



SOUTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT
2020 FACILITIES MASTER PLAN



SOUTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT

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Letter from the Chancellor

The Facilities Master Plan is a guide for future facilities decision making through the support of student learning and achievement. The purpose of this document is to identify a series of overarching guidelines and goals for broad campus development that lay a foundation upon which decisions about specific construction projects may be made throughout the life of the plan.

Like many community college districts in California, the South Orange County Community College District must address the challenge of aging facilities. Throughout the District's 50-plus year history in offering excellent education to our local students, we have worked to maintain facilities and provide an environment conducive to learning and innovation. The current plan upholds and expands upon that excellence by establishing broad campus-wide visions and goals for its facilities and grounds.

With the help of goal-oriented students and outstanding faculty, staff, and administrators, we look forward to an exciting future. This document is a bridge from the colleges' Educational Master Plans and is meant to be a living document to be reviewed, evaluated, revised, and updated throughout the 20-year life of the plan.

Planning for continuous improvement is a SOCCCD priority. It forms the basis for our commitment to exemplary academic programs and services. The SOCCCD community deserves credit for engaging in planning and embracing its future. I want to thank all those who participated in developing SOCCCD's many plans, including the reviews and discussions that contributed to the Facilities Master Plan.

Additionally, as campus leaders continue to plan for the gradual, phased transitional return of students, faculty, and staff back to the physical campuses, we understand, more than ever, that our facilities will influence greatly, our ability to offer the same levels of services to students in a safe manner that allows for physical distancing and proper protection when needed. This planning considers not only the current pandemic but the potential for future epidemics and pandemics that face our growing global community.

As an educational institution we must remain diligent in upholding our mission to serve, while also remaining nimble to offer services depending on our environment. The changes that COVID-19 has presented are reflected in this Facilities Master Plan. Adjustments and provision related to the pandemic, where applicable, have been made and are reflected throughout the plan.

Once again, many thanks to all who contributed to this document. These thoughtful and collaborative efforts are an essential hallmark of our work in a future with challenges that provide opportunities for creativity, innovation, and growth.

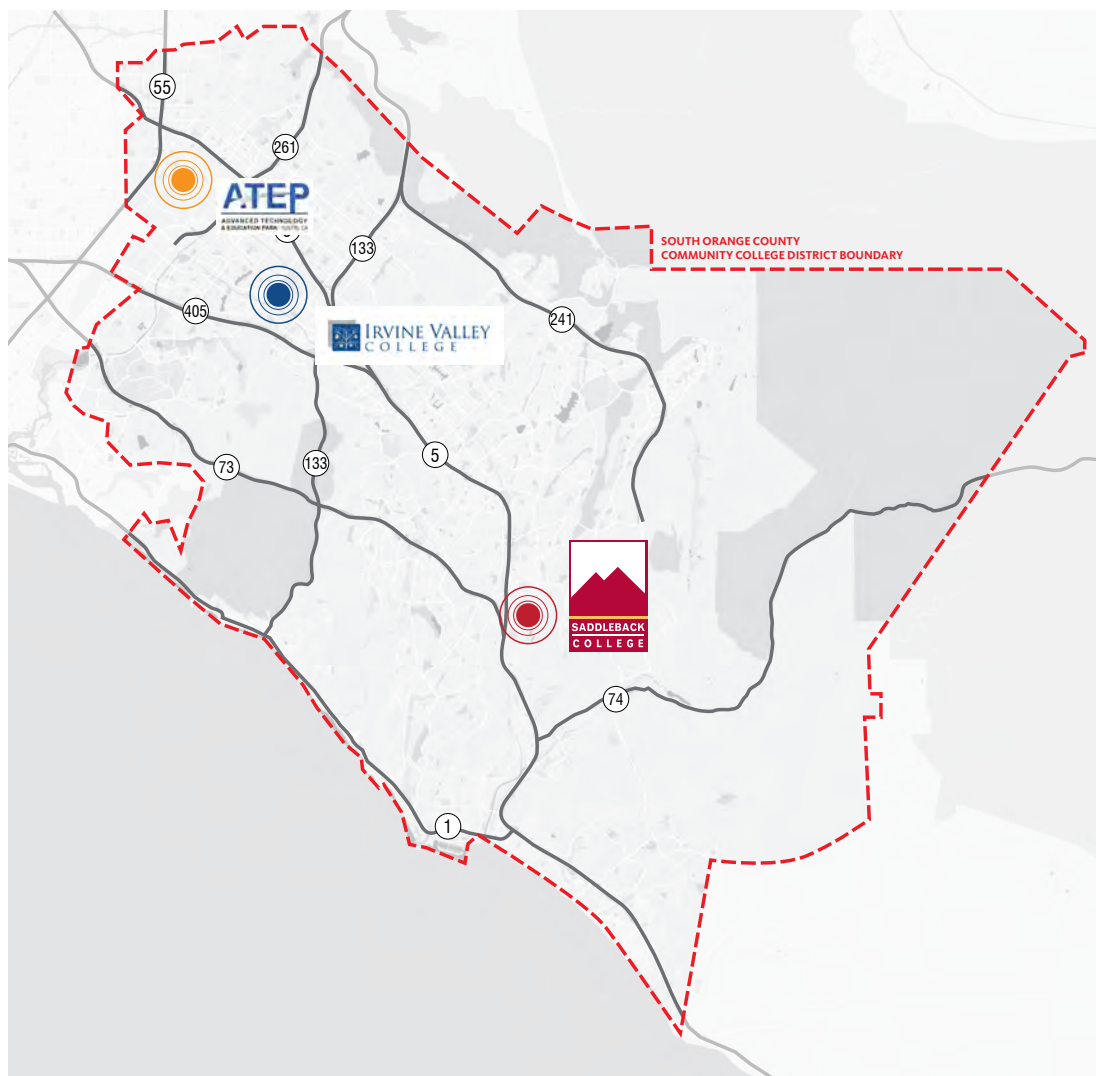
Sincerely,
Kathleen F. Burke, Ed.D.

Chancellor

District Overview

The South Orange County Community College District is a multi-campus district comprised of Saddleback College in the city of Mission Viejo, Irvine Valley College in the city of Irvine, and the Advanced Technology & Education Park (ATEP) in the city of Tustin.

The District is comprised of a 382 square-mile service area that stretches from San Diego County from the south to the city limits of Tustin, Irvine and Newport Beach and stretches from the Pacific Ocean northeast to the Santa Ana Mountains and Cleveland National Forest in south Orange County. The district currently serves nearly 1 million residents in 26 communities.



Mission

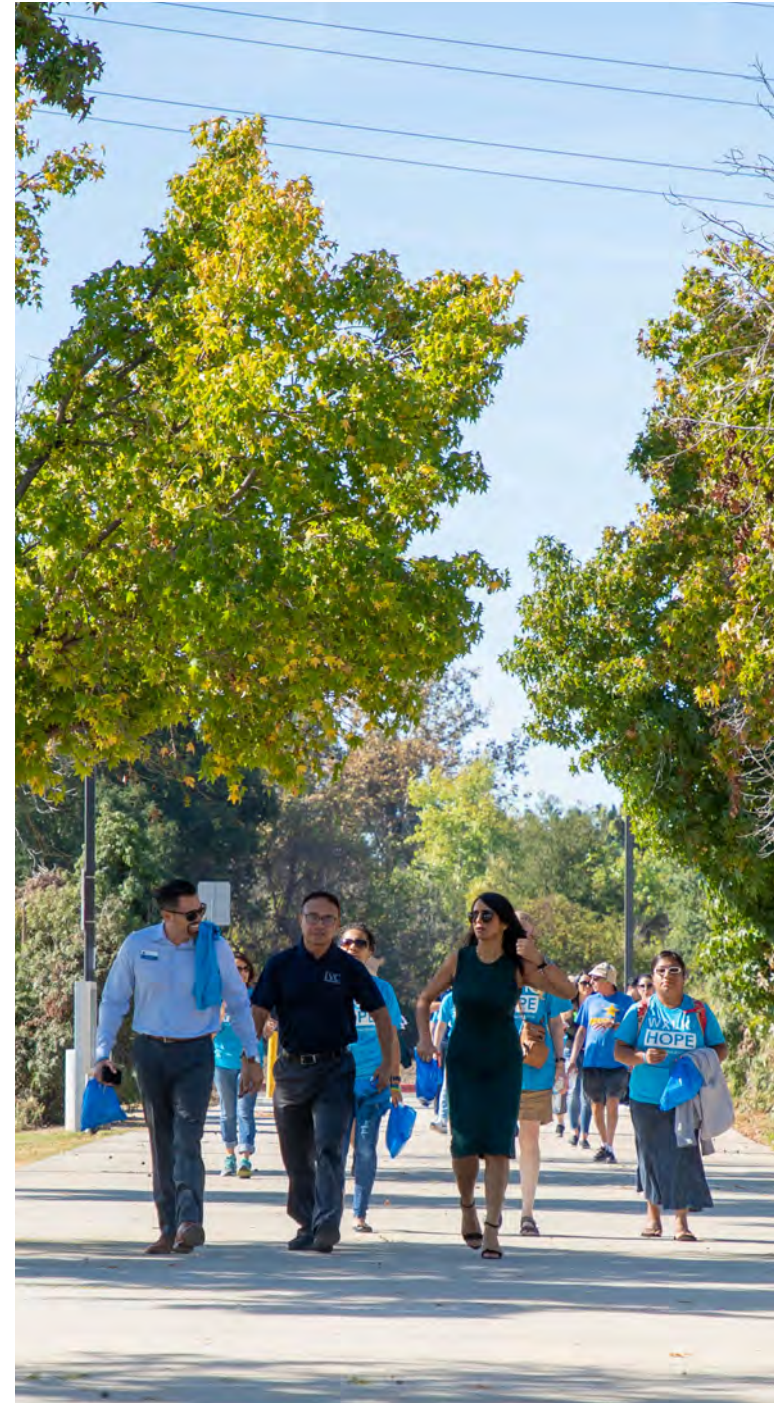
We provide a dynamic and innovative learning environment for diverse learners of all ages, backgrounds, and abilities. The District promotes access, success and equity to meet each student's goals of skills development, certificate, associate degree, transfer or personal enrichment. The SOCCCD contributes to the economic vitality of the region.

Vision

To be an educational leader in a changing world.

Core Values / Guiding Principles

We invest in our students' success, employees, facilities, and community, with wise use of our resources.



Purpose & Process

The South Orange County Community College District 2020 Facilities Master Plan (FMP) has been developed to serve as a guide for future development. It is informed by the District's EMSP and the College's Educational Master Plans, that serve as the foundation for facilities recommendations.

The development of the FMP took place during the 2019-2020 academic year and was finalized during the COVID-19 pandemic. Based on today's rapidly changing landscape, this FMP is designed to be flexible so that it can respond to unforeseen circumstances as they arise.

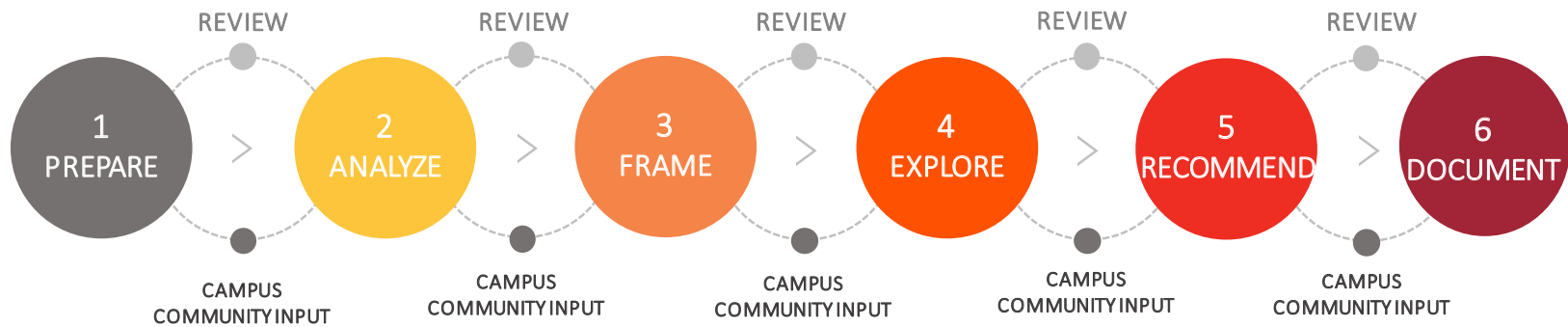
While the recommendations described in this FMP appear specific, they are conceptual sketches that highlight the location and purpose of improvements. The final design of each site and facility project will take place as projects are funded and detailed programming and design occurs.

The development of this FMP has been the result of a highly participatory process involving many constituencies. Throughout the planning process, a series of meetings, campus forums, surveys, and workshops were conducted to involve the many distinct and diverse voices of the SOCCCD community.



Planning Process

The FMP was developed from September 2019 through June 2020 through a collaborative 6-step process as outlined below and described on the following page.



		2019				2020															
		SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE										
		2 9 16 23 30	7 14 21 28	4 11 18 25	2 9 16 23 30	6 13 20 27	3 10 17 24	2 9 16 23 30	6 13 20 27	4 11 18 25	1 8 15 22 29										
1	PREPARE	[Active]																			
2	ANALYZE		[Active]																		
3	FRAME			[Active]																	
4	EXPLORE				[Active]																
5	RECOMMEND					[Active]															
6	DOCUMENT								[Active]												

Planning Process

STEP 1: PREPARE

- Established the FMP Task Force for each college, coordinated the timeline and scheduled activities
- Collected relevant planning information provided by the College
- Conducted campus vision sessions and on-line surveys

STEP 2: ANALYZE

- Analyzed EMSP goals, data and trends to inform the facilities planning discussions
- Conducted site visits with key personnel to observe existing conditions, patterns and uses
- Developed graphics to illustrate patterns and identify key issues to address in the FMPs

STEP 3: FRAME

- Clarified linkages from the EMSP to the FMP
- Developed program forecasts and the FMP Space Program
- Established facilities planning principles to serve as a guide for exploring options

STEP 4: EXPLORE

- Explored campus development options for review and discussion with each Task Force
- Developed preliminary recommendations for site and facilities development
- Strategized opportunities to maximize state funding opportunities and on-line surveys

STEP 5: RECOMMEND

- Shared preliminary recommendations with the campus
- Developed draft recommendations for College and District reviews
- Assisted the College in the approval process

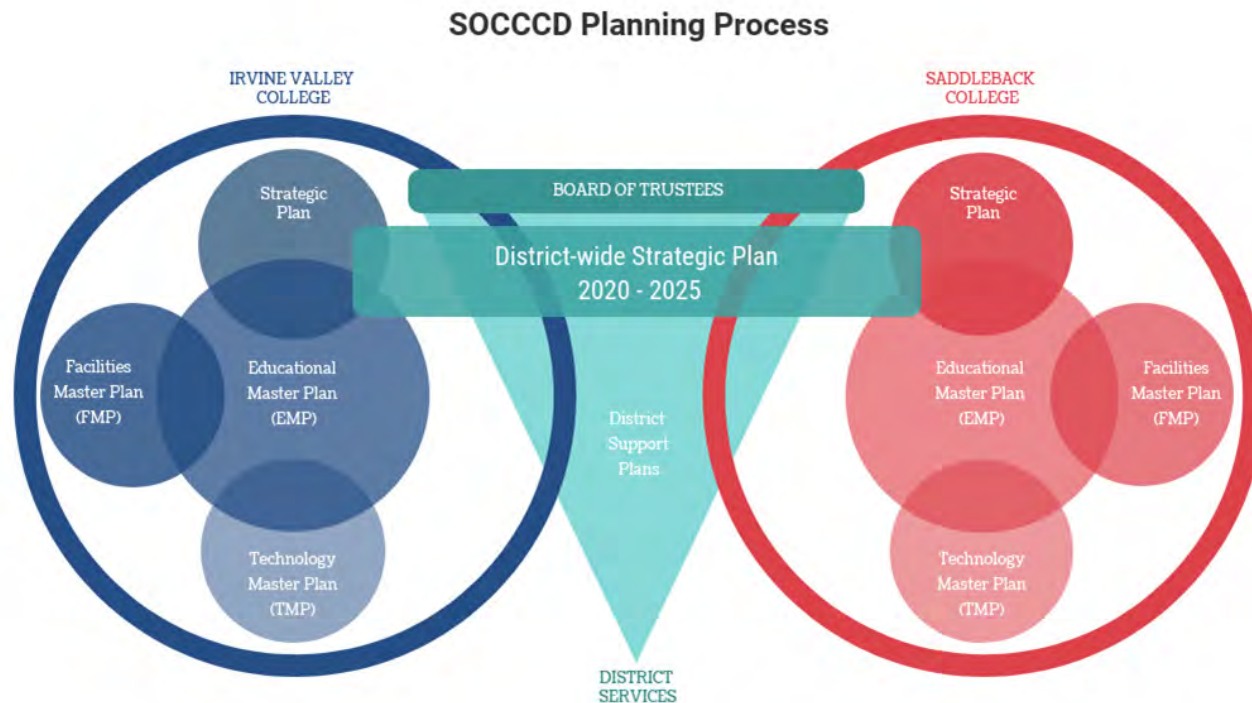
STEP 6: DOCUMENT

- Developed draft implementation planning information
- Prepared draft and final documents

EMSP Overview

The South Orange County Community College District (SOCCCD) District-wide Strategic Plan 2020-2025 articulates overarching institutional goals, desired outcomes, measurable objectives and targets that are the foundation for all other plans at the district and college levels. These district-wide goals and objectives constitute an overall strategic plan framework for the District and its two community colleges.

The District-wide Strategic Plan provides the foundation for all other plans, most importantly the college's Education Master Plans. Together, the SOCCCD Strategic Plan, the Saddleback College Education Master Plan and the Irvine Valley College Education Master Plan comprise the overall SOCCCD Education Master and Strategic Plan (EMSP). The EMSP provided the overall framework for this 2020 Facilities Master Plan as illustrated in the graphic below.



District Wide Goals

Ensure Student **Equity** in
Access and Achievement

1

All students have been provided equal access to a quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

Transform Lives Through
Learning and Achievements

2

The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

Engage with the **Community** through athletic
and cultural events, enrichment programs, and in
creating economic prosperity for all.

3

Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

Optimize Our Institutional
Design and Structure with a
Student-Centered Focus

4

Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.

Executive Summary

This section of the document provides the following information for each of the projects identified in the 2020 Facilities Master Plan:

- Location
- Project Description
- Construction Type
- Assignable and Gross Square Footage
- Total Cost Before Escalation
- Construction Fiscal Year Start and Finish Dates
- Total Cost After Escalation
- Funding Sources Available
- Future Basic Aid Funding Needed

The team worked with SOCCCD and its various representatives and consultants to derive an understanding of the projects envisioned for the Master Plan in order to generate a list of proposed projects. Based on information provided by SOCCCD, the type and size of each project was established and a probable cost of each project was estimated. The estimated cost of each project was broken down to define what portion of the total cost should be allocated to construction, contingencies (i.e. construction, design, and project contingencies), soft costs, and escalation.

In addition to the cost analysis described above, six phases of project delivery were defined for each project. The six phases include: Planning, Design, DSA Review & Approval, Bid & Award, Construction, and Project Closeout. The team then calculated an estimated cost and an appropriate schedule duration for each phase of every project.

Knowing the duration of each activity for every project, together with the cost of each such activity, enabled the team to then calculate the amount of funds that will be needed during each increment of time throughout the entire duration of the Master Plan through fiscal year 2039/40. The amount and timing of funds needed are displayed in the Estimated Cash Flow that is included at the end of this report.

Executive Summary Project List

The Project List spreadsheet that follows is a summary overview of the 2020 Facilities Master Plan projects to be completed through fiscal year 2039/40. The projects are listed in order of construction start date.

The information contained in some of the columns may not be fully evident, therefore, explanations and definitions are provided as follows:

ASSIGNABLE SQUARE FEET (ASF): The sum of all areas on all floors of a building that are available for assignment, such as classrooms, labs, offices, etc.

GROSS SQUARE FEET (GSF): The sum of all areas on all floors of a building included within the inside faces of the exterior walls.

TOTAL COST: The basic cost is determined by multiplying the GSF times a unit cost per square foot. The unit costs vary by type of building and are based upon standards from the California Community Colleges or professional cost estimates. Construction Cost is multiplied by a factor of 1.875. This factor covers such “soft” costs as architectural/engineering services, plan check approval, legal fees, testing/inspection, construction management, furniture, technology and equipment. The Total Cost estimated at this time for all projects is \$1,207,928,936.

TOTAL COST INCLUDING ESCALATION: Due to ongoing increases for both construction and “soft” costs, this column adds a 3% cost-of-living factor which is compounded annually to the year that construction commences. The Total Cost Including Escalation is estimated at \$1,418,488,246

POTENTIAL STATE FUNDING: This column shows potential sources of State revenue due to the fact that the project may qualify for capital outlay funding. The State revenues reduce the dollars noted in the Total Cost Including Escalation column. At this time, the estimated State match for potential projects is \$124,347,665.

BASIC AID FUNDING THROUGH FY 2020/21: Basic Aid Funding through FY 2020/21 reflects a total of \$210,489,630 already allocated from the District’s Basic Aid Funds.

FUTURE BASIC AID FUNDING NEEDED: Future Basic Aid Funding needed is the amount needed to completely fund each project after deducting funding shown in Potential State Funding Amounts and Basic Aid Funding through 2020/21 columns. The amount of future Basic Aid Funding needed is \$1,083,650,951.

Executive Summary Project List

LOCATION	PROPOSED PROJECTS	Construction Type	Cost Estimate Details (as of June 2020)		Total Cost 20 Year Plan	Construction Dates		Total Cost Including Escalation	Potential State Funding Amounts	Basic Aid Funding Through 2020/21	Future Basic Aid Funding Needed
			Assignable Square Feet (ASF)	Gross Square Feet (GSF)		Start	Finish				
IVC	PV Covered Parking Lot 6	New	NA	NA	4,290,000	2019/20	2020/21	4,290,000		4,290,000	-
IVC	B221 Labs Phase 2	Renovation	1,249	NA	2,100,000	2020/21	2020/21	2,100,000		2,100,000	-
IVC	B222 Labs Phase 3	Renovation	1,241	NA	2,100,000	2020/21	2021/22	2,131,080		600,000	1,531,080
IVC	Renovate Soccer & Practice Fields	Renovation	NA	NA	10,175,000	2020/21	2021/22	10,175,000		10,175,000	-
SC	Gateway Building	New	52,156	77,985	68,161,473	2020/21	2022/23	70,023,531	25,345,000	33,058,281	11,620,250
IVC	Fine Arts Building (FPP)	New	43,154	61,793	59,269,914	2020/21	2022/23	60,889,069	22,462,000	28,614,534	9,812,535
SC	ATAS Building	New	33,025	NA	69,227,000	2020/21	2022/23	69,227,000	-	69,227,000	-
SC	Parking Lot 12 Expansion & Softball	New	NA	NA	13,492,500	2021/22	2023/24	13,897,275			13,897,275
SC	Village Demo Phase 1 - ATAS	Demo	NA	NA	750,000	2022/23	2023/24	807,451		750,000	57,451
SC	Solar Canopy Project Phase 1	New	NA	NA	5,250,000	2022/23	2023/34	5,548,347			5,548,347
SC	ATEP - Culinary/Auto Tech	New	41,200	58,952	75,100,000	2022/23	2024/25	80,597,425		9,087,100	71,510,325
SC	ATEP Support	New	NA	NA	2,829,407	2024/25	2026/27	2,829,407			2,829,407
IVC	Fine Arts Promenade Landscape/Hardscape	New	NA	NA	7,169,000	2023/24	2023/24	7,791,386			7,791,386
IVC	Performing Arts Yard Renovation	New	NA	NA	1,002,085	2023/24	2023/24	1,089,082			1,089,082
SC	Village Demo Phase 2 - Gateway	Demo	NA	NA	750,000	2023/24	2023/24	815,408		750,000	65,408
SC	SM Building Reconstruction (FPP)	New	32,100	49,385	51,784,931	2023/24	2024/25	56,710,082	16,701,332	5,050,000	34,958,750
SC	Solar Canopy Project Phase 2	New	NA	NA	5,250,000	2024/25	2024/25	5,855,485			5,855,485
IVC	B300 Renovation (FPP)	Renovation	18,383	28,330	19,806,506	2024/25	2025/26	22,284,922	7,267,640		15,017,282
SC	TAS Renovation / Campus Support Ctr (FPP)	Renovation	23,608	36,601	21,464,348	2024/25	2025/26	24,150,212	7,722,905		16,427,307
IVC	Student Services/Student Union (2 Bldgs)	New	46,682	60,000	90,000,000	2024/25	2026/27	101,741,365		28,843,273	72,898,092
IVC	PE 200 Renovation (IPP)	Renovation	21,617	26,577	15,588,643	2025/26	2026/27	18,032,373	5,352,918		12,679,455
SC	Fine Arts Complex Renovation (IPP)	Renovation	45,983	52,599	45,078,026	2025/26	2026/27	52,144,615	15,115,280		37,029,335
SC	PE Complex Replacement (IPP)	New	40,141	55,900	43,771,339	2026/27	2027/28	52,732,780	14,142,199		38,590,581

Executive Summary Project List

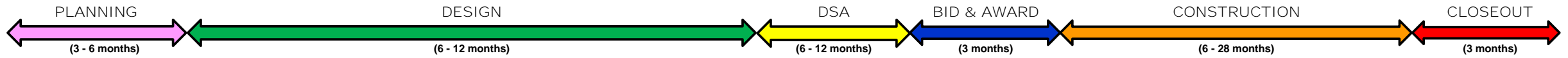
LOCATION	PROPOSED PROJECTS	Construction Type	Cost Estimate Details (as of June 2020)		Total Cost 20 Year Plan	Construction Dates		Total Cost Including Escalation	Potential State Funding Amounts	Basic Aid Funding Through 2020/21	Future Basic Aid Funding Needed
			Assignable Square Feet (ASF)	Gross Square Feet (GSF)		Start	Finish				
IVC	Instructional Building - A Quad (IPP)	New	20,712	29,000	29,733,731	2026/27	2027/28	35,821,210	10,238,391	505,005	25,077,814
IVC	Campus Police & IT	Renovation	9,885	12,361	10,429,594	2027/28	2027/28	12,702,210			12,702,210
IVC	B200 Improvements - Classrooms/Offices	Renovation	20,749	34,131	22,398,469	2027/28	2028/29	27,487,634			27,487,634
SC	Solar Canopy Project Phase 3	New	NA	NA	5,250,000	2027/28	2028/29	6,432,055			6,432,055
SC	Solar Canopy Project Phase 4	New	NA	NA	5,250,000	2027/28	2028/29	6,432,055			6,432,055
SC	M&O Grounds & Transportation	New	NA	NA	8,520,094	2028/29	2029/30	10,788,551			10,788,551
IVC	M&O Bldg (Re-purpose Police Bld)	Renovation	5,287	8,228	9,000,000	2028/29	2029/30	11,396,231			11,396,231
IVC	PE 100 Demo & New Construction	New	12,042	14,878	28,453,009	2028/29	2030/31	36,803,822			36,803,822
IVC	Parking Lot Reconfiguration (Lots 1-4) and PV Over Parking (Lots 1-5)	New	NA	NA	20,145,000	2030/31	2031/32	27,489,629			27,489,629
SC	Student Union & Parking	New	42,250	65,000	100,443,750	2030/31	2032/33	136,216,888		3,378,275	132,838,613
IVC	AdminIstration & A Quad Landscape	New	14,300	22,000	35,250,000	2030/31	2032/33	47,852,027			47,852,027
SC	Parking Structure (Lot 10)	New	NA	NA	54,140,625	2032/33	2033/34	77,129,139			77,129,139
SC	AGB Demo & Quad Extension & Pedestrian Bridges	Demo/New	NA	NA	12,750,000	2032/33	2033/34	18,284,640			18,284,640
IVC	Library Renovation	Renovation	26,243	33,478	21,969,938	2034/35	2035/36	33,195,186			33,195,186
IVC	Community Trail	New	NA	NA	10,191,920	2035/36	2036/37	15,994,313			15,994,313
SC	Arboretum Trail	New	NA	NA	25,479,801	2037/38	2038/39	41,952,133			41,952,133
SC	Wellness Center & Volleyball / Demo PE 600	New	11,209	25,000	17,779,833	2038/39	2039/40	30,314,228			30,314,228
IVC	Infrastructure	New	NA	NA	20,500,000	2020/21	2028/29	20,500,000			20,500,000
IVC	Scheduled Maintenance Projects (5 yrs)	New	NA	NA	20,000,000	2020/21	2024/25	20,000,000		3,828,162	16,171,838
SC	Infrastructure	New	NA	NA	47,500,000	2020/21	2031/32	47,500,000			47,500,000
SC	Infrastructure (Electrical & 12KV)	New	NA	NA	27,000,000	2020/21	2034/35	27,000,000		6,900,000	20,100,000
DIST	District-wide ADA Project	New	NA	NA	27,000,000	2020/21	2028/29	27,000,000		3,000,000	24,000,000
DIST	District-wide ATEP Site Development	New	NA	NA	20,000,000	2021/22	2039/40	20,000,000			20,000,000
DIST	District-wide Planning	New	NA	NA	14,333,000	Every 5 years		14,333,000		333,000	14,000,000
TOTAL:					1,207,928,936			1,418,488,246	124,347,665	210,489,630	1,083,650,951

Project Phases

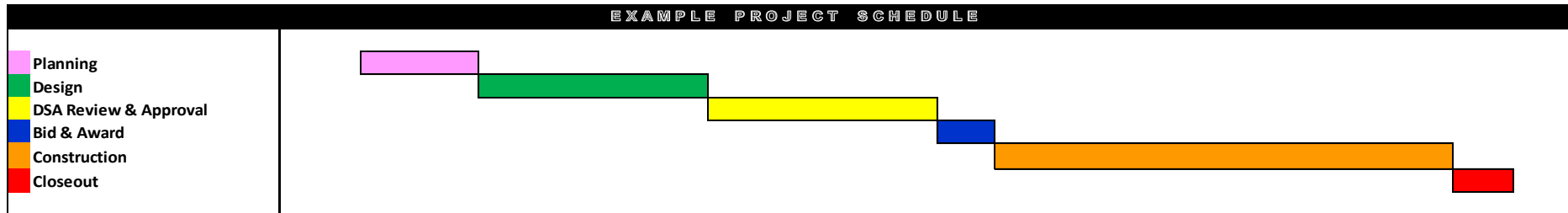
The diagram on the following page describes the various phases associated with the construction of a building from the earliest planning stages through construction and project closeout. Specifically, it indicates the six (6) stages of project development as follows: Planning, Design, DSA Review, Bid and Award, Construction and Closeout.

The purpose of this exhibit is to convey the specific tasks under each phase and provide a better understanding of the construction process and the multitude of procedural steps that are necessary to implement a facility project. It is not uncommon for a project to take 31-60 months from conception (Planning) to move-in (Closeout).

Project Phases



PLANNING & PROGRAMMING	SCHEMATIC DESIGN	DESIGN DEVELOPMENT	CONSTRUCTION DOCUMENTS	DSA REVIEW	BID & AWARD	CONSTRUCTION	OCCUPANCY	CLOSEOUT
Establish goals Procure professional services Collect facts Test concepts Determine needs Define the problem Function Form Budget Schedule Describe space requirements Use / type of space Ancillary / support space Adjacency requirements Amount of area Number of people Furnishings & equipment District/College review & approval	Site relationship Bubble or block diagrams (adjacencies) Circulation & access diagrams Preliminary floor plans Building Massing Design concepts / system selections Architectural Civil Structural Mechanical Electrical Budget Update Schedule Update District/College review & approval	Dimensioned Floor plans Building sections Exterior elevations Typical details Selection of finishes Outline specifications Framing system definition Exterior envelope definition Engineering systems definition Major equipment selections Budget Update Schedule Update District/College review & approval	Drawings Specifications Contract forms and conditions General requirements General conditions Bidding requirements Bid forms Constructability reviews Value engineering reviews Budget Update Schedule Update BIM Studies (if applicable) District/College review & approval	Presubmittal meeting DSA submittal package Bin time DSA review DSA review meetings DSA comments Response to DSA comments DSA Backcheck DSA Stampout	RFQ / RFP RFP response(s) Evaluate RFP response(s) Interview(s) Selection / recommendation Contract negotiations Preparation of Board Docket Recommendation to Board Board approval to award Execution of contract Notice to proceed	Update BIM Doc's (if applicable) A/E Construction Administration Services Submittal Review & Approval RFI's / ASI's Change Orders Pay Application Certification Field Observations Punch List / Final Inspections Commissioning Owner Rep / Project Manager Services IOR Services Material Testing & Engineering Services M & O Training FF&E Purchase / Install	Move Management Services Moving Company Services User Punchlists FF&E Purchase	As-Builts M&O Manuals Warranties Final BIM Doc's (if applicable) Reconcile all financial matters Settlement of disputes Final lien releases Consent of Surety Final payments Notice of Completion DSA Certification



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IRVINE VALLEY
COLLEGE

Letter from the President

Welcome to the Irvine Valley College (IVC) Facilities Master Plan. This document is the result of a year-long collaborative planning process with our college stakeholders and district services of the South Orange County Community College District (SOCCCD). The plan was designed to address the evolving needs of the campus to best serve the future needs of our students.

In this ever-changing world, this document reflects a great deal of engagement and energy that occurred between constituent groups who came together to envision how we should prioritize and plan for tomorrow. As part of the process, forums were held to solicit input from faculty, staff, students, administrators, the community, and district colleagues. This allowed for the development of reoccurring themes such as the need for technology, sustainability and the creation of attractive, flexible learning environments, which would work in tandem with our college Educational Master Plan. Toward the end of our process, the COVID-19 pandemic struck, which did not hinder the collegial spirit of our community and the work was successfully concluded using online technologies.

IVC's plan promotes the notion of Accreditation Standard III.B.4 calling for long-range capital plans that support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. As such, our plan supports the college's four strategic planning goals prioritized as 1) ensuring equity in access and achievement; 2) transforming lives through learning and achievement; 3) engaging with community through athletics and cultural events, enrichment programs, and creating economic prosperity for all; and 4) optimizing our institutional design and structure with a student-centered focus.

We appreciate that planning for the future of modern instruction and learning facilities will not only attract students to IVC but will also provide them with the best opportunities to succeed in their educational mission. The long term view of the college taken in this plan will allow us to thoughtfully and strategically address our most significant facilities challenges and opportunities.

DR. CINDY VYSKOCIL, ED.D.

ACTING PRESIDENT





Vision

Irvine Valley College is a premier educational institution that provides students avenues for success through exceptional services and dynamic partnerships.

Mission

Irvine Valley College offers clear and guided pathways to transfer opportunities, certificates, associate degrees, employment, and further education to a diverse and dynamic local and global community. We support student access, success, and equity. IVC fosters economic and workforce development through strategic partnerships with business, government, and educational networks.

Participation

The Facilities Master Plan Task Force, consisting of faculty, staff, students, and administrative representatives, was the lead group collaborating closely with the Planning Team throughout the planning process. The group met on a regular basis to review information, explore ideas, evaluate options and support recommendations for site and facilities improvements.

In addition to the Task Force discussions, the IVC community was invited to participate in campus forums and surveys. Information collected was used to inform along with planning discussions throughout the process.

