

CERRO COSO COMMUNITY COLLEGE

facilities master plan

KERN COMMUNITY COLLEGE DISTRICT
CAMBRIDGE WEST PARTNERSHIP / HPI ARCHITECTS



CW/P



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Acknowledgements

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The list of appreciation includes many. To all who participated, please accept our sincere thanks and gratitude. We are particularly indebted to the following individuals who worked long and hard in this planning effort.

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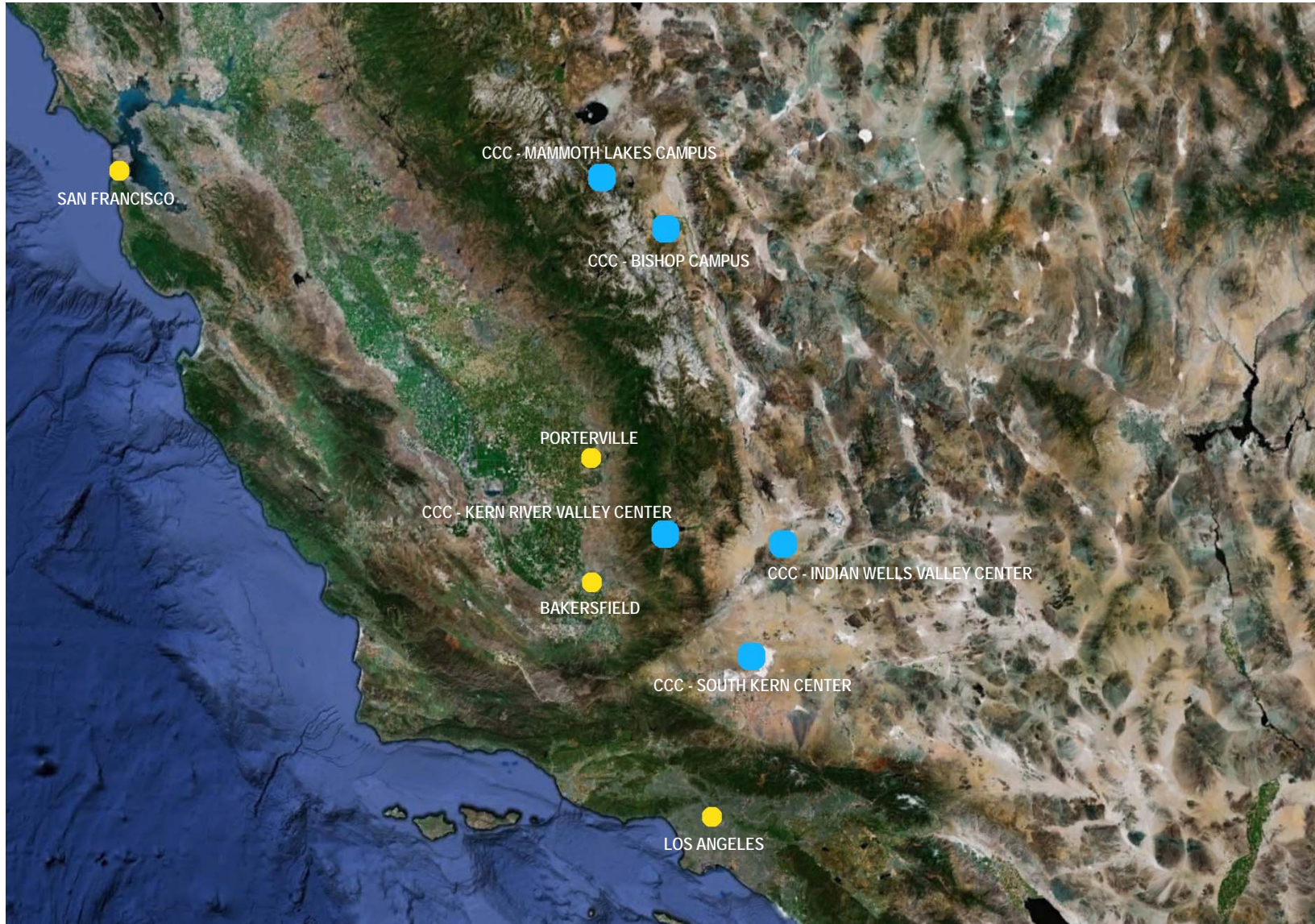
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Vicinity Map



LETTER FROM THE PRESIDENT



Dear Colleagues,

I am pleased to share with you Cerro Coso Community College's Facilities Master Plan for 2012-2025. This plan will guide the physical development of the college and efficient use of school facilities that allows programs and resources to be aligned in a way that most benefits the education of our students.

Cerro Coso Community College serves the largest geographic area of any community college in the state of California and with that comes great opportunities and challenges. In this era of less resources and declining budgets, the college remains committed to student success and developing programs that provide degrees, certifications, and skills that give our students a competitive edge in today's workplace.

Campus growth and development is a key factor to student success. The priorities established in this plan will serve to guide the district's decisions in developing aesthetically-pleasing campuses for Cerro Coso students. Our goal is to provide and maintain state-of-the art learning environments that attract and retain a diverse and talented student population and offers the highest caliber facilities in support of academic instruction, campus life, and community engagement in an environmentally responsible manner.

The Facilities Master Plan incorporates the college's mission, vision, values, and deep commitment to excellence in teaching, service to students, and the relationships we develop with the rural communities we serve. The plan addresses the changing distribution of educational interests, methods of delivery, and locations of programs and services and provides guidelines for future plans that will strengthen the college's position both geographically and culturally.

I would personally like to thank those members of the team who worked tirelessly on this valuable document that provides a clear, flexible framework for long- and short-term facilities planning and is responsive to the ever changing needs and conditions of our environment.

Jill Board
President



Cerro Coso College - Indian Wells Valley Campus

CERRO COSO COMMUNITY COLLEGE

Cerro Coso Community College (Cerro Coso or College) was established in 1973 as one of three colleges within the Kern Community College District. The College provides educational services to a population of about 85,000 distributed over a service area of over 18,000 square miles. It is the largest community college service area in California. Such a large area requires multiple physical sites in order to provide quality learning. Cerro Coso has met this requirement by offering instruction and services to approximately 7,400 students at six campuses, one of which is online.

The 350 acre Indian Wells Valley Campus (IWV), at Ridgecrest, California is located in the upper Mojave Desert, 160 miles northeast of Los Angeles and 120 east of the District Office in Bakersfield. It serves a population of about 28,000 - about half of the student population base of the College. It houses most of the College administration.

The Eastern Sierra College Center consists of outreach sites in both Bishop and Mammoth Lakes. It serves the communities of Inyo and Mono counties. The outreach site in Bishop is approximately 120 miles north of Ridgecrest; the outreach site in Mammoth Lakes is an additional 40 miles to the north. 45 miles west of the IWV campus, the Kern River Valley outreach site serves communities near Lake Isabella. The South Kern campus is seventy miles south of the IWV campus. It is located at Edwards Air Force Base. This center provides educational services to military and civilian personnel on the base and to the residents of nearby communities.

In an effort to respond to the needs of individuals who cannot attend classes at one of the College's five physical locations, the College established CC Online as a virtual campus. This program has been fully reviewed by the regional accrediting agency. It provides 32 online degree programs, 23 certificate programs, and over 160 courses distributed over 350 sections each year with complete online support services, including matriculation and textbook purchasing. The program was the first of its kind in California and has been recognized and imitated by many community colleges.

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Indian Wells Valley Campus - Transit Drop Off / South Edge Of The Academic Core

introduction to the facilities master plan

Overview

The Cerro Coso Community College Facilities Master Plan (“Facilities Master Plan” or “Plan”) is meant to provide a vision for the future. This vision includes addressing the needs for new construction, renovation or repurposing of facilities for reuse, and the development / redevelopment of core campus amenities.

The Facilities Master Plan was guided by the Educational Master Plan of the College. In this regard, it was created to support the future educational needs of the College, as defined via the program of instruction. The Plan process, therefore, included matching space needs to the curriculum, creating modern teaching, learning and support facilities that will attract students to the College, and providing, through a facility development program, the best opportunity for students to succeed in their educational mission.

The Facilities Master Plan targets the year 2025. The vision for the campus of the future, however, expands well beyond that time. This Plan should be considered as a starting point for redefining the campus for its next 50-year life cycle.

The priority of “student success” was given consideration throughout the Plan. This was achieved through the defined program of work, through the inclusion of student amenities and services, and through the conceptual programming of buildings and campus systems. Priority was also given to facilities that supported the core disciplines

/ programs associated with general / transfer education. Provisions for relevant career technical education facilities and facilities for basic skills were also taken into account in formulating the Facilities Master Plan.



Indian Wells Valley Campus - Pedestrian Entry / Bridge

introduction to the facilities master plan

Basis For And Context Of The Plan

GOALS

The Facilities Master Plan was created with two overarching goals. The Plan endeavors to:

1. Provide the optimal physical settings to support the academic mission of the College
2. Provide a blueprint for campus development and a resource for decision-making in the future
3. Address campus improvements that make the College more:
 - Functional
 - Attractive
 - User-Friendly for students
4. Provide a single, unified vision for facilities planning
5. Incorporate, through the Facilities Master Plan, the vision and goals established for the future by the College
4. Define needed site development enhancements and amenities
5. Make recommendations for the future

MISSION OF THE PLAN

The mission of the Facilities Master Plan was to:

1. Reflect the Educational Master Plan of the College
2. Articulate a building / facilities program that:
 - Addresses needed changes and amenities on the campus
 - Meets growth
 - Carries the College into the future

OUTCOMES

The Cerro Coso Community College Facilities Master Plan was targeted to achieve the following outcomes:

1. Link growth capacities of the program of instruction to space needs and physical capacities of the College
2. Identify a Building/ Facilities Program for the College
3. Create a road map for connecting the major campus support systems to the Building / Facilities Program

CONTEXT OF THE PLAN

The Plan was viewed through the windows of the College. It is through the College that a vibrant program of instruction emerges to serve a wide and varied student body. The program of instruction and the students served becomes the genesis for space, buildings, and the campus of the future. It is the starting point for the Facilities Master Plan.

introduction to the facilities master plan

Glossary of Terms

The glossary that follows includes the definition of the key words or terms used in the Facilities Master Plan. Where a word or term is referenced in sequence or repetition, parenthetical enclosures may also be used.

ASF: Shall mean “assignable square feet,” the measure of “usable” square feet associated with a given facility.

Building / Facilities Program or Program: Shall mean, unless otherwise referred to in a generic or titled reference, the proposed Building / Facilities Program for Cerro Coso Community College. It is meant to reflect the prioritization, timeline, scope of activity, and the cost of projects as derived from the program of work.

Campus Development Schedule / Phasing Plan: Shall mean, unless otherwise referred to in generic or titled reference, the prioritization or order of projects as they appear in the Building / Facilities Program.

Campus Systems or Core Site Amenities: Shall mean, unless otherwise referenced in a generic sense, the major systems that support the buildings. These include, but are not limited to, primary and secondary infrastructure, vehicle circulation and parking, pedestrian circulation, site amenities such as landscape and hardscape, open space, unique campus features.

Cap / Load: Shall mean the capacity-to-load ratio. For academic spaces, this term shall refer to the amount of weekly student hours generated in comparison to the amount lecture or laboratory space held by the College. For office, library and instructional media spaces, it shall mean the relationship between the amount of space allowed by the California Code of Regulations, Title 5 standards and the actual space holdings of the College.

Capital Outlay Budget Plan / (COBP): Shall mean, the state’s matching funds program that has been made available to community colleges for capital construction projects.

Center: Shall mean, unless otherwise referred to in a generic sense, the state recognized educational and / or administrative centers of the District.

College: Shall mean, unless otherwise referred to in a generic sense, Cerro Coso Community College.

District: Shall mean, unless otherwise referred to in a generic sense, the Kern County Community College District.

Eastern Sierra College Center (ESCC): Shall refer to the combined outreach site in Mammoth Lakes and Bishop, California

Effective Service Area: Shall refer to the actual geographic area that produces the vast majority of students at a given campus location. The effective service area is exclusive of geopolitical boundaries. It is a region that is defined in terms of a specific radius from the campus or via drive times to the campus.

Facilities Master Plan or Plan: Shall mean, unless otherwise referred to in a generic or titled reference, the Cerro Coso Community College Facilities Master Plan.

Foundation (MLF): Shall mean, unless otherwise referred to in a generic sense, the Mammoth Lakes Foundation.

FTEF: Shall mean “full-time equivalent faculty.”

FTES: Shall mean “full-time equivalent students.”

GSF: Shall mean “gross square feet,” the measure of total usable and non-usable square feet that defines a facility.

Indian Wells Valley Campus (IWW): Shall refer to the main campus of Cerro Coso Community College in Ridgecrest, California.

Outreach Site / Outreach Program: Shall

mean, unless otherwise referred to in a generic sense, an off-campus location or program that does not have status as a state approved center but is, nonetheless, a campus site of Cerro Coso Community College.

Southern Outreach Educational Center (SOEC): Shall refer to the combined outreach sites at Edwards Air Force Base, California City, and Kern River Valley / Lake Isabella, California.

Program of Work (POW): Shall mean the broader reference of the major components that comprise the Building / Facilities Program.

Space Inventory: Shall mean the Kern Community College District’s Report 17 ASF/OGSF Summary and the Capacities Summary document.

SPR: Shall mean “student participation rate,” the ratio of students attending a

District college per 1,000 residents. The SPR may be based on total population or on selected population segments, e.g. 18 years of age or older.

State: Shall mean, unless otherwise specified, the State Chancellor’s Office or the state guidelines for facilities as imposed by legislation.

Title 5: Shall mean the standards identified in the California Code of Regulations in Title 5, Chapter 8, Sections 57021 and 57022 and sections 57025 to 57030 that relate to room capacities and / or room utilization.

WSCH: Shall mean “weekly student contact hours.” All credit and non-credit hours including daily student contact hours (DSCH), positive attendance and independent studies – all of which are ultimately converted to the weekly student contact hours (WSCH).

introduction to the facilities master plan

Plan Formulation

COLLABORATIVE/OPEN PROCESS

The Facilities Master Plan was constructed with the participation of the College over the time period of November 2011 through May 2012. The activities included on-campus visits, facility assessments, meetings, presentations and input sessions. Two open forums were conducted over the months of March and April. The open forums provided opportunities for reaction to the Plan. The inputs received from these “give and take” sessions provided direction for a final concept plan. This collaborative process also provided a venue for developing and affirming the key planning assumptions upon which the Facilities Master Plan was constructed. The planning assumptions identified were critical in guiding the direction of the Plan. Throughout, the executive team of the college provided guidance, direction and support. The Plan was also reviewed by the administrative team of the District.

NEXUS WITH THE EDUCATIONAL MASTER PLAN

Cambridge West Partnership had the benefit of assisting Cerro Coso with the development of its Educational Master Plan. The data gleaned from the Educational Master Plan was used to direct and support the Facilities Master Plan. It included a scan of the external environment, student characteristics, program review data, opportunities for the future, the capacity for future growth, and the determination of future space needs.

PRIMARY ELEMENTS OF THE FACILITIES MASTER PLAN

Overall, the Facilities Master Plan was constructed around four primary elements. These are elaborated upon more fully in the narrative that follows. In summary form, they include:

1. Facilities Master Plan Introduction
2. The Foundation Elements of the Facilities Master Plan
3. The Campus Vision for the Future
4. Conclusions and Recommendations



Indian Wells Valley Campus - Entry

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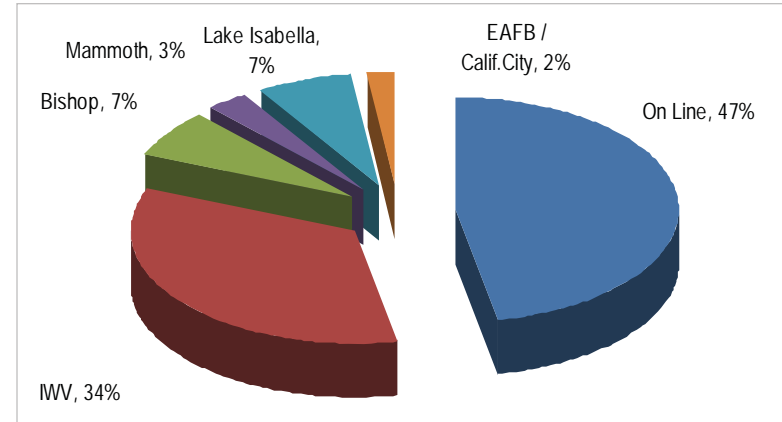
the foundation elements of the facilities master plan

The College In Context

Cerro Coso Community College is unique in the delivery of its academic program of instruction and, consequently, in the delivery of services that support instruction. The College serves a vast area of approximately 18,000 square miles; it has an extremely low population density per square mile. Where population bases have aggregated in small clusters, the College has established a presence. To serve the population base of these areas, the College has relied heavily on the provision of Distance Education. Cerro Coso is considered a pioneer and leader in this method of educational delivery. The Educational Master Plan for Cerro Coso was, therefore, unique in comparison to the other colleges of the District. This difference was reflected in the Facilities Master Plan.

DISTRIBUTION OF EDUCATIONAL PROGRAM

Fall term data from 2006 to 2011 reveals that the headcount for on-site students has primarily been derived from the five towns that host campuses. Headcount from these five towns accounts for 53% of the student body. Approximately 47% of enrolled students are from online classes.



