Napa Valley College

Facilities Master Plan

Volume 1

Final Draft

December 5, 2003
Master Plan

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Lionakis Beaumont Design Group, Inc.
Letter from the President

With the completion of the Facilities Master Plan, Napa Valley College establishes a twenty-year vision that will transform our educational environment and enhance the manner in which we offer courses, programs, and cultural events to our community.

The primary elements of this plan were made possible by the support of our county’s voters, who passed Measure N, a $133.8 million general obligation bond, in November, 2002. The projects that are central to the plan emerged as the result of an eighteen-month process of gathering information and ideas from the people in our community and the employees and students of our college.

In the community, the information gathering process included polling, conducting focus group meetings, soliciting input from county-wide mailings, speaking at dozens of engagements, appearing on cable television, responding to requests for radio and newspaper interviews, setting up an email address designed for community input, and establishing hundreds of formal and informal contacts with interested community members. For the portions of the Facilities Master Plan that are funded by the bond, an Independent Citizen’s Oversight Committee has been formed and is meeting quarterly to ensure that all public money is being directed at the facilities projects included in Measure N.

Within the college, the process included soliciting recommendations from the Facilities Committee, holding dozens of meetings with department and program representatives, conducting all-college forums, polling students and faculty, and presenting a series of progress reports to the Board of Trustees prior to final approval.

I’d like to thank all the people whose vision and hard work contributed to the creation of this plan. It is the result of the efforts of many people who care deeply about the future of the college, and it is a guide that will assist us as we make their collective vision a reality.

Dr. Chris McCarthy
Superintendent/President
Introduction

Napa Valley College serves 9,000 credit, non-credit, and community education students in Napa Valley, California. The college district has two campuses, the larger campus in Napa and the Upper Valley Campus in St. Helena. The district currently has 373,520 gross square feet serving the student body and the community. The goal of this Facilities Master Plan was to develop a twenty-year vision for the district, including:

- Campus Site Planning
- New Buildings
- Secondary Effects
- Signage and Wayfinding
- Campus Standards and Finishes
- Character
- Departmental Overview
- Transportation Overview
- Utilities and Infrastructure Overview

The Napa Valley College Facilities Master Plan is a dynamic document, which will be reviewed and updated to keep it flexible and adaptable to opportunities which may arise. In November of 2001, the Board of Trustees adopted the Napa Valley College Educational Master Plan. This document was a reference tool in development of the Facilities Master Plan. Like the proposed facilities plan, the Educational Master Plan is intended to be flexible and adaptable to program opportunities. Concurrent with this effort has been the implementation of a successful General Obligation Bond, which will allow the district to achieve most of the twenty-year vision. The General Obligation Bond also included improvements for the Upper Valley Campus.
The Facilities Master Plan process included significant input from all levels of the campus community. Meetings occurred with the Student Services Council, the Academic Senate, the Instruction Council, and the Facilities Committee, as well as each instructional and support services department on campus. The Board of Trustees received periodic updates, and the entire campus community was invited to forums for input. The process was guided by the core group – a committee comprised of the President, his cabinet, the Dean of Planning and Resource Development, and the Director of Facilities - which worked closely with the design team. The process included the following phases:

**Data Collection and Analysis**
- Building plans were analyzed, including classroom sizes and occupancy, departmental adjacencies, office and administrative function and size.
- Class schedules and enrollment data were reviewed to assess classroom utilization and projected future college growth and capacity.
- Engineering review of systems was completed.
- Transportation issues, including traffic counts and analysis, were studied.
- Departmental questionnaires and interviews were completed.
- Photo and CADD documentation of buildings was generated.

**Facilities Master Plan**
The Facilities Master Plan was developed through feedback and analysis gained during the data-collection phase. The Facilities Master Plan addresses the following:
- The location and parameters of new buildings
- The “secondary effects” and reuse of existing buildings
- Signage and wayfinding concepts
- Campus standards for colors, finishes, and furnishings, as well as classroom and office prototypes
- Future building and design concepts
- Transportation issues, including ingress and egress, parking, and bicycle and pedestrian access (Volume II)
- Existing infrastructure issues – civil engineering, electrical engineering, mechanical engineering, and possible recommendations (Volume II)
Vision

Adopted in November, 2001, the Educational Master Plan (EMP) was created to “articulate the vision, needs, and plans of instructional programs and to illustrate that Student Services and Administrative Services enhance Instructional Services.” The EMP defined seven themes for organizing that vision. The Facilities Master Plan addresses many of these themes and is one component in accomplishing the goals of the EMP. A description of the facilities response to the themes is presented below.