Irvine Valley College

Cindy Vyskocil, Acting President

Christopher McDonald, Vice-President for Instruction

Linda Fontanilla, Vice-President for Student Services

Davit Khachatryan, Vice-President for College Administrative Services

June McLaughlin, Academic Senate President

Diane Oaks, Executive Director of Marketing and Creative Services

Nick Wilkening, Director of Technology Services

Amy Hunter, Classified Senate President

Feras Khatib, ASIVC President

Jared Lessard, Senior Research and Planning Analyst

Jeff Hurlbut, Director, IVC Facilities

Brianna Ross, ASIVC President (2020-21)

District Services

Ann-Marie Gabel, Vice Chancellor of Business Services

Medhanie Ephrem, Executive Director of Facilities Planning

Mary Opel, Director Facilities Planning

Denice Inciong, District Director of Research, Planning and Data Management

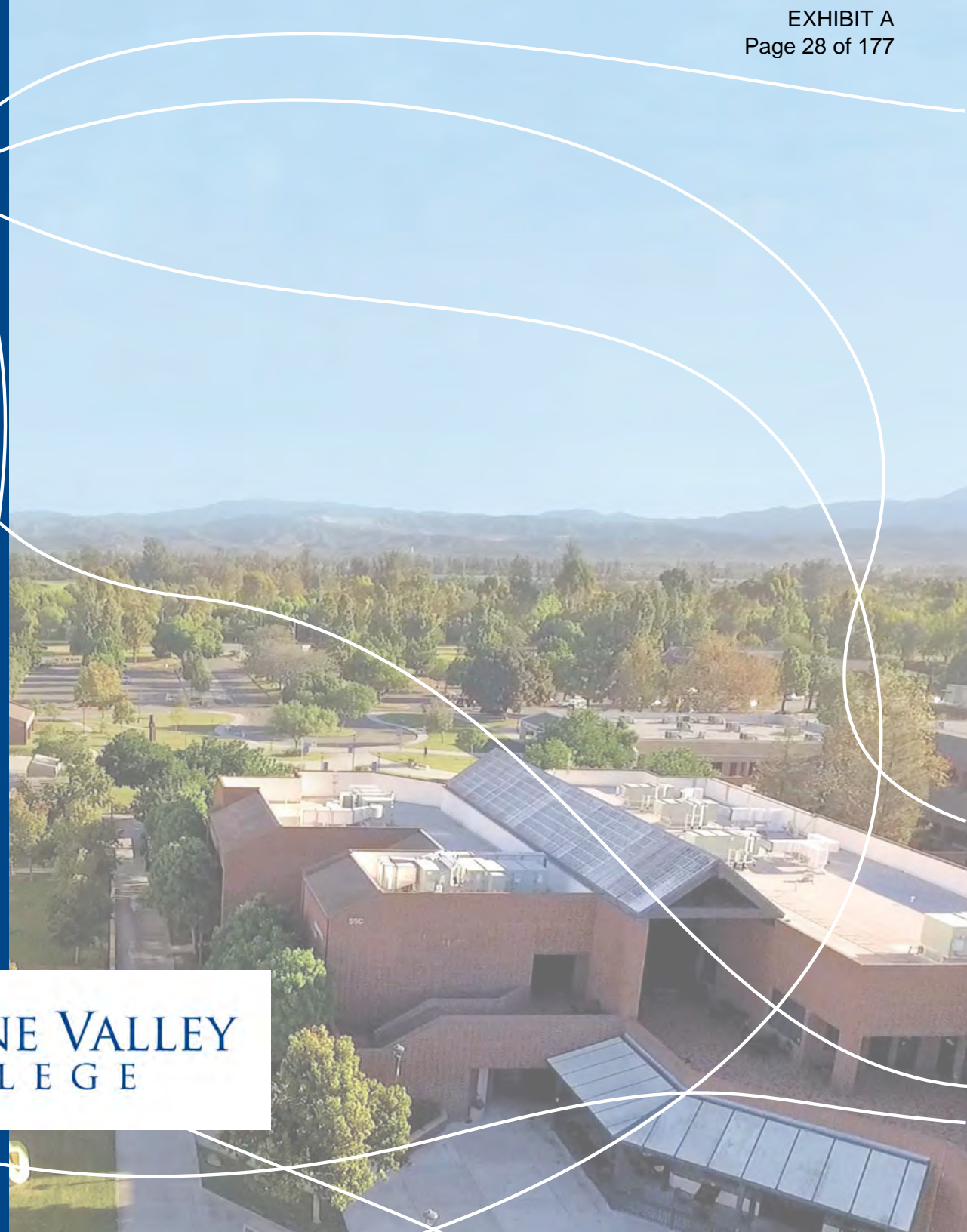
Judy Perez, Program Research Analyst



EXISTING CONDITIONS



IRVINE VALLEY
COLLEGE



EXISTING CONDITIONS

Overview

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in the FMP. The information was based on meetings with college staff, campus tours, campus forums, and discussions with the IVC Facilities Master Plan Task Force.

The findings are summarized in a series of graphic plans that illustrate patterns and characteristics to guide future development.

This chapter includes the following sections:

- Existing Campus
- Development History
- Facilities Condition Index
- Favorite/Least Favorite Places
- Places to Focus
- Places to Socialize
- Places to Recharge
- Pedestrian Movement + Open Space
- Vehicular Circulation + Parking



Existing Campus

Irvine Valley College (IVC) is located in Irvine, California, approximately 45 miles southeast of Los Angeles. Originally a satellite campus to Saddleback, the Irvine Valley College campus has expanded to approximately 100 acres and 25 permanent structures on two sites.

The main campus is bounded by three major arterial collectors; Barranca Parkway to the south, Jeffrey Road to the west and Irvine Center Drive to the north, and contains roughly 466,000 square feet of academic, student service and support building space.

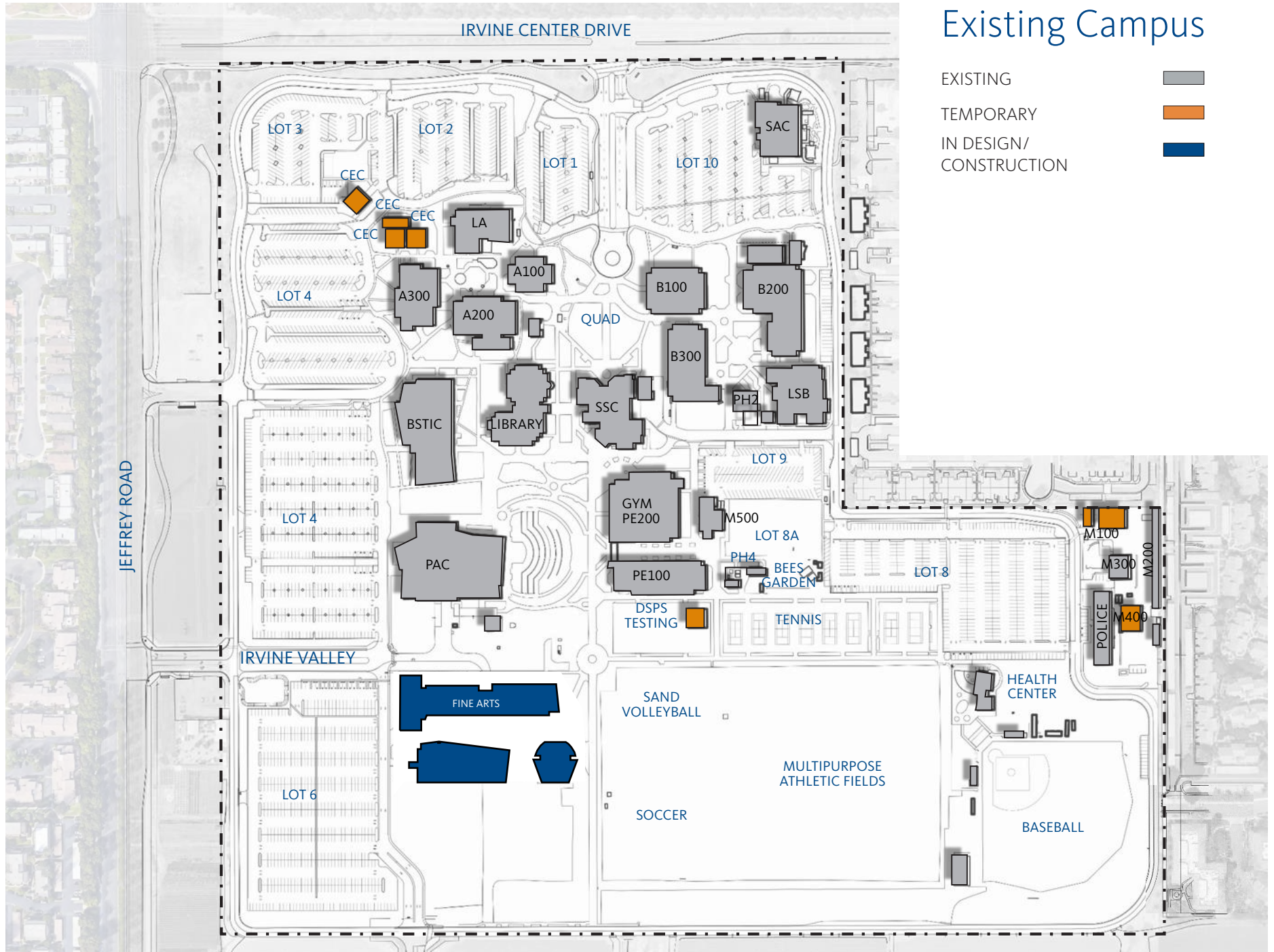
The Integrated Design, Engineering and Automation (IDEA) Building is located at the Advanced Technology and Education Park (ATEP) in the city of Tustin. The IDEA Building contains over 32,000 square feet of academic, student services and support building space and provides unique learning opportunities for students.

The existing IVC Campus Plan and a portion of ATEP are illustrated on these pages and provide the base conditions for the 2020 Facilities Master Plan.



Existing Campus

- EXISTING
- TEMPORARY
- IN DESIGN/
CONSTRUCTION



Development History

Irvine Valley College was originally established as a satellite campus to Saddleback College in 1979 as the south Orange County area experienced significant population growth. The original campus site was 20 acres and included a cluster of buildings located on the northwest quadrant of the site (currently known as the A Quad).

Responding to continued growth in the community and expansion of academic services throughout the 1980's, IVC established independent college status in 1985 and became an accredited institution in 1989.

Today, the main campus has expanded to 100.4 acres and contains roughly 466,000 square feet of academic, student service and support building space. The most recent building to open was the IDEA Building, located on the ATEP site. The graphic on the following page illustrates the development with buildings color-coded based on the decade of original construction.



Development History



1970s 



1980s 



1990s 



2000s 



2010s 

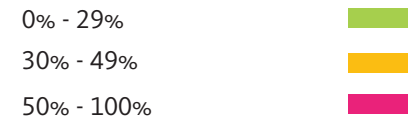
Facilities Condition

A comprehensive Facility Condition Assessment was conducted in 2013 to assess the status of each building in the District. A Facility Condition Index (FCI) was calculated for each facility assessed and was referenced during the planning process. The FCI is used to quantify a facility's physical condition at a specific point in time, and is calculated using the estimated cost of maintenance/repair requirements, and the Current Replacement Value (CRV) of the building.

For example, if a building's replacement value is \$10,000,000 and the cost of correcting its existing deficiencies is \$3,000,000, the building's FCI is $\$3,000,000 \div \$10,000,000 = 0.30$ or 30%. The larger the FCI, means a poorer condition of the facility.



Facilities Condition



Favorite/Least Favorite Places

At the start of the planning process, the Irvine Valley College community was invited to participate in a Campus Forum. Students, faculty, staff, and administrators engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

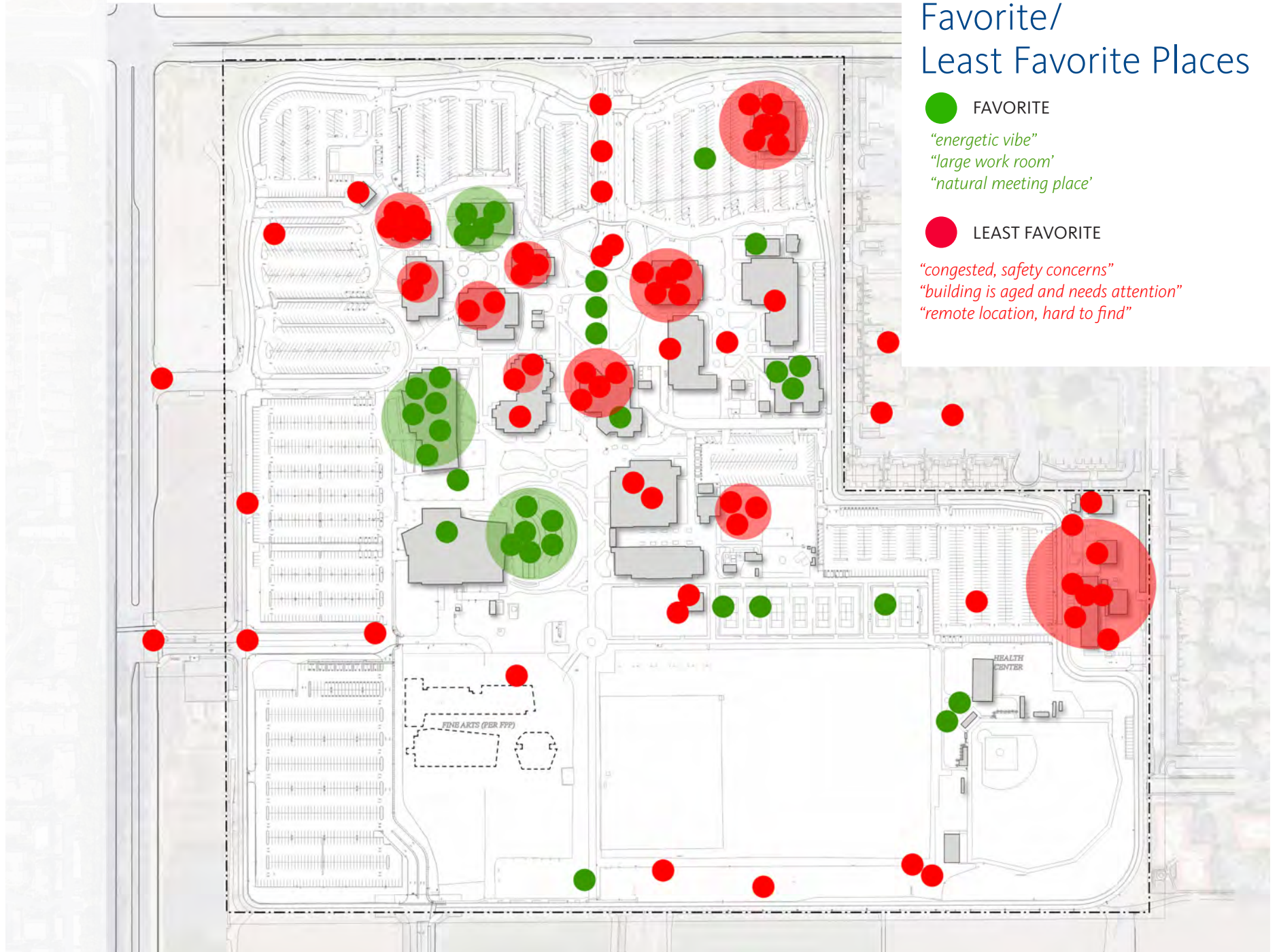
This chapter includes some of these results alongside our existing campus data to correlate the relationship between objective existing conditions and subjective community perceptions. The following pages illustrate the portion of the findings most relatable to existing spaces on campus and typical travel pathways.



Favorite/ Least Favorite Places

FAVORITE
“energetic vibe”
“large work room”
“natural meeting place”

LEAST FAVORITE
“congested, safety concerns”
“building is aged and needs attention”
“remote location, hard to find”



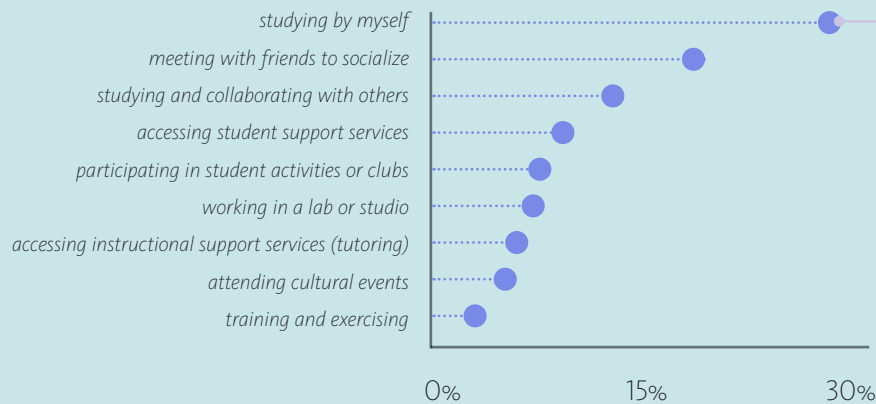
Places to Focus

Respondents were asked to identify their favorite place on campus to focus or study. The results are described in the graphic and illustrate the preferred places on campus according to the number of responses.

Additionally, respondents were asked about the typical ways to spend their time on campus while not in class. The results are summarized in the graphics below.



When you are not in class, how do you spend your time on campus?



1 of 3
students spend their time on campus **studying alone when they are not in class**

Places to Focus

WHY?

"quiet, laptop room, comfort"
"good for asking for help"

38%

library

33%

office

30%

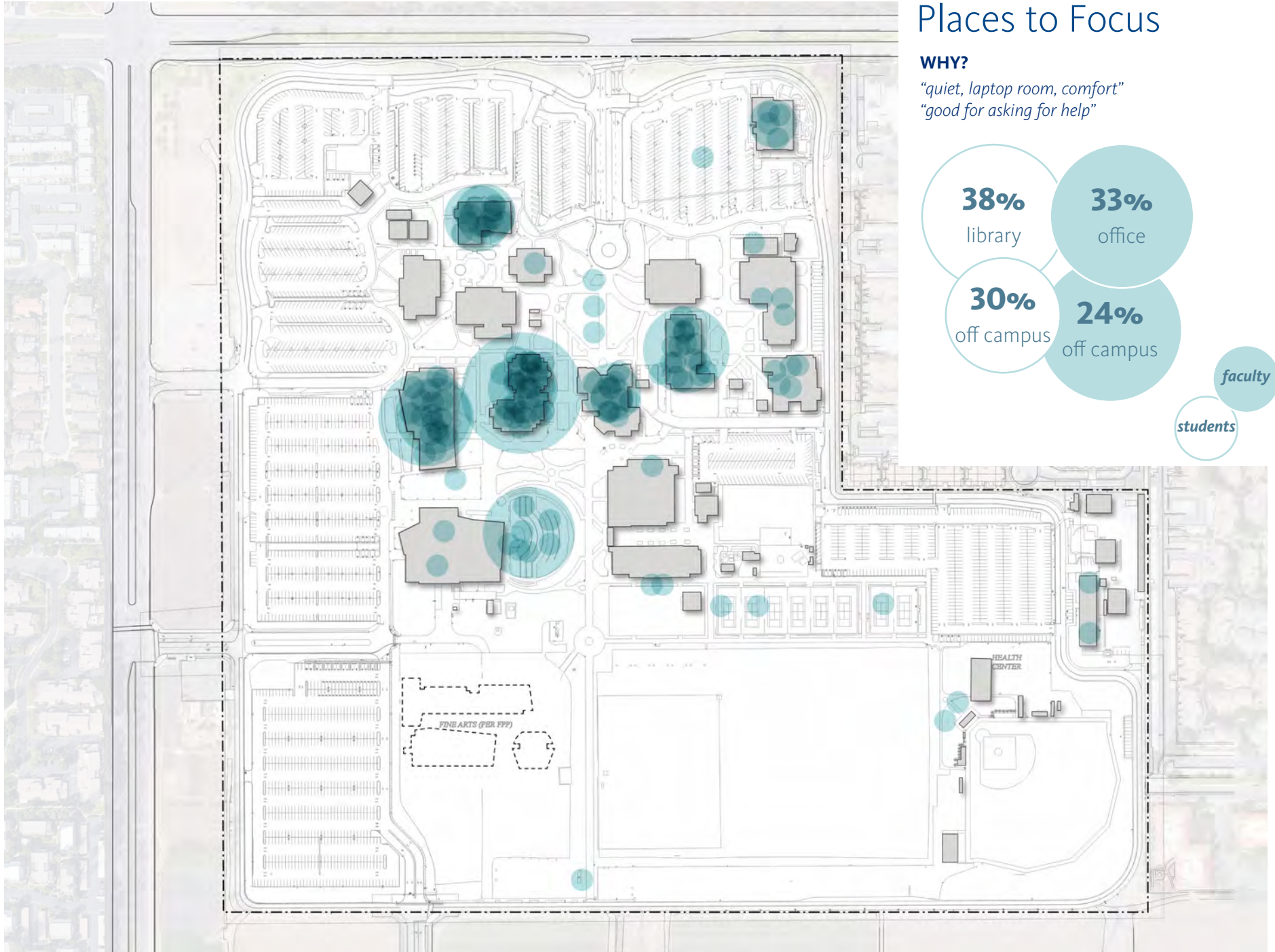
off campus

24%

off campus

faculty

students



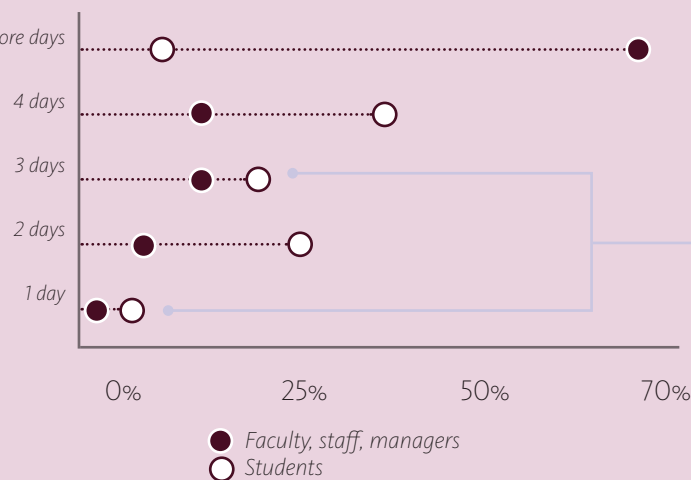
Places to Socialize

Respondents were asked to identify their favorite place on campus to socialize and connect with others. The results are described in the graphic and illustrate the most preferred places on campus according to the number of responses.

Additionally, respondents were asked about how many days they spend on campus in a typical week. The results are summarized in the graphics below.



During a typical week, how many days do you spend on campus?



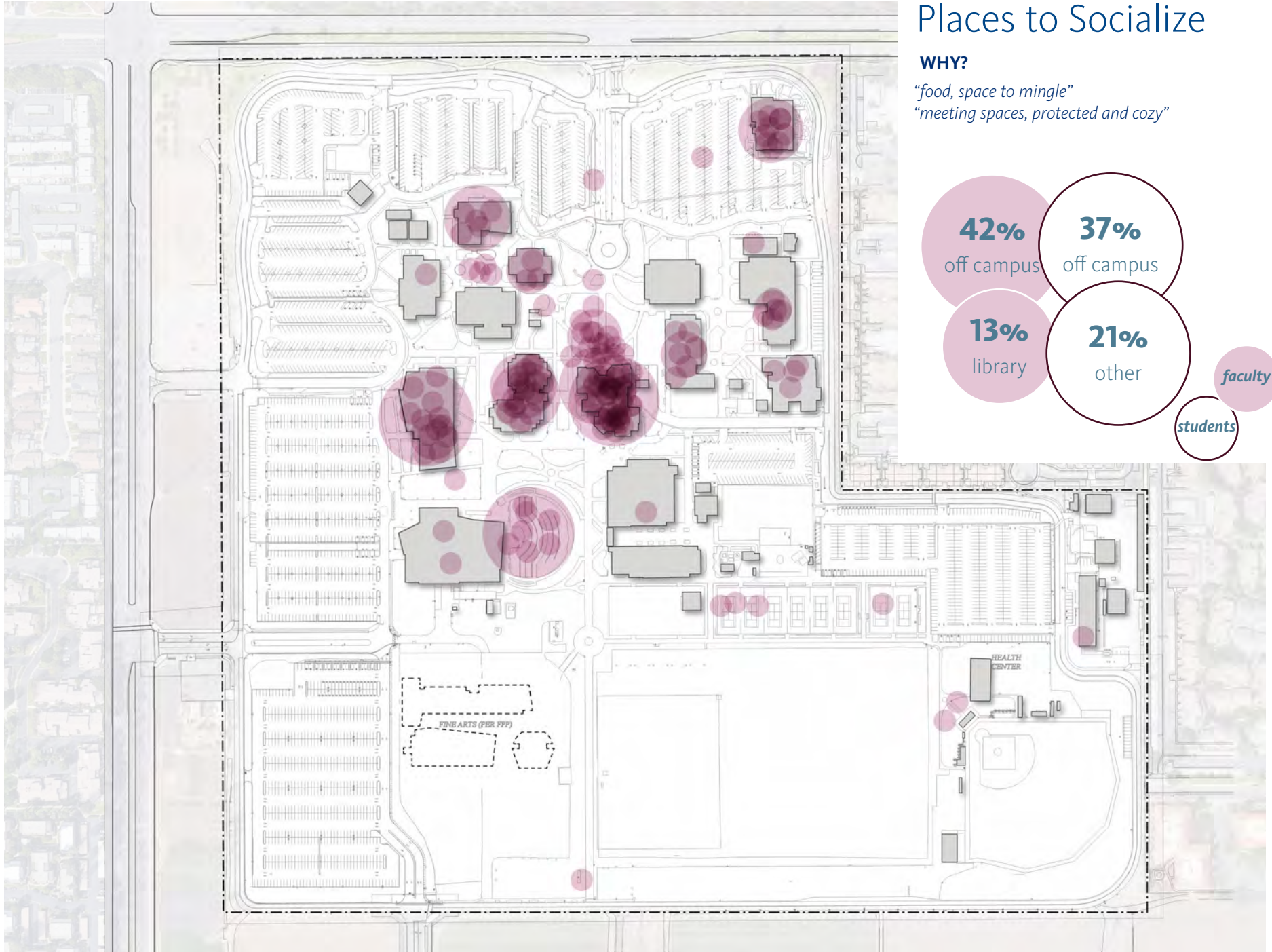
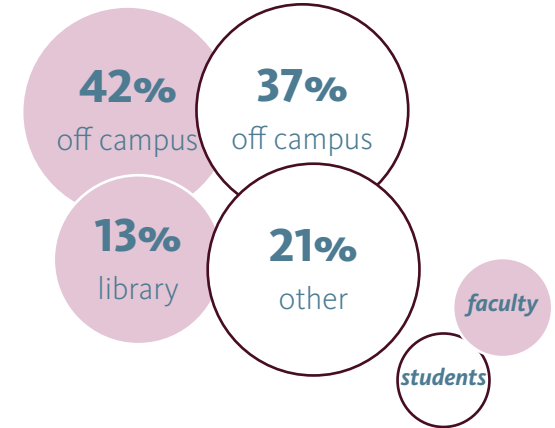
69%
of faculty come to campus 5 days per week or more compared to **8%** of students

54%
of students spend **1-3 days** on campus per week

Places to Socialize

WHY?

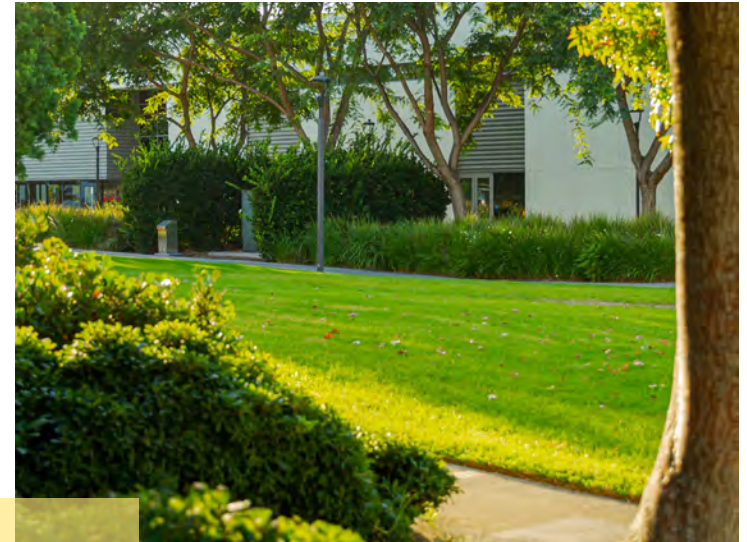
"food, space to mingle"
"meeting spaces, protected and cozy"



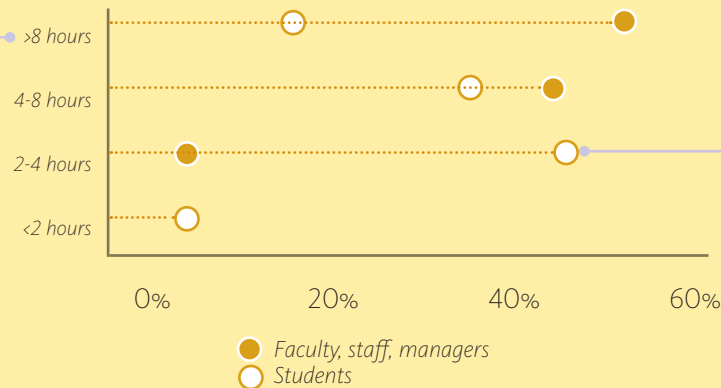
Places to Recharge

Respondents were asked to identify their favorite place on campus to recharge and relax. The results are described in the graphic and illustrate the most preferred places on campus according to the number of responses.

Additionally, respondents were asked about how much time they spend on campus each visit. The results are summarized in the graphics below.



On average, how much time do you spend on campus each visit?



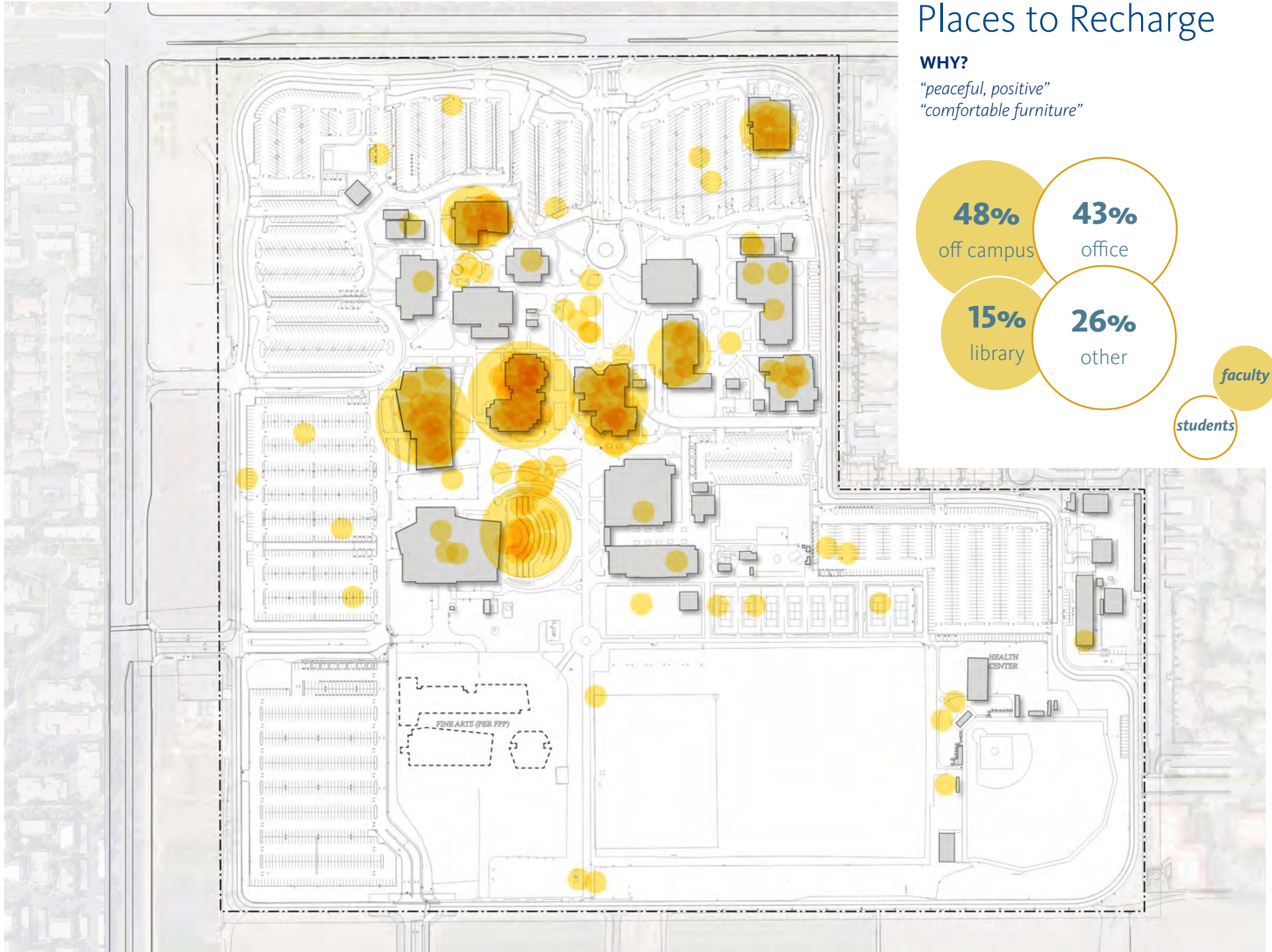
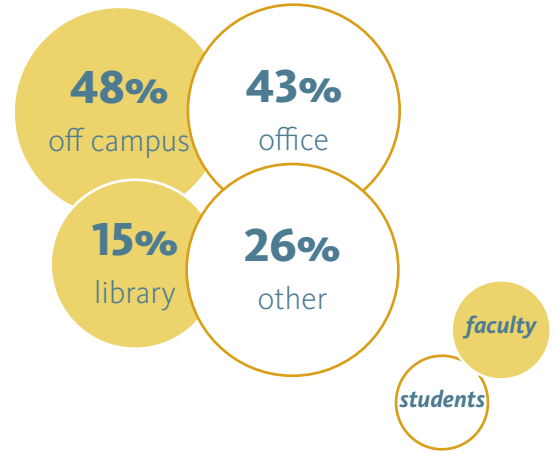
51%
of faculty come more than 8 hours on campus each visit compared to **15% of students**

1 of 2
students spend **4 hours or fewer** on campus during each visit

Places to Recharge

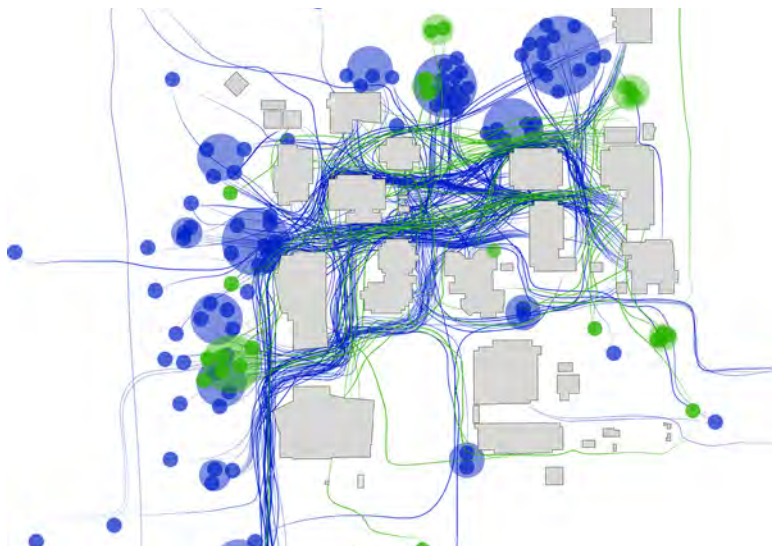
WHY?

