Mendocino-Lake Community College District

Comprehensive Facilities Master Plan 2025–2035

December 2025

MENDOCINO
COLLEGE

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WELCOME TO MENDOCINO COLLEGE!

Our Facilities Master Plan is much more than a blueprint for buildings—it's a promise to our students, our employees, and our community. It reflects our enduring mission to empower students, uplift communities, and foster inclusive excellence. Guided by our vision and values, this plan ensures that our physical spaces support the academic and personal success of every student we serve.

We are your community college, and we are dedicated to serving the needs of all members of our community through understanding and responsive planning. Our guiding principle is expressed in our Mission Statement: "Mendocino College embraces its role as an intellectual, economic, and cultural anchor for the region."

EXPANDING ACCESS TO HEALTH AND WELLNESS EDUCATION

As we look to the future, we are especially focused on expanding our Allied Health programs, recognizing the growing need for skilled healthcare professionals in our region. In order to maintain these critical programs, we must:

- Repair aging classrooms and replace the outdated labs that train our nurses, physical therapy assistants, and emergency medical responders for local hospitals and communities.
- Create safe, clean, and modern classrooms and labs that allow students to complete the necessary prerequisites in Fort Bragg and Lakeport to enter our Allied Health and other degree programs

BUILDING STRONG CAREERS AND A RESILIENT WORKFORCE

We believe in expanding career and workforce education programs so students can acquire real world skills for good-paying jobs—without taking on thousands of dollars in student loan debt. Our programs are designed to meet local workforce needs and support economic growth across our region. To meet the skilled workforce needs of our communities, we must

- Expand successful programs in firefighting, solar installation, and sustainable construction onto the Willits campus to train students for critical roles in our communities.
- Invest in basic repairs to outdated plumbing, electrical systems, lighting, walls, and roofing at every campus to ensure our facilities match the ambition and talent of our students.

EXPANDING OPPORTUNITY AND REDUCING STUDENT DEBT

College should be accessible, affordable, and transformative. Through dual enrollment and a wide range of academic programs and transfer degrees, Mendocino College helps students save money, earn college credit early, and pursue their goals with confidence.

- Our expanded dual enrollment program allows high school students to earn college credit for free, accelerating their path to a degree or career while reducing crushing student loan debt.
- We offer over one hundred certificates, associate degrees, and degrees for transfer in fields including the arts, STEM, business, humanities, and education. Whether students want to start a career, upskill, or transfer to a four-year university.
- Mendocino College provides affordable, high-quality pathways that reduce debt and accelerate success—all in modern, healthy learning environments designed to serve our students and communities.

At Mendocino College, we are deeply committed to diversity, equity, and belonging—principles embedded in our institutional culture and foundational to how we design and steward our learning environments.

Our facilities are designed to reflect the richness of our community and provide welcoming, accessible, and safe, spaces for all.

- We must make basic repairs including repairing leaky roofs and removing any mold, asbestos, or lead paint from our aging buildings.
- We must ensure that our aging buildings can meet today's accessibility and earthquake standards.

We also recognize our responsibility to be strong fiscal stewards of the public's funds, including fiscal transparency every step of the way.

This Facilities Master Plan is a promise that Mendocino College will continue to grow with purpose, lead with integrity, and build with heart.

In service,

Timothy Karas, Ed.D.
Superintendent/President
Mendocino-Lake Community College District

PARTICIPANTS

PARTICIPANTS

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Superintendent/President

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Nicole Marin
Vice President of Administrative Services

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Vice President, Academic Affairs

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President, Academic Affairs

Ulises Velasco
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PARTICIPATORY GOVERNANCE APPROVALS & KEY DATES

Facilities & Safety Committee — *Approved October 14, 2025*

Academic Senate — *Approved October 23, 2025*

Management/Supervisory/Con idential — *Approved November 10, 2025*

Classi ied Senate — *Approved November 20, 2025*

Associated Students of Mendocino College — *Approved November 21, 2025*

Planning & Budgetary Committee — *Approved December 7, 2025*

Board of Trustees — *Approved December 17, 2025*

Campus Committees/Groups/Departments

Agriculture
Art
Automotive Technology
Athletics
Basic Needs
Counseling
Enrollment Services
English
Emergency Medical Technology
Financial Aid
Fine Wood Working
Fire Science
Information Technology & Systems
Library
Math
MESA
Nursing
Physical Therapy
Sciences
Student Services
Sustainable Construction Technology
Theatre Arts

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EXECUTIVE SUMMARY

The Mendocino-Lake Community College District (MLCCD) Comprehensive Facilities Master Plan (CFMP) 2025 is a visionary framework designed to transform the district's campuses into vibrant, inclusive, and sustainable learning environments. Grounded in extensive stakeholder engagement and rigorous data analysis, this plan provides actionable recommendations to address current challenges while preparing for future growth.

Key themes include:

- **Community Integration**: Strengthening ties with the broader region through collaborative initiatives and spaces that serve both educational and community purposes.
- **Resiliency and Sustainability**: Incorporating renewable energy solutions and efficient building designs to achieve net-zero energy consumption by 2035.
- **Equity and Accessibility**: Ensuring facilities support all students by improving wayfinding, ADA accessibility, and access to critical resources.

The CFMP proposes tailored improvements across all campuses:

- Ukiah Campus: Revitalizing its core through the development of the Allied Health and Career Technical Education Complex, focused and centralized student services, improved pedestrian circulation, and activated outdoor spaces like Pomo Plaza.
- Coast Center: Replacing outdated facilities and reimagining gathering spaces to reflect its coastal identity while addressing accessibility and transportation needs.
- North County: Advancing building expansion efforts at the center to accommodate student needs, and sustainable site improvements.
- Lake Center: Strategic renovations and program-specific expansions ensure this center align with district goals and community priorities.

This forward-thinking plan reflects MLCCD's commitment to student success, environmental stewardship, and regional leadership. By implementing the CFMP, the district will enhance its ability to meet the evolving needs of students, faculty, and the communities it serves.

UKIAH CAMPUS

Ukiah Campus stands at the forefront of transformation within MLCCD, Re-imagining its core to foster collaboration, accessibility, and innovation. With a focus on creating vibrant spaces like the Allied Health and Career Education Building and revitalizing key areas such as Pomo Plaza, the campus embodies a commitment to enhancing the student experience while addressing the challenges of aging infrastructure. This evolution reflects a vision of inclusivity and adaptability, paving the way for a dynamic and future-ready learning environment.

COAST CENTER

The Coast Center embraces a pivotal moment of renewal, reshaping its facilities and spaces to align with the unique needs of its community. Through a phased construction process, the plan emphasizes replacing outdated infrastructure and enhancing gathering spaces to foster connectivity and collaboration. Positioned in the scenic coastal landscape, the center integrates its environment into a modern vision for education, reflecting a dedication to lifelong learning, community engagement, and regional identity.

NORTH COUNTY

The North County Center has secured matching state-funds to continue to build out the site as an accessible, vibrant hub for education and community engagement. This next phase will house 18,500 square feet of new CTE instructional space dedicated to Fire Science, Sustainable Construction and Lab Science. Construction is scheduled to begin in 2027.

LAKE CENTER

The Lake Center will focus on strategic space reallocation, infrastructure resiliency, the expansion of instructional classrooms and an improved science/ biology lab to meet future academic needs

COASTAL FIELD STATION

The Coastal Field Station, acquired from the US Coast Guard by the College in 1981, sits just north of the town of Point Arena, on the Mendocino Coast. As the District embarks on its fifth decade of stewardship of this unique property, an ongoing dialogue is taking place to reimagine and explore future possibilities for this site.

01

PROJECT OVERVIEW

INTRODUCTION

The Mendocino-Lake Community College District (MLCCD) Comprehensive Facilities Master Plan (CFMP) has been developed to guide short- and long-term solutions that will enhance the experience and success of the future students, faculty, staff, and the surrounding community.

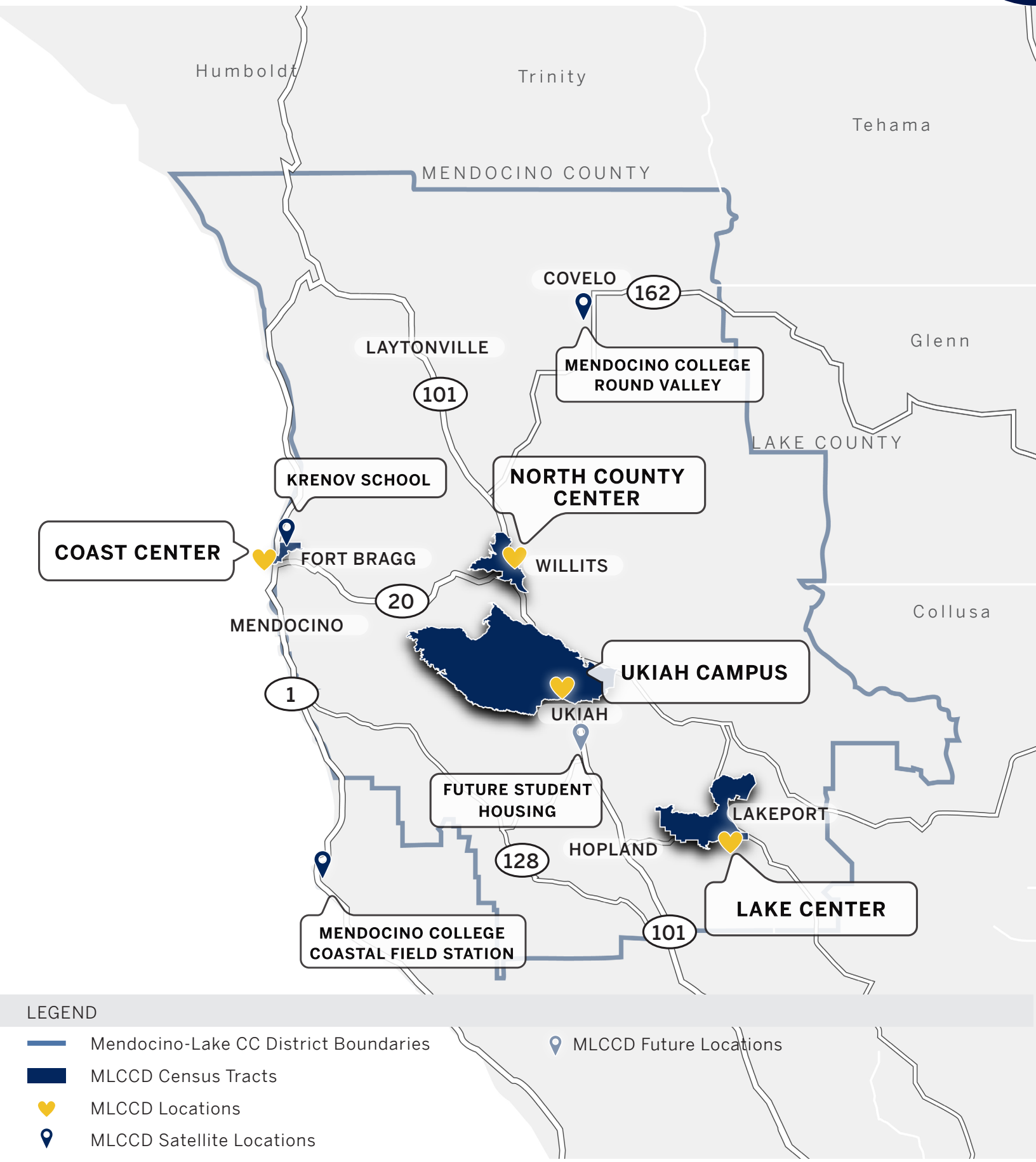
The Facilities Master Plan offers the District an opportunity to periodically conduct a thorough and holistic review of its built and natural environment. It gives students, faculty, staff and community members the space to explore how the educational activities of the institution are being supported in physical world. It is a chance to both reflect on the past and to plan for the future.

These buildings, courtyards, guided pathways, sports fields, and energy systems that figuratively and literally house our mission, vision and goals represent tremendous undertakings of time, material and dollars. This Facilities Master Plan is our best collective effort to honor that charge.

The planning framework found within this document will influence and lead the decision-making process in the development of both built environments and open spaces of MLCCD.

The planning process began with evaluating existing campus conditions through physical observation, data reported in the Facilities Utilization Space Inventory Option Net (FUSION) along with other data collection resources, surveys, and extensive working/focus group meetings. See the *Methodology* section later in this chapter for more information regarding the overall approach of the planning process.

The facing map depicts MLCCD District boundaries.


Humboldt
Trinity
Tehama
MENDOCINO COUNTY
COVELO
162
LAYTONVILLE
MENDOCINO COLLEGE ROUND VALLEY
Glenn
101
LAKE COUNTY
KRENOV SCHOOL
NORTH COUNTY CENTER
COAST CENTER
FORT BRAGG
WILLITS
20
Collusa
MENDOCINO
UKIAH CAMPUS
1
UKIAH
FUTURE STUDENT HOUSING
LAKEPORT
HOPLAND
128
LAKE CENTER
MENDOCINO COLLEGE COASTAL FIELD STATION
101
LEGEND
Mendocino-Lake CC District Boundaries
MLCCD Census Tracts
MLCCD Locations
MLCCD Satellite Locations
MLCCD Future Locations

DISTRICT HISTORY

The Mendocino-Lake Community College District was formed in September 1972 through a vote by citizens in Anderson Valley, Laytonville, Potter Valley, Round Valley, Ukiah, and Willits Unified School Districts.

Planning began in spring 1973, and the first classes were offered that July. In November 1974, the district expanded to include Lake County Unified School Districts—Upper Lake, Kelseyville, and Lakeport—bringing the total service area to 3,200 square miles. The district adopted its current name in 1981 to reflect its broader geographic reach. Today, MLCCD serves approximately 140,000 residents across Mendocino and Lake Counties, offering a wide range of academic and career-technical programs.

The college's physical development unfolded in three major phases. From 1973 to 1983, classes were held in portable buildings at the Mendocino County Fairgrounds. The second phase, from 1983 to 1993, saw the construction of permanent facilities on the 127-acre Ukiah campus, including the Lowery, MacMillan, Vocational Tech, Agriculture, and Child Development buildings, as well as a gym, sports fields, and the Center for Visual and Performing Arts. The third phase, funded by the bond Measure W (2006–2012), led to the creation of the Willits Center, Lake Center, Learning Resource Center (LLRC), a one megawatt (1MW) solar photovoltaic field, and a Maintenance & Operations building at the Ukiah campus. These expansions were designed to meet the evolving needs of students and the community.

The District acquired the Coast Center and the Krenov Fine Wood Working School in Fort Bragg in 2017 following a territory transfer from the Redwoods Community College District. In recent years, MLCCD has continued to adapt to changing educational and environmental demands. In 2023, the Ukiah campus added a 441 kWh battery energy storage system to further leverage the existing solar photovoltaic system. In 2024, a permanent classroom was built in Covelo at the Round Valley High School to provide college courses to one of the most remote communities in the state. That same year, the Mendocino College Foundation purchased a half-acre site in downtown Ukiah to build future student housing. In 2025, matching state funds as well as federal Economic Development Agency dollars were secured to build a new 18,500 sqft Career Technical Education (CTE)-focused instructional building at the North County Center in Willits, projected to start classes in 2030.

Ukiah Campus

METHODOLOGY

PLANNING PROCESS

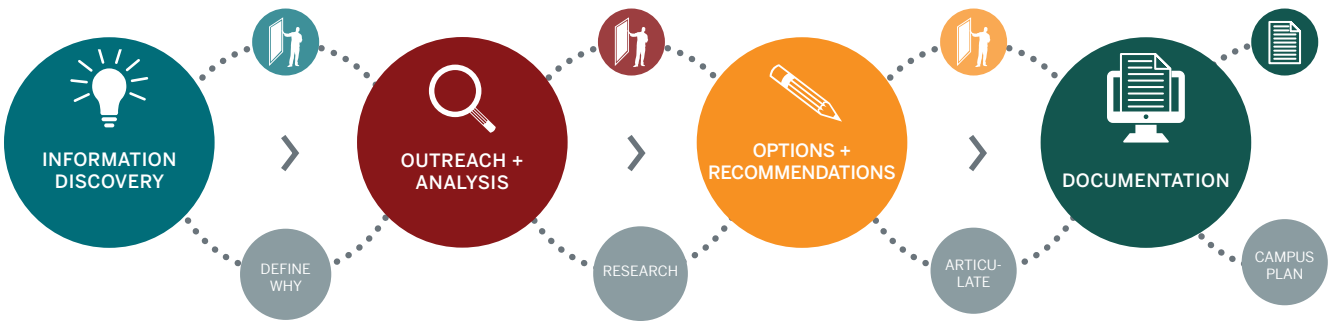
Based upon the guiding concept of the "architecture of inclusion", the planning process was heavily weighted in participation from many individuals of Mendocino College and the surrounding area including students, faculty, staff, and members of the community. The planning team worked closely with the college to define planning goals, review the analysis of existing conditions, evaluate various planning options, and make decisions that led to the development of the recommendations.

This process was guided by a four-phase process which included Information Discovery, Outreach & Analysis, Options & Recommendations, and Plan Documentation.

The first phase, Information Discovery, kicked off the planning process and included interviews/meetings with stakeholders, outreach, and data assembly. During this phase, the campus and surrounding context was studied to evaluate the way the campus currently operates and how users access, circulate, and utilize campus facilities.

During the second phase, Outreach and Analysis, the campus/site was thoroughly studied, utilization and space needs were analyzed, and the incorporation of a sustainability/resiliency framework was established. Additionally, during this phase, the goals of the Plan began to take shape.

Following Outreach and Analysis, the Options and Recommendations phase began which provided draft options for the stakeholders to evaluate and provide feedback on. This dialogue of data-driven evaluation and feedback ultimately led to the production of the final District Plan.



CAMPUS ENGAGEMENT

Critical to gaining a comprehensive understanding of the needs of MLCCD was the series of virtual and in-person workshops, surveys, and meetings with campus stakeholders undertaken during this process. Feedback provided at these events yielded insight into the daily personal experiences of a diverse group of campus users, allowing for a rich and comprehensive view of campus conditions and community desires.

KEY INSIGHTS

The Facilities Plans for Mendocino College were developed through a comprehensive review and analysis of multiple data sources, providing the insights needed to establish objective planning outcomes and make strategic campus decisions. The following key categories were analyzed throughout the planning process.

Building Age

Denotes the original construction date of a building, reflecting the construction technologies of its era. Renovations made over time can significantly impact a building's current condition.

Facility Condition Index (FCI)

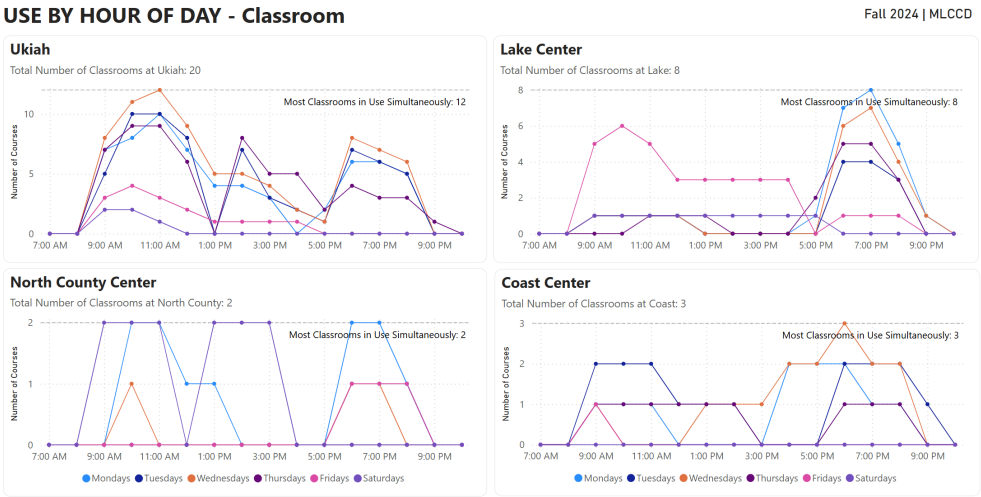
A calculated ratio of deferred maintenance costs to the replacement cost of a facility. An FCI exceeding 30% indicates a potential need for replacement over renovation, in accordance with guidelines from the State Chancellor's Office.

Sustainability & Resiliency

Demonstrates the college's dedication to environmental stewardship through initiatives such as planning for a rapidly evolving climate future and extreme weather events, consolidating buildings into a central campus core, upgrading facilities to achieve Net Zero Energy (NZE) and selecting drought-tolerant native plants for landscaping. These measures promote a greener, more resilient campus ready to meet and adapt to the environmental challenges of the 21st century.

Utilization

Measures how frequently campus spaces are used for instructional activities compared to State standards. Low utilization highlights underuse, while high percentages may signal overuse. These metrics help guide decisions about facility upgrades or reallocations.



Chancellor's Office Requirements

The California Community Colleges Chancellor's Office requires each District to maintain an up-to-date Facilities Master Plan (FMP) as part of its long-term capital planning efforts. This plan must align closely with the district's Educational Master Plan, ensuring that any proposed facilities projects directly support the college's instructional and student service goals.

A FMP is also a prerequisite for state funding through the Chancellor's Office. When a district applies for capital outlay funds—such as for new construction, modernization, or infrastructure repair—it must demonstrate how the proposed project fits within the board-approved master plan. This ensures that facilities development is strategic, data-driven, and tied to measurable educational outcomes.

Finally, FMPs are used by the Chancellor's Office to evaluate project eligibility and prioritization for funding cycles. Projects that align with statewide priorities are more likely to be considered if they are clearly embedded in the district's master plan. Without an approved and current FMP, a district may be disqualified from receiving these critical state resources.

Visual Observation

The planning process included on-site walkthroughs, where condition of existing facilities were assessed and documented. These observations guided the development of recommendations and helped shape the final Facilities Master Plan.

The results of this meticulous process are presented in the following chapters, outlining a clear vision for Mendocino College's future facilities.

The Krenov School of Fine Woodworking

GLOSSARY OF TERMS

Several terms are used throughout this Plan. A description of these terms used can be found here for reference over the course of this document.

Assignable Square Footage (ASF)	The usable area required to accommodate a function/assigned square footage of a space. ASF is typically described as "wall-to-wall" space or "usable area."
Facilities Condition Index (FCI)	An FCI represents the ratio of the cost to correct a facility's deficiencies to the current replacement value of the facility. For example, if a building's replacement value is $1,000,000 and the cost of correcting its existing deficiencies is $100,000, the building's FCI is $100,000 ÷ $1,000,000; that's 0.10 or 10 percent. The larger the FCI, means poorer condition of the facility.
FUSION	Facility Utilization Space Inventory Option Net FUSION is a web-based database and planning tool maintained by the California Community Colleges system (via the Chancellor's Office in partnership with FoundationCCC) that tracks detailed information about buildings and rooms (space inventory) across all community college districts in California.
Gross Square Footage (GSF)	The total area of an enclosed building, measured to the exterior walls. This includes everything in a building, even those spaces which are not used (i.e. elevator shafts, mechanical rooms, etc.
Proposed Building	A new project for construction that is anticipated to occur in the future.
Proposed Renovation	Renovation and/or addition to an existing building. This may include (but is not limited to) interior remodeling, finish upgrades, building system upgrades, space additions, etc.

Weekly Student Contact Hours (WSCH)	The number of hours per week a classroom or lab station is occupied by a student.
Weekly Room Hours (WRH)	The number of hours per week a classroom or lab is in use/scheduled.
Utilization	A metric used for classrooms and labs to determine the efficiency of a classroom/lab in terms of scheduling, room capacity, and room use.

02

DISTRICT OVERVIEW

LAND ACKNOWLEDGMENT

Indigenous Land Acknowledgment Honoring Native Peoples and Lands

In the spirit of community, we acknowledge that Mendocino-Lake Community College District encompasses the ancestral and present homeland of the indigenous nations of Mendocino and Lake Counties, including the Cahto, Concow, Nomlaki, Pomo, Pit River, Sinkyone, Wailacki, and Yuki. We recognize, honor, and respect these nations as the traditional stewards of the lands and water on which the District is now present. As a community we acknowledge this legacy.

We recognize that Mendocino College has benefited and continues to benefit from the use of this land. Consistent with our values we will work to strengthen our relationship with native peoples.

By offering this Land Acknowledgement, we recognize, support, and advocate for their sovereignty and will work to hold Mendocino-Lake College District more accountable to the educational needs of local first nations and indigenous people. We take this opportunity to acknowledge the land and our responsibility to the original people and tribal nations of Mendocino and Lake Counties.

(adopted November 9, 2022)

ABOUT THE DISTRICT

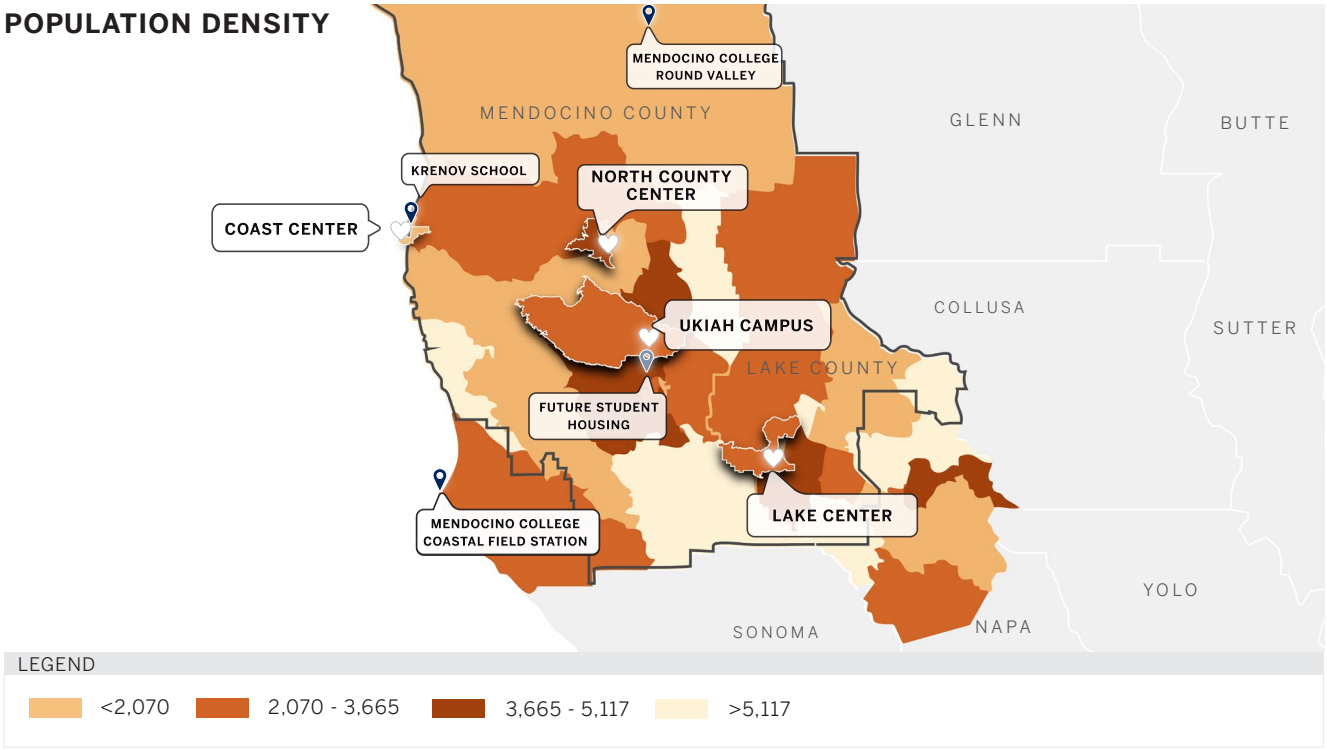
Established in 1973, the Mendocino Lake Community College District (MLCCD) serves a diverse region encompassing Mendocino and Lake Counties, with its main campus located in Ukiah and additional centers in Lakeport, Willits, and Fort Bragg. The District provides access to higher education for students across the North Coast and beyond, fostering opportunities for academic and professional growth in rural communities.

MLCCD offers the first two years of college-level instruction through a variety of transfer programs, career-technical education (CTE), and community-focused initiatives. The District also supports high school students through robust dual enrollment and concurrent enrollment programs, as well as specialized pathways like Middle College High School, helping students achieve their educational goals early.

Committed to the principles of equity, social justice, and student success, MLCCD prioritizes intentional strategies to ensure all students achieve their aspirations—whether earning certifications in career education, completing associate degrees, or transferring to four-year institutions.

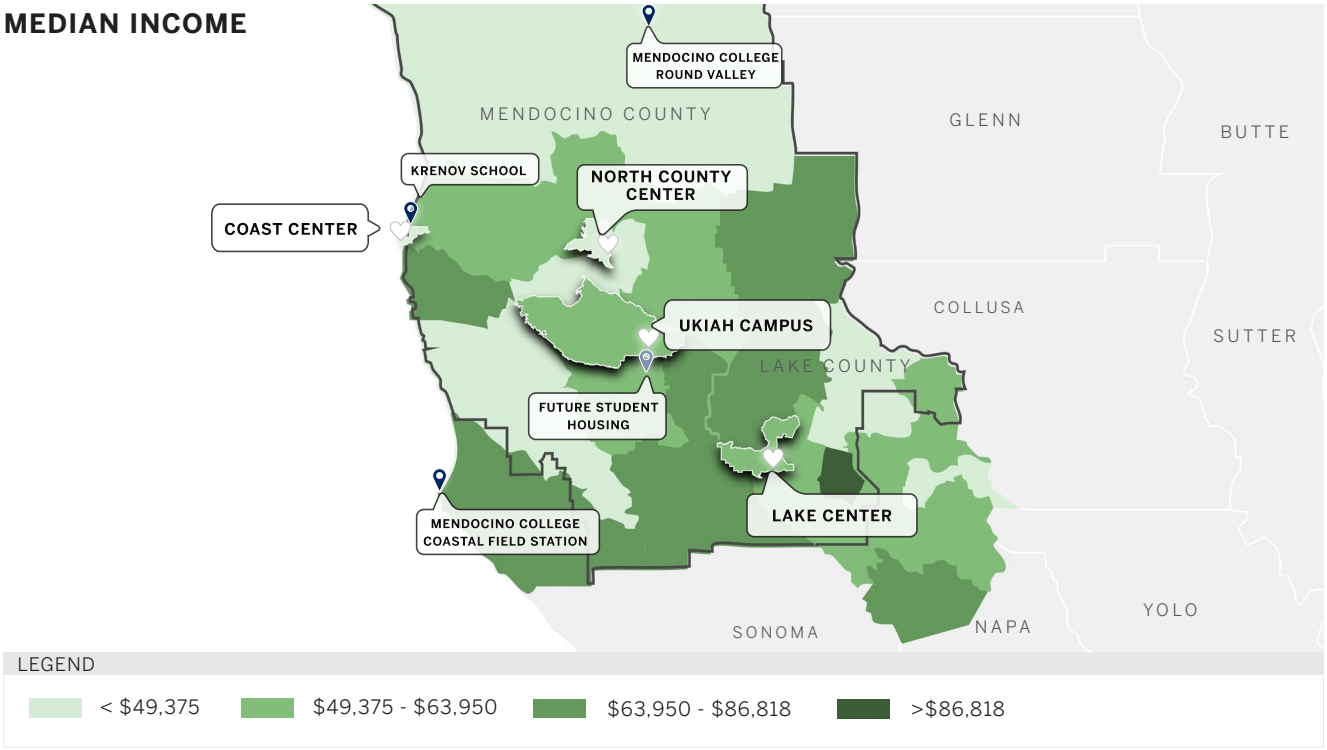
DISTRICT CONTEXT

POPULATION DENSITY



Source: ACS 2022 (5-Year Estimate)

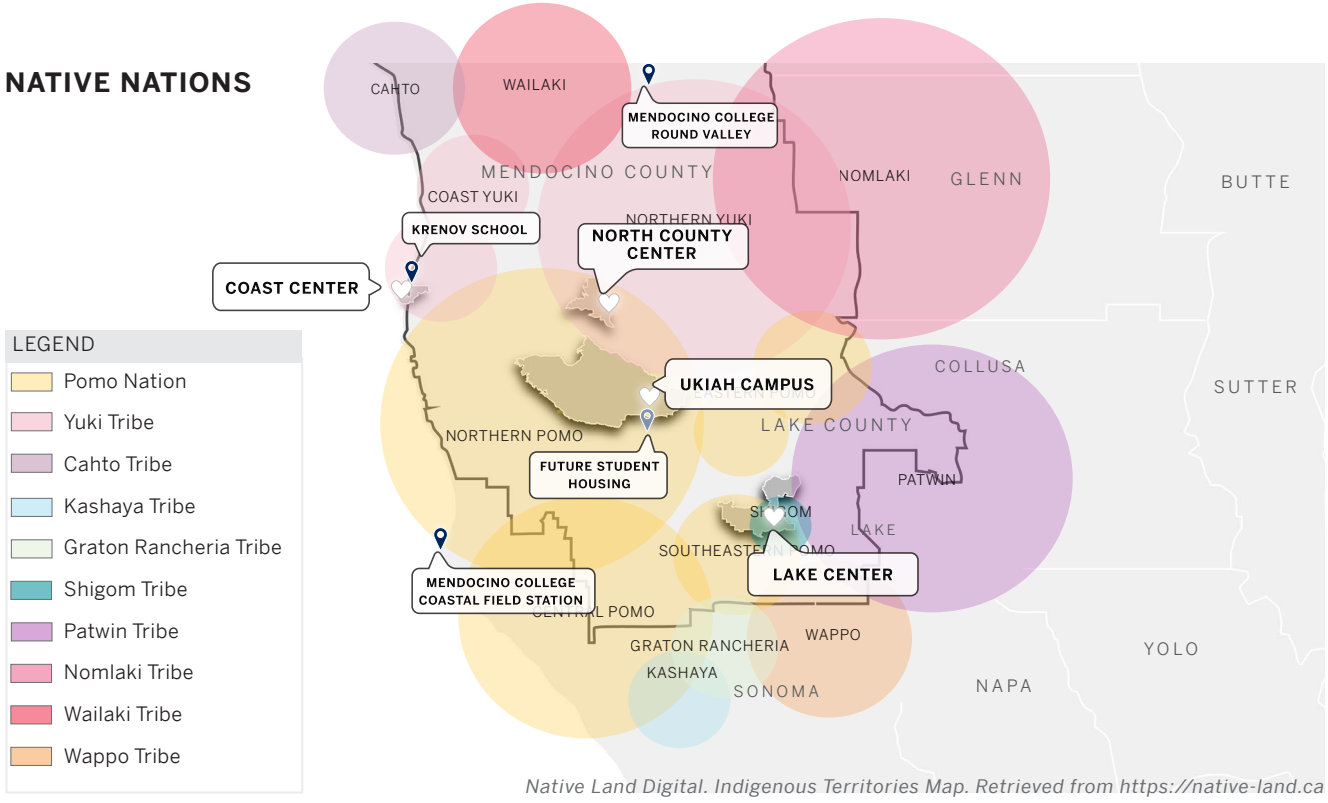
MEDIAN INCOME



Source: ACS 2022 (5-Year Estimate)

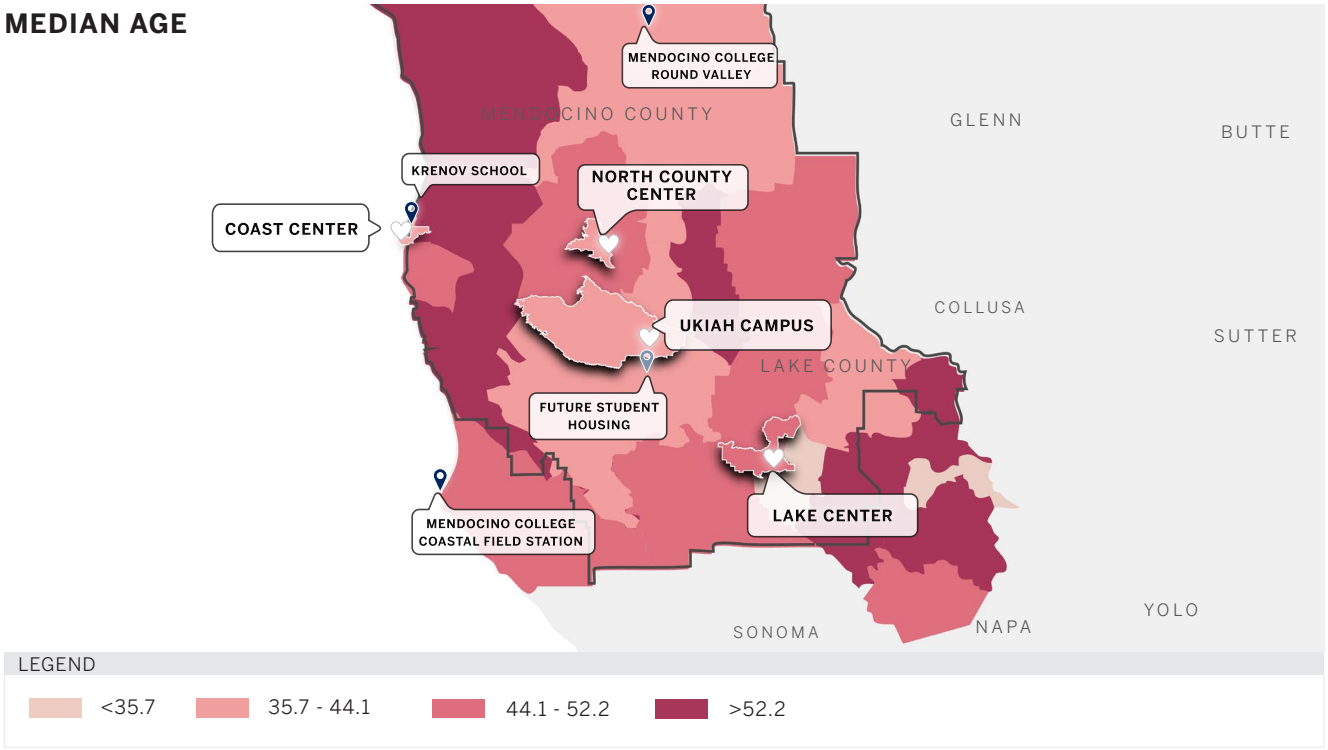
This map highlights Mendocino and Lake counties, showing the overlapping traditional territories of Native Nations such as the Pomo, Yuki, and Kashaya and many more. It illustrates how these Indigenous lands align with MLCCD educational sites, where Native Americans make up 5% of Mendocino and 6% of Lake County populations, closely mirroring student representation in MLCCD.

NATIVE NATIONS



Native Land Digital. Indigenous Territories Map. Retrieved from https://native-land.ca

MEDIAN AGE



Source: ACS 2022 (5-Year Estimate)

DEMOGRAPHIC

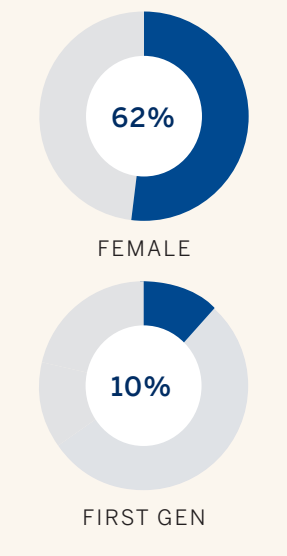
The District is home to a dynamic community of students, faculty and staff members of various backgrounds, which contributes to the District's unique culture. Until this federal recognition was discontinued in 2025, Mendocino College has been officially recognized as a Hispanic-Serving Institution (HSI), a national designation that affirms the college serves a significant population of students from Latino/Hispanic backgrounds.

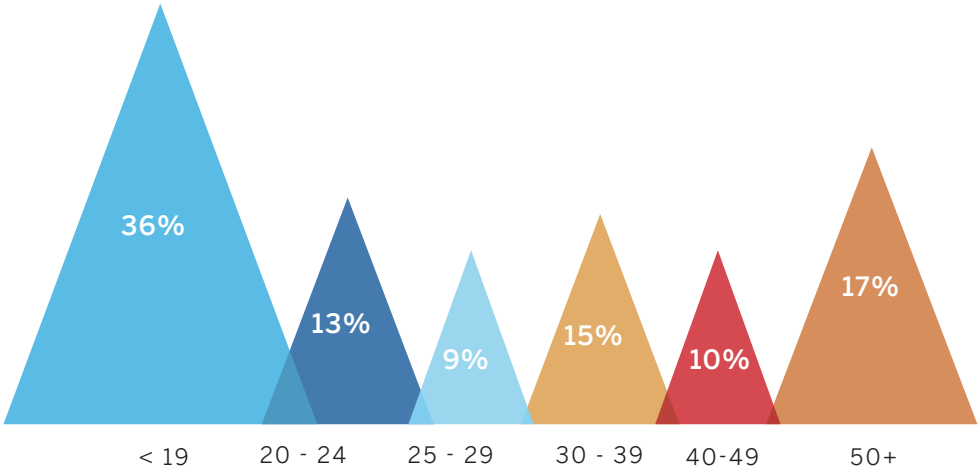
Providing campuses where students of all backgrounds feel welcomed and supported is a key goal of the Facilities Plan.

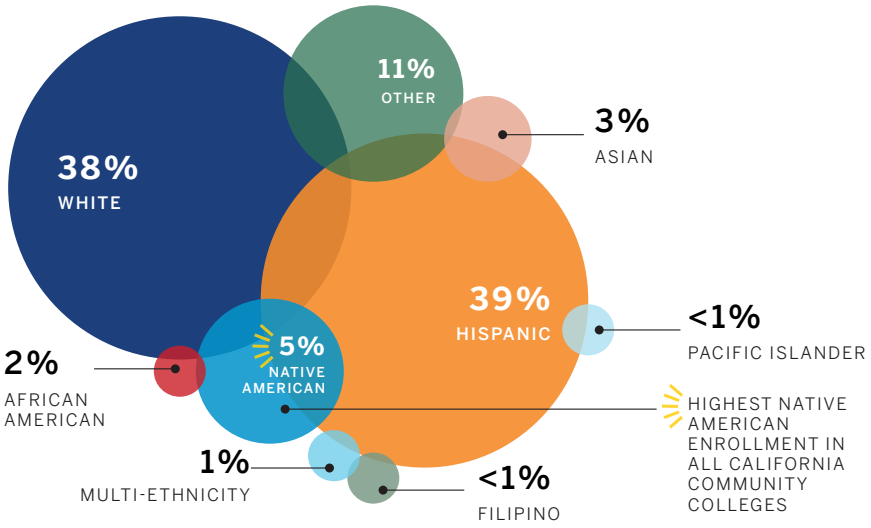
The District serves roughly 6,500 students annually, with a significant 39% Hispanic demographic, reflecting its commitment to serving a diverse community. The 2023–2029 EMP positions Mendocino College to expand thoughtfully, driven by inclusive policies, strategic enrollment planning, and real-time data tools. These efforts aim to ensure the institution is prepared to support gradual increases in student numbers while prioritizing equity, academic excellence, and responsiveness to community needs. Growth expectations are supported by regional demographic trends, with over 35% of high school graduates from Lake and Mendocino counties choosing Mendocino College in 2022.

Between 2020 and 2022 enrollment trends were shaped by the COVID-19 pandemic, which caused a notable decline in student enrollment across colleges nationwide, including Mendocino College. Despite this, the district's emphasis on student retention and outreach and no program closures positioned the district to stabilize and recover enrollment. By 2024 district enrollment has recovered to pre-pandemic levels.

2024 Student Statistics







FULL-TIME STUDENT

15%

PART-TIME STUDENT

85%

Source: California Community Colleges Chancellor's Office MIS Data Mart

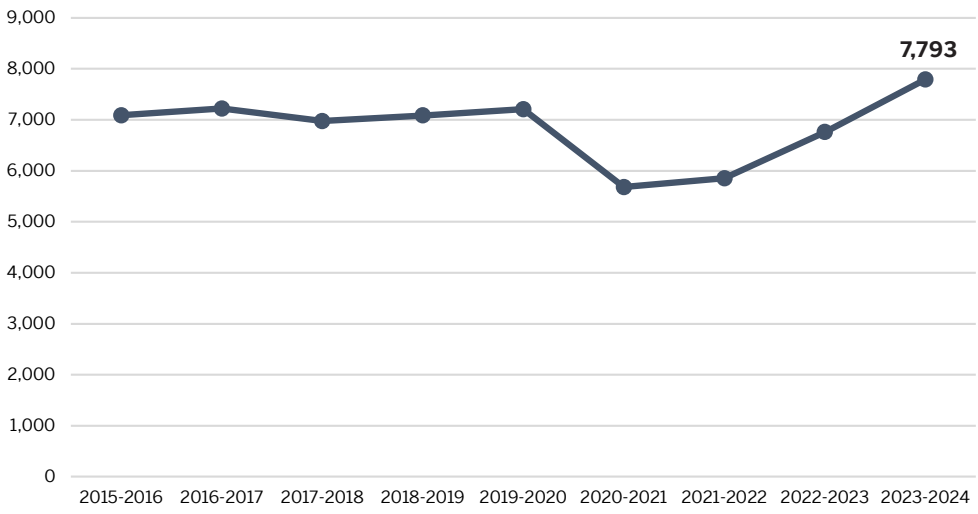
ENROLLMENT TRENDS

The long-range forecast of enrollment connects educational needs and facilities planning, and is the foundation for projecting the amount of assignable space that the College is likely to need during the next decade as well as the capacity of circulation, parking, transportation, and infrastructure systems.

During the Discovery and Analysis phase of the planning process, student population and enrollment trends were considered in order to project growth over 10 years. The Annual Term Student Count graph below shows the total headcount enrollment change from 2015 to 2024. There was a 9.95% growth during that period.

Total student population in 2024 was 7,793. Looking forward, total student enrollment is projected to grow by 3,117 to 10,910 students in 2035. Future enrollment was projected using a straight line trend analysis of historic enrollment data. Feedback from the College was also considered.

District Annual Term Student Count



Source:https://datamart.cccco.edu/Students/Student_Headcount_Term_Annual.aspx

CAPACITY/ LOAD ANALYSIS

Space on a California community college campus is analyzed by comparing the amount of space available with the current and projected student headcount. This comparison is a capacity-to-load ratio: what space is available to serve students (capacity) compared to the number of students to be served (load). Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. Space capacity/ load analysis typically includes the categories of space listed in the table below (Room Use Categories).

The first five types of space listed in the Room Use Categories table are the capacity/load categories for which utilization and space standards are set by state regulations. The line item in for space type "Other" includes a number of spaces on campus that are considered to be in non-capacity load categories.

Room Use Categories

Space Type	Room Use Number	Description
Lecture	100s	Classrooms and support spaces
Laboratories	200s	Laboratories and support spaces
Offices/Conference Room	300s	Offices and support spaces; all offices, including administrative and student services
Library/LRC/Study/ Tutorial	400s	Library, study and tutorial, and support spaces
Instructional Media AV/TV	530s	AV/TV; Technology and support spaces
Other	520, 540 to 800s	PE, Assembly, Food Service, Lounge, Bookstore, Meeting Rooms, Data Processing, Physical Plant, Health Services

Source: California Community Colleges Chancellor's Office Space Inventory Handbook

SPACE NEEDS PROJECTIONS

LOOKING AHEAD

The analysis in the previous pages translates projected enrollment growth into assignable square feet using *California Title 5 Educational Code (Title 5)* space standards. This methodology provides a general estimate of future space needs rather than a specific prediction for any given year. Projected assignable space is then compared to Mendocino's current inventory to identify potential shortfalls by category (see the table, Future Space Needs by Capacity Load Categories).

However, while Title 5 standards offer a useful baseline, they do not fully capture the evolving mission of Mendocino-Lake Community College District.

A key theme of this Facilities Master Plan, and of the District's strategic direction, is the shift from serving primarily as a commuter campus to becoming a provider of comprehensive wrap-around social services.

This transformation significantly changes the way space is used. The spatial needs of 30 years ago, when the focus was primarily on classrooms and labs for daytime commuters, differ greatly from today's needs, which now include wellness centers, food pantries, mental health services, and spaces for extended engagement beyond the classroom. Therefore, the projected space requirements must be viewed not only through the lens of enrollment growth but also in light of the broader, more holistic role the College plays in supporting students and their success.

Using Title 5 standards, this analysis makes the following assumptions (covers on-campus space only; student housing is addressed separately in the Student Housing section):

- The growth rate of WSCH will be linear and will, on average, be 1 percent each year over the next decade.
- Student headcount will grow at the same rate as WSCH. This implies that the average student load will remain constant over the next ten years. This is important, especially for forecasting library space needs, which are predicated on headcount.
- FTEF will grow at the same rate as WSCH. This implies that the WSCH per faculty load (FTEF) will remain constant over the next ten years. This is important for forecasting office space,which is predicated on total FTEF.
- The fall 2035 enrollment was projected by applying the annual planned growth rate (compounded annually) to the baseline fall 2025 WSCH.

This estimated need for additional space informed the development of the plan's recommendations and future funding strategies.

UKIAH CAMPUS

At the Ukiah Campus, the need for new facilities is further amplified by the growth of the Allied Health and Career Technical Education (CTE) programs and the poor condition of the seven small, outdated buildings currently housing these programs. These buildings include:

- Agricultural Store (Building 6300)
- Culinary (Building 6100)
- Building 6200
- Nursing (Building 6400)
- Classrooms (Building 6600)
- Nursing (Building 6500)
- Classrooms (Building 6000)

UKIAH CAMPUS

As shown in the chart, the campus faces significant space deficits in instructional media (4,257 ASF) but a surplus of space in all other categories.

With the Initial Project Proposal (IPP) approved to advance to the Final Project Proposal (FPP) by the state, the College plans to rebuild these facilities within the campus core, addressing both the pressing space shortages for CTE and the need for modernized, centralized infrastructure to support its growing programs.

Future Space Needs by Capacity Load Categories

Ukiah Campus - Ukiah

			A	B	C
Space Type	**ASF**	**WSCH**	**Space Needs 2025 (State Standards ASF)**	**Space Needs 2035 (State Standards ASF)**	**Difference (ASF)**
Classroom/Lecture	17,466	19,372	12,224	12,488	-225
Lab	50,910	18,468	45,849	47,878	-2,029
Office	31,715		16,400	18,000	-1,600
Library/Study	19,688		9,808	10,109	-301
Instructional Media	1,716		5,855	5,973	-118
Other	96,971				
TOTAL	218,466				

A Planning space standards for each type of space are applied to the existing WSCH by program. These standards produce total capacity requirements that are expressed in assignable square feet. This reflects the current on-campus/on line percentage.

B The enrollment and program forecasts are applied to a set of standards for each type of space (1% growth annually). These standards, when applied to the weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet. This reflects the current on-campus/on line percentage.

C The existing space minus Space Needs 2035. The result, net assignable square footage by type of space, serves as the basis for developing facilities recommendations. A negative number suggests a deficit of space.

COAST CENTER

According to Title 5 space standards, Coast College demonstrates a significant need for additional space across all capacity load categories. The Center is currently eligible for additional assignable square feet overall when factoring in the planned demolition of the following buildings:

- Mendocino Arts (Building 200)
- Main Building (Building 100)
- Fine Woodworking

The need for new facilities becomes even more critical to support the demands of a growing student population and ensure adequate resources for their educational needs.

Future Space Needs by Capacity Load Categories

Coast Center - Fort Bragg

			A	B	C
Space Type	**ASF**	**WSCH**	**Space Needs 2025 (State Standards ASF)**	**Space Needs 2035 (State Standards ASF)**	**Difference (ASF)**
Classroom/Lecture	1,928	8,080	5,098	5,261	-3,333
Lab	13,188	9,566	28,643	29,297	-16,109
Office	2,096		1,800	2,200	-104
Library/Study	2,954		4,122	4,211	-1,257
Instructional Media	376		3,628	3,663	-3,287
Other	7,818				
TOTAL	28,360				

A Planning space standards for each type of space are applied to the existing WSCH by program. These standards produce total capacity requirements that are expressed in assignable square feet. This reflects the current on-campus/on line percentage.

B The enrollment and program forecasts are applied to a set of standards for each type of space (1% growth annually). These standards, when applied to the weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet. This reflects the current on-campus/on line percentage.

C The existing space minus Space Needs 2035. The result, net assignable square footage by type of space, serves as the basis for developing facilities recommendations. A negative number suggests a deficit of space.

**Source:*
Space Inventory from FUSION (Facilities Utilization, Space Inventory Options Net)

DISTRICT-WIDE CONSIDERATION

TECHNOLOGY

Enhancements to the District's technology infrastructure are essential to meet the growing bandwidth and connectivity needs of students, faculty, and staff. These improvements align with the objectives and initiatives outlined in the Mendocino Lake Community College District's Technology Action Plan, which continues to guide ongoing technology projects and planning into 2024 and beyond.

The Technology Action Plan focuses on four primary objectives:

- Supporting student learning and success through modern and reliable technology tools providing access at any place and at any time.
- Enhancing faculty and staff technology professional development and timely technical support for instructional delivery and operations.
- Improving cybersecurity measures to keep data and systems safe from cyberattack and prepare resources to recover from an attack
- Maximizing sustainability and security of technology resources through strategic planning budgeting and lifecycle management.

Key initiatives from the plan that remain priorities include:

- Implementing and sustaining modern classroom technology and delivery method including hybrid and Hyflex modalities.
- Expanding wireless and cellular coverage across all campuses to provide seamless connectivity indoors and outdoors.
- Modernizing network infrastructure to support advanced learning environments, increased bandwidth demands, and upgraded classroom technology.
- Conducting a comprehensive technology assessment to address evolving needs and guide future investments.

Stakeholder input has further emphasized the importance of:

- Enhanced wireless connectivity throughout facilities to enable equitable access to resources.
- Reliable cellular coverage District-wide for consistent communication.
- Updated technology in classrooms and labs to foster innovative and effective learning environments.

Building on the successes and framework of the Technology Action Plan, these ongoing efforts will ensure the Mendocino Lake Community College District remains a leader in providing technology that empowers students, supports faculty, and strengthens community connections.

SUSTAINABILITY & RESILIENCY

MLCCD has a long-held commitment to sustainability & resiliency which has grown in both action and policy over recent years. In our Mission Statement, the District identifies seven Core Values integral to the Mission, one of which is Sustainability:

"Sustainability: We are responsible stewards of fiscal, natural and human resources. We recognize that climate change is an active and direct threat to our students and community. we are actively working to incorporate a culture of sustainability and resiliency through professional development, ongoing dialogue, analysis and reflection."

And the College Strategic Goals is to...

"*Demonstrate purposeful allocation of resources, make strategic investments in technology, infrastructure, facilities, and strengthen sustainable and resilient practices to create a supportive and collaborative 21st Century learning environment.*"

In October of 2018, the Board of Trustees adopted Resolution 6505 on Sustainability:

"Sustainable practices maintain and enhance economic opportunity and community well-being for every segment of society while protecting and restoring the natural, social and educational environment upon which people and economies depend. As stewards of current resources and future development, the Board of Trustees resolves to utilize and manage land and facilities under the District's control sustainably and responsibly. The Board delegates to the Superintendent/President or designee the authority to develop practices and procedures that ensure the sustainable use of resources in everyday operations and planning for the future of the District. These procedures shall include provisions for new construction, maintenance and operations of facilities, sustainable materials procurement, and resources."

With recommendations from the California Chancellor's Office Climate Fellows program, the District explored our master planning through the lens of resiliency planning. Every aspect of the built and natural environment is interconnected and we must acknowledge how the changing climate affects how we plan, build and maintain our buildings. Below is a list of questions that have helped guide our planning process. The answers to these questions will guide the actual building design for construction of our future projects.

LAND USE

- Are buildings and infrastructure being placed at the Urban Wildland Interface in relation to wildfires?
- Are buildings and infrastructure being placed in relation to prevailing winds that could funnel or channel wildfire smoke into a given area?
- Are buildings and infrastructure located in areas at risk of flooding from high-intensity rainfall?
- Will climate hazards such as wildfire lead community members and the college community to gather in campus parking lots and play fields? Are these spaces designed with ease of entry and exit for emergency and public transportation vehicles?
- Will climate hazards such as extreme heat bring community members and the college community to campus for refuge? Does each location have a designated cooling center?

CAMPUS INFRASTRUCTURE

- Is campus-wide stormwater infrastructure designed to handle increased high-intensity rainfall?
- Does the campus have combined sewer and stormwater systems, and if so, will increased rainfall lead to capacity overload?
- Is campus-wide electrical infrastructure rated to withstand expected extreme heat day temperatures?
- Is campus-wide electrical infrastructure designed to handle increased peak loads from higher building cooling demand?
- Is campus mechanical infrastructure rated to meet increased annual and peak cooling loads due to extreme heat days?

BUILDING DESIGN STANDARDS

- Do mechanical design standards account for increased wildfire smoke days by specifying MERV 13 minimum filters and BMS controls to allow operational shutdown of fan coils and air handlers?
- Do architectural design standards account for building envelope airtightness to prevent smoke entry?
- Do architectural design standards include wildfire-hardened building envelopes (e.g., mineral wool continuous exterior insulation, metal siding)?

- Do architectural design standards account for roof drains and overflows sized for high-intensity rainfall over shorter durations?
- Do mechanical design standards address increased annual and peak cooling loads with appropriately rated equipment?
- Do electrical design standards account for increased power outages (e.g., fire panels with surge protectors, IDF closets with UPS)?
- Are electrical systems rated to handle increased extreme heat day temperatures?

ENERGY ACHIEVEMENTS

While Mendocino-Lake Community College District has an aim of being net-zero energy (NZE) by 2030, we acknowledge that we are going to need more time and resources to achieve that goal. The global COVID-19 pandemic (2020-2022) was a significant blow to our NZE work, as all District attention necessarily was diverted to 100% health and safety efforts. The ripple effects of the pandemic in terms of supply chains, labor shortages, energy incentives and the changing political landscape are still being felt today in 2025.

The good news is that despite these challenges we have made significant advancements and continue to do so. The biggest achievement we have seen has been the Battery Energy Storage System (BESS) that went online in July of 2025.

The Battery Energy Storage System is a $1.7 million Tesla Megapack 2 battery that is a 441 kW/1764 kWh that was paid for through a grant through the Self-Generation Incentive Program (SGIP). This project's aim is to store excess solar electricity generated during pear hours and then feed that energy back to our campus when our solar production falls in the evening, a process called "load-shaving." It will not provide electricity during PGE grid shutdowns/failures. The Disrtrict's financial savings generated through this system are estimated at approximately $150,000 per year.

In 2020, the Associated Students of Mendocino College installed 18 Electric Vehicle charging stations at all of our campus locations. While initially undersubscribed (see pandemic), these charging stations are more and more used by students, faculty and staff. As our District fleet of vehicles ages out, we envision transiting to an all-electric/hybrid fleet. Per updated California building code, all new buildings we construct that affect new or existing parking, must have dedicated EV charging.

ENERGY PLANNING

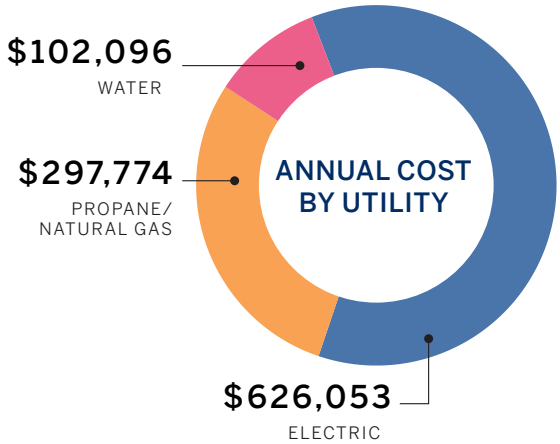
Prior to the launch of the Facilities Master Plan, Mendocino College partnered with the engineering firm Climatec in late 2024 for a comprehensive Energy Master Plan study to review energy & resiliency efforts across the District. This Energy Master Plan established a foundation in which to build the Facility Master Plan

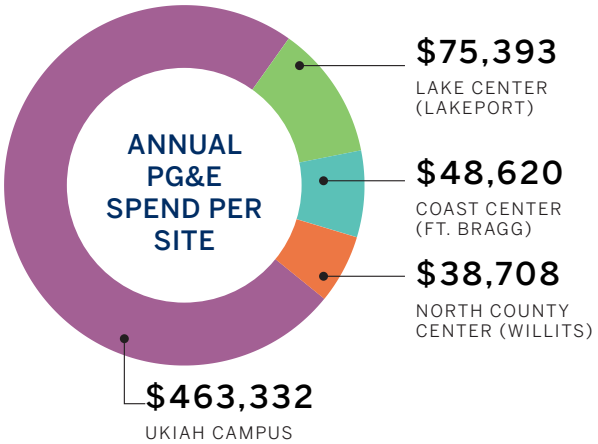
This plan identified approximately $13 million in energy upgrades across the District. These upgrades are projected to save the District approximately $15 million over the lifecycle of the project and reduce approximately 1,250 metric tons of greenhouse gas reductions.

Some of the major findings of this study include:

- Solar photovoltaics (PV) for all Center locations
- Combing battery energy storage system at Lake Center with PV for the District's first Net-Zero Energy location
- Microgrids and backup generators at all District locations
- Improved Energy Management Systems (EMS) and occupancy sensors at all locations
- Interior & exterior lighting improvements

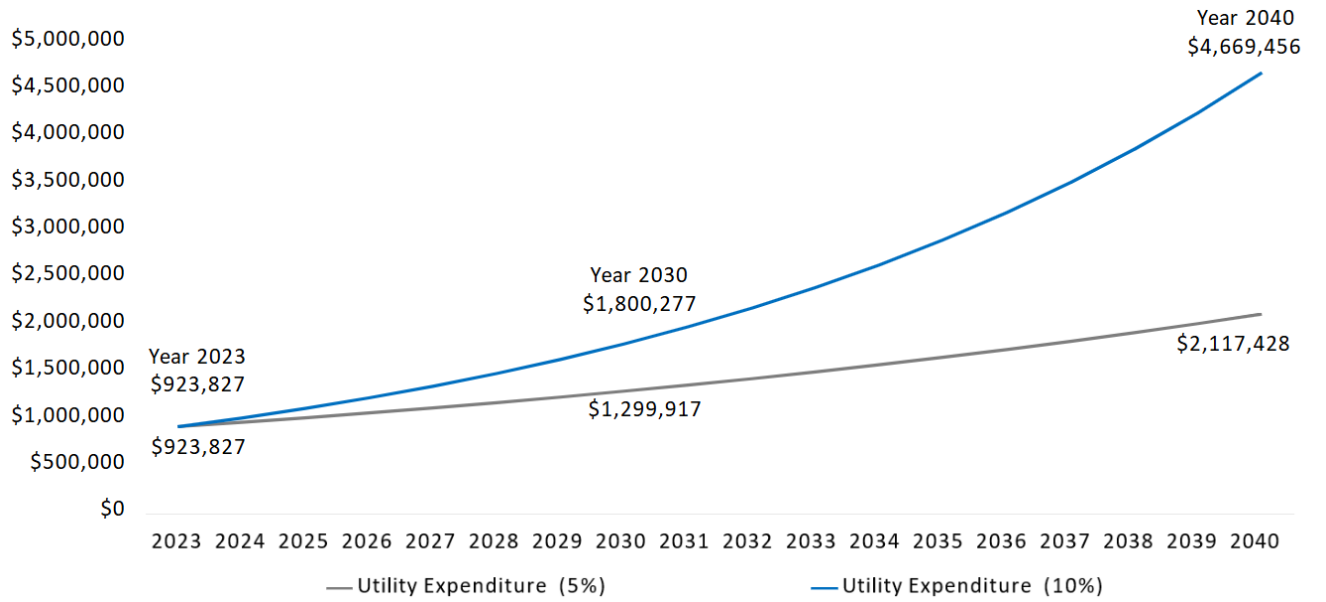
As funds become available, the District plans to utilize findings from this study to inform our next concrete steps in energy and resiliency.





$1,025,923
TOTAL ANNUAL UTILITY SPEND

Cost of Status Quo



Shows projected utility expenditures under different escalation scenarios.

Historical Utility Increase

PG&E B-10 TOU	Average Annual Escalation Rate	Overall Escalation
Over last 3 years	21.5%	64.4%
Over last 5 years	13.3%	66.5%
Over last 10 years	10.2%	101.6%

Projected Escalation Rates show past utility cost increases alongside expected future rate growth, highlighting rising energy expenses over time

RESILIENCY

"Resilience is the ability to prepare and plan for, absorb, recover from, and more successfully adapt to adverse events." — US Green Building Council

According to the California Community College Chancellor's Office:

"Climate change is one of the most pressing issues of our time. It requires our collective attention to explore actions and solutions that avoid the most catastrophic of modeled scenarios."

