Addendum June 2018

VISION 2025

CHAFFEY
COMMUNITY COLLEGE DISTRICT

Chaffey College

CHAFFEY COMMUNITY COLLEGE DISTRICT

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VISION 2025

Addendum 2018

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LETTER
FROM THE SUPERINTENDENT/PRESIDENT

The Chaffey College Facilities Master Plan is designed to address the needs of the college as it aims to best serve its students in the future. In order to determine how the college would evolve, grow and provide for our future students, we needed to integrate a variety of different campus stakeholders to contribute to this important discussion. A special thank you to the College Planning Council members for their time and input as it was critical to the development of this plan.

This addendum provides guidelines and planning for additional projects that are designed to further bring the Vision 2025 plan to reality. This document, in essence, reestablishes the District's commitment to serving all students from our communities and ensuring our faculty and staff are teaching and working at a world-class institution.

After all, at Chaffey College, we are in the business of improving students' lives through education. For more than 134 years, our Governing Board, faculty and staff have worked to provide educational access opportunities so that higher education can indeed be something everyone has the right to pursue. We know that in order to do this, we need to think strategically and anticipate growth and facilities needs so that students from each of the cities we serve find their home at Chaffey College.

This Facilities Master Plan will continue to serve as a road map for our decisions about facilities, landscaping, traffic flow, building space use and more for the next 12 years. To everyone who had a role in this effort, on behalf of Chaffey College students, faculty and staff, I thank you.

HENRY D. SHANNON, PH.D.
SUPERINTENDENT/PRESIDENT

MISSION
AND COMMITMENT

MISSION STATEMENT

Chaffey College inspires hope and success by improving lives and our community in a dynamic, supportive, and engaging environment of educational excellence where our diverse students learn and benefit from foundation, career, and transfer programs.

VISION

Improving lives through education.

FACILITIES
PLANNING PRINCIPLES AND OBJECTIVES

Facilities Planning Principles and Objectives

The following six Planning Principles guided the discussions during the development of the Chaffey Community College District Vision 2025:

1. Maximize functional space and eliminate non-functional space
2. Improve efficiency/utilization of facilities
3. Right-size the campuses to address program needs
4. Improve the campus identity
5. Position the College to maximize funding, such as state and local grants and community/corporate partnerships
6. Simplify implementation

These Planning Principles were the starting point for conversations in spring 2018 that further investigated and specifically articulated how the College can improve its facilities to best serve its students and communities. The following eight objectives summarize the conclusions reached in these conversations.

Build more space

The College's unduplicated student headcount increased 23.5 percent in the past four years, from 23,599 credit and noncredit students in 2012-2013 to 29,155 students in 2016-2017. This increase reflects the growth of the seven communities within the College's geographic service area. Although the population increased in all seven communities, the largest population growth was seen in Fontana, Rancho Cucamonga, and Chino. Over the next twenty years, further population increases are projected for the communities of Ontario, Chino, and Fontana. In order to continue to fulfill its mission of providing higher education opportunities for students in its region, the College must increase its facilities. Completing more of the Chino and Fontana Campuses and building a new campus in Ontario would help to better serve this growing population of current and potential students closer to the communities in which they live.

Locate instructional resources and space where they will address community needs

Building the right mix of program-specific instructional space on each campus will allow the College to prepare students to fill gaps in the local job markets. Using local and regional labor market data, the College will project the most likely future employment opportunities, and will initiate or expand career technical education programs tailored to those opportunities. In addition to general education courses, each campus would become identified by signature programs that are offered primarily or exclusively at that campus. In terms of facilities, the education programming focus of each campus would be supported by multi-discipline classrooms and specialized laboratories.

Equitably distribute services and space

The facilities at each campus must provide equitable student, faculty, and staff access to the College's comprehensive array of services and programs both on campus and online. Therefore, each campus must provide sufficient space for learning resources, student services, student activities, food service,

and professional development services and support. Campuses and facilities must be welcoming, safe and secure, and universally accessible to the College's students and employees, who are increasingly diverse in age, abilities, and backgrounds. Another facet of diversity is students' preferred mode of receiving instruction: there has been a 66.1 percent increase in the annual unduplicated headcount of students enrolled in distance learning courses between 2012–2013 to 2016–2017. Therefore, space must be dedicated to supporting the anticipated expansion of hybrid and distance learning modalities.

Build space for collaboration.

Collaboration as a way to foster student success and teaching innovation has been fully embraced by faculty and staff. Students want places to work on projects or study in groups. Faculty, staff, and administrators want venues for conferences and events that invite partners and peers from education, industry, and government. The campuses currently lack sufficient space for collaboration at every scale and many older instructional buildings have little outdoor space that is conducive to collaboration. Whether formal or informal, gatherings of different sizes need differently scaled spaces—from large conference spaces, to meeting rooms and group study rooms, to tables and chairs in alcoves and courtyards near classrooms. These spaces should be intentionally included in the design of new and renovated buildings as well as outdoor spaces throughout the campuses.

Build space for students.

The likelihood of student success is increased when students remain on campus and become engaged in college life through student organizations, student government, recreational activities, or socializing over lunch. Students want a better quality of space, with healthier food options, better technology and robust Wi-Fi across the campuses. The amount of space that is dedicated and outfitted for students is currently limited, especially in older buildings that were designed for a much smaller student population. The opportunity to build sufficient and quality spaces that appeal to students must be fully realized on each campus.

Locate support space near instructional space.

The implementation of Guided Pathways calls for a model for instructional buildings that promotes a holistic view of students, a model that extends beyond classrooms and laboratories. From this framework, instructional buildings are to be vibrant learning environments in which students work collaboratively with faculty and their peers and become fully engaged with their disciplines through experiential learning. These facilities include success centers with individual and group study space, computers for student use, supplemental instruction rooms, and counseling offices. These success centers tailor services and resources to students' educational pathways and are located near the instruction of these disciplines. Faculty offices are adjacent to the success centers to encourage interaction with students outside of class.

Build flexible classrooms.

To continue the College's track record for excellence in its programs and services, facilities must support innovation in teaching and learning. Unlike the College's aging classrooms inventory of small classroom sizes, immobile student desks, and technology designed for lectures, the current need is for larger, flexible classrooms with mobile and easily configurable furniture and technologies that support active learning.

Build environmentally sustainable facilities.

Students, faculty and staff, and voters in the College's communities place a high priority on energy efficient and environmentally sustainable campuses. The College has responded by being a leader in this important area as demonstrated by its recently completed 5.5 mega-watt solar carport project. As a signatory to the American College and University Presidents' Climate Commitment, Chaffey College is pursuing more projects such as an LED lighting conversion that will bring its campuses closer to net-zero energy use. Many of the older buildings do not measure up to current building standards regarding energy efficiency, water use, acoustics, and other measures of sustainable educational facilities. Ideally, highly efficient and high performance "green" buildings should replace buildings that have aged beyond their useful lives.

ACKNOWLEDGE

EXECUTIVE LEADERSHIP TEAM

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The College acknowledges the students who participated in the facilities master plan focus groups, as well as the College employees who responded to the educational master plan survey.

MENTS

CCCD

CCCD

OVERVIEW

CHAFFEY COMMUNITY COLLEGE DISTRICT

OVERVIEW

CHAFFEY COMMUNITY COLLEGE DISTRICT

/ College History and Current Status

INPUT FROM STUDENTS

INPUT FROM COLLEGE EMPLOYEES

LINKS TO INSTITUTIONAL GOALS

DISTRICT-WIDE FACILITIES PROJECTS

/ Accessibility
/ Energy
/ Informal Student Spaces
/ Landscaping
/ Learning Environments
/ Parking and Vehicular Circulation
/ Security and Safety
/ Utilities Infrastructure
/ Wayfinding

After a brief overview of the Chaffey Community College District (Chaffey CCD) service area and campuses, this chapter describes the key considerations that framed the development of this facilities master plan addendum. It begins with Input from Students and Input from College Employees, which summarize the results of surveys about the College's facilities and opportunities for improvement.

Links to Institutional Goals demonstrates how the College's Strategic Plan, its foremost plan for the development of educational programs and services, is driving its facilities planning.

The chapter concludes with recommendations for District-wide facilities improvement projects that address broad initiatives in areas such as learning environments, safety and security, and utilities infrastructure.

CHAFFEY
COMMUNITY COLLEGE DISTRICT

College History and Current Status

Chaffey Community College District (Chaffey CCD) is a single-college district that serves the growing communities of western San Bernardino County. The District Service Area encompasses 310 square miles that include Chino, Chino Hills, Fontana, Guasti, Montclair, Mt. Baldy, Ontario, Rancho Cucamonga (Alta Loma, Cucamonga, and Etiwanda), and Upland.

Chaffey College has a rich history as one of California's earliest colleges. Founded in 1883 as a private institution, Chaffey College has been a publicly funded college since 1916. Today, Chaffey College is nationally recognized as a center of learning excellence. It serves more than 20,000 students annually on three campuses, at many teaching sites in its communities, and online. It offers a full complement of general education, transfer-level, and career and technical education classes leading to an associate degree or career technical certificate. Students are supported in these instructional programs with a full range of support services.

Chino Campus

- Opened in 2008
- 100 acres

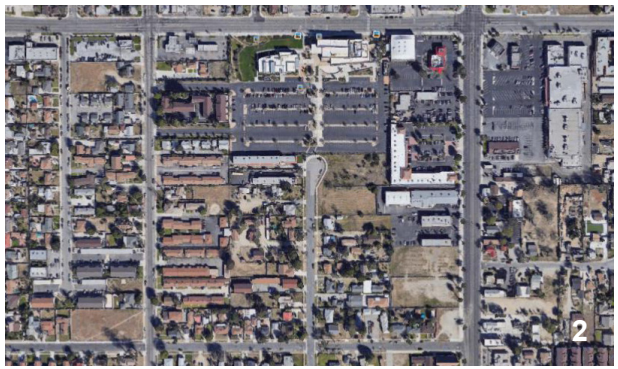
Fontana Campus

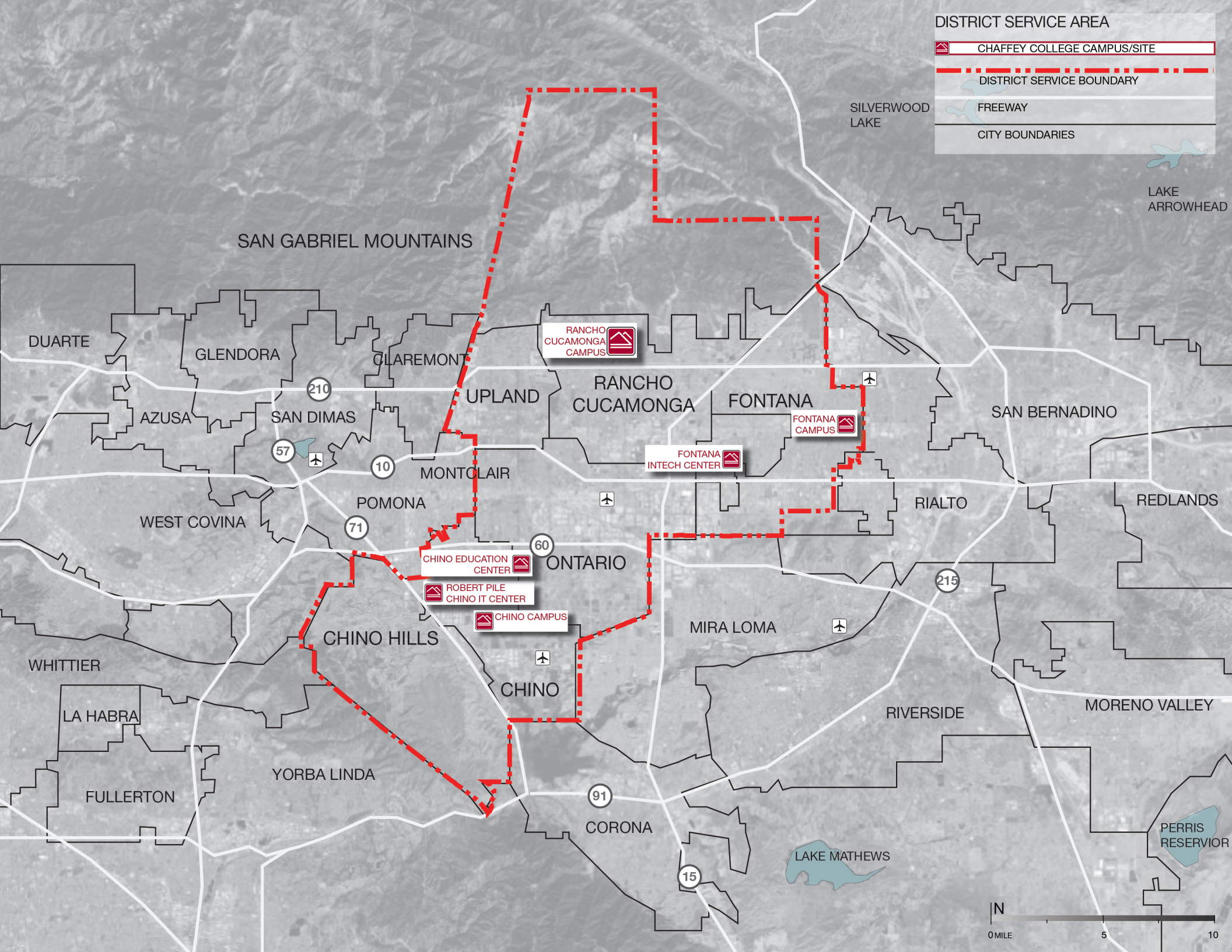
- Opened in 2007
- 8.5 acres

Rancho Cucamonga Campus

- Opened in 1960
- 200 acres

1 Rancho Cucamonga Campus
2 Fontana Campus
3 Chino Campus




DISTRICT SERVICE AREA
CHAFFEY COLLEGE CAMPUS/SITE
DISTRICT SERVICE BOUNDARY
FREEWAY
CITY BOUNDARIES
SILVERWOOD LAKE
LAKE ARROWHEAD
SAN GABRIEL MOUNTAINS
RANCHO CUCAMONGA CAMPUS
DUARTE
GLENDORA
CLAREMONT
UPLAND
RANCHO CUCAMONGA
FONTANA
FONTANA CAMPUS
SAN BERNADINO
AZUSA
SAN DIMAS
210
57
10
FONTANA INTECH CENTER
MONTCLAIR
POMONA
RIALTO
REDLANDS
WEST COVINA
71
60
CHINO EDUCATION CENTER
ONTARIO
215
ROBERT PILE CHINO IT CENTER
CHINO CAMPUS
MIRA LOMA
CHINO HILLS
WHITTIER
CHINO
LA HABRA
RIVERSIDE
MORENO VALLEY
YORBA LINDA
FULLERTON
91
CORONA
PERRIS RESERVIOR
LAKE MATHEWS
15
N
0 MILE
5
10

INPUT FROM STUDENTS

Student Input

Over two days in March 2018, Chaffey Community College held eight qualitative immersion sessions with students across all three campuses. The objective of these sessions was to obtain input from students about the College's facilities.

The following themes were identified based on feedback expressed by students during these sessions.

Theme 1: Space to Socialize/Study

- Rancho Cucamonga Campus students expressed a desire for accessible space for students to gather socially and "hang out"
- Fontana Campus students would like to see space for socialization and more space specifically for meetings and events
- Chino Campus students would like to see a common area for socialization and hanging out

Theme 2: Better Food Options

- Rancho Cucamonga Campus students voiced a lack of satisfaction with available food options on campus
- Fontana Campus students described having access to quick service restaurants and convenience stores nearby, but would prefer to have an on-campus dining center
- Chino Campus students would like access to additional food options. Currently they are limited to vending machines and a few items available at the campus store

Theme 3: More Modern Classrooms

- Rancho Cucamonga Campus students described classrooms as predominantly older, with desks and chairs that are often too small and not functional for learning. They would prefer a single-level space, with updated desks with adequate space for both a book and a tablet
- Fontana Campus students voiced concerns about the classrooms being crowded and uncomfortable. They would like to see more comfortable seating, room on the desks for study materials, and consistency in the quality of all classrooms

Theme 4: Additional Parking

- Rancho Cucamonga Campus students expressed frustration with the limited amount of parking, and the length of time it takes to find a space before class

INPUT
FROM COLLEGE EMPLOYEES

College Employee Input

In March 2018, Chaffey College, through the College Planning Council, designed a five-question survey for staff and faculty to solicit responses for the Educational Master Plan. These questions asked respondents to project needs and improvements in their respective areas looking ahead both five and 15 years. In addition to projecting changes in their areas, the respondents identified needs for facilities as well as other types of resources. There were 145 responses from a broad cross-section of the College, including respondents from the Chino, Fontana, and Rancho Cucamonga Campuses and the InTech Center.

The following themes were identified based on the answers to the survey.

Theme 1: Student Space for Socialization and Collaboration

- Some discipline faculty noted that students need space to collaborate on team projects and presentations
- Faculty also noted that they themselves need space to meet with students
- Better dining and gathering spaces for students were mentioned by multiple respondents

Theme 2: Additional Lab Space and Classroom Space Due to Growth

- Art faculty noted the need for an open lab and digital lab on the Chino Campus
- More instructional space is needed for specialty programs in Business and Applied Technologies, like light diesel and cybersecurity, as well as Spanish and other disciplines
- Biology faculty mentioned the need for a dedicated microbiology lab on the Fontana Campus
- Chemistry needs lab space in order to expand offerings on the Chino and Fontana Campuses
- STEM disciplines need both lab and classroom space, including storage and prep space for science classes
- Additional space is needed for trainings under the Economic Development programs
- Health Science programs need lab and simulation space

Theme 3: Increase in Online Offerings and Other Technology Needs

- English faculty projected a need for more computer classrooms
- Several disciplines (e.g., Fashion Design, Kinesiology and Language Arts) projected both an increase in courses offered online as well as the need for updated technology within classrooms

Theme 4: Larger Student Support Spaces

- Admissions and Records noted a need for more space to work with students
- Counseling foresaw an increase in staffing and associated space needs
- The Success Centers anticipated an increase in usage
- The Library at the Rancho Campus needs more space for student computers and its other services
- Supplemental Instruction anticipates an increase in number of sections and need for more dedicated meeting space

LINKS TO INSTITUTIONAL GOALS

Links to Institutional Goals

Chaffey College guides the development of its programs and services by setting institutional goals and objectives through its strategic planning process. The 2014 Strategic Plan framed the development of Chaffey CCD's Vision 2025 by describing the College's goals for its curriculum, instructional delivery, learning environment, and student support.

The College's 2018 Strategic Plan similarly frames the 2018 FMP Addendum. Visioning sessions were held with Chaffey College Planning Council to brainstorm ideas for facilities that support the Strategic Plan's goals and objectives. This section lists the College's institutional goals and objectives that have implications for facilities, and links them to those corresponding implications.

Institutional Goal 1: *Chaffey College will provide quality learning experiences that promote holistic student development and support success and completion in a timely manner.*

Objectives

- Objective 1: Increase the number of students who engage in academic support services
- Objective 2: Decrease the time students take for goal completion
- Objective 5: Broaden awareness of and participation in clubs, support services and extracurricular activities

Implications for Facilities

- Build space to house comparable services at all campuses
- Provide sufficiently sized and strategically distributed space for supplemental instruction and success centers
- Provide sufficiently sized and strategically distributed space for students to receive counseling, advising, career counseling, and wrap-around support services through interaction with faculty, staff, and their peers
- Provide flexible, sufficiently sized, and welcoming spaces for programs that engage students in college life through a variety of activities and support services
- Build or renovate facilities and outdoor areas to be equally accessible, usable, and welcoming to students of diverse abilities, ages, genders, and cultural backgrounds
- Build flexible, safe, and welcoming space for student services programs that serve traditionally underrepresented student populations

Institutional Goal 2: *Chaffey College will create, maintain, and support innovative and effective learning environments that engage students toward success and completion.*

Objectives

- Objective 2: Increase instructional and collaborative spaces at all three campuses
- Objective 3: Improve and expand the use of current technologies that facilitate student learning and success
- Objective 5: Improve and expand upon the security systems at all campuses

Implications for Facilities

- Create welcoming, accessible, and aesthetically harmonious campuses--each with their own character and identity—through the design of buildings, landscaped areas, wayfinding signage, and branding
- Provide information centers at each campus
- Build, renovate, and replace facilities as needed to right-size the space inventories
- Optimize classroom utilization by aligning the classroom inventory with class sizes and pedagogical needs with regard to flexibility, configuration, furnishings, and instructional technologies
- Provide flexible, sufficiently sized, and welcoming indoor and outdoor spaces for programs that engage students in college life through a variety of activities and support services
- Provide library space for both quiet study and active collaboration
- Provide well-furnished indoor and outdoor informal gathering and collaboration space for students, including sufficiently sized recreation space and dining space
- Build large meeting spaces
- Improve and expand utilities infrastructure systems to keep pace with the growth of facilities
- Build and renovate facilities and outdoor areas that are designed to support the systems and strategies recommended in the Technology Plan for instruction and student services
- Improve and expand utilities infrastructure systems to keep pace with the expansion of technological systems on each campus
- Build and renovate facilities and outdoor areas that are designed to facilitate the implementation of safety and security systems and measures
- Improve and expand utilities infrastructure systems to keep pace with the expansion of security systems on each campus

Institutional Goal 3: *Chaffey College will provide an effective organizational structure and workforce through strategic hiring practices in which all employees are given the encouragement and resources needed to achieve excellence.*

Objectives

- Objective 3: Implement appropriate training, orientation, and professional development opportunities for all employee groups

Implications for Facilities

- Provide sufficiently sized, well equipped, and welcoming space for professional development resources, training, meeting, and collaboration
- Build centrally located and accessible Faculty Success Centers

Links to Institutional Goals (Cont.)

