LAKE TAHOE COMMUNITY COLLEGE

2021-2027 FACILITIES MASTER PLAN

LAKE TAHOE COMMUNITY COLLEGE

JK ARCHITECTURE ENGINEERING

A special thanks to the team that put this document together.

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01 Executive Summary

Lake Tahoe Community College (LTCC) has a rich history and a compelling vision for the future. With its unique program offerings and beautiful environment, LTCC is currently emerging as California's premier destination community college. Along with charting LTCC's vision for the future, the purpose of this Facilities Master Plan (FMP) 2021-2027 is to reengage with the past, documenting the historical beginnings and original vision that brought LTCC to where it stands today. This FMP is intended as a living resource that can be updated, referenced, and linked to other resources as an aid to those working to realize LTCC's vision for the future.

Significant progress has been made toward planned facilities since the publication of the 2014-2020 Facilities Master Plan. New buildings have taken form, and ongoing construction projects dot the campus. The Lisa Maloff University Center building, completed in 2018, is a flagship project critical to the bachelor's degrees that partners of LTCC offer on campus. A multimodal transit center, the Mobility Hub, was completed in 2019 and provides transportation to and from the main campus entry point while reducing personal vehicle trips. The Early Learning Center building, completed September 2021, is home to the Tahoe Parents Nursery School and other college programs. Ongoing construction projects include a new equipment storage facility, upgrades to existing facilities' indoor air quality, quiet study spaces, and campus security. The current "Remodel for Efficiency" project is resolving long-standing issues with ventilation, allowing for ADA compliance, updating antiquated equipment, improving technology and connectivity in the classroom, and providing updates to student service areas, offices, labs, and classrooms. Measure F bonds, state funds, and the generosity of benefactors have made all of this possible.

Developing the 2027 FMP involved a robust, weekly collaboration with the facilities management team and a series of coordinated interviews with educators, department deans, administrative staff, past presidents, and longtime supporters of LTCC. Capturing the history of and stories surrounding the development of LTCC was a major goal of this FMP, as was rigorously documenting existing facilities' conditions and assessing the ongoing needs of these assets. Not budgeting for deferred maintenance costs has a demonstrated history of leading to higher downstream costs.

The Facility Master Plan for Lake Tahoe Community College explores both method and vision: "how" and "why"

This FMP presents priorities and budget projections for investing in updated infrastructure, repairs, maintenance, and upgrades that will lead to long-term savings in operational costs.

Featured prominently in this FMP is the proposed Tahoe Basin Public Safety Training Center (TBPSTC) project. Identified as a strong candidate for state funding, the project is currently in the preliminary design phase and is evolving as the collaboration between LTCC and local public safety organizations continues. The facility concept is a joint use center for multiple public safety professions: fire, police, search and rescue, emergency medical, and wilderness outdoor education. These career technical programs are designed to have a central hub with shared resources that include flexible workspaces able to be converted to classrooms or labs, an outdoor training area, and an equipment warehouse.

In support of these programs, an expansion of the adjacent Physical Education Center building is proposed. Students will have access to all of the physical training equipment and gym facilities required for TBPSTC coursework.

Residential Student Living is the keystone to the vision of a destination community college. The ability to offer affordable accommodations to students who reside outside the immediate service area while attending LTCC will foster a higher level of community spirit on campus and secure LTCC's appeal as an educational destination for students from throughout California and the world. This FMP explores both a dormitory development and the possibility of an apartment or townhouse concept that will likely be developed within a public-private partnership.

The coming years promise more exciting new developments for the LTCC campus. This FMP is designed to change, grow, and evolve alongside Lake Tahoe Community College.

02 Goals and Vision

COLLEGE MISSION

Lake Tahoe Community College's Mission Statement:

Lake Tahoe Community College serves its local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, its personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

Lake Tahoe Community College believes:

- Students come first.
- An educated citizenry is fundamental.
- Learning enhances the quality of life.
- Innovation, integrity, high standards, and the pursuit of excellence are essential.
- Diversity enriches.
- We make a difference.

Community is at the core of Lake Tahoe Community College. Its educational efforts, services, and improvements are centered around the particular needs of its surrounding community. From providing a safe place for residents to be tested during a global pandemic to developing classes and programs that educate the people who live here while providing local business with the skilled workforce it needs, LTCC is committed to being a responsive, supportive community partner.

LTCC strives to provide open access to all students. As a comprehensive community college, LTCC serves a variety of student types: recent high school graduates, adults returning to college to retool their skills, nontraditional students entering college later in life, students transitioning to college-level work, and students pursuing technical fields or career advancement. While initially most of LTCC's students came from the South Lake Tahoe community, access to LTCC's unique learning environment has expanded regionally and globally with the addition of online classes, the introduction of an international education program, and athletics.

As part of the California Community Colleges system, LTCC shares one of the system's primary goals of "increasing degree and certificate attainment and transfers to four-year institutions." But LTCC's mission goes further. Through high-quality instruction and readily available student support, LTCC strives to create an environment where learning is valued both for its own sake and for its rewards: improved quality of life, opportunity for innovation, and access to role models in the pursuit of excellence, among others.

LTCC's mission drives program development and institutional planning designed to meet the educational needs of the entire community served by LTCC.

STRATEGIC GOALS

Lake Tahoe Community College follows an annual process for creating, approving, and reviewing strategic goals as well as reviewing progress toward those goals. The annual goals are presented to the Board of Trustees and the superintendent/president and are developed in collaboration at the annual Trustee Retreat each August.

After developing new goals and confirming the old ones, the new goals are rolled out to the campus in September as part of the convocation activities. At this time, progress toward the previous year's goals is reviewed at the annual State of the College Address and a Progress Update document is shared with the campus community and Board of Trustees.

Typically in the fall quarter, the Board of Trustees reviews new goals during open session meetings and then approves them for the academic year.

This process has been in use since 2017. The goals documents for the current year and the progress update are widely publicized, allowing for faculty, staff, and community awareness of LTCC's direction. This offers all parties involved the ability to align their efforts with the goals for each year. These goals will be evaluated annually and reported to the Board of Trustees to provide accountability. In recent years, many of the strategic goals have focused on expanding programs, securing facilities funding, and building new facilities that meet program needs. This FMP aligns with the current strategic goals set by the institution.

2021-2023 Goals:

1. **Align policies, practices, and resources to support LTCC's mission to become an antiracist and multicultural institution.**
2. **Increase student access supports through expansion and enhancement of wraparound services, including financial aid, basic needs, housing, and overall wellness.**
3. **Improve student success and completion with an emphasis on academic equity for traditionally underserved student populations (First generation, first time students, students previously placed in remedial education, some college and no degree, stopped out students, etc.).**
4. **Build modern facilities in alignment with district needs and cultivate resources in support of program and facility expansion.**
5. **Be a leader in addressing issues of climate and sustainability.**
6. **Continue to proactively respond to the COVID-19 pandemic in support of the needs of students, employees, and the Lake Tahoe community.**

2020-21 Goals and Outcomes:

1. **Reimagine financial support services for students to increase access to financial aid, loans, and on-campus student employment.**
    - » **Outcome Achieved:** Provided aid to more students than ever before; institutionalized significant debt relief

program and increased the number of scholarships given.

2. **Build out a completion-focused Lake Tahoe College Promise Program in alignment with the Promise Scholars Program replication metrics.**
   - » **Outcome Achieved:** Leading indicators show an increase in transfer levels in English and math as well as fall to winter persistence; continued to raise funds for the long-term sustainability of the program.
3. **Solidify Guided Pathways in LTCC's campus systems and the student experience.**
   - » **Outcome Achieved:** Continued the integration of meta majors through campus; guided pathways clarified; new emphasis on recapturing "stopped out" students.
4. **Improve the quality of LTCC's Distance Education through enhanced instructor development, student support, and career education offerings.**
   - » **Outcome Achieved:** Institutional Resilience and Expanded Postsecondary Opportunity (IREPO) grant received; continued to improve Distance Education (DE); hired fully dedicated, year-round position for DE development and improvements.
5. **Enhance housing services for students; maximize current housing opportunities while exploring additional options once demand is proven.**
   - » **Partially Achieved:** Met COVID-19 protocols; continued to offer housing during pandemic; improved fill rate.
6. **Plan and design modernization project improving classrooms, labs, and student support areas.**
   - » **Outcome Achieved:** Opened the Early Learning Center on time; launched the Remodel for Efficiency construction; on track for the Storage Facility installation.
7. **Focus advocacy efforts on securing local, state, and federal funds for the Lake Tahoe Basin Public Safety Training Center.**
   - » **Outcomes Achieved:** Fire Academy accreditation renewed; Final Project Proposal for Tahoe Basin Public Safety Training Center submitted.
8. **Proactively respond to the COVID-19 pandemic in support of students, employees, and the Lake Tahoe community.**
   - » **Outcomes Achieved:** Safe work environment; supported community vaccination clinics and testing sites; put protocols in place for Fall 2021 full return.
9. **Serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe community.**
   - » **Outcomes Achieved:** DEI Taskforce established; progress on recruitment and hiring practices; professional development provided through the USC Alliance and "Book in Common" program.

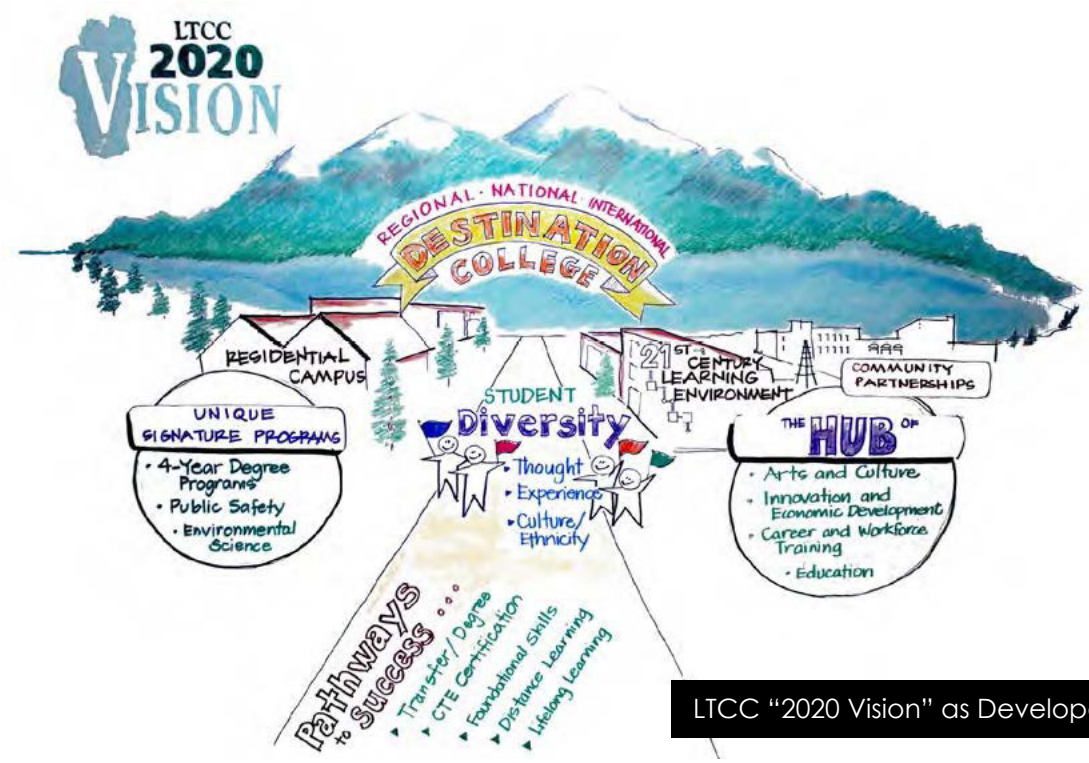
For the purpose of developing the FMP, LTCC seeks to integrate and align its stated goals and objectives with those of partner agencies and institutions as it considers the continuous development of the campus.

Additional considerations include:

- Lake Tahoe Unified School District
- City of South Lake Tahoe
- Tahoe Regional Planning Agency (TRPA) Lake Tahoe Regional Plan

The Facilities Master Plan 2021-2027 includes the following goals and objectives as they pertain to the 2018 Educational Master Plan:

- Reduce potential liability by identifying and correcting any perceived physical hazards.
- Enhance classroom environment by ensuring that all building systems are operating effectively and efficiently.
- Reduce energy/maintenance costs by improving management operations and implementing energy reduction systems to mitigate the impact of rising utility bills.
- Minimize wear and tear of district assets by developing appropriate maintenance cycles and operational tasks that ensure all building systems function at optimal levels.
- Implement sustainability practices and green technology in accordance with the California Community Colleges sustainability policy and energy conversation guidelines.
- Maximize space utilization by implementing an integrated space management system to better monitor classroom use and fully assess instructional and community space needs.
- Utilize facilities in the most efficient way as is practical.
- Plan multiuse facilities as much as is practical, such as the Tahoe Basin Public Safety Training Center.
- Develop partnerships with outside agencies.



LTCC "2020 Vision" as Developed in 2014

03 History

THE STORY SO FAR

History of the Land and the Washoe Tribe

"Yes, [the lake] was a sacred place. It is to us yet, even though it is so different today from what it was in our people's time, before the white people came. It is hard to see what is happening to it, the surrounding area. The land is valuable, and not just in monetary value, but it was our land and we love it. We were taught to respect everything from the land... So it is very precious to us still...we were the first people to take care of the lands and all the plants and things that grow...And it feels good to come up here and see these things and to walk around and remember... and hopefully the people who are here now will have respect and take care of the area..."

- Washoe Tribal Elder

Before Contact

"Lake Tahoe and approximately 10,000 square miles of land surrounding the lake were once home and the responsibility of the Washoe Indians. Washoe existence at the lake centered around fishing camps and milling sites located in lush meadows within view of the lake and along permanent streams." (United States Department of Agriculture, Forest Service.)

According to Dr. Lisa Grayshield, "The word Tahoe comes from the Wasiw (Washoe) word 'dah' oh'; the word for big water."

By analyzing artifacts found within the Lake Tahoe basin, archaeologists tracked the Washoe existence back about two thousand years. Linguists think Washoe existed at the lake before any other sierran or Great Basin cultures. Dr. Grayshield confirmed, "Our people have been here, in the Sierra Nevada Mountain range and surrounding valleys since time immemorial. Our origin stories remind us that we were placed here by 'Nente'shu,' old woman from the stars who made us out of stardust.

"Our language is distinctive, not related to the dialects spoken by neighboring tribes, our ancestorial territory has always included Lake Tahoe. There is no evidence that we migrated from other regions as is common in other cultures. Each season Wasiw gathered at 'dah' oh' aga' (the edge of the lake) where they spent the hot summer months fishing and preparing food. Life was peaceful and full of laughter until the coming of the white man (Grayshield, 2022)."

Lake Tahoe, similar to the rest of the American West, had been the territory of native people. Discoveries of gold and silver attracted overwhelming numbers of immigrants from around the world. It was the Comstock Lode of 1859 in Virginia City, the first major discovery of silver ore in the united states, and other major gold and silver strikes in the Tahoe region, that transformed the landscape from a frontier into an industrial mecca for massive resource extraction. The forests surrounding the entire basin were virtually clear cut between the years 1860 and 1890 and the timber used to fuel mining operations, shore up the mine tunnels, and build the rapidly growing Virginia City.

Many diverse people had left their mark on the land during their migration west, and the landscape has not stop changing since; Basque sheepherders left carvings on aspen trees in groves all around the lake region, there is evidence of Chinese laborers' campsites on the wooded slopes surrounding the lake, and European-operated lumber mills created extensive historic road systems, railroad alignments, trails, and flumes.

The Lake Tahoe Basin became a favorite recreational retreat for the wealthy in the early twentieth century, growth and development produced a number of unique historic buildings. Many of these buildings remain today. Lake Tahoe is now a destination for visitors from around the world and remains home to the Washoe Tribe.

Honoring and respecting the indigenous cultures that came before European, Asian, and other immigrants settled in the basin continues to be an important element of Lake Tahoe Community College culture. Since the founding of the college in 1974, several important archaeological sites have been identified on its property. The college is developing strategies in collaboration with the Washoe Tribe to protect and preserve these locations. These sites include the grinding rocks located on the northwest corner of the college property, in the Trout Creek Meadow area, and two locations identified as summer resting spots on the southwest corner of the property. Previously discovered sites near Trout Creek may have archeological significance. The college intends to work with members of the Washoe Tribe to verify and validate these locations and their historical relevance to the tribe. Efforts to properly preserve these spaces and provide culturally accurate historical signage are underway.


Lake Tahoe

Founding and Evolution of the Campus

Lake Tahoe Community College District (LTCCD) was founded in 1974 after the California legislature passed a law requiring that all counties in California needed to be in a community college district. The college first opened its doors in 1975, operating out of the Gerken Lodge, now the Econo Lodge, on Highway 50 in South Lake Tahoe. Since then, it has grown from a modest institution into a world-class educational destination.

LTCC Original Site at the Gerken Lodge

The alpine community on the southern shores of Lake Tahoe first expressed interest in hosting a community college in 1964, a year before the City of South Lake Tahoe was established. On March 5, 1974, voters approved the formation of a community college district with 66% of the vote.

The community college district incorporates a large area of South Lake Tahoe and has the southern shores of the lake as its northern boundary, the El Dorado-Alpine county lines as its southern boundary, the Sierra Crest to the west and the California-Nevada state line to the east. On the same day the district was established, the first Board of Trustees was elected: Roberta Mason, Dr. Will Cluff, Rev. Donald Swanson, and Dr. Frederick "Fritz" Wenck. Temporary board member Gene Bellisario stepped in to fill the fifth vacant seat that had been reserved for a board member from Alpine County, which voted not to join the new district. Bellisario served until June 1974 when William Patrick Conlon won the seat in a special election. In September 1974, the Board of Trustees hired Dr. James Duke as LTCC's first superintendent/president.

Dr. Duke oversaw LTCC's opening on September 18, 1975, in the converted Gerken Lodge on Highway 50. In its first year, 119 classes were offered to 857 students. The first graduating class, the class of 1976, consisted of eleven students.

With Dr. Duke's foresight to set aside funds for land acquisition, a site for a permanent campus was pursued vigorously in 1979. The college purchased a parcel on Al Tahoe Boulevard, owned by the Shell Oil Company, on December 27, 1979. The title to the 164-acre plot in the center of South Lake Tahoe was signed over to Lake Tahoe Community College.

An architectural firm, Sprankle, Lynd & Sprague, Architects, was hired to design the campus master plan. During initial site studies, the firm discovered that the Washoe Tribe had lived on the college's land in years past and had left marks of archaeological significance. The grinding rocks near Trout Creek are coded on LTCC campus maps and master site plans. While the permanent campus was being prepared, LTCC rented space all over South

Lake Tahoe. The high school's laboratories, the middle school's classrooms, and a former automobile dealership, which was remodeled into a library, art lab extension, and an intimate collegiate theatre, became temporary LTCC spaces.

On July 8, 1986, a groundbreaking ceremony was held on the permanent campus site, and construction began on the first phase of LTCC's master plan. LTCC moved into its present location on Al Tahoe Boulevard in October 1988.

The first Main building of LTCC was an implementation of design principles that drove the master plan: it was in harmony with the natural environment, it protected students from the harsh winter weather, and it fulfilled the functions of a college campus in a cohesive, timeless environment.

Groundbreaking

On June 30, 1990, Dr. Duke retired after sixteen years of service as president and overseeing the construction of LTCC's Main building. Dr. Guy Lease, then vice president of business services, was selected as Dr. Duke's successor.

Dr. Lease's tenure as LTCC's second superintendent/president saw the expansion of LTCC. During his tenure, the Child Development Center (CDC), providing care for infants to preschool-age children, opened in September 1993. The center is also used as a teaching lab for the Early Childhood Education program. The new Technology Wing was dedicated on January 2, 1996, and the Duke Theatre opened in March 1996.

With everything but the Physical Education Center building located on the main Al Tahoe campus, the board decided to lease four mobile modular classrooms. First used in Fall 1996, the "temporary" mobile classrooms, mean to last no more than twenty years, are still on campus today and in need of demolition. While these "Garden Classrooms" brought the entire college to one location for the first time, they have far exceeded their lifespan.

CDC Grand Opening

Physical Education Building

In 2002, the new Physical Education Center building and Student Center / Culinary building opened. The 26,000-square-foot Physical Education Center building includes a gymnasium, Fitness Education Center, dance studio, and locker rooms. Additionally, the Culinary Arts program moved into its own teaching kitchen in the 10,000-square-foot Student Center / Culinary building in 2002.

In June 2005, the theatre was named after LTCC's first president, Dr. James Duke. In 2006, the campus opened a new 27,000-square-foot library and the Haldan Art Gallery. The gallery was made possible by the support of generous donors, including a lead gift by the Haldan family.

Duke Theatre

In 2007, after seventeen years of service as superintendent/president and eight years as vice president, Dr. Lease retired. In July 2008, LTCC hired Dr. Paul T. Killpatrick as LTCC's third president. Dr. Killpatrick served LTCC for two years before moving on to another presidency in Washington State. LTCC's fourth superintendent/president, Dr. Kindred Murillo, was hired in July 2011.


Coyote Turf Field

Dr. Murillo spearheaded the successful Measure F bond campaign in November 2014, resulting in fifty-five million dollars in local funding flowing into the campus over the following ten-year span.

In the early years of the Measure F bond, Dr. Murillo oversaw multiple campus improvement projects, including new athletic fields and an updated main parking lot.

In 2014, through the personal network of LTCC's founding board member, Roberta Mason, the Lake Tahoe Community College Foundation received a $5.8 million donation from South Tahoe local Lisa Maloff. The donation resulted in the Lisa Maloff University Center building.

Also in 2014, the library was renamed the Roberta Mason Library, in honor of LTCC's first Board of Trustees president, Roberta Mason. In 2016, the boardroom was named after Dr. Frederick "Fritz" Wenck, who served on the first LTCC Board of Trustees and continued on the board alongside Roberta Mason for more than forty years.

Dr. Murillo left LTCC to take a presidency position at Southwest College in January 2017. Jeff DeFranco, who had served as vice president of administrative services at LTCC since 2012, was hired as LTCC's fifth superintendent/president.

Roberta Mason Library

Thanks to his close involvement in the Measure F bond project development, ballot language, and other bond planning, President DeFranco was uniquely poised to lead the next phase of campus growth and construction.

In his position as vice president, DeFranco oversaw the design and construction of Lisa Maloff University Center (LMUC) building and, as superintendent/president, the opening of the LMUC.

LTCC welcomed community members and stakeholders at the groundbreaking of the Lisa Maloff University Center building in spring of 2017 and again for the ribbon cutting event that signified the opening of the center on August 16, 2018. This structure houses LTCC's expanding bachelor's degree programs, provides professional development space for LTCC employees, and is a rental space for community groups.

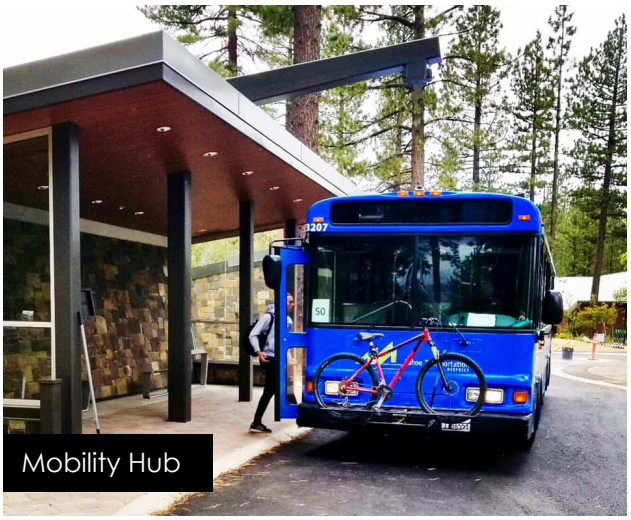

Legacy Plaza

Lisa Maloff University Center

Also in 2018, Superintendent/President DeFranco oversaw the creation of Coyote Legacy Plaza and the unveiling of the bronze coyote statue, a public art effort to establish a unifying symbol for the school. The statue sits on the west corner of the newly renovated Coyote Soccer Field. Coyote Legacy Plaza also provides a venue to recognize donors and raise funds for the foundation.

The Mobility Hub project, completed in 2019, highlights LTCC's commitment to environmentally friendly building practices. Through a partnership with Tahoe Transportation District (TTD) and Liberty Utilities, the Mobility Hub brings electric charging stations and increased bus traffic to campus. TTD added two electric buses to its fleet in 2021.

Tallac Award


Mobility Hub

The project won the Blue Ribbon Tallac Achievement Award in 2020. The Tallac Achievement Award honors an exemplary business, recreation site, or infrastructure project that revitalizes or enhances the economy and community of the South Shore.

In 2021, a long-standing promise to the community was honored with the opening of the campus's newest building, the Early Learning Center (ELC) building. The ELC created a permanent home for the Tahoe Parents Nursery School (TPNS), a co-op preschool with a local sixty-plus-year history, and it provides space for community youth education programs such as Bridge Language Academy, upgrades to parking and signage, and an outdoor space for the CDC that includes a playground—which is shared with TPNS.

In 2021, after several years of challenging work to obtain state matching funds, the Remodel for Efficiency (RFE) project began. This eighteen-month $19.54 million renovation project will improve approximately 30% of the original campus facilities.

The focus of this project is to improve student, staff, and faculty experiences in and around the Science, Art, Student Services, and Information Technology departments. This involves updating aging facilities and increasing safety and security. The RFE project will include a full fire lane and a new ADA-accessible front-of-campus entry experience.

In the course of all of the post-Measure F improvements and growth—made possible by the community's support in 2014—the LTCC administration and bond management team worked tirelessly to be good stewards of the tax dollars entrusted to them. Through Moody's and Standard and Poor's bond rating review processes in 2021, LTCC's credit ratings reached Aa3 and AA levels, respectively. These were the highest ratings achieved to date and rose higher each year since 2014. These improvements are due to the LTCC's accreditation history, financial management policies and practices, diversification of Full-Time Equivalent Students (FTES), and the investment in and growth of our community.

Early Learning Center

Summary of Interview with Founding Board Member Roberta Mason

During an interview with Al Frangione, LTCC's director of facilities and capital construction, Roberta Mason, former Lake Tahoe Community College Board of Trustees president, shared her personal story and insights into the founding of LTCC.

During the interview, Mason described her journey prior to settling in Lake Tahoe in 1957. The architectural firm that her husband worked for decided to open an office in South Lake Tahoe to prepare for development surrounding the 1960 Winter Olympics at Palisades Tahoe, formerly Squaw Valley ski resort. The Masons struggled to find a home to rent, let alone purchase, so they settled on a cabin in May of 1957. Just as it is today, South Lake Tahoe was a popular vacation destination, but the city was much smaller during that time with just one medical clinic, Harvey's Casino, and Cecil's Market—a small grocery store located where Heavenly Village is currently.

Although South Lake Tahoe had a school district, there was not a clear educational path for students. There was no high school in the area, and finding childcare for younger children was a challenge. Because homes were so spread out, it was difficult for children to find anyone to play with, so Mason helped start the Tahoe Parents Nursery School. Subsequently, a friend of Mason's thought, "Why can't we have a junior college here?" After speaking with the school board, they appointed a committee to study the matter. Mason joined that committee and together they came up with a plan to start a college in South Lake Tahoe. After five years of working on a plan, the committee was discouraged when the school district turned down their plan. Their efforts were halted until the legislature passed a law that all territories in California had to be in a community college district. Mason and the rest of the committee took advantage of the law and came up with a plan for El Dorado County.

During the committee's research, they considered joining both Los Rios Community College District and Sierra College District, but ultimately they wanted to forge their own. In the 1970s, they formed Lake Tahoe Community College District, and Roberta Mason was elected the first president of the board.

Mason began from scratch, including with the first order of business: finding a college president.

The search began with the support of the county office of education, along with retired Sierra College president Harold Weaver. In 1974, they recruited Jim Duke, who had a lot of previous experience opening colleges.

Once hired, Duke leased an office and hired support staff. By September 1975, the college held its first classes at Gerken Lodge, where they remained for fourteen years. Some of the upgrades included covering the swimming pool, knocking down walls between rooms, and converting the ice skating rink into labs and restrooms. Jim Duke also hired two business managers, Fred Nightingale and Guy Lease, and a dean of instructional services, Ed Donovan.

Amid all of this, Duke searched for land on which to build the new college. After much research, he and his team settled on the current location and hired Sprankle, Lynd & Sprague, Architects.

For the full interview, see Appendix.

Summary of Interview with Roberta Mason and Past Presidents Jim Duke and Guy Lease

In an interview between LTCC's director of facilities and capital construction, Al Frangione, former LTCC Board of Trustees president, Roberta Mason, and past LTCC presidents, Guy Lease and Jim Duke, they discussed what brought each of them to Tahoe. Mason was drawn to the area by her husband's career and the future of the Olympics at Palisades Tahoe, formerly Squaw Valley ski resort. Duke left his job at Cañada College to pursue an opening for president at LTCC. Similarly, Lease expressed his interest in the role of LTCC's president.

They reminisced about the early days when Duke began his first day at LTCC with only a key to a PO box and how he negotiated a lease at the motel to hold classes. From there, Duke discussed how they began to rent other buildings all over town. The high school was used for labs in chemistry, physics, and biology. LTCC used the middle school for additional lecture rooms. Duke noted, that during the first year, the college only offered freshman-level classes, and the administration was pleasantly surprised to have just under 1,000 students show up. At the end of the academic year, they held a graduation for eleven students.

Duke noted that the first school in South Lake Tahoe had been on the site of the current LTCC location. It was a log cabin that accommodated an elementary school. Duke added that, as plans for the new college progressed, the shape of the buildings was an important factor. His team instructed the architect: "When you finish it, we want it to look like it has always been there. We don't want it to be like something new that you put out there."

Guy Lease, Roberta Mason & Jim Duke

According to Lease, the board also considered the surrounding natural environment and wanted everything to blend into the mountain. This is one of the aspects of the college that Lease is most proud of—how the design of LTCC serves the campus so well. He expressed, "I look at the surroundings we're in right now and say… This is what we set out to do, and I think it's been very successful."

Duke also agreed with Lease's remarks and added that he is happiest about the way the campus has been maintained over the years. Mason shared that she is most proud of the Tahoe Parents Nursery School and added that her son was one of the first children to attend.

For the full interview, see Appendix.

Summary of Interview with Past President Kindred Murillo

Al Frangione, LTCC's director of facilities and capital construction, interviewed Kindred Murillo, the fourth president and superintendent of Lake Tahoe Community College District, about her time with LTCC.

After finishing her doctorate, Murillo told the chancellor at Contra Costa Community College District that she wanted to seek a presidency. She was a finalist in the interview process at a couple of other colleges but felt like things were meant to be at LTCC, so she pulled out of the other two. It was not easy coming in as the new president of LTCC at first. As with any sort of turnover, there are always people in the community or college who wanted to see somebody else get the job. Murillo faced some challenges in the beginning but, ultimately, she felt that she was in the right place at the right time.

Murillo believes that people are where they are today because of the decisions and choices they made along the way. Prior to coming to LTCC, she was involved with a couple of other colleges and did some private sector work. She worked for Southern California Edison for thirteen years in various capacities ranging from the bottom of the ladder all the way to regional manager. Her life experiences have shaped her into who she is today and taught her that empathy is so important to being a great leader.

Throughout her time at LTCC, Murillo handled various problems on campus, including issues with technology and finances, as well as a siloed culture. She was passionate about building a diverse college and creating an inclusive environment. To help with this goal, Murillo proposed that all forms be provided in Spanish as well as English. She started advertising the college in papers that reached out to the Hispanic community of Lake Tahoe and created a soccer program to attract that community. With the teachers, Murillo initiated a discussion about the equity gap at LTCC. She said, "I have been trained in the, what they used to call, the achievement gap, which we now call the equity gap…the (South Lake Tahoe) community was 38% Latino, the college was 17%. That's a problem. That's a real problem. We set a goal to really, really, really do this work." Murillo spent a lot of time in the community and was heavily involved with the Chamber of Commerce, TRPA, and the school district.

Murillo also had the foresight to go after a bond, and she had the vision of matching state and local funds. She understood that if the college

did not have a bond, major problems would arise with scheduled maintenance. Murillo helped put together the case, and she tied it to the idea of "Owning Our Own Future"—a plan to build enrollment. She wanted to create a learning environment where students could succeed and where faculty and staff could thrive.

Once the bond passed, Murillo used information from the scheduled maintenance review to identify what needed repair. She also wanted the community to see that its money was being used wisely, so she put together a facilities master plan. In the meantime, she was trying to build scholarships. Lisa Maloff called Murillo to express her interest in doing something for LTCC. After discussing some options, they decided on a building, which is now known as the Lisa Maloff University Center building. Murillo was able to build LTCC's scholarship program to $200,000 which, to this day, is something she is truly proud of.

The other piece of the puzzle was basic infrastructure. Murillo wanted students to feel a sense of belonging at LTCC. She wanted students to have the best facilities available to them to enhance achievement and for the faculty to have the tools necessary to provide the best education. Murillo noted, "If you have outdated labs, or if the students are cold, you don't learn as well…but if you're feeling safe and comfortable, you feel like you're in a learning environment you want." She recalled that students who started at LTCC and went on to study at Davis or Berkeley did better than students who started at Davis or Berkeley.

At the end of her term, Murillo knew that she had fixed what she could fix. She laid the foundation, and it was time for somebody new to come in and take LTCC to the next level. Murillo explained that when she talks to leaders, she always tells them, "Recognize when it's your time to exit because there's a place in time where you need to know when you've done your best and when you are starting to become part of the problem."

For the full interview, see Appendix.

Summary of Interview with Current President Jeff DeFranco

Al Frangione, LTCC's director of facilities and capital construction, interviewed current LTCC president Jeff DeFranco about his time with LTCC.

The interview began with a brief introduction as to what DeFranco stepped into when he took the position of president/superintendent at LTCC in January 2017 and what he has done since he took on that role.

In terms of facilities, DeFranco noted that the campus had many beautiful elements, including a new library, Physical Education building, theatre, and main campus. The location and setting of LTCC were stunning, but Jeff could tell that the campus was getting "tired."

LTCC had never passed a general obligation bond, and with little capital investment, the college had become a "break-it-fix-it" institution where issues would be faced as they came with no advanced planning or preventive enhancements.

The sidewalks were cracking, the carpet was faded, the furniture in the commons was clearly dated, and the overall feel of the campus was not very modern. Aging boilers and HVAC units in need of replacement dotted a campus that had not seen any new technologies in a long time.

DeFranco shared how he did an assessment of the campus and identified all of the things that needed to be done. First, he used the phrase "protecting your investment" to describe protecting the campus and ensuring that it remains operational. This included critical items like roofing, siding, boilers, HVAC units, and behind-the-scenes infrastructure that often gets overlooked.

The second item of importance was access to four-year degrees, which led to putting language about a university center in the bond and catalyzed a significant donation for the Lisa Maloff University Center building.

Lastly, DeFranco shared the importance of balancing existing architecture with new architecture so that everything looks cohesive. When asked what he hopes for future superintendent/presidents, DeFranco encouraged them to "keep that common feel because that's what's going to really make this

campus, over this first hundred years, feel not like one building was built in this decade while another building was created in a different decade's architecture. But instead, people will look at it and think this campus looks very cohesive."

He emphasized that this does not mean that architecture should not evolve but to maintain that cohesive nature and make sure that future leaders hold onto pockets of money and use them appropriately to protect the investment. "We've set you up," DeFranco explained. "Help carry the torch forward in terms of protecting these beautiful investments and this beautiful campus."

For the full interview, see Appendix.

ARCHITECTURAL DESIGN HERITAGE

Philosophy and Physical Culture

In 1981, two years following the purchase of LTCC's current site, a design philosophy and campus identity were codified into a master plan by Sprankle, Lynd & Sprague, Architects. That master plan identified five main philosophies that would be core to the campus design:

1. The land is LTCC's greatest physical asset. The land itself should be utilized to the fullest in projecting the presence and the image of the community college.
2. The campus environment should be informal and all of its programs and activities, visually and physically, readily available as well as closely interrelated—life at the community college is a continuum rather than separate, discrete occurrences.
3. While the campus development should be very much within, and a part of, the environment it is set in, it must retain a strong sense of accessibility from, and a part of, the more urbanized community it serves.
4. Physical development of the new campus will most likely be slow, and many phases will occur over a number of years, but LTCC's identity must be established on the new site from its inception, and its incremental growth must be seen as a positive thing, not a disruptive one.
5. The natural ecology of the site must be preserved to the fullest extent possible and be consistent with its new adapted use. Buildings are to be designed to work with and use the natural order (sun, wind, snow, indigenous materials) rather than fight it. The buildings and site development are to be uniquely suited for their community and environment.

These five philosophies established a strong guiding framework for the campus, which was opened in 1988, when its first phase was completed. The Main building, at the heart of the site, encompassed all college functions at that time, including both administrative and learning spaces. Administrative areas were placed on the northern edge of the building, immediately accessible from the main entry, while classrooms and labs were clustered on the "quieter" south and west sides, with views across the meadow and toward Mount Tallac.

This Main building exemplified the idea of a "campus under one roof," an interconnected series of spaces with small courts and decks interwoven and plenty of light and air. The Main building was designed to remain the campus core as it expanded. Sprankle, Lynd & Sprague, Architects, designed the Main building to allow multiple traffic patterns that were weather dependent—the possibility to go between spaces and still be entirely indoors in bad weather or to walk across courts and decks in good weather.

From its inception, the LTCC campus consisted of a closely related series of buildings, which would allow the land itself to be perceived as "the campus." The harmonious relationship of structures to the forest environment was, and continues to be, paramount.

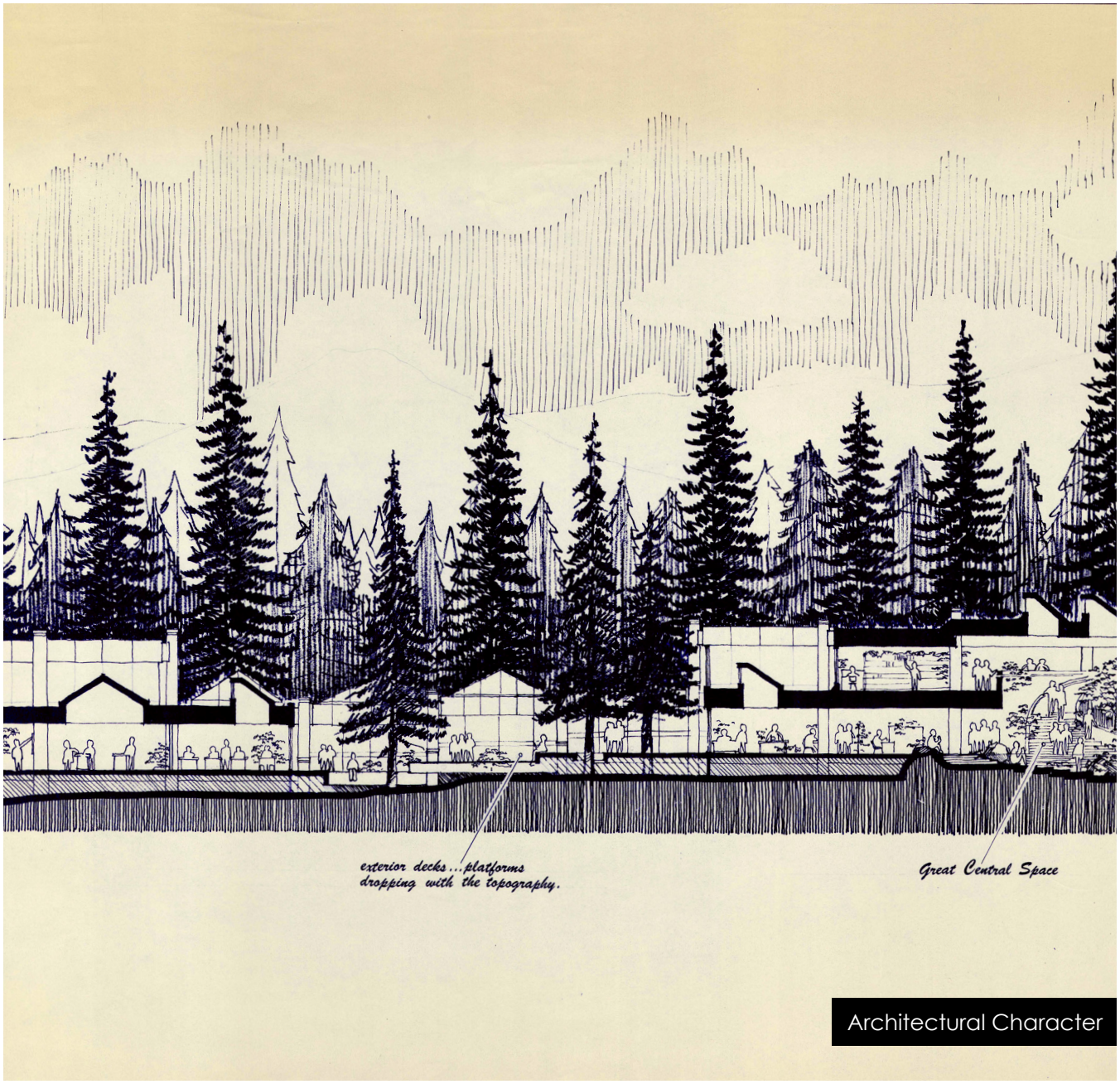


Image sourced from the 1981 Master Plan by Sprankle, Lynd & Sprague Architects

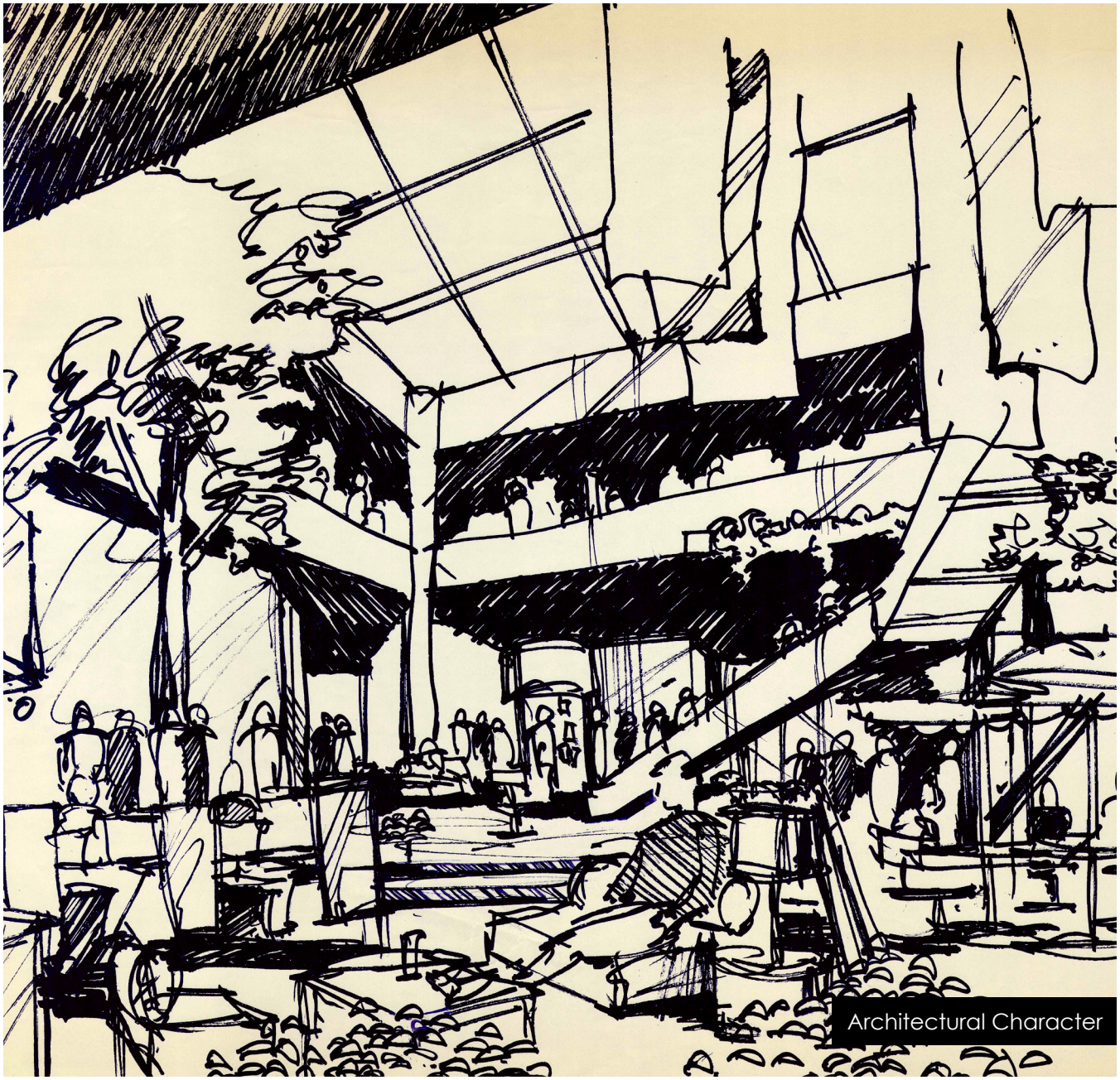


Image sourced from the 1981 Master Plan by Sprankle, Lynd & Sprague Architects

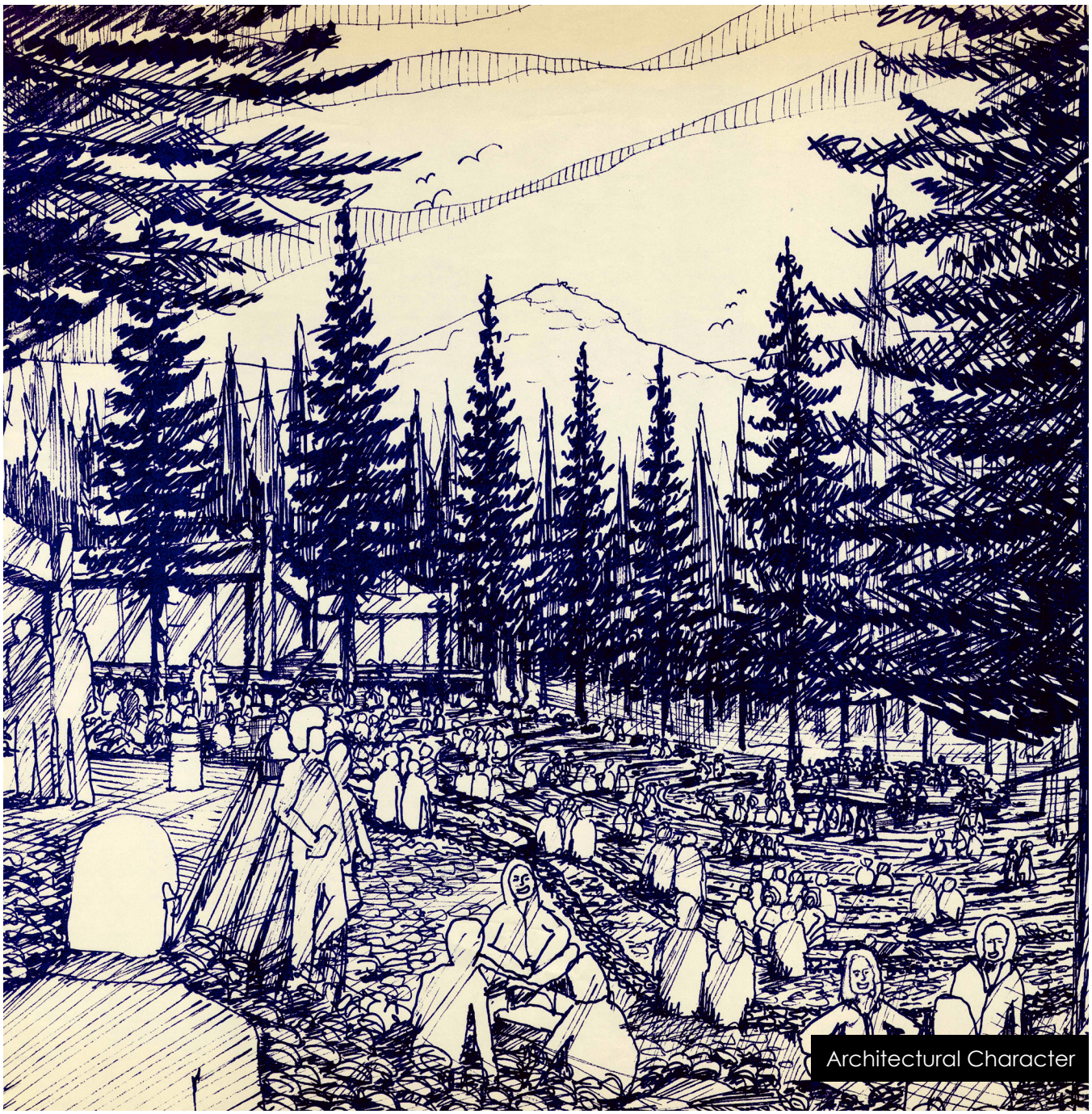


Image sourced from the 1981 Master Plan by Sprankle, Lynd & Sprague Architects

Cohesive, Contemporary Style

In the years since LTCC's Main building was first occupied, several buildings have been added to the campus. Careful thought has been put into the design process to ensure that new buildings adhere to the original five philosophies and do not interfere with the integrity of the campus. New buildings have been designed that enhance—not disrupt—the established campus identity.

The Child Development Center building, to the north of the Main building, was built in 1993. The Fine Arts Building & Duke Theatre were built in 1996. The Student Center / Culinary building to the south and Physical Education Center building to the southeast were constructed in 2002. Sitting between them are the Learning Resource Center building, now the Roberta Mason Library, and the Fritz Wenck Board Room that includes the Haldan Art Gallery, constructed in 2006. The Lisa Maloff University Center building, northeast of the Main building, was completed in 2018, and the award-winning Mobility Hub was completed in 2019. In 2021, the Early Learning Center building was completed.

Through a multi-decade process of development, building styles have naturally advanced. Still, all of LTCC's buildings maintain a modernist design: formal gestures are driven by functional needs using a minimalist aesthetic that harmonizes with the surrounding beauty and nature. The latest construction techniques and technologies are employed wherever possible, and a few well-chosen, natural materials provide the only ornamentation to the campus's buildings.

Palette of Natural Materials

The cohesive character and contemporary style of the campus buildings are governed by design guidelines and material standards adopted for use in the development of future buildings. The use of natural materials is in keeping with the original planning principles of the 1981 Master Plan document, which emphasizes the preservation of the site's natural ecology and climate's impact on building materials. Indigenous materials—materials found locally—are uniquely suited for the environment and maintain both durable and aesthetically pleasing properties.

The Lisa Maloff University Center building exemplifies the use of local materials and colors with its newer materials that maintain the same look and feel as the original ones.

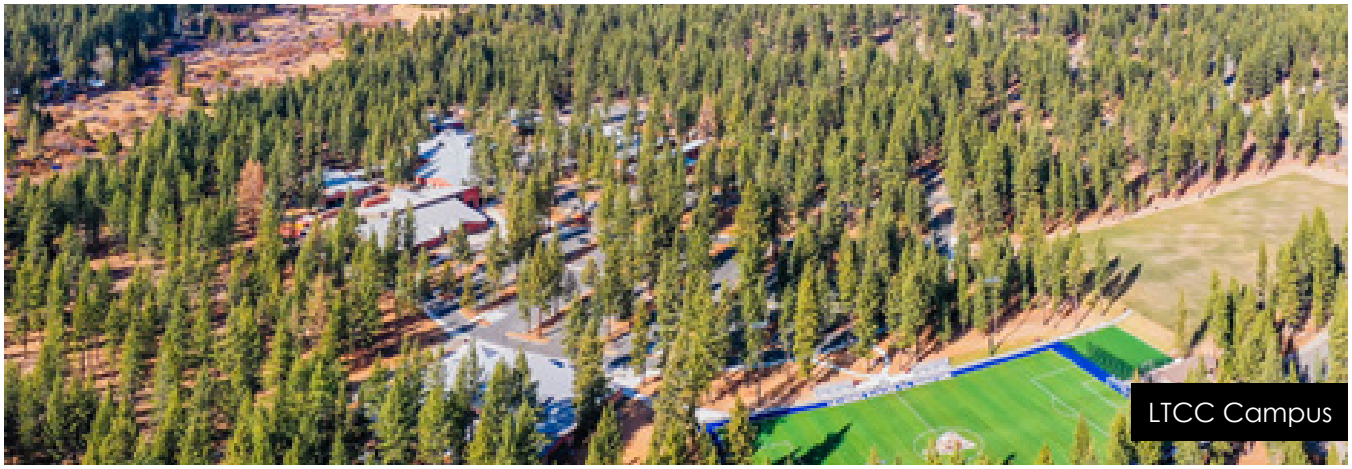
Lisa Maloff University Center

Landscape

The campus core occupies a small portion of the now 147-acre woodland site bordered by Al Tahoe Boulevard on the east and the Trout Creek waterway on the west. The original master plan established a precedent that the forest should be as undisturbed as possible, where buildings blend into the trees and natural features of the site.

"The Land is the district's greatest physical asset. The Land itself should be utilized to the fullest in projecting the presence and image of the Community College." This is was taken from the 1981 Master Plan – Architectural Character by Sprankle, Lynd & Sprague, Architects. This principle for LTCC is the foundation of the landscape design guidelines for the Facilities Master Plan 2021-2027. Preserving the natural ecology of the site and maintaining the campus's woodland environment shall be the first priority of any proposed landscape design. While there is an opportunity to add color and texture near buildings, with appropriate adaptive plants, native species are preferred. Distinct zones within the site should be evaluated for impacts from surrounding developments and defined by these zone characteristics:

- **Creek/Marsh Zone:** An open, often marshy meadow surrounding Trout Creek that winds through the western half of the site on its way to Lake Tahoe. A highly sensitive SEZ (Stream Environment Zone), this is the most ecologically protected portion of the site.
- **Lower Forest Zone:** A densely forested area of pines that sits on the northern edge of the meadow.
- **Forest Plateau Zone:** The largest zone, which runs north to south and sits about 30 feet higher than the Creek/Marsh Zone. Most of this zone is sparsely forested but does have pockets of dense pine tree stands.
- **Swale Zone:** A natural drainage course devoid of trees except at the edges, this zone cuts through the Forest Plateau Zone, dividing it into north and south sections and slope from the east border down to the Creek/Marsh Zone.
- **Forest/Meadow Transition Zone:** A densely forested steep bank which separates the buildable area of the campus from the stream environment zone.



LTCC Campus

Each of these zones contributes to the unique ecological character of the site and performs functions vital to a healthy ecosystem. One important note is that site development on the Forest Plateau Zone must have zero to minimal impact on the Creek/Marsh Zone; this is a "stream environment zone" as defined by the Tahoe Regional Planning Agency and impacts the water quality of Lake Tahoe.

The Lake Tahoe Community College Demonstration Garden is a major feature of the LTCC campus. Its purpose is to demonstrate successful, environmentally friendly, and regionally appropriate landscaping techniques and to provide a venue for inspiration, education, and events for LTCC and the LTCC Foundation. Some topics explored by the demonstration garden include:

- Water-efficient landscaping and irrigation
- Erosion control and Best Management Practices
- Native and Tahoe-adapted plants
- Soil restoration and revegetation
- Fire-defensible space
- Forest health and ecology
- Vegetable gardening and composting
- Wildlife habitat enhancement
- Turf alternatives

The seven-acres of landscaping at LTCC are thriving. The landscaping guidelines used are an excellent example of environmental stewardship. LTCC has a functional landscape that both benefits the ecosystem and educates the public.


Demonstration Garden Pavillion

The theories employed by campus landscapers suggest that a landscape design will embrace opportunities unique to the site, and the implementation of that design involves versatility and adaptiveness. Natural occurrences of water movement, useful soil types, vegetation, color, form, texture, viewsheds, and seasonal dynamics should be documented and considered. By investigating, celebrating, and building upon the natural patterns of a site, both design ideas and a landscape's sense of place can be expressed with clarity.

The LTCC campus landscape benefits greatly from regionally appropriate materials, efficient and resourceful design, thoughtful yet vivid gestures, and exterior spaces that connect with and contribute to the unique South Lake Tahoe environment.

Sustainable Design

Sustainable building and landscape practices have always been of utmost importance in the design of the LTCC campus. The 1981 Master Plan – Architectural Character by Sprankle, Lynd & Sprague, Architects, called for the natural ecology of the site to be preserved to the fullest extent possible. Building and site designers were directed to work with the natural order—with the patterns of sun, wind, and snow—and use indigenous materials to enhance the campus environment. Allison Brooks' architectural approach, "specific response to place," has guided the development of projects over the years and has created a campus with a consistent, cohesive character that fulfills the functions required.

The widespread adoption of green building rating systems has prompted LTCC to evaluate the benefits of pursuing certification for new projects. The LEED green building rating system offers great insight into best practices for facility owners to follow. These insights and practices can be adopted, but a decision to register and complete the certification process must be weighed against the costs of added fees, material upgrades, specialized labor, etc. An often overlooked cost is the ongoing operation and maintenance of high-performance equipment. When evaluating life cycle costs, the savings and credits related to energy usage are often considered. It is often assumed that high-performance equipment or renewable energy infrastructure will pay for itself over time with reduced energy costs and may even pay dividends once the cost is recaptured. What LTCC has learned is that ongoing labor demands for high-performance equipment maintenance, and managing a highly specialized control hierarchy, can demand more staff or vendor labor than the Maintenance and Operations department can provide. Facility maintenance and operations are aspects of life cycle analysis that LEED or other programs do not address in their overall evaluations.

LTCC is committed to sustainable design and actual operational life cycle cost accounting. Staying true to the mandates of the original master plan, and minimizing impacts on climate change by using a green building method

similar to LEED, is a reasonable approach. Garnering the wisdom in the LEED program structure, while also recognizing the reality of maintaining the campus's efficiency, is inherent to LTCC's commitment.

The Board of Governors of the California Community Colleges has enacted its own energy and sustainability policy, which provides goals and guidance for districts to achieve energy conservation, sustainable building, and physical plant management best practices necessary to reduce energy consumption. This policy is consistent with Governor Arnold Schwarzenegger's Executive Order S-12-04, which requests community colleges' active participation in statewide energy conservation and reduced electrical demand. Focused mostly on energy independence and self-generation, renewable source procurement is the top priority of this program. As mandated by the Board of Governors, each campus needed to "reduce energy consumption from its 2001-02 baseline consumption by 15% by end of fiscal year 2011-12. Also, all major capital projects starting design in the FY 2010-11 need at a minimum to outperform by at least 15% the current Title 24 Standards (California Energy Code) for new construction, and all major renovation projects should at a minimum outperform the current Title 24 Standards by at least 10%."

