



ALL COLLEGE - FACILITIES

DECEMBER 5 & 6, 2016

WHAT IS AN EDUCATIONAL AND FACILITIES MASTER PLAN (EFMP)?

- Short answer: The Ultimate planning tool for District Facilities – New, Re-purposed, Re-modeled, Upgraded
- A compilation of Instructional trends, Departmental Plans and forecasts: 3, 5 and 10 years' out
- A forecast of upcoming community and business needs – as well as those that are no longer necessary
- A comparison of growth, from different perspectives: state, county, city and the school districts in our area



WHEN DID WE START DOING THESE PLANS?

- 1991 – and at least every 5 years thereafter!
- Note that the original Plans weren't combined; they began life as Educational Master Plans and transformed when the State growth numbers began to skyrocket
- In fact, the 1996 Plan was our first EFMP, which we have completed diligently thereafter
- NOTE: to recap the above statement, we have, since 1991, ALWAYS had a current EFMP from which to base all decisions regarding Facilities, even when transitioning between the end of one Plan and into the start of the next Plan



WHY DO WE NEED AN EFMP?

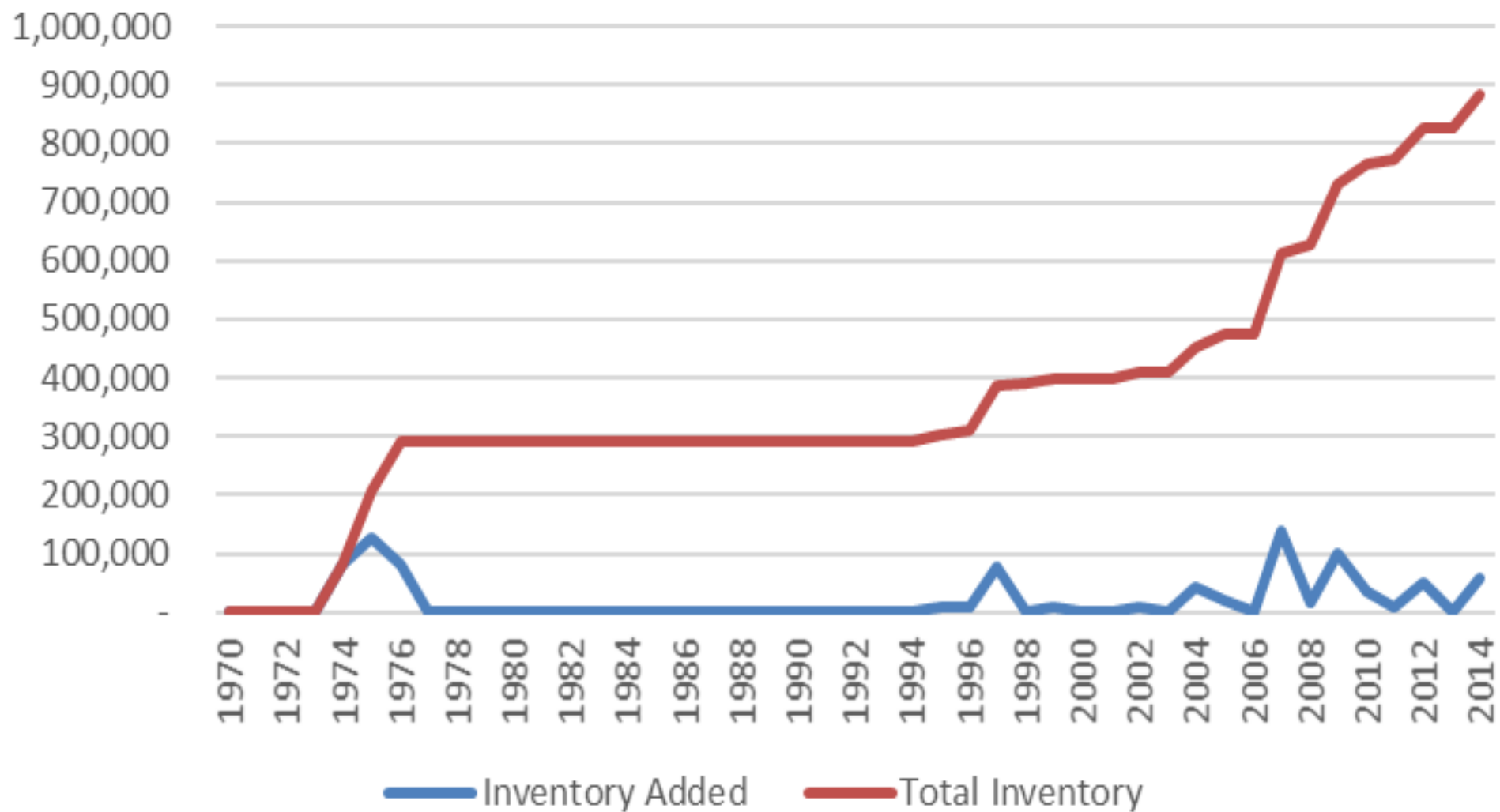
- There is no other comprehensive planning document that combines all of the elements necessary to predict current and future student demand
 - It provides us with the tools needed to stay current with Instruction, and not get left behind as demand changes
 - The Plan provides paths for Innovation and flexibility that would otherwise be lost in day-to-day operations
 - The analysis and Plan summaries lets us predict the Quantity and Types of physical space that we need – and/or need to change, as compared to our current Space Inventory
 - Without an EFMP, we would not be able to complete, required annually to the State, our 5-year Capital Outlay Plan
 - And without a 5-year Capital Outlay Plan, a District cannot apply for Facilities funding from the State
 - And, finally, it's a major component of meeting the integrated planning requirement of Accreditation. Which is pretty important.
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College of the Canyons - Capital Project Funding History

