



MiraCosta College

**Oceanside Campus
Architecture
Guidelines**

6 February 2019

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INTRODUCTION

MiraCosta Oceanside Campus

The purpose of this document is to provide a description of Campus Architecture for both design professionals and the college community for development within the MiraCosta College Oceanside Campus. The information contained herein is intended to produce a unified character through the use of a common, consistent architectural vocabulary of forms, colors, materials, and details. Collectively in conjunction with the Facilities Master Plan and the Design & Construction Standards, this document provides a framework for the creation of high quality buildings and improvements. The campus envisions an integrated development that will provide a desirable learning environment and will enhance the campus community's overall image.

The Campus Architecture concepts for the Oceanside Campus have been identified to address the fundamental principles for improvements to the campus. These concepts demonstrate the desired character and image for architectural design as a whole to unify the campus master plan design philosophy. Building Program Elements, Campus Character, Campus Architecture, and Campus Planning & Design should form the basis of the underlying architectural vocabulary. A further definition of design principles are listed to focus on specific criteria for each design concept. This document shall serve both as a design tool and reference point for those retained to implement the goals of the facilities master plan. The concepts and strategies provide a statement of design intent. They are not intended to offer precise design solutions. This document is an interpretive rather than a prescriptive tool; this should be used as a stimulus for thoughtful design. The images included are not limited to the category and criteria in which they are exhibited. This study is limited to the Oceanside Campus. They were selected to address a wide range of ideas and examples of applicable subjects to help illustrate the concepts, functional elements and materials intended for MiraCosta College.

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BUILDING PROGRAM ELEMENTS

01

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ACTIVE LEARNING

MiraCosta Oceanside Campus

- FLEXIBILITY
- VARIETY
- TECHNOLOGY INTEGRATION

Active Learning environments shall optimize opportunities for learning, collaboration and scholarly extracurricular and educational activities. These spaces shall be visionary and transformational to showcase student activity and success through its explicit focus on student needs.

Active Learning spaces are intended to support student peer interaction, as well as improved student to faculty interaction, and shall be designed with student engagement in mind. These spaces should be multi-functional and encourage unexpected interface between faculty and students. These spaces shall be flexible to have the ability to reconfigure for a variety of activities and functions and shall be designed to promote seamless transition and transformation spaces for a variety of user needs in pedagogy, learning, collaborating, and gathering.

Active Learning concepts shall allow for change as needs evolve and shall be forward-looking, providing for the needs of today while also planning for the needs of tomorrow. Building infrastructure, systems, and technology integration shall allow for long-term evolution. Planning solutions shall recognize teaching and space needs change, and shall as such, allow for easy future modification to meet new needs as they arise. Instructional spaces shall support and encourage future and more progressive pedagogies.



COLLABORATIVE STUDY

MiraCosta Oceanside Campus

- VISIBILITY-LINE OF SIGHT
- USE OF FOUND SPACE
- UNIVERSAL ACCESS
- WRITABLE WALLS

Collaborative study spaces shall facilitate instructor to student and student peer-to-peer tutoring and mentoring. Students identify their greatest needs as more student study space, specifically more spaces with flat work surfaces, such as tables and chairs, for either individual or small groups. Small group sizes include two to eight students. To meet students' needs, informal student study space should be provided throughout the campus. Types and sizes of study areas can vary, giving students size, functionality and location options. Types of study spaces may include:

- Open areas with flexible tables and chairs
- Semi-enclosed group "pods" or booths with tables and seating
- Collaborative furniture systems incorporating digital displays and group-orientated seating
- Soft seating with movable or tablet writing surfaces and power

Informal study space should be dispersed and occur on all levels of new and renovated facilities. While dispersed throughout a building, collaborative study space/seats should be clustered to create study-orientated areas. The College anticipates that the informal study space will take on different characteristics—active vs. quiet—depending on location in the building and adjacent spaces. Both types are desired.

