BOARD OF TRUSTEES
Gregory Hanna, President
Carol Cupp, Vice President
Alan Dyar
Jim Hardy
Penny Heilman
Kathleen Koon
Barry Ohlund

ADMINISTRATION
Scotty Thomason - President/Superintendent
Nancy Funk – VP, Administrative Services
Melissa Green – VP, Student Services
Dr. Todd Scott – VP, Instruction
Theresa Richmond - Associate VP, Human Resources
Eric Rulofson - Director of Facilities

FACULTY, CLASSIFIED AND STUDENT REPRESENTATION
Donna Farris - CSEA President
Chris Vancil - Academic Senate President
Quin McDowell – Associated Student Body President
# Table of Contents

- **President's Message** .............................................................. 1
- **Executive Summary** .............................................................. 3

## Section 1 - Introduction ............................................................. 5
- Scope of Study ........................................................................ 5
- Need for a Plan ...................................................................... 5
- Process Utilized .................................................................... 5

## Section 2 - Community and Regional Context .......................... 7
- Weed Campus ........................................................................ 7
  - Region ................................................................................. 7
  - City of Weed ...................................................................... 7
  - College Site ........................................................................ 7
    - Physical Conditions ....................................................... 8
    - Cultivated Resources .................................................... 9
    - Visual Resources .......................................................... 9
    - Campus Elements ........................................................ 9
  - Campus Elements ............................................................ 12
- Yreka Campus ....................................................................... 13
  - Campus Elements ............................................................ 13

## Section 3 - Analysis of Community and Regional Needs ........ 15
- 4-year College Transfer Programs ........................................ 15
  - Vocational Programs ...................................................... 15
    - Welding ........................................................................... 15
    - Agriculture ..................................................................... 15
    - Nursing .......................................................................... 15
    - EMT ................................................................................ 16
    - Fire Training ................................................................... 16
    - Police Academy – future .............................................. 16
  - Community Use of Facilities ............................................ 16
  - Performing Arts .............................................................. 17

## Section 4 - Projection and Analysis of Future Enrollment Changes and Economic Trends and Developments ............... 19

## Section 5 - Description of the Educational Philosophy of the College ................................................................. 21
- Mission .................................................................................. 21
- Vision .................................................................................... 21
- General Education Program .................................................. 21
  - Area 1 – Natural Science .................................................... 21
  - Area 2 – Social and Behavioral Science ................................ 21
  - Area 3 – Humanities .......................................................... 21
  - Area 4 – Language and Rationality .................................... 21
  - Area 5 – Multicultural/Living Skills ..................................... 21
- Values .................................................................................... 22
- Institutional Goals ............................................................... 22
## TABLE OF CONTENTS

**SECTION 6 – DESCRIPTION OF THE SCOPE AND EMPHASIS OF EXISTING EDUCATIONAL PROGRAMS AND RELATED SERVICES IN RELATIONSHIP TO THE COLLEGE’S PURPOSE AND PHILOSOPHY** .................................. 23

**SECTION 7 – IDENTIFICATION OF THE NEEDS OF EDUCATIONAL PROGRAMS, STUDENT SERVICES, OTHER SERVICES AND ACTIVITIES, JUSTIFIED IN TERMS OF THE PREVIOUS INFORMATION** ............................................................... 25

- Consolidate Student Services in a Central One-Stop Location .......................................................... 25
  - Registration ........................................................................................................................................ 25
  - Student Services ................................................................................................................................. 25
  - Financial Aid ..................................................................................................................................... 25
  - Counseling/EOPS .............................................................................................................................. 25
  - DSPS .............................................................................................................................................. 25
  - Book/Gift Store ................................................................................................................................. 25
  - Cafeteria ........................................................................................................................................ 25
- Wayfinding System/Entries .................................................................................................................. 25
  - Signage and kiosks at entries .......................................................................................................... 25
  - Directories at major campus entrances .......................................................................................... 25
- Safety/Security ........................................................................................................................................ 26
  - Mass communication system .......................................................................................................... 26
  - Exterior lighting ............................................................................................................................... 26
- Technology ........................................................................................................................................... 26

**SECTION 8 – FORMULATION OF LONG-TERM EDUCATIONAL GOALS AND SHORT-TERM OBJECTIVES TO MEET THESE GOALS** .................................. 27

- Academic ......................................................................................................................................... 27
- Support Services ............................................................................................................................... 27
- Student Housing ............................................................................................................................... 28
- Off-campus alternatives ..................................................................................................................... 28
- Physical Education/Athletics/Recreation ............................................................................................ 28

**SECTION 9 – ANALYSIS OF RESOURCES USED TO IMPLEMENT OBJECTIVES** ........................................... 29

**SECTION 10 – IMPLEMENTATION OF PLAN INCLUDING TIMELINES AND TASKS** ........................................... 31

**SECTION 11 – CAMPUS PLANS NARRATIVE** ............................................................................................ 33

- Athletics/Maintenance ........................................................................................................................ 33
- Student Center/Life Science ................................................................................................................ 33
- Fine/Performing/Theater Arts ............................................................................................................. 34
- Career & Technical Education/Fire Science ....................................................................................... 34
- Learning Resource Center .................................................................................................................. 34
- Student Housing .................................................................................................................................. 34
- Future Growth ..................................................................................................................................... 34
- Wayfinding .......................................................................................................................................... 34
- Yreka Campus .................................................................................................................................... 34
SECTION 12 – IDENTIFICATION OF FACILITY PROJECTS RELATIVE TO STEPS IN SECTION 11

Student Housing remodel .................................................................35
Yreka Campus expansion and upgrade of portables ...........................................35
LRC reorganization ...........................................................................35
Repurposing of Life Science for Administration ...........................................35
Conversion of Student Center to One-Stop Student Services .........................35
Replacement of aging Art, Drama, Music Facilities .......................................35
Fire Training Tower replacement ..........................................................35
Reduction of space inventory through demolition of obsolete structures ........35
Relocation of Maintenance facilities away from Campus Center ..................35
Construct new Field House ....................................................................35

SECTION 13 – FORMULATION OF AN IMPLEMENTATION AND FUNDING PLAN, SUBJECT TO PERIODIC EVALUATION AND REVISION .................................................................37
### APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix A</td>
<td>Guiding Principles for Development</td>
<td>39</td>
</tr>
<tr>
<td>Appendix B</td>
<td>Building Summary Report</td>
<td>42</td>
</tr>
<tr>
<td>Appendix C</td>
<td>Project History</td>
<td>46</td>
</tr>
<tr>
<td>Appendix D</td>
<td>Sustainability Plan</td>
<td>48</td>
</tr>
<tr>
<td>Appendix E</td>
<td>Facilities Assessment Report</td>
<td>50</td>
</tr>
<tr>
<td>Appendix F</td>
<td>Zoning and Circulation Site Plan</td>
<td>52</td>
</tr>
<tr>
<td>Appendix G1</td>
<td>Weed Campus Property</td>
<td>54</td>
</tr>
<tr>
<td>Appendix G2</td>
<td>Weed Campus Site Plan</td>
<td>55</td>
</tr>
<tr>
<td>Appendix H</td>
<td>Yreka Campus Map</td>
<td>56</td>
</tr>
<tr>
<td>Appendix I</td>
<td>2014 Facilities Master Plan Update</td>
<td>58</td>
</tr>
<tr>
<td>Appendix J</td>
<td>Planning Day Breakout Sessions</td>
<td>72</td>
</tr>
</tbody>
</table>
I am pleased to present this Facilities Master Plan for the Siskiyou Joint Community College District (COS). This document provides a solid foundation for addressing the District’s facilities needs over the coming years. The content of this document demonstrates the COS commitment to responsible stewardship of its physical facilities which the taxpayers of our counties have funded over the history of our college. This plan reflects the many needs that must be addressed in the coming years to preserve, maintain, and enhance the college’s facilities to continue the history of excellent service and educational opportunity for the residents of the communities that we serve. I want to acknowledge and thank those involved in the creation of this document. I believe that this plan provides guidance for the facility needs of this institution for the foreseeable future and that it will support the attainment of the COS educational mission in the coming years.

Scotty Thomason, Superintendent/President
THIS PAGE INTENTIONALLY LEFT BLANK.
This Facilities Master Plan addresses physical planning issues for the District and is intended to guide development to achieve the academic and program goals of the campuses until about 2025. The Plan presents the insights and work of numerous staff and faculty, planning committees and Board of Trustees. This document assesses current conditions, identifies present needs and anticipates future interests. Various options can be followed that will allow the District to continue to fulfill its mission as growth and changes occur. Aspects covered in this Plan include clarifying the campus plans and identifying sites for development while maintaining the natural environment and providing flexibility in development.

The College of the Siskiyous original campus was established in 1957 and the Yreka campus in 1991. The service area of the District covers about 12,800 square miles in north central California extending to the Oregon border. Once a logging region, the commercial area today increasingly depends on tourism, with Siskiyou County's natural beauty and the majesty of Mount Shasta drawing visitors from all over the world.

Residents are scattered among a few small towns, with growth remaining slow and stable, though the demographic is shifting toward an older population. The median age, at 48, is increasing twice as fast as the state and national averages. The college enrollment has been stable, experiencing moderate growth.

While enrollment growth has little impact on development, aging facilities currently create the biggest challenge for the College. At the same time, according to the California Community College Chancellors Office (CCCCO), the campuses contain more assignable square footage (A.S.F.) than enrollment supports. Thus any additional A.S.F. must be offset with a corresponding reduction elsewhere.

In response to growing career and technical training education program demands, a bond election passed in 2005 providing funds for the College to add several facilities. The Tactical Training Center; Emergency Services Training Center; Rural Health Sciences Institute in Yreka, and a temporary classroom building to be used as swing space during construction were completed between 2008 and 2010. Parking lots and traffic circulation were redesigned during that time. Additionally a new two-story building which houses all Physical and Life Science classrooms and labs was funded by the CCCCO and completed on the Weed campus in 2012. Two of the original 1957 classroom buildings were demolished to make way for the Science facility, providing some reduction in space inventory.

Based on community needs as well as the effort to attract students from out of the area, additional programs are taking shape in Manufacturing, Law Enforcement and Agriculture, necessitating modifications to existing buildings to house specialized classes and labs.

Additional identified improvements that can be made around the campuses include better signage, starting at campus entrances. Entrances could be enhanced to promote a good first impression by campus guests as well as to facilitate their visit. Once a visitor has arrived, a clear system of directional signage and maps for drivers and pedestrians would improve the visitor experience.
EXECUTIVE SUMMARY

In summary, by utilizing the newer Science, state-of-the-art Career and Technical Education training facilities, the Yreka Center and Distance Education it appears that the campus academic program can be supported with existing facilities, the major exception being replacement of inefficient, aging buildings. As such, a modernization/replacement program for older existing buildings is a prudent way to improve facilities, increase efficiency, enhance sustainability, resolve overbuilt status, and continue to update technology College-wide.

A list of general guiding principals for development is included in Appendix A.
SECTION 1
INTRODUCTION

SCOPE OF STUDY

This Facilities Master Plan focuses on the physical development of the properties currently owned by the College of the Siskiyous, specifically the Weed and Yreka campuses. The Plan shows how the College sites will be utilized to complete its mission and pursue its vision as currently perceived for the next 10-20 years. The Plan includes projects that have been identified as necessary to accommodate programs currently under development as well as those that can be foreseen in years to come.

NEED FOR A PLAN

The College of the Siskiyous was formed in 1957 and since that time significant development has occurred on the campus properties. As the future is considered, College leaders want to ensure that new development or modifications fully support current and planned programs and activities and phase out facilities that are obsolete. The Plan should be flexible and allow responses to changes that have not yet been identified. The Plan will provide a framework by which appropriate decisions to development issues can be made over the next 10-20 years.

