



EXECUTIVE SUMMARY  
**2011 COMPREHENSIVE MASTER PLAN**  
MIRACOSTA COMMUNITY COLLEGE DISTRICT



## Letter from the President //



In 1932, when a furnished house in Oceanside rented for around 13 dollars a month and a hamburger sold for 10 cents a pound, talk of establishing a community college in North San Diego County started. Though the idea was initially rejected, it soon became evident that an economically shaken Oceanside needed a way to provide local students with a college education without having to leave town. In 1934, the Oceanside - Carlsbad Junior College Department of the Oceanside High School District, now known as MiraCosta College, opened its doors to 20 faculty members and 130 students. In 1964, increased local demand for higher education prompted the college to move to its current Barnard Drive location in Oceanside. Over the years, MiraCosta College has continued to meet our community's needs by building the San Elijo Campus in Cardiff and the Community Learning Center in downtown Oceanside.

Today, MiraCosta College educates more than 14,500 credit students and another 8,000 noncredit students each semester. While much has changed in the past 77 years, MiraCosta College's strong commitment to student success, focus on academic excellence and innovation, and dedication to serve the local community have remained consistent. These are the hallmarks of MiraCosta College, and they remain at the forefront as we plan for the future.

The 2011 Master Plan for MiraCosta College is more than just a planning document. It is centered on the needs of our students and community and provides a vision of what the college will look like in the next decade. It also gives the necessary guidance to get us there. This Master Plan is the result of thoughtful collaboration among MiraCosta College faculty, staff, students, community members and the Board of Trustees. In true collegial fashion, we began the process by interviewing civic and business leaders and took their input to the college community, which participated in a multi-year process of educational program review and facilities planning derived from forecasted student enrollment, local employment projections and future economic growth of the region.

Just as the growth of our surrounding community is central to the growth of the college, MiraCosta College's expansion is paramount to the economic growth of the coastal North San Diego County region. Over the next decade, The 2011 Master Plan points to an exceptional learning experience with thousands more students transferring to four-year institutions, entering our local workforce and participating in lifelong learning opportunities.

I am proud to present this executive summary of our comprehensive master plan, and am excited about what it means for both our college and community.

A handwritten signature in black ink, appearing to read 'Francisco C. Rodriguez'. The signature is stylized with a large, looping initial 'F' and a vertical line extending downwards from the end.

Francisco C. Rodriguez, Ph.D.  
Superintendent/President  
MiraCosta College  
May 2012

## Mission Statement //

“The MiraCosta Community College District mission is to provide educational opportunities and student-support services to a diverse population of learners with a focus on their success. MiraCosta offers associate degrees, university-transfer courses, career-and-technical education, certificate programs, basic-skills education, and lifelong-learning opportunities that strengthen the economic, cultural, social, and educational well-being of the communities it serves.”

## Comprehensive Master Plan Purpose //

This 2011 *MiraCosta Community College District Comprehensive Master Plan* is the District’s long-term plan. As a central component in the District’s integrated planning process, this document serves many purposes:

- Project the long-term development of programs and services.
- Develop Institutional Goals.
- Inform the public of the District’s intentions and garner support for the services provided in and to the community.
- Provide a common foundation for discussion about District programs.
- Develop recommendations for site and facilities improvements.
- Support accreditation and demonstrate compliance with accreditation standards.

## CMP Overview //

The Educational Plan portion of the *2011 MiraCosta Community College District Comprehensive Master Plan* analyzes the current status of the District's communities, instructional and student service programs, and projects the challenges and opportunities for the coming decade. With this information as the foundation, the District developed Institutional Goals to direct the District's energies and resources in ways to further enrich services to students and increase student success. The Facilities Plan follows the Educational Plan and presents an integrated approach to translating educational planning needs into site and facilities recommendations.

The Facilities Plan proposes the addition of seven new buildings and the renovation and modernization of 36 buildings across all three campuses, and also underscores our support for the continued growth of distance education programs. These proposals have been designed based upon the needs of and growth in the MiraCosta Community College District, which spans north from Carmel Valley to Camp Pendleton. The service area population is projected to grow modestly by 2.6% over the next ten years. According to research performed as part of our planning process, it is anticipated that the region will grow by another 12,740 jobs between 2010 and 2020 (15% growth). Three of the five fastest-growing industry sectors—professional, scientific and technical services, healthcare and social assistance, and finance and insurance—will offer median earnings higher than \$53,000 per year.