Collaborative study spaces shall occur adjacent to building circulation with high visibility to attract students, with a mix of prominent and non-prominent (nooks and crannies) locations within the building. These spaces provide an opportunity to create a vibrant, student-orientated character to the whole building. Design and quality shall draw students to the building and stay for extended periods of time. Overall "theming" or "branding" for informal study space are desirable.

Collaborative study spaces shall provide sufficient power outlets to support students in their study and/or social environment. In addition, writable walls should be provided to encourage collaboration and interaction on academic work.



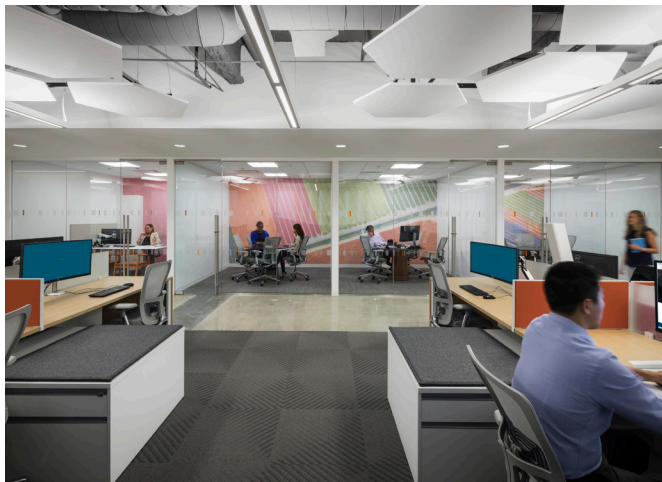
WORKPLACE/OFFICE

MiraCosta Oceanside Campus



- **HUDDLE SPACE**
- **DISLIKE ROWS OF CUBICLES**
- **COMFORTABLE WORKSTATIONS**
- **FORMAL & INFORMAL TOGETHER**

Workplaces at MiraCosta College should be designed to encourage collaboration and interaction, and support the health and wellness for all faculty, visitors, and staff. The spaces shall incorporate design elements and solutions that create environments that promote the well-being and positive mental-health of the users; such as natural daylight, areas for socializing, connections to the outdoor environment, and appropriate acoustics. Physical wellness shall also consider comfortable ergonomic workstations, as well as circulation throughout the building including promoting the use of stairs.



A variety of work areas should be provided including small “huddle” spaces for small work groups. Repetitious rows of individual cubicles should be avoided with the desire for more open and flexible workstations. Both formal and informal work areas should be considered to provide a variety of settings.

Acoustics for privacy is an important factor and shall provide proper wall partition and ceiling design, including special attention to space adjacencies.



MiraCosta College strives to provide work spaces that promote equality. The facility shall reflect the college’s inclusive culture; usable to the greatest extent possible by everyone and consistent with MiraCosta College’s goals for diversity.

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OCEANSIDE CAMPUS CHARACTER

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CAMPUS SPACE

MiraCosta Oceanside Campus

- **LANDSCAPE
DEFINES PLACE**
- **BUILDING VS. WAYFINDING**
- **USE OF SCALE ELEMENTS**

Open space on the MiraCosta College campus plays a vital role in fostering a spirit of intellectual exchange, contemplation, and community. The quality of open space is important in attracting faculty, staff, and students, providing memorable, evocative first impressions, and framing their daily lives on campus as they move between offices, labs, classrooms, and gathering spaces.

The fabric of outdoor malls, quads, courtyards, gathering spaces, and pathways weaves together the different areas of the campus. The favorable climate encourages aspects of campus life to occur outdoors, lending a dynamic, active spirit to open spaces. Classrooms, corridors, and gathering spaces should directly open up to and become integrated with the campus grounds.

Lively new outdoor public spaces shall be an integral part of the arrival experience, and contribute to daily enjoyment of the MiraCosta campus. Building massing, fenestration, and program elements shall be organized and arranged in ways that shall reinforce and contribute to the success of the outdoor spaces. The relationship of interior and exterior space at the ground floors shall further reinforce strong indoor and outdoor relationships by collecting program elements that can engage with covered entrances, terraces, and porches. Visual connections shall provide wayfinding clues, facilitating a sense of arrival, place, and orientation.