PROCESS UTILIZED

The Facility Master Plan was created utilizing input from campus constituent groups and stakeholders. During the 2014 College Planning Day, NMR architects provided a presentation on Facility Planning (see Appendix I). The day’s activities included a review of facility data, the 2007 Facility Master Plan, 2000 Long Range Site Development Plan and staff surveys and recommendations. Staff attended breakout sessions in Vocation Education needs, Student Services needs and Repurposing the Life Science Building. The input from these meetings was documented (see Appendix J). The goal of Planning Day activities was to gather input to update the Facility Master Plan and more specifically, to identify facilities at the end of their useful life, establish a list of facilities in need of modernization or change of use, and identify new sites for development, all while preserving and enhancing the natural environment, and maintaining flexibility in development. Specific projects were also identified and prioritized over the coming years (see Section 10). It was understood that funding availability will drive the actual sequence of completion.
WEED CAMPUS

REGION

The College is located in the City of Weed, County of Siskiyou, about 70 miles north of Redding, California on Interstate 5. The Yreka campus is situated 28 miles to the north on I-5, which is approximately 23 miles from the Oregon border. This area of northern California is noted for its mountain lakes, wild rivers, majestic mountains and vast forests. The service area for the College covers approximately 12,800 square miles of this rugged landscape.

CITY OF WEED

The City of Weed was originally a company town and was incorporated in 1961. It gets its name from the pioneer and founder of the local lumber mill, Abner Weed. Weed discovered that the area's strong winds were helpful in drying lumber. In 1897, Mr. Weed bought the Siskiyou Lumber and Mercantile Mill and 280 acres of land which is now the City of Weed, for the sum of $400. By the 1940's Weed boasted the world’s largest sawmill but by 1960, the emphasis on lumber production was on the decline. In 1982 International Paper closed its operations, leaving only one mill employing 150 people. The city has grown to rely more and more heavily on tourism after the demise of the logging industry. Unemployment in the region remains high.

As of the 2010 Census, the City of Weed had a total population of 2,967, down from 2,979 in 2000. There are several unincorporated communities adjacent to, or just outside Weed proper. The total population of this area in 2007 was 6,318. Weed is about 10 miles west-northwest of Mount Shasta, a prominent northern California landmark, and the second-tallest volcano in the Cascade Range.

THE COLLEGE SITE

The College of the Siskiyous campus is located south west of the main portion of the City of Weed. In 1957 the site was purchased from two private landowners and combined with an adjacent parcel previously owned by the International Paper Company. The 269 acres that originally composed the campus are in an irregular but mostly rectangular parcel mainly oriented in a north-south direction (see Appendix G1, Weed Campus Property).

When viewed from an elevation, the College property can be visualized as a large elongated basin with three sides made up of mostly forested ridges. The land outside the fourth side, at the northeastern corner of the site (where College Avenue enters the property) is open, reasonably flat and contains residential development. The campus property floor is virtually flat with most construction and activities concentrated on the eastern portion of the flat area. The most intense development of campus buildings has occurred in the eastern half of the property adjacent to city residential development. The developed athletic areas are located on the west portion of campus adjacent to the core campus area. The remainder of the property is primarily forested land.
Approximately 7 acres of College property on the northeast corner of the campus was deeded to the City of Weed in 1962 for recreational use. The site features a park, playground and ball field. If the City ceases to use the area as a recreation site, it will revert back to COS.

The campus is comprised of several distinct zones (see Appendix F). These can be identified as 1) campus core; 2) athletics; 3) mixed use; 4) forest and 5) observatory.

PHYSICAL CONDITIONS

TOPOGRAPHY

The City of Weed and the College of the Siskiyous are located at the extreme southern portion of the Shasta Valley at an elevation of 3,425 feet in a transition zone between the more level valley floor and nearby mountainous terrain. The topography of the immediate region is composed of small, mostly level valleys characterized by scattered volcanic rocks and rocky outcroppings. These valleys are interspersed among more pronounced sloping ridges, volcanic buttes and small mountains. The defining topographical feature for the region is Mt. Shasta, rising 14,162 feet about 20 miles east of the College.

GEOLOGY

The geology is dominated by volcanic lava rock. The porous soil readily drains surface water. The volcanic rock/sand also provides a strong base that shifts little with the addition of surface movement and load.

CLIMATE

The climate can be characterized as cool with the average maximum July temperature at 85 degrees. The minimum average January temperature is 23 degrees. Rainfall averages 26 inches per year and the average snowfall in Weed is 19 inches. The most noticeable feature of the climate is the presence of the prevailing wind which can be strong at times.

BIOLOGICAL RESOURCES

The most outstanding natural biological feature of the campus property is the prominent forestland along with individual mature trees. The development on the site has been sensitive to the significant number of conifer trees found throughout the core of the campus. Other portions of the campus are more densely wooded, merging into adjoining wild land areas. A Non-Industrial Timber Management Plan guides the College in managing this valuable resource.

The animal life on and around the College property is prolific including; mountain lions, bears, deer, bobcats, squirrels, badgers, raccoons, opossums, and abundant bird life.
SECTION 2
COMMUNITY AND REGIONAL CONTEXT

CULTIVATED RESOURCES

There are several cultivated portions of the property containing predominantly trees and grass. One area of note is the grove of trees at the College Avenue entrance consisting primarily of conifers representative of the region.

The cultivated areas have gotten a boost from an established system that utilizes pumped ground water to geo-thermally cool campus buildings. The cool water circulates through a building and is then distributed as irrigation water.

VISUAL RESOURCES, AESTHETICS AND IMPRESSIONS

THE REGION AND AREA

In 2010 COS was rated #1 as the “Most Beautiful Community College in America” in bestcollegeonline.com. There are few colleges in the world that have a visual resource comparable to that contributed by Mt. Shasta to the College of the Siskiyous campus. The mountain provides a spectacular backdrop when viewed from the campus. Other views including Mt. Eddy to the west add to the panorama and create an impressive setting for the campus.

THE CAMPUS

The College of the Siskiyous originated in 1957 with the first buildings being completed in 1959-60. Additional construction took place primarily in the first 15 years. Most of the campus buildings are now between 40 and 55 years old and near or beyond their useful life. Though regular maintenance has occurred, the buildings show the effects of age, heavy use and harsh climatic conditions. A condition assessment of each building is available on the California Community College Chancellor’s Office website FUSION “fusion.deltacollege.edu”, (Appendix E).

The college has two entrances through residential areas adjacent to the property on the north and east. There are few visual clues to direct people to the entrances once they exit the I-5 freeway. The main campus entrances are located off College Avenue and Siskiyou Way. College Avenue is a major street; however the entrance lies up the hill, making identification difficult. Once on campus, the monument signage is small and low to the ground making it difficult to read. The campus building numbers are clearly marked, but pedestrian wayfinding is difficult because of a lack of directory maps indicating building locations.

CAMPUS ELEMENTS

BUILDINGS

The District has approximately 290,000 square feet of building space. In 2005, a local bond was passed enabling the District to replace several of its oldest structures and construct new vocational facilities. These new facilities house fire training and Emergency Medical Technician (EMT) training programs in Weed and a nursing facility.
SECTION 2
COMMUNITY AND REGIONAL CONTEXT

at the Yreka campus. Additionally, COS received state funding in 2010 to replace the Weed Physical and Life Science buildings. The new Science building came online in 2012.

The CCCCO establishes guidelines for the utilization of space and criteria for determining support for new buildings. As of 2016 the District’s utilization percentage was 73.1%. There is a long standing debate over the validity of the State space guidelines; however, using their criteria the District will find it difficult to justify additional State-funded buildings. The utilization percentage can be improved by strategic space scheduling, the removal of obsolete buildings and the modification of existing space to decrease the square footage the State considers available in specific categories of use.

The short and medium term projected Weekly Student Contact Hours (WSCH) are expected to be static or decline slightly. Several programs are expected to grow, requiring additional space. The existing facilities, with specific modifications, are believed to be adequate to accommodate this growth.

SUPPORT FACILITIES

Support facilities that have been identified as needing attention are: 1) the replacement of Building 13 the Maintenance garage and repair shop facilities, and 2) way finding signage that makes the campus more user-friendly.

HOUSING

The College has two Residence Halls constructed in 1966 that house approximately 150 students. The facility’s restroom/shower facilities, internet access, HVAC and common areas were modernized in 2006 and 2008. Resident room remodeling began in 2016 with 16 rooms completed to date. The physical conditions of the Halls are good, however there are safety concerns regarding the need for residents to cross vehicle traffic paths to access the campus and cafeteria.

ATHLETICS

The College athletic facilities include a natural turf Football Stadium with all-weather track, a Baseball Field, Tennis Courts and Gymnasium. In 2016 the running track and Gym sports floor were refinshed and the Stadium repaired. The Baseball, Softball and Football fields are in good condition; however after multiple sport use their condition is marginally playable by the end of each season. The Tennis Courts are in need of repair but their current use is primarily by the community. Heavy facility utilization and poor weather contribute to abnormally high maintenance requirements and consistent scheduling challenges. The need for a synthetic turf Football/Soccer Field is being reviewed as a way of providing consistently safe and playable facilities.

The Gymnasium poses some special concerns as it is used to remedy the deficiencies created by climatic conditions challenging the sports programs. The Baseball Team needs to practice early in the spring when weather conditions do not allow outside
activity. When limited practice occurs in the Gymnasium there is damage to the facility even when special equipment is used. A sports floor cover was purchased in 2016 to better protect the play surface. Its use and compatibility to baseball, softball, track and soccer practice remains to be seen.

The Gym Annex is located across the street from the Gym. This building intrudes into both the Baseball field area and the parking area. The building inhibits driver's ability to see players crossing the road. Removable bollards have been added across the driveway which protects players during practice hours.

ACCESS AND CIRCULATION

Refer to Appendix F for existing traffic and pedestrian circulation patterns.

As discussed previously, access to the College is from I-5 and additional signage is needed between the City of Weed central exit and arrival at the College entrances. Once on the campus additional directional signage has been added to guide vehicles toward their destinations. Some of the parking and roadway signage was upgraded in 2007 providing more efficient and clear direction.

The pedestrian walkway system is extensive and traverses the campus in multiple directions. The walks average 4 feet in width and are primarily concrete. The alpine climate and numerous tree roots cause the walks to crack and heave. Scheduled maintenance funds have been allotted and budgeted to annually replace the worst areas.

The campus is served by one County-operated bus line (STAGE), though most students and staff commute by car. The original bus shelter location was moved to the front of the ESTC building and a new shelter was supplied by the County and installed by COS in May 2016. Buses, delivery trucks, and trash pick-up trucks currently must access the core of the campus, near the Student Services building. Alternate routes have been reviewed in hopes of eliminating traffic in front of the Residence Hall, Student Center, Cafeteria and Day Care facilities.

UTILITIES

Water

The College receives potable and fire protection water from the City of Weed. The City recently installed new water mains and fire hydrants throughout campus. The new hydrants are fed from their system. The College pumps water for irrigation and geothermal air conditioning from four wells located on campus. Total well capacity exceeds 300 GPM. The wells are approximately 150 feet deep with a static level of 50 feet. It is thought that the aquifer for the water supply is part of the region’s volcanic network originating from the snow pack of Mt. Shasta and other nearby mountains. The quality of the water is extraordinary, rivaling some of the purest commercial bottled waters. The lack of electrolytes in this pure water creates a unique problem. The water is of such purity that it is a weak conductor of electricity. Special measures have been taken to ground the campus electrical system as the moisture in the soil provides a poor ground.
SECTION 2
COMMUNITY AND REGIONAL CONTEXT

Recently, lightning traveled laterally through the soil seeking a better ground, damaging the campus fire alarm, building automation, phone and cable systems.

