



San Joaquin Delta Community College

# Stockton Campus

# Master Plan

July 2005

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**Stockton Campus**  
Master Plan

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"The innovative spirit of Delta College will continue to guide us as an exemplary teaching and learning community, providing affordable access to high quality instruction, student-friendly services, and advanced technology to meet the needs of our diverse and changing communities. Our commitment to students and learning is central to our organization being a valued resource and leader in academic quality, cultural enrichment, and economic development. We will measure ourselves by our students' success, satisfying the goals of our Mission statement and making Delta College a beautiful, safe and caring environment for all members of our learning community."

*- Pending San Joaquin Delta College Mission Statement*



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Executive Summary

## Executive Summary

Most of the time a great outcome is a product of a great process. The Stockton Campus master planning process could be used to define a great process and through it, an exceptional master plan has been created. Campus planners believe that an exceptional master plan is one that will never sit on a shelf, be ignored until the next update, and has been written with the educational plan as its heart and soul. A great master plan allows for flexibility and periodic plan adjustments for demographic changes and changes in the educational pedagogy. An active master plan is part of the campus life, referred to at various meetings, discussed periodically at board meetings, and proudly displayed on the conference table of the President. A great master plan is owned by everyone in the District.

A Stockton campus master plan was developed for the 2003 bond issue. (In 2003 a revenue bond was passed by the voters to support physical plant improvements within the District) However this plan was very general in nature, did not involve a thorough investigation of the academic structure or the placement of the academic functions into the existing and or the suggested new buildings. In addition, the demographics of the District contained within the 1999 educational plan did not reflect the current demographic status, nor the current educational delivery methods. Since the beginning of the campus in the late 1960's and early 1970's there has been very little change in the physical plant. However, many changes have occurred in the way that subjects are being delivered. The facilities have been modified on an "as needed basis" to accommodate programs but it has been done without the benefit of an overall plan or vision. Student numbers have added pressure to expand functional spaces. Physical space has been difficult to find and when found it has not been in the right area for coordination with similar academic functions. Additional faculty have been added to various divisions, however their offices are typically placed where there is space and not within their specific divisional area. This has led to a fragmented campus organization. The first **objective** of the Master Plan is to place the parts and pieces of the various divisions into a more logical placement on campus.

### The Mission

**Another objective** of the San Joaquin Delta College Stockton Master Plan is to develop a vernacular that strengthens the core values of the District mission by continuing the innovative spirit, providing affordable access to high quality instruction and improving student access to all services, while maintaining the beautiful, safe and caring environment. This objective complements the first objective but goes further to say that in the end the campus must be convenient to the student and improve gathering areas and overall circulation while at the same time respect and strengthen the overall beauty of the campus.

### Educational Program Analysis

From the inception of the planning process, administration, faculty, students and staff have participated in numerous meetings and discussions, giving input that has influenced the direction and the master plan. This has truly been an active process. Over thirty meetings have been held with countless numbers of participants. At the beginning the TETF (a special committee appointed by the Board of Trustees, the Teaching Environment Task Force) expressed concern over the change in demographics within the District and the effects that this may have on the amount of space being planned. They were also concerned as to the affects of adding Centers (the term is used by the State Chancellors office to describe a campus that is away from the main campus and has at least 500 FTE's).



The final report of the TETF committee has been published and is available for review. The most significant effect it has on the Stockton Campus Master Plan is its recommendation to plan the District with 3% growth, 1% dedicated to the on-line internet services and 2% for on campus growth. Initially, over the next 5 to 8 years, this growth will need to be addressed primarily at the Stockton campus until new Centers can be established at Tracy/Mountain House, Lodi/Galt and Manteca. Countless hours have been spent on analyzing the effect of the 2% growth and the eventual effect of the Centers on the Stockton Campus. Based on the input from the TETF committee, an **objective** of the master plan is to plan for the growth impact on the campus and the eventual phasing of the demographics to the Centers.

One of the most significant inputs to the master planning process came from a series of meetings with the Division Chairs and the Deans. These meetings were held over several weeks and began with an informational gathering and then a longer more intense meeting which had participation from several program leaders and faculty from the various divisions. These meetings developed a better understanding of the current and future trends in the pedagogy of the District and the facilities and or reorganization needed to make this happen. Based on this important input, a very significant **objective** of the master plan is the re-development of the "community" organized around academic "neighborhoods" that support the academic structure and delivery.