Exterior lighting shall be consistent with Campus Design and Construction Standards and shall first serve safety and security. Beyond meeting these fundamental requirements for night lighting, the designer may begin to create illuminated spaces that provide serenity and spaciousness, highlighting colors, textures, and landscaping.



Library



Theatre Arts



Clock Tower

CAMPUS BUILDINGS

MiraCosta Oceanside Campus

- HERO VS. SOLDIER BUILDINGS
- USE OF GLASS
- CALIFORNIA RESIDENTIAL AESTHETICS

The character of MiraCosta College's new buildings should reflect their position within the campus. The color and material palette shall build upon the campus vernacular with compatible and durable alternatives. Architectural character shall reflect MiraCosta's traditions and focus on extending architectural concepts to address exterior circulation and space to create passageways and intimate outdoor courtyard spaces. Building design shall reflect MiraCosta's tradition of an integrated architectural expression in response to the regional climate. The information identified in the Facilities Master Plan shall be referenced for related criteria.

Use of building glazing allows for indoor-outdoor connections as well as natural light and ventilation providing a desirable learning and working environment. The ability to see out as well as see in provides a dynamic place with many opportunities for inquiry, curiosity, and sharing of experiences.

For the purposes of this study, existing buildings that form the fabric of the central campus core can be considered "soldier buildings" with similar characteristics and image. These are buildings that form a network of spaces and places without significant aesthetic deviation from one another. The existing MiraCosta College campus core primarily contains many "soldier buildings" with uniformity, characterized as "California Residential" in scale and image. Conversely, the buildings that stand-out as unique or individualistic can be considered "hero buildings" that express a unique character and memorable image. These buildings can help define a place or region, with a hierarchical stature and object-like quality. Both types of buildings are important and can be considered complementary where one would not exist without the other. It is always important to recognize the existing campus setting and understand the design impact of new additions to the campus. In this regard, "hero buildings" may have their own unique characteristics but should have elements that relate to the existing architecture.

The planning and design approach to "soldier and hero buildings" is further defined in Section-4 of this document.



Career Center



Horticulture



Library

CAMPUS ARCHITECTURE

03

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ELEMENTS OF ARCHITECTURE

MiraCosta Oceanside Campus

- CONNECTION TO EXTERIOR

All new construction or landscaping shall respect and improve upon existing spaces while using landscaping and visual axes to create connections between interior and exterior. Interior and exterior staircases shall be celebrated, visible from the exterior, easily located, and encouraged to be used. Key to the concept of showcasing student life, activity, and success, all levels shall be highly transparent and porous, creating visual connectivity at entries and throughout the interior and exterior spaces.



Inside Outside



Inside Outside



Inside Outside

ELEMENTS OF ARCHITECTURE

MiraCosta Oceanside Campus

- INVITING/WELCOMING
- ROOF FORM
REFLECTING EXISTING

The new buildings shall have prominent and welcoming entrances which improve sense of orientation, wayfinding, and campus connection. The building design and entries shall address that students will be approaching from multiple directions. Entries shall be located in such a way to facilitate fluid movement and arrival to the point of entry. Main-entry spaces shall be designed as welcoming places for user orientation and socializing. Lobbies shall take advantage of vistas to allow for study and informal gathering. Lobbies shall be easily identifiable nodes between interior and exterior circulation patterns, and have a positive and memorable first impression on visitors and students alike.

Rooftops shall be designed to screen mechanical systems whenever possible. Special attention shall be paid to the placement of all rooftop equipment and the visual impact it has on views from other locations on and off campus. It is necessary for the designer to address noise pollution and equipment exhaust. Access to rooftops are desired by a stair. Roof forms shall be consistent with adjacent buildings in massing and consider proportions to the building elevations and the human scale.