Source: KCCD Research and Planning; analysis Cambridge West Partnership, LLC

Indian Wells Valley Campus

Cerro Coso is anchored by the Indian Wells Valley (IWV) campus in Ridgecrest. It is the flagship of Cerro Coso Community College. It offers a full range of academic programs and services. IWV serves an on-site student base of approximately 2,500 and an on-line student population of approximately 3,800. It accounts for 70% of on-site enrolled students. Based on the analysis conducted to define an “effective service area,” it serves a current-day population base of approximately 35,000.

Eastern Sierra College Center

The Eastern Sierra College Center is a state approved educational center. It consists of two separate outreach sites - Bishop and Mammoth Lakes. Both sites are small and serve large geographic areas. Bishop has a population base of 15,500. It produces 7% of the enrollment students at Cerro Coso – slightly more than 300 unduplicated students. The site at Mammoth Lakes is also small in size. Overall, it accounts for 3% of the total student body or approximately 230 unduplicated students. It serves a population base of approximately 9,200.

Southern Outreach Center

The Southern Kern Outreach Center consists of three sites, all of which are small in scope and serve population clusters based around towns or military bases. The Kern River Valley site in Lake Isabella presently accounts for approximately 430 unduplicated students and represents 7% of the enrolled students at Cerro Coso. It serves a current-day population of 14,300. The sites at Edwards Air Force Base and California City serve a growing population base that is within a 20-mile radius of California City. This service area is projected to reach over 42,000 by year 2015. It presently accounts for 2% of the enrolled students at Cerro Coso

the foundation elements of the facilities master plan

Guiding Elements From The Educational Master Plan

The Facilities Master Plan relied on and was guided by the findings in the Educational Master Plan of Cerro Coso Community College. Primary among those findings was the quantifiable data taken from 1) the characteristics of the College's effective service area, 2) the College's course and program reviews, 3) the capacity for future growth, and 4) the need for future space. It also incorporated the qualitative input derived from the College's strategic plan, the goals, and the educational vision for the future.

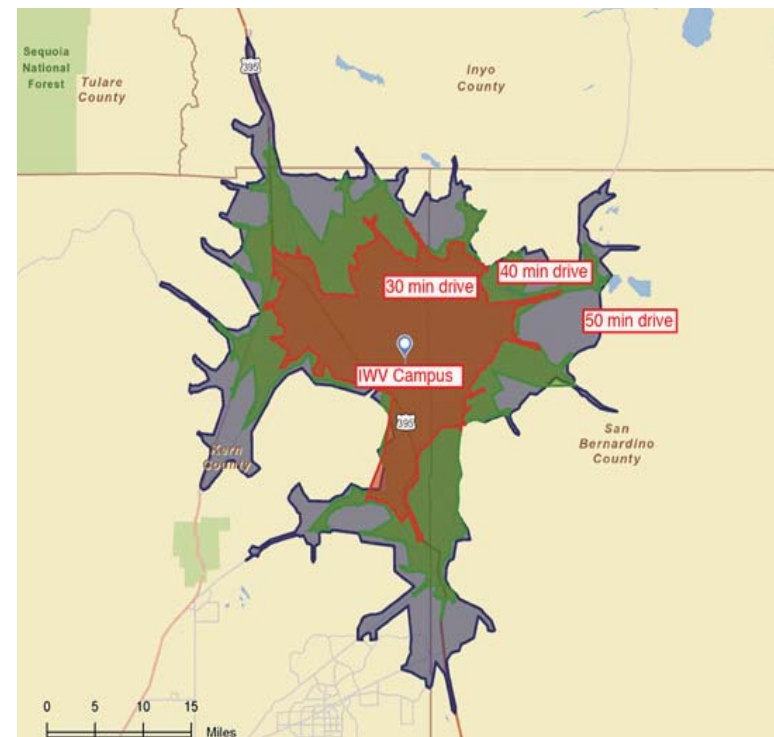
CHARACTERISTICS OF THE EFFECTIVE SERVICE AREAS

Indian Wells Valley (I WV) Campus

Based on an analysis of residential zip codes reported by enrolled students, the vast majority of students who attend the Indian Wells Valley Campus reside within a 50-minute drive time from the campus. This area comprises the effective service area of the I WV campus. The key characteristics of this area are noted below:

- On average, 80% of the students attending the I WV campus are from Ridgecrest zip codes
- The population base in the year 2000 was 33,903. It is projected to be 36,589 by 2015 and to reach approximately 38,000 by year 2025
- The effective service area is expected to grow at an annual rate of 0.35% as compared to the State annual growth rate of 0.70%

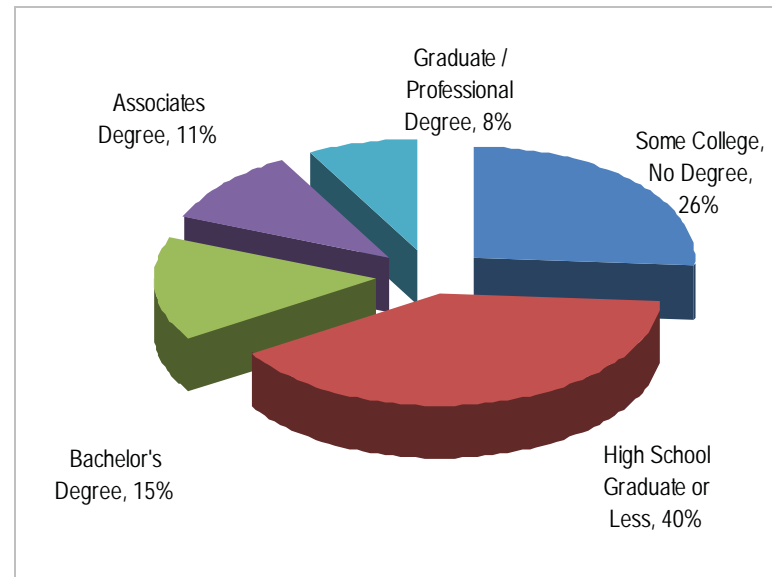
Indian Wells Valley Effective Service Area



Source: Environmental Systems Research Institute ESRI;
Analysis: Cambridge West Partnership / HPI Architects

- Residents of Hispanic descent are expected to comprise 25% of the population in the year 2015. From 2010 to 2015, this population segment is projected to increase by 5%
- Age segments 15 to 19 and 20 to 24 years of age are projected to decrease from 2010 to 2015 by -0.7%
- Age groups 65+ are forecast to increase their share of the population base and reach 16.5% overall by 2015
- Approximately 40% of the adult population is a high school graduate or less. Combined with residents who have some college, but do not have a degree, 66% of the population can be identified as candidates for postsecondary education

Indian Wells Valley Services Area Levels Of Educational Attainment



Source: ESRI Data Systems; Analysis Cambridge West Partnership

The Centers of Cerro Coso

The characteristics of the effective services areas of the Cerro Coso educational centers - Eastern Sierra College Center (ESCC) and the Southern Outreach Educational Center (SOEC) – are captured in the following profile snapshot:

Eastern Sierra College Center:

- The vast majority of students attending the Eastern Sierra College Center reside in the host towns (Bishop and Mammoth Lakes).
- Based on zip code analysis, the effective service areas are defined as being within a 45 minute drive-time of both campuses.
- Both sites have small population bases: Bishop is projected to reach 15,787 by 2015. Mammoth Lakes 9,172
- Annual average growth rates of the respective population bases is projected to be flat to declining in the future – Bishop at -0.51% and Mammoth Lakes at -0.35%
- The white alone race / ethnic segment comprises 80% or more of the population basis. The Hispanic population segment exhibits the fastest growth. The Native American population segment is 10% of the population base in Bishop.
- The population segment 25+ years with educational attainment ranging from high school diploma and less to some college but no degree, provides opportunities for both the Bishop (73%)

and Mammoth Lakes (45%) sites.

- The population base is becoming older, not younger.

Southern Outreach Educational Center:

- Most students attending the Southern Outreach Educational Center reside in the host town or site location (e.g. EAFB).
- Via zip code analysis, the effective service areas are defined as being within a 10-mile radius from the campus centers.
- Annual average population growth rates are approximately 1%
- The white alone race / ethnic segment is the most dominant. It ranges from 55% (South Kern) to 85% (KRV / Lake Isabella). The Southern Educational Outreach Center is projected to experience a rapidly growing Hispanic population through 2015.
- 80% to 85% of 25+ population segment has educational attainment of high school diploma and less to some college, but no degree. This segment could provide extended opportunities for greater enrollments downrange.
- Age segments 15 to 19 years and 20 to 24 (prime college-going age) show a decline over the next five years and beyond.



Indian Wells Valley Campus - LRC

UNIT PLAN REVIEW

The College has recently instituted a detailed and well-organized plan for monitoring progress relative to achieving its educational mission and goals. The recent formation of an Institutional Effectiveness Committee underscores the College's commitment to educational excellence in this regard. The Committee will provide annual oversight for the process, beginning with unit plans at the discipline / program level and continuing through the annual reviews at the division and section levels.

In preparation for the upcoming accreditation site visit, complete program reviews will also be undertaken. This effort will rely on a combination of research data and the knowledge and insight of faculty, staff and administrators.

For the purposes of the Facilities Master Plan, the current unit plans were reviewed as to content. Considerations were given to those components that related to physical resources. The data from the unit plans provided both a snapshot in time as well as a projected vision for the future.

The accompanying table provides a content reference point for the annual unit plan review. The unit plans covered both the academic and support services programs of the College.

Annual Unit Planning Guide Data

Unit / Department Description <ul style="list-style-type: none">• Mission• Program Applicability• Partnerships• Distance Education
Planning <ul style="list-style-type: none">• Review / Attainment of Previous Year's Goals• Review of Overall Department / Unit• Goals for Upcoming Year
Requested Resources <ul style="list-style-type: none">• New Classified Staffing• New Full-Time Faculty Staffing• Supplies• Non-Tech Equipment Needs• Tech Equipment Needs• Facilities Concerns / Needs• Travel• Marketing• Other
Current Student Learning Outcomes Assessment Data
Current Student Performance Data

Source: Cerro Coso Community College Annual Unit Planning Plan Template

PROJECTIONS FOR FUTURE GROWTH

The growth determinants for Cerro Coso Community College relied on the demographic characteristics of the effective services, opportunities to meet educational need and demand, and the region's high school graduation rates. Additionally evaluated in the forecast for growth were the following:

- Past historical trends for headcount and weekly student contact hours (WSCH)
- Strength of the current program of instruction
- The economic vitality of the region and the ability of the area to generate new employment
- The proximity to major transportation infrastructure

Non-quantifiable/intangible factors, included:

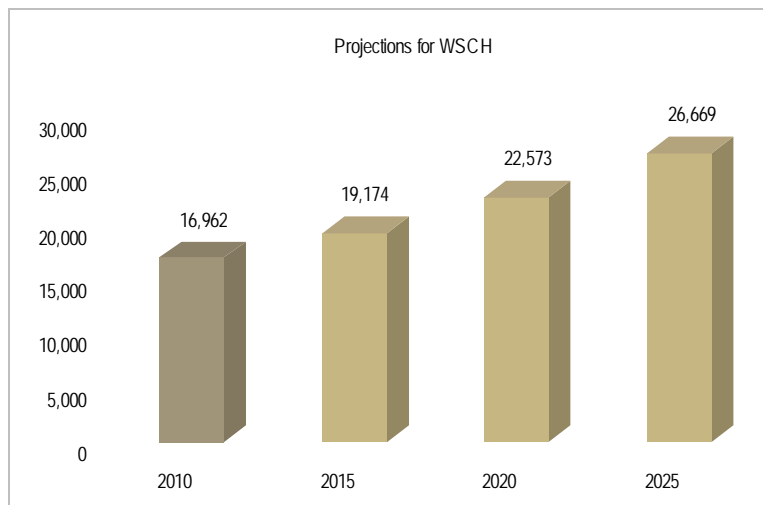
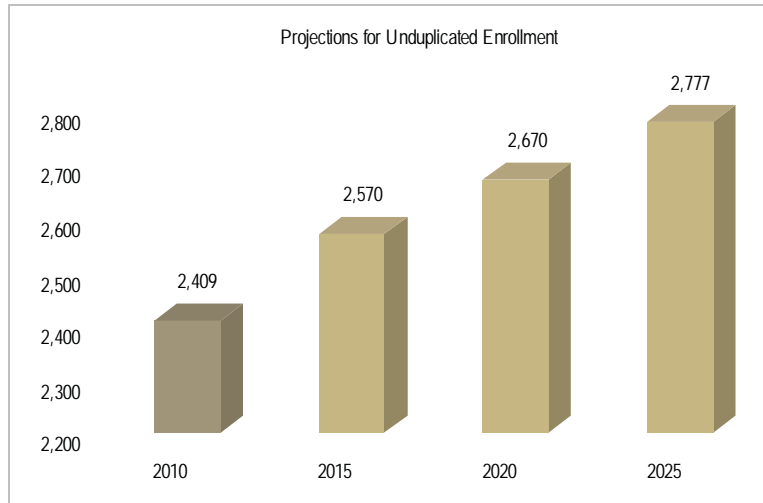
- Past reputation
- Strength of the educational mission
- Ability to achieve the educational mission
- Capacity to compete in the educational marketplace

IWV Campus:

The main campus of Indian Wells Valley was determined to have the capacity to grow at a sustained annual average rate of 1.02% for site-based only, unduplicated headcount and 3.83% for WSCH through the year 2025. The translation of this projected growth, in terms of absolute values, is noted in the accompanying charts.

It should be noted that Distance Education, with a current-day enrollment of 3,888 students, is projected to add another 5,020 students by 2025 and reflect an annual average growth of 1.94%. Distance Education students are also projected to generate another 30,309 WSCH and carry an annual average growth rate of 1.96%. Because the space needs for Distance Education are limited, they are not accounted for in the site-based needs for space. They do, however, provide a more expansive perspective of the size and scope of the Indian Wells Valley Campus.

Cerro Coso Indian Wells Valley Site-Based Only Growth Projections



Source: Cambridge West Partnership Projections for 2025



Eastern Sierra College: Mammoth Center

The Centers of Cerro Coso

The centers of Cerro Coso Community College have experienced downturns in both headcount and WSCH over the past few years. However, based on the criteria used to determine growth capacities, both centers have the capacity to rebound and grow beyond the high point levels previously achieved.

Using the benchmark year of 2010 as a starting point, Eastern Sierra College Center (campus sites of Bishop and Mammoth Lakes) shows the potential to increase enrolled students by more than 400 through year 2025. In terms of WSCH generation, there is the potential to add approximately 2,200.

The Southern Outreach Educational Center (campus sites of Edwards Air Force Base, California City and Kern River Valley / Lake Isabella) has the capacity to add more than 320 students, with a projection of added WSCH close to 2,000.

The accompanying charts depict the growth projected for weekly student contact hours for the two centers. The growth capacities projection used five-year growth intervals to depict growth over time.

Summary

Based on the service areas, Cerro Coso Community College has the capacity to achieve average annual growth of 2.03% for headcount and 2.76% for WSCH through the year 2025

Eastern Sierra College Center



Southern Outreach Educational Center



Source: Cambridge West Partnership Projections for 2025

TITLE 5 PERSPECTIVE FOR FUTURE SPACE NEEDS

The space requirements identified via the Educational Master Plan were a key building block in the foundation of the Facilities Master Plan. In this initial view, space needs were addressed via the relationship of the College's current space holdings to the State's Title 5 standards and guidelines.

The Title 5 standards are the quantifiable measure used to determine space needs for the state monitored categories of lecture, laboratory, office, library/learning resources and instructional media. For academic space (lecture and laboratory), the standards are derived from the number of weekly student contact hours (WSCH) produced via the program of instruction. For office space, the standard of full-time equivalent faculty (FTEF) is used as measure against a predetermined square footage value. Library and instructional media space are determined via a formula based on day-graded enrollments. The state also has guidelines for indirect, non-academic space that supports these five space categories. These, however, are not monitored and, therefore, less binding.

While the Title 5 measure does not transfer directly into buildings and facilities, it provides the initial assessment as to space needs / deficiencies from the state's perspective.

The accompanying table provides insight as to Title 5 perspective for the Indian Wells Valley campus. The qualifications for space for the IWV campus are noted in the table to the right.

Cerro Coso Community College – Indian Wells Valley Campus

Category	Description	Current Space	2025 Space Title 5 Qual
0	Inactive	20,120	0
100	Classroom	7,174	1,866
210-230	Laboratory	17,732	2,890
235-255	Non Class Laboratory	0	264
300	Office/Conference	11,318	0
400	Library	17,690	0
510-515	Armory/Armory Service	0	0
520-525	Phys Ed (Indoor)	24,552	0
530-535	(AV/TV)	4,057	1,067
540-555	Clinic/Demonstration	6,643	0
580	Greenhouse	0	0
590	Other	0	0
610-625	Assembly/Exhibition	3,880	0
630-635	Food Service	3,640	0
650-655	Lounge/Lounge Service	2,730	0
660-665	Merchandizing	144	2,286
670-690	Meeting /Recreation	588	337
710-715	Data Processing/Comp	0	650
720-770	Physical Plant	18,849	0
800	Health Services	0	680
Totals		139,117	10,040

Source: Kern Community College District Report 17 ASF/OGSF Summary and Capacities Summary for Cerro Coso Community College as of January 2012; Title 5, Chapter 8, California Code of Regulations; Cambridge West Partnership 2025 projections for space

The Centers of Cerro Coso

Based on the growth projections for WSCH, the Centers of Cerro Coso Community College do not demonstrate a need for new, additional space through year 2025. The current space allocated should be adequate to meet the needs of the future. Some of the current space, however, may need to be repurposed or even relocated to better serve the needs of students.

the foundation elements of the facilities master plan

Campus Assessment - Indian Wells Valley Campus

OVERVIEW





The Indian Wells Valley campus, located in Ridgecrest, is situated on a dramatic site overlooking the Sierra Nevada, Coso, Panamint, and Argus mountain ranges. The campus includes approximately 350 acres leased from the Bureau of Land Management. Located south of the town of Ridgecrest at an elevation of 2,800 feet, the campus sits as an “oasis on the hill”, aesthetically emphasizing the rugged beauty of the upper Mojave Desert.

