



2020

SOLANO COMMUNITY COLLEGE FACILITIES MASTER PLAN



December 2020



SOLANO
COMMUNITY COLLEGE

2020

SOLANO COMMUNITY COLLEGE

FACILITIES MASTER PLAN



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MISSION, VISION, AND CORE VALUES

MISSION STATEMENT

Solano Community College’s mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to student learning and achievement and to helping our students achieve their educational, professional, and personal goals. Solano transforms students’ lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and life-long learning opportunities.

VISION STATEMENT

Solano Community College will be a recognized leader in educational excellence- transforming students’ lives

CORE VALUES

INTEGRITY - firm adherence to a code of ethical values in thought and behavior

CRITICAL THINKING - the use of intellectually disciplined, logically sound processes involving data-driven decision making

MUTUAL RESPECT - valuing the intrinsic worth of each person in an atmosphere of collegiality

COLLABORATION - working together across responsibility or interest to achieve common goals and objectives

INNOVATION - the search for and use of effective processes or procedures

ACCOUNTABILITY - individual and collective responsibility for achieving the highest level of performance

STUDENT WELL-BEING- considering and addressing the impact on students of any and all actions or inactions.



LETTER FROM THE PRESIDENT



For 75 years, Solano Community College has served residents of Solano County and the City of Winters providing opportunities to earn degrees, certificates, and to transfer. With the passage of Bond Measure G in 2002 and Q in 2012, and with the support of the community, we have grown our three campuses in Fairfield, Vacaville, and Vallejo, updated our infrastructure, and provided residents with state-of-the art facilities in automotive technology, bio-manufacturing, and the performing arts, in addition to a new library and learning resource center scheduled for completion in 2021. We have prepared all three campuses for the future by improving our technology and expanding our capacity for in-person and remote instruction. We are well-placed to continue serving our community into the next decade and beyond.

This Facilities Master Plan (FMP) is the culmination of an 18-month process that included participation from students, faculty, staff, trustees, and community members. This ten-year plan provides a foundation for facilities that are responsive and flexible to the changing needs of our College and the communities we serve. The time frame for this FMP included our move to remote instruction due to COVID-19 in March, 2020 which required us to think broadly about what it means to plan for the future. We experienced the reality that students may not be allowed on campus for in person instruction for extended periods of time, and that teaching and serving students remotely requires us to build our digital capacity in order to meet the current crisis and in preparation for the future.

This report also reflects thoughtful dialogue about changing student needs and how our facilities can meet those needs. Gone are the days of the commuter campus where 18 year olds reside at home and spend their days on campus. More students are over age 18, work full time, are caregivers, and no longer reside with parents. More students are looking for affordable housing that provides an environment where they can thrive, grow, and achieve academic success. The community college student has changed and our campuses must respond accordingly.

I appreciate the effort that was put into developing this FMP and the input provided by so many. On behalf of the Solano Community College District and our Board of Trustees, we appreciate your support in making this plan a reality.

Celia Esposito-Noy, Ed.D.
Superintendent-President
Solano Community College

SOLANO COMMUNITY COLLEGE DISTRICT

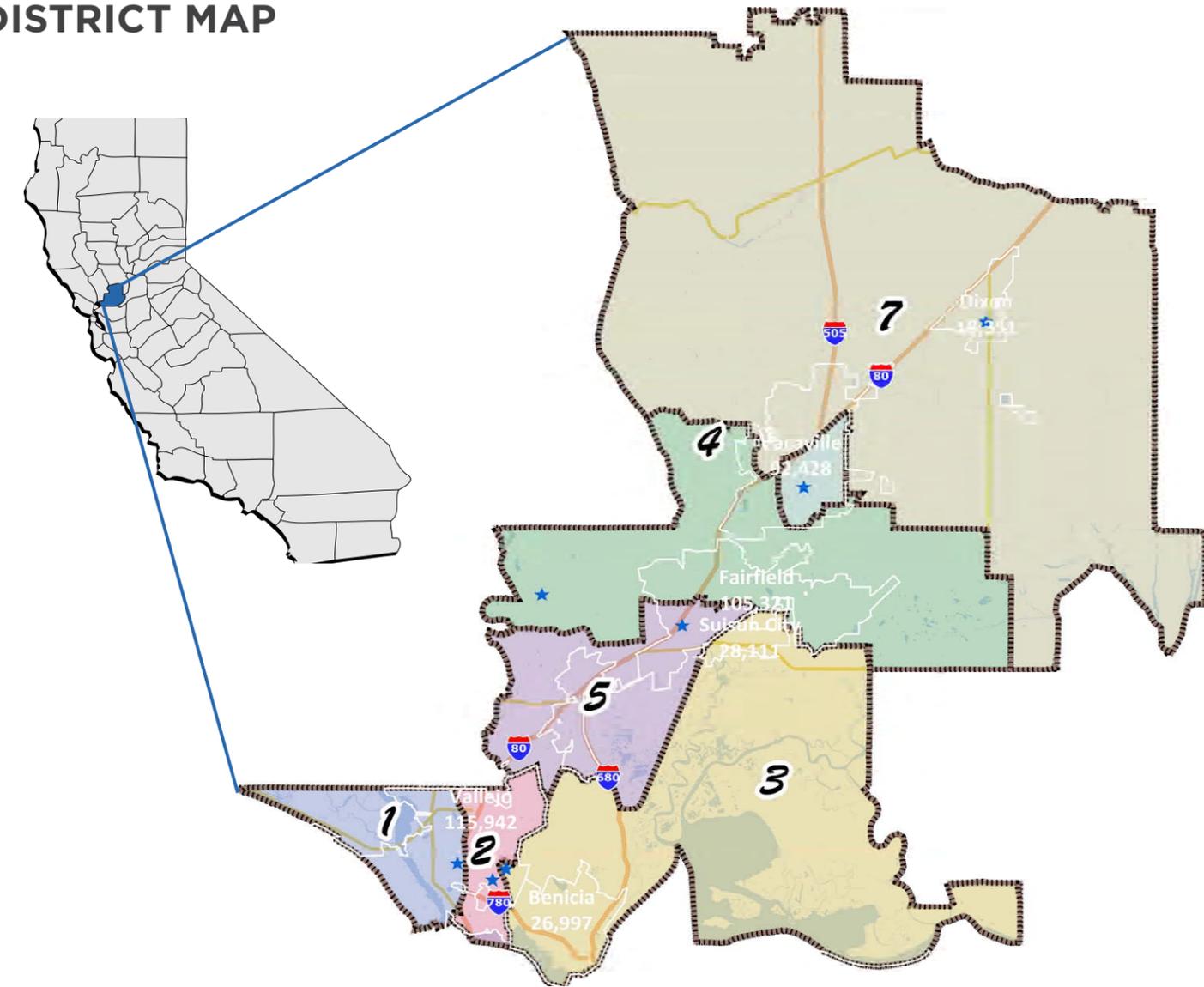
Solano Community College is a tradition in Solano County. Established in 1945 as Vallejo Junior College, Solano was part of the Vallejo Unified School District until 1967 when the College became a county-wide institution. The 192-acre Fairfield campus, centrally located just off Interstate 80, was completed in 1971 and opened with 5,000 students. Since then, facilities, programs, staff and services have expanded to meet the needs of a growing county, and the City of Winters, with the addition of the Vallejo and Vacaville Centers.

Solano Community College is part of California's public community college system of 116 campuses in 72 districts across the state. The College's service area encompasses the communities of Benicia, Dixon, Fairfield, Suisun, Vacaville, Vallejo and Winters, as well as Travis Air Force Base. Many graduates of the area's fifteen public high schools and three private schools take advantage of the educational opportunities offered by Solano Community College.

Solano's classes are held during two semesters each year (Spring and Fall), plus Summer sessions. Flexible scheduling, designed for students' convenience, includes day, evening and Saturday classes. Classes are also held on and off the campus, and via remote instruction. Short-term classes, open-entry/open-exit formats add to this scheduling flexibility.

Solano County is located in Northern California, between the San Francisco Bay and Sacramento. The Solano Community College District serves seven districts within Solano County as outlined in the enlarged map to the right. In 2016, Solano Community College was selected as one of fifteen community colleges in the state to offer a Bachelor's degree and one of two that offers the Bachelor of Science in Biomanufacturing.

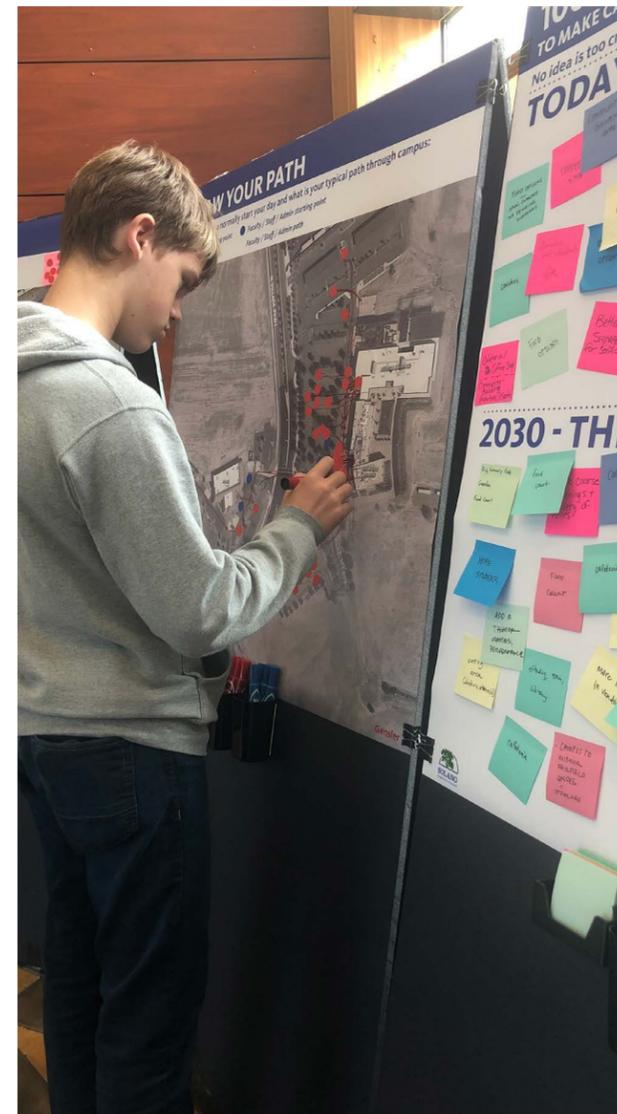
DISTRICT MAP



Solano County is located in Northern California, northeast of the San Francisco Bay as shown on the California map to the left. The Solano Community College District serves seven K-12 school districts within Solano County as outlined in the enlarged map above.



**PROCESS +
PARTICIPATION**



1 | PROCESS + PARTICIPATION

The Solano Community College (SCC) 2020 Facilities Master Plan was developed through a highly participatory process involving the College's many constituencies. Throughout the planning process, a series of meetings, campus forums, and workshops were conducted to involve the many distinct and diverse voices of the SCC community.

This chapter of the document outlines the following:

- Planning Process
- Campus Forums
- Campus Surveys
- Community Survey

PURPOSE & PROCESS

The 2019-2022 Strategic Plan is the guiding document for Solano Community College's long-term Facilities Master Plan and also guides the short-term planning processes, such as program review and strategic planning.

The 2020 Solano Community College Facilities Master Plan builds upon the District's priorities for student learning and success, providing a guide for future development of the District's three campuses.

The planning team worked with the College to develop the FMP in a collaborative 5-step process described on the following page. The planning team worked with the planning committee to identify key issues to address in the FMP, review the analysis of qualitative and quantitative information, evaluate a series of development options, and make decisions that led to the development of the FMP recommendations.

1. PREPARE

- Met with Solano leadership to coordinate the FMP process and schedule
- Collected and organized information provided by the College

2. ANALYZE

- Conducted site visits with key personnel to observe existing conditions, patterns, and uses
- Developed graphics to illustrate the documented and observed campus patterns and other characteristics
- Presented findings to the planning committee to validate and to identify key issues to address in the FMP

3. FRAME

- Analyzed the qualitative and quantitative information collected, including Planning Data Forecasts, to create the framework for the Facilities Master Plan
- Collected and analyzed demographic trends, labor market analyses, programmatic trends and utilization rates to develop enrollment forecasts
- Established facilities planning principles to serve as a guide for exploring options

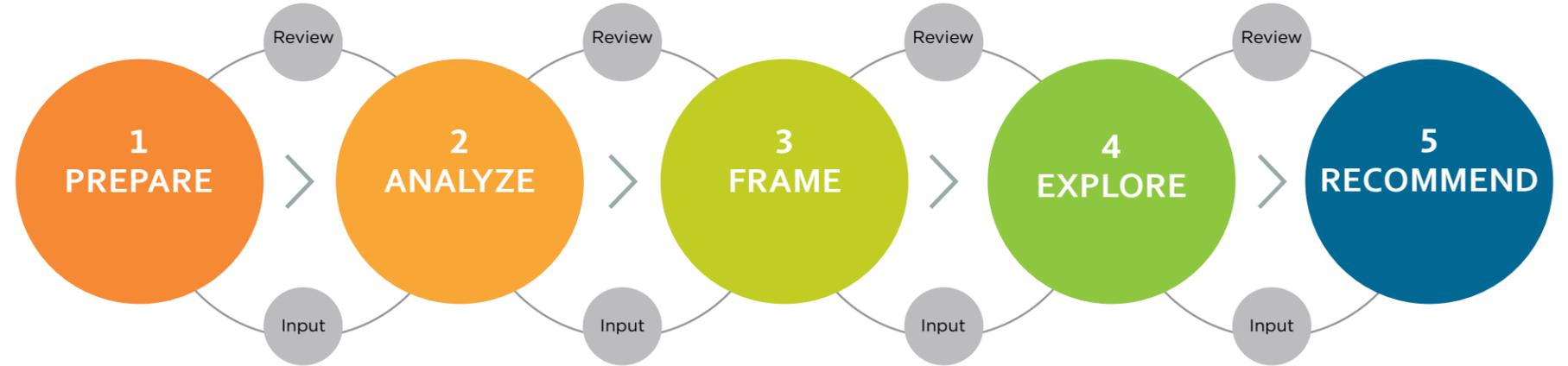
4. EXPLORE

- Explored campus development options for review and discussion with the planning committee
- Developed preliminary recommendations for site and facility improvements

5. RECOMMEND

- Shared preliminary recommendations with the College and Board of Trustees
- Developed draft FMP document for College review
- Assisted the College in the approval process

5 STEP PLANNING PROCESS



Gensler

PARTICIPATION

Solano Community College leadership collaborated with the Planning Team at the start of the process to identify the many stakeholders, establish planning participants, and design a series of engagement activities.

The following shared governance groups participated in the planning process:

- College Governance Council (CGC)
- Measure Q Steering Committee
- Management Team
- Academic Senate

The engagement activities included a series of meetings, presentations, forums, and surveys. These activities integrated into the planning process to include the many voices of Solano Community College, broaden the plans perspective and enhance the acceptance of the recommendations.

A summary of this broad campus participation is included on the following pages.



CAMPUS FORUMS

Solano Community College campus communities were invited to participate in a series of Campus Forums. Sessions were held at the Fairfield, Vacaville, and Vallejo Campuses and faculty and students were engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform the facilities planning process.

Join a
Campus Visioning Session
Help shape the future of Solano Community College!

<p>FAIRFIELD CAMPUS Monday, Sept. 16, 2019 (3 pm – 6 pm) AND Tuesday, Sept. 17, 2019 (9 am – 12 pm) Location: Quad in front of Building 1400</p> <p>VACAVILLE CAMPUS Tuesday, Sept. 17, 2019 (3 pm – 6 pm) AND Wednesday, Sept. 18, 2019 (9 am – 12 pm) Location: Main Lobby</p> <p>VALLEJO CAMPUS Wednesday, Sept. 18, 2019 (3 pm – 6 pm) AND Thursday, Sept. 19, 2019 (9 am – 12 pm) Location: Main Lobby</p>	
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What happens at the Visioning Sessions?

- » Engage with our Planning Team using interactive displays.
- » Tell us about your experiences on campus.
- » Share thoughts and ideas for the future.

Can't make it? Take the [online survey](#) - link to come!

PARTICIPATION

211
STUDENTS

45
FACULTY / STAFF

45%
Fairfield Campus

31%
Vallejo Campus

24%
Vacaville Campus





FAIRFIELD CAMPUS FORUMS

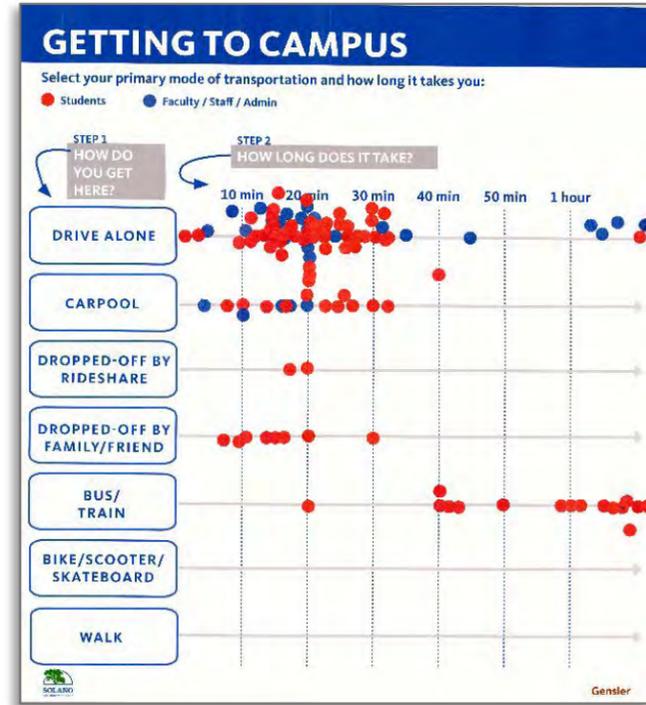
DESCRIBE YOUR CAMPUS

Participants, which included students, faculty, and staff, were asked to describe the Fairfield Campus in a few words.



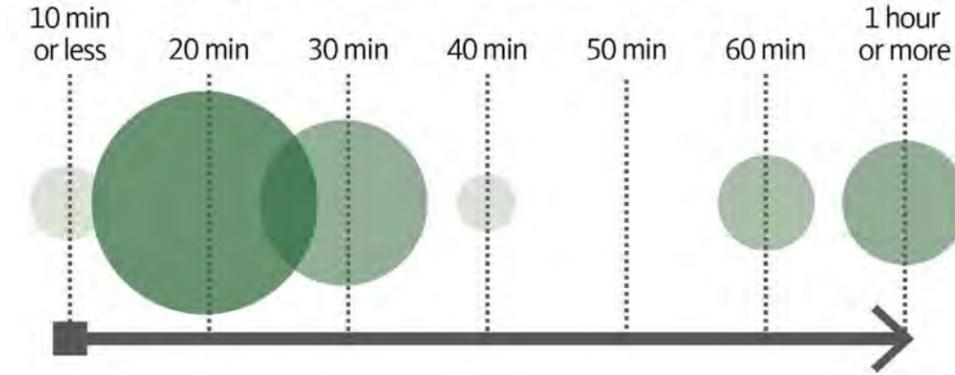
GETTING TO CAMPUS

Participants, which included students, faculty, and staff, were asked to identify how they commute to the Fairfield Campus.



MOST PARTICIPANTS DRIVE ALONE TO CAMPUS AND ARE WITHIN A 30 MINUTE DRIVE

How long is your commute to campus?

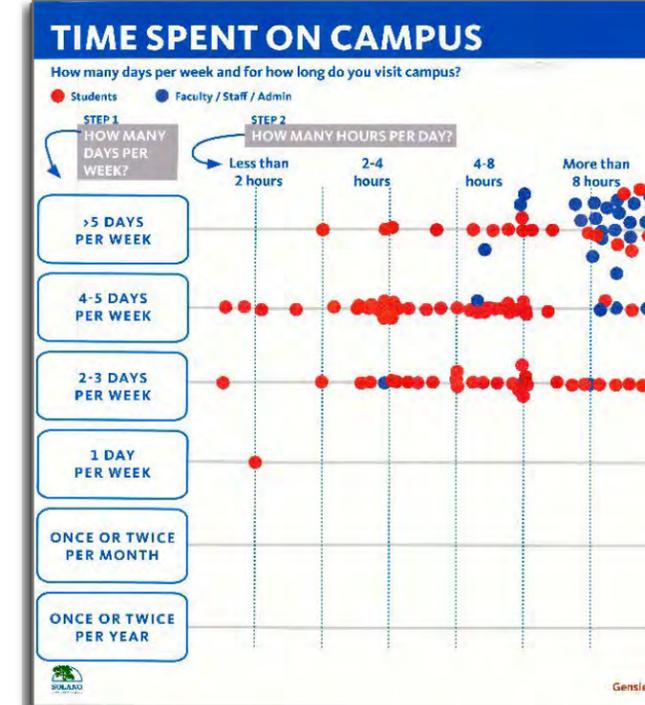


How do you get to campus?



TIME SPENT ON CAMPUS

Participants, which included students, faculty, and staff, were asked how much time they spend on the Fairfield Campus,

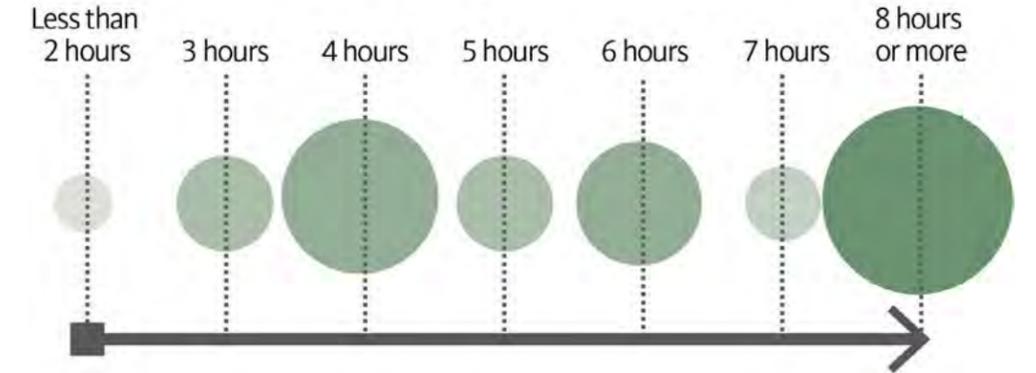


STUDENTS ARE ON CAMPUS AN AVERAGE OF 2-4 DAYS A WEEK

How many days per week are you on campus?



How much time do you spend on campus?

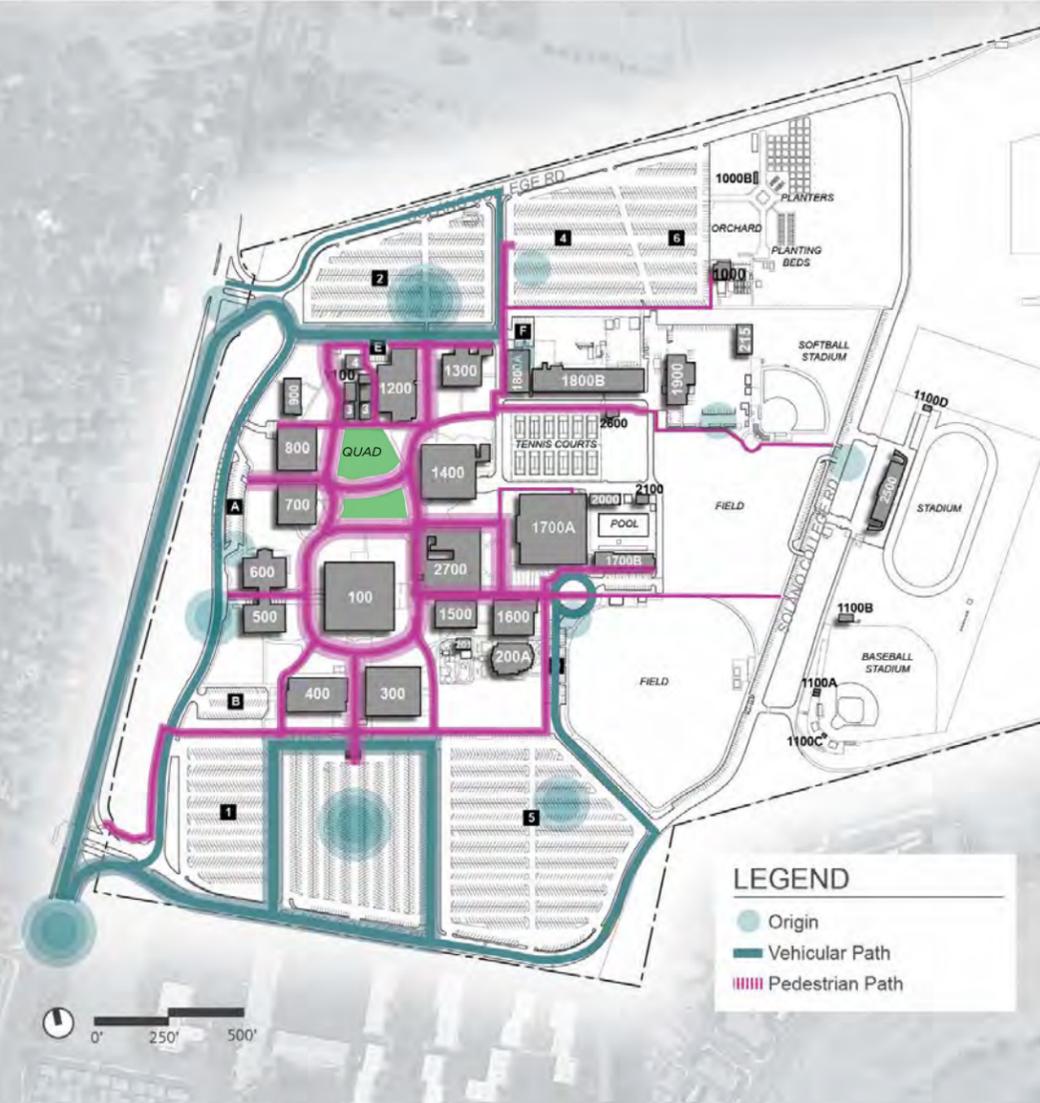
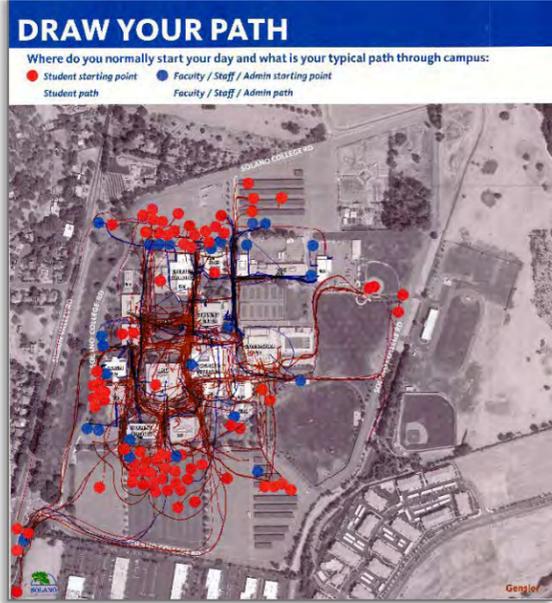


DRAW YOUR PATH ON CAMPUS

Participants, which included students, faculty, and staff, were asked to identify arrival points on the Fairfield Campus and their paths of travel.

KEY OBSERVATIONS:

- The majority of participants arrive to campus from the intersection of Suisun Valley Road and Solano College Road
- Students prefer Parking Lots 2 & 3, while faculty, staff, and administration prefer Parking Lot A.
- Participants prefer to travel through the quad to their destination, even if it is not a direct path.



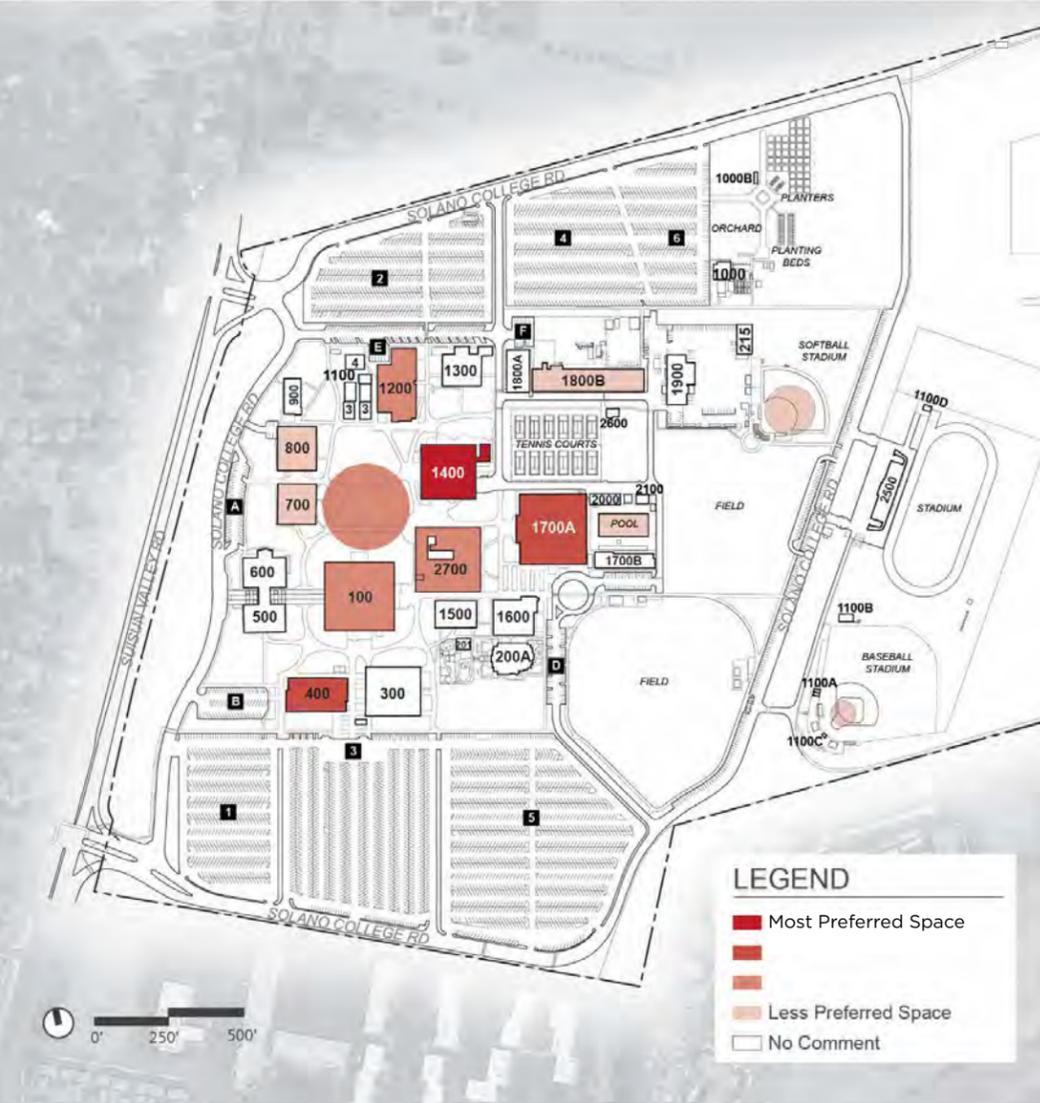
SOCIALIZE OR CONNECT

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Fairfield Campus for social interactions.