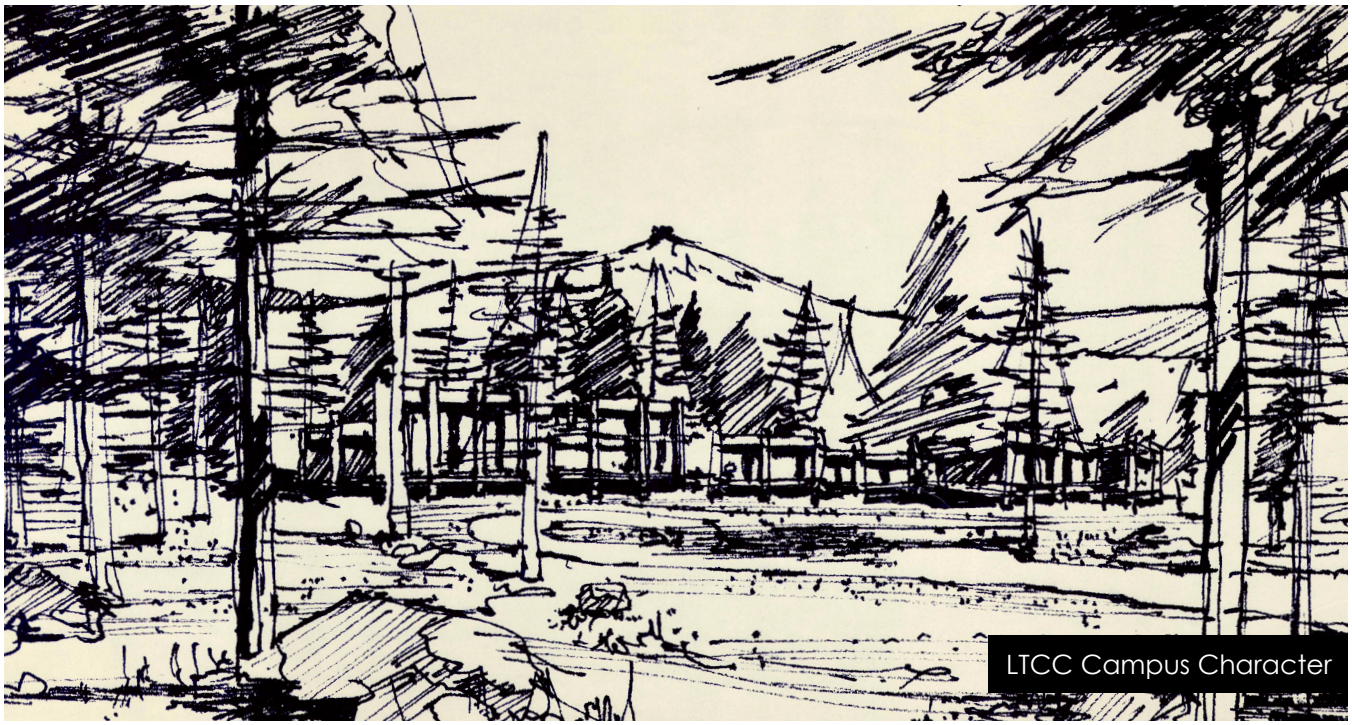


Image sourced from the 1981 Master Plan by Sprankle, Lynd & Sprague Architects

LOCAL AREA

"The Lake"

The statistics listed below were taken directly from North Lake Tahoe Resort Association, U. S. Forest Service, and University of California, Davis:

- Lake Tahoe is twenty-two miles long and twelve miles wide, with seventy-two miles of shoreline. The surface area covers 191 square miles.
- Lake Tahoe is the third deepest lake in North America and the sixteenth deepest in the world. Its deepest point is 1,645 feet with an average depth of 1,000 feet.
- Lake Tahoe is two-thirds in the state of California and one-third in the state of Nevada. At 9,734 feet in elevation, Mount Tallac is the highest peak rising from the shoreline in the Lake Tahoe Basin. The highest point in the basin is Freel Peak at 10,881 feet.
- Lake Tahoe's average surface elevation is 6,225 feet above sea level, making it the highest lake of its size in the United States. Its exact elevation, controlled by a dam in Tahoe City, depends on how much water flows in from the mountains and how much is let out into the Truckee River.
- Unlike most bodies of water in North America, Lake Tahoe's water does not eventually flow into the ocean. The Truckee River, its only outlet, flows east through Reno and into Pyramid Lake in Nevada.
- Sixty-three streams flow into Lake Tahoe. The South Upper Truckee River is the largest tributary flowing into the lake.
- In 2020, the average clarity of Lake Tahoe was just slightly better than the previous year's average of 62.7 feet. But despite this progress, summer clarity continues to decline by just over six inches per year.

Lake Tahoe

Demographics

South Lake Tahoe

According to the United States Census:

- South Lake Tahoe had an estimated population of 21,330 in 2020.
- The population density was 2,106 people per square mile in 2010.
- In 2021, the racial makeup of South Lake Tahoe was approximately 81% White alone, 28% Hispanic or Latino, 6% Asian alone, 5% two or more races, 1% Black or African American alone, less than 1% American Indian and Alaska Native alone, and less than 1% Native Hawaiian and Other Pacific Islander alone. * Hispanics may be of any race, so also are included in applicable race categories.

LTCC Students

According to the Integrated Postsecondary Education Data System and the National Center for Education Statistics, LTCC student demographics for the 2020-21 academic year are as follows:

- The student body is ethnically 42% White, 32% Hispanic or Latino, 8% Asian, 7% Black or African American, 5% two or more races, 1% American Indian and Alaska Native, 1% Native Hawaiian and Other Pacific Islander, 1% Nonresident alien, and 4% unknown.
- The student body is, by gender, 57% male and 43% female.
- The student body by state of residence is: 88% California, 7% out-of-state, 2% foreign countries, and 3% unknown.
- Where students reside is, 50% in South Lake Tahoe and 50% outside of South Lake Tahoe.

According to *US News and World Report* for the 2018-19 academic year:

- The student body by age was 3% under 18 years, 44% 18-24 years, 51% 25-64 years, and 3% over 65 years.

Bi-State Program

LTCC district boundaries are entirely in California, but LTCC serves residents of the states of California and Nevada as the community of South Lake Tahoe spans both states. The California and Nevada Interstate Attendance Agreement (CNIAA) demonstrates our commitment to our community as it is lived rather than according to state lines.

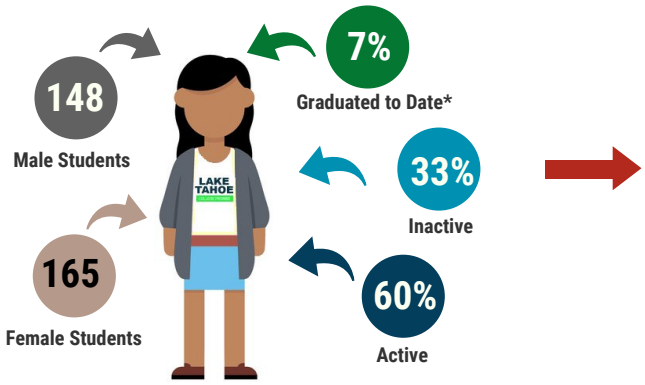
LTCC Students

Lake Tahoe College Promise

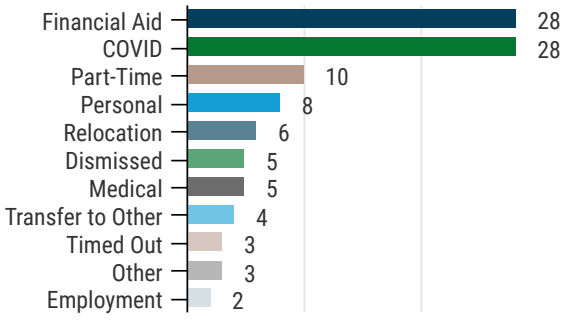
The Lake Tahoe Promise Program serves residents of California and Nevada, following the same boundaries as the CNIAA. The LTCC Foundation supports tuition costs for out-of-state Promise students. More specifically, Promise offers a tuition-free year of college to California residents who are first-time students.

Current Status of Promise Students

Promise Students



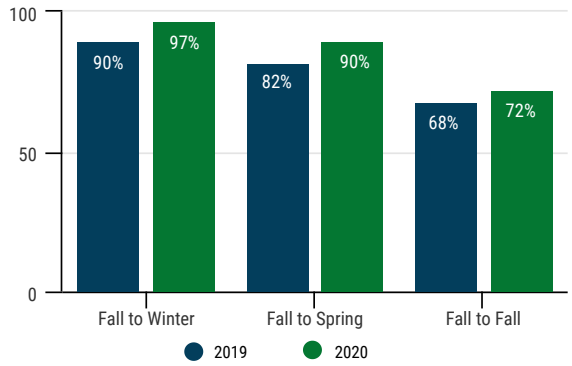
Breakdown of Reasons Cited for Leaving the Program



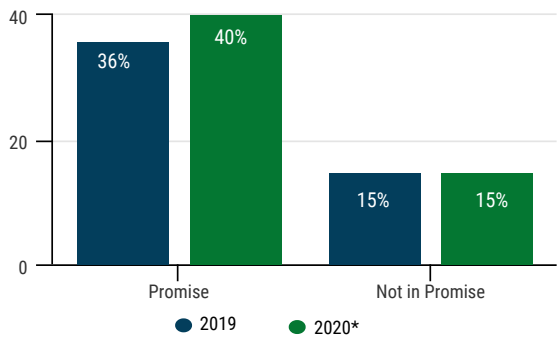
Active Students: 189 Graduated Students: 23

Student Success - Leading Indicators

Promise Persistence



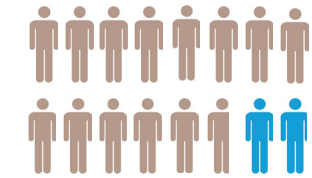
First Year Transfer Level English and Math Completion



*% may change as students starting in Winter 2021 have Fall 2021 term to complete.

Promise Student Demographics

Breakdown by State

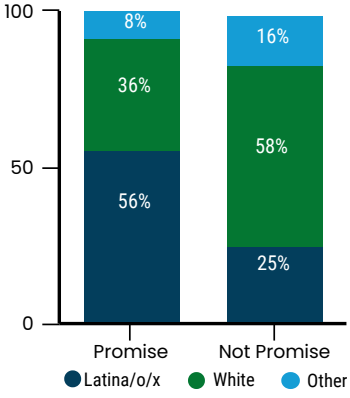


= Promise Students
(Total Students - 314)

= California Promise Students
(275 Students - 88%)

= Nevada Promise Students
(39 Students - 12%)

Student Ethnicity Comparison



3-Year Cohort Graduation Rate

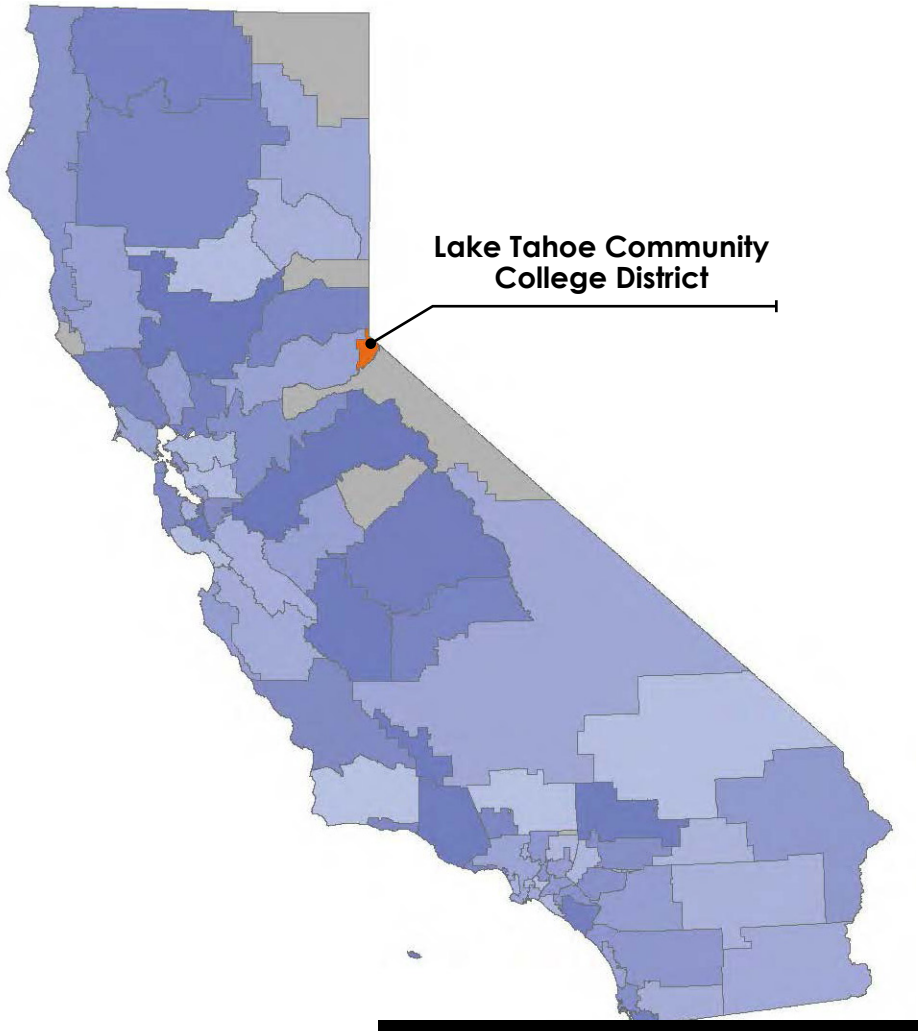
*June 2022 will be the first 3-year cohort in the full program. At that time we will have our first 3-year graduation rate outcomes/data.

v.5

District Boundary

The California Community College Geographic Information System (CCC GIS) collaborative has based most of its district maps on the written legal description of the seventy-two CCC district boundaries. According to their mapping, the Lake Tahoe Community College District (LTCCD) boundaries do not overlap with those of other districts. Because the CCC system allows open enrollment, students are able to enroll in any member college, regardless of what district—also called service area—they reside in. Therefore, community college districts often have large portions of service areas that overlap.

Within the basin, the LTCCD is bound by the Lake Tahoe shoreline. The district stretches from the Nevada state line to Emerald Bay; however, the LTCCD service area draws students from throughout the basin. The basin is also served by Los Rios Community College District (CCD) and Sierra CCD along the west shore and along the north shore, respectively. LTCC also draws students from Nevada, which shares the northeast portion of the LTCCD boundary.



California Community College District Boundaries Map

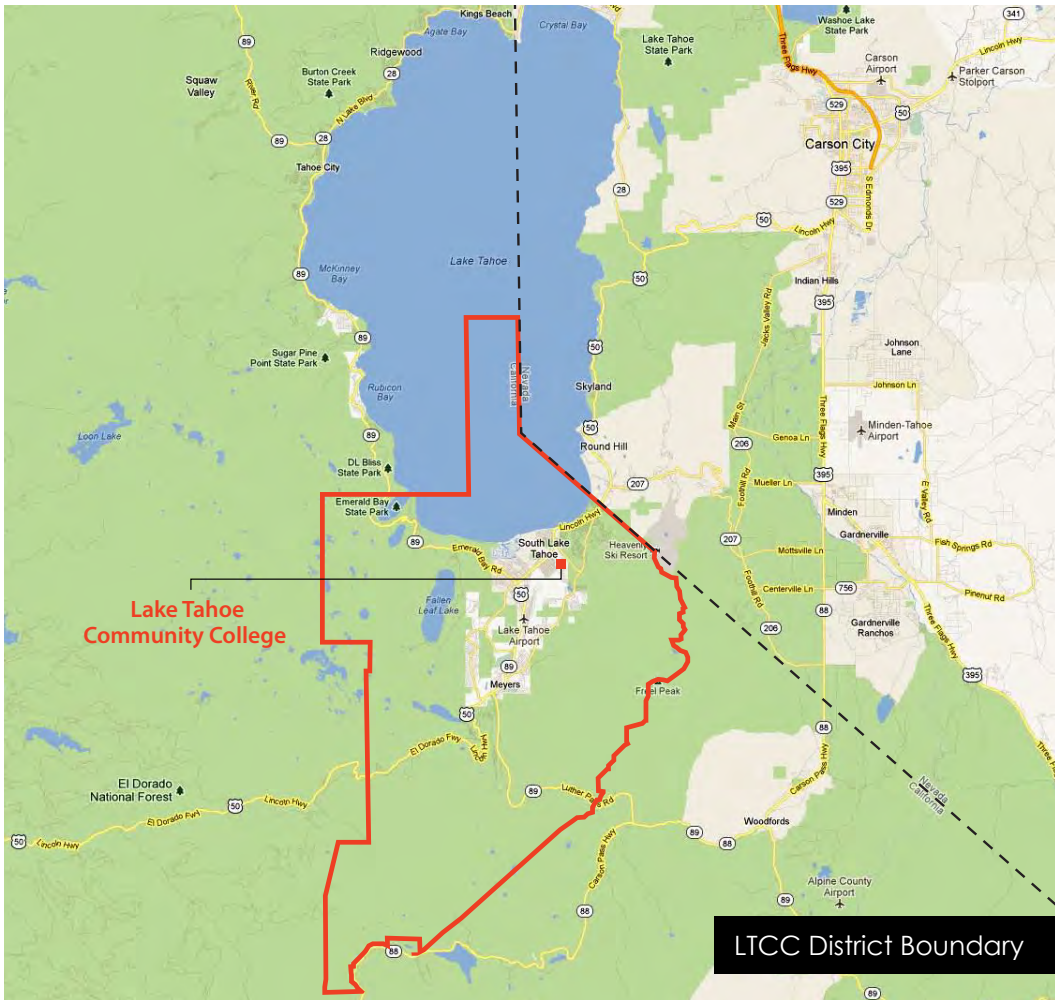
California and Nevada Interstate Boundaries

The Bi-State program has legislation in place to serve residents of the Tahoe Basin. These residents must live in the following zip codes:

- Crystal Bay: 89102
- Incline Village: 89450, 89451
- Glenbrook: 89413
- Zephyr Cove: 89448
- Stateline: 89449

The Bi-State program was signed into law by Governor Gavin Newsom in October 2021. The state bill, SB436, calls out the following communities in Nevada that can take advantage of the program and attend LTCC with the same advantages as California residents:

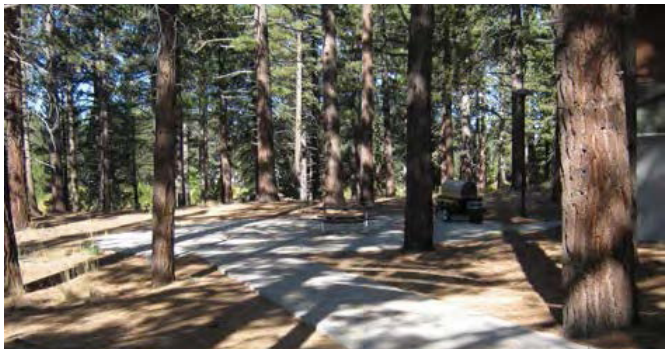
- Incline Village
- Kingsbury
- Round Hill
- Skyland
- Stateline
- Zephyr Cove

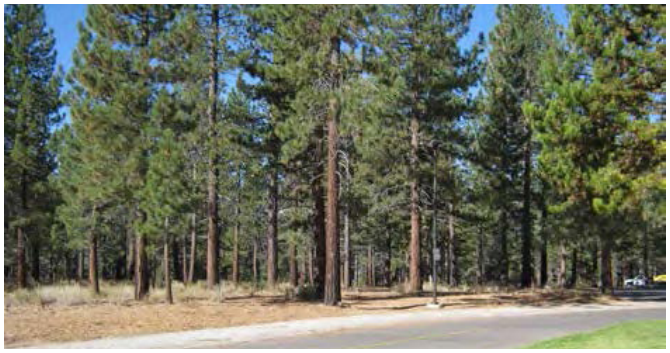


Forest Management

Major tree harvesting took place more than a century ago and, since then, lack of thinning has overstocked the forests in the Lake Tahoe Basin, making them highly vulnerable to insects, diseases, and catastrophic wildfire. They lack diversity in age, structure, and species distribution needed to support a healthy forest ecosystem. Forest management projects are essential to the safety of Tahoe's communities and the health of its forests. The threat of a catastrophic wildfire at Lake Tahoe has been a top concern for the college, the Tahoe Regional Planning Agency (TRPA), and the entire basin. The documents here reflect the lead planning role TRPA has taken in assisting local fire protection agencies and forest managers in forest-fuel reduction efforts and community wildfire protection plans.

Along with previous interactions with foresters and arborists, LTCC is doing its part to address appropriate forest and timber management by contracting with a firm to inspect and investigate the college's forest assets. This will provide the college with a roadmap to guide its efforts in maintaining the property and surrounding areas for optimal timber health and showcasing best practices for fire prevention. The college intends to dedicate a swath of land for a forestry program learning lab. This area would provide a designated forested area for the sole purpose of investigating, practicing, and educating students on traditional and emerging best practices in forest care and management. LTCC's existing Fire Science program trains students for management of both wildfires and municipal fires.





04 PRESENT DAY

EDUCATIONAL TRENDS

Impact of 2020 Pandemic

In late 2019, the world learned of a deadly new disease that was spreading at alarming rates. In the following months, the International Committee on Taxonomy of Viruses identified the pathogen as severe acute respiratory syndrome coronavirus 2. It was named Coronavirus Disease 2019, or COVID-19. According to the World Health Organization (WHO), "Evidence suggests that the virus spreads mainly between people who are in close contact with each other, for example at a conversational distance." WHO also documented that, "In severe cases, COVID-19 can be complicated by the acute respiratory distress syndrome (ARDS), sepsis and septic shock, multiorgan failure, including acute kidney injury and cardiac injury."

According to Our World in Data, by the end of June 2021, the total number of cases of COVID-19 in the United States was over thirty-eight million, and the total number of confirmed deaths caused by COVID-19 was over one million. By March 2022, the total number of cases reached over eighty-nine million, and the total number of confirmed deaths caused by COVID-19 was nearly four million in the United States alone. By 2022, the total number of deaths surpassed the number of combat deaths the United States suffered in World War II more than three times over and more than any of the flu pandemics that followed.

While the situation in the United States was dire, LTCC began taking precautionary measures on March 10, 2020 and, among other things, suspended trips outside of LTCC's service area. By March 19, 2020, Lake Tahoe Community College closed its campus, in line with recommendations from the Centers for Disease Control and Prevention and the state of California.

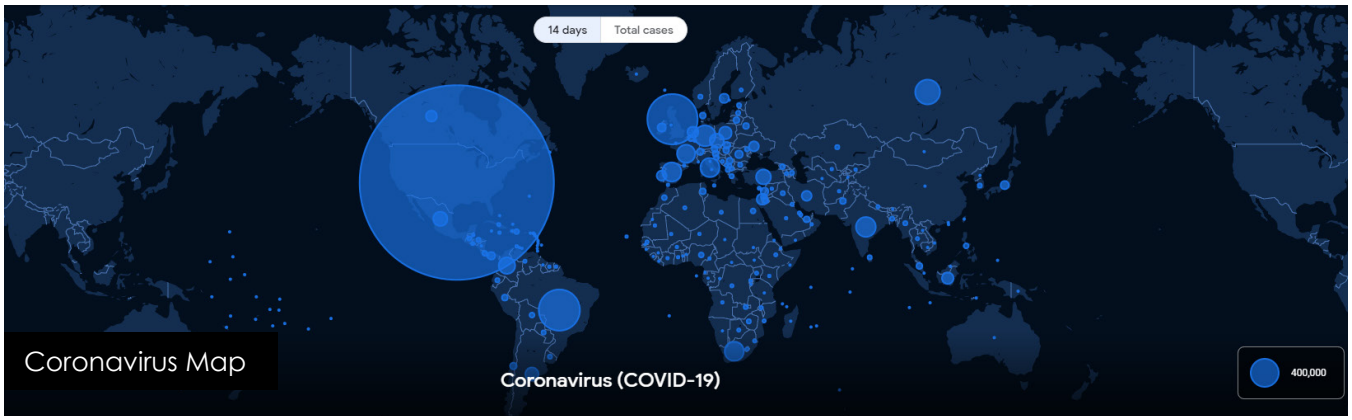


Image sourced from Google News, January 2021

With its campus closure, LTCC moved instruction and student services to a virtual environment. Since it had already offered several classes in a virtual format before the pandemic, LTCC had some infrastructure in place that it was able to expand upon during this crisis. LTCC put faculty and student safety first. In the months that followed the initial outbreak, the college provided virtual student support and resources, frequently updating the website with the latest news and directives and following best practices for the containment and mitigation of the COVID-19 pandemic.

Emerging Design Drivers

During the COVID-19 pandemic, the need to limit physical contact and proximity in order to combat the disease led to the adoption of many new practices among colleges. The use of virtual environments for teaching, socializing, and providing support was instituted swiftly and almost universally. Even after the COVID-19 pandemic, the infrastructure for distance learning will be in place and proven. No one knows yet how this will affect learning environments going forward, but it is theorized that perhaps more students may prefer to learn in a virtual environment. More classes could be offered virtually, and hybrid classrooms with some students gathered in a physical space and others online may be desired. It is likely that this pandemic will affect students' expectations of education for many years to come as learning spaces may be smaller due to this hybrid learning shift. On the other hand, classrooms and other enclosed spaces may generally increase in size to allow for more physical distance between students to limit the transmission of communicable diseases. Air filtration and access to fresh air have become a higher priority for student populations, and time spent outside may have more value than ever before.

Once the world is able to move past the COVID-19 pandemic, governments, businesses, colleges, and universities must decide which pandemic-era innovations to preserve and which to reject. Successful systems used during the pandemic, such as increased flexibility with asynchronous online courses, virtual availability of instruction and resources, and health-focused policies, can all be adopted to a post-pandemic world. The pandemic has expanded ways of being and thinking both at LTCC and around the world that can improve facilities for the future.

Other improvements at LTCC include new program offerings for students. Three of these programs are growing rapidly: the Wilderness Education and Outdoor Leadership (WEOL) program, the Incarcerated Student Program, and Health and Public Safety. The specific needs of these programs are being addressed in ongoing facility planning.

LTCC Employees - Service Clean up

WEOL focuses on training leaders who can operate in a wilderness environment. Several nationally and internationally recognized industry certifications are offered through the program, including the National Association for Search and Rescue, American Avalanche Association, American Institute for Avalanche Research and Education, American Mountain Guides Association, International Rafting Federation, and American Canoe Association.

The diverse curriculum offered by the WEOL program has drawn an increasing number of students. The program needs space and resources on campus to operate at the highest levels of technical standards as it continues to expand.

The Incarcerated Student Program provides a path to a more productive future for inmates of California's correctional facilities and increases the likelihood of post-release employment. Through a unique pedagogical approach called Enhanced One-On-One, incarcerated students can earn their Associate's Degree for Transfer in Sociology. This degree typically allows students to transfer to a four-year college or university as a junior and provides skills applicable to a wide range of careers.

The Enhanced One-On-One method of instruction used in this program includes tutoring sessions, individualized feedback for each student, biweekly administrative presence, video-broadcast supplemental course lectures, personalized registration and office hour/ counseling request documents, and other student support. Providing facilities for this expanding program will increase its reach and the positive effect the Incarcerated Student Program can have on both individuals and communities.

The Health and Public Safety program offers a variety of courses that train students to support others' physical and mental health and help people and communities thrive. Degrees and courses are offered in Addiction Studies, Computer and Information Systems, Criminal Justice, Dental Assisting, Emergency Medical Technician, Fire, Kinesiology, Medical Office Assistant, Phlebotomy Training, Physical Therapy, and Wilderness Education. These courses provide a variety of opportunities for employment in fields including counseling, emergency medicine, law enforcement, medical administration, and firefighting. Providing space for this varied program to expand will allow even more students to learn to save lives.

ENROLLMENT TRENDS

Historical Full-Time Equivalent Students

Historically, LTCC has shown growth in Full-Time Equivalent Student (FTES). Although there was a purposeful decrease in the 2012–13 fiscal year due to state budget uncertainties, the FTES has grown over the last two decades (see Table 3).

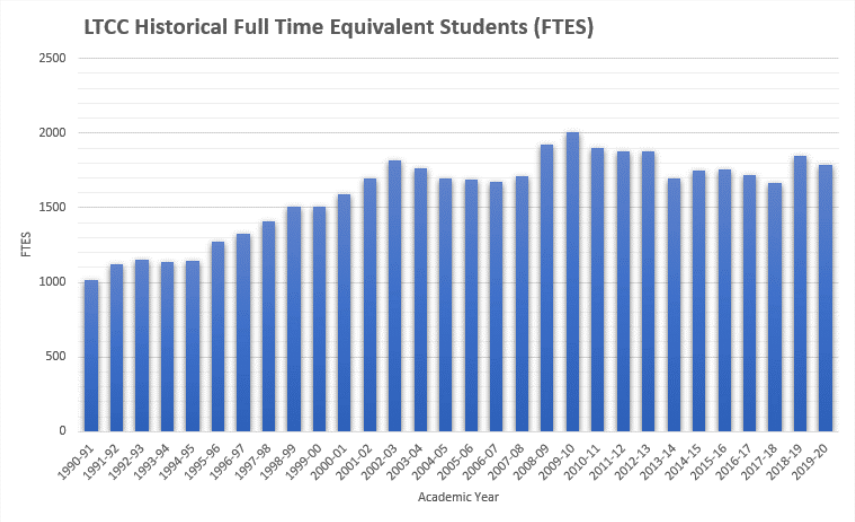


Table 3

Student Age Distribution

The initiatives that LTCC has identified in the LTCC 2020 Vision, the Strategic Plan, and the draft Educational Master Plan (EMP) are designed to attract a greater percentage of students ranging from eighteen to twenty-four years old (see Table 4).

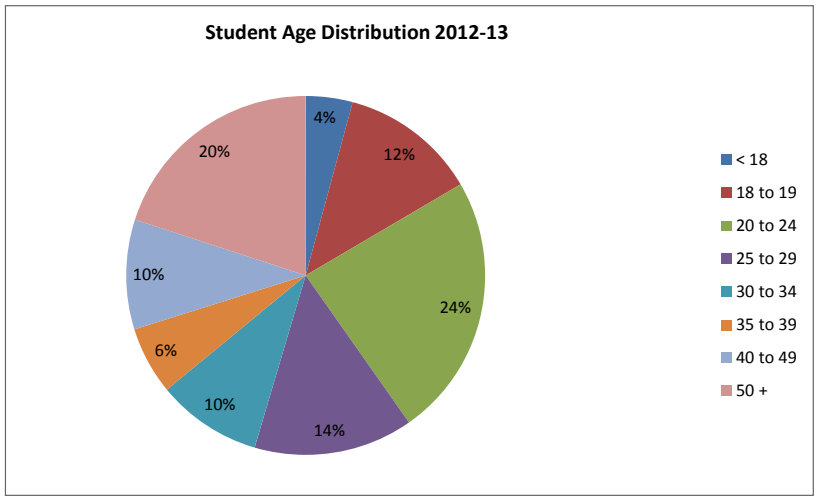


Table 4

TRENDING PROGRAMS

Please refer to LTCC's website for up-to-date information on all trending programs.

Criminal Justice

Purpose

The Criminal Justice degree and Administration of Justice transfer degree programs are designed to acquaint students with the principles and practices of the criminal justice systems in the United States. Although the program's curriculum allows for the development of in-depth studies in one of Criminal Justice's major systems (e.g., law enforcement, juvenile justice, courts, and corrections), it is the program's objective to also familiarize students with concepts relating to all of the other areas of study.

Program Information

The Criminal Justice and Administration of Justice programs are both academic and professional. They take an interdisciplinary approach to the issue of crime in a free society by studying intellectual issues from a practitioner perspective.

LTCC partners with the California Department of Corrections and Rehabilitation (CDCR) to provide an online Criminal Justice (CRJ) certificate and degree programming. LTCC awards prior experiential learning credit to CDCR employees who have successfully graduated from the CDCR's Basic Correctional Officer Academy.

The program grew from 14.25 FTES in 2015-16 to 27.87 FTES in the 2018-19 academic year.

Criminal Justice Programs

TRENDING PROGRAMS

Culinary Arts

Purpose

The Culinary Arts program is designed to prepare students for careers in the food service profession and provides the food service industry with an educated workforce. The program is registered as the Tahoe Culinary Academy as an official American Culinary Federation (ACF) testing center, enabling chefs to earn or renew their ACF certification. This registration allows chefs, faculty, and students the ability to take the written examinations and practical examination locally, whereas in the past, they had to travel. ACF certification is highly valuable for career advancement.

Program Information

The Culinary Arts program has experienced significant declines in enrollment, FTES, and certificate and degree completion. Since the decline, the program adapted a focus more geared to the recreational, "foodie" student population and distanced itself from a workforce program with a solid career focus and strong local industry connections and support.

The Culinary Arts program can currently make use of LTCC's state-of-the-art test kitchen. As students return to campus after the COVID-19 pandemic, the kitchen may see some restructuring to allow a more education-based focus. With adjustments to existing facilities, students in the Culinary Arts program could serve food to other students on campus, enhancing the educational experience.

The program is being redesigned to align with ACF registered apprenticeship standards.

Culinary Arts Programs

TRENDING PROGRAMS

Emergency Medical Technician

Purpose

The Emergency Medical Technician (EMT) program prepares students for a career administering first response treatment in emergency situations. Responsibilities include driving an ambulance, removing trapped victims from accident scenes, administering emergency patient care, and recording observations. Clinical experience in an emergency room and ambulance ride-along opportunities further enhance the learning experience.

Program Information

This course is approved by the El Dorado County Emergency Medical Services (EMS) agency and is recognized throughout the state of California. Successful course completion allows students to take the National Registry of Emergency Medical Technicians examination. The only limitation on the growth of the EMT program is instructor availability. The director, instructors, and entire program of study must be approved by the El Dorado County Emergency Medical Services Agency.

Due to the minimum qualifications needed to teach and act as program director, most of the adjunct faculty are working paramedics, RNs, and other medical professionals. Based on student demand, LTCC could conceivably add a second EMT section per quarter if the instructional staffing could be found.

Emergency Programs

TRENDING PROGRAMS

Environmental Science and Environmental Studies

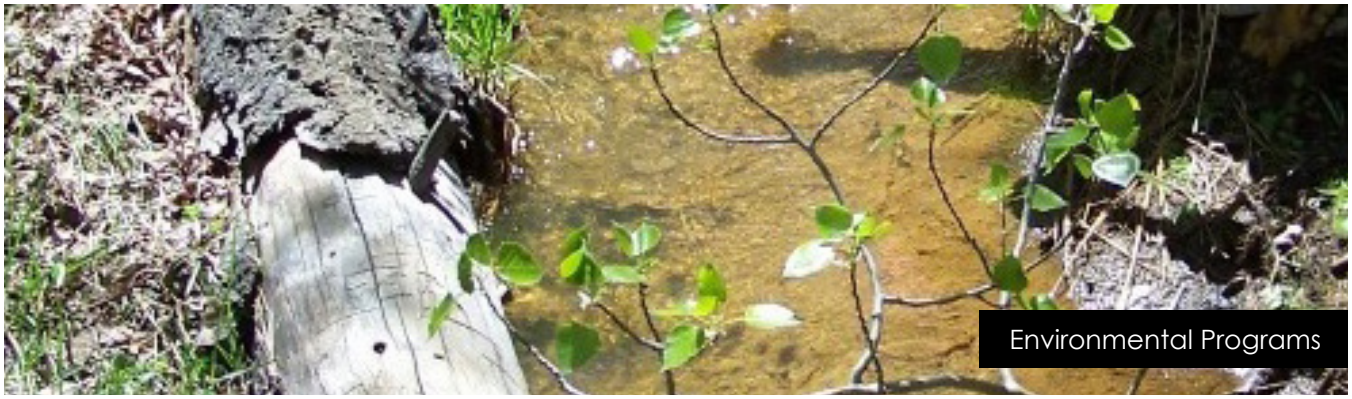
Purpose

The Associate of Science degree in Environmental Science is designed to provide students with the theoretical knowledge and technical skills needed for transfer into various scientific and environmental disciplines, with major credits. The Associate of Arts degree in Environmental Studies is designed around solving environmental problems from an interdisciplinary perspective that brings together the natural sciences and social sciences. The curriculum includes environmental science components, processes, and issues, and it addresses the scientific basis for environmental decision-making and legal, economic, and political issues involved in management of the environment. The Environmental Science and Technology Certificates are designed to provide opportunities to learn fundamental skills in the field of environmental science. Coursework is designed to provide students with the theoretical knowledge and technical skills needed for entry-level employment in a variety of environmental fields, improve their employability, assist in finding job placement opportunities, provide skills training that may result in wage progression, and prepare students for continued study in a more advanced certificate or degree program.

Program Information

After observing declining enrollments and stagnated certificate and degree attainment, and discussions with faculty and local environmental professionals, it was determined that the Environmental Technology and Sustainability (ETS) degree offered at LTCC should be redesigned. After careful study, it was decided that the ETS degree and certificates be removed from LTCC's offerings. In November 2019, two new certificates in Environmental Science and Technology were proposed. In 2020, the new Environmental Science and Environmental Studies degree programs were launched.

LTCC is optimistic about increased enrollments, higher certificate and degree numbers, higher numbers of transfers to four-year universities, and competitive job opportunities in the field.



Environmental Programs

TRENDING PROGRAMS

Fire Science

Purpose

The Fire Science program is designed to provide students with the required knowledge for an entry-level municipal career or a wildland fire service career. The curriculum includes wide-ranging instruction in fire service organization and operations, proper use of fire equipment, tactics and strategies of firefighting, specialized job skills, and fire management techniques. The Fire Science program emphasizes critical thinking skills for examination and analysis of modern fire service issues and strengthens written and oral communication skills. This program follows the United States Fire Administration National Fire Academy, Fire and Emergency Services Higher Education (FESHE) model.

Program Information

The Fire Science program is offered at the Lake Tahoe campus and the South Bay Regional Public Safety Training Consortium campus. The two locations have maintained consistent enrollments over the last five academic years, generating between eight and thirteen FTES per year. The headcount has actually increased from a low of 102 in the 2016-17 academic year to a high of 207 in 2019-20 academic year.

There is a long wait list of qualified candidates for entry into this program each year, and the program maintains a high percentage of job placements.

Fire Science

TRENDING PROGRAMS

Hospitality Management

Purpose

The Hospitality Management program provides students with the management theory and operational competency needed to enter any segment of the industry after graduation. Students take a variety of courses, including Introduction to Hospitality, Food and Beverage Management, Food Sanitation and Safety, Cost Control, Financial Accounting and Microeconomics, Basic Food Preparation, and Business Law. The program aligns with Hospitality Sector Registered Apprenticeship (HSRA) standards and is suitable both for those who are new to the industry and for those with some practical experience.

Program Information

Hospitality Management was a new program launched in the 2019-20 academic year.

According to a research study by EMSI data analysts, there are currently 10,123 hospitality and culinary employees in the basin, and 6,363 of those are located on the South Shore. It is Tahoe's largest industry sector. In addition, almost 1,000 new positions are projected from 2019-24.

Through a partnership with South Lake Tahoe High School, LTCC's students will be able to take advantage of a world-class technical education setting, including new facilities at the high school.

Hospitality Programs

TRENDING PROGRAMS

Incarcerated Students Program

Purpose

The purpose of the Incarcerated Student Program (ISP) is to remove barriers to educational access for marginalized populations.

Program Information

The ISP at Lake Tahoe Community College was introduced to serve inmates of California's correctional facilities and promote their educational success. Higher education provides inmates with a pathway to a more productive future, a greater likelihood of finding post-release employment, and a decreased likelihood of recidivism. Incarcerated students can earn their Associate's Degree for Transfer (AA-T) in Sociology through an Enhanced One-On-One pedagogical approach facilitated through Lake Tahoe Community College.

Incarcerated Students Program

TRENDING PROGRAMS

Public Safety

Public Safety is an umbrella term for several interrelated programs that make up one segment of LTCC's trending programs. Many of these programs have recently seen robust enrollment. Some of these programs have been discussed elsewhere in this section. The programs include:

Fire Science

Fire Academy
Industry certifications:
- Firefighter Survival
- Hazmat First Responder Level
- Ice Rescue
- Vehicle Extrication
- Confined Space Rescue
- Incident Command System (IS-100.a: Intro to ICS/IS-700.b: Intro to the National Incident Management System)

Wildland Fire
Industry Certification: S-130/S-190 (Basic Wildland Fire: NWCG)

Administration of Justice/Criminal Justice

Emergency Medical Services
- Emergency Medical Technician
- Emergency Medical Responder
- Wilderness Medicine

Wilderness Medicine
- Wilderness First Responder
- Wilderness First Aid

Search and Rescue—Wilderness Education and Outdoor Leadership
Industry Certifications: National Association for Search and Rescue, American Avalanche Association, American Institute for Avalanche Research and Education, American Mountain Guides Association, and International Rafting Federation.
- Ice Rescue
- Flatwater Rescue
- Swiftwater Rescue
- High-Angle Rope Rescue
- High Altitude Training

Information Technology
(IT) Technician—Cybersecurity
- Forestry Education—Wildland Fire Prevention
- Geographic Information Systems (GIS)

Potential Future Programs Under Consideration:
- POST ICI courses (Law Enforcement)
- Dispatch Academy


Flatwater Rescue

TRENDING PROGRAMS

Teacher Education

Purpose

The Elementary Teacher Education program provides a clearly articulated curricular track for students who wish to transfer to a California State University campus and pursue tertiary education in elementary teacher education. The associate's degree program serves the diverse needs of students interested in the field of education and exposes students to the core principles and practices of a liberal arts curriculum. It builds a foundation for future academic and professional paths. The Early Childhood Education program offers coursework required by the State of California's Department of Social Services and fits the requirements for licensing set forth by the Commission on Teacher Credentialing for a Child Development Permit.

Program Information

The Elementary Teacher Education (ETE) program has seen a 26% one-year increase in FTES from 2018-19 to 2019-20 and a 36% increase in FTES from 2019-21. Early Childhood Education (ECE) has seen a one-year increase in FTES of 14% but a four-year decline of 31%, as the program typically ranges between twelve and twenty-one FTES in any given year.

According to a report by the Lake Tahoe Unified School District (LTUSD), it is hiring upwards of twenty-five new instructors each year. Also noted in the report is the increased need for early childhood educators in schools throughout South Lake Tahoe, with positions becoming vacant regularly. ECE jobs tend to pay lower wages than ETE jobs, which also tend to be in higher demand. With ETE jobs, there is also the possibility for pensions and promotion.

Teacher Education Programs

TRENDING PROGRAMS

Wilderness Education and Outdoor Leadership Program

Purpose

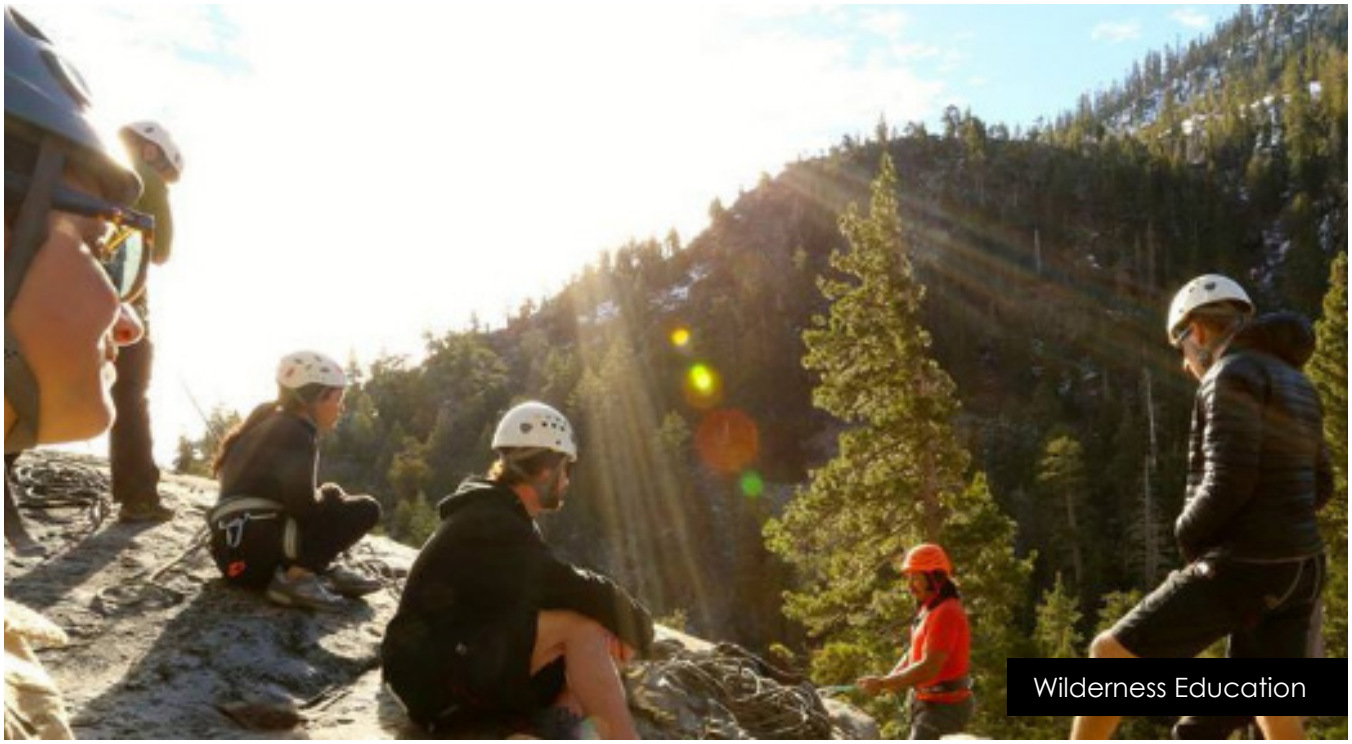
The Wilderness Education and Outdoor Leadership (WEOL) program provides opportunities to cultivate leaders who primarily operate in a wilderness environment. The program capitalizes on the close proximity of multiple designated wilderness areas within LTCC's service area. The WEOL program fosters lifelong learning, develops responsible stewardship of the wilderness, and encourages civic engagement.

Program Information

The certifications offered are both nationally and internationally recognized and include the American Climbing Guides Association, American Avalanche Association, American Institute for Avalanche Research Education, National Association for Search and Rescue, International Rafting Federation, and American Canoe Association.

The facilities needs of the Wilderness Studies Program will be met largely by the new Tahoe Basin Public Safety Training Center. There are classroom spaces, storage for tools and equipment, and equipment maintenance areas that will be available in the complex.

Two proposed new facilities are a ropes course for training and an Avalanche Search and Rescue area. These facilities would be created in conjunction with snow storage on campus.



Wilderness Education

EXISTING CAMPUS

Intro, Summary, and Area Tabulation

The LTCC campus is comprised of fourteen campus buildings that include six mobile modular buildings and cover approximately 111,850 assignable square feet (ASF) and 173,053 outside gross square feet (OGSF). The permanent structures are clustered on approximately twenty-two of the 164 acres of campus (see Table 2 for a complete inventory). These buildings provide the space necessary to support instruction at a community college: laboratories, lecture classrooms, meeting rooms, staff support offices, a library, student services offices, a bookstore, and a student center.

Since 1988, when LTCC opened at its current location, it has added to its space inventory to meet the increasing and changing needs of the district.

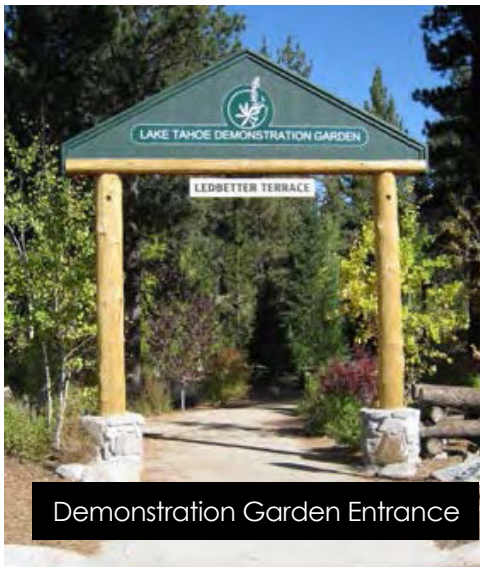
The campus's physical appearance is a direct reflection of the institution's ability to achieve excellence, and the Facilities Master Plan (FMP) 2021-2027 provides guidance to maintain a quality image and identity. LTCC also leases space throughout the community, providing additional instructional facilities, including Lake Tahoe Unified School District facilities, the Family Resource Center building, and a variety of physical education venues.

Building	ASF	OGSF	Year Built
Lake Tahoe College Main Building	27,767	61,438	1988
Child Development Center	3,060	4,690	1993
Fine Arts/Duke Theatre	23,499	24,824	1995
Garden Building 1	874	1,080	1996
Garden Building 2	1,629	2,160	1996
Garden Building 3	1,863	2,160	1996
Garden Building 4	992	1,080	1996
Garden Building 5	873	1,165	1999
Garden Building 6	1,031	1,358	1999
Student Center / Culinary	6,777	11,167	2002
Physical Education Center	18,379	24,947	2002
Roberta Mason Library/Haldan Art Gallery/Fritz Wenck Board Room	19,134	27,000	2005
University Center	3,745	6,896	2019
Early Learning Center	2,227	3,088	2021
Total	111,850	173,053	

Table 2 – Assignable Square Footage (ASF) and Outside Gross Square Footage (OGSF) of existing campus buildings

Beyond the classrooms and laboratories, the 147-acre wooded campus features a 192-seat black box theatre, extensive art labs, and a demonstration garden.

The 24,947-square-foot Physical Education Center building houses a gymnasium, dance studio, and fitness education center. The 11,167-square-foot Student Center / Culinary building houses the Associated Student Council (ASC) offices and a professional-grade teaching kitchen for the Culinary Arts program. In 2005, LTCC opened a new 27,000-square-foot library and adjoining art gallery. The library is equipped with study rooms for student use to further promote a collaborative learning environment.



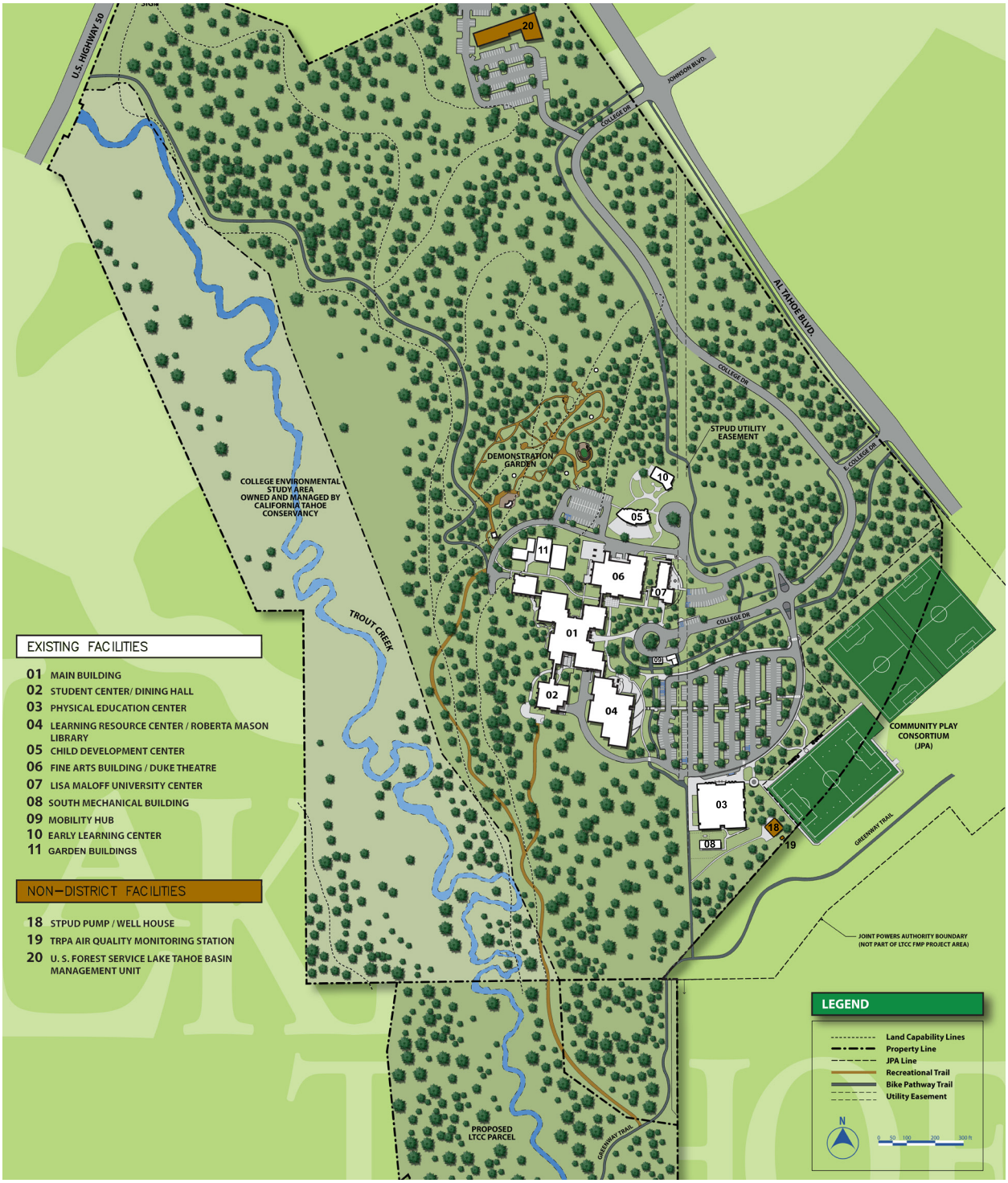
Demonstration Garden Entrance

Physical Education Center

Student Center/Dining Hall

Existing Campus Site Plan

The Lake Tahoe Community College District Campus Site Plan shows the existing overall site development of the campus.



Utilities

Utilities necessary for LTCC operations are provided by a variety of organizations in the South Lake Tahoe area:

- Water: South Tahoe Public Utility District (STPUD)
- Sewer: STPUD
- Natural gas: Southwest Gas
- Electricity: Liberty Energy
- Telephone: AT&T (local and long distance when needed) and Etherspeak (long distance)
- Cable: Spectrum
- Data: Corporation for Education Network Initiatives in California (CENIC; faculty and staff network) and Charter Communications (student network)

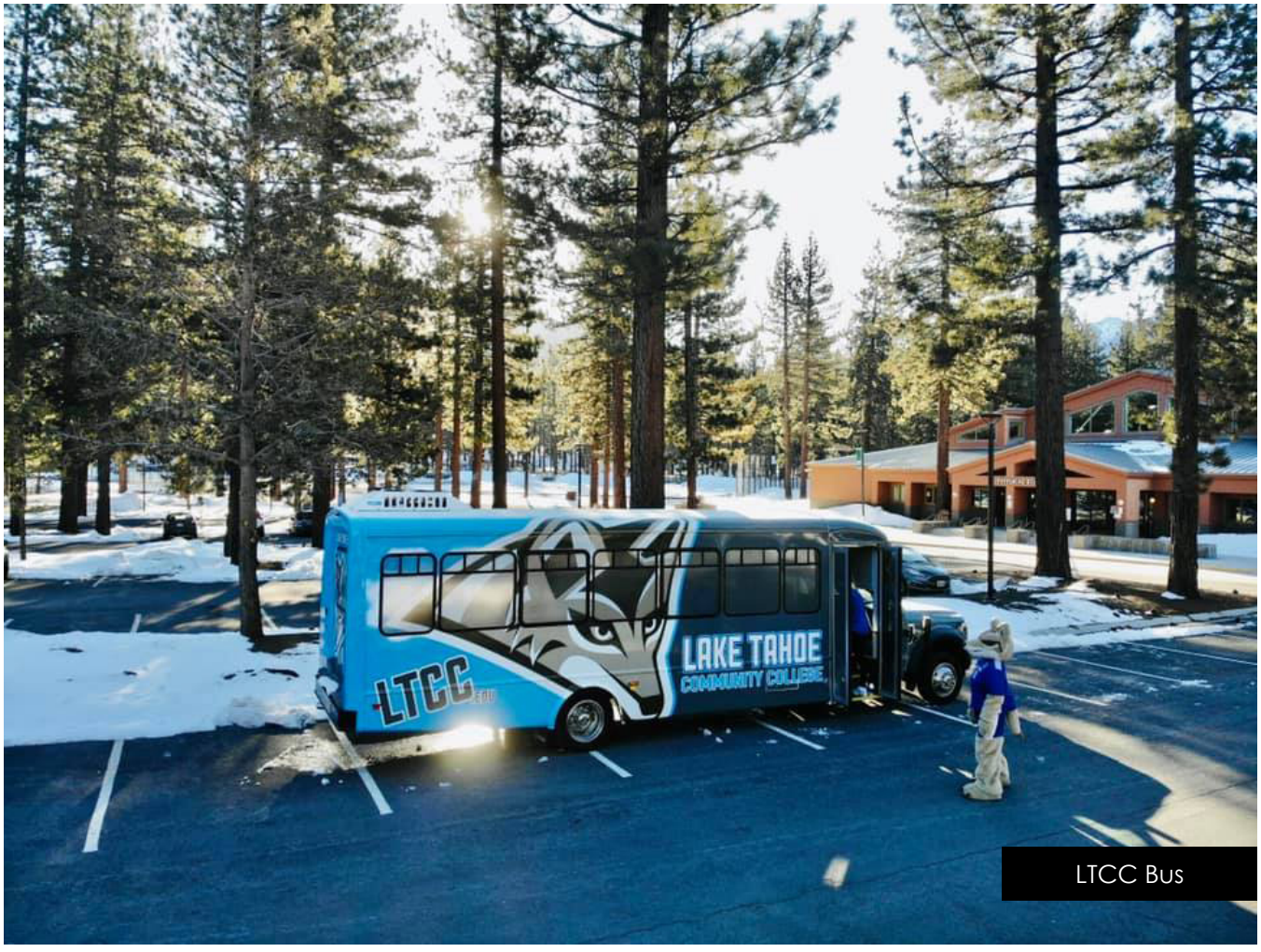
Of these organizations, STPUD is the only locally based utility provider. One particular note regarding facility funding is that these organizations are not the large investor-owned utilities that are prevalent throughout most of California. Because of this, with the exception of some limited energy-saving incentives available through Liberty Energy, many of the typical rebate programs available to other California community colleges are not available to LTCC.

LTCC Main Building

Vehicular Circulation

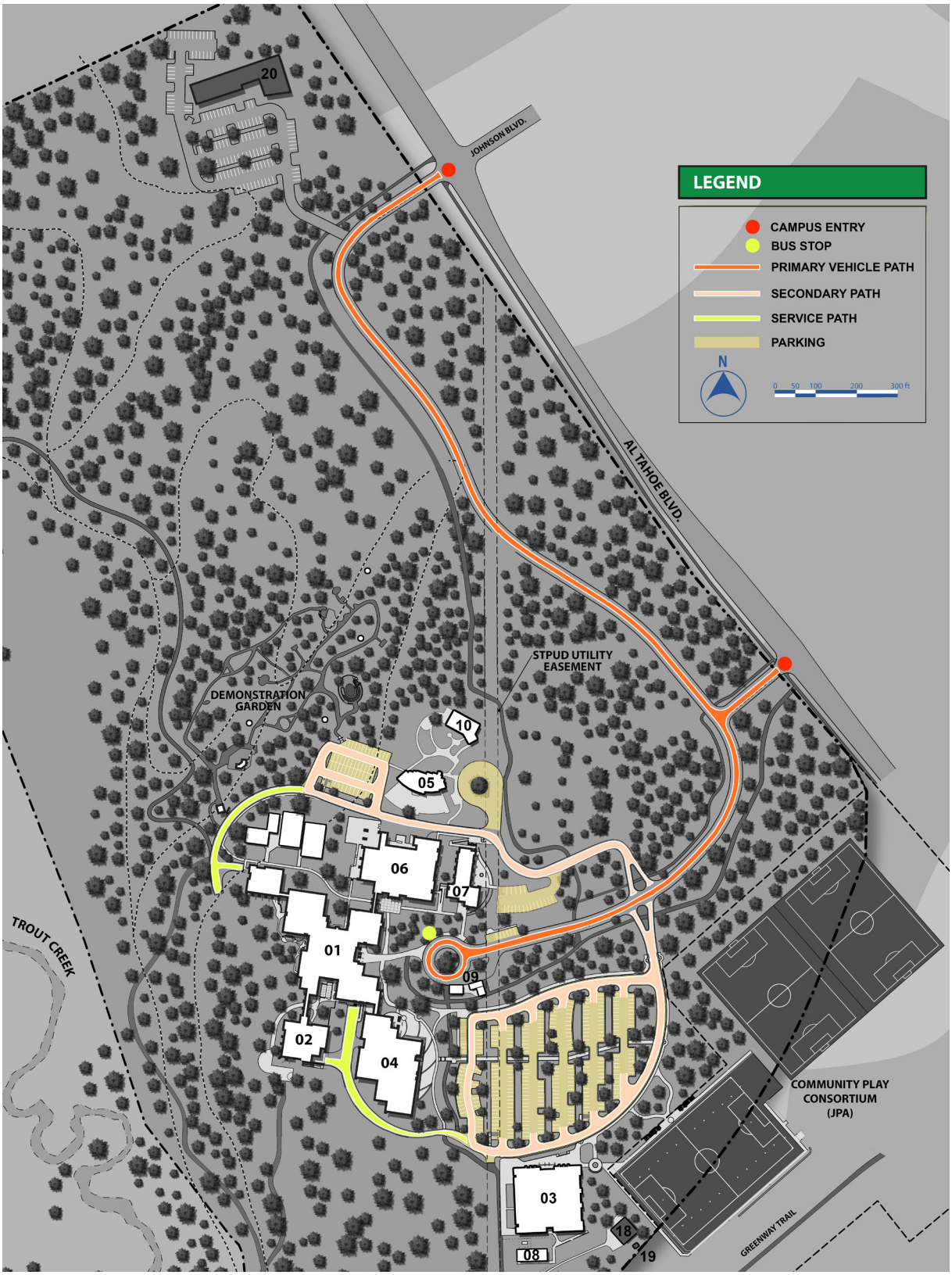
Parking Lot	# Stalls
Main Building Parking Lot	306
Garden Parking Lot	46
Child Development Center Parking Lot	18 (plus ELC)
Lisa Maloff University Center Parking Lot	22
Visitor Parking/Main Road Near Turnout	6
Total	**398**

Vehicles enter the northwest side of the campus from two points along Al Tahoe Boulevard. The main entry is located at the controlled intersection of Johnson Boulevard and College Avenue, which becomes College Way once on campus. The signage at this intersection identifies LTCC. This entrance also serves the U.S. Forest Service Lake Tahoe Basin Management Unit, located on the campus in a facility leased from LTCC. The Tahoe Transportation District provides fixed bus service to campus by means of College Way. A bus stop accommodates riders to and from the Mobility Hub.