Heat/Fuel

Building heat is supplied by 11 propane-fired hydronic boilers. Since the last FMP, the main propane tanks have been relocated to the area just south of the solar Greenhouse and completely upgraded. Three new propane vaporizers have been installed to service the new tank farm. In addition to propane, electrical heat is used in several older buildings scheduled for demolition.

Electric Power

The College receives its electricity from Pacific Power and Light (PP&L). It also maintains a large diesel generator capable of powering the majority of the campus. The District has several sites on campus that could house a solar array to help to control future energy costs.

The campus electrical distribution system can be fed from two directions, providing redundancy in service. The primary service supplies a new substation near the Cafeteria. Another primary line runs from the northwest corner of the site to transformers at the Greenhouse and Football stadium.

Sewage

The City of Weed provides sewer service to the District. The College maintains its own piping system and several sewage lift stations and one sewage grinding station.

Fire

Emergency fire service is provided by the City of Weed through CalFire. Each occupied building on campus has a fire alarm system which is annually inspected. The Science, Theatre, RHI, and parts of the Life Science and LRC buildings have fire sprinkler systems which are also annually inspected and certified. COS has requested Scheduled Maintenance funds to retrofit the existing campus fire alarm systems to one fully automatic, networked, monitored fire life safety system. The proposed system will include a campus mass communication component.

Security

Criminal and traffic enforcement is provided by the City of Weed Police. The campus has electronic keyless proximity operated locks on the Residence Halls, RHSI, ESTC, TTC, Science and part of the Student Center, and LRC buildings. The system has entry and exit monitoring with lockdown capabilities. Every building will eventually be on this system. COS has requested Scheduled Maintenance funds to install these locks on the sports complex.
Waste

The College maintains an Integrated Waste Management Plan which includes measures to recycle, reuse, and divert over 50% of the solid waste annually generated.

YREKA CAMPUS

In 1991, classes that were being conducted at the high school in Yreka were moved to a second campus in the City of Yreka about 28 miles north of Weed. The second campus provides a more convenient location for students who otherwise would have to travel considerable distances to access higher education classes. The population of about 7,100 centered in Yreka can attend classes at the local site or through distance learning, and finish or supplement their work at the Weed campus (see Appendix H).

PHYSICAL LOCATION

The Yreka campus is on the west side of Campus Drive at the bottom of a sloping hill. The site is reached from Interstate 5 by taking a clearly marked exit that also goes to Highway 3. Additional signage clearly points the way toward the campus at each turn.

The land to the west/behind the campus building is owned by the College but slopes upward and has rocky outcroppings making future construction difficult. Land to the south of the campus is owned by the City and it is thought that this area may be available for campus expansion.

The stony outcroppings and an aquifer under the hill combine to produce some water under the campus buildings. The slope of the land made it necessary to develop the parking lot in terraced sections. These terraces create a challenge to maintaining barrier free access.

THE COLLEGE SITE

The Yreka campus is composed of five main components (see Appendix H). The parking area has two lots, upper and lower, that have been constructed on terraces in response to the sloping terrain. Parking stalls are provided for 88 vehicles and ten disabled parking spaces. The upper lot connects to the Rural Health Sciences Institute (RHSI), constructed in 2010 to house the College’s expanding Nurses’ Training Program. Along with Nursing classrooms and laboratories, this building features a tiered general use Distance Learning classroom, Computer Lab and faculty/staff offices.

Movement through the campus is either through the foyer of the RHSI building or around the east side to emerge onto the central patio. The patio connects to three academic/administration buildings which were constructed in 1991.

A walkway leads from the academic area to the 10,000 s.f. Technology Center, constructed in 1994. The building contains a large open space, restrooms, two offices, two general classrooms and two small areas housing a server and used as storage.
SECTION 2
COMMUNITY AND REGIONAL CONTEXT

This Center is now being remodeled to house new Welding, Machining and Production programs. A new raised computer floor has been installed in the classrooms to provide future power and data cabling flexibility.

UTILITIES

The utility network at the Yreka Center uses city or public services. Power is provided by Pacific Power and Light (PP&L), water and sewage by the City of Yreka and the telephone service provider is AT&T. The size of the operation makes it practical to continue these services until there is substantial development at the Yreka Center.
FOUR-YEAR COLLEGE TRANSFER PROGRAMS

VOCATIONAL PROGRAMS

WELDING

Welding is considered a manufacturing discipline. The North Far North Regional Workforce Consortium has identified manufacturing as an area of potential growth for the region. The College has received and applied significant resources to the development of the Welding and Manufacturing programs.

AGRICULTURE

In Siskiyou County, agriculture has been and continues to be a vital segment and the foundation on which this county has stood upon for generations. It remains the number one industry in the county today. College of the Siskiyous has a great opportunity to fill a need in this community, a need to stimulate economic development in our agriculture industry thru education, vocational skills, and modern technology as well as a need to fill jobs with qualified, capable, and willing employees. Siskiyou County is beginning to be known for its creatively diverse agricultural operations. From traditional farming and ranching operations to “farm to fork” and “cutting edge” social media and internet sales based companies, we are embracing all that agriculture has to offer at the same time. We want to celebrate the future prospects for the next generation to carry on some of the traditions as well as the excitement for new entrepreneurship and the promotion of the rural lifestyle we live. Agriculture and Agriculture Business has been very important for economic activity in Siskiyou County. With seven new course proposals to complement the existing Agriculture courses, students will have a fantastic opportunity to continue their post-secondary education in this community, allowing them to gain knowledge to obtain skills that may qualify them to go back into the local workforce or to go on to complete a Bachelor’s Degree at a CSU or UC campus. The Agriculture program component has shown some real potential to fill a gap or need while creating positive outcomes for our campus’ enrollment, helping fill local employment needs, and ultimately giving future rural community students career options that fit the lifestyle they have grown up in and around in Siskiyou County.

NURSING

There continues to be strong demand for nurses in and about Siskiyou County as well as the state. Most of the Nursing programs in the state are impacted with very long wait lists. The COS Nursing program struggles with maintaining and or developing clinical opportunities for nurses due to its remote location. The limited availability of clinical sites and shortage of qualified nursing faculty has limited the growth of the program. Other health care related occupational programs are being researched.
SECTION 3
ANALYSIS OF COMMUNITY AND REGIONAL NEEDS

EMERGENCY MEDICAL TECHNICIAN (EMT)

The EMT program enrollment has been declining slightly over the past several semesters. The local demand for EMTs and Paramedics is stagnant; however, the demand for quality training and certification is not, and COS is taking advantage of this opportunity.

FIRE TRAINING

Past experience has proven that there is a finite period of time in which students and instructors are available to receive and provide training. The Fire program does have significant space for growth, but is also becoming limited by the non-compliant facilities and lack of space. A new fire tower will be needed at some point in the future. Recently, Fire personnel from COS have explored the opportunity of a partnership with the City of Weed for the development of a fire station/training facility on the grounds of COS.

POLICE ACADEMY – FUTURE

Based on thorough research, COS believes the Module I Training Needs Assessment demonstrates an ongoing, unmet training need. Over the last several years, local agencies have been placed in difficult situations related to recruitment and retention. Many agencies in our local area have vacant positions that have not been filled for extended periods of time. Local students apply for these positions but they cannot leave the community to receive the necessary training, leaving the applicant and agency at a loss. Further, many agencies are no longer hiring Level 2 Reserves and are highly desirous of Level 1 Reserves that can work independently without direct supervision. Due to its geographic location, Siskiyou and surrounding rural counties are presented with unique challenges regarding access to a Law Enforcement Academy. While much denser populations may have multiple options, students of far Northern California are met with limited options. One must choose between leaving the area to attend Module I, or not pursue this level of certification. College of the Siskiyous has demonstrated that students must drive hundreds of miles and 3-4 hours one way in order to attend the closest Module I Academy. Many qualified students simply cannot afford to uproot and drive the lengthy distances to other Module I Academies; therefore, students have no local opportunity to get the training needed to apply for the vacant positions. Based on these needs, COS has applied with California Peace Officer Standards and Training (POST) to create a Police Academy and we expect approval during the summer of 2017.

COMMUNITY USE OF FACILITIES

College facilities are an asset to the City of Weed and the surrounding communities. These facilities are available for use when such use does not conflict with District programs and operations. Eligible persons or groups can request use of District buildings or grounds for public, literary, scientific, recreational, or educational meetings and functions, or for discussion of matters of general or public interest. User groups are asked to provide hold harmless and indemnification agreements acknowledging they will be financially responsible for losses, damages or injuries as a result of their facility use. Users may be asked to provide certificates of insurance with acceptable limits. The direct costs of supplies, utilities or services necessitated by the organization’s use of the district facilities may also be assessed.
PERFORMING ARTS

The Performing Arts program continues to show modest growth, limited by the lack of adequate staff and faculty. The Performing Arts Department could offer many more shows and performances but the staffing is currently at its maximum. The Performing Arts Building is one of the oldest buildings on campus and it is beginning to show its age, as well as being limited in its functionality. A new lighting, sound, and projection system will be necessary to keep pace with technology. The Performing Arts Program is well respected within the community, is a critical part of the college, and will need additional staff and facilities to maintain its reputation.
SECTION 3
ANALYSIS OF COMMUNITY AND REGIONAL NEEDS

THIS PAGE INTENTIONALLY LEFT BLANK.
SECTION 4
PROJECTION AND ANALYSIS OF FUTURE ENROLLMENT CHANGES AND ECONOMIC TRENDS AND DEVELOPMENTS

There are several demographic trends working against COS in our service area. The County is aging rapidly. The median age (now 48) is increasing twice as fast as the median age for the state and nation (now 36). There are far fewer teenagers as a percent of our population compared to the state and far higher senior citizens as a percent of our population. The baby bust from the great recession is seven years away. Third grade classes have far fewer students than sixth grade classes. The number of graduating high school seniors will continue to decrease, but could possibly stabilize after 2027. COS will not be viable unless it brings in students from outside the service area to counter this prevailing trend.

Other significant factors include the County’s low labor participation rate, high unemployment rate and the fact that it is estimated to have lost over 1,000 people since the 2010 census. On a positive note, the County has a relatively good high school graduation rate. However, it has a low percentage of college graduates.
SECTION 5  
DESCRIPTION OF THE EDUCATIONAL PHILOSOPHY OF THE COLLEGE

MISSION

College of the Siskiyous (COS) promotes learning and provides academic excellence for the students of Siskiyou County, the State of California, the nation and the world. COS provides accessible, flexible, affordable, and innovative education leading to associate degrees, certificates, college transfer, career and technical education, workforce training, and basic skills preparation.

VISION

College of the Siskiyous is a proud member of the California Community College system. Our vision is to be the first choice for higher education in the communities we serve and beyond. COS provides:

- Rigorous and comprehensive transfer programs;
- General education programs;
- Technological literacy;
- Basic skills acquisition;
- Workforce training and certification;
- Career and technical education;
- Cultural and community enrichment;

All of which drive and support the economy of our region.

We are the support team who increases student access, encourages success, and improves retention, persistence, and completion.

COLLEGE OF THE SISKIYOUS GENERAL EDUCATION PROGRAM

General Education Philosophy: As citizens of the world, our students will be confronting complex personal, social, cultural, and political issues. They will need to think critically, to communicate effectively, and to maintain their well-being. It is our belief that completion of the College of the Siskiyous’ General Education requirements will help to prepare our graduates for life as informed, active, and ethical citizens of this multicultural world. General Education requirements are:

AREA 1 – NATURAL SCIENCE (3 Units):
GE Program Learning Outcome: Within the framework of the discipline’s major principles and methods of inquiry, determine whether an observation or experimental result is consistent with a scientific explanation for a natural phenomenon and effectively articulate that analysis.