Access to the Campus is via College Heights Boulevard. The academic core of the campus is situated east of this access road. The original three story, 72,000 square feet multi-disciplinary building constructed in 1973 (1) anchors the academic core. Subsequent additions to the core include a two story classroom building (3), a classroom, office and occupational lab building (2), and a Learning Resources Center (8) completed in 2004.

Athletic facilities, including a Physical Education Center (7) completed in 1991, related courts and athletic fields (4), and a Child Development Center (6) constructed in 1990 are situated west of College Heights Boulevard.

The maintenance and operations (M&O) complex (5) is situated east of the academic core.

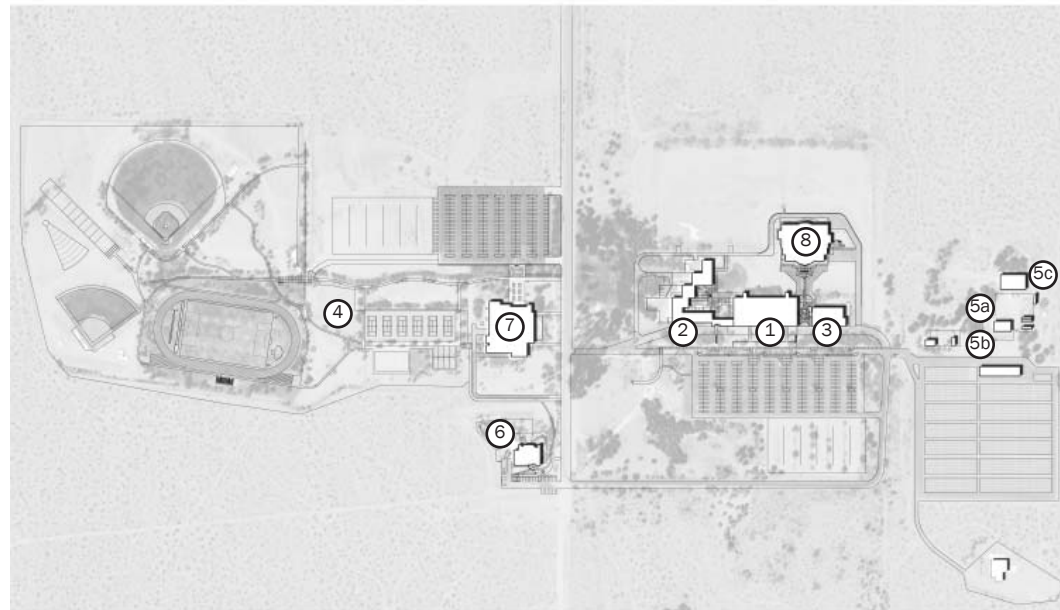
An Astronomical Observatory (10) and Solar Photovoltaic Field (9) are located south of the M&O complex.

-  Academic Core
-  Athletic Facilities
-  Child Development Center
-  M&O Complex
- ① Main (Multi-Diciplinary) Building
- ② West Classroom Building (Occupational Labs)
- ③ East Classroom Building
- ④ Athletic Facilities / Fields
- ⑤ Maintenance & Operations Complex (M&O)
- ⑥ Child Care Center
- ⑦ Physical Education Center / Gym
- ⑧ Learning Resource Center
- ⑨ Solar Photovoltaic Field
- ⑩ Astronomical Observatory



AGE & CONDITION OF CAMPUS FACILITIES

The age and condition of campus facilities varies. Facilities Condition Index (FCI) values are not available from Fusion however the following table summarizes the planning teams understanding of existing facilities :



Bldg # / Name	Date A	SF	Status / Needs
1 Main (Multi Disciplinary) Bldg	1973	42,697	Renovation
<p>The 3rd floor was recently renovated to provide Science Labs (23,000 asf). Portions of the 1st and 2nd floors are currently scheduled for renovation to consolidate Student Service functions and address administrative office needs. The relocation of the former Library to the new LRC resulted in 9,000 ASF of inactive space. Additional inactive space includes 5,000 ASF. Renovation should focus on "internal zoning"/redistribution of space to improve function and efficiency.</p>			
2 Occupational Labs (West Classroom Building)	1984	16,263	Renovate/Reuse
<p>Renovation of the Fine Arts programs (4,000 asf) housed in the northern portion of the building was recently completed. Expansion space is available in the southern half of this building however there are no defined uses for this space. The Vocational programs currently housed in the building are currently undersubscribed for students (versus space) - i.e. space needs to 2025 do not call for additional space. Portions of the Bldg could serve as a solution for needed General Purpose Academic space through the year 2025.</p>			
3 East Classroom Bldg	1989	6,000	Not Addressed / NA
<p>Not considered as a need for renovation at this time. It should be kept current with scheduled maintenance and general / normal upgrading</p>			
5a Maintenance Bldg	1981	3,119	Renovation
<p>Basic renovation and upgrading over time</p>			
5b Maintenance/Operations	1969	1,584	Renovation
<p>Renovation or replacement should be considered - this is the oldest bldg on the campus and contains shop/shop service space</p>			
5c Maintenance Storage	1988	5,910	Not Addressed / NA
<p>Not considered as a need for renovation at this time. It should be kept current with scheduled maintenance and general / normal upgrading</p>			
6 Child Develop Center	1990	7,964	Not Addressed / NA
<p>Space is 1990 vintage and was overbuilt for the number of students served by the program. It is not addressed in the Master Plan period. It should be kept current with scheduled maintenance and general/normal upgrading.</p>			
7 & 4 Physical Education Center / Athletic Facilities	1973	26,326	Not Addressed / NA
<p>Not considered as a need for renovation at this time. It should be kept current with scheduled maintenance and general / normal upgrading</p>			

VEHICULAR ACCESS, CIRCULATION & PARKING

Vehicular Access and Parking

All vehicular access to the College is from College Heights Boulevard which separates the academic core of the Campus east of College Heights Boulevard, from the athletic facilities to the west.

College Heights Boulevard is an improved public roadway which extends south from Ridgecrest to the College and continues south of the College as a dirt road. The road edges in the vicinity of the College are unimproved which lends an appropriate rural character. Recent discussions initiated by CalTrans (the jurisdictional agency responsible for the road) include the prospect of widening the road and improving the edges (sidewalk, gutter, etc.). From the planning team's perspective, the College would be better served to retain the existing character. It not only helps to reduce speed, but also provides less of an urban feel to the campus.

The parking supporting the academic core is situated south of the academic buildings.

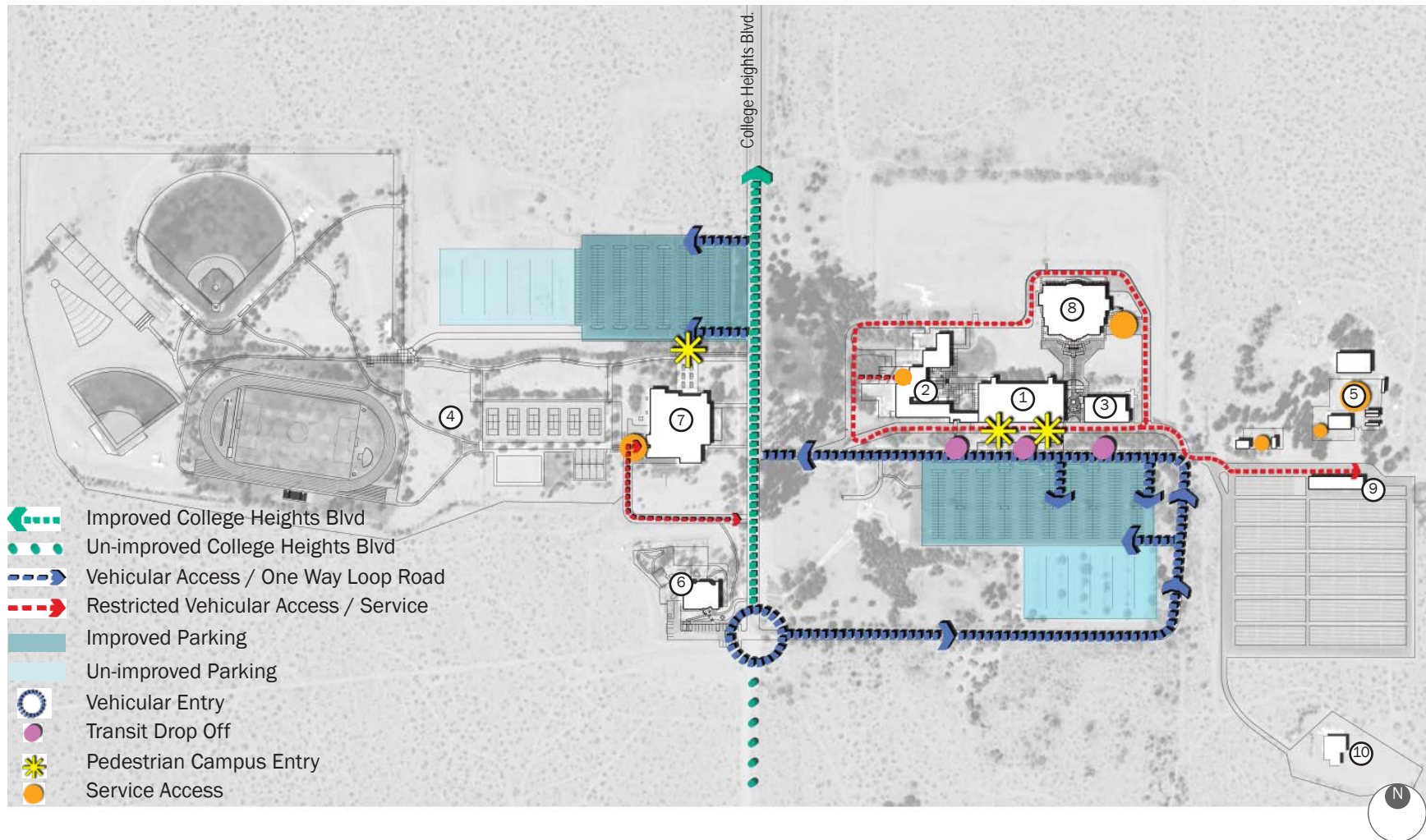
Access to this parking is from the south end of the improved portion of College Heights Boulevard. Onsite circulation consists of a one-way loop road which currently forces arriving vehicles to drive to the east end of the parking lot and then move west through the parking lot. The access road continues north along the east edge of the current parking, then turns west along the north edge of the parking to complete a one-way loop back to College Heights Boulevard. The north edge of this loop road is improved with landscaping, bus shelters, and separated drop-off zones to support and provide convenient student and public transit drop-off.

Improved parking supporting the athletic facilities is situated on the north side of the Physical Education Building (7) with direct access from College Heights Boulevard. Additional unimproved (dirt lot) parking extends west from the improved lot to support the adjoining baseball, track & field facilities.

Service Access

Vehicular service access to the solar fields (4) and maintenance and operations facilities (5) shares the public access road. A secondary service / emergency vehicle roadway parallels the loop road on the south edge of Buildings 1, 2 and 3. This service road is located at the grade / ground floor level of these buildings, approximately 15 feet below the public loop road. This space is visually and physically uninviting.

An additional service / emergency vehicle road extends north from the public loop road to service the Occupational Labs and Fine Arts facilities (2) and then east and around the north end of the new LRC (8). In some locations this road is narrow and does not meet current / recommended emergency vehicle requirements.



PEDESTRIAN CIRCULATION

As a result of campus growth over time and significant grade differences between parking and facilities, the campus lacks, both physically and visually, convenient, welcoming, access compliant pedestrian gateways to the core of the campus.

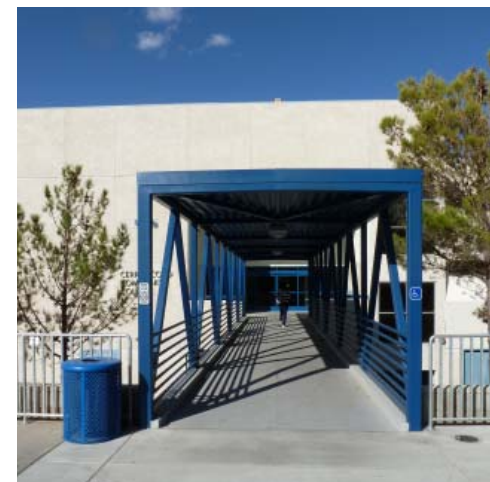
The parking and student drop-off south of the core are situated at approximately the same elevation as the second floors of Buildings 1 and 3. The primary public / student access to the College from the adjacent parking is limited to two bridges leading to the second floor hallway of Building 1. These points of public and student arrival are neither welcoming nor convenient. To access the exterior open space situated on the north side of Buildings 1 and 3, to access the ground floor of Building 2, or to access the LRC (8), students are forced to move through Building 1 and descend via stairs or elevators which lack direct visual or physical connection to their destinations. The second floor of Building 3, which lacks an elevator, can

only be accessed via a bridge extending east from the second floor Building 1 corridor. In short, convenience of access and clarity of wayfinding for students and the general public is problematic.

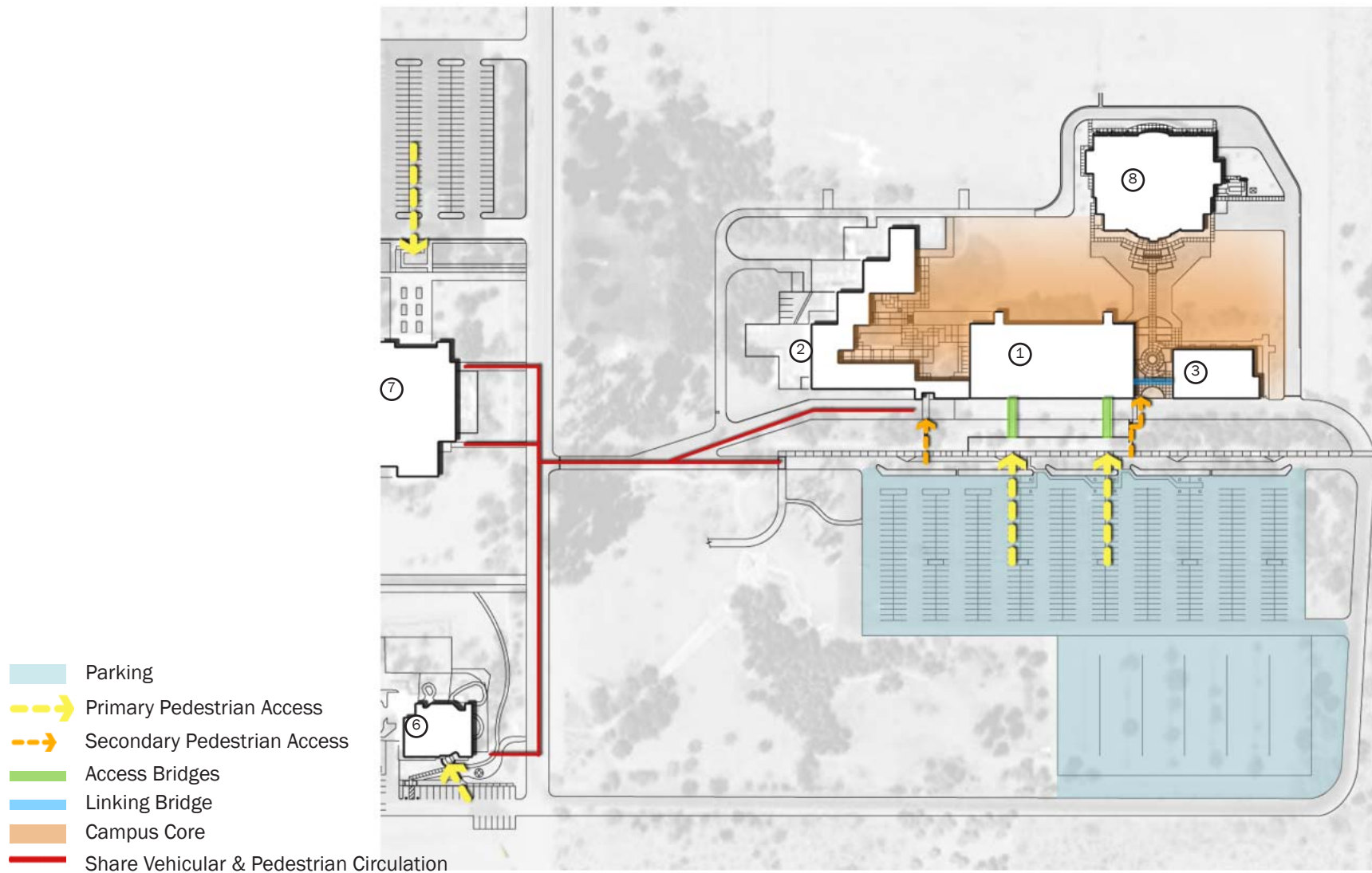
The campus lacks direct, convenient, ADA compliant pedestrian access between the facilities at the academic core of the campus and the athletic (7) and child care (8) facilities west of College Heights Boulevard. The current pedestrian way linking these facilities forces student to transition along the south side of the academic core and to share the onsite and public roadways with vehicular traffic. (See Open Space)



