

SIERRA COLLEGE | NEVADA COUNTY CAMPUS

2018 NCC FACILITIES MASTER PLAN UPDATE

DRAFT
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I. EXECUTIVE SUMMARY

PURPOSE OF THE FACILITY MASTER PLAN

The Facilities Master Plan (FMP) is not just a document, but an organizational process that defines and identifies the needs for facility maintenance, improvement, expansion and sometimes contraction over time. The term of this master plan has been determined to be 10 years.

All college facilities naturally require on-going maintenance and adaptation to changing programs, demographics, and the wear of time. The FMP process focuses on growth factors that define and shape the planning for these improvements in an efficient and effective manner. The FMP is used to identify issues that impact facilities and work to establish an efficient process to maintain them to accommodate and support current and future educational programs and changing demographic needs. The primary goal for the Sierra College Nevada County Campus (NCC) in developing a Facilities Master Plan is to continue to provide excellent educational facilities for its students, staff, and community partners that are supportive of the District's strategic education plan, and to do so in a conscious manner, respective of limited maintenance, modernization and new construction funding.

Student achievement is impacted by the quality of the learning environment. Providing students and staff with 21st century learning environments that are safe, clean and well maintained is a proven method to expand enrollment and to improve student attendance. Increased competition for student enrollment has made it more important than ever for community colleges to look towards their facilities and programs as community assets focused on student achievement and the overall betterment of the community. The FMP is a tool and resource that affords the NCC a better understanding of the

existing condition of its facilities and a tool to help plan for its future needs in a responsible manner.

The FMP is a tool to aid Sierra Community College (SCC/District) in making decisions related to the development and maintenance of its facilities. The plan should be reviewed regularly and updated to reflect current and long-range conditions. The District should require their planning and design partners to refer to the document in advance of any work they perform on the NCC and the District should refer to it in their long-range budgeting. For the FMP to be successful, it is the District's responsibility to enforce the critical requirements and recommendations of the plan and to modify it regularly if it is no longer reflective of the goals of the District. The FMP is only as good as the data it contains and, more importantly, the commitment of those responsible for enforcing and maintaining it.

Significant Discoveries

There is no doubt that the Nevada County Campus sits in a beautiful natural environment surrounded by native pines and wildlife. The original campus dates to the mid-1990's and has undergone several modernization and expansion projects. All buildings and infrastructure are generally in excellent condition and have been well-maintained. The Sierra foothill environment can be harsh with winter snow and summer temperatures over 100 degrees. This type of environment takes its toll on buildings and the District needs to maintain vigilance with on-going routine maintenance to the site and building exteriors.

With the last major campus expansion in 2008, using 2004 Measure G Bond funds, the campus was designed to accommodate up to 5,000 students within a wide variety of general and specialty classrooms, laboratories, and other facilities. Over the

I. EXECUTIVE SUMMARY

past eight years, enrollment has declined to approximately 3,000 students, but the campus suffers from facility deficiencies in several areas. The following are currently impacted facilities:

- Science Labs
- Math
- General Classrooms
- Learning Resource Center
- Student Center
- Public Safety Training Center
- Emergency Vehicle Access

While the campus has a strong mix of program- specific, educational, and administrative space, high use and difficult scheduling has impacted the availability of many spaces to accommodate actual student needs. The NCC has become a tremendous community partner, providing facility space for numerous community-based programs. These organizations include:

- Ghidotti Early College High School (GECHS)
- Nevada County Superintendent of Schools (NCSOS), Child Development Center (CDC)
- Sierra College Community Education
- The Osher Lifelong Learning Institute (OLLI)
- Nevada Joint Union High School District
- City of Grass Valley Fire Department
- Nevada County Consolidated Fire
- Nevada City Fire Department
- Grass Valley Police Department

While these organizations bring a high degree of credibility to NCC and provide a valuable community service, they impact access to facilities to NCC students. During previous modernization and expansion projects, many of these organizations were not included and therefore specific facilities were not provided for them. As a result, the NCC has provided their own student and administrative spaces for their use. Over the past 10 years, this has

heavily contributed to the facility impact the NCC is currently experiencing.

The FMP proposes numerous facility modifications and program re-distributions that can help mitigate many of these conflicts. The FMP generally takes a fiscally conservative approach to addressing the overcrowding problems. While the FMP does identify areas for new facility expansion, it focuses more on more modest individual building modifications, program re-distribution and scheduling modifications to help alleviate some of the stress on NCC facilities. Recognizing that funding for new facilities is extremely difficult to secure, the committee felt the FMP should be structured such that it focused on more realistic and achievable goals. The site and building plans in Section VI of this FMP address these recommended alterations. It should however be noted that the proposed upgrades indicated in these plans are of a very preliminary and schematic nature only. These diagrams are intended to illustrate current programming and space deficiencies only and should not be construed as a representation of any final design solution. More detailed planning, programming and design will be required with staff prior to the implementation of any changes.

It remains the responsibility of the NCC and the District to plan for the implementation of the recommendations of the FMP. Many of the recommendations are related to continuing to optimize scheduling, however that will not address some of the more difficult facility needs. As programs and curriculum change, the facilities need to adapt. Much of this will require physical modifications to the existing buildings including reconfigurations and expansions. Depending upon the speed at which some identified programs expand, additional new facilities will be required.

The NCC and Sierra College need to revisit this FMP on an annual basis and use it in the District's long-range facilities planning.

II. THE FACILITY MASTER PLAN PROCESS

THE FACILITY MASTER PLAN PROCESS

The NCC facilities planning process was performed under the direction of facilities and administrative staff from both the Sierra Community College District and the Nevada County Campus. The FMP process and document production were led by Nacht & Lewis Architects, Inc., with direction, guidance and input provided by District facilities staff, NCC campus staff, faculty and administration. Additionally, significant input was provided by community partners with a vested interest in the NCC's facilities and programs.

The NCC would like to thank all District faculty, staff, administration, community partners and consultants who offered their time, comments, and overall vision for this Facilities Master Plan.

Facilities Master Plan Committee

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Nevada County Consolidated Fire
Nevada City Fire Department
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II. THE FACILITY MASTER PLAN PROCESS



PROCESS DESCRIPTION

The development of the Facilities Master Plan followed a detailed work plan that included the following phases and activities:

Project Initiation & Objectives

Identify stakeholders, organize planning team, establish FMP goals and objectives and outline project delivery schedule.

District & Community Outreach

Engage stakeholders through meetings and workshops to identify critical needs and facility shortcomings.

Facility Condition Assessments

Perform campus-wide site and building inventory, condition and utilization analysis.

Demographics

Evaluate enrollment history and projections and capital outlay program.

Facility Master Plan Documentation

Analyze data, document findings and prepare recommendations with written report and supporting graphics.

III. HISTORY & CONTEXT

Sierra Normal College and Business Institute opened in Auburn, California in 1882 and may be contributed to the earliest beginnings of Sierra College. Sierra Normal College saw significant declining enrollment during World War 1 and was forced to close its doors in 1920. In 1936, with approximately 100 students, the College was officially re-established as Placer Junior College on the grounds of Placer High School in Auburn and achieved accreditation by the Western Association of Schools and Colleges. In 1954 the College was named the “College of the Sierras”. In 1960, the current Rocklin campus site was chosen which opened in 1961.

The Nevada County Campus (NCC) opened in 1996. It is located in the Sierra Foothills in Grass Valley in Nevada County. The campus is about an hour’s drive from both Sacramento and Lake Tahoe, and about 45 minutes to the Rocklin campus. It spans 115 acres of Sierra pines and landscaping that includes a koi fish pond, flowering trees and native grasses. The NCC serves students of Western Nevada County, including; Grass Valley, Nevada City, North San Juan, Penn Valley, Lake Wildwood, Lake of the Pines, Cedar Ridge and Chicago Park.

Between 2000 and 2005, the Sierra Community College District opened additional satellite campuses in Roseville and Truckee. Primary operations remain at the Rocklin campus. The NCC was heavily modernized and expanded in 2008 with improvements to its existing buildings and with the construction of new buildings and site amenities.

Sierra College is governed by a board of seven trustees who are elected District-wide and by a designated student trustee. The constituent groups within the District include trustees, faculty, students, management and classified staff and are deeply committed to the principle of shared governance for assuring broad and deep participation in all decisions critical to Sierra College and its four campuses.

Sierra College Mission Statement

Sierra College provides a challenging and supportive learning environment for students having diverse goals, abilities, and needs interested in transfer, career and technical training, and lifelong learning. The College’s programs and services encourage students to identify and to expand their potential. Sierra College students are supported in developing the knowledge, skills and abilities to be fully engaged and contributing members of the community.

More specifically, the Nevada County Campus strives to educate, promote jobs and to be a true life-long community asset. The NCC has developed into a center for life-long learning. From its traditional function as a transition from K-12 education to higher education and the workforce, the NCC has developed something more. With its teaming relationship with Ghidotti Early College High School, The Nevada Joint Union High School District, the Osher Lifelong Learning Institute and other community organizations, the NCC has become an invaluable community asset and much more than your typical community college.

History Timeline

- 1882** Sierra Normal College and Business institute
- 1936** Placer Junior College
- 1954** College of the Sierras
- 1961** Sierra College, Rocklin
- 1996** Nevada County Campus
- 2000** Sierra College, Roseville
- 2008** Sierra College, Tahoe - Truckee

III. HISTORY & CONTEXT



NCC Programs and Community Partnerships

The NCC is proud of its place in the Nevada City and Grass Valley communities and is a true community partner. The campus offers its facilities to many community and regional organizations as a place to provide their community services. While this is a great benefit to the community, the FMP has identified this as a significant factor contributing to its ability to effectively serve the needs of NCC students. The following organizations utilize the NCC campus and its facilities.

III. HISTORY & CONTEXT



Child Development Center

The NCC Child Development Center (CDC) is administered by a collaborative partnership including the Nevada County Superintendent of Schools, Placer Community Action Council, the California State Preschool Program and Sierra College. The CDC provides services to both NCC families and the local Nevada County community, providing child care to children ages three to five years. These programs are free to income qualifying families.

The NCC CDC offers a State Preschool Program. The State Preschool is a no cost program for income eligible families and has proven to be a huge benefit to lower income families in the region.

Sierra College students studying in the early childhood development field spend time in the CDC labs. This allows student teachers to observe children learning and playing, while at the same time developing innovative teaching skills. CDC is staffed by experienced and educationally qualified personnel who are dedicated to the positive development of the child.

The CDC facility was built on the NCC campus in 2001 and operates out of Building N17. Since its construction, the CDC program has expanded to utilize the entire building. There is little or now space in N17 for use by the NCC.

The Osher Lifelong Learning Institute

The Osher Lifelong Learning Institute (OLLI) at Sierra College has been operating for more than 15 years, offering courses specifically for adults and lifelong learners. Classes are not for credit, but completely tuition free.

The OLLI is a unique learning community for lifelong learners age 50 and up who are eager to explore traditional and new areas of knowledge – without test or grades. Although these classes are designed for older adults, there is no age limit for enrollment. A wide variety of classes are offered in art, film, health, history, literature, music and science. In conjunction with the Rocklin campus, the Sierra College OLLI offers over 150 classes annually for more than 3,000 students.

Programs for the OLLI are integrated into the overall campus curriculum and facilities and do not have a significant impact on facility space or faculty time requirements. It has however been noted that due to the age of the population served by the OLLI, older students have experienced mobility issues navigating the NCC campus due to its hilly nature, distance to parking and distance between buildings. While the NCC is generally compliant with all accessibility requirements of the ADA and California Building Code, its hilly nature and distances to parking are often problematic to elderly users.

III. HISTORY & CONTEXT



Ghidotti Early College High School

NCC is home to the Ghidotti Early College High School (GECHS), which allows high school students to take Sierra College courses tuition free. As a Ghidotti student, youth can graduate from high school with transferable college units or even an Associate degree.

The mission of GECHS is to provide a supportive, rigorous learning community through an individualized academic program that makes higher education more accessible to a diverse population that is reflective of the region's demographics. The program serves historically disadvantaged students, low-income students, first generation college students, English language learners and other high school students for whom a smooth transition into postsecondary education can be challenging.

GECHS operates out of the NCC and utilizes NCC facilities. The GECHS staffs their program with their own administrative staff and teachers on the NCC campus. GECHS has a significant impact on the Learning Resource Center where their administrative offices are located. Additionally, GECHS has a big impact on the science facilities and student center.

Nevada Joint Union High School

Nevada Union High School adjoins the NCC campus to the north and has previously enjoyed the use of NCC's athletic playfields near the entrance of the campus. Community-based sports programs also use the fields on a limited basis. At present, Sierra College and Nevada Union High School are collaborating to offer Dual Enrollment courses at the high school campus. In addition, they are currently collaborating on offering Career Technical Education college classes at their facility including AG Mechanics, Welding and more.

Sierra College Rotary Fields

Since the NCC does not have well-defined soccer, softball or baseball programs, these fields are not in high demand by the NCC. The area has undeveloped parking and portable toilets. The NCC has identified the desire to provide improved paved parking, restrooms and field lighting but do not consider them high priorities until such time the NCC needs them for more intensive student use.

III. HISTORY & CONTEXT



Public Safety Training Center

The Public Safety Training Center (PSTC) is an emerging program at the NCC. Planned to be a multi-disciplinary program with a focus on police and fire science education, the PSTC is located on a 3-acre portion of the NCC but somewhat remote from the main campus as there is no direct roadway access from the campus.

The PSTC operates on nearly 3-acres of paved concrete pad located on the south hillside below the main campus. The pad is adjacent to the Grass Valley Fire Station No. 2 and contains a new 2-bay fire training academy building completed in early 2018. The new fire training academy also shares classroom space with the adjacent fire station. The PSTC also supports a variety of burn training props and hosts a variety of vehicle driver training and certification courses. NCC has identified the need for a more sophisticated burn simulator capable of teaching a wider range of fire suppression and rescue techniques. Space on the pad has been reserved for a 3-story burn tower.

NCC's use of PSTC pad is somewhat restricted by joint-use agreements with numerous community partners. While this is a tremendous community benefit, it could potentially limit NCC's use of the pad solely for NCC student programs. The following organizations utilize the PSTC pad, most only contributing to nominal maintenance costs.

- City of Grass Valley Fire Department
- Nevada County Consolidated Fire

- Nevada County Fire Department
- Grass Valley Police Department
- Nevada City Police Department
- Nevada County Sheriff's Office
- California Highway Patrol
- PG&E
- Durham Bus
- US Forest Service
- CAL Fire

In addition to these community uses and NCC's emerging police and fire training uses, NCC plans to use the PSTC for Sierra College's expanding career technical education (CTE) programs. The PSTC pad has been identified as a likely location for future facilities to accommodate these programs. Facility improvements could include a large open-air pole barn structure to provide shade and partial weather protection for outdoor functions for these CTE programs. Preliminary studies indicate the PSTC pad could accommodate these facility improvements and still support the majority of shared community uses.

It is important to note that of all the community partners utilizing NCC facilities, those associated with the PSTC programs are the most reciprocal. The NCC relies heavily on their relationships with most of these public safety partners for training and equipment. In turn, the local police and fire agencies rely on the NCC for produce well-qualified candidates for employment.

III. HISTORY & CONTEXT



Others

In addition to these organizations, the NCC hosts a variety of community events and activities. These include an annual poetry festival, writer's conference, "A Day for Women" conference, Nisenan Heritage Day and other annual Sierra College Foundation events. These programs are generally offered on weekends and do not impose a significant impact on NCC facilities.

There are also emerging curriculum programs of great interest to current students and those seeking career training. The following have been identified and potential career technical education programs that could find a place at NCC:

- Allied Health
- Interdisciplinary Entrepreneurships
- Big Data (Business Analytics, Cybersecurity)
- Construction Technology (Construction, Welding)
- Criminal Justice

Previous Planning Efforts

Previous planning work has been done on the NCC. The most comprehensive was in 2003 in preparation for the 2004 Measure G Bond program. This planning work generally configured the campus as it exists today but identified some facilities that could not be built within the funding limitations of the Bond program. The primary facilities left out of subsequent construction was the large performing arts center and amphitheater. Cuts were also made to science, dance and the now-undersized learning resource center.

Programs have changed over the years and have affected facility needs. While science, the learning resource center and the Public Safety Training Center continue to be big concerns, new issues have arisen while others have diminished, pointing out the importance of revisiting the master planning process regularly. This 2018 update attempts to address the currently identified inefficiencies and facility shortcomings.

IV. DEMOGRAPHICS & ENROLLMENT



Enrollment

The 2008 expansion and modernization projects were intended to provide facilities for 5,000 students. Historical enrollment since the opening of the campus in 1996 to today has fallen short of NCC's full capacity. At its highest enrollment, by headcount, the campus had approximately 3,643 students in 2005. As of the fall 2018 semester, the NCC supported an enrollment, by headcount, of 1,527 students.

While the 2008 projects were designed to accommodate approximately 5,000 students, the NCC is experiencing facility shortfalls as will be discussed throughout this FMP. Most notably are current deficiencies with the following spaces:

- Science Labs
- Math Classrooms
- General Classrooms
- Learning Resource Center
- Student Center
- Public Safety Training Center

The primary contributors to the space limitations of these facilities are:

- Changes in program use and student demographics
- Ghidotti Early College High School (GECHS)
- The Osher Lifelong Learning Institute (OLLI)
- Child Development Center (CDC)
- Public Safety Partners including:
 - » City of Grass Valley Fire Department
 - » Nevada County Consolidated Fire
 - » Nevada City Fire Department
 - » Grass Valley Police Department

While all these organizations contribute to the mission of the NCC to provide lifelong learning, they take their toll on facilities and limit space for tuition paying students. Scheduling efforts by the NCC have helped to significantly reduce the impact by these programs including weekend and evening classes.

IV. DEMOGRAPHICS & ENROLLMENT

However, many of these programs, like GECHS, require facility space during daytime hours and compete directly with space needs for NCC students. This has been found to cause an impact on the science labs, Student Center and Learning Resource Center. GECHS students require the use of the science labs and the NCC has dedicated a portion of the LRC to GECHS administrative and counseling use. Additionally, the Child Development Center is greatly impacted due to the size of the state preschool program. This program has expanded to occupy virtually all the building. Little remains for use by NCC students who are not directly involved in the child development program.

The Future Building Development Opportunities & Use Modifications diagrams in Section VI of this FMP present space and use modifications that can help alleviate some of these problems.

V. DESIGN GUIDELINES



Design Principles

The primary objective of new projects on the NCC campus shall be to support the college's mission, vision, values and goals. The architectural and landscape design features shall strive to create an educational environment that supports exceptional programs and services and maximizes access to programs that best serve the students and community. Each project shall follow the aesthetic elements that make the NCC unique, continuing the existing characteristics reflective of the

campus' natural setting, respecting the qualities of the existing open space while enhancing pedestrian and vehicular circulation, parking and architectural and landscape design features that work to maintain a high level of consistency and continuity with the college's vision and values of respect for humanity and the environment by using sustainable and universal design practices.

V. DESIGN GUIDELINES



Sustainability

In addition to effectively meeting the programmatic objectives, projects should be designed to maximize sustainability and reduce long-term operating costs to ensure effective use of resources and provide an environmentally responsible academic setting. As a general goal, all projects should be designed to a minimum of LEED silver standard. This is not to say projects need to seek actual LEED certification, but should be designed to its standards. Strategies should be used to reduce energy and water usage and promote integrated waste management practices.

The NCC has a robust array of photovoltaic panels currently generating approximately 150 Kw. The college should continue to evaluate opportunities to generate energy using photovoltaic technology when practical to further improve sustainability and long-term cost control.

Universal Design

Modernization and new construction should incorporate universal design concepts to ensure that buildings, classrooms and exteriors of the campus are usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. Pathways, building entrances, signage, furniture, and other elements of the campus environment should be designed to maximize accessibility for all people.

Design Review

All proposed projects should be reviewed for conformance with the parameters established in this master plan document. Variances from such shall be documented and if approved should be reflected in future updates to this FMP. Deviations from the design guidelines as established in this document should be accompanied by a graphic and/or written explanation as to the justification for the deviation for future reference. It is important that the college codify all major deviations so that a dynamic history of progression is represented and so the FMP can accurately reflect the current goals and objectives of the District.

V. DESIGN GUIDELINES



Site Design & Circulation

Natural Setting

The campus layout currently presents a beautiful natural environment reflective of its forested setting within Nevada County. This natural setting contributes considerably to the distinctive character of the campus. To preserve this important feature, it is critical that future development respects this unique character. Open space, natural vegetation and rock outcrops should be maintained and integrated into any modifications to the existing campus.

Vehicular Circulation & Parking

The NCC presents a good separation between vehicle and pedestrian circulation except within the areas of large parking lots. While lots are general wide and offer ample space and visibility for both cars and pedestrians, there are limited dedicated pedestrian pathways within the parking lots. Pedestrians and vehicles are forced to share the same circulation areas. Improvements could be made to provide separated pedestrian walkways adjacent to parking areas.

Pedestrian pathways within the campus are numerous and except for service vehicles, provide safe and dedicated pedestrian access to all campus buildings. Being a hilly site, disabled access should be a significant consideration. Generally, access for the disabled is well marked and compliant with current accessibility codes and standards. Elevators and ramps are provided to mitigate large grade changes and other walks generally are limited to a maximum slope of 5% in the direction of travel and 2% cross slope. General maintenance should address

concrete paving joints and abrupt changes in surface elevation due to pavement heaving.

Robert Ross Way around the back side of the NCC is limited to one-way authorized vehicle traffic. While signage is posted at each end of this drive, students are known to use it creating dangerous 2-way traffic issues on this one-way road. Automated traffic gates at each end of this drive could alleviate this problem.

The NCC has only one entrance for all vehicle traffic. The main entrance off Sierra College Drive is long and presents some limitation for pedestrian traffic. Students who choose not to purchase a parking pass often park along Sierra College Drive and walk up the main entry drive. This road does not include sidewalks or a dedicated pedestrian path. This has caused conflicts between vehicles and pedestrians. A sidewalk or adjacent dedicated pedestrian/bicycle pathway could alleviate these conflicts and make for safer circulation.

Emergency vehicle access is also limited to this single entrance and egress road. As part of the NCC's expansion and modernization project in 2008, the NCC is committed through the existing Environmental Impact Report (EIR) to providing a secondary emergency vehicle access when enrollment exceeds 5,000 students. The Facility Master Plan has identified a viable secondary access for emergency vehicles. This limited access road could be built from the east side of the campus exiting behind Building N6, the

V. DESIGN GUIDELINES



Site Design & Circulation (Continued)

Library and running south to East Main Street. Approximately half of this route is on NCC property. The remaining portion would require an easement with adjacent property owners. This route offers most gentle grade change and most direct access to a primary roadway. A shorter option exists to the north of Parking Lot No. 2 through the adjacent Eskaton property. Limited access currently exists in this location but is not favored by local emergency responders due to the required circulation through the narrow streets of the Eskaton property. This route is not favored as a permanent secondary access way.

