



COLLEGE OF THE  
REDWOODS

May 2017

# FACILITIES MASTER PLAN

2017 – 2027

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## **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 continually 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.

## **Vision**

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

## Background

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 main campus, the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa, and other instructional sites, such as the 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 are more than 260 miles to the south (San Francisco) and 420 miles to the north (Portland, Oregon).

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.

## Purpose of the Facilities Master Plan

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, the Facilities Master Plan is pivotal in advancing the objectives and goals of the Education Master Plan and ensuring continuous adherence to Accreditation Standards.

The California Community College Chancellor 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.

## High School Graduation Forecast Data

High School graduation rates are forecasted to increase by 14% in Humboldt County, while Del Norte County is forecasting a 14% reduction in high school graduates and Trinity County forecasts a 5% reduction. California high school graduation rates are forecast almost flat between 2014-15 and 2025-26. Combining Del Norte, Humboldt, and Trinity Counties yields an overall 7.8% high school graduation forecast for the College. However,

as the data by county demonstrates, the 7.8% growth rate is not evenly spread across the College's service area.

High School Graduation Forecast By County and California						
		DEL NORTE	HUMBOLDT	TRINITY	CR	CALIFORNIA
Actual	2014-15	334	1,250	100	1,684	426,781
Projected	2015-16	310	1,290	101	1,701	423,361
Projected	2016-17	287	1,244	92	1,623	420,383
Projected	2017-18	331	1,187	94	1,612	427,054
Projected	2018-19	286	1,347	118	1,751	420,708
Projected	2019-20	291	1,207	111	1,609	421,027
Projected	2020-21	292	1,315	123	1,730	427,611
Projected	2021-22	301	1,338	99	1,738	430,288
Projected	2022-23	320	1,418	134	1,872	434,766
Projected	2023-24	337	1,443	109	1,889	445,398
Projected	2024-25	327	1,397	106	1,830	432,235
Projected	2025-26	290	1,432	95	1,817	427,162
	High	337	1,443	134	1,889	445,398
	Low	286	1,187	92	1,609	420,383
	Average	309	1,322	107	1,738	428,065
	11 Year Growth	-44	182	-5	133	381
	Growth Percent	-14.2%	14.1%	-5.0%	7.8%	0.1%

## Population by Age Group Forecast Data

The charts display populations by county broken into age groups. According to the College's internal data, 43% 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 20% 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 nearly flat population forecast for Del Norte County between 2015 and 2025. Humboldt County shows 7.9% population growth, while Trinity County is forecasted to contract by 13%.

County	Age Group	Estimates		Projections	
		2010	2015	2020	2025
Del Norte	0	349	299	319	319
Del Norte	1-4	1,361	1,288	1,254	1,277
Del Norte	5-9	1,541	1,673	1,609	1,576
Del Norte	10-14	1,736	1,511	1,699	1,615
Del Norte	<b>15-19</b>	1,836	<b>1,743</b>	1,608	<b>1,777</b>
Del Norte	<b>20-24</b>	1,752	<b>1,899</b>	1,991	<b>1,866</b>
Del Norte	25-29	2,043	1,597	1,988	2,101
Del Norte	30-34	1,996	1,817	1,609	2,080
Del Norte	35-39	1,886	1,751	1,719	1,582
Del Norte	40-44	1,853	1,528	1,558	1,592
Del Norte	45-49	2,176	1,591	1,391	1,467
Del Norte	50-54	2,219	1,960	1,420	1,249
Del Norte	55-59	1,976	2,043	1,786	1,291
Del Norte	60-64	1,771	1,800	1,911	1,678
Del Norte	65-69	1,254	1,613	1,647	1,758
Del Norte	70-74	919	1,134	1,468	1,513
Del Norte	75-79	727	792	969	1,268
Del Norte	80-84	538	572	635	754
Del Norte	85-89	314	362	403	434
Del Norte	90-94	110	118	175	202
Del Norte	95-99	26	26	36	60

County	Age Group	Estimates		Projections	
		2010	2015	2020	2025
Humboldt	0	1,540	1,447	1,385	1,336
Humboldt	1-4	6,264	6,055	6,015	5,502
Humboldt	5-9	7,381	7,888	7,857	7,714
Humboldt	10-14	7,224	7,354	8,127	8,039
Humboldt	<b>15-19</b>	9,517	<b>9,624</b>	9,894	<b>10,659</b>
Humboldt	<b>20-24</b>	12,017	<b>12,026</b>	12,495	<b>12,711</b>
Humboldt	25-29	10,486	8,082	8,209	8,568
Humboldt	30-34	9,345	9,410	7,590	7,601
Humboldt	35-39	7,991	8,735	9,096	7,245
Humboldt	40-44	7,130	7,792	8,666	9,016
Humboldt	45-49	8,632	6,816	7,757	8,534
Humboldt	50-54	9,923	8,318	6,635	7,542
Humboldt	55-59	10,456	9,746	8,221	6,619
Humboldt	60-64	9,195	9,913	9,938	8,411
Humboldt	65-69	5,729	8,324	9,112	9,196
Humboldt	70-74	4,034	5,038	7,497	8,263
Humboldt	75-79	3,017	3,446	4,362	6,529
Humboldt	80-84	2,465	2,328	2,744	3,545
Humboldt	85-89	1,643	1,730	1,666	2,049
Humboldt	90-94	720	780	905	897
Humboldt	95-99	203	213	230	282

County	Age Group	Estimates		Projections	
		2010	2015	2020	2025
Trinity	0	112	104	115	128
Trinity	1-4	497	422	440	506
Trinity	5-9	659	607	559	602
Trinity	10-14	726	655	621	588
Trinity	<b>15-19</b>	792	<b>753</b>	689	<b>675</b>
Trinity	<b>20-24</b>	558	<b>815</b>	734	<b>686</b>
Trinity	25-29	631	546	837	775
Trinity	30-34	635	603	581	880
Trinity	35-39	663	631	591	569
Trinity	40-44	722	670	620	592
Trinity	45-49	1,047	695	640	592
Trinity	50-54	1,265	1,026	687	632
Trinity	55-59	1,378	1,193	972	646
Trinity	60-64	1,314	1,307	1,125	926
Trinity	65-69	1,002	1,224	1,234	1,068
Trinity	70-74	670	931	1,138	1,144
Trinity	75-79	509	598	837	1,033
Trinity	80-84	342	433	494	695
Trinity	85-89	172	244	308	368
Trinity	90-94	65	80	137	168
Trinity	95-99	19	19	16	44

## Race/Ethnicity Forecast Data

County	Race/Ethnicity Recode <sup>a</sup>	Estimates		Projections		
		2010	2015	2020	2025	Growth
Del Norte	White (Non-Hispanic)	18,451	17,436	17,307	17,022	-2%
Del Norte	Black (Non-Hispanic)	1,034	905	792	795	-12%
Del Norte	AIAN (Non-Hispanic)	1,940	1,848	1,906	1,934	5%
Del Norte	Asian (Non-Hispanic)	933	947	975	1,007	6%
Del Norte	NHPI (Non-Hispanic)	27	26	25	22	-15%
Del Norte	MR (Non-Hispanic)	938	1,093	1,265	1,462	34%
Del Norte	Hispanic (any race)	5,064	4,864	4,932	5,225	7%
Humboldt	White (Non-Hispanic)	104,478	102,614	103,538	103,382	1%
Humboldt	Black (Non-Hispanic)	1,423	1,498	1,611	1,707	14%
Humboldt	AIAN (Non-Hispanic)	7,007	6,980	7,113	7,162	3%
Humboldt	Asian (Non-Hispanic)	2,903	3,012	3,132	3,210	7%
Humboldt	NHPI (Non-Hispanic)	336	323	308	296	-8%
Humboldt	MR (Non-Hispanic)	5,471	6,254	7,020	7,736	24%
Humboldt	Hispanic (any race)	13,311	14,409	15,711	16,805	17%
Trinity	White (Non-Hispanic)	11,532	11,230	10,905	10,641	-5%
Trinity	Black (Non-Hispanic)	46	45	44	46	2%
Trinity	AIAN (Non-Hispanic)	558	556	537	530	-5%
Trinity	Asian (Non-Hispanic)	97	102	102	103	1%
Trinity	NHPI (Non-Hispanic)	16	16	15	15	-6%
Trinity	MR (Non-Hispanic)	566	607	648	695	14%
Trinity	Hispanic (any race)	964	1,006	1,130	1,294	29%

Projections Prepared by Demographic Research Unit, California Department of Finance, February 2017

<sup>a</sup> AIAN refers to American Indian or Alaska Native. NHPI refers to Native Hawaiian

The population chart by race/ethnicity above shows the strongest growth in Mixed Race and Hispanic categories. The growth percentages are from the year 2015 to 2025. The chart below summarizes trends for Del Norte, Humboldt, and Trinity Counties. The total population grows by 5,318 between 2015 and 2025, while the race/ethnicity proportions show some minor shifts over the ten year period.