"peaceful, positive"
"comfortable furniture"



Pedestrian Movement + Open Space

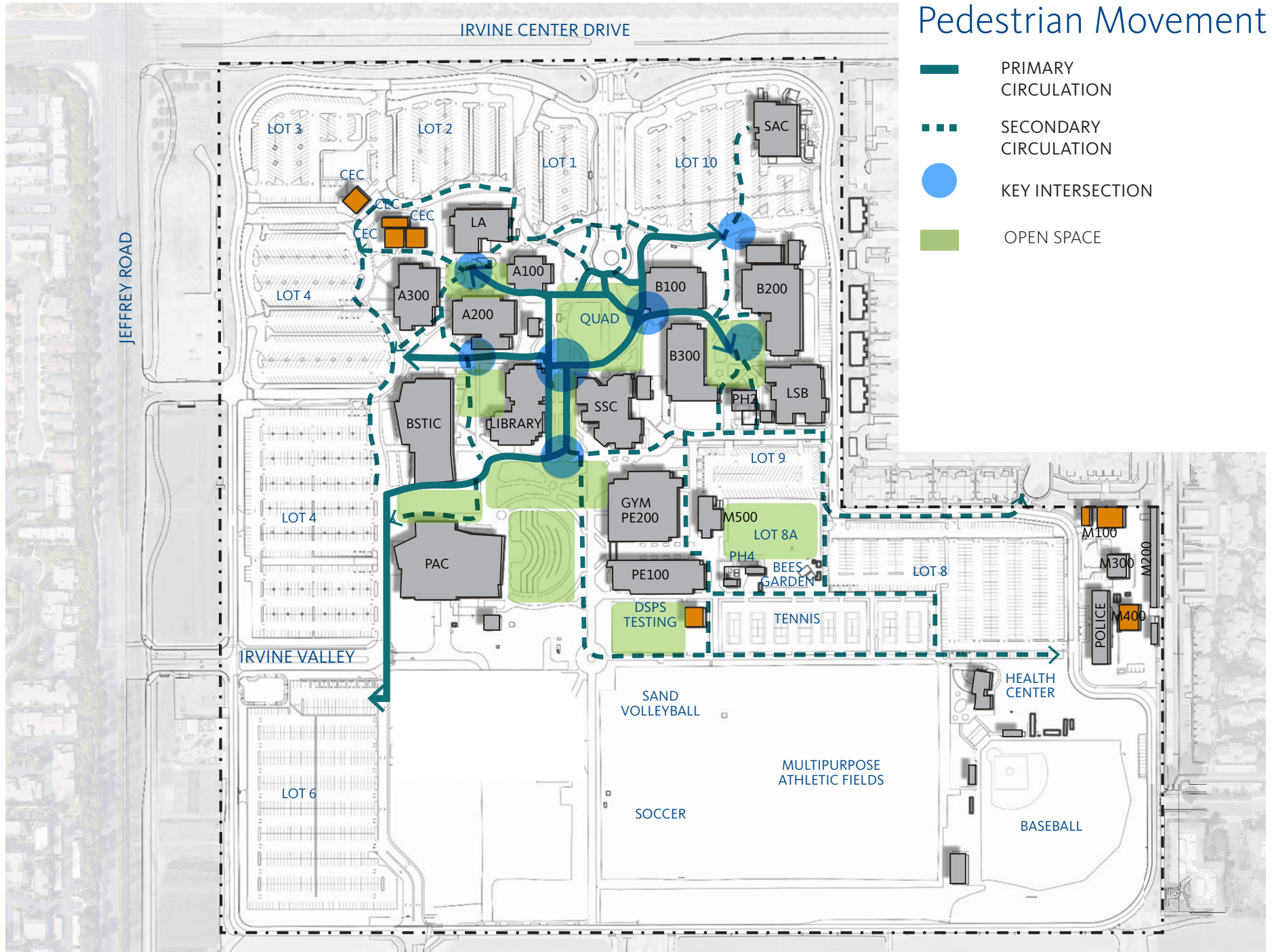
A variety of open spaces contribute to the campus identity and creates a distinct campus character. Students, faculty, and staff, were asked to map out their typical starting and ending points on campus, illustrated in the graphic below. The results informed the graphic plan on the facing page which illustrates campus open spaces, along with pedestrian spines and promenades.



- Faculty, staff, managers
- Students



Pedestrian Movement



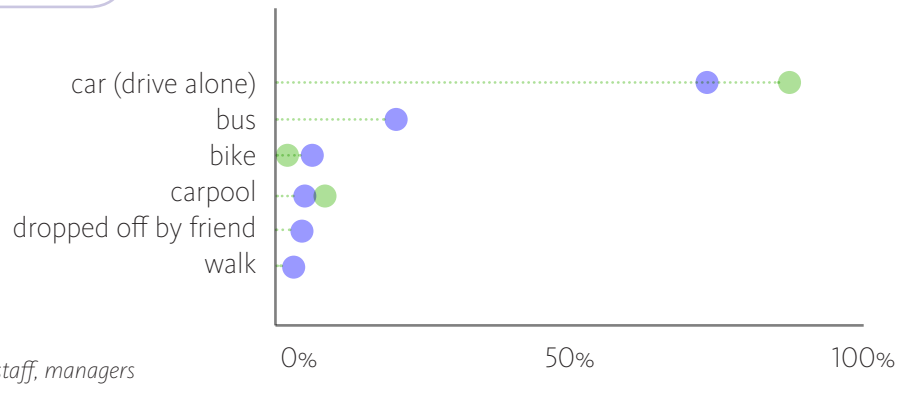
Vehicular Circulation + Parking

The graphic plan on the facing page illustrates campus vehicular circulation patterns. Campus entry points and major vehicular circulation routes are shown along with areas allocated for parking, passenger loading, public transit stops, and emergency vehicular circulation.

97%
of faculty, staff, and managers **drive to campus alone**

71%
of students **drive to campus alone**

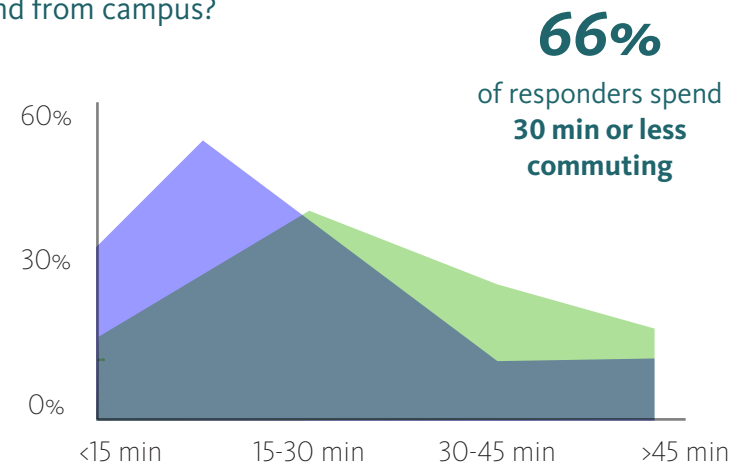
What is your main means of commuting to and from campus?



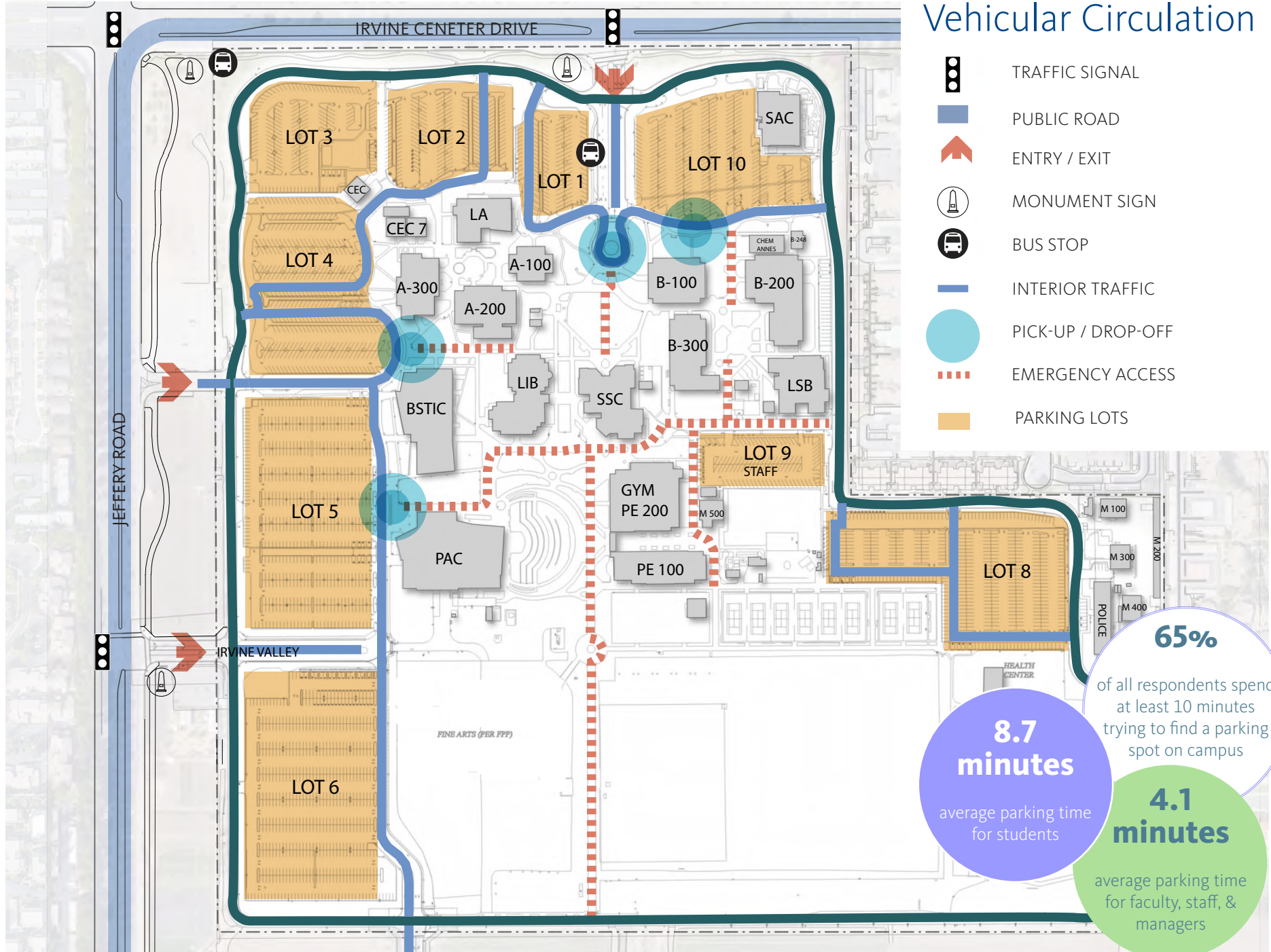
28.6 min
average commute time for faculty, staff & managers

22.5 min
average commute time for students

On average, how long is your commute to and from campus?



Vehicular Circulation





FRAMEWORK



IRVINE VALLEY
COLLEGE

FRAMEWORK

Overview

The SOCCCD Education Master and Strategic Plan (EMSP) serves as the foundation for this 2020 Facilities Master Plan. It defines overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future.

Drawing upon quantitative and qualitative data collected for the District-wide Strategic Plan and the IVC Education Master Plan, coupled with the collection and analysis of information that took place during the facilities planning process, this chapter outlines a framework for planning the future development of IVC.

This chapter includes the following sections:

- EMP Highlights
- Campus Engagement
- Enrollment Forecast
- Space Inventory
- Space Utilization
- FMP Space Program
- Facilities Planning Principles

‘Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.’

SCUP (Society for College and University Planning)

EMP Highlights

Equity 1

All students have been provided equal access to a quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

Learning 2

The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

Community 3

Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

Student-Centered Design 4

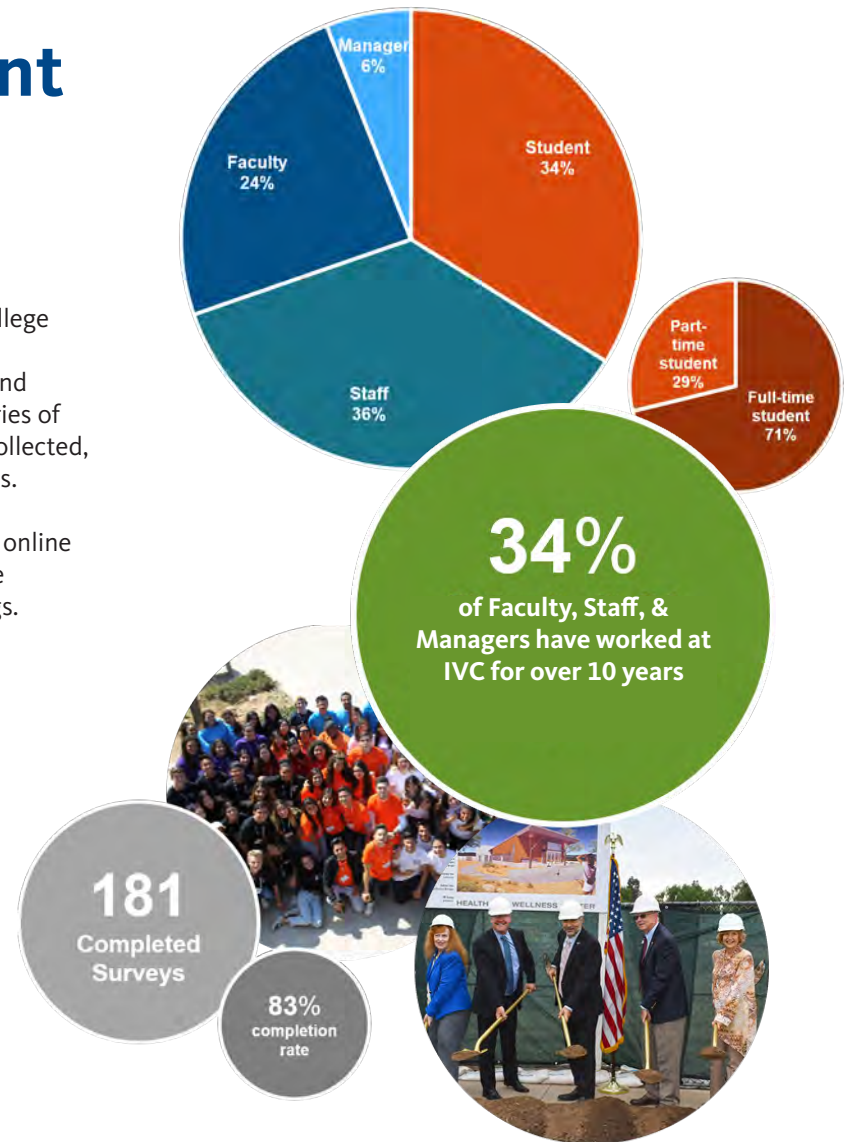
Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.



Campus Engagement

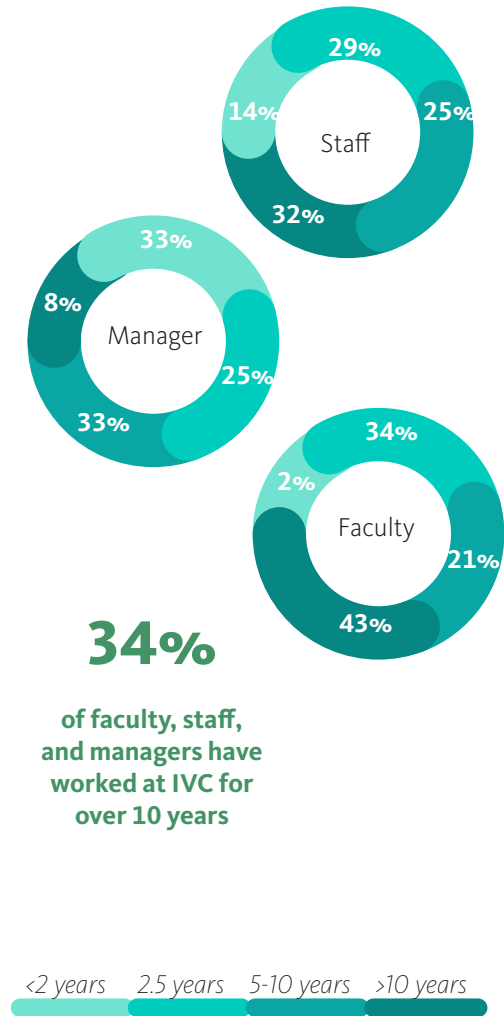
At the start of the planning process, the Irvine Valley College community, including the IDEA building, was invited to participate in a Campus Forum. Students, faculty, staff, and managers engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

Additionally, the campus was invited to participate in an online survey to broaden the conversation and bring in multiple perspectives. The following pages summarize the findings.

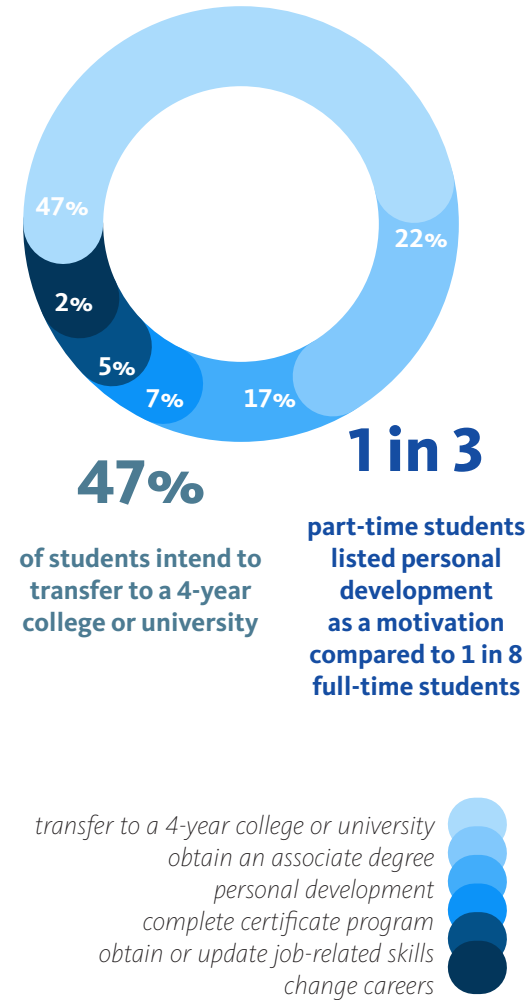


Campus Engagement

How long have you been working at IVC?



Which of the following describes why you are at IVC?

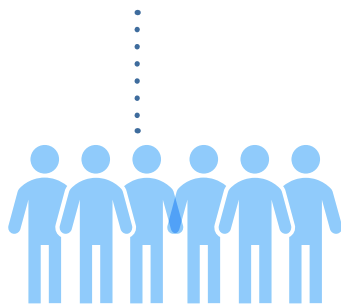


Campus Engagement

100 ideas to make IVC a better place?

CAMPUS COMMUNITY

- area for faculty to congregate
- integrate faculty from different disciplines
- shaded outdoor spaces and more trees
- a garden with seating area to read & meditate
- improve food services



people

ACCESS

- put all the services into one building
- welcome signage at front office
- disabled access doors in all areas
- programmable FOB entry across the campus
- more all-gender restrooms



SUSTAINABILITY + WELLNESS

- wellness center
- additional EV charging stations
- solar charging cables



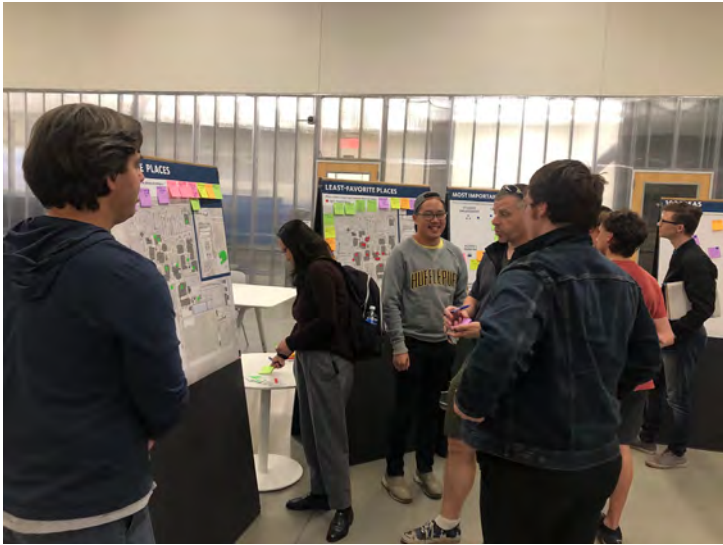
INSTRUCTIONAL SPACE

- Social and Behavioral Sciences (SBS) needs a building
- Math + CS building need renovation
- child development learning lab
- white boards in classrooms
- classroom desks for collaborative learning



facilities

Campus Engagement



Most important topics to address in FMP:



technology & infrastructure



food



access & parking



collaboration & study areas



sustainability



landscape & open spaces



other



signage & wayfinding



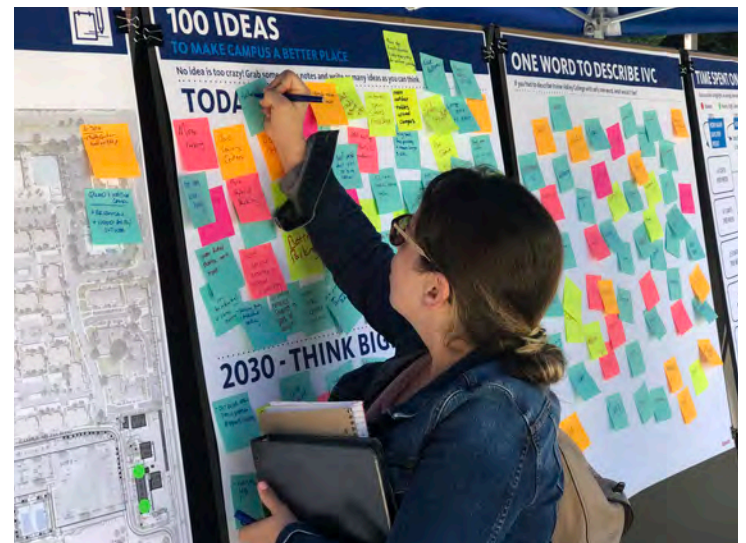
student engagement

Campus Engagement

What is the greatest opportunity to improve your experience on campus?

25%
of faculty, staff, and managers want to engage more with students

29%
of students vouch for more campus activities/events, compared to 13% of faculty, staff, and managers

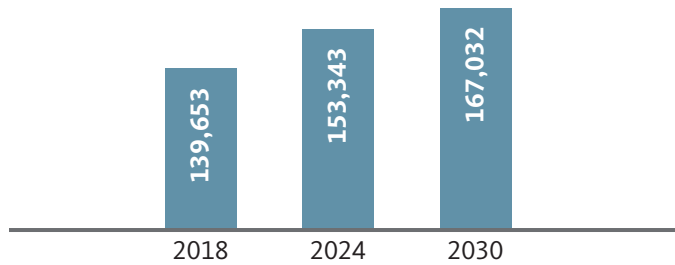


Campus Engagement

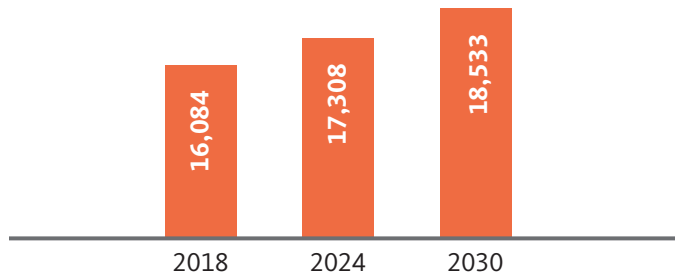
One word to describe IVC?



IVC LONG RANGE ENROLLMENT FORECAST



IVC LONG RANGE WSCH FORECAST



Enrollment Forecast

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the District using an average anticipated growth factor.

The base year used for this analysis is the fall semester of 2018 (the most recent complete year of data available at the start of this planning process), and the long range forecast is for fall semester of 2030.

Space Inventory







The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor's Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

SOCCCD maintains a detailed Space Inventory of all buildings within the district according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines for space code, space type name, and assignable square feet (ASF).

ROOM USE CATEGORIES

	LECTURE 100'S	Classroom Support
	LAB 200'S	Lab Support
	OFFICE 300'S	Office Support
	LIBRARY 400'S	Library, Study, Tutorial Support
	INSTR.MEDIA 530'S	AV/TV, Technology Support
	OTHER 520-540-800'S	PE, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health

EXISTING SPACE INVENTORY

		2019 Space Inventory (ASF)
	LECTURE	59,841
	LAB	66,047
	OFFICE	47,972
	LIBRARY	37,304
	INSTRUCTIONAL MEDIA	36,236
	OTHER	99,707
TOTAL CAP/LOAD ASF		347,107

Space Inventory

The 2019 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table on the left includes a summary of the categories of space on IVC and their respective totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

Space Utilization

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 Code of Regulations, 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).

The assignable square feet (ASF) of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the inside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. 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.

PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference	ASF per FTEF	140
Library / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

Note: Day Graded Enrollment (DGE) is a unit used to calculate library and AV/TV space

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

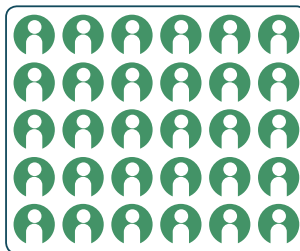
Space Utilization

Capacity Load Ratios

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

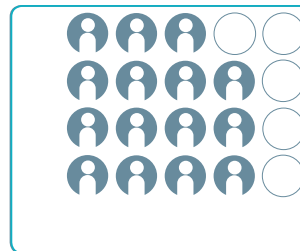
- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
- Capacity/load ratios are rolled up and measured as an aggregate by room use category for each campus.

RIGHT-SIZED



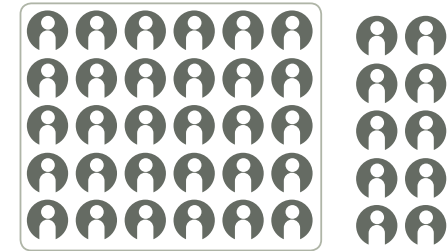
of seats = # of students
100% capacity / load

OVER CAPACITY



of seats < # of students
over 100% capacity / load

UNDER CAPACITY



of seats > # of students
under 100% capacity / load

FMP Space Program

The Facilities Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:







- The 2019 Space Inventory was adjusted to reflect the removal of temporary buildings. The space from these facilities were subtracted from the 2019 Space Inventory column (A) and reflected in the 'Adjusted Inventory' column (B).
- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF listed as the FMP Program (C).
- The Adjusted Inventory (B) was subtracted from the FMP Program (C) to result in the Difference (D) that indicates the ASF need by types of space.

The FMP Space Program provides the basis for developing recommendations for future facilities. In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the FMP Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

The FMP Space Program indicates that following the removal of temporary facilities, there is a need for additional lab and instructional media space to support the 2030 program forecasts. In addition, there is a need for additional space in non-capacity-load categories shown as other.

FMP Space Program

	A	B	C	D(C-B)
	CURRENT INVENTORY 2019	ADJUSTED INVENTORY	MASTER PLAN SPACE PROGRAM	DIFFERENCE
 LECTURE	59,841	59,841	46,723	-13,118
 LAB 200's	66,047	90,865	133,479	+42,614
 OFFICE	47,972	48,637	44,542	-4,095
 LIBRARY	37,304	38,304	31,539	-6,765
 INSTR.MEDIA	36,236	36,236	11,596	+24,640
 OTHER	99,707	103,537	118,039	+14,502

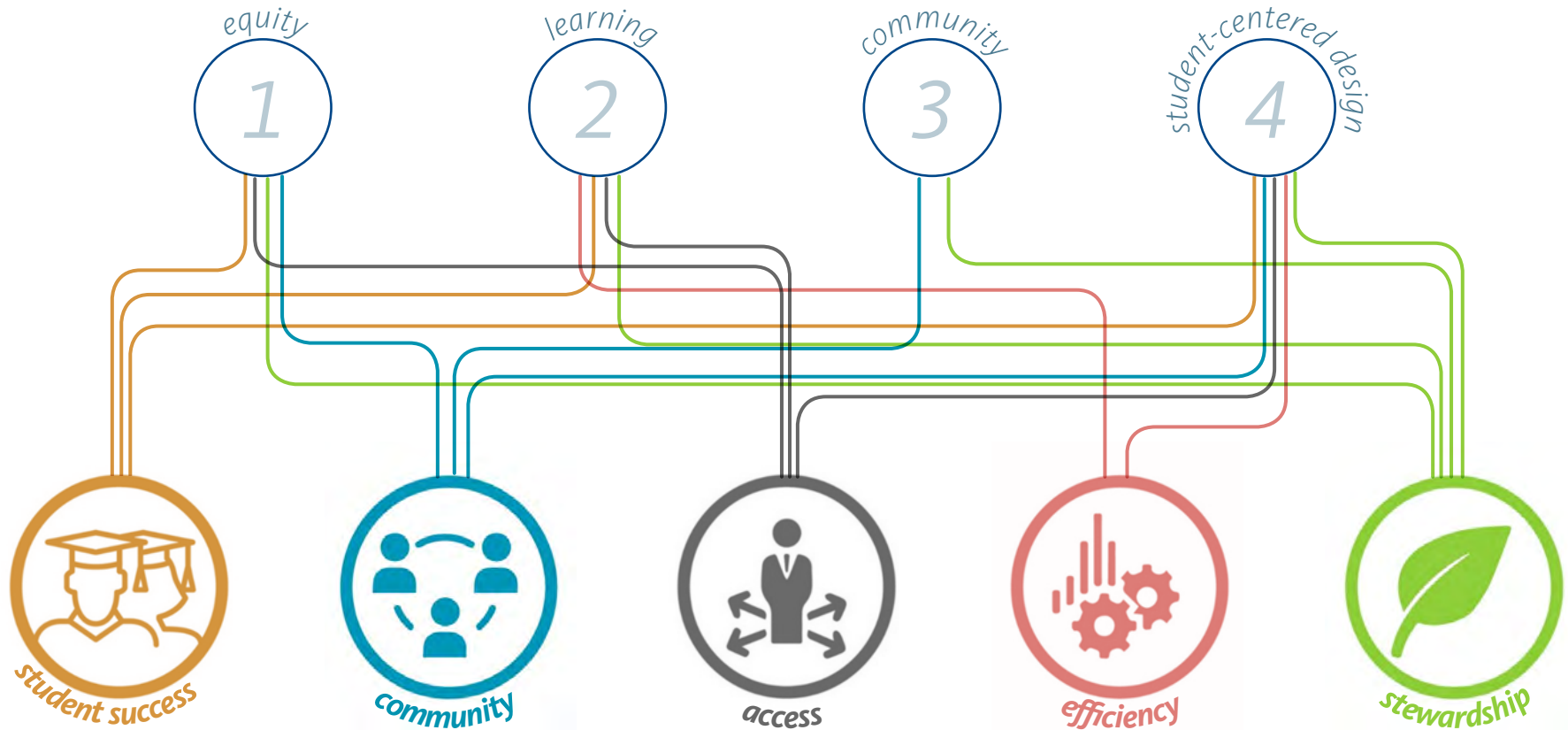
Facilities Planning Principles

Following the extensive analysis of qualitative and quantitative information, the Planning Team worked closely with the Task Force to develop a set of Facilities Planning Principles. These principles were developed to guide discussions related to site and facilities improvements and led to the development of the recommendations presented in this FMP.

The six principles are the key drivers that led to the FMP recommendations and serve as a touchstone for the future development of the campus. They provide the framework for identifying the required improvements to the campus environment, facilities and infrastructure that are articulated in the following chapter.



Facilities Planning Principles



- | | | | | |
|---|---|---|--|---|
| <ul style="list-style-type: none"> • Improve access to student support services • Integrate and consolidate functions and services • Increase access to tutoring and learning centers • Develop campus to keep students on campus • Help eliminate non-academic barriers | <ul style="list-style-type: none"> • Develop indoor + outdoor spaces to enhance collaboration • Develop outdoor areas to support events + activities • Increase availability and choices for food • Enhance a sense of belonging and pride • Develop campus to enhance safety and security (pathways + lighting) | <ul style="list-style-type: none"> • Develop welcoming and inviting entry experiences • Improve access to programs and services • Develop and clarify circulation patterns • Enhance wayfinding • Inclusive wayfinding program | <ul style="list-style-type: none"> • Replace temporary, inefficient and underperforming facilities • Renovate + re-purpose where appropriate • Right-size facilities to support program needs • Position to maximize state funding opportunities | <ul style="list-style-type: none"> • Optimize available resources • Increase awareness and create a culture of sustainability • Increase partnerships and collaborations |
|---|---|---|--|---|



RECOMMENDATIONS



IRVINE VALLEY
COLLEGE

RECOMMENDATIONS

Overview

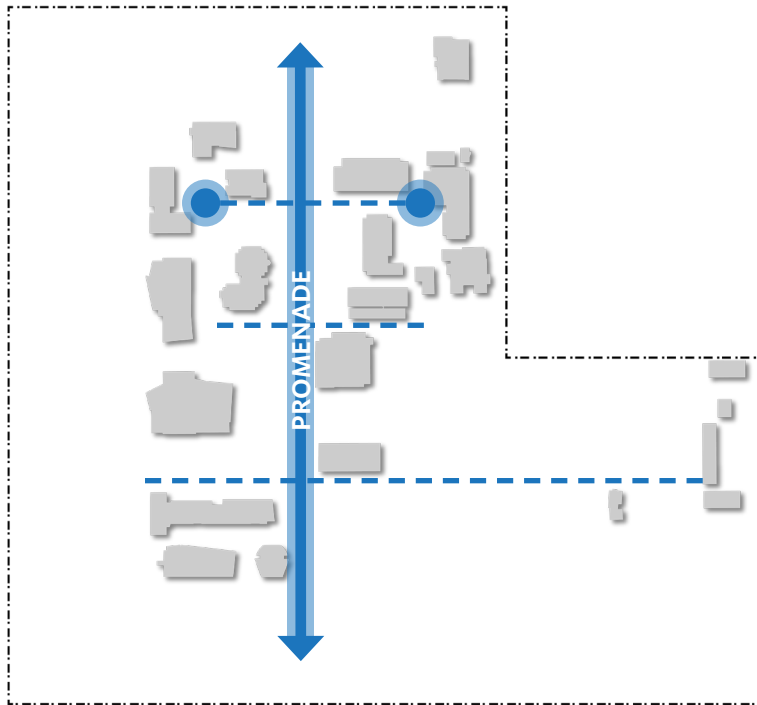
The 2020 Facilities Master Plan recommendations present an overall picture of the proposed development that is designed to support IVC's vision and goals. The recommendations meet the needs of the projected enrollment and program forecasts and are a translation of the Educational Master Plan into the future developed campus.