Institutional Goal 4: *Chaffey College will support the needs of the communities through meaningful external relations, workforce development, outreach, partnerships, and linkages.*

Objectives

- Objective 1: Increase contact points with all of our K-12 partners
- Objective 2: Consistent with our mission, provide access to instruction and services that respond effectively to state and local needs
- Objective 3: Increase and strengthen the relationships with all of our business partners

Implications for Facilities

- Explore potential sites for facilities that house dual enrollment programs, such as early college or middle college high schools
- Establish a permanent campus in Ontario
- Establish an alternative campus site or sites to serve areas of the District where the greatest increase in the numbers of potential students are projected
- Expand the Fontana Campus and build a presence along Sierra Avenue that would anchor the City's business district
- Establish an alternative campus site or sites near commercial and industrial centers to develop the District's workforce
- Build or renovate facilities for a Career and Job Placement Incubator in the Industrial Technical Learning (InTech) Center

Institutional Goal 5: *Chaffey College will decrease the achievement gap.*

Objectives

- Objective 1: Increase the number of underrepresented students' participation in programs and support services

Implications for Facilities

- Provide sufficiently sized and strategically distributed meeting and active collaboration space throughout the campuses
- Build flexible, safe, and welcoming space for student services programs that serve traditionally underrepresented student populations
- Build or renovate instructional facilities and outdoor areas to be equally accessible, usable, and welcoming to students of diverse abilities, ages, genders, and cultural backgrounds
- Provide sufficiently sized and strategically distributed space for wrap-around intrusive support services for foundational skills students
- Provide textbook storage and distribution facilities
- Provide support facilities, such as storage facilities, maintenance facilities, and passenger loading zones, for expanded transportation modes
- Explore facilities and potential sites for child care options for students
- Explore facilities and potential sites for student housing

Institutional Goal 6: *Chaffey College will responsibly manage financial, physical, technological, and environmental resources through effective planning, decision-making, and implementation.*

Objectives

- Objective 2: Ensure that resources are allocated based on institutional planning
- Objective 4: Use resources sustainably and efficiently

Implications for Facilities

- Plan for the Fontana and Chino Campuses to house comprehensive programs and services offerings that would support the move to a multi-college district
- Use land more efficiently by replacing single-story buildings with multi-story buildings
- Build facilities, utilities infrastructure, and site improvements that would enable the College to implement its strategies for environmental sustainability and climate action
- Provide modern maintenance and operations facilities that are sufficiently sized to support the District's growth and the efficient and sustainable planning and management of its campuses and facilities
- Provide modern police facilities that are sufficiently sized to support safety and security

DISTRICT-WIDE
FACILITIES PROJECTS

Project List

District-wide Projects respond to broad initiatives with strategies that would be implemented throughout Chaffey CCD's campuses. These projects would be implemented through a flexible approach that could happen in one phase, in several phases, or incrementally as part of other projects. These projects are broadly described on the following pages. Detailed programming and design would occur as projects are implemented with the participation of stakeholders.

In addition to these District-wide Projects, there will be a budget allowance to renovate the Rancho Campus Child Development Center D Building, provide temporary maintenance facilities for the Fontana Campus, and other yet-to-be-identified minor facilities improvements

District-wide Projects

- / Accessibility
- / Energy
- / Informal Student Spaces
- / Landscaping
- / Learning Environments
- / Parking and Vehicular Circulation
- / Security and Safety
- / Utilities Infrastructure
- / Wayfinding

- / Minor Facilities Improvements Projects

Inspirational Images

District-wide Facilities Projects

Accessibility

This project would include the preparation and implementation of a District-wide Accessibility Plan, which would accomplish several objectives. At its basic level, the plan would identify policy-related, procedural, and physical barriers, as defined by the Americans with Disabilities Act, that currently impede access to Chaffey College's services. It would set up a process, priorities, methods, and a timetable for the removal of these barriers.

The Accessibility Plan would also move beyond compliance with the minimum legal requirements. It would do so by embracing Universal Design, which is the design and composition of an environment so that it can be accessed, understood, and used to the greatest extent possible by all people, regardless of age, size, ability, or disability. Because Universal Design is intended to equitably meet the needs of all people who use the campus, it is a fundamental condition of good design and will guide the design and construction of every recommended new building and major renovation project.

For existing facilities and outdoor areas that are not being renovated, Universal Design would be a higher standard that should be carefully considered, due to the cost and effort that might be required. The preparation of the Accessibility Plan would provide a process in which to gather stakeholder input, set priorities, and recommend improvements that would implement Universal Design in portions of the existing campuses that would have the greatest positive impact for students and employees.

Inspirational Images

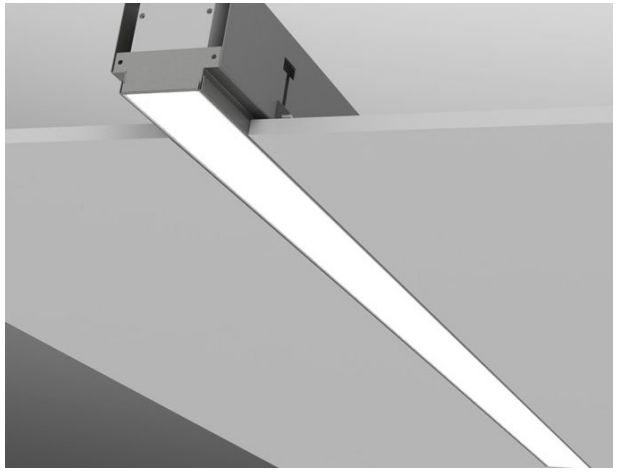
Energy

All aspects of college life are increasingly dependent on maintaining a technology-rich campus environment. Energy systems are relied on to power communication and information systems, instructional technology, indoor and outdoor lighting, building ventilation, security, and life-safety systems. As Chaffey College's enrollment and facilities grow, the ways that it obtains and uses energy will further impact its operating costs and carbon footprint.

The District-wide Energy Projects focus on two objectives. The first is to reduce energy use through retrofits to buildings and energy-using systems. The other is to increase the College's reliance on clean energy sources such its solar carports.

To help meet its climate action commitment, the College is investigating plans for projects such as LED lighting conversions, low-emission boiler technology, additional solar photovoltaic systems, and battery storage. The facilities master plan addendum recommends the preparation of an infrastructure plan that will project the College's future energy needs and plan for alternative energy strategies that will lead to net zero energy use.

Inspirational Images



District-wide Facilities Projects

Informal Student Spaces

Students want places to socialize and study outside of the classroom and they benefit from the engagement in college life that occurs when they spend more time on campus. This is a recurring theme in the input heard at student focus groups and discussions with faculty and staff. Students are more likely to study with their peers, participate in clubs and fitness activities, meet with their instructors, and receive academic and student support services if they stay on campus.

District-wide Informal Student Spaces would take advantage of every opportunity to provide space for students to study and interact with others. These opportunities would include widened alcoves and niches in hallways and seating areas in lobbies. Outdoor opportunities would include portions of plazas and courtyards, and paved nodes along paths and next to buildings.

These spaces would encourage students to hang out close to services such as the success centers and near the offices of faculty and staff. They would be designed in keeping with the character of the surrounding programs, regarding noise level, numbers of occupants, and type of furnishings and displays. Key amenities would include adequate but comfortable lighting, furnishings, artwork, white boards, display boards, power outlets, and shade and wind screens for outdoor spaces. Such Informal Student Spaces also provide opportunities to offer modest food options, such as coffee and snack carts and vending machine kiosks.

Inspirational Images

District-wide Facilities Projects

Landscaping

Vision 2025 described a landscape vision and design principles for each campus. It recommended improvements that promote learning and research opportunities, a clear pedestrian circulation hierarchy, enriched programming of outdoor spaces, urban forests, natural resource conservation, and Low Impact Development (LID) storm water management.

The District-wide Landscaping Project would implement these improvements. On the Chino Campus, new areas would be landscaped to expand campus developed farther south. A portion of the Campus in the southern-most quadrant would be dedicated to the native owl habitat.

On the Fontana Campus this project would further improve the existing campus areas by building tree-shaded pedestrian paths, a quad, and a central plaza. In the campus expansion area, this project would create a walkable, pedestrian-friendly streetscape along Merrill and Sierra Avenues, as well as clear pedestrian paths and screened and shaded courtyards between buildings.

On the Rancho Campus this project would implement xeriscape conversions that will replace turf with beautiful landscapes that, once established, need no further irrigation. It would also construct improvements conceptualized in Vision 2025 for the Campus' Formal, Informal, and Natural Landscape Zones.

Inspirational Images

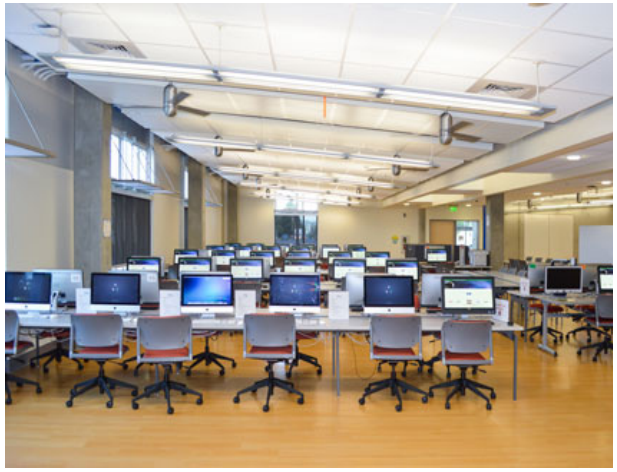
District-wide Facilities Projects

Learning Environments

Current instructional approaches are increasingly reliant on experiential learning activities that engage students and align with ways that many students absorb, process, and retain information. This assertion is strongly reinforced by input from faculty in College Planning Council discussions. Faculty expressed the benefits of teaching in flexible classrooms and laboratories equipped with mobile furnishings and equipment that can be quickly reconfigured to support experiential pedagogies, such as project-based learning.

The District-wide Learning Environments Projects would upgrade and outfit existing instructional and study spaces and would remove barriers to flexible use. They would provide furniture, fixtures, and equipment, including audio-visual and instructional technology systems, in accordance with Chaffey College's design and technology standards. These projects could be implemented with major renovations that would build or reconfigure classrooms and laboratories with sufficient space to effectively implement experiential learning pedagogies.

Inspirational Images



District-wide Facilities Projects

Parking and Vehicular Circulation

This project would implement the next phase of vehicular circulation and parking lot improvements as conceived in Vision 2025.

On the Chino Campus this project would improve the existing parking lots to promote safe and efficient circulation and clear wayfinding.

On the Fontana Campus this project would build College Drive, a new vehicular entry from Sierra Avenue into the campus. It would also improve circulation in the existing parking lot and provide new passenger drop-off zones.

On the Rancho Campus this project would reconfigure the Olive Way vehicular entrance and build a new drop-off zone in front of the SSA Building. It would build a roundabout on College Drive that would improve the flow of converging traffic. To promote pedestrian safety, vehicular circulation in the campus core will be restricted to service and emergency vehicles. The project would reconfigure, expand, and build new surface parking lots.

Inspirational Images

District-wide Facilities Projects

Security and Safety

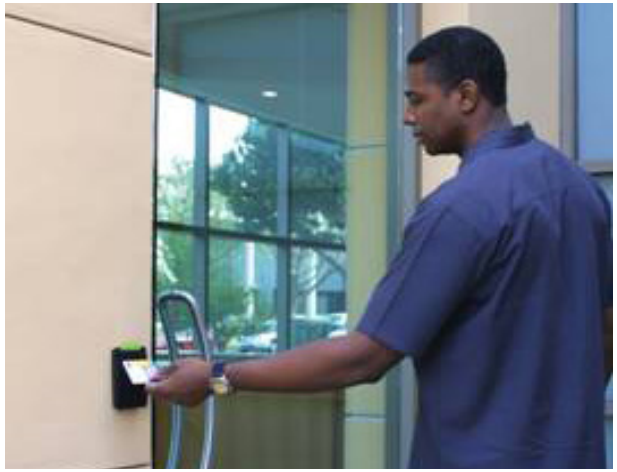
Chaffey College will take a proactive approach to the security and safety of the campus including designing outdoor and building space using CPTED (Crime Prevention through Environmental Design) design principles and best practices for creating secure environments. This approach will be augmented with electronic security and safety systems.

This project will upgrade existing facilities and site areas at each campus to support District-wide security and safety standards. Security and systems would also be implemented through new building, renovation, and site projects. The planning and implementation of these upgrades would involve stakeholder input and be coordinated with Chaffey College Risk Management and the Chaffey College Police Department.

The project would implement improvements to achieve objectives in the following areas. Specific improvements will be determined through further analysis and discussion.

- Door hardware that permits locking from the inside
- Electronic access control
- Remote electronic surveillance
- Mass emergency notification
- Emergency phones
- Night time lighting improvements

Inspirational Images



District-wide Facilities Projects

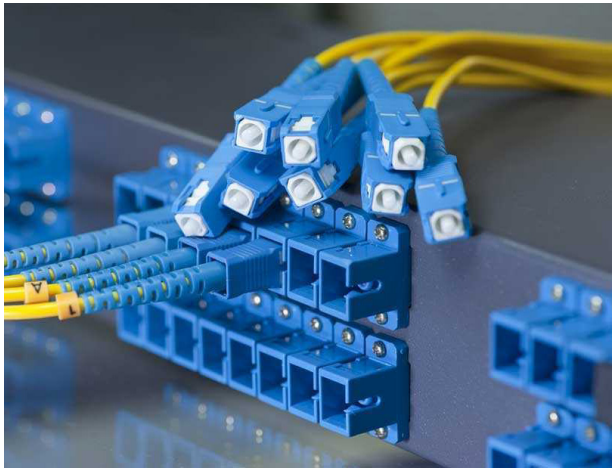
Utilities Infrastructure

Utility services such as power, communications, water, sanitary sewer, and storm drainage are essential to the use of every building and outdoor space. Although much of it is hidden, it is essential to plan for the evolution of these infrastructure systems to support the College's growth, to take advantage of technological advancements, and to address governmental regulations.

Utilities infrastructure planning is also germane to environmental sustainability. Chaffey College is a recognized leader among its peer institutions in environmentally sustainable campus facilities management. The College intends to continue the direction set by past infrastructure projects, such as the Solar Carport projects and the Rancho Central Plant and Thermal Energy Storage Tank, that have helped to reduce facilities operational costs and the College's carbon footprint.

The projection of future utility needs will be based on the College's facilities master plan to help ensure that essential services have sufficient capacity and are available in time to support new facilities. The plan would maintain a high level of support by taking advantage of reliable and affordable services and technologies, while minimizing the use of resources and impacts on the regional environment.

Inspirational Images



Wayfinding

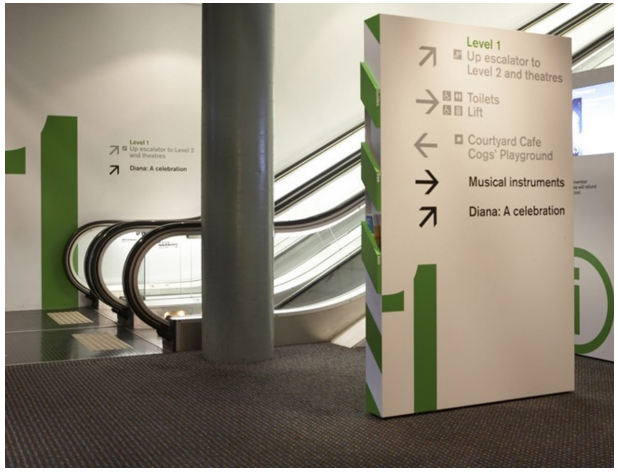
Wayfinding refers to how people understand their location within a physical environment and orient and navigate to their destinations. Wayfinding can be assisted by information systems, such as maps and signage, as well as identifiable landmarks and other physical design cues. The need for improved wayfinding was a recurring theme in input from members of the Chaffey College Planning Council.

This project would include the preparation and implementation of a District-wide Wayfinding and Signage Plan that would identify strategic locations for gateway features, signage, and directories to serve people using every mode of circulation and transportation. Its recommendations would be developed comprehensively with the pedestrian circulation hierarchy and vehicular circulation and parking improvements.

One of the main objectives of the plan would be to facilitate equitable access for people of diverse abilities, cultural backgrounds, and language use. It would also set standards for the design and installation of signage and other wayfinding elements. These standards would reinforce the College's branding.

The District-wide Wayfinding project would provide a Welcome Center at the Chino, Fontana, and Ontario Campuses. These staffed facilities would be located prominently at the main point of entry into the campuses for students and visitors. They would include short-term parking and a kiosk where visitors can get directions, information, and a parking pass. The Welcome Center for the Rancho Cucamonga Campus is included in the Parking Structure and Welcome Center project shown on page 4.17.

Inspirational Images




JANSPORT

CHINO

CHINO

OVERVIEW

CHINO CAMPUS

OVERVIEW

2018 CAMPUS UPDATE RECOMMENDATIONS

- / Summary of Recommendations
- / Future Development
- / New Facilities

This chapter begins with an update on the facilities projects that have been initiated or completed since Vision 2025 was adopted in 2015. It then describes the current recommendations to further develop the campus by building two new instructional facilities and a new maintenance building, and implementing district-wide projects focused on priorities such as landscaping and natural habitat, utilities infrastructure, informal student gathering spaces, and safety and security upgrades.

While the graphics appear specific, the forms are conceptual and serve to highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs with the participation of a user group.

2018 CAMPUS UPDATE

Chino Campus Update

Since Chaffey CCD's Vision 2025 Facilities Master Plan was adopted in 2015 the District has implemented two new projects on the Chino Campus.

Solar Carport Project

The recently completed Chino Campus Solar Carports are part of the District's 5.5-megawatt installation that is offsetting more than 90 percent of its annual electricity use. The solar panels shade 242 stalls in Parking Lots B and C.

