

Gavilan Joint Community College District

Facilities Master Plan

August 2018

VISION 2030

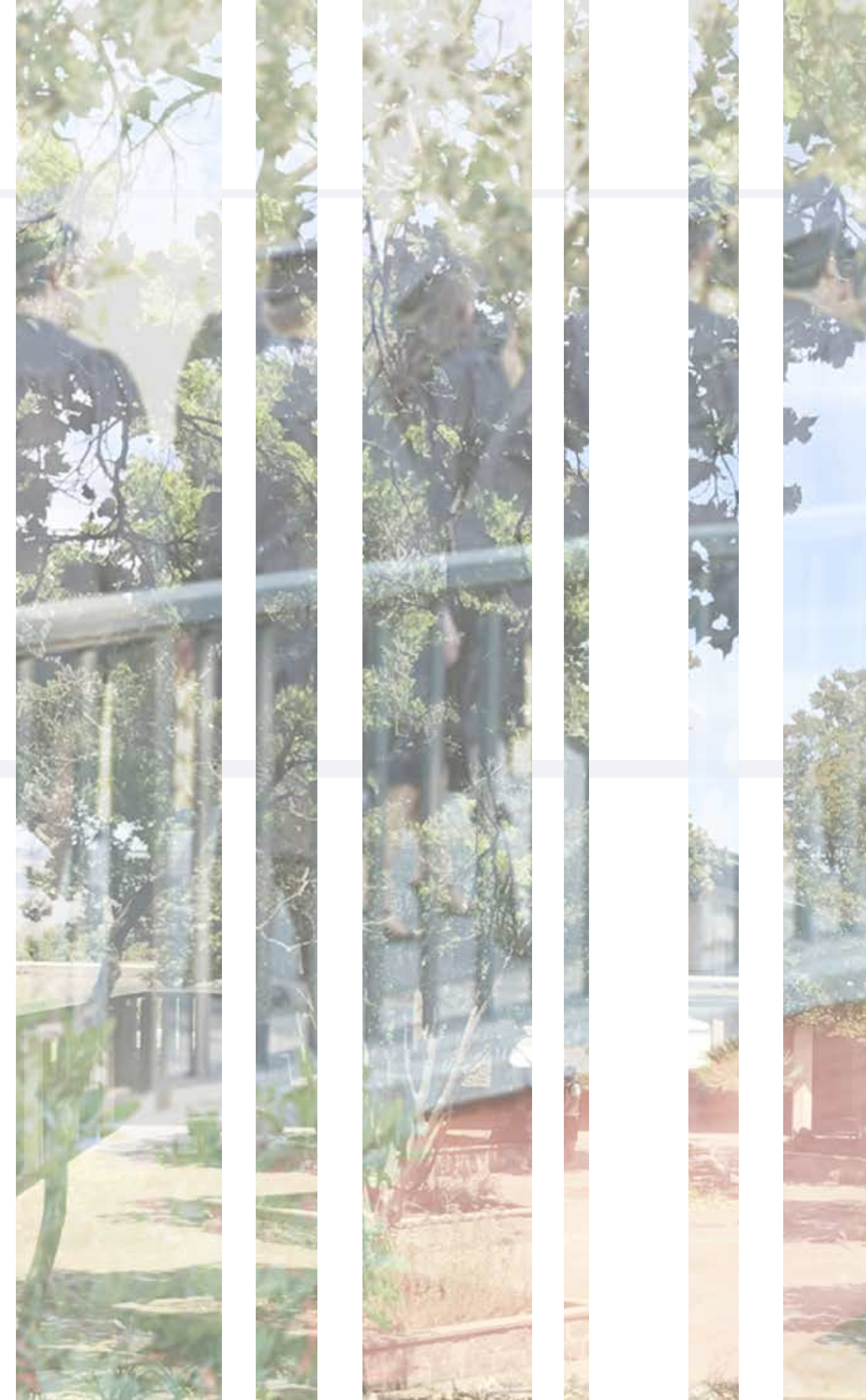


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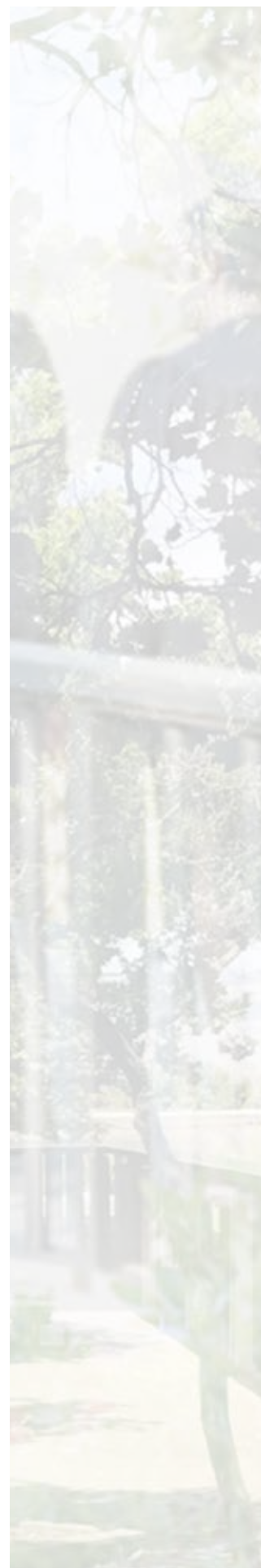
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MESSAGE FROM THE PRESIDENT



FACILITIES TO MEET THE NEEDS OF OUR STUDENTS – NOW AND IN THE FUTURE

Gavilan College has been serving the higher education needs of San Benito County residents since 1919, and South County residents since 1964. We have grown to five locations and comprehensive instructional programs in numerous disciplines. Ongoing population growth in our district and the changing technology and workforce training needs of the economy make it crucial to periodically assess and evaluate what is needed to best meet the needs of our students and the community.

Last year we reflected on our practices and educational programs to ensure they remain relevant and to assess future opportunities. The resulting Educational Master Plan, informed by our Mission and Principles of Community, is our guide to determine how our curriculum, campus, and infrastructure will need to grow. This Facilities Master Plan supports the Educational Master Plan by specifically focusing on the land and facilities that will be needed to facilitate this growth and change.

The Facilities Master Plan includes a projected timeline and creates a framework of systems to support current and future growth and campus improvement. It serves as a road-map, bringing all projects together to serve one vision.

This Facilities Master Plan is designed to support student access, learning, and teaching. It aims to balance and support socialization and formal learning. It prioritizes student and staff safety while fostering environmental responsibility. It makes the highest and best use of existing facilities, builds upon current planning documents, and creates unique “places” within the environment.

The vision is one that goes through 2030 – this is not a short-term document, but a plan for the future that will be realized over time.

Thank you for being a part of our journey.

Kathleen A. Rose, Ed.D.
Superintendent/President

GLOSSARY OF TERMS

The Glossary that follows includes the definition of the key words or terms used in the Facilities Master Plan.

ASF (ASSIGNABLE SQUARE FEET)

The sum of the floor area within the outside walls of a room or space, usable for student or staff stations, “assignable square feet.”

CAPACITY TO LOAD RATIO AKA “CAP LOAD(S)”

- The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized
- The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and AV/TV
- The Space Inventory – Report 17 provides the basis for this calculation. It records the usable square footage by “type” available at the college or center

FTES

Shall mean “full-time equivalent students.”

GSF (GROSS SQUARE FEET)

The sum of the floor areas of the building within the outside of the exterior walls (ASF plus non-usable space), “gross square feet,” the buildings footprint.

ROOM TYPE

Identifies the room by use or function (i.e. lecture, lab, office, meeting room, etc.)

SPACE INVENTORY (OR “REPORT 17”)

A statistical legal record of the gross square footage and the assignable (i.e. usable) square footage of a college or center.

TOP CODE

Room/spaces are assigned a particular use and function, a specific discipline or service. This 4-digit numeric code identifies the “type” of use that supports that particular room. Typically used to identify laboratory uses and functions.

WSCH

Shall mean “weekly student contact hours.” It also includes all credit and non-credit hours including daily student contact hours (DSCH), positive attendance and independent studies – all of which are ultimately converted to the weekly students contact hours (WSCH).

GAVILAN JOINT COMMUNITY COLLEGE

COLLEGE LOCATION AND HISTORY

The Gavilan Joint Community College District comprises 2,700 square miles encompassing southern Santa Clara County and most of San Benito County. It includes the communities of Coyote, Morgan Hill, San Martin, Gilroy, Hollister, San Juan Bautista, and Tres Pinos/Pacines. The College was established in 1919 as San Benito Junior College with instruction offered at Hollister High School. A new community college district was formed in 1963 to include both San Benito and southern Santa Clara Counties. Three high school districts- San Benito, Gilroy Unified, and Morgan Hill Unified districts came together to create the new college district.

A local bond in 1966 provided the needed funds to begin construction on the present, centrally located campus in Gilroy. The campus was built out over the following decades. In 1997 and 1998, satellite sites were established in Hollister and Morgan Hill to augment the offerings at the main campus. With the 2004 passage of the Measure E facilities bond, Gavilan College had funds to upgrade the existing campus and secure permanent locations in Coyote Valley and San Benito County. These land purchases were completed in 2008. Measure E Bond funds also were used to add instructional space, make improvements to institutional and classroom technology, expand online services, and improve safety, accessibility, and lighting.

MISSION

The Mission Statement is reviewed and updated on a regular basis, with the next cycle currently underway and expected to conclude in Fall 2018. Gavilan College cultivates learning and personal growth in students of all backgrounds and abilities through innovative practices in both traditional and emerging learning environments; transfer pathways, career and technical education, developmental

education, and support services to prepare students for success in a dynamic and multicultural world.

PRINCIPLES OF COMMUNITY

As members of the Gavilan College community, we value the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. We strive to maintain these ideals in an environment of inclusiveness and mutual respect. The Principles of Community provide the foundation which creates this environment. The expectation is that we maintain the highest ethical standards in order to establish an atmosphere of civility, honesty, cooperation, professionalism nurture and equity.

GAVILAN COLLEGE ASPIRES TO BE: DIVERSE

We embrace and celebrate diversity in all its forms (the heritage, achievements, uniqueness, and contributions of all our members) and seek to uphold an inclusive, open and enlightened community. We engage in socially and culturally relevant practices and foster caring relationships.

PURPOSEFUL

We are a community that maintains a shared commitment to service to society and advancement of knowledge through innovative teaching and learning. We are committed to embracing collaboration, effective communication, and the development of strong working relationships throughout the campus.

INCLUSIVE

We believe in all voices being heard. This requires outreach and purposeful inclusion of all groups. We believe the free exchange of ideas demands mutual respect, trust and consideration of our differences.

EQUITABLE

We are committed to working towards an environment where all students are achieving their goals and have access to equitable resources and opportunities. We are committed to respect for individual dignity and equitable access to resources, recognition and security. These Principles of Community, reflected in Board Policy 2715, guide the institution's actions. They provide guidelines to follow and are to be considered a living document. Adherence to the Principles of Community is the professional responsibility of all staff. The strength of these principles lies not in their enforcement, but in our ability to create a shared set of values that inform and guide our community's daily practice. Ultimately, Gavilan College is dedicated to fulfilling its mission with compassion, caring and understanding, while respecting all individuals. The Principles of Community are evaluated and revised on a four-year cycle as appointed as a Task Force by the President's Council.

PHILOSOPHY

Gavilan College is committed to educational excellence. The college aspires to be an exemplary, student-centered community college through leadership, planning, and a commitment to ongoing improvement. Its services and programs are designed to instill the values of critical thinking, life-long learning, cultural understanding, and community service. Gavilan's quality of service to students is closely bound to the quality of the college staff.

Gavilan College strives to accomplish its mission with creativity and innovation and with a proactive, accessible and sensitive presence in the diverse communities it serves. The college is dedicated to fulfill its mission with compassion, caring and understanding and holds, in high regard, the respect and worth of all individuals.

PURPOSE, VISIONARY EDUCATIONAL VALUES AND GOALS



PURPOSE

Gavilan College offers a wide range of services, including programs of community education, study in the liberal arts and sciences, and study in the pre-professional, business, vocational, and technical fields. To support student success, we offer services that strengthen and augment the learning environment. Courses and programs of study are offered days, evenings, weekends, and online. All offerings are designed to assist students in meeting their educational and life goals.

VALUES

- An imaginative and nurturing community of learners, fostered through rigorous scholarship, creativity, and personal and professional development.
- A college environment and social climate characterized by inclusiveness and mutual respect for all of our students, staff, and community.
- Excellence in and promotion of comprehensive programs, services, and activities.
- Partnerships that support the educational, economic and social development of the college and the communities we serve.

GOALS

- To be known for educational excellence
- To demonstrate involved and responsive community leadership
- To increase our accessibility
- To encourage innovative instruction
- To lead in the application of appropriate educational technology
- To promote a harmonious learning and working environment

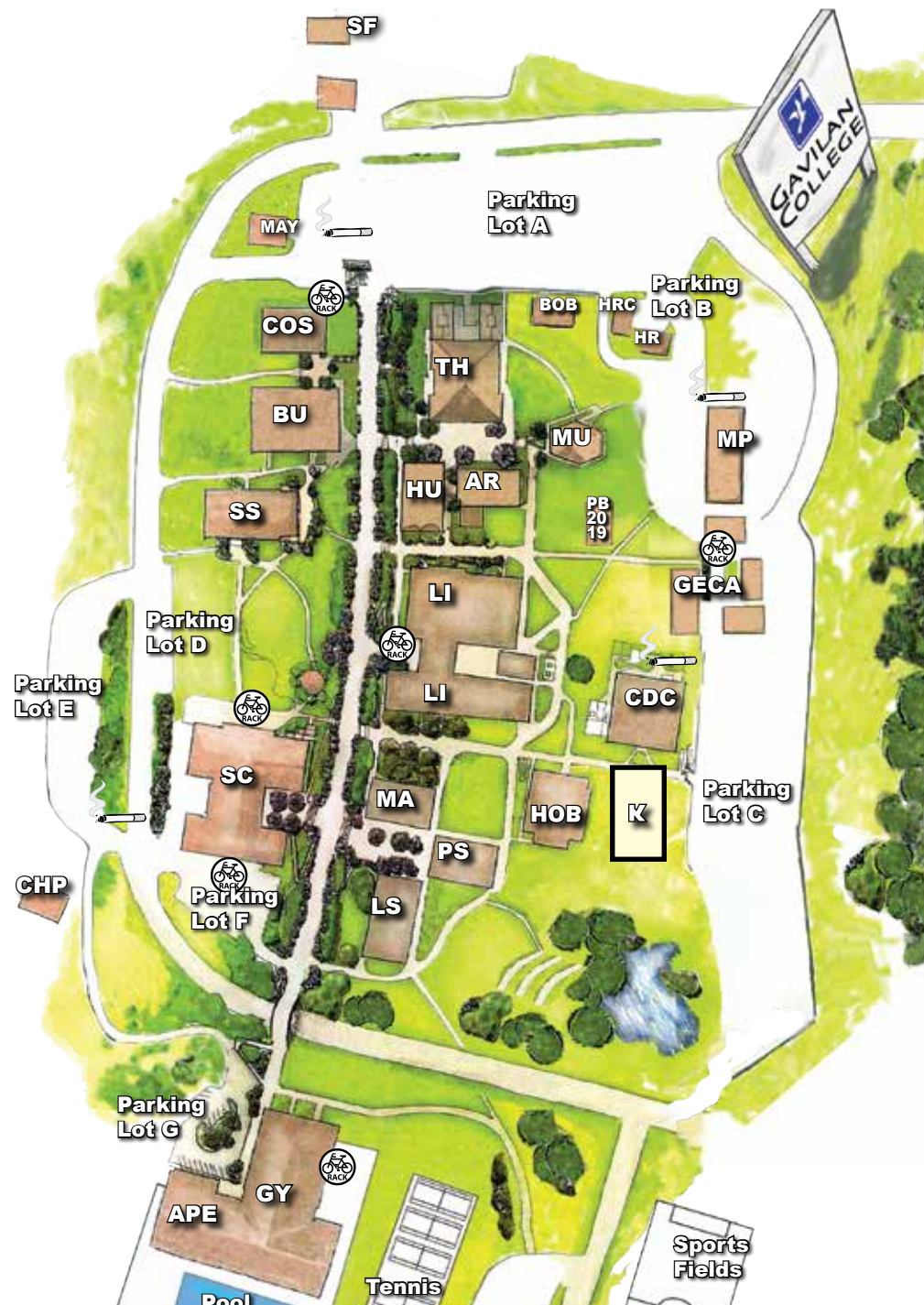


INTRODUCTION TO THE FACILITIES MASTER PLAN (FMP)





INTRODUCTION TO THE FACILITIES MASTER PLAN (FMP)



OVERVIEW

The Facilities Master Plan (FMP) provides a current perspective for future academic and support services space, buildings and overall college/campus core amenity improvements. As a companion document to the Educational Master Plan (EMP), completed in 2017, the FMP anticipates the needs for the development of the institution through the year 2030. The recommendations developed in this plan anticipate additional consideration and adjustment for future planning. The Plan provides a framework for campus development and addresses the following objectives.

- Space/Facilities Plan: Create a functional and usable space/facilities plan based on the EMP that updates the previous assessment for space identified in previous Gavilan Community College Educational and Facilities Master Plans.
- Match space needs with the curriculum, to create modern teaching facilities and learning environments, and provide facilities for modern support services sufficient to serve student's needs.
- Provide an overview for infrastructure planning, the development of campus standards and design guidelines, address deferred maintenance and general campus improvements.
- Evaluate traffic circulation and pedestrian way-finding with a goal of enhancing student access and student safety.
- Assess the current conditions of the college through quantitative review and validation of data related to academic and support service programs to support future space needs for the District.

- Obtain qualitative input from the campus community in support of the FMP.
- Resource for the future: Be a resource for decision making in support of the distribution of monies for current capital projects, as well as providing additional opportunities for state funding.
- Produce a well-conceived and well-justified plan for capital outlay projects that are an outcome of a sound master planning process.

During the 2017/2018 academic year, the Facility Master Plan Committee was established as a sub-committee of the Facility and Grounds Committee. Monthly meetings were held to discuss various aspects of the planning process and to measure progress. The committee was also charged with disseminating information district-wide and to provide feedback to the planners. In addition to the monthly meetings, the planners also met with all internal stakeholder groups including, staff, students, faculty and the administration. The information gathered from the stakeholder meetings was compared to the findings identified in the enrollment and space inventory data.

ASSESSMENT & OUTCOMES

ASSESSMENT

Planning as a process should be both operational and strategic. The process must incorporate existing planning as well as offering new recommendations based on recent District/College analysis. The following planning model was generated to address the District's capacity for generating future Weekly Student Contact Hours (WSCH) and achieving enrollment growth. The model is based on the demographics of the effective service area and the ability of the District to attract new students. The following assessments were conducted:

- Determine space tolerance thresholds for current buildings on campus and at the centers and to evaluate the types of spaces offered, their capacity for modification (including expansion), and their ability to accommodate future growth of the programs served.
- Determine the future space needs of the academic and support services programs and establish a curriculum baseline composed of Weekly Student Contact Hours (WSCH), the number of sections offered, the number of enrolled students per class section, and the distribution of lecture versus laboratory hours. When viewed by discipline, a calculated need was established. Using this analysis, plus the historic trends of previous District growth, provide a growth factor to be applied to future development of each program of instruction and support services of the institution.
- Assess the capacity to reuse some existing buildings that were vacated as a result of new construction projects.

Determine the impact on the user-constituency groups. The assessment process focuses on the impacts and possible displacement of personnel and functions, the requirements for any swing space during construction/renovation phases, additional financial implications to the District due to possible secondary effects, and the ultimate impact on students and staff.

OUTCOMES

Planning was conducted through a collaborative planning process to update the Facilities Master Plan. Focus group interviews and questionnaires involved capturing the information necessary to evaluate a facilities condition plus the possible growth needs anticipated over the next 10-12 years. These assumptions became the building blocks of the final action plan for facilities development.

- The capacities of the programs of instruction and the evaluation of space needs were viewed from both a quantitative and qualitative perspective.
- The facilities program identifies the need for new construction, renovation, modernization and possible secondary effects.
- Student access and way finding improvements were identified.
- The expansion and consolidation of student support service were identified.
- New construction projects were proposed to provide opportunities to improve space efficiencies.
- Phased sequencing patterns are recommended to minimize the need for on-campus swing space for interim use.

- The scope involved a review of previous projects completed and those projects remaining in the queue.
- The establishment of a direction for additional construction and/or remodeling projects was proposed.
- Key elements in each project were identified and associated with the relevant discipline/department needs.
- In addition to facilities, a series of site improvement projects were identified to enhance the campus environment and integrate campus access, egress and student movement on-campus.

2



IN SUPPORT OF THE EDUCATIONAL MASTER PLAN (EMP)





2



IN SUPPORT OF THE EDUCATIONAL MASTER PLAN (EMP)

OVERVIEW

Linking the Educational Master Plan's goals, strategies, and the current weekly student contact hours (WSCH) to current space available drives the facility master planning process. The plan also reviews current and future curriculum, instructional delivery modes, effective learning environment, and necessary student support structures.

With the current and immediate future economic indicators increasingly positive, it is anticipated that the District will return to positive growth in the foreseeable future. By 2020, as property tax revenues become the new norm, the District's operating revenue should increase. Due to the growth in local communities' populations, student enrollments should begin to expand and the District should return to a more positive financial position and pattern of growth. The new student-centered funding formula on the horizon will play a significant role in facility planning. The need for comprehensive student support spaces will be crucial to a student's ability to succeed. The Facilities Master Plan relied upon and was guided by the findings in the Educational Master Plan. Primary among those findings were the following:

- **TRENDS IN HIGHER EDUCATION PUBLIC POLICY**- The implementation of Guided Pathways and a new statewide funding formula creates the need for enhanced student support and learning spaces. Consolidation of learning support services is crucial to student success. Every space on campus should serve a learning purpose.
- **TRENDS IN REVENUE STREAMS**- The new student-centered funding formula requires colleges to link master planning to student success data. A focus on developing clear matriculation paths, educational programs of study, and comprehensive student support services are vital to student success.

- **THE POTENTIAL FOR POPULATION GROWTH IN THE EFFECTIVE SERVICE AREA**—The projected population growth rates for Gilroy and Morgan Hill are projected to be approx. 2.2% annually through 2021. These cities recently approved ballot measures to oppose sprawl and focus on a strategy of “in-fill” for new residential construction. Coyote Valley is uniquely positioned to serve students residing near the southern edge of San Jose. Hollister has the most potential in terms of population increases. Several large scale residential projects have been approved since 2016.
- **THE GOALS SET BY THE COLLEGE** – The strategic priorities and goals set by the college are reflected in the facility master plan.
 - Optimize enrollment, course offerings, and services to reflect the findings of the 2017 Educational Master Plan (EMP).
 - Increase student completion and meet institutional goals, improve student services and enhance curriculum and programs.
 - Provide students with expanded and upgraded facilities that support the campus and community needs as defined by the Facilities Master Plan.
 - Recruit and develop employees to foster success for our diverse students.
 - Foster a college culture of engagement and excellence through integrated planning, improved communication, coordination, collaboration, and participation.
 - Commitment to the practice of continuous quality improvement in accordance with accreditation standards.

- **LABOR MARKET PROJECTIONS OF JOB OPENINGS**– Labor market projections for the service area of the District are positive. The Educational Master Plan has identified strong growth in educational & health services, Information technology, trade, transportation and utilities. Hospitality and professional and business services also show above normal growth.
- **THE VISION OF FACULTY FOR FUTURE CURRICULUM AND SERVICE INITIATIVES**– The Educational Master Plan identified the visions from every department on campus. The overarching concern among faculty and staff was the lack of appropriate space and technology to implement new programs of study and have usable student support space. The lack of appropriate space to create learning synergies is a major concern. New initiatives from the state level are driving much of the needed change. Pressure to compress the pace of remedial instruction, adopt statewide assessment and placement procedures, expand online and hybrid education, embed basic skills and align workforce development efforts region wide are some of the forces driving the need for change.
- **THE APPLICATION OF STATE STANDARDS**– The baseline enrollment analysis in the Educational Master Plan confirmed several concerns identified by college staff. Most notably, additional student support and learning space is needed. In addition, the analysis of space utilization identified several facility-related impacts to student success, such as the lack of a “one stop” student services location and a learning resource center, two areas critical for providing the additional support that will be needed to enhance classroom learning.

TRENDS IMPACTING THE COLLEGE

- A broad array of governmental and private organizations is promoting the production of more graduates with degrees to meet the documented future needs of the economy in California and the nation. The newly proposed funding formula is one example.
- Federal and state incentives are available to promote collaboration and innovation that will increase student success and align curriculum for efficient transfer, or provide skills needed for immediate employment.
- Far greater attention and funding is being given to career and technical education with an emphasis upon collaboration with K-12 and regional workforce planning stakeholders to provide education relevant to the regional needs of employers.
- Recommendations from the Student Success Task Force are being funded to redesign matriculation services, focus on closing achievement gaps among student groups, and use more technology to facilitate student success.
- Adult basic education has been revisited with an emphasis upon collaboration between adult schools and community colleges that could bring new students to the College. Gavilan College personnel have been leading the adult basic education consortium grant efforts.

CHARACTERISTICS OF THE EFFECTIVE SERVICE AREA

Based on an analysis of residential zip codes reported by enrolled students, the vast majority of students live within 21 zip codes within and adjacent to the Gavilan Joint Community College District. Gavilan College also draws students from San Jose and Campbell in the north and Salinas and Watsonville in the south. The key characteristics of this effective service area are noted below:

- The College serves an official district area that covers 2,700 square miles. Using the 2010 census count there were 81 people per square mile living in the district. Most of the land is rural with extensive agriculture activity. The transportation infrastructure in the district service area is somewhat limited due to the terrain and the overall size of the district. Commuting times to the main campus during rush hour periods create a journey that exceeds the state standard of 25 minutes, particularly from areas impacted by the Silicon Valley commute such as Aromas or Paicines.
- In spite of these challenges, a focused study in Fall 2015 of students who reside in Hollister but were enrolled at the main campus revealed that 1,223 students were making the commute to enroll in just over 500 classes.
- College participation rates by adults are the highest (16%) from the communities of Hollister and San Juan Bautista.
- In the next five years the rate of population growth in the effective service area will out pace the rate throughout the state. Hollister holds the greatest potential for population growth due to the large number of building

permits issued for residential construction. In contrast, residents of Gilroy and Morgan Hill approved residential construction growth management measures in Fall 2016. However, both still have many significant residential projects that are already in the pipeline.

- High school and college-age residents represents 14% of the total population.
- Within the effective service area, 25% of the households have an annual income at or below \$35,000. Low-income households are particularly concentrated in Gilroy and Hollister.
- Median home values in the effective service area are below the corresponding figure for Santa Clara County but above the median value of San Benito County.
- The greatest population growth in the effective service area will come from the Asian population group (2.7%) over the next five years.
- Throughout the effective service area, 46% of the adults age 25 or older have completed only a high school diploma or less. However, better paying jobs in the region are related to higher levels of educational attainment. The details of educational attainment by major urban area are shown in the following table.

Adult Educational Attainment	Morgan Hill	Gilroy	Hollister	San Martin
Less Than High School	11.20%	21.60%	26.20%	22.10%
High School Graduate	19.10%	19.40%	25.40%	16.80%
Some College, no Degree	21.80%	21.90%	24.40%	25.70%
Associate Degree	9.70%	10.10%	8.00%	7.30%
Bachelor's Degree	22.70%	18.20%	12.80%	18.70%
Graduate Degree	15.60%	8.90%	3.30%	9.40%
Less than HS & HS Grad	30.30%	41.00%	51.60%	38.90%

Educational Attainment Percentages Among Adults Age 25 or Older in 2016

CHARACTERISTICS OF THE COLLEGE

- Fall term headcounts at the College have fallen 4.1% annually from 2010 to 2014, which parallels the experience at neighboring community college districts and the regional unemployment rate as the economy improved. Based upon historic records, the participation rate from communities within the service area, and the potential for population growth in the area, an annual 3.1% attendance growth rate was established for the College to support long-term facilities planning through 2030.
- On average from 2011 to 2015, 26% of all Fall enrollments at Gavilan have been from students who live outside of the official district boundaries. Large portions of those students were drawn to the two apprenticeship programs and the fire and police regional training curriculum. However, the apprenticeship programs concluded with the 2015-16 academic year.
- Enrollments at the Briggs Center in Hollister have increased from Fall 2009 to Fall 2015. The rented space has a limited number of classrooms and is located on the first floor of a parking garage. The College owns 80 acres of undeveloped land at the southwest edge of the Hollister city boundary.
- The College opened the South Bay Regional Training Center at its Coyote Valley property in January 2017. In total this site includes 55 acres. Due in part to environmental impact considerations only 15 acres were developed in Phase I of construction.
- The main campus in Gilroy is listed as consisting of 147 acres; however, many acres are not buildable. There is a 19-acre golf course, a watershed and hillside preservation

area of 42 acres and additional acreage associated with the Santa Clara Fault Rupture Hazard Zone that may not be available for instructional buildings. As a result, the main campus only consists of roughly 86 usable acres.

- The College currently offers 125 programs of study leading to an Associate Degree or Certificate of Achievement.
- Most of the degree awards are in Liberal Studies - Multiple Subjects, a major associated with transfer. Health, Business, and Public and Protective Services are the leading career and technical award fields.
- The greatest enrollments are in liberal arts disciplines and most classes are offered face-to-face during daytime hours of operation.
- The majority of students participating in the placement assessment examinations are referred to developmental instruction.
- The College offers an impressive variety of support services to promote student success.
- Within the State accountability framework, the College is seeing gains in most outcomes over a series of cohorts of students.
- Several interventions have been initiated to close the achievement gaps. The College has been particularly aggressive in seeking external grant funding to support intervention efforts.

OPPORTUNITIES FOR THE FUTURE

- In the four-county region (Santa Clara, San Benito, Santa Cruz, and Monterey) 8% of the projected job openings to 2024 will require some college through an Associate Degree and 35% will require a Bachelor's Degree or higher.
- Many of the higher paying occupations with projected openings require a STEM education.
- The faculty members have articulated a variety of future curricular visions that the College will need to evaluate against labor market and community needs.
- Many of the College's degree programs follow the current transfer models to the CSU and UC systems. The College also offers vibrant career and technical education (CTE) programs with several new areas being developed and an active CTE regional consortium.
- The college has a robust program of noncredit instruction serving the community with classes in English as a Second Language, GED preparation, and citizenship. Many of these classes are offered at off-site community locations.
- The college offers fee-based Community Education with short-term, not-for-credit classes in career education, leisure and personal interest activities, and a skill-building.

- Additional opportunities to expand services are available to the College through the work of:
 - the community education unit
 - participation in the regional adult education (AEBG) initiative
 - active support for the California Online Education (OEI) statewide initiative to revitalize online education
 - implementation of acceleration instructional design strategies in English composition and mathematics
 - the application of multiple measures for placement
 - the opening of the Coyote Valley satellite location, and the development of a new satellite facility in Hollister.
 - Guided Pathways, which is an integrated, institution-wide approach to student success by creating structured educational experiences that support each student from point of entry to attainment of high-quality postsecondary credentials and careers.
 - increased workforce development and the career education options.