Accessible Parking

By most accounts, NCC parking meets current accessibility codes and regulations as defined by the Americans with Disabilities Act (ADA) and the California Building Code (CBC). Due to the campus' hilly nature it has segregated parking lots and it may seem to be lacking in parking for persons with disabilities. NCC parking does provide code required minimum parking spaces, however distribution of these spaces is concentrated in front of N1 Student Services and N12 Multi-Purpose Center. This meets current code requirements but leaves other areas of the campus without close proximity to accessible parking spaces. The main campus generally has compliant paths of travel to all buildings and parking, however, the concentration of accessible parking requires some users to travel farther distances.

NCC also hosts many community programs that serve older people, primarily The Osher

Lifelong Learning Institute. These programs service elderly people who often require defined accessible parking, or simply need close parking with gentle paths of travel to their destinations. NCC does a good job locating these programs in buildings close to accessible parking, however many users have described there being a shortage of accessible parking during larger events.

The FMP will identify areas where additional accessible parking can be added without extensive improvements to paths of travel.

V. DESIGN GUIDELINES



Architectural Design

The existing architectural vocabulary of the campus is reflective of the regional character common throughout the rural Sierra foothills. The existing buildings are humanly scaled with textured materials that lend to a pedestrian scale and are respectful of their natural environment and history. The vernacular characteristics of the rural board and batten cabin, mining structures, logging facilities and metal sheds are prevalent in the original campus buildings and subsequent modern additions. These qualities shall be maintained with any future additions or modernizations

Building additions and new buildings should be sited to maintain the open feel of the campus and its natural setting. Space between buildings should be viewed as important as the actual buildings themselves and should be maintained and promoted as outdoor learning environments and social space.

Building Additions

Many of the existing buildings have deep projecting overhangs. These serve as sun and weather protection to the exterior building walls, many of which include extensive glazing and provide for covered walkways. While these are valuable assets, they do offer an economical way of increasing building area without major structural modifications. In some cases where classrooms and laboratory spaces could benefit greatly from modest increases in floor space, these covered exterior spaces offer a more economical approach to increasing facility size than adding new buildings or other more extensive additions to existing buildings.

New Buildings

While maintaining open space and the natural beauty of the site is extremely important, the FMP has identified several areas that could support the construction of new buildings. While most of the campus is extremely hilly, three areas are relatively flat and free of significant obstructions including trees. These areas lie outside of the main vehicle roadway, Robert Ross Way, and are large enough support significantly sized buildings. Five smaller development areas have been identified within the campus core. These could offer space for the expansion of existing buildings or the construction of smaller new buildings, plazas or amphitheaters. Please refer to the “Campus Expansion Opportunities” site plan within this document.

V. DESIGN GUIDELINES

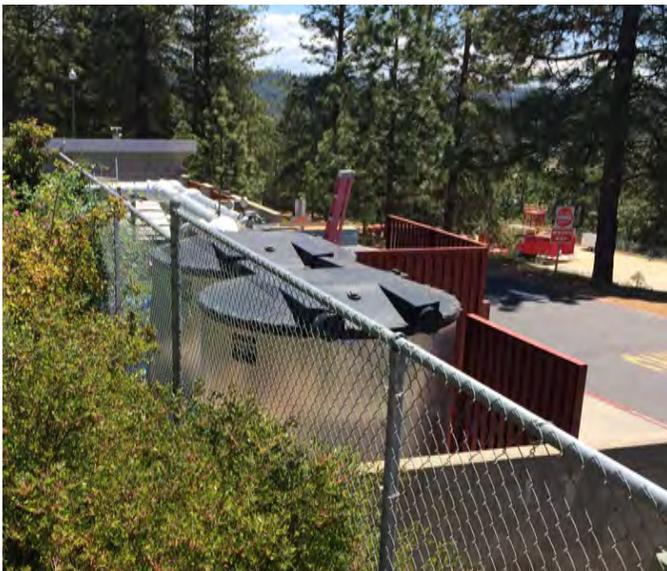


Architectural Design (Continued)

Building Materials

To ensure the continuity of design there should be a limited pallet of allowable basic building materials used for modernization work, expansions and new construction. These materials are currently used on the campus and should be continued with new work.

- Cementitious Panel Siding (resembling wood shiplap or board and batten)
- Heavy timber
- Pre-finished corrugated metal panels
- Steel configured in traditional wood framing patterns
- Stone
- Cast concrete
- Glass with clear anodized aluminum frames



The NCC is located in an Urban Wildland Interface Zone these materials and similar noncombustible materials shall be used in compliance with UWIZ requirements.

Mechanical & Electrical Equipment

The NCC is served by a variety of mechanical systems, with the primary being a hot and cold hydronic loop. This system is served by central chillers, ice plants and boilers to handle the cooling and heating needs of the campus. While most buildings are on this system, several rely on traditional package HVAC units and split systems. The hydronic system is adequate for current cooling and heating loads and could accommodate some modest increases in building area. New buildings and significant expansions to existing buildings would require their own cooling and heating systems.



The overall campus electrical system is well established and functions well. The primary electrical service to the campus can has the capacity to accommodate all new growth identified in this master plan.

Fire Sprinklers Systems

All buildings shall be fire sprinklered with concealed fire risers.

V. DESIGN GUIDELINES

Landscape Design



Unique Campus Character

The NCC resides in a natural wooded setting with its building organization based on the natural topography connected by meandering pathways.

All future landscape design should maintain, develop, and enhance the existing natural setting and pedestrian-oriented character of the campus and incorporate the use of water efficient plants as appropriate.

Three core elements – Forested setting, organic pedestrian pathways, and the existing color schemes should be preserved and enhanced by following carefully considered uses and standards for landscaping. Water efficient, native plants, rocks and gravels should be incorporated as appropriate.

Buildings are surrounded by open spaces planted with trees and furnished with coordinating tables and benches trash and recycling receptacles, giving each building its own identity while maintaining the mature theme of the campus. Simple landscape plantings provide foundations for building architecture, individually placed trees accent the open spaces, and color spots and groupings of similar plant materials add interest and uniqueness to each building area.

To promote and preserve the pleasing atmosphere of the campus, landscaping should invite and captivate pedestrians while providing a natural setting for buildings and furniture. Plant material

should soften building architecture and provide visual relief. It should be predominately green and lush, providing soft transitions from buildings to open spaces. Landscape elements such as rocks, gravel, paving, steps, ramps, railings, seat walls, furniture, mulch, etc. should be simple and understated with bright color spots for effect.

Identity through Common Visual Elements

A sense of identity on campus is created using elements of design such as color and contrast, size, and repetition. These elements should be carefully considered in all future development so that each area brings a new sense of continuity, place, and order.

Defined Spaces

From open breathing spaces to intimate meeting places to large gathering and/or activity areas, the campus invites a variety of uses. Future development should continue to foster a sense of health and well-being, and should encourage both quiet outdoor study and social interaction. Open space must be highly valued and purposefully retained wherever possible. Grass lawn and water should be used to maintain the park-like atmosphere of the central quad area and to maintain a fluid transition from the interior campus core to the surrounding parking lots. Intimate spaces should be defined by the use of shade trees, color spots, seating walls, furniture, and/or paving patterns in conjunction with enclosure provided by the backdrop of buildings and canopies.

V. DESIGN GUIDELINES

Landscape Design (Continued)



Size and Proportion

The relative dimensions and proportions of the plant materials, buildings, furniture, and shapes to one another add emphasis and grandeur through simple contrast. Low plantings embellish the campus and are set in contrast to the large, mature trees that canopy the open spaces, and color spots pop out at eye level with planters of annual color. To enhance continuity and identity, the natural, organic design should be repeated in areas suitable for future building expansion.

Color and Contrast

NCC's exterior color palette of muted orange (pumpkin), dark brown, dark green and galvanized metals are proudly used as exterior building colors and on signage and furniture throughout the campus. This limited palette helps organize the campus and should be maintained. Introducing additional colors that deviate to far from this established palette is not advised.

Climate Control

Direct heat from the sun and reflected heat from the hardscape are minimized on the campus by a considerable number of large shade trees, along with lush grass, groundcovers and other plant material. Many of the trees are in groups and clusters. They are spread throughout the campus and provide shelter, reduce temperatures, and create intimate and social gathering and/or activity spaces. Care should be taken to maintain the existing trees and to replace

them as necessary. Future development should seek to provide both shade and groundcover for climate control.

On-site Drainage

The native soils of the campus core are mostly clay-based and are not quickly saturated; therefore, it is important that water is applied slowly for better absorption and that surface slopes quickly divert excess water into drainage structures to prevent standing water. Proper drainage should ultimately promote healthier plant material with stronger root structures.

Hillside erosion above the PSTC Pad has been identified as a problem. Current maintenance projects are working to address the problem with improvements to runoff collection gutters at the base of the hillside. These improvements should be carefully monitored and enhanced if needed. This hillside also supports a significant ground mounted photovoltaic array. Continued monitoring and protection of the hillside from further erosion is critical to the longevity of the solar panels.

V. DESIGN GUIDELINES

Landscape Design (Continued)



Screening

Carefully placed plant material should be used to screen unsightly and/or utilitarian elements with consideration to safety, to distract attention from them, or to incorporate them into the landscape. Existing mechanical equipment yards, trash enclosures and other utility areas are well protected by natural looking split-face CMU walls, corrugated metal screens and wood fences. In addition to landscape elements, these materials should continue to be used as screening materials as the campus grows.

Plant Material

There are many varieties of plant materials used throughout the campus that are proven to thrive in the existing soil environment. Each quadrant has established areas with unique groupings of trees, shrubs, groundcovers, and accent plants that help to establish pedestrian orientation, provide climate control, and add interest and atmosphere. The uniqueness of these areas should be preserved as much as possible and new landscape development within these areas should take on the same basic character and should use the same basic plant material as its immediate surroundings. The sizes of mature plant materials should be selected to promote the three-tiered “terraced” theme of large trees with low and medium plantings; the color schemes should be simple with concentrated color spots on a backdrop of green; the existing plant vocabulary

should be used for new development; and mature trees should be maintained for health and longevity and, if removed due to damage, disease, or new development, should be replaced by like kind as often and as near to their original sites as possible. New projects may include water efficient plants as appropriate.

Irrigation

All landscaped areas should be fully irrigated with an automatically controlled, underground irrigation system except at areas of native vegetation and ground cover. The irrigation system should be designed with separate valves to allow the appropriate amount of water to be applied to turf, trees, shrubs, and groundcover based on the requirements of the plant material and soil; and with minimal overflow into pedestrian walkways and vehicle driveways or parking areas. The sprinkler irrigation system should also be designed to operate at available pressure between the hours of 9:00 p.m. and 6:00 a.m. to take advantage of typically lower winds and reduced evaporation during these hours. Irrigation nozzles should not be installed on risers next to walks, streets and/or pavement; but irrigation heads in these locations should be high-pop models installed less than one inch above the finish grade.

V. DESIGN GUIDELINES

Landscape Design (Continued)



Water Sources

Landscape irrigation and reserve fire water are provided by an on-site open pond in the center of the campus. This system functions well and has low maintenance demands. Domestic water is provided by the City of Grass Valley, which also provides some irrigation water.

The pond is filled by City water which is pumped to the upper campus area. The addition of a smaller pond in the lower playfield area could be filled with adjacent irrigation canal water and reduce the electrical costs of pumping much of the irrigation water up the hill.

Landscape Furniture

In general, landscape furniture should be durable and understated, blending with the environment as much as possible. There are seating areas throughout the campus in a variety of settings. In general, tables and benches that blend with the settings have been used for these areas.

Furniture should be selected to match the area in which it will be used, considering the colors, textures, and materials of the context area. A selection of tables, benches and umbrellas in bright college colors could be in select gathering spaces to promote school spirit and community.

There are a variety of trash and recycling receptacles around campus, most of which blend naturally into their surroundings. As with tables and benches, the

colors, textures, and materials of these receptacles should match the context of their environment or match college spirit colors.

Bicycle racks should be simple, and as with all furniture, they should blend with and/or complement their surrounding environment.

Standardizing on shapes and sizes for all landscape furnishings is highly advised to provide a unifying theme. Durable products should be used to reduce maintenance costs.

V. DESIGN GUIDELINES



Lighting Design

Lighting Standards

Exterior site lighting should provide for safe, functional, visually attractive, coordinated and energy efficient lighting throughout the campus.

Lighting standard and fixture standardization is encouraged to help establish design continuity. Lights are not to cause glare or excessive light spillage. All lights are to be concealed source fixtures except for pedestrian-oriented accent lights. Fixtures should be selected based on their compatibility with existing fixtures and materials and for their ease and cost of maintenance.



Parking Lot Lighting

Parking lot and entry driveway fixtures shall be cut-off type, LED, aluminum, extrusion luminaries, single or double luminary configuration on pole with round concrete base. Luminaire and pole shall have an anodized finish to match existing parking lot fixtures.



Campus Lighting

Pedestrian areas such as courtyards, patios, and entryways shall articulate the building design scheme and provide for a uniform appearance and light levels using LED fixtures.

Improvements to parking lot pathways, stairs and crosswalk lighting have been identified as areas for exterior lighting safety improvements.

V. DESIGN GUIDELINES



Signage & Wayfinding

Signage Standards

Signage shall provide a coordinated graphic system within the NCC that provides for building identification and information communication in a distinctive and cohesive manner. The signage guidelines apply to four separate categories of signage and are strictly enforced by Sierra College's current signage standards:

- Identification Signage
- Information/Directory Signage
- Vehicular Control Signage
- Temporary Signage

Site Directional Signage

Directional signage at the parking lot level guiding the pedestrian to the various facilities shall match the existing signage found on campus and shall be consistent with the Sierra College signage standards. ADA signs shall be white typography on a blue background. The use of reflective material for typography and directional arrows is recommended for all traffic signage.

Building Identification Signage

Building identification signage at individual rooms shall match the existing acrylic signage and shall be compliant with California accessibility standards for contrasting color, raised text and Contract 2 Braille. Colors are generally black type against a silver background with the building number in large type and the room number and descriptions in smaller typography.

Improvements to campus wayfinding have been identified as the following:

- Monument sign at East Main Street and Sierra College Drive.
- Improved directional signage to administration building.

Sierra College maintains the District signage standards and will continue to do so. Strict compliance with these standards is expected for any future NCC work.

VI. FACILITY MASTER PLAN UPDATE



Future Site Development Opportunities

The site plans on the following sheets identify 2018 existing conditions and long-range master plan potential for site growth and modifications.

Future Building Development Opportunities and Use Modifications

The building floor plans on the following sheets identify 2018 existing conditions and long-range master plan potential for building and program modifications. Each sheet includes a description of the current building use and proposed re-configuration and/or expansion possibilities to help alleviate current facility shortcomings.

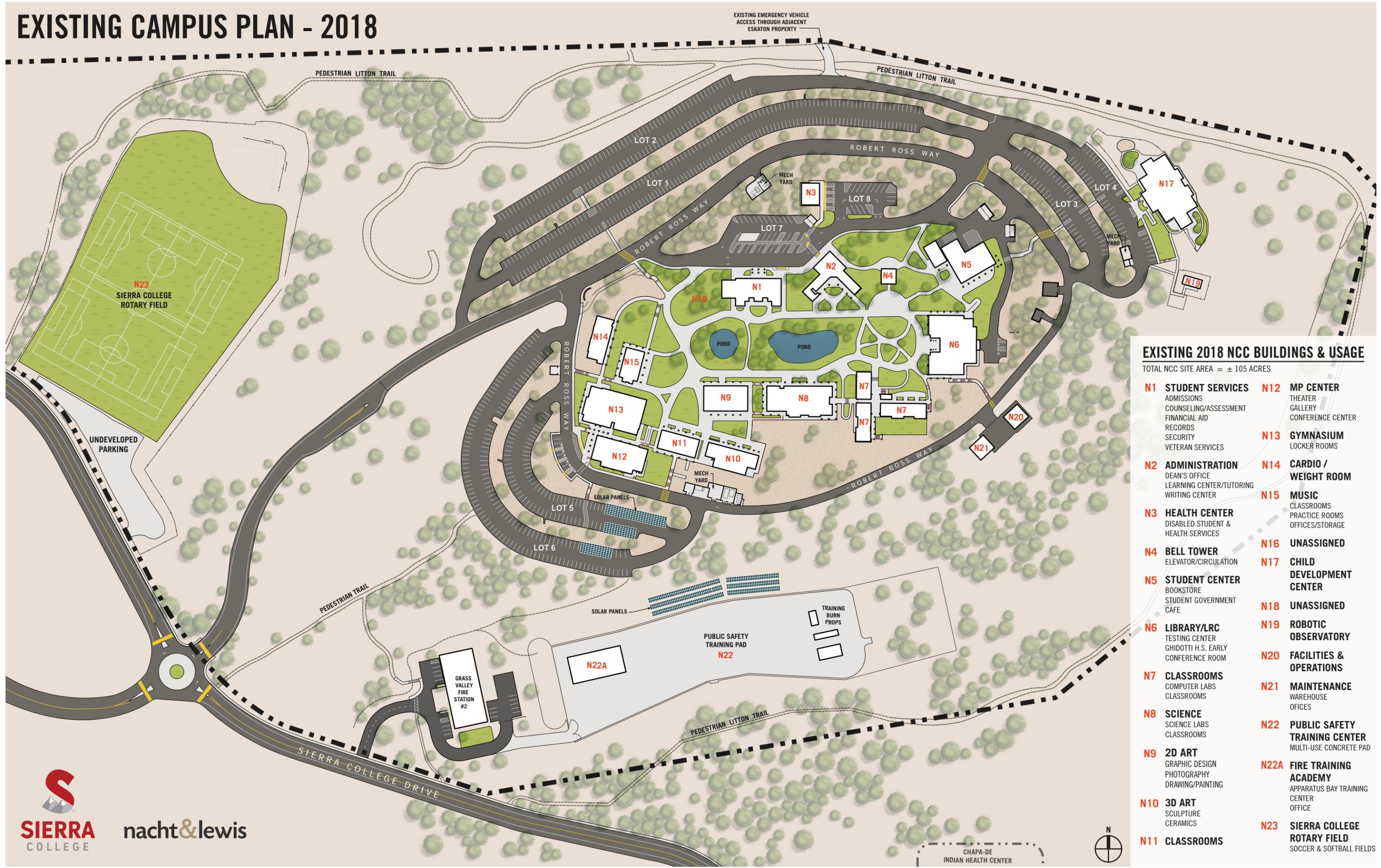


VII. APPENDIX

The following documents are relevant to the contents of the Facilities Master Plan and are included by reference only. These documents can be obtained through the administrative staff at Sierra College or the Nevada County Campus.

- A. 2003 NCC Facility Master Plan**
- B. Sierra Community College Factbook 2017**
- C. Sierra College Facilities Master Plan Rocklin Campus 2014**
- D. Sierra College Education Master Plan 2016-2026**
- E. Sierra College Strategic Plan**

EXISTING CAMPUS PLAN - 2018



EXISTING 2018 NCC BUILDINGS & USAGE

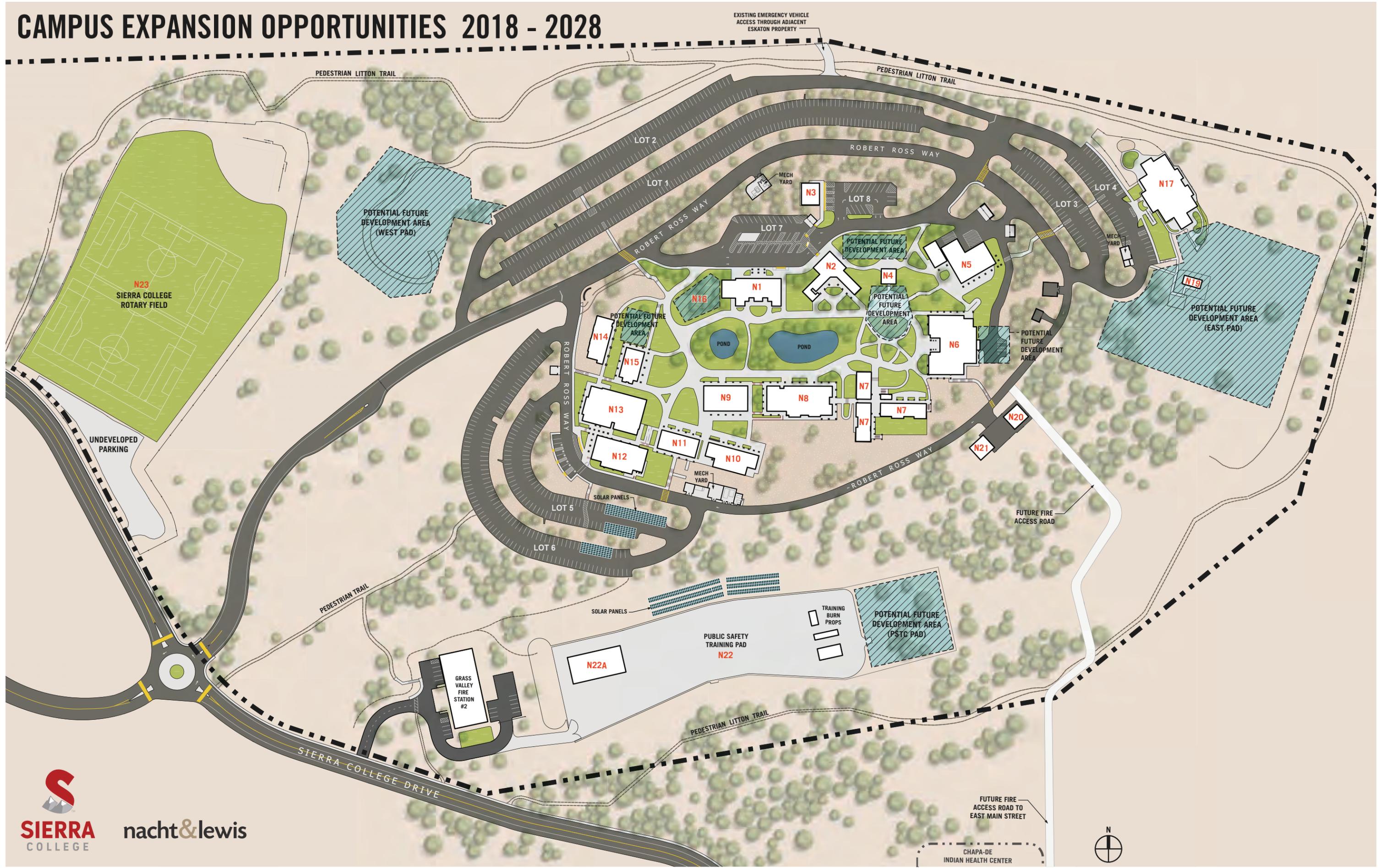
TOTAL NCC SITE AREA = ± 105 ACRES

N1 STUDENT SERVICES ADMISSIONS COUNSELING/ASSESSMENT FINANCIAL AID RECORDS SECURITY VETERAN SERVICES	N12 MP CENTER THEATER GALLERY CONFERENCE CENTER
N2 ADMINISTRATION DEAN'S OFFICE LEARNING CENTER/TUTORING WRITING CENTER	N13 GYMNASIUM LOCKER ROOMS
N3 HEALTH CENTER DISABLED STUDENT & HEALTH SERVICES	N14 CARDIO / WEIGHT ROOM
N4 BELL TOWER ELEVATOR/CIRCULATION	N15 MUSIC CLASSROOMS PRACTICE ROOMS OFFICES/STORAGE
N5 STUDENT CENTER BOOKSTORE STUDENT GOVERNMENT CAFE	N16 UNASSIGNED
N6 LIBRARY/LRC TESTING CENTER GHIDOTTI H.S. EARLY CONFERENCE ROOM	N17 CHILD DEVELOPMENT CENTER
N7 CLASSROOMS COMPUTER LABS CLASSROOMS	N18 UNASSIGNED
N8 SCIENCE SCIENCE LABS CLASSROOMS	N19 ROBOTIC OBSERVATORY
N9 2D ART GRAPHIC DESIGN PHOTOGRAPHY DRAWING/PAINTING	N20 FACILITIES & OPERATIONS
N10 3D ART SCULPTURE CERAMICS	N21 MAINTENANCE WAREHOUSE OFFICES
N11 CLASSROOMS	N22 PUBLIC SAFETY TRAINING CENTER MULTI-USE CONCRETE PAD
	N22A FIRE TRAINING ACADEMY APPARATUS BAY TRAINING CENTER OFFICE
	N23 SIERRA COLLEGE ROTARY FIELD SOCCER & SOFTBALL FIELDS



