

MiraCosta College

MiraCosta College
Facilities Master Plan Update
Facilities Master Plan Update, Volume I

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1.0 | Introduction



Overview

The MiraCosta Community College District is comprised of four campuses: Oceanside, San Elijo, Community Learning Center, and Technical Career Institute (TCI). All four campuses work together to form a unified district to serve the needs of the surrounding communities. Miracosta owns and operates three of the four sites: Oceanside, San Elijo, and Community Learning Center — The TCI site has recently been rented and renovated. As such, the TCI is not the subject of this FMP.

As an update to the 2011 Comprehensive Master Plan, the purpose of this Facilities Master Plan Update is to analyze existing facilities and outline development goals that align with the current and future needs of MiraCosta College as identified in the District's updated Education Master Plan (completed Fall 2015).

To fully understand MiraCosta's needs and issues, a large and diverse set of stakeholders—from the Board of Trustees to students, from faculty to facilities personnel—participated in the Facility Master Plan process through online surveys, workshop discussions, meetings, campus forums and presentations.

The results of this extensive investigative and collaborative planning process are documented here. Visioning goals and a list of participants are included in the **Introduction**. Chapters two, three and four include site specific information and recommendations for each of the three campuses. Each chapter begins with an analysis of the **Existing Conditions**, followed by the **Master Plan Description**, which describes the facilities recommendations. Lastly, each chapter has an **Implementation Plan** identifying phasing for recommended projects.

Participants

The following is a complete list of meeting participants in the master planning process. The Members of the Facilities Master Plan Update Leadership Committee are identified by: (*).

Board of Trustees

David Broad – 2016 President

Frank Merchat*

George McNeil – 2016 Vice President

Jacqueline Simon

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Vision

Institutional Goals

1. MiraCosta Community College District will become a vanguard educational institution committed to innovation and researched best practices, broad access to higher education, and environmental sustainability.
2. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
3. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
4. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
5. MiraCosta Community College District will be a conscientious community partner.

The Institutional Goals are intended to focus the District's decision making and use of resources and, as such, served as a continued basis for this Facilities Master Plan Update.

Vision
Goals

To fully understand MiraCosta's needs and issues, a large and diverse set of stakeholders—from the Board of Trustees to students, from faculty to facilities personnel—participated in the Facility Master Plan process through online surveys, workshop discussions, meetings, campus forums and presentations. These stakeholders identified the following master plan goals:

Create a MiraCosta College that is:

engaging
safe & secure
innovative
sustainable
welcoming
inspiring
exceptional
connected

Vision
Priorities

Based on the updated Education Master Plan, Institutional Goals, and facilities assessments, District Leadership identified priority issues, in no particular order, for this 2016 Facilities Master Plan to address:

Highest Priority

- 21st Century Learning Environments
- Meeting / Study / Gathering Space
- Adjacencies
- Office / Work Environments
- Parking
- Infrastructure
- Building Systems
- Safety & Security

High Priority

- Outdoor Space
- Space Utilization
- Identity
- Athletics / Gym
- Sustainability
- Replacement of Temporary Bldgs.



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Master Plan Update

2.0 | Oceanside

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Oceanside

Existing Conditions



Analysis
Introduction

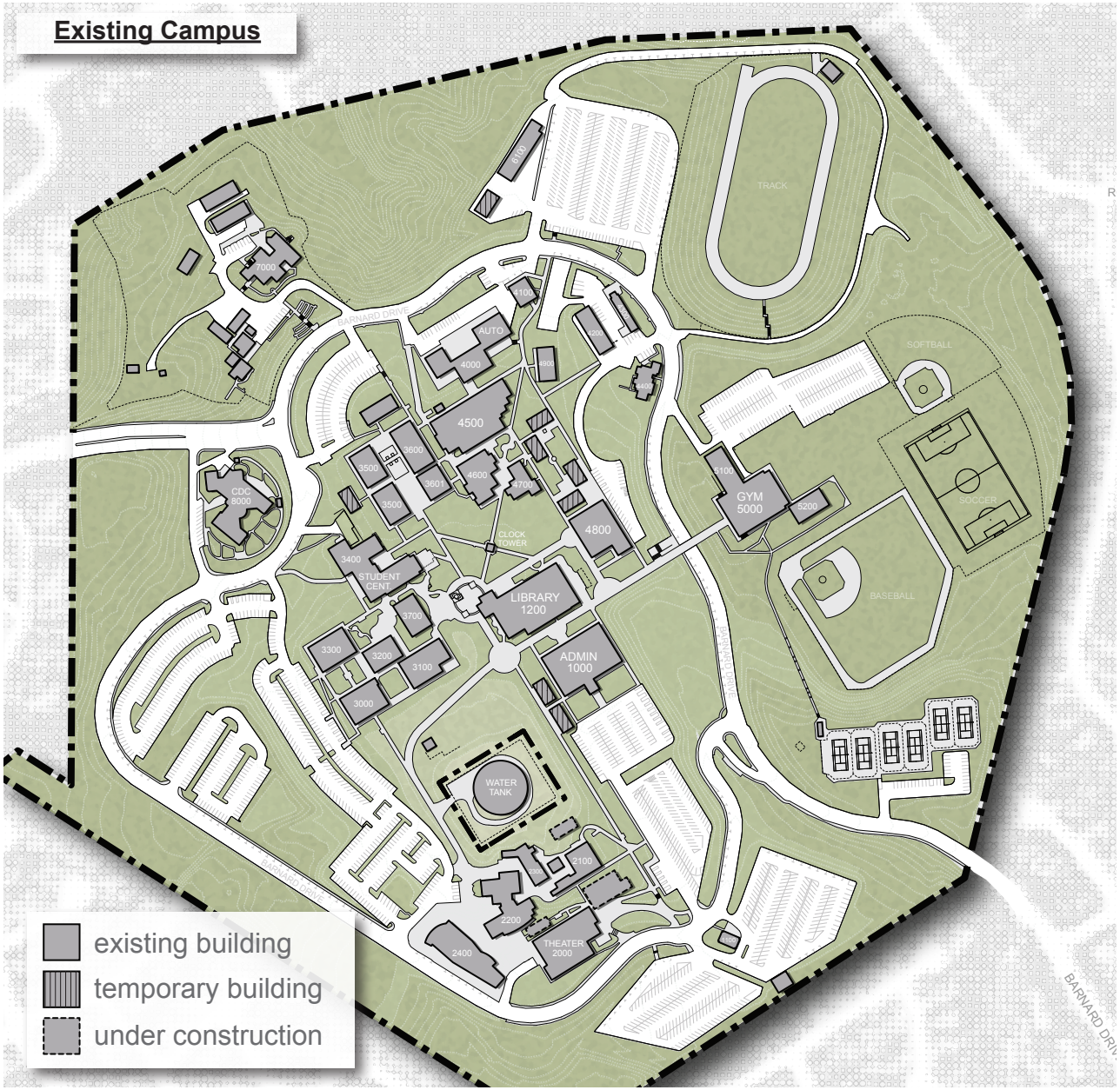
The following analysis of the Oceanside Campus is based on visual and documented analysis as well as user feedback from faculty, staff, administration, and students.

The information found in the existing conditions analysis of the Oceanside Campus is an update to The 2011 Facilities Master Plan. Reference the 2011 Facilities Master Plan for more background data on the Oceanside Campus, including: local context, development history, circulation, campus zoning, geology/hydrology, campus connectivity, irrigations, and energy consumption.

More detailed information on the analysis of existing campus conditions can be found in Volume III of this master plan document.

Contents

- Site Assessment
- Facilities Assessment
- Space Assessment



Analysis
Site Assessment

Site Conditions

The campus is located on the crest of a plateau with panoramic views to the ocean and surrounding mountains. The site contains a variety of ecologies; heavily sloped areas contain native plantings; and treed areas are sprinkled throughout the campus. A mixture of hard and softscapes comprise the central campus core.

Site Observations

Successes:

- Overall, the landscaping is well maintained and in good condition. Sustainable landscaping, containing bioswales and drought-tolerant plants, has been integrated gradually throughout the campus as a means of mitigating erosion and drainage issues;
- A number of the small plazas at the center of building clusters provide seating and study areas. The covered patio at the student center is well utilized as a dinning and study area. As part of a student project, an outdoor seating object provides a unique study space near the design classrooms; and
- The scale and architectural language of the campus is consistent, creating a "small town feel" cited by faculty and students as a reason why they like the campus.



Example of well maintained landscaping

Issues:

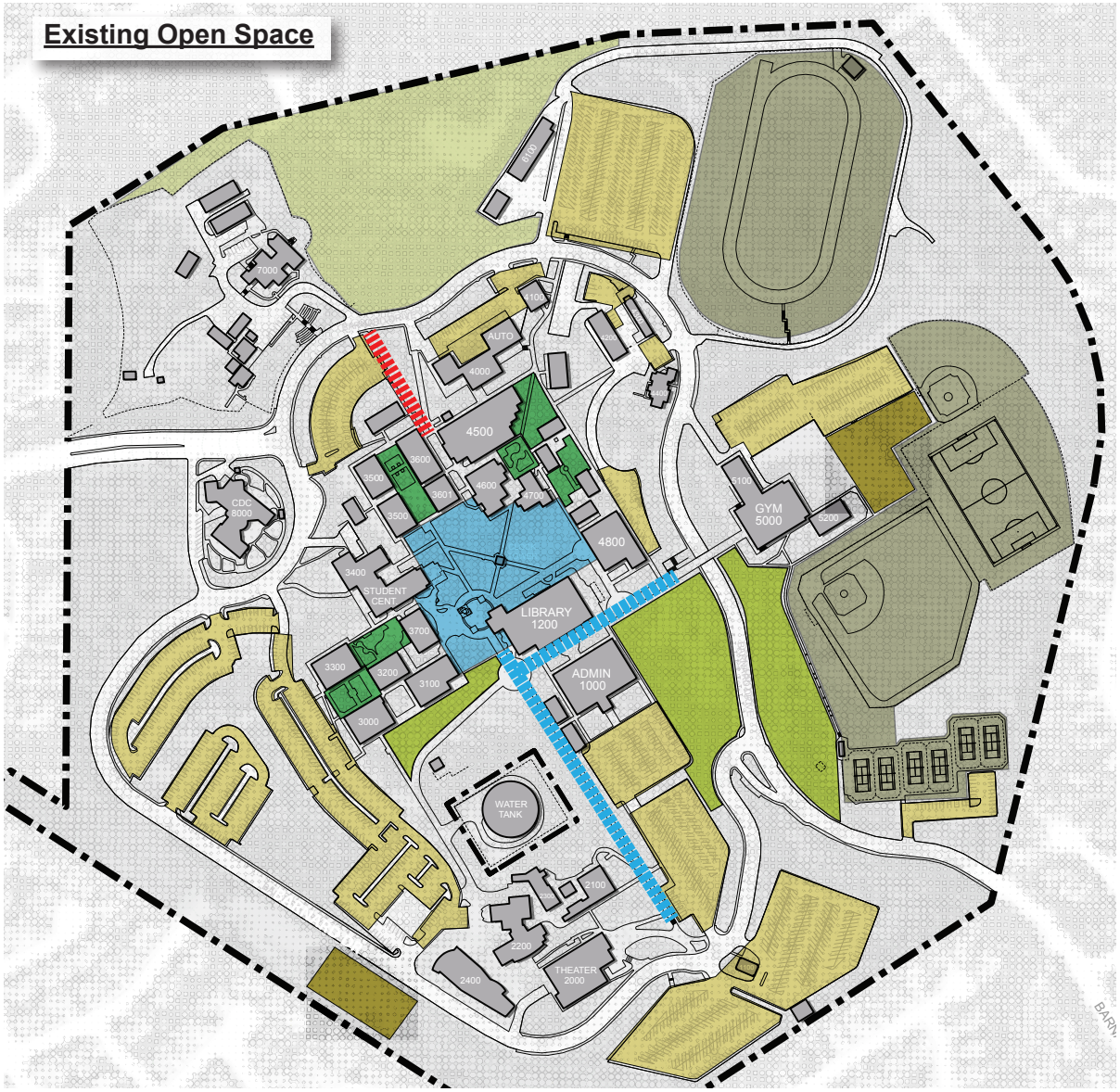
- The campus lacks a defined sense of entry and arrival. Compounded with a lack of clear directional signage, this can cause problems for first-time visitors and potential students looking for Student Services;
- The central quad contains a large amount of turf with high irrigation demands. The quad is not widely used by the students. In fact, students have requested that the quad be redesigned to improve functionality and reduce water use;
- There is a lack of outdoor study and meetings spaces. There are limited opportunities for outdoor instruction or gathering;
- Bus stops are inadequate and in poor condition;
- The track area is underutilized; and
- Drainage and erosion issues occur at sloped areas.

Parking

A detailed parking analysis and assessment was conducted by DKS Associates, a parking and traffic consultant. The full assessment is located in Volume III of this Master Plan document.

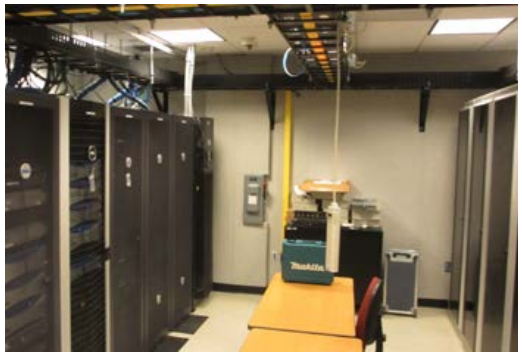
The study found that the existing campus parking infrastructure provides 1,902 surface parking spaces across 17 parking lots. Approximately 300 overflow spaces at temporary dirt or gravel lots are utilized at times of peak demand in addition to the paved surface lots.

Through a comprehensive analysis of current and future parking demands, an additional 527 parking stalls is required to meet the current and future parking needs of the Oceanside Campus through the year 2020.



EXISTING OPEN SPACE

- Courtyard
- Quad
- Promenade
- Open Field
- Atheltics
- Parking
- Overflow Parking
- Native Habitat
- Non-ADA Compliant



Oceanside Data Center



Typical rusting at natural gas line connections to buildings

Infrastructure

A detailed assessment of each infrastructure system was conducted including site observations, review of existing documentation, and discussions with MiraCosta's facilities personnel. The complete assessment report is located in Volume III of this Master Plan document. The following is a summary of those findings.

Domestic Water:

The water system for the Oceanside Campus consists of two main components: 1) the potable water system, and 2) the fire suppression and irrigation system. These two systems are both connected to the City of Oceanside water distribution system. The potable water system is comprised of a booster pump station and pipelines that serve each of the existing buildings.

The Oceanside Campus has experienced pipeline failures on the domestic water mains due to the lack of adequate pipe bedding materials as originally installed. According to Facilities personnel, some of the pipelines were installed without any bedding and in contact with large rocks that could have caused cracks on the pipe. Complaints dealing with water quality have been made in areas with dead-end domestic water lines.

Storm Drains:

A system of underground storm drains serve the storm water drainage needs for the campus. The storm drains have isolated issues with cracks and obstructions. This impacts the ability for the system to properly handle water in a rain storm event.

The conditions of the various issues vary from low priority to high. Low priority items typically consist of debris in pipes. Medium and high priority issues typically consist of broken pipes, offset joints, and buried catch basins.

Sewer:

Similar to the storm drains, the sewer lines have experienced a number of issues dealing with underground pipe fittings, tree roots, and debris. A lack of manhole access points makes maintenance difficult.

The conditions of the various issues vary from low priority to high. Low priority items consist of root intrusions and damaged CO caps. Medium and high priority issues typically consist of items such as offset joints and undersized VCP pipes.

Natural Gas:

A system of underground pipes provide natural gas to the individual buildings on campus. Portions of exposed natural gas lines feeding individual buildings show signs of corrosion and wear. A lack of earthquake safety valves make it impossible to isolate natural gas lines in an earthquake event.

Communications:

The current campus data network operates on a Gigabit campus backbone. The incoming services share a common entry to the campus at the Glaser Drive point and separate from there. There is currently no physical redundancy in the network. The network is connected to the buildings through a



Central Plant

series of both above ground vault (at older buildings) and below ground vaults (at newer buildings). The existing conduits carrying the network cables is currently at capacity and has no room for new cables.

For wireless access the buildings are served by a distribution of wireless access points that effectively serves the buildings on campus. Exterior areas are not well served with wireless access. The Oceanside Data Center is located in the Library. It is adequately sized and contains additional capacity for future development.

Electrical:

The Oceanside Campus is currently served from a switchgear that derives its service from a SDG&E owned transformer located on the south west side of campus. The switchgear and associated switches were installed in 1995 and are in good condition. A separate service provides power to the fire pump system. Feeders originate from the main switchgear and are routed through duct banks and manholes to form a loop system around the campus to serve all buildings.

The main medium voltage system is in good condition and adequately serves the existing loads. The existing switchgear and SCE substation have adequate spare capacity to accommodate proposed facilities planned as part of the facilities master plan.

The existing switchgear and SCE substation have adequate spare capacity to accommodate proposed facilities planned as part of the facilities master plan.

The existing feeders 'HV-1' 'HV-2' 'HV-3' and 'HV-4' were replaced in 1995, have adequate capacity to handle existing loads and are in good condition.

Mechanical:

The main chilled water distribution at the campus comprises of underground chilled water piping installed in segments from 1987 to 2005. The main chilled water plant connects to the distribution loop with one set of 6" pipes. There are two branch takeoffs from this 6" main set of pipes downstream of the central plant.

The Main Chilled Water Plant has a total capacity of approximately 800 Tons. The actual peak load the plant is seeing is 400 Tons or approximately 50% of its total capacity. The plant has the ability to support an additional load of 400 tons for future buildings.

The original main central plant equipment was installed in 1987 and was designed for ice storage. In 1994 the ice storage system was removed and the plant was converted to chilled water. The main chiller plant consists of two air-cooled chillers and one water-cooled plant. The Arts buildings are served by a separate plant containing three air-cooled chillers. Both the main chiller and the chiller at the Arts complex are in good condition and contain adequate capacity for the current building loads and additional buildings in the future.

See Volume IV for existing utility infrastructure plans.

Analysis
Facilities Assessment



Typical exterior building aesthetic with light plaster and natural red terra-cotta roof.



Example of modern architectural aesthetic of Arts buildings.

Facilities Conditions Summary

The Oceanside Campus has a fairly consistent architectural aesthetic of mostly single story buildings. The campus uses a consistent palette of light colored plaster and natural red terra-cotta tile roofs to create a vernacular architectural style consistent with the architectural history of the area. Some of the newer buildings, specifically the new Arts buildings, implement a more modern architectural character. Most of the educational buildings are clustered around outdoor courtyards and utilize outdoor areas for circulation allowing for an efficient use of building area. The overall conditions of the buildings on campus vary between good and poor. The large amount of time between construction and renovation of the various buildings on campus causes the wide variety of conditions.

Accessibility

For a detailed analysis of the campus-wide accessibility of the Oceanside Campus refer to the "MiraCosta College Accessibility Transition Plan".

Facilities Condition Index (FCI)

The Facilities Condition Index (FCI) is a measure of the condition of a building relative to the replacement cost of the building. FCI does not measure the suitability or functionality of spaces.

$$\text{FCI \%} = \frac{\text{current repair cost}}{\text{replacement cost}}$$

The FCI Condition Scale:

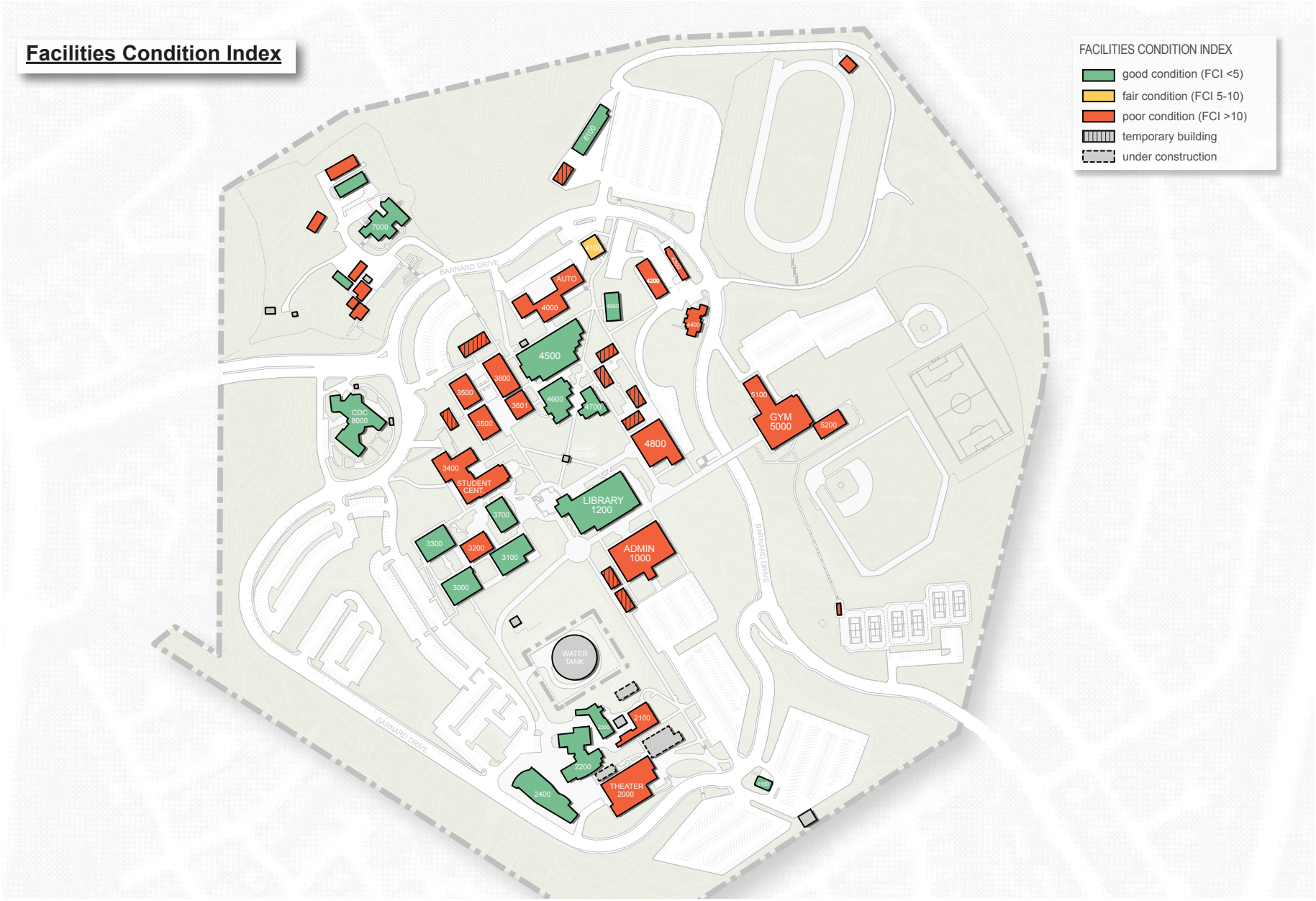
Under 5%	=	Good
5% to 10%	=	Fair
Over 10%	=	Poor

A state survey was conducted in March of 2015 (See graphic on next page for results). The report found that the buildings built in the 80s and 90s (or older) are in fair or poor condition while the newer buildings are in good condition, as defined by the FCI scale.

61%

of buildings at the Oceanside Campus have a poor FCI rating, requiring renovation or replacement.

Facilities Condition Index



Analysis

Facility Systems

An assessment of individual building systems condition was conducted including site observations, review of existing documentation, and discussions with MiraCosta's facilities personnel. The complete assessment report is located in Volume III of this Master Plan document. The following is a summary of those findings.

Electrical

Each building is served by a substation/switchboard with a fluid filled transformer. The condition of each substation/switchboard and pad mount liquid filled transformers serving the buildings vary based on the age of the building. While the majority of the buildings still have the original transformer substations that date back to building inception, a number of facilities have new transformer substations and distribution switchboards that were either upgraded as part of a renovation project or were part of a new facility added to the campus. Feeders serving older buildings are at the end of their useful lives. An electrical upgrade project was undertaken in 1995 to replace and upgrade the existing medium power main loop feeders and replaced the majority of old connections to buildings. The main medium voltage system is in good condition and adequately serves the existing loads. Individual transformers are provided at each building location.

Buildings '5200', '4800', '4400', '4000', '3500', '3200', '2100', '2000' and tennis courts main electrical distribution system is old, at the end of its useful life, spare parts are difficult to find and are in need of replacement.

Hot Water

The heating hot water needs of the campus facilities are met by dedicated boilers located within each of the buildings. The system comprises of a heating hot water boiler and pumps located within the building. Dedicated boiler systems currently exist in buildings 1000, 1200, 2000, 2200, 2400, 3000, 3100, 3200, 3300, 3400 and 8000. A few locations have a small distributed heating hot water system that serves two or more buildings. These systems currently exist for buildings '3500' and '3600' and buildings '4500', '4600' and '4700'. A few of the buildings have dedicated rooftop package electric units or heat pumps or wall mounted equipment that meet the heating needs of the facility. A list of these buildings is included in Volume III. The condition of the hot water system varies based on the age of the individual system and the life expectancy of the particular system being used.

Buildings Systems Analysis

MiraCosta Facilities personnel conducted an assessment of each building system on campus. An original assessment was conducted in 2013 and updated in 2015 for this master plan update. The attached chart (Figure 2.9) shows this assessment of roofing, mechanical, electrical and plumbing systems. The average of these four items is calculated to establish an average to compare the overall systems of each building. Oceanside contains a wide variety of system conditions due to the range of building ages and renovation work.

Building #	Building Name	Year Built	Last Ren.		systems assessment				
					roofing	mechanical	electrical	plumbing	average
Oceanside									
1000	Administration	1965	2003		2	1	2	2	1.75
1100	Police	1987	1998/2001		2	2	1	1	1.50
1200	Library	2003			1	1	1	1	1.00
2000	Theatre	1982	2006 Part.		2	3	1	2	2.00
2100	Art	1967	1980		1	3	1	1	1.50
2200	Creative Arts	2007			1	1	1	1	1.00
2300	Art/Music	2009			1	1	1	1	1.00
2400	Concert Hall	2009			1	1	1	1	1.00
3000	Student Services	1965	1989		1	2	1	1	1.25
3100	Office/Classrooms	1965	1989		1	2	1	2	1.50
3200	Classrooms	1965	2008		1	1	2	1	1.25
3300	Admissions	1965	2009		2	1	1	1	1.25
3400	Student Center	1990			3	3	1	2	2.25
3500	Classrooms	1965	1995		2	2	2	2	2.00
3600	Office/Classrooms	1965	1995		2	2	2	2	2.00
3601	Lecture Hall	1965	1995		2	2	2	2	2.00
3700	Counseling	2007			1	1	1	1	1.00
4000	Auto Technology	1974/76	1980		2	2	1	1	1.50
4100	Wellness Center	1992			2	1	1	1	1.25
4200	Facilities	1967	2005		1	1	1	1	1.00
4300	Maintenance	1967	1973		3	2	1	N/A	2.00
4400	Allied Health	1976	2002		3	2	1	1	1.75
4500	Science	1995			2	2	1	1	1.50
4600	Office/Classrooms	1995			2	2	1	1	1.50
4700	Offices	1995			1	1	1	2	1.25
4700	Language Lab	1995			2	2	1	1	1.50
4800	Business	1965	1992		2	2	3	2	2.25
4900	Biology	2013			1	1	1	1	1.00
5000	Gym*	1965	1980		3	3	3	3	3.00
5100	Dance Studio	1965	1980		3	2..5	3	2	2.67
5200	PE Locker room*	1971	1998		2	1.5	3	2	2.13
6100	Receiving	1995			1	1	1	N/A	1.00
7000	Horticulture	2006			1	1	1	1	1.00
8000	Child Development Center	2002			1	1	1	1	1.00
T100	Office	1977	2003		3	2	1	3	2.25
T110	Vacant	1977	2003		3	2	1	3	2.25
T300	Office/Classrooms	1976	2003		3	1	1	1	1.50
T310	Office/Classrooms	1982	1998		2	1	1	N/A	1.33
T400	Classrooms	1977	2003		3	2	1	3	2.25
T410	Classrooms	1977	2003		3	2	1	3	2.25
T420	Offices	1982	1992		2	1	1	3	1.75
T430	Office/Classrooms	1982	2003		1	1	1	1	1.00
T600	Purchasing	1980	2008		1	1	1	1	1.00

*Updated based on Kitchell's Facility Assessment Report

Rating Key
1 = Good
2 = Fair
3 = Poor

Figure 2.9: Oceanside Building Conditions

Analysis
Space Assessment

Science labs are over utilized

greatly exceeding industry and state standards

State Standards

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Administrative Code prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

According to these standards, as of 2015, the Oceanside Campus has a space deficiency in these categories:

- *Lecture: Deficit of 7,270 ASF*
- *Laboratory: Deficit of 32,700 ASF*
- *Library: Deficit of 22,240 ASF*
- *Instructional Media: Deficit of 12,470 ASF*

Space Utilization

Space utilization is the measurement of how often and to what capacity an instructional space is used. Space utilization studies provide detailed information that allows for analyzing current space and projecting future space needs. Using both time utilization percentage (the amount of time during the course of a day that a space has a scheduled event) and station use rate (the average amount of students in a scheduled event divided by the capacity of the space) a conclusion is made as to whether a space is over or under utilized. Classrooms and labs have different targets for both utilization percentages and station use rates due to the differing needs and teaching practices.