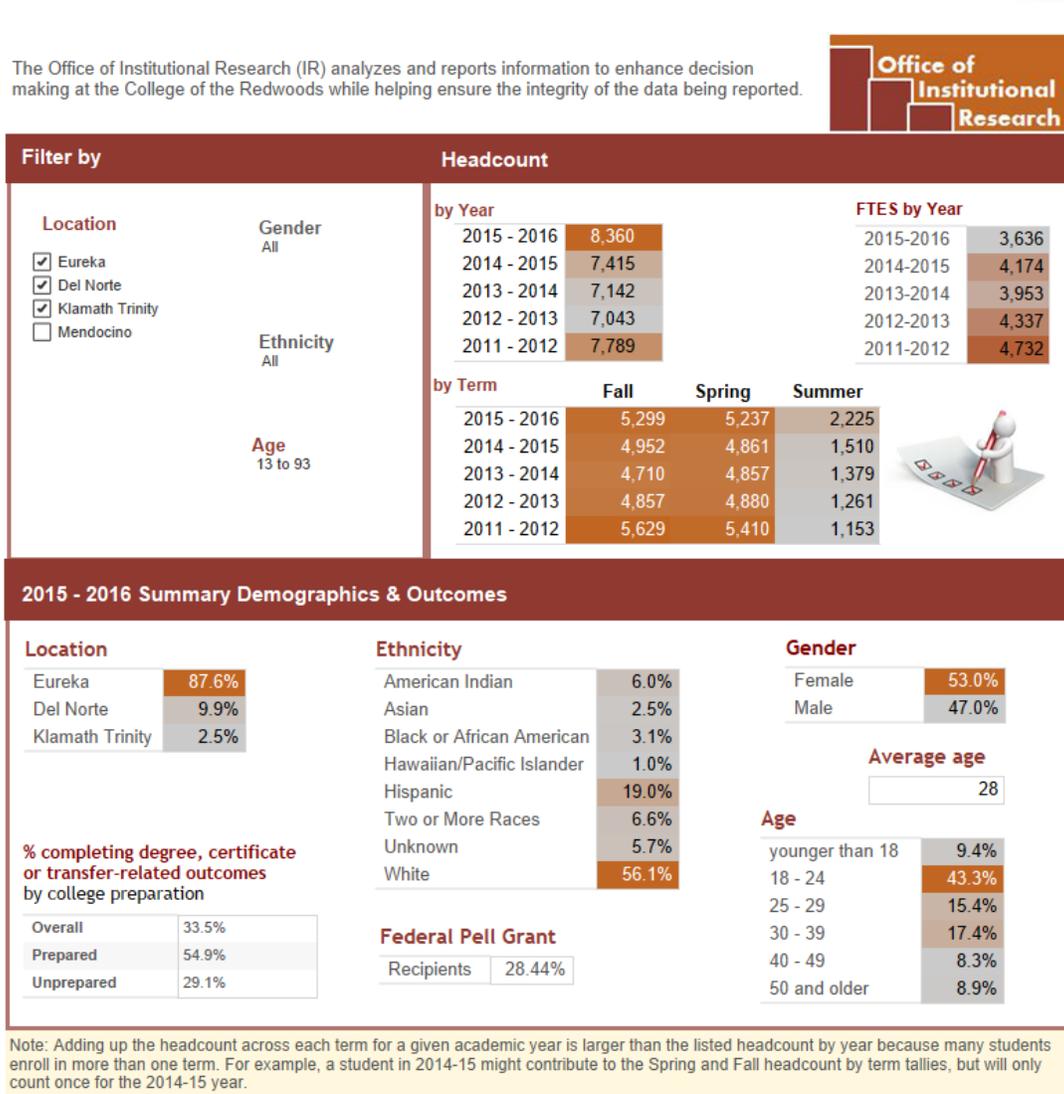
Summary Race/Ethnicity Percentages				
	2015	Percent	2025	Percent
White	131,280	75%	131,045	72%
Black	2,448	1%	2,548	1%
Aian	9,384	5%	9,626	5%
Asian	4,061	2%	4,320	2%
NHPI	365	0%	333	0%
MR	7,954	5%	9,893	5%
Hispanic	20,279	12%	23,324	13%
Total	175,771	100%	181,089	100%

## 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.

## Enrollment Data Summary



## Overarching Themes for Facilities Planning

The Facilities Master Plan provides a comprehensive development and construction program relative to the District's long term space, building, facility, and major equipment needs.

### Education Master Plan Links

#### Goal I A Provide accessible, affordable, high quality education.

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

FMP Linked Theme: 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

FMP Linked Theme: Update or replace existing facilities over net expansion.

**Goal I B Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.**

FMP Linked Theme: Maximize classroom and laboratory utilization for fiscal stability.

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

**Goal I C Deliver strong individual support for students.**

**Goal I D Promote and encourage a learning community among students, faculty, and staff.**

FMP Linked Theme: 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

**Goal I E Strive to eliminate achievement gaps across student groups.**

**Goal 2 A Effectively respond to regional workforce needs through workforce training.**

FMP Linked Theme: Maximize classroom and laboratory utilization for fiscal stability.

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

**Goal 2 B Effectively partner with community stakeholders to respond to the needs of the community.**

**Goal 2 C Serve as a hub of cultural, social, and economic activities.**

FMP Linked Theme: 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

**Goal 2 D Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.**

FMP Linked Theme: Remediate immediate life safety or ADA issues.

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

**Goal 3 A Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.**

FMP Linked Theme: Complete the New Proposed Capital Outlay Projects in this document.

**Goal 3 B Employ clear and transparent processes for core operations and decision-making.**

**Goal 4 C Engage in excellent communication, coordination, and collaboration across campuses.**

**Goal 4 D Engage and empower students, particularly those from underrepresented communities.**

**Accreditation Links**

**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.

FMP Linked Theme: Remediate immediate life safety or ADA issues.

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

**Supports Mission, Vision, Student Learning** – 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.

FMP Linked Theme: 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

FMP Linked Theme: Complete the New Proposed Capital Outlay Projects in this document.

**Informed by Data** – 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.

FMP Linked Theme: Maximize classroom and laboratory utilization for fiscal stability.

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

**Reinforces Operational Efficiency** – 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.

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

FMP Linked Theme: 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

FMP Linked Theme: Update or replace existing facilities over net expansion.

## Existing Conditions

### 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 and locations where the College provides instructional learning opportunities for students. After June 30, 2017, the District will transfer territory located in Mendocino County, including an educational center, to the Mendocino-Lake Community College District.

The Eureka main 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, children's 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. There is a second site that is primarily staff offices.

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 from the Eureka campus.

The Del Norte 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.

The Southern Humboldt site is located at 286 Sprowl Creek Road in Garberville.

Learning opportunities are also provided through agreements with local K-12 schools and online at redwoods.edu.

### Existing Building Use and Condition

While critical maintenance has been performed on the College's facilities, tight budgets have prohibited all desired renovations to be completed. Some buildings have been completely replaced due seismic hazards present at the old building. This has led to a situation 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.