Both Mendocino and Lake Counties are on the front lines of this new era of rapidly accelerating climate change. 2020's August Fire, the largest in California history, and 2018's Mendocino Complex Fire, the third largest, both took place within District boundaries. While not "one of the biggest," the 2017 North Bay Fire, which locally included the Redwood Complex Fire, destroyed more than 300 homes within our community. A number of those destroyed homes were those of our students, faculty and staff. These fires and dozens of other wildfire events in the past decade have affected every member of our community, and will continue to do so.

The Lake County Community Risk Reduction Authority reports, "No other county in California has been hit as hard as Lake County by wildland fire. 60% of Lake County's land mass has burned since 2015 and the results have been devastating."

(https://www.lakecountyca.gov/1137/Lake-County-Community-Risk-Reduction-Aut)

Concurrent with wildfires is the rapidly heating temperature of the state and region. On July 7, 2024, Ukiah tied a record-high temperature of 117 degrees Fahrenheit, which matched the same 117 degree mark on September 9, 2022. We are increasingly witnessing more and more days that reach and exceed the 100-degree mark.

California' Office of Environmental Health Hazard Assessment offers the following graph to illustrate statewide annual average air temperatures.

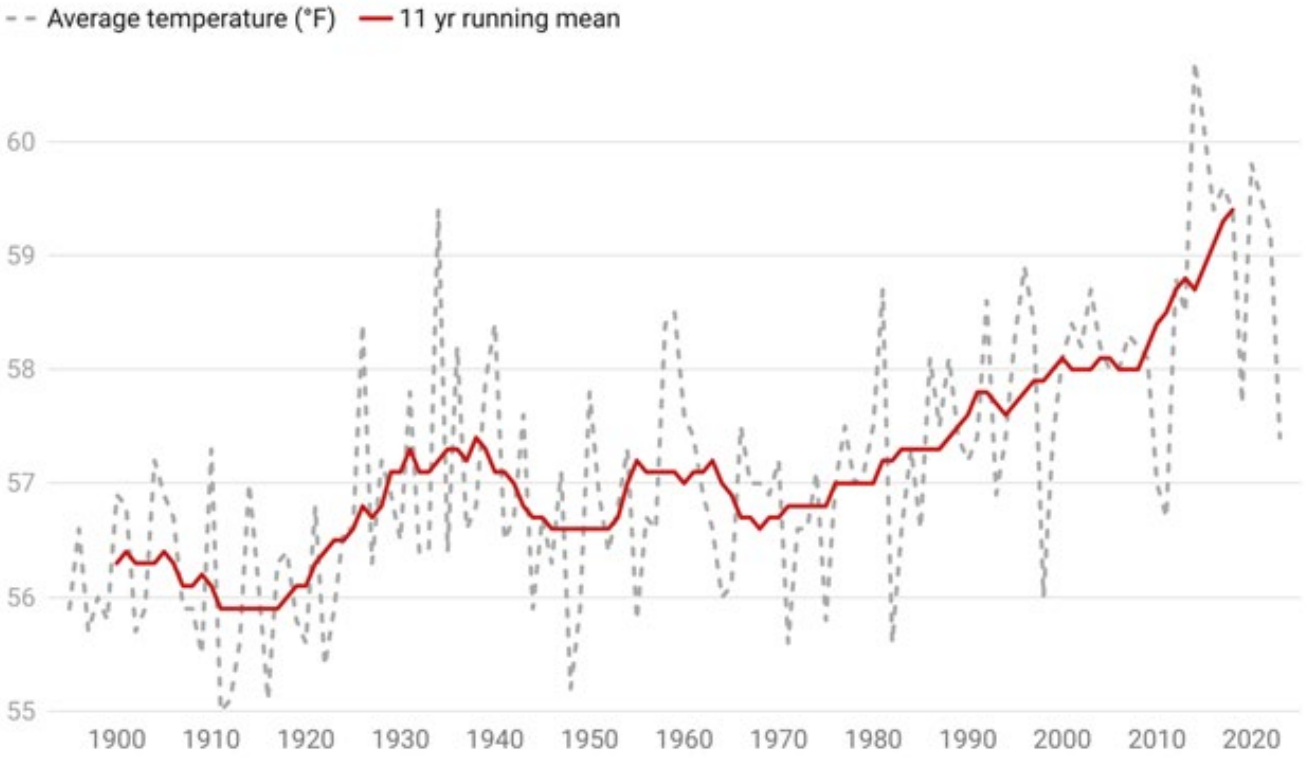


Chart: OEHHA Indicators of Climate Change in California (updated 2024) • Source: WRCC California Climate Tracker • Created with Datawrapper

The line graph shows the annual average air temperatures (°F) from 1895 to 2023 in the grey dotted line and the 11-year running average in the solid red line

- Statewide annual mean temperatures have increased by about 2.5 degrees Fahrenheit (°F) since 1895. Warming has accelerated, and seven of the past eight years have been the warmest on record.
- Some of the warmest years coincided with some of the driest years, leading to exacerbated drought conditions. Droughts of the 21st century have been hotter, longer lasting, and more widespread than before

(https://oehha.ca.gov/climate-change/epic-2022/changes-climate/air-temperatures)

PUBLIC SAFETY POWER SHUTDOWNS

Wildfires (and the threat thereof) and extreme heat also directly affect the way our primary power provider, Pacific Gas & Electricity (PGE), conduct business. During extreme wildfire conditions, PGE shuts off sections of the grid, called Public Safety Power Shut Off (PSPS). Extreme conditions involve a mixture of the following factors:

- Low humidity
- Forecasted high winds
- Dry material on the ground
- Vegetation near powerlines
- Red Flag Warnings from the National Weather Service
- Real-time ground observation

When these PSPS events occur, our College loses the ability to provide services to our community. To date, the number and duration of PSPS events have been limited, however, as the frequency of Red Flag warning days continue to increase, the District needs to prepare for more frequent and extended PSPS events.

HYDROLOGY-DROUGHT

The State of California's Water Watch division explains:

"During the 20th century, California experienced three significant historical statewide droughts: the six-year event of 1929–1934, the two-year event of 1976–1977, and the six-year event of 1987–1992. However, shortly into this century, California has experienced three statewide droughts: one in 2007–2009, one in 2012–2016 and one 2020-2022." (https://cww.water.ca.gov/)

Since 2016, Mendocino College has taken several deliberate steps to reduce our use of water in landscaped areas. These efforts have included installing weather satellite-based irrigation systems, eliminating turf from non-athletic playing areas and carefully considering any new landscaping for drought tolerance. This FMP lays out several more strategies to explore as we move forward in this uncertain future climate.

Beyond reducing the amount of water we use, the District is also considering ways we can increase our water resiliency and ensuring the continuity of our clean drinking water. Some of these areas for further study include:

- Groundwater wells & storage systems at District locations
- Water recycling systems
- Connecting to the City of Ukiah's reclaimed water supply, known as the "Purple Pipe," for irrigation purposes

FLOODING

On the other end of these extreme heat and wildfire events are increasing flood events. 1st Street, a nationally recognized risk modeling firm which collaborated local state, federal and private climate data, reports that "Mendocino County has major risk from flooding. There are 9,996 properties in Mendocino County that have risk of flooding over the next 30 years. This represents 16.3% of all properties in Mendocino County."

(https://firststreet.org/county/mendocino-county-ca/6045_fsid/flood)

While the District is fortunate enough that none of our campuses are directly located within flood zones, we do rely upon critical infrastructure within these areas. Once such area is the east end of the Ukiah Campus' Hensley Creek Road before it connects with State Street. Another area of concern is the location of our financial administrator, the Mendocino County Office of Education, which is located directly within the flood zone. Within our large, rural sphere, countless bridges, roads, communication and power lines and more lie in vulnerable areas.

In addition to the District's reliance on this infrastructure, we acknowledge that our students, faculty and staff rely on these same roads and utility corridors and also live in locations that could be more vulnerable to natural disasters. Contingency and Emergency Preparation planning should carefully consider these factors and strategies to mitigate potential impact.

The last significant flooding event that our area witnessed was the New Year's Day Flood of 2006, when over 14" or rain fell within six hours. Several Ukiah neighborhoods were underwater and several local schools were severely damaged. Fortunately, Mendocino College was spared any significant damage.

A critical lesson we have leaned in recent disaster events such as the massive 2024 flooding that took place in North Carolina is the vulnerability of communication systems, primarily phone and internet. Students, faculty and staff at Warren Wilson College in Asheville, North Carolina, were stranded on campus for almost a week with no cell or internet service. Communication redundancy is absolutely critical.

Fortunately, our IT Department has added a ham radio station to our Ukiah Campus that can help aid in emergency communications. Within our Technology Master Plan, a larger conversation of emergency communications is now taking place. However, this plan cannot live in IT alone, it must be integrated within our Facilities Master Plan and all other District contingency planning.

In times of wildfire, extreme heat and flooding our District is called up and is proud to respond to the needs of our community to provide a place of refuge. We have been a Red Cross and FEMA shelter and a cooling station. In order to continue to serve this critical function, we as a District must ensure that we have the resiliency infrastructure necessary in terms of backup power, backup communications, water supplies and other such emergency preparedness items of short and longer-term operations. We must seek out our partners in federal, state and local agencies to assist us wit the financial and material resources needed to carry out these services.

As these extreme weather events continue to define our day-to-day environment, we need to be intrinsically aware of how we build and maintain our built environment.

For more information on the California Community College Systems sustainability goals, please visit:

https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Climate-Action-and-Sustainability/goals

For data around Climate Change Impacts designers and planners can utilize the following data set.

Cal-Adapt : https://cal-adapt.org/

Resiliency CA data clearing house: https://resilientca.org/rap-map/

U.S. Climate Resiliency Toolkit: https://toolkit.climate.gov/

Cal-OES: https://gis-calema.opendata.arcgis.com/

Additional Resources:

Resilient Cities+ Rockefeller Foundation: https://www.rockefellerfoundation.org/what-we-do/climate-resilience/

State of California Integrated Climate Adaptation & Resiliency Program: https://lci.ca.gov/climate/icarp/

UN Climate Change Adaptation Toolkit: https://www.adaptation-undp.org/resources/training-tools/designing-climate-change-adaptation-initiatives-toolkit-practitioners

DISTRICT-WIDE CONSIDERATION

ACCESSIBILITY

As a key value of the District and our responsibility as a public institution, MLCCD must ensure that all individuals have the ability to equally access our facilities. Fortunately, much of the District's buildings were constructed after the enactment of the Americans with Disabilities Act in 1990 and the buildings that were built prior to 1990 were largely retrofitted for compliance through Measure W funds after 2007. The newer buildings (LLRC, North County Center and the Lake Center) were built after the 2010 revised Americans with Disability Act standards.

While ADA law continues to be amended and updated each year, we continue to address challenges and barriers from previous years. In the survey conducted as part of this FMP, some members of our community voiced concerns about accessibility, particularly around building entries. We are aware of these concerns and we are working to correct them.

In 2018, the District hired Disability Access Consultants (DAC) to conduct a comprehensive study of the Districts ADA compliance and develop a transition plan for each site. The results of this study identified approximately $6 million in improvements necessary to come into current compliance. A full copy of this study is available upon request at the Facilities Office.

While we do not have $6 million to immediately allocate to this situation all at once, we do have a deliberate phased funding approach and implementation plan. We have decided to address and prioritize our ADA transition plan through path of travel. Beginning with the arrival to campus; can a mobility-impaired person get from the parking lot/bus stop to each building? Once they get to the building, can they get in the doors? Once inside the building, can they get to their classrooms, desks, drinking fountains, restrooms, etc.?

The ADA Transition Plan is a living and interactive document; as projects are completed, the plan is updated and new priorities come to the top. Each year the District allocates at least $50,000 to this plan and whenever possible, tackles larger projects within the plan. One example of this was the EV Auto Project at the Vocational Technology building in 2024-25. As part of this $2.5 million remodel, the District was able to address about $300,000 in ADA upgrades at and around this site.

As we continue to develop and build out our District, ADA improvements will continue to be a central focus of our campus planning. We are committed to ensuring Mendocino-Lake Community College District is equally accessible for all students, faculty, staff and visitors.

SECURITY & SAFETY

Campus Safety and Security falls under the broad umbrella of the Facilities Department, with consultation from the District's Facilities and Safety Committee. Through participatory governance, this committee is comprised of students, faculty, classified and administration. A vital part of this committee's work is creating and maintaining safety and security plans, including (but not limited to):

- Injury Illness Prevention Program (IPP)
- Emergency Preparation Plan (EPP)
- Chemical Hygiene Plan (CHP)
- Workplace Violence Prevention Plan (WVPP)

These plans offer a robust portfolio of trainings, strategies, actions and compliance measures to keep the District as safe and secure as possible. The District utilizes Keean & Associates, our external loss control and risk liability management team, to offer additional trainings (such as Sexual Harassment, Heat Illness Prevention, Ergonomics, etc.) and periodic safety inspections. In the fall of 2025, Keenan's IMREADY team conducted a series of in-person "Surviving an Active Assailant" trainings at all District locations.

The Ukiah campus has a small Campus Security force, with the goal of having one campus security on duty every day the campus is open for all hours the campus is open. Ukiah's campus security is an "observe & report" force only, with no powers to arrest, detain or physically interact with any individual.

Should any situation escalate, Campus Security relies on the Mendocino County Sherrif's Department to provide police services. This is also true at our Center locations, who currently do not have campus security onsite. The District is fortunate to have close working relationships with our local police departments and first responders.

Each year Mendocino-Lake Community College District reports crime data from each location through the Jeanne Clery Campus Safety Act, or the Clery Act. And each year our District remains one of the safest Districts in the state of California. Detailed Clery Act reports are available on our webpage: www.mendocino.edu

We have been incredibly fortunate through the years to have sustained no known major crimes and we are committed to ensuring that this pattern continues. Through the Facilities & Safety Committee and ongoing open District dialogue, we are continually exploring ways to make each District location a safe and welcoming space for every member of our community.

03

FUTURE CAMPUS PLANS

Ukiah Campus

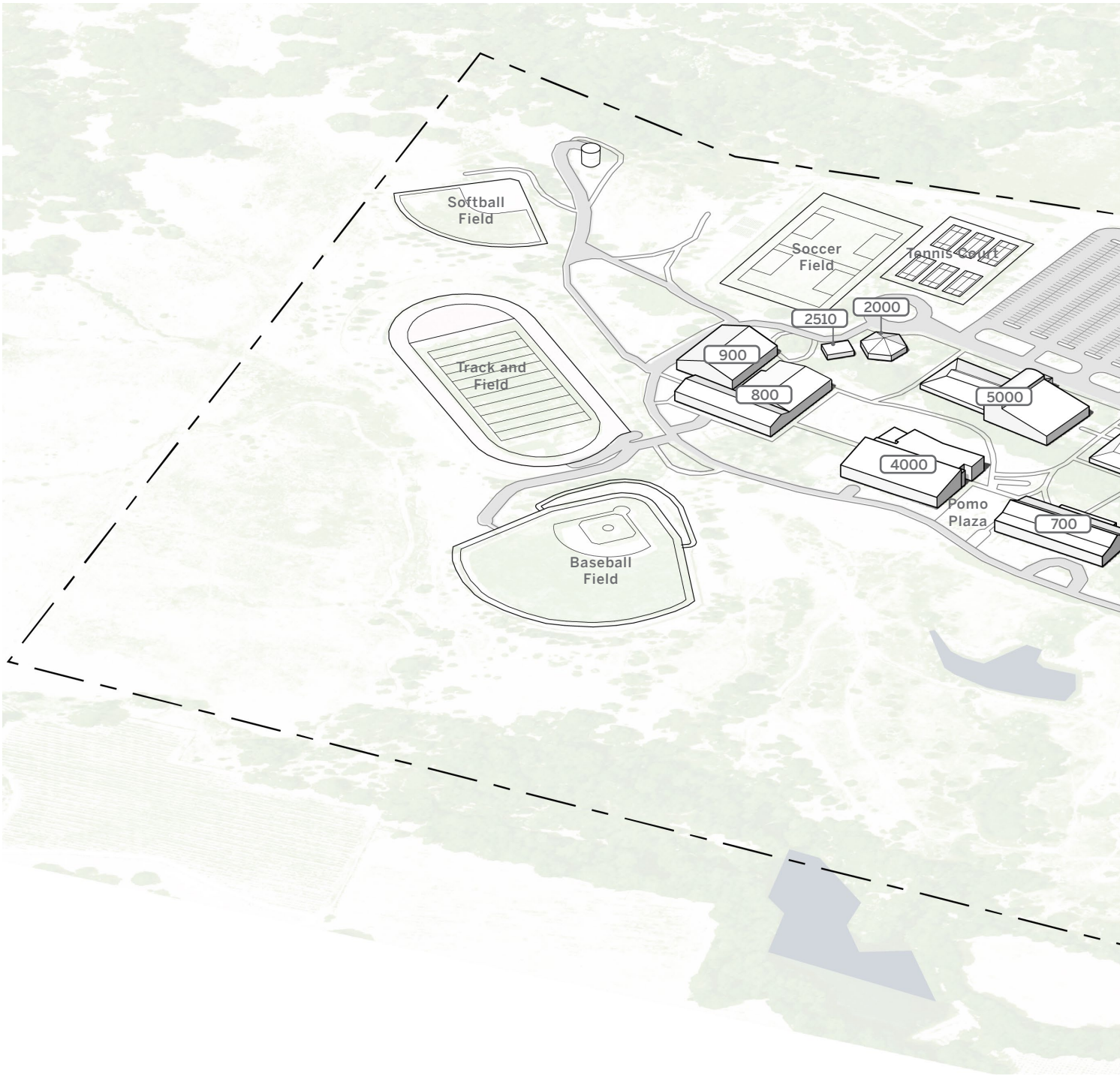
Coast Center

Lake Center

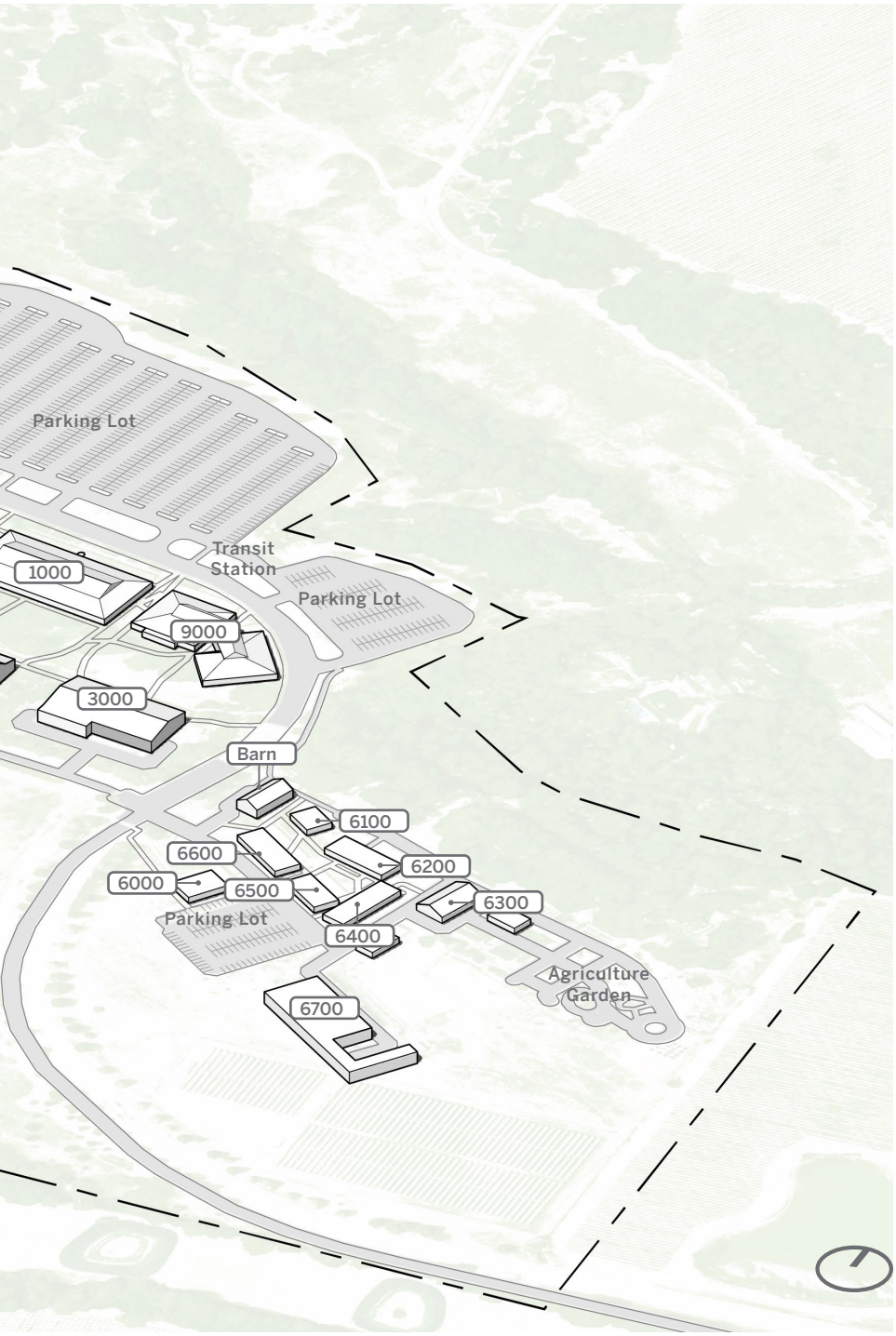
North County Center

Coastal Field Station

Student Housing


Softball Field
Soccer Field
Tennis Court
2000
2510
900
800
Track and Field
5000
4000
Pomo Plaza
700
Baseball Field

Existing Campus Plan



LEGEND	
700	Lowery Student Center
800	PE/Athletics
900	Gymnasium
1000	MacMillan Hall
2000	Child Development Center
3000	Vocational Technology
4000	Library/Learning Resource Center
5000	Center for the Visual & Performing Arts (CVPA)
6000	Sonoma State University Extension
6100	Culinary Arts
6200	Middle College
6300	Agriculture & Sustainable Construction Tech
6400	Nursing Labs
6500	Nursing Offices
6600	HEP/MLACE
6700	Maintenance
9000	Science Complex (SCNC)

CHALLENGES & OPPORTUNITIES

The meetings, workshops, and surveys that were conducted with Mendocino College revealed various challenges that the college currently faces, as well as opportunities that the college has the potential to fulfill. This Plan aims to aid in resolving the current challenges and provide a framework to help implement the established opportunities.

As illustrated in the Challenges Diagram on the following page, key areas of the campus were identified as presenting challenges that also reveal unique opportunities for improvement:

ARRIVAL EXPERIENCE

The sole entrance from Hensley Road, located over ¾ mile from the campus core parking, currently lacks clarity in its arrival points and gateways. This presents an opportunity to create a cohesive and welcoming entry sequence, aligning the approach with the campus identity while enhancing orientation and connectivity.

WAYFINDING

The campus's existing wayfinding system is fragmented and could benefit from greater clarity and cohesion. This offers the chance to establish a unified wayfinding strategy, incorporating intuitive pathways, strategic landmarks, and digital tools to make navigation seamless and reflective of the campus character.

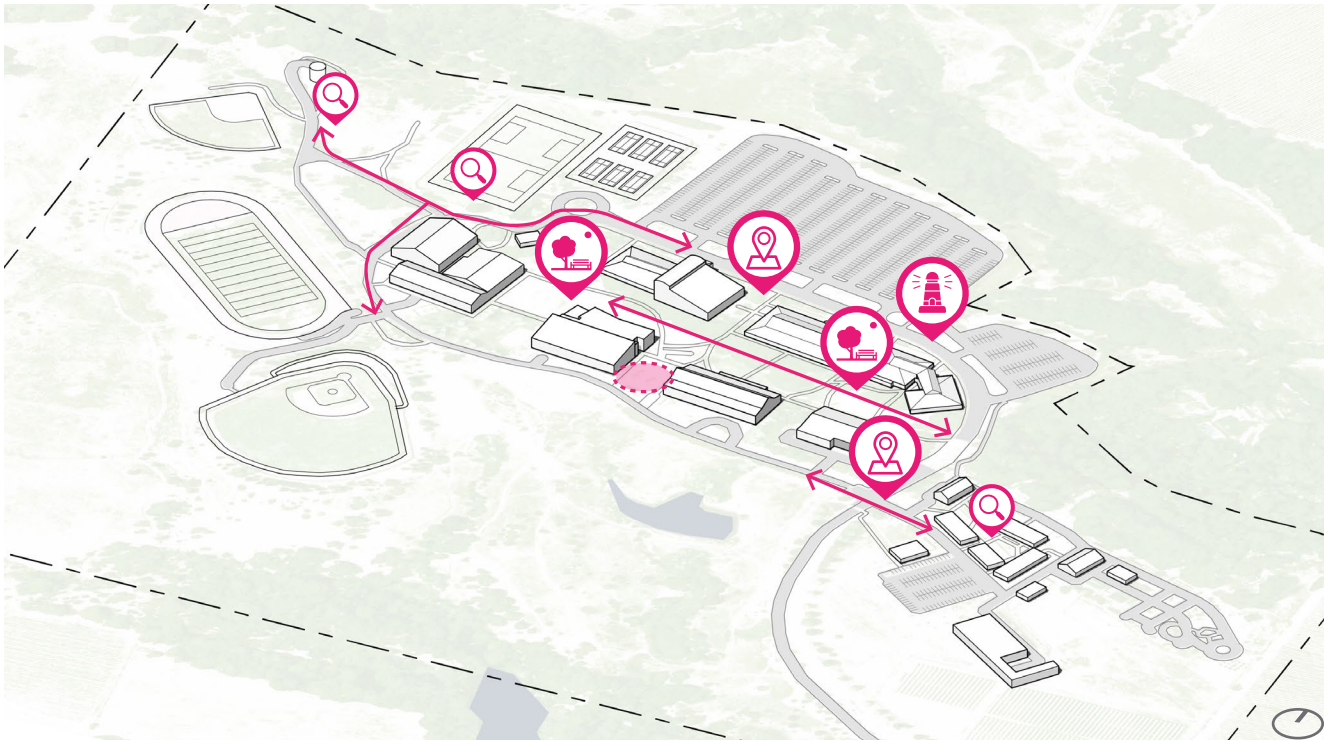
BUILDING CONDITIONS

While a few buildings on campus are candidates for demolition due to their condition, this creates an opportunity to design and construct new, state-of-the-art facilities that support evolving programmatic needs and reinforce sustainability goals.

OPEN SPACE

The current open spaces, though abundant and scenic, are underutilized. By activating these areas, the campus can create vibrant hubs for collaboration, learning, and community engagement, all while celebrating the natural landscape.

Ukiah Campus - Challenges and Opportunities




Central Green


Pomo Plaza


North Entry Promenade

Macmillan Hall

THE BIG IDEA

The Plan establishes a vision for a vibrant campus rooted in the history and traditions of the College, the unique sense of place, and the innovation in learning environments.

Developed through an integrated process that considered input from many sources, the Campus Plan's vision is based on the Strategic Goals and Directions. It is organized around three key elements focused on specific design interventions aimed at addressing the present and future needs of the MLCCD community. These three elements described on the following pages include:

01

CELEBRATE THE SENSE OF ARRIVAL

The arrival experience begins with an entry roundabout, transitions through a welcoming entry sequence, and continues along a connecting route from east to west, culminating at the campus's main entrance in a vibrant Welcome Plaza.

This thoughtfully designed progression enhances both vehicular and pedestrian access, creating a powerful first impression that is both inviting and memorable. Distinctive features along the route will signal to students, visitors, and the broader community that they have truly arrived. By establishing a clear sense of place, this new arrival experience will help shape positive and lasting connections with the campus.

02

ENHANCING CAMPUS CORE

Locating the Allied Health Building at the campus core underscores the commitment to creating a vibrant center of activity. By bringing signature programs like Nursing, Culinary, and Middle College, into the heart of campus, the plan celebrates community connections and positions student life, collaboration, and academic excellence at the forefront.

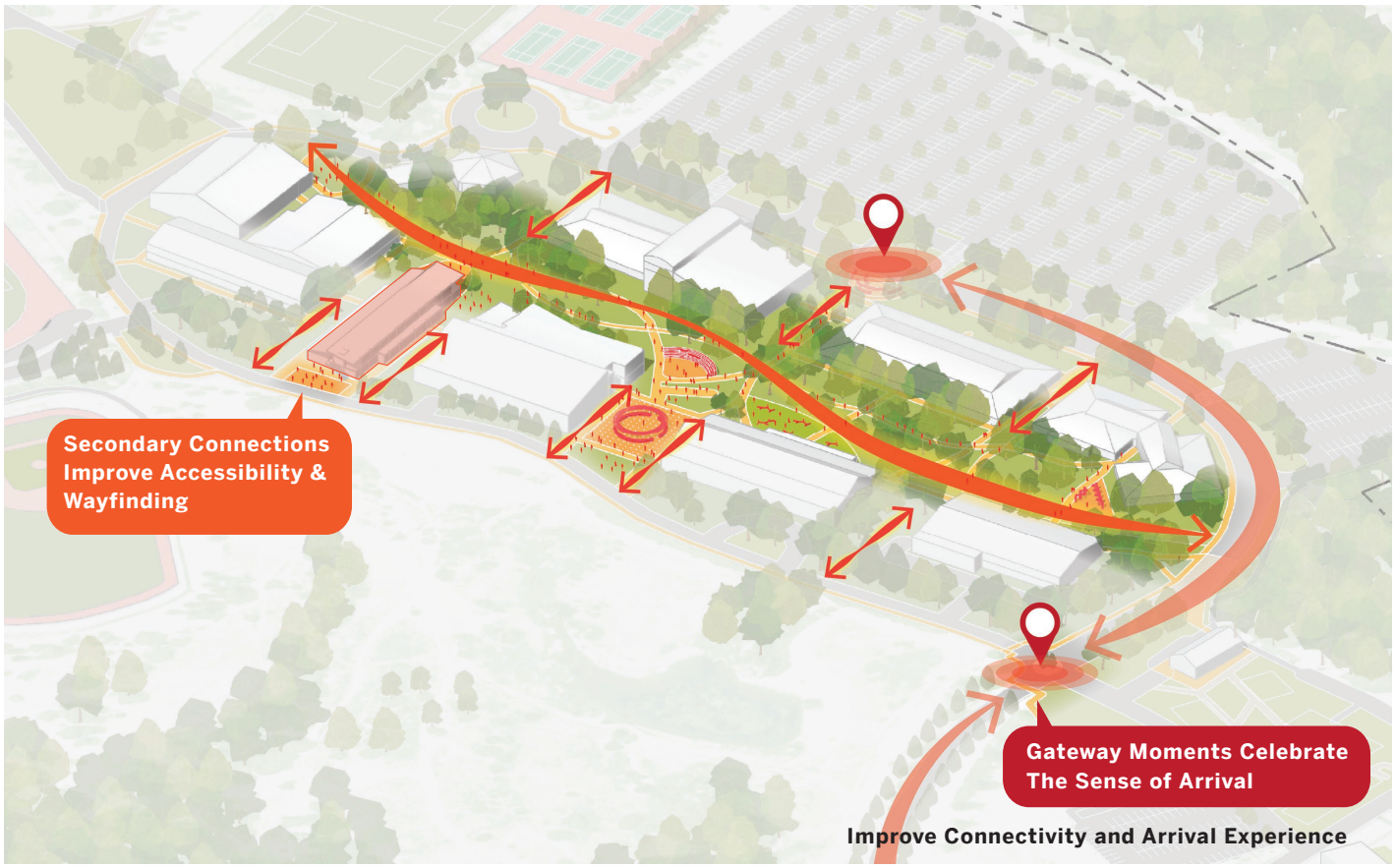
This enhanced campus core will foster inclusive interdisciplinary engagement, strengthen community bonds, and celebrate the diversity that defines the campus experience.

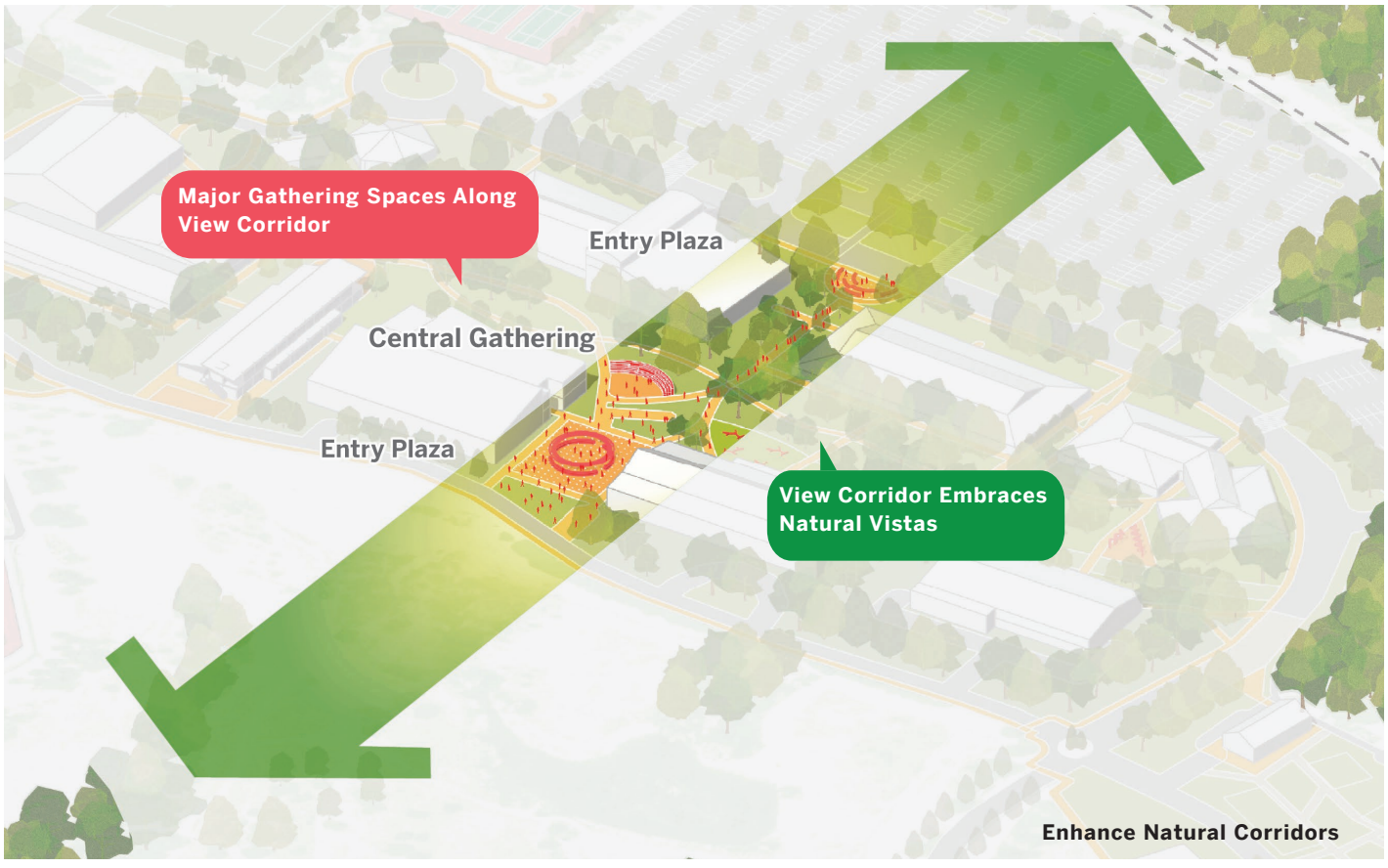
03

EMPHASIZE VIEW CORRIDORS

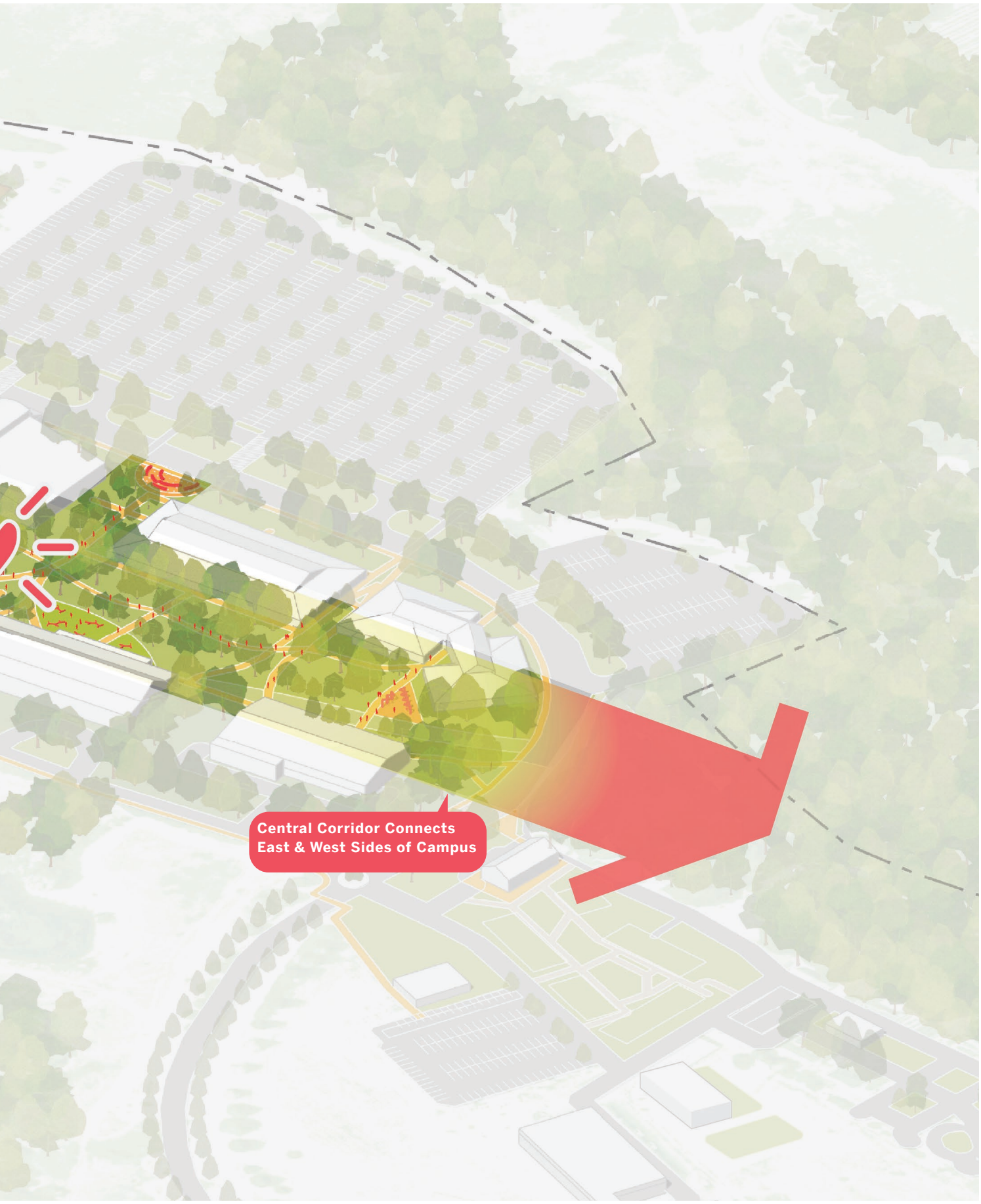
The Plan introduces a clear organization of pedestrian pathways that reinforce the overall campus structure.

Pomo Plaza is envisioned as a key destination where visitors can orient themselves on campus, while also serving as a vital link between the North Parking Lot and the Oak Grove. These southward paths, framing views toward the valley, enhance connectivity between buildings and strengthen both wayfinding and campus identity as the jewel in the crown of the California Community College system.


Secondary Connections Improve Accessibility & Wayfinding
Gateway Moments Celebrate The Sense of Arrival
Improve Connectivity and Arrival Experience


Major Gathering Spaces Along View Corridor
Entry Plaza
Central Gathering
Entry Plaza
View Corridor Embraces Natural Vistas
Enhance Natural Corridors


Encourages Interdisciplinary
Interaction & Enhances The
Sense of Community


Central Corridor Connects
East & West Sides of Campus

2035 CAMPUS PLAN

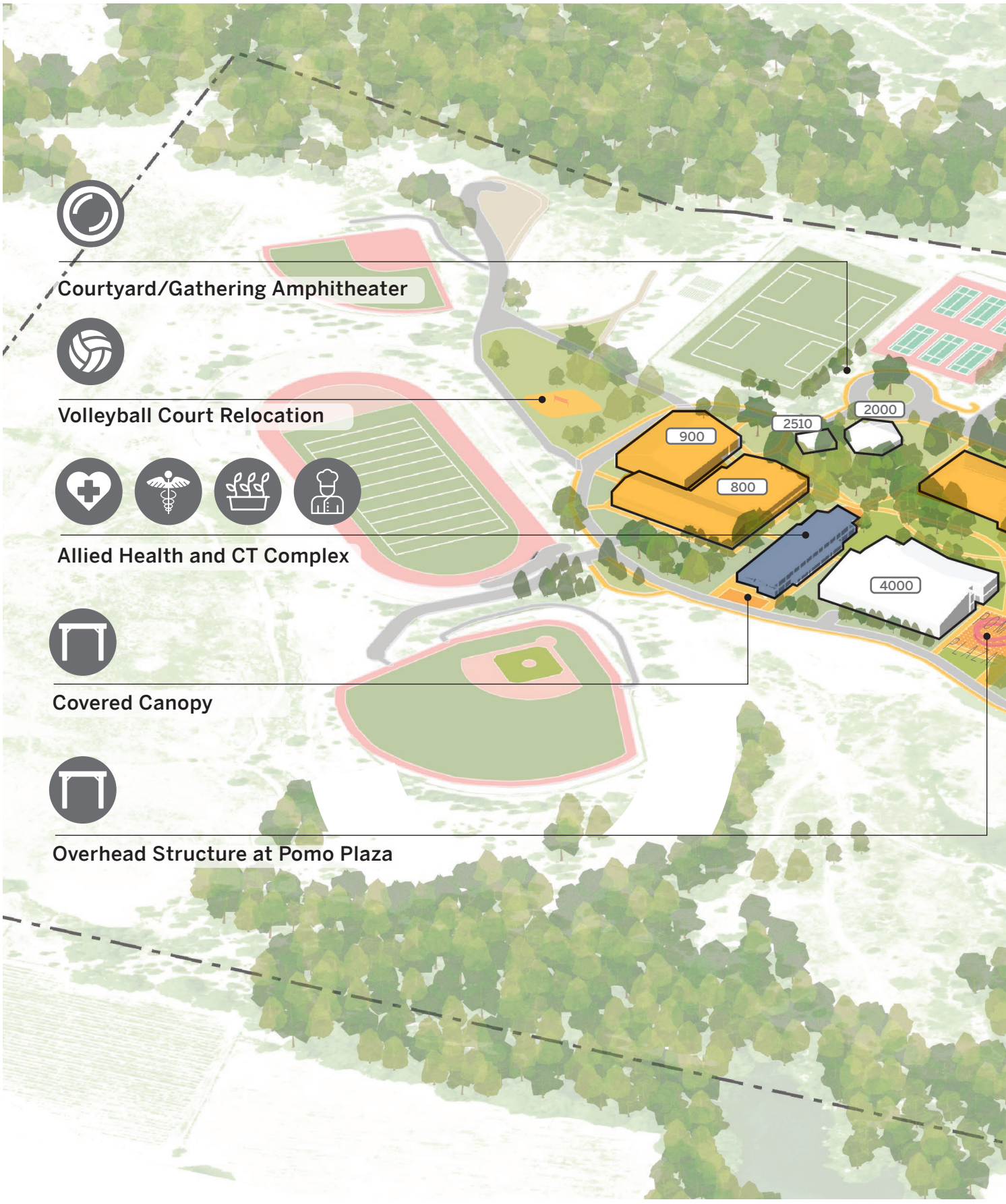
The 2035 Ukiah Campus Plan indicates design direction and strategies to help create a physical environment where students can thrive and succeed.

California's community colleges have evolved far beyond their original role as commuter campuses and trade schools, becoming comprehensive institutions that reflect the changing needs of their regions. At Mendocino-Lake Community College District (MLCCD), this transformation is shaped by shifting community demographics, a diversifying economy, and the growing urgency of climate resilience.

The 2035 Facilities Master Plan provides a roadmap for how MLCCD's physical environment can support academic goals, student success, and community needs well into the future. It aligns long-term facilities planning with educational priorities, sustainable design, and the creation of spaces that foster both learning and connection.

Planning Principles

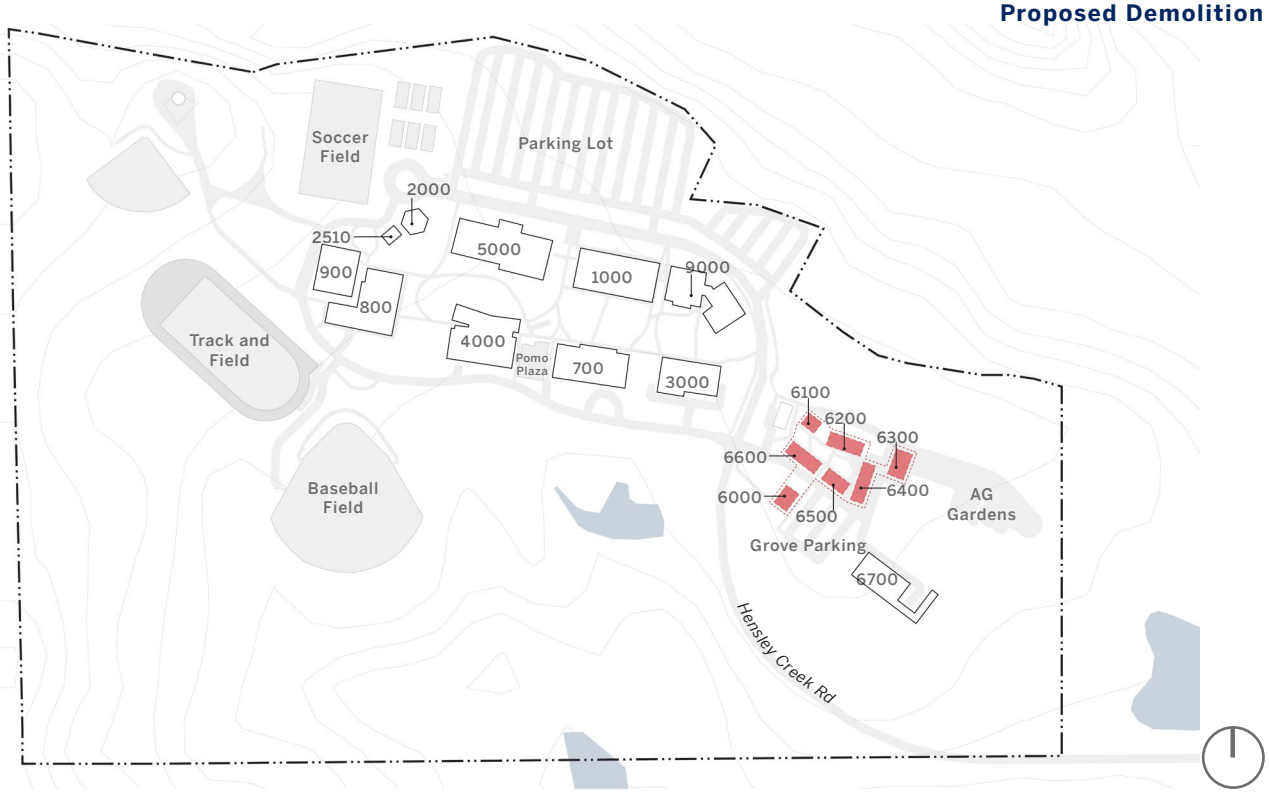

Dance


Courtyard/Gathering Amphitheater
Volleyball Court Relocation
Allied Health and CT Complex
Covered Canopy
Overhead Structure at Pomo Plaza
900
800
2510
2000
4000


PARKING LOT
5000
1000
9000
700
3000
Barn
HENSLEY CREEK RD
PARKING LOT
6700
North Entry Plaza
Central gathering Area
Entrance Gateway
Dry Creek
AG Expansion
Entry Circle Roundabout

PROPOSED DEMOLITION	EXISTING PROGRAM	GSF	PROGRAM RELOCATED TO
6000	Ukiah Extension	2,880 GSF	Allied Health and Career Education Complex
6100	Culinary Arts	1,645 GSF	Allied Health and Career Education Complex
6200	Middle College	3,410 GSF	Allied Health and Career Education Complex
6300	Sustainable Construction Tech	4,000 GSF	North County Center
6400	Nursing Labs	3,722 GSF	Allied Health and Career Education Complex
6500	Nursing Offices	2,511 GSF	Allied Health and Career Education Complex

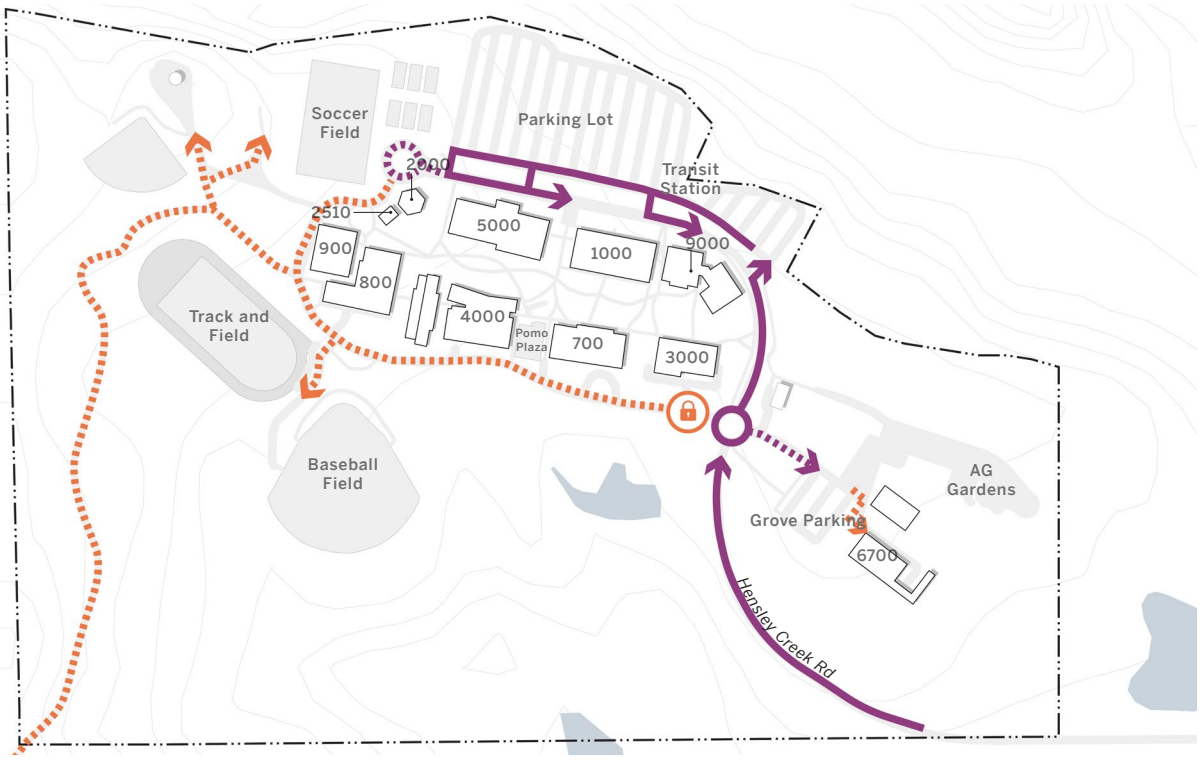
Proposed Demolition



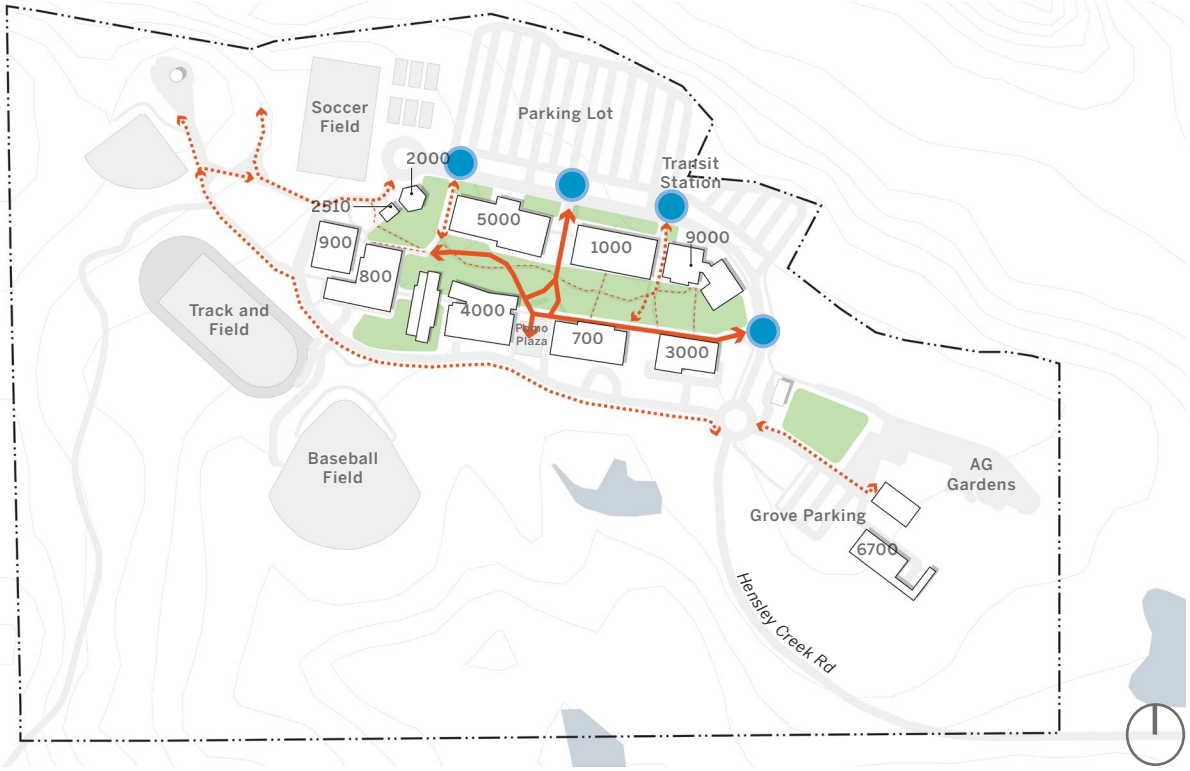
LEGEND

Proposed Demolition

Vehicular Access



Pedestrian Circulation



LEGEND

- Primary Circulation
- Secondary Circulation
- Green Space
- Access Point
- Drop-off
- Approach
- Secondary Vehicular
- Restricted Access

PROJECT DESCRIPTIONS

Two new buildings, five building renovations and various site improvements are included in this Plan, as illustrated on the preceding pages, listed in alphabetical order. These new buildings house a range of program based on current and future campus needs. See the Open Space and Landscape section in this chapter for more information on proposed surface improvements.

Proposed New Buildings

- Allied Health and CT Complex
- Ag Expansion
- Student Housing (not depicted in the graphic)

Proposed Renovation

- Center for Visual and Performing Art (5000)
- PE/Athletics (800 and 900)
- Science Complex (9000)

Proposed Renovation or Replacement

- Lowery Hall (700)
- MacMillan (1000)

Proposed Site Improvements

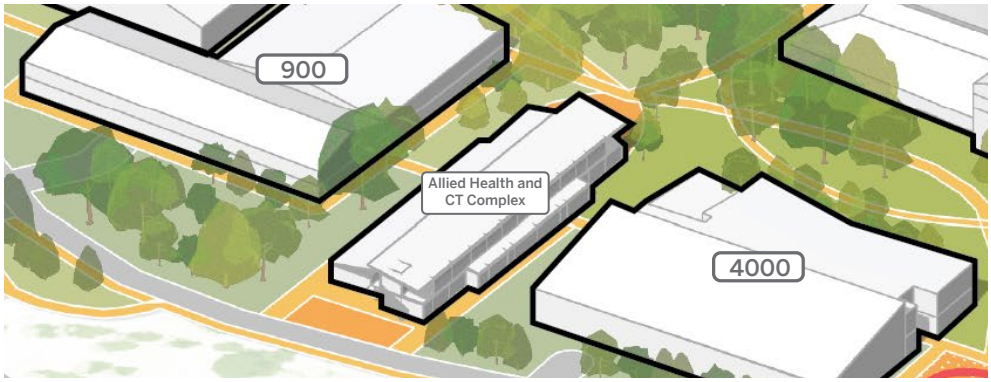
The recommendations consists of creating pedestrian promenades connecting the entire campus with integrated tree canopy and directional pathways and terraces connected to buildings. A grand entry at the visual and performing art center is proposed to invite the neighborhood to campus. Corner parks and nature trails are proposed throughout campus, moving cars to the campus edges with concentrated parking zone and shade canopies. Consideration of the Energy Plan should be taken into account when renovating the parking and shade canopies, as both provide excellent opportunity for solar photovoltaics.

The FMP proposes an enhanced campus core with main gathering spots that will support outdoor classrooms and events. Integrated sustainable features will be present throughout the campus, creating low-water use plant palette to meet State Water Regulations. All site projects are numbered and presented in alphabetical order, with details provided on the following pages.

- Barn
- Bus Stop Relocation
- Entry Roundabout
- North Entry Plaza
- Outdoor Basketball Court
- The Grove

PROJECTS GROUP (5-10 years)	ESTIMATED SIZE	
Allied Health and CT Complex	*17,800 GSF*	Ⓐ
Ag Expansion	*TBD*	Ⓐ
Visual and Performing Arts	*40,300 GSF*	Ⓑ
MacMillan Hall	*28,115 GSF*	Ⓒ
Science Complex	*20,000 GSF*	Ⓓ
PE and Gym	*26,500 + 15,500 GSF*	Ⓔ

A



ALLIED HEALTH AND CAREER EDUCATION COMPLEX

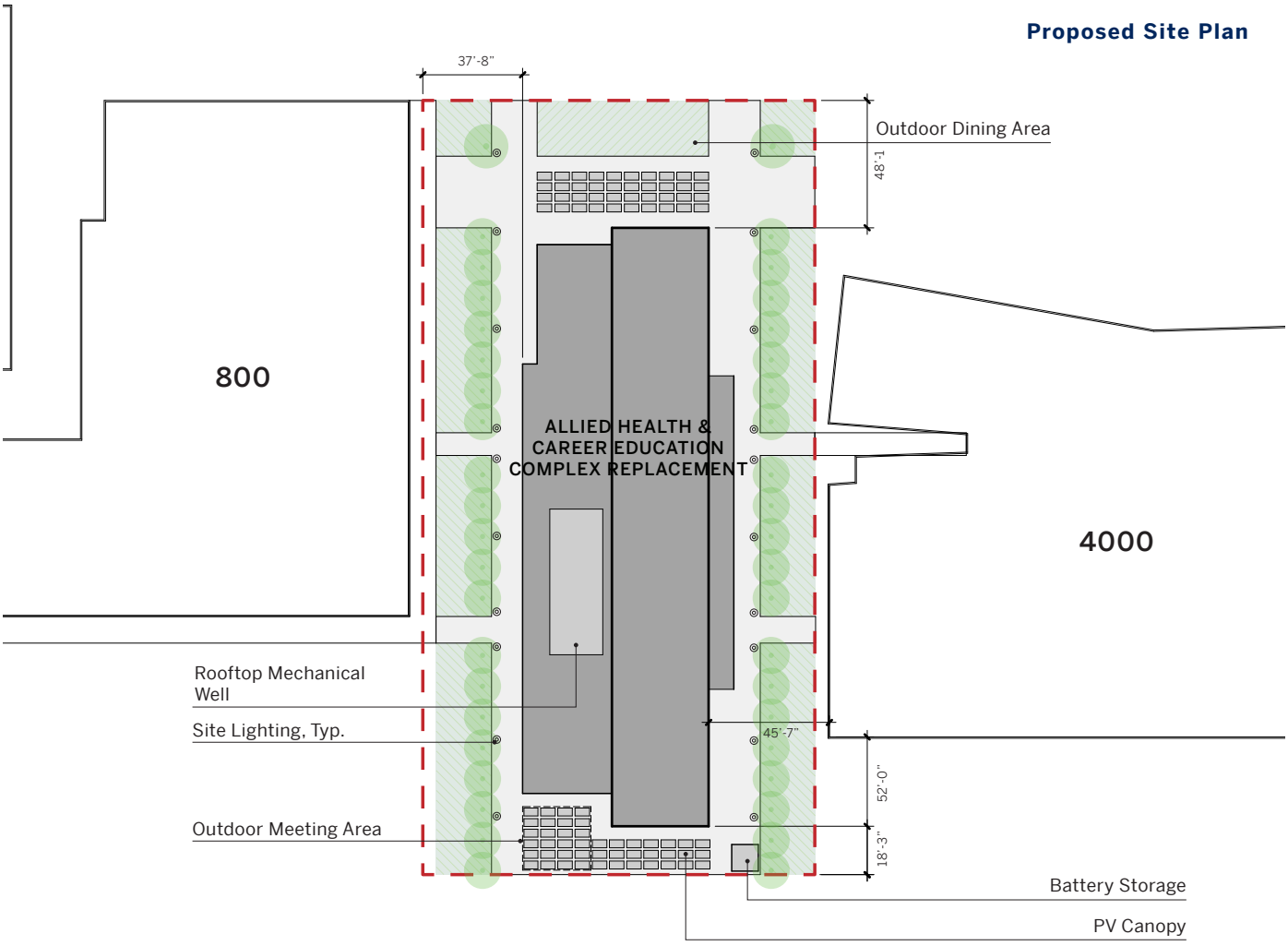
The new Complex, part of a project that was approved as an Initial Project Proposal (IPP) and advanced to the state-funded Final Project Proposal (FPP) this year, is designed to replace the temporary buildings currently located at the Grove. Under this FPP framework, state funding is provided strictly for one-for-one replacement of existing instructional space. This project focuses on replacing outdated facilities with modern, state-of-the-art equivalents. The design adheres to Title 5 space-efficiency and utilization standards, ensuring the new facility provides equivalent educational space without increasing the college's overall footprint. Strategically positioned near major student activity hubs, the complex will enhance collaboration, visibility, and engagement while remaining aligned with state requirements and campus priorities.

The complex will be a two-story building, with the majority of classrooms and labs located on the first floor and administrative offices on the second floor. The west wing will house labs for the Nursing and Physical Therapist Assistant (PTA) programs, including simulation labs, clinical spaces, and collaborative study areas. The southeast side of the building will be dedicated to Culinary Arts, featuring professional-grade kitchens and training facilities.

Outdoor spaces surrounding the complex will further enhance the learning environment, incorporating areas for student collaboration, program showcases, and campus events. An outdoor dining area will connect seamlessly with the campus core, providing opportunities for Culinary Arts students to showcase their skills and engage with the campus community.

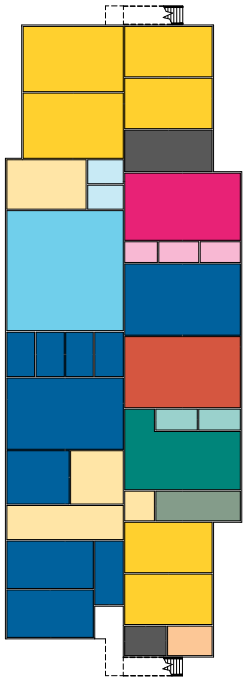
By relocating to the campus core, the CTE Complex will provide students with unparalleled access to resources, enhance community engagement, and set a new standard for excellence in career-focused education at the Ukiah campus.