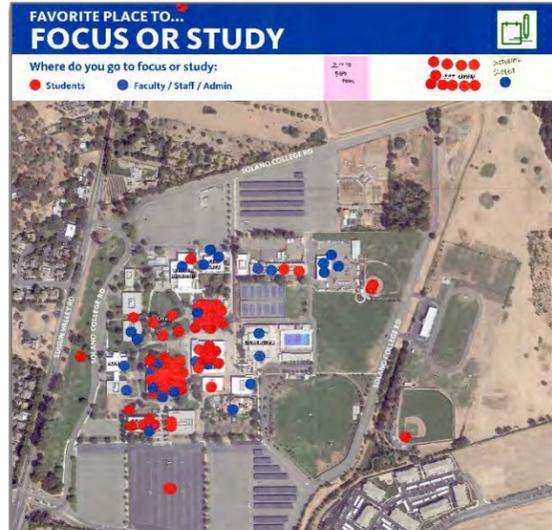
**STUDENTS PREFER TO SOCIALIZE IN THE STUDENT CENTER AND GYMNASIUM.
FACULTY PREFER TO SOCIALIZE IN OR NEAR THEIR OFFICES**

STUDENT RESPONSES



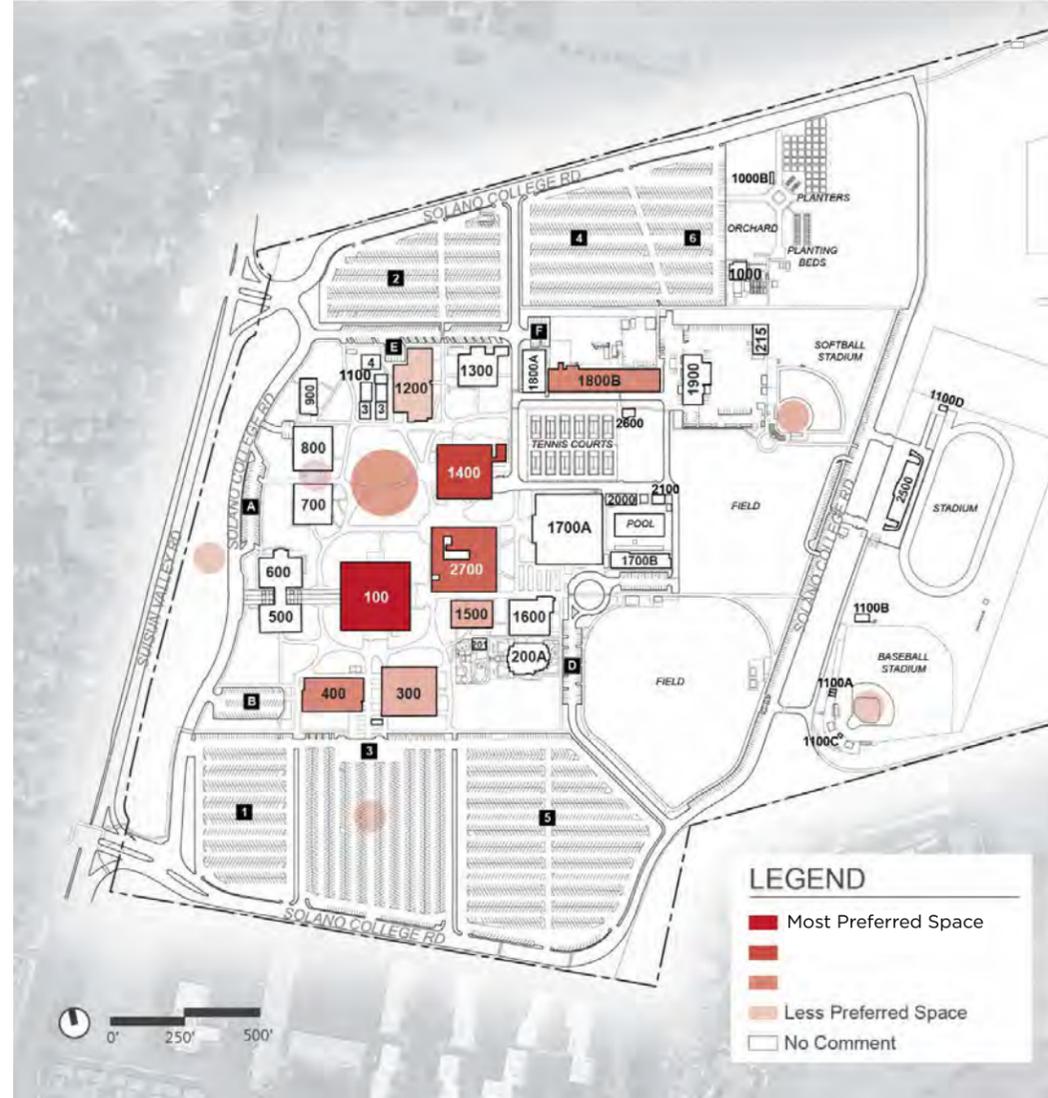
FOCUS OR STUDY

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Fairfield Campus to focus or study.



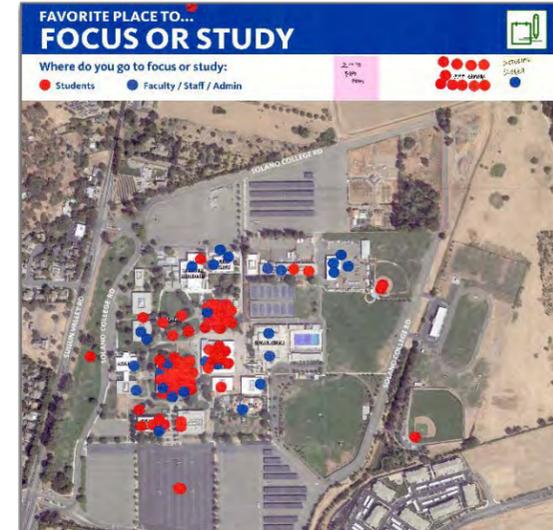
STUDENTS PREFER TO STUDY IN THE LIBRARY OR STUDENT CENTER.
 FACULTY AND STAFF PREFER TO FOCUS IN THEIR OFFICES.

STUDENT RESPONSES



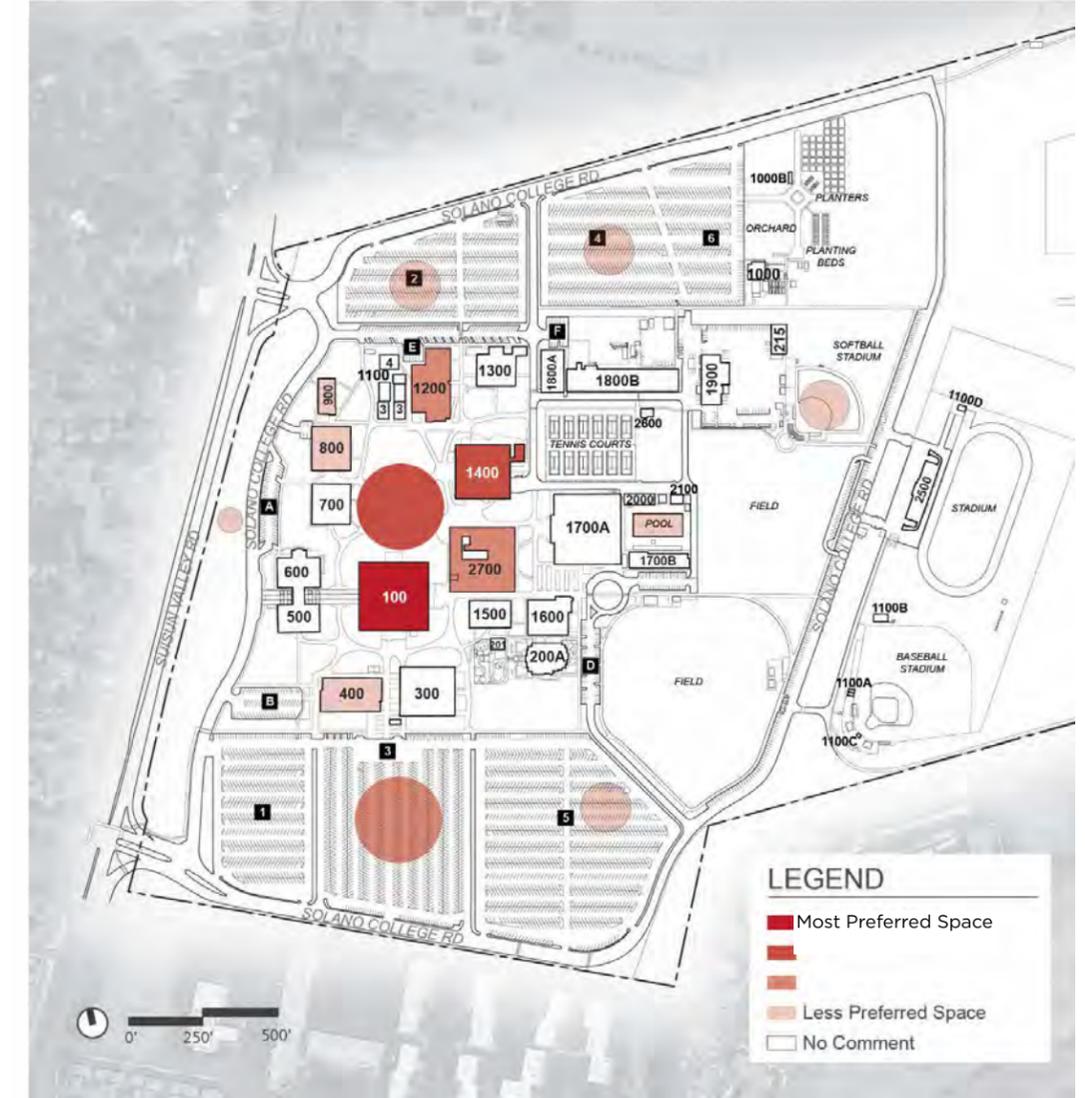
RELAX OR RECHARGE

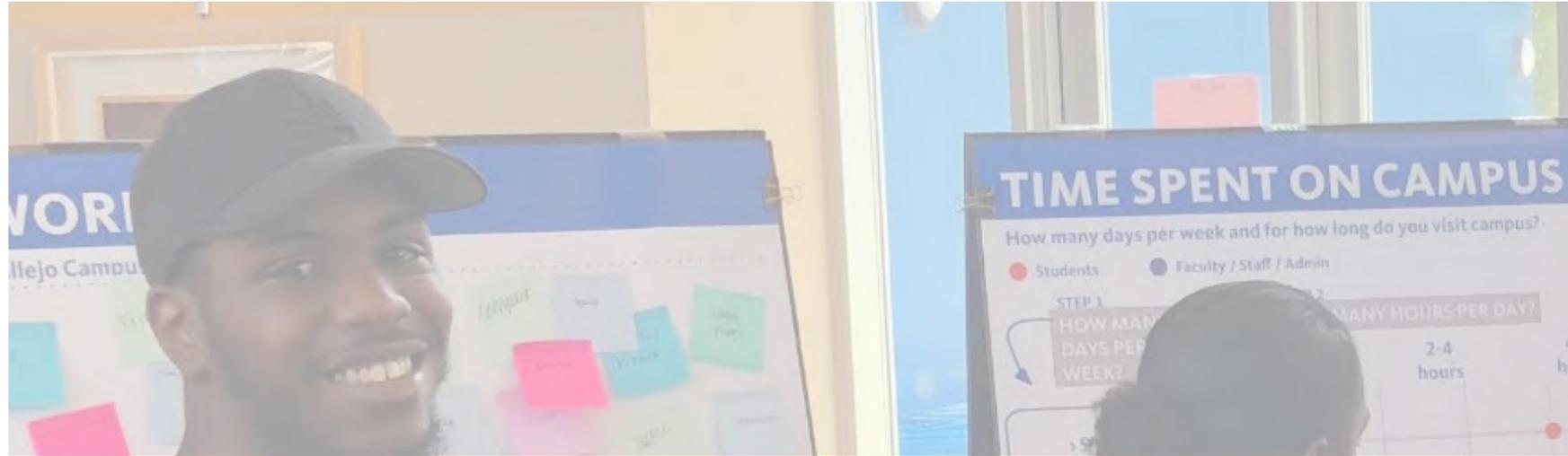
Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Fairfield Campus to relax and recharge.



STUDENTS PREFER TO RELAX OUTDOORS, IN THE LIBRARY, OR IN THEIR CARS WHILE ON CAMPUS.
 FACULTY AND STAFF PREFER TO RELAX ON THE QUAD OR IN THEIR OFFICES

STUDENT RESPONSES



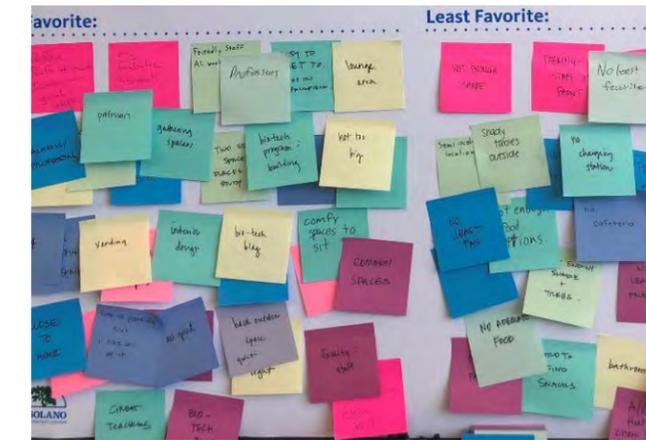


VACAVILLE CAMPUS FORUMS



DESCRIBE YOUR CAMPUS

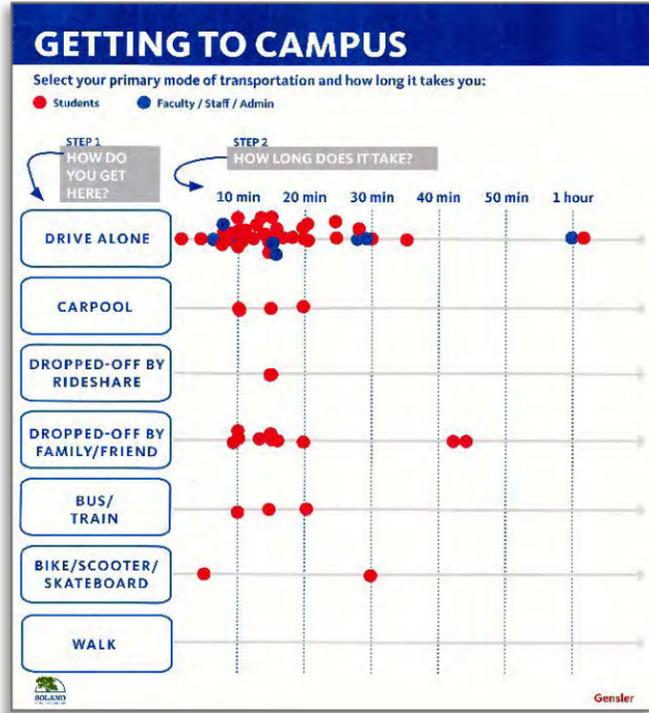
Participants, which included students, faculty, and staff, were asked to describe the Vacaville Campus in a few words.



Enjoy Lounging Areas
 Friendly Love Bio-Tech Building
 Lacking Programs Nice / Decent Lacking Shade
 Convenient + Accessible
 More Food Options Modern
 Open Quiet / Peaceful
 Abundant Parking

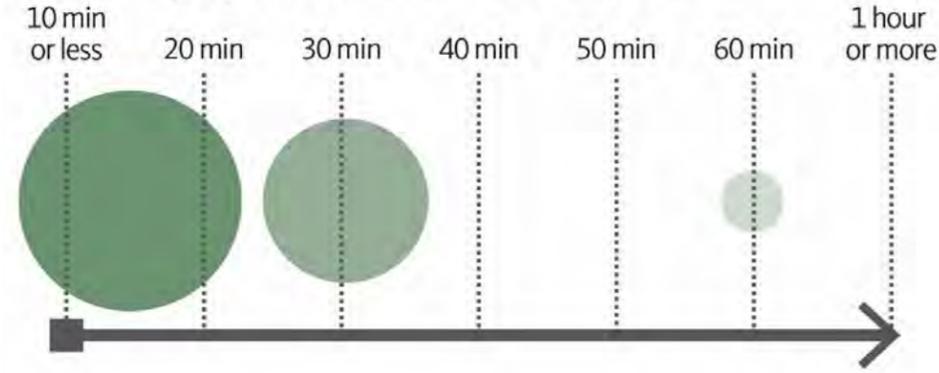
GETTING TO CAMPUS

Participants, which included students, faculty, and staff, were asked to identify how they commute to the Vacaville Campus.

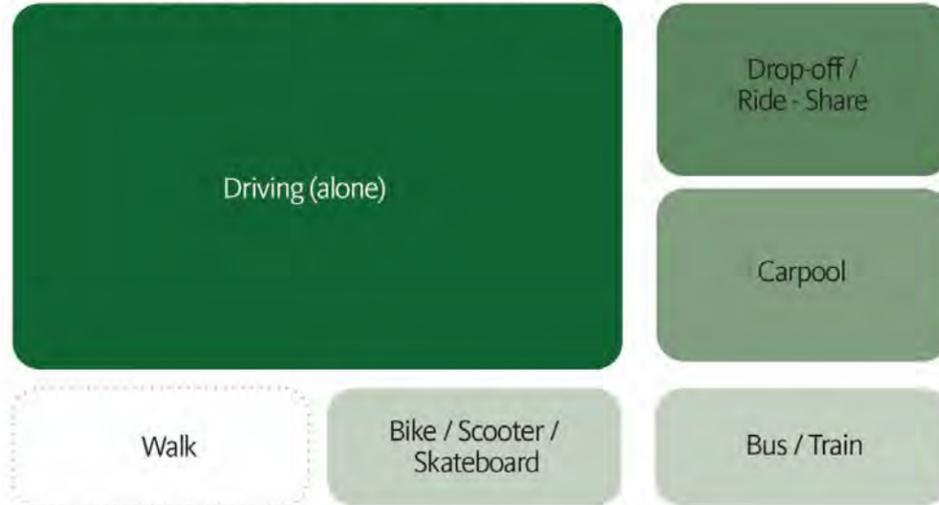


APPROXIMATELY 66% OF PARTICIPANTS DRIVE ALONE TO CAMPUS

How long is your commute to campus?

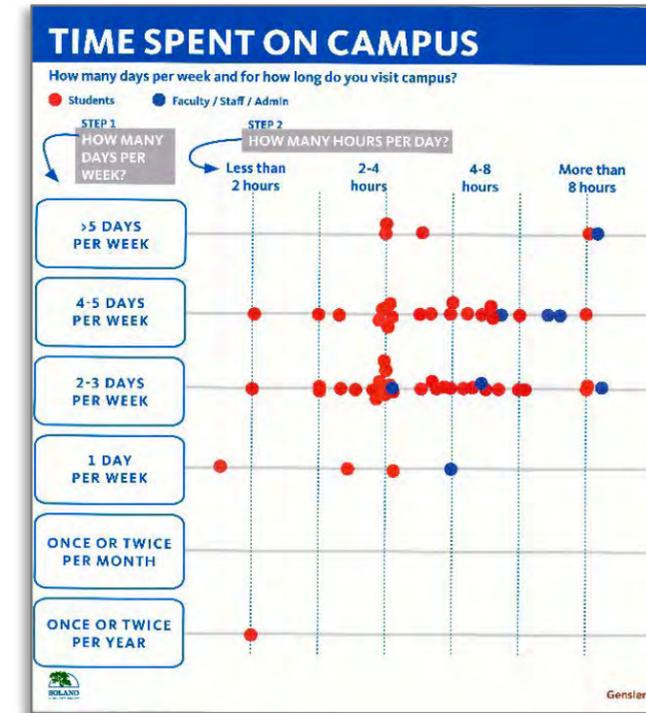


How do you get to campus?



TIME SPENT ON CAMPUS

Participants, which included students, faculty, and staff, were asked how much time they spend on the Vacaville Campus.

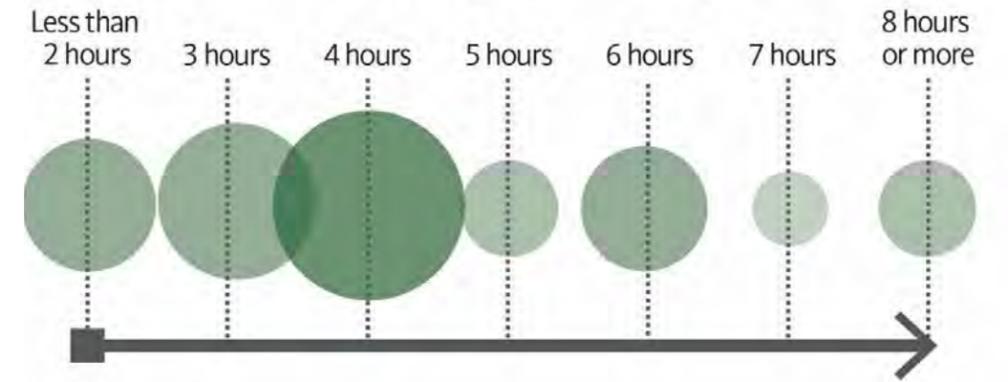


STUDENTS ARE ON CAMPUS AN AVERAGE OF 2-3 DAYS A WEEK FOR APPROXIMATELY 4 HOURS A DAY

How many days per week are you on campus?



How much time do you spend on campus?

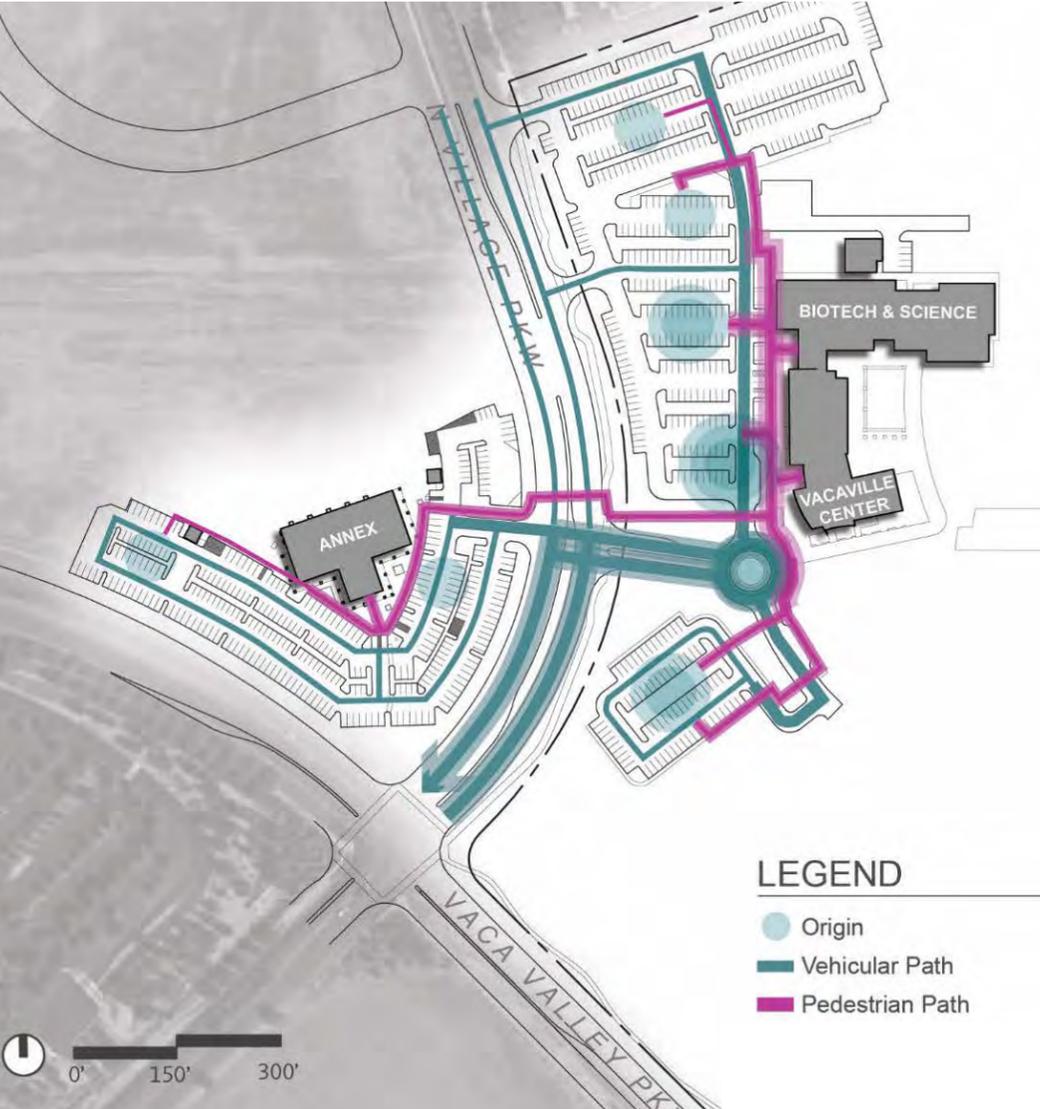
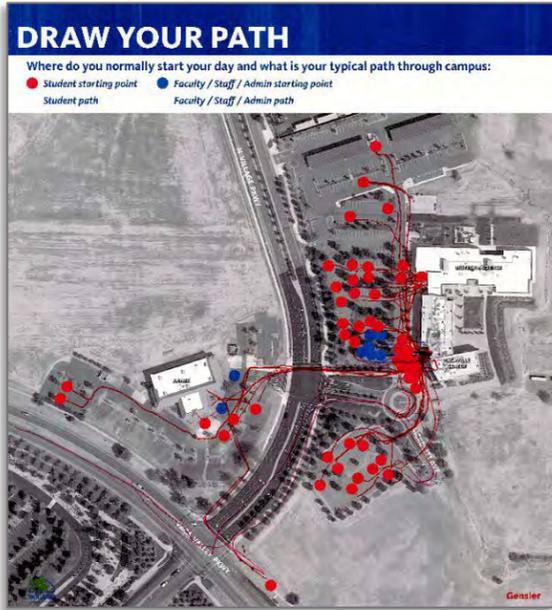


DRAW YOUR PATH ON CAMPUS

Participants, which included students, faculty, and staff, were asked to identify arrival points on the Vacaville Campus and their paths of travel.

KEY OBSERVATIONS:

- Students and Faculty prefer the main parking lot of the drop off zone in the front of The Center.
- The majority of participants arrive to campus from the stop light at North Village Parkway. The most popular pedestrian path of travel is along the front/west facade of The Center.



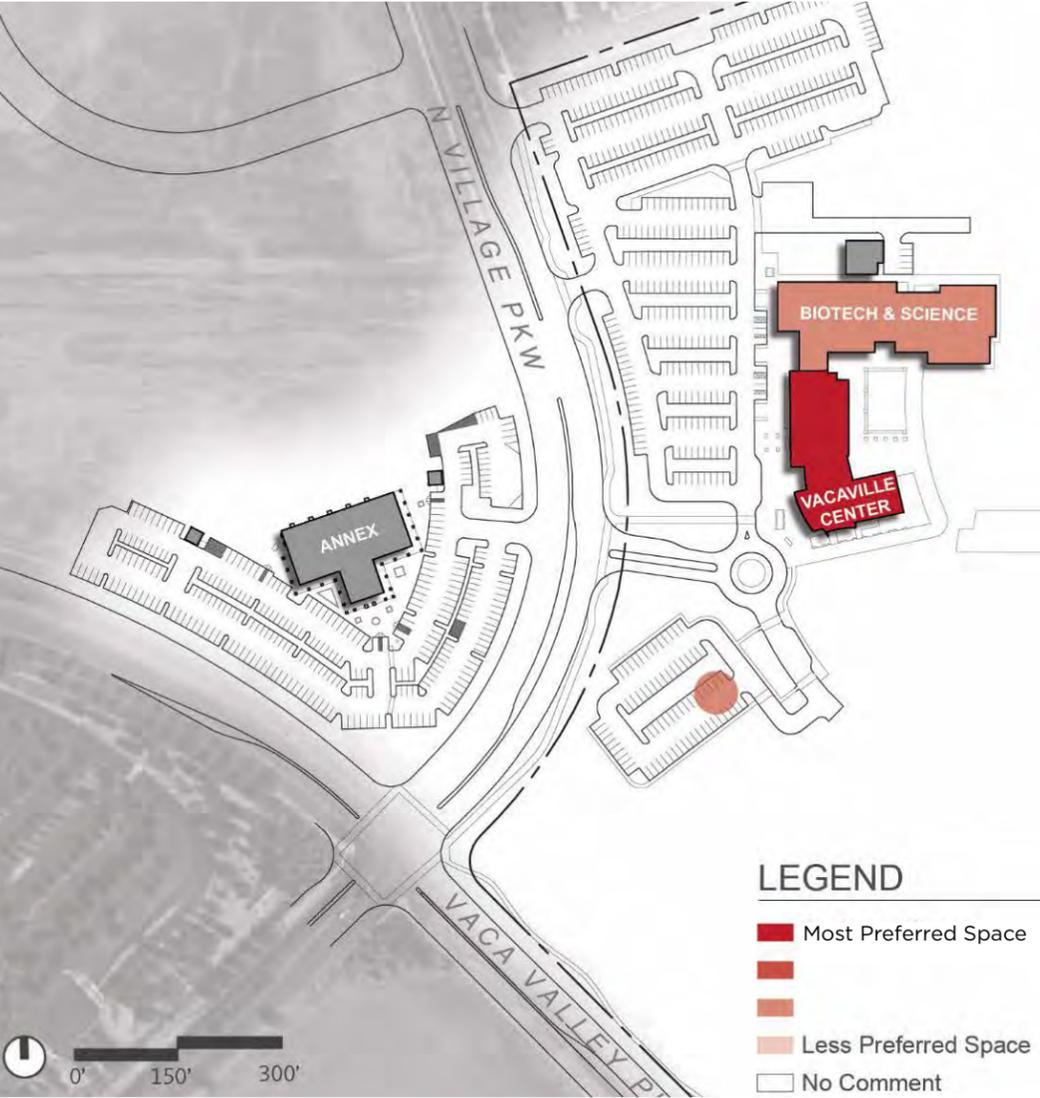
SOCIALIZE OR CONNECT

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Vacaville Campus for social interactions.