Date Built	Facility	Cost of Building / Source of Funding			
		Local Bond	State GO Bond, State Sch. Maint. or Prop 36	Local Funded	Total
1974	Building I	\$ 8,719,000	\$ -	\$ -	\$ 8,719,000
1974	Football Stadium	\$ 1,512,000	\$ -	\$ -	\$ 1,512,000
1975	Building C	\$ 3,370,000	\$ -	\$ -	\$ 3,370,000
1975	Building L	\$ 3,912,000	\$ -	\$ -	\$ 3,912,000
1975	Building S	\$ 4,814,000	\$ -	\$ -	\$ 4,814,000
1975	Building T	\$ 1,891,000	\$ -	\$ -	\$ 1,891,000
1976	Building PE	\$ 12,992,300	\$ -	\$ -	\$ 12,992,300
1982	Building A	\$ -	\$ 1,873,000	\$ -	\$ 1,873,000
1994	Remodel for Efficiency (A, C, I Bldgs)	\$ -	\$ 1,918,000	\$ -	\$ 1,918,000
1995	FS & ECE	\$ -	\$ 1,676,000	\$ -	\$ 1,676,000
1996	Central Plant	\$ -	\$ 2,840,000	\$ -	\$ 2,840,000
1997	Building M	\$ -	\$ 8,253,000	\$ -	\$ 8,253,000
1997	Building R	\$ -	\$ 7,124,000	\$ -	\$ 7,124,000
1998	Scheduled Maintenance Projects	\$ -	\$ 262,500	\$ 262,500	\$ 525,000
1999	HR/Foundation/ETU/Security/Facilities/ EOPS Modularity	\$ -	\$ -	\$ 480,000	\$ 480,000
1999	Modular Village (14 classrooms) Old Library & Labs Secondary	\$ -	\$ -	\$ 1,014,939	\$ 1,014,939
1999	Effects	\$ -	\$ 4,959,000	\$ -	\$ 4,959,000
1999	Scheduled Maintenance Projects	\$ -	\$ 261,500	\$ 261,500	\$ 523,000
2000	Student Center Expansion	\$ -	\$ -	\$ 3,099,885	\$ 3,099,885
2000	A & C Bldg Offices	\$ -	\$ -	\$ 325,000	\$ 325,000
2000	Scheduled Maintenance Projects	\$ -	\$ 205,500	\$ 205,500	\$ 411,000
2001	South Parking Lot	\$ -	\$ -	\$ 6,744,816	\$ 6,744,816
2001	Parking Lot Improvements	\$ -	\$ -	\$ 250,000	\$ 250,000
2001	Scheduled Maintenance Projects	\$ -	\$ 162,222	\$ 162,222	\$ 324,444
2002	"T" Building Expansion	C \$ 1,535,409	\$ -	\$ -	\$ 1,535,409
2002	Interim University Center	\$ -	\$ -	\$ 1,092,795	\$ 1,092,795
2002	Records Storage Building	\$ -	\$ -	\$ 75,685	\$ 75,685
2002	Scheduled Maintenance Projects	C \$ 44,598	\$ 330,831	\$ 330,831	\$ 709,859
2003	Perimeter Landscaping	\$ -	\$ -	\$ 75,000	\$ 75,000
2003	Access to Small Gym	\$ -	\$ -	\$ 33,524	\$ 33,524
2003	Track Resurfacing	C \$ 169,480	\$ -	\$ -	\$ 169,480
2003	Artificial Turf	C \$ 1,013,764	\$ -	\$ -	\$ 1,013,764
2003	Seismic Retrofit I-Building	\$ -	\$ 1,300,000	\$ -	\$ 1,300,000
2003	Architectural Barrier Removal	\$ -	\$ 515,282	\$ -	\$ 515,282
2003	Schedule Maintenance Projects	C \$ 1,403,401	\$ 246,912	\$ -	\$ 1,650,312
2004	Performing Arts Center	\$ -	\$ 10,982,000	\$ 7,737,770	\$ 18,719,770
2004	Beach Repair/Renovation	\$ -	\$ -	\$ 12,700	\$ 12,700