AREA 2 – SOCIAL AND BEHAVIORAL SCIENCES (3 Units):
GE Program Learning Outcome: Demonstrate the ability to apply and critically assess social science research, perspectives, principles and methods in understanding social processes.

AREA 3 - HUMANITIES (3 Units):
GE Program Learning Outcome: Analyze and appreciate works of philosophical, historical, literary, aesthetic, and cultural importance through the ages and in different cultures; OR
SECTION 5
DESCRIPTION OF THE EDUCATIONAL PHILOSOPHY OF THE COLLEGE

students will demonstrate an understanding of at least one principal form of artistic expression and the creative process inherent therein.

AREA 4 – LANGUAGE AND RATIONALITY (9 Units):

- Area 4A: English Composition (3 Units):
  GE Program Learning Outcome: Demonstrate effective reading and writing skills in collecting, evaluating, organizing, and presenting information and ideas.

- Area 4B - Communication (3 Units):
  GE Program Learning Outcome: Apply knowledge of communication theory, practices, and media to communication events.

- Area 4C - Math or Analytical Thinking (3 Units): The competency requirements for mathematics may also be met by obtaining a satisfactory grade in courses in Mathematics taught in or on behalf of other departments and which, as determined by the local governing board, require entrance skills at a level equivalent to those necessary Intermediate Algebra. GE Program Learning Outcome: Students should be able to setup, manipulate, graph, solve, or apply standard algebraic expressions and equations OR Develop clear and precise expressions of ideas to analyze common logical errors while using language and logic through inductive and deductive processes.

AREA 5 – MULTICULTURAL/LIVING SKILLS (3 Units):
GE Program Learning Outcome: Demonstrate knowledge of healthy life choices and the potential risks and benefits of physical activity OR Demonstrate how knowledge of finances and technology impact decisions made in daily life OR Compare and contrast the experience of a historically under-represented group with that of the dominant culture and demonstrate an understanding of personal, social, or historical biases and prejudices.

VALUES

Integrity – Our decisions and actions reflect honesty, trust, and respect for all.

Excellence – Our decisions and actions reflect our commitment to accountability, innovation, and learning.

Openness – Our decisions and actions reflect open-minded transparent dialogue.

INSTITUTIONAL GOALS

Goal #1 – Promote and support educational goal completion for all students.

Goal #2: Sustain institutional health and vitality to meet the needs of the community.

Goal #3: Evaluate institutional effectiveness for continuous improvement.
Together, the Mission and Vision statements provide a concise statement of the College’s purpose. Through a regular review and update of our Mission and Vision statements, we ensure that College of the Siskiyous is clearly focused. The broad educational purpose is to promote learning and provide academic excellence. As an open-access institution, we identify our intended student population as residents of Siskiyou County and California. Because the College also attracts residents from other states and nations, these student groups are also included. The types of degrees and other credentials we offer are broadly delineated as “associate degrees, certificates, college transfer, career and technical education, workforce, and basic skills preparation.” The College’s commitment to student learning and student achievement is reinforced in the assertion that COS “promotes learning and provides academic excellence…through accessible, flexible, affordable, and innovative education.” Additionally COS is committed to following sustainable building and operational practices. These practices include; building design, water conservation, recycling, bio-gardens, and plans for alternate energy generation (see Appendix D).
SECTION 6
DESCRIPTION OF THE SCOPE AND EMPHASIS OF EXISTING EDUCATIONAL PROGRAMS AND RELATED SERVICES IN RELATIONSHIP TO THE COLLEGE’S PURPOSE AND PHILOSOPHY

THIS PAGE INTENTIONALLY LEFT BLANK.
SECTION 7
IDENTIFICATION OF THE NEEDS OF EDUCATIONAL PROGRAMS, STUDENT SERVICES, OTHER SERVICES AND ACTIVITIES, JUSTIFIED IN TERMS OF THE PREVIOUS INFORMATION

CONSOLIDATE STUDENT SERVICES INTO A CENTRAL ONE-STOP LOCATION

- Registration
- Student Services
- Financial Aid
- Counseling/EOPS
- Student Support Services (DSPS, EOPS/CARE, CalWORKS, Foster Youth, Veterans and TRIO)
- Book/Gift Store
- Cafeteria

Currently, services for students are dispersed among different buildings across the Weed campus. As a result, students and visitors new to this campus have difficulty finding and accessing services. The College’s plan is to station Admissions and Records (Registration), Vice President of Student Services and Office of Student Life (Student Services), Financial Aid, Counseling and Student Support Programs (which includes EOPS, CalWORKS, Veterans and DSPS,) the Book/Gift Store and Cafeteria in the John Mantle Student Center. The administrative offices of Human Resources, Administrative Services and the President’s Office will be relocated to the former Life Science building. The John Mantle Student Center is centrally located on the Weed campus and moving these functions/services to this building will increase accessibility and level of service to students.

WAYFINDING SYSTEMS/ENTRIES

- Signage and kiosks at entries
- Directories at major campus entrances

In addition to combining all services for students in one location (One-Stop Shop), there will be revised signs, kiosks and directories. Upgrading the wayfinding systems will support new students’ and visitors’ ability to find needed services, departments and classrooms.

As previously stated, additional signage is needed between the City of Weed central exit and arrival at the College entrances in order to guide vehicles toward their destinations. Some of the parking and roadway signage was upgraded in 2007 providing more efficient and clear direction.

Directories or kiosks will be erected in locations near major parking lots. These directories or kiosks will list services and departments with corresponding buildings and room numbers, with their location noted on a campus map. This is another element that will increase visitors and new students’ ability to find locations.

Building numbers will be painted on top of each of building to assist first responders with locating specific buildings when flying overhead in response to emergency situations.
Finally, all offices will be assigned an office/room number, which will be affixed to or near doors in print and braille; to allow first responders and others to identify exact location of services and departments.

SAFETY/SECURITY

- Mass communication system
- Exterior lighting

Criminal and traffic enforcement is provided by the Weed and Yreka Police Departments. The Weed campus has electronic keyless proximity operated locks on the Residence Halls, RHSI, ESTC, TTC, Science and parts of the Student Center and Learning Resource Center buildings. The system has entry and exit monitoring with lockdown capabilities. Every building on the Weed campus and Yreka site will eventually be on this system. COS has requested scheduled maintenance funds to install these locks on the sports complex.

In order to notify students and staff of emergency information, COS has implemented the Everbridge Mass Communication System. This system allows the College to send text messages to everyone registered with Everbridge. Additionally, the College will purchase an emergency mass communication sound system that can be heard across campus, which will enable those without cell phones or those in open areas, such as the football field, to receive emergency information in a timely manner.

College of the Siskiyous has been updating exterior lighting throughout the campus and will continue to do so as funding becomes available.

TECHNOLOGY

Classrooms are being standardized to “Smart Classrooms,” which include projectors, computers at the instructor’s station, audio systems, document cameras, and assistive listening technology.

The College facilities will be wired for both internet and Wi-Fi in order to allow computers, smartphones, and other mobile devices to connect to the wireless network on all campuses.
SECTION 8
FORMULATION OF LONG TERM EDUCATIONAL GOALS AND SHORT TERM OBJECTIVES TO MEET THESE GOALS

ACADEMIC

The Student Success Initiative is a result of the California Community College Student Success Task Force, which recommended 22 specific policy changes to improve educational achievement in the California Community Colleges. As it relates to technology, the Student Success Initiative recommends that Community Colleges develop and use centralized and integrated technology to better guide students. Examples include the following:

- Common application (CCCApply)
- Electronic Transcript
- Online BOG Fee Waiver Form
- Student Education Plan module
- Online library resource and catalog
- Career exploration module
- Job placement module
- Textbook purchasing module
- Transfer advisement module
- Common Assessment (CCCAssess)

The common application, CCCApply was implemented spring, 2016. The College is also in the process of implementing Degree Works, which is a web based degree monitoring program. Other programs/modules/services will be implemented as funding allows. CCCAssess will be implemented when the State releases it (estimated spring 2018).

SUPPORT SERVICES

The College of the Siskiyous 2015-2020 Institutional Master Plan has identified the following Action Plans for Support Services:

- Simplify the student application process
- Increase the percentage of students completing the financial aid process
- Increase the conversion rate of college applicant to student
- Increase new student enrollments
- Create a year-long schedule for student enrollment in Summer, Fall, and Spring simultaneously
- Increase the number of degrees and certificates awarded each year
- Increase first and second year student persistence rates
- Increase the percentage of students that complete Math/English assessment, develop preliminary education plans and complete a college orientation
- Improve the online college orientation
- Increase in-course student success rate
- Improve basic skills placement levels
- Increase number of students who enroll in 15 units each semester
- Create a First Year Experience program
- Improve assessment
- Create benchmarks for Student Success, Financial Health, Enrollment, and Assessment
- Utilize student satisfaction data for continuous improvement
- Goals for the Institutional Effectiveness Program Initiative will be set annually
With regard to the College’s Action Plans that relate to facilities, short term goals include the following:

- Student-use computers will be replaced and updated in the Lodges, Academic Success Center (ASC), Library and Student Center on a rotation basis as funding becomes available.

**STUDENT HOUSING**

Student housing, the “Lodges”, will continue to remodel and update resident rooms and its facilities as funds become available. This includes painting, new blinds, new carpet and expanding the laundry room to accommodate microwaves. An additional residence hall may be built at such a time as deemed needed and funding is available.

**OFF-CAMPUS ALTERNATIVES**

Due to the Boles fire in 2014, housing is at a premium and often a challenge for new residents to obtain. Discussions have taken place to consider expanding existing on-campus facilities, such as adding another traditional residence hall building, and/or partnering with off-campus property owners to expand housing options for non-traditional students and/or students with families. Off-campus considerations include obtaining (lease or own) an apartment complex or remodeling a residence hall to include family suites.

**PHYSICAL EDUCATION/ATHLETICS/RECREATION**

Athletics is a strong area for the college. The facilities have not kept pace with the growth of the program. The weather in Northern California often poses significant challenges for the athletic teams in terms of practicing for events which is necessary to remain competitive. Many contests are cancelled due to weather related contest or travel difficulties. Maintenance of the facilities can also be difficult due to the weather conditions.

The following short and long term goals will facilitate the growth of the Athletic program:

- Field turf and lights on Football Field/ Field, turf on Baseball and Softball fields.
- Enclose the Baseball/Softball Fields with a ten-foot high fence around entire field.
- Restroom and Concession Stand - Baseball and Softball fields.
- Construct a Field House.
- Relocate the discus cage, javelin approach and hammer throw area.
- Replace Baseball’s third base dugout.
Facilities construction, modifications, and maintenance are dependent on adequate funding. Clearly, the District’s current overbuilt status precludes any new construction that will add space. We can, however, compete for funding at the state level that will be used for modernization of existing space to improve the effectiveness and efficiency of our learning environments.

The District has submitted a final project proposal for the Performing/Creative Arts Modernization that has been accepted by the State Chancellor’s Office. Although a state-wide bond passed in November, 2016, the District’s project was not on the list to be funded with this issuance. There is still potential for future funding. The District was asked to make some modifications to the proposed plan. Those changes have been submitted, which will put the project back on the list for the next series of issued bonds. It is important to note that the District is committed to a two million dollar match for this project that will exceed $20,000,000 dollars.

The College of the Siskiyous Foundation is interested in conducting a Capital Campaign to support the District Match requirement for the Performing/Creative Arts Modernization. The District will also approach several organizations that may provide support for this project.