CHAPA-DE INDIAN HEALTH CENTER

CAMPUS EXPANSION OPPORTUNITIES 2018 - 2028



nacht&lewis



CHAPA-DE INDIAN HEALTH CENTER

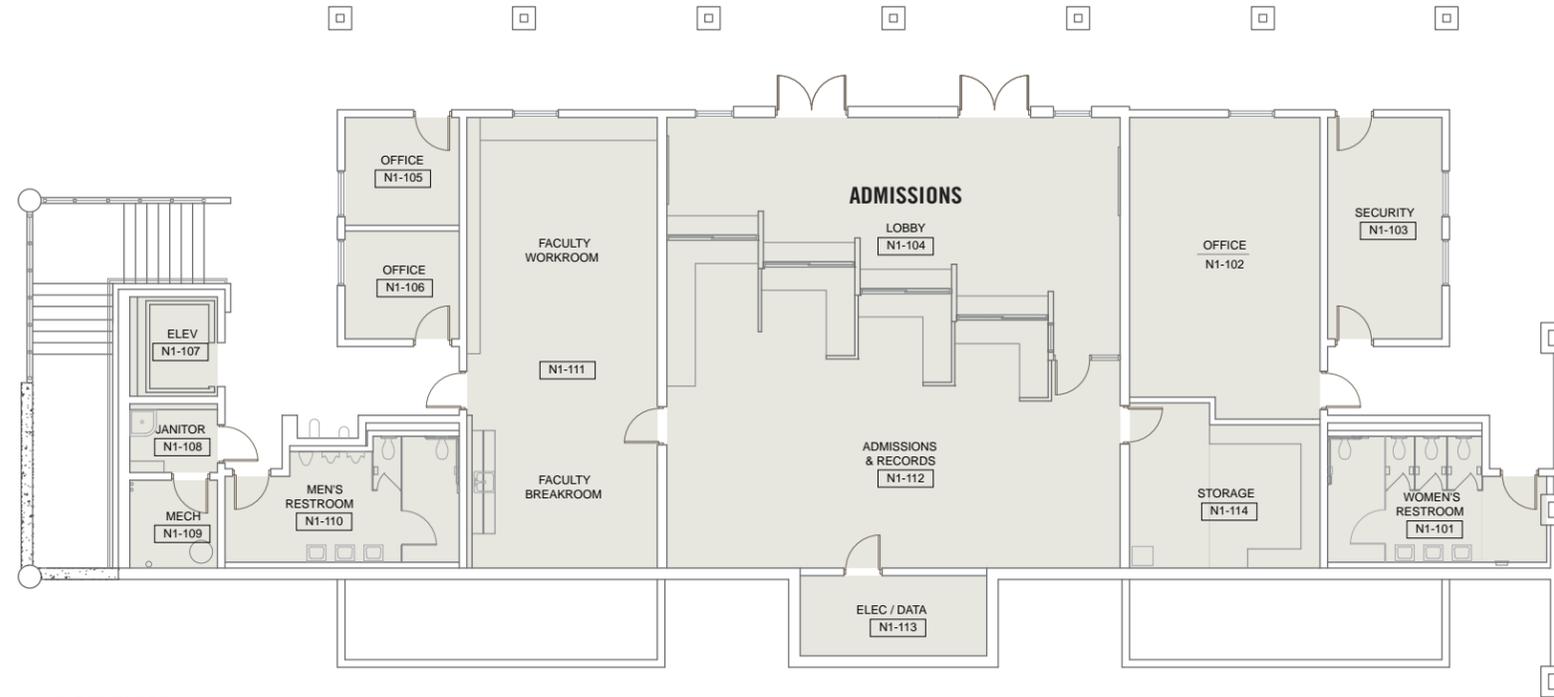
N1 STUDENT SERVICES & ADMISSIONS - EXISTING CONDITION 2018

CURRENT BUILDING PROGRAMS

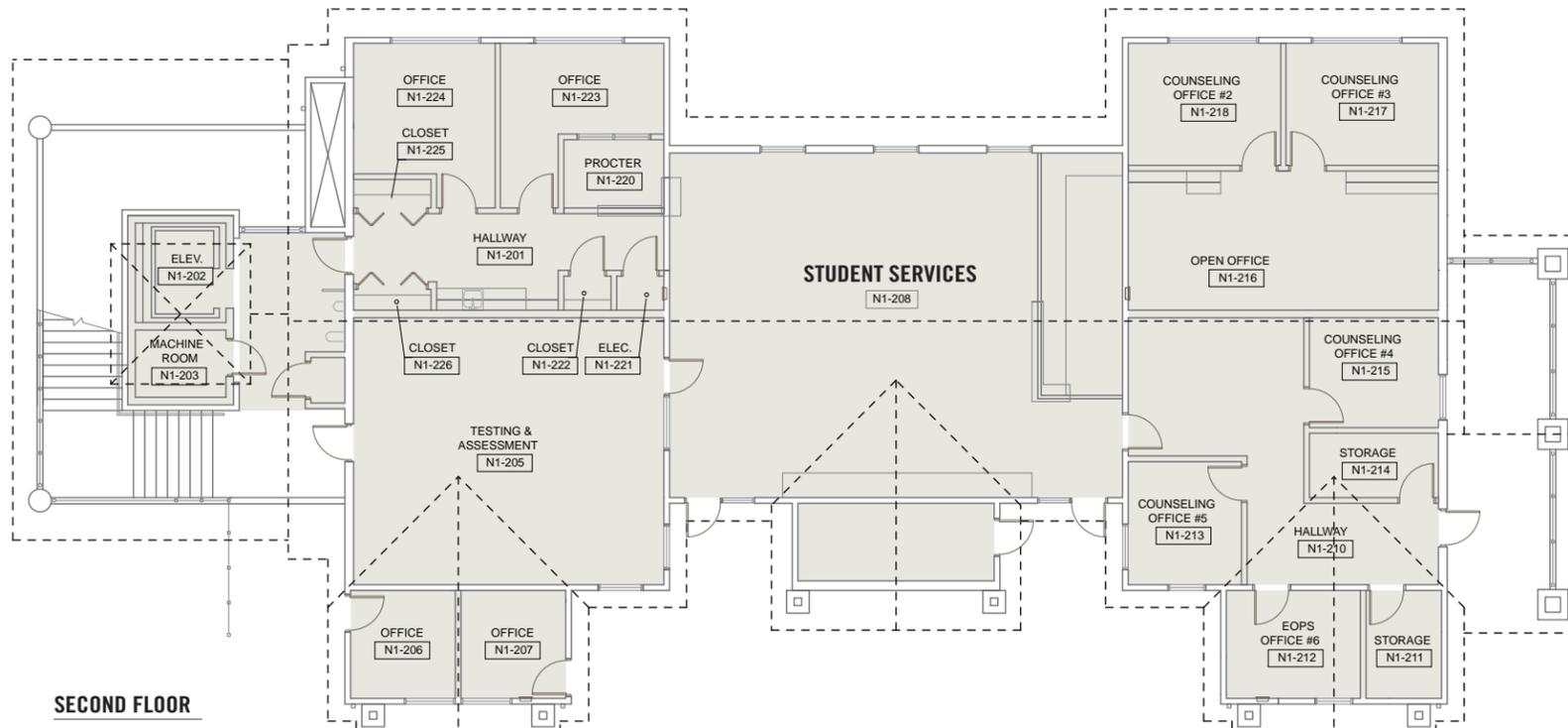
- ADMISSIONS
- COUNSELING/ASSESSMENT
- FINANCIAL AID
- RECORDS
- SECURITY
- VETERAN SERVICES

ISSUES WITH CURRENT CONFIGURATION

- » Lower level student enrollment areas are isolated and do not offer an open and welcoming environment with adequate staff observation.
- » Faculty Breakroom is combined with Faculty Workroom causing disruption to staff wanting a retreat during breaks.
- » Upper level Student Services Center is underutilized.
- » Counseling area is difficult to access by students due to configuration of large reception desk and isolated back-of-house area.



FIRST FLOOR



SECOND FLOOR

BUILDING AREA

9,212 SQ. FT.

BUILDING HEIGHT

40 FT. - 2 STORIES

DSA APPROVAL NO.

02-110581 (2009)

TYPE OF CONSTRUCTION

V-N (FIRE SPRINKLER IN LIEU OF 1 HOUR CONSTRUCTION)

N1 STUDENT SERVICES & ADMISSIONS - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

- ADMISSIONS
- COUNSELING/ASSESSMENT
- FINANCIAL AID
- RECORDS
- SECURITY
- VETERAN SERVICES
- COUNSELING LOBBY - STUDENT ENGAGEMENT CENTER, RISE & PROMISE PROGRAMS

MASTER PLAN BUILDING SUMMARY

» Relocate lower level student enrollment workstations into admissions lobby with four computer stations or kiosks.

» Convert former enrollment center into part-time faculty flex offices with four open workstations for temporary use by all Part-Time Faculty (PTF)

» Moving PTF staff out of faculty breakroom will help provide a more relaxing and quiet breakroom.

» Expand activities in upper level student services area with possible relocation of RISE and PROMISE programs from N2 Learning Center into this area, branding it as the Student Engagement Center.

» Consider upgrades to back-of-house counseling center for better and more secure access by students.

BUILDING AREA

9,212 SQ. FT.

BUILDING HEIGHT

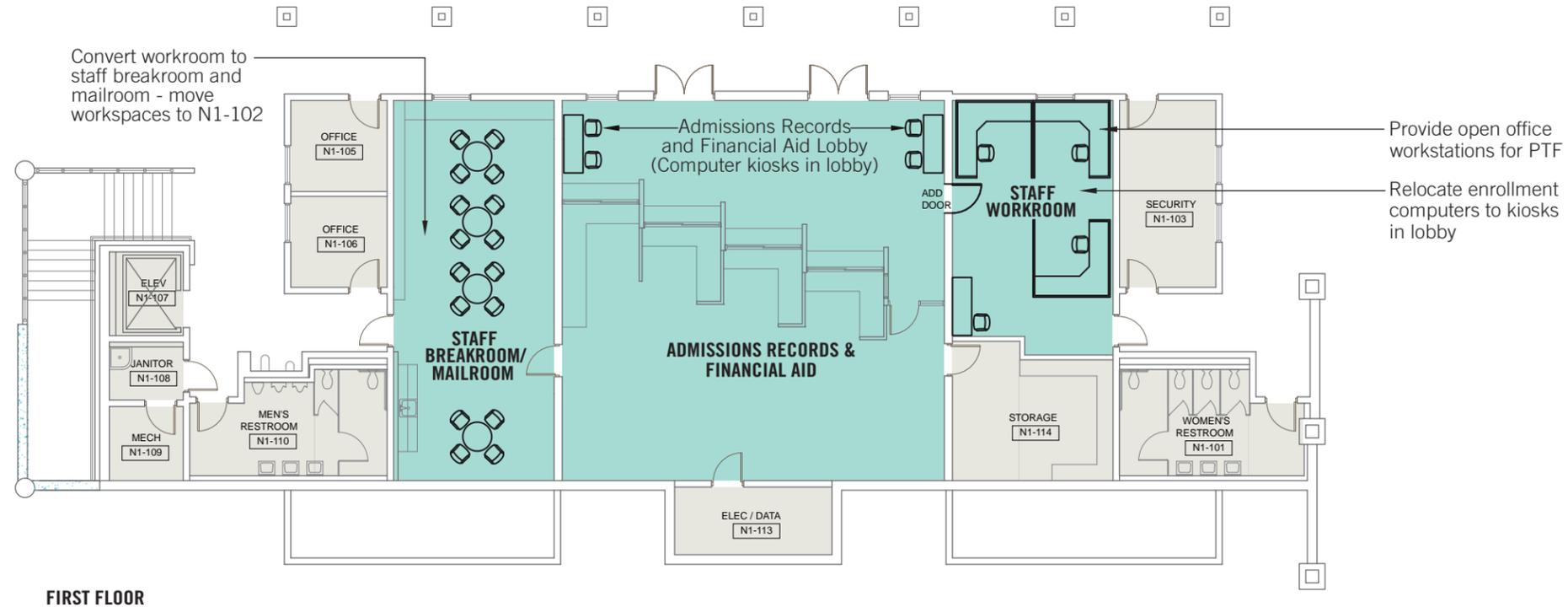
40 FT. - 2 STORIES

DSA APPROVAL NO.

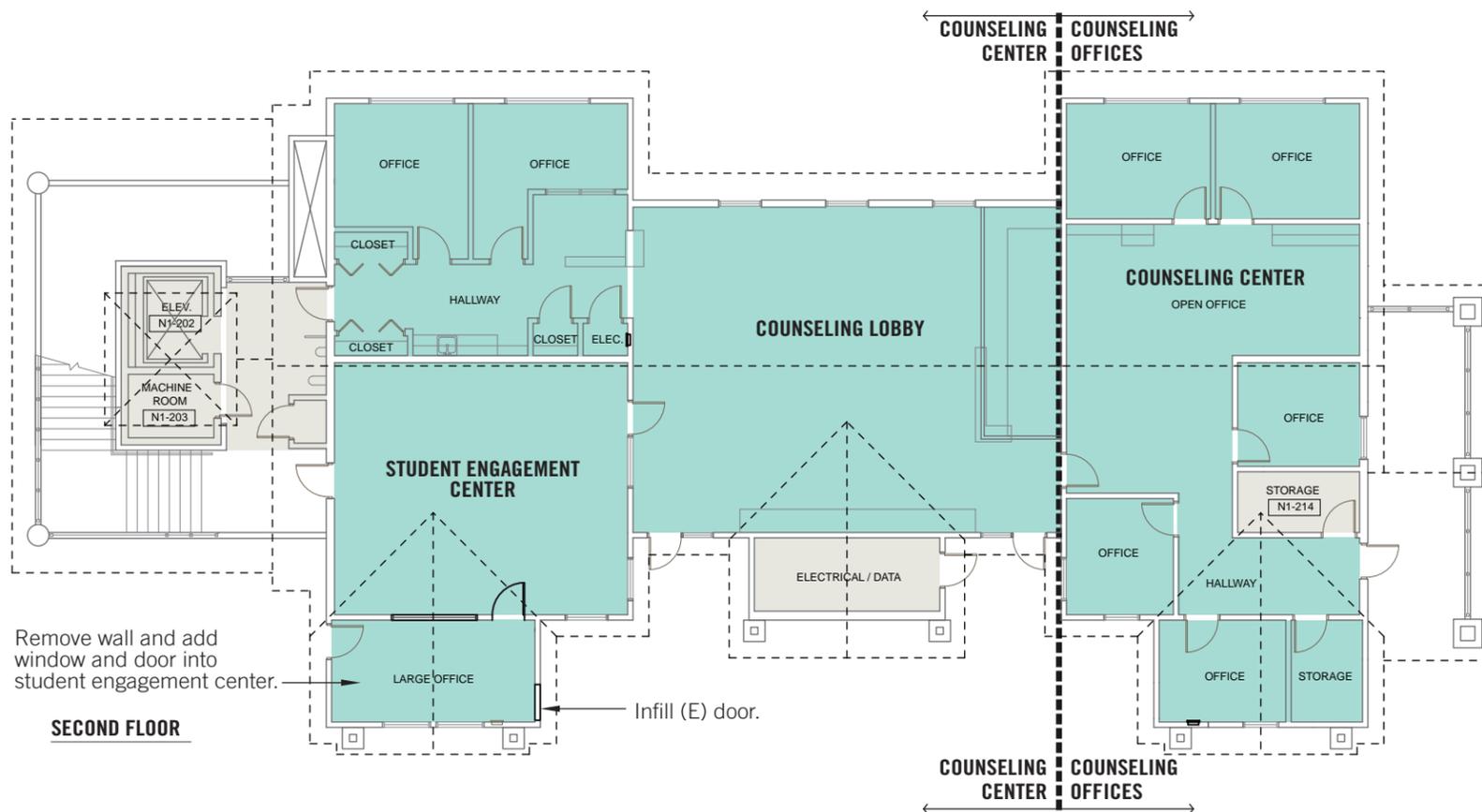
02-110581 (2009)

TYPE OF CONSTRUCTION

V-N (FIRE SPRINKLER IN LIEU OF 1 HOUR CONSTRUCTION)



FIRST FLOOR



SECOND FLOOR

N2 LEARNING CENTER - EXISTING CONDITIONS 2018

EXISTING BUILDING PROGRAMS

DEAN'S OFFICE
LEARNING CENTER/TUTORING
WRITING CENTER

ISSUES WITH CURRENT CONFIGURATON

- » Lower level originally built as Business Services with Student Services on upper level.
- » Dean's Office on lower level is disconnected from main campus level and lacks good student accessibility.
- » Upper level Learning Center is disconnected and inefficiently organized.
- » Upper level Learning Center is crowded with multiple programs for tutoring and group workshops.

BUILDING AREA

1,920 SQ. FT.

BUILDING HEIGHT

13 FT. - 1 STORY

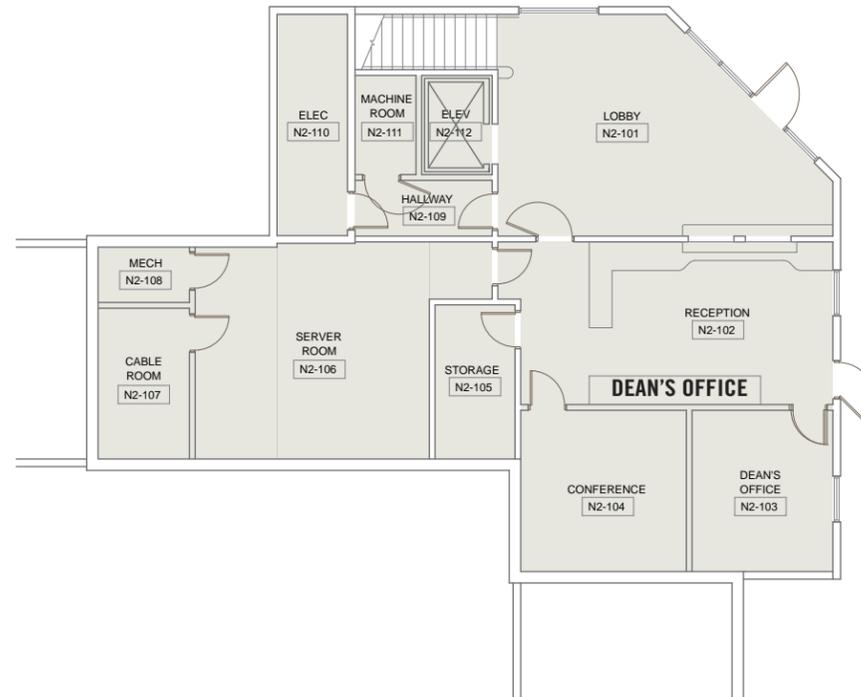
DSA APPROVAL NO.

02-110581 (2009)

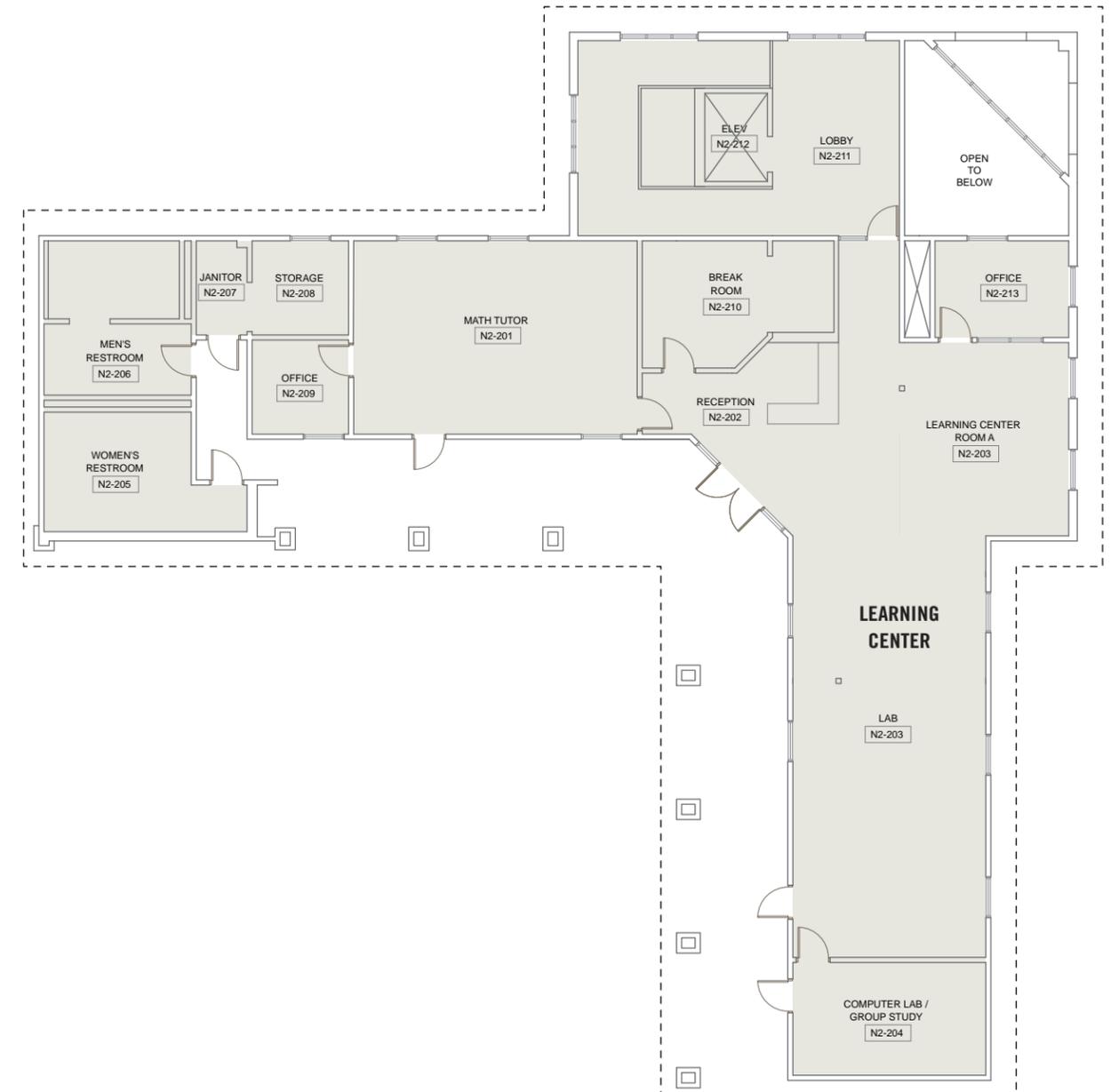
TYPE OF CONSTRUCTION

V-N

FIRST FLOOR



SECOND FLOOR



N2 LEARNING CENTER - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

GECHS ADMINISTRATION CENTER
 CAMPUS LARGE CONFERENCE ROOM
 CLASSROOM
 GROUP STUDY AREA

MASTER PLAN BUILDING SUMMARY

- » Relocate Dean's Office from lower level to a portion of the Child Development Center.
- » Convert former Dean's Office to small general classroom or reassign as office space.
- » Convert Dean's Lobby to Small Group Study area.
- » Relocate upper level Learning Center to N6 Library and rebrand as Learning Commons.
- » Convert former math tutor center into GECHS Administration Center.
- » Convert former computer lab to Campus Large Conference Room relocated from N6-101.