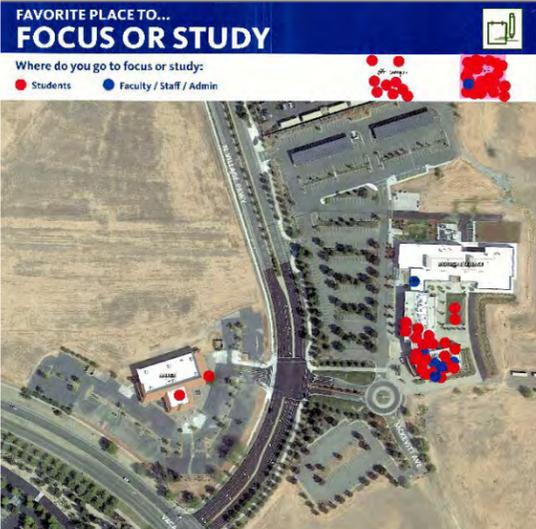
STUDENTS PREFER TO CONNECT WITH OTHERS IN THEIR CLASSROOMS OR SEATING AREAS.
FACULTY AND STAFF SOCIALIZE IN THEIR OFFICES OR OFF CAMPUS

STUDENT RESPONSES



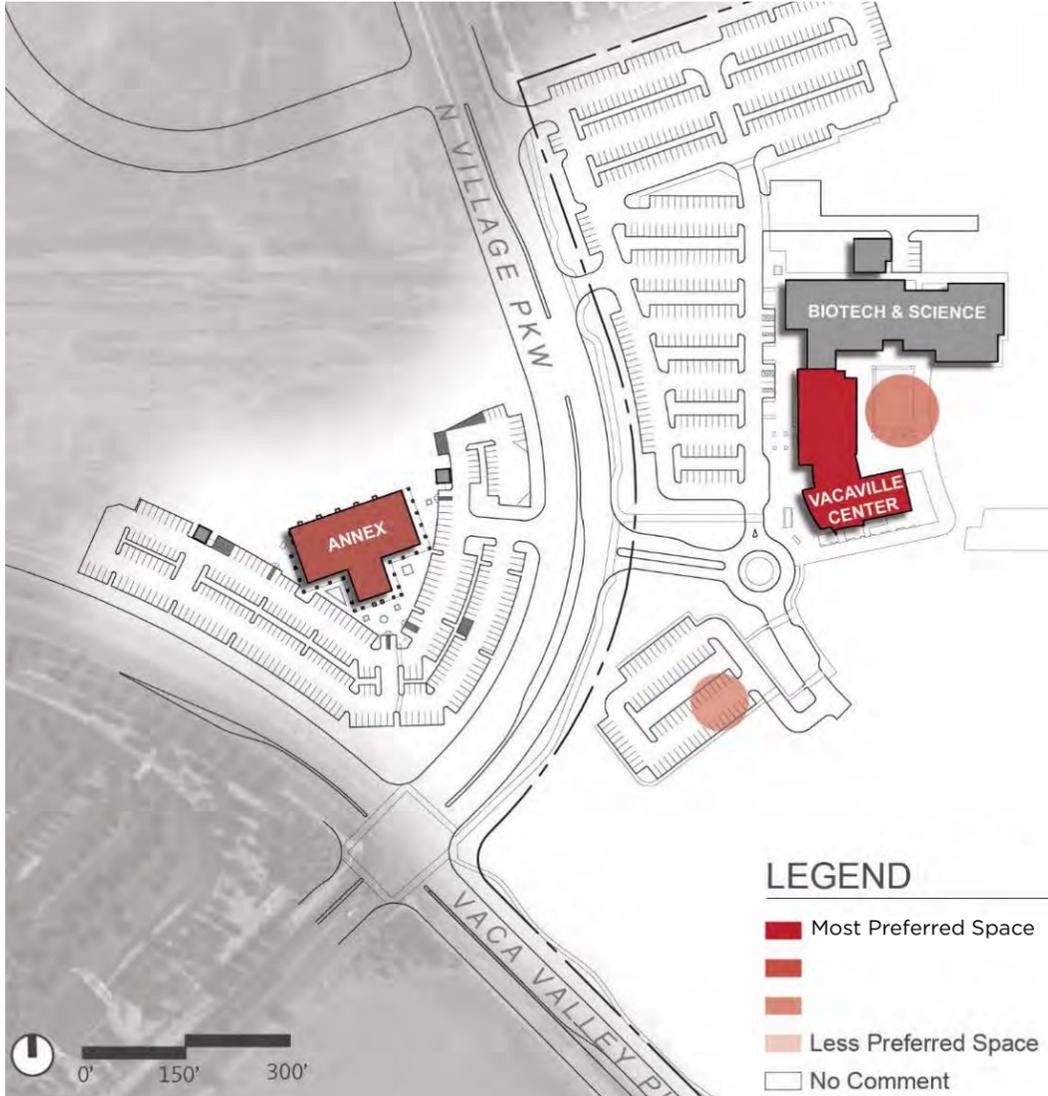
FOCUS OR STUDY

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Vacaville Campus to focus or study.



STUDENTS PREFER TO STUDY IN THE LIBRARY WHILE ON CAMPUS. 60% PREFER TO STUDY OFF-CAMPUS. FACULTY AND STAFF PREFER TO FOCUS IN THEIR OFFICES

STUDENT RESPONSES



RELAX OR RECHARGE

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Vacaville Campus to relax and recharge.



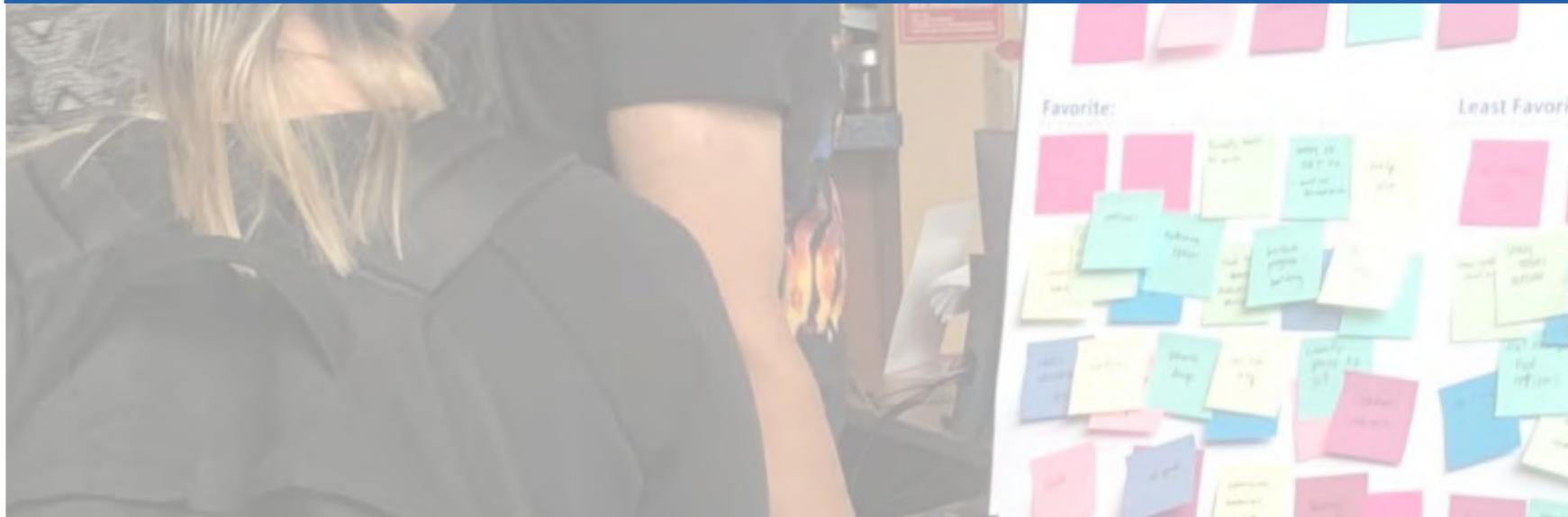
STUDENTS PREFER TO RELAX OUTDOORS OR IN THE LOBBY OF THE VACAVILLE CENTER. 75% PREFER TO RELAX OFF-CAMPUS. FACULTY AND STAFF PREFER TO RELAX IN THEIR OFFICES

STUDENT RESPONSES





VALLEJO CAMPUS FORUMS



DESCRIBE YOUR CAMPUS

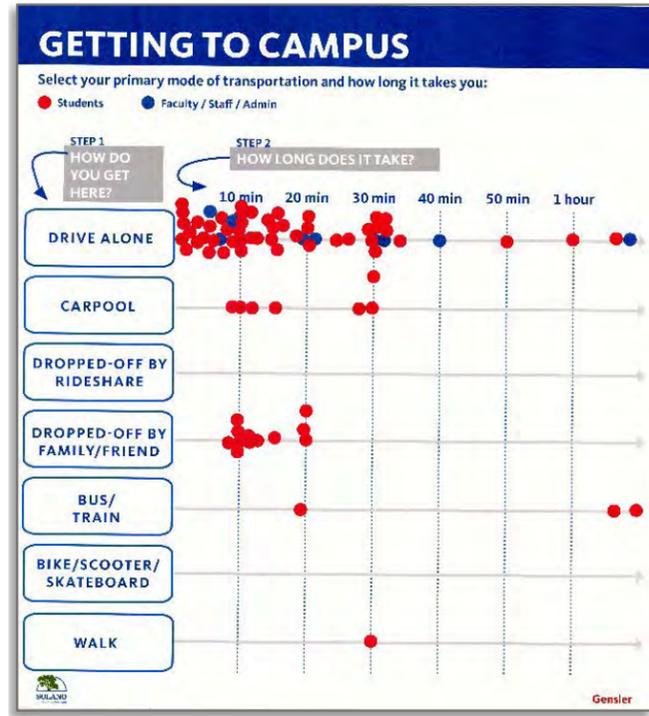
Participants, which included students, faculty, and staff, were asked to describe the Vallejo Campus in a few words.



Nice Clean Great Computer Lab
 Compact + Tiny More Programs
 Friendly Parking is Great Stuff + Students
 New + Pretty Improve Gathering Spaces
 Quiet / Peaceful
 Convenient + Accessible

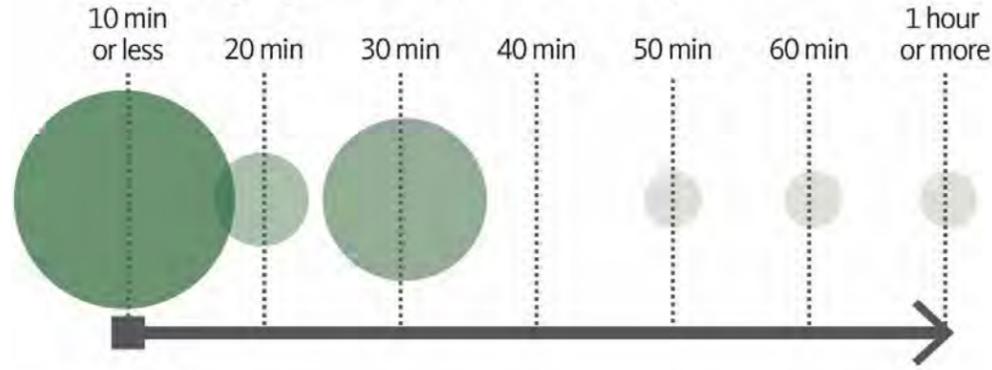
GETTING TO CAMPUS

Participants, which included students, faculty, and staff, were asked to identify how they commute to the Vallejo Campus.



MOST PARTICIPANTS DRIVE ALONE TO CAMPUS AND ARE WITHIN A 10 MINUTE DRIVE

How long is your commute to campus?

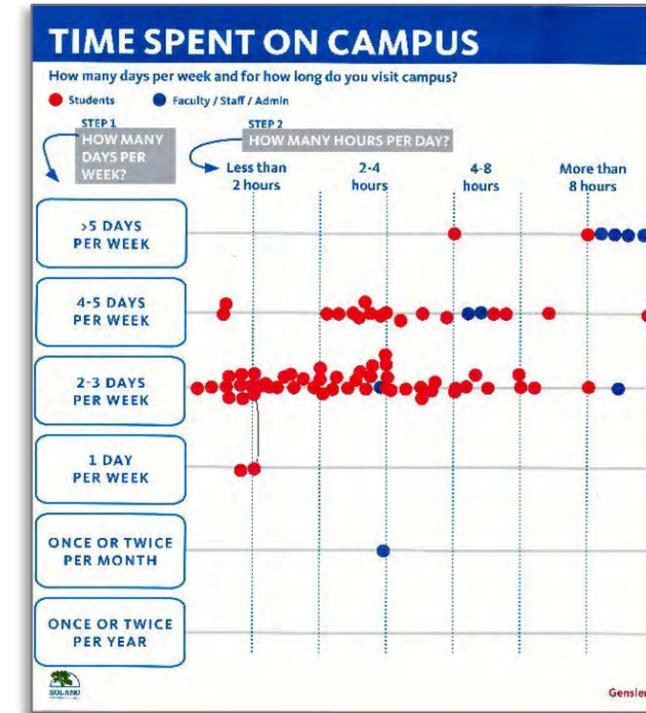


How do you get to campus?



TIME SPENT ON CAMPUS

Participants, which included students, faculty, and staff, were asked how much time they spend on the Vallejo Campus.

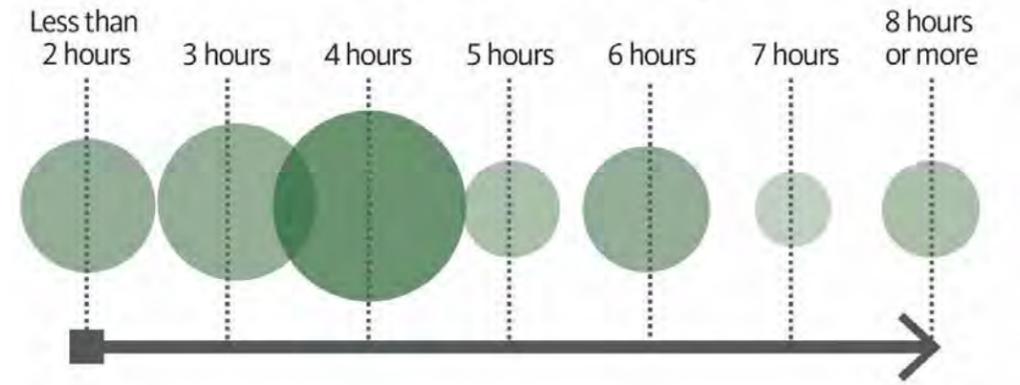


STUDENTS ARE ON CAMPUS AN AVERAGE OF 2-3 DAYS A WEEK FOR APPROXIMATELY 4 HOURS A DAY

How many days per week are you on campus?



How much time do you spend on campus?

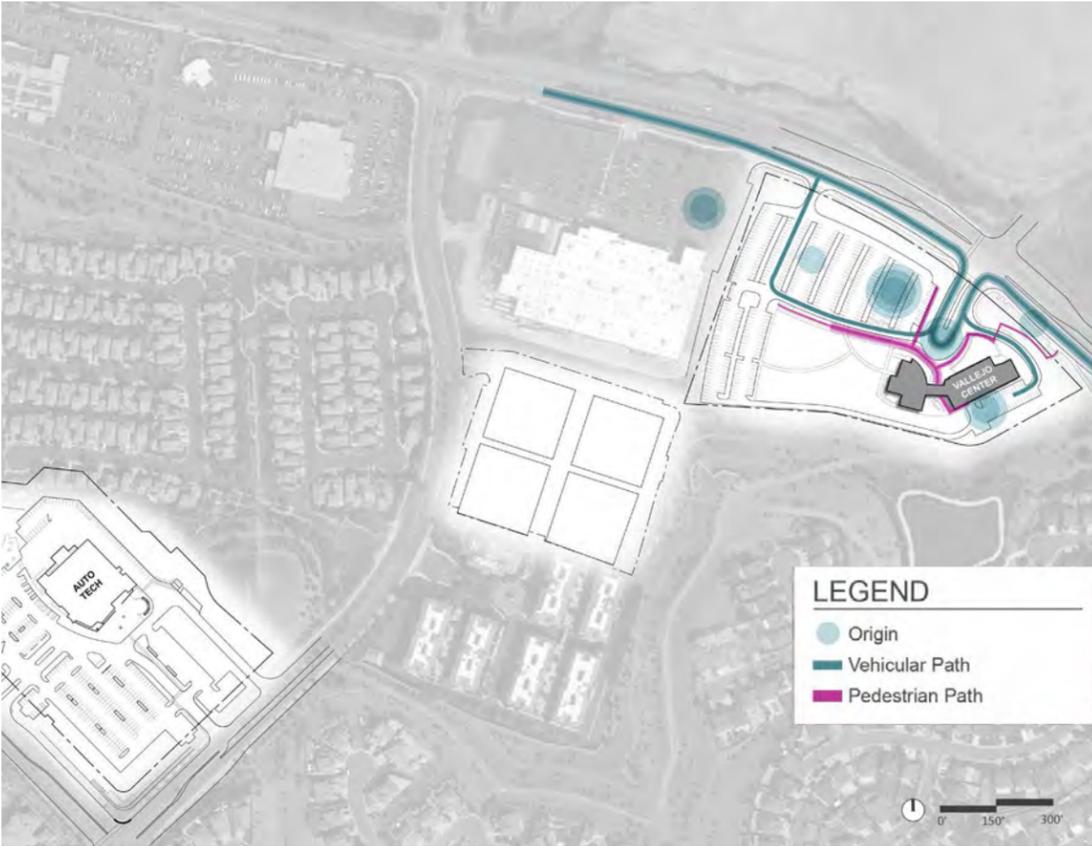


DRAW YOUR PATH ON CAMPUS

Participants, which included students, faculty, and staff, were asked to identify arrival points on the Vallejo Campus and their paths of travel.

KEY OBSERVATIONS:

- Students prefer the main parking lot near the entrance, while Faculty and Administration prefer to park in the south lot of the center.
- The majority of participants arrive to campus from the traffic light on Columbus Parkway. The main pedestrian path is between the tree lined path from the parking lot to the Center



SOCIALIZE OR CONNECT

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Vallejo Campus for social interactions.



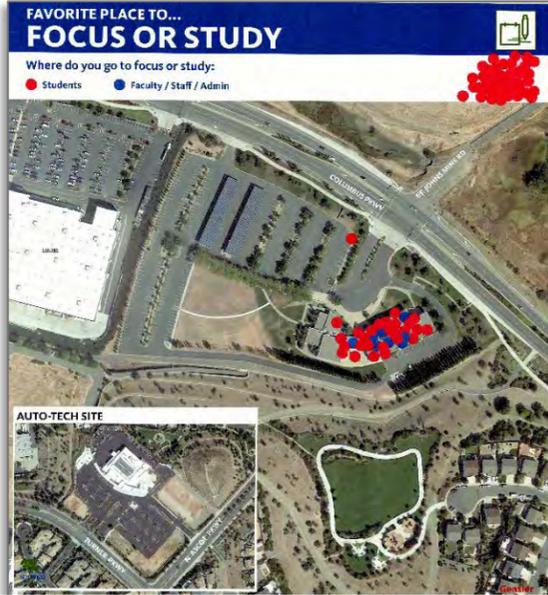
STUDENTS PREFER TO CONNECT WITH OTHERS IN THE OPEN SPACE, IN THE GROUND FLOOR LOBBY, OR OFF CAMPUS

STUDENT RESPONSES



FOCUS OR STUDY

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Vallejo Campus for social interactions.



60% of STUDENTS PREFER TO STUDY OFF CAMPUS, 40% OF PARTICIPANTS FOCUS IN THE LIBRARY OR CLASSROOMS. FACULTY AND STAFF PREFER TO DO FOCUSED WORK IN THEIR OFFICES

STUDENT RESPONSES



RELAX OR RECHARGE

Participants, which included students, faculty, and staff, were asked to identify their 'favorite' and 'least favorite' spaces on the Vallejo Campus for social interactions.



78% OF STUDENTS PREFER TO RELAX OFF CAMPUS, 22% OF PARTICIPANTS RELAX OUTDOORS OR IN THE LOUNGE AREAS. FACULTY AND STAFF PREFER TO RELAX OUTDOORS

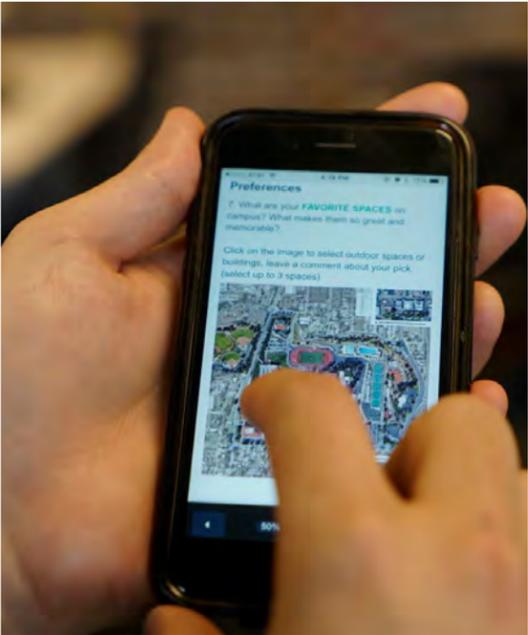
STUDENT RESPONSES



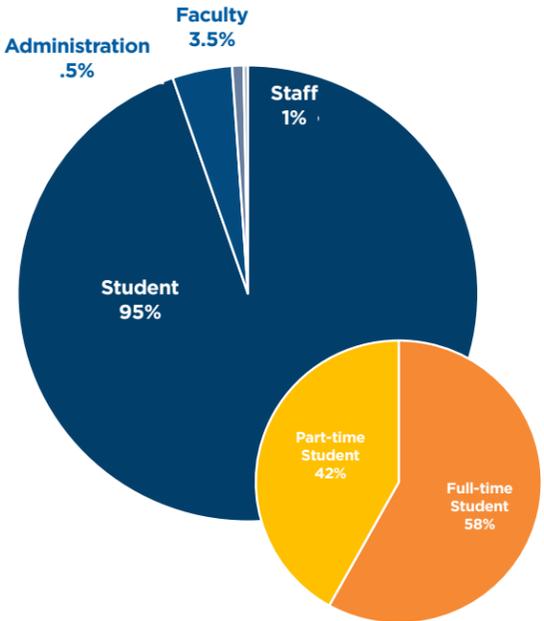
CAMPUS ONLINE SURVEY

In addition to campus forums, the College conducted a mobile online experience survey to capture comments and ideas from a wide group of students, faculty, staff, administration, and alumni.

There were 385 survey responses consisting mostly of students. The following pages are a summary of the survey responses.



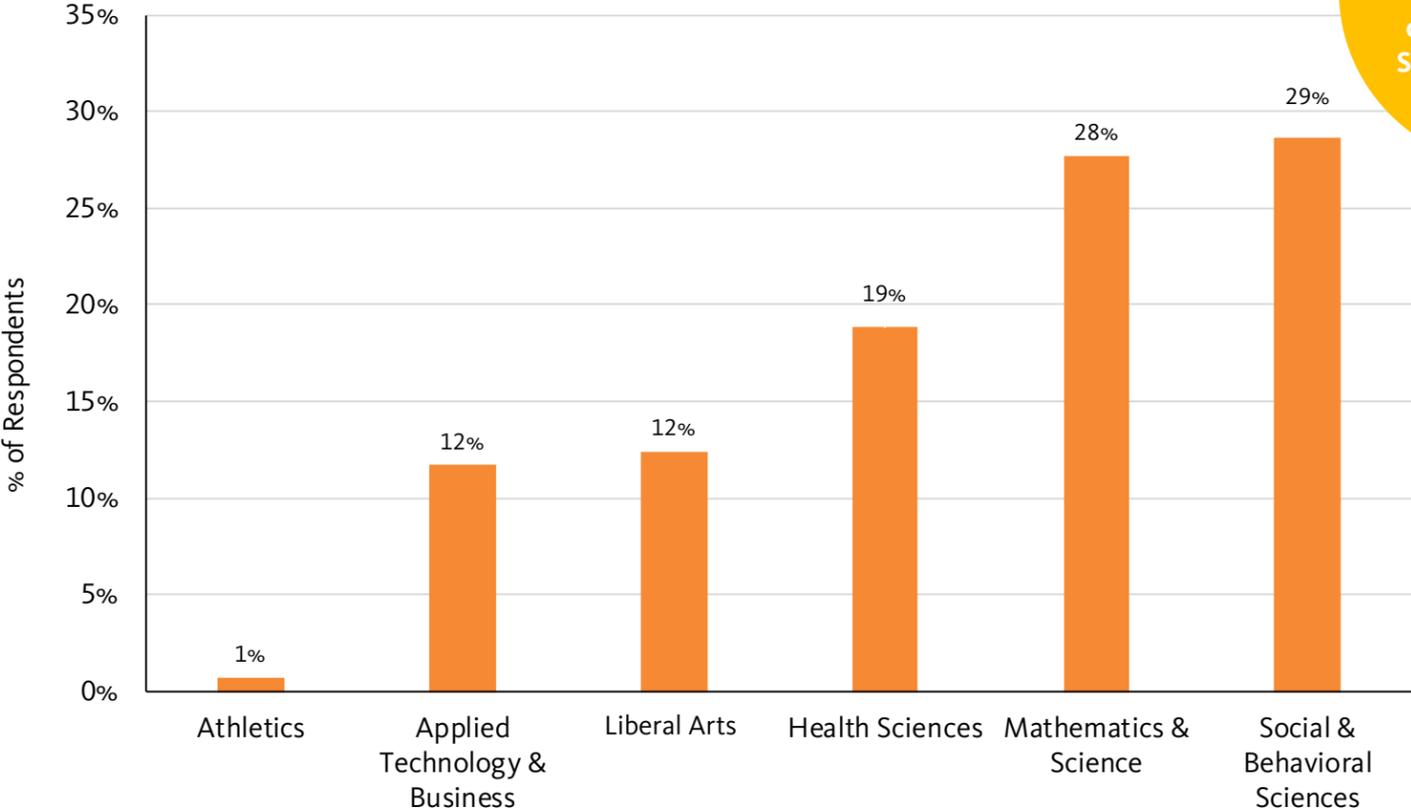
385 RESPONSES



SURVEY PARTICIPATION



In which department, division, or school do you take the most classes?

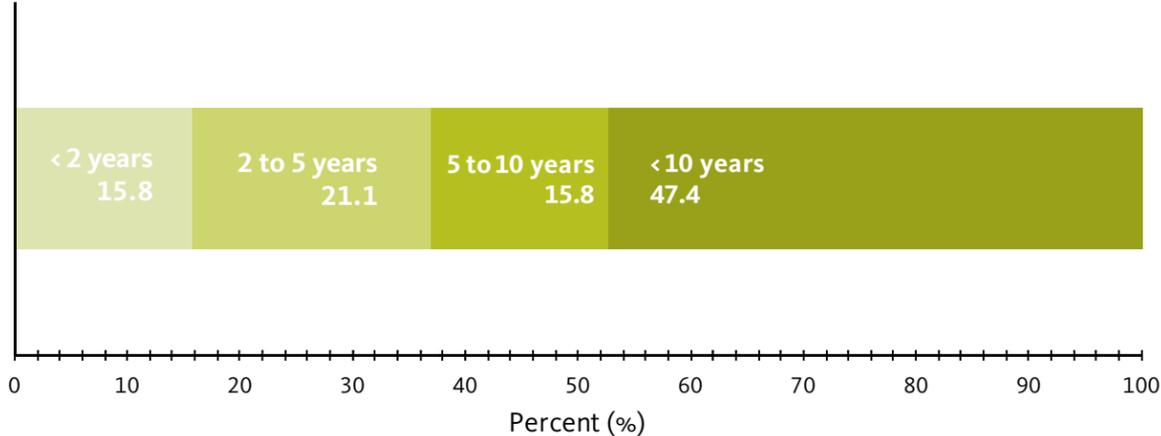


More than **50%** of students reported taking the most classes in Math & Science and Social & Behavioral Sciences

SURVEY PARTICIPATION



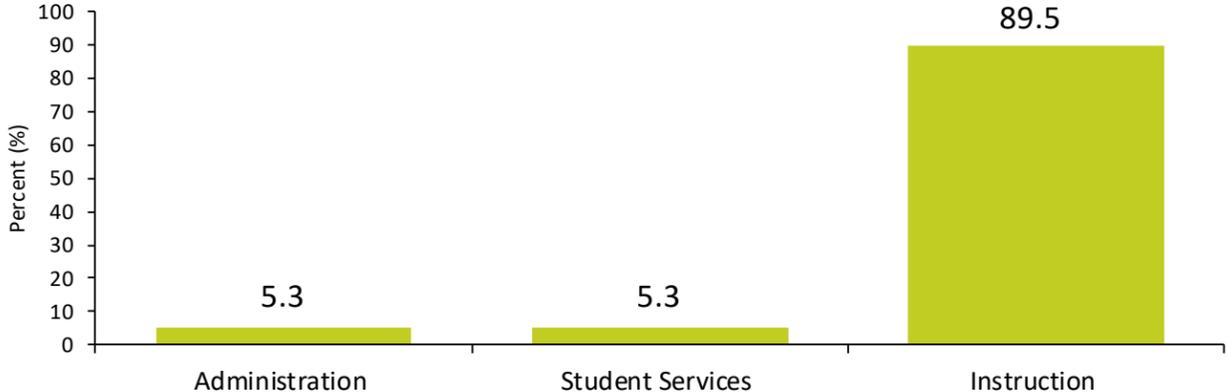
How long have you worked at Solano College?