3



FUTURE PROGRAM OF INSTRUCTION





3

FUTURE PROGRAM OF INSTRUCTION



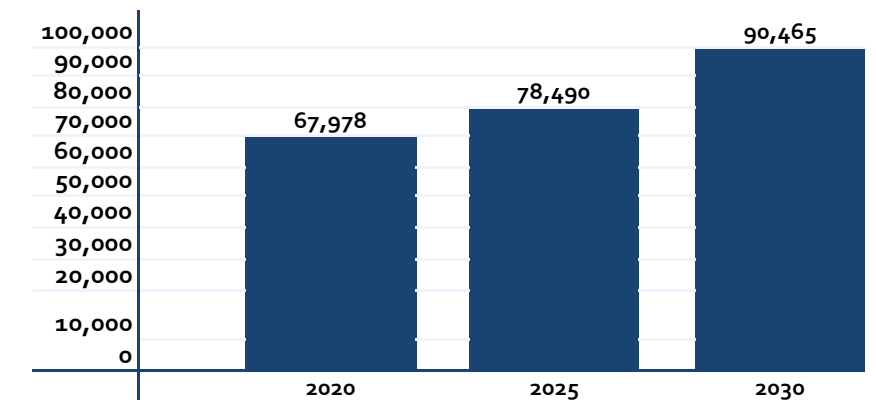
Linking the Educational Master Plan's internal and external analysis to Weekly Student Contact Hours (WSCH) and space quantification completes the process of planning for future instructional capacity. It balances the current curriculum, instructional delivery modes, learning environment, and necessary support structures with a comprehensive program of campus development. The extent and direction of future curriculum development is uncertain, but the visions of future curriculum in the Opportunities for the Future chapter will be balanced against the needs of the labor market, interests of prospective students, opportunities provided by the four-year transfer institutions, the College's mission, and priorities and financial resources of the College and District.

The current and immediate future economic indicators are improving, so it is anticipated that the College will return to positive growth in the foreseeable future. By the year 2020 new student enrollments should begin to increase and the College will return to its previous pattern of growth. Therefore, planning must involve developing a long-term vision as well as meeting short-term goals.

As a dynamic process, educational planning involves a mixture of methods and a variety of assessments. Looking to the future, the Facilities Master Plan must provide for sufficient facilities to accommodate higher enrollment numbers, to improve the teaching/learning environment, to address new program development, to integrate the latest technological innovations, and to provide adequate space configuration permitting flexible teaching methods.

Considering the economic and fiscal factors, the growth projection for WSCH was established to return to the level it had achieved in 2009. The current annual growth rate was established at 3.1%.

In any planning cycle, the projected WSCH is time specific and addresses future needs for increased capacity that may or may not materialize exactly at the times projected. The strategic goal is to plan for sufficient facilities that are flexible enough to accommodate additional enrollments when they do materialize. The following chart illustrates the projected WSCH on the main campus plus the existing small satellite centers in the Cities of Hollister and Morgan Hill.



BASELINE PROGRAMS AT GJCCD

These charts provide the enrollment information for the Fall semester in 2015 for each learning site. This baseline (snapshot in time) enrollment data is compared to existing classroom and lab space to help determine new space needs for the future. For example, how many additional classrooms and labs will the college need once enrollment growth milestones identified in the Educational Master Plan are reached. Once enrollment capacities are reached for current space in each discipline, additional classroom and lab space is recommended. For example, a specific discipline may have more enrollment capacity to grow than others based on their student per section data and therefore would not need additional space at the same time as other areas.

The districtwide enrollment growth is translated into weekly student contact hours and is projected in the chart at the end of this section.

The following chart defines the information in each column.

Term	Description
Nbr. Sect.	Number of sections of classes offered in the corresponding discipline during the Fall 2015/2016 academic year
Seats	The total number of seats occupied for the corresponding sections during the Fall 2015/2016 academic year
Seats/Sect.	The average number of seats occupied for each of the corresponding sections during the Fall 2015/2016 academic year
WSCH	The total weekly student contact hours for all students in all sections for the corresponding during the Fall 2015/2016 academic year
WSCH/Sect.	The average weekly student contact hours of each section offered the corresponding discipline during the Fall 2015/2016 academic year.
FTES	The total number of Full Time Equivalent Students captured for all sections offered the corresponding discipline during the Fall 2015/2016 academic year. One FTES equals 525 weekly student contact hours.

Note: a class section can be a traditional class, independent study for one or a few students or several different courses could be delivered in the same room during the same class time depending on need.

Gavilan College (Main Campus)	Nbr.		Seats/		WSCH/	
Division/Department/Discipline	Sect.	Seats	Sect.	WSCH	Sect.	FTES
Liberal Arts & Science						
English Department/ESL						
English 1500	77	1,433	18.61	4,974.53	64.6	161.08
ESL 4900	14	175	12.5	764.65	54.62	24.76
Humanities 0600	4	176	44	588.31	147.08	19.05
Fine Arts						
Art 1000	18	472	26.22	2,440.63	135.59	79.03
Communication 0600	20	587	29.35	1,876.72	93.84	60.77
French 1100	1	28	28	145.46	145.46	4.71
Journalism 0600	1	18	18	57.75	57.75	1.87
Japanese 1100	1	26	26	140.51	140.51	4.55
MCTC- TV Film 1000	3	18	6	80.91	26.97	2.62
Music 1000	8	219	27.38	934.19	116.77	30.25
Philosophy 2200	3	88	29.33	284.43	94.81	9.21
Spanish 1100	7	189	27	961.06	137.29	31.12
Theatre Arts 1000	6	127	21.17	444.4	74.07	14.39
Library 1600	2	59	29.5	58.99	29.49	1.91
Natural Sciences & Math						
Astronomy 1900	1	42	42	134.34	134.34	4.35
Biology 0400	18	464	25.78	3,107.69	172.65	100.63
Chemistry 1900	7	220	31.43	1,596.62	228.09	51.7
Ecology 0400	2	51	25.5	331.37	165.68	10.73
Environmental Science 0400	1	22	22	145.15	145.15	4.7
Geology 1900	2	68	34	461.07	230.54	14.93
Mathematics 1700	38	1,407	37.03	6,986.21	183.85	226.22
Mathematics 1700 (Online)	1	41	41	122.91	122.91	3.98
Physics 1900	3	105	35	686.21	228.74	22.22
Physical Sciences 1900	1	20	20	66.09	66.09	2.14
Physical Sciences 1900 (Online)	1	28	28	84	84	2.72
Social Sciences						
Anthropology 2200	5	124	24.8	390.97	78.19	12.66
History 2200	12	461	38.42	1,474.94	122.91	47.76
Political Science 2200	4	183	45.75	585.53	146.38	18.96
Psychology 2000	9	364	40.44	1,164.88	129.43	37.72
Sociology 2200	9	371	41.22	1,198.24	133.14	38.8
sub total	279	7,586	27.19	32,288.74	115.73	1,045.54

Source: Cambridge West Partnership, LLC

Gavilan College (Main Campus) Division/Department/Discipline	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES
CTE						
Allied Health						
Allied Health 1200	10	222	22.2	3,005.47	300.55	97.32
Allied Health 1200 (Online)	2	33	16.5	97.32	48.66	3.21
Health Education 1200	2	45	22.5	145.15	72.57	4.7
Aviation Maintenance Tech						
Aviation Maintenance 0950	3	43	14.33	812.51	270.84	26.31
Business						
Accounting 0500	8	180	22.5	692.07	86.51	22.41
Accounting 0500 (Online)	1	29	29	116.12	116.12	3.76
Administration of Justice 2100	8	298	37.25	943.76	117.97	30.56
Business Office 0500	4	59	14.75	147	36.75	4.76
Business 0500	5	149	29.8	484.24	96.85	15.68
Computer Sci & Info Sys 0700	22	402	18.27	1,009.24	45.87	32.68
Computer Sci & Info Sys (Online)	16	286	17.88	635.87	39.74	20.59
Digital Media 0600	4	66	16.5	197.96	49.49	6.41
Digital Media (Online)	2	8	4	0	0	0
Economics 2200	4	119	29.75	384.18	96.04	12.44
Economics 2200 (Online)	4	85	21.25	255.09	63.77	8.26
Law Enforcement 2100	1	61	61	143.6	143.6	4.65
Management/Marketing 0500 (Onlin	1	29	29	84	84	2.72
sub total	97	2,114	21.79	9,153.57	94.37	296.46
CTE Other						
Child Development 1300	8	188	23.5	601.59	75.2	19.48
Child Development 1300 (Online)	4	73	18.25	218.96	54.74	7.09
Cosmetology 3000	4	89	22.25	2,127.79	531.95	68.9
Coop Work Experience 4930	1	11	11	28.1	28.1	0.91
Water Resource Management 0958	4	105	26.25	344.34	86.08	11.15
sub total	21	466	22.19	3,320.78	158.13	107.53
Kinesiology						
Kinesiology 0835	18	830	46.11	1,725.09	95.84	55.86
Athletic 0835	16	372	23.25	2,423.03	151.44	78.46
sub total	34	1,202	35.35	4,148.12	122	134.32
Disability Resource Center						
Vocational Training 4930	8	196	24.5	1,087.06	135.88	35.2
Adaptive PE 4930	10	150	15	458.6	45.86	14.85
Computer Science & Info 4930	6	55	9.17	96.66	16.11	3.13
Guidance 4930	10	276	27.6	435.44	43.54	14.1
sub total	34	677	19.91	2,077.76	61.11	67.28
Counseling & Guidance						
Guidance 4930	23	561	24.39	396.53	17.24	12.84
Guidance 4930 (Online)	2	55	27.5	138.04	69.02	4.47
sub total	25	616	24.64	534.57	21.38	17.31
Non-Credit						
Allied Health 4930 (Online)	1	105	105	197.03	197.03	4.05
Guidance 4930 (Online)	1	76	76	2.47	2.47	0.08
English 1500	3	45	15	256.94	85.65	0.45
Library 1600 (Online)	10	3,999	399.9	119.51	11.95	3.87
sub total	15	4,225	281.67	575.95	38.4	8.45
CAMPUS TOTAL	505	16,886	33.44	52,099.49	103.17	1,676.89

Source: Cambridge West Partnership, LLC

SATELLITE CENTERS	Nbr. Sect.	Seats	Seats/ Sect.	WSCH	WSCH/ Sect.	FTES
Hollister Center						
Credit						
Guidance	1	24	24	12.66	12.66	0.41
Allied Health	1	1	1	0.93	0.93	0.03
Health Education	1	28	28	89.56	89.56	2.9
Accounting	1	4	4	9.26	9.26	0.3
BOT	1	0	0	8.34	8.34	0.27
CSIS	1	5	5	11.43	11.43	0.37
English	10	189	18.9	680.34	68.03	22.03
Art	1	35	35	115.5	115.5	3.74
Communication	2	65	32.5	208.15	104.07	6.74
Philosophy	1	21	21	67.32	67.32	2.18
Spanish	3	63	21	327.66	109.22	10.61
Mathematics	4	151	37.75	704.43	176.11	22.81
History	3	133	44.33	399	133	12.92
Psychology	2	70	35	227.29	113.65	7.36
Sociology	1	33	33	109.01	109.01	3.53
Non-Credit						
Non-Credit English	2	51	25.5	93.57	46.79	3.03
Non-Credit ESL	4	98	24.5	201.97	50.49	6.54
Subtotal	39	971	24.9	3,266.43	83.75	105.77
Morgan Hill Center						
Credit						
Guidance	1	26	26	13.9	13.9	0.45
Admin of Justice	2	45	22.5	148.54	74.27	4.81
CSIS	1	8	8	26.25	26.25	0.85
Digital Media	1	13	13	42.93	42.93	1.39
Child Development	2	20	10	66.09	33.04	2.14
DRC Vocational Training	2	37	18.5	107.16	53.58	3.47
Kinesiology	1	32	32	102.53	102.53	3.32
English	9	194	21.56	675.71	75.08	21.88
Art	1	35	35	115.5	115.5	3.74
Communication	2	63	31.5	201.66	100.83	6.53
Philosophy	1	24	24	76.9	76.9	2.49
Spanish	1	29	29	150.71	150.71	4.88
Astronomy	1	34	34	112.1	112.1	3.63
Mathematics	5	190	38	972.49	194.5	31.49
Anthropology	1	15	15	49.41	49.41	1.6
Geography	1	25	25	134.96	134.96	4.37
History	2	65	32.5	208.15	104.07	6.74
Political Science	1	38	38	121.68	121.68	3.94
Non-Credit						
Non-Credit ESL	3	67	22.33	169.85	56.62	5.5
Subtotal	38	960	25.26	3,496.50	92.01	113.22
Off Site/Off Campus						
	N Sec	Seats	S/Sec	WSCH	WSCH/Sec	FTES
Apprenticeship Prog Wk Exper						
Carpenter Apprentice 0952	37	837	22.62	838.15	22.65	27.14
Drywall -Lathing 0952	18	390	21.67	397.15	22.06	12.86
Total	55	1,227	22.31	1,235.29	22.46	40
Credit						
JFT Fire Technology 2100	11	205	18.64	601.59	54.69	19.48
JLE Law Enforcement 2100	27	574	21.26	3,201.88	118.59	103.68
Total	38	779	20.5	3,803.47	100.09	123.16

BASELINE PROGRAMS AT GJCCD

Off-site/ Off Campus	N Sec	Seats	S/Sec	WSCH	WSCH/Sec	FTES
Credit						
Admin of justice 2100	1	31	31	1,701.31	1701.31	55.09
CDC1 1300	1	4	4	12.04	12.04	0.39
CD2 1300	1	11	11	36.44	36.44	1.18
DRC Vocational Train 4930	4	121	30.25	2,927.65	731.91	94.8
DRC Adaptive PE 4930	1	26	26	109.32	109.32	3.54
Kinesiology 0835	2	62	31	190.85	95.43	6.18
English 1500	5	122	24.4	365.96	73.19	11.85
Humanities 0600	2	51	25.5	158.12	79.06	5.12
Art 1000	1	26	26	78.13	78.13	2.53
Communication 0600	1	22	22	72.57	72.57	2.35
Philosophy 2200	1	29	29	87.09	87.09	2.82
Spanish 1100	1	26	26	130.01	130.01	4.21
Library 1911	8	190	23.75	185.91	23.24	6.02
Biology 0400	2	19	9.5	57.13	28.57	1.85
Anthropology 2200	3	74	24.67	222.04	74.01	7.19
History 2200	1	33	33	99.13	99.13	3.21
Pol Science 2200	2	56	28	168	84	5.44
Psychology 2000	5	73	14.6	222.04	44.41	7.19
Sociology 2200	1	32	32	96.04	96.04	3.11
Non-Credit						
Allied Health 4930	1	72	72	54.66	54.66	1.77
English 1500	4	125	31.25	149.47	37.37	4.84
ESL 4930	17	422	24.82	1,070.07	62.95	34.65
Total	65	1,627	579.74	8,194.01	126.06	265.33
Subtotal	158	3,633	22.99	13,232.78	83.75	428.49
GRAND TOTAL	740	22,450	30.34	72,095.20	97.43	2,324.37
ONLINE SUMMARY						
	Nbr.	Seats	Seats/	WSCH	WSCH/	FTES
	Sect.		Sect.		Sect.	
Online Credit						
Mathematics 1700 (Online)	1	41	41	122.91	122.91	3.98
Physical Sciences 1900 (Online)	1	28	28	84	84	2.72
Allied Health 1200 (Online)	2	33	16.5	97.32	48.66	3.21
Accounting 0500 (Online)	1	29	29	116.12	116.12	3.76
Comp Sci & Info Sys 0700 (Online)	16	286	17.88	635.87	39.74	20.59
Digital Media (Online)	2	66	33	0	0	0
Economics 2200 (Online)	4	85	21.25	255.09	63.77	8.26
Management/Marketing 0500 (Online)	1	29	29	84	84	2.72
Child Development 1300 (Online)	4	73	18.25	218.96	54.74	7.09
Subtotal	32	670		1,614.26		52.33
Online Non-Credit						
Allied Health 4930 (Online)	1	105	105	197.03	197.03	4.05
Guidance 4930 (Online)	1	76	76	2.47	2.47	0.08
Library 1600 (Online)	9	3999	444.33	119.51	13.28	3.87
Total	11	4,180	380	319.01	29	50.22

Source: Cambridge West Partnership, LLC

TRANSLATING THE FINDINGS

A planning model was created by the consultant team to address the College's capacity for generating future WSCH and achieving enrollment growth. The model was based on demographics of the service area and the ability of the College to attract new students. The model utilized WSCH to project capacity as the primary determination method. Growth was projected out to 2030.

A baseline assessment was conducted using the Fall 2015 data prepared by the College and includes a detailed analysis of the program of study by Division and discipline. The baseline assessment provides a snapshot in time.

Projections for the future were not intended to dictate curricular content but rather provide a perspective of what lecture and laboratory facilities would be needed.

Based on the data of the baseline enrollment study, Gavilan College (main campus) will need the following new space to meet the enrollment growth projection identified below:

Summary of the WSCH used in the baseline and growth to 2030 is below:

Division	Weekly Student Contact Hours			
	2015	2020	2025	2030
Liberal Arts & Sciences	39,878.30	46,219.80	53,555.80	62,092
Career & Technical Education	14,468	16,767.80	19,430	22,526.10
Kinesiology	4,441.10	5147.3	5,964.50	6,914.90
Counseling/Guidance	648.5	751.7	871	1,009.60
Disability Resource Center	5,225.50	6079	7,017.80	8,136.50
Non-Credit	2,017.80	2,340.90	2,712.70	3,144.80
Off Site	5,182.20	4,574.70	5,300.90	6,145.70
Total	71,861.40	81,881.20	94,852.70	109,969.60

Source: Cambridge West Partnership, LLC

Growth Needs to 2030		
	lab	lecture
Liberal Arts:		
• Communications		1
• Art		1
• English		2
STEM		
• Life Sciences	2	
• Physical Sciences	1	
• Math		2
CTE		
• Allied Health		1
total	3 lab	7 lecture

*Note: The need for Coyote Valley and San Benito locations are identified separately

THE BUILDING FACILITIES PROGRAM

The goal was to provide new or renovated facilities that met the projected growth demands for the academic program of instruction and student support services. The capacity to generate Weekly Student Contact Hours (WSCH) based on data presented in previous pages was used as the key element for identifying the amount of lecture and laboratory space required.

The table below provides a summary of projected space needs based on projected WSCH.

Gavilan College 2015-2030 Room and Space Allocation Summary																				
Division	Current					Projected														
	Lec ASF	Lab ASF	Other ASF	Total ASF	#of SEC	2015				2020				2025				2030		
	Lec ASF	Lab ASF	Other ASF	Total ASF	#of SEC	Lec ASF	Lab ASF	Total ASF	#of SEC	Lec ASF	Lab ASF	Total ASF	#of SEC	Lec ASF	Lab ASF	Total ASF	#of SEC	Lec ASF	Lab ASF	Total ASF
Liberal Arts & Sciences	14,688	21,935	8,128	44,751	279	12,280	14,856	27,136	289	14,299	17,110	31,409	332	16,538	19,471	36,008	386	19,156	22,608	41,763
CTE	2,891	22,893	584	26,368	97	2,568	9,797	12,365	79	3,109	11,096	14,205	94	3,595	12,829	16,423	108	4,158	14,840	18,998
CTE Other	0	6,535	2,221	8,756	21	606	8,215	8,821	18	773	4,844	5,616	21	894	5,600	6,493	24	1,034	6,477	7,511
Kinesiology	0	0	0	0	34	114	12,460	12,574	41	146	14,441	14,587	47	169	16,696	16,865	54	195	19,313	19,508
Counseling/ Guidance	0	0	697	697	25	229	0	229	28	293	139	432	33	339	0	339	38	392	0	392
Disability Resource Center	0	0	1,253	1,253	34	826	491	1,317	36	1,061	424	1,485	42	1,227	490	1,716	49	1,419	566	1,985
Total Credit	17,579	51,363	12,883	81,825	490	16,623	45,818	62,441	491	19,682	48,053	67,734	569	22,760	55,085	77,845	659	26,354	63,804	90,158
Non Credit	0	0	0	0	15	145	356	501	14	186	416	603	16	216	481	697	18	238	555	793
Satellites																				
Morgan Hill	4,726	1,879	0	6,605																
Hollister	3,378	1,734	0	5,112																
Grand Total	25,683	54,976	12,883	93,542	505	16,768	46,174	62,942	505	19,868	48,469	68,337	585	22,976	55,566	78,542	677	26,592	64,359	90,950

Source: Cambridge West Partnership, LLC

* Reference Glossary on page ii, 124

EDUCATIONAL MASTER PLAN - FACILITIES MASTER PLAN LINKAGES

The table that follows is provided to illustrate some of the linkages between the Educational Master Plan and the Facilities Master Plan.

Project	Need
San Benito Campus	To better serve the current and future population of the area
Coyote Valley Campus	To better serve the current and future population of the area
Gavilan College	To better serve the current and future population of the entire district
Student Services	Centralize all student support services to improve student retention and student success
Library/Learning Resource Center	Centralize learning resources and support staff. Enhance learning spaces expected in a collegial environment
STEM Center	Increase laboratory and classroom space designed to improve outcomes in STEM education
Visual & Performing Arts Complex	Create a collaborative environment needed in the visual and performing arts.

Source: Cambridge West Partnership, LLC



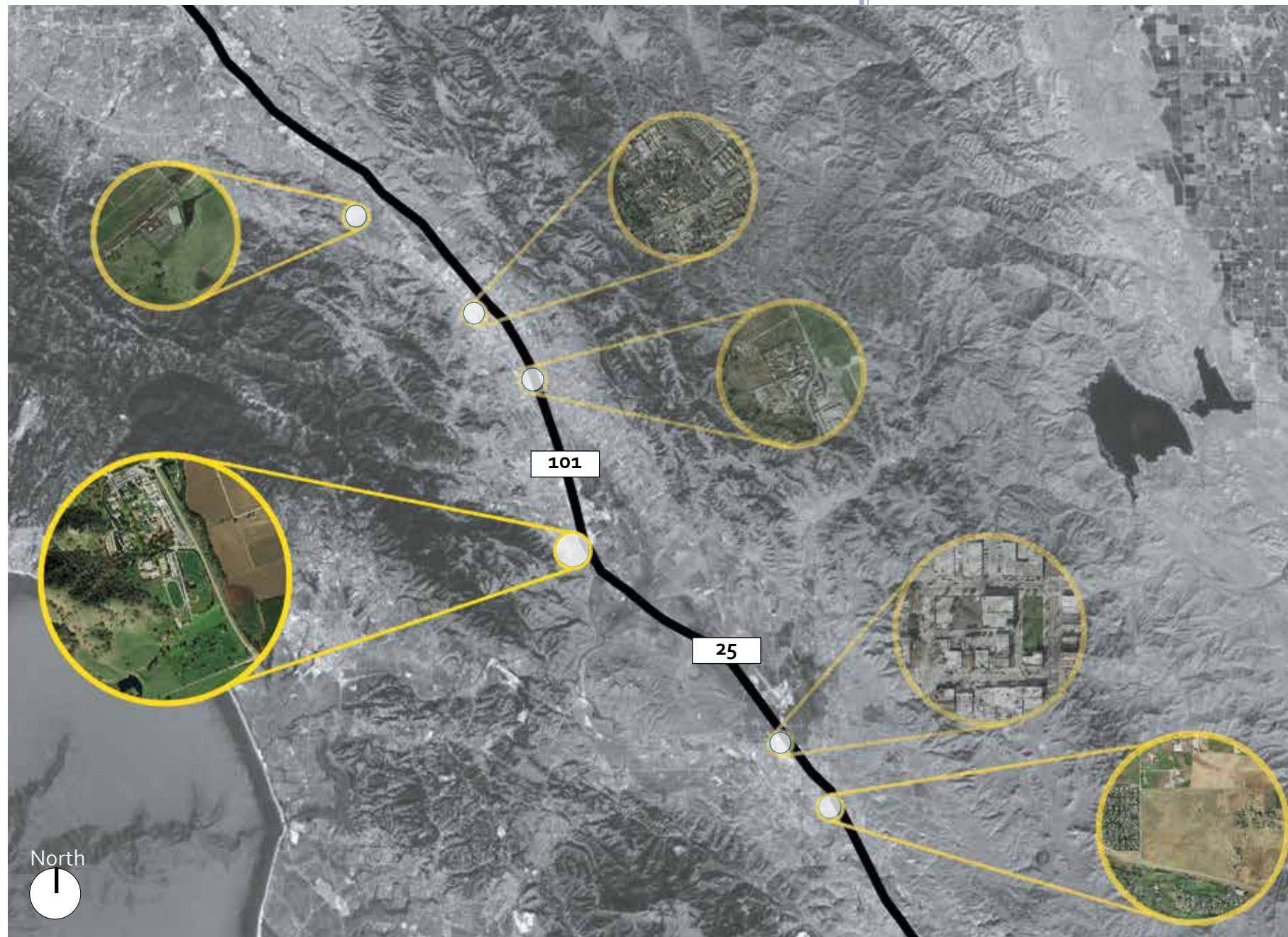
GAVILAN JOINT COMMUNITY COLLEGE DISTRICT TODAY

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GAVILAN JOINT COMMUNITY COLLEGE TODAY



OVERVIEW

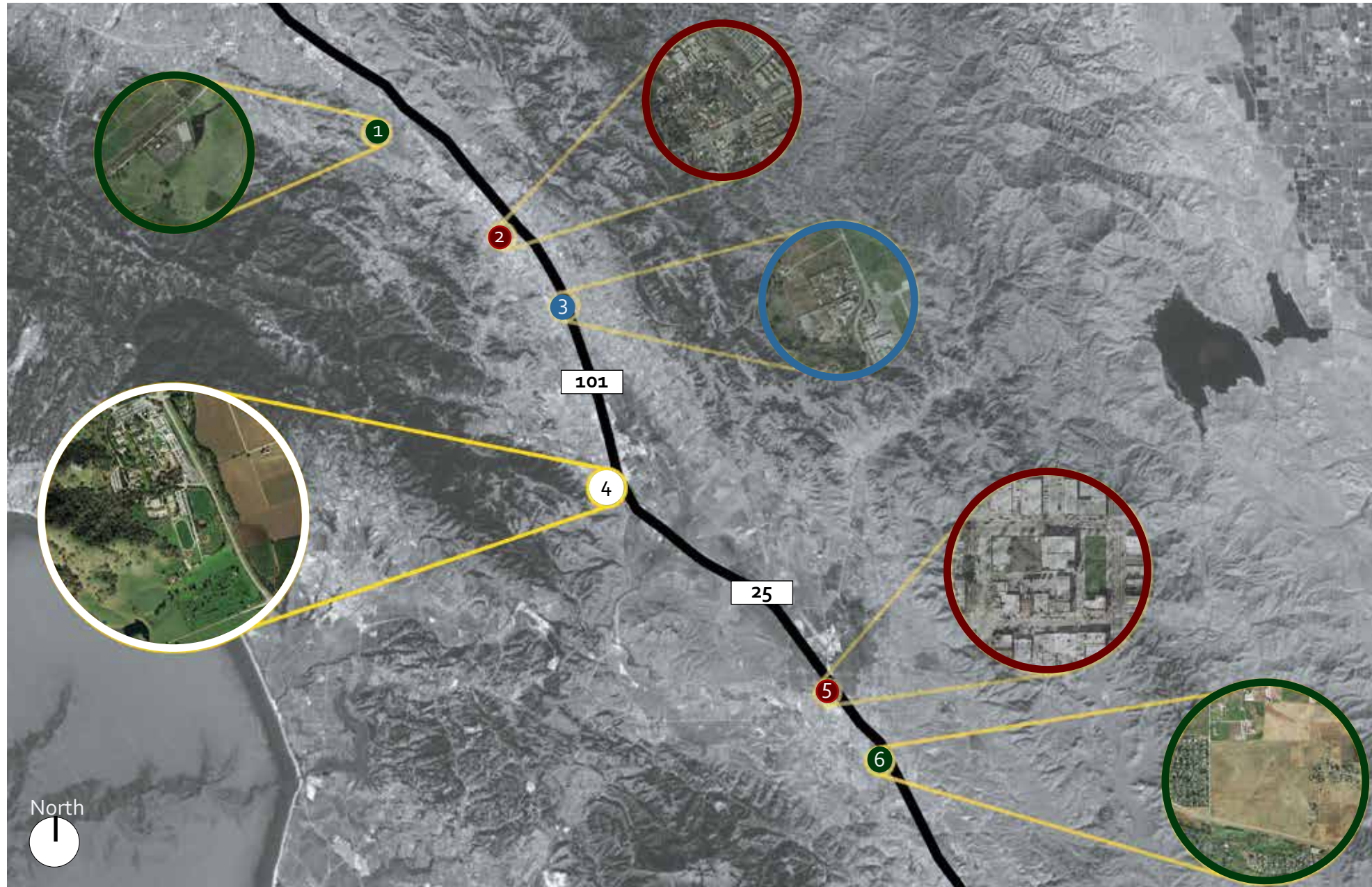
Gavilan College originally opened its doors in 1919 as San Benito County Junior College. It carried this name until 1963 when the boundaries of the district were redrawn to include both San Benito and Santa Clara Counties.

In 1966, the current Gilroy Campus was constructed. The campus is in Gilroy California, approximately thirty-five miles south of the Silicon Valley. Two instructional facilities were added to the College in 1997, Hollister and Morgan Hill. Both facilities are leased. A fourth site, Coyote Valley, north of Gavilan College (Main Campus), was acquired and began construction to serve the South Bay Regional Training Consortium in 2016.

Today, the College is comprised of the main campus in Gilroy along with four instructional sites (Coyote Valley, San Martin, Hollister, and Morgan Hill). The San Martin site is located at the San Martin Airport and houses Gavilan College's Aviation Technology Department. Gavilan College has acquired 78 acres in San Benito County to establish an Education Center as the first step towards a future College.

In 2016 the Gilroy campus served over 10,000 students. Together, the Hollister and Morgan Hill facilities served an additional 1,200 students.

GAVILAN JOINT COMMUNITY COLLEGE DISTRICT CAMPUSES



KEY CAMPUS

- 1 Coyote Valley
- 2 Morgan Hill
- 3 San Martin Aviation
- 4 Gilroy
- 5 Hollister
- 6 San Benito



1. COYOTE VALLEY CAMPUS

15 acres of the 55-acre site currently support the South Bay Regional Training Consortium, while also providing general classes for the Gavilan College students.



2. MORGAN HILL CAMPUS

It operates out of a leased space within the Morgan Hill Community Center.



3. SAN MARTIN AVIATION CAMPUS

The Aviation Technology Department currently operates out of a newly developed site at the San Marin Airport. The campus is comprised of two classrooms, one lab, and supporting offices sufficient to meet any near-term needs. Therefore the site was not addressed as a part of the Facilities Master Plan.