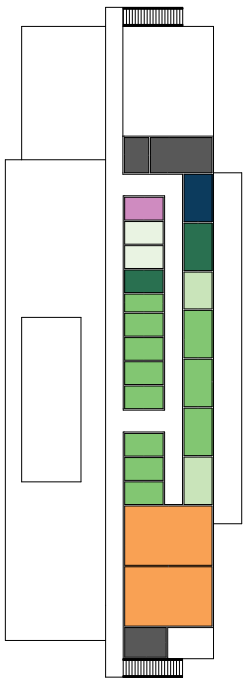
Proposed Site Plan

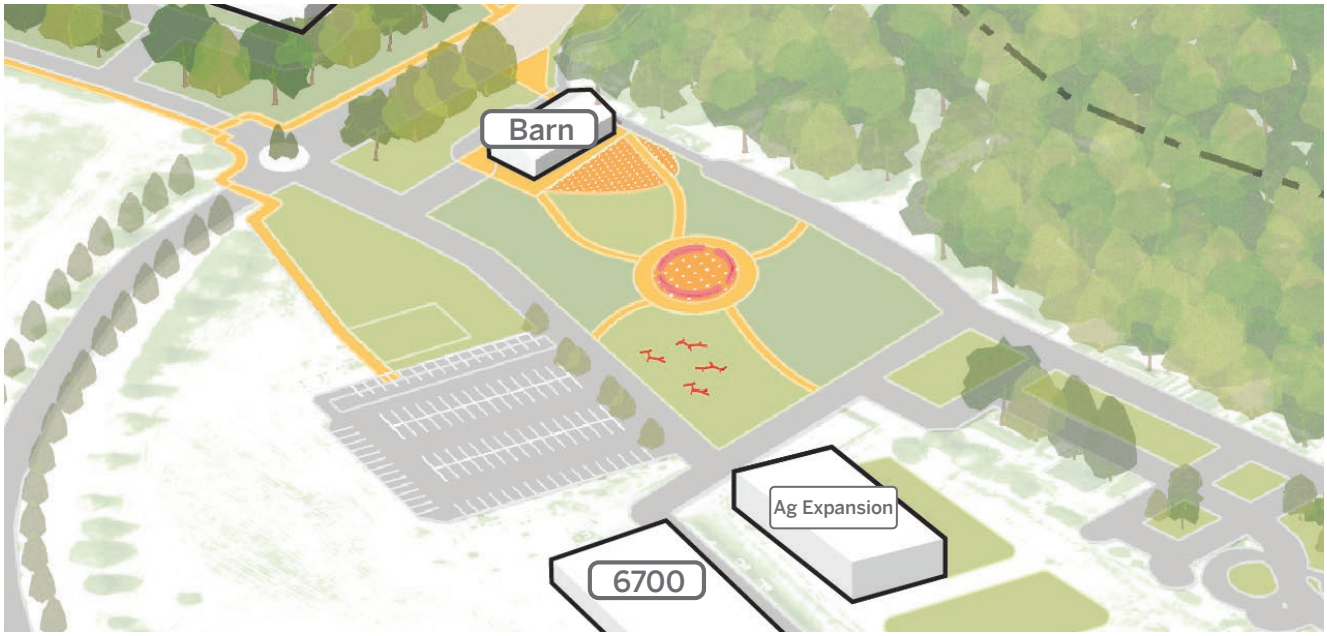


Proposed Floor Plans

	ROOM NAME	ASF
	Classroom	3,500
	Classroom Service	1,300
	Class Lab	840
	Class Lab	3,935
	Class Lab	1,600
	Class Lab	900
	Class Lab Service	200
	Class Lab Service	200
	Class Lab Service	270
	Office Service	300
	Audio/Visual, Radio, TV	1,000
	Lactation Room	100
	DP/Computer Service	120
	Office	250
	Office	1,230
	Office	150
	Office Service	250
	Office Service	200
	Lactation Room	100
	Meeting Room	1,200
	DP/Computer Service	120
	Total ASF	**17,765**
	Gross SF	**22,126**







A

FUTURE AGRICULTURE EXPANSION

As the Agriculture program continues to expand in enrollment and course offerings, reflecting strong student and community demand, the College anticipates the need for an additional building in the future to provide dedicated classrooms and laboratory space that can accommodate hands-on learning and specialized instruction.

ENTRY ROUNDABOUT

The roundabout at the campus entry is designed to be a clear point of arrival, offering both functional and symbolic value. As the first interaction for many visitors, it sets the tone for the Ukiah Campus experience. The proposed design includes native planting that reflects the surrounding landscape, and it creates an opportunity for prominent MLCCD signage that marks the campus with a strong sense of identity. In addition to improving traffic flow and safety, the roundabout strengthens wayfinding between campus zones and enhances the overall arrival sequence.

THE GROVE

Following the completion of the Allied Health and Career Technical Complex, the Grove is envisioned as a sustainable, multifunctional resource for both students and the surrounding community. Currently home to the agriculture gardens, the space is intended to grow into a broader program focused on agriculture, land stewardship, and environmental education. It will serve as an active learning environment while also maintaining its role as a calming, natural area on campus.

B

CENTER FOR VISUAL AND PERFORMING ARTS

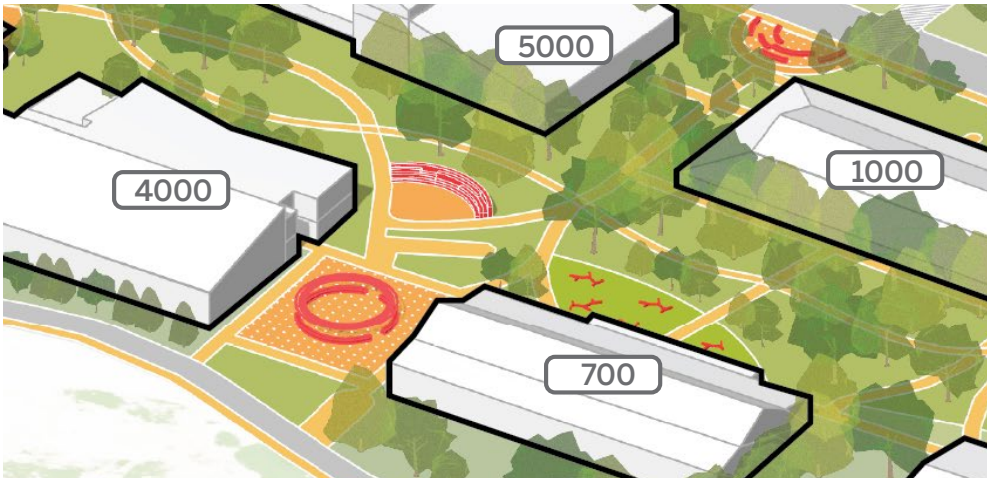
The renovation of the Center will transform it into a vibrant hub for artistic expression and collaboration. Enhancing both the functionality and aesthetics of the facility, the upgrades will provide state-of-the-art performance spaces, studios, and galleries that support the evolving needs of students and faculty while fostering a deeper connection with the community through the arts.

NORTH ENTRY PLAZA

The Entry Plaza is the all-important first impression of the campus and should reflect the energy and values of both the campus and the community. It should provide spaces for connection and interaction, including informal seating and multipurpose hardscape that can host pop-up fairs, festivals, and ceremonies. The plaza must also accommodate multiple modes of transportation by offering secure bicycle parking, safe and convenient passenger waiting areas, and accessible parking options. Planting should contribute shade, color, and seasonal interest while framing views toward the heart of campus. Since the campus has more than one primary point of arrival, developing a consistent palette of site furnishings, lighting, hardscape, planting, and signage materials that can be applied as a kit of parts at each entry plaza will help unify the overall welcome experience.

POMO PROMENADE

The Pomo Promenade is the campus's primary artery, linking key areas and strengthening the main entry. It features larger gathering nodes that serve as mini-destinations, encouraging pause and interaction. Designed to honor the legacy of the Pomo people, the promenade is lined with California native plantings and may include art, design elements, and language that reflect Pomo culture. It creates a sense of place and history for all who walk its path.



C

MACMILLAN

The Macmillan Hall project was submitted as an Initial Project Proposal (IPP) in 2025 to address the building's significant deterioration and outdated systems, which have remained unchanged since its construction in 1986. As the main "arrival" building on campus, MacMillan Hall has little architectural indication of arrival. Mechanical equipment enclosures and electrical room doors located behind a hedgerow of plants and trees face the main parking lot. There is very little natural light within the building and the original structural design and layout leaves little room for flexibility. While this building has admirably served dozens of purposes through the years, it is time for the District to explore what could come next. The proposal explores options to either renovate or replace the facility, aiming to modernize it for improved academic and administrative functions. The decision between renovation and replacement will be based on a detailed cost analysis conducted as part of the FPP process, ensuring the project aligns with campus needs and budget constraints.

D

SCIENCE COMPLEX

Although a dedicated Math Building has been discussed, this plan explores how we can better evolve the existing Science building to support the growing needs of all STEM fields. The Science Complex renovation focuses on creating a modern, adaptable environment for scientific exploration and discovery. By upgrading laboratories, classrooms, and collaborative spaces, the project will support cutting-edge research, interdisciplinary learning, and hands-on education, empowering students with the tools and resources needed to excel in STEM fields.

E

PE/ATHLETICS

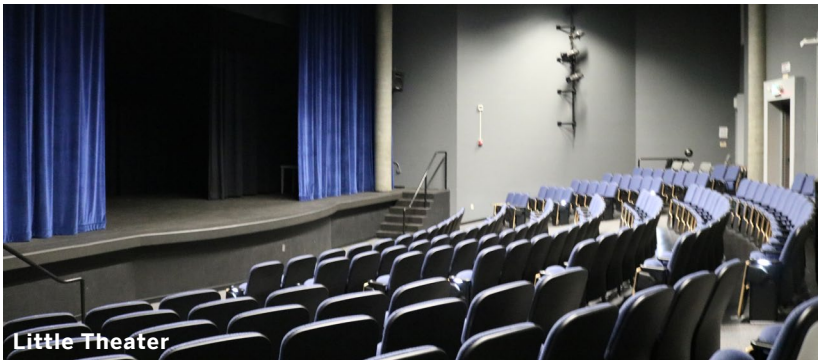
The existing gymnasium was built in 1990 and has a Facilities Condition Index (FCI) of 56%. There is over 7,000 sqft of conditioned, seldom-used locker room space in the PE building., representing 32% of the building's assignable square footage. This is just one area of opportunity for future renovation work to explore. The FMP recommends a complete renovation of the existing facility to correct building deficiencies, introduce outdoor recreation spaces, and address the current and projected kinesiology program needs.

LOWERY HALL

The Lowery Building project was submitted as an Initial Project Proposal (IPP) in 2025 to address the building's aging infrastructure and functional limitations, which have persisted since its original construction in 1985. The proposal considers options to either renovate or replace the facility, with a focus on creating modern, efficient spaces to support campus operations. A detailed cost analysis conducted during

the FPP process will guide the decision, ensuring the project aligns with institutional priorities and delivers long-term value to the campus community.

One of the key opportunities of this building is the “Little Theatre,” which was the campus’ main performance stage until he construction of the CVPA in 1994. As designed, the Little Theatre is a traditional, raised/ fixed stage with elevated, fixed seating, limiting the potential use of approximately 7,000 sqft of conditioned, indoor the space. While the concept of transforming this space to a flexible “black box” theatre space have been discussed, more research is necessary.


Little Theater

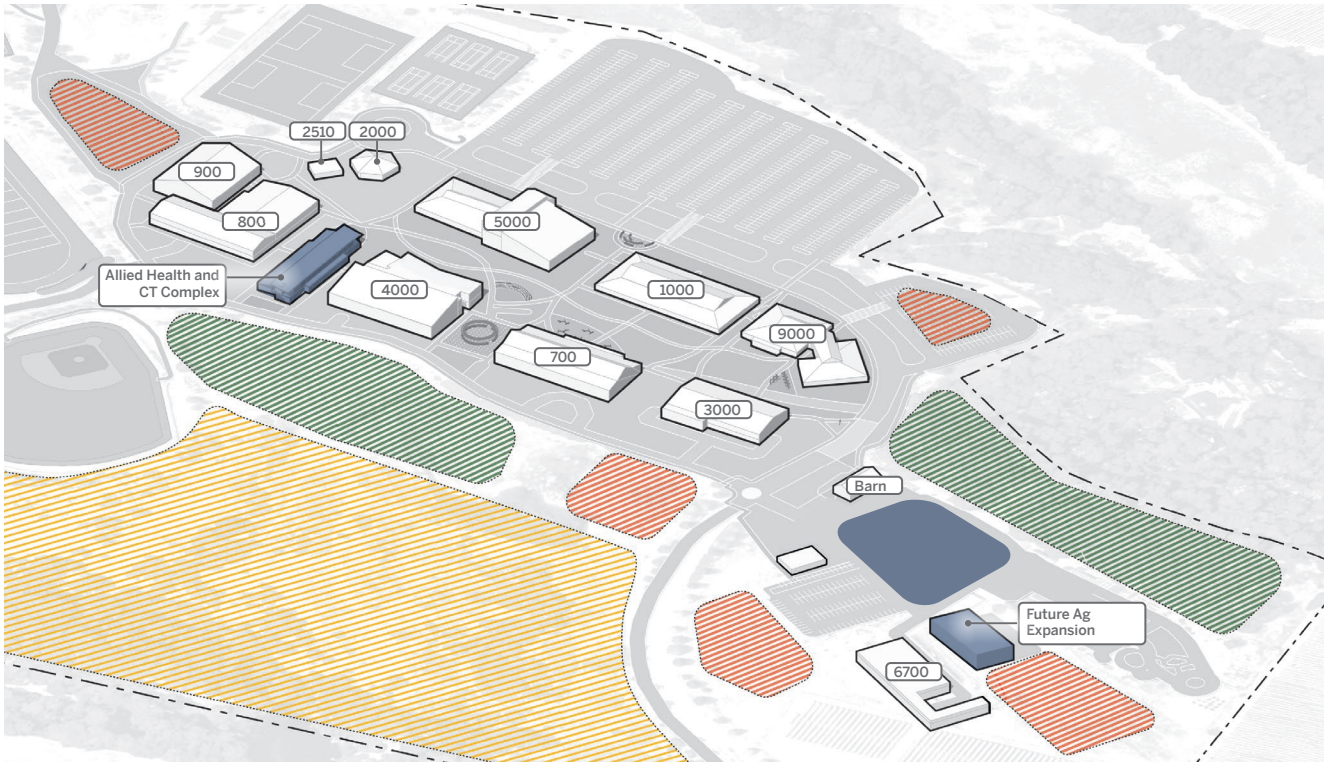

Locker Room


Lowery Hall


Center for Visual and Performing Arts


Science Complex

FUTURE PROJECTS



LEGEND

- Potential Future Building Site
- Non-Buildable Site
- Not Yet Approved For Construction (Submitted FPP)
- Sacred Natural Open Space

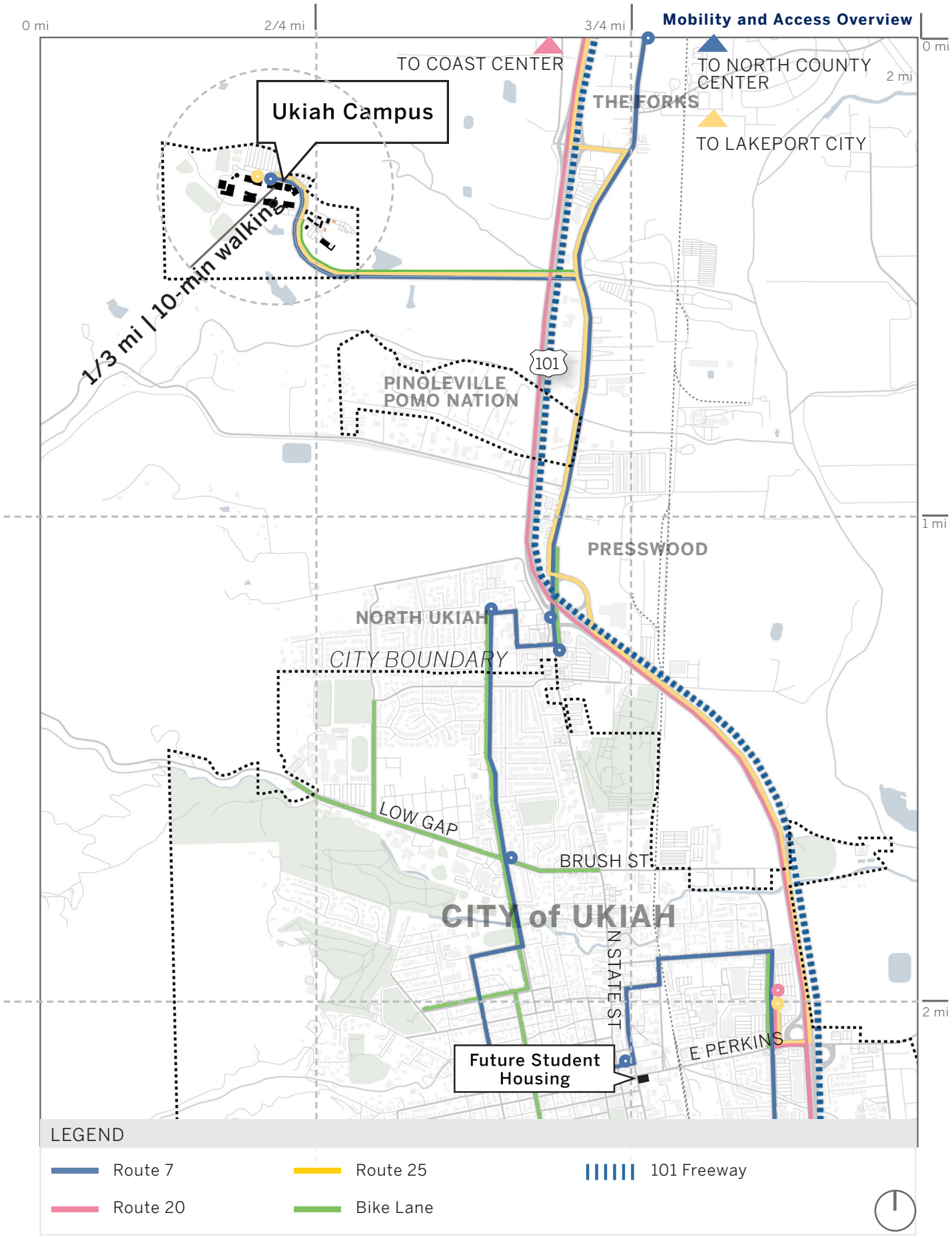
This Plan has identified specific areas on campus (highlighted in orange) as potential future building sites, carefully considering their suitability for development. At the same time, other zones (highlighted in green) have been designated as non-buildable to preserve the campus's natural landscape and ensure its safety from potential wildfire risks. This balanced approach allows for strategic growth while maintaining the integrity of the environment and prioritizing long-term safety and sustainability.

STUDENT HOUSING

After several extensive studies and many years of conversations with the campus community and our neighbors, the District has concluded that on-campus student housing is not compatible with our Ukiah campus. The rural character, distance from town and amenities, limited on-campus, after-hours actives and services are not conducive to a residential student experience.

Based upon this understanding, the District has secured a site in downtown Ukiah, in the city core, to develop student housing. It's location offers a strategic location to enhance student access, foster stronger community connections, and advance long-term regional growth objectives.

Mobility and Access Overview



SECONDARY NODES, “BOOKENDS”

Beyond the main promenade, the design incorporates secondary nodes at a more intimate pedestrian scale, offering varied experiences. Additionally, the creation of “bookend” spaces, distinct landscape elements at either end of the central core, helps to connect a series of “backyard” spaces to the central green and promenade, creating a fluid and integrated campus experience. These nodes and bookends provide spaces of various scales and multiple purposes, inviting socializing, quiet study, and exploration. Coyote Story Trail, educational courtyards, and community gathering spaces are considered to be Secondary Nodes.

COYOTE STORY TRAIL

The Coyote Story Trail branches off the main path, offering more of a narrative-driven experience. The trail can meander through naturalistic plantings and interpretive areas that recount traditional Pomo stories, with emphasis on the culturally significant figure of the Coyote. It transforms a simple walk into an engaging narrative, fostering a deeper connection to Indigenous storytelling traditions, the surrounding environment and its connection to the animal world.

EDUCATIONAL COURTYARDS + GATHERING AMPHITHEATER

Nestled between buildings are educational courtyards, transforming transitional spaces into hubs of learning and interaction. The centerpiece of these outdoor learning environments is the Gathering Amphitheater. This space is crafted to be a dynamic outdoor classroom, a stage for student performances, a forum for lectures, and more. It has tiered seating integrated into the landscape. It encourages learning to spill beyond the confines of traditional classroom walls. The amphitheater, along with smaller, more intimate courtyards, provides a variety of scales for student collaboration, quiet study, and social engagement, all in the open air.


Gathering Amphitheater


Educational Courtyard

COMMUNITY GATHERING + CENTRAL GREEN

At the very heart of the design lies the Central Green, an open space that functions as the community's living room. This large, flexible lawn is the primary hub for major campus-wide events, celebrations, and informal daily life. It is a place for students to congregate, relax between classes, and connect with one another in a beautiful, open setting. Bordered by the main buildings and key pathways, the Central Green is both a destination and a crossroads. Its open nature makes it adaptable for everything from large ceremonies to casual games, ensuring it remains a vital and active center of community life.

MICRO FOREST

A dedicated Micro Forest introduces a pocket of dense, wild nature into the structured campus environment. This ecosystem is planted with a diversity of native trees and understory plants to create a self-sustaining woodland habitat. It can serve a critical educational role, offering a living laboratory for students to study ecological succession, biodiversity, and native plant species firsthand. Beyond its academic value, the Micro Forest provides a vital sensory retreat—a place of shade, quiet, and connection to the natural world.


Community Gathering Space


Micro Forest


Central Green

DRY CREEK

Winding its way through the landscape, the Dry Creek is a feature that is both beautiful and functional. Designed to mimic a natural, seasonal creek bed, it uses a rich palette of river stones, boulders, and drought-tolerant, riparian plants to create a visually stunning naturalistic feature. Functionally, it serves as a critical piece of green infrastructure, designed to manage stormwater runoff during rain events, reducing erosion and allowing water to percolate back into the ground. Integrated into its design is the Dry Creek Seating Area, where natural stone slabs and benches are placed along the banks, transforming the feature into a unique social space.


Dry Creek


Dry Creek

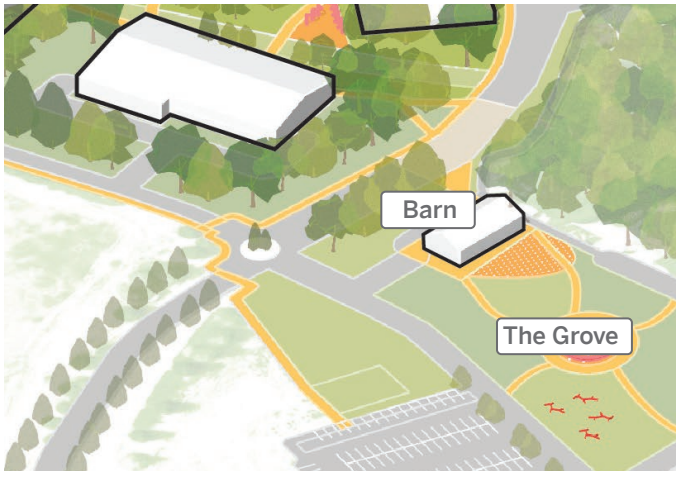
SAFETY + FIRE RESILIENCE

Reflecting its California location, the plan incorporates firewise design. The Micro Forest, Central Green, and Enhanced Entry Garden will likely feature fire-retardant plants, creating a defensible space. The Dry Creek and Dry Creek Seating Area may act as firebreaks while providing outdoor space. In addition, existing parts of the campus, such as parking lots and athletic courts, can act as material buffers for potential fires. The design also deliberately opens up views to the various spaces, fostering a sense of safety and connection across the campus.

BUS STOP RELOCATION

The relocation of the bus stop is closely tied to improving access and visibility at the Ukiah Campus entry. As a critical resource used by students, staff, and the broader community, the new location moves the transit stop closer to the main entrance—near the historic Red Barn. This placement not only enhances the visibility and accessibility of transit options but also highlights an iconic element of campus history. It reinforces the identity of the campus while improving the experience for those arriving by public transportation, especially at the primary vehicular access point.

Four Way Stop



UKIAH CAMPUS PLANTING PALETTE

LANDSCAPE AS UNIFIER

The strategic use of plant materials and design elements weaves the diverse outdoor rooms into a cohesive campus identity.

- Grasses: Resilient, native grasses play a crucial role in campus identity. Their swaying movement visually emphasizes the wind, like a dynamic art installation that connects users to the natural world. They also provide texture, color, and habitat, reinforcing the ecological vision of the campus.

- Hedge rows: Strategically placed native evergreen hedges act as natural windbreaks, creating more comfortable microclimates within courtyards and pathways. They also screen less desirable views (e.g., service areas, parts of the parking lot) while framing vistas of the ocean or campus architecture.

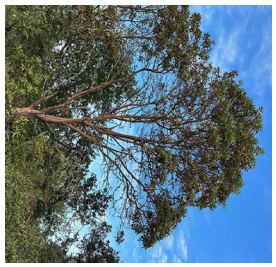
- Trees: Rather than dense, view-obstructing canopies, the selection favors trees with open, airy forms that allow dappled light and maintain visual connections to the surrounding landscape, particularly the ocean. This respects the importance of the coastal views as a defining feature of the campus.

- Parking lot edges: The edges of the parking lot are transformed from utilitarian boundaries into functional and aesthetic elements. Rain gardens and bioswales are incorporated to manage stormwater runoff, showcasing sustainable landscape practices. These areas are planted with native species that evoke the rugged beauty of the Fort Bragg coastline, blurring the line between the built environment and the natural landscape. This design choice brings the ecology right to the entry

PARKING LOT TREES

Cercis Occidentalis

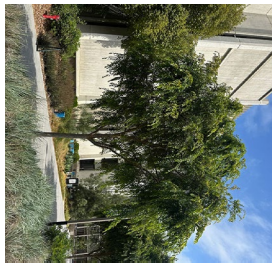
Arbutus Menziesii



Quercus Parvifolia

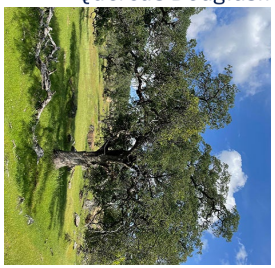
Quercus Ilex

Ulmus Parvifolia

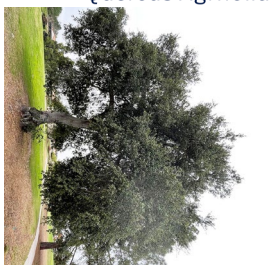


CANOPY TREES

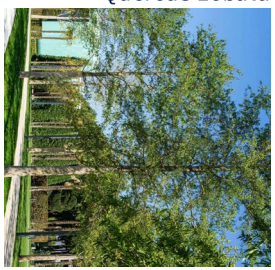
Quercus Douglasii



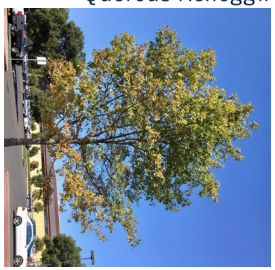
Quercus Agrifolia



Quercus Lobata



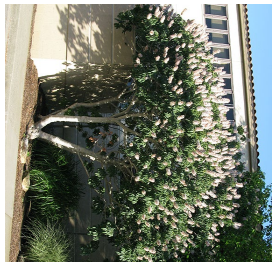
Quercus Kelloggii



ACCENT TREES

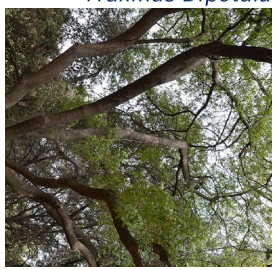
Cercocarpus Betuloides

Aesculus Californica



Quercus Chrysolepis

Fraxinus Dipetala




Micro Forest
Amphitheater
Pomo Plaza
Street Closures


Entry Plaza
Drop-off & Temporary Parking
Coyote Trail
Dry Creek
The Grove
Central Green

IMPLEMENTATION STRATEGY

This Plan presents an overall picture of the future developed campus over the next 10 years and beyond.

To manage resources and mitigate disruptions the Projects Group are broken down into sequential stages. Concurrent with each of these building/landscaping phases shall be the implementation of the District's Energy Plan, striving towards both resiliency and efficiency.

While drawings in the plan appear specific, the forms are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

PHASE ONE

Construction of Allied Health and Career Education Complex

Move Programs from Portable Buildings and PTA from Gym

Demolition of existing Portable Buildings at Grove

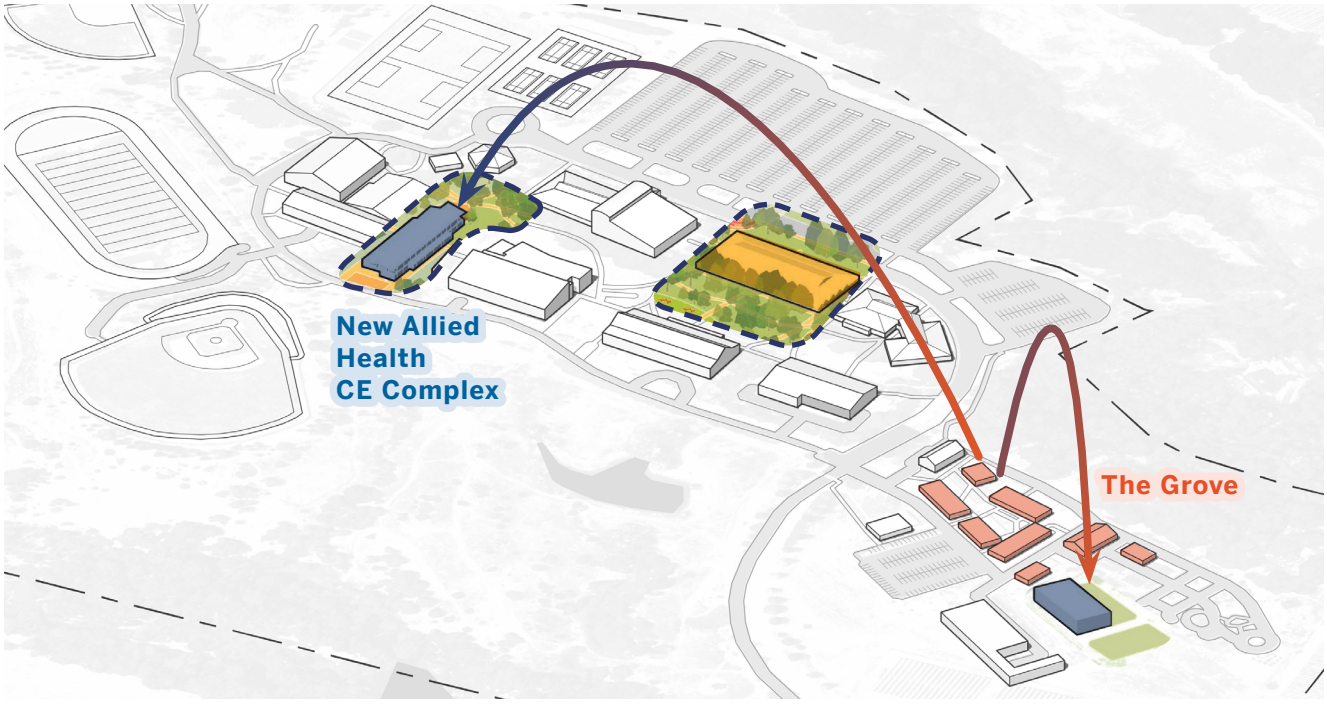
Build extension of AG complex

Move Program out of MacMillan Hall (MMH)

Renovate MMH and Welcome Center

Solar & Battery Energy Storage System at Lake Center campus

Phase 01



End of Phase 01

PHASE TWO

Move Program out of the Center for Visual and Performing Arts (CVPA)

Renovate CVPA

Pomo Plaza Improvements

Expand Solar & Battery Energy Storage Systems

Phase 02

PHASE THREE

Pomo Plaza and Landscape Improvements

Phase 03

PHASE FOUR

Move Program out of Science Complex

Renovate Science Complex

Phase 04

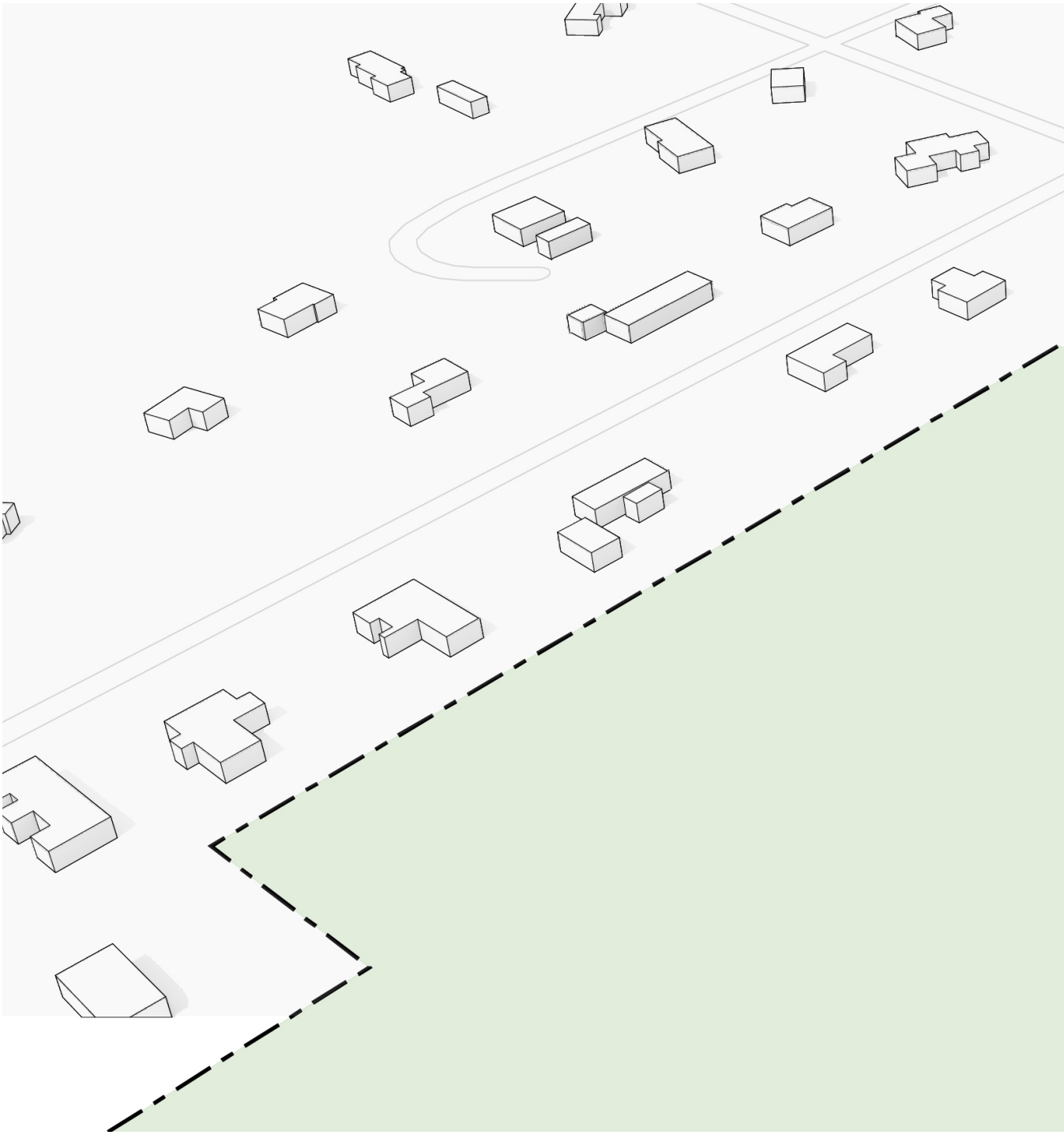
PHASE FIVE

Move Program out of PE and Gym

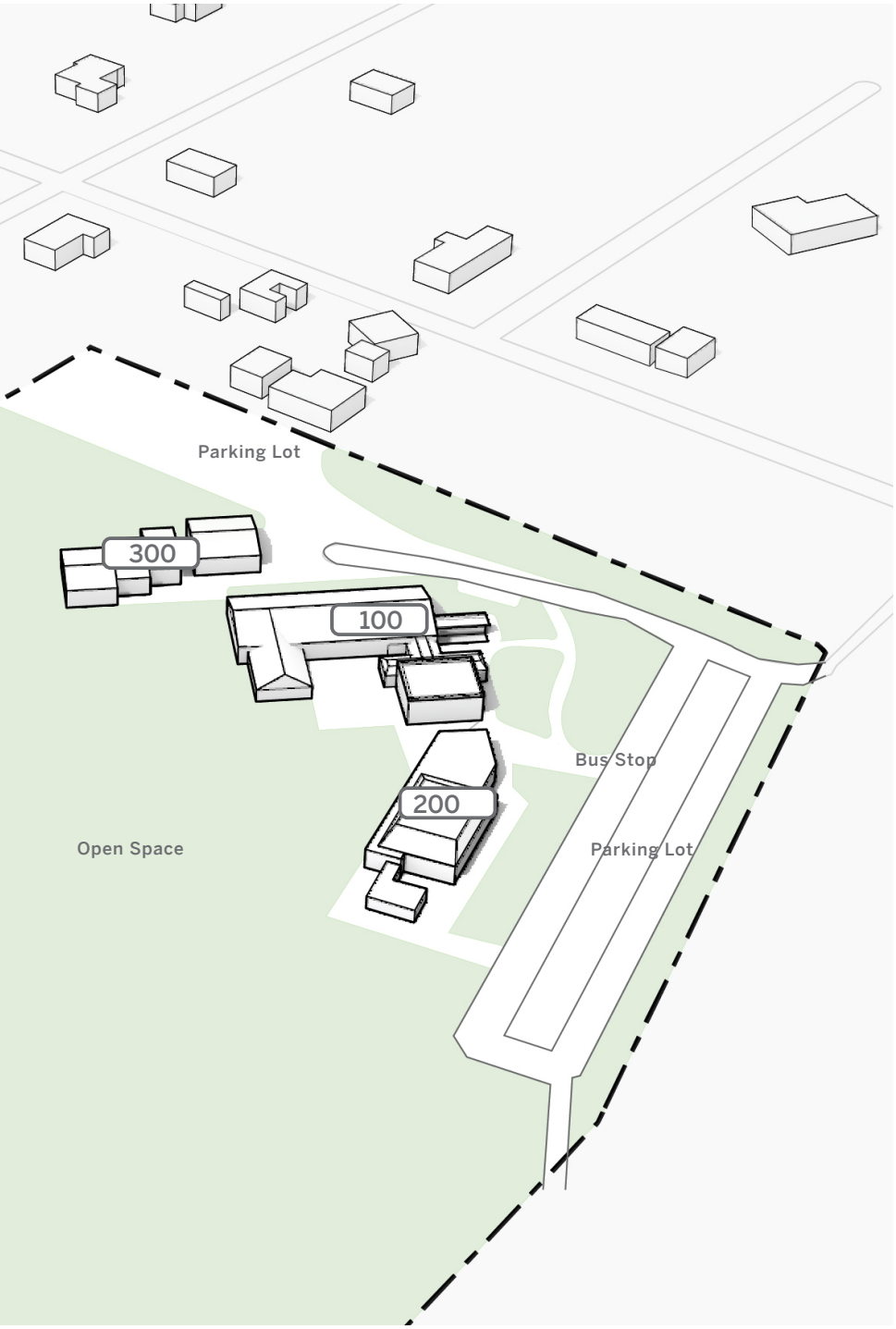
Renovate PE and Gym


Dance

COAST CENTER



Existing Campus Plan



LEGEND	
100	Main Building
200	Arts
300	Leased Building- Three Rivers Charter School

CHALLENGES & OPPORTUNITIES

Arguably more than any other Center location, the Coast Center is educationally rooted in its location on the Mendocino Coast. The meetings, workshops, and surveys that were conducted with Mendocino College revealed various challenges that the college currently faces, as well as opportunities that the college has the potential to fulfill. This plan aims to aid in resolving the current challenges and provide a framework to help implement the established opportunities.

As highlighted in the Diagram, several key areas of the campus present challenges but also offer meaningful opportunities for improvement and growth:

ARRIVAL EXPERIENCE

- Challenge: The arrival experience currently lacks clear definition, with no signage, or visual cues to guide visitors. The entry road leads directly into a parking lot, offering little sense of arrival or orientation.
- Opportunity: Enhancing and celebrating the entry sequence can create a welcoming arrival for users, clearly signaling the campus identity and improving wayfinding.

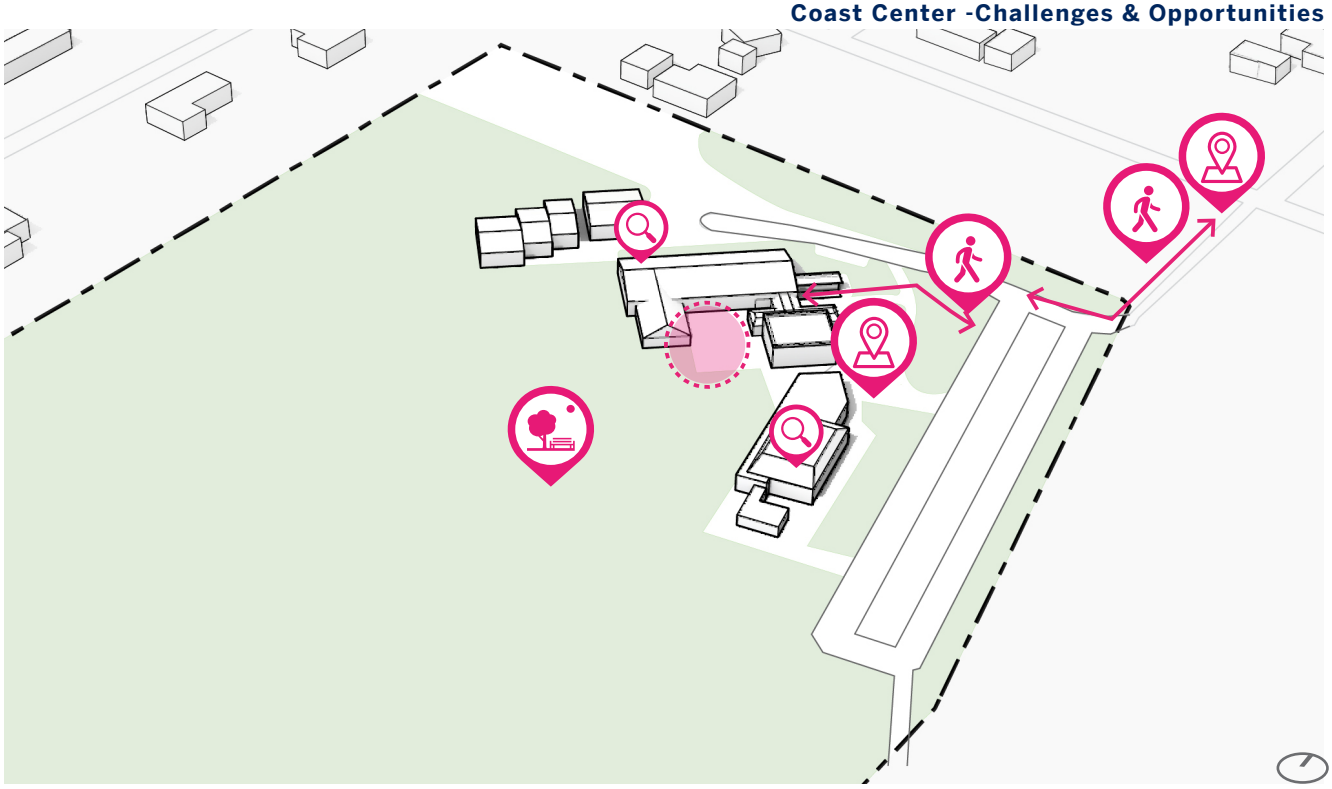
BUILDING CONDITIONS

- Challenge: As shown in the Facilities Condition Index diagram, all buildings on campus are candidates for renovation or demolition, indicating urgent needs for renewal.
- Opportunity: This presents a unique chance to reimagine and rebuild the campus infrastructure with modern, sustainable, and purpose-driven facilities that better support current and future needs.

OPEN SPACE

- Challenge: While the campus benefits from a beautiful landscape and open space, less than 5% of the land is actively utilized, limiting its potential.
- Opportunity: Weaving trails, native landscaping, and viewsheds into campus life can deepen connection to the natural environment and strengthen community belonging.

Coast Center -Challenges & Opportunities



Main Building

Arrival

Open Space

Parking

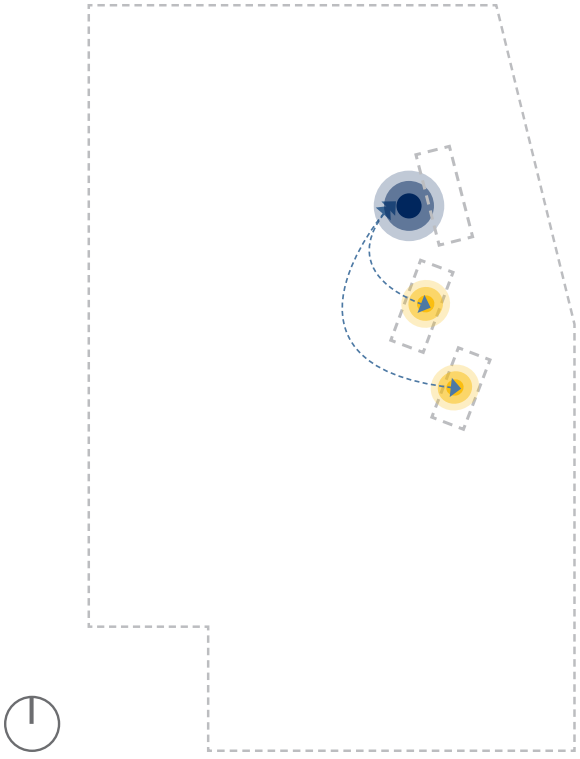
THE BIG IDEA

The plan establishes a vision for a vibrant campus rooted in the history and traditions of the College, the unique sense of place, and the innovation in learning environments.

Developed through an integrated process that considered input from many sources, the Campus Plan's vision is based on the Strategic Goals and Directions. It is organized around three key elements focused on specific design interventions aimed at addressing the present and future needs of the MLCCD community. These three elements described on the following pages include:

01 Strategically Maximize Space
02 Strengthen Internal Connection
03 Enhance the Connection to Nature

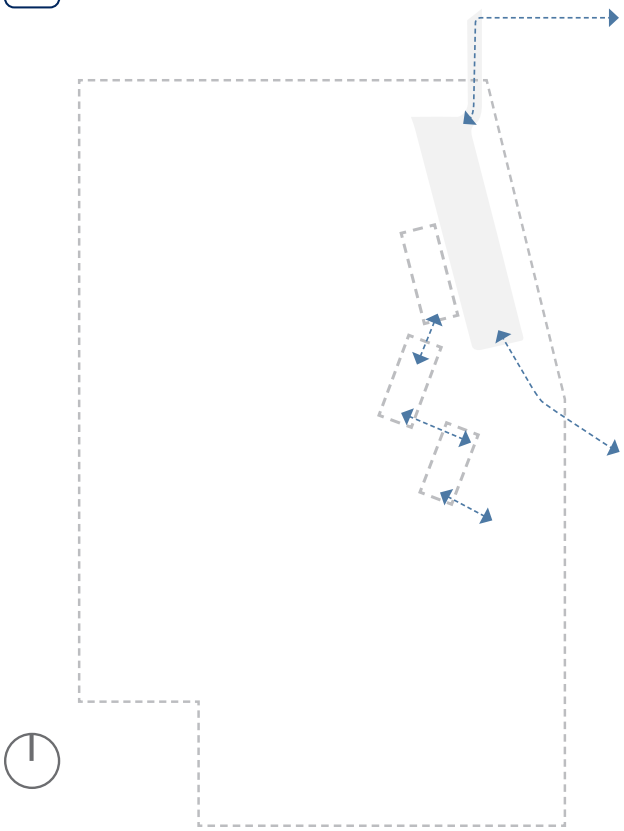
01



STRATEGICALLY MAXIMIZE SPACE

Positioning the site of future buildings strategically will help to not only maximize existing space, but also promote pedestrian circulation and expansive views of the site.

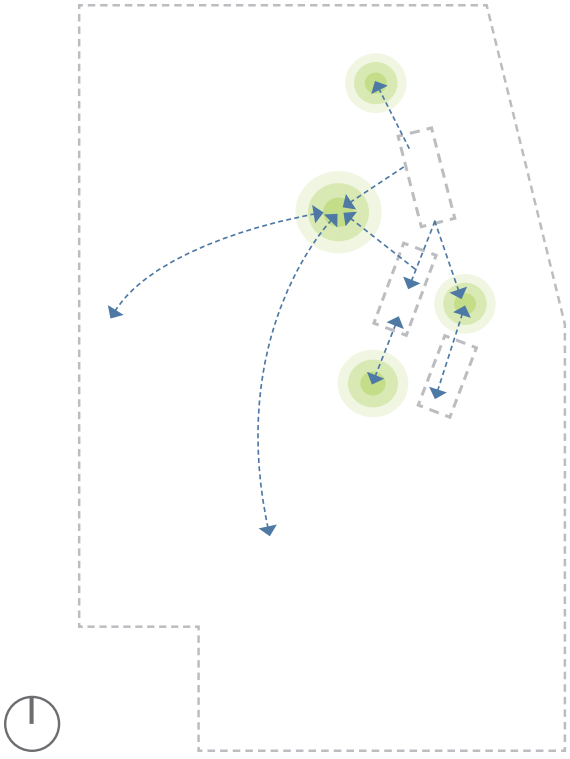
02



STRENGTHEN INTERNAL CONNECTION

Improving pedestrian accessibility and vehicular connections internally throughout the center and externally promotes greater visibility of the college to students, faculty, locals, and visitors alike.

03



ENHANCE THE CONNECTION TO NATURE

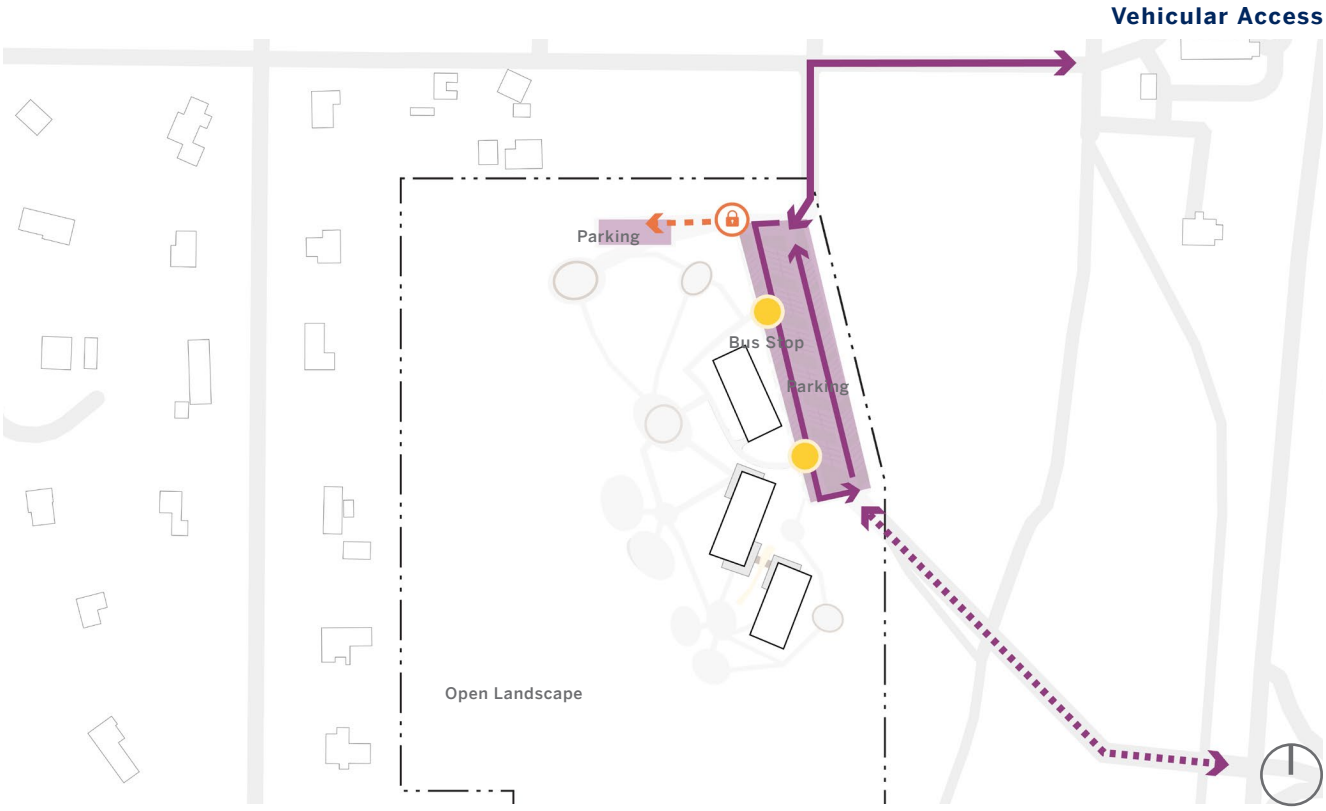
Already rooted in nature, the campus has the potential to maximize its natural beauty and unique location. This principle also fosters sustainability, encourages outdoor activity, and creates an inspiring, enriching environment for all.

3.45 Steinberg Hart

2035 Campus Vision

PROPOSED VEHICULAR CIRCULATION

Vehicular circulation largely retains the current layout, with parking concentrated along the eastern edge of campus adjacent to academic buildings. However, the plan introduces a secondary vehicular entry from the southeast, providing more direct access to California State Route 1 and establishing a designated emergency access lane to improve campus safety and response times.



LEGEND

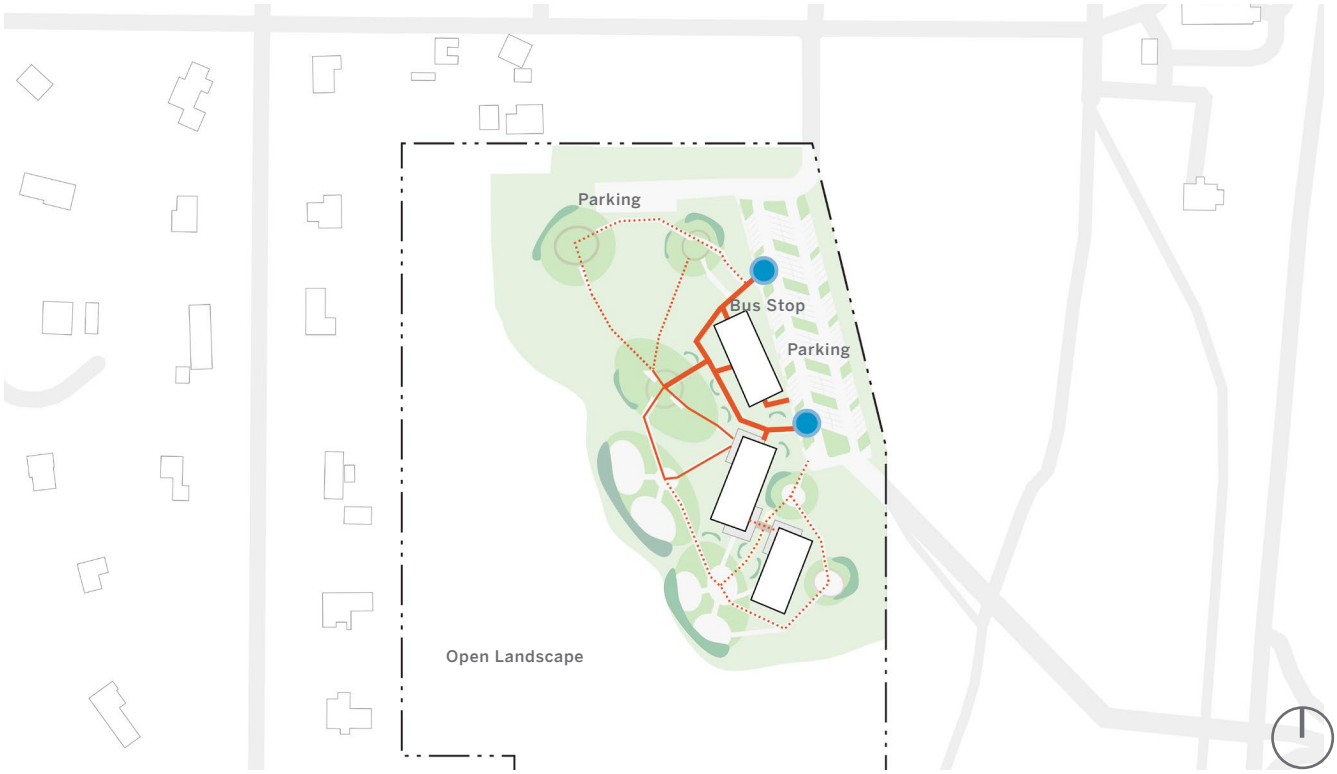
- Approach
- Secondary Approach
- Parking
- Drop-off
- Restricted Access
- Barrier Swing Gate

PROPOSED PEDESTRIAN CIRCULATION

Pedestrian circulation is proposed to begin at two primary access points—one at the north entrance and one at the south—leading users into the central gathering area of campus. This core space connects to a series of smaller plazas that link the surrounding buildings. The plan also includes new wellness trails wrapping around the campus, encouraging movement and interaction with the site's natural surroundings.

Gathering spaces are distributed throughout, from near the main vehicular entrance to more quiet corners of campus. Shaded courtyards and plazas between buildings support an active, student-centered environment.

Pedestrian Circulation



LEGEND

- Primary Circulation
- Secondary Circulation
- Green Space
- Access Point

PROJECT DESCRIPTIONS

Three new buildings, one building renovation and various site improvements are included in this Plan, as illustrated on the preceding pages. These new buildings house a range of program based on current and future campus needs, and the surface improvements work in conjunction with these buildings to enhance the existing campus environment and support student success. See the Open Space and Landscape section in this chapter for more information on proposed surface improvements.

Proposed New Buildings

- Main Buildings Replacement
- Interdisciplinary Building
- Krenov Replacement

Proposed Landscape Projects (in alphabetical order)

- Entry Garden
- Entry Plaza
- Enhanced Parking Lot
- Courtyard with Overhead Structure
- Dune Garden
- Sculptural garden

Proposed Demolition

In order to implement the MLCCD Plan, seven buildings require demolition, as illustrated in the diagram on the following page.

PROPOSED DEMOLITION	EXISTING PROGRAM	GSF	PROGRAM RELOCATED TO
100	Main Building	10,257	Main Building Replacement
200	Arts Building	9,187	Main Building Replacement
	Krenov School	4,788	Coast Center Site - Krenov School Replacement

Proposed Demolition

LEGEND

Proposed Demolition

Future Demolition

PROPOSED NEW CONSTRUCTION

ACADEMIC BUILDINGS REPLACEMENT

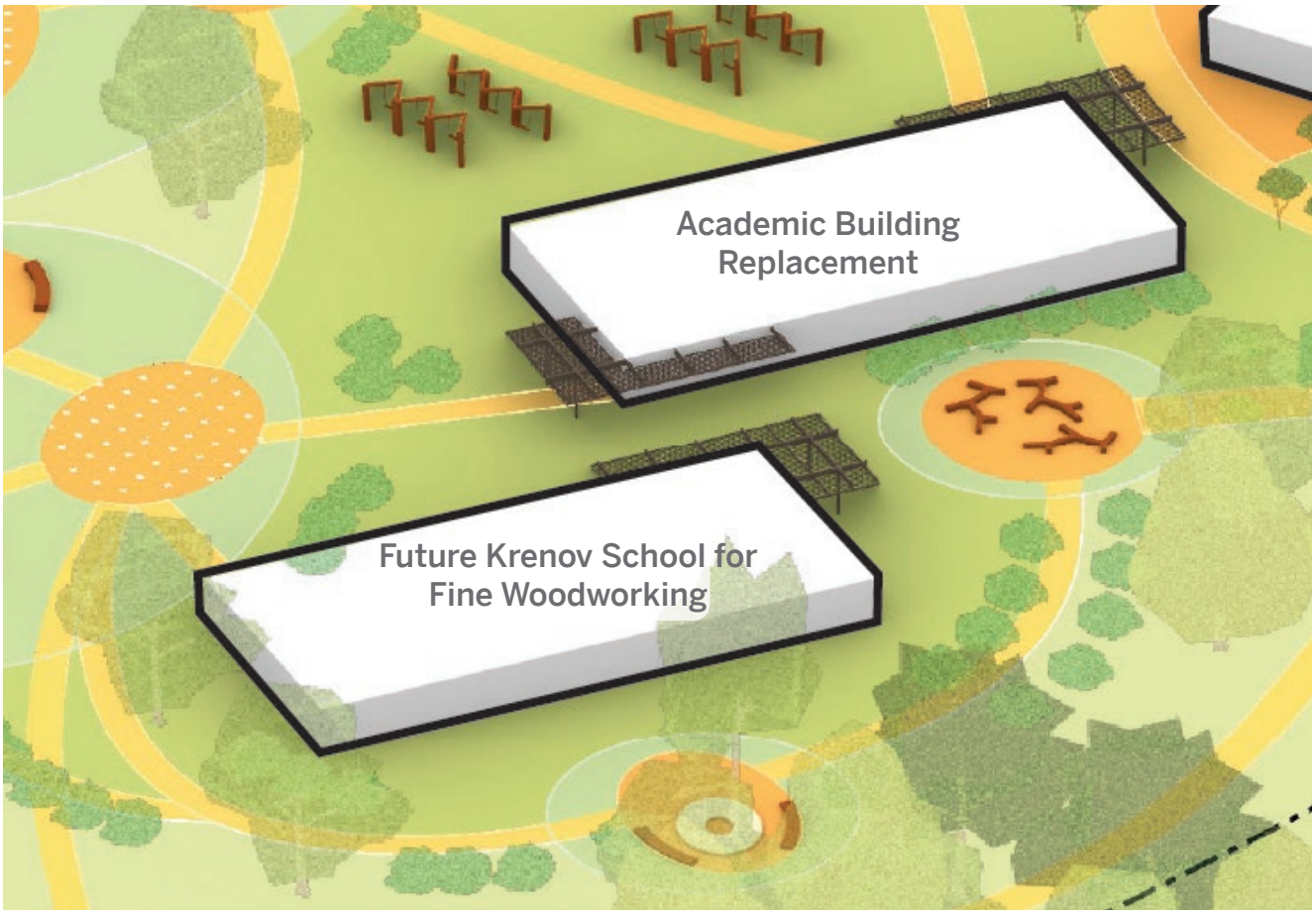
The redevelopment of the Coast Center is designed to create a modern, efficient, and future-oriented educational hub that integrates the region's unique strengths and community needs. The project involves the demolition of all buildings on campus:

- The Main Building
- Art Building

Replacing them with a single consolidated facility to house the academic, scientific and arts in one building (phase one). The existing buildings are in poor condition, with repair costs far exceeding the cost of replacement, making this a necessary and strategic move. The new building will unify academic, administrative, and student services functions under one roof, providing upgraded spaces for lectures, laboratories, offices, a library, audiovisual resources, and other institutional uses. By streamlining these facilities, the Coast Center will enhance operational efficiency and improve the overall student experience. Additionally, the new campus will feature a dedicated Environmental and Biological Sciences Center, aligning academic programs with the coastal region's natural resources and fostering research opportunities in environmental and marine sciences. By consolidating resources, enhancing program offerings, and embracing sustainable design, the Coast Center's transformation represents a cohesive and forward-thinking vision for the future.

KRENOV SCHOOL FOR FINE WOODWORKING

Originally built in 1982, the Krenov School for Fine Woodworking (KSFFW) has a long-standing reputation and continues to attract strong student interest. However, the facility is reaching the end of its useful life and no longer meets the program's spatial or infrastructure needs. This Facilities Master Plan proposes to eventually relocate the KSFFW to the Coast Center to strengthen its integration with other academic programs and create a more vibrant, collaborative student hub. The proposed relocation would also allow for expansion, supporting increased student enrollment and enhanced instructional space. Establishing the KSFFW at the Coast Center would help position the campus as a culturally artistic dynamic reflection of the Fort Bragg.



OPEN SPACE & LANDSCAPE FRAMEWORK

COASTAL CAMPUS LANDSCAPE DESIGN

The overall landscape plan for the Coastal Campus is a thoughtful reflection of its unique setting. This design leans into the intimate scale of the existing campus to create a series of interconnected “rooms” outdoors. The layout subtly echoes the cycles of the moon and tides, with organic pathways that mimic ocean currents and planting arrangements that ebb and flow. A main element of the layout is the Central Gathering Area, a flexible heart for campus life.

SENSE OF PLACE

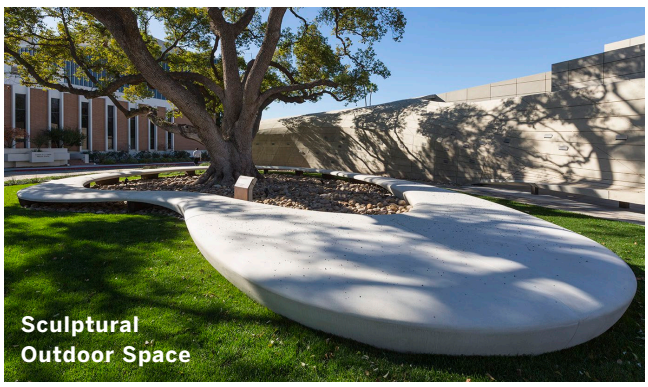
The landscape design is deeply rooted in establishing a profound sense of place, recognizing the unique environmental and cultural context of the campus.