In general, the instructional spaces at the Oceanside Campus have a high utilization, meaning that they are at or near the targeted utilization. This correlates with a station use rate that, on average, is above the targeted number of students per classroom. Science labs on campus are over utilized - greatly exceeding industry standards. The data suggests that the current stock of instructional environments does not meet the current student demand and thus, does not have the ability to meet future growth demands.

See the Space Utilization Analysis in Volume III for a detailed breakdown of each instructional space on the Oceanside Campus.







Examples of ineffective or underutilized "in-between" spaces

Observations

In addition to the analytical data, empirical observations help to better understand existing conditions and the context in which they exist. The following observational analysis looks to identify a correlation between the collected data and the actual functional reality of spaces on campus.

Study Space

Corresponding with the state standard analysis, there appears to be a significant lack of library and study spaces. This lack of student space makes it difficult for students to stay on campus outside of scheduled class times. Additional student-friendly space would allow for on-campus studying and student interaction, improving the overall student experience at MiraCosta.

An element not documented through standards or utilization formulas is the non-scheduled/informal spaces. Many buildings lack useful non-scheduled spaces often referred to as "in-between" space. These spaces, such as corridors and break out niches, provide valuable informal spaces for students to utilize as needed. Currently many of the classrooms and offices suites contain dark, narrow, and under utilized spaces. Larger circulation environments with natural daylighting and access to adequate seating and studying areas would provide students with environments to study and socialize informally.

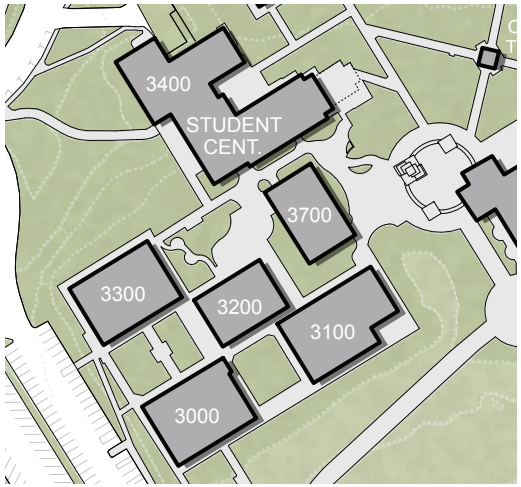
Faculty/Staff Spaces

There is a lack of office space on the Oceanside Campus. Adding to this issues is the poor layout and organization of many offices suites. These issues of organization and layout create spaces that are overwhelming and unwelcoming to students. There is an observed lack of support space and areas for associate faculty. Faculty consistently reported a lack of meeting spaces both for meeting with students and other faculty members. Increased faculty collaboration spaces would increase inter-departmental collaboration. They would also provide a "home base" for associate faculty and provide suitable environments for meeting with students.

Adjacencies

Many similar functions, departments and services have become fragmented throughout the campus – a function, partially, of the original building designs and, partially, because of "making do" while accommodating growth on the campus. The result is:

- Department and faculty offices removed from their instructional environments;
- Media Arts instruction located in the science area of campus rather than next to the other arts programs;
- Art gallery, an instructional space, in the Student Center; and
- Student Services spread out across the campus.



Currently the functions of Student Services are spread between the Student Center and Buildings 3000, 3300, 3700 (shown above), 4700, and T100.

Student Services

Student Services is currently located in six buildings throughout the campus. This decentralization and dispersed organization causes significant issues for new and potential students. Student Services staff reported a high likelihood to "lose" a student needing to travel between buildings as a result of wayfinding frustration.

In addition to this dispersion, the Student Services spaces are too small and poorly organized, further hindering the College's ability to serve the students. An adequately sized, unified space for Student Services would dramatically improve the student experience and, by association, student success.

Learning Environment Functionality

Classrooms

The functionality of a space has many factors such as the amount of space and its proportions, the furniture and equipment provided, and the amount of students assigned to the spaces combined with the particular teaching methods being utilized.

There is a variety of different classroom types on campus. Older classrooms dating from 1989 to 2008 typically utilize tablet arm chairs while many recently renovated classrooms provide active learning classrooms and more flexible learning environments. As part of the college's modernization effort, 18 classrooms were modernized during the summer of 2015. 18 additional classrooms are scheduled for modernization during the summer of 2016.

Classrooms at Oceanside with tablet arm chairs (TACs) range from 17 to 30 square feet per student to provide an average of 21 square feet per student. The state standard for classrooms is 15 square feet per student. The developed classroom space standards for MiraCosta, which support 21st century learning and instruction, calls for 20 square feet per student in classrooms with TACs. Capacity in these classrooms range from 30 to 52 students. These classrooms, on average, provide an acceptable area per student and a functional class size.

Classrooms at Oceanside with loose tables and chairs range from 17 to 30 square feet per student to provide an average of 23 square feet per student. The developed classroom space standards for MiraCosta, which support 21st century learning and instruction, calls for 25 square feet per student in classrooms with loose tables and chairs to allow for the flexibility of multiple configuration options. The capacity in these classrooms range from 24 to 48 students. These existing classrooms, on average, are near the proposed standard but the wide range in capacity and area per student creates some outliers that do not provide appropriate space for classrooms with loose tables and chairs.

Classroom technology in older spaces is comprised primarily of projectors with audiovisual cabinets at the front of the room. Some classrooms provide a document camera at an instructor's cart.

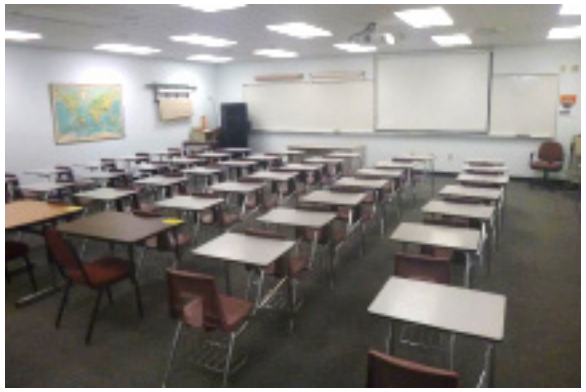
Class Labs

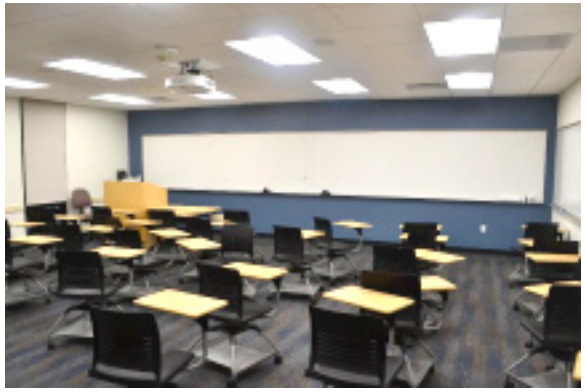
Square footage requirements for teaching labs depend on the type of lab and how it is used for instruction. The state standard ranges from 30 to 175 square feet per student, depending on lab type. Oceanside labs are consistently undersized according to the state standards. Several teaching labs do not have the proper mechanical infrastructure to operate properly. Sciences labs, particularly those in Building 4500, have major functionality issues with both the space provided and the mechanical infrastructure that do not support 21st century learning.

Half of the computer labs on campus provide 24 stations, which is too small for the demands of the scheduled class sizes. Larger occupancy computer labs are needed for instructional courses.

Gym Complex

The current gym, locker rooms, and dance studio have outlived their useful lives. Major mechanical and accessibility issues prevent these spaces from operating properly. The gym was originally constructed in 1965 and renovated in 1980. The mechanical, electrical, and plumbing systems as well as the roof are all in poor condition (see figure 2.9). For additional information on the poor condition of the gym complex, see the Facility Condition Assessment Reports completed by Kitchell for MiraCosta in fall 2014. Additionally, the layouts, furnishings, and finishes are in poor condition. Minimal separation between the main courts and adjacent multi-purpose / kinesiology studios result in acoustic intrusions during class instruction in the studio space.





(Top) Older classrooms dating from 1989 to 2008.

(Bottom) Recently renovated classrooms with new finishes, furniture, and technology.





(Top) Chemistry labs in building 4500 have mechanical fume hood issues and do not support 21st century learning.

(Bottom) New class lab at Building 4900.



The current Skills Lab does not provide adequate space for a proper hands-on curriculum.



The current simulation room does not provide "real-world" layouts that accurately simulate modern healthcare environments.

Allied Health

The current Allied Health Building 4400 lacks the space and proper layout/organization to support 21st century health instruction.

Lab space for hands-on curriculum is significantly under-sized.

Simulation space for the nursing program lacks:

- "Real-world" layout and design critical for instruction and student experience;
- Separate spaces for different types of simulation, limiting current ability to run multiple simulations at once;
- Separate student "debrief" space, again preventing efficient simulation schedule; and
- Proper technology integration for recording and playback essential for student self-evaluation of performance.

Theater

In 2006, the theater (Building 2000) underwent a partial renovation for the entry and "front of house" spaces. However, many of the "back of house" spaces are over-crowded and in poor condition. Access to technical support spaces is severely limited.

Oceanside

Master Plan Description

Master Plan Description

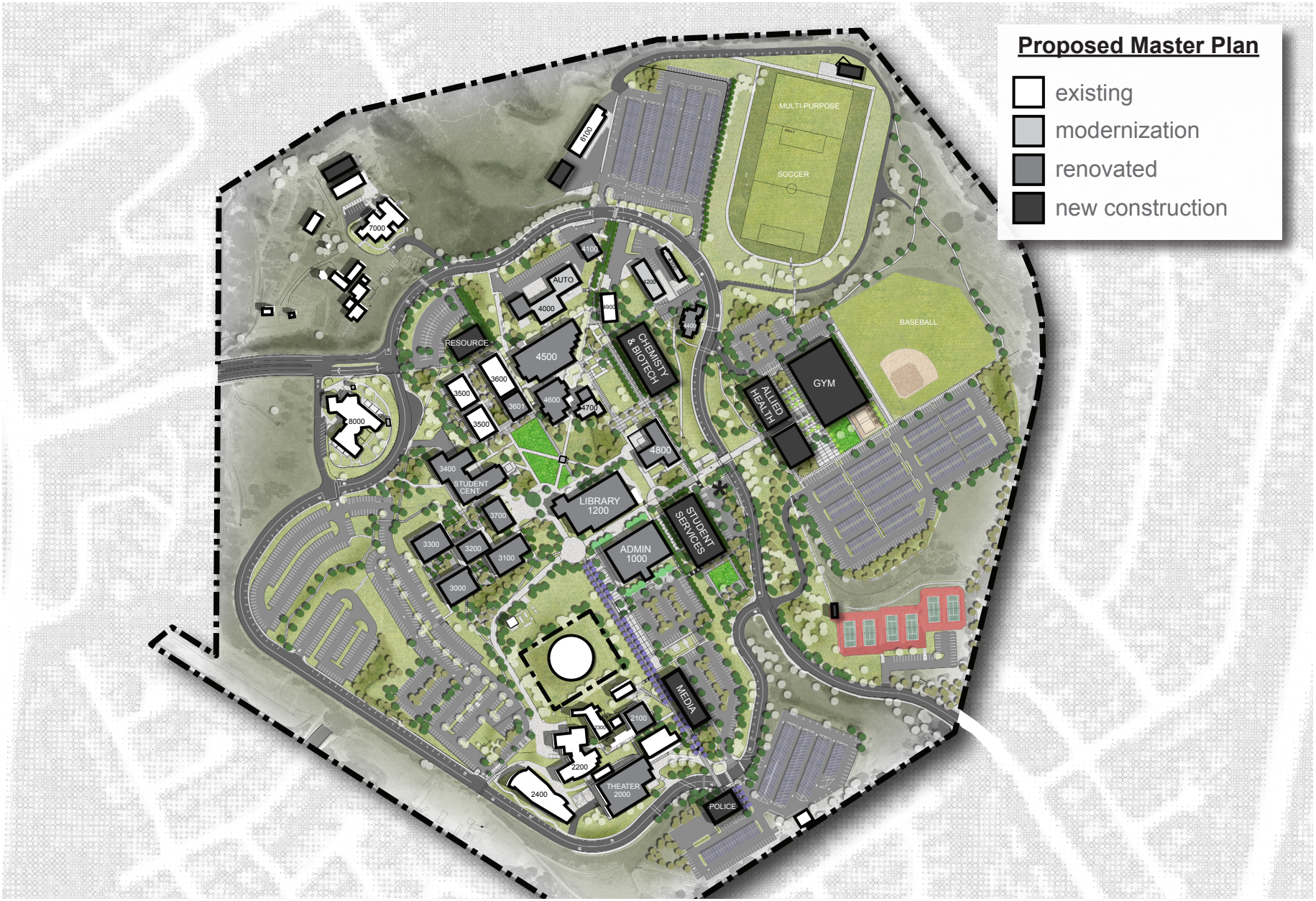
Overview

The Facilities Master Plan for the Oceanside Campus includes new building and renovation projects to address the identified space deficiencies and functionality issues. These projects are organized around the creation of academic hubs throughout the campus. Centered around different academic topics, like STEM or Health, each academic hub contains related instructional space, student tutoring and study space, and faculty office space—creating vibrant learning communities aimed at improving student success and excellence.

A new Student Services Building, located at the current Pedley Park, will not only provide new identity to the campus, but also greatly improve the prospective and current student experience around admission, registration, counseling and financial aid by creating a "one-stop-shop" where all the students needs can be met. Also housed within the building will be a comprehensive Veterans Center, which will improve services to veterans.

Extending the functional lifespan of existing buildings, modernization projects will refresh finishes, furniture and technology or upgrade building systems, where major renovation work is not required. Buildings in critically poor condition, like temporary classroom buildings and the gym complex, will be demolished as functions move to new or renovated facilities.

Various site improvement projects add parking, correct infrastructure issues, and work towards achieving sustainability goals with water-conscious landscaping.


Proposed Master Plan
existing
modernization
renovated
new construction
MULTI-PURPOSE
SOCCER
BASEBALL
GYM
ALLIED HEALTH
CHEMISTY & BIOTECH
RESOURCE
AUTO
LIBRARY 1200
ADMIN 1000
STUDENT SERVICES
STUDENT CENT
MEDIA
THEATER 2000
POLICE
4500
4000
4600
4700
4800
3600
3500
3400
3700
3300
3200
3100
3000
2100
2200
2400
8000
7000
6100
4100
4200
4300
4400

Master Plan Description

Concept / "Big Idea"

Proposed Academic Hubs:

- Health & Wellness
- STEM
- Letters & Humanities
- Communication
- Arts

Academic Hubs

The Facilities Master Plan Update for the Oceanside Campus looks to create academic hubs that provide a strong identity to the various academic departments on campus. In addition to giving a physical identity to the departments, the hubs will provide a centralized location for all of the elements needed to create a holistic academic community: Instructional Spaces, Offices, Study/Collaboration Spaces, and outdoor areas. These hubs will act as a wayfinding mechanism and provide a rational organization to the campus.

Each hub will contain a space dedicated to providing student resources such as study and collaboration environments. Providing student-friendly study and collaboration spaces at each hub will provide students with a "home away from home" and encourage cross-pollination of information. Such interaction and spaces encourage students to stay on campus longer, receive supplemental instruction help, and therefore, improve student success.

Centralizing faculty offices will simplify the students' access to instructors. It will also allow faculty and staff to share amenities, such as meetings spaces, increasing interaction and knowledge sharing.

Each academic hub will contain a central quad. These quads will provide a variety of outdoor environments for individual study and group interactions. These outdoor spaces will connect to promenades and major circulation paths that will link the academic hubs together, creating a cohesive web of interconnected spaces.

Student Services

In addition to the academic hubs, a major component of the master plan update is the new Student Services Building. This building will consolidate all of the student service functions, currently scattered throughout the campus, to a single one-stop-shop. This will dramatically improve the student experience for both current and prospective students. Improved services to veterans will be provided by a comprehensive Veterans Center. The new building will be strategically located to act as a gateway to the campus, providing a sense of entry and arrival.


Master Plan Concept
existing
modernization
renovated
new construction
Letters
STEM
Health &
Wellness
Communications
Arts
MULTI-PURPOSE
SOCCER
BASEBALL
LIBRARY
1200
ADMIN
1000
STUDENT
SERVICES
POLICE

Master Plan Description

Facilities

Overview

The facility projects that comprise this master plan update look to increase functionality, provide the infrastructure required for 21st century education, and improve the overall student experience. These goals, when combined, look to increase the overall success of all MiraCosta students. These improvements will be facilitated by new, renovated, or modernized buildings This section identifies the scope, type, goals and requirements of each project in order to collectively meet the objectives of this master plan update.

In order to implement the master plan update, these building projects will be scheduled in phases to reduce the disruption of the campus at any one time. See the Implementation Section for detailed information on phasing.

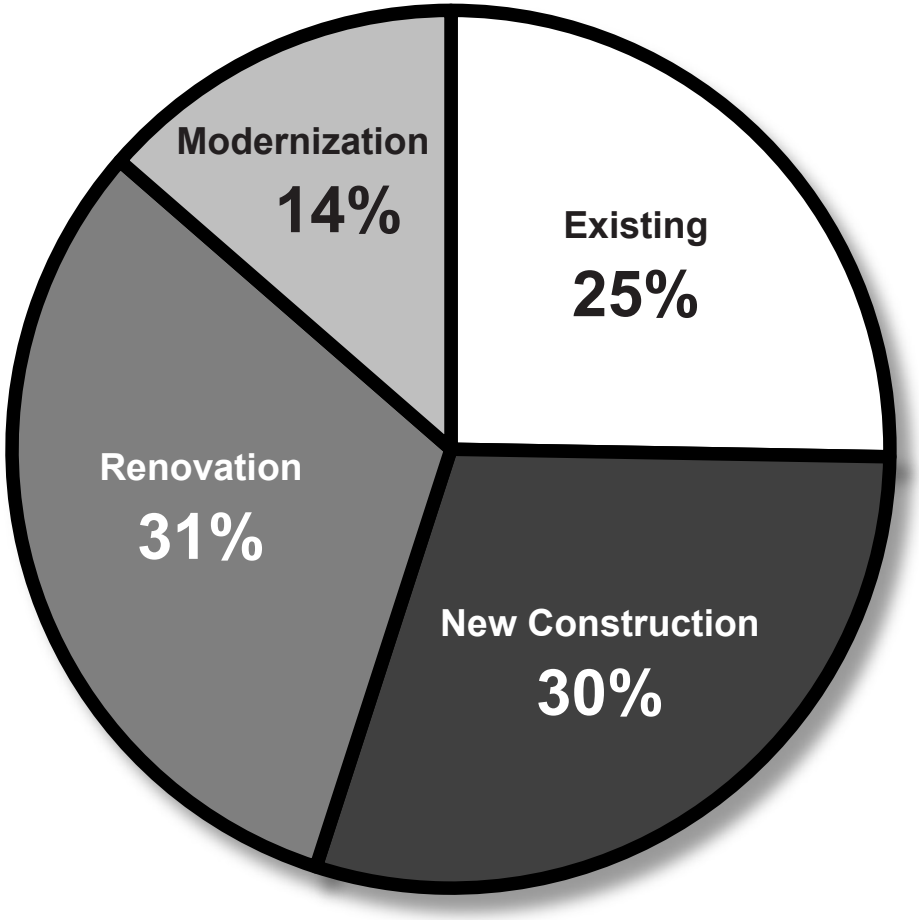
Summary

The following is a summary of the proposed facilities projects at the Oceanside Campus:

Campus Building Area	
Current Building Area	408,390 gsf
Demolition	-54,950 gsf
New Facilities	149,340 gsf
Total Building Area	**502,780 gsf**
Delta	*+94,390 gsf (23% increase)*

Renovation Projects Area	
Major / Moderate Renovations	157,995 gsf
Modernizations	68,370 gsf

Oceanside Final Building Area By Type



Master Plan Description

New Facilities

23%

increase of overall space on campus.

Description

The Oceanside Campus Master Plan proposes new buildings to address instructional, study, and office space deficiencies, correct adjacencies, student service issues, and replace critically failing facilities. All total, the master plan includes 149,340 square feet of new construction. This represents (after adjusting for demolition projects) a 23% increase of overall space on campus. This growth is tied to correcting the current space deficit and functionality issues as well as accommodating the enrollment growth identified in the Education Master Plan Update.

New Building Projects

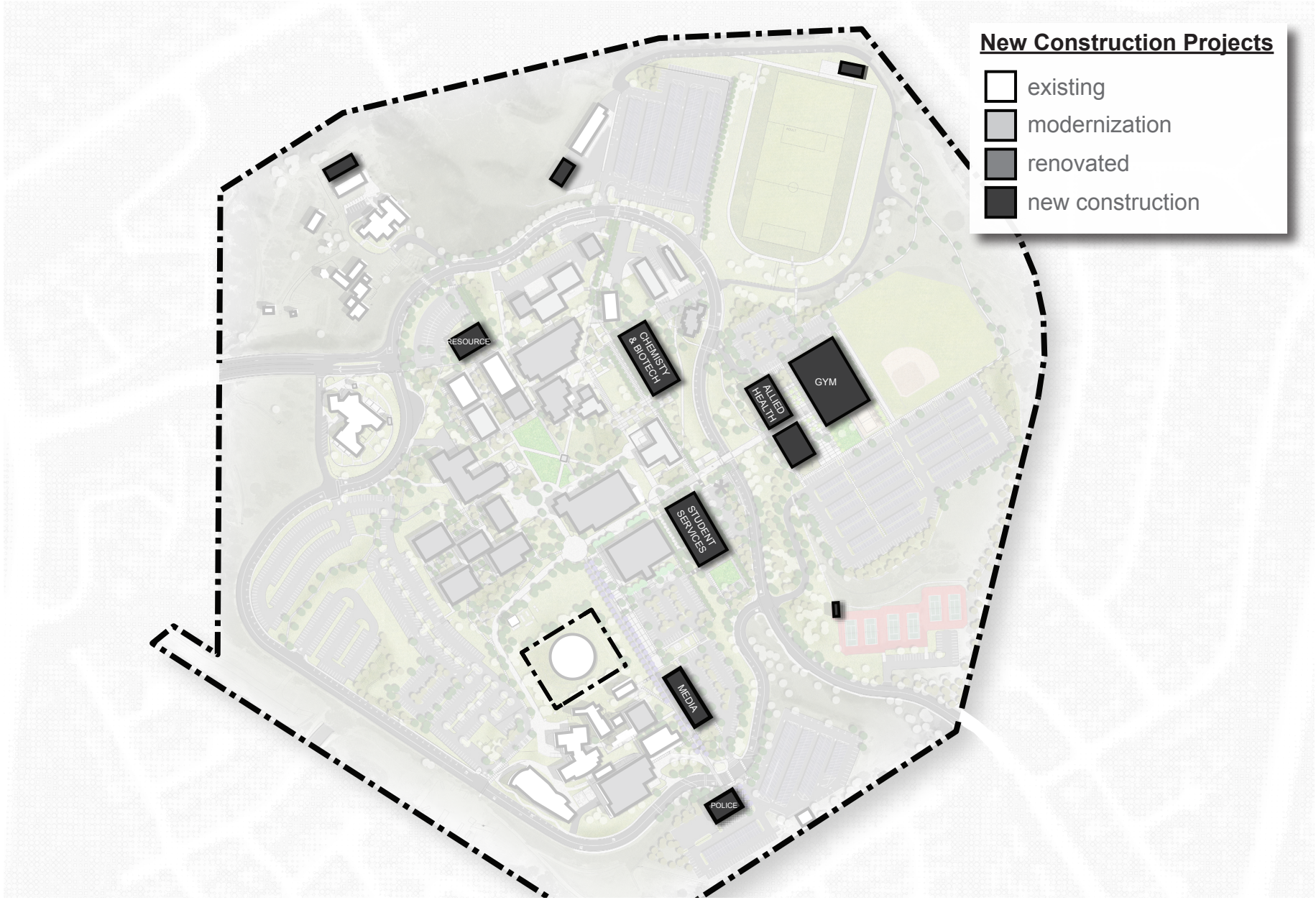
- Student Services Building (includes Veterans Center) 39,040 sf
- Gym Complex 35,340 sf
- Chemistry & Biotechnology 20,600 sf
- Allied Health Building 20,450 sf
- Arts / Media Services Building 10,470 sf
- Campus Police Building 6,925 sf
- Resource Center 6,860 sf
- Misc. Support Buildings
  - Green House
  - Purchasing Building
  - Athletics Support Building
  - Tennis Support Building

Program Assumptions

The following new building projects are sized based on preliminary program assumptions developed through the Facility Master Plan Update process and the Educational Master Plan Update. A summary of these preliminary program assumptions are included here for reference. As projects move forward, these preliminary programs will serve as a starting point and overall parameters for detailed programming and planning work.

For building area descriptions both gross square feet (GSF) and assignable square feet (ASF) calculations are used.

- Assignable square feet contains all of the usable area assigned to a specific use or occupant (classrooms, labs, offices, study spaces). ASF does not include wall thicknesses, circulation, storage, or mechanical/equipment spaces.
- Gross square footage calculates the entire area of the building measured from the outside face of exterior walls.


New Construction Projects
existing
modernization
renovated
new construction
RESOURCE
CHEMISTY & BIOTECH
ALLIED HEALTH
GYM
STUDENT SERVICES
MEDIA
POLICE

Master Plan Description

New Facilities

Student Services Building (includes Veterans Center) *39,040 GSF*

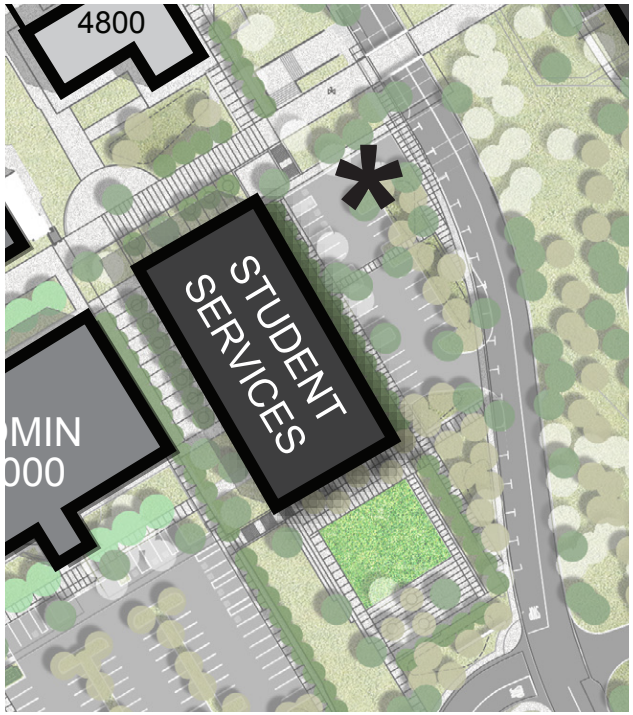
The new Student Services Building will consolidate all of the student service functions, currently scattered throughout the campus, to a single one-stop-shop. In addition to allowing the Services programs to grow (to serve a growing student population), this new building will dramatically improve the student experience for both current and prospective students.

Located at the current Pedley Park, the new building is strategically located to act as a gateway building for the campus, providing a much needed sense of entry and easy wayfinding for new or prospective students. Proposed as a two-story structure, the building will also allow access and entry from the street level for visitors and campus promenade level for current students.

Preliminary Program

Class Lab	1,000 ASF
Testing & Proctoring	
Offices	16,725 ASF
Staff Offices/Workstations	
Office Support Spaces	
Conference Rooms	
Library / Study	1,100 ASF
Veterans Center	
DSPS Lab	
Other	4,600 ASF
Building Lobby	
Queuing Areas	
Food / Coffee Cart	
Health Exam Rooms	
Total ASF	*23,425 ASF*
Total GSF	**39,040 GSF**

(assumes 60% efficiency)



Student Services Building

Gym Complex Building *35,340 GSF*

The Gym Complex will replace the existing gym buildings and provide a consolidated location for athletics instruction spaces, locker rooms, Kinesiology, and the Wellness Center. Its proximity to the new Allied Health Building will help to create a health and wellness hub with shared outdoor spaces. The Master Plan assumes a single-story building. The Gym Complex design should be coordinated with the new Allied Health Building to provide a unified campus and design aesthetic.