Teaching and Learning  The EMP teaching and learning objective describes the need for improved assessment and testing of students. With the proposal for a testing center and small group meeting rooms as part of the Learning Resource Center, assessment and testing can be accommodated in the new facilities. Because of the high cost of living in Napa, hiring faculty is difficult. A recommendation in the EMP for faculty housing could be considered for the college’s property at the corner of Imola Avenue and Highway 221. In addition, a proposed teacher resource center, placing emphasis on teacher training and collaboration, may appeal to potential new faculty and will meet this objective.

Technology The new Learning Resource Center will create a collaborative environment for library and media services, a teacher learning resource center, and a student testing center. Supporting this collaboration will be greater access to technology—computers, electronic classrooms, and distance learning, for example. Locating Information Technology (I.T.) personnel in this building will further enhance technological support. Classrooms campus wide will become more current, with teacher podiums controlling LCD projectors, internet access, and other appropriate technology. Grouping technical areas in a new building will allow those disciplines to share technology.

Cultural and Community Hub By proposing a road from Imola Avenue to the college, the master plan creates a gateway to the college from the community. The first building community members will see as they enter through this gateway is the new theater, an important cultural asset. This access will also provide a view down the main pedestrian walkway, allowing a visitor to see into the campus. Through its Upper Valley Campus, the college provides a strong Community Education program. Both sites are responsive to community needs in developing programs; the facilities will be adaptable to these changing needs.
Vision

Educational Paths  Educational paths are enhanced in the Facilities Master Plan. With electronic classrooms for improved distance learning, testing centers, and a true Learning Resource Center, student learning styles can be better accommodated. In anticipation of partnerships with public or private entities, the corner of Imola Avenue and Highway 221 has been reserved for future educational needs.

Business and Community Partnerships  Business and community partnerships have brought strong support to existing programs on campus, such as the Viticulture and Winery Technology program. As the campus explores such partnerships, facilities to house the programs must be available. Flexible facilities, with strong access to technology, can adapt to changing program needs. The corner of the main campus, at Imola and Highway 221, provides an excellent opportunity for future facilities partnerships.

Outreach and Access to Education  A barrier-free environment provides greater access to education. Removing barriers through facilities improvements and greater access to technology is a key component in the master plan and the bond implementation plan. The proposed Student Services Center, a “one-stop” concept, will provide convenient student access to information and programs in a welcoming, service-oriented facility.

Campus Environment  Enhancing the campus environment is a key component of the Facilities Master Plan. Improved vehicle and pedestrian circulation, a well-designed landscaping plan, and improved signage will enhance the campus and promote a college that is visible and accessible to the community. The renovated classrooms, with state-of-the-art furnishings and equipment, will adapt to various teaching and learning styles. New buildings on campus – theater, Learning Resource Center, field house, and technology labs and classrooms – provide prominent, visible facilities. With the Upper Valley Campus and the proposed facilities in American Canyon, the college reaches out to the wider community.
**Goals and Objectives**

The Core Group, with input from interviews and campus forums, developed ten key goals and objectives for the Master Plan.

- The Educational Master Plan should be used as the basis for proposed facilities.
- Departmental unity should be a priority. In other words, departments should be located in the same building or general vicinity as other departments of their divisions. This includes department and faculty offices and support functions.
- Student Services functions should be consolidated, a “one-stop” concept.
- To meet the instructional needs of the college, more large classrooms should be provided. Minimally, classrooms should accommodate 45 students, but more rooms are needed that will accommodate classes larger than 60.
- The existing architecture and campus planning should be respected, including preservation of the vineyard.
- The plan must address inadequate systems and infrastructures, such as Americans with Disabilities Act (ADA) compliance of buildings and grounds; structural, mechanical, and electrical systems; campus drainage; and landscaping.
- Changes in technology should be anticipated by the creation of flexible and adaptable spaces for instructional and support services.
- The college should improve vehicle, pedestrian, and mass transit flow.
- Existing buildings should be as desirable as new buildings.
- The plan should improve the college’s visibility to the community.
District Facilities Capacity

Facilities Utilization Projections

A full-service campus includes space for lecture and laboratory facilities, a library, a theater, a gymnasium, and offices for student support services and administrative/operational services. The capacity of the campus to provide for an acceptable level of service to the students can be measured by a ratio of gross square feet (GSF) to full-time equivalent students (FTES).

The potential maximum number of students who can be served on the Napa Valley Community College District campuses is determined by the physical space limitations of the facilities (referred to as capacity). This data, considered in conjunction with the projected rate of enrollment growth (load), can be used to project the future build-out capacity.

With a current enrollment of 5,962 FTES and 373,520 gross square feet available, the district currently has 62 GSF/FTES. The bond implementation plan calls for an additional 180,000 GSF for a total of 553,520 square feet. Using a conservative ratio of 60 GSF/FTES, the build-out capacity of the district will be 9,225 FTES.