The District has approximately six million dollars available in authorized but unissued Measure A Bonds but cannot sell these due to the decline in appraised property values. There is no projection of when sale of these bonds will be allowed. The District will consider de-authorizing these bonds. Potentially, the District could ask the voters to approve authorization of a new offering to replace the existing Measure A Bonds.
THIS PAGE INTENTIONALLY LEFT BLANK.
The District utilizes three terms for facility planning, short (within the next year), medium (within the next five years), and long term planning (within 10 to 25 years). Projects may be rescheduled as funding opportunities arise. Presently the District has four facility funding sources:
1. The Five-Year Capital Construction Program (long-term).
2. The Annual Scheduled Maintenance Program (medium-term).
3. The District’s Annual General Fund Maintenance Budgets (short-term).
4. Special Bonds Dedicated to Facilities (short to long-term).

The projects listed below are included in the current facility planning.

- Student Housing Remodel (ongoing)
- Yreka Campus Expansion and upgrade of portables (ongoing)
- LRC Reorganization (ongoing)
- Re-purposing of the Life Science Bldg. for Administration (short-term)
- Conversion of Student Center to One-Stop Student Services (short to medium-term)
- Replacement of Aging Art, Drama, Music Facilities (medium-term)
- Fire Training Tower Replacement (medium to long-term)
- Reduction of Space Inventory through demolition of obsolete structures; Eddy Hall, Physical Science & McCloud Hall (medium to long-term)
- Relocation of Maintenance Facilities Away from Campus Center (long-term)
- Construct New Field House (long-term)
The following is provided as a narrative accompanying the Campus Plans located in Appendices F through H herein.

As the campuses have grown, the College has sought to utilize more of a zoned approach to development - grouping similar facilities together for efficiency, ease of access and supervision. Another overarching theme is removal of excess square footage from the College's space inventory in order to reduce its overbuilt status as defined by the Community College Chancellor's Office.

The College has done much to resolve the vehicle/pedestrian conflicts that were identified in the previous master plan. Temporary barriers have been installed and parking areas and routes reconfigured to reduce or eliminate traffic through pedestrian areas. The new plan will further alleviate vehicle traffic by stopping deliveries at the perimeter and discouraging fire training apparatus from coming through the central campus.

The following proposed changes are shown on Appendix G2 and H:

**ATHLETICS/MAINTENANCE**

- As an example of zoning, (see Appendix G2), Athletics, which now includes the Gymnasium, Training Facility, Annex and fields, has surrounded the Maintenance building and yard. The Master Plan calls for Maintenance to be relocated away from Athletics into a separate area which will also serve to divert daily delivery vehicles to the westernmost entrance and away from the main campus. The Temporary Classroom in the new area designated for Maintenance was designed to be easily converted into offices. Athletics can reclaim the existing Maintenance area either for event parking or re-purposing of the old Maintenance building.
- In addition, a Field House is planned in the Athletic zone to facilitate training for spring sports when the weather can still be unpredictable in Weed. Also, relocation of the Baseball fields and addition of Soccer fields in the vicinity of the existing track and field will allow common central restrooms, snack bar and storage for all field sports, while removing the foul ball hazard from adjacent parking lots.
- Lastly, an addition to the Athletic equipment room is being considered to support athletic equipment storage and processing. Existing facilities have been outgrown.

**STUDENT CENTER/LIFE SCIENCE**

Administration offices were all originally housed in the Student Center. With expansion over the years of Administration, Student Services and Counseling Services, the Student Center has been modified to accommodate that growth. This has resulted in relegating some of the essential student services to other locations. A good example is the Campus Gift and Bookstore, which has been moved out of the Student Center. The new Science building completed in 2012 has opened up the original Life Science Building to be re-purposed into offices for Administration. This will move offices that don't have student contact out to the perimeter of the campus where as a bonus, they will be more readily accessible to the public than they are now in the center of the campus. Then the Student Center can be returned to a consolidated one-stop facility for students. Eddy Hall and the old Physical Science buildings (over 50 years old) which currently house Counseling and Student Support programs and
services and the Campus Gift and Bookstore and TRIO, can be demolished once those functions are move to the Student Center. This will also help with resolving the College’s overbuilt status.

FINE/PERFORMING/THEATER ARTS

The Art, Drama and Music Facilities are more than 40 years old and either have reached or are reaching the ends of their useful lives. The current plan calls for demolition of McCloud Hall (visual arts labs) and the classroom wing of the theater building and consolidation of all arts into one facility attached to the east side of the remaining theater building. Rooms will be arranged around an open courtyard, facilitating outdoor performances and secure art exhibits while providing state of the art labs and offices for theater, drama, music and visual arts. State funding is being sought for this replacement.

CAREER AND TECHNICAL EDUCATION/FIRE SCIENCE

Career and Technical Education is an important focus for the College with firefighter training being one of the primary programs. The existing Fire Training Tower located at the southwest corner of the campus is obsolete and in need of replacement. Additional classroom space and vehicle storage adjacent to the associated Tactical Training Center is also identified as a future need.

LEARNING RESOURCE CENTER

Another project high on the list is the reorganization of the existing Learning Resources Center. Built in 1975, the original design was conceived as more of a traditional library. Technological advances have changed the way the facility is used, and some changes to the physical structure would greatly enhance its function now and going into the future.

STUDENT HOUSING

College of the Siskiyous offers housing on campus which is a unique feature in the community college system. In order to maintain a pleasant and supportive atmosphere for students away from home, the 2 facilities are undergoing remodeling. A third residence hall dedicated to vocational education students is indicated as a future possibility.

FUTURE GROWTH

Unassigned academic buildings have been indicated on the west side of the campus adjacent to new parking as place-holders for future growth.

WAY FINDING

Wayfinding from campus entrances to buildings is still in need of implementation.
YREKA CAMPUS

The replacement of the relocatable buildings with permanent structures has been identified as the next large building project on the Yreka campus. The relocatables house all of the general classrooms and administrative offices for the Yreka campus. The Technology Center and Rural Health Sciences Institute were subsequently constructed for Manufacturing and Nursing respectively, and all assignable spaces in the two buildings are utilized by those programs. The relocatables are aging (over 25 years old) and deteriorating and thus should be replaced to accommodate General Education, Administration and P.E. classes.
THIS PAGE INTENTIONALLY LEFT BLANK.
The following projects have been identified in the planning process relative to Section 11.

- Student Housing remodel.
- Yreka Campus expansion and upgrade of portables.
- LRC reorganization.
- Re-purposing of the Life Science Bldg. for Administration.
- Conversion of Student Center to One-Stop Student Services.
- Replacement of aging Art, Drama, Music facilities.
- Fire Training Tower replacement.
- Reduction of Space Inventory through demolition of obsolete structures; Eddy Hall, Physical Science & McCloud Hall.
- Relocation of Maintenance Facilities away from Campus Center.
- Construct new Field House.
Currently the District is in the process of securing a Lease Revenue Bond that will provide funding to begin work on the Life Science Building, parking lot improvements and the conversion of the Football field into an artificial turf football/soccer field.

The District also has $6,400,000 in authorized, but unissued general obligation bonds. Because the assessed valuations of property in Siskiyou County are lower than anticipated, these bonds will not be able to be issued in the near future. One possibility is to de-authorize the remaining bonds and seek voter approval for a new bond issue of the same dollar amount. That would allow funding to complete some of the other projects that are listed.

As one-time dollars come available annually from the State, the District will evaluate what the needs are and whether or not some of this type of funding should be set aside for future capital projects. Lastly, each year the District submits projects under the Scheduled Maintenance program at the State. While improvements and new buildings cannot be submitted for Scheduled Maintenance, some renovation projects that can qualify will be submitted for possible state funding.
SECTION 13
FORMULATION OF AN IMPLEMENTATION AND FUNDING PLAN, SUBJECT TO PERIODIC EVALUATION AND REVISION

THIS PAGE INTENTIONALLY LEFT BLANK.
APPENDICES
APPENDIX A
GUIDING PRINCIPLES FOR DEVELOPMENT

1. Campuses should be inviting and friendly, without barriers and should contain many open spaces.

2. Campus entrances and exits should be clearly designated, lighted and attractive while remaining integrated into the natural setting.

3. All development should be aesthetically and functionally integrated with the natural environment. The goal is for the natural campus settings to be preserved and enhanced to the greatest degree possible.

4. All development should conform to principles of sustainability which are outlined in Appendix D.

5. There should be outdoor settings that reflect the needs of people to gather for instruction or other purposes and to relax in small groups or individually.

6. Campuses should be physically safe and easily navigable including adequate lighting and directional signage.

7. Clear directional information should be readily available upon entering the campus. Signage system design to be compatible with existing building signage system.

8. Vehicle and pedestrian traffic should be separated to the greatest degree possible. Every part of campuses must be readily accessible by emergency vehicles.
## Appenlix B
### Building Summary Report