Preliminary Program

Athletics / Physical Education	28,240 ASF
Gymnasium	
Wellness Center	
Athletic Training	
Kinesiology Studio	
Multi-Purpose Studio	
Locker Rooms	
Equipment Storage	
Offices	1,800 ASF
Faculty Offices	
Office Support Spaces	
Total ASF	*30,040 ASF*
Total GSF	**35,340 GSF**

(assumes 85% efficiency)



Gym Complex

Master Plan Description

New Facilities

Chemistry & Biotechnology Building

20,630 GSF

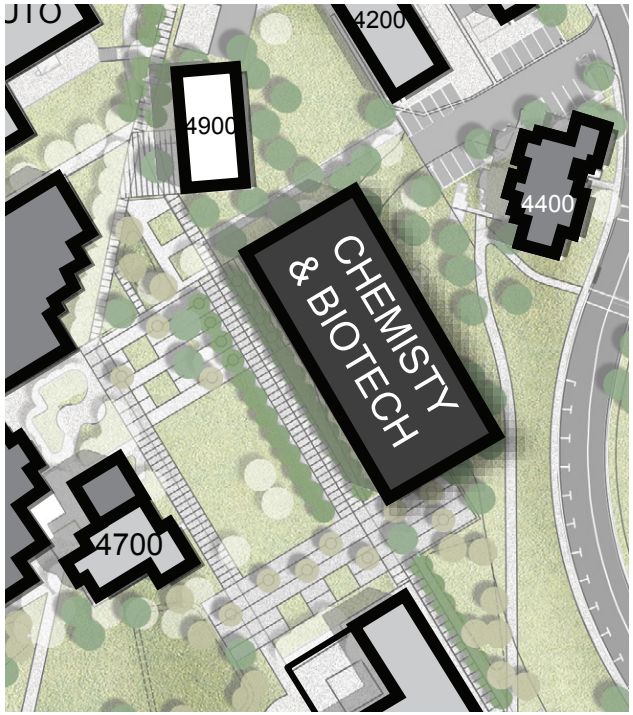
The new Chemistry & Biotechnology Building will provide a state-of-the-art science facility for 21st century learning science environments. As the Biotechnology program continues to expand as its baccalaureate degree comes online, the building will provide a new, larger home for the program. Also included in the preliminary program are new chemistry labs and 40-person, flexible classrooms.

To maintain the scale of the campus and respond to nearby buildings, the Master Plan recommends a single story building. As the building is placed over a site grade change, a multi-story building may be explored.

Preliminary Program

Classrooms	1,600 ASF
(2) 40 person Classrooms	
Class Labs	12,800 ASF
(3) Biotechnology Labs	
(3) Chemistry Labs	
(1) General Lab	
Instrument / Lab Support	
Total ASF	*14,400 ASF*
Total GSF	**20,630 GSF**

(assumes 70% efficiency)



Chemistry & Biotechnology Building

Allied Health Building *20,450 GSF*

A new facility for Allied Health will provide a consolidated location and appropriate facilities for all of the Allied Health programs. The location of the Allied Health Building will allow the building to act as a terminus to the main east-west campus promenade. Coupling the Allied Health Building with the new gym complex will create a new health and wellness academic hub and allow for interprofessional collaboration.

The preliminary program includes state-of-the art simulation spaces, including patient rooms and operation rooms, as well as hands-on skills labs and classrooms.

The Master Plan recommends a single-story building, whose design is coordinated with the Gym Complex to create a unified campus and design aesthetic.

Preliminary Program

Classrooms	1,800 ASF
(2) Classrooms	
Class Labs	6,850 ASF
Computer Lab	
Skills Lab	
Simulation Spaces	
Lab Support Spaces	
Offices	*2,640 ASF*
Faculty & Staff Offices	
Meeting Space	
Library / Study	*1,000 ASF*
Student Study Space	
Other (Lobby)	*1,000 ASF*
Total ASF	*13,290 ASF*
Total GSF	**20,450 GSF**

(assumes 65% efficiency)



Allied Health Building

Master Plan Description

New Facilities

Arts / Media Services Building *10,470 GSF*

The new Arts/Media Services Building will house a wide variety of functions, serving the students of the arts hub and the campus as a whole, including the Art Gallery, student study spaces, faculty offices, the Media Arts labs, and a food or coffee cart type element. It will serve as the main student resources space for the arts hub, providing dedicated student-friendly study and collaboration spaces. Proposed as a single-story building, the building should engage the campus promenade and offer display opportunities for the Arts.

Preliminary Program

Classrooms	1,000 ASF
(1) 40-person Classroom	
Class Labs	4,750 ASF
(3) Computer Labs	
Art Gallery	
Offices	880 ASF
Faculty Offices	
Conference Room / Collaboration Space	
Library / Study	300 ASF
Student Study Space	
Other	400 ASF
Food / Coffee Cart	
Total ASF	*7,330 ASF*
Total GSF	**10,470 GSF**

(assumes 70% efficiency)



Arts / Media Services Building

Resource Center *6,860 GSF*

The Resource Center will provide the communications hub with a student-friendly activity center. It will also serve as an event space capable of holding larger events for 200 to 300 people. Its prominent location will serve as a welcoming gateway for those entering the campus from the north.

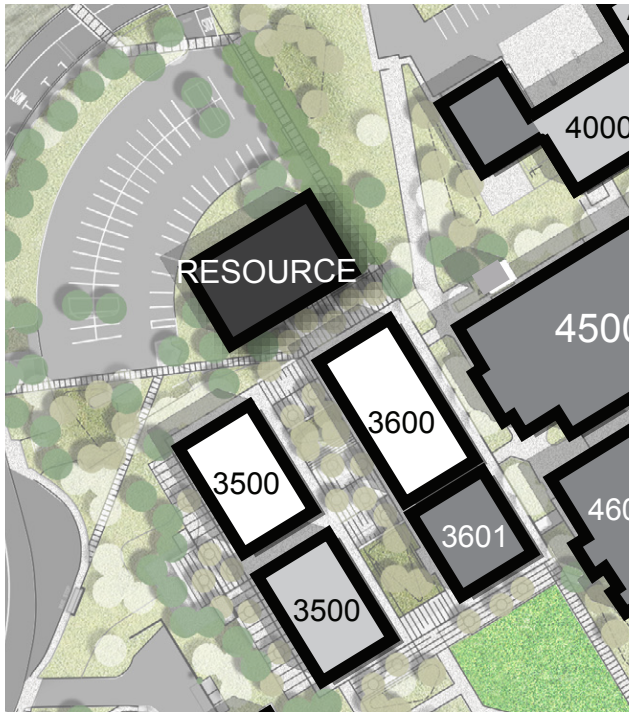
To accommodate its multi-purpose use, the building design should be flexible and of a quality appropriate for college and community events.

The preliminary program for the building also includes a new home for the English Language Institute (ELI) program.

Preliminary Program

Classrooms	800 ASF
(1) 40-person Classroom	
Offices	400 ASF
Faculty & Staff Offices	
Library / Study	3,600 ASF
Student Study Space (Flexible Event)	
Total ASF	*4,800 ASF*
Total GSF	**6,860 GSF**

(assumes 70% efficiency)



Resource Center Building

Master Plan Description

New Facilities

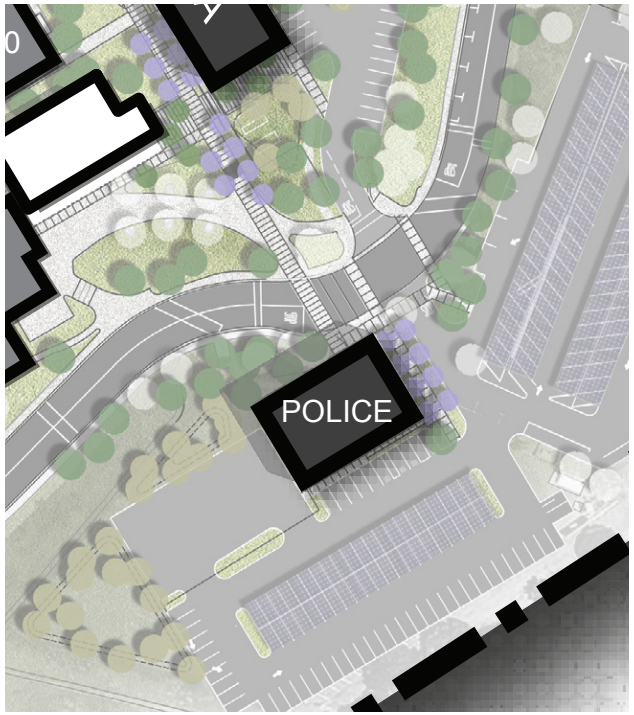
Campus Police Building *6,925 GSF*

The new Campus Police Building will provide the space and resources necessary to provide proper safety and security to the Oceanside Campus. A central monitoring center and emergency operations center will provide a centralized location for monitoring and reaction to campus events. A classroom/meeting space can be shared with the Administration of Justice Program to utilize the new Police Building as a learning tool. A secure yard adjacent to the building will provide a safe area for the storage of vehicles and equipment.

Preliminary Program

Classrooms	800 ASF
(1) Classroom	
Offices	2,040 ASF
Staff Offices / Workstations	
Other	2,010 ASF
Lobby / Reception	
Central Monitoring	
Emergency Operations Center	
Custody Room	
Locker Rooms	
Storage	
Total ASF	*4,850 ASF*
Total GSF	**6,925 GSF**

(assumes 70% efficiency)



Campus Police Building

New Green House *3,550 GSF*

A new greenhouse building will replace the existing outdated facility.

Tennis Support Building *600 GSF*

The existing support building at the tennis courts is in a state of disrepair and is in need of replacement. The new Tennis Court Building will provide the tennis courts with adequate storage and restroom facilities. It will also house a relocated transformer to power the tennis court lighting which is currently located in Building 5200.

Preliminary Program

Athletics / Physical Ed Service	240 ASF
Athletics Storage	
Other	300 ASF
Restrooms	
Total ASF	*540 ASF*
Total GSF	**600 GSF**

(assumes 90% efficiency)



Green House



Tennis Support Building

Master Plan Description

New Facilities

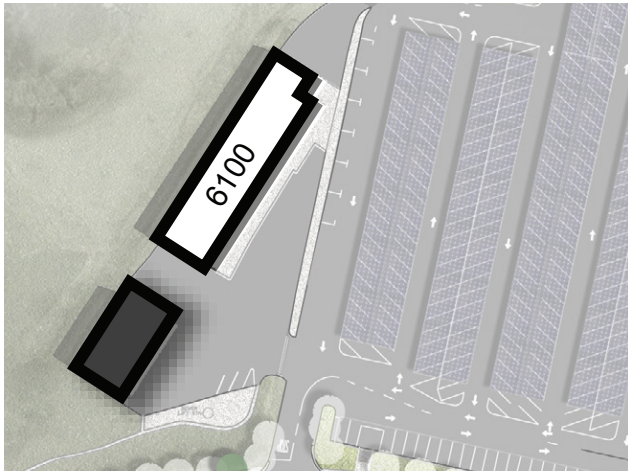
Purchasing Building — 3,000 *GSF*

Temporary Building T600 currently houses the Purchasing Department's offices. A new, permanent facility will provide the Purchasing Department with new office spaces.

Preliminary Program

Offices	2,100 ASF
Faculty / Staff Offices	
Conference Rooms	
Total ASF	*2,100 ASF*
Total GSF	**3,000 GSF**

(assumes 70% efficiency)



Purchasing Building

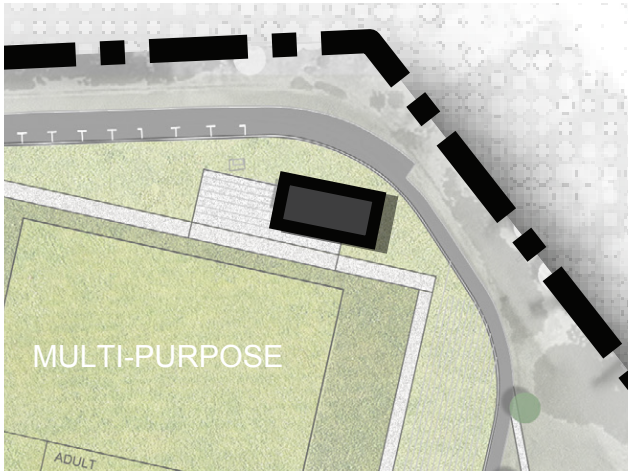
Athletics Support Building — *2,500 GSF*

The new Athletics Support Building will replace the existing storage building. The new building will provide restrooms and storage for the new athletic fields.

Preliminary Program

Athletics / Physical Ed Service	1,050 ASF
Athletics Storage	
Other	1,200 ASF
Restrooms	
Total ASF	*2,250 ASF*
Total GSF	**2,500 GSF**

(assumes 90% efficiency)



Athletics Support Building



Master Plan Description

Renovations

Description

Between major and moderate renovation scopes, the master plan proposes 157,995 sf of building renovation work (approximately 32% of the final build-out area). Major renovation work, often referred to as a full "gut" remodel repurposes existing buildings for new functions. For example, the existing student services buildings will be renovated into 21st century learning environments (classrooms and study space) as well as additional faculty office space. Moderate renovation work focuses on improving existing functions through systems and space upgrades.

Renovation Scope

Major Renovations Includes:

- Complete renovation of interiors including reconfiguring interior partitions, finishes, and FF&E (furniture, fixtures, and equipment).
- Major renovation of building systems.
- Substantial impact to building envelope and roof.
- Restroom and accessibility upgrades

Moderate Renovations Includes:

- Some reconfiguring of interior partitions and general building layout.
- New finishes and FF&E.
- Restroom and accessibility upgrades
- Building system upgrades where noted/ required due to aging systems
- Some impact to building envelope and roof.

32%

of final build-out area to be renovated

Administration Building 1000

Major Renovation

- Major renovation of staff spaces

Library Building 1200

Major Renovation (Partial: 7,200 sf)

- Renovate IT office suite to centralize staff and provide for growth.
- Provide new student study spaces

Student Center Building 3400

Major Renovation

- Additional student spaces at vacated art gallery.
- Interior and exterior accessibility upgrades.

Theater Building 2000

Moderate Renovation

- Strategic interior renovations to address "back of house" issues
- Replace roof
- Replace transformer
- Restroom and accessibility upgrades

Art Building 2100

Major Renovation

- Renovate class labs
- Replace HVAC system
- Replace transformer

Instructional Building 3000

Major Renovation

- Renovate existing faculty/staff spaces to class-rooms
- Provide minimum of six classrooms for 40 students (mix of TACs and tables & chairs)
- Provide student study and collaboration space

Instructional Building 3100

Moderate Renovation

- Mechanical and plumbing system replacement.
- Office space finish updates
- Accessibility upgrades

Student Resources Building 3200

Major Renovation

- Renovate existing classrooms to student study spaces
- Restroom Accessibility upgrades

Instructional Building 3300

Major Renovation

- Renovate existing faculty/staff spaces to classrooms and faculty spaces
- Provide a minimum of three classrooms (mix of TACs and tables & chairs) for 40 students each
- Provide at least one computer lab
- Provide minimum of 2,100 gsf of office space
- Provide student study space
- Replace roof

Tutoring Building 3601

Major Renovation

- Renovate existing lecture hall to Academic Tutoring / Writing Center

Instructional Building 3700

Major Renovation

- Renovate existing faculty/staff spaces to classrooms
- Provide minimum of three classrooms of 40 students each (mix of TACs and table & chairs)
- Provide minimum 1,400 gsf office space

Master Plan Description

Renovations

Automotive Building 4000

Major Renovation (partial: 3,200 sf)

- Renovate existing Biotechnology Labs to Auto Tech lab spaces

Building 4100

Major Renovation

- Renovate existing Wellness Center to offices and meeting spaces

Building 4400

Major Renovation

- Renovate existing Allied Health spaces to Professional Development Center & Faculty Commons
- Replace roof
- Replace transformer
- Restrooms and accessibility upgrades

Science Building 4500

Major Renovation

- Renovate Chemistry labs & support spaces to Physical and Earth Science labs & support
- Upgrade remaining science labs
- Replace air handling units
- Accessibility upgrades

Student Resources Building 4600

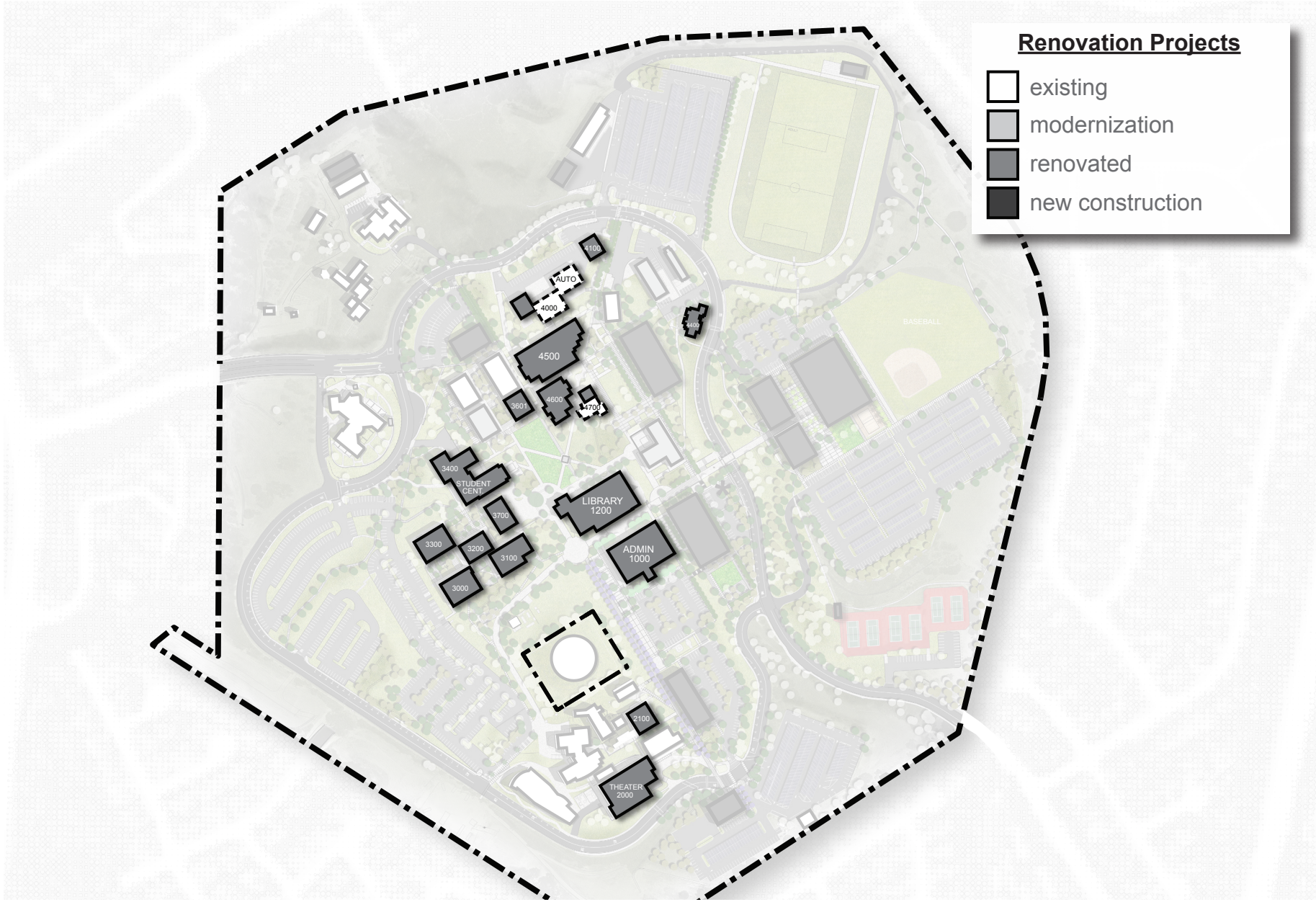
Major Renovation

- Renovate computer labs
- Combine rooms 4611 & 4612 to increase capacity
- Renovate existing spaces to Tutoring Center (including STEM Tutoring Center), study space, and faculty touchdown space
- Restroom and accessibility upgrades

Instructional Building 4800

Moderate Renovation

- Renovate computer labs
  - Combine rooms 4803A & 4803B to increase capacity
- Finish upgrades at office and circulation spaces
- Courtyard landscaping / storefront removal
- Replace transformer
- Restroom and accessibility upgrades


Renovation Projects
existing
modernization
renovated
new construction
4100
AUTO
4000
4400
4500
4600
4700
3601
3400
STUDENT CENT.
3700
3300
3200
3100
3000
LIBRARY
1200
ADMIN
1000
2100
THEATER
2000
BASEBALL

Master Plan Description

Modernizations

14%

of final build-out area to be modernized

Description

The master plan identifies 68,370 gross square feet for modernization, which is approximately 14% of final build-out area. These modernizations will complete the classroom modernization effort already underway on the Oceanside Campus. These projects primarily deal with the upgrade of interior space or the repair of exterior elements and/or building systems.

Scope

Interior

- Little-to-no modifications to partition locations.
- New finishes and FF&E (furniture, fixtures, and equipment).
- Restrooms & accessibility upgrades
- Little-to-no impact to building systems. Upgrades to branch elements.
- No modifications to building envelope and/or roof.

OR

Exterior/Systems

- No modifications to partition locations.
- No modifications to finishes and FF&E.
- Building system upgrades where noted/required due to aging systems.
- Moderate impact to building envelop or roof

Library Building 1200

- General interior finish and FF&E upgrades
- Building envelope repairs
- Accessibility updates

Instructional Building 3500

- Room 3516 renovated to Language Lab
- Replace Transformer
- Accessibility updates

Automotive Building 4000

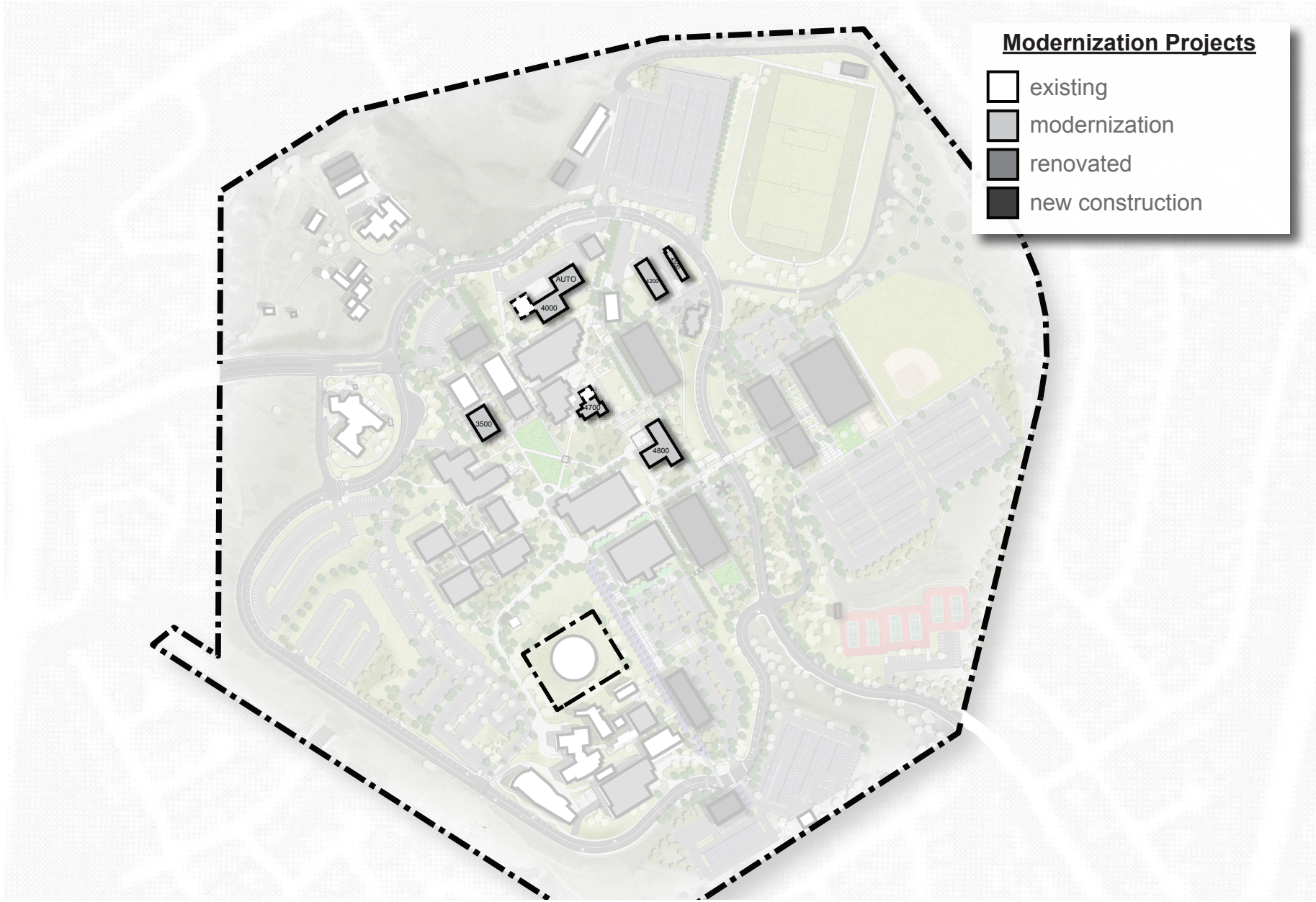
- Modernize Auto Tech spaces
- Replace transformer

Facilities (Buildings 4200 & 4300)

- Roofing and exterior finishes repair
- Accessibility updates

Building 4700

- Modernize faculty spaces
- Accessibility updates


Modernization Projects
existing
modernization
renovated
new construction
AUTO
4000
4200
3500
4700
4800

Master Plan Description

Demolition

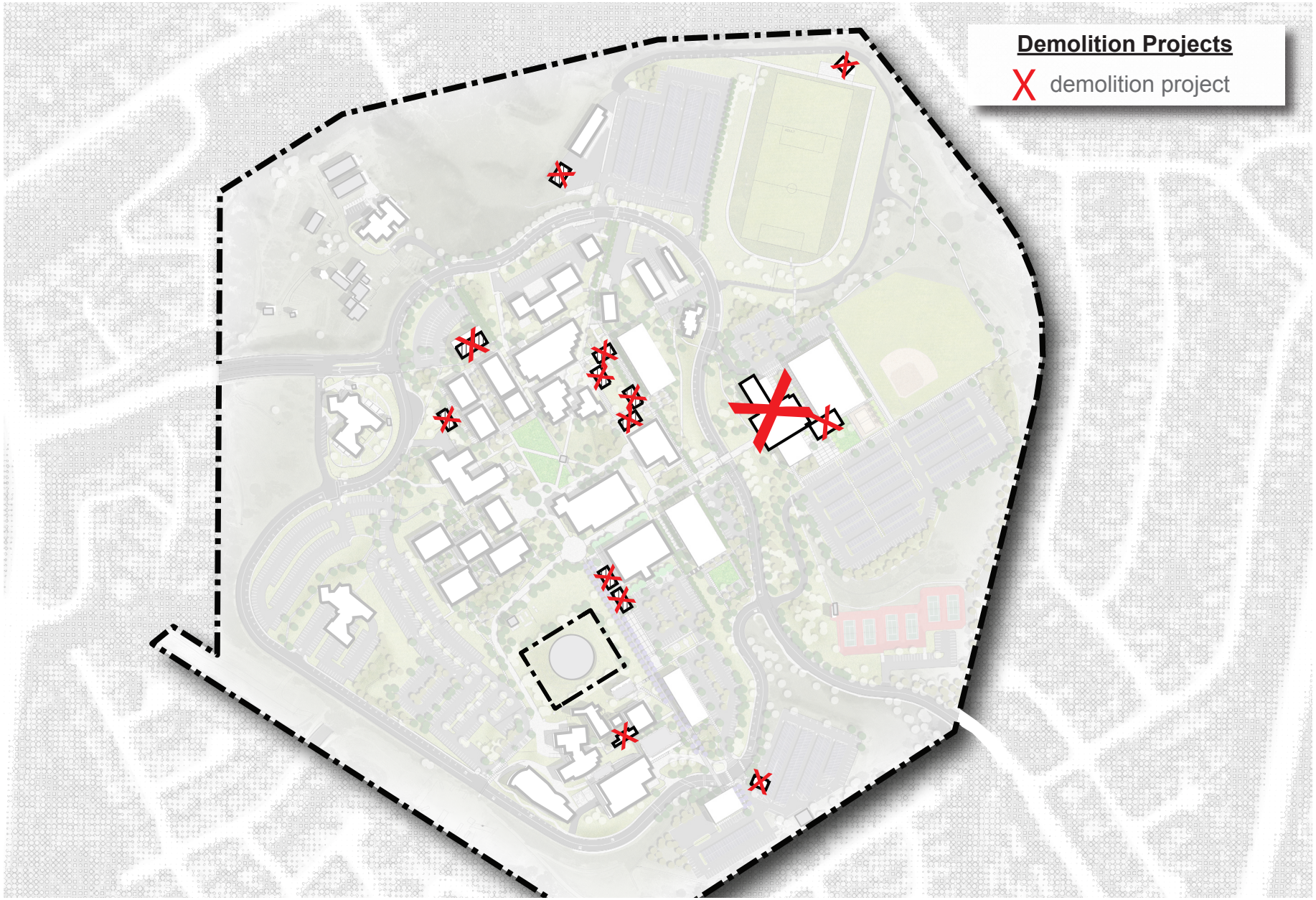
Description

The demolition projects at the Oceanside Campus remove buildings in poor or non-functional condition that are not financially practical to restore. Also, temporary buildings will be demolished as they have outlived their scheduled life-span.