The recommendations for the future development of the campus are described in this chapter and grouped into a series of sections:

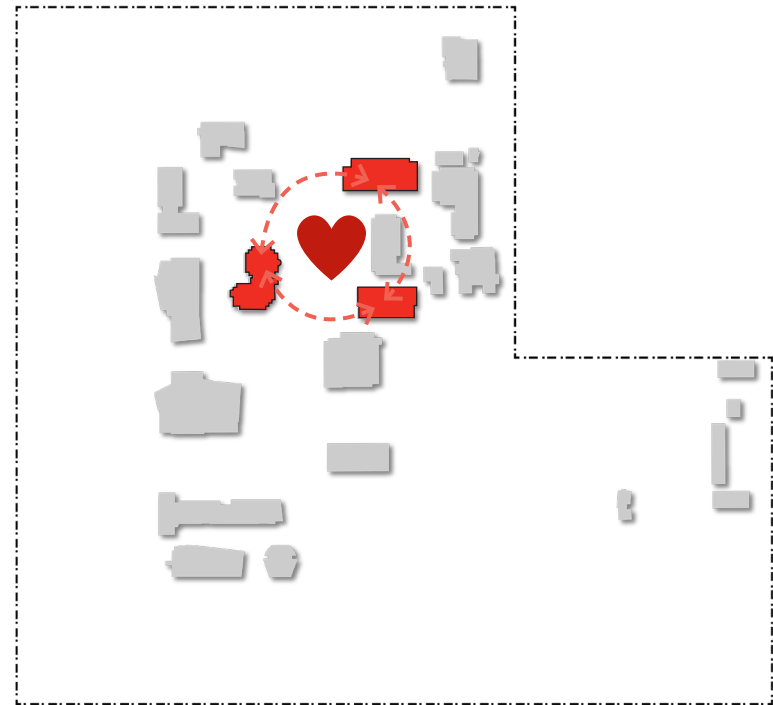
- Development Concepts
- Facilities Master Plan
- Vehicular Circulation
- Pedestrian Circulation
- FMP Project Matrix
- Project Descriptions
- Implementation Schedule



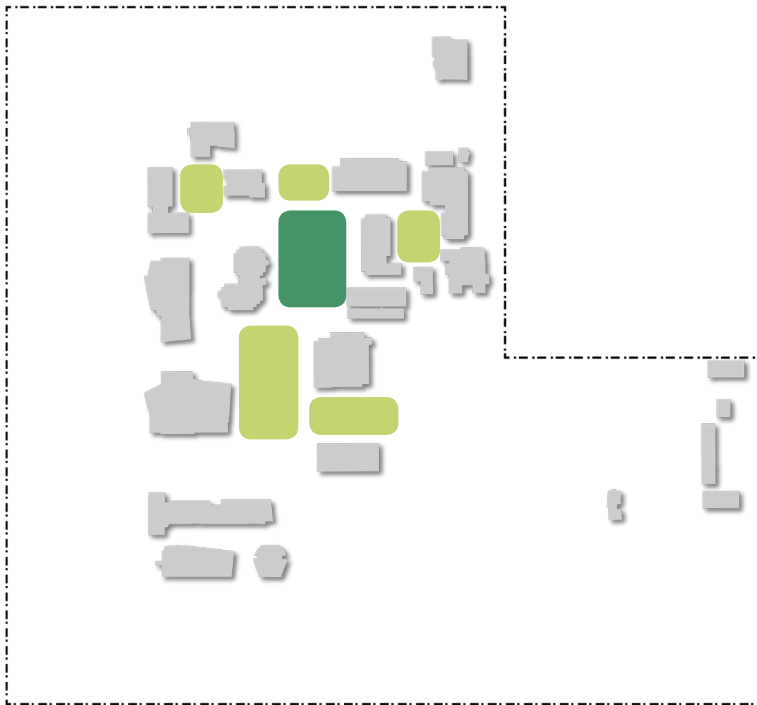
Development Concepts



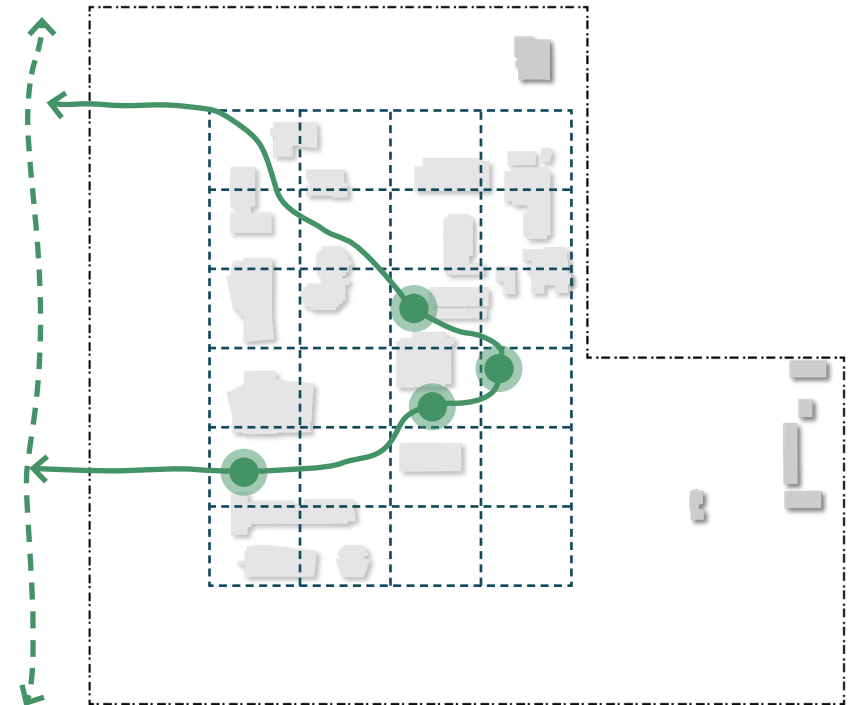
CONNECTIVITY is enhanced with clear pedestrian circulation patterns that connect all areas of the campus. A new pedestrian promenade serves as a major circulation spine from the main campus entrance to the Fine Arts Complex and Athletic Fields.



A CAMPUS HEART is created with an expanded central quad that is surrounded with core student support services. The central gathering space will create a center for student success and enhance the sense of community.



OPEN SPACES are developed to support outdoor studying and collaboration and enhance student engagement. Spaces are framed by buildings and planned to support a variety of formal and informal activities.



A COMMUNITY TRAIL connects to the future Jeffrey Open Space Trail and invites the community into campus. This organic trail interrupts the orthogonal grid of campus to create special moments of interest and activity along the way.

Facilities Master Plan

The 2020 Facilities Master Plan for IVC presents an overall picture of the future developed campus. It includes recommendations for a series of site and facilities projects that are described in the pages that follow.

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

The FMP projects identified as part of the planning process include the list to the right. They are listed in alphabetical order and do not represent a priority order.



FMP PROJECTS (in alphabetical order)

NEW CONSTRUCTION

- Administration Building
- Instructional Building + A-Quad
- PE 100 Replacement
- Student Services / Student Union

RENOVATION

- B200 Renovation
- B300 Renovation
- Campus Police + IT
- Library Renovation
- M & O Complex
- PE 200 Renovation

SITE PROJECTS

- Community Trail
- Fine Arts Promenade
- Parking Lots and Solar Canopies
- Performing Arts Yard Renovation

2020 Facilities Master Plan

- EXISTING
- NEW CONSTRUCTION
- RENOVATE
- IN DESIGN / CONSTRUCTION



Vehicular Circulation

A series of vehicular recommendations are developed to improve clarity, connectivity and identity. A summary of these recommendations are shown in the graphic that follows.

Campus access points are developed to improve welcoming entries. The proposed distribution around the campus will reduce traffic and improve access to all areas of the campus. A redesign of the main campus entry creates a formal welcoming experience and leads to a formal drop-off and new 'front door' to the campus at the Student Services Building. From the main drop-off, circulation extends to the loop and a new 'right-turn-only' exit is developed at the northeast corner of the campus. This will alleviate congestion and improve traffic flow.

Clear vehicular circulation routes connect the campus and direct the campus community to consolidated and efficiently organized parking areas. Limited access routes are provided to service key areas of the campus. Pick-up and drop-off zones are located at key points, designed to eliminate congestion with parking lots. These zones will improve safety, reduce conflicts and support the rapidly growing ride-share programs.



Vehicular Circulation



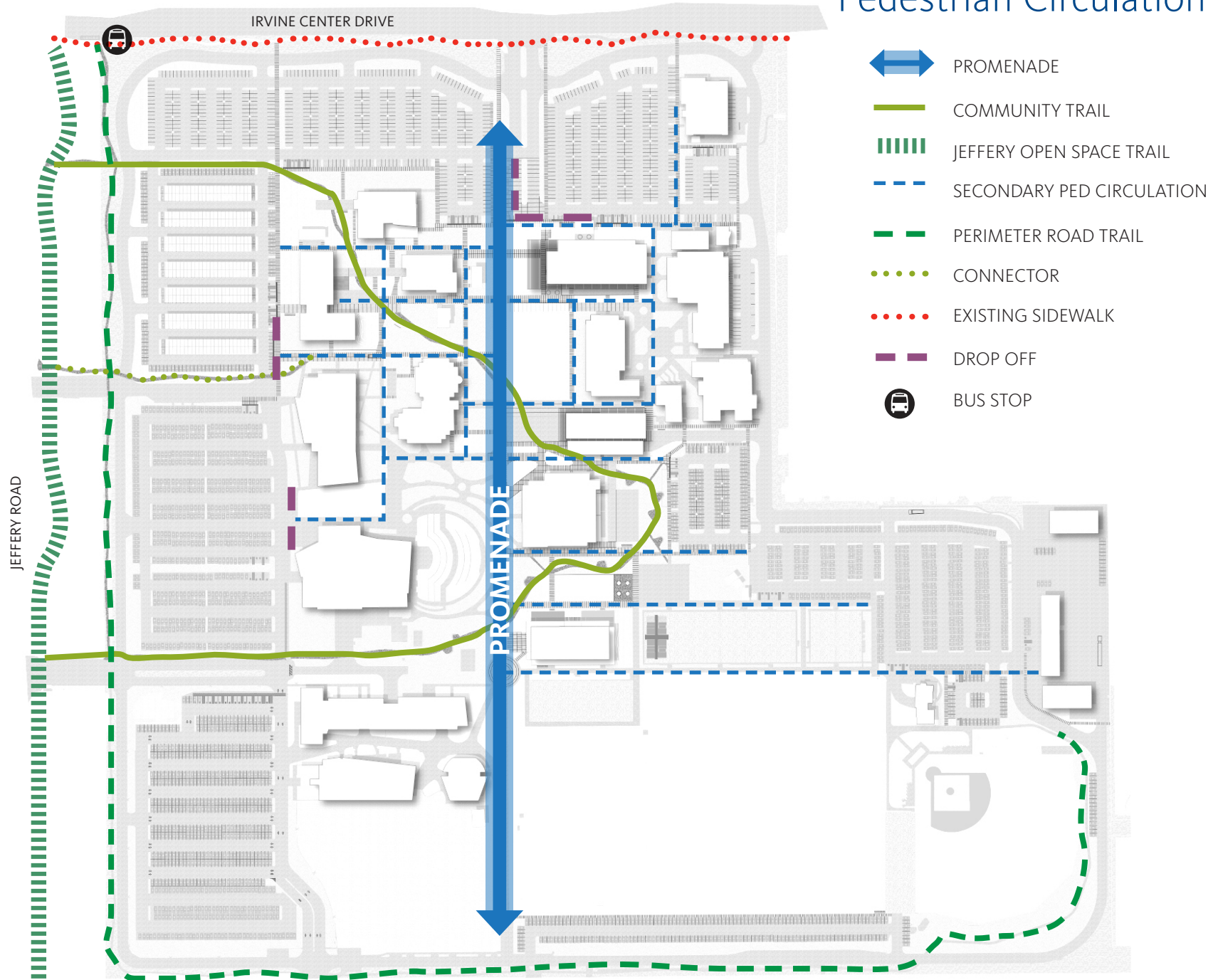
Pedestrian Circulation

A clear network of pedestrian pathways is clarified and developed to improve access to programs and services, enhance wayfinding, and connect all areas of campus.

From the designated parking and drop-off areas, the framework extend north-south and east-west connecting all areas of the campus. The Promenade begins at the Main Campus Entry and extends to the southern-most part of the campus. Secondary pedestrian pathways branch off the main Promenade to create strong connections to all areas of campus.



Pedestrian Circulation



Project Descriptions

This section of the FMP document includes descriptions of the recommended site and facilities improvements projects. All projects are developed to support the Facilities Planning Principles created during the planning process. The chart below highlights how each of the major projects reflect the principles.



STUDENT SUCCESS



COMMUNITY



ACCESS



EFFICIENCY



STEWARDSHIP

FMP PROJECTS

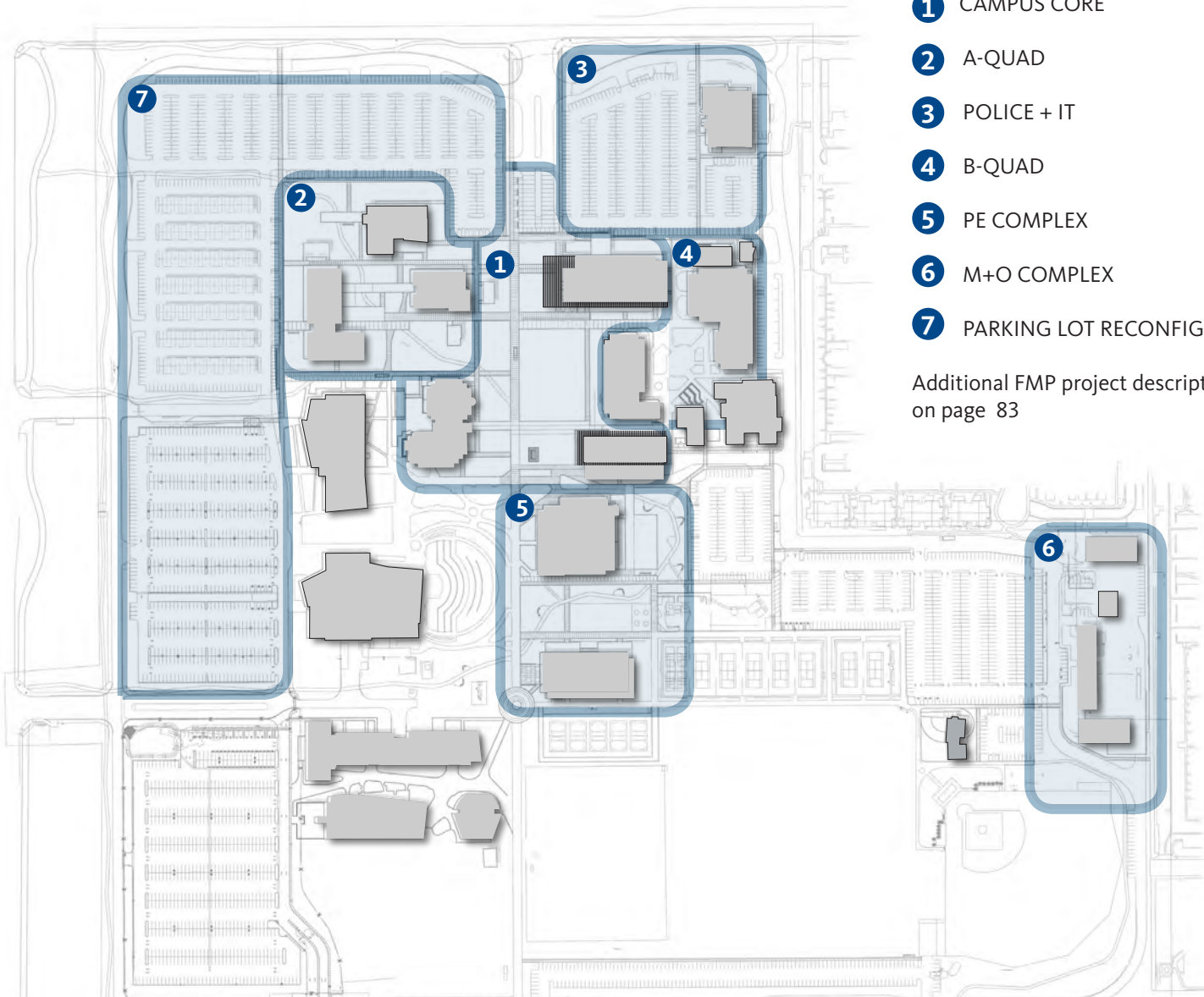
FMP PROJECTS	STUDENT SUCCESS	COMMUNITY	ACCESS	EFFICIENCY	STEWARDSHIP
NEW CONSTRUCTION					
Administration Building		●	●	●	●
Instructional Building + A-Quad	●		●	●	●
PE 100 Replacement	●		●	●	●
Student Services / Student Union	●	●	●	●	●
RENOVATION					
B200 Renovation	●		●	●	●
B300 Renovation	●		●	●	●
Campus Police + IT	●	●	●	●	●
Library	●	●	●	●	●
M & O Complex	●	●	●	●	●
PE 200 Renovation	●	●	●	●	
SITE PROJECTS					
Community Trail		●	●		●
Fine Arts Promenade	●	●	●	●	
Parking Lots and Solar Canopies				●	●
Performing Arts Yard	●			●	●

Key Plan

Descriptions of key FMP Projects are described on the following pages and grouped as illustrated in this key plan:

- 1 CAMPUS CORE
- 2 A-QUAD
- 3 POLICE + IT
- 4 B-QUAD
- 5 PE COMPLEX
- 6 M+O COMPLEX
- 7 PARKING LOT RECONFIGURATION

Additional FMP project descriptions are included on page 83



1

CAMPUS HEART

The 2020 FMP includes the development of a new ‘campus heart’ to welcome students and visitors to the campus, improve access to services, enhance student success and build community.

Student Services

The new Student Services building will welcome visitors to Irvine Valley College and create a visible ‘front door’ to the campus. The building will house all first and second contact student support services in one location to increase access to the essential services that students need to be successful. Following the construction of the building, the existing SSC will be removed and the large quad will be developed as the new ‘heart of the campus.’

Student Union

Across from the new Student Services building will be the companion Student Union building. Together, these two buildings will create bookends to the new campus heart and provide students access to expanded support services including the Bookstore, Food Services, the Food Resource Center, Student Activities, and the Student Equity Center. The location of the Student Union is strategically located along the Campus Promenade and serves as a bridge to the south portion of the campus.



Library Renovation

The Library is undergoing a minor renovation to create more efficient spaces for students and employees. The future major renovations to the library will include the reorganization of space that will be vacated as a result of administrative functions moving to the new Administration Building. This will provide the opportunity to review and evaluate the existing space and to explore new models and opportunities to support students.

Main Quad

The Quad will be developed to create a new campus heart. Surrounded by core student support services, it will increase access to services and enhance campus engagement. Linked to a network of pedestrian paths, it will connect to all areas of the campus, bringing the campus community together to enhance a sense of belonging and build campus pride.

The space will be designed to support a variety of formal and informal activities in quiet and active zones. Active edges are developed adjacent to the Student Services and Student Union buildings and will be designed to support campus activities and outdoor seating/dining. Quiet study spots will support individual or small group collaboration. A large open area in the center will accommodate 4,000+ people for large campus events, graduation ceremonies, or casual play.



2

A QUAD

The A-Quad was constructed in the 1970's as the first building on campus. As the campus grew, functions relocated to new locations and the A Quad Buildings were renovated and re-purposed to serve new needs. The A400 Building was replaced in 2015 with the new Liberal Arts Building and has become a favorite on campus. In contrast, the remaining A100, A200, and A300 Buildings are aged and reaching the end of their useful lives.

Based on the analysis of the facilities condition assessment and conversations with the IVC Task Force, the 2020 FMP recommends the removal of the remaining A Quad buildings and the construction of (2) new buildings.

Administration Building

A new Administration Building will replace aged, under-performing and inefficient space and be designed to support consolidated administrative support services. In addition to housing functions currently located in A100, the new building will be designed to support related functions currently located in the Library. The proposed location will welcome visitors to the campus and frame the courtyard.

Instructional Building

A new multi-story Instructional Building will replace aged and under-performing facilities and be sized to support instructional program needs. The new building will include interdisciplinary classrooms, labs and offices to support a variety of instructional programs (such as human development and psychology), support collaboration and improve the efficiency and utilization of space. The placement of the new building will frame an entry point on the west side and the renovated courtyard on the east side.



A-Quad

As the A-Quad buildings are replaced with new and modern facilities, the courtyard will be developed with places for students to meet, study, and socialize when not in class.

Pedestrian paths connect it in the east direction to the Promenade and B-Quad, and a north-south path connects to the instructional areas to the south.

The northwest corner of the A-Quad will be developed as a pedestrian entry from parking and connects to the path that leads to the bus stop on Irvine Center Drive.

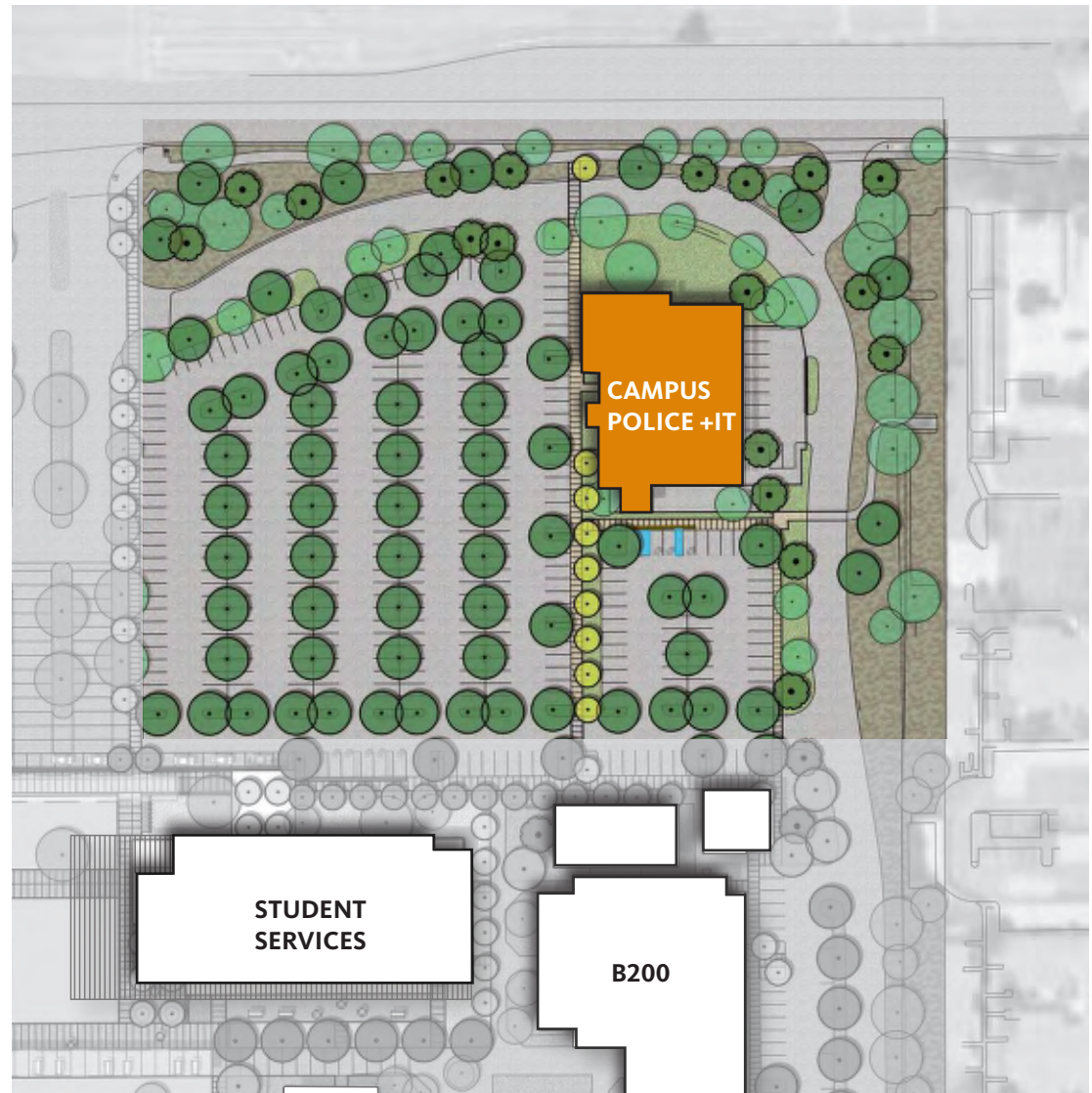


3

CAMPUS POLICE + IT

Following the construction of the new Student Union, the Student Activities Center (SAC) will be vacated and re-purposed to house Campus Police and IT. The visible front door location of the facility will improve access to these essential services for students and visitors to the campus.

A pedestrian pathway from the renovated building will provide a safe and accessible connection to the new Student Services building and will tie into the campus core. A portion of the surrounding parking lot will be reconfigured to provide dedicated parking for campus police vehicles.



4

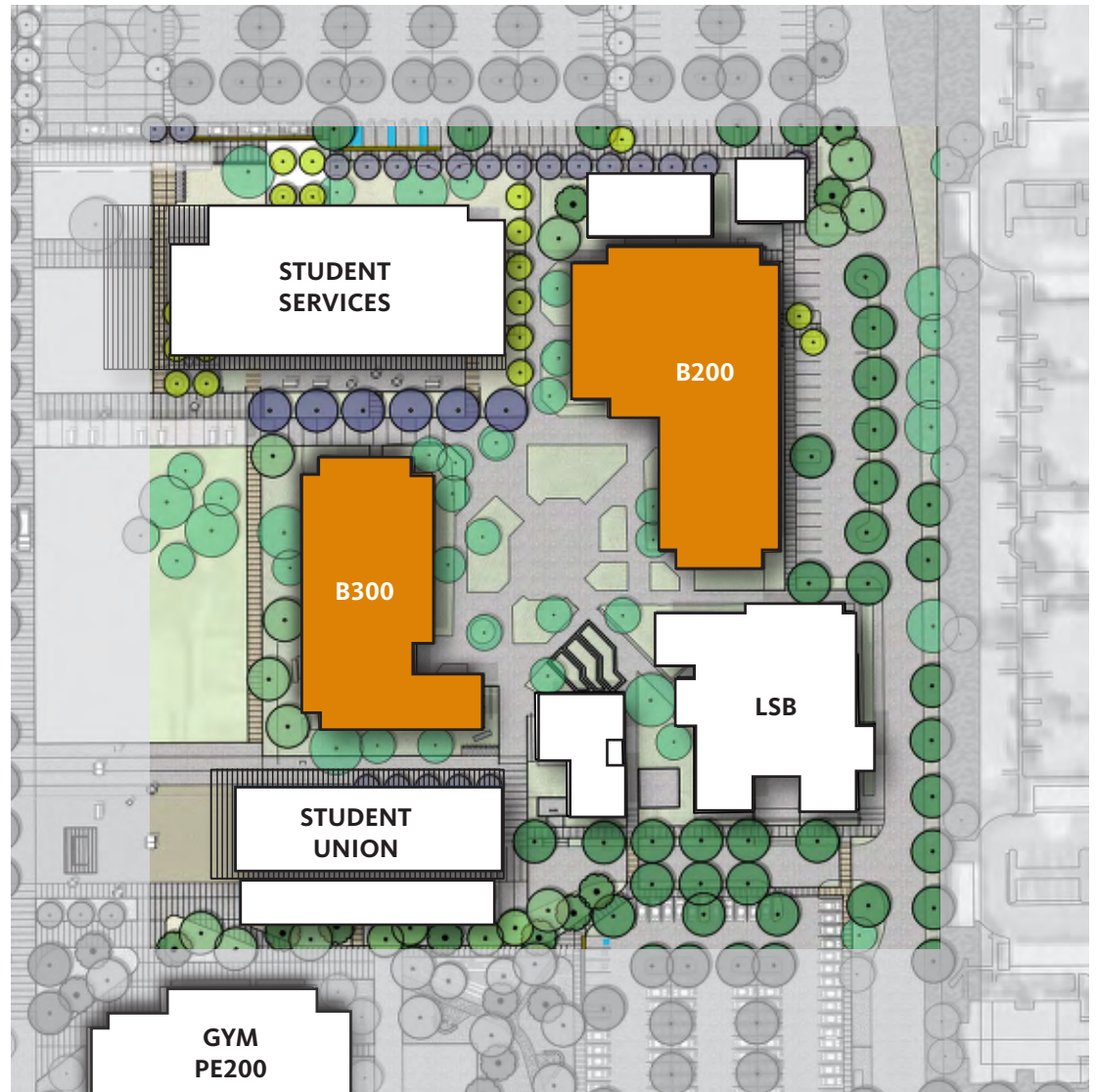
B QUAD

B200 RENOVATION

A series of renovations are planned for the B200 Building to address building deficiencies and to support program needs. The proposed improvements include the renovation of the chemistry labs, the general classrooms and offices.

B300 RENOVATION

As functions move out of the B300 Building to new locations, space will be re-purposed to support the Science and Math instructional program needs. The renovation will include the classrooms, labs, offices, and study/collaboration spaces.



5 PE COMPLEX

PE200 Renovation

A comprehensive renovation is planned for the PE200 Building to address building deficiencies and to support program needs. In addition to supporting the functions currently housed within the building, the renovation will include space to support janitorial services.

PE100 Replacement

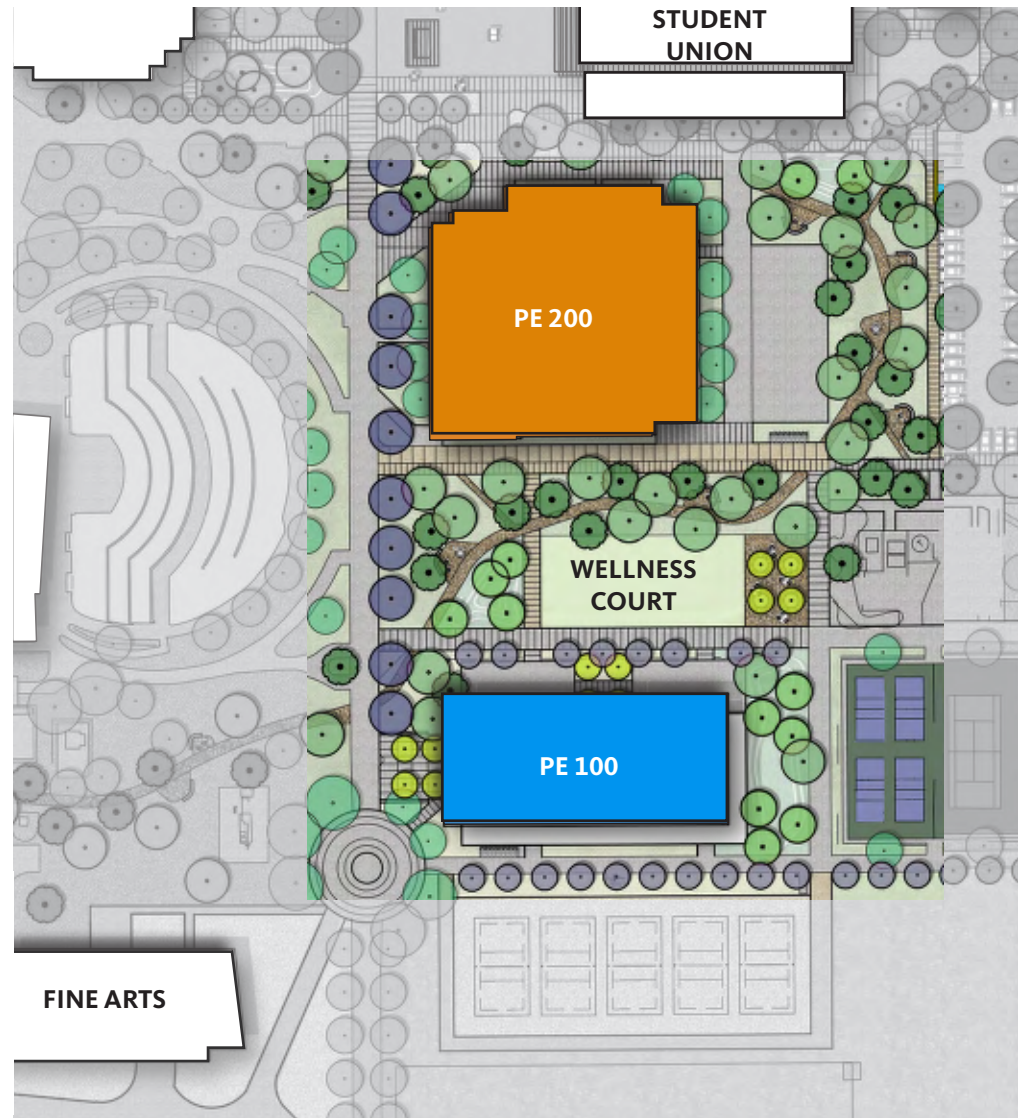
A new physical education facility will replace the aged and under-performing PE100 Building. It will be sized to support program needs and address code requirements. The placement of the new building shifts to the south to be closer to the athletic fields and to free up space for the new Wellness Court.

Wellness Court

The Wellness Court is framed between the PE100 and PE200 Buildings and is planned to support both formal and informal outdoor instruction and recreation activities.

Formal areas are planned to support yoga, fitness, and other physical education activities. Informal spaces are planned for rest and relaxation, with shaded seating areas and a wellness garden.

The court includes a section of the Community Trail that meanders through the area. On the east side of the new PE100 Building, 1 tennis court will be removed and 4 new pickleball courts will be developed.



6

M & O COMPLEX

Proposed improvements for the M&O Complex include the removal of the temporary buildings and the relocation of functions into existing or new facilities. Following the relocation of Campus Police, space will be freed up and re-purposed to support facilities, maintenance, and operations.

Access to the complex is improved with the realignment of a portion of the loop road and the secure outdoor space is improved to support receiving, loading, and distribution.