The College's Mendocino Center and the territory in Mendocino County will be transferred to the Mendocino-Lake Community College District effective July 1, 2017.

## **Del Norte Center**

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. The 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 were updated to LED lights. Funds were used to purchase modular classrooms.

The Del Norte Center is located within the city of Crescent City. This location is served by PG&E 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, 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.

## **Eureka Campus**

With state capital outlay projects completed, the Library/Learning Resource Center, Student Services/Administration, Science, and Humanities buildings were constructed. The Child Development Center is also relatively new. As of 2017, replacement Physical Education Complex, Fieldhouse, and Creative Arts buildings are awaiting state capital outlay funds to proceed. With the Utility Infrastructure and Seismic Strengthening state capital outlay project, the Applied Technology, Student Union, and Administration of Justice buildings will receive seismic and code upgrades.

Older buildings that continue in use include a maintenance building, facilities used as a greenhouse, a waste treatment facility, residence halls, and two older modular buildings occupied the Academy of the Redwoods through a memorandum of understanding with the College.

ADA accessible pathways have been placed between many buildings to allow for pedestrian movement. However, there is not a comprehensive set of walking paths, so travel between some buildings must be done by vehicle.

Measure Q/B bond funds 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.

The campus has unimproved land but much of the property has seismic hazards present. As a result, potential new construction beyond what is already planned would likely require the purchase of additional property.

This location 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 for most of the campus is provided by a PG&E high voltage line from Eureka, while the PE fields and a small number of facilities receive power from PG&E high voltage lines originating from Loleta. The District operates a waste treatment facility that is scheduled to be decommissioned during 2018 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), except that the local cable internet provider, Suddenlink, services the residence halls and the student union. 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. The District maintains a memorandum of understanding with the Sheriff's Office for one dedicated deputy during the academic year.

Because the campus is located on the rising side of a hill, cell service is spotty at best. Wifi 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. Installation of building mounted cell signal boosters has started and is planned to be completed in a year or so. However, the current plan does not include enough cell boosters to provide reliable service across the campus. Although supplied by two distinct one gigabit network trunk lines from CENIC, both lines transit through Humboldt County on an identical path. Therefore, redundant service is only achieved once outside Humboldt County and on to 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.

### **Eureka Downtown Site**

Currently, the College leases space in buildings that are located a few blocks apart. This facility provides community education programs, which are typically funded from the tuition charged, and non-credit classes. The classrooms are not large enough to accommodate student demand, and the rooms are booked often. Neither facility 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, for example an insurance agent. As a result, there is no College of the Redwoods identity for this location. Both

leases will expire at the same time. The area has limited parking, and some parking is short term pay parking. Also, the area has been subject to petty vandalism and vehicle break ins. This will allow College leadership to consider options. Among the options being considered are consolidating to a single leased facility with another larger classroom. Also, partnering with related government agencies and non-profits, such employment and social services, in the same building would help create more of an identity for the location. Also, a more efficient leased space may better facilitate connections between community education, non-credit and the College's array of for credit degree and certificate options.

### **Klamath-Trinity Instructional Site**

The College serves students at this location in facilities owned by the Hoopa Valley Tribe. The parties have a memorandum of agreement where 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. 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.

### **Shively Farm**

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. Facilities are in need of building code upgrades and modernization.

### **Southern Humboldt (Garberville) Instructional Site**

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, for example a high school leases classroom space and an art group leases the theater.

## **Special Considerations**

### **Seismic Issues**

The Eureka Campus is located in an Alquist Priolo Special Studies Act Zone. The Alquist Priolo Special Studies Act Zone language and California State Law, state that no school building can be built on or within 50 feet of an active earthquake fault. An ongoing seismic hazard investigation has located active fault traces across the Eureka campus.

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. Another state law, the Seismic Hazards Mapping Act, passed in 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. Wikipedia notes, in geology, 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. According to Wikipedia, the Field Act was introduced with other laws that banned the construction of unreinforced masonry buildings, and required that earthquake forces be taken into account in structural design (specifically, a new requirement for a base shear calculation, and that school buildings must be able to withstand lateral forces equal to at least 3% of the building total mass).

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 have been approved for complete replacement due seismic deficiencies. During 2017 and 2018, extensive seismic strengthening remediation work will be completed on the existing Applied Technology building, Student Center, and the Administration of Justice building under the Utility Infrastructure and Seismic Strengthening State Capital Outlay Project (UIR).

Because much of the Eureka campus property is not suitable for school buildings due to seismic deficiencies, there is little to no seismically cleared space for additional new buildings without purchasing new land.

### **Tsunami Hazard Zone**

Additionally, a portion of the Eureka campus is located in a tsunami hazard zone. The lower parking lots and certain waste 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. At present a portion of the facilities are leased to outside parties for rental income, storage, etc., while other buildings sit completely vacant. The cost to demolish the buildings exceeds the College's fiscal capacity, so the College will request state capital outlay funds to remove these facilities.

### **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 is also severely impaired relative to wide area network availability and internet access, in particular at the Klamath-Trinity site. This technology limitation is so severe as

to limit the College's planned rollout of live, interactive Telepresence classes between Eureka, Del Norte, and Hoopa. Although the College is serviced by two gigabit trunk lines to Eureka, these lines travel the same physical path in Humboldt County. Therefore, the College does not enjoy a redundant network connection for its main CENIC trunk line from Eureka to Oakland until the trunk lines exit Humboldt County.

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 and removed promptly. 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 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.

## 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 that are located closer to buildings. However, much of the parking that is adjacent to buildings is designated handicap parking or staff parking. The main bus stop is located near the Student Services/Administration building and the Physical Education Complex. Large busses navigate a traffic circle roundabout to reach the bus stop location.

Parking is generally available year-round in the large lower parking lots. However, the limited parking near buildings can create difficulties for staff and students needing to transport items in and out of buildings. A campus handicap 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 semicircle road running along the back of campus. Traffic to the Firing Range, Maintenance building, Administration of Justice building, Child Development Center, and the PE fields generally find a single road in and out of those areas.

Pedestrian and bicycle entry to campus can present hazards as there is no linked system of clearly marked pathways and numerous points of overlap with vehicular traffic. In addition there are no designated passenger pick up and drop off zones located at main public entrance points. Also, the presence of the bus stop in a traffic circle presents risks due to the back ends of large busses encroaching into the path of traffic while stopped for loading and unloading.

## Del Norte

Adequate parking is available close to campus buildings, including handicap parking. 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 handicap 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.

## Landscaping Plan

A landscaping plan will be prepared as an accompaniment to this Facilities Master Plan. Major features will include identifying building exclusion setbacks for new trees and bushes, identifying types of trees and vegetation that are appropriate for the area, and an overall plan for landscaping at each campus.

## In Process or Approved State and Local Capital Outlay Projects

### Utility Infrastructure Replacement and Seismic Strengthening (UIR)

This \$36.6 million project is comprised of nine major projects all occurring at the Eureka campus. Seismic testing showed seismic faults at the proposed site for new water tanks to provide extra water pressure for fire suppression. As a result, a new site for the water tanks has been identified, but the new site will require additional engineering and architectural work. Also, because the alternate site is not on the hill above the campus, additional pumps and a backup power generator will be added to the project scope. As a result, the College requested a \$3.6 million budget augment from the Chancellor's Office to provide \$3 million for the extra cost for the relocated water tanks and the remainder to recharge the contingency budget. The amounts listed below do not include the budget augment as it is pending until July 1, 2017. Construction funds are expected to be released on July 1, 2017.

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 I A Provide accessible, affordable, high quality education.

Links to Facilities Master Plan Themes include:

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

On April 10, 2017, the Department of Finance and the State Public Works Board approved a \$341,000 augment to the working drawings phase of the UIR project. The augment was 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. With all of the planning and testing funds spent, the District requested the funding augment to provide additional resources to cover costs related to creating working drawings for the alternative site. District leadership also requested an additional \$3.3 million funding augment for the construction phase to cover additional costs related to the relocated water tanks, for additional plumbing, electric pumps, and a backup generator. Thus, the augment totals \$3.6 million, split between the working drawings and construction phases, and brings the total UIR project budget to \$40.1 million. Funds for the construction phase are expected to be released in July 2017.