The total area of building demolition at the Oceanside Campus is 54,950 GSF.

Demolition Projects

- Gym Complex (Buildings 5000, 5100, & 5200)
- Building 2100 (Partial Demolition)
- Building 4800 (Partial Demolition)
- Police Station
- Green House (Building 61)
- Tennis Court Support (Building 28)
- Athletics Storage Shed
- T100 (temporary building, 1977)
- T110 (temporary building, 1977)
- T300 (temporary building, 1976)
- T310 (temporary building, 1982)
- T400 (temporary building, 1977)
- T410 (temporary building, 1977)
- T420 (temporary building, 1982)
- T430 (temporary building, 1982)
- T600 (temporary building, 1980)


Demolition Projects
X demolition project

Master Plan Description

Site Improvements

545

parking spaces added

Parking

In order to meet current and future parking demands, based on enrollment growth projections at the Oceanside Campus, a total of 527 additional parking spaces are needed. 545 parking spots will be added through both the addition of new parking lots and the reconfiguration/expansion of existing lots to make them more efficient. A number of proposed building projects will displace existing parking spots. These parking spaces will be replaced at new locations.

(A) New Parking Lot

A new parking lot supplying 537 parking spots will be located to the south of the new health hub near the main entrance to the campus. A new drive aisle leading to the lot will be strategically located to provide a four way intersection which will simplify the vehicular entrance sequence to the campus.

(B) Lot 5

A reconfiguration and expansion of Lot 5A will provide 97 parking spaces north of the health hub with a direct adjacency to the new gym complex.

(C) Lot 1A & 2A

The new location of the Police Building will allow for the reconfiguration of the entrance to lots 1A & 2A providing a clean four-way stop intersection and simplifying the traffic routes. Both lots will be restriped to increase the efficiency of the parking spaces.

(D) Lot 4C

Extending Lot 4C north will provide 81 additional spaces.

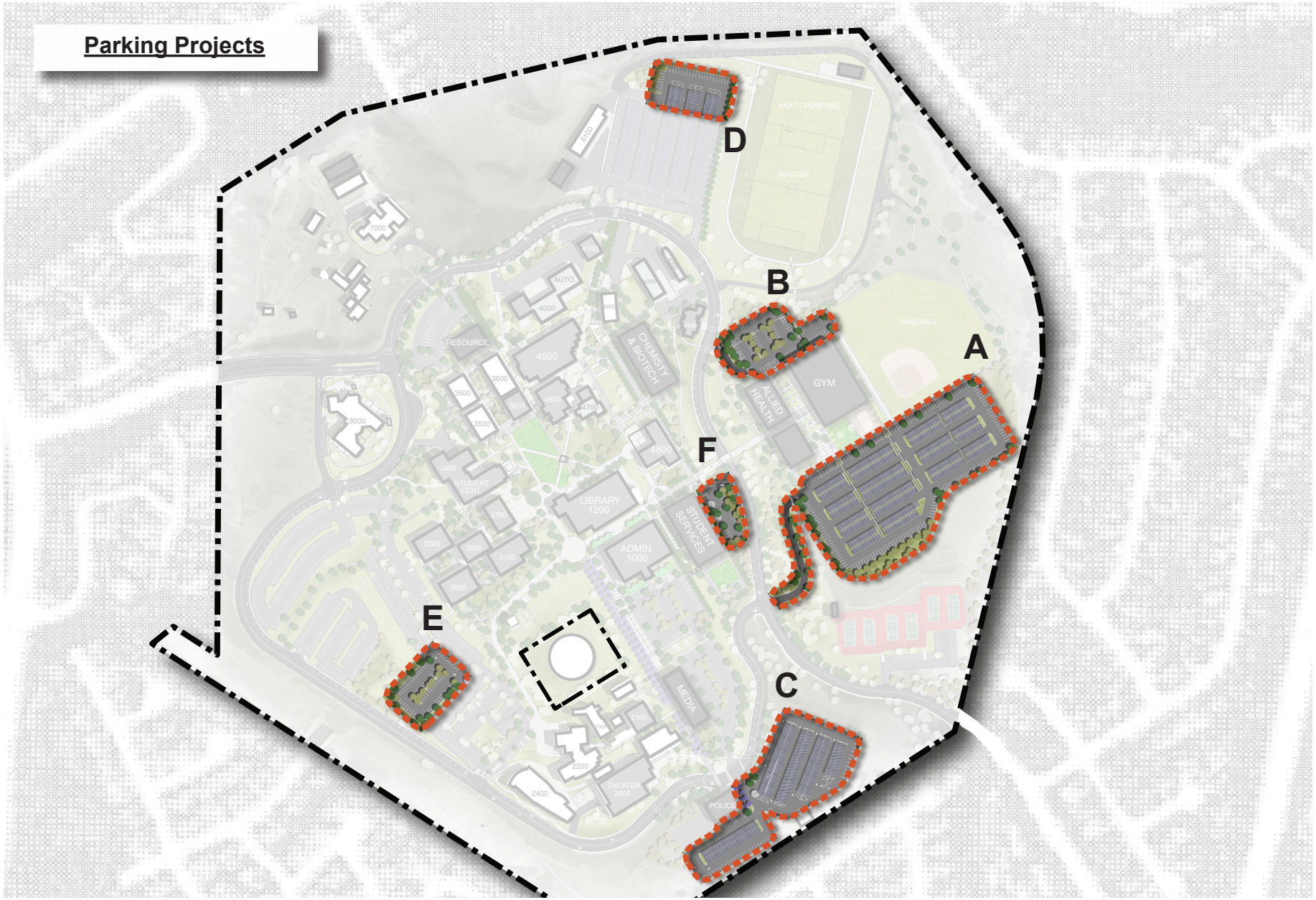
(E) Lot 2B

An expansion to lot 2B will add 100 new parking spaces to the south side of campus.

(F) Student Services Parking

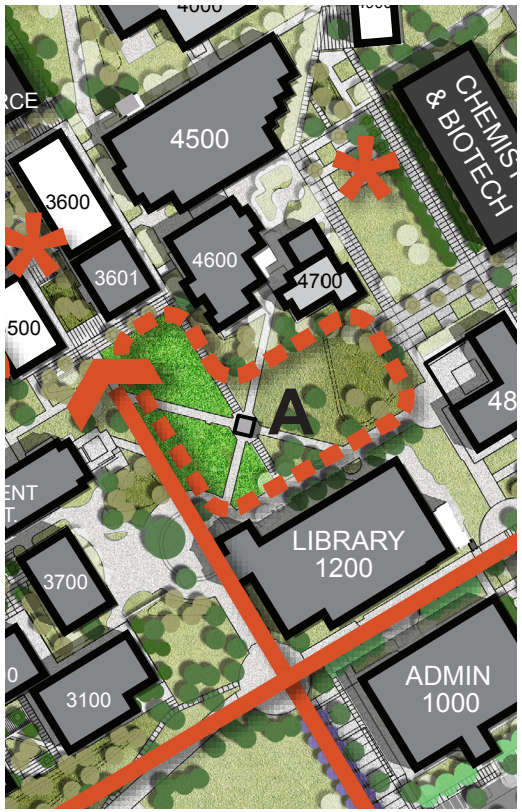
A new 25 space parking lot adjacent to the Student Services building will provide a drop-off area and short term parking for visitors. The location will be easily visible as a visitor enters the campus, simplifying the wayfinding.

Parking Projects



Master Plan Description

Site Improvements



Campus Quad

Landscape

The landscape projects at the Oceanside Campus look to reinforce the academic hubs and increase connections across the campus in order to enhance the student experience. Quad improvements coupled with bioswales and general turf removal projects will increase the sustainability of the campus, decrease irrigation demands, and help comply with current and upcoming water run-off regulations.

The landscape improvements involve the modification of 18.5 acres of area which constitutes approximately 15% of the total site area. New building projects include landscaping associated with the building and are not included as stand-alone site improvement projects

(A) Campus Quad

In order to activate the campus quad a portion of the large expanse of sod will be removed and replaced with a bioswale with native vegetation. This will increase the sustainability and decrease the water demands of the quad while bringing a larger variety of outdoor spaces to the center of the campus. The remaining sod area will be better integrated into the campus fabric by reinforcing circulation paths. The water fountain will also be removed which will provide additional usable space while lowering the water demand of the campus.

The new Campus Quad will contain a variety of social spaces and areas for study. Shaded seating areas will provide comfortable environments that allow students to stay on campus for extended periods of time.

(B) Central Campus Promenade

Reinforcing the central campus spine connecting the arts hub with the campus core through plantings and a variety of exterior spaces will create a stronger connection to the various educational hubs.

(C) Promenade / Plaza

A strong physical connection from the new health hub and new parking lot past the Student Services Building to the existing parking on the west side of campus will create a unified campus experience. A lookout plaza at the west end of the promenade will provide a scenic resting space with views to the ocean.

(D) Academic Hub Plazas

Each of the five academic hubs will have a dedicated plaza located at the center of a cluster of educational buildings providing students with a variety of study and interaction environments. A combination of hard and soft-scapes will create a lively environment that invites interaction.

(E) Outdoor Classrooms

Outdoor classrooms located east of Building 3500 will provide opportunities for outdoor instruction and informal group interactions.

(F) Athletic Fields

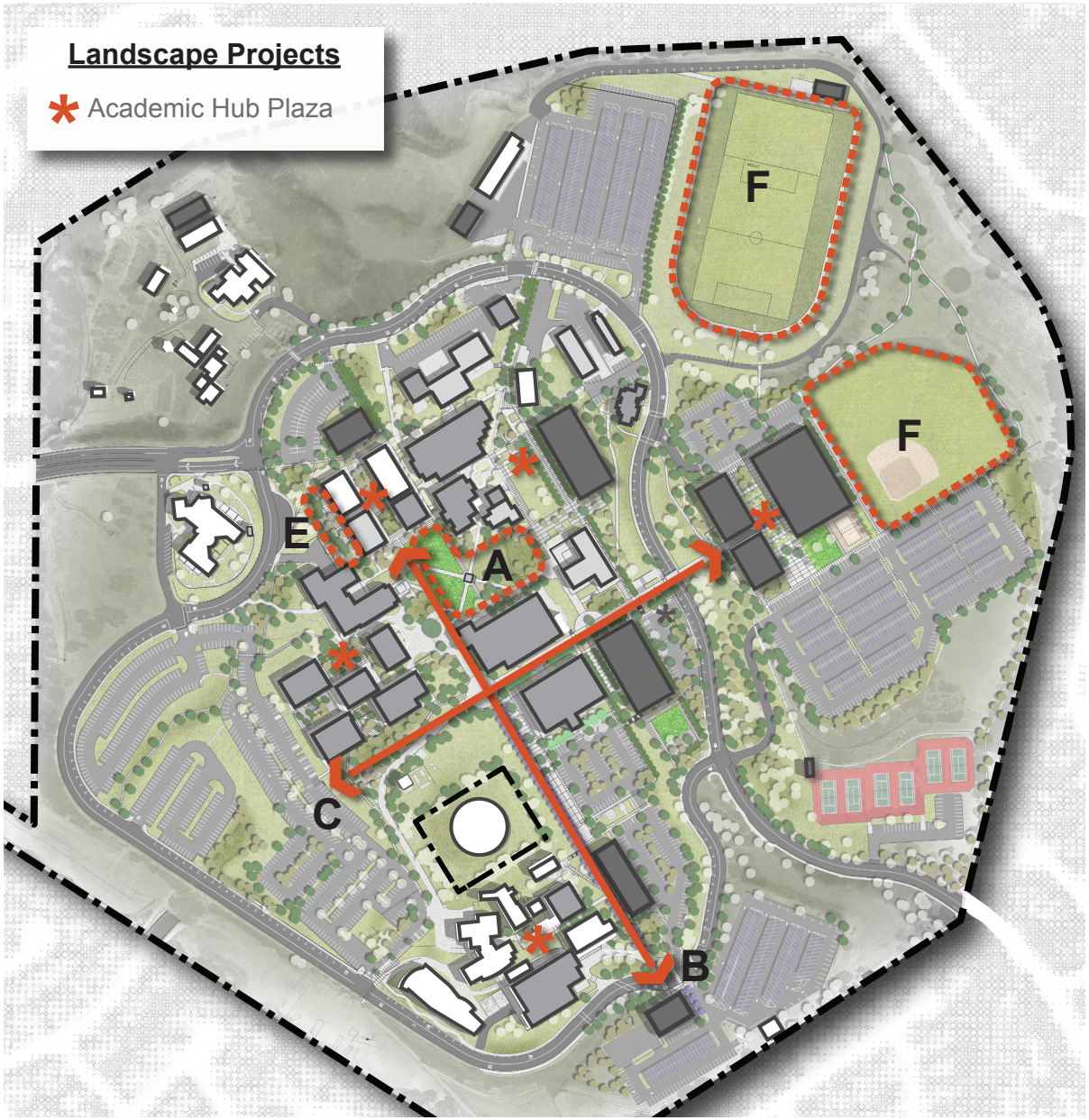
The removal of the track will facilitate the addition of an international sized soccer field and a multi-purpose field in its place. A walking/jogging path will be located around the perimeter of the athletic fields. This will help to create a small athletics field complex that better utilize the "bowl" area. The softball/ baseball field will be relocated to the east of the new gym complex.

(G) Bioswales & Native Plantings

Bioswales and native plantings, located strategically throughout the campus, will help to correct campus-wide drainage issues as well as reducing irrigation requirements and water usage. They will also help to create a more sustainable and vibrant campus.

(H) Sod Removal

The removal of sod in under-utilized or undesired areas will lessen the irrigation demands of the campus and increase the opportunities for drought tolerant planting which will increase the sustainability of the campus as a whole.

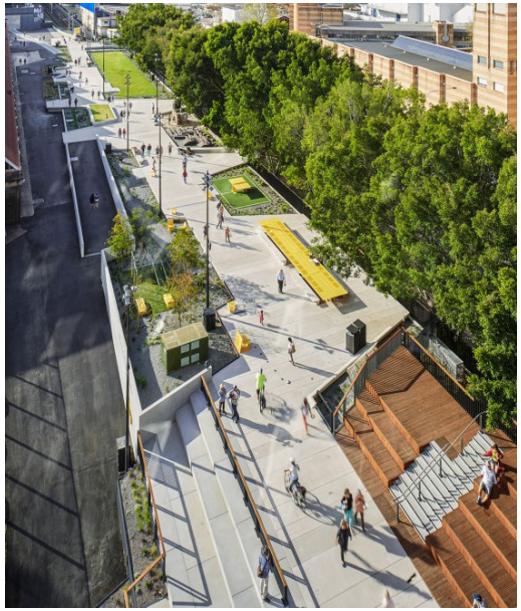


Site Improvement Example Imagery



campus quad

promenades



outdoor classrooms



Site Improvement
Example Imagery (continued)



courtyard



bioswale



native plants

Master Plan Description

Site Improvements

Site Work

Site work projects focus on campus identity/wayfinding and transportation to improve the student and visitor experience on campus.

(A) Transit Center

A new transit center will help to consolidate access to buses on campus. Its location, adjacent to the new Student Services Building, will be ideal for both visitors and current students due to its central location and relative proximity to the campus entry. Vertical transportation connecting the transit center to the pedestrian bridge and the higher elevation of the surround buildings will increase the accessibility of the campus to bus services.

(B) Pedestrian Bridge

The pedestrian bridge is currently an eye-sore with soil erosion and accessibility issues. Providing a face-lift to the pedestrian bridge will improve the aesthetics of the entry sequence to campus and provide a beautiful gateway with wayfinding and signage possibilities. Integrating the pedestrian bridge with the vertical transportation system at the transit center will improve student access to the adjacent parking lot and solve the current soil erosion problems.

(C) Monument Sign

A new monument sign at the entrance to campus will provide immediate campus identity and improve the wayfinding for visitors. This signage will create defined entry threshold for the campus.

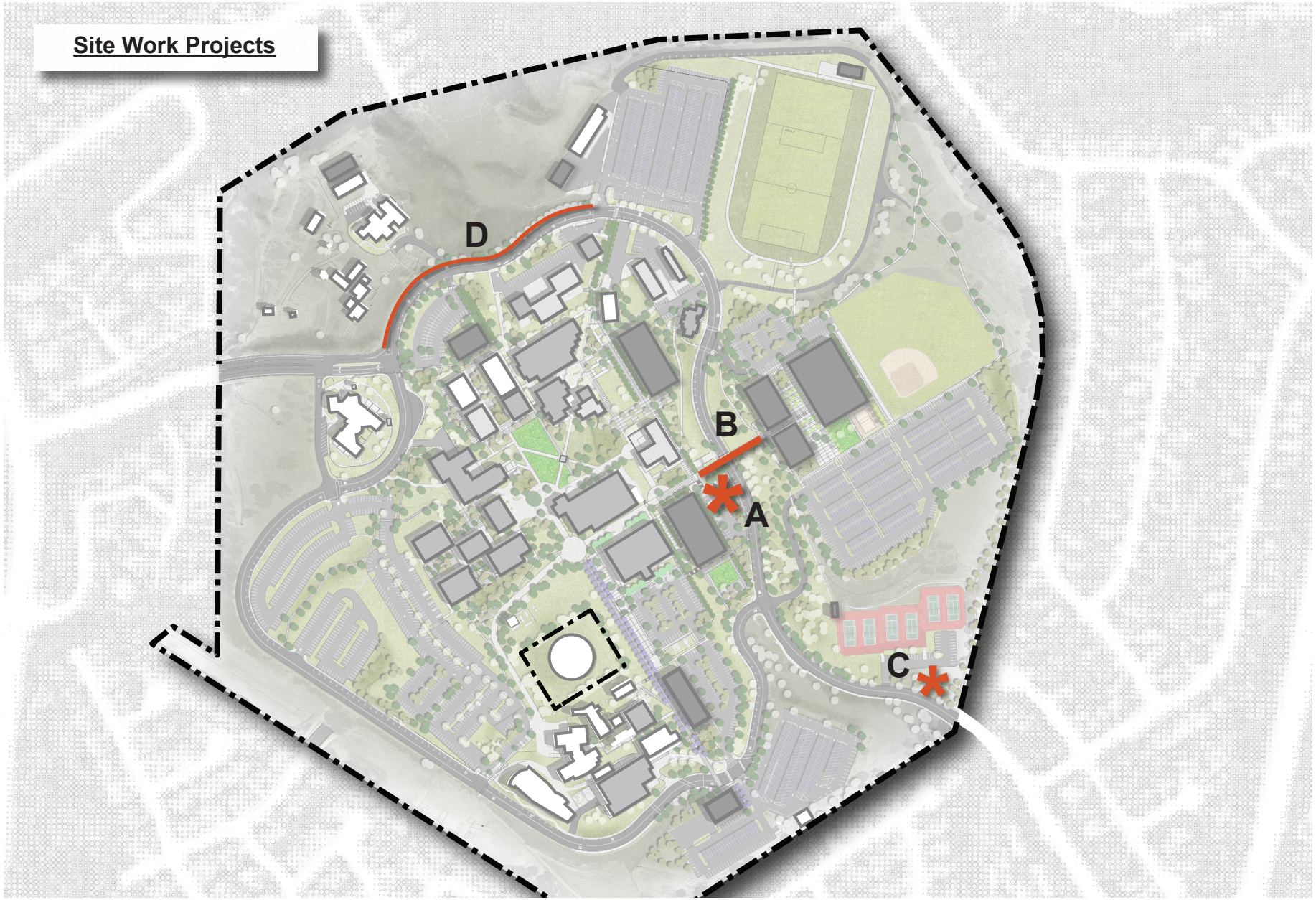
(D) Sidewalk

Added sidewalks along Barnard Drive will increase pedestrian safety and make the campus a more walkable environment.

Site Lighting

Additional lighting at under-lit portions of existing parking lots as well as better lighting controls at exiting lights will make the campus a more safe and secure environment after dark.

Site Work Projects



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Master Plan Description

Site Improvements

Infrastructure

The infrastructure projects, not included as part of building projects, look to improve existing infrastructure and mitigate future issues. Where possible, infrastructure upgrades have been strategically planned to be incorporated into the designs for the proposed new buildings. These projects have not been included in this list since they are required portions of the scope of the new building projects.

Domestic Water

- Domestic Service Pipework

Replace isolated areas of domestic water pipework to correct issues with pipe failures at locations that are too close to slopes. Improvements to the water mains to correct problems with stagnant water at dead-end runs have been corrected by creating loops with the connections to new buildings and is included as part of the new building projects.

Sanitary Sewer

- Underground Pipework & Fittings
- New Connections Pipework
- Connections to Existing Services
- New Manholes
- Spot Repairs
- Remove Roots
- Replace Cleanout Caps & Frames

Repair of the underground pipe fittings as well as the addition of new connection pipework will correct issues dealing with failures due to site slopes and root infiltrations. Additional manholes will facilitate better maintenance access in the future.

Storm Drainage

- Repair/Replace Underground PVC Pipework
- Clean Debris
- Overflow Spillway & Riser
- Grade Dike, Basin, & Access Road

Strategic replacement and point repairs of underground PVC pipework as well as catch basins will improve overall storm drainage. These upgraded systems will work with new bioswales as part of the landscape projects to mitigate current drainage problems throughout the Oceanside Campus. Additional manholes will facilitate better maintenance access in the future.

Natural Gas

- Repair Exposed Lines
- New Earthquake Valves
- New Underground pipework

New underground gas pipework and fittings will provide additional capacity to better serve the current and future natural gas demands and increase reliability. Preventative measures to mitigate impact from earthquakes have been planned for the natural gas lines. The addition of earthquake valves to the underground natural gas lines will improve the earthquake resistance of the campus.

Communications

- New Underground Conduit Line
- New Outdoor Wi-Fi Access Points

New conduits and connections to existing vaults will increase the system capacity and allow for redundancies. Wireless access points will be strategically located at outdoor areas to provide Wi-Fi access.

See Volume IV for proposed utility & infrastructure plans

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Oceanside

Implementation

Implementation
Overview

The design and construction schedule for the Oceanside Campus is proposed to take place in three phases. These phases, and overall construction schedule, seek to balance limiting disruption to the student experience with completing the work in a timely manner, limiting project escalation costs. Temporary structures (referred to as "swing space") will be utilized to house activities displaced during construction. Where possible, modernizations have been scheduled to occur during the summer to minimize disruption to scheduled courses.

The following pages describe the elements involved in each phase of the implementation of the Oceanside Campus portion of the Master Plan.


EXISTING CONDITIONS
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
8100
7000
4100
AUTO
4000
4500
3600
3500
3601
4600
4700
3500
CDC
8000
4800
3400
STUDENT CENT.
3700
3300
3200
3100
3000
LIBRARY
1200
ADMIN
1000
GYM
WATER TANK
2100
2200
2400
THEATER
2000
POLICE

Implementation
Phase 1

Demolition Projects

- Building 5000, 5100, & 5200 (Gym)
- Athletics Storage Shed
- Building 28 (Tennis Storage)

New Construction

- Student Services Building
- Gym Complex
- Allied Health Building
- Athletics Support Building
- Tennis Support Building

Renovation

- Administration Building

Site Projects

- Athletics Fields
- New Parking Lots
  - New Lot (south of health hub)
    - Includes New Parking Lot Access Lane & Reconfigured Intersection
- Expanded Parking Lots
  - Lot 2B
  - Lot 4C
  - Lot 5A
- Transit Center
- Pedestrian Bridge
- Monument Sign
- Sidewalk Addition
- Health Hub Plaza
- Student Services Landscaping & Parking
- Administration Building Landscaping


PHASE 1
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
4C
ATHLETIC FIELDS
6100
7000
4100
AUTO
4000
4200
4300
4400
5A
GYM
ALLIED HEALTH
4500
3500
3600
3601
4600
4700
3500
CDC 8000
4800
3400
STUDENT CENT.
3700
LIBRARY 1200
NEW LOT
STUDENT SERVICES
3300
3200
3100
3000
ADMIN 1000
WATER TANK
2B
2100
2200
2400
THEATER 2000

Implementation
Phase 2

Demolition Projects

- T100 (Temporary Building)
- T110 (Temporary Building)

New Construction

- Chemistry & Biotechnology Building
- Arts / Media Building

Renovation

- Building 3000
- Building 3100
- Building 3200
- Building 3300
- Building 3700
- Building 4100
- Building 4400
- Library

Modernization

- Building 4700

Site Projects

- Campus Quad
- Communications Hub Plaza


PHASE 2
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
4C
ATHLETIC FIELDS
6100
7000
AUTO
4100
4000
4200
4300
4400
4500
CHEMISTY & BIOTECH
5A
GYM
ALLIED HEALTH
3600
3500
3601
4600
4700
CDC 8000
3500
4800
NEW LOT
3400
STUDENT CENT.
LIBRARY 1200
STUDENT SERVICES
3700
3300
3200
3100
3000
ADMIN 1000
WATER TANK
2B
MEDIA
2100
2200
2400
THEATER 2000

Implementation
Phase 3

Demolition Projects

- Building 1100 (Police)
- T300 (Temporary Building)
- T310 (Temporary Building)
- T400 (Temporary Building)
- T410 (Temporary Building)
- T420 (Temporary Building)
- T430 (Temporary Building)

New Construction

- Campus Police Building
- Resource Center
- Purchasing Building
- Green House

Renovation

- Student Center
- Building 2000
- Building 2100
- Building 3601
- Building 4000
- Building 4500
- Building 4600
- Building 4800

Modernization

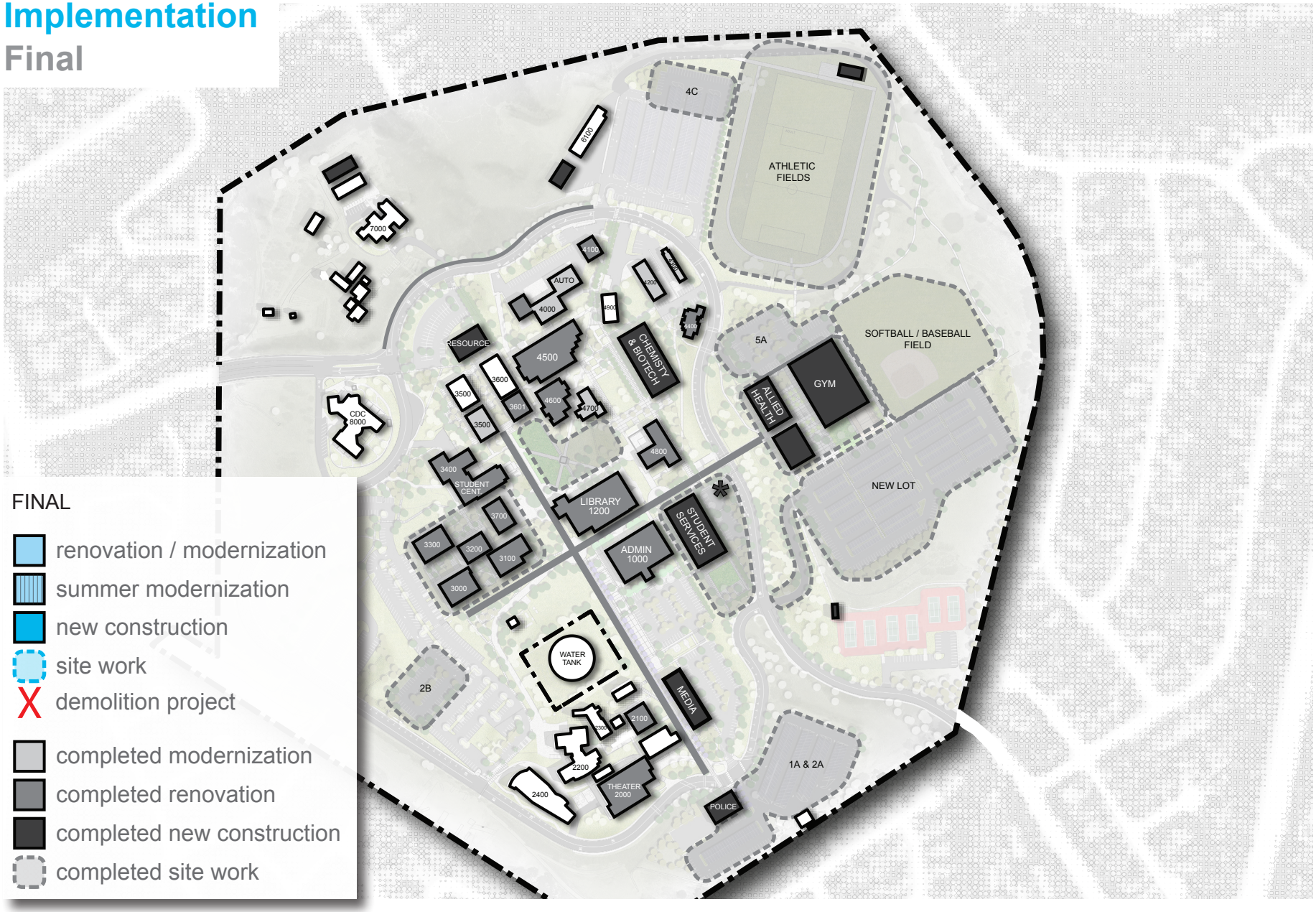
- Facilities Buildings (4200 & 4300)
- Building 3500

Site Projects

- Promenades
- Parking Lots 1A/2A & Reconfigured Intersection
- Arts Hub Plaza
- STEM Hub Plaza
- Letters & Humanities Hub Plaza
- Outdoor Classrooms
- Baseball Field


PHASE 3
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
4C
ATHLETIC FIELDS
8100
7000
4100
AUTO
4000
4200
4900
4400
RESOURCE
4500
CHEMISTY & BIOTECH
5A
SOFTBALL / BASEBALL FIELD
GYM
ALLIED HEALTH
3600
3500
3601
4600
4700
CDC 8000
3500
4800
NEW LOT
3400
STUDENT CENT.
LIBRARY 1200
STUDENT SERVICES
3700
3300
3200
3100
ADMIN 1000
3000
WATER TANK
2B
MEDIA
2100
2300
1A & 2A
2200
THEATER 2000
2400
POLICE

Implementation
Final



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Master Plan Update

3.0 San Elijo

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San Elijo

Existing Conditions


TECHNOLOGY CENTER

Analysis

Introduction

The following analysis of the San Elijo Campus is based on visual and documented analysis as well as user feedback from faculty, staff, administration, and students.