Mixed-use Facility

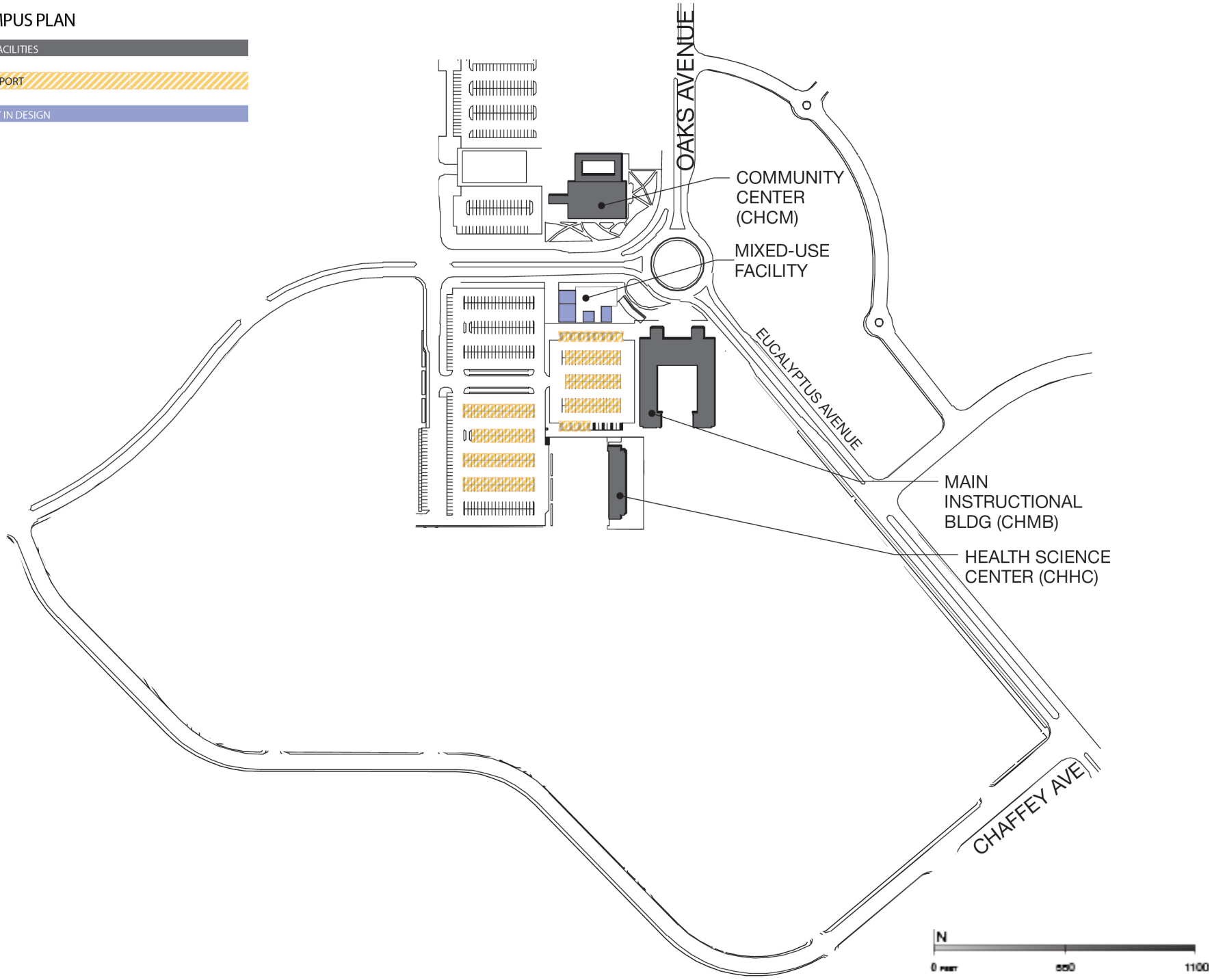
The Chino Campus Mixed-use Facility project, sustainably constructed from repurposed shipping containers, will house a new student lounge/dining space, study collaboration space, a larger campus store with more food service options, and shaded outdoor student spaces. It will address many of the Key Campus Planning Challenges that were identified through the analysis of existing conditions in Vision 2025. It also responds to the needs for better food options, study space, and gathering space that were expressed in input from students and employees.

EXISTING CAMPUS PLAN

EXISTING FACILITIES

SOLAR CARPORT

CURRENTLY IN DESIGN



RECOMMENDATIONS

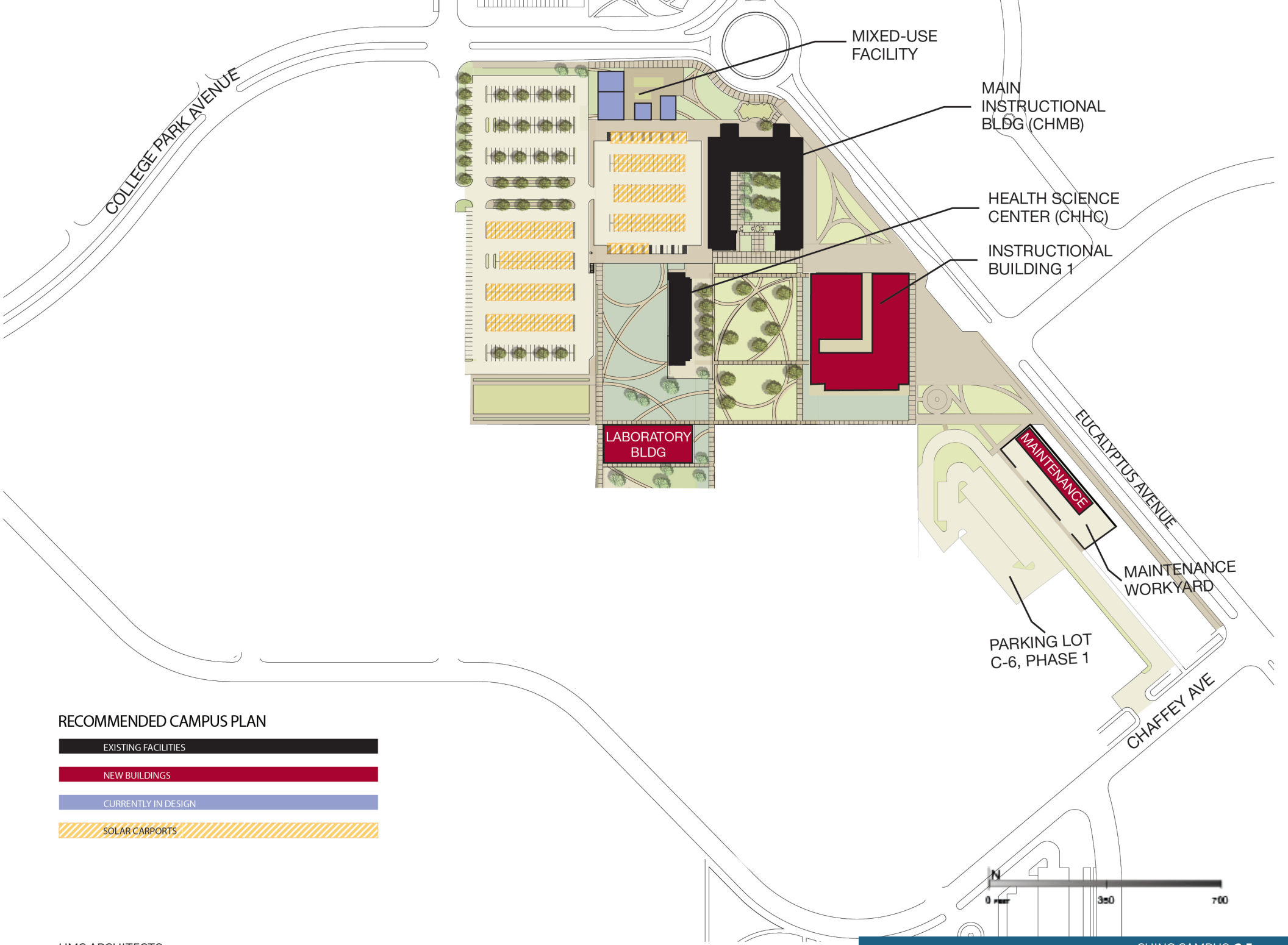
Summary of Recommendations

This facilities master plan for the Chino Campus is founded on the District's mission to serve its students and communities, particularly in the rapidly growing southern portion of its service area. With the opening of its Main Instructional Building in 2008, the Campus was established with the intention to grow its programs and facilities to keep pace with the growth and evolving needs of these communities. The 100-acre Campus site was acquired to provide sufficient space for future needs. The recommendations in this chapter represent the next step to further develop the Chino Campus' site and facilities and allow for the expansion of its programs and services to a more comprehensive level.

These recommendations are in the form of the facilities construction projects that are described in this chapter. Three recommended new construction projects would build new facilities on the Chino Campus site. In addition, improvements for the Campus would be implemented through District-wide Projects that are described in Chapter 1: Chaffey CCD. Together, these New Facilities Projects and District-wide Projects are intended to be the next phase in the long-term development of the Campus as conceived by the District's 2004 Chino Campus Master Plan and Vision 2025 Facilities Master Plan.

New Facilities Projects

- / Instructional Building 1
- / Laboratory Building
- / Maintenance



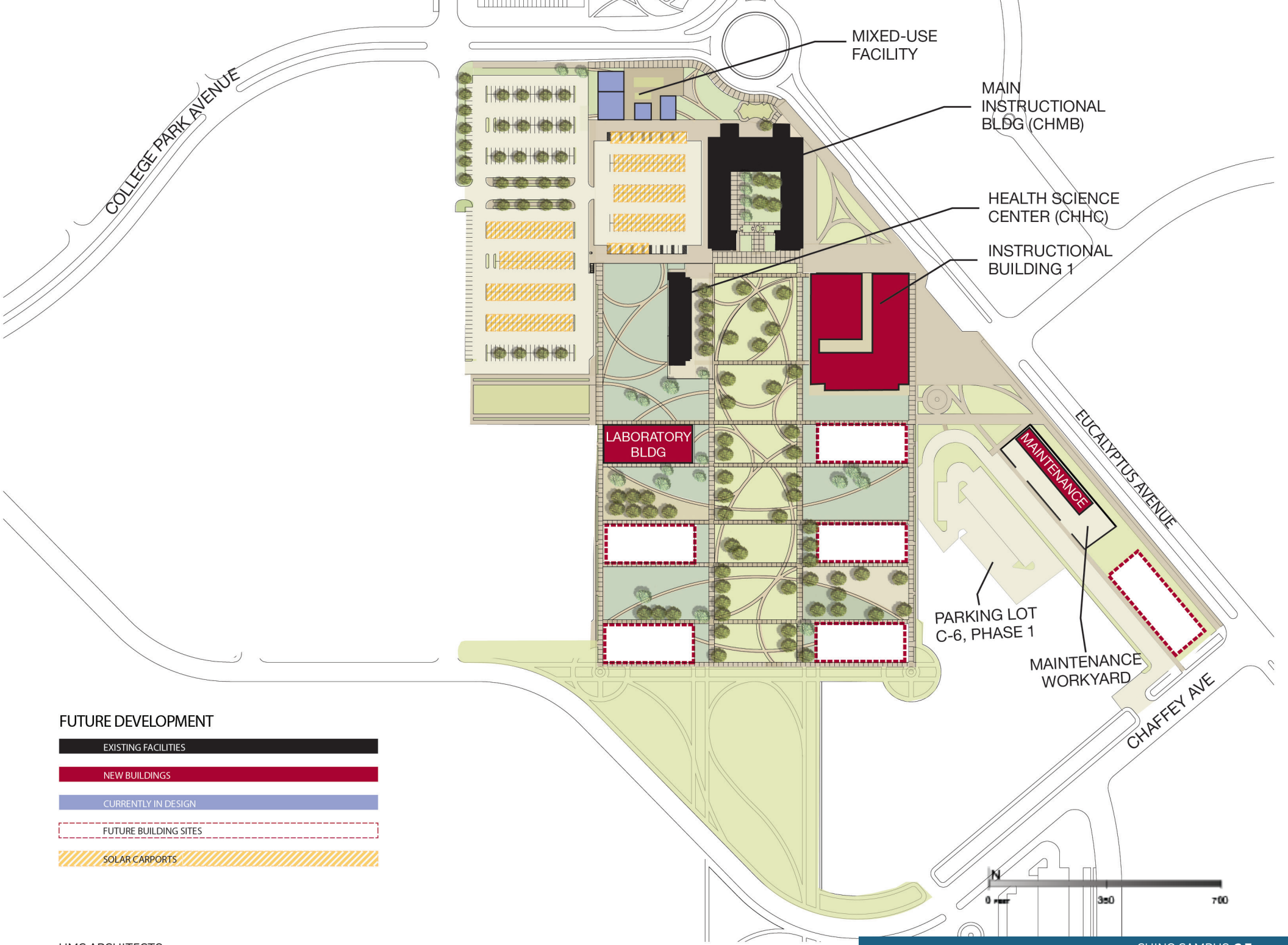
RECOMMENDED CAMPUS PLAN

- EXISTING FACILITIES
- NEW BUILDINGS
- CURRENTLY IN DESIGN
- SOLAR CARPORTS

Recommendations

Future Development

Looking beyond the current plan, this facilities master plan recommends the continued development of the campus toward its full build-out, as conceived by the District's 2004 Facilities Master Plan and Vision 2025 and illustrated on the opposing page.



FUTURE DEVELOPMENT

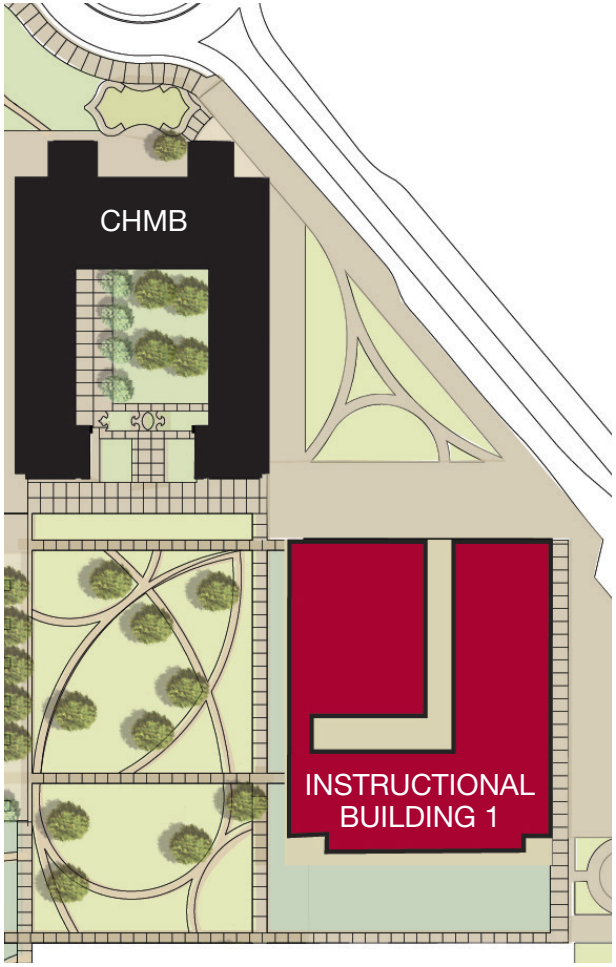
- EXISTING FACILITIES
- NEW BUILDINGS
- CURRENTLY IN DESIGN
- FUTURE BUILDING SITES
- SOLAR CARPORTS

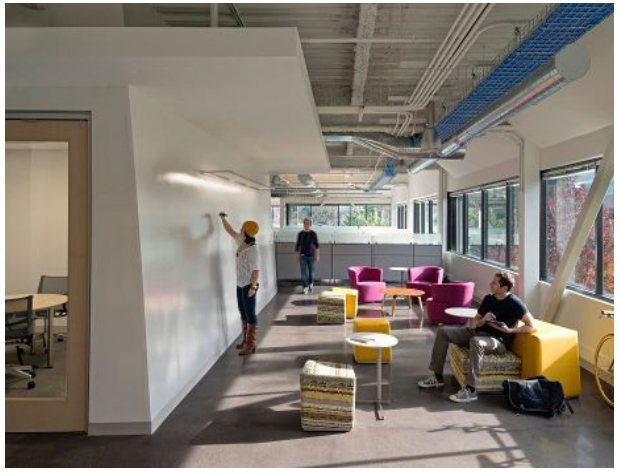
Instructional Building 1

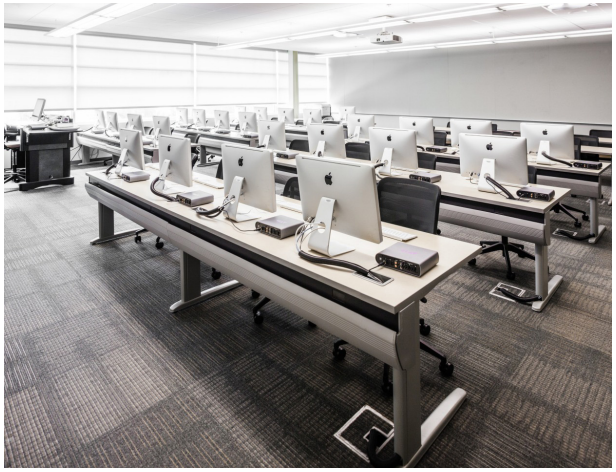
Instructional Building 1 would house interdisciplinary instructional spaces to increase the inventory of similar spaces in the Campus' two existing instructional buildings. These spaces would house additional multi-discipline classroom space, including flexible classrooms that are designed and equipped to support active learning. This facility would also provide open and welcoming places outside the classroom, including an expanded library and learning resources center where students could go to study individually and in groups, use a computer, and meet with faculty for supplemental instruction. Faculty office, work, and collaboration space would be located near classrooms and study space to facilitate interaction with students and among colleagues. This facility would provide faculty with improved access to professional development resources and support, including support for distance education. Adjacent outdoor courtyards would provide shaded space for study and gathering that are protected from the elements.

This project would also repurpose existing space in the Main Instructional Building (CHMB) that would be vacated when these functions move to Instructional Building 1. The expansion of library and study space in Instructional Building 1 and the completion of the Chino Campus Mixed-use Facility would provide more space in which to expand student services to a more comprehensive level and house student support programs.

Inspirational Images







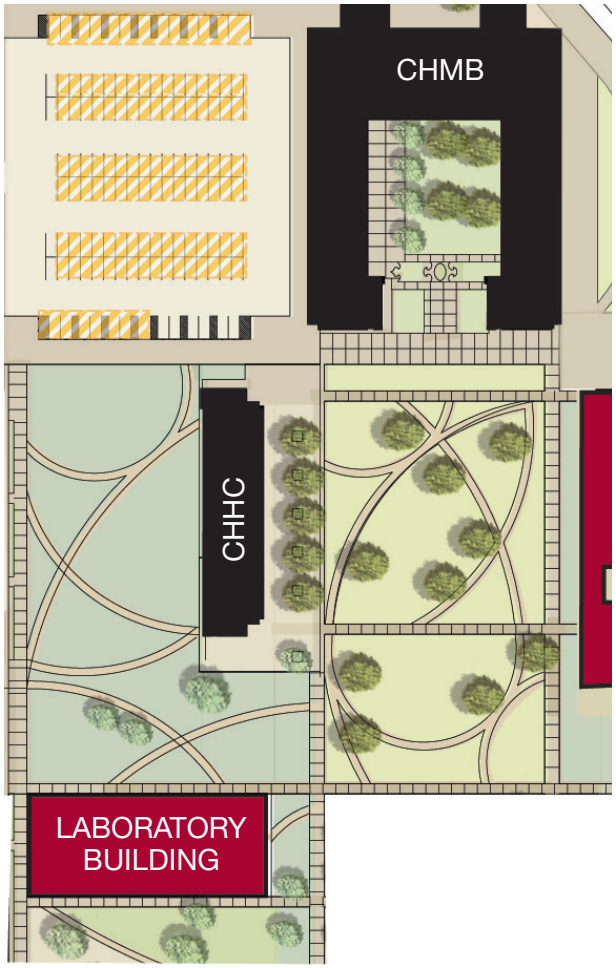
Laboratory Building

The Laboratory Building would house specialized instructional space that is essential to grow the Chino Campus' signature programs, as well as fulfill the demand for general education lecture and laboratory classes. In addition to state-of-the-art classrooms and laboratories, the multi-story Laboratory Building would support the collaboration and learning that takes place outside of class.

This facility would expand upon services provided by the Chino Campus' Multi-Discipline Success Center, by providing space where students would go to study individually or with their peers among resources and services that are tailored to their educational pathway. Adjacent outdoor courtyards would provide shaded space for study and gathering that are protected from the elements.

Faculty offices, workrooms, and collaboration space would be located near instructional and study spaces to optimize interaction with students and collaboration among colleagues.

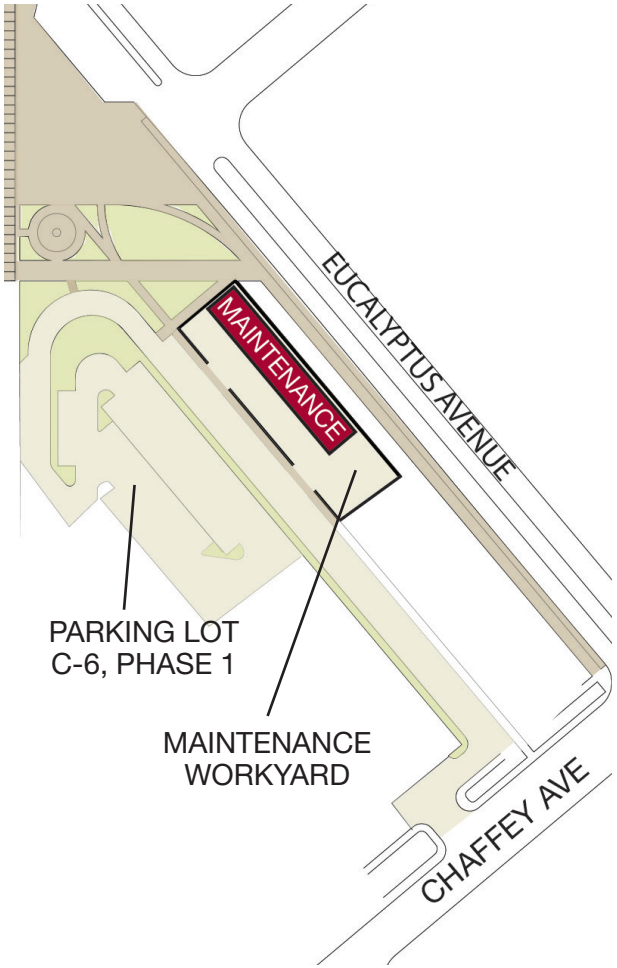
Inspirational Images



Maintenance Facility

The new Maintenance facility would provide space to support the staff and resources needed to operate and maintain the Chino Campus' growing facilities and care for its grounds. It would house physical plant and grounds workshops and offices, including workspace that is needed to operate and monitor the performance of increasingly sophisticated buildings and support their sustainable operation. The adjacent secure work yard would provide covered space in which to maintain and store campus vehicles and maintenance equipment.