4. GILROY CAMPUS (MAIN)

The Gilroy campus serves as Gavilan's main location, providing the largest variety of classes and services.



5. HOLLISTER CAMPUS

Located in downtown Hollister, this leased facility encompasses most of the ground floor of a central parking structure.



6. SAN BENITO CAMPUS

This location is intended to serve the southern region of the District and is currently finalizing its environmental mitigation. Abutting Airline Highway, the 78 acres was purchased with a vision of establishing a larger campus presence in the Hollister community and reach current and future students in the region.







COMMUNITY CONTEXT

The Gilroy campus encompasses approximately 147 acres including a golf course and several acres of hillside hiking trails; the College is often described as “park like”, with open, natural areas surrounding the campus core and extending into and between classroom buildings.

The College is nestled in rolling hills to the West and the South, bounded by a single family residential complex to the North, and Santa Teresa Boulevard, which provides all access to the College, to the east. Agricultural land east of Santa Teresa Boulevard separates the campus from Highway 101.

The closest retail areas offering students/faculty/guests food or supplies are located off Monterey Street, approximately 5 miles north of campus.

ACCESS TO THE CAMPUS



While all direct access to the campus is from Santa Teresa Blvd., it is instructive to understand this in a broader context:










STATE HIGHWAY 101

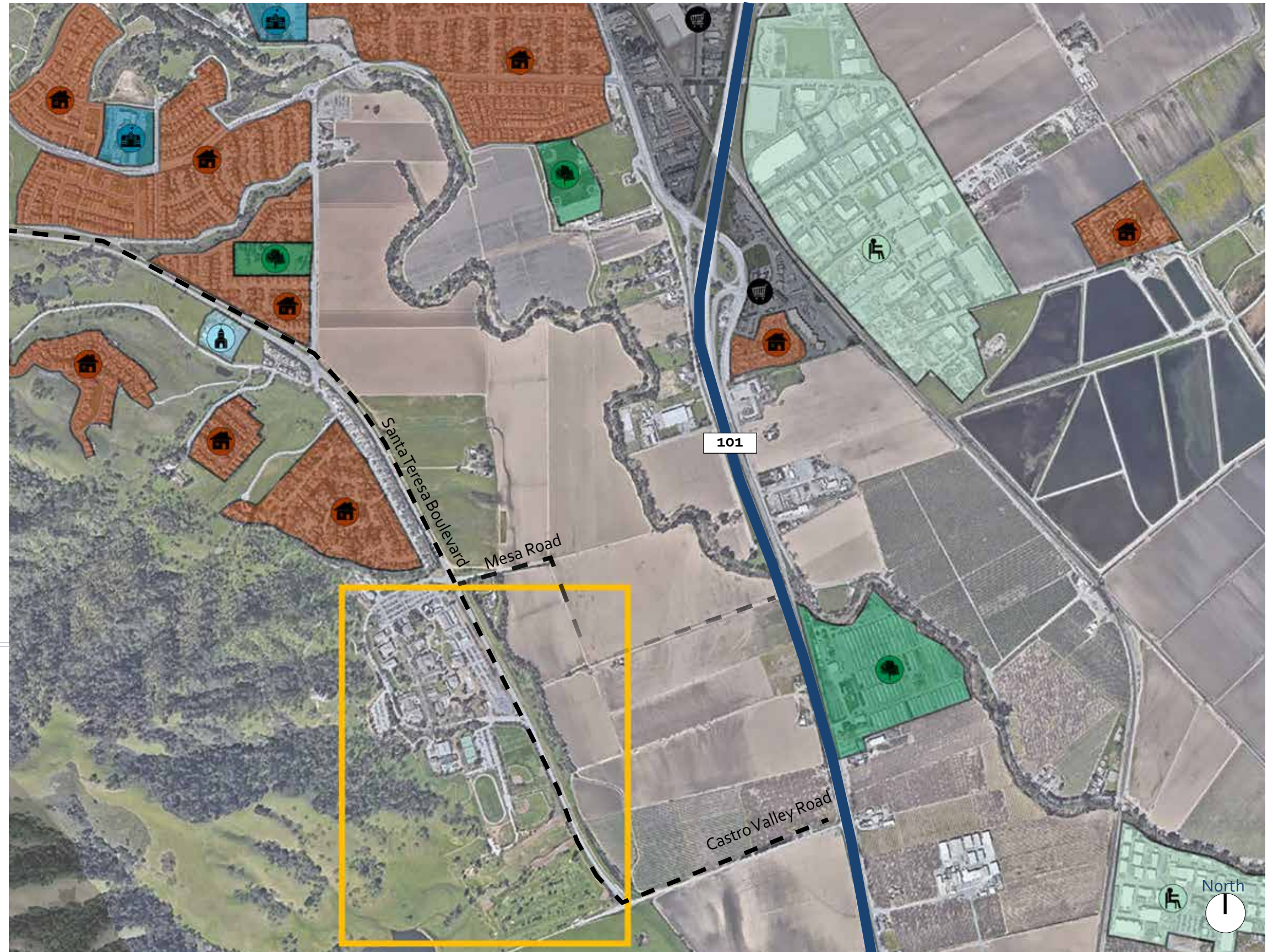
Regionally, the campus is served by State Highway 101, connecting the campus with San Jose to the North and Salinas to the South. While the Highway 101 is the primary feeder to the campus, access from the 101 to the College is limited and at times confusing, especially to first time visitors.

The 101 is a 2-way, 4 lane highway as it passes east of the college, with southbound exits serving the College at Mesa Road and Castro Valley Drive. Traveling northbound, the 101 exit is north of the college, requiring students and visitors to loop back at the Monterey exit and return south to reach the campus via Mesa Road or Castro Valley Drive. Both southbound exits lack adequate deceleration lanes, creating safety issues:

- Mesa Road: While the Mesa Road exit (northernmost exit) leads directly to the northern most campus entry where it intersects with Santa Teresa Blvd., the 101 / Mesa Road exit lacks sufficient signage for a driver to prepare to exit. Coupled with the absence of a deceleration lane, the Mesa Road exit is at best problematic.
- Castro Valley Blvd: The Castro Valley exit (southernmost exit) has sufficient signage (although currently overgrown foliage hinders visibility) and provides a short exit deceleration lane, separate from the 2-lane highway (however still requires immediate deceleration). While not ideal, the Castro Valley Road is easily the preferred exit. After exiting, the road traverses open fields until it connects with Santa Teresa Boulevard. Turning right onto Santa Teresa, vehicles travel north, adjacent to the east edge of the Gavilan College Athletic Fields, prior to reaching the southernmost Campus Entry. There is minimal signage at the Santa Teresa Blvd./ Castro Valley intersection.

KEY

-  Residential
-  School
-  Park
-  Religious Building
-  Retail
-  Business
-  Existing Campus
-  101 Freeway
-  Perimeter Arterial Roadways



VEHICULAR ACCESS & CIRCULATION

Santa Teresa Blvd, connects directly, four miles north of the campus with State Route 152, which runs from Watsonville at the west, and to the east with Route 99 to which provides access to and from the Hollister campus. Students arriving from the residential areas directly North/Northwest of the campus can access the College directly from Santa Teresa Boulevard without using the freeway.

SANTA TERESA BOULEVARD

Santa Teresa Boulevard, the campus' primary frontage, is a two-way, two lane arterial road with separate bike paths on either side. The campus has two access points from Santa Teresa, one at the north edge of the campus and the other at the south edge of the campus core, providing access to both the core facilities to the north and athletic facilities and fields to the south.

LOOKING AT THE ADJACENT DIAGRAM:

Entry (A) is considered the main entry and leads to a ceremonial roundabout, providing access to the primary campus drop-off and Parking Lot A. Public Transit utilizes Entry A and serves an improved Transit Stop at the north end of Sycamore Lane, a primary pedestrian spine and gateway to the campus core.

Entry (B) provides access to the athletic fields and Parking Lot H as well as Lot C at the east edge of campus.

Both entries are controlled and safe however both, as primary campus entries, would benefit from better signage, lighting and other landscape improvements.

ON THE CAMPUS

A loop road connects the two Santa Teresa Blvd. entries and circumscribes the western edge of the Campus core. This circulation is simple, clear and provides direct access to all primary student parking.

Circulation along the eastern edge of campus, from entry to entry, is by way of or through parking lots; while it is possible to move north and south along the eastern edge of the campus, this movement is difficult and not easily understood by visitors or new campus users. The vehicular connection between Lots A and B, based on parking layout, turning movement and lines of site, is especially problematic.



Entrance A



Entrance B



KEY

- Campus Entry
- ▬ Loop Road
- ▬▬▬▬ Vehicular Circulation (1-Way)
- ▬▬▬▬ Vehicular Circulation (2-Way)
- ▭ Parking
- ▭ Drop Off
- ▭ Solar Covered Parking
- ▭ Transit Stops
- Ⓐ Parking Lot

PARKING

The adjacent diagram depicts the current parking on the Gavilan College, Gilroy Campus. The current parking plan is effective, with lots relatively equally dispersed and filled with vehicles throughout the day. At the time of this study, 2017, there were approximately 1,620 stalls on the Gavilan Campus. According to the most recent enrollment data (Fall 2016) there were 4,129 unduplicated credit students attending classes on the Gilroy main campus. These numbers equate to a parking ratio of approximately 2.5 students for every parking stalls, or a ratio of 2.5:1. For community college planning, a ratio of 4:1 students and 2:1 faculty/staff, with 25-50 spaces reserved for visitor parking is generally considered adequate. Many campuses across California have an average parking ratio of approximately 5:1.

Approximately 65% of the parking is located within the loop road: Lot A on the north edge of campus, Lot C to the east and two smaller lots, Lots D and F on the western edge of the core. The balance of parking is located outside of the loop: to the south, Lot H, and to the west, Lot E. Stalls located outside the loop road lead to potential vehicular and pedestrian conflicts with multiple unimproved crossings from parking to the core of campus. The planning team witnessed multiple students parking in Lot H, south of the loop road, or Lot E, west of the campus core, crossing and /or utilizing the loop road for pedestrian circulation; first-hand examples of pedestrian / vehicular conflicts.

All the parking lots are within a ¼ mile (approximately 5-minute walking distance) of the center of campus, the Library building. Lot H is the only parking area with stalls lying outside of this ¼ mile circle, however it should be noted that this lot, in addition to providing general student parking, directly serves the gym and athletic fields.

LOT A & B

Parking Lots A & B contains 30% of the campus parking.

Lot A, running the length of the north side of campus has direct access from the Santa Teresa Blvd. and Mesa Rd. intersection (Campus Entry A). Considering campus topography, this lot provides pedestrians the opportunity to enter campus at different grades. The parking lot provides entry at Sycamore Lane (the westernmost pedestrian spine), Theater Arts (at the middle level of campus), and the Multi-Purpose Vocational Education facilities (at the lower level of campus).

Lot B, east of the Multi-Purpose Vocational facilities is accessed through Lots A or C.

In 2017, the campus completed a Solar Covered parking project. A large portion of Lot A is Solar Covered.

LOT C

Lot C borders the east edge of campus and holds 28% of campus parking. The parking lot C is accessed from either Campus Entry B, to the south, or through lots A and B to the north. Lot C hosts morning and afternoon drop off for the high school students of the Gilroy Early College Academy (GECA). Lot C is located at the lowest level of the campus and provides a single pedestrian gateway. Considering campus topography, stairs and or ramps are required access to the core of campus.

In 2017, the campus completed a Solar Covered parking project. Approximately one third of Lot C is Solar Covered.

LOT D

Parking Lot D provides 20 stalls, some of which are accessible, on the west edge of campus. This is at the second highest elevation and provides on grade level access to the North East Educational Facilities, Social Science and Business.

LOT E

Lot E provides 139 stalls west of the loop road. Located at an elevation higher than the campus core, a pedestrian walk links the Lot with the Gymnasium. Pedestrian access to the campus core, is shared with vehicular circulation, is not accessible, and requires crossing the loop road.

LOT F

Lot F provides parking directly adjacent to the Student Services Center. This lot facilitates service vehicle access to Sycamore Lane and the Sciences.

LOT G

Lot G is limited to 16 directly adjacent to the Gymnasium and Adaptive PE facilities. A pedestrian drop-off is provided at this location.

LOT H

In addition to providing general student parking, Lot H supports the athletic fields and gymnasium. It is commonly used by student who will park, cross the loop road, and enter the campus core at the outdoor classroom southwest of the science complex, creating concern for pedestrian safety.

P A R K I N G

#

A	407
B	77
C	460
D	20
E	139
F	53
G	16
H	362
I	33

TOTAL

1,567

KEY

- Campus Entry
- ▬ Loop Road
- ▬▬▬▬ Vehicular Circulation (1-Way)
- ▬▬▬▬ Vehicular Circulation (2-Way)
- Parking
- Solar Covered Parking
- 1/4 Mile Radius
- Potential Pedestrian Conflicts
- ▬ Drop Offs
- Transit Stops
- A Parking Lot



SERVICE ACCESS

The campus loop road doubles as the primary service access to most campus locations and facilities on the periphery of the campus core including Facilities, Cosmetology, Student Services (Bookstore and Food Services), the Theatre, and via Lot B, the Multipurpose Vocational Facility.

Internal service access is supplement by Sycamore Lane and an under-developed service road extending east from Lot F, around the south and east side of the science facilities, extending north towards the Library and Arts facility, and then east, eventually connecting with service access to the Multipurpose Vocational Facility and Lot B. Both Sycamore Lane and the above referenced under-developed service road also serve as fire access and pedestrian circulation through campus.





KEY

- ||||| Primary Service Road
- ||||| Underdeveloped Service Road
- Service Stop
- Ⓐ Parking Lot

TOPOGRAPHIC CHANGES

Pedestrian movement east and west across campus is significantly impacted by a 60' change in elevation from Parking Lot E, at the western edge of the campus core, to Parking Lot C, at the eastern edge of the campus. The planning team suggests this is a significant planning issue which should be addressed by the master plan and in the detailed planning and development of future facilities to facilitate to the extent possible "universal access" and ease of student movement and engagement.

Buildings on the campus are arranged primarily on four topographic tiers running north and south through the campus, with a fifth tier, as shown on the adjacent diagram, serving vehicular circulation and parking. Elevation changes on a north and south axis across any specific topographic tier are relatively minor and far less problematic than east / west grade changes from an accessibility perspective.

220'-225'

Accessed directly from the parking lots on the North and East end of campus, GECA Middle College and the Multi-Purpose Vocational Education Building all sit within the lower elevation level. The Child Development Center (CDC) sits slightly higher and requires stair and ramp access from Lot E.

225'-230'

The second tier contains the Nursing Building, Music, Portable Buildings 19 & 20, and the portions of the Theater. Universal access to facilities at this elevation can be accommodated via the previously referenced, "under-developed service access" that extends north south across campus along the west edge of the referenced facilities.

230'-240'

Running through the center of campus, this topographic tier houses the majority of campus' facilities : STEM, the Library, the Art and Humanities buildings, and Theatre.

240'-255'

The highest elevation that houses facilities, also has the greatest change in elevation. The Student Services, Business, Social Sciences and Cosmetology buildings are all located on the upper eastern edge of campus. Sycamore Lane sits within the lower elevation of the tier at approximately 242'.

255'-270'

Above the western most campus facilities sits Parking Lot E at an elevation of 270'.

The Chapel is located beyond the 5th tier at an elevation of 279'.



From Lot C east towards the Health Occupations Building



Sycamore Lanes West towards the Art Building and Library

SPOT	Elevation
Lot E	270'
Student Services	250'
Library	235'
Child Development	220'
Lot C	210'



KEY

- 270' — 210' Topography Gradient
- Elevation at Line
- - Main Topography Line
- Ⓐ Parking Lot



PEDESTRIAN ACCESS & OPEN SPACE

PEDESTRIAN ACCESS & GATEWAYS

Due to the rural nature of the campus, Santa Teresa Blvd lacks sidewalks and there are no active or improved campus edge pedestrian gateways. Therefore, pedestrian access and gateways into the core of campus are from on-campus parking, a limited number of pedestrian drop-offs, and the public transit stop at the north end of Sycamore Lane.

Excepting the northern end of Sycamore Lane, many of the existing pedestrian gateways are poorly defined, lacking appropriate signage and consistent hardscape, landscaping, lighting and site furnishings. A lost opportunity to define campus arrival.

In some cases, pedestrian paths and gateways from parking to the core of campus do not directly reflect or support student movement. Examples include:

- A single improved east / west spine and gateway from lot C to core of campus.
- Lack of a direct and convenient path of travel from Lot H to the core of campus.
- Lack of a safe and convenient path of travel from Lot E to the core of campus.

On numerous occasions the planning team noted students took to making their own pathways from Lot C directly to the buildings they frequently visit such as the Sciences, or Health Occupation Building. In the case of access from Lots E and H, the planning team observed students crossing the loop road at unimproved locations, a safety concern.

ON CAMPUS PEDESTRIAN CIRCULATION

While park-like in its character, the campus generally lacks a clear hierarchy of improved pedestrian paths and purposefully developed open spaces linking buildings and activities within the campus. Therefore, Pedestrian way finding, the ability to easily and conveniently find your way from parking to your destination, or from one destination or building to the next, is generally difficult, especially for those new to the campus.

Sycamore Lane, the only improved primary north-south pedestrian spine, is a delightful exception to the statements above. Extending from Lot A at the north edge of campus, through the heart of campus, past the Library and Student Services building, bridging over the Loop Road and terminating at the Gym / Adaptive PE complex at the southern edge of campus, this promenade is defined by mature Sycamore trees and is visually defined with consistent paving materials, lighting, and pedestrian furnishings. It is the only planned and purposefully developed pathway on the campus.

The primary east – west spine extending from Lot C to the east, through the Campus core and terminating at the Student Services Building lacks distinguishing character and purposeful definition. This is also true of the “under improved service access” extending north and south from the arts facilities to the science complex. Many of the internal campus pathways are generally unimproved and do provide direct line of sight or connection to buildings. This casual, meandering circulation aids in creating the park-like setting, however adds to way finding challenges.

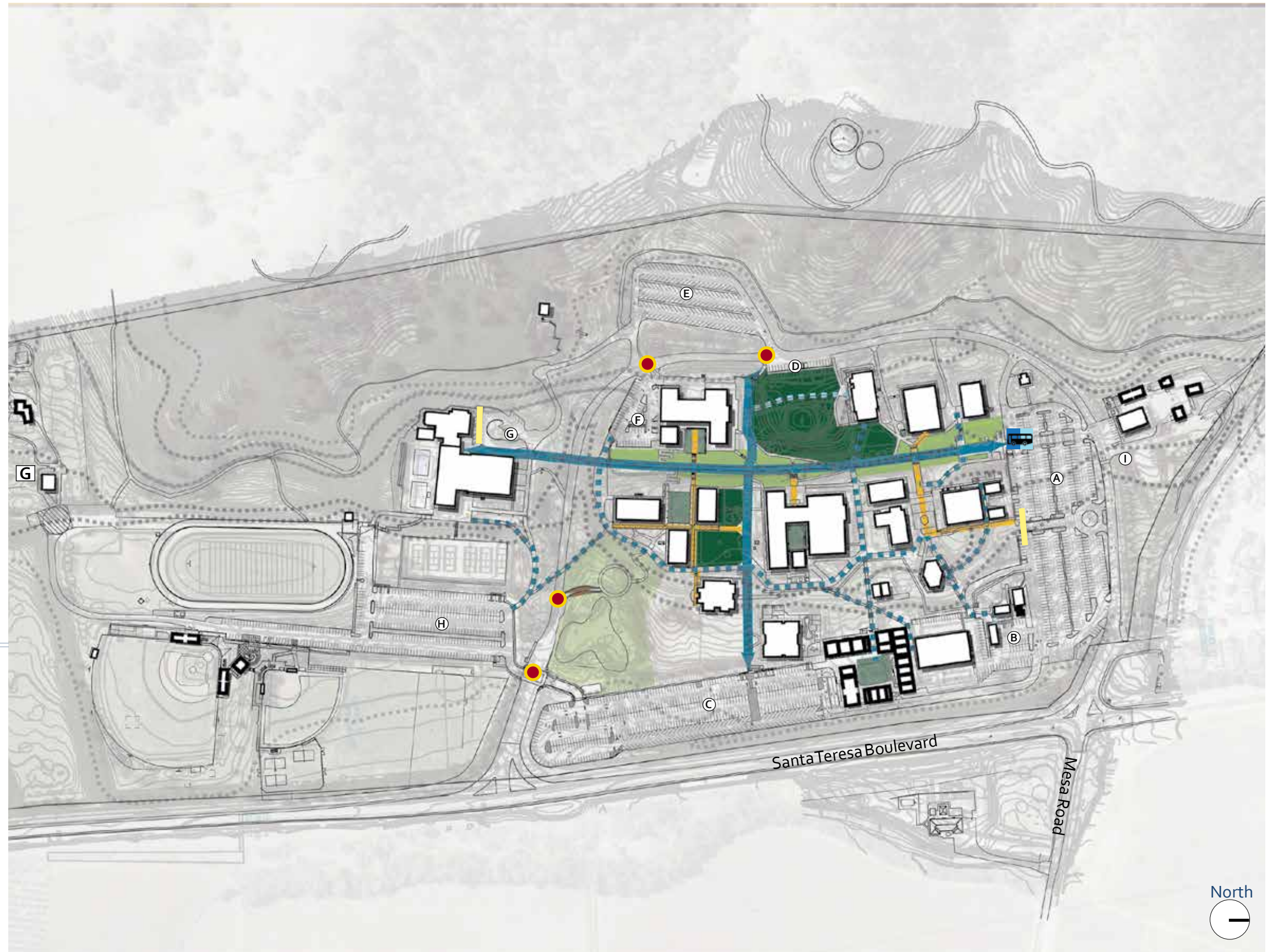
Overall, a lack of purposefully planned and designed major pedestrian pathways connecting destinations within the campus, coupled with a lack of consistent signage leads to confusion and difficult way finding. The planning team consistently heard from staff and students alike, that first time students and visitors often-times must be personally walked to their destination, as it is too confusing to explain the circulation to different campus areas.

OPEN SPACE

With ample open space, and a commitment to maintain its park-like setting, the Gilroy Campus is defined by mature trees, lush plantings, an outdoor classroom and scattered outdoor spaces – some improved and others more natural in character.

Currently, the primary congregating spaces for students include the Student Center, which is elevated above and lacks a strong connection to the center of campus, the plaza on the west edge of the Library, and the outdoor spaces surrounding the science classrooms.

Many of the current open spaces, while visually appealing, were not purposefully programmed to support student congregation and collaboration. Unfortunately, the low- density nature of development and lack of a “center of campus” reinforced with surrounding student oriented facilities results in students scattered across campus. The college is not lacking in open space, however should focus on the development of existing spaces to further foster a collegial environment at the center of campus.



KEY

- Main Pedestrian Access
- Secondary Pedestrian Access
- Tertiary Pedestrian Access
- Potential Pedestrian Conflicts
- Outdoor Space
- Outdoor Classroom
- Main Promenade
- Discipline Specific Courtyard
- Drop Offs
- Transit Stops
- (A) Parking Lot

CAMPUS ZONING

As the adjacent diagram indicates, the Campus is relatively well-zoned from an academic perspective with distinct and generally consolidated neighborhoods (i.e. STEM, Fine and Visual Arts, Athletics, etc.).

The same cannot be said for administrative offices and services, or for student services which are spread across campus in multiple locations. Ease of access to a wide array of Student Services is of significant concern and crucial to the success of both current and prospective students. These services are currently scattered in multiple facilities including the original Student Services Building at the south western edge of campus (the farthest point from the Campus Entries), in the Library at the center of campus, and in the Multipurpose Building on the north east edge of campus. This scattering of services does not support ease and convenience of student access to services.



BUILDING

- GY** GYM
- APE** Adaptive Physical Education
- CHP** Chapel
- SC** Student Center/ Administration
- LS** Life Science
- PS** Physical Science
- MA** Math
- HOB** Health Occupations Building (Nursing)
- CDC** Child Development
- LI** Library
- SS** Social Science
- HU** Humanities
- AR** Art
- GECA** Middle College
- PB** Portable Buildings
- MP** Multipurpose Building
- MU** Music
- BU** Business
- COS** Cosmetology
- TH** Theater
- BOB** Business Office Building
- HRC** Human Resources Conference Center
- HR** Human Resources
- MAY** Mayock House
- G** Golf

KEY

- Athletics / Physical Education
- STEM
- Career and Technical Education (CTE)
- Student Services
- Business, Humanities, Social Science
- Visual & Fine Arts
- Administrative Services
- Maintenance & Operations
- Food Service



AGE & CONDITION OF BUILDINGS & INFRASTRUCTURE

EXISTING BUILDING STOCK

The age and condition of campus facilities varies; however, a large number of the original campus facilities were built in 1967, over 50 years ago and will require significant capital expenditures to meet current instructional and support needs, replace aged or deficient building systems (mechanical, electrical, plumbing) and correct issues resulting from deferred maintenance.

As shown in the adjacent table, 18 of the campus buildings are currently over 40 years old, 10 exceed 50 years and 2 have surpassed 100 years. Based on a 15-year planning horizon most of these building will be 60-70 years old in 2032.

The newest facilities, including Adaptive PE, Child Development and the Health Occupations Buildings, are 13 – 16 years old, placing them at 28-31 years of age at the end of the planning horizon.

Age is not the only factor which should be considered in a building's continued use. Other factors include the ability of any specific facility to support current instructional or support needs, the age and condition of MEP systems, the availability of current technology infrastructure, operating costs, security considerations, and ultimately the cost of modernization vs. replacement.

To assess the current physical condition of each building, discussions were held with the campus' maintenance and operations team. Buildings were evaluated by component systems - building envelope (roof condition, canopy conditions, painting); the age and capacity of plumbing, mechanical and electrical systems; and the need for day-to-day maintenance. These discussions resulted in the ranking of buildings as characterized in the adjacent table and diagram.

A SUMMARY OF THIS ANALYSIS INDICATES THE FOLLOWING:

- Over half of the facilities were ranked a 3 or lower, a general indication of the modernization and maintenance needed.
- A number of older buildings were rated as poor or very poor. Based on their ability to support current and future instructional needs and the cost of modernization vs replacement it is the planning team's recommendation several of these facilities be considered for demolition and replacement, including the Library and Theatre buildings.
- Buildings such as the STEM cluster are in usable condition, however these programs have evolved, the labs are not state-of-the-art, and the programs have or will soon outgrow their current space, and the buildings continue to age. While integration of new or expanded facilities will likely meet the STEM program needs, consideration should be given to replacement of some or all of these facilities when the new / additional facilities are programmed and designed.

INFRASTRUCTURE

The campus infrastructure has aged with buildings. Significant maintenance and operating cost issues include:

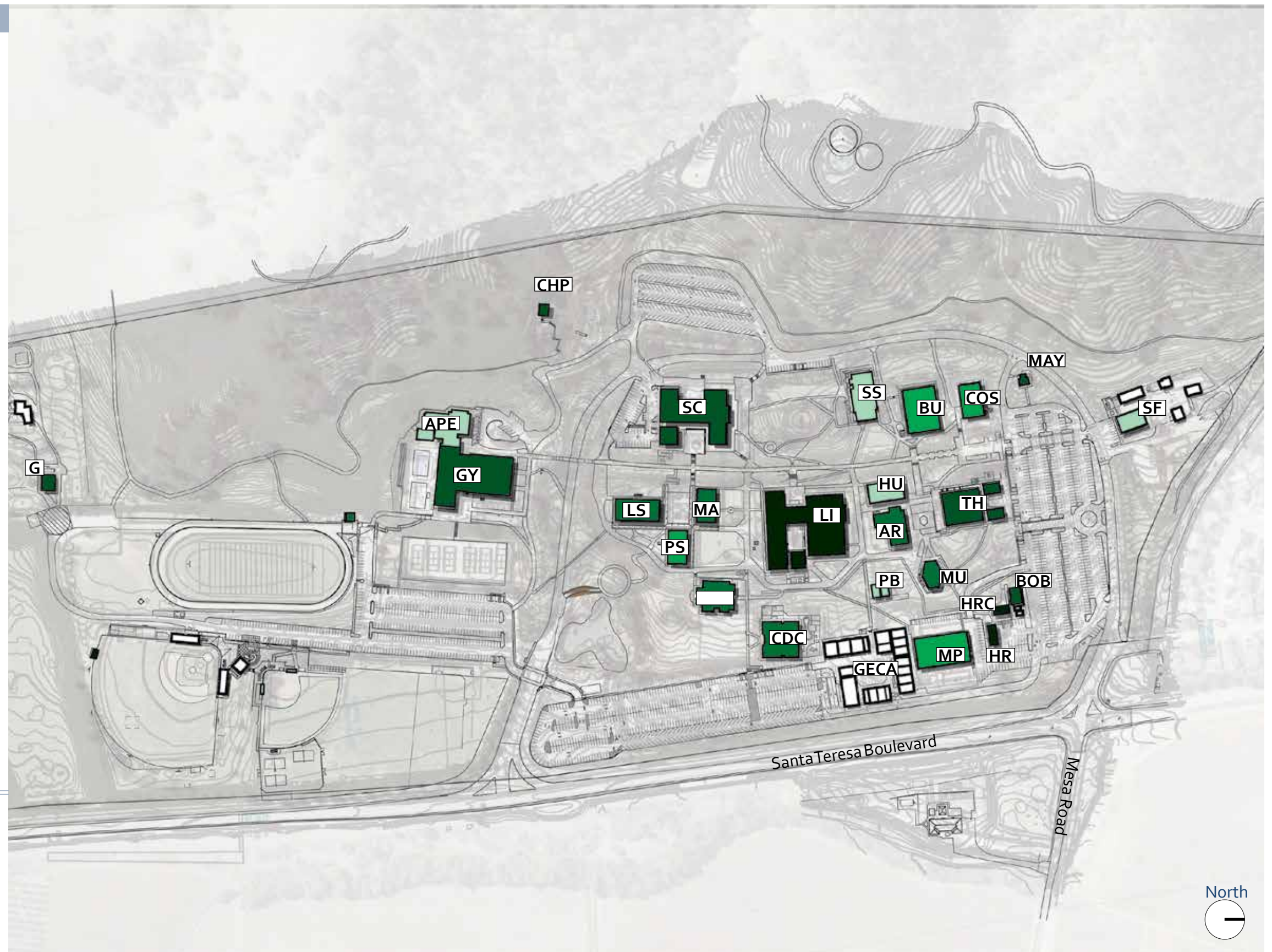
- The lack of central plant facilities. Individual buildings are supported by a variety of package units and/or split systems
- Plumbing issues related excessive water pressure and hard water including the ongoing need for boiler replacement

On a positive note, significant progress has been in meeting campus energy demands with the recent completion of solar panel installations in Parking Lots A and C. This investment in infrastructure will benefit the campus in future years.

