

SAN DIEGO
MIRAMAR COLLEGE



FACILITIES PATH TO 2035

April 18, 2022

2035

SAN DIEGO MIRAMAR COLLEGE



TABLE OF CONTENTS

From the President	v
Document Guide	vii

01

PROJECT OVERVIEW

Introduction	1.1
College Philosophy	1.3
Planning Foundation	1.5
Diversity, Equity, and Inclusion	1.6
Methodology	1.9
Campus Engagement	1.10
Process and Participants	1.11
Glossary of Terms	1.15

02

CAMPUS PLANNING DATA

Enrollment Trends	2.1
Analyzing Space	2.2
Space Utilization	2.3
Space Needs Projections	2.15

03

EXISTING CONDITIONS

Campus History	3.1
Context Setting	3.3
Campus Context	3.9
Land and Building Use	3.13
Mobility and Access	3.19
Sustainability	3.25
Challenges and Opportunities	3.29

04

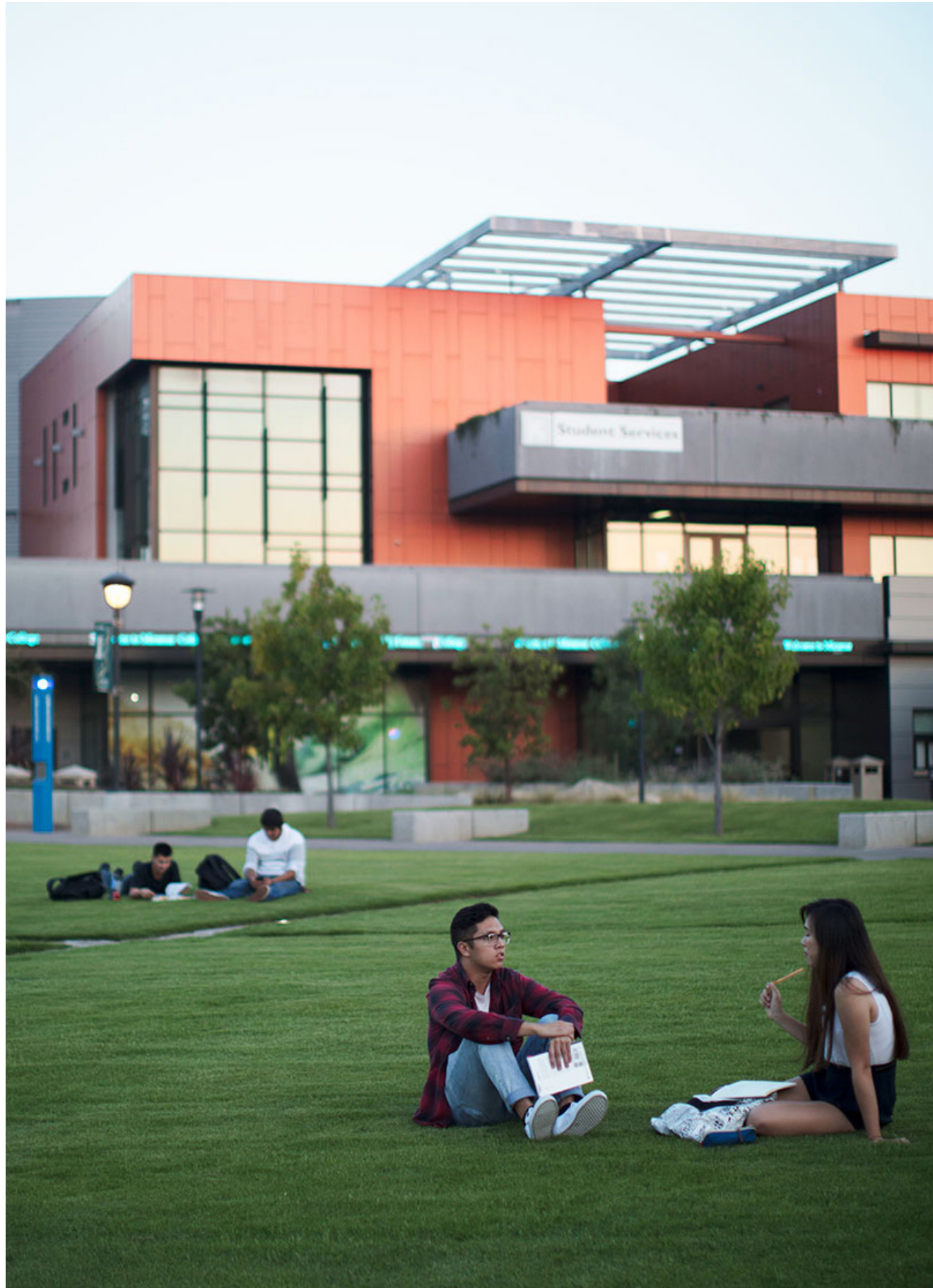
FUTURE VISION

The Big Idea	4.1
2035 Campus Plan	4.3
Project Descriptions	4.7
Open Space and Landscape Framework	4.19
Mobility and Access	4.31
Sustainability	4.37
Implementation Strategy	4.43

05

APPENDIX

Supplemental Context Data	5.1
Survey Results	5.7
Common Themes	5.27
Meeting Notes	5.29



FROM THE PRESIDENT

The process for developing the Miramar Facilities Path to 2035 represents a high level of collaboration between the Miramar College Facilities, Health, and Safety Committee, the Academic Senate, the Classified Professionals Senate, students, management, the District, and the architects. The result of this inclusive and comprehensive approach is a facilities plan that is visionary and based on the goals and values of the college community. The purpose of the plan has been to ensure that the needs of our students, our community, and our regional economic needs into account through thoughtful, substantive planning for the physical structures that support students and student learning.

Through the efforts of the Faculties, Health, and Safety Committee, a data-driven and values infused approach to facilities planning has taken place from the beginning of the process. The needs of educational programs has been paramount, with a pointed effort to make sure that Miramar College's commitment to Diversity, Equity, and Inclusion and our adoption of the Guided Pathways framework guided the process. This approach has ensured that the strategic and visionary goals of the college, coupled with planning for facilities, are aligned in moving Miramar College forward in fulfilling its mission—one that highlights access for all students to high quality education and career preparation.

Taken all together, plan is the culmination of a truly collaborative and inclusive effort, reflecting Miramar College's new focus on being a futuristic college that seeks to serve the whole student while providing a campus that also serves as a cultural center for the community in which it is located. I want to thank the Miramar College community for its commitment to inclusivity, which is reflected in the product of its vision for an improved, flexible, and ever-evolving college that is continuously student-ready.

Sincerely,

P. Wesley Lundburg, Ph.D.
President



DOCUMENT GUIDE

01

PROJECT OVERVIEW

Introduces the reader to not only the project, but Miramar College as well. This includes a project brief, campus history, and the principles that provide a basis for the foundation of the college. This Chapter shall also familiarize the reader with the planning methodology that was implemented over the course of this process.

02

CAMPUS PLANNING DATA

Concentrates on the quantitative analysis done for the campus in order to gain more understanding of the current and future needs at Miramar College. Information regarding utilization, growth, and space needs can be found here.

03

EXISTING CONDITIONS

Describes the fundamental functions of Miramar College, analyzing vehicular, pedestrian, land use, and building use. Chapter 03 also provides insight into the challenges and opportunities discovered throughout the planning process.

04

FUTURE VISION

Provides a long-term aspirational vision for future development at Miramar College that emerged from the campus engagement workshops, campus analysis, and campus needs of the present and future.

05

APPENDIX

Includes supplementary data that was done over the course of the planning process such as additional site analysis, survey results, and meeting notes from the President's Cabinet meetings.

“ *Pathways.*
Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success. **”**

01

PROJECT OVERVIEW

Introduction

College Philosophy

Planning Foundation

Diversity, Equity, and Inclusion

Methodology

Campus Engagement

Process and Participants

Glossary of Terms

INTRODUCTION

The San Diego Miramar College Plan has been developed in order to guide short- and long-term solutions that will enhance the experience and success of the future students, faculty, staff, and the surrounding community as a whole.

The guidelines found within this document will influence and lead the decision-making process in the development of both built facilities and open spaces of Miramar College.

The planning process began with evaluating existing campus conditions through physical observation, data reported in the Facilities Utilization Space Inventory Option Net (FUSION) along with other data collection resources, surveys, and working/focus group meetings. See the Methodology section later in this chapter for more information regarding the overall approach of the planning process.

Although the campus was looked at holistically, specific buildings and surface areas would be impacted due to the development of the Plan. While demolition of particular buildings and areas is required in order to implement the Plan, this demolition serves for the greater good of the Miramar College campus. To continually move the campus forward, buildings and land will require a re-imagination and alternate design to continuously adapt to the evolving needs behind supporting student success. See the Proposed Demolition diagram in Chapter 04, Future Vision for more detailed information on the impacted buildings and surface areas.

In addition to the analysis of the existing conditions, this Plan includes recommendations to address the pedestrian and vehicular networks throughout campus, the development of the open space hierarchy and organization, as well as landscape and hardscape moves used to unify the campus.



COLLEGE PHILOSOPHY

MISSION AND VISION

In the San Diego Miramar College Strategic Plan spanning from Fall of 2020 through Spring of 2027, the College's mission is described as:

San Diego Miramar College's mission is to prepare students to succeed by providing quality instruction and services in an environment that supports and promotes success, diversity, inclusion, and equity with innovative programs and partnerships to facilitate completion for degrees/certificates, transfer, workforce training, and/or career advancement.

In this same document, the vision of the College is characterized by:

San Diego Miramar College will be the center of education innovation, and services to support our diverse students and community.

STRATEGIC GOALS

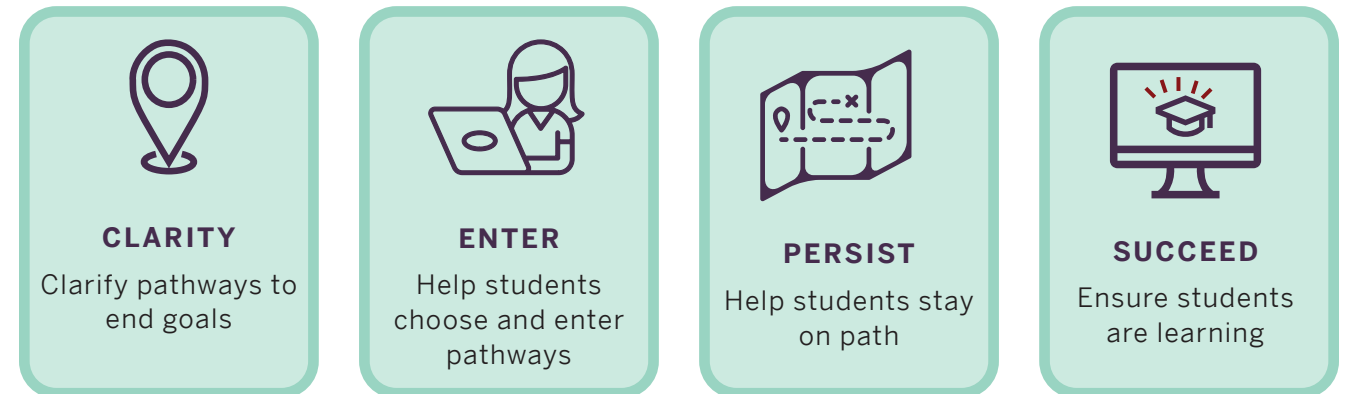
In addition to Miramar College's Mission and Vision, the Strategic Goals are outlined in the SDMC Strategic Goals and Directions Fall 2020-Spring 2027 in order to successfully deliver the commitments set forth in the Mission and Vision.

- **Pathways**
Provide student-centered pathways that are responsive to change and focus on student learning, equity, and success.
- **Engagement**
Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.
- **Organizational Health**
Strengthen Institutional Effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making.
- **Relationship Cultivation**
Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.
- **Diversity, Equity, and Inclusion (DEI)**
Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.

GUIDED PATHWAYS

Miramar College has developed a Guided Pathways Framework to help guide students into future success. This framework supports students in making effective and efficient enrollment selections and supports them in navigating their educational career. Below are ways in which Miramar College aims to implement the guided pathways in order to promote student success.

- Broad and authentic engagement of all faculty, staff and administration in the design, implementation, evaluation, and continuous improvement of pathways for students.
- Institutional commitment and financial support to use data and evidence to design academic and career pathways, monitor student progress, and implement needed improvements over time.
- Essential technology appropriate to support student progress through guided pathways.
- Commitment to professional development for all faculty and staff which is required to design and implement pathways.



CAMPUS PLAN GOALS

Following site and context analysis, surveys, and workshops with various stakeholders of Miramar College, five goals were developed to effectively inform the Plan and embody the needs of the college. These goals are based wholly on the campus and community feedback that was received over the course of stakeholder meetings, analysis, and surveys.



Complementary

Embody the findings of the Strategic Plan in the Physical Plan.



Integrated

Reinforce connections and organize the campus to support the Guided Pathways Framework. Create a welcoming and accessible campus for all.



Agile

Address the need for flexible environments that support collaboration, engagement, and innovation.



Beautiful

Enhance the beauty of the Campus. Use the landscape and architecture to unify, distinguish, and celebrate Miramar and its rich history.



Implementable

Establish a long-range plan for growth that efficiently utilizes existing resources and adapts overtime.

LEADING EQUITY, ANTI-RACISM, AND DIVERSITY (LEAD)

San Diego Miramar College is actively Leading Equity, Anti-Racism, and diversity (LEAD) throughout the campus and this Plan shall support the LEAD objectives. The College defines equity as:

Equity is the framework and practice in which historically marginalized and minoritized populations (based on race, economic class, gender identity, sexual orientation, ability, and/or disproportionately impacted) are provided the resources, opportunities, and education to achieve success – from access through completion. Equity addresses systemic inequalities through the implementation of evidence-based policies, programs, procedures, and legislation which inform strategic and intentional resource allocation, support structures, and opportunities in order to ameliorate the impacts from past and current inequalities.

In addition to defining equity, Miramar College has also identified equity gaps that are being impacted disproportionately in the college environment, specifically within the five categories below.

- Access
- Retention
- Completion of Math and English
- Transfer
- Degree or Certificate



DIVERSITY, EQUITY, AND INCLUSION (DEI) ENGAGEMENT

Knowing Miramar College's sincere commitment to diversity, equity, inclusion, and anti-racism led to the inclusion of a workshop in the development of the Plan focusing on defining the differences between inclusion and exclusion, strategizing ways in which exclusionary practices can be combated, and defining a set of Justice Principles that the future Miramar College can embody with the help of this Plan. These Principles shall be actively considered and woven into each future project of the campus.

What is inclusion?

The responses below are a summary of responses from the participants of the workshop.

- Providing necessary communication channels
- Respecting diverse perspectives
- Including students in campus decision making
- Empowering equity-mindedness
- Representing students in campus marketing
- Interacting with those dissimilar to oneself
- Feeling welcome
- Making human connections
- Engaging students with the campus community and multicultural concepts

What is exclusion?

The responses below are a summary of responses from the participants of the workshop.

- Promoting classicism and implicit hierarchy
- Treating faculty and staff differently
- Being inherently designed to serve high school students; what about others?
- Feelings of surveillance
- Neglecting adjunct faculty

What are ways in which exclusionary practices can be combated?

The responses below are a summary of responses from the participants of the workshop.

- Bring Miramar into the community
- Provide activities on campus with informal moments
- Grant venues for student voices on campus and truly listen to them
- Seek to understand student motivations
- Let students' needs guide the planning of new spaces
- Include spaces for students to feel welcome
- Extend into the community
- Expose students to different opportunities
- Activate student engagement
- Promote gender-inclusivity (i.e. restrooms)

Justice Principles

Following the completion of the first two segments of the Diversity, Equity, and Inclusion Engagement, takeaways were then distilled and summarized into four Justice Principles, including



METHODOLOGY

PLANNING PROCESS

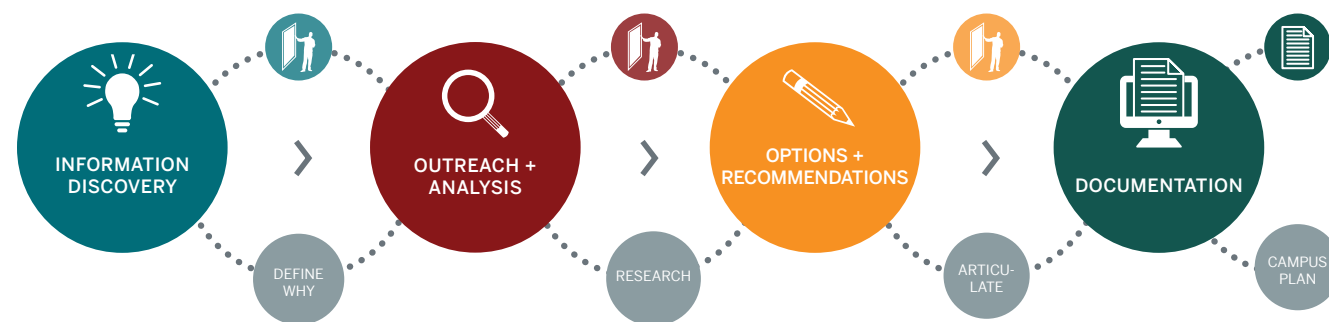
The planning process was heavily weighted in participation from many individuals of Miramar College and the surrounding area including students, faculty, staff, and members of the community. The planning team worked closely with the college to define planning goals, review the analysis of existing conditions, evaluate various planning options, and make decisions that led to the development of the recommendations.

This process was guided by a four-phase process which included Information Discovery, Outreach & Analysis, Options & Recommendations, and Plan Documentation.

The first phase, Information Discovery, kicked off the planning process and included interviews/meetings with stakeholders, outreach, and data assembly. During this phase, the campus and surrounding context was studied to begin to evaluate the way the campus currently operates and how users access, circulate, and utilize the campus facilities.

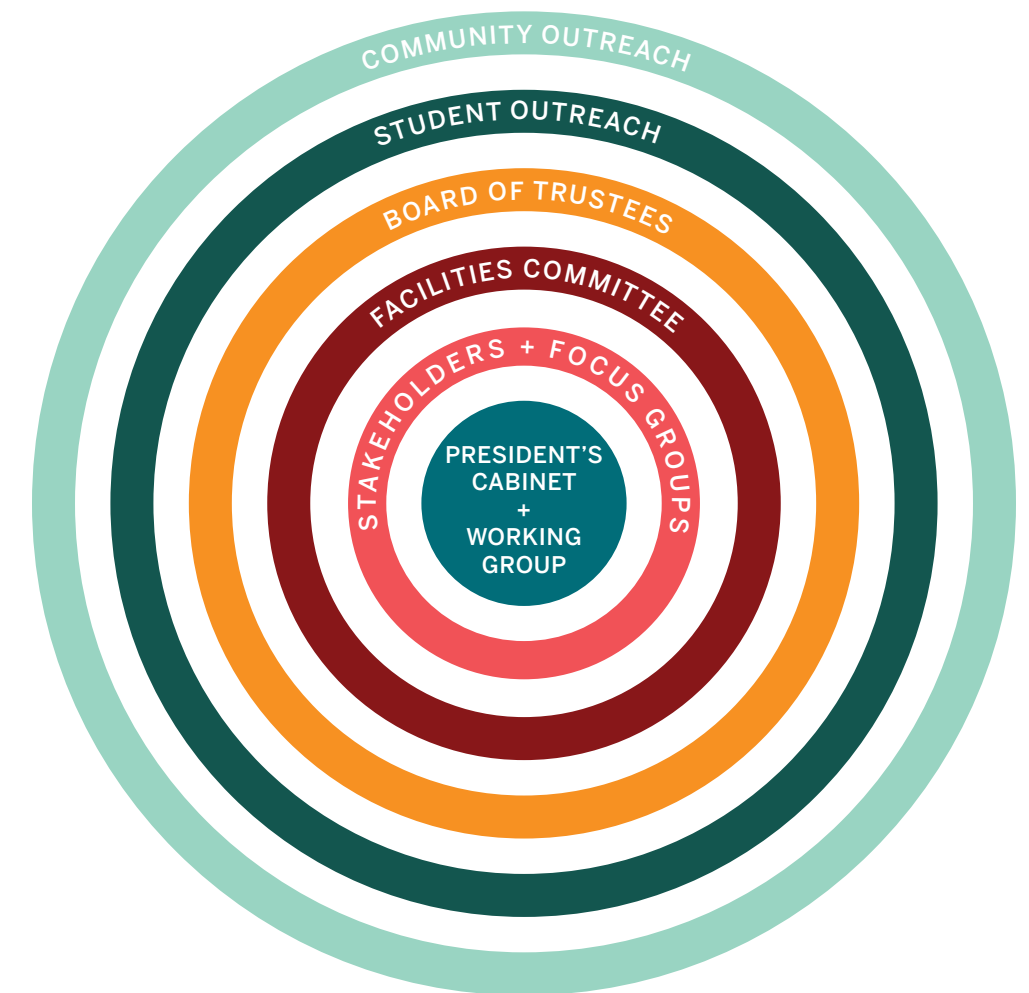
During the second phase, Outreach and Analysis, the campus/site was thoroughly studied, utilization and space needs were analyzed, and the incorporation of a sustainability framework was established. Additionally, during this phase, the goals of the Plan began to take shape.

Following Outreach and Analysis, the Options and Recommendations phase began which provided draft options for the stakeholders to evaluate and provide feedback on. This evaluation and feedback ultimately led to the production of the final Campus Plan.



CAMPUS ENGAGEMENT

Critical to gaining a deep understanding of the needs of Miramar College was the series of virtual workshops, surveys, and meetings with campus stakeholders undertaken during this process. Feedback provided at these events yielded insight into the daily personal experiences of a diverse group of campus users, allowing for a rich and comprehensive view of campus conditions and community desires.



FOCUS GROUPS	SDMC SCHOOLS	STAKEHOLDERS
Student Services	BTCWI	Academic Senate
College Council	MBEPS	Classified Senate
Hourglass Joint Use	PRIELT	Associated Student Government
STEM	School of Liberal Arts	
Facilities, Health, & Safety	School of Public Safety	
Environmental Stewardship Subcommittee		
Miramar College Foundation		
Mira Mesa Town Council		

PROCESS & PARTICIPANTS

PROCESS

This document records the aspirations, vision, goals, and needs brought forth by the San Diego Miramar College Plan as gathered through an inclusive process over the course of a nine-month period from July 2021 - March 2022.

Miramar College has established a robust planning and decision-making process that incorporates not only faculty, classified staff, and administration, but also allows for input from students and members of the community. The development of the Plan represents the collaboration of these entities.

Virtual workshops, meetings, and forums were held with the groups to discuss and refine items such as campus objectives, constraints and opportunities, building relationships, campus circulation, spatial needs, and landscape enhancements.

This work plan and interactive process has led to the vision, goals, and needs defined within this document.

PARTICIPANTS

Working Group

Brett Bell
Vice President of Admin Services

Lance Lareau
District Architect at San Diego Community College District

President's Cabinet
P. Wesley Lundburg, PhD
President

Steve Quis
Information Officer

Adrian Gonzales
Vice President of Student Services

Brett Bell
Vice President of Admin Services

Michael Odu
Vice President of Instruction

Dr. Daniel Miramontez
Dean, Planning, Research and Institutional Effectiveness(PRIE), Library and Technology

Jesse Lopez
Dean, Business, Technical Careers, & Workforce Initiatives

Dr. Linda Woods
Dean, Mathematics, Biological, Exercise & Physical Sciences

Dr. Lou Ascione
Dean, Liberal Arts

Dr. Cheryl Barnard
Dean, Student Affairs

Dr. Tonia Teresh
Dean, Student Development & Matriculation

Dr. Linda Woods, Acting
Dean, Public Safety

Claudia Estrada-Howell
Associate Dean, Career Education

Truongson (Sonny) Nguyen
Associate Dean, Outreach & School Relations

Dr. Nessa Julian
Associate Dean, Academic Success and Integrated Support Services

Campus Committees/Groups

Academic Senate

Associated Student Government

Classified Senate

College Council

Environmental Stewardship Subcommittee

Miramar College Foundation

Mira Mesa Town Council

Facilities, Health, and Safety Committee

Hourglass Joint Use Committee

School of Business, Technical Careers and Workforce Initiatives (BTCWI)

School of Liberal Arts

School of Mathematical, Biological, Exercise, and Physical Sciences (MBEPS)

School of Planning, Research, Institutional Effectiveness, Library, and Technology (PRIELT)

School of Public Safety

STEM

Student Services

CONSULTANTS

Steinberg Hart, Campus Planning

Benedetta Del Vecchio

Michael Miller

Rob Barthelman

Sunny Palmer

Tannaz Tahmassebi

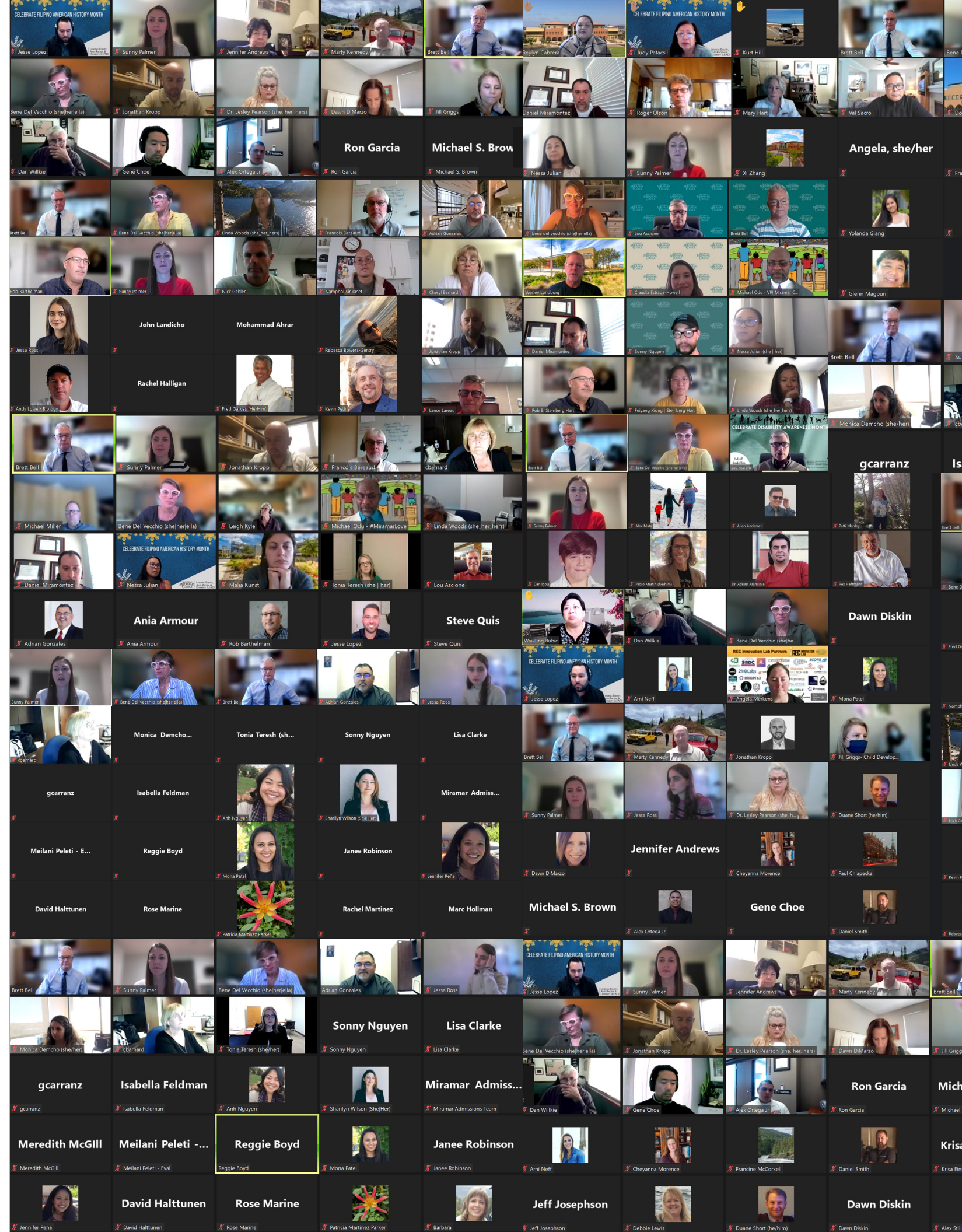
Vikas Shrestha

Spurlock, Landscape Planning

Ania Armour

Corianne Andrews

Leigh Kyle



GLOSSARY OF TERMS

Several terms are used throughout this Plan. A description of these terms used can be found here for reference over the course of this document.

Assignable Square Footage (ASF)	The usable area required to accommodate a function/assigned square footage of a space. ASF is typically described as “wall-to-wall” space or “usable area.”
Facilities Condition Index (FCI)	An FCI represents the ratio of the cost to correct a facility’s deficiencies to the current replacement value of the facility. For example, if a building’s replacement value is \$1,000,000 and the cost of correcting its existing deficiencies is \$100,000, the building’s FCI is $\$100,000 \div \$1,000,000$; that’s 0.10 or 10 percent. The larger the FCI, means poorer condition of the facility.
FUSION	Facility Utilization Space Inventory Option Net Designed for facilities assessment, planning, project management and evaluation, FUSION provides a quick, simple and accurate method for inventorying, estimating and tracking facility deficiencies. It provides clear, understandable information that can help justify requests for funding and become the foundation for a capital renewal program.
Gross Square Footage (GSF)	The total area of an enclosed building, measured to the exterior walls. This includes everything in a building, even those spaces which are not used (i.e. elevator shafts, mechanical rooms, etc.
Proposed Building	A new project for construction that is anticipated to occur in the future.
Proposed Renovation	Renovation and/or addition to an existing building. This may include (but is not limited to) interior remodeling, finish upgrades, building system upgrades, space additions, etc.

Weekly Student Contact Hours (WSCH)	The number of hours per week a classroom or lab station is occupied by a student.
Weekly Room Hours (WRH)	The number of hours per week a classroom or lab is in use/scheduled.
Utilization	A metric used for classrooms and labs to determine the efficiency of a classroom/lab in terms of scheduling, room capacity, and room use.

“
Engagement.
Enhance the college experience by providing student-centered programs, services, and activities that close achievement gaps, engage students, and remove barriers to their success.”

02

CAMPUS PLANNING DATA

Enrollment Trends

Analyzing Space

Space Utilization

Space Needs Projection

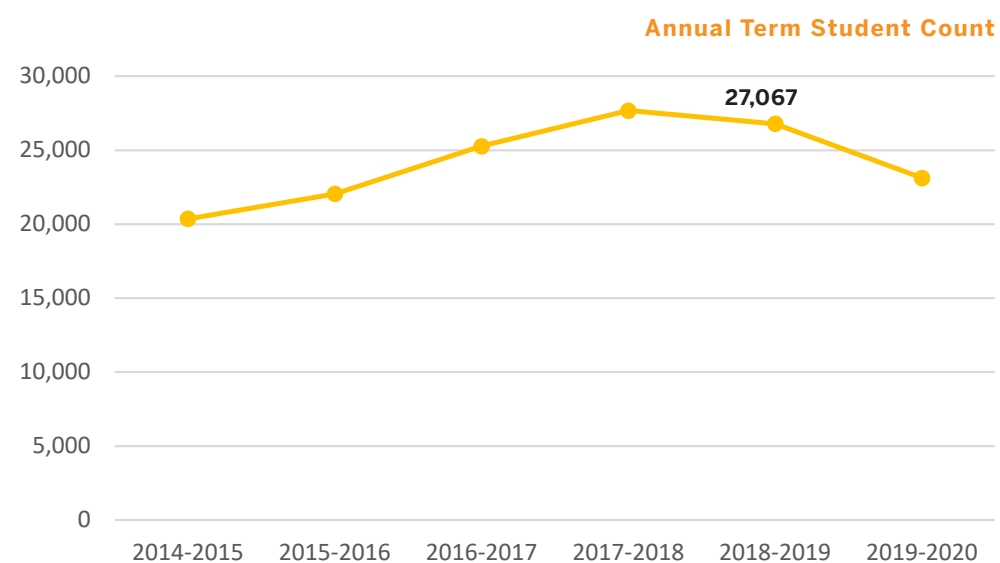
ENROLLMENT TRENDS

ENROLLMENT TRENDS

The long-range forecast of enrollment connects educational needs and facilities planning, and is the foundation for projecting the amount of assignable space that the College is likely to need during the next decade as well as the capacity of circulation, parking, transportation, and infrastructure systems.

During the Discovery and Analysis phase of the planning process, student population and enrollment trends were considered in order to project growth over 14 years. The Annual Term Student Count graph below shows the total headcount enrollment change from 2015 to 2019. There was a 13.6% growth during that period.

Total student population in 2019 was 27,067. Looking forward, total student enrollment is projected to grow by 7,111 to 37,178 students in 2035. Future enrollment was projected using a straight line trend analysis of historic enrollment data. Feedback from the College was also considered.



Source: SDMC Vice President's Office of Instruction

ANALYZING SPACE

CAPACITY/LOAD ANALYSIS

Space on a California community college campus is analyzed by comparing the amount of space available with the current and projected student headcount. This comparison is a capacity-to-load ratio: what space is available to serve students (capacity) compared to the number of students to be served (load). Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. Space capacity/ load analysis typically includes the categories of space listed in the table below (Room Use Categories).

The first five types of space listed in the Room Use Categories table are the capacity/load categories for which utilization and space standards are set by state regulations. The line item in for space type "Other" includes a number of spaces on campus that are considered to be in non-capacity load categories.

Room Use Categories

Space Type	Room Use Number	Description
Lecture	100s	Classrooms and support spaces
Laboratories	200s	Laboratories and support spaces
Offices/Conference Room	300s	Offices and support spaces; all offices, including administrative and student services
Library/LRC/Study/Tutorial	400s	Library, study and tutorial, and support spaces
Instructional Media AV/TV	530s	AV/TV; Technology and support spaces
Other	520, 540 to 800s	PE, Assembly, Food Service, Lounge, Bookstore, Meeting Rooms, Data Processing, Physical Plant, Health Services

Source: California Community Colleges Chancellor's Office Space Inventory Handbook

SPACE UTILIZATION

ENROLLMENT GROWTH

The projected enrollment growth is translated into assignable square feet through the application of California Title 5 Educational Code space standards. This analysis is intended to yield a best guess estimate of the amount of space that will be needed in the future. It is not intended to predict space needs in a specified year.

Space on a California community college campus is analyzed by comparing the amount of space available with the current and projected student headcount. This comparison is a capacity-to-load ratio: what space is available to serve students (capacity) compared to the number of students to be served (load). Space capacity/load analysis enables an institution to identify the types of space it needs and the types of space it holds in excess. Space capacity/ load analysis typically includes the categories of space listed in the Room Use Categories table. Generally, the standard for the quantity of space is proportional to student enrollment.

The first five types of space listed in the Room Use Categories table are the capacity/load categories for which utilization and space standards are set by state regulations. The line item in for space type "Other" includes a number of spaces on campus that are considered to be in non-capacity load categories.

The growth of a College is predicated upon the its reaching a particular amount of Weekly Student Contact Hours (WSCH). WSCH is a measure of attendance in an academic program or institution. It is the number of students multiplied by the number of hours that faculty contacted students weekly. The growth forecast projects that the College will reach 90,006 WSCH by Fall, 2035. Whenever this level of WSCH is attained, additional square footage may be needed.

To determine the amount of space required to support the programmatic needs of a campus, the enrollment and program projections are applied to a set of standards for each type of space.

The required utilization and space standards for classroom, laboratory, office, library, and audiovisual are contained in the California Code of Regulations, Title 5, Chapter 8, Section 57020– 57032. These standards refer to the Board of Governors of the California Community Colleges Policy on Utilization and Space Standards dated September 2010.

These space standards, when applied to the total weekly student contact hours (WSCH), produce total capacity requirements that are expressed in assignable square feet (allocated on a per student or per faculty member basis). The space standards and formulas used to determine both existing and future capacity requirements are summarized in the table on the following page (Prescribed Space Standards).

Prescribed Space Standards (for a Campus with less Than 140,000 WSCH)

Category	Formula	Rates/Allowance
Lecture	Assignable Square Feet/Student Station	15
	Station Utilization Rate (occupancy)	66%
	Average hours room/week	48
	Station use/week (hours)	31.68
Laboratories	Assignable Square Feet/Student Station	Varies
	Station Utilization Rate (occupancy)	85%
	Average hours room/week	27.5
	Station use/work (hours)	23.375
Offices/Conference Room	Assignable Square Feet per Full Time	140
	Equivalent instructional staff member	
Library/LRC/Study/Tutorial	Base Assignable Square Feet Allowance	3,795
	Assignable Square Feet/1st 3,000 DGE*	3.83
	Assignable Square Feet/3001–9,000 DGE	3.39
	Assignable Square Feet/DGE>9,000 DGE	2.94
Instructional Media AV/TV	Base ASF Allowance	3,500
	Assignable Square Feet/1st 3,000 DGE	1.50
	Assignable Square Feet/3001–9,000 DGE	0.75
	Assignable Square Feet/DGE>9,000 DGE	0.25

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

UTILIZATION ANALYSIS

The graphics in the following pages represent the data of Fall 2019 classroom and teaching lab utilization rates at SD Miramar College. The analysis examined utilization and occupancy. Room utilization refers to the percentage of time a classroom is scheduled relative to the time it is available over the course of the week, while occupancy or seat fill refers to the percentage of seats that are occupied when a room is scheduled. This analysis examined the demand for classrooms within a particular seat capacity range relative to the supply of rooms within the same range to establish the needed room supply for current and planned course offerings. The findings of the analysis highlighted opportunities to retrofit or re-purpose underutilized rooms by right-sizing the classroom space supply.

New classroom and lab buildings will have the opportunity to bridge the gap between classroom sizes and enrollment numbers, as there is currently a discrepancy between the course enrollment numbers and classroom sizes available. For example, 17% of classrooms have a 21 - 30-person capacity, but 31% of courses have 21 - 30 students enrolled. This leads to 21 - 30 student classes being held in rooms that are intended to serve a larger capacity, contributing to a lower utilization rate.

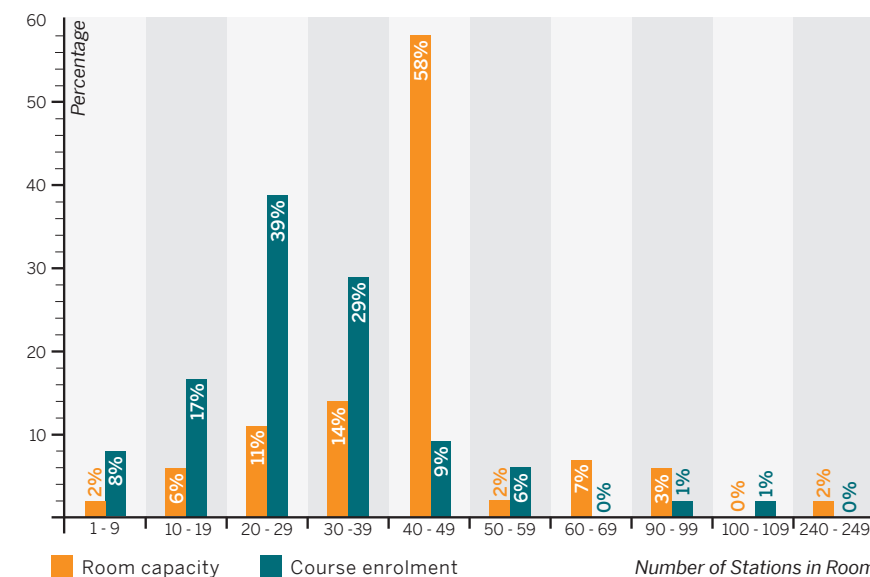
Classroom utilization is measured by determining the following and is expressed as a percentage of the state standard target.

The following terms are used when calculating utilization rates:

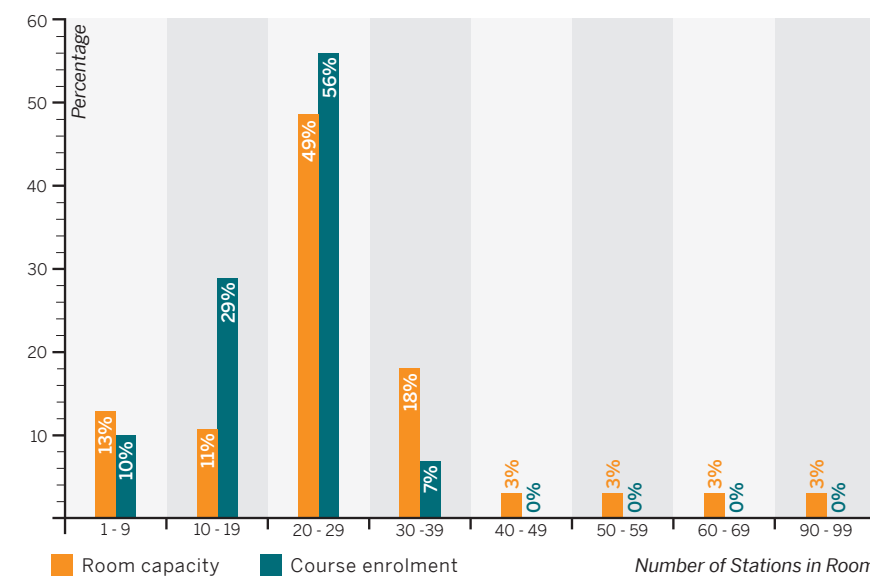
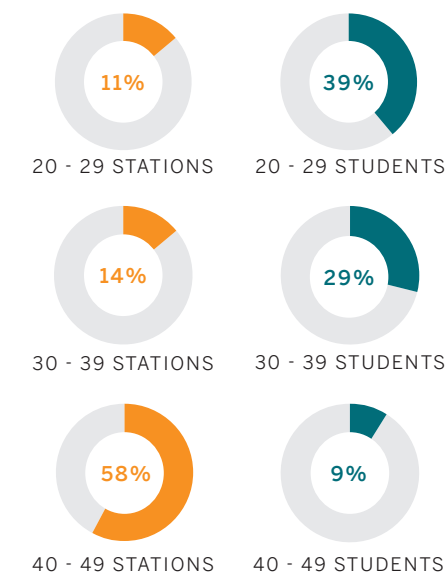
- Weekly Room Hours (WRH): number of hours per week a room is scheduled
- Station Occupancy (%): percentage of stations occupied in a room
- Weekly Student Contact Hours (WSCH): hours per week a station is occupied

The seat count analysis examined the demand for classrooms within a particular seat capacity range relative to the supply of rooms within the same range to establish the needed room supply for current and planned course offerings.