BUILDING AREA

1,920 SQ. FT.

BUILDING HEIGHT

13 FT. - 1 STORY

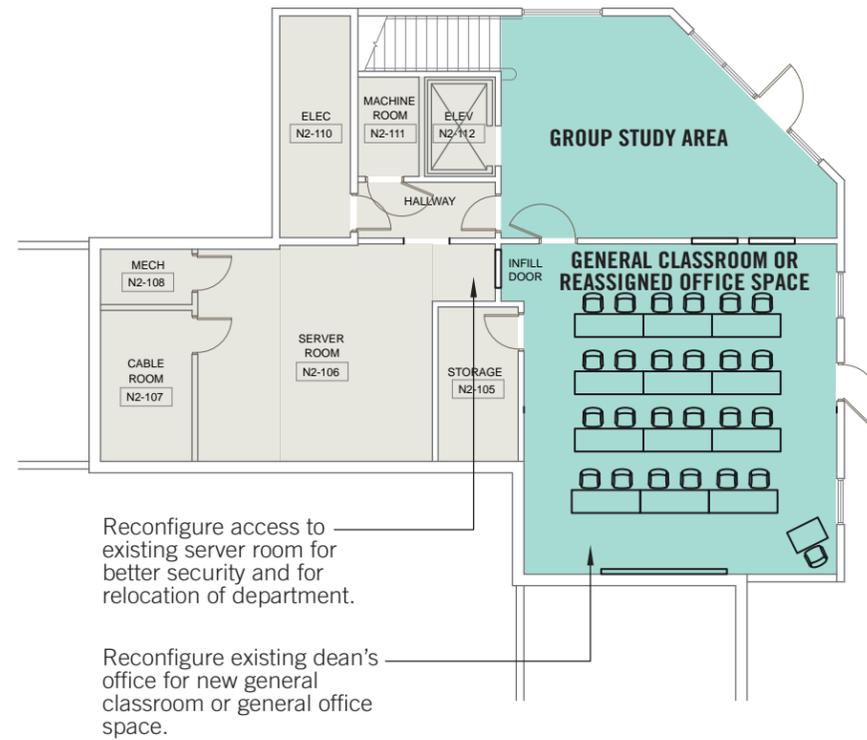
DSA APPROVAL NO.

02-110581 (2009)

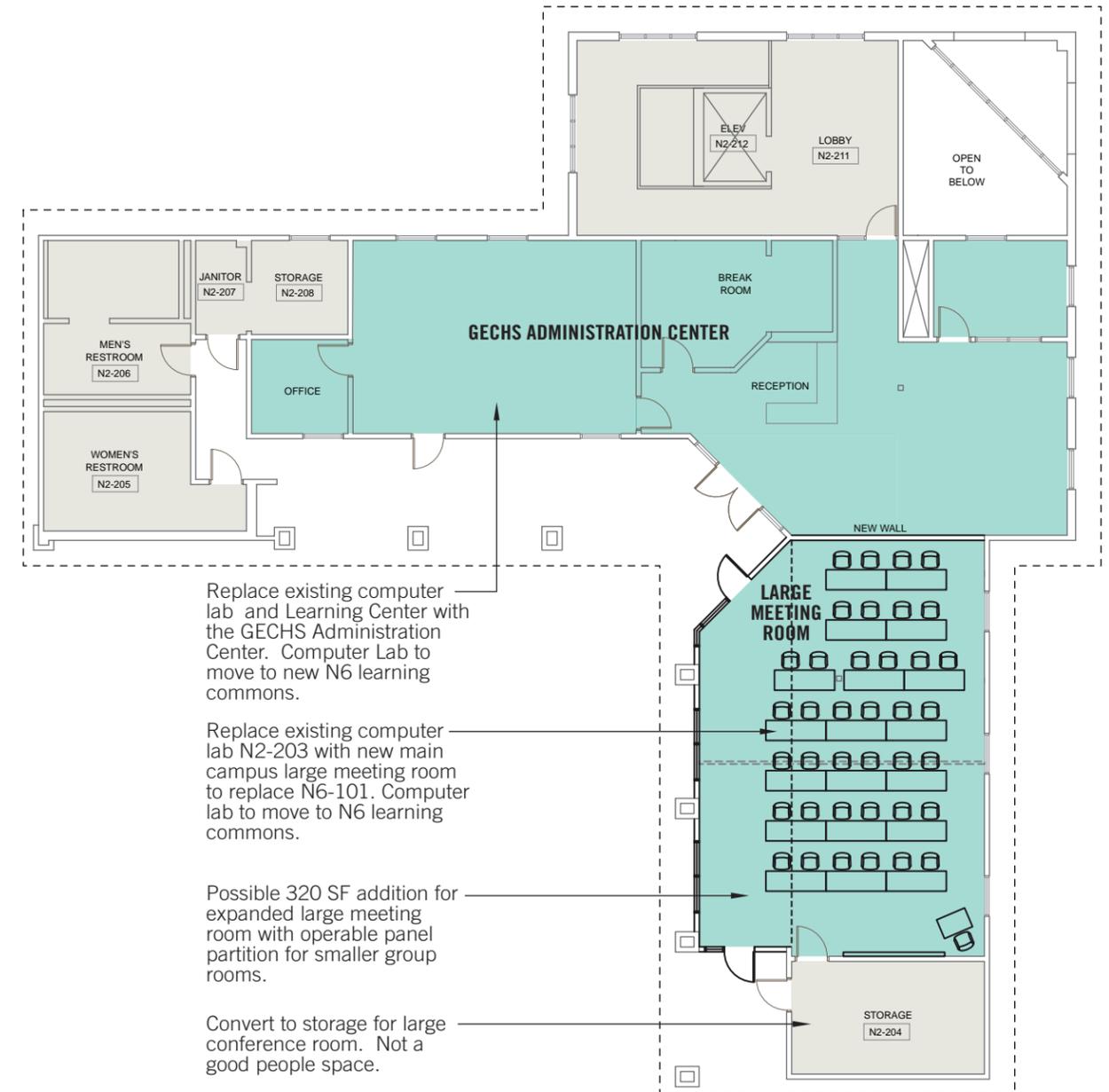
TYPE OF CONSTRUCTION

V-N

FIRST FLOOR



SECOND FLOOR

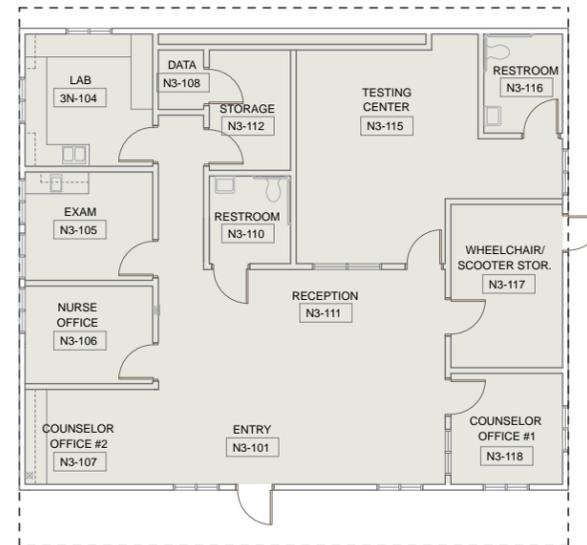


N3 HEALTH SERVICES CENTER - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS
DISABLED STUDENT AND HEALTH
CENTER

ISSUES WITH CURRENT CONFIGURATON

» None



BUILDING AREA
1,920 SQ. FT.

BUILDING HEIGHT
13 FT. - 1 STORY

DSA APPROVAL NO.
02-103573

TYPE OF CONSTRUCTION
V-N

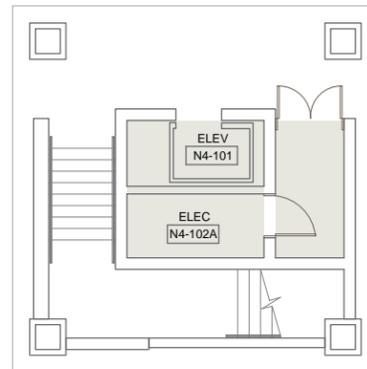
N4 BELL TOWER - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS
CIRCULATION
CARILLON BELLS

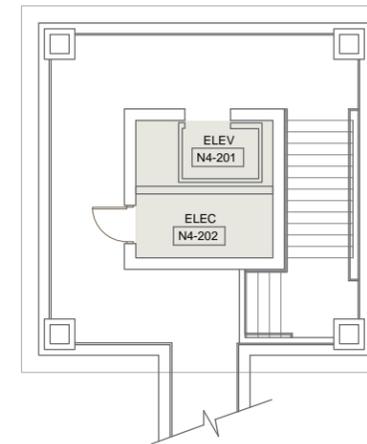
ISSUES WITH CURRENT CONFIGURATON

» Better facilities required on upper level plaza for assembly and presentations.

LOWER LEVEL



UPPER LEVEL



BUILDING AREA

--

BUILDING HEIGHT

39 FT. - 2 STORies

DSA APPROVAL NO.

02-105806 (2004)

TYPE OF CONSTRUCTION

--

N4 BELL TOWER - MASTER PLAN UPGRADE

MASTER PLAN BUILDING PROGRAMS
CIRCULATION
CARILLON BELLS
ASSEMBLY SPACE

MASTER PLAN BUILDING SUMMARY

» Provide student gathering and performance space on upper level plaza area with raised stage.

BUILDING AREA

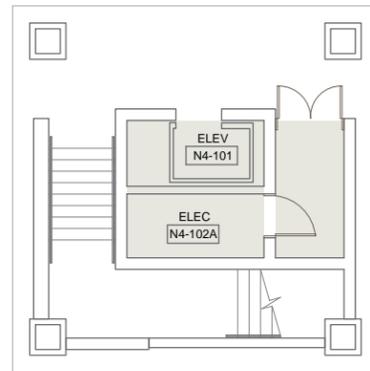
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BUILDING HEIGHT
39 FT. - 2 STORIES

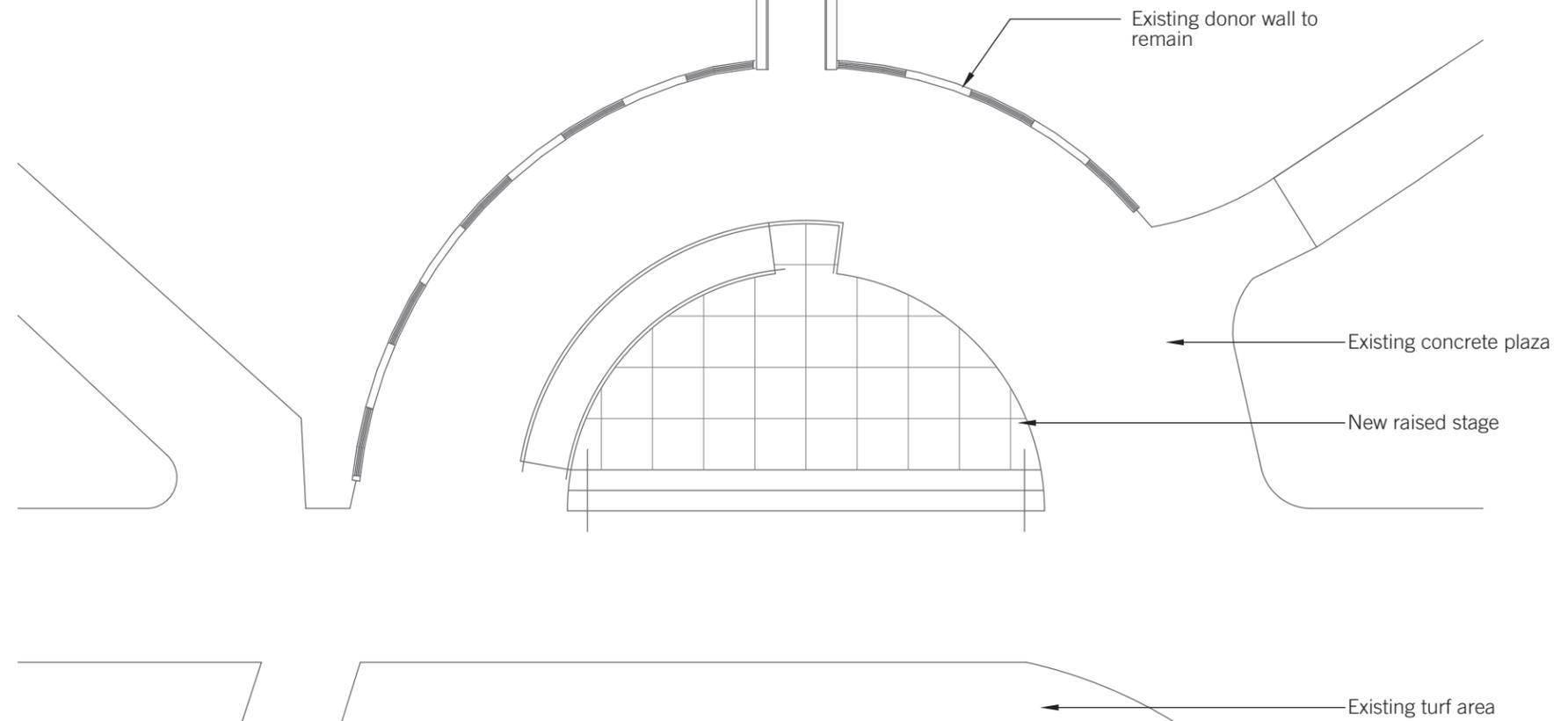
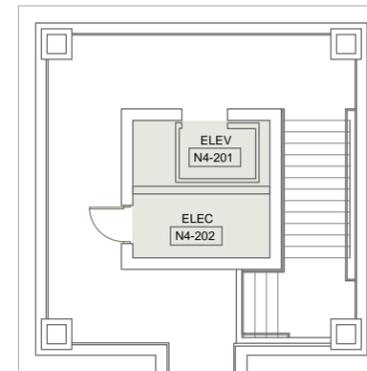
DSA APPROVAL NO.
02-105806 (2004)

TYPE OF CONSTRUCTION
--

LOWER LEVEL



UPPER LEVEL



N5 STUDENT CENTER & BOOKSTORE - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

BOOKSTORE
 ASSOCIATED STUDENTS OF SIERRA
 COLLEGE (ASSC)
 CAFÉ/STUDENT CENTER

ISSUES WITH CURRENT CONFIGURATON

» Bookstore is underutilized with heavy use limited to several days at the beginning of each semester.

» Cafe is heavily used by GECHS students during their lunch periods. During these times, Cafe can be loud and not conducive for SCC students and staff for quiet study and relaxing.



BUILDING AREA

7,594 SQ. FT.

BUILDING HEIGHT

23 FT. - 1 STORY

DSA APPROVAL NO.

02-110581 (2009)

TYPE OF CONSTRUCTION

V-N

N5 STUDENT CENTER & BOOKSTORE - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

BOOKSTORE
 ASSOCIATED STUDENTS OF SIERRA
 COLLEGE (ASSC)
 CAFÉ/STUDENT CENTER
 STUDENT CENTER ANNEX

MASTER PLAN BUILDING SUMMARY

- » Convert Bookstore to a Student Center Annex. A place for quiet study and relaxation limited to SCC students and staff. Create a welcoming lounge-type environment supported by adjacent Café/Student Center for food service with a “Starbucks” vibe.
- » Isolate existing Bookstore storage with coiling security gate and operate as needed as a “pop-up” bookstore.
- » Increase size of exterior windows for more natural light and views.



BUILDING AREA

7,594 SQ. FT.

BUILDING HEIGHT

23 FT. - 1 STORY

DSA APPROVAL NO.

02-110581 (2009)

TYPE OF CONSTRUCTION

V-N

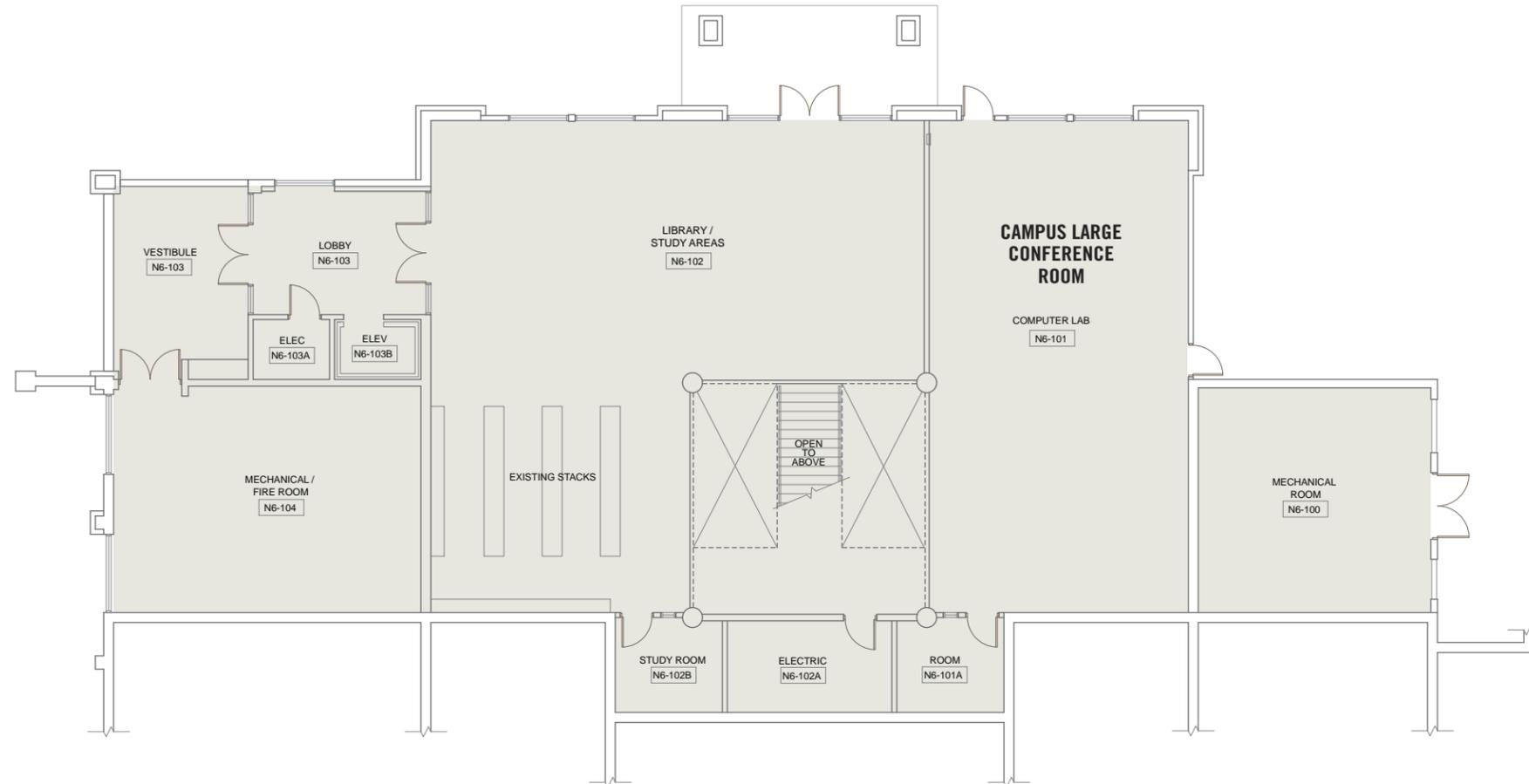
N6 LIBRARY / LRC- GROUND FLOOR - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

LIBRARY
TESTING CENTER
STUDY AREA
CONFERENCE CENTER
GECHS ADMINISTRATION CENTER

ISSUES WITH CURRENT CONFIGURATON

- » Lower level underutilized and has poor visibility, control, and poor lighting.
- » Upper level no longer serves student needs and has a dated appearance.
- » Too many stacks for current and future book needs.
- » Impact to NCC space usage by GECHS administration functions.
- » Location of AV Workroom not best use of space within the library.
- » Additional space needed to integrate Library and LRC functions into a unified and re-branded Learning Commons.
- » Acoustical noise concerns between floors due to open stair.



BUILDING AREA

17,061 SQ. FT.

BUILDING HEIGHT

48 FT. - 2 STORIES

DSA APPROVAL NO.

59736

TYPE OF CONSTRUCTION

V-N

N6 LIBRARY / LRC - GROUND FLOOR - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

LEARNING COMMONS
 SYNCRONESS CLASSROOM
 MATH / TUTORING CENTER
 TESTING CENTER
 WRITING CENTER

MASTER PLAN BUILDING SUMMARY

» Perform significant program and space reconfiguration to incorporate Library and Learning Resource Center Functions (from N2) into a unified, student focused Learning Commons, with a student-centered, open and welcoming appearance, with refreshed finishes and furnishings. Create a combination of reading and study environments with a contemporary flair.

- » Relocate GECHS Administration Center to upper level N2.
- » Relocate most upper level stacks to lower level and create some small quiet study/reading areas in lower level.
- » Add additional floor power.
- » Reduce size of circulation desk.
- » Relocate library workroom to existing AV workroom and convert library workroom to flexible library commons space.
- » Relocate AV workroom N6-208 to N15-106 and N12-111 and convert area to new smaller library workroom / office.
- » Upgrade current conference center (N6-221) into new Synchroness Classroom with new doors and windows into main Learning Commons for visibility and transparency. Room may also function as SCC Rocklin Remote Access Board Meeting Room.
- » Open Classrooms N6-219 and N6-220 into a single, larger classroom with and operable panel partition for improved flexibility for larger class sizes.
- » Future expansion of the upper level to the east over the outdoor service area could add up to 4,000 s.f of additional space to the Learning Commons.
- » Potentially infill open stair for improved acoustics and additional floor area.