47%
of respondents who self-identified as Administration, Faculty and Staff have worked at Solano College for more than 10 years



With which department are you most associated?

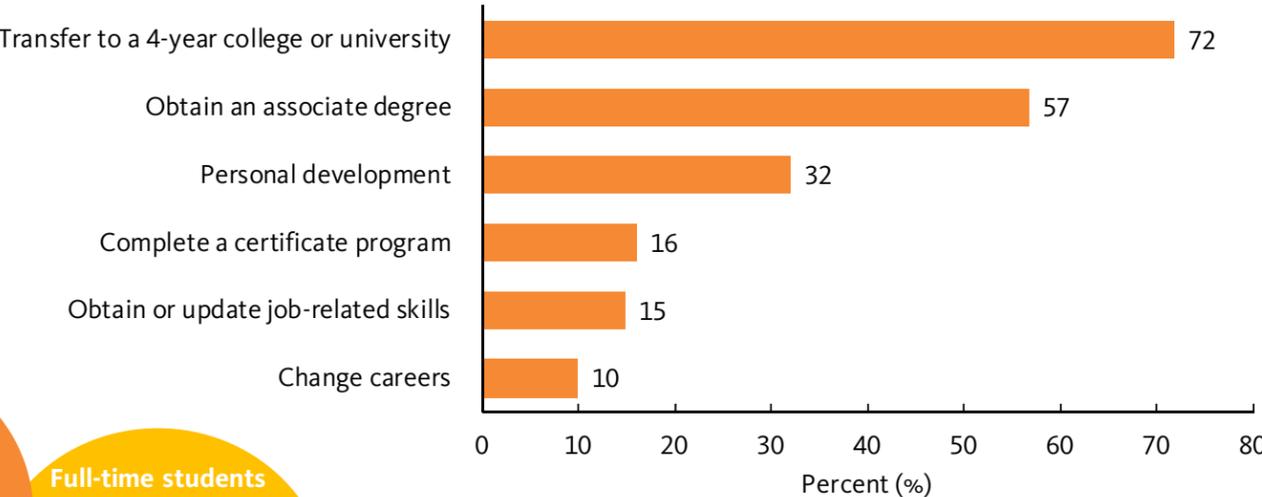


90%
of Administrative, Faculty and Staff respondents self-identified their department as Instruction

STUDENT MOTIVATION



Which of the following best describes why you are at Solano College? *(Choose all that apply)*



72%
of all students intend to transfer to a 4-Year college or university

Full-time students were more likely to select transfer to a 4-year college or university or obtain an associates degree than part-time students.

GETTING TO AND FROM CAMPUS

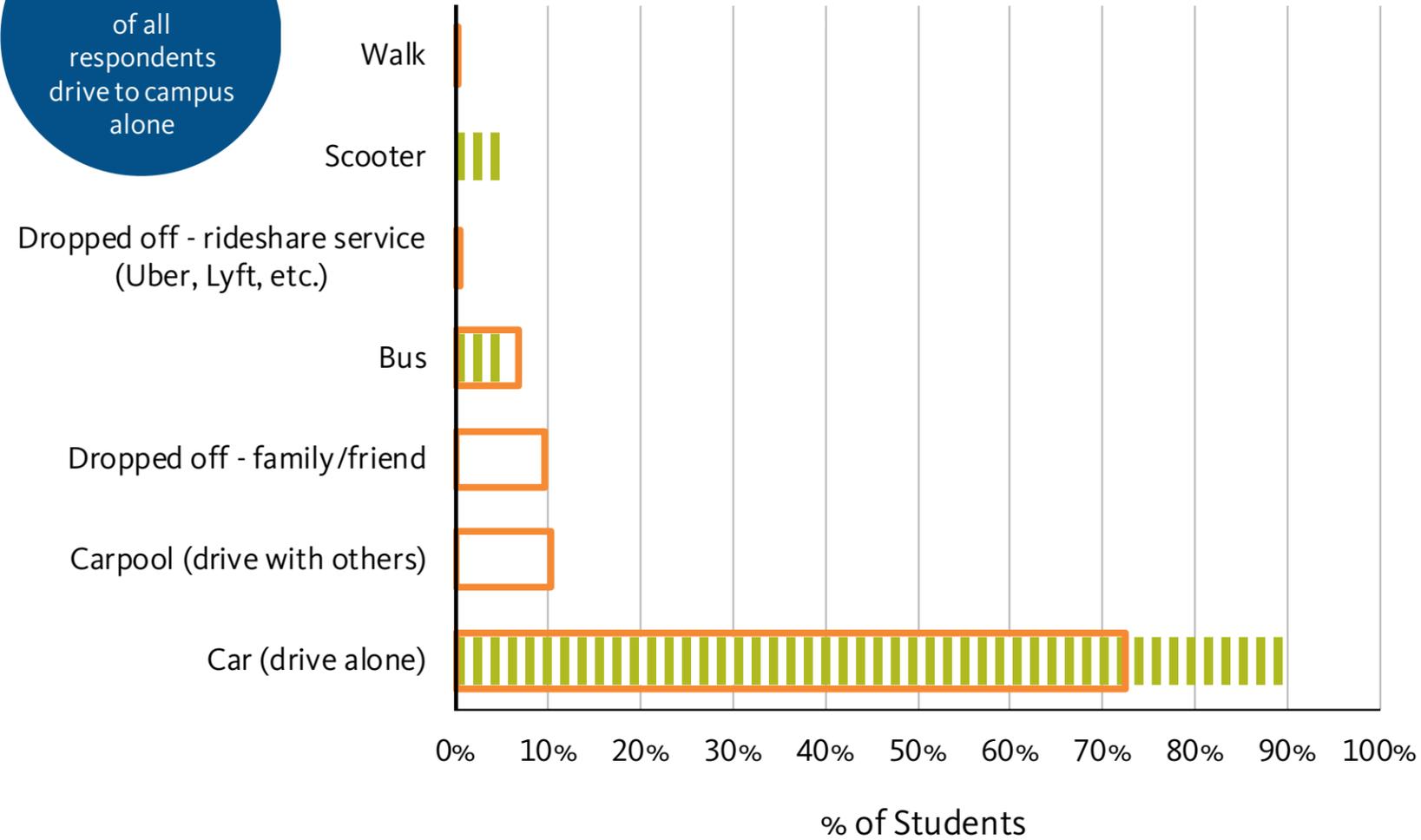


Faculty, Staff & Admin



Students

73%
of all respondents drive to campus alone



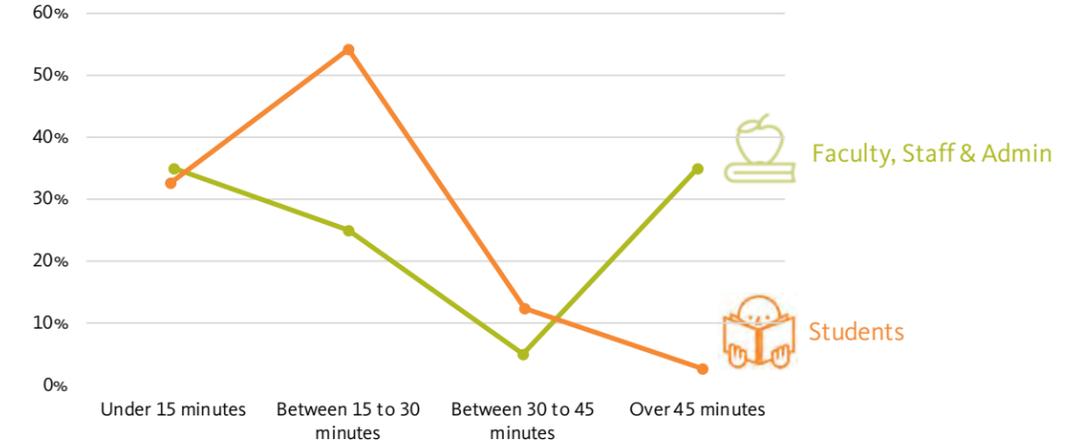
GETTING TO AND FROM CAMPUS



On average, how long is your commute to campus?

82%

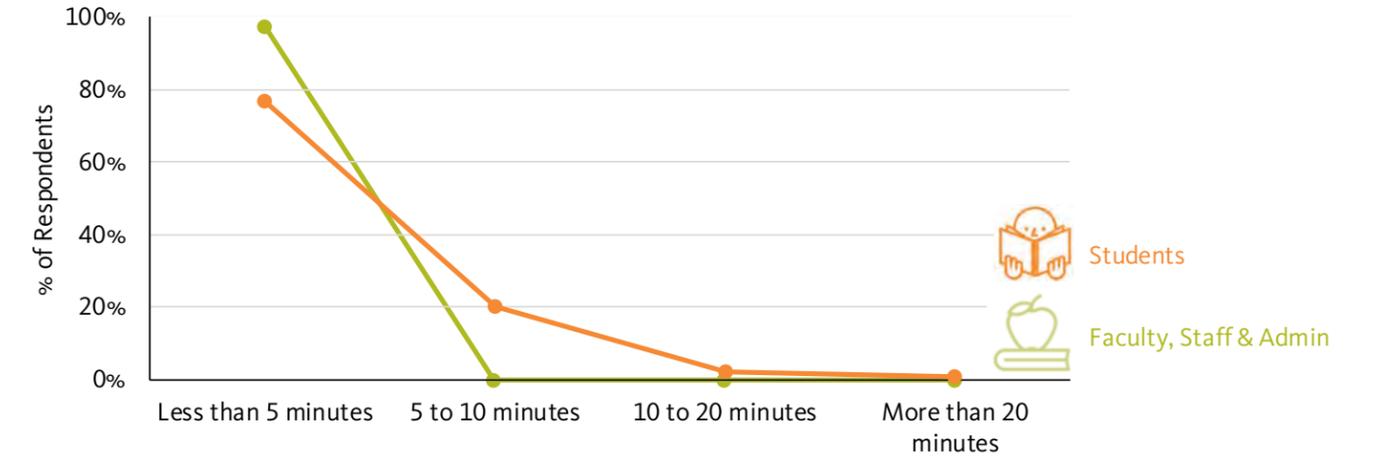
of all respondents reported an average commute time of **less than 30 minutes.**



On average, how long does it take you to find parking on campus?

78%

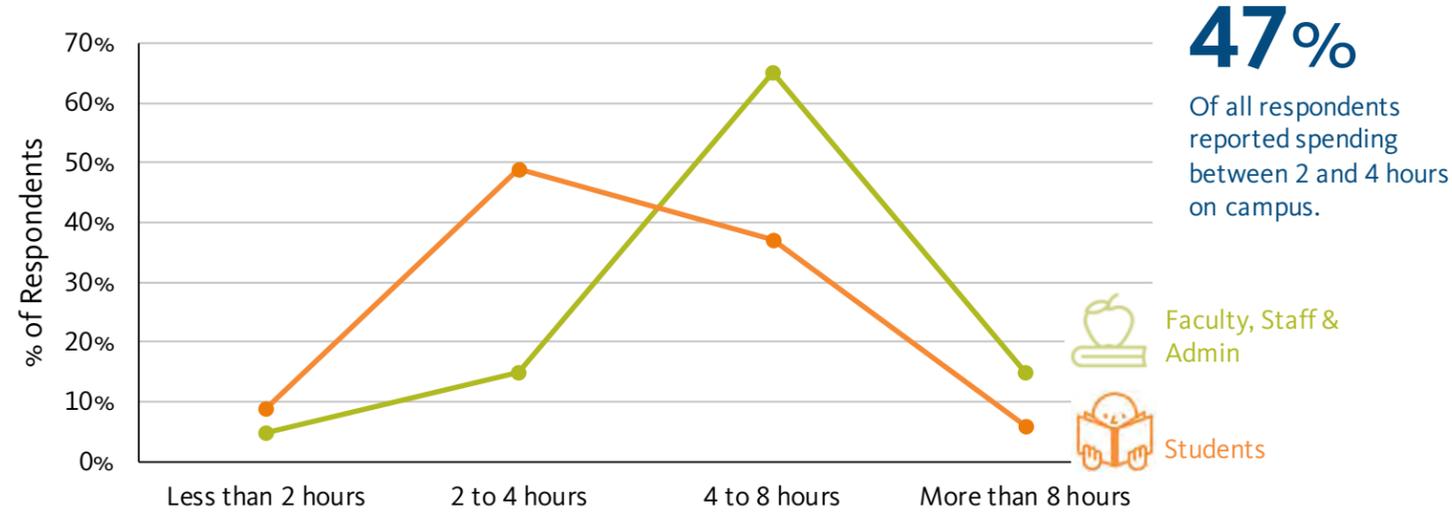
of all respondents reported that finding a parking spot on campus takes less than 5 minutes.



TIME SPENT ON CAMPUS



On average, how much time do you spend on campus during each visit?



On average, how many days do you come to campus during a typical week?



4 days

Faculty, Admin & Staff
(average days spent on campus)



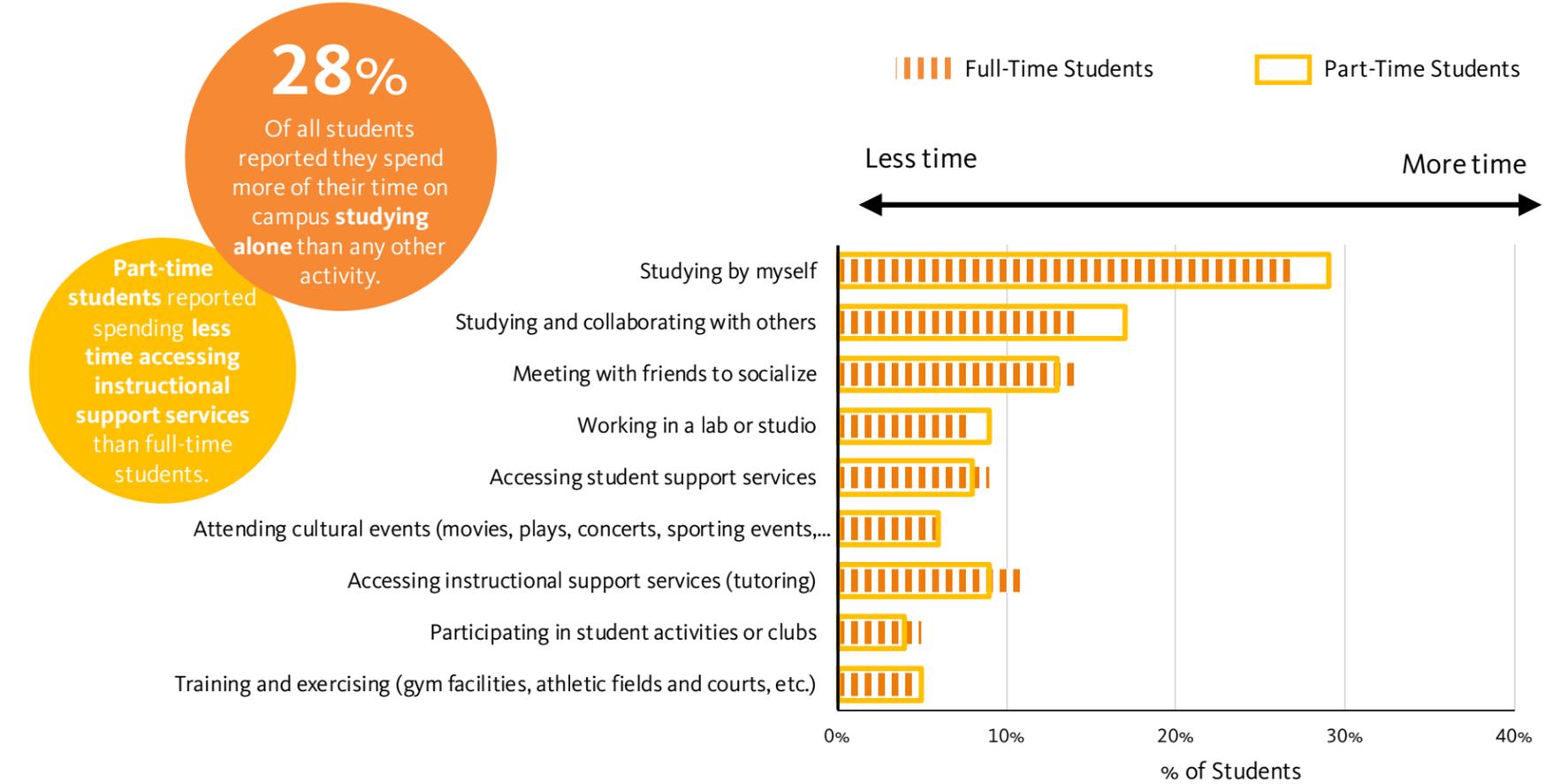
3 days

Students
(average days spent on campus)

TIME SPENT ON CAMPUS



When you are not in class, how do you spend your time on campus?

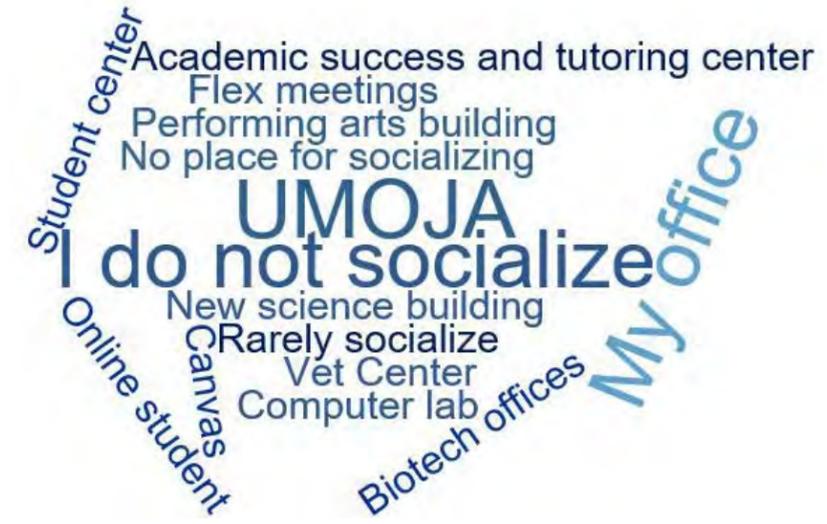


PREFERRED SPACES ON CAMPUS

STUDY OR FOCUS



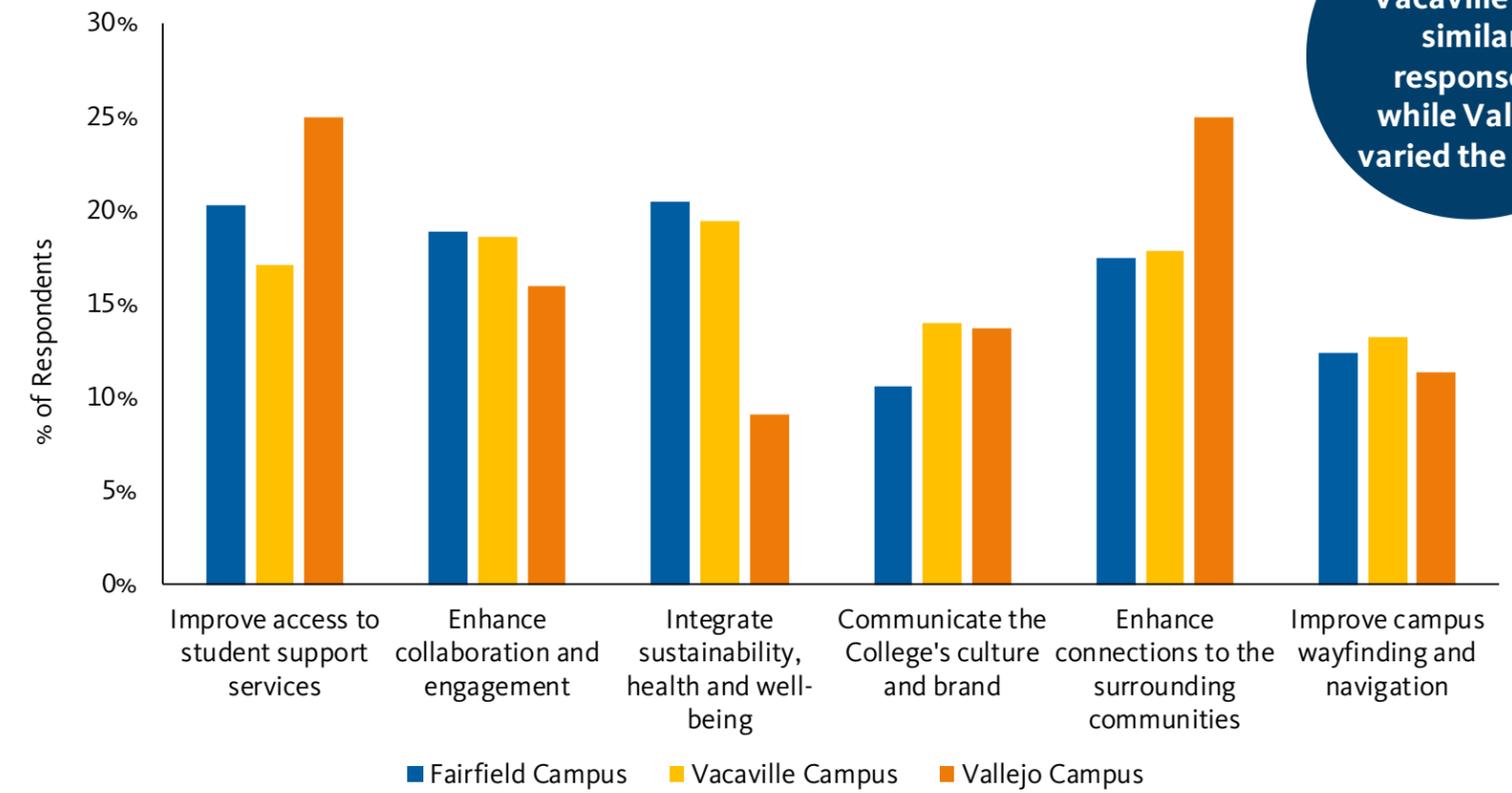
SOCIALIZE



CAMPUS EXPERIENCE



In your opinion, what do you feel might be the greatest opportunity to improve your experience on campus?
(Choose all that apply)



Fairfield and Vacaville had similar responses, while Vallejo varied the most

COMMUNITY SURVEY

Additionally, the College conducted an online survey of community organizations to hear their thoughts and ideas about the College. There were 21 survey responses

The following pages are a summary of the survey responses.

21
RESPONSES

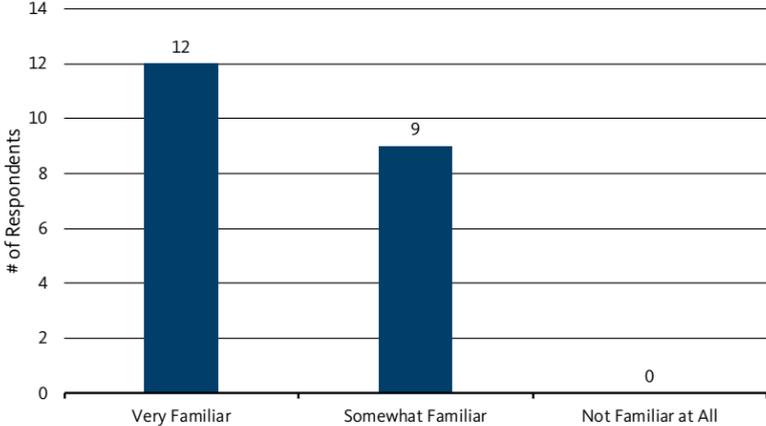


CAMPUS FAMILIARITY



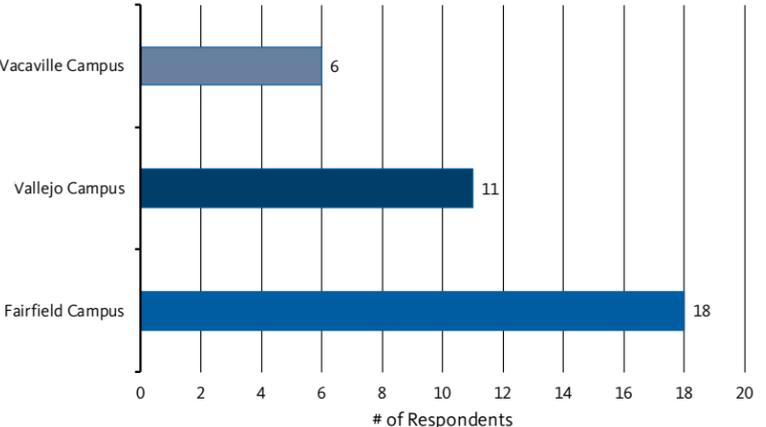
How familiar are you with Solano Community College?

57%
of Respondents were very familiar with SCC



Which locations are you most familiar with?
(Multiple selections by one surveyee)

86%
of Respondents were familiar with the Fairfield Campus

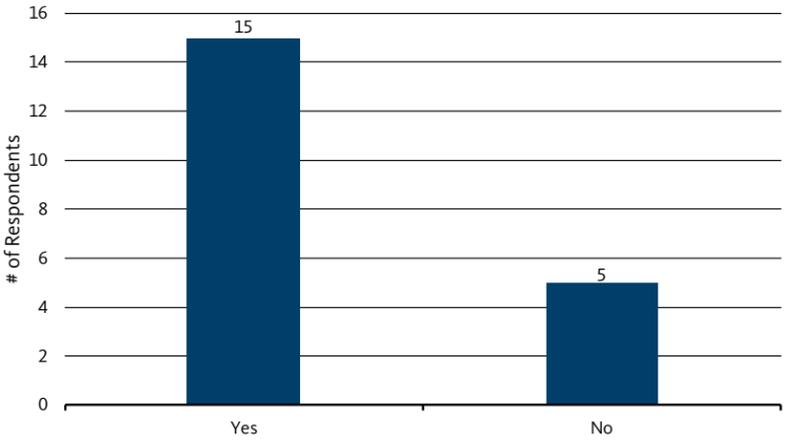


COMMUNITY ATTENDANCE



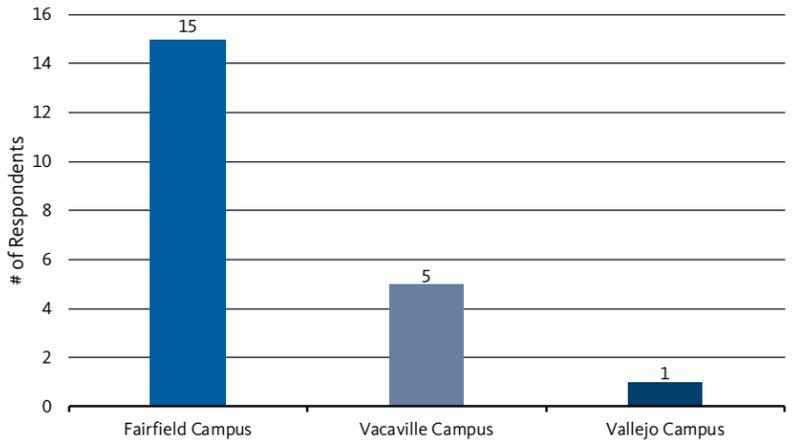
Have your or anyone in your family/household attended SCC?

71%
of Respondents had someone in their household who had attended SCC



Which locations did they/you attend?

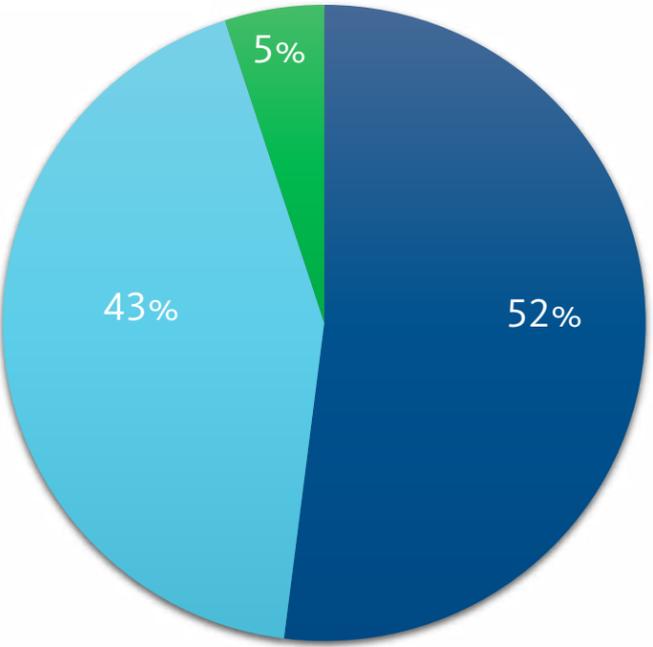
71%
of Respondents had attended the Fairfield Campus



COMMUNITY PERCEPTION



In your opinion, what is the most important role of SCC in serving the educational needs of the community?

