer Infrastructure and Support	1,101
0835 - Physical Education	62,785
0899 - Other Education	229
0901 - Engineering, General (requires Calculus)(Transfer)	374

**FUSION2****Space Inventory by TOP Code (2017 - 2018)**

<b>TOP Code</b>	<b>ASF Total</b>
0936 - Printing and Lithography	2,409
0947 - Diesel Technology	8,261
0948 - Automotive Technology	5,509
0952 - Construction Crafts Technology	5,300
0953 - Drafting Technology	3,629
0956 - Manufacturing and Industrial Technology	8,618
1001 - Fine Arts, General	42
1002 - Art (Painting, Drawing and Sculpture)	9,675
1004 - Music	5,593
1007 - Dramatic Arts	7,026
1011 - Photography	1,457
1228 - Athletic Training and Sports Medicine	1,143
1230 - Nursing	3,095
1240 - Dental Occupations	4,044
1305 - Child Development/Early Care and Education	12,107
1501 - English	1,581
1506 - Speech Communication	76
1902 - Physics, General	1,455
1905 - Chemistry, General	3,982
1914 - Geology	1,636
2105 - Administration of Justice	6,902
2202 - Anthropology	1,440
4930 - General Studies	741
4999 - Other Interdisciplinary Studies	1,038
6010 - Academic Administration	215
6030 - Administrative Data Processing Activities	1,543
6100 - Instructional Support Services	1,387
6110 - Learning Center (Learning Resource Center)	14,261
6120 - Library	15,475
6199 - Other Instructional Support Services	355
6300 - Counseling and Guidance	287
6310 - Counseling Services	3,252
6399 - Other Counseling and Guidance	307
6400 - Other Student Services	972
6420 - Disabled Students Programs and Services (DSPS)	3,458
6430 - Extended Opportunity Programs and Services	547
6440 - Health Services	535
6480 - Veterans Services	566

<b>FUSION2</b>	<b>Space Inventory by TOP Code (2017 - 2018)</b>
<b>TOP Code</b>	<b>ASF Total</b>
6499 - Other Student Services	309
6500 - Maintenance and Operation of Plant	229
6510 - Building Maintenance and Operation Support	9,646
6530 - Custodial Services	1,193
6570 - Utilities	3,452
6599 - Other Maintenance and Operation of Plant	1,351
6700 - General Institutional Support Services	684
6730 - Human Resources Management	2,606
6750 - Staff Development	497
6770 - Logistical Services	8,514
6780 - Management Information Services	738
6791 - General Administration Services	7,454
6799 - Other General Institutional Support Services	1,946
6900 - Ancillary Services	250
6910 - Bookstore	4,012
6940 - Food Services	8,804
6970 - Student Housing (Dormitories)	22,010
6999 - Other Ancillary Services	135
7091 - Noninstitutional Activity	1,053
7110 - Current Operations	144
9600 - Unassigned	85
<b>Total Eureka, KT, Garberville, EKA Downtown</b>	<b>359,160</b>

<b>FUSION2</b>	<b>Space Inventory by TOP Code (2017 - 2018)</b>
<b>TOP Code</b>	<b>ASF Total</b>
0099 - General Assignment	4,901
0401 - Biology, General	1,008
0410 - Anatomy and Physiology	147
0701 - Information Technology, General	1,201
1002 - Art (Painting, Drawing and Sculpture)	960
1230 - Nursing	1,287
1501 - English	92
1507 - Creative Writing	672
1701 - Mathematics, General	92
2001 - Psychology, General	184
2207 - Political Science	92
4930 - General Studies	1,885