Roof Articulation



Canopy



Colonnade

ELEMENTS OF ARCHITECTURE

MiraCosta Oceanside Campus

- **EXPRESSION OF USE WITHIN**

Façades shall provide visual continuity between buildings, yet also introduce a sense of freshness and renewal. Programmatic uses within the building shall be visible and expressed through architectural features that allow transparency and extend interior space into the landscape. Visual interest shall be obtained by carefully scaling and detailing building volumes, planes, and materials. The expression of massive blank walls of any material, if employed, shall be deliberately expressive of an internal volume and composed carefully, counterbalancing the planar elements with thoughtful detail and articulation elsewhere. Façades shall employ a unifying vocabulary of forms, details, and materials. Mechanical equipment shall be screened from view in a manner consistent with the overall building appearance.

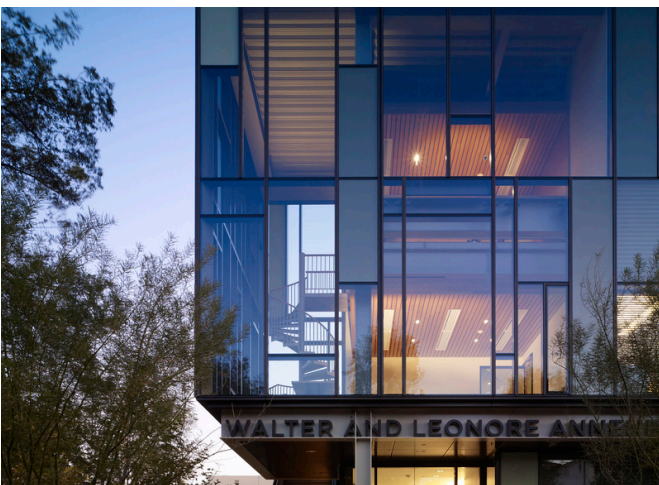
A clear architectural approach to the existing context and the subsequent reinterpretation of that context into new construction shall be clearly formulated during the early design phases.



Transparency



Entrance



Transparency

ELEMENTS OF ARCHITECTURE

MiraCosta Oceanside Campus

- **USE OF MATERIALS, WARMTH**
- **COMPATIBLE WITH EXISTING CAMPUS**

The making of buildings in all their detail and materiality is central to the understanding and experience of place. This experience shall engage the mind as well as the senses, be strong enough to stimulate, but quiet enough to encourage a desire to linger and explore. The choice of colors and materials is central to the perception of comfort and interest. Colors and materials may be used to help provide continuity, connection, and dialogue with the existing context, but shall also allow for some variation between buildings.

The range of materials used within the MiraCosta College campus should respond to the surrounding context. Selection of materials will have an effect on the perception, maintenance, and energy efficiency of a project. Inherent or stable, permanent coloring is preferable to applied color. Proper material selection can also help define and reinforce design strategies.

Plaster is the primary campus material, selected for its image of warmth and familiarity. Exterior walls should use materials consistently and effectively. Articulation and texture may vary and may be used in subtle ways to help express various design concepts.

Similar to plaster construction, cementitious materials such as masonry and concrete have a long-lasting sense of permanence. The variety of possible textures and potential detail qualities, make them an ideal complement to the building's primary materials.

Building materials used in the construction of new facilities shall support heavy building use and shall be selected according to durability (20 years of low or no maintenance), aesthetic, longevity, sustainability, color retention, structural integrity, ease of upkeep and replacement. Materials shall be selected for recycled content, regional availability, and low-emitting materials to meet or exceed sustainability goals; refer to Sustainability Guidelines in the Facilities Master Plan.



Stucco



Metal Panel



Metal Panel

CAMPUS PLANNING & DESIGN

04

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APPROACH

MiraCosta Oceanside Campus

As previously described, for the purposes of this study, existing buildings that form the fabric of the central campus core can be considered “soldier buildings” with similar characteristics and image. The existing MiraCosta College campus core contains many “soldier buildings” with uniformity, characterized as “California Residential” in scale. It is the desire of the college to maintain the traditional values within the central campus core, including but not limited to campus architecture scale, massing, materiality, image, and quality.