It is clear that MiraCosta College must expand course offerings to meet this growing need. In order to position our graduates for the future, the college has plans to

update and enhance instructional space and offer new courses in emerging fields, which in turn positions our students for employment at local businesses and helps revitalize our local economy. Our proposed facilities will provide state-of-the-art learning environments so that future students are poised to enter the workforce with the skills they need to start these well-paying jobs, or transfer to four-year universities.

The District is a single-college district that served over 14,500 students in credit courses and approximately 4,000 students in noncredit courses at three sites in fall 2010. The District's credit enrollment increased 41% between fall 2004 and fall 2009. Between fall 2007 and fall 2009, online course enrollment accounted for 43% of the growth in credit enrollment. Two of the sites, one in the northern and one in the southern region of the service area, offer primarily credit instruction. The third site is located in the largest city of the District service area and offers primarily noncredit instruction. Bordered by three larger community college districts, students in the MiraCosta Community College District have the benefit of options for their community college education.

The District is in sync with the current national and state dialogue on student achievement and places a high priority on this as a benchmark of the successful fulfillment of its mission. The nation and the state are in the midst of the most serious economic downturn since the 1930s and economists predict a slow recovery over the next two years. Beyond 2012, projections for the local economy in the District service area are positive regarding new job growth.

### The District's benefits and successes include the following:

Analysis of internal and external scans data highlight the District's many benefits and successes, identify the challenges that are likely to arise in the next decade, and assess the District's effectiveness in fulfilling its mission.

- Designated to serve multi-ethnic communities along the Southern California coast.
- A population whose largest age cohort is between 20 and 24 years of age.
- Given the relatively low level of educational attainment within the communities of Oceanside and Camp Pendleton, there is a need for the educational opportunities offered by a community college.
- A robust labor market projected to increase the number of new jobs in the coming decade, especially in Carlsbad and Oceanside.
- A dramatic increase in student enrollment in recent years, especially in online education.
- Effective community outreach through a diverse range of noncredit programs.
- A youthful student population with 73% of students aged 30 or younger.
- An improvement in overall efficiency as measured by increasing ratios of WSCH/FTEF.
- Student outcomes meet or exceed the average rate of peer colleges on these metrics: student progress and achievement, the percentage of students who earned at least 30 units, student persistence, and ESL course improvement.

- Interviews indicate that District faculty, administrators, and staff are dedicated to the mission of the District and to continuing its successes.

The enrollment growth target for this **Educational Plan** is projected to be 2% per year for each of the next ten years. Given the modest growth in population, two potential sources of enrollment growth for the District are to attract a greater number of high school graduates within its service area and to attract college-going residents in its service area who might otherwise attend college in adjacent community college districts. Credit students are racially/ethnically diverse in patterns that largely reflect the racial/ethnic diversity of the service area population. These students generally fit the typical college student profile: they are relatively youthful, with 75% below 30 years of age; the majority express a traditional educational goal of achieving an associate degree; 56% attend during the day or during the day and evening; and approximately a third of the students attend fulltime. The multiple measures of student success indicate significant student achievement. Both District leaders and community members ranked preparation for university transfer and career-entry as the most important among the District's services.

**The District's challenges in the coming decade are to:**

- Meet the needs of a community that is projected to grow by 2.6% by 2020.
- Strengthen the District's reputation as an outstanding educational institution by attracting a higher proportion of high school graduates who live in the district and increasing community awareness of the District's basic skills programs.

- Demonstrate effective stewardship of its resources through appropriate program development and discontinuance of unnecessary programs.
- Demonstrate effective stewardship of its resources through fiscal prudence.

The District's Institutional Goals are intended to focus the District's decision making and use of resources. They are intentionally broad to cover the ten-year term of the *2011 Comprehensive Master Plan*.