<b>UIR Budget State Capital Outlay</b>	<b>JCAF 32 Original Bgt</b>	<b>DF14D 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>

UIR Project Name	Approximate Cost Estimate	Sent to DSA	Final DSA Approval
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
Student Union Building Retrofit	\$2,691,316	Dec 23, 2016	Pending

### Utility Infrastructure Replacement/ Seismic Strengthening

Edit Project

Campus: College Of The Redwoods      CFIS: 40.42. 108

Project Priority: 1      Building No.: N/A

Project Title: Utility Infrastructure Replacement/ Seismic S

Occupy Date: 2018/2019       Continued?

Project Type: Infrastructure.

Project Category: A3      AB1473: CID      COBCP Category: SM

Project Description: PURPOSE OF PROJECT  
 The purpose of this project to replace portions and or complete systems in the utility infrastructure at the College of the Redwoods Eureka campus to minimize a life-safety and/or environmental hazards that will arise in the event of an earthquake. It is necessary to relocate and/or reconstruct essential utility infrastructure systems to eliminate potential impacts from the identified seismic hazards on campus and to

Status: FPP-Approved

Project Phase    Distribution of Space    Forms    Reports

Project Phase

	Funding Date	State Funds Requested	Non State Funds	Project Cost
Land Acquisition				
Preliminary Plans	2014/2015	\$2,063,000	\$0	\$2,063,000
Working Drawings	2014/2015	\$1,349,000	\$0	\$1,349,000
Construction Funding	2015/2016	\$33,146,000	\$0	\$33,146,000
Equipment				
<b>Total:</b>		<b>\$36,558,000</b>	<b>\$0</b>	<b>\$36,558,000</b>

JCAF 32: 

## Physical Education Replacement

This \$42.7 million project will replace the existing physical education complex with a new facility at the location of the existing baseball and softball fields. Also, the existing fieldhouse will be replaced with a new building including a pressbox 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. This project generated many comments during Facilities Master Planning Open Forums. Please see the summary of comments in the appendix to this Facilities Master Plan.

To maximize ADA accessibility, the 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, but 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. Constituencies also support an exercise, weight lifting space, and an indoor running track that can 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. Constituencies 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.

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:

- Remediate immediate life safety or ADA issues.

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

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

The screenshot shows a web browser window titled "Project Details - Internet Explorer" with the URL "http://fusion.deltacollege.edu/code/planning/project/main.asp?id=3790". The page content includes:

- Project Title:** Phys Ed Replace Existing
- Campus:** College Of The Redwoods
- Project Type:** Replacement
- Project Category:** A3
- CCI Index:** 6108
- Building No:** 38 - PHYSICAL EDUCATION
- Status:** FPP-Preparing
- Project Description:** This project proposes to construct a new 39,246 OGSF 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 its 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 of the State that are growing, our area is barely maintaining. The proposition that the District would be

Below the description is a table with tabs for "Distribution of Space", "Score", "Forms", and "Reports". The "Distribution of Space" tab is active, showing a table with the following data:

Project Phase	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>

At the bottom left of the page, there is a link labeled "JCAF 32: [icon]".

## Creative Arts Replacement

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. The project budget is as follows.

To maximize ADA accessibility, the 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 PE 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.

Constituencies voiced the need for more small group meeting and study spaces, more technology, and more computer labs. To improve efficiency, electric kilns and other inefficient equipment should be avoided. Kilns and other equipment that is subject to potential misuse need to be locked in a non-operating position except for class and lab times. 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 facility with windows and natural lighting and a safe and secure facility relative to criminal threats. Constituencies 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 Creative Arts 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.

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 I D Promote and encourage a learning community among students, faculty, and staff.

Links to Facilities Master Plan Themes include:

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

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

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  
 Occupy Date: 2020/2021 Building No: 2 - CREATIVE ARTS  
 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:

### PE Fields Upgrade

This project is funded with local Measure Q/B bond funds. The main project is to upgrade the football/soccer field, update the concession stand and restrooms in particular with ADA upgrades, and ADA pathway and parking upgrades. Three alternate bid proposals for a sand volleyball court, baseball upgrades, and softball upgrades are included in this project. Repair of the track was originally planned, but was removed from the project scope due to the repair cost estimates coming in too high.

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:

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

### **Stadium Bleachers Demolition**

This project is funded from local Measure Q/B bond funds. The stadium bleachers are unsafe due to age and because the cantilever roof cannot be made compliant with seismic standards. State capital outlay funds are not available for bleachers. Once removed, this site will be the location for a new PE Fieldhouse with a second floor press box funded with State capital outlay project funds.

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:

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

## **Veterans Resource Center Modular Building**

The Veterans Resource Center is moving out of the student union. The program needs a larger and quieter space. Using local bond funds, the plan is to construct a modular building behind the bookstore. The modular will have extra sound insulation. Also, a number of parking spaces near the new Veterans Resource Center will be identified for the program.

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 2 A Effectively respond to regional workforce needs through workforce training.
3. Goal 3 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:

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

## **Multicultural Center**

The Multicultural Center will occupy newly renovated space in the student union. Interior walls are being removed to create an open floorplan. Furniture and technology will include a cluster of computers, several small group meeting spaces with computers, offices for two employees, and tables and chairs that can be configured for small to large group meetings. There will be many exterior windows to bring in natural light.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Goal 2 C Serve as a hub of cultural, social, and economic activities.
2. Goal 2 B Effectively partner with community stakeholders to respond to the needs of the community.
3. Goal I D Promote and encourage a learning community among students, faculty, and staff.

Links to Facilities Master Plan Themes include:

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

## **Marquees and Signage**

The College's marquees will be upgraded at Del Norte and Eureka. The Eureka north entrance will get a static sign while the main entrance will get a digital marquee. Del Norte's marquee will be an digital marquee as well. For security, digital marquees are needed, for example to notify that the campus is on lock down and not open. Also,

directional signage is being revised. At the Eureka campus, streets have been named to facilitate providing directions to emergency responders. Directional signage is in the process of being updated at Eureka and Del Norte.

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:

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

## New Proposed Capital Outlay Projects

Based on feedback from all constituencies, the overarching theme for this Facilities Master Plan is a focus on capital projects to remediate, repair, and update existing facilities over expansion. The overarching theme relative to funding is to prioritize projects with the highest probability of securing State capital outlay funding and to maximize the use of those project funds to reduce the local burden, for example by prioritizing group one equipment over group two equipment. This Facilities Master Plan proposes the following major capital outlay projects to be initiated and completed over the ten year life of this plan. Each proposal is supported by the three strongest links to the Education Master Plan and Accreditation Standards. Since 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.

### **Del Norte Modular Buildings Replacement – State Capital Outlay \$15MM**

There are six old modular buildings at this campus. Five of the modulares were manufactured in 1964 and originally used in Alaska during a crisis. Eventually, the modulares were shipped to California. All of the modulares 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 College will request from the Chancellor's Office a State capital outlay project to fund a replacement constructed building of similar square footage. Local bond funds expended for the DN Science laboratory will be reported as local matching funds for the project.

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. Equipping classrooms to both send and receive Telepresence interactive video can help make the center more fiscally sustainable due to the relatively small student population. The plan is to reconfigure the space 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. The career and technical education space needs to be flexible in order to accommodate the potential that program offerings will change every several years. Without a 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.

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 2 A Effectively respond to regional workforce needs through workforce training.
3. Goal 3 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:

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

### **Del Norte Main Building Code Updates – State Capital Outlay \$8MM**

The Del Norte main building is beginning to show age and is grand parented 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. More small group meeting and study spaces are needed. Equipping classrooms to both send and receive Telepresence interactive video can 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. The plan is to complete updates to bring the facility up to compliance with current codes and ADA accessibility requirements. Upgrades would include electrical improvements and new data cabling pulls. Also, doors and windows would be upgraded to high efficiency if allowed under State capital rules. Roofing and exterior security upgrades are needed to address the aging roof and persistent petty theft and vandalism problems.