IWW- Service / Shared Pedestrian Access



IWW - Pedestrian Bridge / Campus Entry



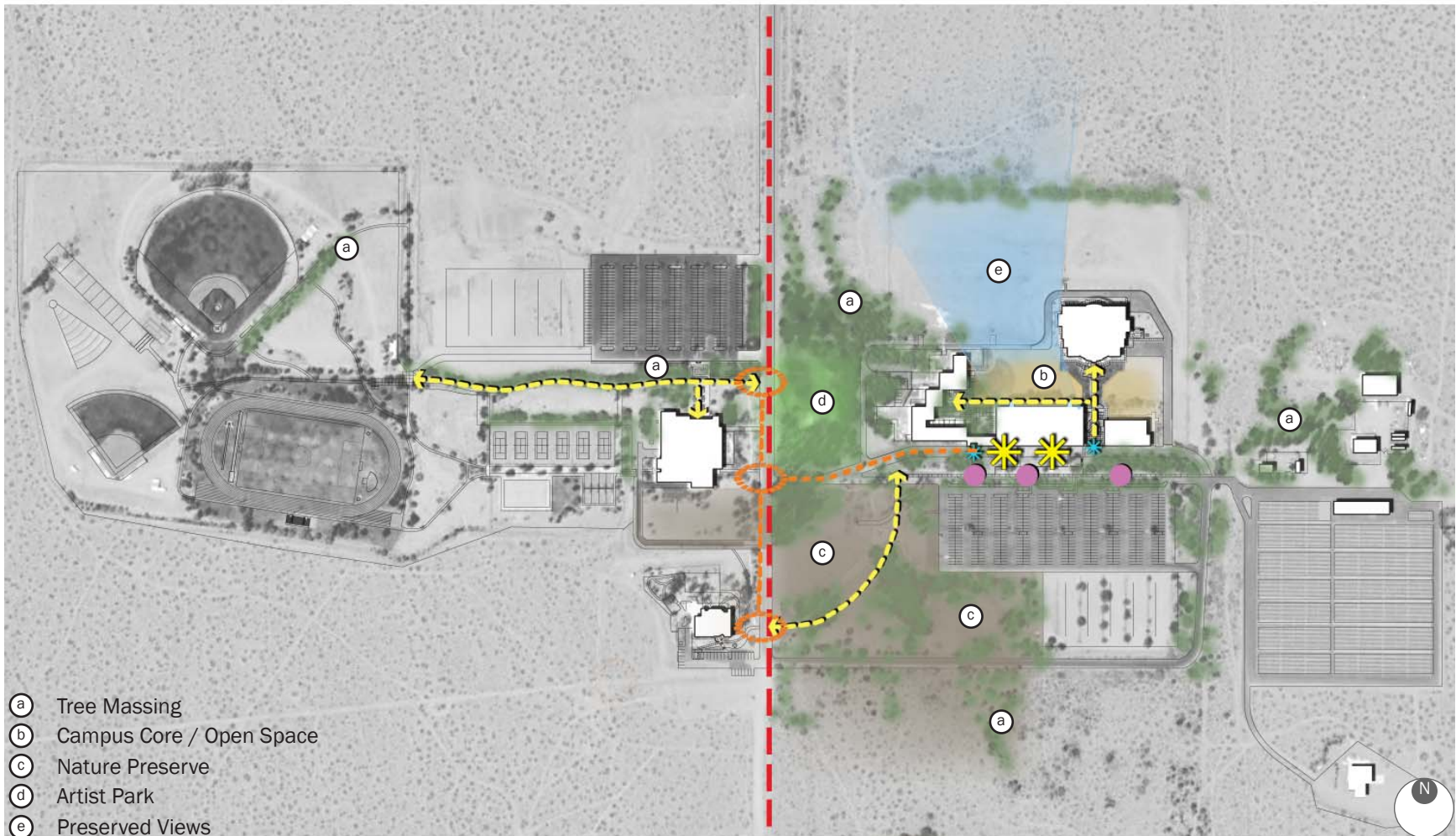
OPEN SPACE

- The existing tree massing (a) and open space (b) of the Campus are assets that should be protected and enhanced. The tree massing reinforces, both from a distance and at the pedestrian level, the linear siting / geometry of the campus and its facilities.
- The nature preserve to southwest (c) and Artists Park (d) to west of the academic core are unique resources that contribute to defining the visual character of the campus.
- The open space at the core of the campus is underdeveloped and underutilized.
 - Direct access to the space except through buildings is limited.
 - The landscaping has deteriorated as a result of construction.
 - Improved areas to support formal and informal student gathering and interaction are limited and lack amenities
 - The open space east of the LRC lacks definition or a sense of containment / enclosure.
- The panoramic desert and valley views to the north / northwest (e) are a distinctive benefit and should be protected when considering additional development.



- College Heights Blvd.
- Vehicular / Pedestrian Conflicts
- Pedestrian Circulation
- Transit Drop Off
- ✱ Primary Pedestrian Campus Entry
- ✱ Secondary Pedestrian Campus Entry

IWV - Open Space



- (a) Tree Massing
- (b) Campus Core / Open Space
- (c) Nature Preserve
- (d) Artist Park
- (e) Preserved Views

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Campus Assessment - Eastern Sierra College Center

OVERVIEW

The Eastern Sierra College Center (ESCC) serves portions of Inyo and Mono counties from facilities centered in Bishop and Mammoth Lakes. ESCC offers a wide range of classes, both on campus and online.

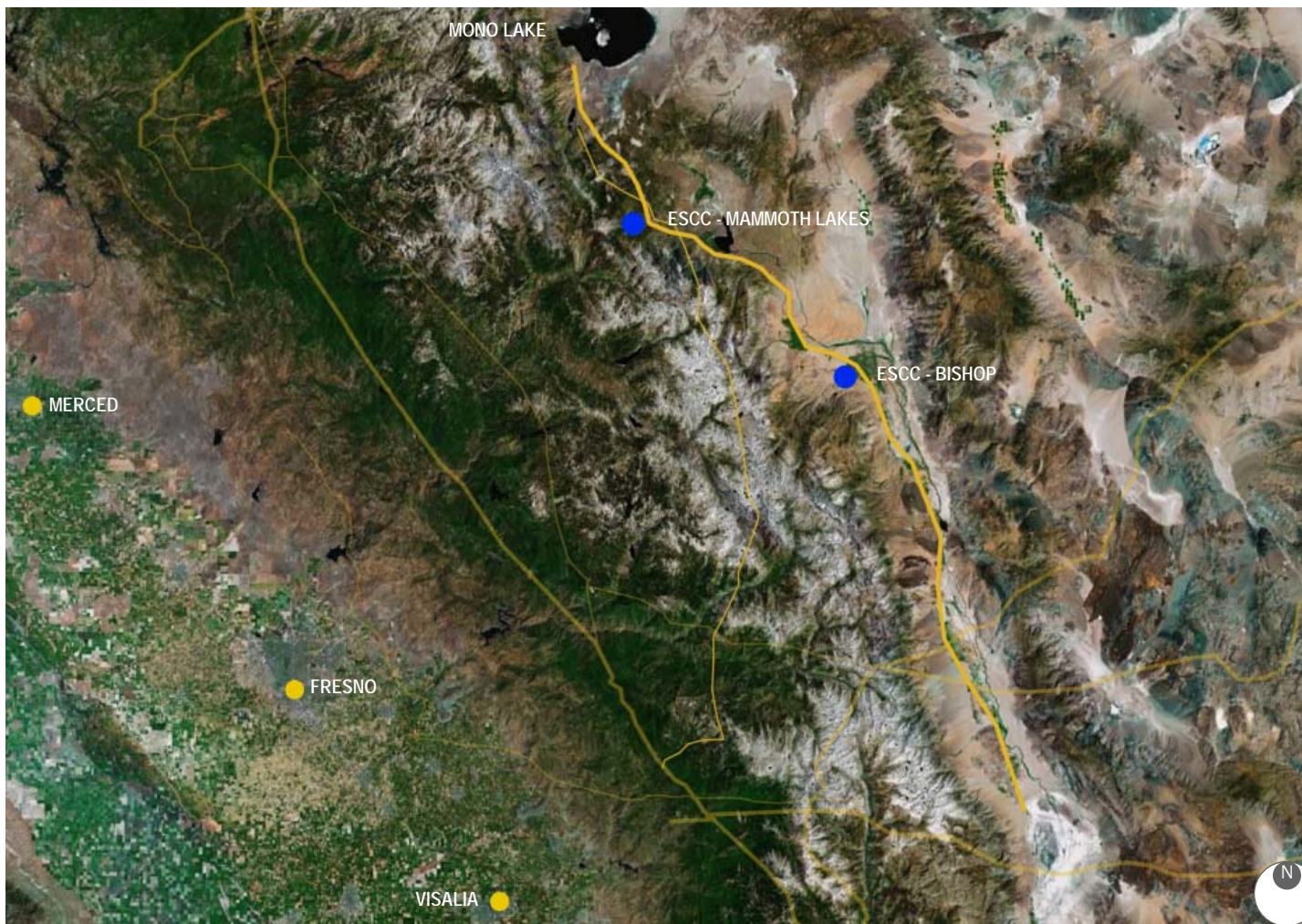


Bishop Classroom Building



Mammoth Lakes Building

ESCC Vacinity Map



ESCC BISHOP

Located approximately 3.5 miles southwest of the town of Bishop on West Line Road, the ECSS facilities consist of a single, multi – discipline building of approximately 18,712 asf /32,037 gsf. Completed in 2003, the improved site is approximately 8.5 acres directly southwest of Highway 168 .

Planning considerations include the following:

- The site and building are currently underutilized and capable of supporting additional growth. Improved utilization of the space, including repurposing and or renovation to support instructional uses, community uses and provide improved support amenities, should be considered.
- A number of spaces have been re-purposed without benefit of proper planning and design. For example, space originally intended to support Child Development is currently being utilized as an art and ceramics lab.
- Due to the separation / isolation of the site from town and any surrounding amenities or support services, it is important to provide on-campus spaces which address the needs of students. This includes food service capabilities, and comfortable, student oriented areas for study and socialization.
- Significant utility issues confront the campus; most specifically, neither the fire nor domestic water systems are operable:
 - The campus is not served by municipal water services. It was intended that the facilities be serviced by an on-site well system which, to date, has failed to provide potable water. As a result, bottled water is provided.
 - The buildings fire sprinkler system has not been activated due to design and or construction issues.
- The campus lacks site signage, landscape and other site improvements necessary to provide a true presence and /or unique, appealing “sense of place”. It would be difficult for those not familiar with the facility to recognize this as a learning institution /site within the community it serves.

ESCC - Bishop Vacinity Map



ESCC - MAMMOTH LAKES

Located southeast of the town of Mammoth Lakes, on the south side of College Parkway, the ECSS facilities consist of a single, multi-discipline building of 11,226 asf /20,128 gsf completed in 2003. The ESCC site is approximately 36.5 acres.

The ESCC site was planned and developed in cooperation with the Mammoth Lakes Foundation whose mission is the support of higher education and cultural enrichment in the Eastern Sierra. Mammoth Lakes Foundation improvements adjoining the ESCC site include Edison Hall (4), an administrative and multi-function community facility on the north side of College Parkway housing theatre, studio art and culinary instruction and the South Gateway Student Housing facilities (2), developed and operated by the Mammoth Lake Foundation, on the south side of College Parkway, east of the College.

College Parkway is a loop road which

provides vehicular access to student parking on the south and public/Foundation parking on the north. This road bifurcates the campus from the Edison Hall facility.

The campus LRC facilities are located in the Public Library (3) northwest of the site. A pedestrian pathway connects the LRC with the campus.

ESCC - Mammoth Lakes Vacinity Map



- ① ESCC - MAMMOTH CENTER
- ② STUDENT HOUSING
- ③ MAMMOTH LAKES LIBRARY
- ④ EDISON HALL



Planning considerations include the following:

- The site and building are currently underutilized and capable of supporting additional long term growth.
- Improved utilization of the current space, including repurposing and or renovation to support instructional uses, community uses and provide improved student support amenities should be considered.
- The site is rural in nature and separated from the town, surrounding amenities and support services. It is important to provide on-campus spaces which address the needs of students and potential community users of the facility. This includes food service capabilities, and comfortable, student oriented areas for study and socialization, which are currently lacking.

- Infrastructure & utility considerations include:
 - The campus is served by both Ameri Gas (propane) and SCE. Energy costs are a significant component of the campuses operating budget.
 - Heat gain in the building in summer months is significant and current active and passive ventilation strategies are not sufficient.
- As a single building facility, the ESCC Mammoth site lacks a campus feel. The sense of campus is further diminished by the separation of activities occurring at Edison Center by College Road. To the southeast, the parking lot adds to the isolation of the building by separating it from the South Gateway Housing Facility. While the proximity of student housing is unique to the ESCC Mammoth campus, the housing includes its own student oriented amenities drawing

some of the student energy from the campus.

- Weather, both snow and high winds, is a significant planning consideration. This includes:
 - Convenient access to and from parking and the college facilities
 - Space and access for snow removal
 - Protected exterior spaces conducive to student activities and socialization. The south side of the campus facilities afford dramatic mountain and meadow views, however exterior spaces in this location are impacted by high winds from the southwest.



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Campus Assessment - Southern Outreach Center

SOUTH KERN - EDWARDS AIR FORCE BASE

The South Kern outreach campus is located on the grounds of Edwards Air Force Base (EAFB). Its primary function is to serve military personnel who are deployed at the site. Area residents can also take advantage of the curriculum offered. In this regard, it additionally serves the communities of Mojave, Boron, and California City.

The campus consists of a single building of 2,860 ASF that was constructed in 1974. It is owned by the military and made available to Cerro Coso Community College.

Planning Considerations

- The primary purpose of the campus is to accommodate military personnel who wish to access a postsecondary education.
- The unpredictability of military deployments has encouraged greater use of on-line course offerings that are available through Cerro Coso's Indian Wells Valley campus. This has allowed military personnel to continue their education without physically being present on the base.
- The space allocated for enrolled students relative to the WSCH generated at the site is more than adequate to meet the current and future needs.
- No changes are needed in the current arrangement with EAFB and / or the space made available to Cerro Coso College for the future.
- The campus site at EAFB serves an important need. The longer range vision should include maintaining the public / public relationship with the base.
- Because of the security issues, civilian use of / access to the program of education at EAFB is limited. The future vision might also include the development of a campus site in California City that would be open to a greater student population base.

KERN RIVER VALLEY SITE

Located in the community of Lake Isabella, off Highway 178, the Kern River Valley Outreach Site (KRV) serves a population base of approximately 17,000. In addition to the community of Lake Isabella, Bodfish, Wofford Heights and Weldon are served by the KRV site.

The facilities that currently house the program of instruction are located in the Von's (Supermarket) Complex, part of commercial / retail mix that comprise a linear mall. Leased space consists of 28 rooms and 11,394 ASF. Approximately 7,550 ASF is dedicated to instructional space. KRV consumes the second floor of the 1972 building.

Planning Considerations

An assessment of the current location and general suitability of space allocated for conducting the program of instruction prompted the following conclusions:

- The commercial / retail space dedicated to the program of instruction is challenging.
 - It is poorly situated within the complex and difficult to find – Poor street presence
 - Access to the site is at the rear of the building
 - Parking (also at the rear of the building) is very limited and not well defined
 - The site and facility has poor lighting
 - There are security concerns due to its location
 - The College pays commercial / retail rates for this lease space
- While space for the academic program of instruction is adequate, space for support services, including those of student services, administration, and students activities is very limited.
- Space for student success functions – tutorial support, learning resources,

etc. – is not readily available

The site serves a need for students who would not otherwise be accommodated by the District. The staff has done an excellent job making a difficult situation work for as an educational site. KRV would be better served to seek an alternate location for its program of instruction of the future.



Indian Wells Valley - Central Campus Core

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Key Considerations For The Future

Based on the findings from the Educational Master Plan and inputs from the College, a myriad of key considerations were taken into account in formulating the Facilities Master Plan for Cerro Coso Community College. The following represent some of the most common and relevant considerations that were associated with the five campus locations that comprise the College.

MEETING DEMANDS FOR NEW GROWTH

Indian Wells Valley will be the only campus to experience growth demands through year 2025. Based on the current space inventory for the IWV Campus and the projections derived from the Educational Master Plan, IWV is projected to have a need for approximately 10,000 ASF of additional space through the year 2025, or whenever 26,700 site-based WSCH is achieved. An overview of the space priorities is provided below:

- Academic space needs of approximately 5,000 assignable square feet (ASF) by 2025 – general purpose classrooms
- Support Services space needs of approximately 2,700 ASF by 2025 in the areas of:
 - Student Services / Student Activities
 - Instructional Media
- Campus Support space needs of 2,300 ASF
 - All other space categories

INFRASTRUCTURE

Presently, infrastructure at the Cerro Coso campuses is addressed on a building-by-building basis. Upgrade of mechanical and utility systems will need attention. The IWV campus has a great beginning with its solar field array. A long-range goal is to become grid positive. The opportunity for additional solar, wind and geothermal sources of renewable energy are significant for the College.

HEALTH / SAFETY

The College will need to address any key health and safety issues that may exist. These would include fire access around the campus, water issues for potable uses or for fire suppression, evacuation accessways and any unsafe buildings or structures.

ACCESS

The Cerro Coso campuses should be as functional and accessible as possible and include attention to the following:

- Accessibility
- Flow of ingress and egress
- Campus bifurcations
- Linkage and continuity of the campus

LINKAGE TO THE PROGRAM OF INSTRUCTION

The Facilities Master Plan will be driven by the program of instruction. All decisions related to future planning should be based on how students are served vis-à-vis the program of instruction. It is essential that instructional planning and facilities planning be closely coordinated at all stages of the development process.