The design acknowledges the powerful and sculpting forces of the Pacific Ocean, such as the persistent coastal winds or the rhythmic ebb and flow of tides. Plantings are chosen for their resilience to wind and salt spray, hardscape materials mimic the textures and colors of local geology, and the overall circulation is designed to create pockets of shelter while still offering glimpses of the expansive sky and ocean. The pathways might undulate the movement of water, and gathering spaces could be oriented to provide views of the horizon. The landscape can foster a constant connection to the elemental forces that have defined the coastline.

ART

The Coastal Campus of Mendocino Community College is a hub for artistic expression, and the landscape design explicitly supports and enhances this identity. The outdoor spaces are envisioned as extensions of the classrooms and studios, providing inspiration and venues for creative work. This may include outdoor art studios, performance amphitheaters, and sculpture plinths to display student and faculty artwork.

Pathway



Sculptural Outdoor Space

OPEN SPACE HIERARCHIES

- Event spaces: these are the largest and most flexible gathering areas (commencement ceremonies, outdoor performances, community events). The Central Gathering Area is the primary example of this proposal. The Dune Garden / Amphitheater also serves as a significant event space, with its natural topography for seating.

- Education courtyards: Courtyards that vary in scale and are directly adjacent to academic buildings, designed to facilitate outdoor learning, small group discussions, and quiet contemplation. These might include integrated seating, and planting that serves as a living laboratory (e.g., native plant identification, stormwater management examples). Examples include the various courtyards mentioned in "COURTYARDS + OVERHEAD STRUCTURES."

- Entry + transitional spaces: To manage the flow of people into and through the campus, these spaces provide a sense of arrival while guiding visitors to key destinations. They offer initial impressions of the campus's character; see Enhanced Entry Garden and parking lot areas.

- Campus gatherings: The design incorporates numerous informal gathering spots, at various scales and times. These range from small nooks with a few benches, for casual conversations, to larger plazas suitable for lunch breaks or student meetings. This variety ensures that the landscape supports the dynamic social life of the campus community.


Event Courtyards


Academic Courtyards

OPEN SPACE & LANDSCAPE FRAMEWORK

MOVEMENT

The landscape design prioritizes clear, intuitive movement throughout the campus, enhancing both functionality and experience points immediately immersing visitors in the campus's sense of place.

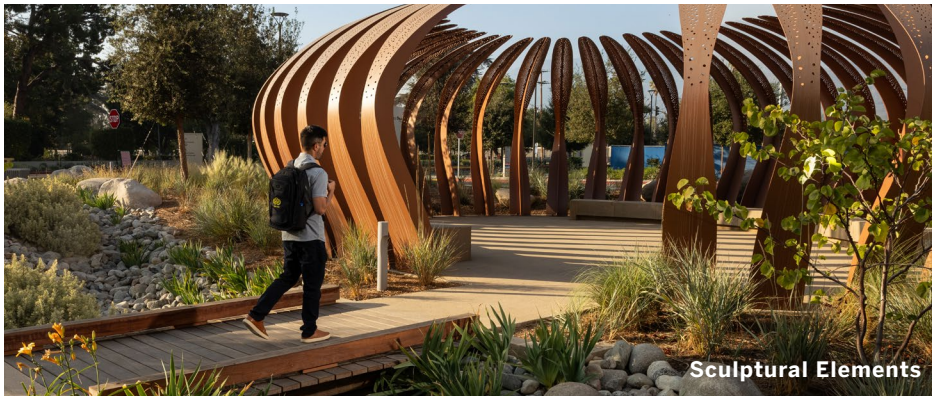
ARRIVAL EXPERIENCE

- Signage: Beyond traditional signage, the landscape itself communicates arrival. This includes distinctive paving patterns, sculptural elements, or signature plant groupings at key entry points that signal a transition into the campus environment.

- Main Entrance: The primary entrance is designed as a clear and inviting gateway, leading visitors directly to the Enhanced Entry Garden and the heart of the campus. By integrating architectural elements, lighting, and plantings, a strong sense of welcome and direction is realized.

- Secondary (future) entrance: Planning for future growth, the design considers a secondary entrance. This entrance would be integrated similarly to the main entrance, ensuring a consistent and high-quality arrival experience regardless of the point of entry. It would likely connect to future campus expansion areas and potentially new parking.

- Parking lot enhancements/transitions: The parking areas are not merely asphalt lots but integrated landscapes. Bioswales and rain gardens manage stormwater, creating an ecologically rich edge. From the parking lot edges, clear, inviting pathways with appropriate lighting and subtle changes in paving materials guide individuals towards the campus buildings and core, making the transition from vehicle to pedestrian a pleasant and intuitive journey.


Sculptural Elements


Bioswales

COURTYARDS + OVERHEAD STRUCTURES

The various Courtyards and the Overhead Structure are explicitly designed to offer comfortable outdoor environments, providing respite from sun and wind. These overhead structures might incorporate permeable materials allowing dappled light, or dense native plantings that act as natural windbreaks. The intentional placement of larger trees and thoughtful massing of buildings contribute to creating microclimates within the campus. This is a key design principle that shows the landscape design's understanding of the dynamic coastal climate.

DUNE AND SCULPTURE GARDENS

The campus features distinct ecological and artistic landscape moments. The Dune Garden / Amphitheater can be treated like a living laboratory, showcasing resilient native coastal flora that thrives in sandy, exposed conditions. This area is not only beautiful but can also serve as an educational resource for studying local ecosystems. Complementing this naturalistic space is the Sculptural Garden & Plaza, where art installations are thoughtfully integrated into the landscape. These sculptures might draw inspiration from the moon, tides, marine life, or regional cultural narratives, inviting contemplation and enriching the campus's artistic dimension.

ENTRYWAY + WAYFINDING

The campus design abstains from a large, imposing entrance in favor of a more inviting and vertically articulated Enhanced Entry Garden. This specific Entry Plaza area acts as a welcoming threshold, incorporating design elements that draw the eye upward. Wayfinding throughout the campus is intuitive, guided by the organic flow of pathways and the clear definition of the various gathering spaces and courtyards. The layout naturally leads visitors through the different themed areas.

COAST CENTER PLANTING PALETTE

LANDSCAPE AS UNIFIER

The strategic use of plant materials and design elements weaves the diverse outdoor rooms into a cohesive campus identity.

- Grasses: Resilient, native grasses play a crucial role in campus identity. Their swaying movement visually emphasizes the wind, like a dynamic art installation that connects users to the natural world. They also provide texture, color, and habitat, reinforcing the ecological vision of the campus.

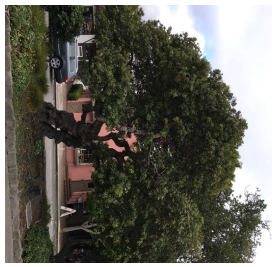
- Hedge rows: Strategically placed native evergreen hedges act as natural windbreaks, creating more comfortable microclimates within courtyards and pathways. They also screen less desirable views (e.g., service areas, parts of the parking lot) while framing vistas of the ocean or campus architecture.

- Trees: Rather than dense, view-obstructing canopies, the selection favors trees with open, airy forms that allow dappled light and maintain visual connections to the surrounding landscape, particularly the ocean. This respects the importance of the coastal views as a defining feature of the campus.

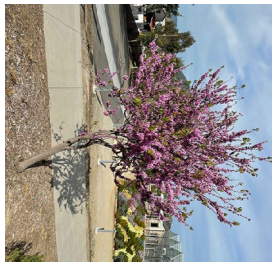
- Parking lot edges: The edges of the parking lot are transformed from utilitarian boundaries into functional and aesthetic elements. Rain gardens and bioswales are incorporated to manage stormwater runoff, showcasing sustainable landscape practices. These areas are planted with native species that evoke the rugged beauty of the Fort Bragg coastline, blurring the line between the built environment and the natural landscape. This design choice brings the ecology right to the entry

PARKING LOT TREES

Cercis Occidentalis



Arbutus Menziesii



Heteromeles Arbutifolia

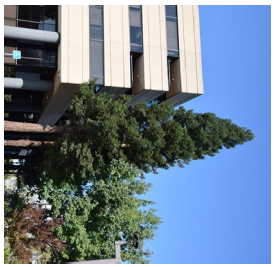
Prunus Ilicifolia

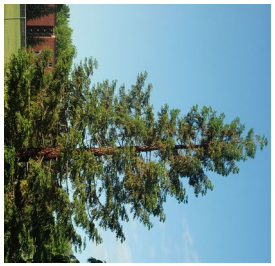
CANOPY TREES

Acer Macrophyllum

Quercus Garryana

Calocedrus Decurrens

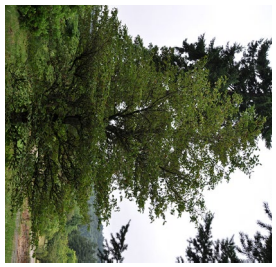




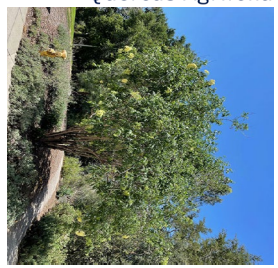
Cornus Nuttallii

ACCENT TREES

Sambucus Caerulea

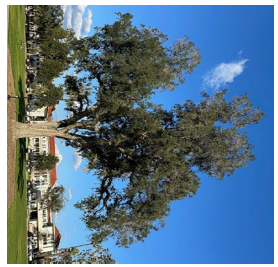


Quercus Agrifolia



Sequoia Sempervirens

Alnus Rubra



IMPLEMENTATION STRATEGY

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PHASE ONE

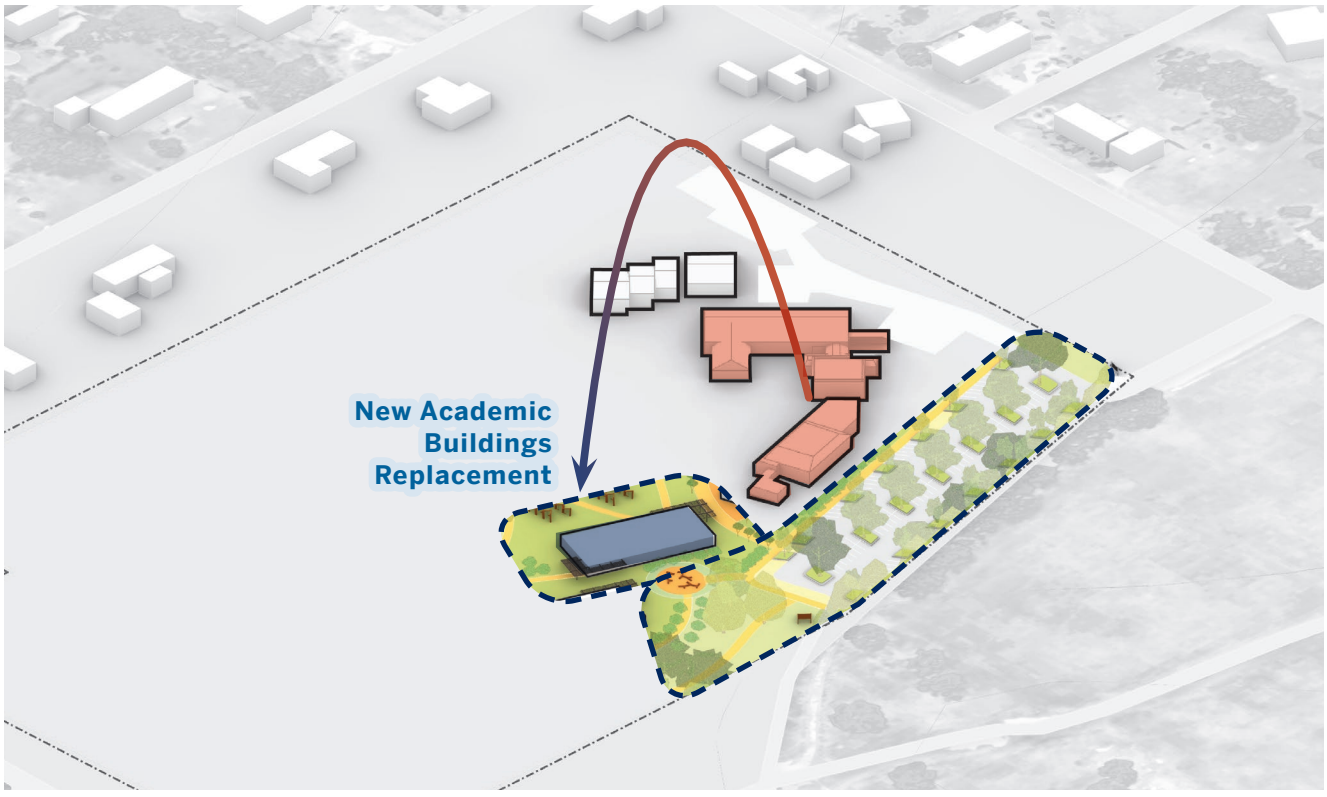
Construction of Academic Buildings Replacement

Move Programs from Existing Main and Art Building to New

Demolition of existing Main and Art Building

Parking Lot and Entry Plaza Improvements

Phase 01



PHASE TWO

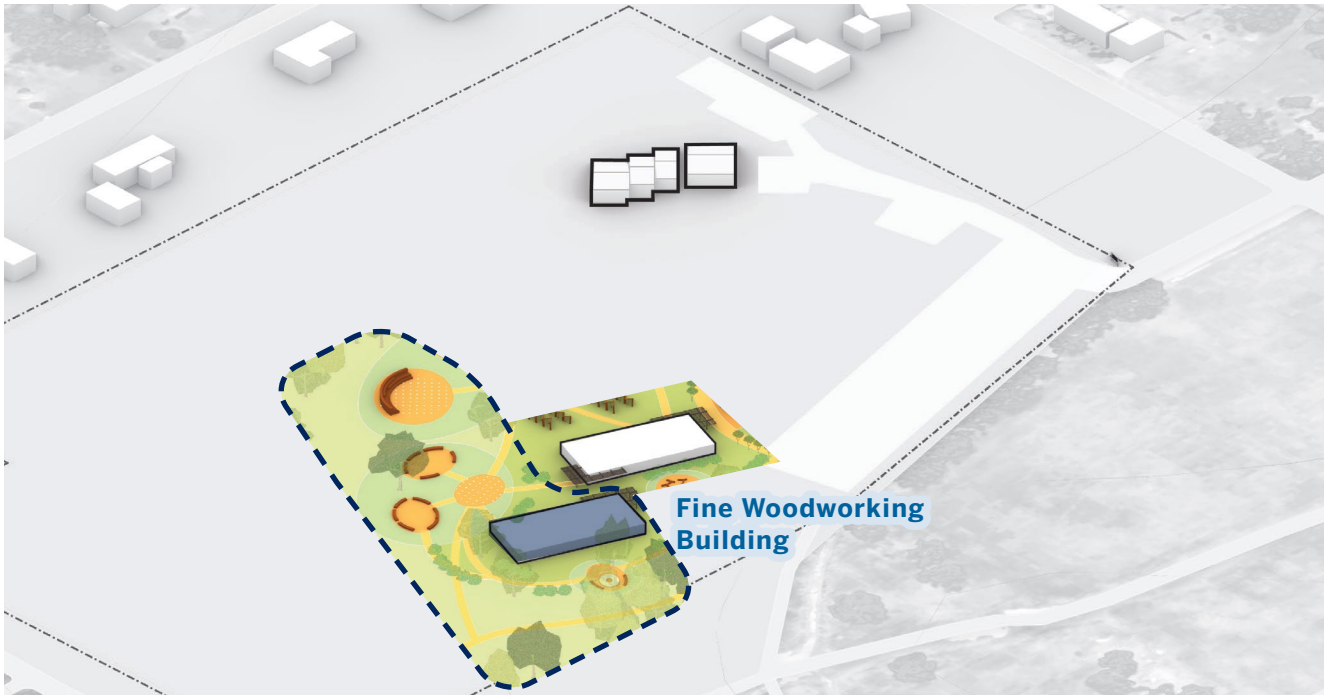
Construction of Fine Woodworking Building

Move Programs from Krenov School into New Building

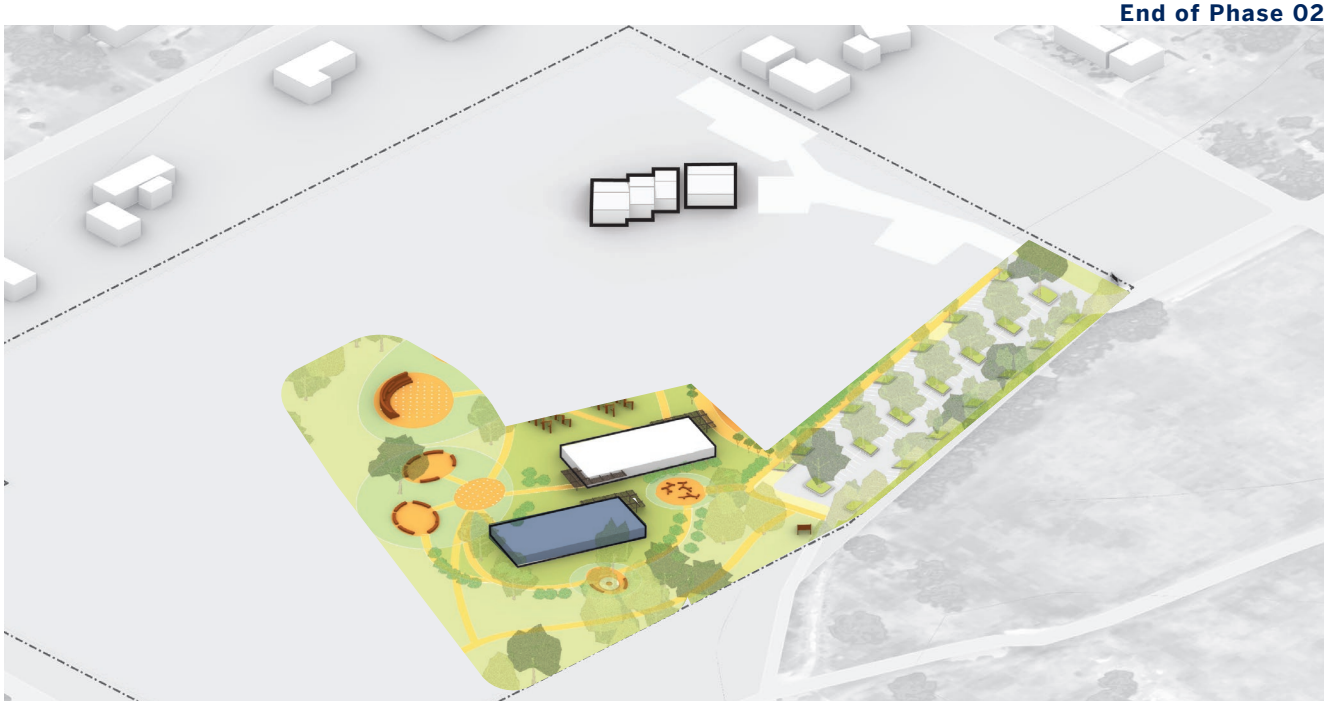
Demolition of offiste Krenov School

Plaza Improvements

Phase 02



End of Phase 02

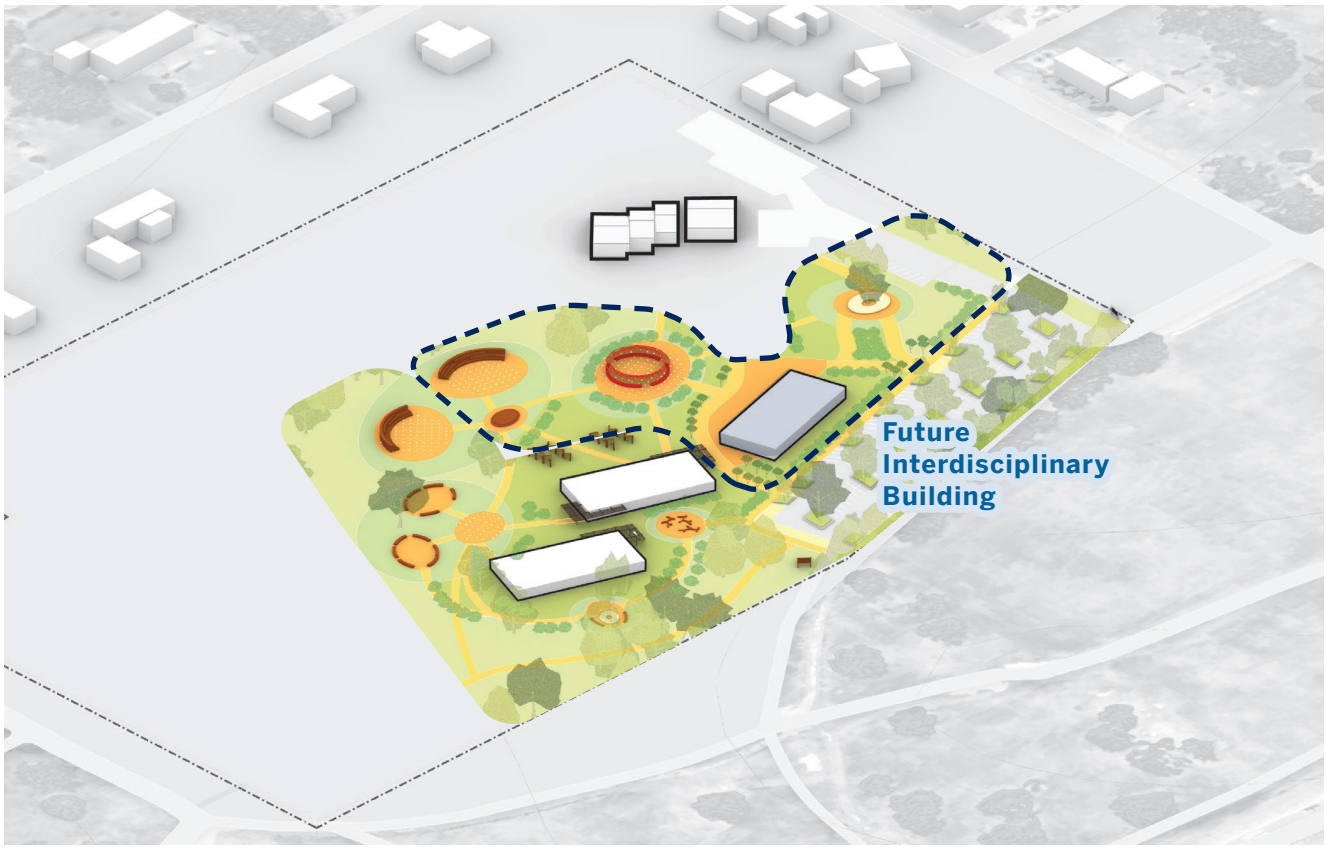


PHASE THREE

Construction of Interdisciplinary Building

Site Improvements

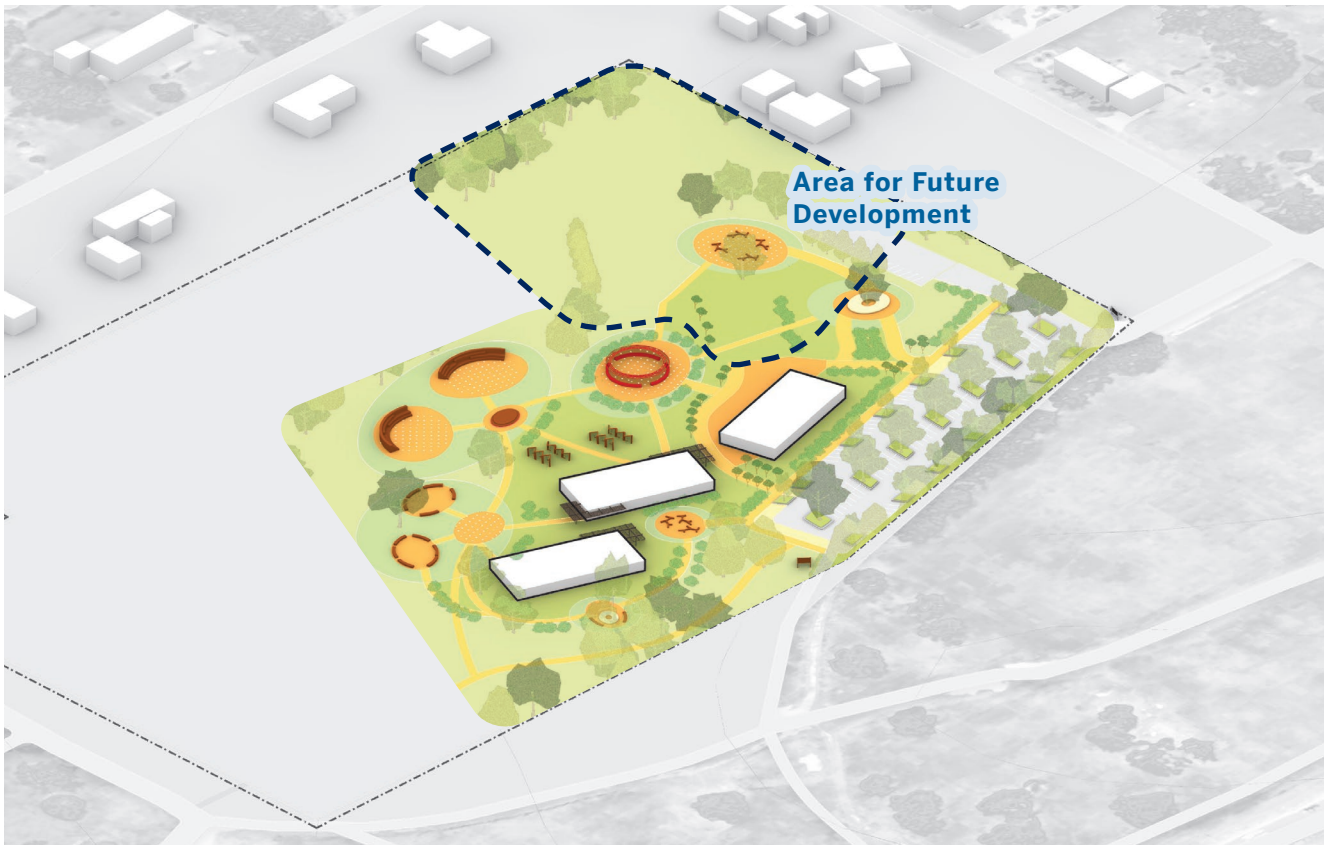
Phase 03

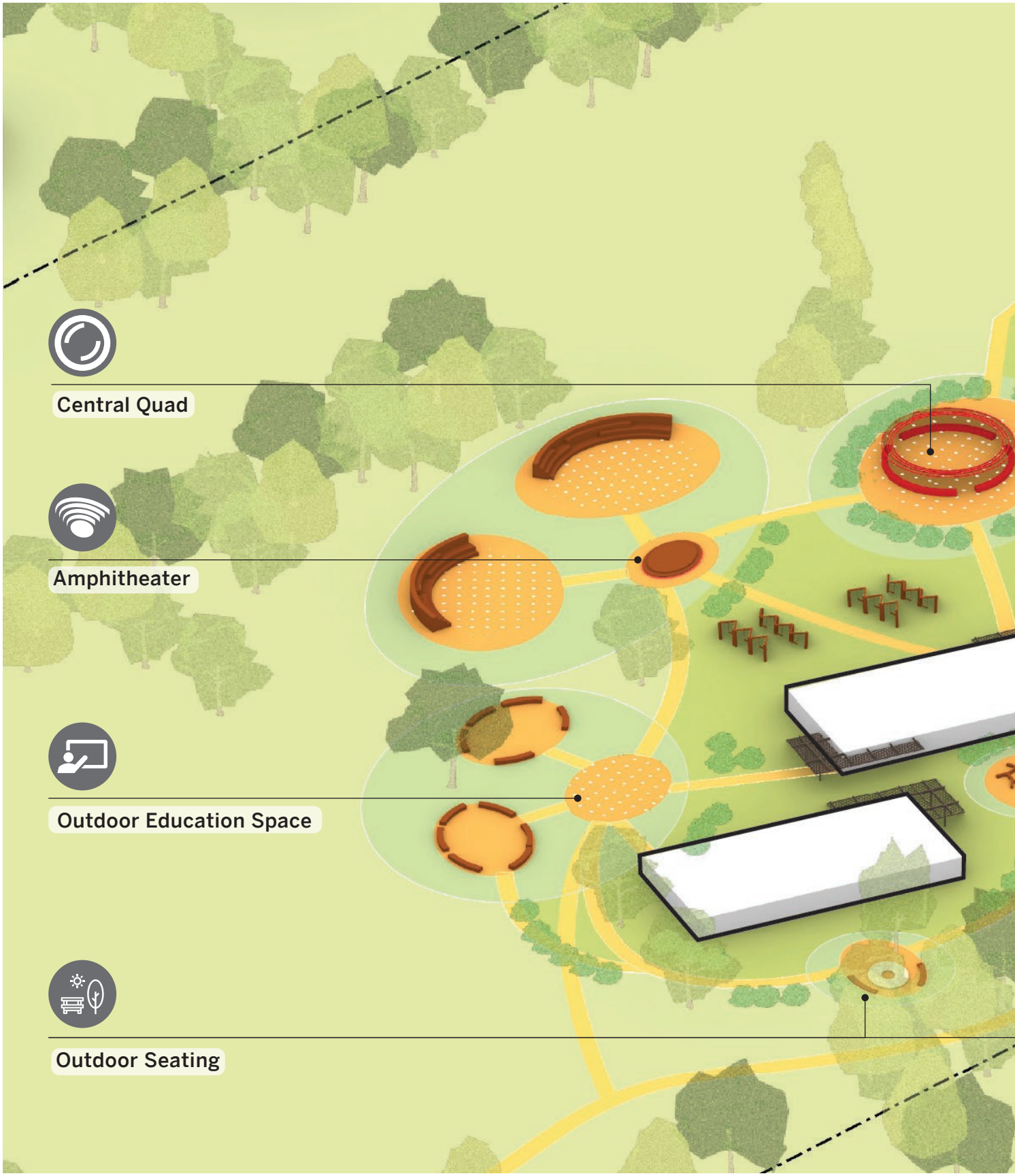


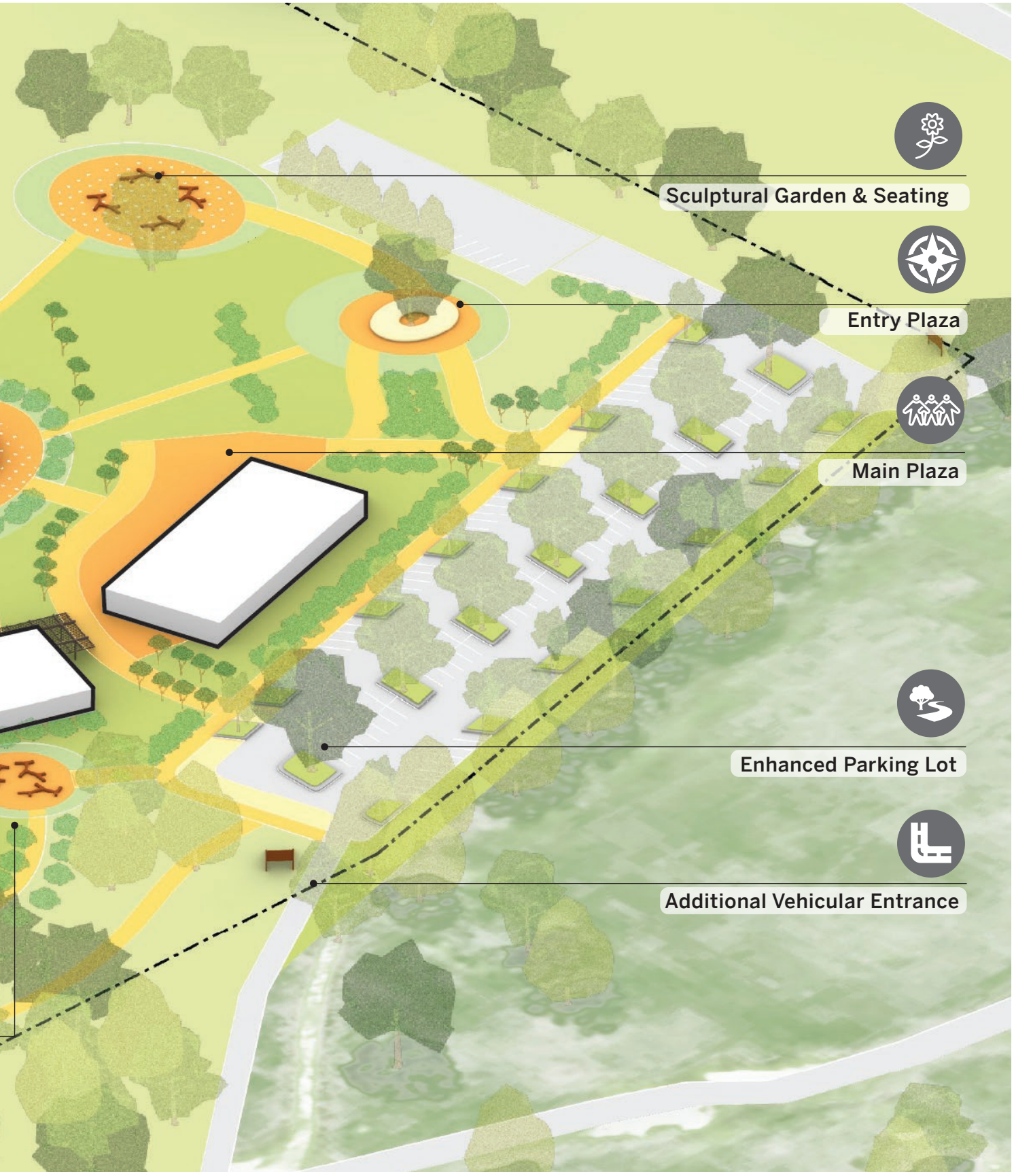
PHASE FOUR

Site Improvements

Phase 03




Central Quad
Amphitheater
Outdoor Education Space
Outdoor Seating


Sculptural Garden & Seating
Entry Plaza
Main Plaza
Enhanced Parking Lot
Additional Vehicular Entrance

NORTH COUNTY CENTER

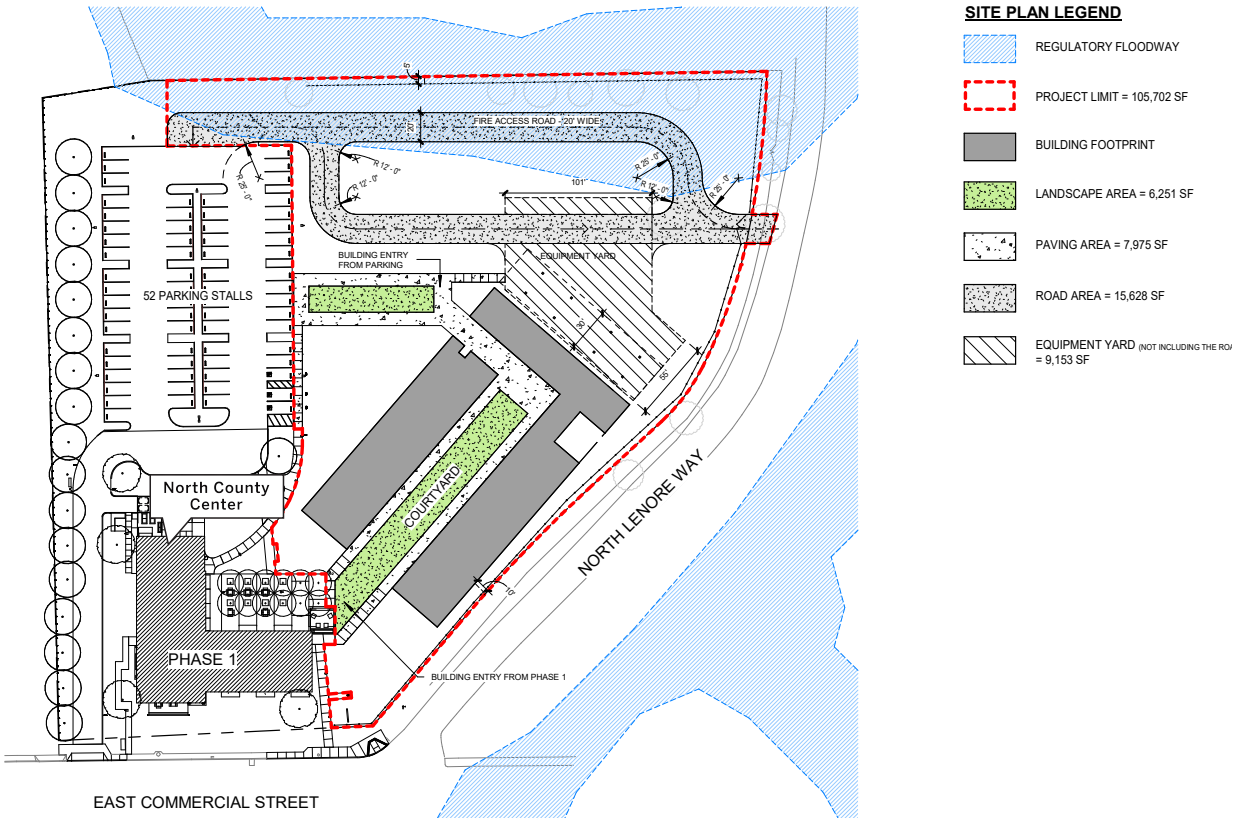
RECOMMENDATIONS

The North County Center has capacity for future growth. As a prime example of the importance of long-range facilities planning, the District first submitted an Initial Project Proposal (IPP) for a new academic building to the state in July of 2017. This was followed by a Final Project Proposal (FPP) in 2020. Although there were no state funds available at the time, the District continued to re-submit this FPP each year, until 2024, when California's Proposition 2 passed. When Prop 2 passed, the North County Center Phase 2 project was at the top of the state's "expansion" list and awarded approximately $15 million in state funds, for an eventual project total of approximately $30 million. Building on a previously proposed Facilities Project Proposal (FPP), the District is advancing plans to expand academic and administrative facilities to meet anticipated demand, as illustrated on the following page. The project is currently in the schematic design phase, which is the first stage of architectural development where the building's overall vision and concept are established before detailed design work begins.

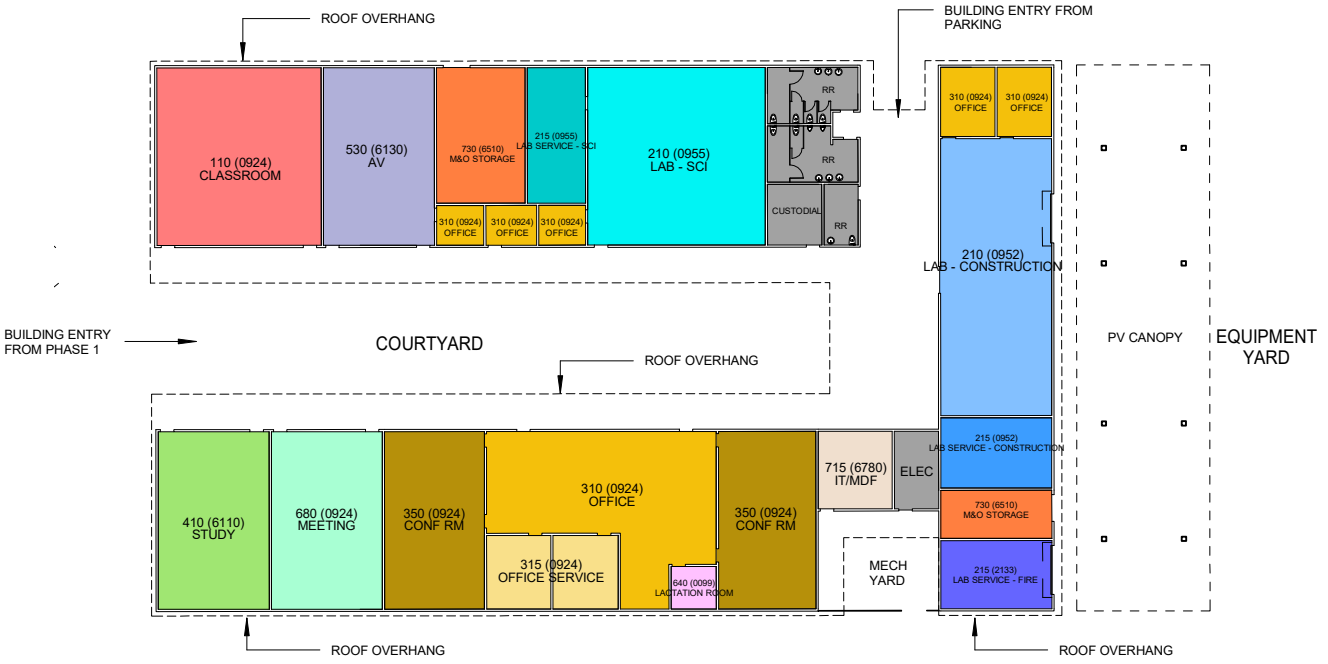
The new building will provide additional classrooms, laboratories, and offices, along with dedicated meeting and study areas for students. It will also accommodate the relocation and expansion of the Sustainable Construction and Energy Technology (SCET) program. The District will prioritize developing an energy-efficient facility to support the Mendocino-Lake Community College District's long-term goal of achieving a portfolio of net-zero facilities.

In addition to the building expansion, the plan recommends site improvements to enhance campus functionality and the user experience. Parking areas should be upgraded with shade elements, such as trees or photovoltaic (PV) canopies, to improve comfort, sustainability, and environmental performance. Pedestrian access along East Commercial Street should be strengthened through a more visible and welcoming entry, integrating the campus more fully into the fabric of Willits and reinforcing its role as a community-facing facility.

North County Center Site Plan: Final Project Proposal Phase II



North County Center Floor Plan: Final Project Proposal Phase II



LAKE CENTER

RECOMMENDATIONS

Based on the Energy Master Plan, the Lake Center is the best situated Net-Zero Energy (NZE) location. Capitalizing on the site's energy efficient design, the addition of solar PV and battery energy storage systems will provide enough renewable energy to 100% power the Center.

Future planning for the Lake Center should be responsive to both cultural context and community needs. Based on feedback from faculty and students, it is recommended that the campus more visibly honors and acknowledges local Native tribes and cultures through signage, landscape design, or integrated educational elements.

Given the site's geographic distance from the Ukiah Campus and limited access to public transportation, expanding available on site services—including administrative support, student amenities, and academic resources—is essential. An underutilized space currently housing a vending machine, for example, could be repurposed into a flexible administrative or meeting space to better serve student and faculty needs.

Improvements to the site's circulation and safety are also recommended. This includes adding defined and paved walking and biking paths along the edges of the campus, as well as lighting and landscape measures to improve visibility and security outside the core plaza area. These enhancements will support a more welcoming, connected, and functional environment for all users.

Plans are in place to expand the center with two new instructional classrooms, each approximately 700 square feet, and a fully equipped science/biology lab classroom of approximately 1,500 square feet, funded locally.

A comprehensive space utilization study is recommended to ensure that existing facilities are effectively supporting current and future program needs. This study would identify opportunities to reallocate underutilized areas to better serve students and faculty, optimize instructional and support spaces, and ensure that all learning environments are appropriately sized and configured.


Mendocino Colleg
Lake Center

COASTAL FIELD STATION

The Mendocino College Coastal Field Station (formerly known as the Point Arena Field Station) is located on the Mendocino County coast between the city of Point Arena (to the south) and the Point Arena lighthouse (to the north). The facility includes an education building, four houses, a generator building, a pump house building and 15 acres of coastal terrace and tidal study areas. The facility was originally owned and operated by the U.S. Coast Guard as a Loran tracking station.

Uniquely, the Field Station is not located within the geographical boundaries of the Mendocino-Lake Community College District; it lies within the boundaries of the Santa Rosa Junior College District. At the time of federal liquidation of the site, SRJC was not interested in the property and Mendocino College acquired it.

Until 2017, the field station was the sole MLCCD facility on the coast. The district now operates the Coast Center in Fort Bragg, which is the primary educational facility for coastal Mendocino County and the designated hub for marine science.

With the Field Station's 2022 Facility Condition Index repair estimate at over $14.85 million, a prioritized plan for renovation, deferred maintenance and improvements are needed. None of the current structures meet ADA or the Field Act guidelines and cannot be used for student instruction or support services.

The Field Station is occasionally utilized by some Mendocino College natural science programs. Mendocino College students enrolled in selected science courses have had the opportunity to stay at the field station in order to conduct a variety of scientific research and educational projects.

Student projects and research activities in marine biology, marine ecology and coastal geology were conducted over the past ten years. In recent years, most of the Field Station use has been by outside groups, such as researchers from Leadership Mendocino and California Native Plant Society. Between 2014-2024 approximately between 4-7 outside organizations used the field station per year.

2025-2027 PLANNING FOCUS

Near term planning will focus on two objectives:

Field Station will have a functional infrastructure facility plan for renovation, deferred maintenance and improvements based upon project prioritization and cost

Field Station is financially stable based upon a viable business/financial plan

The plan should prioritize facility projects to facilitate student educational opportunities. Any facility renovations should lead to a more self-sufficient site. For example, restroom access should be assessable without opening multiple structures. Facility ADA accessibility shall be a priority consideration, cost associated with removal/mitigation of hazardous materials will be a key factor, and utility costs analysis and efficiency will be a focus.

External fee structure will be to be aligned to district policies. Auxiliary use for community groups and research organizations must be self-sufficient through fee-based rentals.

STUDENT HOUSING

Student housing at California community colleges offers several benefits, including improved academic performance and stability. Studies show that students who live near campus tend to have higher GPAs and are more likely to graduate. Affordable student housing provides stability, allowing students to focus on their education without the stress of housing insecurity. By offering student housing, community colleges help address broader housing shortages in their communities, contributing to socioeconomic mobility.

Over the past thirty years, the subject of student housing at MLCCD has been discussed several times. These conversations took on a new urgency following the 2017 North Bay Fires, which locally included the Redwood Complex Fire. That fire destroyed nearly 350 homes, including those of our students, faculty and staff, which in turn decimated an already severely constrained local housing stock.

The student housing study in 2017 explored placing the student housing solely on the Ukiah campus. The image below shows the five initial areas of study, which were then narrowed down to three sites. The resulting community conversations, cost estimates and "total cost of ownership" models revealed that on-campus student housing was not feasible for Mendocino College. This conversation was temporarily paused with the arrival of the COVID-19 pandemic.

2017 On-Campus Locations Evaluated

TWO OPTIONS ELIMINATED ON INITIAL REVIEW

OPTION 4 NEAR ATHLETIC FIELDS

- Heritage Oak Trees may be an issue with regard to clearing for the building site
- No room for potential future growth
- Site constrained with choke points

OPTION 5: NEAR GRASS AREA BY VOLLEYBALL COURTS

- Footprint is not sufficient for the building
- too close to academic core
- Eliminates an important outdoor space for students
- No room for potential future growth

THREE OPTIONS CONTINUED FOR FURTHER STUDY:

OPTION 1: CAMPUS HILLTOP
OPTION 2: NEAR STUDENT CENTER/BASEBALL
OPTION 3: NEAR SOLAR FIELD/ENTRY ROAD

2017 ON-CAMPUS LOCATIONS EVALUATED

In 2022, the District received an affordable housing planning grant, part of SB 169, from the California Department of Finance. A student housing feasibility study was completed in 2022-2023, which included a survey of currently enrolled students. Key findings of the survey were:

97% of students think student housing would be important for retention and recruitment

44% of students currently enrolled less than full-time would enroll full-time if Ukiah offered student housing.

Over 8% of students are housing insecure, including homelessness, inability to pay rent or utilities, frequent moves, or residing in unsafe conditions.

There is an acute shortage of rentals in Ukiah, with rental vacancy rates at 2.8%.

75% of housing units in unincorporated Mendocino County are single-family (detached), while only 3% are multi-family (2-4 units) and 3% are multi-family (5+ units).

In July 2023, a competitive grant application was submitted to the California Community College Chancellor's Office to fund a $54M 110-bed student housing project in Ukiah. The project site was located within Ukiah city limits, approximately three miles from the Ukiah campus and one mile from the downtown core. Acquisition of the site was contingent of the award of state project funding, which ultimately did not occur due to state-wide budget cuts.

A historic milestone was achieved in February 2025 with the Mendocino College Foundation purchasing a parcel of land for future student housing at the corner of Main Street and Perkins Street in downtown Ukiah. This property is located exclusively within the "downtown core" of the city. Its prime location includes several features conducive to student life: bike/walking trails, bus lines, restaurants, grocery stores, gyms, parks and ample employment opportunities. This marks the first concrete phase of a multi-year initiative to develop future student housing. The Mendocino College Foundation, with the support of its generous donors, has supported this primary step toward the future of student housing.

As President Karas stated in his press release announcing the purchase of the property:

"We are committed to ensuring that this project benefits our students and the community. We are working closely with the City of Ukiah to find effective parking solutions. While construction is anticipated to begin in a few years as we secure the necessary funding, we promise to keep you informed throughout the project's development. We look forward to a time when our student housing residents will bring vibrancy to the city core, support local businesses, and contribute to the overall strength and vitality of our county."

In the autumn of 2025, planning work continues on the student housing project with the goal of submitting a fresh application to the Chancellor's Office in July of 2026 for project approval & funding. Concurrently, the District is exploring several different funding sources to assist in construction of this vital community resource. Please check the District's student housing webpage for the most up-to-date information.

04

SUPPORTING DOCUMENTS

Ukiah Campus

Coast Center

North County Center

Lake Center

UKIAH CAMPUS HISTORY

The Ukiah Campus serves as the central academic and administrative hub of the Mendocino-Lake Community College District.

Initial development of the Ukiah Campus began in 1983, converting agricultural land into a comprehensive college campus. Key facilities built during this period include MacMillan Hall (1986), the original Library (1985), Vocational Technology and Child Development buildings (1987), the Gym and Physical Education complex (1990), and the Center for Visual and Performing Arts (1994).

A major expansion followed the passage of Measure W in 2006, which allocated $67.5 million for construction projects across the district. At Ukiah, this phase included the Science Building (2003), Maintenance & Operations (2010), and the Library Learning Center (2012), which became the heart of campus life.

In 2018, the Library Plaza was renamed Pomo Plaza to honor the region's Native American heritage. A monument commemorating local Pomo tribes was installed as a symbol of the college's commitment to community and cultural recognition.

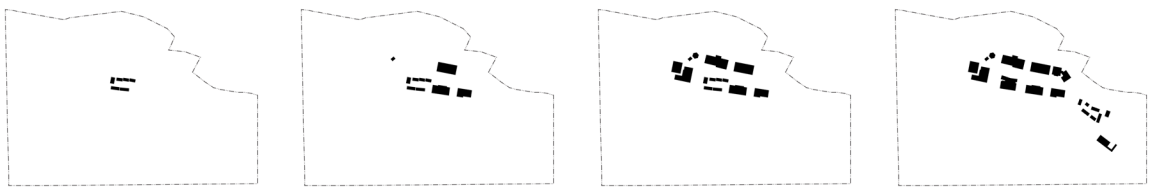
In 2022, to meet the continuing needs of the community and our students, the college completed a mile long secondary emergency access road connecting the Ukiah campus to Orr Springs Road.

In 2025, leveraging regional funding the college was able to remodel a significant portion of the VocTech Building to support the expansion of the automotive technology program in hybrid/electric vehicle technology. This was the first major remodel of the building since its opening in the 1980's.

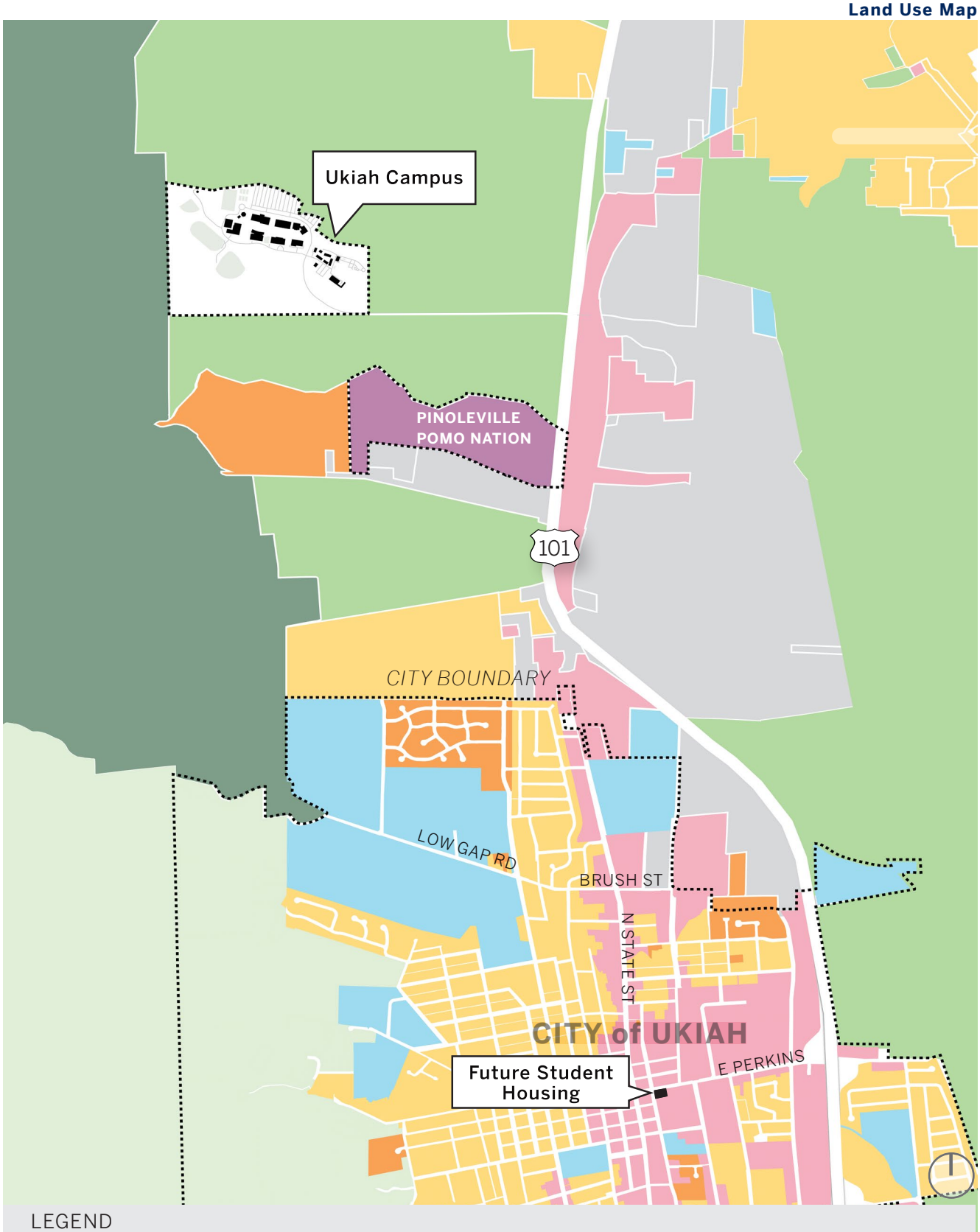
A historic milestone was reached in Spring 2025 with the purchase, through the support of the Mendocino College Foundation, of a parcel of land in Ukiah for future student housing.

Today, the Ukiah Campus continues to grow through strong academic programs, evolving student services, and partnerships such as the Middle College program with Ukiah Unified School District.

Campus Development Over Time



Land Use Map

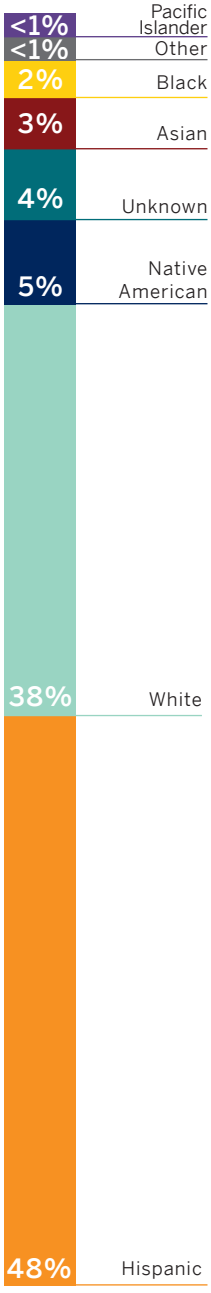


Source: City Of Ukiah Zoning Map

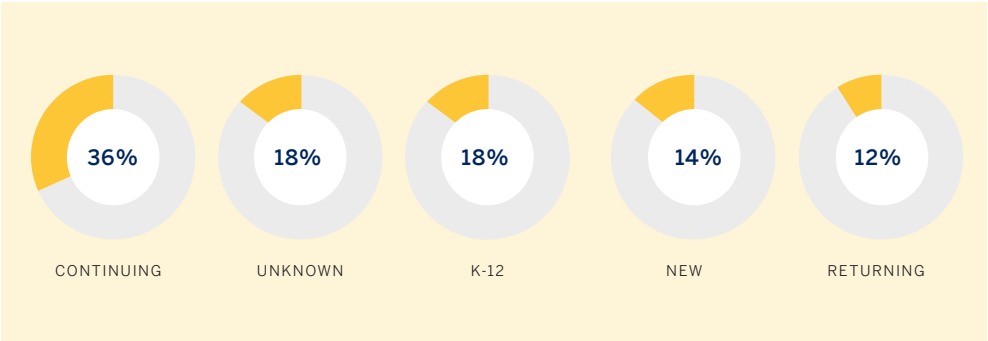
CAMPUS DATA

DEMOGRAPHICS

The Ukiah campus demographic profile closely mirrors overall MLCCD student trends. However, there is a notable shift in ethnic representation: Hispanic students make up the largest group, comprising 48% of the Ukiah population—approximately 10% higher than the second-largest demographic, White students. Additionally, Ukiah has the highest proportion of full-time students district-wide.



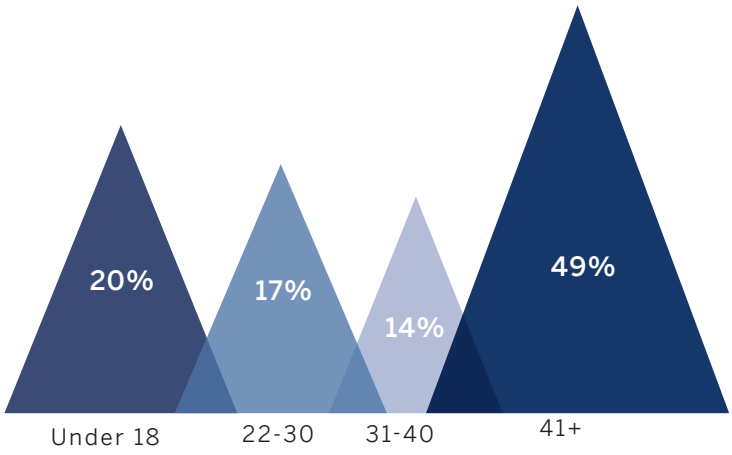
Student Type



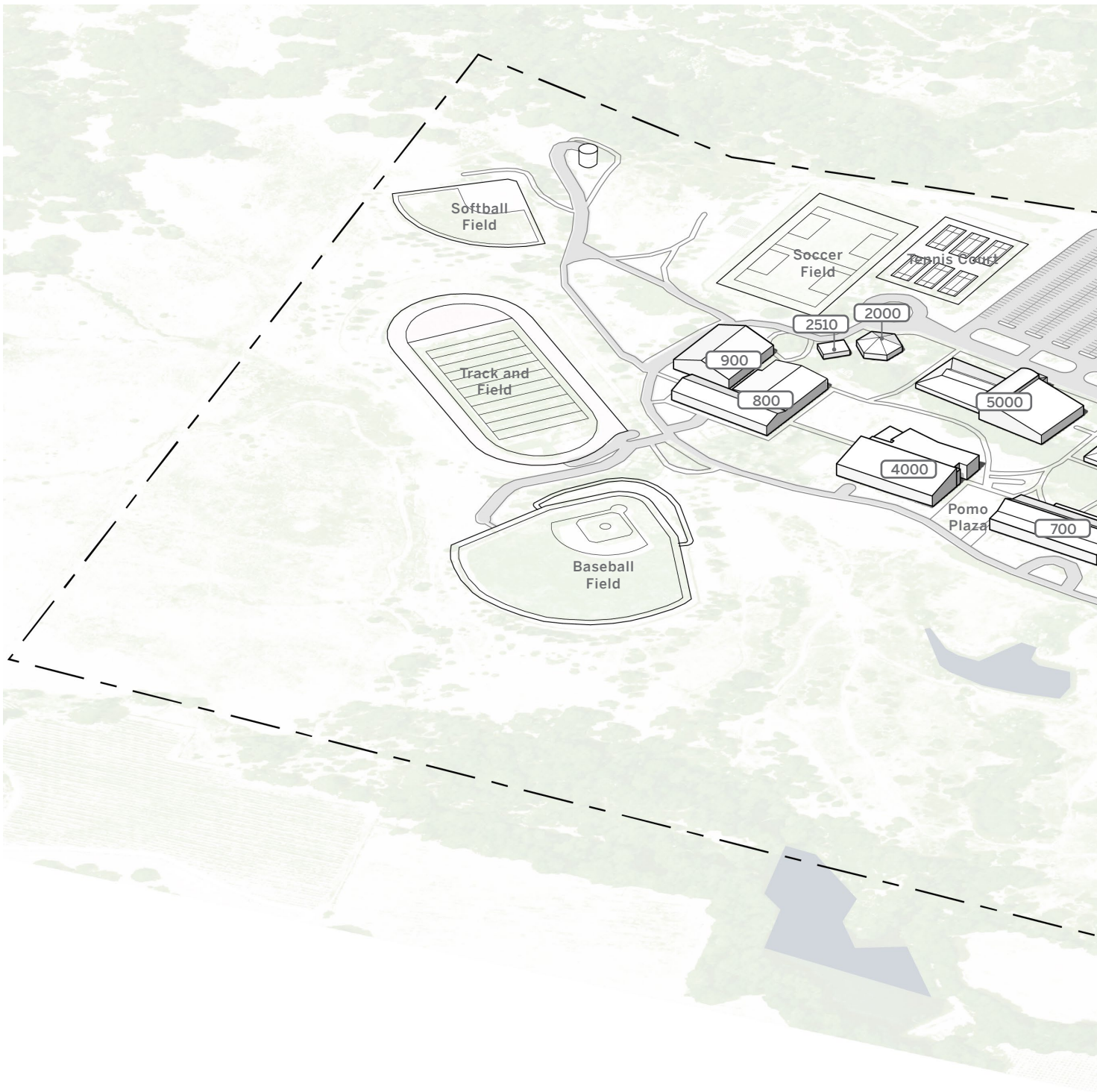
Enrollment (2,032 Students)

Source: MLCCD Fall 2024 Demographics

Age Range




LEARNING RESOURCE CENTER
MENDOCINO
COLLEGE
EOPS
SBMC
Savings Bank
OF MENDOCINO COUNTY


Softball Field
Soccer Field
Tennis Court
2510
2000
900
800
5000
Track and Field
4000
Pomo Plaza
700
Baseball Field

Existing Campus Plan

LEGEND	
700	Lowery Student Center
800	PE/Athletics
900	Gymnasium
1000	MacMillan Hall
2000	Child Development Center
3000	Vocational Technology
4000	Library/Learning Resource Center
5000	Center for the Visual & Performing Arts
6000	Sonoma State University Extension
6100	Culinary Arts
6200	Middle College
6300	Agriculture & Sustainable Construction Tech
6400	Nursing Labs
6500	Nursing Offices
6600	HEP/MLACE
6700	Maintenance
9000	Science Complex (SCNC)

FACILITIES CONDITION INDEX (FCI)

The California Community Colleges Chancellor's Office (CCCCO) conducts physical, on-site surveys approximately every five years to assign a Facilities Condition Index (FCI) score. The college recently completed its facilities assessment, which can be found on page XX of the appendix chapter. The FCI is a formula that measures the ratio of the cost to correct existing facility deficiencies to the current replacement value of the facility, as illustrated in the example below.