LTCC Bus

Existing Vehicular Circulation Plan

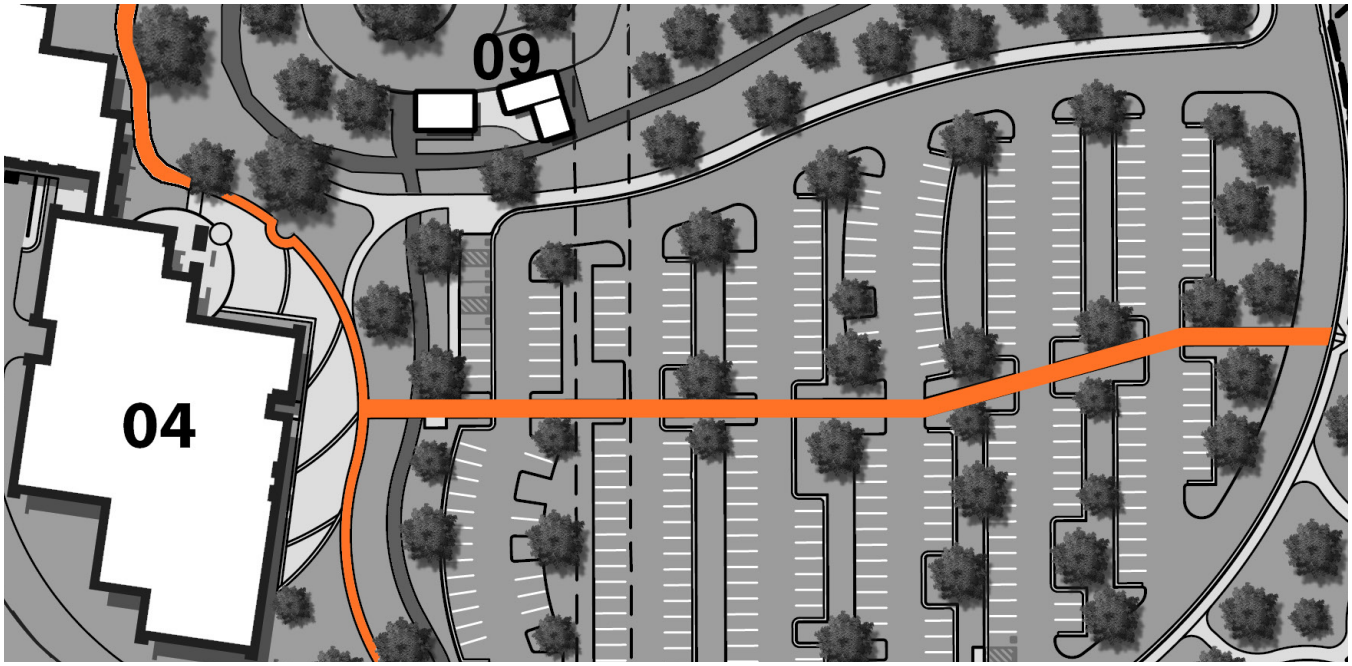


Pedestrian Circulation

Pedestrian circulation happens both externally via sidewalks and internally by way of enclosed hallways connecting each building. Sidewalks connect parking areas to building entrances. Most of the buildings are connected, providing significant advantages during the winter months. The exception to this is the Physical Education Center building, Child Development Center building, and the Garden Buildings. Pedestrian circulation from off-site occurs by two bicycle paths and walkways that link Al Tahoe Boulevard to the campus interior. However, these pathways have limited access during the winter months.

The following changes to pedestrian circulation need to be made:

- Campus identification and directional signage need to be strengthened.
- Connector pathways from parking lots to campus buildings are necessary for mitigating pedestrian and vehicle interaction when navigating through the parking lot and crossing secondary roadways.
- Greater connectivity between the Physical Education Center building and the Student Center / Culinary building is needed.
- Replacement of deteriorating walkways is necessary.



Collector Pathways – Partial Campus Pedestrian Circulation Plan

CAMPUS ASSESSMENTS

Site

Site Description
The 147-acre site in South Lake Tahoe, California, contains the LTCC main campus, parking facilities, pedestrian and bicycle pathways, a demonstration garden, and outdoor plazas.

The site partially covers the area of the Community Play Consortium, a joint-power authority with the City of South Lake Tahoe and LTCC together providing one synthetic soccer field and two natural grass soccer fields.

Year Acquired
1979

Year Occupied
1988

Original Campus Sketch

LTCC Soccer Field

Important Dates in Campus Modernization

- **2015:** Replacement of synthetic soccer field and new fencing, scoreboard, bleachers, and walkways were completed.
- **2016:** Exterior siding was replaced.
- **2015-19:** Entire exterior site lighting was retrofitted to LED.
- **2017:** Main parking lot was renovated, new plaza and landscape east of Roberta Mason Library were installed, pedestrian and bicycle pathways were completed, and ADA access and heated walkways to the Physical Education building and Roberta Mason Library were completed.
- **2017:** Slurry seal and striping were applied to Garden parking lot.
- **2018:** Main gas line was upsized from 2 inches to 4 inches.
- **2018:** Coyote Legacy Plaza was completed.
- **2018:** University Center parking lot was renovated, new plaza and landscape east of University Center building were completed, and ADA access and heated walkways to Lisa Maloff University Center building and Fine Arts Center and Duke Theatre buildings were completed.
- **2018:** Paver foundations were installed along with heated backflow enclosures.
- **2018:** Concrete ramps and railings were installed at three portable Garden buildings.
- **2019:** New spur road for Mobility Hub was completed.
- **2020:** Slurry seal and striping was applied from four-way intersection to roundabout at front entrance.
- **2020:** New electrical feed for Mobility Hub and electric vehicle charging were supplied from Al Tahoe Boulevard.
- **2021:** Child Development Center (CDC) and Early Learning Center (ELC) parking lot expansion was completed, along with bicycle pathways, and ADA access and heated walkways to CDC and ELC were completed.
- **2021-22:** Main entrance is to be renovated, including ADA access, heated walkways, and a fire road to be constructed around the west side of the Main building as part of the Remodel for Efficiency and Science Modernization project.

Coyote Legacy Plaza

The Lake Tahoe Community College Foundation hosted a special, invitation-only celebration on Monday, June 25, 2018, to unveil the crowning piece of the college's new Legacy Plaza. A bronze coyote statue, which serves as a symbol of LTCC's mascot, was added to the plaza, a popular campus gathering place. The statue provides a photogenic backdrop for special occasions and brings some much-needed public art to the South Shore community.

The mascot statue stands at the center of the new plaza, located between the college's Physical Education building and synthetic turf soccer field. It is surrounded by personal dedications engraved in paver stones purchased by generous donors. Donations from the pavers exceeded the cost of the bronze statue and were extended to support the LTCC Foundation program for student scholarships, Lake Tahoe College Promise.

LTCC Superintendent/President Jeff DeFranco emphasized, "This statue and plaza will serve many generations of future LTCC Coyotes, providing a fun meeting place and a go-to location for selfies and graduation family photos. It's also a serious piece of public art, which is something our whole community can take pride in."

LTCC Foundation Board President Bob Novasel, who purchased one of the engraved paver stones, added, "This will be a special lasting legacy for the college. It's nice to show to our community in a visible way that we're 100% behind this college and its students."

The statue was created by fine art gallery and bronze foundry owner Ronnie Frostad. Working with a number of people at LTCC, Frostad fabricated the design. "This is no small, scrawny, Southwestern coyote," said Frostad. "The college made it clear they wanted a true representation of a healthy Sierra Nevada coyote in its natural state, which their mascot design also captures."

Frostad's business, Frostad Atelier Foundry, opened for business in Rocklin, California, in 1998, as one of the few bronze foundries in the country owned and operated by a woman. She opened a new, state-of-the-art foundry and art gallery in downtown Sacramento in 2017.

For more information on Coyote Legacy Plaza's engraved pavers for individuals and businesses that wish to donate to support LTCC's student scholarships and academic programs, please contact the LTCC Foundation at (530) 541-4660 ext. 245.

LTCC Campus

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. They are based on data from:

- RSMeans data (an online cost estimating system)
- Third-party professional estimators
- Actual quotes and bids
- Facilities Utilization, Space Inventory Options Net (Fusion), a custom online platform to support Facilities Planning within the California Community College System

Scheduled maintenance efforts extend the useful life of a facility and its products. The items noted in the chart below are the most impacted items and locations. These are necessary maintenance items that need to be prioritized and fulfilled as funding becomes available.

Concrete - Remove and Replace		
Garden Buildings and D-Wing West Walkways	3,750 sq ft x $2.59 =	$9,700
Culinary/Staff Walkways	690 sq ft x $2.59 =	$1,800
Curb Repairs 400 LF	40 locations (10 ft each) x $100/LF =	$40,000
Asphalt - Remove and Replace		
College Drive, Art Dock, Road to CDC, CDC Parking	42,960 sq ft x $6.00 =	$257,760
LMUC Parking Lot (old section)	8,775 sq ft x $6.00 =	$52,650
Sealcoat & Striping		
Recommend every 3-4 years	TBD based on quantity & timing	
Turf		
Synthetic Turf Replacement – Community Play Consortium		$924,000
Ramps / Handrails / Stairs		
Art Dock – Stairs		$18,760
Art Dock – Snow/Ice Management		$36,210
Garden Building G2B – Railing, Ramp, Landing		$6,600
Garden Building 3 – Railings, Ramps, Landings		$11,715
Garden Building 4 – Railing, Ramp, Landing		$6,600
Garden Building 5 – Railing, Ramp, Landing		$6,600
Garden Building 6 – Railing, Ramp, Landing		$6,600
Walkway from G6 to D-wing – Railing		$3,650
Maintenance – Loading Dock & Stairs		$32,660
Library – Service Entrance Stairs and Railing		$9,650
Student Center/Creekside – Ramps, Landings, Stairs, Railing		$112,300
Student Center/Culinary – Dock Ramp, Landing, Railing		$28,630
Student Center/Culinary – Dock Driveway		$72,950
Sewer Lift Pumps		
5 pumps	5 pumps x $32,000 =	$160,000
3 control units	3 control units x $25,000 =	$75,000

CAMPUS ASSESSMENTS

Main Building

Building Description

The Main building is a two-story complex containing classrooms, laboratories, meeting rooms, and offices. This facility houses the instructional office, fiscal services, student services, maintenance and operations, reprographics, and the bookstore.

Year Built

1988

Square Footage

Gross: 61,780

Assignable: 35,555

Main Building Interior

Main Building Interior

LTCC Campus - Main Building

Main Building Interior

Modernization

- **2014:** Digital phones were installed in offices and meeting rooms.
- **2015:** Digital phones were expanded into classrooms.
- **2016:** Three boilers were replaced and Alerton HVAC control system was installed.
- **2016:** One-stop Enrollment Services and E-103 Counseling Offices projects were completed.
- **2016:** Wireless access points were installed.
- **2017:** First floor main commons area modernization, including carpet replacement in the commons and instruction office. Access control and cameras at main entrance were completed.
- **2017:** Installation of new structural pan deck and concrete on warehouse floor was completed.
- **2018:** Introduced cellular booster and a wireless clock system in the commons.
- **2018:** Classrooms A208, A250, and B103 were modernized.
- **2021:** Air quality improvements with air monitors and purifiers were installed in classrooms.
- **2021-22:** Approximately 37% of the Main building will be modernized as part of the Remodel for Efficiency and Science Modernization project.
- **2023:** The remainder of Main building is due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. Recommendations do not include areas to be modernized as part of the Remodel for Efficiency and Science Modernization project. Costs are based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and extend the life of its products. These efforts may also impact the due date for full modernization. The items noted in the chart are the most-impacted items and locations.

Electrical (items not included in RFE)		
Breakers	1 breaker x $6,500 =	$6,500
Lighting fixture replacements to LED (includes nonarchitectural fixtures only)	345 fixtures x $250 = 21 fixtures x $150 =	$86,250 $3,150
Mechanical (items not included in RFE)		
Condensing Units	6 units (24 total tons) x $3,583/ton =	$85,992
Exhaust Ventilators	18 units (11,840 total CFM) x $10/CFM =	$118,400
Fan Coil Units	76 units (70,000 total CFM) x $20/CFM =	$1,400,000
Pumps	9 pumps (417 total GPM) x $353/GPM =	$147,201
Expansion Tanks	317 gal unit x $420/gal =	$133,140
Interior Finishes (items not included in RFE)		
Flooring	27,862 sq ft x $25.31 =	$705,000
Paint	27,862 sq ft x $4.41 =	$123,000
Shell (items not included in RFE)		
Exterior Siding and Paint	33,700 sq ft x $20.12 =	$678,000
Roofing	61,780 sq ft x $32.54 =	$2,010,500
Exterior Locks (scheduled for 2021)	33 locks x $250 =	$8,250

CAMPUS ASSESSMENTS

Child Development Center

Building Description

The single-story Child Development Center building includes classrooms, demonstration rooms, and offices.

Year Built

1993

Square Footage

Gross: 4,690

Assignable: 3,060

CDC Interior

CDC Interior

CDC Before Exterior Upgrades

Child Development Center 2021

CDC Interior

Modernization

- **2014:** Digital phones were installed.
- **2016:** Wireless access points were installed.
- **2018:** Wireless clock system was installed.
- **2020:** Full interior paint was completed.
- **2020:** Access control and security cameras were installed at main entrances.
- **2021:** Exterior paint and signage were completed.
- **2028:** Child Development Center building will be due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. They are based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The items noted in the chart are the most-impacted items and locations.

Electrical		
Lighting fixture replacements to LED (includes nonarchitectural fixtures only)	56 fixtures x $250 = 12 fixtures x $150 =	$14,000 $1,800
Mechanical		
Furnace (Gas)	112 MBH unit x $335/MBH = 94 MBH unit x $335/MBH = 94 MBH unit x $335/MBH =	$37,520 $31,490 $21,490
Exhaust Ventilators	5 units (685 total CFM) x $10/CFM =	$6,850
Interior Finishes		
Flooring	4,690 sq ft x $25.31 =	$119,000
Shell		
Exterior Siding and Paint	7,000 sq ft x $20.12 =	$141,000
Roofing	4,690 sq ft x $32.54 =	$153,000
Exterior Locks (scheduled for 2021)	19 locks x $250 =	$4,750

CAMPUS ASSESSMENTS

Fine Arts Building / Duke Theatre

Building Description

The Fine Arts building is a single-story complex containing a theatre, 2D and 3D art labs, a foundry, classrooms for music and dramatic arts, support spaces, offices, and storage. The theatre contains a catwalk, above-floor service areas, and sound and light booths that are not part of the permanent structure.

Year Built

1996

Square Footage

Gross: 24,482

Assignable: 16,295

Duke Theatre Interior

Duke Theatre Lobby

Duke Theatre

Duke Theatre Interior

Modernization

- **2014:** Digital phones were installed in offices and meeting rooms.
- **2015:** Digital phones were expanded into classrooms.
- **2016:** Wireless access points were installed.
- **2016:** Alerton HVAC control system was installed.
- **2018:** Wireless clock system was installed.
- **2018:** Exterior paint was completed.
- **2019:** Art lab air quality improvement project was completed.
- **2021-22:** 2D lab, 3D lab, and foundry will be modernized as part of the Remodel for Efficiency and Science Modernization project.
- **2031:** Remainder of Fine Arts and Duke Theatre building are due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. Recommendations do not include areas to be modernized as part of the Remodel for Efficiency and Science Modernization project. Costs are based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The items noted in the chart are the most-impacted items and locations.

Electrical		
Lighting fixture replacements to LED (includes nonarchitectural fixtures only)	277 fixtures x $250 = 58 fixtures x $150 =	$69,250 $8,700
Mechanical		
Air Handlers	24,000 CFM unit x $16/CFM = 2,630 CFM unit x $16/CFM = 13,865 CFM unit x $16/CFM =	$384,000 $42,080 $221,840
Furnace	8 MBH unit x $335/MBH = 8 MBH unit x $335/MBH =	$2,680 $2,680
Cooling Tower	200 ton unit x $1,045/ton =	$209,000
Exhaust Ventilators	9 units (85,450 total CFM) x $10/CFM =	$854,500
Pumps	108 GPM unit x $353/GPM = 108 GPM unit x $353/GPM =	$38,124 $38,124
Expansion Tanks	13 gal unit x $420/gal =	$5,460
Interior Finishes		
Flooring	18,561 sq ft x $25.31 =	$470,000
Paint	18,561 sq ft x $4.41 =	$82,000
Shell		
Exterior Siding and Paint	11,040 sq ft x $20.12 =	$222,000
Roofing	24,482 sq ft x $32.54 =	$797,000
Exterior Locks (scheduled for 2021)	26 locks x $250 =	$6,500

CAMPUS ASSESSMENTS

Portable "Garden" Buildings

Building Description

The "Garden" Buildings are six single-story portable buildings, each of which holds a classroom and one of which holds a restroom.

Year Built

1996-1999

Square Footage

Gross: 10,923

Assignable: 9,213

Garden Building Interior (G3)

Garden Building Interior (G4)

Garden Buildings

G2B Building Interior

Modernization

- **2015:** Digital phones were expanded into classrooms.
- **2016:** Wireless access points were installed.
- **2018:** Wireless clock system was installed.
- **2021:** Upgrades to G2A, G3, and G4 for swing space for the Remodel for Efficiency and Science Modernization project were completed.
- **2022:** Relocatable classrooms G2A, G2B, and G4 are scheduled to be removed as part of the Remodel for Efficiency and Science Modernization project.
- **2025-26:** The four remaining portable buildings are proposed for removal as part of the Tahoe Basin Public Safety Training Center project.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Cost reflects estimated price in 2021. Scheduled maintenance efforts will extend the useful life of the facility.

Shell		
Exterior Paint (G1, G3, G5, G6)	8,000 sq ft x $5.29 =	$43,320

No other work is recommended due to the age and condition of the buildings.

CAMPUS ASSESSMENTS

Student Center / Culinary

Building Description

The Student Center / Culinary building is a single-story facility housing food service classrooms and support spaces, a lounge, and offices.

Year Built

2002

Square Footage

Gross: 11,167

Assignable: 7,017

Dining Interior

Student Center Interior

Student Center

Dining Interior

Modernization

- **2014:** Digital phones were installed in offices and meeting rooms.
- **2015:** Digital phones were expanded into classrooms.
- **2016:** Wireless access points were installed.
- **2017:** Insulated roll-up doors between the kitchen and serving area and the Student Center were installed.
- **2018:** Wireless clock system was installed.
- **2020:** Audio/video camera system was installed.
- **2037:** The Student Center / Culinary facility is due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. They are based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The items noted in the chart are the most-impacted items and locations.

Electrical		
Lighting fixture replacements to LED (includes nonarchitectural fixtures only)	71 fixtures x $250 = 27 fixtures x $150 =	$17,750 $4,050
Mechanical		
Air Handlers	19,470 CFM unit x $16/CFM = 11,250 CFM unit x $16/CFM =	$311,520 $180,000
Cooling Tower	70 ton unit x $1,045/ton =	$73,150
Domestic Water Heater	225 gal unit x $348/gal = 225 gal unit x $348/gal =	$78,300 $78,300
Condensing Units	30 ton unit x $3,583/ton = 10 ton unit x $3,583/ton = 1 ton unit x $3,583/ton =	$107,490 $35,830 $3,583
Exhaust Ventilators	4 units (31,060 total CFM) x $10/CFM =	$310,600
Pumps	40 GPM unit x $353/GPM =	$14,120
Air Separator	3 in x $2,700/in =	$8,100
Expansion Tanks	77 gal unit x $420/gal =	$32,340
Interior Finishes		
Flooring	11,167 sq ft x $25.31 =	$283,000
Paint	11,167 sq ft x $4.41 =	$49,500
Shell		
Exterior Siding and Paint	13,800 sq ft x $20.12 =	$278,000
Roofing	11,167 sq ft x $32.54 =	$363,500
Exterior Locks (scheduled for 2021)	12 locks x $250 =	$3,000

CAMPUS ASSESSMENTS

Physical Education Center

Building Description

The Physical Education facility is a one-story, 24,947 square foot complex containing a gymnasium, fitness education center, dance studio, locker rooms, athletic service rooms, and offices.

Year Built

2002

Square Footage

Gross: 24,947
Assignable: 18,758

PE Building

Gym Interior

Modernization

- **2013:** New flooring in Fitness Education Center, new wood floors in dance studio, and new carpet in hallways were completed.
- **2014:** Digital phones were installed in offices and meeting rooms.
- **2015:** Digital phones were expanded into classrooms.
- **2016:** The 7,790 square foot gymnasium was renovated.
- **2016:** Wireless access points were installed.
- **2018:** Wireless clock system was installed.
- **2018:** Gym humidifier project for flooring moisture restoration was completed.
- **2020:** Access control and security cameras were installed at the main entrances.
- **2037:** Remainder of the Physical Education building will be due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. They are based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The items noted in the chart are the most-impacted items and locations.

Electrical		
Lighting fixture replacements to LED (includes nonarchitectural fixtures only)	141 fixtures x $250 = 27 fixtures x $150 =	$35,250 $4,050
Mechanical		
Boiler	2,000 MBH unit x $132/MBH =	$264,000
Cooling Tower	100 ton unit x $1,045/ton =	$104,500
Domestic Water Heater	400 gal unit x $348/gal =	$139,200
Condensing Units	5 ton unit x $3,583/ton = 6.8 ton unit x $3,583/ton =	$17,915 $24,364
Exhaust Ventilators	2,330 CFM unit x $10/CFM = 3,130 CFM unit x $10/CFM = 1,810 CFM unit x $10/CFM = 6,900 CFM unit x $10/CFM = 1,410 CFM unit x $10/CFM = 4,900 CFM unit x $10/CFM = 8,300 CFM unit x $10/CFM = 3,500 CFM unit x $10/CFM =	$23,300 $31,300 $18,100 $69,000 $14,100 $49,000 $83,000 $35,000
Fan Coil Units	7 units (33,771 total CFM) x $20/CFM =	$675,420
Pumps	60 GPM unit x $353/GPM = 100 GPM unit x $353/GPM =	$21,180 $35,300
Expansion Tanks	80 gal unit x $420/gal = 80 gal Unit x $420/gal =	$33,600 $33,600
Interior Finishes		
Flooring	17,157 sq ft x $25.31 =	$434,000
Paint	17,157 sq ft x $4.41 =	$75,500
Shell		
Exterior Siding and Paint	14,000 sq ft x $20.12 =	$281,680
Roofing	24,947 sq ft x $32.54 =	$811,775
Exterior Locks (scheduled for 2021)	13 locks x $250 =	$3,250

CAMPUS ASSESSMENTS

Roberta Mason Library and Fritz Wenck Board Room with Haldan Art Gallery

Building Description

A single-story facility houses the Roberta Mason library, Fritz Wenck Board Room, meeting rooms, offices, support spaces, and the Haldan Art Gallery.

Year Built

2005

Square Footage

Gross: 27,000

Assignable: 18,766

Library Interior

Reading Room

Library

Library Interior

Modernization

- **2014:** Digital phones were installed in offices and meeting rooms.
- **2015:** Digital phones were expanded into classrooms.
- **2016:** Wireless access points were installed.
- **2018:** Wireless clock system was installed.
- **2018:** Math center and testing center renovations were completed.
- **2020:** Reading room was enclosed.
- **2020:** New fiber cable and cellular booster were installed.
- **2021:** Access control and camera system were installed.
- **2040:** The Roberta Mason Library and Fritz Wenck Board Room Building/Haldan Art Gallery will be due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Costs reflect estimated prices in 2021. They are based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The items noted in the chart are the most-impacted items and locations.

Electrical		
Lighting fixture replacements to LED (includes nonarchitectural fixtures only)	186 fixtures x $250 = 30 fixtures x $150 =	$46,500 $4,500
Mechanical		
Boiler	850 MBH unit x $132/MBH =	$112,200
Air Handler	7,000 CFM unit x $16/CFM = 9,000 CFM unit x $16/CFM = 9,000 CFM unit x $16/CFM = 2,500 CFM unit x $16/CFM =	$112,000 $144,000 $144,000 $40,000
Furnace (Gas)	74 MBH unit x $335/MBH = 93 MBH unit x $335/MBH =	$24,790 $31,155
Domestic Water Heater	50 gal unit x $348/gal =	$17,400
Condensing Units	3 ton unit x $3,583/ton = 5 ton unit x $3,583/ton = 7.5 ton unit x $3,583/ton = 8.5 ton unit x $3,583/ton = 8.5 ton unit x $3,583/ton = 25 ton unit x $3,583/ton =	$10,749 $17,915 $26,872 $30,455 $30,455 $89,575
Exhaust Ventilators	4 units (1,596 total CFM) x $10/CFM =	$15,960
Pumps	8 units (167 total GPM) x $353/GPM =	$58,951
Air Separator	3 in x $2,700/in =	$8,100
Expansion Tanks	35 gal unit x $420/gal =	$14,700
Interior Finishes		
Flooring	27,000 sq ft x $25.31 =	$683,500
Paint	27,000 sq ft x $4.41 =	$119,500
Shell		
Exterior Siding and Paint	18,000 sq ft x $20.12 =	$362,000
Roofing	27,000 sq ft x $32.54 =	$879,000
Exterior Locks (scheduled for 2021)	16 locks x $250 =	$4,000

CAMPUS ASSESSMENTS

South Mechanical Building

Building Description

The South Mechanical building is a single-story, stand-alone facility housing a snowmelt boiler system for the south side of campus.

Year Built

2016

Square Footage

Gross: 1,008

Assignable: 926

South Mechanical Building

South Mechanical Yard

Modernization

- **2051:** The South Mechanical Building will be due for modernization or replacement.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Cost reflects estimated price in 2021. The cost is based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The item noted in the chart is the most-impacted item.

Shell		
Exterior Paint	1,008 sq ft x $5.29 =	$5,500

CAMPUS ASSESSMENTS

Lisa Maloff University Center

Building Description

Lisa Maloff University Center building is a single story stand-alone facility including classrooms, offices, a meeting room, and support spaces.

Year Built

2018

Square Footage

Gross: 6,896

Assignable: 3,745

Meeting Room

Classroom

Lisa Maloff University Center

University Center Interior

Modernization

- **2053:** The University Center building will be due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Cost reflects estimated price in 2021. The cost is based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The item noted in the chart is the most-impacted item.

Shell		
Stone/Block Anti-graffiti Application	1,500 sq ft x $4.00 =	$6,000

CAMPUS ASSESSMENTS

Mobility Hub

Building Description

The Mobility Hub is an exterior structure with covered bicycle storage, a bus stop shelter, and infrastructure for electric bus charging.

Year Built

2019

Square Footage

Gross: 1,604

Mobility Hub


Mobility Hub

Modernization

- **2054:** The Mobility Hub will be due for modernization.

Scheduled Maintenance

The following recommendations have been identified for the period 2021-27. Cost reflects estimated price in 2021. The cost is based on data from:

- RSMeans data
- Third-party professional estimators
- Actual quotes and bids
- Fusion

Scheduled maintenance efforts will extend the useful life of a facility and its products. These efforts may also impact the due date for full modernization. The item noted in the chart is the most-impacted item.

Shell		
Stone/Block Anti-graffiti Application	750 sq ft x $4.00 =	$3,000

CAMPUS ASSESSMENTS

Early Learning Center

Building Description

The Early Learning Center building is a single-story preschool facility including classrooms, demonstration rooms, and support spaces.

Year Built

2021

Square Footage

Gross: 3,088

Assignable: 2,227

ELC Interior

ELC Interior

Early Learning Center

Early Learning Center


ELC Interior

Modernization

- **2056:** The Early Learning Center building will be due for modernization

MODERNIZATION WORK

Remodel for Efficiency and Science Modernization

The committee working on the Remodel for Efficiency and Science Modernization (RFE) project has submitted, for Phase One, four Initial Project Proposals and one Final Project Proposal to the California Community College Chancellor's Office. At the top of the chancellor's list was the RFE. The RFE not only upgrades existing facilities but also addresses capacity load ratio issues and positions LTCC to apply for future funding opportunities from the state.

This project will remodel and modernize LTCC's Main building, comprised of 11,830 assignable square feet (ASF) of laboratory space, 9,078 ASF of office space, and 1,831 ASF of other space. The project will match the existing construction and space standards set by the district.

It is necessary to align the space with the current and future needs of LTCC and reconfigure the space to meet accessibility requirements. A renovation of instructional space for vocational education and multiple other uses is necessary. This project will allow these spaces to be shared by multiple disciplines and create usable technology laboratories as well as student study and research spaces. This allocation will assist in aligning the capacity load ratios through grading, adding utilities, and improving circulation and access.

The art program has outgrown its existing space and was expanded into an area not originally designed for instruction. Kilns, welding equipment, mixing stations, and industrial equipment all share the same space. The science, chemistry, and biology laboratories do not meet the current state guidelines for accessibility. For example, the fixed counters in the science labs do not have proper knee space underneath them, and there is not space for accessible stations within the room. The fume hoods are also inaccessible and do not conform to current industry standards.

This project will also address the following:

- Flexible twenty-first-century learning environments: Renovating existing instructional and instructional support space using a set of design principles related to technology in regards to lighting, temperature, and sound, collaborative and flexible learning, and more.
- Reconfiguring office spaces, where practical: Reconfiguring existing common spaces in ways that support more informal collaborative learning. This will be achieved by relocating Student Services, the Disability Resource Center (DRC), and Admissions and Records within the Main building, creating a true one-stop shop that provides better services to students. Student needs are not currently being met as Admissions and Records and the DRC are located on the second floor at the end of a long hallway, and Student Services is located

downstairs near the front entrance to the Main building. DRC has outgrown its current space, with interior walls added in order to create additional office spaces. Office spaces are spread throughout the campus, causing duplication of resources for both students and staff. The most efficient solution is to consolidate offices to share common resources. Moving DRC from the second floor will open up additional space for faculty offices. Grouping a set of faculty offices on the second floor will help foster informal collaboration and a greater sense of community.

- Creating collaborative learning spaces, where practical: LTCC will reconfigure existing common spaces in ways that support more informal collaborative learning environments.
- Infrastructure upgrades: Additional infrastructure will be increased with additional facilities to include water, fire service, electrical, sewer, storm drain, and technology. The main plant, Energy Management System (EMS), and HVAC systems will be upgraded.

Foundry

Approximate Area of Interior Renovation

N

BEYOND CURRICULUM: COMMUNITY SERVICES

Basic Needs Center for Students

In 2018, LTCC created its Food Pantry. This space was originally designed to be emergency support for students but, due to the donated fresh food that it offers, the Food Pantry has become consistent support for many students, even through the COVID-19 pandemic. Over time, the Food Pantry has grown to support students more holistically and is on the cusp of becoming a fully-realized basic needs center—a place where students can be connected with employment, county services like CalFresh and CalWORKS, Federal Student Aid, and other social programs that they qualify for.

Students also have access to a study space and a place to relax and rest near the Food Pantry, which further addresses student needs. One element that is missing from the existing Basic Needs Center is better access to cooking facilities¬; more sanitary cooking options and a few additional tools would go a long way. While the Food Pantry's current adjacency to the ADVANCE program, Housing Coordinator office, and Equity office are all important to it becoming a Basic Needs Center, the possibility of shifting its location downstairs to be closer to the cafeteria may open up the opportunity for it to truly become a Basic Needs Center.

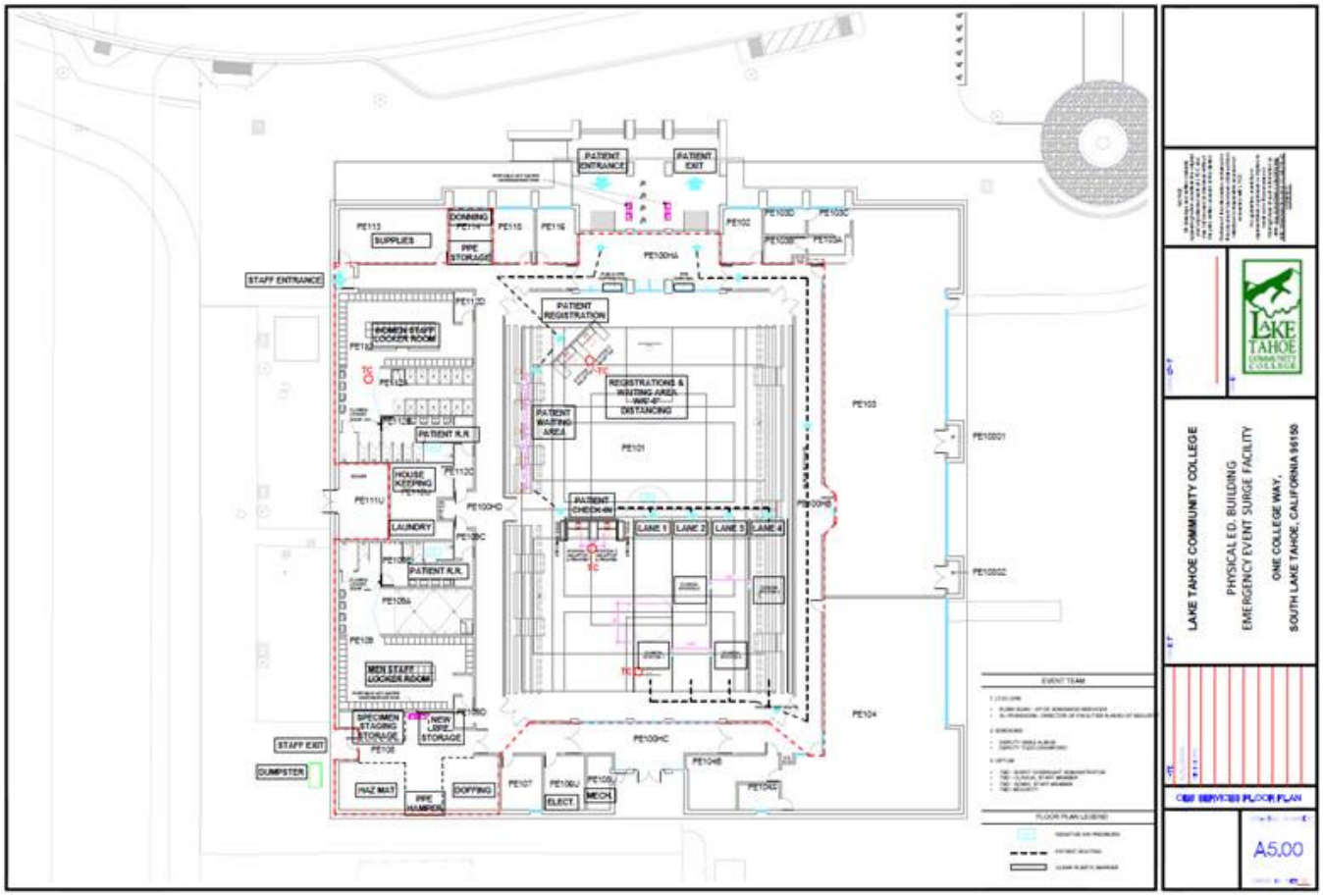
Food Pantry

Emergency Response

LTCC has an active risk management team that includes administrators, facilities and maintenance personnel, human resources staff, security personnel, a faculty liaison, and communications staff. This group meets regularly to formulate and implement LTCC's emergency response readiness and strategize on how to best keep students and employees informed and safe. This group has continued to meet virtually during the COVID-19 pandemic to ensure continued operation of vital services. LTCC offers the following valuable community services through its emergency response program:

COVID-19 Testing

LTCC served as a COVID-19 testing center from May 5, 2020, to March 31, 2021. Residents and nonresidents were able to get a test either by appointment or as walk-ins. LTCC's stand-alone Physical Education building was one of only two large-scale COVID-19 active testing sites that operated in El Dorado County and the only one in the South Lake Region.

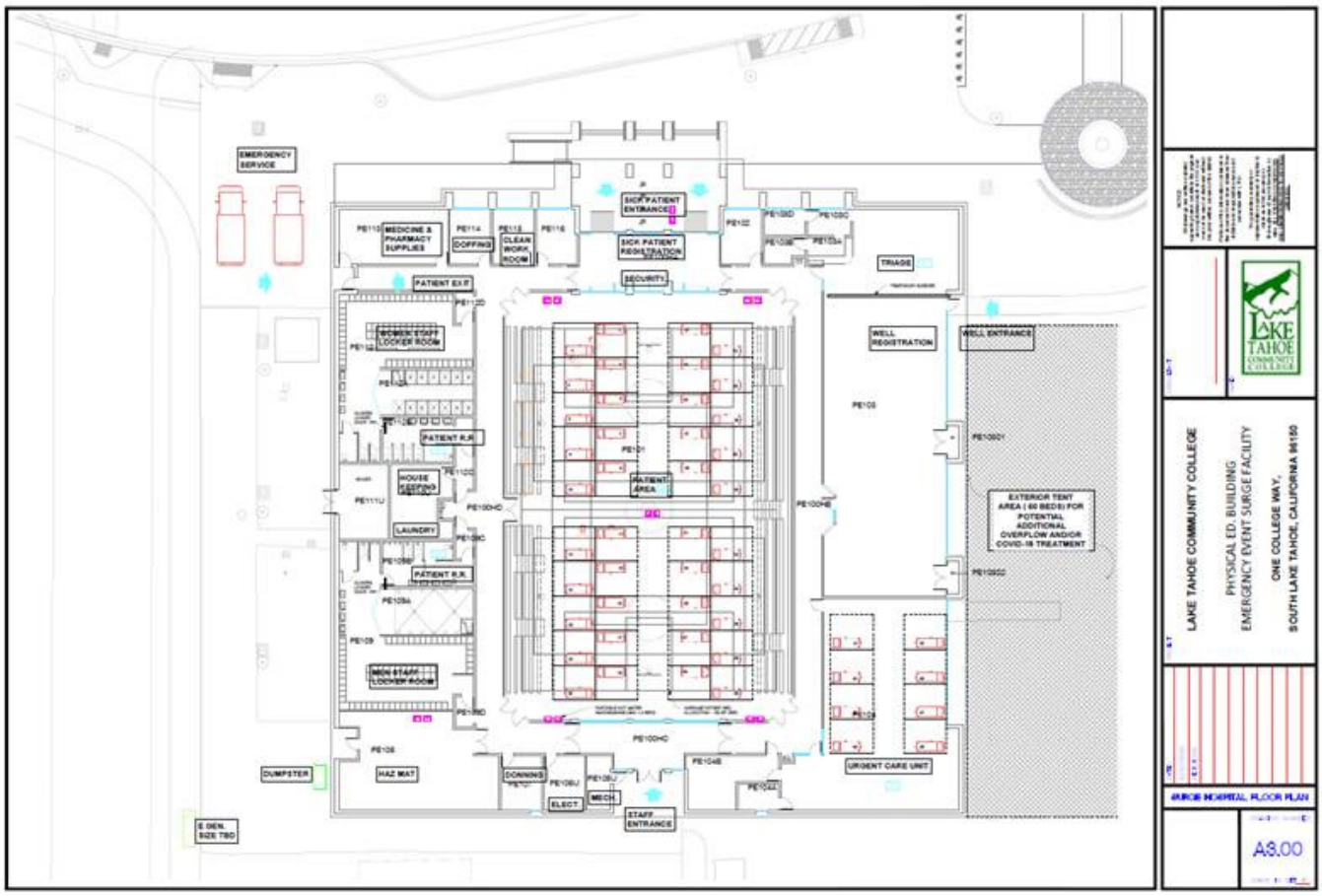


Testing Configuration

Hospital Overflow Center

LTCC functions as an emergency event surge center to relieve pressure on local hospital facilities.

According to the U.S. Department of Health and Human Services, a "medical surge describes the ability to provide adequate medical evaluation and care during events that exceed the limits of the normal medical infrastructure of an affected community. It encompasses the ability of the HOCs (healthcare organizations) to survive a hazard impact and maintain or rapidly recover operations that were compromised." In times such as this, the Physical Education building is designed and equipped to convert floor space to accommodate nearly fifty semi-private beds, provider offices, patient processing areas, and medical supply storage. Accommodation for emergency service vehicles is accounted for in the Hospital Overflow Center plan.



Hospital Overflow Center

Emergency Operations Center

As directed by El Dorado County, the activation of an Emergency Operations Center (EOC) facilitates the sharing of information and resources between the county, Operational Area cities, and other agencies. This allows EOC staff to efficiently:

- Meet the immediate needs of people (rescue, medical care, food, shelter, clothing).
- Work toward temporary restoration of facilities essential to the health, safety, and welfare of individuals (sanitation, water, electricity, road, and highway repairs).
- Meet the rehabilitation needs of people (temporary housing, food stamps, employment).

LTCC currently has the facilities to act as an EOC and can accommodate food service, on-site emergency camping, and other necessities. Additional facilities will come online once the Tahoe Basin Public Safety Training Center is added to the campus, enhancing LTCC's ability to serve as the region's Emergency Operations Center.

LTCC Campus

Venue for Public and Private Events

Lake Tahoe Community College has served both the local community and other educational institutions by providing rental space for public and private events.

In past years, the site's facilities have been used for various events, including the March of Dimes Snowball Event, Soroptimists Easter Egg Hunt, Kids Science Expo, Gift of Literacy, TEDx, Elevation Elite Basketball Tournaments, CUFA Soccer Tournaments, Reel Rock Films, Taste of Gold, and LW Basketball Jamboree.

When not hosting classes or seminars from partner universities, the gorgeous, modern spaces of the Lisa Maloff University Center (LMUC) building are available for rent. Some of the events that are hosted at LMUC include regular Rotary Meetings, Whole Foods Training and Recruiting events, South Tahoe Public Utility District's Annual Trainings, and many others. The integrated technology within the spaces at LMUC offers a perfect setting for smaller meetings, while larger, keynote events can be held in the Duke Theatre nearby. Local hotels often partner with LTCC to provide lodging during events as well.

The upcoming Tahoe Basin Public Safety Training Complex (TBPSTC) will do more than host the Health and Public Safety program. TBPSTC will also serve as a training venue for both public and private agencies, and it can serve as additional rental space at LTCC. Some of the features of TBPSTC will include:

- Locker rooms and shower facilities conveniently located in the Physical Education building to the east of the training area
- Audio-visual rooms for training video development and virtual meetings
- Classrooms, conference rooms, and offices
- Equipment storage space with adequate ventilation for gear, located in the Equipment Storage Facility
- A training house that allows drills and evolutions to be conducted
- A drill tower for elevated commercial building evolutions
- A roof prop for ventilation drills
- Propane and natural gas burn props to simulate hazardous materials incidents
- A vehicle extrication drill area
- An Urban Search and Rescue training area
- Trench Rescue and Confined Space Rescue and certification
- A large driving area where hose evolutions can be conducted as well as driving evolutions and maneuvers for fire apparatus and police vehicles

TBPSTC Rendering

Housing

In 2016, LTCC engaged a third party to conduct a market demand study for on-campus student housing. The concept presented to the Board of Trustees included a one hundred-bed residential living project consisting of fifteen two-bedroom/one-bath semi-suites for single occupancy, seventeen one-bedroom/one-bath suites intended for double occupancy, and two resident assistant (RA) units.

Originally anticipated for occupancy in 2020, total development costs were approximately $151,000 per bed below the highest-cost scenario. Both rental rates and construction costs have increased significantly since the 2016 student housing demand study, and there has been little housing constructed in South Lake Tahoe over the last few years. The lack of new supply and increasing rents means that students' ability to find affordable housing has not improved since the demand study. Increases in construction costs have made projects less likely to balance out financially.

In 2019, LTCC engaged The Concourse Group, a real estate consulting firm specializing in detailed pro forma analysis of real estate development scenarios. Specific to LTCC, the report looked at public-private partnerships to help bridge the financial hurdles inherent in building an on-campus student housing project.

The Concourse Group report examined multiple scenarios to develop student housing at LTCC, both with and without workforce market rate housing components. The three scenarios examined in detail, and the initial assessment of each, include the following:

- A Stand-alone Student Housing Project containing a one hundred-bed dormitory project based on the 2016 study
- Student Housing and Workforce Housing Components as a single project
- A Workforce Housing Project with twenty-five two-bedroom units leased to LTCC

Some of the considerations associated with design and development of student housing and workforce housing projects at LTCC included the examination of potential development sites on campus. The following is an excerpt:

Various sites considered for development are shown in Figure 7. A review of available information indicates no known environmental, historical, cultural, natural resource, or geologic issues that would appear to preclude the reasonable development of the indicated sites.

Potential Development Site 1, located in the interior of the LTCC campus to the south of the U.S. Forest Service building, could be configured to include 12 or more acres to accommodate development. The primary development constraints are the existing pedestrian path, which would either have to be incorporated into the site plan or relocated, and the lack of visibility from Al Tahoe Boulevard, which may reduce the value of any retail component.

Potential Development Site 2, located along Al Tahoe Boulevard to the south of the U.S. Forest Service building, could be configured to include eight or more acres to accommodate development. Given the required 50 foot setback from Al Tahoe Boulevard and the

utility corridor that bisects the site, this area is less suited for development although it would provide better visibility from Al Tahoe Boulevard.

Potential Development Site 3, located in the interior of the LTCC Campus near the Physical Education building, could be configured to include eight or more acres to accommodate development. Given its location among other LTCC buildings, this site would be best suited for a stand-alone student housing project, and the 2014-2021 Facilities Master Plan showed a potential site for residential living in this approximate location.

Other considerations involved the demands of these local and state agencies, Planning and Zoning, Tahoe Regional Planning Agency (TRPA), Division of the State Architect (DSA), and the impact on costs of the California Prevailing Wages law. Other than DSA requirements that would affect a stand-alone student housing project, the developmental complexity of the proposals is similar to other development sites in the area. A zoning change would likely be needed at LTCC for multi-family housing and retail uses. Availability of TRPA land coverage may increase the appeal of developing on the LTCC site.

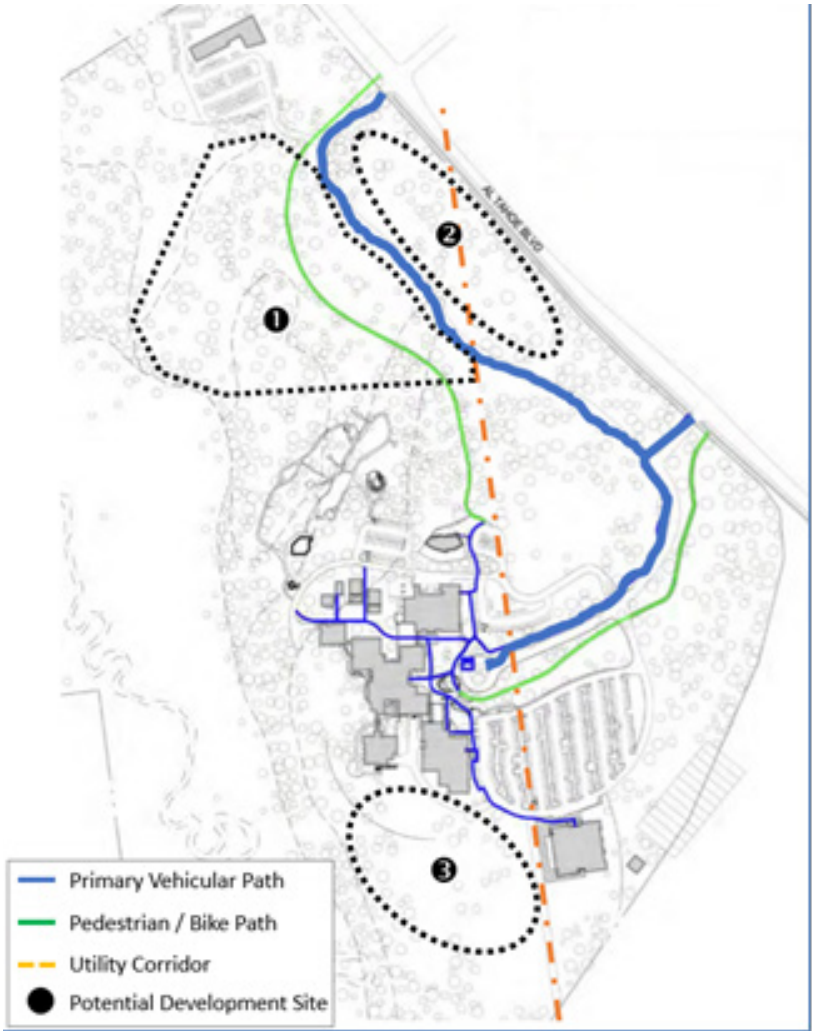


Figure 7: Potential Development Sites

The table below, taken from the report, summarizes key aspects of the three scenarios that were examined in detail.

Scenario 3 was deemed to have the best chance to succeed in a public-private partnership arrangement. Scenario 2, however, was selected as the master plan option because it has the advantage of offering student housing. This aspect is important to LTCC's image as a destination school and to the hope of fostering a tighter-knit student body.

2019 Off-Campus Student Housing

As a precursor to providing an on-campus housing experience, LTCC has focused on making use of available housing stock near the campus. Earlier in 2019, LTCC executed a master lease for thirty beds of student housing plus a unit for a resident assistant. The housing fee for students is $675 per bed and includes housing, utilities, internet, weekly cleaning, and snow removal. The property is located approximately one mile from campus. Marketing for the project commenced in June

Scenario	***Scenario 1*** ***Stand-alone Student Housing Project***	***Scenario 2*** ***Separate Student Housing and Workforce Housing Components as Single Project***	***Scenario 3*** ***Workforce Housing Project with 25 2-BR Units Master Leased to LTCC***
Description	*100 beds in 2 BR/1 BA semi-suite arrangement, split approximately 50/50 between single- and double-occupancy units, as envisioned in the 2016 Student Housing Demand Analysis*	*Student housing component at the south end of campus (assumptions as in Scenario 1) with 120-unit 1- and 2-BR workforce housing component at north end of campus, including 40% Low Income Housing Tax Credits units and a small retail component*	*Workforce housing component (assumptions as in Scenario 2) assuming 25 2-BR units are master-leased to LTCC for student housing purposes with rent of $2,200 per 2-BR unit for 12 months per year*
Student Housing Experience	*Provides separate student housing experience*	*Provides separate student housing experience*	*Does not provide separate student housing experience*
Appeal to Developer (Size)	*Small project size limits appeal to developers*	*Larger project size increases appeal to developers*	*Larger project size increases appeal to developers*
Appeal to Developer (Return)	*Internal rate of return (IRR) appears insufficient for developers*	*IRR is likely insufficient for developers*	*IRR appears sufficient for developers*
Potential for Occupancy Issues	*Unit configuration and project location complicate non-student occupancy*	*Unit configuration and project location complicate non-student occupancy*	*Student units are identical in configuration and location to non-student units*
Potential for Rental Issues	*Does not require income from market rate units or retail space*	*Requires income from market rate units or retail space*	*Requires income from market rate units or retail space*

2019 for the 2019-20 academic year and, as of mid-August, leases had been executed for approximately one-third of the beds. Off-campus housing for the 2019-20 school year never reached its capacity of thirty-one students; the average was sixteen. At the end of the academic year, COVID-19 had proliferated and occupancy dropped to seven students.

During the second year, 2020-21, housing was reduced to one person per room due to COVID-19. The capacity was sixteen students, and LTCC maintained an average of fifteen.

Ultimately, the occupancy observed at this property when fully leased will inform student demand and potential capture rates for any subsequent student housing effort. This exploration provides immediate and meaningful insight into best practices for enhancing the student housing experience while exploring additional options once demand is proven. The COVID-19 pandemic has placed a hold on expanding the occupancy fill rate. Housing policies have been updated to reflect the changed environment. The next steps for enhanced housing services for students include:

- Work on revised housing policies and procedures for a COVID-19 environment.
- Updating policies in support of the marginalized student population, such as the housing insecure and former foster youth.
- Improving housing student retention rate to an average of six months in LTCC housing.
- Marketing and enhancing housing to maintain a 95% fill rate every quarter.

Student Housing

REGULATORY CONSIDERATIONS

California Environmental Quality Act

The California Environmental Quality Act (CEQA) applies to projects that require discretionary permits from a state public agency. CEQA helps to guide the California Department of Fish and Wildlife (CDFW) in the issuance of permits and the approval of projects.

A public agency, whether state or local, has some discretion in how the project may be conveyed to CEQA in the application, and it must be a project that could result in an adverse change to the environment. The best resources for general CEQA information, regardless of lead agency, are the Office of Planning and Research, the Natural Resources Agency, and the local county planner's office.

According to its website, the purpose of CEQA is to:

- Disclose to the public the significant environmental effects of a proposed discretionary project through the preparation of an initial study, negative declaration, or environmental impact report.
- Prevent or minimize damage to the environment through development of project alternatives, mitigation measures, and mitigation monitoring.
- Disclose to the public the agency decision-making process utilized to approve discretionary projects through findings and statements of overriding consideration.
- Enhance public participation in the environmental review process through scoping meetings, public notice, public review, hearings, and the judicial process.
- Improve interagency coordination through early consultations, scoping meetings, notices of preparation, and State Clearinghouse review.

The complete CEQA statute and guidelines for California public resources codes can be found in sections 21000–21178 and Title 14 CCR, section 753, and chapter 3, sections 15000–15387. These codes are available from the Natural Resources Agency.

CDFW's CEQA review and compliance typically occur at the regional office that serves the county where the project takes place. According to CEQA, when a project spans multiple regions, or would have statewide impacts, the Habitat Conservation Planning Branch (HCPB) in Sacramento coordinates CDFW's CEQA review and compliance. HCPB also administers the CEQA filing fee program. Other branches of CDFW may be responsible for CEQA review and compliance when a project implements or substantially affects a branch program. According to Fish and Game Code FGC 711.4, CDFW imposes and collects a filing fee to defray the costs of managing and protecting California's vast fish and wildlife resources. This fee includes, but is not limited to, consulting with other public agencies, reviewing environmental documents, recommending mitigation measures, and developing

monitoring programs. However, the filing fee will be waived if "CDFW determines the project will have no effect on fish and wildlife and issues a 'No Effect Determination.' "

The Campus Master Site Plan and Timber Conversion Permit were approved in May 2021 for the Tahoe Basin Public Safety Training Center and the south campus development area. This included CEQA Initial Study/Mitigated Negative Declaration. This south campus area includes the Equipment Storage Facility project and the LTCC Campus Office project. The Physical Education expansion project is adjacent to the TBPSTC and expands learning spaces for the gymnasium facility.

Tahoe Regional Planning Agency

The Lake Tahoe Basin is one of the most heavily regulated regions in the United States. The Tahoe Regional Planning Agency (TRPA) is a bi-state agency whose primary mission advocates for a lake environment that is sustainable, healthy, and safe for the community and future generations. The TRPA Governing Board is composed of seven members from California, seven from Nevada, and one nonvoting presidential appointee. Six of the board's fifteen members are locally elected officials, while the remaining nine seats are designed to be held by members that represent wider views. The TRPA leads the cooperative effort to preserve, restore, and enhance the unique natural and human environment of the Lake Tahoe Region while improving local communities and human interactions with its irreplaceable environment.

According to the TRPA's website, the Lake Tahoe Region finds itself at a pivotal point in its history. Failure to act decisively may result in loss of the lake's pristine environment, its famed clarity, and the nearly $5 billion economy that it supports. Because Lake Tahoe is a national and international treasure, TRPA's effectiveness in fulfilling its mission is of the utmost importance.

TRPA is uniquely positioned at Lake Tahoe to make significant environmental improvements with good land use planning. TRPA, along with input from the community and state, federal, and local governments, updated the Lake Tahoe Regional Plan, adopted on December 12, 2012. The theme of the plan—restoring Lake Tahoe and supporting sustainable communities—speaks to the intrinsically linked goals of improving lake clarity while improving the quality of life for all who live in and visit the Lake Tahoe Basin.

Lake Tahoe

There are three major restrictions that impact the ability of LTCC to construct new buildings on its property: allowable coverage, height restrictions, and sensitive stream environment zones. All three of these construction elements are regulated by the TRPA Code of Ordinances. Calculations for building height and sensitive stream environment zones are based on specific site locations chosen for construction on campus property. Allowable coverage is calculated based on several variables derived from the location of the property in question and the attending zone assigned, resulting in what is, in effect, a static computation. As of March 2021, LTCC is fortunate to have available coverage in order to implement projects described in this Facilities Master Plan (see the table below). The U.S. Forest Service (USFS) leases approximately 12.25 acres from LTCC—the developed USFS coverage is exempted from the total coverage calculations for LTCC.

Total Allowable	Current Utilized	Approximate Proposed Growth	Remaining Unallocated
1,257,942 acres	790,490 acres	438,210 acres	29,242 acres

Table 6 - Data Subject to Change

Division of the State Architect

The Division of the State Architect (DSA) provides design and construction oversight for community colleges as well as K–12 schools and various other state-owned and leased facilities. The organization also develops accessibility, structural safety, and historical building codes and standards that apply to various public and private buildings throughout the state of California.

DSA is concerned with ensuring that all buildings inhabited by students are as safe as reasonably possible. Thus, new building designs that pass DSA's review process are held to the highest standards. While the review process does add additional time and expense to the design process, the result is a safer campus.

The Lake Tahoe Regional Plan is devoted to restoring Lake Tahoe and supporting sustainable communities.

CAL FIRE

A vital part of CAL FIRE's mission is to "prevent wildfires and protect habitable structures in the State Responsibility Area." The department's Fire Prevention Program consists of wildland pre-fire engineering, vegetation management, fire planning, education, and law enforcement, among others. Typical fire prevention activities include brush clearing, prescribed fire, defensible space inspection, emergency evacuation planning, fire prevention education, fire hazard severity mapping, and fire-related law enforcement activities.

As part of the CAL FIRE team since 1995, the Office of the State Fire Marshal (OSFM) helps CAL FIRE "to protect life and property through fire prevention engineering programs, law and code enforcement and education." The OSFM "provides for fire prevention by enforcing fire-related laws in state-owned or operated buildings, investigating arson fires in California, licensing those who inspect and service fire protection systems, approving fireworks as safe and sane for use in California, regulating the use of chemical flame retardants, evaluating building materials against fire safety standards, regulating hazardous liquid pipelines, and tracking incident statistics for local and state government emergency response agencies."

CAL FIRE's mission emphasizes the management and protection of California's natural resources. This goal is accomplished through ongoing assessment and study of the state's natural resources and an extensive CAL FIRE Resource Management Program. To fulfill their mission, CAL FIRE oversees enforcement of California's forest practice regulations, which guide timber harvesting on private lands. The reviews and inspections they provide ensure protection of watershed and wildlife, as well as renewal of timber resources.

CAL FIRE works with LTCC and its forestry consultant and arborist to ensure that its natural environment remains safe and cared for. CAL FIRE helps propagate safe tree harvesting practices that minimize wildfire risk on the LTCC campus.

Lahontan Regional Water Quality Control Board

The primary responsibility for the protection of water quality in California rests with the State Water Resources Control Board and nine Regional Water Quality Control Boards.

According to the California Regional Water Quality Control Board, the Lahontan Region extends from the Oregon border to the northern Mojave Desert and includes all of California east of the Sierra Nevada crest. There are over 700 lakes in the Lahontan Region, 3,170 miles of streams, and 1,581 square miles of groundwater basins. In the North Lahontan Basin, there are twelve major watersheds.