**FUSION2****Space Inventory by TOP Code (2017 - 2018)**

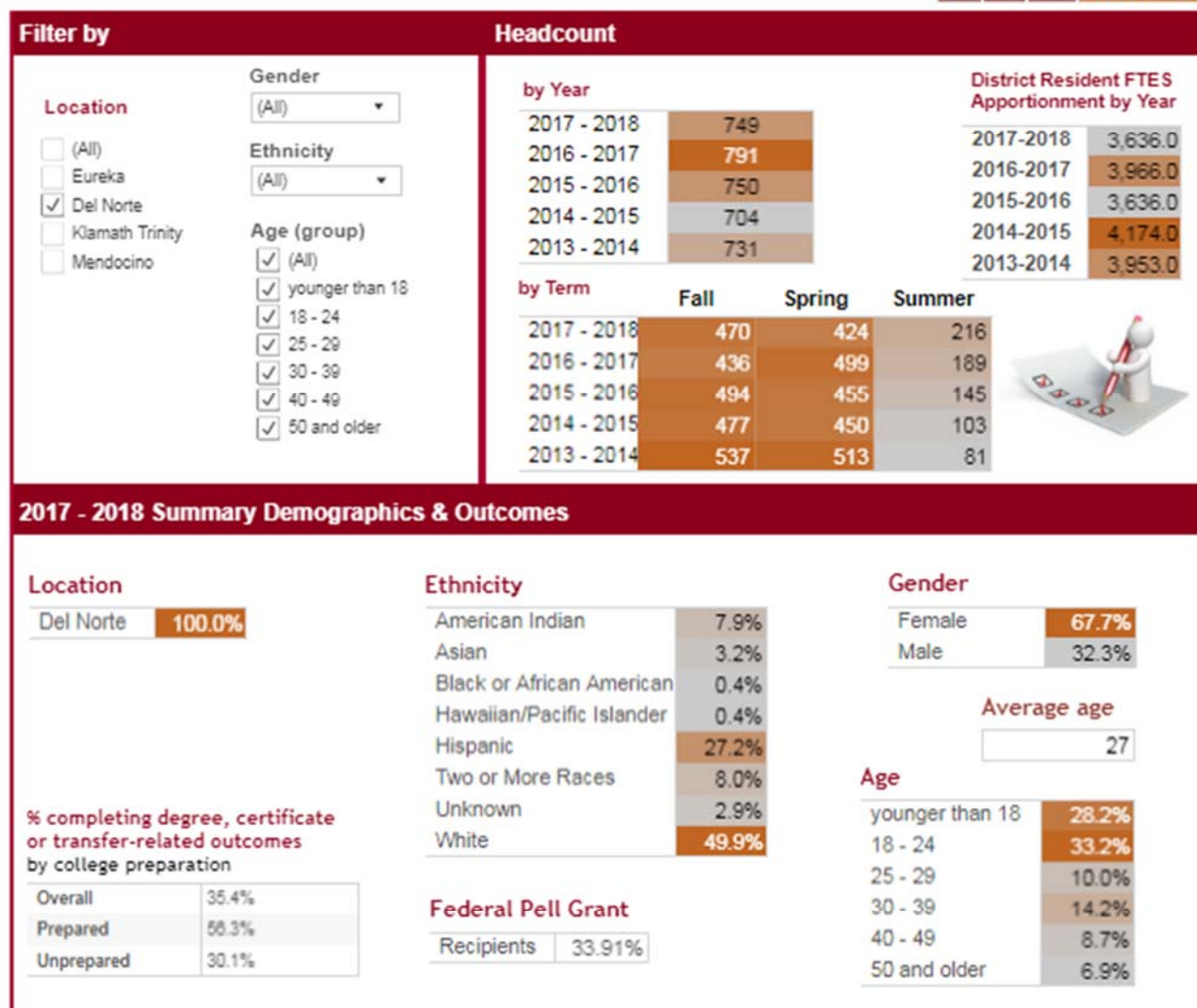
<b>TOP Code</b>	<b>ASF Total</b>
6010 - Academic Administration	256
6040 - Computer-Assisted Instruction	188
6110 - Learning Center (Learning Resource Center)	1,993
6199 - Other Instructional Support Services	41
6200 - Admissions and Records	143
6220 - Student Records, Statistics and Publications	64
6300 - Counseling and Guidance	335
6310 - Counseling Services	411
6420 - Disabled Students Programs and Services (DSPS)	1,213
6460 - Financial Aid	146
6499 - Other Student Services	272
6510 - Building Maintenance and Operation Support	2,335
6530 - Custodial Services	335
6570 - Utilities	254
6770 - Logistical Services	170
6780 - Management Information Services	127
6791 - General Administration Services	890
6900 - Ancillary Services	902
6910 - Bookstore	528
<b>Total Del Norte Center</b>	<b>23,124</b>
<b>Total Redwoods Community College District</b>	<b>382,284</b>



## Appendix J: Enrollment Data By Location

### Del Norte:

The Office of Institutional Research (IR) analyzes and reports information to enhance decision making at the College of the Redwoods while helping ensure the integrity of the data being reported.



Note: Adding up the headcount across each term for a given academic year is larger than the listed headcount by year because many students enroll in more than one term. For example, a student in 2014-15 might contribute to the Spring and Fall headcount by term tallies, but will only count once for the 2014-15 year.

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## Eureka

The Office of Institutional Research (IR) analyzes and reports information to enhance decision making at the College of the Redwoods while helping ensure the integrity of the data being reported.