Over the last 10 years the Napa Valley Community College District has sustained an average growth of approximately 2.2 percent. The State of California Department of Finance projects a growth rate of 1.2 to 2.0 percent in the district over the next 10 years. Twenty-five percent of Napa Valley College students come from the Solano Community College District area, which has a much higher growth rate than Napa. Therefore, a 2.0 to 3.0 percent growth projection for the Napa Valley Community College District seems prudent.

For planning, three growth scenarios were evaluated to project capacity at the completion of this facilities plan. The slow growth model of 1.5 percent shows the district reaching the 9,225 FTES capacity in 30 years. At a moderate growth rate of 3.0 percent, capacity is reached in 15 years. Using a high rate of growth of 4.5 percent, the district would be at capacity in about 10 years. As long as the Napa area maintains a slow-growth posture, the slow to moderate rate is deemed to be the best planning model, giving this facilities plan a 20-year life.
Master Plan

Napa Valley College

District Facilities Capacity

Future Options

This plan fully uses available land suitable for development on the Napa and the Upper Valley campuses. Any expansion beyond this plan will require one or more of the following:

- Developing the corner parcel of Imola Avenue and Highway 221 for campus instructional use,
- Replacing surface parking with elevated or underground parking structures, or expanding parking in the flood plain to allow building over existing parking lots,
- Replacing existing one- to three-story buildings with high-rise buildings, and/or
- Developing alternative, satellite campuses.

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## Classroom Utilization

To determine the need for amount and type of new space required, current classroom utilization was analyzed. This study looked at the Fall 2002 semester to determine the size, departmental use, and overall utilization of each teaching classroom or lab on the Napa campus. This document, along with anecdotal information received during the departmental interview process, indicates that there is a need for larger (60 student plus) classrooms on campus. Where most of the facilities on campus are not 100 percent utilized, the large lecture spaces are. It is also obvious in reviewing the class schedules for that semester that a very small percentage of classrooms are fully used in the afternoons. While this is consistent with the historical scheduling at Napa Valley College, changes in scheduling could improve overall facilities utilization. As the transportation section of the report points out, campus scheduling has an impact on parking and congestion issues. Below is an excerpt from the utilization study, which can be found in its entirety in Appendix A.

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Next Steps

With adoption of the Facilities Master Plan, several key steps will follow. The college should look at these as comprehensive campus-wide efforts that allow a multi-phased construction program to result in a coordinated plan.

Landscape Master Plan
The Landscape Master Plan must take into account valuable existing landscape elements, resources required to maintain landscape (i.e. personnel, water), and aesthetics.

Utility and Infrastructure Plan
By creating a utility plan for the campus, the main systems, (including electrical power, fire alarm, heating, ventilating, air conditioning, and plumbing) can be evaluated and the appropriately sized infrastructure designed to accommodate all projects in the Master Plan. See the engineering sections of the Facilities Master Plan, Volume II, for an overview of these systems.

Grading and Drainage, Roadways and Parking Plan
With significant proposed roadway improvements, it is imperative that the roadways and parking areas be addressed in a comprehensive way. These improvements, along with new building projects, will impact site drainage. It is recommended that appropriate agency coordination – county, Corps of Engineers, Caltrans – occurs during the Master Plan to ensure support.

Building Programming
Each project will go through an architectural programming phase. This phase will allow input from potential users to influence the project design and implementation. This phase will outline room sizes, technical requirements, and other details. It is important that the college allow adequate time for this process to ensure the campus community will accept the final design.

Environmental Review
A key Requirement of the Master Plan will be the upcoming Environmental Impact Report (EIR) process. Significant public input and agency coordination would help the Master Plan achieve widespread acceptance.

ADA Transition Plan
The Americans with Disabilities Act (ADA) requires a transition plan that outlines how the organization will meet ADA issues. One of these issues is how facilities will be retrofitted to meet accessibility guidelines.
Site Planning

The current campus plan is organized around a central pedestrian walkway, or “spine.” The long, linear spine is defined on both sides by buildings similar in both massing and architectural style. It is also defined by a center line of trees that unify the campus and define clear pedestrian paths of travel. At the south end of campus the linear plan is not extended, with viticulture, fine art, and the Technical Division disconnected from the main campus walkway. One goal of the proposed site plan is to reconnect the south buildings with the main spine using the new Learning Resource Center (LRC) as the hinge point. A proposed central atrium at the LRC will connect the main and south campus buildings. This two- to three-story building will become a significant architectural statement at the south end of the Napa campus.