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. Reinforces Operational Efficiency – 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.

Links to Facilities Master Plan Themes include:

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

### **Klamath-Trinity Building – State Capital Outlay \$20MM**

The College currently uses Tribal facilities under a memorandum of agreement. However, the existing facilities consist only of basic classrooms and a computer lab. The buildings are

at end-of-life and showing a significant level of deferred maintenance. More small group meeting and study spaces are needed. Updated facilities will support student learning outcomes. With a relatively small student population, increased use of telepresence interactive video courses can leverage offerings at this site. However, current wide area network limitations preclude expanded Telepresence until additional network bandwidth can be provided. More labs and special use space will allow for more complete offerings, reduce the need to commute, and improve student learning. An emphasis will be placed on space designed for flexible and changing uses will be emphasized to respond to educational and training needs of the community. Without a 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.

Under current Chancellor's Office rules, a site must enroll at least 1000 FTES to qualify for Center funding. College leadership is engaging in advocacy efforts to adjust the rules to recognize the stable level of enrollments and the remoteness and distance of this site from any other community college facility. Also, according to census data, the Hoopa Tribal area has 27.5% of residents below the poverty level. The statewide poverty level is only 15.3%. There is a high unemployment rate and a predominately minority population. Achieving small center status would provide basic operating funds and allow the College to apply for State capital outlay funds. Hoopa is too far from Eureka to commute and road is subject to closure from landslides. Another option is to assist and consult with Tribal leadership on Federal grant applications. The proposal is to construct a facility to provide high quality learning opportunities in the region. The plan is for a building with larger classrooms, a space for career and technical education programs, possibly an art lab and science lab, and to bring faculty and staff offices together in a more orderly building plan.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Goal I A Provide accessible, affordable, high quality education.
2. Goal I E Strive to eliminate achievement gaps across student groups.
3. Goal 4 D Engage and empower students, particularly those from underrepresented communities.

Links to Facilities Master Plan Themes include:

- Remediate immediate life safety or ADA issues.
- Maximize classroom and laboratory utilization for fiscal stability.
- Develop adequate funding sources for facility needs, in particular by leveraging state capital outlay project funds and other non-general fund resources.
- Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.

### **Residence Halls Renovations – Local capital funds, auxiliary, loan \$10MM**

State capital outlay funds exclude residence halls from funding eligibility. Local capital funds, auxiliary funds, and loan funds repaid from residence hall rental income are the most likely sources of funding. The residence halls can be upgraded to create rooms that are more conducive to study and collaboration which can improve student learning. More small group meeting and study spaces are needed. Roof repairs and outside railing and stairwell life safety upgrades have been completed. The most pressing need is to renovate all second

floor showers and bathrooms due to failure of drains resulting in water leaks. First floor showers and restrooms also need to be renovated. The room heating system is comprised of old gas space heaters that are near end-of-life, so the plan is to replace with hydronic heat registers in each room. Room electrical service is in need of upgrade and expansion as students bring more items requiring electricity into their rooms. Doors, windows and framing needs to be replaced for energy efficiency and to reduce noise levels. Building modernization and strengthening needs to be completed. ADA pathway repairs are needed as well as more lighting for the main parking lot used by residence hall students.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Goal 2 D Establish partnerships that enhance success by supporting the safety, health, and wellness of our students.
2. Goal 2 C Serve as a hub of cultural, social, and economic activities.
3. Goal 4 D Engage and empower students, particularly those from underrepresented communities.

Links to Facilities Master Plan Themes include:

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

### **Student Union Renovations – Local capital funds, auxiliary, State capital, loan, student fee \$5MM**

The student union is not configured to meet current and expected future student needs. The bookstore and dining are situated where each entrance is apart from the other. These two facilities need to be brought physically together through a shared entrance and shared retail presentation. The bookstore is too large and needs to be resized to accommodate emerging college bookstore trends nationwide. 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. Reorienting the bookstore and dining to a shared entrance and shared checkout registers may also reducing overall operating costs due to the inefficiency of having duplicated cash registers and duplicated sales forces. Apparel and miscellaneous bookstore sales will be helped by exposing dining customers to bookstore offerings. Space recovered from downsizing the bookstore may be used for small group meeting rooms, casual student space or student computer gaming room, classroom, teaching kitchen classroom, program offices, or other student-oriented uses.

State capital funds are allowed in a student union for the cafeteria portion of the building. However, the UIR project will bring the facilities up to code, so additional State capital funds is unlikely. The student union can be improved to a more student centered, more student collaborative space to improve student learning. Local funds can be used for the upgrade, and the College can ask the student body to vote on a student center fee to provide funding.

The plan is to combine the entrances to the bookstore and the cafeteria so that each program is less isolated. A teaching kitchen could be installed for internships and culinary classes. The bookstore would be reconfigured in anticipation of evolving changes in bookstores nationwide, such as fewer textbook inventories, more open license texts, and other developments.

Three strongest links to Education Master Plan and Accreditation Standards:

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

Links to Facilities Master Plan Themes include:

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

### **District Wide Technology Upgrades – Local capital funds, restricted funds, student tech fee \$5MM**

While much of the network has been upgraded, 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. The plan is to expand wifi coverage to parking lots and to areas of buildings with weak signal strength. A new email solution is being investigated to move the College away from unreliable local email servers and onto a service such as Gmail or Outlook Mail. A stronger web presence is needed, for example for distance education and support for more devices is needed.

CENIC will provide a one gigabit network connection between Eureka and Del Norte, and the College will request that CENIC also provision a redundant backup trunk line. Eureka is currently served by two gigabit trunk lines. The plan is to request that CENIC re-provision one trunk line to create a redundant link for better uptime. The College will also request that CENIC upgrade the Eureka connection to redundant ten gigabit trunk lines as well. The plan is to upgrade Klamath-Trinity service once a fiber connection coming from Orleans, CA is completed. CENIC does not currently serve instructional sites, such as the Klamath-Trinity site in their scope of service, so the College will advocate to change the status quo.

Building network equipment closets are often too small and are not properly cooled. The plan is to locate more appropriately sized space and to install cooling for better uptime. Microcomputer upgrades are needed each year to keep the computer labs and other areas supplied with current technology. Many old standalone servers with outdated security defenses continue in service. The plan is to decommission and move to virtual servers with updated security features. A Districtwide solution for an energy management system will be

implemented under the UIR project. District Wide technology upgrades will be more fully planned for 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.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Goal 3 A Employ state-of-the-art technology, equipment, and facilities throughout the District to support learning and institutional performance.
2. Goal I B Effectively use all learning modalities to provide students the knowledge and skills they need to succeed.
3. Supports Mission, Vision, Student Learning – 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.

Links to Facilities Master Plan Themes include:

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

### **Academy of the Redwoods Facility – State or local capital funds, School District funds \$3MM**

The current facilities used by Academy of the Redwoods include two aging modular buildings which are now grand parented relative to current building codes and ADA requirements. These facilities are already near end of life, so an alternative will be needed during the period covered by this Facilities Master Plan. Furthermore, to comply Division of State Architect requirements for the UIR project, the old modular used for Academy of the Redwoods offices will need to be vacated, declared as surplus, and planned for demolition by Summer 2017. Maintaining facilities that are in full compliance with building codes and ADA requirements supports continuous compliance with Accreditation Standard IIIB. One plan would be to replace with new facilities. Another option would be to identify space in another building or in the proposed PE or Creative Arts buildings. The program needs classrooms, faculty and staff offices, small group meeting and study spaces, storage space, and some outdoor space for the program's exclusive use.

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 2 B Effectively partner with community stakeholders to respond to the needs of the community.
3. Supports Mission, Vision, Student Learning – 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.

Links to Facilities Master Plan Themes include:

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

### **Parking Lot and Pathway Renovations – Local capital funds, auxiliary funds \$5MM**

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 require grading and upgrade to maintain ADA compliance and new pathways are required, for example behind the student union where no pedestrian walkway currently exists.