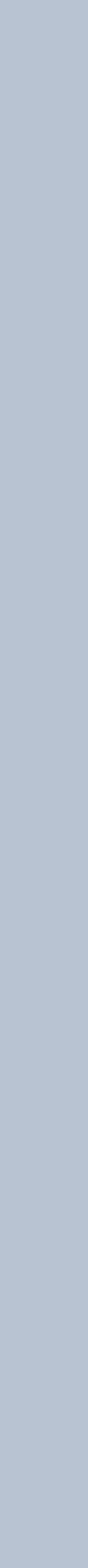
BUILDING	AGE
GY	GYM 50
APE	Adaptive Physical Education 13
CHP	Chapel 124
SC	Student Center/ Administration 50
LS	Life Science 49
PS	Physical Science 50
MA	Math 50
	Health Occupations Building (Nursing) 16
CDC	Child Development 16
LI	Library 50
SS	Social Science 43
HU	Humanities 49
AR	Art 49
GECA	Middle College
PB	Portable Buildings 9
MP	Multipurpose Building 36
MU	Music 43
BU	Business 46
COS	Cosmetology 50
TH	Theater 50
BOB	Business Office Building 40
HRC	Human Resources Conference Center 25
HR	Human Resources 40
MAY	Mayock House 131

KEY

- 1. Good Condition
- 2. Fair Condition
- 3. Medium Condition
- 4. Poor Condition
- 5. Very Poor Condition

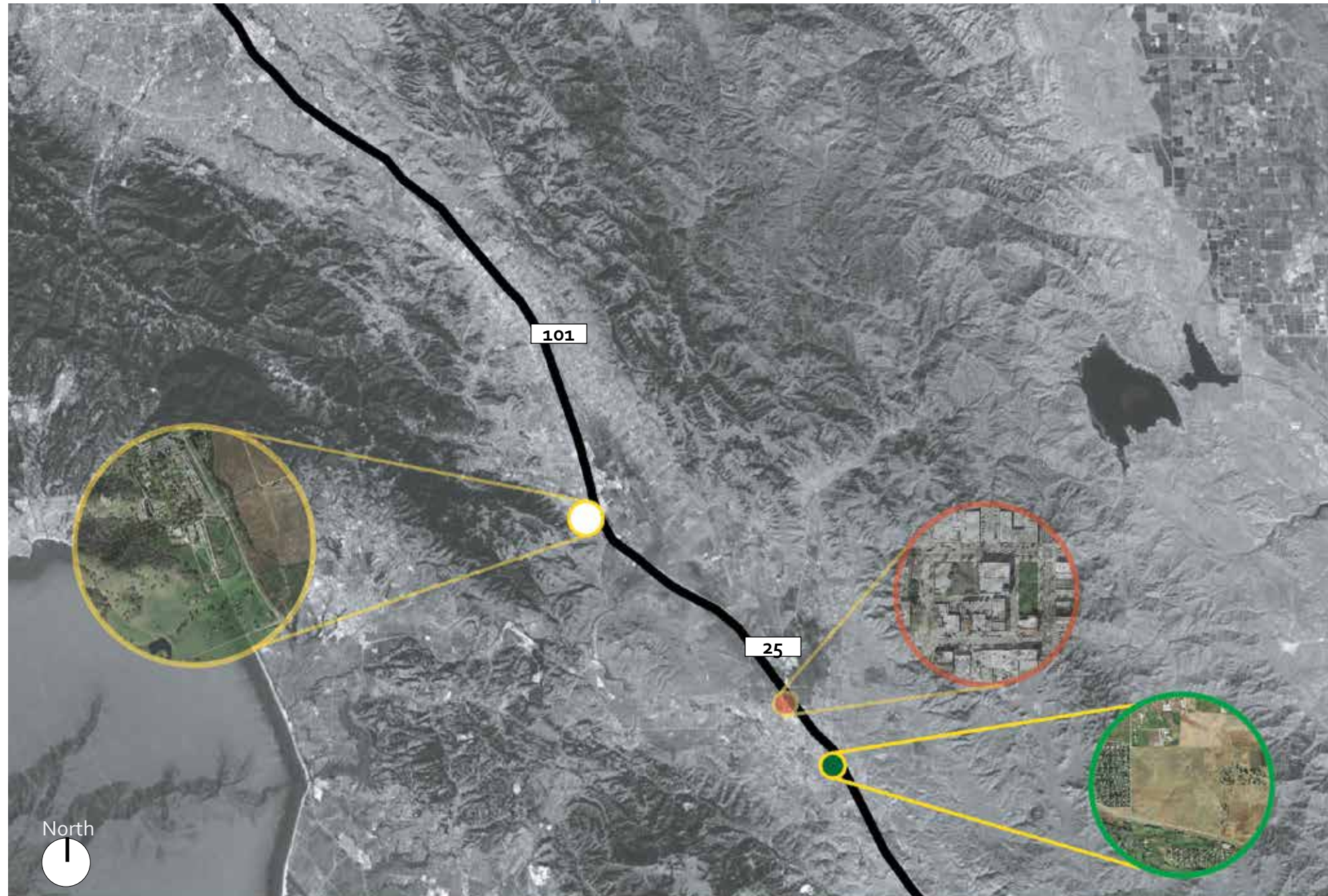











SAN BENITO CAMPUS



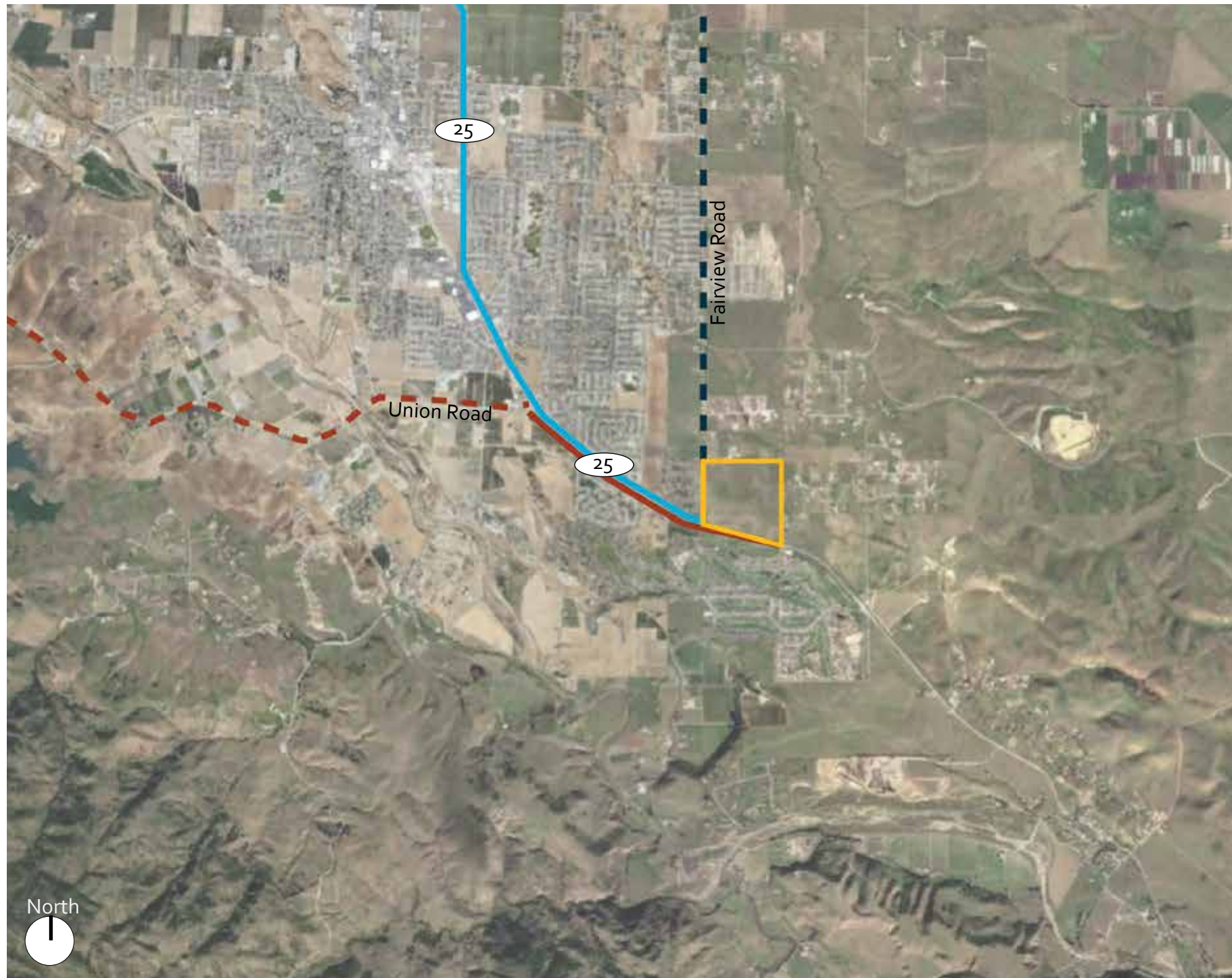
REGIONAL CONTEXT

The San Benito campus, once developed, will become the southernmost campus of the Gavilan Joint Community College District, supporting the many developing communities in San Benito County.

KEY

-  San Benito Campus
-  Hollister Campus
-  Gavilan College (Main Campus)

ACCESS TO THE CAMPUS & COMMUNITY CONTEXT



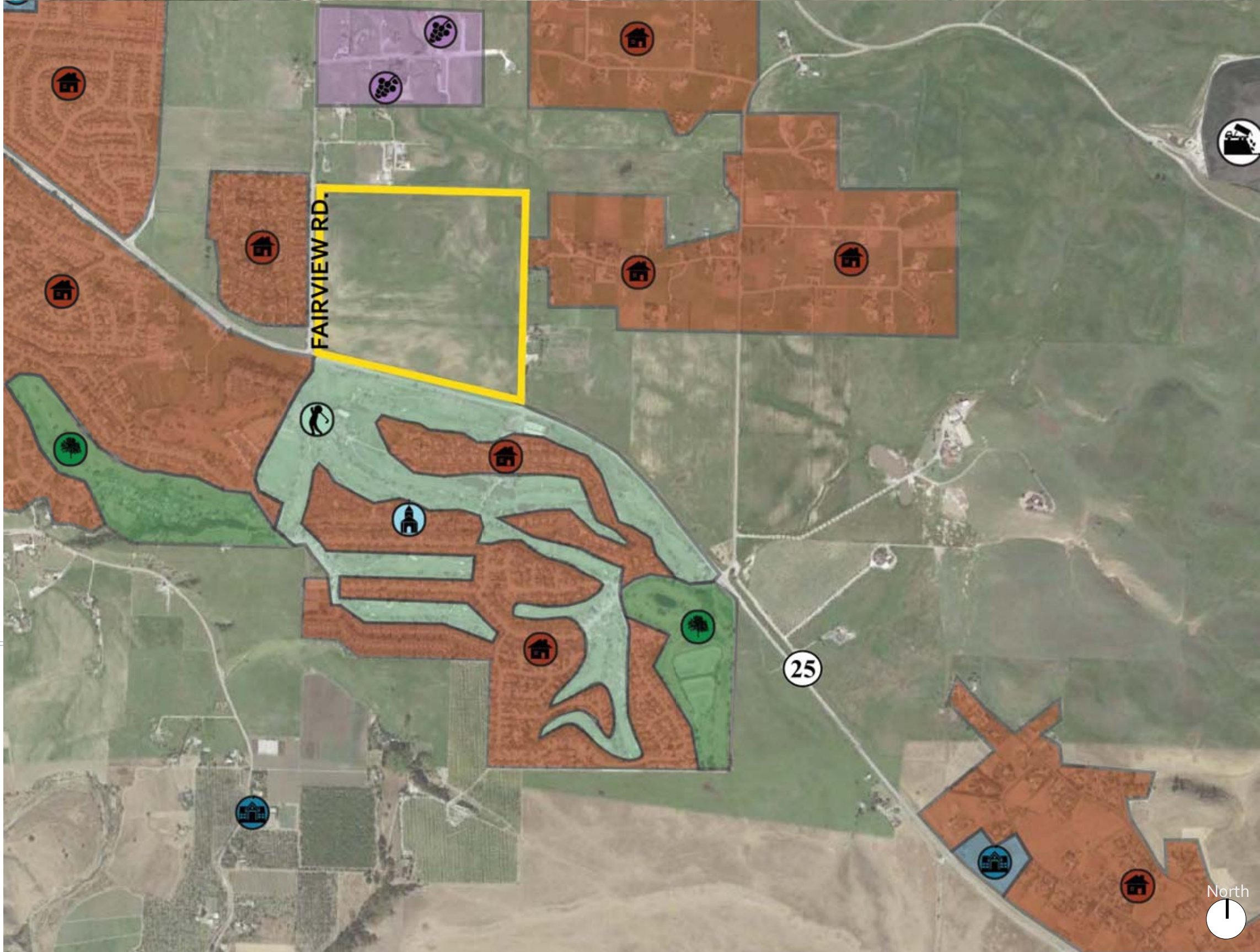
ACCESS:

The 78 acre parcel acquired by the District is located approximately 4 miles southeast of central Hollister and 18 miles south of the main Gilroy Campus (around 25-30 minutes) at the intersection of Airline Highway (Highway 25) and Fairview Road.

As seen in the diagram on the left, access to the San Benito campus will be from a signalized intersection at Fairview Road. Although Airline Highway defines the southern edge of the campus and provides important visibility to the Campus, entry directly to the parcel from Airline Highway is restricted due to the proximity of the Fairview intersection and the nature of the Highway.

COMMUNITY CONTEXT:

The surrounding area is envisioned as transitioning from its current rural state to a suburban community with multiple new housing developments on the horizon. To the south of the campus is Ridgemark Golf Course, interwoven with single-family housing and community open (park) space.



KEY

- Proposed Campus
- Single-Family Residential
- Church
- School
- Golf Course
- Park
- Vineyard
- Landfill

EXISTING SITE AND PROPOSED LAND USE PLAN

GJCCD completed the EIR / CEQA process and intends to develop the site consistent with the land use diagram to the right on page 51.

The single-family homes (in yellow) will be constructed by a private developer independent of the District. The college will work with the developer to plan and construct the main entry road and signalized intersection at Fairview Road, shared between the two sites.

Phase 1 of the proposed campus is included in the 2031 planning horizon.



View of Entry off Fairview Road

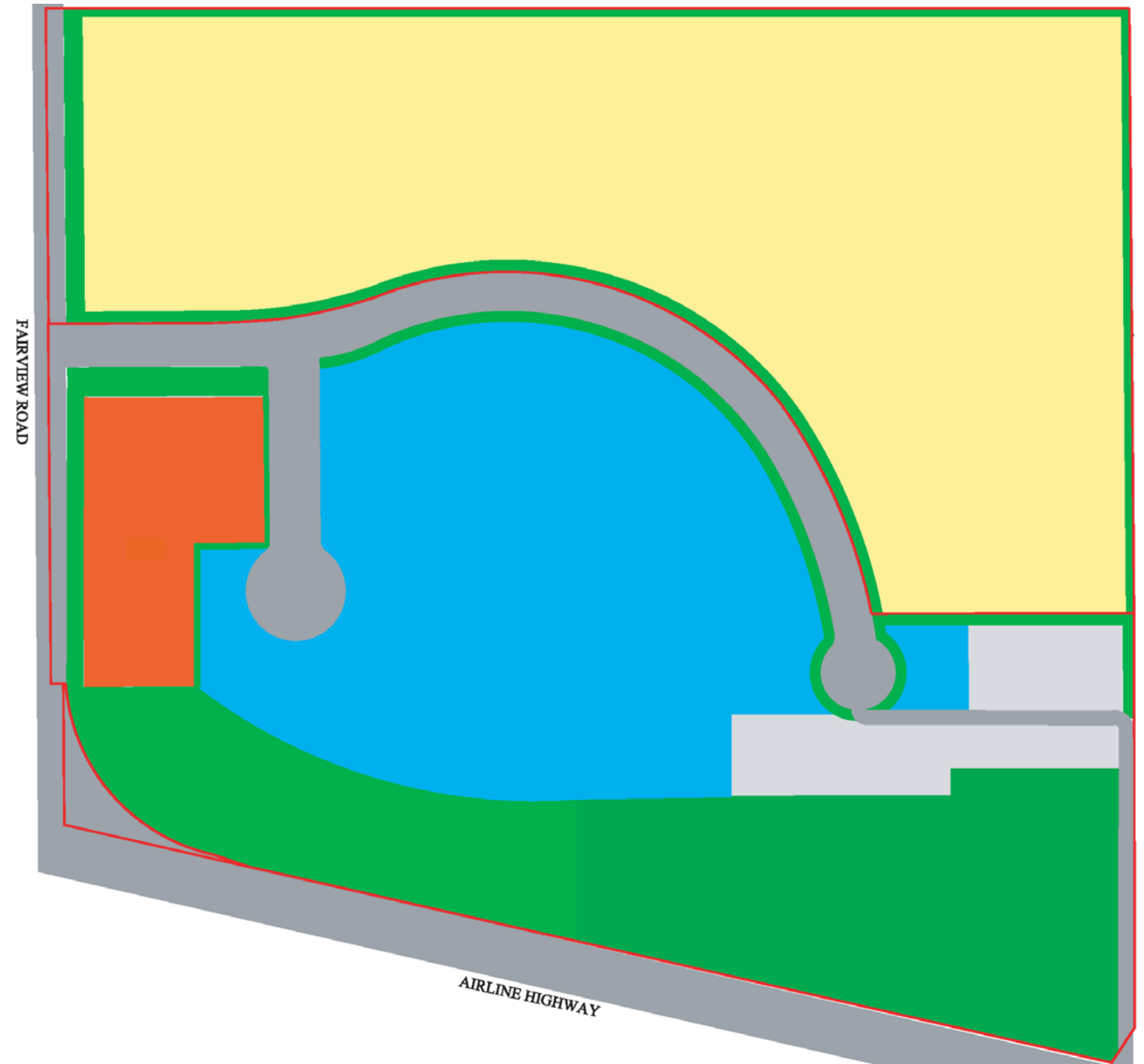


View from across Airline Highway to the site



KEY

- Single-Family Residential
- Campus Facilities
- Retail/ On-Campus Housing
- Parking
- Open Space/ Landscaping
- Athletic Fields



Source: Gavilan Joint Community College District

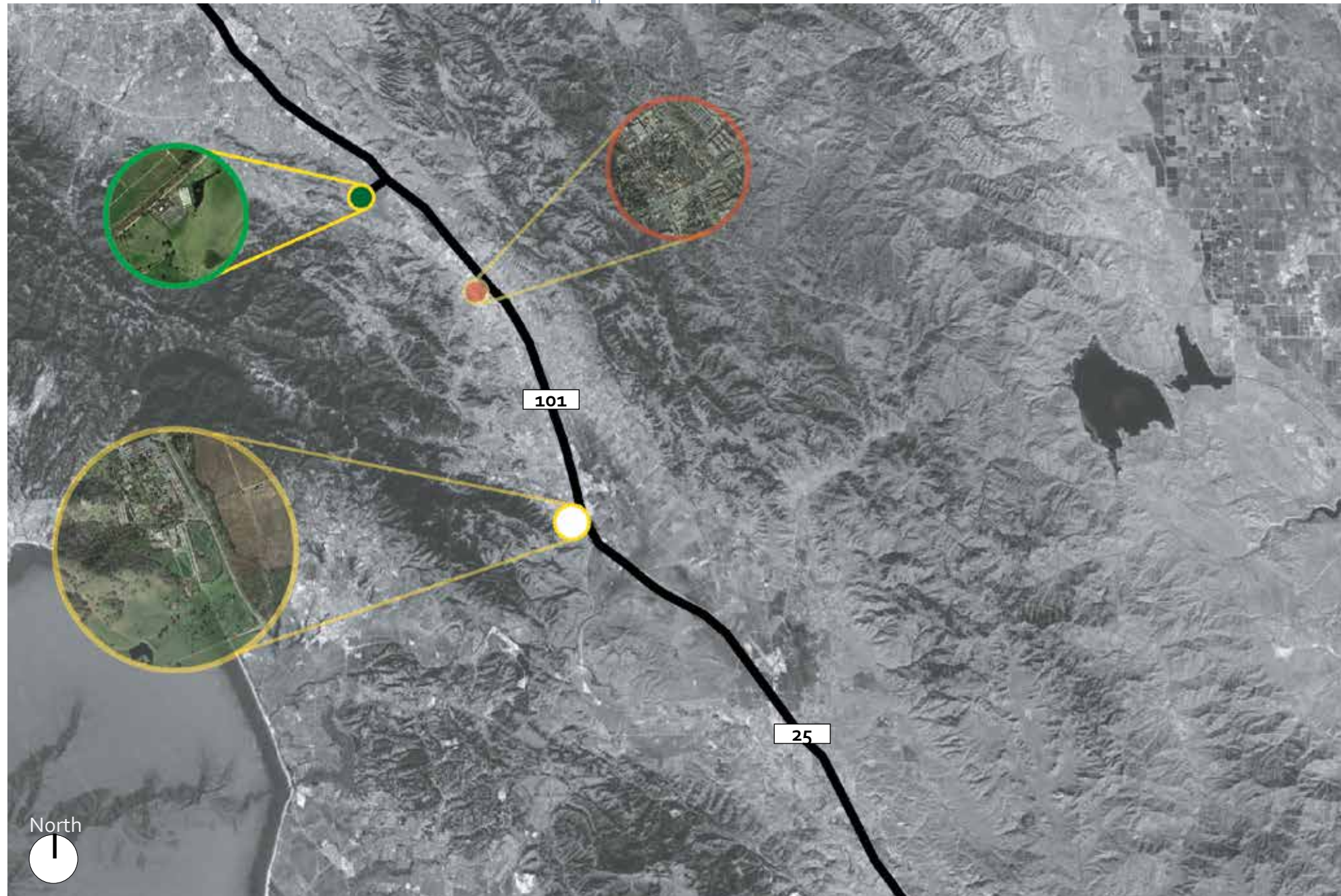








COYOTE VALLEY CAMPUS



ACCESS & REGIONAL CONTEXT

Located 17 miles South of San Jose (around 20-30 minutes), Coyote Valley is the Northern-most campus in the GJCCD, with easy access from the San Jose metropolitan area.

Located in a rural area, the Coyote Valley Campus is accessed from the Bailey Ave exits from Highway 101, 2 miles east of the site. As seen in the diagram to the left, Bailey Ave continues westbound beyond the campus until it meets McKean Road, which transitions to the Almaden Expy, an alternative means of traveling to the northern communities of the San Jose metropolitan area. Mt. Umunhum is located west of the site, limiting access to western communities.

KEY

-  Coyote Valley Campus
-  Morgan Hill Campus
-  Gavilan College (Main Campus)

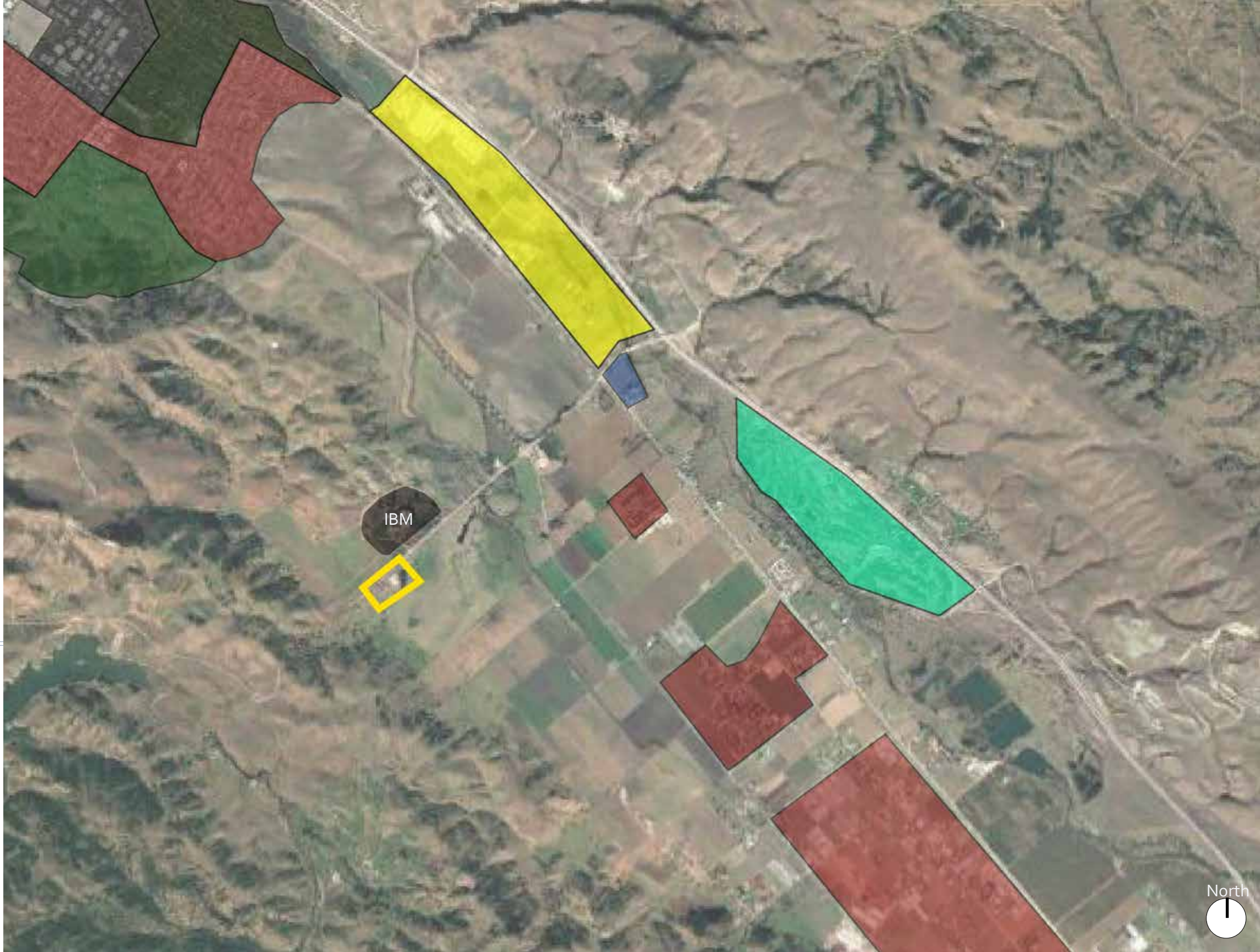
ACCESS TO THE CAMPUS & COMMUNITY CONTEXT











The campus has 2 entrances from Bailey Ave., neither of which are currently signalized. The eastern most entry is developed with signage and landscaping and serves as the primary entrance.

Surrounded by rolling hills and oaks, the Coyote Valley site/Campus is best described as picturesque. The only development in near proximity of the campus is the International Business Machines (IBM) complex, northeast of the campus on Bailey Ave. This large technological center adjacent to the Coyote Valley Campus may provide an opportunity to expand technology-oriented programs in cooperation with IBM and other Silicon Valley companies.

Other than the IBM facility, the campus is surrounded by farmlands, open space and wetlands. The site is considered environmentally sensitive.



KEY

-  Current Campus
-  Business
-  Single-Family Residential
-  Multi-Family Residential
-  School
-  Farm
-  Golf Course
-  Park

CURRENT CAMPUS

The Current Coyote Valley Campus encompasses 15 acres of land. In a primarily rural area, it is surrounded by rolling hills and natural wetlands.

The campus also houses the South Bay Regional Public Safety Training. The training force utilizes the campus for drills, using almost all the current space on campus. The current campus is being fully utilized and will need an additional building immediately to provide expanded services and classes for the Gavilan College students.







5



A VISION FOR THE FUTURE





5

KEY CONSIDERATIONS FOR THE FUTURE



Based on the findings established in the Educational Master Plan, input from the college community and on-campus assessments completed by the planning team, several key considerations were identified as pertinent to the development of the Facilities Master Plan.

SUPPORTING THE CORE MISSION OF THE DISTRICT

Facilities in the future should be planned and designed to support the core mission of the District—to encourage innovative instruction, to lead in the application of appropriate educational technology, to be known for their educational excellence, and to provide space for the community to engage with students and staff in a learning environment. Facilities of the future should ensure that programs in the liberal arts, sciences, and study in the pre-professional, business, vocational, and technical fields are adequately accommodated.

MEETING DEMANDS FOR GROWTH

According to the Educational Master Plan, in 2015 1,676 full-time equivalent students (FTES) generated 52,100 Weekly Student Contact Hours (WSCH). The college is projected to grow to 80,333 WSCH by 2030, a 64.85% increase.

REMAINING “FUNDING WORTHY”

Whenever possible, space allocations should conform to Title 5 standards and allowances for the key space categories monitored by the State. It is in the College’s best interest to keep itself in a “funding worthy” position for those times in the future when State funding becomes available.

ACCOMMODATING EVOLVING TECHNOLOGY

Facilities planning is closely linked to and aligned with technology. The association between instruction, support services and technology are impacted by distance learning, classroom and support service needs, and anticipated future technological innovations.

EMBRACING THE MAINTENANCE IMPERATIVE

Maintenance is imperative to the useful life of facilities. Key maintenance aspects that should be considered as part of the planning process include:

- The adequacy of the current and projected maintenance organizational structure to support new or renovated facilities
- A long-term commitment of funding for maintenance

ENRICHING THE STUDENT EXPERIENCE

Create out-of-class environments that are conducive to a comprehensive collegiate experience for students that both support and enhance the classroom environment by creating places where students can easily connect and collaborate.

EMBRACING SUSTAINABILITY

Work toward an energy efficient and sustainable campus environment by reducing the District's ecological footprint in a fiscally- and socially-responsible way.

SUPPORTING THE CAMPUS SYSTEMS

Ensure the campus systems create a framework that support access, pedestrian, and vehicular movement, open space, and facilities that support a collegial experience.

CAMPUS SYSTEMS



In developing the Facilities Master Plan, the campuses were viewed as entities with strengths and weaknesses, with particular goals to be pursued, and with specific outcomes to be achieved. The needs of the “total campus” were considered, not simply buildings. Critical campus systems needed to support current facilities and future improvements were also taken into account. The campus systems included such elements as pedestrian circulation, vehicular circulation and parking, open space, and campus amenities/improvements.

Along with facilities (projects), these components coalesce to make each campus a unique living and working community. Collectively, they support the overall goal of serving students by providing the physical resources that support learning and the overall academic experience. Based on the significant program of work envisioned through 2030, the Facilities Master Plan described in the following pages builds, where possible, upon the strengths of existing campus systems. The Facilities Master Plan establishes a planning framework for the long-term growth and enhancement of the Gavilan Joint Community College District.

Respected Landscape Architect, Kevin Lynch, developed a series of words like paths, edges, districts and landmarks to describe the organization of a city, how these elements enable its inhabitants to understand the city as a “place,” and how these elements facilitate their navigation of that “place” in a way that allows them to enjoy its various components and benefits. These words have become the concepts which planners use to organize small and large-scale places, such as a campus, in a way that allows the users and inhabitants of that place to find their way around and enjoy the experience.

PROPOSED BUILDING FACILITIES PROGRAM

CAPACITY TO GENERATE WSCH

Translating the findings from the education plan to a facilities program was initially facilitated via the identification of a program of work. This process involved the assemblage of projected space needs into larger functional building blocks. Findings from the Educational Master Plan, translating WSCH into assignable square feet, current campus assessments, interviews and questionnaires all provided the shape and form of the program of work.