2004	Electronic Marquee	\$ -	\$ -	\$ 251,602	\$ 251,602
2004	Stadium Restroom Renovation	C \$ 58,541	\$ -	\$ -	\$ 58,541
2004	Map Kiosks	\$ -	\$ -	\$ 125,000	\$ 125,000
2004	Warehouse Expansion	C \$ 1,884,015	\$ -	\$ -	\$ 1,884,015
2004	Hazardous Substance Projects	\$ 114,000	\$ -	\$ -	\$ 114,000
2004	Scheduled Maintenance Projects	C \$ 942,285	\$ 426,053	\$ -	\$ 1,368,338
2006	Music/Dance	C \$ 7,670,320	\$ -	\$ -	\$ 7,670,320
2006	Scheduled Maintenance Projects	C \$ 380,223	\$ 85,566	\$ -	\$ 465,779
2006	Scheduled Maintenance Projects	C \$ 698,611	\$ 35,465	\$ -	\$ 734,076
2007	Hasley Hall	C \$ 16,976,761	\$ 8,878,000	\$ -	\$ 25,854,761
2007	Canyon Country Campus (land, site dev., modules)	C/M \$ 58,011,265	\$ -	\$ -	\$ 58,011,265
2007	Laboratory Expansion	C \$ 12,780,826	\$ 7,721,000	\$ -	\$ 20,501,826
2007	Scheduled Maintenance Projects	C \$ 604,524	\$ -	\$ -	\$ 604,524
2008	PE Building Expansion	C \$ 8,747,611	\$ 2,954,000	\$ -	\$ 11,701,611
2008	Scheduled Maintenance Projects	C/M \$ 1,202,861	\$ 858,659	\$ -	\$ 2,061,520
2009	University Center	C/M \$ 9,816,584	\$ 20,974,000	\$ 9,024,396	\$ 39,814,980
2009	Scheduled Maintenance Projects	M \$ 1,940,169	\$ 88,607	\$ -	\$ 2,028,776
2010	Mentry Hall Expansion	M \$ 12,428,583	\$ -	\$ 100,000	\$ 12,528,583
2010	Scheduled Maintenance Projects	C/M \$ 1,446,339	\$ 153,820	\$ -	\$ 1,600,159
2011	Mentry Hall Secondary Effects	M \$ 1,877,439	\$ -	\$ -	\$ 1,877,439
2011	Applied Technology Ed. Center	M \$ 7,114,273	\$ -	\$ -	\$ 7,114,273
2011	Scheduled Maintenance Projects	M \$ 355,348	\$ -	\$ -	\$ 355,348
2012	Library Expansion	M \$ 6,432,069	\$ 9,414,000	\$ -	\$ 15,846,069
2012	Scheduled Maintenance Projects	M \$ 173,526	\$ 92,892	\$ -	\$ 266,419
2013	Scheduled Maintenance Projects	M \$ 681,230	\$ -	\$ -	\$ 681,230
2014	Scheduled Maintenance Projects	M \$ 229,834	\$ 114,555	\$ -	\$ 344,390
2015	Culinary Arts Building	M \$ 8,844,048	\$ -	\$ 1,320,900	\$ 9,964,948
2015	Student Services/Adm. Student Services/Adm. Tenant Impr.	M \$ 11,273,633	\$ 6,308,000	\$ 12,448	\$ 17,594,079
2015	Impr.	\$ 817,711	\$ -	\$ -	\$ 817,711
2015	Scheduled Maintenance Projects	M \$ 1,051,048	\$ 1,264,040	\$ -	\$ 2,315,089
2016	Scheduled Maintenance Projects	M \$ 1,946,799	\$ 523,180	\$ 344,612	\$ 2,814,591
2016- Est.	LED Lighting Project	M \$ 92,874	\$ 439,363	\$ 31,500	\$ 563,737
2016- Est.	Soccer Field Turf Replacement	m \$ 2,173,637	\$ -	\$ 50,000	\$ 2,223,637
2016- Est.	Baseline Door Hardware	M \$ 548,500	\$ -	\$ -	\$ 548,500