**Space Inventory Report:**

1/13/2017

**Building Summary Report (2017-18)**

**Siskiyou Jr. CCD**

### 181 College Of The Siskiyous

<table>
<thead>
<tr>
<th>Bldg #</th>
<th>Building Name</th>
<th>Constr. Year</th>
<th>Total Rooms</th>
<th>Total Stations</th>
<th>Total Room ASF</th>
<th>Total OSF</th>
<th>Percent Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CAMPUS CENTER</td>
<td>1962</td>
<td>51</td>
<td>344</td>
<td>14,109</td>
<td>19,252</td>
<td>73.3%</td>
</tr>
<tr>
<td>2</td>
<td>LEARNING RESOURCE CTR</td>
<td>1977</td>
<td>30</td>
<td>443</td>
<td>20,678</td>
<td>26,719</td>
<td>77.4%</td>
</tr>
<tr>
<td>3</td>
<td>LIFE SCIENCE BLD</td>
<td>1969</td>
<td>24</td>
<td></td>
<td>9,848</td>
<td>11,813</td>
<td>83.4%</td>
</tr>
<tr>
<td>4</td>
<td>McCloud Hall</td>
<td>1967</td>
<td>31</td>
<td>302</td>
<td>9,182</td>
<td>10,630</td>
<td>86.4%</td>
</tr>
<tr>
<td>5</td>
<td>THEATRE-ARTS</td>
<td>1969</td>
<td>35</td>
<td>779</td>
<td>17,361</td>
<td>23,358</td>
<td>74.3%</td>
</tr>
<tr>
<td>6</td>
<td>Bookstore</td>
<td>1959</td>
<td>6</td>
<td>2</td>
<td>1,912</td>
<td>3,025</td>
<td>63.2%</td>
</tr>
<tr>
<td>7</td>
<td>SCIENCE BUILDING</td>
<td>2012</td>
<td>36</td>
<td>248</td>
<td>14,185</td>
<td>22,860</td>
<td>62.1%</td>
</tr>
<tr>
<td>8</td>
<td>EMERG SVCs TRAINING CTR</td>
<td>2009</td>
<td>21</td>
<td>145</td>
<td>6,335</td>
<td>9,885</td>
<td>64.1%</td>
</tr>
<tr>
<td>9</td>
<td>DISCOVERY CENTER</td>
<td>1998</td>
<td>7</td>
<td>2</td>
<td>2,056</td>
<td>2,580</td>
<td>79.7%</td>
</tr>
<tr>
<td>10</td>
<td>DISTANCE LEARNING CENTER</td>
<td>2003</td>
<td>12</td>
<td>102</td>
<td>3,830</td>
<td>7,033</td>
<td>54.5%</td>
</tr>
<tr>
<td>11</td>
<td>GYM ANNEX</td>
<td>1961</td>
<td>10</td>
<td>14</td>
<td>2,142</td>
<td>2,664</td>
<td>80.4%</td>
</tr>
<tr>
<td>12</td>
<td>GYMNASIUM</td>
<td>1965</td>
<td>24</td>
<td>642</td>
<td>17,663</td>
<td>23,472</td>
<td>75.3%</td>
</tr>
<tr>
<td>13</td>
<td>MAINTENANCE SHOP</td>
<td>1971</td>
<td>5</td>
<td>4</td>
<td>2,709</td>
<td>3,578</td>
<td>75.7%</td>
</tr>
<tr>
<td>14</td>
<td>ATHLETIC TRAINING CTR</td>
<td>1965</td>
<td>7</td>
<td>4</td>
<td>2,964</td>
<td>3,465</td>
<td>85.8%</td>
</tr>
<tr>
<td>15</td>
<td>INDUSTRIAL TECHNOLOGY</td>
<td>1978</td>
<td>13</td>
<td>78</td>
<td>8,465</td>
<td>11,318</td>
<td>74.8%</td>
</tr>
<tr>
<td>16</td>
<td>PONDEROSA LODGE</td>
<td>1966</td>
<td>53</td>
<td>71</td>
<td>12,324</td>
<td>15,200</td>
<td>81.1%</td>
</tr>
<tr>
<td>17</td>
<td>JUNIPER LODGE</td>
<td>1966</td>
<td>52</td>
<td>75</td>
<td>12,324</td>
<td>15,200</td>
<td>81.1%</td>
</tr>
<tr>
<td>21</td>
<td>SHOP/MCLOUD</td>
<td>2006</td>
<td>1</td>
<td></td>
<td>858</td>
<td>915</td>
<td>93.8%</td>
</tr>
<tr>
<td>25</td>
<td>FIRE ENGINE GARAGE</td>
<td>2005</td>
<td>1</td>
<td></td>
<td>813</td>
<td>1,014</td>
<td>80.2%</td>
</tr>
<tr>
<td>26</td>
<td>TECH SERVICES STORAGE BL</td>
<td>2005</td>
<td>1</td>
<td></td>
<td>515</td>
<td>701</td>
<td>73.5%</td>
</tr>
<tr>
<td>28</td>
<td>VAPORIZER SHED</td>
<td>2006</td>
<td>2</td>
<td></td>
<td>190</td>
<td>237</td>
<td>80.2%</td>
</tr>
<tr>
<td>30</td>
<td>TEMP CLASSROOMS/MAINT.</td>
<td>2008</td>
<td>3</td>
<td>61</td>
<td>1,947</td>
<td>3,151</td>
<td>61.8%</td>
</tr>
<tr>
<td>31</td>
<td>SOLAR GREENHOUSE</td>
<td>1962</td>
<td>5</td>
<td></td>
<td>2,633</td>
<td>2,940</td>
<td>89.6%</td>
</tr>
<tr>
<td>32</td>
<td>TACTICAL TRAINING CENTER</td>
<td>2008</td>
<td>6</td>
<td>78</td>
<td>3,250</td>
<td>4,630</td>
<td>70.2%</td>
</tr>
<tr>
<td>40</td>
<td>ATHLETICS STORAGE</td>
<td>2006</td>
<td>1</td>
<td></td>
<td>1,341</td>
<td>1,456</td>
<td>91.5%</td>
</tr>
<tr>
<td>41</td>
<td>STADIUM BOOTH</td>
<td>1971</td>
<td>1</td>
<td></td>
<td>174</td>
<td>304</td>
<td>57.2%</td>
</tr>
<tr>
<td>42</td>
<td>SNACKBAR-RESTROOM</td>
<td>1973</td>
<td>1</td>
<td></td>
<td>197</td>
<td>1,510</td>
<td>13.0%</td>
</tr>
<tr>
<td>43</td>
<td>STADIUM PRESS BOX</td>
<td>2005</td>
<td>1</td>
<td></td>
<td>81</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Portable Shed 44</td>
<td>2000</td>
<td>1</td>
<td></td>
<td>96</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Portable Shed 45</td>
<td>2000</td>
<td>1</td>
<td></td>
<td>191</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>50</td>
<td>Pump House 5</td>
<td>2005</td>
<td>1</td>
<td></td>
<td>290</td>
<td>408</td>
<td>71.1%</td>
</tr>
<tr>
<td>51</td>
<td>Pump House 3</td>
<td>2008</td>
<td>1</td>
<td></td>
<td>164</td>
<td>222</td>
<td>73.9%</td>
</tr>
<tr>
<td>52</td>
<td>IDEF</td>
<td>2008</td>
<td>1</td>
<td></td>
<td>121</td>
<td>170</td>
<td>71.2%</td>
</tr>
<tr>
<td>53</td>
<td>CONNEX 53</td>
<td>2010</td>
<td>3</td>
<td></td>
<td>320</td>
<td>320</td>
<td>0.0%</td>
</tr>
<tr>
<td>54</td>
<td>CONNEX 54</td>
<td>2010</td>
<td>3</td>
<td></td>
<td>320</td>
<td>320</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

**Page 43**
## 181 College Of The Siskiyous

<table>
<thead>
<tr>
<th>Bldg #</th>
<th>Building Name</th>
<th>Constr. Year</th>
<th>Total Rooms</th>
<th>Total Stations</th>
<th>Total Room ASF</th>
<th>Total CGSF²</th>
<th>Percent Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>55</td>
<td>CONNEX 55</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>56</td>
<td>CONNEX 56</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>CONNEX 57</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td>CONNEX 58</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>59</td>
<td>CONNEX GENERATOR BOX</td>
<td>2001</td>
<td></td>
<td></td>
<td>158</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>CONNEX 60</td>
<td>2003</td>
<td></td>
<td></td>
<td>640</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>61</td>
<td>BB Home Dugout #1</td>
<td>2001</td>
<td>2</td>
<td>162</td>
<td>639</td>
<td>25.4%</td>
<td></td>
</tr>
<tr>
<td>62</td>
<td>BB Visitor Dugout #2</td>
<td>2001</td>
<td>1</td>
<td>436</td>
<td>436</td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td>63</td>
<td>SB Home Dugout #1</td>
<td>2009</td>
<td>2</td>
<td>300</td>
<td>379</td>
<td>79.2%</td>
<td></td>
</tr>
<tr>
<td>64</td>
<td>SB Visitor Dugout #2</td>
<td>2009</td>
<td>2</td>
<td>301</td>
<td>379</td>
<td>79.4%</td>
<td></td>
</tr>
<tr>
<td>65</td>
<td>Portable Shed 65</td>
<td>2001</td>
<td></td>
<td></td>
<td>126</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>66</td>
<td>Conex 66</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>67</td>
<td>Conex 67</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>68</td>
<td>Portable Shed 68</td>
<td>2000</td>
<td></td>
<td></td>
<td>175</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>Portable Shed 69</td>
<td>1995</td>
<td></td>
<td></td>
<td>123</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>70</td>
<td>Portable Shed 70</td>
<td>1999</td>
<td></td>
<td></td>
<td>268</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>Portable Shed 71</td>
<td>1999</td>
<td></td>
<td></td>
<td>122</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>72</td>
<td>Portable Shed 72</td>
<td>1999</td>
<td></td>
<td></td>
<td>80</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>73</td>
<td>Conex 73</td>
<td>2001</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>74</td>
<td>Portable Shed 74</td>
<td>1998</td>
<td></td>
<td></td>
<td>84</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>Portable Shed 75</td>
<td>1998</td>
<td></td>
<td></td>
<td>61</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>80</td>
<td>Yreka 80</td>
<td>1991</td>
<td>7</td>
<td>40</td>
<td>2,595</td>
<td>3,241</td>
<td>80.1%</td>
</tr>
<tr>
<td>81</td>
<td>Yreka 81</td>
<td>1991</td>
<td>5</td>
<td>135</td>
<td>3,024</td>
<td>4,071</td>
<td>74.3%</td>
</tr>
<tr>
<td>82</td>
<td>Yreka 82</td>
<td>1991</td>
<td>3</td>
<td>2,185</td>
<td>2,245</td>
<td>97.3%</td>
<td></td>
</tr>
<tr>
<td>83</td>
<td>Yreka Tech Ctr</td>
<td>1994</td>
<td>6</td>
<td>114</td>
<td>9,392</td>
<td>9,835</td>
<td>95.5%</td>
</tr>
<tr>
<td>84</td>
<td>Yreka RHSI</td>
<td>2010</td>
<td>27</td>
<td>314</td>
<td>12,647</td>
<td>20,172</td>
<td>62.7%</td>
</tr>
<tr>
<td>85</td>
<td>Conex 85</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>86</td>
<td>Conex 86</td>
<td>2010</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>87</td>
<td>Conex 87</td>
<td>2011</td>
<td></td>
<td></td>
<td>320</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>92</td>
<td>PUMPHOUSE 1</td>
<td>2014</td>
<td>2</td>
<td></td>
<td>524</td>
<td>703</td>
<td>74.5%</td>
</tr>
<tr>
<td>93</td>
<td>MAINT WAREHOUSE</td>
<td>1973</td>
<td>.5</td>
<td></td>
<td>5,192</td>
<td>5,691</td>
<td>91.2%</td>
</tr>
<tr>
<td>94</td>
<td>EDDY HALL</td>
<td>1959</td>
<td>16</td>
<td>42</td>
<td>2,612</td>
<td>3,526</td>
<td>74.1%</td>
</tr>
<tr>
<td>95</td>
<td>Foundation</td>
<td>1998</td>
<td>6</td>
<td>9</td>
<td>536</td>
<td>1,046</td>
<td>51.2%</td>
</tr>
</tbody>
</table>

| Building(s) on Campus | 526 | 4,048 | 210,486 | 288,128 | 73.1% |
### District Totals

<table>
<thead>
<tr>
<th>Building Name</th>
<th>Constr. Year</th>
<th>Total Rooms</th>
<th>Total Stations</th>
<th>Total Room ASF</th>
<th>Total OGSF</th>
<th>Percent Efficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>68 Building(s) in District</td>
<td>526</td>
<td>4,048</td>
<td>210,486</td>
<td>268,128</td>
<td>73.1%</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B

THIS PAGE INTENTIONALLY LEFT BLANK.
APPENDIX C
PROJECT HISTORY

PROJECTS IDENTIFIED IN THE MARCH 2000 FACILITY MASTER PLAN (FMP)

1. Provide clear identification of the College from off-campus locations
2. Implement a sign program to direct persons around campus and to identify facilities
3. Clarify the entrance areas and improve them
4. Separate parking areas from the road system to reduce vehicle-pedestrian interaction
5. Move or shield propane tanks at the ball field
6. Re-fence the areas using a less institutionalized approach
7. Cleanup, shield or move service areas to less visible locations
8. Install instruction directional signs/kiosks at all entrances
9. Assess each building and prioritize the replacement schedule
10. Concentrate on the upgrading of facilities rather than additions
11. Get laboratories added to the Physical Science Building by 2005
12. Create a pedestrian campus by moving roads behind residence halls and service facility areas
13. Implement a consistent parking system that is signed appropriately for regular enforcement
14. Install an emergency generator
15. Move electrical switch gear and propane tanks to west campus away from the core area.
16. Complete the cabling plans
17. Develop a pump station for waste disposal to allow expansion/use of the football field area
18. Design a fire safety plan to remove debris, provide a water loop line and a campus generator
19. Install a campus emergency phone system.