The capacity to generate WSCH was used as the key element for calculating appropriate classroom (lecture and laboratory) space requirements. Added to these numbers was forecasted growth in total headcount enrollments. Projected growth in enrollments and the associated space needs to provide instructional services were augmented through an interview process, questionnaire and where applicable the assessment of current facilities. At the Gilroy Campus, the status, age and condition of the current facilities and those facilities associated with higher levels of technology, became a prime consideration in the process.

STUDENT SUPPORT SPACE

The space parameters necessary to project support space functions do not operate utilizing the lecture/laboratory calculations. The vast majority of support spaces are connected to office / office-service functions. The dimensions and projections for support services space is largely based on interviews with constituent groups. The total unduplicated headcount has a direct effect on the ability of the District to appropriately serve students.

STUDENT GATHERING AND COMMUNITY SPACE

Every space on campus needs to promote student success in some way. Open space for social gathering, conversation or a peaceful area to reflect are important elements of a college campus. Places for the community to engage in these same activities are equally important in a learning environment.



DISTRICT PROGRAM OF WORK COST

PROJECT	SCOPE	SQUARE FOOTAGE		TOTAL COST	PROJECT
		ASF	GSF		
BUILDING PROJECTS					
Gilroy Campus	New Construction/ Renovation	161,650	264,986	\$ 255,926,462	
San Benito	New Construction	-	10,700	\$ 40,062,407	
Coyote Valley	New Construction	-	43,500	\$ 11,770,573	
<i>Sub-total</i>				\$ 307,759,442	
SITE IMPROVEMENT PROJECTS					
Gilroy Campus				\$30,901,059	
San Benito				\$11,419,387	
Coyote Valley				\$1,086,063	
<i>Sub-total</i>				\$43,406,509	
INFRASTRUCTURE & CORE SITE AMENITIES					
Gilroy Campus				\$ 63,499,318	
San Benito				\$ 409,015	
Coyote Valley				-	
<i>Sub-total</i>				\$ 63,908,333	
TOTAL				\$ 415,074,284 *	

* Base Construction Cost was derived from the CCCO's JCAF Cost Guidelines. Due to the current construction climate, the Business Office has a recommended a 2.0 multiplier be assigned to the base construction cost of each building.





KEY CONSIDERATIONS FOR THE FUTURE

Based on the findings established in the Educational Master Plan, input from the college community and on-campus assessments completed by the planning team, several key considerations were identified as pertinent to the development of the Facilities Master Plan.

MEETING DEMANDS FOR GROWTH

Based on the current space inventory and projected student growth using State space use standards, the College will need by the year 2030, approximately 7 classrooms to support the liberal arts programs including Communications, Art, and English, as well as 3 laboratory spaces to support the Life and Physical Sciences programs.

With increasing enrollments additional space will be needed to support student life and learning resource needs, as well as expanding student services needs and programs.

ADDRESSING AN AGING CAMPUS

18 of the twenty-six current buildings are at least 40 years old. By the end of the planning horizon these buildings will be upwards of sixty/sixty-five years old. These aging facilities will require renovation or replacement to meet the 21st century instructional needs of a growing and changing campus population.

ADDRESSING INFRASTRUCTURE NEEDS

As with buildings, the campus infrastructure is aging and will require improvements to meet current and future needs in a sustainable fashion. Capital needs and planning considerations in this category include, in addition to the extension of existing backbone utilities to new facilities, the construction, extension and connection of a central plant and water treatment facilities to current and future buildings to minimize ongoing operating costs.

VEHICULAR ACCESS, CIRCULATION & PARKING

Vehicular access safety off the 101 freeway, distribution of parking and increased drop-off locations will be required to support continued growth and success for the college.

ENHANCING PEDESTRIAN CIRCULATION & OPEN SPACE

Providing enhanced, safe, and accessible pedestrian circulation and way finding including the creation of additional north/ south and east / west pedestrian spines, similar to Sycamore Lane, to support clarity and ease of student movement across campus. This includes the concept of utilizing the vertical circulation associated with new multistory building abutting the proposed east / west pedestrian spines to mitigate the grade changes.

Providing purposeful open space which enhances the collegial environment by promoting and supporting student collaboration and socialization, while maintain the park-like atmosphere the college enjoys.

PROGRAM OF WORK



Other Campus Inspiration



Other Campus Inspiration

NEW

- A
- B
- C
- D
- E
- F
- G
- H
- 20

RE-PURPOSED

- 7
- 9
- 18
- 19

LIFE/SAFETY UPGRADE

- 14
- 16
- 20

EXISTING TO REMAIN

- 1
- 2
- 3
- 4
- 5
- 6
- 10
- 11
- 12
- 13
- 15

PROJECT

- Central Plant/Water Treatment
- Student Services
- Library/ Learning Resource Center
- STEM Center
- Visual and Performing Arts Complex
- Kinesiology
- GECA or Future Academic Building
- Future Academic Building
- New Pedestrian Bridges

- Administrative Services
- General Academic or Swing Space
- Career and Technical Education
- Multi-Purpose/ Conference Center

- Mayock House
- Chapel
- Bridge Renovation

- Gym
- Adaptive PE
- Life Science
- Physical Science
- Math
- Nursing
- Humanities
- Social Science
- Business
- Cosmetology
- Security / Facilities



VEHICULAR ACCESS & CIRCULATION

ENHANCING EXISTING VEHICULAR GATEWAYS

The Master Plan recommends enhancement of the existing vehicular access points to provide “vehicular gateways” including a formalized hierarchy of appropriate signage and a unified, identifiable landscape entrance character to “brand” the College along Santa Teresa Blvd.

Recommendations relative to each entry are outlined below:

A) SANTA TERESA BOULEVARD AT MESA ROAD

The Master Plan recommends reconfiguration of the intersection of Parking Lots A & B, including a direct connection to the Mesa Road entry to provide direct, convenient access to Lots B & C (including the GECA drop-off), minimize the flow to traffic through Lot A, and enhance the clarity and safety of vehicular movement at the currently confusing intersection of parking lots.

B) SANTA TERESA BOULEVARD, SOUTH ENTRY

The Master Plan recommends that the College reconfigure the entry point together with portions of the Lot C circulation to enhance traffic movement and provide a public / ceremonial drop-off to the proposed Visual and Performing Arts Complex.

VEHICULAR / PEDESTRIAN DROP-OFFS












Today the campus has limited vehicular / pedestrian drop-offs. The Master Plan recommends additional drop-offs at the following locations:

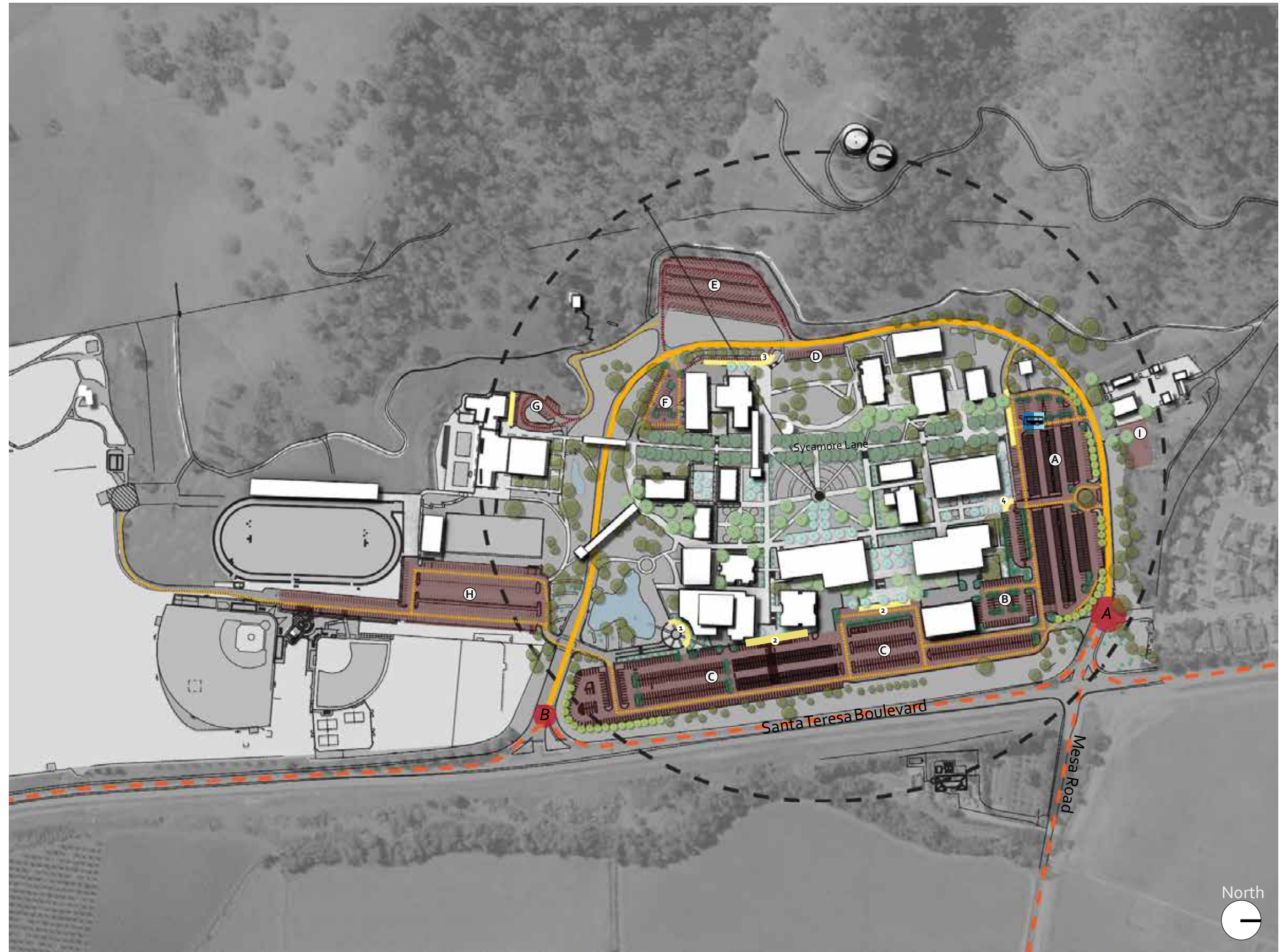
1. **VISUAL AND PERFORMING ARTS COMPLEX**- allowing easy access for both students and community members
2. **LOT C** – drop-offs are suggested at the eastern terminus or “gateway” of two proposed, enhanced east/west pedestrian spines extending from Lot C to and through the core of campus
3. **LOT F** - the plan envisions the relocation of GECA to the South West area of campus and re-purposing of the current Student Center as a meeting and conferencing facility. A drop-off in or adjacent to Lot F would support both functions.
4. **LOT A** – the suggested location is directly north of the Student Services Building and would serve as the northern terminus or “gateway” to a north / south pedestrian spine linking students from Lot A to Student Services, the proposed Library / LRC and the Central Quad.

The vehicular / pedestrian drop-off in Lot G, serving the Gym and Adaptive PE facilities, should remain. As should the Public Transit Stop in Lot A at the northern terminus of Sycamore Lane.

Student drop-offs should be designed to improve campus wayfinding by providing enhanced signage and a unified, identifiable landscaped entrance character. Consideration should also be given to supporting bicycle access and expanded public transit services.

KEY

-  Transit Station
-  Arterial Road
-  Campus Entry
-  Loop Road
-  Vehicular Circulation (2-Way)
-  Vehicular Circulation (1-way)
-  Drop Off
-  Parking
-  Parking Lot Letter
-  1/4 Mile Radius
-  New Drop-Off Location



PARKING

Gavilan College today has adequate parking to support the current population; 1,620 Stalls supporting 4,407 Students, which translates to 2.7 students per stall or a ratio of 2.7:1

The Master Plan reflects an increase in parking to 1,754 spaces, serving (within the planning horizon) a projected unduplicated headcount of 5,932 students. This represents a 12% increase in on-campus parking (187 stalls) and 35% increase in the student population. The ratio of students per stall will change from the current 2.7:1 to a projected 3.4:1. Even with this change, parking should remain sufficient or even generous. Many California Community Colleges operate at a parking ratio between 4:1 and 5:1.

The actual number of spaces required to support enrollment will depend on several factors, including the college's ability to manage enrollment distribution (peak enrollments), the enhanced use/capacity of public transit, carpooling and other alternatives. All should be supported and proactively pursued.

THE MASTER PLAN SPECIFICALLY RECOMMENDS:










- The addition of 33 short-term parking stalls in Lot A, directly north of the proposed Student Services building. These stalls will provide convenience parking for first-time students to the Student Services and Library/Learning Resource Center.
- With the possible relocation of the GECA program to the west edge of campus, reconfiguration of Lot C would provide an additional 179 stalls on the east side of campus.

The adjacent table indicates the number of parking spaces by lot.

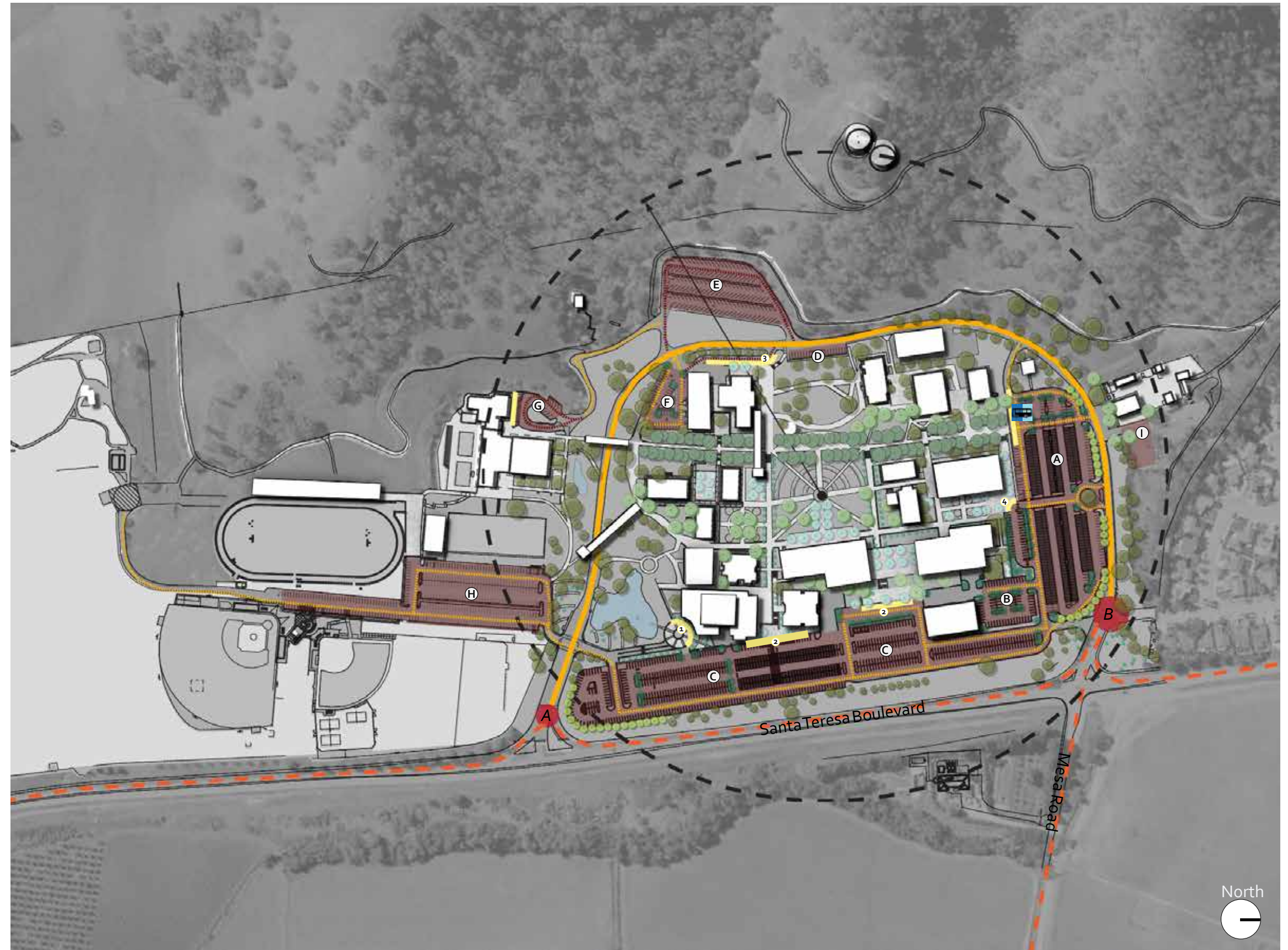


Other Campus Imagery

KEY

-  Transit Station
-  Arterial Road
-  Campus Entry
-  Loop Road
-  Vehicular Circulation (2-Way)
-  Vehicular Circulation (1-way)
-  Drop Off
-  Parking
-  1/4 Mile Radius

PARKING LOT	2017 # Stalls	2030 # Stalls
A	407	439
B	77	67
C	460	639
D	20	20
E	139	139
F	53	49
G	16	16
H	362	351
I	33	33
TOTAL	1,567	1,754



SERVICE ACCESS

The master plan continues to provide convenient service access to all buildings from the loop road and perimeter parking lots with minimal need for internal service paths.

DIRECT SERVICE WILL BE PROVIDED TO THE FOLLOWING FACILITIES FROM LOTS B & C:

- Visual and Performing Arts Complex
- Library/ Learning Resource Center - intended to include the primary food service location
- Student Services - intended to include the book store
- Multi-Purpose Building

THE LOOP ROAD WILL PROVIDE DIRECT SERVICE ACCESS TO THE FOLLOWING:

- Facilities
- Cosmetology
- Central Plant
- Multi-Purpose / Conference Center

Internal need for service access is generally limited to the STEM facilities.



Other Campus Imagery



Other Campus Imagery

KEY

- Building Served
- Main Service Road
- - Minor Service Road



PEDESTRIAN ACCESS & CIRCULATION

CREATING AN ENHANCED FRAMEWORK OF PEDESTRIAN CIRCULATION

The master plan suggests development of a hierarchy of pedestrian spines and walkways linking buildings and open space in a direct, clear, visually and physically consistent manner that supports ease of way finding and student movement. Suggested improvements include:

- Minimizing Service from primary pedestrian circulation
- Enhancing existing and creating new “Pedestrian Gateways” to the campus where pedestrian spines terminate at parking and drop-off zones. These gateways should reflect a consistent landscape / hardscape character and signage program to assist in way finding and to signify pedestrian entry to the campus. (Please refer to Vehicular / Pedestrian Drop-Offs on page 77 for further discussion of proposed Vehicular / Pedestrian Drop-off locations and improvements)
- Extending, improving and visually defining a series of east-west and north-south “Pedestrian Spines” which provide visual access to campus and support physical movement through the campus from edge to edge. These spines are intended to support a high volume of pedestrian traffic and enhance way finding by visually and physically integrating all campus facilities and activities.

NORTH-SOUTH CIRCULATION:

- Create a new N/S Pedestrian Spine along the east edge of the campus core (Sycamore Lane runs along the west edge). Fronting the new Library / LRC and Student Services Buildings, the new spine

will support a high volume of pedestrian traffic connecting students from Parking Lot A to the north, through and past the Campus Quad, to the Outdoor Classroom at the southeast edge of the core. The spine will also serve as emergency and service vehicle access.

- Sycamore Lane is visually and physically a campus asset. As the Central Plant and Infrastructure Loop are built out, Sycamore Lane will likely be impacted. While the mature planting should clearly be maintained at any cost, enhancements such as pedestrian seating, LED lighting and additional way finding signage are recommended.

EAST-WEST CIRCULATION:

- Provide two enhanced E/W Pedestrian Spines.
 - Both paths traverse multiple elevations of campus
 - Both paths flank the new Quad, connecting students from eastern parking lots to Sycamore Lane.
- The southernmost E/W Spine is envisioned as the primary E/W circulation. It is recommended that this spine include a pedestrian elevator and bridge to facilitate accessibility from the Campus Quad to the proposed Multi-Purpose / Conferencing Center and GECA facilities.
- To assist in pedestrian way finding and visual understanding of the campus all new, extended and existing primary pedestrian spines should be defined by their width, hardscape and landscape treatment.

- Provide a safe and purposeful pedestrian connection from Lot H to the core of campus. This includes a second pedestrian bridge (east of the existing bridge) across the Loop Road and will likely require an exterior elevator or extensive ramping to facilitate pedestrian movement to and from Lot H.
- Development a framework of secondary walkways and paths to connect individual buildings, pedestrian nodes and other points of interest on the campus

IMPROVE ACCESSIBILITY

All planned facilities and site improvements should, to the extent possible, support the concept of universal accessibility. This includes the minimization of ramps (walkways exceeding 4.9 %) and thoughtful location of accessible parking and pedestrian drop-offs. Where appropriate bridges and exterior elevators should be used to mitigate accessibility issues created by the sites topography.

Opportunities suggested by the master plan include an exterior elevator and bridge at Sycamore Lane, as well as exterior elevators in conjunction with the proposed Library / LRC and Theater Buildings to support accessible movement east and west along the proposed Pedestrian Spines.



KEY

- Main Pedestrian Access
- Secondary Pedestrian Access
- Elevator
- Drop Offs
- Transit Stops
- Open Space
- 1/4 Mile Radius

OPEN SPACE

The master plan envisions development of a hierarchy of open spaces, ranging from large, active, formal and informal gathering spaces to smaller, intimate, and purpose-built spaces. Major open space features include the following:

CENTRAL QUAD AND AMPHITHEATER

The Central Quad (in the footprint of the existing Library) is envisioned as the new center of campus. Flanked by major pedestrian spines, an informal amphitheater to the west and the Library / LRC to the east, the Quad is intended as an active, centralized open space supporting a variety of student, campus and community building activities beyond those that generate FTES.

The slope at the west end of the Quad, transitioning the grades to Sycamore Lane, and the sloped open space west of Sycamore Lane, are envisioned as an informal, grassy amphitheater. This space is sufficient to facilitate full campus gatherings yet informal enough to support various programmed and unplanned (spontaneous) events including plays, lectures, concerts, classroom gatherings, college hour and casual lunchtime hangout.

The proposed Library/ Learning Resource Center will anchor and open towards the eastern edge of the Quad. This facility is intended to include the Student Center/ Food Services and other student activity space and programs. As currently envisioned these spaces would open onto and further populate the Quad.

PEDESTRIAN NODES AND PLAZAS

The master plan suggests creation of pedestrian nodes or plazas at the naturally occurring and significant intersections along spines, walkways and paths. These spaces should allow for the placement of campus maps to assist in way finding and together with seating, opportunities for meeting friends and informal interaction.

ENHANCING THE COLLEGIAL CHARACTER OF THE CAMPUS

In addition to the open space and pedestrian improvements outlined above, the master plan vision includes weaving a newer more energetic collegial design character / framework into the campus core to encourage and support opportunities for students, instructors, administrators and staff to meet, mingle and socialize. Establishing a limited and consistent palette of hardscape, landscape, lighting, signage and open space furnishings to beautify space, increase student comfort and support wayfinding.



Other Campus Imagery



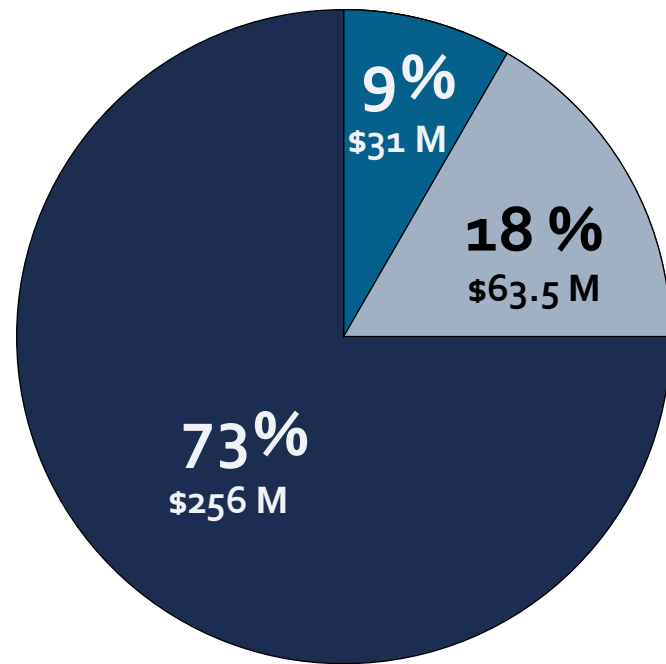
Other Campus Imagery



DETAILED PROGRAM OF WORK

The Master Plan includes a total of seventeen projects within the 2030 planning horizon. These projects include:

- Building Projects
- Infrastructure Upgrades
- Site Improvement Projects



BUILDING PROJECTS:

- Seven major new building projects proposed in the master plan.
- Four major projects focused on repurposing existing buildings
- Two life and safety projects addressing the historic Chapel and Mayock House

SITE IMPROVEMENT PROJECTS:

- Central Plant/Water Treatment
- Central Quad
- Pedestrian Bridges
- Accessibility Solutions
- Athletic Field Improvements

INFRASTRUCTURE PROJECTS:

- Infrastructure
- Interim Use Renovations
- Miscellaneous Building Improvements

- BUILDING PROJECTS
- INFRASTRUCTURE & SITE AMENITIES
- SITE IMPROVEMENT PROJECTS

NEW

- A
- B
- C
- D
- E
- F
- G
- H
- 20

RE-PURPOSED

- 7
- 9
- 18
- 19

LIFE/SAFETY UPGRADE

- 14
- 16
- 20

EXISTING TO REMAIN

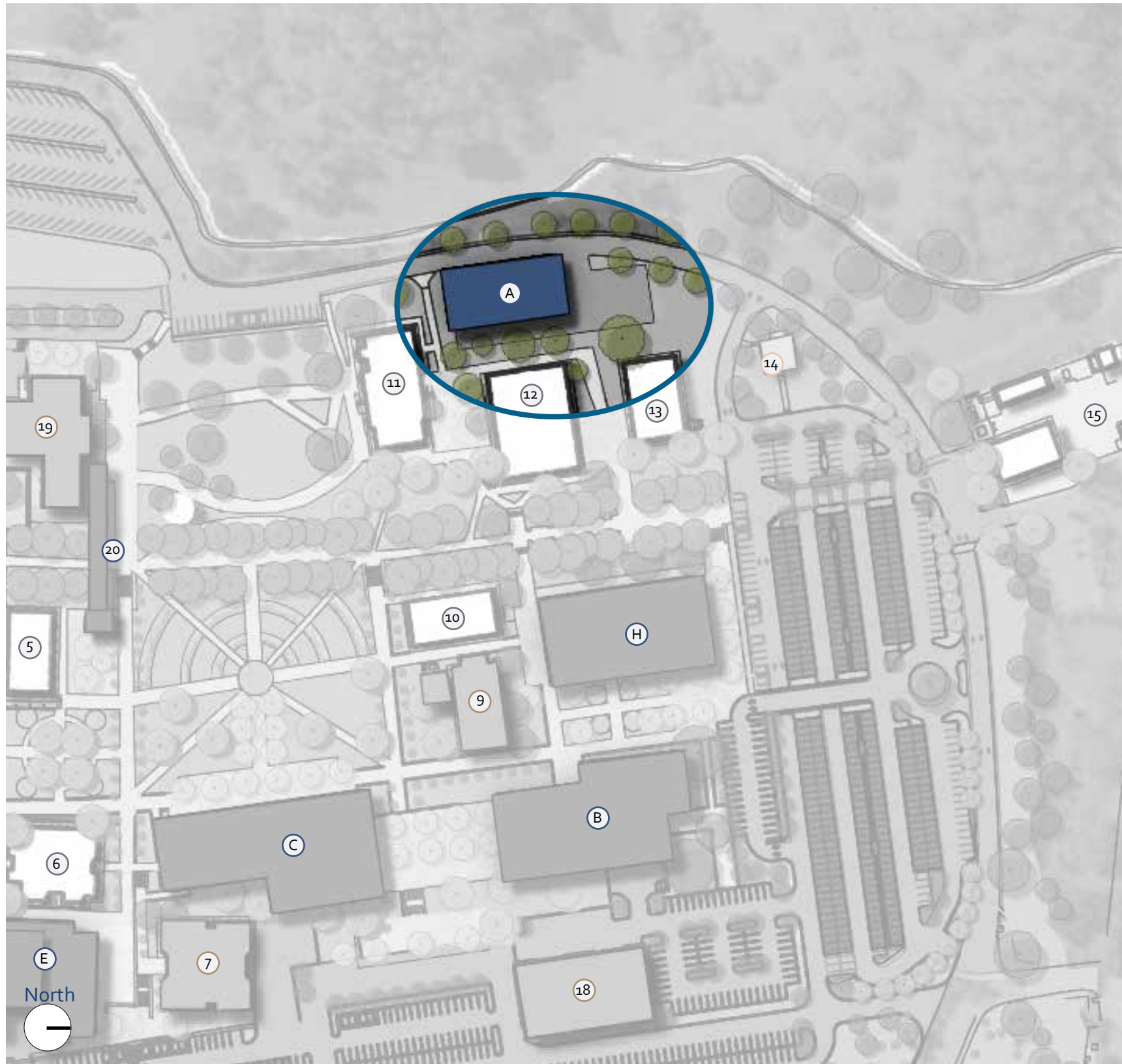
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PROJECT

- Central Plant/Water Treatment
- Student Services
- Library/ Learning Resource Center
- STEM Center
- Visual and Performing Arts Complex
- Kinesiology
- GECA or Future Academic Building
- Future Academic Building
- New Pedestrian Bridges
- Administrative Services
- General Academic or Swing Space
- Career and Technical Education
- Multi-Purpose/ Conference Center
- Mayock House
- Chapel
- Bridge Renovation
- Gym
- Adaptive PE
- Life Science
- Physical Science
- Math
- Nursing
- Humanities
- Social Science
- Business
- Cosmetology
- Security / Facilities



CENTRAL PLANT



Program Block	Space Use	SF
TBD		TBD
Totals		TBD

The new Central Plant and Water Treatment Facilities will connect current and future buildings to minimize ongoing operating costs. To maximize value, the Master Plan suggest that this facility is completed as the first major project is completed. The plan anticipates existing facilities to connect to the facility as they are renovated or systems are upgraded.