**The five Institutional Goals are:**

- I. 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.
- II. MiraCosta Community College District will become the institution where each student has a high probability of achieving academic success.
- III. MiraCosta Community College District will institutionalize effective planning processes through the systematic use of data to make decisions.
- IV. MiraCosta Community College District will demonstrate high standards of stewardship and fiscal prudence.
- V. MiraCosta Community College District will be a conscientious community partner.

The *2011 Comprehensive Master Plan* is implemented through the District's Integrated Institutional Planning Process, as documented in the *MiraCosta Community College District Integrated Planning Manual*. The *MiraCosta Community College District Strategic Plan 2011–2014* is the district's short-term plan. This plan identifies the specific actions that the District intends to take in order to achieve the institutional goals identified in the *2011 Comprehensive Master Plan*. The Strategic Plan identifies a set of Institutional Objectives for each goal, and Action Plans for each objective, that become part of the District's annual planning cycle. Assessment and evaluation of both the District's progress toward the institutional goals, and of the effectiveness of the planning process itself, are essential components of the planning cycle.

The **Facilities Plan** portion of the *2011 Comprehensive Master Plan* translates the educational program needs into a series of site and facilities recommendations. It includes the quantification of planning data to forecast projected space needs, facilities planning principles to guide recommendations, site and facilities improvements for each of the three campuses, and the analysis of existing conditions that served as the basis for discussion.

The recommendations for facilities highlight facilities projects including new construction, renovation, and modernization. Site-improvement projects describe recommendations for developing the overall campus environments and sustainability projects define the site-specific approach to improving environmental stewardship.

## Facilities Planning Principles //

Following the analysis of the educational planning data and the existing conditions on each campus, a set of facilities planning principles were developed to guide discussions regarding site and facilities development. The principles are summarized below and represent the District's overall direction for facilities recommendations that are articulated at each of the three campuses.

### Maximize Functional Space

- Renovate existing facilities to address program needs.
- Repurpose vacated spaces to support justified space needs.
- Modernize existing buildings to address safety, accessibility and maintenance needs.

### Eliminate Nonfunctional Space

- Remove temporary buildings.
- Demolish aging facilities and relocate functions to new or repurposed space.

### Improve Efficiency/Utilization of Facilities

- Consolidate related programs.
- Create flexible, interdisciplinary spaces.

### Rightsize the Campus to Address Program Needs

- Align the projected space inventory with state guidelines.
- Position the District to maximize funding (state and local).

### Enhance the Campus Environment

- Define clear, inviting campus entry points.
- Develop clear pedestrian connections.
- Create gathering spaces to support collaboration.
- Develop campuses to encourage students to “hang out.”

### Develop the Path to Sustainability

- Create campuses as “living labs.”
- Develop strategies to minimize environmental impact.
- Promote the District as a leader in habitat preservation.

## Facilities Plan Recommendations //



### Oceanside Campus

The Oceanside Campus is the largest of the three campuses and offers a comprehensive array of programs and services.

Recommendations for future development of the Oceanside Campus include:

- The construction of three new instructional buildings.
- The renovation of existing facilities to support program needs.
- The modernization of all buildings to address safety, accessibility, and maintenance issues.

A series of site-improvement projects are proposed:

- Improve vehicular and pedestrian circulation.
- Expand the campus core of activity.
- Develop a series of outdoor spaces to promote collaboration and student success.

### San Elijo Campus

The San Elijo Campus is located on the southern edge of the District and focuses on transfer programs and services.

Recommendations for future development of the San Elijo Campus include:

- The construction of a new instructional building to support program needs and a new student services center to increase the community's access to these services.
- Renovation of existing facilities to support program needs and the modernization of all buildings to address safety, accessibility, and maintenance issues.

A series of site-improvement projects are proposed:

- Improve circulation.
- Develop a variety of outdoor gathering spaces to enhance the campus environment.

### Community Learning Center

The Community Learning Center offers basic skills and noncredit courses to serve as a pathway to credit programs.

Recommendations for future development of the Community Learning Center include:

- The construction of a new gateway building.
- The renovation of the existing main building and the development of the site to create a pedestrian friendly campus.
- The placement of the new building.