Conversely, the perimeter of the campus shall take a unique approach that would be identified as “hero buildings” expressing a contemporary theme and unique character, and memorable image. These buildings can help define a place or region, with a hierarchical stature and may introduce a new architectural approach including massing, materials, and image while maintaining visual relationships with existing campus buildings. It is important to recognize the existing campus setting and understand the design impact of new additions to the campus.

The photos included in this document provide examples of the desired approach for the design of buildings and places on the MiraCosta College campus. These photo examples were selected to express the following architectural concepts:

- Connection to Landscape
- Inside/Outside Connection
- Transparency
- Inviting/Welcoming
- Roof Form
- Expression of Use Within
- Warm Material Palette
- Compatible with Existing Campus

All new buildings on the MiraCosta College Oceanside Campus are anticipated to be, but not limited to, one- to two-story buildings. Although there is no height limit, a building which is significantly out of scale with pedestrians shall be avoided. Design features that allow a perception of a well-scaled building shall be sought, such as the manipulation of geometry and proportion, and the play of light and shadow on elements of the façade. The buildings should support high density of student activity indoors and outdoors and the massing shall reflect and be responsive to this. The designer must unify these ideas. During the design phases, the building shall be analyzed three-dimensionally for evaluation of scale and height in relationship to the surrounding context.

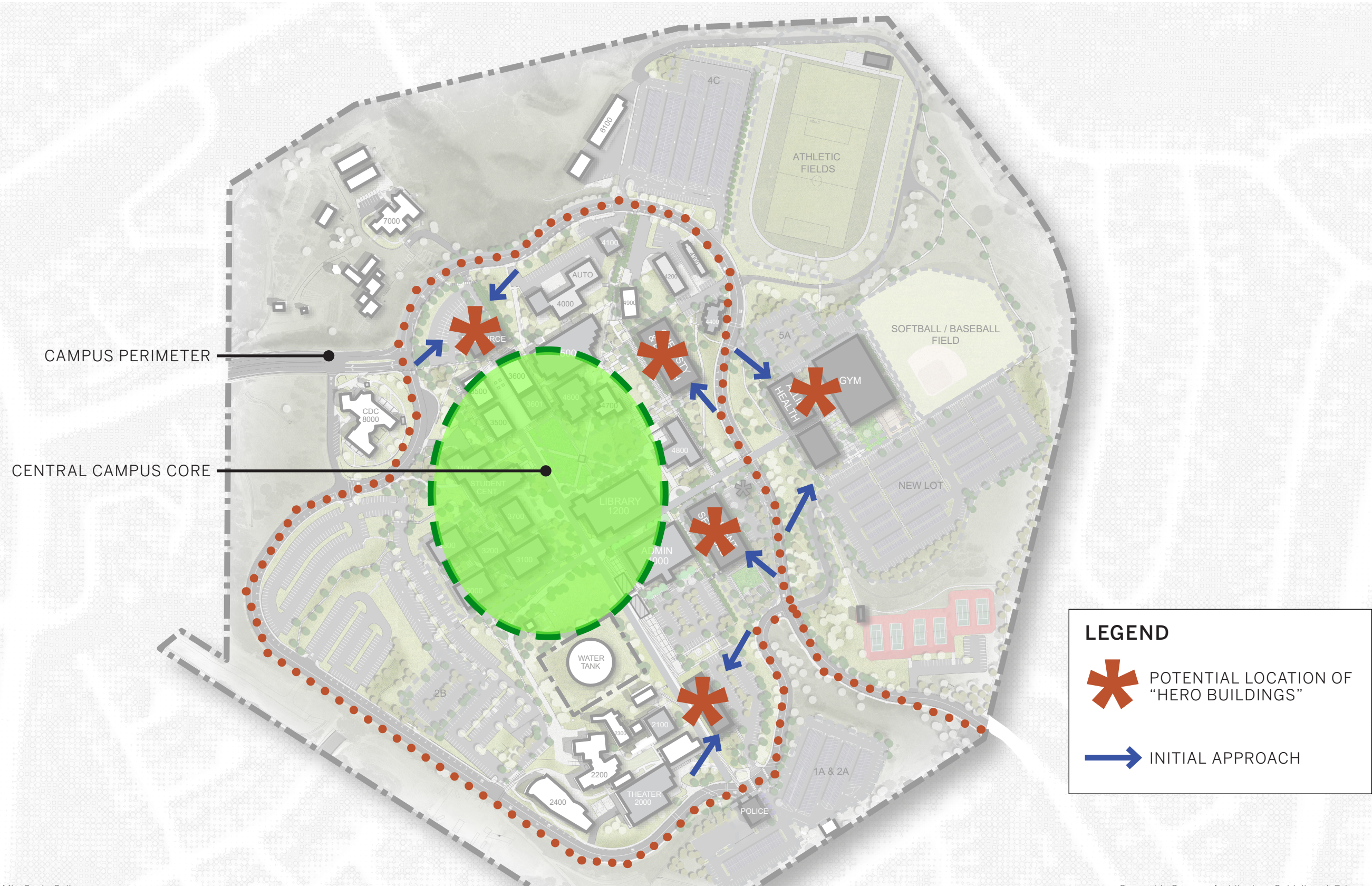
The new buildings shall consider orientation and design to take advantage of sunlight, wind direction, micro climates, and views. The buildings shall also provide shade and protection from these elements. The building shall reflect a design that responds to all four elevations with a façade treatment addressing visual connections and wayfinding cues.