YEAR ONE
- Repair Football stadium Bleachers
- Design Traffic Patterns Plan/Forest Fire Breaks
- Signs
- Emergency Generator/Lighting/Electric Substation/Gas Tanks
- Campus Entrance

YEAR TWO
- Security System/Lighting
- Implement Traffic Pattern Plan
- Fire Tower
- Remove Chain Link Fence

YEAR THREE
- Septic System
- Cover for Picnic Area at Yreka Campus
- Relocation of Maintenance Yard
- Training Room
- 2nd Weight Room
APPENDIX C
PROJECT HISTORY

YEAR FOUR
- Meeting Space Indoors/Outdoors
- Temperature Control/Ventilation – ongoing conversion to EMS
- Storage
- Replace Older Buildings (Phys Science, Abner Weed, Eddy Hall, Greenshields/Include Confidential Office Space)
- New Practice Football Field/Soccer Field

YEAR FIVE
- Field House
- Cabling for Dormitories
- Creek

Additional Projects Completed (not in 2000 FMP):

Weed Campus
- Abner Weed and Green Shield buildings removed
- Distance Learning Center (State Funded)
- Tactical Training Center (Local Bond)
- Building 30 Temporary Classroom/Maintenance (Local Bond)
- Emergency Services Training Center (Local Bond)
- Science Building Replacement (State Funded)
- Campus road signage improved
- Building condition assessment completed
- Building replacement plan developed (see Appendix G & H)
- Emergency generator installed
- Upgraded exterior parking and roadway lighting
- Repaired stadium bleachers
- Completed sewer pump station/grinder for sports fields

Yreka Campus
- Rural Health Sciences Institute (Local Bond)
All facility designs should incorporate sustainable goals for site, energy efficiency, water use reduction, storm water management, occupant health as well as minimizing the buildings impact on the environment both by design and construction. Strategies will consider:

- All new construction will be built to LEED Silver or higher certification
- Natural and native planting materials to be incorporated around the campus to minimize, if not eliminate, the irrigation demand.
- Impervious walkways will be minimized to reduce storm water runoff and promote natural filtration into the soil as well as a reduction in the heat island effect.
- Overhangs will be incorporated to shade glazing.
- Low-E dual glazing or current equivalent will be incorporated to reduce heat gain.
- Roofing will incorporate cool roofing to reduce the heat island effect and heat gain.
- Heating and cooling will be provided by a highly energy efficient HVAC system which will including the use of geothermal for cooling where available.
- Networked HVAC controls will be provided to maximize energy efficiency and occupant comfort.
- Natural lighting will be incorporated into most occupied spaces.
- Energy saving lighting with automatic lighting controls and sensors will be utilized.
- Interior materials will be low in volatile organic compounds, high in recycled content.
- Water-efficient fixtures, faucets and devices will be incorporated.
- A strict recycling program will be required during construction and during operation of all facilities.
- Participation in the local utility’s energy incentive program if applicable at the time of design/construction.
- Photovoltaic panels will be incorporated where appropriate.
THIS PAGE INTENTIONALLY LEFT BLANK.
<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Bldg #</th>
<th>Gross Area (Sq.Ft)</th>
<th>Year Built</th>
<th>Last Renovation</th>
<th>Cost Model</th>
<th>Cost/Per Sq. Ft</th>
<th>Total Current Repair Cost</th>
<th>Replacement Value</th>
<th>FCI %</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Community Colleges</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siskiyou Jr. Community College District</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Of The Siskiyous</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATHLETIC TRAINING CTR.</td>
<td>14</td>
<td>3,465</td>
<td>1965</td>
<td>2001</td>
<td>CC Admin 1SnCP WF</td>
<td>$517,51</td>
<td>$852,755</td>
<td>$1,477,491</td>
<td>64.48%</td>
</tr>
<tr>
<td>ATHLETICS STORAGE</td>
<td>40</td>
<td>1,466</td>
<td>2009</td>
<td></td>
<td>GC SHED SF</td>
<td>$34,15</td>
<td>$6,662</td>
<td>$121,234</td>
<td>5.49%</td>
</tr>
<tr>
<td>BB HOME DUGOUT #1</td>
<td>61</td>
<td>639</td>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BB VISITOR DUGOUT #2</td>
<td>62</td>
<td>435</td>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BOOKSTORE</td>
<td>6</td>
<td>3,025</td>
<td>1959</td>
<td></td>
<td>CC Class 1SnCP WF</td>
<td>$517,51</td>
<td>$852,755</td>
<td>$1,477,491</td>
<td>64.48%</td>
</tr>
<tr>
<td>CAMPUS CENTER</td>
<td>11</td>
<td>19,252</td>
<td>1952</td>
<td>1957</td>
<td>CC Admin 1SnCP WF</td>
<td>$517,51</td>
<td>$852,755</td>
<td>$1,477,491</td>
<td>64.48%</td>
</tr>
<tr>
<td>CONEX 66</td>
<td>66</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 67</td>
<td>67</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 73</td>
<td>73</td>
<td>320</td>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 85</td>
<td>85</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 86</td>
<td>86</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 87</td>
<td>87</td>
<td>320</td>
<td>2011</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 53</td>
<td>53</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 64</td>
<td>64</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 65</td>
<td>55</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 56</td>
<td>56</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 57</td>
<td>57</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 58</td>
<td>58</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX 60</td>
<td>60</td>
<td>320</td>
<td>2010</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONEX GENERATOR BOX.</td>
<td>59</td>
<td>158</td>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DISCOVERY CENTER</td>
<td>9</td>
<td>2,560</td>
<td>1898</td>
<td>1998</td>
<td>CC Modular WF</td>
<td>$355,63</td>
<td>$35,460</td>
<td>$922,245</td>
<td>3.95%</td>
</tr>
<tr>
<td>DISTANCE LEARNING CENTER</td>
<td>10</td>
<td>7,033</td>
<td>2003</td>
<td></td>
<td>CC Class 1SnCP WF</td>
<td>$517,51</td>
<td>$517,51</td>
<td>$1,035,005</td>
<td>63.68%</td>
</tr>
<tr>
<td>EDDY HALL</td>
<td>94</td>
<td>3,526</td>
<td>1959</td>
<td></td>
<td>CC Class 1SnCP WF</td>
<td>$517,51</td>
<td>$1,035,005</td>
<td>$2,070,010</td>
<td>0.00%</td>
</tr>
<tr>
<td>EMERG SVC'S TRAINING CTR.</td>
<td>8</td>
<td>9,665</td>
<td>2009</td>
<td></td>
<td>CC Class 1SnCP WF</td>
<td>$517,51</td>
<td>$517,51</td>
<td>$1,035,005</td>
<td>63.68%</td>
</tr>
<tr>
<td>FIRE ENGINE GARAGE</td>
<td>25</td>
<td>1,014</td>
<td>2005</td>
<td></td>
<td>CC Shed WF-El</td>
<td>$105,61</td>
<td>$0</td>
<td>$105,61</td>
<td>0.00%</td>
</tr>
<tr>
<td>FOUNDATION</td>
<td>95</td>
<td>1,046</td>
<td>1998</td>
<td>1998</td>
<td>CC Modular WF</td>
<td>$355,63</td>
<td>$14,667</td>
<td>$371,267</td>
<td>3.06%</td>
</tr>
<tr>
<td>GYM ANNEX</td>
<td>11</td>
<td>2,664</td>
<td>1951</td>
<td></td>
<td>CC Modular WF</td>
<td>$355,63</td>
<td>$817,268</td>
<td>$947,372</td>
<td>88.27%</td>
</tr>
<tr>
<td>GYMNASIUM</td>
<td>12</td>
<td>23,472</td>
<td>1965</td>
<td>1967</td>
<td>CC Gym MSnCP CF</td>
<td>$883,36</td>
<td>$8,832,800</td>
<td>$16,090,418</td>
<td>53.65%</td>
</tr>
<tr>
<td>IDEF</td>
<td>52</td>
<td>170</td>
<td>2008</td>
<td></td>
<td>CC Shed WF</td>
<td>$62,29</td>
<td>$0</td>
<td>$11,650</td>
<td>0.00%</td>
</tr>
<tr>
<td>INDUSTRIAL TECHNOLOGY</td>
<td>15</td>
<td>11,318</td>
<td>1978</td>
<td></td>
<td>CC Trade Shop</td>
<td>$282,62</td>
<td>$1,803,730</td>
<td>$2,860,397</td>
<td>63.06%</td>
</tr>
<tr>
<td>JUNIPER LODGE</td>
<td>17</td>
<td>15,200</td>
<td>1966</td>
<td></td>
<td>CC Dom</td>
<td>$460,65</td>
<td>$3,279,103</td>
<td>$7,002,184</td>
<td>48.83%</td>
</tr>
<tr>
<td>LEARNING RESOURCE CTR.</td>
<td>2</td>
<td>26,719</td>
<td>1977</td>
<td></td>
<td>CC Lib MSnCP CF</td>
<td>$568,01</td>
<td>$9,806,820</td>
<td>$19,759,828</td>
<td>58.53%</td>
</tr>
<tr>
<td>LIFE SCIENCE BLD</td>
<td>3</td>
<td>11,813</td>
<td>1980</td>
<td></td>
<td>CC Class 1SnCP WF</td>
<td>$517,51</td>
<td>$4,427,027</td>
<td>$8,520,424</td>
<td>64.01%</td>
</tr>
<tr>
<td>MAINT WAREHOUSE</td>
<td>93</td>
<td>5,661</td>
<td>1973</td>
<td>2010</td>
<td>CC Shed WF-El</td>
<td>$105,61</td>
<td>$572,470</td>
<td>$592,472</td>
<td>110.52%</td>
</tr>
<tr>
<td>MAINTENANCE SHOP</td>
<td>13</td>
<td>3,578</td>
<td>1971</td>
<td></td>
<td>CC Trade Shop</td>
<td>$282,62</td>
<td>$863,183</td>
<td>$859,183</td>
<td>0.00%</td>
</tr>
<tr>
<td>MCCLOUD HALL</td>
<td>4</td>
<td>10,630</td>
<td>1987</td>
<td></td>
<td>CC Class 1SnCP TW</td>
<td>$542,13</td>
<td>$3,038,099</td>
<td>$6,025,775</td>
<td>60.36%</td>
</tr>
</tbody>
</table>