A series of site-improvement projects are proposed:

- Improve circulation.
- Develop a variety of outdoor gathering spaces to enhance the campus environment.

## Facilities Planning Principles // Oceanside Campus

The Facilities Planning Principles for the District were applied to the Oceanside Campus and resulted in the recommendations that are presented here. An overview of this application is provided below.

### Maximize Functional Space

- Existing facilities are modernized to address safety, accessibility, and maintenance needs.
- Existing facilities are renovated and repurposed to address identified program needs.
- The campus core is expanded with the construction of new multi-level facilities.
- A robust utility and technology infrastructure is provided to support all facilities.

### Eliminate Nonfunctional Space

- Temporary facilities are removed and functions are relocated to permanent buildings.
- Aged facilities, which cannot be feasibly renovated or repaired, are demolished and functions relocate to new buildings or renovated spaces.
- Nonfunctional and under-utilized spaces are removed or renovated to support identified program needs.

### Improve Efficiency/Utilization of Facilities and Available Land

- Functions are consolidated to improve efficiency and support the sharing of resources.
- Student services and activities spaces are re-zoned to improve access and visibility.
- Facilities support functions housed in the campus core are relocated to allow for the construction of new instructional buildings in this prime location.
- Barriers are removed and connections are improved to promote more efficient use of available land and facilities.
- Flexible, multipurpose spaces are provided to maximize scheduling and utilization.

### Rightsize the Campus to Address Program Needs

- The recommendations for facilities are developed based on the planning data developed in the Educational Plan and translated into space needs using state guidelines.
- Re-zoning of available land supports the District's identified program needs.

### Enhance the Campus Environment

- The campus entry experience is improved to welcome visitors at multiple entrance points.
- Vehicular circulation is improved to provide clear, way-finding orientation.
- Additional parking lots, bus stops, and passenger drop-off zones are located close to student destinations.
- Clearly organized, barrier-free walks are provided to connect pedestrians to all areas of the campus.
- Outdoor spaces are developed to support instruction and to extend the learning environment beyond the walls of the buildings.
- Gathering spaces are provided throughout the campus to encourage collaboration, study, and informal activity.

### Develop the Path to Sustainability

- The campus open space is developed as a “living lab” to inspire and educate about environmental stewardship.
- Strategies are developed to improve operations, reduce energy and water use, and mitigate negative impacts to water quality.
- Natural habitat areas are established around the campus perimeter.



## Existing Campus // Oceanside Campus

Most of the buildings are single story and less than 25,000 square feet in area. These modestly sized buildings are clustered around intimately scaled courtyards.

### Observations:

- There is a need to replace temporary buildings with permanent facilities.
- The campus is divided into separate sectors by the water tank or by changes in elevation.
- New development should be designed with sensitivity to the scale of existing buildings and the open spaces between them.
- There is a need to utilize the limited campus core area for instructional space.
- There is a need to strengthen connecting features and mitigate the effects of elements that physically divide the campus.



## Facilities Recommendations// Oceanside Campus

### New Facilities

New facilities projects will provide space to replace temporary and nonfunctional space, and accommodate the projected growth over the next decade. The new facilities are located in accordance with the District's priorities for use of the limited building sites on the Oceanside Campus. The new facilities are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns. The new facilities have the potential to be models for sustainable design. They will meet the green building design and operational standards set by the District and will use strategies for energy and water efficiency, occupant health and comfort, and high-performance.

### Renovation of Existing Facilities

The renovation of an existing facility includes the complete or partial repurposing of that facility to accommodate new functions. Renovation projects allow campus functions to be rezoned to improve student access to services, to create engaging spaces that foster collaborative learning, to improve operational efficiency, and to address the secondary effects of constructing new space. In addition, renovation projects will modernize building support systems and update spaces that are not identified to be repurposed.

### Modernization of Existing Facilities

The proposed modernization projects will provide needed repairs and upgrades to maximize the utilization and functional lifespan of existing facilities.