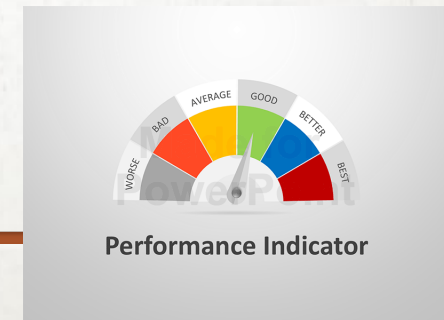


Gross Square Footage



WHAT IS THE PROCESS USED FOR THE PLANS? (CONT.)

- Annual Openings
- Median Salary
- Economic trends
- Concurrent enrollment trends
- International student trends
- Staffing changes
- Performance Indicators



WHAT IS THE PROCESS USED FOR THE PLANS? (CONT.)

- From these data, projections for departments were developed.
- Over 230 faculty, staff and community members were interviewed.
- Review Department Projections (instructional areas) – NOTE! **These** are the projections that are used to determine space expansion/contraction
- Identify Major Goals
- Determine what is needed in terms of personnel, equipment and facilities to achieve the projections and major goals.
- Finally, comparing the current and future Educational needs to the existing physical space results in the Facilities Master Plan



OK, WE HAVE A DRAFT EDUCATIONAL MASTER PLAN (EMP), NOW WHAT?!

- Once the EMP is complete, it is provided to the District's Master Architect, who will convert the needs stated in the EMP into recommendations for physical space add/removal/modification
- The Master Architect compares the Instructional needs to current available space – type, use, quantity
- The difference between what is needed vs. what is currently in inventory is the basis of the Facilities Master Plan (FMP)
- Once the Master Architect has evaluated the EMP and compared it to the current inventory, they propose solutions – this results in the first 'Draft' EFMP
- Once the Draft EFMP is available, it is presented to the campus community
- All final adjustments are made and the Final EFMP is created
- FYI, the current 2017/21 EFMP Draft document is expected to be ready for general review the first week of January, 2017



DONE! WE HAVE A PLAN! NOW WHAT DO WE DO?

- The FMP provides the District with a list of projects needed to meet the stated goals of the EMP
- The 5-year Capital Outlay Plan (remember that?) prioritizes the FMP projects based on need, using an infamous albeit simple ratio called 'Capacity/Load'. Capacity is the capability a facility has to generate contact hours and Load equates to the current or projected enrollment levels.
- Therefore, any ratio lower than 1 constitutes a need; the lower the ratio, the more the need

FACILITIES
MASTER PLANS

DONE! WE HAVE A PLAN! NOW WHAT DO WE DO? (CONT.)