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. Reinforces Operational Efficiency – 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. Goal 3 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:

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

## **Administration of Justice Building Renovations – Local capital funds \$8MM**

Seismic trenching and boring needs to be completed to prepare geohazard reports and to seismically clear the building or determine that a replacement facility is needed due to seismic hazards. Trenching or boring must be done around all sides of the building to produce a complete seismic hazard report. The cost for this testing is likely \$300,000 or more.

The Administration of Justice building will receive some upgrades through the UIR project, but this will not eliminate all grand parenting relative to current 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 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.

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. Reinforces Operational Efficiency – 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. Goal 3 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:

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

## **Library/LRC Remodel: Local capital funds \$3MM**

The plan is to remodel the ASC area for more space and better efficiency. Refocusing the Library to better leverage online resources and to promote more collaborative group study can improve student learning. Increasing the ASC area can create a more efficient space which can contribute to improved student learning outcomes. Also, a major conversion of Library away from a large stock of physical books to online resources is needed to keep up with emerging trends. The Library needs more group study areas and collaborative space. The group study spaces will also need a technology package such as wifi, clustered computers, wall display, and related updates. There is a need for a major roof repair, updated lighting to LED, improved insulation and sound reduction, and updated classrooms. Also, the flooring is near end of life and needs replacing.

Three strongest links to Education Master Plan and Accreditation Standards:

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

Links to Facilities Master Plan Themes include:

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

### **Demolition of Unused Facilities – State capital outlay, local capital funds \$7.5M**

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

Once PG&E vacates, it is unlikely that another large tenant will be found. Also, the buildings are near end-of-life and will 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 at the next major repair problem. All of the buildings are no longer ADA compliant, and have older fire alarms systems that will eventually need to be corrected.

At some point, the rent will be collected simply to perform repairs, and that may not generate enough funds. At that point, the buildings could become a significant cash drag on the District. Also, 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 IIID and Eligibility Requirement 18. The plan is to request state capital outlay project funds to demolish each building and return the area to greenspace.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Reinforces Operational Efficiency – 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. Goal 3 B Employ clear and transparent processes for core operations and decision-making.
3. Accreditation 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:

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

- Create outdoor spaces and indoor facilities conducive to student learning with standard, proven industry practices.
- Remediate immediate life safety or ADA issues.

### **Applied Technology Building Updates – Grant funds, local capital funds - \$5MM**

The facility will receive major updates under the UIR project. However, portions of the building, such as the old diesel lab, are not being used due to the need for expensive repairs that will not be covered under UIR. Also, certain areas are not configured to efficiently meet program needs, for example, Nursing needs more up-to-date simulation rooms, Manufacturing Technology has equipment close together which creates a crowded space, and Welding needs more space for student projects. More student lockers are needed as well as more group study spaces. The programs need space for storage and use of heavy equipment.

Three strongest links to Education Master Plan and Accreditation Standards:

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

Links to Facilities Master Plan Themes include:

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

### **Shively Farm Building Updates – Grant funds, State capital outlay, local capital funds - \$3MM**

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

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. Reinforces Operational Efficiency – 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. Goal 3 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:

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

### **Dedicated classroom and technology for Pelican Bay State Prison instructional facilities – Bond funds, Grant funds, Corrections Funds - \$500,000**

Currently, the District shares classroom space with the high school that is run by the Corrections Department. As a result, the District must schedule classes around the high school schedule. As District programs expand and grow, the need for college classroom space on site will become a higher priority. Also, the District can add Telepresence interactive equipment to allow more instructional opportunities.

Three strongest links to Education Master Plan and Accreditation Standards:

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

Links to Facilities Master Plan Themes include:

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

### **Consolidate and Refocus the Eureka Downtown Community and Adult Education Facilities – Program revenue \$50,000**

Currently, the program leases two facilities in downtown Eureka. At lease expiration, the plan is to consolidate to a larger single facility with larger classroom space, in Eureka or Arcata. Consolidating facilities and increasing classroom space can support student learning. Also, this facility needs to be more easily identified as College of the Redwoods. The program generates revenue that can be used to pay rent and other costs.

An important theme for this this initiative is to create a strong connection between these programs and the College's credit programs for degrees and certificates. A goal might be to increase the number of community and adult education students transferring to a degree or certificate program. A leased space that facilitates such connections would be useful to meeting this goal.

Three strongest links to Education Master Plan and Accreditation Standards:

1. Goal 2 A Effectively respond to regional workforce needs through workforce training.

2. Goal 2 B Effectively partner with community stakeholders to respond to the needs of the community.
3. Goal 4 C Engage in excellent communication, coordination, and collaboration across campuses.

Links to Facilities Master Plan Themes include:

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



# Appendices

## 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 1964, 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.

#### Garberville Site Plan

- This site has only realized small enrollment levels. The site requires a backup generator for burglar alarms, telecommunications equipment, and emergency lighting.

#### 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.

# Facilities Planning Committee Meeting Notes

March 18, 2017

College of the Redwoods



## FACILITIES PLANNING COMMITTEE

### Minutes

March 22, 2017 \* 1:00 pm \* FM 112

Present: Julia Peterson, Cathy Cox, Lee Lindsey, Marty Coelho, Ari Willis (Student), Sean Patton; Bob Brown

1. Review meeting minutes from February meeting – Approved
2. Review related ACCJC Standard: Standard III.B - Held over to April when Steven and others can be present.
3. Review updates/changes to current Facilities Projects:
  - Update: New PE Complex: Gym and Field House: Everything is funded, and appears to be moving forward without hitches
  - Update: Creative Arts: Same as PE complex – all ok.
  - Augmentation to UIR: UIR individual projects are being reviewed by DSA; two have been approved and others are in the works.
  - Update: Stadium removal: Proceeding. Several trees have been removed already. Trucks working on the removal will be approaching from the back, NOT over the field or existing asphalt.
  - Update: DN Science Lab: Inspection finally complete and we are OK to use it, even though there is some minor work to be completed such as landscaping, etc.
4. Updates/timeline:
  - a. ADA Transition Plan: One bid has been received so far, very high (way outside our budget); we expect three bids by the time the bidding process is complete.
  - b. Facilities Master Plan: This plan is going to be done in-house, due to the cost of the bids that were received. Starting next week, there will be open forums for all constituent groups to gather feedback. Goal is to have plan finished and approved by the Board of Trustees in June 2017. Lee summarized the purpose of the Master Planning Process and the guiding principles of the Facilities Master Plan. (See attached document). Ari will make sure that notice of the forums is sent out to students, and that that notice is placed into evidence for accreditation.
5. Feedback on Resource Ranking requests process: BPC met this morning to finalize rankings, but realized there was an error in the spreadsheet so they moved it to their next meeting in two weeks.
6. New Directional Signs on Eureka Campus – Marty Coelho: Project underway to tear out and replace directional signs campus-wide. A local signage vendor has been identified and mapping of signs has been carried out. The new signs will be modular, aluminum, durable, and can be adjusted later as needed. Question: can they be coated in some way to reduce

oxidation and possible damage from graffiti? Marty will check. The union will be offered the first opportunity to tear out and remove existing signs; if they can't then he's also going to check about the cost of having the vendor do that work as well.