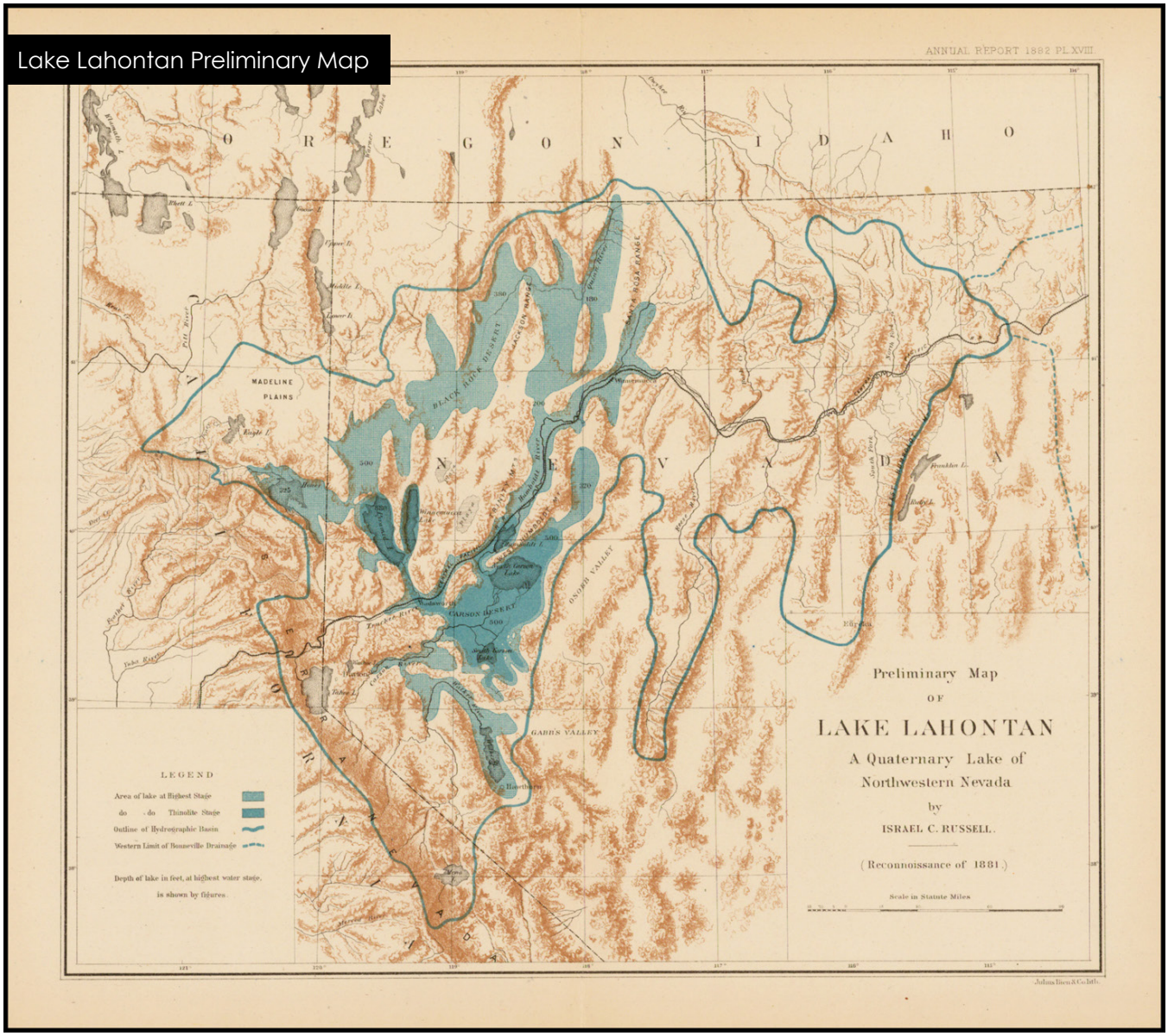
The water board is a seven-member decision-making body appointed by the governor. It considers "the relationships between water quality and water quantity in the Lahontan Region, and is particularly concerned with projected increases in population and consequent demands for water, and possible future water shortages due to drought, global climate change, and contamination of by toxic substances."

According to the Lahontan State Water Board's website, the natural quality of most high-elevation waters, which are derived from snowmelt, is assumed to be very good or excellent.

Water quality problems in the Lahontan Region are largely related to nonpoint sources that include erosion from construction, timber harvesting, and livestock grazing. Stormwater, acid drainage from inactive mines, and individual wastewater disposal systems also contribute to the problem.

Due to its close proximity to Lake Tahoe, the LTCC campus's treatment of water and water runoff from its property can have an impact on the water quality of the lake and the systems the lake serves. The Lahontan State Water Board works with LTCC to regulate practices that can affect the region's water quality in order to best steward such an unparalleled natural resource.

Lake Lahontan Preliminary Map



05 VISION FOR THE FUTURE

FINDINGS AND RECOMMENDATIONS

The Facilities Master Plan (FMP) 2021-2027 for the Lake Tahoe Community College District presents an overall picture of the proposed development that is designed to support the institutional goals of LTCC. The recommendations listed meet the needs of the projected enrollment and program forecast for LTCC and are a translation of the educational planning data as it relates to facilities and space needs.

The Educational Master Plan 2018 (EMP) serves to stimulate creative thoughts and ideas to establish the strategic initiatives of LTCC. These initiatives will inform the establishment of a strategic plan and integrate with other planning activities. The EMP serves as the guiding document for the FMP and contains several goals and objectives related to facilities. These generally relate to, and align with, the FMP theme of maintaining and utilizing facilities in an efficient manner. This FMP takes these goals and expands upon them in greater detail. Facilities must follow this lead. Most, if not all, traditional funding options available from the state have been eliminated. It is not known when these will be restored nor if they will be restored consistently and to their previous levels. It is imperative that alternative funding sources be developed.

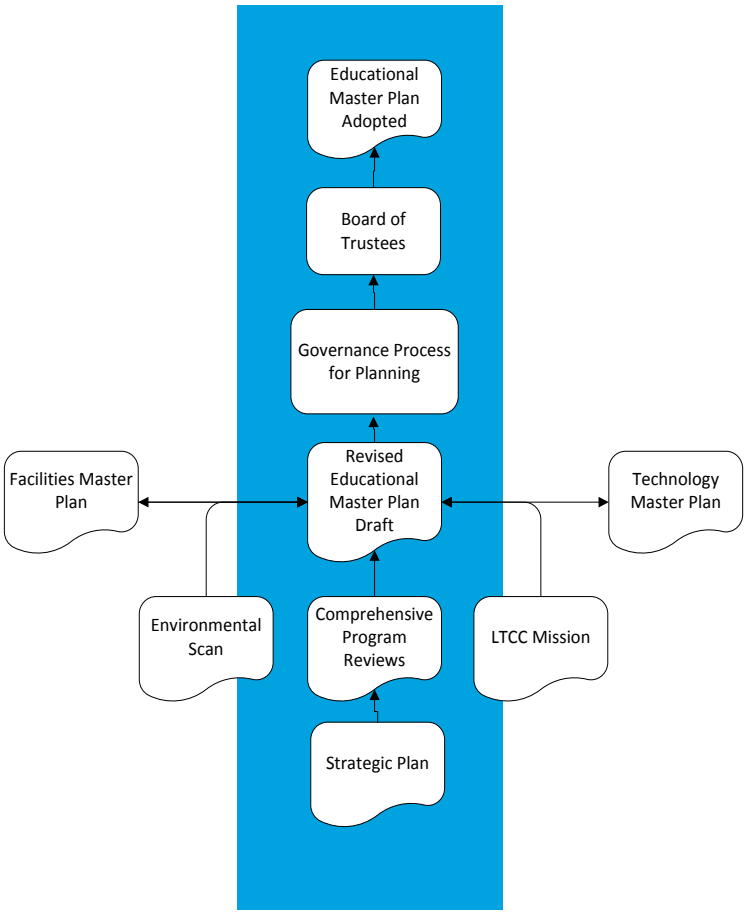
Recommendations for future development include the construction of new instructional buildings, renovation and expansion of existing facilities, on-site residential student living, and site improvements, including pedestrian pathways.

The Facilities Master Plan proposes the physical manifestation of the Educational Program

Landscape Plan by LPAS Architecture + Design for the RFE Project

CONNECTION TO EDUCATIONAL MASTER PLAN

The FMP is a direct outgrowth of the Educational Master Plan 2018 (EMP). The FMP proposes the physical manifestation of the educational program and places it in the context of LTCC's vision for a welcoming, attractive, and stimulating learning environment. The following excerpts from the 2018 EMP focus on the portions that relate most directly to the role of facilities in serving that vision. To make the best use of available resources and justify funding from state or local bond programs or private donors, it is critical to have a forecast for future growth and which programs will encourage that growth.



Qualifications for Space

Space needs, as defined by the state's Title 5 guidelines, are largely predicated on the program of instruction's ability to generate Full-time Equivalent Students (FTES). In this regard, the need for space is directly tied to the program of instruction. While there are other criteria and measures for determining space needs and their qualifications, generally, the more FTES there are, the greater the need for space. LTCC's on-campus FTES increased 12% between 2016-17 and again in 2018-19, with the 2019-20 academic year on track to continue that upward trend until COVID-19 resulted in almost all courses being taught online during the Spring 2020 term due to a state-mandated campus closure. Most courses remained remote until the campus opened again for the Fall 2021 term. However, the Caldor fire in August and September of 2021 negatively impacted enrollment, especially during two key registration weeks when the campus was again closed—this time due to unsafe air quality and mandatory evacuations. The pandemic and the economic recovery after the fire are expected to impact the college's on-campus FTES for at least the 2021-22 academic year, if not through 2022-23. However, the college continues to expand its program offerings and has recently been awarded a number of grants, including a significant multi-year HSI-STEM grant, which strategically positions it to resume pre-pandemic increased enrollment trends.

While the benchmarks are important milestones that measure progress toward Weekly Student Contact Hours (WSCH) goals, what is even more important is ensuring that appropriate types of space are in place when the WSCH milestones are met.

Space Requirements to Support the Program of Instruction

Based on WSCH projections and as applied to the Title 5 state standards, qualifications for academic space to support the program of instruction in 2030 will involve 19,328 assignable square feet (ASF). Of that amount, lecture-based classroom space will be 8,778 ASF and laboratory-based space 10,550 ASF.

Space Requirements for Entire College

The campus program of instruction dictates the need for space for both academic and nonacademic purposes. In this larger context, the Title 5 formulas derived for space include the measures of FTES, headcount, full-time equivalent faculty (FTEF) and day-graded enrollments (DGE), as well as those for WSCH.

There are five key space categories that are closely monitored by the state. These categories are used to determine funding worthiness for state-supported projects—new construction or building repurposing and rehabilitation. According to the LTCC EMP 2018, these five key areas at LTCC show an existing space of 57,270 ASF with a qualification for space by the year 2030 of 46,142 ASF. LTCC projects have an excess of 11,128 ASF for these five key areas.

Dual Enrollment Educational Pathways

LTCC has a rich partnership with the Lake Tahoe Unified School District (LTUSD) and offers courses to local high school students through a dual enrollment agreement, which constitutes the Dual Enrollment program. All first-year students at South Tahoe High School participate in a 5-unit course focused on creating a ten-year educational and career plan through the "Get Focused, Stay Focused" curriculum. In subsequent years, students revisit and revise their plans in 1 to 1.5-unit courses. These courses are also uniquely adapted to the Lake Tahoe resort environment with a focus on hospitality, tourism, recreation, and retail opportunities. Additionally, LTCC collaborates with LTUSD to offer a digital media arts course and an emergency medical responder course through dual enrollment and has developed a strategic vision that includes a 4+1 year model for high school students to complete an Associate of Arts degree in five years.

LTCC's Alignment with "A Vision for Success"

"A Vision for Success" was created by Chancellor Eloy Ortiz Oakley in partnership with the Foundation for California Community Colleges. Through virtual town hall meetings, it was clear that community colleges are invaluable to the state and higher education. Community college supporters communicated the need to improve opportunities for those who seek them. The California Community College system, of which LTCC is a part, is educating our future workforce, citizens, and leaders.

"A Vision for Success" set six ambitious goals for community colleges to achieve over the next ten years. These goals have been widely discussed and debated and will certainly continue to evolve. While specific target numbers might require reassessment and the actions taken to achieve these goals are

proving controversial, the core values behind the goals appear legitimately in alignment with enrollment management and student success efforts at LTCC. The six goals for the system as of 2021 are to:

- Increase by at least 20% the number of California Community College (CCC) students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35% the number of CCC students transferring annually to a University of California or California State University institution.
- Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately eighty-seven total units to seventy-nine units.
- Increase the percentage of exiting Career and Technical Education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69%.
- Reduce equity gaps across all of the above measures through faster improvement among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within five years and fully closing achievement gaps within ten years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of fully closing regional achievement gaps within ten years.

"A Vision for Success" goes on to outline the following seven core commitments around which LTCC has aligned the results of its research conducted for the 2016 EMP:

I. Focus Relentlessly on Students' End Goals.

II. Always Design and Decide with the Student in Mind.

III. Pair High Expectations with High Support.

IV. Foster the Use of Data, Inquiry, and Evidence.

V. Take Ownership of Goals and Performance.

VI. Enable Action and Thoughtful Innovation.

VII. Lead the Work of Partnering Across Systems.

Facilities Master Plan Relevance

Of these seven core commitments, the following sections and subsections from the EMP directly refer to Facilities' role in meeting the stated goals:

IV. Foster the Use of Data, Inquiry, and Evidence

D. Utilize Resources in an Effective and Sustainable Way

While lecture and laboratory hours currently maintain a satisfactory balance, lecture hours—as an instructional delivery choice—increased, and laboratory hours decreased from Fall 2015-Fall 2016. The Title 5 standards for space qualification favor laboratory space over lecture space by a margin of at least 3:1 and, in some cases, 5:1 or greater. A continued trend toward increases in lecture hours and decreases in laboratory hours would have a negative impact on the academic space allowances going forward.

Actions to Consider:

- Revisit the Departments of Allied Health; Business; Hospitality, Tourism, and Recreation; Mathematics, Medical Office Assistance; English; and Physical Science to see where there might be opportunities to apportion some of the teaching hours from lecture- to laboratory-based instruction.

E. Space Qualification vs. Space Adequacy

Because space needs are interpreted via the Title 5 state guidelines, there is a tendency to use the guidelines as the bottom line, as the absolute value relative to the need for space. The adequacy of the space that supports LTCC, however, is of equal importance. While the cumulative amount of space may reflect an appropriate capacity based on WSCH production, its usefulness or lack thereof may fall short of actual LTCC needs. Accommodating growth for the future will involve adequacy as much as it will involve qualification. This may come in the form of replacing, repurposing, or reconfiguring existing buildings. The final measure, however, should be the adequacy of the space—its ability to support the delivery of the program of instruction and meet the needs of services that support students.

Actions to Consider:

- Assess and address deficiencies of facilities from a functional perspective.
- In addition to Title 5 qualifications for space, determine space adequacy—how the space meets the needs of students.

F. Capitalize on Space Allowance Opportunities

Based on the information provided, current allocations for academic space will be adequate to support an unduplicated, credit-based student population of 2,574 that generates 24,488 WSCH for a given quarter. However, there will be space allowances of over 5,000 ASF in the Instructional Media space category.

Actions to Consider:

- Consistent with observations previously provided regarding increasing the use of distance education as an instructional modality, LTCC should consider the creation of a media and learning training center to support faculty in the delivery of the curriculum.
- This action should also be supplemented by a strong program of professional development for faculty members, particularly around technology-enhanced instruction.

G. Confirmation of the Existing Space Inventory

Data gathered from LTCC's projected space allowances and total space needs for Lake Tahoe Community College based on Title 5 standards indicate significant imbalances between the existing space inventory and potential space allowances in the future. The space allowances projected for the Educational Master Plan relied on the accuracy of the documents, Report 17 in particular, filed by the district with the State Chancellor's Office. Report 17 is a critical document in determining space allowances and should be closely monitored on an annual basis to ensure space is accurately coded and recorded.

Actions to Consider:

- Conduct a space inventory audit by an outside consulting firm to verify and validate the accuracy of the current space inventory.
- Recode rooms where possible and, within Report 17 guidelines, for space allowances.
- Revisit the Educational Master Plan to amend any changes that may be uncovered as a result of the verification and validation process.

VI. Enable Action and Thoughtful Innovation

A. More Full-Time Students

As part of its strategy for growth, LTCC might wish to accelerate the creation of affordable student housing on campus. Students who seek student housing should be required to carry and maintain a twelve-credit load to be eligible.

Actions to Consider:

- Create a strategy to pursue students who are most likely to take full-time course loads.
- This strategy might include students who would live in on-campus housing, student athletes, international students, and transfer students.

LTCC can expect that there will be no one course of action to take in meeting the projected growth for student enrollment, WSCH, the future program of instruction, and corresponding needs for space. The approach will be a multifaceted effort, with many smaller components contributing to a plan of action that leads to a successful outcome. It will take a great deal of work by many to make LTCC a place of growth and expansion. LTCC will need to set its sights on forward movement.

B. Reflect the Uniqueness of the College's Environment Through the Program of Instruction

Encourage and support instructional programs that reflect and support the uniqueness of the Lake Tahoe area. Capitalize on its uniqueness by taking a fresh look at the Career and Technical Education programs offered at LTCC. The college should maximize educational offerings that will lead to employment opportunities in the area.

Actions to Consider:

- The Wilderness Studies program is an example of an instructional program that capitalizes on the uniqueness of LTCC's service area. The program should be considered for expansion, and LTCC should explore ways to incorporate the outdoor environment and wilderness studies spaces prominently into its vision as a destination college.
- With an aging population projected for the LTCC service area—according to research performed for the EMP, "the greatest relative growth for the next 5-years will come from the population segment 65 and above"—LTCC should endeavor to investigate programs associated with Allied Health and Health Careers.
- Based on LTCC's locale and the healthcare industries currently in the Lake Tahoe area, adding programs in sports medicine and rehabilitation therapies are opportunities for LTCC.
- Additionally, consideration should be given to the career opportunities that exist in the Trade Industries, as identified in an assessment of LTCC's external environment performed for the EMP. Degrees or certificates for the programs mentioned above should be part of the conversation.

C. Encourage Growth of the Public Safety Educational Component

LTCC is in an exceptional position to provide public safety training on a regional basis, particularly if it can successfully build an on-campus public safety facility, as noted in the LTCC FMP. Public Safety has the potential to become an even more high-profile program on campus, beyond the highly successful signature Lake Tahoe Basin Fire Academy. Projecting the future program of instruction is difficult, given the uncertainty of state funding for this facility. LTCC has created partnerships with the South Bay Regional Public Safety Consortium, the California Department of Corrections and Rehabilitation, and a number of other public safety groups, including a variety of fire agencies and the Industrial Emergency Council. These partnerships, both local and regional, offer unique opportunities and possibilities, particularly in combination with an on-campus public safety training center.

Actions to Consider:

- The opportunity to become a regional hub for public safety training should be pursued as a high priority.
- The future program of instruction will be dictated by demand and available facilities.
- The public safety educational component has the potential to generate a set of signature programs for LTCC.

VII. Lead the Work of Partnering Across Systems

A. Partners in Education

LTCC will need to maintain strong working relationships with local high schools to ensure that graduating students have access to LTCC's educational opportunities. Strong partnerships will provide local high school students with pathways from dual enrollment to higher education at LTCC and the opportunity to transfer to a four-year college or to enter the workforce with the skills to be successful.

Actions to Consider:

- Maintain communication with area high schools that support LTCC—primarily South Tahoe High School but also other schools in the basin, where appropriate.
- Regular meetings with high school staff and faculty may offer the opportunity for increased communication and collaboration regarding existing and future services LTCC can provide to current high school students.

B. Career and Technical Education Relevance

Career and Technical Education should be reviewed for content and relevance. Some programs will need to be revamped, repurposed, or removed. There will also be opportunities for new programs to emerge that may have more direct pathways to employment. There is a great need to provide students with "now" opportunities.

Actions to Consider:

- Work with area resources in business and industry, including through a partnership with the Lake Tahoe Adult Education Consortium, to reassess the current program for Career and Technical Education, including Culinary Arts and Hospitality.
- Revise the curriculum to create a more direct pathway to existing employment opportunities.
- Capitalize on funding from the Chancellor's Office and other sources to expand opportunities that meet the needs of students, local business, and industry, including pre-apprenticeship and apprenticeship opportunities.

Fire Science Students

MASTER CAMPUS SITE PLAN

The Lake Tahoe Community College District Campus Master Site Plan 2020–2030 is a vision for the future development of the campus. It ensures that the physical environment, both built and natural, serves the needs of the LTCC community and allows LTCC to realize its goals, provide an effective place to work and study, and welcome its neighbors and partners. The Campus Master Site Plan allows LTCC to plan its growth so that physical improvements support the strategic vision.

Projects shown in the FMP should be considered conceptual and only intended to convey general location and purpose. Project programs will develop in detail as funding becomes available and through the planning process set in place by LTCC.

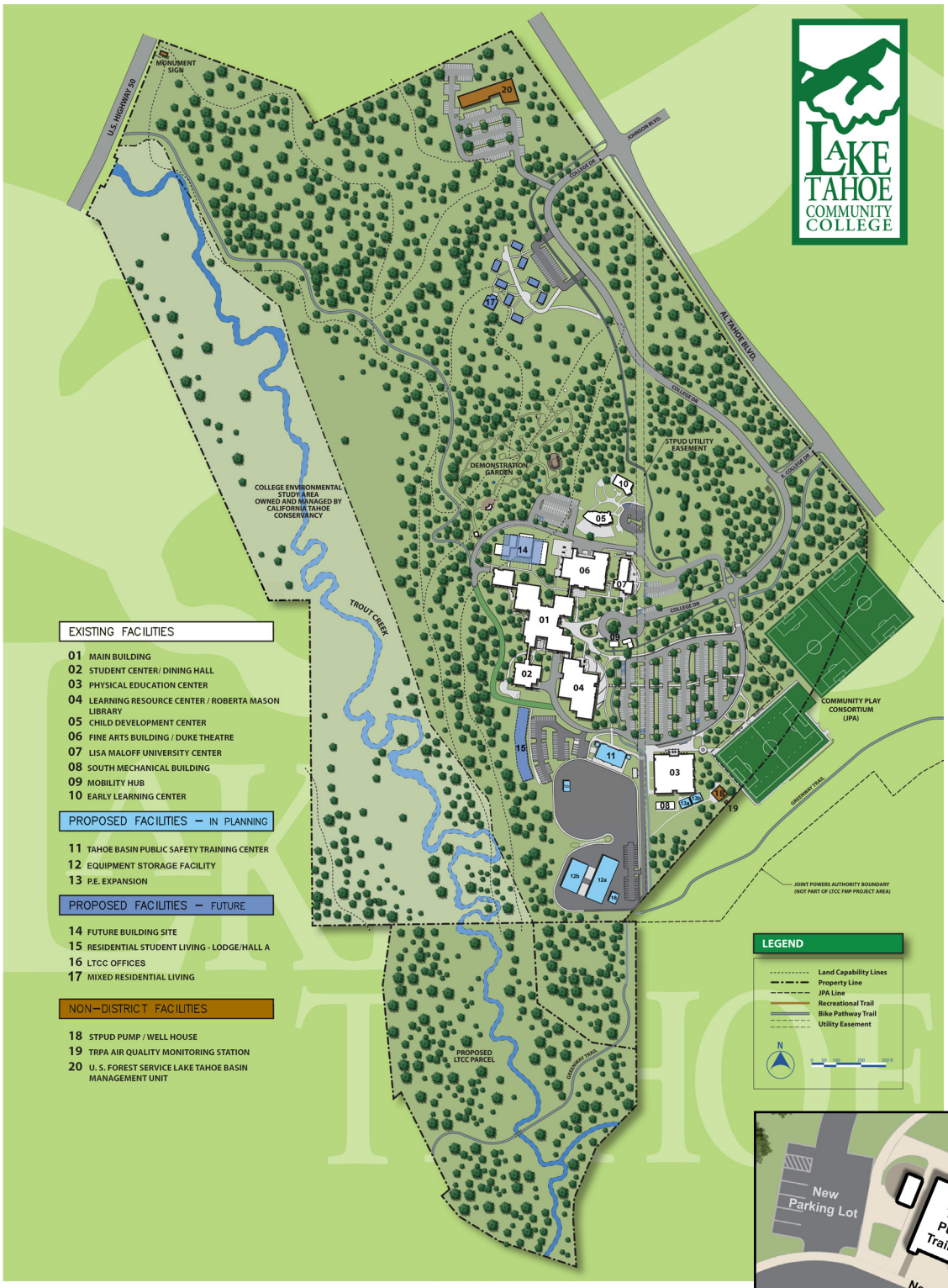
Immediate Recommendations

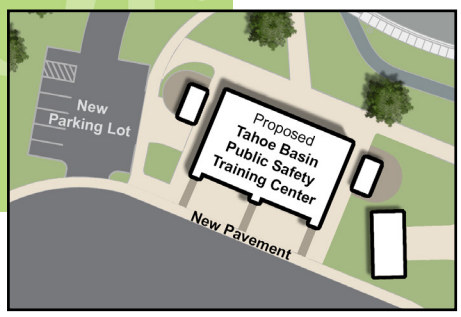
- Develop strategies to actively pursue available funding sources in order to initiate projects described in the FMP. Available funding largely determines the scheduling of projects.
- In cooperation with the district architect, develop detailed equipment and staffing reports in order to determine the scope of deferred scheduled maintenance and necessary repairs. This master schedule will be implemented immediately upon completion. Facilities will begin to fail without proper maintenance, so it is important to address needed repairs as soon as possible.
- Continue assessing current energy usage by the facility and provide recommendations to reduce energy demands.
- Develop a sustainability plan.

Long-Term Recommendations

- Prioritize accommodating growth from district programs
- Assess facility successes and struggles

LTCC Campus Master Plan





Enlarged View of the Tahoe Basin Public Safety Training Center

NEW BUILDING PROJECTS

Tahoe Basin Public Safety Training Center

The construction of a new instructional center will allow for the integration and expansion of existing programs in support of fire science and wilderness education. LTCC has recently been invited to meet with the South Bay Regional Public Safety Training Consortium, Joint Powers Authority, which would like to see a joint public safety facility in South Lake Tahoe. LTCC already has a regionally accredited fire academy and has benefitted from partnerships with all of the local fire departments to help support the learning environment.

Lake Tahoe Basin's unique realities include wildland firefighting and logistics, search and rescue, and wilderness medicine and pre-hospital care, allowing LTCC to position itself as a center of excellence in public safety training. When collaborating with existing public safety partners, such a center has the potential to provide the following:

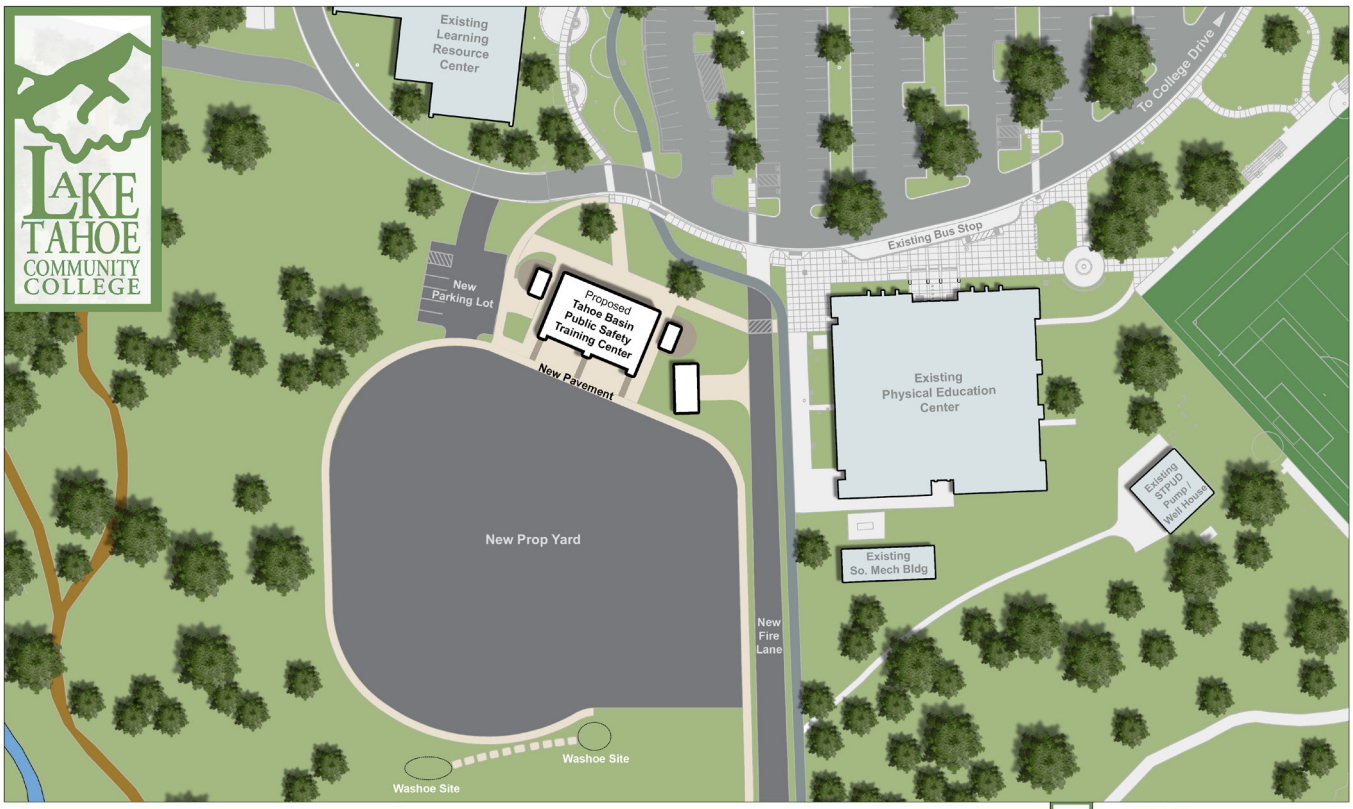
- State-of-the-art indoor and outdoor learning spaces, including classrooms, training towers, and simulation areas to enhance the learning environment and support the expansion of the Lake Tahoe Basin Fire Academy. Additionally, the center would serve as the home for the fire science, fire officer, and criminal justice programs.
- Serve as the nexus for meeting the ongoing professional development and continuing education needs of fire, law enforcement, and other public safety professionals. Within this area, opportunities exist to expand continuing education training to include other public safety partners, such as the USFS.
- Highly flexible learning and learning support spaces that contain the necessary technology and communications to be quickly converted to serve as an incident command center during public emergencies.
- Serve as the home of LTCC's search and rescue and emergency response programs, including the Emergency Medical Technician, Emergency Medical Responder, Wilderness Emergency Medical Technician, Wilderness First Response, and Wilderness First Aid programs. Such programs complement and leverage those in the public safety realm and create unique interdisciplinary educational opportunities between public safety and wilderness education programming. If this center becomes a reality, instructional equipment and learning spaces, such as a fire training tower, can be utilized for myriad wilderness education curricula, including rock climbing, ice climbing, and high-angle ropes rescue.

Currently more than 20% of LTCC's entire full-time equivalent enrollment is associated with programs identified to be consolidated into the new center.

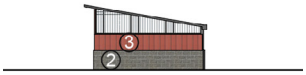
As of 2021, more than 20% of LTCC's full-time student enrollment is in programs that are identified to be incorporated into this new center.

Project Funding:

- Measure F Bond
- State Capital Outlay Program
- State/Federal Grants



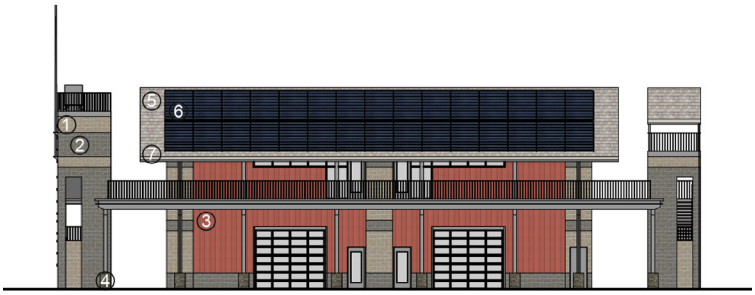
Tahoe Basin Public Safety Training Center - North



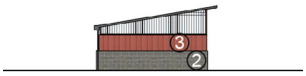
Mechanical - North

Tahoe Basin Public Safety Training Center - West

Mechanical - West

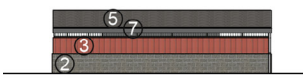


Tahoe Basin Public Safety Training Center - South



Mechanical - South

Tahoe Basin Public Safety Training Center - East



Mechanical - East

1. Split-face CMU 8" Block, Basalite Color 113 per District Standard
2. Split-face CMU 8" Block, Basalite Color 111 per District Standard
3. Vertical Fiber Cement Siding - Rust Color, per District Standard
4. Stone Veneer MRM Stone, Sommerset Thin Veneer
5. Roofing
6. Solar Panels
7. Pro Roof Ice Melt System

TBPSTC Rendering

Equipment Storage Facility

Campus operations and maintenance equipment and vehicles need to be placed in enclosed storage spaces to extend their life. Also needed is a suitable place for servicing these assets. Two structures totaling approximately 17,000 square feet are planned for the southern side of existing campus buildings. These large, wide-span buildings are prefabricated modular structures with tensile membrane covering and vehicular access doors at both ends for pass-through circulation. Space will be allocated for vehicles dedicated to Tahoe Basin Public Safety Training Center educational programs. The two buildings will be placed to create an outdoor court, where exterior storage of vehicles and equipment can be hidden by the buildings. The color selection of the membrane will blend in with the hues of the surrounding forest and align with the campus building color palette.

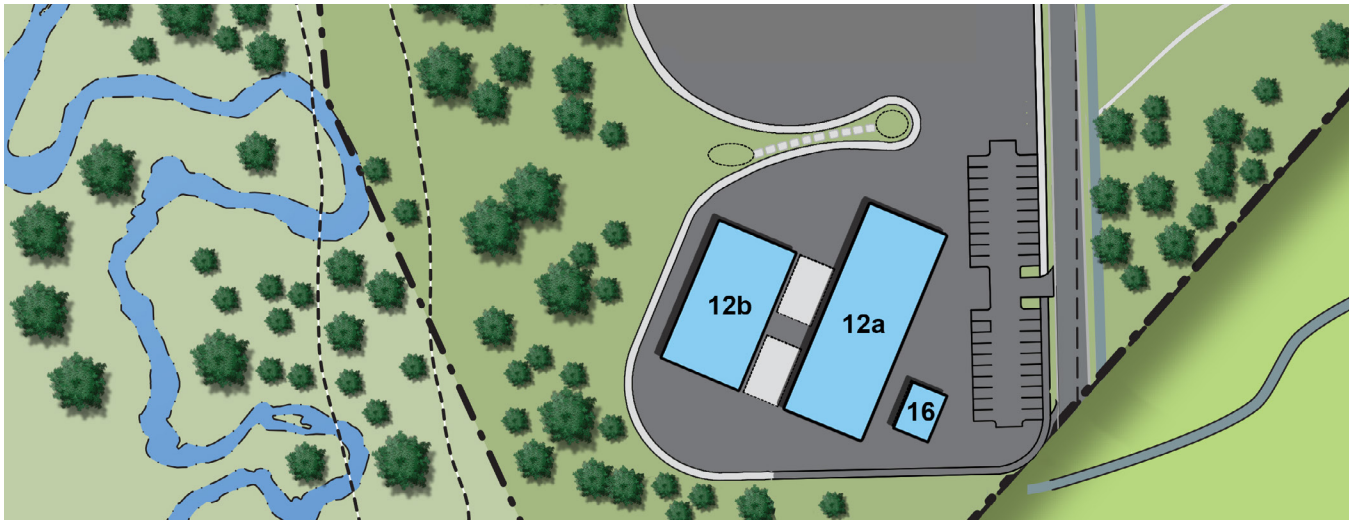
LTCC Offices

As the South Campus area develops into a centralized hub of campus operations for facilities, the need for localized office space may be necessary. The equipment storage buildings are not intended to be climate-controlled, and the space was not planned to accommodate private office spaces, so a separate structure is proposed that could potentially serve this function should the need arise in the future.

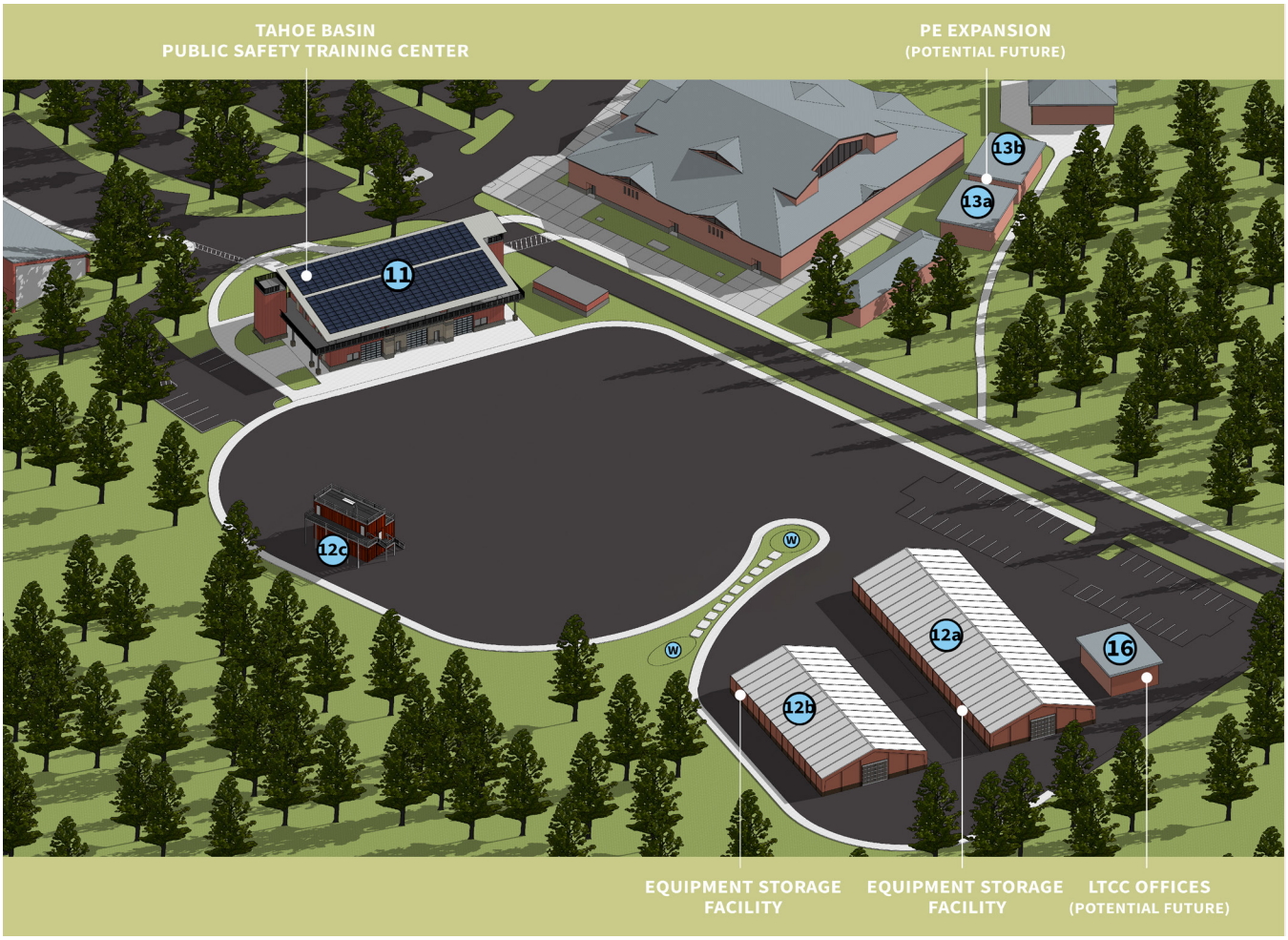
Alternately, this proposed structure could also be used for other programmatic needs that may be identified moving forward.

Project Funding:

- Measure F Bond



Partial Views Campus Master Site Plan



Physical Education and Additional Program Expansions

Two modular classroom buildings are planned for the south side of the Physical Education Center building. These instructional spaces will give the Physical Education and Health department added capacity for multiple programs and academic offerings. The expanded space provisions will also serve the instructional needs of the current and future athletic programs and community education.

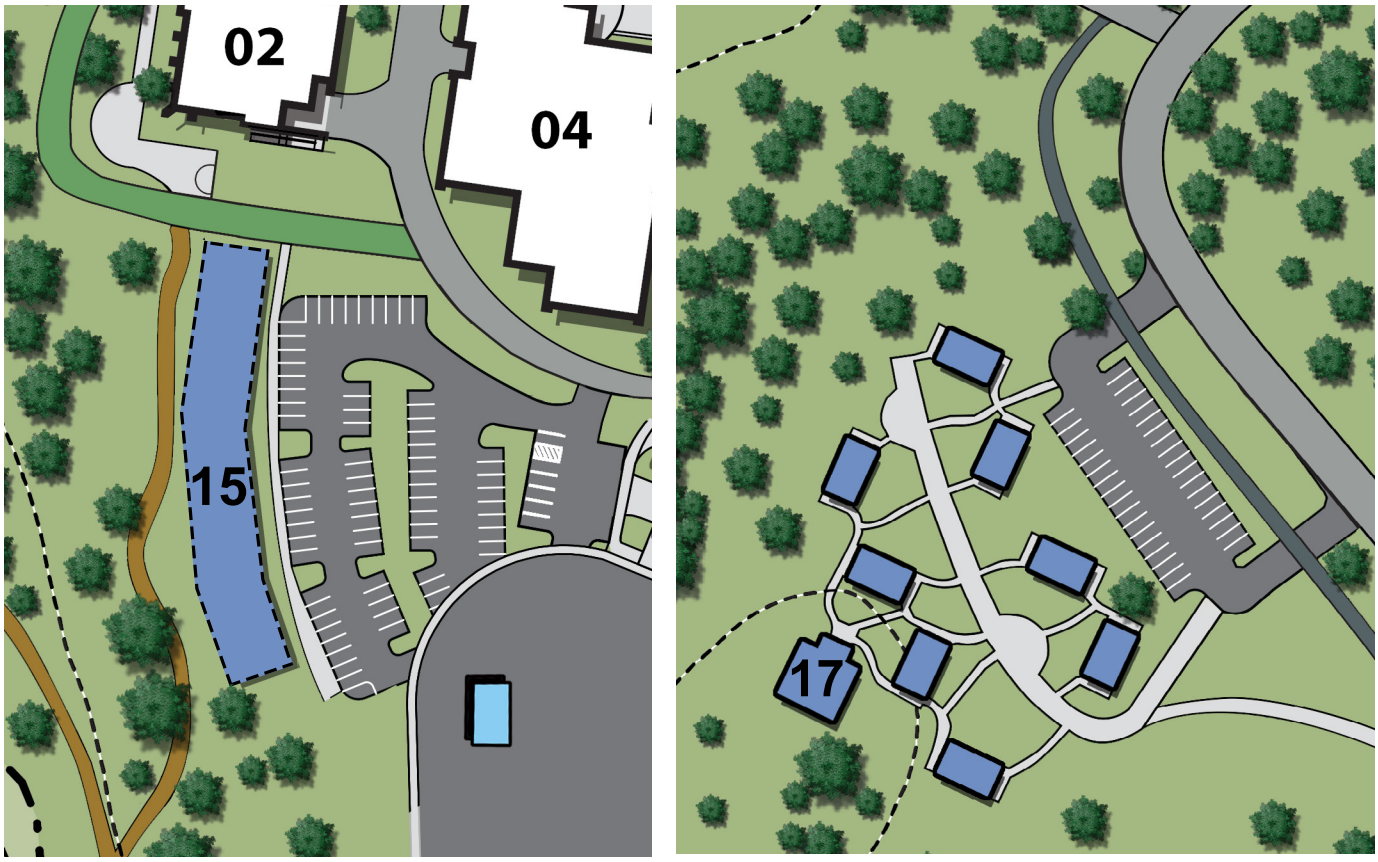
Project Funding:

- TBD

Residential Student Living: Lodge Hall A

The Residential Student Living project is intended to provide student housing on campus as an alternative to the limited off-campus market for both students from the Lake Tahoe Basin and those outside of it. Adding residential student housing was a key recommendation of the LTCC 2020 Vision document. Residential living is a cornerstone project for LTCC to become "California's premier destination community college," as detailed in the LTCC 2020 Vision document. In its current configuration, the first phase would provide approximately 100 student-focused living units with amenities to support students residing on campus full-time. Immediate access to the Student Center / Culinary building, the dining hall, and the Physical Education Center building are necessary to establishing a positive residential experience on campus.

LTCC's Measure F bond allows bond funds to be used for student housing feasibility studies, pre-planning efforts, and potential site improvements. Bond funds are not allowed to be used for the construction of student housing, and there are no other funding sources identified for the construction of housing. LTCC



Partial Views Campus Master Site Plan

identified a Public Private Partnership (P3) as a potential funding method for student housing. The college performed a comprehensive pro forma analysis on the cost to construct Division of the State Architect (DSA) standard, on-campus student housing. Students were surveyed to identify demand and amenity priorities. The analysis also looked at nonstudent housing options on the north side of campus. It was determined that the cost of construction and potential rental income could not be justified for the DSA-standard facility as a potential P3-funded project. An alternative method presented was to offer a site lease for nonstudent-specific housing to be built on campus. This housing could be built more affordably due to low-income housing tax credits, reduced utility connection fees, and non-DSA-level building standards. Students could potentially utilize this housing due to its proximity to the main campus, but it would not be an LTCC-constructed or managed property. The full analysis was presented to the LTCC Board of Trustees for direction and potential action. The board decided not to pursue this alternative method because it did not align with the duties of the board and college. Student residences on campus are still desired by the campus and community but will be dependent on supplemental funding.

Residential living is a cornerstone project for LTCC to achieve its vision of becoming "California's premier destination community college."

Workforce Housing Project

The Workforce Housing Project is a proposed townhouse-style development at the north end of campus with the potential for 5,000 SF of retail space. In its current configuration, it consists of forty-eight one-bedroom and seventy-two two-bedroom units, 40% of which are priced to be affordable to households earning up to 60% of the area's median household income. This makes the project eligible for 4% Low-Income Housing Tax Credits. Twenty-five two-bedroom units are Master Leased to LTCC for student housing purposes. The scheme would involve P3 funding and offer a separate on-campus student housing experience, and LTCC could use the student housing units to support its summer programs.

Project Funding:

- State grants
- Public-private partnerships

MODERNIZATIONS AND RENOVATIONS

Student Commons Enhancement Level 2

The Student Commons project will enhance the second floor of the area currently referred to as "the Commons," centrally located in the Main building, immediately adjacent to the main entrance. With its central hub location, it has long been the gathering place for students. It is recommended that LTCC design the second floor areas to compliment the current aesthetic in the main floor Commons area that was renovated in 2016. Further, the second floor space surrounding the downstairs Commons has many unique functions. A renovation design should address these student gatherings as well as support services. By doing so, LTCC can create a seamless connection between the services and the Commons for a more engaging and stronger informal learning environment.

2nd Floor Commons

Main Building Phase 2

This project proposes to remodel approximately 29,750 ASF of the Main building (see attached floor plan) that were not touched by the Remodel for Efficiency and Science Modernization (RFE) project. Under the auspices of the RFE project, Science and Art laboratories, classrooms, and offices will be remodeled into more efficient spaces to allow for better utilization.

Project Funding:

- TBD

Approximate Area of Renovation

REPAIRS, IMPROVEMENTS AND RENOVATIONS

The Facility Condition Assessment (FCA) program is for all California community colleges and provides quality-assured assessments. The FCA is a professional, methodical review of a facility's key components and systems, such as foundation and waterproofing, heating, ventilation, and electrical. This assessment defines problems, develops cost estimates, and creates plans for repairs. For California community colleges, there are two levels of FCA: a life-cycle systems assessment, Level 1(L–1), and a comprehensive assessment—Level 2 (L–2). According to the Foundation for California Community Colleges, "The L–2 assessment is a detailed physical survey of the condition of existing facilities, during which the assessors document hundreds or thousands of current deficiencies. These deficiencies are added to the L–1 component building system life cycles to determine a comprehensive facility evaluation of both current deficiencies and future renewal costs. It is a tool for facility managers to identify specific deferred maintenance and capital renewal items in need of repair or replacement."

LTCC, in conjunction with the FCA, has conducted a campus-wide survey to further evaluate the current conditions of facilities on campus. The list below identifies specific areas that need to be immediately addressed:

- Interior finishes
- Exterior finishes
- HVAC equipment
- Energy efficiency
- Security

Site Work

- Replacement of existing asphalt paving in parking lots and driveways, including the Lisa Maloff University Center and G Lot parking areas
- Removal of remaining barriers to providing accessible travel paths among all areas of the campus

Project Funding:

- State scheduled maintenance funds
- Lease revenues
- Developer fees
- General fund
- TBD

Foundry

Interior Finishes

- Replacement of existing interior finishes and painting not already updated
- Replacement of existing carpeting and floor finishes not involved with the RFE project
- Replacement of existing ceilings to meet current seismic requirements
- Replacement of windows, doors, and door hardware
- Replacement of room signage

Typical Flooring Deterioration

Typical Carpet Wrinkles

Typical Ceiling Not Seismically Current

Flooring Replacement

Exterior Finishes

- Replacement and repair of existing metal roofing
- Replacement, repair, and refinishing of existing exterior wood finishes
- Refinishing of exterior finishes not already addressed

Exterior Siding

HVAC Equipment Replacement

- Replacement of aging campus-wide building HVAC split systems with energy-efficient equipment, where the scope is not detailed in RFE
- Replacement of aging boiler systems with high-efficiency equipment in the Physical Education building, Duke Theatre, and elsewhere.
- Replacement of aging cooling tower and chiller with high-efficiency equipment in the Physical Education building, Duke Theatre, and elsewhere.
- Replacement of aging pneumatic controls with digital controls to maximize efficiency and reliability, in areas not already replicated

Aged HVAC Equipment

Energy Efficiency

- Replacement of aging existing Energy Management System with new program to increase reliability and efficiency
- Installation of exterior lighting controls
- Installation of interior lighting management systems and devices
- Review of the potential for alternative energy sources in the area
- Replacement of aging water heaters with high-efficiency models

Outdated Energy Management System

SITE IMPROVEMENTS

Multiple Modality

The LTCC campus will be a place where multiple transportation modalities will interact and complement one another. With the full deployment of electric vehicle charging stations, drivers can conveniently charge their vehicles while conducting business on campus or taking a bus or rented scooter from the Mobility Hub. The LTCC campus can also serve as an access point to the Greenway trail, among others, and drivers can charge their vehicles while biking or hiking anywhere from Myers to Stateline.

LTCC Mobility Hub

Vehicular Circulation

- Electric vehicle charging points
- Scooters/bicycles

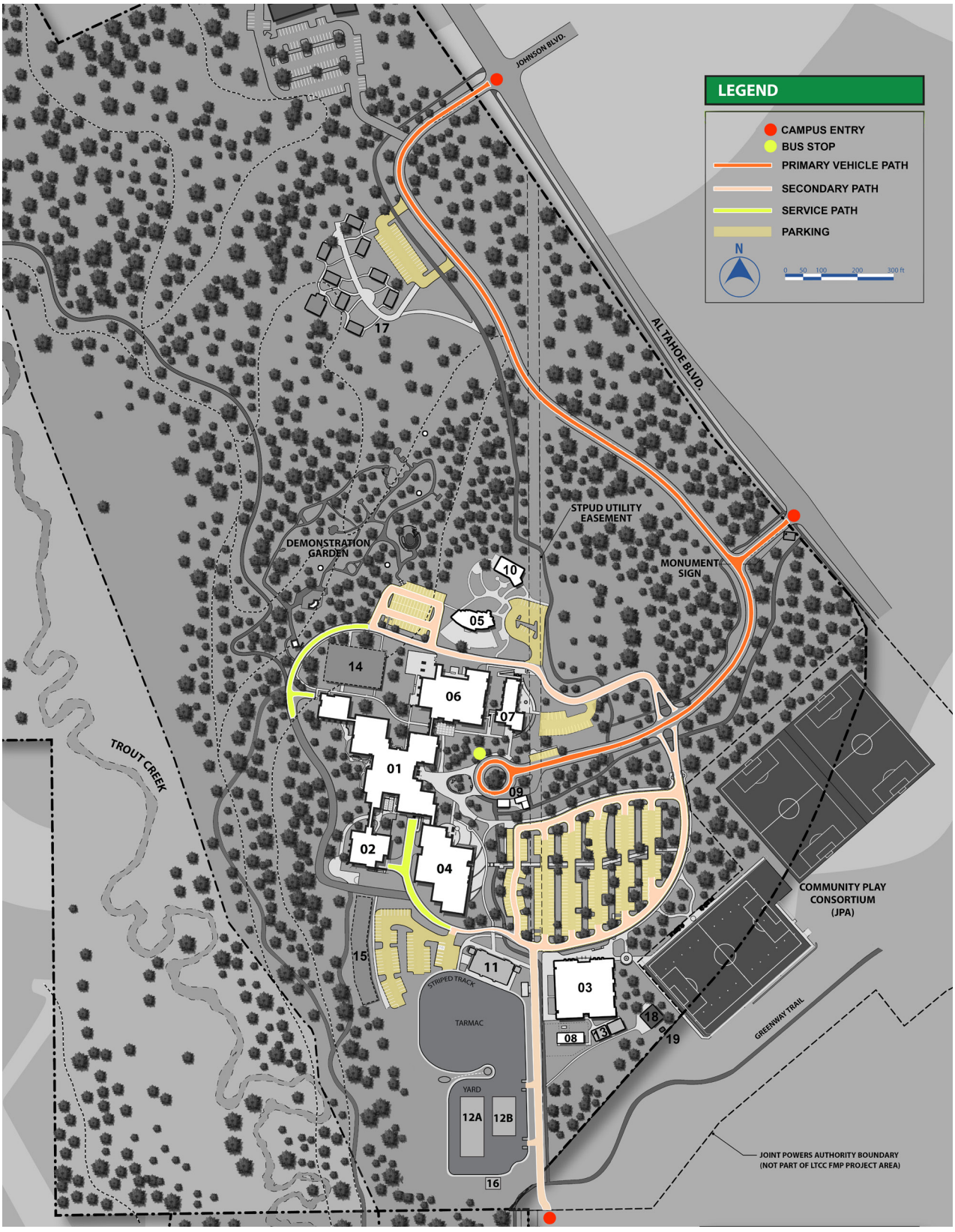
The proposed vehicular circulation recommendations call for strategies to improve the vehicular access and egress points on the campus. A third campus exit is recommended for development at the south end of the campus along the South Tahoe Public Utility District easement to serve as an emergency exit. Proposed signage will also improve identification and circulation on campus. Future parking lots or expansions to lots near the University Center building, the proposed Tahoe Basin Public Safety Training Center, and the proposed residential student housing will allow for campus growth. Accommodations for electric vehicles will also be considered in various parking lot locations throughout the campus. Existing and new parking lot and roadway lighting will be upgraded with energy-efficient lamps, which will be night-sky compliant in order to be sensitive to the surrounding environment.

LTCC Parking Lot Analysis

Existing Parking Lot	Existing Stalls	Existing Access Stalls	Required Access Stalls	Required Van Stalls	Required Total
Main Lot	306	7	6	2	8
University Center Lot	22	2	1	1	2
Garden Lot	46	3	1	1	2
Child Development Center & Early Learning Center Lot	18	2	0	1	1
Visitor Parking	6	3	0	1	1
Total	**398**	**17**	**8**	**6**	**14**
Proposed Parking Lot	**Proposed Stalls**		**Required Access Stalls**	**Required Van Stalls**	**Total**
Workforce Housing Project Lot	36		2	1	3
Residential Student Living Lot	76		4	1	5
Equipment Storage Facility Lot	39		1	1	2
Total	**151**		**7**	**3**	**10**
Overall Campus Totals	***549***		***15***	**9**	***24***

Table 7- Summary of LTCC Parking Lot Analysis

Proposed Vehicular Circulation Plan

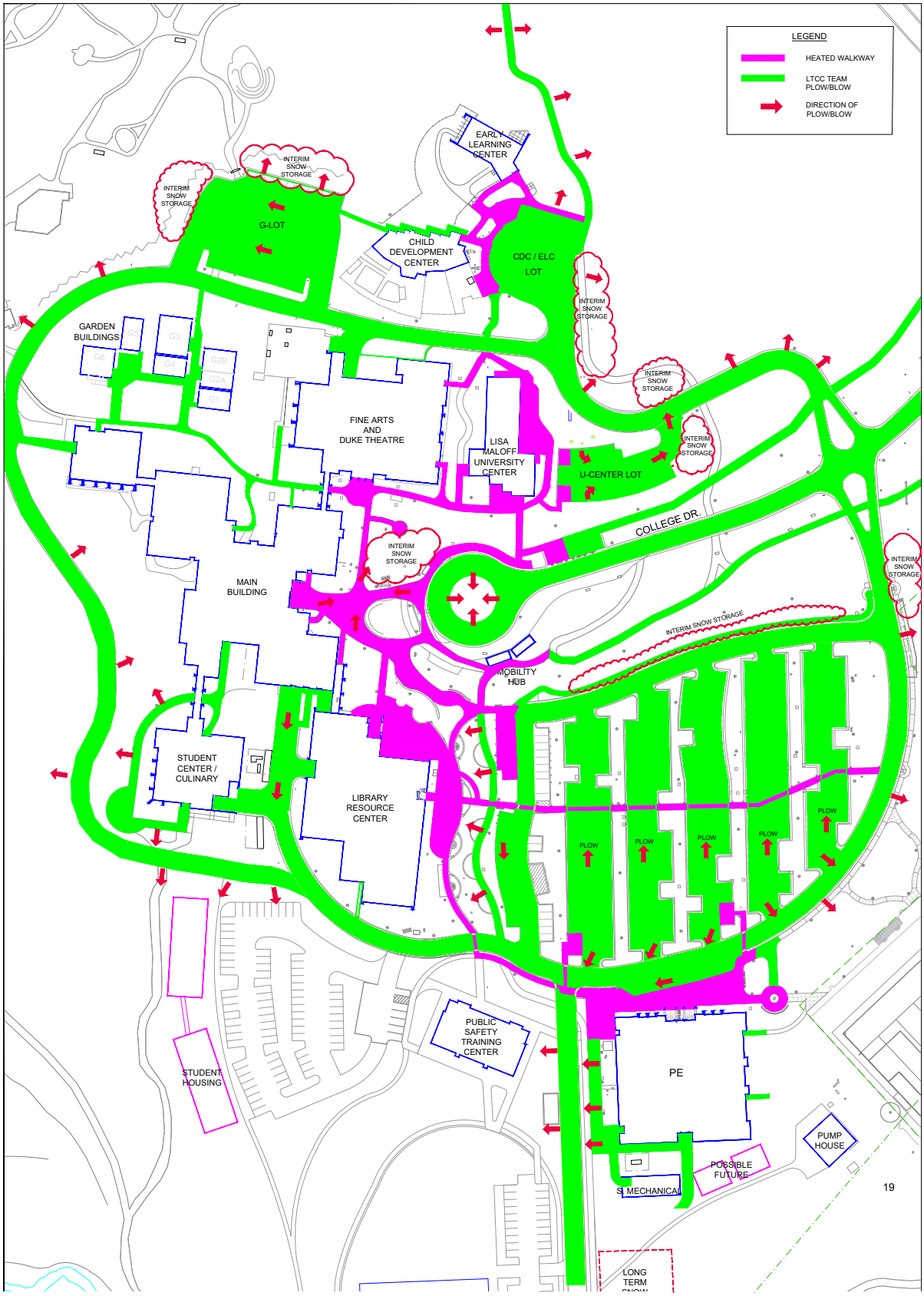


Pathway Circulation

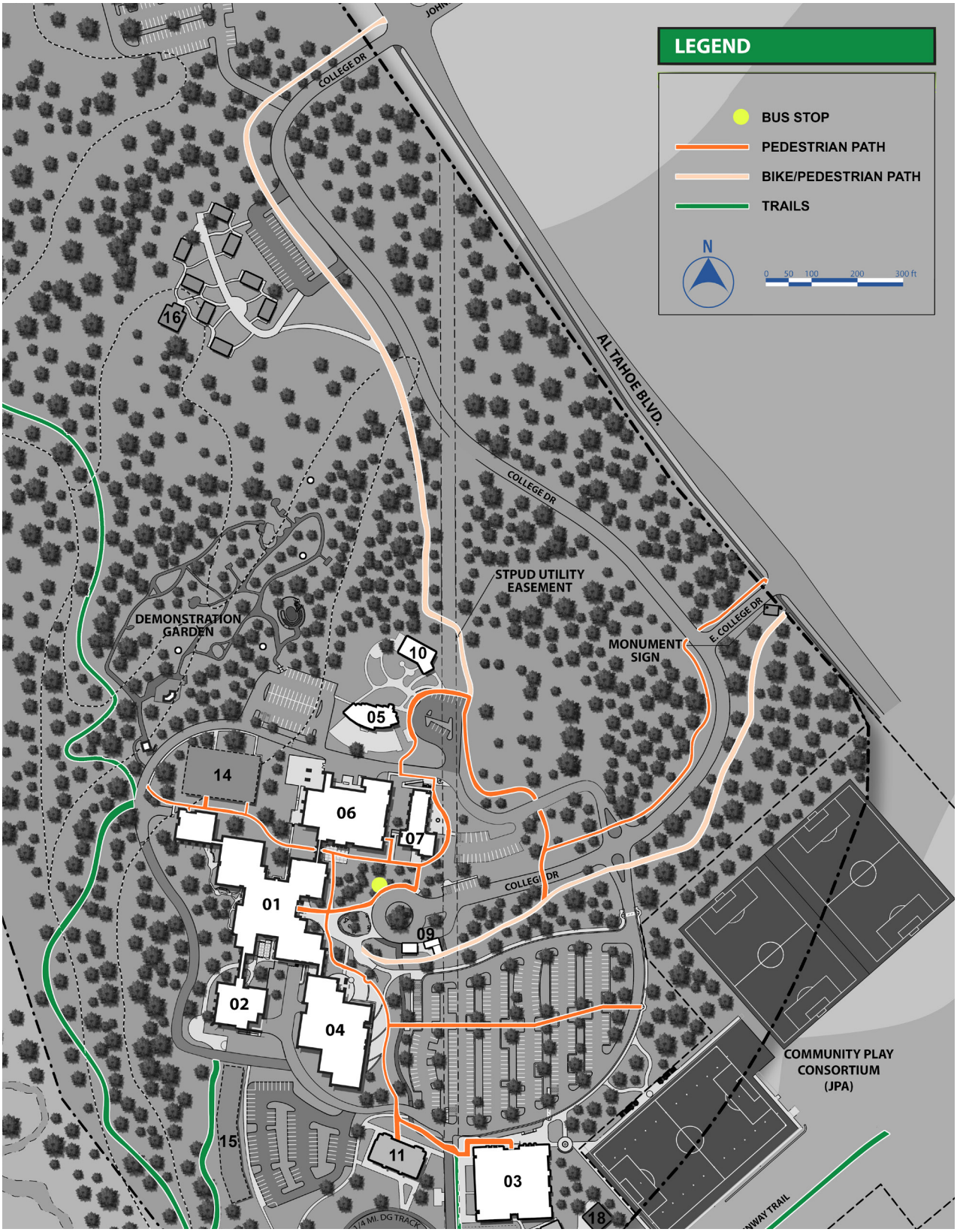
The proposed pedestrian circulation recommendations will provide safe and accessible pathways from parking lots, bus stops, and passenger drop-off zones to building entrances and outdoor spaces. Pedestrian and bicycle pathways will continue to connect the campus to Al Tahoe Boulevard and other off-site public routes. Existing and new pathway lighting will continue to include energy-efficient lamps, which will be night-sky compliant in order to be sensitive to the surrounding environment.