The Facility Committee, a group appointed well before the start of the bond program, became a sounding board for the master planning effort. At its meetings the Committee was given previews of the facts, figures and spot designs that have developed into the overall master plan concepts. The Committee was asked for input and many discussions developed. The Facility Committee represents a large cross section of the campus community. The facility committee helped fulfill the **objective** of the master plan process by beginning dialogues that help create ownership in the plan.

## Executive Summary

### Site Analysis

**Another objective** of the master plan was to review and bring forward all known information concerning the campus systems. As part of the master planning process a new aerial map was created. In addition, existing utility maps for Storm Water, Sanitary Sewer, and Domestic Water were found and after a meeting with the City of Stockton, they were added to the digital form of the new aerial. The current and old loop service lines also have been added. These existing conditions are further detailed in appendix "a" of this report.

Traffic and parking concerns have been reviewed. It was determined early in the process that there is a parking space concern during peak times, primarily at the start of each quarter. The total number of spaces for the remainder of the year is adequate and meets a standard of 1 space per FTE. There is a problem of parking space conveyance, especially during special events at Budd Center and the Atherton Theater. **An objective** of the master plan is to create more convenient parking for special events by removing earth berms in areas of the current parking lots.

Vehicular circulation on and off the campus is a large issue. The Master Plan reflects suggested changes that need further review and input. A very high level traffic study has been completed but additional study is necessary. The additional studies will need to involve communication with the City of Stockton and possibly the Regional Transit Authority.

On campus pedestrian safety is often compromised by the vehicular traffic needed for deliveries and the random traffic of the Heavy Diesel program. Way-finding on campus is impossible for the first time visitor and even to those that have been on campus for sometime. When the campus is fully loaded the overgrown landscape, small courtyards and the compromised circulation paths add to the conflicts of getting from class to class. **Another objective** of the master plan is to remove, as much as possible, the conflict between the pedestrian/student traffic and the on campus vehicular traffic.

### Existing Building Analysis

Early scheduling and sequencing needed for bond implementation influenced very quick decisions on building placements, building renovation decisions and the short and long term planning process. Although this did not compromise the master planning process. In addition a thorough study of the ability of existing facilities to be renovated into larger more usable classrooms was completed. This study concluded that existing facilities have been built around a very stringent structural module that does not allow for desirable classroom capacity of over 50 students. One-story structures or the top floors of multistory structures allow for larger classrooms but these areas are in short supply and not always available where needed on the campus. **An objective** of the master plan was the identification of these areas, leading to a modification of walls allowing for larger classrooms where possible.

### Conclusions:

**Build a strong "community" that is supported by the creation of academic neighborhoods.**

1. Reorganize the campus with new structures and renovation of existing structures to create academic neighborhoods that will strengthen the pedagogy and maximize space usage. When planning new "neighborhoods", consider future program advances in robotics, nanotechnology, and bio-medicine.
2. Implement logical and sequential phases that are fiscally sound and based on a schedule that has been developed for the Bond implementation plan.
3. Move activities from the Stockton Campus to potential centers for expansion and locate them closer to community functions that support the educational significance of the function. This would include the Agriculture program and the Diesel Mechanics move to the future Manteca Center and the Culinary Arts program move to the future Lodi/Galt Center.
4. Recognize that the current landscape needs to be considered in any facility planning and facility placement on campus.
5. Create additional parking spaces, in areas that are more convenient to the special events by removing earth berms and reorganizing on campus traffic patterns.
6. Build a strong relationship with the off campus Community by building facilities that support community activities for seniors and special activities such as police and fire training. A strong fitness program also will support ongoing activities on the campus and will attract new students.
7. Build a student services facility that brings together all the services that new students need to get acquainted with the District and provides ready access to special pre-academic functions.
8. Create a campus that meets or exceeds current ADA standards, is easily navigated by all students, improves way-finding from parking and public transit stops to buildings and which allows large group activities in a central outdoor forum.
9. Consolidate Child Development activities to one building on campus.
10. Consider the effect on the physical plant from on-line programs such as Business and other on line programs.
11. Carefully consider approaches to the various regulatory agencies that may become involved with future development on campus during California Environmental Quality Act (CEQA) review or when developing a Storm Water Management Program (SWMP).