Both the Maintenance facility and work yard would be configured to allow for future expansion. The District-wide Parking and Vehicular Circulation Project will build Parking Lot C-6 Phase 1 and a driveway to Chaffey Avenue.



FONTANA

FONTANA

OVERVIEW

FONTANA CAMPUS

OVERVIEW

2018 CAMPUS UPDATE RECOMMENDATIONS

- / Summary of Recommendations
- / Demolitions/Removals
- / New Facilities

This chapter begins with an update on the facilities projects that have been initiated or completed since Vision 2025 was adopted in 2015. It then describes the current recommendations to expand the campus boundaries, remove its oldest building, and build three new facilities, as well as to implement district-wide projects focused on priorities such as vehicular and pedestrian circulation, landscaping, utilities infrastructure, informal student gathering spaces, and safety and security upgrades.

While the graphics appear specific, the forms are conceptual and serve to highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs with the participation of a user group.

2018 CAMPUS UPDATE

Fontana Campus Update

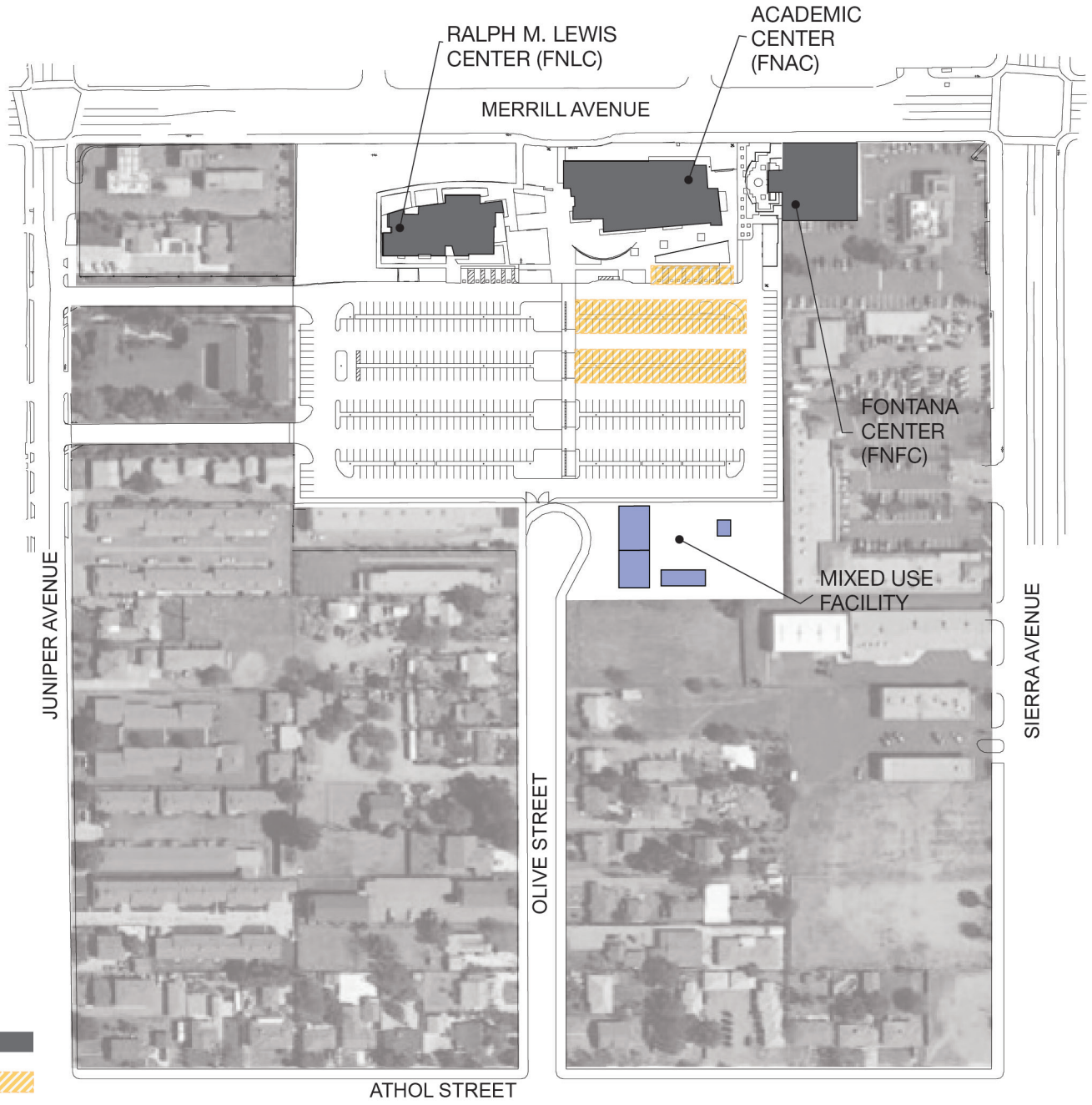
Since Chaffey CCD's Vision 2025 Facilities Master Plan was adopted in 2015 the District has implemented two new projects on the Fontana Campus.

Solar Carport Project

The recently completed Fontana Campus Solar Carports are part of the District's 5.5-megawatt installation that is offsetting more than 90 percent of its annual electricity use. The solar panels shade 95 stalls in the parking lot.

Mixed-use Facility

The Fontana Campus Mixed-use Facility project, sustainably constructed from repurposed shipping containers, will house a new student lounge/dining space, study collaboration space, a larger campus store with more food service options, and shaded outdoor student spaces. It responds to the need for better food options, study space, and gathering space that was expressed in input from students and employees. The facility is currently being designed.



EXISTING CAMPUS PLAN

EXISTING FACILITIES

SOLAR CARPORT

CURRENTLY IN DESIGN

RECOMMENDATIONS

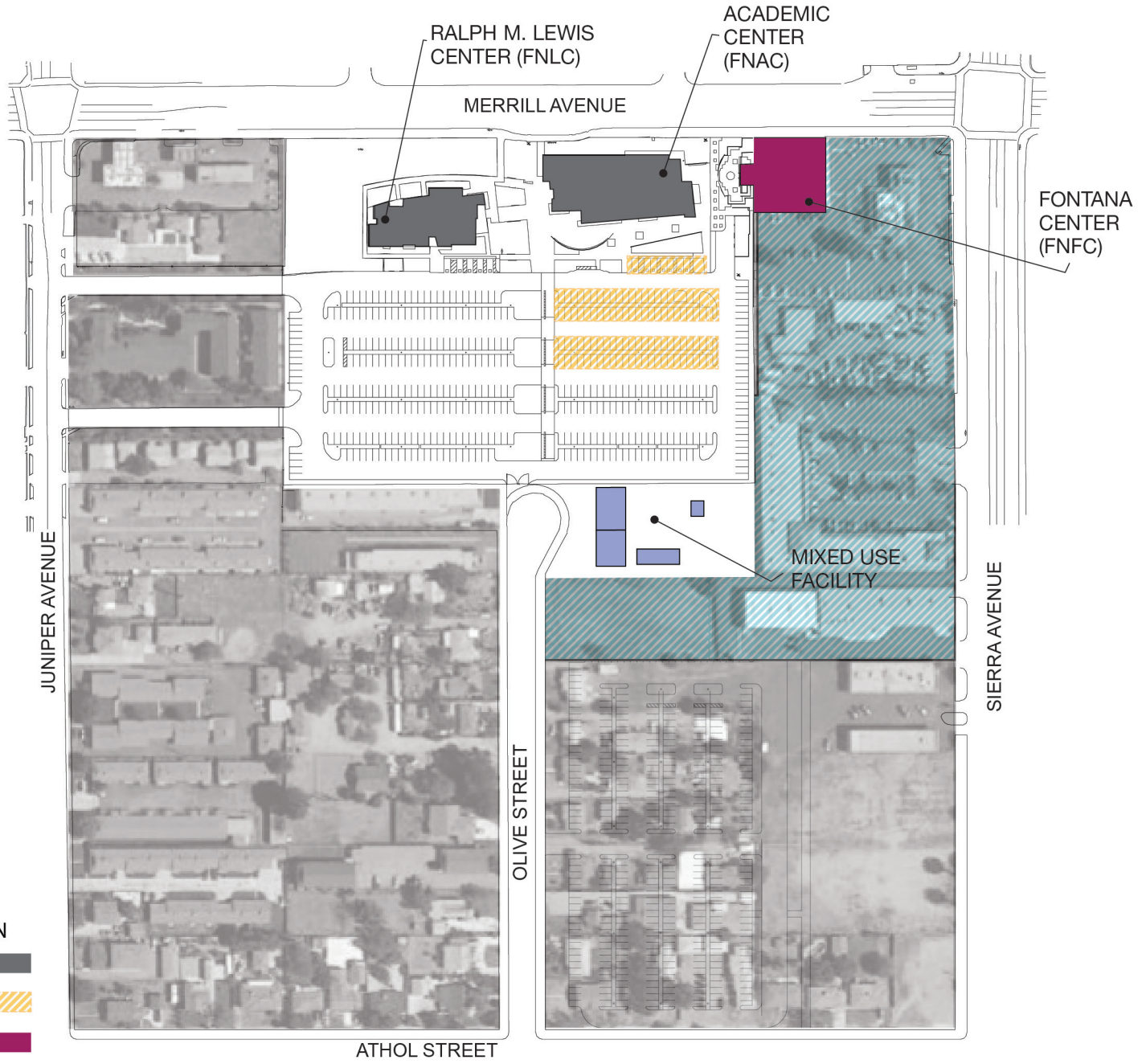
Demolitions/Removals

Recommendations for campus development are contingent upon the acquisition of adjacent properties to expand the campus in the easterly direction to Sierra Avenue and in the southerly direction to the approximate mid-point between Merrill Avenue and Athol Street. Early discussions among the College, land owners, and representatives of the City of Fontana indicate support for the College's presence on Sierra Avenue and the potential positive impact on the neighborhood. Should the expansion occur, the existing non-college buildings on the land acquisition area would be removed for College development.

Fontana Center was originally a small hardware store that was repurposed for college use. It was built in 1953 and is the oldest building on campus. The 2018 facilities condition assessment reported that the cost to renovate it would be 60 percent of the cost to replace it. Based on this assessment and its limited size, this facilities master plan recommends that the Fontana Center be demolished and that its site be redeveloped to fully realize the benefits of expanding the campus to Sierra Avenue.

Facilities to be Demolished/Removed

- Fontana Center
- Non-college Buildings



CAMPUS DEMOLITION AND LAND EXPANSION

- EXISTING FACILITIES
- SOLAR CARPORT
- FACILITIES TO BE REMOVED
- POTENTIAL LAND ACQUISITION
- CURRENTLY IN DESIGN

Summary of Recommendations

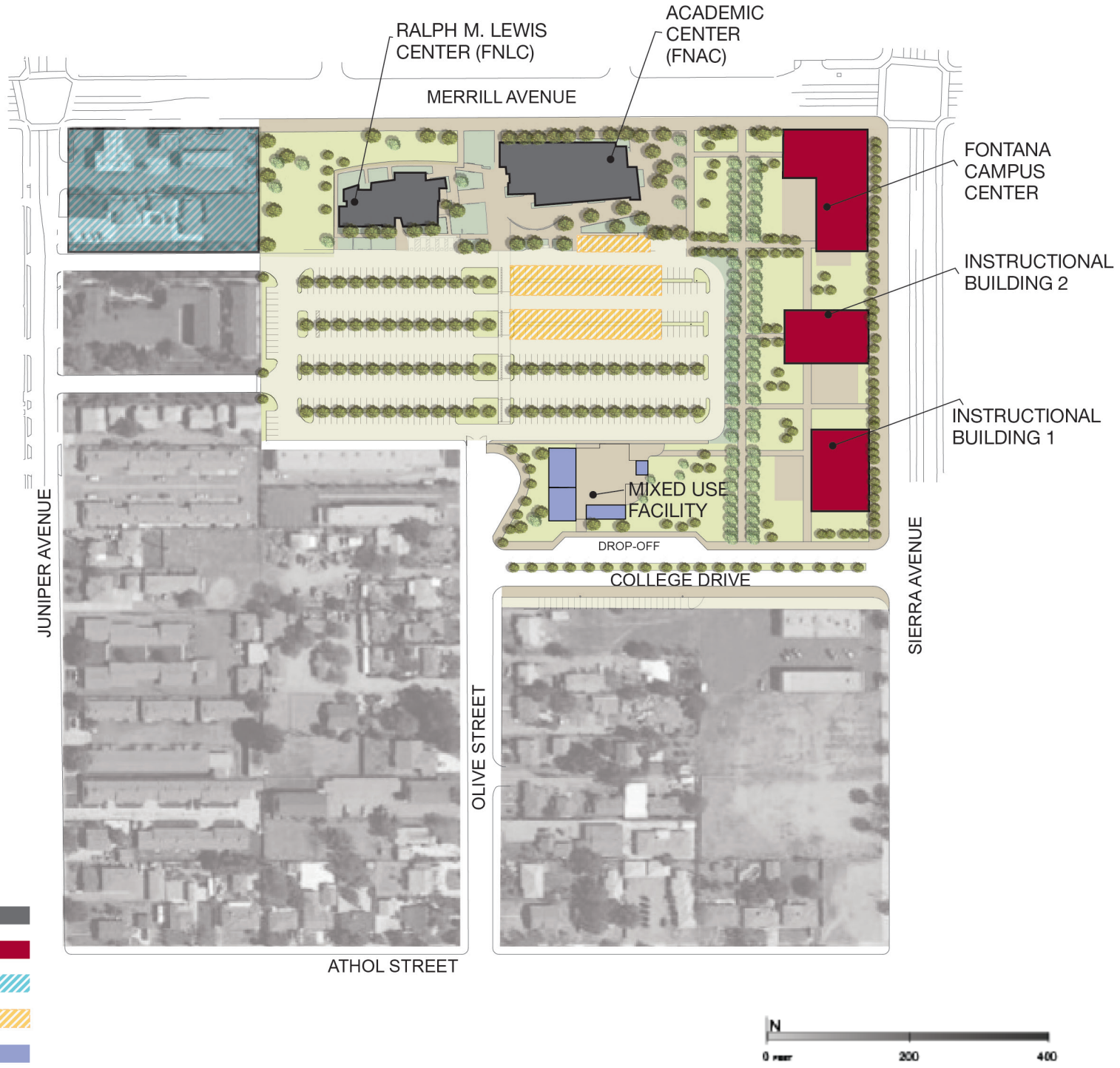
This facilities master plan for the Fontana Campus is founded on the District's mission to serve its students and communities, particularly in the eastern portion of its service area. The Campus was established in 1996 with the intention to grow its programs and facilities to keep pace with the growth and changing needs of these communities. The Campus' site was established with a vision for its future expansion. The recommendations in this chapter would further develop the Fontana Campus' site and facilities and allow for the expansion of its programs and services in ways that respond to the needs of its communities.

These recommendations are in the form of the facilities construction projects that are described in this chapter. Three recommended new construction projects would build new facilities on the Fontana Campus. In addition, improvements for the Campus would be implemented through District-wide Projects that are described in Chapter 1: Chaffey CCD. Together, these New Facilities Projects and District-wide Projects are intended to be the next phase in the long-term development of the campus as conceived by the Vision 2025 Facilities Master Plan.

The following recommendations would expand the Fontana Campus in the easterly direction to Sierra Avenue and in the southerly direction to the approximate mid-point between Merrill Avenue and Athol Street. In keeping with the City's General Plan general commercial land use designation, campus buildings would be sited to create a pedestrian-friendly street-front presence. Main entrances that face the street would welcome the many students that walk or use public transit, as well as encourage walking along Sierra Avenue to circulate among campus buildings.

New Facilities Projects

- Fontana Campus Center
- Instructional Building 1
- Instructional Building 2



RECOMMENDED CAMPUS PLAN

- EXISTING FACILITIES
- PROPOSED NEW FACILITIES
- POTENTIAL LAND ACQUISITION
- SOLAR CARPORT
- CURRENTLY IN DESIGN

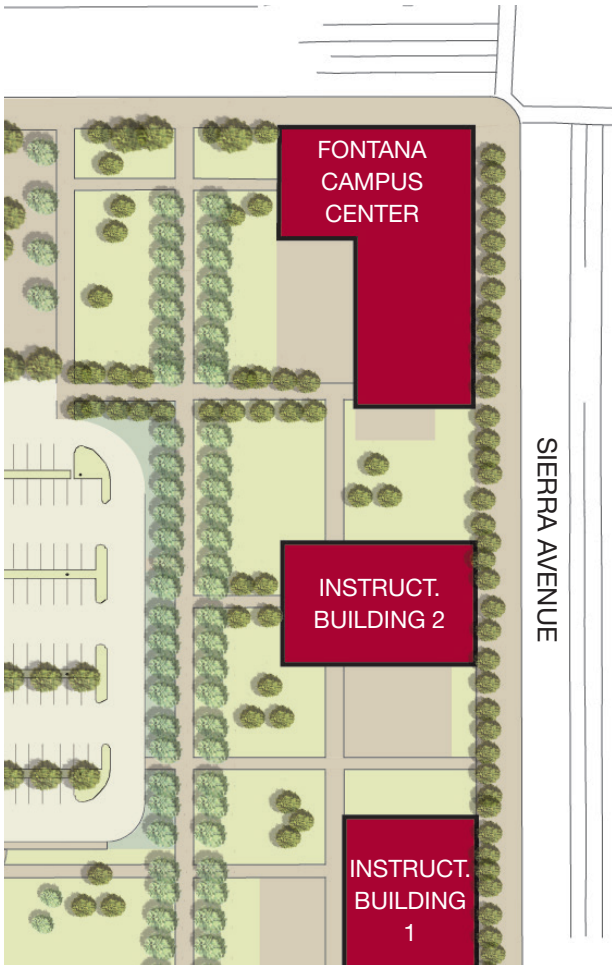
Fontana Campus Center

This multi-story facility would be a signature building at the prominent corner of Sierra Avenue and Merrill Avenue where it would serve as the welcoming front door to the Fontana Campus. The Fontana Campus Center would be a student-oriented facility that would provide space to expand critical functions that have outgrown the existing Fontana Center and provide a more comprehensive level of services to its students.

This facility would house the Fontana Campus' one-stop student services center. It would provide indoor space for student gathering and recreation; student government and organizations; and programs that provide a campus home and support services to specific student populations. The facility would provide new and expanded space for the campus' Library and Multi-Discipline Success Center, allowing these critical learning resources, study, and academic support spaces to be right-sized.

The facility would also house the Fontana Campus' administration office and flexible meeting space. This project would also repurpose existing space that would be vacated in the Ralph M Lewis Building and the Academic Center to build additional instructional space.