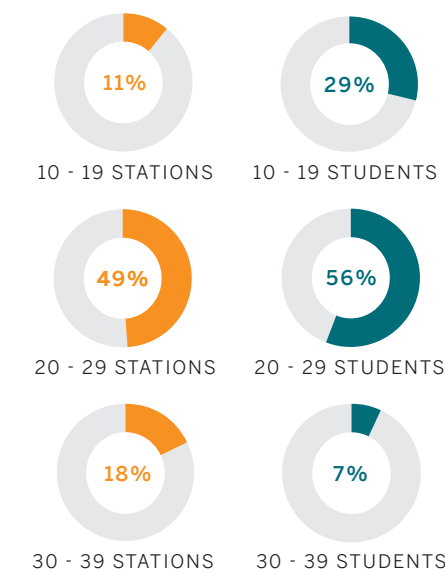
The findings of the analysis highlighted opportunities to retrofit or re-purpose underutilized rooms by right-sizing the classroom space supply.



Seat Count Analysis - Classroom

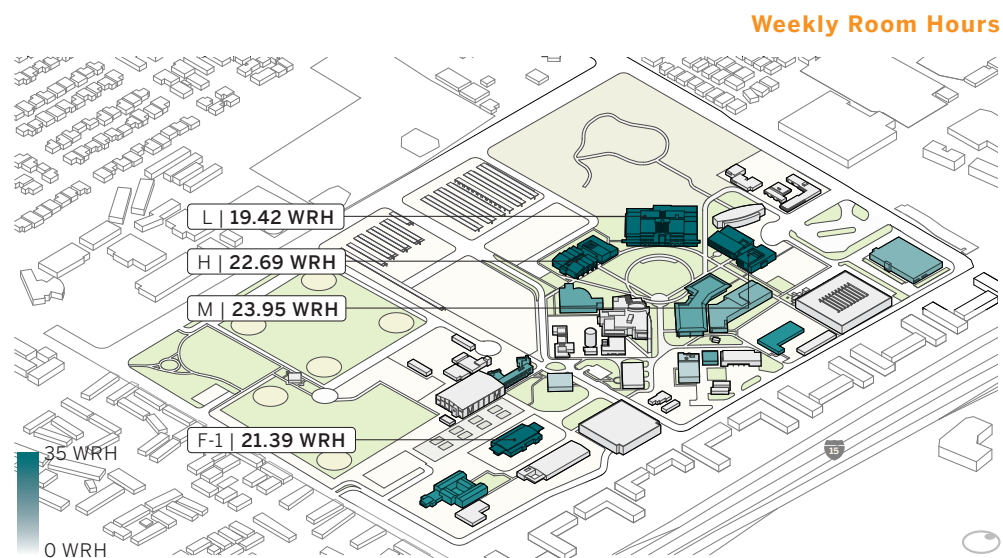


Seat Count Analysis - Teaching Labs



WEEKLY ROOM HOURS | CLASSROOMS

State standards for classrooms differ from those of labs and as such, these categories of space were studied separately. The Weekly Room Hours diagram below indicates the top four buildings on campus that were operating closest to the 35 WRH target, including the L, H, M, and F-1 buildings.



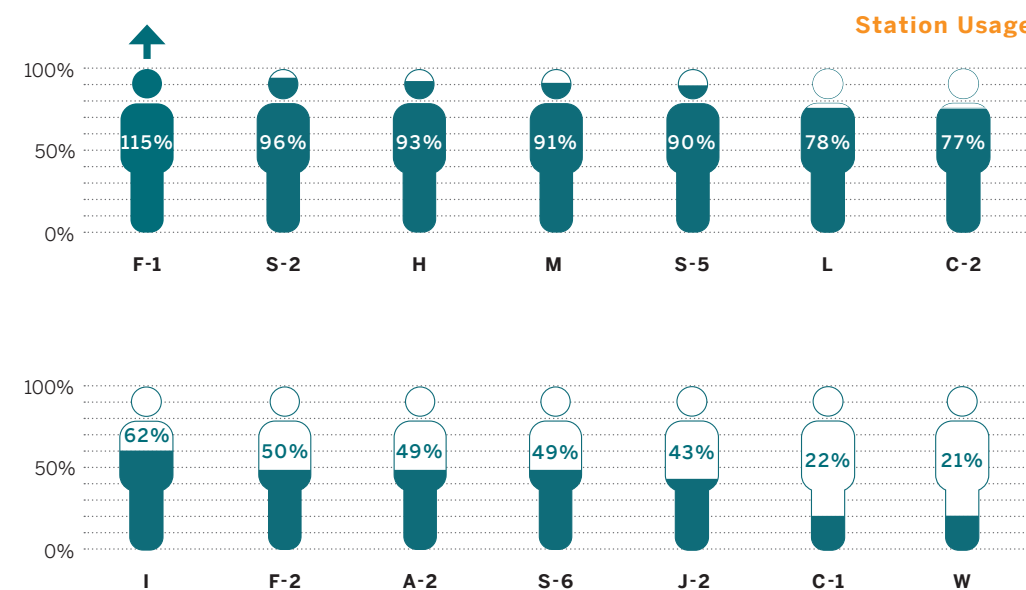
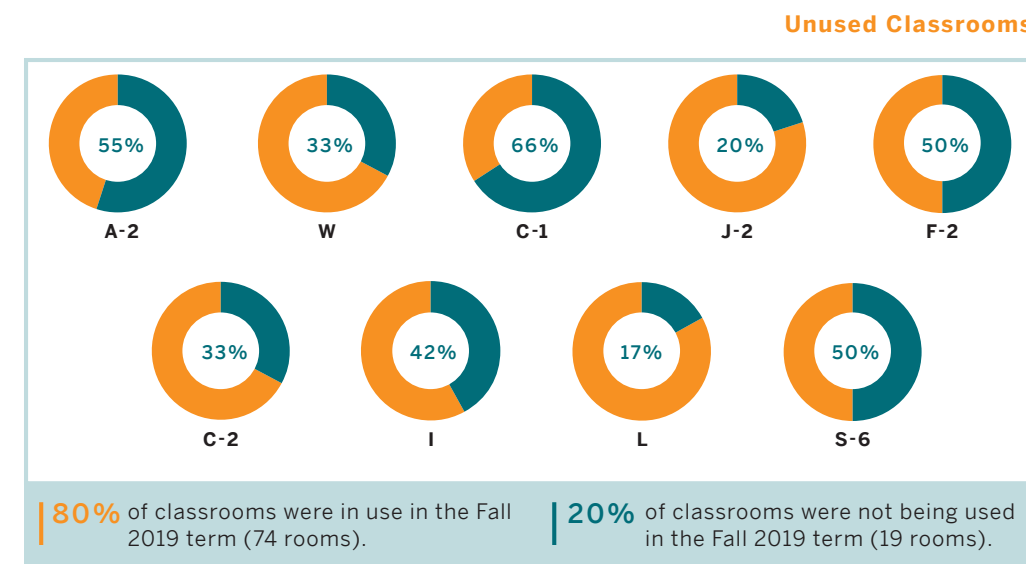
BUILDING & STATION USAGE | CLASSROOMS

The table below illustrates the most heavily scheduled days and times throughout the available hours according to state standards (8:00am - 10:00pm). Courses at Miramar College are found to be most often scheduled between the hours of 9am and 12pm, Monday through Thursday. The remainder of time slots have potential to be maximized.

Percentage of Total Classrooms (93) in Use by Time

	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm
M	25%	60%	62%	56%	59%	45%	43%	15%	12%	23%	38%	33%	23%	19%	3%
T	30%	60%	54%	60%	62%	49%	42%	20%	11%	29%	46%	30%	21%	19%	3%
W	24%	63%	63%	56%	59%	44%	43%	15%	10%	20%	35%	29%	21%	19%	3%
TH	29%	57%	52%	59%	60%	49%	42%	21%	11%	27%	45%	30%	22%	19%	3%
F	3%	9%	9%	9%	8%	5%	3%	2%	0%	0%	0%	0%	0%	0%	0%

The Unused Classrooms diagram below illustrates how many classrooms in each particular building were being used in the Fall of 2019. Combined, 80% of classrooms were in use in the Fall of 2019. Station usage dives deeper into each individual building to study how full classrooms are when they are scheduled. For example, F-1 enrolls students beyond its capacity limits, as shown in the Station Usage diagram below.



UTILIZATION | CLASSROOMS

As previously described, classroom utilization is measured by determining WRH, Station Occupancy (%), WSCH, and the overall utilization rate. The calculation for classroom utilization is defined as:

$$WRH \times \% \text{ station occupancy} = WSCH$$

Weekly room hours, station occupancy, and WSCH all have standards established by the state. These state standards are based on a classroom availability of 70 WRH (Mondays - Fridays, 8:00am - 10:00pm). This data for classrooms is summarized in the table below, Classrooms Summary.

WRH: 75% scheduled **53 hrs.**
 % station occupancy **66%**
 WSCH **35 hrs.**

Classrooms Summary

Building	Classroom Quantity	Total Stations	Average WRH (53 hr target)	% WRH (of 53 hr target)	Average % Occupancy (66% target)	Average WSCH (35 hr target)	Utilization Rate (35 hrs = 100%)
Arts & Humanities Building (H)	17	672	22.55	43%	93%	21 WSCH	60%
Automotive Tech (S-2)	2	83	16.25	31%	96%	16 WSCH	46%
Aviation Building (F-1)	3	104	21.39	40%	115%	25 WSCH	71%
Business & Math (M)	16	700	23.95	45%	91%	22 WSCH	63%
Child Development Center (F-2)	2	72	1.58	3%	50%	1 WSCH	3%
Distribution & Computing Center (W)	3	102	9.5	18%	21%	2 WSCH	6%
Diesel Technology (C-1)	3	88	1.42	3%	22%	.5 WSCH	1%
English Building (I)	12	465	12.06	23%	62%	9 WSCH	26%
Fitness Center (J-2)	2	126	14.75	28%	43%	6 WSCH	17%
Heavy Duty Adv. Transportation (C-2)	3	87	13.67	26%	77%	11 WSCH	31%
Library Learning Resource Center (L)	6	455	19.42	37%	78%	15 WSCH	43%
Police Academy (A-2)	9	429	16.12	30%	49%	8 WSCH	23%
Science (S-5)	11	506	13.86	26%	90%	12 WSCH	34%
Science (S-6)	4	180	10.46	20%	49%	5 WSCH	14%

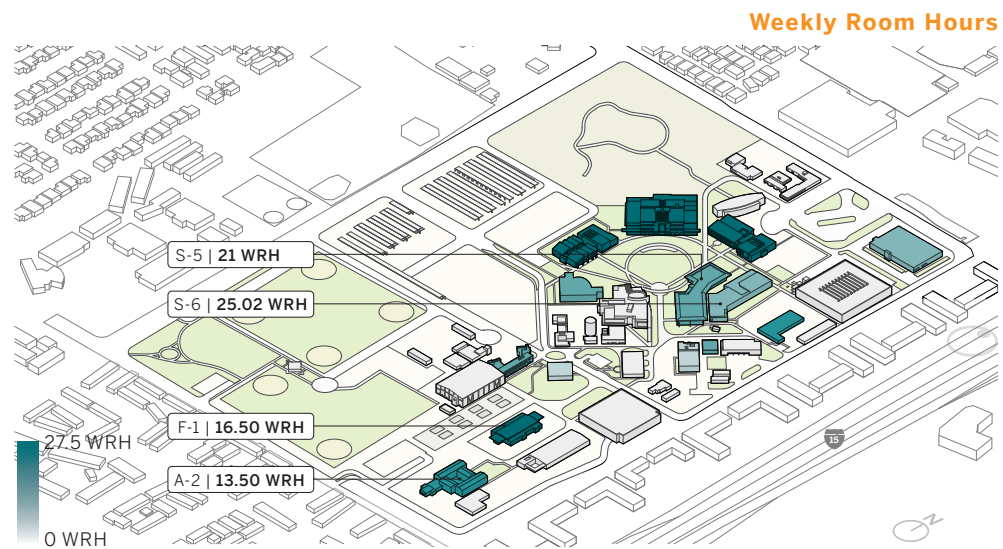
LEGEND

- Above Target
- Below Target
- At Target
- Unused



WEEKLY ROOM HOURS | LABS

The state standard for lab weekly room hours is less than that of the classrooms. While classrooms target 35 WRH, labs target 27.5 WRH due to fewer lab course offerings than classrooms. The diagram below indicates the top four buildings on campus that were operating closest to the 27.5 WRH target, including the S-5, S-6, F-1, and A-2 buildings.



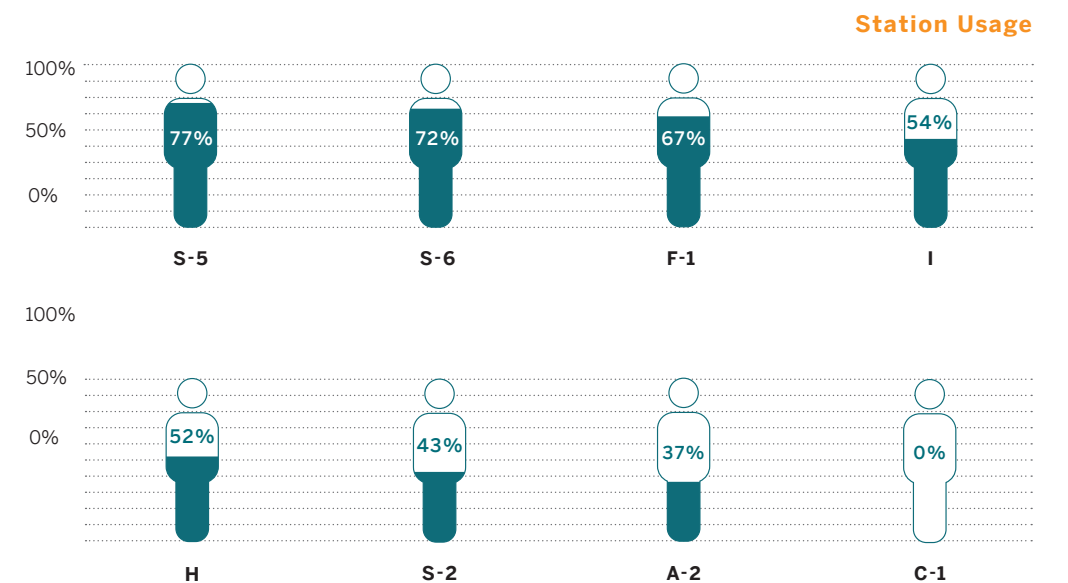
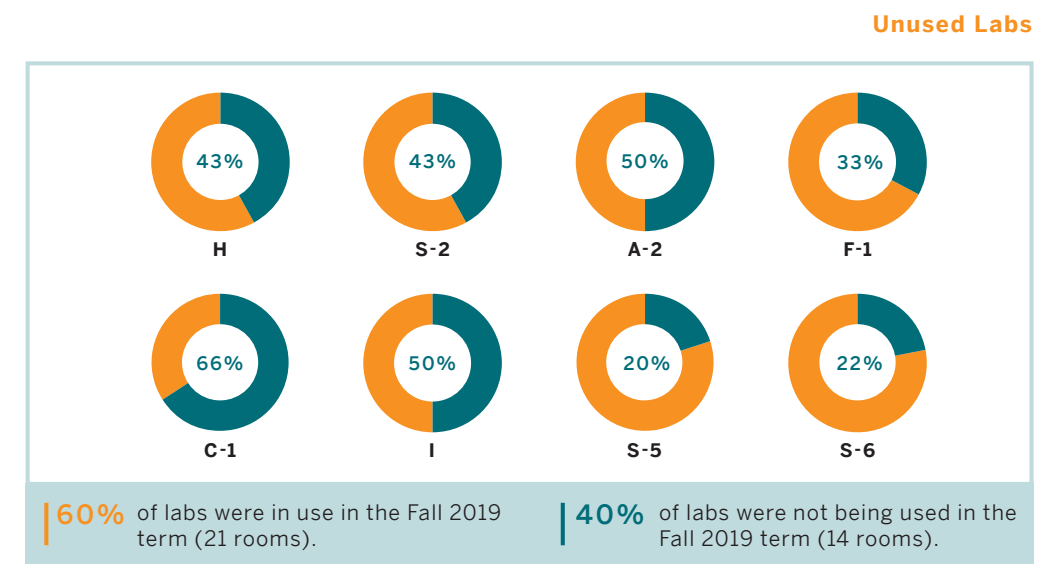
BUILDING & STATION USAGE | LABS

The table below illustrates the most heavily scheduled days and times throughout the available hours according to state standards (8:00am - 10:00pm). Labs are scheduled much more consistently throughout the day than classrooms, but are still concentrated around the 9:00am - 12:00pm window of time.

Percentage of Total Labs (35) in Use by Time

	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm
M	26%	37%	37%	40%	37%	31%	35%	23%	20%	20%	31%	31%	31%	31%	11%
T	20%	31%	37%	43%	43%	34%	29%	17%	17%	29%	31%	31%	31%	29%	6%
W	26%	37%	37%	40%	43%	37%	37%	26%	26%	17%	26%	26%	26%	23%	6%
TH	20%	31%	31%	43%	43%	40%	34%	26%	23%	23%	31%	34%	31%	31%	9%
F	14%	17%	17%	17%	17%	14%	11%	6%	3%	0%	0%	0%	0%	0%	0%

Like the classrooms, the Unused Labs diagram below illustrates how many labs in each particular building were being used in the Fall of 2019. Combined, 60% of labs were in use in the Fall of 2019. In terms of lab station usage, lab courses were not as close to capacity as most classrooms were, but nearly half of the labs were at the 66% station usage target.



UTILIZATION | LABS

Identical to the classroom calculation for WSCH, the calculation for lab utilization is also defined as:

$$WRH \times \% \text{ station occupancy} = \text{WSCH}$$

The weekly room hours, station occupancy, and WSCH standards are for labs are less than those of classrooms. However, the state standards are still based on a lab availability of 70 WRH (Mondays - Fridays, 8:00am - 10:00pm). This data for labs is summarized in the table below, Labs Summary.

$$\begin{aligned} WRH: 34\% \text{ scheduled} & \quad 27.5 \text{ hrs.} \\ \% \text{ station occupancy} & \quad 85\% \\ WSCH & \quad 23 \text{ hrs.} \end{aligned}$$

Labs Summary

Building	Lab Quantity	Total Stations	Average WRH (27.5 hr target)	% WRH (of 27.5 hr target)	Average % Occupancy (85% target)	Average WSCH (23 target)	Utilization Rate (23 hours = 100%)
Arts & Humanities Building (H)	7	142	9.26	34%	52%	5 WSCH	22%
Automotive Tech (S-2)	8	147	13.48	49%	43%	6 WSCH	26%
Aviation Building (F-1)	3	160	16.50	60%	67%	11 WSCH	48%
Diesel Technology (C-1)	3	91	0	0%	0%	0 WSCH	0%
English Building (I)	2	70	8.67	32%	54%	5 WSCH	22%
Police Academy (A-2)	2	35	13.50	49%	37%	5 WSCH	33%
Science (S-5)	5	130	21	76%	77%	16 WSCH	70%
Science (S-6)	10	289	25.02	91%	72%	18 WSCH	78%

LEGEND

- Above Target
- Below Target
- At Target
- Unused



SPACE NEEDS PROJECTIONS

LOOKING AHEAD

The analysis in the previous pages translates the projected enrollment growth into assignable square feet through the application of California Title 5 Educational Code space standards. This analysis is intended to yield a best guess estimate of the amount of space that will be needed in the future. It is not intended to predict space needs in a specified year.

The projected assignable areas are compared to Miramar’s existing inventory of assignable square feet to identify the types of space that may need to be increased (see the table, Future Space Needs by Capacity Load Categories).

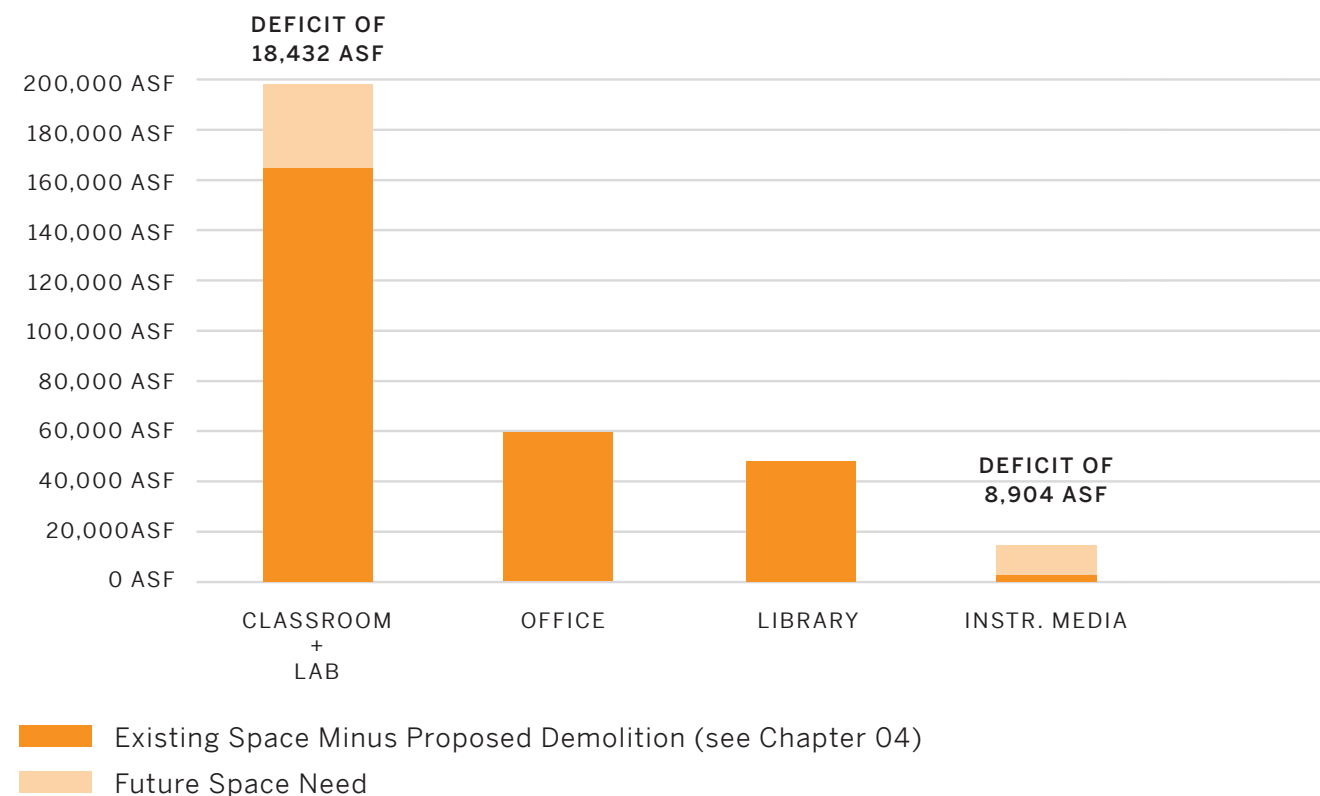
According to Title 5 space standards, the College shows a need for space in three capacity load categories: laboratory, classroom (lecture) and instructional media; and a surplus of space in office and library. Based on these standards, the College currently qualifies for an additional 27,326 assignable square feet overall.

As previously noted, the application of Title 5 space standards to analyze space needs provides one perspective that should be expanded to consider the unique needs of Miramar’s programs and services. This calculation of the College’s future space needs is based on the following assumptions about student headcount and Full Time Equivalent Faculty (FTEF) growth.

- The growth rate of WSCH will be linear and will, on average, be 1 percent each year over the next decade.
- Student headcount will grow at the same rate as WSCH. This implies that the average student load will remain constant over the next ten years. This is important, especially for forecasting library space needs, which are predicated on headcount.
- FTEF will grow at the same rate as WSCH. This implies that the WSCH per faculty load (FTEF) will remain constant over the next ten years. This is important for forecasting office space, which is predicated on total FTEF.
- The fall 2035 enrollment was projected by applying the annual planned growth rate (compounded annually) to the baseline fall 2019 WSCH.

The need for additional space served as the basis for developing recommendations and researching funding resources for future facilities.

Future Space Needs by Capacity Load Categories



*Source: WSCH Data from SDMC Office of Instruction Space Inventory from FUSION (Facilities Utilization, Space Inventory Options Net)

“

Organizational Health.

Strengthen institutional effectiveness through planning, outcomes assessment, and program review processes in efforts to enhance data-informed decision making. ”

03

EXISTING CONDITIONS

- Campus History
- Context Setting
- Campus Context
- Land and Building Use
- Mobility and Access
- Sustainability
- Challenges and Opportunities

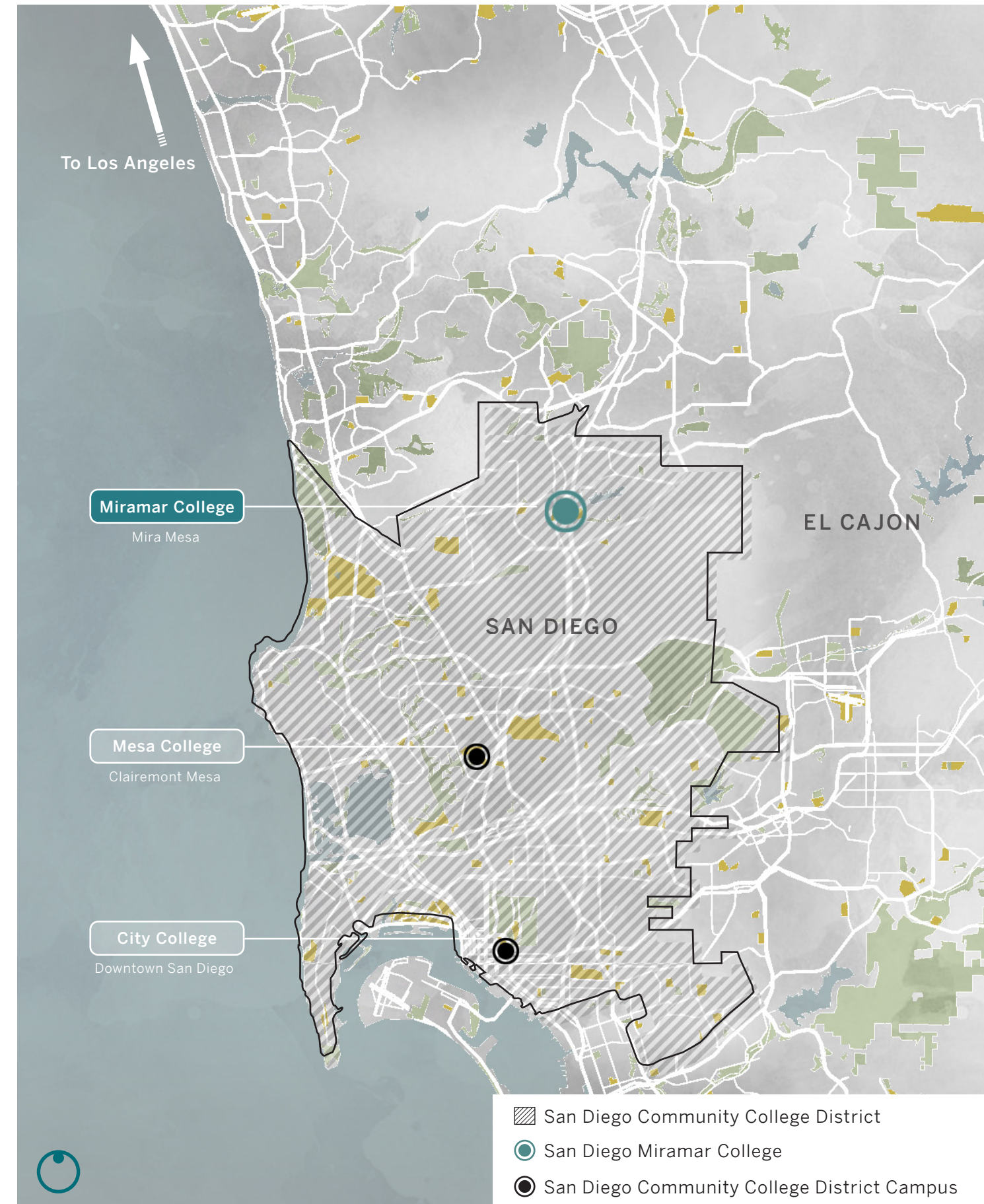
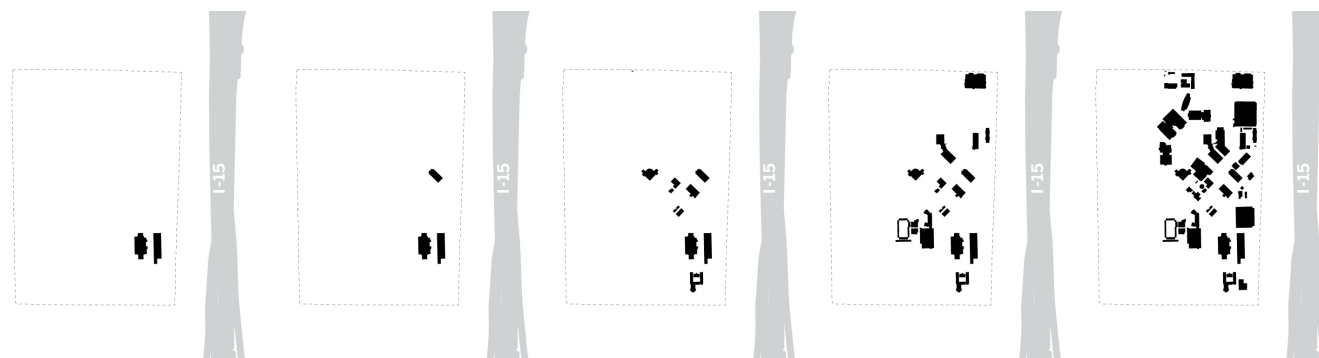
CAMPUS HISTORY

San Diego Miramar College is one of three public, two-year community colleges located in the San Diego Community College District boundaries. These colleges include Mesa College, City College, and a Continuing Education division which includes six centers within San Diego.

The community college system in San Diego began in 1914 with four faculty members and 35 students attending classes at San Diego High School, marking the establishment of City College. As the college grew, classes began to be held at San Diego State University. By 1964, San Diego Mesa College was opened to serve 1,800 students, followed shortly thereafter by San Diego Miramar College in 1969. Miramar College was developed on 140 acres of land that was north of the Miramar Naval Air Station (which is now known as Mira Mesa). The college was founded on the concentration of law enforcement and fire science training to begin with, but has since expanded its curriculum to include general education college courses.

Including both college and continuing education programs, the San Diego Community College District is the second largest community college district in California.

Campus Development Over Time

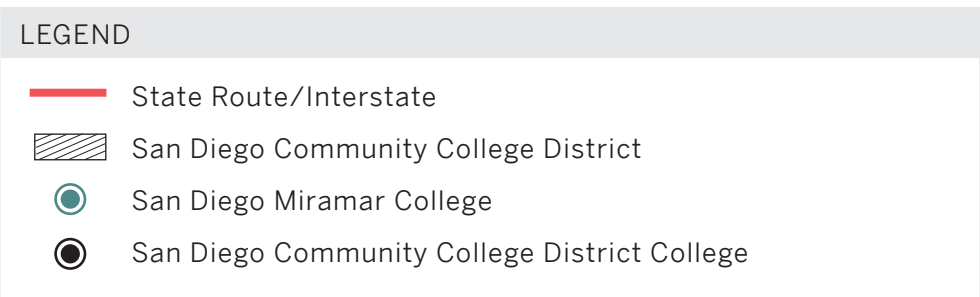


CONTEXT SETTING

LOCATION

San Diego Miramar College is located in the neighborhood of Mira Mesa which lies within the city of San Diego. Located roughly 120 miles south of Downtown Los Angeles and just 10 miles east of the Pacific Ocean, Miramar College benefits from a California coastal climate. The college is bordered on the east by Interstate 15, and is the northern-most community college within the San Diego Community College District boundaries.

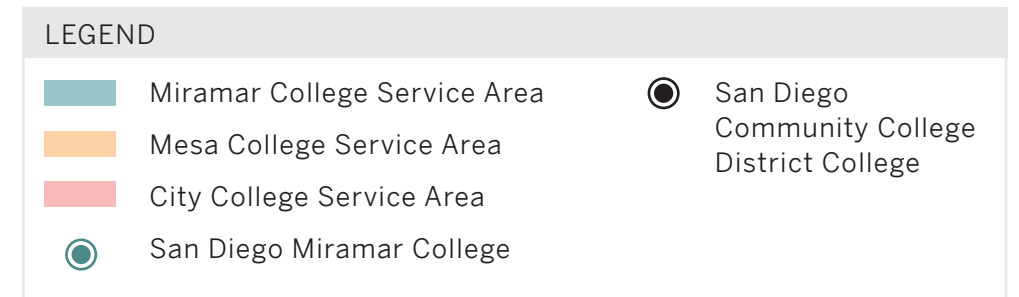
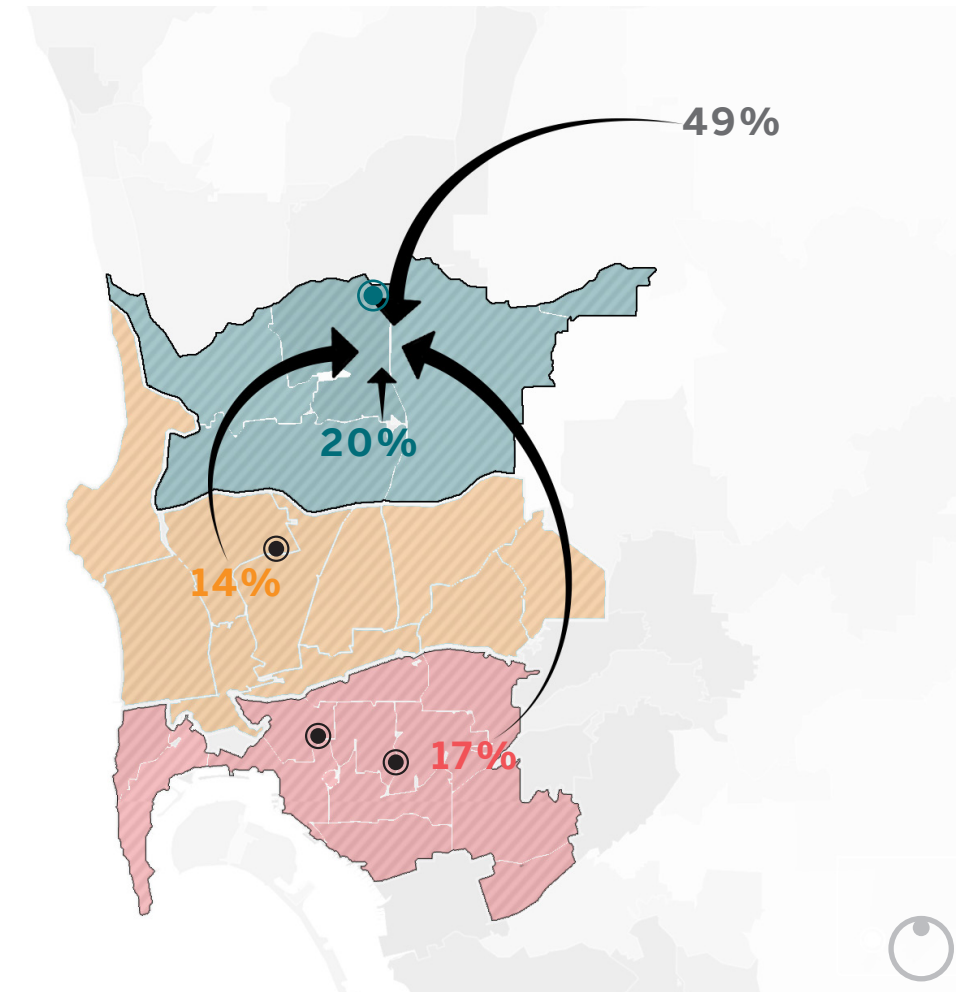
Transportation Map



SERVICE AREA

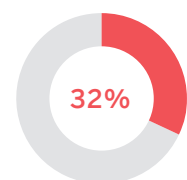
Although there are three colleges located within the city of San Diego, Miramar serves many students outside of its specific area boundaries. While 14% of students at Miramar College travel from the service area of Mesa College and 17% of students travel from the service area of City College, 49% of students travel from completely outside the San Diego Community College District area.

Service Areas

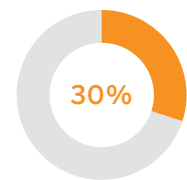


DEMOGRAPHICS

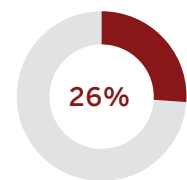
The Demographics Map below illustrates the percentage of the population in San Diego that does not identify as white. When taking a closer look at the demographics within the census track which Miramar College is located in (83.59), those who identify as Hispanic or Asian are among the most prevalent in the area. The Black, Pacific Islander, and Native American are among the least represented in the census track surrounding the college.



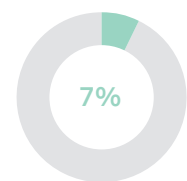
HISPANIC



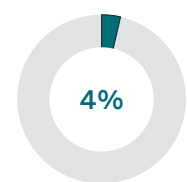
ASIAN



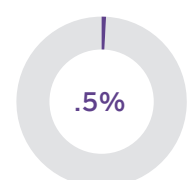
WHITE



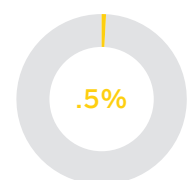
2 OR MORE



BLACK

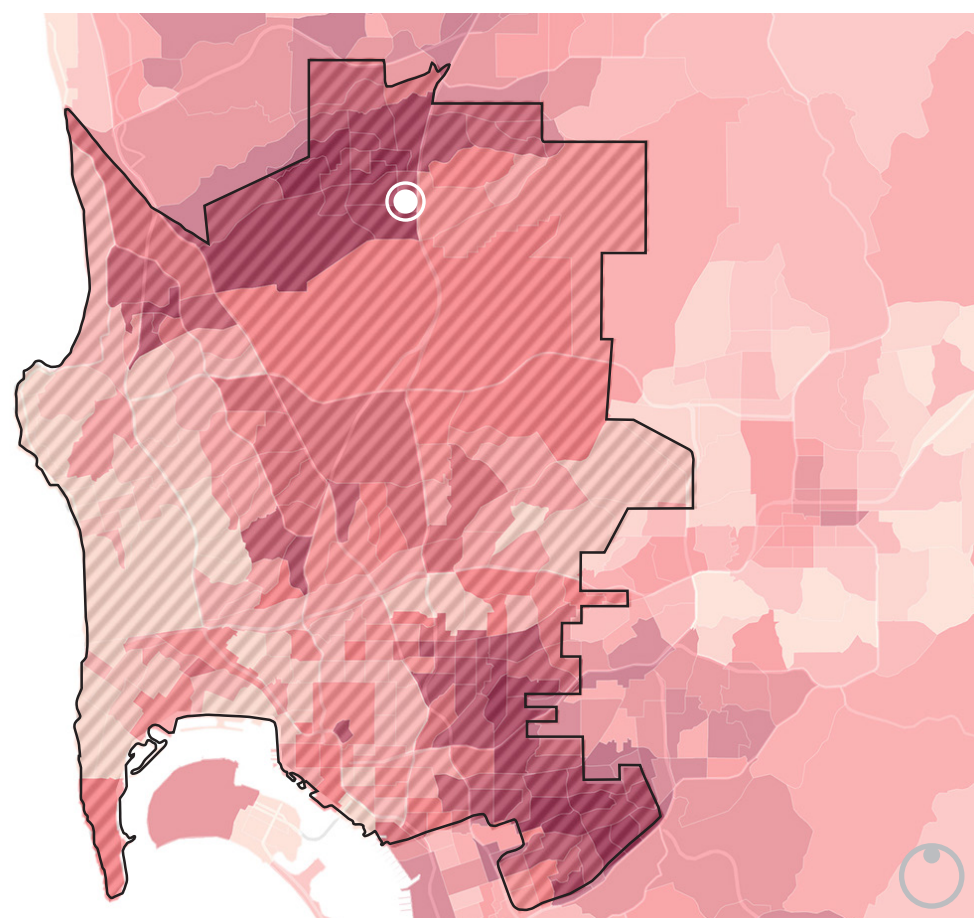


PACIFIC ISLANDER



NATIVE AMERICAN

Demographics Map



LEGEND

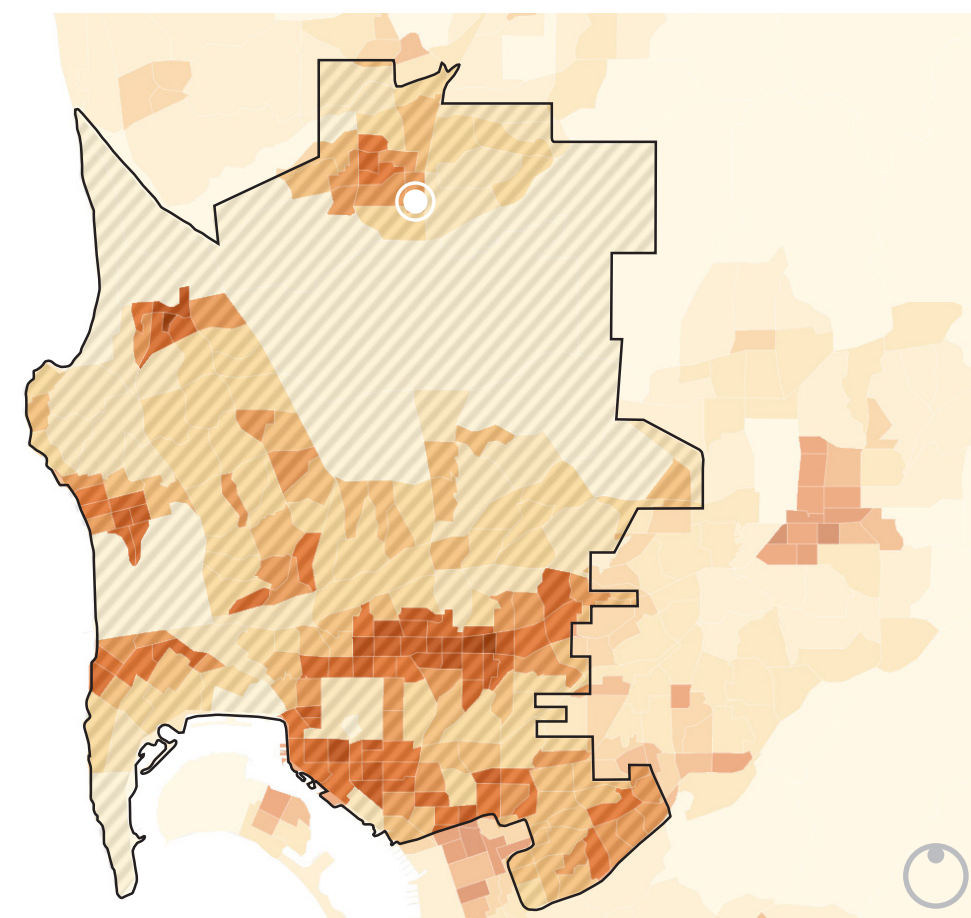
<63.84%	85.54% to 88.05%
63.84% to 65.88%	88.05% to 90%
65.88% to 69.75%	90% to 91.98%
69.75% to 75.88%	91.98% to 94.59%
75.88% to 80.97%	>94.59%
80.97% to 85.54%	Insufficient data

Source: ACS 2019 (5-Year Estimate)

POPULATION DENSITY

The population density surrounding the area that Miramar College is located within contains over 10,000 people per square mile. This places the college on the lower end of the mid-level range of density that occurs throughout the San Diego Community College district boundaries. As previously illustrated in the Service Area diagram, Miramar College is serving not only the population within close proximity to the college, but also those outside of its service area, where population density increases.