7. Elements for the Facilities Master Plan:
  - a. Furniture Standards for the District: Julia has been looking at what various other colleges include in their facilities plans. All our classrooms have very different chairs; replacing them means that we have no stock on hand and it makes ordering/replacing different. We probably should identify three or four standard styles that could be used college-wide. Discussion ensued about how to move this forward; Julia will research what has been done in the past. Lee said that it would be good to include in the Facilities Master Plan; Cathy pointed out that development of the standards could be part of the first-year activities for the Plan.
  - b. Landscaping Plan: Many other Master Plans include landscaping plans. Should our Facilities Plan include a landscaping plan? If so, what level of detail should it include? Some plans go down to the level of what specific trees should be planted in what locations; others include general guidelines and principles. We have a small staff of 3 FT gardeners and we need to ensure the safety of the college population as well as the long-term health of the landscaping. Guidelines should include aspects such as lack of invasive traits, fruiting habits, preference for plants native to coastal northern California, low-maintenance, etc.
8. FPC Website Update: Julia met with Jose Serrano to provide him with information that needs to be on the page at a minimum. What should be in the FAQ page? Suggestion to use feedback from the facilities plan forums.
9. New Business
  - a. Membership update – Ari Willis will be our student representative. Faculty Senate will not be able to send another faculty this academic year, but hopes to provide two faculty next year.
  - b. IEC Summit, Saturday, April 22 from 9 am – 12 pm. All are invited to attend.
10. Next Meeting: Wednesday, April 19, 1:00 pm in FM 112  
Reminder: Please update your constituents and bring their feedback to the Committee

## Long Range Enrollment and WSCH Forecast

The College updates the long range enrollment and weekly student contact hours (WSCH) forecast to the California Community Colleges Chancellor's Office on an annual basis.

Below is the 2016 report which forecasts enrollments through 2025:

**Redwoods CCD  
2016 Long Range Enrollment and WSCH Forecast**

	A	B	C	D	E	F	G	H	I
4	Redwoods CCD 2016								
5		Enrollment	WSCH		WSCH/Enrollment		Enrollment	WSCH	
6		Actual	Actual	% Chg.	Actual	Forecast	Forecast	Forecast	% Chg.
7	1973	5,579							
8	1974	6,913	82,029		11.87				
9	1975	8,531	89,784	9.5%	10.52				
10	1976	8,394	83,851	-6.6%	9.99				
11	1977	9,195	84,828	1.2%	9.23				
12	1978	8,160	74,145	-12.6%	9.09				
13	1979	8,330	80,482	8.5%	9.66				
14	1980	10,729	91,240	13.4%	8.50				
15	1981	10,916	94,113	3.1%	8.62				
16	1982	8,541	82,843	-12.0%	9.70				
17	1983	7,148	70,370	-15.1%	9.84				
18	1984	7,185	66,419	-5.6%	9.24				
19	1985	7,977	64,122	-3.5%	8.04				
20	1986	6,785	64,868	1.2%	9.56				
21	1987	7,292	67,304	3.8%	9.23				
22	1988	7,128	67,853	0.8%	9.52				
23	1989	7,405	75,588	11.4%	10.21				
24	1990	8,830	77,477	2.5%	8.77				
25	1991	8,159	78,158	0.9%	9.58				
26	1992	7,826	77,197	-1.2%	9.86				
27	1993	7,164	77,266	0.1%	10.79				
28	1994	6,972	76,537	-0.9%	10.98				
29	1995	6,588	75,365	-1.5%	11.44				
30	1996	6,912	79,303	5.2%	11.47				
31	1997	7,060	80,617	1.7%	11.42				
32	1998	6,921	80,406	-0.3%	11.62				
33	1999	6,860	78,758	-2.0%	11.48				
34	2000	7,141	79,472	0.9%	11.13				
35	2001	7,908	94,055	18.3%	11.89				
36	2002	7,623	90,396	-3.9%	11.86				
37	2003	6,896	85,334	-5.6%	12.37				
38	2004	6,666	80,712	-5.4%	12.11				
39	2005	6,521	76,792	-4.9%	11.78				
40	2006	5,745	70,608	-8.1%	12.29				
41	2007	5,984	74,254	5.2%	12.41				
42	2008	6,610	81,796	10.2%	12.37				
43	2009	7,469	91,194	11.5%	12.21				
44	2010	6,952	80,680	-11.5%	11.61				
45	2011	6,059	74,340	-7.9%	12.27				
46	2012	5,184	66,402	-10.7%	12.81				
47	2013	4,813	62,277	-6.2%	12.94				
48	2014	4,797	60,765	-2.4%	12.67				
49	2015	4,839	60,240	-0.9%	12.45				
50	2016					12.52	4,929	61,706	2.4%
51	2017					12.59	5,021	63,210	2.4%
52	2018					12.66	5,114	64,739	2.4%
53	2019					12.73	5,209	66,306	2.4%
54	2020					12.80	5,306	67,913	2.4%
55	2021					12.87	5,405	69,559	2.4%
56	2022					12.94	5,505	71,231	2.4%
57	2023					12.94	5,607	72,551	1.9%
58	2024					12.94	5,711	73,897	1.9%
59	2025					12.94	5,817	75,268	1.9%

## 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>

<u>Name</u>	<u>Sources</u>	<u>References</u>
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
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Operational Sustainability	2	6
Clubs and Events	2	5
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### 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**

#### **DIVISION 2. GEOLOGY, MINES AND MINING [2001 - 2815]**

*( 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. 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.)*

## Americans With Disabilities Act (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)

## 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 treatment, cattle area and Sciences building

The Facility Safety Inspection Checklist is included in the Injury and Illness Prevention Plan (IIPP), as follows:

**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

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. Are all handicap door openers functioning properly?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. Is there a telephone in each classroom and lab?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. For larger rooms or areas with much noise, is there an emergency announcement unit?                    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. Are chairs and desks undamaged and in good working order?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. Are there handicap desks in each classroom and lab?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. Are any computers or devices missing an updated antivirus program?                                     |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7. Are any computers noted with outdated operating systems, including Windows 95, Windows 98, Windows NT? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 8. Are bushes and trees trimmed back so as to not encroach on pathways and not block windows or doors?    |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 9. Are the emergency lights charged?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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?                 |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 11. Are potable water, soap, and towels available for hand washing?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 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?

# FUSION Permanent Building Report

<b>FUSION2</b>		<b>Building Summary Report (2017 - 2018)</b>					
<b>160 - Redwoods Community College District</b>							
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	UTILTY 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 Temporary Buildings Report (2017 - 2018)</b>			
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 Space Inventory by TOP Code (2017 - 2018)</b>	
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

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

<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>

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

<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>

# Enrollment Data By Location

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		Headcount			
<b>Location</b> <input type="checkbox"/> Eureka <input checked="" type="checkbox"/> Del Norte <input type="checkbox"/> Klamath Trinity <input type="checkbox"/> Mendocino	<b>Gender</b> All	<b>by Year</b> 2015 - 2016 826 2014 - 2015 798 2013 - 2014 810 2012 - 2013 875 2011 - 2012 1,044		<b>FTEs by Year</b> 2015-2016 3,636 2014-2015 4,174 2013-2014 3,953 2012-2013 4,337 2011-2012 4,732	
	<b>Ethnicity</b> All	<b>by Term</b>			
	<b>Age</b> 13 to 93		<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
		2015 - 2016	566	513	217
		2014 - 2015	554	514	160
		2013 - 2014	606	573	115
		2012 - 2013	612	651	113
		2011 - 2012	771	757	125

## 2015 - 2016 Summary Demographics & Outcomes

<b>Location</b> Del Norte 100.0%	<b>Ethnicity</b> American Indian 9.4% Asian 4.4% Black or African American 1.0% Hawaiian/Pacific Islander 0.2% Hispanic 18.9% Two or More Races 5.9% Unknown 4.7% White 55.4%	<b>Gender</b> Female 60.7% Male 39.3%						
<b>% completing degree, certificate or transfer-related outcomes by college preparation</b> <table border="1"> <tr><td>Overall</td><td>33.5%</td></tr> <tr><td>Prepared</td><td>54.9%</td></tr> <tr><td>Unprepared</td><td>29.1%</td></tr> </table>	Overall	33.5%	Prepared	54.9%	Unprepared	29.1%	<b>Federal Pell Grant</b> Recipients 39.23%	<b>Average age</b> <input type="text" value="27"/>
Overall	33.5%							
Prepared	54.9%							
Unprepared	29.1%							
		<b>Age</b> younger than 18 17.7% 18 - 24 42.4% 25 - 29 12.2% 30 - 39 17.4% 40 - 49 6.8% 50 and older 6.3%						

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.