Inspirational Images



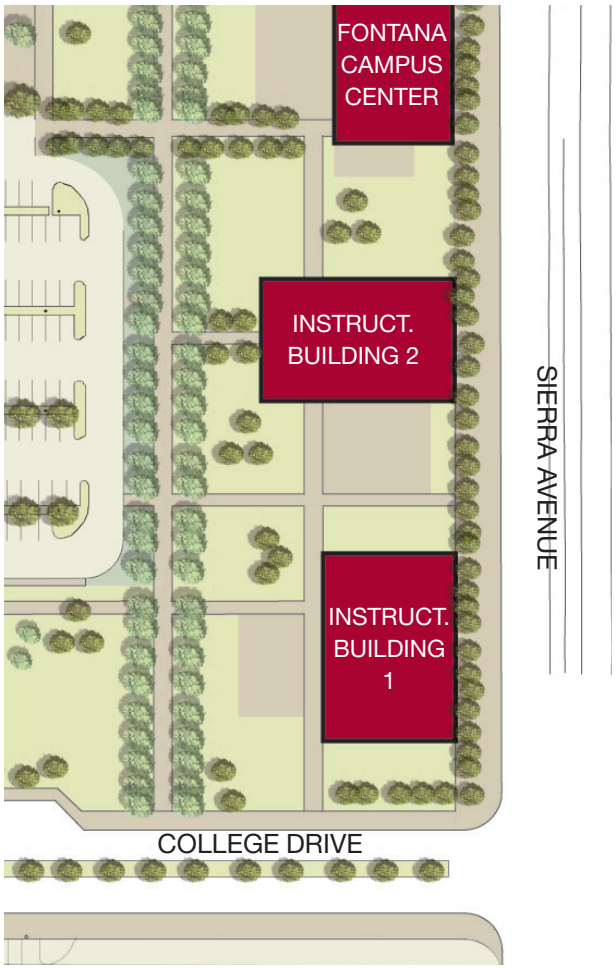
Instructional Buildings 1 and 2

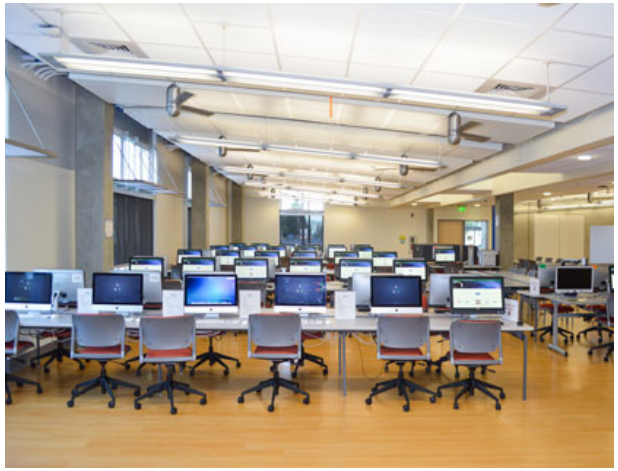
Instructional Buildings 1 and 2 would house multi-discipline flexible classrooms that are designed and equipped to support active learning. These facilities would also house specialized instructional laboratories that are essential to grow the Fontana Campus' signature programs.

Faculty offices, workroom, and collaboration space would be clustered near classrooms to facilitate interaction with students and among colleagues. In addition, these buildings would also provide faculty with improved access to professional development resources and support, including support for distance education.

Outdoor courtyards adjacent to both buildings would provide shaded space for study and gathering that is protected from the elements.

Inspirational Images






Chaffey College
Fontana Campus

RANCHO CUCAMONGA

RANCHO CUCAMONGA

OVERVIEW

RANCHO CUCAMONGA CAMPUS

OVERVIEW

2018 CAMPUS UPDATE RECOMMENDATIONS

- / Demolitions/Removals
- / Summary of Recommendations
- / New Facilities
- / Renovations and Repurposing

This chapter begins with an update on the facilities projects that have been initiated or completed since Vision 2025 was adopted in 2015. It then describes the current recommendations to modernize the campus by removing its oldest buildings, building ten new facilities and a parking structure, and renovating four existing buildings, as well as to implement district-wide projects focused on priorities such as vehicular and pedestrian circulation, landscaping, utilities infrastructure, informal student gathering spaces, and safety and security upgrades.

While the graphics appear specific, the forms are conceptual and serve to highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs with the participation of a user group.

2018 CAMPUS UPDATE

Rancho Cucamonga Campus Update

Since Chaffey CCD's Vision 2025 Facilities Master Plan was adopted in 2015 the District has implemented many facilities and site improvement projects on the Rancho Campus.

Ball Field Access and Parking Lot

A new 154-stall permanent parking lot was constructed to support the adjacent softball field and soccer field. The project also includes accessible parking and accessible paths to the fields.

Campus Center Shade Structure

Currently, a new steel-frame shade structure is being constructed next to the MACC to provide additional outdoor dining and gathering space for students.

Campus Center East Plaza

A parking lot next to Campus Center East is being converted into a new landscaped plaza for students and staff. The project will also improve pedestrian accessibility and service vehicle accessibility to the Campus Store, MACC, and the Theatre costume shop.

Wignall Museum Renovation

The museum gallery and instructional spaces have been renovated. The project improved building systems and accessibility. It also added movable partitions and new lighting for the gallery, as well as an exterior shade structure.

Theatre Wings Renovation

Currently, the Theatre instructional spaces are being renovated. The project is replacing finishes and improving building systems, lighting, accessibility.

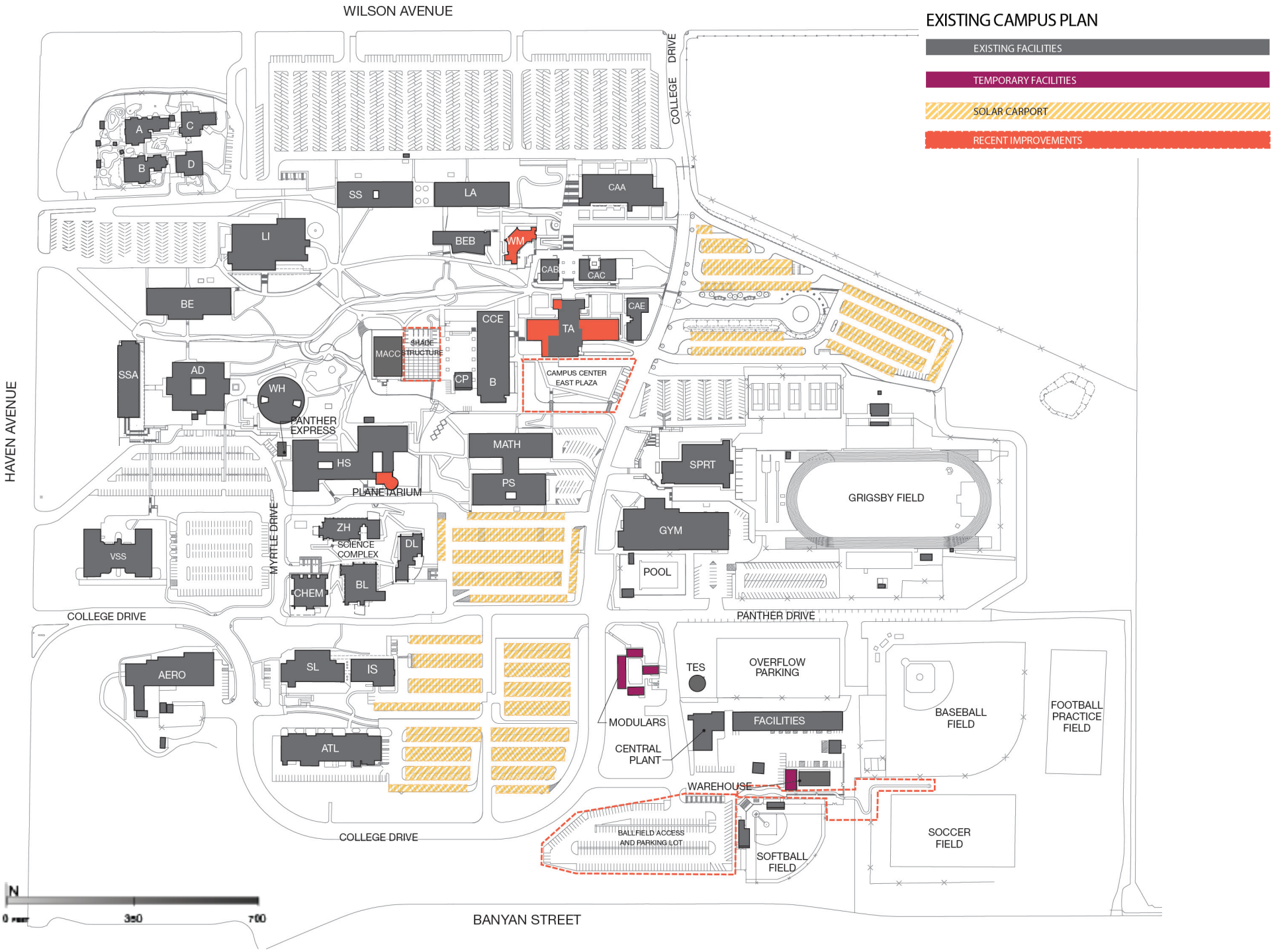
Milliken Planetarium Renovation

The Planetarium instructional space has been renovated. The upgrades include a new digital projection system, new finishes, improved building systems, accessibility, and lighting.

Solar Carports

The recently completed Solar Carports are part of the District's 5.5-megawatt installation that is offsetting more than 90 percent of its annual electricity use. The solar panels shade parked cars in parking lots 5, 6, 11, 18, and 19.

EXISTING CAMPUS PLAN



RECOMMENDATIONS

Demolitions/Removals

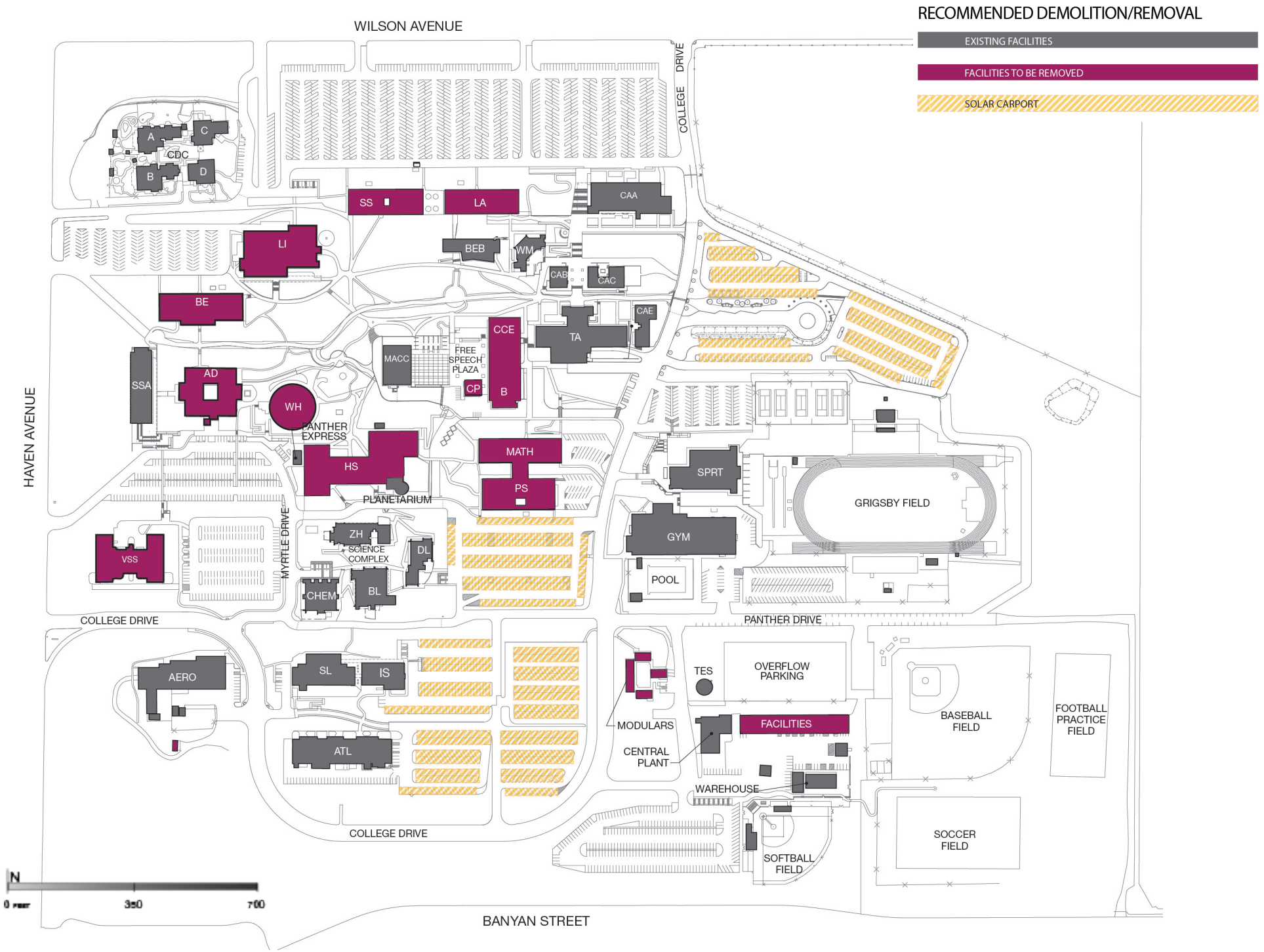
Vision 2025 reported on the condition of campus facilities as they existed back in 2013-2014. It noted that many of the original buildings that were constructed during the late 1950s were still being used. It also summarized the 2013 facilities condition assessment that it would not be feasible to renovate many of the older buildings because the cost to do so would be close to or in some cases greater than the cost to replace those facilities.

Vision 2025 recommended the demolition of four permanent buildings. For this addendum, the suitability of existing buildings was reconsidered in light of needs that have been identified through the College's research and discussions. It has become clear that many existing buildings lack the amount and quality of space needed to engage, educate, and support students. This is especially true of many older instructional buildings that lack flexible classrooms and support space outside the classroom.

This facilities master plan recommends the removal of eleven permanent buildings. Their removal would make valuable real estate available for new modern multi-story buildings, additional parking, improved pedestrian circulation flow, and the consolidation of functional zones. As in Vision 2025, it also recommended the removal of all temporary buildings and the relocation of the functions that they house to permanent buildings near related uses.

Facilities to be Demolished/Removed

- Administration (AD)
- Bookstore (B)
- Business Education (BE)
- Campus Center East (CCE)
- Campus Police (CP)
- Facilities
- Health Science (HS)
- Language Arts (LA)
- Library (LI)
- Math (MATH)
- Modular Classrooms/Offices (Modulars)
- Physical Science (PS)
- Social Science (SS)
- Vocational & Student Support (VSS)
- Wargin Hall (WH)


RECOMMENDED DEMOLITION/REMOVAL
EXISTING FACILITIES
FACILITIES TO BE REMOVED
SOLAR CARPORT
WILSON AVENUE
COLLEGE DRIVE
HAVEN AVENUE
MYRTLE DRIVE
BANYAN STREET
COLLEGE DRIVE
PANTHER DRIVE
A
C
CDC
B
D
SS
LA
CAA
LI
BEB
WM
CAB
CAC
BE
CAE
TA
CCE
B
MACC
FREE SPEECH PLAZA
CP
SSA
AD
WH
PANTHER EXPRESS
HS
MATH
PS
PLANETARIUM
SPRT
GRIGSBY FIELD
GYM
POOL
ZH
SCIENCE COMPLEX
DL
VSS
CHEM
BL
AERO
SL
IS
ATL
MODULARS
CENTRAL PLANT
TES
OVERFLOW PARKING
FACILITIES
WAREHOUSE
BASEBALL FIELD
FOOTBALL PRACTICE FIELD
SOCCER FIELD
SOFTBALL FIELD
N
0
350
700

Summary of Recommendations

This facilities master plan for the Rancho Cucamonga Campus responds to the need for the College's facilities to keep pace with changes in its students and communities. The College's enrollment has grown along with its communities, creating a need for more space for every college function—instruction, student services, student life, and District services.

In addition to more space, students need a better quality of space that is organized to help them connect to the services and support that they need. Much of the Rancho Campus' building stock was constructed prior to its opening in 1960. The lack of sufficient space has caused functions that are better served by a central location, such as Student Services, to be dispersed or located peripherally. The lack of space has also limited the use of innovative teaching methods and technologies. It also limits the ability to integrate supplemental instruction, tutorial support, and counseling and advising within instructional facilities.

This chapter recommends the following construction projects that would build new facilities and renovate existing facilities in ways that are needed to transform the physical campus into a 21st century learning environment that matches the innovative thinking for which the College's programs, instruction, and student services are known. In addition, improvements for the Campus would be implemented through District-wide Projects that are described in Chapter 1: Chaffey CCD.

New Facilities Projects

- Campus Center
- Flexible Performance Space (FPS) and TV Studio Production Space (TV)
- Instructional Building 1
- Instructional Building 2
- Instructional Building 3
- Instructional Building 4
- Library
- Maintenance
- Operational Support
- Parking Structure and Welcome Center
- Student Services


NEW FACILITIES AND RENOVATIONS
EXISTING FACILITIES
NEW BUILDINGS
RENOVATIONS + REPURPOSING
BUILDING ADDITIONS
WILSON AVENUE
COLLEGE DRIVE
NATURE PRESERVE
HAVEN AVENUE
A
B
C
D
CAA
BEB
WM
CAB
CAC
CAE
TA
FPS
TV
INSTRUCTIONAL BLDG 2
LIBRARY
SSA
INSTRUCTIONAL BLDG 1
STUDENT SERVICES
MACC
SHADE STRUCTURE
PLAZA
CAMPUS CENTER
EAST PLAZA
INSTRUCTIONAL BLDG 4
INSTRUCTIONAL BLDG 3
PLANETARIUM
SPRT
GRIGSBY FIELD
GYM
POOL
PARKING STRUCTURE + WELCOME CENTER
MYRTLE DRIVE
ZH
SCIENCE COMPLEX
DL
CHEM
BL
COLLEGE DRIVE
PANTHER DRIVE
AERO
AERO YARD
SL
IS
ATL
TES
OVERFLOW PARKING
MAINTENANCE
MAINTENANCE YARD
BASEBALL FIELD
FOOTBALL PRACTICE FIELD
RECEIVING YARD
PARKING
OPERATIONAL SUPPORT
POLICE VEHICLES
CENTRAL PLANT
SOFTBALL FIELD
SOCCER FIELD
COLLEGE DRIVE
N
350
700
BANYAN STREET

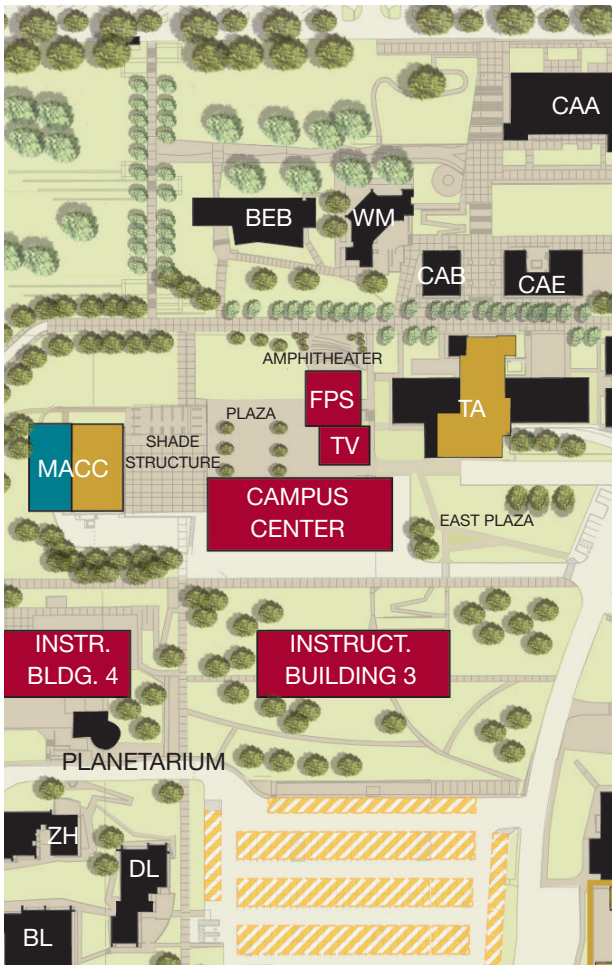
Campus Center

A new Campus Center complex is recommended to be the hub of student life and activities on the Rancho Campus. It would replace the existing under-sized permanent Campus Center East/Bookstore building that was built in 1969 for a much smaller student enrollment, and the Campus Police building that was added in 1974. The new Campus Center would house indoor space for student gathering and recreation; student government and organizations; and programs that provide a campus home and support services to specific student populations.

The complex would house a new Campus Store with sufficient space to serve students' needs for affordable supplies and snacks, and to house the College's textbook assistance programs. The Campus Center will also house a Campus Police office within a modern and well-equipped space.

The Campus Center complex would be well integrated into the overall design of the Campus' Administration/ Student Support Zone through its outdoor spaces and strong accessible pedestrian connections to the MACC's shaded outdoor courtyard and the Campus Center East Plaza.