Population Density



LEGEND

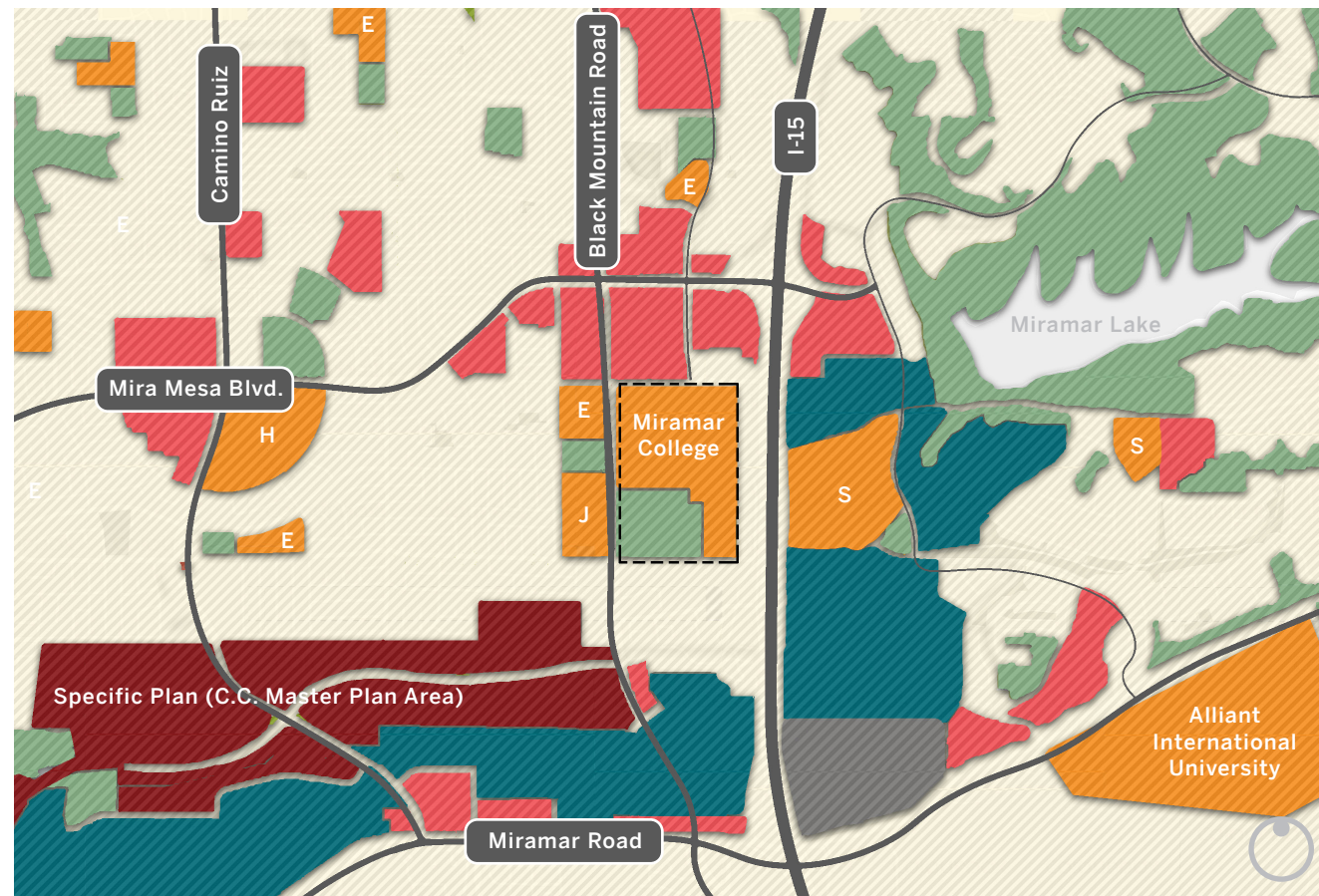
<1,808	14,109 - 17,737
1,808 - 4,227	17,737 - 22,799
4,227 - 6,800	22,799 - 29,761
6,800 - 9,210	29,761 - 36,498
9,210 - 11,482	>36,498
11,482 - 14,109	

Source: ACS 2019 (5-Year Estimate)

SURROUNDING LAND USE

The surrounding land use of Miramar College varies in each direction. As previously stated, Interstate 15 is located to the east of the campus, with residential infill in between. Across the street directly to the north of the campus is a commercial area and to the west of the college are K - 12 schools in addition to residential communities. The area enveloping Miramar College also includes various outdoor green space, including on the campus property itself in the form of community fields and parks. The abundance of K - 12 schools in the vicinity of Miramar College lends itself to serving as an exceptional community asset.

Land Use Map



Source: Miramar Ranch North Community Plan & Mira Mesa Community Plan

LEGEND		
	Commercial	E Elementary
	Open Space Park	J Junior High
	Industrial	S Senior High
	Specific Plan	
	Residential	
	Educational	

MULTI-MODAL CIRCULATION

Bicycle lanes and bicycle routes are located on both the southern (Gold Coast Drive) and western (Black Mountain Road) edges of Miramar College. While the bicycle route on Gold Coast Drive is a shared route with vehicles, Black Mountain Road includes an exclusive striped bicycle lane to allow cyclists to travel alongside vehicles. As Black Mountain Road is the primary entrance to the college, the striped bike lane along this road supports the entry sequence into the college for both cyclists and vehicles alike.

Multi-Modal Circulation Map



Source: iCommute SANDAG - Bike Map & Google Maps

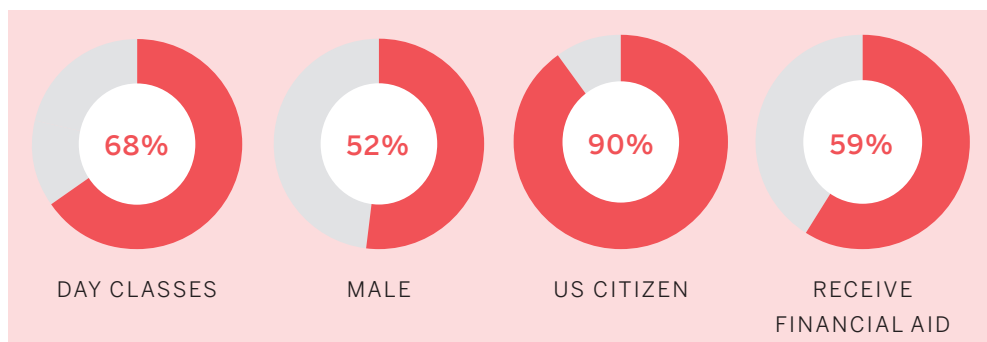
LEGEND		
Striped Bike Lane A striped line for bikes to travel along a road	Bike Route A designated route in which cyclists and drivers share the roadway	Multi-Use Path An off-street path for shared use by non-motorized users

CAMPUS CONTEXT

CAMPUS DEMOGRAPHICS

The campus demographics of San Diego Miramar College differ from the demographics of the surrounding areas outside of campus. For example, there is a larger proportion of Hispanic and Asian populations outside of Miramar College, but within the campus these two populations decrease. Providing a campus where students of all backgrounds feel welcomed and supported is paramount to the college. See the Diversity, Equity, and Inclusion section of Chapter 01 for additional information.

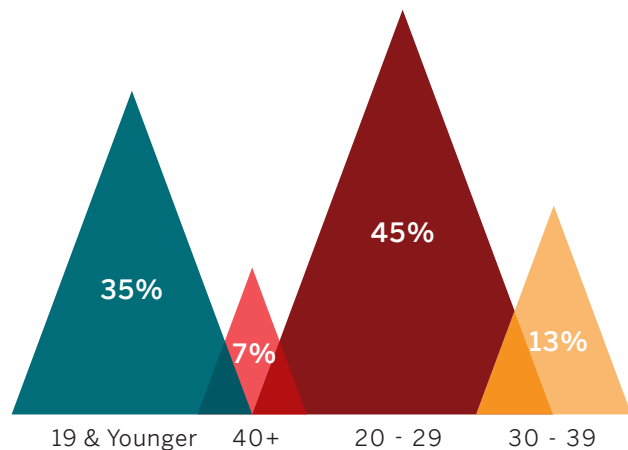
Student Statistics



Enrollment (13,288 Students)



Source: California Community Colleges Chancellor's Office MIS Data Mart

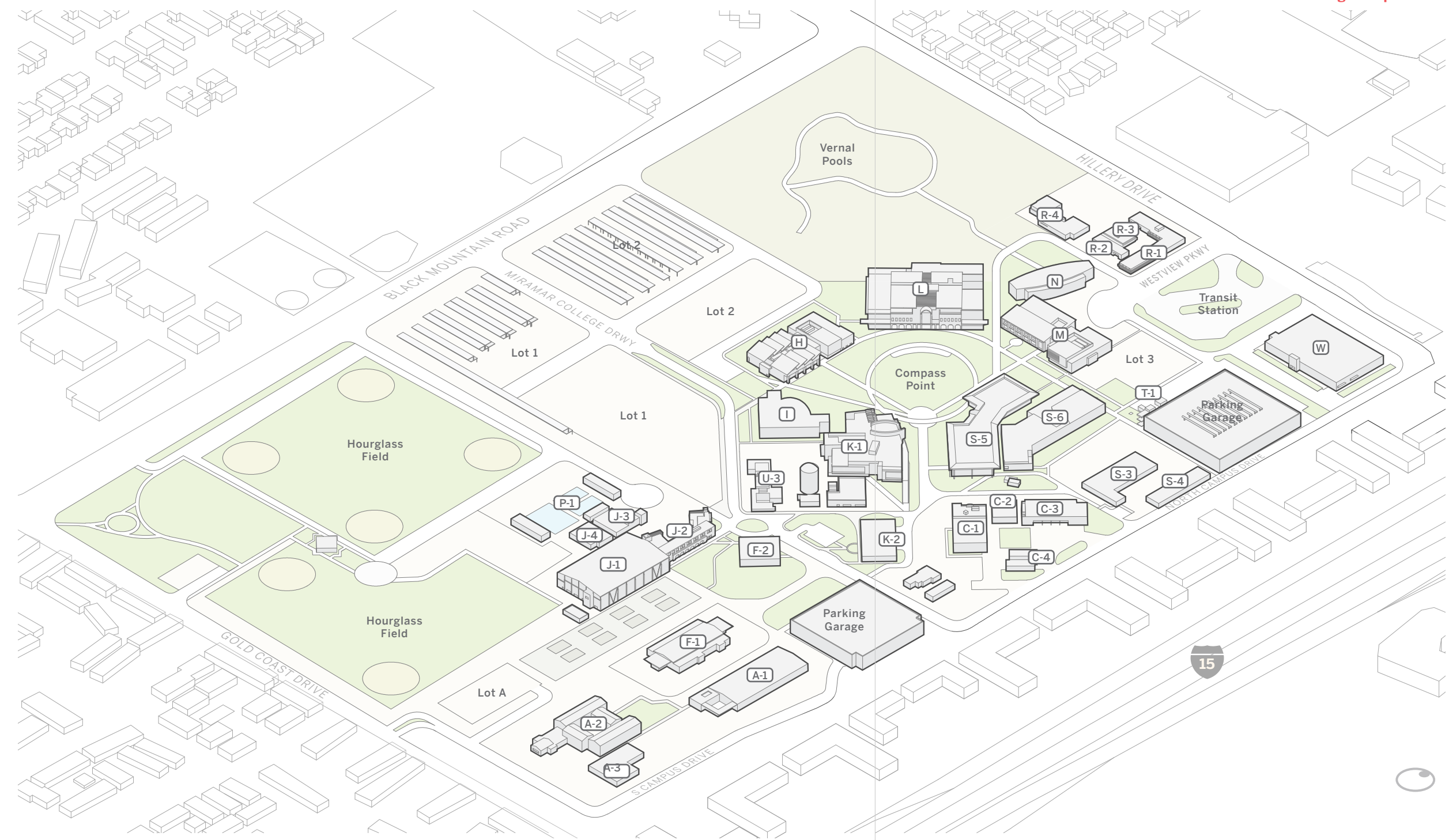


2,427 students have received an Associate's degree, Bachelor's degree, or higher

8,505 students have received a high school diploma



Existing Campus Plan



LEGEND	
A-1	Continuing Education (not in scope)
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Advanced Transportation
F-1	Aviation Building
F-2	Child Development Center
H	Arts & Humanities
I	English Building
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
K-2	Student Resource & Welcome Center
L	Library Learning Resource Center
M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3 & S-4	Advanced Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution & Computing

LAND & BUILDING USE

BUILDING USE

FACILITIES CONDITION INDEX (FCI)

The California Community College Chancellor's Office (CCCCO) conducts a survey at regular intervals to assign a Facilities Condition Index (FCI) score. The FCI is a formula measuring the ratio of the cost to correct existing facility deficiencies against the current replacement value of the facility, as illustrated in the example below.

Building Replacement Value	\$1,000,000
÷	
Cost of Correcting Building	\$100,000
<hr/>	
	0.10
Facilities Condition Index	10%

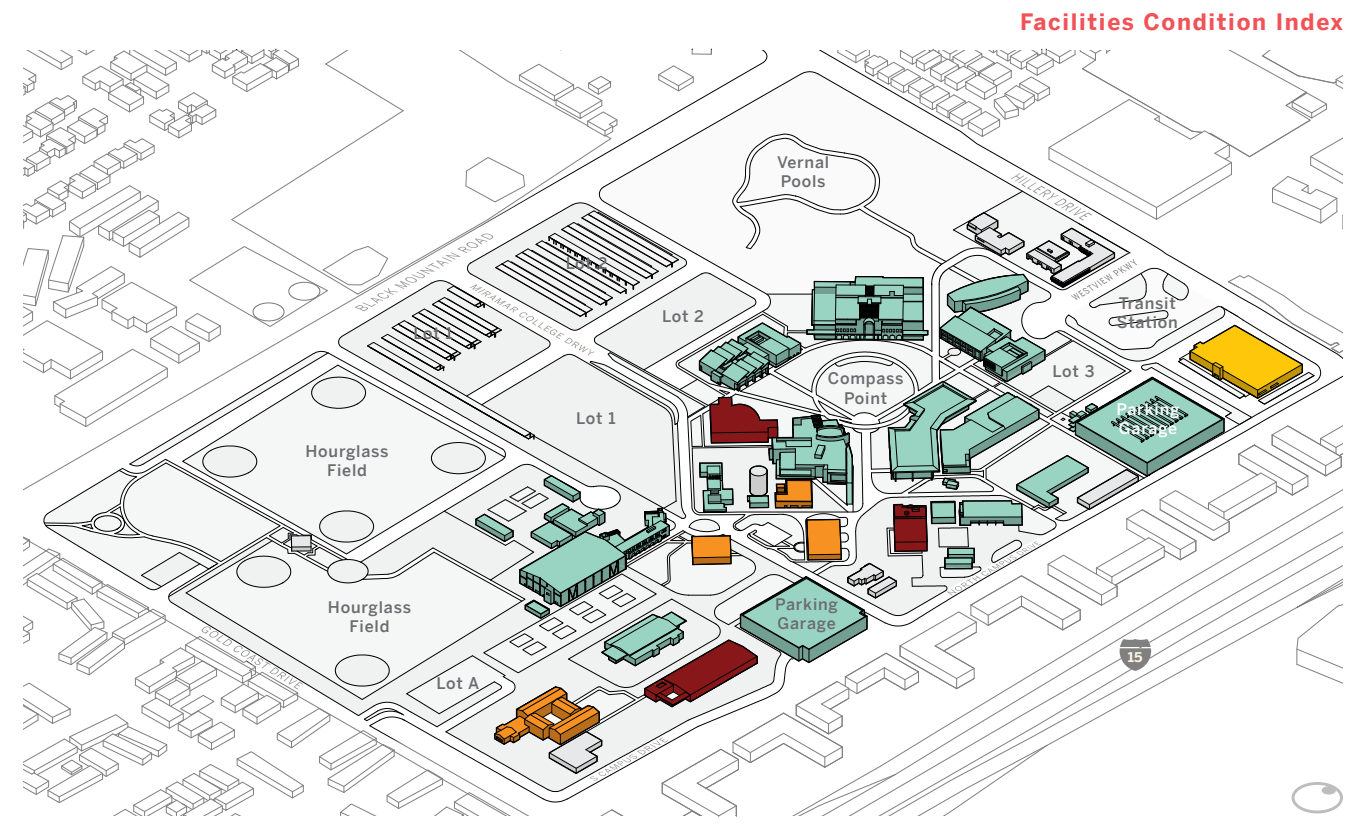
The higher the FCI score, the poorer the condition of a facility. The purpose of this score is to compare buildings by condition as well as to inform decision makers on building renewal funding versus new construction. The FCI of buildings shown in the diagram is classified under four categories:

- Good (0% - 5%)
- Fair (5% - 10%)
- Poor (10% - 30%)
- Critical (>30%)

Because the majority of the buildings at Miramar College are relatively new, the FCI scores tend to have a "good" score. However, a few buildings are not currently functioning well and the cost of renovating these buildings outweighs the building replacement value. These buildings with a "critical" score include:

- I Building (39.26%)
- C-1 (37.56%)
- A-1 (58.05%)

A number of buildings are also scored as having a "poor" FCI. These buildings include the Utility Plant, F-2 (Child Development Center), K-2 (Student Resource and Welcome Center), and A-2 (Police Academy). While these buildings do not need to be demolished and replaced immediately, they will soon require upgrades and renovations that may exceed their replacement value.



LEGEND					
■	Good (0% - 5%)	■	Poor (10% - 30%)	■	Data not available
■	Fair (5% - 10%)	■	Critical (>30%)		

Source: FUSION (Facilities Utilization, Space Inventory Options Net)

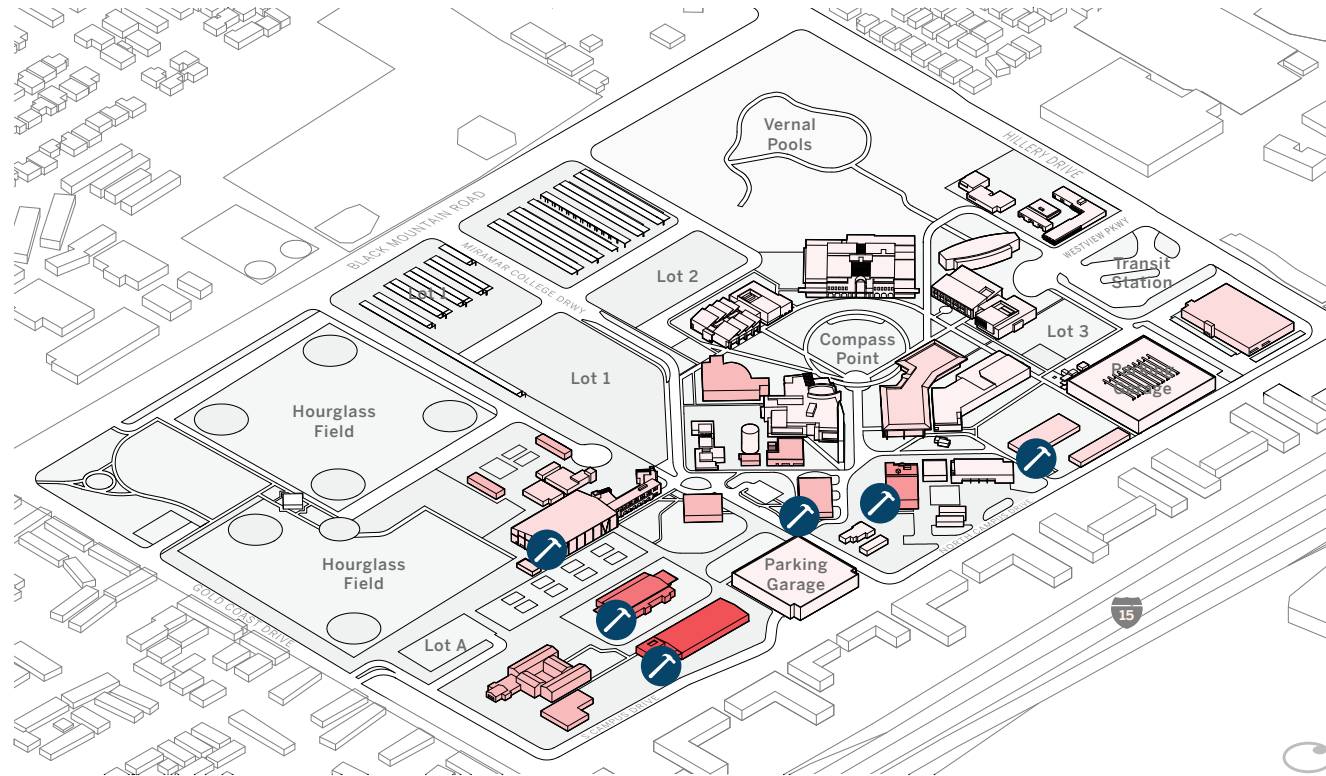


BUILDING AGE

The first buildings at Miramar College were built in the late 1960s and early 1970s and included the Continuing Education building (A-1) and the Aviation building (F-1). The campus began developing along the southern side and eventually migrated to the north. A majority of the older buildings on campus have been renovated in some way or another throughout their lifetime; however, a few buildings have not had any renovations, contributing to lower FCI scores as shown previously. These buildings include the English Building (I) and the Child Development Center (F-2). In many cases, the building age can be linked to the FCI score received. See the Existing Campus Plan diagram on page 3.11 for building locations.

The central and northern end of campus contain the newest buildings such as the Administration building (N) and the newest Science building (S-6). These buildings, along with the Student Services building (K-1) and the Diesel Technology facilities were all built within the last ten years.

Building Age



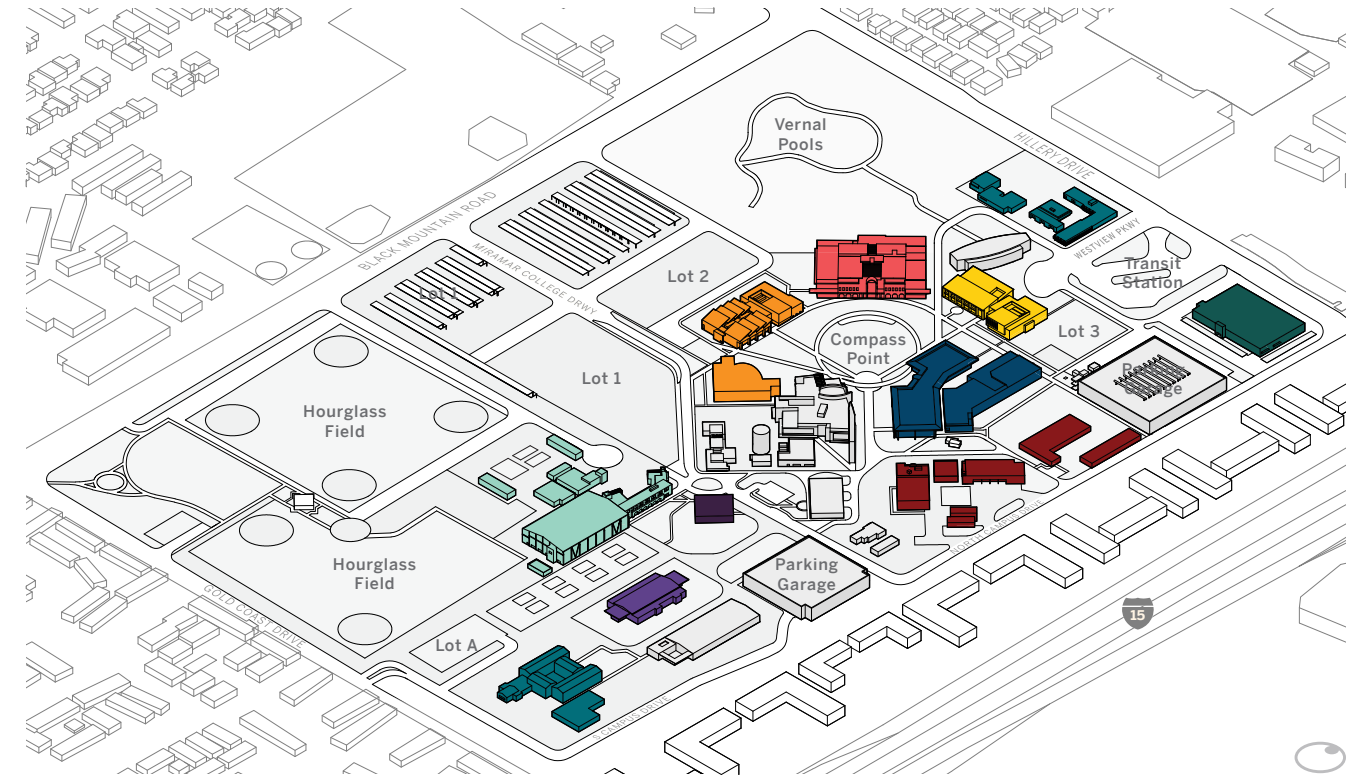
LEGEND		
■ 1960 - 1969	■ 1990 - 1999	Renovated
■ 1970 - 1979	■ 2000 - 2009	
■ 1980 - 1989	■ 2010 - present	

BUILDING USE

Each building on the Miramar campus caters solely to one particular academic use. For example, S-5 and S-6 only offer classrooms to the Science courses, the I building only offers classrooms to the English courses, the H building only offers classrooms to Humanities courses, etc. Career and Technical Education buildings such as the Police Academy, Diesel Technology, and the Fire/EMT programs are located along the perimeters of campus along the south, east, and north.

Academic and student service buildings encircle Compass Point, creating an open heart of campus that is surrounded by academic and student-centered buildings. The K-1 building and Library serve as the student-focused buildings which anchor the north and south edges of Compass Point, and the Humanities, English, Math & Business, and Science buildings provide the academic component. See the Existing Campus Plan diagram on page 3.11 for building locations.

Building Use



LEGEND		
■ Athletics	■ Child Development	■ Sciences
■ Auto & Machinery	■ Distribution & Computing	■ Library
■ Aviation	■ Humanities	■ Non-Academic & Affairs
■ Business & Math	■ Fire Tech/Police	

LAND USE

TOPOGRAPHY

Miramar College is set on the eastern edge of Mira Mesa, located adjacent to Interstate 15 and the coastal ridge that comprises Scripps Ranch to the east. The north and south edges of Mira Mesa are bound by Penasquitos Canyon to the north and Carroll Canyon to the south. The campus' mesa setting yields a largely level and easily accessible landscape, with long vistas and gentle, sloped transitions. The south and east edge of the campus slopes dramatically, yielding approximately XX feet of grade change to Gold Coast Drive. The northwest corner is a nearly XX acre of undeveloped land and native vegetation marked with ephemeral vernal pools. Compass Point, the central open space on campus gently slopes to the northwest creating a recessed gathering space with stepped seating that faces the bowl of the lawn.

Mesa Setting



Vernal Pools



WAYFINDING

While Miramar College includes robust signage, intuitive wayfinding is confounded by the campus' multiple entry points without clear visual cues as to how and where to enter. Wayfinding is also hindered by a weak hierarchy for buildings, open space and circulation. For example, among the landmark features is the Facilities and Central Plant compound. It's height, architecturally distinct XX and central location perhaps helps with wayfinding, but it is visually prominent and disproportionate to its importance to campus life. The Plan proposes reorganization of building program to help define clear points of entry. Additionally, landscape elements such as paving typologies, tree canopies, lighting and signage can help establish a consistent vocabulary and hierarchy for circulation that can assist visitors in wayfinding.

Black Mountain Road Gateway



Facilities and Central Plant



GATHERING SPACES

Compass Point is the central, iconic campus open space and key to campus identity. As such, it should be as useful, accessible, inclusive and sustainable as possible. Intended to host large campus events as well as informal gatherings, the sloping greensward has several features that make it impractical. Its sloped lawn is not accessible and difficult to stage chairs and tents. Decorative stone bands and in-ground lights protrude above finish grade, posing a tripping hazard. The lack of shade makes it less appealing on hot days. Turf grass is water intensive and should be reserved for areas that get a lot of use.

In addition to Compass Point, the campus also has a multitude of smaller scale courtyards and gathering spaces, many of which have unique character and detailing reflecting adjacent architectural vocabulary and building program. This creates rich variety and should be continued with new buildings. Seating areas along main circulation routes should use a simple, uniform design vocabulary to reinforce a cohesive campus identity and sense of place.

Compass Point



Existing Allee at Campus Core



Science Educational Courtyard



Donor Gardens

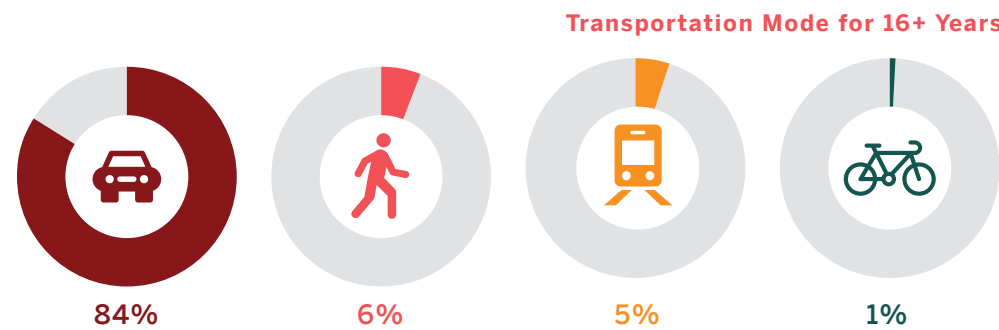


MOBILITY & ACCESS

Over the course of workshops/meetings with the campus users and through campus visits, clear mobility and access patterns were discovered and analyzed. Vehicle and pedestrian gateways were established, along with the vehicle and pedestrian circulation paths that occur on campus once users arrive. How students, faculty, staff, and community members use and access the campus became clear and provided a collection of takeaways that were discovered during the analysis phase. These takeaways then informed the challenges and opportunities that presented themselves following the discovery and analysis phase. See the Challenges and Opportunities section at the end of this chapter for more information regarding the planning concept.

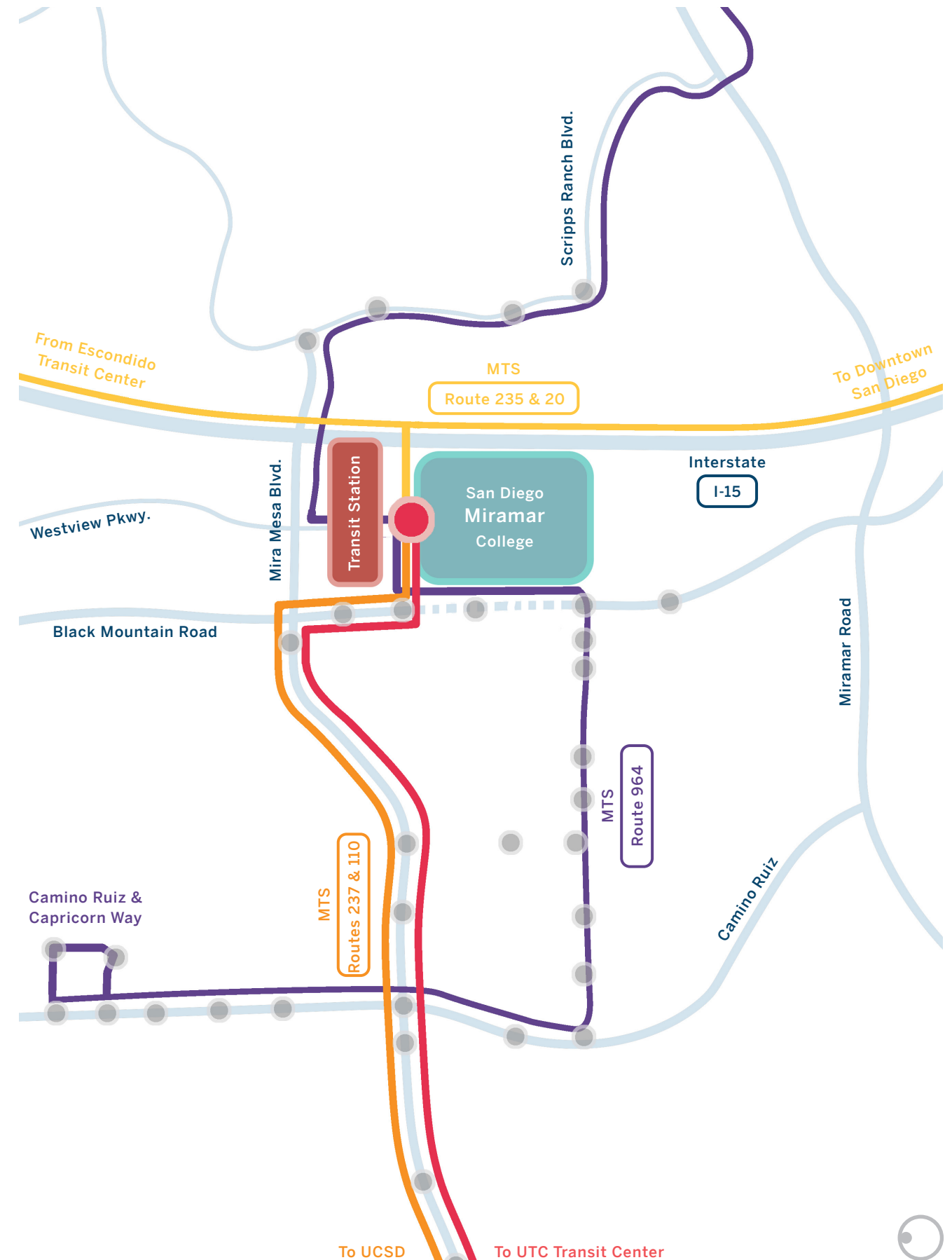
TRANSIT STATION

A Transit Station serving multiple bus lines is located within the Miramar College property along Hillery Drive. This offers a highly accessible campus to those students, faculty, staff, and visitors who utilize public transportation. While the majority of campus users use automobiles to get to campus, the Transit Station provides a unique opportunity for the campus in terms of sustainability, convenience, and access for those who commute to campus.



Source: ACS 2019 (5-Year Estimates)

Mobility Context

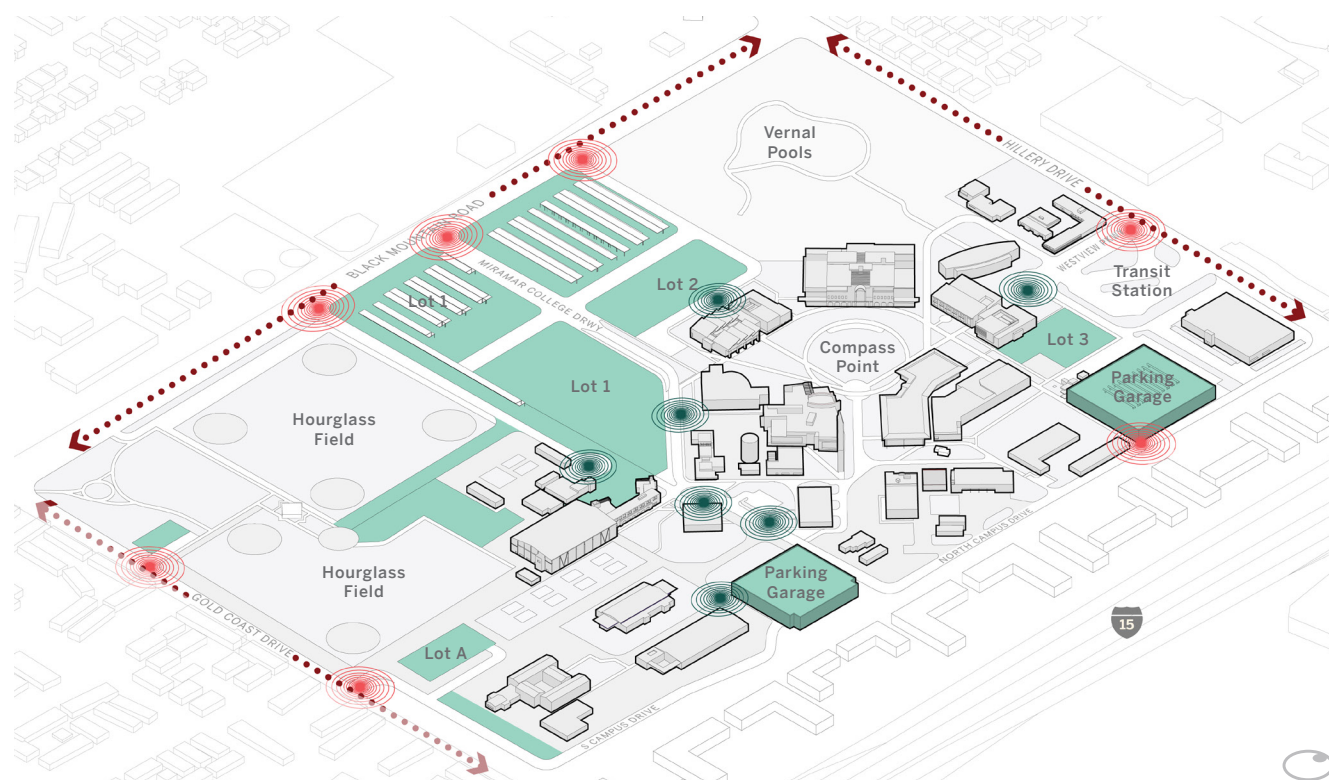


VEHICULAR ACCESS

Miramar College is bordered by Hillery Drive to the north, Black Mountain Road to the west, and Gold Coast Drive to the south. Additionally, on the eastern edge of campus lies North/South Campus Drive, for use within the campus property. Although the three public roads surrounding the college provide access to the residential communities surrounding them, they are fairly busy with the exception of Gold Coast Drive. Both Black Mountain Road and Hillery Drive are highly utilized access points into campus, providing direct routes to multiple parking structures and surface lots.

While designated drop-off locations are not located on the edges of campus, multiple locations exist within the campus itself, mostly along Miramar College Driveway and near the athletics facilities.

Vehicular Access



LEGEND

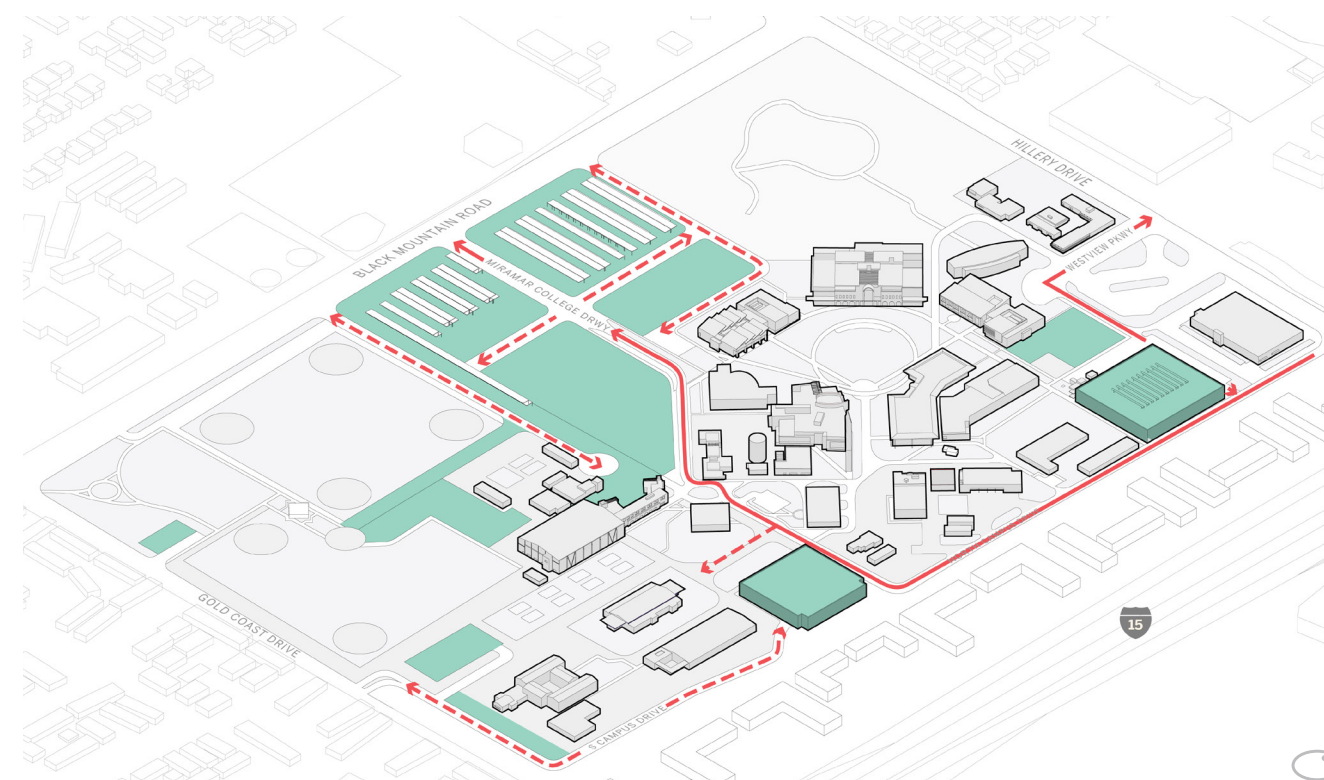
-  Drop-off
-  Approach
-  Access Point
-  Parking

VEHICULAR CIRCULATION




In terms of vehicular circulation throughout campus, the primary path currently occurs from Miramar College Driveway, curving around to North Campus Drive. This road provides a direct connection between the west and east edges of campus, however access to the east side of campus is possible without this direct connection. In addition to Miramar College Driveway, the entrance onto Westview Parkway from Hillery Drive is also one of the primary vehicular paths leading users into campus.