Filter by

Gender

Location

Ethnicity

Age (group)

by Year

District Resident FTEs Apportionment by Year

by Term

Fall

Spring

Summer

### 2017 - 2018 Summary Demographics & Outcomes

Location

Eureka

100.0%

% completing degree, certificate or transfer-related outcomes by college preparation

Overall

35.4%

Prepared

58.3%

Unprepared

30.1%

Ethnicity

American Indian

4.2%

Asian

2.5%

Black or African American

4.0%

Hawaiian/Pacific Islander

1.0%

Hispanic

21.7%

Two or More Races

8.4%

Unknown

4.0%

White

54.3%

Federal Pell Grant

Recipients

28.36%

Gender

Female

52.3%

Male

47.7%

Average age

28

Age

younger than 18

8.1%

18 - 24

43.4%

25 - 29

17.9%

30 - 39

18.7%

40 - 49

8.2%

50 and older

6.5%

Note: Adding up the headcount across each term for a given academic year is larger than the listed headcount by year because many students enroll in more than one term. For example, a student in 2014-15 might contribute to the Spring and Fall headcount by term tallies, but will only count once for the 2014-15 year.

## Klamath--Trinity

The Office of Institutional Research (IR) analyzes and reports information to enhance decision making at the College of the Redwoods while helping ensure the integrity of the data being reported.



**Filter by**

**Location**
☐ (All)
 ☐ Eureka
 ☐ Del Norte
 ☒ Klamath Trinity
 ☐ Mendocino

**Gender**  
 (All)

**Ethnicity**  
 (All)

**Age (group)**
☒ (All)
 ☒ younger than 18
 ☒ 18 - 24
 ☒ 25 - 29
 ☒ 30 - 39
 ☒ 40 - 49
 ☒ 50 and older

**Headcount**

**by Year**

2017 - 2018	167
2016 - 2017	188
2015 - 2016	247
2014 - 2015	197
2013 - 2014	254

**District Resident FTEs Apportionment by Year**

2017-2018	3,636.0
2016-2017	3,966.0
2015-2016	3,636.0
2014-2015	4,174.0
2013-2014	3,953.0

**by Term**

	Fall	Spring	Summer
2017 - 2018	98	93	31
2016 - 2017	103	100	50
2015 - 2016	109	118	99
2014 - 2015	128	114	45
2013 - 2014	120	173	69

**2017 - 2018 Summary Demographics & Outcomes**

**Location**

Klamath Trinity	100.0%
-----------------	--------

**Ethnicity**

American Indian	70.7%
Black or African American	0.6%
Hispanic	4.2%
Two or More Races	14.4%
Unknown	0.6%
White	9.6%