- We prioritize our projects in the same manner: the more current/projected need, the higher the priority. The Higher the priority, the more eligible for State funding the projects become. The more State match we can garner, the further our local funding dollars go.
- Balancing Act: in order to maximize our eligibility for state funding, we must closely monitor the types and amounts of our existing space
- The final group of projects, funded lowest by the State and which are not subject to the ratio are 'complete the campus' type projects (Performing Arts, Child Development, for example), which are generally completed AFTER all other Lecture/Lab projects have been done



PROJECT TYPES



- There are many, many different types of projects, some requiring State approval (add Architects, Engineers and 6+ months to the schedule) prior to commencing, some not:
 - Operational repairs – broken stuff that needs fixing, adjusting, immediate health/safety issues, etc. These are handled through the Facilities Work Order System. You know what that is, right? Icon on every desktop...you become an extension of the Maintenance staff, helping to keep our Facilities in tip-top shape
 - Remodels/Scheduled Maintenance – new floors, paint, ceiling tiles, furniture, A/V, phone/data – no state approval needed. These projects can be started anytime, pending funding
 - Modernizations – re-purposing existing space for new programs/use. These usually involve moving walls, doors, ceiling grid/lights, HVAC, Electrical, Plumbing, etc. And requires State approval
- Major projects: Fire/Life/Safety; Accessibility; New Buildings. These all require State approval and take years to move from concept to completion

PROJECT PLANNING

- No matter the Project Type, the same programming/planning process is followed
- The Users affected by the outcome of the project are assembled to begin programming the project:
- Programming the project is a process which involves the discussion of functional relationships of the space (Preliminary Planning) and what's to be included (Design Development) – placement, type and quantity of furniture, technology, and equipment. In other words, how the space will need to be built out in order to accomplish the intent of the original project



College of the Canyons
BUILDING PROJECTS COMMITTEES

Project #1 – Repair & Renovation of Facilities (Buildings)

Committee Chair: Jim Schrage

No Committee Needed

Project #2 – Science Lab Building

Committee Chair: Sally Didrickson

Sue Albert
Roger Basham
Janet Cetrone
Rick Clark

Susan Crowther
Erik Eriksson
Michelle Marcellin
Michele Priest

Don Takeda
** Jim Temple
Jim Wolf

Project #3 – University Center

Committee Chair: Diana Watkins

Renee Drake
Alison Hanks-Gebre
Roberta Honey
Joe Lanthier

Dena Maloney
Kathleen Maloney
Dorothy Minarsch
Michelle Priest

Sami Salvatori
** Jim Temple

Project #4 – Performing Arts Classroom Building

Committee Chair: Michael McMahan

Daniel Catan
Pierre Etienne

Bernardo Feldman
K. C. Manji

Phylise Smith
** Jim Temple

Project #5 – Health Education/Physical Education Building

Committee Chair: Len Mohny

Pam Beauer
Robert dos Remedios
Howard Fisher

Lisa Hooper
Chuck Lyon
Chris Morita

Scott Pope
Diana Stanich
** Jim Temple

Project #6 – Vocational Technology Building Addition

Committee Chair: Gina LaMonica

Kevin Anthony
Jack Compton
Pamela Coon

Steve Dixon
Ken Rapose

** Jim Temple
Stan Wright

Project #7 – High Tech Center Classroom Building

Committee Chair: Nancy Smith

Cherie Choate
Pamela Coon
Tom Ellertson
Mike Gunther

Dennis Lettau
Jose Martin
Bob Maxwell
Diane Sionko

Alan Strozer
Lea Templer

Project #8 – Library Addition

Committee Chair: Jan Keller

Roger Basham
Leslie Bretall
Cherie Choate

Mojdeh Mahn
Bob Patenaude
** Jim Temple

Isao Uesugi

Project #9 – Canyon Country Education Center

Committee Chair: Dianne Van Hook

Sue Albert
Lin Betancourt
Sally Didrickson
Scott Dixon

Renee Drake
James Glapa-Grossklag
Alison Korse
Gina LaMonica

Michael McMahan
Len Mohney
Nancy Smith
** Jim Temple
Chris Villa

Project #10 – Job Training/Community Education/CACT Center

Committee Chair: Dena Maloney

Carolishca Forster
Jennifer Hauss
Sheryn Monheim

** Jim Temple
Pamela Weldon

Stan Wright
Pete Bellas

PROJECT PLANNING (CONT.)