Secondary roads on campus occur along the outskirts of Lot 1 and Lot 2, offering multiple circulation paths between parking lots. Another secondary path into campus is located off of Gold Coast Drive which brings users coming from the south into the Police Academy, Aviation, Continuing Education, or Parking Garage buildings.

Vehicular Circulation



LEGEND

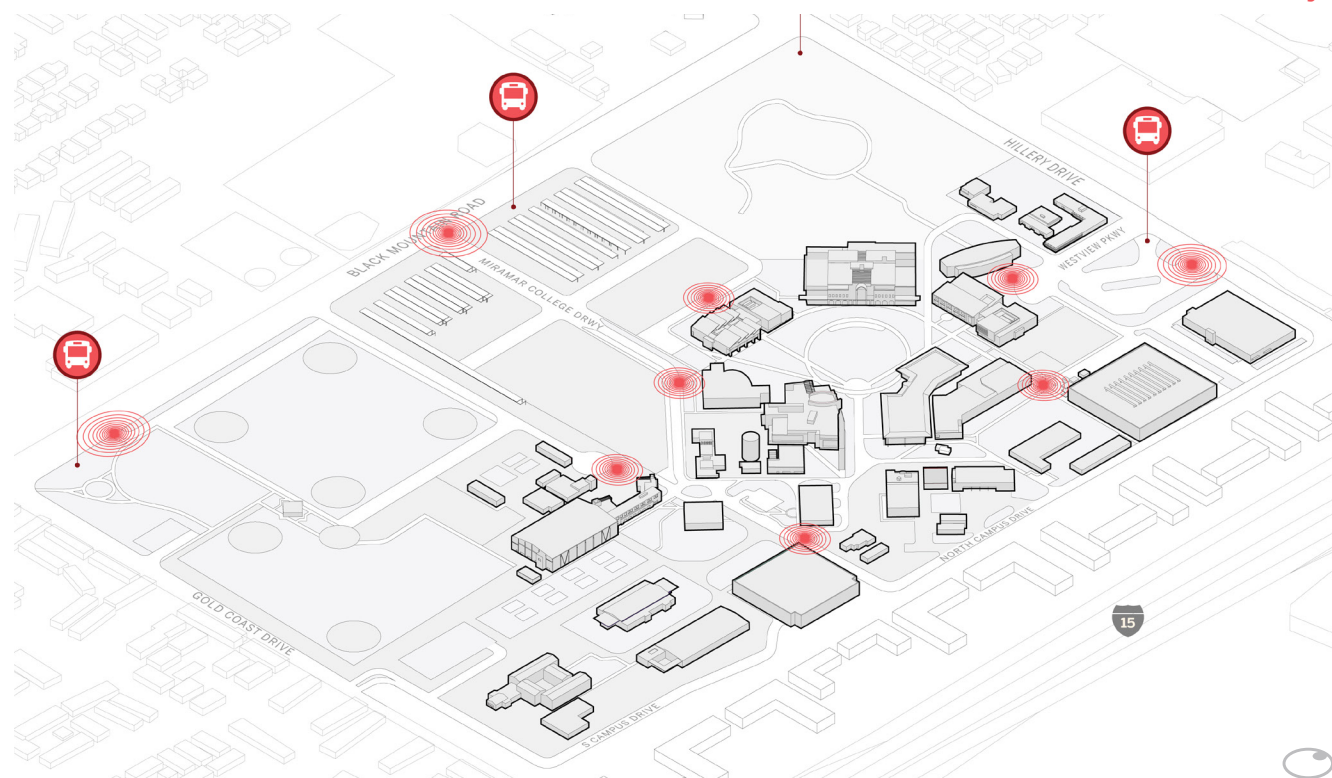
-  Primary Circulation
-  Parking
-  Secondary Circulation

PEDESTRIAN GATEWAYS



Pedestrian gateways are similar to the vehicular access points, with the primary entrances being off of Black Mountain Road and the Transit Station on Hillery Drive. These gateways are closely related to the public transit stop locations used most frequently by students, faculty, and staff. In total, four public transit stops are located on the northern and western edges of campus.

The buildings at Miramar College are set along the eastern side of campus and as such, there are secondary pedestrian gateways that occur once users have already been welcomed onto the campus property. Primary pedestrian access points include the shortcuts located within the centers of the H and M buildings. These entries lead campus users into the heart of campus at Compass Point and provide a sense of orientation.

Pedestrian Gateways



LEGEND

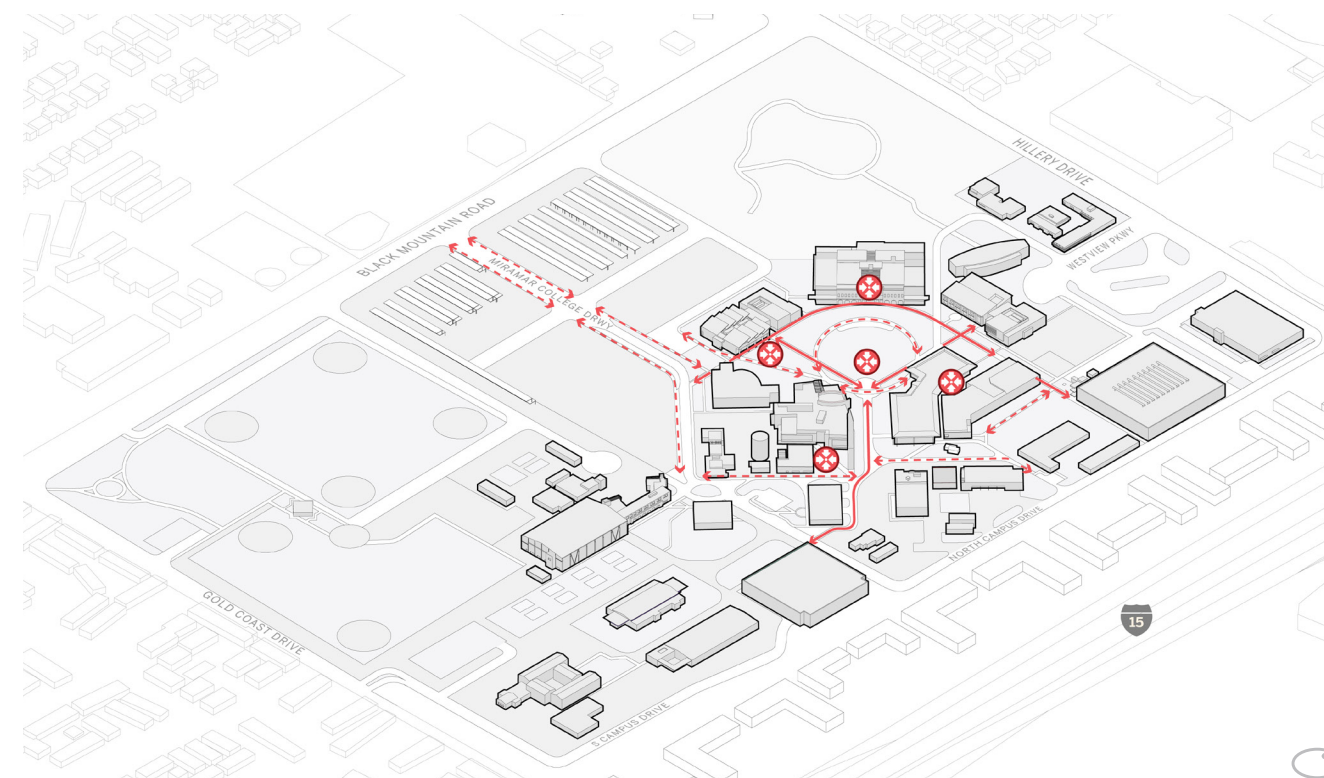
-  Bus stop
-  Pedestrian Access Point

PEDESTRIAN CIRCULATION




Both primary and secondary pedestrian circulation paths occur through and at the perimeter of Compass Point, as this area is currently at the core of campus. A diagonal path connects Compass Point to the mid-southern end of campus, leading users to the parking garage, Aviation, or Police Academy buildings. Miramar College Driveway is used by pedestrians to enter campus from Lot 1 and Lot 2 or from Black Mountain Road.

Gathering spaces occur around Compass Point and within the landscape-defined academic courtyards near the Science buildings. The grassy area of Compass Point currently lacks shade and seating, but has the potential to be re-imagined into an inviting space for students, faculty, and staff to gather more conveniently.

Pedestrian Circulation



LEGEND

-  Primary Circulation
-  Secondary Circulation
-  Gathering Space

SUSTAINABILITY

Miramar College's Sustainability and Resilience Plan is to serve as a guide for the integration of sustainability into all areas of San Diego Miramar College.

Miramar College is committed to providing a campus that is safe and healthy for its students, faculty and staff while protecting the environment for future generations. This Plan strives to create a roadmap that serves as a guide to integrates social, environmental, and financial well-being of Miramar College.

Steinberg Hart conducted a Sustainability Workshop jointly with the college's Environmental Stewardship Committee On November 4, 2021. Participants included faculty, staff, and members of Environmental Stewardship SubCommittee (ESC) from Miramar College. The goals of the workshop were:

1. Learn about sustainability and the college's initiatives
2. Envision a Carbon Neutral Future and contribute to Campus Plan
3. Set collective goals for Climate Action and make an impact

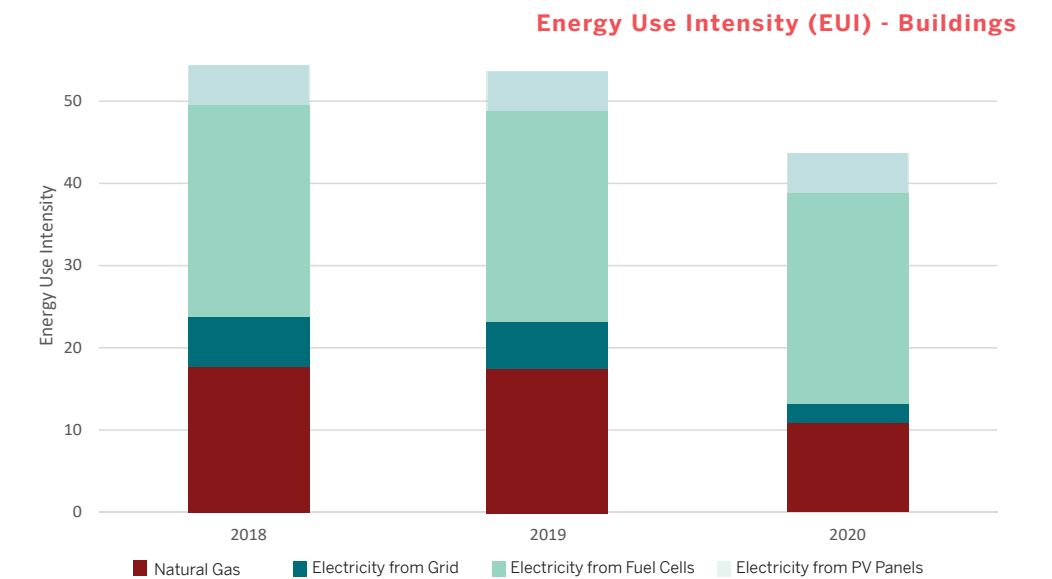
Prior to the Workshop, our team collected energy consumption and onsite energy generation data for the campus. Based on this information we estimated campus' carbon footprint. This section goes into the findings from our data collection and analysis.



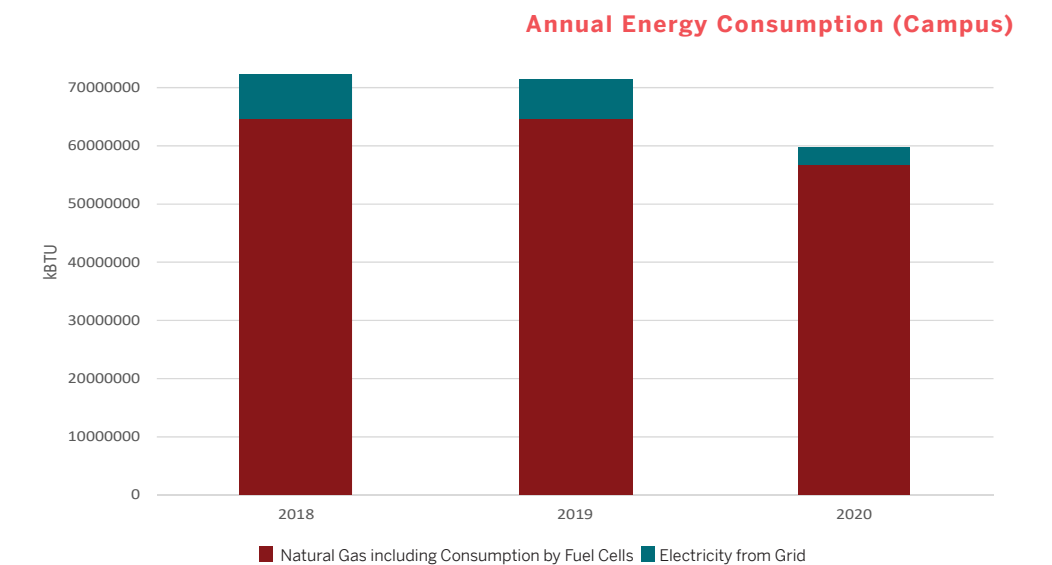
ANALYSIS & FINDINGS

ENERGY CONSUMPTION

Based on the electric and gas energy consumption data from the college for the past 3 years (2018-2020), the Energy Use Intensity (EUI) of the campus buildings was calculated and is illustrated in the table below. EUI, measured as kBtu/sf, is the key metric used to compare building energy performance. In 2020 the energy consumption was lower than in 2018 and 2019 due to pandemic, therefore we selected 2018-2019 data for the further analysis. As shown in the table below, approximately half of the campus' energy need is met is by onsite solar panels and fuel cells.

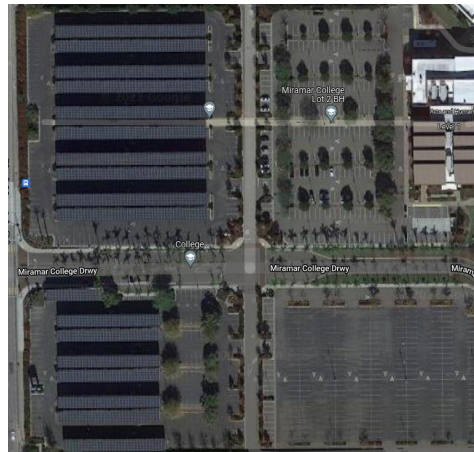


The college has high consumption of natural gas due to use of fuel cells technology to produces electricity without combustion.

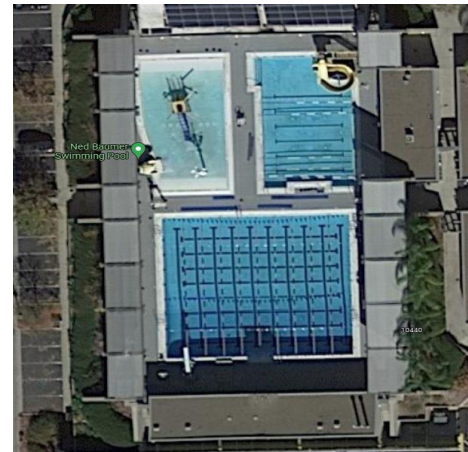


ONSITE ENERGY GENERATION

Solar PV System



Solar Pool Heater

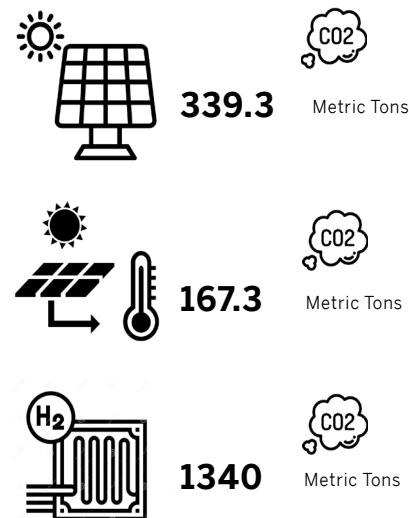


One of the sustainability goals from San Diego Community College District's Green Building Policy in 2014 was to generate at least 5% of a project's total energy from renewable resources such as solar or thermal energy.

A 1 MW carport solar array as part of the Power Purchase Agreement (PPA) was installed in San Diego Miramar College. The existing 1 MW Solar PV system in the campus provides 1,643,087 kWh of estimated energy generation capacity annually which saves at least 339 metric tons of CO2 emissions.

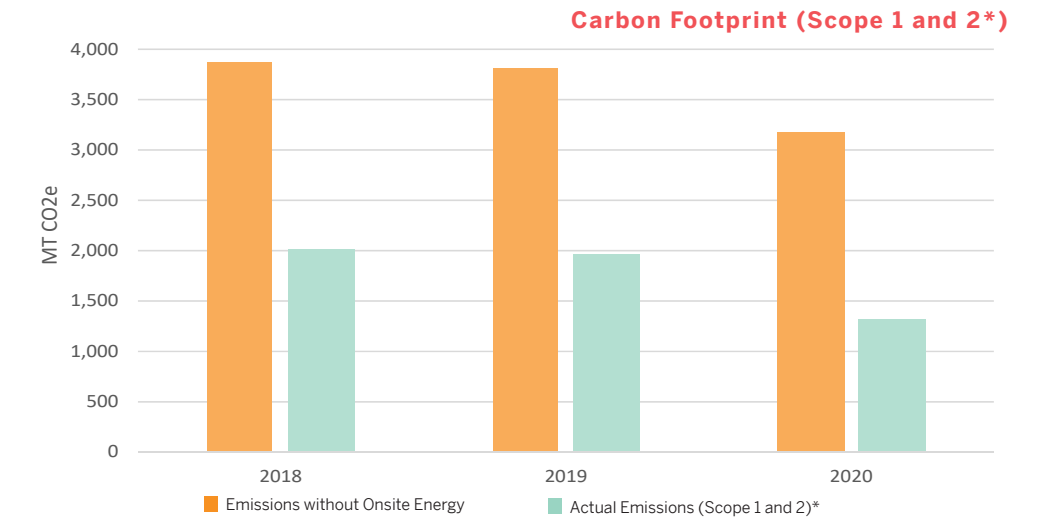
The Solar Pool Heater for the Ned Baumer Aquatic Center generates approximately 923,212 kWh of heat energy that also saves approximately 167.3 metric tons of CO2 emissions on annual basis.

Fuel cell is another source of renewable energy generation that uses chemical energy of hydrogen to produce electricity. The college uses this system to generate approximately 8,760,000 kWh of electricity annually which saves about 1,340 metric tons of CO2 emissions on annual basis. While fuel cells produce electricity without any combustion onsite, there is some emissions associated with production and conveyance of natural gas, which is considered in our calculation of college's carbon footprint on the next page.



CARBON FOOTPRINT

Approximately 47% of the energy consumption of the college is generated by the on-site renewable energy system on an annual basis. This is shown by the table below and also compares the hypothetical emissions without on-site energy generation and actual (reduced) emissions thanks to onsite energy generation.



*Scope 1 consists of direct emissions from onsite natural gas combustion and Scope 2 consists of indirect emission related to grid electricity use.

The energy use data was converted into a total carbon footprint. Miramar College's total carbon footprint is approximately 2000 Metric Tons of CO2e annually and compares with other equivalent emissions.

2000 =

- 435 Passenger vehicles driven for one year or
- 33,070 tree seedlings grown for 10 years or
- 2,450 acres of U.S.
- 241 homes' energy use for one year
- 225,048 gallons of gasoline consumed

*The following assumptions were made to calculate the total Campus Carbon Footprint:

- Energy Consumption 2019: 19,264,273 kWh
- Solar Energy Generation per PVWatts: 1,643,087 kWh
- Solar Heater Energy Generation: 31,500 therms
- GHG Emission Factors for the Natural Gas in the U.S: 53.11 kg/MBtu
- GHG Emission Factors for Grid Electricity in California: 60.52 kg/MBtu

*Source for GHG Emissions Factors: Energy Star Portfolio Manager - Greenhouse Gas Emissions

CHALLENGES & OPPORTUNITIES

The meetings, workshops, and surveys that were conducted with Miramar College revealed various challenges that the college currently faces, as well as opportunities that the college has the potential to fulfill. This Plan aims to aid in resolving the current challenges and provide a framework to help implement the established opportunities.



CHALLENGES

As illustrated in the Challenges Diagram on the following page, key areas of the campus were seen as posing some sort of challenge, including the five components listed below.

Arrival Experience

The main entrance off of Black Mountain Road enters users into a surface parking lot, making the sense of arrival something that could be improved upon.

Thresholds

The H Building and M Building are often used as gateways into campus instead of established access points.

Building Conditions

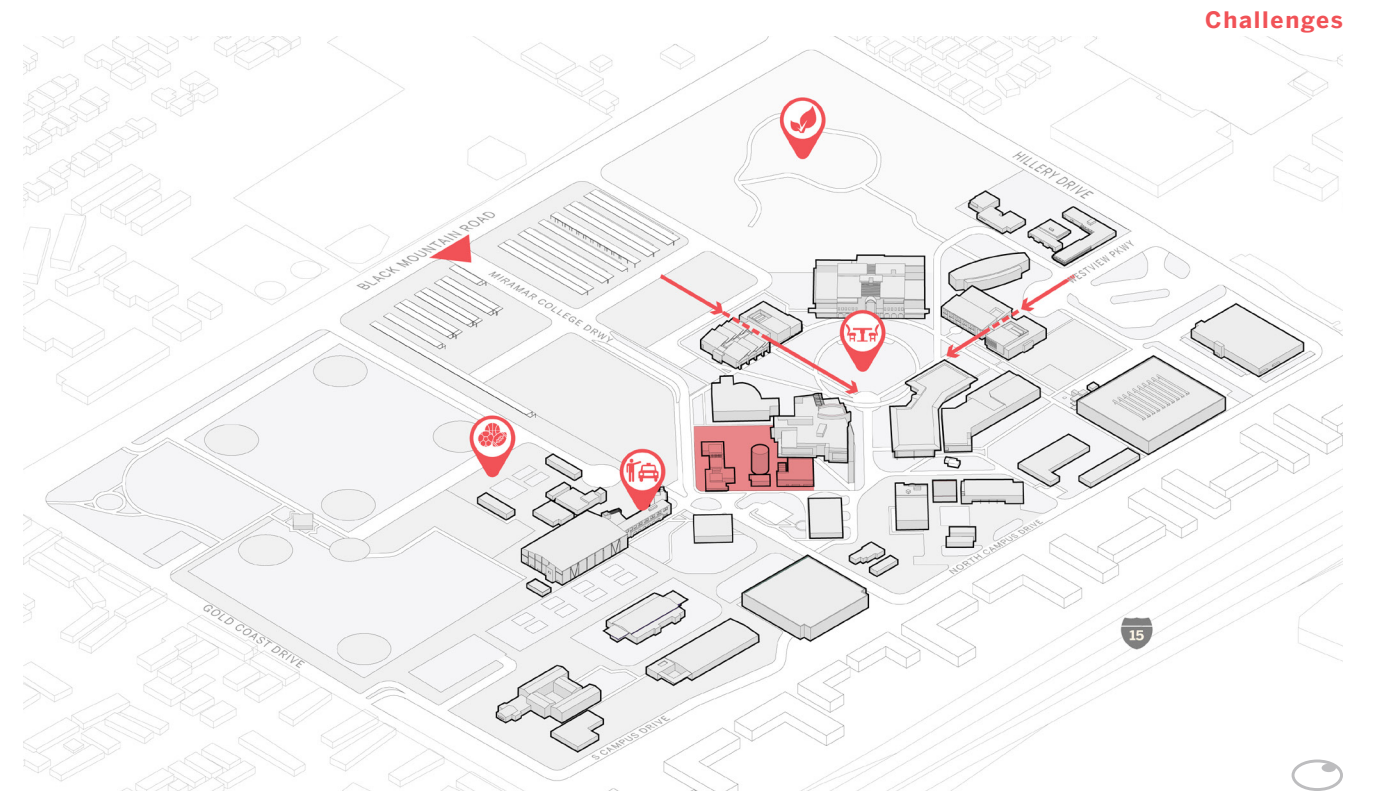
As previously shown in the Facilities Condition Index diagram, a few buildings on campus are candidates for demolition.

Open Space

The beautiful landscape and open space that currently exists on campus could be utilized more effectively (including the vernal pools) through providing shade, seating, etc.

Athletics

The Athletics precinct on campus does not have adequate square footage allotted for their needs.



OPPORTUNITIES

The opportunities discovered during the discovery and analysis phase of the planning process are summarized by the elements identified below. While they may have morphed throughout the planning process, they helped establish guidance towards a final Plan.

Performing Arts Center & Gallery

Both a Performing Arts Center and Gallery space have been identified as needs of the campus. Facing these on the edges of the college towards the community helps create an identity.

Welcome Gateway/Plaza

Celebrating the entry sequence welcomes users onto the campus and lets them know they have arrived.

Redirection of Traffic

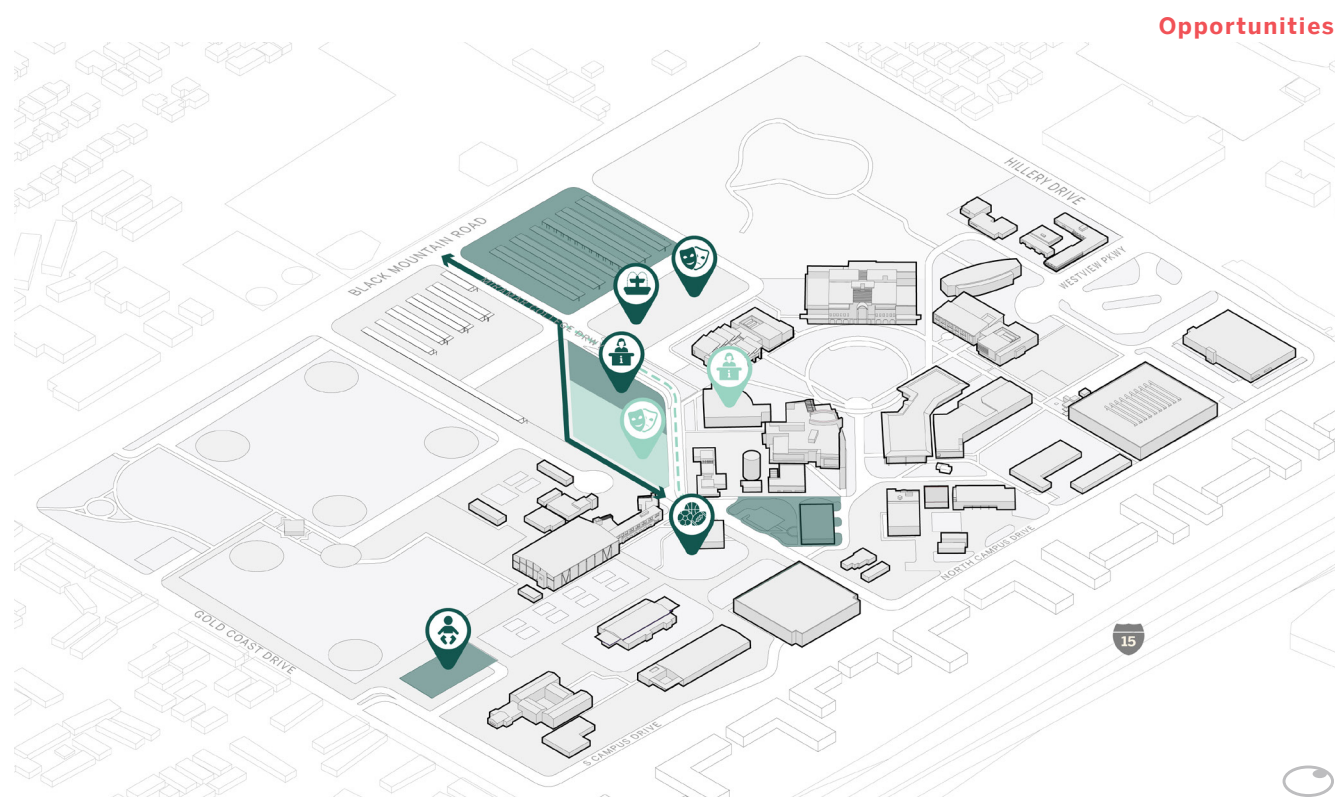
Redirecting the flow of traffic helps to divert the attention away from the utilities buildings as a main entry focal point.

Relocation of the Child Development Center

This building is a good candidate for demolition according to the FCI analysis and the program is requiring more space.

Athletics Expansion

The addition of athletics facilities allows Miramar College to offer the programs and facilities that the students want/need.



Opportunities



“

Relationship Cultivation.

Build and sustain a college culture that strengthens participatory governance, diversity, inclusion, and community partnerships.

”

04

FUTURE VISION

The Big Idea

2035 Campus Plan

Project Descriptions

Open Space & Landscape Framework

Mobility & Access

Sustainability

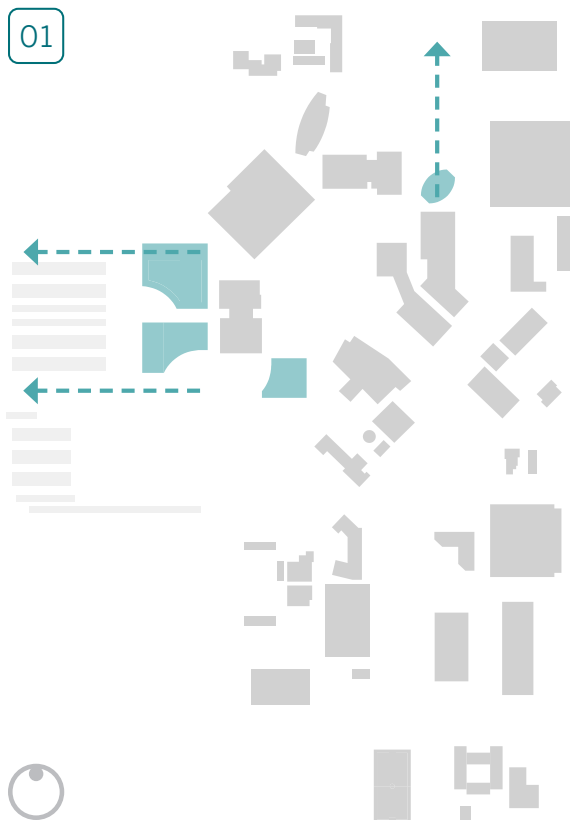
Implementation Strategy

THE BIG IDEA

The Plan establishes a vision for a vibrant campus rooted in the history and traditions of the College, the unique sense of place, and the innovation in learning environments.

Developed through an integrated process that considered input from many sources, the Campus Plan's vision is based on the Strategic Goals and Directions. It is organized around three key elements focused on specific design interventions aimed at addressing the present and future needs of the SDMC community. These three elements described on the following pages include:

- 01 Celebrate the Sense of Arrival
- 02 Strengthen the Southern Connection
- 03 One Miramar



CELEBRATE THE SENSE OF ARRIVAL

Comprised of an entry circle, the Welcome Plaza, the Gallery and Performing Arts buildings, the reinvigorated entry to campus visually identifies Miramar College.

These unique features will signify arrival to campus for the students and community at-large. The development of this new arrival experience will create a sense of place, and inform positive and lasting first impressions.

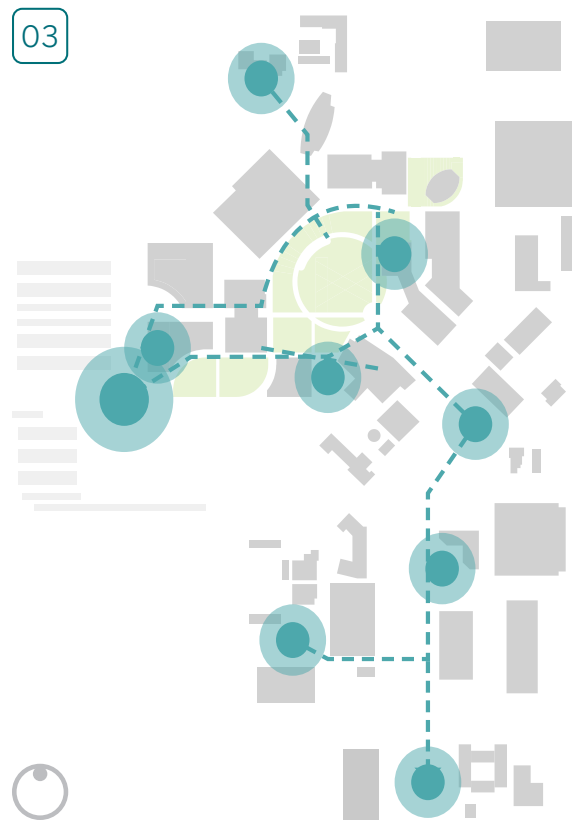
A westward expansion of buildings to Black Mountain Road will welcome students, faculty/staff, and visitors into campus and provide a community connection through the proposed Performing Arts Center.



STRENGTHEN THE SOUTHERN CONNECTION

Providing desirable open spaces for students to stay and spend time on campus supports the college's strategy of clarifying pathways and increasing student connection.

Enhancing north-south connections will provide students with additional opportunities to connect with peers on campus. Limiting vehicular access to emergency use only across a portion of Miramar College Driveway allows for a stronger connection between the north and south edges, reinforced further by a pedestrian path and multipurpose open space enhanced with landscape.



ONE MIRAMAR

The Plan organizes the campus into a series of distinct open spaces. Each zone has a unique character based on the existing and proposed adjacent program.


A clear organization of pedestrian paths allows for the opportunity to establish Compass Point as a destination by which visitors can orient themselves on campus, and students can find places to collaborate.

2035 CAMPUS PLAN


The 2035 SDMC Campus Plan indicates design direction and strategies to help create a physical environment where students can thrive and succeed.

The Plan's recommendations are organized around five main categories. These framework collectively contribute to a comprehensive and coordinated guide for incremental change. They provide an integrated and comprehensive structure for development across the campus, drawing from the Plan Goals and Principles, and the Big Ideas of the Vision.


The recommendations predicate development for the future campus concentrated in four districts, to strengthen an active, lively campus environment, avoid sprawl and utilize land efficiently, and establish a sustainable pattern of development, for the next decade.




Arrival Experience
Re-imagine the arrival experience and foster a sense of place.



Evolve
Support evolving program needs with adequate and flexible academic space.



Heart of Campus
Enhance and revitalize the core of campus.



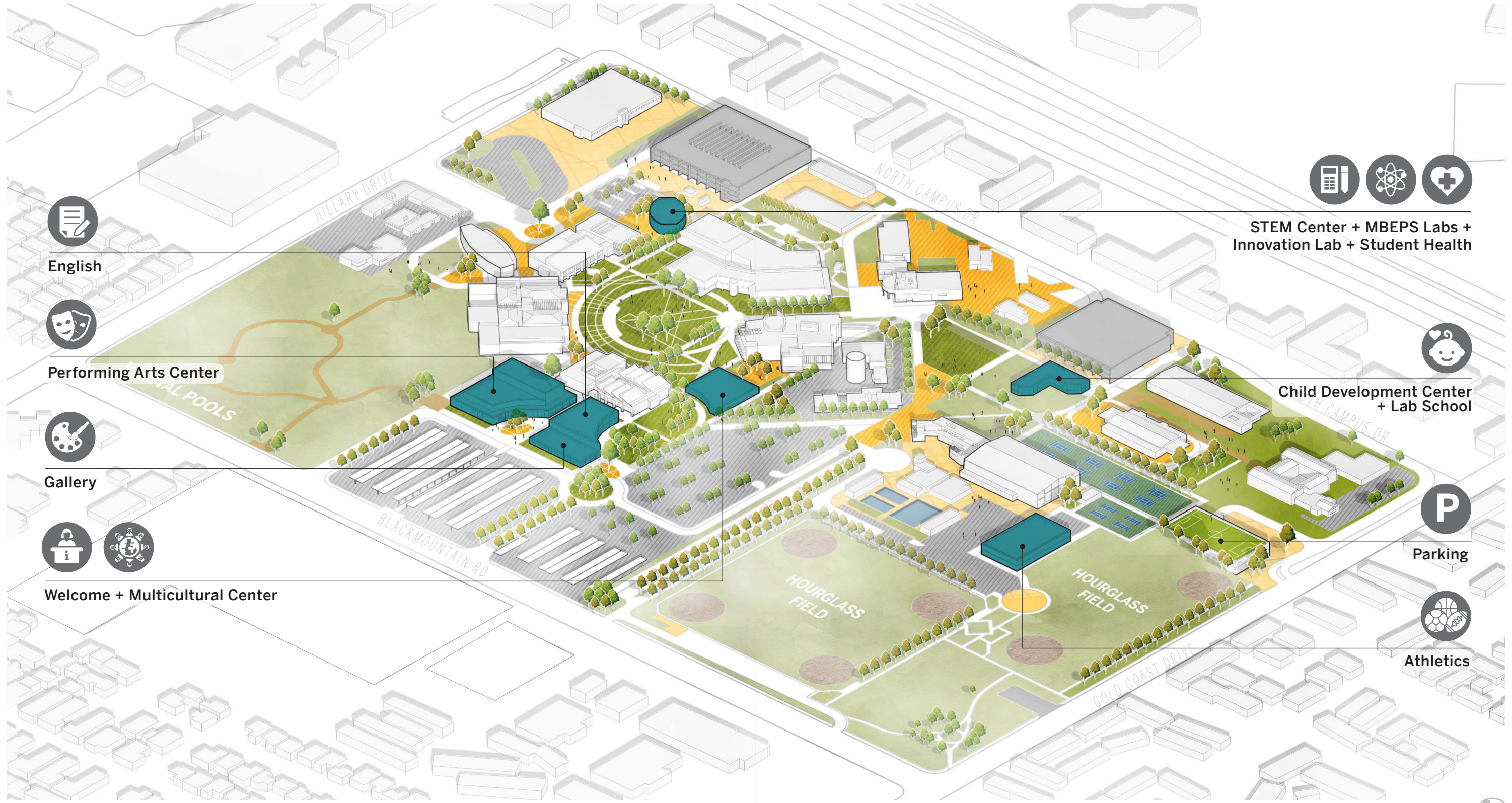
Unify
Create and hierarchy of open spaces and use landscape to unify the campus.



Strategize
Reinforce the existing land use by strategically placing new infill projects.



2035 Campus Vision



English



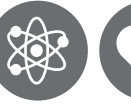
Performing Arts Center



Gallery



Welcome + Multicultural Center



STEM Center + MBEPS Labs +
Innovation Lab + Student Health



Child Development Center
+ Lab School



Parking



Athletics

PROJECT DESCRIPTIONS

Seven new buildings and various surface improvements are included in this Plan, as illustrated on the preceding pages. These new buildings house a range of program based on current and future campus needs, and the surface improvements work in conjunction with these buildings to enhance the existing campus environment and support student success. See the Open Space and Landscape section in this chapter for more information on proposed surface improvements.