IMAGE KEY

- | | |
|---|---|
| A Central Plant | 10 Humanities |
| B Student Services | 11 Social Science |
| C Library/ LRC | 12 Business |
| E Visual and Performing Arts Complex | 13 Cosmetology |
| H Future Building Pad | 14 Mayock House |
| 5 Math | 15 Facilities |
| 6 Nursing | 18 Career/Tech. Ed |
| 7 Administrative Services | 19 Multipurpose Building/ Conferencing |
| 9 General Academic/ Swing Space | 20 New Bridge |

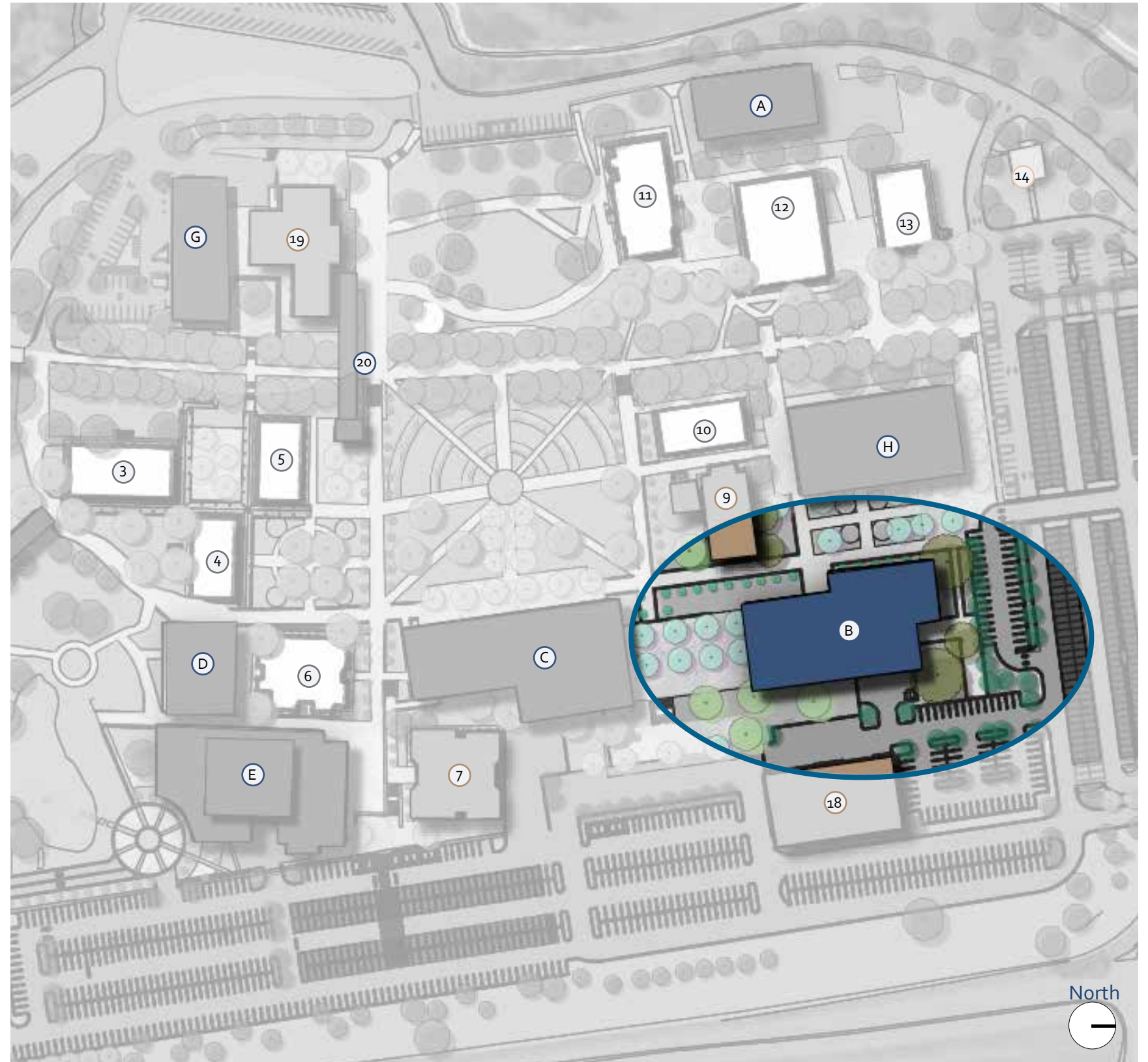
STUDENT SERVICES

Program Block	Space Use	SF
A	Admission and Records	5,586
B	Counseling	4,791
C	Assessment Center	2,538
D	EOPS, CARE	3,118
E	DSPS. AEC Center	2,952
F	Financial Aid	3,051
G	Student Body Offices	1,231
H	ASB Student Clubs & Act.	3,375
I	CalWorks/ Care	462
J	International Students	1,038
K	Health Services	1,569
L	Career/ Transfer Center	762
M	Administrative Services	2,708
O	Bookstore	9,925
Totals		43,106

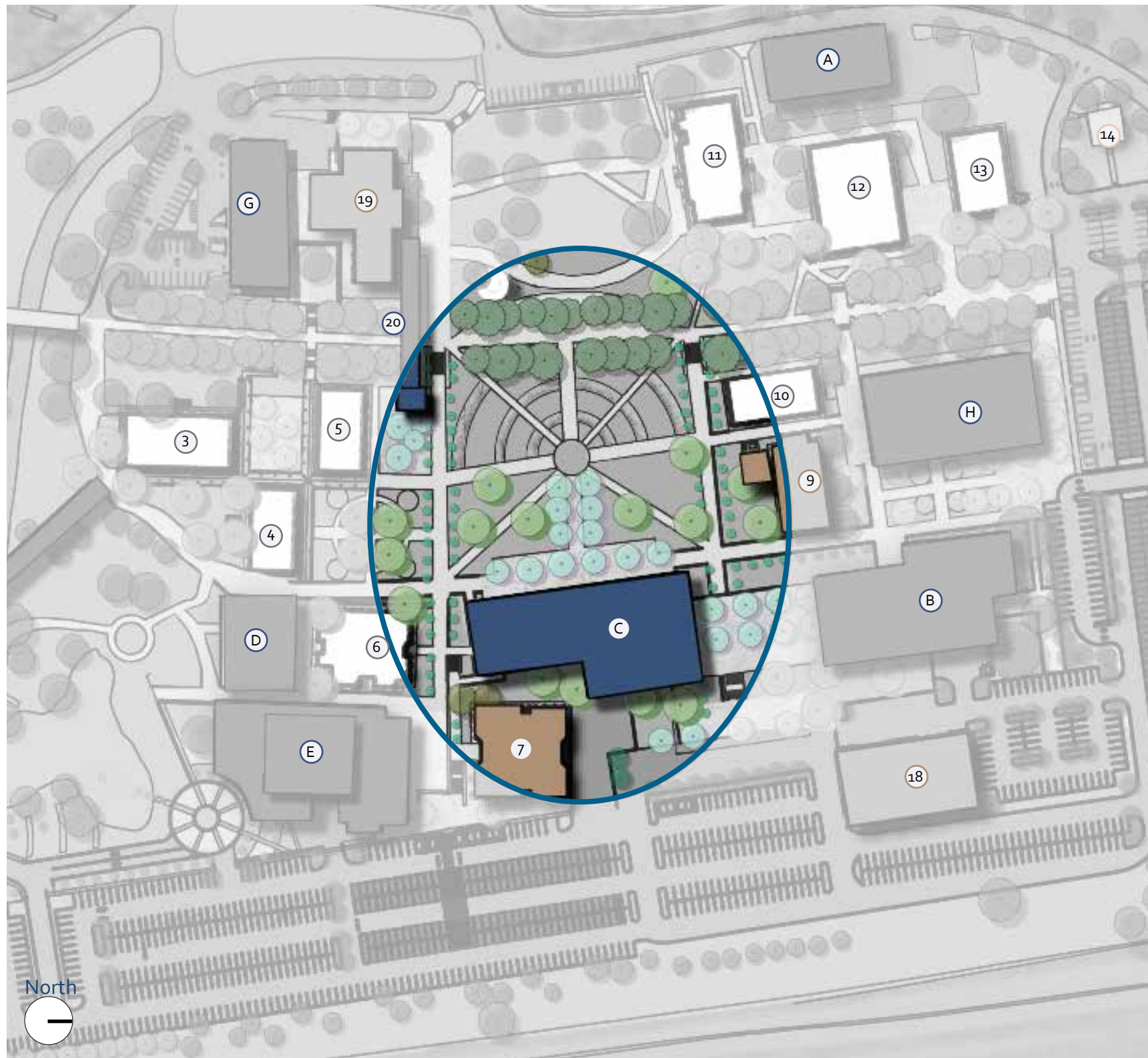
It is recommended that a new 2-story Student Services Building be built at the north-east edge of campus. The new building will consolidate all student services in one location and create the front door of the college. This project will consolidate services currently located in the existing student services building and the library. The space freed up by this project will be used to support additional classroom or support space as needed. The estimated GSF for the building will be 43,106

IMAGE KEY

A	Central Plant	9	General Academic/ Swing Space
B	Student Services	10	Humanities
C	Library/ LRC	11	Social Science
D	STEM Center	12	Business
E	Visual and Performing Arts Complex	13	Cosmetology
G	GECA Relocation	14	Mayock House
H	Future Building Pad	18	Career/Tech. Ed
3	Life Science	19	Multipurpose Building/ Conferencing
4	Physical Science	20	New Bridge
5	Math		
6	Nursing		
7	Administrative Services		



LIBRARY & LEARNING RESOURCE CENTER



Program Block	Space Use	SF
A	Library	27,538
B	Classroom	1,538
C	Laboratories	6,154
D	Study Rooms	5,692
E	A/VTV & Audio	3,000
F	Food Service & Sit/Study/Relax	26,000
Totals		69,923

It is recommended that a new 2-story Library/Learning Resource Center be built East of the current library. The new Library will consolidate services in a state of the art building. Enhanced tutoring and study spaces will support student success.

The 2-story building will also solve several universal access by using the building's vertical circulation to move people from the lower level of parking lot C, into the core of campus.

The estimated GSF for the building will be 69,923.

IMAGE KEY

A	Central Plant	9	General Academic/Swing Space
B	Student Services	10	Humanities
C	Library/LRC	11	Social Science
D	STEM Center	12	Business
E	Visual and Performing Arts Complex	13	Cosmetology
G	GECA Relocation	14	Mayock House
H	Future Building Pad	18	Career/Tech. Ed
3	Life Science	19	Multipurpose Building/Conferencing
4	Physical Science	20	New Bridge
5	Math		
6	Nursing		
7	Administrative Services		

STEM CENTER

Program Block	Space Use	SF
A	Classroom	2,462
B	Labs	6,923
C	Faculty Support	2,081
D	Resource & Support	1,967
Totals		16,000

The Science, Technology, Engineering, & Math Center is recommended to meet current and enrollment growth needs.

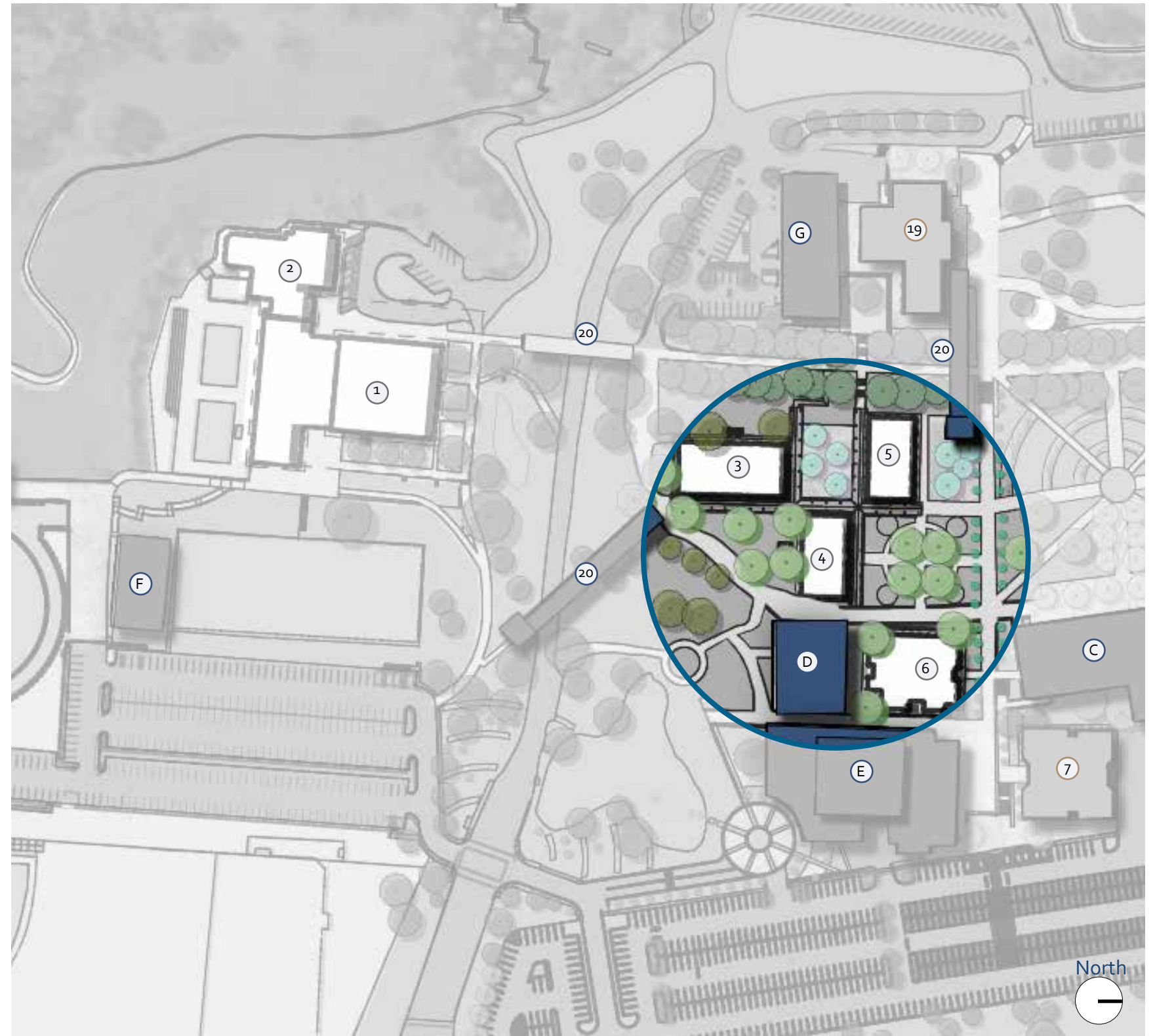
The plan recommends a minimum of 2 general lecture classrooms, 3 science labs, computer lab and various study areas.

Faculty and support staff offices will be strategically placed in the building to create a fully functioning STEM Center. The Center will be located adjacent to the current science buildings creating a student space that promotes discussion dialogue amongst students and faculty.

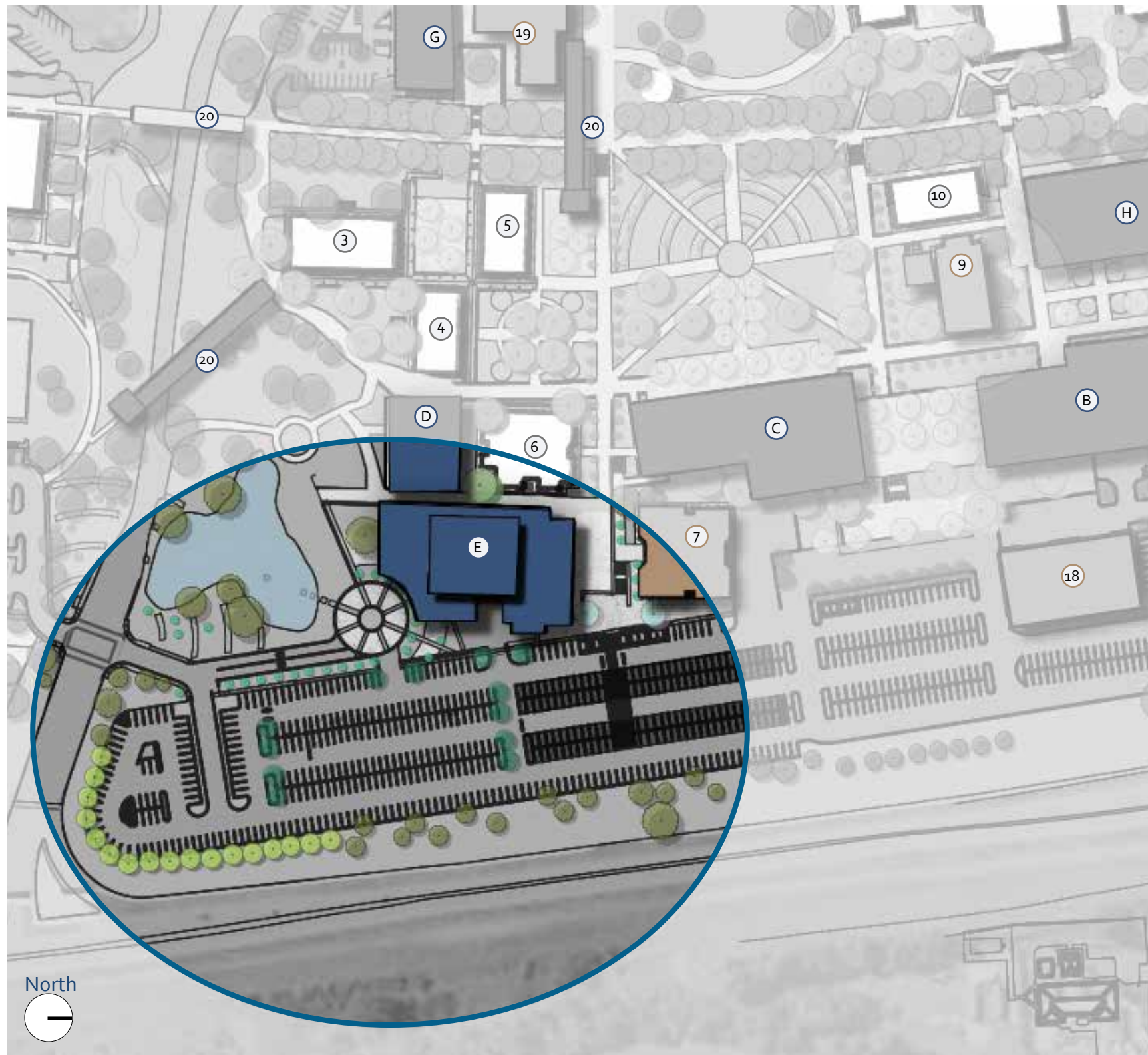
The estimated GSF for the building will be 16,000.

IMAGE KEY

C	Library/ LRC	3	Life Science
D	STEM Center	4	Physical Science
E	Visual and Performing Arts Complex	5	Math
F	Kinesiology	6	Nursing
G	GECA Relocation	7	Administrative Services
1	Gym	19	Multipurpose Building/ Conferencing
2	Adaptive PE	20	New Bridge



VISUAL AND PERFORMING ARTS COMPLEX



Program Block	Space Use	SF
A	Lobby (Circulation)	1,000
B	Classrooms	3,292
C	Labs	21,485
D	Theater	18,105
E	Support	2,154
Totals		53,020

The Performing Arts Complex is a new building that replaces the current theater, music building and houses the college's art program.

The complex would be located at the south-east corner of the campus. This location gives the campus an identity as commuter's travel along the Santa Teresa Blvd.

In addition to a state of the art theater, the complex would include classrooms, scene shop, art and music labs, a kiln yard, rehearsal rooms, offices and plenty of storage for props and equipment.

The estimated GSF for the complex will be 53,020.

IMAGE KEY

- | | |
|---|--|
| B Student Services | 9 General Academic/
Swing Space |
| C Library/ LRC | 10 Humanities |
| D STEM Center | 18 Career/Tech. Ed |
| E Visual and Performing Arts Complex | 19 Multipurpose Building/
Conferencing |
| G GECA Relocation | 20 New Bridges |
| H Future Building Pad | |
| 3 Life Science | |
| 4 Physical Science | |
| 5 Math | |
| 6 Nursing | |
| 7 Administrative Services | |

KINESIOLOGY

Program Block	Space Use	SF
A	Lobby	1,560
B	Faculty Support	2,734
C	Fitness Lab & Dance	7,671
D	Merchandising/Food Service	1,429
Totals		15,123

The proposed Wellness Center would be located to the north of the football field. The building would serve as the gateway (concessions & ticketing window) to the athletic fields.

The proposed 2-story building would house a fitness center. A weight room, lockers, team and official's rooms will meet the needs of the athletics teams. Several offices, 2 multipurpose labs and a mat room will serve the colleges current need to deliver kinesiology courses.

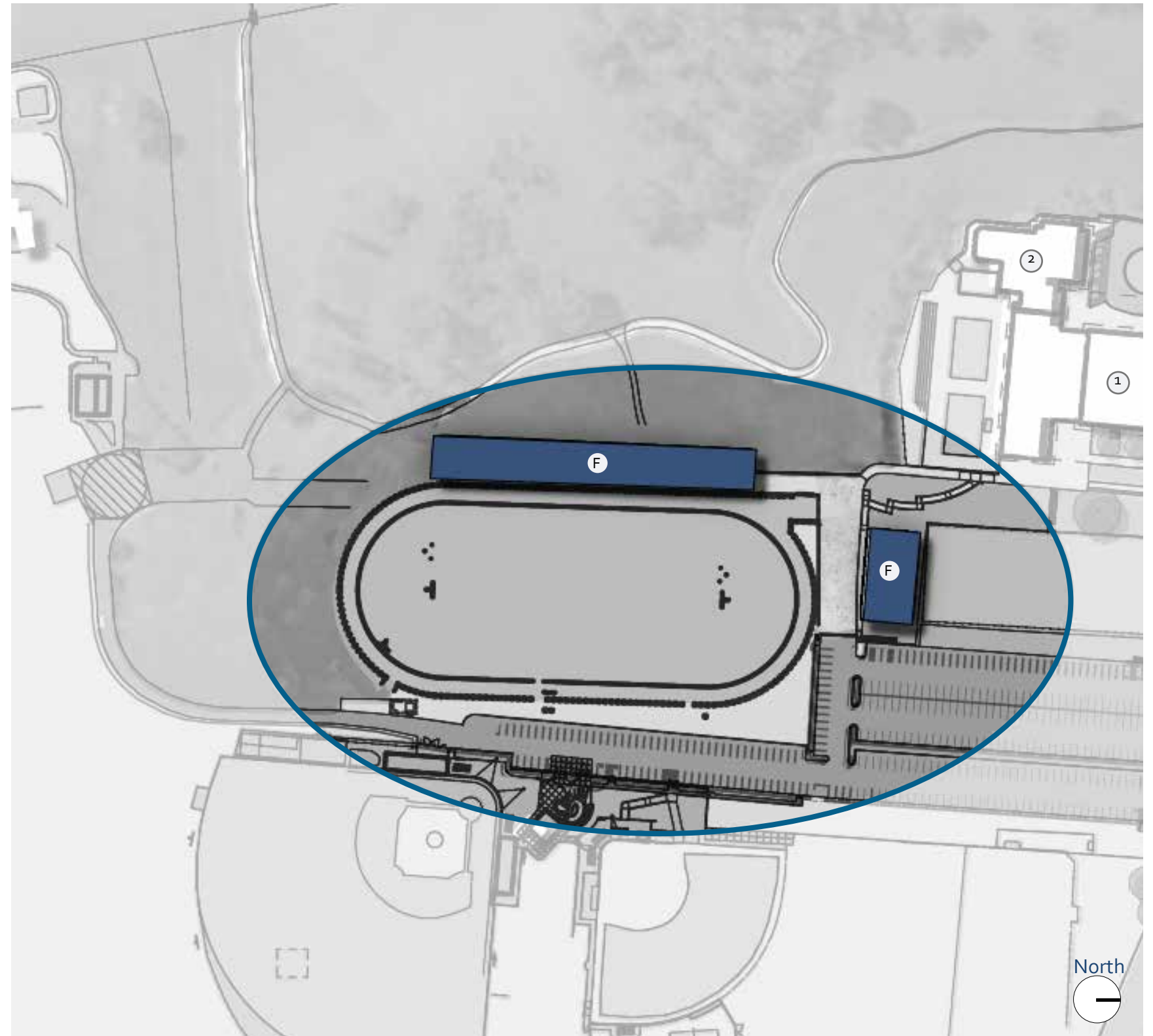
The building will house the athletic training staff, exam room, and all of the equipment. This 2-story building, utilizing a pedestrian bridge, will alleviate accessibility issues between the gymnasium and Wellness Center locations.

The project will include stadium style bleachers for the football field and a fencing system to secure all playing fields.

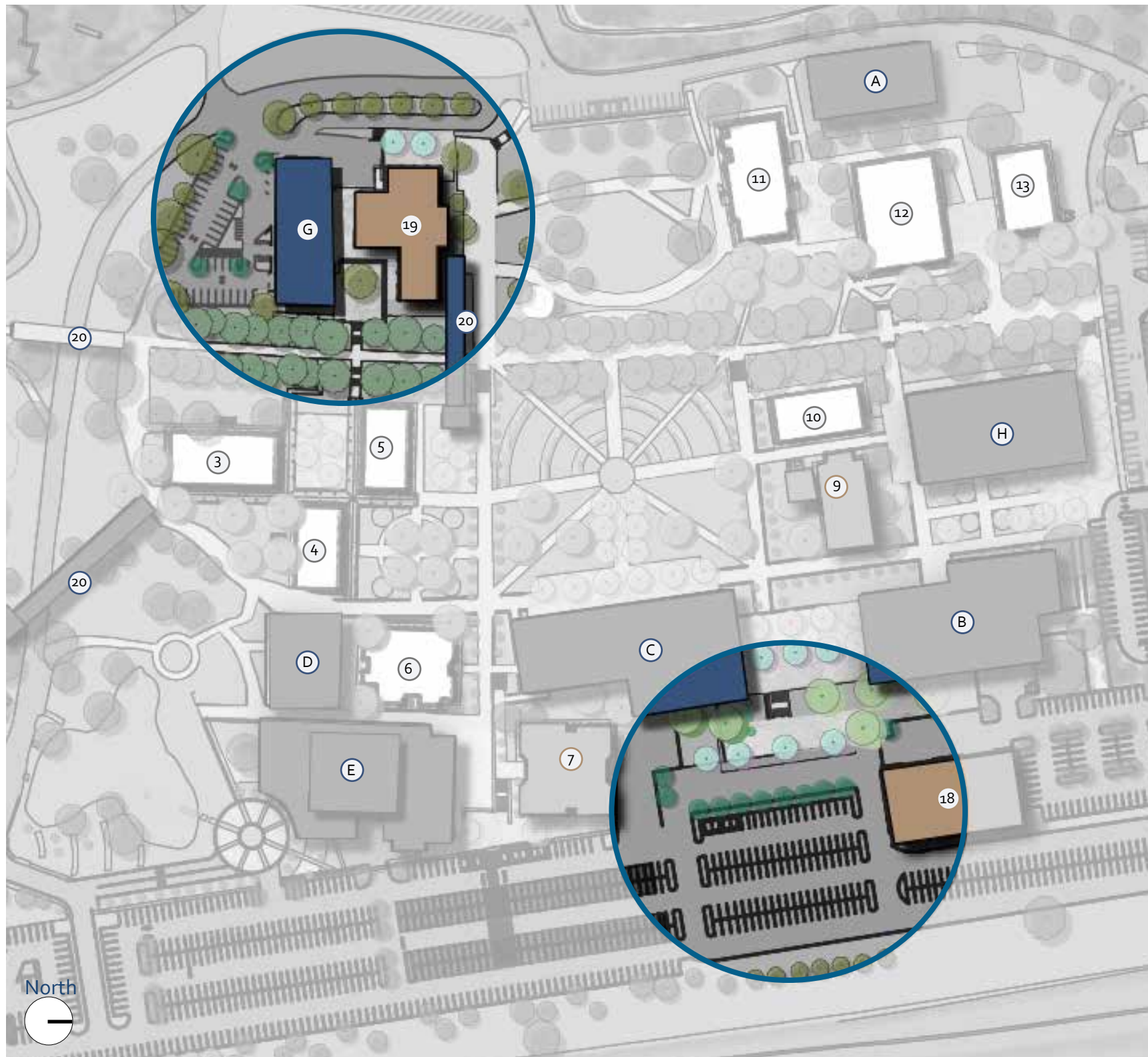
The estimated GSF for the building will be 15,123.

IMAGE KEY

- F Kinesiology
- 1 Gym
- 2 Adaptive PE



PERMANENT INTEGRATION OF GECA INTO CAMPUS



The permanent integration of GECA into the college campus could be accomplished by relocating it to the southwest corner of the campus core, where Student Services exists today. This location will provide an adjacent parking lot for staff and dedicated student drop off.

Once GECA is relocated, the current location will expand Parking Lot B North, and provide a drop off with access to the new Library / Learning Resource Center and Student Services Buildings as well as the Central Quad

IMAGE KEY

A	Central Plant	9	General Academic/ Swing Space
B	Student Services	10	Humanities
C	Library/ LRC	11	Social Science
D	STEM Center	12	Business
E	Visual and Performing Arts Complex	13	Cosmetology
G	GECA Relocation	18	Career/Tech. Ed
H	Future Building Pad	19	Multipurpose Building/ Conferencing
3	Life Science	20	New Bridges
4	Physical Science		
5	Math		
6	Nursing		
7	Administrative Services		

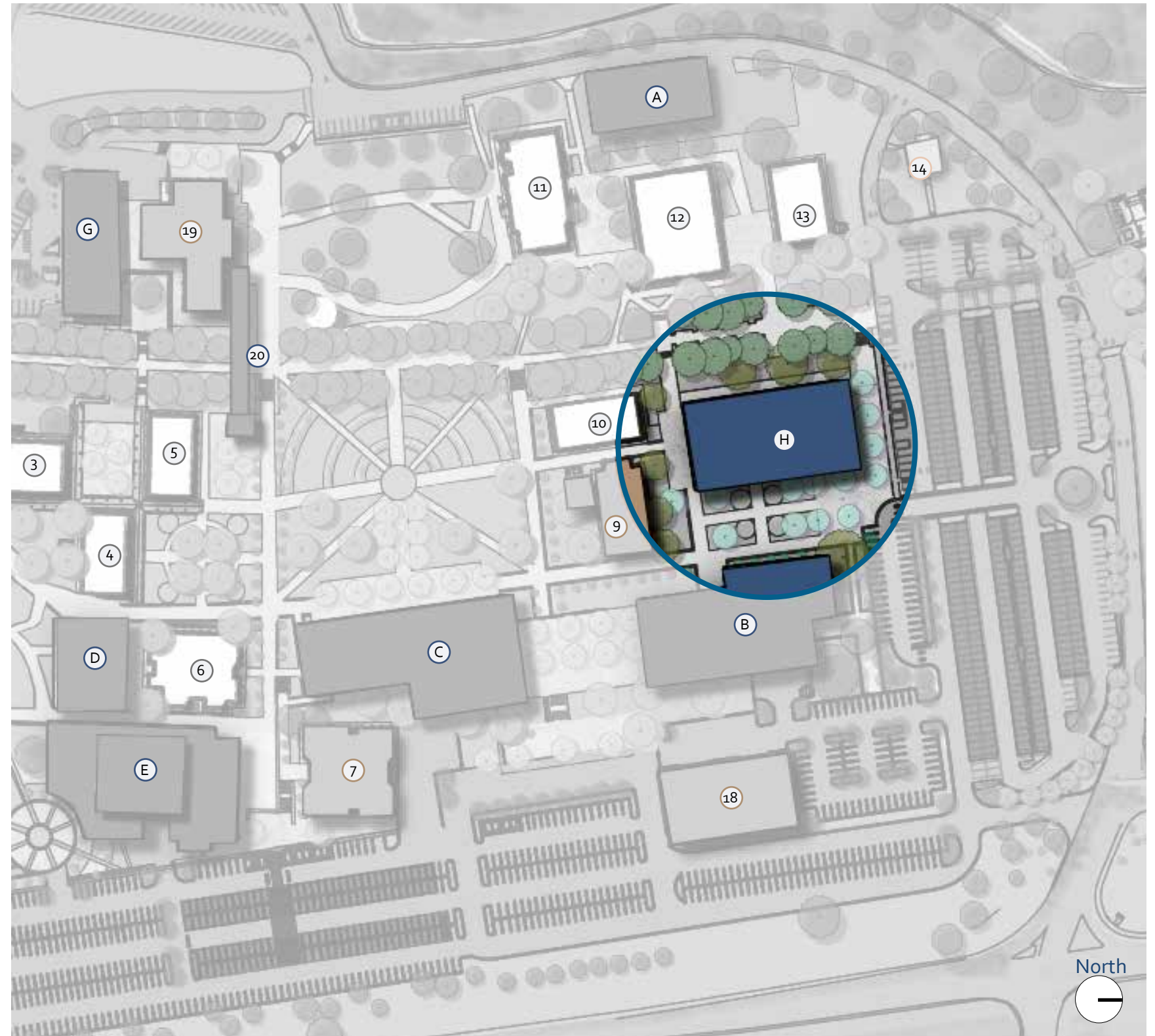
FUTURE BUILDING PAD

A “Future Building Pad” will sit in the location of the existing theater once the new Performing Arts Complex is complete. As all campuses grow, this substantial site is anticipated to provide growth as needed, beyond the planning horizon of this Facilities Master Plan and the associated Educational Master Plan.