In addition, the proposed Facilities Master Plan creates a new campus entry at Imola Avenue on the north end of campus. The new entry and related parking combine with the proposed theater building and its entry plaza to create a stronger public entrance. This entrance will have a monument or marquee sign at Imola Avenue and, using landscape and design elements like tree-lined roadways or public art and signage, will invite the public into the campus.

In the proposed Facilities Master Plan, the existing north exit road to Highway 221 and Magnolia Drive would be converted to a two-way ingress/egress point. A majority of the visitors to campus would enter through the Magnolia Drive and Imola Avenue access roads, making the newly formed intersection a key landmark. With the revised access plan, additional parking can be created at the northeast, where existing traffic patterns indicate the highest demand. This intersection also defines a corner parcel that can be used for future educational use, perhaps in a public-private partnership.

The new Imola Avenue access would be aligned with the central campus walkway, giving arriving visitors a vista into the campus center and improving public visibility of the college. A new plaza in front of the theater building will become an open space terminus to the central spine.

The existing east/west axis will be enhanced. The current entry plaza between buildings 100 and 200 will also act as a key focal point for campus visitors. Vistas to the campus pond will be improved, and the Student Services Welcome Center will provide interest and access to information for students and visitors.

The environmental process will study various circulation scenarios for the campus, including this Facilities Master Plan. The results may require revisions to the plan as presented.
Site Planning Parameters

Site Plan Legend
- Existing Buildings
- New Buildings
- Vehicle Circulation
- Pedestrian “Spine”
- Future Connection
- Intersection
- Existing Parking
- Future Parking
- Future Educational Use
- Vehicle Access
Master Plan Site

Site Plan Legend
- Existing Buildings
- New Buildings
Master Plan Site with Departments

Site Plan Legend

- Existing Buildings
- New Buildings
New Buildings

The proposed plan identifies several significant new buildings to be constructed over the next 20 years. The buildings – a new theater of 400-600 seats, a new Learning Resource Center (30,000 to 43,000 square feet), a field house for Physical Education and Criminal Justice use (15,000 square feet), and three classroom buildings (loosely termed Technology I, II and III). These technology buildings will include a science wing addition to the 700 building of 6,000 square feet, a new classroom building (with some faculty offices) of 15,000 square feet, and a third program building (vocational and technical) of 9,000 square feet. Additionally, a new Central Plant building will house the equipment for the campus-wide heating and air conditioning system.
Secondary Effects

With the construction of the proposed new buildings, existing functions can be relocated into existing space listed below, creating additional space for program expansion. These occur as secondary effects to the campus. With the secondary effects, the campus will achieve a new Student Services Center, updated classrooms and labs, and a reorganization of departmental facilities to improve adjacency. In addition, especially in the area of vocational studies, valuable lab space will be available for evolving programs. All existing facilities will receive some level of renovation and modernization.

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<th>ASF</th>
<th>GSF</th>
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Total Assignable Area: 247,712 ASF (Assignable square feet)
Total Gross Area: 373,520 GSF (Gross square feet)

*Located off the main campus
**Signage and Wayfinding**

A key theme that emerged in the interview process was the need for better campus signage and directions. This will improve the visibility of the campus to the community and also to provide directional, building, and room signs on the campus. In the Master Plan process, various themes were explored, with the concept of Napa County geography being the preferred concept. A signage consultant should be hired to develop a specific and detailed signage program for the campus.
Campus Standards

The Master Plan process also helped develop recommendations for various standards on the campus – finishes, furniture, and sizes for office space and classrooms. Creating a flexible palette of finish and furniture standards allows the campus to negotiate purchase agreements at high-volume prices, keeps a consistent campus aesthetic, and allows the campus to stock replacement parts.

The campus standards for office space are consistent with industry standards. While specific arrangements are shown, these arrangements are flexible and adaptable to various workplace processes and demands.

The classrooms were designed to address the need for larger classrooms on campus. New classrooms will be developed with a minimum of 900 square feet to accommodate 45 students in a typical desk configuration. A prototype classroom was designed and implemented concurrent with the Facilities Master Plan process. This space, with state-of-the-art technology, the recommended colors and finishes and student tables, has allowed the college to receive user feedback before implementing campus-wide improvements. While the student table option was presented in the prototype in response to the faculty requesting furnishings that promote collaborative learning, a classroom with student desks was also developed for faculty desiring greater testing security. It is expected that both options will be used on campus.
Campus Standards - Offices

120 s.f. Private Office
Managers/Directors

64 s.f. Modular Office
Standard

80 s.f. Private Office
Faculty
Campus Standards - Classrooms

750 s.f. Classroom
30 to 36 Students

900 s.f. Classroom
45 Students

1,500 s.f. Classroom
60 to 75 Students
The interior finishes concept was developed with inspiration from the Napa Valley region. Use and maintenance of college spaces and sustainability were also kept in mind. Using natural colors from the environment and products that are environmentally friendly, extremely durable, and long lasting, the palette created will serve the college for many years.