Proposed Buildings* (in alphabetical order)

- Athletics Building
- Child Development and Lab School
- English and Gallery Building
- Parking Structure
- Performing Arts Center
- STEM, Lab, and Student Health Building
- Welcome and Multicultural Center

Proposed Site Improvements (in alphabetical order)

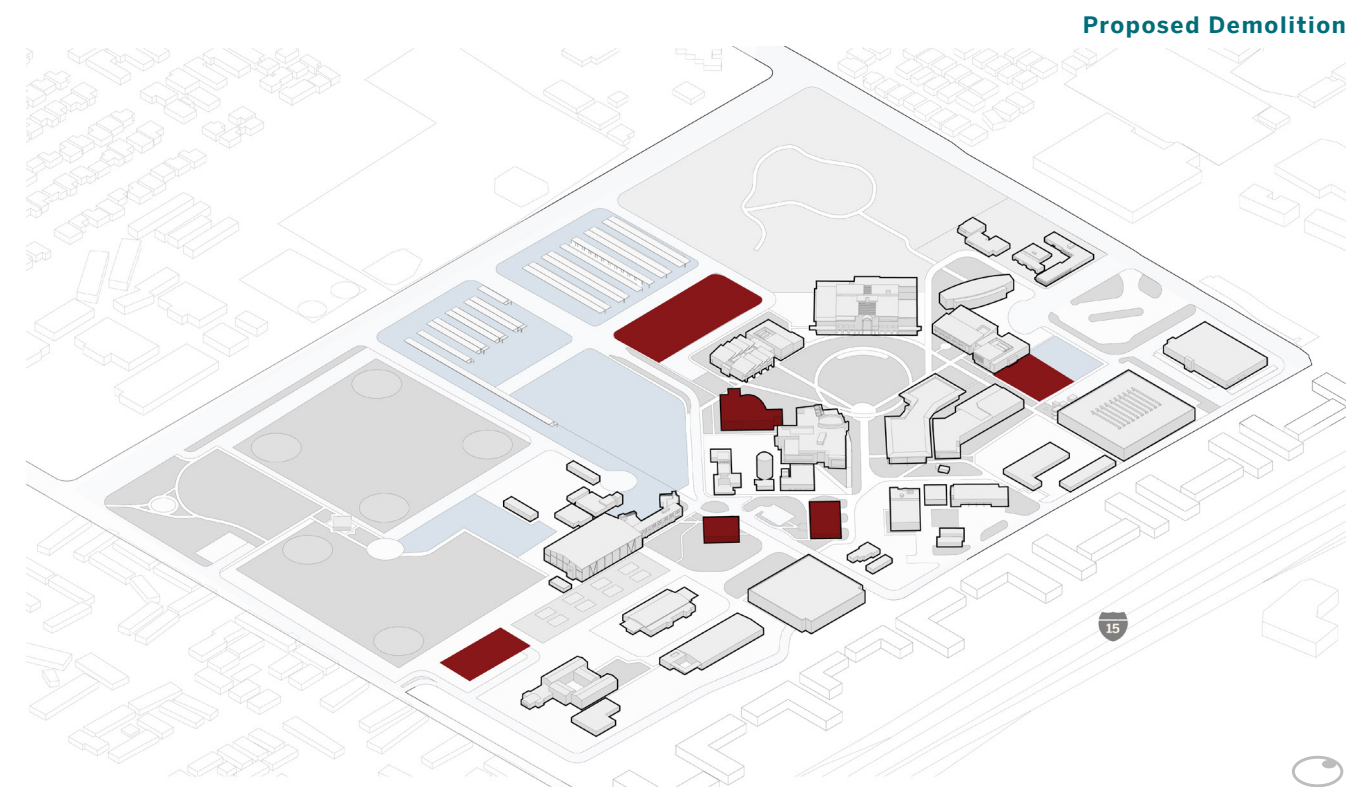
- Athletics Fields and Courts
- Community Garden
- Compass Point
- Drop-off and Temporary Parking
- Entry Plaza
- Multipurpose Event Space
- Street Realignment

**All newly constructed buildings shall have all-gender restrooms included within the project program.*

Proposed Demolition

In order to implement the SDMC Plan, three buildings and three surface parking lots require demolition, as illustrated in the diagram on this page. These buildings and parking lots include:

- I Building (English)
26,500 GSF
- K-2 Building (Student Resource and Welcome Center)
10,080 GSF
- F-2 Building (Child Development Center)
6,876 GSF
- Lot A
- Portion of Lot 2 (East)
- Portion of Lot 3



LEGEND

Proposed Demolition

Welcome & Multicultural Center



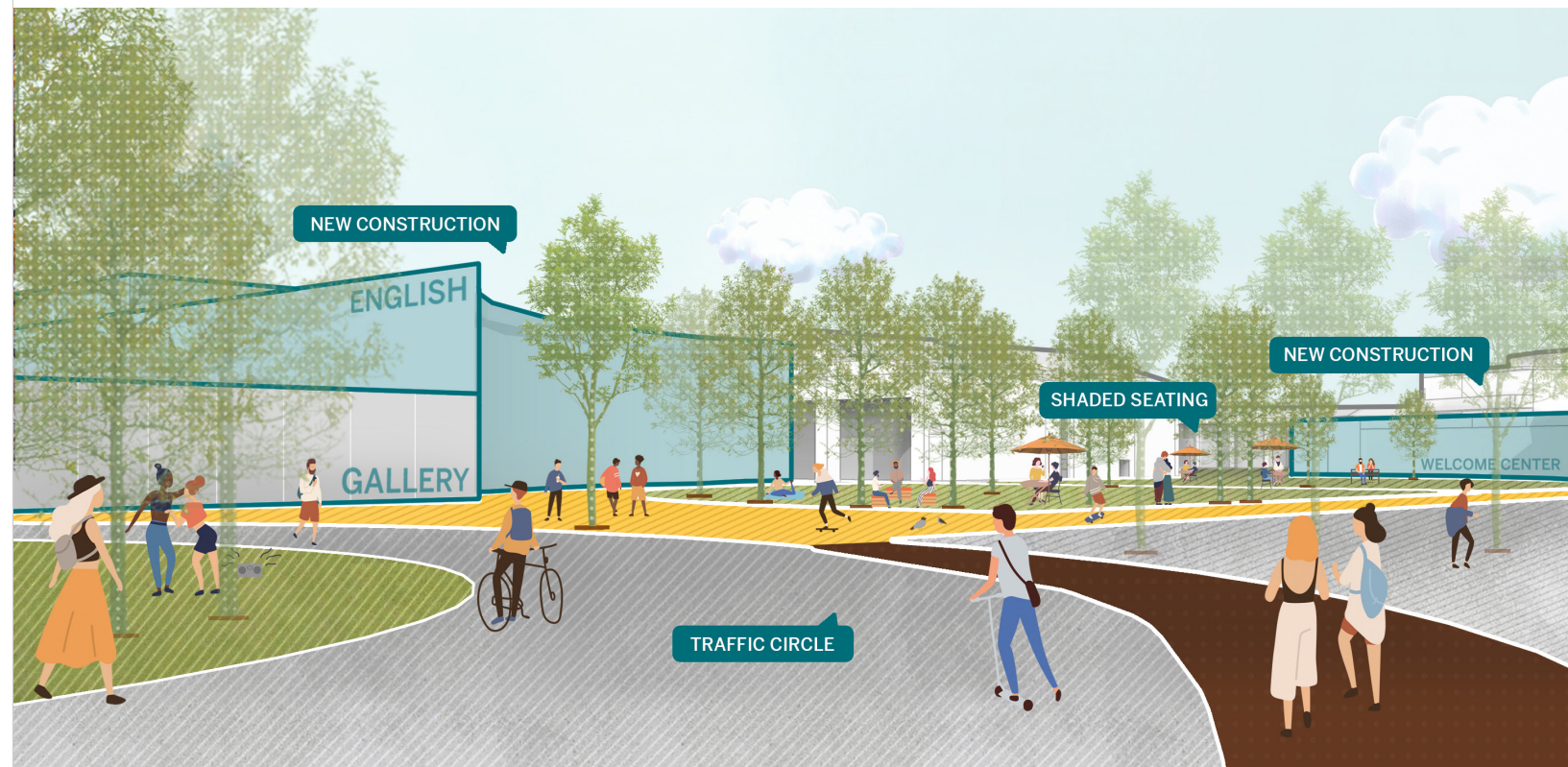
WELCOME & MULTICULTURAL CENTER

While a Welcome Center is a building that currently exists on campus, a Multicultural Center is not. The existing Welcome Center is difficult to find, and many do not know it exists. Combining the program of a Welcome Center and Multicultural Center invites students and visitors onto campus in a new location. This location on the southwest edge of Compass Point provides a direct line of sight and access from Black Mountain Road, welcoming users into Miramar College. This location also has the ability to provide a central focus on fostering a welcoming and inclusive environment within the college.

ENTRY PLAZA

The Entry Plaza is the all important first impression and should reflect the energy and values of the campus and community. This includes lots of spaces for connection and interaction such as informal seating, multipurpose hardscape for pop-up fairs, festivals and ceremonies; clear and dynamic signage that advertises what's happening on campus and where to find it; facilities for all the modes of transportation visitors may use including places to secure bicycles, convenient and safe locations for waiting passengers, and accessible parking; planting that provides shade, color, seasonal interest and frames views to the heart of the campus. As the campus has more than one important point of arrival, developing a palette of site furnishings, lighting, hardscape, planting and signage materials that can be deployed as a kit of parts at each entry plaza will help unify the welcome experience.

Entry Plaza | Conceptual Vignette



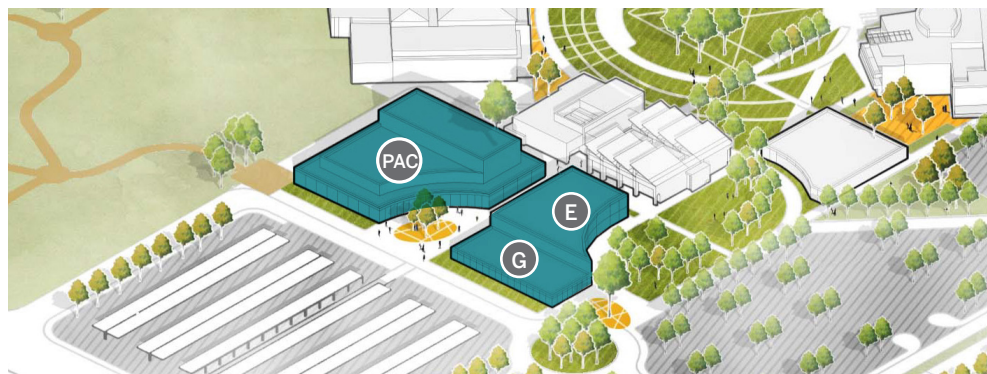
Dynamic Hardscape Palette



Site Furnishings



English & Gallery



ENGLISH & GALLERY

Due to the location of the proposed Welcome and Multicultural Center, the I Building currently housing English will require demolition. Due to this demolition, a new building adjacent to the Performing Arts Center is proposed which houses not only English, but a Gallery space as well.

Facing the Gallery space towards the main campus entry off Black Mountain Road invites the Mira Mesa community into campus to view displays, installations, and artwork done by students and faculty of Miramar College.



PERFORMING ARTS CENTER

The construction of a Performing Arts Center on the Miramar College campus allows for the development of academic programs that currently do not have designated space, as this type of facility does not yet exist on campus. In addition to providing this new space for the needs of the Humanities programs within the college, this building also has the opportunity to serve as an asset to the surrounding community through hosting events and performances that are open to guests outside of Miramar College. The placement of the building on the perimeter of the college on Black Mountain Road provides an identity and serves as a welcoming gateway through the Humanities precinct.

HUMANITIES PLAZA

The Humanities Plaza frames views into two important Community Connectors: the Performing Art Center and the Gallery. Its central location is ideal for showcasing art installations, public art, performances, and celebrations. The Plaza is flexible and can serve as a pre-function space for events hosted at the adjacent buildings. The informal seating pockets are shaded by accent trees with seasonal pops of color.

Humanities Plaza | Conceptual Vignette



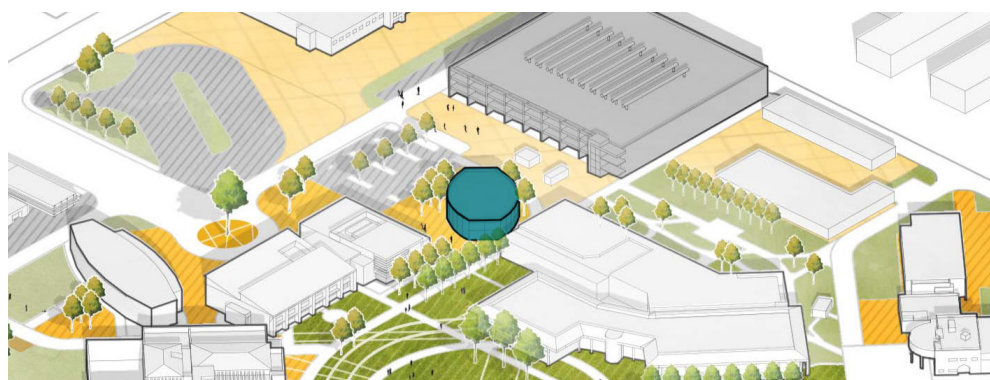
Entry Plaza



Dedicated PAC Drop off



STEM, Lab & Student Health



STEM CENTER + MBEPS LABS + INNOVATION LAB + STUDENT HEALTH

Westview Parkway off of Hillery Drive acts as a secondary entry road often used by Campus users. As such, the building here that also has the potential to serve as a welcoming gateway into campus is essential. A STEM Center may serve as a ground floor avenue that draws students, faculty/staff, and visitors into campus. Coupling this program with an Innovation Lab where community members are welcomed into campus to provide feedback to students reinforces the welcoming aspect of this entry into campus.

Also proposed to be included in this building are MBEPS (Mathematics, Biological, Exercise, and Physical Sciences) Labs. Locating these Labs and the STEM Center near the existing Science Buildings (S-5 and S-6) on campus allows for a direct connection between the science functions of Miramar College and creates an area on campus devoted to the Sciences. These buildings shall be able to work together, forming a symbiotic relationship with each other.

Finally, the proposed STEM, Lab, and Student Health building also contains a Student Health Center. This program shall be integrated with the rest of the building program thoughtfully in order to minimize interactions between those who may be experiencing physical health symptoms and those who are healthy. In addition to physical health, the Student Health Center will also include mental health services for the campus community. By placing this program near the heart of campus at Compass Point, it is anticipated that mental health services will be more accessible and visible for students, encouraging the use of its offerings.

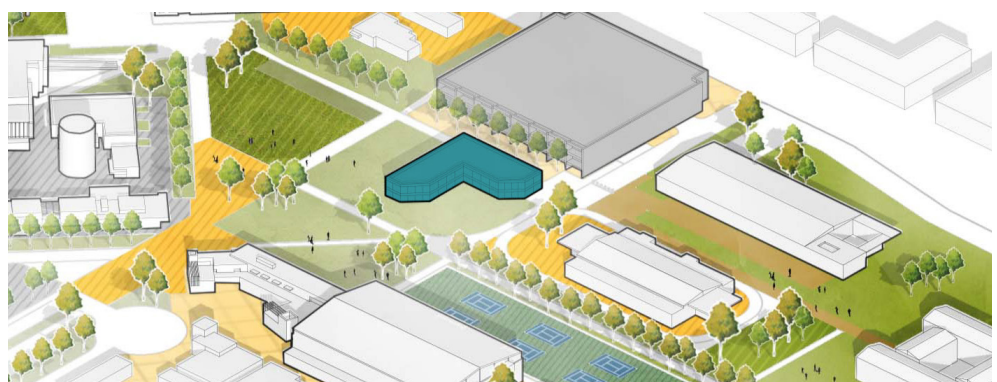
COMPASS POINT

A nearly 2.6 acre open space with stepped seating leading to the Library at its north end, Compass Point forms the symbolic heart of the campus. Major pedestrian esplanades encircle the space along with a variety of seating areas and view terraces, activating the edges. Originally conceived as a campus event and gathering space, Compass Point's sloped surface, decorative stone bands and in-ground lighting limit its usefulness as a true multi-purpose event space. As the removal of the bands and lights will erode the symbolic significance of the space, this Plan recommends improving the usability of the lawn by creating a soft space for relaxation, sun bathing and informal gatherings. To enhance this use, the Plan proposes the addition of groves of canopy trees around its perimeter to provide islands of shade and create a more inviting environment on hot days.

Compass Point | Conceptual Vignette



Child Development Center and Lab School



CHILD DEVELOPMENT CENTER AND LAB SCHOOL

The Child Development Center (F-2) as it exists is experiencing square footage shortages that are preventing the program from expanding to fit the needs of its future. Demolishing and relocating this building provides the campus with a few benefits. The first benefit is that a new building will accommodate the growing needs of the Center. Secondly, this location provides access to drop-off and temporary parking from South Campus Drive near Parking Garage G-4. Finally, by relocating the Child Development Center to this location, the proposed connection between the north and south ends of campus is able to be strengthened.

MULTIPURPOSE EVENT SPACE

As the existing lawn at Compass Point is non-accessible, the Plan proposes a second, new multipurpose event space to the south using a combination of hardscape and lawn to provide flexibility to host a variety of events. As with Compass Point, the South Quad is surrounded by major circulation, activating its edges and providing opportunities for informal social gatherings. The vehicular-rated hardscape to the south provides convenient access for food-trucks and special equipment, making it easy to stage performances and events. Located at the seam of the north and south campuses, the proposed South Quad serves as a convenient space for all students to gather.

Movie Screenings



Food Truck Events



Informal Seating



Event Lawn



Pedestrian Promenade | Vignette



P

Parking Structure



PARKING STRUCTURE

Due to the demolition of various surface parking lots in order to implement the proposed new construction within this Plan, a new parking structure is proposed at the south end of campus to offset the loss of the parking stalls. Due to the proximity to the Athletics buildings, fields, and courts, this Parking Structure is proposed to include a usable field on the roof of the structure to maximize square footage of the Athletics facilities. This Parking Structure shall serve as a connector piece, linking together the change in topography between the north and south ends of the structure.

The proposed parking structure at the south end of the campus is sized to accommodate an on-structure multi-purpose sports field, for use by the college community. This would undoubtedly add valuable square footage to the athletics programs.

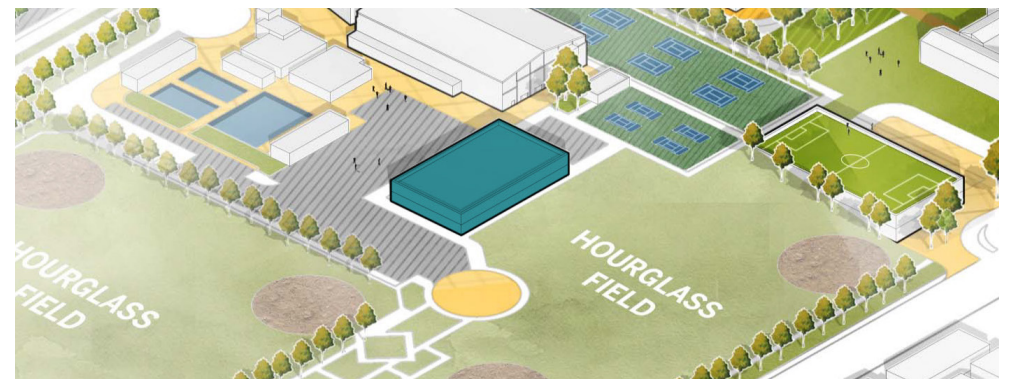
On-Structure Sports Field



Pickleball Courts



Athletics



ATHLETICS

Anchoring the southern edge of the Athletics precinct buildings is recommended to include the construction of a future Athletics facility to house the expanding programs offered by Miramar College. This building has the potential to include various program such as classrooms, a locker room, and a gym based on the evolving needs of the Athletics programs.

ATHLETICS FIELDS

Renovation of the athletic fields is recommended to upgrade and eliminate current trip hazards, re-configure all fields, and promote health and wellness. The turf at the fields is currently unacceptable and poses a safety concern for those using them. These playing fields shall be upgraded to an intercollegiate standard with level turf and trip hazards reconciled. This renovation to the fields shall also include upgrades to the exterior lighting, providing ample vision for those using the fields at early in the morning or late in the evening.

In addition to the upgrades to the athletics fields and lighting, Miramar College would also like to accommodate pickle ball courts in the future to serve its student population. The courts will also be used by the Mira Mesa community and will help to maintain the strong relationship between the college and the surrounding community.

OPEN SPACE & LANDSCAPE FRAMEWORK

The Open Space Plan for Miramar College works towards three major goals:

1. **Clarifying wayfinding to make the campus more welcoming, cohesive and inclusive.**

Strategies include creating welcome plazas at major campus entries; articulating major circulation spines with planting, lighting and hardscape; reinforcing circulation nodes and framing views into and through the campus.

2. **Improving campus and community connectivity and accessibility**

by placing campus-serving event and gathering spaces along major circulation spines; locating community-serving spaces near campus entries; ensuring that gathering spaces are fully accessible, inviting and comfortable; prioritizing pedestrian safety by limiting vehicular access in the campus core; knitting together the north and south campus by locating a new major event space as a connector.

3. **Planning sustainably**

by including creating beautiful, practical, maintainable and flexible spaces that can evolve over time along with the campus community.

These goals are achieved with efficiency in mind by reinforcing existing, successful landscape framework elements--for example locating circulation around gathering spaces--and making adjustments to existing elements that are less effective--such as providing more shade at hardscape to reduce heat-island effect.



LEGEND

- | | | |
|-----------------------------|-----------------------------|--------------------------|
| ① Arrival/ Entry plaza | ⑥ Community Garden | ⑪ Vernal Pools Trailhead |
| ② Courtyard | ⑦ CDC Garden | ⑫ Service Driveway |
| ③ Multi-purpose Event Space | ⑧ Short Term Parking | |
| ④ Promenade | ⑨ On-Structure Sports Field | |
| ⑤ Wayfinding Node | ⑩ Sports Courts | |

Gathering spaces at a variety of scales are distributed across the campus. Academic and student support buildings are organized around large scale multipurpose event spaces, creating a series of community quads. Smaller gathering spaces are located adjacent to major circulation nodes and connectors, providing opportunity for informal meetings, relaxation and people-watching. Educational courtyards are located adjacent to academic and vocational buildings, reflecting and extending the educational program to outdoor classrooms and learning gardens. Spaces for community connections are located close to campus entries and community-serving programs such as the Performing Arts Center, Athletics Expansion, and STEM Center.

Gathering Spaces

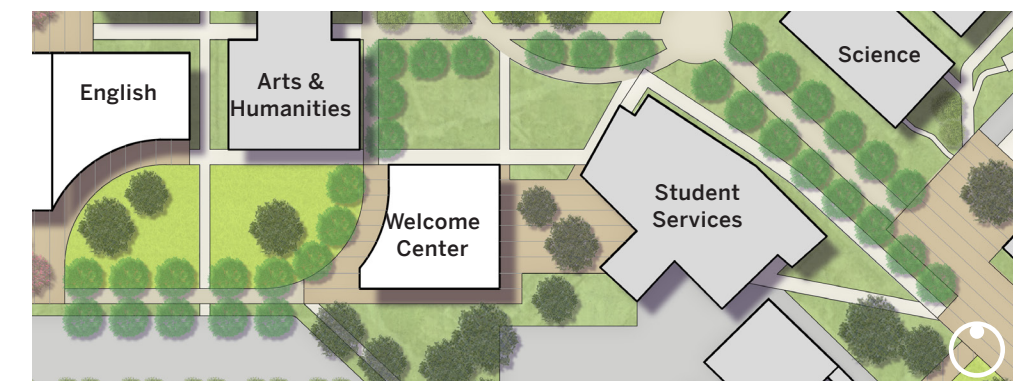


LEGEND		
■ Event/Recreational	■ Educational Courtyards	▼ Building Entries
■ Campus Gathering	■ Entry/Transitional	○ Community Connections

PROMENADES & CONNECTORS

Primary pedestrian circulation spines connect the major building clusters, quads and open spaces throughout the campus. Establishing a legible clear hierarchy for pedestrian circulation is important to support intuitive wayfinding. Promenades and connectors should be designed to accommodate large numbers of students, using material palettes and site components that are continuous and distinct from other circulation and plaza spaces. Simple ways to achieve this at existing promenades include equipping standard pedestrian pole lights with arms for banners, unique benches at uniform spacing. New promenades should use consistent hardscape materials and a single, uniform tree species. The use of these simple framework elements has the additional benefits of creating enriched community spaces with opportunities for interaction, creating a sense of community identity and framing iconic, axial views to major campus spaces.

Promenades Near Welcome Center & Student Services



Distinct Site Furnishings & Tree Allees



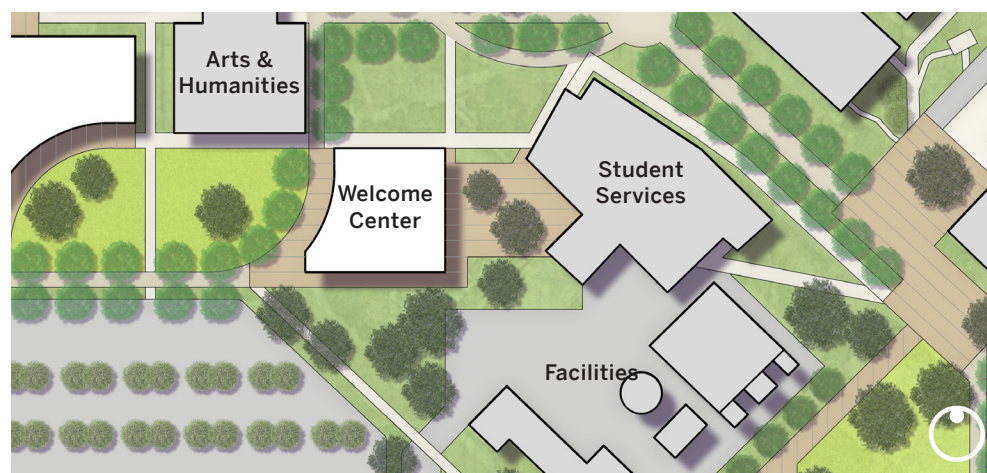
Wayfinding Elements



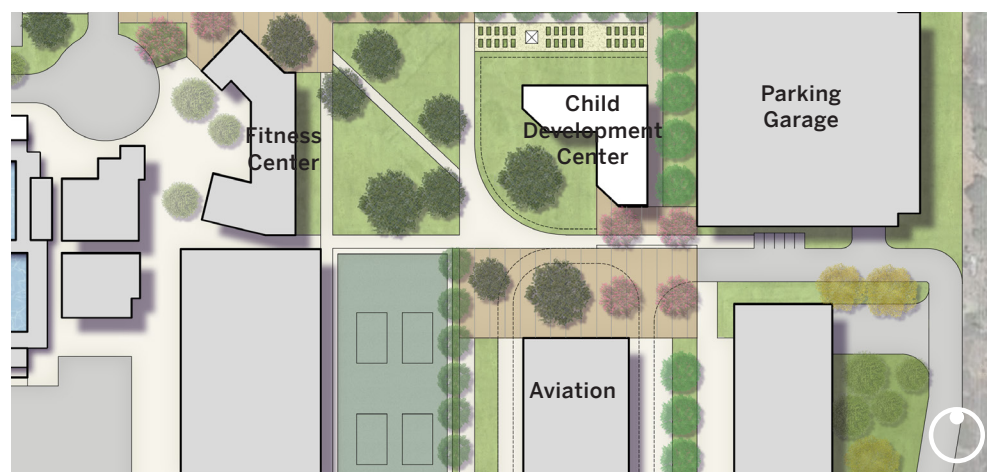
EDUCATIONAL COURTYARDS

Educational courtyards are small to medium sized gathering spaces that engage with and are informed by the educational curriculum and architectural vocabulary of adjacent buildings. They can and should use a distinct palette of plant and hardscape materials that reflect the unique aspects of the curriculum. The Geology Garden at the existing Science Building is a good example of integrating curriculum with outdoor amenity space. Educational courtyards should be designed to accommodate formal outdoor learning as well as informal study and collaboration spaces. Where possible, direct access from ground floor classroom spaces is encouraged.

Welcome Center Courtyard



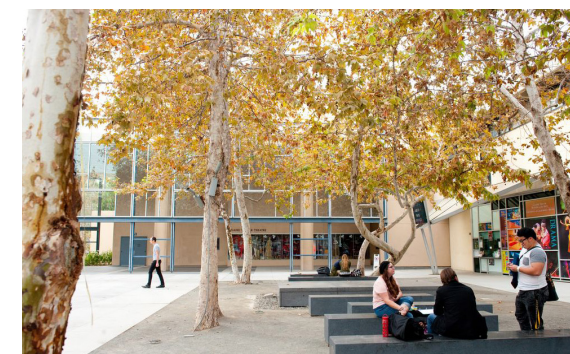
Child Development Center Courtyard



Central Landscape Area



Seating Areas



Outdoor Gallery



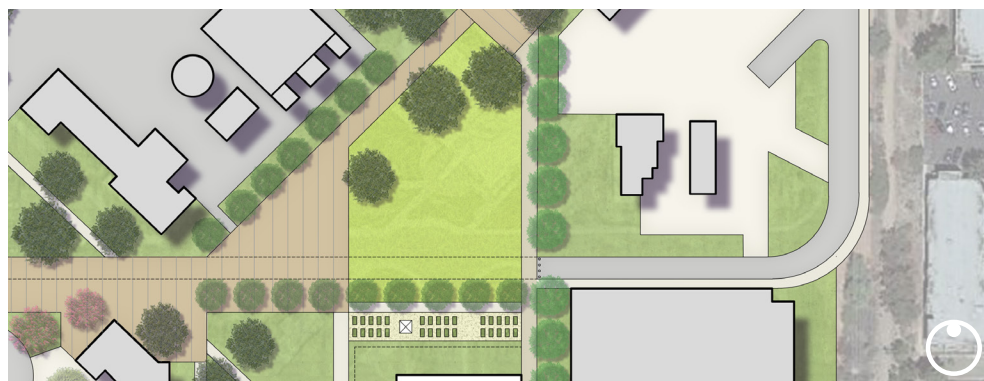
Central Green



COMMUNITY GARDEN

In response to community input, the Plan includes a few special program elements of note. A community garden is proposed at the south edge of the new South Quad, just north of the Child Development Center play yard, serving as both a buffer and an activated edge.

Community Garden Key Map



On-Campus Community Garden



Community Garden Raised Bed



VERNAL POOLS

The proposed Vernal Pool Community Trail allows the campus and wider community to enjoy the rich and unique beauty of the existing seasonal vernal pools located the northwest corner of the campus. The trail would include elevated walks and viewing platforms that invite engagement without damaging the fragile ecosystem.

Vernal Pools



Vernal Pools



PLANTING FRAMEWORK

The existing campus has a wealth of well-maintained trees and garden spaces. This Plan proposes a series of planting framework elements that build off the success of the existing landscape.

Arrival Gardens are the point of introduction to the campus and occur at Entry Drives and Plazas. They should use a consistent palette that celebrates campus identity. Feature Gardens occur adjacent to buildings and in courtyards and may use a diversity of plant material to reflect the character of the adjacent buildings and academic programs. Because of its high water requirements, turf is proposed only for areas that get regular recreational use such as athletic fields and event spaces. Durable, low-water species such as Paspalum or Blue Grama should be considered for these areas. Naturalized areas such as the northwest and southeast corners of the campus should use native plant materials to minimize maintenance and create urban habitat to support biodiversity.

New open spaces shall follow the existing Campus' Landscape Standards and use native or non-invasive, drought tolerant species to minimize maintenance and water use.

Planting Framework



LEGEND					
	Canopy Tree		Accent Tree		Arrival Garden/Plaza
	Formal Allee Tree		Athletics/Event/Turf		Vernal Pools
	Naturalizing Tree		Feature Garden		Naturalized

CANOPY TREES

Canopy trees provide pockets of shade at nodes and gathering spaces as well as at surface parking lots, reducing heat-island effect. Tree selection includes large specimen trees, evergreen or semi-evergreen with round canopy shape. Trees might include:

- Olea europaea - Olive Tree
- Acacia salicina - Willow Acacia
- Quercus agrifolia - Coast Live Oak
- Quercus engelmannii - Engelmann Oak
- Quercus suber - Cork Oak
- Fraxinus uhdei - Evergreen Ash
- Koelreuteria paniculata - Goldenrain Tree
- Schinus molle - California Pepper Tree

FORMAL ALLEE TREES

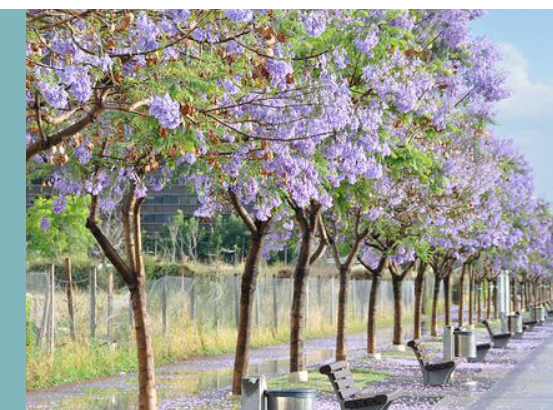
Formal allees of trees line major pedestrian connectors to reinforce intuitive wayfinding. Large, oval or vase shape trees to line promenades, can be blooming, evergreen or deciduous. Trees might include:

- Geijera parvifolia - Australian Willow
- Jacaranda mimosifolia - Jacaranda
- Podocarpus gracilior - African Fern Tree
- Arbutus 'Marina' - Marina Strawberry Tree
- Metrosideros excelsa - New Zealand Christmas Tree
- Quercus ilex - Holly Oak
- Jacaranda mimosifolia - Jacaranda

Quercus Engelmannii



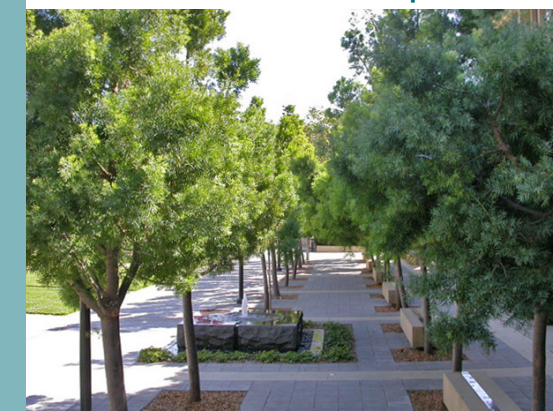
Jacaranda Mimosifolia



Koelreuteria Paniculata



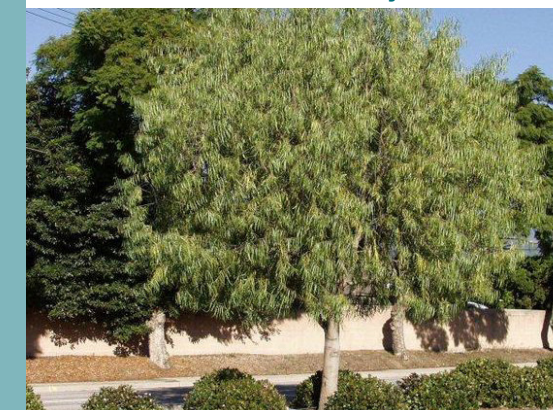
Podocarpus Gracilior



Schinus Molle



Geijera Parvifolia



Fraxinus Uhdei



Quercus Ilex



CANOPY TREES

FORMAL ALLEE TREES

NATURALIZING TREES

Naturalizing trees are used to screen and buffer edges that transition from formal campus to surrounding context. Trees should be planted in loose groves using mainly native species to reinforce biodiversity and sense of place. Trees and large shrubs might include:

- Quercus agrifolia - Coast Live Oak
- Cercis occidentalis - Western Redbud
- Heteromeles arbutifolia - Toyon
- Myrica californica - Pacific Wax Myrtle
- Prunus ilicifolia - Hollyleaf Cherry
- Ceanothus 'Ray Hartman' - Ray Hartman Ceanothus
- Malosma laurina - Laurel Sumac
- Lyonothamnus floribundus - Catalina Ironwood

ACCENT TREES

Accent trees provide a celebratory splash of seasonal color at entries, plazas and event space. Trees might include:

- Albizzia julibrissin - Silk Tree
- Arbutus 'Marina' - Marina Strawberry Tree
- Chitalpa tashkentensis - Chitalpa
- Erythrina coralloides - Naked Coral Tree
- Erythrina crista-galli - Cockspur Coral Tree
- Cercis canadensis - Eastern redbud
- Lagerstroemia indica - Crape Myrtle
- Pistacia chinensis - Chinese Pistache
- Jacaranda mimosifolia - Jacaranda
- Handroanthus heptaphyllus - Pink Trumpet Tree

NATURALIZING TREES

Quercus Agrifolia



Heteromeles Arbutifolia



Cercis occidentalis



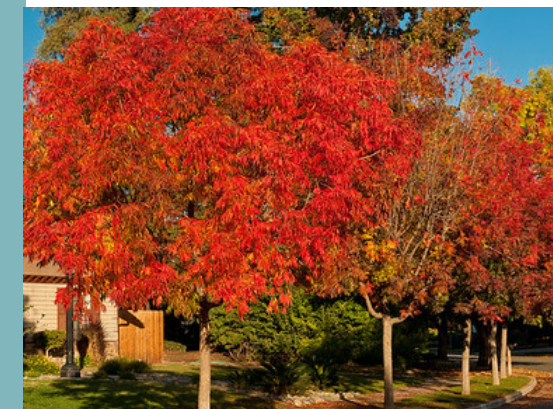
Prunus Ilicifolia



Chitalpa x Tashkentensis



Pistacia Chinensis



Lagerstroemia Indica



Handroanthus Heptaphyllus



ACCENT TREES

MOBILITY & ACCESS

The ways in which vehicles, pedestrians, and bicyclists enter and circulate throughout campus was studied in detail prior to beginning the recommendations of the San Diego Miramar Campus Plan and had an influence on the final recommendations. While the vehicular circulation and access did not have too many significant changes with the exception of the realignment of Miramar College Driveway, the pedestrian circulation are recommended to have considerable modifications.

These three circulation experiences (vehicular, pedestrian, and bicycle) are diagrammed and explained in further detail on the subsequent pages.

Black Mountain Road Entry

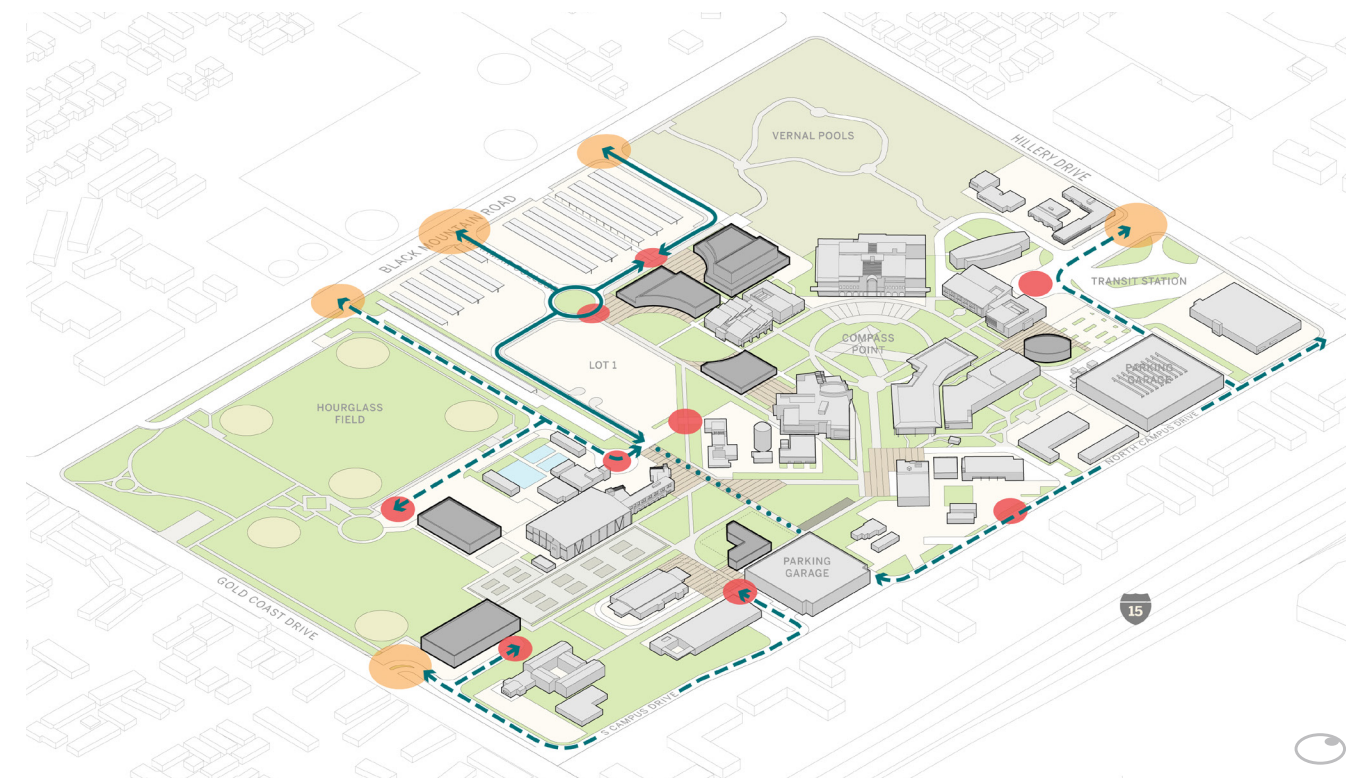


VEHICULAR ACCESS

While the main access points into Miramar College within this Plan remain as they are today, the intent is to provide a hierarchical approach to the entrances in order to let campus users know they have arrived. Black Mountain Road serves as the primary entrance point onto campus, followed closely by the entrance on Hillery Drive. The access from Gold Coast Drive remains as-is. However, users may continue along South Campus Drive to access the Child Development Center drop-off/temporary parking, the Parking Garage, as well as the service drive located around F-1.

The vehicular circulation within the college also remains mostly intact with this Plan, with the exception of the new orientation of Miramar College Driveway. Another significant modification is the controlled vehicular access on this road through the middle of campus to strengthen the pedestrian connections between the north and south ends of campus. This controlled access through campus will also offer the opportunity for a campus that is pedestrian-friendly, walkable, and will ultimately unify the campus.

Vehicular Access & Circulation



LEGEND

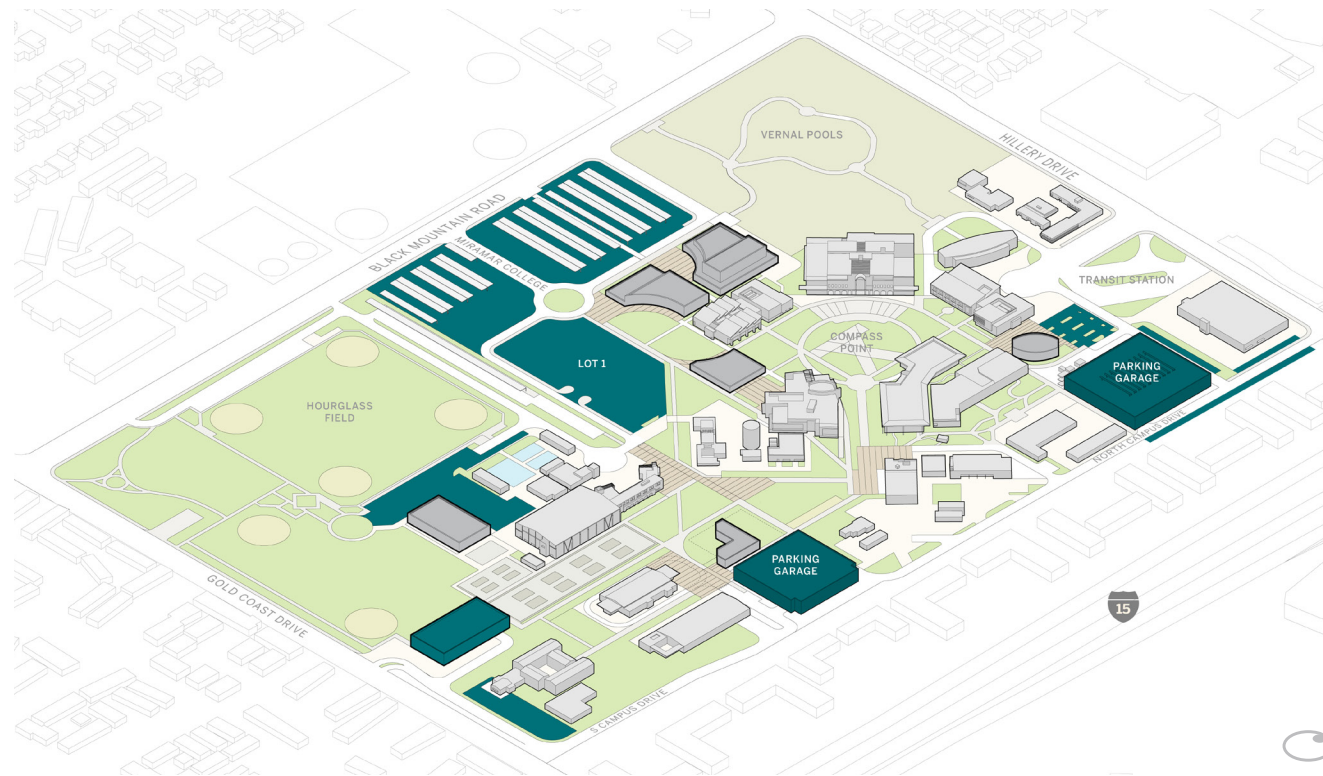
- Primary
- - - Secondary
- Controlled
- Access Point
- Drop-off/Loading

PARKING

Due to the proposed demolition of the eastern portion of Lot 1, a fraction of Lot 3, and Lot A in its entirety, a parking analysis was done to verify the future parking stalls in this Plan would accommodate the growth of Miramar College. See tables below for more detailed information.