Modernization work will maintain the integrity of building envelopes and update finishes, technology, equipment, furnishings, and building systems. Energy and water efficiency upgrades will be implemented, as well as upgrades to improve accessibility and occupant health, safety, and comfort. Modernization is recommended for all existing facilities and will accomplish the following objectives:

- Repair and upgrade for safety and accessibility
- Improve technology systems
- Refresh finishes and furniture systems
- Upgrade for sustainability

### Demolition and Removal of Facilities

Permanent facilities that have aged beyond their useful lifespan will be demolished as functions move to new or renovated facilities.

### Path to Sustainability

Strategies for sustainability have been integrated into every project. They address operations, energy and water use, water quality, and high-performance facility design.

### Projects

#### New Facilities:

- New Instructional Building 01
- New Instructional Building 02
- New Instructional Building 03

- New Maintenance, Operations, and Purchasing Complex

#### Renovation of Existing Facilities:

- Administration Building 1000
- Student Center Building 3400
- Student Services Buildings 3000, 3100, 3200, 3300, and 3700
- Automotive Technology Building 4000
- Building 4100
- Science Building 4500
- Building 4700
- Horticulture Building 7000

#### Modernization of Existing Facilities:

- Campus Police Building 1100
- Library Building 1200
- Theater Building 2000
- Art Building 2100
- Creative Arts Building 2200
- Art-Music Building 2300
- Concert Hall 2400
- Buildings 3500 and 3600
- Automotive Technology 4000
- Instructional Building 4600
- Instructional Building 4800
- Child Development Center 8000
- Horticulture Complex



Facilities Recommendations //

## Facilities Planning Principles // San Elijo Campus

The Facilities Planning Principles for the District were applied to the San Elijo Campus and resulted in the recommendations that are presented here. An overview of this application is provided below.

### Maximize Functional Space

- Existing facilities are modernized to address safety, accessibility, and maintenance needs.
- Existing facilities are renovated and repurposed to address identified program needs.
- The campus core is expanded with the construction of new buildings.
- A robust utility and technology infrastructure is provided to support all facilities.

### Eliminate Nonfunctional Space

- Building 400, which cannot be feasibly renovated or repaired, is demolished, and its functions relocated to a new instructional building.
- Nonfunctional and underutilized spaces are renovated to support identified program needs.

### Improve Efficiency/Utilization of Facilities

- Functions are consolidated to improve efficiency and support the sharing of resources.
- Student services functions are re-zoned to improve access and visibility.
- Flexible, multipurpose spaces are provided to maximize scheduling and utilization.

### Rightsize the Campus to Address Program Needs

- The recommendations for facilities are developed based on the planning data developed in the Educational Plan and translated into space needs using state guidelines.

### Enhance the Campus Environment

- The campus entry experience is improved to welcome visitors to the campus.
- Vehicular circulation is improved to create a safe drop-off and improve accessibility to upper areas of the campus.
- Clearly organized, barrier-free walks are provided to connect pedestrians to all areas of the campus.
- Outdoor spaces are developed to support instruction and to extend the learning environment beyond the walls of the buildings.
- Gathering spaces are provided throughout the campus to encourage collaboration, study, and informal activity.

### Develop the Path to Sustainability

- The campus open space is developed as a “living lab” to inspire and educate about environmental stewardship.
- Strategies are developed to improve operations, reduce energy and water use, and mitigate negative impacts to water quality.
- Connections to adjacent natural habitat preserves are enhanced.

## Existing Campus // San Elijo Campus

San Elijo Campus sits on a 48-acre site. Campus development has been shaped by the requirements of the coastal development permit. A considerable portion of the campus has been preserved in its natural state through permanent open-space easements and deed restrictions. It serves as habitat for wildlife, including the coastal California gnatcatcher. The permit also mandates that the building zone be set back from the lagoon, and therefore the nearest buildings are almost 400 feet away from the Manchester Avenue street front.

### Observations:

- As intended, the campus maintains a low profile as viewed from Manchester Avenue. There is a need to improve the public face and strengthen the visual identity of the campus, while complying with the intent of the coastal development permit.
- The limit on total building area requires all space to be designed for maximum efficiency and usability, and to be devoted to housing the highest-priority functions.
- The buildings are modestly sized and of wood-framed construction. Most of the buildings “face” the front of campus; the upslope sides have a “back of house” feel.
- Although the buildings have many well designed courtyards and patios and expansive views to the lagoon and bluffs; windows are used sparingly. Existing and future buildings could benefit from a stronger visual connection to the exterior spaces and views.