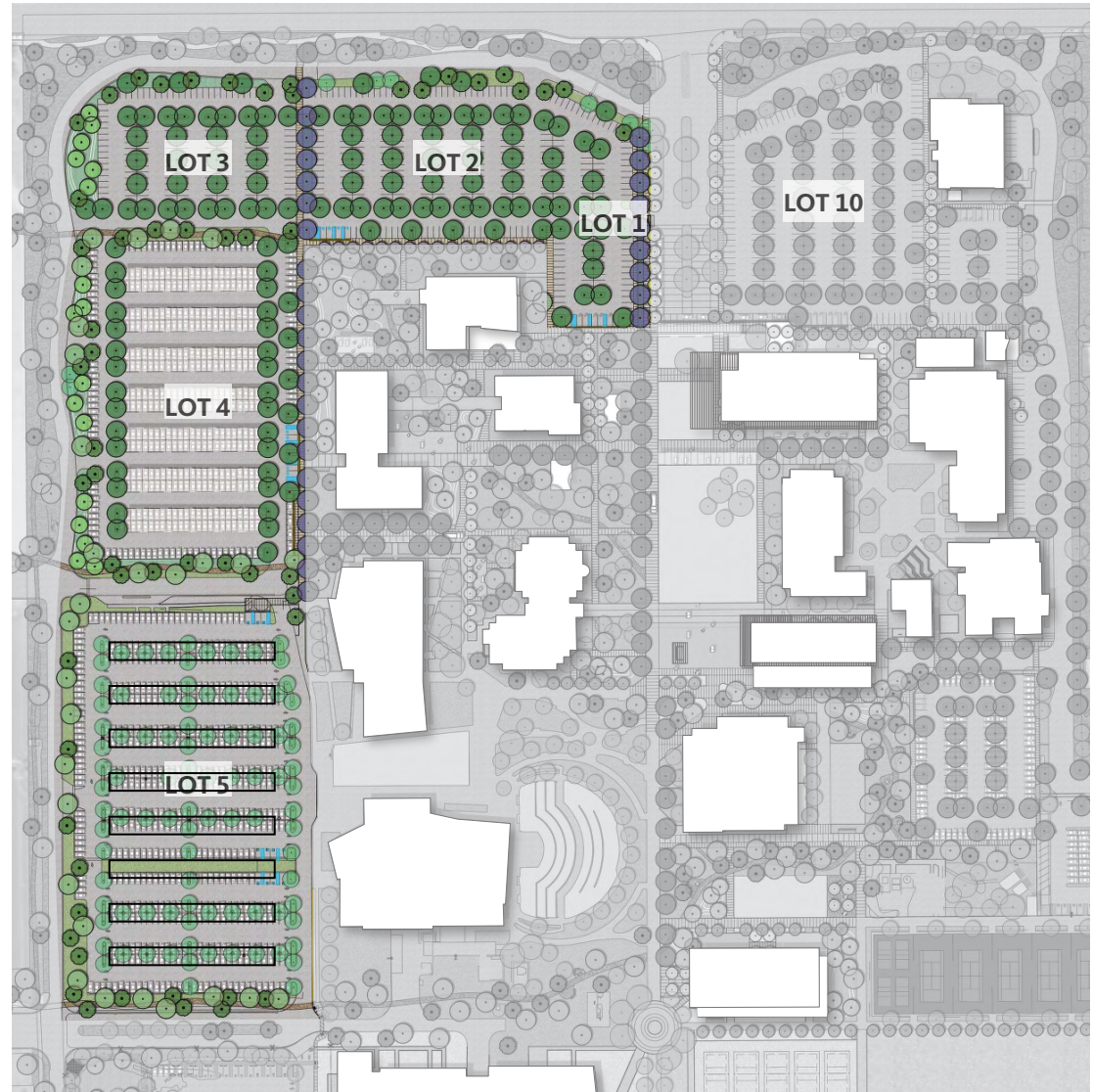
7

PARKING LOTS + SOLAR CANOPIES

A reconfiguration of parking lots 1-4 is recommended to improve access, safety, and efficiency. The elimination of angled parking and the introduction of 90 degree parking will increase capacity and add approximately 360 spaces within the same area of land.

The front entry drive development includes the removal of the existing bus stop to create a welcoming and clear view into the campus core. It connects to a new large drop-off that will be developed as a part of the Student Services project - the new 'front door to IVC.' Solar Canopies are proposed to be constructed in reconfigured lots 1 through 4 and added to lot 5. The new photovoltaic shade structures will generate solar power, support the District's commitment to environmental stewardship and will lead the path towards net zero.

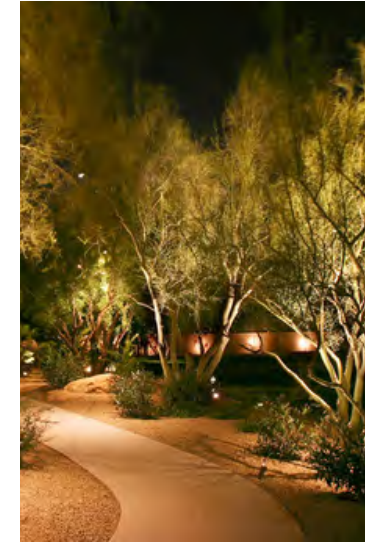
Circulation through the lots is reconfigured to minimize vehicular and pedestrian conflicts. Pedestrian paths are developed to connect the campus core to the nearby Irvine Center Drive bus stop and to Campus Police + IT.



Fine Arts Promenade

Following the completion of the Fine Arts Complex, an outdoor area will be developed to provide large outdoor ‘working’ spaces with defined areas for sculpting, drawing, and painting. Additionally, areas will be developed for outdoor meditation and collaborative study.

This development will showcase the arts and provide viewing areas to watch art students performing their work. It will also connect to the large Promenade that serves as a major circulation spine that extends to the north and terminates at the main campus entry.

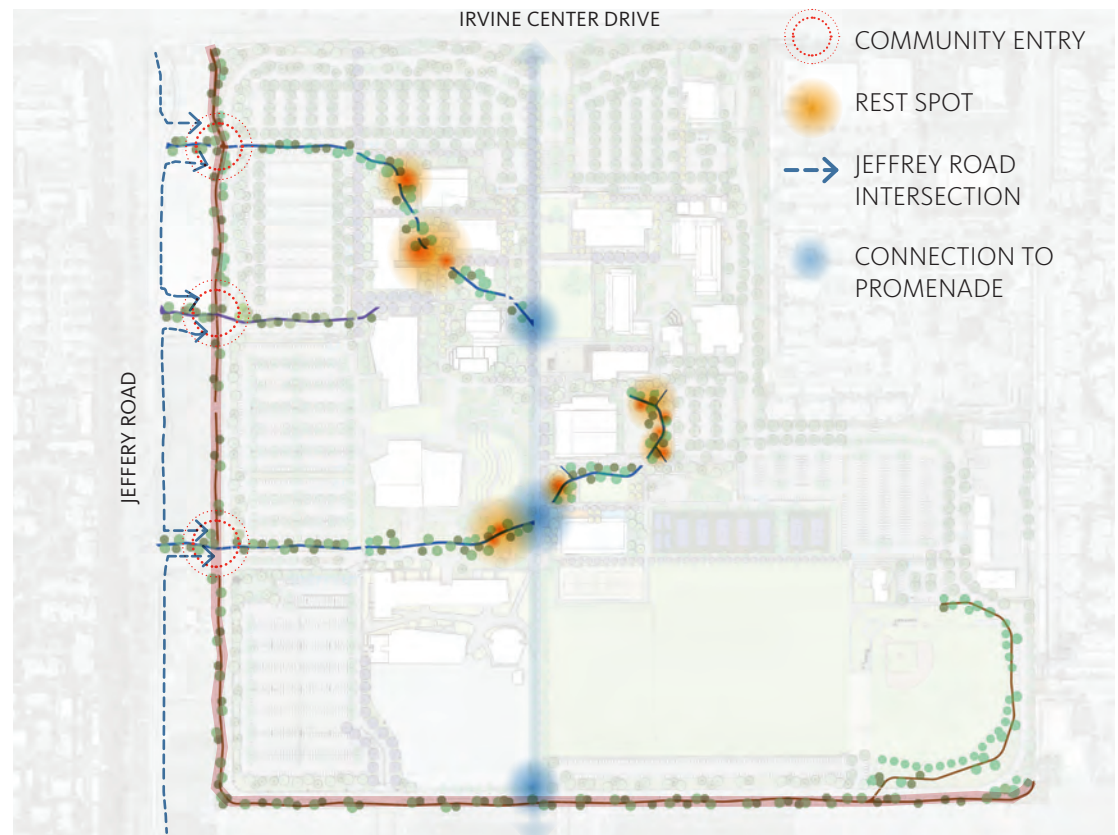


Performing Arts Yard Renovation

A Performance Arts Yard is developed to create a workable and secure ‘back of house’ area to support the Performing Arts Center (PAC). The secured area will include a new enclosed conditioned warehouse space for storage of large sets and props. Improved walkways and roadways will facilitate the movement and storage of larger theatre sets and improve delivery and loading.

Community Trail

The IVC Community Trail connects the Jeffery Open Space Trail to the campus core, inviting the surrounding community to experience the campus. It moves through the landscape as an experiential trail of Southern California plant communities such as Oak Grasslands, Native Riparian and Pollinator Gardens. The trail allows for rest spots along the path to sit and ponder the native landscape.



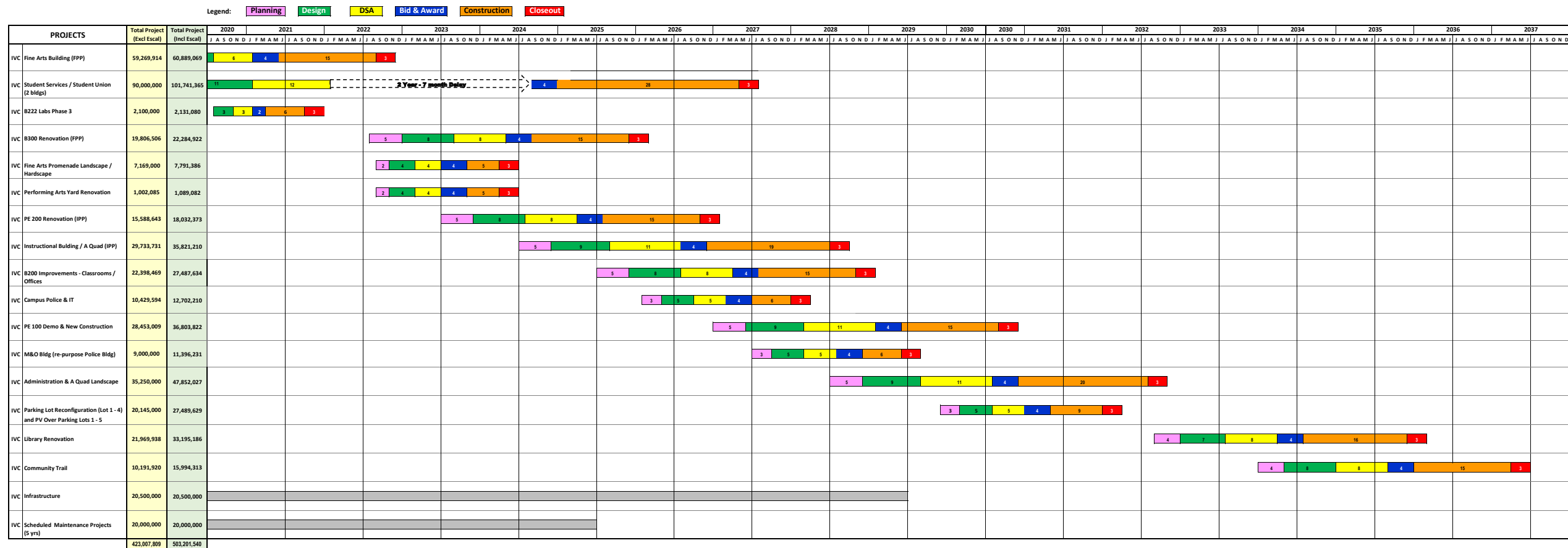
Master Plan Schedule

This section of the 2020 Facilities Master Plan includes a combined schedule for all of the projects identified above. For each project, there are six phases: Planning, Design, DSA Review & Approval, Bid & Award, Construction, and Project Closeout.

The Project Schedule was generated to graphically display the time frames in which the six phases of each project are expected to occur for the entire duration of the Master Plan through fiscal year 2039/40.

Knowing the duration of each activity for every project enabled the team to then calculate the amount of funds that will be needed during each increment of time throughout the entire duration of the Master Plan through fiscal year 2039/40. The amount and timing of funds needed are displayed in the Estimated Cash Flow that is included in the Implementation Plan chapter of this document.

Master Plan Schedule



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SADDLEBACK
COLLEGE

Letter from the President

The Saddleback College Facilities Master Plan offers a practical vision and direction in how our facilities support and enhance instruction, support services, and student success. This document was produced with the valuable insight of our faculty, staff, administrators, and students, and serves as a bridge from the Education Master Plan. It is intended to be a living document.

As we continue to modernize our existing campus facilities and even construct new buildings, Saddleback College – like many community colleges in California – must address the limitations that come with a 51-year-old campus. With our Facilities Master Plan, we wanted to ensure that our facilities are not only conducive to learning and innovation, but invite connection on campus.

Indeed, connection has been a bit different in 2020. While we adroitly moved from on-ground to online instruction, we have remained connected. We've also acknowledged that when we do physically return to campus, change is inevitable. Although the Facilities Master Plan was started before the Covid-19 pandemic, the finished product addresses its impact on our facilities, and the flexibility we'll need to allow for in-person connection while effectively maintaining public health guidelines.

I am grateful to those who contributed to this plan and see the promise of Saddleback College's future. Our connection to our community will continue, with a campus that is more able to nimbly respond to the needs of our employees and students.

DR. ELLIOT STERN,
PRESIDENT



Mission

Saddleback College empowers its diverse student body to achieve personal, academic, and economic advancement through equitable and innovative educational experiences.

Vision

Inspired by a passion for teaching, learning and belief in human potential, Saddleback College transforms the lives of its students by offering high quality, career-building, and life-enriching education.



Values

Empowerment

We empower students through challenging, collaborative, and engaging educational experiences.

Excellence

We dedicate ourselves to excellence in academics, student support and service to the community.

Inclusivity

We create a welcoming environment in which all members of our college community have equitable opportunities and feel capable, nurtured and respected.

Integrity

We promote honesty, transparency and accountability.

Partnership

We strive to develop strong and lasting partnerships across the college and with the surrounding community.

Success

We place our highest priority on helping students achieve their academic and career goals.

Sustainability

We promote environmental sustainability and use our resources responsibly.

Participation

The FMP Task Force, consisting of faculty, staff, students and administrative representatives, were the lead group collaborating closely with the Planning Team throughout the planning process. The group met on a regular basis to review information, explore ideas, evaluate options and support recommendations for site and facilities improvements.

In addition to the Task Force discussions, the Saddleback College community was invited to participate in campus forums and surveys. Information collected was used to inform the planning discussions throughout the process.

SADDLEBACK COLLEGE

Elliot Stern, President

Cory Wathen, Vice-President for Administrative Services

Juan Avalos, Vice President for Student Services

Tram Vo-Kumamoto, Vice President for Instruction

Darren England, Classified Senate President

Anthony Maciel, Director, Technology Serv/Broadcast Syst

James Rogers, Senior Director of Facilities

Morgan Barrows, Faculty Representative, Department Chair Environmental Studies

Blake Stephens, Academic Senate President

Ryan Brook, Manager, Office of the President

Jennie McCue, Director of Marketing and Communications

Robert Farnsworth, Faculty Representative, Dept. Co-Chair Horticulture and Landscape Design

Jake Rybczyk, Associated Student Government President

Jared Lessard, Senior Research and Planning Analyst

DISTRICT SERVICES

Ann-Marie Gabel, Vice Chancellor of Business Services

Medhanie Ephrem, Executive Director of Facilities Planning

Mary Opel, Director Facilities Planning

Denice Inciong, District Director of Research, Planning and Data Management

Judy Perez, Program Research Analyst



EXISTING CONDITIONS



EXISTING CONDITIONS

Overview

The planning process included the analysis of existing conditions in order to identify the key planning issues to address in the Facilities Master Plan (FMP). The information was based on meetings with college staff, campus forums, and discussions with the Saddleback College Facilities Master Plan Task Force.

The findings are summarized in a series of graphic plates that illustrate patterns and characteristics to guide future development.

This chapter includes the following sections:

- Existing Campus
- Development History
- Facilities Condition Index
- Favorite/Least Favorite Places
- Places to Socialize
- Places to Recharge
- Pedestrian Movement + Open Space
- Vehicular Circulation + Parking



Existing Campus

Saddleback College is located in the community of Mission Viejo, California, approximately 55 miles southeast of Los Angeles. The existing Saddleback College Campus is approximately 200 acres, bounded by both residential and commercial development and a dedicated natural open space area. The College is perched on a mesa in the south Orange County city of Mission Viejo.

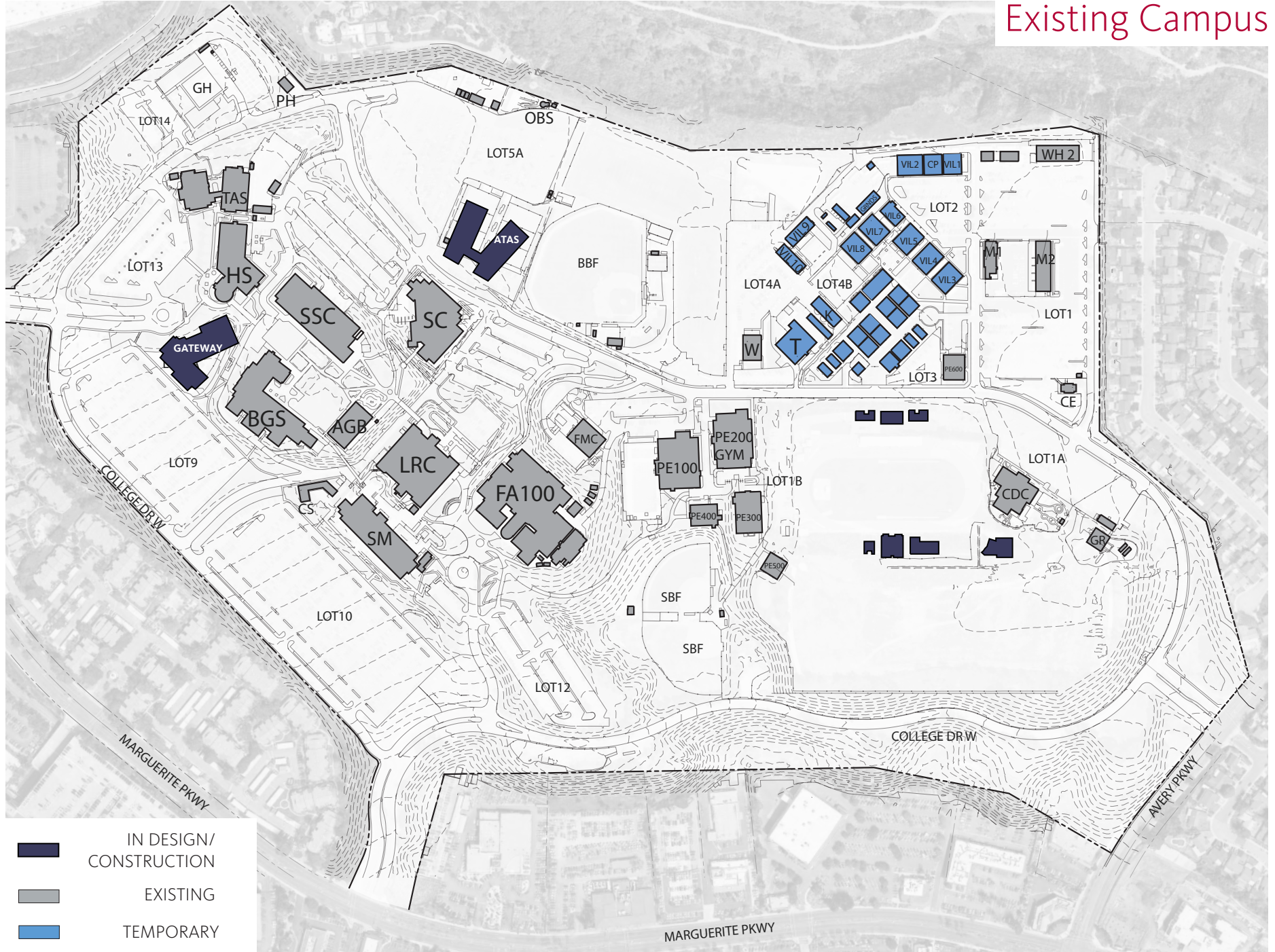
Saddleback College is one of the largest of California's 115 community colleges and has a student population of approximately 25,000. The campus contains roughly 803,000 square feet of academic, student service and support building space.

The campus has 30 permanent structures for academic, administrative and facilities functions and 37 portable buildings identified as "The Village".

The existing Saddleback Campus Plan, shown in the graphic on the facing page, illustrates the baseline conditions for this Facilities Master Plan.



Existing Campus



-  IN DESIGN/
CONSTRUCTION
-  EXISTING
-  TEMPORARY

Development History

The college was dedicated by then Governor Ronald Reagan in 1968. In 1971, Saddleback College received accreditation by the Western Association of Schools and Colleges. Its name derived from the unique “saddleback” features of the nearby Cleveland National Forest, the campus occupies a 200 acre site that incorporates a series of mesas and canyons, providing Saddleback College a distinctive character. Growth of the college has paralleled robust development of the south Orange County area from the 1970’s through the 1990’s.

Saddleback College has established strong partnerships with many southern California four-year institutions, and provides baccalaureate quality transfer education, career and technical education, and lifelong learning opportunities.

The graphic on the following page illustrates the development of the campus with buildings color-coded based on the decade of original construction.



Development History



1960s 



1970s 



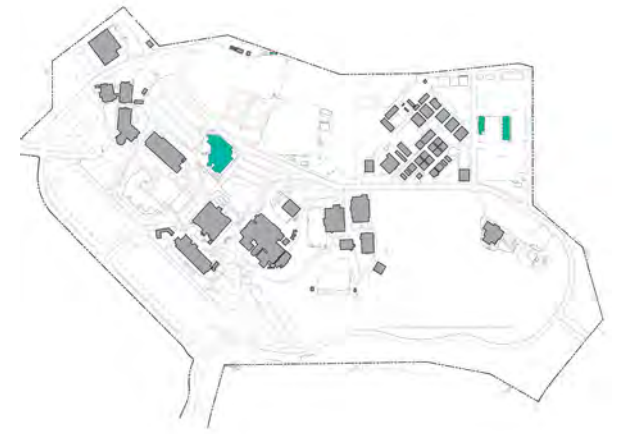
1980s 



1990s 



2000s 



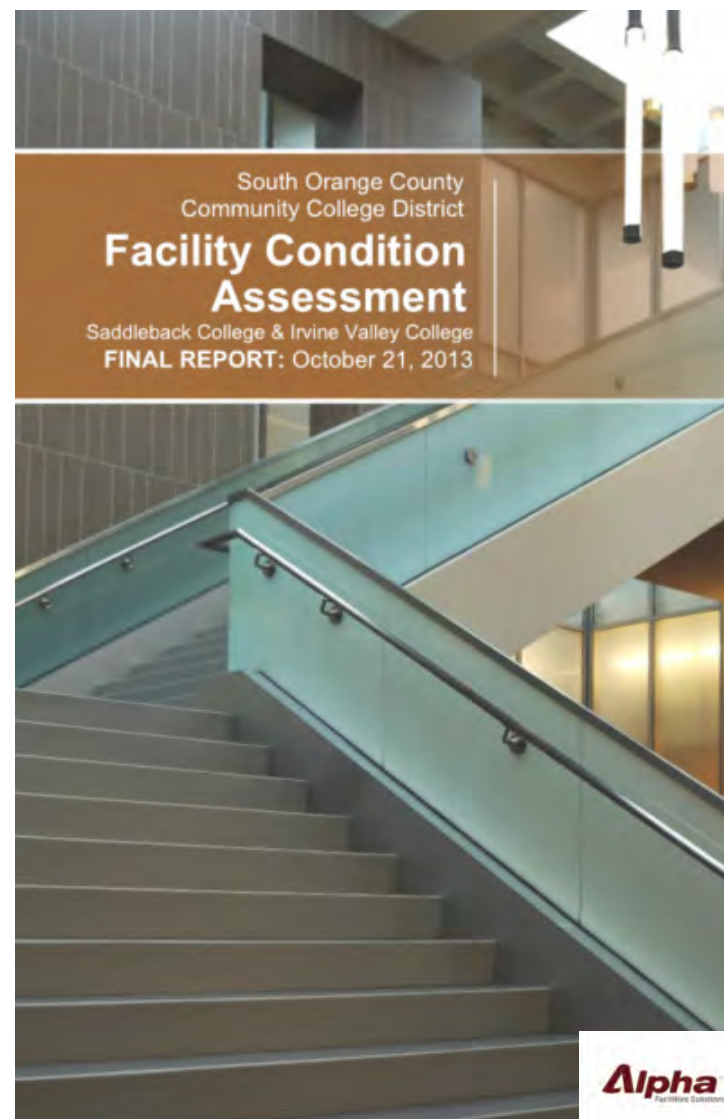
2010s 

Facilities Condition

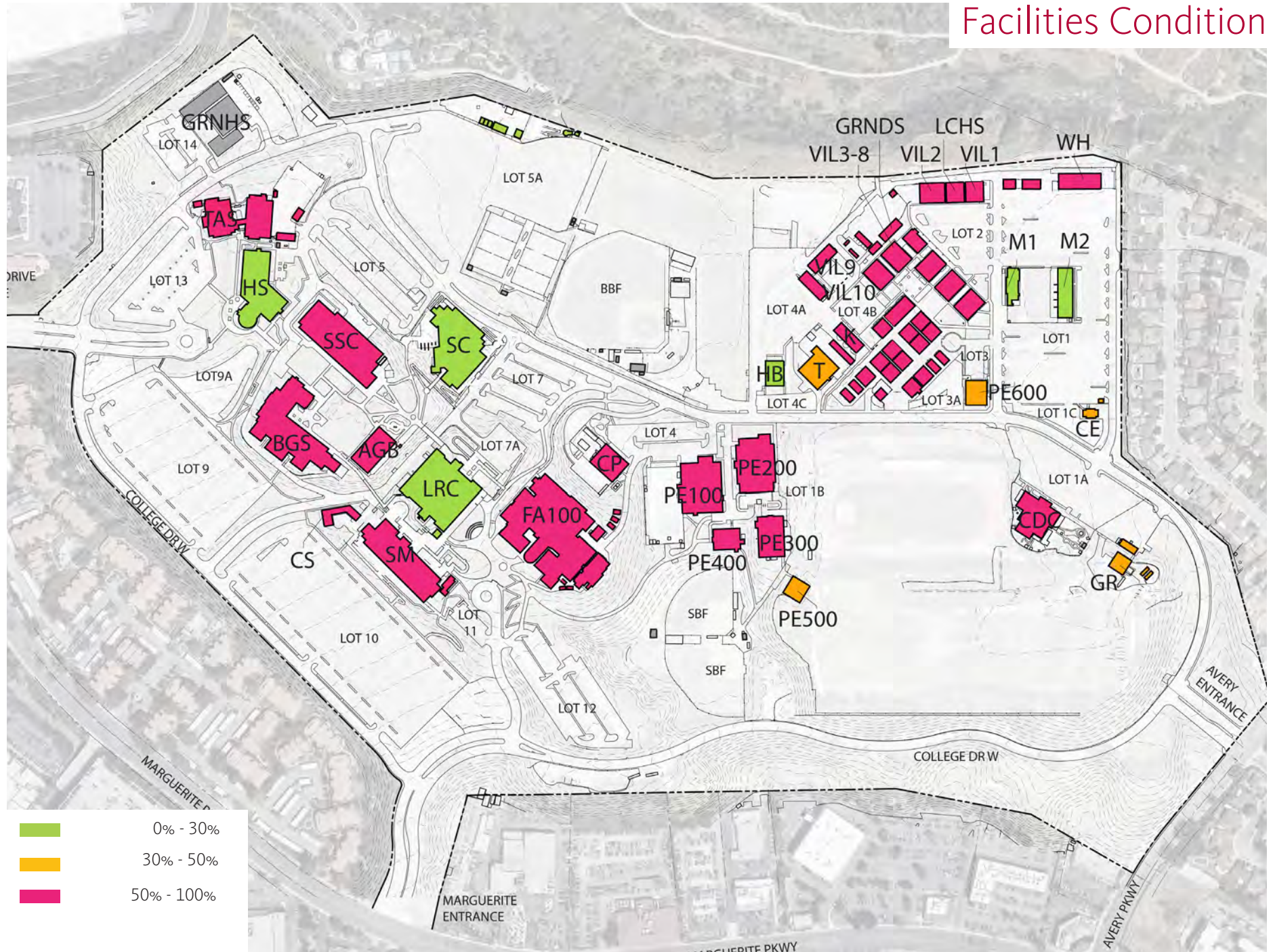
A comprehensive Facility Condition Assessment was conducted in 2013 to assess the status of each building in the District. A Facility Condition Index (FCI) was calculated for each facility assessed and was referenced during the planning process. The FCI is used to quantify a facility's physical condition at a specific point in time, and is calculated using the estimated cost of maintenance/repair requirements, and the Current Replacement Value (CRV) of the building.

For example, if a building's replacement value is \$10,000,000 and the cost of correcting its existing deficiencies is \$3,000,000, the building's FCI is $\$3,000,000 \div \$10,000,000 = 0.30$ or 30%. The larger the FCI, means a poorer condition of the facility.

The majority of original buildings on campus have FCI scores >50%, indicating that cost to renovate would be very high and replacement should be considered. This information was used to inform the planning discussions related to renovating versus replacing.



Facilities Condition



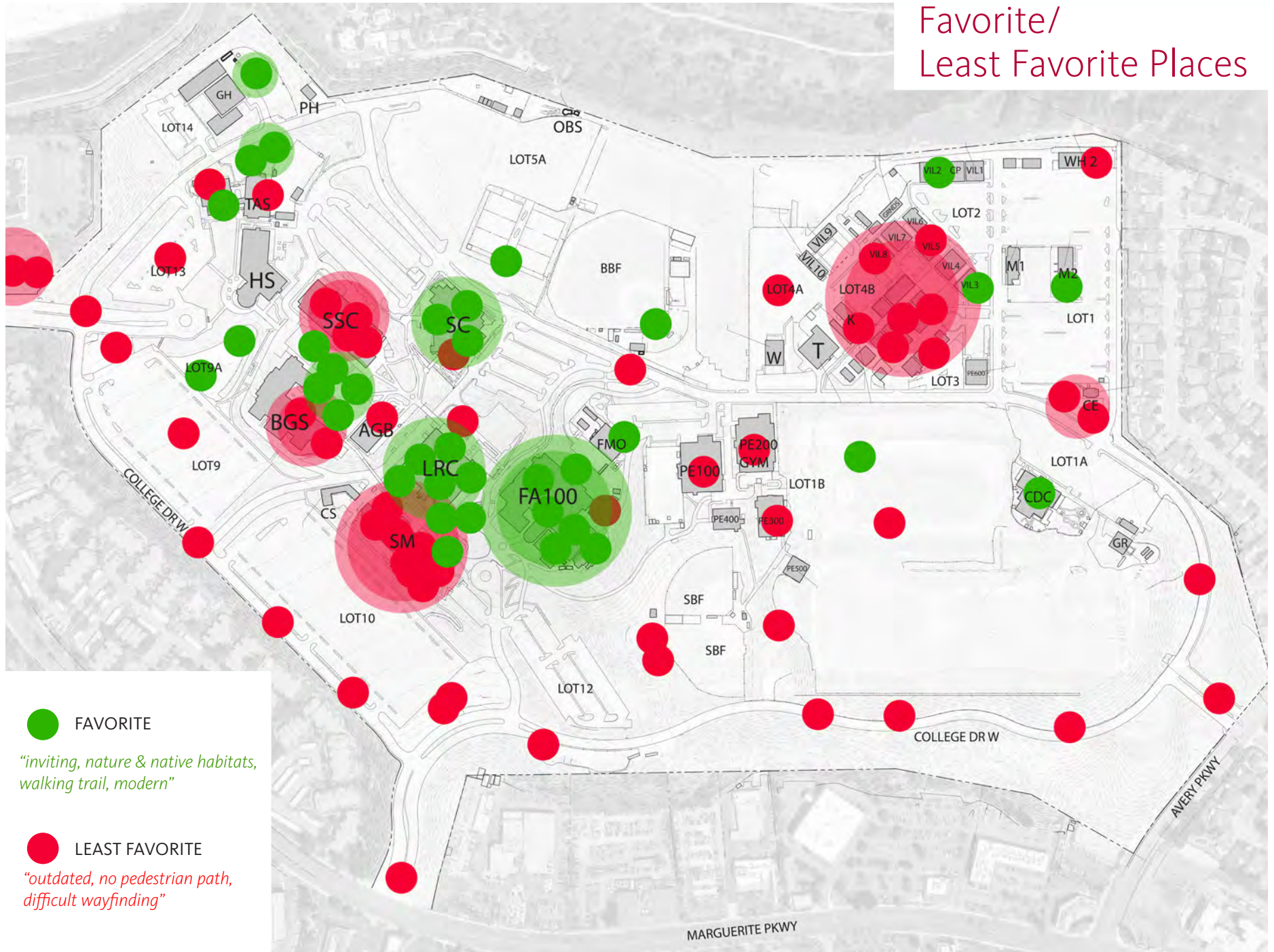
Favorite/Least Favorite Places

At the start of the planning process, the Saddleback College community was invited to participate in a Campus Forum. Students, faculty, staff, and administrators engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

This chapter includes some of these results alongside our existing campus data to correlate the relationship between objective existing conditions and subjective community perceptions. The following pages illustrate the portion of the findings most relatable to existing spaces on campus and typical travel pathways.



Favorite/ Least Favorite Places



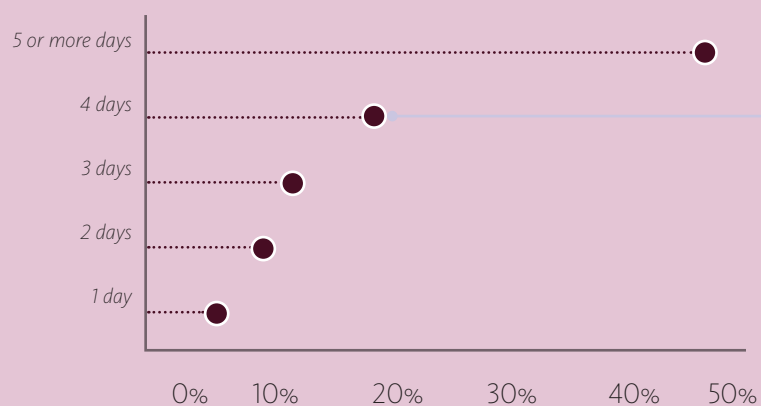
Places to Socialize

Respondents were asked to identify their favorite place on campus to socialize and connect. The results are described in the graphic and illustrate the most preferred places on campus according to the number of responses.

Additionally, respondents were asked about how many days they spend on campus in a typical week. The results are summarized in the graphics below.



During a typical week, how many days do you spend on campus?



72%
of respondents spend
at least 4 days on
campus per week

Places to Socialize



"fine arts courtyard, learning resources center, office"

39%
off campus

30%
other

16%
The Quad

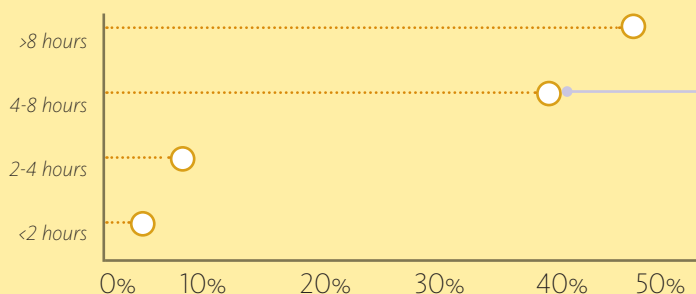
Places to Recharge

Respondents were asked to identify their favorite place on campus to recharge and relax. The results are described in the graphic and illustrate the most preferred places on campus according to the number of responses.

Additionally, respondents were asked about how much time they spend on campus each visit. The results are summarized in the graphics below.