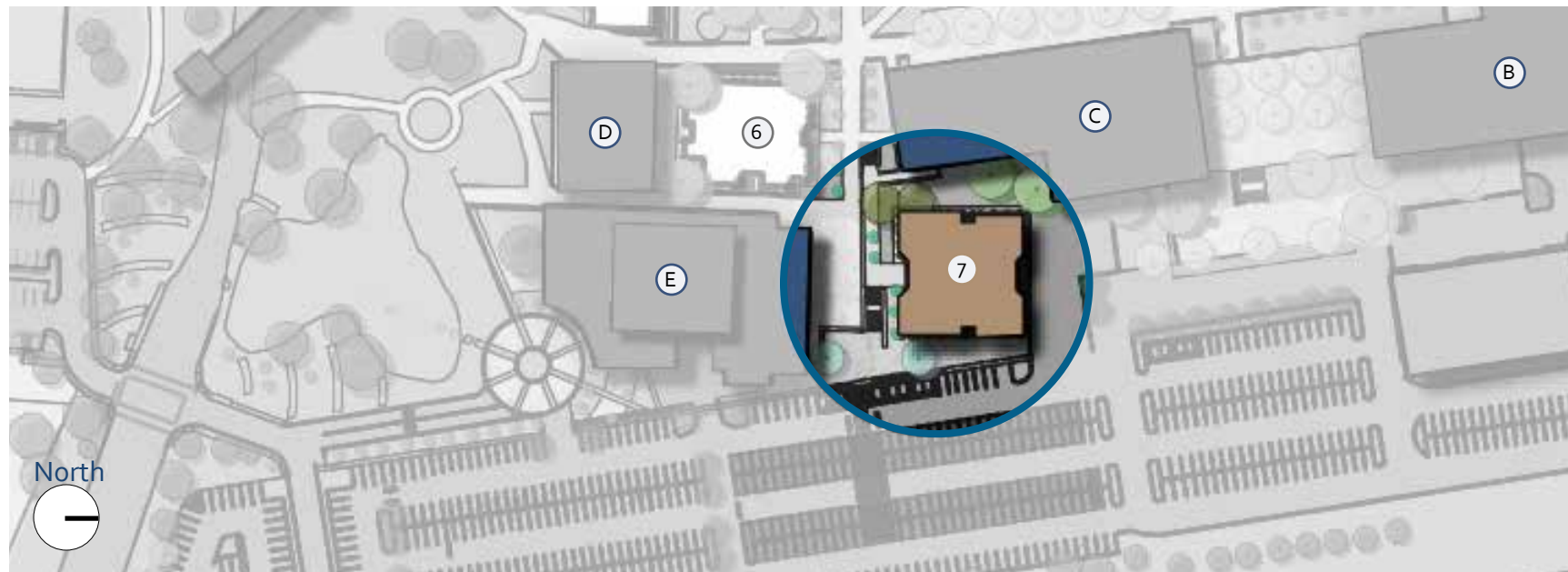
This pad reflects a 20,000 SF footprint

IMAGE KEY

A	Central Plant	9	General Academic/ Swing Space
B	Student Services	10	Humanities
C	Library/ LRC	11	Social Science
D	STEM Center	12	Business
E	Visual and Performing Arts Complex	13	Cosmetology
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H	Future Building Pad	18	Career/Tech. Ed
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5	Math		
6	Nursing		
7	Administrative Services		



ADMINISTRATIVE SERVICES

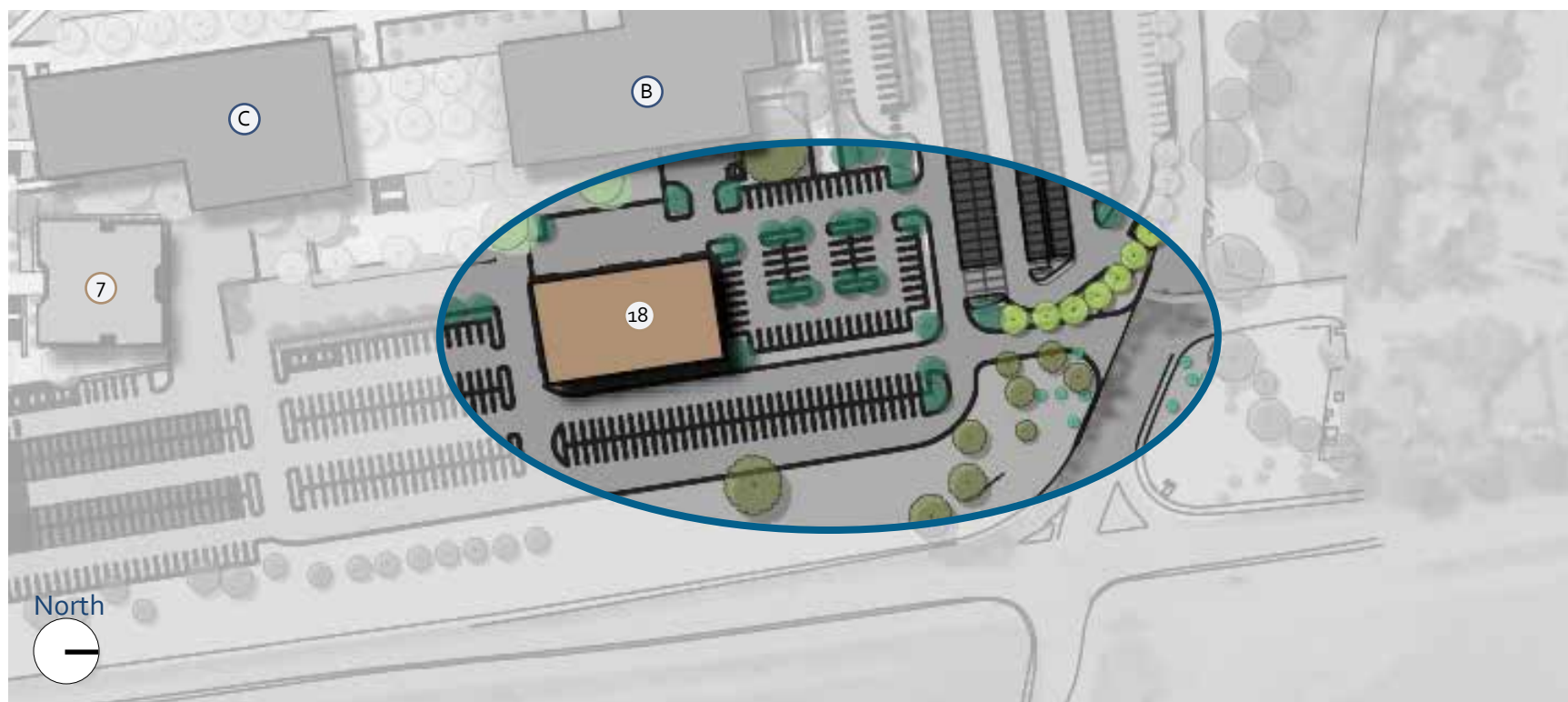


The repurposing of the existing Child Development Center will provide a consolidated location for all departments associated with Administrative Services. The consolidation will also vacate space across campus; allowing other disciplines, such as CTE, to expand within their existing location.

IMAGE KEY

- | | |
|--------------------|--------------------------------------|
| B Student Services | E Visual and Performing Arts Complex |
| C Library/LRC | 6 Nursing |
| D STEM Center | 7 Administrative Services |

CAREER AND TECHNICAL EDUCATION



Career & Technical Education has a need to expand program offerings. The current multipurpose building will be available once human resources and the business office are relocated.

This building will give CTE an opportunity to better serve the local industry with workforce development programs of study and initiatives such as HVAC and Advanced Manufacturing as identified in the Educational Master Plan.

IMAGE KEY

- | | |
|--------------------|---------------------------|
| B Student Services | 7 Administrative Services |
| C Library/LRC | 18 Career/Tech. Ed |

MULTIPURPOSE/ CONFERENCE SPACE

The Multipurpose / Conference Center project retains the northern portion of the existing Student Services Building. Currently the building houses large meeting rooms, open dining, and food service. The building currently sits at the Campus Core's highest elevation, overlooking the picturesque view of the Central Quad and Sycamore Lane. With limited meeting rooms on campus, this facility will provide more gathering opportunities for the campus community.

IMAGE KEY

- | | |
|--------------------------|---------------------------------------|
| G GECA Relocation | 11 Social Science |
| 1 Gym | 12 Business |
| 2 Adaptive PE | 19 Multi-Purpose/ Conferencing |
| 10 Humanities | 20 Cosmetology |

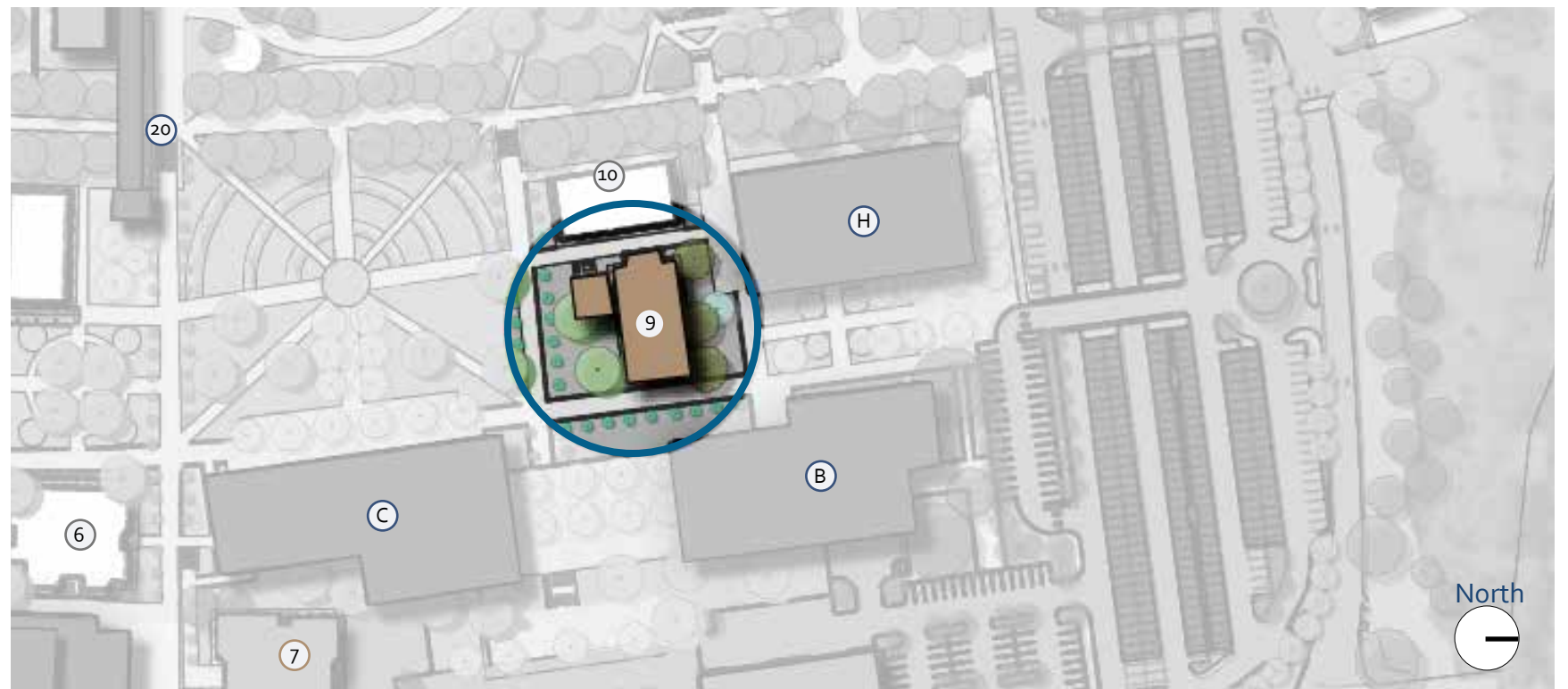


ART BUILDING/ SWING SPACE

As the new Performing Arts Complex opens, the existing Art Building will be repurposed to provide academic swing space (temporary housing) for the College.

IMAGE KEY

- | | |
|--|------------------------------|
| G Nursing | 20 New Bridges |
| 7 Administrative Services | B Student Services |
| 9 General Academic/ Swing Space | C Library/ LRC |
| 10 Humanities | H Future Building Pad |



LIFE/SAFETY UPGRADES



The historic Mayock House and Chapel require life and safety upgrades. Currently not approved for educational purposes, this project is to extend the life of the buildings and safe means of egress for visitors.

IMAGE KEY

A	Central Plant	12	Business
G	GECA	13	Cosmetology
H	Future Building Pad	14	Mayock House
1	Gym	16	Chapel
3	Life Science	18	Career/Tech. Ed
5	Math	19	Multipurpose Building/ Conferencing
10	Humanities	20	New Bridge
11	Social Science		

NEW BRIDGE AND BRIDGE RENOVATION



The existing pedestrian bridge that provides access from the Gymnasium and Adaptive PE to Sycamore Lane will be renovated as it is currently in poor condition.

A new Pedestrian Bridge from Lot H will provide a safe and purposeful pedestrian connection to the core of campus. This will be a second pedestrian bridge (east of the existing bridge) across the Loop Road and will likely require an exterior elevator or extensive ramping to facilitate pedestrian movement to and from Lot H.

A new Elevator tower and Pedestrian bridge will transfer pedestrians from the Central Quad over Sycamore Lane to the new Multipurpose / Conferencing Center.

IMAGE KEY

C	Library/LRC	2	Adaptive PE
D	STEM Center	3	Life Science
F	Kinesiology	4	Physical Science
G	GECA	5	Math
1	Gym	7	Nursing
		20	Bridges

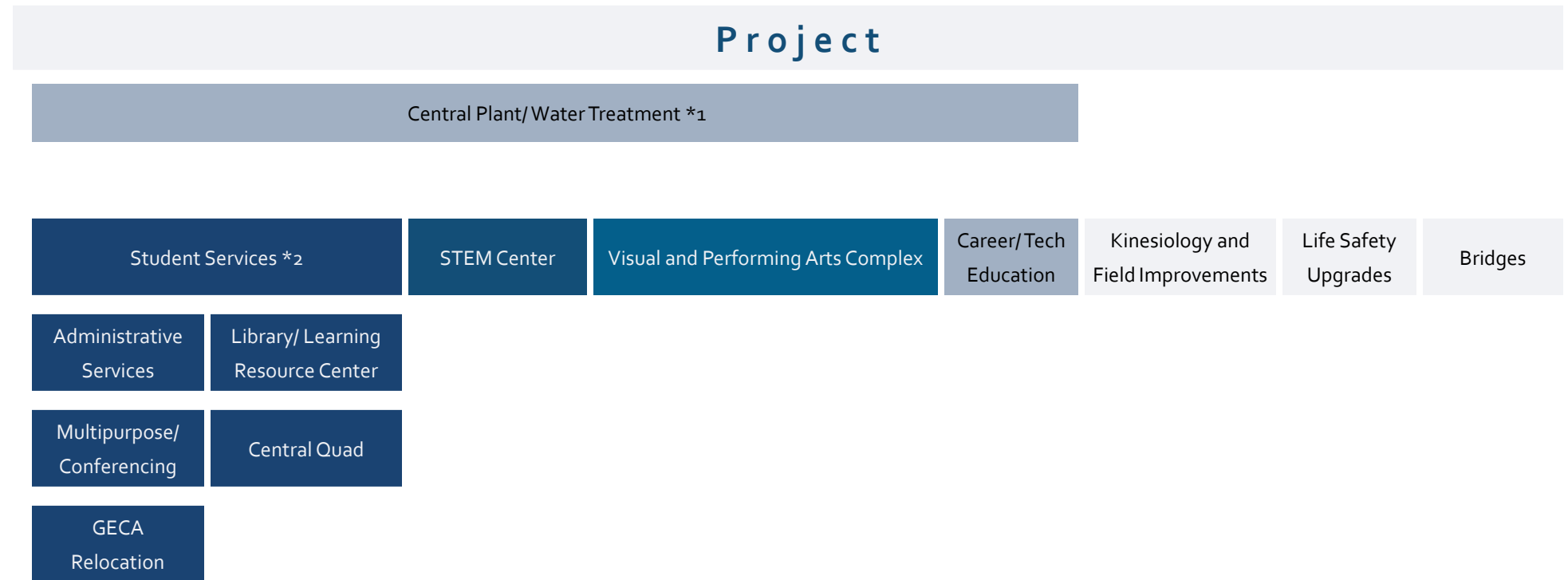
GAVILAN COLLEGE: MAIN CAMPUS PROGRAM OF WORK COST

Project	Scope	Square Footage		Total Project Cost
		ASF	GSF	
Building Projects:				
Library / Learning Resource Center	New Construction	43,500	69,923	\$ 67,078,232
Student Services	New Construction	28,019	43,106	\$ 48,622,533
STEM Center	New Construction	10,700	16,000	\$ 19,713,218
Visual and Performing Arts Complex	New Construction	34,463	53,020	\$ 61,750,797
Kinesiology & Field Improvements	New Construction	9,830	15,123	\$ 13,769,762
Administrative Services	Renovation	-	11,323	\$ 11,354,708
Multipurpose/ Conferencing	Renovation	-	12,353	\$ 14,100,374
Career/Tech Ed.	Renovation	-	14,586	\$ 17,547,848
Mayock House	Life/Safety Upgrades	-	566	\$ 655,860
Chapel	Life/Safety Upgrades	-	566	\$ 1,333,129
GECA Relocation	New Construction	19,000	28,000	-
Sub-total				\$ 255,926,462
Site Improvement Projects:				
Central Plant/Water Treatment	New Construction	-	-	\$ 5,944,661
Central Quad	-	-	-	\$ 4,864,181
Bridges	New Construction/ Renovation	-	-	\$3,694,520
Accessibility Solutions	-	-	-	\$747,201
Athletic Field Improvements	-	-	-	\$ 15,650,496
Sub-total				\$ 30,901,059
Infrastructure & Core Site Amenities			123,800	\$ 63,499,318
TOTAL			388,786	\$ 350,326,318*

* Base Construction Cost was derived from the CCCO's JCAF Cost Guidelines. Due to the current construction climate, the Business Office has recommended a 2.0 multiplier be assigned to the base construction cost of each building.

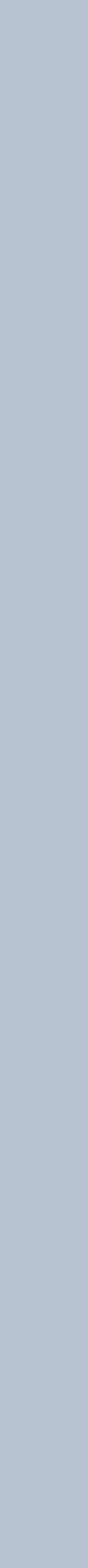
LYNCH-PIN PROJECTS

The adjacent chart reflects the opportunity to independently initiate multiple projects excepting those projects following Student Services. Student Services serves as a “linchpin” to projects below – i.e. a project that facilitated / made possible the completion of other projects in a timely and financially feasible manner.



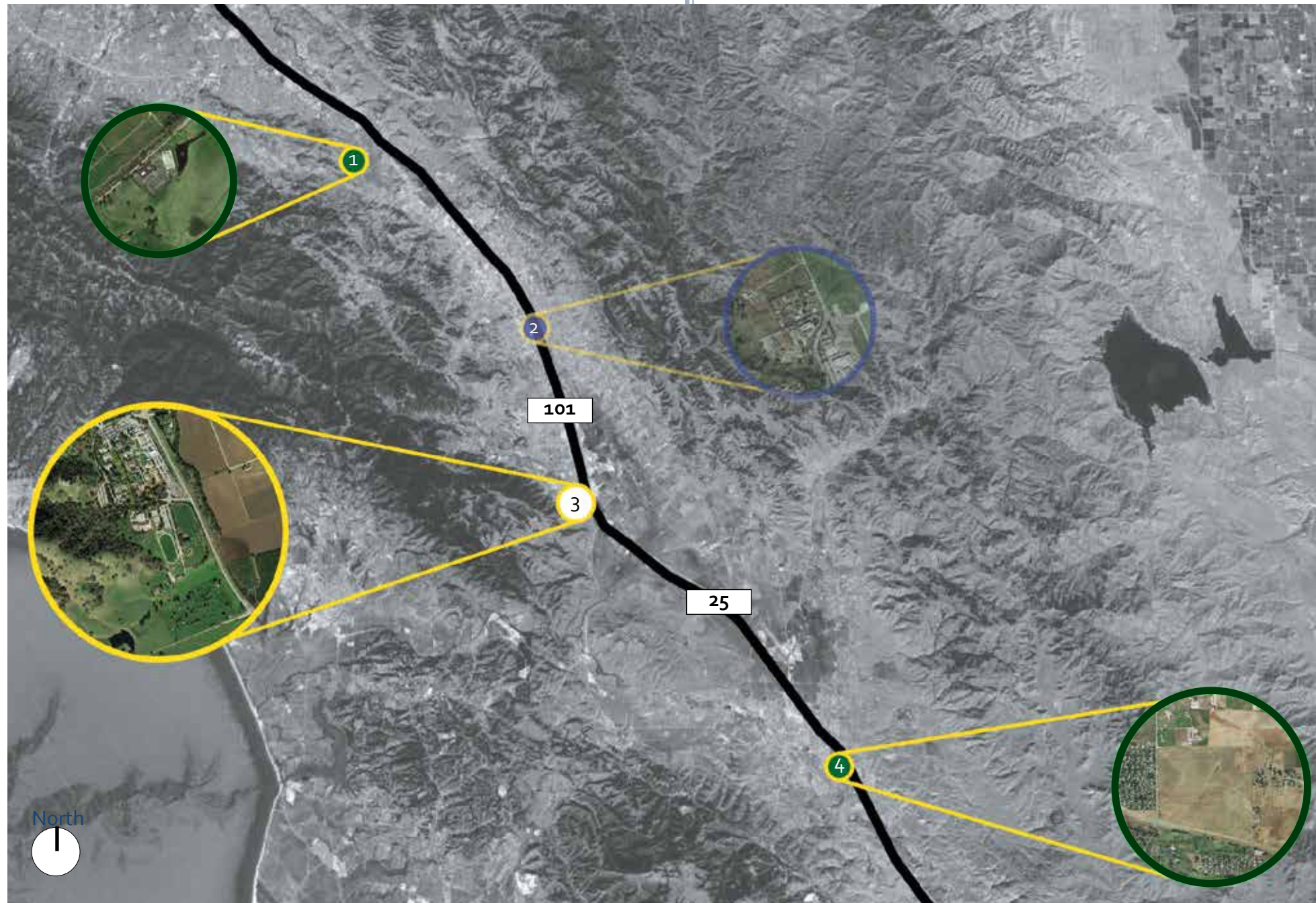
*1: Central Plant/Water Treatment: Assumes these facilities are online at time of first project completion

*2: Student Services: Requires swing space for Music program





OTHER CAMPUSES



- CAMPUS**
- 1 Coyote Valley
Morgan Hill
 - 2 San Martin Aviation
 - 3 Gilroy
Hollister
 - 4 San Benito
1. COYOTE VALLEY CAMPUS
2. SAN MARTIN AVIATION
3. GAVILAN COLLEGE (MAIN CAMPUS)
4. SAN BENITO CAMPUS



SAN BENITO CAMPUS VISION

The 78 acre San Benito site is envisioned as a fully developed, self-sustaining campus with a full complement of college facilities and services (including: sciences; humanities; pre-professional, business, vocational, and technical fields; athletics; administrative and student support services) serving the southern region of the Gavilan Joint Community College District.

The Master Plan Vision to the right, reflects construction of multiple academic and support facilities defining a grand Central Quad flanked by parking on the west and southeast edges of the academic core. The north edge of the campus will abut a multi-lane Public Access Road extending east and south from a new signalized intersection on Fairview Road. The proposed access would be shared and developed jointly with the private residential development to the north.

Academic facilities capable of supporting heavy community use, such as a Theater and Athletic facilities, are located at the perimeter of the campus core in close proximity with parking. As currently envisioned, the Theatre would serve as a visual icon

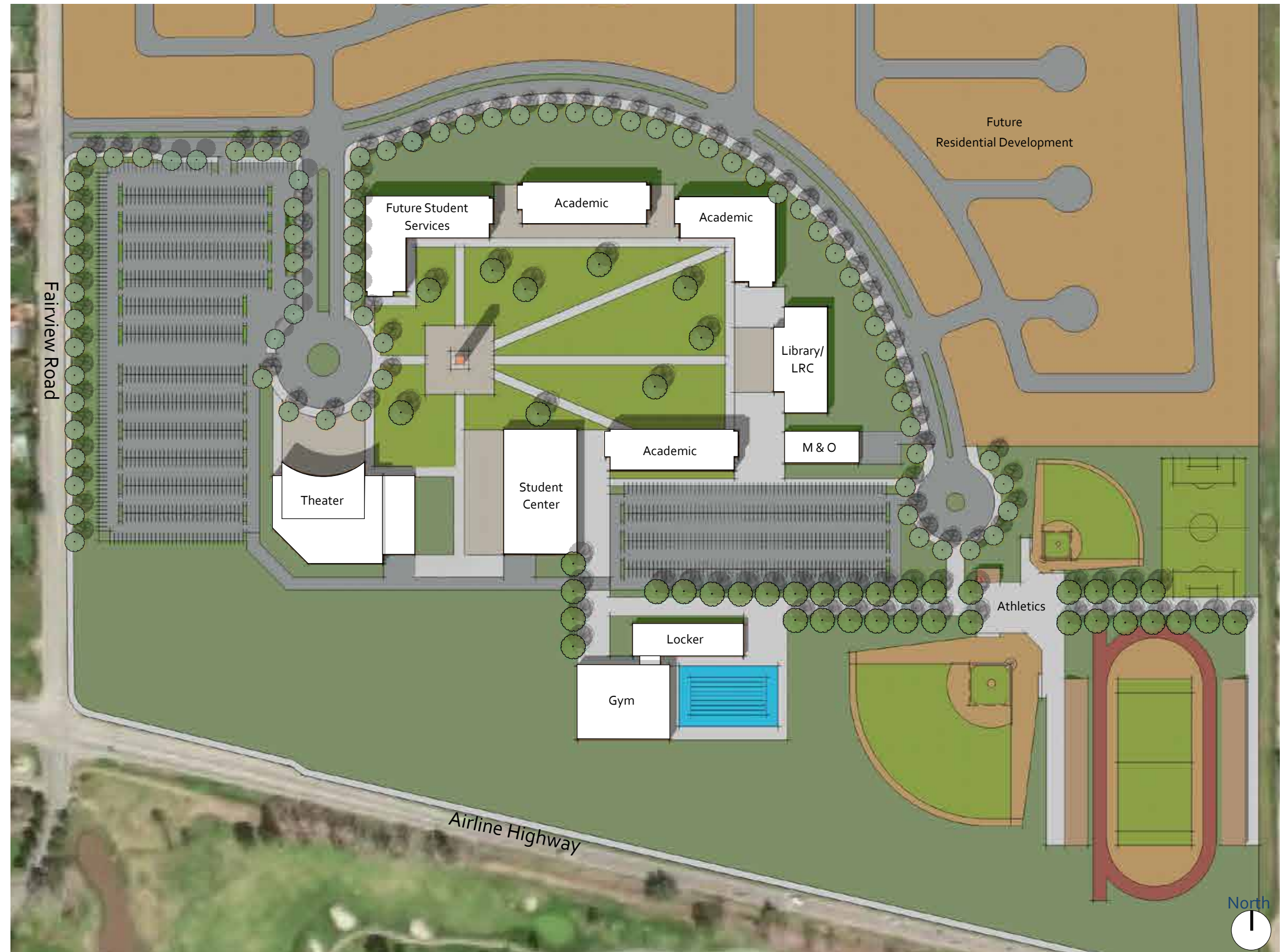
and physical terminus to the round-about at the south end of the Primary Campus Entry. Athletic facilities and fields occupy the southeast quadrant of the proposed campus with direct access from the round-about and parking at the southern terminus of the Public Access Road.

The south edge of the site, abutting Airline Highway, will be retained as open space as defined in the CEQA documents.