BUILDING AREA

17,061 SQ. FT.
 FUTURE ADDITION: 4,000 SQ. FT. (TOTAL 1ST & 2ND FLOORS)

BUILDING HEIGHT

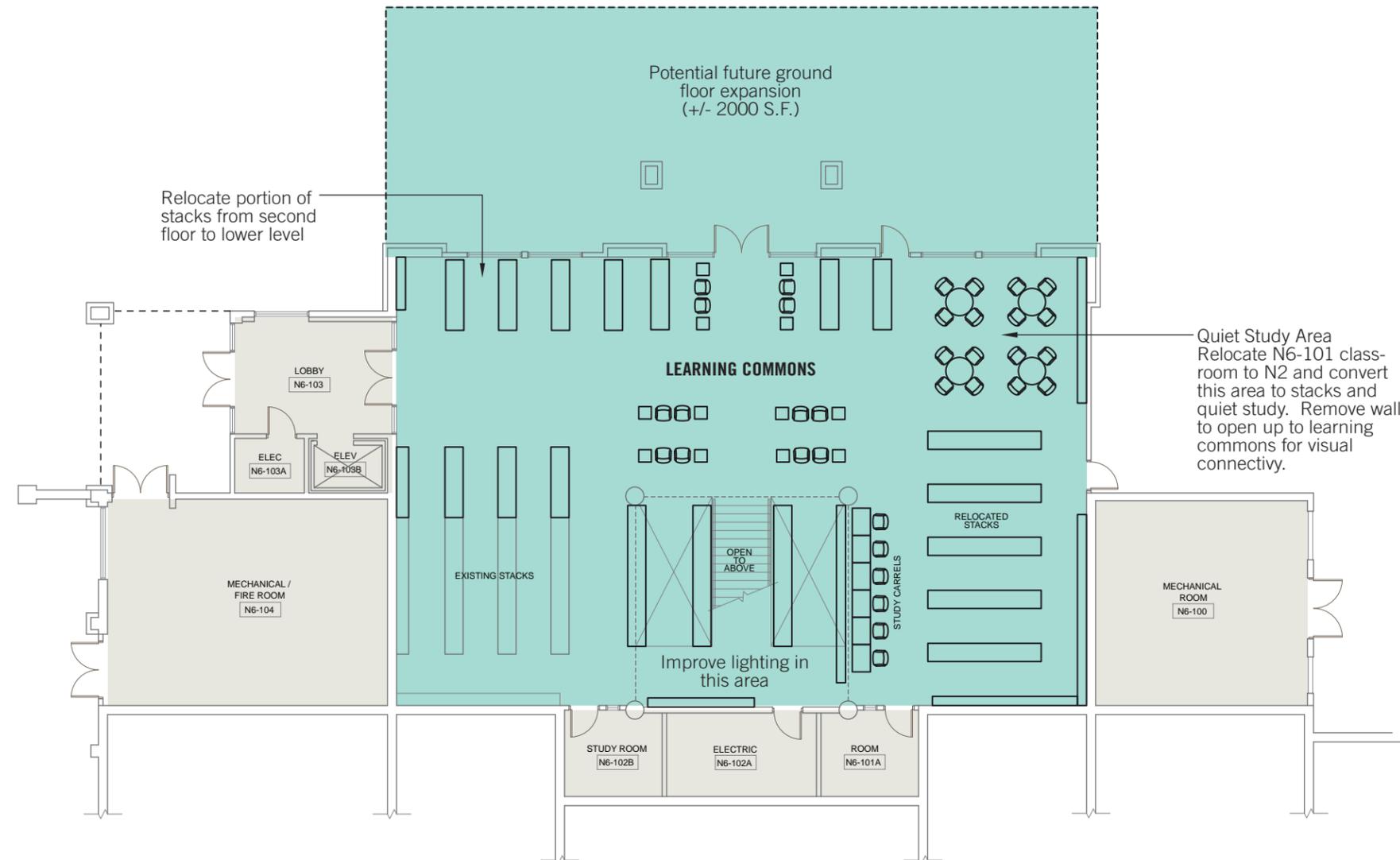
48 FT. - 2 STORIES

DSA APPROVAL NO.

59736

TYPE OF CONSTRUCTION

V-N



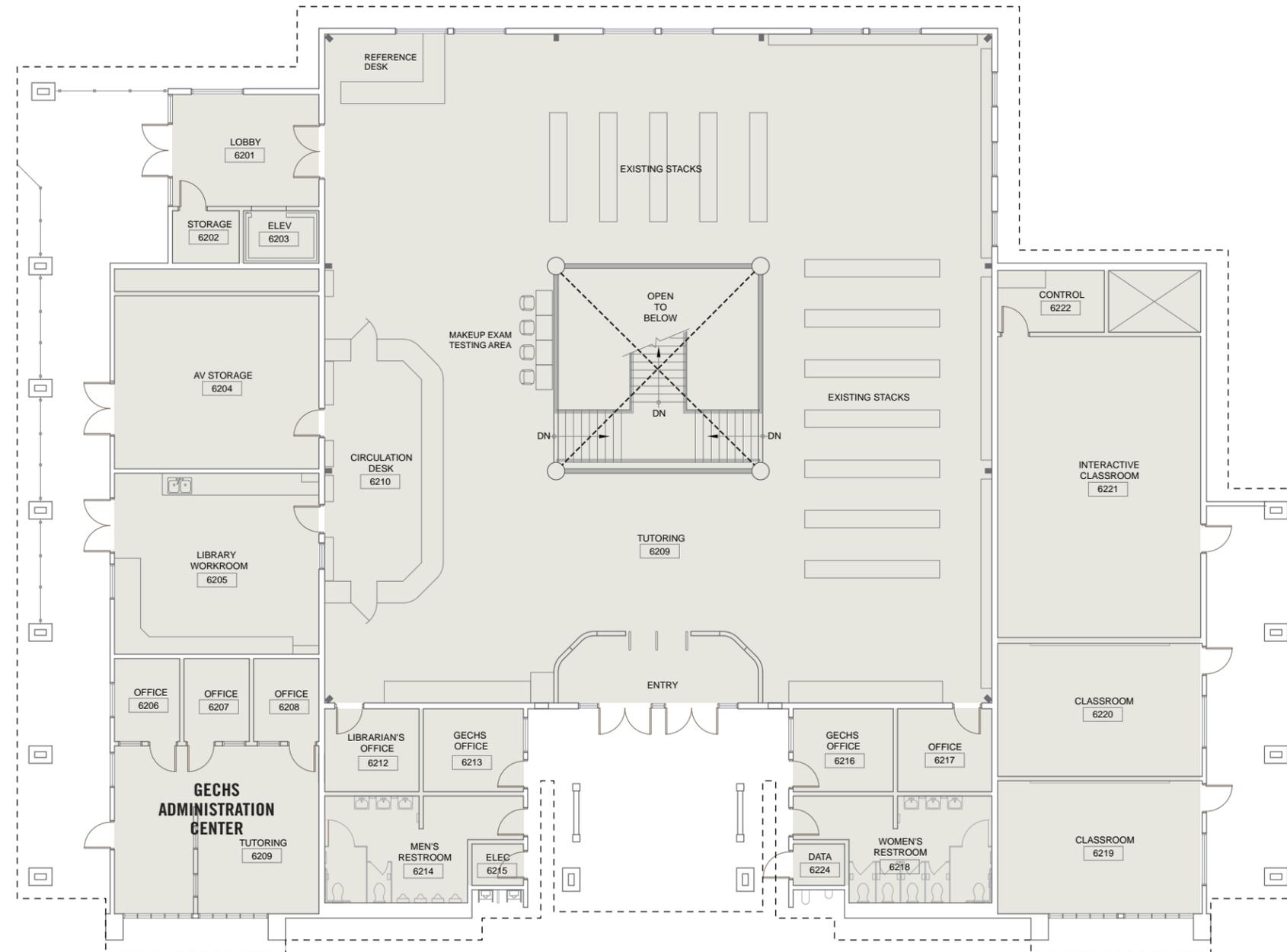
N6 LIBRARY - SECOND FLOOR - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

LIBRARY
 TESTING CENTER
 STUDY AREA
 CONFERENCE CENTER
 GECHS ADMINISTRATION CENTER

ISSUES WITH CURRENT CONFIGURATON

- » Lower level underutilized and with poor visibility, control, and poor lighting.
- » Upper level no longer serves student needs.
- » Too many stacks for current and future book needs.
- » Impact to NCC space usage by GECHS.
- » Location of AV Workroom not best use of space.
- » Additional space needed to integrate Library and LRC functions into a unified Learning Commons.
- » Acoustical noise concerns between floors due to open stair.



BUILDING AREA

17,061 SQ. FT.

BUILDING HEIGHT

48 FT. - 2 STORIES

DSA APPROVAL NO.

59736

TYPE OF CONSTRUCTION

V-N

N6 LIBRARY - SECOND FLOOR - MASTER UPGRADES

MASTER PLAN BUILDING PROGRAMS

LEARNING COMMONS
 SYNCRONESS CLASSROOM
 MATH / TUTORING CENTER
 TESTING CENTER
 WRITING CENTER

MASTER PLAN BUILDING SUMMARY

» Perform significant program and space reconfiguration to incorporate Library and Learning Resource Center Functions (from N2) into a unified, student focused Learning Commons, with a student-centered, open and welcoming appearance, with refreshed finishes and furnishings. Create a combination of reading and study environments with a contemporary flair.

- » Relocate GECHS Administration Center to upper level N2.
- » Relocate most upper level stacks to lower level and create some small quiet study/reading areas in lower level.
- » Add additional floor power.
- » Reduce size of circulation desk.
- » Relocate library workroom to existing AV workroom and convert library workroom to flexible library commons space.
- » Relocate AV workroom N6-208 to N15-106 and N12-111 and convert area to new smaller library workroom / office.
- » Upgrade current conference center (N6-221) into new Synchroness Classroom with new doors and windows into main Learning Commons for visibility and transparency. Room may also function as SCC Rocklin Remote Access Board Meeting Room.
- » Open Classrooms N6-219 and N6-220 into a single, larger classroom with and operable panel partition for improved flexibility for larger class sizes.
- » Future expansion of the upper level to the east over the outdoor service area could add up to 4,000 s.f. of additional space to the Learning Commons.
- » Potentially infill open stair for improved acoustics and additional floor area.

BUILDING AREA

17,061 SQ. FT.
 FUTURE ADDITION: 4,000 SQ. Ft. (TOTA 1ST & 2ND FLOORS)

BUILDING HEIGHT

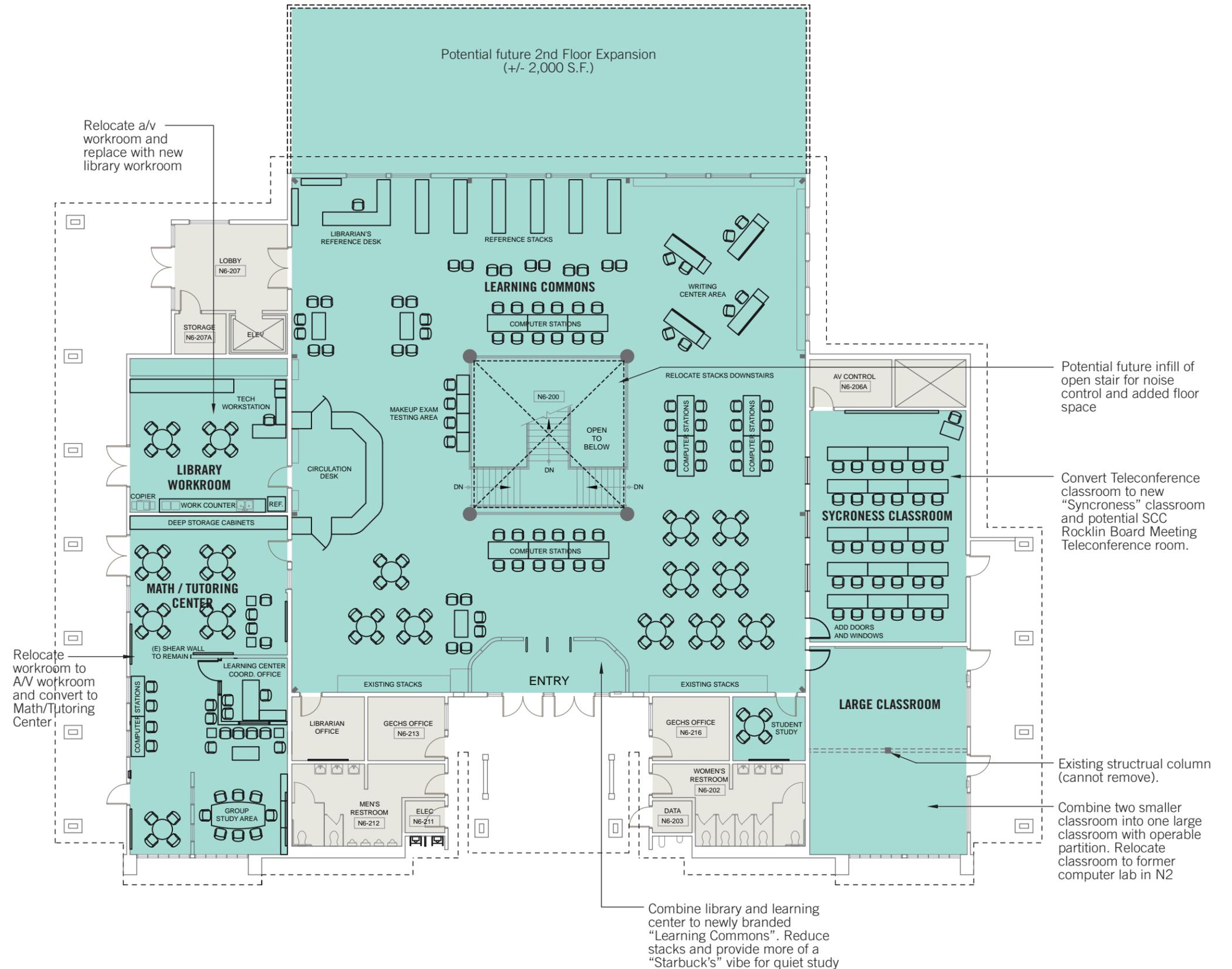
48 FT. - 2 STORIES

DSA APPROVAL NO.

59736

TYPE OF CONSTRUCTION

V-N



N7 CLASSROOMS AND LABS - GROUND FLOOR - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

CLASSROOMS
COMPUTER LABS

ISSUES WITH CURRENT CONFIGURATON

» N7 currently functions well as the primary multi-use classroom and computer lab building on the campus.

» Mechatronics Lab N7-107 is somewhat impacted by limited space for abundance of equipment and limited storage, however current and projected student loading do not indicate significant increased space needs.

» Science Lab N7-110 is disconnected from rest of science labs in N8 but functions well as a multi-use general science lab that does not require specialized casework or equipment. This includes Physics, Geography, Earth Science and Geology classes.

» Math N7-101 recently upgraded to a math classroom with computers and tables.

» Existing outdoor staff / student garden area needs seating for independent and small group study and relaxation.

BUILDING AREA

16,288 SQ. FT.

BUILDING HEIGHT

37 FT. - 2 STORIES

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N



N7 CLASSROOMS AND LABS - SECOND FLOOR - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

CLASSROOMS
COMPUTER LABS

ISSUES WITH CURRENT CONFIGURATON

» N7 currently functions well as the primary multi-use classroom and computer lab building on the campus.

» Mechatronics Lab N7-107 is somewhat impacted by limited space for abundance of equipment and limited storage, however current and projected student loading do not indicate significant increased space needs.

» Science Lab N7-110 is disconnected from rest of science labs in N8 but functions well as a multi-use general science lab that does not require specialized casework or equipment. This includes Physics, Geography, Earth Science and Geology classes.

» Math N7-101 recently upgraded to a math classroom with computers and tables.

MASTER PLAN BUILDING SUMMARY

» No changes

BUILDING AREA

16,288 SQ. FT.

BUILDING HEIGHT

37 FT. - 2 STORIES

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N



N8 SCIENCE BUILDING - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

CLASSROOMS
SCIENCE LABS

ISSUES WITH CURRENT CONFIGURATON

» N8 is the most impacted building on the NCC campus. The 2008 modernization created very specific labs for specialized programs in Chemistry, Biology and Microbiology. Current and projected student loading by SCC and GECHS students suggest a more flexible configuration for the 3 primary labs in this building and the addition of more Chemistry, Biology and General Science lab space in this building or elsewhere on the campus.

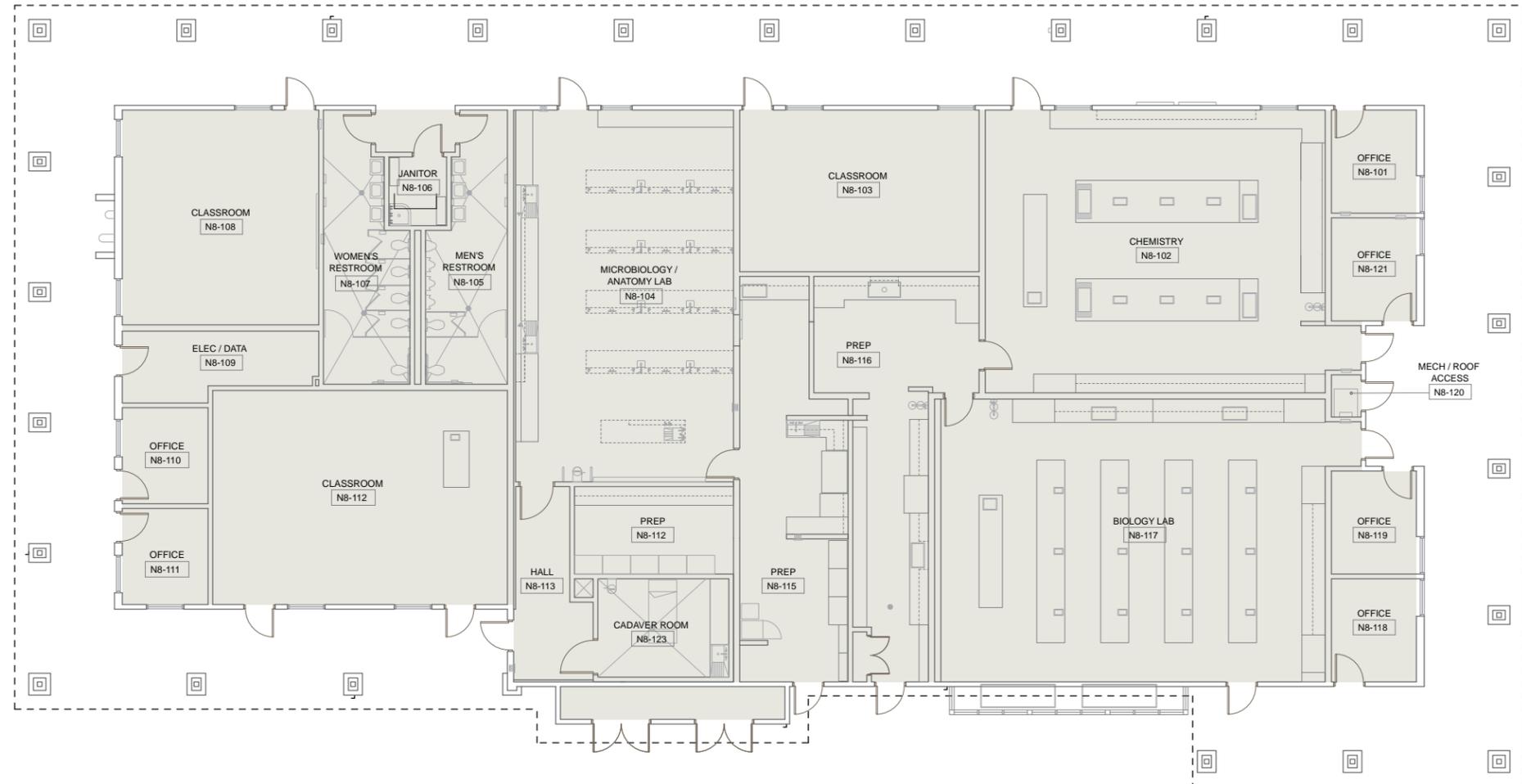
» Chemistry N8-102 is purpose-built for advanced chemistry instruction and generally functions well. It will be difficult to improve or repurpose this space to improve the overall limitations of science labs on the campus.

» Biology N8-117 is purpose-built for advanced biology instruction including anatomy and is heavily utilized by SCC and GECHS students. Program may be improved by moving anatomy out of N8-117 to its own lab allowing N8-117 to function as a more flexible biology lab.

» Microbiology N8-104 is a highly specialized lab and is limited by the current instructor to 16 students due to room configuration and space limitations. It will be difficult to improve or repurpose this space to improve the overall limitations of science labs on the campus.

» Classroom N8-112 has the greatest potential to improve the overall limitations of lab space. Room N8-112 is currently used as a general classroom for non-science related programs. Although the space is small for a lab, modest improvements can be made with the relocation of adjacent office and expansion into those spaces, creating a large chemistry classroom.

» Science Prep and storage areas are heavily impacted and need expansion if additional Science Lab / Classroom space is provided.



BUILDING AREA

8,294 SQ. FT.

BUILDING HEIGHT

22 FT. - 1 STORY

DSA APPROVAL NO.

02-110581 (2009)

TYPE OF CONSTRUCTION

V-N

N8 SCIENCE BUILDING - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

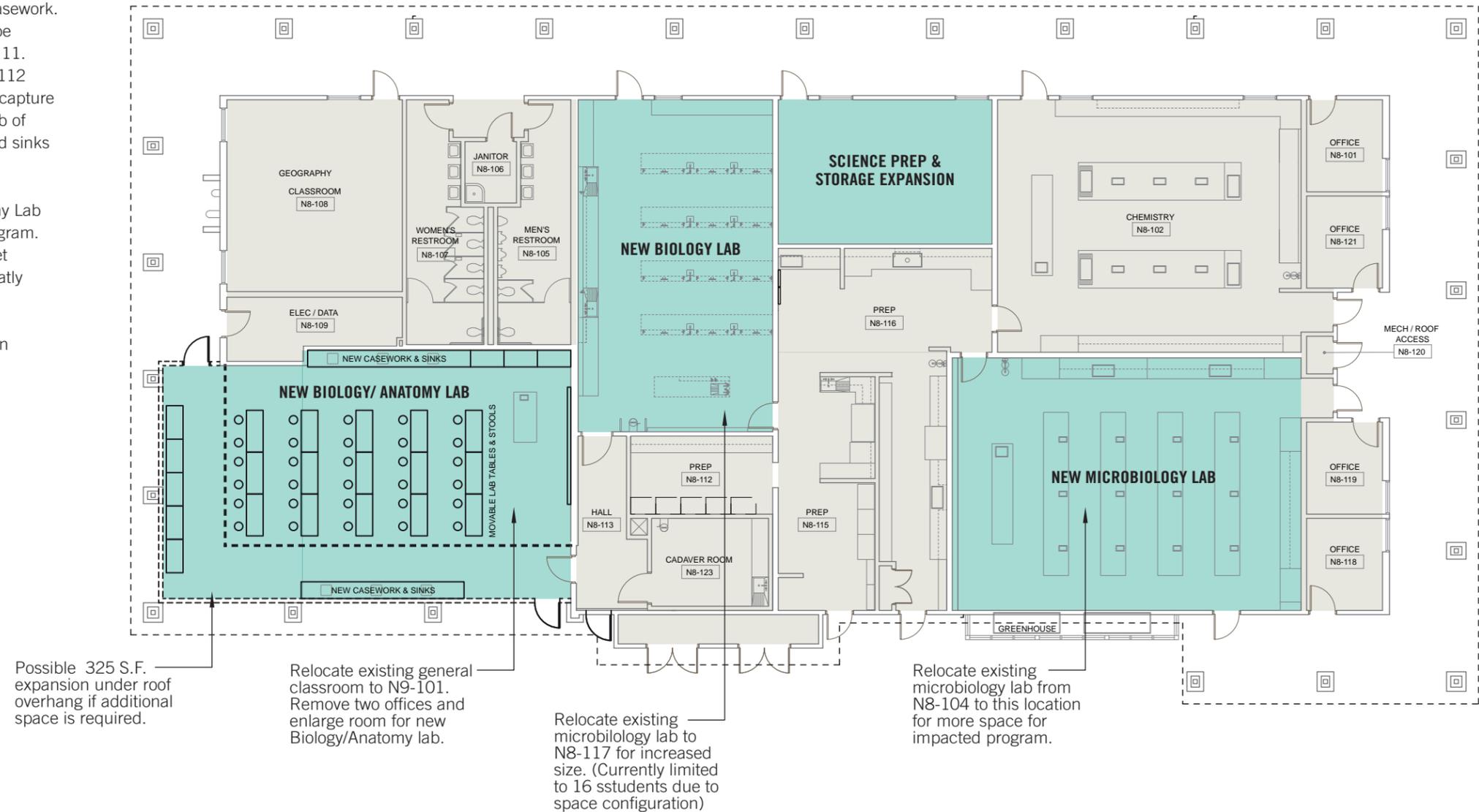
CLASSROOMS
SCIENCE LABS

MASTER PLAN BUILDING SUMMARY

» Relocate general use classroom N8-112 and convert space to new Anatomy Lab with limited need for sinks and/or casework. Room has good proximity to cadaver room and could be expanded by the relocation of Office N8-110 and N8-111. Additional space could be captured by expanding N8-112 outward, under the existing roof overhang. This would capture approximately 475 s.f. and yield a Biology/Anatomy Lab of approximately 1,380 s.f. Add limited new casework and sinks as required.