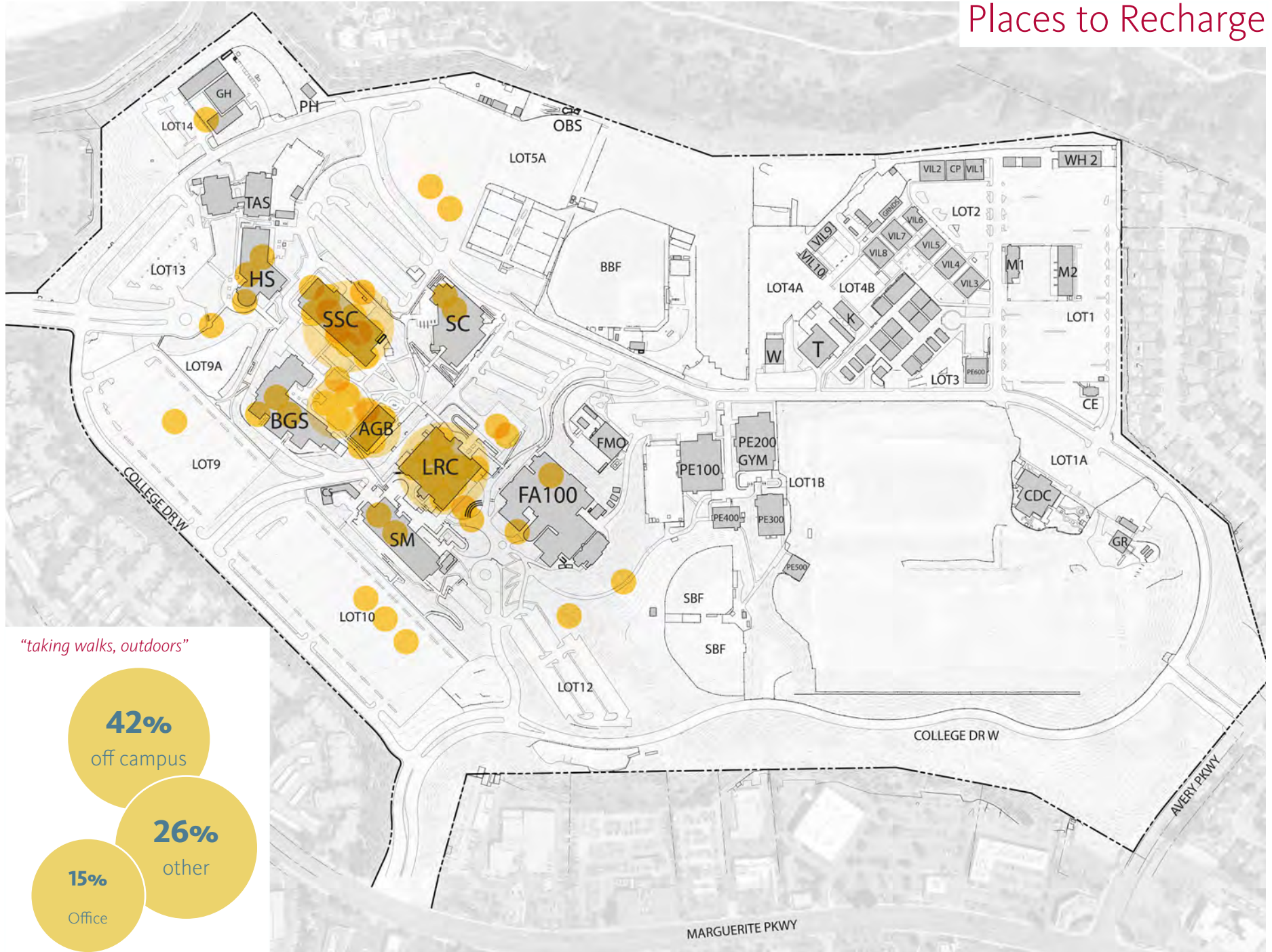


On average, how much time do you spend on campus each visit?



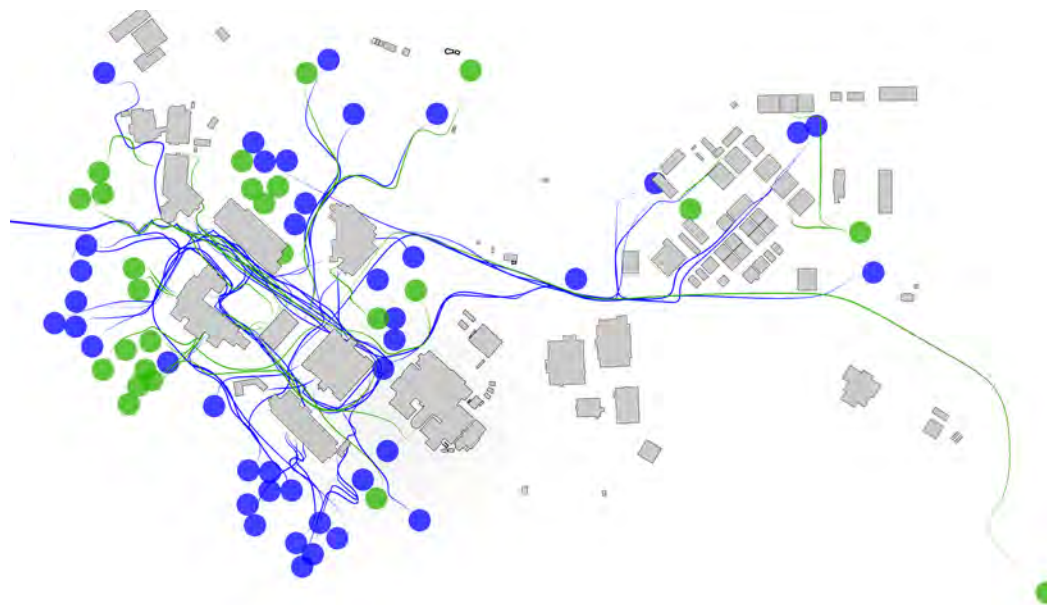
87%
of respondents spend
at least 4 hours on
campus during each
visit

Places to Recharge



Pedestrian Movement + Open Space

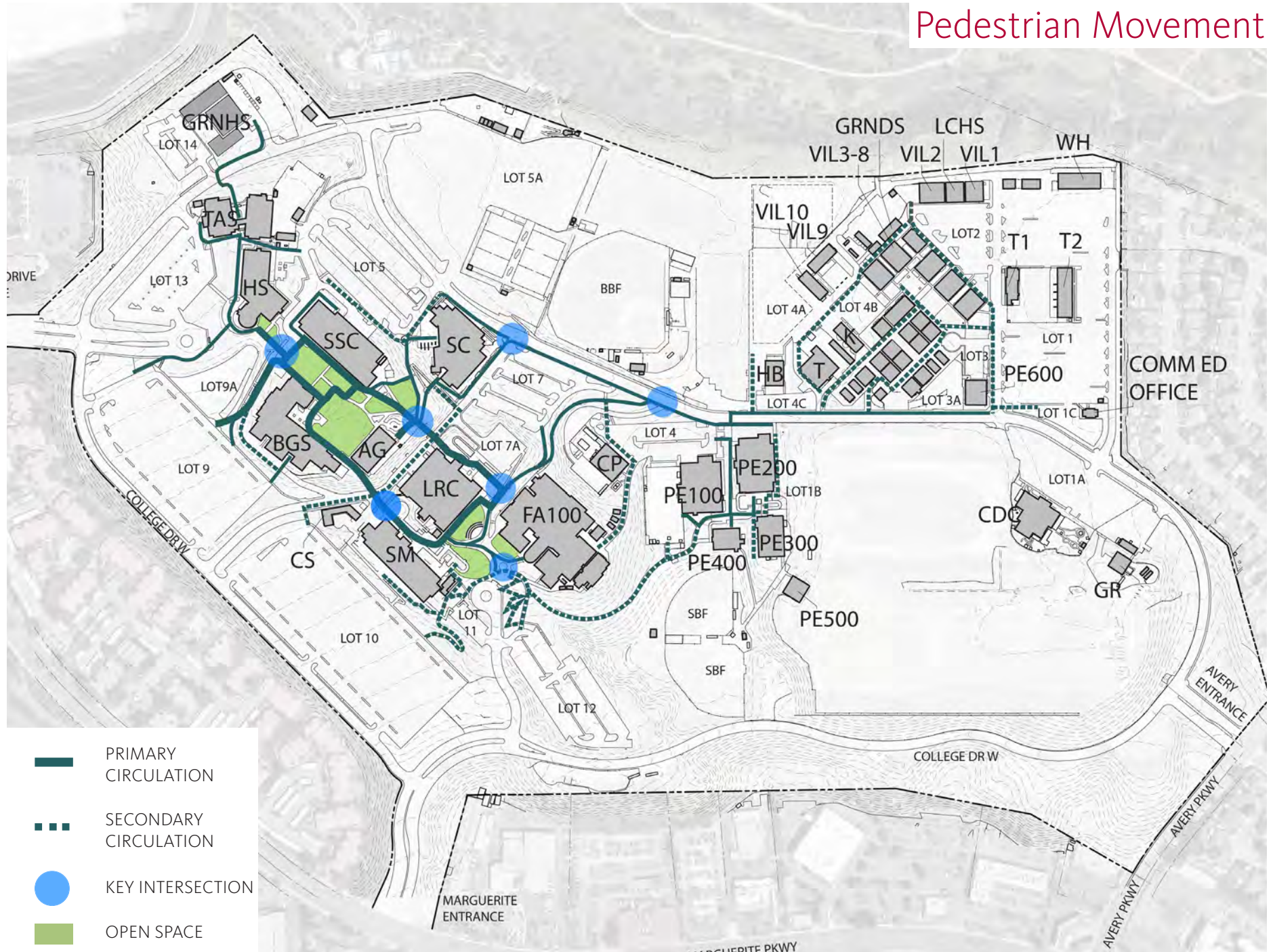
A variety of open spaces contribute to the campus identity and creates a distinct campus character. Students, faculty, and staff, were asked to map out their typical starting and ending points on campus, illustrated in the graphic below. The results informed the graphic plan on the facing page which illustrates campus open spaces, along with pedestrian spines and promenades.



- Faculty, staff, managers
- Students



Pedestrian Movement



- PRIMARY CIRCULATION
- SECONDARY CIRCULATION
- KEY INTERSECTION
- OPEN SPACE

Vehicular Circulation + Parking

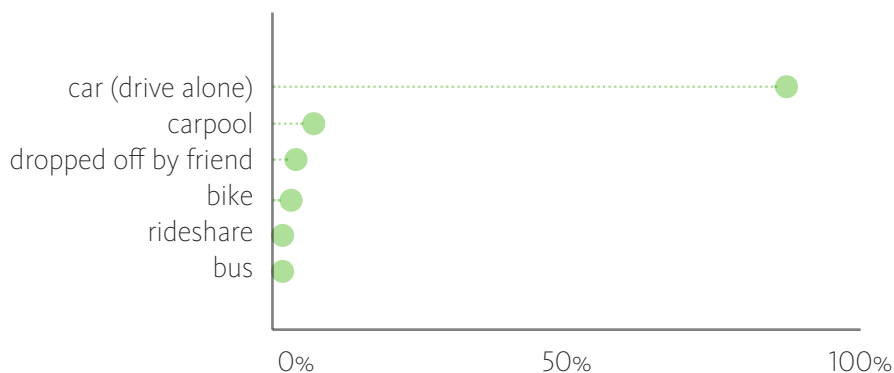
The graphic plan on the facing page illustrates campus vehicular circulation patterns. Campus entry points and major vehicular circulation routes are shown along with areas allocated for parking, passenger loading, public transit stops, and emergency vehicular circulation.

OBSERVATIONS

- Three entrance/exit drives connected to existing signalized city intersections; College Drive, Marguerite Parkway and Avery Parkway.

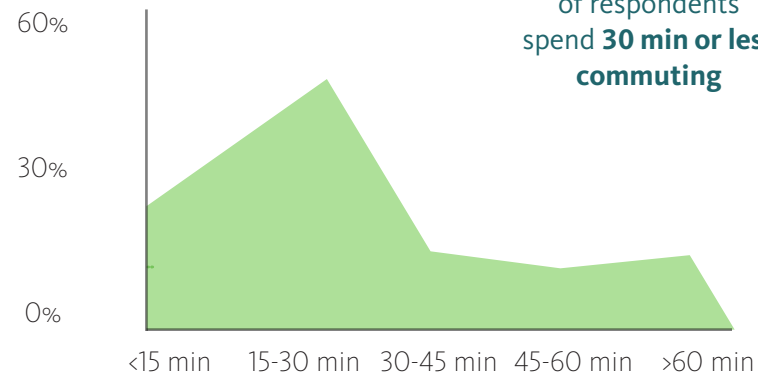
93%
of respondents **drive to campus alone**

What is your main means of commuting to and from campus?



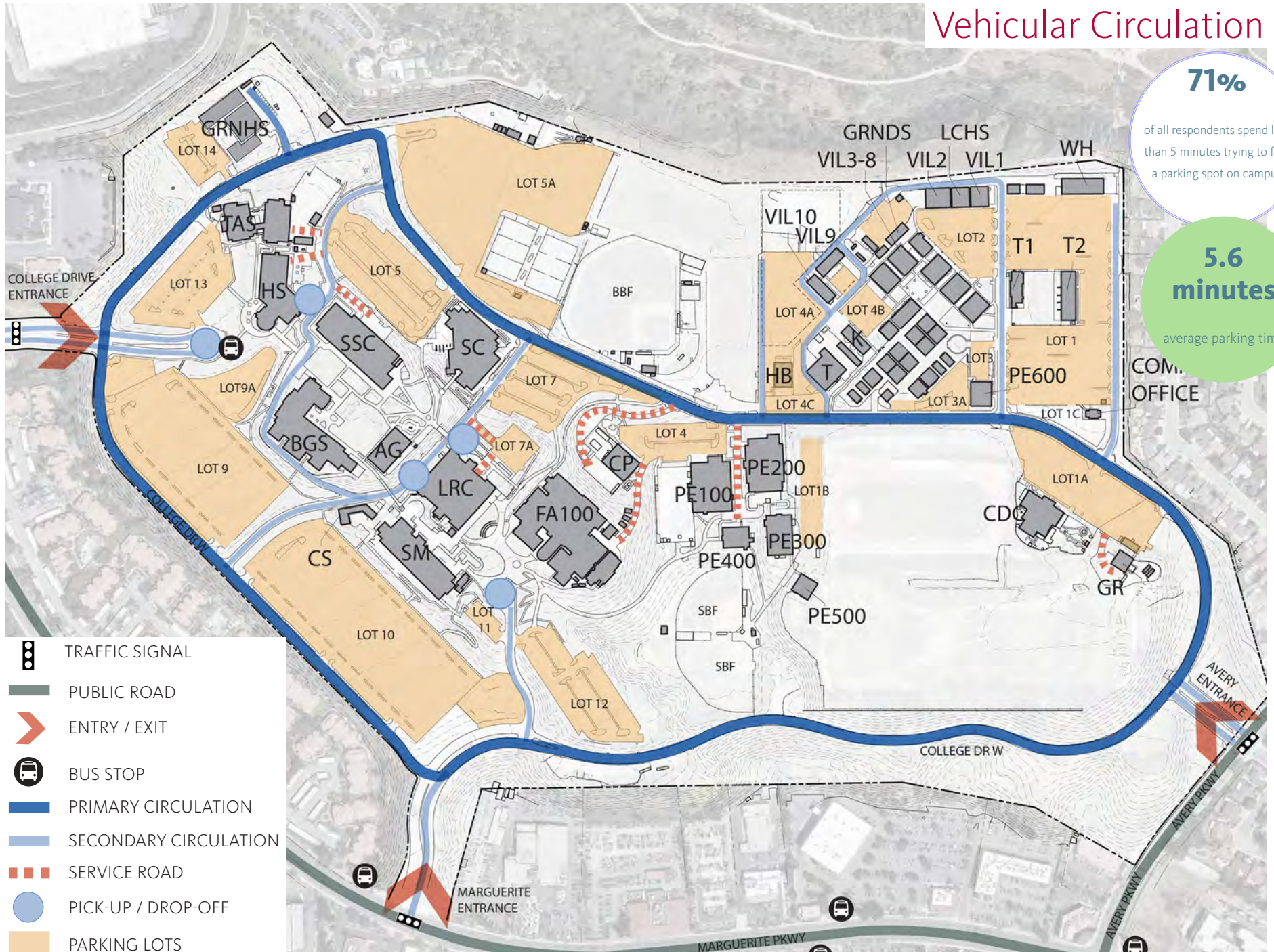
29.6 min
average commute time

On average, how long is your commute to and from campus?












67%
of respondents spend **30 min or less** commuting

Vehicular Circulation



71%
of all respondents spend less than 5 minutes trying to find a parking spot on campus

5.6 minutes
average parking time

-  TRAFFIC SIGNAL
-  PUBLIC ROAD
-  ENTRY / EXIT
-  BUS STOP
-  PRIMARY CIRCULATION
-  SECONDARY CIRCULATION
-  SERVICE ROAD
-  PICK-UP / DROP-OFF
-  PARKING LOTS



FRAMEWORK



SADDLEBACK
COLLEGE

FRAMEWORK

Overview

The SOCCCD Education Master and Strategic Plan (EMSP) serves as the foundation for this 2020 Facilities Master Plan. It defines overarching goals and objectives the district and colleges will pursue to carry out their mission and achieve their envisioned future.

Drawing upon quantitative and qualitative data collected for the District-wide Strategic Plan and the Saddleback College Education Master Plan, coupled with the collection and analysis of information that took place during the facilities planning process, this chapter outlines a framework for planning the future development of Saddleback College.

This chapter includes the following sections:

- EMP Highlights
- Campus Engagement
- Enrollment Forecast
- Space Inventory
- Space Utilization
- FMP Space Program
- Facilities Planning Principles

‘Integrated planning is a sustainable approach to planning that builds relationships, aligns the organization, and emphasizes preparedness for change.’

SCUP (Society for College and University Planning)

EMP Highlights

Equity
1 All students have been provided equal access to a quality education and traditionally underrepresented students have achieved their desired educational outcomes to the same extent and at the same rate as all other students.

Learning
2 The lives of our students are transformed by the learning opportunities they experience, the skills they acquire, and the achievements they attain.

Community
3 Strategic partnerships enable us to serve the civic, cultural, and economic needs of our communities.

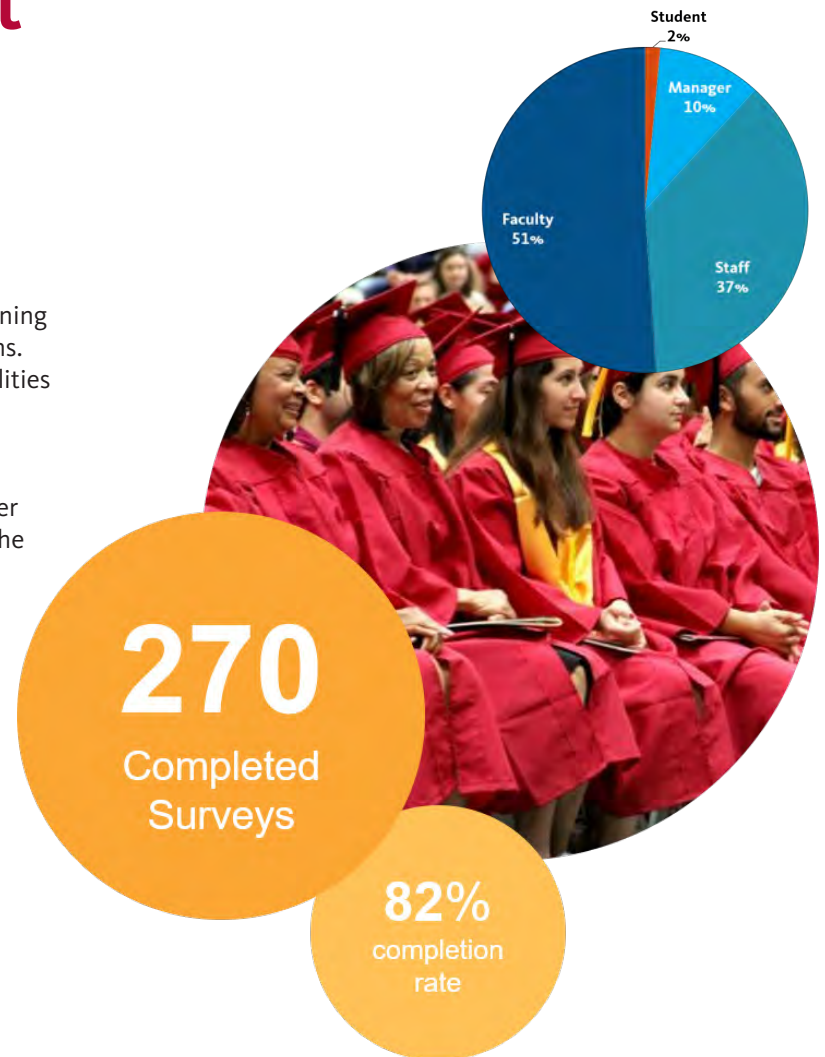
Student-Centered Design
4 Our institutional systems, facilities, and infrastructure are optimized, accessible, and sustainable to achieve our goals.



Campus Engagement

At the start of the planning process, the Saddleback College community was invited to participate in a Campus Forum. Students, faculty, staff, and managers engaged with the planning team through a series of interactive boards and conversations. Information was collected, analyzed, and used to inform facilities planning processes.

The following pages document the results of our campus engagement survey, where respondents were asked to answer questions regarding demographics, word associations with the campus, as well as ideas for future development.



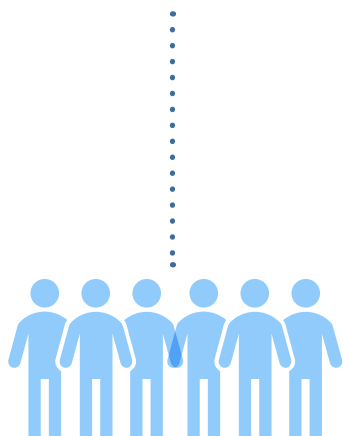


Campus Engagement

100 ideas to make Saddleback a better place?

CAMPUS ENGAGEMENT

- more places to connect
- gathering areas
- activity/event spaces
- shade



people

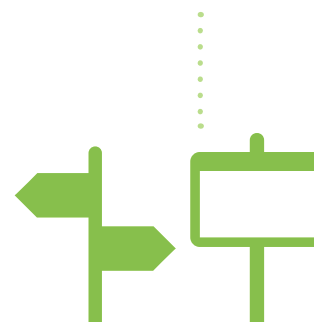
STUDY & TUTORIAL

- more tutoring
- study/lounge areas
- more computers
- increased library hours



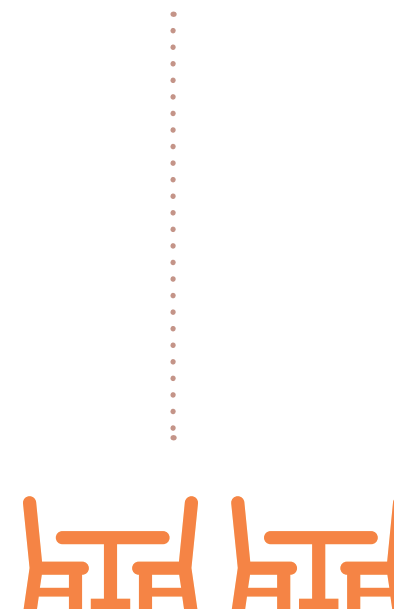
ACCESS & WAYFINDING

- improved connections
- clear pathways
- better directional signage
- clear building identification



FOOD

- better food
- more options
- cheaper



facilities

Campus Engagement



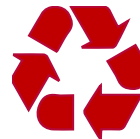
Most important topics to address in FMP:



housing



parking &
transportation



sustainability



buildings



study &
tutorial



access &
wayfinding



campus
engagement



food

Campus Engagement

What is the greatest opportunity to improve your experience on campus?



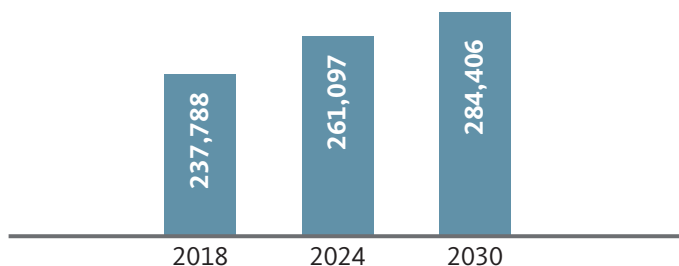
Campus Engagement



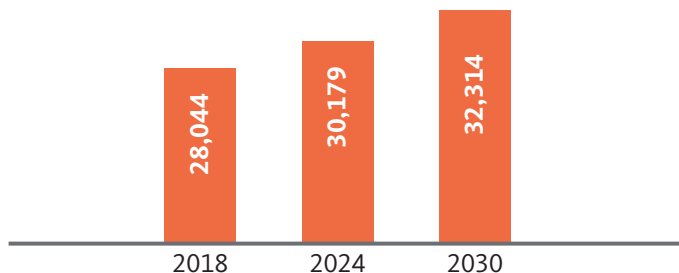
One word to describe Saddleback College?



SADDLEBACK LONG RANGE ENROLLMENT FORECAST



SADDLEBACK LONG RANGE WSCH FORECAST



Enrollment Forecast

The Long Range Enrollment and Weekly Student Contact Hours (WSCH) forecasts are issued by the California Community Colleges Chancellor's Office (CCCCO) each year and projects enrollment growth for the next 10 years. It includes historical data from the previous years and projects total enrollment and WSCH for the District using an average anticipated growth factor.







The base year used for this analysis is the fall semester of 2019 (the most recent complete year of data available at the start of this planning process), and the long range forecast is for fall semester of 2030.

Space Inventory







The inventory of facilities is an important tool in planning and managing college campuses. The Facilities Utilization Space Inventory Options Net (FUSION) is a database maintained by the California Community Colleges Chancellor's Office (CCCCO), and includes descriptive data on buildings and rooms for each college and district within the state. This information is essential for analyzing space utilization, projections, space needs and capital outlay planning.

Saddleback College maintains a detailed Space Inventory of all buildings on the campus according to the requirements of the State Chancellor's Office Space Inventory Handbook. As required by the state standards, it is updated and submitted to the State Chancellor's office annually. The Space Inventory contains data about every building and room per the State guidelines for space code, space type name, and assignable square feet (ASF).

ROOM USE CATEGORIES

	LECTURE 100'S	Classroom Support
	LAB 200'S	Lab Support
	OFFICE 300'S	Office Support
	LIBRARY 400'S	Library, Study, Tutorial Support
	INSTR.MEDIA 530'S	AV/TV, Technology Support
	OTHER 520-540-800'S	PE, Assembly, Food Service, Lounge, Bookstore, Meeting, Data Process, Physical Plant, Health

CURRENT SPACE INVENTORY

	2019 Space Inventory (ASF)
 LECTURE	68,139
 LAB	149,487
 OFFICE	82,015
 LIBRARY	49,827
 INSTRUCTIONAL MEDIA	37,637
 OTHER	164,405
TOTAL CAP/LOAD ASF	551,510

Space Inventory

The 2019 Space Inventory Report was used as the basis for the analysis of space. This report is updated annually and reported to the Chancellor's Office to reflect the current usage of facilities and space on campus. The table on the left includes a summary of the categories of space on Saddleback Campus and their respective totals.

It is important to note that the Space Inventory report includes all facilities on campus that are in use, including temporary facilities.

Space Utilization

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 Code of Regulations, 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).

The assignable square feet (ASF) of a building is the total square footage of the building that is, or could be, assigned to an occupant. The gross square footage (GSF) of a building includes all areas within the inside faces of exterior walls, including circulation, stairs, elevators, restrooms, and building systems.

The Title 5 space standards used to determine future capacity requirements are listed in the table to the right. 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.

PRESCRIBED SPACE STANDARDS

CATEGORY	FORMULA	RATES
Classrooms	ASF / Student Station	15
	Station Utilization Rate	66%
	Average hours room/week	53
Labs	ASF / Student Station*	
	Station Utilization Rate	85%
	Average hours room / week	27.5
Offices / Conference	ASF per FTEF	140
Library / LRC	Base ASF Allowance	3,795
	ASF / 1st 3,000 DGE	3.83
	ASF / 3,001-9,000 DGE	3.39
	ASF / > 9,000 DGE	2.94
Instructional Media	Base ASF Allowance	3,500
	ASF / 1st 3,000 DGE	1.50
	ASF / 3,001-9,000 DGE	0.75
	ASF / > 9,000 DGE	0.25

* Varies per discipline

Note: Day Graded Enrollment (DGE) is a unit used to calculate library and AV/TV space

Source: Board of Governors of the California Community Colleges, Policy on Utilization and Space Standards, September 2010.

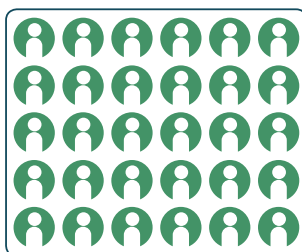
Space Utilization

Capacity Load Ratios

Capacity load ratios represent the direct relationship between the amount of space available, by type, which may be used to serve students, and the number of students participating in campus programs. The space type “other” includes a number of spaces on campus that are considered to be non-capacity load categories. These are spaces that are not analyzed by the CCCCCO in relation to utilization and efficiency, but are important as part of the college’s inventory related to maintenance and operations.

- The capacity/load ratio is the measure of the space utilization efficiency according to Title 5 standards.
- Assumed utilization for classrooms is 53 hours per week, utilization for labs varies per discipline.
- Capacity/load ratios are rolled up and measured as an aggregate by room use category for each campus.

RIGHT-SIZED



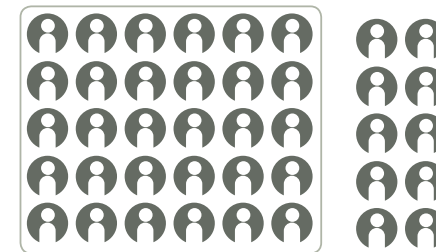
of seats = # of students
100% capacity / load

OVER CAPACITY



of seats > # of students
over 100% capacity / load

UNDER CAPACITY



of seats < # of students
under 100% capacity / load

FMP Space Program

The Facilities Master Plan Program summarizes the projected need for capacity load space categories as defined by state standards. The methodology for developing this program is summarized as follows:







- The 2019 Space Inventory was adjusted to reflect the removal of temporary buildings. The space from these facilities were subtracted from the 2019 Space Inventory column (A) and reflected in the 'Adjusted Inventory' column (B).
- Enrollment forecasts and WSCH projections were applied in combination with appropriate space planning standards to result in a total space requirement in ASF listed as the FMP Program (C).
- The Adjusted Inventory (B) was subtracted from the FMP Program (C) to result in the Difference (D) that indicates the ASF need by types of space.

The FMP Space Program provides the basis for developing recommendations for future facilities. In order to accommodate the forecasted enrollment and program needs and replace functions that are housed in facilities to be removed, the FMP Space Program outlines the quantity of space needed in each of the capacity load categories.

The space needs are indicated as Assignable Square Feet (ASF) and divided by a grossing factor to arrive at gross square footage (GSF). The State Chancellor's Office recommends grossing factors for community college facilities which average approximately 65% for instructional facilities.

The FMP Space Program indicates that following the removal of temporary facilities, there is a need for additional lab space to support the 2030 program forecasts. In addition, there is a need for additional space in non-capacity-load categories shown as other.

FMP Space Program

	A	B	C	D(C-B)
	CURRENT INVENTORY 2019	ADJUSTED INVENTORY	MASTER PLAN SPACE PROGRAM	DIFFERENCE
 LECTURE	68,139	76,670	49,098	-27,572
 LAB	149,487	173,309	231,160	+57,851
 OFFICE	82,015	80,202	75,842	-4,360
 LIBRARY	49,827	54,026	48,185	-5,841
 INSTR.MEDIA	37,637	39,717	13,568	-26,149
 OTHER	164,405	167,361	196,415	+29,054

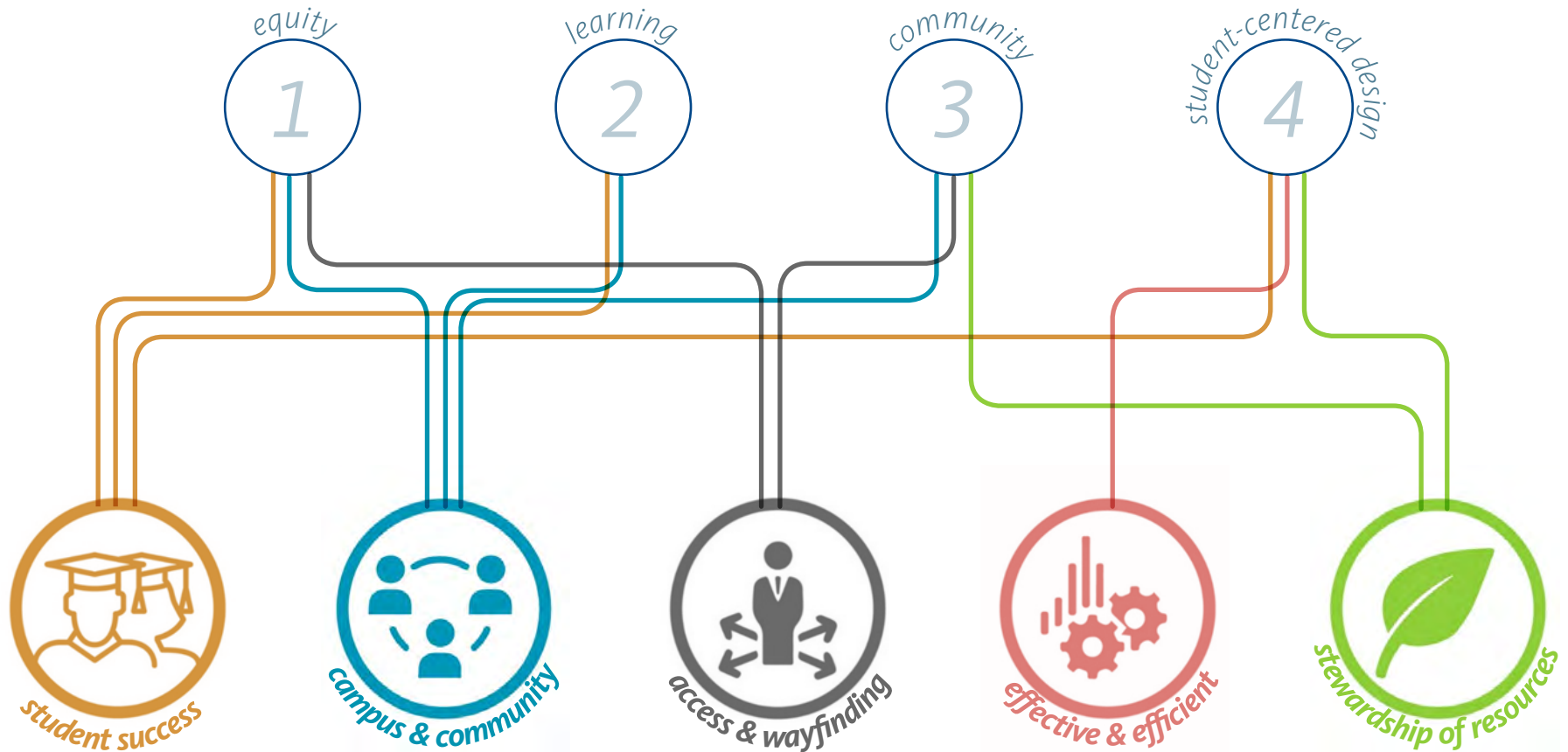
Facilities Planning Principles

Following the extensive analysis of qualitative and quantitative information, a set of Facilities Planning Principles were developed to guide discussions related to site and facilities improvements. These principles were developed collaboratively with the FMP Task Force and align with Saddleback College's commitment to strategic goals towards equity, transformation, engagement, and optimization.

The five principles are the key drivers that led to the Saddleback College FMP recommendations and serve as a touchstone for the future development of the campus. They provide the framework for identifying the required improvements to the campus environment, facilities and infrastructure that are articulated throughout this chapter.