The information found in the existing conditions analysis of the San Elijo Campus is an update to the 2011 Facilities Master Plan. Reference the 2011 Facilities Master Plan for more background data on the San Elijo Campus, including: local context, development history, circulation, campus zoning, geology/hydrology, campus connectivity, irrigations, and energy consumption.

More detailed information on the analysis of existing campus conditions can be found in Volume III of this master plan document.

Contents

- Site Assessment
- Facilities Assessment
- Space Assessment



Analysis
Site Assessment

Site Conditions

The campus is located on a sloped site containing a variety of turf, treed areas, and a large potion of native plantings both in the campus core and the heavily sloped portion of the campus North of the built area.

Observations

Successes:

- Overall, the landscaping is well maintained and in good condition;
- Outdoor seating utilizes the landscaping well by providing lawn chairs throughout the campus; and
- The upper patio at the Student Center provides well utilized outdoor spaces for students.

Issues:

- The campus lacks a "center" or a defined sense of place. This makes the campus seem unorganized and does not provide students with a centralized outdoor area for study and interaction.
- There is no sense of arrival. Compounded with a lack of clear directional signage causes wayfinding issues across the campus, specifically for new students and first-time visitors.
- While the center of the campus utilizes outdoor seating, the campus perimeter does not provide spaces for outdoor gathering. This creates zones of inactivity at the campus edge.
- Minor drainage and erosion issues occur at sloped areas. This causes rain water to pool and not drain quickly.

Parking

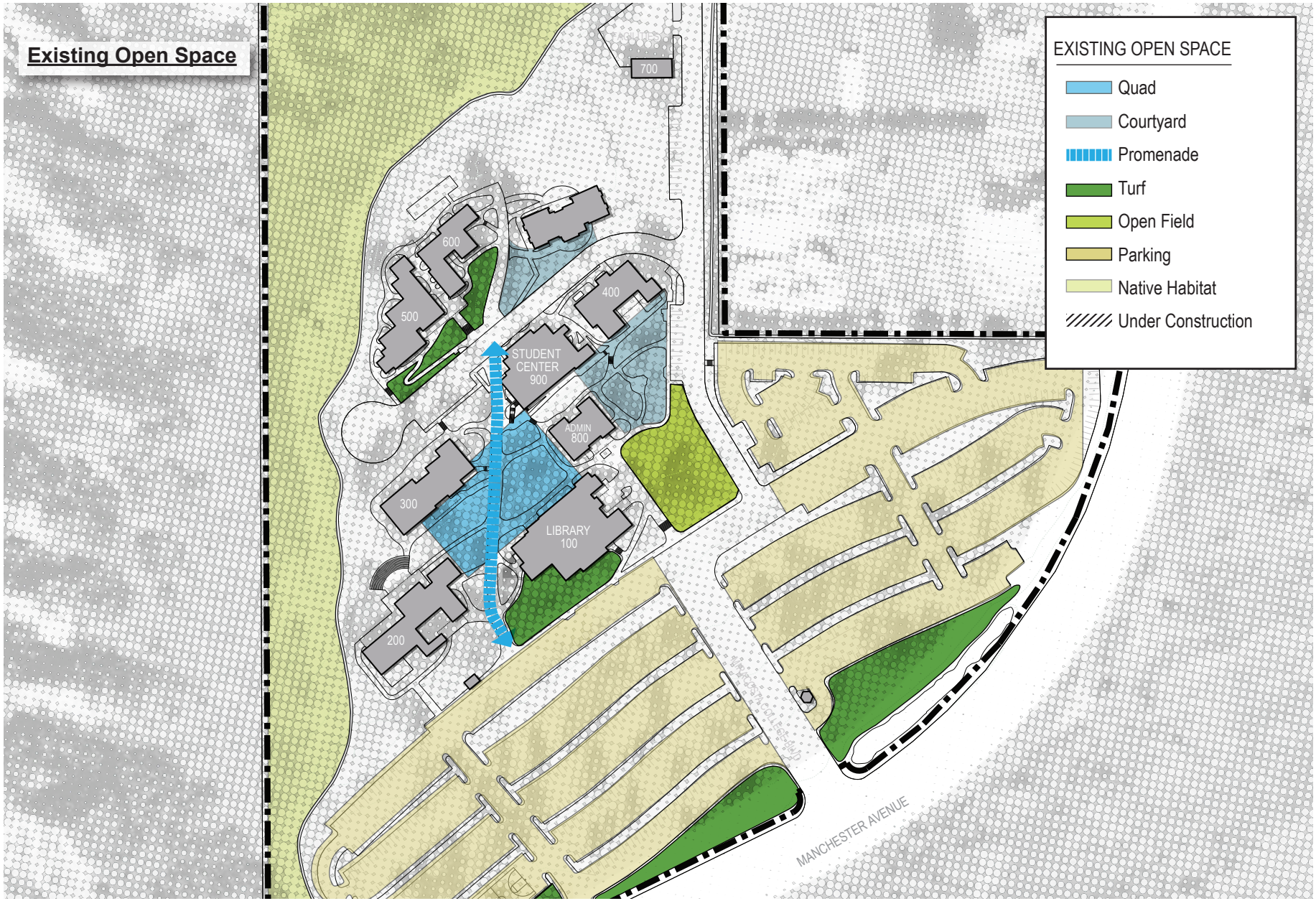
A detailed parking analysis and assessment was conducted by DKS Associates, a parking and traffic consultant. The full assessment is located in Volume III of this Master Plan document.

The study found that the existing campus parking conditions provide an appropriate amount of spaces for the current and future demands of the campus.



Campus Quad

Existing Open Space



Analysis
Infrastructure Assessment

Infrastructure

A detailed assessment of each infrastructure system was conducted including site observations, review of existing documentation, and discussions with MiraCosta's facilities personnel. The complete assessment report is located in Volume III of this Master Plan document. The following is a summary of those findings.

Domestic Water:

The San Elijo Campus is served by and located within the Olivenhain Municipal Water District (OMWD) service area. An OMWD owned 12-inch PVC pipeline connected to the distribution system water main along Manchester Avenue supplies the domestic, irrigation and fire suppression systems on Campus.

The domestic water system is connected to the OMWD system through a 6-inch PVC pipeline. A water meter and dual backflow preventer devices (4-inch and 6-inch) are installed on the domestic pipeline, which extends around buildings 400 and 900, and branches to two 2-inch laterals that serve buildings 500 and 600. Separate 2 and 3-inch service laterals supply the reminder of buildings (100, 200, 300 and 800).

The San Elijo Campus has experienced pipeline failures on the domestic water mains due to the lack of adequate pipe bedding materials as originally installed. According to Facilities personnel, some of the pipelines were installed without any bedding and in contact with large rocks that could have caused cracks on the pipe.

Storm Drains:

A system of underground storm drains serve the storm water drainage needs for the campus. The storm drains have isolated issues with cracks and obstructions. This impacts the ability for the system to properly handle water in a rain storm event.

The conditions of the various issues vary from low priority to high. Low priority items consist of issues such as debris in pipes obstructing the flow or storm water. Medium and high priority items such as offset joints and buried catch basins and manholes create operations and maintenance problems.

Sewer:

Similar to the storm drains, the sewer lines have experienced a number of issues dealing with underground pipe fittings and tree roots.

The conditions of the various issues vary from low to high priority. Low priority items consist of issues such as root intrusions into manholes. Medium and high priority items contain issues such as sharp bends in sewer main lines and offset joints which do not allow for proper flow.

Natural Gas:

A system of underground pipes provide natural gas to the individual buildings on campus. Portions of exposed natural gas lines feeding individual buildings show signs of corrosion and wear. A lack of earthquake safety valves make it impossible to isolate natural gas lines in an earthquake event.

Communication:

The campus data network is comprised of a central spine running to two vaults that feed all the buildings on campus. Current conduits are at capacity but old, unused services can be removed to make room for additional cables. For wireless access the buildings are served by a good distribution of wireless access points. Exterior areas are not well served with wireless access.

Electrical:

The electrical needs of the campus are being served by four liquid filled transformers located throughout the campus to serve clusters of buildings. Each pad mount liquid filled transformer meets the demand of a cluster of buildings and serves a main 480V main distribution board equipped with SDG&E meter and multiple 480V breakers located in one of these buildings. Main 480V feeders originating from this main distribution board serve 480V-120/208V transformers and 277/480V and 120/208V panels in the other buildings that form part of the cluster and meet the demands of the buildings. The existing transformers meet the need of the current facilities and are in good condition.

Mechanical:

The mechanical needs of each building are provided within the individual building. See the Systems Assessment section for mechanical information.

See Volume IV for existing infrastructure plans.

Analysis
Facilities Assessment



Typical exterior building aesthetic with dark plaster and exposed wooden canopies.

Facilities Conditions Summary

The San Elijo Campus has a consistent architectural aesthetic consisting of single story buildings that utilize terraces to mitigate the slope of the campus. The campus employs a consistent palette of dark plaster and wooden canopies to create a subtle mission-styled aesthetic. The overall condition of the buildings on campus is fair, with the majority of the buildings on campus being built in 1988 or 1992. The tile roofs on all buildings are showing wear and will soon be in need of replacement.

Accessibility

For a detailed analysis of the campus-wide accessibility of the San Elijo Campus refer to the "MiraCosta College Accessibility Transition Plan".

Facilities Condition Index (FCI)

The Facilities Condition Index (FCI) is a measure of the condition of a building relative to the replacement cost of the building. FCI does not measure the suitability or functionality of spaces.

$$\text{FCI \%} = \frac{\text{current repair cost}}{\text{replacement cost}}$$

The FCI Condition Scale:

Under 5%	=	Good
5% to 10%	=	Fair
Over 10%	=	Poor

A state survey was conducted in March of 2015 (See graphic on next page for results). The report found that the buildings built in the 80s and 90s are in fair or poor condition while the newer buildings are in good condition, as defined by the FCI scale.

44%

of buildings at the San Elijo Campus have a poor FCI rating, requiring renovation or replacement

Facilities Condition Index



Analysis

Facility Systems

An assessment of individual building systems was conducted including site observations, review of existing documentation, and discussions with MiraCosta's facilities personnel. The complete assessment report is located in Volume III of this Master Plan document. The following is a summary of those findings.

Electrical

The main pad mount liquid filled transformers that currently serve buildings '100', 200' and '300' and '400', '800' and '900' were recently replaced with new ABB transformers and are in good condition. The condition of the main 480V/277V switchboards, 480-120/208V transformer and panelboards serving the buildings vary based on the age of each of the buildings. The main 480V/277V switchboards, 480-120/208V transformer and panelboards serving buildings '100', '200' and '300' date back to building inception and are in fair condition. A few of the panelboards in building '100' were recently replaced as part of the renovation project undertaken by the campus. In addition, a new main 120/208V distribution board was installed to meet the added loads of the facility. The main 480V/277V switchboards, 480-120/208V transformer and panelboards serving buildings '400', '800' and '900' also date back to building inception and are in fair condition. The panelboards in buildings 900 were recently replaced as part of the renovation project undertaken by the campus in 2006.

The main 480V/277V switchboards, 480-120/208V transformer and panelboards serving buildings '500', and '600' also date back to building inception and are in fair condition. The main 480V/277V switchboards, 480-120/208V transformer and panelboards serving building '700', also date back to building inception and are in fair condition. The main 480V/277V panel, 480-120/208V transformer and panelboards serving building '1000' were installed last year as part of the new building construction and are in good condition.

Mechanical

The San Elijo campus is comprised of 10 separate buildings. Buildings 100, 200, 300, 400, 500, 600, 800, and 900 are served by water source heat pump systems. Each building is served by its own central condenser water system consisting of a closed circuit cooler, gas fired boiler and circulation pumps. Condenser water is piped to water source heat pumps located through each building to provide cooling and heating to each individual zone. The closed circuit cooler is used to maintain the condenser water cooling set point. The hot water boiler heats up the condenser water to maintain the condenser heating water set point. Each condenser water system is provided with an air separator and expansion tank. From a first time cost perspective water source heat pumps are very cost effective but there are many more pieces of equipment requiring maintenance.

Buildings 100, 200, 300, 400, 800, and 900 were constructed in 1987 and buildings 500 and 600 were constructed in 1989, Building 900 was expanded

in 2006 and included replacing the entire central condenser water system. Buildings 700 is the San Elijo campus maintenance facility and is served primarily by heat / vent systems. Building 1000 uses a 100% outside air system with reheat at the zone. The air handling unit and exhaust air system are both variable air volume.

The original water source heat pump system in Building 100, 200, 300, 400, 500, 600, 800, and 900 were installed in 1987 and 1990. Water source heat pumps have a life between 10 to 15 years. The majority of the heat pumps have been replaced within the last ten years. The replacement of the water source heat pumps is ongoing maintenance issue. All of the water source heat pump supply and return air plenums and ductwork is in need of being cleaned. The original cooled circuit coolers and pumps have been in service for 25 to 28 years. The life expectancy for closed circuit coolers is 20 years. All of the closed circuit coolers have been replaced within the last eight years, with the exception of building 100. The existing closed circuit coolers have stainless steel components and are located inside the mechanical room. Both of these conditions add to the life expectancy. With these conditions take into affect the life of the closed circuit coolers is approximately 30 years. The existing closed circuit cooler at Building 100 should be replaced within the next five years.

The heating hot water boiler has a life expectancy of 15 years. Most of the original boilers have been replaced, but those that haven't been will need to be replaced within the next 3-5 years. The pumps have a life expectancy of 20 years and should be replaced at the same time as the boilers.

The unit heaters and package terminal heat pump in building 700 are 28 years old. Unit heaters have a life expectancy of 13 years and terminal heat pump has a life of 10 to 15 years. These units should be replaced.

The mechanical systems serving building 1000 have all been recently installed and have a life span of 20 to 30 years and are in good condition.

Building Systems Analysis

MiraCosta Facilities personnel conducted an assessment of each building system on campus. An original assessment was conducted in 2013 and updated in 2015 for this master plan update. The attached chart (Figure 3.9) shows this assessment of roofing, mechanical, electrical and plumbing systems. The average of these four items is calculated to establish an average to compare the overall systems of each building.

Building #	Building Name	Year Built	Last Ren.	systems assessment				
				roofing	mechanical	electrical	plumbing	average
1	Police	1995	1999	1	1	1	N/A	1.00
100	LRC	1988	1998	1	2	1	1	1.25
200	Fine Art/Music	1988		1	1	1	1	1.00
300	Classrooms	1988		1	1	1	1	1.00
400	Bio/Life Sciences	1988		1	2	1	3	1.75
500	Language/Social Studies	1992		2	1	1	1	1.25
600	Classrooms	1992		1	1	1	1	1.00
700	Maintenance	1988		1	1	1	1	1.00
800	Administrations	1988		1	1	1	1	1.00
900	Student Center	1988	2007	1	1	1	1	1.00
1000	Chemistry	2015		1	1	1	1	1.00

Rating Key
1 = Good
2 = Fair
3 = Poor

Figure 3.9: San Elijo Building Conditions

Analysis
Space Assessment

State Standards

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Administrative Code prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

According to these standards, as of 2015, the San Elijo Campus has a space deficiency in these categories: Offices, Library/Learning Resource Center, and Instructional Media.

- *Office: Deficit of 3,380 ASF*
- *Library: Deficit of 4,090 ASF*
- *Instructional Media: Deficit of 2,900 ASF*

Space Utilization

Space utilization is the measurement of how often and to what capacity an instructional space is used. Space utilization studies provide detailed information that allows for analyzing current space and projecting future space needs. Using both time utilization percentage (the amount of time during the course of a day that a space has a scheduled event) and station use rate (the average amount of students in a scheduled event divided by the capacity of the space) a conclusion is made as to whether a space is over or under utilized. Classrooms and labs have different targets for both utilization percentages and station use rates due to the differing needs and teaching practices.

In general, the instructional spaces at the San Elijo Campus do not meet the targeted utilization rate. Inversely, the station use rate, on average, is above the targeted number of students per class. The data suggests that the current stock of instructional environments meets the current student demand and has capacity to meet future growth demands.

See the Space Utilization Analysis in the Volume III for a detailed breakdown of each instructional space on the San Elijo Campus.





Several of the classroom buildings built in 1988 & 1992 have unusual lengths or widths, leading to very wide or long classrooms. These unusual proportions make the spaces difficult to teach in due to poor sightlines and greater distances between instructor and students.

Observations

In addition to the analytical data, empirical observations help to better understand existing conditions and the context in which they exist. The following observational analysis looks to identify a correlation between the collected data and the actual functional reality of spaces on campus.

Learning Environment Functionality

Classrooms

The functionality of a space has many factors such as the amount of space and its proportions, the furniture and equipment provided, and the amount of students assigned to the spaces combined with the particular teaching methods being utilized.

Many of the classrooms at the San Elijo Campus have unusual proportions (width versus length). This creates inefficient instructional spaces that are not conducive to effective learning environments.

Classrooms at San Elijo with tablet arm chairs (TACs) range from 14 to 23 square feet per student to provide an average of 18 square feet per student. The state standard for classrooms is 15 square feet per student. Capacity in these classrooms range from 26 students to 60 students. These classrooms, on average, provide classrooms sizes that meet state standards but fall short of the size required for flexible learning environments.

Classrooms at San Elijo with loose tables and chairs provide an average of 17 square feet per student. The developed classroom space standards for MiraCosta, which support 21st century learning, call for 25 square feet per student in classrooms with loose tables and chairs to allow for the flexibility of multiple configuration options. The average capacity of these classrooms is 41 students. Similar to the classrooms with tablet arm chairs, these classrooms, on average, do not have an appropriate area per student to support flexible learning environments.

Classroom technology is comprised primarily of projectors with audiovisual cabinets at the front of the room. Some classrooms provide a document camera at an instructor's cart.

Class Labs

Square footage requirements for teaching labs depend on the type of lab and how it is used for instruction. The state standard ranges from 30 to 175 square feet per student. 25% of labs at the SEC are undersized according to state standards. The science labs located in Building 400 do not support 21st century science instruction.





The functions of Student Services are crammed into a small, unorganized space. This causes wayfinding issues and negatively impacts the student experience.

Offices

The San Elijo Campus currently has a deficit of 3,380 square feet of office space, according to state standards. This lack of space, coupled with isolated issues of poor office space layouts and isolated offices, creates a strong need for office space adjustments at San Elijo.

The current Administration Building does not properly serve the needs of the current and prospective students at the San Elijo Campus. A poor layout compounded the overall lack of space creates an environment that is not capable of fulfilling the needs of Student Services at the campus. A lack of separation between Student Services and the other functions housed in the current Administration Building creates a confusing environment for students and inhibits wayfinding.

The offices located at Building 500 are poorly laid out and isolated from the rest of the campus. This isolation of small, fragmented office suites create a disconnect from the students and the rest of the faculty.

Study Space

Corresponding with the state standard analysis, there is a significant lack of library and study spaces. This lack of student spaces makes it difficult for students to stay on campus outside of scheduled class times. Additional student-friendly space would allow for on-campus studying and student interaction, improving the overall student success at MiraCosta.

An element not documented through standards or utilization formulas is the non-scheduled/informal spaces. Many buildings lack useful non-scheduled spaces often referred to as “in-between” space. These spaces, such as corridors and break out niches, provide valuable informal spaces for students to utilize as needed. Currently many of the classrooms and offices suites contain dark, narrow, and under-utilized spaces. Larger circulation environments with natural daylighting and access to adequate seating and studying areas would provide students with environments to study and socialize informally.

San Elijo

Master Plan Description

Master Plan Description

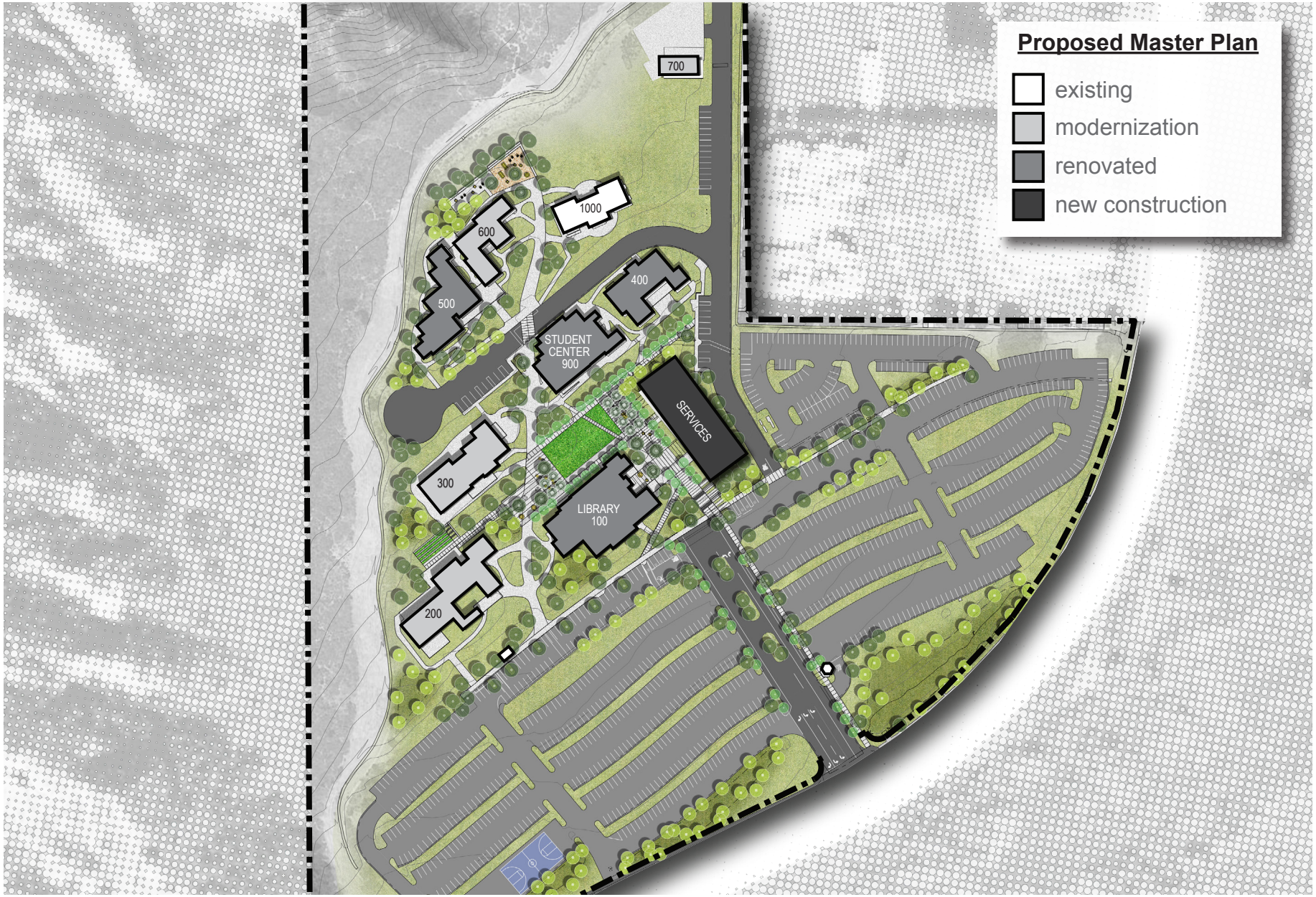
Overview

The Facilities Master Plan for the San Elijo Campus focuses on the renovation and modernization of existing facilities to provide flexible and interactive 21st century learning environments, both inside the classroom with finishes, furniture, and technology upgrades and outside the classroom with expanded tutoring and study space.

A new Student Services and Administration Building will address the identified space deficits and also provide a new identity to the campus, improving wayfinding and the student experience.

The demolition of the existing non-functional Administration Building allows for the creation of a central campus quad. In addition to providing a "center" to the campus, this space will provide the necessary resources and environments for supplemental instruction and student engagement.

Site improvement projects include new outdoor learning spaces, water-conscious landscaping, and infrastructure repair projects.


Proposed Master Plan
existing
modernization
renovated
new construction
700
1000
600
500
400
STUDENT CENTER 900
SERVICES
300
LIBRARY 100
200

Master Plan Description

Concept / "Big Idea"

The Facilities Master Plan Update for the San Elijo campus looks to create a strong organization structure that unifies the campus. This organization will be achieved by creating a large central quad. The quad will simplify the circulation systems and link the various student focused spaces such as the Student Center, Library, and Student Services Buildings. Dynamic outdoor areas provide the resources for supplemental instruction and study.

Eliminating the undersized and poorly organized Administration Building will allow for a larger, more cohesive area for the central quad. It will also provide an opportunity for the new Student Services Building to anchor the edge of the quad while linking it to the other student focused functions of the campus. The new Student Services & Administration Building will provide the necessary infrastructure to properly serve the needs of the student body. Its location will provide a "front door" for the campus and improve the overall campus wayfinding for visitors and prospective students.


Master Plan Concept
700
1000
600
500
400
STUDENT CENTER 900
SERVICES
QUAD
300
LIBRARY 100
200

Master Plan Description

Facilities

Overview

The facility projects that comprise this master plan update look to increase functionality, provide the infrastructure required for a 21st century education, and improve the overall student experience. These goals, when combined, look to increase the overall success of all MiraCosta students. These improvements will be facilitated by new, renovated, or modernized buildings. This section identifies the scope, type, goals, and requirements of each project in order to collectively meet the objectives of this master plan update.

In order to implement the master plan update these building projects will be scheduled in phases to reduce the disruption of the campus at any one time. See the Implementation Section for detailed information on phasing.

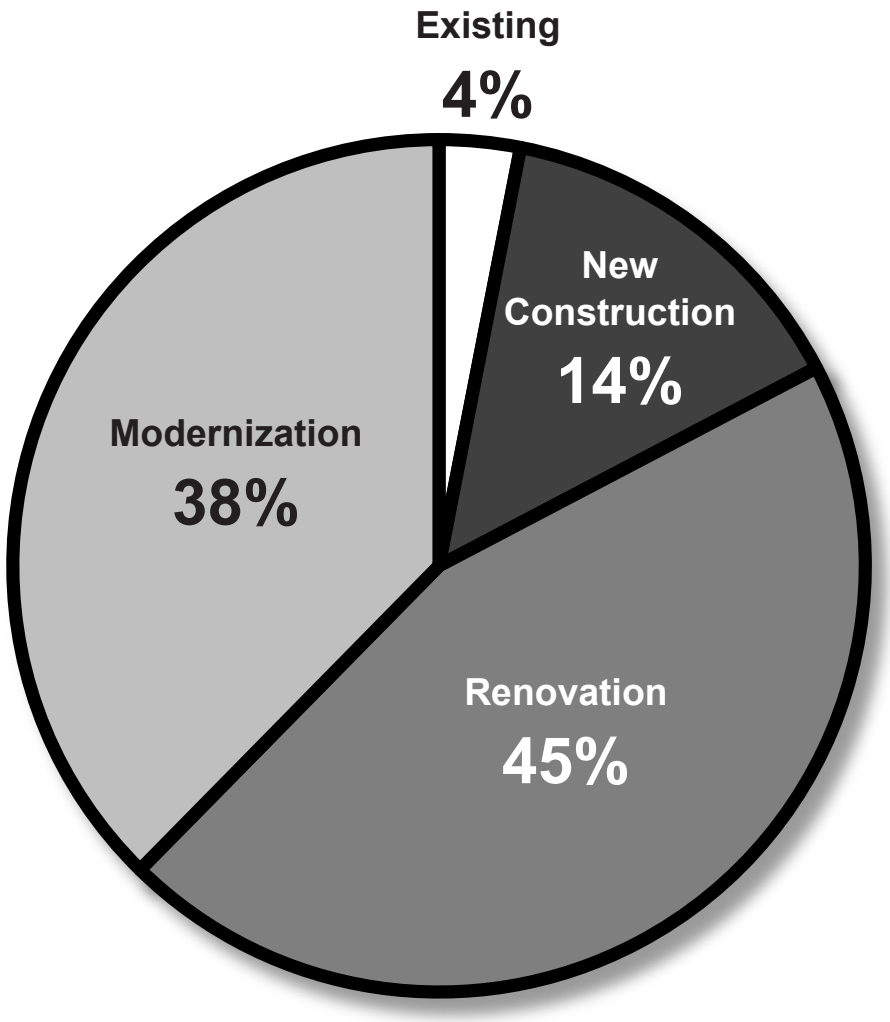
Summary

The following is a summary of the proposed facilities projects at the San Elijo Campus:

Campus Building Area	
Current Building Area	72,135 gsf
Demolition	-4,000 gsf
New Facilities	11,320 gsf
Total Building Area	**79,455 gsf**
Delta	*+7,320 gsf (10% increase)*

Renovation Projects Area	
Renovations	35,800 gsf
Modernizations	29,900 gsf

San Elijo Final Building Area By Type



Master Plan Description

New Facilities

10%

increase of overall space on campus.