- ADA access
- Heated sidewalks
- Multiple modality pathways:
  - » Pedestrian network
  - » Bicycle network
  - » Trail network

LTCC Mascot in City of SLT 4th of July Parade



Campus Heated Pedestrian Walks and Snow Management Plan



Campus Pedestrian Circulation Plan

ARCHITECTURAL DESIGN GUIDELINES

Wellness

It is good practice to encourage a healthy indoor environment and a caring organization. Applying designs that provide those benefits is a great way to boost the physical and emotional well-being of the people who utilize the spaces. Evidence shows that buildings that utilize these designs create higher productivity, better learning environments, and greater overall life satisfaction for the buildings' users, as well as economic benefits to facility owners and operators.

The WELL Building Standard™ (WELL) is an internationally recognized certification program that focuses its credit categories and measurements on the wellness aspect of the built environment. Its compendium of ten concepts and features is an excellent summary of the major issues affecting healthy indoor environments and supportive communities. Concepts identified in WELL Building Standard™ version 2 (WELL v2™), as listed below, describe the primary impacts on health and wellness.

AIR

Intent

The WELL Air concept "aims to achieve high levels of indoor air quality across a building's lifetime through diverse strategies that include source elimination or reduction, active and passive building design and operation strategies, and human behavior interventions."

As specified in WELL v2™:

> People spend approximately 90% of their time in enclosed spaces—in homes, offices, schools or other building environments. During this time, inhalation exposure to indoor air pollutants can lead to a variety of negative short- and long-term health and well-being outcomes that can vary in severity. Less severe symptoms of exposure can include headaches, dry throat, eye irritation or runny nose, while more severe health outcomes can include asthma attacks, infection with Legionella bacteria and carbon monoxide poisoning. The World Health Organization (WHO) and other regulatory bodies, such as the U.S. Environmental Protection Agency (EPA) identify a list of "criteria" air pollutants. They have established permissible levels for such criteria pollutants based on epidemiological studies that show the relationships between concentrations of these pollutants, duration of exposure and health risks. Achieving the goal of clean indoor air as defined by permissible levels, requires the joint efforts of both professionals and building users in the implementation of adequate approaches. Indoor air quality can be properly managed through different features listed in the WELL v2™ Air concept, including source control strategies, passive and active building design and operation strategies and human behavior interventions. Effective mechanical ventilation is particularly effective at bringing radon below acceptable thresholds.

The impact of improving indoor air quality can be substantial. The WELL guideline seeks to implement holistic design strategies to promote clean air and minimize human exposure to harmful contaminants in order to maximize benefits to the productivity, well-being, and health of students and staff at LTCC.

WATER

Intent

The WELL Water concept "covers aspects of the quality, distribution, and control of liquid water in a building. It includes features that address the availability and contaminant thresholds of drinking water as well as features targeting the management of water to avoid damage to building materials and environmental conditions."

As specified in WELL v2™:

Nearly two-thirds of the human body is composed of water; it is a major component of cells and the dominant component of fluid between the cells. Water is the medium for the transport of nutrients and waste throughout the body and helps to regulate the internal body temperature.

In addition to providing hydration for building users, water plays a large role in other aspects of building design and operation. It is frequently used in heating and cooling systems, irrigation, pools and baths and general appliances. These instances are associated with various concerns for contamination, such as the need to control Legionella in cooling systems. Additionally, if water from any source wets building materials that are not intended to come into contact with water, it sets up prime conditions for mold growth. Careful building design that integrates responsive operations and allows for easy and meaningful means of inspection can mitigate the risks from water in these other aspects of buildings.

Universal access to good water, sanitation and hygiene are often grouped in public health approaches yet are interdependent of each other. Provision of well-designed and equipped bathrooms for all, supporting appropriate hand washing, should reduce risks of acquiring enteric and respiratory diseases associated with poor hygiene practices.

Hydration Station

The WELL water concept aims to increase the rate of adequate hydration in building users, reduce health risks due to contaminated water and excessive moisture within buildings and provide adequate sanitation through better infrastructure design and operations coupled with awareness and maintenance of water quality.

NOURISHMENT

Intent

The WELL Nourishment concept "requires the availability of fruits and vegetables and nutritional transparency. It encourages the creation of food environments, where the healthiest choice is the easiest choice."

As specified in WELL v2™:

> Healthy diets have the potential to nurture human health and prevent several diet-related diseases, including cardiovascular disease, high blood pressure and diabetes. However, poor nutrition remains a top contributor to the global burden of disease, accounting for more than one in every five deaths globally. In fact, unhealthy diets pose a greater risk to morbidity and mortality than drug, alcohol and tobacco use combined.
>
> Our dietary patterns are influenced by a complex mixture of personal, cultural and environmental factors, including the buildings and communities where we spend the majority of our time and consume the majority of our meals. The way our food environments are designed and operated, as well as the availability and access to foods and beverages in these environments, has the potential to support healthy diets and improve human health with the health of the planet in mind. In fact, research shows that individual change is more likely to occur when environmental conditions and influences are aligned to support individual behaviors. Therefore, improving diet quality and eating behaviors requires a holistic approach, which includes both supportive policies and environmental change.

This WELL guideline supports healthy and sustainable eating patterns by increasing access to fruits and vegetables, limiting the availability of highly processed foods, and designing environments that can nudge individuals toward healthier choices at LTCC.

LTCC Aerial

LIGHT

Intent

The WELL Light concept: "promotes exposure to light and aims to create lighting environments that promote visual, mental, and biological health."

As specified in WELL v2™:

> Light is the main driver of the visual and circadian systems. Light enters the human body through the eye, where it is sensed by photoreceptors in the retina that are linked to the visual and circadian systems. Humans are diurnal, meaning they are innately prone to wakefulness during the day and sleepiness at night. Light exposure stimulates the circadian system, which starts in the brain and regulates physiological rhythms throughout the body's tissues and organs, such as hormone levels and the sleep-wake cycle.2 Humans and animals have internal clocks that synchronize physiological functions on a roughly 24-hour cycle called the circadian rhythm. The circadian rhythm is synchronized with the natural day-night cycle through different environmental cues, the main cue being light.
>
> All light—not just sunlight—can contribute to circadian photoentrainment. Given that people spend much of their waking day indoors, insufficient illumination or improper lighting design can lead to drifting of the circadian phase, especially if paired with inappropriate light exposure at night. Humans are continuously sensitive to light, and under normal circumstances, light exposure in the late night/early morning will shift our rhythms forward (phase advance), whereas exposure in the late afternoon/early night will shift our rhythms back (phase delay). Phase delays and phase advances in the circadian rhythm can impact sleep-wake cycles and desynchronize circadian rhythms. To maintain optimal, properly synchronized circadian rhythms, the body requires periods of both light and darkness.
>
> Integrating daylight and electric light to create lighting strategies focused on human health, along with traditional requirements for visual acuity and comfort, can lead to healthier and more productive environments. Understanding the specific needs and preferences of users in a space is integral to creating effective lighting environments.

Understanding users' lighting needs in a space is key to creating a healthier space. Environments that consider these lighting strategies, and user needs, can contribute to improving the overall mood and increase the productivity of students.

MOVEMENT

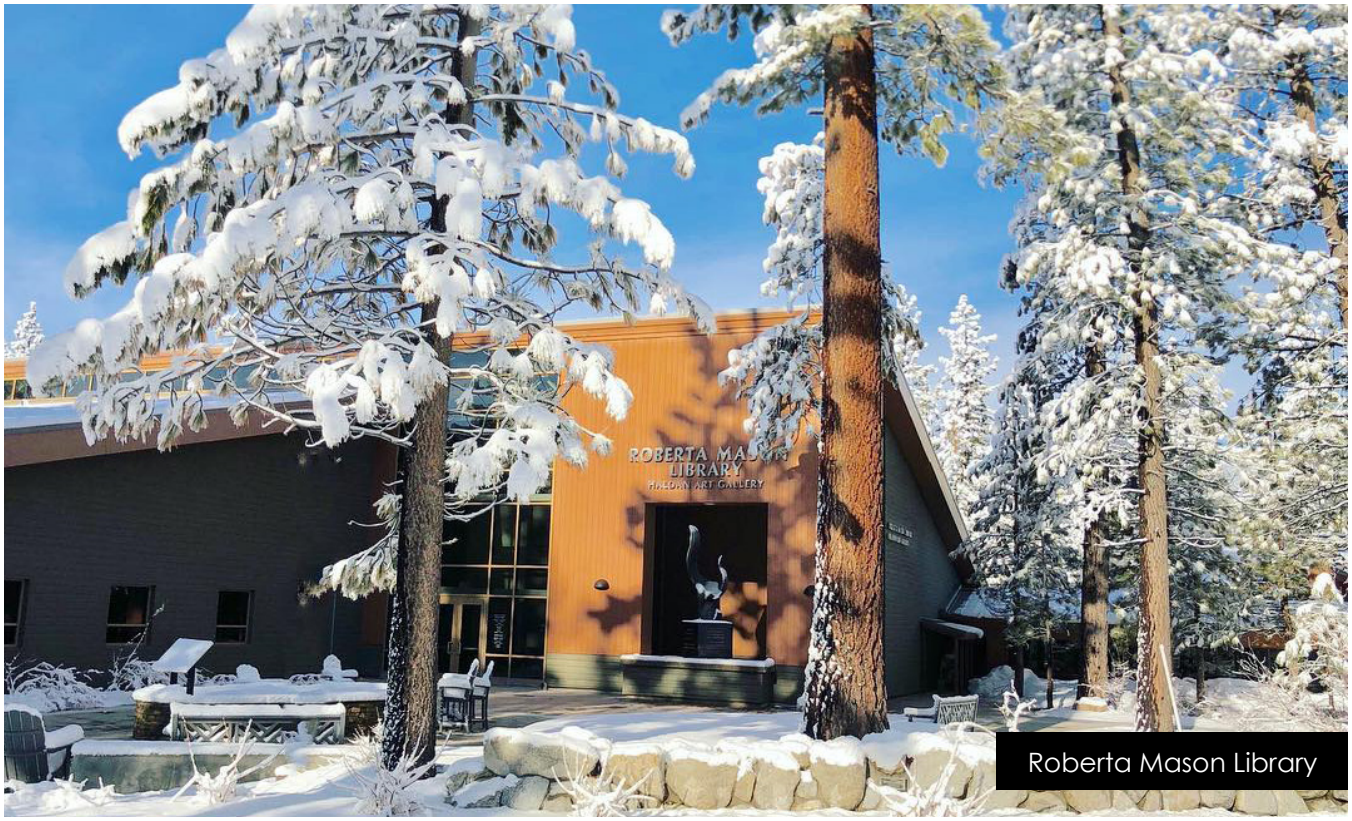
Intent

The WELL Movement concept "promotes physical activity in everyday life through environmental design, policies, and programs to ensure that movement opportunities are integrated into the fabric of our culture, buildings, and communities."

As specified in WELL v2™:

> Movement is intricately connected to all aspects of daily life. Physical activity encompasses a diverse range of activity domains, including occupational, transportation, household, and leisure-time activities. Our understanding of the relationship between physical activity and health continues to evolve. We now know that all movement matters for health and that physical activity can be accumulated through the day in a variety of ways. Therefore, it is critical that our buildings, communities, and sociocultural environments consider movement as a vital part of the human condition–and as a key health promotion tool.

The WELL Movement concept aims to promote movement, foster physical activity and active living and discourage sedentary behavior, by creating and enhancing opportunities through the spaces where we spend our lives.



Roberta Mason Library

THERMAL COMFORT

Intent

The WELL Thermal Comfort concept "aims to promote human productivity and provide a maximum level of thermal comfort among all building users through improved HVAC system design and control and by meeting individual thermal preferences."

As specified in WELL v2™:

Thermal comfort is defined as "the condition of mind that expresses satisfaction with the thermal environment and is assessed by subjective evaluation." Thermal comfort greatly influences our experiences in the places where we live and work and is one of the highest contributing factors influencing overall human satisfaction in buildings impacting individual levels of motivation, alertness, focus and mood. Its influence on the integumentary, endocrine, and respiratory systems also allows thermal comfort to play a large role in our health, well-being, and productivity. Beyond the scope of individual impact, the indoor thermal environment also impacts a buildings' energy use since cooling and heating in developed and many developing countries account for approximately half of a building's energy consumption.

Thermal comfort is subjective, which means that not everyone will be equally comfortable under the same conditions. This highlights that a one-size-fits-all approach to thermal comfort in buildings invariably fails for large numbers of people. A comfortable thermal environment that satisfies all occupants is challenging to achieve, due to individual preferences and possible spatial and temporal variations in the thermal environment. There is a need for a holistic approach to thermal comfort that can satisfy the individual preferences of all (or nearly all) building users. When possible, personal thermal comfort devices should be used. These have been shown to improve self-reported productivity rates, decrease symptoms associated with sick building syndrome and increase thermal comfort. However, due to the difficulties of setting temperature levels that suit all individual preferences, thermal comfort conditions should create baseline satisfaction for the largest number of people. Overall, systems should always be designed with human-centric thermal zoning in mind, helping to optimize the system's thermal performance.

The WELL Thermal Comfort concept looks at a holistic approach to thermal comfort and provides a combination of research-based interventions to support building design that address individual thermal discomfort and support human health, well-being, and productivity at LTCC.

SOUND

Intent

The WELL Sound concept "aims to bolster occupant health and well-being through the identification and mitigation of acoustical comfort parameters that shape occupant experiences in the built environment."

As specified in WELL v2™:

The acoustical comfort of a space can be quantified by the overall level of satisfaction of an occupant in a given environment. The word "sound" itself is generally defined as the human response to mechanical vibrations through a medium, such as air. By this definition, human perception of sound is paramount in shaping a sonic environment.

Sound within an enclosed space from sources, such as HVAC equipment, appliances and other occupants has been shown to hinder productivity, focus, memory retention and mental arithmetic in school children, university students and workplace occupants. In addition to airborne noise sources, impact of noise from adjacent activity, such as footfall, exercise or mechanical equipment vibration can create uncomfortable environments for occupants located nearby. Another common acoustical issue is lack of privacy within and between enclosed spaces. For instance, research has indicated that occupants are generally dissatisfied when conversations can readily transmit between rooms or across an open office, thus hindering confidentiality or creating a distraction from tasks. Inappropriate reverberation times and background noise levels in a space can impede speech intelligibility and cause strain for occupants who may possess hearing impairments. Speech intelligibility is also a crucial element in educational facilities, where information is being presented to large audiences and aural comprehension is vital for memory retention and task completion.

The planning and commissioning of an isolated and balanced HVAC system provides a firm baseline for the anticipated background noise level in a given enclosure. With the fortification of façade elements, exterior noise intrusion can be subdued, much to the benefit of occupant comfort, health, and productivity.

Adding mass and glazing to partition elements, sealing gaps at connections and doors and providing airspace between enclosed spaces bolsters sound privacy and increases occupant comfort. Replacing areas of hard surfaces in a space with absorptive materials can reduce reflected sound energy and better facilitate acoustical privacy or, conversely, improve speech projection. Consistent background noise levels can be introduced into a space using a sound masking system, thus improving the signal-to-noise ratio in favor of acoustical privacy between occupants.

MATERIALS

Intent

The WELL Materials concept "aims to reduce human exposure, whether direct or through environmental contamination, to chemicals that may impact health during the construction, remodeling, furnishing and operation of buildings."

As specified in WELL v2™:

The chemicals industry is a central part of the global economy and is integral to a number of sectors that have played a major role in improving life expectancy and the quality of life over the past 150 years. However, the health and environmental impacts of most chemicals in circulation, despite their ubiquity, are unknown. Many of the chemicals that were ubiquitously used in the past have been found to be typically toxic, persistent and prone to bioaccumulation. Commonly used in building materials and products, these chemicals have a much longer use phase.

The Materials concept promotes a precautionary approach, favoring substitutions of certain materials where replacements are available and do not pose sources of exposure for other chemicals of unknown or increased toxicity.

Chemicals may not be added to but also emitted from products. Volatile organic compounds (VOCs) comprise a large group of chemicals abundant in indoor environments due to various source materials, including insulation, paints, coatings, adhesives, furniture and furnishings, composite wood products and flooring materials, and may significantly affect respiratory health and even increase cancer risks. As this is particularly important for indoor air quality and health, the Materials concept encourages the use of products tested for low VOC emissions.

The Materials concept advances two strategies for selecting building materials and products. One is to increase literacy on materials by promoting ingredient disclosure, whereas the second is to promote the assessment and optimization of product composition in order to minimize impacts to human and environmental health. Both strategies aim to bridge data gaps in the supply chain, supporting innovation in green chemistry and advancing market transformation towards healthier and more sustainable products.

LTCC Campus

MIND

Intent

The WELL Mind concept "promotes mental health through policy, program and design strategies that seek to address the diverse factors that influence cognitive and emotional well-being."

As specified in WELL v2™:

> Mental health is a fundamental component of human health across all stages of life and is vital for the physical and social well-being of all individuals, communities, and societies. Mental health is not simply the absence of a mental health condition. Rather, it is a state of well-being, in which individuals are able to live to their fullest potential, cope with the normal stresses of life, work productively and contribute to their community. Mental health is determined by a range of socioeconomic, biological and environmental factors, such as work conditions, lifestyle and health behaviors. Through a diverse set of interventions, the WELL Mind concept seeks to address and support these drivers of mental health with the goal of improving the cognitive and emotional health and well-being of those living, working, learning and spending time in built spaces.
>
> There are many strategies organizations can take to promote mental health, including: improvements to mental health literacy and efforts to reduce stigma; provision of healthy living and working conditions for all, including organizational improvements to promote positive work environments and provision of stress management programs; and strategies that address gaps in access to and use of care by supporting access to mental health, substance use and addiction services and treatment. Improving opportunities for restoration through mindfulness programming, restorative spaces and support of optimal sleep can also have a marked impact on physical and mental well-being, including relief from negative symptoms associated with anxiety, depression, pain, and stress, as well as enhancements in overall perceived health. Lastly, design strategies, such as increasing nature contact within built spaces, has been linked with numerous health promoting benefits, including decreased levels of depression and anxiety, increased attentional capacity, better recovery from job stress and illness, increased pain tolerance and increased psychological well-being.

The WELL Mind concept promotes implementation of design, policy and programmatic strategies that support cognitive and emotional health through a variety of prevention and treatment efforts. In combination, these interventions have the potential to positively impact the short- and long-term mental health and well-being of individuals of diverse backgrounds throughout a community.

COMMUNITY

Intent

The WELL Community concept "aims to support access to essential healthcare, build a culture of health that accommodates diverse population needs and establish an inclusive, engaged occupant community."

As specified in WELL v2™:

Within every built space there exists a unique community of people with diverse characteristics who are linked by social ties, share common perspectives, and engage in joint action and experiences in shared settings or locations. The global, national, and local conditions that impact the health of each individual in a community are known as the social determinants of health, which include physical determinants, or the physical and built conditions that impact health.

In addition to health-promoting policies and programs, design plays a critical role in addressing the physical determinants of health and making buildings accessible and safe for all. Truly inclusive spaces both comply with accessibility codes and also incorporate universal design principles that enable people of all needs, abilities and identities to use a space.
The WELL Community concept promotes the implementation of design, policy and operations strategies that focus on addressing health disparities and promoting social diversity and inclusion. Providing access to health services, inclusive and health-promoting policies, and design that enables all individuals to access, participate and thrive within a space can build a foundation for truly equitable, diverse, and healthy communities.

INNOVATION

Intent

The WELL Innovation concept paves "the way for projects to develop unique strategies for creating healthier environments."

As specified in WELL v2™:

Innovation features address a novel concept or strategy not already included in WELL features.

As the scientific understanding of health continues to evolve, so too does the ability to address the complex issue of promoting health and well-being through building design and operations. WELL Innovation features embrace novel approaches to promoting the creation of healthier spaces that go above and beyond features in WELL v2.

For a complete overview of the WELL Building Standard™, visit www.wellcertified.com.

Sustainable Strategies

In addition to the WELL Building Standard™, there are various other systems that have created guidelines that reflect the building philosophies LTCC is embracing. These include:

Leadership in Energy and Environmental Design

Leadership in Energy and Environmental Design (LEED) is a green building certification used in the United States. The LEED certification process is completed on-site using a verification process and managed by the U.S. Green Building Council. There are various building types that fit into the guidelines for the LEED certification program, including new construction of commercial buildings and homes and existing construction of commercial buildings and homes, neighborhoods, communities, cities, and even campuses. There are four LEED certification levels: certified, silver, gold, and platinum. There are also nine separate certification programs: location and transportation, sustainable sites, water efficiency, energy and atmosphere, material and resources, indoor environmental quality, innovation, regional priority, and integrative processes.

LEED developed system goals to create better buildings that:

- Reduce contributions to global climate change
- Enhance individual human health
- Protect and restore water resources
- Protect and enhance biodiversity and ecosystem services
- Promote sustainable and regenerative material cycles
- Enhance community quality of life

Fitwel

Like WELL, Fitwel focuses on the health and well-being of building occupants as well as the surrounding community utilizing the site. However, there are no base requirements, and certification is achieved by accumulating a specified number of points. Fitwel can be used in a variety of buildings and spaces. Fitwel claims to be: "The world leading certification system committed to building health for all®." As such, it is used in over fifty countries. Originally created by the U.S. Centers for Disease Control and Prevention (CDC) and U.S. General Services Administration, Fitwell retains the CDC as its research and evaluation partner. (https://interiorarchitects.com/what-is-fitwel-and-why-should-we-care/).

Green Globes

Green Globes is a building rating system used in the U.S. and Canada. It is structured so that ratings can be self-assessed. A project manager and design team use a questionnaire that is aimed at helping the user make changes to complete certification. Like Fitwel, there are no base requirements, and a point system is used to accumulate a specified number of points. Like LEED, Green Globes has four levels of certification and can be used for new construction, existing buildings, and commercial interiors. The certification process focuses on energy usage, water, waste management, emissions, indoor environment, and environmental management.

Living Building Challenge

The Living Building Challenge is an iterative process managed by the International Living Future Institute, whose mission is "to lead the transformation toward a civilization that is socially just, culturally rich, and ecologically restorative.

"We are premised on the belief that providing a compelling vision for the future is a fundamental requirement for reconciling humanity's relationship with the natural world."

This certification system advocates for transformation in the design, construction, and operation of buildings. Through encouraging improved environmental and health performance, Living Building Challenge "supports the building of structures that are restorative, regenerative, and an integral component of the local ecology and culture. The Living Building Challenge is a philosophy, certification, and advocacy tool for projects to move beyond merely being less bad and to become truly regenerative."

Controlling Construction Waste

Construction waste is a sustainability concern. In general, construction yields a lot of waste that can be diverted to be reused, recycled, or repurposed but, inevitably, this waste ends up in a landfill. In the Early Learning Center construction project, LTCC was able to divert more than half of its construction waste away from the landfill. The Remodel for Efficiency (RFE) project provides more opportunities for LTCC to redirect waste that would inevitably end up in a landfill if the environment were not a concern. The size of the RFE renovation should have a massive impact on waste, but its chief goal is to follow the strategies of programs that are mindful of how they affect the environment and people. Diverting construction waste away from landfills is one strategy that can be beneficial to both the college's balance sheets and the environment.

Renewable Energy

LTCC is currently researching and pursuing a diverse set of technologies in an effort to achieve lower energy costs, energy resilience, and net-zero carbon energy consumption. According to LTCC's Measure F bond project list, LTCC aims to modernize deteriorated energy management systems and build new energy systems. Some of the projects include upgrading interior and exterior lighting controls, geothermal systems, heating, ventilation, and air conditioning (HVAC) systems, and replacing irrigation systems with more energy-efficient ones.

A primary focus for meeting these goals is to create energy-efficient building systems that reduce energy demands. For energy demands that remain, the possibility of using renewable energy technologies, such as microgrid battery storage, solar photovoltaic panel arrays, geothermal heat pump systems, and biomass fuel conversion, are options. The purpose is to diversify the acquisition, generation, and storage strategies and allow LTCC to maximize benefits from the energy required to operate the campus.

Micro-Grid Battery Storage

The energy storage industry has grown dramatically in recent years. This, combined with renewable energy generation, becomes a critical part of a resilient carbon-free energy strategy. According to research performed by Wood Mackenzie on power and renewables, nearly 12,000MWh of energy storage could be installed in the U.S. during 2021, and the market will continue growing significantly over the next few years. There is currently a Federal

Investment Tax Credit for the storage of energy harnessed from solar photovoltaics.

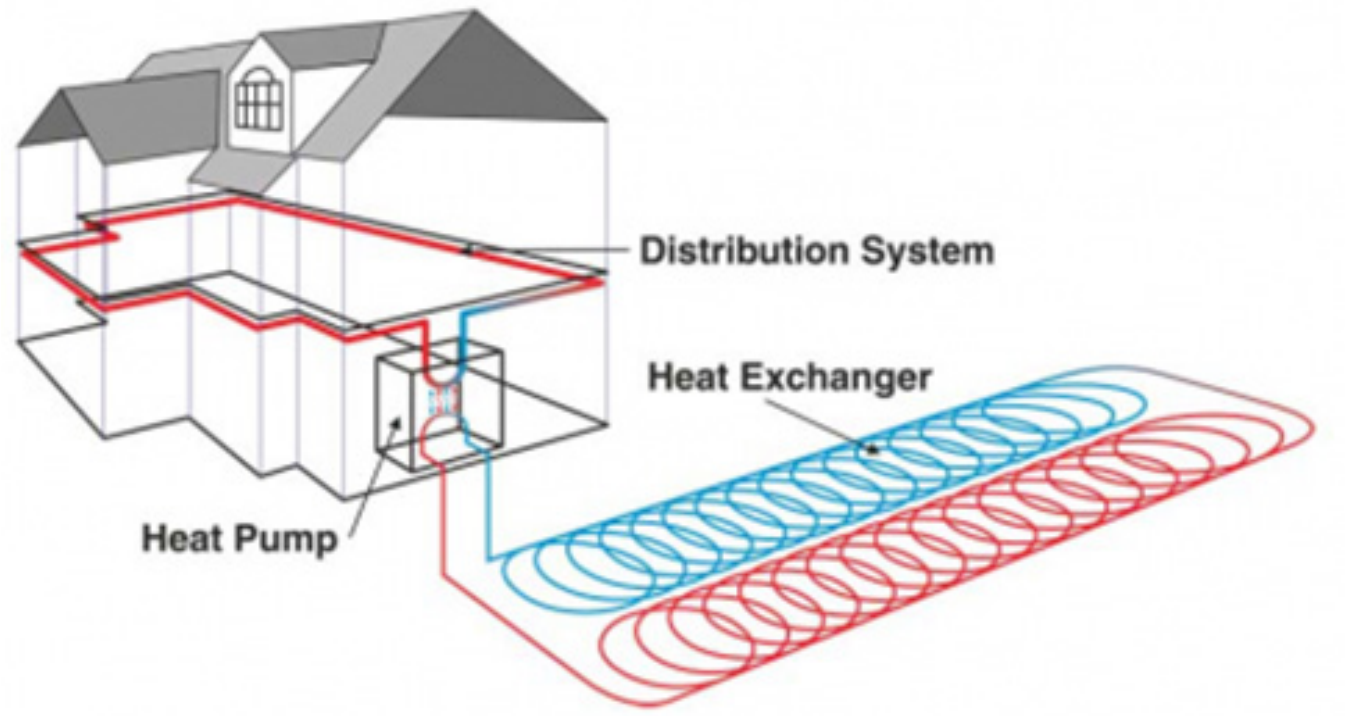
Solar Photovoltaics

Solar power must be part of any discussion of renewable energy generation. Solar panel installation in the Lake Tahoe Region has always prompted debate regarding the financial efficacy of panel performance in snow, forest, and mountain territory. Much of this depends on individual site conditions but, with proper rooftop orientation, panel tilt angle, and open solar exposure, a solar PV installation would be a viable contributor to the campus' energy mix. The proposed Tahoe Basin Public Safety Training Center site offers many of these advantages, and the project is designed to include a 96 kW system on the south-facing roof.

Ground Source Heat Pump System

Ground source heat pumps employ geothermal technologies for heating and cooling applications using the earth's relatively consistent temperature. The Earth stays cooler than the air above it in the summer and warmer than the air above it in the winter. A pump circulates liquid in tubes to specified depths and warms the liquid in the winter or cools it in the summer. This helps regulate the temperature of a building.

While it would require a significant amount of land area to be effective for the entire LTCC campus, ground source heat pumps are an excellent way for individual projects to capture geothermal energy. The new prop yard and paving area that is planned for the Tahoe Basin Public Safety Training Center presents a unique opportunity to install this technology on campus. Earthwork will be required in a wide area, and embedding ground source heat exchanger loops could be a less disruptive operation than it would be elsewhere.

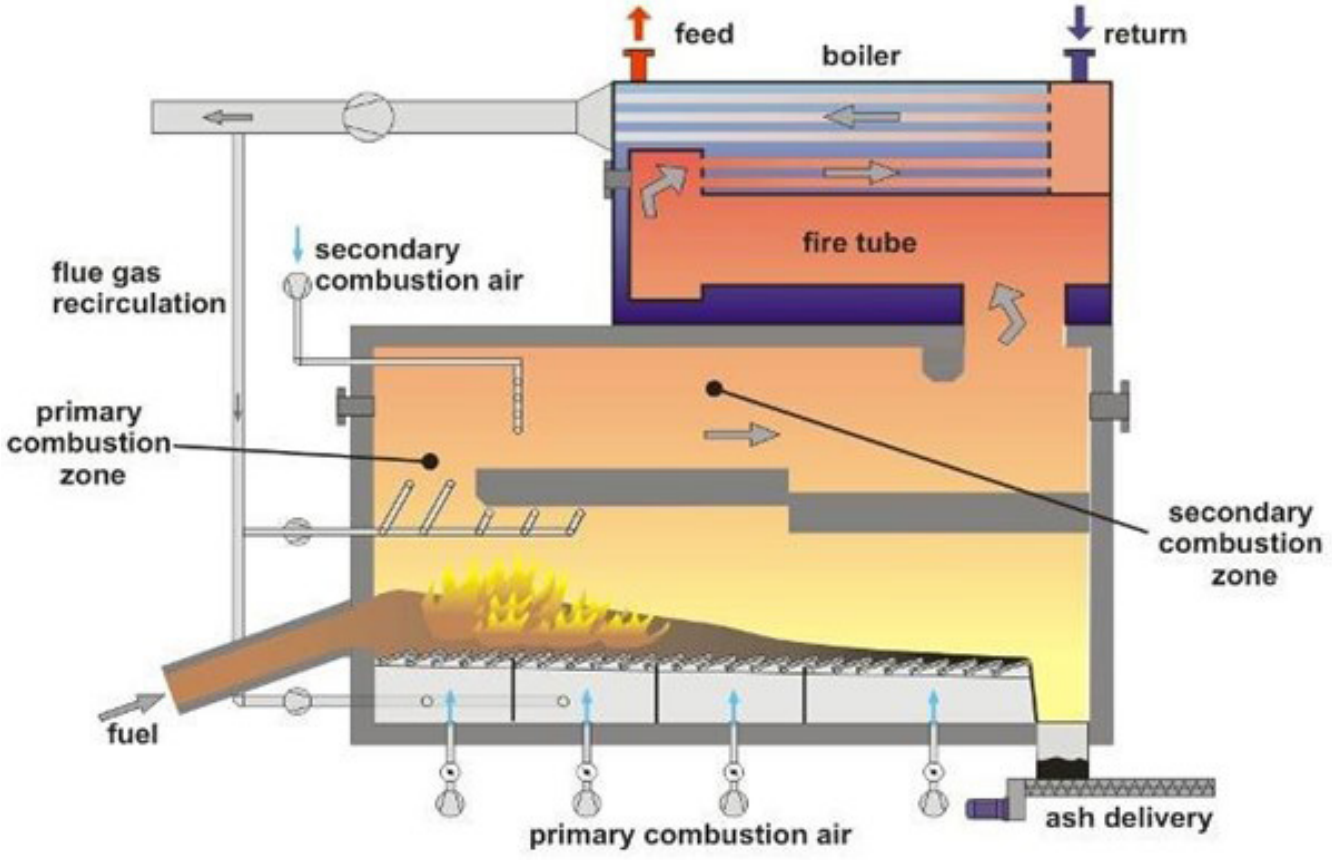


Biomass Conversion

Biomass is renewable organic material that comes from plants and animals. Biomass conversion is the transfer of organic waste material to useful energy, and direct combustion is the most common method for converting biomass to useful energy. All biomass material can be burned and the heat used directly for heating buildings and in steam turbines to generate electricity.

Biomass conversion is another energy technology available to LTCC. Due to the ongoing tree thinning and site clearing projects, there is a continuous source of available wood waste on campus. The wood trimmings need to be processed into cordwood, wood pellets, or wood chips, which can then be used to feed the mechanical boilers.

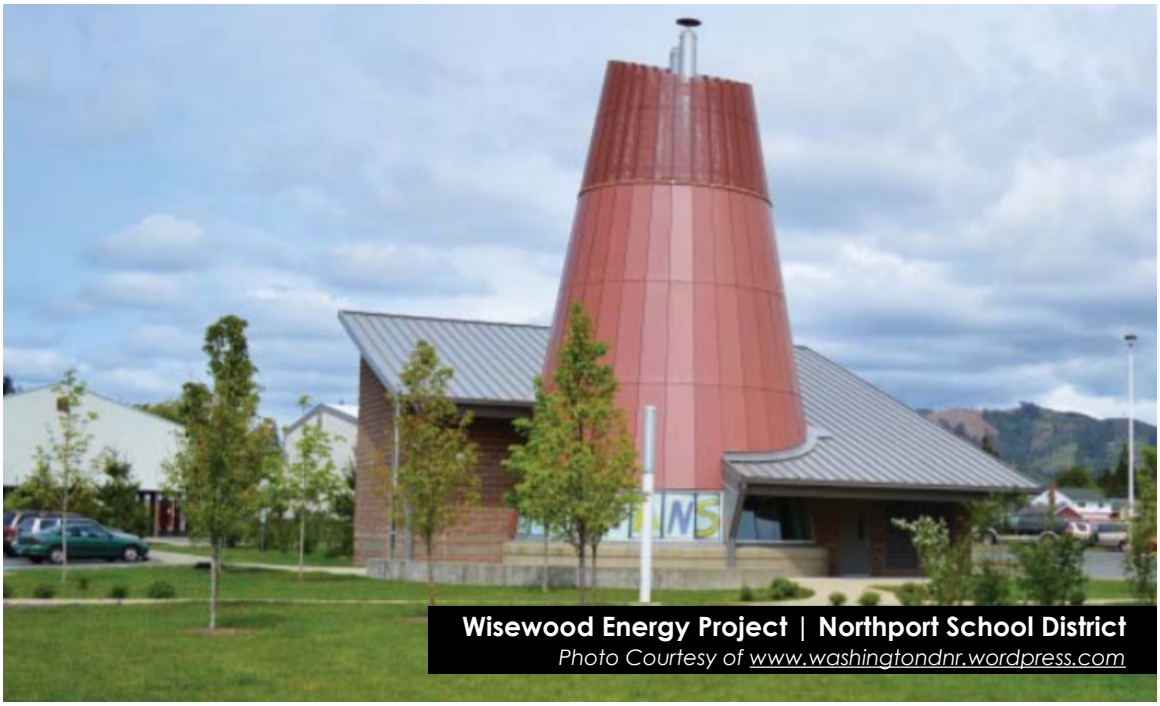
While the specifics of this energy technology are still being refined, LTCC is currently examining locations for a biomass conversion facility. The intent is to build a test case at either the Tahoe Basin Public Safety Training Center or the Equipment Storage Facility and integrate it into the building's hot water supply, returning space heating systems or building a system that will convert the heat to electricity and help charge a battery microgrid.



Resilience and Emergency Power

Currently, the LTCC campus is powered by natural gas, the backup emergency power generator is propane, and there will be a move to a new natural gas generator for backup. Battery packs can be easily added to the new natural gas system as part of a reserve power supply. The batteries from the electric buses utilized throughout campus are a potential source for use in a reserve power system and could create a reuse opportunity—when car or bus batteries age out of being useful for transportation, they can still hold enough power to be used in a battery farm. Repurposing electric vehicle (EV) batteries extends the life of a battery, delaying when it reaches its end of effectiveness and needs to be recycled. EV battery recycling costs may exceed the value of the recoverable materials. According to the Union of Concerned Scientists, "When an EV battery pack reaches the end of its useful life in a vehicle, it is still likely to retain more than two-thirds of its initial energy storage capacity." By reusing EV bus batteries, LTCC could potentially help mitigate wasteful pollution from the manufacturing of new batteries and save money by reusing the batteries.

Reliance on emergency generators alone does not provide a broad and resilient enough infrastructure to assure the energy self-reliance desired by LTCC leadership. Adding a combination of solar energy and biomass conversion, and maintaining a fully powered microgrid of batteries, will provide the type of system that may meet that desire. Renewable resources will be the main source for charging the grid and, at times when there is a lack of renewable resources, the microgrid could rely on the larger commercial grid to recharge. Charging could take place during the night for use during the day, taking advantage of off-peak energy rates. This type of structure may create a more cost-effective system.



Wisewood Energy Project | Northport School District
Photo Courtesy of www.washingtondnr.wordpress.com

Indoor Air Quality

It is likely that the COVID-19 pandemic will affect the design of indoor environments for years to come. In an EPA statement on Ventilation and Coronavirus (COVID-19), it is noted that, "An important approach to lowering the concentrations of indoor air pollutants or contaminants including any viruses that may be in the air is to increase ventilation—the amount of outdoor air coming indoors." Given this, the design and construction of buildings may focus more attention on ventilation effectiveness and the filtration of contaminants within air circulation systems. Natural ventilation may evolve as the preferred method of regulating air exchange within buildings and allow users to control their own environment. According to Jana J. Madsin, managing editor at Buildings magazine, the connection between operable windows and green buildings is reflected in the Leadership in Energy & Environmental Design (LEED) Green Building Rating System, which awards a credit to buildings that allow occupants to control their own environment. Finally, according to Science Direct, buildings with "natural ventilation systems have been shown to consistently out preform mechanical systems with respect to complaints of Sick Building Syndrome and its associated symptoms."

Operable windows and HVAC systems may be used together, providing new opportunities to save energy. This integrated approach, often called "mixed-mode" operation, refers to a state in which mechanical conditioning and natural ventilation mix in an efficient way. Conflicts between operable windows and HVAC systems may, in some cases, cause energy waste, but with proper design this has the potential be mitigated. Mixed-mode provides fresh air to building inhabitants, but there are some potential negative ramifications to increasing natural ventilation. Increased demand on the mechanical system, required maintenance, and energy costs are potential trade-offs. It is recommended by the National Air Filtration Association (NAFA) to use more effective filters, like those with a MERV-13 rating or better, to improve indoor air quality, which may also bring system maintenance and cost impacts into consideration.

Security

A safe and secure campus is fundamental to creating a successful learning environment. Both the reality and the perception of a safe campus environment are built upon visible manifestations of security apparatus. Facilities must focus on these visible expressions of security.

Colleges and universities have historically focused their physical security efforts on areas that were issues in the past or were involved in negative events. These tend to be reactive responses to bad news. LTCC has concluded that creating a security master plan is a better way to implement preventive measures to improve overall safety. Some of the most commonly adopted measures include access controls at all primary campus buildings, video surveillance, emergency notification and communications, lockdown mechanisms, and evacuation plans.

The COVID-19 pandemic has altered the discussion of campus security considerably.

Safety on campus now needs to consider not only physical assaults and cyber-attacks but also ways to create an environment that reduces the risk of disease transmission.

Security Master Plan

To be effective, campus security master planning must have a balance of architectural, electronic, and operational safety measures. Passive solutions should be integrated with current technology to derive the most effective security solution, while maintaining cost and operational requirements. It is equally important that the vision of a campus's physical security design is in alignment with the mission of the campus. LTCC's Security Master Plan is organized around the following key concepts:

- Enhanced security through environmental design
- Centralized security technology
- Security standards for campus facilities
- Ongoing muscle-memory-based training

Enhanced Security through Environmental Design

The basic tenet of enhanced security through environmental design is that a high-quality, aesthetically pleasing built environment can both reduce the fear and incidence of crime and improve the overall quality of campus life. While the tendency is to separate crime and the fear of crime from other campus issues, this security concept posits that security is closely related to a campus's quality of environmental design and that both can be improved together. This concept emphasizes the following methods:

- Natural access control
- Natural surveillance
- Territorial behavior

The National Crime Prevention Council states that "natural access control relies on doors, shrubs, fences, gates, and other physical elements to keep unauthorized persons out of a particular place if they don't have a legitimate reason for being there.

"Natural surveillance can be achieved by a number of techniques. The flow of activities can be channeled to put more people (observers) near a potential crime area. Windows, lighting and the removal of obstructions can be placed to improve sight lines from within buildings.

"Territorial reinforcement can be seen to work when a space, by its clear legibility, transparency, and directness, discourages potential offenders because of users' familiarity with each other and the surroundings."

Surveillance is achieved by placing windows in locations that allow both intended users and potential intruders to be observed. Surveillance is enhanced by providing adequate lighting and landscaping that allow for unobstructed views. Territorial behavior is driven by sidewalks, landscaping, porches, and other elements that establish the boundaries between public and private areas. These three strategies work together to create an environment in which people feel safe to live, work, travel, or visit. The following general design strategies are applied to improve natural access control, natural surveillance, and territorial reinforcement:

- Provide a clear border definition of controlled space.
- Provide a clearly marked transition from public to semipublic to private space.
- Locate gathering areas in places with natural surveillance and access control and away from the view of potential offenders.
- Provide natural barriers to conflicting activities.
- Improve the scheduling of space to provide for effective and critical intensity of uses.
- Design space to increase the perception of natural surveillance.
- Overcome distance and isolation through improved communications and design efficiencies, e.g., emergency telephones, pedestrian paths.

Security Standards for New Campus Facilities

Understanding the campus's ten-year construction plan is critical to the effectiveness of the overall security master plan. New buildings, parking lots, garages, walkways, and other projects will all affect the campus's physical security and, thus, must be properly planned for. Technology compatibility is a frequent dilemma for security administration and must also be accounted for.

With the adoption of Internet Protocol (IP) based technology in closed-circuit television and access control at LTCC, there already exists a clear understanding of the design and capabilities of the campus' existing security systems. As IP technology continues to evolve, the continuous integration of new technologies is paramount to maintaining an effective physical security system. Decisions on which new technologies to adopt and implement must comport with LTCC's mission, vision, and values. Other factors to consider are cultural impact, system lifespan, reliability, and user friendliness. There is a need to understand if time and money will be required to train users. Being innovative in these areas carries a degree of risk related to costs and benefits. LTCC will need to review innovations and take into consideration how they may deflect time and attention away from pressing operational obligations. Interoperability with other campus systems and multi-use potential are also critical considerations. Similarly, new technologies may require LTCC to develop new policies governing patterns of control, access, appropriate uses, privacy, and more, along with consequences for policy violations. For example, license plate reader software and virtual parking permits would streamline the campus parking program, but how they affect current procedures will need to be considered.

Decision-makers must ensure that new technologies are consistent with an organization's overall values and goals and the equities of all subcomponents are considered. Finally, hidden costs must be evaluated for a fuller picture of the proposed technology's applicability and long-term usefulness.

Security Administration

Physical security design encompasses many elements and processes that affect the entire

campus. It is important to obtain support from all those who will be affected by the introduction of new processes, the modification of existing procedures, and any changes to exterior or interior structures. The most effective way to build momentum in the development of a physical security program is to create a physical security committee. The team should consist of members in strategic positions, such as administration, IT, operations, safety, security, risk, and planning, that can classify what is critical to the operation of the campus. Committee members ultimately decide what must be secured.

The security master plan should include provisions dealing with long-term system compatibility, communication infrastructure, product obsolescence, and growing demands on the security staff. It should be noted that although security technology is vital to a robust security system, it should not detract from community and outside agency involvement in campus protection. Interviews with staff and students provide valuable insights into the effectiveness of current physical security measures and how they align with the perceived level of vulnerability. Outside resources such as the Crimes Against Property and Crimes Against Persons (CAP) Index Incorporated provides crime forecasting models and loss mitigation solutions designed to accurately identify the risk of personal and property crimes. The physical mapping of specific locations of interest around campus can assist in conducting research.

Security and the Pandemic

The accelerated shift to online instruction and cloud-based resource management, brought on by the pandemic of 2020, has forced LTCC to address the strengths and weaknesses of its cybersecurity provisions.

LTCC Graduates

Published February 23, 2021, a detailed threat analysis from cybersecurity services provider BlueVoyant found that ransomware attacks against higher education institutions doubled between 2019 and 2020, as cybercriminals sensed the industry's vulnerability. Their analysis determined that, "Education is going through an unprecedented period of change. Universities and schools are embracing, or wrestling with, a host of new technologies and teaching methods – including a variety of apps, portals, and remote teaching technologies that support online or blended learning environments. As the nature of classrooms and the student experience changes, they face new challenges, new demands, and new risks."

The U.S. Education Department's Federal Student Aid office issued an alert in September of 2020 about ransomware campaigns targeting education institutions in which hackers hold sensitive data and systems hostage until a payment is made. According to the American Association of Community Colleges, "multiple schools" have reported phishing attacks used to access account credentials, which hackers use to get data, financial information, and intellectual property.

LTCC has taken proactive measures to bolster its cyber defenses and assure smooth and continued operations. Since there will be no return to the pre COVID-19 status quo, there can be no letting up on vigilance in cybersecurity. It is recommended that LTCC continue to implement standards such as multifactor authentication across all email and sensitive account access, data backup, regular patches to hardware and software, continuous monitoring of the network, creation and updating of an incident response plan, fifteen-character password minimums, and an emphasis on not falling prey to phishing attacks during training of network end-users.

Materials and Specifications

Palette of Natural Materials

The cohesive character and contemporary style of the campus buildings are governed by design guidelines and material standards adopted for use in the development of future buildings. The idea behind the use of natural materials is in keeping with the original planning principles of LTCC's 1981 master plan, which emphasizes the preservation of the site's natural ecology, impacts of climate on building materials, and indigenous materials that are uniquely suited to the community and environment.

The Lisa Maloff University Center building, the most recently completed project, boasts a credible use of LTCC's standard building materials and colors.

Stone

The use of stone as a base and column or pilaster material brings an indigenous and natural material choice that serves as a protective element against the buildup of snow on the lower walls. It also brings an enhanced material finish to the entry statement. Full stone applications of granite varieties in a ledgestone pattern have been used in recent projects. However, there is not an established Lake Tahoe Community College District specification due to fluctuations in blend availability. Veneer stone is not to be used on building exteriors, and full stone applications require treated grout for strength and freeze protection. Color compositions ranging from an Autumn Gold mix to the Merrillstone or Somerset blends should be evaluated on a project basis, but generally should adhere to established aesthetics:

Merrilstone

Sommerset

Autumn Gold

Wood or Composites

Natural wood finishes and features should be limited to interiors. Exterior cladding of cementitious (fiber-cement) siding may be used in both vertical and horizontal applications, with a wood grain look to relate to older existing buildings constructed with exterior wood siding. Artisan Bevel Channel siding from the James Hardie Aspyre Collection, consisting of the nominal 6-inch-wide board product, is the basis of the design and color coding. Joint direction should be painted rust, vertical joint direction, or sage, horizontal joint direction.

Concrete Masonry Units

Concrete masonry units will be used as a heavy-duty wall base material or wall construction material where suited to the project type. Split face block should be used as a finish texture. Standard colors are Basalite Split-Face #111, a dark gray, and Basalite Split-Face #113, beige.

'Basalite' Split- Face #111

'Basalite' Split-Face #113

Aluminum Storefront

Thermally broken aluminum-framed storefront systems with clear anodized finish should be the primary window and entrance framing system. Entrance doors shall be medium or wide style. Brake metal cladding at corner or intermediate posts should match frames.

Insulating glass panels shall be clear glass for north and east exposures and solar gray tint for south and west exposures. Low-emissivity (low-e) coatings are recommended for glass surfaces, depending on orientation and heating strategy. Passive low-e coatings are designed to maximize the solar heat gain that penetrates into a building, creating passive heating and reducing reliance on artificial heating. These coatings could be used effectively in any orientation as they are designed to reduce heat loss through glass. Solar control low-e coatings, as opposed to passive low-e, are designed to limit the amount of solar heat that passes into a building for the purpose of keeping buildings cooler and reducing energy consumption related to air conditioning. These types of coatings would only be effective on western exposures during summer months.

Roof Materials

Sloping roof forms may employ either standing seam metal roofing or a composition shingle option. A snow shedding strategy should be a determining factor in material choice, as composition shingles offer more grip and snow-holding abilities. Roof slopes should direct snow shedding away from entrances and walkways. The material standard for asphalt composition shingles is CertainTeed Presidential Shake, Country Gray color. This product has been selected for longevity and warranty, and the texture is designed to blend harmoniously with the bold wall color palette. The seam roofing standard is AEP Span, Span-Seam 16" metal roof system, Cool Old Town Gray standard color option. This is a performance-rated architectural standing seam metal roof system with a mechanically seamed 2-inch-high rib, which provides aesthetic appeal as well as a weathertight design.

Campus Standards

Refer to the appendix for complete detailed campus construction standards. The guiding principle behind these standards is achieving a timeless, natural quality to the campus environment with highly durable products and materials.

Building Technology and Low Voltage

Building technology has the potential to have a major impact on the experience of teachers and students. A true hybrid classroom, where students and teachers share both a physical and digital space, is a reality of today's instruction. At LTCC, that physical classroom could contain local students, with a teacher that is either present in the classroom or remote and available digitally. Half to three-quarters of the class could be remote as well. The Incarcerated Student Program is an excellent test case for the hybrid classroom. This program can combine local students in the physical classroom, incarcerated students remotely, and students from anywhere on the globe remotely.

Low voltage systems like Voice Over Internet Protocell, VOIP phones, WIFI, and integrated alarms are expected in facilities. The hybrid classroom is the next step in building technology, and LTCC is uniquely positioned to deliver on this. The Lisa Maloff University Center building already has the infrastructure for a hybrid classroom, and the RFE project will demonstrate an even more modern and direct implementation of the infrastructure in the building.

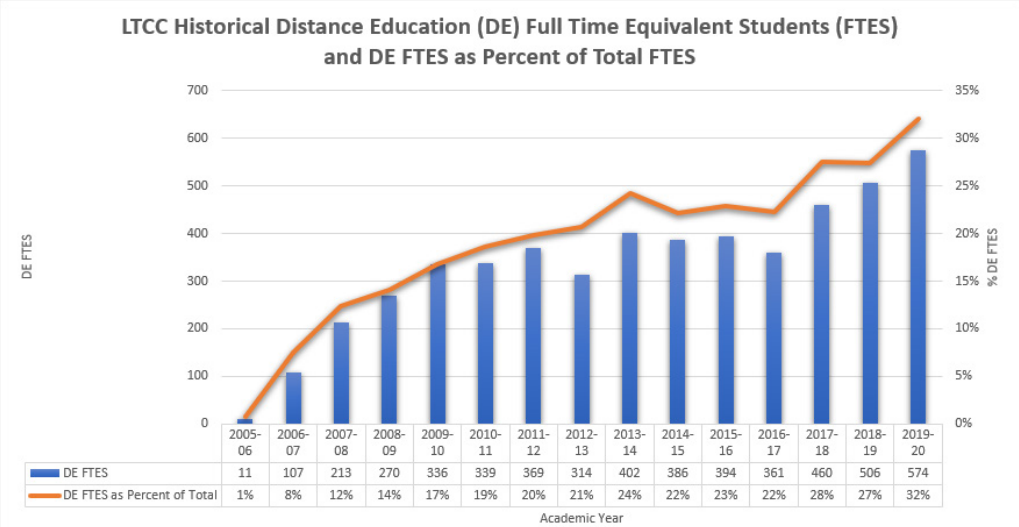
In a hybrid classroom, as implemented in the Lisa Maloff University Center building, cameras can auto-track based on input from audio feeds. Sound-sensitive microphones in the ceiling can pick up on a person in the room, and the cameras can tack the voice automatically. Screens in the room can show remote students' participation in class discussion, and all students can have laptops so that they can follow along with presentation materials or discussions in a chat. This true hybrid classroom requires the instructor to be well-versed in these technologies but allows for a degree of flexibility that could hardly have been imagined previously.

As more colleges and universities come to understand what a hybrid classroom can offer, more and more courses may be offered remotely. In order to compete in this potentially massive new educational market, LTCC is making use of its current position to create a superior experience in hybrid education.

Mobility Hub

Distance Learning Spaces and COVID-19 Safe Environments

LTCC has experienced significant growth in Distance Education (DE), with greater than 20% of the college's FTES utilizing DE in 2012–13. This is projected to be a growing part of the makeup of the college's FTES. The Technology Master Plan and the FMP, in alignment with the draft Educational Master Plan, are coming together to ensure that LTCC will have the technology infrastructure to support the growth and expansion of the DE program at LTCC (see Table 5).



	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
DE FTES	11	107	213	270	336	339	369	314	402	386	394	361	460	506	574
DE FTES as Percent of Total	1%	8%	12%	14%	17%	19%	20%	21%	24%	22%	23%	22%	28%	27%	32%

Table 5


LTCC Students

Synchronous Lectures via Video Conference Services

During the COVID-19 pandemic, LTCC offered an alternative to both in-person classes and more traditional, asynchronous online classes, in the form of Enhanced Virtual Education (EVE). EVE classes are more structured than traditional online courses and use video conferencing services to offer a synchronous lecture experience, as instructors interact with students via video in real time. EVE classes are designed to duplicate the feel of a face-to-face, in-person class as much as possible.

Lecture Capture and the Hybrid Classroom

A hybrid classroom is one that involves both asynchronous content and face-to-face meetings. Asynchronous content is often composed of recorded lectures, called lecture capture, that teachers make available and students can access whenever it is most convenient for them. Face-to-face meetings are interactions that happen in the same physical space at the same time. LTCC has been working with hybrid classrooms and lecture capture for several years and was thus able to implement them quickly on a wider scale during the COVID-19 pandemic.

LTCC Students

IMPLEMENTATION

Project Funding

Community college districts have the responsibility to maintain, renew, and enlarge their facilities on behalf of the students they serve. In order to accomplish these objectives, districts are authorized to seek local and state financing for their facilities.

In addition to these local efforts, the state's capital outlay program provides a voter-approved statewide general obligation bond program that offers grants to fund capital projects on community college campuses. These grants are developed pursuant to the annual state capital outlay grant application process and approved by the California Community Colleges Board of Governors (BOG). Districts often leverage these grants with local funds; however, for some districts, with minimal local resources, funds provided by the state capital outlay grant application process are the only source of funding available to modernize facilities and construct new buildings.

The Board has adopted priority funding categories to assist districts in their capital planning efforts so that the capital outlay proposals submitted for consideration for state funding reflect the state's priorities.

The Board's priority funding categories give preference to projects that best meet the following priorities:

- Expand campuses appropriately to meet enrollment demands.
- Modernize aging facilities.
- Meet the space utilization standards found in the California Code of Regulations, Title 5.
- Leverage state funds with local funds to provide facilities at the least cost to the state.

In the summer of 2021, LTCC submitted a Final Project Proposal for the Tahoe Basin Public Safety Training Center. It is recommended that LTCC continue to pursue funding through this program to support new facilities and modernization of existing facilities as projected in the FMP. Other avenues of funding should also be pursued to finance new facilities and modernizations as well as scheduled maintenance.

Once complete facility needs are determined for the projects detailed in this FMP, including growth projections, it will be important to have multiple resources for funding. The funding will likely come at varying times. Given this, the FMP must be capable of adapting to funding realities and unique opportunities as they present themselves. The statewide General Obligation (GO) bond is only one component and will not meet the entire scope of facilities needs for the campus. Typically, projects funded by the GO bond have a local contribution component tied to them.

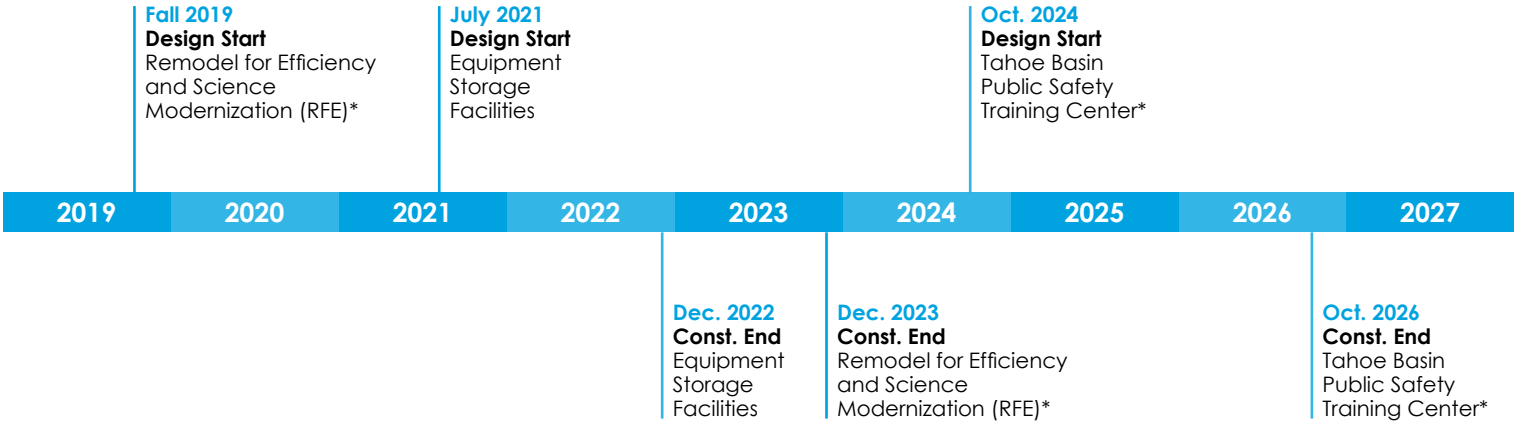
Other funding sources may include the following:

- Local bond issues
- New market tax credit
- Local and regional partnerships
- Low-interest loans
- Utility rebate incentives
- State maintenance scheduled funds
- Lease revenues
- Developer fees

Master Schedule

Project	Design Start Date	Construction Start Date	Construction End Date
Remodel for Efficiency and Science Modernization	Fall 2019	October 2021	December 2023
Equipment Storage Facility	July 2021	May 2022	December 2022
Tahoe Basin Public Safety Training Center*	October 2024	2024-2025	October 2026
Residential Student Living – Lodge/Hall A*	2021	Spring 2023	Fall 2024
Physical Education Expansion*	Schedule Dependent on Funding		
Student Commons Enhancement Level 2*	Schedule Dependent on Funding		

**Funding Dependent*



Funding

How and where funding has made a difference at LTCC:

- Local bonds (Measure F)
- State funding (expectation of reliance on local resources)
- Endowments and donations

Total Cost of Ownership

The total life cycle cost of a particular building project is important to consider while in the master planning or early planning stages of a specific project. The total cost of ownership (TCO) includes:

- Planning, design, and construction
- Annual costs of operation
- Renovation and repurposing
- Demolition

The most effective use of resources and funds is to build for the long term. This includes durable structures with reliable systems and materials that stand the test of time both functionally and aesthetically. The LTCC District's building and grounds are precious assets, and they are entrusted to campus leadership to be protected, maintained, and optimized for future generations. Looking at a more than fifty-year building lifetime horizon, possible finance and payback scenarios within that timeline can have a significant impact on early decision-making in the project planning stage. Optimizing capital investment over the longer term demonstrates a high level of commitment. This ensures effective resource utilization that will create a healthy, comfortable, and sustainable learning environment.