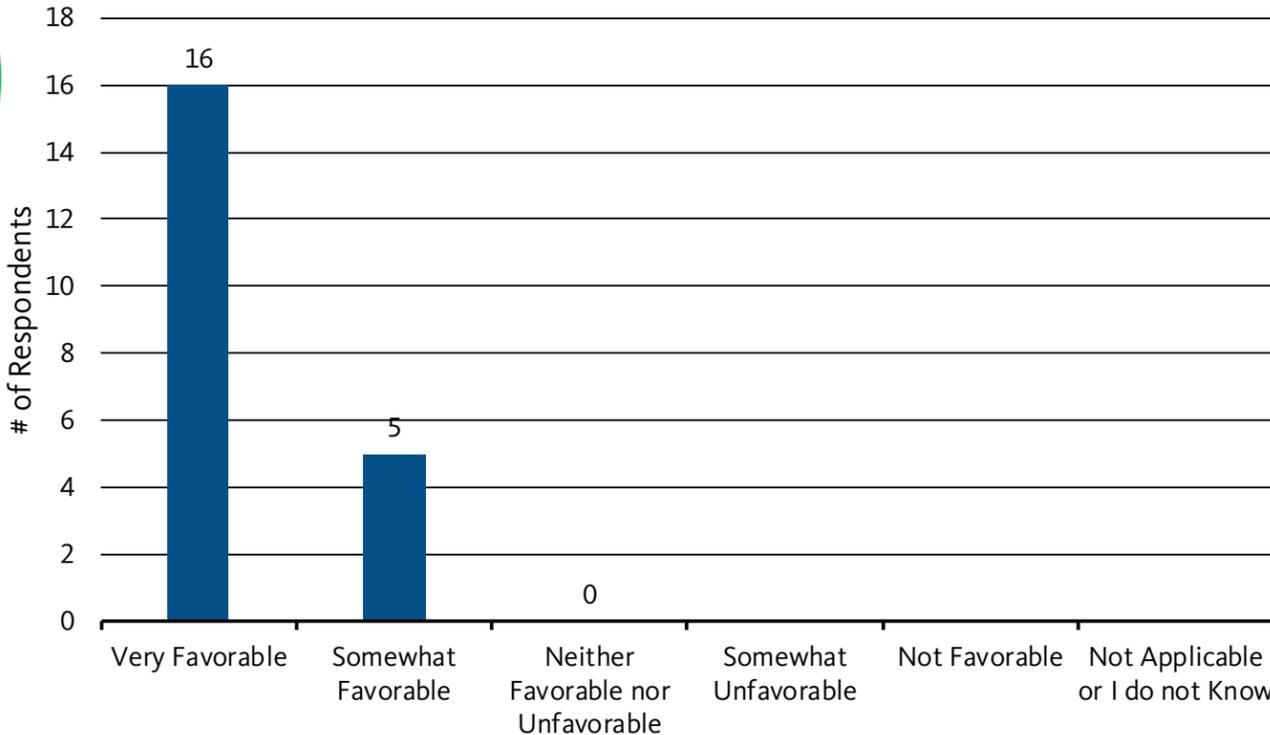
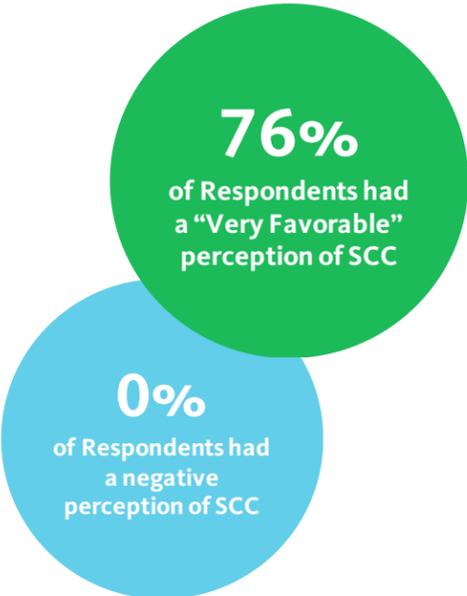


- Associate's Degree & Preparation for Transfer to University
- Job Training & Certification Completion
- Lifelong Learning

COMMUNITY PERCEPTION



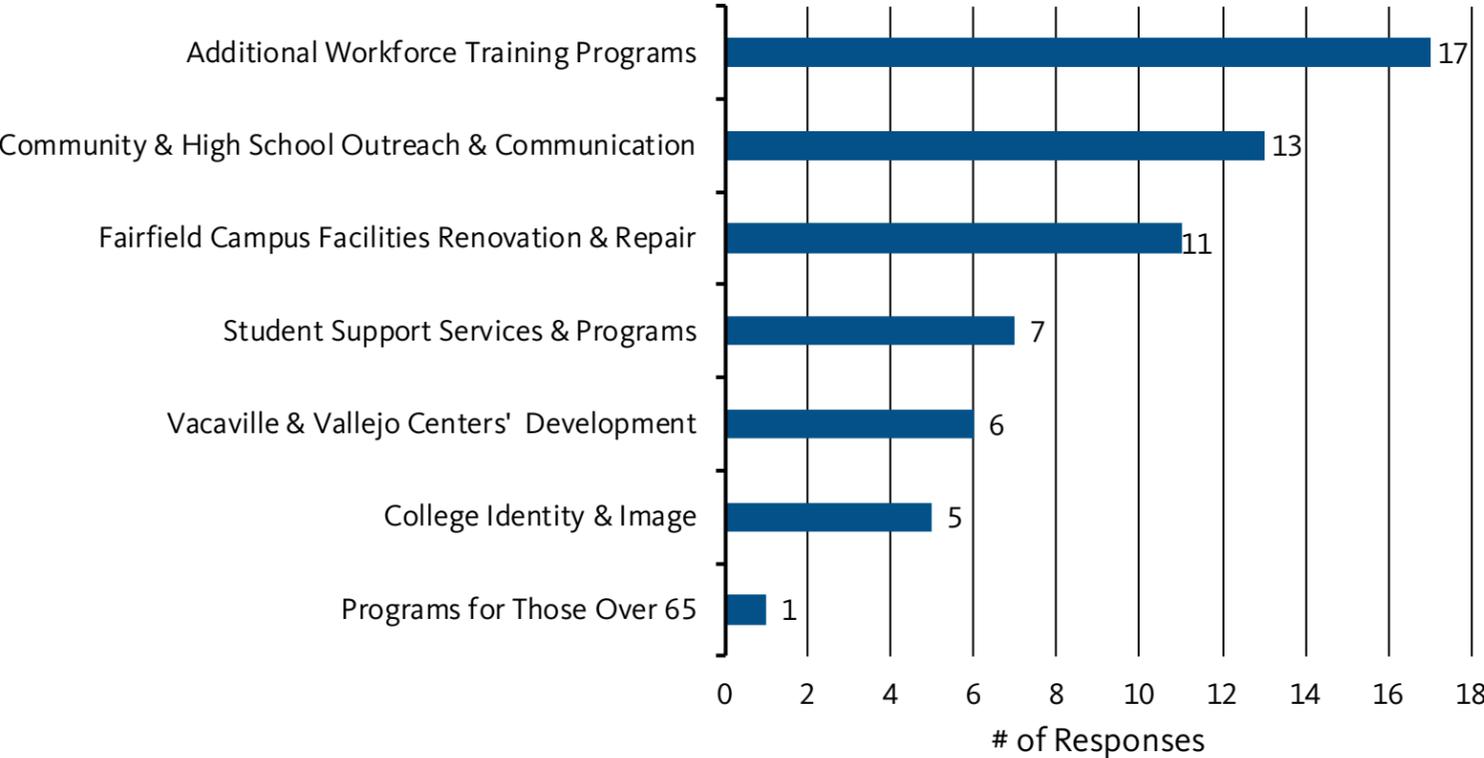
How favorable is your perception of SCC?



LOOKING TO THE FUTURE



As we plan for 2030, what do you think SCC should focus on developing and/or improving? Select three from the following



COMMON THEMES

Following the Vision Sessions and Online Surveys, the Planning Team sorted the many comments on how to improve Solano Community College.

Six common themes emerged as the top ideas/topics.



Lockers around campus.

More vending machines around campus.

It is really quiet on campus, and it makes the area feel isolated. I attended another community college, and it was always filled with students and there were clubs and organizations that would advertise with tents in front of the student hall for the first month. It felt welcoming and made me want to study in the library

On-campus restaurant or other healthy food options.

More student activities.

A cafeteria at the Vacaville campus.

Places for napping.

Allow the campus to be more Trans friendly - one gender neutral bathroom doesn't work if you're a disabled trans student.

Improve disability services.

More green space or quad.

Update Fairfield classrooms.

A cafeteria at the Vallejo campus.

More online classes.

More accessible counseling.

Free parking.

NA and AA meetings on campus.

Having a gym on campus so that during times I'm not in class I'm still able to be physically active.

More water refill stations.

Make the campus cleaner.

Social events.

Provide more lounge spots with lighting, newer furniture and study rooms.

THEMES

	FAIRFIELD	VACAVILLE	VALLEJO
STUDENT SUPPORT 	<ul style="list-style-type: none"> Offer More Programs in Each of the Categories Provide More Resources Offer Additional Counseling Services Improve Communication Motivate Students to Transfer 	<ul style="list-style-type: none"> Offer More Programs + Classes Provide Available Resources Offer Additional Counseling + Tutoring Services Increase Safety + Security Precautions 	<ul style="list-style-type: none"> Offer More Programs + Classes Provide Available Resources Offer Additional Counseling + Tutoring Services
FACILITIES 	<ul style="list-style-type: none"> Improve Existing Facilities Create Student Lounge Area + Gathering Spaces Provide Gender Neutral Bathrooms Make Campus more Energy Efficient Offer Student Housing 	<ul style="list-style-type: none"> Improve Existing Facilities Create Student Lounge Area + Gathering Spaces Expand Library + Classroom Space Create Theater and Arts 	<ul style="list-style-type: none"> Expand Lab and Classroom Space Improve Internet Connection Offer Child Care Services Provide Bookstore
CAMPUS EXPERIENCE 	<ul style="list-style-type: none"> Provide Activities & Events Sponsor Sports Teams Offer Additional Clubs Become Widely Renowned 	<ul style="list-style-type: none"> Provide Activities & Events Sponsor Sports Teams Increase Student Enrollment Create a Welcoming Campus 	<ul style="list-style-type: none"> Provide Activities & Events Sponsor Sports Teams Offer Clubs + Advertise Encourage Community Engagement
PARKING + TRANS. 	<ul style="list-style-type: none"> Improve Transportation Between Campuses Add More Electric Car Charging Stations Provide More / Free Parking 	<ul style="list-style-type: none"> Add More Electric Car Charging Stations Provide more Student Parking in Front Improve Signage + Wayfinding 	<ul style="list-style-type: none"> Improve Transportation Between Campuses Offer Free Parking Addition of Parking Meters Provide more Lighting in Parking Lots
HEALTH + WELLNESS 	<ul style="list-style-type: none"> Offer more Food Options (healthier) Starbucks / Cafe More Water Refilling Stations Throughout Campus Food trucks 	<ul style="list-style-type: none"> Offer more Food Options Starbucks / Cafe Create Gymnasium Provide a Wellness Room 	<ul style="list-style-type: none"> Gymnasium and Fitness Center Offer more Food Options Starbucks / Cafe Offer a Health Clinic for Students
OUTDOOR SPACE 	<ul style="list-style-type: none"> Provide Outdoor Seating + Gathering Spaces Create Shading for Seating Plant more Trees Improve Pedestrian Connections 	<ul style="list-style-type: none"> Provide Outdoor Seating + Gathering Spaces Create Community Garden Create Shading for Seating Plant more Trees 	<ul style="list-style-type: none"> Provide Outdoor Seating + Gathering Spaces Create Community Garden



2 | PLANNING DATA



2 | PLANNING DATA

Integrated planning allows an institution to align its plans in deliberate ways, to effectively prepare for changing environmental conditions, and to prioritize achievement of key mission-critical outcomes. The information and analysis provided in this chapter reflects the integration of the Solano Community College's 2019-2022 Strategic Plan with this 2020 Facilities Master Plan.

Building on the information provided in the Strategic Master Plan, this planning process included the development of a 'data portfolio' to inform the SCC Facilities Master Plan. A summary of the information collected and analyzed is presented in this chapter and the full portfolio of information is included as a Reference Document.

This chapter includes the following:

- 2019-2022 Strategic Plan Goals
- Data Portfolio Summary
 - External Environmental Scan
 - Internal Environmental Scan
 - Growth Forecast
- Space Inventory
- Space Utilization
- FMP Space Program
- Facilities Planning Principles

2019-2022 STRATEGIC PLAN

The 2019-2022 Strategic Plan was approved on May 15, 2019 and provides the foundation for the long-range planning for Solano Community College (SCC). The Strategic Goals are included in this FMP to highlight the integrated planning process.

STRATEGIC GOALS

- 1 Honor and empower students by helping them succeed in achieving their educational or career goals.
- 2 Honor and empower students to transfer in a timely fashion.
- 3 Honor and empower students to attain their educational goals in a timely fashion while embracing the process of learning.
- 4 Honor and empower students to gain a meaningful employment/careers in their chosen field of study.
- 5 Honor and empower student equity and success by eliminating equity gaps with a focus on disproportionately impacted populations.
- 6 Strengthen ties to the community and local school districts to ensure access to college for all students.
- 7 Honor and empower the college community by maintaining adequate and sustainable financial resources to create an environment that supports teaching and learning.
- 8 Maintain a campus culture that honors and empowers teaching and learning.

DATA PORTFOLIO SUMMARY

One of the first steps for making decisions and developing a plan is to gather and analyze information, in this case to create a “data portfolio” for informing the Facilities Master Plan for Solano Community College (SCC) for 2019-2030. The notion of a “portfolio” intends to convey a compilation of material that is carefully designed and crafted to represent a profile of a specific subject. Additionally, the contents of a portfolio are fluid and can be refined and updated over time, using some of the same benchmarks.

The central expected outcomes for the data portfolio, and thus its development, were twofold, to develop information that will assist:

- To forecast the total 2030 enrollment of SCC and for the SCC campus in Fairfield and the centers in Vacaville and Vallejo
- To forecast the academic and support programs needed to support students over the next ten years.

The quantitative measures for the data portfolio were selected collaboratively with SCC leadership, with those two outcomes in mind, and are presented in three sections:

Part II - External Environmental Scan about SCC’s community

Part III - Internal Environmental Scan about SCC’s students

Part IV - Growth Forecast, projecting enrollments for 2030

Data was gathered from a variety of sources, which are listed in the appendix, and measures have been deliberately combined and compared to provide a meaningful and useful resource for making data-informed decisions to address those two portfolio outcomes for planning future facilities. Sections II and III, population demographics, projections, and enrollment demographics in the External and Internal Environmental Scans, are used as a foundation for Section IV, enrollment forecasts for all of SCC and for SCC’s three sites. Projections are developed through 2030 in all instances where data is available.



EXTERNAL ENVIRONMENTAL SCAN

OVERVIEW

The geographic boundaries of the SCC service area include the cities and zip codes of Solano County as well as the city of Winters in Yolo County. The cities within the geographic boundaries of SCC include:

- Benicia
- Dixon
- Fairfield
- Suisun City
- Vacaville
- Vallejo
- Winters

Travis AFB is also a location within the service area.

The service area is geographically expansive, particularly in the northern portions of Vacaville, Dixon, and Winters. Travel times from the northern area of the service area to the middle and southern areas (for example, Dixon to the main campus in Fairfield) appear to be approximately 30 minutes. The Vallejo Campus in the southern portion of the service area, as well as the main Fairfield Campus, are located in relatively smaller, more densely populated areas.

This External Environmental Scan section of the data portfolio, about the population and workforce profile characteristics of SCC's geographic service area, consists of four parts, all intended to contribute to providing a framework for Part IV's SCC enrollment growth projections to 2030:

Part II.B.1 - Demographic analysis of the population and its projections for the SCC service area at the county level

Part II.B.2 - Demographic analysis of the population for the SCC service area at the city level, and for some measures at the zip code level (This section was developed, in addition to that for the county level, in order to discern whether there existed projected demographic differences among the cities.)

Part II.B.3 - Current and projected K-12 enrollment and high school graduate analyses for unified school districts and high schools within the SCC service area

Part II.B.4 - Workforce, labor market, and "gap" of un-served workforce demand analyses

SUMMARY OF FINDINGS

The cities served by SCC included a population of 433,992 in 2018. The SCC service area population projections for Solano County at large, which are the most recent available, show a generally positive future for the region, including a steady past population growth of 4% between 2013 and 2017, and 14% projected growth, at about 1.2% per year, until 2030. The adult population (over age 25 years) is forecasted to increase 17% by 2030.

All cities in the area show the same growth trends, with only subtle differences. The population projections for the County, which are more recent, show higher projected growth than those for the cities. Also, the distribution of the population was projected to remain evenly distributed and stable throughout the three largest cities in the service area, with each remaining a major population center.

In regard to the age of the population, while the group over 65 years of age is projected to grow significantly and become the most predominant, the age group below 15 years of age is projected to grow 2% and the group 15-19 will grow 7% from 2018 to 2030.

Another notable statistic from this section is the educational attainment level of the population. That is, a majority of the adults in most cities have not yet attained the Associate degree level of education. This shows a specific need for community college-level programs in the region.

Local high school enrollments of 11th and 12th graders, as well as the number of high school graduates, show small projected declines through 2027. At the same time, the California public college-going rate of graduates of local high schools in the college service area is slightly lower now, at 60%, than that for California, at 66%. This represents the opportunity to increase the percentage of high school graduates attending SCC. Note, however, that based on the current enrollment numbers of the K-4 grade segment in the County, there may not be a significant increase in the number of high school graduates in 2030.



INTERNAL ENVIRONMENTAL SCAN

OVERVIEW

The internal scan includes the analysis of data from Fall 2018, the most recent and complete information available when the facilities planning process began in 2019. Data collected and analyzed includes enrollment trends for the three largest sites: Fairfield Campus, Vallejo Campus and Vacaville Campus.

ENROLLMENT, HEADCOUNT, FTES, WSCH

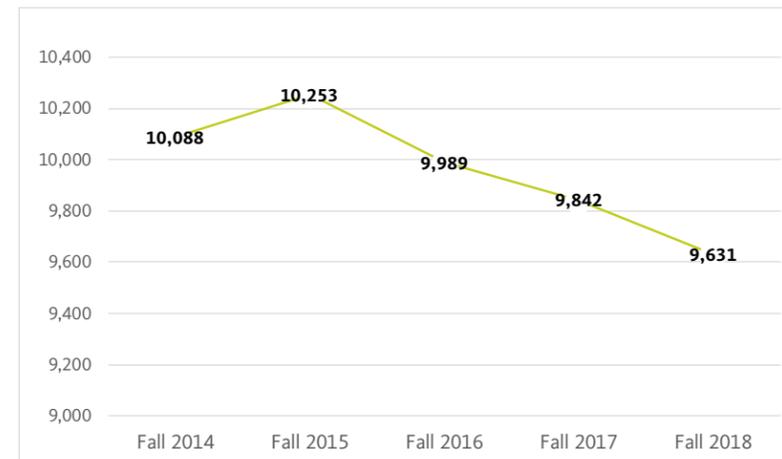
Note the distinction used for “enrollment” and “total headcount”: Because students may attend multiple sites, the total of “enrollments” is greater than “total headcount” for the College. Both the total of all site “enrollments” and “total headcount” for the College are used for comparisons. Weekly Student Contact Hours (WSCH), which results in the Full-time Equivalent (FTE) measure, is used for facilities master planning. It is referenced throughout this FMP to quantify and forecast space needs.

**Solano Community College
Enrollments by Site and Total College Headcount
Fall 2014- Fall 2018**

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Change from Fall 2014 to Fall 2018
Fairfield Campus	8,411	8,421	8,317	8,158	7,924	-6%
Vacaville Center	2,209	2,414	2,251	2,233	2,233	1%
Vallejo Center	1,984	2,118	2,042	2,104	2,137	8%
Total Site Enrollments	12,604	12,953	12,610	12,495	12,294	-2%
SCC Total Headcount	10,088	10,253	9,989	9,842	9,631	-5%

Source: Solano Community College

**Solano Community College
Total Headcount, Fall 2014- Fall 2018**



- Overall, the total number of students attending SCC since has dropped 5%, 455 students, in the last five years, for fall terms 2014 and 2018.
- The Vallejo Center shows the most growth in enrollments during that time period, 8%, and the Fairfield Campus shows a 6% decline. Whether these trends were demand-driven, or planned and program-driven, however, is unknown.



**Solano Community College
Enrollments, FTEs, and WSCH by Site,
WSCH % Distribution Across Sites, % WSCH Distance Education
at Each Site,
and % WSCH CTE at Each Site
Fall 2018**

Campus	Enrollments	FTES	WSCH	% of Total WSCH for Site	% WSCH Distance Education at Site	% WSCH CTE at Site
Fairfield Campus	7,924	2,288	68,198	71%	18%	27%
Vacaville Center	2,233	534	16,082	17%	0%	17%
Vallejo Center	2,137	373	11,748	12%	23%	20%
Total Enrollments	12,294	3,195	96,028	100%	15%	

Source: Solano Community College

- The table above shows enrollments for all sites combined, WSCH, FTES, and distributions of WSCH.
- 71% of total college Fall 2018 WSCH was from the Fairfield Campus, compared to 17% at Vacaville and 12% at Vallejo Centers. Almost a quarter of the Vallejo Center WSCH was generated via online learning.
- Fairfield Campus generates the largest percentage of Career and Technical Education WSCH, at 27%.

SUMMARY OF KEY FINDINGS

In terms of student demographics and enrollment, Fall 2018 SCC student total headcount was comprised of diverse students, with Latinos being the largest segment, followed by White students. Two thirds of the students were under 24 years of age, and 76% were under age 30. Female headcount was greater than that for males, at 57%, and the evening enrollment is less than day enrollment, at only 18%.

Past enrollment trends as well as distribution of enrollment among SCC's three sites:

- Total college headcount declined 5% in Fall 2018 from Fall 2014.
- 71% of the Fall 2018 WSCH was generated at the Fairfield Campus,

Vallejo Center also generated the largest proportion of WSCH via distance education, since all online classes are assigned to the Vallejo center, at 23% in Fall 2018. Fairfield Campus generated the greatest proportion of WSCH for Career and Technical Education programs, at 27%.

The analysis of students' geographic residence location showed that the highest percentage of the total site enrollments, 33%, was of students who live in Fairfield, and 31% was from students who live in Vacaville. Vallejo represented a significantly lower percentage of enrollments than the three large service area cities, at 18%.

To calculate participation rates for each city and for all of the SCC service area, the numbers of Fall 2018 in-district enrollments and headcount were compared to relative numbers of the adult population. For every 1,000 of the adult population residing in the service area, 27 were enrolled in SCC in Fall 2018, a participation rate of .027. The rate differed significantly by city.

The researchers were able to access enrollment statistics from neighboring Napa Valley College and the Contra Costa CCD which showed that in both Fall 2018 and Fall 2019 almost 2,000 students who reside within the SCC service area boundaries attended Napa Valley College, and another 2,000 attended Contra Costa District colleges, primarily Diablo Valley College. Almost half of the students going to these two out-of-district colleges, about 1,700, reside in Vallejo. SCC leadership has evaluated this statistic further and has determined strategies to connect with Vallejo high school students.



GROWTH FORECAST

OVERVIEW

The forecasts for SCC enrollments were developed in a two-step process, with the first including development of three options for total SCC WSCH for 2030 for college leadership to consider.

WSCH was used as a measure of enrollment forecasting in order to establish a common measure of total headcount for all of SCC as well as enrollments per site, which could include duplication. Also, forecasts at the California Community Colleges Chancellor's Office (CCCCO) level are developed using WSCH.

A range of forecasted WSCH options were generated for consideration from three forecast approaches. The option selected was for maximum growth, consistent with the CCCCCO's prorated forecast, and considerate of all variables, quantitative and qualitative.

The second step and section for forecasting distributes projected total WSCH for the College across the three SCC major sites. This process used feedback from college leadership after review of the statistics provided along with qualitative assessment, collaboration and participation, and stakeholder decisions about the future of SCC. Given the evenness of the range of population projections across the three major cities of the service area, qualitative measures take on greater importance.

The "drivers of growth", specifically, the critical quantitative considerations for forecasting, pulled from the External and Internal Scans are listed here:

- Service Area Demographic Trends
- Historical Enrollment Data
- Student Participation Rates
- High School Graduate and Enrollment Trends

It is important to note that during the development of this FMP, the funding formula for California community colleges changed from FTES funding to primarily outcomes based funding. In previous years, a dollar value was assigned entirely to Full Time Equivalent Students (15 or more units per semester). The new outcomes based funding formula will be effective beginning 2023-2024.

WSCH FORECAST FOR TOTAL COLLEGE

For facilities master planning through 2030, Option #1, the CCCCO prorated 122,809 WSCH forecast, was selected from the three forecast options provided in order to maximize funding opportunities and the College’s capacity to provide programs and services for its service area. The three options identified provide some context and establish that this is the highest data-based, defensible and reasonable forecast.

CCCCO WSCH Forecast, Prorated = 122,809 (High)

The California Community College Chancellor’s Office (CCCCO) prepares Long Range Enrollment and WSCH Forecasts for each district and they are updated annually and forwarded to each district. They are developed using a combination of variables including the maximum participation rate for the college district from a select number of previous years, “in district” and “out of district” enrollments, the ratio of recent headcount to WSCH, and population projections. The most recent CCCCO Forecast is in the Appendix in its entirety, and a portion is extracted in the table on this page. The Forecasts most recently distributed by the CCCCO include actual WSCH through 2017 and projected WSCH through 2027. A projection was included that SCC WSCH would increase annually 1.3% from 2025 through 2027 for SCC. WSCH Forecast Option #1, below, uses the CCCCO forecasts for each year provided through 2027, and then prorates the CCCCO projection of 1.3% growth annually further, from

2027 to 2030, the benchmark year for which projections and forecasts are being used for this Facilities Master Plan.

This forecast approach results in an ambitious WSCH target, given that the past three years of the CCCCO’s annual WSCH forecasts for SCC have not been realized. However, it is in keeping with sophisticated CCCCO methodology and is consistent with methodologies used for all CCC districts, although many CCCs are currently experiencing enrollment shortfalls due to a variety of dynamic demographic shifts and conditions.

This option represents a 28% total increase in WSCH over the next eleven years, and is higher than any in SCC history, at 122,809.

WSCH Forecast Option #1: CCCCO WSCH Forecast, Prorated

	WSCH Actual	WSCH Annual % Change	WSCH Forecast	Annual % Change
2014	104,984	2.7%		
2015	102,069	-2.8%		
2016	98,620	-3.4%		
2017	97,672	-1.0%		
2018			99,808	2.2%
2020			104,208	2.2%
2025			115,024	1.3%
2027			118,141	1.3%
2030*			122,809	1.3%

*Projection for WSCH 2030 by Facilities Master Plan Data Portfolio writers, using CCCCO 1.3% annual increase from 2027 to 2030.

WSCH FORECAST FOR SCC SITES

The Data Portfolio information was used to distribute the selected forecasted 122,809 total college 2030 WSCH across the three college campuses.

The table below includes selected measures from the scans to assist in the discussion about how total WSCH for 2030 should be distributed in order to best serve the community college educational needs for the demographics and population changes of the service area. This table shows that all cities in the service area will continue to grow in population between 5% and 12% until 2030, and that the three largest cities will include from 24% to 30% each of the total service area population.

- While Vallejo shows the largest projected population increase to 2030 of the three largest cities at 12%, it has the lowest participation rate, at .016. Vallejo also has a low capture rate for high school graduates matriculating to SCC and residents who attend other neighboring community colleges. On the other hand, enrollments increased in Fall 2018 8% from Fall 2014 at the Vallejo Center.
- Vacaville and Fairfield currently represent the two largest cities of enrolled students’ residence, with 33% of total Fall 2018 headcount living in Vacaville and 31% in Fairfield.

After analyses of the external and internal scans and qualitative factors, college leadership recommends that the forecasted 2030 WSCH be distributed across the three major sites similarly to the current distribution, with small variations which are reflective of all analyses. While the current distribution of WSCH, shown in the table below, is 71% at the Fairfield Campus, 17% at Vacaville Center, and 12% at Vallejo Center, the only recommended shift is for Vallejo Center’s WSCH to increase to 15% and Fairfield Campus’ to be at 68%. This provides for the stability and maintenance of the main anchor campus as well as further distribution of WSCH to the populated service area’s needs.

Solano Community College Service Area Cities’ Populations and Student Enrollment Summary and Comparisons of Measures

City	% Population Distribution of Service Area 2030 Projected	% Population Change 2018-2030 Projected	Participation Rate Fall 2018	% of SCC Enrollments from In-District Cities
Vallejo	30%	12%	0.016	18%
Fairfield	27%	6%	0.034	31%
Vacaville	24%	9%	0.037	33%
Benicia	7%	12%	0.012	3%
Suisun City	7%	5%	0.036	8%
Dixon	5%	11%	0.017	3%
Winters	n/a	n/a	0.024	2%
Travis AFB	n/a	n/a	0.040	2%
Total	100%	5%	0.027	100%

SPACE INVENTORY

The inventory of facilities is an important tool for planning and managing college campuses. The California Community Colleges Facilities Space Inventory database (FUSION) includes descriptive data on buildings and rooms for each college. This information is essential for developing the annual Five Year Capital Construction Plan, planning for capital outlay construction projects, analyzing space utilization, and projecting future facilities space needs.

The District maintains a detailed Space Inventory of all buildings on each campus according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room according to state guidelines for space code, space type name, and assignable square feet (ASF).

The 2019 Space Inventory Report was used as the basis for the FMP. These tables include a summary of the categories of space on the Fairfield, Vallejo, and Vacaville campuses and their respective assignable square foot (ASF) totals.

SPACE TYPES



100s

Classrooms
Support

LECTURE



200s

Labs
Support

LAB



300s

Offices
Support
(All offices
including
administrative and
student services)

OFFICE



400s

Library
Study
Tutorial
Support

LIBRARY



530s

AV/TV
Technology
Support

INSTR. MEDIA



**520, 540
–800s**

PE
Assembly
Food Service
Lounge
Bookstore

OTHER

It is important to note that the Space Inventory includes all facilities on campus that are in use, including temporary facilities.