**Character**

Throughout the Facilities Master Planning process, architectural design features and campus character issues were introduced and discussed. There were strong feelings that the new construction should complement existing campus architecture. This campus has a strong vernacular using concrete panel and stone aggregate and a flat-roof profile with mansard roofs and penthouses. However, the existing campus architecture is difficult to reproduce with current construction methods.

One element that was introduced during the master planning process was the use of tensile structures – permanent fabric structures to provide climate-controlled interior space. The first and most likely use of the tensile structure would be at the Student Center, reclaiming the existing exterior “quad” for interior use. There was also discussion that the tensile structure be introduced in several areas on campus as a way to reclaim interior courtyards as inside space. The tensile structure is soft and translucent, with some irregular form to contrast with the strong rectilinear existing building.

It is also likely that the new buildings will use more glass than the existing buildings; natural light is one feature that was requested in interviews throughout the Facilities Master Plan process. This will introduce the element of glass and aluminum storefront to the campus palette. Lightweight panel systems with a stucco-like finish, tilt-up concrete panels, or other complimentary systems may also be considered.

The new buildings at both ends of campus, the Learning Resource Center and the Theater, will undoubtedly become significant campus icons. These larger buildings can introduce new finishes, forms, and materials to the campus.

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**Natural Light**

**Tensile Structures**
Master Plan by Department

Participation by each division and department was integral to a comprehensive planning process. A departmental questionnaire (see appendix) was distributed and used as the basis for discussion in the various departmental interviews. The following pages indicate only a portion of the information received. In addition, floor plans for each department describe the program intent that was assumed. The questionnaires and meeting minutes from each department will be used as the basis for future programming meetings on individual projects. The information also went through a synthesis process, with input from the core group guiding the final recommendations. That synthesis considered program viability, future needs, and ability to staff and fund the requests. The core group attempted to balance the wishes and requests of all departments within the college community. The Napa Valley College organizational chart is shown below, indicating the areas that provided input in the process.
Health Occupations Division

The Health Occupations Division includes programs in Associate Degree Nursing (ADN), Licensed Vocational Nursing (LVN), Respiratory Therapy, and Psychiatric Technician. The division is primarily located in the 1000 building, with specialty lab space and faculty offices on the lower level of that building. The Health Occupation Division interfaces with the Science Division, which offers courses required for their degree programs; it is expected that Science will need to expand to accommodate Health Occupations students as those programs expand. Subsequent to initial interview with the division, the nursing program has outlined an expansion program, limiting the LVN program while increasing the ADN program. Much of the expansion is envisioned in an offsite location. It is expected that the lower level of building 1000, with perhaps some minor modifications and the relocation of the electronic classroom to the Learning Resource Center, would provide the on-campus space needed by health occupation programs.
Business and Computer Studies Division

The Business and Computer Studies Division occupies primarily the 800 building. It is envisioned that faculty offices and primary classrooms used by this division will be in the new classroom building located south of building 300. This new building will be 15,000 assignable square feet, which will accommodate six 900-square-foot classrooms and four 1,500-square-foot classrooms. The use of movable partitions may allow combined classrooms to accommodate larger group activity and instruction. Because this new one-story classroom building is planned to occur near the beginning of the bond implementation, its primary use for the first eight to ten years will be as interim classroom space for those areas on campus which are closed for remodeling. This building will be designed to be very flexible, with specific programming to meet the needs of the Business and Computer Studies Division occurring much later in the bond implementation plan, with the division continuing to use the 800 building in the interim.
Fine and Performing Arts Division - Music and Drama

A new Performing Arts Complex is planned for the campus. The existing theater would also remain as an active theater facility, allowing it to be more accessible for such uses as lectures, visiting speakers, student activities and events, and community presentations. While the existing theater is 250 seats, it is expected that the new theater will be 400 to 600 seats, or a maximum of 50,000 gross square feet (32,000 assignable square feet). It is recommended that programming of the new theater building consider the existing theater facilities and their potential re-use. With the telecommunications program vacating its space in the existing building and moving to the new Technology III building, the theater becomes available for other instructional purposes.

The performing arts facility is a key public use facility on campus. Its location, at the northern end of the campus pedestrian spine, allows community access without circulation through the campus interior. The main entrance will be at the same floor level as the spine. As a high-profile facility for the Napa campus and community, the theater should have an appropriately sized lobby, plaza, drop off, and parking areas. It is important that, as a key component of the new entry, the building and grounds be architecturally significant.
Building 900 - Space List

Red indicates reclaimed spaces.