## Facilities Recommendations // San Elijo Campus

### New Facilities

New facilities projects will provide space to address program needs and accommodate the projected space needs. Proposed building sizes are based on the preliminary program discussions that took place during the planning process. The new facilities are sited, massed, and oriented to enhance the existing campus pattern of development, work with environmental conditions, and strengthen circulation patterns. The facilities have the potential to be models for sustainable design. They will meet the green building design and operational standards set by the District, and will use strategies for energy and water efficiency, occupant health and comfort, and high-performance.

### Renovation of Existing Facilities

The renovation of existing facilities includes the complete or partial repurposing of facilities to accommodate new functions. Renovation projects allow campus functions to be rezoned to improve student access to services, to create engaging spaces that foster collaborative learning, to improve operational efficiency, and to address the secondary effects of constructing new space. In addition, renovation projects will modernize building support systems and update spaces that are not identified to be repurposed.

### Modernization of Existing Facilities

The proposed modernization projects will provide needed repairs and upgrades to maximize the utilization and functional lifespan of existing facilities.

Modernization work will maintain the integrity of building envelopes and update finishes, technology, equipment, furnishings, and building systems. Energy and water efficiency upgrades will be implemented, as well as upgrades to improve accessibility and occupant health, safety, and comfort.

Through these projects, the District will accomplish the following objectives:

#### Repair and Upgrade for Safety and Accessibility

In addition to repairing nonfunctioning elements, facilities will be upgraded to keep pace with evolving standards and regulations for life safety and barrier removal.

#### Improve Technology Systems

Media systems and specialized equipment will be brought up to date. Building network equipment and connectivity will be made robust enough to support emerging instructional technologies.

#### Refresh Finishes and Furniture Systems

Worn and damaged finishes will be replaced to maintain structural integrity and provide attractive spaces that welcome students. Worn and outdated furniture will be replaced for more efficient utilization of space and improved support of modern teaching methodologies.

#### Upgrade for Sustainability

Building spaces and infrastructure will be upgraded to create high-performance learning and working environments that meet rigorous District standards for energy and water efficiency, indoor air quality, material use, and occupant comfort.

### Demolition and Removal of Facilities

Permanent facilities that have aged beyond their useful lifespan will be demolished as functions move to new or renovated facilities.

### Path to Sustainability

The facilities planning process helped to establish and document the MiraCosta College vision for sustainability, that guided the development of recommended strategies for the San Elijo Campus. Strategies for sustainability have been integrated into every project. They address operations, energy and water use, water quality, and high-performance facility design.

### Projects

#### New Facilities:

- Instructional Building 01
- Student Services

#### Renovation of Existing Facilities:

- Building 200
- Building 500
- Administration Building 800
- Student Center Building 900

#### Modernization of Existing Facilities:

- Building 100
- Building 300
- Building 600
- Building 700



## Facilities Recommendations //

## Facilities Planning Principles // Community Learning Center

The Facilities Planning Principles for the District were applied to the Community Learning Center and resulted in the recommendations that are presented here. An overview of this application is provided below.

### Maximize Functional Space

- Existing facilities are modernized to address safety, accessibility, and maintenance needs.
- Existing facilities are renovated and repurposed to address identified program needs.
- A robust utility and technology infrastructure is provided to support all facilities.

### Eliminate Nonfunctional Space

- Temporary facilities are removed in order to provide space for new facilities.
- Underutilized spaces are renovated to support identified program needs.

### Improve Efficiency/Utilization of Facilities

- Student services functions are re-zoned to improve access and visibility.
- Flexible, multipurpose spaces are provided to maximize scheduling and utilization.

### Rightsize the Campus to Address Program Needs

- The recommendations for facilities are developed based on the planning data developed in the Educational Plan and translated into space needs using state guidelines.

### Enhance the Campus Environment

- The campus identity along Mission Avenue is improved to increase visibility within the community.
- Vehicular circulation is improved to create a safe pedestrian environment.