TECHNOLOGY CONSIDERATIONS

Facilities planning will need to be closely linked to and aligned with technology. This association should take into consideration:

- Instructional delivery
- The impact of Distance Learning
- The development of a strategic plan for technology
- The anticipation of future technology needs

IMPROVING SPACES FOR STUDENTS

Campuses, particularly at the Eastern Sierra College and Southern Outreach Centers, need to have more functional and user-friendly spaces for students. This includes space for learning resources and tutorial support that address the goal of student success. These spaces should also include opportunities for formal and informal student gathering and multifunctional facilities that can be converted for multiple uses.

SPACE UTILIZATION / DISTRIBUTION OF SPACE

The College will need to right-size, reallocate and / or redistribute space to match curriculum offerings of the future. Space allocations will need to conform with the Title 5 allowances for the key space categories monitored by the state. Even without current state funding, the College will need to keep itself in a “funding worthy” position for that time in the future when funding possibly becomes available.

CONSOLIDATION / PARTNERSHIPS

Because the service area of Cerro Coso is so vast, there should be a concerted effort to consolidate the delivery of education with other partners in education. This could range from inviting a four-year college to share the grounds and /or building space of the College or it may take the form of partnering with a local school district to share facilities that already exist. In the current economic climate, it is most unlikely that the College can or should embark upon the construction of new centers and / or new center expansion projects.

FLEXIBLE TEACHING / LEARNING SPACES

Facilities of the future should be sufficiently flexible to accommodate change.

- Technology-based teaching / learning spaces will be in greater demand
- There will be difficulty in determining the line that has traditionally separated lecture from laboratory space. Accordingly, buildings

should be constructed or renovated to accommodate multiple uses

- Facilities that are planned should be developed with the idea that within ten years they may be designated for alternative uses
- Construction should permit the maximum amount of structural and infrastructure flexibility

THE MAINTENANCE IMPERATIVE

Maintenance is not only critical to the facilities planning process -- it is imperative. Key maintenance issues that need to be addressed as part of the Facilities Master Plan include:

- The adequacy of the current and projected maintenance organizational structure to support new or renovated facilities.
- The need to generate an overall comprehensive and long-term plan for maintenance.
- A long-term commitment of funding for maintenance

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Key Planning Assumptions

The construction of the Facilities Master Plan relied heavily on a set of key planning assumptions. The primary source for these planning assumptions was derived from research conducted via the environmental scan, on-site assessments and from on-campus meetings. Following are the most significant of these findings. These planning assumptions were an important component in formulating the Facilities Master Plan.

SCAN OF THE COLLEGE'S ENVIRONMENT

Conditions within the nation, the state and region will have significant impacts on the students who attend Cerro Coso Community College over the next several years. The College will need to look at alternative ways to conduct the business of education as a result. These impacts will also reverberate through the plan for facilities as well as the types of facilities that will be required to serve students in the future.

At the National Level

- Regaining the ground that was lost in the great economic downturn of 2007 / 2008 will take several years
- Higher costs for energy can be expected
- The looming \$1.5 trillion federal budget deficit will continue to affect consumer confidence and discourage taxpayers from taking-on additional debt
- The reduction in funding support from the federal government will impact state and local governments, including postsecondary educational institutions

- Households will be impacted by the credit crunch. Loans for business and big ticket domestic purchases will be more difficult to secure

At the State Level

- California's rate of unemployment will remain high (11.5%) through 2012
- The projected state budget deficits through 2012 will trigger more belt-tightening for state postsecondary institutions and for state sponsored capital construction projects
- Jobs within the state that will experience the greatest growth will be in Leisure and Hospitality, Administrative and Support Services Professional, Scientific and Technical Services, Transportation and Utilities, Wholesale Trade and Health Services
- Housing starts will be anemic through 2012
- The annual growth rate of the population will slow considerably from what it was ten years ago
- The impacts of AB 32 (California Greening) will create an additional financial burden on residents within the state
- State community colleges will not be able to meet the demands for students seeking a postsecondary education
- The greatest opportunities for growth will be in not- for-credit and contract education, i.e. areas that are not dependent on traditional state funding

At The Regional Level

- Population growth, as a natural economic driver, will be sluggish – in some parts of the Cerro Coso service area (e.g. Eastern Sierra), growth will even be in decline
- Opportunities to grow at the various campuses will need to rely on means other than natural population growth
- South Kern will be the exception – The area within a 10-mile radius of the southern portion of California City has grown at 2.8 times the relative average for the state over the past 10 years; it will show above average growth for the future
- Unemployment will remain high, particularly for Kern River Valley
- The economies of the Cerro Coso service area will remain unpredictable, as they are largely built around military operations and tourism – Positive or negative changes in these economic focal points will greatly impact the College
- New, unique economic opportunities are emerging within East Kern County in both aerospace and renewable energy

At the Campus Levels

- Cerro Coso will evaluate its mission and the students it serves as a result of declining resources at the state level
- The College will continue to focus on its “core mission” of transfer education, basic skills, and workforce preparation - Other secondary aspects of the College’s mission may be de-emphasized

- With dwindling resources, the campus sites that comprise Cerro Coso will be called to greater accountability and levels of efficiency
- The College will find new and more cost effective ways to serve students as a result of the student success initiative and accompanying legislation
- Cerro Coso will continue to serve a population base that has many underprepared students for college-level academics
- The College will capitalize on a population base that is underserved relative to postsecondary education – almost 50% of the population base 25+ of age has only a high school diploma or a high school diploma with some college courses
- The College will need to investigate more self-generating revenues vis-à-vis contract education and not-for-credit education
- The College will need to balance its on-site program of education with an ever-growing demand for Distance Education
- As a result of high energy costs and distance traveled to the campus, Distance Education will have even greater pressure in the future
- The current negative trend for site-base growth in headcount and WSCH will be reversed
- The College will meet or exceed the growth projections for 2025, averaging annual growth rates for unduplicated headcount of 2.03% and averaging annual growth rates for WSCH of 2.76%

ON-SITE ASSESSMENTS

On-site campus assessments provided a fresh, objective look at the strengths, weaknesses and opportunities for the College. These perspectives included, but also went beyond, the need for space and current conditions of buildings. Following are the most prominent planning assumptions derived from these assessments.

Indian Wells Valley

- There is a need to address current infrastructure shortcomings, particularly that of HVAC
- New and upgraded campus systems (pedestrian circulation, vehicle circulation and parking, open space, campus amenities) are needed to support the current campus and the campus of the future
- Inner connectivity of the campus should be improved
- Space that is currently available within the existing buildings will be recaptured for maximum utilization
- Underdeveloped campus core will be made to be more functional, usable and accessible for students
- Fire and service roadways will comply with local standards
- Linkage of open space areas should be integrated with the buildings and pathways
- A plan for accommodating future growth will be addressed; new growth will link with a revised campus plan
- Where possible, existing buildings should be retained, modernized and upgraded for long-term use

- Space should be right-sized to reflect the current and future needs for teaching / learning
- Career technical education should be re-evaluated for future uses

Cerro Coso Centers

- Development should be in proportion to demonstrated growth and the ability to be self-sustaining
- There is a need to address study / learning resources / tutorial assistance areas to support student success at all sites
- Future space needs can be met within the existing allocations for space – Better distribution and reclamation of underutilized space is needed
- The future of the outreach sites should be addressed in relationship to the main campus at Indian Wells Valley

Eastern Sierra College Center

- Existing space can be better and more flexibly used via repurposing to meet the needs of students at Mammoth Lakes
- At the Mammoth Lakes site, the issues of campus bifurcation and winter weather related shortcomings should be addressed
- Joint-development of the site in conjunction with the Mammoth Lakes Foundation should be encouraged and pursued

- The basic infrastructure issues, including that of water, will be addressed on a priority basis at the Bishop outreach site
- The feasibility of alternative sources of energy should be pursued at the Eastern Sierra sites to remove the dependency on propane

Southern Outreach Center

- An alternate site for the Kern River Valley (KRV) outreach site should be pursued
- South Kern programs at Edward's Air Force Base should be retained to serve military as needed
- Outreach site in California City should remain "as is" for present

CAMPUS VISION / CAMPUS VALUES

Equally important in creating the key planning assumptions were the vision and values gleaned from on-campus meetings with College administrators, faculty, staff and students. The vision and values that were stated with the greatest frequency included the following:

IWV Campus

- Provide welcoming entry points with visual corridors into the campus
- Offer a welcoming environment for students – i.e. a place where students want to spend time

- Link outlying facilities to the campus core
- Facilitate ease of access and campus flow
- Minimize conflicts between pedestrian and vehicles
- Link with public transportation
- Include a strong sense of place
- Balance (campus) development with open space
- Improve campus zoning
- Create / encourage connectivity with the community
- Promote an educational presence as a regional postsecondary resource for education
- Address sustainability as part of the greater, overall plan

Centers and Outreach Sites

- Serviceable sites that offer core education programs and support amenities that will help students succeed
- Make the most use of available ITV programs to maximize course offerings and avoid duplication
- Offer a safe environment for students, faculty and staff
- Articulate with IWV
- Successfully engage public and private partners for the future
- Create strong links with the community

the foundation elements of the facilities master plan

Previous College and District Planning

Planning efforts at Cerro Coso Community College over the past ten years have resulted in the completion of several projects. At IWV, this has included a new Library/LRC facility, modernization of the Science laboratories, and space improvements to better support student activities. At the Eastern Sierra College Center, this has included the addition of center facilities at both Mammoth Lakes and Bishop. These projects were closely linked with the Maas Companies 2003 / 2004 Resource and Facilities Plan.

Three projects were identified in the College’s current 5YCP. These projects represent 52,126 ASF of planned construction and / or renovation and carry an implementation cost of \$33,120,000, not including the cost for core site amenities or infrastructure improvements / upgrades. All of the projects listed were projected to be funded with local (District) monies. Following is the capital construction plan for Cerro Coso as captured in the current 5YCP document.

The most current planning efforts are captured in the College’s Five Year (Capital) Construction Plan (5YCP). Projects that were active in the 5YCP were given close consideration in the formulation of the Facilities Master Plan. At the same time, these projects were weighed against the realities of the projections for growth and needs for space based on the findings in the Educational Master Plan.

CERRO COSO COMMUNITY COLLEGE CURRENT CAPITAL CONSTRUCTION PLAN

Project	Scope	Usable Sq Ft.	Status	Projected Occupy Date	State \$	District \$	Total \$
Main Building Modernization	Renovation	28,524	District Funded	2015/2016	\$0	\$15,537,000	\$15,537,000
Performing Arts Center	New Construction	18,112	District Funded	2019/2020	\$0	\$15,086,000	\$15,086,000
Southern Outreach Center	New Construction	5,520	District Funded	2019/2020	\$0	\$2,500,000	\$2,500,000
Total		52,156			\$0	\$33,123,000	\$33,123,000

Source: Kern County Community College District / Cerro Coso Community College Five-Year Construction Plan as of March 2012; analysis Cambridge West Partnership

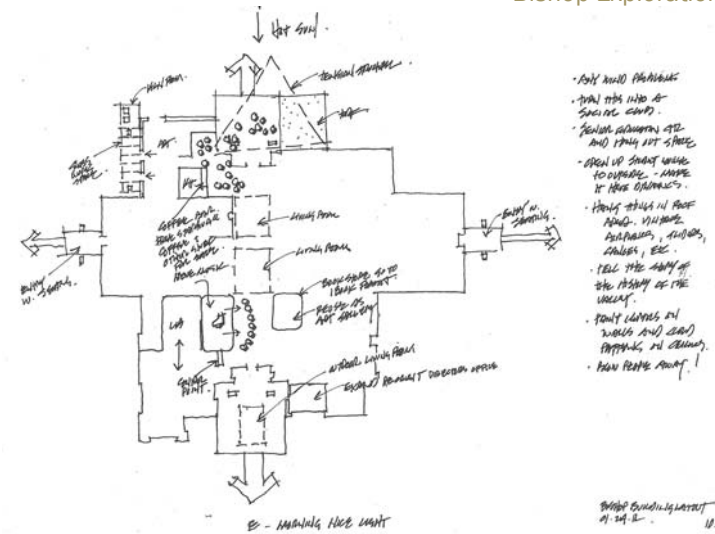
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campus vision for the future

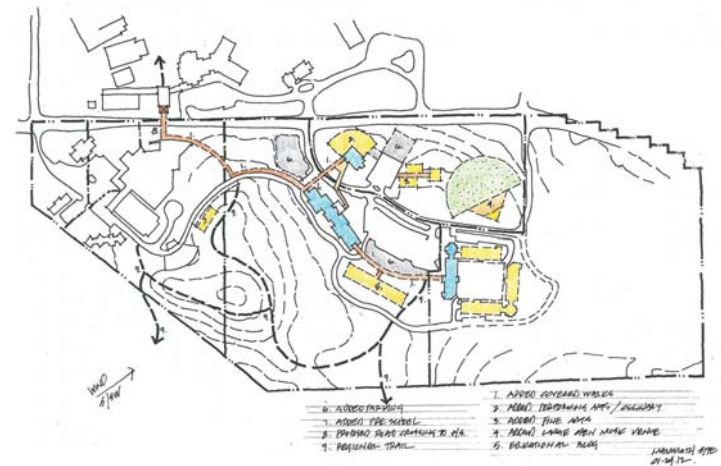
Translating Findings Into Physical Form

Translating the findings from the foundation elements into the campus vision was initially facilitated via the identification of a program of work. This process involved the assemblage of space into larger building blocks. It also included the identification of the core systems / amenities needed to support the campus vision for the future. Findings from the Educational Master Plan, key consideration for the future, the current campus assessment, the key planning assumptions, and the current planning efforts of the College provided the shape and form for the program of work.

Bishop Exploration



Mammoth Exploration A



PROGRAM OF WORK

The proposed long-range program of work identified for Cerro Coso Community College consists of four projects, all of which are at the IWW campus. The Centers of Cerro Coso are not projected to require additional space or buildings through the Phase I (2012 - 2025) time period. These Center sites would, however, benefit from changes and improvements to both buildings and site amenities.

The accompanying table presents the program of work for Cerro Coso Community College in summary form, aggregated into the sub areas of new construction, renovation to support growth, the requirements for core site amenities, and post 2025 considerations.

Sequence #	Building #	IWW New Construction	Scope Outcome
1a	A	Parking / Exterior Elevator	Redefines main parking and entry - Provides needed vertical accessibility to campus core
2	5	M&O / IT and Central Plant	Constructs a Central Plant - Provides offices space for M & O and IT
IWW Renovation			
1	1	Main Building	Renovates / repurposes the remainder of the Main Building for better utilization / greater efficiency
3	2	Occupational Labs / South Bldg	Renovates/ repurposes existing space for reuse to support occupational education needs
Core Site Amenities			
		Infrastructure	Upgrade Replacement
		Parking	New Construction / Upgrade
		Circulation / Access	New Construction / Upgrade
		Site Improvements / Amenities	New Construction / Upgrade
Post 2025 Considerations			
	3	East Classroom Building	Expansion for academic use
	5	M&O Shop Facilities	No work currently anticipated
	7	Gymnasium	No work currently anticipated
	6	Child Development Center	No work currently anticipated
	8	Learning Resource Center	No work currently anticipated
	F	Future Academic Buildings	No work currently anticipated
	F2	Future Building Pads	No work currently anticipated
	B	Future Bridge / Elevator	No work currently anticipated
	C	Future Bridge / Elevator	No work currently anticipated



CAMPUS DEVELOPMENT SCHEDULE / PHASING PLAN

The program of work was further refined via the creation of a campus development schedule / phasing plan. In this perspective, projects were aligned into a development sequence. The following criteria were used to determine a project's position in the campus development queue.

The degree to which a project:

- Rectified a safety and / or health concern that required immediate attention
- Was identified as a “linchpin” project – i.e. a project that facilitated / made possible the completion of other projects in and timely and financially feasible manner
- Addressed an academic program that was currently experiencing space shortages
- Addressed immediate space needs for key student support services
- Remedied academic space needs that are five to ten years downrange (i.e. accommodating disciplines / programs that can manage with existing space but will need space in the near future)
- Met the space requirements of student support services that are five and ten years in the future

Other considerations included:

- Minimizing the disruption to students and not overburdening the campus with construction at any one point in time
- To the extent possible, having construction projects being completed in a given campus zone prior to initiating new projects in another campus zone
- The ability of a project to attract state funds (if any such funds should become available in the future)

The facility needs for Cerro Coso were extensive. Not all of the projects identified could be completed within the 2025 timeframe, i.e. consistent with the Educational Master Plan. The College will require a multi-phase development schedule, with Phase I targeting the period of 2014 to 2025, A secondary phase will be needed to address additional facility needs and core site amenities development.

The campus development schedule / phasing plan for Phase I is depicted in the table that follows. It is the next element of the Building / Facilities Program. In this context, projects are identified with projected start dates, scopes of work and square footage requirements. Also included is a table that reflects the programming for and impact of each project in terms of displaced users, swing space provisions, and the intended end-users.