- Reclaim Music Room on Lower Level (1,834 sf)
- Reclaim TV Studio on 1st Floor (2,225 sf)
Fine and Performing Arts Division - Fine Arts

Fine arts will not be relocating to the new performing arts complex but will remain in the existing 400 building. Additional space will be added with demolition of the 1200 buildings and the reconfiguration of the fine arts building itself. First, with relocation of the Photography Program to the Technology III building, the existing fine arts program can expand. In addition, a kiln area is proposed, perhaps as a simple metal building or covered outdoor area. The details of this expansion can be discussed during the programming phase for the remodel of that building. It is desirable that this department has access to a traditional classroom either in the 400 building or in nearby facilities.

Building 400 - Space List

- Reclaim Photography space to expand Fine Arts (2,400 sf)
- Remove Electronics Building to build new covered kiln yard

REMOVE ELECTRONICS BUILDING

NEW COVERED KILN YARD/BLDG.
Language and Developmental Studies Division
The Language and Developmental Studies Division (LADS) includes English, English as a Second Language, foreign language, speech, the Learning Skills and Testing Center, the Writing Lab, and Diagnostic Learning Services. It is envisioned that faculty offices for this division would remain in the 1000 building, as will many of the classrooms used by this division. It is important that this division, utilizing primarily “standard” classrooms, have access to the latest technology and some larger classroom spaces. The renovation of the 1000 building should accommodate these needs. While the Writing Center would remain in the building, (relocated, enlarged, and improved) the Diagnostic Learning Services facility would be in the new Learning Resource Center. This will improve access for students and space for small group testing and instruction areas. A consistent theme in departmental interviews was the need for a language lab. A 750-square-foot language lab was included in the conceptual plans for the 1000 building renovation.

Social Sciences Division
The Social Sciences Division would be co-located with LADS in the 1000 building offices. Larger, improved classrooms in this building would be used by Social Sciences, with the exception of the Child and Family Studies program, currently using a classroom at the Child Development Center, where it would remain.
Building 1000 - Space List

(Red indicates reconfigured spaces.)

2nd Floor (1000A)
- Computer Lab (1 - 750 sf)
- Classroom (1 - 1200 sf)
- Reconfigure office/conference
- Restroom Remodel

3rd Floor (1000A)
- Classrooms (2 - 900 sf)
- Classroom (1 - 1,200 sf)
- Classrooms (2 - 1,200 sf)
- Lecture (1 - 2,000 sf)
- Reclaim area for Writing Center (1 - 1,800 sf)
- Language Lab (1 - 750 sf)
- Remodel Restrooms

2nd Floor (1000B Building)
- Faculty Offices (30)
- Division Chairs (2)
- Administrative (2)
- Copy Room
- Storage Room
- Reclaim outdoor court

Language and Developmental Studies Division
Social Sciences Division
Science, Mathematics, and Engineering Division

The Science, Math, and Engineering Division will be primary users of the 600, 700, and 800 buildings. Included in the program for this division is a 6,000 assignable-square-foot expansion of the 700 building, perhaps separated by a breezeway. This would provide additional lab capacity and relocate the anatomy lab from the “basement” level. By building this expansion prior to renovation of the 700 building, lab space for use during the reconstruction would be developed. Key concerns of the science faculty are the effective planning of the central teacher resource space, assessing storage needs, providing adequate storage, and creating labs that have appropriate technology and equipment. The proposed reorganization would also move the Mathemetic Engineering Science Achievement (MESA) computer lab into this complex, perhaps co-located with a math lab for up to 50 students, in the 600 or 800 building. Renovation of the 600 and 800 buildings would permit development of large lecture space, staff offices, and flexible lecture classrooms with appropriate technology. The open space, the “glade,” which is surrounded by these three buildings, could become an outdoor teaching area, as could the retention pond and wetlands located near this complex. A comprehensive planning process will determine the most effective use of the allocated space and outline technologically sound, modern, and safe facilities.
SME - Space List

(Red indicates reconfigured space, and yellow indicates new space.)

Building 600
- MESA/Math Room (2,200 sf)
- Math Lab
- Offices
- Workshop
- Classrooms (2 - 1,550 sf)
- Classrooms (1 - 750 sf)

Building 700
- Reconfigure Science Labs
- Reconfigure Staff Offices
- Reconfigure Prep Rooms

Building 700 Addition
- Chemistry Labs (4 - 1,200 sf)
- Offices
- Division Chair (2 - 115 sf)
- Staff (8 - 70 sf)
- Administration (1 - 70 sf)
- Aide (1 - 60 sf)
- Prep Room (1 - 640 sf)

Building 800
- Reconfigure two classrooms to one larger classroom (1,500 sf)
Technical Division