» Swap Biology Lab N8-117 with Microbiology/Anatomy Lab N8-104 to increase the space for the Microbiology program. Significant upgrades will be required to N8-117 to meet Microbiology program needs but space size will be greatly increased.

» Provide additional science prep and storage space in N8-103.



BUILDING AREA

8,294 SQ. FT.
FUTURE ADDITION: 475SF

BUILDING HEIGHT

22 FT. - 1 STORY

DSA APPROVAL NO.

02-110581 (2009)

TYPE OF CONSTRUCTION

V-N

N9 2D ART - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

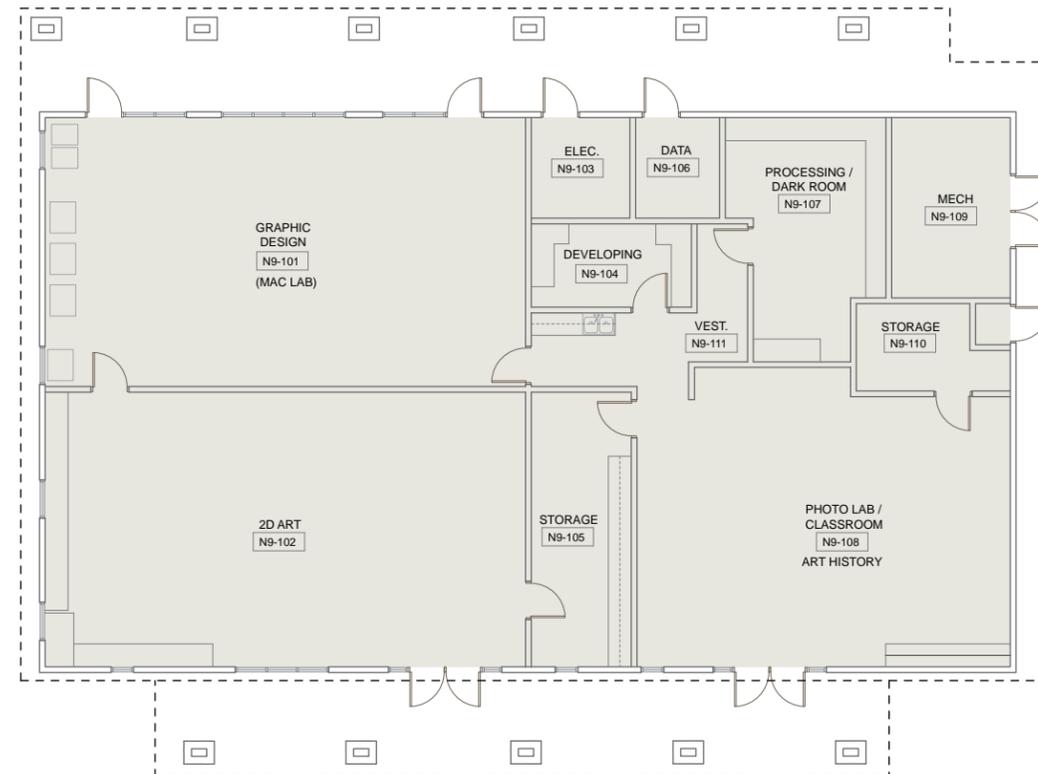
GRAPHIC DESIGN
PHOTOGRAPHY
DRAWING/PAINTING

ISSUES WITH CURRENT CONFIGURATON

» Graphic Design Lab (Mac Lab) N9-101 is underutilized and limited to only the graphic design program with approximately 26 high-end Apple computer workstations.

» The addition of convertible desks could provide improved utilization by shared general classroom functions.

» Current 2D Art Lab N9-102 is well utilized and well suited for its current use. No alterations are anticipated.



BUILDING AREA

6,318 SQ. FT.

BUILDING HEIGHT

27 FT. - 1 STORY

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N

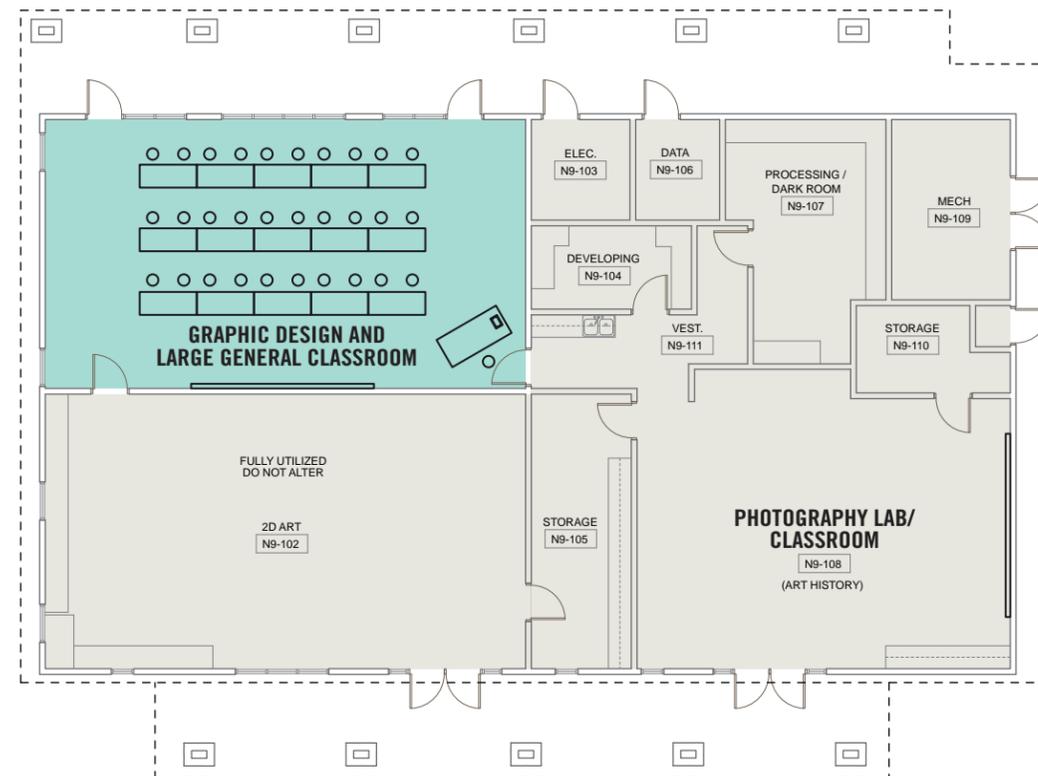
N9 2D ART - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

GRAPHIC DESIGN
PHOTOGRAPHY
DRAWING/PAINTING

MASTER PLAN BUILDING SUMMARY

» Improve utilization of Mac Lab N9-101 with convertible tables for storage of computers during general classroom use. May require replacement of IMacs with separate CPU and high-resolution monitors to fit into convertible tables.



BUILDING AREA

6,318 SQ. FT.

BUILDING HEIGHT

27 FT. - 1 STORY

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N

N10 3D ART - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

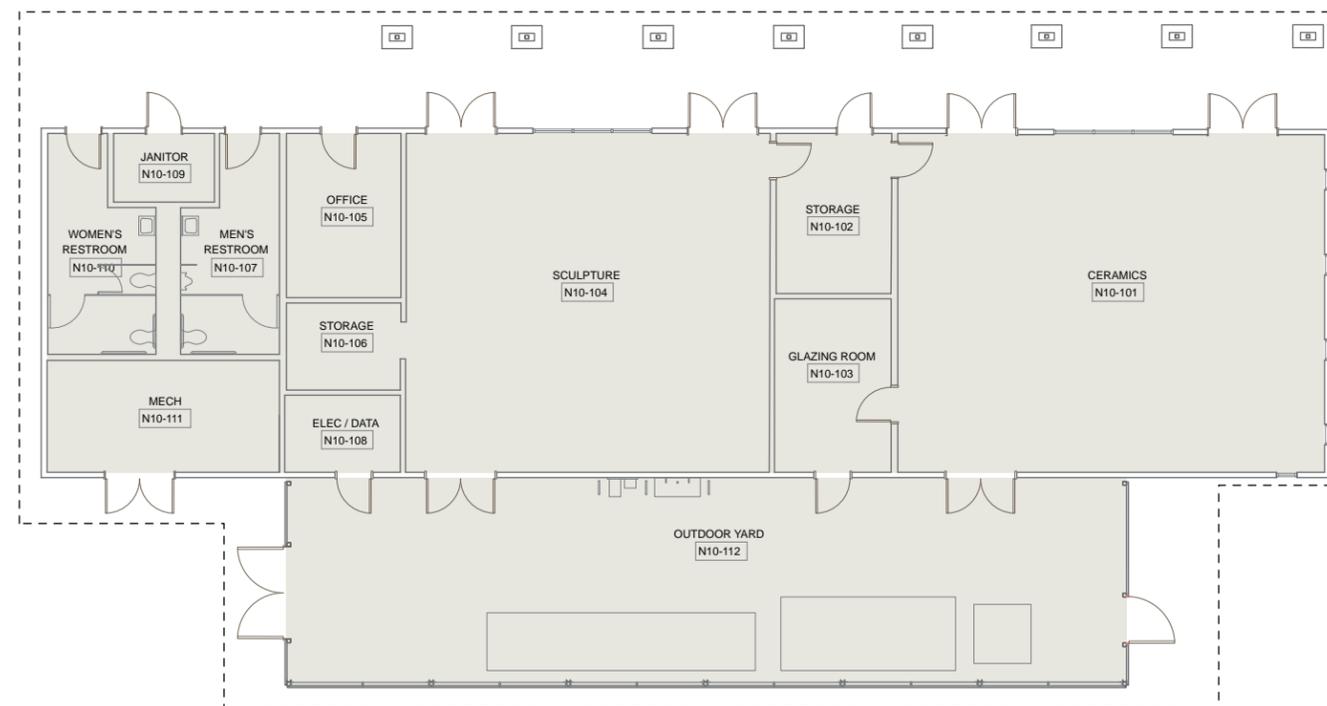
SCULPTURE
CERAMICS

ISSUES WITH CURRENT CONFIGURATION

» Outdoor work/storage yard is undersized for secure storage and outdoor work space needs.

» Sculpture Lab N10-104 is somewhat underutilized and over-specialized, limiting its flexibility for programs other than sculpture.

» Ceramics Lab N10-101 is designed specifically for ceramics, however student load is limited and the space is somewhat underutilized.



BUILDING AREA

5,571 SQ. FT.

BUILDING HEIGHT

23 FT. - 1 STORY

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N

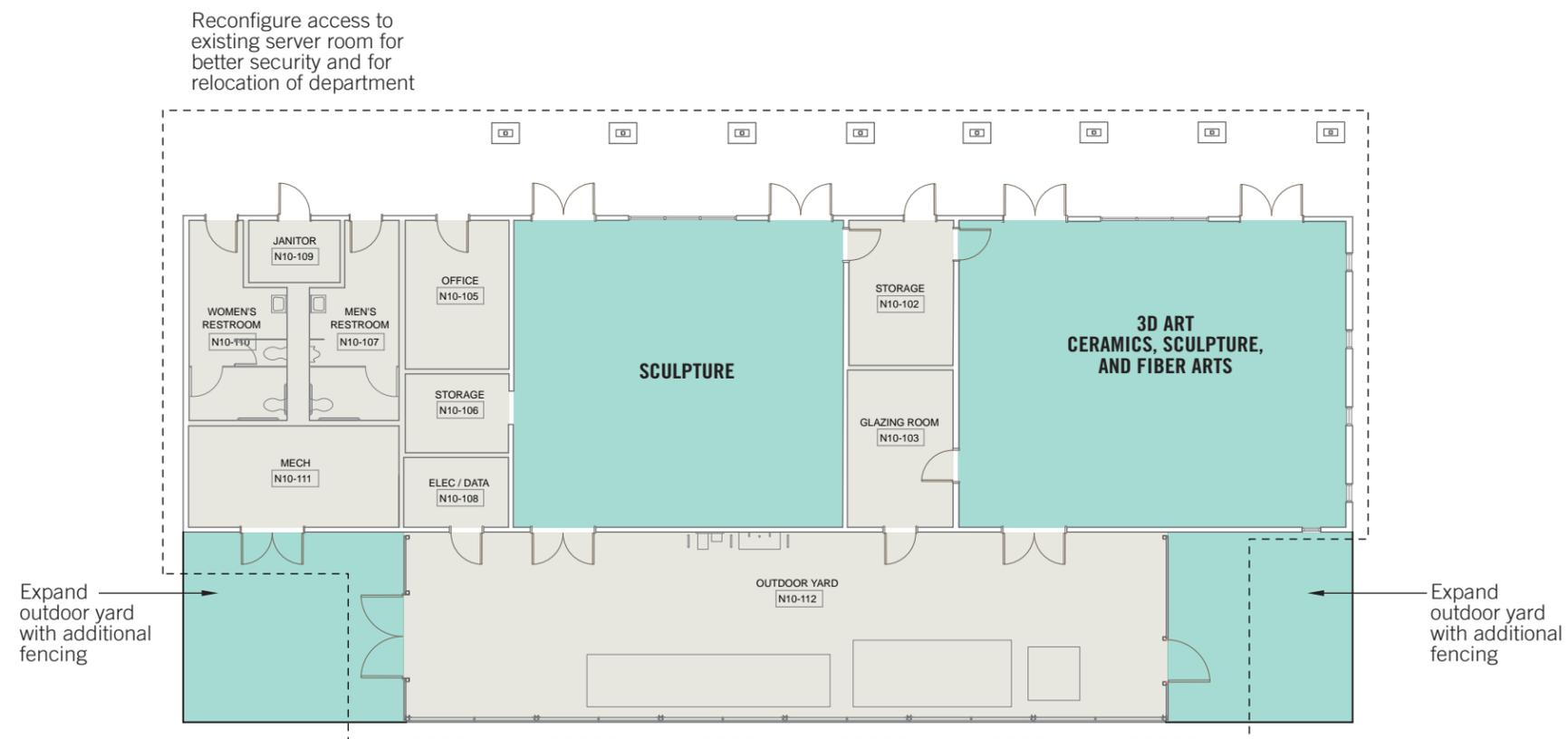
N10 3D ART - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS
SCULPTURE
CERAMICS

MASTER PLAN BUILDING SUMMARY

» With limited sculpture course offerings, identify new compatible program uses for increased utilization.

» Expand outdoor secure storage/work area for ceramics and sculpture with additional ornamental iron or chain link fencing.



BUILDING AREA
5,571 SQ. FT.

BUILDING HEIGHT
23 FT. - 1 STORY

DSA APPROVAL NO.
02-108905 (2008)

TYPE OF CONSTRUCTION
V-N

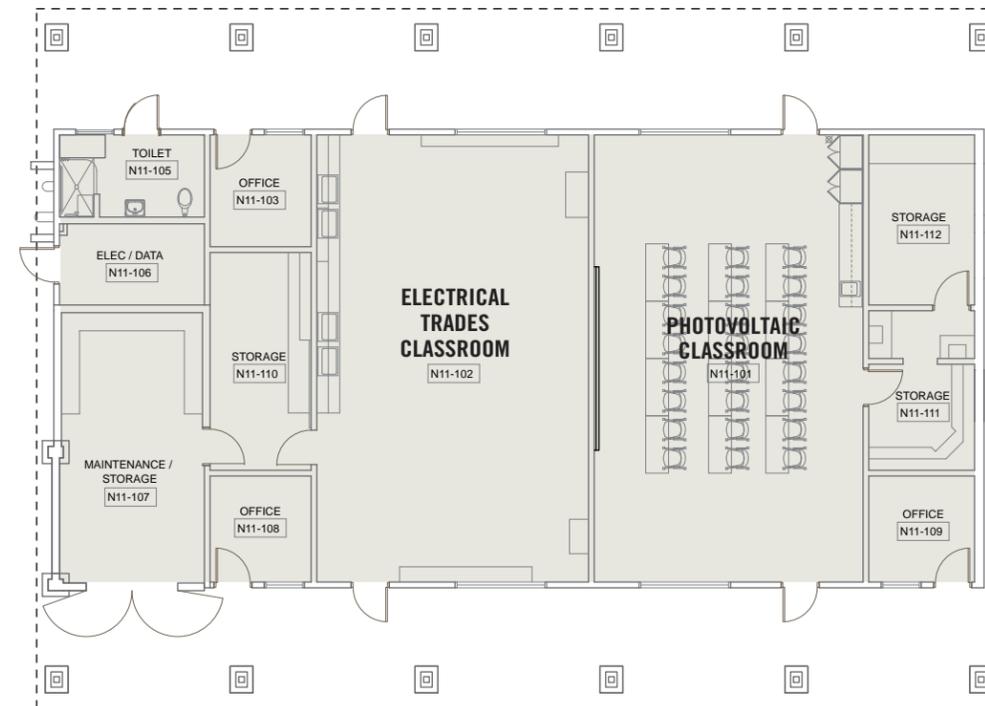
N11 CLASSROOMS - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS CLASSROOMS

ISSUES WITH CURRENT CONFIGURATION

» Building includes only two large classroom/lab spaces and various support spaces.

» N11-101 and N11-102 house the popular photovoltaic, electrical and construction trades programs, but campus needs more general classroom space. These two rooms are underutilized and the programs combined into a single lab.



BUILDING AREA
2,967 SQ. FT.

BUILDING HEIGHT
23 FT. - 1 STORY

DSA APPROVAL NO.
02-113349 (2014)

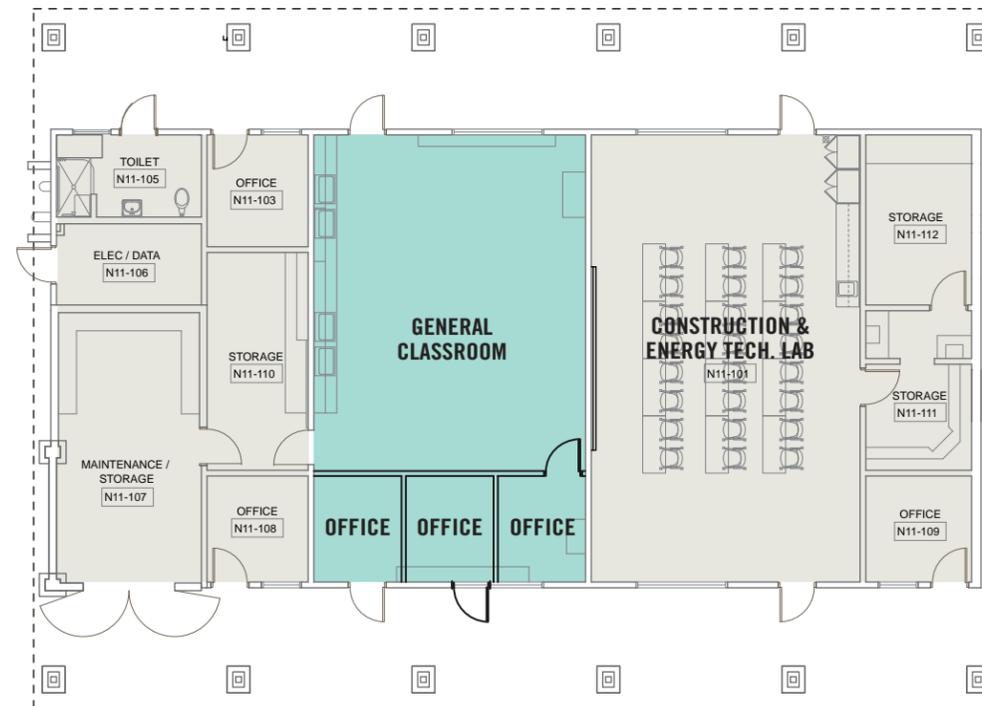
TYPE OF CONSTRUCTION
V-N

N11 CLASSROOMS - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS CLASSROOMS

MASTER PLAN BUILDING SUMMARY

» Consolidate the construction and energy technology programs into N1-101. Replace N11-102 with a new general classroom and provide two faculty offices and storeroom.



BUILDING AREA
2,967 SQ. FT.