51
### APPENDIX E

#### ASSESSMENT REPORT

**FUSION | Assessment Report**

1/13/2017

**Siskiyou Jl Community College District**

**FCI REPORT**

<table>
<thead>
<tr>
<th>Facility Name</th>
<th>Build #</th>
<th>Gross Area (Sq.Ft)</th>
<th>Year Built</th>
<th>Last Renovated</th>
<th>Use Type</th>
<th>Cost Model</th>
<th>Cost Per Sq. Ft</th>
<th>Total Current Repair Cost</th>
<th>Replacement Value</th>
<th>FCI %</th>
</tr>
</thead>
<tbody>
<tr>
<td>PONDERSISA LODGE</td>
<td>16</td>
<td>15,230</td>
<td>1989</td>
<td></td>
<td>CC Dorm</td>
<td></td>
<td>$100.65</td>
<td>$3,293,762</td>
<td>$7,002,164</td>
<td>47.06%</td>
</tr>
<tr>
<td>PORTABLE SHED 44</td>
<td>44</td>
<td>96</td>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 49</td>
<td>49</td>
<td>100</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 55</td>
<td>55</td>
<td>126</td>
<td>2001</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 66</td>
<td>66</td>
<td>176</td>
<td>2000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 70</td>
<td>70</td>
<td>226</td>
<td>1999</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 71</td>
<td>71</td>
<td>122</td>
<td>1995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 72</td>
<td>72</td>
<td>80</td>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 74</td>
<td>74</td>
<td>84</td>
<td>1995</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PORTABLE SHED 75</td>
<td>75</td>
<td>91</td>
<td>1996</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PUMP HOUSE 3</td>
<td>51</td>
<td>222</td>
<td>2009</td>
<td></td>
<td>CC Shed WF-EL</td>
<td></td>
<td>$105.61</td>
<td>$0</td>
<td>$35,056</td>
<td>0.00%</td>
</tr>
<tr>
<td>PUMP HOUSE 4</td>
<td>50</td>
<td>408</td>
<td>2005</td>
<td></td>
<td>CC Shed WF-EL</td>
<td></td>
<td>$105.61</td>
<td>$0</td>
<td>$16,745</td>
<td>0.00%</td>
</tr>
<tr>
<td>PUMP HOUSE 1</td>
<td>92</td>
<td>703</td>
<td>2014</td>
<td></td>
<td>CC Shed WF-EL</td>
<td></td>
<td>$105.61</td>
<td>$99,762</td>
<td>$60,631</td>
<td>169.02%</td>
</tr>
<tr>
<td>SB HOME DUGOUT #1</td>
<td>63</td>
<td>374</td>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SB VISITOR DUGOUT #2</td>
<td>64</td>
<td>376</td>
<td>2009</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCIENCE BUILDING</td>
<td>7</td>
<td>22,880</td>
<td>2012</td>
<td></td>
<td>CC Lab MScC 8F</td>
<td></td>
<td>$57,054</td>
<td>$0</td>
<td>$13,150,044</td>
<td>0.00%</td>
</tr>
<tr>
<td>SHOP/WORKSHOP</td>
<td>21</td>
<td>915</td>
<td>2000</td>
<td></td>
<td>CC Shed SF</td>
<td></td>
<td>$84.19</td>
<td>$0</td>
<td>$77,771</td>
<td>0.00%</td>
</tr>
<tr>
<td>SNACKBAR-RESTROOM</td>
<td>42</td>
<td>1,510</td>
<td>1970</td>
<td></td>
<td>CC Restaurant Build.</td>
<td></td>
<td>$340.01</td>
<td>$200,922</td>
<td>$518,410</td>
<td>50.51%</td>
</tr>
<tr>
<td>SNACKBAR-RESTROOM</td>
<td>42</td>
<td>1,510</td>
<td>1970</td>
<td></td>
<td>CC Restaurant Build.</td>
<td></td>
<td>$340.01</td>
<td>$200,922</td>
<td>$518,410</td>
<td>50.51%</td>
</tr>
<tr>
<td>SOLAR GREENHOUSE</td>
<td>31</td>
<td>2,940</td>
<td>1992</td>
<td></td>
<td>CC Shed WF-EL</td>
<td></td>
<td>$105.61</td>
<td>$60,804</td>
<td>$209,213</td>
<td>198.49%</td>
</tr>
<tr>
<td>STADIUM BLOGH</td>
<td>41</td>
<td>304</td>
<td>1971</td>
<td></td>
<td>CC Shed WF-EL</td>
<td></td>
<td>$105.61</td>
<td>$30,246</td>
<td>$121,607</td>
<td>137.69%</td>
</tr>
<tr>
<td>STADIUM PRESS BOX</td>
<td>43</td>
<td>81</td>
<td>2005</td>
<td></td>
<td>CC Corporate Press Bo</td>
<td></td>
<td>$163.72</td>
<td>$6,602</td>
<td>$115,068</td>
<td>50.68%</td>
</tr>
<tr>
<td>TACTICAL TRAINING CENTER</td>
<td>32</td>
<td>6,500</td>
<td>2009</td>
<td></td>
<td>CC Class 1SweC WF</td>
<td></td>
<td>$517.91</td>
<td>$0</td>
<td>$2,399,071</td>
<td>0.00%</td>
</tr>
<tr>
<td>TECH SERVICES STORAGE BL</td>
<td>28</td>
<td>761</td>
<td>2005</td>
<td></td>
<td>CC Shed WF-EL</td>
<td></td>
<td>$105.61</td>
<td>$0</td>
<td>$63,306</td>
<td>0.00%</td>
</tr>
<tr>
<td>TEMP CLASSROOMS/MAINT.</td>
<td>30</td>
<td>3,161</td>
<td>2008</td>
<td></td>
<td>CC Modular MF</td>
<td></td>
<td>$360.29</td>
<td>$0</td>
<td>$1,093,927</td>
<td>0.00%</td>
</tr>
<tr>
<td>THEATRE-ARTS</td>
<td>5</td>
<td>23,353</td>
<td>1969</td>
<td></td>
<td>CC Admin MSwC C-LP</td>
<td></td>
<td>$437.09</td>
<td>$6,410,638</td>
<td>$8,485,550</td>
<td>63.72%</td>
</tr>
<tr>
<td>VAPORIZER SHED</td>
<td>28</td>
<td>237</td>
<td>2006</td>
<td></td>
<td>CC Trade Shop</td>
<td></td>
<td>$202.62</td>
<td>$0</td>
<td>$53,008</td>
<td>0.00%</td>
</tr>
<tr>
<td>YREKA 80</td>
<td>50</td>
<td>3,241</td>
<td>1991</td>
<td></td>
<td>CC Modular WF</td>
<td></td>
<td>$355.63</td>
<td>$364,052</td>
<td>$1,029,664</td>
<td>33.62%</td>
</tr>
<tr>
<td>YREKA 81</td>
<td>51</td>
<td>4,071</td>
<td>1991</td>
<td></td>
<td>CC Modular WF</td>
<td></td>
<td>$355.63</td>
<td>$475,316</td>
<td>$1,284,144</td>
<td>37.33%</td>
</tr>
<tr>
<td>YREKA 82</td>
<td>82</td>
<td>2,245</td>
<td>1991</td>
<td></td>
<td>CC Modular WF</td>
<td></td>
<td>$355.63</td>
<td>$288,762</td>
<td>$789,267</td>
<td>37.41%</td>
</tr>
<tr>
<td>YREKA 90</td>
<td>84</td>
<td>20,172</td>
<td>2010</td>
<td></td>
<td>CC Lab MSwC NP</td>
<td></td>
<td>$587.00</td>
<td>$0</td>
<td>$11,646,814</td>
<td>0.00%</td>
</tr>
<tr>
<td>YREKA TECH CTR</td>
<td>83</td>
<td>9,036</td>
<td>1994</td>
<td></td>
<td>CC Trade Shop</td>
<td></td>
<td>$222.62</td>
<td>$2,009,952</td>
<td>$7,707,938</td>
<td>16.80%</td>
</tr>
</tbody>
</table>
THIS PAGE INTENTIONALLY LEFT BLANK.
APPENDIX I
FMP UPDATE 2014

INTRODUCTION

Background
- Long Range Site Development Plan of 2000
- Facilities Master Plan of 2007

What is the Facilities Master Plan
- A roadmap for future development
  - Where we are now
  - Where we are going
  - How do we get there?

Why is a Facilities Master Plan Needed
- Organized approach
- Requirement of Accreditation
PROCESS

- Update background and assumptions from previous FMP

- Identify/review current and future needs
  - Your mission in the break-out sessions

- Master Plan Development
  - Analysis of information assembled during the data collection
  - Development of planning alternatives.
  - Evaluation of the alternative concepts
  - Development of the preferred Facility Master Plan direction

- Final Recommendations and Guidelines
  - Agreement from all parties and approval from Board
SURVEY RESULTS

Work Environment

- HVAC issues
- Technology
- Videoconferencing needs updating
- More whiteboards
- More smart rooms
- Noise intrusion
- LRC inefficiency
SURVEY RESULTS

Safety & Security

- Uneven sidewalks
- Classroom locks/Emergency lockdown
- Outdoor lighting
- Protection from unauthorized entry
- Speeding traffic
- Accessibility in older buildings
2000 MASTER PLAN

Projects completed from 2000 Master Plan

- Building signage
- Separate parking areas from road system
- Move or shield tanks at the ball field
- Add laboratories to the Physical Science Building
- Implement a consistent parking system
- Install an emergency generator
- Complete campus cabling
- Lift station for waste disposal
- Design a fire safety plan
- Repair football stadium bleachers
2000 MASTER PLAN

Projects Completed from 2000 Master Plan (continued)

- Design traffic patterns plan/Forest fire breaks
- Fire tower
- Training room
- Temperature control/Ventilation
- Replace older buildings
- Complete residence halls cabling
APPENDIX I
FMP UPDATE 2014

ADDITIONAL PROJECTS

Additional Projects Completed

- Distance Learning Center
- Tactical Training Center
- Emergency Services Training Center
- Rural Health Sciences Institute
- Building 30 Temp Classroom/Maintenance
- Parking and Lighting Improvements
- Science Building Replacement
PENDING PROJECTS

Projects pending from 2000 Master Plan

- Re-fencing
- Move service areas to less visible locations
- Directional signs/Kiosks at all entrances
- Prioritize building replacement schedule
- Move roads behind residence halls and service areas
- Install a campus emergency phone system
- Move electrical switch gear
- Enhance campus entrances
- Security system/Lighting
- Cover for picnic area at Yreka campus
- Relocation of maintenance yard
- Meeting space indoors/Outdoors
- Storage
- New practice football field/Soccer field
- Field house
GUIDING PRINCIPALS FOR DEVELOPMENT OF THE COLLEGE OF THE SISKIYOUS
IDENTIFIED BY THE LONG RANGE DEVELOPMENT COMMITTEE IN 2000 FMP

1. Integration with the natural environment
2. Inviting and friendly
3. Clear entrances and exits
4. Respect for neighbors
5. Outdoor gathering spaces
6. Safety
7. Clear directional information
8. Separation of roads from parking
9. Separation of vehicular and pedestrian traffic
VOCATIONAL ED

Projects –
- RHSI Advanced Technology & SIM lab (additional manikins)
- Expansion of Criminal Justice to Level I Training
- Expansion of Fire Technology Program – including new facility to simulate firehouse experience.
- Remodel of welding shop
- Business and BIS Division Growth
- Nursing Certification, Expansion in Electronic Health Care Records System and SIM lab.

Expansion is coming for business and computer arts.

The future is going towards need for more computers, software and computer labs. Yreka needs more computer labs. Consider a robotics lab – combining math and robotics.

The College needs a lab for light manufacturing. It could be either on Weed or Yreka Campus. Another building would be needed if the lab was located in Yreka.

Electronic healthcare jobs that could be trained – should be a vast array of healthcare/IT jobs created by the ACA
- Information management – AA level
- Integration of patient care and technology – patient communicates initially with nurses via a computer menu rather than nurse call
- Inventory control systems
- More mobile computer hardware

It was suggested that a series of classrooms/labs be created in the Technology Center in Yreka.

Technology Center has some tech capabilities for computer labs but is used mainly by Administration of Justice.

The small computer lab in the center of RHSI may be under-utilized for its capacity. Computer ports around the perimeter are not being used.

A back-up generator is needed in Yreka.
STUDENT SERVICES

Make Student Center a one-stop student service area.

- Move EOPS, DSPS, Counseling, Assessment, SSS, Upward Bound, Student Life, ASB into building.
- Add a welcome/info center staffed by students.
- CTE? Instruction Services? Cashier?
- There are some concerns about accessibility in office areas.
- Address confidentiality in Financial Aid, Counseling.
- Make the Board Room a testing center and student service conference room.
- Some concerns about distractions in Board Room if a testing center. There are too many windows.
- Move President, VPs, Business Office, Foundation, Research to Life Science

Participants would like to have the floor plan of the Student Center posted on-line. Modify it so that current room names are removed. There was also a suggestion to modify the plan so bearing walls were identified.

VISUAL AND PERFORMING ARTS

The following items were discussed at this session:

- Repair of Theater
- An addition to the Theater – what would it look like? How would this be funded?
- Use discipline-based planning
- Landscaping and maintenance discussed – especially at front of Theater
- Establish a community commons café for students and community
- The currently lobby is undersized – add a marquee
- Signage
- The Art Room in McCloud is unsafe and should be condemned
- Possible additions to Visual & Performing Arts include:
  - A screening room to be used for classes and community.
  - An art gallery.
  - Recital hall.

All in attendance at this session agreed that McCloud Hall should be destroyed and additions made to the Theater.

Discussion was held on immediate needs vs. remodeling. Further discussion revolved around the personnel required to maintain and operate a new building. We just stay within our means and commit to staffing appropriately.