	Lot	Stalls (Qty.)	Enrollment	Parking	Ratio
Existing	N/A	3,232	16,396 (Fall 2019)	3,232	1:5
Removed	N/A	-356	20,806	3,771	1:5
Proposed	New Parking Structure	800	(2% Annual Growth)		
	North Campus Drive	90			
	CDC	5			
Total Parking		3,771			

Parking Locations



LEGEND

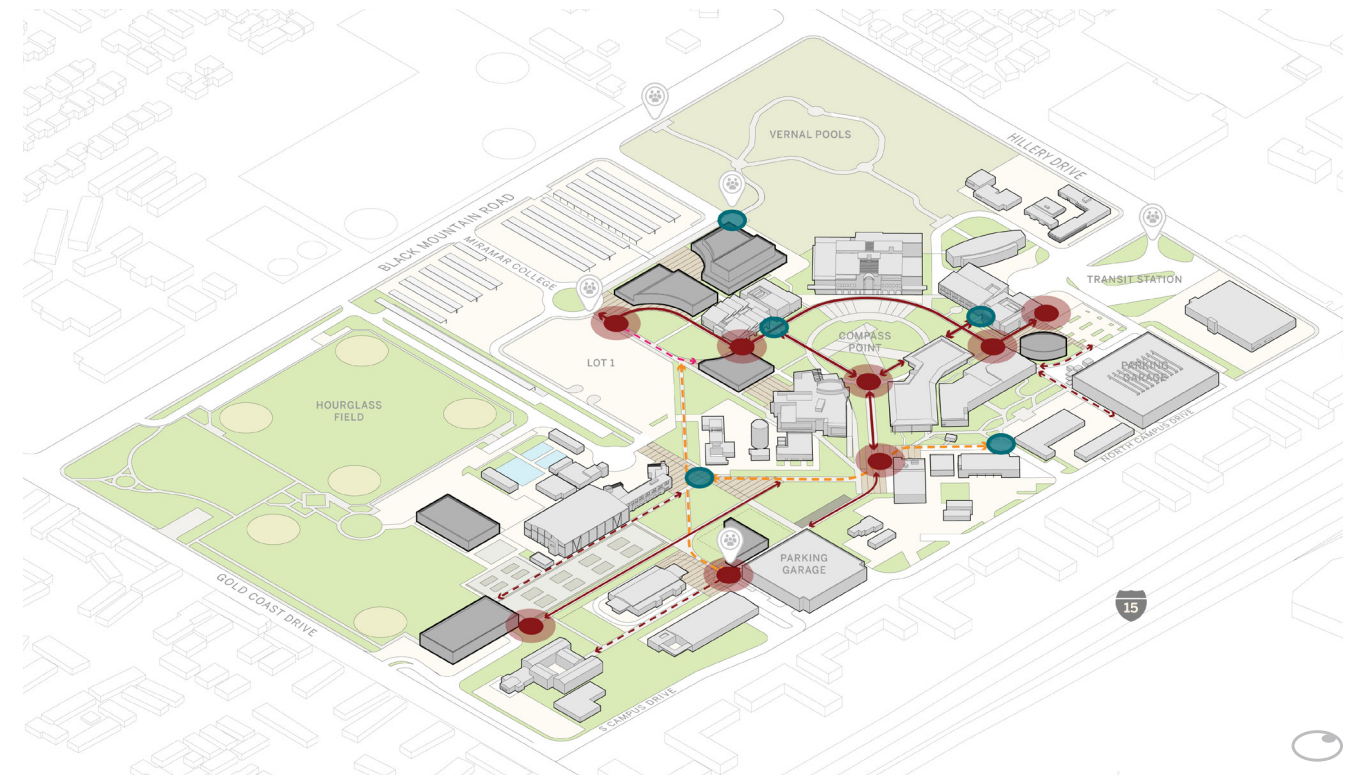
- Parking Location

PEDESTRIAN MOVEMENT

The pedestrian network reinforces two of the three key elements established as priorities of this plan, discussed at the beginning of this chapter: “Strengthen the Southern Connection” and “One Miramar.” By controlling vehicular access through the center of campus, the pedestrian connection has the opportunity to be strengthened.

The various paths of circulation (primary, secondary, and activated connectors) generate intersections throughout the college which create primary and secondary nodes. These nodes occur primarily around Compass Point but also around the south of campus near the Child Development Center and the pedestrian promenade leading to a new Parking Structure. Community access points also exist predominantly on the perimeter of campus near buildings or areas that are intended for use by the community.

Pedestrian Network

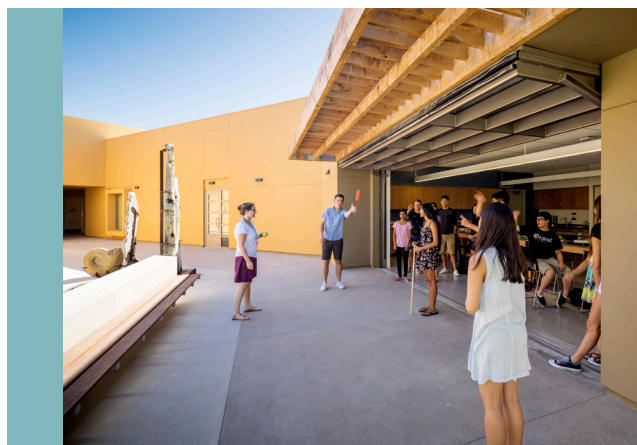


LEGEND

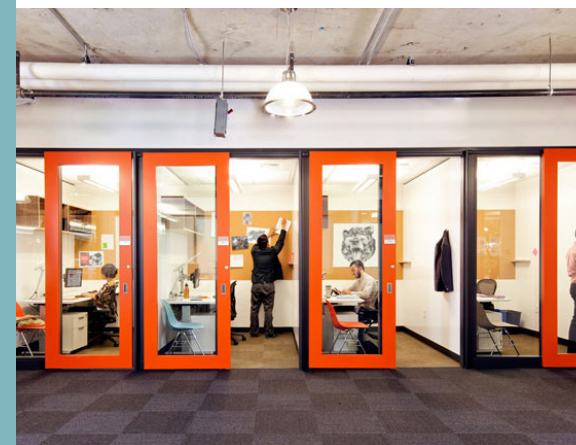
- Primary Path
- Secondary Path
- Activated Connector
- Primary Node
- Secondary Node
- Community Connection

COLLABORATION SPACE

While the intent of this Plan is not to include programmatic requirements for each proposed building and landscape space, the integration of collaboration spaces in both interior and exterior spaces of Miramar College is critical. This collaboration space is intended for not only students, but for use by faculty (primarily adjunct) and staff as well. These spaces shall also take into consideration the future needs of remote learning, flexible learning, and hybrid learning. Promoting spaces where students, faculty, and staff have the opportunity to utilize the campus instead of staying on campus simply to attend class is an important component to this Plan, and including these collaboration spaces helps to reinforce that idea. Furthermore, due to the southern California climate that Miramar College is located in, outdoor rooms that focus on collaborating can be just as well utilized as the interior spaces.



OUTDOOR CLASSROOM



REMOTE LEARNING



STUDENT COLLABORATION

SUSTAINABILITY

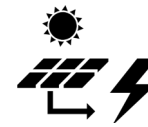
GOALS

A list of sustainability goals and objectives has been compiled based on the discussion during a Sustainability Workshop that took place on November 4, 2021. Participants of the Workshop included faculty, staff, and the members of Environmental Stewardship SubCommittee (ESC) from Miramar College.

This section regarding sustainability is organized into four different categories:

1. Carbon Neutral Buildings
2. Carbon Neutral Transportation
3. Zero Waste
4. Social Equity and Justice

Each section identifies the long and short terms goals, and provide potential strategies and action items. This climate action plan will provide the San Diego Miramar College with an opportunity to identify a path towards carbon neutrality and create a precedence for the district as a whole.



CARBON NEUTRAL BUILDINGS

Aspirational Goals

Establish a path for Carbon Neutral Buildings and optimize energy efficiency for new buildings and in existing buildings. The following objectives and strategies are recommendations for achieving that goal.

Objectives

- Long-term Objectives (by 2040)
 - Carbon neutral campus
 - Reduce the Energy Use Intensity (EUI) for all college buildings to 26-30 EUI*
 - Building Decarbonization by phasing out existing gas burning equipment
- Short-term Objectives (by 2025)
 - Conduct Energy Audit of all existing buildings and develop energy conservation strategic plans to be implemented by 2025 and 2030
 - 100% clean electricity by 2030 increasing on-site renewable energy generation capacity or by supplementing with off-site renewable energy to offset campus energy use by 2025
 - Sub-metering 100% of buildings

Strategies

- Long-term Strategies
 - Phase out existing natural gas equipment
 - High efficiency heating and cooling systems
 - Retro-commissioning
- Short-term Strategies
 - Participate in San Diego Community Power (SDCP) for offsite renewable
 - No new gas equipment in buildings.
 - Upgrade lightings to be all LED
 - Participate in Demand Response Program

*This EUI is before applying any renewables to reduce EUI. Target EUI for Science Lab Buildings will be set by Design Teams using appropriate benchmarking tool.

- Install daylight and occupancy sensors
- On-site battery storage to replace fossil fuel generators.
- Upgrade appliances to be all Energy Star



CARBON NEUTRAL TRANSPORTATION

Aspirational Goals

Establish a framework to address commuting and campus fleet carbon neutrality goals. The following objectives and strategies are recommendations for achieving that goal.

Objectives

- Long-term Objectives (by 2040)
 - Carbon neutral fleet by 2040
 - Increase the use of Sustainable types of Commuting by 50% by 2030
- Short-term Objectives (by 2025)
 - Reduce Single Occupied Vehicle (SOV) commuting to campus by 30% Per capita
 - By creating an integrated transportation system that includes bus, bike, carpooling, and walking to increase sustainable commuting by 30%

Strategies

- Long-term Strategies
 - Establish routes that allow scooters and bikes to be safely ridden on campus
- Short-term Strategies
 - Educate staff and students transportation is a large contributor of greenhouse gas emissions
 - Expand bike parking capacity
 - Expand Electric Vehicle charging stations
 - Dedicate parking areas for ride sharing program
 - Keep users on campus by creating more opportunities on

campus

- Coordinate buses with class schedule



ZERO WASTE

Aspirational Goals

Create a road map that strives for zero waste campus through a circular economy. The following objectives and strategies are recommendations for achieving that goal.

Objectives

- Long-term Objectives (by 2040)
 - Become a zero waste campus
 - Become a paperless campus for all administrative processes
 - Reduce the use of plastic packaging
- Short-term Objectives (by 2025)
 - Increase the total waste diversion by 15% relative to its 2022 diversion rate
 - Default all printers to double-side printing
 - Increase the number of zero-waste events in campus
 - Work toward a target goal of reducing pounds of waste per person per year on campus

Strategies

- Long-term Strategies
 - Develop a policy to phase out single-use plastics
 - Increase recycling
 - Increase material reuse
 - Eliminating landfill waste
- Short-term Strategies
 - Reduce the use of plastic packaging
 - Composting food and landscape waste
 - Reducing the carbon footprint of food service by

- increasing plant-based, locally produced options
- Educate employees about sustainable purchasing guidelines
- Implement sustainable purchasing best practices
- Develop campus-wide guidelines for targeted environmentally preferred products
- Installing water bottle refilling stations at targeted campus locations



SOCIAL JUSTICE & EQUITY

Aspirational Goals

Establish and promote campus-wide sustainability awareness that supports San Diego Miramar College students and employees to promote a culture of Social Justice and Equity. The following objectives and strategies are recommendations for achieving that goal.

Objectives

- Long-term Objectives (by 2040)
 - Achieve Gold STARS level of The Association for the Advancement of Sustainability in Higher Education (AASHE)
- Short-term Objectives (by 2025)
 - Create a center for sustainability and community engagement to encourage environmental education and climate justice
 - Integrate health and wellness measures into the new buildings as well as retrofitting and building upgrades plans

Strategies

- Long-term Strategies
 - Create a diverse and inclusive campus culture of sustainability
- Short-term Strategies

- Promote sustainability through educational component on campus to highlight the advantages of Sustainability such as energy saving, cost saving, water conservation, healthy materials, etc.
- Increase opportunities for students to engage in sustainability leadership effort
- Install sustainable feature signage in the campus for a learning and teaching opportunity
- Develop and publicize an easily accessed Sustainability website.



IMPLEMENTATION STRATEGY

The Plan recommendations are intended to be implemented in a series of phases. This phasing is based on the logical sequencing of projects in order to address the priority needs of the college, limit campus disruption, minimize the need for swing space, and position the college to receive state funding. The strategy for the Plan includes six phases and offers the flexibility to reorganize phases as needed to account for changes in funding, campus ambitions, and shifts in priorities.

PHASE 01

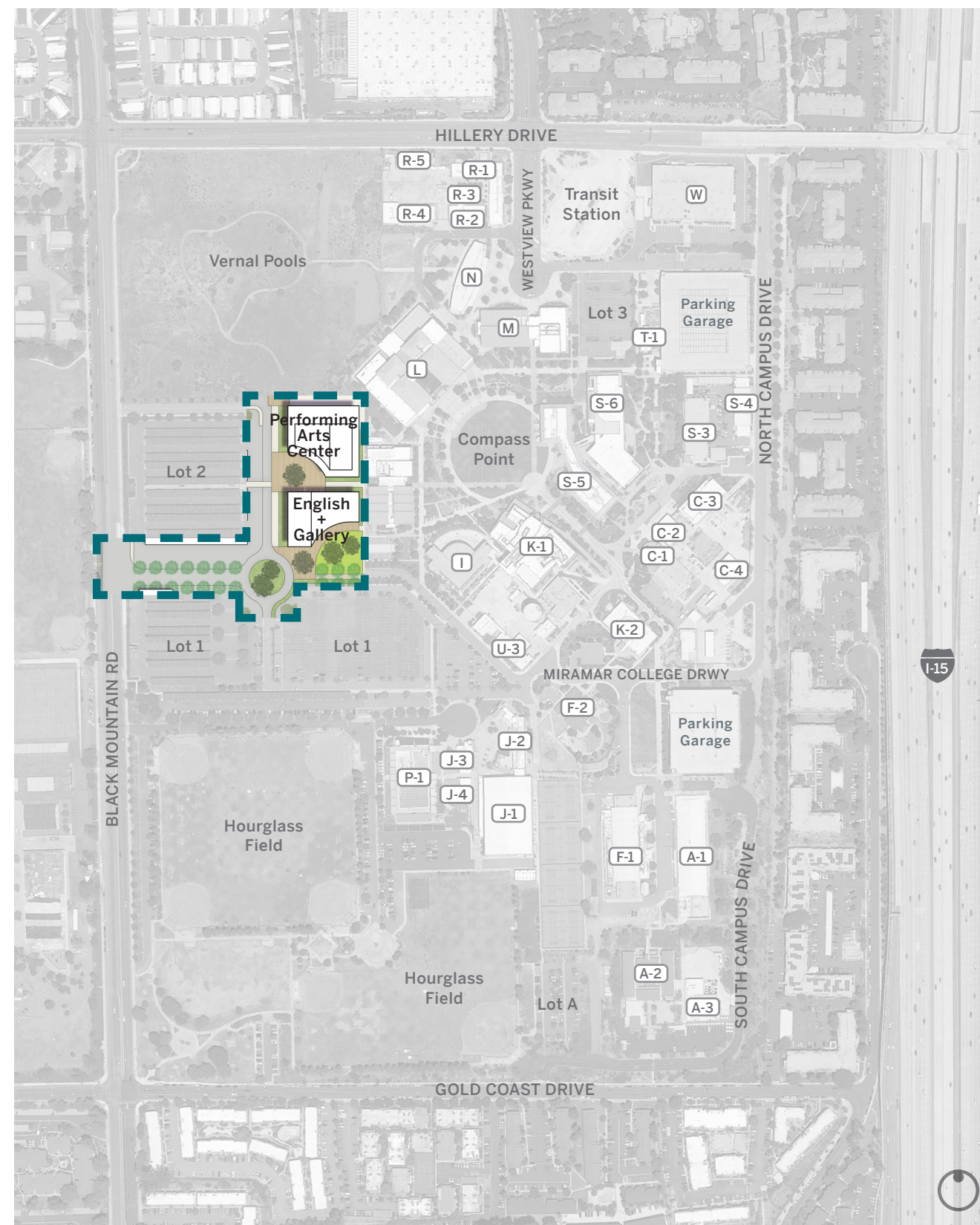
This phase of the Plan includes many improvements to the entry sequence into the college from Black Mountain Road, intended to re-imagine and enhance the sequence through the construction of new buildings and through providing an alternate vehicular access to the campus. These improvements include:

- Traffic circle addition off of Miramar College Driveway
- Reorientation of Miramar College Driveway
- Demolition of the southeastern portion of Lot 2
- Construction of the new English and Gallery Building
- Surface improvements at the southwest portion of the Compass Point loop
- Demolition of the northeastern portion of Lot 2
- Construction of a new Performing Arts Center

LEGEND	
A-1	Continuing Education
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Adv. Transportation
F-1	Aviation Building
F-2	Child Development Center
I	English Building
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
K-2	Student Resource & Welcome Ctr.

L	Library Learning Resource Ctr.
M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3/S-4	Adv. Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution

Phase 01



PHASE 01

- Traffic circle addition off of Miramar College Driveway
- Reorientation of Miramar College Driveway
- Demolition of the southeastern portion of Lot 2
- Construction of the new English and Gallery Building
- Surface improvements at the southwest portion of the Compass Point loop
- Demolition of the northeastern portion of Lot 2
- Construction of a new Performing Arts Center

PHASE 02

In order to provide a site for the new Welcome and Multicultural Center, the I Building housing English is planned for demolition during this phase. In addition to granting the opportunity for a cohesive and integrated landscape and Plan as a whole by demolishing this building, the critical Facilities Condition Index of the I Building also makes it a good candidate for demolition. The extent of improvements to be accomplished during the second phase of the Plan include:

- Demolition of I Building
- Construction of new Welcome and Multicultural Center
- Surface improvements to the areas surrounding the new Welcome and Multicultural Center
- Demolition of existing K-2 Building housing the Student Resource and Welcome Center

LEGEND	
A-1	Continuing Education
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Adv. Transportation
F-1	Aviation Building
F-2	Child Development Center
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
K-2	Student Resource & Welcome Ctr.

L	Library Learning Resource Ctr.
M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3/S-4	Adv. Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution



PHASE 01

PHASE 02

- Demolition of I Building
- Construction of new Welcome and Multicultural Center
- Surface improvements to the areas surrounding the new Welcome and Multicultural Center
- Demolition of existing K-2 Building housing the Student Resource and Welcome Center

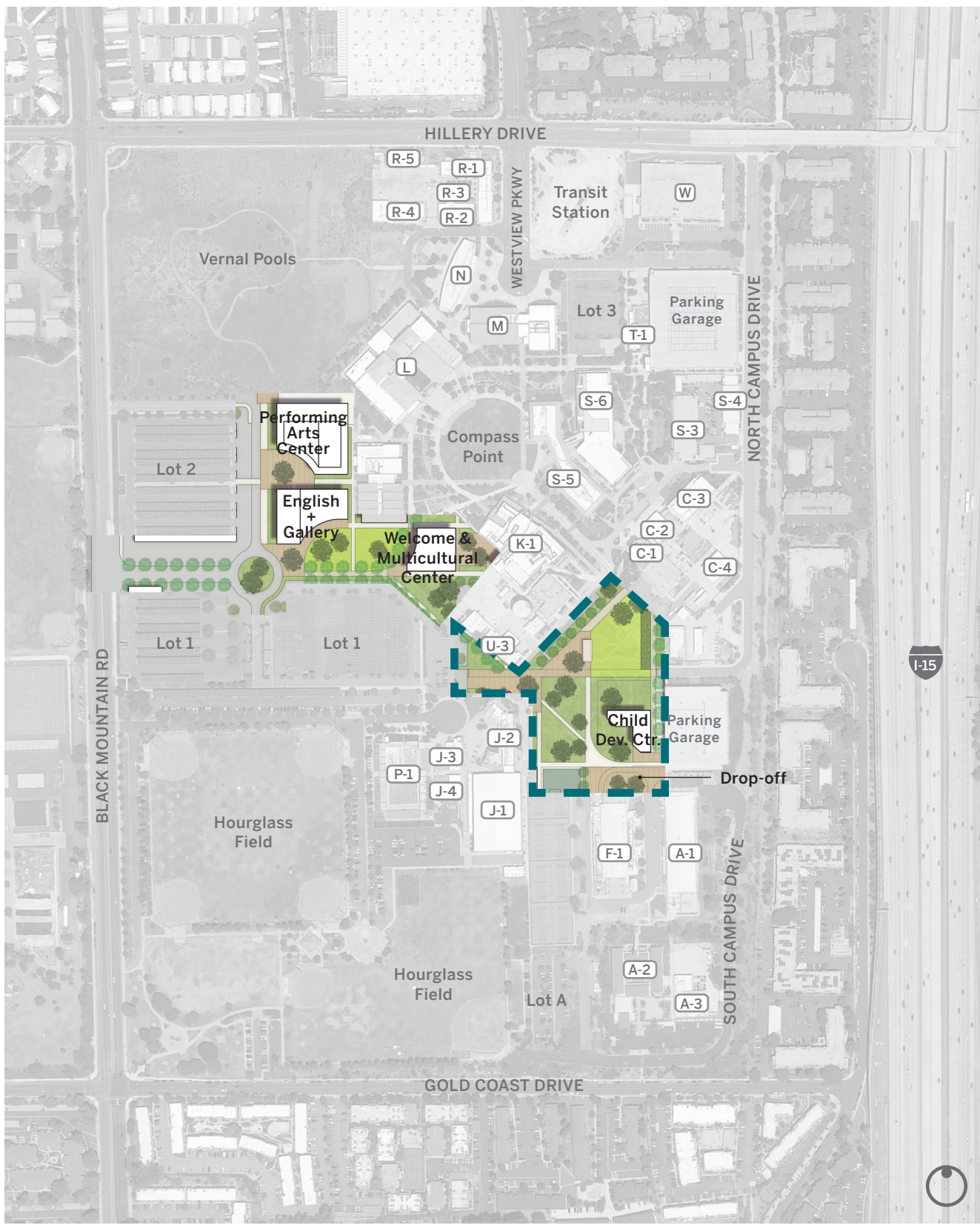
PHASE 03

This phase focuses on the area in and around the new and existing Child Development Centers. This phase begins to stitch together the northern and southern ends of campus that are currently bisected by Miramar College Driveway, linking them together with landscape features and surface improvements. The extent of improvements to be accomplished during the third phase of the Plan include:

- Construction of a new Child Development Center
- Demolition of existing Child Development Center
- Surface improvements north of the future Child Development Center
- Construction of a new drop-off/traffic circle for the future Child Development Center

LEGEND	
A-1	Continuing Education
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Adv. Transportation
F-1	Aviation Building
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
L	Library Learning Resource Ctr.

M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3/S-4	Adv. Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution



PHASE 01

PHASE 02

PHASE 03

- Construction of a new Child Development Center
- Demolition of existing Child Development Center
- Surface improvements north of the future Child Development Center
- Construction of a new drop-off/traffic circle for the future Child Development Center

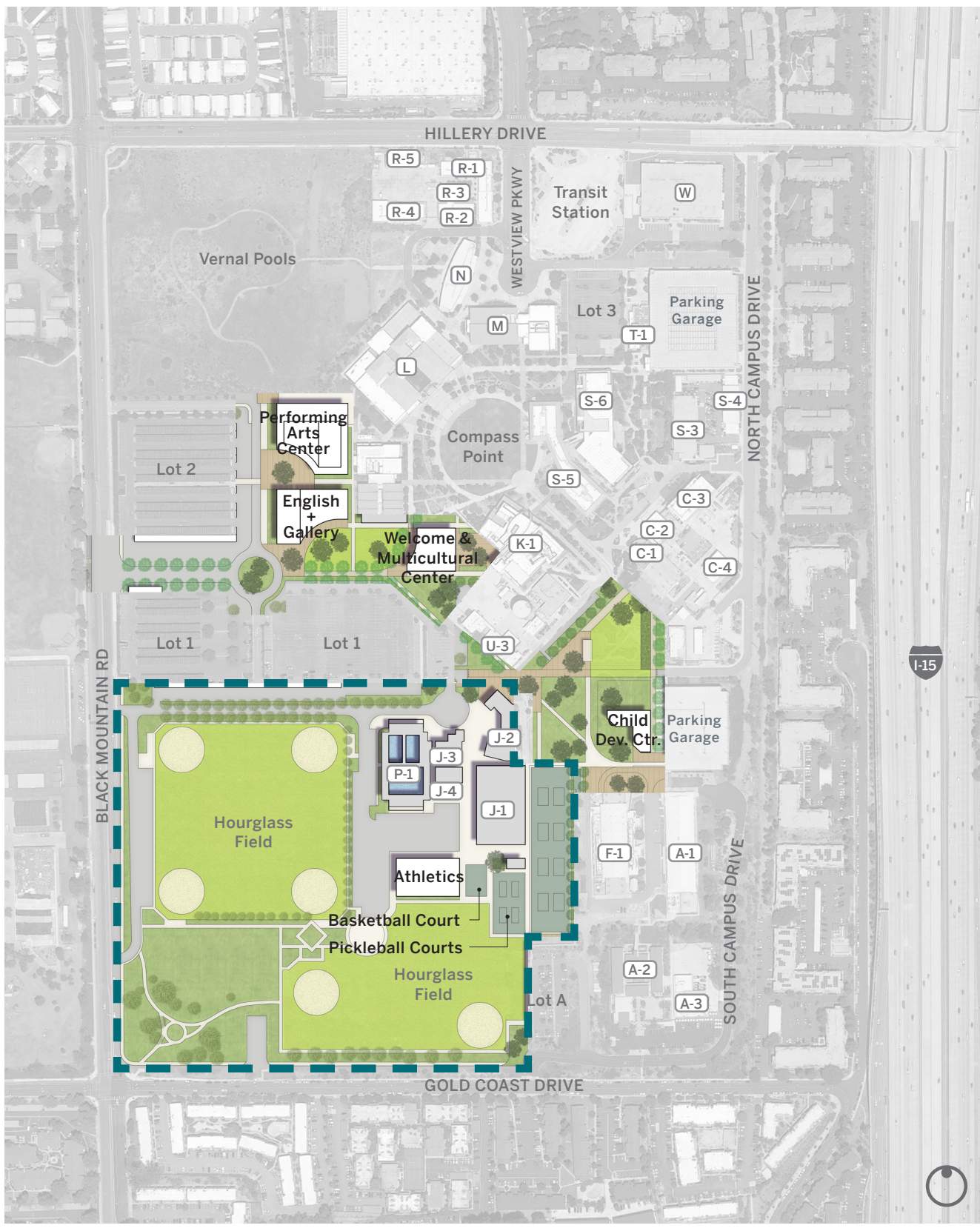
PHASE 04

The Hourglass Fields at Miramar College are in need of turf replacement in addition to significant surface improvements. These fields have the potential to cause injuries due to turf that is not level and many of the fields are oriented in the wrong direction in terms of sun exposure. Additionally, the Athletics facilities are planned to be expanded during this phase with the construction of a new building. The extent of improvements to be accomplished during the fourth phase of the Plan include:

- New Athletics Building (Gym, Locker Rooms, Classrooms, Training Rooms)
- Outdoor basketball court relocation
- Pickleball court addition
- Athletic fields reorientation and turf replacement

LEGEND	
A-1	Continuing Education
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Adv. Transportation
F-1	Aviation Building
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
L	Library Learning Resource Ctr.

M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3/S-4	Adv. Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution



PHASE 01

PHASE 02

PHASE 03

PHASE 04

- New Athletics Building (Gym, Locker Rooms, Classroom/s)
- Basketball court relocation
- Pickleball court addition
- Athletic fields reorientation and turf replacement

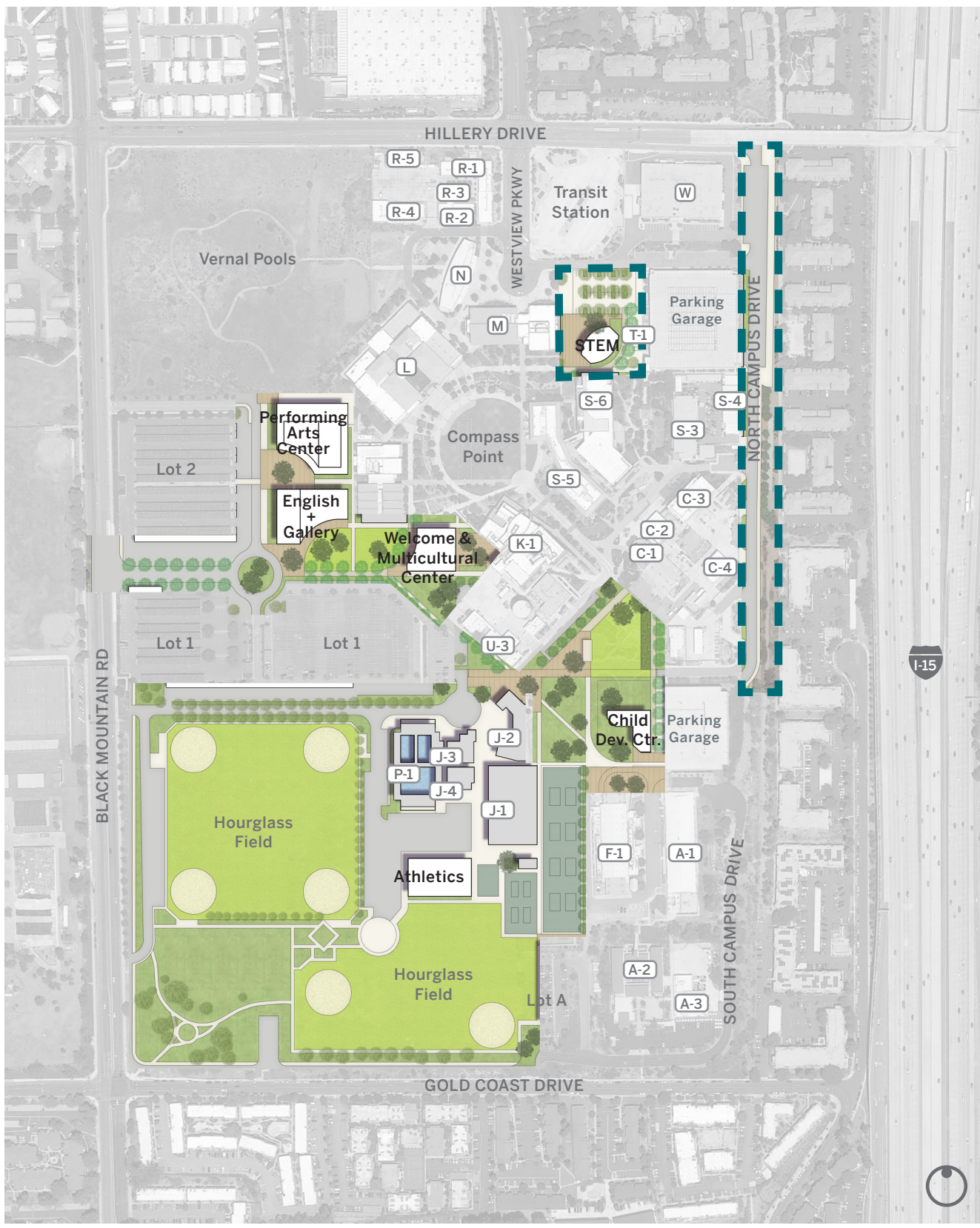
PHASE 05

Due to the demolition of surface parking, additional parking is proposed in this Plan to compensate for any loss in parking, in addition to enrollment growth. This phase focuses on the addition of the new parking in addition to the construction of the new STEM/MBEPS Lab/Innovation Lab/Student Health building. The extent of improvements to be accomplished during the fifth phase of the Plan include:

- Demolition of Lot 3
- Construction of new STEM, Lab, and Student Health Center
- Surface improvements towards the northeast portion of the pedestrian loop around Compass Point (parking, entry plaza)
- Addition of surface parking east of North Campus Drive

LEGEND	
A-1	Continuing Education
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Adv. Transportation
F-1	Aviation Building
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
L	Library Learning Resource Ctr.

M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3/S-4	Adv. Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution



PHASE 01

PHASE 02

PHASE 03

PHASE 04

PHASE 05

- Demolition of Lot 3
- Construction of new STEM, Lab, and Student Health Center
- Surface improvements towards the northeast portion of the pedestrian loop around Compass Point (parking, entry plaza)
- Addition of surface parking east of North Campus Drive

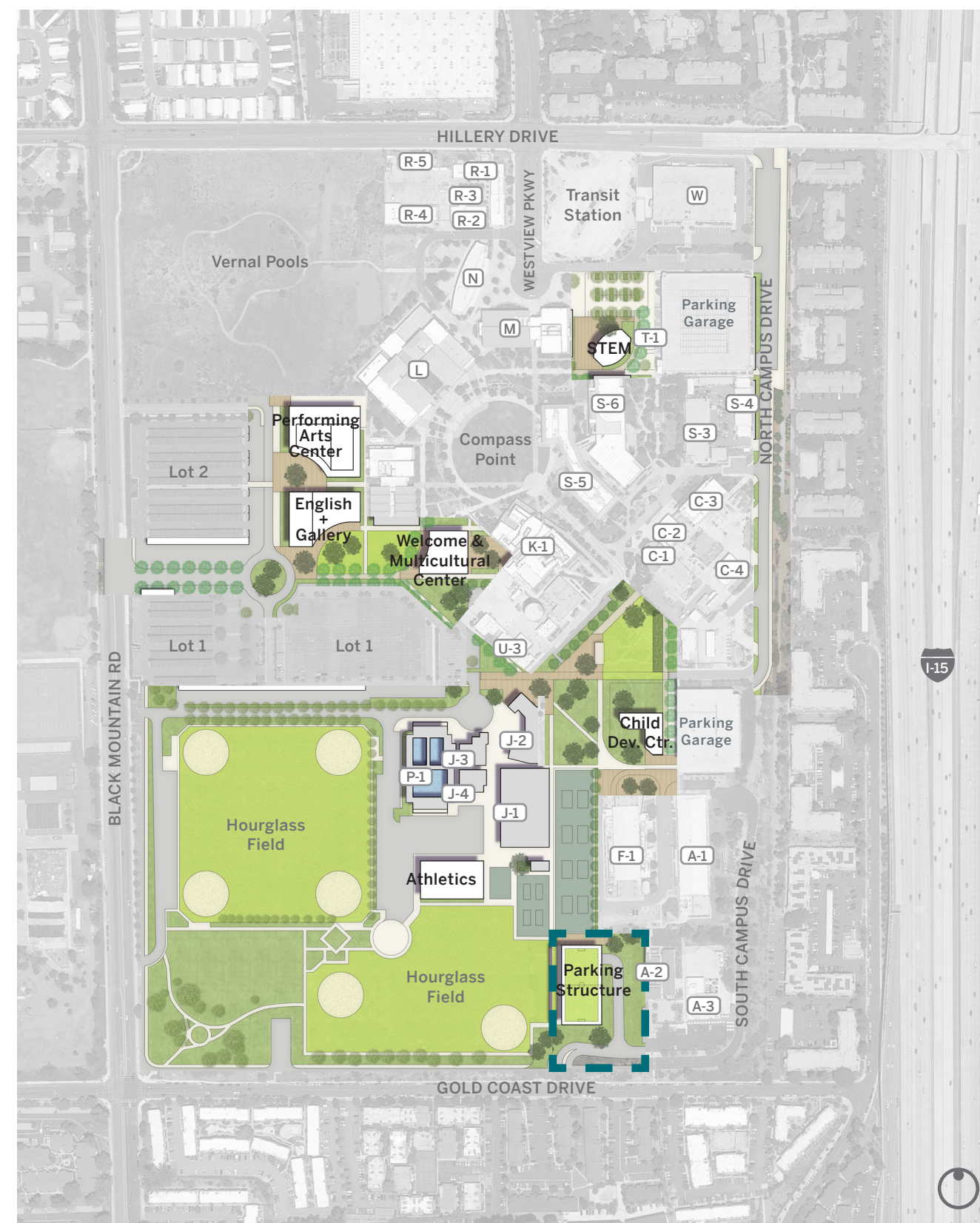
PHASE 06

During Phase 06 of the Plan, a parking structure on the south edge of campus is proposed to be constructed, completing the additional parking stalls for Miramar College. Additionally, the Athletics Promenade shall receive surface improvements to further strengthen the north/south connection on campus. The extent of improvements to be accomplished during the sixth phase of the Plan include:

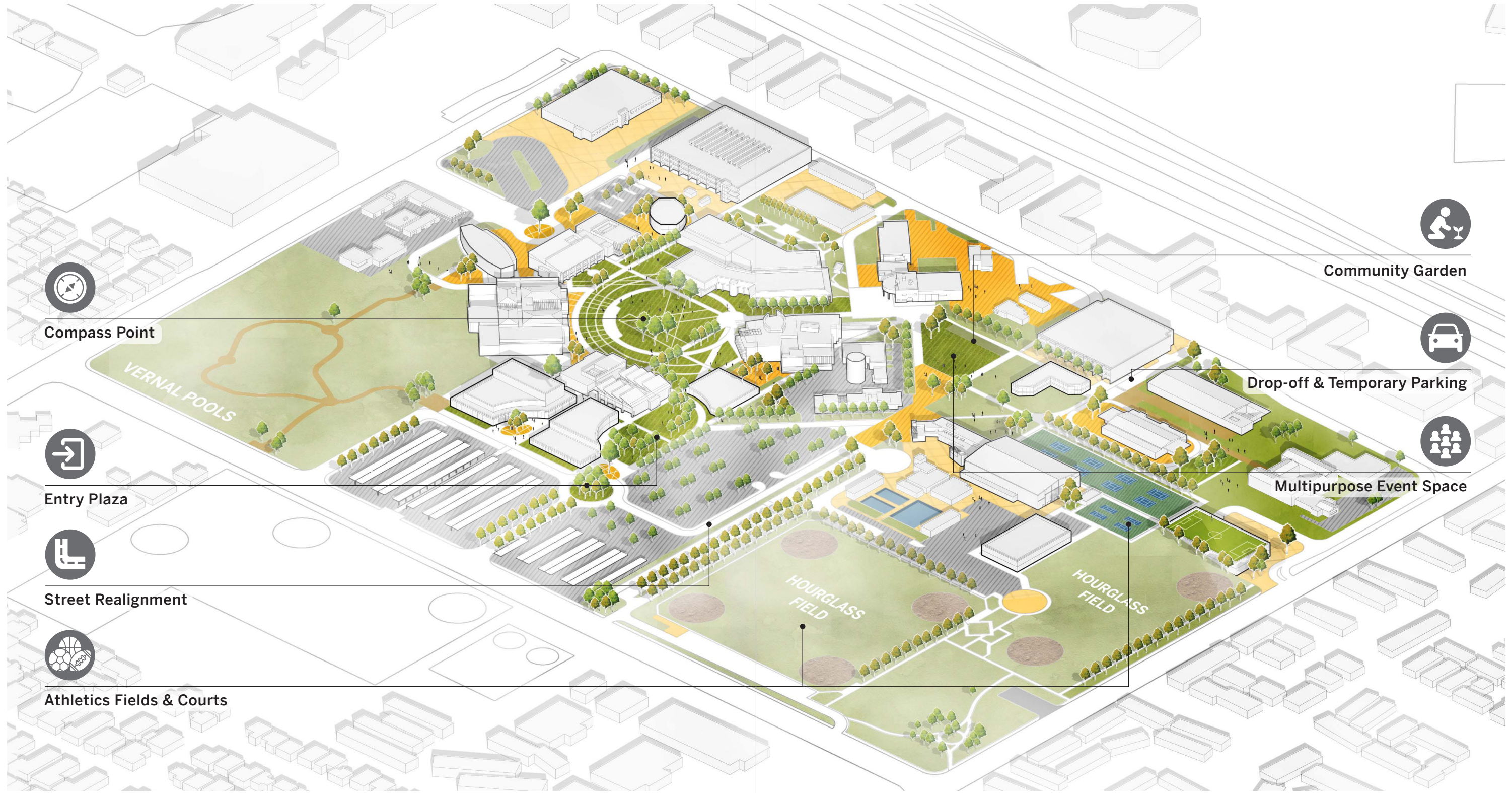
- Demolition of Lot A
- Construction of new Parking Structure with field above
- Surface improvements within the Athletics Promenade

LEGEND	
A-1	Continuing Education
A-2	Police Academy
A-3	Police Academy
C	Diesel Technology
C-3	Heavy-Duty Adv. Transportation
F-1	Aviation Building
J-1	Hourglass Fieldhouse
J-2	Fitness Center
K-1	Student Services
L	Library Learning Resource Ctr.

M	Business & Math
N	Administration
P-1	Aquatic Center
R	Fire Technology & EMT
S-3/S-4	Adv. Transportation Technology
S-5	Science
S-6	Science
T-1	Campus Police
U-3	Facilities
W	Distribution



Surface Improvements



“
Diversity, Equity, & Inclusion.
Build an environment that embraces diversity, equity, inclusion, anti-racism, and social justice for the benefit of the college community.”