**Gender**

Female	61.7%
Male	38.3%

**Average age**

27

**% completing degree, certificate or transfer-related outcomes by college preparation**

Overall	35.4%
Prepared	58.3%
Unprepared	30.1%

**Federal Pell Grant**

Recipients	50.90%
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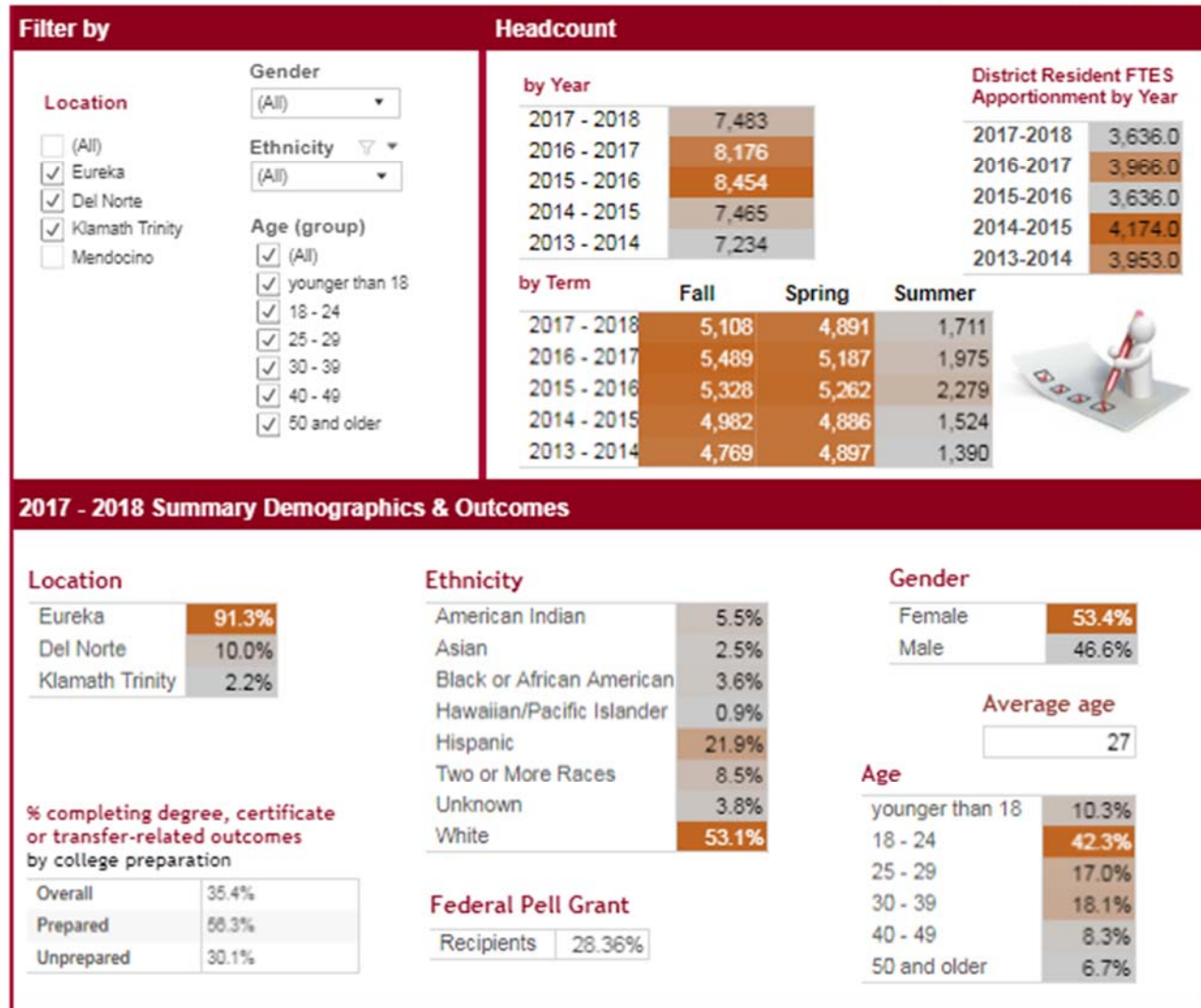
**Age**

younger than 18	22.8%
18 - 24	40.1%
25 - 29	9.0%
30 - 39	16.8%
40 - 49	6.6%
50 and older	6.0%

Note: Adding up the headcount across each term for a given academic year is larger than the listed headcount by year because many students enroll in more than one term. For example, a student in 2014-15 might contribute to the Spring and Fall headcount by term tallies, but will only count once for the 2014-15 year.

## District

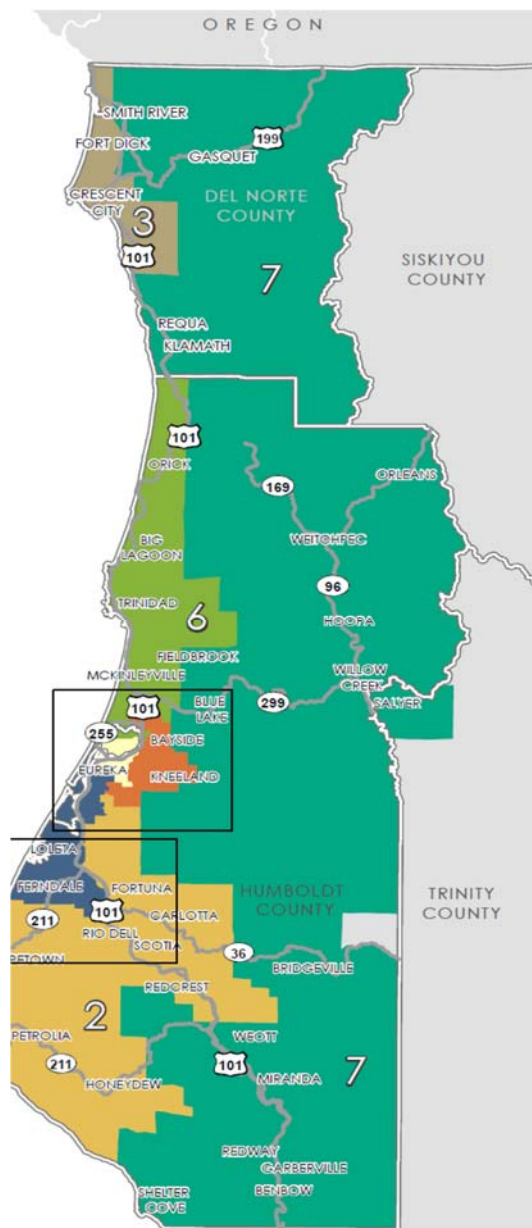
The Office of Institutional Research (IR) analyzes and reports information to enhance decision making at the College of the Redwoods while helping ensure the integrity of the data being reported.