Currently decentralized on the campus, the Technical Division includes the digital design, telecommunications, viticulture, photography, electronics, and welding programs. Most of these programs are located in the south campus area, with Digital Design located in the 1000 building and Telecommunications Technology in the 900 building. A key goal of the Master Plan is to co-locate this division in one area of campus. The Facilities Master Plan provides for a new 9,000 assignable-square-foot building (Tech III) in the south area of campus to allow the relocation of Digital Design and Telecommunications. It also allows the relocation of Photography Technology from the 400 art building and provides for potential emerging programs, such as hospitality. It was agreed that, because of changing technology, the final decisions about this new building and the 500 building should be left to a future programming phase.
Physical Education and Athletics Division

The Physical Education and Athletics Division will be improved by several projects anticipated in the Master Plan. One project is the development of restrooms on the pool deck. Physical education facilities are highly impacted by community use, and this restroom facility will provide pool users with improved restroom access and make restrooms available while the building 1100 restrooms are renovated. Secondly, a 15,000 gross-square-foot “field house” is proposed. This facility will be for both the Criminal Justice program expansion and for Physical Education. A programming process, including representatives of both divisions, should determine the specific building plan. Finally, a renovation of the existing gymnasium building (1100) will occur. The three projects add significant improvement opportunity for both physical education programs and the community. General improvements for accessibility, equipment, and finishes will be considered.
Physical Education - Space List

(Yellow indicates new space.)

New Field House (15,000 gsf)
- Fitness Center
- Mat Room
- Sports Courts
- Changing Rooms

Gymnasium - Building 1100
- Remodel Restrooms
- New Gym Floor
- ADA Upgrades

New Pool House
- Changing Rooms
- Restrooms

FIELD HOUSE

POOL HOUSE

GYMNASIMUM
Criminal Justice Training Center

The Criminal Justice Training Center (CJTC) will be expanded with the addition of the multipurpose field house building. This 15,000 gross-square-foot building will include restrooms and changing areas at one end, with the balance of the building being open multipurpose gymnasium space. This will allow for the CJTC mat room and for expanded physical education use. The existing facility used by CJTC on the ground floor of building 1000B would remain with renovation appropriate for future needs.
Student Services

The vision for Student Services builds on a concept developed in 2002 and published in a document entitled “Student Services Group Program” by Architerra, an architectural firm. The concept was for a “one-stop shop” of student service functions including:

- Admissions and Records
- Counseling Division
- Special Services/WAIII
- Financial Aid/EOPS/CalWORKs/TRIO
- Career Center/Re-entry Center
- Bookstore
- Associated Student area
- Health Center
- Banquet space and student gathering space

One goal of the Facilities Master Plan is to make the Student Services Center visible at the campus entry so that students become engaged from their first visit on campus. The concept of a “Welcome Center,” to provide information to new students and visitors, is also part of the Student Services Center. This function is proposed with a renovation of the 100 and 200 buildings and reclaiming the “quad” central to the 100 building as interior, enclosed space using a fabric tensile structure. This newly created quad space would act as circulation to the student center well as casual gathering and dining area. The tensile structure would allow light into the center quad, maintaining the outdoor feeling.

Also part of Student Services, the NVC Police and Child Development Center are addressed later in this section.
**Student Services - Space List**

*Red indicates reconfigured space, and yellow indicates new space.*

**Building 100**
- Cafeteria
- Upward Bound
- Talent Search
- Workability
- Student Health Center
- Storage
- Banquet Hall
- Student Support Services
- Bookstore and Welcome Cntr.
- ASB Offices/Club Spaces
- Outdoor Amphitheater

**Building 200**
- Financial Aid
- EOPS
- CalWORKs
- Counseling Center
- Admissions and Records
- Special Services
- Career/Re-Entry Center
- Transfer Center

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**Tensile Structures**
Napa Valley College Police

The campus police office is currently located in the basement of the 700 building. The space is fairly central to campus and has immediate adjacent parking for safety vehicles. It is not, however, highly visible to students, faculty, or staff. The new location is expected to improve that profile, placing the police offices along the main entry road, James Diemer Drive. At this location, the police facility could include an information window serving the south parking areas. The modular building 1600, which will be replaced with a new building, would be relocated and remodeled to be the College Police Office.

Child Development Center

The Child Development Center, building 1500, would remain in its existing configuration in the Master Plan.
Administration

Administrative functions will be relocated and consolidated in the 300 building, the current library building, after the Learning Resource building is constructed. This consolidation will include:

- Office of the President
- Office of Instruction
- Office of Student Services
- Human Resources
- Business Office, including payroll
- Foundation Office
- Research, Planning, and Development
- Community Relations
- Board of Trustees/Community Meeting Room
- Classified Employee Lounge

A board room is planned for the facility. Its size, however, can vary in order to accommodate other needs. The space should be multipurpose and allow a minimum of 50 people to attend board meetings. Because conference space is at a premium on campus, the creation of new conference space should be considered in the administrative offices.