BUILDING HEIGHT
23 FT. - 1 STORY

DSA APPROVAL NO.
02-113349 (2014)

TYPE OF CONSTRUCTION
V-N

N12 MULTIPURPOSE CENTER - EXISTING CONDITIONS 2018

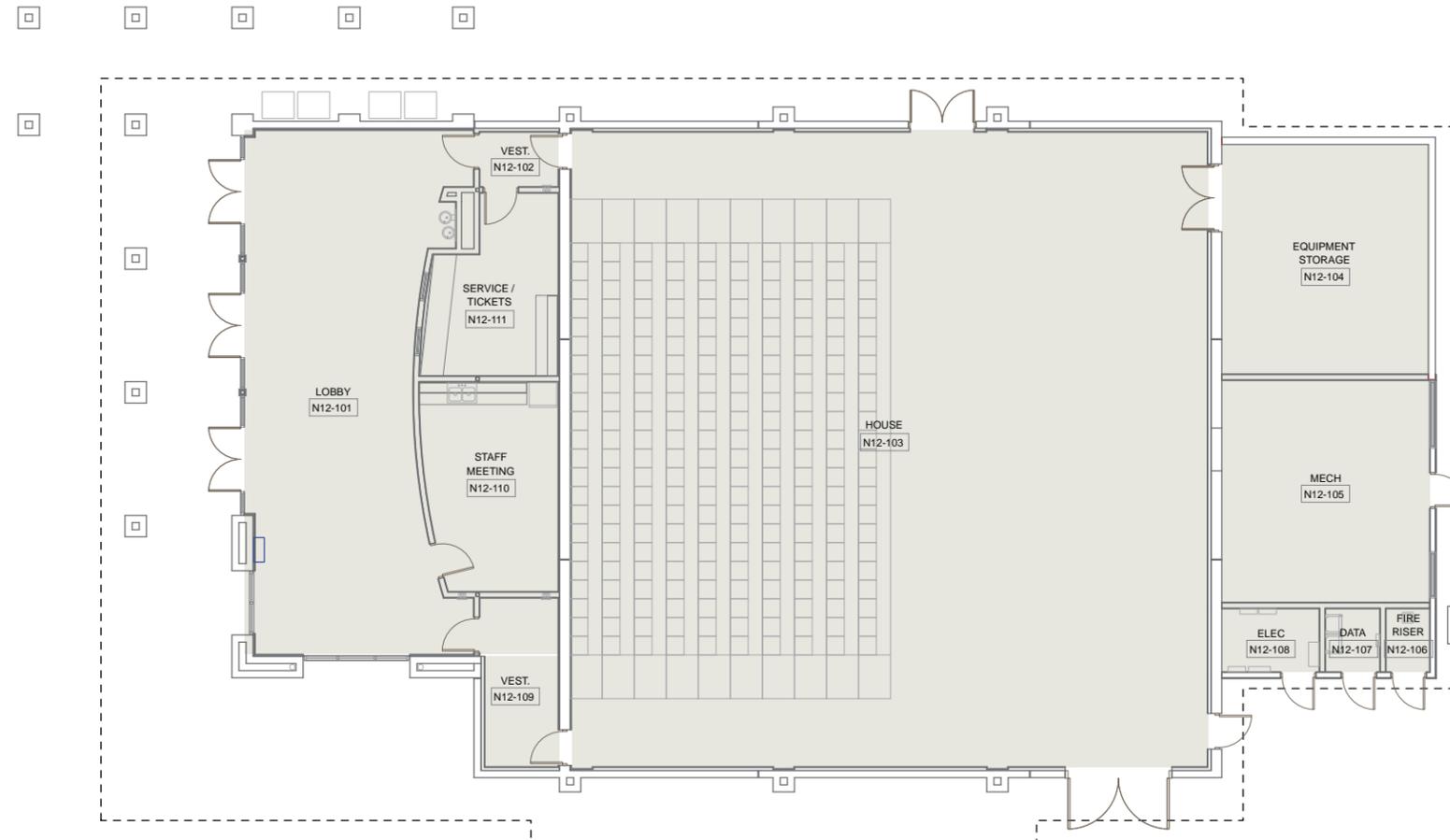
CURRENT BUILDING PROGRAMS

THEATER
GALLERY
CONFERENCE CENTER

CURRENT BUILDING SUMMARY

» Building is well-utilized and well-suited for its use as the multi-purpose center for the campus.

» Ticket Office N12-111 is somewhat underutilized and could be used to accommodate the AV storage function being displaced from the AV Workroom currently in the Library in N6-208.



BUILDING AREA

7,146 SQ. FT.

BUILDING HEIGHT

32 FT. - 1 STORY

DSA APPROVAL NO.

02-108905 (2008)

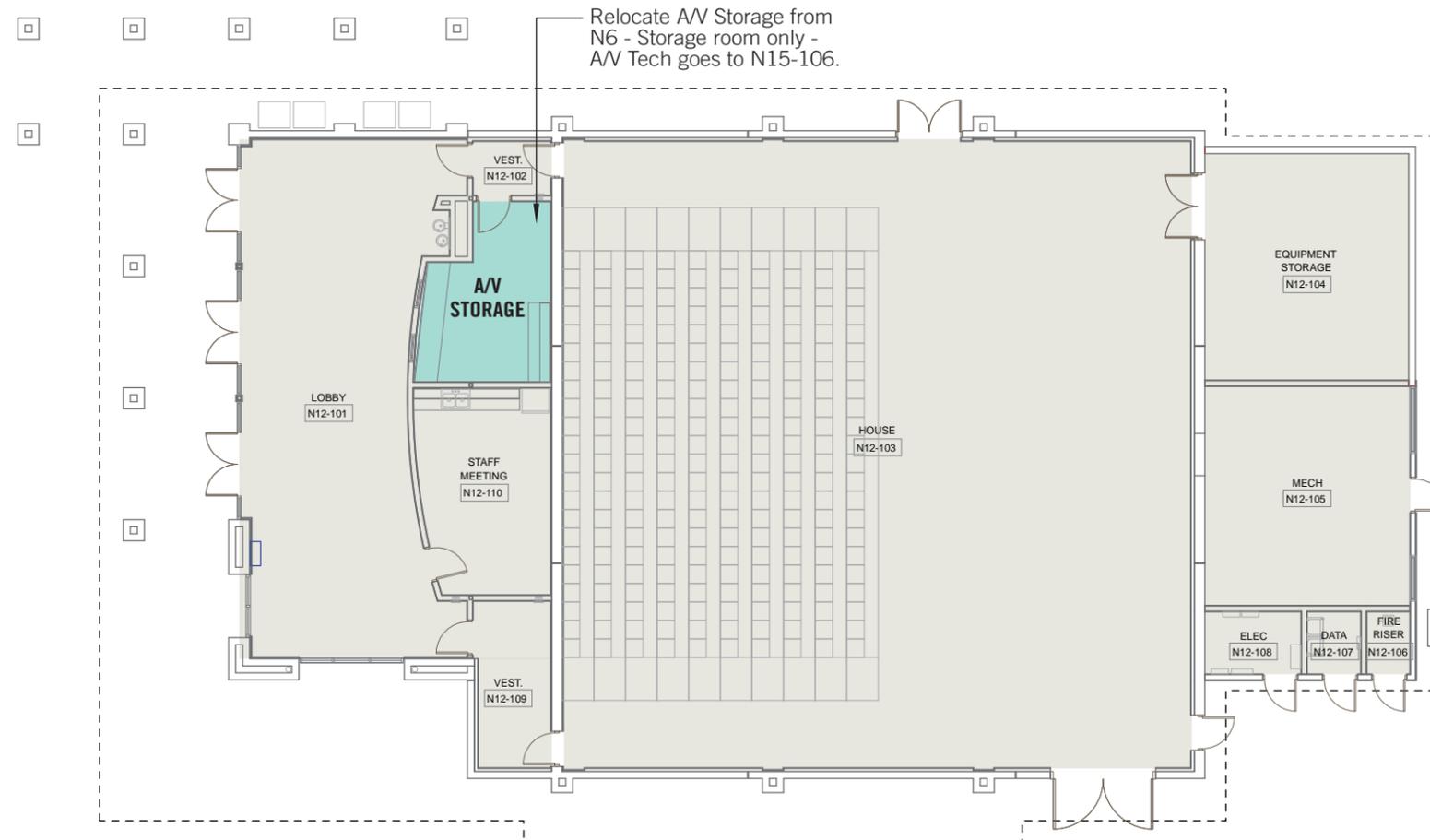
TYPE OF CONSTRUCTION

V-N

N12 MULTIPURPOSE CENTER - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

THEATER
GALLERY
CONFERENCE CENTER



BUILDING AREA

7,146 SQ. FT.

BUILDING HEIGHT

32 FT. - 1 STORY

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N

N13 GYMNASIUM - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

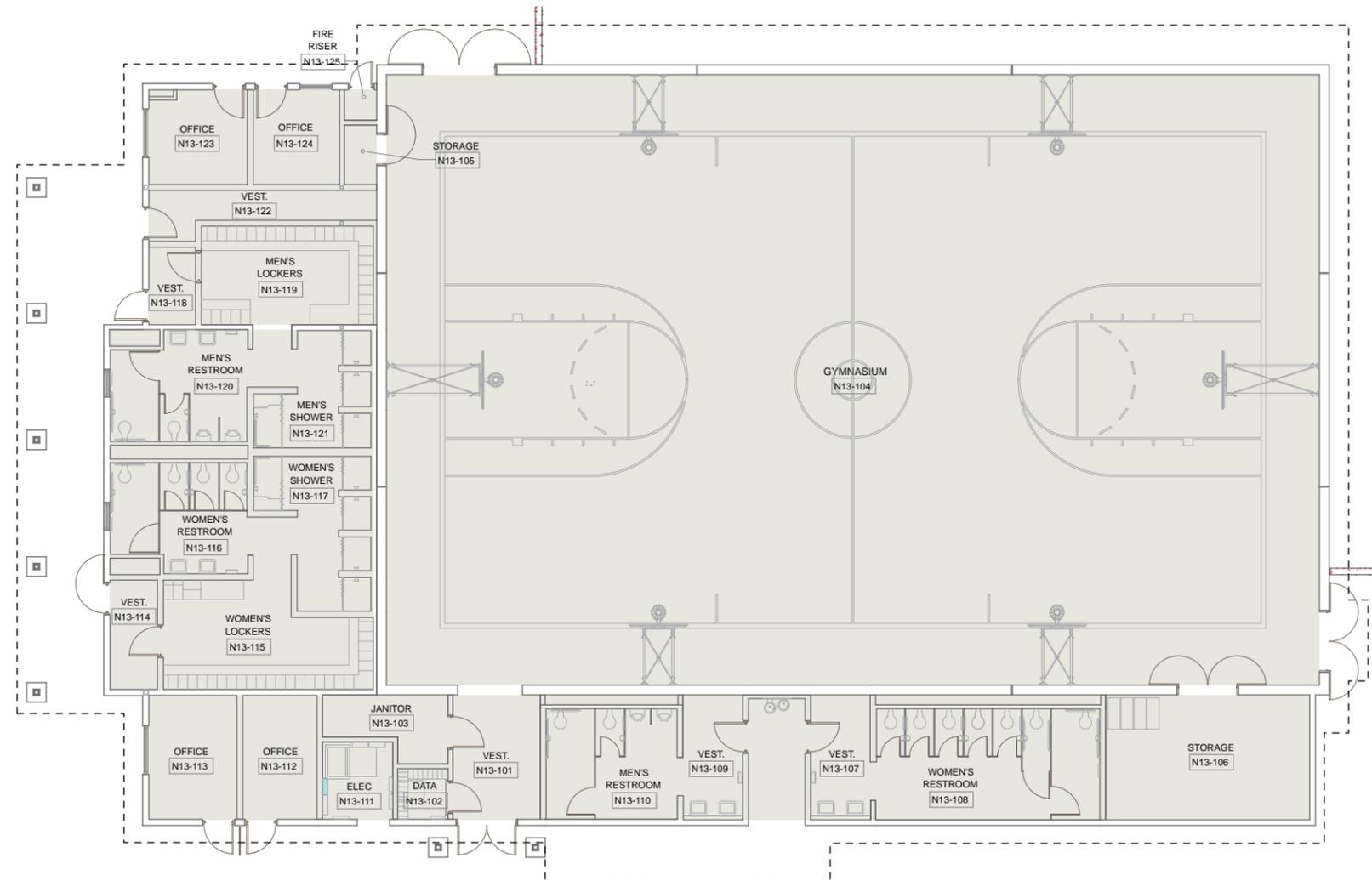
LOCKER ROOMS
GYMNASIUM

CURRENT BUILDING SUMMARY

» Students generally only need two classes in Physical Education. Buildings N12, N13 and N14 are sufficient to cover this need.

MASTER PLAN BUILDING SUMMARY

» No changes.



BUILDING AREA

10,284 SQ. FT.

BUILDING HEIGHT

40 FT. - 1 STORY

DSA APPROVAL NO.

02-108905 (2008)

TYPE OF CONSTRUCTION

V-N

N14 CARDIO / WEIGHT ROOM - EXISTING CONDITIONS 2018

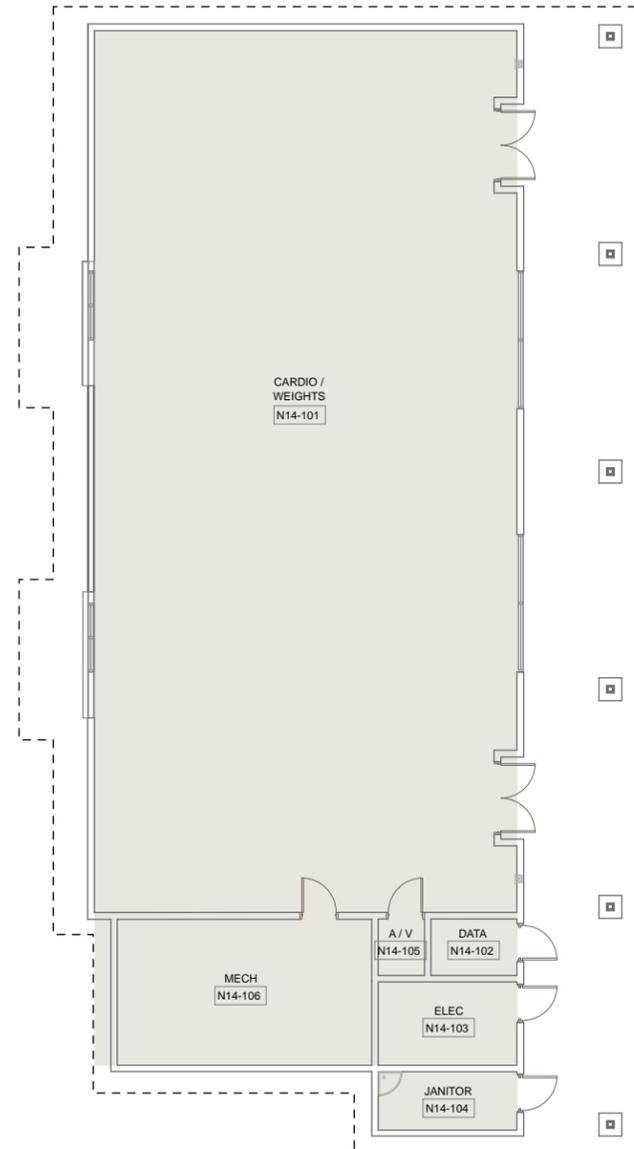
CURRENT BUILDING PROGRAMS WEIGHT ROOM

CURRENT BUILDING SUMMARY

» Students generally only need two classes in Physical Education. Buildings N12, N13 and N14 are sufficient to cover this need.

MASTER PLAN BUILDING SUMMARY

» No changes.



BUILDING AREA
4,530 SQ. FT.

BUILDING HEIGHT
20 FT. - 1 STORY

DSA APPROVAL NO.
02-110581 (2009)

TYPE OF CONSTRUCTION
V-N

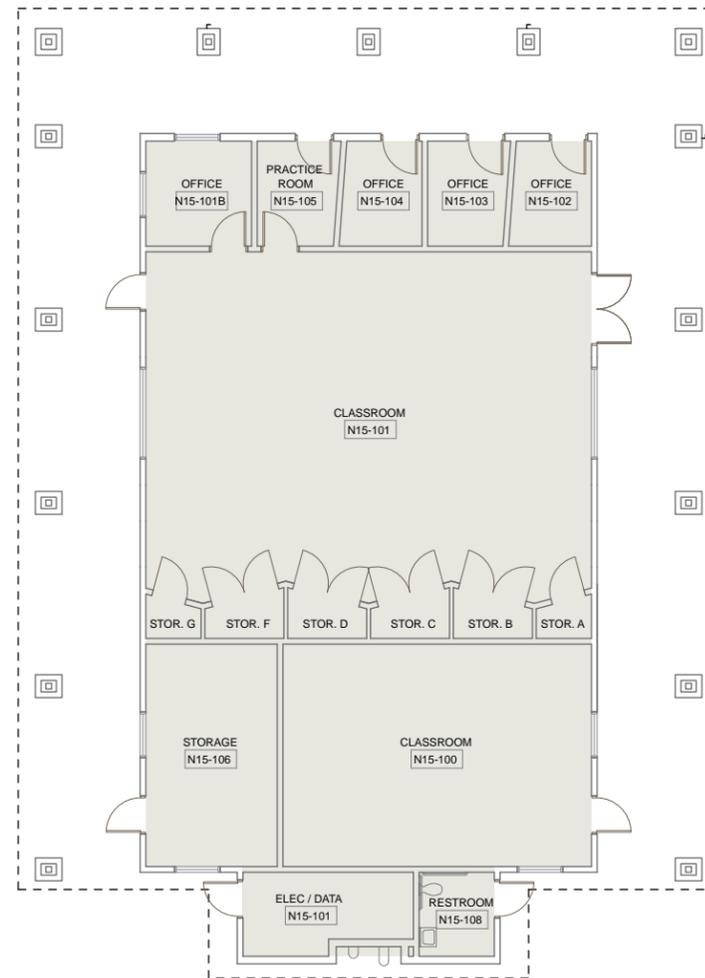
N15 MUSIC BUILDING - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

MUSIC CLASSROOM
PRACTICE ROOMS
OFFICES
STORAGE

ISSUES WITH CURRENT CONFIGURATION

» No changes.



BUILDING AREA

2,764 SQ. FT.

BUILDING HEIGHT

24 FT. - 1 STORY

DSA APPROVAL NO.

02-110581 (2009)

TYPE OF CONSTRUCTION

V-N

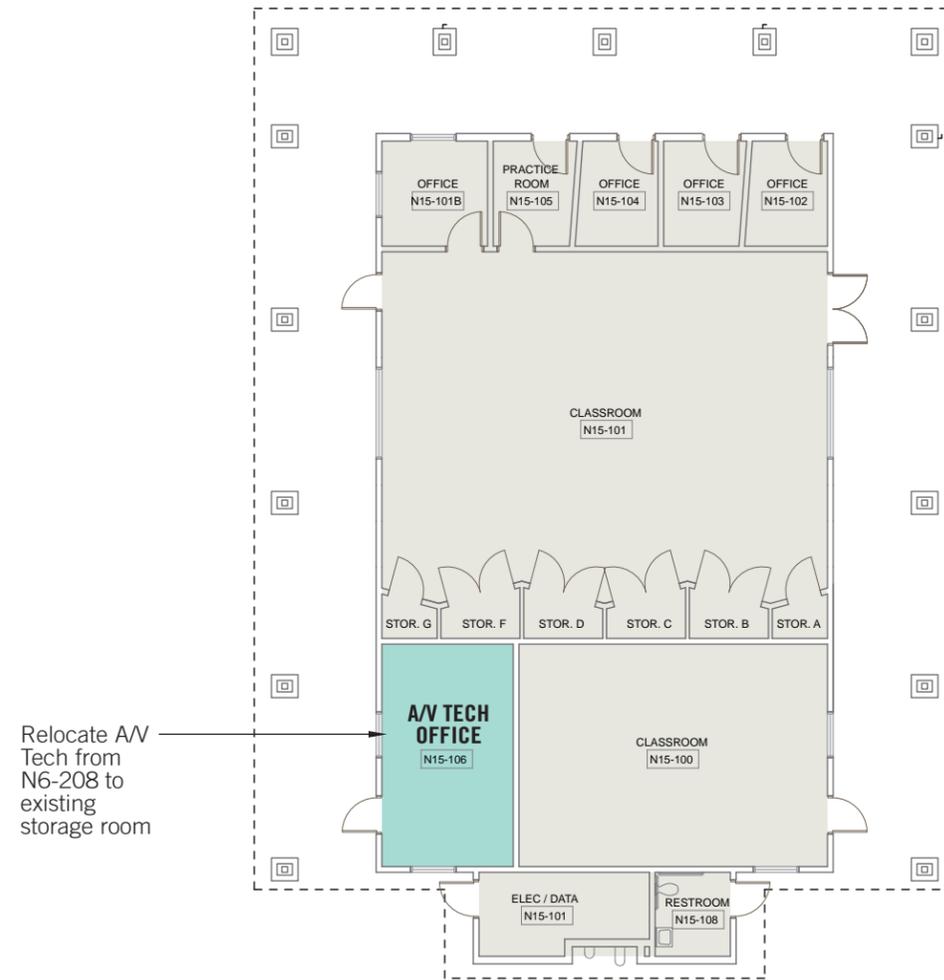
N15 MUSIC BUILDING - MASTER PLAN UPGRADES

MASTER PLAN BUILDING PROGRAMS

MUSIC LASSROOM
PRACTICE ROOMS
OFFICES
STORAGE
AV WORKROOM

MASTER PLAN BUILDING SUMMARY

» Relocate A/V Workroom from N6-204 into Storage N15-106 to free room in N6 for Learning Commons conversion.



BUILDING AREA

2,764 SQ. FT.

BUILDING HEIGHT

24 FT. - 1 STORY

DSA APPROVAL NO.

59736, B-2/A-3

TYPE OF CONSTRUCTION

V-N

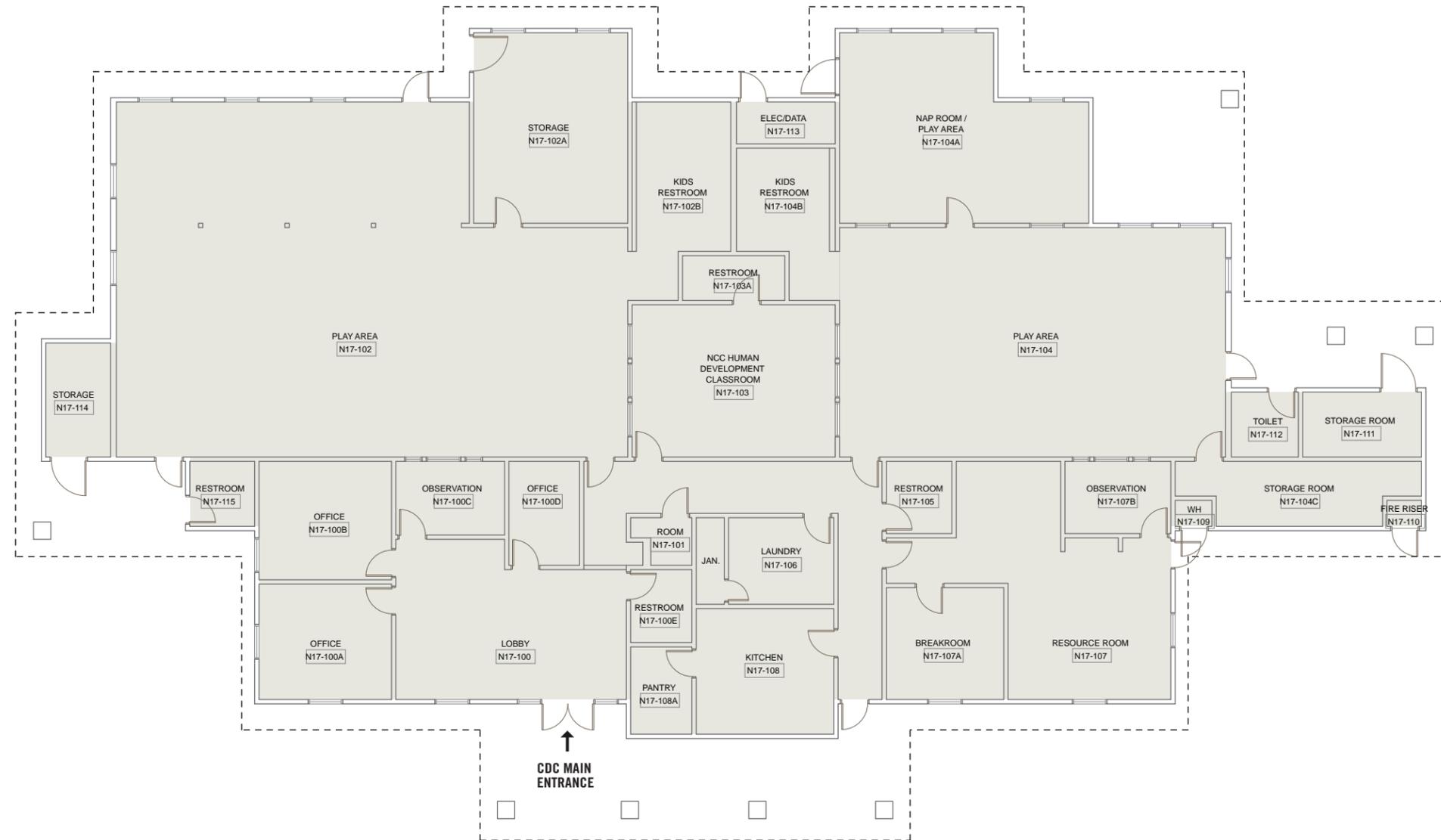
N17 CHILD DEVELOPMENT CENTER - EXISTING CONDITIONS 2018

CURRENT BUILDING PROGRAMS

CHILD DEVELOPMENT ADMINISTRATION
CHILD DEVELOPMENT CLASSROOMS &
SUPPORT

ISSUES WITH CURRENT CONFIGURATION

» Sierra College has a collaborative use agreement with Nevada County Superintendent of Schools to manage the state preschool programs in this facility. NCC has little use of the facility other than for NCC students who can use it for required Child Development Practicum use. It is conceived that NCC ask NCSOS to reduce the footprint of their program in the future in order to use a portion of N17 to house NCC Emerging College Programs.