Planning, Design, and Construction

Planning, design, and construction constitute a major one-time cost of a project that draws from the capital funds of local bonds, the state, the Lake Tahoe Community College District (District), donor endowments, and other sources.

The Building "Cycle of Life"

It is a manifestation of the vision fostered by the Educational Master Plan and defined by the FMP and is informed by established District standards for facilities. Well-developed District standards contribute greatly to the TCO equation by embracing product, material, and systems specifications that are selected based on robust quality and performance characteristics. While planning and design efforts focus on the spatial and environmental aspects of a building environment, district standards establish the physical elements of the final realized work effort. Those standards should reflect the TCO philosophy of LTCC and offer long-term savings and payback over many years of operation.

Annual Costs of Operation

- Custodial
- Maintenance
- Grounds
- Utilities
- Repairs
- Personnel

Higher education facilities are expected to maintain a level of cleaning, orderliness, and maintenance that reflects well on the institution and gives students, faculty, and staff pride in their campus. Generally, custodial, grounds, and maintenance care are measured in their simplest form by the number of designated staff per gross square feet of building area. The Association of Physical Plant Administrators' Leadership in Educational Facilities program provides standards and guidelines for staff gross square footage ratios and how they align with levels of cleanliness and maintenance to be achieved.

In practice, it is not as simple as a ratio, however. Building design decisions make it much simpler to achieve a positive long-term character, health, and upkeep of facilities and create savings in operational and personnel costs. Preventative maintenance practices generally yield cost savings over deferred maintenance, and design decisions favoring fewer required replacement parts and complicated procedures will allow for smaller budget allowances. Repairs are unforeseeable, and judicious building management requires funds to be set aside along with the preventative maintenance budget.

Utility rates are unpredictable over a building's life span. It is obvious that energy- and water-efficient designs will have eventual payback. The question is how quickly and how much. With the push to achieve net zero energy use as a design goal for new projects, this equation is critical to financing renewable energy components and lowering the campus-wide energy use intensity metric. Water conservation and savings are becoming very relevant as drought weather conditions continue in the western states and induce more facility owners to explore greywater and rain catchment installations.

Personnel cost savings are difficult to quantify from a payback analysis standpoint. Staff satisfaction and retention are paramount to any successful organization, but the quality of a work environment may not have a direct effect on cost savings. It could be difficult to tie a reduction in personnel and turnover rates directly to a work environment. However, there is the possibility that careful design consideration of employee health and well-being in the work environment is a powerful and enduring investment strategy.

Renovation and Re-purpose

- Repurpose existing facilities
- Update infrastructure and technology
- Building component replacements
- Code updates

Flexibility and adaptability are conceptual design parameters that address the ease of converting a building's shell and interior spaces to future uses as functional needs evolve over time. Repurposing existing buildings is a highly sustainable use of resources, and it may cost less than building new ones.

Demolition

Ideally, demolition is never required. History has provided countless examples of old buildings that have stood for centuries and become cultural landmarks, places of historic significance, symbols of society's heritage, and beloved parts of neighborhoods. These places become fiercely protected pieces of our past and are lavished with care and upkeep efforts. Consider entire cities, towns, and villages that draw tourists from around the world just to behold their beauty for its own sake. This concept should be considered carefully when making decisions about adding to and taking away from the built environment. Taken from Haudenosaunee (Iroquois) wisdom, "seven generations" is the timeframe for considering the effects of any decision made today.

Should economic forces demand the removal of a structure to make room for more intensive or alternate land use, a building created with a mind toward disassembly and salvage of its raw materials assures a total life cycle, cradle-to-cradle philosophy toward building design and construction.

At LTCC, renovation and repurposing are the most significant strategies to accommodate changes in program and curriculum. Enrollment is not expected to grow significantly, and new buildings and square footage are not widely anticipated. Existing buildings, however, can continually adapt, reshape, improve, update, and accommodate for new and evolving needs. This is the best and highest use of available resources.

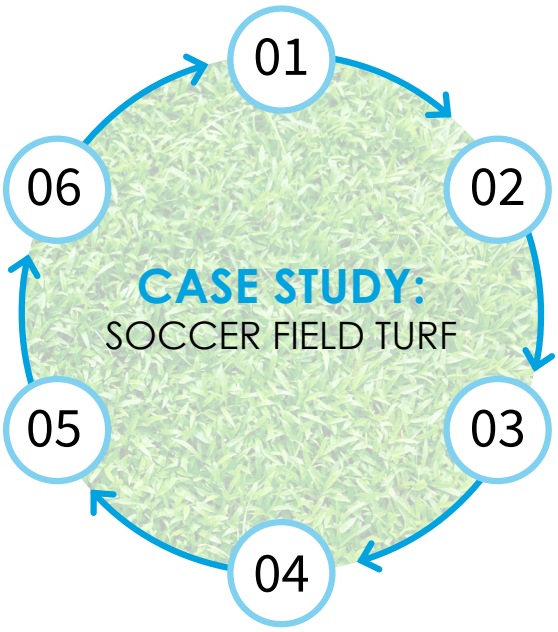
LTCC Students

Philosophy at LTCC

TCO takes a long-term view. It is a philosophical view, asking questions about what a project will signify long after its creators are gone. As an asset passed down to future generations, it can be seen as a gift and testament to the power and value of foresight and investment in future generations. Part of that investment is setting aside funds on an annual basis to allow for proper maintenance and upkeep of all campus facilities, so as not to burden financial sustainability.

The selection of high-quality and environmentally sustainable materials is inherent to this philosophy. Upgrades in design or product decisions will generate returns over the long term. A case study of how LTCC realized the benefits of the TCO philosophy is the example of the soccer field. The original artificial turf field was typical rubber crumb infill and was known to get very hot and to be somewhat hard on physical impact. LTCC's decision to change to the Corkonut product by Greenplay USA addressed the temperature and cushion features of the field while also providing a plant-based, natural infill system utilizing only pesticide-free organics.

Soccer players noticed the improvement immediately. After the change to the Corkonut surface, the team started winning more games. As the team climbed in rankings and tournament wins, LTCC recruited more widely. Amazingly, this correlated with increased enrollment at LTCC. Investment in a superior product had financial and other positive impacts.



Design Decision:
Upgrade to higher quality materials

Upgraded Fields:
Replace existing synthetic turf field with 'Corkonut" coconut fiber and cork infill system:
- lower temperatures
- more cushion
- faster play

Improved Play:
- players more comfortable
- better performance, more wins
- higher tournament finishes
- higher rankings

Increased Enrollment:
- higher recruiting success
- higher player retention

Increased Funds from Tuition

Funds Utilized to Maintain Facilities

Conclusion

Through quality instruction and student support, LTCC's personalized approach to teaching and learning empowers students to achieve their educational and personal goals. Integral to this mission is the quality stewardship of taxpayer dollars. The fundamental purpose of this Facilities Master Plan 2021-2027 is to demonstrate a clear and direct connection between LTCC's mission and how its facilities are planned, designed, constructed, and maintained. The demonstration of good stewardship is one measurement, and enrollment, attendance, test scores, budgets, and other statistics are others that can be quantified. One measurement that cannot be quantified is simply people's experiences.

Master plan documents are intended as guidebooks, published at a moment in time with an eye to the future. They are designed to allow for change and adaptation to evolving circumstances but also to carry through with the basic values of the institution. The words of the founders are memorialized here as is evidence of fulfilled aspirations. They have made LTCC what it is today. Moving forward, this FMP shall serve as a living document and resource to those entrusted with the next chapter in the story of Lake Tahoe Community College.

2019 Commencement

Hall Creations Photography

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07 Appendix

Original Master Plan Circa Early 1980's

2020 - 2021 GOALS

Superintendent/President and Board of Trustees

2020-21 GOALS

Adopted 11-10-2020

1. Reimagine financial support services for students to increase access to financial aid, loans, and on-campus student employment.

2. Build out a completion-focused Lake Tahoe College Promise program in alignment with the Promise Scholars Program replication metrics.

3. Solidify Guided Pathways in Lake Tahoe Community College's campus systems and the student experience.

4. Improve the quality of Lake Tahoe Community College's distance education through enhanced instructor development, student support, and career education offerings.

5. Enhance housing services for students; maximize current housing opportunities while exploring additional options if demand is proven.

6. Plan and design modernization project improving classrooms, labs, and student support areas.

7. Focus advocacy efforts to secure local, state, and federal funds for the Lake Tahoe Basin Public Safety Training Center.

8. Proactively respond to the COVID-19 pandemic in support of the needs of students, employees, and the Lake Tahoe community.

9. Serve as a leader in addressing issues of race and equity on campus and in the Lake Tahoe community.

Lake Tahoe Community College (LTCC) ● www.ltcc.edu ● South Lake Tahoe, CA

Superintendent/President & Board of Trustees' Goals

Academic Year 2020-21

Lead LTCC to achieve its vision of becoming California's premier destination community college.

The following are goals, strategies, and outcomes developed by the Lake Tahoe Community College Superintendent/President and Board of Trustees for the 2020-21 academic year. Please note:

- A **goal** is a broad primary outcome.
- **Strategies** are the approaches taken to achieve a goal.
- An **outcome** can be quantitative or qualitative; outcomes are specific and measurable based on stated goals and strategies.

Lake Tahoe Community College Board of Trustees

Pictured left to right: Trustees Tony Sears, Nancy Dalton, Dr. Karen Borges, Jeff Cowen, Kerry David

GOAL 1: REIMAGINE FINANCIAL SUPPORT SERVICES FOR STUDENTS TO INCREASE ACCESS TO FINANCIAL AID, LOANS, AND ON-CAMPUS STUDENT EMPLOYMENT.

Strategies:

- Conduct research to gain insight and understanding of Pell-eligible students who decline Pell. Design targeted interventions appropriately.
- Increase the number of students successfully completing the FAFSA, to bring more students into LTCC's Pell-eligible cohort and to put more dollars into the hands of students.
- Develop a loan default management plan that includes "Grace Counseling," to reach out to students after LTCC graduation/withdrawal, but within the 6 months prior to loan repayment to help them access income-based repayment and other options.
- Develop a messaging calendar to streamline the text and email messages students receive, in an effort to avoid "message fatigue" and increase student response rates.
- Increase the number of Pell Grant awards distributed and the amount of aid provided to LTCC students in 2020-21.
- Cultivate additional donors to increase the amount of scholarships given to students. Enhance outreach to students about scholarship opportunities to increase the number of students receiving scholarships.

OUTCOMES

- *Increase the total amount of Pell monies distributed to LTCC students by 10%.*
- *Increase the number of students successfully completing the FAFSA by 5%.*
- *Implement "Grace Counseling" as part of the new Default Management Plan to ensure students understand rights and responsibilities relative to student loans and enter into consumer-friendly loan repayment programs.*
- *Create an efficient messaging calendar prior to May 2021, to assist in streamlining text and email messages to students; includes expanding Signal Vine to meet student needs.*
- *Increase total scholarships available and awarded to students by 5%.*

GOAL 2: BUILD OUT A COMPLETION-FOCUSED LAKE TAHOE COLLEGE PROMISE PROGRAM IN ALIGNMENT WITH THE PROMISE SCHOLARS PROGRAM REPLICATION METRICS.	
Strategies:	• Guide Promise students to register for 12-15 units every term and encourage summer course enrollments to make progress toward timely degree completion. • Cultivate and engage 100 new Promise students for the Fall 2020 cohort and subsequent Fall cohorts. • Develop earlier academic progress reports with an emphasis on early identification of student needs. • The LTCC Foundation will lead efforts to increase fundraising in support of the Lake Tahoe College Promise.

OUTCOMES

- *Achieve a three-year graduation rate of 40% completion for the Fall 2020 Cohort (graduating by the end of Spring 2023).*
- *Achieve a 40% rate of students who complete transfer-level English and math in their first academic year (first four quarters). Evaluate the use of embedded tutors in offering additional support to students.*
- *Ensure the same or greater success levels as the 2020-21 Promise cohort for fall-to-winter quarter persistence and first-year completion of transfer-level English and Math.*
- *By Spring 2021, develop an additional Promise intervention element that includes earlier academic progress reports and an emphasis on early identification of student needs.*
- *Increase the size of the Lake Tahoe College Promise dedicated endowment by 5%.*
- *Support the Promise program with $75,000 of LTCC Foundation funds for the 2020-21 academic year.*

GOAL 3: SOLIDIFY GUIDED PATHWAYS IN LTCC'S CAMPUS SYSTEMS AND THE STUDENT EXPERIENCE.	
Strategies:	• Improve the student experience through participation in the California Guided Pathways Project Cohort. • Establish a clear first-year meta major pathway for students who are not yet ready to specify a degree or certificate pathway. • Institutionalize Program Mapper, an interactive pathway-based visualization of the traditional course catalog and establish processes for ongoing review and updating. • Continue to support faculty-led meta major events that bring students together around areas of interest. • Participate in the Degrees When Due (DWD) Cohort, organized by the Institute for Higher Education Policy, to identify adults who have earned some college credits but dropped out of LTCC before completing a certificate or degree. • Develop and implement an outreach strategy to past LTCC students who completed 75 units or greater but did not complete a degree at LTCC. • Through the DWD project, identify students who completed the units for a certificate or degree but were not awarded.
OUTCOMES →	• *Implement a system of auto-awarding degrees and certificates by the start of the 2021-22 academic year.* • *Complete rollout of Program Mapper for student use by the 2021-22 academic year.* • *Establish first-year student pathways for each meta-major by the 2021-22 academic year.* • *Actively participate in the California Guided Pathways Project Cohort 2.* • *Actively participate in the Degrees When Due Cohort 3 Community of Practice.* • *Recapture 10% of students (who had some college, no degree) contacted to re-enroll in LTCC.* • *An additional 50 certificates or degrees are awarded by December 2021 through the DWD project.*

GOAL 4: IMPROVE THE QUALITY OF LTCC'S DISTANCE EDUCATION THROUGH ENHANCED INSTRUCTOR DEVELOPMENT, STUDENT SUPPORT, AND CAREER EDUCATION OFFERINGS.

Strategies:

- Launch Instructors Academy in the 2020-21 academic year to ensure consistent, high-quality online instruction.
- Participate in the California Virtual Campus-Online Education Initiative (CVC-OEI) Exchange. This allows LTCC students to access courses they need, when they need them, in order to complete on time, and will make LTCC's online courses more visible and accessible to students located throughout the state.
- Launch an online learner mini-course to support students to be better prepared for success in distance education.
- Work collaboratively with the Lake Tahoe Unified School District, taking advantage of both districts utilizing Canvas, to increase dual and concurrent enrollment opportunities for students and provide training and support for teachers.
- Ensure LTCC has full-time and year-round online learning leadership to support faculty and students.

OUTCOMES

- *Achieve a course success rate of 85% in distance education.*
- *Ensure that LTCC is actively involved and has courses offered through the CVC-OEI Exchange by the 2021-22 academic year.*
- *Engage at least 100 students to participate in the online learner mini-course to better prepare them for distance education.*
- *Increase the number of high school students enrolling in dual and concurrent enrollment courses offered via distance education.*
- *Identify and actively apply for grant resources to support dual and concurrent enrollment partnership opportunities with LTUSD.*
- *Hire and train a position in support of online learning prior to the start of fall quarter 2021.*

GOAL 5: ENHANCE HOUSING SERVICES FOR STUDENTS, MAXIMIZE CURRENT HOUSING OPPORTUNITIES WHILE EXPLORING ADDITIONAL OPTIONS IF DEMAND IS PROVEN.	
Strategies:	• Revise student housing policies to foster greater student retention and length of stay and respond to a changing COVID environment. • Update policies in support of marginalized student populations such as the housing insecure and former foster youth. • Create targeted outreach information to help low-income students understand the cost of housing and the benefits of financial aid in offsetting housing fees. • Establish financial aid policies to allow for students to allocate their financial aid awards to directly cover their housing fee expenses.

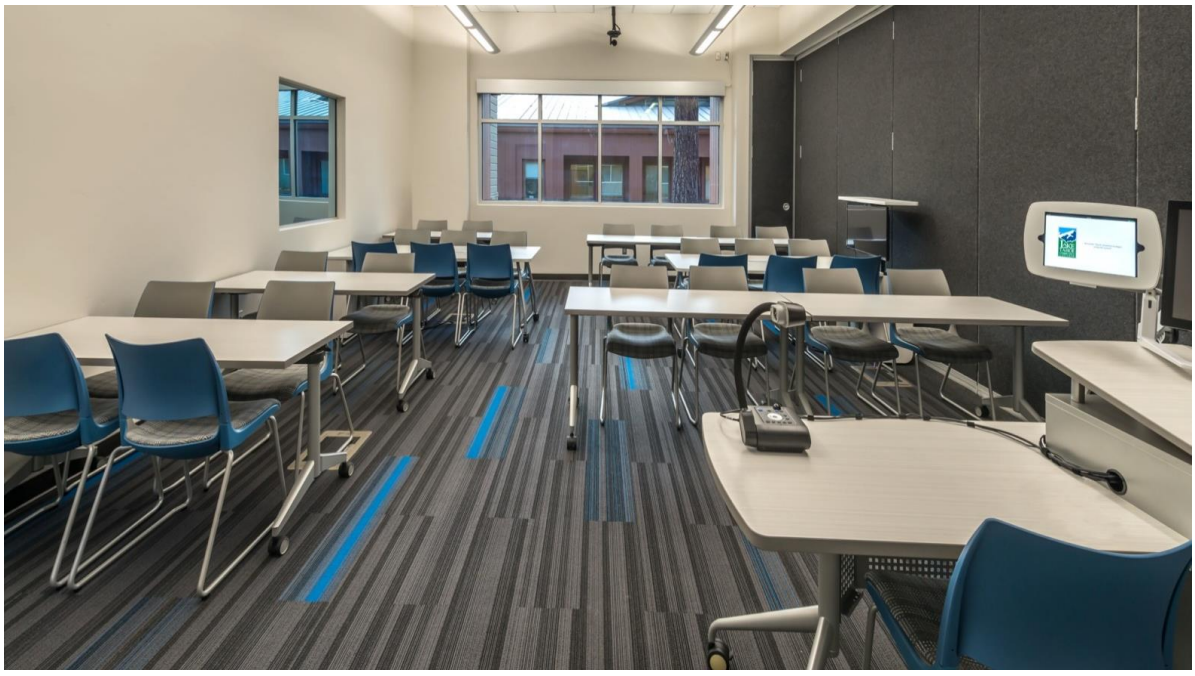
OUTCOMES

- *Housing policies and procedures for a COVID-19 environment will be established in the 2020-21 academic year. These will include periodic occupant COVID testing, symptom monitoring, and housing site visitor limitations.*
- *The housing student retention rate will be improved to reflect students staying in housing for an average of at least one academic term or more.*
- *LTCC housing will achieve an average of a 90% fill rate (27 of 30 beds filled) during the Fall 2021 term.*
- *LTCC will increase the number of low-income students utilizing student housing and the amount of financial aid provided to those students.*

GOAL 6: PLAN AND DESIGN MODERNIZATION PROJECT IMPROVING CLASSROOMS, LABS, AND STUDENT SUPPORT AREAS.	
Strategies:	• Update the Facilities Master Plan to align to the current Educational Master Plan and Campus Master Site Plan. • Maintain strong communication with the Department of State Architect (DSA) and be responsive to requests to avoid potential delays. • Improve business continuity, including the scheduling of classroom spaces, the movement of offices, and other facilities' procedures and decisions in response to the modernization project. • Incorporate the use of enhanced virtual education for courses that will not be held on campus due to construction (i.e. science labs, art courses, etc.). • Oversee the construction of the Early Learning Center to ensure an on-time and on-budget project delivery.

OUTCOMES

- *The Board will approve the updated Facilities Master Plan by March 2021.*
- *DSA approval on final construction documents by February 2021.*
- *Establish a streamlined and strategic schedule that accounts for areas of campus that will be under construction during the modernization project.*
- *By September 2021, the Early Learning Center will be completed, a grand opening conducted, and the facility programmed for efficient use.*



GOAL 7: FOCUS ADVOCACY EFFORTS TO SECURE LOCAL, STATE, AND FEDERAL FUNDS FOR THE LAKE TAHOE BASIN PUBLIC SAFETY TRAINING CENTER.	
Strategies:	• Respond to follow-up comments received during accreditation and obtain the necessary training equipment to achieve full accreditation. • Secure inclusion of the Public Safety Training Center in the California Community Colleges' Board of Governors Capital Outlay Plan. • Build a community-based support coalition to work collaboratively to seek alternative funding sources, including direct state appropriation, lease revenue bonds, and coordination with the Legislature and the administration on additional statewide bond resources. • Review and actively seek grant opportunities available through federal agencies and pursue additional Congressional funding allocations including future stimulus proposals.

OUTCOMES

- *Achieve full reaccreditation of the Lake Tahoe Basin Fire Academy from the California State Fire Marshal's Office by May 2021.*
- *Complete and submit the Final Project Proposal (FPP) for the Public Safety Training Center to the Chancellor's Office.*
- *Coordinate a coalition of support for the Public Safety Training Center in an effective advocacy strategy.*
- *Increase the number of grant applications submitted to state, federal and philanthropic funding sources and secure 10% increase in overall grant funding to the college.*

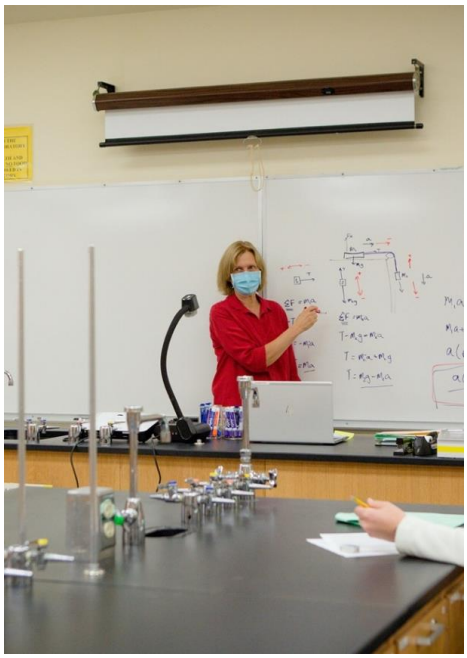
GOAL 8: PROACTIVELY RESPOND TO THE COVID-19 PANDEMIC IN SUPPORT OF STUDENTS, EMPLOYEES, AND THE LAKE TAHOE COMMUNITY.

Strategies:

- Meet student needs through the use of the distribution center and develop safe and secure methods for cleaning and disseminating laptops, internet hotspot devices, food pantry items, textbooks, and other student supplies.
- Continue and enhance safe, socially distanced, in-person events such as drive-through registration, Promise enrollment, and Coyote Kickoff.
- Utilize CARES Grant funding to strategically support students' ability to continue their educations and maintain unit loads.
- Employ enhanced virtual education courses to continue to offer courses with high levels of student-to-student and student-to-instructor interaction.
- Continue to develop and integrate online student supports including Cranium Café, virtual tutoring, and library research assistance and databases.
- Work with the Risk Management Team to explore ways of expanding face-to-face (F2F) student services.
- Create and implement strategies for COVID risk mitigation to support staff safety and manage potential for spread.
- Provide a dedicated time and slots for on-campus staff to participate in periodic COVID testing.
- Support the Lake Tahoe community and surrounding region by hosting a COVID testing site on the LTCC campus.
- Campus operations will be aligned to, and informed by, information and guidance provided by the Centers for Disease Control, the California Office of Emergency Services, the California Department of Public Health, and the El Dorado County Health Department.

OUTCOMES

- *Creation and deployment of a streamlined Hybrid and F2F Student Orientation that ensures that all students coming to campus understand safety protocols and expectations.*
- *Establish campus-wide safety protocols including a self-screening application. (#CampusClear) and a single campus entry to ensure diligent campus access procedures and contact tracing.*
- *Work with Maintenance and Operations and the Instruction Office to design a strategic schedule that enables students to have hybrid and F2F options when deemed safe.*
- *Distribute CARES Grant Funds to students in all primary academic terms.*
- *Provide assurance that LTCC is focused on the safety and security of students, faculty, and the public, and is clean and safe to occupy as different groups return to on-campus environments.*
- *Provide students with support necessary to be successful in EVE, hybrid, and F2F classroom settings.*
- *Provide a location for free and easy access to COVID-19 testing for the Lake Tahoe community.*



GOAL 9: SERVE AS A LEADER IN ADDRESSING ISSUES OF RACE AND EQUITY ON CAMPUS AND IN THE LAKE TAHOE COMMUNITY.

Strategies:

- Invite the campus and community to read the 2020-21 Leadership Book in Common: "How to Be an Antiracist."
- Participate in the USC Equity Leadership Alliance and the 12 USC eConvenings.
- Seek students' opinions about LTCC's racial climate.
- Evolve screening and hiring processes to ensure LTCC employees and faculty better reflect the diversity of students served.
- Update campus policies and practices to ensure alignment to anti-racism and racial equity.
- Provide staff with training on how to meaningfully and constructively confront and address microaggressions and overt acts of racism that may occur on campus and in classrooms.
- Implement NameCoach campus-wide to ensure proper pronunciation of names.

OUTCOMES

- *More than 100 LTCC employees and community partners participate in the Book in Common and ongoing trainings and dialogue about "How to Be an Antiracist."*
- *Representative LTCC employees actively participate in 12 eConvenings and at least 3 trainings are conducted with campus stakeholders based on each eConvening.*
- *The National Assessment of Collegiate Campus Climate survey will be conducted in Fall 2020 and findings will inform actions by campus leadership.*
- *Increase the number and percentage of employees from diverse backgrounds, reflective of student populations.*
- *Continue to disaggregate student success data by race and ethnicity and establish additional student outcome goals based on equity data.*
- *Establish a process for reporting incidents that occur on campus using the University of Nevada, Reno Bias and Hate Incident Reporting as a model.*
- *NameCoach training is provided to students, staff, and faculty. Student resources on how to use NameCoach are readily available and it is deeply integrated into Canvas and Colleague.*

2021 - 2022 GOALS

Superintendent/President and Board of Trustees

2021-22 GOALS

1 Align policies, practices, and resources to support LTCC's mission to become an anti-racist and multicultural institution.

2 Increase student access supports through expansion and enhancement of wraparound services, including financial aid, basic needs, housing, and overall wellness.

3 Improve student success and completion with an emphasis on academic equity for traditionally underserved student populations (First generation, first-time students, students previously placed in remedial education, some college and no degree, stopped-out students, etc.).

4 Build modern facilities in alignment with District needs and cultivate resources in support of program and facility expansion.

5 Be a leader in addressing issues of climate and sustainability.

6 Continue to proactively respond to the COVID-19 pandemic in support of the needs of students, employees, and the Lake Tahoe Community.

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PROPOSED PROJECT LIST

(Projects are listed in alphabetical order.)

Capital Outlay

State (projects with partial bond funds)

- Tahoe Basin Public Safety Training Center*
- Residential Student Living – Lodge/Hall A*
- Workforce Housing Project*

*(*Projects above are dependent on state matching funds.)*

Local (locally funded capital outlay projects)

- Equipment Storage Facility
- Physical Education (PE) expansion
- LTCC campus offices
- Student Commons Enhancement Level 2

*(*Projects above are dependent on local funding.)*

Demonstration Garden Improvements and Maintenance

- Pathways; accessibility
- Expansion of amphitheater/reception areas
- General garden maintenance, irrigation, landscape, and lighting

Energy Efficiency

- Energy management system replacement
- Lighting controls system
- Interior lighting management (e.g., occupancy sensors)
- Ground Source Geothermal (passive geothermal—heating and cooling)
- High-efficiency irrigation system
- Parking lot lighting retrofit

Furniture and Equipment

- Replacement of outdated commons and study area furniture
- Replacement of classroom instructional furniture
- Other furniture replacements (e.g., Student Center, upstairs Commons)
- Enhancement and updating of meeting room furniture

Hardscape

- Concrete paving replacement
- Heated paving/covered walkways
- Ramp replacement
- Asphalt concrete replacement (hardscape replacement)
- Improve community bicycle paths through and around campus
- Campus accessibility (path of travel)

HVAC*

- Building HVAC retrofit and upgrade
- Boiler replacement—increase efficiency and capacity
- Cooling tower/chiller

*(*Dependent on geothermal decision)*

Natural Environment Campus Enhancements

- Preservation of and interpretive signage for natural spaces
- Native landscape improvements
- Enhance trail system

Partnership Projects

- Middle school field lighting projects

Recreational Enhancements

- 5K running path
- Enhance Nordic ski track and service facilities
- Community field accessibility and bleachers
- Field sports improvements

Repairs, Improvements, and Renovations

- Exterior wood siding replacement
- Exterior painting
- Interior painting
- Carpet/flooring replacement
- Roof replacement/repairs
- Windows replacement
- Doors replacement

Roads and Parking

- Emergency vehicle access roadway
- Student housing parking lot
- Main building/CDC parking lot
- Tahoe Basin Public Safety Training Center parking lot

Safety/Security

- Video surveillance
- Electronic access system
- Public address system
- Door hardware
- Campus security
- Intrusion alarm replacement/expansion
- Door locks (master key system)
- Instructional safety (e.g., art materials space)
- Key card system/centralized lockdown ability

Site Improvements

- American with Disabilities Act (ADA) site-wide improvements (hardscape, roads, pathways, and parking lots)
- Campus student and community-gathering space enhancements
- Experiential learning course
- Student Center building enhancements
- Campus signage
- Electronic message boards with monument signs

Technology

- Twenty-first-century classroom technology modernization to district standard
- Server upgrades
- Medium-density fibreboard expansion (server room upgrade/backup power to server room)
- Intermediate Distribution Frame
- Voice Over Internet Protocol (VOIP) expansion (phone system to classrooms)
- Data center (potentially shared with LTUSD)
- Centralized time clock system
- Network wiring
- Campus fiber

LTCC 2020 VISION

LTCC 2020 VISION
Investing In Our Future

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ROLE OF LTCC IN THE COMMUNITY

LTCC is the Hub of the Community

- Center of Arts and Culture
- Intellectual and Educational Center
- Nexus of Innovation and Economic Development
- Career and Workforce Training

Partnerships are a Key to Success

- City, County, LTUSD, Chamber of Commerce, Public/Private, Regional

STUDENTS

A Destination College

- Regional, National, International

Increase Diversity of the College and the Community

- Reflection of the Community
- International Students
- Diversity of Thought and Experience

Serve the Students of the Entire Tahoe Basin

EDUCATIONAL PROGRAMS AND COMMUNITY SERVICES

A Comprehensive Community College integrated with the Unique Character of the Tahoe Basin

- Regional Public Safety Training
- Environmental Science
- Sports Medicine/Kinesiology/Athletics

Many Pathways to Many Successes

- Transfer/Degree
- CTE Certification
- Lifelong Learning
- Distance Education and Online Learning

Four-Year Degree Programs at LTCC

- High School -> LTCC -> 4-Year Degree
- Bridge from High School Programs

EDUCATIONAL TOOLS AND TECHNOLOGIES

State-of-the-Art 21st Century Learning Environment

- Technology Rich Learning Environment
- Students Drive Technology
- Hi-Touch and Hi-Tech: Personal Connections in a Digital World

PHYSICAL FACILITIES

Protect and Upgrade Current Investment

Residential Campus

- Vibrant Campus and Student Life

State-of-the-Art Sustainable Buildings

Community Partnerships for Shared Facilities

- Public Safety Training Center
- Environmental Studies Center

SOURCES OF REVENUE, RESOURCES, AND FINANCIAL SUPPORT

Community Support

- General Obligation Bond

Expand Philanthropic Giving and the Role of the LTCC Foundation

- Scholarships
- Program Support

Cooperative Grants and Resource Development

- Collaboration and Partnerships

Entrepreneurship


LTCC
2020
VISION
REGIONAL · NATIONAL · INTERNATIONAL
DESTINATION
COLLEGE
RESIDENTIAL CAMPUS
21ST CENTURY LEARNING ENVIRONMENT
COMMUNITY PARTNERSHIPS
UNIQUE SIGNATURE PROGRAMS
• 4-Year Degree Programs
• Public Safety
• Environmental Science
STUDENT
Diversity
• Thought
• Experience
• Culture/ Ethnicity
THE HUB OF
• Arts and Culture
• Innovation and Economic Development
• Career and Workforce Training
• Education
Pathways to Success
• Transfer/ Degree
• CTE Certification
• Foundational Skills
• Distance Learning
• Lifelong Learning

INTERVIEW WITH FOUNDING BOARD MEMBER ROBERTA MASON

Al Frangione: Tell me a little about your background and also your husbands' involvement and what brought you to the town.

Roberta Mason: While my husband was going to Berkeley, he worked as a carpenter in Walnut Creek, and while we were living there, and I worked in Pittsburgh California for Dow Chemical. He also worked for Design Associates, an architectural firm in Concord, California, and when he graduated he started working for them full time. He did a lot of different things. In 1957 they were starting to build up here (Tahoe) for the 1960 Olympics in Squaw, so his firm decided to open an office up here to get in on the development. They sent him up here, but he couldn't find a place. We had just bought a home in Concord, and he couldn't find a place for us even to rent up here: there were no houses, it was all just cabins. So, he finally found a cabin.

He started in January of 57 and it wasn't until May that he could find a place. I had one little one and I was pregnant. The area was just cabins: there was no hospital, just a clinic. If you went to the clinic you could stay overnight that was it. My first one had been born in Berkeley and it was a long labor: I was in a hospital five days afterwards, and so I said I'm not going to that overnight clinic. My mother lived in Sacramento, and so I went to the doctor there. My second son was born in Sacramento.

There was hardly anything when we moved up here. Cecil's market was the grocery store. It was where the Heavenly Village is now. There were Casinos down there when we moved in: Harvey's was on the lakeside of the highway. There were just little things – single story.

Design Associates had decided to open an office in South Tahoe while everything around the lake was beginning to build up. My husband worked on everything: houses (year-round type houses), the county building, the market across the street. I was a chemist: my degree is in Chemistry. Dow had a two-story research building in Pittsburgh: it was a big chemical plant. We were extracting uranium from ore taken from all over the world. When I came here, I had two kids to take care of. I started the Tahoe Parents' Nursery School (TPNS).

Al: How many people do you suppose lived here full-time?

Roberta: I'd say 5,000.

Al: But it was still a heavy vacation spot at that time?

Roberta: Oh yeah. We didn't notice – well, the traffic was heavy. But the trouble was the houses were all spread out. That's why we started the Tahoe Parents' Nursery School: there were no neighborhoods. There was a house here and a house there. One of my friends lived out at Meyers, and another one lived down at the Y. The kids had nobody to play with, so that's why we started TPNS.

Al: The School District was here at that time – before the college?

Roberta: The School District was here, but they hadn't built the high school yet. In the early days, the kids went to Placerville. Then the kids went to the Middle School. There was Al Tahoe Elementary. And that was it. Once they got out of Placerville, they had all the grades (7-12) where the Middle School is now.

Al: Who started the conversation about a college?

Roberta: When my kids were in elementary school, a friend of mine, who was older, had boys in High School. She said, "Why can't we have a junior college here?" She went to the school board, and they appointed a committee to study it, and I got on that committee. We had about ten people – the business manager and the Superintendent from the Unified School District met with us. We studied a lot of things. We came up with a plan to have a college here. And at that time, they didn't even have the chancellor's office. The junior colleges were under the K-12 Dept of Education. We drew up this plan, and it had to be presented to the school board – the state board. And they said, "You're too small: you can't have a college." And so that was it. And we probably spent five years working on that plan, studying all of the adjacent colleges. So we just quit.

And then the legislature passed a law that all territories in California had to be in a Community College District. And so that meant that El Dorado County had to come up with a plan. When they formed Los Rios, they wanted to include us in that district, but our representative Nels Nelson said no. That's why we have a bench out there for Nels Nelson. But then when they passed this law that every territory had to be in a district, then every county had to have a committee. Ours was the El Dorado Counties School District Organization Committee. At the time, a lot of new school districts were being formed, and they wanted to make sure everything fit together. So they said that this committee had to study what we were going to do with our territory. And I was on that committee, too.

So we studied. We studied joining Los Rios Community College District. We studied joining Sierra College District. And we studied making our own, and of course we wanted to make our own. Los Rios and Sierra wouldn't promise us anything. At that time we annexed a piece of Lake Tahoe, because we were not adjacent to

Sierra. There was a little piece of Los Rios that's still there, I think, by Meeks Bay. We weren't adjacent to Sierra, so we annexed part of the lake, because we came out into the lake. That way we could connect. But they wouldn't promise us anything.

Al: Sierra was young too. Whereas Los Rios had Sac City and some of those well-established colleges.

Roberta: But we thought the new one might give us something. Nobody would promise anything, so we said, "We want our own." Well, the State said no, "unless you include Alpine county." Because everybody in the state had to go into a district. And we were the closest to Alpine, of course. So the new Chancellor's Office said, "We won't approve it unless you include Alpine." It was six students! And the ranchers were furious because their taxes would go up a lot. At that time ours was like ten cents, and it would go up to seventy-two cents. For six students! But they had a bigger territory than our piece, so it was up to their county superintendent of schools to call the election. The chancellor finally approved our joint thing, and we even set up one seat for Alpine County on the Board, but Alpine County wouldn't call it the election. They had more territory, so it was their legal responsibility. In fact, Hazel Holk was the assistant Superintendent of Education for El Dorado County and she met with this committee and worked with us. She and I would go to court in Markleeville to try to force them to call the election. We had to go in the county education car with a sign on the side. So we went to our state senator: Senator Clare Berryhill. He introduced legislation that said we would call the election, but if Alpine County turned it down in their area, they would be out. They wouldn't have to be in it. So they finally agreed, and we had the election and of course they turned it down. So we had one empty seat on the board.

Al: So what District is Alpine a part of?

Roberta: I don't think they're in one. I guess they were excused by the Chancellor's office. And I said somewhere in our regulations that "we will never do anything for Alpine County unless they cover the costs." We weren't going to give them free classes, because they chose not to join the district. They made us wait a year. That's the story I want people to remember! And over time we have put on classes for Alpine County, but supposedly they're supposed to pay for it.

Al: Interestingly, they're helping us a lot with the Fire Academy. Maybe enough time has passed.

Roberta: Oh wonderful!

Al: What happened to your friend who wanted to have a community college in the first place?

Roberta: Well, her kids had to move away. They went away to school. Anne Haraman was her name. They finally moved. We had the election in '74, and of course we passed it – just barely! And Alpine County defeated it. But on the ballot at the same time were the candidates for the board, and of course I was one of those. I got the most votes, so they made me president for it.

Al: So now your kids are out of school, all this time has passed, you moved here in '57 / '58 – so you did your analysis and left it in the early 70's and then some statewide initiatives helped move things along again. Finally, there's a Lake Tahoe Community College District. Or was it still called "Junior College?"

Roberta: At that time they had already changed the names. The Junior Colleges in the area were older colleges. The first college was in 1916 in Fresno? Santa Rosa Junior College was the one. The old schools were in big cities, and they were big. I'm a graduate of Sacramento Junior College. I was born in Sacramento and grew up there, and my parents couldn't really afford to send me away as a freshman, so I went two years to Sacramento. And that's where I met my husband!

Al: Interesting. Ok, so now we're in the 70s and there is a Lake Tahoe Community College District. You're the president of the first board. Now you had to go build a college?

Roberta: Well, we had to find a president first. We had nothing! Well, we had a P.O. box. We had a four-member board: Fritz, Reverend John Swanson, Dr. Cluff, and me.

Al: What do you do in that situation? How do you start from scratch?

Roberta: Well, we had support from the county office of education. Hazel had been our mentor all along, and so then she hooked us up with the retired president of Sierra College. Harold… can't think of his last name. He did presidential searches. And the county forwarded money – they gave us money to get started and hire this guy, and then he did the search for us. He did the paper search first, and then whittled it down. And then -Weaver! Harold Weaver was his name.

Al: So this was the first business action that the college had done – besides the P.O. box. You have this consultant that you're paying to help you do this search, and now you have interviews. Where do those occur at?

Roberta: The school district let us use their board room and their space for meetings. They were very helpful. Tony Magliari was the superintendent at the time, and Bill Howard was the business manager. They had both helped us in that first study, you know. And Tony had actually been the one to present it to the state school board. And so they were very supportive, and they helped us. We held our board meetings there. Anyway, I can't remember where we interviewed, but it must have been there. Jim Duke was one of the ones we interviewed and he had had a lot of experience opening colleges. He had helped four year schools too, like Long Beach College, get started.

Al: And this is James Duke. So his background was right, you chose him. Was he living here at the time?

Roberta: Oh no, no, he was president of San Mateo Community College at the time. In fact, that's the story Fritz likes to tell. Fritz and I were delegated to go down and interview him on site at San Mateo. They had authorized us to offer a certain amount. And so after we met with Jim and I took the tour and everything, we said, "we're authorized to offer you this amount." He said, "I'm making more than that now."

So, we had to come back and get some more money. We really thought he would be a good person. So we finally came to an agreement.
Al: So he settled in – now you've got a president.

Roberta: Now we give him the keys to the P.O. box! So the Unified District gave him an office. The Unified District said we could have the board meetings in the office.

Al: So there's the four board members…

Roberta: And then we had to fill that vacant seat so that we would have five. So we asked for applications. Are you familiar with the name Gene Bellisario? Well he had been on that county committee on school district organization. Oh! I didn't tell that story. We'd go down there every month to Placerville. A guy from the Chancellor's office, Wes Austin, would come up from Sacramento to meet with us. And every month he'd have something more that we needed to do. We'd go down there through snowstorms, everything, for years! And every month he'd come up with something new: "We need to know this, and this…" Every month it was something new! Hazel in the county office was helping to gather all this information. Finally I wrote the guy a letter. I said, "I don't know what's wrong, Wes, but I'm happy to resign if it'll help, if you will just let us go." And he finally did.

Al: Why was that? Did he have a problem with this effort?

Roberta: I never knew. He told me later he kept my letter for years in his file.

So anyway, Gene Bellisario would drive me down, so we got to know each other. But he didn't want to run for the board. He was the manager of the retail credit associate office up here. So when we ran four, and then I said, "Well let's appoint Gene," because we were in this critical time of hiring the president, and we couldn't get an election for months. I said, "Let's appoint Gene just to fill this in and then we can have an election."

Al: So he would fill the Alpine seat?

Roberta: So he did. He was on this first five-member board, until we had the election in June. Then there were some candidates that ran, and he could step back. Bill Conlon, who was a CPA, was elected.

Al: So what happens next? You have a president, but no students.

Roberta: Well, first he started looking for offices, because he needed to hire people: support staff. He looked all around the town, and there wasn't much in those days. Finally he ended up looking at Fritz's building. Fritz didn't own it at the time.

Al: He was just a young dentist, right?

Roberta: Yes. Anyway, so right on Ski Run Boulevard, on a corner, he only rented the basement. He hired people to put up little walls and stuff.

Al: So that was the first District Office. How long did this take?

Roberta: We hired him in '74, I think he started in September. He had classes going by September '75!

Al: Where did he have classes?

Roberta: The motel!

Al: Ah, so how did this all happen? He's got the offices out of Ski Run, so now he's looking for classrooms. So how in the world – cause back then it was a motel, and I would think a popular one?

Roberta: It was owned by a local guy named John Gerken. We called it, or they called it Gerken Lodge. It had a swimming pool in the middle.

Al: So how in the world did that become a possibility?

Roberta: Jim did it. I told you: he's the guy with vision. They covered over the swimming pool, and they knocked out some walls between rooms to make it bigger. The only construction we really did was for this covered area, this ice-skating rink. We converted that into labs and restrooms.

Al: How did he talk this guy into selling the motel?

Roberta: He was an Australian guy. In fact, I think he was in Australia when Jim closed the deal.

Al: So the college leased this motel, and then made all these changes?

Roberta: Dear old Senator Clare Berryhill – I said, "We'd like to name something after you, but the only thing we're building is the restrooms." He declined.

Al: Did your husband get involved?

Roberta: No – no, conflict of interests. Jim had a lot of experience in building. That's why we had to get Jim: "he knows so much." The big thing, of course, was getting the land. But he knew how to build and convert: his office was in the hotel's office.

Al: When did the property discussion occur?

Roberta: Well, first we had to buy the land. By that time we were able to hold some of our board meetings in some of the rooms. We also rented, right across the street, what used to be the Clark Building. That was our first library, art labs, and blackbox theater. Wait a minute, I may be getting confused. We had that building across the street, and that was where we had the library and "computer" lab – we had typewriters there. Peg Corvis was our first business teacher.

Al: So how did you get faculty?

Roberta: That was Jim. First, he hired a business manager: Fred Nightingale. Then he hired a Dean of Instructional Services: Ed Donovan.

Al: How long were you at the motel?

Roberta: 14 years. It's an auto dealership now. Right at the beginning, we had the Clark Building, which was the Library, and a little shack nearby that was the computer building.

A few years later we expanded to this auto dealership, and that's where we had the PE facility, art labs, and the Black Box theater. That's down a couple blocks, on the same side of the highway, on Silver Dollar.

Al: How did the conversation come about regarding the piece of land on Al Tahoe?

Roberta: We told Jim to find us some land. He looked all over: out at Meyers, where there was a college.

Al: That was all part of that program, where California Conservation Corp is right now.

Roberta: Right. And that was one of the problems we had in the election: they had already gone bankrupt, and left a lot of unpaid bills in town. People didn't want another like that. Jim Wilson's private university. So, Jim (Duke) looked all over, and investigated every piece of land thoroughly. This one (current campus location), of course, was best located, but it was owned by Shell Oil. And they had planned on making a big development here.

They were going to have a shopping center, houses: it was a huge development. And then TRPA came in. They knew that they couldn't develop it the way they had planned. Jim tried to get them to give it to us: "Make a donation. You can't develop it, and we could use it." They wouldn't give it to us, but they said they'd give it to us for what they paid, which was almost a million dollars.

Al: That was huge, back then.

Roberta: Well, in the meantime. Good old Jim – every year the Board would set aside an amount for a permanent campus. And of course, we were there for 14 years! And every year the faculty would come to the meeting and say, "You're never going to get a campus. Give us that money."

Al: Right, for salaries.

Roberta: So we had this money. And Jim had to go to Texas to make the deal, but we bought the land. Then we couldn't get any money from the state to build anything! So, it sat here for I don't know how long. We spent all our money on the land. The state had certain regulations, and they would give a certain amount to new colleges. But there wasn't any state money available, which is why we had to sit for some time. Poor Jim really wanted that campus, and he had to sit in his old motel office. And finally, the state got some money and so he was on it right away. Then we had to hire architects: Sprankle, Lynd & Sprague Architects. Jim took the Board on a trip to visit places that they had designed, before we made the decision.

Al: At some point when you landed this property, there was this floating acre. What was that all about?

Roberta: It was in the deed when we bought the land.

Al: The school district still owned that one acre. Was the vision to have a District Office there?

Roberta: Yes, or a school. It was just for the future. It was put there, a while back. And they would never pin it down. That's why they called it the "floating acre."

Al: So now, we have some money coming, some land, and an architect. Jim must have been very involved with laying it out. Talk a little more about what the main vision was for the entire campus.

Roberta: The Master Plan was just this one building, so it had to have certain things. Of course, the Dean of Instruction, and the faculty and everybody was involved. "What do we need?" We still kept that one building with the art lab and the PE and the theater.

Al: Did the college ever buy the motel?

Roberta: We leased it. We never bought anything. We kept those facilities: PE, art and theater. Jim was always a strong supporter: that's why we named the theater after him! From the very beginning we had that Black Box Theater. I think it held 15 people. Jim had been a very strong supporter of the arts.

Al: Interesting. So since we didn't have any of those buildings here, those functions stayed over there. However, there was thought about where to put a library over in the Main building, right?

Roberta: Yes, upstairs.

Al: So the second floor was the library, and the Main building was sitting there all on its own. Was there any dialog about where these other attachments might go?

Roberta: I think that happened afterwards. At least, the Board never discussed. Jim may have had ideas. And he was getting close to retirement, but wanted to get that campus going before he retired, and he just barely made it. He got to have his office in the Main building.

Al: In the middle of all that, he hired Guy Lease as his Business Officer.

Roberta: And Guy had no college experience. He'd been the business manager of a K12 district. I recently found an article about how Jim and Guy had gone through the same educational program in college. I'll have to go look it up again. But that was how Jim knew he would be good, even though he didn't have the experience. Guy went to Rice on an Athletics Scholarship.

Al: When did Kerry David become a board member?

Roberta: Probably after Bill Conlon left, since Bill was a CPA. Of course, Kerry is a CPA. He was on the Unified Board. I was on that for four years just before the college. I went on there to complain about the new High School. When they built the new High School, it was under modular scheduling. It was sort of operated like a college: the kids had different classes every day. It was great for the smart kids, but it was a disaster for the lower kids. I worked there for a while, and I saw that it wasn't working, so I ran for the school board. Kerry was over there too.

Al: So now you've got this Main building: that must have been monumental.

Roberta: Oh yes! It was just wonderful. The Commons was such a wonderful place to be, and the bookstore…of course the library.

Al: When you moved in, how long after that did Jim retire?

Roberta: It was about a year.

Al: Do you remember any discussions about why that architecture was chosen? The style of the building has sort of a Frank Lloyd Wright thing, where there is that low walkway before it opens up. Was that intentional?

Roberta: Jim really guided us in that. He'd had a lot of experience building. We went and visited campuses: Indian Valley, in Marin County, was one of them. Jim just thought that Sprankle, Lynd & Sprague Architects just had a good feel for things. None of us ever put any input into it. It was Jim.

Al: So Jim retires, the Main building is going and you're still operating some business over there (near the motel). Guy Lease steps in…

Roberta: Well, he was the business manager for eight years before Jim retired. He became the president. And the faculty didn't want him because he was from the business side.

Al: Now there's this push to get out of the other buildings and start to develop the campus, where obvious Guy was very, very influential in making all that happen. Did he come in and just say, "we're going to build more buildings," or what?

Roberta: I don't think he was that gung-ho, but we just needed more space. Of course, we wanted to get rid of the one we were leasing, because, you know, we have lots of room here. And if we could get the state to help us…and the state has helped us. And we never passed a bond until Kindred was here.

Al: So what was the first need? I believe the Theater was the next building.

Roberta: Before the Tech wing?

Al: Oh no, that's right. So, there was no "D Wing" in the Main building originally. So, the Main building was just the Commons, everything upstairs, the bookstore, and the administrative/ instructional offices. The "E" portion of the building was there, same as Maintenance and Operations, and that's where the building ended. There would have been a set of doors that exited there, and a set of doors that exited where the "E" wing is. And then you built the "D" wing. For some reason I never knew that was a separate project. So that was built…

Roberta: And the cafeteria.

Al: So, the Library and PE all occurred in the early 2000s. The theater and cafeteria were late 90s…

Roberta: See, I don't remember the dates. Jim told us, when we were at the motel, "Never name anything after somebody until after they die." So, when we built the theater, and Jim had been such a strong supporter of the theater the whole time, the Board said that they

wanted to name the theater after him. He was not real happy.

Al: What was his rationale for that rule?

Roberta: You never know what the person is going to do!

Al: So what changed, from your perspective, when Guy took over versus when Jim was president?

Roberta: Well, Jim was an officer in the Marines. He was a more authoritarian kind of guy: you didn't fool around. Guy was more of a people person. And he involved people more in discussions and things. It was a change, but this college owes Jim so much: he had the vision.

Al: If it wasn't for folks like yourself, who drove the conversations…and you had to be patient. We're talking about a lot of years. There were a lot of trips and a lot of arguments. I'm sure there were moments when you were driving back when you were feeling defeated, only for things to get resurrected in a year or two or three. That whole effort requires tenacity, and if that hadn't happened, the Jim Dukes of the world would never have a chance to do their thing. So, you've got all that, and you clearly were a major player…

Roberta: There were lots of people. Shirley Irving. Her husband was a doctor, and she was on the different committees. During the campaign to vote for the college, Gene did a lot of presentations, and Shirley did a lot of presentations. There were a lot of people who worked really hard for this.

Al: There would have to be. So, you have that sort of pre-facilities era, and then you have the Duke era, which really drove the creation of the college at least in terms of the physical assets, and the curriculum. He made the college what it is, all the way to the point of building the first building on the college's land: what a monumental moment. And then he's done, and the business guy is going to take over. And he did some phenomenal work.

Roberta: Guy worked for the college a total of twenty-five years: eight as business manager, and then seventeen years as president.

Al: So in Guy's tenure, really he built out basically everything we see today. How did the Child Development Center happen?

Roberta: Well, the state said, "Community Colleges should have Child Development Centers." We didn't really want one. I mean, they're a headache! But the state gave us the money and told us we had to have it, so…it wasn't our push at all. And the architect…well.

Al: Did you get along with Lionakis on these other projects?

Roberta: For this one (library), they brought the rendering to the Board, and Pat Aminson was on the Board at that time, and she and I said, "No!" It was plain, all the way across, and we insisted that they do something.

Al: So that's why there's the fireplace? That's a good move.

Roberta: The other thing that she and I insisted on: you know how many women's toilets there are in the women's restroom in the theater? We insisted that they double the number.

Al: So, these projects get done, Guy moves on, we have another president, and then Kindred came. How did the Bond conversation start?

Roberta: I was on the search committee for the fourth president. It was a very crucial moment. We went down to Contra Costa, to interview her and the people at campus. And of course, the chancellor of the District she was in was Helen Benjamin. She was a star. When we talked with her, and talked with a lot of other people, Kindred sounded right. We were quite impressed. Do you know Judy Prezza? She had been working in our finance office for years, and then went down there. We knew her, and could trust her to tell us how things were. She said Kindred was very good.

Al: Which ended up being true. Kindred was sharp, and had a very different personality. She had a high touch, she's a very calming individual, and a good leader. When I first met her, I was very impressed with her. So, you brought her on, and then somewhere in the middle of all that it became a discussion about "we need to pass a bond."

Roberta: She brought it up! I think Copper Mountain College had done one with real success. I said we couldn't do it, and that it wouldn't pass. The school district had already failed one, and I was really not in favor of that. I didn't think it would pass!

Al: And it barely did. But it's been a great thing. She came with AP Architects, from her previous connection. You were really worried about it (the bond), obviously. How was the rest of the Board?

Roberta: They thought it had a chance. Kindred had a lot of good community people involved.

From this conversation it becomes obvious how huge a role Roberta Mason played in the formative years of LTCC. Starting the school from scratch and the humble beginnings in a converted motel to the Al Tahoe Boulevard campus, five presidents have served over half a century of seeing the region transform and the school grow to a premiere community college destination. These details and recollections are treasured artifacts in the way they tell the story of the determination, struggle, and tenacity it takes to deal with the obstacles to realizing the ambitious vision of LTCC. They also convey the appreciation and respect Roberta has for all the people she worked with and who contributed to a successful journey.

INTERVIEW WITH ROBERTA MASON AND PAST PRESIDENTS JIM DUKE AND GUY LEASE

Al Frangione: All right. Great. Well, here we are. We're here with Roberta Mason, Guy Lease, and Jim Duke, and I think you represent quite frankly the idea, the catalyst behind a community college in Tahoe, the resourcing, and what I would consider to be tenacity of putting something together and actually building a building. Then finally the idea of taking the building and continuing on with the rest of the campus.

Let's start with just the basics. Let's chat about what brought you to Tahoe.

Roberta, last time we talked, you were very clear on what brought you. if I recall, it was this business of you and your husband coming this direction because of the future of the Olympics that were going to be staged and did end up getting staged at Squaw.

Roberta Mason: My husband worked for an architectural firm in Concord, California. They were noticing that the Olympics were coming to Squaw Valley in 1960, and there was building beginning to do a lot around the lake, all around the lake. They came up, and they investigated, and decided to open an office in South Lake Tahoe. I asked him if he wanted to come up, and he did. So he came up and opened up an office for design associates.

Al: Design associates. That was here in South Shore?

Roberta: Yes.

Guy Lease, Roberta Mason & Jim Duke

Al: That was late 50s?

Roberta: '57. He came up January of '57.

Al: January. That's a good time to move to Tahoe, from the Bay Area.

Roberta: He met, first of all, a realtor, Jiles Corday, trying to find a place to stay, and it was just in the paper. I think they're doing their 70th anniversary, up on Trout Farm. Jiles was staying there for the winter, sort of caretaking it, and so Bob stayed with him, and he couldn't find any place for us, for me and my son.

Al: I bet.

Roberta: So he kept coming home on weekends, but he spent the winter up here.

Al: Wow. It's interesting because we just had a conversation with some of our architectural folks trying to find a place for them to stay. [chuckles] Nothing changes in all these years. Then from there you were able to finally move the entire family up, sort of settle in, quite frankly, before South Tahoe was even South Lake Tahoe or a city.

Roberta: Yes. We moved up on Memorial Day in '57, and it snowed. I'll never forget that.

Jim Duke: You had that experience too.

Guy Lease: I had the same experience, yes.

Jim: He came up, it snowed. [chuckles]

Al: I love it. Switching gears. What brought you (Duke)? I know the concept, but-

Roberta: I did.

Al: Yes, you did.

[laughter]

Al: Excellent.

Jim: Well, there was an election in March to create the college, and they advertised for a president to start it, and I was selected in June and came up the Labor Day weekend in September of '74. I was president Cañada College in Redwood City, and had been involved in starting new colleges most of my career, both four year, and two year. I was lucky enough, fortunate enough to get selected to do this one, and came up in September of '74.

Al: What colleges had you started prior to that?

Jim: Well, I worked at Long Beach State as a building coordinator, doing the planning there of the buildings in the long term. Then I spent a number of years in the State University Office doing new construction: Sonoma State, Hayward State, the expansion at LA State, some work at Chico, and in the San Francisco State, I was in the central office.

Then from there, I moved to a college in Marin, where I started the early planning for the second campus up in Navarro. From there I went down and two of us, the president and I from Marin were selected to go down and start Ohlone College in Fremont from scratch. They had an election like here, and he was president at Marin, and I was the director of planning and research, and we were hired as a team to go down and start Ohlone.

Al: So you did start Ohlone?

Jim: Yes.

Al: I love that campus.

Jim: Went in there just like here, we went into town with no office, no nothing, just started from zero.

Al: That's fascinating. So, what brought you (Lease) here?

Guy: The job.

Guy: There was a job vacancy. I was fortunate enough to get an announcement about it on a Thursday, job closed on Friday, so I called and said, "I'm going to mail it, but I don't know when you're going to get it." Then early next week, Jim called me and said he was going to be down in Southern California, maybe we could get together and just talk about the job, so we met in Oceanside.

Jim: That's a beach outside the yacht club at the harbor.

Guy: Yes.

Al: That's a nice spot. If you're trying get to know someone, that's a nice spot.

Guy: I was working as an assistant superintendent business at K12 District in San Jacinto, California. My wife had met, courted, and got married in Europe, did lot of skiing, and so we were looking to get to a mountain community, and when I saw the advertisement for the job, it just seemed to fit perfectly into where we wanted to live, to raise our family in this kind of community and the healthy outdoor sort of activities. That's what attracted me.

When I got here and found out there was a motel with mud in the front, and no grass, and it was November, I think I interviewed maybe October, it was kind of a drippy, rainy day, I had a lot of second thoughts, until Jim kind of sold me on the fact that I would have the opportunity to build the college from scratch, and talked about this land that the district-owned at that point.

It just seemed magnetic to me that this was an area where I wanted to live. Here was a chance to do something you hardly ever get a chance to do, build something from scratch like that, so we came.