- The campus is transformed into a collegiate environment.
- Outdoor spaces are developed to support instruction and to extend the learning environment beyond the walls of the buildings.
- Gathering spaces are provided to encourage collaboration, study, and informal activity.

### Develop the Path to Sustainability

- The campus open space is developed as a “living lab” to inspire and educate about environmental stewardship.
- Strategies are developed to improve operations, reduce energy and water use, and mitigate negative impacts to water quality.
- Multiple modes of transportation to the CLC campus are encouraged.
- Natural landscaping and gardens are provided to support wildlife that is present in this urban environment.



## Existing Campus // Community Learning Center

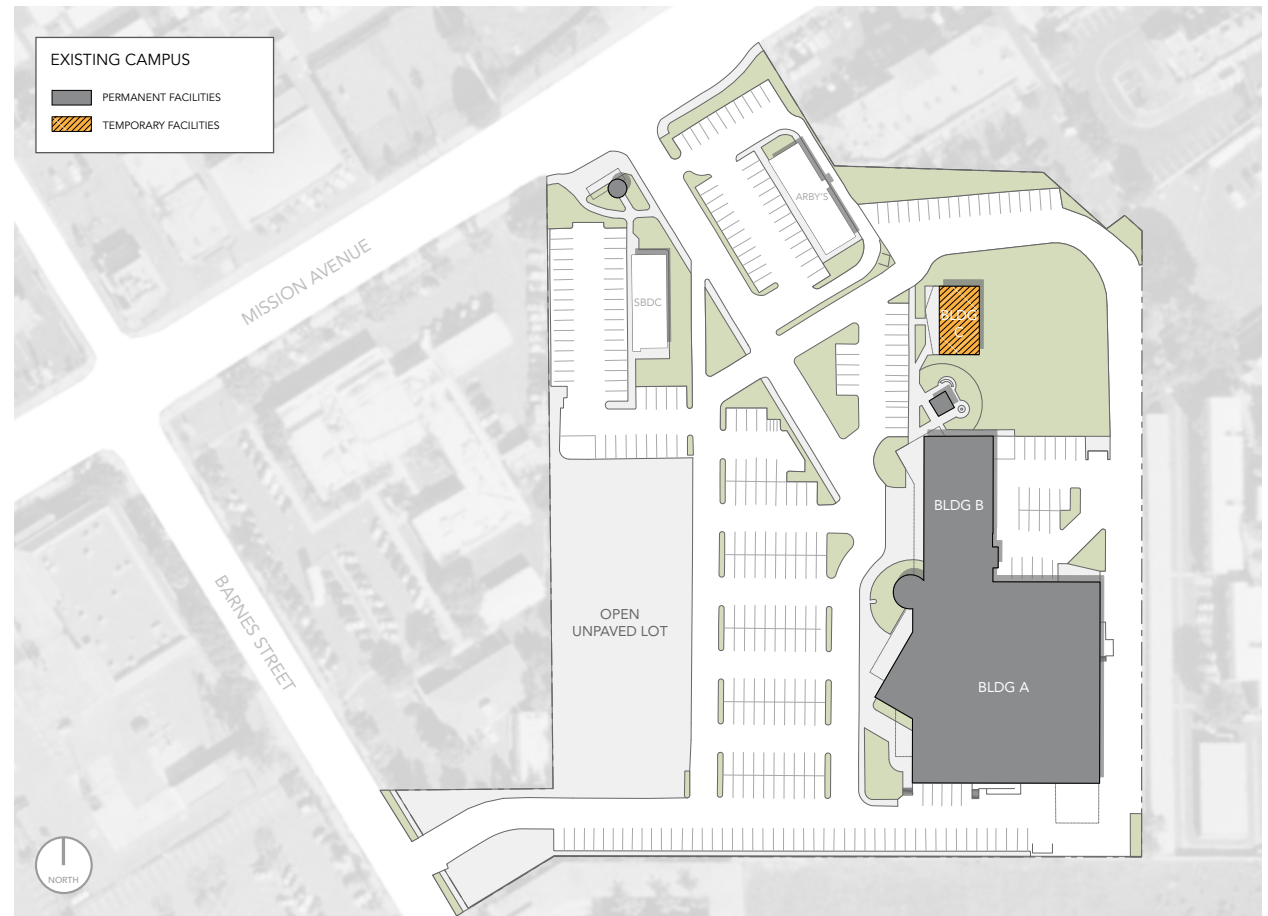
The irregular boundaries of the campus site results in a narrow Mission Avenue street frontage. Two small buildings are nearest and most visible from Mission Avenue—the Small Business Development Center (SBDC) and a building that is leased out and used as an Arby's restaurant. A large monument sign is situated near the main campus entry drive on Mission Avenue.