BUILDING AREA

9,045 SQ. FT.

BUILDING HEIGHT

24 FT. - 1 STORY

DSA APPROVAL NO.

02-101786 (2001)

TYPE OF CONSTRUCTION

V-N

N17 CHILD DEVELOPMENT CENTER - MASTER PLAN UPGRADES

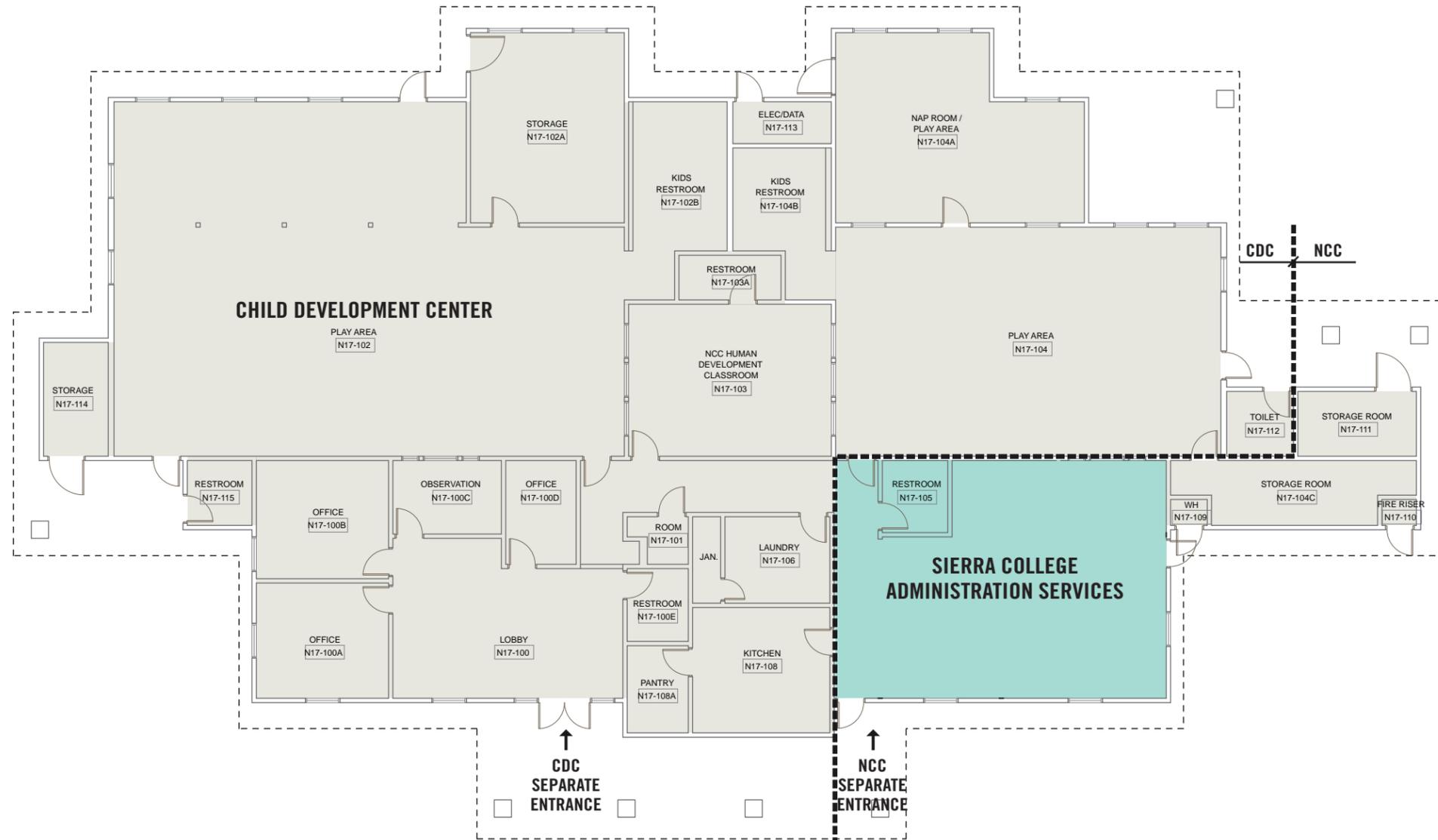
MASTER PLAN BUILDING PROGRAMS
 CHILD DEVELOPMENT ADMINISTRATION
 CHILD DEVELOPMENT CLASSROOMS & SUPPORT
 SCC CLASSROOM & SUPPORT SPACES
 POTENTIAL SCC DEAN'S OFFICE

MASTER PLAN BUILDING SUMMARY

» Consolidate the CDC program into the northern portion of the building, leaving approximately 40% of the building for SCC use. This would give CDC approximately 5,500 s.f. and SCC approximately 3,600 s.f.

» Significant improvements would be required to subdivide the building to serve two separate programs while maintaining the security and operational functionality of the current CDC program.

» SCC portion could include additional classroom space for NCC Dean's Office and Administrative support



BUILDING AREA

9,045 SQ. FT.

BUILDING HEIGHT

24 FT. - 1 STORY

DSA APPROVAL NO.

02-101786

TYPE OF CONSTRUCTION

V-N

N22A FIRE TRAINING ACADEMY

CURRENT BUILDING PROGRAMS

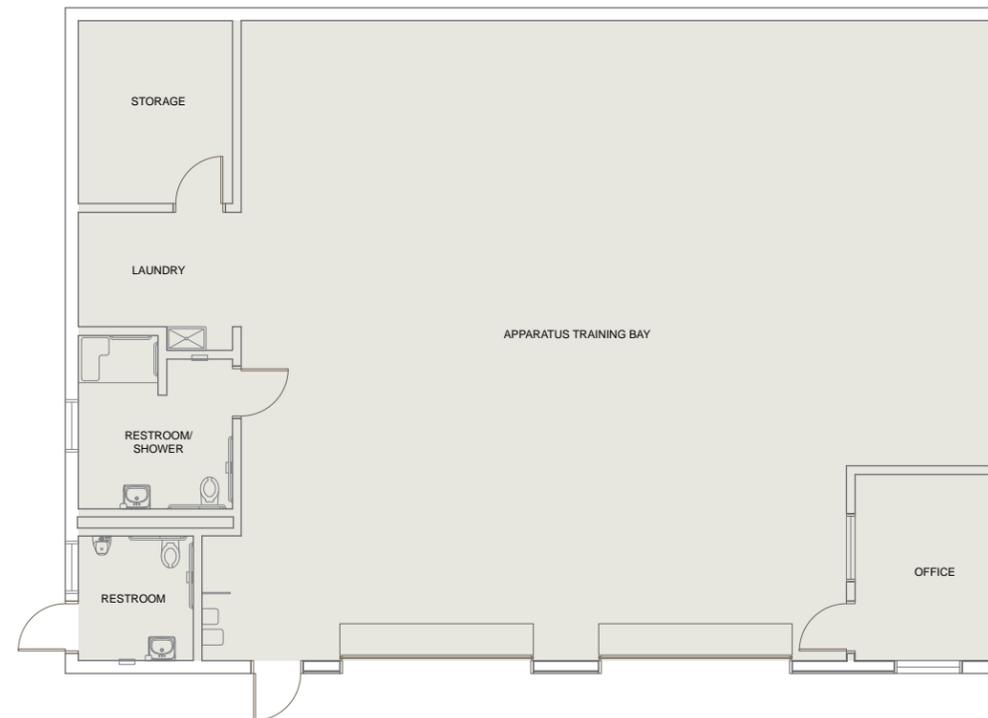
APPARATUS BAY TRAINING CENTER
OFFICE

CURRENT BUILDING SUMMARY

» New building opening in March 2018 designed as a fire station simulation classroom with 2-vehicle apparatus bay, office, storage and restrooms.

MASTER PLAN BUILDING SUMMARY

» Future improvements to the Fire Training Academy on the PSTC pad include the construction of a burn simulation tower.



BUILDING AREA

9,045 SQ. FT.

BUILDING HEIGHT

24 FT. - 1 STORY

DSA APPROVAL NO.

02-101786

TYPE OF CONSTRUCTION

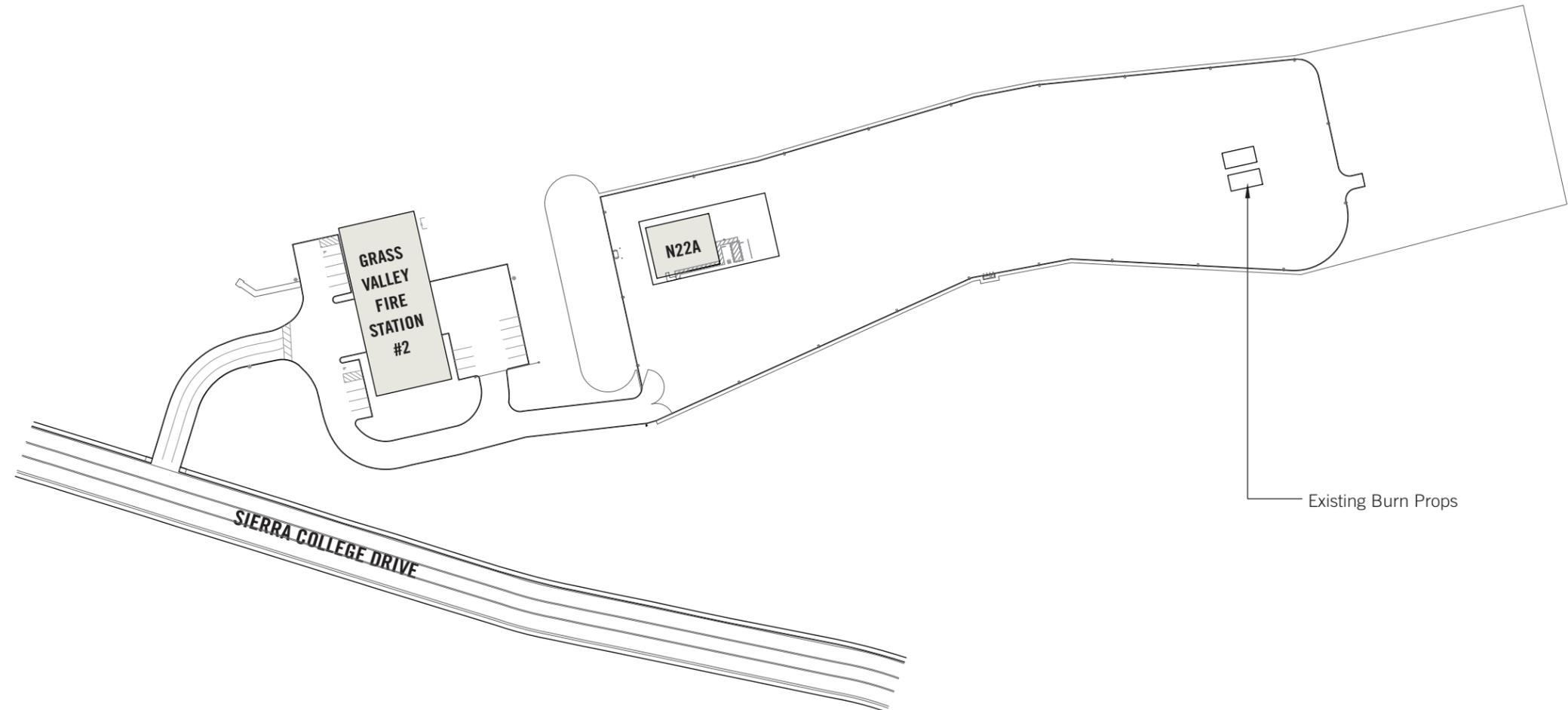
V-N

N22 PUBLIC SAFETY TRAINING CENTER - EXISTING CONDITIONS 2018

CURRENT FACILITY PROGRAMS MULTI-USE CONCRETE PAD

CURRENT FACILITY SUMMARY

- » Existing concrete apron is well-utilized SCC public safety community partners including:
 - City of Grass Valley Fire
 - Nevada City Fire
 - Nevada County Consolidated Fire
 - Grass Valley Police
 - Pacific Gas & Electric (emergency staging area)
 - California Highway Patrol
- » Used by these agencies for:
 - Vehicle operation training & licensing
 - Agility training
 - Vehicle extractions
 - Firefighting training
- » PSTC pad
- » SCC will open a new Fire Training Academy building on the PSTC pad in March 2018 for the primary use by SCC NCC students in collaboration with SCC's public safety partners. Students at this facility will share utilize the adjacent City of Grass Valley Fire Station No. 2 for additional classroom space and locker/shower facilities in N13.

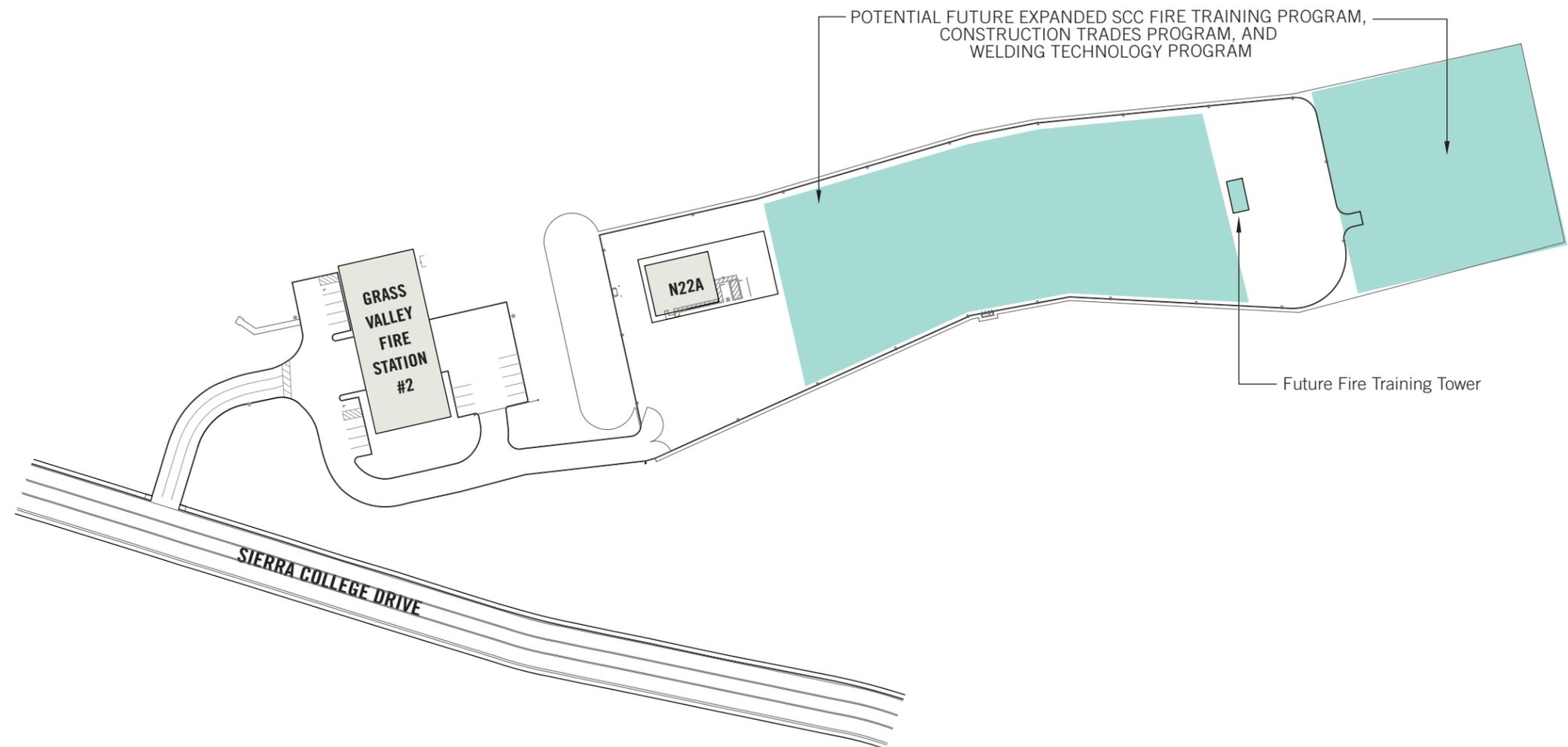


N22 PUBLIC SAFETY TRAINING CENTER - MASTER PLAN UPGRADES

CURRENT FACILITY PROGRAMS MULTI-USE CONCRETE PAD

MASTER PLAN FACILITY SUMMARY

- » PSTC pad needs increased power capacity prior to the expansion of any further new programs on the pad that may require power.
- » Improve main gate and provide credential access controls.
- » Provide security cameras.
- » Expand facilities on PSTC pad to accommodate future expansion of SCC's Fire Training program including improved burn simulators/burn tower.
- » Provide facilities to accommodate future expansion of SCC's Construction Trades program (shade structure, storage and power).
- » Provide facilities to accommodate future expansion of SCC's Welding Technology program (shade structure, storage and power).
- » Provide painted striping for helipad.
- » Provide painted commercial roof deck.



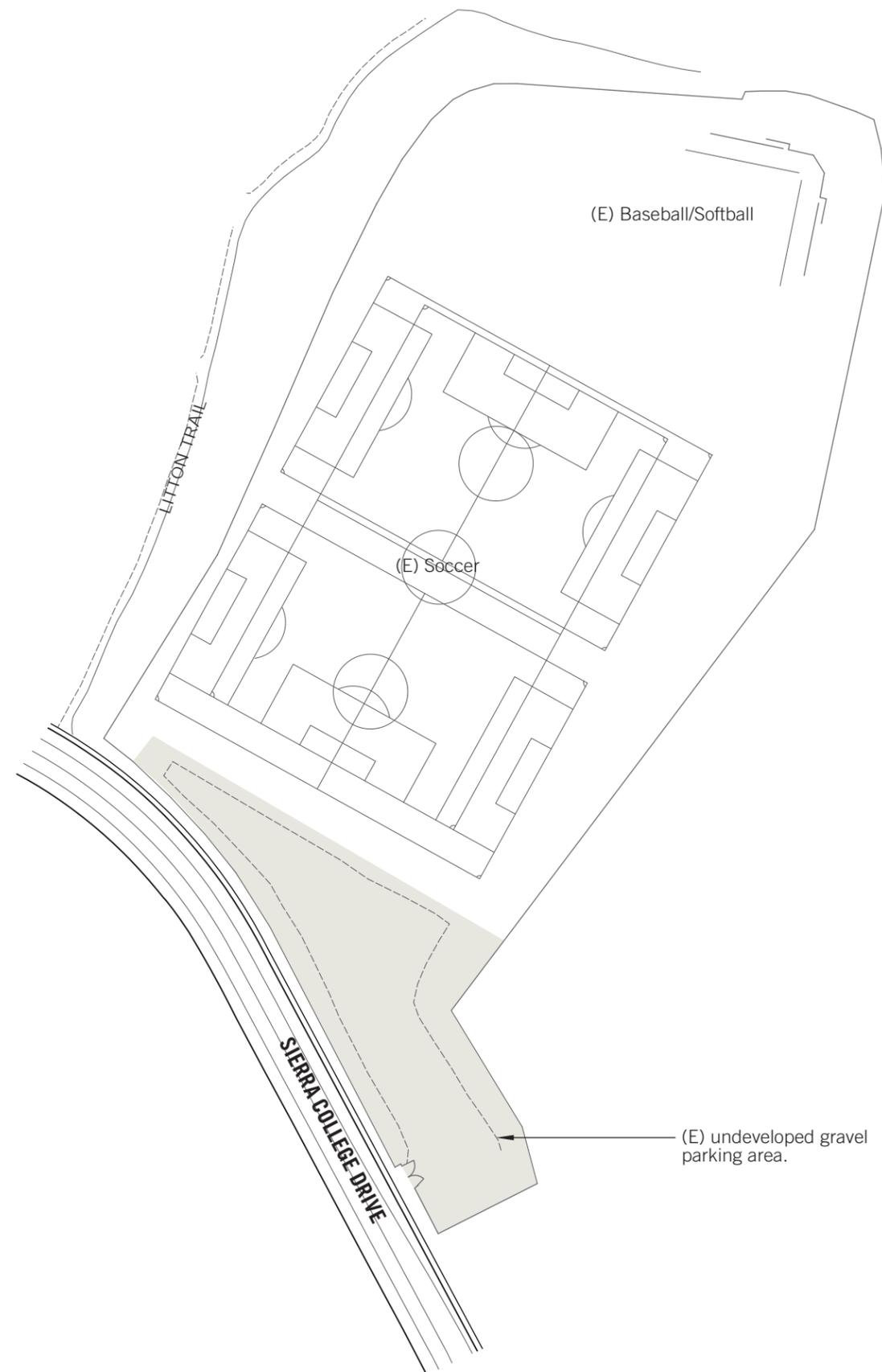
N23 SIERRA COLLEGE ROTARY FIELDS - EXISTING CONDITIONS 2018

CURRENT FACILITY PROGRAMS

BASEBALL
SOFTBALL
SOCCER

CURRENT FACILITY SUMMARY

- » All athletic facilities are in generally good condition with well-maintained irrigated turf.
- » Without well-developed baseball, softball, or soccer programs, fields are not heavily utilized by NCC.
- » Field's primary use is by Nevada Union High School and local community-based sports programs.
- » Existing parking area is gravel and subject to dust and erosion. Restrooms consist of rented portable toilets.



N23 SIERRA COLLEGE ROTARY FIELDS - MASTER PLAN UPGRADES

CURRENT FACILITY PROGRAMS

BASEBALL
SOFTBALL
SOCCER

MASTER PLAN FACILITY SUMMARY

» Future improvements include paved parking, sidewalks and a small permanent toilet facility.