Note: Adding up the headcount across each term for a given academic year is larger than the listed headcount by year because many students enroll in more than one term. For example, a student in 2014-15 might contribute to the Spring and Fall headcount by term tallies, but will only count once for the 2014-15 year.



## Appendix K: Service Area Map



## Appendix L: Five Year Capital Construction Plan

In compliance with Education Code 81820 through 81823, the College prepares and submits an updated Five Year Capital Construction Plan to the Chancellor's Office each year. Following is the list of proposed projects. This list will be updated once the Facilities Master Plan is finalized.

Change Planning Year: 2020-21, SI 17-18												
4.0 Capital Planning Projects :: 2.0 Local Assistance Projects												
PLANNING > District Approved Projects > Redwoods Community College District												
Projects Claims Review												
												[ Review Project ]
Priority	Project Title	Campus	Cat.	Occupy Date	State Fund	Local Fund	I	31	32	33	Att Cnt	FPP
<input type="checkbox"/>	1 Utility Infrastructure Replacement/ Seismic Strengthening	College Of The Redwoods	A3	2018/2019	\$36,558,000	\$0	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	4	
<input type="checkbox"/>	3 Art Building Drop and Replace	College Of The Redwoods	A3	2020/2021	\$18,555,000	\$0	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
<input type="checkbox"/>	6 New Science/Humanities Building Seismic Replacement	College Of The Redwoods	A3	2010/2011	\$29,155,000	\$1,852,000	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1	
<input type="checkbox"/>	7 Student Services / Administration and Performing Arts Building	College Of The Redwoods	A3	2010/2011	\$18,349,000	\$1,791,000	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	3	
Total Funding:					\$100,617,000	\$3,443,000						

### PROJECT LIST

Search Projects:

Priority	Project	Campus	Category	Occupy Year	Status	District Cost	State Cost	Total Cost
Q	1 Utility Infrastructure Replacement/ Seismic Strengthening	College Of The Redwoods	A3	2018-19	FPP-Approved	\$0	\$36,557,955	\$36,557,955
Q	2 Art Building Drop and Replace	College Of The Redwoods	A3	2020-21	FPP-Approved	\$0	\$18,555,256	\$18,555,256
Q	3 Phys Ed Replace Existing	College Of The Redwoods	A3	2021-22	FPP-Approved	\$13,000	\$43,016,620	\$43,029,620
Q	4 Science Lab/Wet Lab Building	Del Norte Center	B	2017-18	Locally Funded or Future	\$1,827,100	\$0	\$1,827,100
Q	5 New Science/Humanities Building Seismic Replacement	College Of The Redwoods	A3	2010-11	FPP-Approved	\$1,652,000	\$29,154,883	\$30,681,113
Q	6 Student Services / Administration and Performing Arts Building	College Of The Redwoods	A3	2010-11	FPP-Approved	\$1,791,280	\$17,015,785	\$17,665,065

No.	Project	Occupancy	Source	Schedule of Funds						
				2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
1	Utility Infrastructure Replacement/ Seis 0	2018/2019 \$36,558,000	State	College Of The Redwoods						
2	Phys Ed Replace Existing 2,334	2019/2020 \$42,748,000	State	College Of The Redwoods (L)(P)(W)	(C)	(E)				
				\$3,843,000	\$38,873,000	\$32,000				
3	Art Building Drop and Replace 2,778	2020/2021 \$18,555,000	State	College Of The Redwoods			(P)(W)		(C)	
							\$1,719,000		\$16,836,000	
4	Modernization & Additions to the Del N 1,485	2021/2022 \$3,303,000 \$2,000,000	State NonState	Del Norte Center		(P)(W)	(C)(E)			
						\$435,000	\$2,868,000 \$2,000,000			
5	Science Lab/Wet Lab Building 2017/2018	\$1,319,100	NonState	Del Norte Center						
6	New Science/Humanities Building Seismi 253	2010/2011 \$29,155,000 \$1,652,000	State NonState	College Of The Redwoods						
7	Student Services / Administration and P 2010/2011	\$16,349,000 \$1,791,000	State NonState	College Of The Redwoods						
8	Health Services/ Student Services Buildi 443	2020/2021 \$5,345,000 \$2,869,000	State NonState	Del Norte Center	(P)(W)	(C)(E)				
					\$265,000 \$131,000	\$5,080,000 \$2,738,000				