Inspirational Images



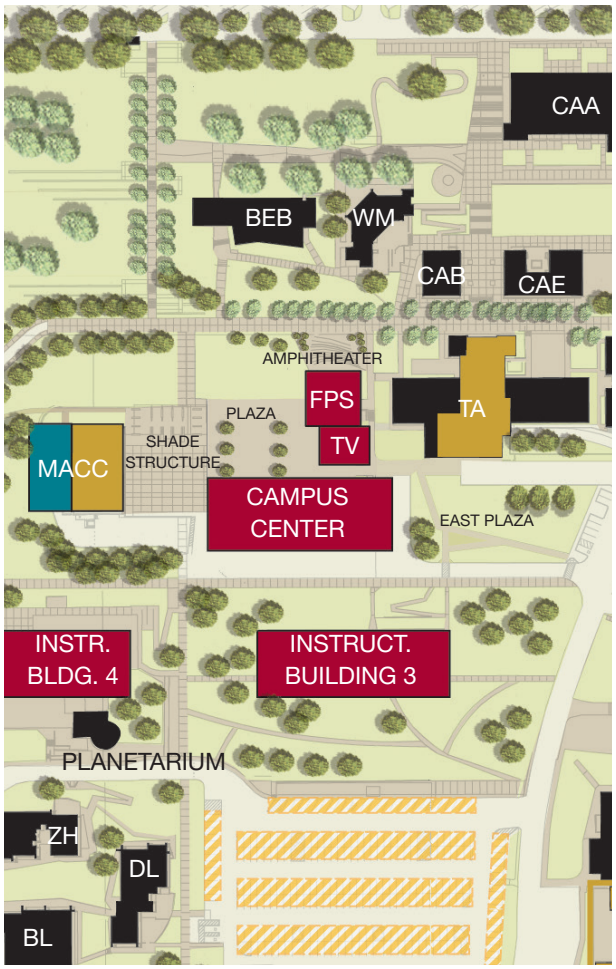
Flexible Performance Space (FPS) and TV Studio Production Space (TV)

A new multi-purpose laboratory facility and performance venue is recommended to support experiential and cross-disciplinary instruction in a wide range of Visual and Performing Arts disciplines, as well as to accommodate large gatherings and events. The Flexible Performance Space and TV Studio Production Space would be adjacent to Chaffey College's Theatre and would expand upon the finite space in that building. The new facility would also be adjacent to the Campus Center where performances and events would be highly visible and accessible to many students. For even greater flexibility, the performance space would be equipped with large doors that would open onto an outdoor amphitheater.

The new facility would house two spaces: a large black box performance space and a television/technical theatre laboratory, both with audience and performance areas that can be configured flexibly for a wide variety of uses. The facility would be equipped with state-of-the-art acoustic, lighting, rigging, control, recording, and production systems in which to prepare students for real-world working environments.

The facility would include a shared lobby, box office, and main entrance on the Campus Center plaza. Service vehicle access would be shared with the Theatre.

Inspirational Images



Instructional Buildings 1, 2, 3, and 4

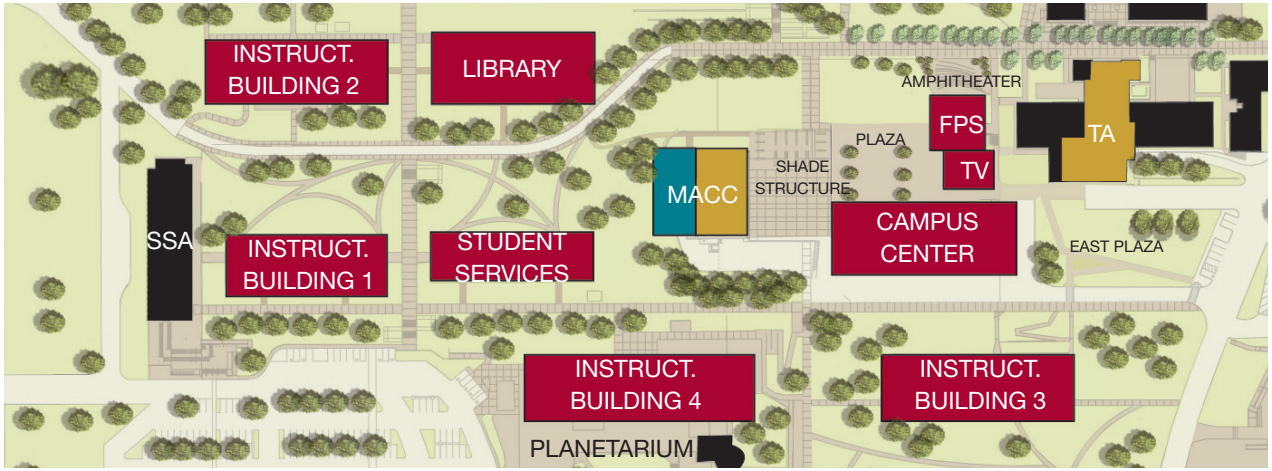
Four new multi-story instructional buildings are recommended to replace aged and inefficient single-story buildings that were built in the 1950s and 1960s, because these buildings no longer support the innovative ways that Chaffey College's faculty teach. These new buildings would house multi-discipline flexible classrooms that are designed and equipped to support active learning. These facilities would also house specialized instructional laboratories that are tailored to the comprehensive array of disciplines offered by the College. Sustainable design strategies such as daylight harvesting and passive heating and cooling would be employed to keep operating costs manageable even as the Campus grows.

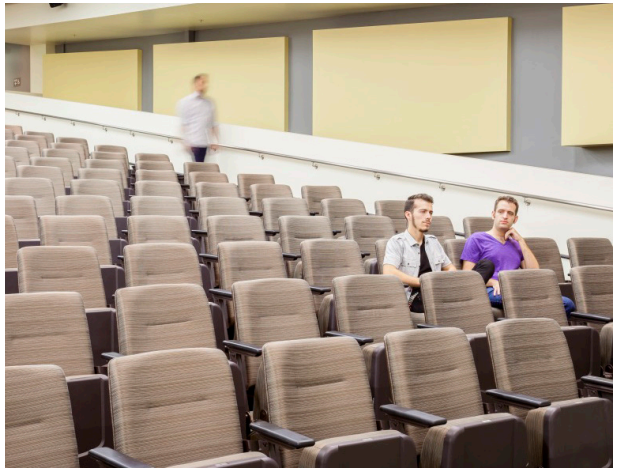
In addition to state-of-the-art classrooms and laboratories, each instructional building would support the collaboration and learning that takes place outside of class by providing space in which to expand upon services provided by the Rancho Campus' Multi-Discipline Success Center.

Faculty office, workroom, and collaboration space would be clustered near classrooms to facilitate interaction with students and among colleagues. Every opportunity would be taken to incorporate informal study, collaboration, and gathering places in lobbies and corridors. Additional space for students would be provided in outdoor courtyards that are protected from the elements and provide shaded space for study and gathering.

These multi-story buildings would be designed to help pedestrians travel between the ground levels on the Rancho Campus' terraced topography by providing entrances at different grade levels with clear paths to the primary north-south pedestrian routes. Stairs, ramps, and elevators in and around these buildings would provide universal access to every level.

Inspirational Images



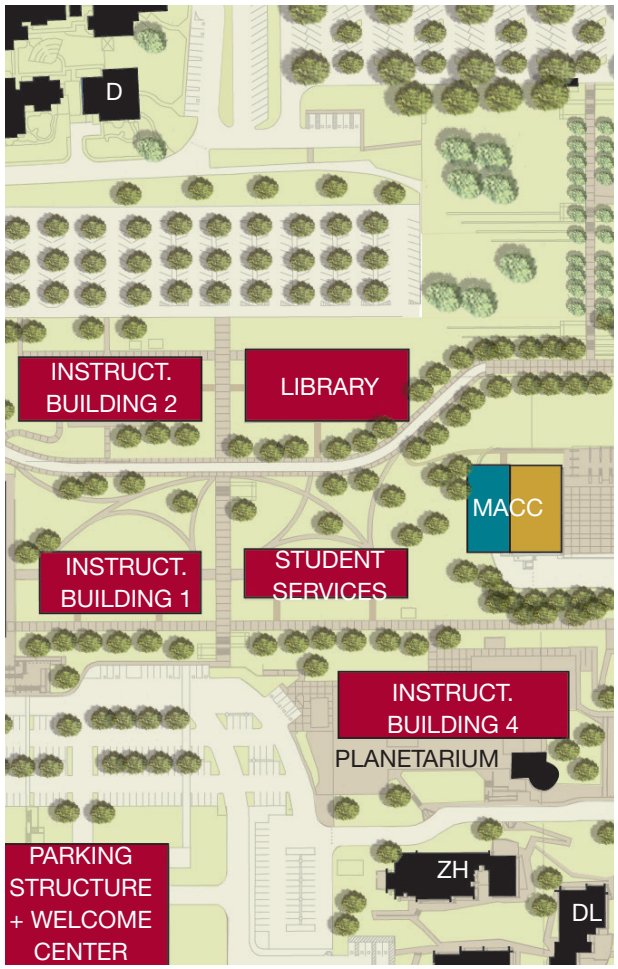


Recommendations—New Facilities

Library

The new multi-story Library would replace the existing facility that was built in 1959 to serve a student population of 8,000 and has been found to have severe deficiencies in the areas of building systems, accessibility, and energy efficiency. The new facility would provide more space and the kind of welcoming spaces that support the way that today's students are using library services—often in groups with study spaces where they can talk freely.

A greater proportion of space would be dedicated to individual and group study, tutorial support, web-based research, and bibliographic instruction. These spaces would be supported by learning technologies, including those that facilitate collaborative learning. The new Library would also provide more space with electronic media support for both face-to-face and distance education. To support the Library's role as a hub for collaboration, it would include assembly spaces for seminars, workshops, and meetings. Additional space would be provided in outdoor courtyards that would be protected from the elements and provide shaded places for study and gathering. The new Library would be located more centrally, near the Campus Center, Student Services, and instructional buildings.



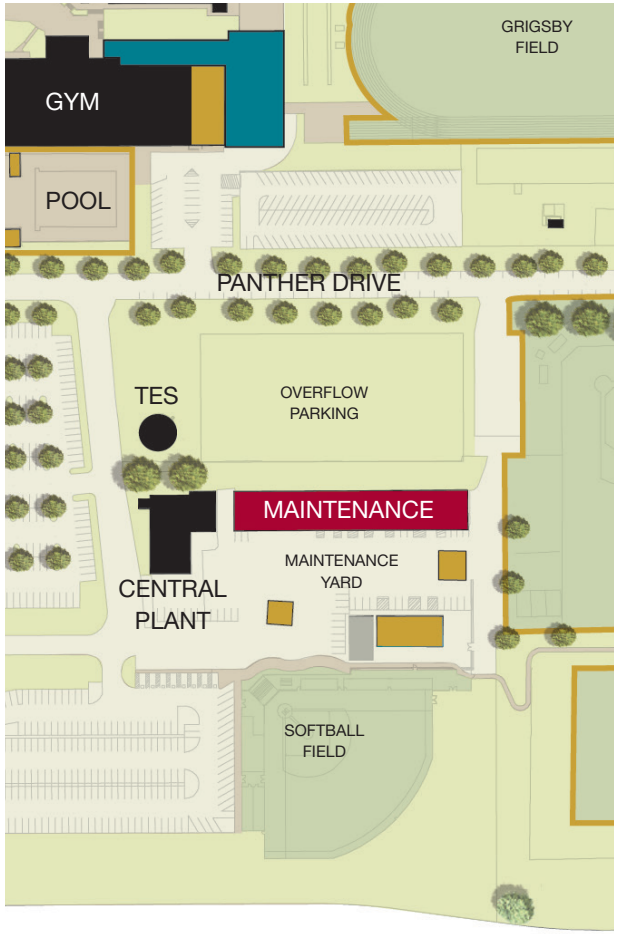
Inspirational Images

Recommendations—New Facilities

Maintenance

The new Maintenance facility would replace the existing facility that was built in 1962 to support the staff that cared for a much smaller campus. This facility has aged beyond its useful life. The new facility would provide more space to support the staff and resources needed to operate and maintain the District's growing facilities. The new building would replace the existing building on the same site, allowing for the continued use of the existing work yard, which would be renovated, and to maintain its adjacency to the Central Plant.

The Maintenance facility would house physical plant workshops and offices, including workspace that is needed to operate increasingly sophisticated buildings and support their sustainable operation. These functions would be temporarily accommodated in the vacated Warehouse during the construction of the new Maintenance facility, after which the Warehouse would be repurposed to store equipment used by the Grounds Department.



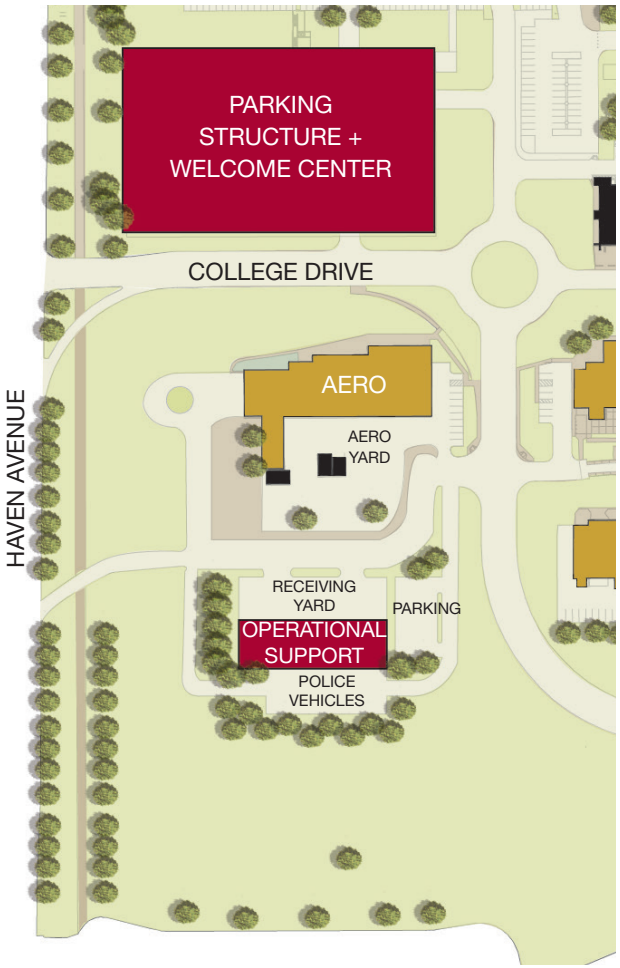
Inspirational Images

Recommendations—New Facilities

Operational Support

The new Operational Support facility would provide the District with additional space dedicated to its essential services. This facility would replace the existing Warehouse building. The new Warehouse would be outfitted with modern and efficient receiving, handling, and storage systems, as well as office space for the District's Purchasing Department. Its proposed location at the southwest corner of the Campus would provide direct vehicular access from Haven Avenue through a new driveway that would relieve much of the large truck traffic from College Drive. Following the construction of this facility, the existing Warehouse would be renovated and repurposed to provide equipment storage space for the Grounds Department. The Operational Support facility would also house the main Campus Police station, which has outgrown its current space. The new station would provide modern work space, security technology, and secure equipment storage. It would support the Campus Police office in the new Campus Center, as well as the Welcome Center in the new Parking Structure.

Outdoor spaces for the Operational Support facility would include a warehouse receiving yard with short-term truck parking, staff and visitor parking, and secure police vehicle parking. The building and outdoor spaces would be well screened from public view by attractive walls and landscaping.



Inspirational Images

Parking Structure and Welcome Center

The Rancho Campus' parking needs have grown along with its enrollment. The difficulty that students experience when looking for parking during peak hours came up often during focus groups with students and faculty. The Parking Structure and Welcome Center would provide two levels of parking where it is most needed, near the southwest entrances to the Campus. Using the sloping topography of that location, the entrance and upper level of the structure would be at the ground level of Parking Lot 1. Vehicles would exit from the lower level onto College Drive. Because it would be visible from Haven Avenue, an attractive building design and landscaping would be especially important. Its visibility would also make it an ideal signage opportunity.

The parking structure would house the College's Welcome Center where visitors would go for information, directions, and parking passes.

Further study by a traffic engineer is recommended to ensure that the design of the circulation routes handling traffic entering and exiting the Parking Structure would accommodate any additional traffic volumes, especially along College Drive.

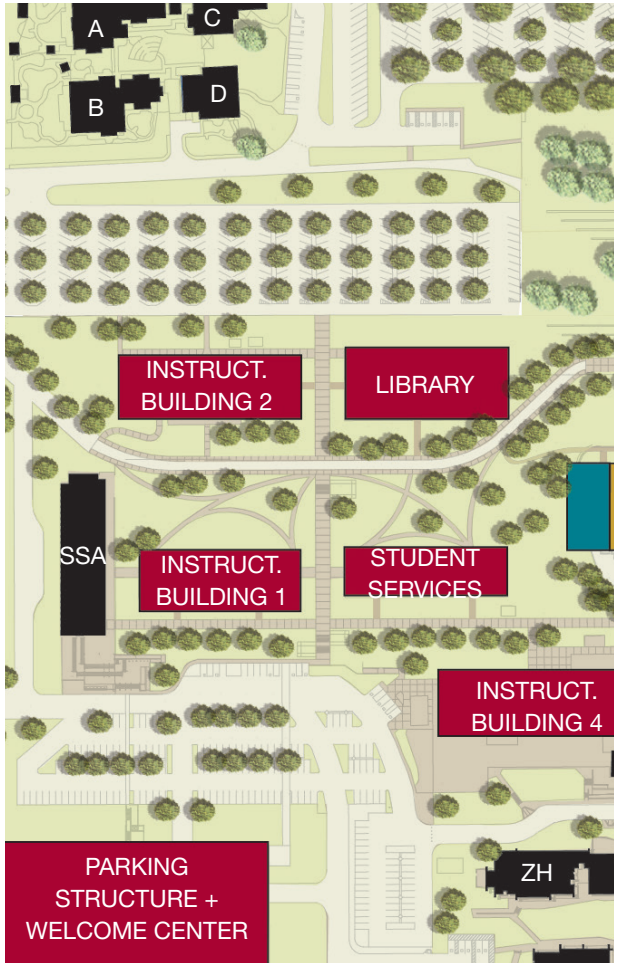
Inspirational Images

Recommendations—New Facilities

Student Services

A strong start and continuous engagement are critical to students' academic success. Located conspicuously within the Student Support Zone of campus just north of the new Haven Avenue campus entry, the design of this new facility is an opportunity to redefine the main pedestrian entry sequence for students and give prominence to the comprehensive array of Student Services that the College offers.

The new Student Services Building would be the Rancho Campus' one-stop destination for student services and simplify access to these important services. It would replace offices that have outgrown the Student Services/ Administration Building and are currently distributed among the SSA Building, the Campus Center East, and the MACC. This facility would provide space for student service program expansion and relieve the need for more space by other services within the SSA Building.



Inspirational Images


Chaffey + CSUSB
CSUSB
HOPE
ENGAGE
SUCCEED
ACHIEVE
Chaffey + Cal Poly Pomona
CAL POLY POMONA

Recommendations

Renovations and Repurposing

Most of the Rancho Cucamonga Campus buildings were constructed in the 1950s and 1960s and do not have many useful years remaining. When it is deemed feasible, renovation is recommended to renew and lengthen the lifespan of these facilities by replacing aging building components and creating welcoming spaces to accommodate new and existing functions.