Building Replacement Value	*$1,000,000*
÷	
Cost of Correcting Building	*$100,000*
	0.10
Facilities Condition Index	***10%***

The higher the FCI score, the poorer the condition of a facility. The purpose of this score is to compare buildings by condition as well as to inform decision makers on building renewal funding versus new construction. The FCI of buildings shown in the diagram is classified under four categories:

- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)

The Library Learning Center (0.00% FCI, built in 2012) and the **Maintenance Building** (0.36% FCI, built in 2010) are rated as **Good**, while the **Science Building** (21.92% FCI, built in 2003) is considered in **Poor** condition. All other instructional buildings are classified as **Critical**, having exceeded the 30% threshold that marks the end of their useful lifespan. These include **Fine Arts** (77.38%), **Child Development** Classrooms (165.66%), **Gymnasium** (120.69%), **Physical Education** (123.25%), and **Child Care** (129.18%). Additional facilities such as the **Lowery Building** (126.02%), **MacMillan Hall** (131.65%), and **The Grove** (ranging from 209% to 222%) also fall into the Critical category, with renovation costs now exceeding their replacement value and full replacement likely required

While these buildings do not need to be demolished and replaced immediately, they will soon require upgrades and renovations that may exceed their replacement value.

Facilities Condition Index

LEGEND

Good (0% - 5%)	Poor (10% - 30%)
Fair (5% - 10%)	Critical (>30%)

Source: FUSION (Facilities Utilization, Space Inventory Options Net)

1000 Building

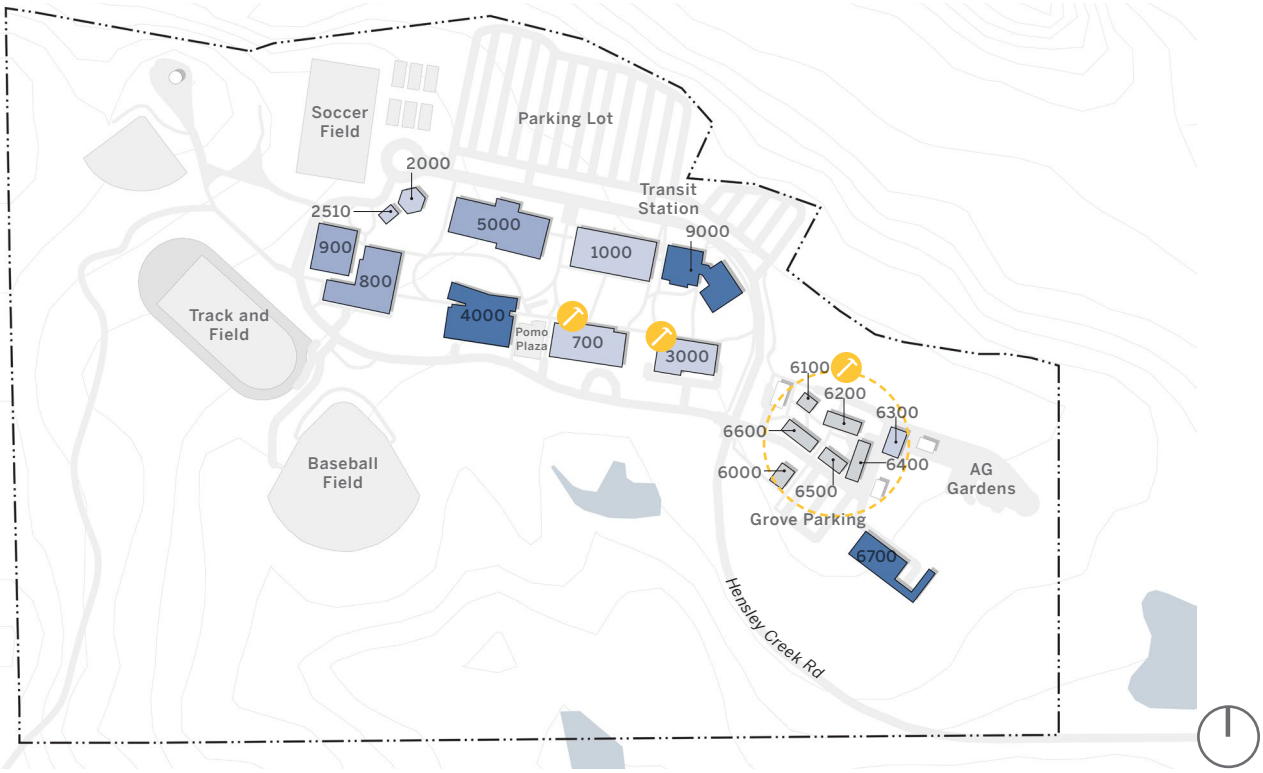
The Grove Buildings

BUILDING AGE

The first permanent buildings at the Ukiah Campus were constructed in the early 1970s and late 1980s, including classroom buildings 6000 through 6600—The Grove. The campus's earliest structure, the Red Barn (1920s), is no longer in use but remains a recognizable landmark. Initial development began on the southern portion of the site and gradually expanded northwest. While most older buildings have received some level of renovation, a few have not, contributing to lower Facility Condition Index (FCI) scores noted previously. In many cases, building age corresponds directly with FCI performance.

The newest facilities are located toward the center and north of campus, including the Maintenance and Operations Warehouse (2010) and the Library/Learning Resource Center (2012).

Building Age



LEGEND

<1980	2000 - 2009
1980 - 1989	2010 - present
1990 - 1999	Renovated

CAMPUS ZONING

This map outlines the campus zoning layout, with color-coded areas representing primary uses such as classrooms, labs, offices, athletics, and support facilities. Central academic buildings form the heart of the campus, while athletics and special-use facilities are located along the edges to support dedicated programs and minimize disruption to core activity areas. While each zone is organized by function, many buildings serve overlapping purposes.

This reflects how evolving state mandates, grants, and initiatives have broadened the college's responsibilities without a proportional increase in physical resources. Student services, in particular, have expanded over time, often operating across multiple zones to meet growing needs.

Zoning Map

LEGEND

- Academic
- Child Development
- Administration
- Student Services & Activities
- Athletics
- Support Facilities

LAND USE

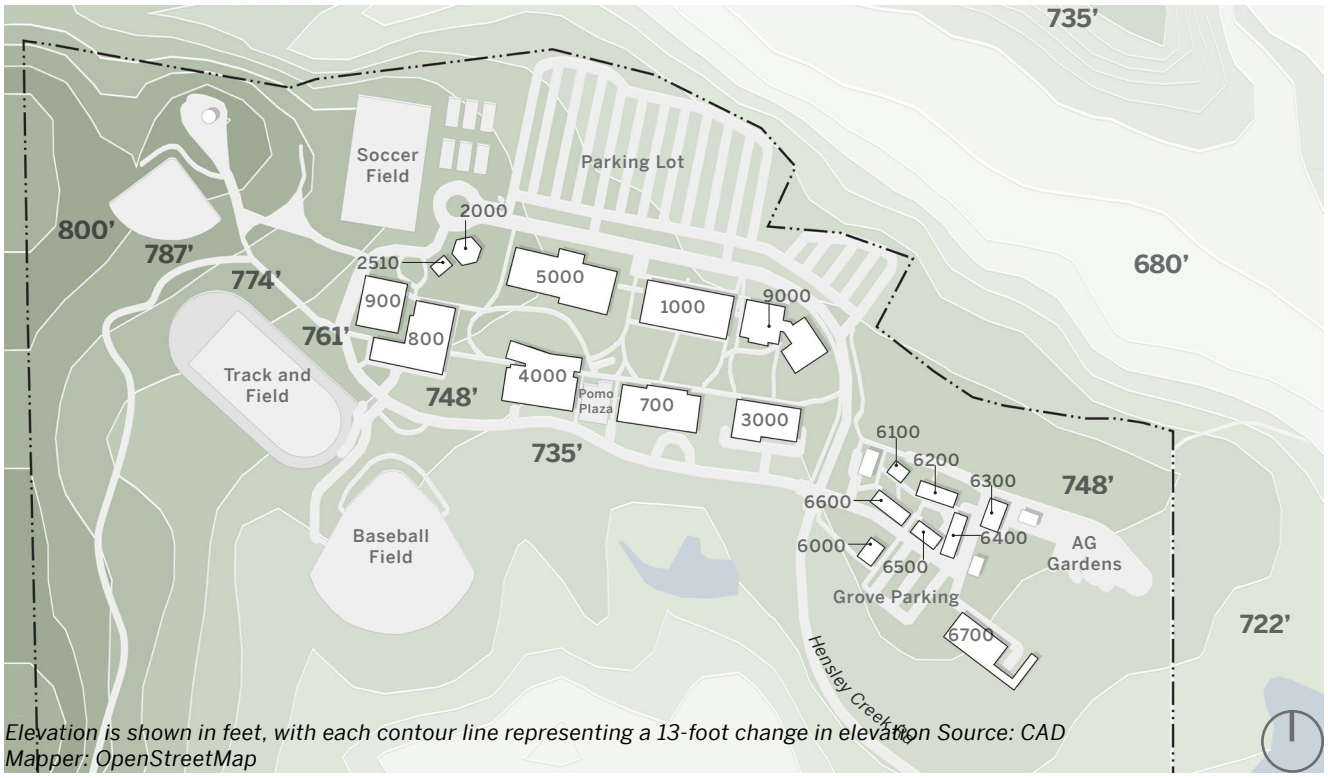
TOPOGRAPHY & FIRE

The Ukiah Campus is approximately 546 feet above sea level at the main parking lot and

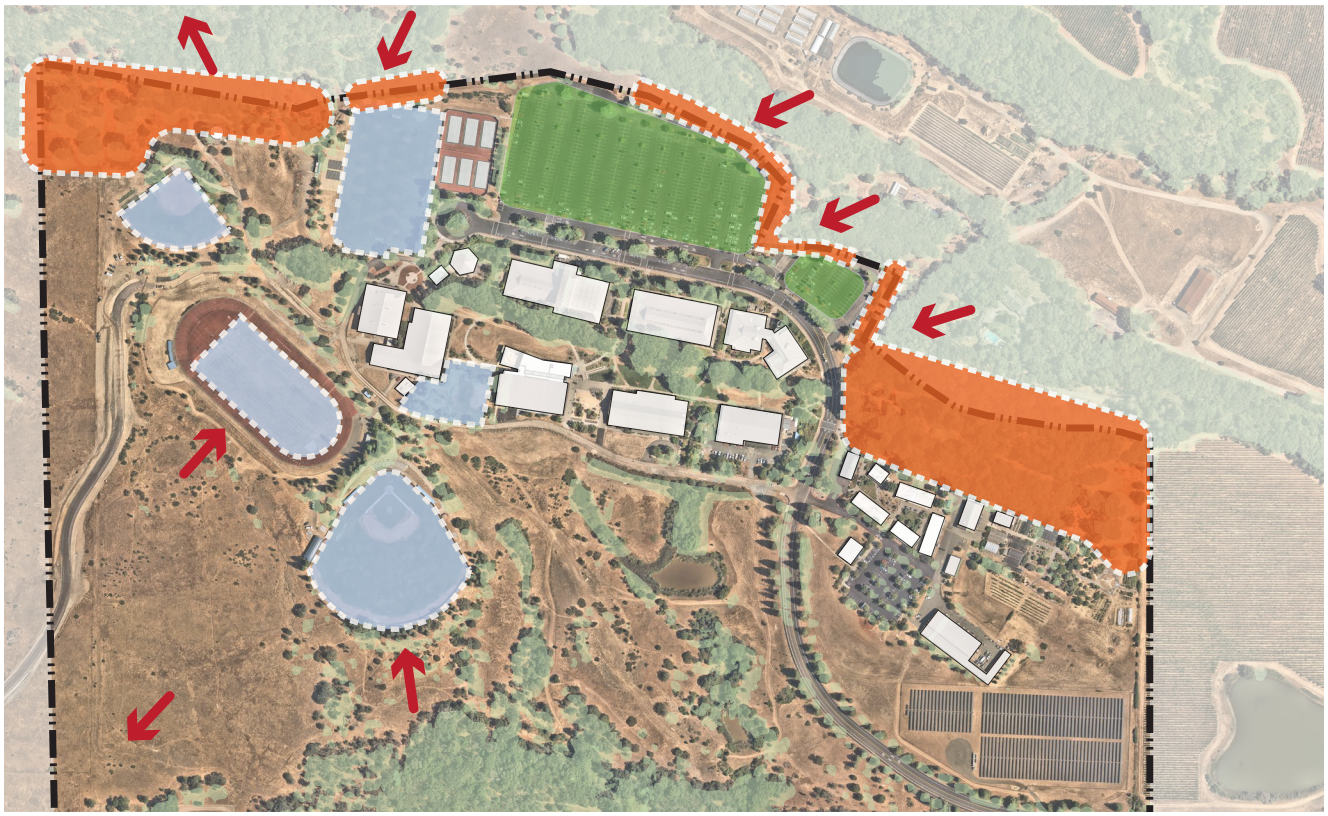
740 feet above sea level at the most northwestern portion. The campus rests on a moderately rising hill in the northwest part of the Ukiah valley just north of Ukiah's Downtown. A key distinct characteristic is the rolling wooded and grassland slopes descending east and the upland that rises to the west which offer panoramic views of the valley and mountains. This is apparent when standing at various points along the parking lots or when walking around the various athletic fields.

A generous portion of the undeveloped site is made up of naturalized landscapes which include native oaks and grasses along with other native vegetation. A small creek descends from the west running through the property along the southern edge of the football and baseball field. A catchment basin is located along the southern end of the property and appears to be fed primarily by on-site runoff. The naturalized landscape has been effective in ensuring slope stability and in controlling erosion. The only areas where signs of erosion were visible were in areas of recent construction.

Although there are areas of the campus that can accommodate new development or infrastructure, the district should consider more of a cluster facility development. Careful consideration must be given to ADA Accessibility due to the sloped terrain between the parking lots, main entry and developable areas and the longer accessible routes that would be required to connect the spaces at different elevations. Careful consideration must also be given to retaining soil and controlling erosion and stormwater run-off to eliminate any negative impacts on adjacent properties, creeks, and river systems.



Elevation is shown in feet, with each contour line representing a 13-foot change in elevation Source: CAD Mapper: OpenStreetMap



LEGEND

- Medium/Heavy Fuel Load
- Buffer Zones
- Existing Tree Canopy
- Terrain (Upslope Direction)
- Defensible Space (Irrigated)

WAYFINDING

The Ukiah Campus has a single point of entry for vehicles and pedestrians on Hensley Creek Road that is accessed from North State Street. North State Street is a major north/south arterial street running parallel to U.S. Route 101 and connecting Ukiah and Calpella. The entry into the campus is approximately 1.25 miles from North State Street, the major cross street. The surrounding land uses along Hensley Creek Road is primarily agricultural. Although a single point of entry can be an advantage in organizing the entry progression, the lack of cues along Hensley Creek Road and limited campus visibility from North State Street contribute to a sense of disconnect between the campus and the surrounding community.

In 2019, the College installed a digital message board at the intersection of North State and Hensley Creek Road. This sign has helped bring attention to the campus, as well as serving informational purposes for campus events and important dates. The success of this message board inspired to the installation of similar boards at the Lake and North County Centers.

The District should consider expanding wayfinding signs from Highway 101, as there is currently very little noticeable indication of the Ukiah campus location.

While the Ukiah Campus has an entry gateway that acts as a beneficial cue one has arrived, the lack of clear signage and the forced right hand turn into one way vehicular circulation in a parking lot deters wayfinding and entry experience. Wayfinding is also hindered by lack of clear directions from the parking lots to main building or main entry into campus core; no signage for visitors versus staff and student parking; insufficient signage and identification of key buildings; lack of building hierarchy; no clearly marked accessible paths of travel for those using mobility aids.

Digital Message Board

East Entry

Pomo PLaza

GATHERING SPACES

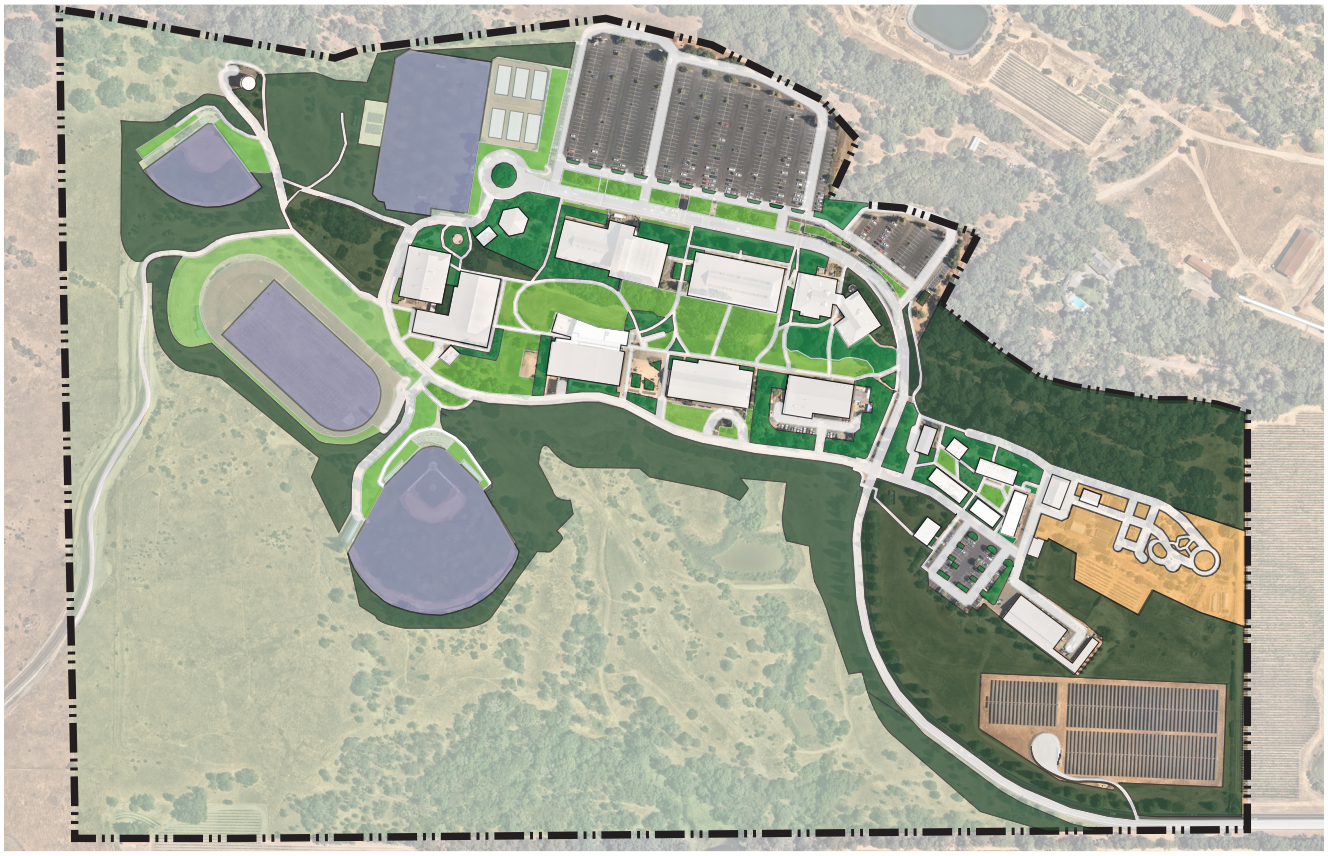
In 1983, the campus' original design focused almost exclusively on instructional and administrative space.

However, as the California Community College system in general and Mendocino College in particular continues to increase the range of social services provided to our students, we need to look beyond these narrow, single-purpose traditional spaces.

In recent years there have been efforts made to create more social and cultural gathering spaces around campus. Noteable examples include Pomo Plaza, Eagle Support Center and the Veterans Resource Center.

As more students spend more time on our campus, the District should prioritize identifying and creating more of these multi-use, flexible spaces.

Land Use

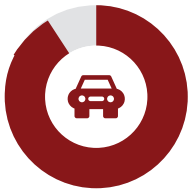


MOBILITY & ACCESS

Over the course of workshops/meetings with the campus users and through campus visits, clear mobility and access patterns were discovered and analyzed. Vehicle and pedestrian gateways were established, along with the vehicle and pedestrian circulation paths that occur on campus once users arrive. How students, faculty, staff, and community members use and access the campus became clear and provided a collection of takeaways that were discovered during the analysis phase. These takeaways then informed the challenges and opportunities and the future vision of mobility and access

These three circulation experiences existing and proposed; vehicular, pedestrian, and bicycle are diagrammed and explained in further detail on the subsequent pages.

Transportation Mode for 16+ Years



90%

1%

NO DATA

NO DATA

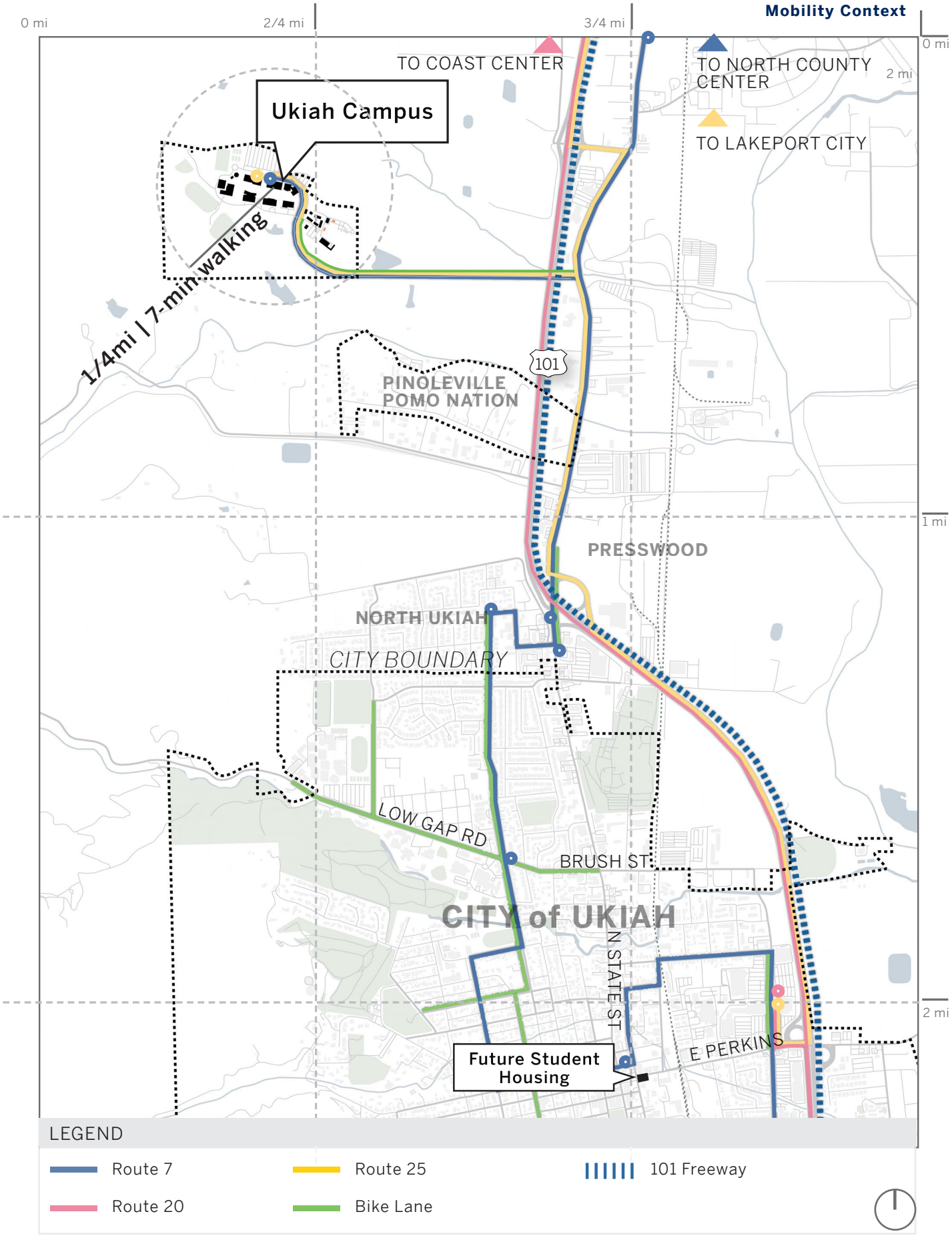
Source: ACS 2022 (5-Year Estimates)

TRANSIT

For decades, Mendocino College has hosted a transfer station for the Mendocino Transit Authority (MTA). While this transfer station serves as a vital transportation option to our students, it has the untended consequences of the wear and tear of heavy bus traffic on our roadways and parking lots. In addition, the current rudimentary bus shelter has no restroom facilities or amenities, which encourages MTA commuters into our campus and buildings.

In recent conversations between Mendocino College and MTA, the busing authority has expressed strong interest in creating a formal, off-campus bus transfer station. This would result in the Ukiah campus being a bus stop, rather than a transfer hub for the County. No formal plans yet exist for this concept, but the District shall continue to supporting MTA's efforts.

In the meantime, the District could consider leveraging the Ukiah campus transfer station in our wayfinding efforts. There are MTA bus stop signs throughout Mendocino County, with all buses leading to Mendocino College. The District could add to these existing signs "Mendocino College Route" to better illuminate our place in the community.


0 mi
2/4 mi
3/4 mi
0 mi
2 mi
1 mi
2 mi
TO COAST CENTER
TO NORTH COUNTY CENTER
TO LAKEPORT CITY
Ukiah Campus
1/4mi | 7-min walking
101
PINOLEVILLE POMO NATION
PRESSWOOD
NORTH UKIAH
CITY BOUNDARY
LOW GAP RD
BRUSH ST
CITY of UKIAH
N STATE ST
E PERKINS
Future Student Housing
LEGEND
Route 7
Route 20
Route 25
Bike Lane
101 Freeway

EXISTING VEHICULAR ACCESS

The Ukiah campus is accessed via Hensley Creek Road, located 1.1 miles west of North State Street, which connects to downtown Ukiah and nearby U.S. Highway 101. Upon arrival, a stop sign directs vehicles either right into The Grove or straight to the main parking lot, which becomes a one-way loop. A campus service road encircles the site but is restricted to emergency and maintenance vehicles. In 2022, an additional emergency access road was constructed near the track field to enhance safety exits. Mendocino College could consider working with the City and County to strategically place signage along key roads to identify the route into the College, providing potential students a physical and symbolic "guided pathway to the College."

Vehicular Access

LEGEND

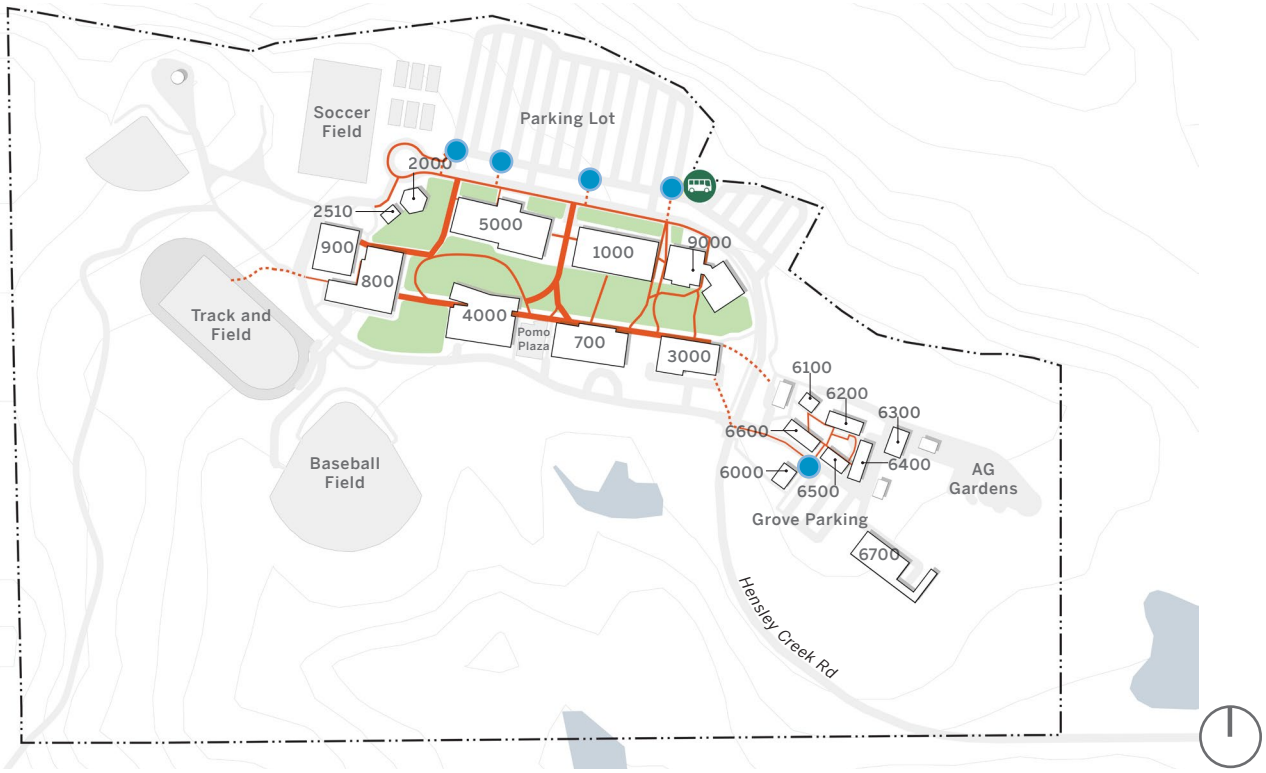
- Approach
- Authorized Vehicles Only
- Parking
- Drop-off

EXISTING PEDESTRIAN CIRCULATION

The main pedestrian walkway begins at the north-central campus entrance, adjacent to the drop-off area and parking lot. This path extends south toward Pomo Plaza, a key outdoor gathering space and cultural centerpiece of the campus. Primary pedestrian movement occurs within the campus core, where walkways establish a strong internal circulation structure that connects major programs with student services.

The shaded, grassy area beneath the oak trees currently lacks seating and presents a strong opportunity to be reimagined as a more inviting and functional space for students, faculty, and staff.

Pedestrian Circulation



LEGEND

- Primary Circulation
- Secondary Circulation
- Access points
- Bus Stop

COAST CENTER HISTORY

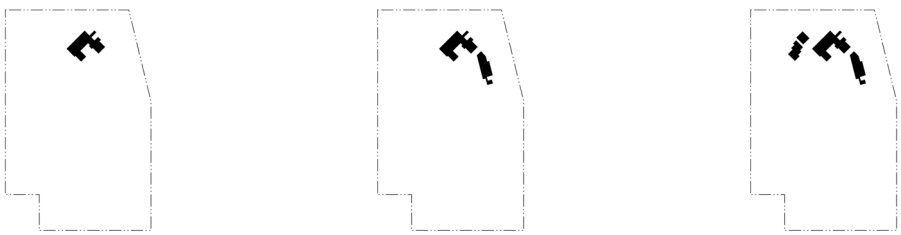
Although not newly constructed, the Coast Center is the most recently acquired property within the Mendocino-Lake Community College District. Situated on 20 acres and composed of three buildings, the Center extends academic classes, labs, and student support services to communities along the Mendocino coast.

Mendocino College began extending its reach along the coast in 2014 through an agreement with College of the Redwoods to provide instructional and student support services at the Fort Bragg campus. In 2017, after more than two years of operating under a memorandum of understanding, the formal transfer of the Fort Bragg location—including land, facilities, and programs into the Mendocino-Lake Community College District was finalized.

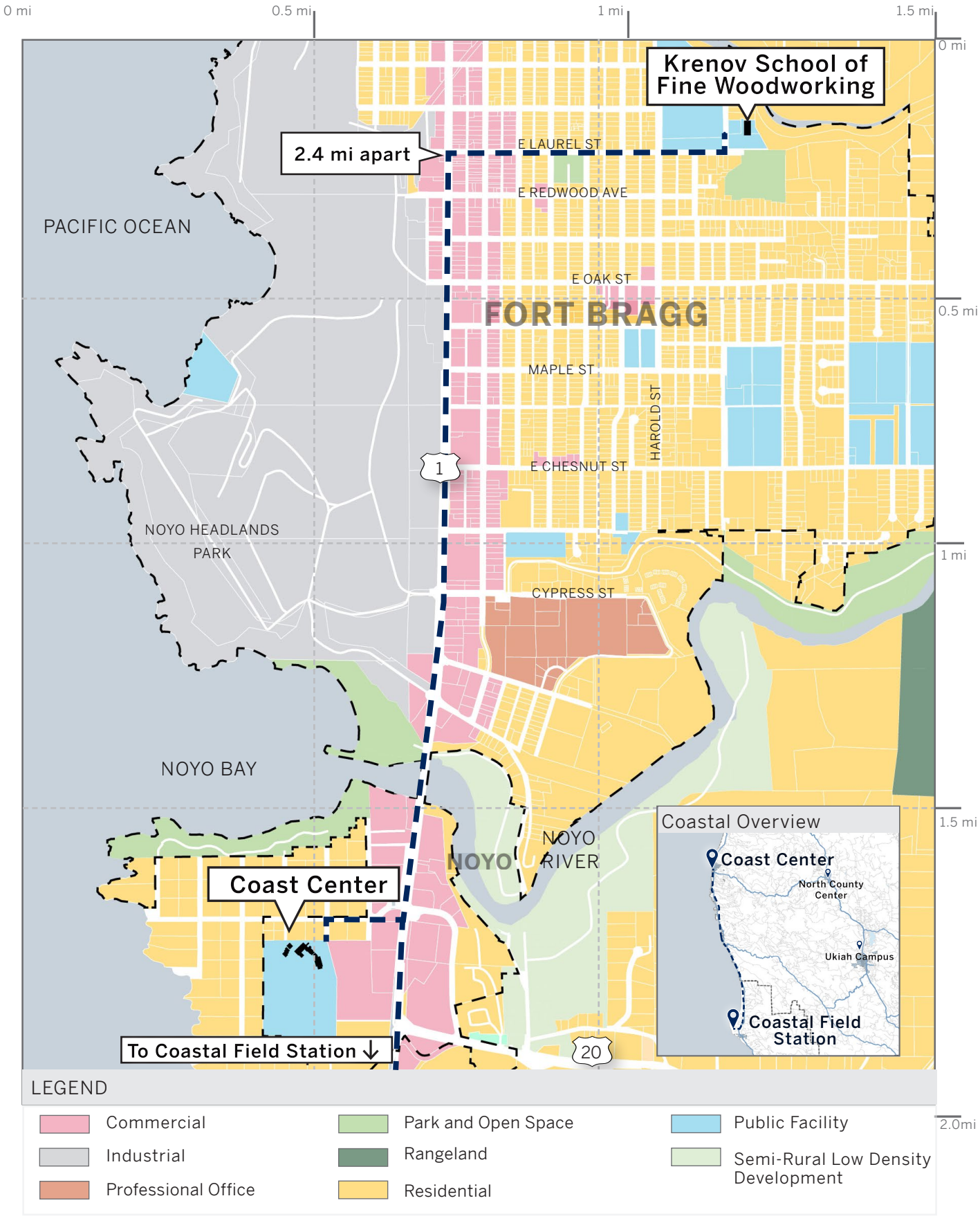
Currently, the Coast Center offers a full complement of fall, spring, and summer classes in general education, science, computer labs, and woodworking at the Krenov Fine Woodworking facility. However, the Krenov School is physically separate from the Coast Center campus, located north of the city of Fort Bragg, while the Coast Center sits at the southern edge. This disjointed arrangement limits opportunities to strengthen program integration and enhance the student experience in the coastal region. While the Coast Center is the closest District location to the Coastal Field Station, there is little synergy or connection between sites. This matter is further examined and addressed in the following pages.

Since its 2017 establishment, the Coast Center has continued to evolve in response to coastal community needs. Faculty and staff efforts focus on navigating changing educational demands and reinforcing the campus as a crucial local hub—delivering workforce development credentials, transfer pathways, and adult education—all embedded within the Mendocino College mission to serve regional students across its geographically varied district.

Campus Development Over Time



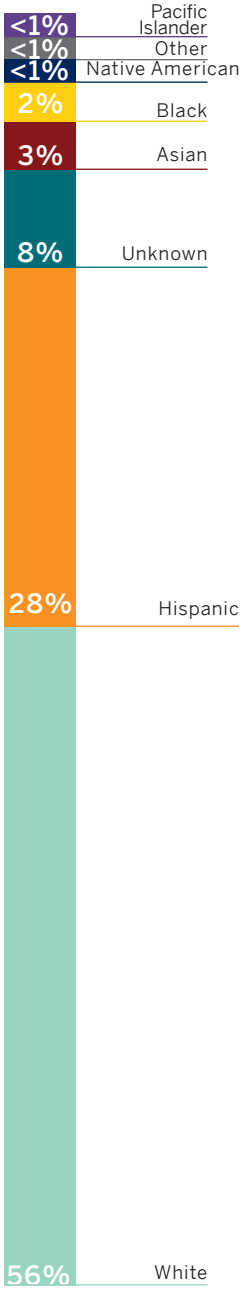
Land Use Map


0 mi
0.5 mi
1 mi
1.5 mi
2.0mi
Krenov School of Fine Woodworking
2.4 mi apart
E LAUREL ST
E REDWOOD AVE
E OAK ST
MAPLE ST
HAROLD ST
E CHESNUT ST
CYPRESS ST
FORT BRAGG
PACIFIC OCEAN
NOYO HEADLANDS PARK
NOYO BAY
NOYO RIVER
NOYO
Coast Center
To Coastal Field Station
1
20
Coastal Overview
Coast Center
North County Center
Ukiah Campus
Coastal Field Station
LEGEND
Commercial
Industrial
Professional Office
Park and Open Space
Rangeland
Residential
Public Facility
Semi-Rural Low Density Development

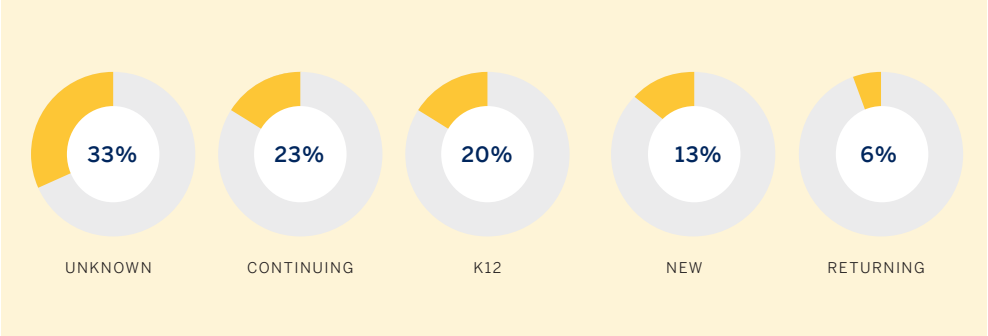
CENTER CONTEXT

CAMPUS DEMOGRAPHICS

The Coast Center's student demographics differ notably from district-wide trends, with a majority of students identifying as White (56%), followed by Hispanic students at 28%. The campus also serves an older student population, with 56% of enrollees aged 40 and above, reflecting its role in supporting lifelong learning and career transition in the region. The Krenov School for Fine Woodworking further enriches the center by bringing an international presence to the college, attracting students from around the world to its program.



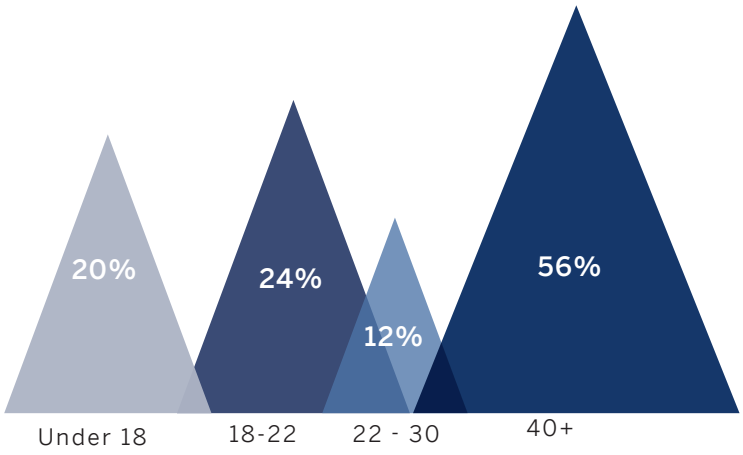
Student Type



Enrollment (780 Students)

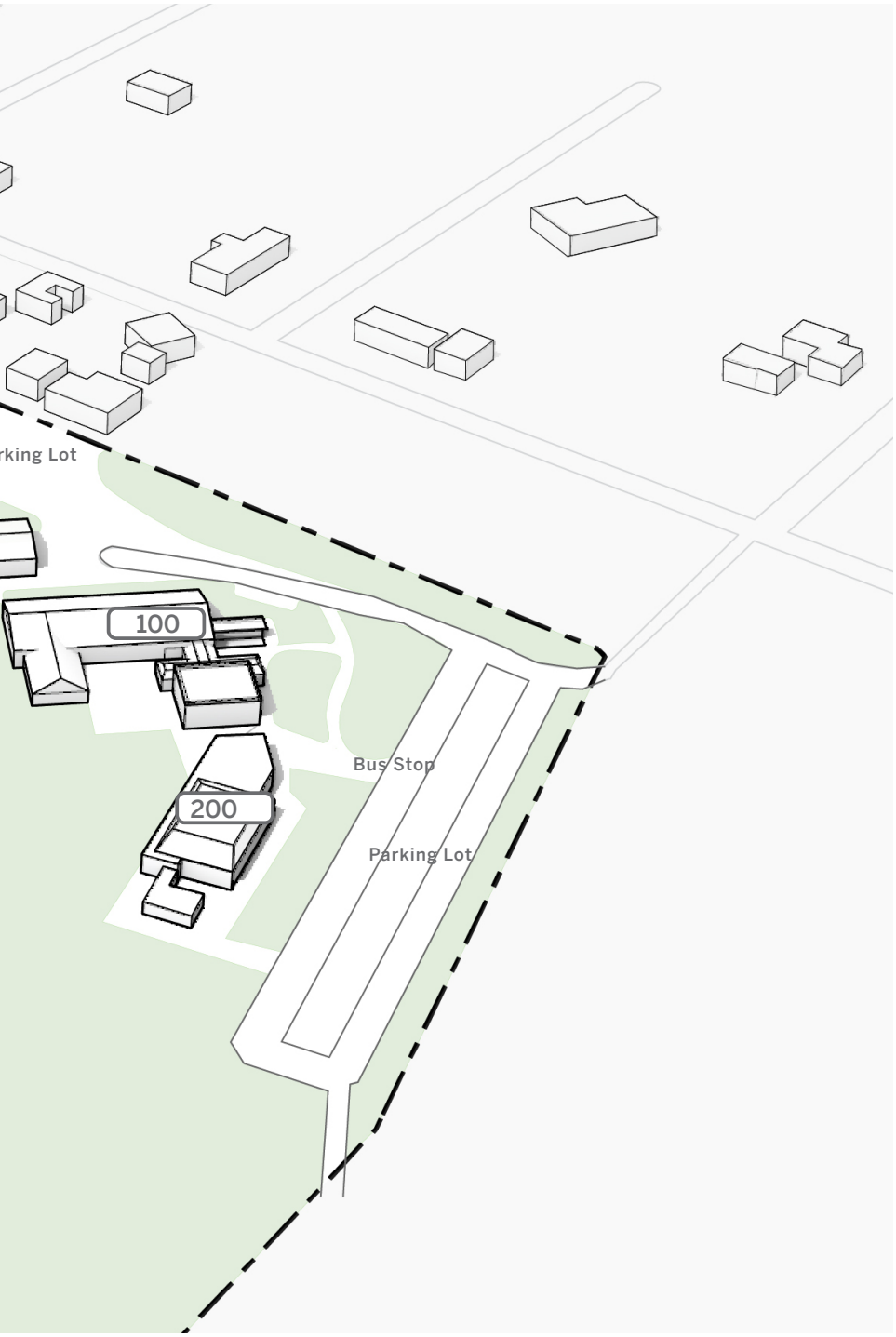
Source: MLCCD Student Demographics Fall 2024

Age Range




300
Open Space

Existing Campus Plan



LEGEND	
100	Main Building
200	Arts
300	Leased Building- Three Rivers Charter School

FACILITIES CONDITION INDEX (FCI)

The California Community Colleges Chancellor's Office (CCCCO) conducts physical, on-site surveys approximately every five years to assign a Facilities Condition Index (FCI) score. The FCI is a formula that measures the ratio of the cost to correct existing facility deficiencies to the current replacement value of the facility, as illustrated in the example below.

Building Replacement Value	*$1,000,000*
÷	
Cost of Correcting Building	*$100,000*
	0.10
Facilities Condition Index	***10%***

The higher the FCI score, the poorer the condition of a facility. The purpose of this score is to compare buildings by condition as well as to inform decision makers on building renewal funding versus new construction. The FCI of buildings shown in the diagram is classified under four categories:

- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)

All buildings have now significantly exceeded their useful lifespan, with renovation costs far surpassing their replacement value. **Building 200** has an FCI of 306.01%, **Building 100** is at 260.00%, and **Building 300** is at 317.00%. Additionally, the **Fine Woodworking Building** has been assessed at 236.00%, further underscoring the urgent need for full replacement rather than repair.

These buildings need to be demolished or substantially renovated and replaced immediately, as they currently require extensive work and ongoing maintenance, with upgrade costs now exceeding their replacement value.

Facilities Condition Index

LEGEND

Good (0% - 5%)	Poor (10% - 30%)
Fair (5% - 10%)	Critical (>30%)

Source: FUSION (Facilities Utilization, Space Inventory Options Net)

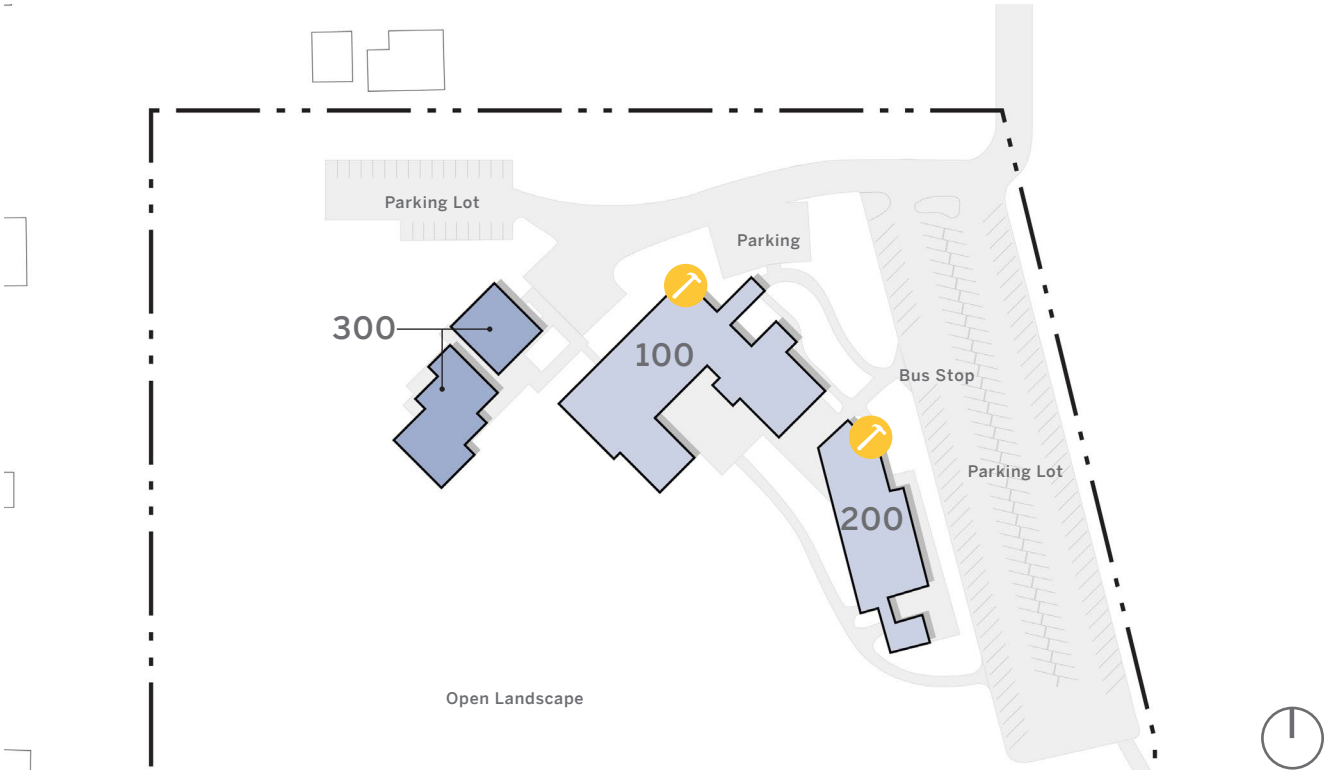
Building 100 Courtyard

Building 100 & 200 Entrance

BUILDING AGE

Each of the buildings at Coast Center have been built between the years 1987 and 1996. Buildings 100 and 200 were renovated in 2008. Thus, the buildings reflect the design standards and construction practices of that period. These structures may require evaluation for compliance with current building codes, accessibility standards, and energy efficiency guidelines. Due to the site's exposure to the harsh coastal climate of Northern California, the buildings have experienced accelerated weathering and deterioration. This presents ongoing challenges related to long-term maintenance, usability, and performance. A comprehensive assessment of structural integrity, utility systems, and adaptability to current educational needs is recommended to guide future planning and investment.

Building Age



LEGEND

- <1980
- 1980 - 1989
- 1990 - 1999
- Renovated

BUILDING USE

The Coast Center supports a range of academic and institutional functions across its facilities. Primary buildings on the site are dedicated to academic instruction, including general education classrooms and specialized lab spaces designed to accommodate various disciplines. In addition to instructional areas, the site houses administrative offices that support campus operations and staff. Student services are also offered on-site. Portions of the facility are currently leased to a Charter School. This mix of uses reflects the Coast Center's role as both an educational institution and a community resource. As program offerings evolve in the future, building use may be adjusted to better support academic growth, student success, and regional workforce development. In addition to the charter school and daily function of the College, the Coast Center is a host to the Fort Bragg Disc Golf Course as well as hosting numerous community events throughout the year.

Building Use

LEGEND

- Academic
- Leased Space
- Administration
- Student Services & Activities

LAND USE

TOPOGRAPHY

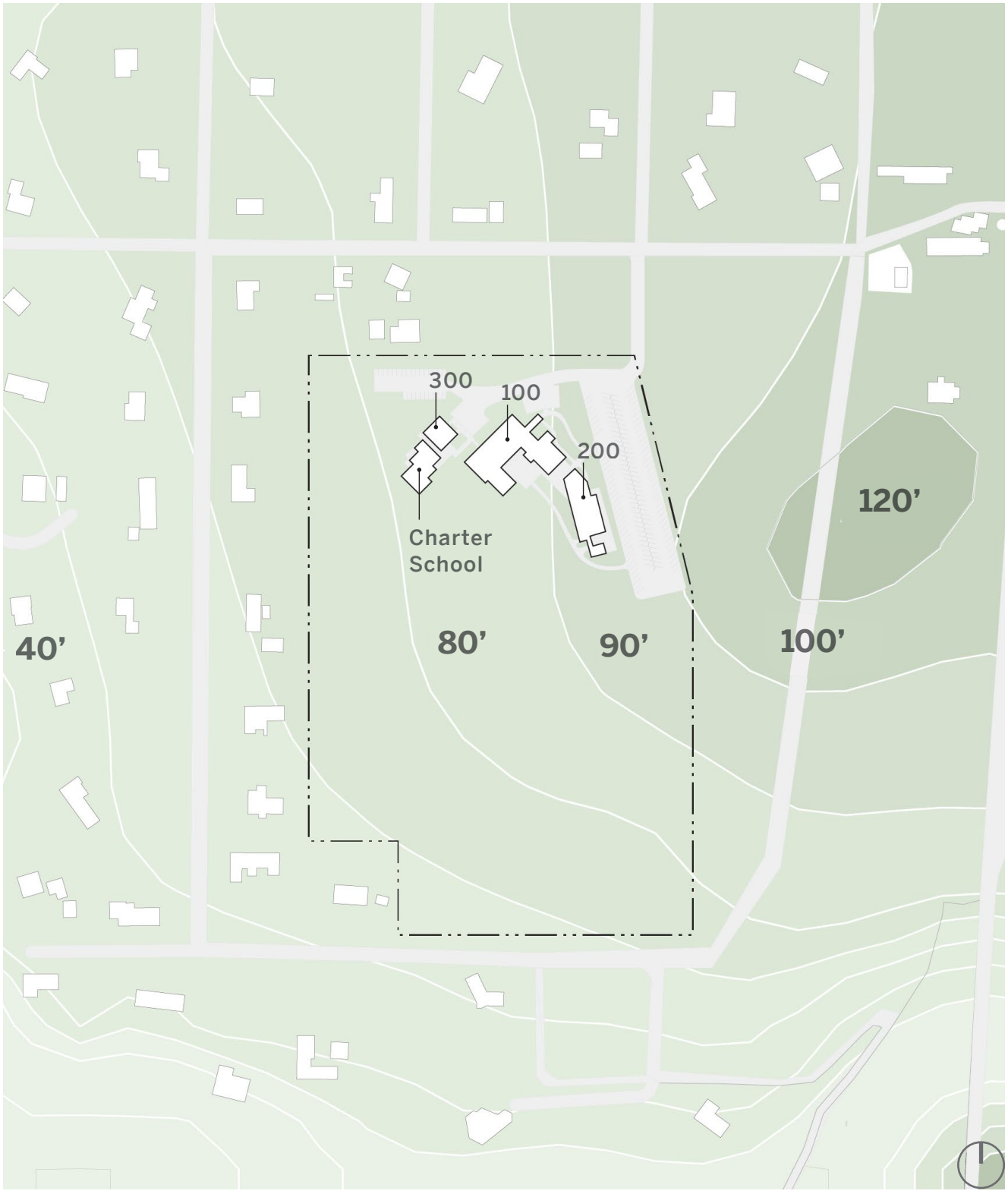
The Fort Bragg Campus is on a coastal terrace that is elevated approximately thirty-five feet above the Pacific Ocean. A unique characteristic of the site is a series of existing pine groves and slight rolling grades and mounds. Although the campus is less than 1,500 feet from the Pacific coast, direct views of the ocean are not available due to obstructed views caused primarily by dense tree groves.

The site gradually slopes gently west towards the ocean and southern portions of the site. The parking lot sits in a leveled area that is about four feet higher than the finish floor elevations of the existing buildings. The transition between the parking lot and the buildings occurs through sloped transitions, a set of stairs and a retaining wall along the southernmost building. The plaza and turf areas to the west of the buildings are relatively level and serve as ideal conditions for exterior gathering areas. The naturalized areas west of the plaza are lower than the turf areas and because of a series of mounded landforms, the area forms a recessed area that may hold water during large rain events.

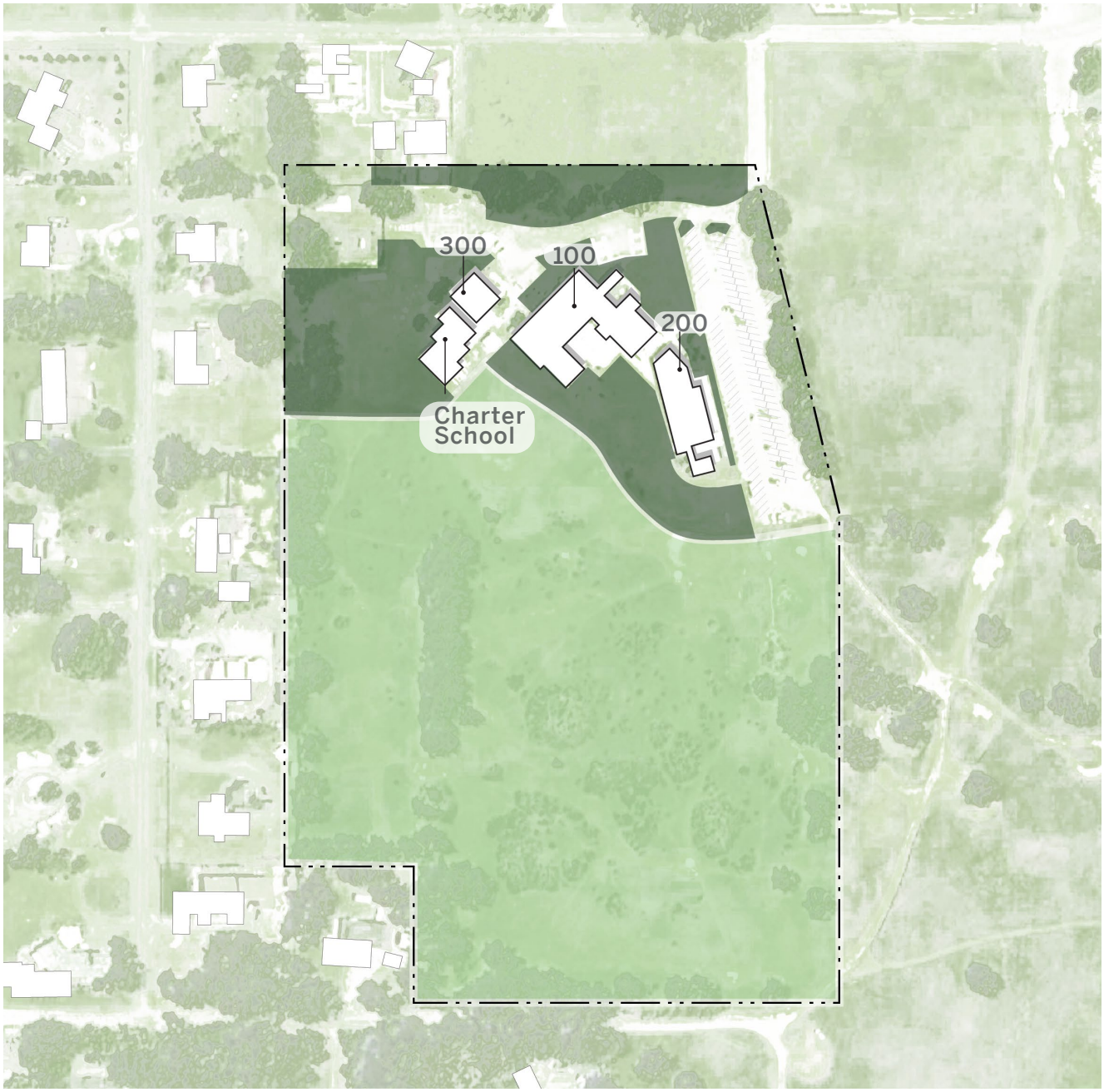
The level terrain makes the undeveloped campus ideal for an ADA-friendly environment without the need for significant grading or extensive slope mitigation. Careful consideration should be given to future stormwater management considerations due to the key challenges coastal flat sites may present, including but not limited to poor drainage, ponding, and flooding. In addition, it may be likely that the site has a high water table and soil with poor water infiltration rates, both of which may contribute to surface runoff and on-site flooding.


Entry Path of Travel


Entry Stairs



Elevation is shown in feet, with each contour line representing a 10-foot change in elevation
Source: CAD Mapper: OpenStreetMap



LEGEND

Naturalized

Informal

WAYFINDING

Intuitive wayfinding is confounded by the campus' multiple entry points without clear visual cues as to how and where to enter. The Plan proposes reorganization of building program to help define clear points of entry. Additionally, landscape elements such as paving typologies, tree canopies, lighting and signage can help establish a consistent vocabulary and hierarchy for circulation that can assist visitors in wayfinding. The current arrival experience is understated, with limited visual orientation elements at key decision points, which can make initial navigation challenging—particularly for new students and visitors unfamiliar with the campus layout.


Campus Entry


Bus Stop

GATHERING SPACES

The main gathering spaces on the center tend to be the expansive lawn on site, as well as the library. The lawn tends to draw the public for outdoor activities, particularly disc golf. Although there are picnic tables established outdoors, there is an apparent lack of programming to encourage activity and community engagement. The plan proposes a plaza to support gatherings as well as provide shade and structure, extending the center beyond its structural perimeters. The library is noted to be a popular gathering space on campus for students, being one of the only spots on campus to gather indoors to work or study.


Lawn

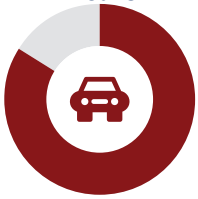

Library

MOBILITY & ACCESS

Over the course of workshops/meetings with the campus users and through campus visits, clear mobility and access patterns were discovered and analyzed. Vehicle and pedestrian gateways were established, along with the vehicle and pedestrian circulation paths that occur on campus once users arrive. How students, faculty, staff, and community members use and access the campus became clear and provided a collection of takeaways that were discovered during the analysis phase. These takeaways then informed the challenges and opportunities and the future vision of mobility and access

These circulation experiences existing and proposed; vehicular, and pedestrian are diagrammed and explained in further detail on the subsequent pages.

Transportation Mode for individuals of 16+ Years



77%

15%

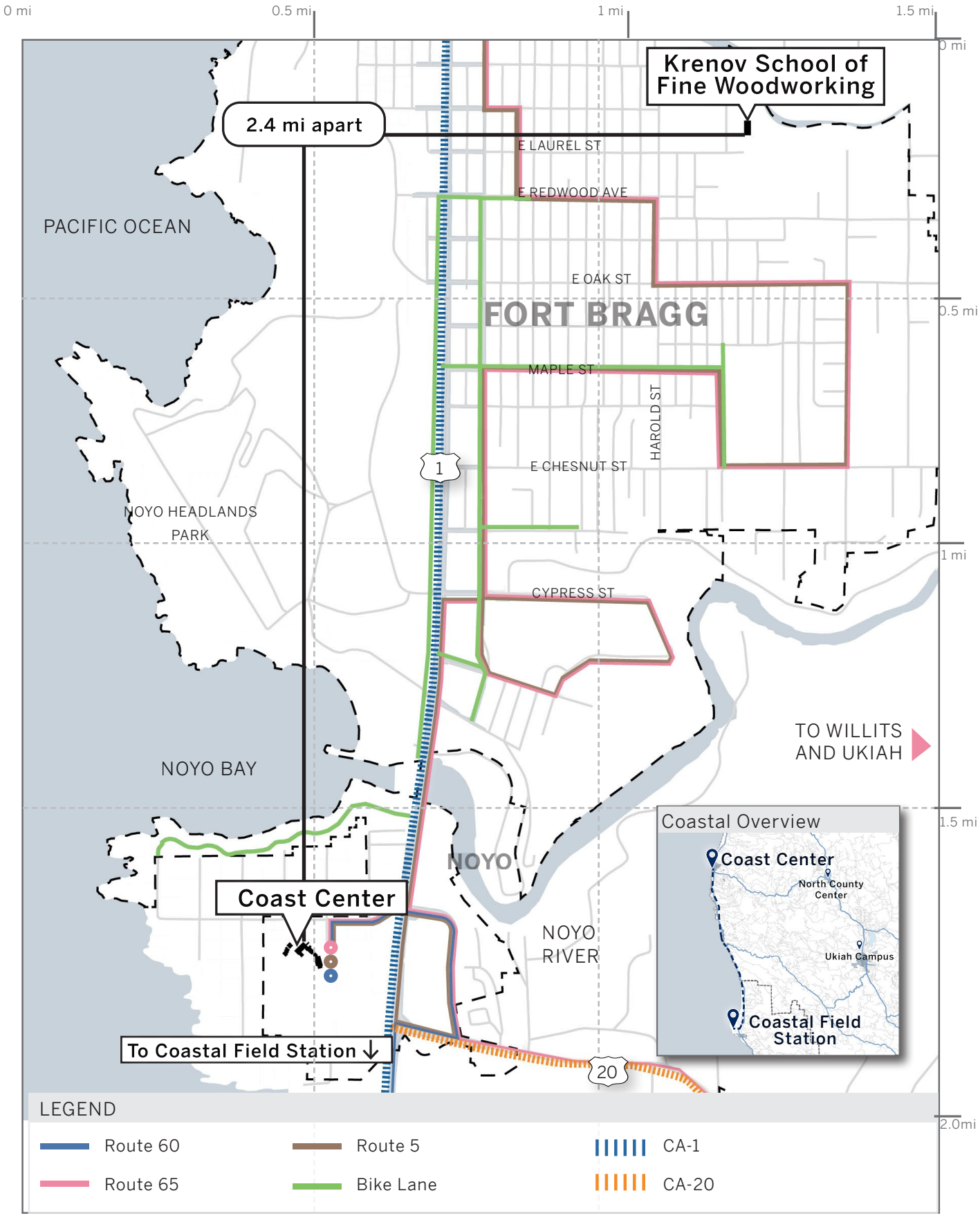
NO DATA

NO DATA

Source: ACS 2022 (5-Year Estimates)

Public Transit Network thrugh the Coast Center

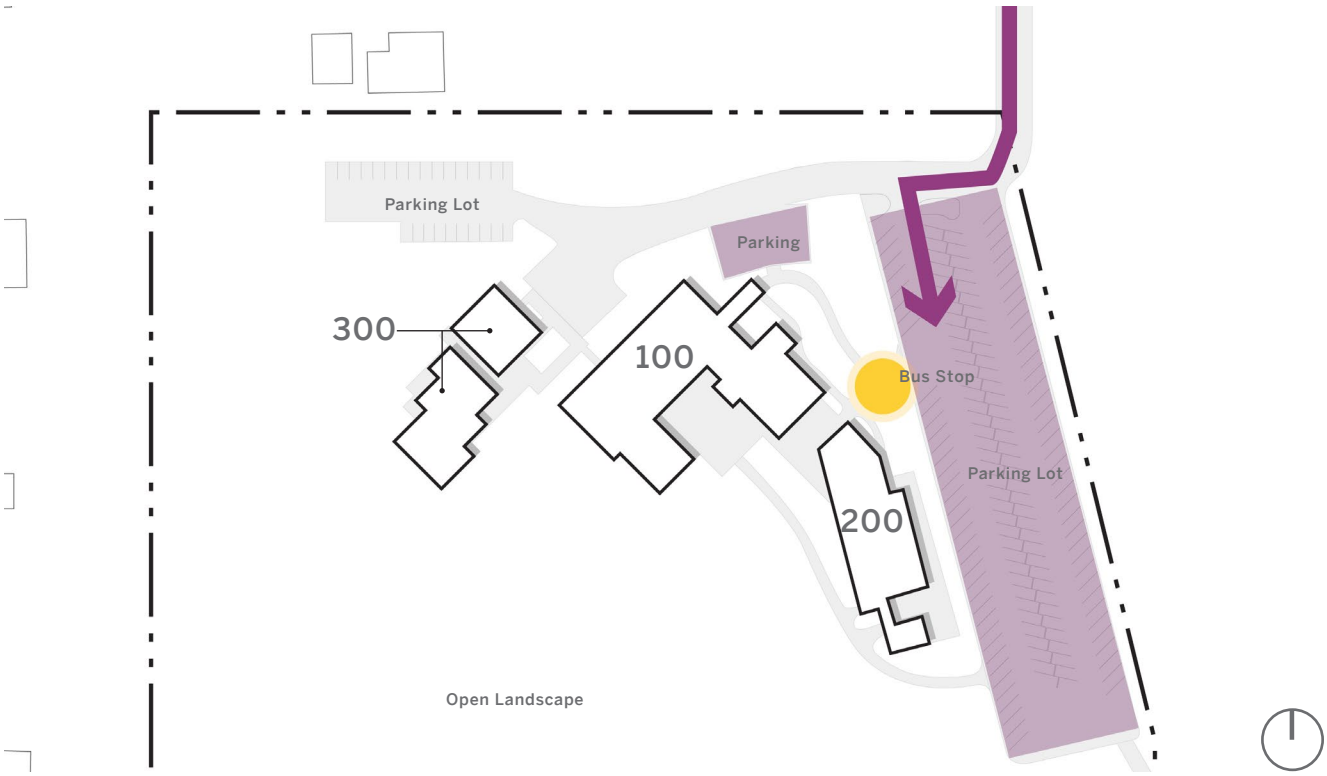
The Coast Center is served by three active MTA bus routes that support regional and local access. Route 60 runs south from the Coast Center toward Mendocino City, while Route 5 operates as a local circulator within Fort Bragg. Route 65 also serves Fort Bragg but provides extended regional connectivity by linking Fort Bragg to Willits (home of the North County Center) and Ukiah (location of the Ukiah Campus). For students or faculty traveling from the Krenov School to the Coast Center, the nearest bus stop is approximately 0.4 miles away. From there, Route 60 or Route 65 provides direct service to the Coast Center, a distance of about 2 miles. While transit options exist, the current separation introduces added steps for students and faculty navigating between them. Highlighting the importance of more cohesive access within this educational corridor.