Campus Development Schedule And Phasing Plan

	SEQ	Projects		Construct Start Date	Scope	ASF	GSF
Phase I	1	IWV Main Building		2014/2015	Renovation	29,080	43,501
2014 - 2025	1a	IWV Parking / Exterior Elevator	1	2014/2015	New Construction	NA	NA
	2	IWV M&O / IT and Central Plant	2	2014/2015	New Construction	6,800	8,000
	3	IWV Occupational Labs / South Bldg		2020/2021	Renovation / Repurpose	9,170	12,230
		sub total				45,050	63,731
Footnotes:							
	1	Linchpin project: Supports all development that follows - provides access to campus core					
	2	Linchpin project: Supports all development that follows - provides needed backbone infrastructure to all current and future buildings on the campus					
Post 2025		Project					
		IWV East Classroom Bldg			New Construction		
Projects		IWV M & O Shop			Renovation		
		Mammoth Lakes Bldg & Site Improvements			Repurposing of Existing Space & Site Improvements		
		Bishop Bldg & Site Improvements			Repurposing of Existing Space & Site Improvements		
		IWV Future Academic Bldg			New Construction		
		Mammoth Lakes Future Bldg			New Construction		
		IWV Future Bldg			New Construction		
		So. Outreach Ctr./California City			New Construction		

Source: Cambridge West Partnership / HPI Architects projection

Priority	Project	Scope	Changes/Impacts
1	IWV Main Building	Renovation	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • Creates consolidated internal zones for students services and administration • Converts inactive space to usable interim use space • On completion expand academic / academic support space (3rd floor) • Will displace some student services and admin functions to on-site temp space <p><u>End Users</u> Student Services / Administrative Services / Academic Instruction</p>
1a	IWV Parking / Exterior Elevator	New Construction	<p><u>Impacts</u></p> <ul style="list-style-type: none"> • Key "linchpin", campuswide project that will improve access to the College and to campus core • May inconvenience East Wing access from second floor bridge during construction • New entry / parking configuration will inconvenience parking - recommend summer construction <p><u>End Users</u> All Campus Constituents</p>
2	IWV M & O / IT Central Plant	New Construction	<p><u>Impacts</u></p> <ul style="list-style-type: none"> • Central Plant: Key "linchpin" infrastructure project that will support / benefit all campus bldgs. • Will require trenching throughout the campus - recommend summer construction • M & O and IT Offices: Supports key functions of College operations <p><u>End Users</u> All Campus Constituents (Central Plant) M & O / IT</p>
3	IWV Occupational Labs / South Bldg	Renovation / Repurpose	<p><u>Impacts:</u></p> <ul style="list-style-type: none"> • No displacements - Renovation will reclaim underutilized space • Space will be flexible to accommodate CTE programs • Secondary Effect: Welding relocated - connecting pathway with west campus completed <p><u>End Users</u> Welding Alternative Energy Other CTE Uses</p>

Source: Cambridge West Partnership / HPI Architects projection

campus vision for the future
The Campus Systems

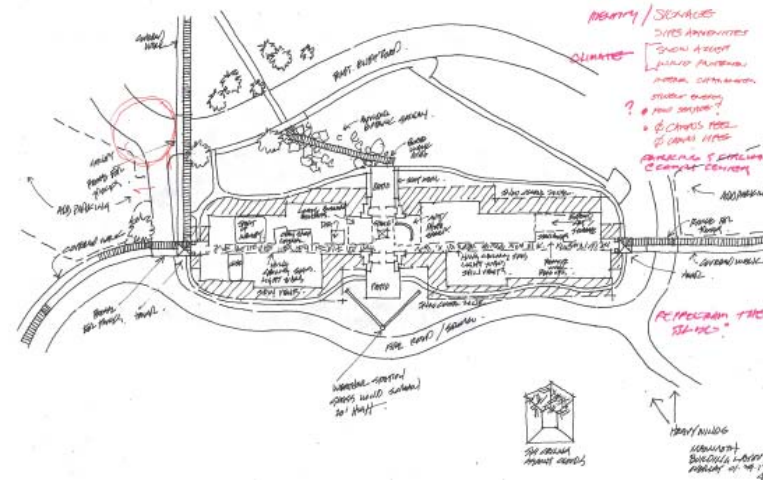
SUMMARY

In developing the Facilities Master Plan, each site was viewed as a separate entity with strengths and weaknesses, with particular goals to be pursued, and with specific outcomes to be achieved. The total needs of each site were considered. Critical campus systems needed to support the long-term program of work were also taken into account. These campus systems included pedestrian circulation; vehicular access, circulation and parking; open space, and campus amenities / improvements. Along with facilities (projects), these components make the campus a living and working community. Collectively, they support the overall goal of serving students by providing the physical resources that support learning and the overall academic experience.

Mammoth Exploration B



Mammoth Exploration C



campus vision for the future

The Campus Systems - Indian Wells Valley Campus










VEHICULAR CIRCULATION, ACCESS & PARKING

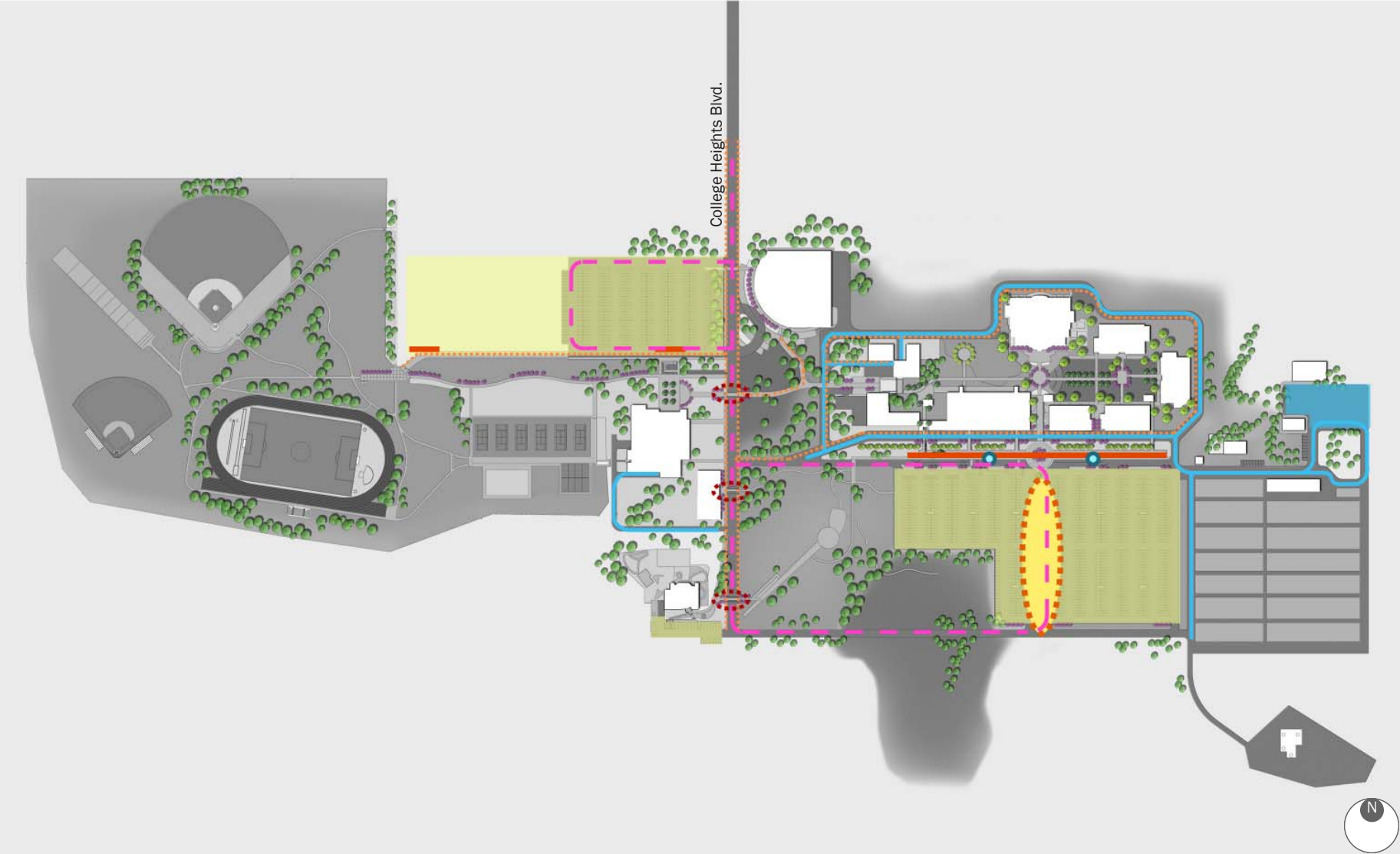
The master plan recommends the following improvements:

- Creating a vehicular entry / gateway to the academic core of the Campus: The intent is to bring vehicular traffic directly into the parking area that serves the academic core of the campus from the south, rather than around the eastern edge of the lot. As envisioned, this point of access would be improved through landscape, hardscape and appropriately scaled signage and lighting to create a sense of entry and arrival– a “gateway.” This vehicular path would terminate at a vehicular plaza at the south edge of the academic core, supporting convenient drop-off and providing direct visual and physical access to the heart of the campus via a bridge, elevator and grand stairway. Roadways internal to the lot would be developed to facilitate movement,

minimize queuing and reduce the public / student use of the roadway around the eastern edge of the lot.

- Realign the service road and expand the parking: As the need for additional parking to support the academic core increases, the master plan suggests realignment of the service road to the east (adjacent to the west edge of the existing solar field) and expansion of the current lot eastward. This limits further disruption of the nature preserve /open space west of the lot, adds parking in proximity of future growth, and ultimately allows for simplification and realignment of the service road to minimize service vehicle conflicts with other vehicular and pedestrian movement.
- Extend and improve the existing service road on the north edge of campus to meet current emergency vehicle requirements (increase the width) and facilitate convenience of service to current and future buildings (a perimeter loop road)

-  Improved Vehicular Gateway
-  Improved Parking
-  Unimproved Parking
-  Vehicular Drop Off
-  Improved Crossings
-  Primary Vehicular Circulation / Loop Road
-  Service / Limited Access
-  Public Transit Drop Off
-  Bike Access



PEDESTRIAN CIRCULATION







The master plan recommends the following improvements:

- Provide welcoming, well distributed, pedestrian gateways to the campus core - The intent of the master plan is to create a series of pedestrian gateways with direct access to the improved open space at the center of the campus, rather than limiting access directly into buildings. This will simplify and improve way finding and enhance the student’s “campus” experience. Suggested gateways include:
 - Ⓐ A bridge, elevator and grand stairway leading directly to the open space and Library at the heart of the campus from the pedestrian / vehicular drop-off plaza at the north edge of parking. The bridge would transition through the space between Buildings 1 and 3, while visually and physically focusing on the new LRC (8) which lies on axis between these buildings.

The bridge would provide access to the second floor of Buildings 1 and 3 and transition via stairs and an elevator to an at-grade Campus Entry Plaza.

- Ⓑ It is suggested that the stairway that descends from the parking level to ground floor level at the west end of Building 1 be enhanced as a gateway to the college and a second bridge and elevator be added to facilitate accessibility and ease of way finding at the west.
- Ⓒ As the campus eventually grows eastward a third bridge, elevator and stair serving as a gateway to the campus core should be considered at the east end of Building 3.
- Create an east / west pedestrian promenade linking the central campus open space with the Artist Park and athletic facilities to west - Pedestrian access to the athletic facilities directly from the academic core is currently precluded by Building 2 at the west edge of the central campus open space. As a

result, students are forced to the south side of the academic core and must share the vehicular loop road to move from the core to the athletic facilities. The master plan suggests the removal of a portion of the Occupational Labs Building 2 to create a physical and visual link from the central campus open space to the west. This “opening” would allow extension of the east / west promenade at the central campus open space westward through the Artists park directly to the athletic facilities (7). In addition to providing safe, convenient access this extension will encourage student engagement in and enjoyment of the Artists Park which is an underused and underappreciated Campus asset.

-  East West Promenade
-  Secondary Pedestrian Circulation
-  Entry Node / Plaza
-  Interior Node / Plaza
-  Public Transit Drop Off
-  Improved Pedestrian Crossings



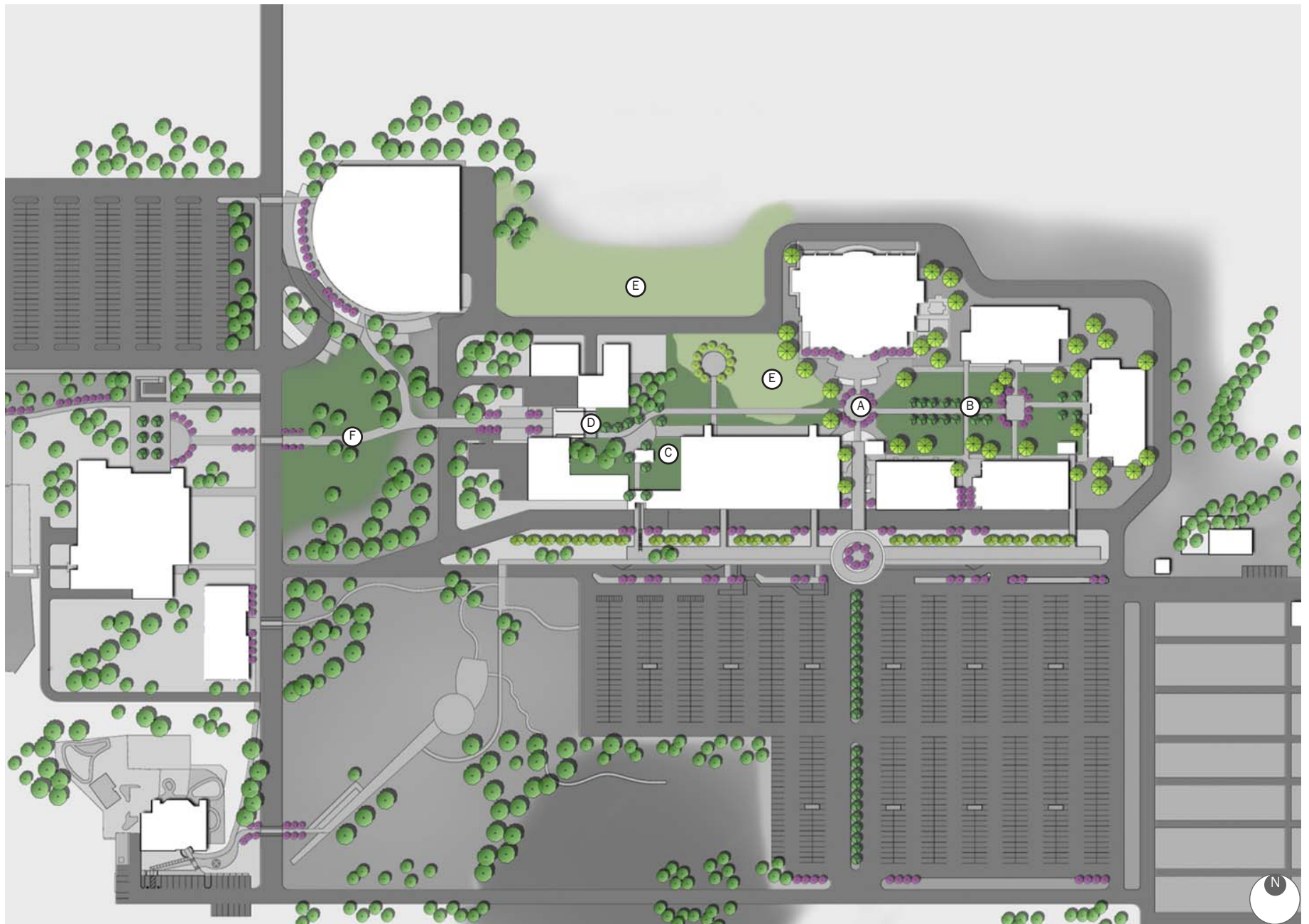
OPEN SPACE

The master plan recommends enhancement of the open space at the center of campus to create a “campus core” and to enrich student life. - The intent of the master plan is to create through interpretive drought tolerant gardens and more formal landscape and hardscape improvements, a student focused open space at the core of the campus that supports ease of movement from building to building and provides a hierarchy of public and intimate open spaces supporting interaction and socialization. Improvements would include a consistent lighting, graphics and signage program which makes traversing the campus safe, promotes pedestrian wayfinding, and accommodates accessibility to active and passive student oriented spaces.