DISTRICT-WIDE SPACE INVENTORY

Space Category	Current Inventory (2019)
Lecture	56,803
Lab	157,523
Office	60,573
Library	29,146
Instructional Media	9,514
Other	70,758
Total ASF	466,970

VALLEJO CAMPUS SPACE INVENTORY

Space Category	Current Inventory (2019)
Lecture	9,551
Lab	33,665
Office	3,464
Library	1,923
Instructional Media	832
Other	5,996
Total ASF	55,431

FAIRFIELD CAMPUS SPACE INVENTORY

Space Category	Current Inventory (2019)
Lecture	38,936
Lab	88,182
Office	53,555
Library	24,793
Instructional Media	69,926
Other	80,315
Total ASF	355,701

VACAVILLE CAMPUS SPACE INVENTORY

Space Category	Current Inventory (2019)
Lecture	8,316
Lab	35,676
Office	3,554
Library	2,430
Instructional Media	-
Other	5,856
Total ASF	55,832

SPACE UTILIZATION

PLANNING STANDARDS

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). The Title 5 space standards used to determine both existing and future capacity requirements are listed in the table at right.

Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space.

It is important to note that the completion of this FMP occurred during the COVID-19 Shelter At Home Order and the need for space and how to effectively use the campus changed significantly. The District realized that the need to improve SCC's infrastructure was essential so classes and services could move easily from in-person to on-line to hybrid instruction. Additionally, the need to create rooms that are flexible and can accommodate 35 students at six feet apart became a great interest. No FMP can anticipate every emergency or dramatic change to teaching and learning environments. Ideally, some facilities should provide for flexibility as teaching, learning, and working conditions change.

Category	Formula	Rates / Allowances
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference Rooms	ASF per FTEF	140
Library / Learning Resource Center	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media AV / TV / Radio	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

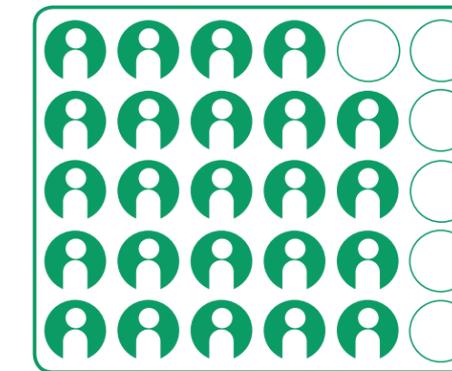
*Varies per TOPS code

CAPACITY LOAD RATIO

- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards
- The ratio compares existing space (capacity) to enrollment levels (load).
- A ratio of over 100% indicates that there is additional available capacity; a ratio of under 100% indicates a need for additional space to support enrollment (see illustrations below).
- Assumed utilization for lecture classrooms is 53 hours per week; utilization for labs varies per discipline.
- Capacity/load ratios are measured as an aggregate by room-use category for each campus.



of seats = # of students
100% capacity / load



of seats > # of students
under 100% capacity / load



of seats < # of students
over 100% capacity / load

FMP SPACE PROGRAM

PROJECTING FUTURE SPACE NEEDS

The methodology for projecting future space needs is summarized as follows:

- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF by type of space.
- The current inventory (2019) for each campus was subtracted from the total space requirements to result in the net ASF need by type of space for the 2020 master plan.
- The result, net assignable square footage by type of space, served as the basis for developing options for each campus.
- The FMP Space Program tables for each campus were created as part of the FMP process and used for the development of this 2020 FMP.

FAIRFIELD CAMPUS

- There is a surplus of space in all categories
- Considerations for removing and consolidating functions is recommended. Recommendations are highlighted in Chapter 3.



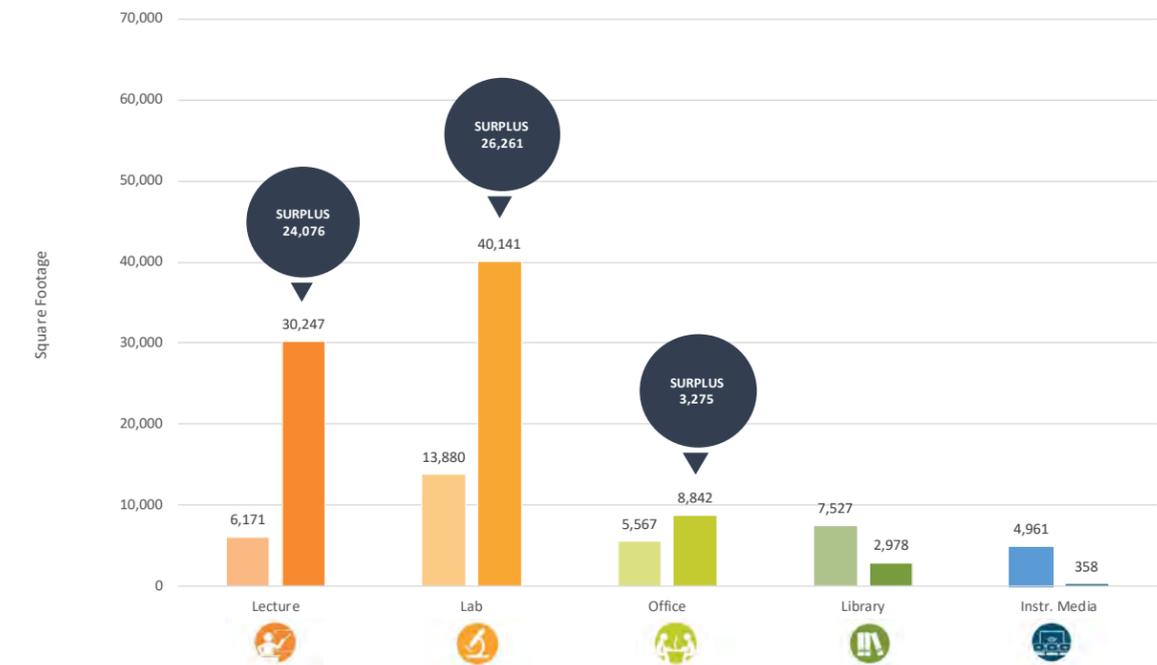
VACAVILLE CAMPUS

- There is a surplus of space in the lecture, lab and office categories.
- Additional space is needed for Library/Study, Instructional Media, and A/V and IT support services.
- Re-purposing existing space to support space needs is recommended. Recommendations are highlighted in Chapter 4.



VALLEJO CAMPUS

- There is a surplus of space in the lecture, lab and office categories.
- Additional space is needed for Library/Study and Instructional Media.
- Re-purposing existing space to support space needs is recommended. Recommendations are highlighted in Chapter 5.



FACILITIES PLANNING PRINCIPLES

Following the extensive analysis of qualitative and quantitative information, the Planning Team worked closely with the college leadership and key stakeholders to develop a set of Facilities Planning Principles. These principles were developed to guide discussions related to site and facilities improvements at each of the SCC campuses and led to the development of

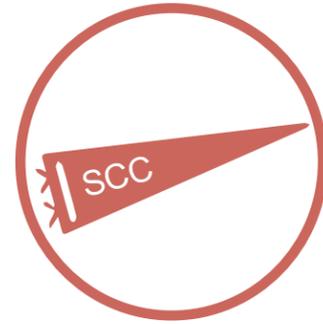
the recommendations presented in this FMP and serve as the touchstone for future development. They provide the framework for identifying the required improvements to the campus environment, facilities and infrastructure described in the following chapters.



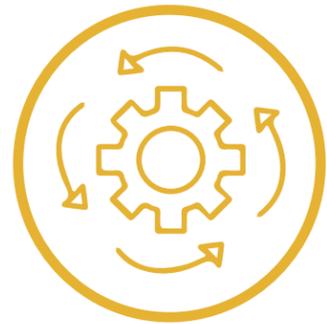
STUDENT SUCCESS



WAYFINDING + ORGANIZATION



COLLEGIATE IDENTITY



EFFICIENCY + UTILIZATION



STEWARDSHIP OF RESOURCES



COMMUNITY ENGAGEMENT

STUDENT SUCCESS

- Improve access to programs and services
- Integrate and consolidate functions and services
- Develop spaces to encourage student & faculty collaboration
- Create learning environments to support program needs

ACCESS + WAYFINDING

- Improve campus signage to enhance wayfinding
- Develop welcoming and inviting campus entries
- Improve visual & physical connections to all areas of campus
- Incorporate universal design into future campus projects
- Improve campus lighting for enhanced safety & ease of navigation

COLLEGIATE IDENTITY

- Identify opportunities to enhance collegiate identity
- Create outdoor spaces to encourage interactions
- Enhance a sense of belonging & pride
- Develop signage to celebrate SCC brand and identity at all campuses

EFFECTIVE + EFFICIENT

- Align facility's use with institutional priorities
- Replace or repair inefficient and under-performing facilities
- Improve infrastructure & technology to support program needs
- Provide easy to maintain, simple, and efficient systems

STEWARDSHIP OF RESOURCES

- Optimize available resources
- Enhance sustainable practices
- Maximize land use
- Improve energy conservation, management, & generation
- Reduce water consumption
- Increase waste diversion practices
- Position to maximize state funding opportunities

COMMUNITY ENGAGEMENT

- Develop campus to enhance community engagement
- Provide welcoming entrances to all SCC campuses to increase visibility to the community
- Strengthen connections with surrounding communities
- Promote college events and performances to the community



3 | FAIRFIELD CAMPUS



3 | FAIRFIELD CAMPUS

This chapter of the FMP focuses on the Fairfield Campus and includes two sections with the following sub-sections:

EXISTING CONDITIONS

- Local Context
- Development History
- Existing Campus
- Facilities Condition Index
- Vehicular Circulation
- Pedestrian Circulation
- Campus Zoning

RECOMMENDATIONS

- 2020 Facilities Master Plan
- FMP Project Alignments
- Project Descriptions

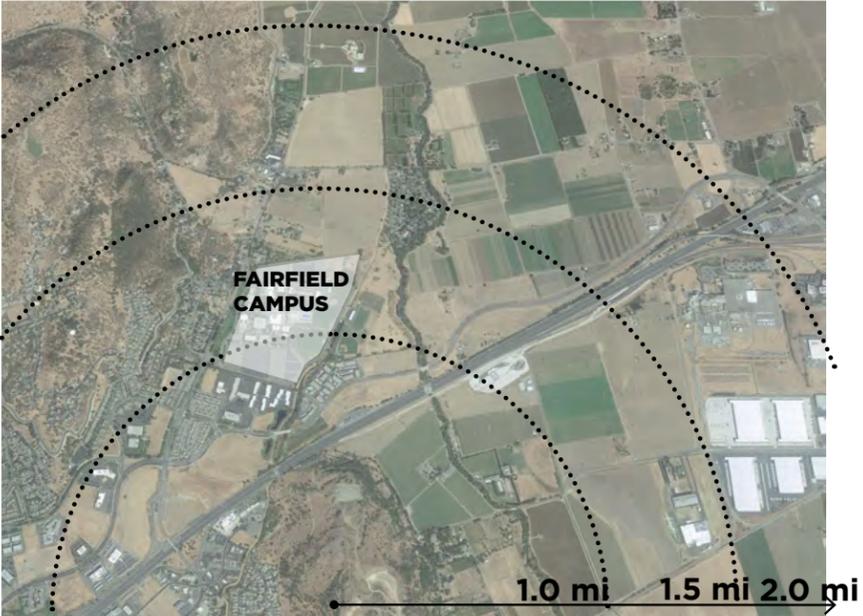
LOCAL CONTEXT AND DEVELOPMENT HISTORY

The Fairfield Campus is located approximately 6 miles southwest of Downtown Fairfield and approximately 40 miles northeast of Oakland. The campus is located south of the Rockville neighborhood, north of I-80, and southeast of the Rockville Hills Regional Park. This site was selected when the District identified the Suisun Valley area as the location for the main campus. In 1970, the first buildings were completed and the College moved from its Vallejo location to the Fairfield campus.

The Fairfield Campus is within the Public Facilities land use zone and surrounded by recreation open space zoning to the north, business park and mixed use to the south, light residential and commercial office to the west, and open conservation to the east. The campus is bordered by Solano College Road on the north, east, and south, and by Suisun Valley Road on the west. The Suisun Valley region is known for its agriculture including wine grapes.

The Fairfield Campus first offered classes at its current location in 1971 and has grown in enrollment and infrastructure over the last 49 years.

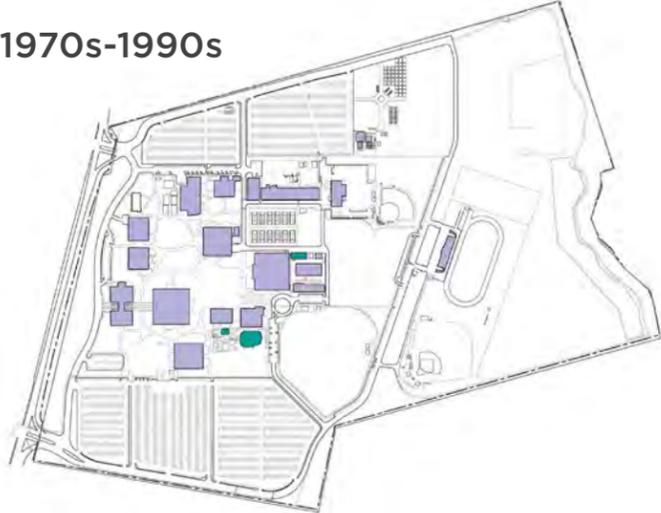
The original buildings from the 1970s include the Gymnasium, Vocational Buildings, Student Center, Administration, and classrooms buildings. The Early Learning Center was added in the 1990s. As enrollment grew, additional space was needed and the college expanded to build facilities for Student Services, Sciences, and a new Library currently under construction.



Fairfield Context Map showing campus in relationship to Downtown Fairfield

DEVELOPMENT HISTORY

1970s-1990s



2000s



2010s

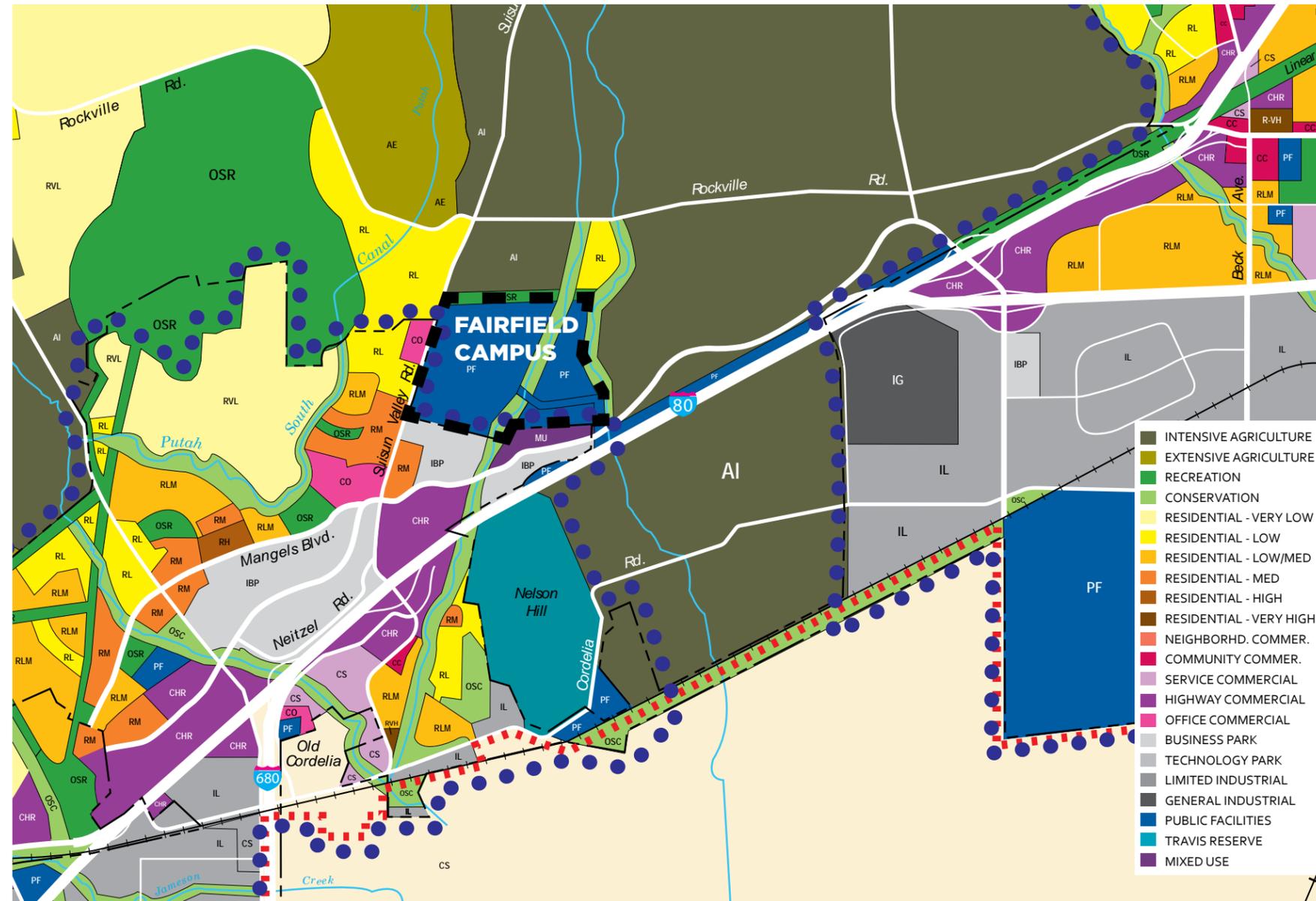


2020s

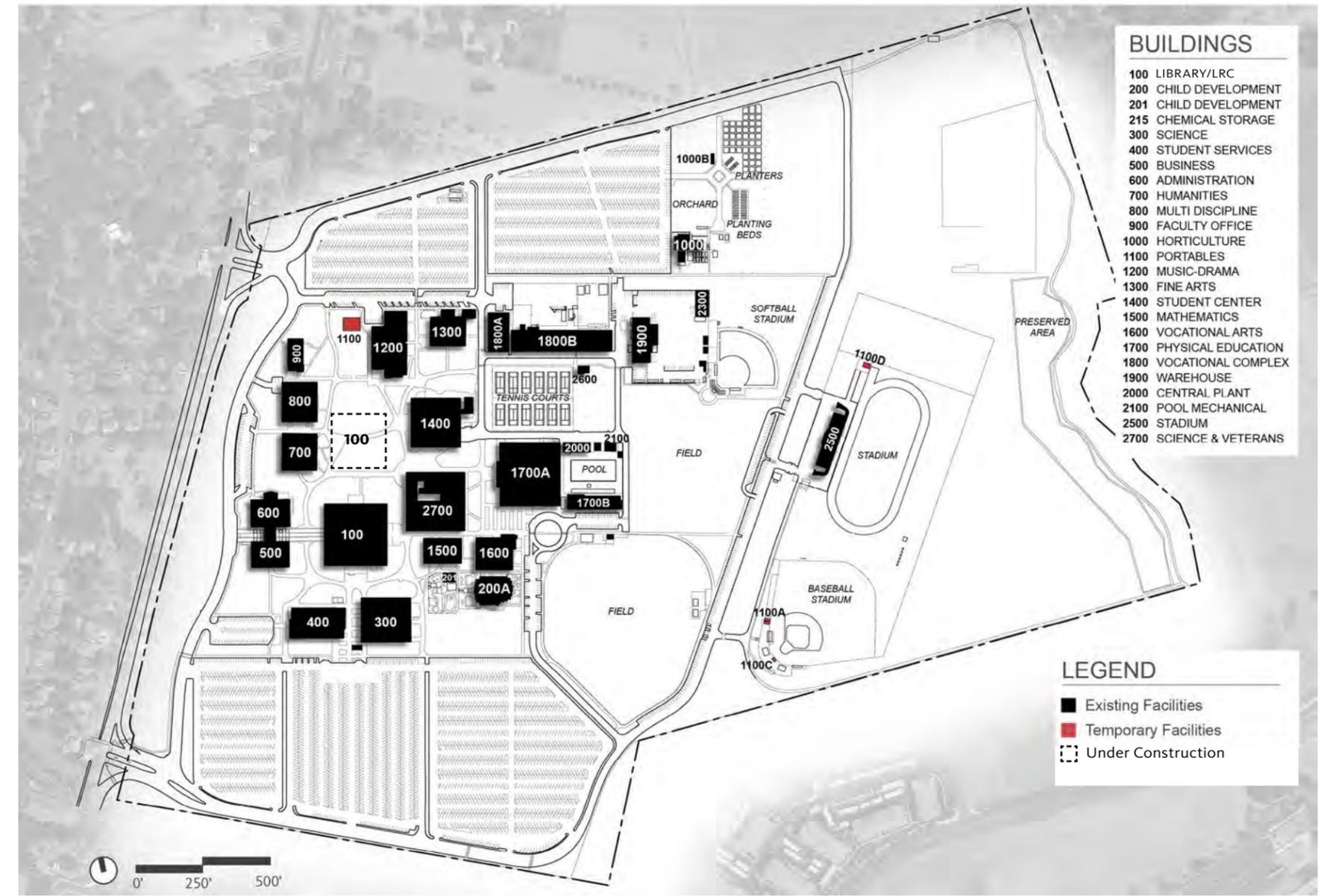


- LEGEND**
- 1970's
 - 1990's
 - 2000's
 - 2010's
 - 2020's

LAND USE MAP



EXISTING CAMPUS



FACILITIES CONDITION INDEX

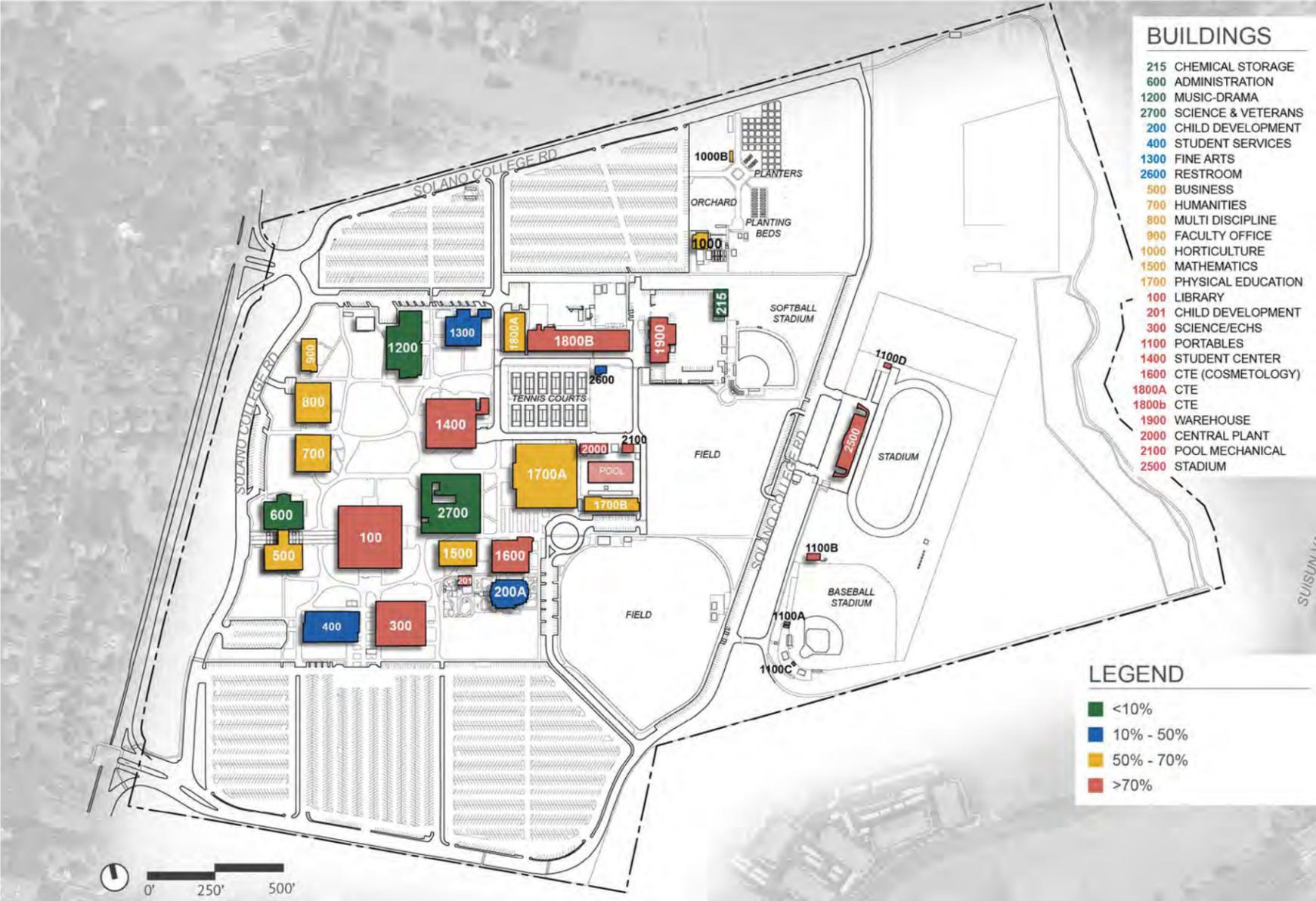
The California Community College Chancellor’s Office (CCCCO) conducts surveys of college campuses at regular intervals to assess building conditions and to assign a Facilities Condition Index (FCI) score.

The Facilities Condition Index (FCI) for a building represents the ratio of the cost to correct a facility’s deficiencies to the current replacement value of the facility.

The majority of original buildings constructed in the 1970s have high FCI scores (>50%). This indicates that the cost to renovate would be very high and that replacement should be considered.



FACILITIES CONDITION INDEX



VEHICULAR CIRCULATION

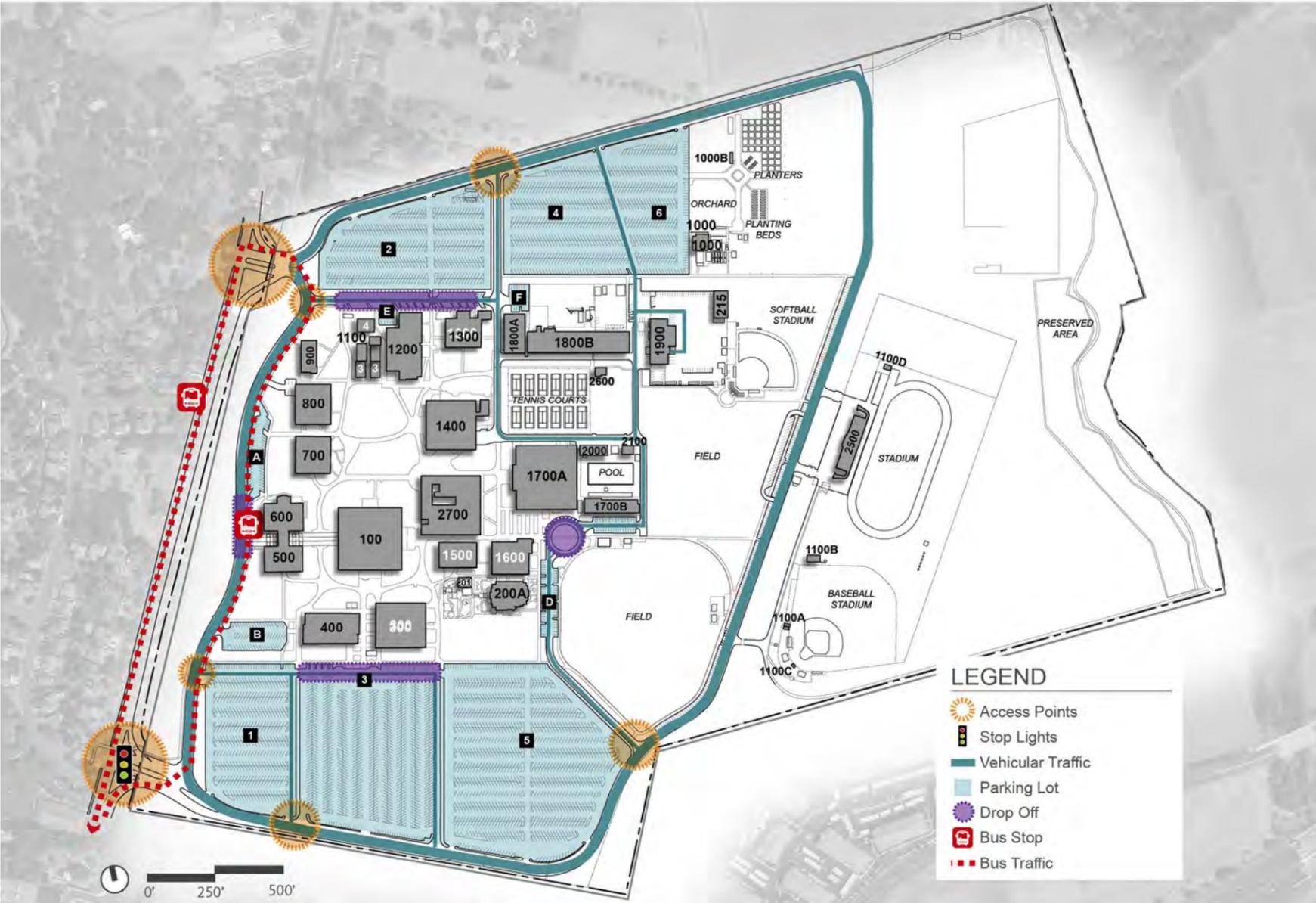
The graphic on the opposite page illustrates the vehicular circulation patterns on campus. Campus access points and allocated parking are shown along with drop off zones, transit stations and circulation, and emergency vehicular access.

KEY OBSERVATIONS:

- The main entry point to the campus at the intersection of Suisun valley Road and Solano College Road is problematic - cars circulating to the north parking make immediate left turns upon entering campus.
 - **Recommendation:** Provide new entry drive that eliminates left turn.
- The drop off area for SCC students and Early College High School students is shared which causes confusion and traffic at peak times.
 - **Recommendation:** Provide separate drop off zone for Early College High School students.