0 mi
0.5 mi
1 mi
1.5 mi
2.0mi
Krenov School of Fine Woodworking
2.4 mi apart
E LAUREL ST
E REDWOOD AVE
PACIFIC OCEAN
E OAK ST
FORT BRAGG
MAPLE ST
HAROLD ST
1
E CHESNUT ST
NOYO HEADLANDS PARK
CYPRESS ST
TO WILLITS AND UKIAH
NOYO BAY
Coast Center
NOYO RIVER
To Coastal Field Station
20
Coastal Overview
Coast Center
North County Center
Ukiah Campus
Coastal Field Station
LEGEND
Route 60
Route 65
Route 5
Bike Lane
CA-1
CA-20

EXISTING VEHICULAR ACCESS

Vehicular access to the campus is limited to a single entrance from via Del Mar Drive, which leads directly into a large surface parking lot. Two additional lots exist—one reserved for ADA users and another designated for staff occupying leased spaces. Despite the volume of available parking, current use is estimated to occupy only about half of the total capacity.

Vehicular Access



LEGEND

Drop-off

Parking

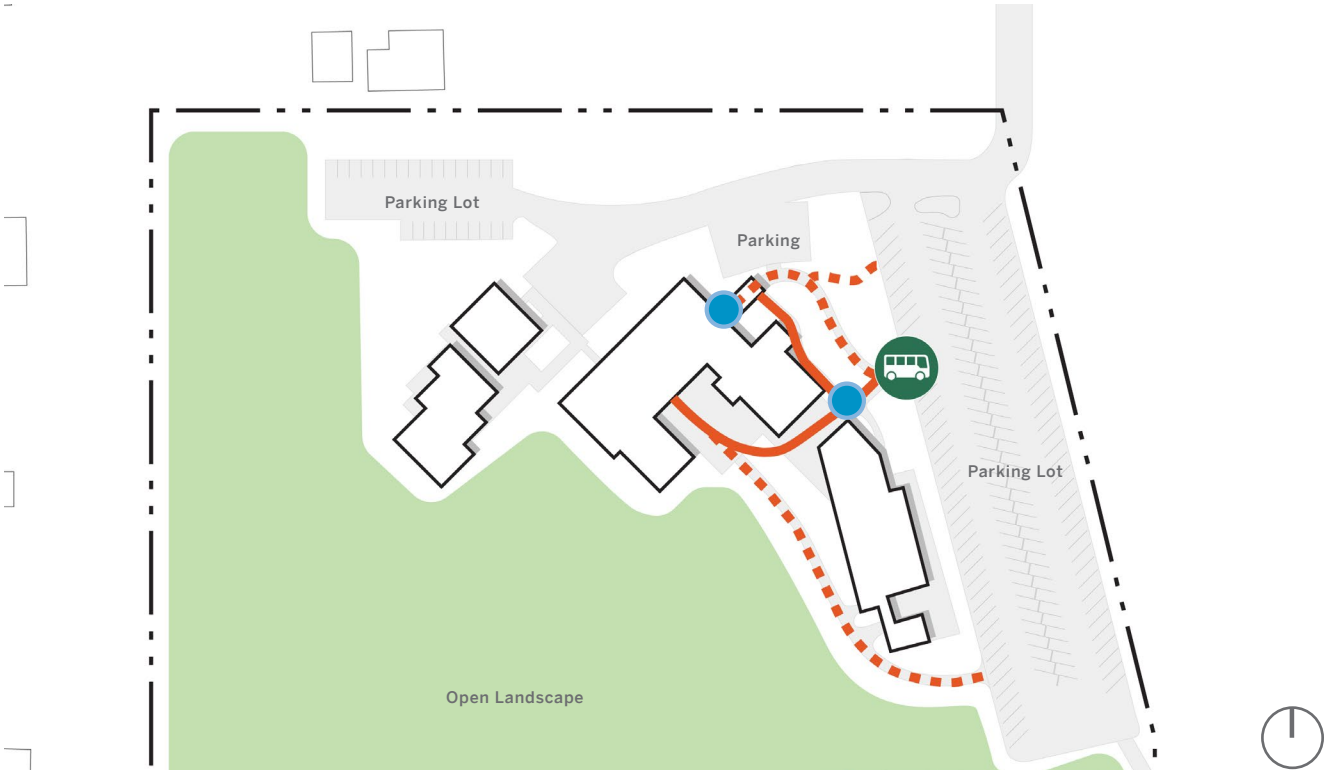
Approach

EXISTING PEDESTRIAN CIRCULATION

There is no formal sidewalk at the entrance to the college; the approach is paved only for vehicles. The main pedestrian walkway begins at the north side of the parking lot, where users navigate an informal, unpaved route down a steep, grassy 10-foot slope. The primary pedestrian circulation occurs internally, with defined walkways connecting the main buildings.

Gathering spaces are centered around the primary instructional building, with natural pedestrian connections extending toward the Learning Resource Center in Building 100.

Pedestrian Circulation



LEGEND

- Primary Circulation
- Secondary Circulation
- Green Space
- Access Point

NORTH COUNTY CENTER

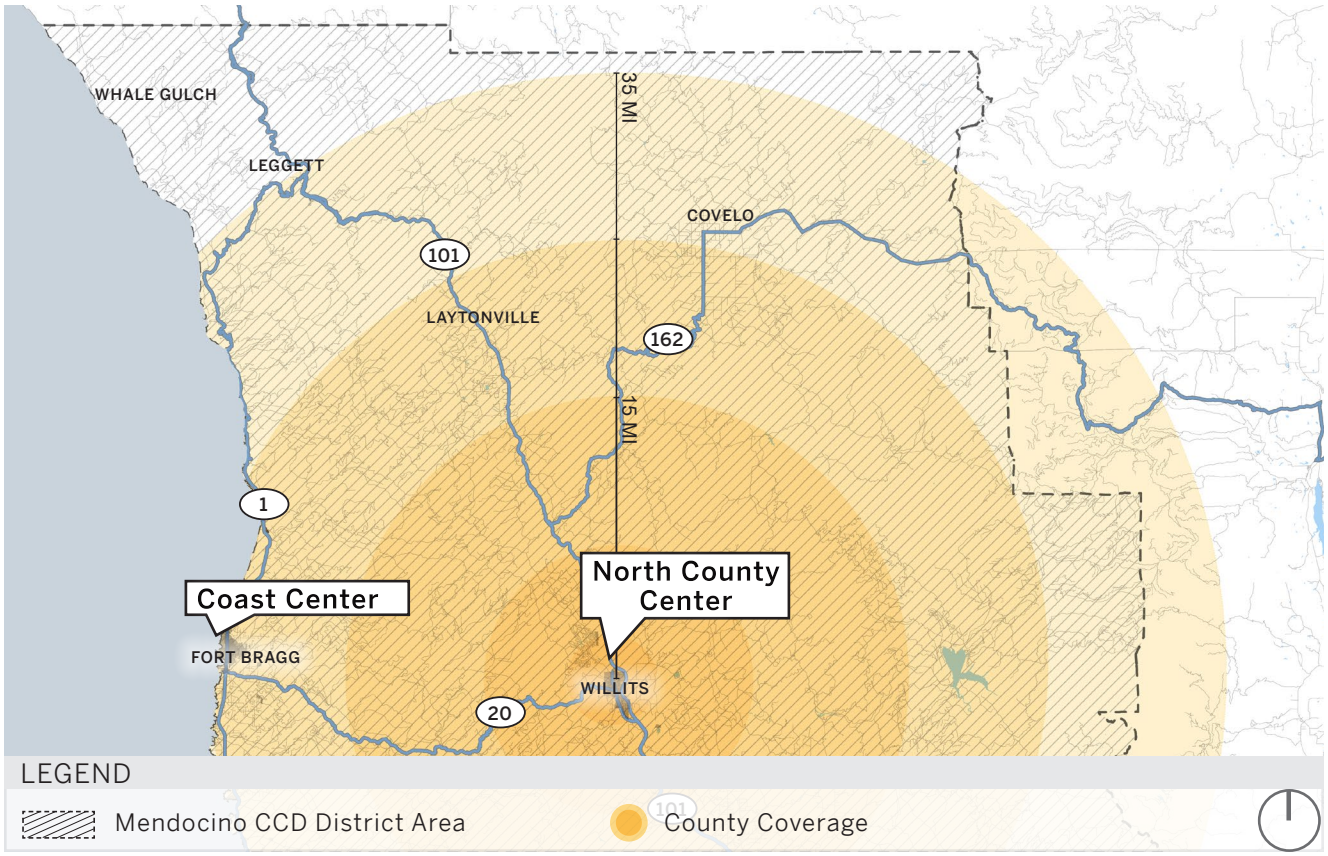
INTRODUCTION

The North County Center, located in downtown Willits, serves as a vital educational access point for students from Willits and surrounding communities like Laytonville, Round Valley, Legget, and Anderson Valley. Its central location, surrounded by the local library, museum, and high school, ensures strong community integration and impact. Despite being the smallest campus in the MLCCD, its strategic position underscores its importance in meeting the educational needs of the region. Its connection to the Ukiah campus, located approximately 25 miles away, further highlights the North County Center's value as a convenient and accessible hub for education.

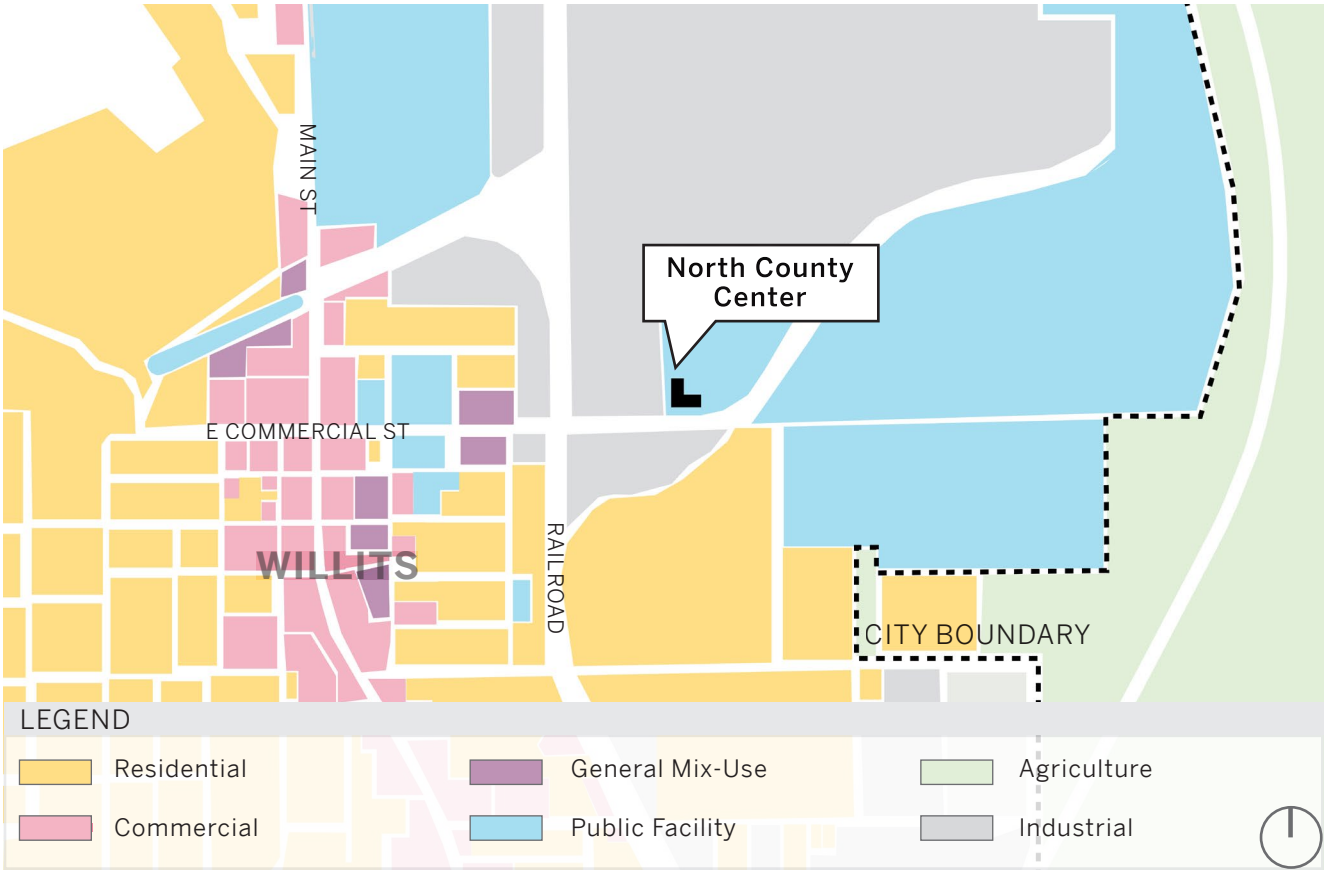
With the passage of the state's Proposition 2, the District's North County Center Phase 2 project is moving from a Final Project Proposal to an approved project with matching state funds. This facility will provide essential spaces for lectures, laboratories, offices, and study areas, ensuring the campus can meet the increasing demand for Career and Technical Education (CTE) programs while enhancing overall instructional capacity.

This redevelopment reflects a commitment to fostering academic excellence, strengthening local partnerships, and creating a dynamic and inclusive learning environment for students in Willits and the surrounding communities.

Service Areas



Zoning Map

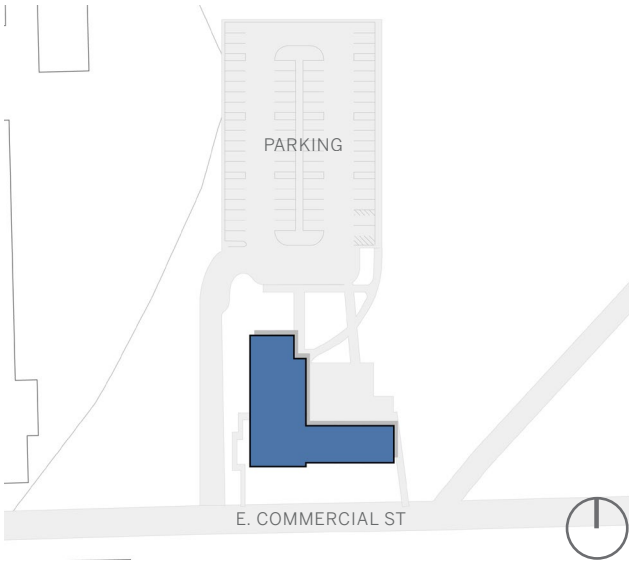


BUILDING USE AND ACCESS

BUILDING AGE AND CAMPUS ZONING

The North County Center consists of a single, standalone building constructed in 2013 with an FCI of 0.0%, indicating excellent condition. It houses academic classrooms, student services, and administrative functions under one roof, creating a compact and efficient campus layout. As a one-building center, zoning is straightforward, with all functions integrated into a unified structure that minimizes internal wayfinding and fosters close departmental collaboration. The site allows for future expansion, with planning currently in the schematic design phase, as outlined in the Future Vision chapter on page 3.65.

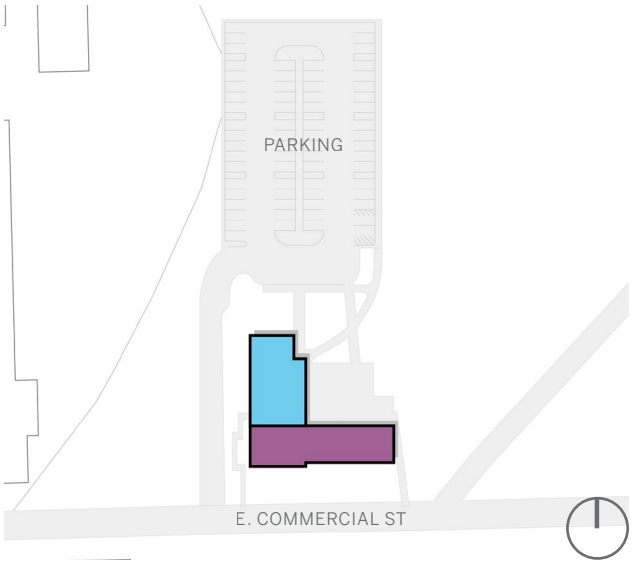
Building Age



LEGEND

2000 - 2009

Campus Zoning



LEGEND

Academic

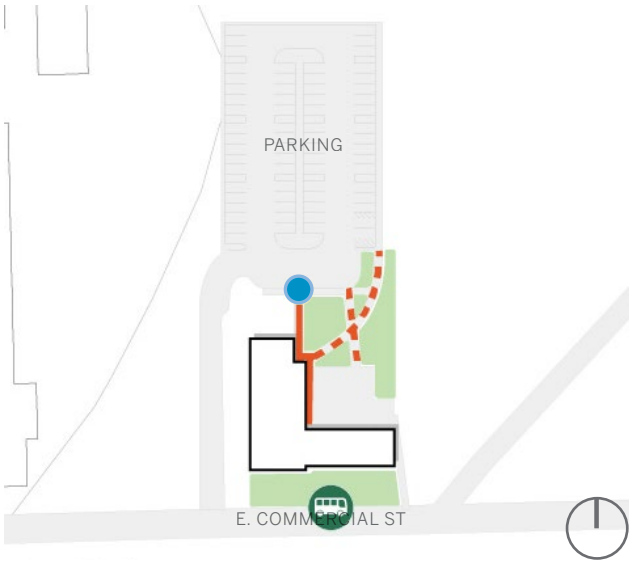
Administration

EXISTING VEHICULAR ACCESS AND PEDESTRIAN CIRCULATION

The North County Center fronts East Commercial Street to the south. Vehicular access is limited to a single entry point from East Commercial Street, which leads directly to the on-site parking lot and the building's main entrance.

Pedestrian access largely mirrors the vehicular path, with the primary pedestrian entry located just south of the parking lot. Although there is a sidewalk connecting East Commercial Street to the building, it is not pedestrian-friendly—this entry door remains locked, forcing pedestrians to walk along the vehicular driveway to reach the main entrance, creating a circulation conflict and safety concern. These concerns are actively being addressed in the planning of the North County Center Phase 2 project.

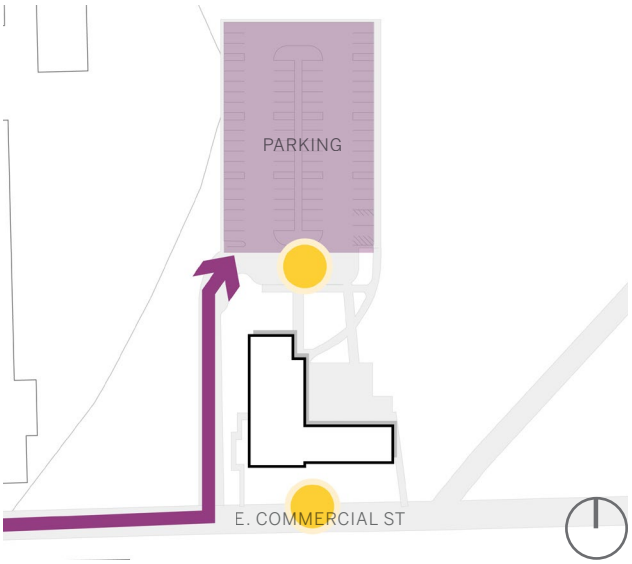
Pedestrian Circulation



LEGEND

- Primary
- Secondary
- Green Space
- Access Point

Vehicular Access



LEGEND

- Drop-off
- Approach
- Parking

LAKE CENTER

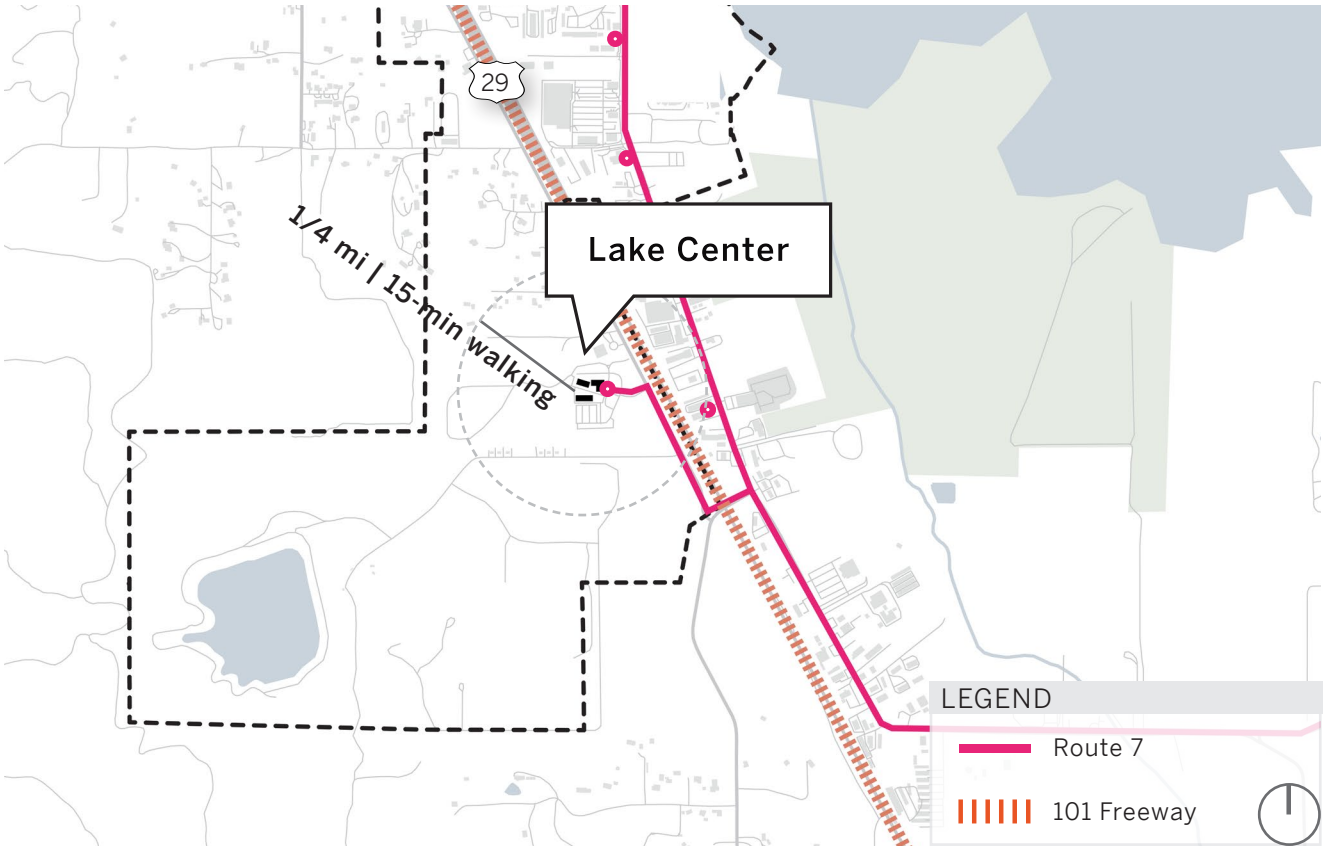
INTRODUCTION

While other campuses primarily serve Mendocino County, the Lake Center has grown into a vital educational hub for the Lake County community. The campus includes administrative offices, classrooms, science and technology labs, and student success resources—delivering a full range of services in a compact, efficient format that reflects the needs of the surrounding region. Through the Energy Master Plan, the Lake Center has been identified as the first District location to be completely net-zero through a combination of solar photovoltaic and batteries.

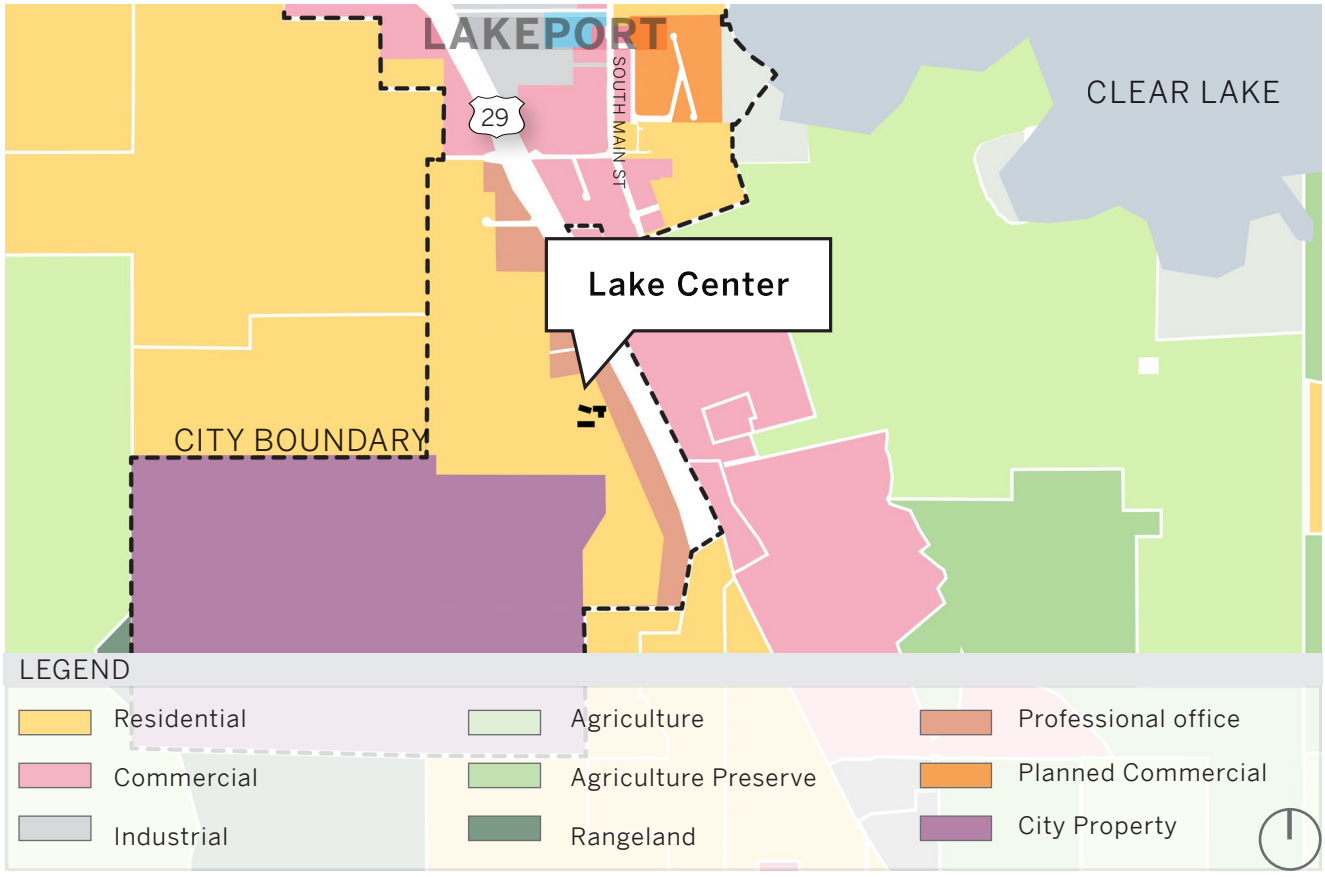
SUMMARY OF ANALYSIS

Based on the utilization analysis, visual observations, and student engagement sessions, it became clear that some spaces are underutilized or not being used to their highest and best potential. For example, the storage room currently housing the vending machine and functioning as a makeshift kitchenette could be repurposed as storage, freeing up space in the concession area. The concession space, which is currently used for storage, could then be converted into additional instructional space or serve as an overflow area for other academic and student support activities.

Transit Map



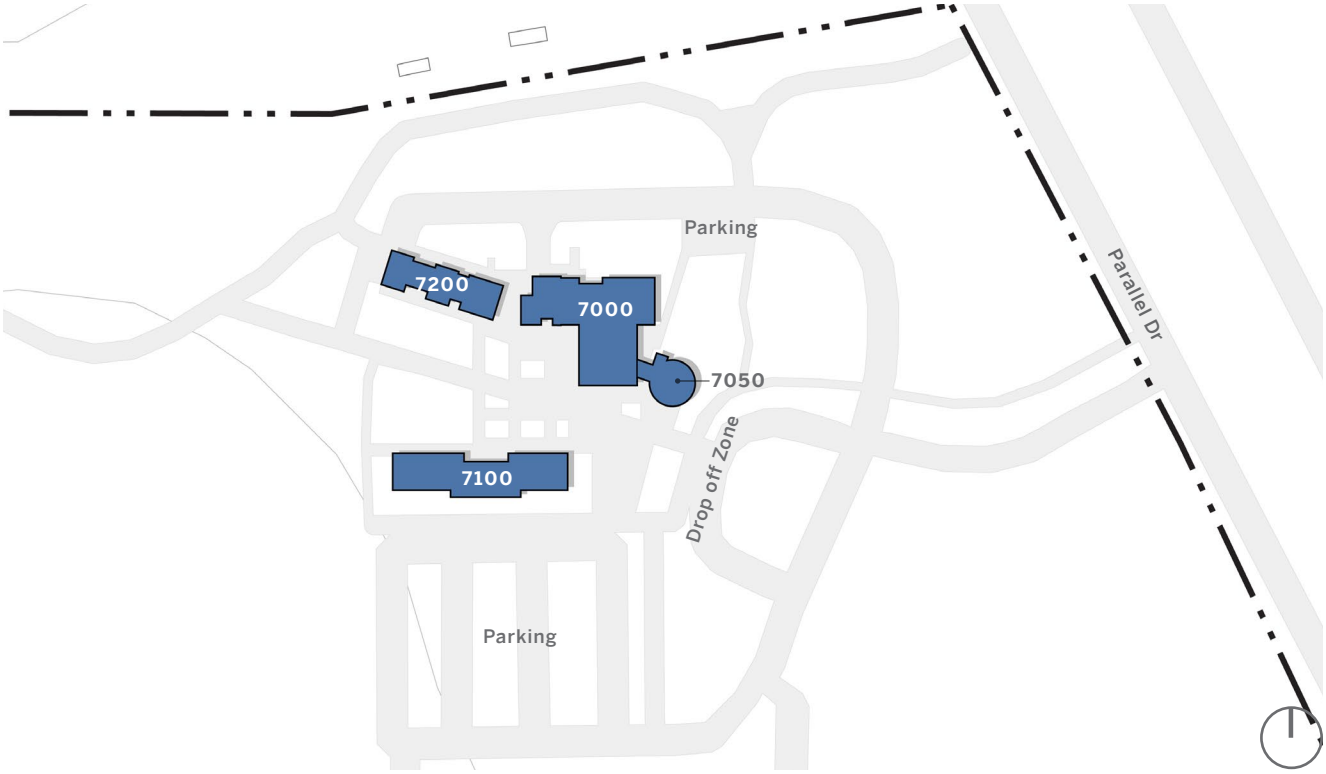
Zoning Map



BUILDING USE AND ACCESS

BUILDING AGE AND CAMPUS ZONING

Built in 2012, shortly before the North County Center, this campus is the second newest in the Mendocino-Lake Community College District and remains in excellent condition. It has a Facility Condition Index (FCI) of 0%, indicating that no major repairs or capital improvements are currently needed. This reflects both the building's relatively recent construction and consistent maintenance. However, the site has experienced environmental challenges in the past, particularly from volcanic fumes entering the HVAC system. These issues have been mitigated through system upgrades and ongoing monitoring. As the campus grows, it will be important to consider the long-term impact of its proximity to volcanic activity when planning future expansion.

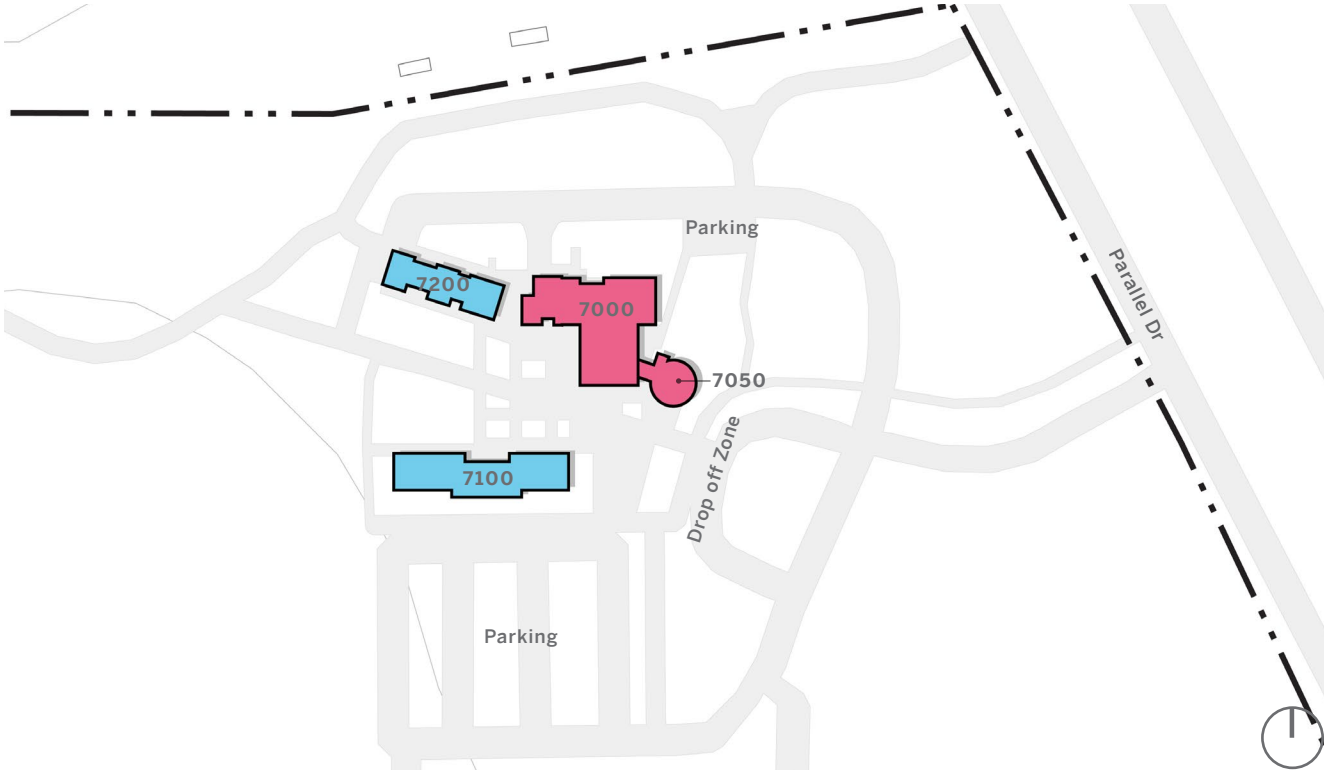


LEGEND

2010 - present

EXISTING VEHICULAR ACCESS AND PEDESTRIAN CIRCULATION

The campus is composed of three buildings that collectively support a full range of functions, including academic classrooms, specialized labs, counseling services, conference and meeting rooms, and community gathering spaces. Like the North County Center, this campus operates under a "small but mighty" model—offering comprehensive services comparable to the Ukiah Campus in a more compact format.

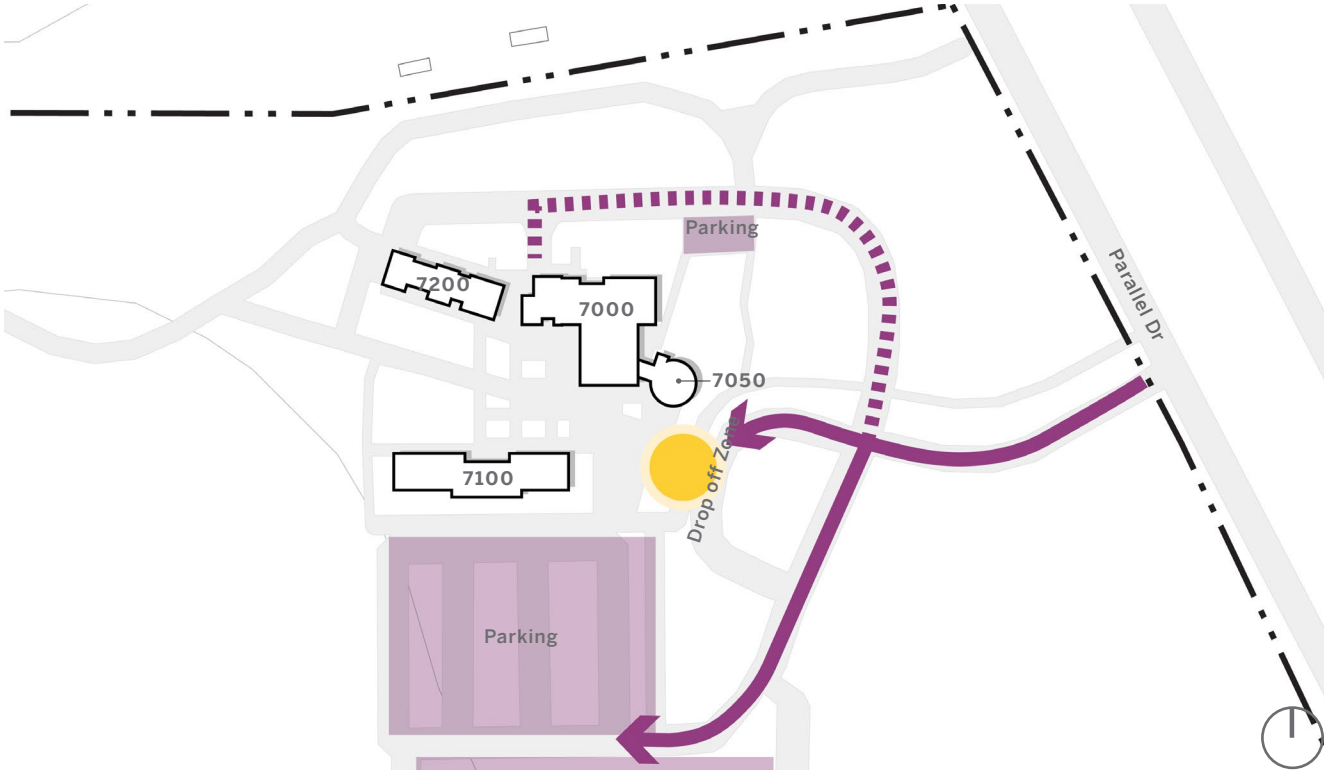


LEGEND

- Academic
- Student Services & Activities

EXISTING VEHICULAR ACCESS

The campus benefits from an efficient vehicular layout, with a well-defined drop-off area and smooth internal circulation. Access to parking and building entries is intuitive and functions well for both daily use and event traffic.



LEGEND

- Primary Approach
- Secondary Approach
- Parking
- Drop-off

EXISTING PEDESTRIAN CIRCULATION

Pedestrian circulation within the campus is generally strong, with clear internal pathways connecting the three buildings. However, there is an opportunity to improve the connection between the public street entrance and the core of the campus to better support foot traffic from the surrounding community.

A central paved plaza serves as the primary gathering space, linking the buildings with the main drop-off area. This shared open space is used for large events and functions effectively as a flexible zone for both college activities and community gatherings. Its central location supports visibility, accessibility, and engagement across campus.

LEGEND

- Primary Circulation
- Secondary Circulation
- Green Space
- Access Point

05

APPENDIX

Survey Results

Common Themes

MLCCD Visioning Goals

IT Network Specs

Lowery Reno Replace IPP

MacMillan Hall IPP

Coast Center Academic Buildings IPP

SURVEY RESULTS

As stated previously, various surveys were given to multiple groups as part of the planning process. These surveys were promoted during in person meetings on campus. But they were sent to users through online measures afterwords. The results of these surveys (listed below) helped shape the framework of the plan.

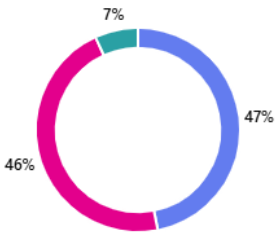
STUDENT SURVEY

Responses Overview Closed

Responses	Average Time	Duration
499	12:35	16 Days

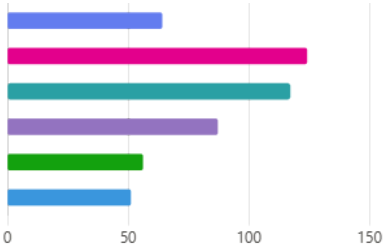
2. You are currently enrolled as a:

Full-time student	234
Part-time student	231
Non-credit student	34



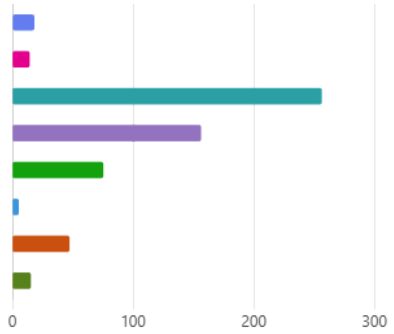
3. What is your age?

18 or younger	64
19-24	124
25-34	117
35-44	87
45-54	56
55+	51



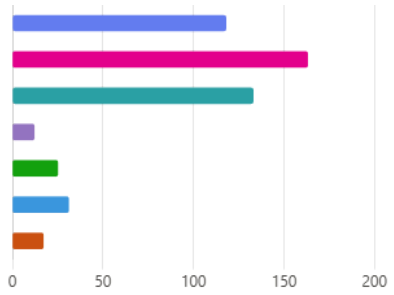
4. You identify your ethnicity as:

African American	18
Asian	14
Caucasian	256
Hispanic/Latinx	156
Native American	75
Pacific Islander	5
Mixed Race	47
Other	15



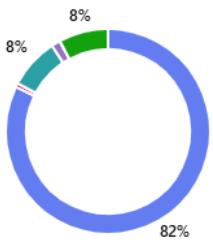
5. Which of these represents you as a student at MLCCD?

First year student (This is my first year at MLCCD)	118
Returning student - year 2 (This is my second year at MLCCD)	163
Returning student - 3 or more years at MLCCD	133
Transfer student (I am new to MLCCD but I took college classes somewhere else)	12
Non-credit student	25
Dual enrollment (I am in high school)	31
Other	17



6. How do you travel to campus most often?

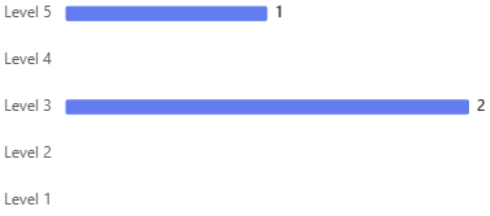
Car	410
Bike	3
Public transportation	40
Rideshare (Lyft, Uber, carpool, etc.)	7
Other	39



7. How would you rate public transportation overall, considering factors like accessibility, hours of operation, safety, and frequency?

3.67

Average Rating



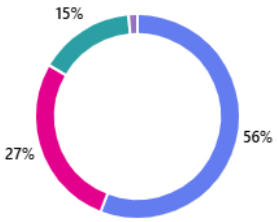
8. Do you have any specific issues or concerns regarding the public transportation service to and from the campus/center you regularly go t o?

3
Responses

Latest Responses
• • •

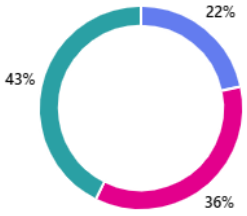
9. How long is your commute to the campus?

within 30 minutes	279
30 minutes to 1 hour	137
1 hour to 2 hours	76
Over 2 hours	7



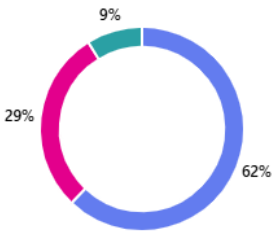
10. Would you choose to live in student housing nearby the campus if it were available?

Yes, definietly	108
Maybe, depending on the cost and amenities	178
No, I prefer my current living situation	213



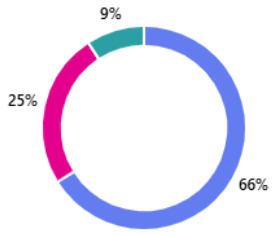
11. How many days do you usually come to the campus a week?

1 or 2 days	310
3 or 4 days	145
5 days or more	44



12. How much time do you spend on campus a week?

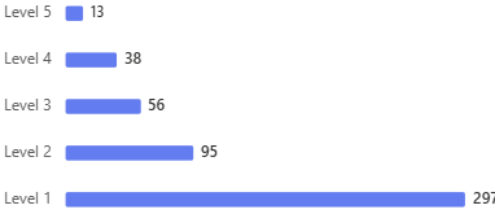
0-10 hours / week	330
10-20 hours / week	123
Over 20 hours / week	46



13. How many in-person classes do you take on campus?

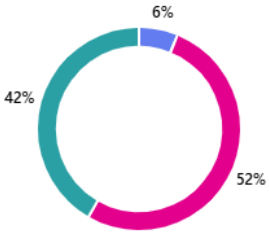
1.75
Average Rating

1 2 3 4 5



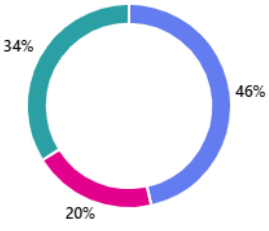
14. Are you employed?

Yes, I have on-campus job(s)	31
Yes, I have off-campus jobs(s)	260
No	208



15. How long do you typically work per week?

0-10 hours	232
10-20 hours	98
20-40 hours	169



23. **Accessibility |** Can you describe any locations on the Ukiah Campus where you (or others with disabilities) have experienced accessibilit y/mobility issues?

188
Responses

Latest Responses
"some auto doors do not work"
• • •

20 respondents (11%) answered None for this question.

24. **Educational Programs |** Are there any educational programs you would like to see added at the Ukiah Campus?

202
Responses

Latest Responses
"dog training"
• • •

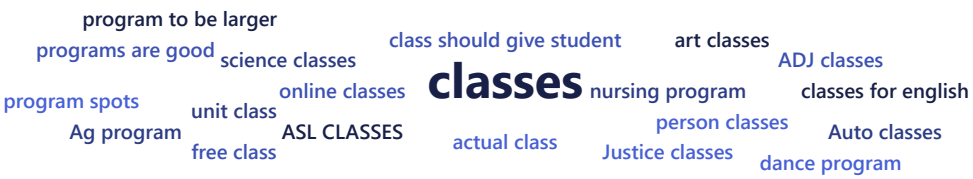
32 respondents (16%) answered program for this question.

25. **Educational Programs |** Are there any existing educational programs that should be modified in any way?

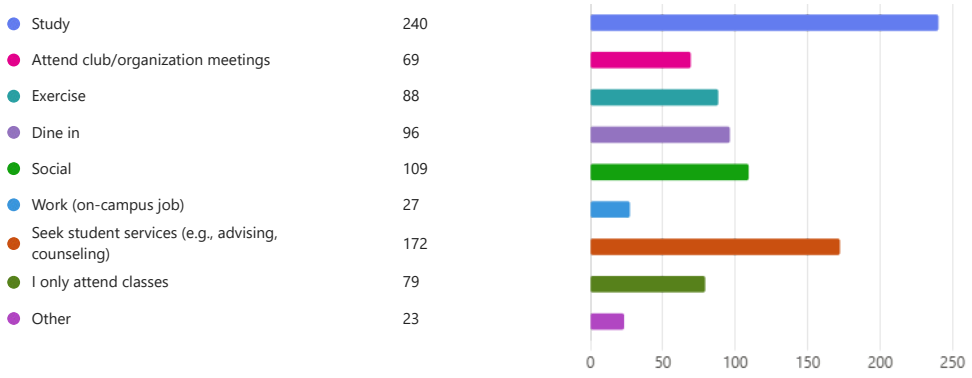
180
Responses

Latest Responses
"my moderate political opinions. much less left pushed."
• • •

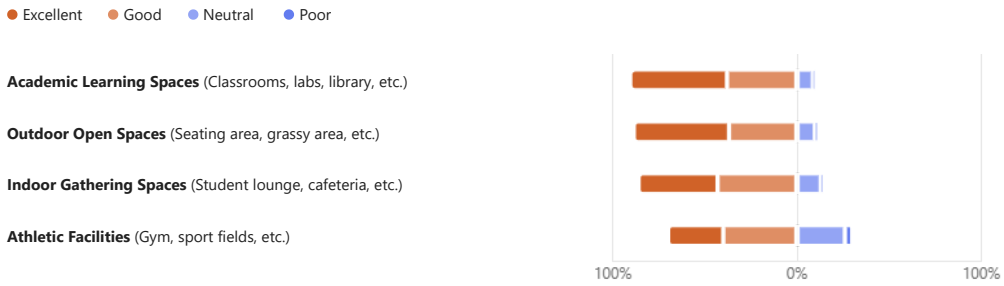
21 respondents (12%) answered classes for this question.



26. **Student Life |** What other activities do you typically participate in besides attending in-person classes at Ukiah Campus?



27. **Student Life |** How would you rate the quality of the following campus facilities at Ukiah Campus?



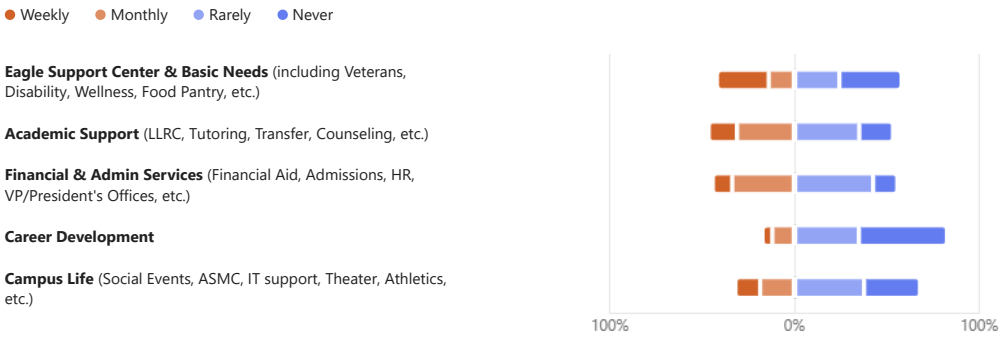
28. **Student Life |** If you rated any of those above as "Poor" quality, please share why?

70
Responses

Latest Responses
...

11 respondents (16%) answered Gym for this question.

29. **Student Services |** How often do you use the following student support services?



30. **Student Services |** Are there any programs, services or activities that you think need more space or to have dedicated space establishe d? Please describe these programs, services or activities, and what space they need. This could be existing programs such as the Eagle S upport Center, or other activities such as laundry, cooking spaces, lockers, etc.

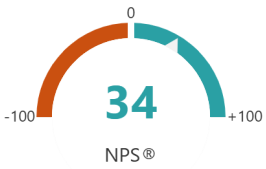
135
Responses

Latest Responses
...

26 respondents (19%) answered students for this question.

31. **Campus Operation |** On a scale of 0 to 10, how satisfied are you with the hours of operation for campus facilities

Promoters	166
Passives	140
Detractors	44



32. **Campus Operation |** If you are dissatisfied with the operating hours of any campus or student service facilities, please specify which facilities or services and explain your concerns.

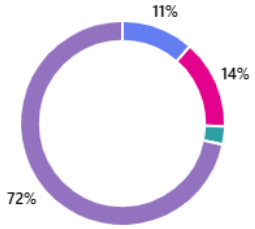
90
Responses

Latest Responses
• • •

15 respondents (17%) answered hours for this question.

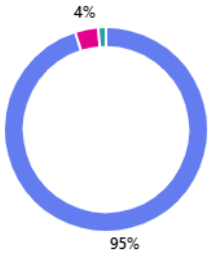
33. Besides the Ukiah Campus, which center do you visit most frequently?

Lake Center	40
North County Center	49
Coast Center	10
I only go to Ukiah Campus (or I have completed the sections of all locations I regularly visit)	251



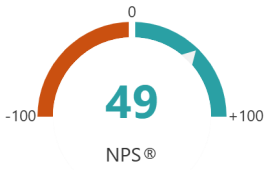
34. **Parking |** When you drive, how hard do you typically find parking on campus?

There are always spots available	78
I occasionally need to wait for spots	3
It is always hard to find spots	1



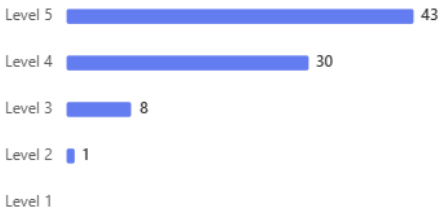
35. **Wayfinding |** On a scale of 1 to 10, how easy is it to understand directions and/or find your final destination when you are on campus?

Promoters	50
Passives	22
Detractors	10



36. **Accessibility |** How would you rate the accessibility design on campus for people who have a disability or need extra assistance to get a round campus?

4.40
Average Rating



37. **Educational Programs |** Are there any educational programs you would like to see added at the Lake Center?

51
Responses

Latest Responses

12 respondents (24%) answered classes for this question.

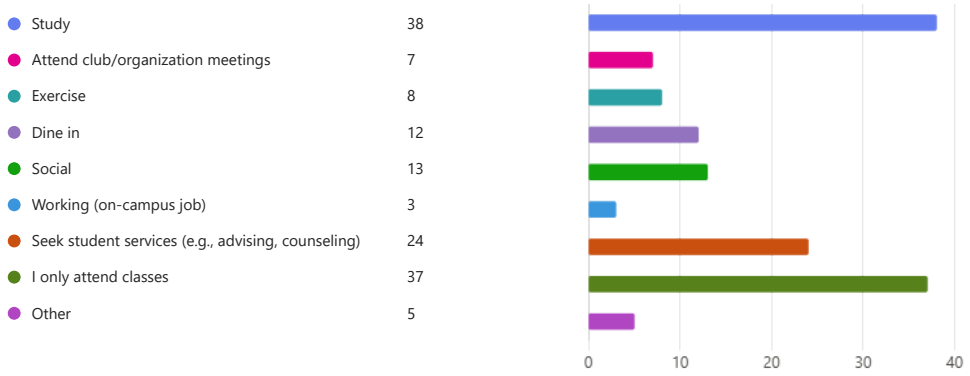
38. **Educational Programs |** Are there any existing educational programs that should be modified in any way?

41
Responses

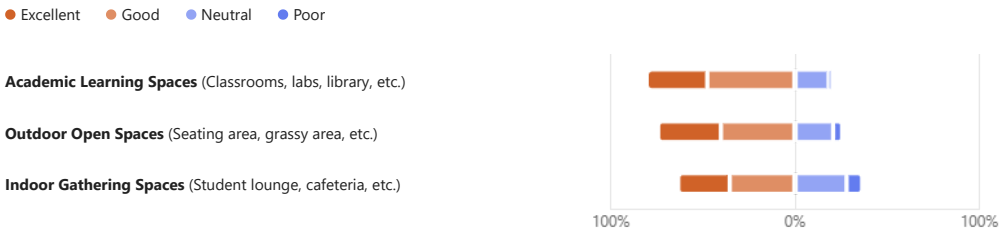
Latest Responses

7 respondents (17%) answered classes for this question.

39. **Student Life |** What other activities do you typically participate in besides attend in-person classes at Lake Center?



40. **Student Life |** How would you rate the quality of the following campus facilities at Lake Center?

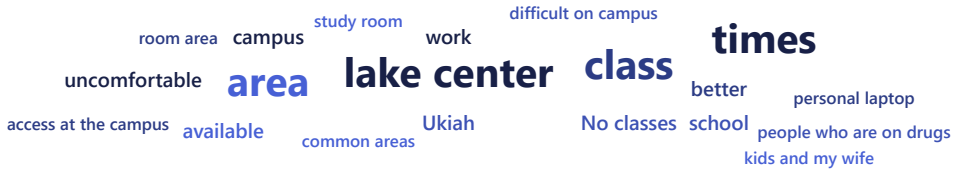


41. **Student Life |** If you rated any of those above as "Poor" quality, please share why

15
Responses

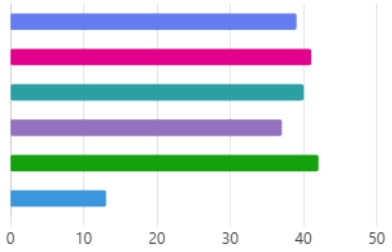
Latest Responses
...

4 respondents (27%) answered lake center for this question.



42. **Student Services |** What student services would you like to see offered or expanded at the Lake Center?

Eagle Support Center & Basic Needs (including Veterans, Disability, Wellness, Food...	39
Academic Support (LLRC, Tutoring, Transfer, Counseling, etc.)	41
Financial-Aid Services	40
Career Development	37
Campus Life (Social Events, ASMC, IT support, Theater, Athletics, etc.)	42
Other	13



43. **Student Services |** Are there any programs, services or activities that you think need more space or to have dedicated space establishe d? Please describe these programs, services or activities, and what space they need. This could be existing programs such as the Eagle S upport Center, or other activities such as laundry, cooking spaces, showers, lockers, etc.

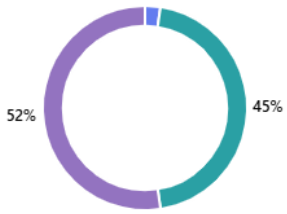
34
Responses

Latest Responses
...

4 respondents (12%) answered Lake Center for this question.

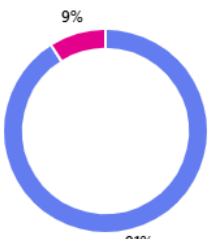
44. Besides the Lake Center, which location do you visit most frequently?

North County Center	2
Coast Center	0
Ukiah Campus	37
I only go to Lake Center (or I have completed the sections of all locations I regularly visit)	43



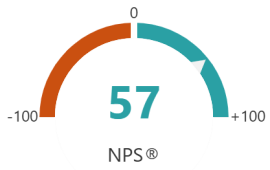
45. **Parking |** When you drive, how hard do you typically find parking on campus?

Always have spots available	61
Occasionally need to wait for spots	6
Always hard to find spots	0



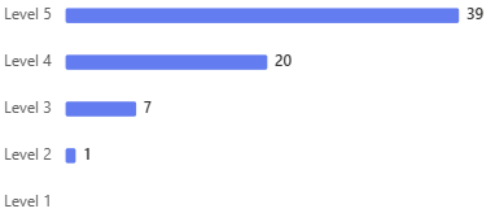
46. **Wayfinding |** On a scale of 1 to 10, how easy is it to understand directions and/or find your final destination when you are on campus?

Promoters	43
Passives	19
Detractors	5



47. **Accessibility |** How would you rate the accessibility design on campus for people who have a disability or need extra assistance to get a round campus?

4.45
Average Rating



48. **Educational Programs |** Are there any educational programs you would like to see added at the North County Center?

25
Responses

Latest Responses
...

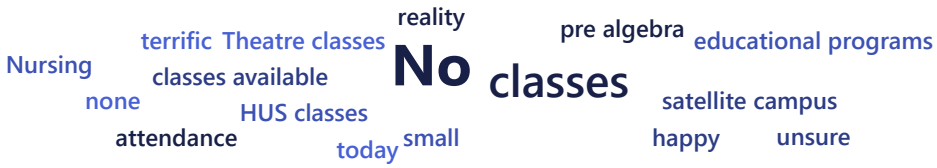
6 respondents (24%) answered classes for this question.

49. **Educational Programs |** Are there any existing educational programs that should be modified in any way?

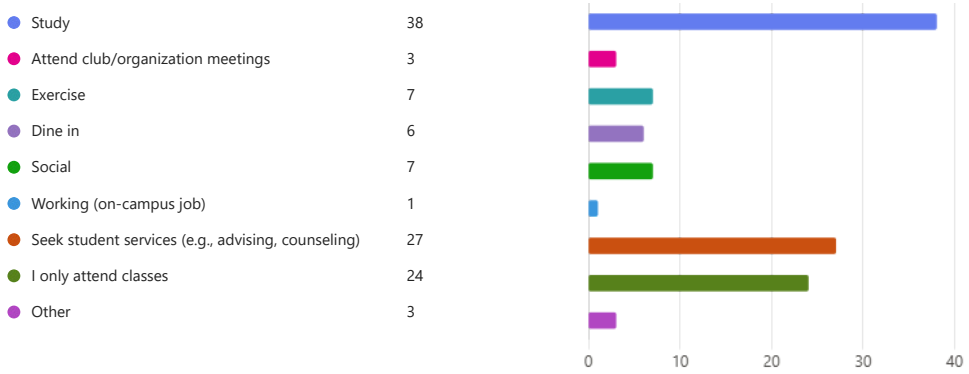
19
Responses

Latest Responses
...

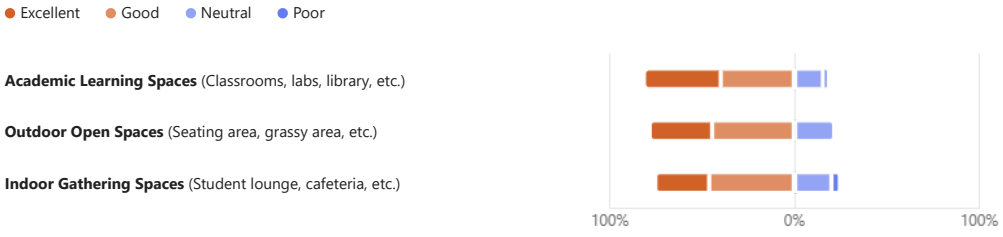
5 respondents (26%) answered No for this question.