05

APPENDIX

Supplemental Context Data

Survey Results

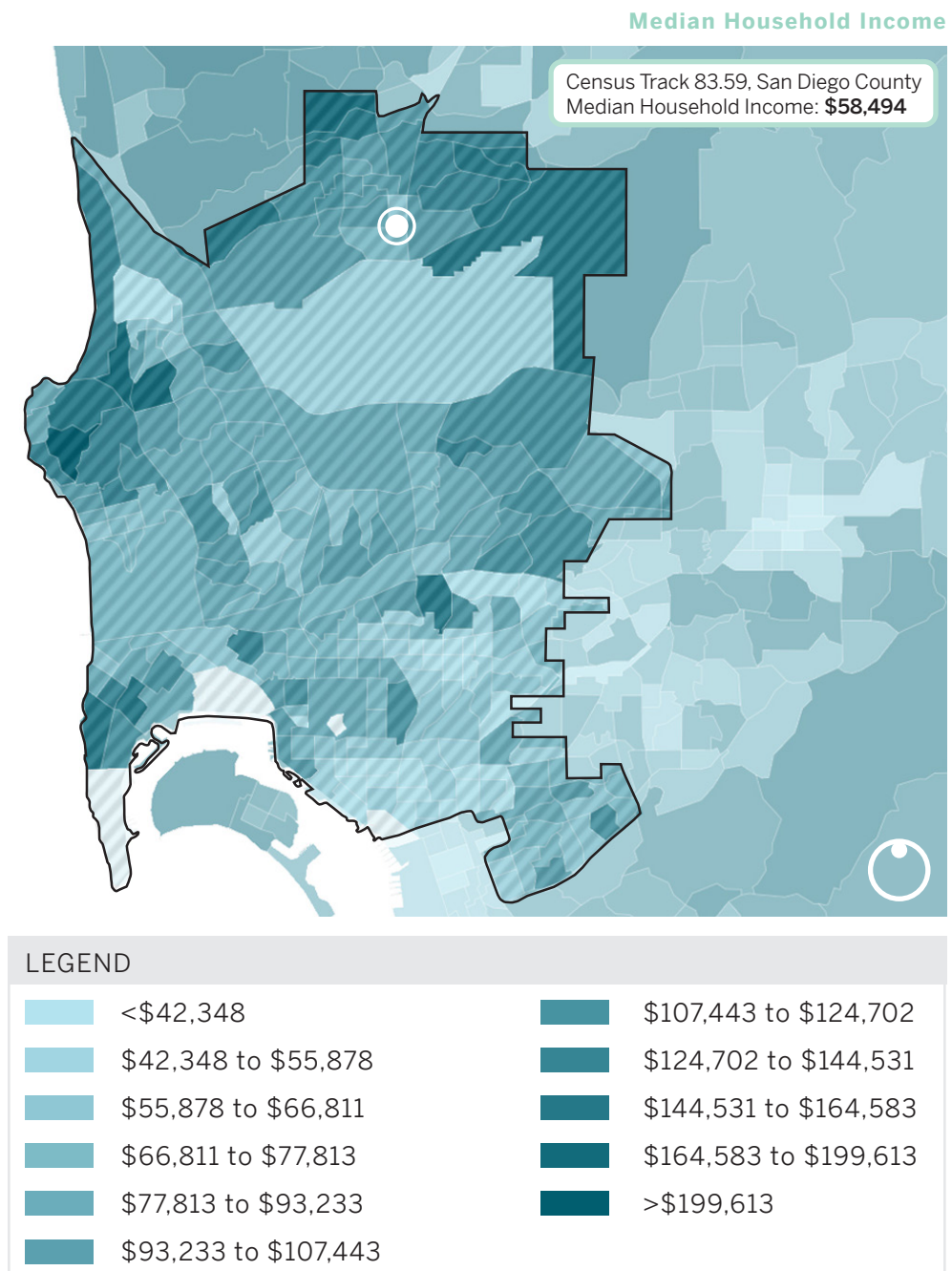
Common Themes

Meeting Notes

SUPPLEMENTAL CONTEXT DATA

DISTRICT ANALYSIS

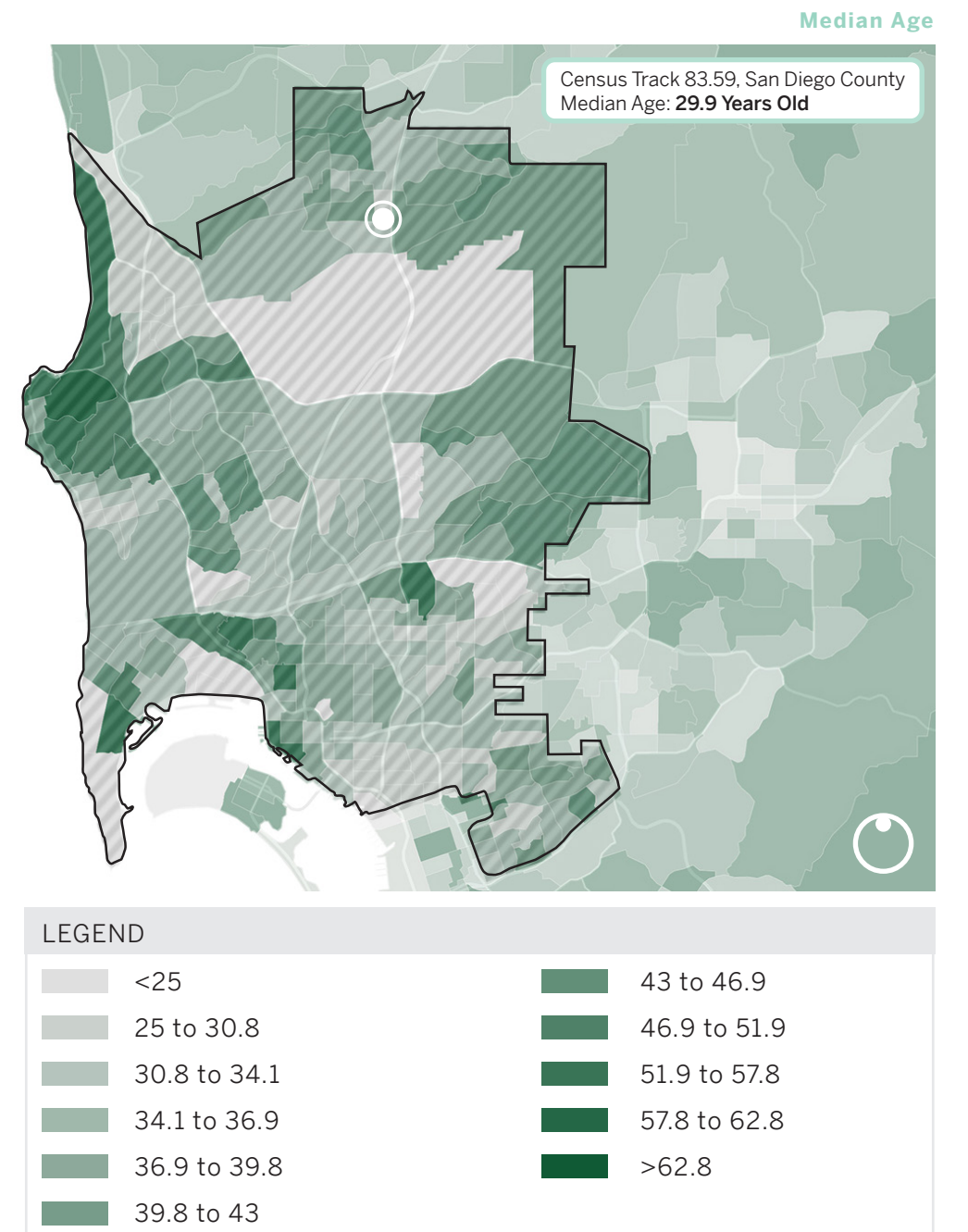
The contextual analysis that was done for the Plan went beyond the data shown in Chapter 03, Existing Conditions. Supplemental data is located within this section, providing additional insight into the context and demographics surrounding Miramar College. Contextual analysis was done at the county level, zoomed in to the neighborhood context, as well as at the campus level.



Source: ACS 2019 (5-Year Estimate)

MEDIAN AGE

Just as the median household income was studied within the county of San Diego, so was the median age. The Median Age graphic below provides insight into potential students that may attend Miramar College now or in the future.



Source: ACS 2019 (5-Year Estimate)

NEIGHBORHOOD ANALYSIS

The following diagrams represent the analysis that was done in the area surrounding Miramar College. This analysis includes Proposed Open Space and New Development.

Proposed Open Space

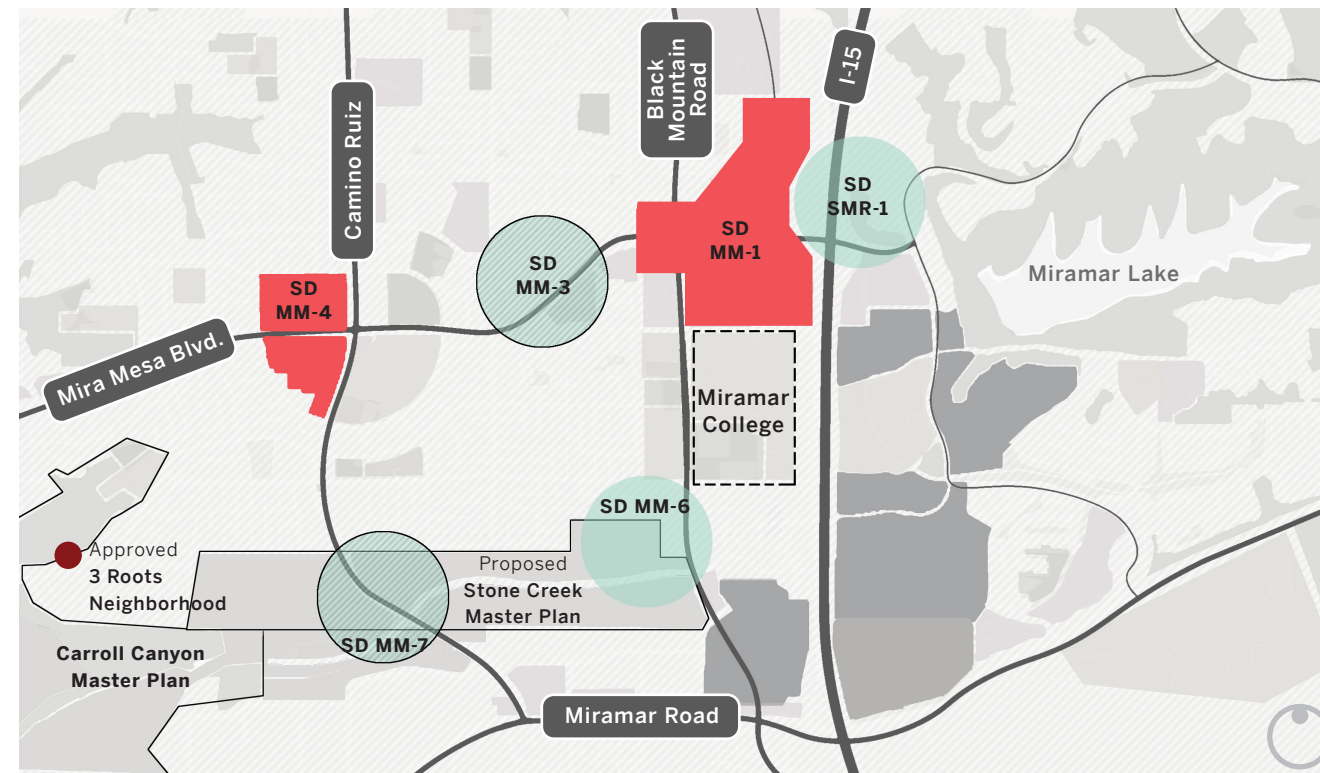


LEGEND

- Existing Open Space
- Proposed Open Space

*Sources: Mira Mesa Community Plan Update, Chapter 2

New Development



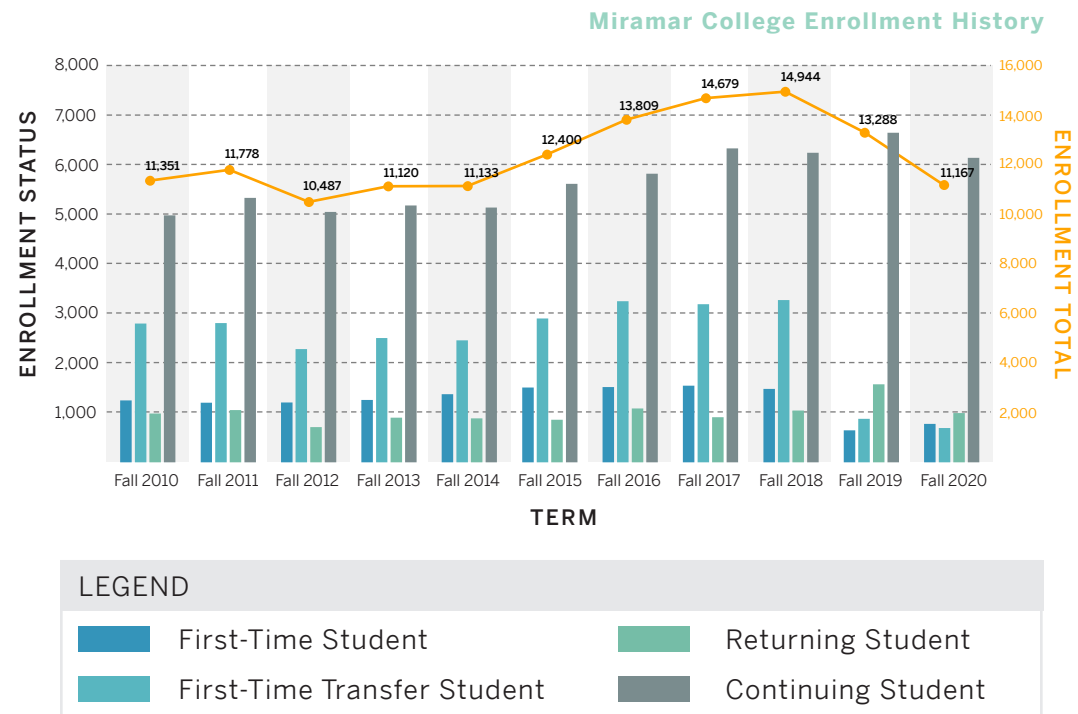
LEGEND

- Town Center (Existing/Planned)
- Community Center (Existing/Planned)
- Master Plan Area (Proposed)
- Community Center (Proposed)

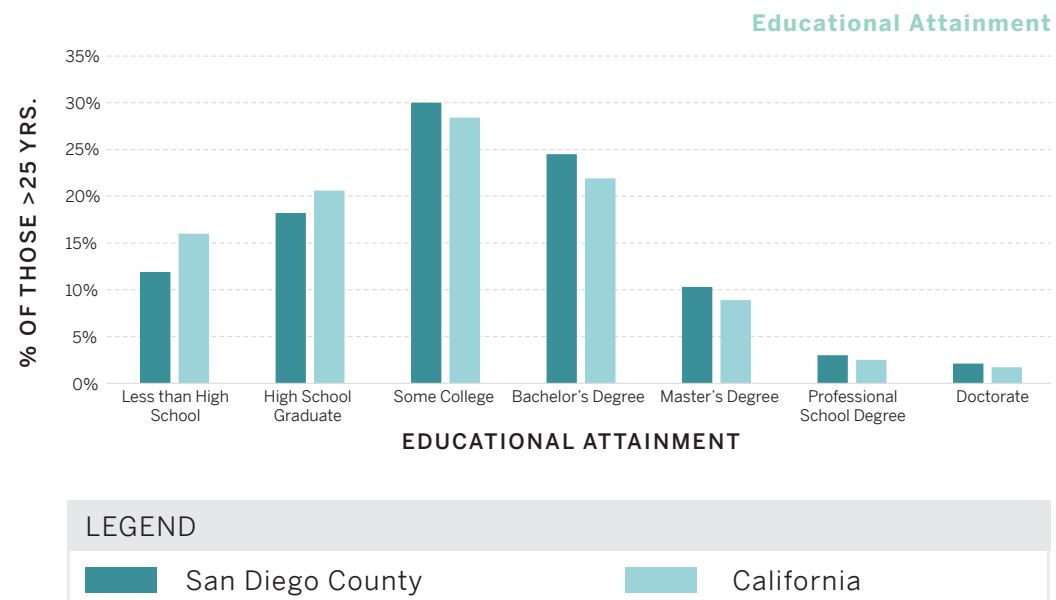
*Sources: City of San Diego, Smart Growth Areas by Place Type 2016 & Mira Mesa Community Plan Update, Chapter 2

CAMPUS ANALYSIS

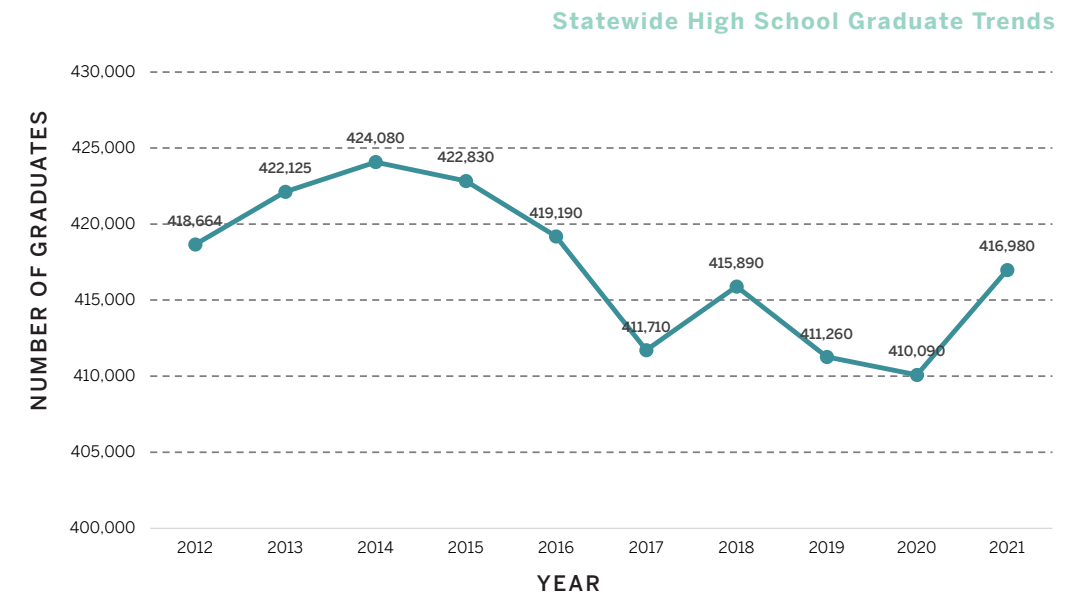
The following graphs and charts represent the Miramar College enrollment history, high school graduation trends, educational attainment, and statewide population trends.



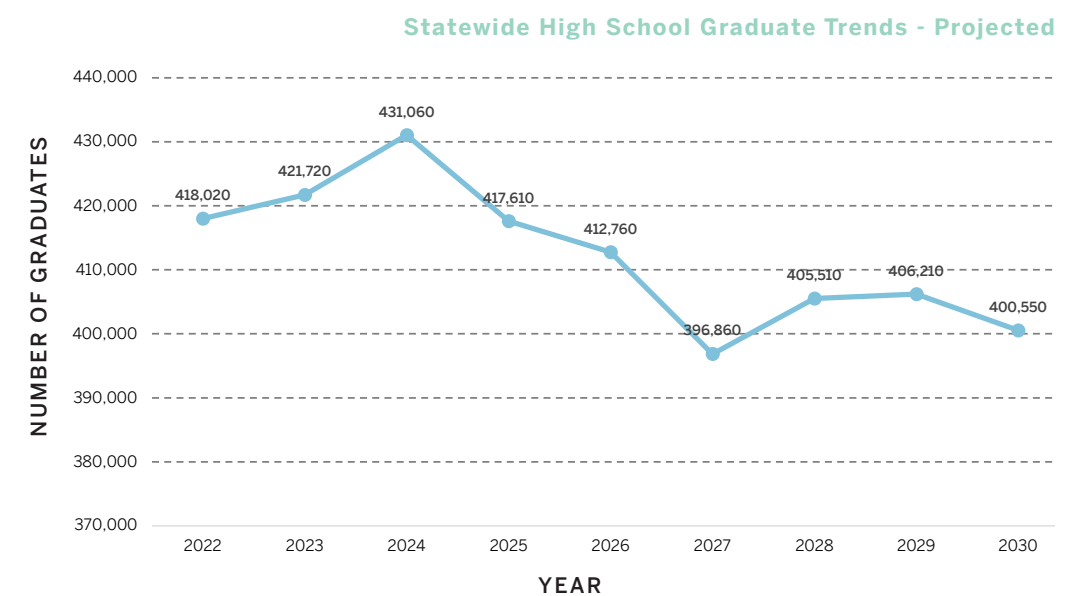
*Source: California Community Colleges Chancellor's Office MIS Data Mart



*Source: US Census Bureau



*Source: Digest of Education Statistics



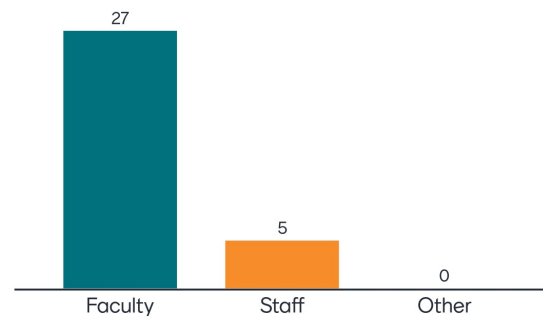
*Source: Digest of Education Statistics

SURVEY RESULTS

As stated previously, various surveys were given to multiple groups as part of the planning process. These surveys were done in real time during workshops with the Academic Senate, Classified Senate, and the Associated Student Government. For reference, the number of participants in each survey is listed in the bottom right of each slide. The results of these surveys (listed below) helped shape the framework of the Plan.

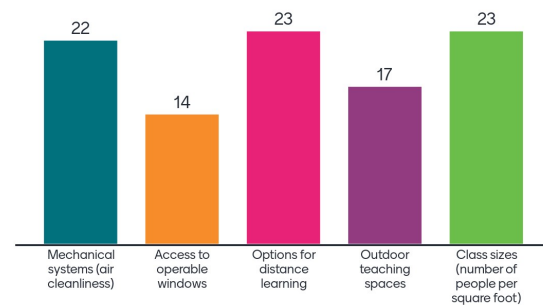
ACADEMIC SENATE

What is your role within Miramar College?



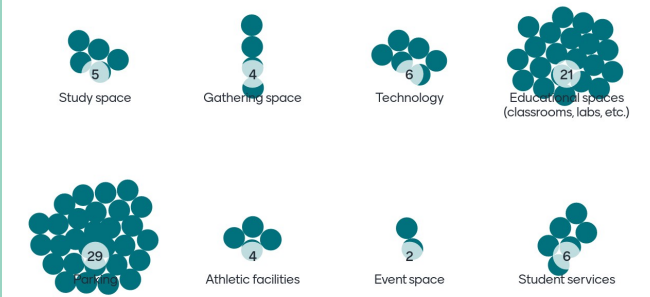
32

In returning to campus, in what area(s) do you think the students are/will be most concerned? You may choose more than one.



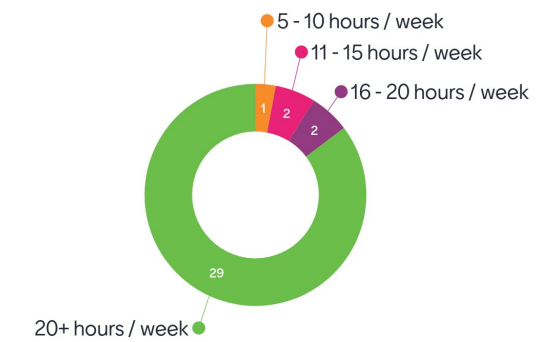
34

What spaces/functions on campus are currently most successful? You may choose more than one.



34

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



34

In what campus planning improvements do you place the highest priority (i.e. landscaping, facilities, new construction, open space, etc.)?



78

What are strengths and weaknesses of the existing campus & facilities? You may submit more than one response.



Spaces that are not utilized or under utilized.	No windows open!!!! Definite weakness	Weakness - lack of windows that can be opened.
Great parking and it's easy to navigate the campus.	Our I Building has always been fairly non-functional. It won an Orion Award. It needs to be completely remodeled.	student gathering spaces is a weakness
limited bathrooms, limited and uninviting food services walkways are not efficient	Diaper changing stations	Strength - Parking. Weakness - Welcome Center location, No Veterans Resource Center.



How could the campus be improved to enhance student success? You may submit more than one response.



charging stations for students	More outlets throughout campus (indoors and outdoors)	Better location of Welcome Center, students first turn to Admissions
We could have better facilities for our DI population.	More lab space	storage lockers where students can safely store their books/ supplies throughout the day
tutoring buildings with adequate space	Making the services students need easier to find, better marked.	More seating options throughout shared spaces



What are strengths and weaknesses of the existing campus & facilities? You may submit more than one response.



We need more water filtration stations.	strength in the landscaping; weakness in student gathering areas and tables/chairs/outlets	Great parking.
Strength: parking Weakness: welcome center location, non-existent veterans resource center	Additional gender neutral restroom across campus	Campus fees too chopped up. No central gathering hub. Thinking of the bookstore plaza area at UCSD. Some place where a lot of students (or a fair number of socially distanced students) can eat, do homework, socialize.
Not enough shade around the campus outdoors	Lots of doors on campus can't be opened automatically.	S6 labs are a strength, though the tech in the rooms is problematic. S5 labs are a weakness



How could the campus be improved to enhance student success? You may submit more than one response.



Comfortable inviting spaces to linger	Need a specific space for VA students	Tooooo BIG a question
Study rooms/spaces	Faster and more stable wifi speeds.	Quiet and non-quiet places for students to "be."
more study rooms and gathering spaces.	Updating and improving our centralized tutoring center.	Food service options for students during the evening (beyond vending machines)



What are strengths and weaknesses of the existing campus & facilities? You may submit more than one response.



Main weakness is that there is no seating or welcoming area for students in our newer buildings (mine is humanities).	Need more push buttons on doors, and accessible bathrooms.	More gender neutral restrooms, and lactation rooms.
Great parking. Many labs are modern, but the older labs could be upgraded. We have some nice new buildings, but as was written before, the doors into some of these new buildings are not ADA compliant and do not open automatically.	Campus is beautiful and well cared for. Weakness - process for how to do things, get things done, and how decisions are made is less clear.	The landscape is beautiful with so many native and drought tolerant plants
K2 building needs restructuring - poor space use	More places to sit in the shade outdoors	Not enough student gathering areas including seating inside buildings



How could the campus be improved to enhance student success? You may submit more than one response.



Improvements to student gathering spaces to keep students on campus creating a more community feeling and reasons to hangout on campus	Student retention and success is promoted by staying on campus longer and creating community, so spaces for students to gather, study, and feel safe and welcome	Could we have a community garden for teaching purposes and to help with students who are food insecure.
lounge and picnic areas for students	More Child care for students who need it	Use VA state funding that has already been granted
Have spaces for students to engage. Multicultural center, LGBTQ+ center for example.	Fitness Center - operate like a community wellness center with memberships for students and faculty not enrolled, open more hours, and with a sliding scale membership fee.	Dedicated study spaces, especially for STEM students (many students are surprised at how Miramar doesn't have a STEM center when City and Mesa both do).



What building / space / area on campus do you feel best represents Miramar College? You may submit more than one response.



- Compass Point
- The Compass Point
- LLRC
- compass point
- K building!
- Not the welcome center
- compass point
- Parking Lot
- Compass point



What are one or two goals you'd like this master plan to address?



- In addition to what I've said, making Miramar a place people want to be, spend time at. I used to love taking naps outdoors at my college. That would be great to see!
- Open spaces for students outside to gather
- Technology to support the new or renovated spaces
- More seating outside with shade
- free range peacocks?
- Accommodate all courses/programs found at most other colleges. We have many students go to city, mesa, or palomar to take courses and programs not offered at miramar
- Seconding the master plan promoting student life on campus!
- Space for adjunct instructors to gather and offer office hours.
- No chickens



What building / space / area on campus do you feel best represents Miramar College? You may submit more than one response.



- LLRC
- Student Services Building
- Student services, first point of contact
- LLRC
- Compass point
- Compass Point & the Library
- Parking structure
- K building or Library
- Parking lot



What are one or two goals you'd like this master plan to address?



- The hangar at Montgomery Field
- Student life
- More lab space
- Veterans Resource Center: preferably within the timeline to spend the funding.
- Welcoming spaces for students such as Diversity Center
- efficient and clear navigation and signage
- Culture & Inclusion Center
- dedicated space for a STEM center
- 1) the creation of an art gallery and performing arts center 2) seating, shade, storage lockers, and charging stations for students both inside and outside



What building / space / area on campus do you feel best represents Miramar College? You may submit more than one response.



- The transit center
- Access to carpool lane
- The little tower at Fire Dept
- Buildings with complicated naming K1, K2, S5, LLRC
- K1 Student Services is where all students ask questions
- Multicultural center and gathering spaces for students.
- STEM center
- Proactive building design for future pandemic(s).
- Diversity center for specialized programs



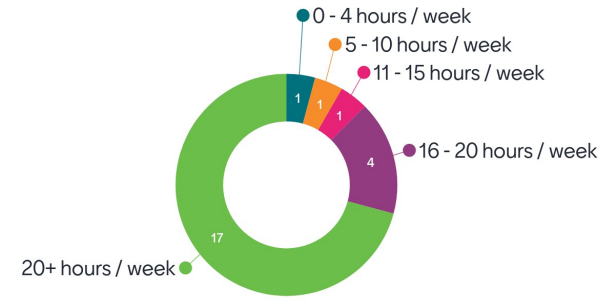
What are one or two goals you'd like this master plan to address?



- Teaching Kitchen and Community Garden
- student study spaces, for all students
- accessibility and universal design
- STEM center dedicated space
- Creation of a Veterans Resource Center with the available state funding/grants before the deadline
- Student Union
- A Performing Arts Center
- Address self care for everyone with a labyrinth
- Offices for adjuncts and a cultural center for students

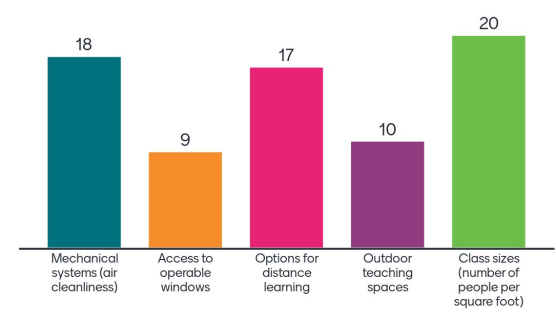


On average, how much time do you spend on campus?



24

In returning to campus, in what area(s) do you think the students are/will be most concerned? You may choose more than one.



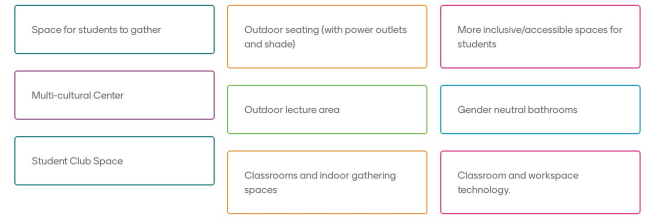
24

What spaces/functions on campus are currently most successful? You may choose more than one.



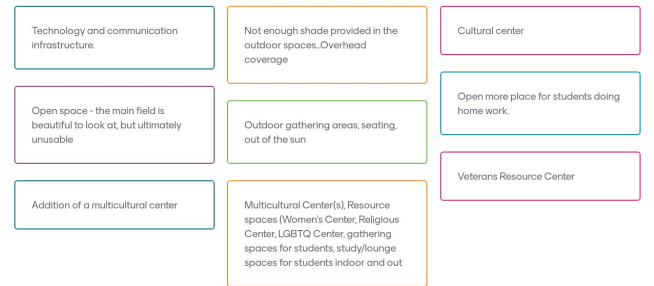
21

In what campus planning improvements do you place the highest priority (i.e. landscaping, facilities, new construction, open space, etc.)?



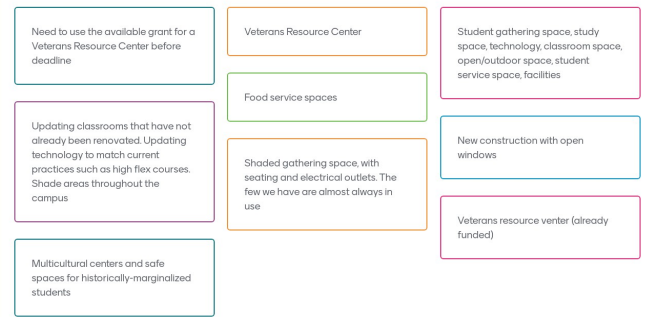
53

In what campus planning improvements do you place the highest priority (i.e. landscaping, facilities, new construction, open space, etc.)?



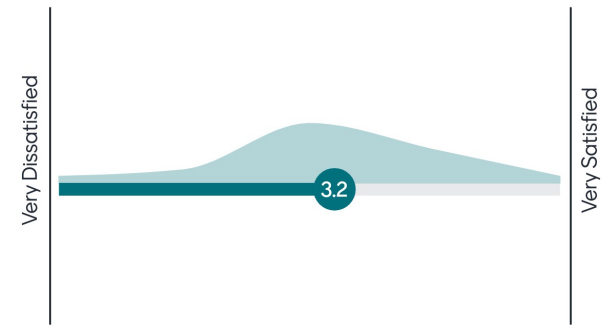
53

In what campus planning improvements do you place the highest priority (i.e. landscaping, facilities, new construction, open space, etc.)?

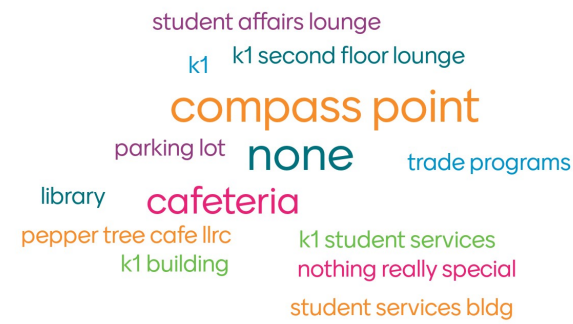


53

On a scale of 1 to 5 (1 being very dissatisfied), how satisfied are you with the opportunity for an equitable student experience at Miramar College?



When visiting a campus, most people search for the "heart;" that place where everyone congregates. Where is this on campus?



How could the campus be improved to enhance student success? You may submit more than one response.



- Need to be a Veteran friendly campus: need Veteran Resource Center
- Shaded area for student to study.
- Add a student club area, multicultural center, Veterans Resource Center, to engage students and develop campus life.
- Create a welcoming and inviting student campus where students want to spend time on campus: student activity spaces, resources centers, additional study/lounge spaces, creative spaces, collaboration spaces
- Create outdoor lecture areas
- Regular dedicated budget for technology departments to refresh and improve student learning spaces.
- Resources to help students stay on campus - seating, after hours food options, etc
- Redesign compass point
- WiFi available throughout campus. Not sure if it already is.



How could the campus be improved to enhance student success? You may submit more than one response.



- Maybe shade over those cement seats
- More study spaces, indoor and outdoor
- Comfortable seating in gathering spaces.
- Improve visibility for the Welcome Center; location is not "welcoming"
- More out door area for student hand out and more technology for students use.
- Create a space for public events, could be used to showcase our programs and as rental income
- Artwork and other visually stimulating resources and areas to engage students
- Shade, seating, tables. There is some seating but little shade or tables.
- Military service members and their families need a gathering space, create Veterans Resource Center



In one or two words, what is Miramar College known for?



What building / space / area on campus do you feel best represents Miramar College? You may submit more than one response.



- k1- student services
- Fire Technology and EMT building
- Student services building
- Student services bldg
- K1 Student services
- K1-student service building
- Facilities
- K1
- Library/LLRC



What building / space / area on campus do you feel best represents Miramar College? You may submit more than one response.

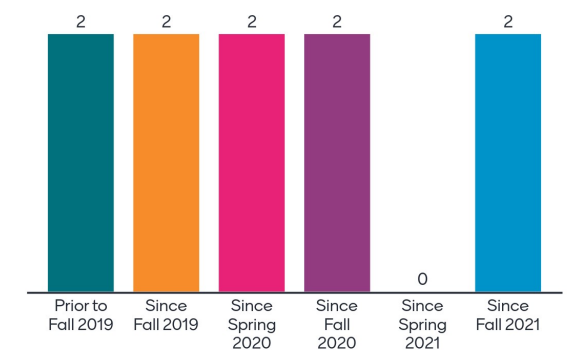


Student Services building	K1 Student Services Building	Library/LLRC
More cover space to protect from sun or rain		

10

ASSOCIATED STUDENT GOVERNMENT

How long have you been enrolled in classes at Miramar College?



10

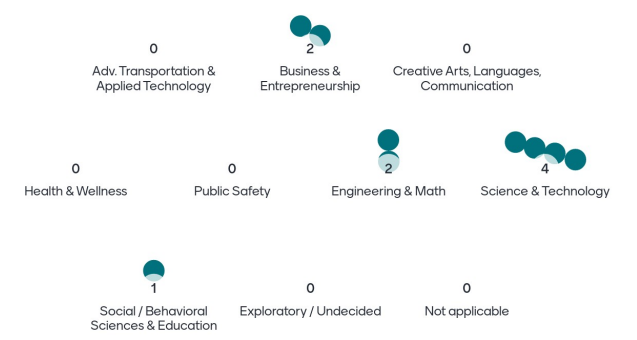
What are one or two goals you'd like this master plan to address?



Make students feel like they WANT to stay here and study, hang, congregate and grow	Strategic Goal 5	More covered outdoor spaces
Best Student Life Campus in San Diego!	Need to use approved funds for Veterans Resource Center before the deadline	Areas for students to want to stay and study and engage with other students
Equitable, inclusive, and anti-racist environment and a robust technology infrastructure/offers.	To be sustainable and equitable leaders in the community college space	I would like to see students come in, be welcomed, be comfortable, and ultimately leave here with actual life and job skills.

15

In which area of study does your major most closely identify with?



9

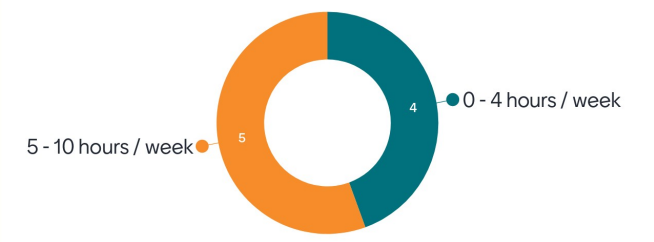
What are one or two goals you'd like this master plan to address?



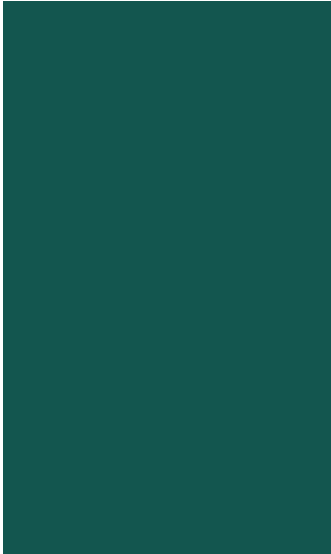
To be a military and veteran friendly campus, create VRC	We are actually proud of being known for having an EMT, Fire Tech, and Police Academy. To be able to teach those that will be beneficial to our community.	Create a cohesive feel to the campus yet inclusive by adding a variety of spaces (indoor or outdoor) that have different vibes.
To not feel like a "second choice" school. To offer a great education in a safe space	Room for hand out and game.	I want to scenic route to the mail room

15

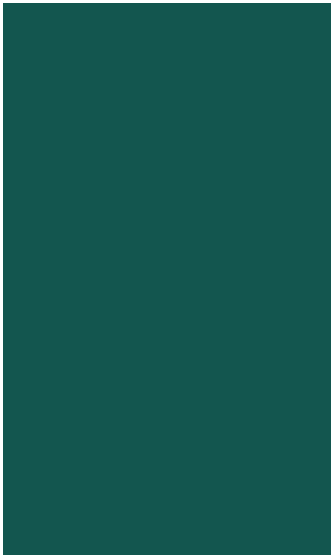
On average, how much time do you spend on campus per week?



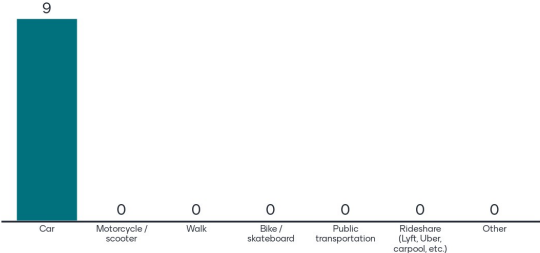
9



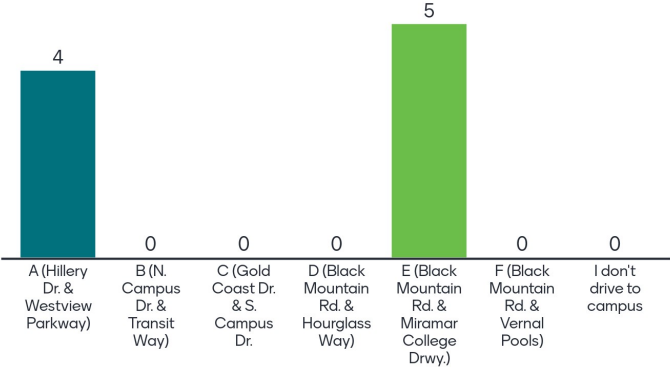
How far from campus do you live during the school year?



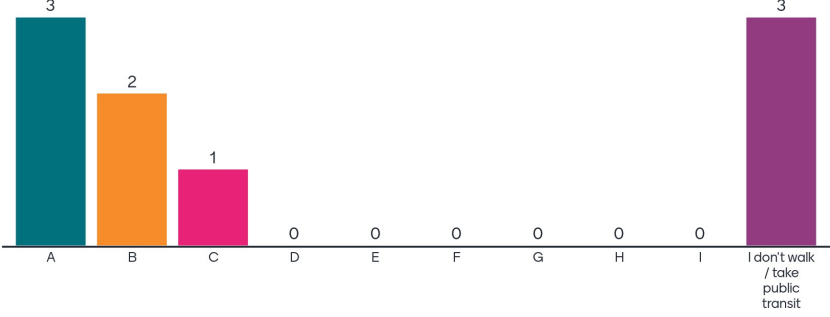
How do you travel to campus most often?