VEHICULAR CIRCULATION



PEDESTRIAN CIRCULATION

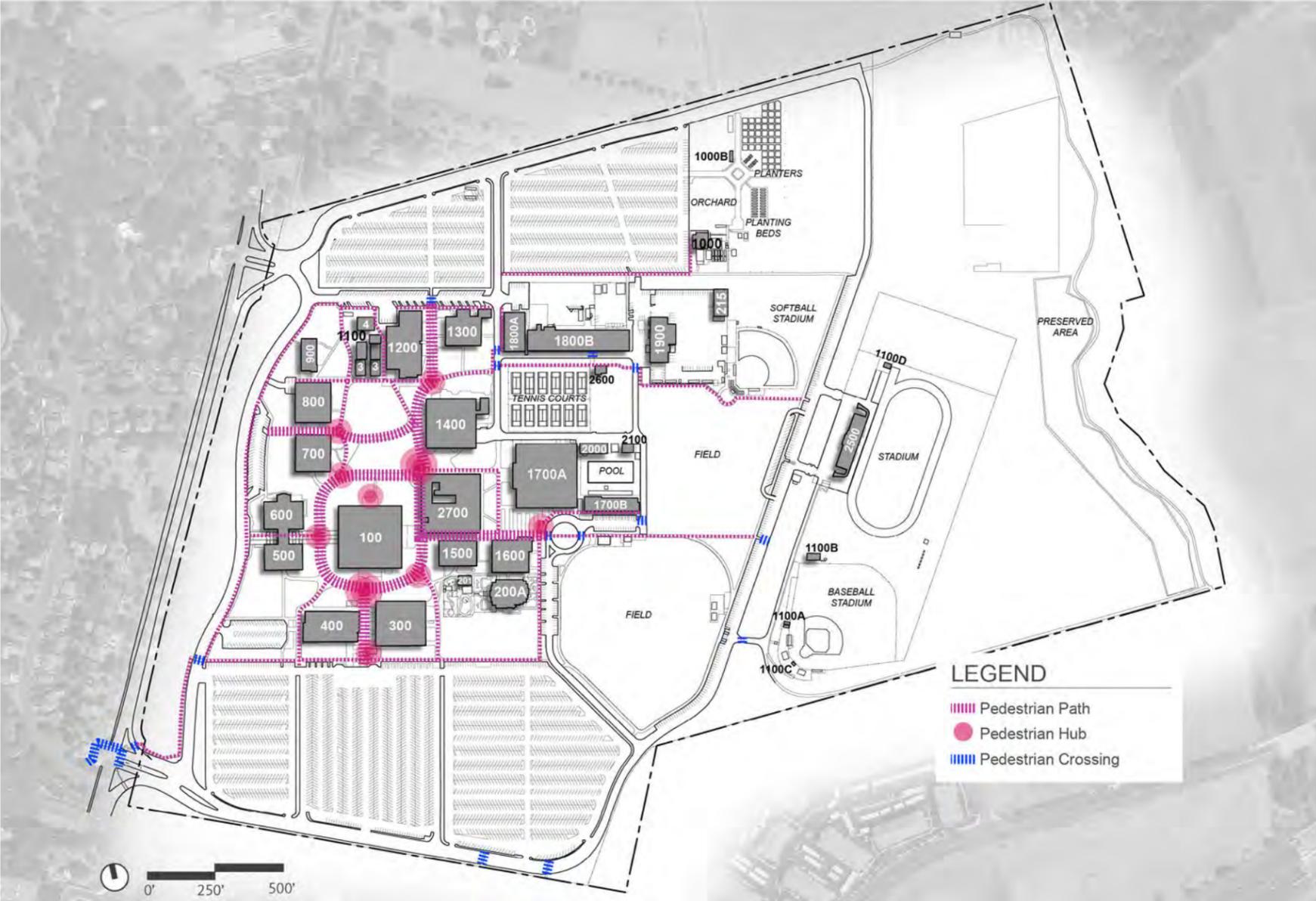
Pedestrian circulation patterns were analyzed and mapped in order to identify key issues to address in the FMP. The graphic on the following page highlights these patterns.

KEY OBSERVATIONS:

- The majority of pedestrians enter the campus between Buildings 300 and 400 with no separation for Early College High School Students.
 - **Recommendation:** Provide new entry to Building 300 on the east side of the building.
- Buildings 1800A and 1800B are off the main pedestrian paths and therefore not as integrated as they could be.
 - **Recommendation:** Provide new pathway connecting Buildings 1800A and 1800B that connects to buildings to the west.
- A popular pedestrian hub exists between Building 1400 and 2700.
 - **Recommendation:** Consider providing outdoor furniture to promote a gathering space at this location.



PEDESTRIAN CIRCULATION



CAMPUS ZONING

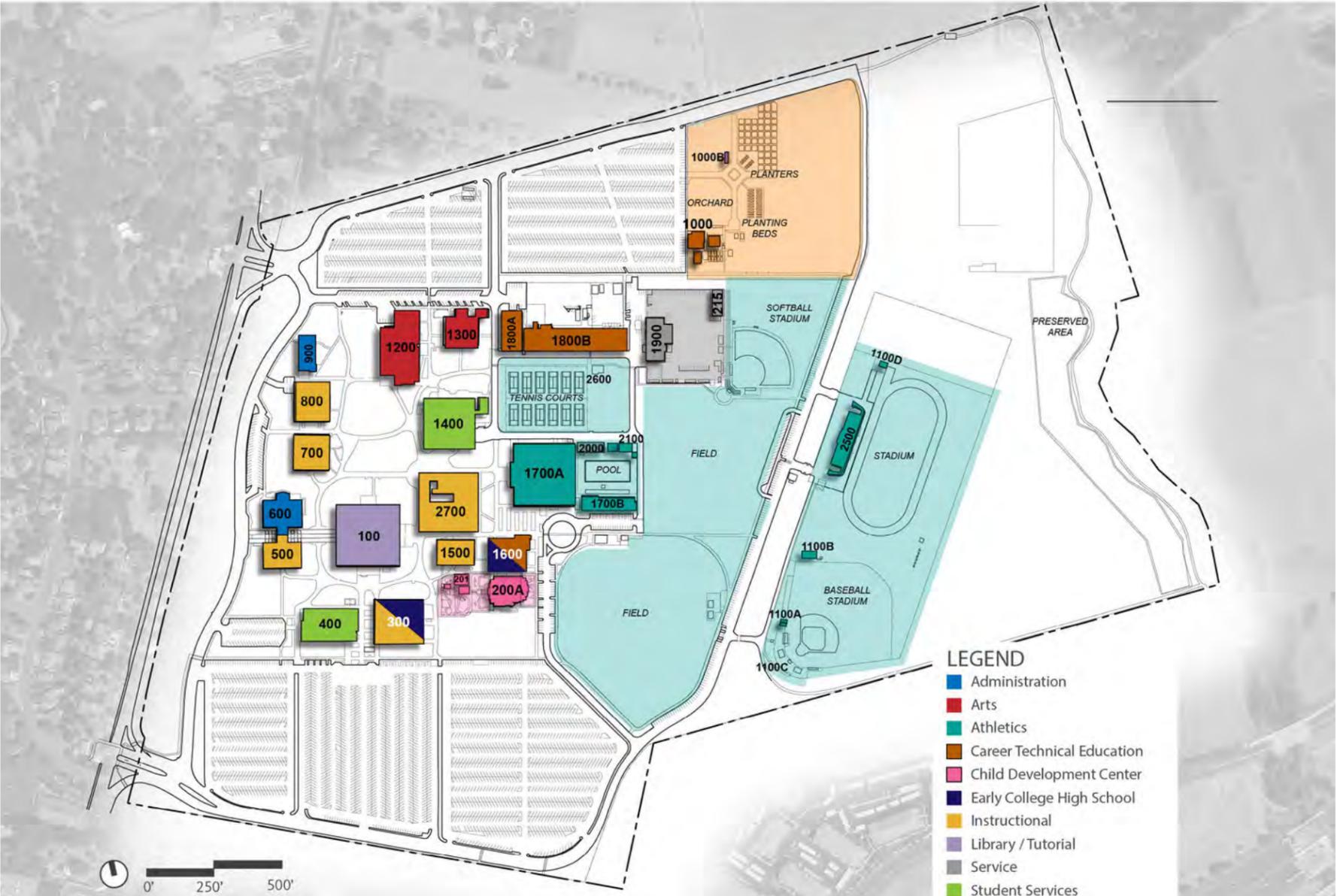
Building program uses were analyzed and mapped in order to see patterns in Campus Zoning and identify key issues to address in the FMP. The graphic on the following page highlights these patterns.

KEY OBSERVATIONS:

- Instructional Buildings are ringed around the existing library.
- The Arts and CTE Buildings form a border on the north side of campus.
- **Recommendation:** Provide entry point or outdoor spaces along this border.



CAMPUS ZONING



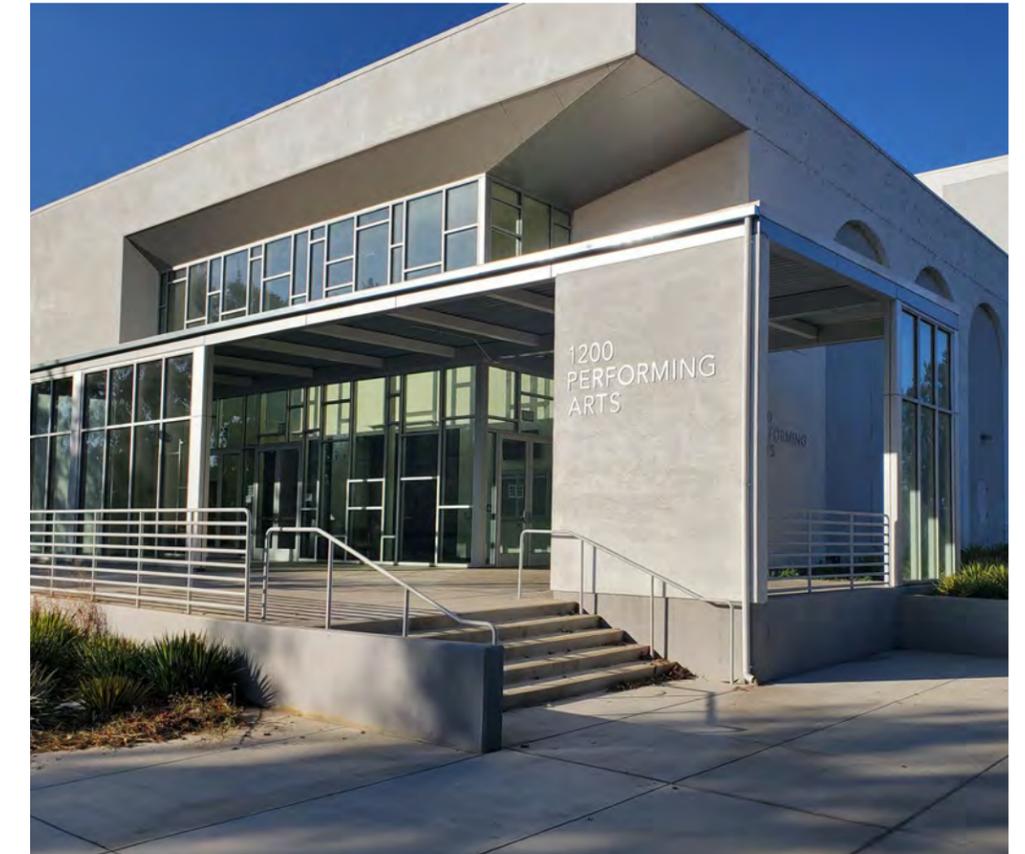
FAIRFIELD CAMPUS RECOMMENDATIONS

The 2020 Facilities Master Plan (FMP) recommendations for Fairfield Campus present an overall picture of the future development onh campus that is informed by the analysis of existing conditions, and discussions with the campus community. It includes recommendations for new construction, renovations, and site development projects

The recommendations included in this section follow the facilities master plan program from the previous section and address the discussions that took place during the planning process.

The recommendations are organized into the following sections:

- 2020 Facilities Master Plan
- FMP Project Alignments
- Facilities Projects to Consider
- Site & Infrastructure Projects to Consider



2020 FACILITIES MASTER PLAN

The 2020 Facilities Master Plan serves as a guide for future development. It provides a quantitative and qualitative description of the College's strategy to support the educational program needs, address the long range forecast for enrollment, and maximize funding opportunities.

The plan provides a framework for development including the placement of new facilities, the renovation of existing facilities, and additional facilities the campus has expressed interest or may require beyond the 2020 Facilities Master Plan.

Beyond the FMP, there is potential for other projects, including the space needed for a possible Fire Technology building as a partnership with a local fire department. This may occur at the north parking lot or on the eastern portion of the site designated for Solar Fields.

The following list indicates the FMP projects and descriptions for each are on the following pages.

FACILITIES PROJECTS

- Building 300 - Early College High School
- Building 1400 - Student Center
- Building 1600 & 1800 - Career Technical Education
- Pool Complex
- Student Housing
- Theater Costume Shop

SITE & INFRASTRUCTURE PROJECTS

- Campus Entry & Drop-off
- Central Plant Upgrades
- Energy Management System
- Lighting Upgrades
- Solar Fields
- Substation Upgrades
- Theater Entry

2020 FACILITIES MASTER PLAN



FMP PROJECT ALIGNMENT

All of the projects identified in this 2020 Facilities Master Plan align with multiple Facilities Planning Principles that were developed during the planning process. The matrix on the following page highlights this important alignment.



Descriptions for each of the projects identified in the FMP are described on the following pages and grouped as illustrated in the key plan to the right.

The new landscape plan enhances the campus experience by providing spaces for outdoor classrooms as well as areas to study and relax. A series of distinctive landscape programs add natural interest to the campus and create specific experiences that make the campus unique, creating a sense of place for students, faculty, and visitors alike.



SUCCESS



WAYFINDING



IDENTITY



EFFICIENCY



STEWARDSHIP



COMMUNITY

FACILITIES PROJECTS

Building 300 - Early College High School	●	●		●		
Building 1400 - Student Union	●	●	●	●		●
Building 1600 + 1800 - Career Technical Education	●	●	●	●		
Pool Complex	●			●	●	●
Student Housing	●		●		●	●
Theater Costume Shop	●			●		

SITE & INFRASTRUCTURE PROJECTS

Campus Entry & Drop-off		●	●			
Central Plant Upgrades				●	●	
Operational and IT/Technology Systems	●		●	●	●	
Lighting Upgrades			●	●	●	
Solar Fields	●			●	●	●
Substations				●	●	
Theater Plaza	●	●	●			●

FACILITIES PROJECTS TO CONSIDER

EARLY COLLEGE HIGH SCHOOL

The Early College High School will remain with Building 300 as it's hub and use of additional space will be coordinated with the college's scheduling. A new entry on the east side of the Building 300 is proposed to create a separate drop off zone that will serve the ECHS high school students during the hours from 8-3. Classrooms in this building may be used by evening programs also. Classrooms in this building may be considered for renovation based on their age and condition.

STUDENT CENTER

The Student Center is proposed to be renovated at its current location. The kitchen and cafeteria may be renovated to provide updated dining options and a more efficient kitchen. The new library will be adjacent to the Student Center providing easy access for students.

CAREER TECHNICAL EDUCATION

The existing Vocational Buildings at 1800 and 1600 may be renovated to provide updated CTE facilities to support existing and future CTE programs.

POOL COMPLEX

The pool and it's associated mechanical systems may be modernized to increase efficiency.

STUDENT HOUSING

Refer to the following page for a description.

THEATER COSTUME SHOP

A small addition to the Theater Building would provide a new Costume Shop integrated into the existing arts zone of the campus, as shown in the Campus Zoning map earlier in this section. The Costume Shop is currently identified in a later tranche of the Bond funded projects.

FACILITIES PROJECTS TO CONSIDER



STUDENT HOUSING

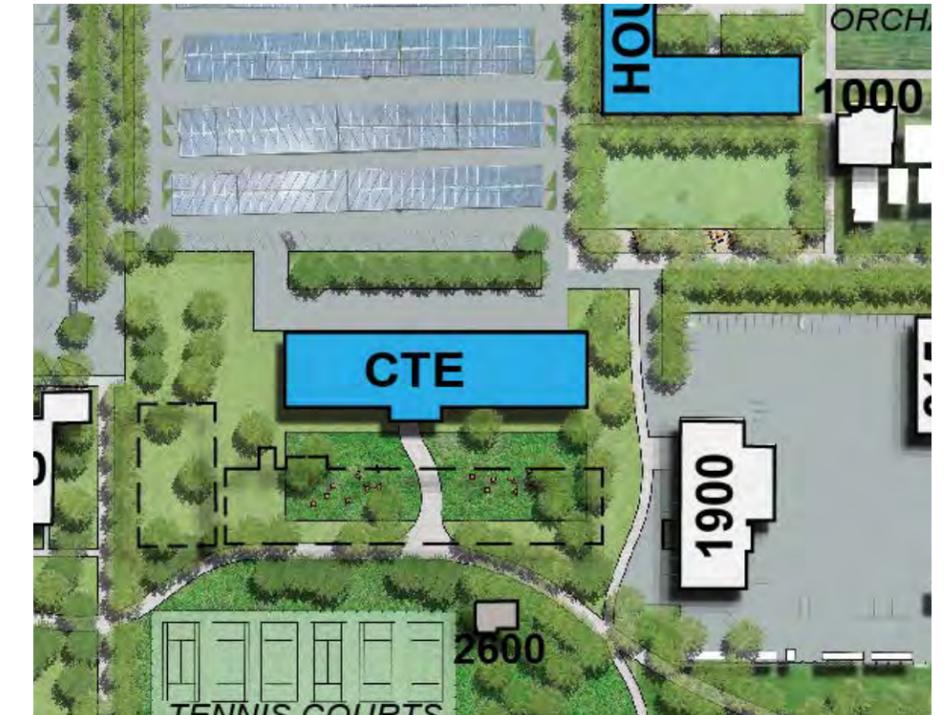
Student housing on the northern side of the campus may be proposed to ease the housing burden on students. It's location would provide easy access to parking and views of the campus orchard. This location is a short distance to the center of campus, while also providing a degree of separation. A new approach to student housing includes the concept of co-generational housing providing college students and seniors the opportunity to share space on a college campus. The housing could also serve as an internship site for Human Services, Sports Medicine, and the CNA program.



CAREER TECHNICAL EDUCATION ALTERNATE OPTION

The recommendations for Fairfield Campus include an alternative option to renovating the existing 1800A and 1800B Buildings to address the CTE program needs. The FMP recommends conducting a feasibility study to compare the cost to renovate versus replace, and to select the most effective solution.

Should the replacement option be selected, a site to the north of the existing 1800A and 1800B Buildings is proposed.



SITE & INFRASTRUCTURE PROJECTS TO CONSIDER

CAMPUS ENTRY & DROP-OFF

New signage and traffic flow patterns are proposed to improve access, increase visibility and safety. Upgraded roads to the east and west of Lot 3 would provide a clear path for vehicular traffic to a drop off zone and help frame the main entry to campus. Diagrams for two options are included on the following page

CENTRAL PLANT UPGRADES

The existing Central Plant may be renovated to provide more efficient systems on campus.

OPERATIONAL & IT/TECHNOLOGY SYSTEMS

All existing buildings may be updated to new energy management systems. Consider providing IT and Technology updates to support virtual teaching and learning.

LIGHTING UPGRADES

All existing buildings may be upgraded to LED lighting that runs on occupancy sensors. Site lighting at parking lots and pedestrian paths may be upgraded to energy efficient LEDs with bi-level lighting at parking lots

SOLAR FIELDS

The large amount of land on the northeast portion of the Fairfield campus can be developed as an energy generating field featuring ground mounted photo-voltaic panels. The field will aid the campus in it's Net Zero energy goals as well as provide the opportunity for on-site training and demonstration spaces if the College decides to offer green technology career training programs.

SUBSTATIONS UPGRADE

In addition to the upgrades to the Central Plant several substations may be upgraded/replaced.

THEATER ENTRY

The open space adjacent to the existing Theater may be developed as an outdoor amenity to the campus. Utilizing this outdoor space can enhance the student experience by showcasing the Arts to the student body. The space would enhance community engagement by providing a location for outdoor events and activities.

The landscape design could enhance the area with new plantings to frame the space and provide a visual barrier to the roadway to the north, as well as providing visual signage indicating this as an entry.

SITE & INFRASTRUCTURE PROJECTS TO CONSIDER



CAMPUS ENTRY & DROP OFF



OPTION 1

Option 1 eliminates the immediate left turn at the campus entry with a proposed median and separates bus and north parking lot traffic from drop off traffic.

It also provides two distinct drop off zones, one in front of Building 400 and one in front of Building 300/ECHS. The drop off zones are separated by a curb bulb-out.



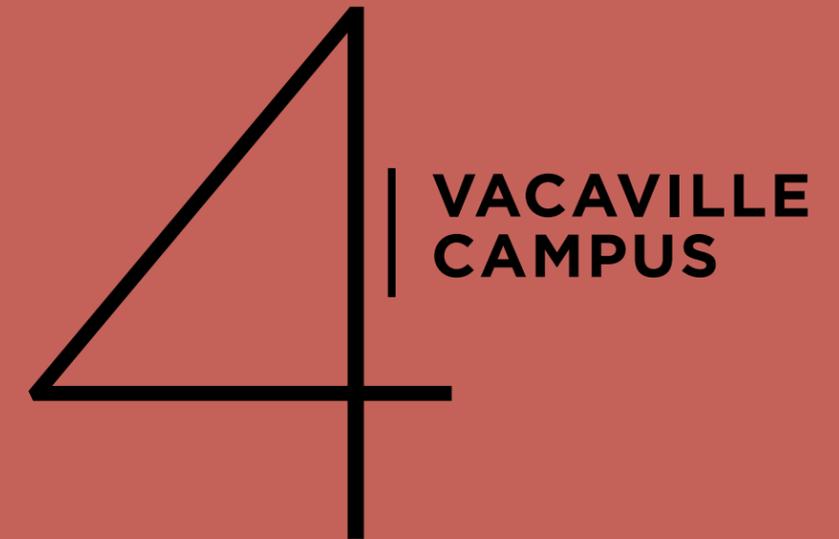
OPTION 2

Option 2 also eliminates the immediate left turn at the campus entry with a proposed median and separates bus and north parking lot traffic from drop off traffic.

It provides a continuous drop off zone that spans the length of Buildings 400 and 300/ECHS. .



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4 | VACAVILLE CAMPUS

This chapter of the FMP focuses on the Vacaville Campus and includes two sections with the following sub-sections:

EXISTING CONDITIONS

- Local Context
- Development History
- Existing Campus
- Development History
- Facilities Condition Index
- Vehicular Circulation
- Pedestrian Circulation

RECOMMENDATIONS

- 2020 Facilities Master Plan
- FMP Project Alignments
- Project Descriptions

LOCAL CONTEXT

The Vacaville Center is located approximately 5 miles northeast of Downtown Vacaville along I-80 and approximately 30 miles southwest of Sacramento. The campus is located north of the Kaiser Vacaville Medical center, east of the 505, and west of I-80. The campus services the County of Solano as well as students from Yolo and Sacramento County. The campus spans across North Village Parkway with the Vacaville Center to the east and the Annex Building to the west. Vacaville's weather conditions led to large-scale agricultural production during the city's early history. That has now given way to industrial opportunities and a thriving and growing biotech sector.

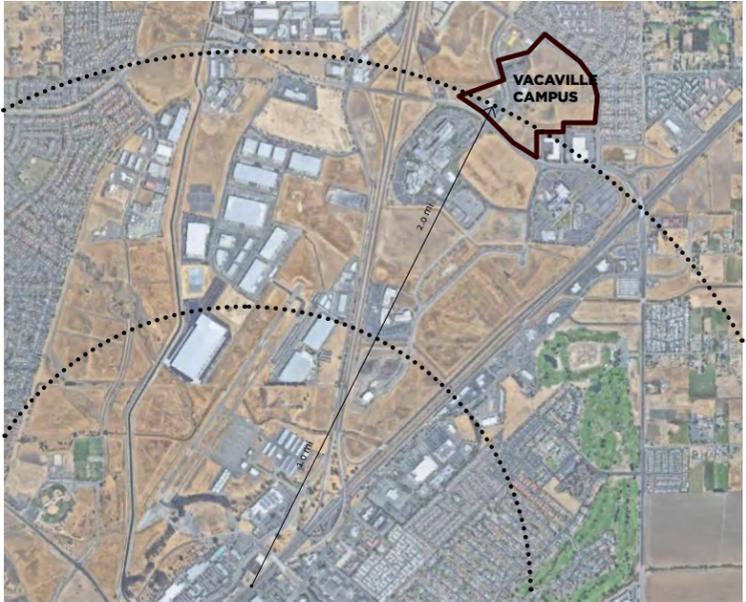
The Vacaville Center is within the Public/Institutional land use zone of Vacaville, while the Annex is in a commercial office zone. The facilities are surrounded by residential zones to the north and east and industrial park zones to the south and west. The campus is bordered by the Villas at North Village to the north and Vaca Valley Parkway to the south.



Genentech's Vacaville campus

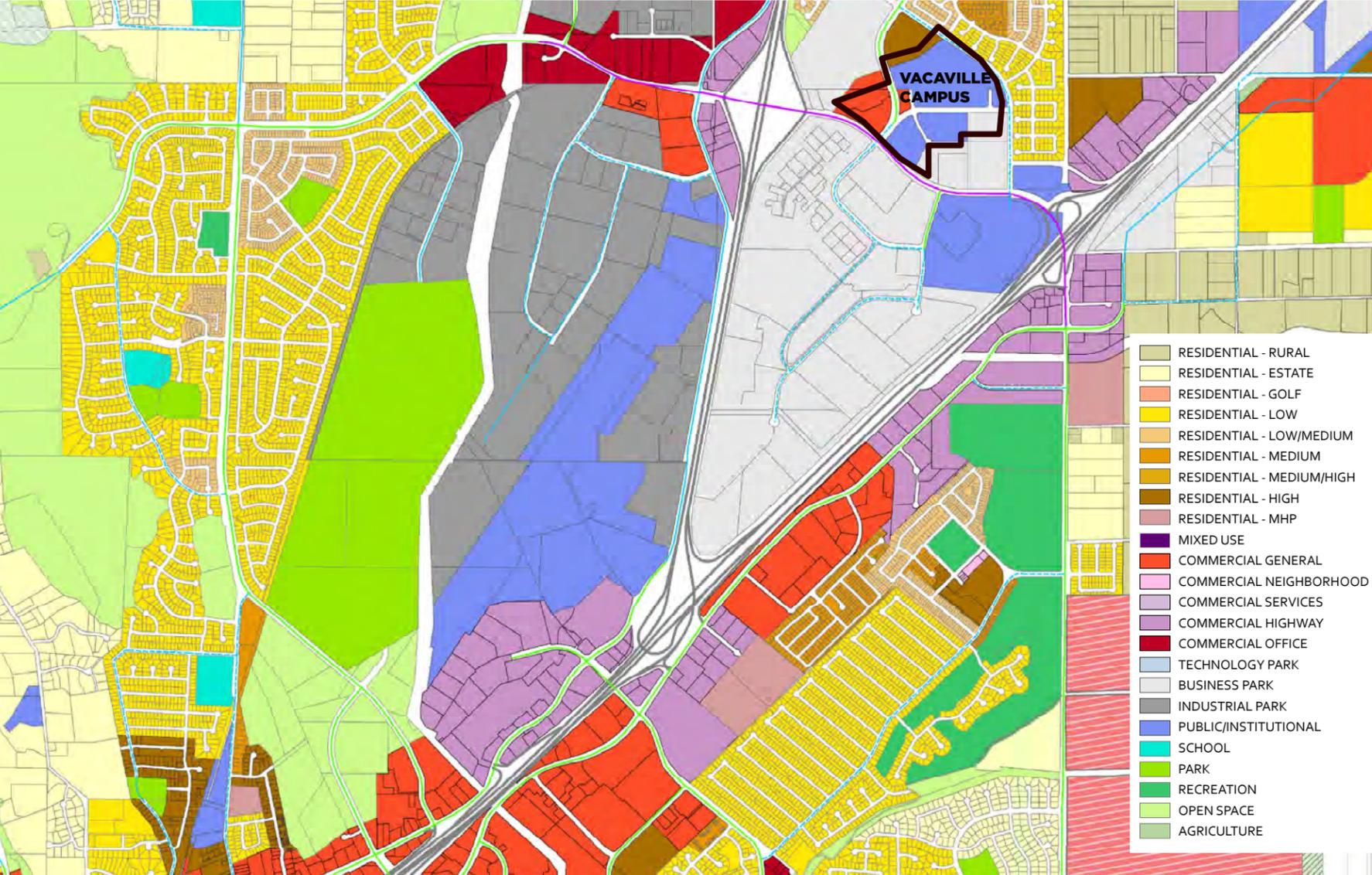


Kaiser's Vacaville hospital



Vacaville Context Map showing campus in relationship to Downtown Vacaville

LAND USE MAP



DEVELOPMENT HISTORY

The Solano Community College Vacaville Center opened in October 1996 at its original location across the street from its present location at 2001 North Village Parkway, Vacaville, California. This site is now known as The Annex. The Grand Opening of the new Vacaville Center took place in May 2010.

The Annex currently serves as classroom and lab space for the American Sign Language (ASL) Program. In late 2020, space in the Annex was made available to the California Biomanufacturing Center in partnership with the City of Vacaville and the College to serve as a site for biomanufacturing companies to meet with city and college leaders.

The Biotechnology and Science building funded by Measure Q opened in the fall of 2017 and has 32,088 square feet. The space features four biotech labs, one of which is equipped with multiple bioreactors; two chemistry labs; two biology labs; both a wet and dry anatomy lab; and prep areas for all labs.



DEVELOPMENT HISTORY



EXISTING CAMPUS

The planning process included the analysis of existing conditions in order to identify key issues to address in the Facilities Master Plan. The information was gathered through campus visits and interactions with the college staff, faculty, administration, students, and community members.

The Vacaville Center features a 40,000 square foot, two-story state-of-the-art facility which houses science and computer laboratories, classrooms, a 70-seat lecture hall, and a multi-purpose room for theater arts and physical education. The Biotechnology and Science building houses laboratories for the new bachelor's degree in Blomanufacturing.