50. **Student Life |** What other activities do you typically participate in besides attend in-person classes at North County Center?



51. **Student Life |** How would you rate the quality of the following campus facilities at North County Center?



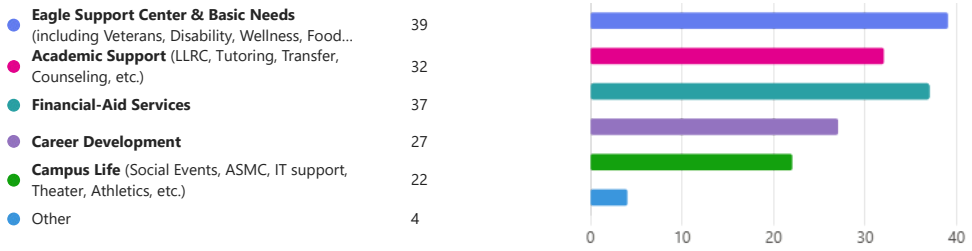
52. **Student Life |** If you rated any of these as "Poor" quality, please share why

11
Responses

Latest Responses
...

3 respondents (27%) answered campus for this question.

53. **Student Services |** What student services would you like to see offered or expanded at the North County Center?



54. **Student Services |** Are there any programs, services or activities that you think need more space or to have dedicated space establishe d? Please describe these programs, services or activities, and what space they need. This could be existing programs such as the Eagle S upport Center, or other activities such as laundry, cooking spaces, showers, lockers, etc.

14
Responses

Latest Responses
...

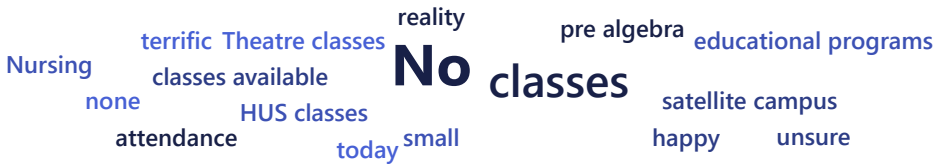
2 respondents (14%) answered lockers for this question.

49. **Educational Programs |** Are there any existing educational programs that should be modified in any way?

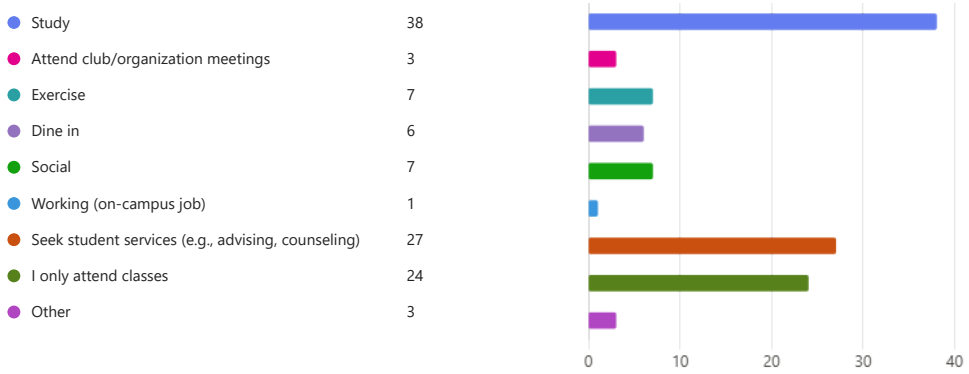
19
Responses

Latest Responses
...

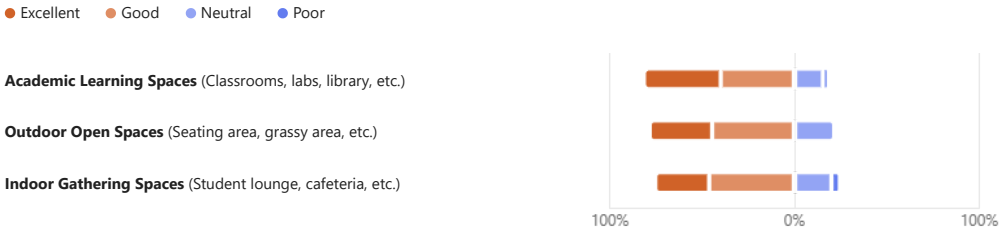
5 respondents (26%) answered No for this question.



50. **Student Life |** What other activities do you typically participate in besides attend in-person classes at North County Center?



51. **Student Life |** How would you rate the quality of the following campus facilities at North County Center?



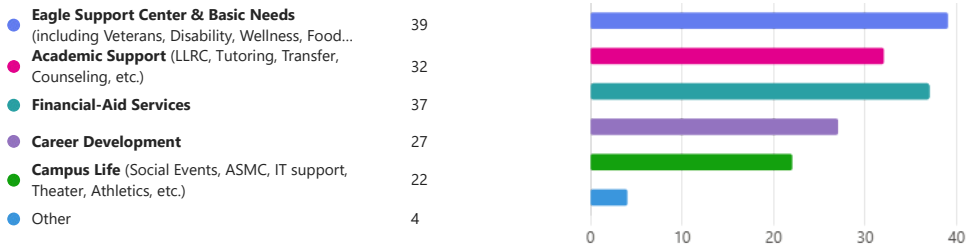
52. **Student Life |** If you rated any of these as "Poor" quality, please share why

11
Responses

Latest Responses
...

3 respondents (27%) answered campus for this question.

53. **Student Services |** What student services would you like to see offered or expanded at the North County Center?



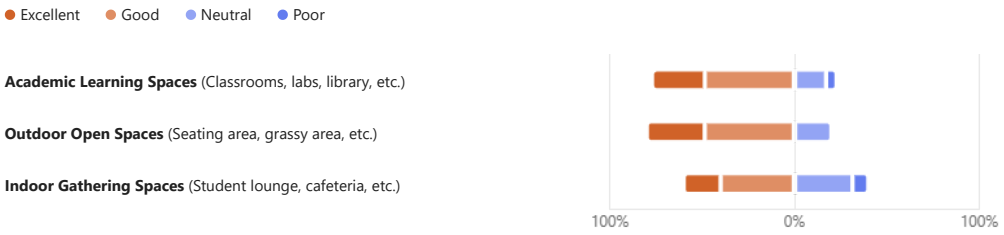
54. **Student Services |** Are there any programs, services or activities that you think need more space or to have dedicated space establishe d? Please describe these programs, services or activities, and what space they need. This could be existing programs such as the Eagle S upport Center, or other activities such as laundry, cooking spaces, showers, lockers, etc.

14
Responses

Latest Responses
...

2 respondents (14%) answered lockers for this question.

62. **Student Life |** How would you rate the quality of the following campus facilities at Coast Center?



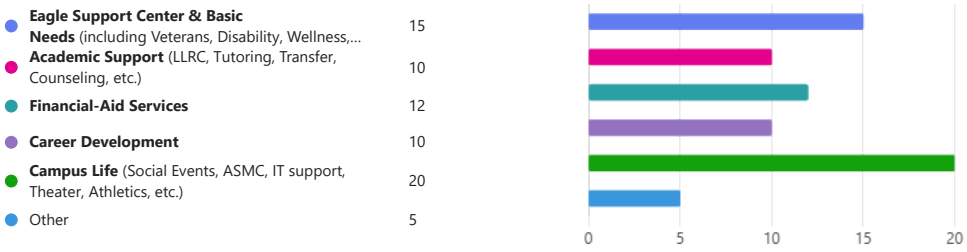
63. **Student Life |** If you rated any of these as "Poor" quality, please share why

7
Responses

Latest Responses
• • •

2 respondents (29%) answered Student for this question.

64. **Student Services |** What student services would you like to see offered or expanded at the Coast Center?

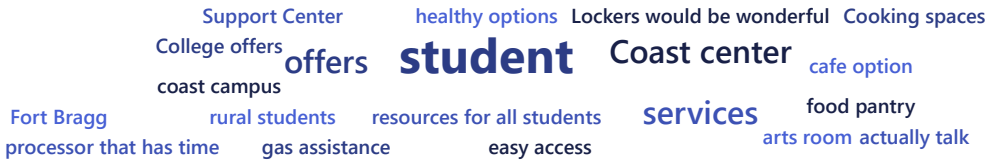


65. **Student Services |** Are there any programs, services or activities that you think need more space or to have dedicated space establishe d? Please describe these programs, services or activities, and what space they need. This could be existing programs such as the Eagle S upport Center, or other activities such as laundry, cooking spaces, showers, lockers, etc.

15
Responses

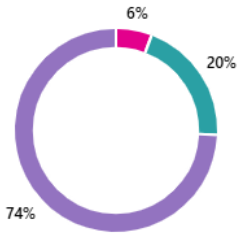
Latest Responses
...

3 respondents (20%) answered student for this question.



66. Besides the Coast Center, which location do you visit most frequently?

Lake Center	0
North Center	2
Ukiah Campus	7
I only go to Coast Center (or I have completed the sections of all locations I regularly visit)	26



FACULTY SURVEY

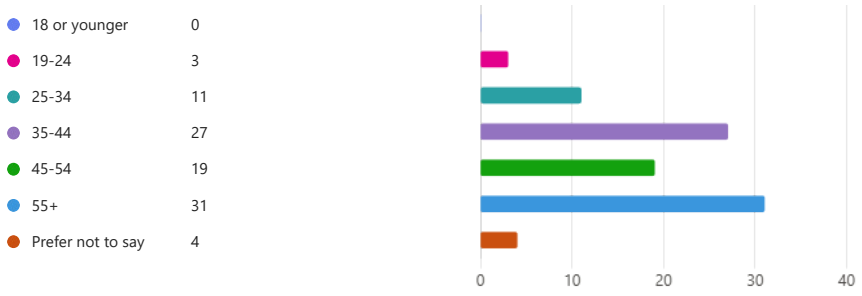
As stated previously, various surveys were given to multiple groups as part of the planning process. These surveys were promoted during in person meetings on campus. But they were sent to users through online measures afterwords. The results of these surveys (listed below) helped shape the framework of the plan.

FACULTY SURVEY

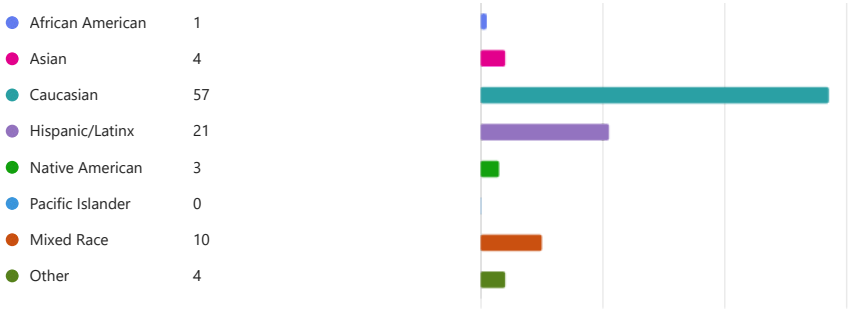
Responses Overview Closed

Responses	Average Time	Duration
95	30:40	20 Days

1. What is your age?

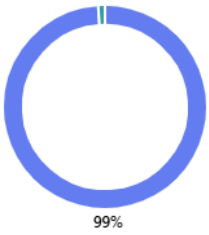


2. You identify your ethnicity as:



4. How do you travel to campus most often?

Car	94
Bike	0
Public transportation	1
Rideshare (Lyft, Uber, carpool, etc.)	0
Other	0



5. How would you rate public transportation overall, considering factors like accessibility, hours of operation, safety, and frequency?

--

Average Rating

Level 5

Level 4

Level 3

Level 2

Level 1

6. Do you have any specific issues or concerns regarding the public transportation service to and from the campus/center you regularly go to?

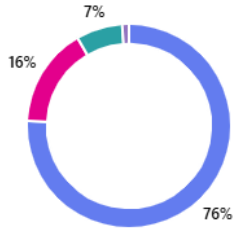
0

Responses

0 responses submitted

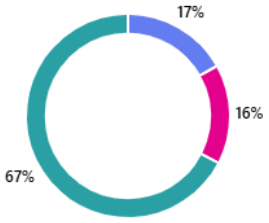
7. How long is your commute to the campus?

within 30 minutes	72
30 minutes to 1 hour	15
1 hour to 2 hours	7
Over 2 hours	1



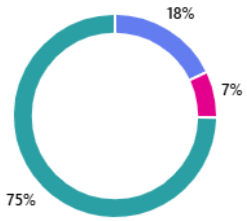
8. How many days do you usually come to the campus a week?

1 or 2 days	16
3 or 4 days	15
5 days or more	64



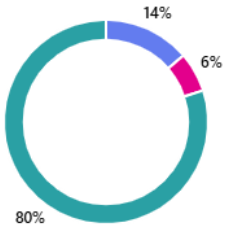
9. How much time do you spend on campus a week?

0-10 hours / week	17
10-20 hours / week	7
Over 20 hours / week	71



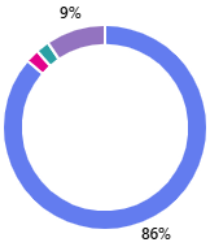
10. How long do you typically work per week?

0-10 hours	13
10-20 hours	6
20-40 hours	76



11. Which campus do you primarily go to?

Ukiah Campus	82
Lake Center	2
North County Center	2
Coast Center	9



12. **Parking |** When you drive, how hard do you typically find parking on campus?

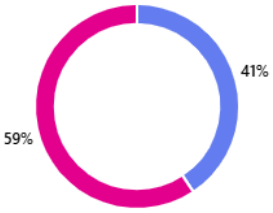
Always have spots available	78
Occasionally need to wait for spots	8
Always hard to find spots	0
I have a reserved spot	0

13. **Wayfinding |** On a scale of 1 to 10, how easy is it to understand directions and/or find your final destination when you are on campus?

Promoters	29
Passives	30
Detractors	27

14. **Wayfinding |** Are there specific places on campus that are hard to find or get to?

Yes	35
No	51



15. **Wayfinding |** Can you describe the location(s) where you've experienced *this* at Ukiah Campus?

35
Responses

Latest Responses

"The classes at the CDV building are not clearly labeled and easy to find. Once in t... "

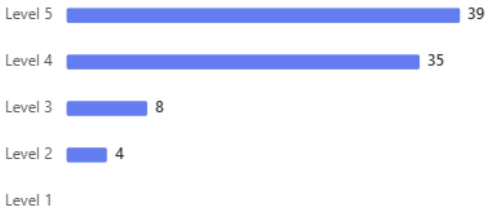
"Offices in MacMillain are hard to find- everything looks the same, not much signa..."

• • •

15 respondents (43%) answered building for this question.

22. **Campus Operation |** How would you rate the current hours of operation for campus facilities

4.27
Average Rating



23. **Campus Operation |** If you are dissatisfied with the operating hours of any campus or student service facilities, please specify which faci lities or services and explain your concerns.

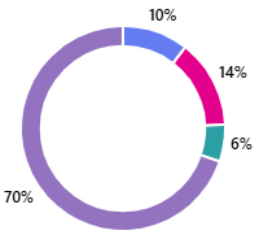
20
Responses

Latest Responses
"Many of our students work, so we are not available to them in the evenings & we... "

5 respondents (25%) answered open for this question.

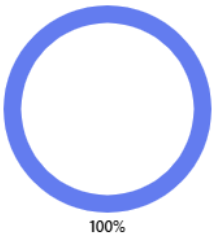
24. Besides the Ukiah Campus, which center do you visit most frequently?

Lake Center	9
North County Center	12
Coast Center	5
I only go to Ukiah Campus (or I have completed the sections of all locations I regularly visit)	60



25. **Parking |** When you drive, how hard do you typically find parking on campus?

Always have spots available	15
Occasionally need to wait for spots	0
Always hard to find spots	0
I have a reserved spot	0

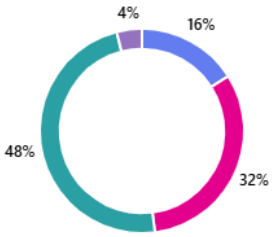


26. **Wayfinding |** On a scale of 1 to 10, how easy is it to understand directions and/or find your final destination when you are on campus?

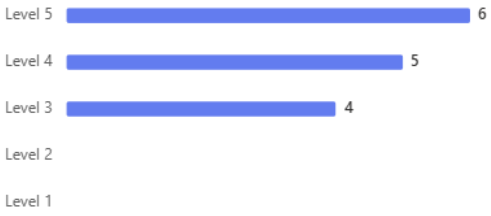
Promoters	6
Passives	5
Detractors	4

27. **Wayfinding |** What types of wayfinding tools you would like to see on the campus?

Digital maps/apps	4
Physical maps/directories	8
Directional signage	12
Other	1

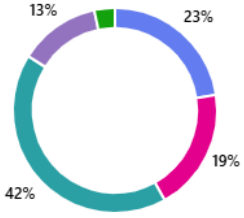


28. **Accessibility |** How would you rate the accessibility design on campus for people who have a disability or need extra assistance to get a round campus?

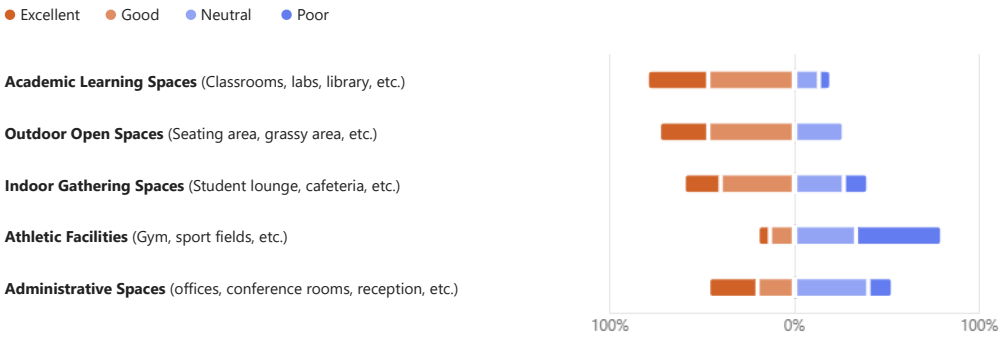


29. **Employee Life |** What other activities do you typically do besides teaching/working at Lake Center?

Professional Development (training, researching, etc.)	7
Social & Networking	6
Participate & Host Events	13
Wellness & Recreation	4
Other	1



30. **Employee Life |** How would you rate the quality of the following campus facilities at Lake Center?



31. **Employee Life |** If you rated any of these as "Poor" quality, please share why

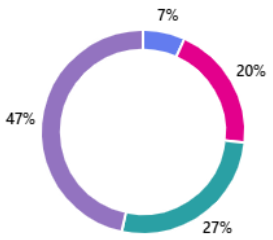
7
Responses

Latest Responses
• • •

4 respondents (57%) answered Lake Center for this question.

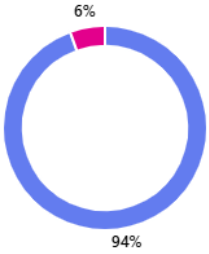
32. Besides the Lake Center, which location do you visit most frequently?

North County Center	1
Coast Center	3
Ukiah Campus	4
I only go to Lake Center (or I have completed the sections of all locations I regularly visit)	7



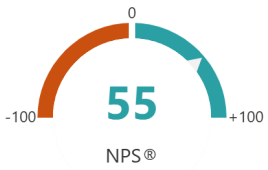
33. **Parking |** When you drive, how hard do you typically find parking on campus?

Always have spots available	17
Occasionally need to wait for spots	1
Always hard to find spots	0
I have a reserved spot	0



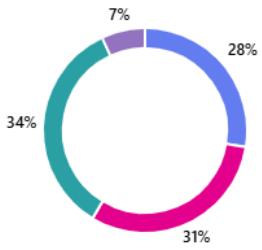
34. **Wayfinding |** On a scale of 1 to 10, how easy is it to understand directions and/or find your final destination when you are on campus?

Promoters	13
Passives	2
Detractors	3

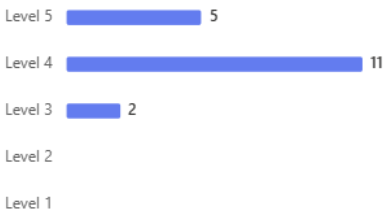


35. **Wayfinding |** What types of wayfinding tools you would like to see on the campus?

Digital maps/apps	8
Physical maps/directories	9
Directional signage	10
Other	2

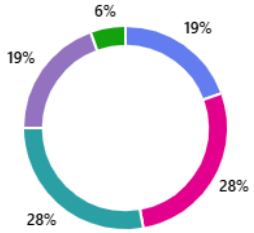


36. **Accessibility |** How would you rate the accessibility design on campus for those who are disabled or temporarily immobile?

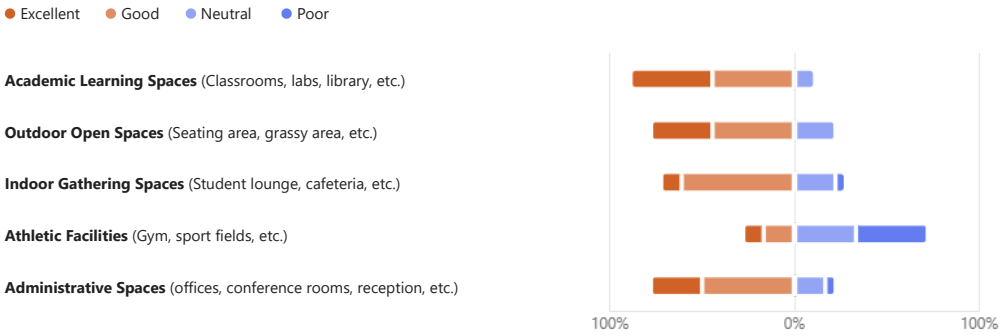


37. **Employee Life |** What other activities do you typically do besides teaching/working at North County Center?

Professional Development (training, researching, etc.)	7
Social & Networking	10
Participate & Host Events	10
Wellness & Recreation	7
Other	2



38. **Employee Life |** How would you rate the quality of the following campus facilities at North County Center?



39. **Employee Life |** If you rated any of these as "Poor" quality, please share why

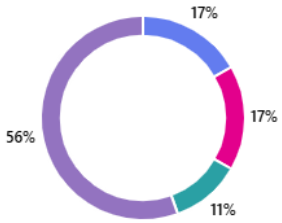
10
Responses

Latest Responses
"There are no athletic facilities at the North County Center."
"Need more offices."
...

3 respondents (30%) answered Center for this question.

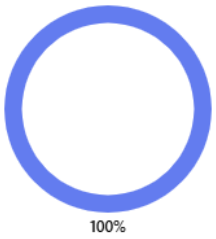
40. Besides the North County Center, which location do you visit most frequently?

Lake Center	3
Coast Center	3
Ukiah Campus	2
I only go to North County Center (or I have completed the sections of all locations I regularly...	10



41. **Parking |** When you drive, how hard do you typically find parking on campus?

Always have spots available	18
Occasionally need to wait for spots	0
Always hard to find spots	0
I have a reserved spot	0

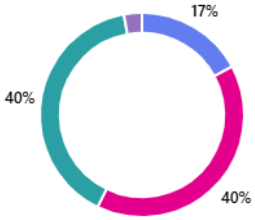


42. **Wayfinding |** On a scale of 1 to 10, how easy is it to understand directions and/or find your final destination when you are on campus?

Promoters	10
Passives	1
Detractors	7

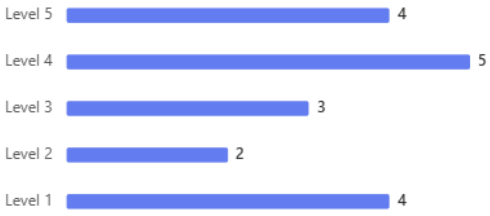
43. **Wayfinding |** What types of wayfinding tools you would like to see on the campus?

Digital maps/apps	6
Physical maps/directories	14
Directional signage	14
Other	1



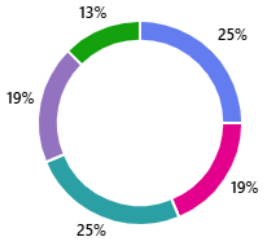
44. **Accessibility |** How would you rate the accessibility design on campus for those who are disabled or temporarily immobile?

3.17
Average Rating

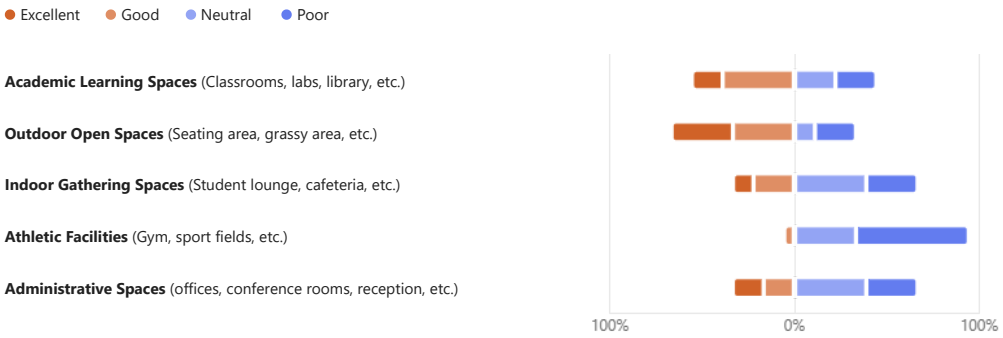


45. **Employee Life |** What other activities do you typically do besides teaching/working at Coast Center?

Professional Development (training, researching, etc.)	8
Social & Networking	6
Participate & Host Events	8
Wellness & Recreation	6
Other	4



46. **Employee Life |** How would you rate the quality of the following campus facilities at Coast Center?



47. **Employee Life |** If you rated any of these as "Poor" quality, please share why

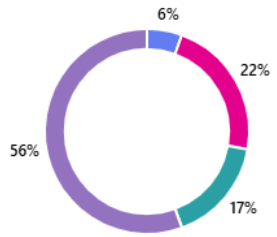
12
Responses

Latest Responses
"The Coast Center was built in the early 1980s and has had minimal updates since ..."
...

5 respondents (42%) answered facilities for this question.

48. Besides the Coast Center, which location do you

Lake Center	1
North County Center	4
Ukiah Campus	3
I only go to Coast Center (or I have completed the sections of all locations I regularly visit)	10



COMMON THEMES

Following a series of surveys and meetings with various stakeholders and focus groups in the planning process, Common Themes began to emerge and had a significant influence on the future campus plan for MLCCD.

Common Themes from Surveys/Workshops

ARRIVAL EXPERIENCE

Establish a well-defined arrival experience to create a welcoming and cohesive first impression for visitors and students.

STUDENT SPACE

Provide spaces, for individual and group collaboration to be used in between classes

CAMPUS CORE

Consolidate the core of the campus to create a more unified, accessible, and engaging central hub

USABLE OUTDOOR SPACE

Provide adequate group study seating with shade and native landscape

Common Themes from School Meetings

SPACE NEEDS AND FACILITIES CONDITIONS

Aligning facilities with expanding program needs

IDENTITY

Create a cohesive identity that reflects the values and vision of the campus, fostering a sense of pride and belonging for all students

SUSTAINABILITY

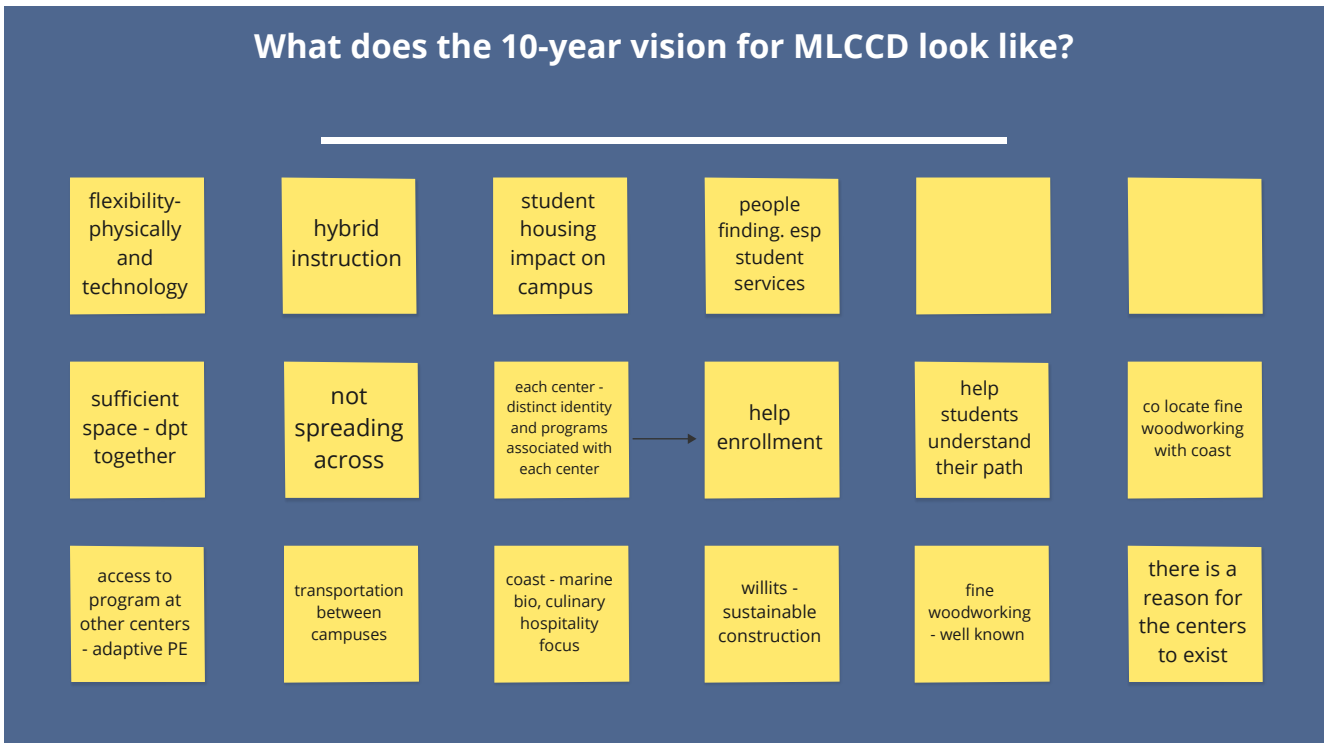
Fostering campus sustainability through native landscaping

VISIBILITY

Enhance visibility and presence to foster stronger connections and support for the community.

MEETING GOALS

The content of these meetings varies greatly and shows an overall summary of the process that occurred of the course of the planning collaboration effort with the college. The meeting notes on the following pages provide insight into the colleges planning discussions



favorite space

- in the sun - under a tree
- seat on the grass
- not enough seating in the green areas
- pomo plaza looks like a place you pass by. not inviting
- ag area
- bring ag vibes to center of campus
- oak grove underutilized
- reestablish cross country course
- incorporate arts on campus
- outdoor spaces not vital at coast

What guiding principles should be established to realize this vision?

- student centered
- innovation
- flexibility
- accessibility - being mindful of our student population
- community minded - know this is a resource
- sense of belonging
- being a resource for the community
- prepare students for their own paths - some stay some leave or work remotely. incldude different pathways
- environmental impact - being mindful of surrounding nature
- integrate fac/education. make sustainability a holistic idea
- cast a wide net, being inclusive
- promote collaboration
- efficient - student experience - whats creating the barriers to connect all resources
- are we grouping together efforts and processes on campus. efficiency in accessing services

IT NETWORK SPECS

The IT services Network Infrastructure specifications document provides baseline standards and requirements for campus network infrastructure, including connectivity, cabling, and IT equipment to support reliable and scalable services.

MENDOCINO COLLEGE

I.T. Services Network Infrastructure Specifications

Requirement Document for Project Managers and Contractors

Title	I.T. Services Network Infrastructure Specifications: Requirement Document for Project Managers and Contractors
Version	V0.101
Date Issued	11th April 2025
Date Expiry	
Owner/Author	
Confidentiality	General Release

1. General requirements

1.1 Diverse connectivity

All buildings shall be provided with two or more separate and dedicated ICT duct routes for resilience. Interconnections between buildings shall be made using OM4 or Better Fiber and OS2. ***See Section 2***.

Interconnections between wiring centers within the same building shall be made using OM4 fiber optic cable supplemented by 24 ga. Augmented Category 6 (hereafter referred to as Category 6A or Cat 6A) copper cables as directed by Mendocino College IT.

Interconnections between wiring centers and buildings shall be designed as schematics by Mendocino College IT.

1.2 Data outlet type and distribution

All building spaces shall be provided with data outlets in quantity and positions in accordance with Section 4. All data outlets shall be fitted in pairs, i.e., as “dual” outlets or “quad”. ***See also Section 1.4.***

Data outlet layouts designed by a project architect or project manager shall be approved by Mendocino College IT before preliminary acceptance. Preliminary and final acceptances are conditional on receipt of documentation described in ***Section 7.***

1.3 Wireless infrastructure

All building spaces shall be provisioned with data outlets for wireless access points (Wi-Fi, wireless APs) in accordance with **Section 4.9**. Owing to the rapidly changing technology, design shall be done only by Mendocino College I.T.

1.4 Cabling etc. requirements

Any work involving installation, re-installation, modification, or movement of data outlets requires that the outlets be re-tested and re-certified ***(see Section 7)***.

All data outlets shall be, at minimum, dual RJ45 outlets to Category 6A standard unless previously agreed with Mendocino College I.T. and chosen from the products listed in ***Section 9***.

All horizontal cabling (i.e., cabling connecting RJ45 data outlets) shall be made with approved products and terminated in data cabinets in accordance with ***Section 5*** and ***Section 9***.

No cable run shall be longer than 90m. Where necessary, a building shall be provided with more than one IDF.

All cabinet layouts shall be designed by Mendocino College I.T. Acceptance of data cabling and associated infrastructure by Mendocino College I.T. is conditional on receipt of documentation as described in ***Section 7***.

1.5 Connection of equipment

All network infrastructure equipment such as switches, routers, wireless APs, etc. shall be supplied, installed and patched only by Mendocino College I.T. or personnel under direct contract to Mendocino College I.T.

No switches, routers, wireless controllers, wireless APs etc. shall be used or installed by contractors for the purpose of connecting to or communicating with other equipment unless under instruction from the Mendocino College I.T.

2. External services

2.1 Duct routes and construction

All buildings other than “satellite” buildings (see below) shall be provided with two or more diverse ICT duct routes, each having a minimum of two 4-inch ducts, for resilience. These shall be in addition to and separate from, ducts required for all other services including electrical supply, dedicated alarm systems and commercial telecommunications providers including AT&T.

Designation of a building or wiring center as “subsidiary” or “satellite” is at the sole discretion of Mendocino College I.T. In general a “satellite” wiring center is one which is sited in a satellite building such as an electrical substation and which services 24 or fewer outlets, with no current or future requirement for onward feeds to other wiring centers.

Where a building has only one wiring center, the duct systems may both terminate in that wiring center. Otherwise, they shall terminate in different wiring centers.

Where diverse duct systems enter a building at the same location, their point of divergence shall be at no greater distance than 16 feet from the point of entry to the building, and there shall be an access chamber at the point of divergence.

External ducts for fiber optic and other connections between buildings shall be twin walled rigid ducts, minimum 4-inch diameter, externally ribbed with a smooth interior.

All ducts shall be provided with polypropylene draw ropes to facilitate pulling additional cables, and when used for this purpose, draw ropes shall be replaced.

2.2 Duct access

Manhole covers over splicing, or access chambers shall be robust and meet any requirements laid down by the Maintenance and Operation Facility Services.

Access chambers for data ducts shall be independent of access chambers for other services, such as power, heating, building management systems, water, control cabling, etc.

2.3 External cabling and micro ducts

Data connections between buildings shall be made using fiber optic cables. Copper cables are not permitted between buildings.

The default standard for fiber optic cables is 48 core single mode to OS2 (9/125) specification or better. Where Mendocino College I.T. specifies multimode fiber optic cable, this shall be to OM4 (50/125) specification or better.

Fiber optic interconnections between wiring centers and buildings shall be designed as schematics by Mendocino College I.T.

Wherever possible, interconnections between buildings shall be made using composite Single mode/Multimode Cables; between buildings the inner ducts shall be installed within the normal ducts.

Where inner duct is not used an armored cable must be used e.g., corrugated steel taped (CST) or steel taped armored (STA).

External fiber optic cables shall be labelled at each end and in each access chamber according to the convention in ***Section 6.1***. Innerducts ducts shall be labelled at each end, in each access chamber and where they are diverted or “teed” from the rest of the bundle, in the same style. The color of micro ducts must not change along their length.

Fiber optic cables for external connections shall be terminated in metal patch panel boxes fitted with duplex LC connectors. The patch panel boxes shall be 1U high and accommodate 24 duplex connectors (48 fiber cores). The rear cable entries shall be slotted to permit removal of the cable without the need to cut and re-terminate it. Single mode and multimode fiber terminations shall not be mixed on the same 1U panel unless clearly labeled and appropriate connector color is applied.

Each pair in a fiber optic installation shall be fitted as a crossover. Because fiber optic connections require overall Tx-to-Rx crossover connections, this is essential in order to preserve an odd number of Tx-to-Rx crossovers when patching.

Fiber optic termination panels shall be labelled in accordance with ***Section 6.3*** and tested in accordance with ***Section 7.2***.

3. Wiring centers

3.1 Connectivity

Wiring centers, other than those explicitly designated by Mendocino College I.T. as “satellite” wiring centers (***see Section 2.1***), shall be provided with no less than two separate fiber optic connections to other wiring centers, for resilience. Note that this requires each building to have a minimum of two duct routes to other buildings.

3.2 Access

The wiring center rooms shall be secure (lockable), with standard plant-room key 702 Primus. Key issues shall be restricted to Mendocino College I.T. and Maintenance and Operations.

Access must be available to authorized Mendocino College I.T. staff, including out-of-hours. Note that this may require consideration of access route, alarms, etc. Wiring centers shall be located so that access is from outdoor or indoor public areas (rather than departmental areas which may be closed off). Access to staff other than Mendocino College I.T. and Maintenance and Operations and their contractors is prohibited.

Access for contractors will be by arrangement with Mendocino College I.T. All keys shall be signed out from Maintenance and Operations, and shall be returned to Maintenance and Operations directly, or out of normal hours to the Security Services. No keys may be retained overnight without prior Authorization.

3.3 General design and layout

Wiring centers shall consist of a dedicated room provisioned with appropriate services (***see Section 3.4***). The room shall not be used for storage, or any other purpose not directly related to the delivery of Mendocino College I.T. Wiring centers shall not be used to site power distribution equipment other than that dedicated to the operation of the wiring center.

Certain other building services shall be excluded from wiring centers. These include but are not limited to water supplies, drains (including drainpipes), and heating pipes. There must be no water or liquid pathway, sources or outlets in the ceiling above the cabinet(s). This includes wastewater pipes, chilled water pipes, hot water pipes, sewer pipes, and rainwater downpipes. New wiring centers shall be capable of accommodating an appropriate number of data cabinets to meet total outlet count based on a typical maximum of 384 outlets per cabinet with allowance for 20% future growth. For example, wiring centers serving more than 1200 data outlets will require four cabinets. Each cabinet must be 32 inches wide by 40 inches deep and minimum 42U high. Clearance is required to provide access space of a minimum of 42 inches to front and rear, and 42 inches to at least one side.

Where such equipment is required one data cabinet will be reserved for Facilities Management in each major wiring center (see Section 5.2).

Wiring centers shall be fitted out with an appropriate floor covering, such as antistatic vinyl or tiles, or in certain cases by prior agreement with Mendocino College I.T., painted concrete. The carpet and carpet tiles are not acceptable.

After construction and decoration, and before any active equipment can be fitted, the wiring center shall be thoroughly cleaned to eliminate all dust and debris, including the interiors and tops of data cabinets.

3.4 Power and environment

Adequate ventilation and/or cooling shall be provided to maintain the room temperature below 78°F based on a nominal thermal load of 1kW per data cabinet and data cabinet location.

Each wiring center shall be provided with a means of fire detection, connected to the College fire alarm system and optionally to any relevant building management system. Each data cabinet shall be provided with a minimum of one duplex NEMA 5-20R and one L5-30R outlet fed from dedicated mains supply. These circuits should feed the data cabinet in such a manner as to prevent trip hazards from trailing cables and shall be provided with a method of isolation within easy reach and outside of the cabinet e.g., a rotary isolator in the circuit located on a wall adjacent to the cabinet between 42inches to 65 inches from finished floor level. Where multiple data cabinets are installed power cables shall not pass through one data cabinet to reach another.

Each wiring center requires a minimum of one 20A Circuit for general small power.

Lighting within the wiring center should take into account the number and location of data cabinets with levels meeting the minimum requirements set by TIA-942-A. Where possible power and data should be delivered to cabinets at high level on suitable basketwork or cable trays.

3.5 Signage

The door to each wiring center shall be labelled with the Mendocino College space code in accordance with the requirements of the Mendocino College Maintenance and Operations, and shall in addition have a small sign stating

“Restricted Access. I.T. only.”

Within each wiring center, all data cabinets shall have a sign affixed to the front door stating

“This wiring center is managed by I.T. Services. No additions or alterations to equipment or cabling may be made except by I.T.”

4. Data outlet distribution

4.1 Design and planning

Data outlet quantities and locations shall be designed by or in consultation with Mendocino College I.T. Network staff before construction. Subject to the foregoing and the rest of this section, the data outlet layout may be designed by a project architect or project manager but shall be approved by Mendocino College I.T. before preliminary acceptance. Such approval shall be conditional on receiving lists of quantities and drawings indicating proposed layout.

High-level data outlet quantities and locations for wireless AP's shall be designed by Mendocino College I.T. (***see Section 4.9***).

Designs shall be produced in accordance with or to exceed the minimum data outlet requirements detailed in ***Sections 4.3*** to ***4.9*** and in accordance with any additional requirements of the College Department which will occupy or be responsible for the space.

All data outlets shall be fitted in pairs, as "quad" or "dual data" RJ45 outlets. All components of the installation shall be to Category 6A standard unless previously agreed with I.T. Services, shall be chosen from a single range of the products listed in ***Section 9***, and shall only be installed by an installer approved by the manufacturer for that product range (see ***Section 10***).

No data cable run shall be longer than 90m. Where necessary to comply with this requirement, a building shall be provided with more than one wiring center, suitably located, and connected by fiber optic cable to two other wiring centers. Any cable run exceeding 90m in length will fail the standards tests and will not be accepted.

Wiring runs shall be in wire trays within equipment rooms, risers, ceiling voids, and loft spaces. In under-floor spaces, where outlets are to be in floor boxes, galvanized sheet trays may be used instead of wire trays to facilitate fitting flexible conduit. Where wiring runs are not in such spaces, they shall be enclosed in plastic raceway on the surface of a wall. In some locations, raceways may require painting to be discreet and/or to avoid reflections. In ceiling voids, the use of J-hooks or conduit shall be used, where devices are to be mounted the use of T-bar box hangers or clips are required.

Designers should note that Category 6A cable is significantly thicker than older types and should use one of the readily available cable containment calculators to ensure adequate containment provision.

Dado trunking/Raceway, back boxes, floor boxes and containment must be specified to have sufficient depth to accommodate the bending radius of Category 6A cable from any of the approved cabling systems listed in Section 9.

Where floor boxes and containment are set permanently into the floor an allowance for at least 100% expansion should be made.

4.2 Installation

All data outlets shall be labelled in accordance with the Mendocino College I.T. scheme detailed in ***Section 6.4***.

All horizontal cabling (i.e., cabling connecting RJ45 data outlets) shall be made with approved products, terminated in data cabinets in accordance with ***Section 5*** and certified to comply with the relevant standards.

Cable bundles shall be secured with Velcro cable ties, or an equivalent cable tie designed to prevent any possibility of crushing or deforming of the cable. However the use of Zip-Ties shall not be allowed.

When installing cable in new containment or conduit the contractor shall allow for 50% future expansion. However, this requirement may be relaxed in the case of flexible conduit attached to individual floor boxes, if by prior agreement with Mendocino College I.T.

All data cabling must be one continuous unjointed length from patch panel to outlet and shall not have splices or in-line connectors other than those integral to the patch panel and the room outlet. No "consolidation points" shall be used.

For reasons of warranty, cables shall not be installed by one contractor and terminated/tested by another unless by prior approval from Mendocino College I.T.

Final acceptance of an installation is conditional on receipt of documentation by Mendocino College I.T. as described in ***Section 7***.

Mendocino College I.T. staff will not patch or "make live" any outlet until it has been finally accepted as above.

4.3 Office areas

Each workstation location in office space shall have at least Qty: 2 RJ45 dual data outlets (i.e., four outlets). Compliance with IEC 11801 requires that a minimum of Qty: 2 data outlets be provided at each work area. In multiple-occupancy offices, compliance will require an allowance for alternative workstation positions, for example by fitting sockets on opposite walls, not just along one wall. Note that no patch cable is permitted to be longer than 16ft, nor to be routed where it could constitute an obstruction, a trip hazard or other health and safety hazard.

4.4 Classroom, Meeting and Conference rooms

Each room shall be provisioned with sufficient dual data outlets to service a flexible classroom space for future changes in room orientation and technology requirements. Data outlets shall be positioned not more than 20 feet apart providing a maximum distance of a 16 foot patch cable to connect any equipment. The Mendocino College I.T. must also be consulted for specific audiovisual equipment and accompanying network requirements. This is likely to include a lectern requiring a minimum of three dual data outlets to support, for example, a managed PC, a laptop connection, a controller connection, and a telephone. Additional network requirements may include a Smart board and/or a ceiling-mounted data projector. Where applicable floor boxes shall be provided to maximize classroom flex space and allow for future changes in technology requirements. ***(see Section 4.5).***

4.5 Open and communal areas

Open areas shall have a minimum of one RJ45 dual data outlet per 100 square feet of floor space, to allow for printers, copiers, and telephony equipment, with a minimum of two dual RJ45 outlets in each area. These shall be distributed evenly around the area.

Open areas shall be provided with at least one dual data outlet to support a digital signage system, at one or more locations and at heights to be agreed with Mendocino College I.T. and Audio\Visual Department.

Open areas shall be provided with adequate high-level dual data outlets for wireless access points as designed by Mendocino College I.T. ***(see Section 4.9).***

Specialized areas such as kitchens in Child Development shall each be provided with at least one dual data outlet to support a telephone, one high-level dual data outlet to support a wireless access point, and one further dual data outlet to support IPTV or other digital media, all appropriately located.

4.6 Study areas and Corridors

Study rooms shall have a minimum of one RJ45 dual data outlet per occupant. These data outlets shall be presented at a sufficiently high level to avoid damage from furniture being pushed against them. They shall be positioned close to the main power sockets likely to be used for I.T. equipment and in such a way as to reduce the possibility of long patch leads trailing across the room.

Tutor rooms, accessible rooms, and any room larger than 100 Ft^2 shall be provided with at least two sets of RJ45 dual data outlets, on opposing walls.

Corridors in shall be provided with adequate high-level dual data outlets for wireless access points as designed by Mendocino College I.T. ***(See Section 4.9).***

4.7 Plant and storerooms

Plant rooms require at least one data outlet for each piece of networked equipment, plus at least one spare and always fitted in pairs. BMS equipment shall not be connected via local Ethernet switches. Plant rooms in buildings which are not otherwise provided with network connectivity shall in addition require fiber-optic feed from a nearby wiring center, and a suitable mounting for a network switch.

Storage rooms larger than 40ft^2 require one dual data outlet to support a phone

4.8 Outdoor spaces

As the requirements for outdoor spaces can vary significantly, the network infrastructure will be designed by Mendocino College I.T. on a case-by-case basis but will typically include:

- A duct to a nearby building hosting a network or routing center
- A fiber connection
- Somewhere to host network switch(es) e.g., a 19” vertical frame or 19” data cab
- Minimum duplex 20A supplying the network equipment
- Cat 6A cabling internal to the structure to service AV, Wi-Fi and CCTV units
- Somewhere to mount Wi-Fi units Network Infrastructure Specification V0.1 Page 13

AV and other service providers such as the Mendocino College Security Team should also be consulted as they will have further power and data requirements.

4.9 Wireless

The requirement for design and layout by Mendocino College I.T. for data outlets supporting wireless access points shall be included in any Employer's Requirements for new or refurbished building work.

Inclusion of dual data outlets for wireless access points shall be included in designs for corridors, open spaces, office space, communal areas, kitchens, study rooms and other areas that may be advised by Mendocino College I.T.

Prior to commencement of cabling work, DWG files shall be provided to Mendocino College I.T. so that modelling software can be used to determine precise quantities and locations of dual data outlets for wireless access points.

Wireless access points shall be provisioned and installed with due regard to wireless and client density, interference, propagation differences at different wavelengths including 2.4GHz and 5GHz and using different modulation techniques including but not limited to 802.11a/b/g/n/ac, interaction with neighbor wireless access points, and any building features or construction which may impede the signals. Note that modern wireless systems use increasingly higher cell densities and smaller cells and therefore require increasingly closely and regularly spaced data outlets.

Mendocino College I.T. are responsible for all radio operations in the 2.4GHz and 5GHz bands on the College campus and no equipment other than that provided by Mendocino College I.T. or operating under their written permission shall be installed or operated in or adjacent to Mendocino College premises.

Dual data outlets for wireless access points shall be either wall-mounted at high level, or such as to allow for ceiling-mounted access points, to be decided by Mendocino College I.T. according to the type and model of wireless access point planned.

High-level outlets and mounting bracket positions for wall-mounted access points shall be fitted at a height of approximately 8 ft. from the floor, but in all situations shall be fitted with a clearance of at least 10 inches between the ceiling and the centerlines of both the data outlet and the mounting bracket.

Data outlets intended to serve horizontal ceiling-mounted access points shall be located in such a position as to be readily accessible to authorized Mendocino College I.T. staff without the use of specialist tools or equipment for the purpose of patching to the access point when fitted or serviced.

Where external Wireless Access Points are required weather proofed infrastructure shall be used. Additional earth bonding shall be installed under guidance from the Mendocino College I.T.

The contractor shall install brackets and wireless access points supplied by Mendocino College I.T. (internal and external) as required and under guidance from the Mendocino College I.T.

5. Data cabinets

5.1 Preferred type

The preferred cabinet type for wiring centers is the Data racks Tripp-lite SR42UBWD. Alternative products shall only be installed with the prior agreement of Mendocino College I.T.

Cabinets shall be standard 19" type, minimum 42U high (where ceiling height allows), 30in wide x 42in deep.

Wall-mounted data cabinets shall not be used, unless agreed in advance by Mendocino College I.T., as this precludes the installation of the routers/network switches required to feed Wireless Access Points, IP telephony, CCTV and certain other equipment.

Each cabinet shall be fitted with standard locks (preferably key no. CH751 is acceptable), and mesh (ventilated) doors.

Each cabinet shall be floor-standing and fitted with a plinth at the base. In exceptional cases, cabinets may be fitted with suitably rated levelling feet (but not casters) by prior agreement with Mendocino College I.T.

Each cabinet shall be internally fitted with two cable trays running vertically, and positioned on each side, slightly to the rear of the center line. The front rails must be mounted back 4in from the door to allow clearance for patch cables.

5.2 Layout

Cabinet layouts shall be designed by Mendocino College I.T. Contractors shall not install patch panels until they are in receipt of Mendocino College I.T. cabinet layouts.

Layout within general purpose cabinets shall be arranged to accommodate eight groups of patch panels and switches, each group being 4U high. These shall be spaced to allow for the addition of one additional 1U (44mm) Ethernet switch in each group, allowing for a maximum of sixteen 24-way patch panels and a maximum of 384 RJ45 positions.

There shall be no more than sixteen patch panels and/or 384 RJ45 connections in any cabinet, unless by prior agreement with Mendocino College I.T.

Major wiring centers may require one cabinet laid out in suitable form to accommodate one or more chassis switches for network routing, as illustrated below.

Major wiring centers may require one cabinet reserved for Facilities Management equipment including but not limited to AV equipment, CCTV equipment, Access control equipment, etc. Allowance will be made for third-party equipment such as CCTV equipment and cabinet space will be allocated by Mendocino College I.T. following receipt of space requirements from third parties.

Fiber panels shall be installed starting at the top of cabinets, leaving 2U at the top of the cabinet for cable management.

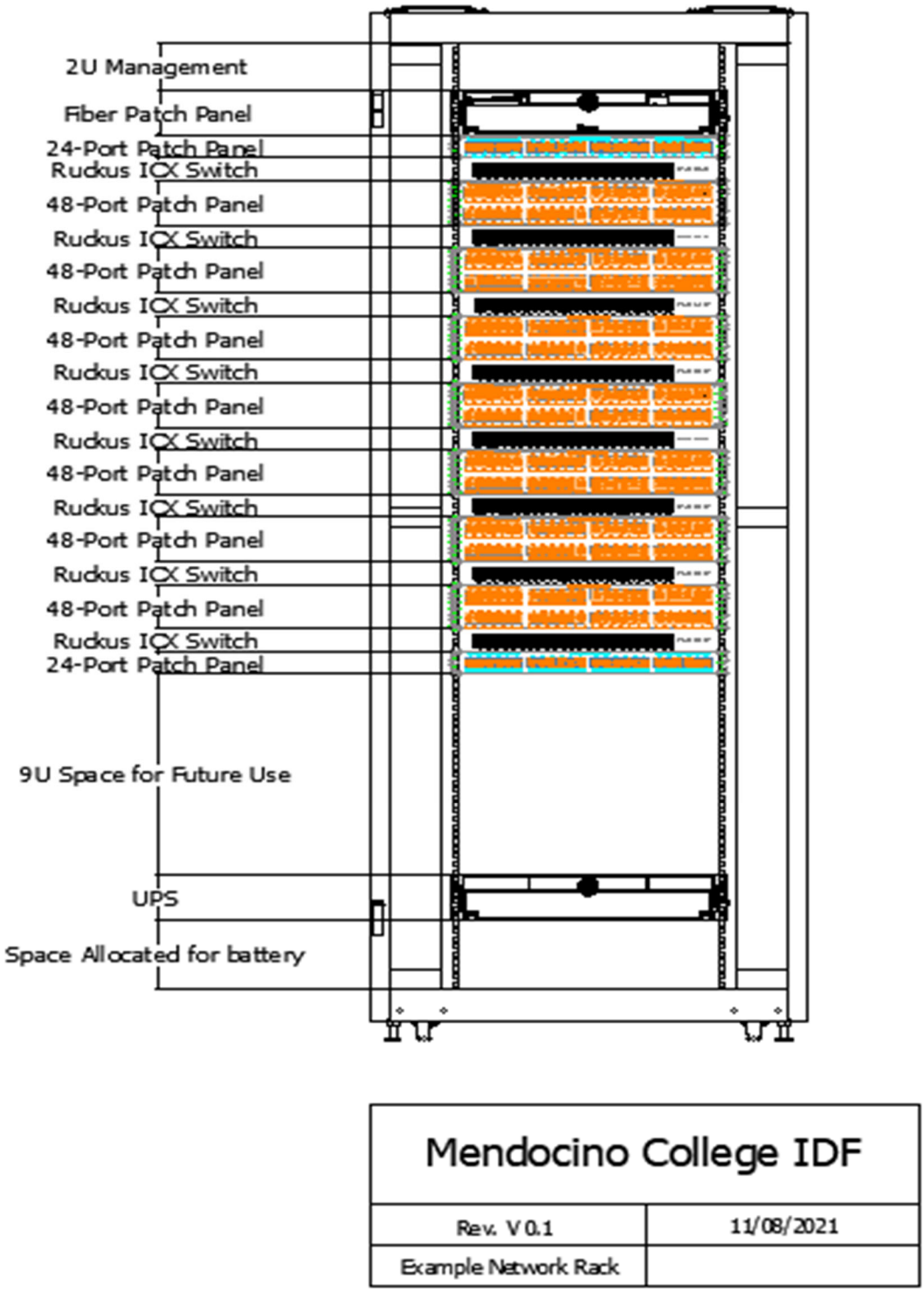
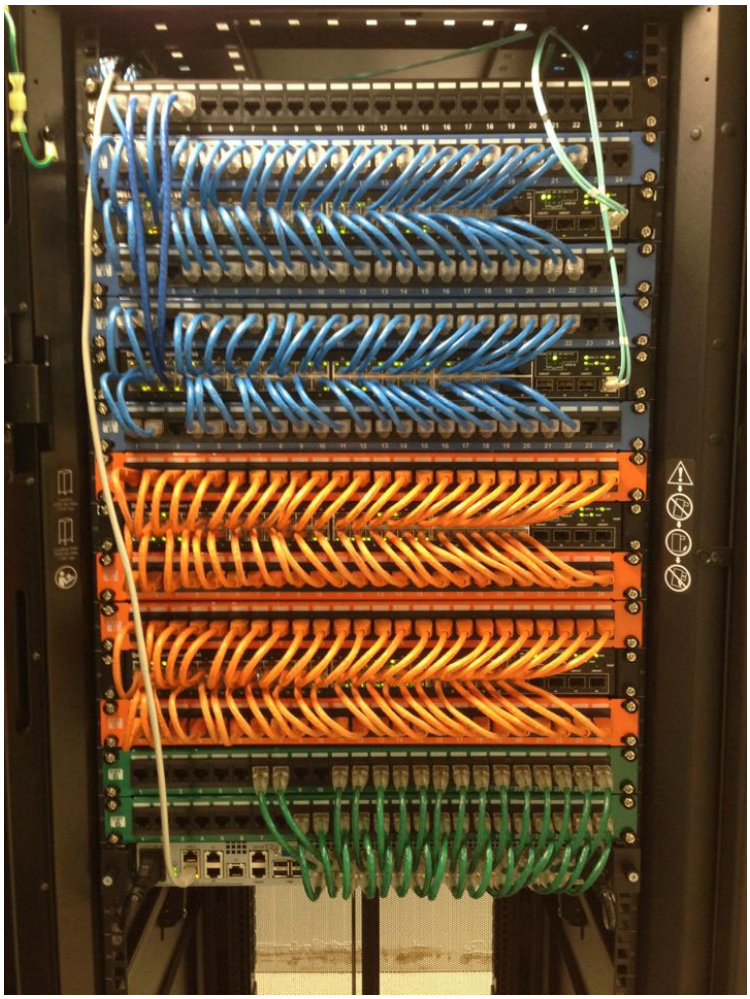


Figure 1. Example of standard cabinet layout diagram, accommodating 9 patch panels and up to 384 data outlets; space has been left for more sets.

5.3 Installation

Wiring centers, including the exterior and interior of data cabinets, shall be cleaned and free of dust and debris before installation of any active equipment.



Patch panels and other equipment shall be fitted using M6 pan-head Posidrive screws only, secured to M6 cage nuts.

All equipment shall be aligned vertically on 1U boundaries.

By prior agreement with Mendocino College I.T. only, equipment which is not inherently rack-mounting may be installed on a fixed shelf which shall be aligned on a 1U boundary.

Within cabinets, cable bundles shall be enclosed in cable socks up to the point at which the bundles are split out into individual cables and shall be affixed to cable trays with Velcro or equivalent non-crushing cable ties. However the use of Zip-Ties shall not be allowed.

Sufficient slack shall be left in cable bundles to allow minor repositioning of panels, to at least 1U up or down.

Cables in cabinets shall be suitably dressed such that there is clear space for unimpeded installation of active equipment to the full depth of the cabinet between any two adjacent patch panels.

In multi-story buildings, outlet terminations for each floor or equivalent aggregated area shall be made on its own group or groups of panels, and wherever practical in its own data cabinet.

When additional outlets are installed from any wiring center, unused sections of patch panels shall be utilized before adding additional patch panels.

Data patch panels shall be Keystone Type and high-density i.e., 24 sockets per 1U height.

Figure 4. Cabinet layout after patching with 1 ft. patch leads, showing groups of two 1U 24-port Cat.6A keystone type patch panels, located above and below a 48 port PoE switch. Note the dressing of the infrastructure cables to facilitate the switch installation.

Each patch panel must be earth grounded to the manufacturer's specifications.

Data outlets, RJ45 patch panels and fiber optic patch panels shall be labelled in accordance with ***Section 6.***

Each cabinet must be fitted with a power distribution unit with the following features:

- Zero U
- 20A single phase input from a NEMA rated outlet as detailed in ***Section 3.4***
- Minimum 10-standard NEMA 5-20R sockets
- Bottom fed with a cord length of approx. 6Ft.

The PDU should be mounted at the rear of each data cab in a location which doesn't impede installation of the active equipment. Where a UPS is present in the wiring center, an additional un-switched PDU with NEMA 5-20R socket connectors must be fitted to each cabinet.

Each cabinet must be provided with earth bonding, which must be installed to comply with the requirements of any shielded cable which may be installed, and of IET Wiring Regulations, including bonds to the doors and side panels.

Where more than one cabinet is present, they must be bolted together ("bayed").

6. Labeling

6.1 External fiber optic cabling

External fiber optic cables shall be labelled at each end and in each access, chamber using a suitably durable marker e.g., Critchley, Traffolyte or laser-etched Perspex.

Cable markers should use the following convention:

- Building Code (Shorthand 3 or 4 Letter or Building Number) E.G. MCM or 1000
- Space character,
- Fiber core count and type,
- Space character,
- Start point consisting of Panel Code and port position,
- Space character,
- The word 'to',
- Space character,
- End point consisting of Panel code and port position,

Example 1: The 6c SM IT Services cables running between Lowery 702 Fiber Patch panel 1 position 1-6 and Macmillan 1040 Fiber patch panel1 position 1-6 will be labelled:

702 6C SM OS2 FP1 1-6 to 1040 FP1 1-6

Example 2: A single 18c MM IT Services cable, running between Lowery 702 Fiber Patch 2 position 7-24 and PE FP1 position 1-18:

LWRY 18C MM OM3 FP2 7-24 to PE FP1 1-18

Inner ducts shall be labelled at each end, in each access chamber and where they are diverted or "teed" from the rest of the bundle, in the same style as fiber optic cables.

6.2 Internal fiber optic cabling

Internal fiber optic cables shall be labelled in every inspection location e.g., electrical risers and to the same standard as that detailed for external fiber optic cables (see Section 6.1).

6.3 Fiber optic patch panels

Fiber optic panels shall be labelled with the number of cores, the type of cable (single mode or multimode), the source and destination locations and the sequence number.

For example:

6C SM 1-6 702 FP1 to MCM 1040 FP1 1-6

18C MM 7-24 702 FP1 to MCM 1040 FP1 7-24

6.4 Data outlets

Rooms and other spaces must be allocated their final space codes before labelling data outlets or patch panels. Outlets and patch panels shall not be labelled with interim numbers which may be indicated on, for example, architect's plans prior to completion of building works.

By convention the Mendocino College number rooms with three or four digits. All building codes and space codes will be supplied by the College.

Room outlets shall be labelled according to the following convention, with the elements separated by slashes '/'

- Wiring Closet (IDF)
- Patch Panel Letter
- Port number on the Panel

For example, the first two sockets (i.e., the first dual data outlet) in room 1004; that is room 1010 in Macmillan Hall connected to the MDF:

10/A/1 20/B/11

Room outlets shall be clearly labelled with black lettering in a plain typeface on a white background, and the lettering shall be no less than 3mm high (e.g., 12-point Helvetica).

Self-adhesive labels are preferred.

6.5 Patch panels

Individual terminations on patch panels shall be labelled with room number. For example, a connection to ports in room 123 (in any building) would be labelled merely:

123

Patch panel ports shall be clearly labelled with black lettering in a plain typeface on a white background, and the lettering shall be no less than 3mm high (e.g., 12-point Helvetica). Port numbers shall remain visible at all times

Self-adhesive labels are preferred.

6.6 Copper Junction Boxes

Where multiple cables enter a box and carry on to another drop location, they shall be labeled with the following elements separated by slashes '/' and using a dash or comma denoting which outlet within the room are labeled.

- Quantity of cables
    - E.G., 4 cables shall be '4C'
- IDF where the cables are routing from
- Room of previous if multiple junctions are required
- The word 'to'
- Next hop or Termination Room

For Example, 4 cables come from IDF 1 and continue through a junction box to Room 1005

4C/1/1005 1-4

In locations where a second junction is necessary the label shall have 'J' in front of the room number of the location of the junction box with the words 'to' denoting the next hop or junction in the chain. For Example:

4C/1/J1000 to J1005

Conduit ends shall also have labels denoting the termination or junction box.

If the junction box is also a termination point both the junction label and data outlet label are required **(see Section 6.4)**

6.7 Above Ceiling Wire Tray

All above ceiling wire tray or 'J-hooks' shall have labels denoting the IDF that the tray terminates in.