Al: Fantastic. What year was that?

Guy: Let's see. That was in the fall of 1982.

Guy: We moved in over the Thanksgiving weekend when we drove in with all of our stuff, and a truck, and a car, our kids in shorts and barefooted coming from Southern California. It was rainy, and then that night it turned to snow, and it snowed all day Saturday, all day Sunday, and Monday morning when I was supposed to be at work at eight o'clock, I was out with a small, little shovel that I had, trying to clear my driveway of about four feet of snow that fell. When I lifted the garage door up, it was about this high (gestures to chest), and I had a little Southern California dog who was looking up at this and looking at me.

Al: And you're looking out, and looking at him.

[laughter]

Guy: Where am I supposed to go here? I had to call and say, "I'm sorry; I'm not going to be there on time."

Al: You called in sick on your first day at work.

[laughter]

Al: Wow. That's definitely an eye-opener once you feel that, especially in Tahoe that happens frequently. You (Mason) gave us sort of your view of the various experiences you had in trying to create a district, trying to work with not just the folks over in some of the other adjacent counties, but also Sacramento, and all the challenges that are associated there.

And then there's this fellow over in the Bay Area that might be the right guy. Can you (Duke) sort of dive in a little deeper there and say what did happen, and then when you moved here, what were the first challenges that you were faced, besides trying to find a chair and an office?

Jim: First day was where to go to work. My wife said, "Where are you going?" I said, "I'm going to work." She said, "Where?" I said, "Well, they had an election, they elected a board, they rented a post office box, they gave me the key. I'm going to check the mail."

[laughter]

Jim: It was the first morning. So I went over and introduced myself to the unified district superintendent, Dr. Mark Meerie, and turned out he and I had gone through the same doctorate program, so we had some things in common, and turned out he was a neighbor right down the street from me. That afternoon he cleaned out a storeroom, put in a folding table, and a chair, and that was my office: the storeroom in the Unified District's Office. I was there for quite a while before we rented the place over on Ski Run. I don't know how much of this you want--

Al: Sure, dig in. Just talk about it.

Jim: I needed an assistant, and, of course, someone to handle, how am I going to get paid, what do we do about insurance, all that good stuff. Then I found the lady, Angie Barnes, to be my first assistant, secretary, whatever. She sat across the table from me in the storeroom for weeks. We got a telephone put in on about the third day and then we looked for a place in and an attorney named George DeFort. You probably didn't know him. He'd just built a building on the corner of Larch and Ski Run.

They had a middle floor and a top floor but the partial basement had not been finished. We rented that and they finished it and the offices for us.

Then we began to look for a business manager and found Dr. Fred Nightingale who was a business manager at Ojai Unified in Southern California. He and I had also gone through the same doctorate program just like Guy and I. I knew what they had learned. I knew what they were doing so I was very comfortable. He came from Ojai and joined us over there. Then next was to select the person to handle the

instructional program. There was a man that had applied for a job when I was at Cañada and had not been selected but I was favorably impressed with him. He was from Isothermal Community College in Spindale, North Carolina.

[laughter]

Jim: He was Dean of Instruction back there. I contacted him along with others and he was selected to join us. We had to come up with a curriculum, get it all approved by the State. By this time, the State had loaned us money to operate the first year that we were to pay back in the first three years. They were going to take a third of what we borrowed, a portion of each year for the first three years. That's how we had money in the first year to operate.

I had a business manager and a dean of the college. We came up with what we thought we needed in faculty after we came together with a curriculum. We advertised nationally and for 14 positions we had 1,400 applications. That was quite a job, to just open them and put the music ones here, then math ones here, the history ones here. Then we hired a local lady, Barbara Shurtz, her husband was a high school teacher, Claude Shurtz, and she came in part-time and opened all those and categorized them and the like, and then Dr. Donovan and I would take 15 or 20 home every night and read them and come back and talk about it the next day. It was quite an experience.

From there, we stayed there quite a while and were looking for a temporary campus. Again, I had had some experience in finding a temporary campus. Hayward State, we started in the new Hayward High School. Sonoma State, we started an apartment complex. We looked all over town; we looked at a lot of different places including the Catholic Church School. It was closed at the time, St. Theresa's Elementary was closed at the time but it wasn't large enough.

We looked at a lot of places around town and finally, this motel came to our attention but it belonged to Mr. Gerken who was on a sheep ranch in the outback in Australia, who owned that. I negotiated that lease on a party-line with him in the outback in Australia.

[laughter]

Jim: Once we came to an agreement on conditions and the like, then he had a local attorney that put it all in writing for us and we did that and we signed the contract. I did the planning for remodeling the motel and a local firm Plimpton and Radke Construction. Bob Plimpton and Gerhard Radke were local contractors and they came in and took out the partitions and converted the motel to a college for us, as I mentioned.

The night before we opened for classes, we still hadn't finished the remodeling. We were hanging blackboards and unpacking classroom chairs and the faculty were there all night getting everything ready to start classes the next morning.

Al: How many students did you start with?

Jim: That was interesting. We only offered freshman classes the first year. We were ready

with a college and a faculty and a room. Who was going to show up? Were we going to have 10 students or 1,000 show up the first-- I think we had, what, 857. Just under 1,000 students showed up the first year. That was freshman only.

Another interesting fact about that first year, even though we only offered freshman classes, we had a graduation. We graduated 11 students at the motel, the old swimming pool there in the middle, we had put a cover over and on the top of that swimming pool, we held a graduation ceremony for 11 students.

Jim: The question is, how do you graduate people if you only offered freshman classes? There were a lot of people in town who had had a lot of college before and they only needed a handful of units to finish. There were 11 people that were able to complete the requirements and we held a full graduation ceremony-

Al: That's fantastic.

Jim: -for 11 students.

Al: Let me ask you another question. How in the world did it work with DSA? DSA was certainly alive and well at that time when you were converting a motel over to a -

Jim: D-- What? I'm sorry.

Al: The Division of State Architect, did you--

Jim: Yes, we had them. I did the plans and had to have an architect to proof them. I met a man named Christen Smith who was a retired architect from the Sonoma area and he was building a house up here. Somehow, I got in touch with him and we both had some military background. He had been a World War II fighter pilot. We connected and he reviewed the plans and signed them, and we submitted them to the State and they approved the remodeling.

Al: Fantastic. That's amazing. When was that that you actually moved in? That first day of--

Jim: '75. Fall of '75. That was the summer of '75 we did the remodeling and started classes in the fall of '75.

Al: With all that happening, were you already thinking about more of a permanent home knowing this is a lease.

Jim: Well, you think about it, but there was so much going on to get the college started, finances, and hiring staff, and local arrangements and connections. It was in background a little bit, just too soon. There's too much going on. It was clearly there all of the time. Obviously, we're going to have a permanent campus. This was strictly temporary.

Al: That makes perfect sense. How did you talk the owner of the hotel or motel out of renting it every night?

Jim: We rented and first turned it into-- took partitions between the rooms to make classrooms. We were the only college in the nation that had a restroom in every classroom.

Al: Yes, that's a plus. Also, the shower.

Jim: Every faculty office had a private restroom.

Al: That's right.

Jim: That was-- and a fireplace in every classroom.

Al: Is that right? [chuckles]

Jim: Yes. The agreement was that we would return to its motel configuration when we finished using it.

Jim: Which we didn't quite have to do. It turned out that the owners agreed that it would be a win-win if we just paid them and they did the remodeling.

Jim: The two sons of the owner came in and handled the remodeling. You were here and handled that.

Guy: Yes.

Al: There were some other buildings that you started to acquire?

Jim: Not at that time-

Al: Not yet?

Jim: We began to rent places all over town. We used the high school for laboratories, chemistry, and physics, and biology. We did that in the evenings by using them and we went in and upgraded them with more equipment, more chemicals, and that sort of thing. They were extremely happy because we upgraded all their labs to a college-level and then we just taught classes at 4:00 and at 7:00 at night at the high school.

We used the middle school for lecture rooms a lot at night because we didn't have nothing. Of course, parking was a major problem at the motel. We used the high school, we used the middle school and some other places around town.

The center building at the motel was an ice rink at the time that we rented and a dirt floor because the ice equipment had all been taken out. It was originally built and operated as an ice rink. We converted that and made that a library initially but we outgrew that pretty rapidly and we rented the building which is now--

Roberta: I don't know what it is.

Jim: It was the Clark Building.

Roberta: It was owned then by the Clarks.

Jim: Yes, it was called Clark Building. It's just past the Wienerschnitzel. The next building over.

Roberta: Jack In The Box. It's right across from Jack In The Box.

Jim: The building there, we converted it to a library. The building behind, it's a little small tiny building, that was our theater. We held drama productions there.
Al: You're kidding. Is that the first-

Roberta: No, no. Wait a minute. That was our computer lab.

Jim: Initially.

Roberta: Initially.

Jim: It also had a theater in it.

Roberta: I thought we got the auto dealership?

Jim: That was later.

Roberta: Oh.

Jim: That was the next step. Then we got what is now--

Al: The Barton...?

Jim: Barton, yes. The auxiliary that had been designed by your (Mason) husband-

Roberta: Yes.

Jim: -and built it. It was originally a--

Al: Jeep Dealership, right?

Jim: No. A Chrysler dealership. Before that, it was a lube place. Then when I moved to town, it was a Chrysler dealership.

Then it folded and the owner, Mr. Collins was in Placerville and he agreed to rent it to us and we remodeled it, moved the library there, moved the theater there, and the Art Department, and a classroom and all that building.
Al: That's where the little miniature golf place is right behind it there.

Jim: That was the library and theater, art, and classroom and-
Roberta: We had a gym-- exercise room too.

Jim: Not there. We had a boardroom.

Guy: We had a boardroom. [chuckles]

Roberta: Yes, I remember the boardroom.

Jim: [laughs] It was - I did the planning.

Al: Then what other facilities did you grab? Was that it?

Jim: I think that was the only ones that we leased or rented. We rented the middle school or wherever. We needed place, but that's the only ones that we had full time-

Jim: -until we came here.

Al: Excellent. At what point in all of this did you step into your (Lease) role?

Guy: I arrived as I said in the fall of '82 and they had moved into this building you're describing that's now Barton's Thrift Shop at that fall

Jim: Before he got here.

Guy: Just barely.

Jim: Dr. Nightingale was here three years, and then another business manager for two years, and then another one for two years before you arrived. Kirk Avery was there.

Guy: Yes, Kirk Avery there before me. Anyway, when I got there then, the focus was really on getting the money from the state to build our first phase. Dr. Duke and the board had purchased a plot of land, which is where we are now. That history is very interesting.

Roberta: That's the story.

Guy: That's where I arrived. My marching orders were first of all to work with the facilities planning unit at the chancellor's office and see what we could do about getting our priority up to where we could start the first phase of building. Of course, then Jim introduced me to the architectural firm that was already selected. Again, we got to go back on that, and the master plans that they had come up with as those drawings were all done. My job was get to work and see if we could get the money. We got the money in '84 and we broke ground in '86, moved in in '88.

Al: Got it.

Jim: You want to hear about the selection of site?

Al: Yes, let's figure that out. Because at some point you transitioned from, "Okay, now this thing is running, the motel is doing its thing, we have these other buildings. Now I really need to start focusing."

Jim: From the second year, we began to put money aside out of the budget every year to buy land from the college because the state, we couldn't count on them. They changed the rules all the time. We began to create a fund for college site purchase from the second year out of the budget. Every year we budgeted so much to add to that. It came time to say, "Let's look for a place," and we drew up some requirements, size of the campus, vehicle access, location, utility access.

We didn't want a place out in the middle where we had to run the utility lines for miles, and announced them to the community, and lots of places were suggested, all over town out in Meyers. Finally, narrowed it down to five locations. The present location, across the street where the park is, down this way toward Al Tahoe, towards Pioneer Trail, that's three. The end of Sierra Boulevard, where they store all the snow, and the fill area to the right of the keys, right on the lake there. Those five spots.

We then looked for an architectural firm to do a site evaluation for us. We selected a firm in San Francisco that I had worked with before. They came and we gave them the five sites to look at. In the morning after we announced publicly what the five sites were, the city called us and asked us not to consider the Keys site. They felt that the access down Tahoe Keys Boulevard, that the traffic would be too much and for fire and everything else. They asked us not to consider that.

I immediately called the architect and said, "There's four sites to consider, not five." We never really looked at it. I was disappointed because I lived in the Keys and I wanted to take my boat from my backyard to my office.

Al: That would have been ideal.

[laughter]

Jim: I would have been the only college president in the world that could take a boat from his house to his office. [laughs] Anyway, we looked at the four sites. The site at the end of Sierra was a very attractive site, but it is bisected by a stream and we would have had to cross that and the campus would have been divided, even though the location we liked didn't really work. That left these three sites out here really as the forerunners.

The one across to belonged to-- I'm not sure who it belonged to, but it was an option by a firm in New York. They had an option to build on that site and they had decided not to or weren't sure. The problem is, it ran all the way down, including the golf course. Then this one over here (current campus site). The architect said this was the best site and he recommended it to the board and they agreed.

Then the problem was, how do you buy it? It belonged to Shell Oil Land Division in Houston, this site, this land. They had owned it for seven or eight years and they had it master-planned. A firm in Palo Alto had drawn plans for houses and commercial development, everything on this piece of property, but then they got caught with TRPA putting a stop on everything.

They had a company policy of when they bought land, to begin to get a profit or collect money in five years. They had owned it seven years and didn't see when they might even-- so they were interested in getting rid of it.

How did you put a price on a piece of property that you didn't know what the conditions were going to be and how much you could build and how much land you could cover? We just couldn't agree on anything. Mr. Conlon, Bill Conlon, was a member of the board and a local CPA. He said, "Jim, why don't you see if they'll donate the land to us?" It sounded like a plan, so I contacted them.

Al: They didn't get super-excited about that, huh?

Jim: Mr. Conlon then came up with the idea and he said, "Since they own it and they don't know what they're going to do with it, why don't you see how much loss they can use tax-wise if they sold it to you at less than real value?" We had an appraisal and they had an appraisal, and of course, they were miles apart. I contacted them again and they said, "That's an interesting idea, but it would take quite a bit of accounting time for us to predetermine how much loss we can use this year in taxes. We're not willing to spend that kind of money."

Again, Mr. Conlon said, "Let's offer to pay for that extra accounting time." I made that offer to them and they accepted it. They came up with a price of-- They could sell us the land for $681,000 or $682,000. It had nothing to do with the value of the land. It strictly had to do with how much loss between what they had paid and what they had invested in planning and their tax situation.

They said, "We'll sell it to you for that if you give us the money before the end of the year. We have to have it before the end of December." Fortunately, we had saved enough money over these years that we were able to buy it under that condition. We paid that much for the land, which had nothing to do with its value,

whatsoever. It's strictly a matter of Shell Oil's Land Division tax situation.

Al: That's amazing.

Jim: We bought the land and it had been badly abused. It had become a dumping ground for the community. Somewhere in the files here, there is a list of what we took off of it. 18 refrigerators.

Guy: Mattresses.

Jim: The mattress were a separate issue. There was an old Volkswagen; there were thousands of empty cans of oil. People would drive their car out here and change the oil and just leave the cans. Drain the oil into the ground and leave the cans, furniture, all kinds of stuff on the place because they've been nobody to enforce anything. They belong to out-of-towners and also it had a-- what do you call the bicycles that they ride through a terrain of bicycle?

Guy: Dirt bikes.

Jim: Dirt bike park. They had hundreds, maybe thousands of automobile tires that had been stacked and made in the curves for the bicycles to ride. Of course, we closed that and cleaned all that up. We were not happy with the local bicycle.

Jim: We took away their thing and then we had the local forester, Steve Harcourt was California Department of Forestry, local assigned here. He came and surveyed all the trees and marked all the ones that were dead or needed to be thin to make it a good forest.

Roberta: Urban forest.

Jim: We got a designation from the federal government making this a model urban forest and because of that, we were able to get a lot of free help from the summer group of kids.

Roberta: CCC?

Al: California Conservation Corps.?

Jim: Yes, conservation. They were able to come in and do a lot of work for us because we had it designated as a model urban forest.

Al: They still do (help the college).

Jim: We had all these trees to be cut down but TRPA wouldn't let us bring in trucks in order to do it. What's his name's father?

Al: Ed Cook?

Jim: The chiropractor?

Al: Borges.

Jim: Borges, yes. His father had a team of draft horses like the Budweiser thing and he had been a forester at one time and cut trees. We made an agreement with him, that he would come in and cut the trees that were marked and take them out, pulled by horses. We didn't pay him anything because he got to keep the trees and sell them as lumber? I don't know what he did, but he sold them.

He came in, cut the trees down, and drag them all out to the edges with these horses. He was a great guy, and the local third and fourth graders studying local history would bring classes and then he would lecture or explain to them how he was using the horses and how he was cutting the trees.

Al: I have to remember that. That's a good idea. I might have to start using horses.

[laughter]

Al: That's still an issue for us.

[laughter]

Jim: That's how we got the trees all off the site, and then we had to get rid-- many of them were beetle-infested and dead. Many of the ones we cut. Some we just cut down for they were too thick or something. We pilled all of those and couldn't get a permit to burn them. There were too many in the line. And finally, we covered them with black plastic, and let the sun kill all the beetles and cook them under there. That's how we got rid of it.

Al: I'll tell you what; you guys did a great job. I deal obviously with all of our trees now. Extremely healthy.

Jim: A couple of little minor things about the site. At one time, there was a 12-volt electric system in this community and the generators were in Trout Creek up on a hill, and the lines came across the campus down here. If you know where to look, there are insulators in these trees where those came through.

Al: Is that right? They strung from tree to tree?

Jim: Yes, I have the trees and the Johnson family.

Roberta: Bill?

Jim: Yes, but what was the brother?

Roberta: Knox?

Jim: Knox Johnson. The Johnsons owned much of this land at one time and Knox Johnson had been involved in the early elementary school, which was on this site. The first school in Tahoe was a building right here on the college campus. A log cabin and Knox came out and he had been the secretary of the board. He had all the records of the teacher salaries and everything of that. Anyway, he walked around the campus with me and showed me some of those insulators.

If you know where they are-

Al: I'll start looking.

[laughter]

Jim: They're hard to find. With his help, we decided to look and try to find the location of the school. It was just sitting on log and he said, the easiest way to find it would be where the toilets were. There were men and women's toilets out behind. So, Marie Green who was the anthropology instructor here and her classes dug all over this campus, trying to find those, and we never did find them because he said you can find-- he showed me, said, "It's right

about here somewhere." It's where this building was, but we could never find the exact location of that first school, which was right over here (gestures to front of Main building).

Al: Okay. Where about was it? Do you have a sense?

Jim: Between here and the entrance.

Jim: Marie thought that with her classes out there digging that they could find where those toilets were, and we could locate where that building had been but we never did. That's something somebody might still try to crack where that building was.

Al: Yes, definitely. Then how did that transition then? Now you have the property? Now you're moving forward with the design of what? What's going to happen?

Jim: We had to select an architect to do that and we selected the same firm that did the design evaluations: Sprankle, Lynd & Sprague. If you go back far enough, they were the Ernie Kump firm, you know that?

Al: I do know that name.

Jim: Ernie Kump did hundreds of elementary schools throughout California and when I was at Ohlone, we selected Kump. He was in the process at that time of selling it to three principals in the firm, Sprankle, Lynd & Sprague, and they were selected to do the master plan.

The other minor thing about this campus are the Indian grinding rocks, you know where those are? The issue was how do we protect those and we had a lady from the state of Nevada University come and talk to us about the history of those rocks in a board meeting. One proposal was to put a big fence around them so nobody could get in and damage them. Another proposal was to cover them with Earth but then they couldn't see them. Her recommendation was, "Don't do a thing with them. Just don't tell anybody where they are." That's what we did, so I don't think there's 1 out of 1000 people in town that know about those grinding rocks.

Roberta: Oh, I think a lot of people know.

Jim: You think a lot of people know?

Roberta: Yes.

Al: To piggyback on that. Recently, we've been looking at a space here on the south side of the campus, just west of the PE building to utilize for our storage facility and then a public safety training center. Our archaeologist has come back and said there's two dwelling sites sitting out here that were related to the grinding rock.

Now, that has been the history for however many years.

Jim: That's all news, I didn't know that.

Al: It's now put us in a situation where we're going to go ahead and do a bit of an interpretive route that explains that and the grinding rocks, but they're fairly popular I think at this point.

Jim: Just out of curiosity, whatever happened to the acreage that we have from the state where the old highway was over here that we leased? Was it 18 acres?

Guy: 18 acres?

Jim: You remember?

Al: All beside the campus by STPUD?

Guy: Yes. That was donated by the state to the Conservancy, I think and then STPUD, they wanted to maintain a bicycle path, you remember through here and they got the approval to build that on it. The Conservancy got the ownership of the land.

Jim: They still own it?

Al: We now own it. If we're talking about the same 18 acres, we did a land swap with them. We now own the 18 acres just to the south and it takes us all the way to Black Bart. They assumed responsibility and deed of the actual Trout Creek corridor so that they can maintain the Beaver Dams and all the various issues that are along that area.

Guy: That's a win. Believe me!

Jim: You don't want to be maintaining the beaver dams.

Jim: They were threatening to sue us because the beaver dams were flooding and putting water in their yards. Were you (to Lease) with me that time we went over and looked at the back of those and several of those houses had expanded their yards onto our property, their fences, and everything.

Guy: Yes. Then we get our attorney to write these folks and tell them they had to take- - There's sprinkler systems and grass and everything all along our property. I was going to ask you with this exchange, you have responsibility for the other side of the of the creek anymore?

Al: No.

Guy: That's a win for you.

Jim: When our attorney notified them, they dropped their issue whatsoever.

Al: All of a sudden, they weren't too worried about the water.

Jim: They didn't worry, but we had to worry about the dams, and we solved that.

Guy: We tried destroying their dams. Then we came up with the idea of running these pipes underneath the dams, so the water could flow through and it wouldn't back it up too much and the beavers dam those up too immediately. That didn't work. The only thing we could do was tear the dams out and hope that they would get discouraged eventually.

[laughter]
Jim: You're aware that beavers are not native here.

Al: I did not know that.

Jim: Import it in 1948 as a fur-raising situation.

Al: That's interesting.

Jim: They're not native.

Al: Now, you have this architect on board, you got the land, what drove the basic design? What was the vision?

Jim: I was very committed--

Roberta: Oh.

Jim: Go ahead.

Roberta: Don't forget TRPA, Al Tahoe Boulevard is a scenic corridor.

Roberta: They didn't want to see the campus from Al Tahoe Boulevard. [laughs]

Jim: We also, when we got our permit, finally to build, come along a little bit later, it had what? 96 conditions?

Guy: Yes.

Jim: I was congratulated that I had less than 100, that I was one of the few people that got a permit with less than 100 conditions, but one of the conditions was that we would not let students park on Al Tahoe Boulevard. How was I going to enforce? I had no authority to do that, but we signed it anyway with [chuckles] 96 conditions in our permit to build.

Jim: I was very strongly committed to the current national philosophy of community colleges, which has changed considerably since that time. Using that philosophy of what a community college was and should be was the driving force. First of all, we were not to recruit outside of the local area. We were to serve South Lake Tahoe. There'd be no residence halls, meaning no students live on campus, and very much community-oriented, college in the community being one entity almost. That was a very big driving part on the philosophy at that time.

Another change in the philosophy has been this push to graduate people quick now. In those days, the philosophy was let people take their time, educate people, even if they're professionals in other things. Physicians coming back, architects coming back, and taking classes that they couldn't take then. There was much more of that approach than there is today.

The community colleges have become more junior colleges now as they were always in some states. Some states never bought into the other philosophy, but in my opinion, the community colleges have moved a little bit toward junior colleges, as opposed to community colleges. A community college concept in those days was the driving force for what we would have here.

Al: How did that drive the design of the campus? What then did that mean for you?

Jim: An example, when you started looking at the theater. What does the community have and what does it need for theater? There are big auditoriums at Stateline, where you can have the dance people go over and rent 'em,

so we don't need a bigger auditorium. The high school has a beautiful traditional theater with all the usual things. What was missing in the community was a black box, or theater in the round or a smaller-- That's why we said, "All right, that's what the community doesn't have. That's what we'll put on the campus."

Another thing was the master plan called for an amphitheater over where all the outdoor stuff is similar to the one of the Forest Service; this community could use and needed a place for all performances in town, other than out there. The master plan shows an amphitheater over there. It might even still happen someday, who knows? Good stuff. Well, things like that.

Al: Gotcha. What drove the actual shape of the buildings and just that, because it's a very interesting master plan?

Jim: The directions to the architect was, "When you finish it, we want it to look like it has always been there. We don't want it to be like something new that you put out there."

Roberta: Blend in.

Jim: Blend in. When you drive by it, you'd never know if it was built last year, or 10 years, or 20 years ago, it just looks like it's been here. Then it should blend into the mountain. That was the direction that the board gave to the architect.

Al: Was there always the idea of having these additional buildings at that time or how did that roll in?

Jim: The initial concept was the center core and the library was to be the entire second floor surrounding it and open to the bottom so that when you walked into that entryway, you looked up and you knew you were in college because you saw books. As you walked in on the right-hand side was to be a lecture hall, which was the-- No, there'd been a computer lab. I don't know if it's still there or not, but the first room on the right as you enter over here, and there were to be windows, so you saw that there was a vocational program here. The left side was to be a lecture classroom with John Perry's history one, so you saw a lecture.

The concept was when you came in and entered the campus, it was not a formal place, but an informal big center room there. Around it would be the bookstore, the administration, and registration. That's so students could come in and feel comfortable in the middle and you could tell that you were in a library.

Al: Interesting.

Guy: I'm remembering keeping people indoors once they got to the campus, because of the snow in the winter and that sort of thing. The idea is that everything would be connected.

Jim: Then the four offshoots like this (library) one, the one where the theater is, the one in the back where the foodservice and back there (D' wing), those were all four. This was to be the gym. You could come in and get to all the campus without going outside. That was the concept. Once you got in, you never had to get out in the snow or anything. You could get-- The wing at the back was to be, not only

the science but lecture halls and the like. Then of course, music and drama all in that wing. PE and physical and business and student service, our union food service, and that, so the four corners.

Al: Interesting. I've heard rumors that there was, at one point, a discussion about the layout of the buildings was to look like a snowflake or something like that. Is that true?

Roberta: That's Barton.

Jim: That's Barton.

Al: Barton?

Guy: Yes. That's Barton.

Roberta: Barton was supposed to be a snowflake.

Jim: To my knowledge that never happened.

Roberta: Yes, it was originally.

Al: Okay, got it. Make sense. At that point, so then you're getting ready to go to construction. You go to construction to build what we call the Main building now. What was the environment like, just out of curiosity, from a construction perspective at that time? Did you get a lot of participation from bidders from Sacramento or locally?

Jim: We put the plans out and the architect held special meetings in San Francisco because all the people that took out plans to bid were from the Bay Area, San Jose, San Francisco area. He held meetings and we went to and pointed out to them special things in the plans that were a little unusual and representatives as they were preparing their bids. We got bids and we were extremely pleased when we opened them. The firm that was the low bidder was a firm from San Jose that had a great reputation and we were ecstatic for a short time.

Al: For a short time.

Jim: It turned out that it was only a single-owner firm and the man had just sold it to an international firm out of Sweden and their reputation was not that good. They were looking to get to the west coast. They had done a building in Orange County for the city of Santa Ana. They wanted to get into the building business on the west coast and they bought that.

I actually visited their home office just outside of-- in Sweden one time. I was on a little tour and took a day off from the touring and I was taken up to their home office.

Al: What sort of challenges did you guys run into?

Guy: The challenges that the builders were looking at were all the conditions from TRPA that tied their hands on so many different things. Plus, they were trying to build in-- California builders trying to build in snow country that they didn't understand. There was some criticism of architectural firms didn't understand what it would take to build in cold-weather climate and some of the issues that we ran into eventually that they were able to solve. We

ended up going with another builder out of Pasadena, who had no experience building in cold weather at all.

The number one challenge that I remember from that issue was that they were going to pour the whole first-floor concrete in one day in July of 1986 or so. The specifications for the concrete called for not pouring if it was below 40 degrees or 42 degrees, whatever the number was, you couldn't pour. It was 35 degrees that morning.

They had these concrete trucks lined up all the way up to Al Tahoe Boulevard coming in to unload the concrete, and they were pumping it across but it wouldn't pump, it was too cold. The job superintendent said, "We can handle that problem. We can take care of it." He took a water hose and went out to the first truck and dumped the water hose in, turned the water on, it completely changed the mix.

Our building inspector informed him that that's in violation of the specifications, you need to cancel the pour, you need to send all the trucks away, and he goes, "No way we're paying for all that concrete and not using it. We're going to pour." They poured this watered-down concrete floor starting at 7:00 AM in the morning. At 4:00 AM the next morning, they gave up on trying to get it to set.

They ended up with concrete that did not meet the specifications at all and it had all kinds of problems with being level. We fought that for two years. They would grind and they would grind here and then they would set this is at too high, and they'd grind that and then this would be too high. They just couldn't get it done, so, they finally gave up.

We ended up in a rather large lawsuit with the builder where they were accusing us of being too picky and consistently turning down their work and making them do things over because they weren't meeting the specifications and of course the concrete was the huge issue in the thing. They tried to make the point where you put a pad down on the whole thing and then put a carpet over that, so, what does it matter?

[chuckles]

Jim: That was the big one, but there were many other issues in that lawsuit.

Guy: There were hundreds of little things in there. At one point, someone broke into the little portable building they had for the building inspector and took his concrete, went out on the street, and threw it down on the concrete, smashed it up, and then left.

Al: They were his samples?

Guy: Who could that have been?

Guy: They thought they got all his records but he had everything backed up, so, they didn't. The lawsuit ended up being settled with our agreeing to accept the concrete and the many other little issues and they agreed to drop this $2.5 million lawsuit against us for overrunning their expenses. It came down to that the judge that was brought in was clearly in our favor. At the very end, our attorney made the point that you can sue but you can't collect any money because this college doesn't have any money to pay off that sort of thing. Our whole budget was only like $12 million.

Jim: They got an award.

Guy: Only "if," right? They got the award.

Jim: Then they get the money.

Guy: We had to apply to the State Chancellor's office for funding the $2 million and we had to advocate for it and if we got it, they got it. We didn't get it, they didn't get it.

Guy: They were really unhappy with us and we were really unhappy with them.

Al: What a nightmare experience.

Jim: That was just one of many things. The front doors were to be according to specifications, WIC certified, Woodworking Institute of California. They were not. They just built them and WIC wouldn't approve them. We wouldn't approve it. All the thresholds were to be bronze and they put in aluminum and so that was standard in the industry, things like that, they just did it like they wanted to do it whether it was specifications or not.

Guy: We had to end up living with those doors. They only lasted for two or three years and we had to replace the doors. We lived with the aluminum thresholds forever, I suppose.

Roberta: Did we ever have a building contract that we didn't end up in court? I think every time we did something.

Guy: No, I don't think so. The Child Development Center, we didn't go to court as I recall. I don't remember it any way that we went to court.

Al: So then you somehow made it through that. Just out of curiosity because I deal with these spaces now, all the time but the concrete that was placed is that down on the rat slab down low or the actual floor?

Guy: The actual floor.

Al: The actual floor, got it. Which is why they were saying carpet.

Guy: Yes, we didn't carpet down there below.

[laughs]

Jim: The item was that it would be so level that we could change partitions around anywhere in the building if we want to rearrange the building or the rooms and the like, and it needs to be level. They said that our specifications were way too specific and they'd never had to build anything that level and they just did it their way.

One of the issues you mentioned was there's a crawl space, you know about it. The peak, top of the roof on the plan is four feet initially above 48 feet. Whatever TRPA's maximum was the peak was four feet above that. The trees around here were averaging 80 feet at that time. We asked TRPA for an exemption to let the building go up that four-- They wouldn't approve it. We had to lower the whole building four feet.

Al: Is that what created that?

Jim: That's right.

Guy: That's so true.

Jim: That four feet that we needed at the top and they said, "You can flatten the roof," and the architect said, "No not with the snow load, you can't make it any less than that."

Jim: That's right, so, we had to lower the whole building. The other thing that happened in construction was they had taken dirt samples all over before then but when they got over to the side towards the river, it was much sandier than they thought and it took a lot more construction and money over there than was anticipated. Of course, they had to do it the right way and they didn't like that, of course, too.

Guy: We ended up having to fund a change order for a lot of that. They got paid to do it. The other interesting thing was before we even started building, we went out and they surveyed where the corners of the building is going to be, you (to Duke) remember?

Jim: Yes.

Guy: We put up some balloons up to the exact height of each of the corners of the building.

Al: Great idea.
Guy: Trying to show the TRPA people with these 80 to 100-foot pine trees around here that whether it was 48 feet, 52 feet, 45 feet, didn't make any difference at all to anybody, couldn't see it from the street. Of course, they were totally immobile on that.

Guy: The other thing they did is then when we went to build the theater building, and the art building and music building is that they said the measurement still had to be no higher than 48 feet or whatever the number was including anything you added. If you added anything that was lower, than the roof, it would be too high. It would be more than 48 feet from that lower spot. So we had to not connect the building. Remember we had a connecting corridor.

Jim: Well, that's after me but I remember it had.

Guy: We divorced the two buildings because if we built what we wanted to build over here, then it would've created this building too high. They wouldn't approve it.

Jim: Another issue in construction is your background. A crack appeared in the steel for the girders, and it shut the whole thing down. The problem was that the specifications and the bits were all done assuming that the production of steel would be in California; however, the company bought the steel in Idaho. Idaho and California do not have reciprocity on steel production so we had to pay to have an inspector at the plant in Idaho. Little things like that just cost us a lot of money.

Guy: That's right. We had to have him go live there for five months or something and we had to pay for everything.

Al: After the Main building is built, what's the next building? At this point, you (Duke) moved on now.

Jim: I'm gone.

Al: You've (Lease) stepped into this position. What was your push? What was the next push?

Guy: Well, the next building wasn't our next push as it turned out. We were in line for about four or five projects. Remember in our master plan what we wanted to do, and we had a priority that the board had approved. I think number five on the list was a child development center, but it so happens at that time, and this we're talking about 1992, maybe, the Chancellor's Office decided every college ought to have a child development center. They approved the money to build that--

Al: Just slid that thing right up.

Guy: Just moved that to the top.

Roberta: Yes, and we didn't want it.

Guy: We didn't want it! Well, first of all, we knew that it wasn't going to be a money-maker. It wasn't even going to be to break even. We didn't have a lot of money to cover the cost of the operation, but we got the building, and it was a wonderful addition really to the campus. We were able to teach our child development students through some opportunities to work in the facility to get a feel for what they're really getting and to learn how to do it a little better as part of their educational process. What it became was the children of doctors in town who could afford an expensive child development center, our students really couldn't afford it and we couldn't find any funding to really help.

They were getting some financial aid but they were using that for other living expenses, not for child development. That became the next phase building even though that isn't what we wanted. What we really wanted was the art, music, and theater building. That came then after the child development center. That was the push that we wanted because we really didn't have a theater except in this other building over there off Lodi, and we wanted to bring that to the campus and really build this nice black box theater which I think we ended up with an excellent design. It's a great facility and we opened it. We were thrilled with it, and the art department as well.

The way it was developed and designed so that you could come in from the back with materials and we built a small parking lot for people who are on that side. One of the leverages we use for building parking lots because TRPA, at that time, was opposed to parking lots.

Guy: Yes. Not much has changed. They wanted us to discourage parking by not providing it so that people would use public transportation to come back and forth to the school. We use the argument about we can't let students park on Tahoe Boulevard, so, we got to have parking here. Then we got into the argument about-- Because some of the women that we were negotiating with were TRPA representatives, we were talking about-- Well, most of our classes are at night. During the winter, if you take public transportation in California in South Lake Tahoe, it didn't go up and down every street.

You drop off. People would have a quarter of a mile, maybe two miles to walk to their home. During a blizzard at night, no sidewalks, no street lights, and you're going to ask people to do that. You're not going to encourage students to take public transportation, you're going to

discourage students from going to college, that's what you're really going to accomplish. We held them off and held them off and held them off. That battle went on, I guess like you said, probably still going on, but we were able to get the parking we needed for those phases.

It was a long hard fight. They just weren't buying all that we're running against everything the United States wants to do in terms of cutting back transportation and particularly in this environment. We held our ground then.

Al: You got it.

Guy: We got what we needed.

Al: Well done. That's tough. That's a battle. You're correct. The fine arts building is one of the best-designed buildings I've been around. The way it lays out to this day. The Main building operates equally as well, but it's just they're very well designed in my opinion and they function well. It's proven year over year.

Jim: I don't think you've rearranged the theater in years. In the early days, we'd change the seats around and would have in this three quarter round, different configurations.

Al: That's my favorite part about the theater but I don't think I've ever seen it. I know it's capable of it but I've never seen it in that configuration.

Guy: Like you said, we did it but it took-- Remember we had a large staff. We had a theater teacher and we had a theater technician to assist him, and the two of them, it would take them a week to break the thing down and then set it up a different way and they came in conclusion, "We're not gaining much doing this."

Al: You had to move the child development center up and then the next project was the theater?

Guy: Yes.

Al: Then, from there, what was the next focus?

Guy: Well, the next focus came together. We had the PE building and the student union area and kitchen. We decided based on what was really needed in this community was a food prep program, right? When we were talking with the people from the clubs, as I would meet with them about what are your needs, training needs that we might be able to meet, it came out we need cooks and we need all levels of cooks. Every time we get somebody really well-trained, Las Vegas hires them to go down there and we lose him.

I was at Caesar's at the time talking to one of their folks in charge and he said, "We've got five restaurants. Two of them we can't open, not because we don't need them, but we can't find people to work." I started pushing for a culinary arts program and went to the board about it. The faculty were opposed to it because they felt we should be hiring more English teachers and they had some academic priorities over and above a career technical education program that we didn't have. There wasn't anybody there to advocate within their staff. We pushed that through. We built a kitchen that could be a teaching

kitchen as well as a kitchen to prepare food for students when they're on campus. It was pretty underutilized for a long time.

I'm not familiar with where we are now, but at the time we opened it up, we had a full-time culinary arts faculty member. We had students enrolled and it was-- The enrollment was not what we'd hoped. Student use of the facility was not what we hoped. It was a little disappointing in that regard.

Al: Did it ever serve food to students on a regular basis?

Guy: It started out that way.

Al: Then it just didn't pencil?

Jim: Actually, it goes back ahead of that. When we first were creating the college and looking at curriculum, we looked at food tech back when we were in the motel before Guy got here. I brought the food tech man from Cañada where I had been. He went around and visited the clubs and the like, and we couldn't find any support. The clubs would not give us any support. Coming from the Bay Area, the two different colleges I served got tremendous support from their restaurant's association both financially and through encouragement and hiring of our students. This helped our programs run really well.

Up here, he just couldn't find any support in the community, in the clubs, or the restaurants in town. Before you hired the guy, we had a full-time restaurant man. He and his wife owned Heidi's.

Roberta: Oh, Dwayne Wallace.

Guy: No. I remember the guy. He ended up owning that, the Bear Restaurant.

Jim: That was before you. You all opened the program and hired someone else.

Guy: Yes. He didn't apply then.

Jim: It didn't go, so, we stopped it. Then, he tried it. It still didn't go.

Guy: No, it really didn't go. Of all the facilities we built, that was the only one that really never functions the way we hoped it would.

Jim: I still don't understand. Why not? I can't understand. All the restaurants, why we don't get phenomenal help to produce people for them?

Roberta: I just saw a sign simply a $500 bonus for a cook.

Guy: They talk about their need but they're not willing to really participate with us. Worse, they were hiring our students out from under us after the first quarter. They had enough information to be a short-order cook. They'd bring them in full-time and then they drop out of our program.

Jim: I could never graduate any. Cañada had a phenomenal food tech program. Once they got one year, they got hired. They offered so much money and hired.

Al: Definitely.

Jim: The Sheraton chain was a big supporter in the Bay Area. They totally supported the San Francisco City College. Were they still supporting it when you were in San Francisco City?

Guy: Yes.

Jim: They had a food tech program there. Only one in the state, as I remember, that had a license to serve wine in there. That still going when you were there?

Guy: Yes. They could serve wine.

Al: You did explain how the vision of dialing in with the community definitely came together within the layout of the buildings. How did you translate the educational vision into that Main building design or was there some other piece to that?

Guy: I know that the approach we took was to bring the faculty in on the planning stages right from day one. The architects, they had some genius in that firm. Was it Sprague I think was the one that was there. Was he the one that was the designer or Lynn?
Jim: Bob Sprague was the genius, the design.

Guy: That's what I remember. He would come and he would sit with the faculty in an area and he would talk about, "We need this close to that," "This over here." He was putting it all together so it would flow well. In the classrooms, he was really, really trying to drag out of the faculty what is it you need in terms of types of lighting out in natural or whatever types of lighting. One of the things that we missed in the early phase, in my opinion, was this need that we have now for electricity everywhere. Every student's plugging in their computer or whatever, their phone, whatever their needs are.

We didn't pick that up because we didn't have personal telephones. We didn't have personal computers during those early design things. We were behind the curve in that area. We had faculty coming in. I remember, signing off directly on the designs that they came up with. Of course, then, there was always those who then when we built it, said, "This isn't exactly what I had in mind." We'd bring out the drawings, it's like, "You signed off on it right here." He goes, "I know, but now that I'm in it, I see some other needs." That was in the attempt to do what you said. We used the knowledge of the faculty members, particularly in the labs there was more input. They had art as an example.

Every aspect of the art labs were designed with the one full-time art instructor but he brought in some others who were teachers who sat in on those meetings as well to try to help us make it functional.
Jim: There's another side to that, Guy, me, whoever was doing that. You had the faculty member work with the architect directly. Then, someone had to sit and say, "You're not making this so unique to this one person's dreams that when he retires or is fired or dies that someone else can't use it." You want to do it like they want it, but you can't have it so extreme to some wild idea. I had that at Long Beach State. I had some faculty that had some great ideas, but it was going to be so personal to their own way of teaching that it wouldn't have worked for anybody else.

Al: From day one, Jeff, that's one of his mantras. He says, "I love it, but is this going to translate to any style of instructional delivery?"

Guy: There's also the budget issues. People wanting things that we just couldn't afford. We had to put the black hat on occasionally and just say, "No, we can't do it." The architects were really good about coming up with the cost of things, what they estimated the cost would be and helping us justify not being able to do everything that was asked. Honestly, we were able to do most of it the way people wanted it.

Al: That's fantastic. Did you find that most of the construction costs were in alignment with what you thought they would be or was everything pretty well riddled with change orders and that sort of thing?

Guy: Certainly, in the first phase, a lot changed.

Guy: We didn't have any money to fall back on at that time though there was nothing. We had to live within the budget we had. Every decision that was being made when faculty were coming in saying, "This isn't working the way I want. I need this," we had nowhere to go for the extra money. The state wasn't going to give us any additional money. We did have a contingency fund obviously when we started, but we pretty much spent that out.

Al: That's what it's there for, I guess. Then, quick question on that. When you added that crawl space because of the height of the buildings and what have you, was there ever any dialogue about using that as a thermal cooling?

Jim: No. It was early access because, in those days, computers were wired, and everything. That space was primarily there to allow electrical and computer connections throughout. We never use it: never thought about it.

Al: Then with the theater project, was there some major challenges on that project that caused a lot of heartburn, lessons learned like, "Oh man, that was rough."

Guy: I don't recall any major issues with theater.

Al: Got you. What about culinary and PE?

Guy: Culinary, the bigger issues were equipment, trying to get everything in that we wanted in there as I recall. Major construction issues, I don't recall nothing like the first phase.

Al: That definitely set the tone. That bar was pretty high. What drove the design of the Child Development Center when that got pushed up to the top?

Guy: We were trying to try to keep it somewhat like it fit into the place. We had a lot of specific things we were trying to accomplish. We wanted to make sure that there were three different sections of it based on the age of the children, they wanted all to have access to the playground area immediately, we wanted a little bit of a Southwest face to it to some natural warming to keep them warm. Again, the driving force in terms of the layout internally, not the external, was based on our Child Development Center folks.

Al: How they were going to operate and function?

Guy: How they saw it operating. Yes, exactly.

Al: For facility guys like me, what advice would you have?

Jim: For building you mean?

Al: Yes. Just facilities, building. Just things that mattered when you were laying things out and thinking things through that you really wouldn't want those lessons learned to get lost.

Jim: I think the thing that overrides for me would be to keep the students in mind number one. Fritz Wink, was our board member that anything I presented, always the question, how does this affect the students? I think keeping in mind and what we're-- The bottom line is serving the students. That would be the thing I would suggest that people always keep dangling in front of them. You can do a lot of planning and designing and the like, but the bottom line is how does this affect students? Students change. These mentioned earlier classes were nearly all much heavier at night than they were in the daytime because people worked up here.

You had to work at least one job and some two jobs, and many others were going part-time, many more part-time. That's one of the changes in philosophy that's happened since my day was the push for full-timers as opposed to part-timers. We never had a pressure or push or anything to force people to take more classes. If you need to work and go to school, if you need to stay home and take care of kids and then go to school, that was good and we encouraged that. Today, there seems to be an emphasis on everybody finishing quickly, graduating in a certain length of time.

That's the change that I see. I would say keep whatever your students need in their life, and their life is the life that is over what you're planning.

Al: What about how it balances with the community aspects of a community college? Because that seemed to be very important. Obviously, the students are part of the community, but there seems to be a lot of other groups and needs and would love to team up with a college to do this, that, or the other. Any thoughts on that?

Jim: I would encourage it. I think that's all very positive. Again, that goes back to a philosophy of community colleges that's 30 or 40 years old. It's changed maybe a little bit now. I feel very strongly that doing things with the community and jointly whether it's an educational program or a social program or whatever. I lean that way, I like that.

Al: Yes, I agree. It may have changed in the industry but it is still very much that way, I think. Your (Lease) thoughts?

Guy: You're certainly focusing on the students, but there are a lot of things that go into that. As an example, one of the things that Jim did was say we're going to spread the faculty offices out across the whole campus so they're close to where they teach rather than having a

separate facility for the faculty offices. I thought that was a brilliant concept. In fact, as a joke, one of the early planning stages, we brought in the drawings for another college where they had separate classroom buildings and then they had this whole hallway with just faculty office after faculty office. I presented it to the faculty as we've come up with a new concept here, so you're all going to be right together.

It was done as a joke and they took it as a joke later, but initially, they were like, "What in the world do you think this is?" Anyway, I thought that idea as future things come along, just like we did in the PE building, obviously we put the offices there, they're not here in this building. I think secondly, creature comfort is really important. The concept of this interconnecting facility so that once you're indoors, you don't have to go outdoors. We experienced that in the motel where every office door when you opened it, opened to the outside. Then would come the winter weather.

We actually all had to change our dress, our whole wardrobe had to change in 1988 when we moved in here because everybody was wearing heavy cord pants and heavy bulky sweaters and things because you were always in, out, in, out. Heavy shoes. People worked in snow boots and things. We had to make that change. I would like to see that continued.

Some of the ideas around taking advantage of the sun because we do get a lot of sunlight here, and the idea that you'd have overhang so in the summer, the sunlight isn't coming in and overheating the buildings, but in the winter, you got a little value because the sun's on a lower plane and we could take advantage of heating the buildings with solar for passive solar if you will. I think those are going to be important. You just mentioned something.

I think, definitely as the technology has increased in terms of heating, cooling systems and coming up with ways of doing that without it being really super expensive but taking advantage of what we have underneath us for cooling and heating to some degree, I think is something that should be kept in mind.

Al: Got you. I appreciate that. Thank you. What haven't we talked about?

Roberta: Well, the floating acre I wanted.

Al: Oh, yes. About the floating acre.

Guy: The floating acre.

Al: Jeff and I put the end of the floating acre, but tell us how it started.

Jim: The what?
Al: The floating acre that the school district owned.

Roberta: The floating acre the school district owned and we had-- It was in our original-- In the property contract when we bought it, there was a floating acre that belonged to the school district.

Jim: Oh, I don't know what happened. I have no idea.

Roberta: It kept floating around. We had to keep talking, dealing with it, or thinking about it.

Guy: It's taken care of?

Al: It's taken care of.

Roberta: It's gone.

Guy: In response to that community question again you talked about, there was an idea of having a Fire Station here, and a training ground program here. I have friends who have been on the Lake Valley Fire District Board for years who have really continued to ask when is that going to happened, as we could use that training program here, and we have the forest service building on our campus that generates income, rental income to us which has been a positive.

Roberta: That's not real income now. Relatively, it's small.

Guy: Well it's small. It started out at $75,000 a year or something like that to rent the property.

Roberta: That was one thing I was going to bring up, the original idea was to have a shopping mall so that we really would make some money.

Guy: We talked about having Walmart remember? Walmart contacted us about possibly putting a Walmart up here but they dropped the idea because they projected they wouldn't make enough money out of this community to make it worthwhile. There was a lot of opposition to the concept that we were going to use our property in such a manner.

Jim: There's one item I just thought of that's historical, probably not written anywhere, but that's how we got the sewer permits to build the campus. There were not sewer permits available, they'd all been given out and we were going to build a college and needed all these restrooms, and there were no sewer permits.

Guy: I had to go to Washington, D.C.

Jim: We found that the sewer district had reserved sewer permits for a park near Emerald Bay for the Federal Government. There was to be a Federal park and there were sewer districts in the reserved place over there, and we borrowed those from the Federal Government. He went to Washington.

Al: How do you borrow those?

Jim: We borrowed sewer permits that they let us use to build a campus the sewer permits that were reserved for a park, a federal park over here.

Al: What happens if they want them back?

Guy: That would've been a good question, but basically, they had abandoned the idea or they really weren't looking for them to come back, thank goodness. That was a really interesting trip because I arrived in Washington at one o'clock in the morning and had to be in an office there at 7:00 to meet with these people. I barely got to sleep and then they had me sit waiting for the meeting to start for three hours.

[laughter]

I was trying to stay awake.

Guy: That was one of the notes I had when you talked about what were the real challenges. The sewer permit issue was crazy and now it's completely gone, It doesn't even exist anymore that there's any limitation on it.

Jim: They were gold.

Al: Oh, I bet.

Jim: It was $75,000 just to get a sewer permit.

Roberta: Really?

Jim: Yes, I bought it from a fireman, he got drawn and he wanted to sell his. That was the one year that you could only transfer permits within area and I couldn't go out Meyers and buy one, I had to buy one elsewhere. Bill Comin told me, "You better get it while you can, they're running out." I didn't get drawn, this fireman got drawn and he didn't want to build a house up here and I bought it from him.

Guy: I'm just going to tell you one other interesting story. Every so often we had to go back to the legislature to get an exemption to the field act when we were in the motel and in the other buildings. I was tasked with going and this was when Jim was still here, I had to go to this hearing, an assembly hearing chaired by Maxine Waters, and testify on why we needed an exemption from the Field Act. I mean she ripped me up one side down the other, she would never vote for an exemption to the Field Act because how dare I put the children of this state at risk of being in a building that might collapse if there was an earthquake in the area.

I'm sitting there presenting the fact that we've done everything we can to get the funding from the state for a permanent building and the people of this community voted this college in and we're doing the best we can until we can get the funding. She'd have none of it, she really ripped me for even appearing to ask because I obviously didn't care about the safety of the people who live here. That was one of the challenges that I faced.

Al: What's one of the successes. What's the one thing you're most proud of?

Guy: The one thing I'm most proud of I think is that the design that Jim and Sprankle, Lynd & Sprague and the board came up with before I got here has turned out to serve this college so well. I've been to a lot of college campuses, and these days, they're building these beautiful iron and glass and steel urban kind of buildings. This fits just like you described it, just like it always been here, was part of the community. I look at the surroundings we're in right now and say, "This is what we set out to do and I think it's been very successful." I'm sure there's some changes I'd make, but that's probably the thing that I'm most proud of that we accomplished what we set out to accomplish.

Al: You did a great job, under your reign, of matching all these buildings. That's a difficult thing to do.

Guy: It goes together well. That issue came up actually with the stairwell from the first floor to

the second floor in the initial phase. Is this just an architectural thing to make the architect look good? Is it going to really function? Then we build it with this beautiful wood to start with. That lasted a very short period of time. We had to carpet over it because people were coming in from the outside during the winter with all the snowmelt on their boots and things and they'd try and go right up those stairs and grind it in as they walked up.

Al: Are those wood stairs underneath that carpet?

Roberta: It's beautiful.

Guy: It is beautiful.

Al: What are you most proud of?

Jim: Facility wise, I think what Guy had said, it turned out to be very much that I was happy with as far as the college is concerned. I think the thing that I'm happiest about is the quality of the faculty in the first phase and the way it has maintained. There's nobody here that was here when I was. We made a couple of mistakes, but basically, I thought that the first faculty did a great job, and I've been pleased with what's happened since then with the faculty.

Al: What about you (Roberta)?

Roberta: Well, one little negative thing and then into the positive. The early learning center, or TPNS, Tahoe Parents Nursery School. We had one time the-- We got a grant from the county, I think it was First Five or something, I think it was $250,000 to build that building, a building for TPNS. The architect drew up this beautiful building looking for an award or something and when the bid came in it was $450,000.

Al: What architect was that?

Roberta: I can't remember his name. He's a young guy, it wasn't Sprankle, Lynd & Sprague. I think it was somebody who worked for him. There was no way in the world we could have raised that much more money to build that thing. We even had had a groundbreaking.

Roberta: We had the groundbreaking with my son who was one of the original children students was their class so I can remember. It was about where it is now. Now, I give Jeff credit, he made sure that it was in the bond, it is now going-

Guy: Going to be a reality.

Roberta: -reality.

Al: That's the negative or the positive?

Roberta: The negative was the first round the second one is the positive. It will be opening this Fall, are we sure?
Al: Yes it will open this Fall.

Jim: The community group has been going back way before the college and they've come together and they've served each other.

Al: We've taken that charge very seriously, and we were very sensitive to some of their previous experiences. I think they're going to be real happy. It may not be perfect, kind of like we're talking about before, you can't give everybody,

everything, but it certainly will meet their needs and then some for many, many years to come.

Jim: You mentioned the earthquake thing. When I was in the university system, we started Hayward States, it used to be Hayward, in the old Hayward High School. It was available because it didn't meet earthquake standards and the high school was no longer allowed to be in it.

The law only applies to K-12 and community colleges. It doesn't apply to four-year colleges. We were able to start a four-year college in a building that you couldn't put a high school or a community college in. [chuckles]

Al: Correct. That's exactly right.

Jim: Makes no sense at all.

Al: I know.

Roberta: I want to thank you (Al) because I want these guys' stories down someplace so that we don't lose them because they're the fathers of this college. I worked on it before we had anything. I never could've envisioned this campus that we have now, I would never in my mind. Thank you too.

Guy: I certainly don't feel like the father. I might be the grandson of this.

[laughter]

Jim: One little bit of history you may not be aware of, one of the pushes that got to the election before I got here was the state passing a law that areas of the state that had so many community college ADA, had to either create a district or annexed one. A college up at Feather River annexed to Peralta District in Oakland.

Al: Oh, you're kidding.

Jim: No. You see, they had all this assessed valuation and no students up there. They approached Marin when I was there, they approached Santa Barbara and Foothill and said, "Would you like to have us?" All those superintendents said, "No, no. That's not the idea." Peralta said, "That's great financially." Very quickly, the state said, "No, no, no, no. You have to be somebody near you." but it was too late. They were annexed initially as part of the Peralta District and then they broke away. Anyway, the choices here before the election, create a district, annex to Los Rios in Sacramento, or annexed to Sierra College. It's interesting how we connect to Placer County, are you aware of that? Through the lake.

Al: Yes.

Jim: Those were the options. The board and the community, long before me, decided that people in Sacramento are not going to vote a bond issue to build a college at Tahoe. The people in Auburn are not going to tax themselves.

Roberta: They told us. Their boards told us they wouldn't give us anything.

Jim: Yes. We could've voted to annex or they could to annex to them but they didn't want us. [laughs]

Roberta: They wanted us but they wouldn't promise us a thing.

Jim: They wouldn't promise, maybe an off-campus center.

Roberta: Classes in the high school at night.

Jim: Actually, at one time, we had classes from Sac State up here on the campus, Sac State, but there weren't enough enrollment. The president there and I had worked together in the university system. They offered classes for--

Jim: Sac State offered upper-division classes.

Roberta: Is that why they stopped?

Jim: It just financially didn't make any sense because their faculty wanted to stay overnight and pay for hotel rooms and all that.

Al: Vacation in Tahoe.

Jim: Yes.

Guy: When I was talking to him after you had retired, there was some interest in continuing to do something along those lines where people could get a degree up here. The faculty at Sac State opposed it because they didn't want it to be taught, the whole program to be taught by part-timers. They weren't willing to come up here and live. You would think they would, but they weren't, so they knifed it. This was back in the, I don't know, mid-'90s when I was meeting with them. We lost interest. I think one of the things that you two (Duke and Mason) really need to get credit for was putting aside the money to buy the property.

Al: That was brilliant.

Roberta: I told Al before. I can remember the board meeting when Steve Adams came representing the faculty.

Jim: He said, "You're never going to build a campus up here. Give it to us as a faculty."

Jim: Yes, we need for salaries. A local community member backed it up, John.

Roberta: John?

Jim: My neighbor the dentist.

Guy: Who eventually got on the county board of education.

Jim: He was president of the county board of education.

Guy: He wouldn't support building the college. One of the reasons that worked out so well is because that decision was made in 1975 or '76, somewhere in there. In 1978, when we got the Jarvis-Gann Initiative, the state had to come in and bail K-12 and the community colleges out because we lost so much money. They based the amount of money we got on the amount of money we were getting. We were getting money to buy the land so we were getting more than we normally would have. There's our tax rate. The board had agreed to increase the tax rate to raise that money.

This was prior to the Jarvis-Gann Initiative, Prop 13. That amount coming in then following the next few years was actually more than the other colleges were getting. As we fought for funding

over the next few years, we had to fight on the basis that a small college has an inordinate amount of administrative costs per student that the larger colleges don't have. We were able to justify that additional money. If they hadn't done that; A, they wouldn't have bought the land, and, B, Prop 13 would've practically closed this place down because you just wouldn't have had enough money to operate.

Roberta: Timing is everything.

[laughs]

Roberta: That's why I give Jim the credit for having us set aside that money.

Jim: It probably doesn't happen now. It probably doesn't happen but in the very early days, we set aside money to replace all the equipment. Whether it was chairs, whether it was computers, whatever. We figured, "All right, the life expectancy of this equipment is 18 years." so we put 1/18th of the money aside every year ends in a separate fund. We got caught with that. [chuckles] We had it all in a reserve. The state came up with this idea. Our reserve was 6% or 7% because we had all this money we were putting aside. The state one year, said, "If you got more than 5%, that's obscene for a public agency to carry a reserve bigger than that." So they reduced our amount of funding.

We immediately created special reserves to get it out of the general reserve. At one time, we had all of our savings in general reserve.

Guy: The biggest thing we were looking at was the heater system. The boilers and all of that. We estimated that they would last 18 to 20 years. We were trying to estimate, "What will that cost in 20 years?" The number came out so big, it was like, "We've got to start setting money aside because we'll never have that much money just sitting around." In today's dollars, it's probably a small amount of money. Those days, it didn't look like it at all.

Al: It's a lot of money. That's something Ami and I, we are constantly sitting down with Jeff and going over that. Jeff's very fiscally conservative so he really wants to plan ahead.

Jim: That's why this college survived all this time, was by being very conservative.

Roberta Mason joining up with Jim Duke and Guy Lease for a lively recollection of the details as well as the twists and turns of LTCC history offers priceless insight into the thinking of the school's founders. It is a front row seat to the remembrances and types of decisions faced with the founding of an institution in a unique context. Alignment and annexation with other Districts or creating an independent District was a particularly revealing discussion.

The foresight of a fiscally conservative mindset was crucial to setting up an economically sustainable enterprise. The leadership of Jim Duke was key in this regard. The deliberate plan to set aside funds to purchase land led to the eventual acquisition of the current location and can be credited to Jim. From there, the "Fathers of the College" as Roberta referred to Jim and Guy, carried that philosophy forward with the building of the campus. It is a philosophy that the future of LTCC will depend on.

INTERVIEW WITH PAST PRESIDENT KINDRED MURILLO

Al Frangione: We're interviewing Kindred Murillo, the fourth president and superintendent of Lake Tahoe Community College District. Kindred, thank you. We're going to take a couple of minutes and give you a chance to give us some history, the background of what in the world brought you to Lake Tahoe Community College.