Currently the Printing Services Department on campus is part of Community Relations, located in the existing library, building 300. An option that is being considered in planning for printing services is to develop a service desk in a central location, perhaps in conjunction with the teacher resource center. The offset print machines would be located near Maintenance and Operations, facilitating deliveries and storage. This would also assume that high-speed printers and copiers are decentralized throughout campus, near the departmental secretaries, and that the service desk could take print orders and facilitate delivery. Further investigation is needed into the appropriate delivery of these services to the campus community.

The lower level (basement) of Building 300 will be used for document storage. It will also continue to house the telecommunications and data hub for the campus. Information Technology staff would be relocated in the Learning Resource Center.
**Administration - Space List**

(All spaces are red indicates reconfigured spaces.)

- Office of Student Services
- Board and Community Room
- Foundation and Resource Development
- Office of the President
- Office of Instruction
- Classified Staff Lounge
- Human Resources
- Community Relations
- Business Office
Learning Resources

The proposed Learning Resource Center on campus is envisioned as a facility that will combine many campus functions into one multi-story building. Because the potential for state funding exists for this building, its final size and configuration is yet to be determined. If state funding is not available or timely, the facility will likely be 30,000 assignable square feet. If state funding is available, that number would rise to 43,000 assignable square feet. As mentioned previously, a large atrium is envisioned for this building for such functions as gathering, gallery display and circulation. The Learning Resource Center planning should consider the following:

- The library should house 100,000 volumes.
- Seating in the current library is 150 to 175 persons. During peak hours it is difficult to find seating; therefore, the facility should provide increased seating.
- Study space should be planned to accommodate a variety of styles: carrels for students to study alone, table areas for small group study, small study rooms for project work, orientation, and tutoring (up to 20 rooms). The LRC needs more computer carrels.
- The Learning Skills and Testing Center should be moved and expanded to facilitate large group assessment and on-line testing programs.
- The Teacher Resource Center should be relocated to the new Learning Resource Center.
- A tiered-seat lecture hall for 150 should be added.
- The Distance Learning/Electronic Classroom should be moved from building 1000A and expanded.
- Video conferencing should be provided.
- IT personnel should be included, as technology in this facility will be significant.
- A learning center, potentially staffed by a DSPS librarian, should be considered.

As programming moves forward, special consideration should be given to security and staffing of a multi-storied facility. Additionally, the issue of print services, mentioned previously, could be considered as part of the Learning Resource Center planning.

Information Technology - IT

IT should be located in the new Learning Resource Center. It is anticipated that the network hub and telephone system will remain in its location in the basement of the 300 building. It is possible that some personnel will remain to maintain that equipment. An alternative option was discussed, leaving IT in the existing location with an expanded and improved facility. It is unknown what kind of growth will occur in computing services, but with the introduction of extensive technology into the classroom, it is expected that more technicians will be required.
Learning Resource Center -
Space List
- Digital Output/Copy Center
- Testing Center
- Teacher Resource Center
- Raised Seating Lecture Hall
- Small Group Instruction
- Atrium/Gallery
- Information Technology Staff
- Media Center
- Study Rooms
- Library

Learning Resource Center

Atrium/Gallery Concept

Atrium connects main walkway to south campus.

Concept Diagram
Facilities Planning and Services

Facilities Planning is currently located in building 1400, surrounded by support facilities, such as parking areas, shops, storage, and warehouse space. The bond implementation construction office has recently located in building 1200A. The existing offices in building 1400 are not ADA accessible, making a long-term solution necessary. One solution may be to retain building 1200A as the facilities offices after bond implementation is complete. It is also possible to consolidate some services and relocate storage to vacate ground floor space, which can be renovated into office space. It was suggested that a new warehouse of approximately 5,000 square feet was needed to replace the existing warehouse.

Central Plant

A new central plant is proposed for the campus in the area west of building 700. This building of approximately 6,000 square feet would house the campus heating, ventilating, and air conditioning equipment. Two large stratified water tanks will also be required. Special consideration should be given to this facility to ensure that it complements the existing campus architecture and that the visual impact of the water tanks be minimized. The mechanical engineering section of the Facilities Master Plan, Volume II, discusses this facility in greater detail.

Storage

Two locations are anticipated to centralize storage on campus. The basement level of both the 300 and 700 buildings would be used for storage. The 300 building would primarily house Student Services and Administrative records. The 700 building would house departmental storage in separate, lockable cages. This would free up storage currently in the facilities warehouse and elsewhere on campus.