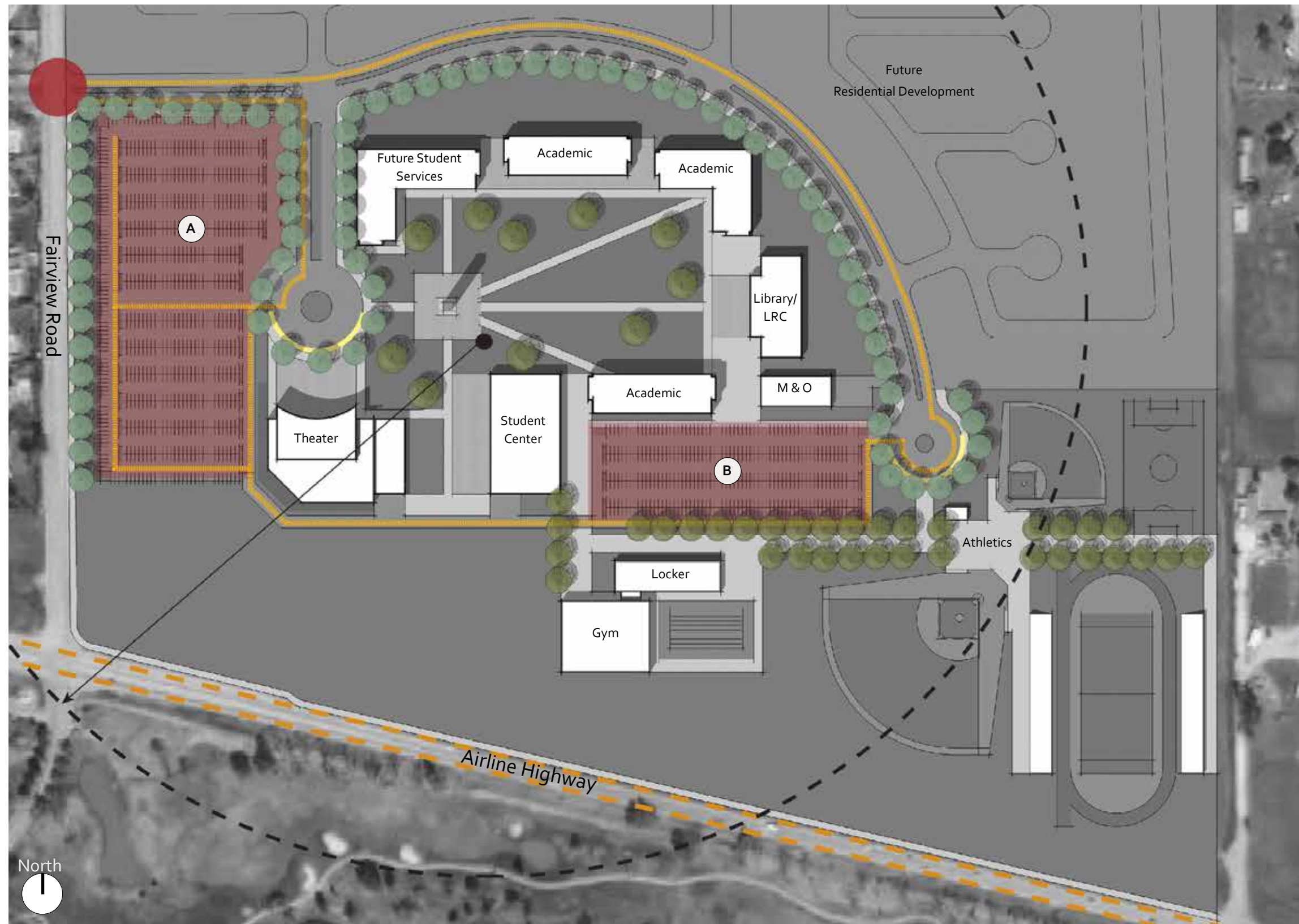
Phase One of the campus build out will include; the Public Access Road; Primary Campus Entry; surface parking; all infrastructure and utilities necessary to support Phase One and eventually expand to support the Master Plan Vision; and a single multipurpose academic building. The Phase One development limits have been established to smoothly transition into the Master Plan vision. The vehicular and pedestrian circulation patterns, open space, campus zoning, and the utility/ infrastructure framework established in Phase One, will guide future development consistent with the Master Plan Vision.

The diagrams on the following pages are intended to depict vehicular circulation and parking, as well as the pedestrian circulation and open space frameworks which will guide campus development.

Program Block	Space Use	ASF	GSF
A	Academic Commons		7,615
B	Labs		8,013
C	Faculty Support		2,543
D	Fitness Lab & Dance		1,333
E	Library Resource & Instructional Support Lab		3,451
F	Administrative Complex		1,691
G	Student Support Services		6,865
H	Merchandizing/Food Service		1,736
I	Physical Plant		956
J	Security		1,000
Total			33,869



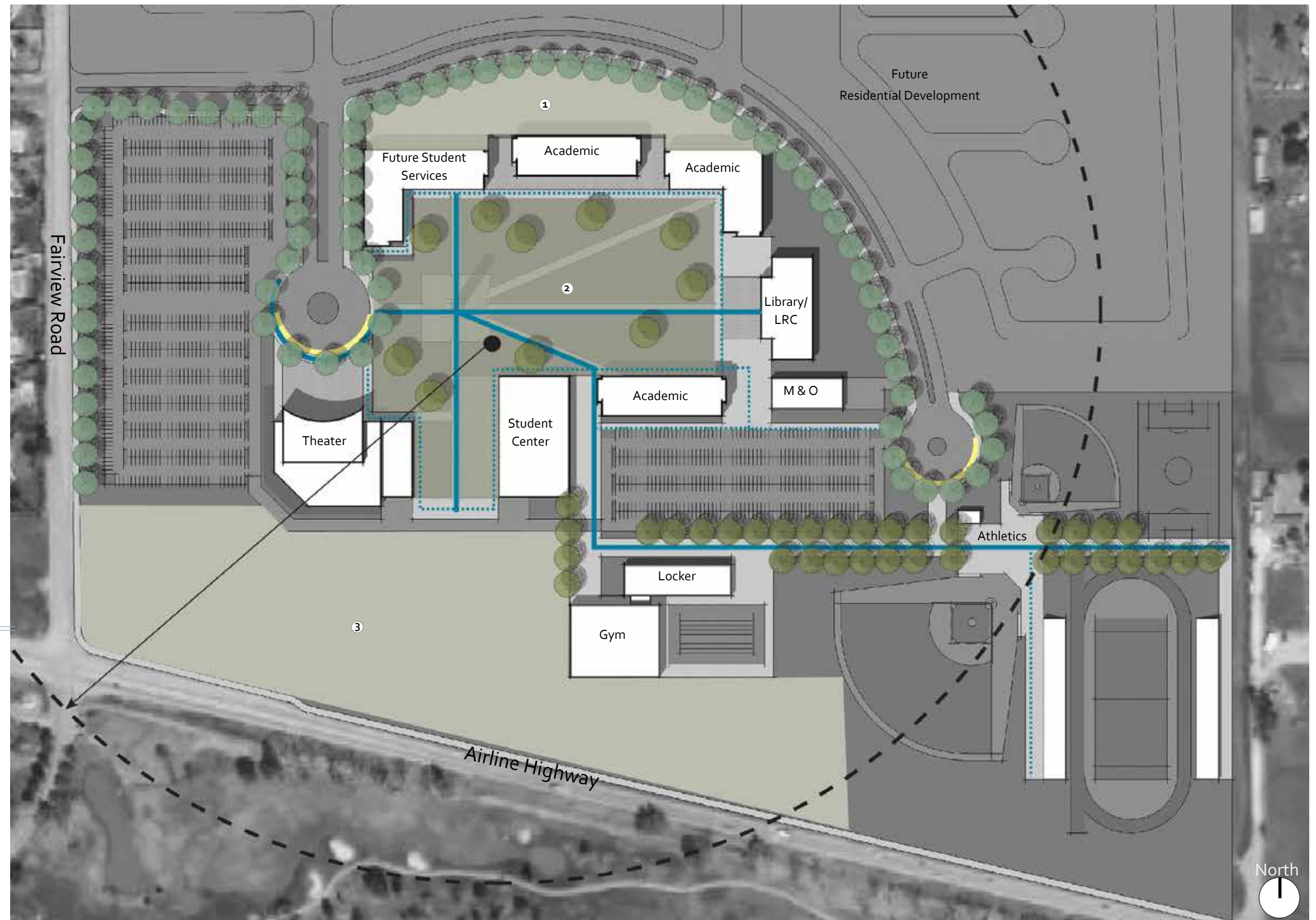
VEHICULAR CIRCULATION & PARKING



KEY

- - - Arterial Road
- Campus Entry
- - - Primary Vehicular Circulation
- - - Drop Off
- Parking
- 1/4 Mile Radius
- Ⓐ Parking Lot Label

PEDESTRIAN CIRCULATION & OPEN SPACE



KEY

- Main Pedestrian Access
- - - Secondary Pedestrian Access
- Drop Offs
- Open Space
- ① Open Space Label
- () 1/4 Mile Radius

SAN BENITO CAMPUS: PHASE 1

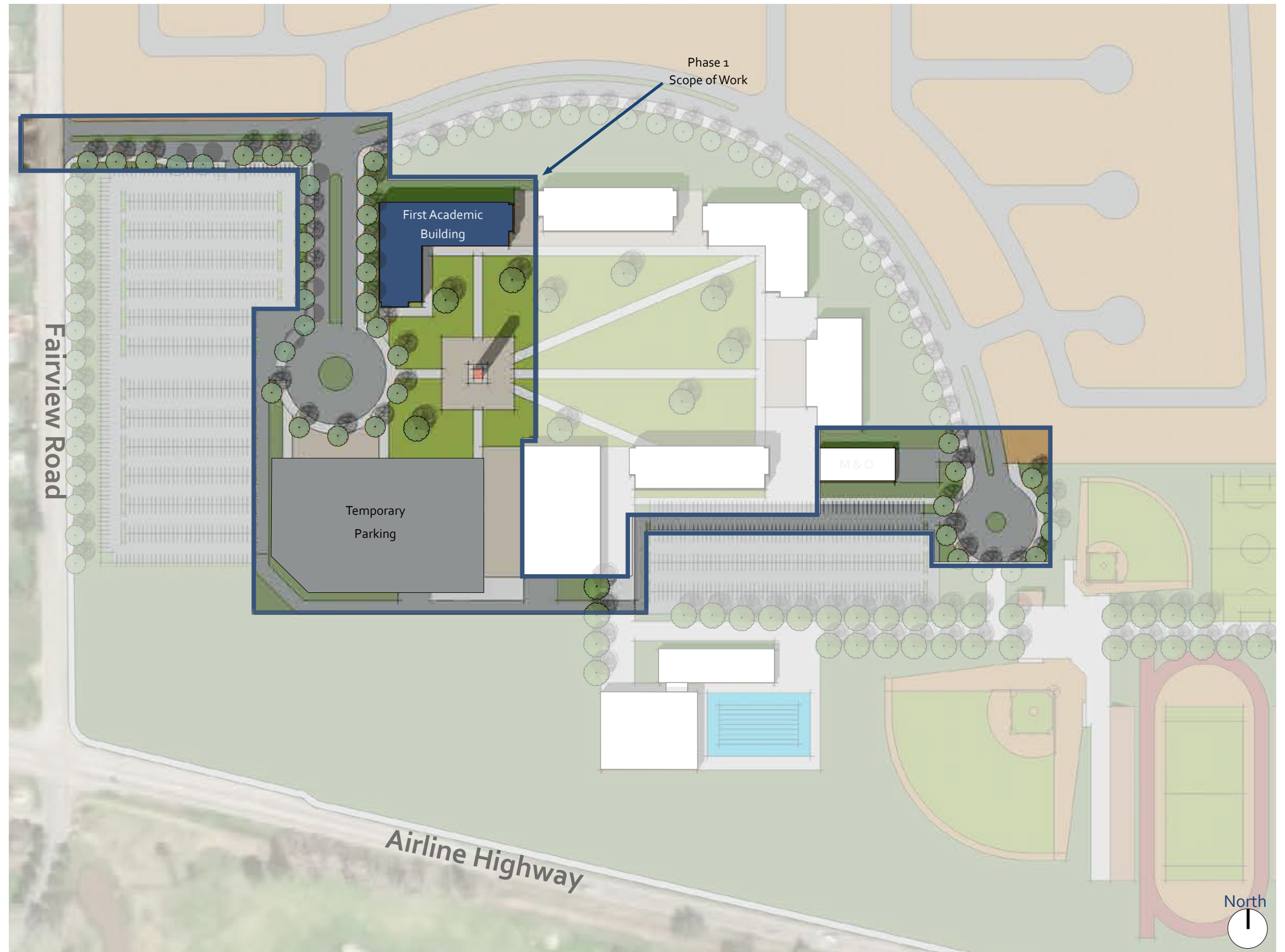
Phase One is intended to support the uses currently offered at the Hollister site and near term growth in academic and support services. Specifically, Phase 1 includes the improvements identified in diagram to right and further described below:

- A multi-story, 33,619 gsf, multipurpose Academic Building including classroom and lab space; student services and administrative support; as well as limited food service and collaboration spaces supporting student engagement.
- Extension of all public utilities (dry and wet) to the campus.
- A signalized intersection at Fairview Road
- An access road ultimately shared with the residential development to the north
- A modular (expandable) Central Plant and Maintenance Facilities as required to support Phase One including extension of on-site utilities and central plant infrastructure.
- Landscape and hardscape improvements consistent with the Master Plan Vision

- On-Campus parking and vehicular circulation – concurrent with the development of the Primary Entry Road and roundabout, the Phase One plan anticipates construction of a “temporary parking” lot on the site of the future Theater Arts Building. This provides parking in close proximity to the Phase One Academic Building, defines the southern edge of the Campus Quad and provides an appropriate location for future modular buildings supporting the next stage of campus growth. When the growth is justified, the “temporary parking” would be replaced with larger permanent lot to the west. The modular buildings can be used until the student population becomes large enough to justify additional larger academic buildings and / or construction of the Theatre.

All Phase One improvements should be carefully planning to integrate with the Master Plan Vision.

Program Block	Space Use	GSF
A	Academic Commons	7,615
B	Labs	8,013
C	Faculty Support	2,543
D	Fitness Lab & Dance	1,333
E	Library Resource & Instructional Support Lab	3,451
F	Administrative Complex	1,691
G	Student Support Services	6,615
H	Merchandizing/Food Service	1,736
I	Physical Plant	956
J	Security	1,000
Totals		33,619





SAN BENITO CAMPUS COST

PROJECT	SCOPE	SQUARE FOOTAGE GSF	TOTAL PROJECT COST
Multi Disciplinary Building	New Construction	33,619	\$ 40,062,407
Site Improvement Projects			
Developed Entry	New Construction		\$3,144,886
M&O / Central Plant & Utility Loop	New Construction		\$6,481,650
Parking	New Construction		\$1,657,643
Quad	New Construction		\$135,208
Infrastructure & Core Site Amenities			
			\$409,015
TOTAL			\$ 51,890,810

* Base Construction Cost was derived from the CCCO’s JCAF Cost Guidelines. Due to the current construction climate, the Business Office has recommended a 2.0 multiplier be assigned to the base construction cost of each building.



COYOTE VALLEY CAMPUS

THE LONG TERM VISION

While not sufficient to support the long term vision and anticipated growth in this region, the two-story building referenced above will accommodate immediate and near term growth while GJCCD works to mitigate environmental concerns associated with the site and continue planning for a new campus.

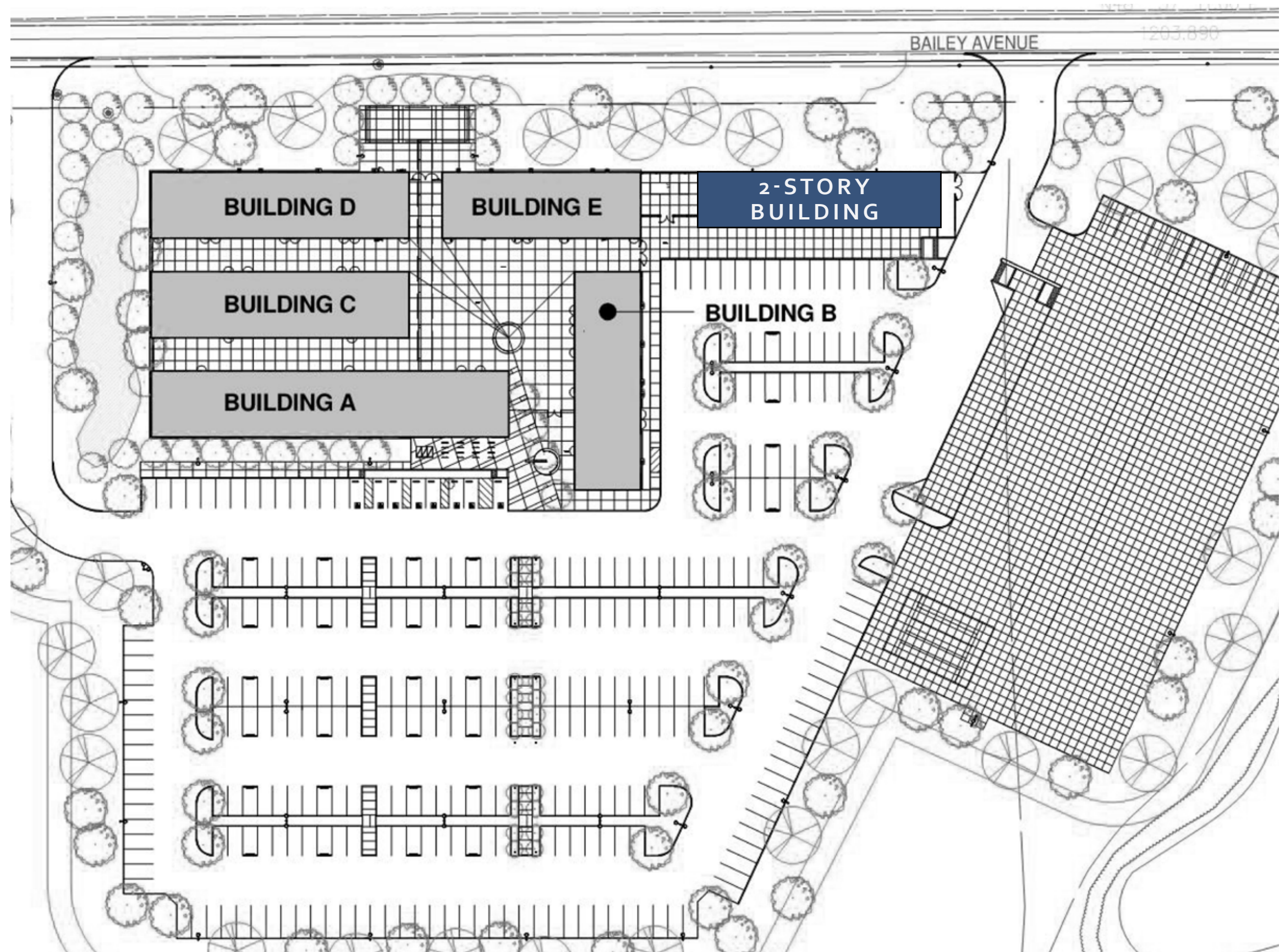
Program Block	Space Use	GSF
A	Classrooms	4,154
B	Labs	2,475
C	Faculty Support	717
D	Resource/Support Lab	1,538
E	Administrative Complex	417
F	Student Support Services	700
Totals		10,001

IMPROVEMENTS TODAY

Current improvements on the 15 acre site include multiple modular structures and surface parking, utilized primarily by the South Bay Regional Public Safety Training Consortium (South Bay Consortium). Recommendations for the Coyote Valley site include an additional modular instructional building.

FACILITIES

Gavilan Joint Community College District wishes to meet the needs of students in the northern region of the District by offering additional student services and general education classes. A proposed 2-story modular building will include 3 general lecture classrooms, a biology lab, a computer lab, and several support spaces. This new building will provide resources and encourage completion of certificate programs, while increasing GJCCD's presence in the northern region of the District.





COYOTE VALLEY CAMPUS COST

PROJECT	SCOPE	SQUARE FOOTAGE GSF	TOTAL COST	PROJECT
COYOTE VALLEY				
Modular Building	New Modular	62,523	\$ 11,770,573	
Infrastructure Related to Modular Building				
Site Work	New Construction	15,154	\$ 1,086,063	
TOTAL			\$ 12,856,636*	

* Base Construction Cost was derived from the CCCO’s JCAF Cost Guidelines. Due to the current construction climate, the Business Office has recommended a 2.0 multiplier be assigned to the base construction cost of each building.



6



TOTAL COST OF OWNERSHIP (TCO)





6



TOTAL COST OF OWNERSHIP (TCO)

The total cost of ownership (TCO) approach to facilities management is accounting for and understanding all of the costs associated with owning and occupying a facility over the entire life-cycle. This is more than just identifying when to replace a piece of equipment or component of the building. It balances the annual operating expense of operations and maintenance with the capital expenditures necessary to replace specific components.

In short, it allows management to understand the impact that each category of building costs and how it will impact other areas. This approach allows financial and facilities executives to optimize the value that can be derived from facilities while controlling costs.

FACILITIES COSTS FALL BROADLY INTO TWO CATEGORIES:

BUILDING RELATED EXPENSES: These are the expenses incurred in construction, maintenance and renewal of the facility to its original state. They are costs that are traditionally incurred by the facilities management department's operating budget. These can cover various levels of service, depending on the building occupants' requirements.

PROGRAM RELATED EXPENSES: These are the expenses that are incurred through the occupation and use of the facility. These expenses are not necessarily paid by the facilities department. They may be departmental expenses which are paid by the building occupants' operating budgets or by the institution. However, these expenses often relate to, or impact the costs of the building operation, upkeep or renewal.

In the **BUILDING RELATED EXPENSES** category there are five very distinct categories of costs. These costs are:

Acquisition (purchase, Lease or Construction): These are the costs incurred to obtain or completely restore the facility.

Utilities: This is the cost to provide heating, ventilation, air condition, water and sewer services to the occupants of the building. This could include the cost of technology, such as telephone, computer hookups and Internet service.

Daily Maintenance: This is the daily cleaning, trash removal, litter control, grounds and landscaping and other routine maintenance that is performed daily to keep the building operational.

Periodic Maintenance: This is the critical maintenance (occasional breakage repair), preventive maintenance and other activities which are performed to keep the facility in good operating order.

Capital Renewal: These are the repairs and replacements which are done to bring the facility back to its original condition. These activities can be replacement of key building systems or building components such as roofs, HVAC systems, etc.

There is a similar list of activities and facilities related costs that come under the heading of the **PROGRAM RELATED EXPENSES** – that are derived from the activities occurring within the building. These can be more wide ranging – depending on type of activities that are housed in the facility. Example categories are:

Specialty Equipment: This is usually equipment that is moved in after construction of the facility (e.g. specialty laboratory equipment to support research grants) – but, may require specific modifications to the building.

Operational Activities: This could be the provision of mail

services, commissary, building security or other services which are necessary to support building occupants. Different building activities may require a special menu of support services.

Remodel, Renovation, or Adaption: This is building reconstruction which is beyond what is required for capital renewal. This could be construction to update decor, make changes to accommodate new building activities or to adapt for changing uses. It can also be building modifications to meet new code requirements which have been implemented.

These various activities are funded by a combination of operating and capital budget accounts. To have the optimum and most effective facility TCO, there needs to be a very close understanding of each of the costs that are being charged against the various funding sources. This goes beyond identifying the replacement of equipment or building components at the end of their life cycle. In fact, if the maintenance and operations (including utility costs) of equipment is rising, it may be very cost effective to replace the equipment with more energy efficient equipment that could also have a lower maintenance cost. In other words, well targeted capital expenditures can become an investment that will reduce annual operating costs.

A successful TCO program is only possible if management is able to track all of the various facilities costs, monitor their trends, and understand how they relate to each other. This knowledge makes it possible to reduce the total amount that is spent on the facility over its entire life-cycle.

BUILDING RELATED EXPENSES

ACQUISITION the calculated first costs will be the budget costs including the FF&E (Furniture, Fixtures, and Equipment) and possibly pro-rated infrastructure related costs.

UTILITIES The operating costs of the new mechanical, electrical, and plumbing systems should not be greater than those in the existing buildings and should be noticeably lower if well managed. In the absence of design and construction standards addressing such things as systems sustainability initiatives, average costs for comparable campuses will be applied.

DAILY AND PERIODIC MAINTENANCE Regardless of current funding and staffing levels along with the efficiency and effectiveness of managing those resources, there are well established benchmarks for estimating preferable maintenance cost allocations. Since the TCO model will be applied to new and renovated facilities, the operating costs that best preserve those capital investments will be utilized.

CAPITAL RENEWAL This component will be addressed as a re-investment reserve allocation based on comparable industry established data in the form of a percentage of current replacement value required to avoid an accumulation of capital renewal and deferred maintenance backlog.

RATIONALE

The TCO calculation table can be applied as a template for the pilot and future projects. The assumption for the life of the facilities is that they will continue to be operated and maintained until such time that a decision is made to deconstruct or entirely replace them. For the sake of this calculation, it will be assumed that they will exist in perpetuity and amortize over 75 years. If

and when a decision to demolish were to occur, the approach to adjusting the TCO would be to stop setting aside a reserve or performing capital renewal projects and performing minimal routine maintenance to the extent that the facility begins the process of “demolition by neglect.” The calculation for annual operating costs includes utilities plus daily and periodic maintenance.

PROGRAM-RELATED EXPENSES

Given the function of the pilot program buildings, it is unlikely that there will be any significant program changes over the life of those facilities. Should program-related alteration and improvement projects occur, they would be considered to be independent of the initial TCO calculations.

Ratios and Measures	Fac. Admin. Total Cost	Custodial Total Cost	Engy Total Cost w/o Purch. Utilities	Engy Total Cost w/ Purch. Utilities	Grnds Total Cost/ Acre/ Hectare	Maint. Total Cost	Other Total Cost	AFOE	AFOE + PU
Los Angeles City College	\$1.36	\$2.23		\$2.05	\$4,482.00	\$2.40		\$6.16	\$8.22
Los Angeles Valley College	\$1.30	\$1.73		\$1.71	\$4,014.00	\$2.79		\$6.38	\$8.09
San Mateo County CCD	\$1.91	\$2.76	\$0.12	\$2.21	\$10,320.00	\$2.12		\$7.85	\$9.94
West Los Angeles College	\$1.71	\$2.15		\$1.82	\$4,939.00	\$2.15		\$6.61	\$8.42
									\$8.67

Data Source: APPA Facilities Performance Indicators Report, 2015-2016

TOTAL COST OF OWNERSHIP CALCULATIONS FOR FUTURE PROJECTS USING 2017-18 DATA

PROJECT	\$	GSF	\$ PER GSF
Utilities	553,402	300,579	1.84
Maintenance	761,568	300,579	2.53
Custodial	567,980	300,579	1.89
TOTAL	1,882,950		6.26
Maintainable SF			
Grounds	507,548	3,740,497	0.14
TOTAL YEARLY COST			6.40

PROJECT	NEW GSF	NET GSF	NET GSF	PROJECT COST W/O EQUIPMENT & PROG. MGMT	OPERATING YEARLY COST \$6.29	CAPITAL RENEWAL COST \$0.015	FIRST COST 75 YEARS	TOTAL COST OF OWNERSHIP/YEAR
Library/LRC/Student Center	69,923	38,803	31,120	\$ 41,924,913	\$ 199,168	\$ 628,874	\$ 558,999	\$ 1,387,041
Student Services	43,106	-	43,106	\$ 30,496,358	\$ 275,878	\$ 457,445	\$ 406,618	\$ 1,139,942
STEM	16,000	-	16,000	\$ 12,445,153	\$ 102,400	\$ 186,677	\$ 165,935	\$ 455,013
Visual and Performing Arts Complex	53,020	17,569	35,451	\$ 38,515,324	\$ 226,886	\$ 577,730	\$ 513,538	\$ 1,318,154
Career /Tech. Ed.	14,586	-	14,586	\$ 11,419,126	\$ 93,350	\$ 171,287	\$ 152,255	\$ 416,892
Kinesiology & Field Improvements	15,123	-	15,123	\$ 8,771,776	\$ 96,787	\$ 131,577	\$ 116,957	\$ 345,321
San Benito - Multidisciplinary Building	36,619	-	36,619	\$ 24,843,599	\$ 234,362	\$ 372,654	\$ 331,248	\$ 938,264
Coyote Valley - Modular Building	9,846	-	9,846	\$ 7,163,231	\$ 63,014	\$ 107,448	\$ 95,510	\$ 265,973
TOTAL	258,223	56,372	201,851	\$ 175,579,480	\$ 1,291,846	\$ 2,633,692	\$ 2,341,060	\$ 6,266,598

Source: Cambridge West Partnership, LLC

1. The Operating Cost/Year = \$6.40x GSF using Gavilan College Data. APPA data was \$8.67, and was not used.
2. Capital Renewal = \$0.015 x CRV with 1.5% of current replacement value per year as an established standard
3. First Cost is amortized over anticipated life of facility estimated as 75 years
4. These calculations do not factor in inflation adjustments



7



APPENDICES



APPENDIX: ACKNOWLEDGMENTS

The planning process relied heavily on discussions, interviews and input provided by groups and individuals associated with maintenance and operations, the academic programs and support services of the College along with the campus community. The results and findings from these inputs provided the foundation upon which the FMP was constructed. The following groups and individuals contributed to this FMP.

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Eric Ramones Resource
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Kathleen Moberg Resource
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Alice Dufresne-Reyes Resource
Debbie Britt-Petty Recorder

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Daniel Chavez Student Trustee, Curriculum Committee Representative
Jesus Ochoa Senator of Region IV, President's Council Representative
Mikayla Gomez Vice President of Activities, Curriculum Committee Representative
Julissa Lopez Vice President of Athletics, Legislative Affairs Director for Region IV, Health & Safety Representative
Nolan Golden Vice President of Clubs;

Systems Affairs Director for Region IV;
Equity Committee Representative; President's Council Representative
Leslie Aparicio Vice President of Community Outreach, Facilities & Grounds Representative
Tani Lopez Cortez Vice President of Marketing
Brianna Everett Vice President of Records, Academic Senate Representative, Equity Committee Representative
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Nikki Dequin (Chair/President)
Sejal Dharja
Pat Henrickson
Jessica Hooper
Jane Maringer
Nicholas Park
Arturo Rosette
Alex Stoykov
Ken Wagman
Ozzy Zamora
John Lango
Linda Stubblefield

GLOSSARY OF TERMS

The Glossary that follows includes the definition of the key words or terms used in the Facilities Master Plan.

ASF (ASSIGNABLE SQUARE FEET)

The sum of the floor area within the outside walls of a room or space, usable for student or staff stations, "assignable square feet."

CAPACITY TO LOAD RATIO AKA "CAP LOAD(S)"

- The relationship between the space available for utilization (square footage that is usable) and the efficiency level at which the space is currently being utilized
- The state measures five areas for Capacity Load: Lecture, Laboratory, Office, Library, and AV/TV
- The Space Inventory – Report 17 provides the basis for this calculation. It records the usable square footage by "type" available at the college or center

FTES

Shall mean "full-time equivalent students."

GSF (GROSS SQUARE FEET)

The sum of the floor areas of the building within the outside of the exterior walls (ASF plus non-usable space), "gross square feet," the buildings footprint.

ROOM TYPE

Identifies the room by use or function (i.e. lecture, lab, office, meeting room, etc.)

SPACE INVENTORY (OR "REPORT 17")

A statistical legal record of the gross square footage and the assignable (i.e. usable) square footage of a college or center.

TOP CODE

Room/spaces are assigned a particular use and function, a specific discipline or service. This 4-digit numeric code identifies the "type" of use that supports that particular room. Typically used to identify laboratory uses and functions.

WSCH

Shall mean "weekly student contact hours." It also includes all credit and non-credit hours including daily student contact hours (DSCH), positive attendance and independent studies – all of which are ultimately converted to the weekly students contact hours (WSCH).

* Glossary referenced on page 16