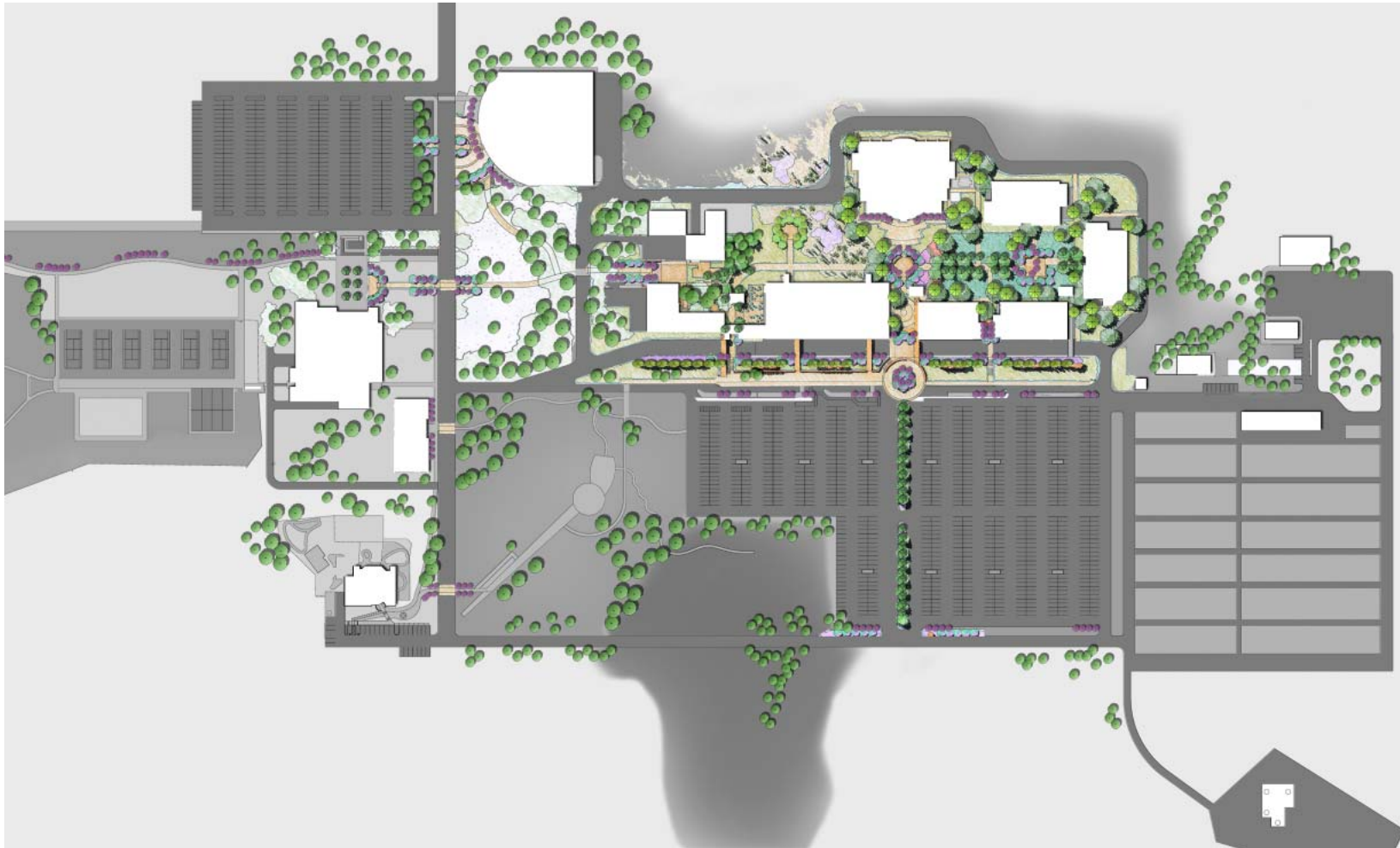
- Ⓐ *Campus Entry Court* – a gateway to the campus and entry to the LRC. This “court” is a node on the east / west spine transitioning through the suggested campus core and the north / south spine linking the campus core with the parking and drop-off to the south.
- Ⓑ *The Green* – a green space for passive lounging or supporting a large gathering for such potential uses as graduation. Smaller, intimate adjoining spaces supporting study, contemplation and small group interaction should be provided with seat walls, shade form the heat and wind breaks for protection.
- Ⓒ *Student Center Plaza* – an extension of the Student Center. This is envisioned as an active multi level space with a variety of tables and seating for dining and study. Situated west and north of the Student Center this dynamic space is intended

as a center of student, faculty, staff and administrative activity adjoining the improved east / west promenade and directly accessible from the Student Center. This space will be characterized by varying degrees of sun and shade, a hierarchy of spaces supporting both large and smaller intimate groups, plug-ins for lap tops and other forms of communication as well as night lighting to create a welcoming, safe, dramatic collegial place for students.

- Ⓓ *Arts Court* – a linking courtyard which is an extension of the fine arts facilities and serves as a transitional space between the campus core and the athletic facilities to the west. This roofed court is envisioned as flexible space with lighting and sound and available for concerts, performance, sculpture shows and other art exhibitions, lectures, and events.
- Ⓔ *Desert Garden and Vista Learning Area* – interpretive Desert and drought tolerant gardens which can be utilized in existing biology, entomology and possible new programs involving water use, plant pathology, and general horticulture.
- Ⓕ *Artists Park* – a contemplative, passive but visually stunning open space supporting art in public places. Preservation of this remarkable set of land forms and tree groves is an important goal for the Master Plan. In considering the extension of the east/west promenade through the park the layout respects the existing features while providing enhanced lighting, graphics, signage, and accessibility. A raised walk across College Heights Blvd. should be provided to enhance student safety.



IWW - A Vision For The Future



campus vision for the future

The Centers of Cerro Coso Community College

The Centers of Cerro Coso Community College all share the same plight of having limited resources to work with, serving very small population bases and struggling to keep enrollments and weekly student contact hours at baseline levels. Alternately, the centers provide a much needed postsecondary educational opportunity for those students who attend.

The centers are at the crossroads at this time. In the wake of difficult budget choices brought about by a reduction in state funding, the District will need to decide whether or not the centers will be abandoned or continue in the future. If the latter, the District will need to make a financial commitment to provide the facilities and resource needed to not only attract students but to have them succeed once they are enrolled. While the goal is for self-sufficiency, the reality is that some of the outreach sites may simply not have the ability to do so.

For the purposes of the Facilities Master Plan, it was assumed that the centers of Cerro Coso Community College would continue into the future. If this assumption is correct, the following campus visions should be considered.

ESCC - BISHOP

Space at the Bishop campus is sufficient to meet the academic needs of the students through the year 2025. What is lacking is support space that will make the campus more viable from the student's perspective. This includes study / tutorial / resource support as well as formal and informal activity areas. The proposed changes can be achieved without adding additional space. Rather, the concept would be to repurpose / reallocate existing space to create the type of space needed. The following is proposed for the Bishop site:

Health / Safety -

- On a priority basis, rectify basic health / safety issues
 - Correct the current potable water issues and /or work with the local service providers to develop a feasibility study for extension of water services to the campus
 - Correct and activate the on-campus fire protection systems

Site

- Infrastructure: Conduct an engineering study to determine the feasibility of creating an alternative energy source to power the campus; address HVAC needs
- Provide appropriate campus entry signage (monument signage) at Highway 168.
- Provide limited but appropriate landscape improvements to enhance the visual character of the campus, the image from Highway 168 and to provide improved exterior spaces in the immediate vicinity of the building. These may include:
 - A limited turf area for seating on the west side of the building in proximity of the west entry
 - An exterior patio / siting area
 - Greening / landscape at the east and west entries
 - Shade in campus parking lots
 - Wind rows to direct cooling breezes
- Provide additional student parking in close proximity of the west entry and studio arts space to afford direct, well lit access for evening students (Students are currently parking either in the fire line / drop-off zone or interior to the loop road).

Building

- Repurpose and or renovate existing space to support instructional needs, encourage community use and provide student amenities that support the academic experience:

- ① Renovate the former Child Development area (currently used as studio arts) to provide purpose build studio arts facilities that include support space and storage
- ② Repurpose the kitchen area of the former Child Development Center to create a student café / student activity space with direct access to the building's central open space and enhanced patio space on the west side of the building
- ③ Repurpose the small offices fronting the central open space for student / ASO use
- ④ Create faculty offices with direct visual and physical access to a centralized, informal group study area
- ⑤ Repurpose the current bookstore and adjoining office space for multipurpose use by the Center
- ⑥ Remodel the library and computer lab to create an integrated Learning Resource Center / student success space (open access tutorial spaces / computer area).
- ⑦ Renovate the central open space to create a "great room" encouraging and supporting both passive and active functions, including study, dining and informal student use. These changes can be accomplished primarily with proper selection of furniture.



ESCC - MAMMOTH LAKES

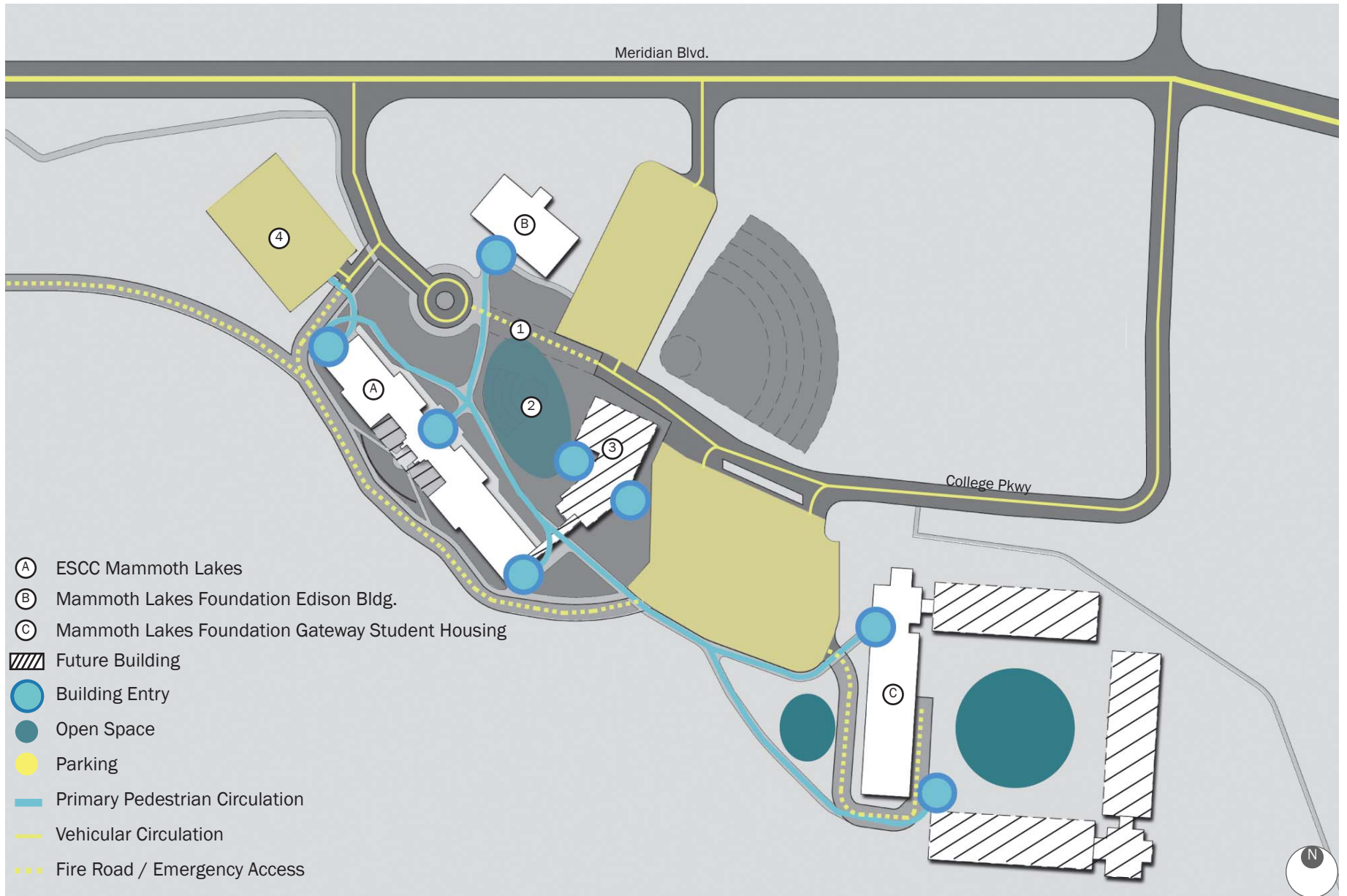
Based on the projections from the Educational Master Plan, space at the Mammoth Lakes campus is sufficient to meet the academic needs of the students through the year 2025. Lacking is support space that will make the campus more viable and usable from a student's perspective. This includes both exterior and interior improvements that support everything from study / tutorial / resource support to functional site improvements. Similar to the Bishop campus, space needs would be achieved via the repurposing / reallocation of existing space. A joint-use Mammoth Lakes Foundation (community) Building is proposed to complete the site. The Mammoth Lakes site would benefit from this building by being able to offer specialized programs not currently possible within its facility (e.g. performing arts). Overall, for the Mammoth Lakes site, the following is proposed.

Site Improvements

- Infrastructure: Conduct an engineering study to determine the feasibility of utilizing an alternative energy source (solar / wind) to power the campus / reduce operating costs.
- Provide appropriate campus entry signage (monument signage) on Meridian Blvd.
- Collaborate with the Mammoth Lakes Foundation to improve the long term utilization of the site and create a sense of "campus". Considerations include:
 - ① Limiting through traffic on College Parkway directly north of the campus site to enhance the pedestrian connection

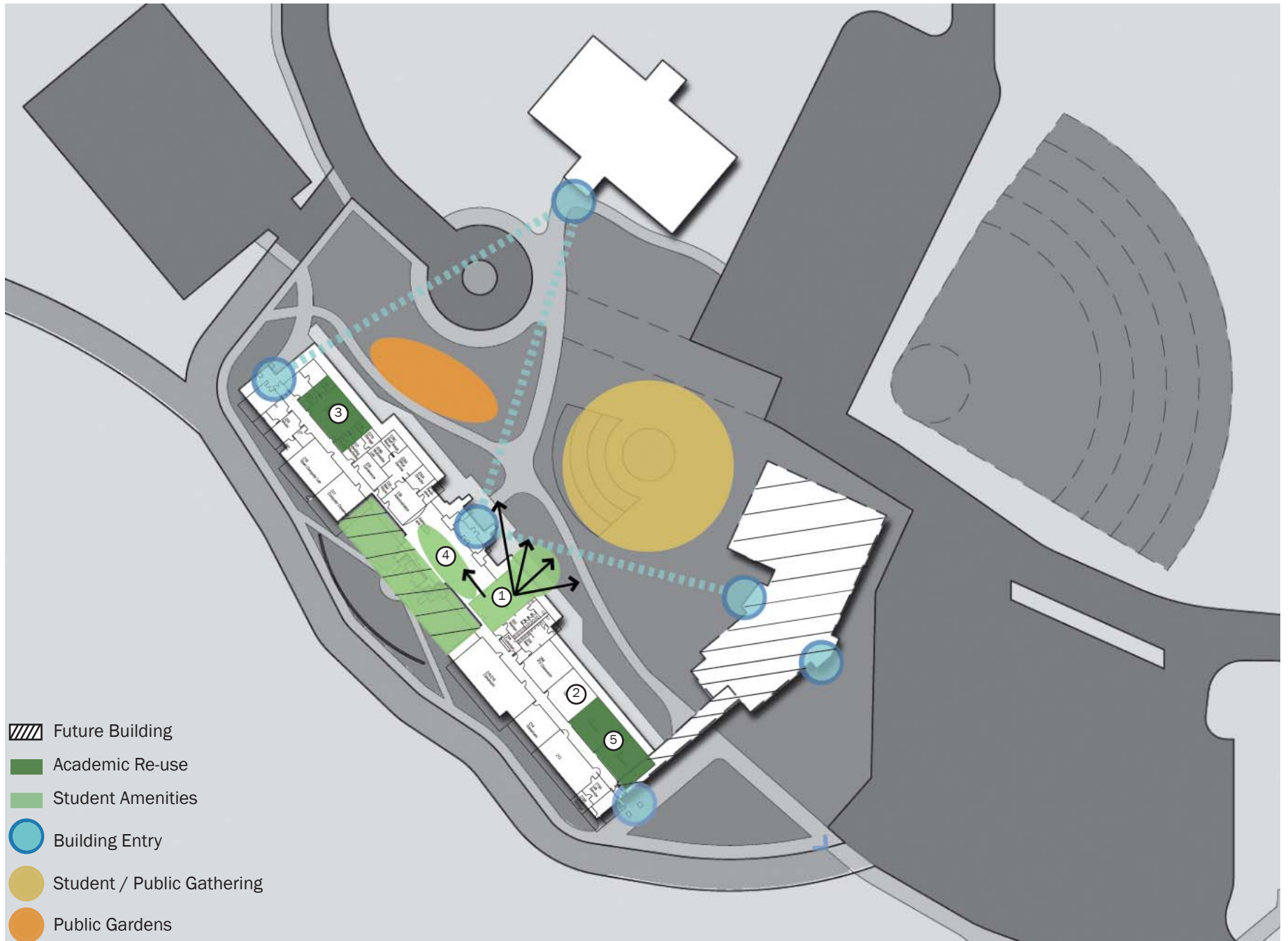
between the Edison Building (B) and the ESCC-Mammoth Lakes building (A). This may require creation of an access drive to the Mammoth Lakes Foundation parking, direct from Meridian Blvd.

- ② Create a centralized campus mall or open space on the leeward side of the ESCC-Mammoth Lakes building
- ③ Constructing a multi-use community and classroom building to support Foundation needs and provide additional instructional opportunities at the ESCC-Mammoth Lakes site. It is assumed this building would be community / Foundation funded and supported. It is suggested this facility be sited perpendicular to the southeast corner of the current campus building. This would provide closure to the proposed centralized mall / open space, allowing this facility to be linked via an enclosed lobby / corridor with the campus while remaining directly accessible from the campus parking to the east.
- ④ Provide additional campus parking north of the ESCC-Mammoth Lakes building with direct and convenient access to the north entry. This parking would be directly accessible from the truncated Campus Parkway



Building Improvements

- Repurpose and renovate existing space to support instructional needs, encourage community use and provide needed student amenities:
 - ① Reorganize the lobby to create an informal student lounge area - Convert Classroom 101 to a student center / cyber café with access to exterior patio space on the northeast side of the building and adjacent to the central entry. Access from the lounge to a protected courtyard on the southwest side of the building should also be considered. It is intended that this space lend a sense of “campus life” by encouraging and supporting both passive and active functions including study, student dining, informal use and small public lectures or performances.
 - ② Relocate iTV from Room 201 to Room 207
 - ③ Repurpose the underutilized adjunct faculty office area to an on-campus Learning Resource and Tutorial Center
 - ④ Renovate the central open space to create an all-purpose room for multiple student uses
 - ⑤ Repurpose rooms 208 and 209 to provide a purpose built art studio. This space is currently utilized for art, however, it lacks appropriate storage / support space



SOUTHERN OUTREACH CENTER - KERN RIVER VALLEY OUTREACH SITE

The Kern River Valley Outreach site fills an important educational need for the small population base of Lake Isabella. Lake Isabella unemployment outpaces the rest of the county and the state; its per capita income rate is also well below the county and state averages. It is difficult to place a value (priceless) on the benefit that the outreach site has to students who pursue a postsecondary education in this locale. While the KRV Outreach site provides education, it also provides a great deal of hope for its students.