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CAMPUS ARCHITECTURE ZONE DEFINITION

APPROACH

MiraCosta Oceanside Campus



LEGEND

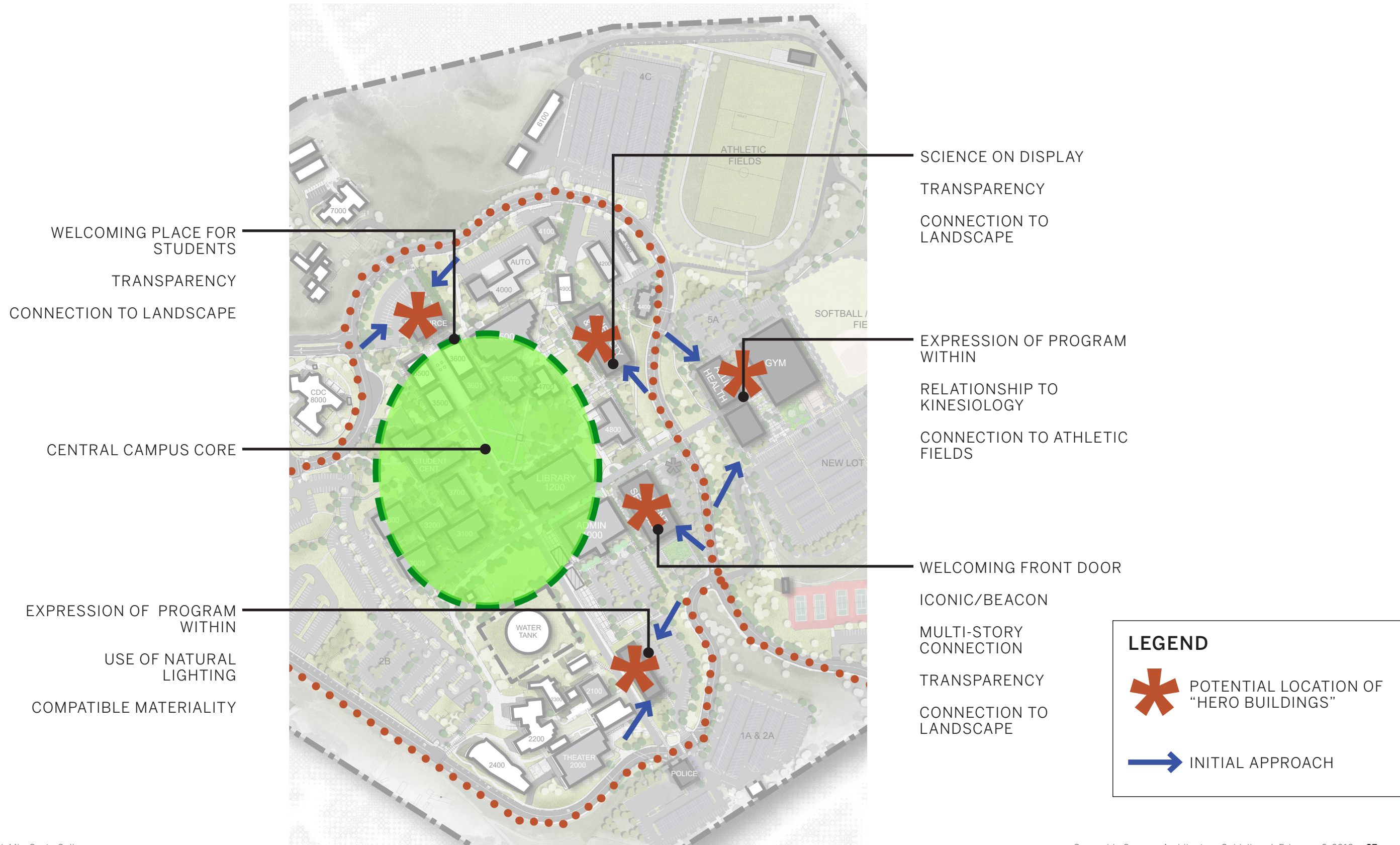
- POTENTIAL LOCATION OF "HERO BUILDINGS"
- INITIAL APPROACH

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CAMPUS ARCHITECTURE CONCEPTS

APPROACH

MiraCosta Oceanside Campus