Facilities Planning Principles



- Improve access to student support services
- Integrate and consolidate functions and services
- Increase access to tutoring and learning centers
- Develop spaces to encourage students to spend more time on campus

- Develop indoor + outdoor spaces to enhance collaboration
- Develop outdoor areas to support events + activities
- Increase availability and choices for food
- Improve community access
- Enhance a sense of belonging and pride

- Improve campus organization to enhance intuitive wayfinding
- Create logical groupings of functions
- Improve physical connections across all areas of the campus

- Replace temporary, inefficient and underperforming facilities
- Replace seismically vulnerable buildings
- Renovate + repurpose where appropriate
- Right-size facilities to support program needs
- Design for well-being

- Increase awareness and create a culture of sustainability
- Increase partnerships and collaborations
- Position to maximize state funding opportunities

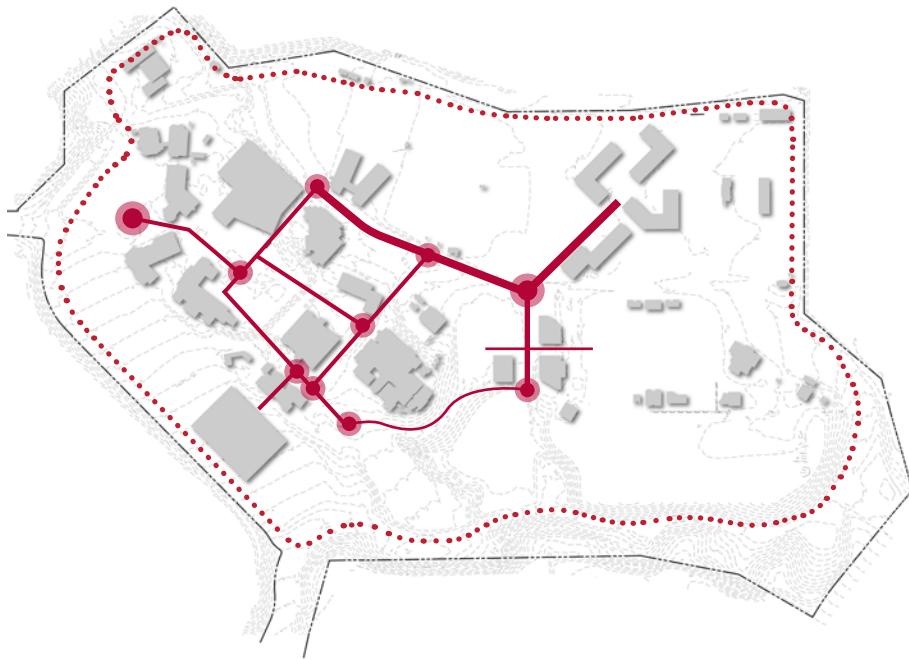


RECOMMENDATIONS



SADDLEBACK
COLLEGE

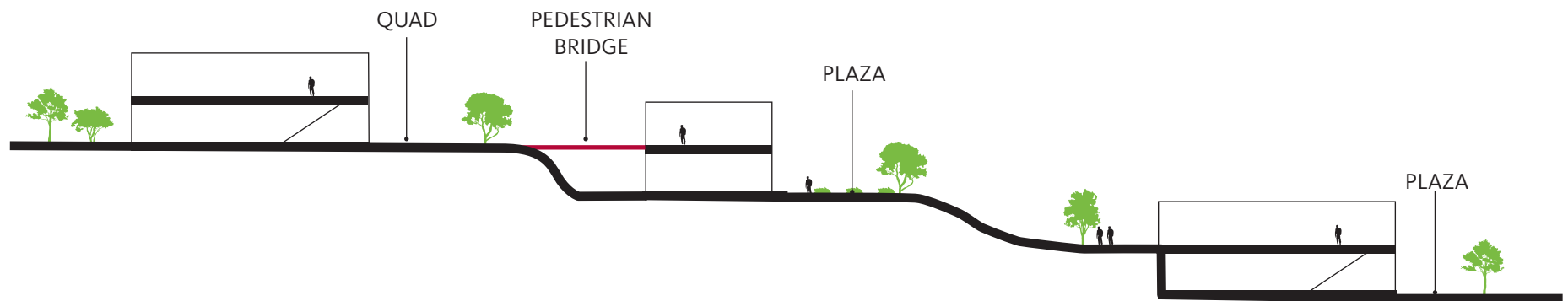
Development Concepts



NETWORKS A collection of pedestrian paths connect all areas of the campus. Wide pedestrian bridges span across Library Road and multi-level buildings connect lower parking lots to campus plateaus. An Arboretum Trail meanders along the perimeter and invites the community into campus.



OPEN SPACES A collection of open spaces are developed at the multiple levels of the campus and planned to support studying and collaboration and enhance student engagement. Spaces are framed by buildings and designed to provide a sense of place and connection and promote a variety of formal and informal activities.



CONNECTIONS A section through campus illustrates the unique character of the site. Developing plateaus at open spaces and plazas reflects the natural mesas of the area and allows for key moments as students move through campus, providing a distinct sense of place while creating vistas to the adjacent

dedicated natural open space area. Open spaces are connected through pedestrian bridges and meandering paths that increase visibility and access to programs.

Facilities Master Plan

The 2020 Facilities Master Plan for Saddleback College presents an overall picture of the future developed campus. It includes recommendations for a series of site and facilities projects that are described in the pages that follow.

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

The FMP projects identified as part of the planning process include the list to the right. They are grouped into three categories, listed in alphabetical order and do not represent a priority order.

FMP PROJECTS (in alphabetical order)

NEW CONSTRUCTION

- ATEP Culinary / Auto Tech
- PE Complex Replacement
- Science and Math Replacement
- Student Housing
- Student Union + Parking
- Wellness Center + Volleyball

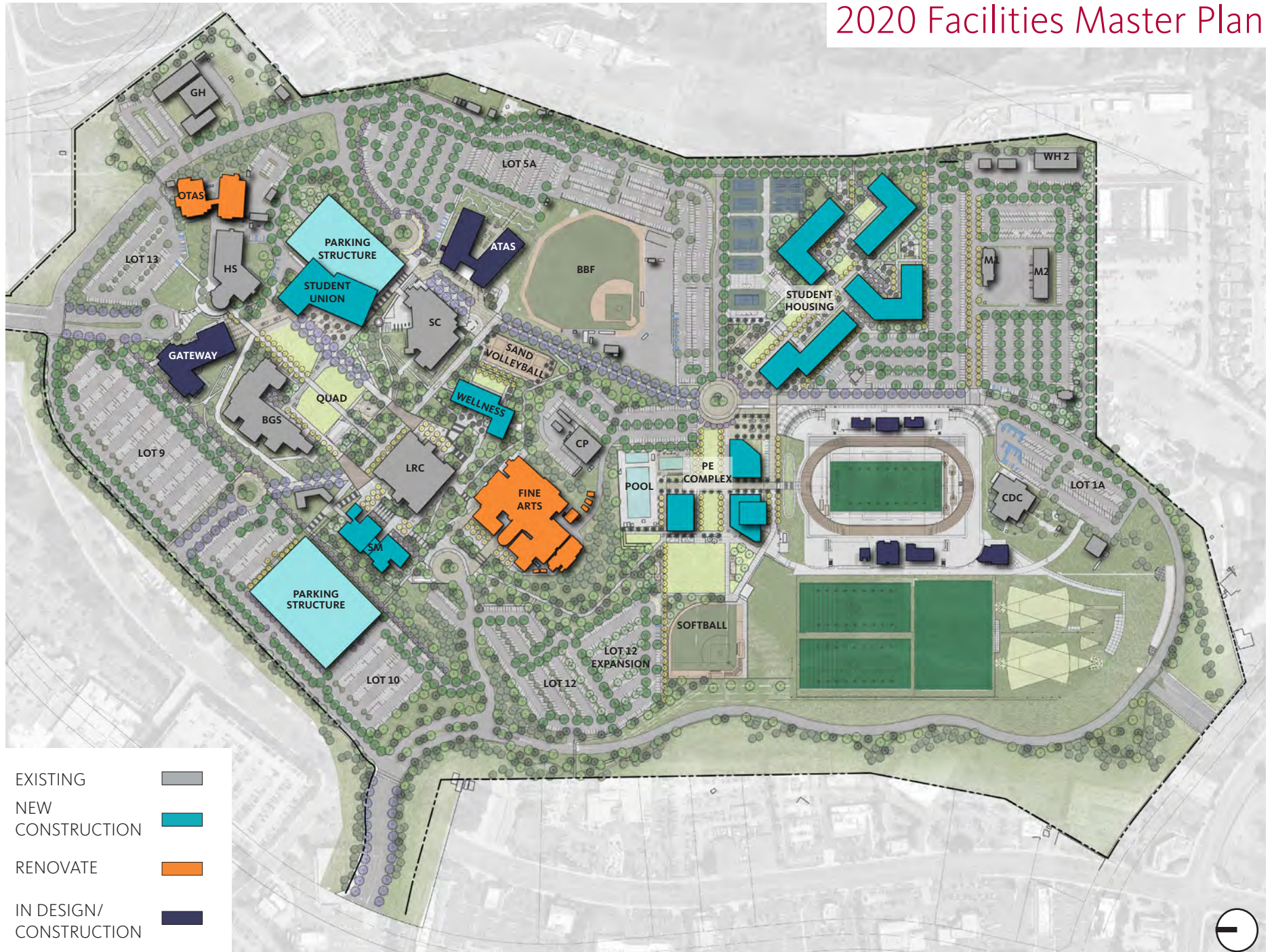
RENOVATION

- Fine Arts Renovation
- M&O Grounds + Transportation
- TAS Renovation / Campus Support Center

SITE PROJECTS

- Arboretum Trail
- Parking Structure (Lot 10)
- Quad Extension + Pedestrian Bridges
- Softball + Lot 12 Expansion

2020 Facilities Master Plan



Vehicular Circulation

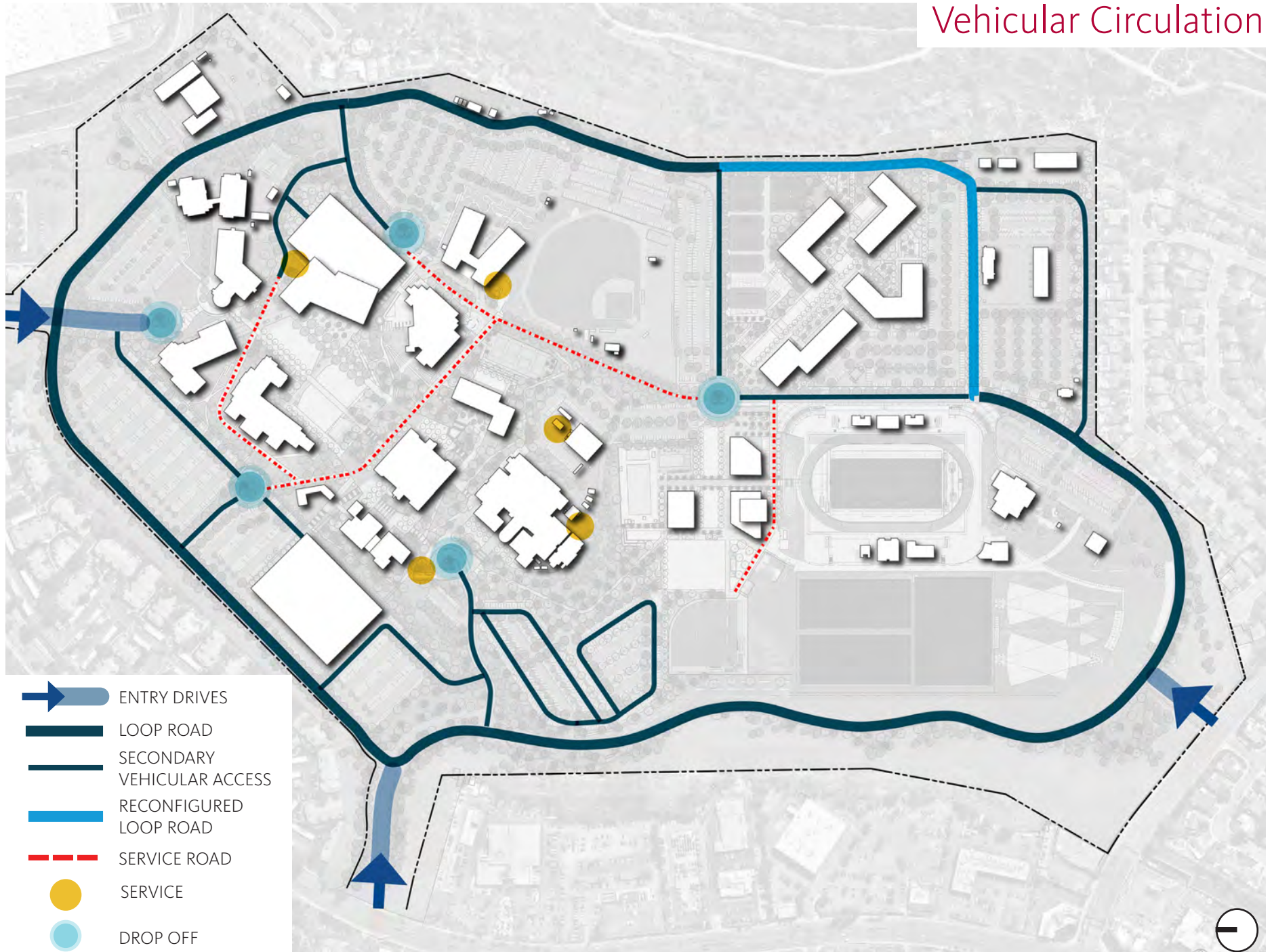
A series of vehicular recommendations are developed to improve clarity, connectivity and identity. A summary of these recommendations are described below and in the graphic that follows.

The campus loop road connects to all parking areas and is extended around the future student housing development to reduce vehicular traffic on the interior of the campus and provide safe zones for pedestrian circulation.

Additionally, portions of the loop road are closed on the interior of campus to eliminate vehicular/pedestrian conflicts and to promote a car-free campus core. Wide pedestrian pathways and promenades will be designed to support emergency vehicle access and deliveries as needed.



Vehicular Circulation



Parking + Solar Canopies

Two new parking structures and several surface parking lots are proposed to improve access and increase capacity around the campus.

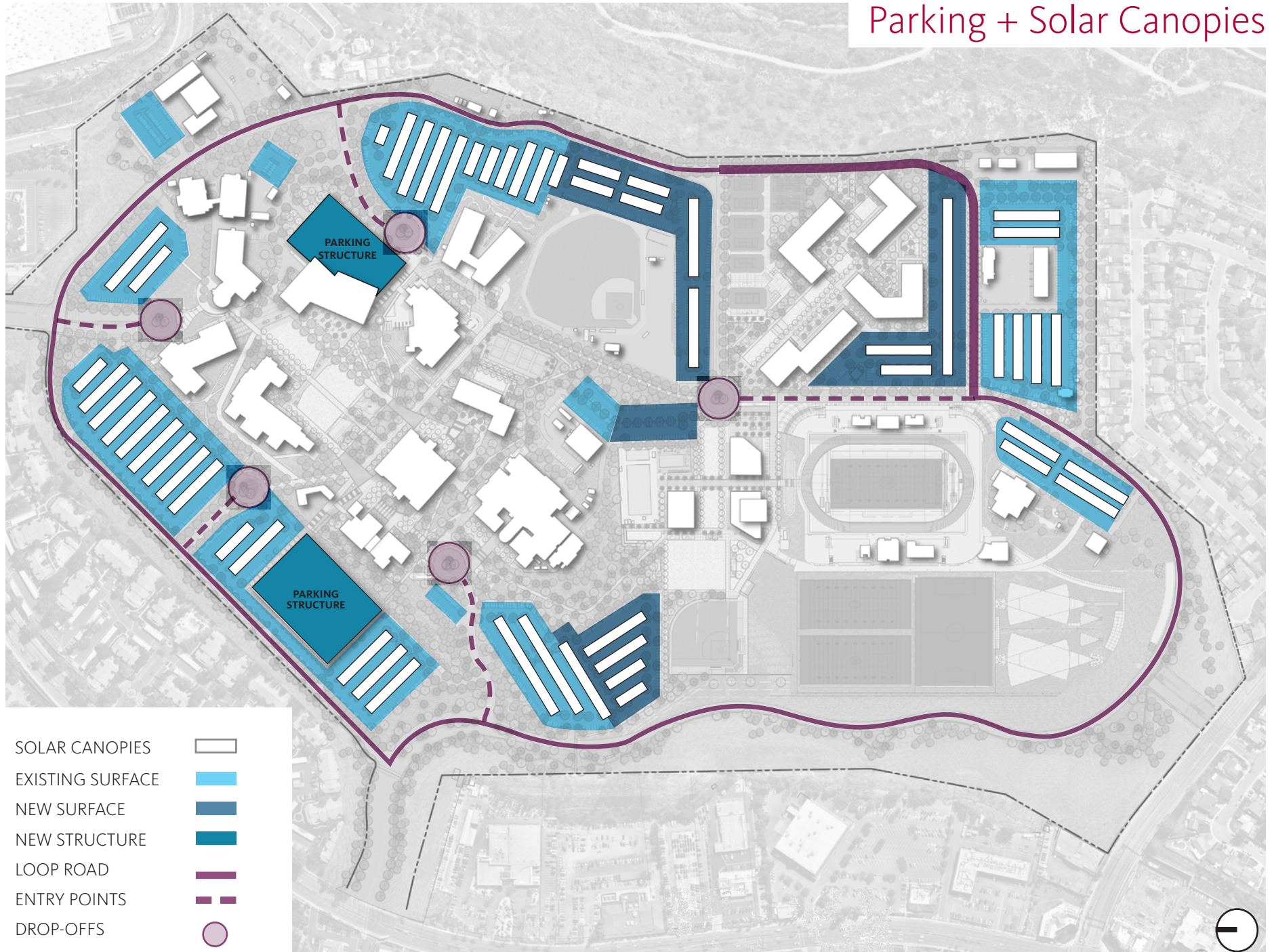
Adjacent to the new Student Union, a terraced parking structure is proposed to improve access to the Student Union and Main Quad. The adjacency provides the opportunity to expand activity onto the upper deck and take full advantage of the expansive views.

The central location of Parking Lot 10 is the proposed site for a multi-story parking structure. Vehicles will enter and exit the structure on the lower level connecting to the loop road between the two main campus access points. Accessible vertical connections will circulate through the structure and connect at the upper level to campus and building entry points.

Solar Canopies are proposed to be constructed in all existing and proposed large surface parking lots as shown on the facing page. The new photo voltaic shade structures will generate solar power, support the District's commitment to environmental stewardship and will lead the path towards net zero.



Parking + Solar Canopies



Pedestrian Circulation

Vehicular circulation is minimized on the interior of the campus to create a pedestrian friendly campus core and enhance the overall campus experience. From the parking areas and the designated drop-offs, the accessible framework of pedestrian pathways extend to all areas of the campus and connect the multiple levels.

Portions of the loop road are transformed into a pedestrian friendly promenade that connects ATAS and the Baseball Field to the campus core. Multi-level parking structures provide accessibility pathways into the campus core.

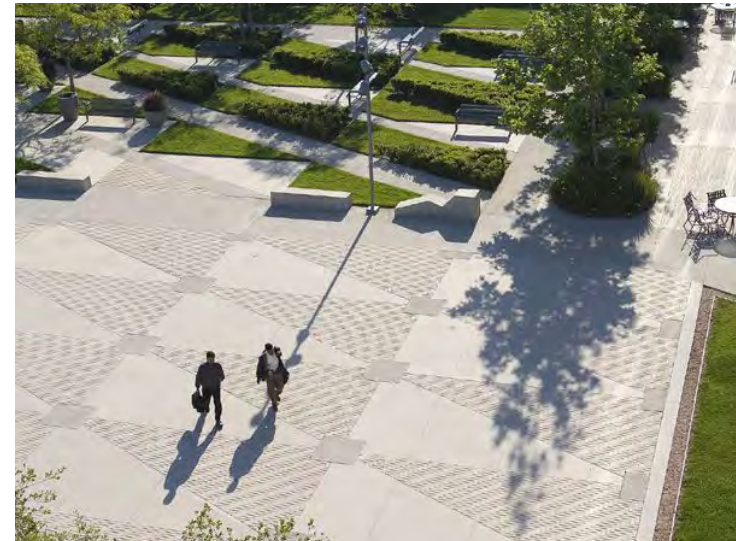
Arboretum Trail

The trail, varying in width, connects the community to the campus experience. It moves through the landscape as an experiential trail of southern California plant communities such as Oak Grasslands, Native Riparian and Pollinator Gardens. The trail allows for rest spots along the path to site and ponder the native landscape.

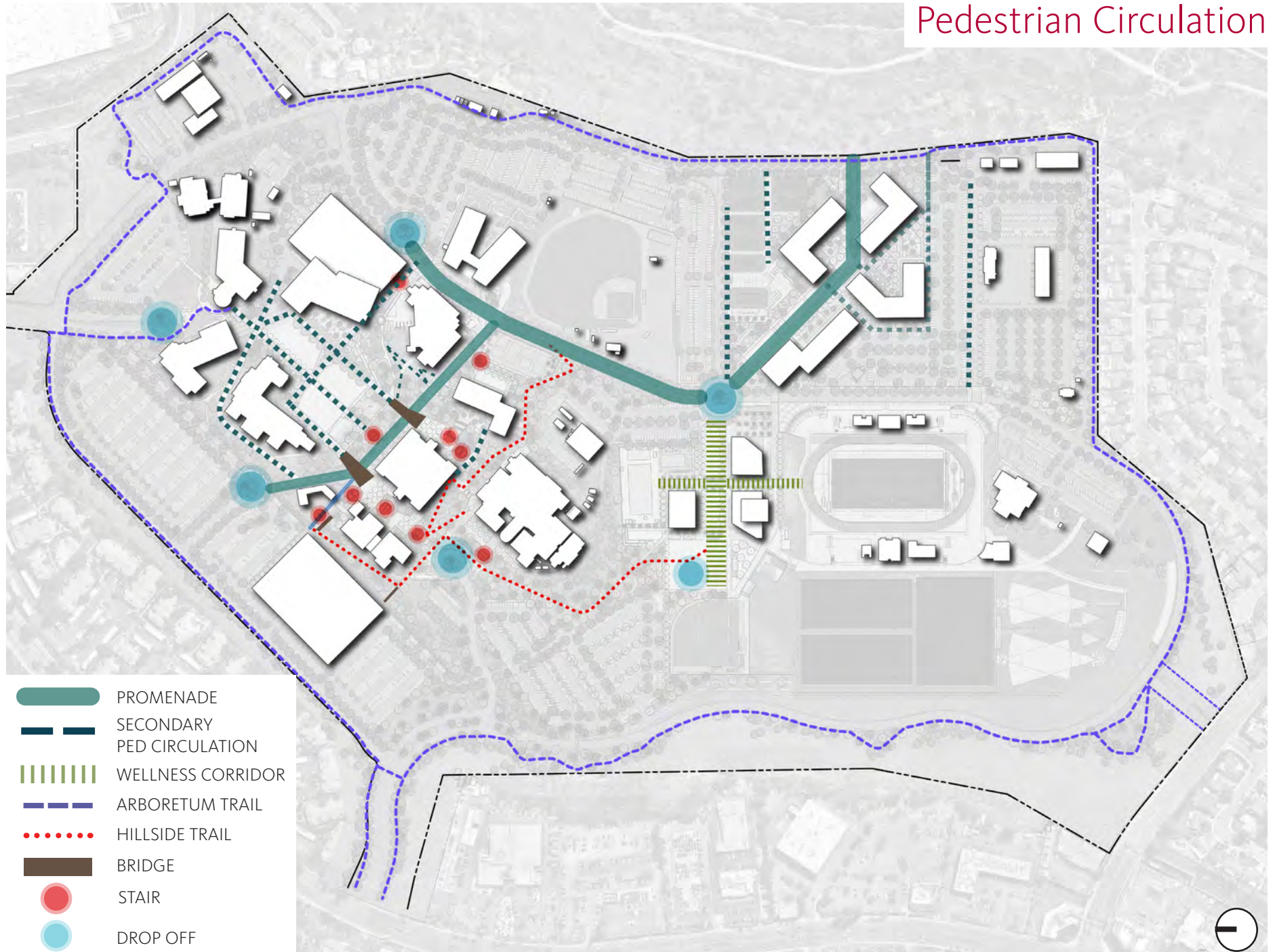
Where new projects occur adjacent to the loop road, widening should occur. Locations that fall under the road widening should be: Student Union Parking Structure and Arboretum Trail. Adjacent to Student Housing the Arboretum Trail and Loop Road improvements will be added as well as a new Loop Road.

Narrowing of the Loop Road will happen at Lot 10 Parking Structure to accommodate the integration of the Arboretum Trail.

The hillside trail connects into the system and provides an ADA accessible connection from the wellness corridor to Arts Plaza.








Pedestrian Circulation



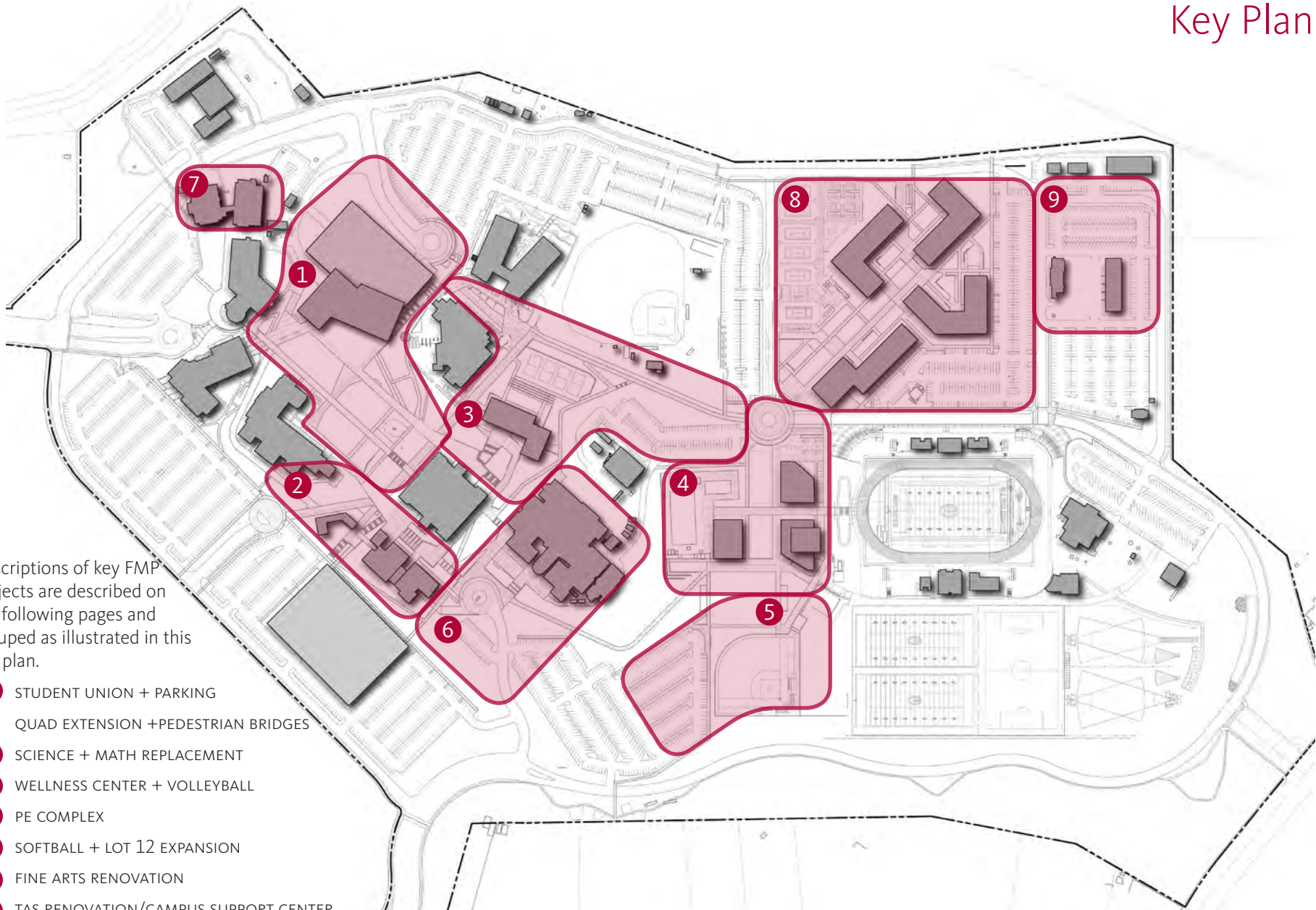
-  PROMENADE
-  SECONDARY PED CIRCULATION
-  WELLNESS CORRIDOR
-  ARBORETUM TRAIL
-  HILLSIDE TRAIL
-  BRIDGE
-  STAIR
-  DROP OFF

Project Descriptions

This section of the document includes descriptions of the recommended projects. All FMP projects are developed to support the Facilities Planning Principles created during the planning process. The chart below highlights how each of the major projects reflect the principles.

FMP PROJECTS					
	STUDENT SUCCESS	COMMUNITY	ACCESS	EFFICIENCY	STEWARDSHIP
NEW CONSTRUCTION					
ATEP Culinary / Auto Tech	●	●	●	●	●
PE Complex Replacement	●	●	●	●	●
Science and Math Replacement	●		●	●	●
Student Housing	●	●	●		
Student Union + Parking	●	●	●	●	●
Wellness Center + Volleyball	●	●			●
RENOVATION					
Fine Arts	●	●	●	●	●
M&O Grounds + Transportation				●	●
TAS Renovation / Campus Support Center	●	●	●	●	●
SITE PROJECTS					
Arboretum Trail		●	●		●
Parking Structure (Lot 10)			●	●	
Quad Extension + Pedestrian Bridges	●	●	●		●
Softball + Lot 12 Expansion		●	●	●	

Key Plan



Descriptions of key FMP projects are described on the following pages and grouped as illustrated in this key plan.

- 1 STUDENT UNION + PARKING
QUAD EXTENSION + PEDESTRIAN BRIDGES
- 2 SCIENCE + MATH REPLACEMENT
- 3 WELLNESS CENTER + VOLLEYBALL
- 4 PE COMPLEX
- 5 SOFTBALL + LOT 12 EXPANSION
- 6 FINE ARTS RENOVATION
- 7 TAS RENOVATION/CAMPUS SUPPORT CENTER
- 8 STUDENT HOUSING DEVELOPMENT
- 9 M&O COMPLEX
- 10 ATEP CULINARY/AUTO TECH *SEE PAGE 153



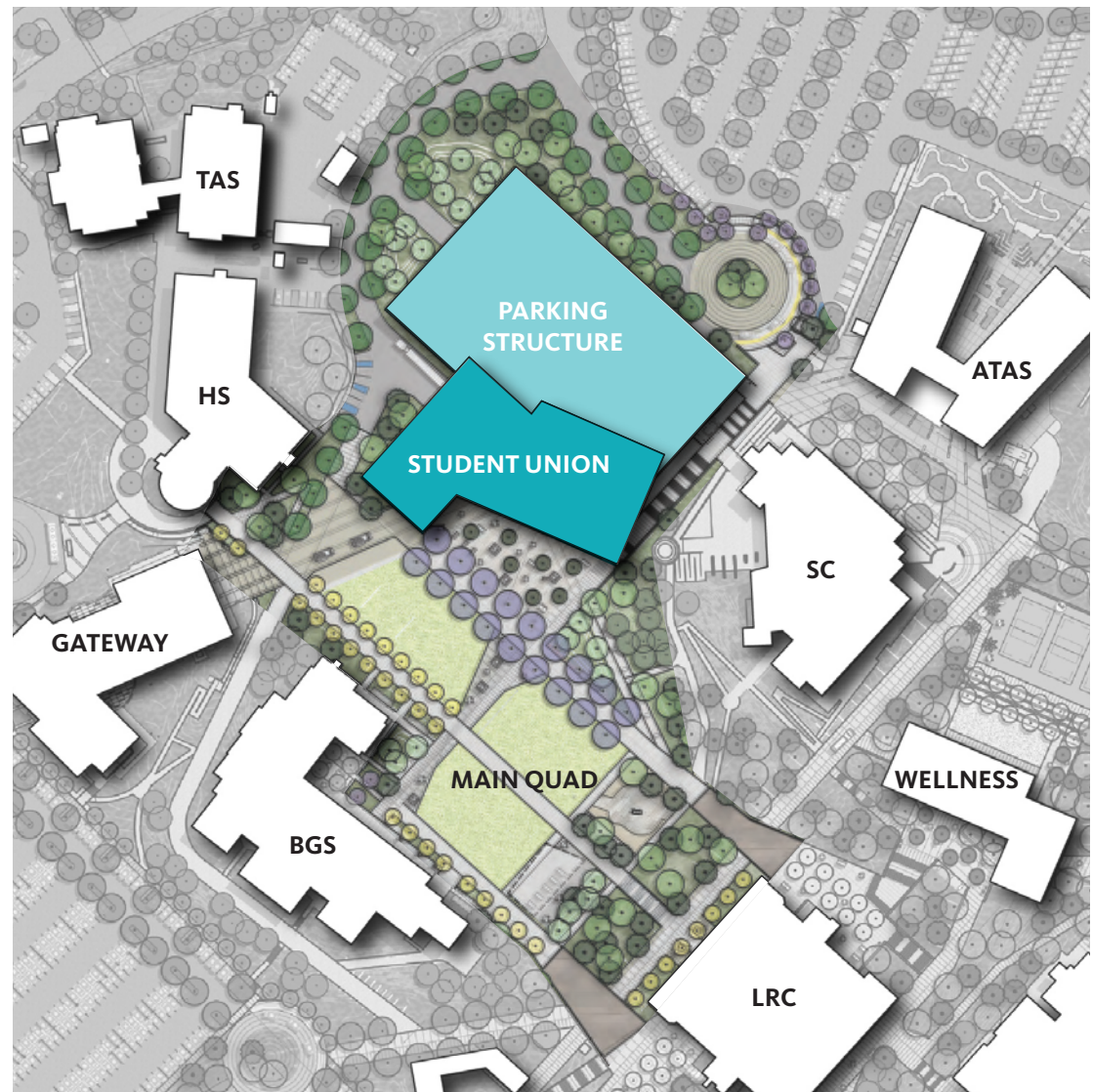
1 STUDENT UNION + PARKING

As functions relocate from the existing SSC building into the new Gateway Building, the 2020 FMP recommends the removal and replacement of the SSC with a welcoming and active Student Union. The new multi-story building will improve access to support services, enhance engagement and create a sense of belonging for the entire Saddleback College community.

A rotated footprint allows for the expansion of the Main Quad and opens up the building to be accessed from multiple directions, enhances indoor-outdoor connections and takes advantage of the wonderful views. A pedestrian connection is proposed to connect to the Science Center and ATAS with a grand stair.

Functions to be housed in the new Student Union will include food service, bookstore, student activities, large meeting rooms and administrative offices relocated from the AGB building. At the completion of this project, the AGB building will be removed and the Main Quad will be expanded.