The characteristics of the limited resources and struggling enrollments and WSCH (associated with all of the centers) certainly apply to the Kern River Valley Outreach site. WSCH generation is not sufficient for the District to invest in the construction of permanent facilities. At the same time, there is a need to address the 590 enrolled students that are projected for the year 2025.

Assuming District budget viability, the vision for the Kern River Valley Outreach site would be for its continued operation but with a different format and site location. The vision includes the following:

Site

- While the general area location of the Von's Center is reasonable and the amount of square footage adequate, the distribution of space for the purpose of serving students in an educational setting is marginal at best, parking is poor and the cost to

operate (commercial lease rates) high. It is a credit to the staff of the outreach site that the space has been adapted to deliver a postsecondary program of education to date.

- Abandoning the current site in the Von's Center. Based on alternative, available sites and the cost to operate, KRV would be better served by partnering with the Kern River High School to share / utilize their existing site and facilities.

Building

- The vision for the KRV campus to year 2025 includes a combination of sharing existing buildings at Kern River High School and, depending on availability of space at the high school, introducing modular (portable) buildings on the site to accommodate support services – e.g, student services, administration, and learning resources / student success support.
- Based on the projected enrollment and WSCH for 2025 (590 students generating 5,768 WSCH), the need for new academic space will not exceed that which is presently available at the current Von’s Center site. What should be addressed is the space allocation for student and resource support. Overall, the following space needs are proposed:

- Student and Resource Support Services 6,200 ASF
 - Administration Services 1,230 ASF
 - M & O and IT Services 1,200 ASF
 - Academic Instruction 6,700 ASF
 - Lecture Rms (4) @ 750 ASF each one of which is for iTV
 - Lab Rms (4) 3 @ 9,000 ASF and one of which is 1,000 ASF
- Total: 15,330 ASF

Consistent with the recommendation for all outreach centers of the District, the long-range vision for stand-alone buildings should not be pursued until WSCH generation maintains an average of 12,000 per semester.

SOUTH KERN (EDWARDS AIR FORCE BASE)

Historically, this site has provided educational opportunities for the military personnel at Edwards Air Force Base (EAFB). Over the years, the number of enrolled students has fluctuated with the deployment of troops. In war time, there are fewer enrolled students and in peace time more. Enrollments at this site have been further impacted by the surge of distance education opportunities. Military personnel, who might have otherwise enrolled on the base, can also be found in the distance education programs offered via the main campus of Indian Wells Valley.

The District, through the Southern Outreach Center, currently maintains a very small physical presence on the base. Assuming District budget viability, the vision for the Southern Outreach Center at EAFB would be for its continued operation. The vision includes the following:

Site

Maintain the physical presence on the base and the association with military personnel who wish to avail themselves of a postsecondary education.

Buildings

The current facilities are modest – they consist of a classroom, a laboratory, instructional media space and offices and total 2,860 ASF. If additional space is needed in the future, the District should work with EAFB to identify additional space on the site.

CALIFORNIA CITY

The District’s educational presence in California City is currently via a public / public partnership with the high school (California City High School). The District also has a Child Care Center facility and title to a 21.2-acre site that is available for development downrange.

California City is an area that has grown over the past ten years. Its prospects for future growth are good as well. Its proximity to Mojave, to the military operations at EAFB and to emerging industries in South Kern (e.g. aerospace and alternative energy) offer some interesting possibilities for the future.

The vision to year 2025 is for continuance of the partnership with the high school, as there is a very small presence of educational activity. Permanent construction of a facility on District-owned property is not projected until sometime after 2025. In this regard, the following is proposed:

Site / Buildings

- Through year 2025: Delivering educational services through a site-based relationship with California City High School
- Post 2025: Consider the development of the 21.2-acre site when it can be justified via the criteria of being able to generate and sustain 12,000 WSCH on a semester basis

campus vision for the future

Cost to Implement

OVERVIEW

How will the cost of the proposed Building / Facilities Program be met? What financial resources are available? The answers to these questions are tied to a number of assumptions and possibilities. While financing is at the crux of implementation, the initial emphasis should be placed on having a clear-cut, implementable plan. With a solid plan, the answer to the question of financing becomes more of a “when” rather than “if”. It will be easier to attract funding if the College has a strong plan in place that articulates its future vision.

The current-day cost to implement the proposed Phase I Building / Facilities Program at Cerro Coso Community College was projected at \$38,672,753. These cost projections assume state funding support to the level of \$2,079,082 and local (District) funding of \$36,593,671. However, the District should brace for the possibility that state funding, which has

not been available for the past six years, may not be forthcoming in 2014 or in the future. With the state’s Capital Outlay Budget Plan (COPB) program in question, the District may be left with deriving an alternate plan for financing its needed capital improvements. Bonding ahead of debt via a locally issued bond has been the primary vehicle in this regard. The District should give this option consideration to jump start its capital construction program until such time that the economic climate within the state improves. While the cost is substantial, the need and scope of development is equally extensive. It will begin to define the College into its second life cycle over the next 50 years.

Following are cost projections to complete the Phase I Building / Facilities Program.

Cerro Coso Community College Cost To Implement Phase I To Year 2025

<u>Projects</u>	<u>Construct</u>		<u>Square Footage</u>		<u>Total Project Cost</u>	<u>Proj Outside Funding \$s</u>	<u>District / Loca. \$s</u>
	<u>Start Date</u>	<u>Scope</u>	<u>ASF</u>	<u>GSF</u>			
1 IWV Main Building	2014/2015	Renovation	29,080	43,501	\$11,618,469	\$0	\$11,618,469
1a IWV Parking / Exterior Elevator	2014/2015	New Construction	NA	NA	\$3,200,000	\$0	\$3,200,000
2 IWV M&O / IT and Central Plant	2014/2015	New Construction	6,800	8,000	\$5,740,900	\$0	\$5,740,900
3 IWV Occupational Labs / South	2020/2021	Repurpose / Renovation	9,170	12,230	\$4,158,164	\$2,079,082	\$2,079,082 ¹
sub total			45,050	63,731	\$24,717,533	\$2,079,082	\$22,638,451
Footnotes:							
1. Projected state funding support projected at 50% of total cost; actual state funding may be higher							
<u>Phase I Core Site Amenities/Support Costs</u>							
1 Infrastructure-Primary	2014/2025	New Constr / Replacement	NA	NA	\$5,561,446	\$0	\$5,561,446
2 Infrastructure-Secondary	2014/2025	New Constr / Replacement	NA	NA	\$1,112,289	\$0	\$1,112,289
3 Parking	2014/2025	New Construction	NA	NA	\$683,650	\$0	\$683,650
4 Circulation and Access	2014/2025	New Construction	NA	NA	\$610,530	\$0	\$610,530
5 Site Improvements	2014/2025	New Constr / Replacement	NA	NA	\$2,251,015	\$0	\$2,251,015
6 Demolition	2014/2025	Demolition	NA	NA	\$177,570	\$0	\$177,570
7 Interim Use Renovations	2014/2025	Renovation	NA	NA	\$98,000	\$0	\$98,000
8 Existing Buildings Renovation	2014/2025	Renovation	NA	NA	\$542,000	\$0	\$542,000
9 Equipment Furnishing NOC	2014/2025	Upgrade	NA	NA	\$365,000	\$0	\$365,000
10 Infrastructure Contingency	2014/2025	New Constr / Replacement	NA	NA	\$537,605	\$0	\$537,605
11 Project Management	2014/2025	Implementation Support	NA	NA	\$2,016,115	\$0	\$2,016,115
sub total					\$13,955,220	\$0	\$13,955,220
Total Phase I					\$38,672,753	\$2,079,082	\$36,593,671

Source: Cambridge West Partnership/HPI Architecture projections. Note: Cost are present-day; core site amenities costs are non-engineered projections

Total Phase I Cost

SUMMARY

The cost to implement the proposed Phase I Building / Facilities Program for Cerro Coso Community College is captured in summary form in the table that follows.

Category	Total Cost
Construction/Renovation	\$24,717,533
Infrastructure Improv -Primary	\$5,561,446
Infrastructure Improv -Second	\$1,112,289
Parking	\$683,650
Circulation/Access	\$610,530
Campus Improvements	\$2,251,015
Demolition	\$177,570
Provisions for Swing Space	\$98,000
Existing Bldgs Renovations	\$542,000
Equip/Furnishings NOC	\$365,000
Infrastructure Contingencies	\$537,605
Construction Management	\$2,016,115
Total	\$38,672,753

Source: Cambridge West Partnership/HPI Architecture projections.
 Note: Cost are present-day; core site amenities costs are non-engineered projections.



Bishop Entry

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conclusions / recommendations

Conclusions / Recommendations

Consistent with the documentation and analysis provided, the following recommendations are offered relative to the Cerro Coso Community College Facilities Master Plan. It should be noted that these are summary recommendations based on the more detailed information articulated in the Chapter 3, Campus Vision for the Future.

SUSTAINING THE CAPACITIES FOR GROWTH

As space needs for the future are predicated on the College's capacity to grow, the College should develop a strategy that reflects the intentions (and projections) of the Educational Master Plan. In particular:

- Refining its enrollment management plan to ensure that the rate of growth for weekly student contact hours maintains an annual averages of 2.76% through the year 2025 and that headcount growth average 2.03%.
- Targeting an underserved population segment of 25+ years who have a high school diploma and no college education and / or some college with no degree. This represents between 45% and 50% of this population segment.

FOLLOWING THE NEEDS IDENTIFIED FOR SPACE

The College should adopt the findings for space needs outlined in the Educational Master Plan as the targets for 2025 (reference chapter II). The space needs identified should be used as a guide for new growth space as the College moves into the future.

INFRASTRUCTURE CONSIDERATIONS / NEEDS

It is recommended that the College address the long-term needs for backbone infrastructure at the Indian Wells Valley campus. A Central Plant that would address HVAC issues is recommended as an initial project. The replacement and / or upgrade of aging or inefficient infrastructure is a priority as well. At the Bishop outreach site, the need for potable water and fire suppression is an immediate need.

LONG RANGE PERSPECTIVE

The Facilities Master Plan will be long-term endeavor, viewed as a marathon, not a sprint, and implemented in multiple phases. The recommended action would be for adopting Phase I – i.e. projects that would be completed over the period 2014 to 2025, and revisiting those projects that would be completed post 2025.

ADHERENCE TO CAMPUS DEVELOPMENT SCHEDULE

It is recommended that the College adopt the campus development schedule / phasing plan proposed herein. Projects in the plan have been sequenced to achieve development in the least costly manner, prevent redundancy of the work to be performed, cause the least impact on the campus, and facilitate the projects that follow. Adherence to campus development / phasing schedule is recommended for successful implementation of the Facilities Master Plan.

BUILDING / FACILITIES PROGRAM

The proposed Building / Facilities Program should be adopted as representing the projects the College intends to pursue in relationship to and within the parameters of the Educational Master Plan and the other primary foundation elements. The adoption of the Building / Facilities Program will entail changes to the Five-Year Construction Plan for the College.

For Phase I, the proposed Building / Facilities Program will address four projects at IWW. It will also address the core site amenities / improvements and campus systems needed to support planned development.

IMPORTANCE OF DISTANCE EDUCATION

The importance of Distance Education to the viability of Cerro Coso Community College should not be lost in the planning process. While the Facilities Master Plan tends to focus more on the needs of site-based students, the prominence of Distance Education, and role that Cerro Coso Community College has had as a pioneer in this field, should not be underestimated. Amenities that support this teaching / learning modality should be encouraged. With a service area of 18,000+ square miles, it is understood that Distance Education will continue to grow and play a pivotal role in Cerro Coso's future. At present, it accounts for almost 50% of the WSCH generated.

COMMITMENT TO CORE SITE AMENITIES

The College should make a strong commitment to the development of the campus systems and core site amenities that are needed to support the campus. These include parking, access, vehicular circulation, pedestrian circulation, open space, outdoor enhancements, welcoming entryways, and gathering spaces for students.

FINANCING THE CAMPUS VISION

At the present time, it can be assumed that state support for capital construction projects at Cerro Coso Community College, or any community college in California, will not be available in the near future. The College should strongly consider its own funding plan to actualize the campus vision vis-à-vis a local bond initiative. If, in time, state funds become available, the proposed Building / Facilities Program should to be sufficiently flexible in its design to incorporate this funding source.

It should be the goal of the College throughout the process to achieve the greatest results for campus development / redevelopment for the least expenditure. In the case of Cerro Coso, this would translate to utilizing all available space to its highest potential – to first reclaim and repurpose available space to meet the demands of growth and / or change.

THE INDIAN WELL VALLEY CAMPUS

The Indian Wells Valley Campus is projected to remain as the flagship of Cerro Coso Community College. It is assumed that the resources of the District will continue to support its growth and progress out in time. Key campus needs for IWV include the following:

- Accommodating academic growth space should be achieved via reclaiming existing space – repurposing of the Main Building 3rd floor. The Occupational Labs (South Bldg.) should be repurposed for academic use as well.
- Support services space should be accommodated via renovation / repurposing of the Main Building.
- Key campus amenities should include a Central Plant facility and an exterior elevator to support campus access.
- Other recommended campus improvements:
 - Address conflicts that currently exist between pedestrians and vehicles.
 - Address the bifurcation of the campus and safety issues posed by College Heights Blvd.
 - Work with Caltrans to retain the rural character of College Heights Blvd.
 - Create direct / convenient access to the main parking lot – reconfigure the vehicle entryway
 - Address service and emergency vehicle access to the campus
 - Connect the east campus with the west campus

- Address accessibility to the core campus area
- Create an improved sense of campus - upgrade core campus amenities
- Identify / make provisions for accommodating future growth

THE CENTERS AND OUTREACH SITES OF CERRO COSO

The Eastern Sierra College and Southern Outreach Centers pose challenges going into the future. All of the sites are very small in size (each center, with two to three locations and combined forecasted WSCH for 2025 of approximately 7,000 per semester). Alternately, the centers address population bases that would otherwise not be served within the District. In this regard, they provide a great service.

With increased pressure on District finances, it is completely plausible that one or more of the outreach sites could be closed. The recommendation herein, however, assumes that the centers will continue into the future. With that assumption, the following is offered.

- Projections for the future indicate that existing allocated space is sufficient
- Outreach sites should articulate closely with the IWV campus and make use of District-wide iTV medium to expand course offerings
- The centers should strive to become and / or maintain a level

of self-sustainability - both fiscally and operationally

- There should be a renewed intent / interest in joint-venture public and / or private partnerships that could assist with the provision of future facilities

Mammoth Lakes:

- Repurpose / reclaim existing space to make it more functional / usable for students, particularly in those areas that support student success (LRC, study / tutorial support) and / or facilitate multi-functional use
- Address site concerns, including weather related issues, access, campus bifurcation and connectivity with Foundation buildings
- Consider developed outdoor areas that would facilitate on-campus gathering for students
- Conduct study / investigate the return on investment for alternative energy sources to reduce dependence on propane

Bishop

- Address major infrastructure issue regarding potable water and water for fire suppression
- Reclaim existing space and repurpose it to make it better support / promote the goal of student success - Create multi-use spaces that serve many purposes for students and transcend the label of single purpose use

- Consider the reorientation of existing parking to more secure, night-time friendly areas
- Conduct study / investigate the return on investment for alternative energy sources to reduce dependence on propane

Kern River Valley

- Pursue public-public partnership with Kern River Valley High School to facilitate shared use of existing facilities and grounds
 - Terminate lease agreement within Vons' complex
- Accommodate student support services / student resources needs via allocated space within the high school or in portable units on the grounds

South Kern (Edwards Air Force Base)

- Maintain public-public partnership with Edwards Air Force Base to accommodate military personnel who wish to avail themselves of postsecondary educational opportunities

California City

- Maintain a current presence in a public-public partnership within the high school
- While the population base has shown impressive growth, bricks and mortar-type facilities cannot be justified until weekly student contact hours reach 12,500 for a semester (25,000 WSCH per year) on a sustained basis.

conclusions / recommendations

Epilogue

The Conclusion / Recommendations section provides the final reference for the Facilities Master Plan. It is the culminating point for the Plan. It is anticipated that the data contained herein will serve as the foundation for the periodic updates of the Facilities Master Plan updates that will follow in the future.

Cerro Coso Community College has done well with its planning efforts - these have been most helpful in the construction of the Facilities Master Plan and have served the College well in providing a useful start for redevelopment of its campus. The Facilities Master Plan has built upon this start, fine tuning the space needs to be consistent with the growth parameters articulated in the Educational Master Plan and interpreting those space needs into the projects of the Building / Facilities Program. Our primary goal has been to provide the College with a Plan that is both viable and usable; a Plan that provides a vision for the future, a blueprint for Plan implementation, and a decision-making resource that can be referenced whenever questions of facilities are discussed.

The consultant team of Cambridge West Partnership and HPI Architects would like to thank President Dr. Jill Board and her entire administrative team for their support and assistance throughout the planning period. This Plan would not have been possible without the timely assistance, the volumes of excellent data and the input provided along the way. Throughout, it has been a good process; it is expected that the results will be equally as good.