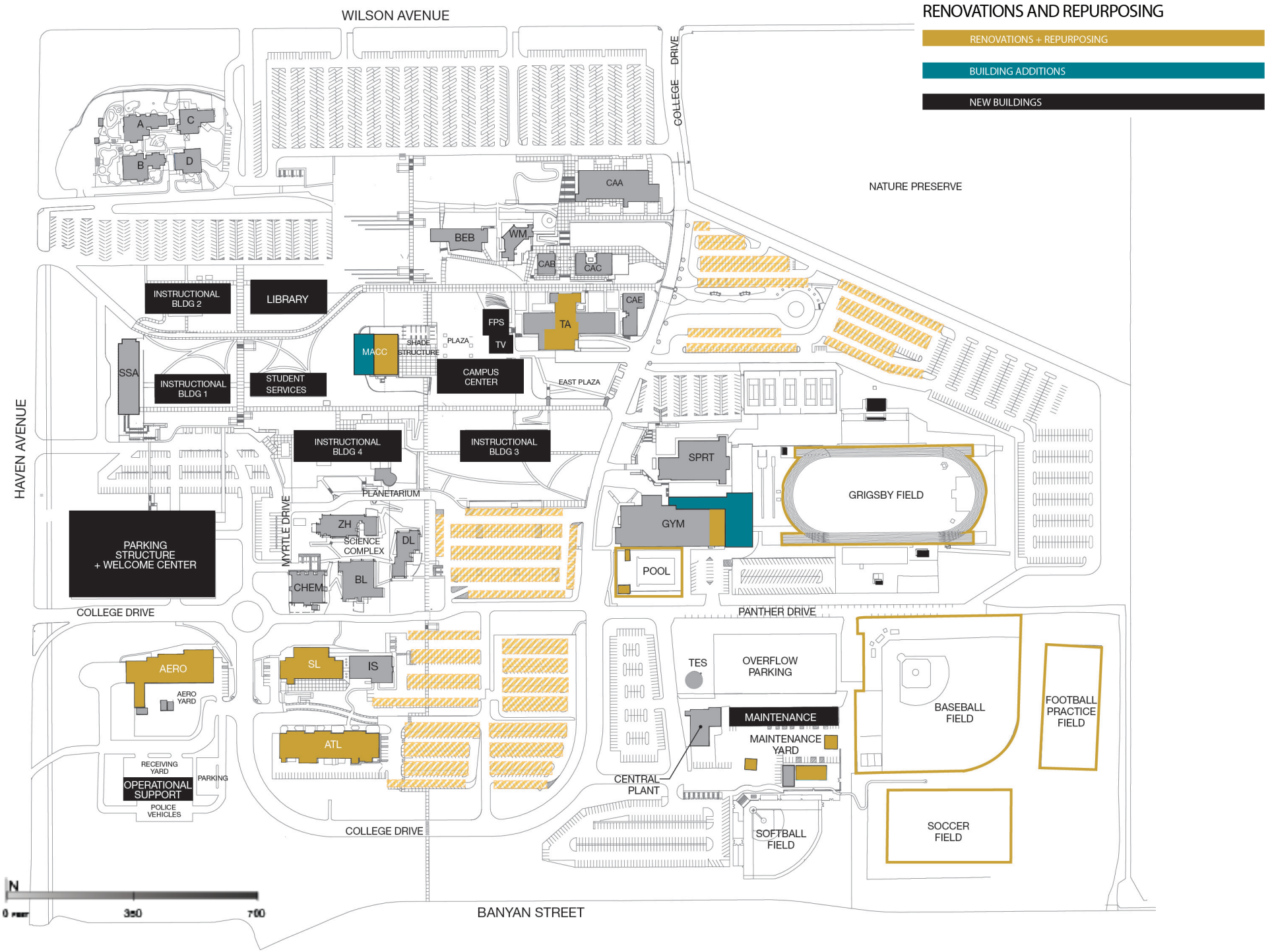
Renovation brings the opportunity to achieve many objectives: to change the programming of spaces to improve campus zoning and address the secondary effects of new construction; to update instructional technologies in ways that support successful student learning, to meet sustainability targets for energy and water efficiency; to comply with current safety and accessibility regulations; and to update finishes and furniture systems to be more welcoming to today's students.

The graphic plan on the opposing page illustrates the recommended renovation projects. Since 2015, when the Vision 2025 Facilities Master Plan was adopted, three of the recommended renovation projects have moved forward: the Milliken Planetarium Renovation, the Theatre Wings Renovation, and the Wignall Museum Renovation. One of the new projects, the Theatre Renovation would complete the re novation of the TA building that has begun with the current Theatre Wings Renovation project.

Three other Vision 2025 FMP renovation projects have been reconsidered due to increasing needs for much larger facilities with spaces of a much different character. These facilities are now recommended for replacement with new facilities. The new Campus Center project supersedes the Campus Center East + Bookstore and Campus Police renovation projects. The new Maintenance facility project supersedes the Facilities renovation project.

Renovation and Repurposing Projects

- Aeronautics Renovation (AERO)
- Automotive Technology Lab Renovation (ATL)
- Gymnasium Repurposing and Addition (GYM)
- Kinesiology and Athletic Fields Renovation
- Michael Alexander Campus Center (MACC) Repurposing and Addition
- Skills Lab Renovation (SL)
- Theatre Renovation (TA)



RENOVATIONS AND REPURPOSING

RENOVATIONS + REPURPOSING

BUILDING ADDITIONS

NEW BUILDINGS

ONTARIO

ONTARIO

OVERVIEW

ONTARIO CAMPUS

OVERVIEW
RECOMMENDATIONS

This chapter describes the vision for a new campus in the City of Ontario and recommends parameters for land acquisition and facilities development.

RECOMMENDATIONS

Development Recommendations

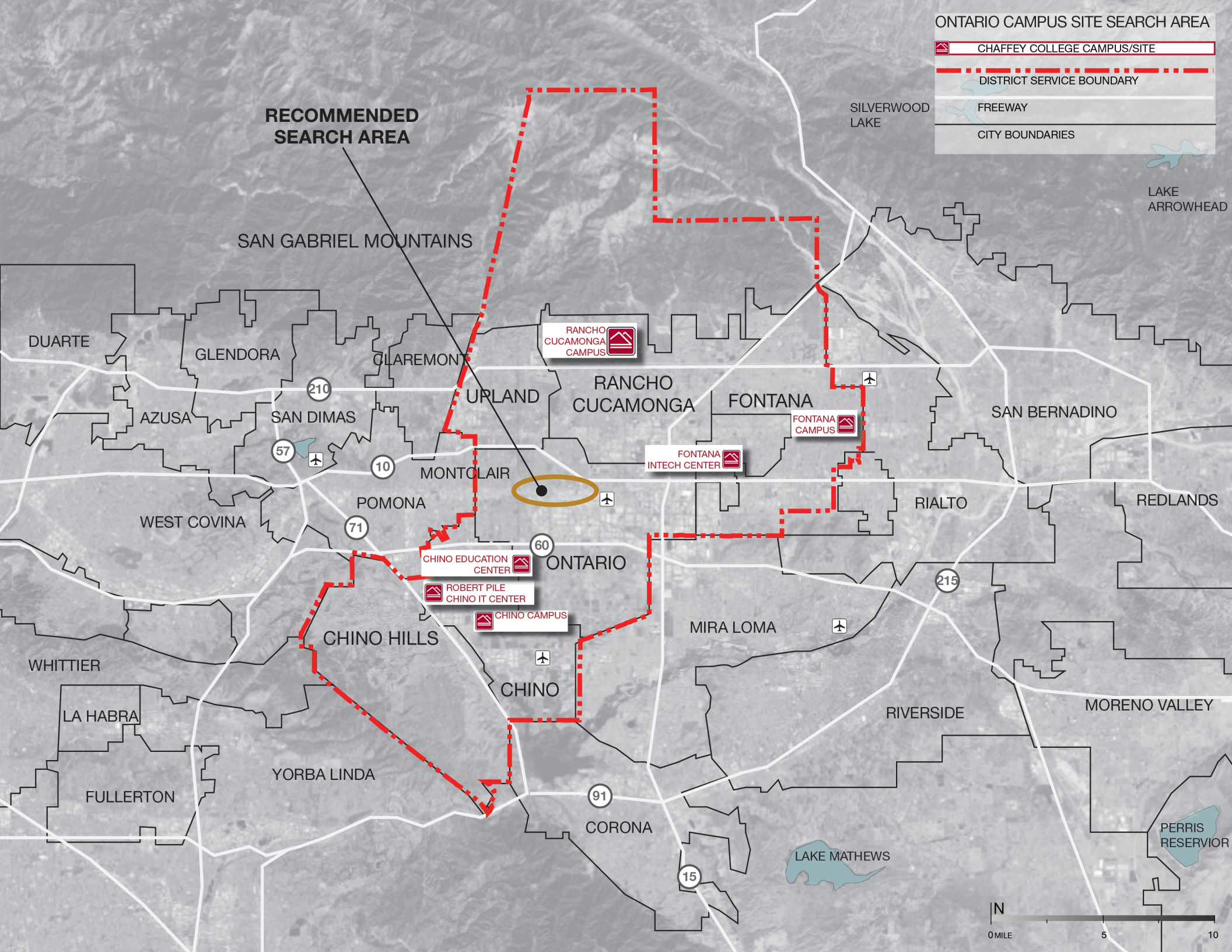
The facilities master plan addendum recommends a new campus that would be located centrally in Chaffey College's service area. The Ontario Campus would be located near growing business communities where it could best contribute to building the educated workforce needed to further stimulate these vibrant economies.

Land Acquisition

The search for a campus site would be guided by parameters that would be informed by the vision for the Ontario Campus' unique brand and identity, and the type of signature programs that will be offered. As these aspects are further developed through the College's educational planning, they will help to focus these parameters.

The following search parameters are recommended.

- Adjacency to a strong business community, other potential partners, and potential students
- Good connectivity to public transit and major highways
- Good visibility to the public along major transportation corridors
- Synergy with city and regional planning
- Adequate size and flexibility for College facilities and parking
- Potential opportunities for future campus expansion
- Existing facilities and site development with a good potential for conversion to College use


ONTARIO CAMPUS SITE SEARCH AREA
CHAFFEY COLLEGE CAMPUS/SITE
DISTRICT SERVICE BOUNDARY
FREEWAY
CITY BOUNDARIES
RECOMMENDED SEARCH AREA
SAN GABRIEL MOUNTAINS
SILVERWOOD LAKE
LAKE ARROWHEAD
RANCHO CUCAMONGA CAMPUS
FONTANA CAMPUS
FONTANA INTECH CENTER
CHINO EDUCATION CENTER
ROBERT PILE CHINO IT CENTER
CHINO CAMPUS
DUARTE
GLENDORA
CLAREMONT
URUPLAND
RANCHO CUCAMONGA
FONTANA
SAN BERNADINO
AZUSA
SAN DIMAS
MONTCLAIR
POMONA
WEST COVINA
RIALTO
REDLANDS
ONTARIO
MIRA LOMA
CHINO HILLS
WHITTIER
CHINO
LA HABRA
RIVERSIDE
MORENO VALLEY
YORBA LINDA
FULLERTON
CORONA
LAKE MATHEWS
PERRIS RESERVIOR
210
57
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71
60
215
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10

Development Recommendations (cont.)

Campus Development

To accomplish its mission, the campus must be a strong presence in its community. Prominent campus entry gateway features, a Welcome Center, and a signature street-front presence that puts activities on display are recommended.

A new or repurposed facility would be developed on the Ontario Campus and would serve as its front door to the community. The facility and outdoor courtyards would be designed to welcome students and community members with spaces that support gathering and collaboration. The project may include removal of existing facilities.

The Campus would support access via the many ways that students travel, including sheltered passenger drop-off/pick-up zones and stops for public buses and Access shuttles, as well as parking for vehicles.

The Ontario Campus would house flexible classrooms and program-specific laboratories that support active learning. These instructional spaces would be organized around academic and student support that would help students find their pathways and achieve their goals.

Food service, study, and gathering space would help working students to stay on campus and integrate learning into their busy schedules. Meeting space and outdoor space for student gathering and community events would be well linked to the pedestrian-friendly street front.

APPENDIX

APPENDIX

APPENDIX

CHAFFEY CCD

CHAFFEY CCD PROJECT LIST
IMPLEMENTATION SEQUENCE

PROJECT LIST
CHAFFEY CCD

Overview

This list of the recommended projects includes details that were developed with College stakeholders to help plan in general terms for the scope and size of each project and to establish realistic budgets. It is recorded here to help readers understand the collective thinking behind this plan. This project list is not intended to be a proscriptive program or to limit what is intended to be a flexible and living plan.

The project categories are as follows.

- / District-wide Projects
- / Chino Campus Projects
    - / New Construction
- / Fontana Campus Projects
    - / Demolition and Removal
    - / New Construction
- / Rancho Cucamonga Campus
    - / Demolition and Removal
    - / New Construction
    - / Renovations and Repurposing
- / Ontario Campus
- / Site Acquisition

PROJECT LIST

CHAFFEY CCD

District-wide Projects

Accessibility

- Preparation and implementation of a District-wide Accessibility Plan

Energy

- Utilities infrastructure, LED lighting conversions (all buildings and site areas), boilers for heating individual buildings on the Rancho Cucamonga Campus, and additional solar projects and solar battery storage for each campus

Informal Student Spaces

- Furniture, fixtures, lighting, technology, and equipment for indoor and outdoor gathering spaces

Landscaping

- Implement the landscaping recommendations in the 2015 Vision 2025 Facilities Master Plan. Landscaping recommendations are described for three zones: Formal, Informal, and Natural. Include landscaping and irrigation, hardscape paths (including paving that serves as service and emergency access), exterior stairs and ramps, fences and walls, railings, small shade structures, site lighting, preservation of existing mature trees, habitat restoration for Natural Zones, and LID storm water best management practices
  - Include Xeriscaping Projects

Learning Environments

- Purchase and install furniture, fixtures, instructional technologies, and equipment to outfit existing classrooms, laboratories, study spaces, and outdoor learning environments

Minor Facilities Improvements

- Budget allowance to renovate the Rancho Campus Child Development Center D Building, provide temporary maintenance facilities for the Fontana Campus, and other yet-to-be-identified minor facilities improvements

Parking and Vehicular Circulation

- Chino Campus
  - Parking Lot C-6 Phase 1
  - Driveway connection to Chaffey Avenue
- Fontana Campus
  - New College Drive
  - Existing parking lot modifications
- Rancho Campus
  - Vehicular circulation and parking improvements recommended in the 2015 Vision 2025 Facilities Master Plan

Security and Safety

- Implementation of a District-wide Security and Safety Plan
  - Level 1—For facilities that are identified for demolition but will remain for at least 5 years. Provide door hardware to allow locking from the inside
  - Level 2—For existing facilities that will remain in service
    - Provide door hardware to allow locking from the inside
    - Conversion to complete electronic access control system and electronic re-keying of all lockable doors
    - Expand electronic surveillance system
    - Upgrade the mass emergency notification system
    - Provide for spaces that may need an emergency generator
    - Provide additional exit doors for emergency egress
  - Outdoor Areas and Parking Lots
    - Expand electronic surveillance system
    - Upgrade mass emergency notification system
    - Provide ancillary storage space for supplies and equipment
    - Increase the number of emergency phones
    - Provide activated lighting throughout the college campuses

Utilities Infrastructure

- Planning and implementation of District-wide Utilities Infrastructure upgrades

Wayfinding

- Preparation and implementation of a District-wide Wayfinding Plan
- Welcome Center at each campus
- Prominent marquee signs at the Chino and Fontana campuses

Project List

Chino Campus—New Construction

Instructional Building 1

- Two-story 22,960 asf/35,323 gsf. Aligns with the Instructional Building 1 Final Project Proposal, dated July 1, 2016. Includes an acoustic design study and recommendations to mitigate current acoustic issues with the CHMB courtyard and create a welcoming acoustic environment for study and gathering in the new courtyard for Instructional Building 1
  - Lecture (6,900 asf)
    - Flexible classrooms, a large lecture hall, and storage
  - Office (3,660 asf)
    - Collaborative and professional development space and collaborative faculty office suite (faculty offices, adjunct faculty space, small open waiting/lounge/study space, small meeting, and flexible supplemental instruction rooms)
    - Shared breakroom and storage/processing space
  - Library (6,500 asf)
    - Student open read/study success center space near faculty offices (5,000 asf)
    - Open computer lab (1,500 asf) near faculty offices and student read/study space
  - AVTV (2,500 asf)
    - Technology-rich multi-purpose space
    - Information Technology Services staff workspace
  - Meeting (3,400 asf)
    - Flexible meeting space
- Site Development
  - Include the site development work and update the costs shown in the Final Project Proposal, dated July 1, 2016
- Interim Housing
  - None needed
- Demolition
  - None needed
- Secondary effects
  - Repurpose approximately 3,600 asf of vacated campus store, library, and faculty office space in Building 39 Chino Campus Main Building (CHMB) to house Student Services offices and flexible classrooms

Laboratory Building

- Two-story 23,250 asf/34,875 gsf
  - Lecture (4,000 asf)
    - Flexible classrooms and storage
  - Laboratory (10,000 asf)
    - Laboratories, preparation space, and storage
  - Office (2,500 asf)
    - Collaborative faculty office suite (faculty offices, adjunct faculty space, small open waiting/lounge/study space, small meeting, and flexible supplemental instruction rooms)
    - Shared breakroom and storage/processing space
  - Library (5,000 asf)
    - Student open read/study space (2,500 asf) near faculty offices
    - Open computer lab (2,500 asf) near faculty offices and student read/study space
  - AVTV (1,500 asf)
    - Technology-rich multi-purpose space
  - Meeting (250 asf)
    - Meeting room
  - Outdoor Space
    - One open courtyard (1,200 sf), trees, screen walls on two sides, furniture, paving, lighting, wi-fi
    - One covered courtyard (1,200 sf), shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
  - Interim Housing
    - None needed
  - Demolition
    - None needed
  - Secondary effects
    - None needed

Maintenance

- One-story 5,000 asf/7,000 gsf. Facility will be planned to allow for future phased expansion of the building and work yards as needed to support campus growth
  - Office (1,500 asf)
    - Office, conference room, breakroom, lockers/showers
  - Physical Plant (3,500 asf)
    - Shops and storage space
  - Outdoor Space
    - Secure work yard (10,000 sf) including grading, concrete paving, LID stormwater management, and lighting for night use
      - Include 1,000 sf, 15-foot clear height covered work area with power, data, natural gas
      - Include 1,000 sf, 10-foot clear height covered maintenance vehicle and equipment storage
    - One covered courtyard (500 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
    - Parking is included in the District-wide Vehicular Circulation and Parking project
  - Interim Housing
    - None needed
  - Demolition
    - None needed
  - Secondary effects
    - None needed

Project List

Fontana Campus—Demolition and Removal

Building 34 Fontana Center

Non-college Buildings in the Campus Expansion Zone

Project List

Fontana Campus—New Construction

Fontana Campus Center

- Two-story, 19,000 asf/28,500 gsf
  - Office (3,000 asf)
    - Administration
    - Student Services
    - Student organization office spaces/space
    - Shared breakroom and storage/processing space
  - Recreation and Lounge (1,500 asf)
    - Student recreation and lounge
  - Library (12,000 asf)
    - Library collection
    - Success Center spaces
    - Read/study
    - Open computer lab
  - Meeting rooms (2,000 asf)
    - Flexible meeting space
  - Storage (500 asf)
  - Outdoor Space
    - One covered courtyard (1,200 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
  - Interim Housing
    - None needed
  - Demolition
    - Building 34 Fontana Center (to remain during construction of this project)
  - Secondary effects
    - Repurpose vacated student services and administration office space (1,737 asf) in Building 35 Ralph M Lewis Building for classroom space
    - Repurpose of vacated library space in Building 36 Academic Center (3,298 asf) for classroom space

Instructional Building 1

- Two-story 15,000 asf/22,500 gsf
  - Lecture (3,800 asf)
    - Flexible classrooms, a large lecture hall, and storage
  - Laboratory (2,200 asf)
    - Laboratories, preparation space, and storage
  - Office (3,500 asf)
    - Collaborative faculty office suite, includes faculty offices, adjunct faculty space, small common space, and small meeting/flexible Supplemental Instruction rooms
    - Shared breakroom and storage/processing space
  - Library (3,000 asf)
    - Success Center
  - AVTV (1,000 asf)
    - Faculty Success Center (professional collaboration and development)

- Meeting (1,000 asf)
  - Meeting room
- Lounge (500 asf)
  - Faculty lounge
- Outdoor Space
  - One open courtyard (1,200 sf), trees, screen walls on two sides, furniture, paving, lighting, wi-fi
- Interim Housing
  - None needed
- Demolition
  - Acquisition of land and demolition of existing improvements
- Secondary effects
  - None needed

Instructional Building 2

- Two-story, 15,000 asf/22,500 gsf
  - Lecture (4,500 asf)
    - Flexible classrooms
  - Laboratories (4,500 asf)
    - Non-industrial career technical education laboratories, preparation space, and storage
  - Office (3,000 asf)
    - Collaborative and professional development space and collaborative faculty office suite, includes faculty offices, adjunct faculty space, small common space, and small meeting/flexible Supplemental Instruction rooms
    - Shared breakroom and storage/processing space
  - Library (2,750 asf)
    - Success Center
  - Meeting (250 asf)
    - Meeting room
  - Outdoor Space
    - One open courtyard (1,200 sf), trees, screen walls on two sides, furniture, paving, lighting, wi-fi
  - Interim Housing
    - None needed
- Demolition
  - Acquisition of land and demolition of existing improvements
- Secondary effects
  - None needed

Project List

Rancho Cucamonga Campus—Demolition and Removal

Administration Building (Building 1)

Business Education (Building 5)

Campus Center East (Building 20), Campus Store (Building 67), and Campus Police (Building 23)

Health Science East (Building 3) and Health Science West (Building 42)
/ Keep Milliken Planetarium

Language Arts (Building 10)

Library (Building 11)

Maintenance (Building 13)

Math (Building 24 and Physical Science (Building 14)

Modulars 1, 2, 3, 4, and 5, (Building 56 through 60)

Social Science (Building 15)

Wargin Hall (Building 17)

Vocational Education (Building 18) (also known as Vocational and Student Support)