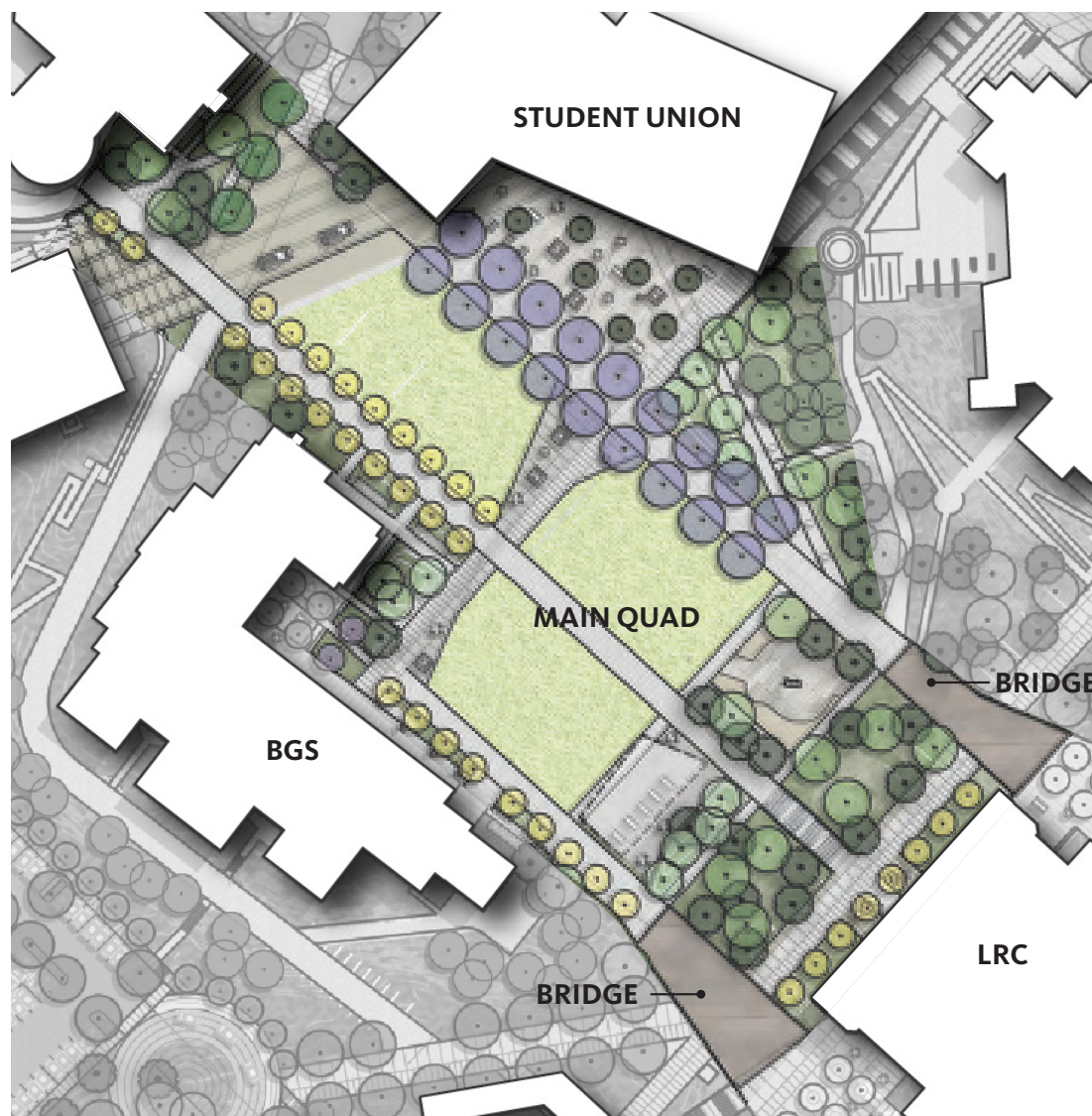
The Student Union will be flanked by a parking structure that sits within the natural topography of the site. The garage allows for two entry points with the lower southern entry exiting a natural round-about drop-off point for rideshare etc. The round-about drop-off allows for the more formal entry lined with trees and a connection to the Grand Stair hugging the south side of the parking structure and Student Union.



Quad Extension + Pedestrian Bridges

The new Student Union will open to the expanded Main Quad that will be developed to support a variety of formal and informal activities. Open areas are framed with active pathways that support pedestrian movement and connections to other areas of the campus.

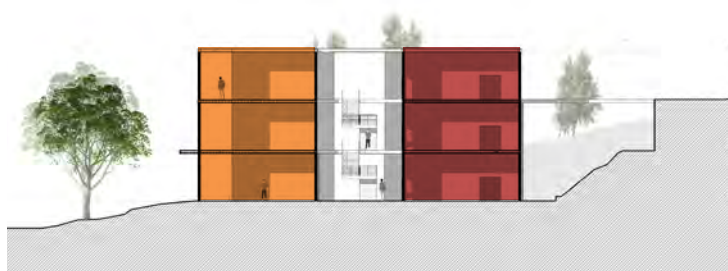
On the north end of the quad, a new plaza will provide a bookend and focal point for campus events and will link to the expanded pedestrian bridges that extend over the Library Road and connect to the LRC. The expanded bridges will enhance circulation and provide space for casual seating, study and collaboration.



2 SCIENCE & MATH REPLACEMENT

A new instructional building will replace the existing aged and under performing Science and Math Building and be sized to support projected instructional program needs. The proposed multi-story building will include interdisciplinary classrooms, labs, study space and offices to support a variety of instructional programs and improve the efficiency and utilization of space.

The new multi-story building will improve access and connect the lower parking areas to the upper level of the LRC. Multiple access points will create welcoming gateways into campus and connect to accessible indoor and outdoor courtyards and pathways. The upper plaza will be developed as an active spine supporting pedestrian movement and creating spaces for collaboration.

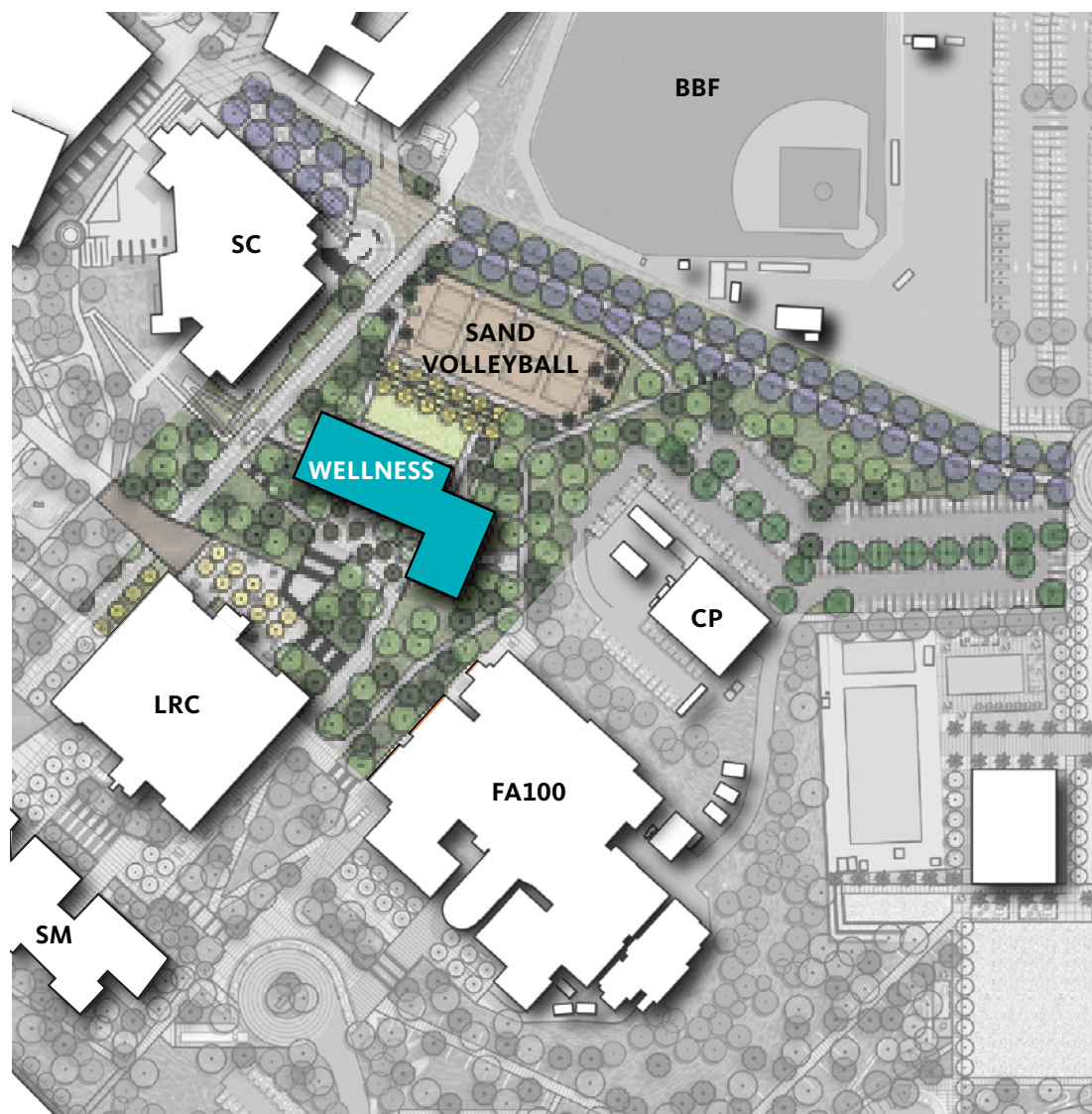


3 WELLNESS CENTER + VOLLEYBALL

A new Wellness Center will replace PE600 into an expanded facility to integrate wellness programs close to the campus core and improve connections between upper and lower campus. The new building will integrate with the sloped site and tie into outdoor areas developed at the upper and lower levels.

The upper level of the building opens to a new Wellness Court that will activate space around the LRC, support active and passive wellness activities and facilitate pedestrian movement. The lower level opens to a terrace that overlooks the new sand volleyball courts that are flanked with outdoor spaces for spectators.

The development ties into tree-lined pedestrian connections including a grand stair and an accessible path that connects the upper Wellness Court to the Pedestrian Promenade.

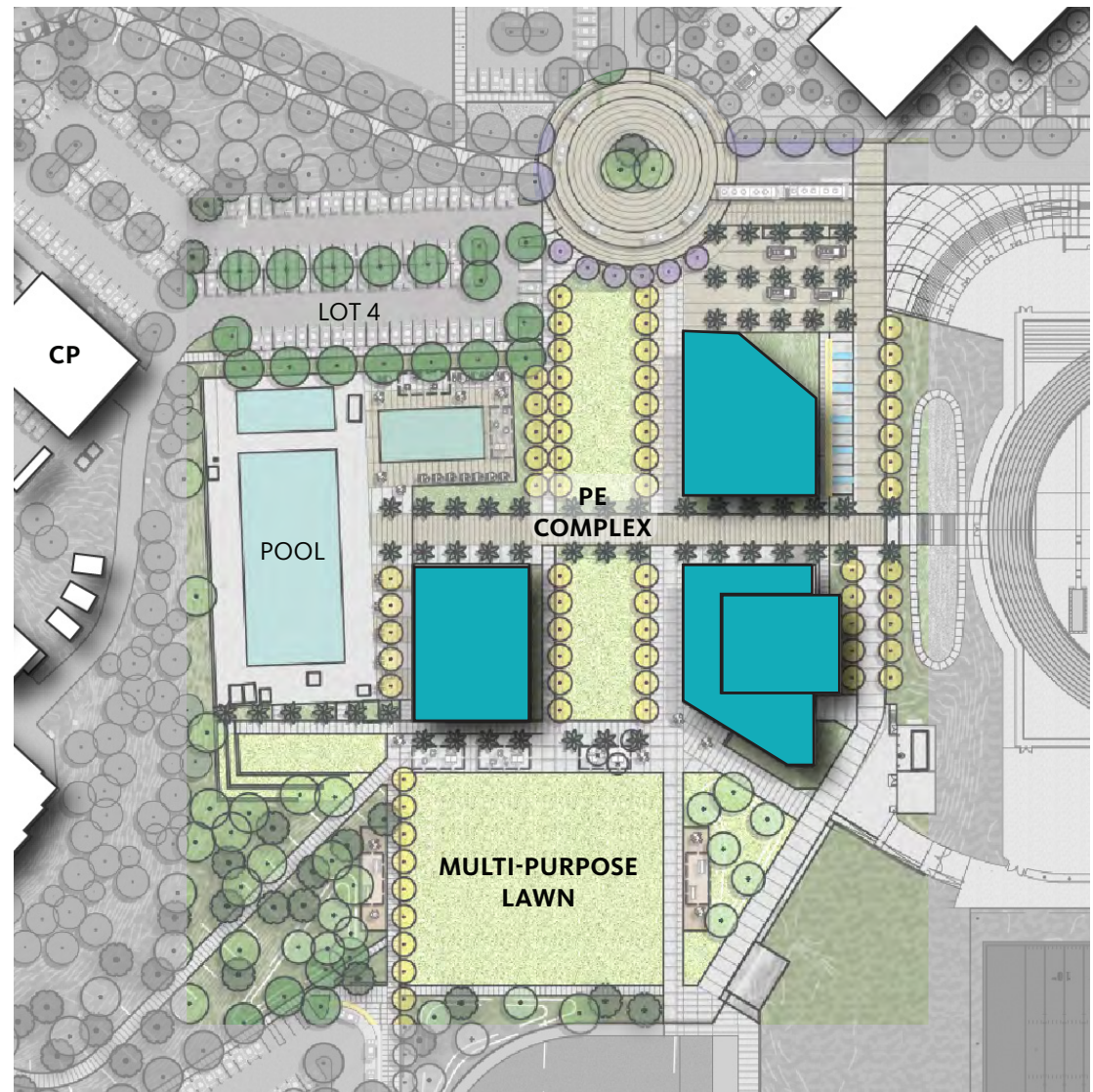


4 PE COMPLEX REPLACEMENT

A new Physical Education Complex will be constructed to replace existing facilities that are aged, in need of extensive repair and do not support the instructional program need. Buildings to be removed include PE100, PE200, PE300, PE400 and PE500. The new complex will consolidate space into new state-of-the-art facilities to support physical education programs.

The layout and placement of the new buildings create outdoor activity areas that connect to the new stadium, the existing pool and the potential future student housing development.

A new drop-off and round-about provides access to the expanded parking lot 4 and to the large central plaza. Easy truck and tent access allows the plaza to support a variety of activities and events throughout the year and on crowded game days.



5 SOFTBALL + LOT 12 EXPANSION

Access from the east will connect to the football practice area, multi-purpose lawn, the new softball field and the expanded parking Lot 12. The new softball field will address Title IX and accessibility issues and improve the facilities to match the recently developed fields on campus.

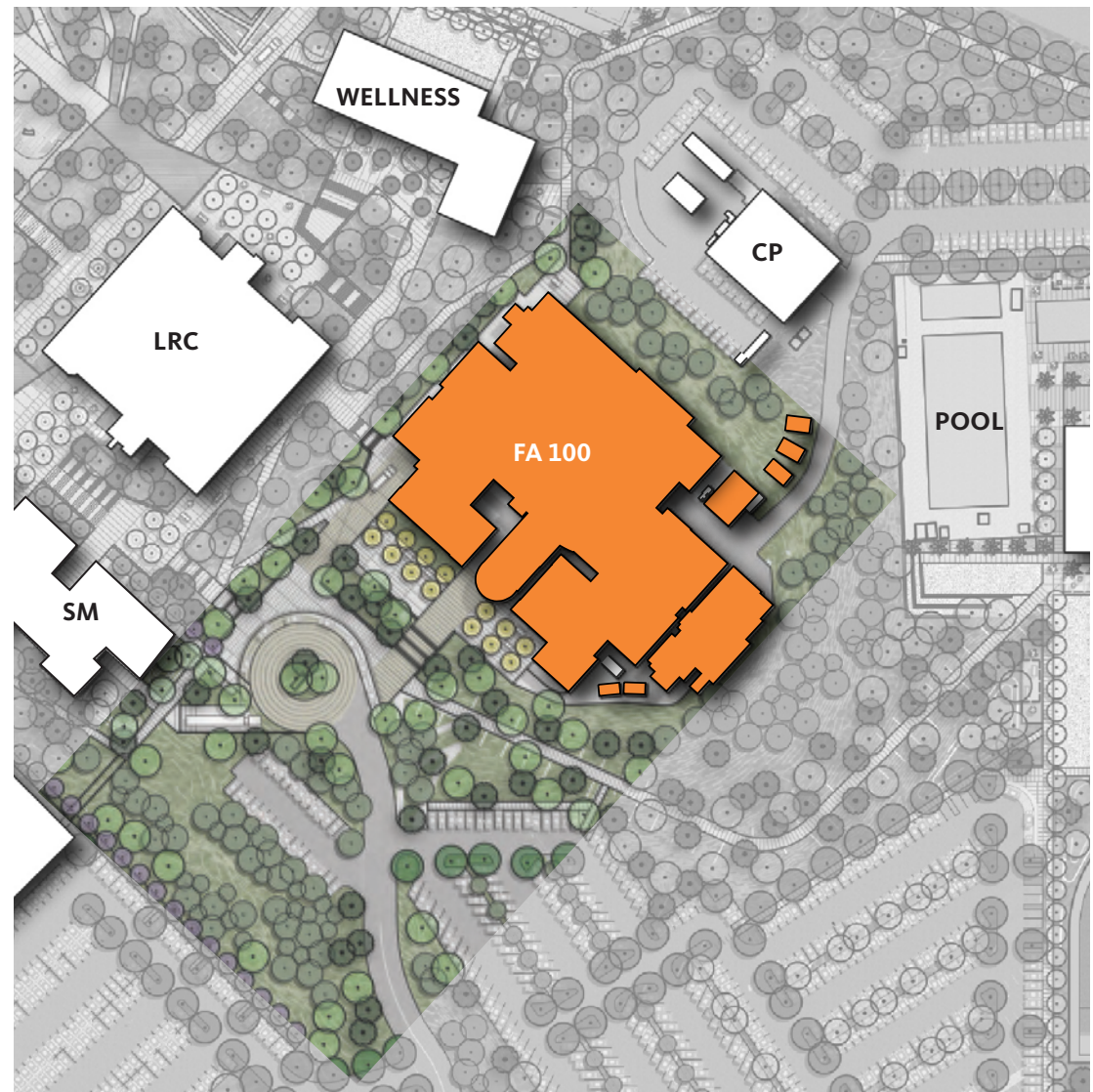
The expansion of Lot 12 will provide additional parking to support the physical education zone of the campus. It will be designed to integrate into the campus topography and create an accessible pedestrian connection to the new PE Complex and Stadium.



6 FINE ARTS RENOVATION

A renovation of the Fine Arts Building is recommended to correct building deficiencies, and support current and projected program needs. The renovation will address all areas of the complex, including all instructional space, both theaters, faculty offices and all support spaces.

A new drop-off is proposed to improve access and welcome visitors to the Fine Arts zone of the campus and connect to the new instructional building that will replace the Science/Math Building. An outdoor Arts Plaza provides opportunities to showcase art and host gatherings and receptions.

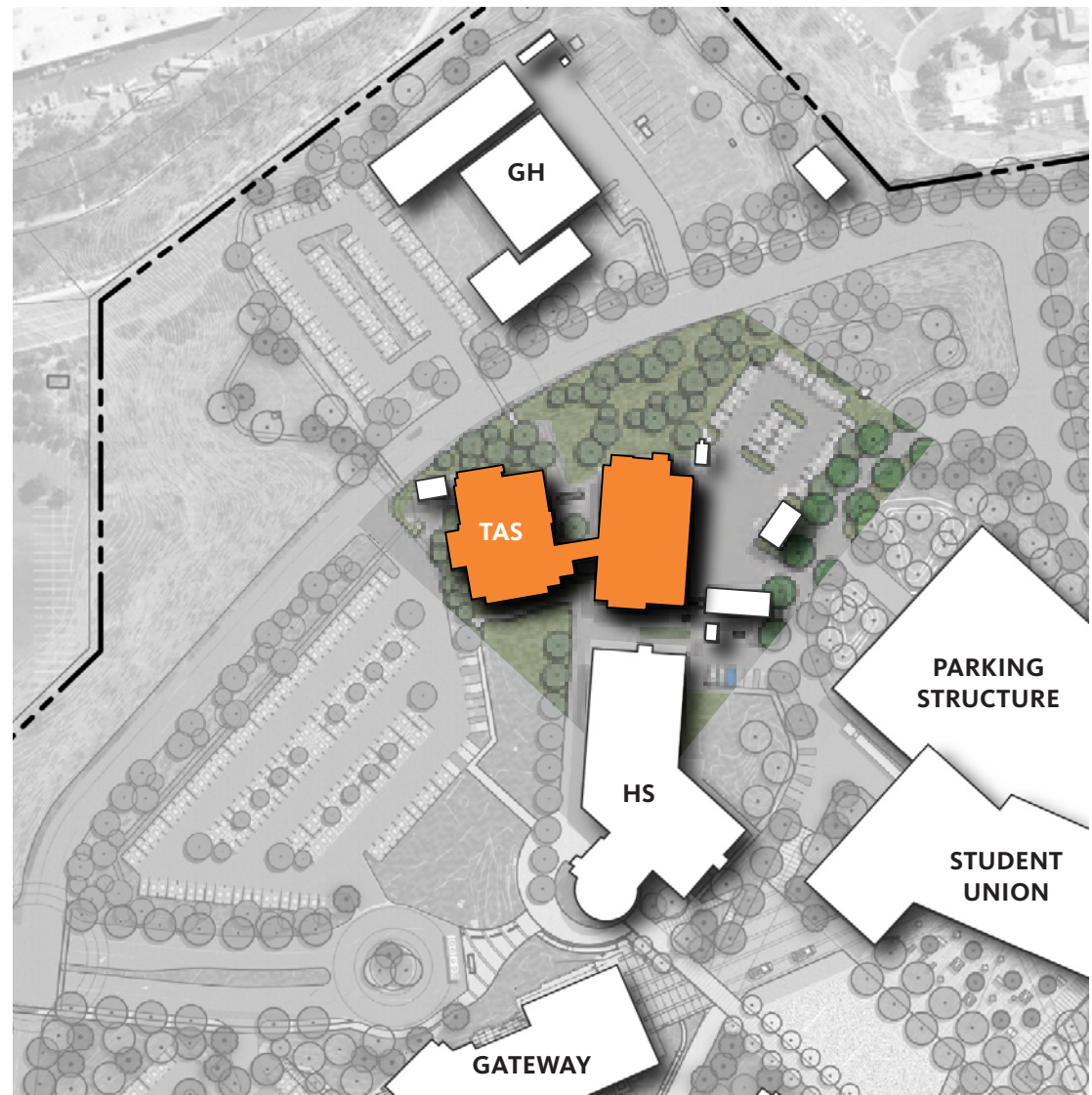


7 TAS RENOVATION/ CAMPUS SUPPORT CENTER

The Technology/Applied Science (TAS) Building will be renovated to support several programs currently housed in temporary facilities. Functions to be relocated into the renovated facility include adult and community education programs, campus police, information technology and print shop.

Relocating these programs will activate existing space in a prime location at the front of the campus and will increase visibility and access to these programs and services. The renovation will address building deficiencies, extend the lifespan and support program needs.

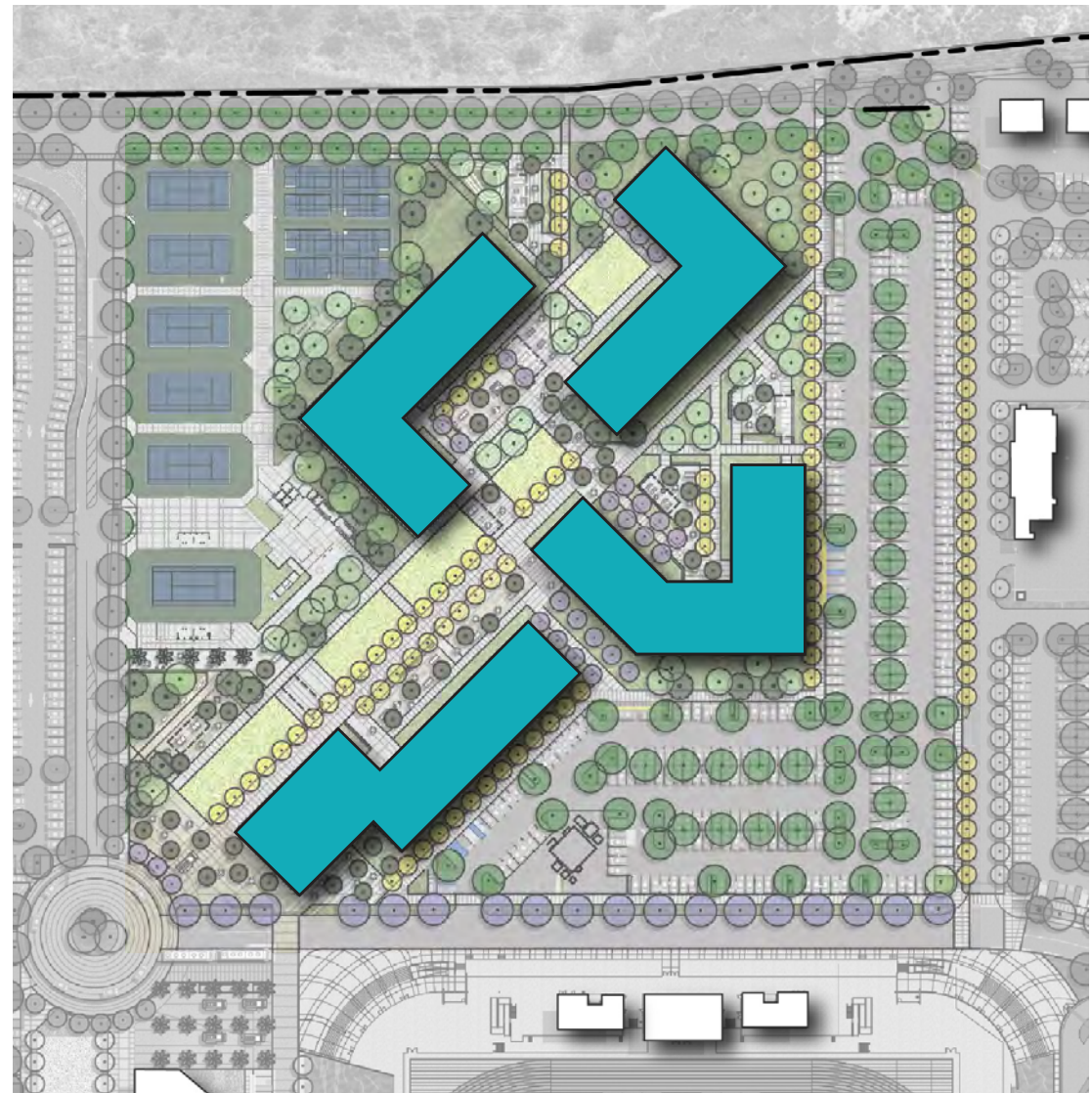
The adjacent parking lot will be used to support the building occupants and will include a secure area for campus police vehicles. The existing loading zone will support the delivery of distribution of materials and equipment.



8 STUDENT HOUSING DEVELOPMENT

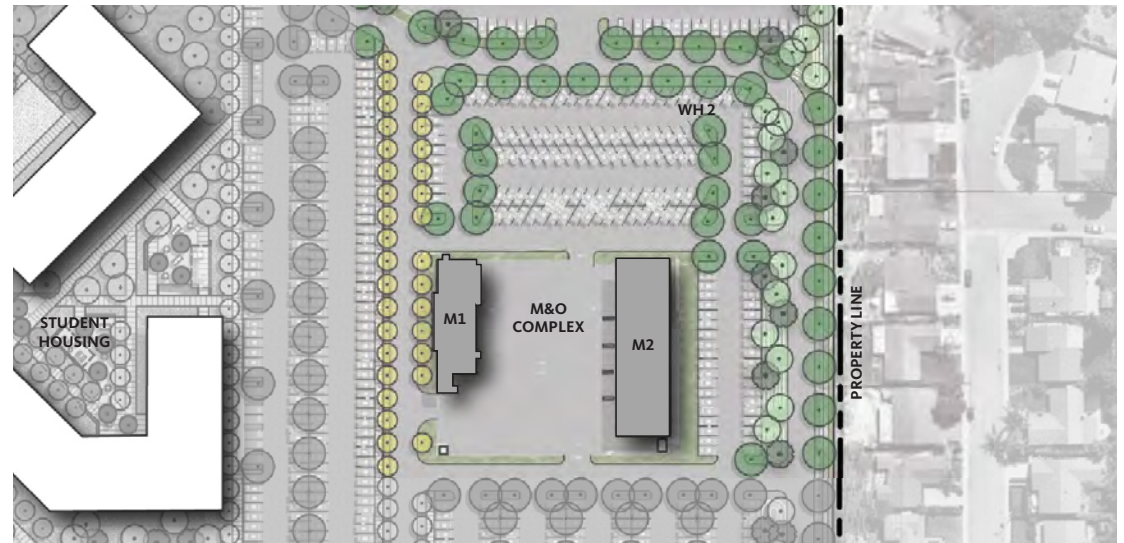
Following the removal of the temporary village buildings, a large area of land will be freed up to support future development opportunities. The 2020 FMP includes a recommendation to develop Student Housing in this area of campus if the feasibility study supports the need for student housing. The prime location on the lower campus is adjacent to multiple outdoor activity areas and opens up to expansive views.

The number of units and buildings will be determined following a feasibility study. The FMP drawing outlines a potential layout that includes the development of a variety of outdoor spaces to support multiple activities and enhance the student experience. Expanded surface parking lots are proposed to support the development along with large events taking place in the stadium.



9 M&O GROUNDS + TRANSPORTATION

Following the relocation of programs to the new ATEP facility, M1 and M2 will be vacated and repurposed to support Grounds and Transportation. The proposed location will create a consolidated service area of the campus to support deliveries and storage of materials, equipment and vehicles. A designated space will be included for green waste.



10 ATEP CULINARY / AUTO TECH

The first Saddleback College building to be constructed at the ATEP site is planned to support the Culinary/Hospitality and the Advanced Transportation and Logistics programs. These programs are currently housed on the Saddleback College campus and will be relocated to the ATEP site. The new building will be designed to link to the existing IDEA building and integrate into the overall ATEP Development Framework.

The Culinary Arts/Hospitality Program space will include instructional kitchens, demonstration kitchens, and a functioning restaurant that will be open to the public and serve the students at ATEP. The Advanced Transportation and Logistics Program space will include state-of-the-art automotive education space for instruction and repair of electric, hybrid, fuel, gas-powered and autonomous vehicles.



Master Plan Schedule

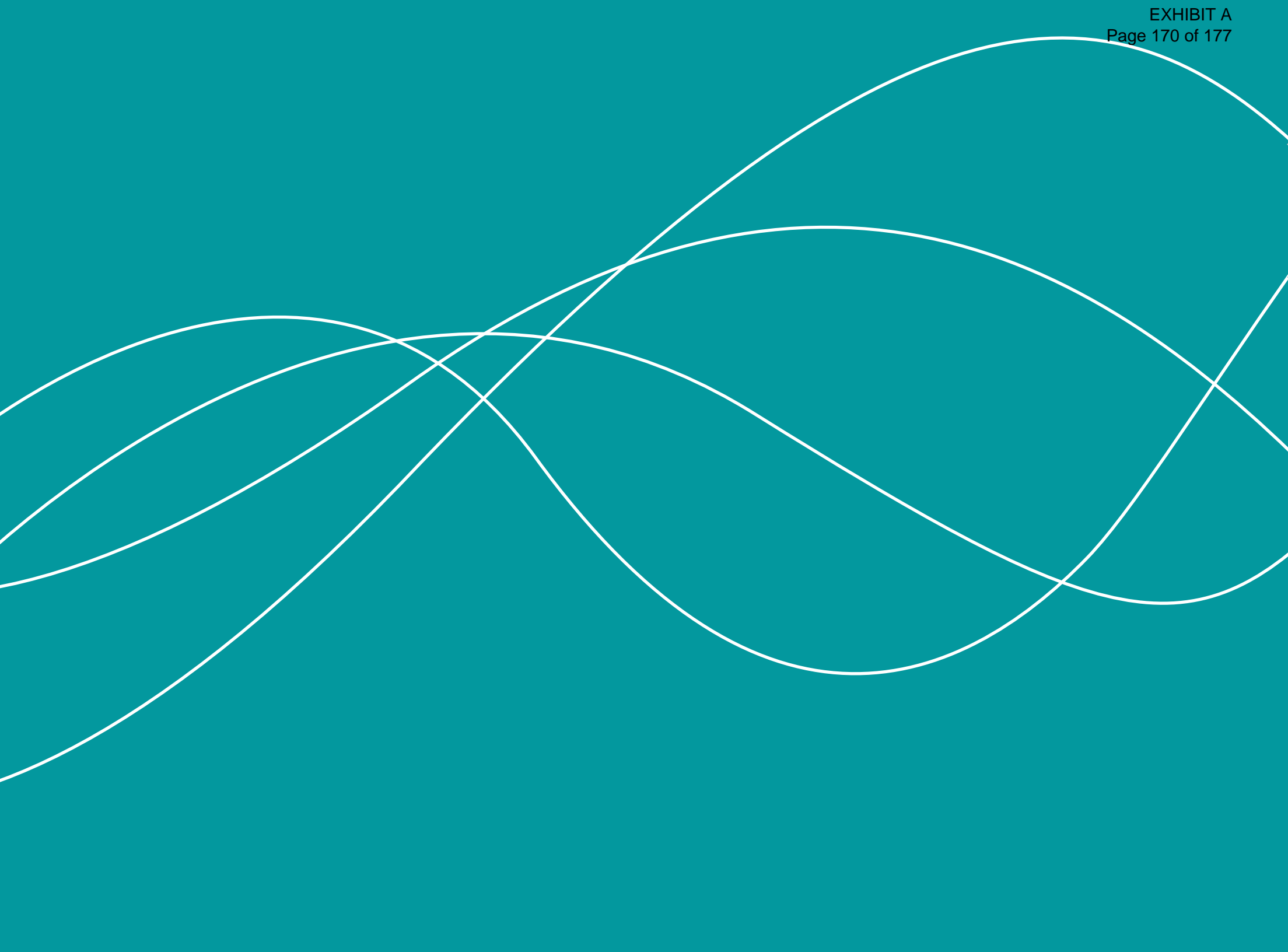
This section of the 2020 Facilities Master Plan includes a combined schedule for all of the projects identified above. For each project, there are six phases: Planning, Design, DSA Review & Approval, Bid & Award, Construction, and Project Closeout.

The Project Schedule was generated to graphically display the time frames in which the six phases of each project are expected to occur for the entire duration of the Master Plan through fiscal year 2039/40.

Knowing the duration of each activity for every project enabled the team to then calculate the amount of funds that will be needed during each increment of time throughout the entire duration of the Master Plan through fiscal year 2039/40. The amount and timing of funds needed are displayed in the Estimated Cash Flow that is included in the Implementation Plan chapter of this document.

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IMPLEMENTATION PLAN



IMPLEMENTATION PLAN

Overview

This section of the 2020 Facilities Master Plan includes a combined schedule for all of the projects identified in the Irvine Vally College and Saddleback College Recommendations chapters. For each project, there are six phases: Planning, Design, DSA Review & Approval, Bid & Award, Construction, and Project Closeout. An estimated cost and an approximate schedule duration for each phase of every project is included.

The Cash Flow Schedule was generated to graphically display the time frames in which the six phases of each project are expected to occur for the entire duration of the Master Plan through fiscal year 2039/40. This step was followed by the allocation of estimated costs to each of the activities (i.e. each of the six phases) displayed in the Master Plan Schedule.

Knowing the duration of each activity for every project, together with the cost of each such activity, enabled the team to then calculate the amount of funds that will be needed during each increment of time throughout the entire duration of the Master Plan through fiscal year 2039/40. The amount and timing of funds needed are displayed in the Estimated Cash Flow that is included at the end of this report.

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Gensler