Description

The San Elijo Campus Master Plan proposes one new building. The small amount of new construction correlates with the existing building area on campus having the capacity to meet most of the current and future needs of the campus.

Program Assumptions

The following new building project is sized based on preliminary program assumptions developed through the Facility Master Plan Update process and the Educational Master Plan Update. A summary of this preliminary program assumption is included here for reference. As the project moves forward, this preliminary program will serve as a starting point and overall parameter for detailed programming and planning work.

For building area descriptions both gross square feet (GSF) and assignable square feet (ASF) calculations are used.

- Assignable square feet contains all of the usable area assigned to a specific use or occupant (classrooms, labs, offices, study spaces). ASF does not include wall thicknesses, circulation, storage, or mechanical/equipment spaces.
- Gross square footage calculates the entire area of the building measured from the outside face of exterior walls.

Student Services & Administration Building

11,320 GSF

The Student Services & Administration Building will provide a new gateway and face of the San Elijo Campus. It will replace the existing Administration building and consolidate all of the student services operations under one roof. The new building will provide administrative offices and meetings spaces that will allow staff to properly serve the student body.

Preliminary Program

Office	4,550 ASF
Admissions & Records	
Cashier	
Financial Aid	
Counseling	
Administration / Instructional Services	
Other	3,375 ASF
Meeting Space	
Bookstore	
Health Center	
Total ASF	*7,925 ASF*
Total GSF	**11,320 GSF**

(assumes 70% efficiency)


New Construction Projects
existing
modernization
renovated
new construction
SERVICES

Master Plan Description

Renovations

45%

of final build-out area to be renovated

Description

Between major and moderate renovation scopes, the master plan proposes 35,800 sf of building renovation work (approximately 45% of the final build out area). Major renovation work, often referred to as a full "gut" remodel, repurposes existing buildings for new functions. Moderate renovation work focuses on improving existing functions through systems and space upgrades.

Renovation Scope

Major Renovation Includes:

- Complete renovation of interiors including reconfiguring interior partitions, finishes, and FF&E (furniture, fixtures, and equipment).
- Major renovation of building systems.
- Substantial impact to building envelope and roof.
- Restroom and accessibility upgrades

Moderate Renovation Includes:

- Some reconfiguring of interior partitions and general building layout.
- New finishes and FF&E.
- Restroom & accessibility upgrades
- Building system upgrades where noted/ required due to aging systems
- Some impact to building envelope and roof.

Library Building 100

Moderate Renovation.

- Renovate computer labs into expanded Tutoring Center.
- Renovate electrical systems.
- Replace heat pump. Re-tile roof.

Science Building 400

Moderate Renovation.

- Improve classrooms and science lab spaces to developed space standards and fix configuration issues.
- Re-tile roof.

Instructional Building 500

Modernization & Moderate Renovation.

- Modernize classrooms.
- Renovate educational spaces to provide (2) new computer labs.
- Re-tile roof.

Student Center Building 900

Moderate Renovation.

- Reconfigure bookstore to student spaces including additional student activity/club spaces and general meeting space.
- General building renovation.
- Re-tile roof.


Renovation Projects
existing
modernization
renovated
new construction
500
400
STUDENT CENTER 900
LIBRARY 100

Master Plan Description

Modernizations

Description

The master plan identifies 29,900 gross square feet for modernization, which is approximately 37% of final build out area. The renovation of instructional spaces will continue the current classroom modernization effort already underway on the Oceanside Campus. These projects primarily deal with the upgrade of interior space or the repair of exterior elements and/or building systems.

Scope

Interior

- Little-to-no modifications to partition locations
- New finishes and FF&E (furniture, fixtures, and equipment)
- Restrooms & accessibility upgrades
- Little-to-no impact to building MEP systems. Upgrades to branch elements
- No modifications to envelope and roof

OR

Exterior/Systems

- No modifications to partition locations.
- No modifications to finishes and FF&E
- MEP system upgrades where noted/ required due to aging systems
- Moderate impact to exterior finishes or roof

37%

of final build-out area to be modernized

Instructional Building 200

- Full building modernization of classrooms and labs.
- Replacement of heat pumps
- Re-tile roof.

Instructional Building 300

- Full building modernization of classrooms
- Re-tile roof.

Instructional Building 600

- Full building modernization of classrooms.
- Replacement of heat pumps.
- Re-tile roof.

Building 700

- Replacement of heat pumps.
- Re-tile roof.


Modernization Projects
existing
modernization
renovated
new construction
700
600
300
200

Master Plan Description

Demolition

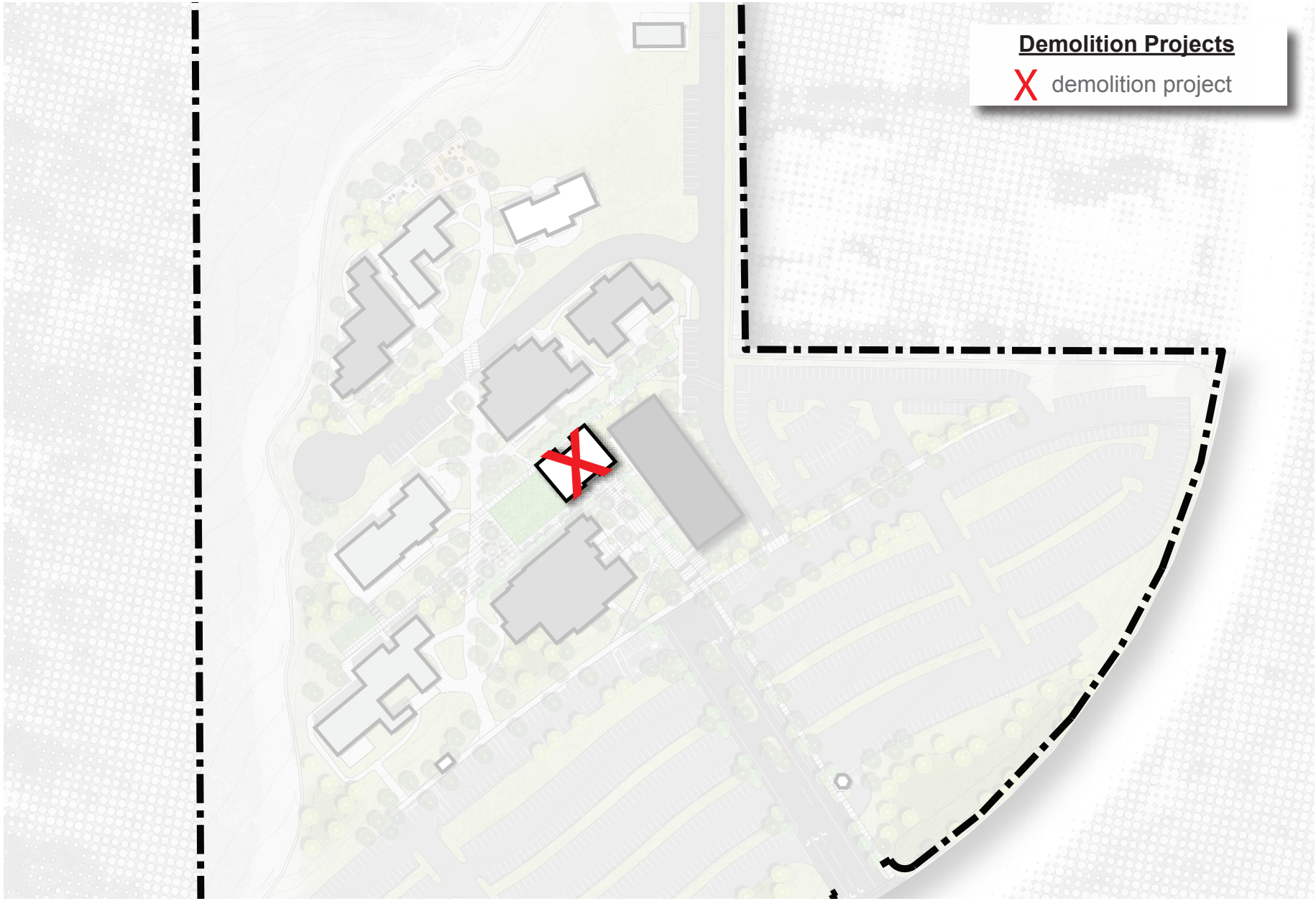
Description

The sole demolition project at the San Elijo Campus is the Administration Building. The current Administration Building is poorly organized and does not provide adequate spaces for offices.

The total area of building demolition at the San Elijo Campus is 4,000 GSF.

Demolition Projects

- Administration Building 800


Demolition Projects
X demolition project

Master Plan Description

Site Improvements

Landscape

The landscape projects look to connect spaces throughout campus and improve the student experience. The new Quad at the center of campus will organize the campus and provide a strong core and sense of place. A grand gateway will provide a sense of entry and help with wayfinding. Outdoor learning spaces will provide new gathering and instruction spaces on campus, taking advantage of the advantageous climate and environment. Bioswales and native plantings will help mitigate drainage issues, create a more sustainable campus, and comply with current and up-coming water run-off regulations.

The landscape improvements involve the modification of 4.6 acres of area which constitutes approximately 7% of the total site area.

(A) Entry Plaza and Quad Landscaping

The entry plaza and quad landscaping will provide a variety of gathering and study spaces. They will provide a sense of arrival and give the campus a strong core that provides spaces that allow for students to stay on campus longer. A mix of hard and softscapes will provide dynamic environments where students can find a space to meet a wide variety of needs.

(B) Outdoor Learning Spaces

Outdoor learning spaces as part of the modernization project at Building 600 will provide the opportunity for outdoor instruction as well as a venue for non-scheduled group learning.

(C) Landscaping Improvement

Improving the pedestrian experience between the north and south portions of the San Elijo Campus will create a more unified campus and improve student experience.

(D) Bioswales & Native Plantings

Bioswales and native plantings will help to correct campus-wide drainage issues. They will also help to create a more sustainable and vibrant as well as reducing irrigation requirements and water usage.

(E) Sidewalk Improvement

Creating a defined pedestrian thoroughfare between Manchester Avenue and the entrance plaza will make the campus more pedestrian friendly and improve the student experience from the parking lot to the campus.

(F) Monument Sign

A new monument sign at the entrance to campus will provide immediate campus identity and improve the wayfinding for visitors. This signage will create defined entry threshold for the campus.


Site Projects
B
C
A
D
D
E
D
F

Site Improvement Example Imagery



entry / identity



bioswales / native planting



campus quad



study areas



social areas

Master Plan Description

Site Improvements

Infrastructure

The infrastructure projects, not included as part of building projects, look to solve problems with the underground pipework for both the storm drains and sanitary sewers caused by the topography as well as the large amount of mature trees. Preventative measures to mitigate impact from earthquakes have been planned for the natural gas lines.

Sanitary Sewer:

- New Connections Pipework
- Remove Roots From Pipes
- Spot Repair Damaged Pipes

Repair of the underground pipe fittings as well as the addition of new connection pipework will correct issues dealing with failures due to site slopes and root infiltrations.

Storm Drainage

- New underground PVC Pipework
- Adjust Catch Basins
- Point Repairs At Existing Lines

Strategic replacement and point repairs of underground PVC pipework as well as catch basins will improve overall storm drainage. These upgraded systems will work with new bioswales as part of the landscape projects to mitigate current drainage problems throughout the San Elijo Campus

Natural Gas

- New Earthquake Valves
- Repair Exposed Lines
- Isolate Existing Laterals

The addition of earthquake valves to the underground natural gas lines will improve the earthquake resistance of the campus. Exposed steel lines showing corrosion should be replaced and painted with rust inhibitor paint. Existing underground gas valves should be isolated in concrete boxes

Communications

- New Outdoor Wi-Fi Access Points

Wireless access points should be supplied at highly used outdoor areas. This will allow for better utilization of outdoor areas for both study and recreation. Increased outdoor wireless will enable students to spend more time on campus and will activate outdoor areas.

See Volume IV for proposed utility & infrastructure plans

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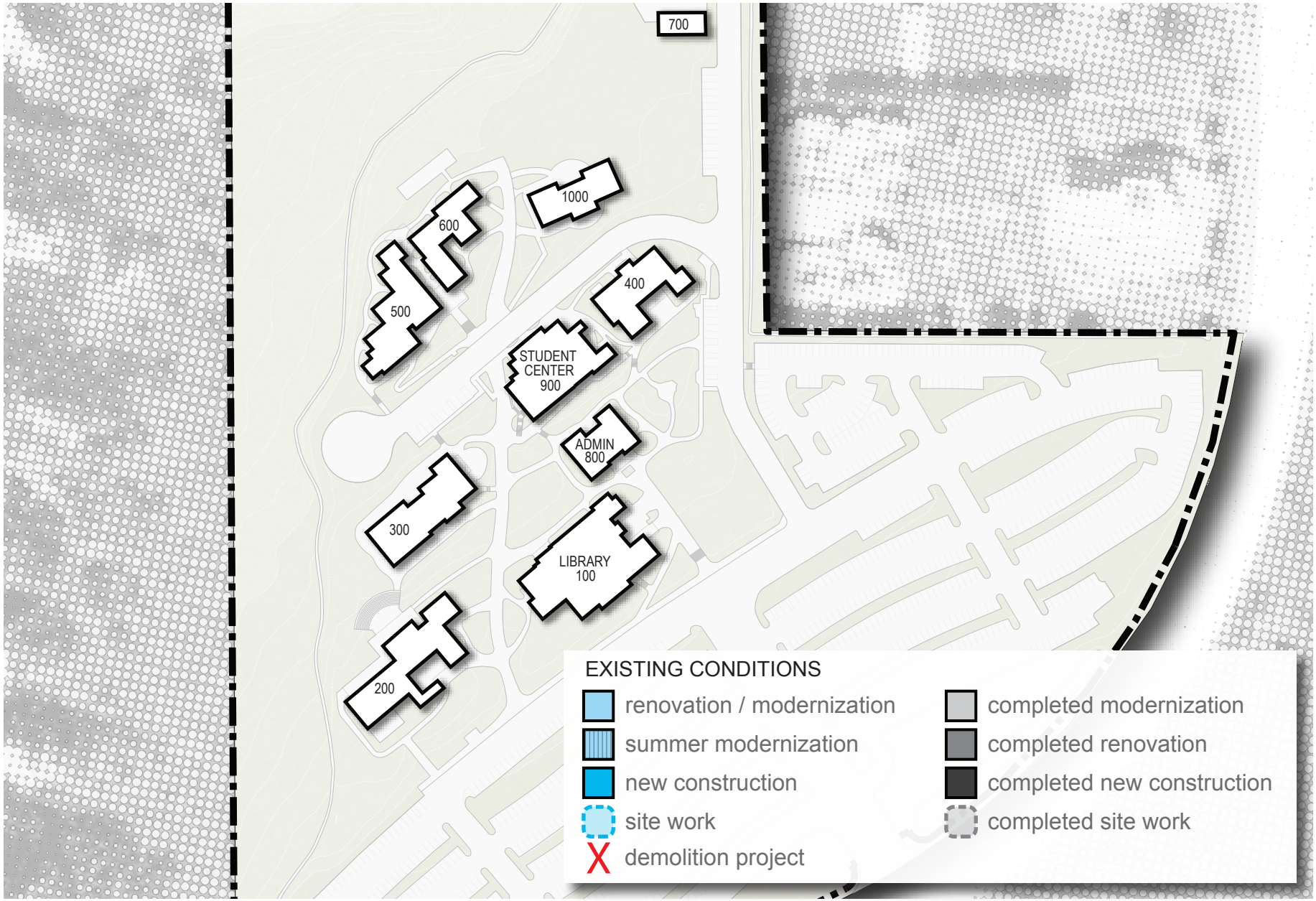
San Elijo

Implementation

Implementation
Overview

The design and construction schedule for the San Elijo Campus will take place in two phases. These phases, and overall construction schedule, seek to balance limiting disruption to the student experience with completing the work in a timely manner, limiting project escalation costs. Temporary structures (referred to as "swing space") will be utilized to house activities displaced during construction. Where possible, modernizations have been scheduled to occur during the summer to minimize disruption to scheduled courses.

The following pages describe the elements involved in each stage of the implementation of the San Elijo Campus portion of the Master Plan.


700
1000
600
500
400
STUDENT CENTER 900
ADMIN 800
300
LIBRARY 100
200
EXISTING CONDITIONS
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work

Implementation
Phase 1

Demolition Projects

- None

New Construction

- Student Services & Administration Building

Renovation

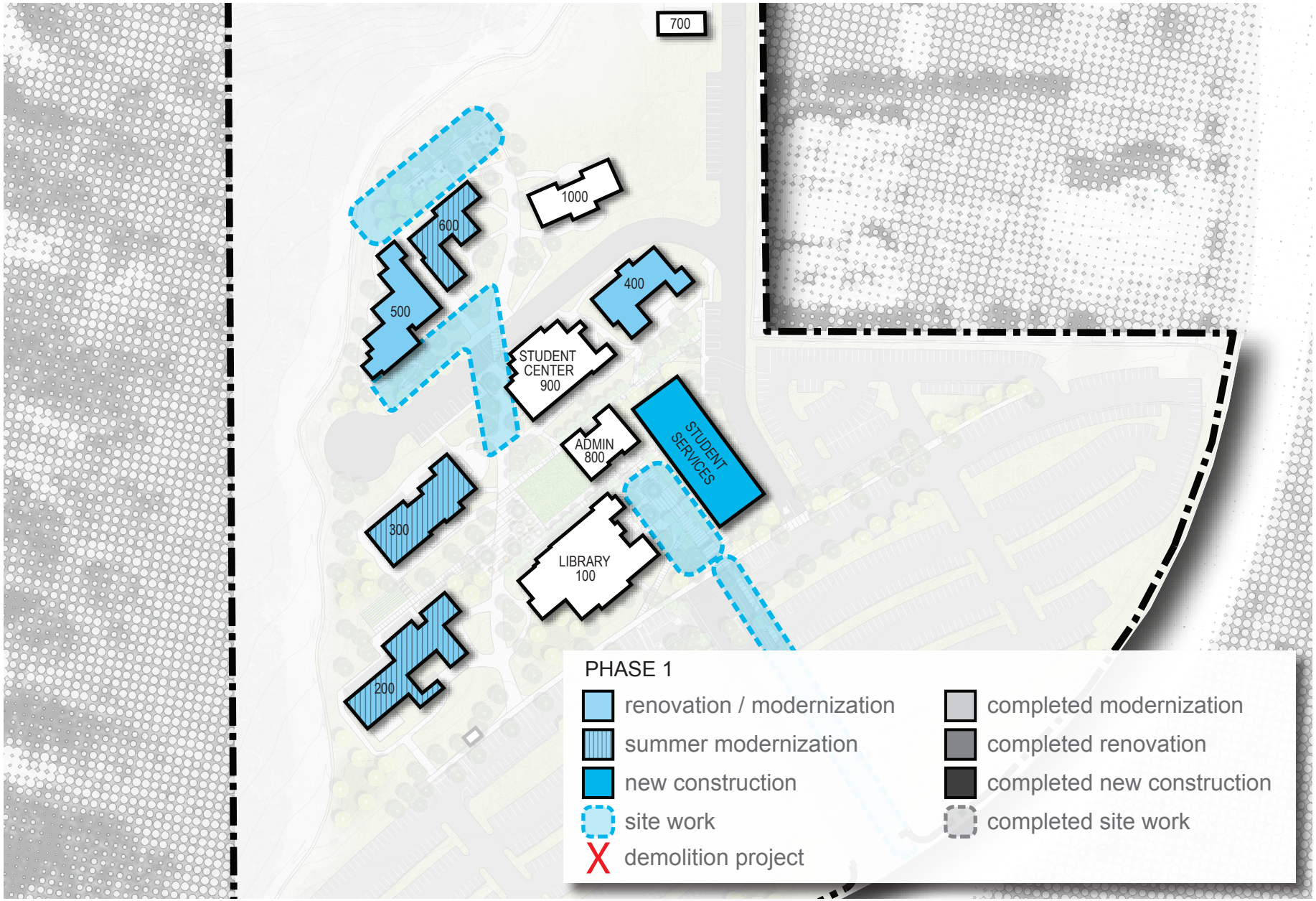
- Building 400
- Building 500

Modernization

- Building 200
- Building 300
- Building 600

Site Projects

- Entry Plaza
- Sidewalk Improvement
- Outdoor Classrooms
- Building 500 Landscaping


700
1000
600
500
400
STUDENT CENTER 900
ADMIN 800
STUDENT SERVICES
300
LIBRARY 100
200
PHASE 1
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work

Implementation
Phase 2

Demolition Projects

- Building 800

New Construction

- None

Renovation

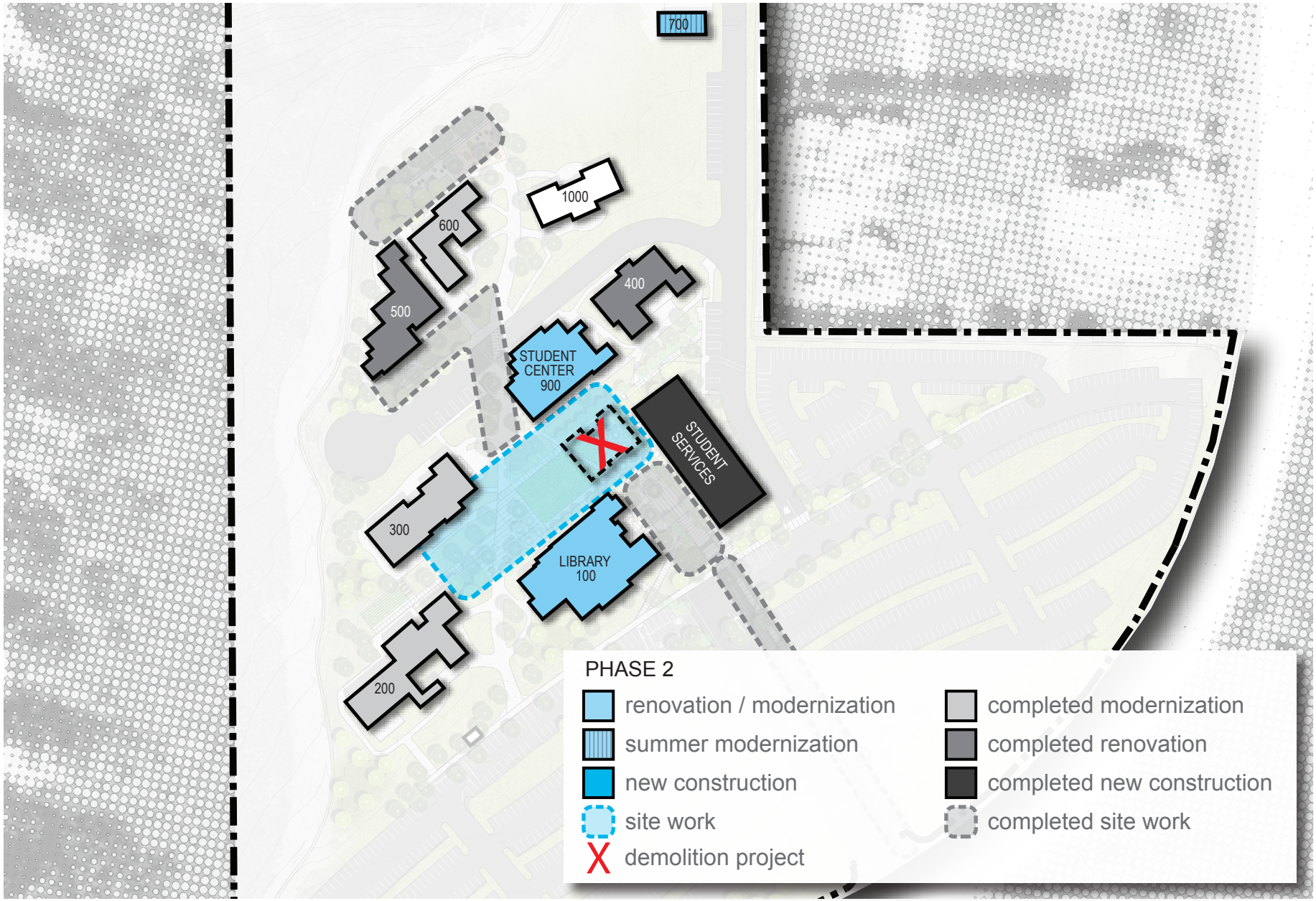
- Library
- Student Center

Modernization

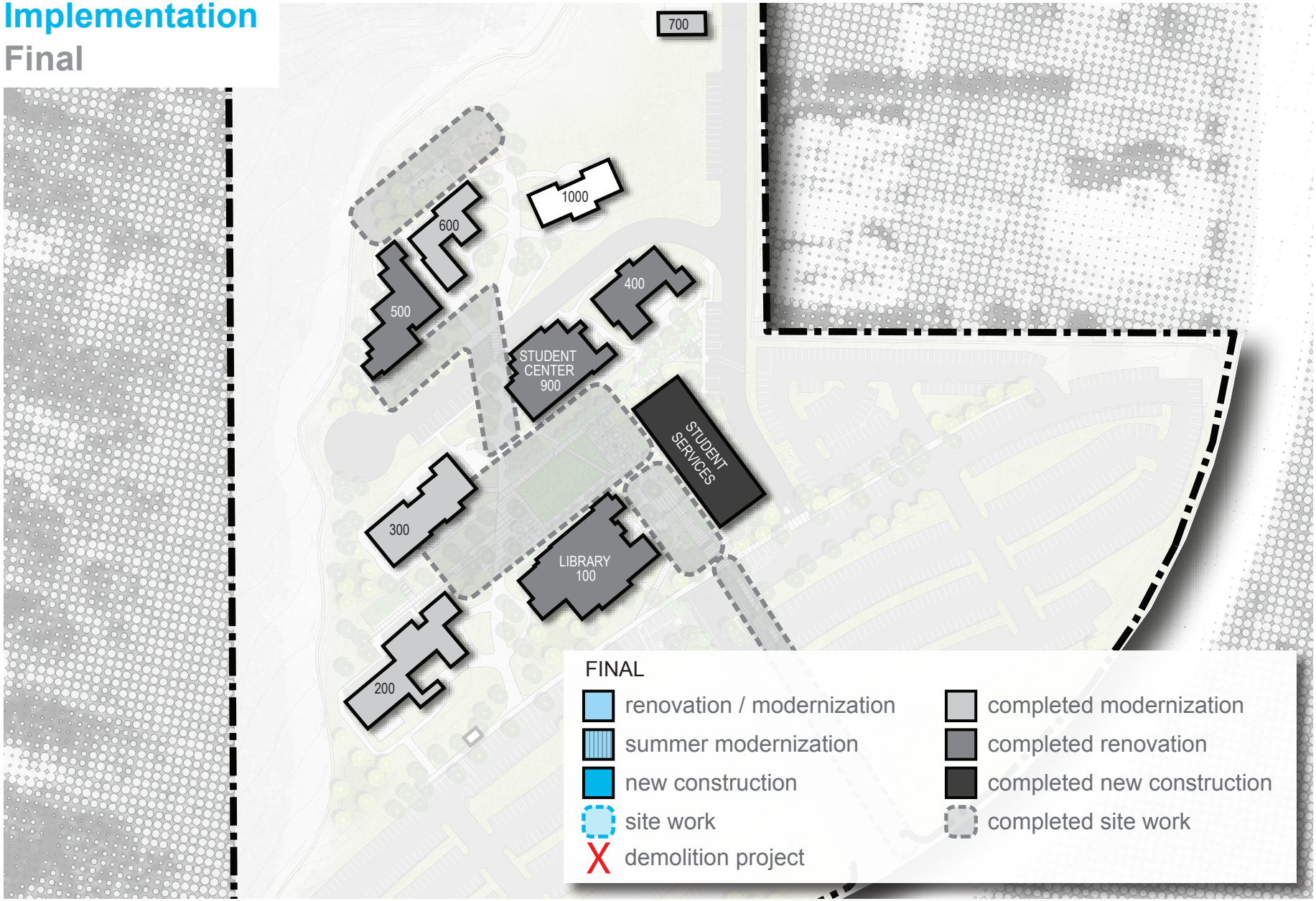
- Building 700

Site Projects

- Campus Quad


700
1000
600
500
400
STUDENT CENTER 900
STUDENT SERVICES
300
LIBRARY 100
200
PHASE 2
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work

Implementation
Final



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Master Plan Update

4.0 Community Learning Center

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Community Learning Center

Existing Conditions



Analysis
Introduction

The following analysis of the Community Learning Center (CLC) is based on visual and documented analysis as well as user feedback from faculty, staff, administration, and students.