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EXAMPLES OF CAMPUS ARCHITECTURE CONCEPTS

APPROACH

MiraCosta Oceanside Campus



Welcoming



Connection to Landscape



Inside Outside



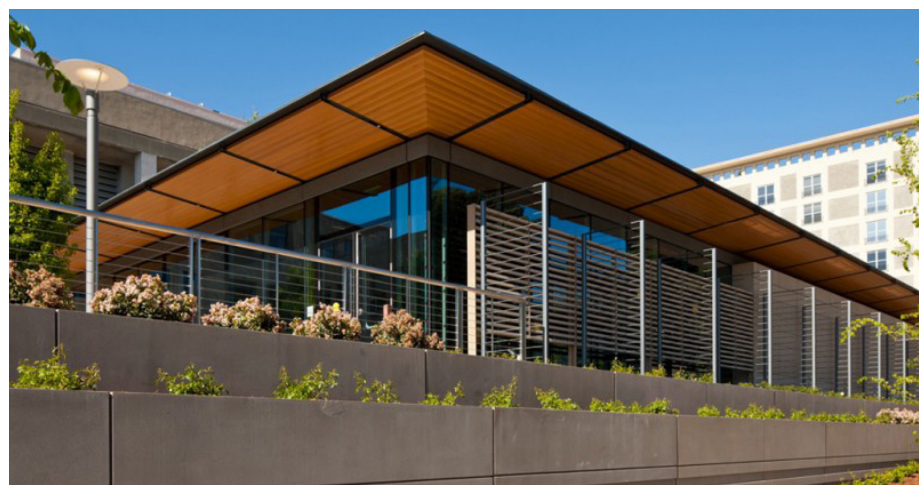
Transparency



Expression of Program Within



Form Follows Function



Roof Form



Warm Material Palette



Compatible Materials

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