EXISTING CAMPUS



FACILITIES CONDITION INDEX

The California Community College Chancellor’s Office (CCCCO) conducts surveys of college campuses at regular intervals to assess building conditions and to assign a Facilities Condition Index (FCI) score.

The Facilities Condition Index (FCI) for a building represents the ratio of the cost to correct a facility’s deficiencies to the current replacement value of the facility.

The buildings have all been constructed in the last 20 years and score well on the FCI indicating that they are in good condition and should not be replaced.



FACILITIES CONDITION INDEX



VEHICULAR CIRCULATION

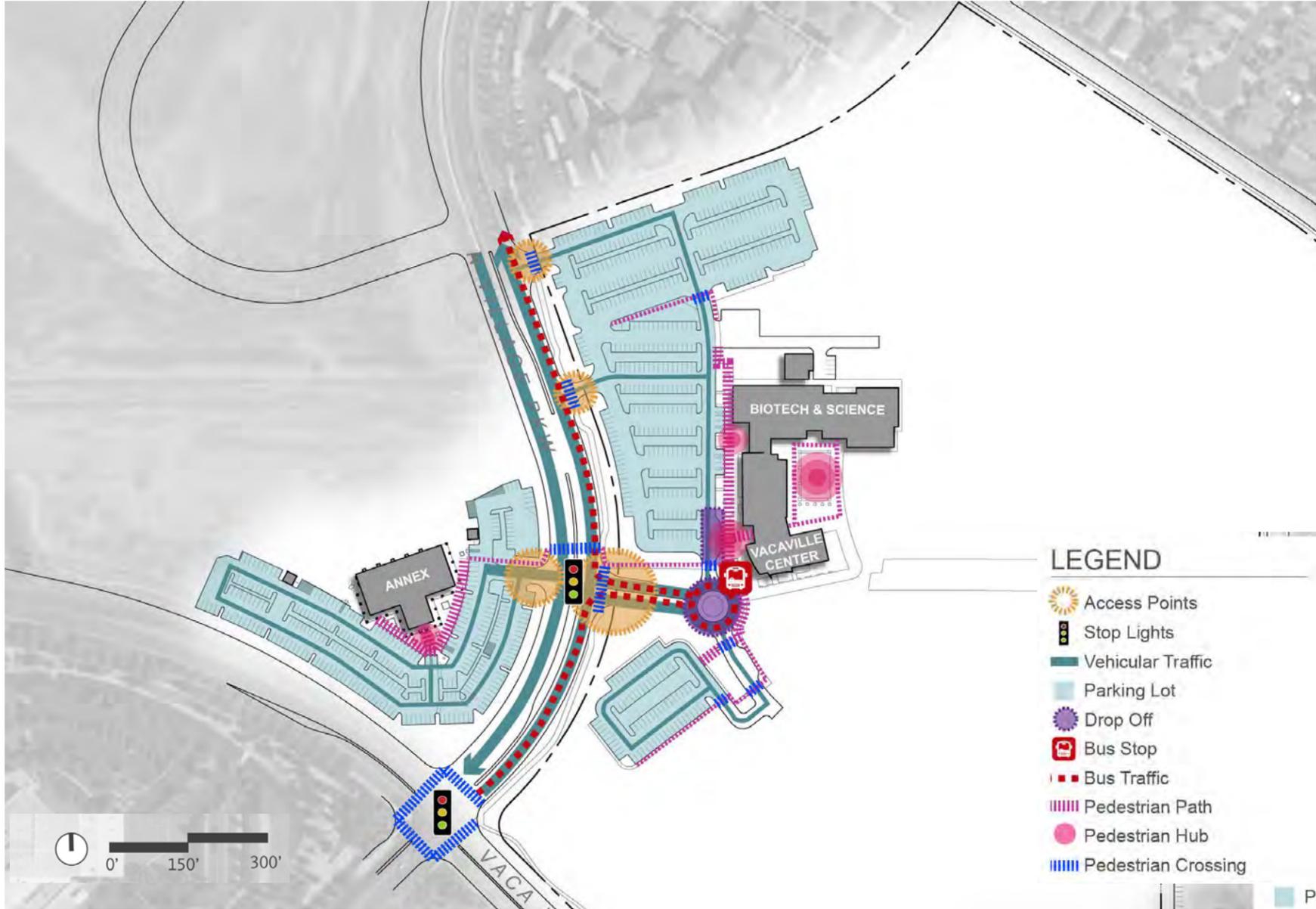
The graphic on the opposite page illustrates the vehicular circulation patterns on campus. Campus access points and allocated parking are shown along with drop off zones, transit stations and circulation, and emergency vehicular access.

KEY OBSERVATIONS:

- The main vehicular entry point to the campus at Vaca Valley Parkway does not provide a clear signal that you are entering campus.
 - **Recommendation:** Provide monumental signage at intersection.
- The main vehicular spine separates the campus into two sides.
 - **Recommendation:** Provide planting at campus entrances to unify both sides of the campus on North Valley Parkway. Include planting along Parkway and entrance drives with a unified planting approach to help with campus identity.



VEHICULAR CIRCULATION



PEDESTRIAN CIRCULATION

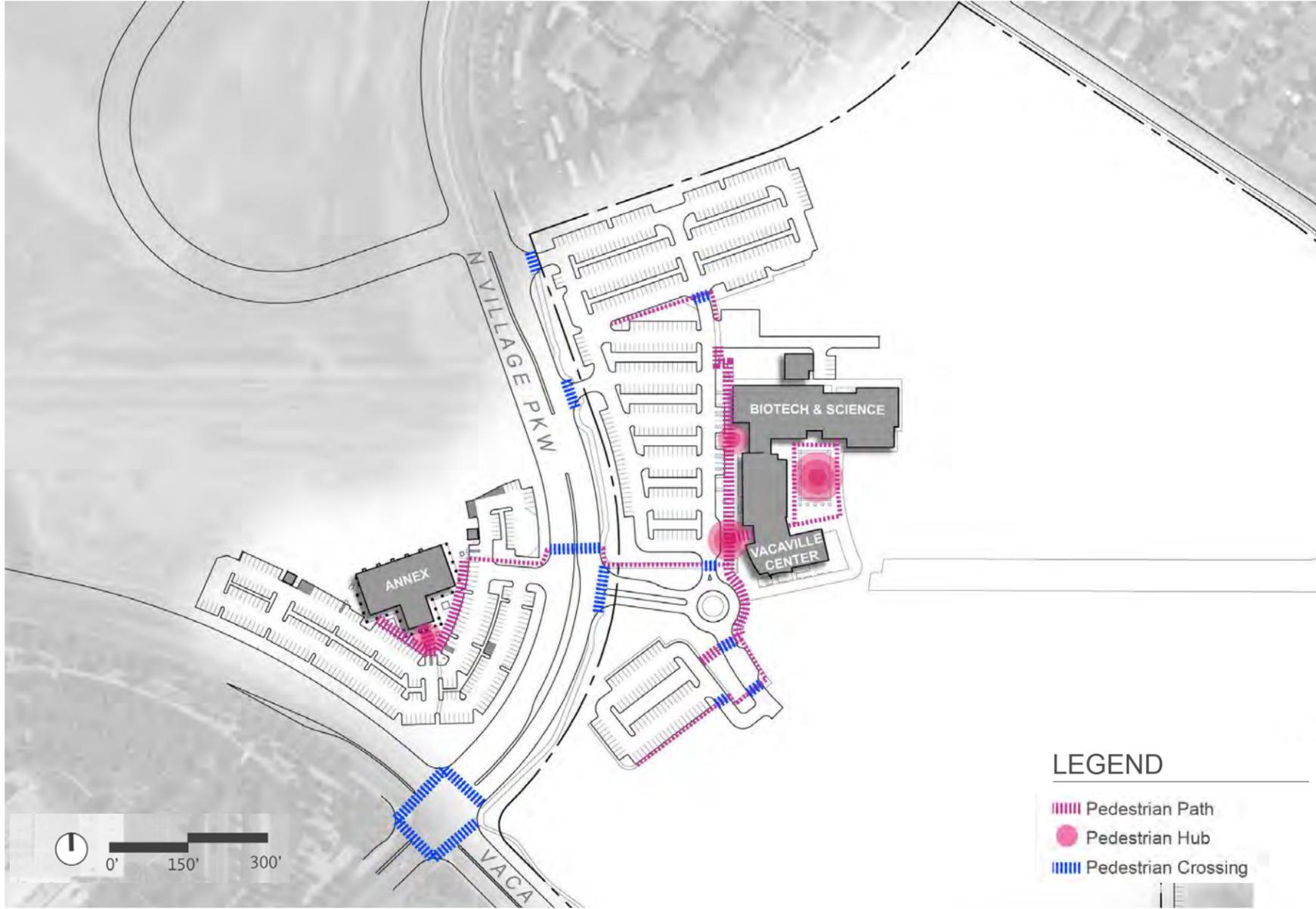
Pedestrian circulation patterns were analyzed and mapped in order to identify key issues to address in the FMP. The graphic on the following page highlights these patterns.

KEY OBSERVATIONS:

- Pedestrians have to cross a busy vehicular thoroughfare to access the Vacaville Center and the Annex.
 - **Recommendation:** Encourage students to use the existing crosswalks and provide landscaping along North Village Parkway to discourage jaywalking.
- The area east of the Vacaville Center and south of the Biotech Building is the main pedestrian hub on campus.
 - **Recommendation:** Enhance this outdoor area with shaded seating areas and other space-enhancing features.



PEDESTRIAN CIRCULATION



VACAVILLE CAMPUS RECOMMENDATIONS

The 2020 Facilities Master Plan (FMP) recommendations for Vacaville Campus present an overall picture of the future developed campus that is informed by the analysis of existing conditions, and discussions with the campus community. It includes recommendations for new construction and site development projects.

The recommendations included in this section follow the facilities master plan program from the previous section and address the discussions that took place during the planning process.

The recommendations are organized into the following sections:

- 2020 Facilities Master Plan
- FMP Project Alignments
- Facilities Master Plan Projects to Consider



2020 FACILITIES MASTER PLAN

The 2020 Facilities Master Plan serves as a guide for future development. It provides a quantitative and qualitative description of the College's strategy to support the educational program needs, address the long range forecast for enrollment, and maximize funding opportunities.

The plan provides a framework for future development including the placement of new facilities, the renovation of existing facilities, and additional facilities the campus has expressed interest or may require beyond the 2020 Facilities Master Plan.

Descriptions for each of the projects identified in the FMP are described on the following pages

FACILITIES MASTER PLAN PROJECTS

- Biotech Quad
- Campus Entry Signage
- Pedestrian Connector
- Lighting Upgrades
- Photovoltaic Panels
- SCOE Building
- Potential Future Development or Long Term Lease

2020 FACILITIES MASTER PLAN



FMP PROJECT ALIGNMENT

All of the projects identified in this 2020 Facilities Master Plan align with multiple facilities planning principles that were developed during the planning process. The matrix on the following page highlights these important intersections.

Descriptions for each of the projects identified in the FMP are described on the following pages and grouped as illustrated in the key plan to the right.



FMP PROJECTS	SUCCESS	WAYFINDING	IDENTITY	EFFICIENCY	STEWARDSHIP	COMMUNITY
Biotech Quad	●	●	●			
Campus Entry Signage		●	●			●
Pedestrian Connector		●	●			●
Lighting Upgrades				●	●	
Photovoltaic Panels				●	●	
SCOE Building	●	●				●

FACILITIES MASTER PLAN PROJECTS TO CONSIDER

BIOTECH QUAD

A new Biotech Quad behind the Vacaville Center and south of the Biotech Building would enhance the campus identity and provide an outdoor learning space within the main campus hub.

CAMPUS ENTRY SIGNAGE

New signage at the existing campus entry at Vaca Valley Parkway and North Village Parkway would increase visibility of the campus and signal to students, faculty and the community that they have arrived at campus.

PEDESTRIAN CONNECTOR

The now two distinct sides of campus may be connected across North Village Parkway more clearly by providing planting along pedestrian paths leading to the mid-block crosswalk. This would provide a more distinct visual connection across North Village Parkway helping to unify the two sides of the campus.

LIGHTING UPGRADES

All existing buildings may be upgraded to LED lighting that runs on occupancy sensors. Site lighting at parking lots and pedestrian paths may be upgraded to energy efficient LEDs with bi-level lighting at parking lots.

PHOTOVOLTAIC PANELS

The campus' large amount of land on the eastern portion of campus may be developed as an energy generating field utilizing ground mounted PV panels. The field would aid the campus in its Net Zero energy goals as well as provide on-site training and demonstration spaces for green technology career training. Raised PV panels will be installed over the existing parking lots.

SCOE BUILDING

The FMP includes a proposed location for the Solano County Office of Education Building that would provide space for adult learners served by SCOE and to integrate the students into the College.





5 | VALLEJO CAMPUS



5 | VALLEJO CAMPUS

This chapter of the FMP focuses on the Vallejo Campus and includes two sections with the following sub-sections:

EXISTING CONDITIONS

- Local Context
- Development History
- Existing Campus
- Development History
- Facilities Condition Index
- Vehicular Circulation
- Pedestrian Circulation

RECOMMENDATIONS

- 2020 Facilities Master Plan
- FMP Project Alignments
- Project Descriptions

LOCAL CONTEXT

The Vallejo Campus is located approximately 5 miles northeast of Downtown Vallejo and approximately 30 miles northeast of Oakland. The campus is located across Ascot Parkway from the Hyde Park neighborhood and east of I-80 on Columbus Parkway. The nearby Auto Tech Center is south along Ascot Parkway. The campus services the County of Solano as well as students from across the region.

The Vallejo Center and Auto Tech Center are both located within the Public Facilities land use zone with residential zoning between them, including The Belvedere site. There is a large open recreation zone to the north. The Vallejo Center is bordered by Columbus Parkway on the north and Northgate Park to the southeast. The Autotech Center is bordered on the east by Ascot Parkway and to the south by Turner Parkway.



Vallejo's Six Flag Discovery Kingdom

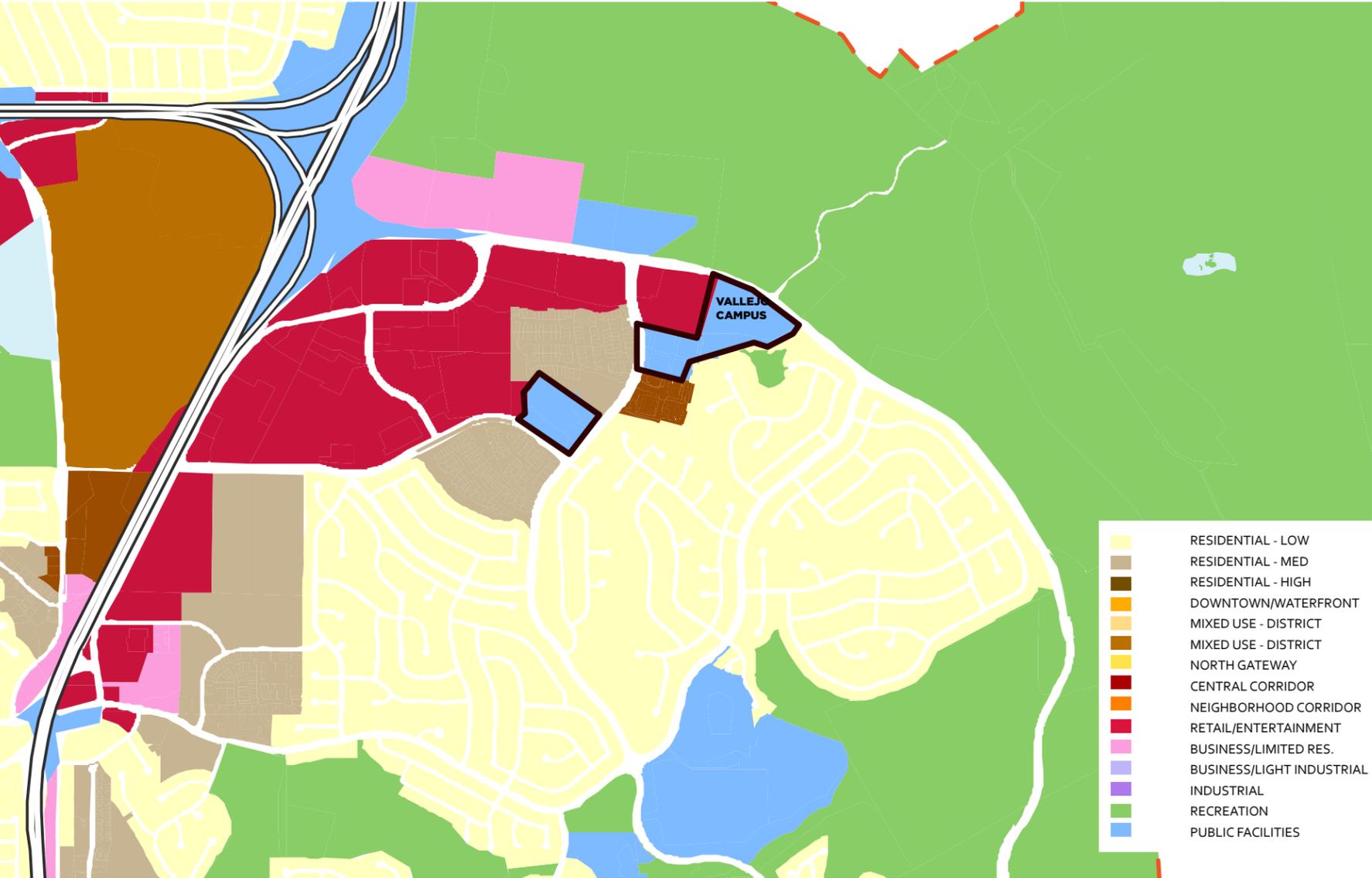


Vallejo Waterfront



Vallejo Context Map showing campus in relationship to Downtown Vallejo

LAND USE MAP



Gensler

DEVELOPMENT HISTORY

The Vallejo Center first offered classes at the JFK Library, Vallejo, prior to the opening of Spring 2008 classes in the facility located at 545 Columbus Parkway. The Vallejo campus has grown to include the Auto Tech Center, located nearby at 1687 N. Ascot Parkway, which opened in Fall 2017.

The Solano Community College also owns vacant land between the two sites, known as The Belvedere, which has not been developed.



DEVELOPMENT HISTORY



EXISTING CAMPUS & FACILITIES CONDITION INDEX

The planning process included the analysis of existing conditions in order to identify key issues to address in the Facilities Master Plan. The information was gathered through campus visits and interactions with the college staff, faculty, administration, students, and community members.

The California Community College Chancellor's Office (CCCCO) conducts surveys of college campuses at regular intervals to assess building conditions and to assign a Facilities Condition Index (FCI) score.

The Facilities Condition Index (FCI) for a building represents the ratio of the cost to correct a facility's deficiencies to the current replacement value of the facility.

The buildings have all been constructed in the last 20 years and score well on the FCI indicating that they are in good condition and should not be replaced.



EXISTING CAMPUS & FACILITIES CONDITION INDEX



VEHICULAR CIRCULATION

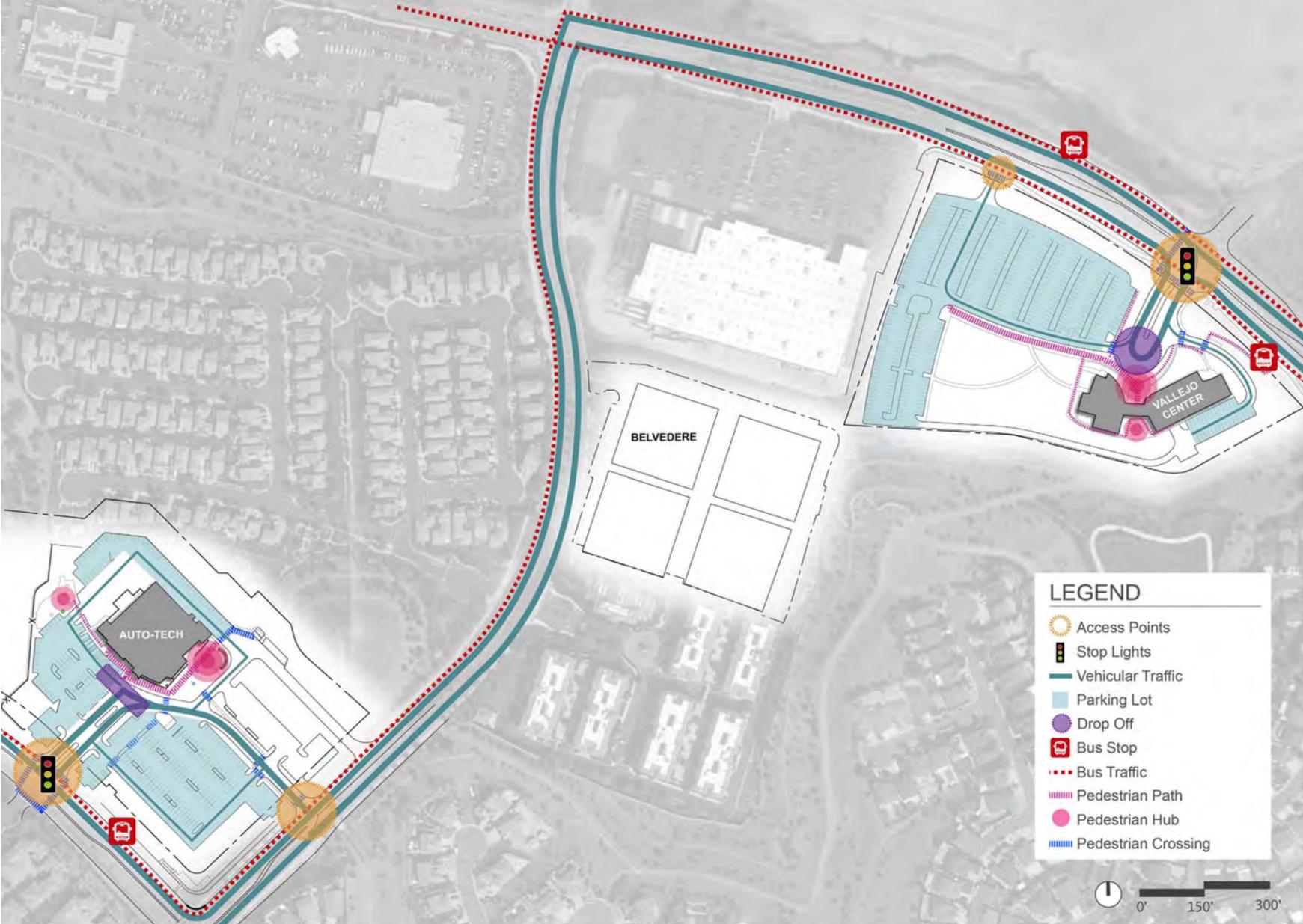
The graphic on the adjacent page illustrates the vehicular circulation patterns on campus. Campus access points and allocated parking are shown along with drop off zones, transit stations and circulation, and emergency vehicular access.

KEY OBSERVATIONS:

- There is primarily vehicular traffic between The Vallejo Center and the Auto Tech Center as it is a 15 minute walk between sites.
- Drop-off zones are provided at both sites.



VEHICULAR CIRCULATION



PEDESTRIAN CIRCULATION

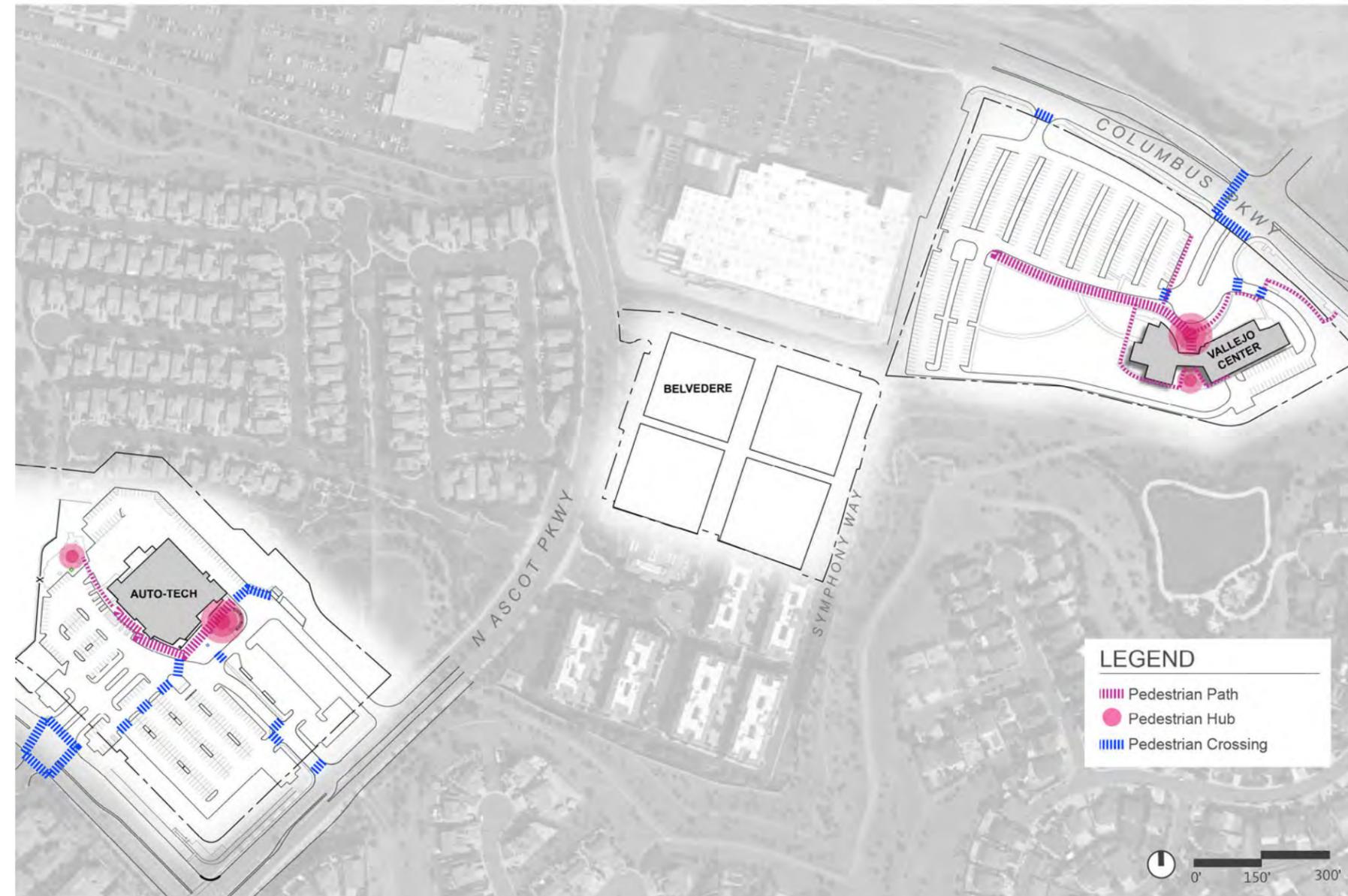
Pedestrian circulation patterns were analyzed and mapped in order to identify key issues to address in the FMP. The graphic on the following page highlights these patterns.

KEY OBSERVATIONS:

- Pedestrian paths from adjacent bus stops are typically far from the main building entrances.
- The largest pedestrian hubs on campus are at the building entrances indicating few places to gather at the exterior of the campus buildings.
- **Recommendation:** Consider providing shaded seating areas throughout campus.



PEDESTRIAN CIRCULATION



VALLEJO CAMPUS RECOMMENDATIONS

The 2020 Facilities Master Plan (FMP) recommendations for Vallejo Campus present an overall picture of the future developed campus that is informed by the analysis of existing conditions, and discussions with the campus community. It includes recommendations for new construction and site development projects.

The recommendations included in this section follow the facilities master plan program from the previous section and address the discussions that took place during the planning process.

The recommendations are organized into the following sections:

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The plan provides a framework for future development including the placement of new facilities, the renovation of existing facilities, and additional facilities the campus has expressed interest or may require beyond the 2020 Facilities Master Plan.

Descriptions for each of the projects identified in the FMP are described on the following pages. The following list indicates the FMP projects.

FACILITIES MASTER PLAN PROJECTS

- CTE Building shared with an early college high school program
- Lighting Upgrades
- Photovoltaic Panels
- IT/Technology Upgrades

All of the projects identified in this 2020 Facilities Master Plan align with multiple facilities planning principles that were developed during the planning process. The matrix below highlights these important intersections.



SUCCESS



WAYFINDING



IDENTITY



EFFICIENCY



STEWARDSHIP



COMMUNITY

FACILITIES PROJECTS	SUCCESS	WAYFINDING	IDENTITY	EFFICIENCY	STEWARDSHIP	COMMUNITY
CTE Building/Potential ECHS program	●	●	●		●	●
Lighting Upgrades			●	●	●	●
Photovoltaic Panels			●	●	●	●
IT/Technology Upgrades	●			●		●

2020 FACILITIES MASTER PLAN



FACILITIES MASTER PLAN PROJECTS TO CONSIDER

CTE BUILDING/EARLY COLLEGE HS

The CTE Building at Vallejo will provide students the opportunity to access new programs and may also serve as a magnet high school or early college high school program in partnership with Vallejo Unified School District. Students would have access to CTE programs at this location and are within close proximity to the Vallejo Center for general education and transfer classes.

LIGHTING UPGRADES

All existing buildings will be upgraded to LED lighting that runs on occupancy sensors. Site lighting at parking lots and pedestrian paths may be upgraded to energy efficient LEDs with bi-level lighting at parking lots

PHOTOVOLTAIC PANELS

The campus' large amount of land at hBelvedere can be developed as an energy generating field utilizing ground mounted PV panels. The field will aid the campus in it's Net Zero energy goals. Raised PV panels will be installed over the parking lots at the Auto Tech Center and remainder of the Vallejo Center.

IT/TECHNOLOGY UPGRADES

Consider providing IT and Technology updates to support virtual teaching and learning. Upgrades to wi-fi access across the Vallejo Center should be improved.

FACILITIES MASTER PLAN PROJECTS TO CONSIDER





SOLANO
COMMUNITY COLLEGE