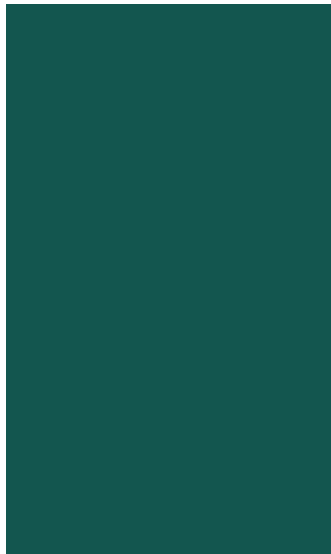
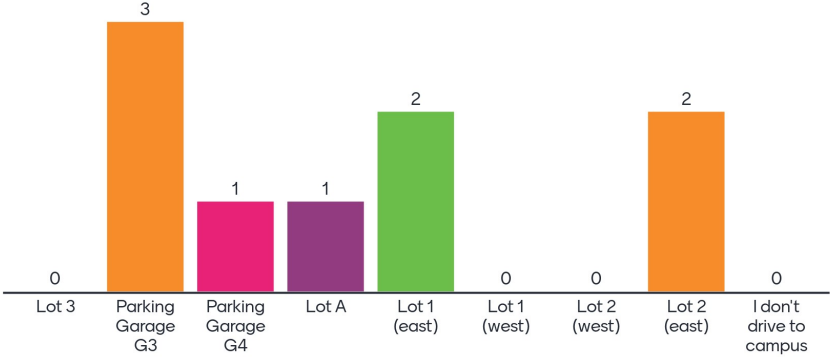
If you drive to campus, what street entrance do you use most often? (Click on the image to enlarge.)



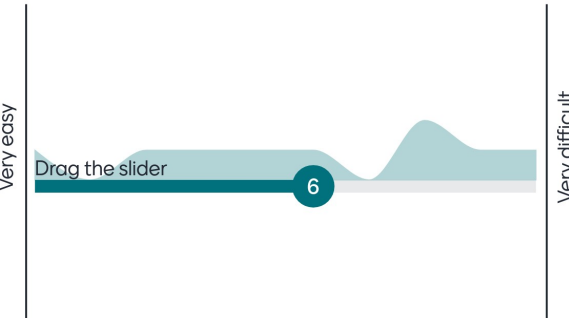
If you walk or take public transit, where do you typically enter campus? (Click on the image to enlarge.)



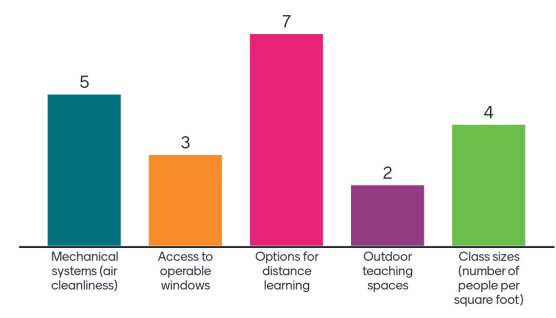
If you drive to campus, what parking lot do you typically park in? (Click on the image to enlarge.)



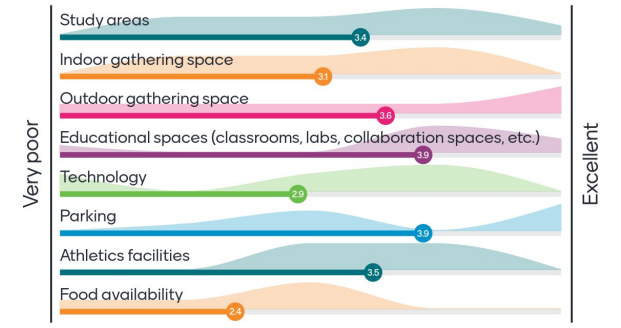
On a scale of 1 to 10 (1 being the easiest), how easy is it to understand directions and/or find your final destination when you arrive on campus?



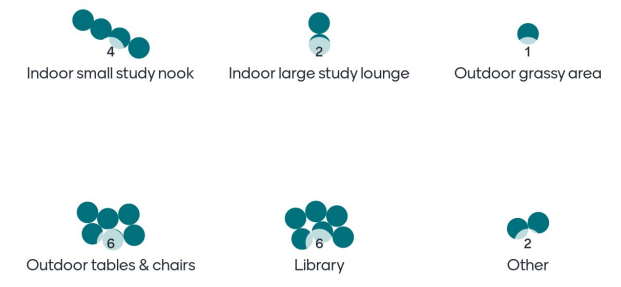
In returning to campus, in what area(s) are you most concerned?



Drag the sliding scale for each category to illustrate how well you think the following areas are performing.



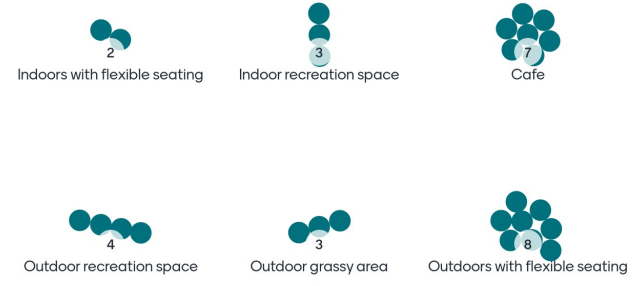
What types of areas do you/would you prefer to study in on campus?



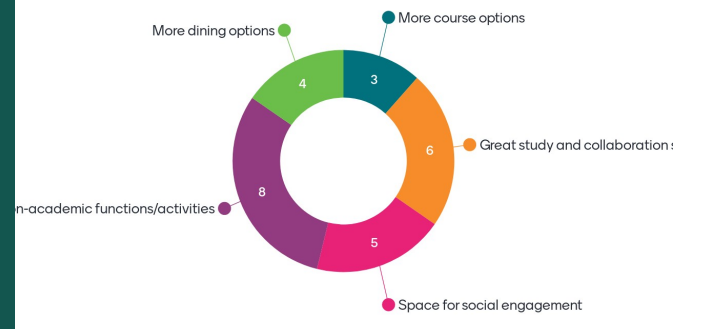
How could the campus be improved to enhance your success? You may submit more than one response.



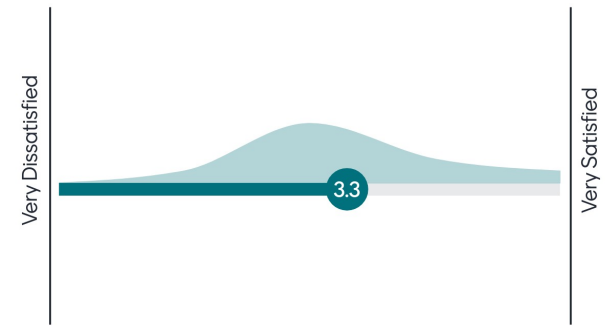
What types of areas do you/would you prefer to hang out in on campus?



What would keep you on campus longer?



On a scale of 1 to 5 (1 being very dissatisfied), how satisfied are you with the opportunity for an equitable student experience at Miramar College?



On a scale of 1 to 5 (5 being an essential priority), how would you prioritize your wants/needs of the campus?



Select three words that best describe the Miramar College of the future.




COMMON THEMES

Following a series of surveys and meetings with various stakeholders and focus groups in the planning process, Common Themes began to emerge and had a significant influence on the future campus plan for Miramar College. After the formation of the common themes illustrated below, focus groups with each individual School of Miramar College were held in order to gather data on their specific expectations for the future of Miramar. The Common Themes gathered through both processes were then combined and utilized for the Plan.

Common Themes from Surveys/Workshops



Diversity
Students, faculty, & staff all agree DEI needs to be prioritized (Multicultural Center).



Study Space
Students feel there should be more study spaces & should acknowledge social distancing.




Performing Arts Center
A performing arts center has the potential to serve as a college & community asset.



Welcome Center
The existing Welcome Center is hard to find; not many know it exists.

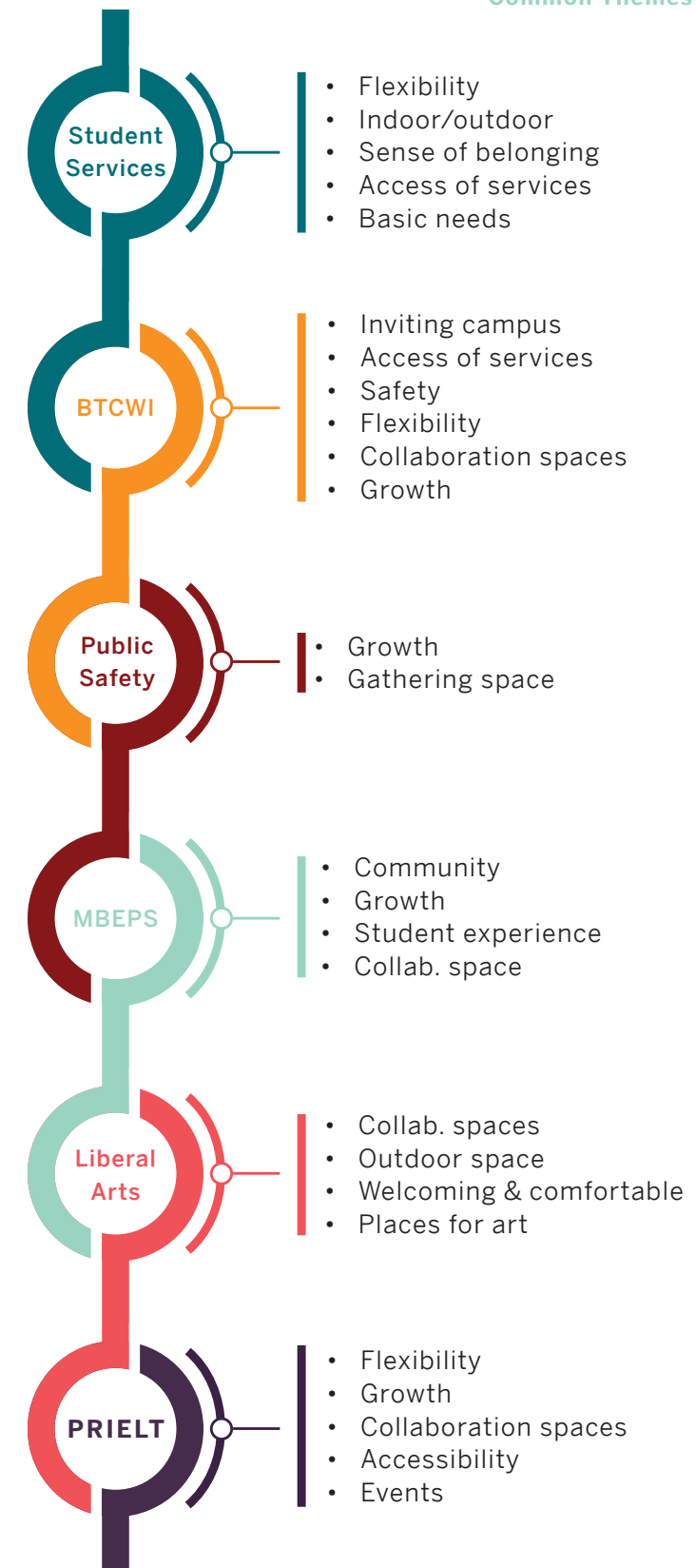


Space Needs
Athletics, child development, and aviation are continuing to grow



Usable Outdoor Space
Usable outdoor space with seating and shade is desired.

Common Themes from School Meetings

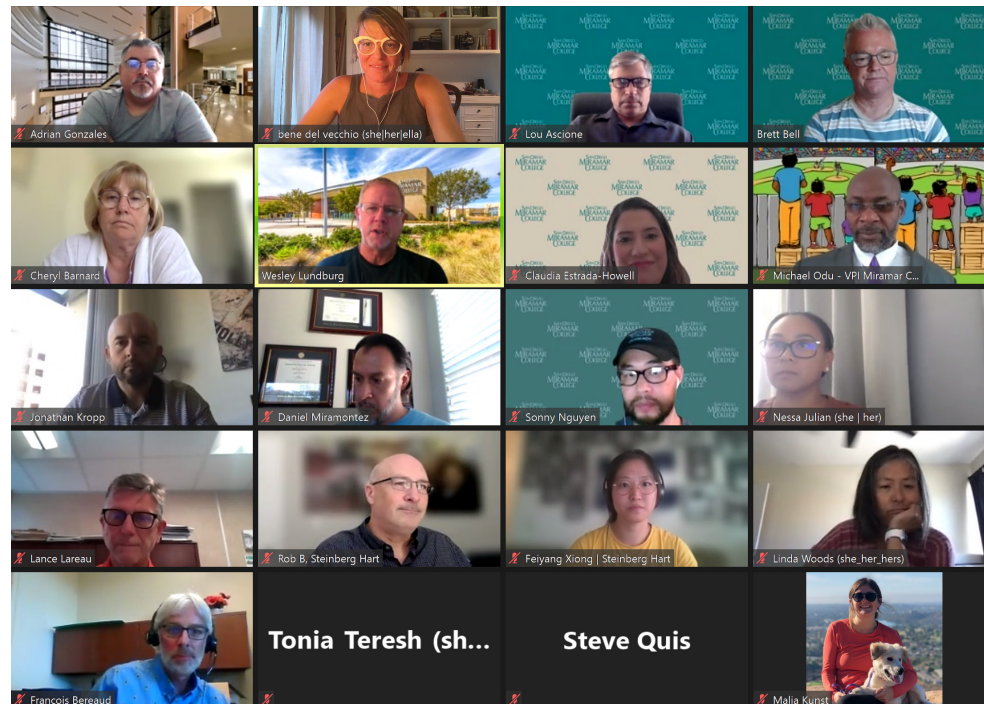


MEETING NOTES

Although meetings, workshops, and interviews were held with multiple groups on campus, meeting notes were taken by the campus planning team from the President's Cabinet meetings only. These meetings took place over the course of seven months on the dates listed below.

- President's Cabinet Meeting #1
July 19, 2021
- President's Cabinet Meeting #2
October 04, 2021
- President's Cabinet Meeting #3
November 08, 2021
- President's Cabinet Meeting #4
December 06, 2021
- President's Cabinet Meeting #5
January 24, 2022

The content of these meetings varies greatly and shows an overall summary of the process that occurred over the course of the planning collaboration effort with the college. The meeting notes on the following pages provide insight into what was presented at each of the five meetings with the President's Cabinet.



MEETING NOTES

MEETING SUBJECT	OBJECTIVE	
Miramar College FMP President's Cabinet Meeting #1	Kick-off to the Facilities Master Plan for the Miramar College campus, including introductions, engagement strategy, and visioning.	
LOCATION	DATE TIME	
Zoom Meeting	7/19/2021 10:30am – 11:30am	
MEETING ORGANIZER	NOTE TAKER	
Brett Bell, Miramar College	Sunny Palmer, Steinberg Hart	
ATTENDEES		
Brett Bell (BB), SDMC Cheryl Barnard (CB), SDMC Jesse Lopez (JL), SDMC Jonathan Kropp (JK), SDMC Linda Woods (LW), SDMC	Lou Ascione (LA), SDMC Malia Kunst (MK), SDMC Michael Odu (MO), SDMC Nessa Julian (NJ), SDMC Steve Quis (SQ), SDMC	Tonia Teresh (TT), SDMC Wesley Lundburg (WL), SDMC Benedetta Del Vecchio (BD), Steinberg Hart Rob Barthelman (RB), Steinberg Hart Sunny Palmer (SP), Steinberg Hart

I. INTRODUCTIONS

A. Steinberg Hart

1. The planning team and Steinberg Hart's planning work was introduced.
 - i. Rob Barthelman, Principal/Planner
 - ii. Bene Del Vecchio, Planning Director
 - iii. Sunny Palmer, Project Designer
 - iv. Michael Miller, Principal / Design Director
 - v. Suniya Malhotra, Ed Plan Analyst

B. The Miramar campus will be looked at from an aerial perspective; the floor plans of every single room and building will not be planned through this Facilities Master Plan. Space utilization, facilities conditions, technology systems, etc. will be studied campus wide.

1. The task
 - i. Understand the students' and community's needs (understand the "why," not just the "what").
 - ii. Translate the strategic and educational plans into a physical master plan.
 - iii. Support the need for flexibility.
 - iv. Provide a master plan that enables day-to-day decisions to be made easily, based on the framework of the plan.
 - v. Maximize state funding.

II. PROCESS & TIMELINE

- A. The development of the FMP will consist of a 4-step process (Information Discovery, Outreach & Analysis, Options & Recommendations, & Master Plan / Documentation).

1. The project is in the Information Discovery phase.
 2. Analysis will be done and will include outreach to various campus groups (Academic Senate, Classified Senate, Facilities Committee, Board of Trustees, President's Cabinet, etc.) to gather information about how the campus is currently used.
 3. The next meetings will review campus analysis such as surveys, utilization, goals, campus mobility, etc.
 4. In November, master plan alternatives and implementation strategies will be reviewed, and in December it is anticipated that the final option will be reviewed. The final documentation of the report is aimed for board approval around March of 2022.
- B. Meetings with the President's Cabinet will likely occur about once a month.
- C. Levels of Engagement
1. Steinberg Hart to meet with Focus Groups to gather information, including visioning sessions to see how the campus is / is not working.
 2. Engagement with the community and students.
 - i. The group would like to pay special attention to shared governance groups and prioritize meeting with them early in the process.
 - ii. Steinberg Hart to revise focused groups to be "stakeholder groups" and will provide opportunities to have hybrid meetings, as suggested by the College.
 3. There was concern regarding the fact that many students have not experienced the campus due to Covid. How will those students who haven't spent a day in the life on campus give an idea of what is needed?
 - i. It was decided that the planning team will reach out to different groups in multiple ways, survey, all day on-campus meetings, etc.
 4. The Working Group consists of Lance Lareau, Brett Bell, Rob Barthelman (Steinberg Hart), Bene Del Vecchio (Steinberg Hart), and Sunny Palmer (Steinberg Hart).
- D. It was decided that this master plan should address the next 15 years, with benchmarks in between (at 7 years) aligning with the educational master plan.
- E. Stakeholders also need to include the law enforcement group / Sheriff Academy.

III. GOALS

- A. What are the goals that you'd (SDMC) like this plan to address?
1. See attached notes from Miro board Post-It notes.

IV. NEXT STEPS

- A. An overview of the remaining presentation slides was briefly reviewed as time ran out. The second half of the presentation will be presented at the next meeting.
1. It was discussed that this process needs to be contextualized for the rest of the groups. There should be an understanding that this is not funded.
 2. The group is willing to meet again prior to the next President's Cabinet meeting on August 16 to wrap the rest of the content up.

WHAT ARE THREE GOALS THAT YOU WOULD LIKE THIS PLAN TO ADDRESS?

In 15 years we have the Fine Arts Facilities	Maintain Balance CTE and traditional (transfer programs & liberal studies) Programs	Growing Athletics	Bring Students together- shared social space	bring aviation in center of campus	Alignment with all other plans. Plans should inform eachother	flexible spaces for future adaptation- easily adapt
Recital space for music	Enhancements in the science spaces	feeling home	Plan for sustainability	Student engagement- students don't use outside areas	integrate student life and academic	Only think about student life when you walk into student services building
CTE programs never make it to the center of campus	Facilities for visual and performing arts	Only have a student lounge and cafeteria right now which are both in K1	Every building should be a learning/living building	hang out space/informal interactions	outdoor diffusing light	Functionality for students
A permanent Public Safety Dean	Outdoor shaded spaces	Make use of the outdoor spaces and get people to hang out outside	Electrical & data ports in outdoor spaces	Forward thinking with guided paths	inviting outdoor and indoor seating areas are really needed (students often eat lunch and do homework in those cars) to build a sense of community	Build a sense of community

WHAT ARE THREE GOALS THAT YOU WOULD LIKE THIS PLAN TO ADDRESS?

Welcoming campus-not an office park look	forward thinking academic program specific gathering spaces	visual and Perf art fac, including art gallery and performance spaces	include public, interact with the community	Adjunct space	Shelter before class when it's cold and raining	more office space and include adjunct
guided pathways specific courtyards	attention to special population	Community center	Need space for students to perform and use; hard to find a space for this right now	Larger classrooms	Provide indoor space in addition to the outdoor	classroom to be converted to computer labs
cultural center-space dedicated	use outdoor spaces	Portions of the campus feel trade school oriented	Useable space for students and community	One additional large meeting room that does not have permanent seating	attention to athletic fields	artwork will make it more welcoming
Include spaces for more introverted students as well	Diverse social settings for groups and individuals	Athletics field that is not joint use			inviting community on campus-spaces for graduations.	engaging student for art work

MEETING NOTES

MEETING SUBJECT Miramar College FMP President's Cabinet Meeting #2	OBJECTIVE Review Planning Goals and adjust as needed, receive feedback on the site analysis, and discuss challenges and opportunities of the campus regarding the Facilities Master Plan.
LOCATION Zoom Meeting	DATE TIME 10/4/2021 11:00am – 12:30pm
MEETING ORGANIZER Brett Bell, Miramar College	NOTE TAKER Sunny Palmer, Steinberg Hart

ATTENDEES

Adrian Gonzales (AG), SDMC Brett Bell (BB), SDMC Cheryl Barnard (CB), SDMC Daniel Miramontez (DM), SDMC Francois Berbeaud (FB), SDMC Jesse Lopez (JL), SDMC Jonathan Kropp (JK), SDMC Linda Woods (LW), SDMC	Lou Ascione (LA), SDMC Malia Kunst (MK), SDMC Michael Odu (MO), SDMC Nessa Julian (NJ), SDMC Steve Quis (SQ), SDMC Sonny Nguyen (SN), SDMC Tonia Teresh (TT), SDMC Ania Armour (AA), Spurlock	Corianne Andrews (CA), Spurlock Leigh Kyle (LK), Spurlock Benedetta Del Vecchio (BD), Steinberg Hart Michael Miller (MM), Steinberg Hart Rob Barthelman (RB), Steinberg Hart Sunny Palmer (SP), Steinberg Hart
---	--	---

I. PROCESS & ENGAGEMENT

- A. Review of the engagement strategy, what groups have been met with (Facilities Health and Safety Committee, Academic Senate, Classified Senate, and Associated Student Government), and the project schedule.

II. WHAT WE'VE HEARD

- A. Surveys and meetings have occurred that have provided invaluable feedback to the planning process.
- B. Common themes were heard throughout these surveys/meetings and defined as:
 1. Study Space: Students feel there should be more study space and should acknowledge social distancing.
 2. Performing Arts Center: A performing arts center has the potential to not only serve as a college asset, but also a community one.
 3. Welcome Center: The existing welcome center is hidden and hard to find; not many know it exists.
 4. Usable Outdoor Space: Compass Point doesn't feel usable or accessible; outdoor seating with shade is desired.
 5. Space Needs: Athletics, Child Development, and Aviation are continuing to grow.
 6. Diversity: Students, faculty and staff all agree diversity, equity, and inclusion (DEI) needs to be prioritized (i.e. a multicultural center).

III. MASTER PLAN PRINCIPLES & PLANNING FOUNDATION

- A. The master plan goals, master plan principles, and planning foundation (Strategic and Educational Plans, Sustainability Plan) were reviewed.

IV. CONTEXT SETTING

- A. College demographics and enrollment numbers from the past ten years were reviewed.
- B. County demographics were also reviewed and included population, density, racial makeup, and college service areas.
 1. **Action Item: Steinberg Hart to separate out Latinx and Middle Eastern in the racial makeup diagram.**
 2. Steinberg Hart asked the question, "What brings the 49% of people to Miramar that are outside of the service area?"
 - i. Members of the President's Cabinet suggested the reasons include that city College is difficult to access, there are strong CTE programs offered, convenience (i.e. parking), environment (i.e. smaller classes), and likely most students are coming from the Palomar service area.
- C. The surrounding area of Miramar College was also studied and included research regarding land use, proposed and existing open space, community service space, new development, and bike facilities.
- D. At the campus context level, a review of building use, Facilities Condition Index (FCI), building age, and campus circulation was discussed.
 1. **Action Item: Steinberg Hart to check on FCI of R-buildings.**

V. LANDSCAPE ANALYSIS

- A. Topography
 1. The campus is quite level but has some grade change from the northeast corner to the southwest corner (mostly imperceptible) and has a more significant break starting around Athletics and going down to the Police Academy.
 - i. It was noted that the term "mesa" refers to a type of landform.
- B. Wayfinding
 1. There are three main access points that are located on the south, west, and east sides of the campus and each point punctures a denser cluster of buildings that are organized around Compass Point.
 - i. The gateways seem to be evenly distributed around the campus.
 2. The diagonal axis and north/south axis may be a challenge to integrate.
- C. Gathering Spaces
 1. Compass Point is the symbolic heart of campus but doesn't get used often (hot & not a lot of shade). There are staging challenges due to hardscape banding and grading.
 2. Community space, educational courtyards, and entry/transitional spaces were reviewed.
 - i. **Action Item: Spurlock to revise entry to LLRC.**
 3. South campus feels like an island because there isn't much gathering space nearby.
- D. Landscape Framework
 1. Highlight the corners of campus so that it's clear to visitors they've arrived and celebrate the vernal pools.

VI. CHALLENGES & OPPORTUNITIES

- A. Current challenges include the lack of usability of Compass Point, entrance from Miramar College Driveway into the I building, Utility Plant location, CDC traffic, and welcome center location.

- B. Opportunities include locating a new Performing Arts Center (PAC) and gateway plaza in Lot 2 and take advantage of the view to the vernal pools, shift the main drive of Miramar College Driveway to direct away from I building/Utility Plant.
 - 1. A new vehicular axis could open up an alternate location for a PAC in Lot 1.
 - 2. Opportunity for the I building to become a Welcome Center.
 - 3. Relocate CDC to southern edge of campus in order to alleviate the traffic to the center of campus.

VII. DISCUSSION

- A. The Welcome Center currently does not feel like an actual “center.” What do we mean by “center?”
 - 1. May serve as an entry point, but also engagement point – a place for people to interact with the college and includes more than just a welcome counter (i.e. club space, multicultural, etc.)
- B. The CDC proposed location seems to be far from the rest of campus. It is a childcare center, but also a lab center so it may need to be closer to the rest of campus.
 - 1. Most CDC students take classes in the S or M buildings and that’s a long walk from there to the proposed CDC location.
- C. The Aviation Facilities likely will work with the off-site location at Montgomery Field.
- D. The reconfiguration of the I building into a Welcome Center seemed to be well-received. The potential to connect a new building with the K building was discussed.
- E. The future of the Performing Arts Center was talked about (i.e. building size and program); to be discussed more at a future meeting.
 - 1. Concern with removing Lot 2 parking.
- F. The need for a STEM Center should be evaluated and included in the FMP as necessary.
- G. Bringing an awareness to the land that Miramar is situated on and providing some sort of statement that can be infused into the plan was discussed.

MEETING NOTES

MEETING SUBJECT	OBJECTIVE
Miramar College FMP President’s Cabinet Meeting #3	Summarize what’s been heard from SDMC thus far, review the space analysis data, and receive feedback on draft campus plan recommendations.
LOCATION	DATE TIME
Zoom Meeting	11/8/2021 9:00am – 10:30am
MEETING ORGANIZER	NOTE TAKER
Brett Bell, Miramar College	Sunny Palmer, Steinberg Hart

ATTENDEES

Adrian Gonzales (AG), SDMC	Lou Ascione (LA), SDMC	Corianne Andrews (CA), Spurlock
Brett Bell (BB), SDMC	Malia Kunst (MK), SDMC	Leigh Kyle (LK), Spurlock
Cheryl Barnard (CB), SDMC	Michael Odu (MO), SDMC	Benedetta Del Vecchio (BD), Steinberg Hart
Daniel Miramontez (DM), SDMC	Nessa Julian (NJ), SDMC	Rob Barthelman (RB), Steinberg Hart
Francois Berbeaud (FB), SDMC	Steve Quis (SQ), SDMC	Sunny Palmer (SP), Steinberg Hart
Jesse Lopez (JL), SDMC	Sonny Nguyen (SN), SDMC	
Jonathan Kropp (JK), SDMC	Tonia Teresh (TT), SDMC	
Linda Woods (LW), SDMC	Ania Armour (AA), Spurlock	

I. PROCESS & ENGAGEMENT

- A. Review of the engagement strategy, what groups have been met with (Facilities Health and Safety Committee, Academic Senate, Classified Senate, and Associated Student Government), and the project schedule.

II. WHAT WE’VE HEARD

- A. Surveys and meetings have occurred that have provided invaluable feedback to the planning process.
- B. Common themes that were previously heard throughout surveys and meetings included Study Space, Performing Arts Center, Welcome Center, Usable Outdoor Space, Space Needs, and Diversity.
- C. Following these meetings and surveys, workshops were held with the various schools of Miramar College and additional common themes were developed and where on campus these themes would best be defined. These themes included:
 - 1. Growth: best defined for Athletics, Child Development Center, Police, and STEM.
 - 2. Collaboration Spaces: best defined sprinkled all over campus, including space indoors and outdoors.
 - 3. Flexibility: best defined in the Child Development Center, Student Services, and Science
 - 4. Outdoor Space: best defined in space for Public Safety (Police Academy specifically) to use outdoor gathering areas nearby their facilities, making Compass Point more usable, and take advantage of the vernal pools on campus.
 - 5. Welcoming: best defined on the western edge of campus near Black Mountain Road.
 - 6. Access to Services: best defined with a new welcome center that is easier to find and accessible to students.

- D. Review of the Sustainability Workshop that was held on November 4, 2021.
 - 1. Four topics were discussed with participants.
 - i. Moving Towards Carbon Neutral Facilities
 - ii. Moving Towards Carbon Neutral Transportation
 - iii. Moving Towards Zero Waste Campus
 - iv. Advocating Social Equity and Climate Justice

III. DATA ANALYSIS

- A. Review of Space Measuring components such as assignable square feet (ASF), gross square feet (GSF), and Room Use Categories (Lecture, Lab, Office, Library, Instructional Media, & Other).
- B. Space Inventory explanation and example.

IV. MASTER PLAN GOALS

- A. The five goals of the master plan were reviewed (Complementary, Integrated, Agile, Beautiful, and Implementable).
- B. Challenges that are currently facing the existing campus were reviewed which include the arrival experience, thresholds, building conditions, core campus open space, athletics needs, and the vernal pools.

V. RECOMMENDATION OPTIONS

- A. Two alternate frameworks for the campus were proposed for discussion: "One Miramar" and "Reinforce the Core."
 - 1. One Miramar
 - i. Celebrates the sense of arrival with a westward expansion, provides a progression of public to private functions, and strengthens the connection to the south side of campus through building design.
 - 2. Reinforce the Core
 - i. Consolidates the campus core by concentrating development around it and allows for students to trickle into campus from the north entrance.
- B. Comments received for One Miramar
 - 1. Reinforces the idea of bringing in periphery into campus core.
 - 2. Westward expansion connection with community/schools across Black Mountain Road (lends itself to a more welcoming environment).
 - 3. Unwanted traffic at the public transit center – concern with that aspect near the proposed Child Development Center. The M building has unwanted visitors that are not a part of the campus. A Child Development Center in this location would require security.
 - i. The Child Development Center users like being at the center of campus but need more lab space. The outdoor space that currently exists cannot be reduced.
 - 4. Meetings with Exercise Science need to be held.
 - 5. The Performing Arts Center makes sense on the edge of campus for visitors with a pathway to the campus core for those interested but have also seen it tucked into campus well.
 - i. The Performing Arts Center as a complex (theater, art gallery, music, etc.); good location for the community.
 - ii. If the Performing Arts Center is just a PAC then it makes sense on the edge of campus, but a complex may have other needs.

- 6. There is an equal distance between the PAC, Welcome Center, and K building in this diagram. There may be an opportunity for linkage.
- 7. Welcome Center as a complex provides an introduction to student life and a hub of activity that's linked to Student Services.

C. Comments received for Reinforce the Core

- 1. Many people that come into campus from the north are looking for the Welcome Center. It may make sense having it at the north end.
 - i. The west side of campus is furthest from the freeway. The Welcome Center location depends on who we are welcoming (i.e. drivers come from the north end).
- 2. What buildings are being vacated?
- 3. The multicultural center should not be just a large open room and should not be located remotely on campus.
- 4. Maybe a welcome kiosk on the Hillery Drive side of campus instead of Black Mountain Road.
 - i. Caution of building out facilities that will require staffing.
- 5. Thoughtfulness of how users engage in the campus.
- 6. What is being presented to people entering campus from Black Mountain Road?

MEETING NOTES

MEETING SUBJECT	OBJECTIVE
Miramar College FMP President’s Cabinet Meeting #4	Review the process/status of the project, the space analysis data, and receive feedback on the draft recommendation.
LOCATION	DATE TIME
Zoom Meeting	12/6/2021 11:30am – 12:30pm
MEETING ORGANIZER	NOTE TAKER
Brett Bell, Miramar College	Sunny Palmer, Steinberg Hart

ATTENDEES

Adrian Gonzales (AG), SDMC Brett Bell (BB), SDMC Cheryl Barnard (CB), SDMC Daniel Miramontez (DM), SDMC Francois Berbeaud (FB), SDMC Jesse Lopez (JL), SDMC Jonathan Kropp (JK), SDMC Linda Woods (LW), SDMC	Lou Ascione (LA), SDMC Malia Kunst (MK), SDMC Michael Odu (MO), SDMC Nessa Julian (NJ), SDMC Steve Quis (SQ), SDMC Sonny Nguyen (SN), SDMC Tonia Teresh (TT), SDMC Wesley Lundburg (WL), SDMC	Ania Armour (AA), Spurlock Corianne Andrews (CA), Spurlock Leigh Kyle (LK), Spurlock Benedetta Del Vecchio (BD), Steinberg Hart Rob Barthelman (RB), Steinberg Hart Sunny Palmer (SP), Steinberg Hart
---	--	--

I. PROCESS & STATUS

- A. Two more President’s Cabinet meetings are likely to occur; one in January and another in February. The first draft of the Facilities Master Plan is scheduled to be distributed in March.

II. DATA ANALYSIS

- A. Based on the current and future capacity loads, there is additional square footage that should be built to accommodate the future space needs of the college.
 - 1. Classroom and Lab: ~18,423 ASF of additional space is needed based on capacity loads.
 - 2. Instructional Media: ~8,904 ASF of additional space is needed based on capacity loads.
- B. The total ASF required is 27,326 ASF (~37,000 GSF).

III. RECOMMENDATIONS

- A. The five goals of the master plan were reviewed (Complementary, Integrated, Agile, Beautiful, and Implementable).
- B. Three components/frameworks were used in developing the recommendations.
 - 1. Celebrate the sense of arrival
 - 2. Strengthen the southern connection
 - 3. Unify the pedestrian connections
- C. Buildings/areas that are proposed to be demolished include the English building (I), the Child Development Center (F-2), the Student Resource and Welcome Center (K-2), Lot A, a portion of Lot 2, and Lot 3.
 - 1. The Continuing Education building (A-1) is proposed to be demolished with a new one built in its place further south to allow for a new drop-off location serving the southern portion of campus.

- D. Six new buildings are being proposed.

- 1. Performing Arts Center
- 2. English/Gallery
- 3. Multicultural Center
- 4. Welcome Center
- 5. Child Development Center
- 6. Athletics Facility

- E. A STEM center is proposed to be located on the ground floor of the M building, and would be built by renovating existing classroom/s.

- F. The updated zoning and campus circulation were discussed in regard to the recommended campus plan.

- G. The landscape framework was reviewed and included a discussion of pedestrian nodes, gathering spaces (event/recreational, campus gathering, educational courtyards, and entry/transitional), as well as the tree types and general landscape diagram.

- H. Feedback received

- 1. Is there opportunity for a standalone STEM building to be built instead of a renovation in the M building?
 - i. For example, between S-5 and the M building.
- 2. Parking would be needed for the new Child Development Center.
 - i. Concern with access to the new center. The idea of locating it closer to the parking structure and proposed new drop-off is preferred.
 - ii. Temporary drop-off parking is needed.
- 3. Is there potential to combine the Welcome Center and the Multicultural Center into one building on the west side of the campus?
 - i. Keep Lot 3 by the M building.
- 4. Student health services should not be located in the new Welcome Center, or if they are, should have a separate entrance to avoid health concerns of contamination to other building users.

MEETING NOTES

MEETING SUBJECT	OBJECTIVE
Miramar College FMP President's Cabinet Meeting #5	Review the "final" recommendations of the Plan and talk about DEI incorporation into the final report.
LOCATION	DATE TIME
Zoom Meeting	1/24/2022 9:00am – 11:00am
MEETING ORGANIZER	NOTE TAKER
Brett Bell, Miramar College	Sunny Palmer, Steinberg Hart

ATTENDEES

Adrian Gonzales (AG), SDMC Brett Bell (BB), SDMC Cheryl Barnard (CB), SDMC Daniel Miramontez (DM), SDMC Francois Berbeaud (FB), SDMC Jesse Lopez (JL), SDMC Linda Woods (LW), SDMC	Malia Kunst (MK), SDMC Michael Odu (MO), SDMC Nessa Julian (NJ), SDMC Steve Quis (SQ), SDMC Sonny Nguyen (SN), SDMC Tonia Teresh (TT), SDMC Wesley Lundburg (WL), SDMC	Ania Armour (AA), Spurlock Corianne Andrews (CA), Spurlock Leigh Kyle (LK), Spurlock Benedetta Del Vecchio (BD), Steinberg Hart Sunny Palmer (SP), Steinberg Hart
--	--	---

I. PROCESS & STATUS

- A. The first draft of the Facilities Master Plan report will start to be drafted in the coming weeks and is scheduled to be distributed in March.

II. DATA INFORMED

- A. Future space needs of the college include 36,535 ASF of Classroom/Lab space and 8,904 ASF of Instructional Media space.
 - 1. Total: 45,438 ASF; 61,341 GSF
- B. A portion of the utilization analysis done was reviewed. A more thorough analysis will be found in the report.
- C. The Common Themes established in previous meetings were reviewed:
 - 1. Diversity
 - 2. Collaboration Spaces
 - 3. Space Needs
 - 4. Usable Outdoor Space
 - 5. Welcoming
 - 6. Access to Services
- D. Sustainability Workshop topics were reviewed and included Carbon Neutral Buildings, Carbon Neutral Transportation, Zero Waste, and Social Justice & Equity.

III. PLANNING PRINCIPLES

- A. The Master Plan Goals and Big Ideas were reviewed, along with the Development Framework.

- 1. Master Plan Goals
 - a. Complementary, Integrated, Agile, Beautiful, and Implementable.
- 2. Big Ideas
 - a. Reimagine the arrival experience and foster a sense of place, support evolving program needs with adequate and flexible academic space, enhance and revitalize the core campus, create a hierarchy of open space and landscape to unify the campus, and reinforce the existing land use by strategically placing new infill projects.
- 3. Development Framework
 - a. Celebrate the Sense of Arrival, Strengthen the Southern Connection, and Unify Pedestrian Connections

IV. RECOMMENDATIONS

- A. An update to previous iterations of the plan were presented. Demolition still includes the I Building (English), F-2 Building (Child Development Center), and the K-2 Building (Student Resource and Welcome Center).
 - 1. The Athletics expansion building has been relocated to the southern edge of the precinct, serving as an anchor to Athletics.
 - 2. The Child Development Center parking and drop off has been revised.
 - 3. The STEM and Multicultural Center have been co-located at the north edge of campus across from the Transit Center.
 - a. Concern with this program combination arose and was discussed. The location/program mix will be reviewed further.
 - 4. Concern with the combination of Student Health and a Welcome Center was also discussed.
 - a. Mechanical systems being combined is something that should be considered, even if each program have different entrances.
 - b. Will Academic Senate offices be located here?
 - i. Potential to look at moving them into K-1, but are currently planned for the Welcome Center.
 - c. The Welcome Center should include Student Health in its title.
- B. A parking analysis of the existing and proposed was presented.
 - 1. The existing ratio is 1 parking stall for every 5 students and the proposed Plan manages to keep that ratio.
- C. Review of the vehicular and pedestrian networks.
- D. Description of the landscape character was reviewed and included open space strategies, along with a description of how the landscape framework ties into the Plan.

V. DIVERSITY, EQUITY, & INCLUSION

- A. A DEI Workshop was held to get an idea of what the College sees as issues and/or opportunities for diversity, equity, and inclusion on campus.
- B. See attached for an image of the virtual whiteboard document used to capture notes from the workshop.

IDENTIFY IT

Let's talk about the differences between INCLUSION and EXCLUSION. What are some ways that inclusion displays itself? What are some ways in which exclusion may be displayed?

INCLUSION					EXCLUSION				
providing necessary communication channels	Respecting diverse perspectives	welcome center is oriented to all students - HS and beyond	miramar is well-connected to community	student engage with campus community and multicultural concepts	classism	separate groups	identify groups	treatment of faculty vs. staff	implicit hierarchy
include students into decision making		Empowering equity-mindedness	students feel represented in campus marketing	students interact with those dissimilar to themselves	not knowing how to access a space	adjunct faculty need to have a say	inherently designed to serve high school students; what about others	how do students understand administration?	not connected
access to agenda setting	feel part of the system	students are invited in by others on campus - teachers, other students	make a human connection	listen to what students say	not being at the table	places for adult learners	<small>* Notes are sometimes confused with human worth - we need to practice that we need to dismantle that without starting with the functional realities of risks in an organization.</small>		
see themselves on campus				include students at the beginning	we on an island				
				all gender single-occupancy restroom	For career education students, we should consider a campus infrastructure to support our diverse adult learners and working adults.	These populations may have critical needs and prefer engagement during normal office hours. The campus inclusion for these populations can be achieved by creating personal labor and student social areas for our students to congregate.	Evening students need areas that are safe (security) (unattended) and offer services (e.g. virtual help and/or informational monitoring) to our evening student populations.	police department overlooking the buildings	feelings of surveillance
			feel part of the family	feeling welcome					being on the edge

DISMANTLE IT

Let's talk about it. Now that we've identified the common ways in which exclusion is exhibited, what are strategies we can implement to combat exclusionary practices?

how do we include HS students, and other students?	bring miramar into the community	activities on campus	unscheduled/informal moments	provide venues for student voices - and truly listen to them	seek to understand student motivations	let students' needs guide planning of new spaces			
spaces for students to feel welcome	extend to the community not just within the campus	invited in and start to engage by someone on campus	need to expose students to different opportunities						
active engagement	discuss multiculturalism	engage with their community	listening to the students will help design the space	make spaces comfortable for all students	serve students where they are				
if we miss co-location opportunities in this process, it might limit programming opportunities now.	That's why I mentioned peer mentoring linkages between Outreach and Multicultural Ctr. We will not have unlimited staffing resources.	all gender restrooms - urgent need!							
centralized outdoor space	is there also a symbolism to having multicultural center somewhat on the edge of campus even though we want to make that a lively entrance space?								
centralized indoor area									