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		Headcount			
<b>Location</b> <input checked="" type="checkbox"/> Eureka <input type="checkbox"/> Del Norte <input type="checkbox"/> Klamath Trinity <input type="checkbox"/> Mendocino	<b>Gender</b> All	<b>by Year</b> 2015 - 2016 7,326 2014 - 2015 6,425 2013 - 2014 6,093 2012 - 2013 5,927 2011 - 2012 6,496	<b>FTEs by Year</b> 2015-2016 3,636 2014-2015 4,174 2013-2014 3,953 2012-2013 4,337 2011-2012 4,732		
	<b>Ethnicity</b> All	<b>by Term</b>	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>
	<b>Age</b> 13 to 93	2015 - 2016 4,620 4,606 1,934 2014 - 2015 4,269 4,234 1,301 2013 - 2014 3,980 4,115 1,196 2012 - 2013 4,087 4,091 1,094 2011 - 2012 4,675 4,467 1,006			



### 2015 - 2016 Summary Demographics & Outcomes

<b>Location</b> Eureka 100.0%	<b>Ethnicity</b> American Indian 3.6% Asian 2.4% Black or African American 3.4% Hawaiian/Pacific Islander 1.1% Hispanic 19.5% Two or More Races 6.6% Unknown 5.9% White 57.5%	<b>Gender</b> Female 51.9% Male 48.1%
<b>% completing degree, certificate or transfer-related outcomes by college preparation</b> Overall 33.5% Prepared 54.9% Unprepared 29.1%	<b>Federal Pell Grant</b> Recipients 26.79%	<b>Average age</b> 28
		<b>Age</b> younger than 18 8.2% 18 - 24 43.6% 25 - 29 15.8% 30 - 39 17.4% 40 - 49 8.4% 50 and older 9.4%

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.

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		Headcount			
<b>Location</b> <input type="checkbox"/> Eureka <input type="checkbox"/> Del Norte <input checked="" type="checkbox"/> Klamath Trinity <input type="checkbox"/> Mendocino	<b>Gender</b> All	<b>by Year</b> 2015 - 2016 208 2014 - 2015 192 2013 - 2014 239 2012 - 2013 241 2011 - 2012 249		<b>FTEs by Year</b> 2015-2016 3,636 2014-2015 4,174 2013-2014 3,953 2012-2013 4,337 2011-2012 4,732	
	<b>Ethnicity</b> All	<b>by Term</b>			
	<b>Age</b> 13 to 93	<b>Fall</b>	<b>Spring</b>	<b>Summer</b>	
		2015 - 2016 113	118	74	
		2014 - 2015 129	113	49	
		2013 - 2014 124	169	68	
		2012 - 2013 158	138	54	
		2011 - 2012 183	186	22	

### 2015 - 2016 Summary Demographics & Outcomes

<b>Location</b> Klamath Trinity 100.0%	<b>Ethnicity</b> American Indian 76.9% Asian 0.5% Black or African American 0.5% Hispanic 4.3% Two or More Races 6.3% Unknown 1.4% White 10.1%	<b>Gender</b> Female 63.0% Male 37.0%						
<b>% completing degree, certificate or transfer-related outcomes by college preparation</b> <table border="1"> <tr><td>Overall</td><td>33.5%</td></tr> <tr><td>Prepared</td><td>54.9%</td></tr> <tr><td>Unprepared</td><td>29.1%</td></tr> </table>	Overall	33.5%	Prepared	54.9%	Unprepared	29.1%	<b>Federal Pell Grant</b> Recipients 43.75%	<b>Average age</b> <input type="text" value="27"/>
Overall	33.5%							
Prepared	54.9%							
Unprepared	29.1%							
		<b>Age</b> younger than 18 16.8% 18 - 24 38.0% 25 - 29 15.9% 30 - 39 18.3% 40 - 49 10.6% 50 and older 2.9%						

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.

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.



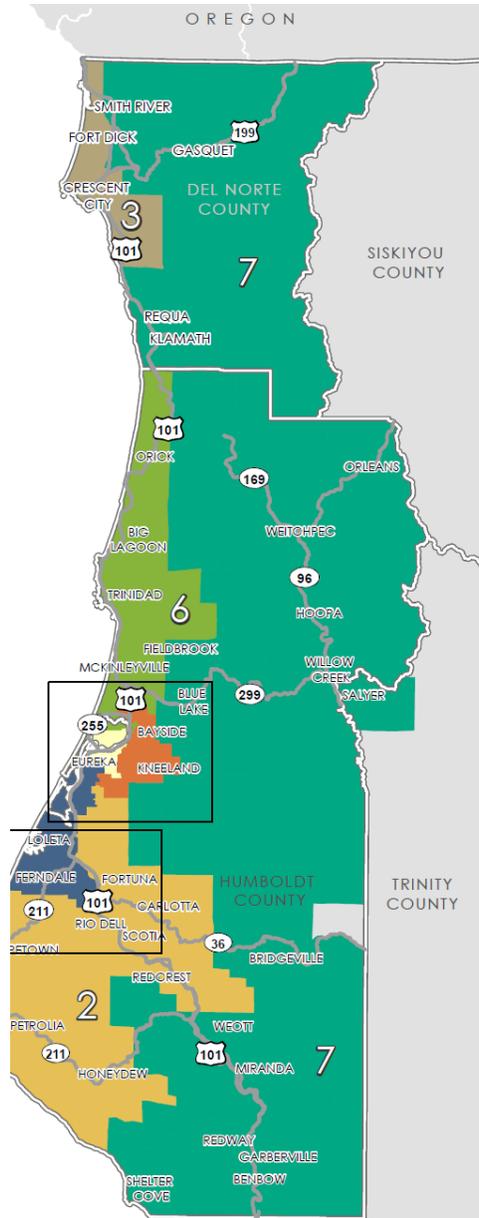
Filter by		Headcount				
<b>Location</b> <input checked="" type="checkbox"/> Eureka <input checked="" type="checkbox"/> Del Norte <input checked="" type="checkbox"/> Klamath Trinity <input type="checkbox"/> Mendocino	<b>Gender</b> All	<b>by Year</b>			<b>FTEs by Year</b>	
	<b>Ethnicity</b> All	2015 - 2016	8,360		2015-2016	3,636
		2014 - 2015	7,415		2014-2015	4,174
		2013 - 2014	7,142		2013-2014	3,953
2012 - 2013		7,043		2012-2013	4,337	
<b>Age</b> 13 to 93	2011 - 2012	7,789		2011-2012	4,732	
	<b>by Term</b>					
		<b>Fall</b>	<b>Spring</b>	<b>Summer</b>		
	2015 - 2016	5,299	5,237	2,225		
2014 - 2015	4,952	4,861	1,510			
2013 - 2014	4,710	4,857	1,379			
2012 - 2013	4,857	4,880	1,261			
2011 - 2012	5,629	5,410	1,153			



2015 - 2016 Summary Demographics & Outcomes								
<b>Location</b> Eureka 87.6% Del Norte 9.9% Klamath Trinity 2.5%	<b>Ethnicity</b> American Indian 6.0% Asian 2.5% Black or African American 3.1% Hawaiian/Pacific Islander 1.0% Hispanic 19.0% Two or More Races 6.6% Unknown 5.7% White 56.1%	<b>Gender</b> Female 53.0% Male 47.0%						
<b>% completing degree, certificate or transfer-related outcomes by college preparation</b> <table border="1"> <tr> <td>Overall</td> <td>33.5%</td> </tr> <tr> <td>Prepared</td> <td>54.9%</td> </tr> <tr> <td>Unprepared</td> <td>29.1%</td> </tr> </table>	Overall	33.5%	Prepared	54.9%	Unprepared	29.1%	<b>Average age</b> <input type="text" value="28"/>	<b>Age</b> younger than 18 9.4% 18 - 24 43.3% 25 - 29 15.4% 30 - 39 17.4% 40 - 49 8.3% 50 and older 8.9%
	Overall	33.5%						
	Prepared	54.9%						
Unprepared	29.1%							
<b>Federal Pell Grant</b> Recipients 28.44%								

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.

# Service Area Map



# 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.

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