The information found in the existing conditions analysis of the CLC Campus is an update to the 2011 Facilities Master Plan. Reference the 2011 Facilities Master Plan for more background data on the CLC Campus, including: local context, development history, circulation, campus zoning, geology/hydrology, campus connectivity, irrigations, and energy consumption.

More detailed information on the analysis of existing campus conditions can be found in Volume III of this master plan document.

Contents

- Site Assessment
- Facilities Assessment
- Space Assessment



Analysis
Site Assessment



The minimal outdoor areas are underutilized do to their disconnect from the instructional and student spaces.



Underutilized spaces behind buildings degrade the overall campus aesthetic and negatively impact the student experience.

Site Conditions

The campus is located in an urban environment on a relatively flat site with limited vegetation. Commercial buildings flank the campus to the north and west. Multi-family residential buildings are located to the east of the campus.

Observations

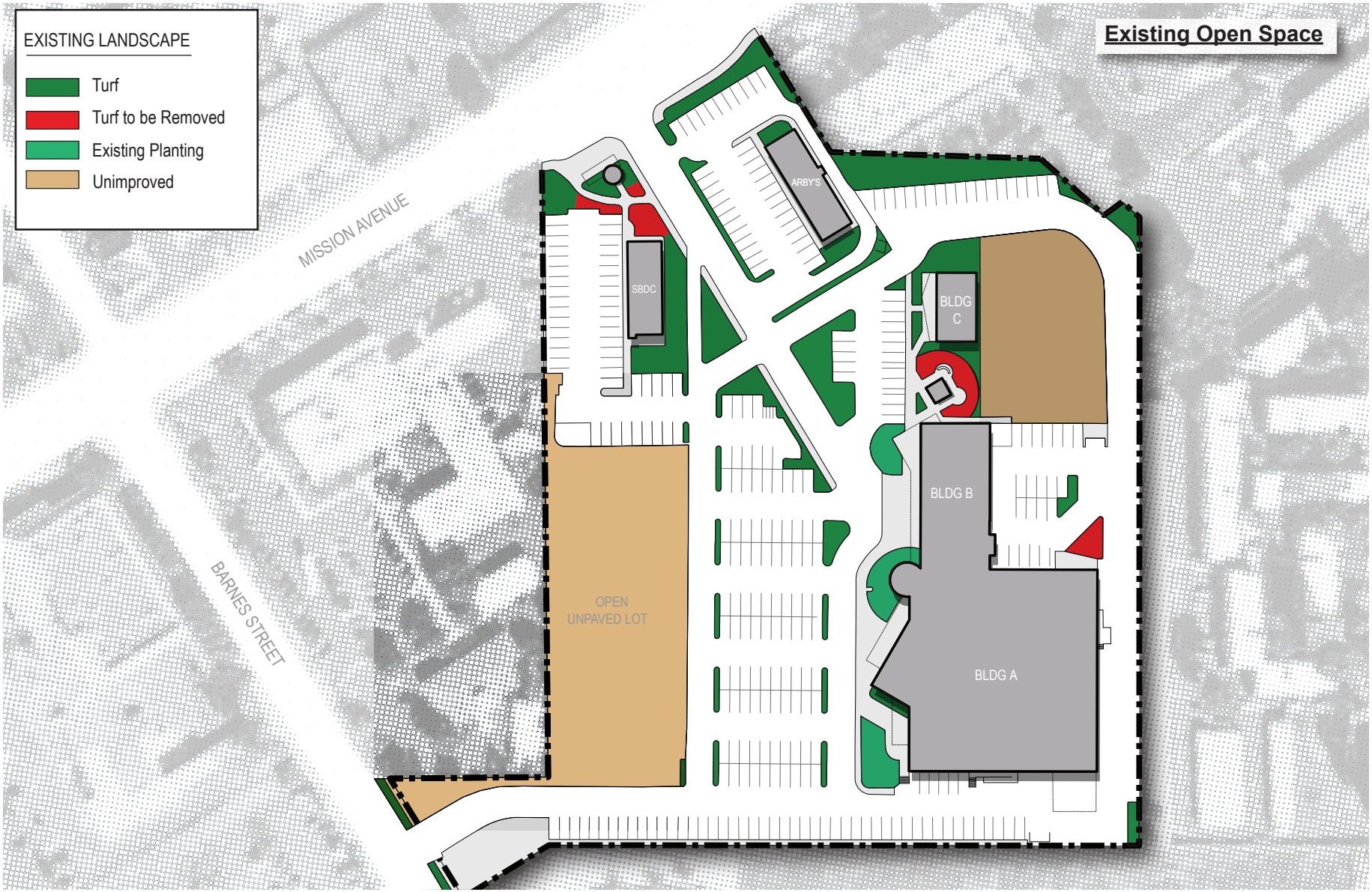
- The campus buildings sit back from the road, creating a lack of street presence. This, in turn, has caused identity and wayfinding issues;
- Faculty, staff, and students reported that the Center "does not feel like a MiraCosta Campus". Feedback indicated that this is caused by a lack of outdoor gathering places and a campus center;
- Limited outdoor spaces for studying and social interactions;
- Lack of walkability / connectivity;
- Campus safety and security is a concern due to lack of protection and barriers between the campus and the surrounding urban and residential uses; and
- Minor drainage and erosion issues exist at dirt lots and areas along the campus perimeter.

Parking

A detailed parking analysis and assessment was conducted by DKS Associates, a parking and traffic consultant. The full assessment is located in Volume III of this Master Plan document.

Currently the Community Learning Center's parking is comprised of six fragmented parking lots with dirt lots being utilized during times of peak demand. The current parking lots contains 244 parking spaces. According to industry standards, the current student enrollment requires 364 parking spaces. In order to meet this requirement an additional 120 parking spaces would need to be provided.

Short 120 Parking Spaces


EXISTING LANDSCAPE
Turf
Turf to be Removed
Existing Planting
Unimproved
Existing Open Space
MISSION AVENUE
BARNES STREET
SBDC
ARBY'S
BLDG C
BLDG B
BLDG A
OPEN UNPAVED LOT

Infrastructure

A detailed assessment of each infrastructure system was conducted including site observations, review of existing documentation, and discussions with MiraCosta's facilities personnel. The complete assessment report is located in Volume III of this Master Plan document. The following is a summary of those findings.

Due to the short utility runs at the CLC and the flat site, infrastructure is not in need of major infrastructure upgrades.

Domestic Water:

The current domestic water system serving the CLC is in good condition and not in need of repairs.

Storm Drains:

The current storm drain system serving the CLC is in good condition and not in need of repairs.

Sewer:

The current sewer system serving the CLC is in good condition and not in need of repairs.

Natural Gas:

A system of underground pipes provide natural gas to the individual buildings on campus. Portions of exposed natural gas lines feeding individual buildings show signs of corrosion and wear. A lack of earthquake safety valves make it impossible to isolate natural gas lines in an earthquake event.

Communications:

The current data network at CLC is in good condition and provides adequate infrastructure for current buildings and future growth. The campus provides an appropriate amount of technology support spaces with limited capacity for future growth.

For wireless access the buildings are served by a distribution of wireless access points that effectively serves the buildings on campus. There is currently no outdoor Wi-Fi connectivity offered at the CLC campus.

Electrical

The electrical needs of the campus are being served by one liquid filled transformer located on the north-east side of Building A. The transformer was replaced in 2000 and is in good condition. From the main transformer individual feeders serve Buildings A, B, and C.

A dedicated electrical systems serves the Small Business Development Center and is not currently in use. These services are old and have outlived their useful lives.

Mechanical

The mechanical needs of the campus are served within the individual buildings. See the facilities Assessment for information on individual Building Systems.

See Volume IV for infrastructure plans.

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Analysis
Facilities Assessment

Facilities Conditions Summary

The main buildings at the Community Learning Center (Buildings A&B) are retrofitted retail buildings. Buildings A, B, & C were originally constructed in the 1970s and renovated in 2000 to serve their current purpose of educational facilities.

Accessibility

For a detailed analysis of the campus-wide accessibility of the Community Learning Center refer to the "MiraCosta College Accessibility Transition Plan".

Facilities Condition Index (FCI)

The Facilities Condition Index (FCI) is a measure of the condition of a building relative to the replacement cost of the building. FCI does not measure the suitability or functionality of spaces.

$$\text{FCI \%} = \frac{\text{current repair cost}}{\text{replacement cost}}$$

The FCI Condition Scale:

Under 5%	=	Good
5% to 10%	=	Fair
Over 10%	=	Poor

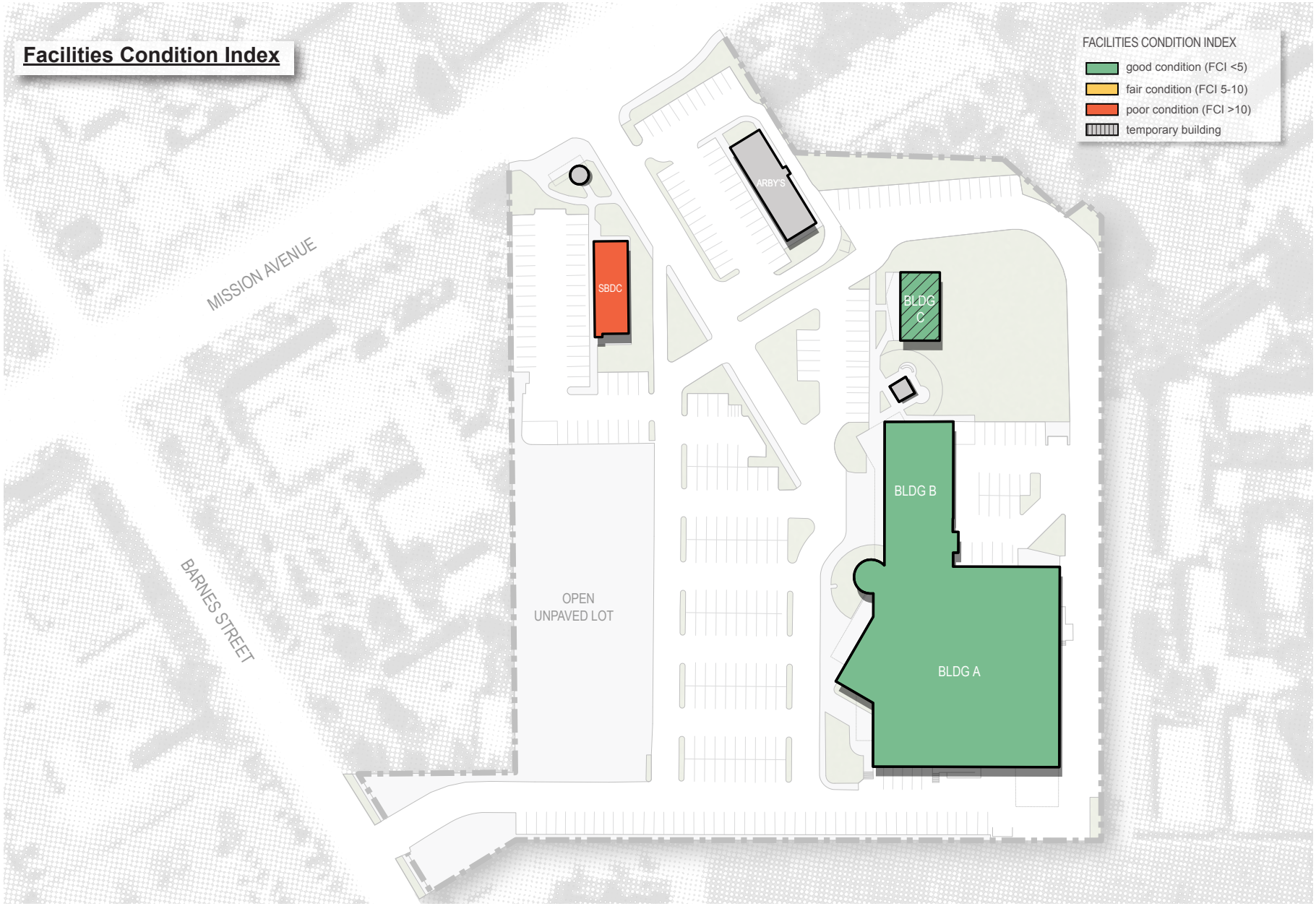
A state survey was conducted in March of 2015 (See graphic on next page for results). The report found that Buildings A, B, & C to be in good condition. The Small Business Development Center that is currently not in use was found to be in poor condition, as defined by the FCI scale.







Facilities Condition Index



Analysis
Facilities Assessment

Facility Systems

An assessment of individual building systems was conducted including site observations, review of existing documentation, and discussions with MiraCosta's facilities personnel. The complete assessment report is located in Volume III of this Master Plan document. The following is a summary of those findings.

Electrical

The main distribution board, connecting to the transformer is located in an electrical room in Building A. Individual panel boards are located in each building. The condition of the main switchboard, transformers and panelboards serving Buildings A, B, and C date back to 2000 when the building was renovated and are in good condition.

Heating, Ventilation, and Air Conditioning

The controls for the HVAC systems are currently not easily accessible and requires a site visit in order to make changes to make changes to the system operation.

Hot Water

The hot water boiler was installed in 2000 has a life expectancy of 15 years. Similarly the rooftop packaged heat pumps at Buildings A & B are at the end of their useful life expectancy and are in need of replacement. The rooftop package units serving the air handling needs of Building B is in need of replacement.

Buildings Systems Analysis

MiraCosta conducted a comprehensive analysis of each system on campus. An original assessment was conducted in 2013 and updated in 2015 for this master plan update. The attached chart (Figure 4.9) shows this assessment of roofing, mechanical, electrical and plumbing systems. The average of these four items is calculated to establish an average to compare the overall systems of each building. All of the buildings on the CLC campus have an average systems assessment between good and fair.

Building Systems Analysis

Building #	Building Name	Year Built	Last Ren.	systems assessment				
				roofing	mechanical	electrical	plumbing	average
Community Learning Center								
1	Building A	1974	2000	2	2	1	2	1.75
2	Building C	2000		2	1	1	N/A	1.33
3	Building B	1976	2000	2	2	1	1	1.50
4	Small Bus. Dev. Center*	1979	2000	1	1	1	3	1.50

*Updated based on Kitchell's Facility Assessment Report

Rating Key
1 = Good
2 = Fair
3 = Poor

Figure 4.9: CLC Building Conditions

Analysis
Space Assessment

Space Utilization

State Standards

To determine space capacity requirements for a college, the enrollment and program forecasts are applied to a set of standards for each type of space. Title 5 of the California Administrative Code prescribes standards for the utilization and planning of educational spaces on public community college campuses. These standards, when applied to the total number of students, or weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (space available for assignment to occupants). Each component of these standards is applied with an appropriate form of enrollment to produce a total assignable square feet (ASF) capacity requirement for each category of space. The sum of these categories represents the total building requirements for the college.

According to these standards, the CLC Campus has a space deficiency in these categories: Offices, Library/ Learning Resource Center, and Instructional Media.

Office: Deficit of 1,630 ASF

Library

Instructional Media

Space Utilization

Space utilization is the measurement of how often and to what capacity an instructional space is used. Space utilization studies provide detailed information that allows for analyzing current space and projecting future space needs. Using both utilization percentage (the amount of time during the course of a day that a space has a scheduled event) and station use rate (the average amount of students in a scheduled event divided by the capacity of the space) a conclusion as to whether a space is over or under utilized. Classrooms and labs have different targets for both utilization percentage and station use rate due to the fact that these spaces have different needs and teaching practices.

In general, the instructional spaces at the Community Learning Center have a utilization slightly lower than the targeted usage rates. The station use rate at Building A is in line with the targeted number of students per class while Building B has a usage rate below the target. The data suggests that the current stock of instructional environments meets the current student demand and has capacity to meet future growth demands.

See the Space Utilization in Volume III for a detailed breakdown of each instructional space on the CLC Campus.

Observations

In addition to the analytical data, empirical observations help to better understand existing conditions and the context in which they exist. The following observational analysis looks to identify a correlation between the collected data and the actual functional reality of spaces on campus.

Connectivity

There is a lack of connectivity between buildings, creating silos with awkward circulation and wayfinding systems that discourage interaction. Increasing building connectivity through active outdoor spaces and improving wayfinding would dramatically improve the student experience.

Separation

The main atrium space at Building A has no separation between social spaces and staff work areas. This lack of separation between spaces causes noise and wayfinding issues. A clear separation of functions would allow for more suitable environments for both the staff areas and the social functions currently housed in the atrium.

Student Services

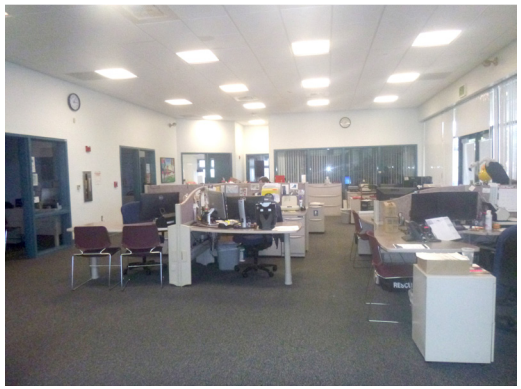
There is a general lack of adequate space for student services and academic support services. The open nature of the student services creates an environment that lacks privacy and may be overwhelming to visitors and new students.





Student spaces are inactive due to the lack of diverse environments for studying and socializing.





The atrium contains Student Services, social spaces, and open offices all in the same area. This creates an awkward space that does not meet the needs of any of its individual components.



A lack of connectivity between buildings creates silos with limited interaction between spaces due to the lack of active spaces linking them together.

Offices

Office spaces are inadequate and poorly located—the current location is unwelcoming to students and isolated from the learning environments.

Learning Environment Functionality

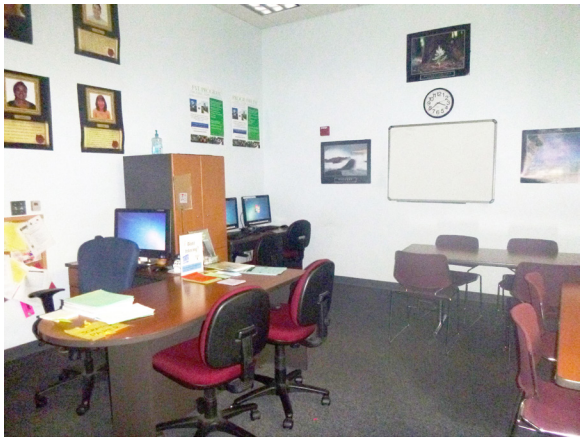
The functionality of a space has many factors such as the amount of space and its proportions, the furniture and equipment provided, and the amount of students assigned to the spaces combined with the particular teaching methods being utilized.

The majority of instructional spaces at the CLC were constructed in 2000; thus, they are in relatively good condition.

Classrooms at CLC with tablet arm chairs (TACs) range from 15 to 26 square feet per student to provide an average of 20 square feet per student. The state standard for classrooms is 15 square feet per student. The developed classroom space standards for MiraCosta, which support 21st century learning, call for 20 square feet per student in classrooms with TACs. This shows that the TACs classrooms provide adequate space for active learning.

Square footage requirements for teaching labs depend on the type of lab and how it is used for instruction. The state standard ranges from 30 to 175 square feet per student. 57% of CLC labs are undersized according to state standards. The Science Lab does not provide adequate space or utilities to teach a “for credit” science course.

Classroom technology is comprised primarily of projectors with A/V cabinets at the front of the room.





Faculty and staff spaces are inadequate and are poorly located within the building.





Classrooms and labs date to original building renovation in 2000.

Community Learning Center

Master Plan Description

Master Plan Description

Overview

The Facilities Master Plan for the Community Learning Center focuses on increasing the student experience through the addition of student-friendly spaces and improved instructional spaces.

The new Student Resources Building will provide an anchor for the new campus quad that will encourage students to interact with the outdoor environments. It will provide the space to correct the space deficiencies in office, library, and instructional media spaces.


Proposed Master Plan
existing
modernization
renovated
new construction
ARBY'S
BLDG B
BLDG A
STUDENT RESOURCES

Master Plan Description

Concept / “Big Idea”

The Facilities Master Plan Update for the Community Learning Center looks to create a cohesive campus environment that feels like a MiraCosta campus. This is accomplished through the creation of a centralized campus quad that provides the physical elements that comprise a college campus. Active outdoor areas will knit together the instructional spaces with the new student centered building. The quad will allow students to stay on campus for longer periods of time by providing much needed study and socialization spaces and improving the campus aesthetics. All of these elements work together to increase the student experience on campus, thus increasing the overall student success at the CLC.


QUAD

Master Plan Description

Facilities

Overview

The facility projects that comprise this master plan update look to increase functionality, provide the infrastructure required for a 21st century education, and improve the overall student experience. These goals, when combined, look to increase the overall success of all MiraCosta students. These improvements will be facilitated by new, renovated, or modernized buildings. This section identifies the scope, type, goals, and requirements of each project in order to collectively meet the objectives of this master plan update.

In order to implement the master plan update these building projects will be scheduled in phases to reduce the disruption of the campus at any one time. See the Implementation Section for detailed information on phasing.

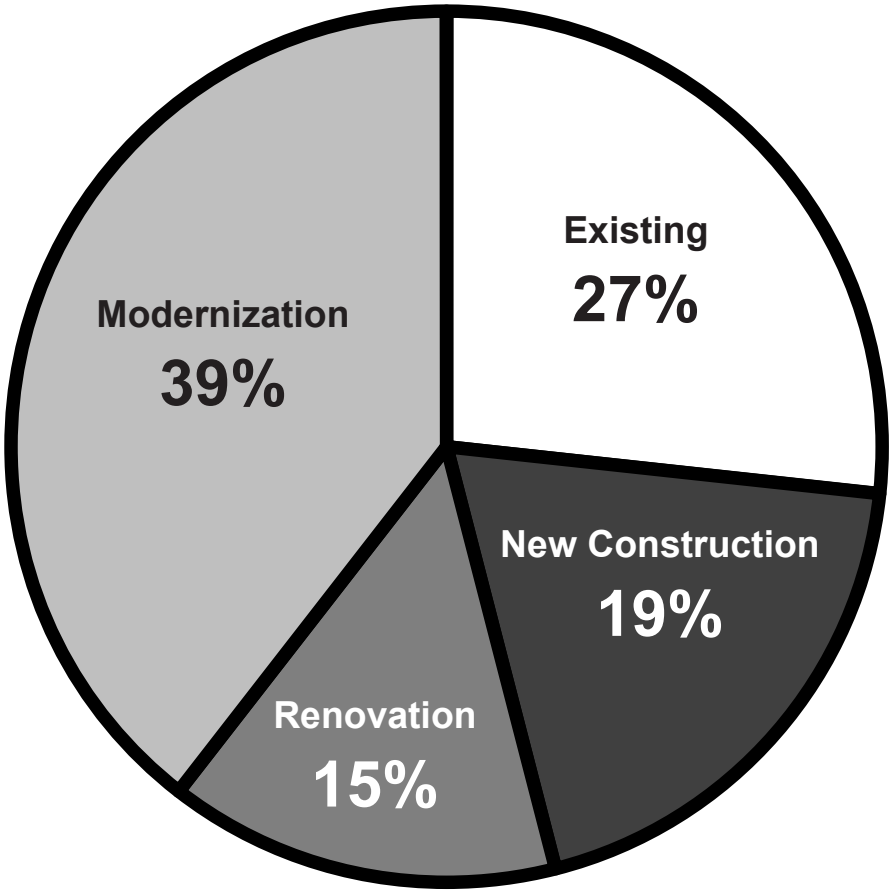
Summary

The following is a summary of the proposed facilities projects at the Community Learning Center:

Campus Building Area	
Current Building Area	43,360 gsf
Demolition	-4,500 gsf
New Facilities	9,270 gsf
Total Building Area	**48,130 gsf**
Delta	*+4,770 gsf (11% increase)*

Renovation Projects Area	
Renovations	7,000 gsf
Modernizations	19,000 gsf

CLC Final Building Area By Type



Master Plan Description

New Facilities

11%

increase of overall space on campus.

Description

The Community Learning Center Master Plan proposes one new building. The small amount of new construction correlates with the existing building area on campus having the capacity to meet most of the current and future needs of the campus.

Program Assumptions

The following new building project is sized based on preliminary program assumptions developed through the Facility Master Plan Update process and the Educational Master Plan Update. A summary of this preliminary program assumption is included here for reference. As the project moves forward, this preliminary program will serve as a starting point and overall parameter for detailed programming and planning work.

For building area descriptions both gross square feet (GSF) and assignable square feet (ASF) calculations are used.

- Assignable square feet contains all of the usable area assigned to a specific use or occupant (classrooms, labs, offices, study spaces). ASF does not include wall thicknesses, circulation, storage, or mechanical/equipment spaces.
- Gross square footage calculates the entire area of the building measured from the outside face of exterior walls.

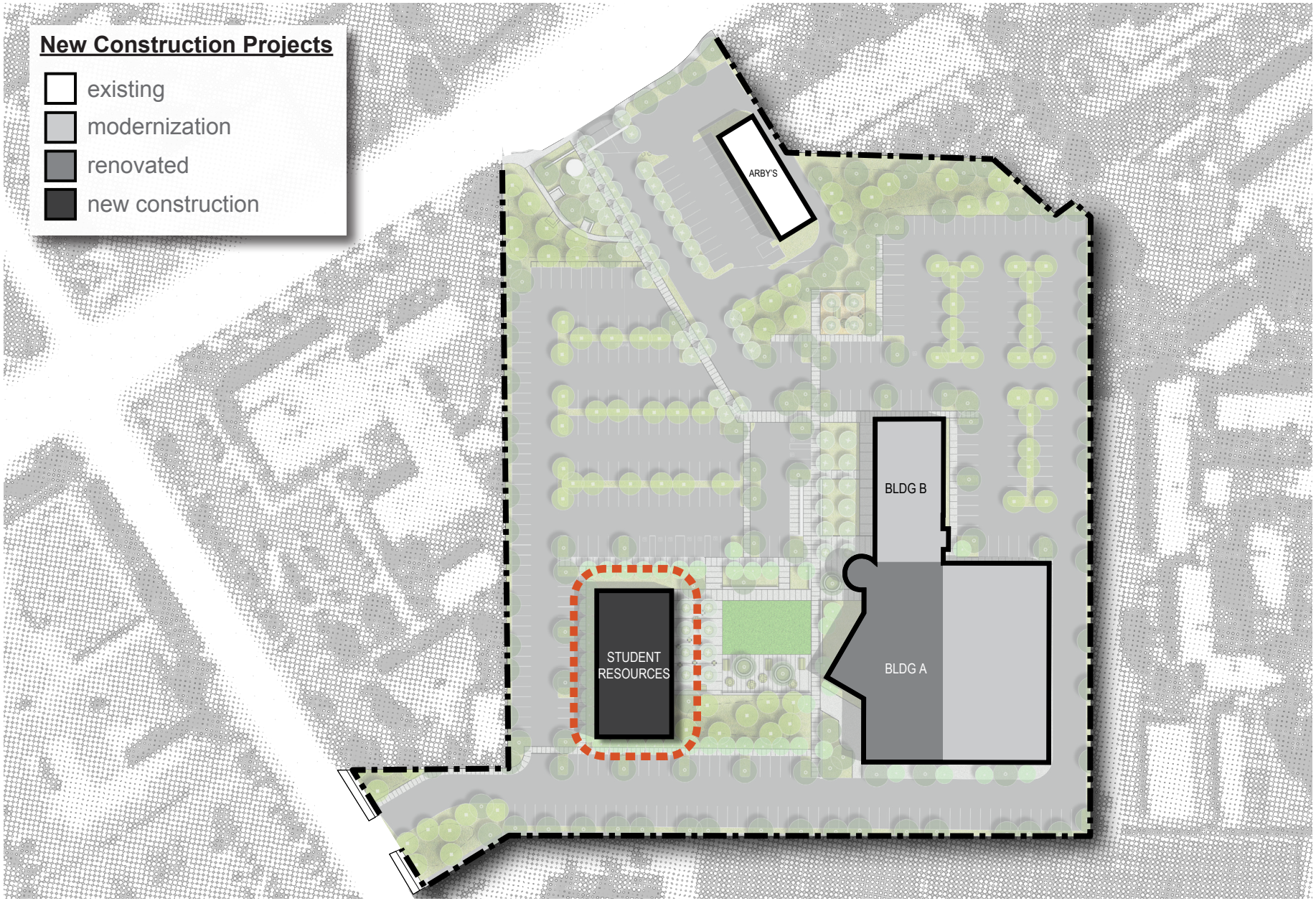
Student Resources *9,270 GSF*

The new Student Resources Building provides the flexibility to become a student-friendly space that consolidates the study and social spaces into a single dynamic environment or a Student Services Center that provides the staff spaces required to properly serve the needs of the CLC.