- Meetings are held until the Project Team and Users have agreed to the final design outcome:
 - At the first meeting, which begins the Preliminary Planning (PP) phase, a 30,000' view of the project is presented, including space, time and funding limitations. Then, discussions regarding space arrays and usage begin;
 - Input is received by the Design Consultants and is reflected on new drawings, which are presented at the next meeting – a repetitive process;
 - PP meetings continue, as the project view is narrowed and focused until the general scope of the project is agreed upon;



PROJECT PLANNING (CONT.)



- It is then that the Design Development (DD) phase of the project begins, which starts to get into the details and minutiae of the project: exact placements of equipment and technology, sizes of various fixed assets (ovens, smartboards, screens, whiteboards, etc.);
- DD takes some time...details, details – but when complete, presents a ground-level view of the project;
- The Project Team and Users reconvene to review the DD's, changes are made, meetings are held until...
- ...The DD's are approved, at which point the project moves to the final phase, Construction Drawings
- The Construction Drawings are sent for State approval, the project is set out for bidding, contracts awarded, construction commenced, construction completed, occupancy

FUNDING AND SCHEDULING – AN OVERVIEW

- Barring any large percentage increase in construction costs due to the flood of new projects on the horizon, Measure E was projected to fund the following:
 - 4 buildings at the CCC. Should the Governor actually issue the recently-passed State Bond, we are eligible for approximately \$13M of matching State funds – which could be used to fund a 5th building at the CCC
 - A Parking Structure and the replacement of the Student Center and Towsley at the VC
 - Remodels, Modernizations, Secondary Effects and Scheduled Maintenance at both campuses
- Since we have our ‘own’ funding, and are not completely dependent on the State match for any of our projects, we can get going NOW
- And yes, we can and have always planned to build out the projects in parallel, not serially – all project types, not just the new buildings



SOUNDS LIKE LOTS OF THINGS ARE GOING TO BE HAPPENING AT ONCE; WHAT'S THE PLAN?

- No doubt, this is a new situation for us. Parking, swing space, alternate delivery locations, etc. are definitely going to be challenges needing to be addressed
- Solutions to these challenges are not new to the College System, but they are new to us
- As is always the case here at COC, inclusive planning will provide solutions. Planning that will involve the entire campus community, as it will (guaranteed) affect everyone on campus
- Do we have answers right now? Nope. Will we have answers before we break ground? Absolutely!