Kindred Murillo: Well, when I finished my doctorate, I had told the Chancellor at Contra Costa Community College District that when I got done that I was going to seek a presidency. I was contacted by one of the recruiters, I think it was Robert and I can't remember his last name, really great guy, and said, "You really might want to look at this college district." I did and I applied and I met with the first level interview. I really loved the group. It was really fun to interview with them. I felt really good about it and I was invited back for finalist.

Unbeknownst to probably a lot of people, to me, I'm one of those people I believe I'm interviewing the board just as much as they're interviewing me because I wanted to know if I could work with them or not. In my interview with the board, I just felt like we worked, not only did the people at the college and I work but the board and I worked. I was a finalist in another two places and before the board even said anything to me of whether they were going to offer me a job, I pulled out of the other two because I really liked LTCC.

About 48 hours later, Dr. Wink called me and offered me the job. It was, for me, something that was probably meant to be. It was part of where I should be. That's kind of a funny beginning, but I'm one of those people I believe that there are places where you belong and there's places where you don't always feel as good. For me, I felt like it was going to be a really good relationship.

I will also tell you there was nothing easy about it, coming in at first, because there's always-- When you first come in to a college, there's people in the community or the college that wanted to see somebody else get the job. There had been some previous people that had been liked by several members of the college community that didn't get the position, so there's always that kind of angst going on. I had some challenges when I first got there. I think that answers your first question. I felt it was the right place at the right time.

Al: Excellent. Let's go back just a little bit. I've had the pleasure of working for you and I consider it a huge honor in my career because your style was one that was very unusual in the sense that you had a calming style about you, but yet you were no-nonsense. Anybody that sat in a room with you and was going to give you a report and/or take direction from you, just knew you'd best have your ducks in a row, and you also knew that you weren't going to get anything past Kindred in terms of get the facts out there and let her give direction and she'll ask good pointed questions, and the leadership from there on will be supportive and fair. It's not always that way.

Al: I'm curious, what was your background prior to coming to the college? I know you were involved with a couple of other colleges, but then before that, you were also in the private sector and doing other things that were very interesting. Would you be willing to share some of that history just to give the background of how Kindred became who Kindred is as a leader?

Kindred: Okay, that's cool. I appreciate what you just said. I always believe that we are where we are because of decisions and choices we've made along the way. I worked for Southern California Edison for 13 years in various capacities. When I went to work for Edison, I was a plant equipment operator and that's kind of one of the lowest positions in the whole company. It's either you're a meter reader, a groundman, or a plant equipment operator. That was probably a real character-building exercise.

Al, you said something about fair. I was one woman on our eight-man crew, and that was pretty much my experience through Edison was a great company, 99% of the people that went to work for them when I went to work for them, retired with them, and then deregulation happened and what had been a really family-oriented fair company that invested huge amounts of money in employee development changed.

As I was coming up through the ranks and I actually promoted very quickly through the company from jeans and a hard hat and a radio and tool belts and steel-toed boots working in a power plant, to when I left there, I was a regional manager. I ran the business offices and I had been an employee relations, I was put through a management program. I think a lot of that employee development and that's why I believe so strongly in building leaders is because I think that helped me. I think that pushed me and it helped me grow. I worked for great people who pushed me, who believed in me, but they asked really good questions.

I remember right after I had lost my daughter in a car accident and I worked for a district manager in Yucca Valley. I remember the district manager coming into my office. I came back to work the day after the funeral, and she came in and sat down and she was interested in what was going to help me get through. I never forgot that because I knew I could trust her. Even though she wasn't my direct boss, she was the boss over my boss. I knew that I could have faith in her leadership because she

saw the pain I was in and she acknowledged it and she kind of tried to lay a path for how I could work through my job during that really difficult time.

I thought that was important in my leadership development because it taught me that empathy is really important. I heard a quote just recently that really made me think about it in that moment in time, "Empathy is the antidote to impatience," because if you can be empathetic with a person and understand where they are, then you're not impatient anymore. You're like, "Okay, how do I?" That's how some of my leadership blossomed in a way because I learned from that. I have to think about some of these funny things.

When I went there as a customer service supervisor, I was 32 years old. My field service reps were all in their 50s and 60s and they used to call me their teenage boss. It was lovingly so because I cared about them and I also expected them to do their job. I think that's the part that influenced my leadership greatly was working with people who taught me that as a core strength that you always care about the people that you work with. Then the next layer was working for people who had extremely high expectations and how to marry those things together was really important to my growth as a leader because I worked for some really tough people.

My later years at Edison and then when I went into-- Actually, I did a little stint as a consultant for two years between Edison and Community College, but in community college, I came in as a faculty member and I worked part-time as a field rep for a supervisor. I worked with some really tough people in the sense that they had really high expectations and yet they cared. I helped work through some of the deregulation issues for the county and that was really hard work, but because I had left Southern California Edison because I just literally got tired of laying off people. It was my job. I was laying off people every day and so I finally just left them and I told my boss, I'm going to go somewhere or I can do something constructive.

I did consulting. I worked as a field rep. I started teaching and then I fell in love with community colleges and I started working my way through the administration. I frankly didn't apply for, I would say at least half the jobs I ever really got, and I was basically asked to apply and that was really tough. That was hard because community colleges were so different for me. I used to tell my boss, "I'm going to quit, I can't do this. I can't do this. There's no accountability here. People are not required to be accountable." That just made me crazy the first two years.

Then I started learning how loosely structured organizations work and more organic organizations. That was a breakthrough for me because I had always been in the hierarchical. This is the top and this is the bottom, and you do what the top says. That's when I started really learning more about how organizations can be more effective and that I actually left an executive MBA to move over to a masters of organizational development because I felt it was more important to understand how to work with people in an organization than it was to understand how to be an executive MBA finance person. To me, that was not as interesting.

That probably was the formation for me of really coming to who I was because my master's of organizational development, the premise behind it is self as instrument. In other words, you cannot do anything for an organization unless you understand yourself, and your skills, and your tools. If you don't, then you are really not going to be effective. I took that to heart. It's like, "Okay, these are my not strengths and these are the things I'm good at, and these are the kinds of jobs that I will do and that, the next 20 years, was the flow." Ultimately, Roberta Mason sums it up: strong back, soft front.

Al: Now, that's good stuff. I love it. I'm going to have to take a class from you at some point. That definitely is an outstanding foundation to build off. Then you land at LTCC, you come in with some people that maybe weren't super excited that you got the job, and probably some other people that were excited you got the job. What would you say were your key challenges the minute you landed here?

Kindred: Sort of a siloed culture. People operated on their own and it was fascinating for a small college: just it was like everybody had their silo. That was really shocking to me. The relationship with the school district was not good and in fact, I remember asking the vice president of instruction, my three questions that I asked every one of my managers was, "What's working here that we shouldn't mess with? What's not working here that needs to be fixed? How can I help you achieve your goals?" I remember the vice president saying, "I need help with the school district because we can't get agreements with them." It was really true. There was not that connection.

The other piece that I really probably didn't talk as much vocally about but it was always in my agenda, was that after interviewing some of the members of the Hispanic community, the thing that hit me really hard was when I had a grandparent say to me, "You don't want us there. The college doesn't want us there." I heard that in more ways than I care to ever say.

As I started learning more about the college, I understood why and so that's when it became a recognition for me. We had so many crises going on that it was not even funny.

We were a year behind on putting in Datatel. We were a year behind when I walked in and they were going to put in the finance component, which I had just worked on, which I was like, "I'm not doing this. We are not going to put that finance component in. It is miserable, it's not worth money, it's not worth the time," and so I stopped that.

That was a big issue that we had to get. Technology was pretty much in crisis. Everybody was complaining about the technology department, the Datatel issue. It was just like a three alarm fire. Oh, and repeatability, I don't know if you've heard that yet, but repeatability through the state funding formula hit, and so we lost 22% of our full-time equivalent students in my first 18 months. That was a crisis of finance. We had to cut budgets. We were in the middle of trying to get reaffirmed and accreditation. We had been given, I think about a year to turn around and a report where we addressed our strategic planning and a bunch of other things.

There was a fair amount of crisis. I was just like, "These things have to get done. There's not even time for strategic planning." That was the framework I walked into. I just started dealing with each item.

Al: That's unbelievable. I took notes for seven or eight, what I would consider to be significant issues, any one of them by themselves is overwhelming. The whole idea of a siloed culture. As many leadership classes as I've taken and talked to folks, excellent CEOs, like Starbucks, that's their biggest fear is that the culture becomes siloed. Once it does, turning that around is an extremely complicated process.

That was just one thing you listed. I know you didn't list every little thing. I'm curious, and I'm going to jump into facilities at some point here, but I'm curious how you suppose all those lessons you learned at Edison and other locations, really prepped you and prepared you for this moment of dealing with a siloed culture, dealing with a disenfranchised segment of the population that you've shared with us? These are major issues. How did that stitch together?

Kindred: Well, I think probably my-- I have a strength of inclusivity: I believe in including as many people in the process as possible. While that didn't sit well with a lot of the college leadership because that meant that they might have to share what they're doing, and might have to have some input into that, I think that is probably one of the things that I've brought to both my CEO roles is the fact that I'm inclusive. I want people to collaborate and work together to come to solutions.

I think that I have a strength in that. What happens is, you either want to work with me or you don't because I'm not going to let you sit in your corner and have your own little fiefdom. That's important because there were some real fiefdoms at this college. I'm not going to get into the details of that, but I had to break them down. The only way I could do it was with my strength. We're going to have management meetings, and we're going to talk about and we're going to put decisions on the table. Hopefully, we come to a consensus. If we don't, I will make the decision based on your best thinking.

While that didn't sit very well with some people, yet started breaking down the silos because I was insisting on, "No, this can't be over here. This department can't report to this area over here." One of the things I did was I broke out Student Affairs from instruction. That was huge and it sounds counter to inclusion, but it wasn't. I needed to get that reporting directly to me so that I could have some influence over how we brought students to the college. Again, I cannot tell you how many times I had people tell me "I would go to one counter and I would hear this and then I'd go to the other counter, and they would give me a whole different form." That's when it was like we're doing a one-stop. We're going to have one place where people come to and they can get the answers and get the appointments they need and they don't have to go from this counter to that counter.

We started doing our forms in Spanish. I don't know if they still do it, but there were a couple of years there where our schedule went out one half was English, you flipped it over,

and the other half was Spanish. We started advertising in papers that reached out to the Latino community. That was so much of my strategy behind soccer, because the Hispanic community in Tahoe plays soccer. If you know where to go with that, you just go to the fields and talk to the parents and listen to what they have to say. I had a big meeting, and I thought the board was going to fire me again, with the community over soccer. We had 100 people there. It was part of my effort to get the Hispanic community into the college and really creating an inclusive environment in student affairs.

With the teachers, there's a whole other discussion about how equity works in the classroom. I have been trained in the, what they used to call, the achievement gap, which we now call the equity gap. I have been highly trained in that at Contra Costa and I was seeing at Lake Tahoe, our students, number one, the community was 38% Latino, the college was 17%. That's a problem. That's a real problem. We set a goal to really, really, really do this work.

The soccer program, the dual enrollment program, were both critical to helping build a more diverse college. I think that was really important. 18 months after I'd been at the college, I had stopped the fires, kind of got my lay of the land. Believe me, when you're a CEO the first time, it takes a year to 18 months to really understand what's going on. [Chuckles] You have the first pass, and then you start really understanding what's really happening and where the power is and where the power struggles are and how the community feels.

I spent a lot of time in the community, got heavily involved with the chamber, TRPA, School District. I went over and Jim and I hashed out, we had tough meetings, and we got to be really good friends in the end. That relationship ended up being, I felt, a pretty darn good relationship. I presented to the college, I think the name of it was Owning our Own Future. It was in a board meeting. I think it was a PowerPoint where I had worked with my VPs and laid out a strategy for how we were going to rebuild Lake Tahoe Community College.

It was building the enrollment back a little bit at a time. What I did was I listened to the faculty about what they thought would help build enrollment. I did a lot of listening sessions with a lot of people. Then part of it was the bond because, by the time I'd been there 18 months, I understood that if we did not have a bond that we were going to be in a major, major problem with scheduled maintenance. Because I had an assessment done of our scheduled maintenance, that original one that was done and the numbers were scary. That was a concern.

I had people upset over the Tahoe Preschool and the CDC issue. There was a facility strategy, there was an enrollment strategy, there was a finance strategy, and there was an equity strategy so that we were starting to work on the achievement of our students. They were completing, and that's when we started doing implicit bias training.

We brought in Vince Tinto to work with the faculty, brought in some really top-name people. Kay, she was with the community college group out of Austin. We brought in these speakers every time we had a convocation and we did work and we started

helping the faculty and the staff understand that diversity has to underlie inclusion. You cannot have diversity unless you have an inclusive college that welcomes and honors diversity. That was the part about helping get our Hispanic community into the college. I put that in front of the board and I put her in front of the college, they accepted it, and we started moving. We really started moving.

Al: I sit here and write down some of these elements that were part and parcel of rebuilding the college. Things that completely influenced day-to-day activities, right? From one-stop to soccer, to the dual enrollment, the LTUSD relationship. The bond, of course, has had a direct impact on our lives. Correct me if I'm wrong, you even initiated the idea of PAC, is that correct? The President's Advisory Council.

Kindred: Is it still working?

Al: Absolutely. I don't know for sure if it's working, but I believe it is from our perspective.

Kindred: See, that was something that you have-- I learned at Contra Costa and frankly at Pasadena. My middle management at Pasadena was, they were rock solid. I mean they were rock solid and I could get that group of nine managers in a room and literally come out with solutions. Also, I learned that if you don't involve people that are actually doing the day-to-day management work, you're missing it. There have been too many presidents these days haven't really worked their way through the hands-on stuff of being a middle management person.

Al: You're exactly right. It's evident. It's interesting because you definitely set the stage. You were the perfect pick for that moment in time, there is no question about it. It was a little bit of a tough time for the college. Damage had really been done in many ways and then enter you and this business of inclusivity and the idea of bringing people together, and breaking down those silos, very powerful. You found yourself realizing that, wow, a bunch of deferred maintenance hasn't happened. We really need a bond. I'm sure you were thinking about some growth elements and some other things. Certainly, soccer was a major player in your mind, that was a brilliant move by the way.

Kindred: We didn't have any projects at the state.

Al: Yes, nothing. Exactly.

Kindred: I was like what in the world is going on here? We need a list of projects that are at least applied for, and that's why I hired out AP because they were experts at getting projects through the state.

Al: Absolutely. Yes, no question about it. Go back in time on this one, share with us that story. Now you've got this bond, this vision of a bond or a need anyway, what next?

Kindred: What we did is we took the information from the scheduled maintenance review of like, these are all the things that are going to fall apart, are already falling apart, and that we're going to have to deal with, right? Then looking at the fact that our labs, beautiful as

they were, starting to be outdated, our science labs. I had been over facilities, literally the last-- When I got to Tahoe, I had been 11 years over facilities at Copper Mountain. I helped them get their bonds. Pasadena, I was setting them up for a new bond, but they were still very, very conservative. Contra Costa, we had bonds and we had gone out for another one.

I had learned that you match together state and local money to really leverage and move your college. That was the goal. I put together a business case, and even Roberta reminded me the other day, "There's no way this community will pass them." I replied, "Yes, I was told that at Copper Mountain." I said we have to try really hard to hire the right strategists and put together the right case because this college means so much to this community.

We did, we put together the business case. The student case, we tied it to the students. The whole idea with the university center, when I first got to Tahoe, you know what I heard from the community? First thing I would hear from the community, "This college needs to be a four-year school." I'm like, "Okay. You are aware that you're part of the California Community College system and that there's a master plan and they won't let you become a four-year school."

Kindred: Anyway, we put together the case, but we tied it into this owning our own future, which was we were going to build our enrollment back. That's when we started the Incarcerated Student Program. We were going to be more involved with the community, I don't think it ever really took off as much as I wanted it to.

It was towards the end of my tenure, but we started doing some two and three-day trainings with culinary and the resorts on helping their Spanish-speaking employees speak enough English to be service-oriented and to promote into other jobs. We started doing some more of that.

We started putting an emphasis on the culinary. You and I probably had this discussion with Al, is the way that whole kitchen was set up, it's not conducive to a learning environment with the Student Center back there. If you go look at colleges that have culinary programs, their kitchen and their classroom are set up together. Then if they can, then they're connected to a dining area, but that it can also be private. We went through that whole thing, because you just can't have classes in a kitchen where there's a bunch of people out in the student area.

We wanted the students to feel they belong to the college, right? We started working on the student area and then the core, putting in colors, to changing the art so that the Hispanic population felt welcome.

It was tying all of that into this vision. That is the first thing that we did that really set it forward, was we did that vision. It was premier destination college because we knew if we were going to build enrollment and we were going to play into Lake Tahoe's community, that we needed to bring students to Lake Tahoe, because if we brought students to Lake Tahoe, then we enriched the diversity, we enriched the knowledge base because we brought people from other places. So we're building now and that vision became where we went. Under

that piece is always: diversity, inclusion, student success, and employee engagement, which was not always easy, but we moved it. We kept moving and we grew leaders.

As people left, people left because they were not going to work in my style and knew that. I brought in people that I felt could move the college where it needed to go in the direction that we needed to. Like Sue Gochis: she was the most student-oriented person I'd ever met in my entire life, until I hired this last VP that I hired. I hired her (Gochis) because she cared about students.

Al: Yes, and you could feel it. It's very powerful, so hats off.

So, you have the bond, everybody's telling you, no way. You're going for it, you know it has to be done. You want to do this state match local money. Really smart leveraging. You bring in some experts for the condition assessment, well done. We still use that condition assessment, by the way.

Kindred: Good.

Al: The bond did pass by a tight margin, but it did pass, which was a huge accomplishment. Then what did you do next?

Kindred: We'd been working on facilities master planning, and so that was the next piece of what we were doing. We wanted to show the community that we were using their money wisely. Timing, and that's where Jeff was really important, and you were really important, laying these timeframes out for how we're going to accomplish these things.

In the meantime, I haven't even mentioned this, but the whole Foundation piece was critical, because we were trying to build scholarships. That's when Lisa Maloff called and said, "Oh, I want to do something for the college." Roberta Mason and I are thinking, "Oh, a bench or--?" and she's like, "No, I want a building,", and I'm like, "Okay."

We went to our timeframe and what we put in the bond. We put the site improvements for student housing and we put the university center like a remodel inside of the college. So then we were able to pull it out of remodel, move that forward, and build in a four year degree program. Keeping our promises to the community was what was important. Keeping our promises to our faculty and staff was important, because there were faculty and staff who opposed the bond because they felt like it was going to take away and it was going to cost too much. We were able to work with our faculty based on the fact that it wasn't going to have this huge drain on the budget for trying to keep the facilities from falling apart.

I was able to negotiate a new salary schedule with the faculty, which I think-- that was profound in its own right, because they had the worst salary schedule in the whole state of California. I knew it and wanted to change it, but you have to have money to do that. You can't spend bond funding on that, but by not having to take all of the money for facilities, you could actually invest in more professional

development and salaries for your employees, and we did.

I think when I left there I left a three-year contract with the faculty in place, which was my gift to Jeff, or whoever the new president was going to be, because I didn't want them to have to worry about that piece because that was always a high level of contention. I went about trying to make sure I kept my promises to everybody that I had said we were going to do these things, and we started right away. This is where Jeff was really good. I mean, really good. He got that stuff moving quick and really-- When I left-- Remember, I left in the middle of that snowstorm and you guys had to quit outside construction work. Do you remember?

Al: I remember that. Yes.

Kindred: We were working on that and had to stop everything because of the snow. Oh, my gosh, and to come back last month and see the Mobility Center, the front of the library, the heated sidewalks, the front of the whole way, the fields, and the gymnasium, it was just so amazing to me.

Al: It is amazing and you definitely laid the groundwork. It's interesting, you mentioned promises and we're obviously very big on that still. That legacy remains and will as long as we're here, for sure. As you were talking, I was extracting out of what you were saying, there were community promises. Some of those were the four year options for schooling. Check. Soccer. Check. TPNS, that's the group that you were referring to that rents at the school district. They're moving over here in the next two months. Check. That's 60 years in the making. Public safety, we're working on that at a deep level. Faculty and staff promises, the labs, that's Remodel For Efficiency. Starts next month. Check.

Kindred: Yay.

Al: All the support spaces necessary for it, check. What else? Let's dig deeper. What other promises do you remember making or knowing that needed to be made? I think this list is really powerful.

Kindred: We actually had a goal with the board at one point with the concurrent enrollment to get to 25% to become a Hispanic serving institution and before I left, we had the numbers.

Our goal was to build our representation to be close to what our community demographics were. While it wasn't always a popular discussion in South Lake Tahoe, as a college president, that has to be something you're always really working hard on. Our board took on a goal, I think the last two years I was there, to increase the diversity. Part of it was through the concurrent enrollment program. Concurrent enrollment is extremely important for equity, for closing the equity gaps, and moving students into the college that need college that can't afford to go to college.

Then we were able to start building up, and I was really proud of this, were the scholarships. I think the last year I was there, we gave over $200,000 in scholarships. When I first got there, I think we were giving like $70,000. It's important. We set up the program with Sierra Nevada for

the 4 year. We started working with Davis. We were trying so hard to get that Davis campus and then their president left and everything stalled. Davis, we wrote those proposals, and then we were talking with University of Washington about the time I left.

Al: Yes, that WSJ did come to fruition. Washington State University is who started to entertain a lot of satellite-type experiences in their classes, which was just awesome. Then, of course, COVID-19 really derailed quite a bit of that. There'll be some recovery time, but certainly all the foundation is there for all that, and the facility's still gleaming, still ready to serve whoever and whenever.

You mentioned quite a bit about infrastructure type of expenses. That seems to be a forever problem. What was your vision on that, if you recall? What sort of accomplishments were you wanting to try to achieve with the bond as it relates to infrastructure?

Kindred: Well, I think part of it was around, when we went through all of this too, was the technology pieces because technology is so expensive, and there's only certain things you can do. You can't buy computers unless it's part of a facility's remodel. Long-term technology needs were really critical for the college, and we were so far behind when I got there. I feel like we've made a lot of progress and invested a lot of money in becoming more technologically smart. We invested in infrastructure and employees through our Distance Ed program and the kinds of things that faculty needed in order to do their jobs. The other piece was the basic infrastructure. Our students had the best labs and facilities so that when they left high school, or came from somewhere else, they had all the tools necessary for them. Additionally, our faculty had the tools to teach them with, that gave them a really good education. When it comes down to it, I agree with what Dr. Duke said too, "the education is the driver of everything." What all of this is leading to, is providing the basis to educate students. You can do it so that they leave the college and are productive, or go on to excel at a four-year school.

Our stats for Lake Tahoe show that our students who went on to study at Davis or Berkeley did better than the students that originally started at Berkeley and Davis. The goal is their achievement, and so if you have outdated labs, or if the students are cold, you don't learn as well, right? If you're feeling safe and comfortable, you feel like you're in a learning environment you want. I actually think that's what it said, "owning our own future." The way that plan laid it out was that ultimately, we created a learning environment where students could succeed, and our faculty and staff could thrive too. Lake Tahoe Community College is one of the most beautiful colleges probably in the world, and we want to keep it that way, right?

Al: Yes. You were making very difficult decisions in 2014 -16 that ultimately translated into a system that Jeff picked up and continued to forge forward with, that postured the college and the students to be able to continue learning from home during the pandemic.

You did something about it, so well done. Very well done.

Kindred: Thank you. Well, I had a lot of help, remember.

Al: Well, you did have a lot of help but you went and found that help. You were instrumental in getting the right people in the room, same story. That seems to be your legacy.

Now that you've had time since you've left, what would you want us to know, and whoever follows us? What are the things that you believe are just absolutely imperative that we focus on from a facility's perspective, and in general as well?

Kindred: I think our vision of being a destination college says a lot because it is about inclusion, it's about bringing people to Tahoe. I think that setting that vision and putting the steps in place to meet that vision were really important. I don't know if you remember me talking about this, Al. A fundamental thing in my life is the old Stockdale principle, you have to have unwavering faith that you're going to meet the vision, but you can't be naïve about it, and you have to really understand the brutal facts of your current reality.

That's something that I think I do really well. You have to understand your brutal facts. If you figure those out, and you're accurate, then you're going to put the right steps in place to get to the vision. If you're not accurate, and if you try to kid yourself, you put the wrong steps in place. I've seen it time and time again. From a perspective of moving forward, it's always taking assessment of your brutal facts with the knowledge of where you want to go. I don't think Tahoe has changed their vision since I left.

Al: Drives us every day.

Kindred: I think underneath that vision is student achievement and equity. I think the equitable outcome of every student that enters that college, being able to have the opportunity to realize their dream, is what's critical in every step you take. It's behind everything I did there; technology, people, building leaders that are inclusive, that build inclusive organizations. It's really making sure that you're building the leadership that can continue.

One of the things that I said to Jeff the other day was, "You know my plan is I do this work. I help. I go in, I'm a fixer, I fix the problems." You take that old model of how organizations go up, and they get better and better. Then sometimes, they start going down. Well, Tahoe had done that. My plan was to fix things and get it ready for somebody to come in with a vision to take it to the next level so it doesn't go down. That's exactly why I stepped off when I stepped off. I've been struggling for a year and a half with the allergy piece. I knew that in my heart of hearts, I had fixed what I could fix. I laid the foundation, and it was time for somebody new to come in and take it to the next level.

I think when I talk to leaders, I always tell them this, "Recognize when it's your time to exit because there's a place in time where- it's very seldom. You see a few chancellors that have stayed a really long time- but you need to know when you've done your best and when you are starting to become part of the problem." I think that's something I try to get across to leaders is, "You have to understand that and it's important."

Al: You're exactly right. It takes a tremendous amount of humility and self-awareness to do that. It's impressive. Your timing, even though we didn't want to see you leave, your timing probably was a smart move as it turns out. Part B to that question, what would you do differently? If you could do one or two things differently, what would you do differently?

Kindred: I think when I first got there, I think I would have spent a little more time getting to know people a little deeper. I think I felt that I needed to get some things fixed too quickly, but I had to, I didn't have any time on the accreditation report. We didn't have any time. The board was running out of patience over the technology piece with data till, and we were running out of money. That was the other thing. Then repeatability killed us, but I think maybe I would have been a better president if I had just spent a little more time understanding more of the faculty and some of the underlying things.

I actually took that lesson with me to Southwestern. I spent six months interviewing people so that I had a clearer picture of the power structures that were underlying everything. What you learn, and I know these things now, is the different connections to each board member and community member. I think knowing those things helps position you better to not step into places where you cause drama that you really didn't need to.

Al: As I look at the list of all the challenges that you ran into when you first got here, and all the things you implemented and then we get a chance every day to appreciate all of the effects. I just want to thank you. I'm going to shut it down right there, unless you have anything else you want to add anything.

Kindred: Well, I just hope I helped you today. It was like a gift for me to hear from somebody working there that is still implementing these things and still sees that work is important to the college.

Dr. Kindred Murillo brought to LTCC a unique set of background experiences that made her superbly qualified to fill the highly sought-after position of college president in 2011. A graduate of Barstow Community College in 1983, she went on to earn a bachelor's in business administration from Redlands University and a masters on organizational development and a doctorate from Pepperdine. Private sector experience came from working at Southern California Edison and government service from serving as city council and mayor of Yucca Valley, CA.

Organizational expertise was obviously needed when coming in as an outsider to an organization with entrenched systems and relationships but some functional issues that needed addressing. She worked to gain trust among colleagues and advocated strongly for creating a more diverse student body and staff. Facilities master planning became a higher priority during her tenure and helped usher in the successful projects completed under the Measure F bond campaign. She was able to demonstrate that, not only did she assure the College was using the taxpayer's money wisely, but that the Bond campaign was using the local residents' money wisely.

INTERVIEW WITH CURRENT PRESIDENT JEFF DEFRANCO

Al Frangione: We're here with Jeff DeFranco, President and Superintendent of Lake Tahoe Community College. Thanks for taking the time.

Jeff DeFranco: Thanks for having me. I've been asking for this interview for months.

Al: Absolutely. So what we want to do is really stop for a moment and focus in on the facilities, focus in on the campus in its physical sense, and also really extract out of you any thoughts you have based on your seat as a president/ superintendent and where you see the vision of this college going, particularly from a facilities perspective. But if you don't mind, let's just step back a little bit and walk us through what you've stepped into and what you've done since you've taken that role.

Jeff: Sure, so I arrived on campus in the summer of 2012, and at the time, Dr. Kindred Murillo was the President, she had just completed one year, and I was the new Vice President. I was new to California Community Colleges. I came from K12 education and recently worked on a lot of new schools construction and bonds. You could immediately tell that the campus was very tired. I mean, it's a beautiful location in terms of the acreage and the trees, but the sidewalks were cracking, the carpet was faded, and the furniture in the commons looked like it was out of the Three's Company show or something and was clearly decades old. It just did not fit and didn't feel very modern. I use the analogy that the phones were like the ones in my grandma's house. It was not a very modern campus. It was tired.

Now, with that said, it had some beautiful elements like the beautiful newer library and really, its location was its greatest asset. There was a turf soccer field that was nice, but didn't really have any of the spectator amenities, and the turf was pretty dated. So, there was definitely some good stuff here with the PE building, the library, the theater, and of course the main campus, but everything was just a little tired. You could tell that it hadn't had a huge capital investment, and I quickly learned the College had never pass a general obligation bond.

Looking at the maintenance budgets, we didn't have a lot there. We were basically just a break/fix institution... just fixing whatever broke. We were not really doing any enhancements or anything preventative.

So I saw that right away, and I knew that part of the reason Kindred hired me was I had experience running a bond program and also getting a bond election passed. Those are two things that she had a vision for, and over the course of the next two years, we worked with the Board, the Foundation Board, and the Community doing election surveys and so on and so forth to move us toward the Measure F general obligation bond measure, which passed in 2014. That was really the huge catalyst in terms of resources to transform the College. So that was the first step, walking into the campus that has beautiful assets and clearly, had a lot of evolution. You can see the Main building and the Duke Theater and the library...really the library was the newest, shiniest part of campus. But a lot of the stuff that was dated back earlier was getting a little tired or breaking down. Even things like the theater that was not old in 2012, but just the HVAC wasn't working. It was things like that due to lack of consistent maintenance.

Al: And you also walked into some extremely aging boilers and so a lot of things were behind the scenes, as you pointed out, like the HVAC. And no real new technologies like heated sidewalks is a new technology for this campus.

How did you approach that? Did you prioritize that in your head, or did you do a formal prioritization, or how did you figure that out in terms of tying that back to the bond language.

Jeff: Yeah, so definitely on the technology side, the phone system was very old, and I ended up having complete phone failure in my first couple months as Vice President. You couldn't get a call on campus for multiple days, which obviously wasn't good as a business, seem to remember it was during registration time frame. So we had that, and we had issues with wifi being inconsistent on campus, cabling between buildings wasn't working, you didn't really have strong Internet out in the PE building, so that was obviously a priority, and that was a big issue. And then, in terms of the facilities, you had a lot of deterioration, aging carpet, aging paint, things like that, but behind the scenes, the biggest priority for us was the boiler. The boiler at that time was pushing 30 years of age, so it was at its useful lifespan. It was having multiple issues, and we knew that we could lose it anytime. Obviously, living in snow country and not having a boiler in the winter would totally shut us down so that was a huge priority.

There was a lot of infrastructure stuff like protecting your "shell" – your roof, you're siding – and then also a lot of behind the scenes infrastructure stuff that needed to be done in terms of the bond language.

We did an assessment of campus and identified all the things that needed to be done, and that list was long. And then, we prioritized those things like roofing, siding, protecting our shell and our core infrastructure, like the boiler and HVAC systems that were critical to ensuring the campus would remain operational and protecting this investment. I think at the time, our insurance estimate was a $50 million asset, so that needed some protection.

So we did that, and then when we did the bond survey, that was more about what does the Community want to support. The one thing that actually pulled the best with the Community was to protect your investment.

It wasn't a new shiny building or to expand or get bigger, but it was to fix aging classrooms and labs and take care of boilers and roofs and the cracked sidewalks. I think the Tahoe Homeowners realized how difficult the environment of sun, snow and wind was on their property, and knew it was important to protect the investment of the college.

So, first and foremost, protect your investment, but something that also pulled very highly was an access to four year degrees, which ended up leading to putting a little bit of language about the University Center in the bond. That actually created a catalyst for getting the significant donation for the Lisa Maloff University Center, so it was actually the bond language and the support from the Community that helped partly in making that a priority for something that we got a donation for.

And then there was a number of things like the Tahoe Parents Nursery School. My kids were in the Tahoe Parents Nursery School, and I knew from talking to people that it was 50 some odd years in the community and that it was really a fixture in the community.

I still remember my first month here, I met somebody and told them my kid was a TPNS kid, and they told me their kid was a TPNS kid, so I'm thinking, "Which kid is it...have I met them?" And they said "Oh yeah, my son is at UCLA right now." And I said, "I thought you said he was a TPNS kid."

But they still call them TPNS kids all those years later. I brought that to Kindred and said it seems like there's a lot of support for this Tahoe Parents Nursery School Program, and some of the Members have a willingness to fund bank and help fundraise. We should consider putting this in the bond. And upon further investigation of talking to people like Roberta Mason who had been around for a long time, we had tried to build a Tahoe Parents Nursery School building on campus twice, so it seemed right to help actually make that a reality this time around.

It's also what will the Community support and what does the Community want. Public safety training and our fire academy was very popular. But we also knew beyond our fire academy, we had growing programs in criminal justice, public safety, and service for existing professionals, and so that helped form the idea of the Public Safety Training Center.

A lot of those things came from community feedback, informal feedback, and build feedback, and then the survey that we did prior to writing the bond election really told us what we could put on the ballot and have a chance of passing and what we couldn't.
So kind of fast forwarding, I would say some high points we want to hit is really the vision. In 2012, we clearly had a great asset, and you could tell that under the leadership of Dr. Duke and Dr. Lease the campus had grown from a motel to a campus with a Main building, to a theater, to a library, to a PE building. So they had taken the steps and did a lot of good work building up the campus. But now, the next step were for two things. One was just fixing a lot of the degrading infrastructure from the technology side of things that weren't working like the wifi and tech

wiring to also boilers, HVAC controls, and the lighting controls.

But then, the thing that excited me was this idea that in 2012, this campus didn't really feel like it was in the 21st Century yet. So really moving toward a modern campus. Here we are in 2021, and I think we can finally say that we're there. It's not that there's not more to be done, but now you are able to walk in classrooms and see touchscreen technology and two-way audio visuals, and there's display boards throughout campus, and security cameras around, and key access cards, and robust wifi, and robust cell service, and now you're like, Okay, this is what a 21st Century campus should look like, but still more work to do. So I think in terms of the vision, part of it was the idea of protect your investment and repair the existing infrastructure. Second was let's turn this into a 21st century campus, and then the third was this balancing act of let's not build a building that looks totally different than everything else. Let's build buildings that actually respect and honor the past, but also move to the future and are of higher quality materials, more likely to last, more likely to stand up against snow and sun and things of the such, but also a Mountain Modern look. I would say Mountain Modern is definitely what we're going for the campus, so it has the mountain elements, the rock work, and the wood or wood like looks. But also, it has modern elements in the angles, in the design, and in the technology when you walk in. That was the vision for the campus and the facility master plan moving forward.

The College is almost 45 years old now, and the campus has been around for a good chunk of that time. What we've done good with each of the Presidents and the different boards is they haven't gone in totally different directions. It's always kept a sense of continuity. Now with that said, when you look at the Main building compared to the library, you can tell that the library is newer... it's got some more modern elements and more glazing. And then take that over to the University Center, and we made a very conscious decision to honor the past, but to be a little bit nicer. It's where four year degrees are going to be offered, so we brought in the rock work, a lot of glazing, really high windows, but it still has the same color scheme and the same siding look. I think that's something that's done well on this campus.

My personal experience, having worked on two different college campuses, the CSU Chico campus very much fits that. The brick all matches, and there's a lot of continuity from the campus. And then I also worked on the University of Oregon campus which has beautiful buildings, but they're all so different. There's buildings that were clearly built in the 60s or 70s or 2000s and then there's all these 2010 to 2020 buildings that are built by Nike architects and they're super space-like and really modern, but they don't necessarily look like they belong next to the building they're next to. I definitely like that approach of CSU Chico, which is newer buildings with more modernization, but that continuity.

Virginia Tech has their own quarry to ensure the stone for all their buildings matches. That's something that's always kind of influenced me as a president. It's like, how do you create this continuity for buildings that are made 50 years apart, or even beyond that a hundred years down the road. So I think for our facility master

plan, one of the guiding principles would be honoring and threading that past into the future, but having more modern technology, more modern interior spaces, and enhancing the quality of the buildings, not just in their look and feel, but also in how robust they are and their ability to stand up to weather and time.

Al: That makes perfect sense, and it actually perfectly aligns with exactly what Jim Duke talked about, as well as the original architects. They talked very heavily about that last big question about vision. Besides that continuity, do you see the future of this campus being bringing more buildings on campus, do you see it focusing more of redefining and reimagining some of the existing facilities, what does your gut tell you programmatically because that's obviously what would be driving that, especially with the destination mindset.

Jeff: So at this time, and since around circa 2014, during our 40th anniversary, we did our mission/vision process. Our vision is to be California's premier destination community college. And it's clearly living up to being a premiere destination. Even now, it's about how we make our services, programs and our facilities match that. So, moving forward, it's not a campus that needs to double in size in terms of building, unless there's a huge change in our local community and local housing. Now, I think our focus is more on how do we continue to enhance the spaces we have and get some specialty spaces that are unique. Most notably, the Tahoe Basin Public Safety Training Center is something very unique to our needs to support our fire academy and our other public safety programs and wilderness program, so that's critical. There's some more spaces needed over in the physical education athletics area, and then I think finally, the million dollar question or the multi-million dollar question is housing. I think the long term sustainability of the campus will need housing. It's just a matter of how to be able to fund it and what that looks like. As we know, it's just so expensive to build student housing and get the funding streams for it. I think in the long term, student housing has to be part of our footprint, whether that's here on campus, which is preferred, or it's part of having multiple lots and facilities that either have longer master leases on are actually owned and operated through our Community because there's just not enough housing supply in our community to serve our student body.

We have been a leader in online education since the original online education initiative pilot, and pre-pandemic, 25% of our full time students (FTS) was online anyways, and post-COVID-19 everyone expects that more and more students will take advantage of online education services. So as such, it's not about building out dozens and dozens more classrooms, but a lot of it's actually having our programmatic spaces. That's where we're probably actually going to need more spaces. As our Incarcerated Student Program grows, it'll need more space. Our support of basic needs and student wellness, like the food pantry, that's going to need more space. Those are some of the things that drive space needs, and also offices for staff and one-hour drive spaces. But I think in the short term, other than Tahoe Basin Public Safety Training Center which is right on the horizon – I'm not mentioning the Early Learning Center or Remodel for Efficiency or even the Equipment Storage Facility because those are already happening – but the Tahoe

Basin Public Safety Training Center is going to be a big one, some additional athletic facilities, and then we need to figure out housing and whether it's on or off campus. I would say just talking about the Equipment Facility Storage Center, we did put that in the bond language in 2014. There was a big internal debate on whether or not we should include it. We definitely needed to, we were just concerned people might not support it because storage is just not that exciting. But what is interesting to me, is I did stumble across the master plan from late 80s / early 90s and it showed on that master plan, so clearly multiple generations of leaders knew that we needed it. In more recent years, we've been blessed with private donations to get a thirty passenger van, and we've gotten more equipment and more district vehicles and more equipment to manage the fields and also more equipment for our instructional programs, such as wilderness and fire academy that have these huge instructional pieces. It became clear to me that we can't keep investing in $50,000-$100,000 assets, or for the case of the fire academy quarter million dollar assets, and not have some way to keep them out of the snow and sun. So, I think that the storage facility, even though it's not the most exciting thing and it's not going to be top of the fold on the paper, it's probably one of the more important facility investments we've made because it's going to once again go back to the theme of protect our investment and all these efforts that we've done.

As I think to the facility master plan moving forward, we should continue that theme of protecting our investment. It's something the community clearly cared about in the bond surveying and doing that with our investments, moving into a modern 21st century campus that will allow for more support of distance education efforts and hybrid and two-way AV, and really use modern technology, but not lose light of having a campus that's also robust with student life and has space like the Plaza and other places for student activities and the commons. I would say to all the bond projects, and it's hard to have a favorite, but the student commons is definitely up there because it's the heart of the campus, it's the heartbeat of campus, it's the center of the campus, and making sure that whatever we're doing has the student life focus areas.

I haven't talked about the soccer field. Obviously, we're really proud of that soccer field, probably the most premier soccer pitch in the north state of California. That was another great investment that not only supported our athletics programs, it supported our PE programs and community use. So that's great. Also, for our local soccer clubs and so forth, adding the spectator elements and having a soccer pitch that's really high quality.

But now, it's also about how do we make sure we have sinking funds for things like the soccer field so those will be replaced in a timely fashion. And my goal is to set the campus up in such a way that no one ever walks in here again and says wow, this is a nice facility but it looks tired. We can't let the college get tired again, and we can't get so behind on our boilers and our technology infrastructure that are only way out is a bond because you can't always ask the community for a bond around every corner.

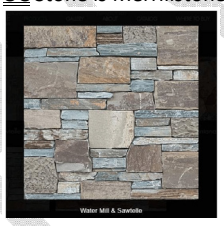
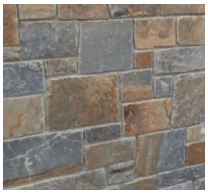
Al: What would you want to make certain that the future Superintendent and Presidents don't lose sight of? What would be your advice?

Jeff: I'm the fifth Superintendent/President for the College, and all of us have committed to this point of keeping the continuity of the campus look and feel that fortunately we didn't modernize or put our own spin on it, but we kept that continuity. I would just encourage all future Superintendent/Presidents to not let that architect let you get you drunk on that rendering and get really excited about something that's different. Keep that common feel because that's what's going to really make this campus, over this first hundred years, feel not like one building was built in this decade while another building was created in a different decade's architecture. But instead, people will look at it and think that the campus looks very cohesive.

We definitely want future Superintendent/ Presidents to do that, and then I think the second thing is that it will always be tempting as a new Superintendent/President to say Oh, we have this facility's reserve, or we have the sinking fund, or I could reallocate that for this, but we have a long line of fiscally conservative Superintendent/Presidents and fiscally conservative boards, and that's helped us make sure that we can invest more in taking care of our equipment and our investments. Still, even with being fiscally conservative, we're a small college so it's not like we have huge reserves or have been able to take care of every need, but we have done a decent job in recent years setting aside money for that turf replacement on the field. Let's make sure it goes towards replacing the turf. We've done a good job of setting aside money for some vehicle replacement. Let's make sure it goes to that. Making sure that you're planning for necessary technology upgrades because those are coming more quickly than ever before because technology is moving so quickly, as well as issues of cybersecurity are evolving so quickly. That's what I hope for future Superintendent/Presidents – to really think about maintaining the cohesive nature of the campus. It doesn't mean don't evolve or enhance it, please do, but maintain that cohesive nature, and make sure that you hold onto those pockets of money and use them appropriately for their intent to fix and replace those assets and make sure you're protecting the investment. We've set you up. Help carry the torch forward in terms of protecting this beautiful investment and this beautiful campus.

LTCCD BUILDING STANDARDS 2015-2030

Lake Tahoe Community College District (LTCCD) Building Standards 2015-2030

DIV	Description	Items
01	General	• Use direct wire vs. battery operation wherever possible • Avoid roof design and ground-mounted item conflicts (snow shed). • Design for large snow presence on roof and at roof drip areas.
02	Existing Conditions	• Any item removed or demolished must be offered to District for possible reuse.
03	Concrete	• All flatwork to be mechanically consolidated (typically electric concrete vibrator) and include fiber mesh reinforcing (in lieu of rebar). • Avoid concrete retaining walls • All flatwork (non-structural) to be minimum of 4" thick.
04	Masonry Stone	• New sidewalks will be pavers to the greatest extent possible in heated areas and building entrances • All utility manifolds will be closer to sidewalks, flagstone or other permeable cap material is preferred. • Stone retaining walls, where necessary • No stone veneer at buildings exteriors – solid stone with treated grout for strength and freeze protection **UC** Stone is Merrillstone Blend, Water Mill & Sawtelle  **NOT A CAMPUS STANDARD** **Mobility Hub** – Basalite Split-face block- (color: dark grey/black, #112D) Stone is from MRM Stone- www.mrmstone.com, Sommerset Thin Veneer  **NOT A CAMPUS STANDARD** **Early Learning Center** CMU is Basalite Split Face #113 No stone used at ELC

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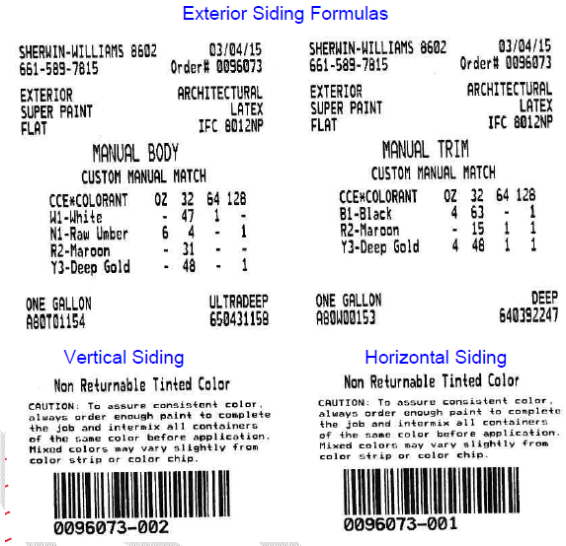
05	Metals	•
06	Wood, Plastics, Composites	• Cementitious siding at building exteriors- wood look to match (e) building exteriors – James Hardie Fiber cement siding in Aspyre Collection, Artisan Bevel Channel - painted LTCC Rust (vertical) or LTCC Sage (horizontal) •
	Solid Surface Restroom Counters	• Wilsonart Solid Surface, 9100GS, Coconut Oil
07	Thermal & Moisture Protection	• Avoid roof penetrations, need snow and ice splitters where penetrations exist- additionally all penetrations to extend a minimum of 36". • All venting should be lined up in a row, down the fall line of roof
07	Roofing	Standing seam metal roofing or comp shingle option: • Comp Shingles at ELC: CertainTeed Presidential Shake, color: Country Gray • Standing seam roofing: AEP Span Seam 16" 22 ga. Prefinished standing seam metal roof panels; color: Cool Old Town Gray • Striations: Smooth • TRA Snowfence: RAL 7046 • Ice Melt Cover: Firestone Cityscape
08	Doors & Windows	• Solid wood doors w/vision light by Oregon Door or equal (RR8), • Schlage locks – Primus XP keying- align keying with M&O • Automatic door openers, not Stanley • Standard grade storefront, solar gray tint (south & west), clear (north & east) • Von Duprin closers • Doors have continuous welded frames and continuous hinges • Kick plates/push plates – brushed stainless steel for all door accessories

Lake Tahoe Community College District (LTCCD) Building Standards 2015-2030

09	FINISHES	
	Floor	• Schulter corner beads/guards • No coved base tile • Carpet tiles: 1. Interface Urban Retreat Two UR 202 102962 Granite (carpet squares for the Commons Field and Circulation) 2. Interface Common Thread CT101 103976 Steel (carpet squares for the Offices) 3. Interface Detours 104716 Steel – CUSTOM THREAD, REPLACE ORANGE WITH BLUE THREAD FROM 104720 SAGE. (carpet squares for Commons accent) 4. Interface Urban Retreat Two UR 202 102962 Granite (6'+ width sheet goods for the Stairs) 5. Interface Step Repeat SR899 Iron (carpet squares for the Walk Off) 6. Interface Urban Retreat Two UR 202 102990 Ash (6'+ sheet goods for Stair Contrasting Stripe) 7. Burke rubber base – 523- Black Brown • Linoleum is allowed- Manufacturer is Forbo Marmoleum

Lake Tahoe Community College District (LTCCD) Building Standards 2015-2030

	Walls	• Smooth wall finish at ceilings, orange peel/knock down or smooth on walls (all areas except UC) • Schluter corner beads/guards • Exterior Paint (siding): Sherwin Williams, Latex, Vertical 'Tan' and Horizontal 'Green': Exterior Siding Formulas  SHERWIN-WILLIAMS 8602 03/04/15 661-589-7815 Order# 0096073 EXTERIOR ARCHITECTURAL SUPER PAINT LATEX FLAT IFC 8012NP MANUAL BODY CUSTOM MANUAL MATCH CCE*COLORANT OZ 32 64 128 W1-White - 47 1 - N1-Raw Umber 6 4 - 1 R2-Maroon - 31 - - Y3-Deep Gold - 48 - 1 ONE GALLON ULTRADEEP A80T01154 650431158 Vertical Siding Non Returnable Tinted Color CAUTION: To assure consistent color, always order enough paint to complete the job and intermix all containers of the same color before application. Mixed colors may vary slightly from color strip or color chip. 0096073-002 SHERWIN-WILLIAMS 8602 03/04/15 661-589-7815 Order# 0096073 EXTERIOR ARCHITECTURAL SUPER PAINT LATEX FLAT IFC 8012NP MANUAL TRIM CUSTOM MANUAL MATCH CCE*COLORANT OZ 32 64 128 B1-Black 4 63 - 1 R2-Maroon - 15 1 1 Y3-Deep Gold 4 48 1 1 ONE GALLON DEEP A80W00153 640392247 Horizontal Siding Non Returnable Tinted Color CAUTION: To assure consistent color, always order enough paint to complete the job and intermix all containers of the same color before application. Mixed colors may vary slightly from color strip or color chip. 0096073-001 LTCC Sage (Green)- Horizontal Siding LTCC Rust (Tan)- Vertical Siding Paint: 'Egret White' 7570 - Semi-gloss 'Egret White' 7570 - Egg Shell 'Colonnade Grey' 7641 - Semi-gloss 'Colonnade Grey' 7641 - Egg Shell 'Urbane Bronze' 7048 - Semi-gloss 'Georgian Bay' 6509 - Egg Shell No semi gloss on walls. LTCC Green/Sage – Flat LTCC Tan/Rust - Flat
	Ceilings	•

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10	Specialties	• Toilet Partitions (RR10): Scranton- Hiny Hinders, Floor Mount OH Brace, toilet partitions, continuous hinge, Color: Shale, Finish: Orange Peel https://www.scrantonproducts.com/products/hiny-hiders-partitions/ • Toilet Accessories: (Felix to confirm) ○ Bobrick TP dispenser (RR7), B-2892, satin finish stainless (UC) http://products.bobrick.com/washroomaccessories/Pages/ProductDetails.aspx?Product+Number%3DB-2892 ○ Bobrick Sanitary Napkin Disposal (RR7), B-4354, http://products.bobrick.com/washroomaccessories/Pages/ProductDetails.aspx?Product+Number%3DB-4354 ○ Bobrick Towel Dispenser (RR2), B-39747, http://products.bobrick.com/washroomaccessories/Pages/ProductDetails.aspx?Product+Number%3DB-39747 ○ Bobrick Seat Cover Dispenser (RR6), B-4221, http://products.bobrick.com/washroomaccessories/Pages/ProductDetails.aspx?Product+Number%3DB-4221 ○ Bobrick Napkin/Tampon Vendor, B-3706-25, semi recessed, single coin, http://products.bobrick.com/washroomaccessories/Pages/ProductDetails.aspx?Product+Number%3DB-3706 ○ Kimberly-Clark Professional- Soap Dispenser (RR3), Kleenex HD Touchless Counter Mount skin care, 34829-01, wired option (possibly 40836) https://www.kcprofessional.ca/products/dispensers/skincare/electronic/34829-k-c-professional-touchless-counter-mount-skin-care-dispenser-heavy-duty ○ Bobrick Glass Mirror w/Stainless Steel Angle Frame (RR1), B-290 3048, ○ Bobrick Utility Shelf, B-224 ○ Bobrick TP dispenser, B-3888, finish stainless (CDC and ELC) https://www.bobrick.com/wp-content/uploads/B-3888_td.pdf ○ Kimberly Clark/Scott TP dispenser, 9602 (Standard in main RR) https://www.kcprofessional.ca/products/dispensers/bathroom/coreless-jumbo-roll/09602-kimberly-clark-professional-coreless-jrt-bath-tissue-dispenser • Operable Panel Partitions- Hufcor 642 Series, STC: 56 • Fire Extinguishers, 1 ea. per classroom
11	Equipment & Appliances	

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12	Furnishings	• Construction Specialties Floor Mats/Frames- Pedigrid G1 with level base frame and drain pan, 8401-Black https://www.c-sgroup.com/entrance-flooring/entrance-grids/g1 • Window Coverings: shades – MechoSystems, ElectroShade Electro /2 standard Bracket, regular roll with fascia, mount inside window frame
14	Elevators & Lifts	
21	Fire Suppression	• Freeze proof where exposed to freezing temperatures, dry system preferred over glycol wet system.
22	Plumbing	• Elkay standard drinking fountain- fountain plus bottle filler (RR8)- must be refrigerated • Watercloset - Kohler (RR6) - Kingston Bowl K-4325 (RR7) ○ Sloan- Crown Optima Flushometer 111-1.28 ESS HET ○ Olsonite-Toilet Seat 10SSCT ○ MIFAB- MC13 vertical carrier w/side inlets • Urinal HE -Kohler- (RR8) - K-4904-ER ○ Sloan- Royal Optima Flushometer 186-0.125 ES-S TMO HEU ○ MIFAB- MC31 hanger plate carrier w/bearing plate and two uprights • Lavatory - Kohler – Kathryn, UM Restroom Sink (RR1) - K-2330 (RR ○ Faucet - Sloan- Electronic Handwashing Faucet (RR4), EAF-200- ISM (integral spout mixer)- ○ American Standard offset grid drain- 7723.018 • Insta-hot tankless multistage circulation pump- max. 5-second hot water
23	HVAC	• Allied condensing units • Air Handlers & Furnaces– Carriers • Supply air to be easily monitored • No plastic housing covers • Second VFD not visible, put indicator light on • Mini-split units (prefer LG) • LAARS or equal only • Gas fired boilers • Package systems

Lake Tahoe Community College District (LTCCD) Building Standards 2015-2030

23	Snowmelt / hydronics	• Roff manifolds are standard with 80' max zone distance • Use manual air vents, not automatic
23	Boilers	• Viessman is standard (Bryant and AERCO also on campus) • Use manual air vents, not automatic
25	Integrated Automation	• Allerton Integrated thermostats, w/remote management and adjustments
26	Electrical	• Dimmer switches w/ on-off and dimmer (use ELC dimmer) • Heating for lower 30" of roof and all gutters & downspouts • Grey standard outlets (4 plex w/USB) - Stainless steel face plates w/mechanical labels- circuit/panel • Direct wire all sensor fixtures (toilets/urinals, faucets, paper towel, soap, etc.) in restrooms • Wattstopper lighting controls • Electrical panels to be approved by M&O • Visionaire lighting fixtures EXTERIOR: Heads: PRE-2-L-T2-80LC-3-5K-UNV-PT-BZ PRE-2-L-64LC-3-5K-UNV-PT-BZ-DIM-WSC-20 Poles: RNTS-5R-11-20-12BC-136-T4R-BZ RNTS-4R-11-12-9BC-343-T4R-BZ • interior lighting to be LED, must be standardized and easy to order/obtain
27	Communications	• Shortel/Mitel VOIP handsets (by Gaynor Telesystems) • Conference phones to be Polycom All cable colors to match jacks and patch cables. Fiber optic cabling to be single mode, 24 strands, speed size 62.5 microns, long radius conduit All weather IDF - see photos (RRxx)
27 0500	Cameras for AV Systems	• CLASSROOM CAMERAS: Vaddio PTZ – various models • DOCUMENT CAMERAS: Aver F50-8M
27 2000	Data Communications	• HP POE++ switching with SM FO and CAT 6A • Cable color= blue
27 3000	Voice Communications	• Same as data • Cable color=white

Lake Tahoe Community College District (LTCCD) Building Standards 2015-2030

27 4000	Audio-Video Communications	• PROJECTORS: Epson • PROJECTOR SCREENS: Da-Lite • FLAT PANELS: Samsung – various models, • VIDEO WALLS: Samsung,zero bezel • INTERACTIVE FLAT PANELS: InFocus – various models • CLASSROOM MICROPHONES: Shure – various models • CLASSROOM AUDIO – Various companies depending on space (Extron, Crestron, JBL, etc) • UI PROGRAMMING: Extron and BiAmp • AV SWITCHING: Extron/Kramer • Cable color=purple
28	Electronic Safety & Security	• Panic system
28 1000	Access Control	• Avigilon Access Control Manager (ACM) 6 • AC-HID-READ-ICLASS-SE-MOB-OSDP-921NMPNEKEA006 Card Readers • AC-LSP-?DR-MER-LCK – Power supply / enclosure – Size appropriate to project either AC-LSP-4DR-MER-LCK, AC-LSP-8DR-MER-LCK, or AC-LSP-16DR-MER-LCK. • Intelligent Controller – AC-MER-CONT-LP1501 or AC-MER-CONT-LP1502 – Depending on number of doors • Reader Interface Module – AC-MER-CON-MR52, or AC-MER-CON-MR51 – Depending on number of doors
28 2000	Video Surveillance	• Avigilon ACC 7 • Avigilon ACC7-ENT – Enterprise Camera Licenses • Avigilon HD-NVR4X-PRM – Premium Recording Servers • Avigilon – H4 multi-sensor, H4 mini-dome cameras, H5 Dome Cameras, H5 Bullet Cameras • Avigilon H4 Multi-sensor 360 camera – 20C-H4A-4MH-360 with IR Ring • Avigilon H4 Multi-sensor 180 or 270 camera – 15C-H4A-3MH-270 with IR Ring • Avigilon H4 Minidome Camera – 3.0C-H4M-D1-IR • Avigilon H5 Interior Dome Camera – 8.0C-H5A-D1-IR • Avigilon H5 Outdoor Dome Camera – 8.0C-H5A-DO1-IR • Avigilon H5 Outdoor Bullet Camera – 8.0C-H5A-BO1-IR • Avigilon Card Reader- keypad -
28 3000	Security Detection, Alarm, Monitoring	• Honeywell, through Mountain Alarm (formerly Burgarello)
31	Earthwork	• Design projects for full site balance • No off hauling of soil materials

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32	Exterior Improvements	Truncated Domes: ADA Tactile (C.I.P.), Inline Dome Pattern (www.adatile.com)
32 3000	Site Improvements	See photos for Flagstone at Manifolds (EXT1-2), Seatwalls (EXT3-4), Boulder/log Landscape (EXT5-7) Fencing- black vinyl chain link with brown privacy slats (black privacy slats may be considered) Or galvanized chain link with brown privacy slats
		Natural Seed mix: Source: Comstock Seed LLC, comstockseed.com 775.265.0090 **AREA:** DRYLAND SEED GRASS BLEND **SPECIES** BROME MOUNTAIN BROMAR WHEATGRASS SLENDER PRYOR FESCUE SHEEP COVAR BLUEGRASS BIG SHERMAN SQUIRRELTAIL TOE JAM YARROW WHITE FLAX BLUE
33	Utilities	Sewer Lift Pumps – Assembly by Tesco
	NOTES:	Access to equipment above ceiling, mezzanine preferred

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Standard Furniture- Offices:

Product	Product #	Fabric	Frame/Finish	Locations
Desk Chairs				
HON Ignition Task Chair	HIWM3	Attire, Onyx	Black	One Stop, Library, Promise
HON Ignition Task Chair	HIWM3	Fuse, Pristine	Black	Administration
HON Ignition Task Chair	HIWM3	Current, Cadet	Black	UC
HON Endorse Big & Tall		Attire, Onyx	Black	Varies, depends on staff need
Counter Stools				
HON Ignition Task Stool	HITS5	Attire, Onyx	Black	One Stop, Library
Guest Chairs				
HON Ignition, Multi-Purpose	HIGS6	Silvertex, Meteor	Textured Platinum Metallic	One Stop, Promise
HON Ignition, Multi-Purpose	HIGS6	Fuse, Pristine	Textured Platinum Metallic	Administration
HON Ignition, Multi-Purpose	HIGS6	Current, Cadet	Textured Platinum Metallic	UC
Desks				
HON Worksurface	Various		Harvest	One Stop, UC, Promise

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RESTROOMS:

RR1/UC

RR2/UC

RR3

RR4

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RR5

RR6

RR7

RR8

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RR9

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EXTERIORS:

Manifold in Flagstone

EXT1

EXT2

Seatwall

EXT3

EXT4

Log Boulder Landscape

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EXT5

EXT6

EXT7

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Last updates with Al's comments (November 2021) – Items in red need to be verified.
11/21/21- Added metal roofing specification from UC submittal

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