Labels shall be not more than 10 feet apart.

7. Acceptance testing and documentation

7.1 Structured cabling

Mendocino College I.T. will not patch or “make live” data outlets until they are in receipt of the necessary documentation described here.

All data cable related work, including cable installation, re-installation, rework, modification, or movement of data outlets, trunking or containment replacement, and any other work that involves adding, repairing or moving outlets or their cabling shall be tested and (re)certified according to the approved regiment and standards.

Acceptance of data cabling and associated infrastructure by Mendocino College I.T. is conditional on receipt of as-fitted drawings showing positions of the dual data outlets with correct outlet labelling, schedules of panel connections, and valid test results.

All wiring installations shall be tested to ensure conformity with Category 6A, TIA Standards, or better. Note that standards are revised from time to time and adoption of the latest standards will normally be expected.

Test results shall be delivered in electronic form PDF showing the complete test results to Cat.6A standards as appropriate, for each outlet.

As-fitted drawings shall be delivered in electronic format as PDF and DWG documents and shall be of sufficient resolution to read data outlet designations when printed at A3 size. They shall consist of one or more A3 pages per floor, if necessary, with floors split over multiple pages with an overlap to allow for recombination.

All wiring installations must be supported by a manufacturer’s Performance Warranty or equivalent, valid for a minimum of 20 years. Documentary evidence in the form of the manufacturer’s certificate for the specific installation must be provided in support of this.

7.2 Fiber optic installations

Fiber optics shall be terminated in pairs on LC duplex connectors fitted to patch panels in accordance with ***Section 2.3***. The fiber optic cables shall be labelled in accordance with ***Section 6.1, Section 6.2*** and the panels shall be labelled in accordance with ***Section 6.3***.

Each pair in a fiber optic installation shall be fitted as a crossover. Because fiber optic connections require overall Tx-to-Rx crossover connections, this is essential in order to preserve an odd number of Tx-to-Rx crossovers when patching.

All fiber installations shall be tested to produce measurements of both ILM (Insertion Loss Measurement) and OTDR (Optical Time Domain Reflectometry). ILM tests shall be conducted from both ends. The test results shall be provided to I.T. Services in electronic form as PDF files.

Acceptance of fiber optic cabling and associated infrastructure by Mendocino College I.T. is conditional on correct outlet labelling and receipt of valid test results.

8. Connected equipment

8.1 Registration

Unless otherwise directed by Mendocino College I.T. Network Operations staff, equipment shall not be connected to any part of the College network until it has been properly registered in the LAN database, an IP address and a hostname has been allocated, and the relevant part of the "Facilities Network" has been made accessible. Requests for allocation of IP addresses for "Facilities Management" type devices such as BMS, CCTV, EPoS, Access Control, emergency lighting, alarm systems, and other equipment can be made via the "I.T. Help-Desk" web-based system or by raising a call with the I.T. Service Desk ***see Section 11***.
Only the contractor actually installing the equipment may request device registration.

Note that it may take several days to satisfy IP address requests, especially where the secured parts of the "Facilities Network" have to be created specially.

Equipment shall be labelled with the hostname allocated by Mendocino College I.T., and this name must be included in any communication with Mendocino College I.T.

If any equipment is relocated or replaced, Mendocino College I.T. must be informed of the change of location or MAC address and the new or relocated equipment shall not be (re)connected until authorized. In some cases, this may require allocation of a different hostname.

8.2 Prohibitions

In most circumstances, all standard active network equipment (routers, switches and Wi-Fi access points) shall be funded by the construction/refurbishment project but specified and/or provided by the Mendocino College I.T. Exceptions to this are to be negotiated with the Mendocino College I.T. in advance of the project. Other, specialist equipment that includes an element of networking may be provided by contractors but can only be connected to the network through consultation with Mendocino College I.T.

No local or private network switches or wireless devices are permitted on the College network. All devices must be connected directly to College network outlets.

No other equipment operating in the 2.4GHz or 5GHz bands is permitted on the College campus, except for certain very-low-power devices operating at 2.4GHz with the written permission of Mendocino College I.T.

All other network-connected equipment shall be installed by the relevant contractor, in compliance with safety and positioning requirements advised by Mendocino College I.T. and shall be connected directly to a data outlet.

9. Approved manufacturers and cabling systems

9.1 Augmented Category 6 (Cat.6A) infrastructure Solutions are welcomed from the following manufacturers:

- Leviton shielded Cat 6A
- CommScope shielded Cat 6A
- Siemon shielded Cat 6A
- Others will be considered with documentation detailing the product specifications

9.2 Fiber components solutions are welcomed from the following manufacturers:

- Leviton
- CommScope
- Belden
- Siemon
- Others will be considered with documentation detailing the product specifications

10. Compliance

10.1 Legislative compliance

All solutions must comply with current legislation in particular, but not limited to, Title 24, TAA-compliance, NEC and NFPA70.

10.2 Directorate of Estates and Campus Services requirements

All contractors must comply with Mendocino College contractor competency requirements. Please see Maintenance & Operations for those requirements.

10.3 Technical compliance

All structured cabling systems and their installation must comply with the following standards as applicable. As these standards are updated from time to time a contractor is expected to work to the latest version:

- TIA
- NEC

10.4 Approved installers

For reasons of warranty, all installations must be undertaken by a contractor, that is a manufacturer approved installer for the system being installed ***(see Section 9)*** with the installation backed by a minimum 20-year manufacturer's warranty.

11. I.T. Service Desk details

11.1 I.T. Service Desk details

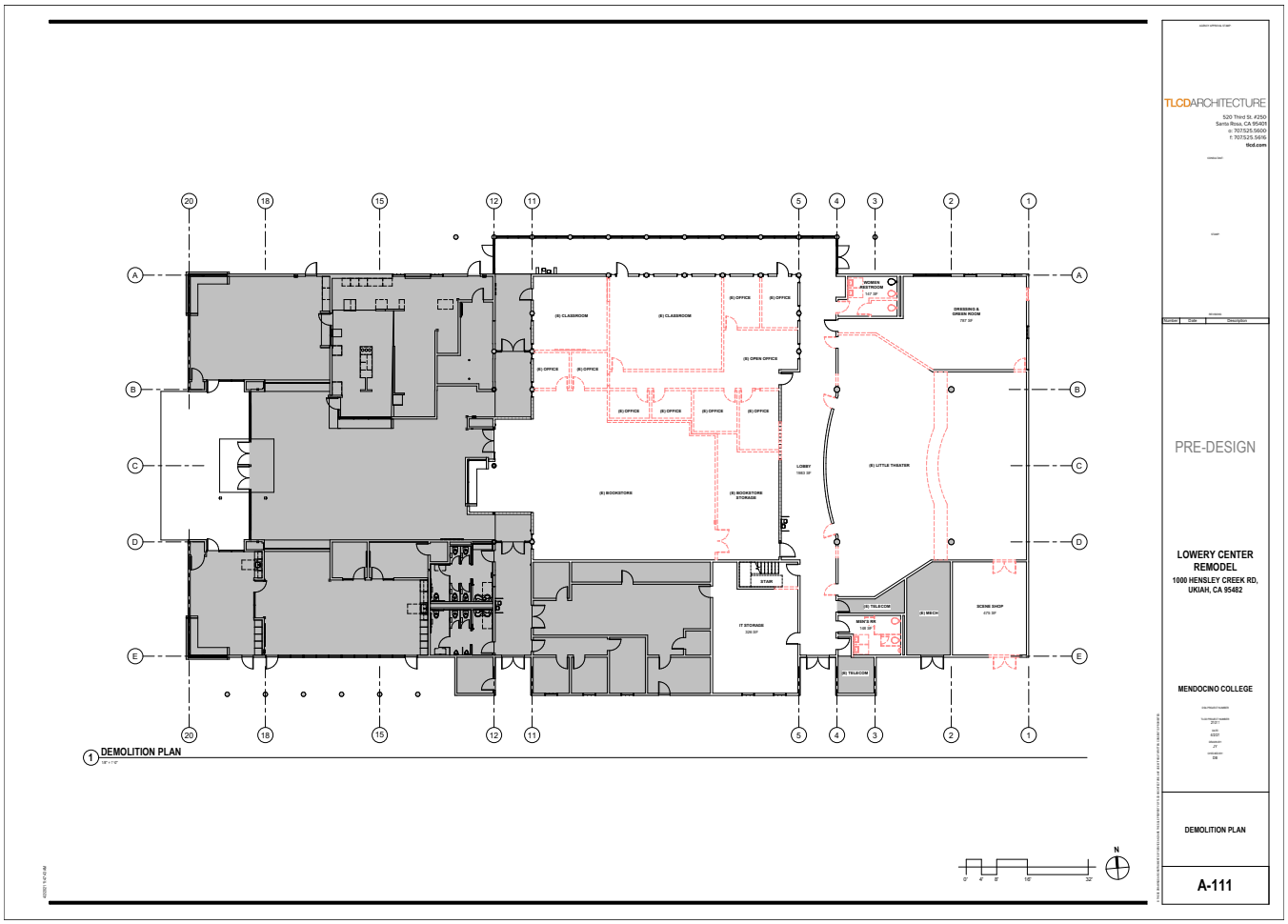
To contact the I.T. Service Desk to request a device registration or raise a general enquiry please call 707-468-3210 or e-mail: it-help@mendocino.edu or visit: http://it-help.mendocino.edu

12. Mendocino College I.T. staff

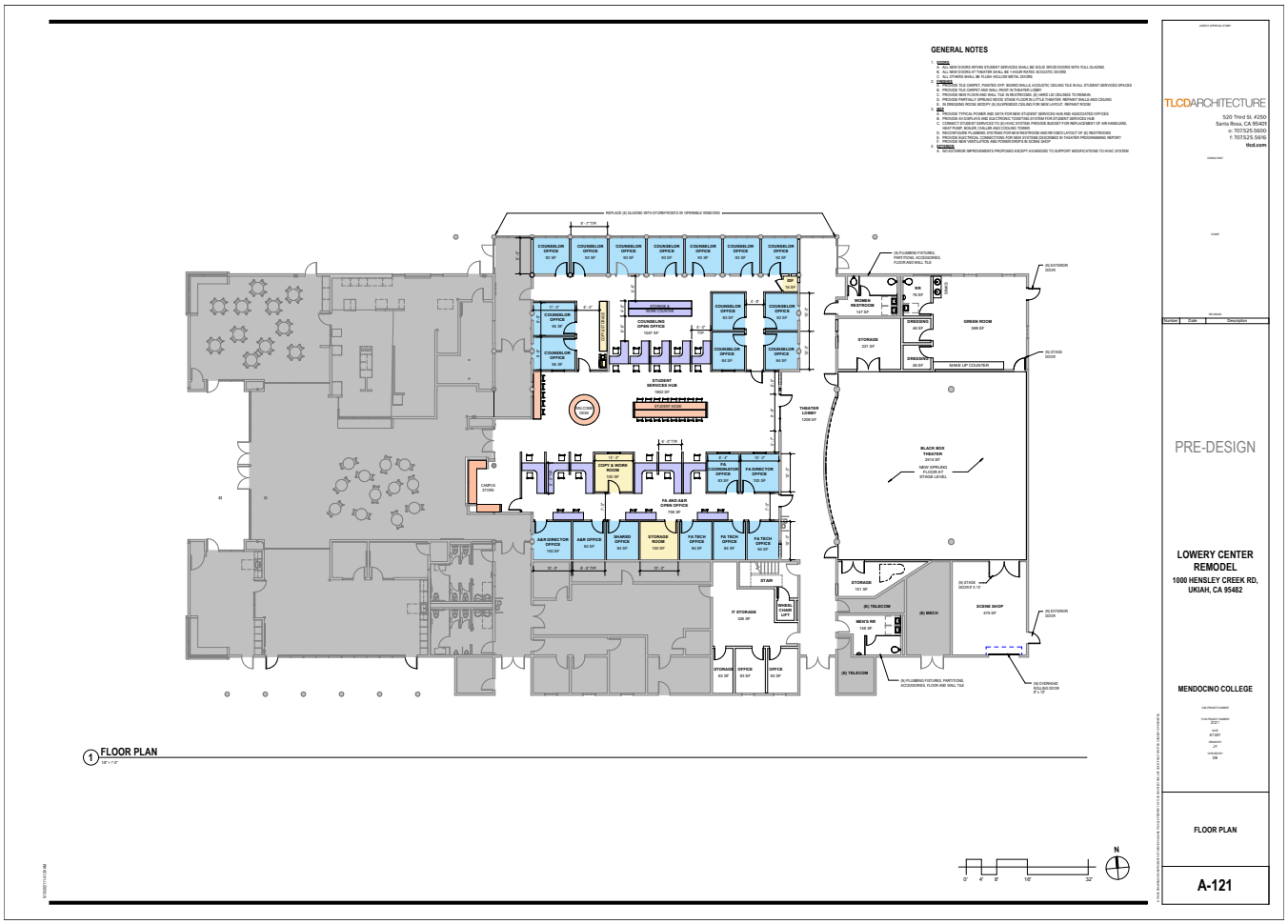
Job Title	Contact	Duties	Contact Details
Director of I.T.	Dave Johnston	Management, Funding, Contract Management	Email: djohnston@mendocino.edu Phone: 707-468-3091
Network Administrator	Ben Kohler	Network Management, Project supervision, data centers, Network Operation installation and commissioning	Email: bkohler@nemdocino.edu Phone: 707-468-3092
Network Administrator	CJ Olson	Server management, datacenter operations, Server Operation, Installations, and commissioning	E-mail: colson@mendocino.edu Phone: 707-468-3093

LOWERY RENO REPLACE IPP

Existing Conditions



Proposed Programming



Initial Project Proposal

2028-2029

Community College Construction Act of 1980
Capital Outlay Budget Change Proposal

Lowery Renovation/Replacement
Proposal Name

Mendocino-Lake Community College District
Community College District

Mendocino College
College or Center

July 1, 2025
Date

FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Lowery Renovation/Replacement

Initial Project Proposal (IPP)

District: Mendocino-Lake Community College District
College / Center: Mendocino College
Project Name: Lowery Renovation/Replacement
Project Type: Reconstruction

Project Funding

	State Funded	District Funds	Non-State Funds
Preliminary Plans	$601,408	$296,216	$65,364
Working Drawings	$413,153	$212,836	$50,538
Construction	$8,235,848	$7,872,142	$1,365,903
Equipment	$0	$485,735	$84,525
	$9,250,408	$8,866,929	$1,566,330
Total Cost:	**$19,683,668**		

Budget Year: 2028
Const. Cost Index: 9876
5 yr. Plan Priority: 6
Net ASF: -653
Total GSF: 24,307

Project Description:
This project will either renovate or replace the Lowery Building (#700). The 24,307 GSF/18,564 ASF Fine Arts was built in 1985 and hashad no renovations since. The FacilitiesCondition Index for the building is 110.17% which indicates that all of the building systems are beyond their life cycle and it would be a excellent candidate for either renovating or replacing it. The decision on whether torenovate or replace the building will be made during the development of theFinal Project Proposal based on cost analysis. There is 1,606 ASF of Recreation Area and Health Services office space in the project that will be 100% locally funded. On completion the new space willprovide 1,360 ASF of Lecture space, 640 ASF of Laboratory space, 2,541 ASF of Office space, and 13,370 ASF of institutional Other space.

Master Plan Comments:
The current Mendocino College Strategic Plan calls for offering academic programs, transfer preparation, career and technical training, lifelong learning opportunities and student support programs that can best serve the community. The Mendocino College Lowery building project will address these components by improving the institutional support by providing more efficient services then the current space can provide.

CEQA Status:

	Project Under Review	Hearing Underway	Approved District/Filed Clearinghouse	Not Required
Notice of Exemption	No	No	No	Yes
Initial Study	No	No	No	Yes
Negative Declaration	No	No	Yes	No
Draft EIR	No	No	No	Yes
Final EIR	No	No	No	Yes

Type of Project and Qualifying Information:

No Life Safety Project - Required Supporting report is attached to establish imminent danger
Yes Project Design - Construction and equipment design conform with State design and cost guidelines
No Infrastructure

No Loss Imminent - Loss or failure of infrastructure is imminent
Yes Master Planning or Project Planning - District's general fund's ending balance is less than 5% of the total general fund
No **Instructional Space**

Major ASF:
Yes - This project will not cause total ASF in any category to exceed 110% of capacity/load ratio
Yes **Academic Support, Student Services or Administrative Space**
Type of space: Alteration
Major ASF: Other, Office
No **Other Facility Projects**

Yes - There is an existing facility in use for this proposed project
Supplemental Information and Alternatives Explored
Yes - Cost to reconstruct existing building is more than 50% of cost of a new building
Yes - Usage in the new building will be the same as usage in the building replaced
N/A - Replaced building will be demolished and costs are included in the project
Yes - Alternative instructional delivery system, distance learning, other such means
Yes - District or private funding sources
Yes - Other: District will provide 50% of the project costs.

- Total construction period in number of Months: 24
Additional Forms/Pages enclosed
Yes - District Five-Year Construction Plan or project related pages of said document
No - Critical Life-safety third party justification
No - Engineering test or other related documents

FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Lowery Renovation/Replacement

Initial Project Proposal (IPP)

Yes - JCAF 32 Cost Estimate Summary and Anticipated Time Schedule
Yes - Other FPP related forms: JCAF31, JCAF33, and Project Summary Report

District Contact:	MacAdam Lojowsky	Phone No:	707-468-3081
Date:	4/22/2025	Fax No:	
Prepared By:	Eric Mittlestead	E-mail Address:	fpacs2004@aol.com

The district approves and verifies that this proposal presents the basic scope and cost of the project.

Approved by: _____ _____
Name / Title Signature / Date

FUSION
Planning

JCAF31 Summary
Page | 1

Mendocino-Lake Community College District (140)
Mendocino College (141)
Project: Lowery Renovation/Replacement

Rm Type	Description	TOP Code	Department	ASF	Sec. ASF	Increase In Space
050	Inactive Area	6940	Food Services	0	2,412	-2,412
110	Classroom	0099	General Assignment	680	941	-261
110	Classroom	0500	Business and Management	680	687	-7
210	Class Lab	1007	Dramatic Arts	640	650	-10
310	Office	0099	General Assignment	1,000	132	868
310	Office	0500	Business and Management	475	486	-11
310	Office	6300	Counseling and Guidance	150	150	0
310	Office	6400	Other Student Services	170	289	-119
310	Office	6440	Health Services	96	0	96
310	Office	6780	Management Information Services	0	818	-818
310	Office	6999	Other Ancillary Services	150	178	-28
315	Office Service	0708	Computer Infrastructure and Support	100	0	100
315	Office Service	6400	Other Student Services	30	28	2
315	Office Service	6780	Management Information Services	0	106	-106
350	Conference Room	0099	General Assignment	370	377	-7
590	Other	6470	Job Placement Services	0	507	-507
590	Other	6999	Other Ancillary Services	0	2,685	-2,685
610	Assembly	6960	Students and Co-curricular Activities	3,500	2,528	972
610	Assembly	6999	Other Ancillary Services	3,800	2,803	997
615	Assembly Service	6999	Other Ancillary Services	200	203	-3
670	Recreation	6960	Students and Co-curricular Activities	1,500	1,012	488
675	Recreation Service	6960	Students and Co-curricular Activities	10	8	2
680	Meeting Room	0099	General Assignment	2,680	0	2,680
710	Data Processing/Computer	0708	Computer Infrastructure and Support	210	0	210
710	Data Processing/Computer	6780	Management Information Services	580	680	-100
715	DP/Computer Service	6780	Management Information Services	50	48	2
715	DP/Computer Service	6799	Other General Institutional Support Services	670	667	3
735	Storage Service	6510	Building Maintenance and Operation Support	170	169	1
TOTAL	-	-		**17,911**	**18,564**	**-653**

Report Generated: 4/22/2025

FUSION

JCAF32 Cost Estimate Summary

DISTRICT Mendocino-Lake Community College District			CAMPUS Mendocino College	
Project Name: Lowery Renovation/Replacement	**Date Prepared:** 4/22/2025	**Estimate CCI:** 9876		**CFIS Ref. #:**
	Prepared By: FPACS	**Estimate EPI:** 5455		**Budget Ref. #:**

	Total Cost	State Funded	District Funded	
			Supportable	Non Supportable
1. SITE ACQUISITION (CCI: 9876)	**$0**	**$0**	**$0**	**$0**
2. PRELIMINARY PLANS (CCI: 9876)	**$962,987**	**$601,408**	**$296,216**	**$65,364**
2 - A. Architectural Fees for Preliminary Plans	$527,997			$41,273
2 - B. Project Management for Preliminary Plans	$150,856			$11,792
2 - C. Division of the State Architect Plan Check Fee	$124,134			$12,300
2 - D. Preliminary Test (Soils Test, Geotech Report, Hazardous Material, Etc.)	$25,000			$0
2 - E. Other Costs (Special Consultants, Printing, Legal, Etc.)	$135,000			$0
3. WORKING DRAWINGS (CCI: 9876)	**$676,527**	**$413,153**	**$212,836**	**$50,538**
3 - A. Architectural Fees for Working Drawings	$603,426			$47,169
3 - B. Project Management for Working Drawings	$0			$0
3 - C. Division of the State Architect Plan Check Fee	$0			$0
3 - D. Community Colleges Plan Check Fee	$43,102			$3,369
3 - E. Other Costs (Special Consultants, Printing, Legal, Etc.)	$30,000			$0
(Total PW may not exceed 13% of construction)	$0			$0
4. CONSTRUCTION - HARD COSTS (CCI: 9876)	**$15,085,638**	**$7,135,063**	**$6,771,357**	**$1,179,218**
4 - A. Utility Service	$710,982			$0
4 - B. Site Development - Service	$971,846			$0
4 - C. Site Development - General	$915,581			$0
4 - D. Site Development - Other	$0			$0
4 - E. Reconstruction	$12,123,524			$1,179,218
4 - F. New Construction (Building) (w/Group 1 equip)	$0			$0
4 - G. Board of Governor's Energy Policy Allowance (2% or 3%)	$363,706			$0
4 - H. Other	$0			$0
5. CONTINGENCY (CCI: 9876)	**$1,055,995**	**$486,725**	**$486,725**	**$82,545**
5. Contingency	$1,055,995			$82,545
6. ARCHITECTURAL AND ENGINEERING OVERSIGHT (CCI: 9876)	**$377,141**	**$173,830**	**$173,830**	**$29,480**
6. Architectural and Engineering Oversight	$377,141			$29,480
7. TESTS AND INSPECTIONS (CCI: 9876)	**$653,406**	**$301,165**	**$301,165**	**$51,076**
A. Tests	$150,856			$0
B. DSA Inspections	$502,550			$0
8. CONSTRUCTION MANAGEMENT (CCI: 9876)	**$301,713**	**$139,064**	**$139,064**	**$23,584**
8. Construction Management	$301,713			$23,584
9. TOTAL CONSTRUCTION (Items 4 through 8) (CCI: 9876)	**$17,473,893**	**$8,235,848**	**$7,872,142**	**$1,365,903**
Total Construction Costs	$17,473,893			$1,365,903
10. FURNITURE AND GROUP II EQUIPMENT (EPI: 5455)	**$570,260**	**$0**	**$485,735**	**$84,525**
10 - A. Furniture and Group II Equipment	$570,260			$84,525
11. Total Project Costs (Items 1, 2, 3, 9, and 10)	**$19,683,668**	**$9,250,408**	**$8,866,929**	**$1,566,330**

12. Project Data	Gross Square Feet	Assignable Square Feet	ASF:GSF Ratio	Unit Cost Per ASF	Unit Cost Per GSF
New Construction	0	0	0%	$0.00	$0.00
Reconstruction	24,307	17,911	74%	$676.88	$498.77

13. Anticipated Time Schedule			
Start Preliminary Plans	8/1/2028	Advertise Bid for Construction	6/1/2030
Start Working Drawings	3/1/2029	Award Construction Contract	8/1/2030
Complete Working Drawings	8/1/2029	Advertise Bid for Equipment	8/1/2031
DSA Final Approval	4/1/2030	Complete Project and Notice of Completion	8/1/2032

14.	State Funded	District Funded		District Funded Total
		Supportable	Non Supportable	
Preliminary Plans	$601,408	$296,216	$65,364	$361,580
Working Drawings	$413,153	$212,836	$50,538	$263,374
Construction	$8,235,848	$7,872,142	$1,365,903	$9,238,045
Equipment	$0	$485,735	$84,525	$570,260
Total Costs	$9,250,408	$8,866,929	$1,566,330	$10,433,259
% of SS Costs	47.00%	53.00%	Project Total	$19,683,668
Points % Calc	50.06%	49.94%	SS Total	$18,117,338

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Mendocino-Lake Community College District (140)
Mendocino College (141)
Project: Lowery Renovation/Replacement – **EPI :** 5455

Rm Type	Description	TOP Code	Department	ASF	Sec. ASF	Increase In Space	Equip. Cost/ASF	Total Allowable Cost
050	Inactive Area	6940	Food Services	0	2,412	-2,412	$0	$0
110	Classroom	0099	General Assignment	680	941	-261	$25.51	$0
110	Classroom	0500	Business and Management	680	687	-7	$25.51	$0
210	Class Lab	1007	Dramatic Arts	640	650	-10	$62.44	$0
310	Office	0099	General Assignment	1,000	132	868	$39.88	$34,616
310	Office	0500	Business and Management	475	486	-11	$39.88	$0
310	Office	6300	Counseling and Guidance	150	150	0	$45.5	$0
310	Office	6400	Other Student Services	170	289	-119	$45.5	$0
310	Office	6440	Health Services	96	0	96	$45.5	$4,368
310	Office	6780	Management Information Services	0	818	-818	$45.5	$0
310	Office	6999	Other Ancillary Services	150	178	-28	$45.5	$0
315	Office Service	0708	Computer Infrastructure and Support	100	0	100	$39.88	$3,988
315	Office Service	6400	Other Student Services	30	28	2	$45.5	$91
315	Office Service	6780	Management Information Services	0	106	-106	$45.5	$0
350	Conference Room	0099	General Assignment	370	377	-7	$39.88	$0
590	Other	6470	Job Placement Services	0	507	-507	$45.5	$0
590	Other	6999	Other Ancillary Services	0	2,685	-2,685	$45.5	$0
610	Assembly	6960	Students and Co-curricular Activities	3,500	2,528	972	$128.07	$124,484
610	Assembly	6999	Other Ancillary Services	3,800	2,803	997	$128.07	$127,686
615	Assembly Service	6999	Other Ancillary Services	200	203	-3	$128.07	$0
670	Recreation	6960	Students and Co-curricular Activities	1,500	1,012	488	$172.5	$84,180
675	Recreation Service	6960	Students and Co-curricular Activities	10	8	2	$172.5	$345
680	Meeting Room	0099	General Assignment	2,680	0	2,680	$41.33	$110,764
710	Data Processing/Computer	0708	Computer Infrastructure and Support	210	0	210	$370.82	$77,872
710	Data Processing/Computer	6780	Management Information Services	580	680	-100	$370.82	$0
715	DP/Computer Service	6780	Management Information Services	50	48	2	$370.82	$742
715	DP/Computer Service	6799	Other General Institutional Support Services	670	667	3	$370.82	$1,112
735	Storage Service	6510	Building Maintenance and	170	169	1	$11.61	$12

Report Generated: 4/22/2025

			Operation Support					
TOTAL		-	-	17,911	18,564	-653	-	$570,260

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FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Lowery Renovation/Replacement
(Category M: Modernization Projects)
Project Summary Report

Mendocino-Lake Community College District (140), Mendocino College (141): LOWERY BUILDING

Description:
This project will either renovate or replace the Lowery Building (#700). The 24,307 GSF/18,564 ASF Fine Arts was built in 1985 and has had no renovations since. The Facilities Condition Index for the building is 110.17% which indicates that all of the building systems are beyond their life cycle and it would be a excellent candidate for either renovating or replacing it. The decision on whether to renovate or replace the building will be made during the development of the Final Project Proposal based on cost analysis. There is 1,606 ASF of Recreation Area and Health Services office space in the project that will be 100% locally funded. On completion the new space will provide 1,360 ASF of Lecture space, 640 ASF of Laboratory space, 2,541 ASF of Office space, and 13,370 ASF of institutional Other space.

Project Type:	Reconstruction		
Occupancy Year:	2032-33	**Acres:**	0
District Priority:	6	**Contact:**	MacAdam Lojowsky
CCI:	9876	**EPI:**	5455
Net ASF:	-653	**Total OGSF:**	24,307
Last Edit Date:	4/21/2025	**Last Edit By:**	Eric Mittlestead
Online:	No	**Complete:**	No

Project Score:

Score Type	Score	Supporting Data
Age of Building	43	
Facility Condition Index (FCI)	40	
FTES	12	
Vision for Success Regions of High Need	5	
Vision for Success CTE	3	
Local Contribution	50	
Total Score	**153**	

Space Analysis:

Type	Lecture	Lab	Office	Library	AV/TV	Other	Total
Primary ASF	1,360	640	2,541	0	0	13,370	17,911
Secondary ASF	-1,628	-650	-2,564	0	0	-13,722	-18,564
Net ASF Change	-268	-10	-23	0	0	-352	-653
Initial Cap/Load FY2028 - 2029	339%	287%	182%	161%	21%	N/A	198%
Final Cap/Load FY2032 - 2033	285%	270%	169%	159%	34%	N/A	183%

Project Cost:

Phase	FY	State Funded	District Funds	Non-State Funds	Total Cost
Preliminary Plans	2028-2029	$601,408	$296,216	$65,364	$962,987
Working Drawings	2028-2029	$413,153	$212,836	$50,538	$676,527
Construction	2029-2030	$8,235,848	$7,872,142	$1,365,903	$17,473,893
Equipment	2029-2030	$0	$485,735	$84,525	$570,260
Project Total		**$9,250,408**	**$8,866,929**	**$1,566,330**	**$19,683,668**

Initial Project Proposal

2028-2029

Community College Construction Act of 1980
Capital Outlay Budget Change Proposal

Macmillan Hall Renovation/Replacement
Proposal Name

Mendocino-Lake Community College District
Community College District

Mendocino College
College or Center

July 1, 2025
Date

FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Macmillian Hall Renovation/Replacement

Initial Project Proposal (IPP)

District: Mendocino-Lake Community College District
College / Center: Mendocino College
Project Name: Macmillian Hall Renovation/Replacement
Project Type: Reconstruction

Project Funding

	State Funded	District Funds	Non-State Funds
Land Aquisition	$0	$0	$0
Preliminary Plans	$458,758	$458,758	$0
Working Drawings	$329,892	$329,892	$0
Construction	$8,713,681	$8,320,684	$0
Equipment	$0	$124	$0
	$9,502,331	$9,109,457	$0
Total Cost:	**$18,611,788**		

Budget Year: 2028
Const. Cost Index: 9876
5 yr. Plan Priority: 5
Net ASF: -331
Total GSF: 28,115

Project Description:
This project will either renovate or replace the Macmillan Hall Building (#10). The 28,115 GSF/20,951 ASF Macmillan Hall was built in 1986 and has had no renovations since. The Facilities Condition Index for the building is 127.16% which indicates that all of the building systems are beyond their useful life. The decision on whether to renovate or replace the building will be made during the development of the Final Project Proposal based on cost analysis. On completion the new space will provide 2,750 ASF of Lecture space, 2,660 ASF of Laboratory space, 12,820 ASF of Office space, 880 ASF of Library space, and 1,510 ASF of institutional Other space.

Master Plan Comments:
The current Mendocino College Strategic Plan calls for offering academic programs, transfer preparation, career and technical training, lifelong learning opportunities and student support programs that can best serve the community. The Mendocino College Macmillian Hall project will address these components by improving the institutional support by providing more services then the current space can provide.

CEQA Status:

	Project Under Review	Hearing Underway	Approved District/Filed Clearinghouse	Not Required
Notice of Exemption	No	No	No	Yes
Initial Study	No	No	No	Yes
Negative Declaration	No	No	Yes	No
Draft EIR	No	No	No	Yes
Final EIR	No	No	No	Yes

Type of Project and Qualifying Information:

No — Life Safety Project - Required Supporting report is attached to establish imminent danger
Yes — Project Design - Construction and equipment design conform with State design and cost guidelines
No — Infrastructure

No — Loss Imminent - Loss or failure of infrastructure is imminent
Yes — Master Planning or Project Planning - District's general fund's ending balance is less than 5% of the total general fund
No — **Instructional Space**

Major ASF:
Yes — - This project will not cause total ASF in any category to exceed 110% of capacity/load ratio
Yes — **Academic Support, Student Services or Administrative Space**
Type of space: Alteration
Major ASF: Office, Lib/Learning Center, Teaching Lab, Classroom
No — **Other Facility Projects**

Yes — - There is an existing facility in use for this proposed project

Supplemental Information and Alternatives Explored

Yes — - Cost to reconstruct existing building is more than 50% of cost of a new building
Yes — - Usage in the new building will be the same as usage in the building replaced
N/A — - Replaced building will be demolished and costs are included in the project
Yes — - Alternative instructional delivery system, distance learning, other such means
Yes — - District or private funding sources
Yes — - Other: District will provide 50% of the project cost.

- Total construction period in number of Months: 24

Additional Forms/Pages enclosed

Yes — - District Five-Year Construction Plan or project related pages of said document
No — - Critical Life-safety third party justification
No — - Engineering test or other related documents
Yes — - JCAF 32 Cost Estimate Summary and Anticipated Time Schedule

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SPACE INVENTORY OPTIONS NET

Macmillian Hall Renovation/Replacement

Initial Project Proposal (IPP)

Yes - Other FPP related forms: JCAF31, JCAF33, and Project Summary Report

District Contact:	MacAdam Lojowsky	Phone No:	7074683081
Date:	4/22/2025	Fax No:	
Prepared By:	Eric Mittlestead	E-mail Address:	fpacs2004@aol.com

The district approves and verifies that this proposal presents the basic scope and cost of the project.

Approved by: _____ _____

Name / Title Signature / Date

FUSION
Planning

Mendocino-Lake Community College District (140)

Mendocino College (141)

Project: Macmillian Hall Renovation/Replacement

Rm Type	Description	TOP Code	Department	ASF	Sec. ASF	Increase In Space
110	Classroom	0099	General Assignment	2,750	2,801	-51
210	Class Lab	0514	Office Technology/Office Computer Applications	840	850	-10
210	Class Lab	0701	Information Technology, General	1,050	1,062	-12
210	Class Lab	1030	Graphic Arts and Design	770	784	-14
310	Office	0099	General Assignment	1,435	1,448	-13
310	Office	0699	Other Media and Communications	360	377	-17
310	Office	6010	Academic Administration	1,520	1,531	-11
310	Office	6199	Other Instructional Support Services	100	100	0
310	Office	6210	Registrations, Transfers, Transcripts, Certificati	230	248	-18
310	Office	6230	Admissions Activities	150	150	0
310	Office	6300	Counseling and Guidance	1,425	1,466	-41
310	Office	6399	Other Counseling and Guidance	150	150	0
310	Office	6400	Other Student Services	1,400	1,413	-13
310	Office	6420	Disabled Students Programs and Services (DSPS)	120	120	0
310	Office	6430	Extended Opportunity Programs and Services (EOPS)	150	150	0
310	Office	6450	Student Personnel Administration	320	322	-2
310	Office	6460	Financial Aid	1,960	1,970	-10
310	Office	6610	Institutional Research	190	198	-8
310	Office	6720	Fiscal Operations	1,370	1,382	-12
310	Office	6730	Human Resources Management	1,000	1,060	-60
315	Office Service	6010	Academic Administration	45	45	0
315	Office Service	6299	Other Admissions and Records	150	150	0
315	Office Service	6300	Counseling and Guidance	80	80	0
315	Office Service	6720	Fiscal Operations	72	72	0
315	Office Service	6730	Human Resources Management	150	155	-5
315	Office Service	6750	Staff Development	260	268	-8
315	Office Service	6791	General Administration Services	85	85	0
350	Conference Room	0099	General Assignment	98	98	0
410	Read/Study Room	4932	General Work Experience (see TOP Manual footnote)	440	450	-10
410	Read/Study Room	6480	Veterans Services	440	450	-10
650	Lounge	6750	Staff Development	190	190	0
680	Meeting Room	0099	General Assignment	820	817	3
710	Data Processing/Computer	6791	General Administration Services	500	509	-9
TOTAL	-	-		**20,620**	**20,951**	**-331**

Report Generated: 4/22/2025

FUSION

JCAF32 Cost Estimate Summary

DISTRICT Mendocino-Lake Community College District			CAMPUS Mendocino College		
Project Name: Macmillian Hall Renovation/Replacement	**Date Prepared: 4/22/2025**		**Estimate CCI:** 9876		**CFIS Ref. #:**
	Prepared By: FPACS		**Estimate EPI:** 5455		**Budget Ref. #:**

	Total Cost	State Funded	District Funded	
			Supportable	Non Supportable
1. SITE ACQUISITION (CCI: 9876)	**$0**	**$0**	**$0**	**$0**
1 - A. Site Acquistion	$0			$0
2. PRELIMINARY PLANS (CCI: 9876)	**$917,515**	**$458,758**	**$458,758**	**$0**
2 - A. Architectural Fees for Preliminary Plans	$514,323			$0
2 - B. Project Management for Preliminary Plans	$146,949			$0
2 - C. Division of the State Architect Plan Check Fee	$121,243			$0
2 - D. Preliminary Test (Soils Test, Geotech Report, Hazardous Material, Etc.)	$0			$0
2 - E. Other Costs (Special Consultants, Printing, Legal, Etc.)	$135,000			$0
3. WORKING DRAWINGS (CCI: 9876)	**$659,783**	**$329,892**	**$329,892**	**$0**
3 - A. Architectural Fees for Working Drawings	$587,798			$0
3 - B. Project Management for Working Drawings	$0			$0
3 - C. Division of the State Architect Plan Check Fee	$0			$0
3 - D. Community Colleges Plan Check Fee	$41,986			$0
3 - E. Other Costs (Special Consultants, Printing, Legal, Etc.)	$30,000			$0
(Total PW may not exceed 13% of construction)	$0			$0
4. CONSTRUCTION - HARD COSTS (CCI: 9876)	**$14,694,947**	**$7,543,972**	**$7,150,974**	**$0**
4 - A. Utility Service	$358,048			$0
4 - B. Site Development - Service	$460,348			$0
4 - C. Site Development - General	$383,623			$0
4 - D. Site Development - Other	$0			$0
4 - E. Reconstruction	$13,099,929			$0
4 - F. New Construction (Building) (w/Group 1 equip)	$0			$0
4 - G. Board of Governor's Energy Policy Allowance (2% or 3%)	$392,998			$0
4 - H. Other	$0			$0
5. CONTINGENCY (CCI: 9876)	**$1,028,646**	**$514,323**	**$514,323**	**$0**
5. Contingency	$1,028,646			$0
6. ARCHITECTURAL AND ENGINEERING OVERSIGHT (CCI: 9876)	**$367,374**	**$183,687**	**$183,687**	**$0**
6. Architectural and Engineering Oversight	$367,374			$0
7. TESTS AND INSPECTIONS (CCI: 9876)	**$649,499**	**$324,750**	**$324,750**	**$0**
A. Tests	$146,949			$0
B. DSA Inspections	$502,550			$0
8. CONSTRUCTION MANAGEMENT (CCI: 9876)	**$293,899**	**$146,949**	**$146,949**	**$0**
8. Construction Management	$293,899			$0
9. TOTAL CONSTRUCTION (Items 4 through 8) (CCI: 9876)	**$17,034,365**	**$8,713,681**	**$8,320,684**	**$0**
Total Construction Costs	$17,034,365			$0
10. FURNITURE AND GROUP II EQUIPMENT (EPI: 5455)	**$124**	**$0**	**$124**	**$0**
10 - A. Furniture and Group II Equipment	$124			$0
11. Total Project Costs (Items 1, 2, 3, 9, and 10)	**$18,611,788**	**$9,502,331**	**$9,109,457**	**$0**

12. Project Data	Gross Square Feet	Assignable Square Feet	ASF:GSF Ratio	Unit Cost Per ASF	Unit Cost Per GSF
New Construction	0	0	0%	$0.00	$0.00
Reconstruction	28,115	20,620	73%	$635.30	$465.94

13. Anticipated Time Schedule			
Start Preliminary Plans	8/1/2028	Advertise Bid for Construction	6/1/2030
Start Working Drawings	3/1/2029	Award Construction Contract	8/1/2030
Complete Working Drawings	8/1/2029	Advertise Bid for Equipment	8/1/2031
DSA Final Approval	4/1/2030	Complete Project and Notice of Completion	8/1/2032

14.	State Funded	District Funded		District Funded Total
		Supportable	Non Supportable	
Land Aquisition	$0	$0	$0	$0
Preliminary Plans	$458,758	$458,758	$0	$458,758
Working Drawings	$329,892	$329,892	$0	$329,892
Construction	$8,713,681	$8,320,684	$0	$8,320,684
Equipment	$0	$124	$0	$124
Total Costs	$9,502,331	$9,109,457	$0	$9,109,457
% of SS Costs	51.06%	48.94%	Project Total	$18,611,788
Points % Calc	50.00%	50.00%	SS Total	$18,611,788

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Mendocino-Lake Community College District (140)

Mendocino College (141)

Project: Macmillian Hall Renovation/Replacement – **EPI :** 5455

Rm Type	Description	TOP Code	Department	ASF	Sec. ASF	Increase In Space	Equip. Cost/ASF	Total Allowable Cost
110	Classroom	0099	General Assignment	2,750	2,801	-51	$25.51	$0
210	Class Lab	0514	Office Technology/Office Computer Applications	840	850	-10	$46.5	$0
210	Class Lab	0701	Information Technology, General	1,050	1,062	-12	$370.82	$0
210	Class Lab	1030	Graphic Arts and Design	770	784	-14	$62.44	$0
310	Office	0099	General Assignment	1,435	1,448	-13	$39.88	$0
310	Office	0699	Other Media and Communications	360	377	-17	$39.88	$0
310	Office	6010	Academic Administration	1,520	1,531	-11	$45.5	$0
310	Office	6199	Other Instructional Support Services	100	100	0	$45.5	$0
310	Office	6210	Registrations, Transfers, Transcripts, Certificati	230	248	-18	$45.5	$0
310	Office	6230	Admissions Activities	150	150	0	$45.5	$0
310	Office	6300	Counseling and Guidance	1,425	1,466	-41	$45.5	$0
310	Office	6399	Other Counseling and Guidance	150	150	0	$45.5	$0
310	Office	6400	Other Student Services	1,400	1,413	-13	$45.5	$0
310	Office	6420	Disabled Students Programs and Services (DSPS)	120	120	0	$45.5	$0
310	Office	6430	Extended Opportunity Programs and Services (EOPS)	150	150	0	$45.5	$0
310	Office	6450	Student Personnel Administration	320	322	-2	$45.5	$0
310	Office	6460	Financial Aid	1,960	1,970	-10	$45.5	$0
310	Office	6610	Institutional Research	190	198	-8	$45.5	$0
310	Office	6720	Fiscal Operations	1,370	1,382	-12	$45.5	$0
310	Office	6730	Human Resources Management	1,000	1,060	-60	$45.5	$0
315	Office Service	6010	Academic Administration	45	45	0	$45.5	$0
315	Office Service	6299	Other Admissions and Records	150	150	0	$45.5	$0
315	Office Service	6300	Counseling and Guidance	80	80	0	$45.5	$0
315	Office Service	6720	Fiscal Operations	72	72	0	$45.5	$0
315	Office Service	6730	Human Resources Management	150	155	-5	$45.5	$0
315	Office Service	6750	Staff Development	260	268	-8	$45.5	$0
315	Office Service	6791	General Administration Services	85	85	0	$45.5	$0

350	Conference Room	0099	General Assignment	98	98	0	$39.88	$0
410	Read/Study Room	4932	General Work Experience (see TOP Manual footnote)	440	450	-10	$59.86	$0
410	Read/Study Room	6480	Veterans Services	440	450	-10	$59.86	$0
650	Lounge	6750	Staff Development	190	190	0	$41.33	$0
680	Meeting Room	0099	General Assignment	820	817	3	$41.33	$124
710	Data Processing/Computer	6791	General Administration Services	500	509	-9	$370.82	$0
TOTAL		-	-	20,620	20,951	-331	-	$124

FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Macmillian Hall Renovation/Replacement
(Category M: Modernization Projects)
Project Summary Report

Mendocino-Lake Community College District (140), Mendocino College (141): MACMILLAN HALL

Description:
This project will either renovate or replace the Macmillan Hall Building (#10). The 28,115 GSF/20,951 ASF Macmillan Hall was built in 1986 and has had no renovations since. The Facilities Condition Index for the building is 127.16% which indicates that all of the building systems are beyond their useful life. The decision on whether to renovate or replace the building will be made during the development of the Final Project Proposal based on cost analysis. On completion the new space will provide 2,750 ASF of Lecture space, 2,660 ASF of Laboratory space, 12,820 ASF of Office space, 880 ASF of Library space, and 1,510 ASF of institutional Other space.

Project Type:	Reconstruction		
Occupancy Year:	2032-33	**Acres:**	0
District Priority:	5	**Contact:**	MacAdam Lojowsky
CCI:	9876	**EPI:**	5455
Net ASF:	-331	**Total OGSF:**	28,115
Last Edit Date:	4/21/2025	**Last Edit By:**	Eric Mittlestead
Online:	No	**Complete:**	No

Project Score:

Score Type	Score	Supporting Data
Age of Building	42	
Facility Condition Index (FCI)	40	
FTES	12	
Vision for Success Regions of High Need	5	
Vision for Success CTE	4	
Local Contribution	50	
Total Score	**153**	

Space Analysis:

Type	Lecture	Lab	Office	Library	AV/TV	Other	Total
Primary ASF	2,750	2,660	12,820	880	0	1,510	20,620
Secondary ASF	-2,801	-2,696	-13,038	-900	0	-1,516	-20,951
Net ASF Change	-51	-36	-218	-20	0	-6	-331
Initial Cap/Load FY2028 - 2029	339%	287%	182%	161%	21%	N/A	198%
Final Cap/Load FY2032 - 2033	289%	270%	169%	159%	34%	N/A	184%

Project Cost:

Phase	FY	State Funded	District Funds	Non-State Funds	Total Cost
Preliminary Plans	2028-2029	$458,758	$458,758	$0	$917,515
Working Drawings	2028-2029	$329,892	$329,892	$0	$659,783
Construction	2029-2030	$8,713,681	$8,320,684	$0	$17,034,365
Equipment	2029-2030	$0	$124	$0	$124
Project Total		**$9,502,331**	**$9,109,457**	**$0**	**$18,611,788**

Initial Project Proposal

2028-2029

Community College Construction Act of 1980
Capital Outlay Budget Change Proposal

Replacement of Academic Buildings
Proposal Name

Mendocino-Lake Community College District
Community College District

Mendocino Coast Center
College or Center

July 1, 2025
Date

FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Replacement of Academic Buildings

Initial Project Proposal (IPP)

District: Mendocino-Lake Community College District
College / Center: Mendocino Coast Center
Project Name: Replacement of Academic Buildings
Project Type: Replacement

Project Funding

	State Funded	District Funds	Non-State Funds
Preliminary Plans	$753,463	$616,470	$0
Working Drawings	$499,642	$425,621	$0
Construction	$13,918,226	$13,536,995	$0
Equipment	$0	$205,894	$0
	$15,171,331	$14,784,980	$0
Total Cost:	**$29,956,310**		

Budget Year: 2028
Const. Cost Index: 9876
5 yr. Plan Priority: 4
Net ASF: -184
Total GSF: 28,750

Project Description:
At the Mendocino Coast Center this project will demolish the Art Building 100, the Main Building 200 and the offsite Fine Woodworking Building and creates a single more efficient building on the Coast Campus. The Facilities Condition Index for each building is as follows; Art Building 100 (FCI 128.47%), Main Building 200 (FCI 122.28%), and the Fine Woodworking Building (FCI 128.47%). Since all of the FCIs are over 100%, it means that the cost to renovate the 3 buildings is greater than the cost to replace them. On completion the new single building will provide 1,900 ASF of Lecture space, 12,086 ASF of Lab space, 1,968 ASF of Office space, 2,900 ASF of Library space, 1,470 ASF of AVTV space and 796 ASF of institutional Other space.

Master Plan Comments:
The current Mendocino - Lake CCD Strategic Plan calls for offering academic programs, transfer preparation, career and technical training, lifelong learning opportunities and student support programs that can best serve the community. The Mendocino Coast Center Replacement of Academic Buildings project will address these components by improving the institutional support by providing more efficeint services then the current space can provide.

CEQA Status:

	Project Under Review	Hearing Underway	Approved District/Filed Clearinghouse	Not Required
Notice of Exemption	No	No	No	Yes
Initial Study	No	No	No	Yes
Negative Declaration	No	No	Yes	No
Draft EIR	No	No	No	Yes
Final EIR	No	No	No	Yes

Type of Project and Qualifying Information:

No — Life Safety Project - Required Supporting report is attached to establish imminent danger
Yes — Project Design - Construction and equipment design conform with State design and cost guidelines
No — Infrastructure
Type of project Replacement
No — Loss Imminent - Loss or failure of infrastructure is imminent
Yes — Master Planning or Project Planning - District's general fund's ending balance is less than 5% of the total general fund
Yes — **Instructional Space**
Type of space: Replacement
Major ASF: AVTV, Office, Lib/Learning Center, Teaching Lab, Classroom
Yes — - This project will not cause total ASF in any category to exceed 110% of capacity/load ratio
No — **Academic Support, Student Services or Administrative Space**

Major ASF:
No — **Other Facility Projects**

Yes — - There is an existing facility in use for this proposed project

Supplemental Information and Alternatives Explored

Yes — - Cost to reconstruct existing building is more than 50% of cost of a new building
Yes — - Usage in the new building will be the same as usage in the building replaced
Yes — - Replaced building will be demolished and costs are included in the project
Yes — - Alternative instructional delivery system, distance learning, other such means
Yes — - District or private funding sources
Yes — - Other: District will provide 50% of the project cost.

- Total construction period in number of Months: 30

Additional Forms/Pages enclosed

Yes — - District Five-Year Construction Plan or project related pages of said document
No — - Critical Life-safety third party justification
No — - Engineering test or other related documents
Yes — - JCAF 32 Cost Estimate Summary and Anticipated Time Schedule
Yes — - Other FPP related forms: JCAF31, JCAF33, and Project Summary Report

FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Replacement of Academic Buildings

Initial Project Proposal (IPP)

District Contact:	MacAdam Lojowsky	Phone No:	7074683081
Date:	4/22/2025	Fax No:	
Prepared By:	Eric Mittlestead	E-mail Address:	fpacs2004@aol.com

The district approves and verifies that this proposal presents the basic scope and cost of the project.

Approved by: _____ _____

Name / Title Signature / Date

FUSION
Planning

Mendocino-Lake Community College District (140)

Mendocino Coast Center (144)

Project: Replacement of Academic Buildings

Rm Type	Description	TOP Code	Department	ASF	Sec. ASF	Increase In Space
110	Classroom	0099	General Assignment	1,900	1,928	-28
210	Class Lab	0401	Biology, General	550	553	-3
210	Class Lab	0936	Printing and Lithography	124	124	0
210	Class Lab	0952	Construction Crafts Technology	4,000	4,085	-85
210	Class Lab	1002	Art (Painting, Drawing and Sculpture)	3,374	3,374	0
210	Class Lab	1011	Photography	547	547	0
210	Class Lab	1905	Chemistry, General	800	826	-26
215	Class Lab Service	0401	Biology, General	1,200	1,227	-27
215	Class Lab Service	0952	Construction Crafts Technology	250	255	-5
215	Class Lab Service	1002	Art (Painting, Drawing and Sculpture)	991	991	0
215	Class Lab Service	1905	Chemistry, General	250	255	-5
310	Office	0099	General Assignment	228	228	0
310	Office	0401	Biology, General	110	117	-7
310	Office	1002	Art (Painting, Drawing and Sculpture)	76	76	0
310	Office	6010	Academic Administration	175	175	0
310	Office	6110	Learning Center (Learning Resource Center)	154	154	0
310	Office	6210	Registrations, Transfers, Transcripts, Certificati	130	133	-3
310	Office	6310	Counseling Services	386	386	0
310	Office	6460	Financial Aid	137	137	0
310	Office	6510	Building Maintenance and Operation Support	92	92	0
310	Office	6791	General Administration Services	400	402	-2
315	Office Service	6310	Counseling Services	0	12	-12
315	Office Service	6770	Logistical Services	80	88	-8
410	Read/Study Room	1507	Creative Writing	475	487	-12
410	Read/Study Room	4930	General Studies	200	214	-14
410	Read/Study Room	6110	Learning Center (Learning Resource Center)	150	164	-14
410	Read/Study Room	6120	Library	400	406	-6
430	Library - Electronic Carrels	6110	Learning Center (Learning Resource Center)	1,675	1,683	-8
530	Audio/Visual, Radio, TV	6130	Media Services	300	307	-7
530	Audio/Visual, Radio, TV	6130	Media Services	1,100	0	1,100
535	A/V, Radio, TV Service	6130	Media Services	70	69	1
630	Food Facilities	6940	Food Services	0	1,212	-1,212
650	Lounge	0099	General Assignment	500	306	194
710	Data Processing/Computer	6110	Learning Center (Learning Resource Center)	100	95	5
720	Shop	6510	Building Maintenance and Operation Support	80	80	0
750	Central Food Storage	6400	Other Student Services	116	116	0

Report Generated: 4/22/2025

FUSION
Planning

TOTAL	-	-		**21,120**	**21,304**	**-184**

FUSION — JCAF32 Cost Estimate Summary

DISTRICT Mendocino-Lake Community College District			CAMPUS Mendocino Coast Center	
Project Name: Replacement of Academic Buildings	**Date Prepared:** 4/22/2025	**Estimate CCI:** 9876		**CFIS Ref. #:**
	Prepared By: FPACS	**Estimate EPI:** 5455		**Budget Ref. #:**

	Total Cost	State Funded	District Funded	
			Supportable	Non Supportable
1. SITE ACQUISITION (CCI: 9876)	**$0**	**$0**	**$0**	**$0**
2. PRELIMINARY PLANS (CCI: 9876)	**$1,369,932**	**$753,463**	**$616,470**	**$0**
2 - A. Architectural Fees for Preliminary Plans	$682,998			$0
2 - B. Project Management for Preliminary Plans	$243,928			$0
2 - C. Division of the State Architect Plan Check Fee	$193,007			$0
2 - D. Preliminary Test (Soils Test, Geotech Report, Hazardous Material, Etc.)	$85,000			$0
2 - E. Other Costs (Special Consultants, Printing, Legal, Etc.)	$165,000			$0
3. WORKING DRAWINGS (CCI: 9876)	**$925,263**	**$499,642**	**$425,621**	**$0**
3 - A. Architectural Fees for Working Drawings	$780,569			$0
3 - B. Project Management for Working Drawings	$0			$0
3 - C. Division of the State Architect Plan Check Fee	$0			$0
3 - D. Community Colleges Plan Check Fee	$69,694			$0
3 - E. Other Costs (Special Consultants, Printing, Legal, Etc.)	$75,000			$0
(Total PW may not exceed 13% of construction)	$0			$0
4. CONSTRUCTION - HARD COSTS (CCI: 9876)	**$24,392,781**	**$12,387,006**	**$12,005,775**	**$0**
4 - A. Utility Service	$1,150,000			$0
4 - B. Site Development - Service	$2,150,000			$0
4 - C. Site Development - General	$1,650,000			$0
4 - D. Site Development - Other	$0			$0
4 - E. Reconstruction	$0			$0
4 - F. New Construction (Building) (w/Group 1 equip)	$19,061,550			$0
4 - G. Board of Governor's Energy Policy Allowance (2% or 3%)	$381,231			$0
4 - H. Other	$0			$0
5. CONTINGENCY (CCI: 9876)	**$1,219,639**	**$609,820**	**$609,820**	**$0**
5. Contingency	$1,219,639			$0
6. ARCHITECTURAL AND ENGINEERING OVERSIGHT (CCI: 9876)	**$487,856**	**$243,928**	**$243,928**	**$0**
6. Architectural and Engineering Oversight	$487,856			$0
7. TESTS AND INSPECTIONS (CCI: 9876)	**$867,090**	**$433,545**	**$433,545**	**$0**
A. Tests	$243,928			$0
B. DSA Inspections	$623,162			$0
8. CONSTRUCTION MANAGEMENT (CCI: 9876)	**$487,856**	**$243,928**	**$243,928**	**$0**
8. Construction Management	$487,856			$0
9. TOTAL CONSTRUCTION (Items 4 through 8) (CCI: 9876)	**$27,455,221**	**$13,918,226**	**$13,536,995**	**$0**
Total Construction Costs	$27,455,221			$0
10. FURNITURE AND GROUP II EQUIPMENT (EPI: 5455)	**$205,894**	**$0**	**$205,894**	**$0**
10 - A. Furniture and Group II Equipment	$205,894			$0
11. Total Project Costs (Items 1, 2, 3, 9, and 10)	**$29,956,310**	**$15,171,331**	**$14,784,980**	**$0**

12. Project Data	Gross Square Feet	Assignable Square Feet	ASF:GSF Ratio	Unit Cost Per ASF	Unit Cost Per GSF
New Construction	28,750	21,120	73%	$902.54	$663.01
Reconstruction	0	0	0%	$0.00	$0.00

13. Anticipated Time Schedule			
Start Preliminary Plans	8/1/2028	Advertise Bid for Construction	6/1/2030
Start Working Drawings	3/1/2029	Award Construction Contract	8/1/2030
Complete Working Drawings	8/1/2029	Advertise Bid for Equipment	12/1/2031
DSA Final Approval	4/1/2030	Complete Project and Notice of Completion	2/1/2033

14.	State Funded	District Funded		District Funded Total
		Supportable	Non Supportable	
Preliminary Plans	$753,463	$616,470	$0	$616,470
Working Drawings	$499,642	$425,621	$0	$425,621
Construction	$13,918,226	$13,536,995	$0	$13,536,995
Equipment	$0	$205,894	$0	$205,894
Total Costs	$15,171,331	$14,784,980	$0	$14,784,980
% of SS Costs	50.64%	49.36%	Project Total	$29,956,310
Points % Calc	50.01%	49.99%	SS Total	$29,956,310

Report Generated: 4/22/2025

Mendocino-Lake Community College District (140)
Mendocino Coast Center (144)
Project: Replacement of Academic Buildings – **EPI :** 5455

Rm Type	Description	TOP Code	Department	ASF	Sec. ASF	Increase In Space	Equip. Cost/ASF	Total Allowable Cost
110	Classroom	0099	General Assignment	1,900	1,928	-28	$25.51	$0
210	Class Lab	0401	Biology, General	550	553	-3	$129.66	$0
210	Class Lab	0936	Printing and Lithography	124	124	0	$120.19	$0
210	Class Lab	0952	Construction Crafts Technology	4,000	4,085	-85	$120.19	$0
210	Class Lab	1002	Art (Painting, Drawing and Sculpture)	3,374	3,374	0	$62.44	$0
210	Class Lab	1011	Photography	547	547	0	$62.44	$0
210	Class Lab	1905	Chemistry, General	800	826	-26	$129.66	$0
215	Class Lab Service	0401	Biology, General	1,200	1,227	-27	$129.66	$0
215	Class Lab Service	0952	Construction Crafts Technology	250	255	-5	$120.19	$0
215	Class Lab Service	1002	Art (Painting, Drawing and Sculpture)	991	991	0	$62.44	$0
215	Class Lab Service	1905	Chemistry, General	250	255	-5	$129.66	$0
310	Office	0099	General Assignment	228	228	0	$39.88	$0
310	Office	0401	Biology, General	110	117	-7	$39.88	$0
310	Office	1002	Art (Painting, Drawing and Sculpture)	76	76	0	$39.88	$0
310	Office	6010	Academic Administration	175	175	0	$45.5	$0
310	Office	6110	Learning Center (Learning Resource Center)	154	154	0	$45.5	$0
310	Office	6210	Registrations, Transfers, Transcripts, Certificati	130	133	-3	$45.5	$0
310	Office	6310	Counseling Services	386	386	0	$45.5	$0
310	Office	6460	Financial Aid	137	137	0	$45.5	$0
310	Office	6510	Building Maintenance and Operation Support	92	92	0	$45.5	$0
310	Office	6791	General Administration Services	400	402	-2	$45.5	$0
315	Office Service	6310	Counseling Services	0	12	-12	$45.5	$0
315	Office Service	6770	Logistical Services	80	88	-8	$45.5	$0
410	Read/Study Room	1507	Creative Writing	475	487	-12	$0	$0
410	Read/Study Room	4930	General Studies	200	214	-14	$0	$0
410	Read/Study Room	6110	Learning Center (Learning Resource Center)	150	164	-14	$59.86	$0
410	Read/Study Room	6120	Library	400	406	-6	$59.86	$0
430	Library - Electronic Carrels	6110	Learning Center (Learning Resource Center)	1,675	1,683	-8	$370.82	$0
530	Audio/Visual, Radio,	6130	Media Services	300	307	-7	$178.04	$0

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	TV							
530	Audio/Visual, Radio, TV	6130	Media Services	1,100	0	1,100	$178.04	$195,844
535	A/V, Radio, TV Service	6130	Media Services	70	69	1	$178.04	$178
630	Food Facilities	6940	Food Services	0	1,212	-1,212	$53.93	$0
650	Lounge	0099	General Assignment	500	306	194	$41.33	$8,018
710	Data Processing/Computer	6110	Learning Center (Learning Resource Center)	100	95	5	$370.82	$1,854
720	Shop	6510	Building Maintenance and Operation Support	80	80	0	$116.89	$0
750	Central Food Storage	6400	Other Student Services	116	116	0	$0	$0
TOTAL		-	-	21,120	21,304	-184	-	$205,894

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FUSION
FACILITIES UTILIZATION
SPACE INVENTORY OPTIONS NET

Replacement of Academic Buildings
(Category M: Modernization Projects)
Project Summary Report

Mendocino-Lake Community College District (140), Mendocino Coast Center (144): MENDOCINO ARTS 200, MENDOCINO MAIN BLDG 100, FINE WOODWORKING

Description:
At the Mendocino Coast Center this project will demolish the Art Building 100, the Main Building 200 and the offsite Fine Woodworking Building and creates a single more efficient building on the Coast Campus. The Facilities Condition Index for each building is as follows; Art Building 100 (FCI 128.47%), Main Building 200 (FCI 122.28%), and the Fine Woodworking Building (FCI 128.47%). Since all of the FCIs are over 100%, it means that the cost to renovate the 3 buildings is greater than the cost to replace them. On completion the new single building will provide 1,900 ASF of Lecture space, 12,086 ASF of Lab space, 1,968 ASF of Office space, 2,900 ASF of Library space, 1,470 ASF of AVTV space and 796 ASF of institutional Other space.

Project Type:	Replacement		
Occupancy Year:	2032-33	**Acres:**	0
District Priority:	4	**Contact:**	MacAdam Lojowsky
CCI:	9876	**EPI:**	5455
Net ASF:	-184	**Total OGSF:**	28,750
Last Edit Date:	4/16/2025	**Last Edit By:**	Eric Mittlestead
Online:	No	**Complete:**	No

Project Score:

Score Type	Score	Supporting Data
Age of Building	42	
Facility Condition Index (FCI)	40	
FTES	0	
Vision for Success Regions of High Need	5	
Vision for Success CTE	6	
Local Contribution	50	
Total Score	**143**	

Space Analysis:

Type	Lecture	Lab	Office	Library	AV/TV	Other	Total
Primary ASF	1,900	12,086	1,968	2,900	1,470	796	21,120
Secondary ASF	-1,928	-12,237	-2,000	-2,954	-376	-1,809	-21,304
Net ASF Change	-28	-151	-32	-54	1,094	-1,013	-184
Initial Cap/Load FY2028 - 2029	275%	215%	75%	123%	24%	N/A	142%
Final Cap/Load FY2032 - 2033	252%	199%	74%	120%	95%	N/A	148%

Project Cost:

Phase	FY	State Funded	District Funds	Non-State Funds	Total Cost
Preliminary Plans	2028-2029	$753,463	$616,470	$0	$1,369,932
Working Drawings	2028-2029	$499,642	$425,621	$0	$925,263
Construction	2029-2030	$13,918,226	$13,536,995	$0	$27,455,221
Equipment	2029-2030	$0	$205,894	$0	$205,894
Project Total		**$15,171,331**	**$14,784,980**	**$0**	**$29,956,310**

For additional information and/or updates to this plan, please contact the District's Facilities office, located at Building 6700, Ukiah.