Project List

Rancho Cucamonga Campus—New Construction

Campus Center

- Two- or three-story, 34,000 asf/50,000 gsf (three times the gsf of the one-story existing Campus Center East)
  - Student Life and Student Activities (8,700 asf)
    - Offices, lounge, recreation, clinic, and meeting (219% increase in size of existing space (2,820 asf))
  - Student Government (2,500 asf)
    - Office, clinic, and workspace (99% increase in size of existing space (1,259 asf))
  - Social Justice Center (Special Populations & Equity programs) (4,000 asf)
    - Office, lounge, and meeting
  - Veterans Center (1,500 asf)
    - Office, lounge, and meeting (101% increase in size of existing space (745 asf))
  - Campus Store and Bookstore (9,500 asf)
    - Merchandising space and merchandising support space (same size as existing space)
  - Campus Police Office (300 asf)
    - Office space
  - Large Meeting Space (5,000 asf)
    - Flexible flat-floor meeting space on upper floor with space for catering kitchen, storage, AV controls
  - Shared breakroom and storage/processing space (500 asf)
  - Event Storage (2,000 asf)
  - Outdoor Space
    - Remove and reconstruct open plaza, furniture, paving, lighting, trees, wi-fi (14,000 sf)
  - Interim Housing
    - Identify space to house Student Life, Student Activities, International Student office and lounge space, and the Campus Store
  - Demolition
    - Building 20 Campus Center East (prior to construction)
    - Building 67 Campus Store (prior to construction)
    - Building 23 Campus Police (prior to construction)
  - Secondary Effects
    - None needed

Flexible Performance Space and TV Studio Production Space

- One-story, 10,800 asf/12,000 gsf
  - Lobby, box office, public restrooms (2,000 sf)
  - Laboratory (4,000 sf) TV studio and production space. 30-foot high-bay, sound-proof assembly space with tension grid, lighting grid, and catwalk access, flexible seating platforms and chairs, acoustical treatments and draperies, and theatrical rigging, lighting, and visual and sound systems. Quiet displacement ventilation HVAC system
    - TV Studio Production Laboratory
    - Laboratory support space: control room, audio room, secure set and equipment storage, green room
  - Shared office, breakroom and storage/ processing space (300 asf)
  - Assembly and Assembly support (4,500 sf)
    - Black box theatre/multipurpose assembly space. 30-foot high-bay, sound-proof assembly space with sprung floor, tension grid, lighting grid, and catwalk access, flexible seating platforms and chairs, acoustical treatments and draperies, and theatrical rigging, lighting, and visual and sound systems. Quiet displacement ventilation HVAC system.
      - Flexible performance space
      - Assembly support space: control room, dressing room, costume storage, storage for risers/chairs/etc., woodshop
  - Outdoor Space
    - Entrance plaza (1,000) with screen walls on two sides, paving, lighting, audio system
    - Exterior amphitheater seating that extends the black box theatre seating to the outdoors (1,500 sf) screen walls on two sides, paving, lighting, audio system
  - Interim Housing
    - None needed
  - Demolition
    - See demolition for the Campus Center
  - Secondary effects
    - None needed

Instructional Building 1

- Two- or three-story, 33,200 asf/50,000 gsf. Replaces space in Business Education (16,456 asf of classrooms, labs, offices, and study/tutoring space) and Vocational and Student Support (10,368 asf of classrooms, labs, offices, career counseling, and study/tutoring space), and creates additional space for career education/economic development
  - Lecture (12,000 asf)
    - Flexible classrooms (increase 8% from existing Business Education and Vocational and Student Support (11,054 asf))
  - Laboratory (12,000 asf)
    - Increase 16% from existing Business Education and Vocational and Student Support (10,318 asf))
    - Laboratories, preparation space, and storage
  - Office (4,200 asf)
    - Collaborative faculty office suite (includes faculty offices, adjunct faculty space, common space, and small meeting/SI rooms) increase 35% from existing space (3,119 asf)
    - Shared breakroom and storage/processing space
  - Library (5,000 asf) Success Centers (increase 170% from existing Vocational and Student Support (1,855 asf)
    - Student open read/study space (2,500 asf) near faculty offices
    - Open computer lab (2,500 asf) near faculty offices and student read/study space
  - Outdoor Space
    - One open courtyard (1,200 sf), trees, screen walls on two sides, furniture, paving, lighting, wi-fi
    - One covered courtyard (1,200 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi

Project List

Rancho Cucamonga Campus—New Construction (cont.)

- Interim Housing
  - Adapt 7,000 asf space in the existing Library to house offices for administrative and student services programs in Building 1 Administration
- Demolition
  - Building 1 Administration (prior to construction)
  - Building 5 Business Education (prior to Instructional Building 2 project)
  - Building 18 Vocational and Student Support (prior to Parking Structure project)
- Secondary effects
  - None needed

Instructional Building 2

- Two-story, 30,000 asf/45,000 gsf. Replaces space for functions in Social Sciences and Language Arts Buildings (16,138 asf), and part of Building 51 Berz Educational Excellence Center
  - Lecture (13,000 asf)
    - Flexible classrooms (9,000 asf) one less than existing classrooms in Social Sciences and Language Arts (9,987 asf)
    - Two tiered lecture halls, 1,200 asf each (2,400 asf total) (replaces Wargin Hall WH-102 and WH-112)
    - Tiered assembly/lecture room (1,600 asf) (replaces Wargin Hall WH-142)
  - Laboratory (7,000 asf)
    - Laboratories, preparation space, and storage
  - Office (5,000 asf)
    - Collaborative faculty office suite (includes faculty offices, adjunct faculty space, common space, and small meeting/SI rooms) increase 40% from existing space (3,569 asf)
    - Shared breakroom and storage/processing space
  - Library (5,000 asf)—Success Center
    - Student open read/study space (2,500 asf) near faculty offices
    - Open computer lab (2,500 asf) near faculty offices and student read/study space
  - Outdoor Space
    - One open courtyard (1,200 sf), trees, screen walls on two sides, furniture, paving, lighting, wi-fi
    - One covered courtyard (1,200 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
  - Interim Housing
    - None needed
  - Demolition
    - Building 5 Business Education demolition is included in Instructional Building 1 project

- Building 10 Language Arts and Building 15 Social Science. Use for interim housing. Demolish after Math and Science 2 is constructed
- Secondary Effects
  - Repurpose 2,905 asf of vacated student support and Language Success Center space in Building 51 Berz Educational Excellence Center for Faculty Success Center offices

Instructional Building 3

- Two-story, 30,800 asf/46,200 gsf (142% more than existing Health Science Buildings (12,716 asf)). Plan for same amount of laboratory space and more classroom, office, and support space
  - Lecture (16,400 asf)
    - Flexible classrooms (12,000 asf)
    - Two tiered lecture halls, 1,600 asf each, replaces HS-143 and adds one (3,200 asf)
    - One tiered lecture hall (1,200 asf)
  - Laboratory (6,400 asf)
    - Laboratories, preparation space, and storage
  - Office (3,000 asf)
    - Collaborative faculty office suite (includes faculty offices, adjunct faculty space, common space, and small meeting/SI rooms) increase 36% from existing space (2,211 asf)
    - Shared breakroom and storage/processing space
  - Library (5,000 asf)—Success Center
    - Student open read/study space (2,500 asf) near faculty offices
    - Open computer lab (2,500 asf) near faculty offices and student read/study space
  - Outdoor Space
    - Covered, fenced, paved outdoor STEM Lab courtyard (600 sf) with furniture, power, data, and lighting
    - One open courtyard (1,200 sf) trees, screen walls on two sides, furniture, paving, lighting, wi-fi
    - One covered courtyard (1,200 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
  - Interim Housing—for programs in Buildings 14 Physical Science and Building 24 Math, which must be demolished prior to construction
    - Use 3,000 asf of classroom space in Building 10 Language Arts and Building 15 Social Science (no work needed to adapt)
    - Adapt 6,400 asf in Building 10 Language Arts and Building 15 Social Science to house dry laboratory space for earth sciences and mathematics
    - Adapt 1,700 asf in Building 10 Language Arts and Building 15 Social Science to house offices
    - Adapt 4,800 asf space in the Building 66 MACC (second floor) to house Math Success Center
  - Demolition
    - Building 14 Physical Science (prior to construction)
    - Building 24 Math (prior to construction)
  - Secondary Effects
    - None needed

Instructional Building 4

- Two-story, 32,500 asf/48,750 gsf (59% more than existing buildings (20,422 asf)
  - Lecture (12,000 asf)
    - Flexible classrooms increase 104% from existing Math and Physical Science Buildings (5,893 asf)
  - Laboratory (10,000 asf)
    - Laboratories, preparation space, and storage
  - Office (4,000 asf)
    - Collaborative faculty office suite (includes faculty offices, adjunct faculty space, common space, and small meeting/SI rooms) increase 126% from existing space (1,763 asf)
    - Shared breakroom and storage/processing space

Project List

Rancho Cucamonga Campus—New Construction (cont.)

- Library (5,000 asf)—Success Center
  - Student open read/study space (2,500 asf) near faculty offices
  - Open computer lab (2,500 asf) near faculty offices and student read/study space
- STEM Lab (1,500 asf)
  - Information-technology-oriented, flexible innovation lab-type space and office, storage, and support space
- Outdoor Space
  - One open courtyard (1,200 sf) trees, screen walls on two sides, furniture, paving, lighting, wi-fi
  - One covered courtyard (1,200 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
- Interim Housing
  - Continue interim housing of programs that were in Buildings 14 Physical Science and Building 24 Math in Building 10 Language Arts, Building 15 Social Science, and Building 66 MACC as shown in the Health Science Building project
- Demolition
  - Building 3 Health Science East (prior to construction)
  - Building 42 Health Science West (prior to construction)
- Secondary Effects:
  - None needed

Library

- Three-story, 46,985 asf/70,500 gsf. Greater emphasis on individual and group study spaces that are well equipped with computers and other technologies. In accordance with the approach to co-locate success centers near instructional disciplines, which supports the guided pathways initiative, the Library will house only one success center, the Multi-Discipline Success Center
  - Laboratory (1,600 asf)
    - 20-seat computer laboratory
    - 40-seat computer laboratory
  - Office (1,340 asf)
    - Shared breakroom and storage/processing space
  - Library (40,760 asf)
    - Multi-Discipline Success Center
    - Flexible supplemental instruction rooms
    - Group study rooms
    - Open read/study space for active study and collaboration
    - Open student computer laboratories
    - Collections/stacks
    - Processing rooms
  - AVTV (2,200 asf)
  - Meeting Rooms (1,085 asf)
  - Outdoor Space
    - Two open courtyards (1,600 sf each), trees, screen walls on two sides, furniture, paving, lighting, wi-fi

- One covered courtyard (1,600 sf), shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
- Interim Housing
  - None needed
- Demolition
  - Building 11 Library. Use for interim housing. Demolish after the Campus Center is constructed. Extension of Parking Lot 2 on the existing Library site is included in the District-wide Parking and Vehicular Circulation project
- Secondary Effects
  - None needed

Maintenance

- Maintenance Building: One-story, 17,200 asf/22,000 gsf
  - Offices, shared breakroom, storage/processing space, lockers/showers (2,000 asf)
  - Physical Plant shop and storage space (15,000 asf)
  - Meeting (200 asf)
- Outdoor Space
  - Staff and visitor parking lot and secure work yard (50,000 sf), including re-grading, new concrete paving, LID storm water management, and lighting for night use
  - Include 2,000 sf, 15-foot clear height covered work area with power, data, natural gas
  - Include 2,000 sf, 10-foot clear height covered maintenance vehicle and equipment storage
  - One covered courtyard (400 sf) shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
- Interim Housing
  - After the Warehouse moves to the new Warehouse facility, adapt vacated Building 22 Warehouse for interim housing for Maintenance offices and workshops
- Demolition
  - Building 13 Maintenance (after moving the Maintenance Department to interim housing in Building 22 Warehouse and prior to the construction of the new Maintenance Building)
- Secondary Effects
  - Renovate and repurpose Building 22 Warehouse to be the Grounds Department's offices, equipment storage, and workshops (Building 22 Grounds) and long-term storage space for the Chaffey College Foundation and Office of Alumni Affairs

Operational Support

- Two-story, 10,000 asf/13,000 gsf
  - Office (4,000 asf)
    - Purchasing Department (1,000 asf)
    - Campus Police Main Station (3,000 asf)
    - Shared breakroom and storage/processing space
  - Storage with 3-level pallet rack system (5,000 asf)
  - Meeting Rooms (1,000 asf)
  - Outdoor Space
    - Driveway (600 feet long, 24 feet wide)
    - Truck parking and loading/receiving zone (12,000 sf)
    - Staff and visitor parking lot for 20 to 30 vehicles
    - Secure Campus Police vehicle parking for 10 vehicles
    - One covered courtyard (200 sf), shade structure, screen walls on two sides, furniture, paving, lighting, wi-fi
  - Interim Housing
    - None needed
  - Demolition
    - None needed
  - Secondary Effects
    - None needed

Project List

Rancho Cucamonga Campus—New Construction (cont.)

Parking Structure and Welcome Center

- Two levels, each 265 feet by 530 feet (140,450 x 2 = 280,900 gsf), approximately 655 parking stalls
  - Aesthetic treatment and landscaping to enhance or screen west, south, and east facades
  - Welcome Center kiosk with staffed service window and short-term/temporary parking
  - Campus Police substation
  - Interim Housing
    - None needed
  - Demolition
    - Building 18 Vocational Education demolition is included in Instructional Building 1 project
  - Secondary Effects
    - None needed

Student Services

- Two-story, 25,000 asf/37,500 gsf (21% more than the sum of existing Student Services spaces (20,600 asf)) that will include offices, student gathering spaces, reception areas, meeting spaces, and/or storage for the following.
  - Admissions and Records
  - CalWORKs
  - Career Center
  - Cashier's Office
  - Counseling Services
  - Disability Programs and Services
  - Extended Opportunity Programs and Services
  - Financial Aid
  - Guiding Panthers to Success (GPS) Center
  - Honors Program
  - International Students
  - Student Health Services
    - Also to include exhibition, treatment, and service laboratory space
  - Transfer Center
  - Shared breakroom and storage/processing space
  - Bulk Storage

- Interim Housing
  - Adapt 5,400 asf space in the existing Library to house four classrooms, a Journalism lab, offices, and Community Relations read/study room in Building 17 Wargin Hall (does not include interim housing for the large assembly lecture hall)
- Demolition
  - Building 17 Wargin Hall (prior to construction)
- Secondary Effects
  - Repurpose 10,515 asf of vacated Student Services space on the first floor of Building 50 Student Services/Administration for the following
    - Office space for the College Foundation, Office of Alumni Affairs, and administrative offices
    - Meeting space, including a space that would accommodate board meetings
  - Repurpose 2,500 asf of space on the second floor of Building 50 Student Services/Administration, including an expansion of the Human Resources office

Project List

Rancho Cucamonga Campus—Renovations and Repurposing

Building 2 Aeronautics

- 18,547 asf/22,198 gsf
- 1959 construction, 1970 last addition/renovation
- Facilities Condition Assessment Report
  - Cost per SF: $480.75
  - Total Current Repair Cost: $5,301,186
  - Replacement Value: $10,671,467
  - FCI: 49.68%

Building 31 Automotive Technology Lab

- 17,828 asf/21,028 gsf
- 1977 construction
- Facilities Condition Assessment Report
  - Cost per SF: $488.72
  - Total Current Repair Cost: $5,628,164
  - Replacement Value: $10,276,804
  - FCI: 54.77%

Building 8 Gymnasium

- Repurpose—6,200 asf portion of the Gymnasium
  - Renovate and expand the Athletic Training Room by adding G137 (2,000 asf)
  - Renovate and repurpose Fitness Center G205 and G203 (4,200 asf) for classrooms, a large lecture space, library space, and/or offices
- New addition—Two-story, 18,000/27,000 gsf
  - Laboratory
  - Office
    - Offices for faculty and head coaches
    - Shared breakroom and storage/processing space
  - Library
    - Academic success center
  - Fitness Center
  - Athletic Locker Rooms

Kinesiology and Athletics Field

- Renovate and resurface the Track to comply with CCCAA competition standards
- Upgrade the Baseball Field, by providing permanent spectator bleachers and permanent fencing to enclose the facility and renovating the dugouts
- Renovate the Swimming Pool and Pool Equipment Building
- Renovate the Soccer Field
  - Address soils subsidence issue by removing unsuitable fill soils, placing engineered earthen fill, and rebuilding the soccer field
- Renovate the Football Practice Field
  - Address soils subsidence issue by removing unsuitable fill soils, placing engineered earthen fill, and rebuilding the football practice field

Building 66 Michael Alexander Campus Center (MACC)

- Repurpose the existing two-story, 16,454 gsf building
  - Repurpose the existing first floor kitchen and servery spaces (3,231 asf) to increase the size of the existing indoor dining areas and coffee bar (2,442 asf) to be a total of 5,673 asf.
  - Repurpose the vacated second floor Student Services space (EOPS; Student Health Services; Career Center) for interim housing or other uses (approximately 5,400 asf/8,000 gsf)
- Addition
  - Build a one-story addition (5,500 gsf) that houses a new kitchen and servery
    - Servery: 2,750 gsf (existing servery (1,059 asf))
    - Kitchen: 2,750 gsf (existing kitchen (2,313 asf))
      - Includes shared breakroom and storage/processing space

Building 7 Skills Lab

- 11,271 asf/13,785 gsf
- 1959 construction
- Facilities Condition Assessment Report
  - Cost per SF: $507.14
  - Total Current Repair Cost: $3,984,286.95
  - Replacement Value: $6,990,787.05
  - FCI: 56.99%

Building 16 Theatre

- Renovation of lobby, house, stage, and backstage
- Upgrade of theatre equipment and fixed seating
- 1959 construction / 1970 renovation / 2018 Theatre Wings Renovation included renovation of laboratories, lighting, and curtains
- Facilities Condition Assessment Report
  - Cost per SF: $485.63
  - Total Current Repair Cost: $9,310,223.55
  - Replacement Value: $15,281,975.78
  - FCI: 60.92%

Project List

Ontario Campus

Ontario Campus

- In consultation with City leaders, Chaffey College will determine the budget for the development of this campus
  - Demolition
    - Potential demolition or partial demolition of existing structures and site improvements
  - New Construction or Renovation
    - Flexible Classrooms
    - Laboratories
    - Student Services
    - Collaborative faculty and administrative office suite including shared breakroom and storage/processing space
    - Open student study space
    - Open student computer lab
    - Student recreation and lounge
    - Meeting rooms

Site Acquisition

Site Acquisition

- In consultation with City leaders, Chaffey College will determine the amount of the allowance for site acquisitions
  - Fontana Campus Expansion
    - Property in northern Fontana
    - Expansion of the Fontana Campus
      - Sierra Avenue Expansion
      - Juniper Avenue Expansion
  - Ontario Campus
    - Property in or near the central portion of the City of Ontario

IMPLEMENTATIO

CHAFFEY CCD

Implementation Sequence

The recommended project implementation sequences take into account educational priorities, time-sensitive opportunities, logistical considerations, and potential funding. District-wide Projects are intended to be implemented incrementally, either in phases or as part of new facilities and renovation projects.

Further implementation planning is recommended to prepare for the orderly and timely execution of this facilities plan. This important process will prompt decision-making, scheduling, and budgeting at a more detailed level to prepare for the design and construction of individual projects. It would help to insure that funding strategies, design standards, and plans for utilities infrastructure, wayfinding, and accessibility are ready to inform each project.

Chino Campus

- Phase 1
  - Instructional Building 1
  - Laboratory Building
- Phase 2
  - Maintenance

Fontana Campus

- Phase 1
  - Fontana Campus Center
  - Instructional Building 1
- Phase 2
  - Instructional Building 2

Rancho Cucamonga Campus

- Phase 1
  - Library
  - Instructional Building 1
  - Automotive Technology Lab (ATL) Renovation
  - MACC Renovation/Addition
- Phase 2
  - Student Services
  - Parking Structure and Welcome Center
  - Skills Lab Renovation
- Phase 3
  - Instructional Building 2
  - Campus Center
  - Flexible Performance Space and TV Production Studio
  - Aeronautics Renovation
- Phase 4
  - Instructional Building 3
  - Operational Support (Warehouse, Purchasing, and Campus Police)
  - Theatre Renovation
- Phase 5
  - Instructional Building 4
  - Maintenance
  - Gymnasium Renovation/Addition
  - Kinesiology and Athletics Fields Renovation

Ontario Campus

- Phase 1
  - Ontario Campus facilities

July 2018

Chaffey College

HMC Architects