The space beyond the SBDC and Arby's is occupied by several buildings, a permanent parking lot, a temporary parking lot, and an undeveloped site area.

Building C is a temporary building.

### Observations:

- The existing campus development does not use the site to its full potential.
- The narrow Mission Avenue street front and the two front buildings, as well as mature trees on the neighboring site, hinder the visibility of the campus entry.



## Facilities Recommendations // Community Learning Center

### New Facilities

New facilities projects will provide space to address program needs and accommodate the projected space needs. Proposed building sizes are based on the preliminary programming discussions that took place during the planning process. A new facility is sited, massed, and oriented to improve the identity of the campus along Mission Avenue, work with environmental conditions, and strengthen circulation patterns. The new facility has the potential to be a model for sustainable design. It will meet the green building design and operational standards set by the District, and will use strategies for energy and water efficiency, occupant health and comfort, and high-performance.

### Renovation of Existing Facilities

The renovation of existing facilities includes the complete or partial repurposing of facilities to accommodate new functions. Renovation projects allow campus functions to be rezoned to improve student access to services, to create engaging spaces that foster collaborative learning, to improve operational efficiency, and to address the secondary effects of constructing new space. In addition, renovation projects will modernize building support systems and update spaces that are not identified to be repurposed.

### Modernization of Existing Facilities

While Buildings A and B are well maintained and in good condition, a prudent planning process must anticipate the need for upgrades at some point in the course of the ten-year planning horizon. Modernization

is recommended for all portions of facilities for which a significant change in use is not planned.

The proposed modernization projects will provide needed repairs and upgrades to maximize the utilization and functional lifespan of existing facilities. Modernization work will maintain the integrity of building envelopes and update finishes, technology, equipment, furnishings, and building systems. Energy and water efficiency upgrades will be implemented, as well as upgrades to improve accessibility, and occupant health, safety, and comfort.

Through these projects, the District will accomplish the following objectives:

#### Repair and Upgrade for Safety and Accessibility

In addition to repairing nonfunctioning elements, facilities will be upgraded to keep pace with evolving standards and regulations for life safety and barrier removal.

#### Improve Technology Systems

Media systems and specialized equipment will be brought up to date. Building network equipment and connectivity will be made robust enough to support emerging instructional technologies.

#### Refresh Finishes and Furniture Systems

Worn and damaged finishes will be replaced to maintain structural integrity and to provide attractive spaces that welcome students. Worn and outdated furniture will be replaced for more efficient utilization of space and improved support of modern teaching methodologies.

### Upgrade for Sustainability

Building spaces and infrastructure will be upgraded to create high-performance learning and working environments that meet rigorous District standards for energy and water efficiency, indoor air quality, material use, and occupant comfort.

### Demolition and Removal of Facilities

The removal of temporary facilities will take place as functions move to new or repurposed permanent space. Permanent facilities that have aged beyond their useful lifespan will be demolished as functions move to new or renovated facilities.

### Path to Sustainability

The facilities planning process helped to establish and document the MiraCosta College vision for sustainability, which guided the development of recommended strategies for the Community Learning Center. Strategies for sustainability have been integrated into every project. They address operations, energy and water use, water quality, and high-performance facility design.

### Projects

#### New Facilities

- Student Services

#### Renovation of Existing Facilities

- Building A

#### Modernization of Existing Facilities

- Building A and B



## Facilities Recommendations //

MIRACOSTA COMMUNITY COLLEGE DISTRICT