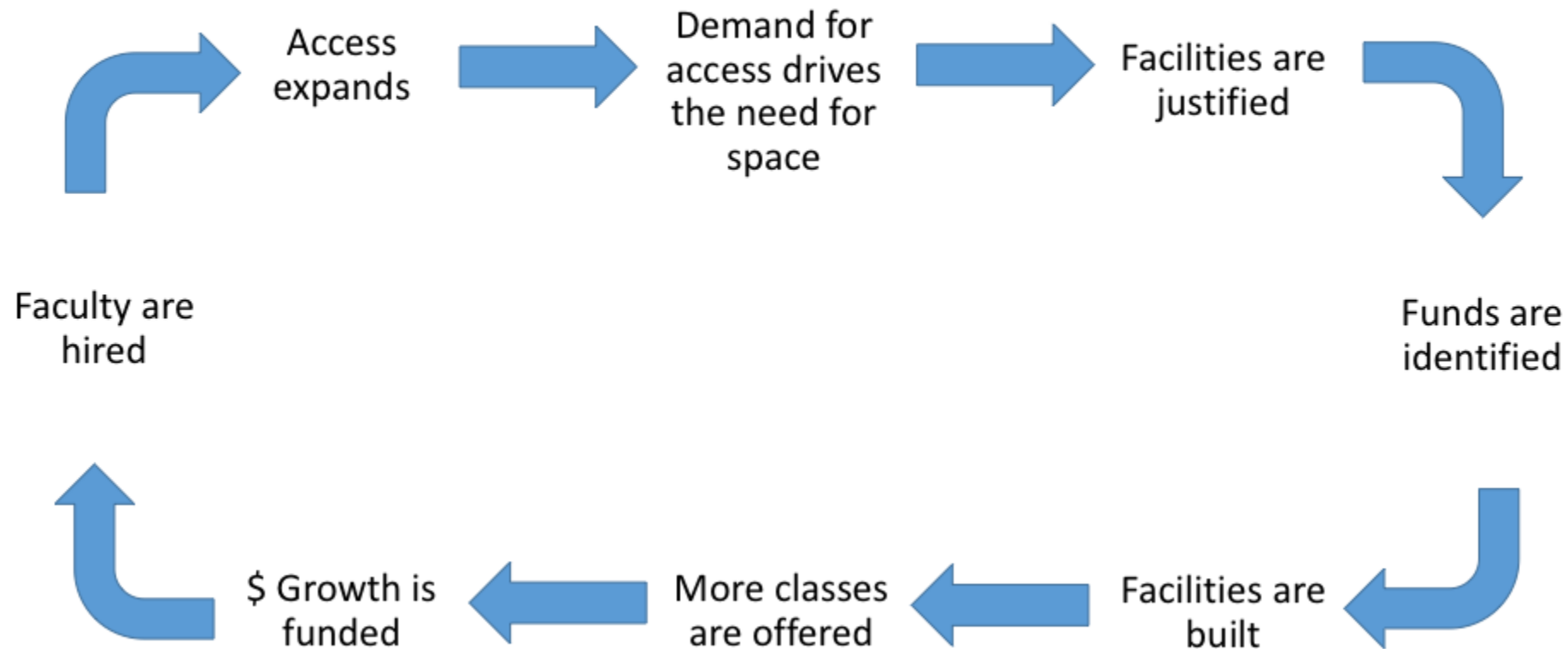


PROJECTS COMPLETE; WHAT NOW?



- Remember the circle of facilities/funding? Need drives expanded facilities which drives added staffing which equates to growth which increases our apportionment. And the cycle continues (refer to the next slide, Space Drives Growth)
- In the past, part of the State's funding formula included an increase in apportionment for staffing new space, by pre-funding projected FTES growth based on the added square footage of the new project
- That formula – Facilities Coming On Line - no longer exists; it is now dependent on the District to fund new staff for new space purely from growth allocations (refer to the following slides, 'Chancellor's Memo' and 'Calculation')
- HINT! Wherever you go, make sure to stump for a return to the 'old' funding formula – it just makes sense
- Now that the space is functional and occupied, let's check that box and move on!

Space Drives Growth



FACILITIES COMING ON LINE – CHANCELLOR'S MEMO

April 20, 2004

To: Chief Business Officers and Facilities Managers

From: Theresa Tena

Specialist, Fiscal Services Unit Subject: 2004-2005 New FTES Capacity

Synopsis: Allocations of growth on a district-by-district basis are determined in accordance with guidelines approved by the Board of Governor's. The growth rates include factors such as the adult population, high school graduation rates, participation rates and the FTES capacity of new facilities.

In order to finalize the calculation of the 2004-05 growth rates, the Chancellor's Office needs your best estimate of the FTES growth capacity of new facilities coming on-line in calendar year 2004. These estimates will be evaluated in the context of your district's Capital Outlay Five-Year Plan and it will be determined if the projected increase in FTES is State supportable. The Chancellor's Office Facilities Planning Unit will determine if the proposed increase in space meets the capacity-to-load ratios that assist in prioritizing growth allocations. If it is determined that the additional FTES is State supportable, an adjustment will be made to your district's 2004-05 growth rate.

Facilities coming on-line in the 2005 calendar year may effect the 2005-06 fiscal year allocations.

Please note: In an environment of limited resources and in the event a new funding mechanism replaces the current Program Based Fund model, the Chancellors Office may not be able to fund the New Facility adjustment. Such a determination will be made by the Chancellor's Office upon the enactment of the State Budget Act.

FACILITIES COMING ON LINE - CALCULATION

College of the Canyons			
2004 Facilities Coming On Line FTES Submittal			
	2004/05		
	Space	FTES	Approved
			(8/11/04)
	Performing Arts	0	0
	Music/Dance	323	267
	Aquafine - Classrooms	777	777
	Canyon Country II	1,554	1,554
	University Center 2	224	224
	ADI	389	389
	Total Claimed, 2004	3,267	3,211
	x 90%	2,940	2,890
	Allowable 2004 FTE	2,940	2,890
	first 1/2 of 2004	1,470	1,445
	second 1/2 of 2003	13	13
	Total for 2004	1,483	1,458

QUESTION AND ANSWER TIME