Preliminary Building Area

Total ASF	*5,550 ASF*
Total GSF	**9,270 GSF**

(assumes 60% efficiency)


New Construction Projects
existing
modernization
renovated
new construction
ARBY'S
BLDG B
BLDG A
STUDENT RESOURCES

Master Plan Description

Renovation

Description

Between major and moderate renovation scopes, the master plan proposes 7,000 sf of building renovation work (approximately 15% of the final build out area).

Major Renovation Scope

- Complete renovation of interiors including reconfiguring interior partitions, finishes, and FF&E (furniture, fixtures, and equipment).
- Major renovation of building systems.
- Substantial impact to building envelope and roof.
- Restroom and accessibility upgrades

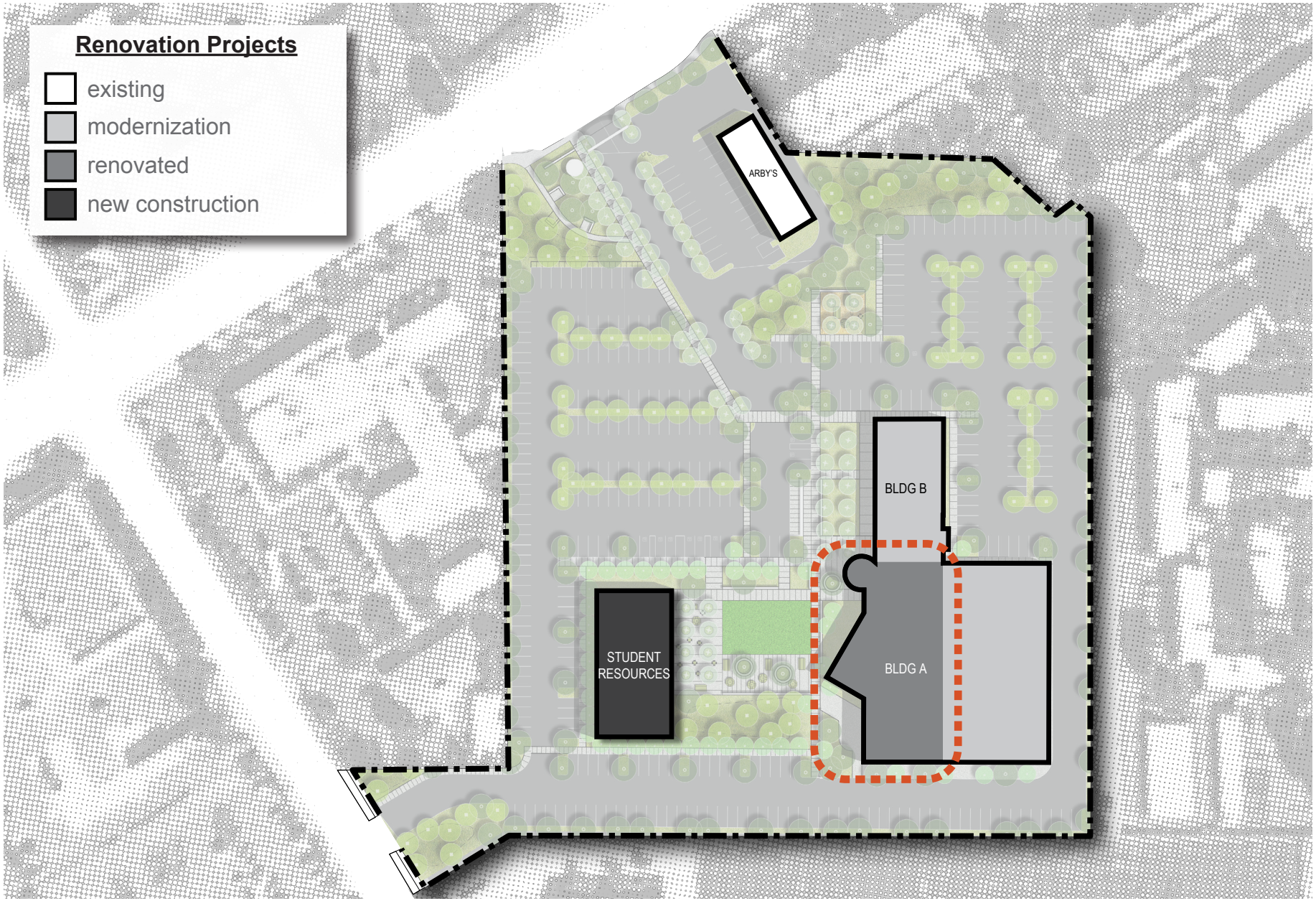
Building A

Major Renovation.

- Accommodate faculty and student spaces
- Replace hot water boiler
- Replace heat pumps
- Replace HVAC controls

15%

of final build-out area to be renovated


Renovation Projects
existing
modernization
renovated
new construction
ARBY'S
BLDG B
BLDG A
STUDENT RESOURCES

Master Plan Description

Modernizations

Description

The master plan identifies 19,000 gross square feet for modernization, which is approximately 39% of final build out area. The renovation of instructional spaces will continue the current classroom modernization effort already underway on the Oceanside Campus. These projects primarily deal with the upgrade of interior space or the repair of exterior elements and/or building systems.

Scope

Interior

- Little-to-no modifications to partition locations
- New finishes and FF&E (furniture, fixtures, and equipment)
- Restrooms & accessibility upgrades
- Little-to-no impact to building systems. Upgrades to branch elements
- No modifications to envelope and roof

OR

Exterior/Systems

- No modifications to partition locations.
- No modifications to finishes and FF&E
- Building system upgrades where noted/required due to aging systems
- Moderate impact to exterior finishes or roof

39%

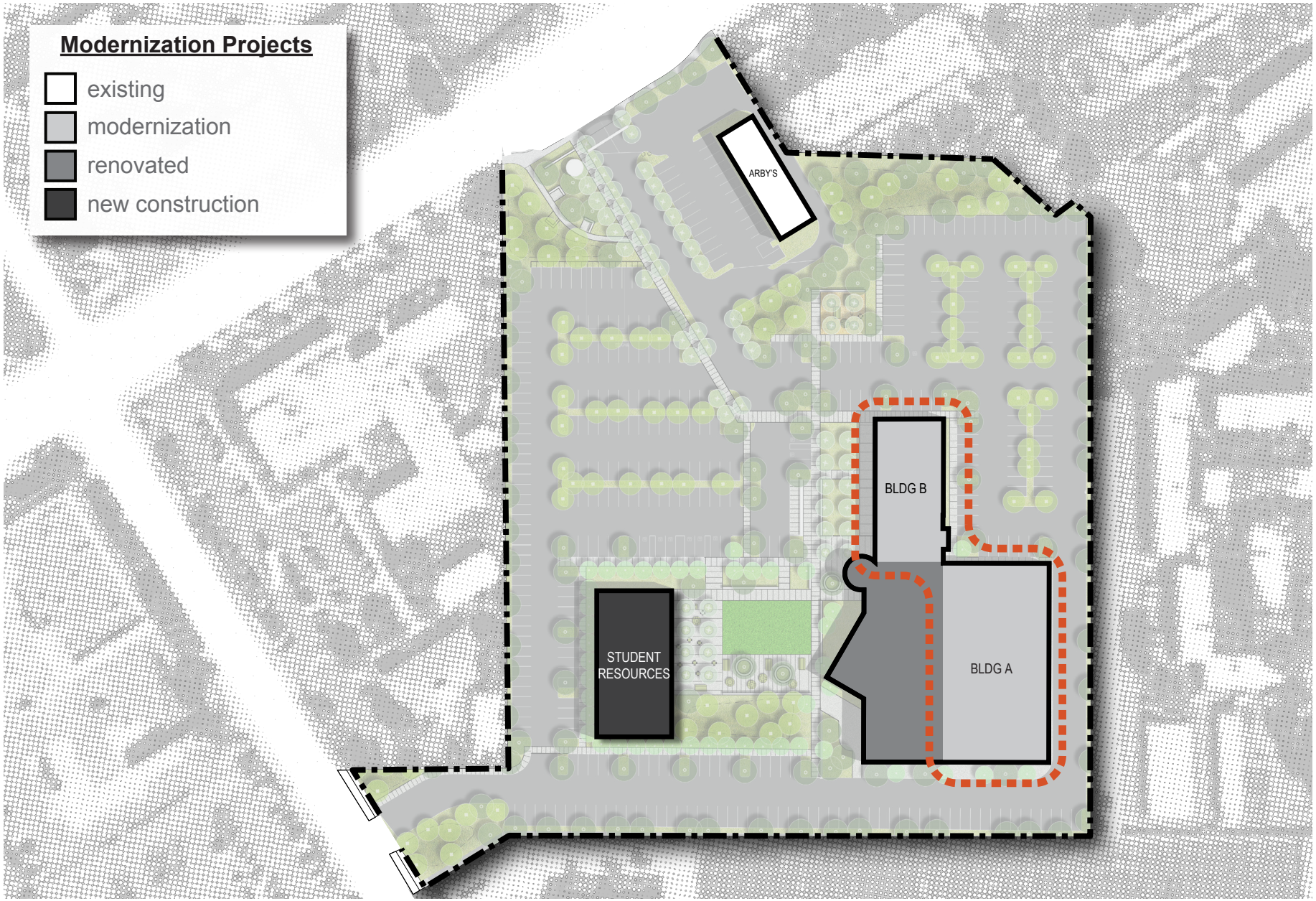
of final build-out area to be modernized

Building A

- Upgrade classrooms & labs as part of modernization effort

Building B

- Upgrade classrooms & labs as part of modernization effort
- Replace rooftop package units
- Replace heat pumps


Modernization Projects
existing
modernization
renovated
new construction
ARBY'S
BLDG B
BLDG A
STUDENT RESOURCES

Master Plan Description

Demolition

Description

The demolition projects at the CLC look to remove the Small Business Development Center due to its critically poor condition and state of vacancy. Building C is a temporary facility built in 2002 that is poorly organized and under-utilized.

The total area of building demolition at the CLC is 4,500 GSF.

Demolition Projects

- Building C (temporary building, 2002)
- Small Business Development Center

Master Plan Description

Site Improvements

Parking

In order to meet the current and future parking demands a total of 120 additional parking spaces are needed. By paving dirt lots and reconfiguring the parking to a more efficient layout an additional the additional 120 parking spaces can be accommodated to bring the total provided parking capacity to 364 spaces. This added parking provides enough spaces to meet the current and future needs of the campus. Planting and bioswales at the parking medians will provide an improved campus aesthetic, help to mitigate storm water issues, and comply with current and upcoming water run-off regulations.

120

parking spaces needed

Master Plan Description

Site Improvements

Landscape

The landscape projects at the Community Learning Center look to provide a sense of place and also a sense of arrival. The new central quad will make the CLC feel like a MiraCosta campus.

The landscape improvements involves the modification of 0.8 acres of area which constitutes approximately 10% of the total site area.

Projects

(A) Campus Quad

The campus quad connecting the new Student Resources building to Building A will provide the CLC with a campus core and sense of space and create a campus environment. It will also supply the much needed out door spaces that will allow students a place to stay on campus outside of scheduled course time.

(B) Entry / Gateway

A new entry structure will provide a sense of arrival to the campus and also provide a means of wayfinding.

(C) Native Garden

A native garden at the entry to the CLC will provide an aesthetic upgrade to the arrive sequence to the campus and improve the pedestrian experience.

(D) Building Entry

A refresh of the entry plaza to Building A will provide additional student spaces and help connect pedestrians to the new campus quad.

(E) Bioswales & Native Plantings

Bioswales and native plantings will help to correct campus-wide drainage issues. They will also help to create a more sustainable and vibrant.


Site Projects
E
B
C
E
D
A

Master Plan Description

Site Improvements

Infrastructure

The infrastructure projects, not included as part of building projects, look to improve existing infrastructure and mitigate future issues. Where possible infrastructure upgrades have been strategically planned to be incorporated into the designs for the proposed new buildings. These projects have not been included in this list since they are required portions of the scope of the new building projects.

The small amount of buildings and their proximity to one another coupled with the flat site and major renovation in 2000 help to facilitate the relatively good condition of existing infrastructure at the Community Learning Center.

Natural Gas

- Repair Exposed Lines
- New Earthquake Valves
- New Underground pipework

The addition of earthquake valves to the underground natural gas lines will improve the earthquake resistance of the campus. Exposed steel lines showing corrosion should be replaced and painted with rust inhibitor paint. Existing underground gas valves should be isolated in concrete boxes

Communications

- New Outdoor Wi-Fi Access Points

New outdoor Wi-Fi access points will help to activate outdoor areas and provide the amenities necessary to allow students to stay on campus longer.

See Volume IV for proposed utility & infrastructure plans

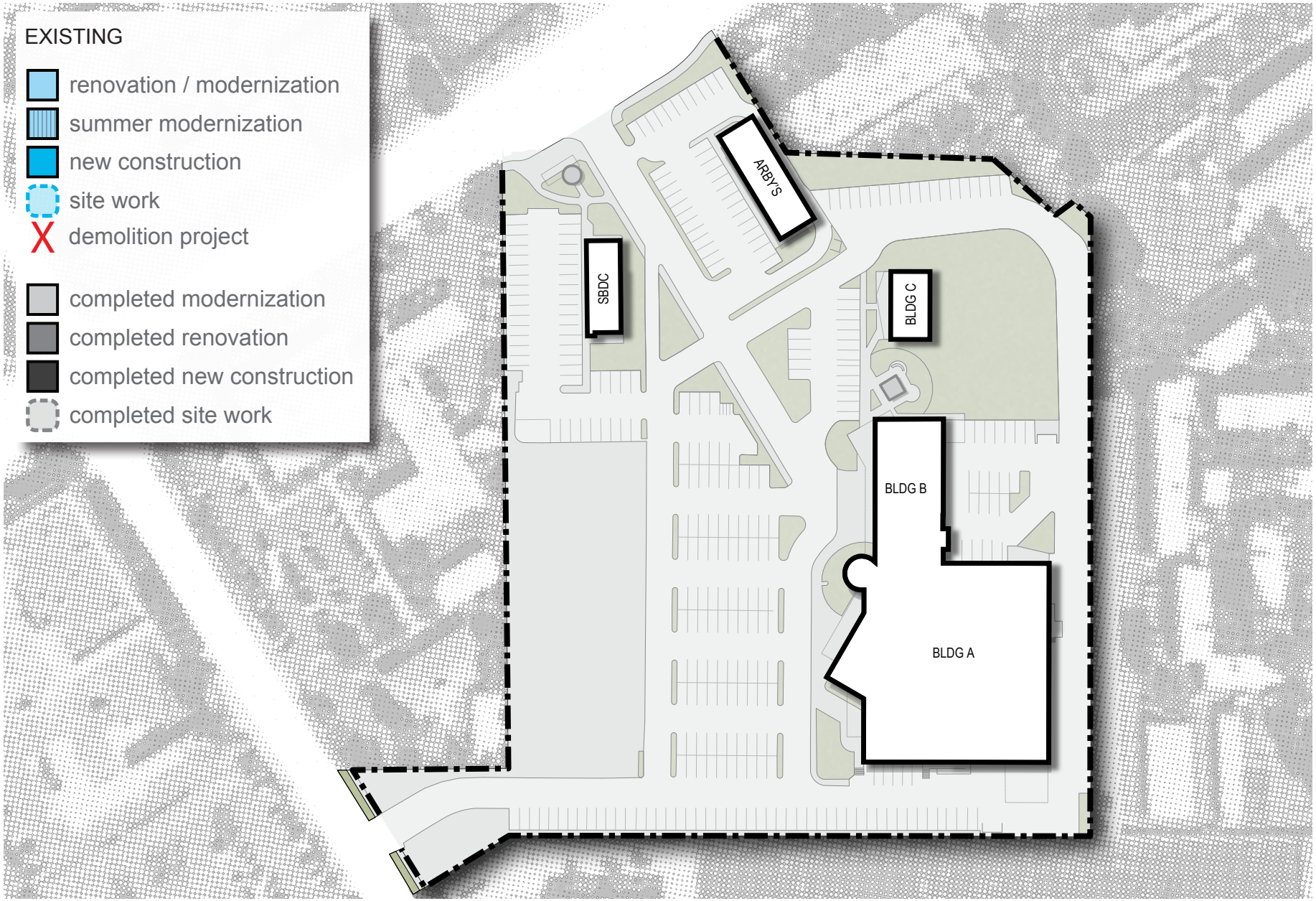
Community Learning Center

Implementation

Implementation
Overview

The design and construction schedule for the Community Learning Center Campus will take place in two phases. These phases, and overall construction schedule, seek to balance limiting disruption to the student experience with completing the work in a timely manner, limiting project escalation costs. Where possible, modernizations have been scheduled to occur during the summer to eliminate any disruption to scheduled courses.

The following pages describe the elements involved in each stage of the implementation of the Community Learning Center Campus portion of the Master Plan.


EXISTING
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
ARBY'S
SBDC
BLDG C
BLDG B
BLDG A

Implementation
Phase 1

Demolition Projects

- Small Business Development Center

New Construction

- Student Resources Building

Renovation

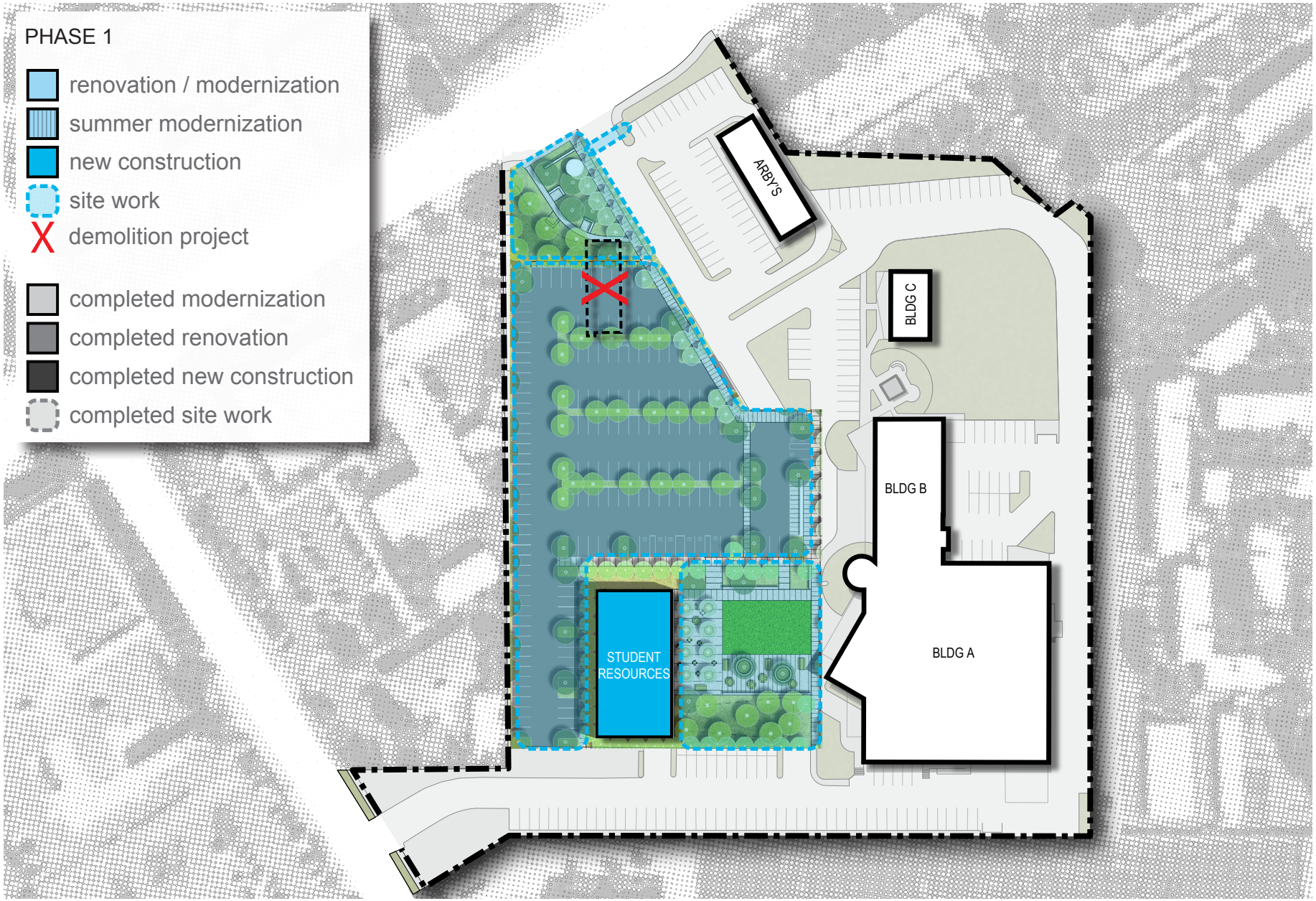
- None

Modernization

- None

Site Projects

- Campus Quad
- Monumental Entry Signage / Gateway
- Parking
- Native Garden / Park


PHASE 1
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
ARBY'S
BLDG C
BLDG B
BLDG A
STUDENT RESOURCES

Implementation
Phase 2

Demolition Projects

- Building C (Temporary Building, 2002)

New Construction

- None

Renovation

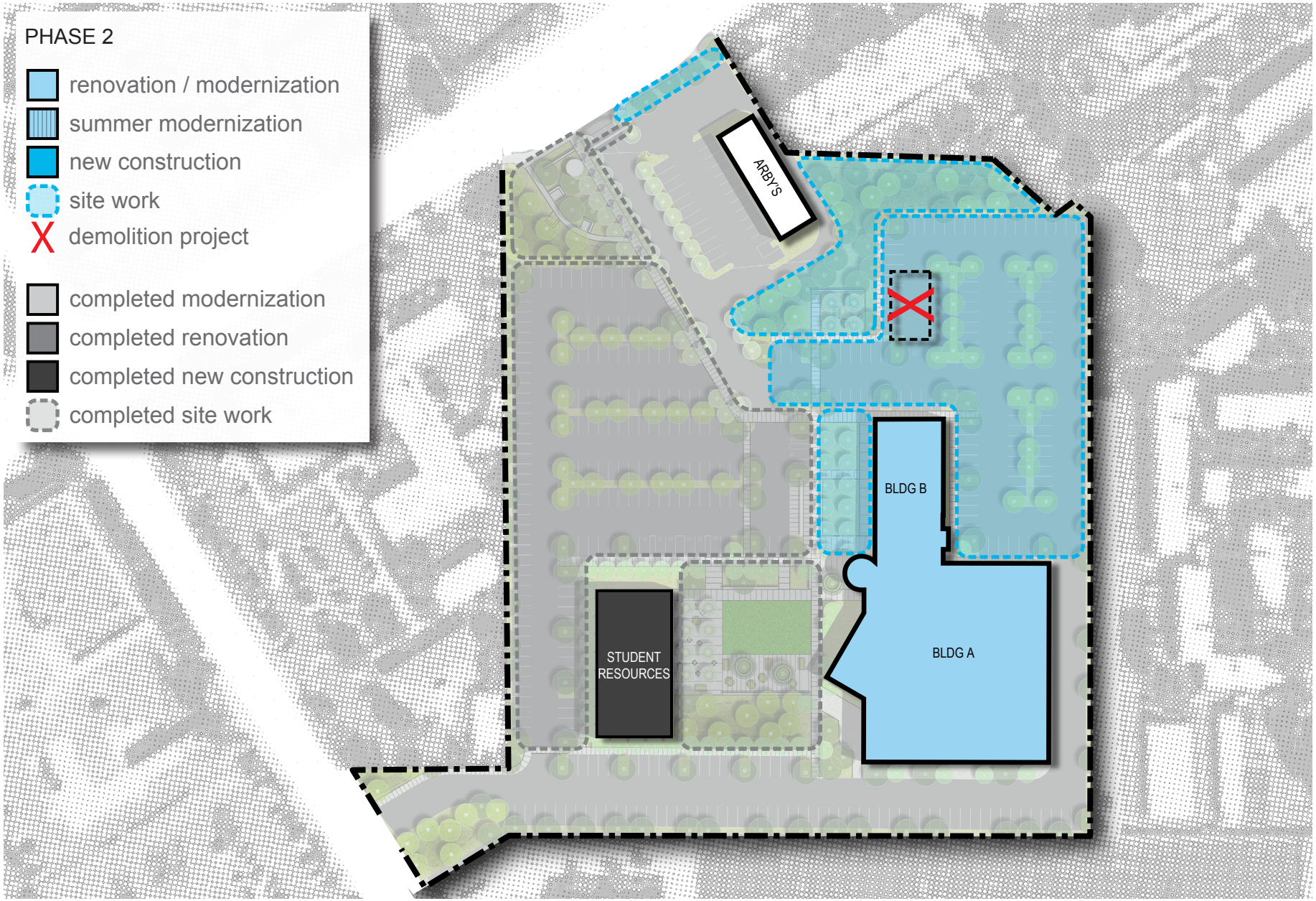
- Building A

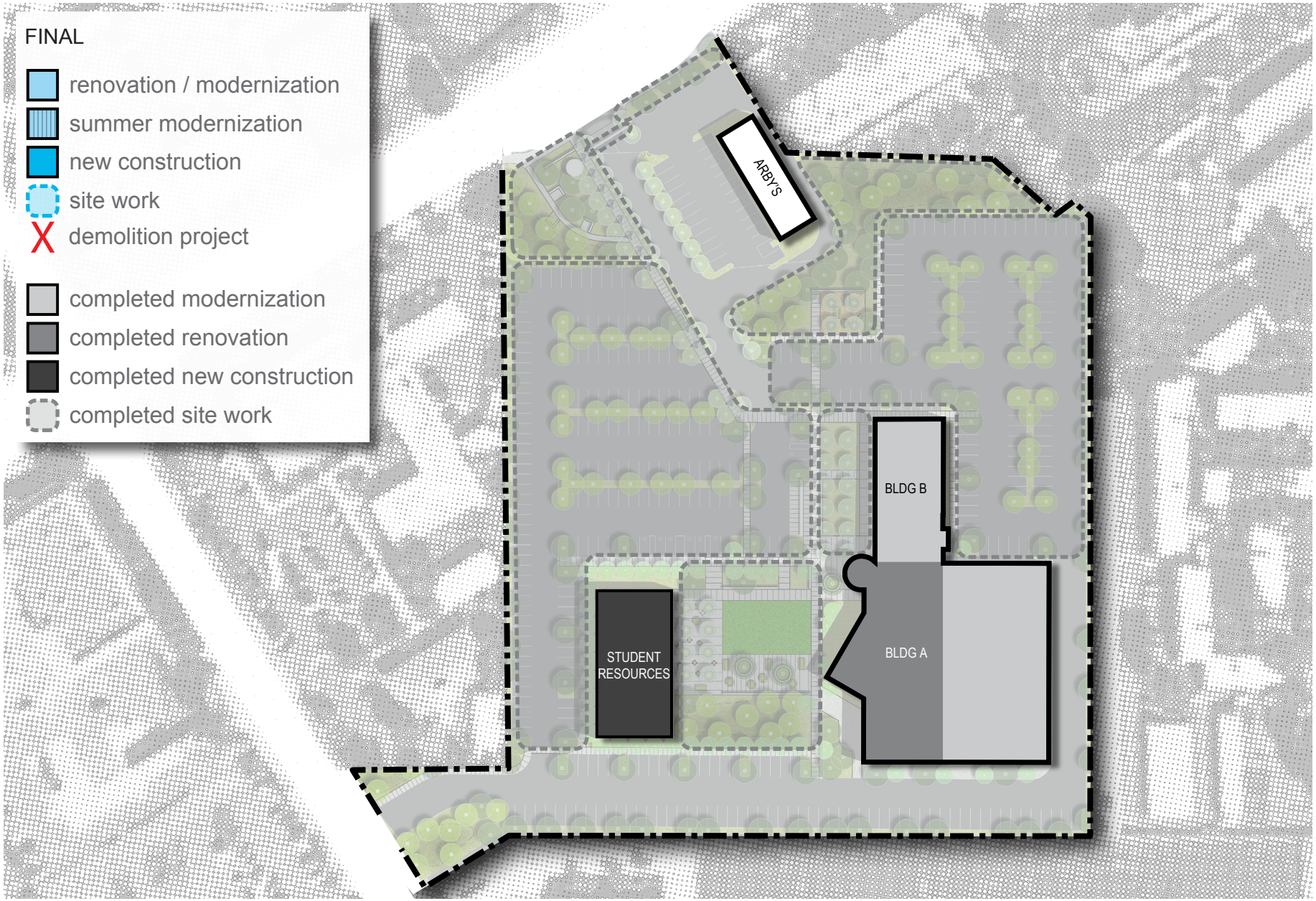
Modernization

- Building A
- Building B

Site Projects

- Campus Quad
- Monument Sign & Entry Gateway
- Parking
- Native Garden / Park


PHASE 2
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
ARBY'S
BLDG B
BLDG A
STUDENT RESOURCES


FINAL
renovation / modernization
summer modernization
new construction
site work
demolition project
completed modernization
completed renovation
completed new construction
completed site work
ARBY'S
BLDG B
BLDG A
STUDENT RESOURCES

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